

# 2005 CIRP Summary Data

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**Breakdown by  
Gender,  
Ethnicity,  
and Income.**

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## Overall Data

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Towson University uses the Cooperative Institutional Research Program (CIRP) Freshman Survey to identify various characteristics of its First Time Full Time (FTFT) students. The CIRP Freshman Survey collects broad information about demographic characteristics, high school experiences, college finances, and students' expectations, opinions, attitudes, values and goals.

In 2005, about 85% of the First-Time Full-Time undergraduate students completed the CIRP Freshman Survey.

Three factors were marking significant difference in the FTFT student group, gender, ethnicity, and financial status. The tables in this report show the significant differences in the group by these three factors.

### Demographic Information

- 64% of students are women.
- 82% of students are white, 11% African-American, and 7% other ethnic group.
- Parents' Income for 30% of students is below \$60,000, for 54% is between \$60,000 and \$150,000, and for 21% is more than \$150,000 per year.

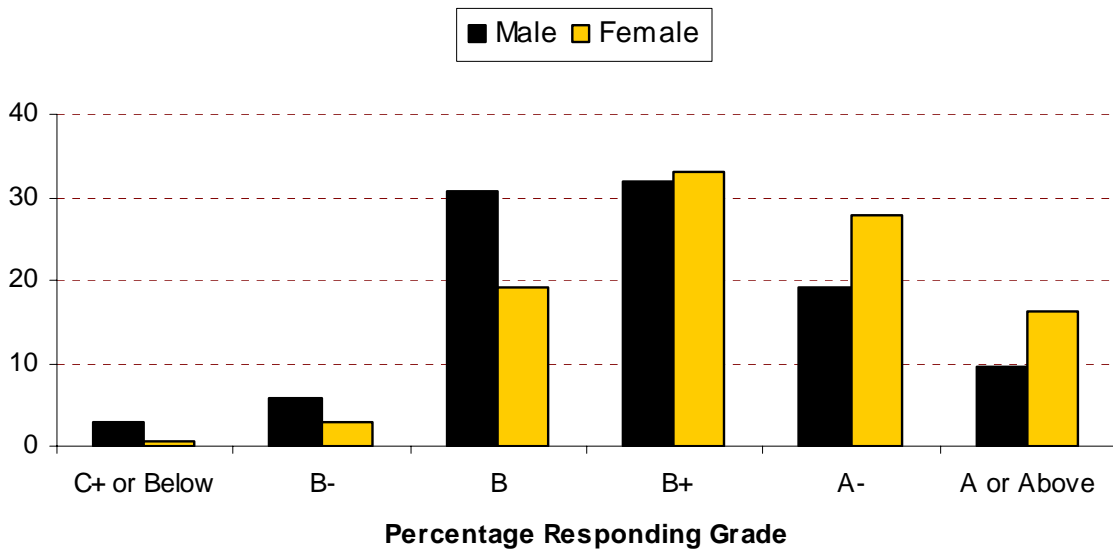
## Academic Background

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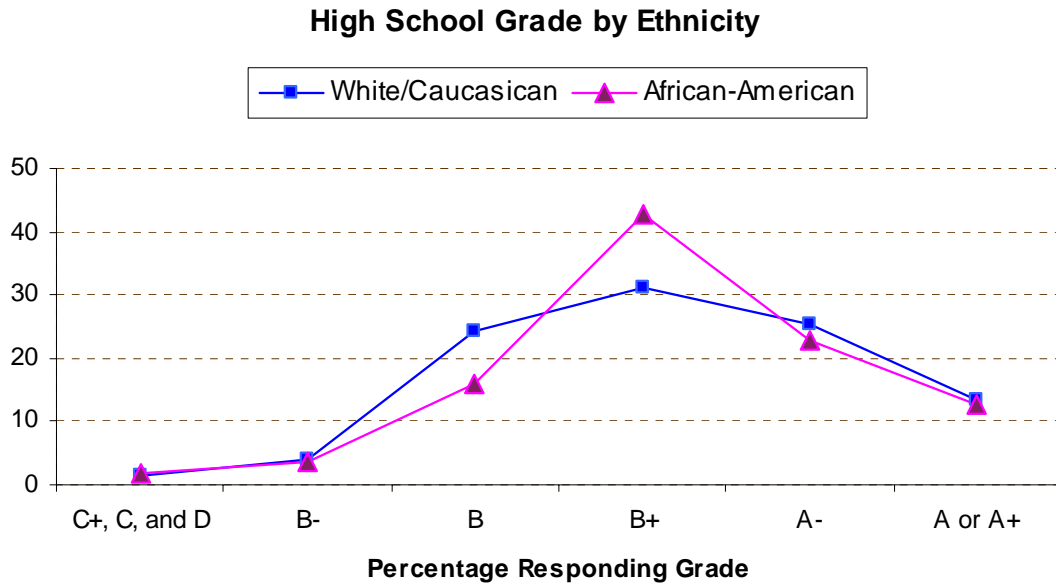
### FTFT Students' High School Grade By Gender

What was your average grade in high school?	Percentage Responding By Grade					
	C+ or Below	B-	B	B+	A-	A or Above
Male	3	6	31	32	19	10
Female	1	3	19	33	28	16
All	1	4	23	33	25	14

### Grade by Gender



## FTFT Students' High School Grade By Ethnicity

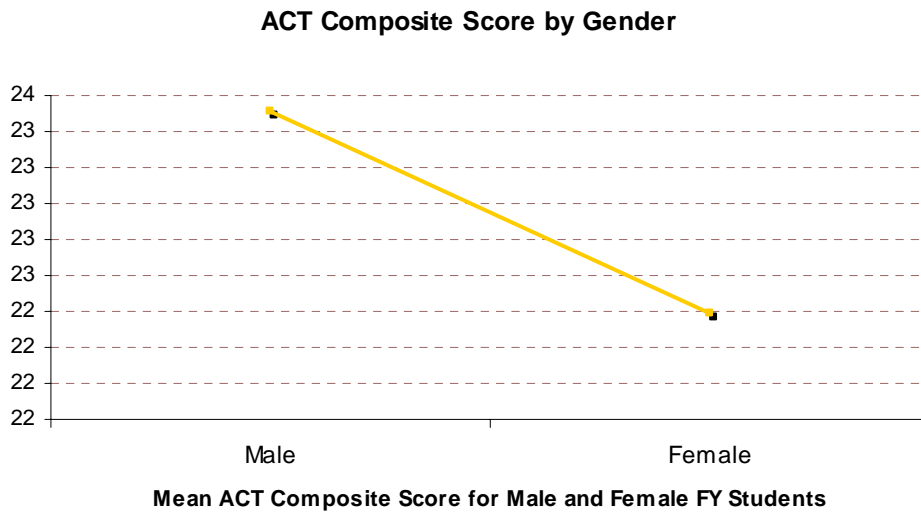
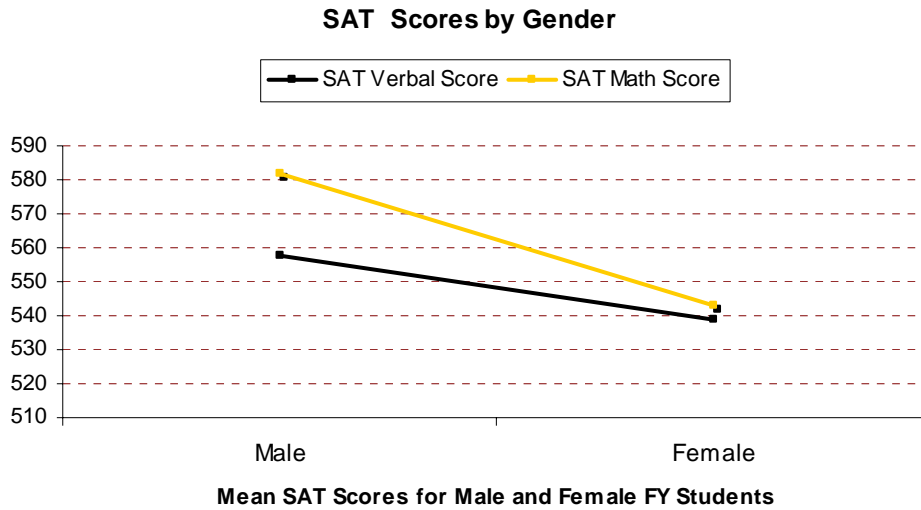


Note:

- Female students have higher high school grades than male students.
- Grade Distribution in African-American students and White students are significantly different.
- High school grade does not correlate with SAT or ACT scores.

## SAT Scores by Gender

	Mean Score		
	SAT Verbal Score	SAT Math Score	ACT Composite Score
Male	558	582	24
Female	539	543	22
All	546	557	23



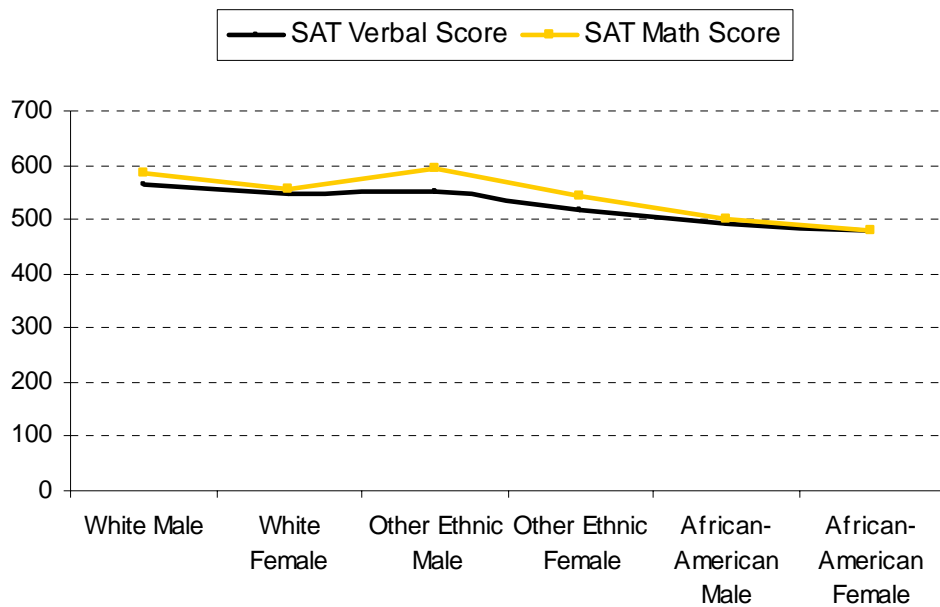
### SAT Scores by Gender and Ethnicity

	Mean Scores		
	SAT Verbal Score	SAT Math Score	ACT Score
White Male	563	586	24
White Female	549	555	23
African-American Male	493	500	22
African-American Female	478	477	20
<b>All</b>	<b>545</b>	<b>558</b>	<b>23</b>

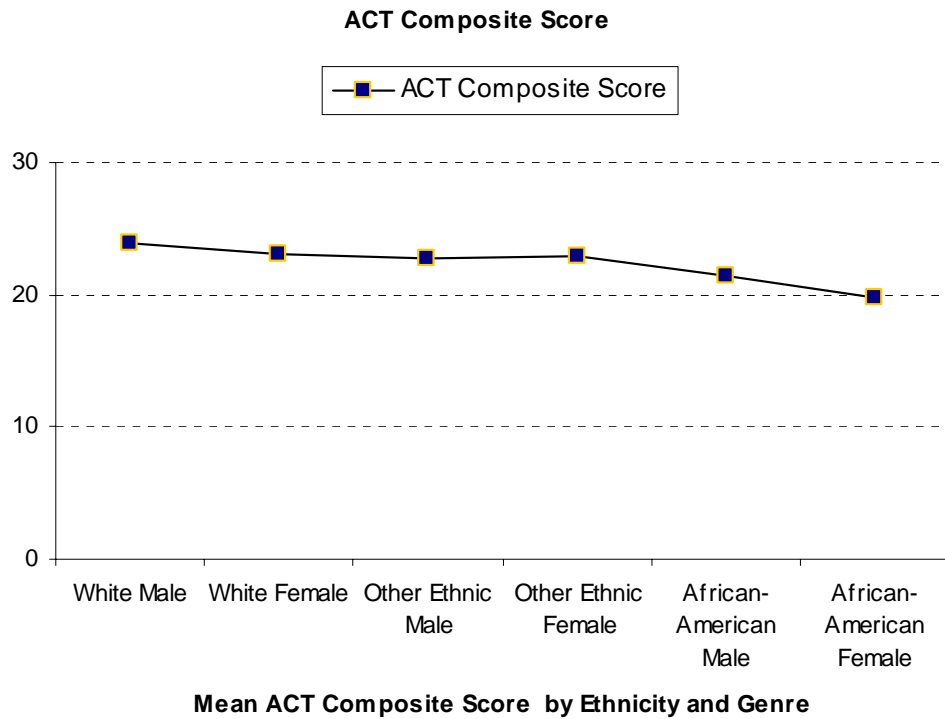
	SAT Verbal Score	SAT Math Score	ACT Score
African-American	492	488	20
White	555	567	23
All	545	556	22

	Percentage Scoring Below Average		
	SAT Verbal Average 545	SAT Math Average 556	ACT Average 22
African-American	84	84	87
White	48	44	46
All	52	48	54

### SAT Scores By Ethnicity and Gender



Mean SAT Scores by Ethnicity and Genre



**Note:**

- There are statistically significant differences in the SAT and ACT Composite scores by gender and ethnicity.
- African-American students have the lowest scores in SAT and ACT Composite.
- Female students score lower than males in SAT and ACT Composite.
- African-American female students have the lowest scores in SAT and ACT.
- Other group include: Asian or American Asian, Native Hawaiian or Pacific Islander, Mexican or Chicano, Puerto Rican and Other.

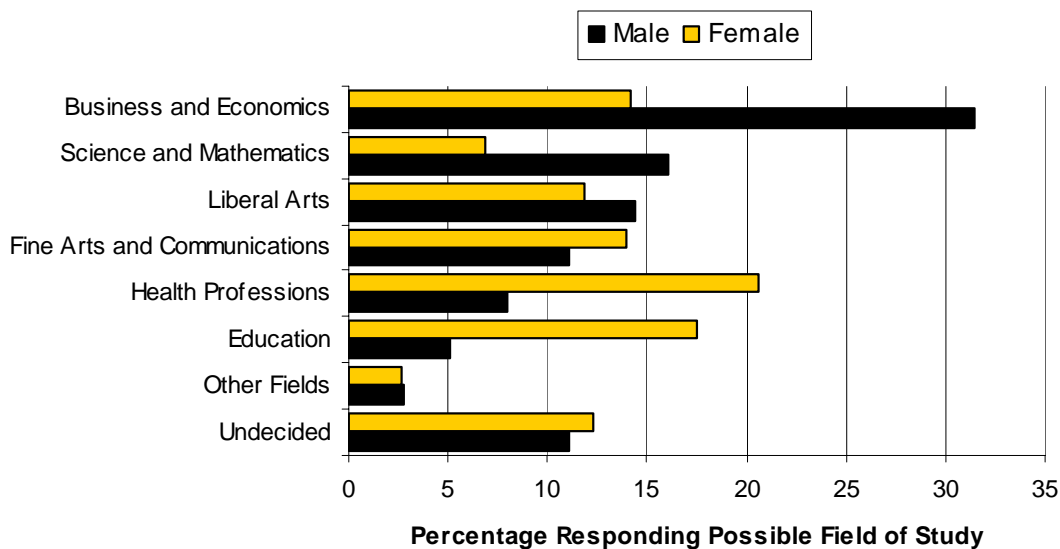
## Academic Expectations

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### FTFT Students' Majors at Towson University By Gender

	Percentage Responding Possible Field of Study	
	Male	Female
Business and Economics	31	14
Science and Mathematics	16	7
Liberal Arts	14	12
Fine Arts and Communications	11	14
Health Professions	8	21
Education	5	18
Undecided	11	12
Other Fields	3	3

### Majors by Gender



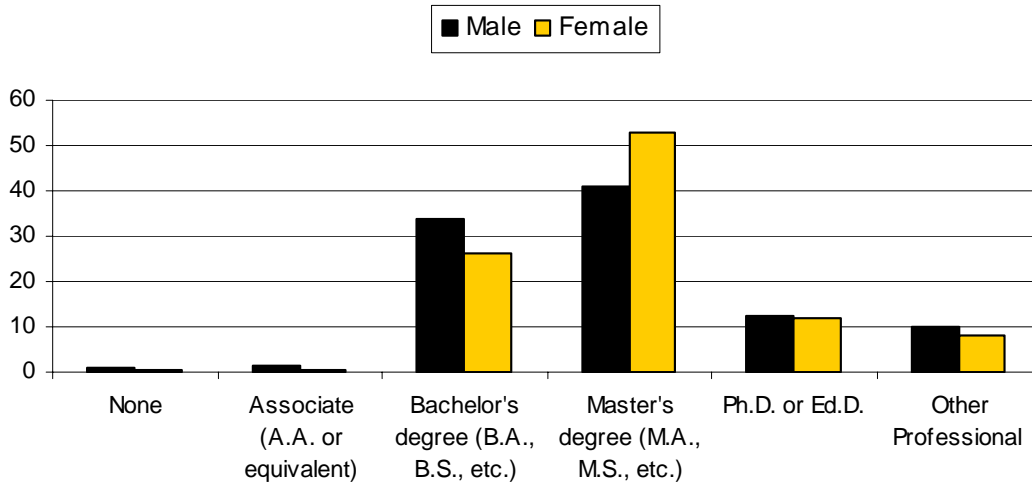
**Note:**

- Male students show higher preference for Business and Economics, Liberal Arts, Science and Mathematics, and other field majors than female students.
- Female students show higher preference for Education, Fine Arts and Communications, and Health Professions majors than male students.
- White students show the highest preference for Education Major.
- African-American and other ethnic group students show the highest preference for Health Professions, and Science and Mathematics majors.

**FTFT Students' Highest Degree Planned By Gender**

Percentage Responding Highest Degree Planned						
	None	Associate (A.A. or equivalent)	Bachelor's degree (B.A., B.S., etc.)	Master's degree (M.A., M.S., etc.)	Ph.D. or Ed.D.	Other Professional
Male	1	2	34	41	12	10
Female	1	1	26	53	12	8
Total	1	1	29	48	12	9

**Highest Degree Planned by Gender**



**Percentage Responding Highest Degree Planned**

Highest Degree Planned at Towson University						
	None	Associate (A.A. or equivalent)	Bachelor's degree (B.A., B.S., etc.)	Master's degree (M.A., M.S., etc.)	Ph.D. or Ed.D.	Other Professional
Male	2	2	72	20	1	2
Female	1	2	69	25	1	2
Total	2	2	70	24	1	3

**Note:**

- More African-American students plan to get a Master or a Ph.D. degree than white or other ethnic group students.
- More students from other ethnic group plan to get a MD, DO, DDS, or DVM degree than White or African-American students.
- There is not difference in highest degree planned at Towson University by Gender.
- 33% of African-American students plan to get a Master or Ph.D. degree at Towson versus the 25% of white students and 18% of other ethnic group students.

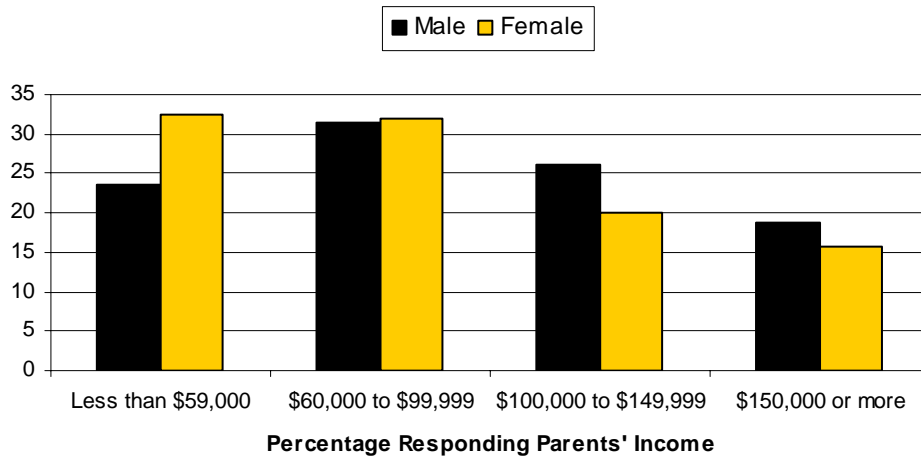
## Financial Resources

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### Parents Income By Gender

	Percentage Responding By Parents Total Income		
	Male	Female	All
Less than \$59,000	24	32	29
\$60,000 to \$99,999	31	32	32
\$100,000 to \$149,999	26	20	22
\$150,000 or more	19	16	17

### Parents' Income by Gender



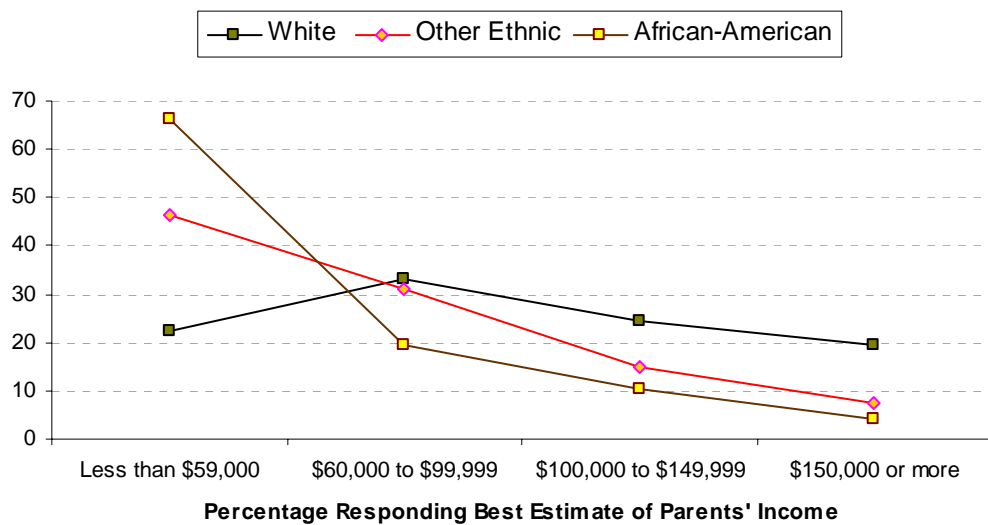
**Note:**

- Parents' income is different for female and male students. Parents' income for female students is lower than parents' income for male students.
- Parents' income difference by Gender is not present in all the ethnic groups only in the white ethnic group,
- Family resources are the principal financial source for educational expenses for FTFT students.

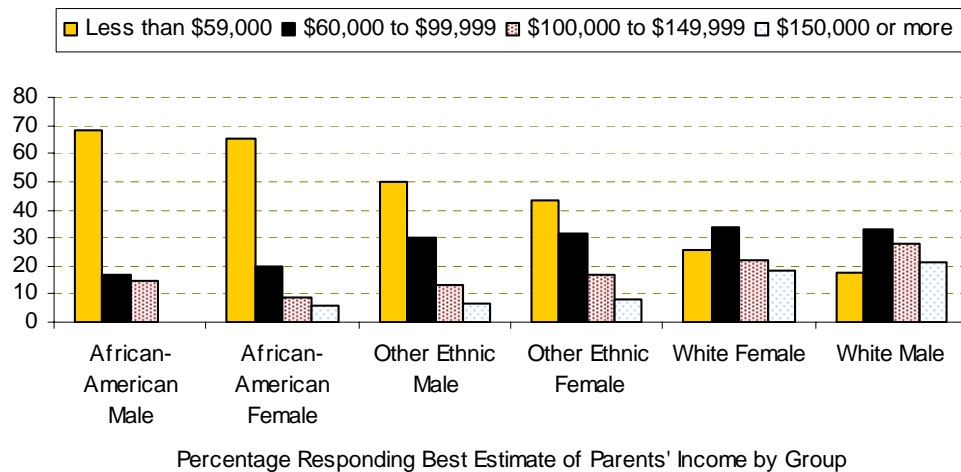
## Parents Income by Gender and Ethnicity

Groups	Percentage Responding Parents Total Income			
	Less than \$59,000	\$60,000 to \$99,999	\$100,000 to \$149,999	\$150,000 or more
African-American Male	68	17	15	0
African-American Female	66	20	9	6
Other Ethnic Male	50	30	13	7
Other Ethnic Female	43	32	17	8
White Female	26	33	22	18
White Male	18	33	28	22

### Parents Income by Ethnicity



### FY Parents' Income by Ethnicity and Genre

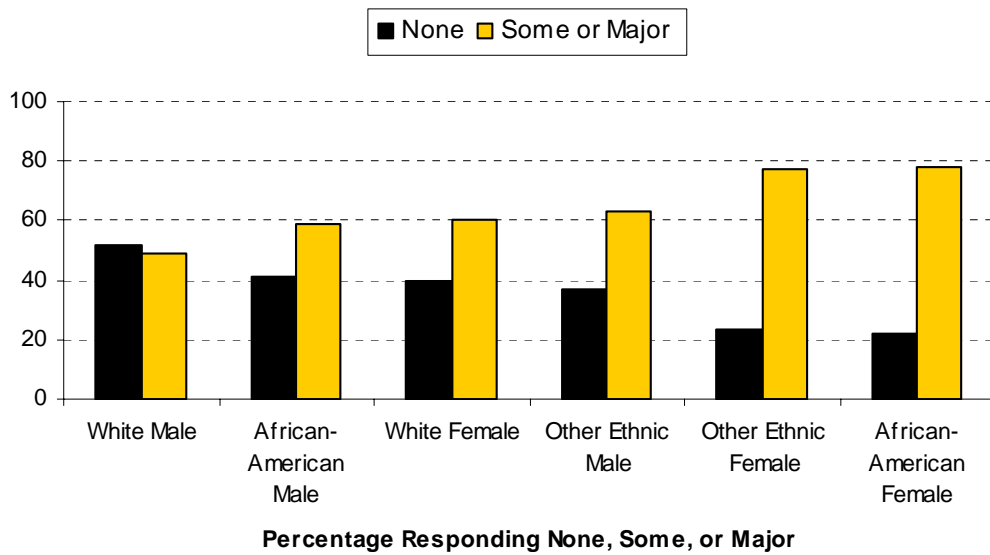


### Concern about Financing a College Education

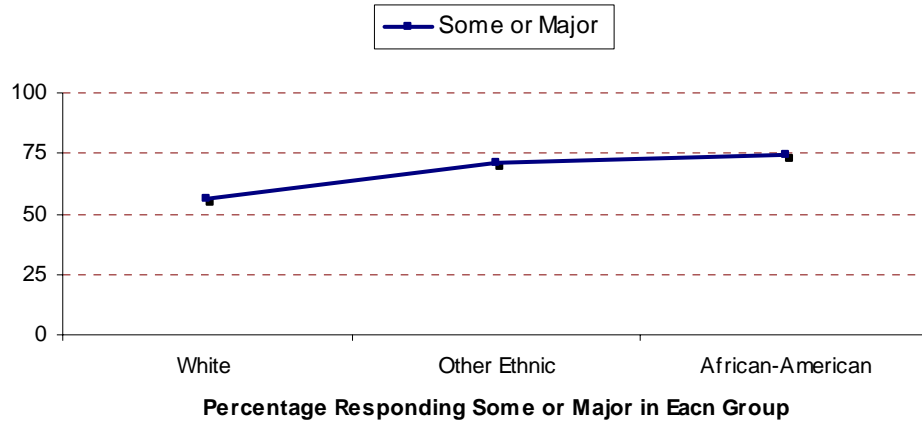
Do you have any concern about your ability to finance your college education?	Percentage Responding "Some or Major"
Male	51
Female	64

Do you have any concern about your ability to finance your college education?	Percentage Responding None	Percentage Responding Some or Major
White Male	51	49
African-American Male	41	59
White Female	40	60
Other Ethnic Male	37	63
Other Ethnic Female	23	77
African-American Female	22	78

### Concerns About Financing College Education



### Some or Major Concern About Financing a College Education



Note:

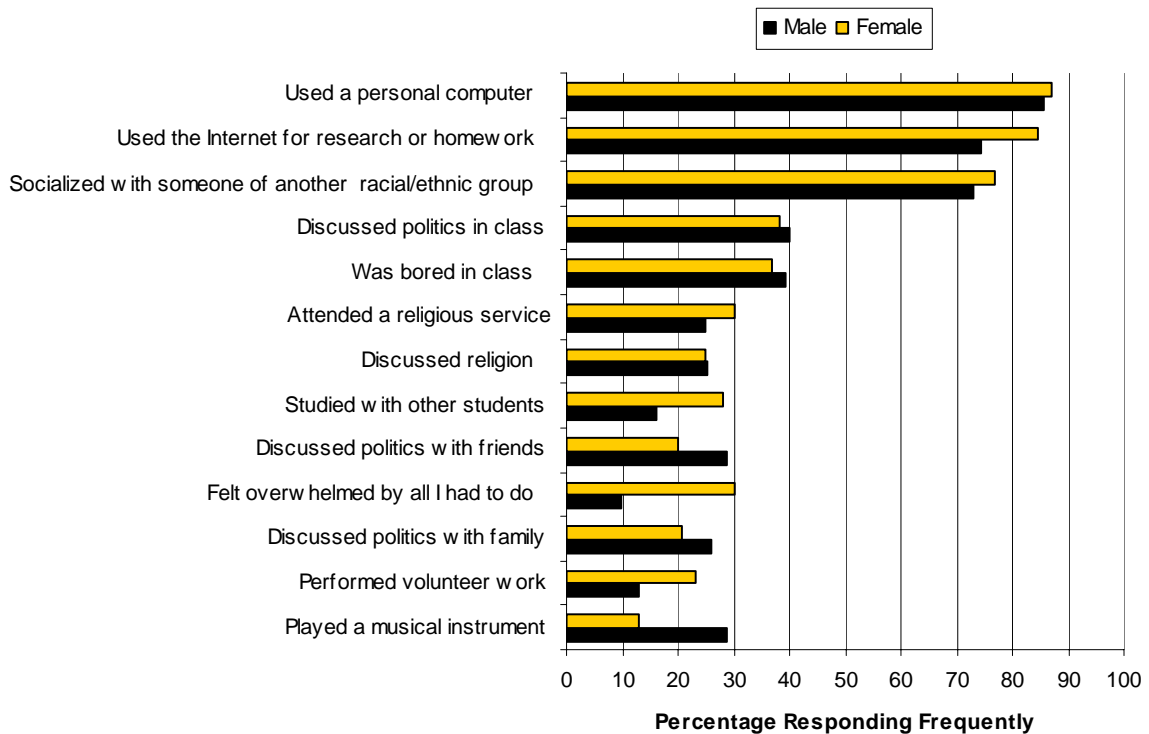
- Female students show more concern than male students about financing college education.
- African-American students show more concern than others about financing college education. Especially African-American female students.

## FTFT Students' Activities During the Last Year in High School

### Most Frequent Activities for Male and Female Students During the Last Year in High School

Which activities did you do during the past year?	Percentage Responding Frequently			Sign Diff ***
	Male	Female	All	
Used a personal computer	86	87	87	
Used the Internet for research or homework	75	85	81	****
Socialized with someone of another racial/ethnic group	73	77	75	
Discussed politics in class	40	38	39	
Was bored in class	39	37	38	****
Attended a religious service	25	30	28	****
Discussed religion	25	25	25	
Studied with other students	16	28	24	****
Felt overwhelmed by all I had to do	10	30	23	****
Discussed politics with family	26	21	23	****
Discussed politics with friends	29	20	23	****
Performed volunteer work	13	23	20	****
Played a musical instrument	29	13	19	****

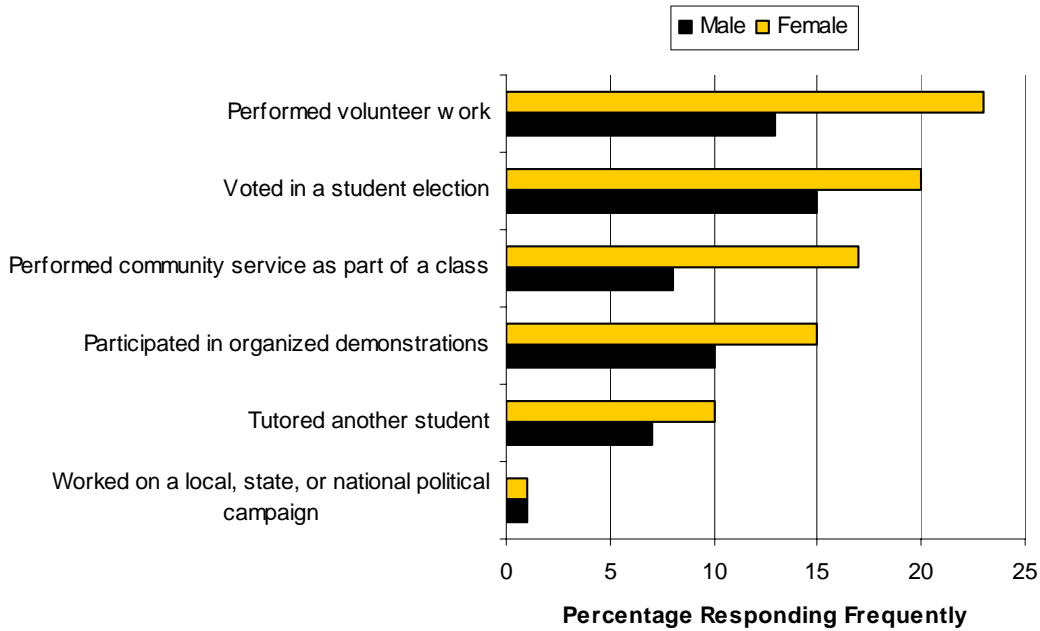
### Most Frequent Activities by Gender



### Activities Associated with Student Engagement By Gender

For the activities below, indicate which ones you did during the <u>past year</u> .	Percentage Responding Frequently			Sig. Diff.
	Male	Female	All	
Performed volunteer work	13	23	20	***
Voted in a student election	15	20	18	***
Performed community service as part of a class	8	17	14	***
Participated in organized demonstrations	10	15	13	***
Tutored another student	7	10	8	***
Worked on a local, state, or national political campaign	1	1	1	

Activities Associated with Student Engagement by Gender



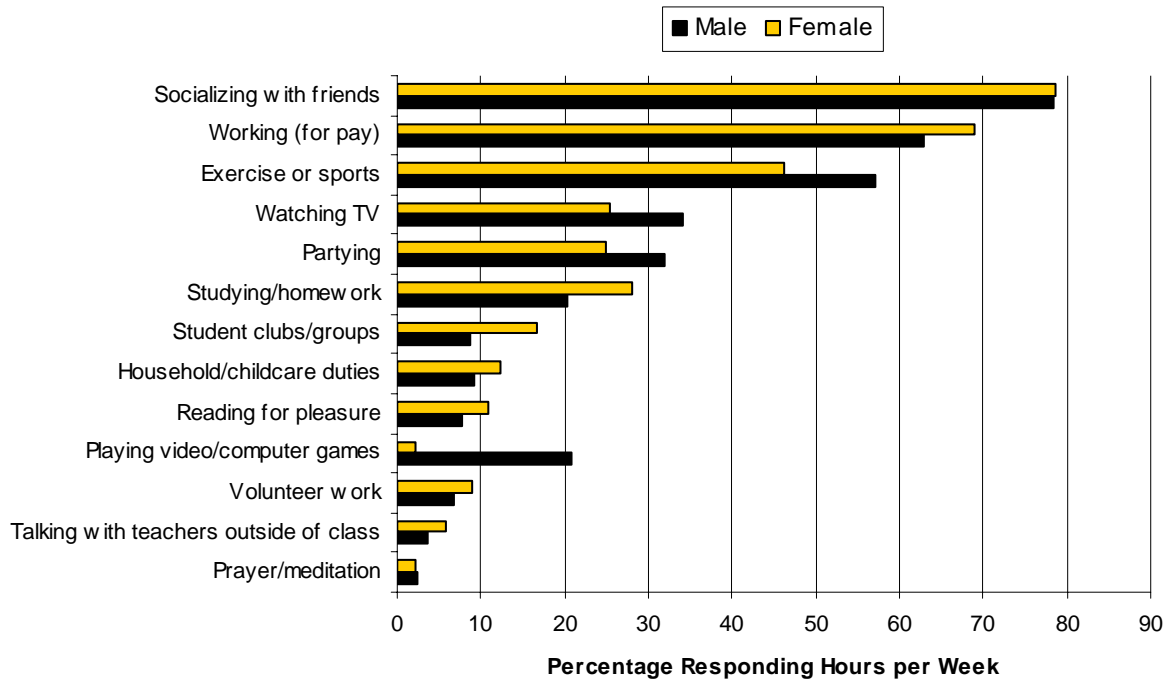
Note:

- Male and female students were equally required by their high school to do community service for graduation.
- Female students most frequently do activities associated with engagement.

### Activities per Week By Gender

How much time did you spend during a typical week doing the following	Percentage Responding More than 6 hours per week			Sign Diff ***
	Male	Female	All	
Socializing with friends	79	79	79	
Working (for pay)	63	69	67	
Exercise or sports	57	46	50	***
Watching TV	34	25	29	***
Partying	32	25	27	***
Studying/homework	20	28	25	***
Student clubs/groups	9	17	14	***
Household/childcare duties	9	12	11	***
Reading for pleasure	8	11	10	***
Playing video/computer games	21	2	9	***
Volunteer work	7	9	8	***
Talking with teachers outside of class	4	6	5	***
Prayer/meditation	2	2	2	***

### More than Six Hours per Week Dedicated to

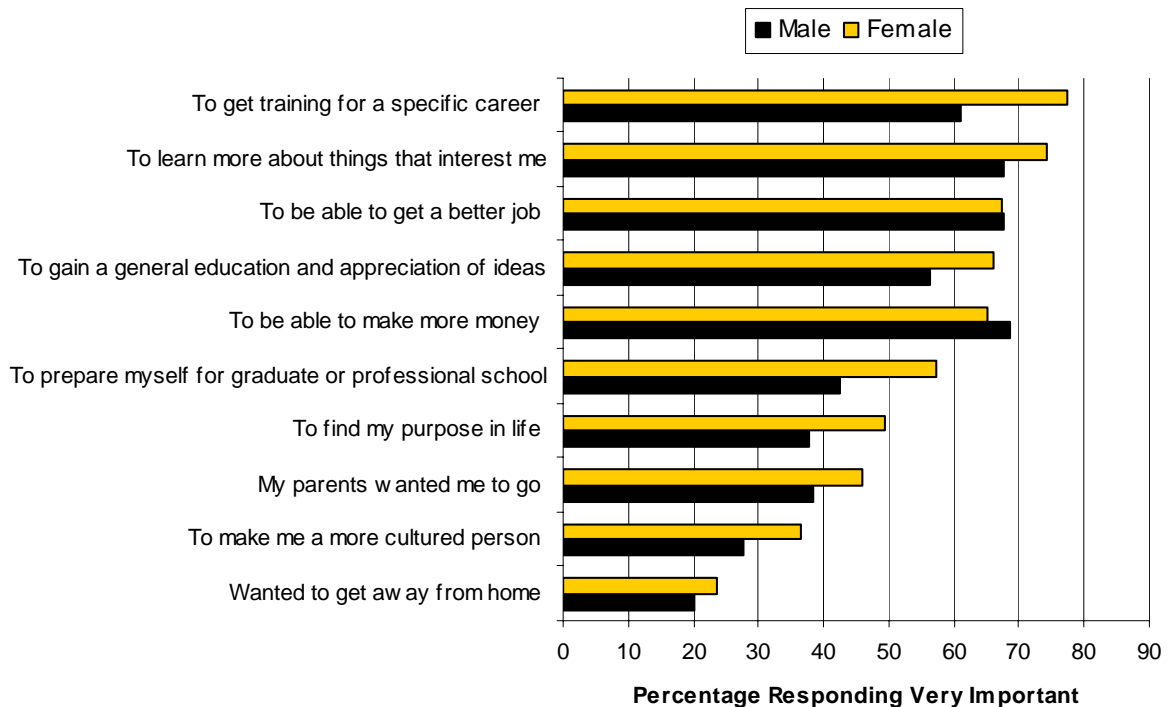


## FTFT Students College Decision

### Most Important Reasons in Deciding to Go College

In Deciding to go to College How Important to You Was Each of the Following Reasons?	Percentage Responding Very Important			Sig. Dif.
	Male	Female	All	
To get training for a specific career	61	78	72	***
To learn more about things that interest me	68	74	72	***
To be able to get a better job	68	67	67	
To be able to make more money	69	65	66	
To gain a general education and appreciation of ideas	56	66	63	***
To prepare myself for graduate or professional school	43	57	52	***
To find my purpose in life	38	49	45	***
My parents wanted me to go	38	46	43	***
To make me a more cultured person	28	36	33	***

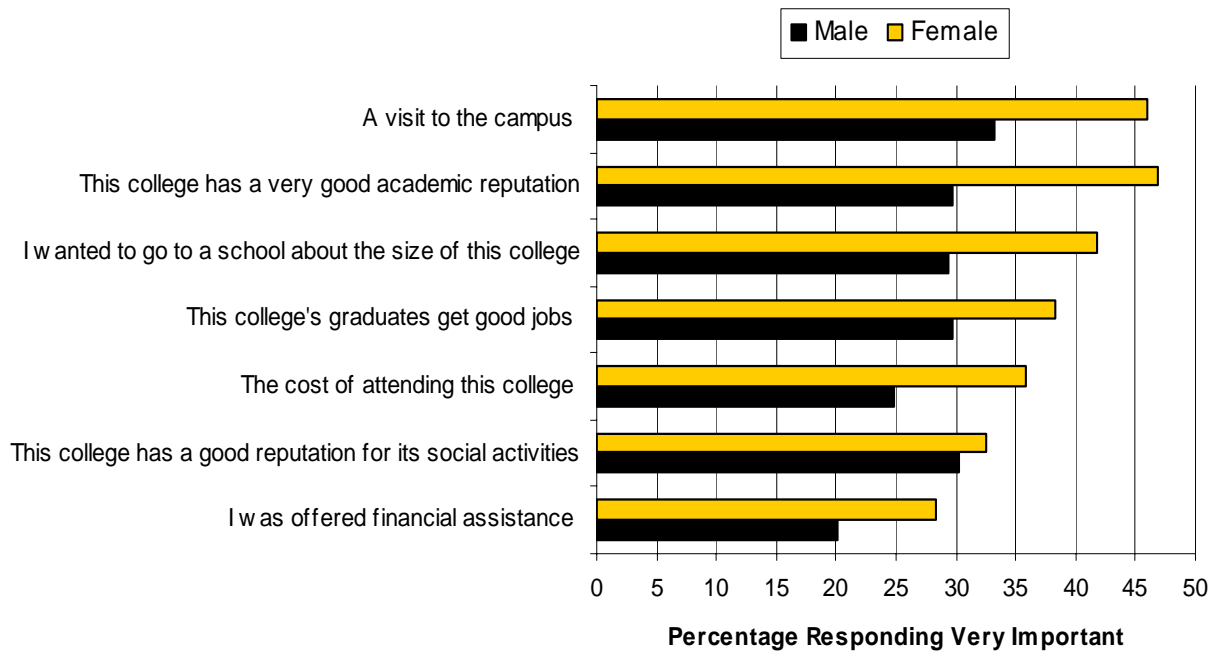
### Very Important Reasons in Deciding to go to College



### Most Influencing Factors in Deciding to Attend Towson University

How important was each factor in your decision to come here?	Percentage Responding Very Important			Sig. Diff.
	Male	Female	All.	
A visit to the campus	33	46	41	***
This college has a very good academic reputation	30	47	41	***
I wanted to go to a school about the size of this college	29	42	37	***
This college's graduates get good jobs	30	38	35	***
The cost of attending this college	25	36	32	***
This college has a good reputation for its social activities	30	33	32	
I was offered financial assistance	20	28	25	***

### Most Influencing Factors in Deciding to Attend Towson University



## FTFT Students' Self-Perception

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### Students' Self-Description

Rate yourself on each of the following traits as compared with the average person your age	Percentage Responding Above Average *			Sign Diff ***
	Male	Female	All	
Cooperativeness	73.1	79.2	77.0	***
Drive to achieve	68.1	77.5	74.2	***
Understanding of others	63.9	71.3	68.7	***
Academic ability	72.6	67.8	69.5	
Leadership ability	63.4	62.5	62.8	***
Creativity	63.2	57.6	59.6	***
Self-confidence (social)	60.7	55.8	57.5	***
Self-understanding	60.3	54.4	56.5	
Physical health	66.2	53.0	57.7	***
Self-confidence (intellectual)	65.4	52.5	57.1	***
Emotional health	61.0	52.2	55.3	***
Writing ability	49.1	50.0	49.7	
Computer skills	49.1	33.4	39.0	***
Mathematical ability	46.9	33.0	38.0	***
Public speaking ability	35.3	30.0	31.9	***
Spirituality	29.0	29.2	29.2	***
Artistic ability	28.5	28.3	28.4	***
Religiousness	18.0	22.9	21.1	***

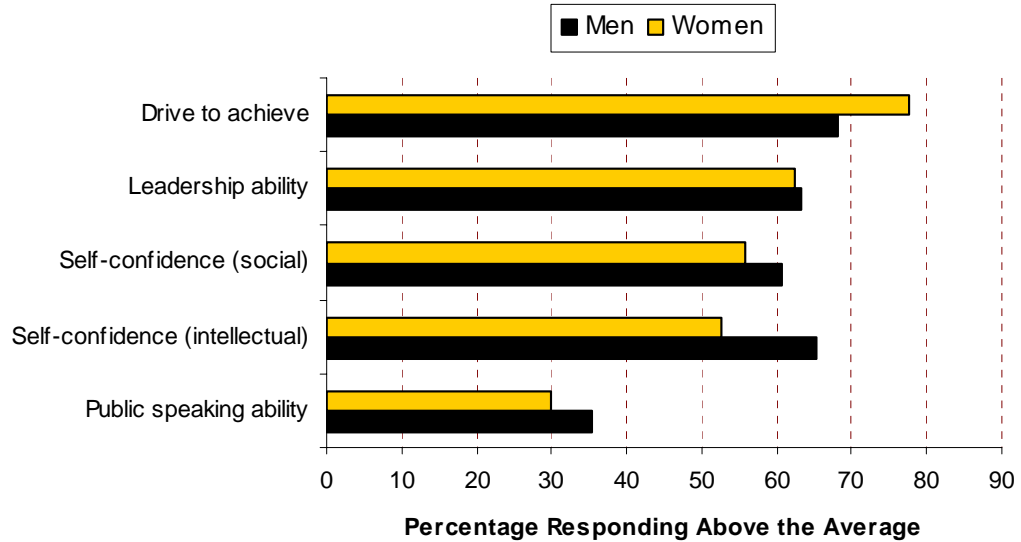
Note:

- Percentage responding "Above Average" or "Highest 10%"

## Leadership Traits

Rate yourself on each of the following traits as compared with the average person your age.	Percentage Responding Above Average *			Sign Diff ***
	Male	Female	All	
Drive to achieve	68.1	77.5	74.2	***
Leadership ability	63.4	62.5	62.8	***
Self-confidence (social)	60.7	55.8	57.5	***
Self-confidence (intellectual)	65.4	52.5	57.1	***
Public speaking ability	35.3	30.0	31.9	***

**Leadership Traits by Gender**



Note:

- Percentage responding "Above Average" or "Highest 10%"

## FTFT Students' Goals and Opinions

### Personal goals

Indicate the importance to you personally of each of the following.	Percentage Responding Essential or Very Important			Diff.
	Male	Female	All	
Raising a family	67	79	75	***
Helping others who are in difficulty	50	67	61	***
Becoming an authority in my field	57	53	54	***
Becoming successful in a business of my own	49	37	41	***
Improving my understanding of other countries and cultures	37	40	39	***
Developing a meaningful philosophy of life	41	34	37	***
Influencing social values	32	37	35	***
Keeping up to date with political affairs	34	25	28	***
Integrating spirituality into my life	24	30	28	***
Helping to promote racial understanding	24	27	26	***
Participating in a community action program	17	20	19	***
Influencing the political structure	19	13	15	***
Writing original works (poems, novels, short stories, etc.)	18	12	14	***
Making a theoretical contribution to science	16	10	12	***
Being very well off financially	78	79	79	
Obtaining recognition from my colleagues for contributions to my special field	52	50	51	
Having administrative responsibility for the work of others	42	40	41	
Becoming a community leader	28	24	25	
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	17	17	17	
Creating artistic work (painting, sculpture, decorating, etc.)	16	16	16	
Becoming involved in programs to clean up the environment	17	14	15	

### Political views

How would you characterize your political views?	Percentage n=1884			Sign. Diff. ***
	Male	Female	All	
Far Right	3	1	2	***
Conservative	19	17	18	***
Middle-of-the-road	48	51	50	***
Liberal	26	29	28	***
Far left	4	2	3	***

## FTFT Students Opinions

Mark one in each row:	Percentage Responding Agree Strongly or Agree Somewhat			Sign. Diff.
	Male	Female	All	***
The federal government should do more to control the sale of handguns	75	88	83	***
The federal government is not doing enough to control environmental pollution	71	82	78	***
A national health care plan is needed to cover everybody's medical costs	70	79	76	***
Same-sex couples should have the right to legal marital status	60	74	69	***
Wealthy people should pay a larger share of taxes than they do now	55	57	56	***
The death penalty should be abolished	23	29	27	***
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	69	42	51	***
Abortion should be legal	66	63	64	***
Dissent is a critical component of the political process [5]	66	57	60	***
There is too much concern in the courts for the rights of criminals	61	56	58	***
Only volunteers should serve in the armed forces	60	59	59	***
Affirmative action in college admissions should be abolished	58	42	48	***
Undocumented immigrants should be denied access to public education	48	36	40	***
Marijuana should be legalized	48	36	40	***
Federal military spending should be increased	41	38	39	***
Realistically, an individual can do little to bring about changes in our society	31	24	27	***
It is important to have laws prohibiting homosexual relationships	29	13	19	***
The activities of married women are best confined to the home and family	25	17	20	***
Racial discrimination is no longer a major problem in America	25	16	19	***
Through hard work, everybody can succeed in American society	81	84	83	
Colleges should prohibit racist/sexist speech on campus	57	59	58	
Grading in the high schools has become too easy	53	48	50	

## Changes

Student estimates chances are “very good” that he/she will

What is your best guess as to the chances that you will:	Percentage Responding Very Good Chance			Sign. Diff.
	Male	Female	All	***
Socialize with someone of another racial/ethnic group	61	70	67	***
Make at least "B" average	59	65	63	***
Be satisfied with your college	43	52	49	***
Get a job to help pay for college expenses	39	51	47	***
Participate in student clubs/groups	26	40	35	***
Communicate regularly with your professors	20	28	25	***
Participate in a study abroad program	15	25	21	***
Participate in volunteer or community service work	8	19	15	***
Strengthen your religious beliefs/ convictions	11	16	14	***
Play varsity/intercollegiate athletics	15	10	12	***
Transfer to another college before graduating	9	5	6	***
Participate in student government	4	6	5	***
Seek personal counseling	4	6	5	***
Change major field	12	13	13	
Change career choice	10	12	12	
Join a social fraternity or sorority	7	9	8	
Work full-time while attending college	6	6	6	
Participate in student protests or demonstrations	5	4	4	