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

2011 Your First College Year Survey

CIRP Construct Reports

First-time, Full-time Freshman

Sample University

comparison group 1:	Private/Nonsectarian 4yr Colleges
comparison group 2:	All Baccalaureate Institutions

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2011 Your First College Year Survey

CIRP Construct Reports

Table of Contents

1. CIRP Construct Mean Reports

How to Read the CIRP Construct Mean Reports H1

a. Habits of Mind 1A
b. Academic Adjustment 1B
c. Academic Disengagement 1C
d. Faculty Interaction: Contact and Communication 1D
e. Satisfaction with Coursework 1E
f. Overall Satisfaction 1F
g. Sense of Belonging 1G
h. Academic Self-Concept 1H
i. Social Self-Concept 1I
j. Pluralistic Orientation 1J
k. Positive Cross-Racial Interaction 1K
l. Negative Cross-Racial Interaction 1L
m. Social Agency 1M
n. Civic Awareness 1N
o. Leadership 1O
p. Civic Engagement 1P

2. CIRP Construct Percentage Reports

How to Read the CIRP Construct Percentage Reports H2

a. Habits of Mind 2A
b. Academic Adjustment 2B
c. Academic Disengagement 2C
d. Faculty Interaction: Contact and Communication 2D
e. Satisfaction with Coursework 2E
f. Overall Satisfaction 2F
g. Sense of Belonging 2G
h. Academic Self-Concept 2H
i. Social Self-Concept 2I
j. Pluralistic Orientation 2J
k. Positive Cross-Racial Interaction 2K
l. Negative Cross-Racial Interaction 2L
m. Social Agency 2M
n. Civic Awareness 2N
o. Leadership 2O
p. Civic Engagement 2P

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How to Read the CIRP Construct Mean Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two sets of reports are generated for CIRP Constructs. The Mean Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score group of a construct. We suggest you use the report that best fits your needs as an institution.

CIRP Construct Definition – Summarizes the theoretical rationale for creating the construct.

Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct 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.

Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs 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 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.

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

Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

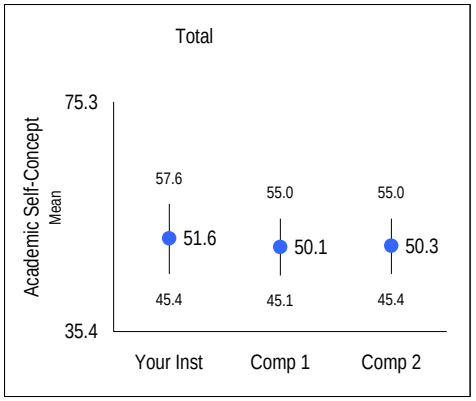
Mean – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP constructs have been scaled to a population mean of 50 with a standard deviation of 10.

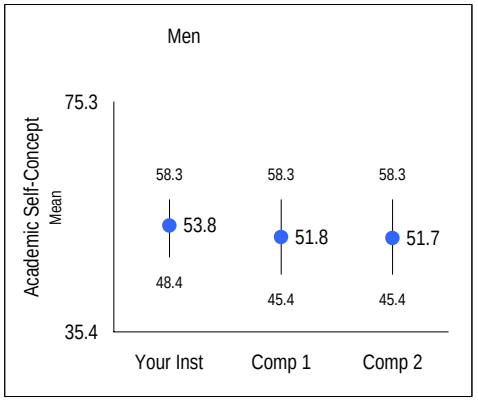
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. 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 the "Academic Disengagement" CIRP Construct suggests your students score lower than comparison schools).

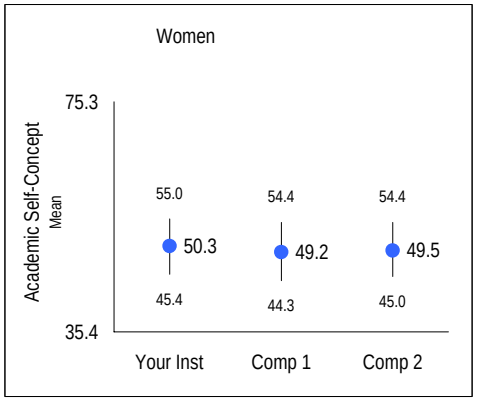
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,367	5,029	14,906	506	1,603	5,572	861	3,426	9,334
Mean	51.6	50.1	50.3	53.8	51.8	51.7	50.3	49.2	49.5
Standard Deviation	7.92	7.86	7.84	8.49	8.29	8.22	7.25	7.51	7.50
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	0.19	0.16	-	0.24	0.26	-	0.14	0.10
25th percentile	45.4	45.1	45.4	48.4	45.4	45.4	45.4	44.3	45.0
75th percentile	57.6	55.0	55.0	58.3	58.3	58.3	55.0	54.4	54.4

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







Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:

* Academic ability (3.01)
* Self-confidence - intellectual (1.51)
* Drive to achieve (1.18)
* Mathematical ability (1.14)

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

Charts – Provide a visual display of relevant construct scores for your institution and two comparison groups. The Y axis is defined by the highest and lowest possible construct score. Mean scores are represented by circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

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2011 Your First College Year Survey

CIRP Construct Mean Report

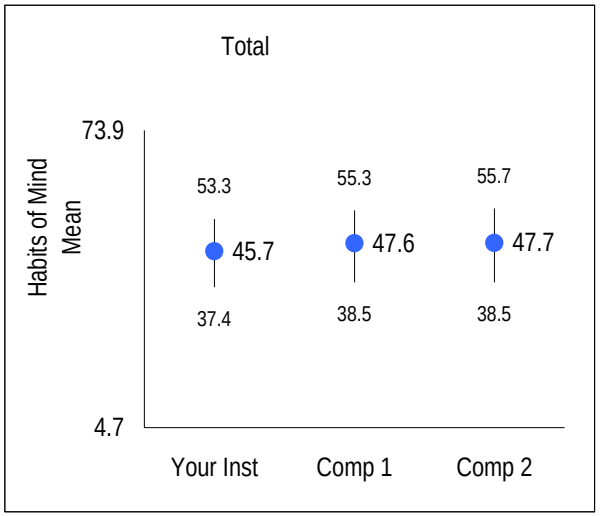
Habits of Mind

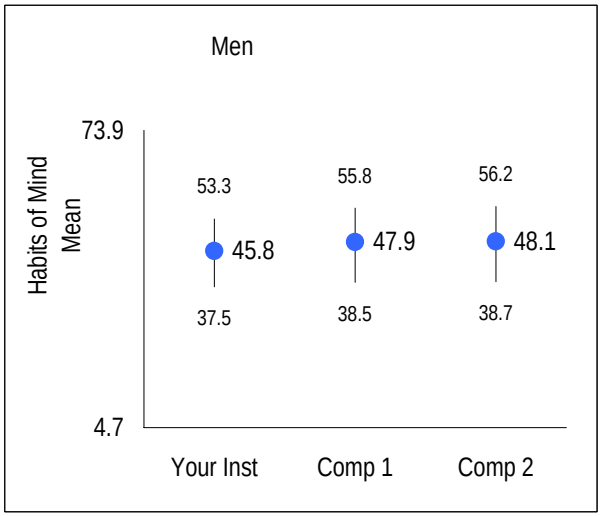
First-Time, Full-time Freshman

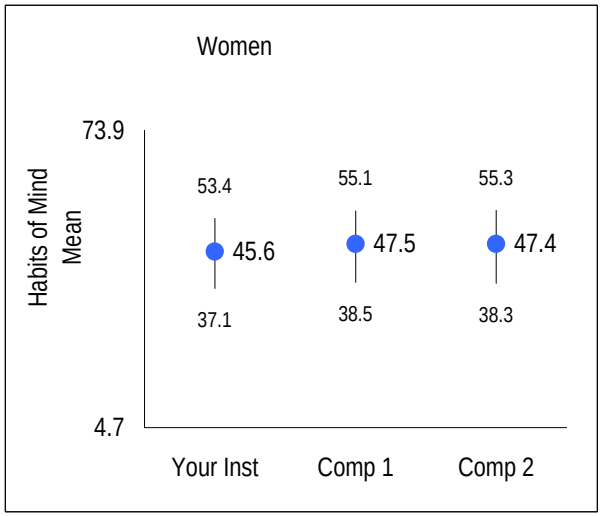
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	552	4,725	16,713	253	1,713	5,820	299	3,012	10,893
Mean	45.7	47.6	47.7	45.8	47.9	48.1	45.6	47.5	47.4
Standard Deviation	11.56	11.46	11.74	11.65	11.49	11.80	11.49	11.45	11.70
Significance	-	***	***	-	**	**	-	**	**
Effect Size	-	-0.17	-0.17	-	-0.18	-0.19	-	-0.16	-0.15
25th percentile	37.4	38.5	38.5	37.5	38.5	38.7	37.1	38.5	38.3
75th percentile	53.3	55.3	55.7	53.3	55.8	56.2	53.4	55.1	55.3

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







Survey items and estimation 'weights':

How often in the past year did you:

* Seek alternative solutions to a problem (2.28)
* Seek solutions to problems and explain them to others (2.20)
* Support your opinions with a logical argument (1.81)
* Evaluate the quality or reliability of information you received (1.61)
* Ask questions in class (1.51)
* Seek feedback on your academic work (1.48)
* Take a risk because you felt you had more to gain (1.43)
* Explore topics on your own, even though it was not required for a class (1.42)
* Revise your papers to improve your writing (1.17)
* Accept mistakes as part of the learning process (1.12)
* Look up scientific research articles and resources (0.89)

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2011 Your First College Year Survey

CIRP Construct Mean Report

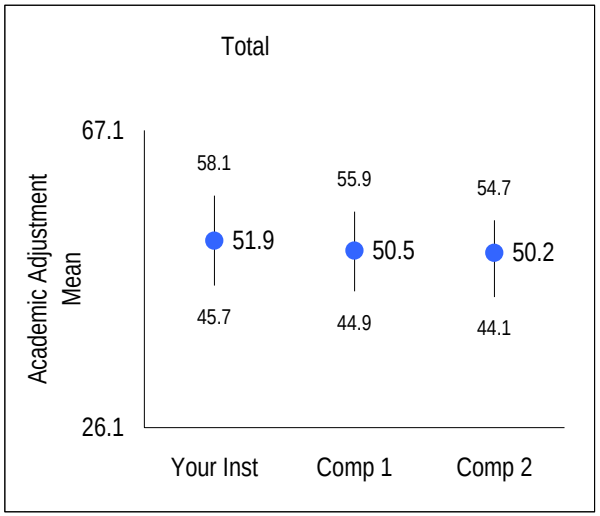
Academic Adjustment

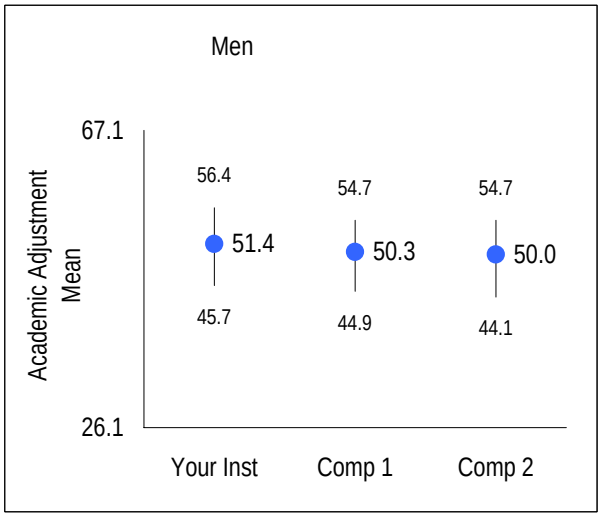
First-Time, Full-time Freshman

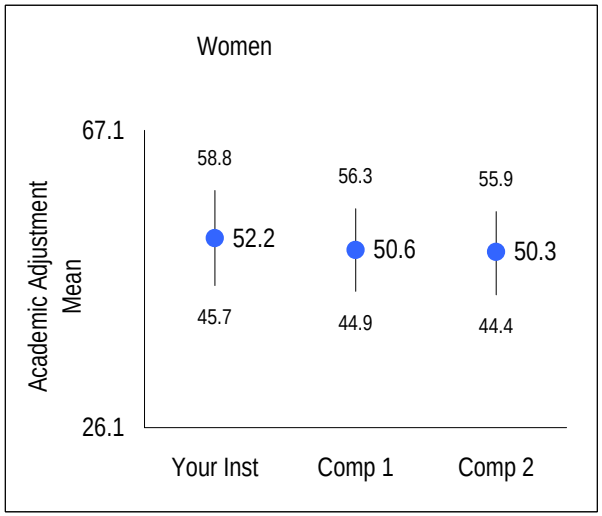
Academic Adjustment measures the ease with which students adjust to the academic demands of college.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,729	16,761	253	1,715	5,841	300	3,014	10,920
Mean	51.9	50.5	50.2	51.4	50.3	50.0	52.2	50.6	50.3
Standard Deviation	8.64	8.72	8.94	8.56	8.63	8.93	8.70	8.78	8.95
Significance	-	***	***	-		*	-	**	***
Effect Size	-	0.16	0.18	-	0.13	0.16	-	0.19	0.21
25th percentile	45.7	44.9	44.1	45.7	44.9	44.1	45.7	44.9	44.4
75th percentile	58.1	55.9	54.7	56.4	54.7	54.7	58.8	56.3	55.9

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







Survey items and estimation 'weights':

Since entering this college, how has it been to:

* Adjust to academic demands of college (3.27)
* Develop effective study skills (3.06)
* Manage your time effectively (2.67)
* Understand what your professors expect of you academically (1.29)

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CIRP Construct Mean Report

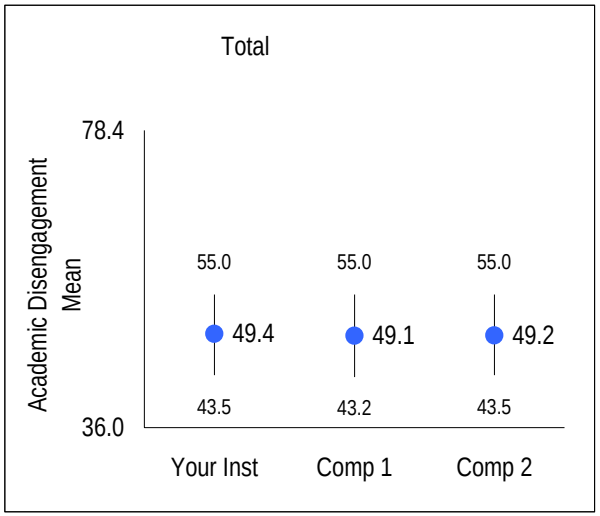
Academic Disengagement

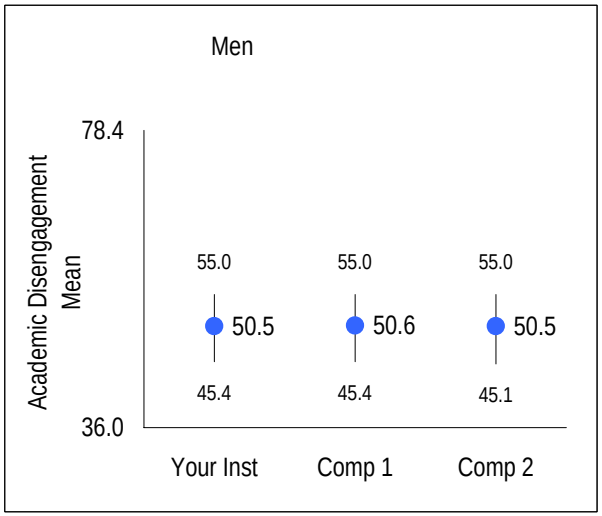
First-Time, Full-time Freshman

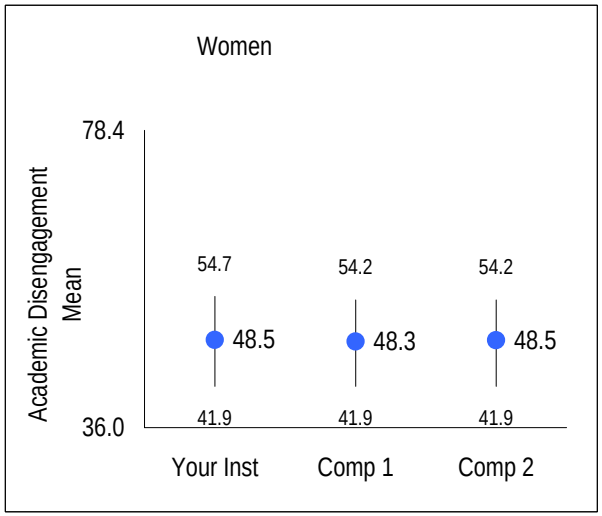
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,742	16,792	253	1,720	5,853	300	3,022	10,939
Mean	49.4	49.1	49.2	50.5	50.6	50.5	48.5	48.3	48.5
Standard Deviation	7.75	7.78	7.82	8.05	7.92	8.06	7.39	7.57	7.61
Significance	-			-			-		
Effect Size	-	0.04	0.03	-	-0.01	0.00	-	0.03	0.00
25th percentile	43.5	43.2	43.5	45.4	45.4	45.1	41.9	41.9	41.9
75th percentile	55.0	55.0	55.0	55.0	55.0	55.0	54.7	54.2	54.2

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







Survey items and estimation 'weights':

Since entering college, indicate how often you:

* Come late to class (1.82)
* Skipped class (1.60)
* Turned in course assignment(s) late (1.26)
* Turned in course assignments that did not reflect your best work (1.11)
* Fell asleep in class (1.00)

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2011 Your First College Year Survey

CIRP Construct Mean Report

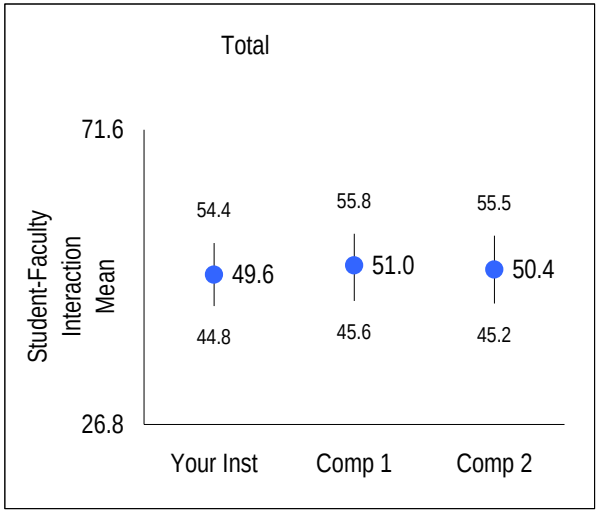
Student-Faculty Interaction

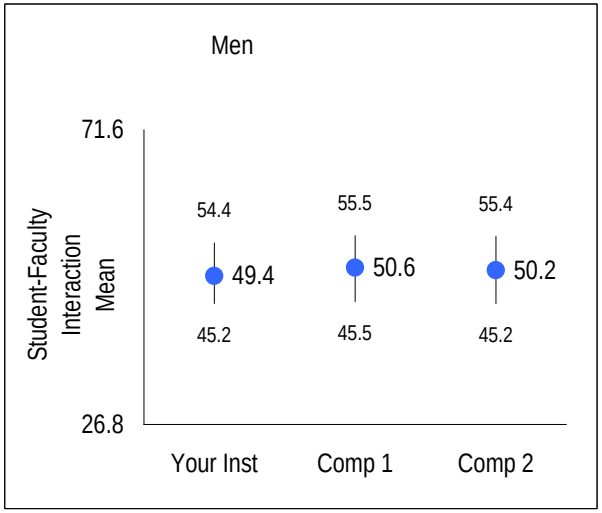
First-Time, Full-time Freshman

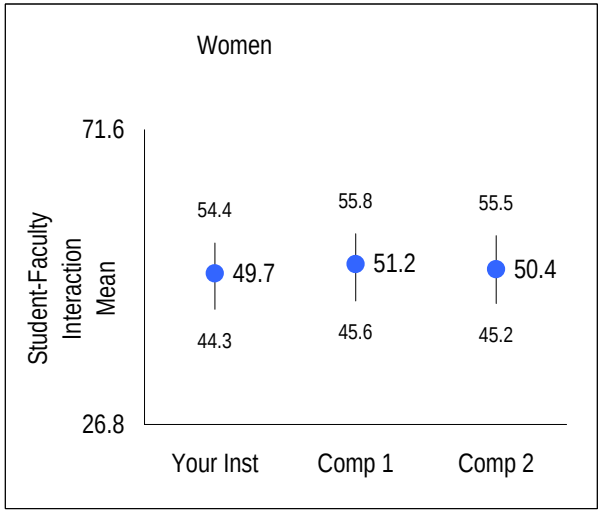
Faculty Interaction: Contact and Communication measures the amount and type of interactions students have with faculty that is appropriate for the first year of college, as well as satisfaction with these issues.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,745	16,802	253	1,723	5,862	300	3,022	10,940
Mean	49.6	51.0	50.4	49.4	50.6	50.2	49.7	51.2	50.4
Standard Deviation	7.63	7.84	8.07	7.35	7.56	7.92	7.87	8.00	8.15
Significance	-	***	*	-	*		-	**	
Effect Size	-	-0.18	-0.10	-	-0.17	-0.11	-	-0.18	-0.08
25th percentile	44.8	45.6	45.2	45.2	45.5	45.2	44.3	45.6	45.2
75th percentile	54.4	55.8	55.5	54.4	55.5	55.4	54.4	55.8	55.5

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







Survey items and estimation 'weights':

* Communicated regularly with your professors (2.71)
* Asked a professor for advice after class (1.74)
* Received advice/guidance about your educational program from your professor (1.69)
* Faculty during office hours (yes/no)(1.29)
* Amount of contact with faculty (1.20)
* Faculty outside of class or office hours (1.18)

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CIRP Construct Mean Report

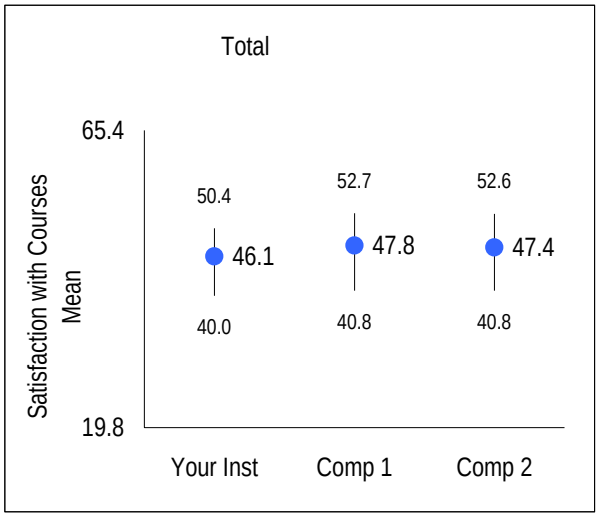
Satisfaction with Coursework

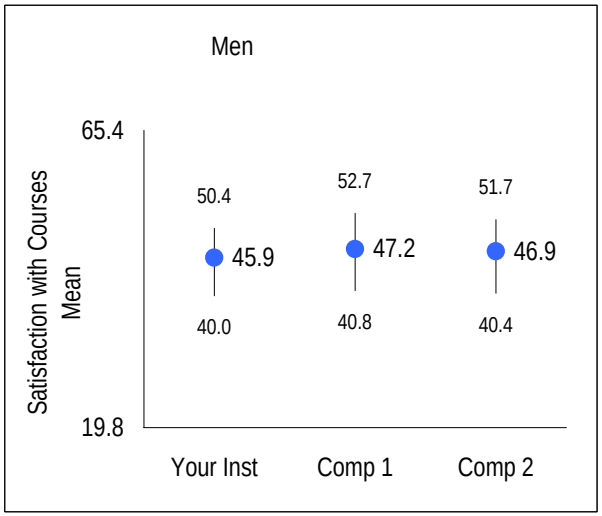
First-Time, Full-time Freshman

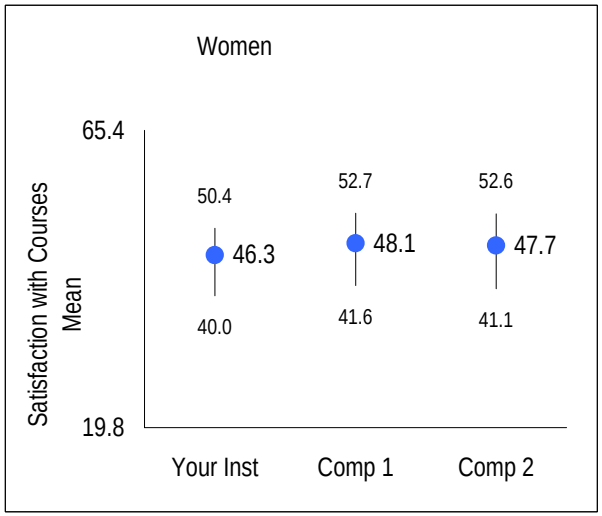
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,744	16,797	253	1,722	5,858	300	3,022	10,939
Mean	46.1	47.8	47.4	45.9	47.2	46.9	46.3	48.1	47.7
Standard Deviation	8.01	8.52	8.62	8.01	8.76	8.92	8.01	8.37	8.45
Significance	-	***	***	-	*		-	***	**
Effect Size	-	-0.20	-0.16	-	-0.15	-0.11	-	-0.22	-0.17
25th percentile	40.0	40.8	40.8	40.0	40.8	40.4	40.0	41.6	41.1
75th percentile	50.4	52.7	52.6	50.4	52.7	51.7	50.4	52.7	52.6

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







Survey items and estimation 'weights':

Please rate your satisfaction with this institution on each of the aspects of college life listed below:

* Relevance of coursework to future career plans (3.52)
* Relevance of coursework to everyday life (3.13)
* General education and core curriculum courses (1.31)
* First-year programs (0.91)

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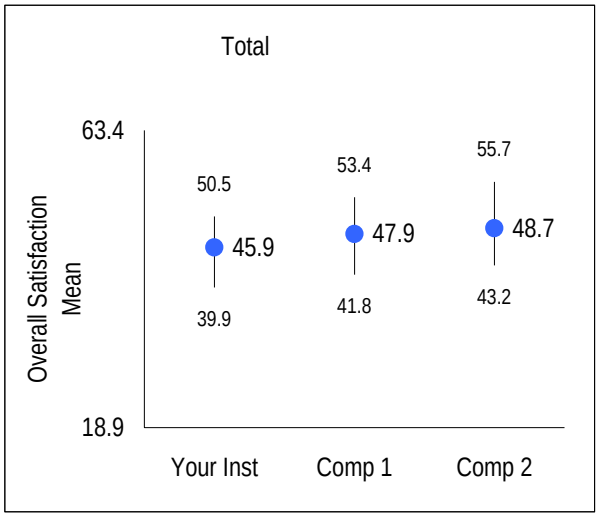
Overall Satisfaction

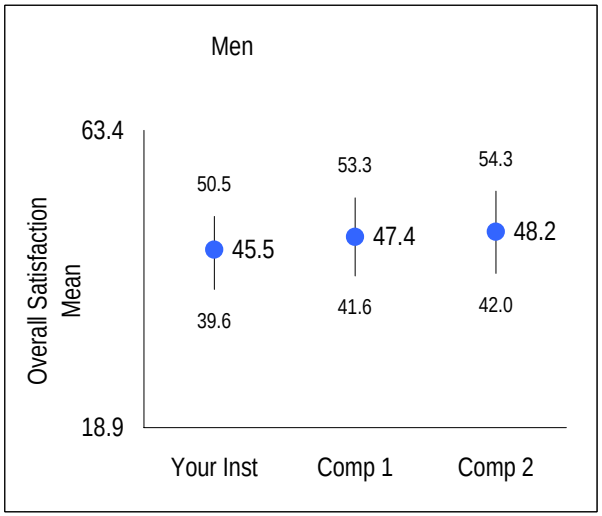
First-Time, Full-time Freshman

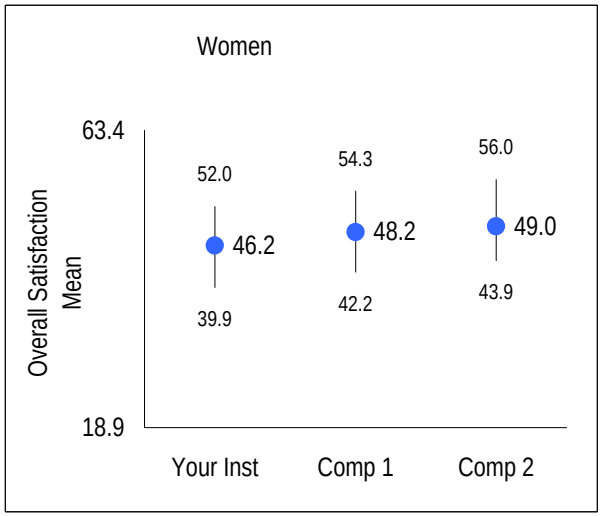
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,746	16,803	253	1,723	5,862	300	3,023	10,941
Mean	45.9	47.9	48.7	45.5	47.4	48.2	46.2	48.2	49.0
Standard Deviation	8.18	8.70	8.75	8.30	8.70	8.86	8.08	8.69	8.68
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.23	-0.33	-	-0.22	-0.31	-	-0.23	-0.33
25th percentile	39.9	41.8	43.2	39.6	41.6	42.0	39.9	42.2	43.9
75th percentile	50.5	53.4	55.7	50.5	53.3	54.3	52.0	54.3	56.0

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







Survey items and estimation 'weights':

* Satisfaction with overall college experience (3.69)
* If you could make your college choice over, would you still choose to enroll at your current college? (1.93)
* Satisfaction with your overall academic experience (1.88)
* Satisfaction with overall quality of instruction (1.69)

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CIRP Construct Mean Report

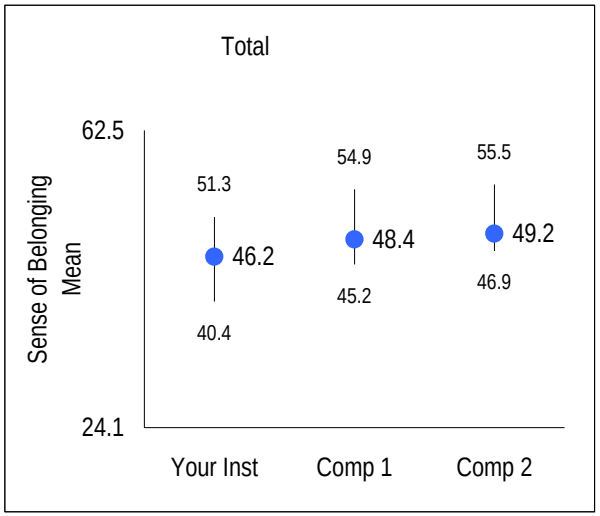
Sense of Belonging

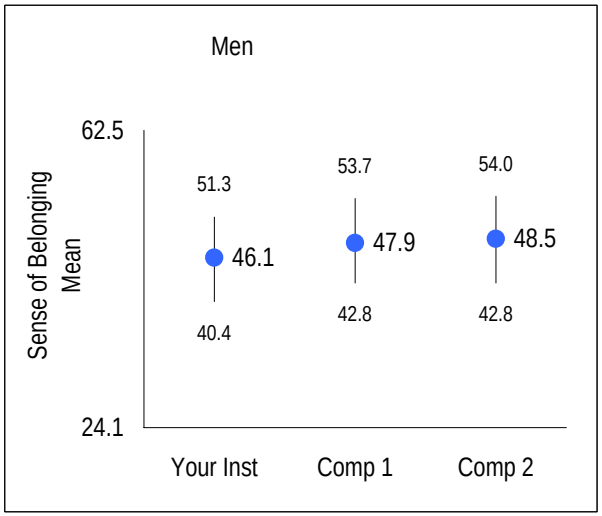
First-Time, Full-time Freshman

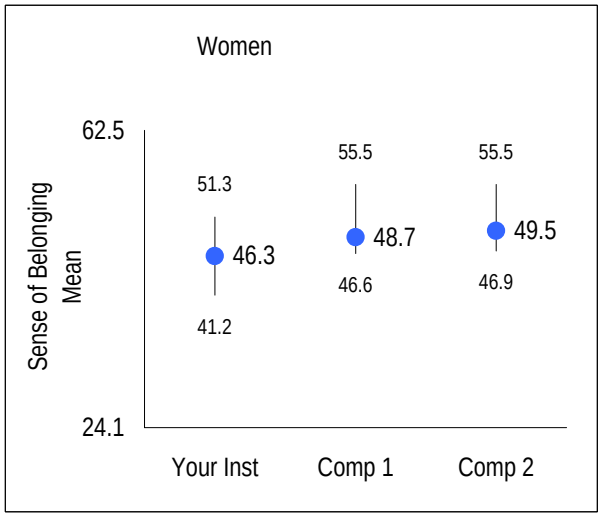
Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,717	16,729	253	1,708	5,822	300	3,009	10,907
Mean	46.2	48.4	49.2	46.1	47.9	48.5	46.3	48.7	49.5
Standard Deviation	8.17	8.71	8.77	8.18	8.64	8.83	8.18	8.73	8.72
Significance	-	***	***	-	**	***	-	***	***
Effect Size	-	-0.26	-0.34	-	-0.22	-0.27	-	-0.28	-0.38
25th percentile	40.4	45.2	46.9	40.4	42.8	42.8	41.2	46.6	46.9
75th percentile	51.3	54.9	55.5	51.3	53.7	54.0	51.3	55.5	55.5

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







Survey items and estimation 'weights':

Please indicate the extent to which you agree or disagree with the following statements:

* I feel I am a member of this college (5.10)
* I feel a sense of belonging to this campus (4.62)
* I see myself as part of the campus community (2.95)
* If asked, I would recommend this college to others (2.50)

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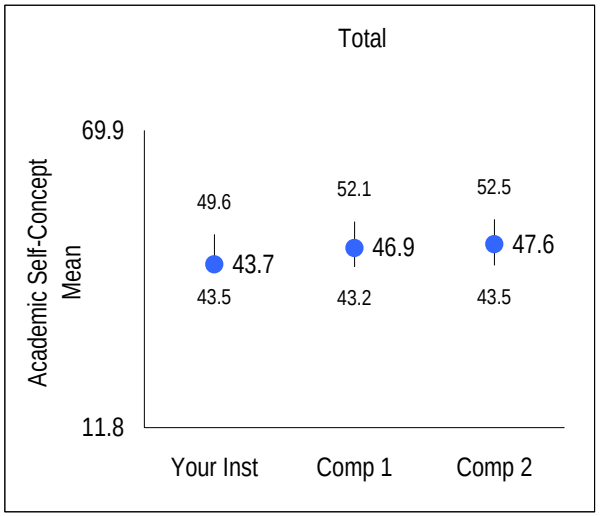
Academic Self-Concept

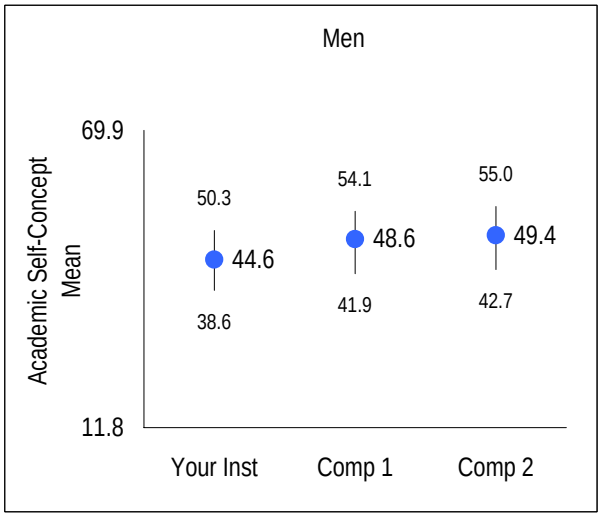
First-Time, Full-time Freshman

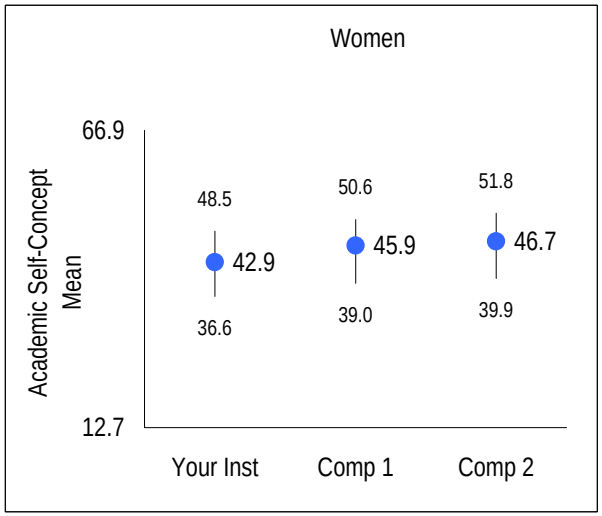
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,730	16,763	253	1,717	5,843	300	3,013	10,920
Mean	43.7	46.9	47.6	44.6	48.6	49.4	42.9	45.9	46.7
Standard Deviation	8.31	8.84	9.04	8.09	9.04	9.31	8.42	8.56	8.76
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.36	-0.44	-	-0.44	-0.51	-	-0.35	-0.43
25th percentile	37.4	40.0	41.0	38.6	41.9	42.7	36.6	39.0	39.9
75th percentile	49.6	52.1	52.5	50.3	54.1	55.0	48.5	50.6	51.8

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







Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

* Academic ability (4.02)
* Mathematical ability (2.69)
* Self-confidence - intellectual (1.90)
* Drive to achieve (1.72)

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CIRP Construct Mean Report

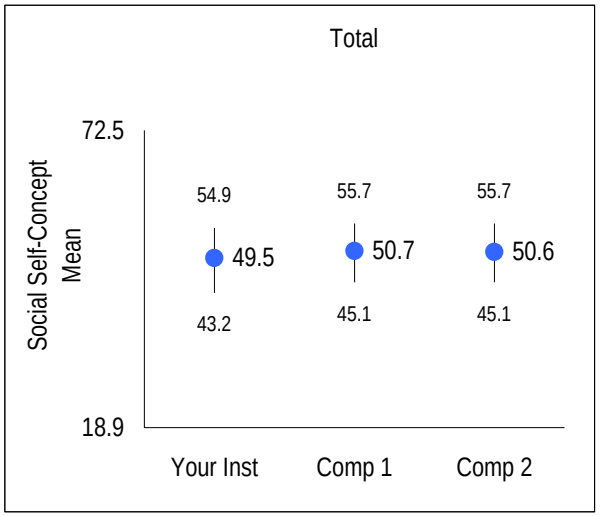
Social Self-Concept

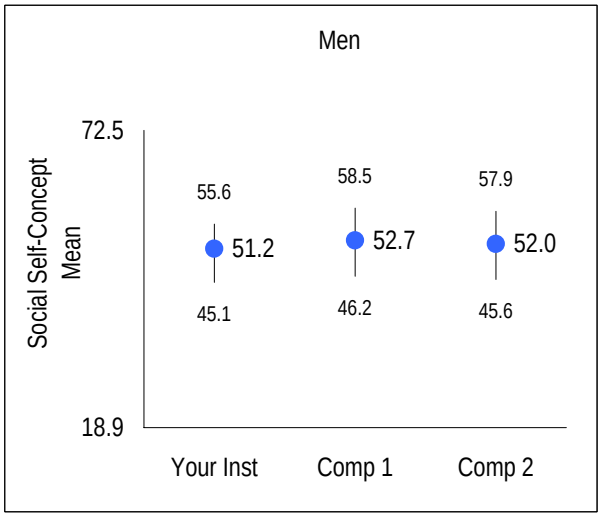
First-Time, Full-time Freshman

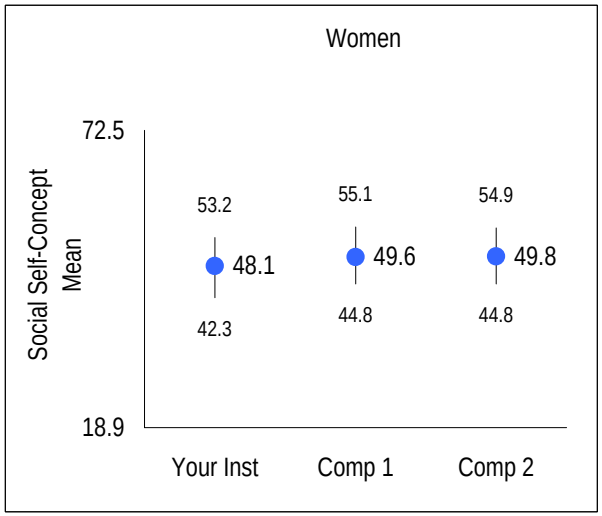
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,729	16,757	253	1,717	5,840	300	3,012	10,917
Mean	49.5	50.7	50.6	51.2	52.7	52.0	48.1	49.6	49.8
Standard Deviation	8.32	8.24	8.36	8.59	8.41	8.68	7.82	7.94	8.07
Significance	-	***	**	-	**		-	**	***
Effect Size	-	-0.15	-0.13	-	-0.18	-0.10	-	-0.20	-0.21
25th percentile	43.2	45.1	45.1	45.1	46.2	45.6	42.3	44.8	44.8
75th percentile	54.9	55.7	55.7	55.6	58.5	57.9	53.2	55.1	54.9

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







Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

* Leadership ability (3.09)
* Public speaking ability (3.02)
* Self-confidence - social (2.72)

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CIRP Construct Mean Report

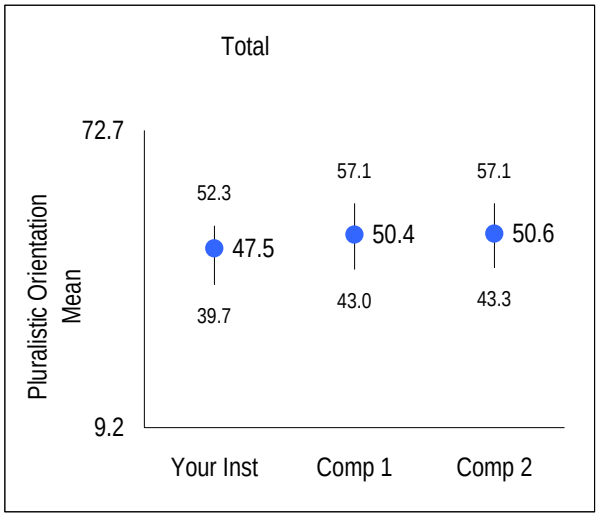
Pluralistic Orientation

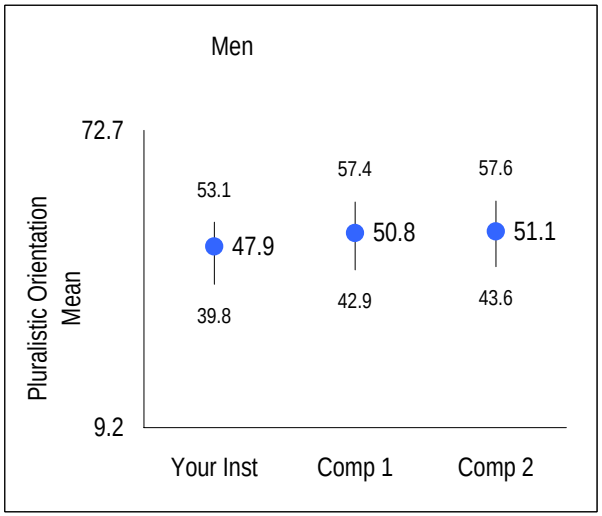
First-Time, Full-time Freshman

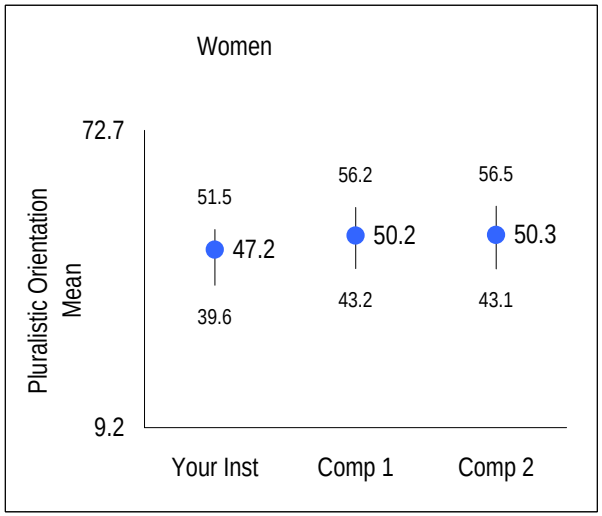
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	551	4,715	16,735	251	1,709	5,829	300	3,006	10,906
Mean	47.5	50.4	50.6	47.9	50.8	51.1	47.2	50.2	50.3
Standard Deviation	9.81	10.12	10.29	9.84	10.56	10.50	9.79	9.86	10.17
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.29	-0.30	-	-0.28	-0.30	-	-0.31	-0.31
25th percentile	39.7	43.0	43.3	39.8	42.9	43.6	39.6	43.2	43.1
75th percentile	52.3	57.1	57.1	53.1	57.4	57.6	51.5	56.2	56.5

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







Survey items and estimation 'weights':

* Tolerance of others with different beliefs (3.01)
* Ability to work cooperatively with diverse people (2.74)
* Ability to discuss and negotiate controversial issues (2.57)
* Openness to having my views challenged (2.44)
* Ability to see the world from someone else's perspective (2.43)

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CIRP Construct Mean Report

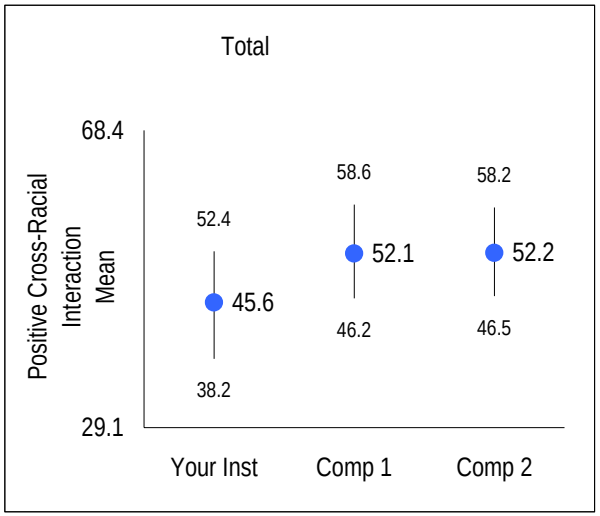
Positive Cross-Racial Interaction

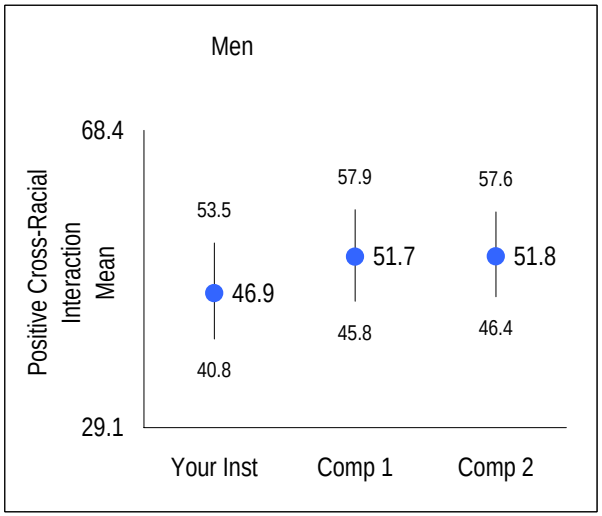
First-Time, Full-time Freshman

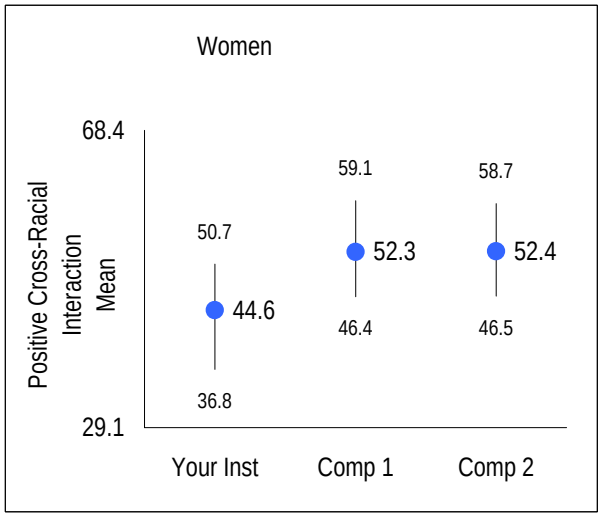
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,704	16,696	253	1,706	5,813	297	2,998	10,883
Mean	45.6	52.1	52.2	46.9	51.7	51.8	44.6	52.3	52.4
Standard Deviation	9.45	9.46	9.25	9.33	9.41	9.06	9.45	9.49	9.35
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.68	-0.71	-	-0.52	-0.54	-	-0.81	-0.84
25th percentile	38.2	46.2	46.5	40.8	45.8	46.4	36.8	46.4	46.5
75th percentile	52.4	58.6	58.2	53.5	57.9	57.6	50.7	59.1	58.7

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







Survey items and estimation 'weights':

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had intellectual discussions outside of class (3.57)
* Shared personal feelings and problems (3.52)
* Dined or shared a meal (2.72)
* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)
* Studied or prepared for class (2.22)
* Socialized or partied (2.12)

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CIRP Construct Mean Report

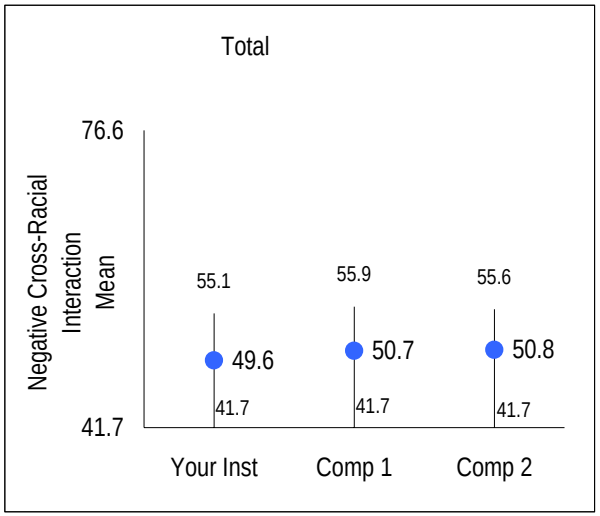
Negative Cross-Racial Interaction

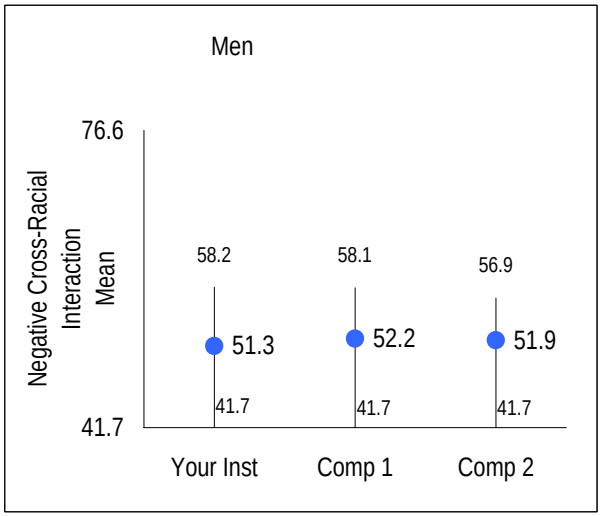
First-Time, Full-time Freshman

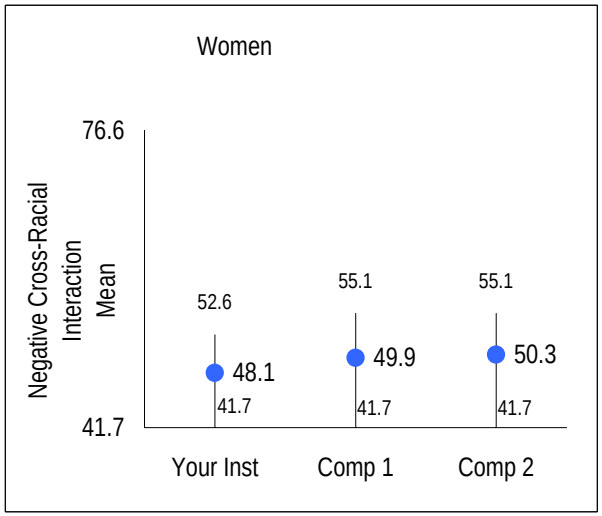
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,702	16,688	253	1,705	5,811	297	2,997	10,877
Mean	49.6	50.7	50.8	51.3	52.2	51.9	48.1	49.9	50.3
Standard Deviation	8.61	8.48	8.33	9.08	8.87	8.66	7.91	8.14	8.08
Significance	-	**	***	-			-	***	***
Effect Size	-	-0.13	-0.15	-	-0.10	-0.08	-	-0.22	-0.26
25th percentile	41.7	41.7	41.7	41.7	41.7	41.7	41.7	41.7	41.7
75th percentile	55.1	55.9	55.6	58.2	58.1	56.9	52.6	55.1	55.1

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







Survey items and estimation 'weights':

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had tense somewhat hostile interactions (3.81)
* Felt insulted or threatened because of your race/ethnicity (2.63)
* Had guarded, cautious interactions (2.10)

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CIRP Construct Mean Report

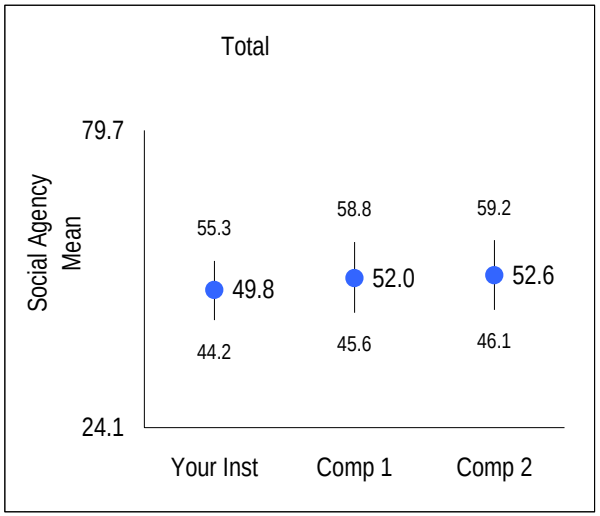
Social Agency

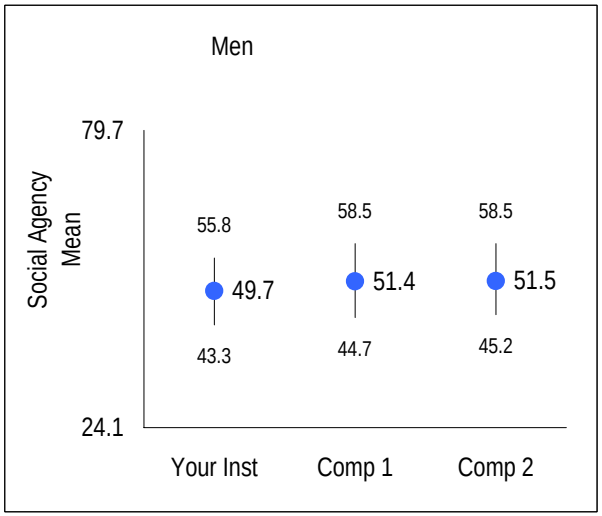
First-Time, Full-time Freshman

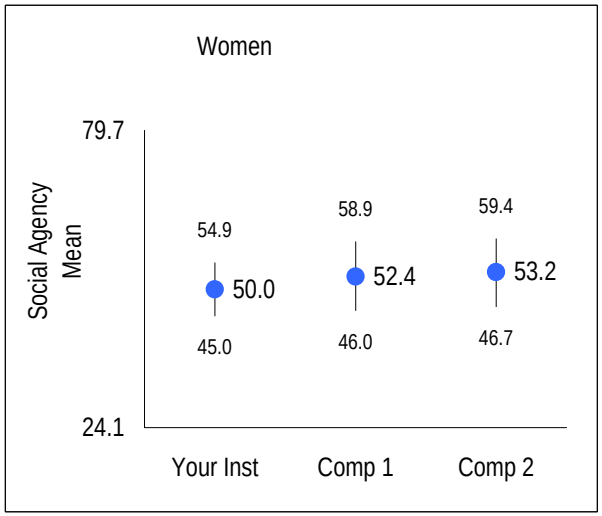
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,706	16,698	252	1,705	5,810	298	3,001	10,888
Mean	49.8	52.0	52.6	49.7	51.4	51.5	50.0	52.4	53.2
Standard Deviation	9.09	10.08	10.01	9.68	10.54	10.24	8.58	9.80	9.83
Significance	-	***	***	-	*	**	-	***	***
Effect Size	-	-0.22	-0.28	-	-0.17	-0.18	-	-0.25	-0.33
25th percentile	44.2	45.6	46.1	43.3	44.7	45.2	45.0	46.0	46.7
75th percentile	55.3	58.8	59.2	55.8	58.5	58.5	54.9	58.9	59.4

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







Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

* Participating in a community action program (2.86)
* Helping to promote racial understanding (2.77)
* Becoming a community leader (2.65)
* Keeping up to date with political affairs (2.15)
* Influencing social values (1.78)
* Helping others who are in difficulty (1.71)

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CIRP Construct Mean Report

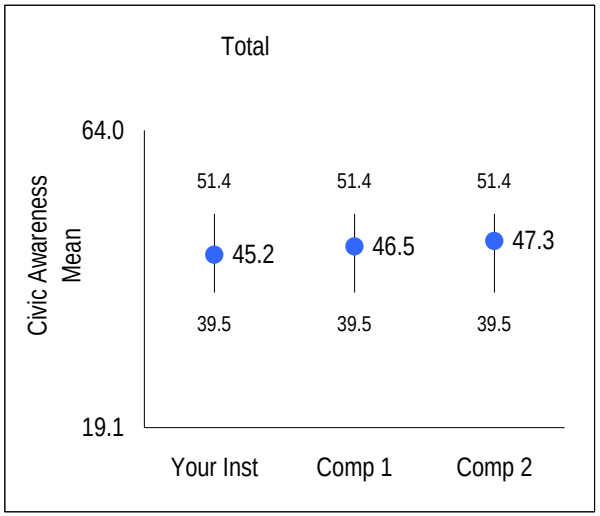
Civic Awareness

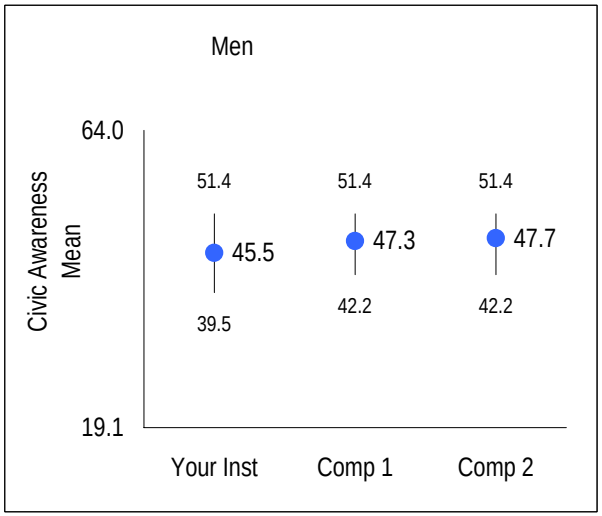
First-Time, Full-time Freshman

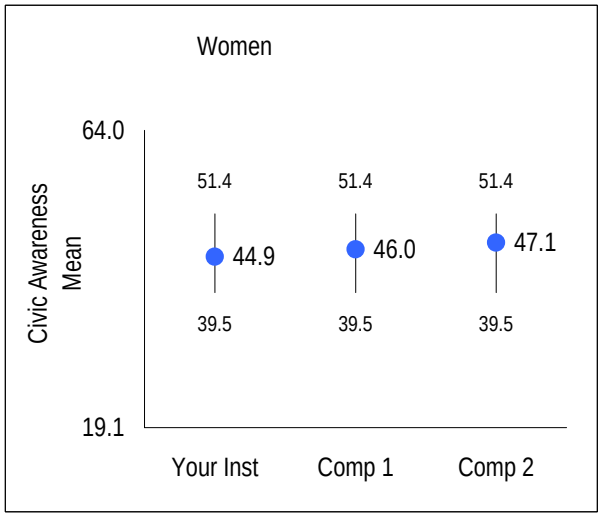
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,742	16,791	253	1,720	5,856	300	3,022	10,935
Mean	45.2	46.5	47.3	45.5	47.3	47.7	44.9	46.0	47.1
Standard Deviation	7.01	8.38	8.62	7.13	8.41	8.62	6.90	8.33	8.61
Significance	-	***	***	-	**	***	-	*	***
Effect Size	-	-0.15	-0.24	-	-0.21	-0.25	-	-0.13	-0.25
25th percentile	39.5	39.5	39.5	39.5	42.2	42.2	39.5	39.5	39.5
75th percentile	51.4	51.4	51.4	51.4	51.4	51.4	51.4	51.4	51.4

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







Survey items and estimation 'weights':

Compared with when you entered this college, how would you now describe your:

* Understanding of national issues (8.18)
* Understanding of global issues (3.32)
* Understanding of problems facing your community (2.09)

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CIRP Construct Mean Report

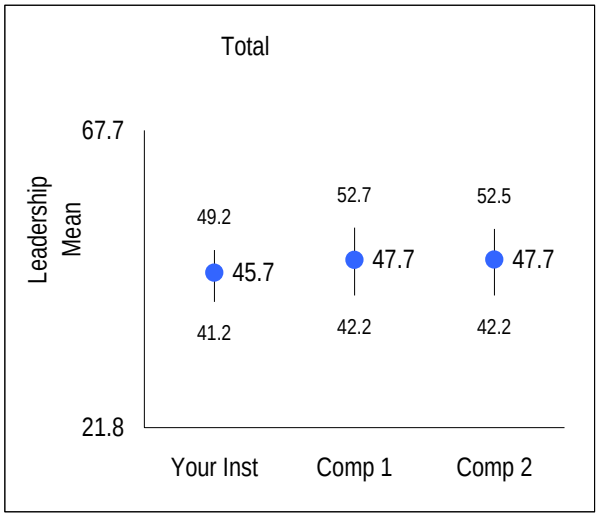
Leadership

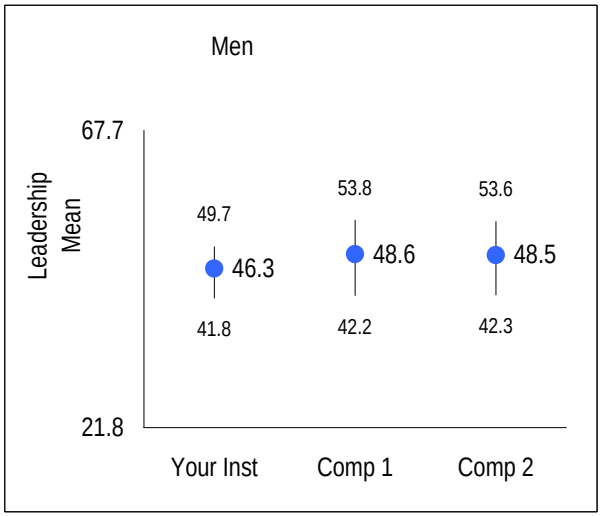
First-Time, Full-time Freshman

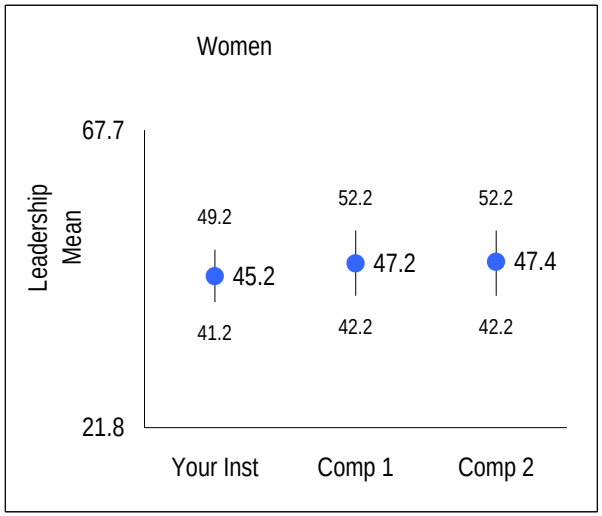
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,746	16,803	253	1,723	5,862	300	3,023	10,941
Mean	45.7	47.7	47.7	46.3	48.6	48.5	45.2	47.2	47.4
Standard Deviation	7.14	7.89	7.73	7.37	7.93	7.72	6.92	7.83	7.70
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.25	-0.26	-	-0.28	-0.27	-	-0.26	-0.29
25th percentile	41.2	42.2	42.2	41.8	42.2	42.3	41.2	42.2	42.2
75th percentile	49.2	52.7	52.5	49.7	53.8	53.6	49.2	52.2	52.2

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







Survey items and estimation 'weights':

* Been a leader in an organization (2.30)
* I have effectively led a group to a common purpose (1.79)
* Participated in leadership training (1.62)
* Self-rating in leadership ability (1.33)
* Self-change in leadership ability (1.31)

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CIRP Construct Mean Report

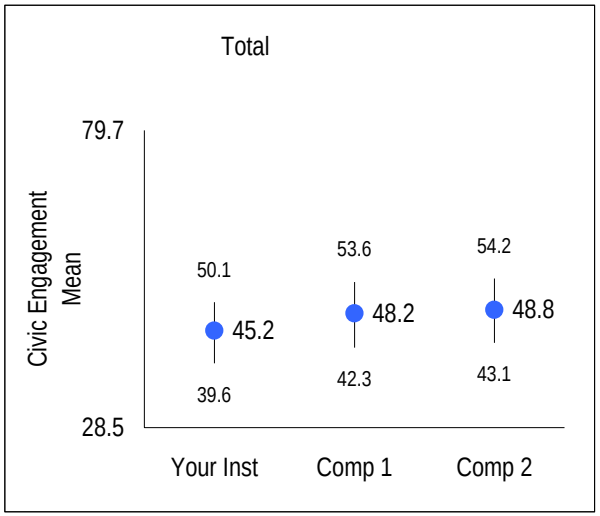
Civic Engagement

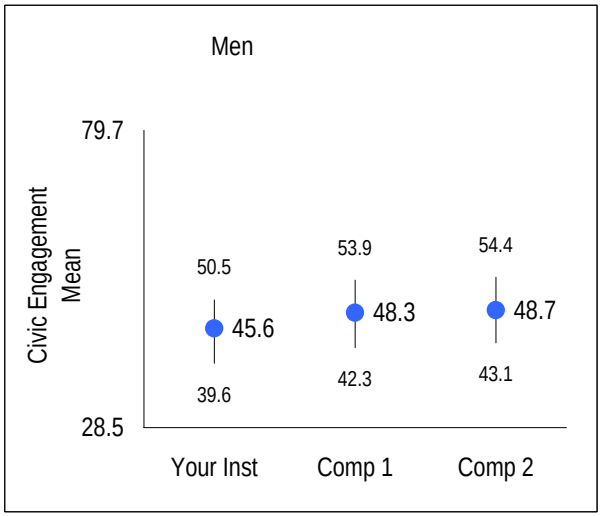
First-Time, Full-time Freshman

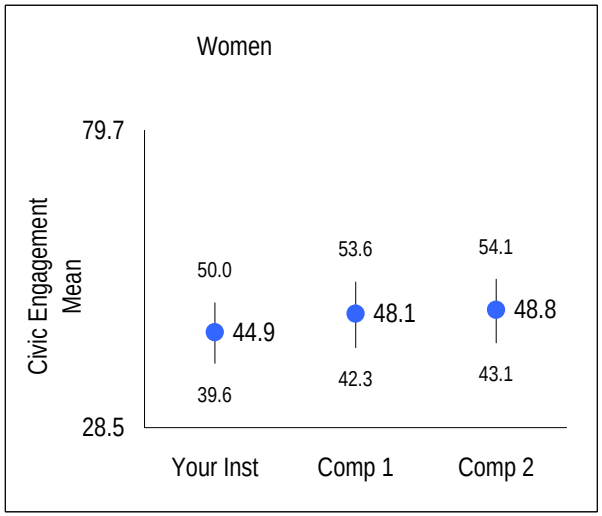
Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,737	16,775	253	1,718	5,846	300	3,019	10,929
Mean	45.2	48.2	48.8	45.6	48.3	48.7	44.9	48.1	48.8
Standard Deviation	7.88	8.63	8.36	8.40	8.85	8.54	7.42	8.50	8.26
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.34	-0.43	-	-0.31	-0.37	-	-0.38	-0.47
25th percentile	39.6	42.3	43.1	39.6	42.3	43.1	39.6	42.3	43.1
75th percentile	50.1	53.6	54.2	50.5	53.9	54.4	50.0	53.6	54.1

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







Survey items and estimation 'weights':

- Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- I am interested in seeking information about current social and political issues (1.56)
- Worked on a local, state, or national political campaign (1.54)
- Demonstrated for/against a cause (1.53)
- Keeping up to date with political affairs (1.45)
- Influencing social values (1.10)
- Helped raise money for a cause or campaign (1.09)
- Performed volunteer work (0.79)

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How to Read the CIRP Construct Percentage Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two sets of reports are generated for CIRP Constructs. The Mean Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score group of a construct. We suggest you use the report that best fits your needs as an institution.

CIRP Construct Definition – Summarizes the theoretical rationale for creating the construct.

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

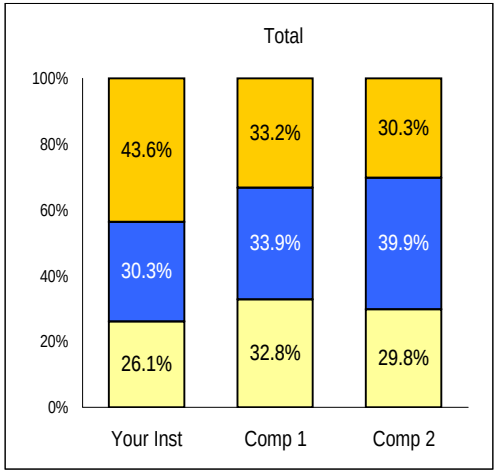
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

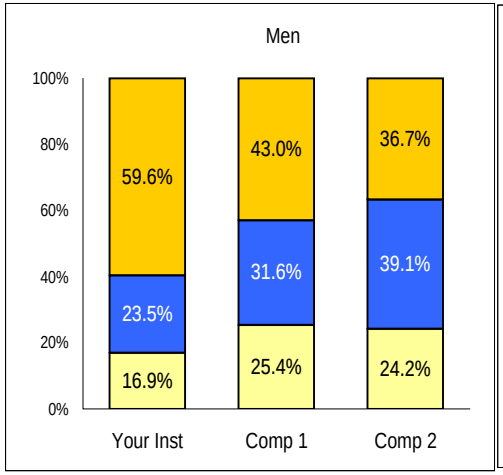
Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p<.05, **p<.01, ***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 might be small and not practically important.

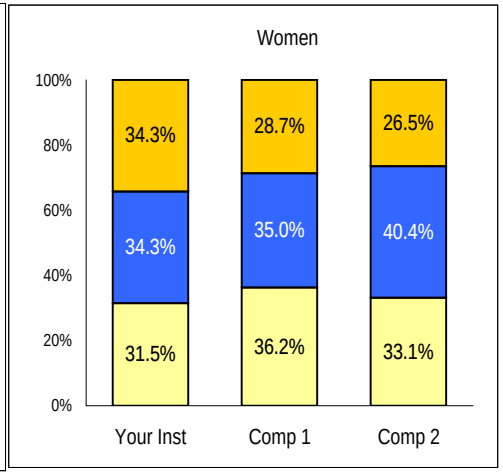
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%	23.5%	31.6%	39.1%	34.3%	35.0%	40.4%
Low Academic Self-Concept	26.1%	32.8%	29.8%	16.9%	25.4%	24.2%	31.5%	36.2%	33.1%
Significance (based on High score group)	-	***	***	-	***	***	-		**

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







Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:

* Academic ability (3.01)
* Self-confidence - intellectual (1.51)
* Drive to achieve (1.18)
* Mathematical ability (1.14)

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

Charts – Provide a visual display of construct score group percentages for your institution and two comparison groups. CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents students who scored one-half standard deviation or more below the mean (less than 45). "Average" represents students who scored within one-half standard deviation of the mean (45 to 55). "High" represents students who scored one-half standard deviation or more above the mean (higher than 55).

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2011 Your First College Year Survey

CIRP Construct Percentage Report

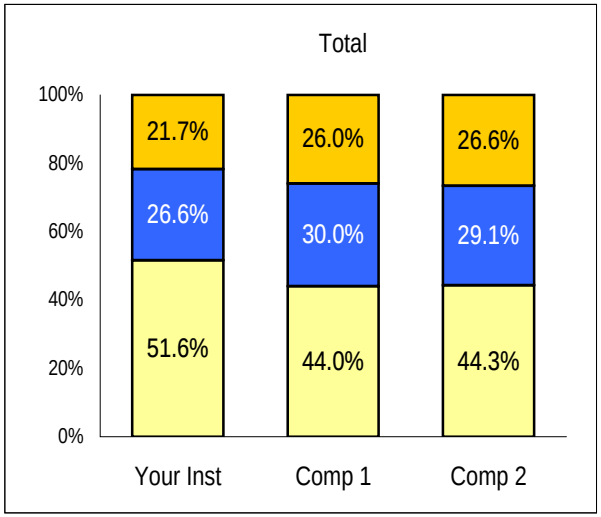
Habits of Mind

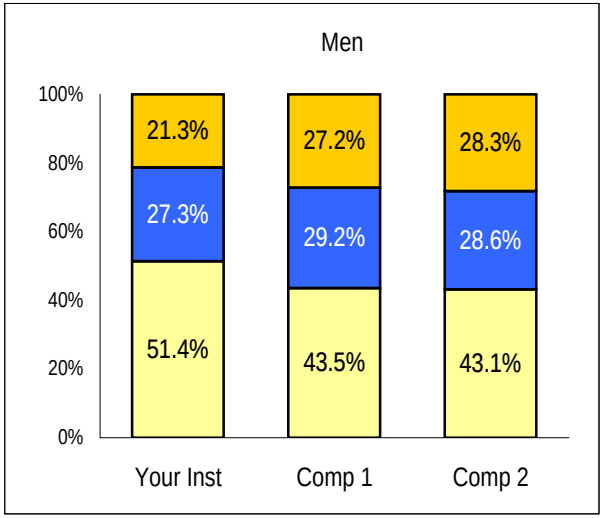
First-Time, Full-time Freshman

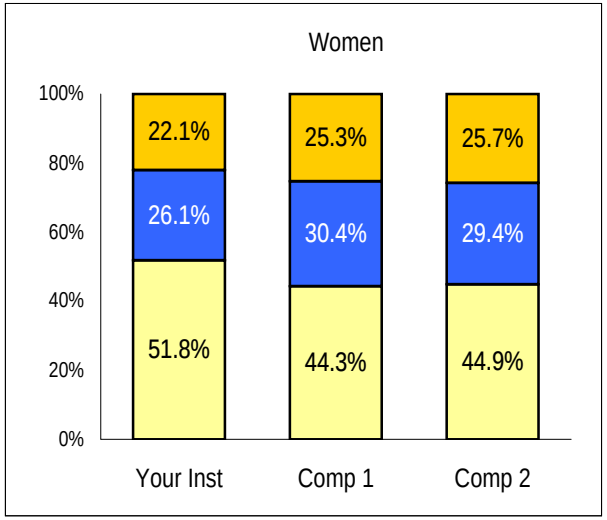
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	552	4,725	16,713	253	1,713	5,820	299	3,012	10,893
High Habits of Mind	21.7%	26.0%	26.6%	21.3%	27.2%	28.3%	22.1%	25.3%	25.7%
Average Habits of Mind	26.6%	30.0%	29.1%	27.3%	29.2%	28.6%	26.1%	30.4%	29.4%
Low Habits of Mind	51.6%	44.0%	44.3%	51.4%	43.5%	43.1%	51.8%	44.3%	44.9%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

How often in the past year did you:

* Seek alternative solutions to a problem (2.28)
* Seek solutions to problems and explain them to others (2.20)
* Support your opinions with a logical argument (1.81)
* Evaluate the quality or reliability of information you received (1.61)
* Ask questions in class (1.51)
* Seek feedback on your academic work (1.48)
* Take a risk because you felt you had more to gain (1.43)
* Explore topics on your own, even though it was not required for a class (1.42)
* Revise your papers to improve your writing (1.17)
* Accept mistakes as part of the learning process (1.12)
* Look up scientific research articles and resources (0.89)

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2011 Your First College Year Survey
CIRP Construct Percentage Report

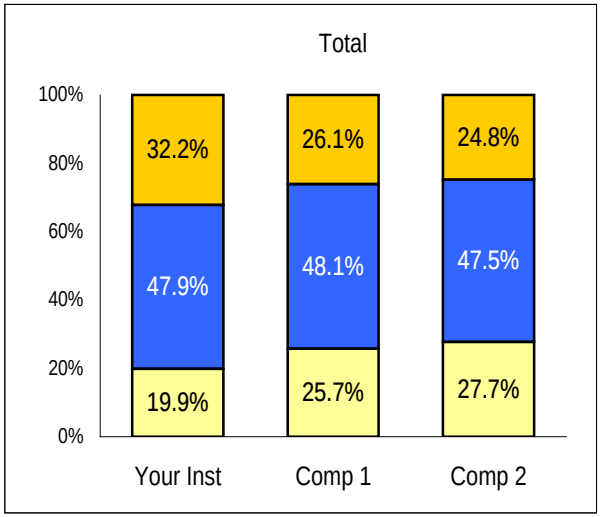
Academic Adjustment

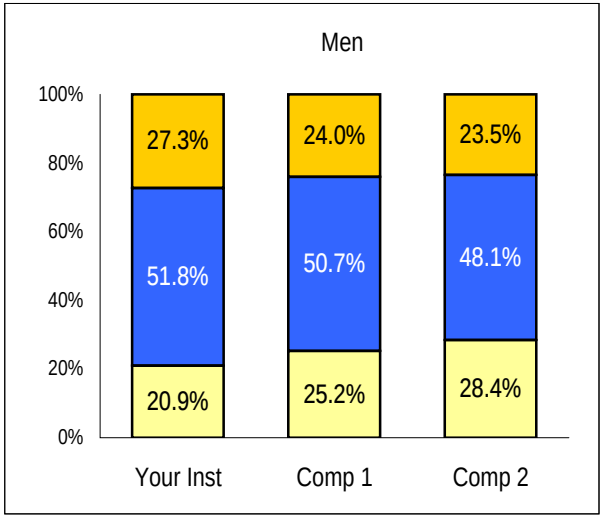
First-Time, Full-time Freshman

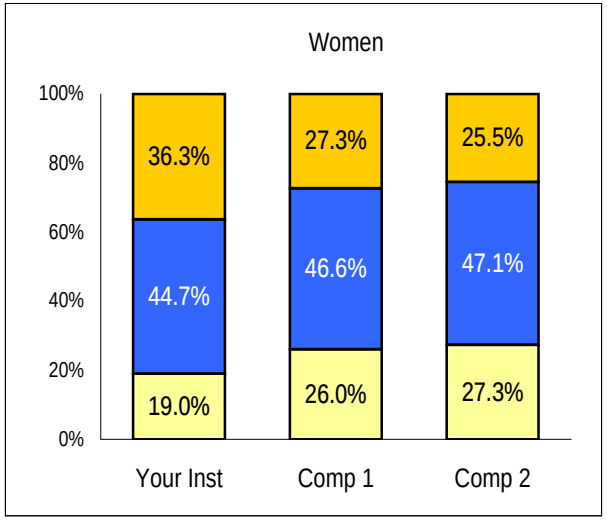
Academic Adjustment measures the ease with which students adjust to the academic demands of college.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,729	16,761	253	1,715	5,841	300	3,014	10,920
High Academic Adjustment	32.2%	26.1%	24.8%	27.3%	24.0%	23.5%	36.3%	27.3%	25.5%
Average Academic Adjustment	47.9%	48.1%	47.5%	51.8%	50.7%	48.1%	44.7%	46.6%	47.1%
Low Academic Adjustment	19.9%	25.7%	27.7%	20.9%	25.2%	28.4%	19.0%	26.0%	27.3%
Significance (based on High score group)	-		*	-			-		*

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







Survey items and estimation 'weights':

Since entering this college, how has it been to:

* Adjust to academic demands of college (3.27)
* Develop effective study skills (3.06)
* Manage your time effectively (2.67)
* Understand what your professors expect of you academically (1.29)

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2011 Your First College Year Survey
CIRP Construct Percentage Report

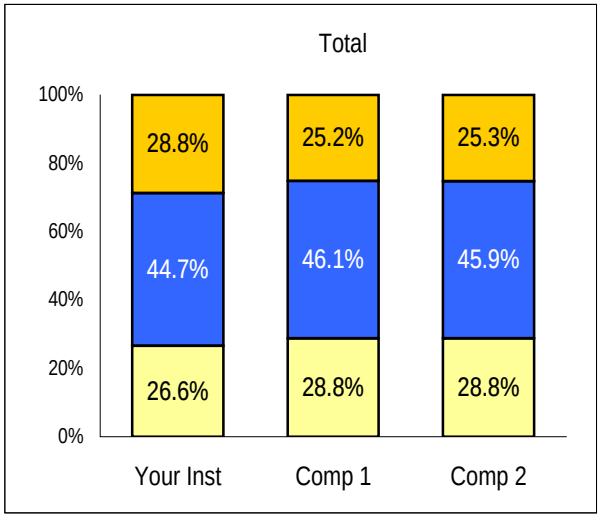
Academic Disengagement

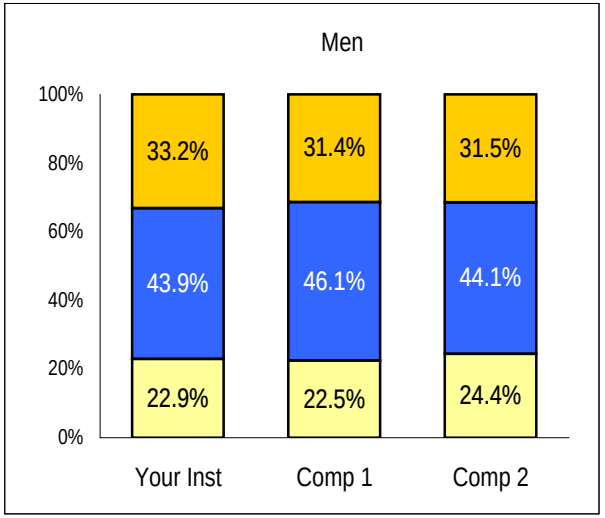
First-Time, Full-time Freshman

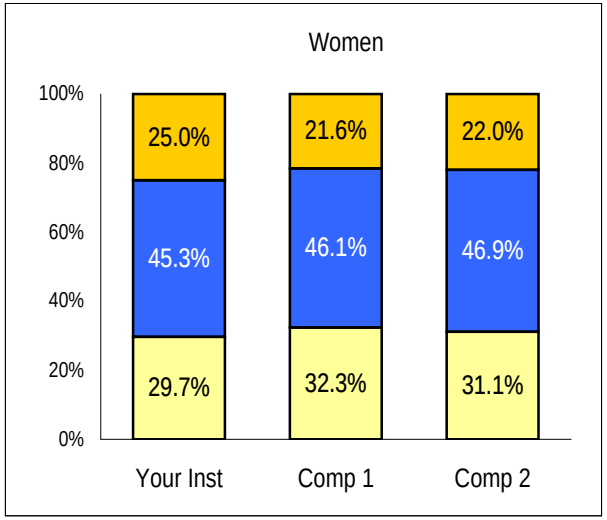
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,742	16,792	253	1,720	5,853	300	3,022	10,939
High Academic Disengagement	28.8%	25.2%	25.3%	33.2%	31.4%	31.5%	25.0%	21.6%	22.0%
Average Academic Disengagement	44.7%	46.1%	45.9%	43.9%	46.1%	44.1%	45.3%	46.1%	46.9%
Low Academic Disengagement	26.6%	28.8%	28.8%	22.9%	22.5%	24.4%	29.7%	32.3%	31.1%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

How often in the past year did you:

* Come late to class (1.82)
* Skipped class (1.60)
* Turned in course assignment(s) late (1.26)
* Turned in course assignments that did not reflect your best work (1.11)
* Fell asleep in class (1.00)

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2011 Your First College Year Survey
CIRP Construct Percentage Report

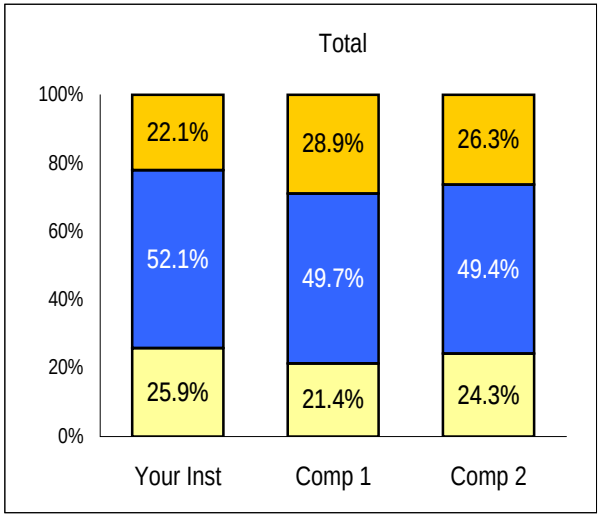
Student-Faculty Interaction

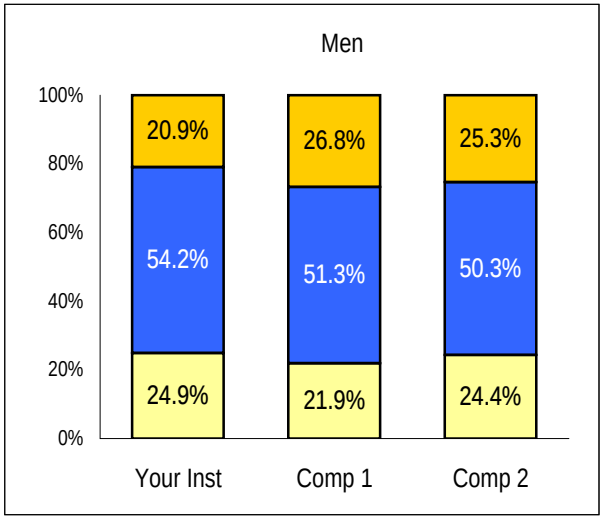
First-Time, Full-time Freshman

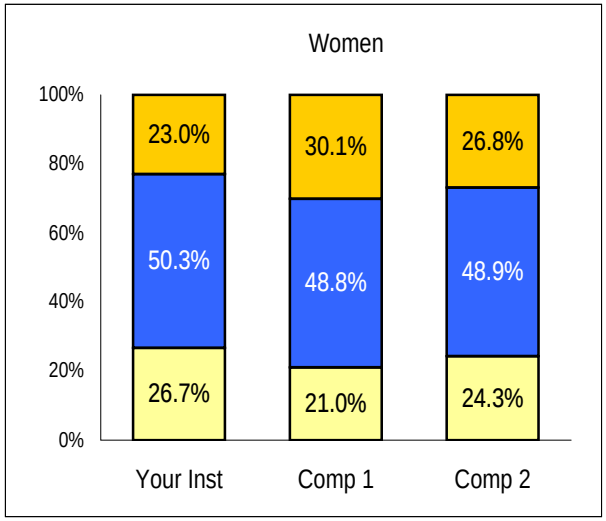
Faculty Interaction: Contact and Communication measures the amount and type of interactions students have with faculty that is appropriate for the first year of college, as well as satisfaction with these issues.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,745	16,802	253	1,723	5,862	300	3,022	10,940
High Student-Faculty Interaction	22.1%	28.9%	26.3%	20.9%	26.8%	25.3%	23.0%	30.1%	26.8%
Average Student-Faculty Interaction	52.1%	49.7%	49.4%	54.2%	51.3%	50.3%	50.3%	48.8%	48.9%
Low Student-Faculty Interaction	25.9%	21.4%	24.3%	24.9%	21.9%	24.4%	26.7%	21.0%	24.3%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* Communicated regularly with your professors (2.71)
* Asked a professor for advice after class (1.74)
* Received advice/guidance about your educational program from your professor (1.69)
* Faculty during office hours (yes/no)(1.29)
* Amount of contact with faculty (1.20)
* Faculty outside of class or office hours (1.18)

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2011 Your First College Year Survey

CIRP Construct Percentage Report

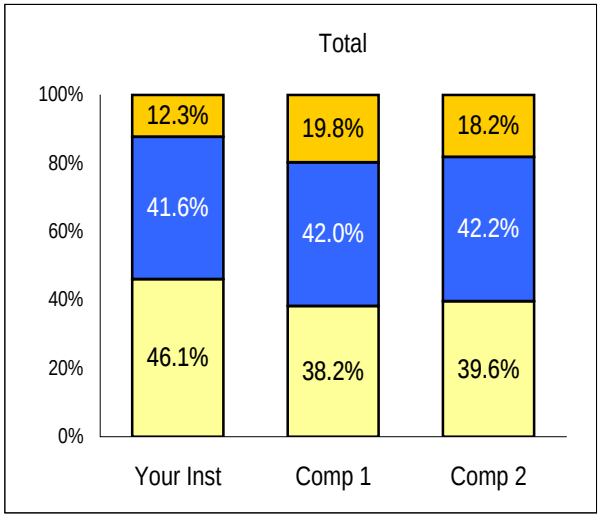
Satisfaction with Coursework

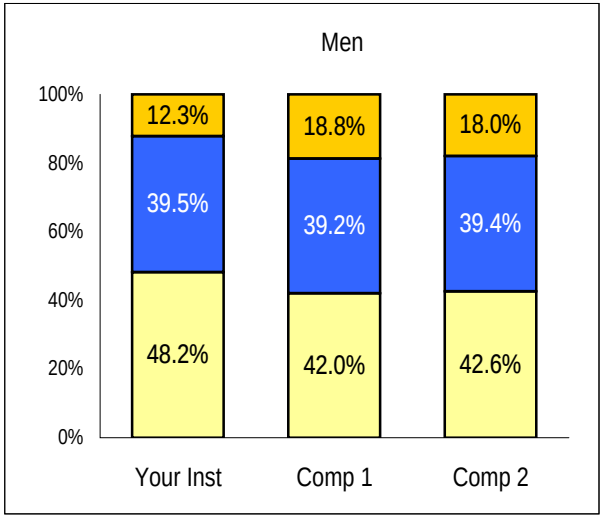
First-Time, Full-time Freshman

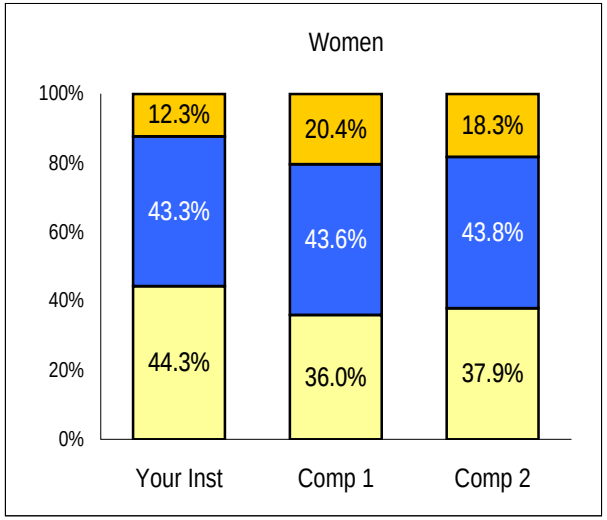
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,744	16,797	253	1,722	5,858	300	3,022	10,939
High Satisfaction with Courses	12.3%	19.8%	18.2%	12.3%	18.8%	18.0%	12.3%	20.4%	18.3%
Average Satisfaction with Courses	41.6%	42.0%	42.2%	39.5%	39.2%	39.4%	43.3%	43.6%	43.8%
Low Satisfaction with Courses	46.1%	38.2%	39.6%	48.2%	42.0%	42.6%	44.3%	36.0%	37.9%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Please rate your satisfaction with this institution on each of the aspects of college life listed below:

* Relevance of coursework to future career plans (3.52)
* Relevance of coursework to everyday life (3.13)
* General education and core curriculum courses (1.31)
* First-year programs (0.91)

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2011 Your First College Year Survey

CIRP Construct Percentage Report

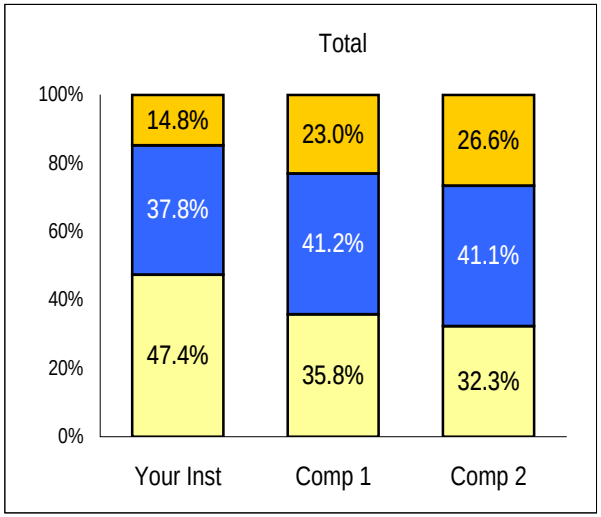
Overall Satisfaction

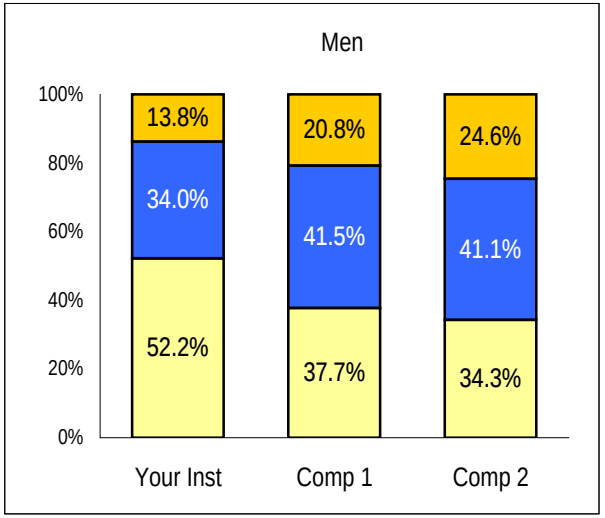
First-Time, Full-time Freshman

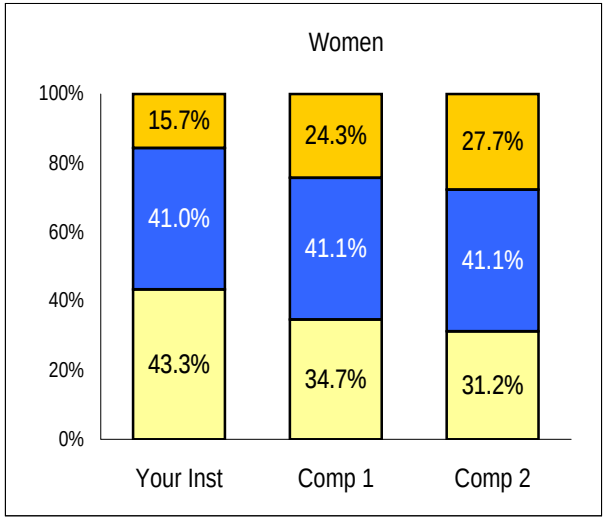
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,746	16,803	253	1,723	5,862	300	3,023	10,941
High Overall Satisfaction	14.8%	23.0%	26.6%	13.8%	20.8%	24.6%	15.7%	24.3%	27.7%
Average Overall Satisfaction	37.8%	41.2%	41.1%	34.0%	41.5%	41.1%	41.0%	41.1%	41.1%
Low Overall Satisfaction	47.4%	35.8%	32.3%	52.2%	37.7%	34.3%	43.3%	34.7%	31.2%
Significance (based on High score group)	-		*	-			-		

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







Survey items and estimation 'weights':

* Satisfaction with overall college experience (3.69)
* If you could make your college choice over, would you still choose to enroll at your current college? (1.93)
* Satisfaction with your overall academic experience (1.88)
* Satisfaction with overall quality of instruction (1.69)

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2011 Your First College Year Survey
CIRP Construct Percentage Report

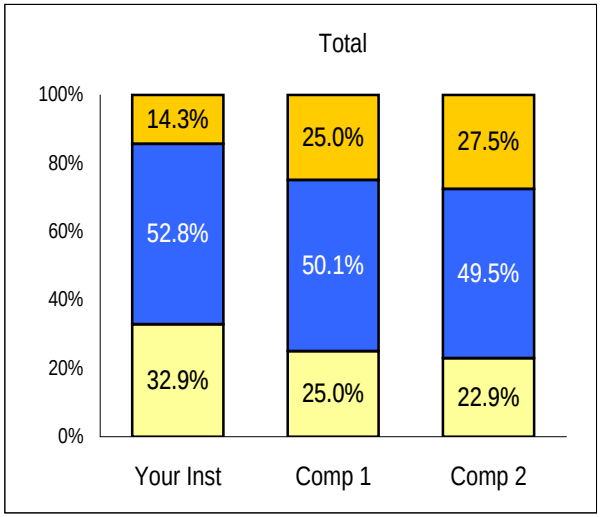
Sense of Belonging

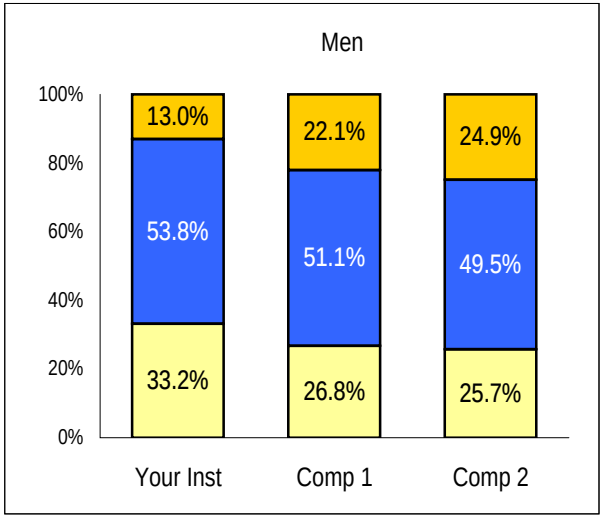
First-Time, Full-time Freshman

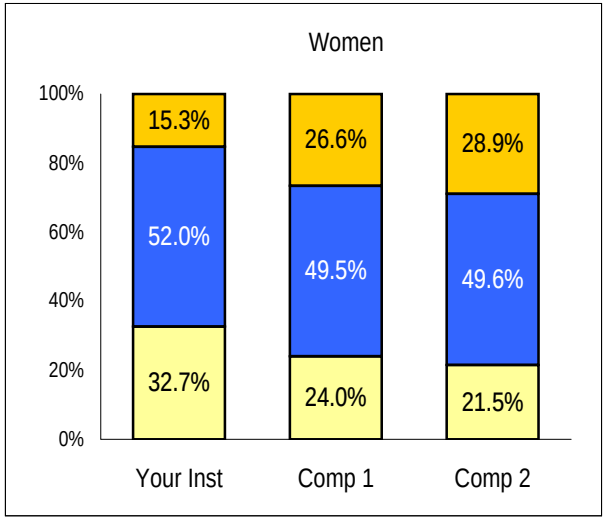
Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,717	16,729	253	1,708	5,822	300	3,009	10,907
High Sense of Belonging	14.3%	25.0%	27.5%	13.0%	22.1%	24.9%	15.3%	26.6%	28.9%
Average Sense of Belonging	52.8%	50.1%	49.5%	53.8%	51.1%	49.5%	52.0%	49.5%	49.6%
Low Sense of Belonging	32.9%	25.0%	22.9%	33.2%	26.8%	25.7%	32.7%	24.0%	21.5%
Significance (based on High score group)	-	*	**	-			-		*

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







Survey items and estimation 'weights':

Please indicate the extent to which you agree or disagree with the following statements:

* I feel I am a member of this college (5.10)
* I feel a sense of belonging to this campus (4.62)
* I see myself as part of the campus community (2.95)
* If asked, I would recommend this college to others (2.50)

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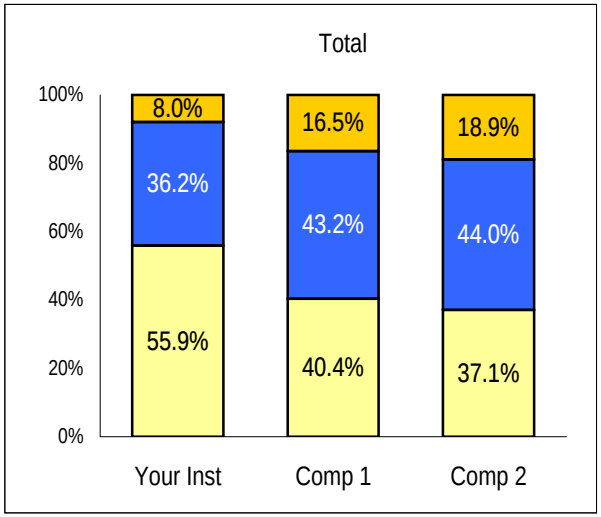
Academic Self-Concept

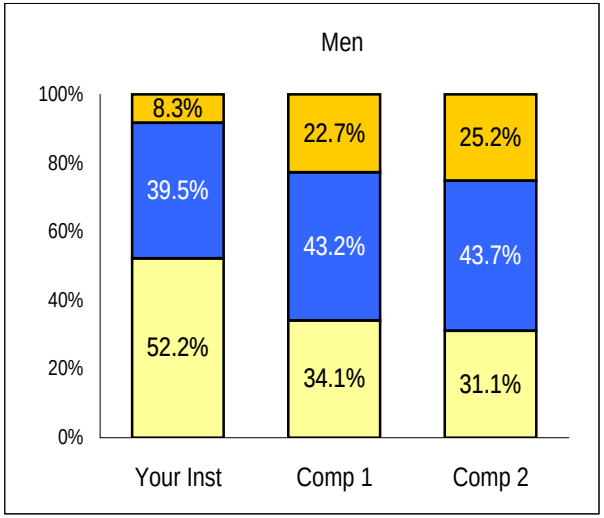
First-Time, Full-time Freshman

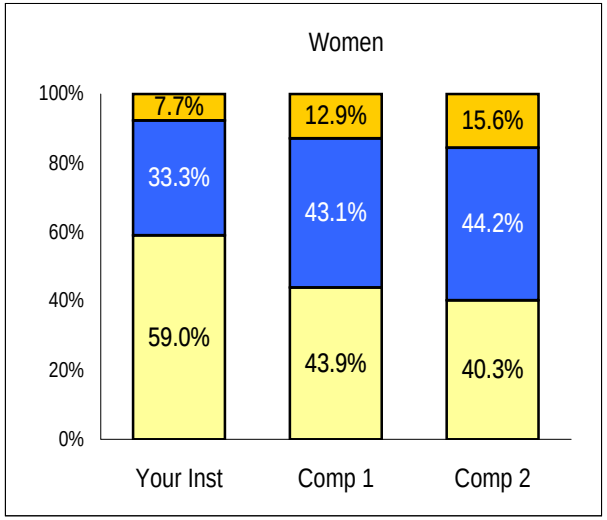
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,730	16,763	253	1,717	5,843	300	3,013	10,920
High Academic Self-Concept	8.0%	16.5%	18.9%	8.3%	22.7%	25.2%	7.7%	12.9%	15.6%
Average Academic Self-Concept	36.2%	43.2%	44.0%	39.5%	43.2%	43.7%	33.3%	43.1%	44.2%
Low Academic Self-Concept	55.9%	40.4%	37.1%	52.2%	34.1%	31.1%	59.0%	43.9%	40.3%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

* Academic ability (4.02)
* Mathematical ability (2.69)
* Self-confidence - intellectual (1.90)
* Drive to achieve (1.72)

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CIRP Construct Percentage Report

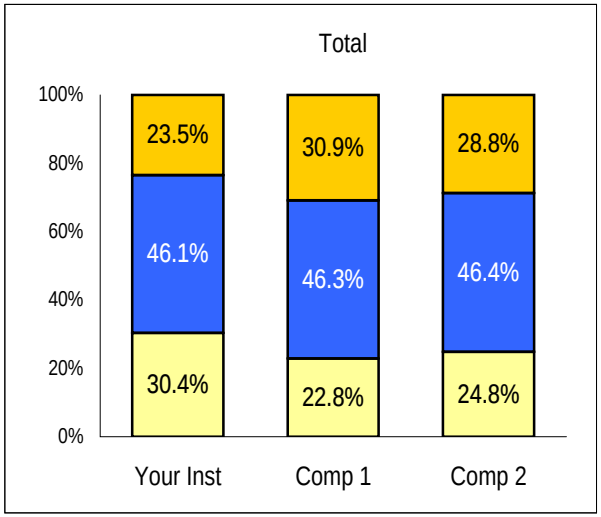
Social Self-Concept

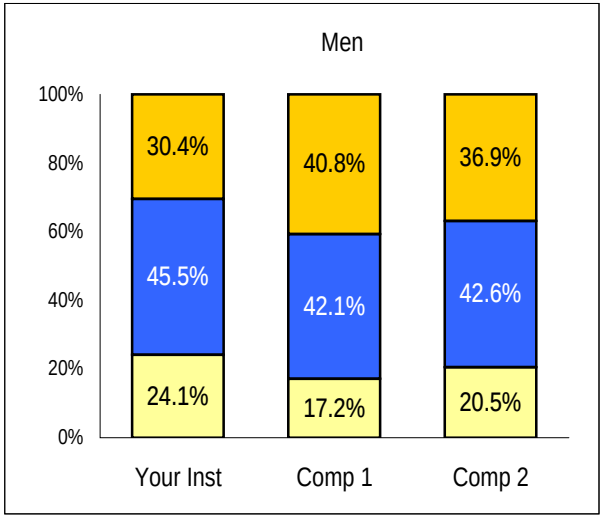
First-Time, Full-time Freshman

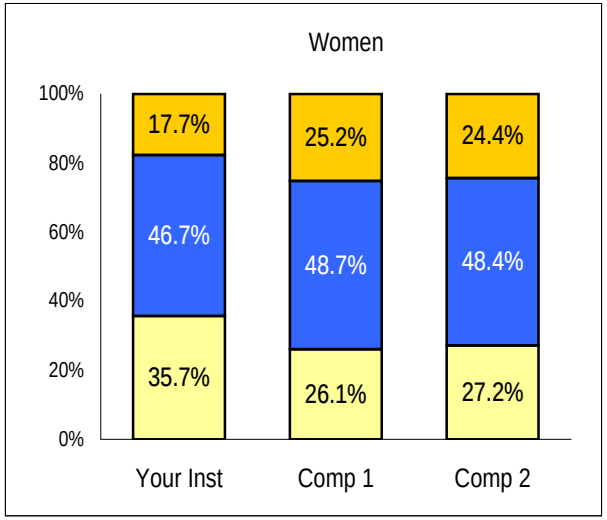
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,729	16,757	253	1,717	5,840	300	3,012	10,917
High Social Self-Concept	23.5%	30.9%	28.8%	30.4%	40.8%	36.9%	17.7%	25.2%	24.4%
Average Social Self-Concept	46.1%	46.3%	46.4%	45.5%	42.1%	42.6%	46.7%	48.7%	48.4%
Low Social Self-Concept	30.4%	22.8%	24.8%	24.1%	17.2%	20.5%	35.7%	26.1%	27.2%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Rate yourself on each of the following traits as compared with the average person your age:

* Leadership ability (3.09)
* Public speaking ability (3.02)
* Self-confidence - social (2.72)

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CIRP Construct Percentage Report

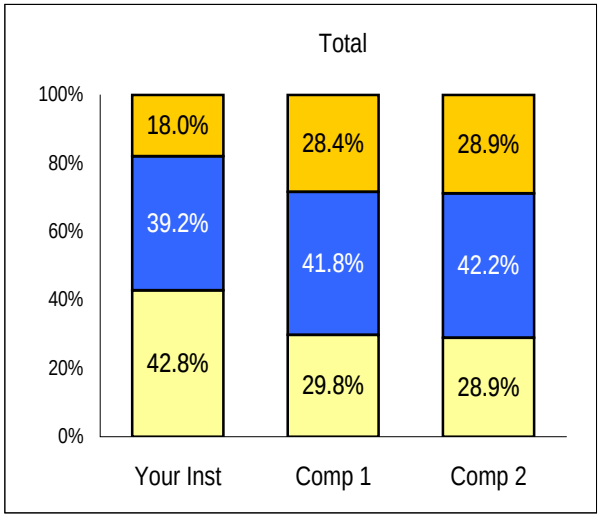
Pluralistic Orientation

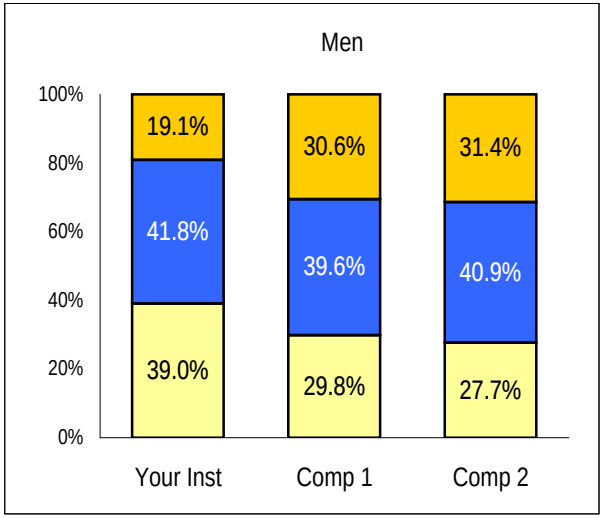
First-Time, Full-time Freshman

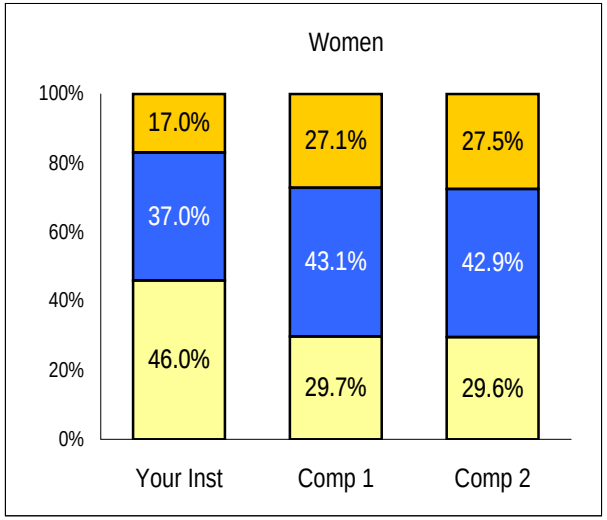
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	551	4,715	16,735	251	1,709	5,829	300	3,006	10,906
High Pluralistic Orientation	18.0%	28.4%	28.9%	19.1%	30.6%	31.4%	17.0%	27.1%	27.5%
Average Pluralistic Orientation	39.2%	41.8%	42.2%	41.8%	39.6%	40.9%	37.0%	43.1%	42.9%
Low Pluralistic Orientation	42.8%	29.8%	28.9%	39.0%	29.8%	27.7%	46.0%	29.7%	29.6%
Significance (based on High score group)	-	*	*	-			-		

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







Survey items and estimation 'weights':

* Tolerance of others with different beliefs (3.01)
* Ability to work cooperatively with diverse people (2.74)
* Ability to discuss and negotiate controversial issues (2.57)
* Openness to having my views challenged (2.44)
* Ability to see the world from someone else's perspective (2.43)

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2011 Your First College Year Survey

CIRP Construct Percentage Report

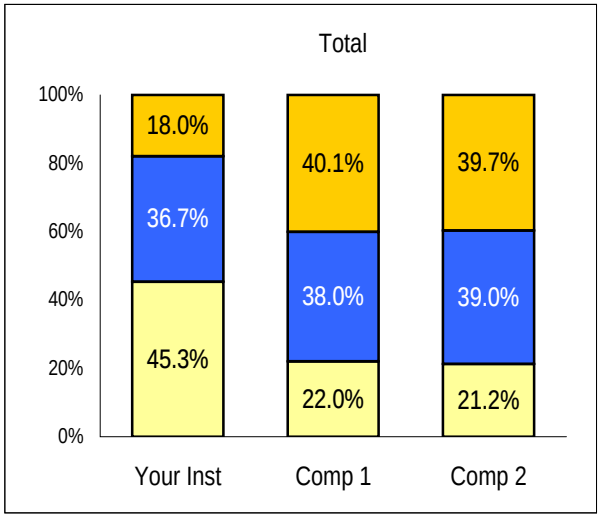
Positive Cross-Racial Interaction

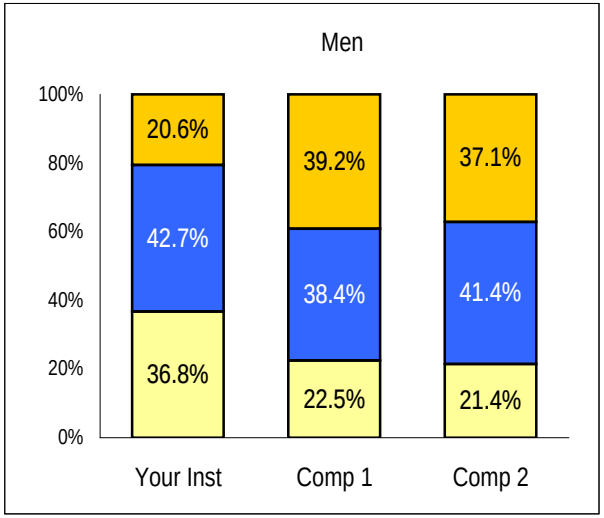
First-Time, Full-time Freshman

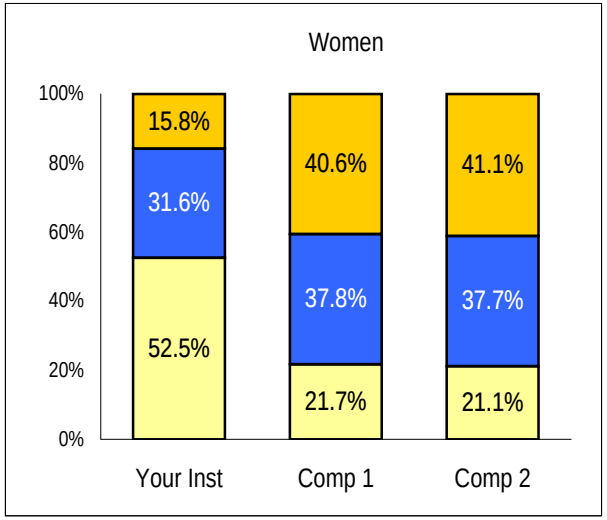
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,704	16,696	253	1,706	5,813	297	2,998	10,883
High Positive Cross-Racial Interaction	18.0%	40.1%	39.7%	20.6%	39.2%	37.1%	15.8%	40.6%	41.1%
Average Positive Cross-Racial Interaction	36.7%	38.0%	39.0%	42.7%	38.4%	41.4%	31.6%	37.8%	37.7%
Low Positive Cross-Racial Interaction	45.3%	22.0%	21.2%	36.8%	22.5%	21.4%	52.5%	21.7%	21.1%
Significance (based on High score group)	-	***	***	-	**	*	-	***	***

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







Survey items and estimation 'weights':

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had intellectual discussions outside of class (3.57)
* Shared personal feelings and problems (3.52)
* Dined or shared a meal (2.72)
* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)
* Studied or prepared for class (2.22)
* Socialized or partied (2.12)

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CIRP Construct Percentage Report

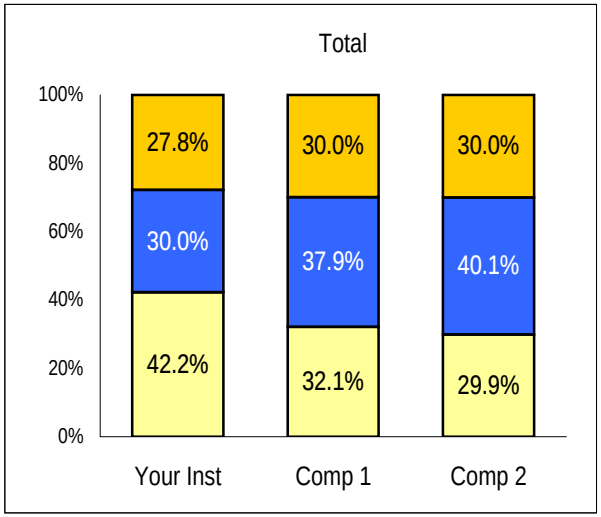
Negative Cross-Racial Interaction

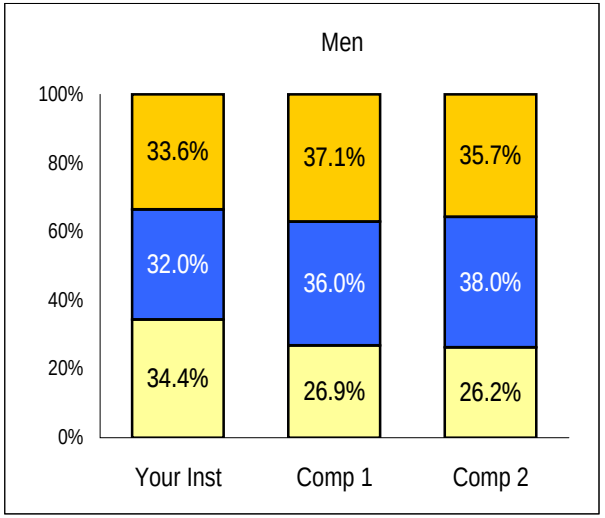
First-Time, Full-time Freshman

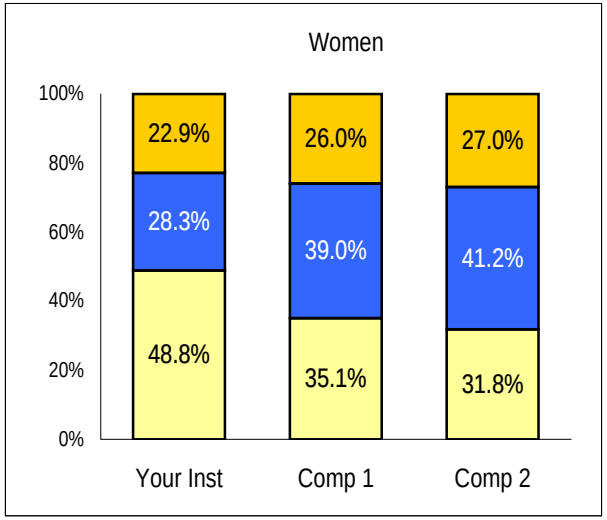
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,702	16,688	253	1,705	5,811	297	2,997	10,877
High Negative Cross-Racial Interaction	27.8%	30.0%	30.0%	33.6%	37.1%	35.7%	22.9%	26.0%	27.0%
Average Negative Cross-Racial Interaction	30.0%	37.9%	40.1%	32.0%	36.0%	38.0%	28.3%	39.0%	41.2%
Low Negative Cross-Racial Interaction	42.2%	32.1%	29.9%	34.4%	26.9%	26.2%	48.8%	35.1%	31.8%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had tense somewhat hostile interactions (3.81)
* Felt insulted or threatened because of your race/ethnicity (2.63)
* Had guarded, cautious interactions (2.10)

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2011 Your First College Year Survey
CIRP Construct Percentage Report

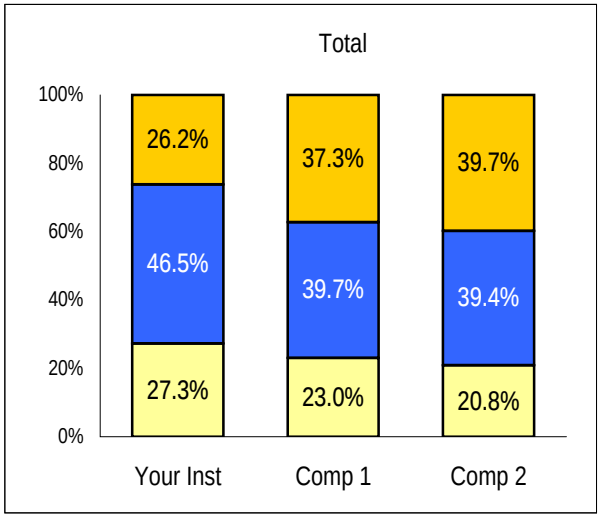
Social Agency

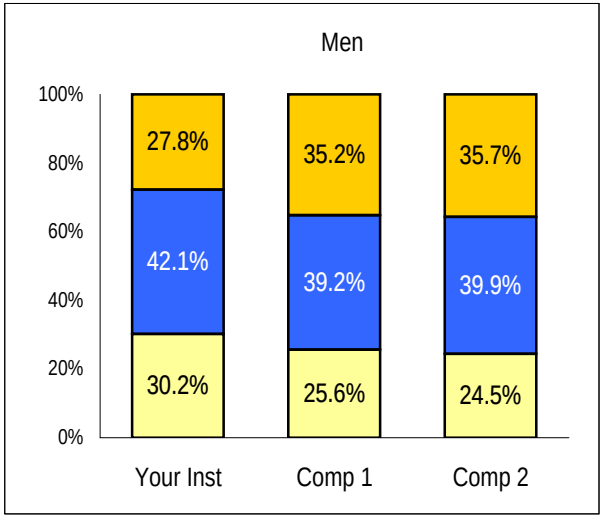
First-Time, Full-time Freshman

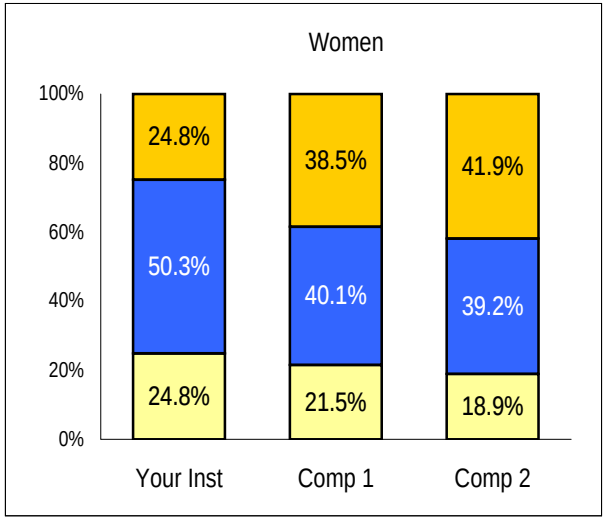
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	550	4,706	16,698	252	1,705	5,810	298	3,001	10,888
High Social Agency	26.2%	37.3%	39.7%	27.8%	35.2%	35.7%	24.8%	38.5%	41.9%
Average Social Agency	46.5%	39.7%	39.4%	42.1%	39.2%	39.9%	50.3%	40.1%	39.2%
Low Social Agency	27.3%	23.0%	20.8%	30.2%	25.6%	24.5%	24.8%	21.5%	18.9%
Significance (based on High score group)	-	**	**	-			-	*	**

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







Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

* Participating in a community action program (2.86)
* Helping to promote racial understanding (2.77)
* Becoming a community leader (2.65)
* Keeping up to date with political affairs (2.15)
* Influencing social values (1.78)
* Helping others who are in difficulty (1.71)

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2011 Your First College Year Survey

CIRP Construct Percentage Report

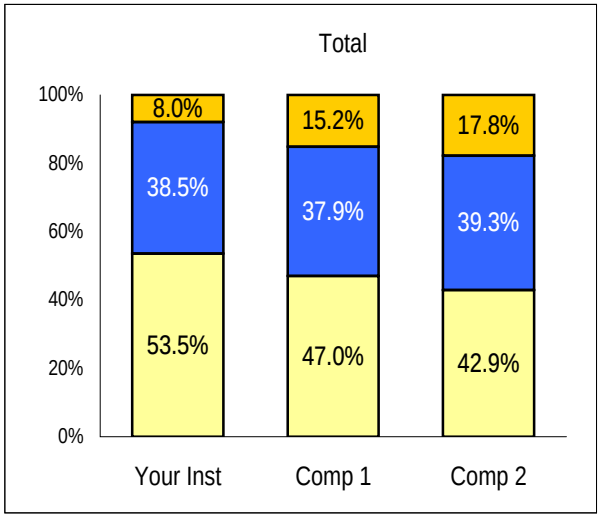
Civic Awareness

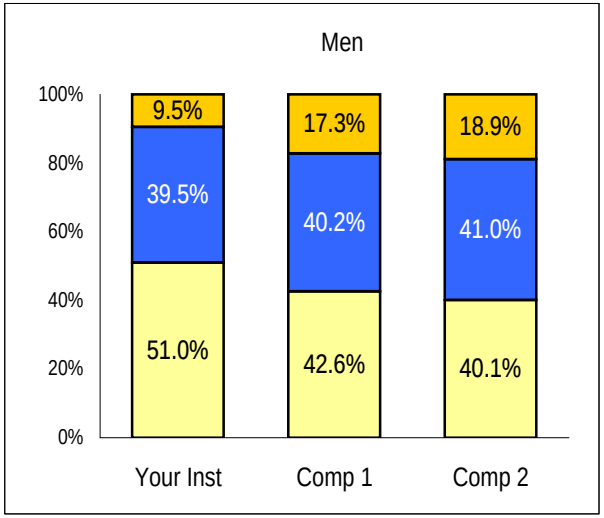
First-Time, Full-time Freshman

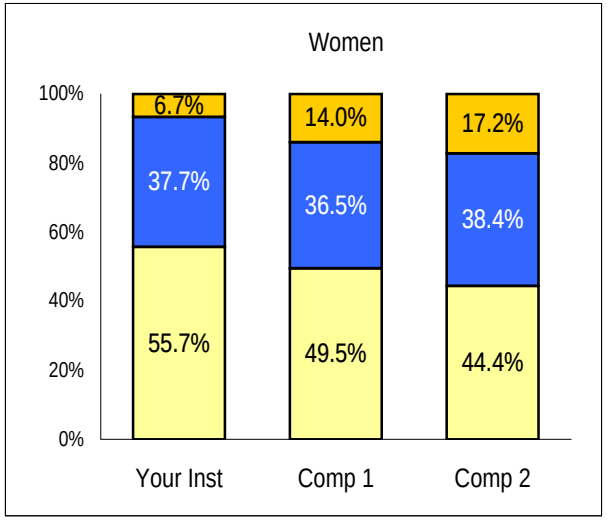
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,742	16,791	253	1,720	5,856	300	3,022	10,935
High Civic Awareness	8.0%	15.2%	17.8%	9.5%	17.3%	18.9%	6.7%	14.0%	17.2%
Average Civic Awareness	38.5%	37.9%	39.3%	39.5%	40.2%	41.0%	37.7%	36.5%	38.4%
Low Civic Awareness	53.5%	47.0%	42.9%	51.0%	42.6%	40.1%	55.7%	49.5%	44.4%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Compared with when you entered this college, how would you now describe your:

* Understanding of national issues (8.18)
* Understanding of global issues (3.32)
* Understanding of problems facing your community (2.09)

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CIRP Construct Percentage Report

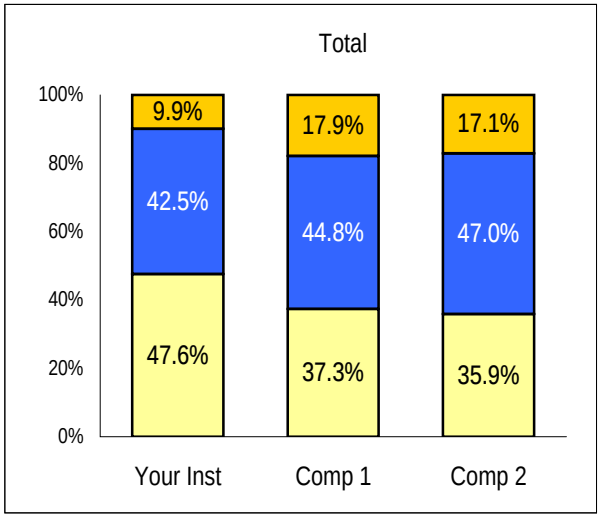
Leadership

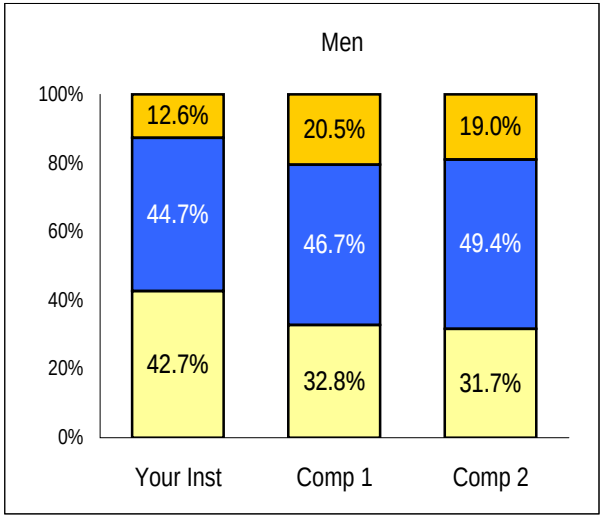
First-Time, Full-time Freshman

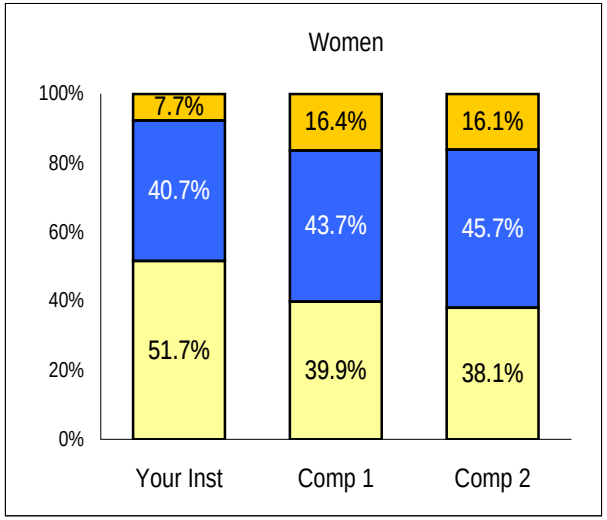
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,746	16,803	253	1,723	5,862	300	3,023	10,941
High Leadership	9.9%	17.9%	17.1%	12.6%	20.5%	19.0%	7.7%	16.4%	16.1%
Average Leadership	42.5%	44.8%	47.0%	44.7%	46.7%	49.4%	40.7%	43.7%	45.7%
Low Leadership	47.6%	37.3%	35.9%	42.7%	32.8%	31.7%	51.7%	39.9%	38.1%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* Been a leader in an organization (2.30)
* I have effectively led a group to a common purpose (1.79)
* Participated in leadership training (1.62)
* Self-rating in leadership ability (1.33)
* Self-change in leadership ability (1.31)

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2011 Your First College Year Survey

CIRP Construct Percentage Report

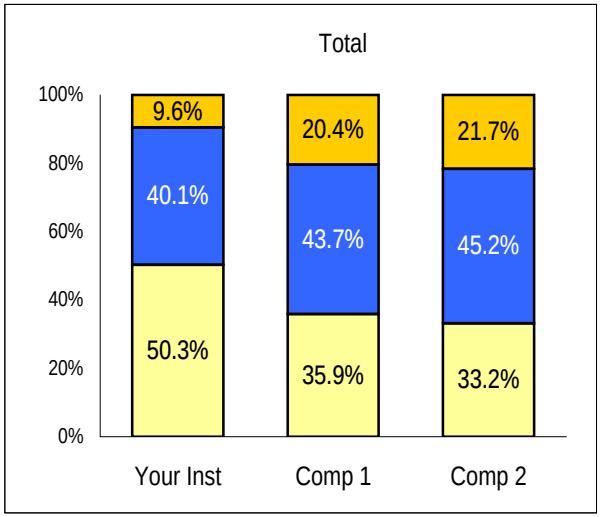
Civic Engagement

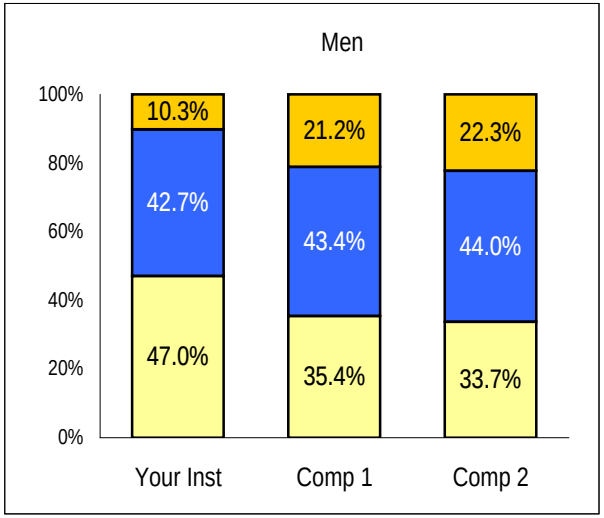
First-Time, Full-time Freshman

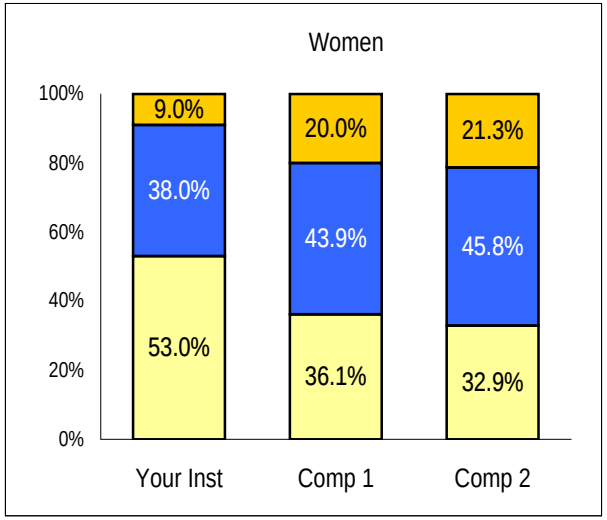
Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	553	4,737	16,775	253	1,718	5,846	300	3,019	10,929
High Academic Adjustment	9.6%	20.4%	21.7%	10.3%	21.2%	22.3%	9.0%	20.0%	21.3%
Average Academic Adjustment	40.1%	43.7%	45.2%	42.7%	43.4%	44.0%	38.0%	43.9%	45.8%
Low Academic Adjustment	50.3%	35.9%	33.2%	47.0%	35.4%	33.7%	53.0%	36.1%	32.9%
Significance (based on High score group)	-		*	-			-		

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







Survey items and estimation 'weights':

- Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- I am interested in seeking information about current social and political issues (1.56)
- Worked on a local, state, or national political campaign (1.54)
- Demonstrated for/against a cause (1.53)
- Keeping up to date with political affairs (1.45)
- Influencing social values (1.10)
- Helped raise money for a cause or campaign (1.09)
- Performed volunteer work (0.79)