



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

2014 Your First College Year Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Tarleton State University

comparison group 1: Public 4yr Colleges
comparison group 2: Public/Private Universities, Public 4yr Colleges



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How to Read the CIRP Construct Mean Reports

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 –

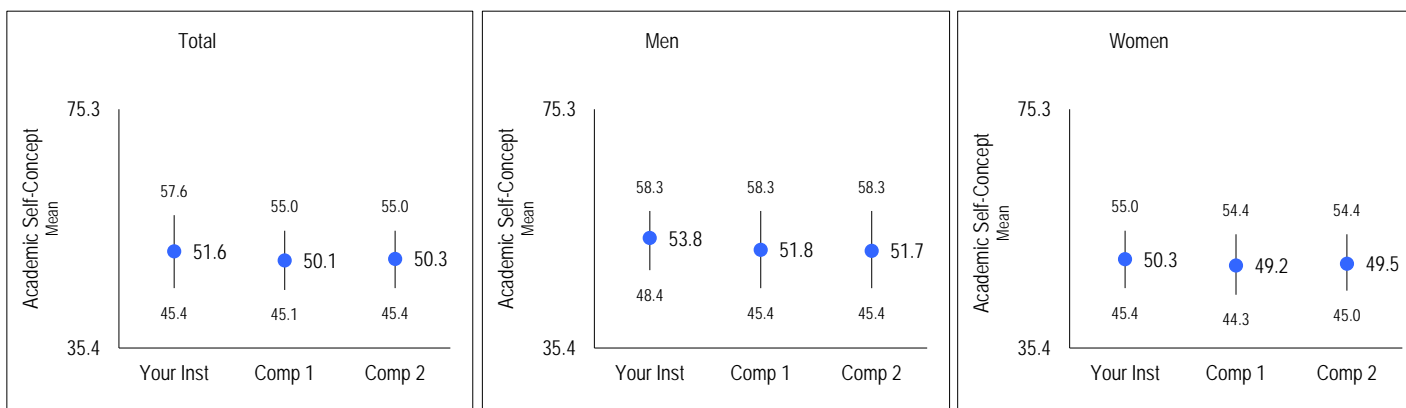
Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (* $p < .05$, ** $p < .01$, 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.

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 used 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.

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)

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.

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).

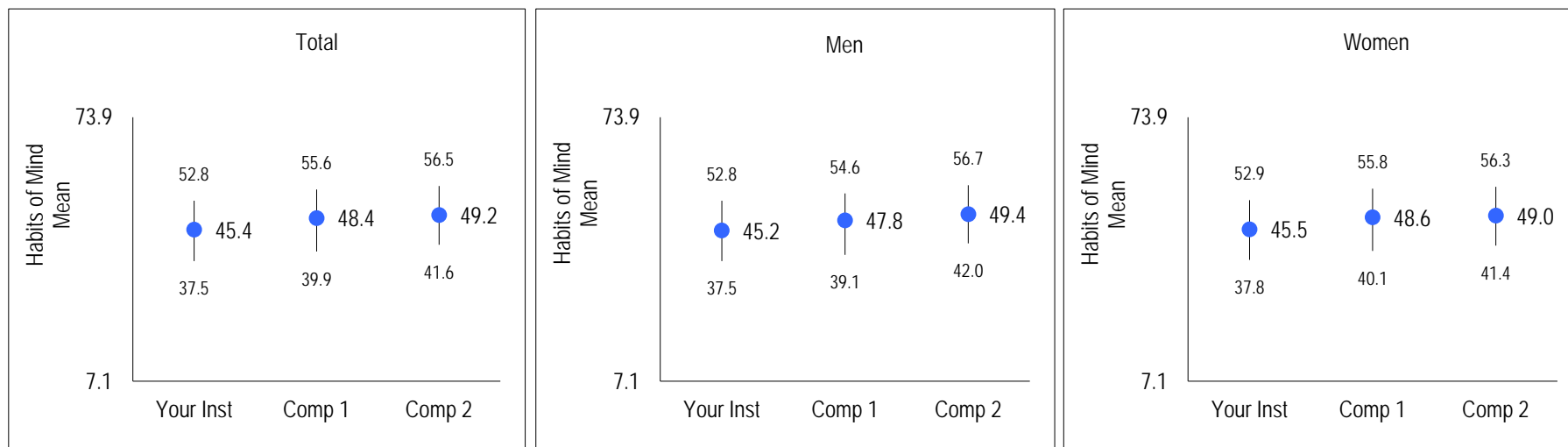


2014 Your First College Year Survey
CIRP Construct Mean Report
Habits of Mind
First-time, Full-time Freshmen

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.

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	454	1,534	4,734	126	403	1,541	328	1,131	3,193
Mean	45.4	48.4	49.2	45.2	47.8	49.4	45.5	48.6	49.0
Standard deviation	11.62	11.42	10.92	11.73	11.34	11.19	11.59	11.45	10.78
Significance	-	***	***	-	*	***	-	***	***
Effect size	-	-0.26	-0.34	-	-0.23	-0.37	-	-0.27	-0.33
25th percentile	37.5	39.9	41.6	37.5	39.1	42.0	37.8	40.1	41.4
75th percentile	52.8	55.6	56.5	52.8	54.6	56.7	52.9	55.8	56.3

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



Survey items and estimation "weights":

How often in the past year did you:

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

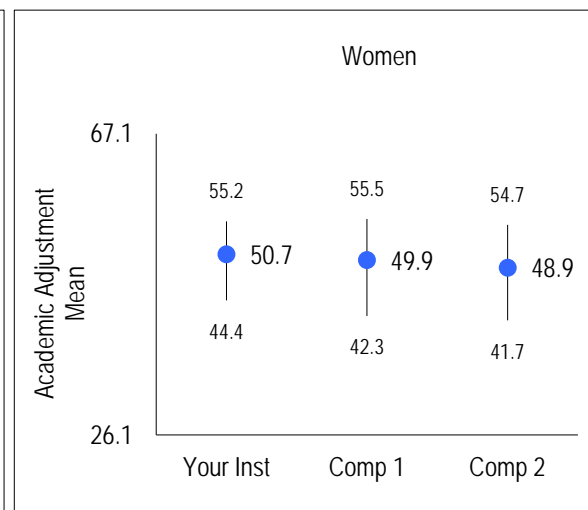
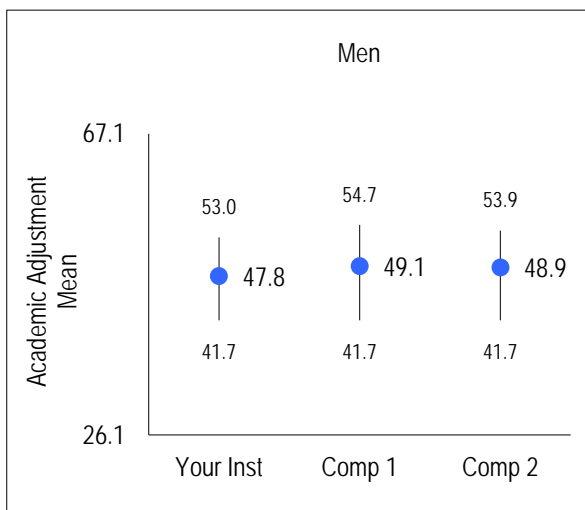
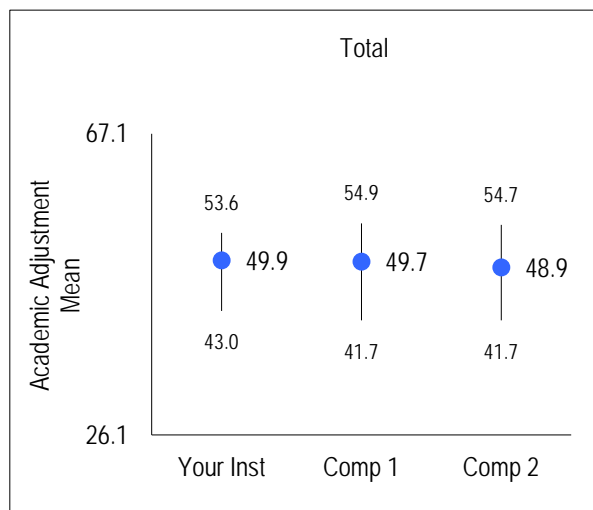


2014 Your First College Year Survey
CIRP Construct Mean Report
Academic Adjustment
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	435	1,415	4,335	119	375	1,413	316	1,040	2,922
Mean	49.9	49.7	48.9	47.8	49.1	48.9	50.7	49.9	48.9
Standard deviation	9.09	9.74	9.50	8.35	9.53	9.36	9.23	9.81	9.56
Significance	-		*	-			-		**
Effect size	-	0.02	0.10	-	-0.14	-0.12	-	0.08	0.19
25th percentile	43.0	41.7	41.7	41.7	41.7	41.7	44.4	42.3	41.7
75th percentile	53.6	54.9	54.7	53.0	54.7	53.9	55.2	55.5	54.7

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)

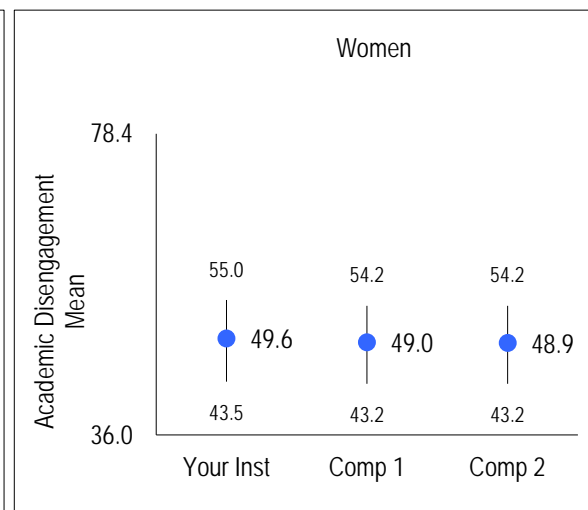
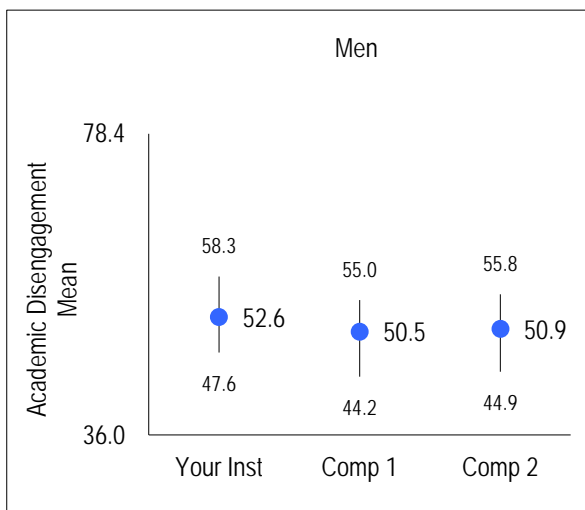
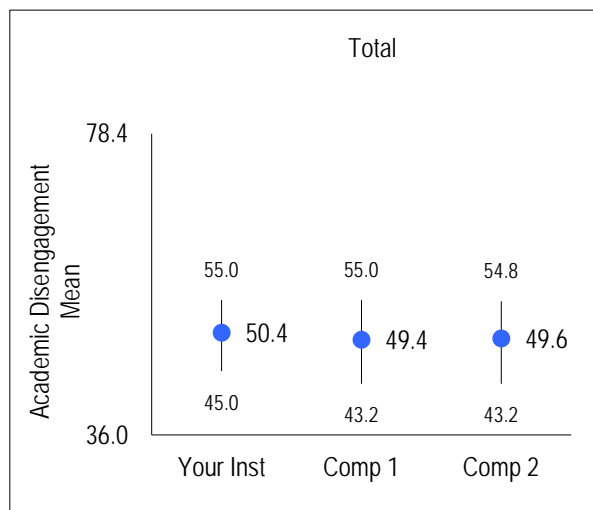


2014 Your First College Year Survey
CIRP Construct Mean Report
Academic Disengagement
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	428	1,373	4,232	118	362	1,376	310	1,011	2,856
Mean	50.4	49.4	49.6	52.6	50.5	50.9	49.6	49.0	48.9
Standard deviation	7.76	7.72	7.81	7.28	7.73	7.96	7.78	7.68	7.65
Significance	-	*	*	-	*	*	-		
Effect size	-	0.13	0.11	-	0.27	0.21	-	0.07	0.08
25th percentile	45.0	43.2	43.2	47.6	44.2	44.9	43.5	43.2	43.2
75th percentile	55.0	55.0	54.8	58.3	55.0	55.8	55.0	54.2	54.2

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



Survey items and estimation "weights":

Since entering this college, how often have you:

* Come late to class (1.82)

Since entering this college, indicate how often you:

* 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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2014 Your First College Year Survey

CIRP Construct Mean Report

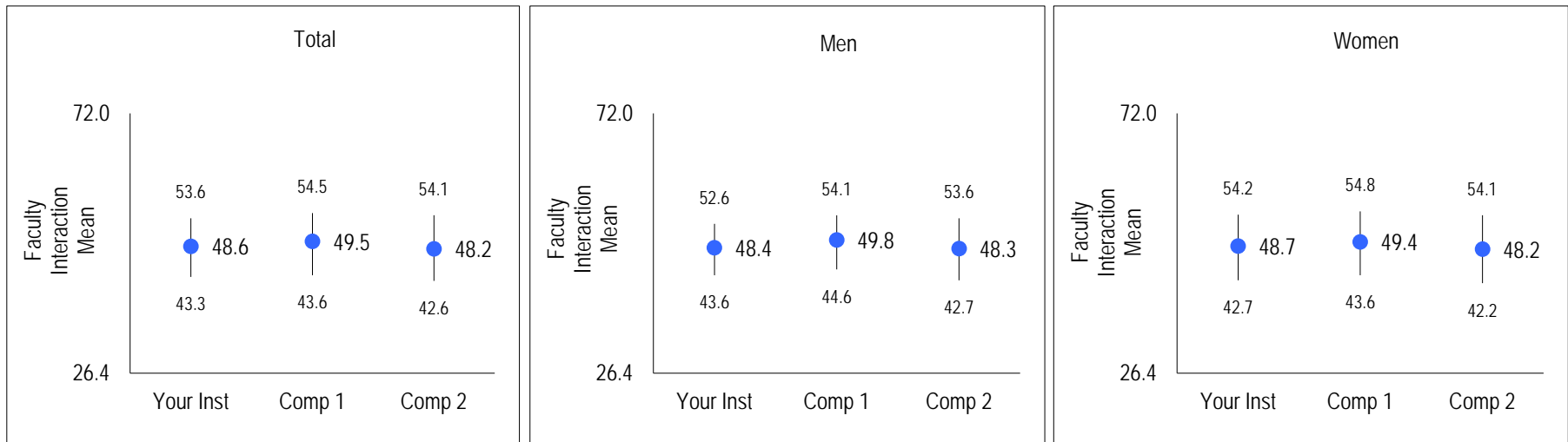
Faculty Interaction: Contact and Communication

First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	458	1,542	4,742	126	404	1,543	332	1,138	3,199
Mean	48.6	49.5	48.2	48.4	49.8	48.3	48.7	49.4	48.2
Standard deviation	7.94	7.99	8.37	6.95	7.68	8.39	8.30	8.10	8.36
Significance	-	*		-			-		
Effect size	-	-0.11	0.05	-	-0.18	0.02	-	-0.09	0.07
25th percentile	43.3	43.6	42.6	43.6	44.6	42.7	42.7	43.6	42.2
75th percentile	53.6	54.5	54.1	52.6	54.1	53.6	54.2	54.8	54.1

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



Survey items and estimation "weights":

* Communicated regularly with your professors (2.49)

* Asked a professor for advice after class (1.64)

* Received advice/guidance about your educational program from your professor (1.53)

* Amount of contact with faculty (1.26)

* Faculty during office hours (yes/no)(1.25)

* Faculty outside of class or office hours (1.20)

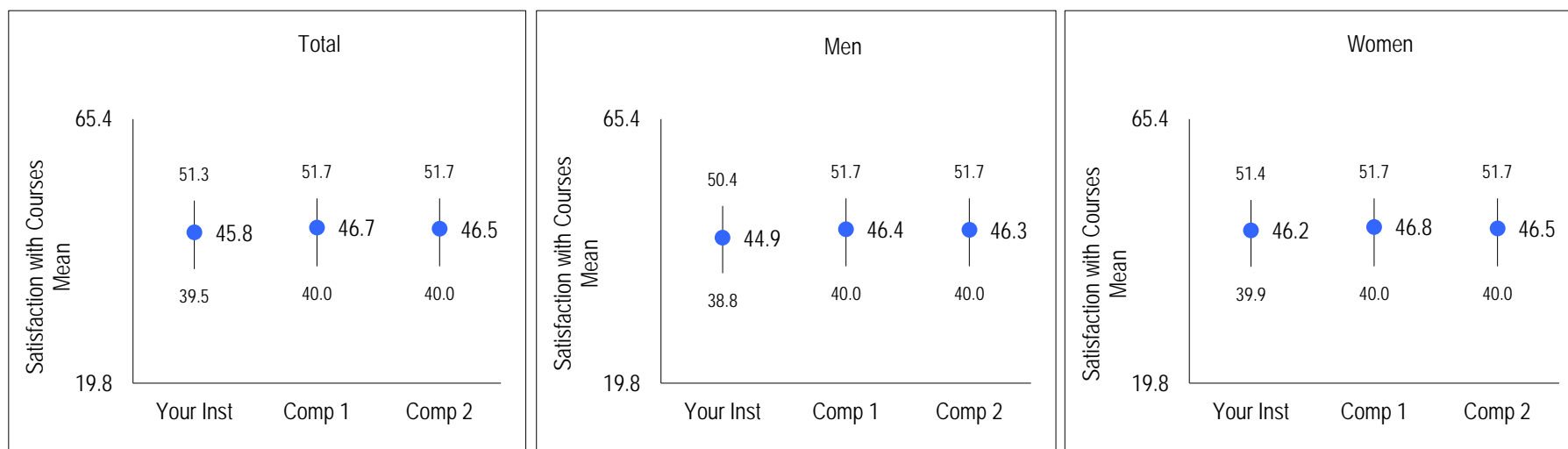


2014 Your First College Year Survey
CIRP Construct Mean Report
Satisfaction with Coursework
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	451	1,478	4,514	125	391	1,462	326	1,087	3,052
Mean	45.8	46.7	46.5	44.9	46.4	46.3	46.2	46.8	46.5
Standard deviation	9.25	9.18	9.10	9.87	9.06	9.41	8.99	9.22	8.94
Significance	-			-			-		
Effect size	-	-0.09	-0.07	-	-0.16	-0.14	-	-0.06	-0.04
25th percentile	39.5	40.0	40.0	38.8	40.0	40.0	39.9	40.0	40.0
75th percentile	51.3	51.7	51.7	50.4	51.7	51.7	51.4	51.7	51.7

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 or core curriculum courses (1.31)
- * First-year programs (0.91)

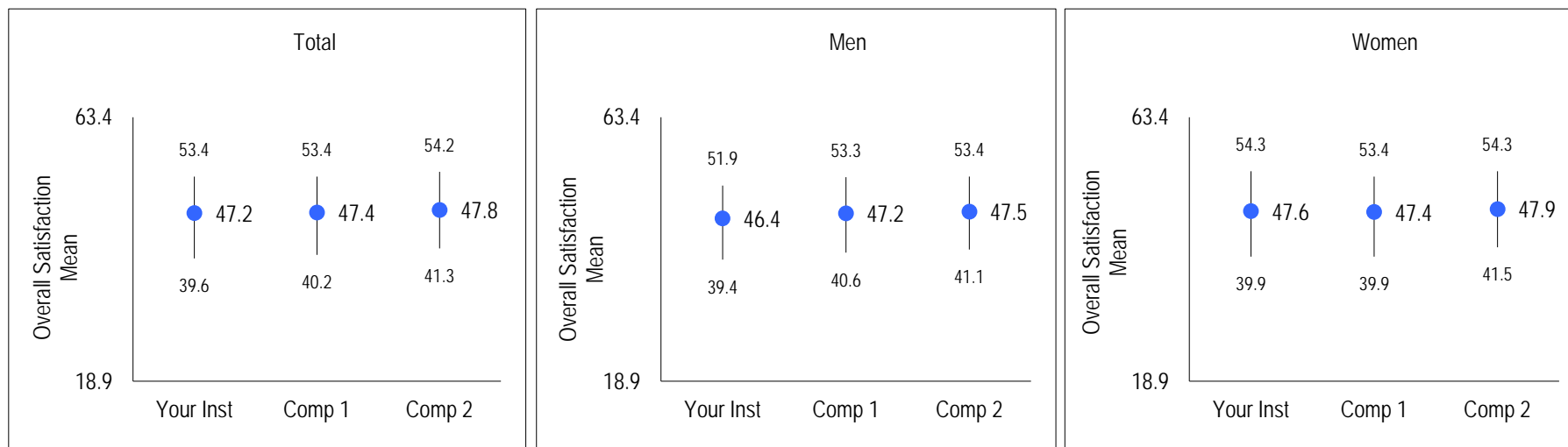


2014 Your First College Year Survey
CIRP Construct Mean Report
Overall Satisfaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	451	1,479	4,520	125	391	1,465	326	1,088	3,055
Mean	47.2	47.4	47.8	46.4	47.2	47.5	47.6	47.4	47.9
Standard deviation	8.86	8.94	8.98	8.35	8.47	9.02	9.04	9.11	8.97
Significance	-			-			-		
Effect size	-	-0.01	-0.06	-	-0.10	-0.12	-	0.02	-0.04
25th percentile	39.6	40.2	41.3	39.4	40.6	41.1	39.9	39.9	41.5
75th percentile	53.4	53.4	54.2	51.9	53.3	53.4	54.3	53.4	54.3

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 (or most recent) college? (1.93)
- * Satisfaction with your overall academic experience (1.88)
- * Satisfaction with overall quality of instruction (1.69)

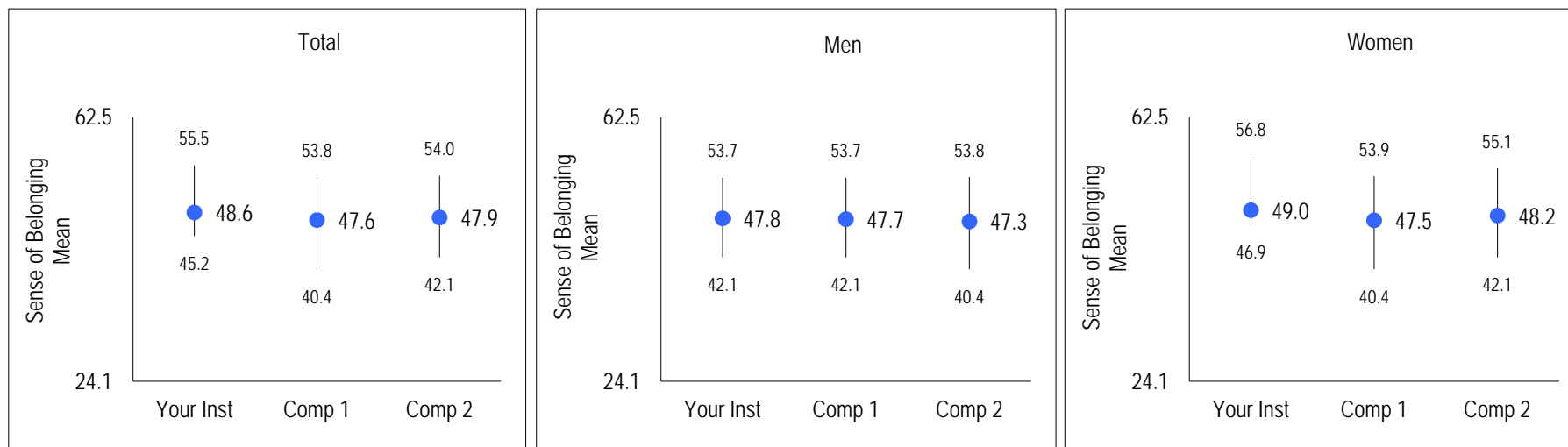


2014 Your First College Year Survey
CIRP Construct Mean Report
Sense of Belonging
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	422	1,335	4,120	117	351	1,329	305	984	2,791
Mean	48.6	47.6	47.9	47.8	47.7	47.3	49.0	47.5	48.2
Standard deviation	9.06	9.09	9.25	8.47	8.64	9.21	9.27	9.25	9.26
Significance	-	*		-			-	*	
Effect size	-	0.12	0.08	-	0.01	0.05	-	0.16	0.08
25th percentile	45.2	40.4	42.1	42.1	42.1	40.4	46.9	40.4	42.1
75th percentile	55.5	53.8	54.0	53.7	53.7	53.8	56.8	53.9	55.1

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)

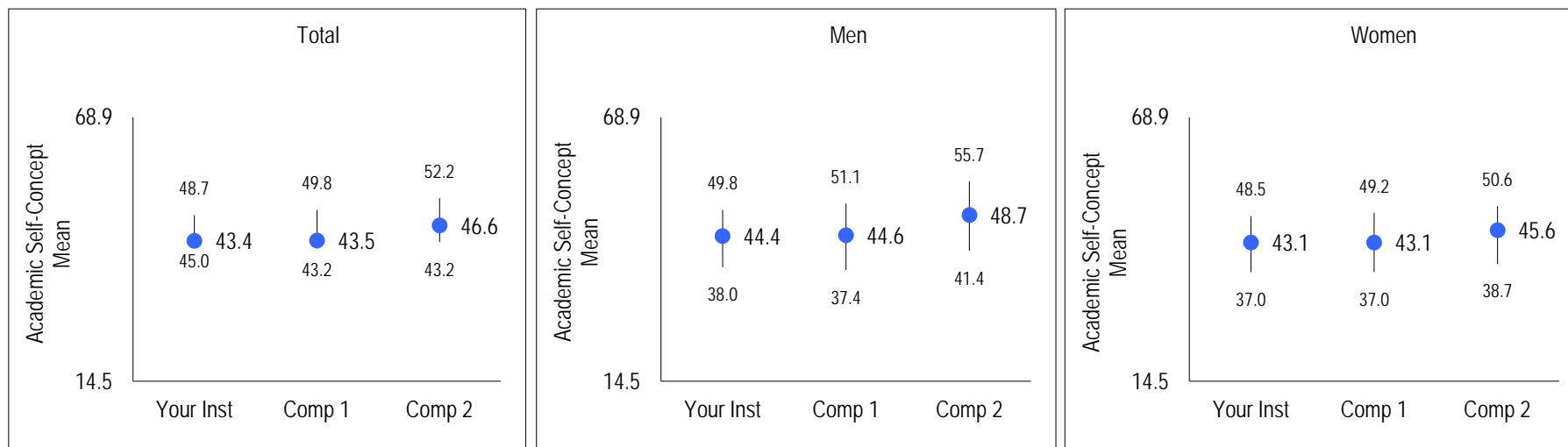


2014 Your First College Year Survey
CIRP Construct Mean Report
Academic Self-Concept
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	440	1,429	4,373	120	377	1,423	320	1,052	2,950
Mean	43.4	43.5	46.6	44.4	44.6	48.7	43.1	43.1	45.6
Standard deviation	8.39	9.78	9.53	8.48	10.03	9.91	8.34	9.66	9.18
Significance	-		***	-		***	-		***
Effect size	-	-0.01	-0.33	-	-0.02	-0.43	-	0.00	-0.28
25th percentile	37.0	37.0	39.2	38.0	37.4	41.4	37.0	37.0	38.7
75th percentile	48.7	49.8	52.2	49.8	51.1	55.7	48.5	49.2	50.6

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)

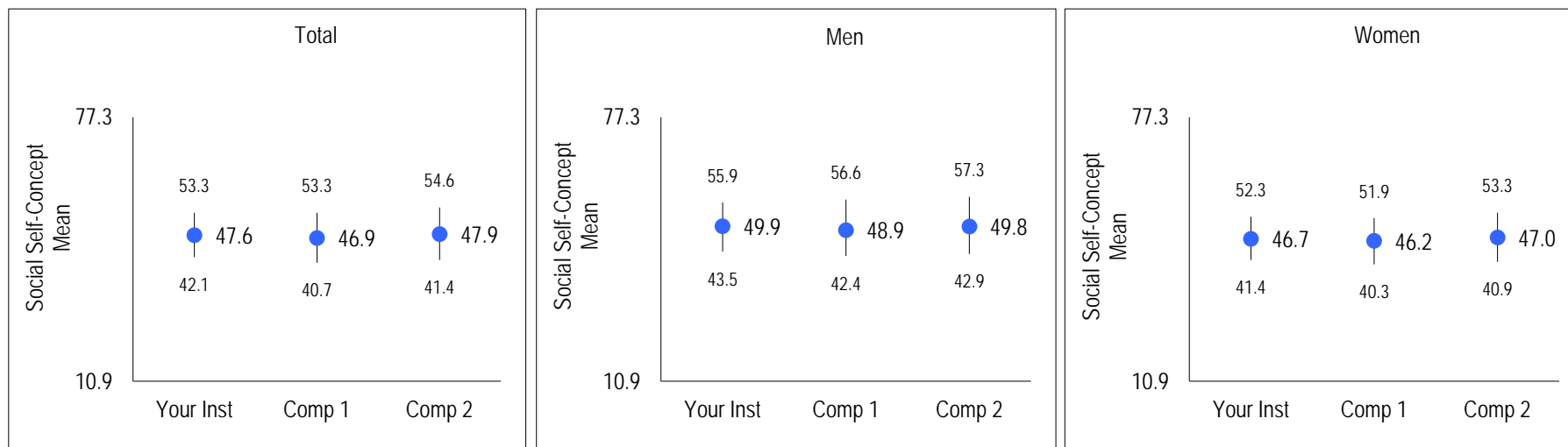


2014 Your First College Year Survey
CIRP Construct Mean Report
Social Self-Concept
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	440	1,429	4,373	120	377	1,423	320	1,052	2,950
Mean	47.6	46.9	47.9	49.9	48.9	49.8	46.7	46.2	47.0
Standard deviation	8.81	9.50	9.98	9.00	10.81	10.63	8.60	8.89	9.52
Significance	-			-			-		
Effect size	-	0.07	-0.03	-	0.09	0.01	-	0.06	-0.03
25th percentile	42.1	40.7	41.4	43.5	42.4	42.9	41.4	40.3	40.9
75th percentile	53.3	53.3	54.6	55.9	56.6	57.3	52.3	51.9	53.3

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:

- * Self-confidence (social) (2.06)
- * Leadership ability (1.96)
- * Popularity (1.81)
- * Public speaking ability (1.76)

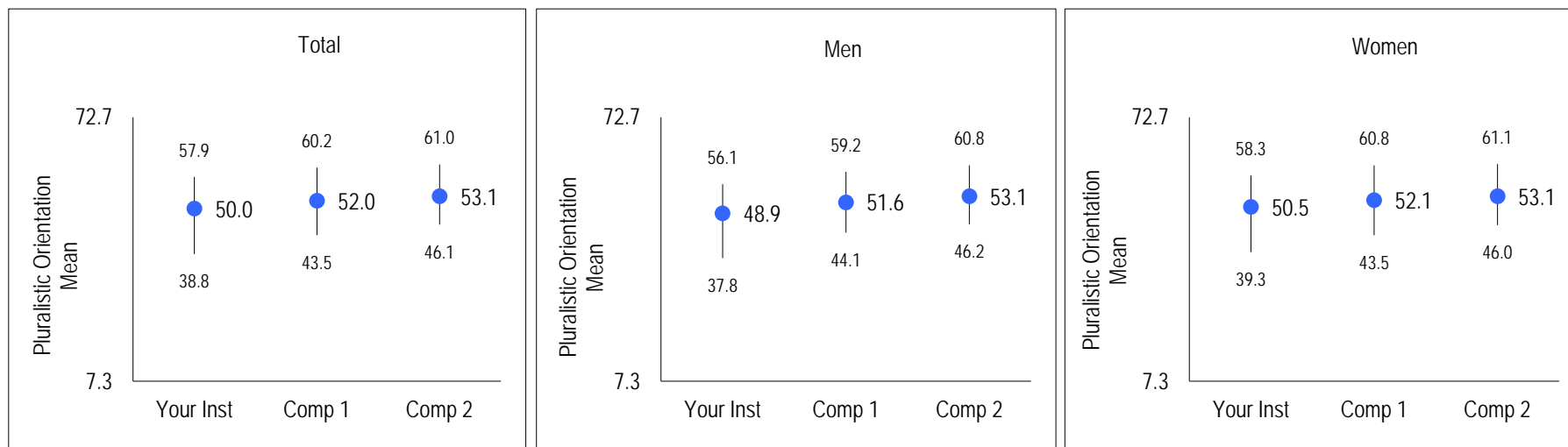


2014 Your First College Year Survey
CIRP Construct Mean Report
Pluralistic Orientation
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	432	1,400	4,294	119	368	1,397	313	1,032	2,897
Mean	50.0	52.0	53.1	48.9	51.6	53.1	50.5	52.1	53.1
Standard deviation	11.41	11.29	10.80	11.06	10.96	10.85	11.53	11.40	10.78
Significance	-	**	***	-	*	***	-	*	***
Effect size	-	-0.17	-0.29	-	-0.25	-0.39	-	-0.14	-0.25
25th percentile	38.8	43.5	46.1	37.8	44.1	46.2	39.3	43.5	46.0
75th percentile	57.9	60.2	61.0	56.1	59.2	60.8	58.3	60.8	61.1

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)

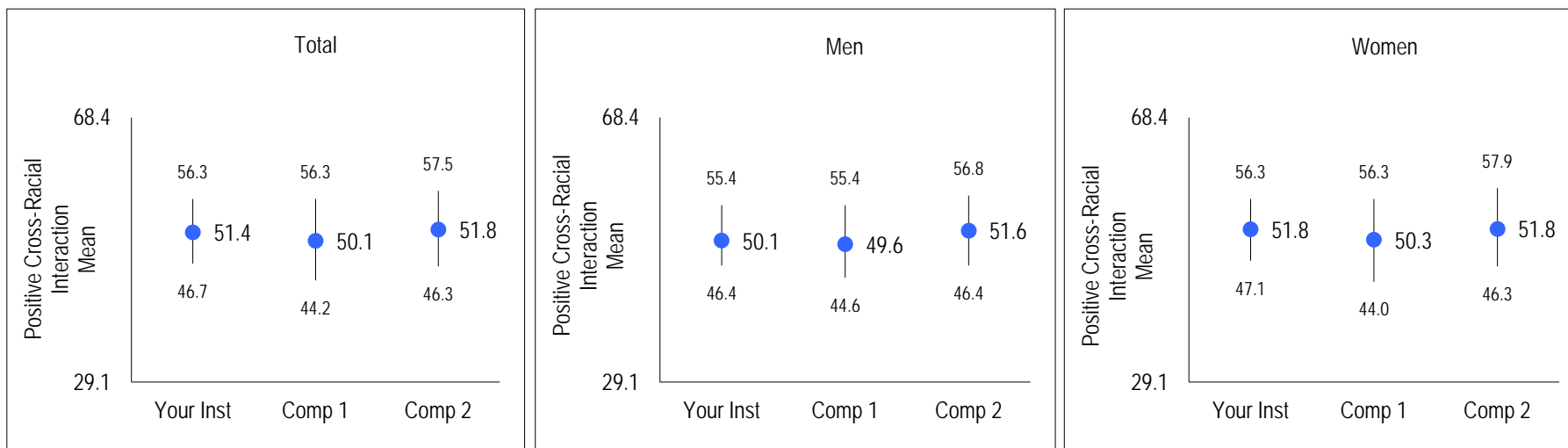


2014 Your First College Year Survey
CIRP Construct Mean Report
Positive Cross-Racial Interaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	398	1,229	3,775	107	317	1,207	291	912	2,568
Mean	51.4	50.1	51.8	50.1	49.6	51.6	51.8	50.3	51.8
Standard deviation	9.23	9.68	9.23	8.68	9.00	8.96	9.40	9.90	9.35
Significance	-	*		-			-	*	
Effect size	-	0.13	-0.04	-	0.06	-0.16	-	0.16	0.00
25th percentile	46.7	44.2	46.3	46.4	44.6	46.4	47.1	44.0	46.3
75th percentile	56.3	56.3	57.5	55.4	55.4	56.8	56.3	56.3	57.9

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)



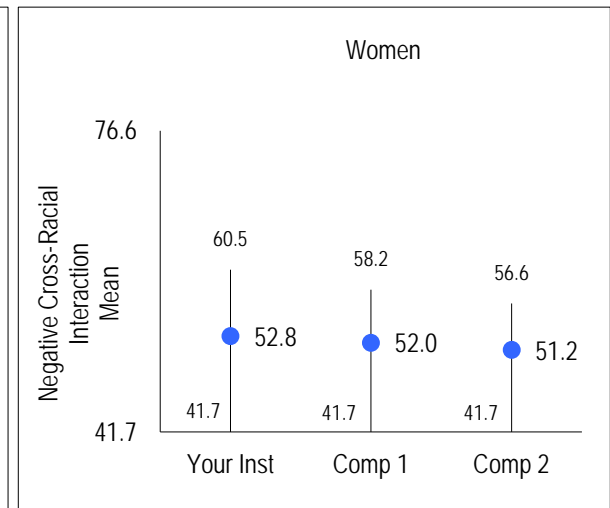
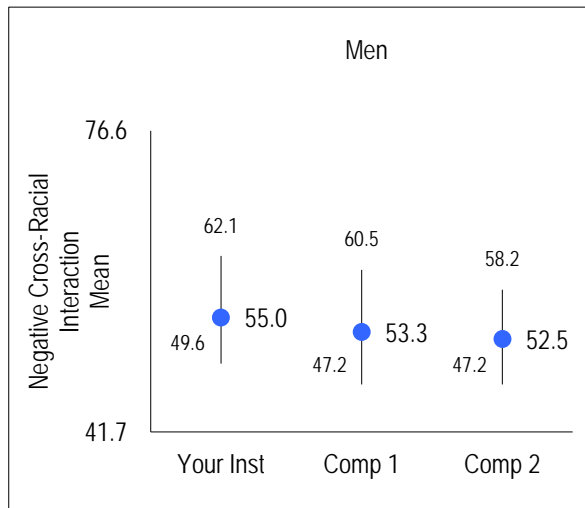
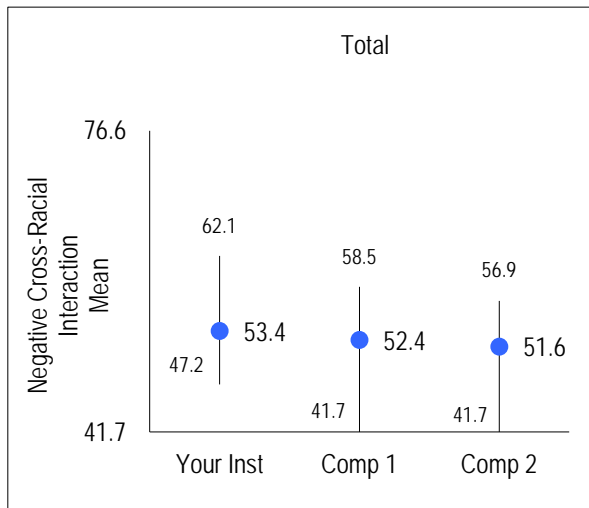
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2014 Your First College Year Survey
CIRP Construct Mean Report
Negative Cross-Racial Interaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	398	1,230	3,772	107	318	1,207	291	912	2,565
Mean	53.4	52.4	51.6	55.0	53.3	52.5	52.8	52.0	51.2
Standard deviation	9.36	9.12	8.48	8.69	8.84	8.63	9.54	9.19	8.38
Significance	-	*	***	-		**	-		**
Effect size	-	0.11	0.21	-	0.19	0.29	-	0.08	0.19
25th percentile	47.2	41.7	41.7	49.6	47.2	47.2	41.7	41.7	41.7
75th percentile	62.1	58.5	56.9	62.1	60.5	58.2	60.5	58.2	56.6

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)



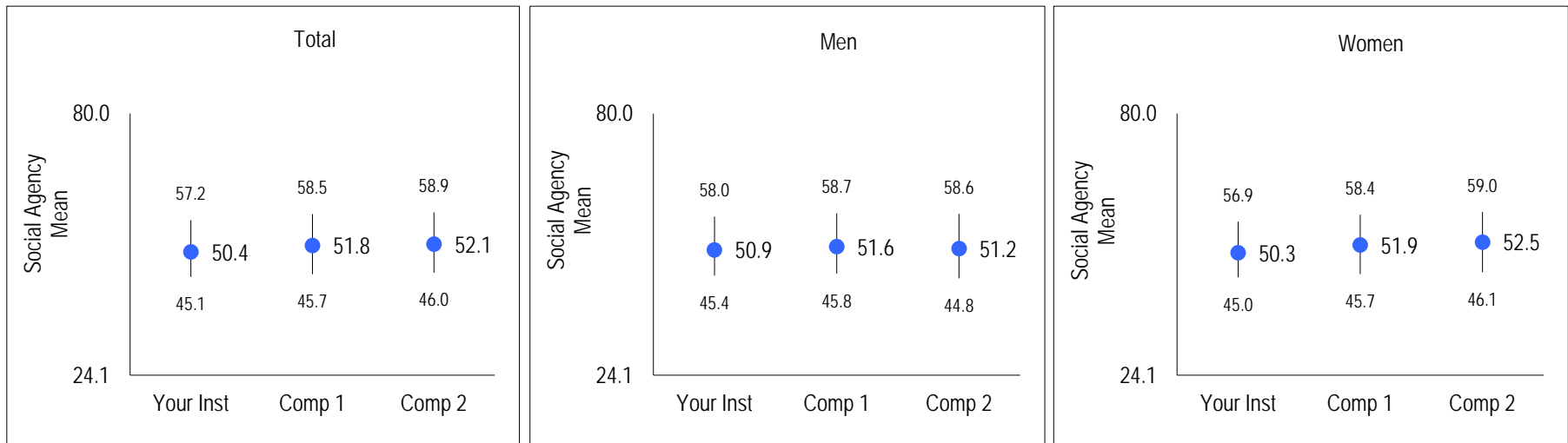
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2014 Your First College Year Survey
CIRP Construct Mean Report
Social Agency
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	404	1,254	3,832	110	329	1,229	294	925	2,603
Mean	50.4	51.8	52.1	50.9	51.6	51.2	50.3	51.9	52.5
Standard deviation	9.92	9.98	9.99	10.07	9.87	10.39	9.88	10.02	9.78
Significance	-	*	**	-			-	*	***
Effect size	-	-0.14	-0.17	-	-0.07	-0.03	-	-0.16	-0.23
25th percentile	45.1	45.7	46.0	45.4	45.8	44.8	45.0	45.7	46.1
75th percentile	57.2	58.5	58.9	58.0	58.7	58.6	56.9	58.4	59.0

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)



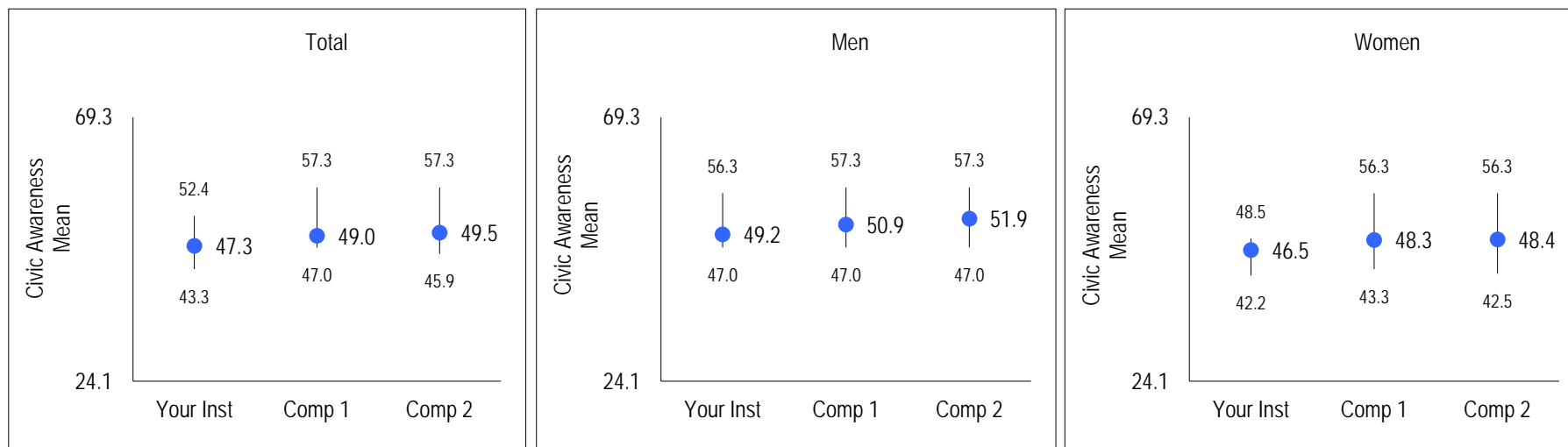
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2014 Your First College Year Survey
CIRP Construct Mean Report
Civic Awareness
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	407	1,268	3,872	113	334	1,244	294	934	2,628
Mean	47.3	49.0	49.5	49.2	50.9	51.9	46.5	48.3	48.4
Standard deviation	8.67	9.60	9.82	7.69	9.19	9.87	8.92	9.66	9.59
Significance	-	**	***	-		**	-	**	**
Effect size	-	-0.18	-0.23	-	-0.18	-0.27	-	-0.18	-0.19
25th percentile	43.3	47.0	45.9	47.0	47.0	47.0	42.2	43.3	42.5
75th percentile	52.4	57.3	57.3	56.3	57.3	57.3	48.5	56.3	56.3

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



Survey items and estimation "weights":

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- * Understanding of national issues (6.51)
- * Understanding of global issues (4.90)
- * Understanding of the problems facing your community (1.73)

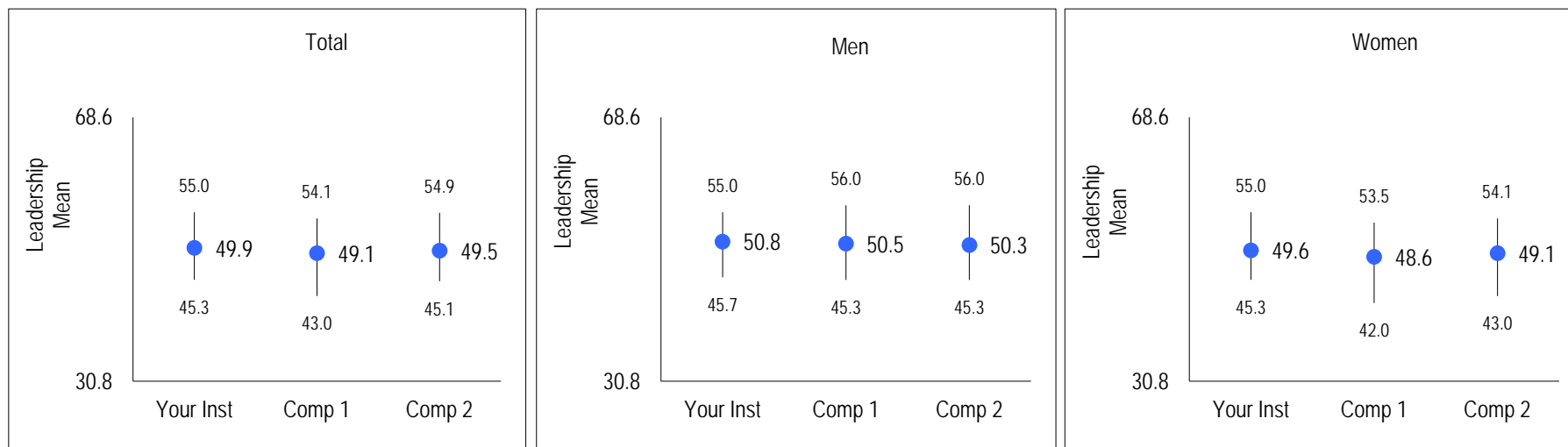


2014 Your First College Year Survey
CIRP Construct Mean Report
Leadership
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	440	1,428	4,373	121	377	1,424	319	1,051	2,949
Mean	49.9	49.1	49.5	50.8	50.5	50.3	49.6	48.6	49.1
Standard deviation	7.28	7.29	7.60	7.03	7.45	7.63	7.36	7.18	7.55
Significance	-			-			-	*	
Effect size	-	0.10	0.05	-	0.04	0.06	-	0.13	0.06
25th percentile	45.3	43.0	45.1	45.7	45.3	45.3	45.3	42.0	43.0
75th percentile	55.0	54.1	54.9	55.0	56.0	56.0	55.0	53.5	54.1

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



Survey items and estimation "weights":

- * Self-rating in leadership ability (3.84)
- * I have effectively led a group to a common purpose (1.07)
- * Been a leader in an organization (1.04)
- * Participated in leadership training (0.87)

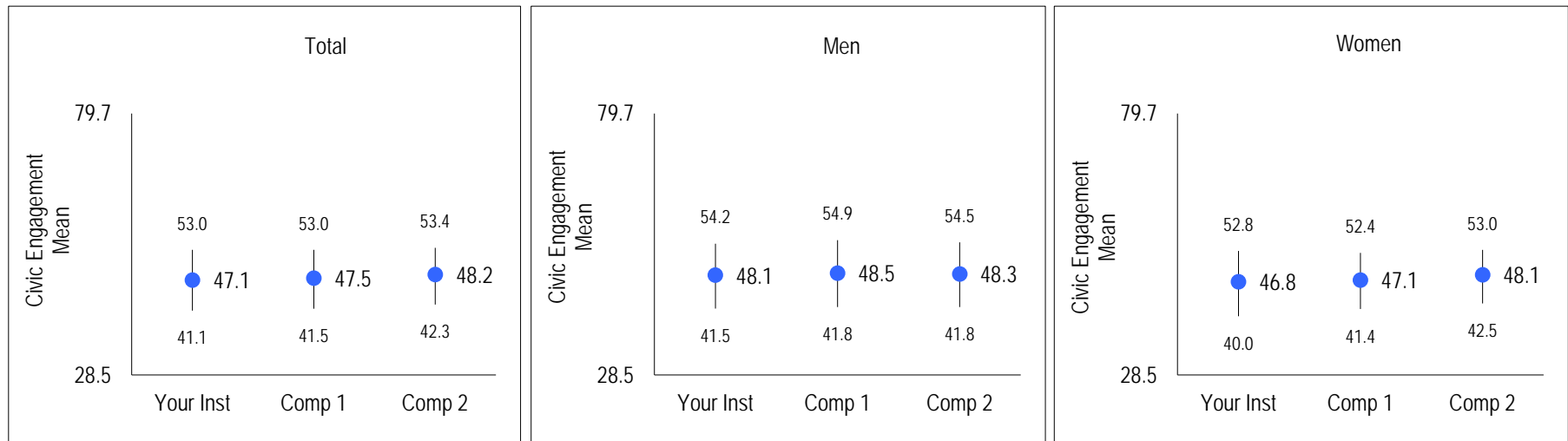


2014 Your First College Year Survey
CIRP Construct Mean Report
Civic Engagement
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	430	1,390	4,280	118	364	1,391	312	1,026	2,889
Mean	47.1	47.5	48.2	48.1	48.5	48.3	46.8	47.1	48.1
Standard deviation	8.58	8.58	8.42	8.27	8.79	8.71	8.68	8.48	8.28
Significance	-		*	-			-		**
Effect size	-	-0.04	-0.13	-	-0.05	-0.03	-	-0.04	-0.16
25th percentile	41.1	41.5	42.3	41.5	41.8	41.8	40.0	41.4	42.5
75th percentile	53.0	53.0	53.4	54.2	54.9	54.5	52.8	52.4	53.0

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 a cause (e.g., boycott, rally, protest) (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)



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 used 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.

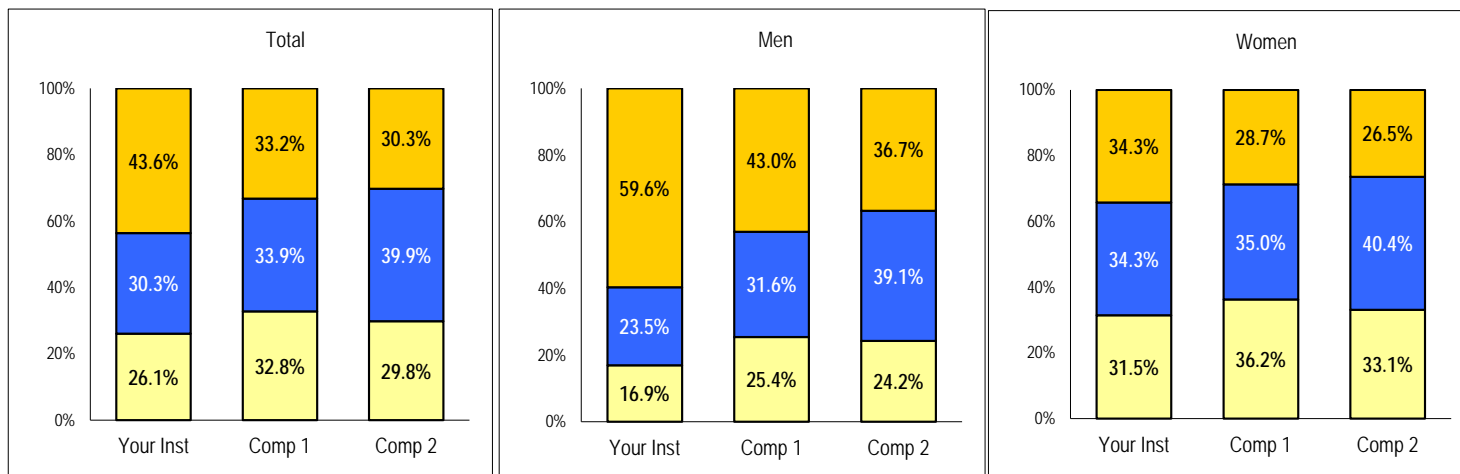
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

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).



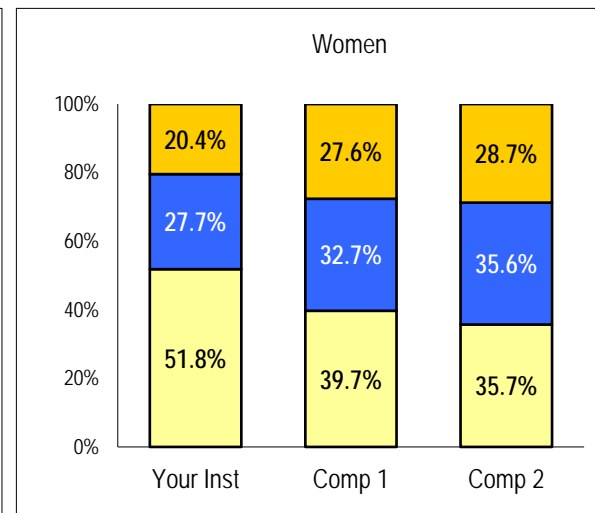
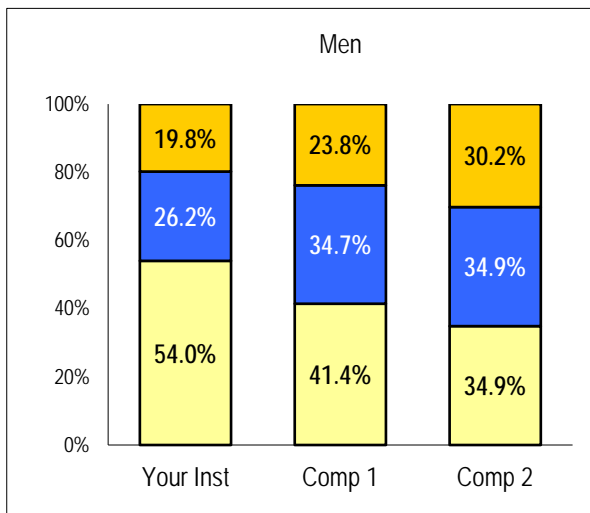
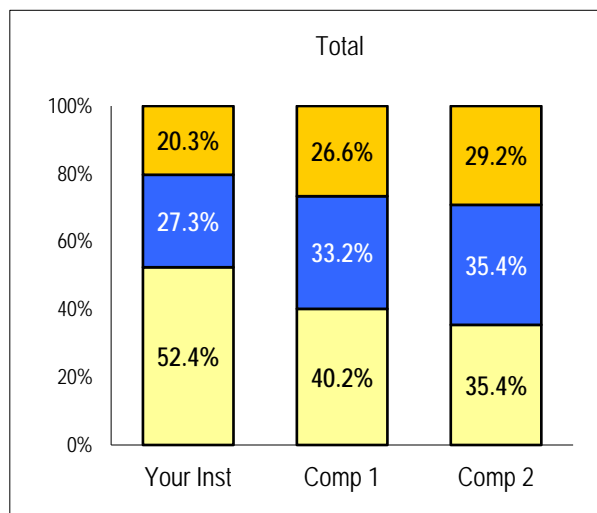
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2014 Your First College Year Survey
CIRP Construct Percentage Report
Habits of Mind
First-time, Full-time Freshmen

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.

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	454	1,534	4,734	126	403	1,541	328	1,131	3,193
High Habits of Mind	20.3%	26.6%	29.2%	19.8%	23.8%	30.2%	20.4%	27.6%	28.7%
Average Habits of Mind	27.3%	33.2%	35.4%	26.2%	34.7%	34.9%	27.7%	32.7%	35.6%
Low Habits of Mind	52.4%	40.2%	35.4%	54.0%	41.4%	34.9%	51.8%	39.7%	35.7%
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:

* Support your opinions with a logical argument (2.28)

* Seek solutions to problems and explain them to others (2.20)

* Seek alternative solutions to a problem (1.81)

* Evaluate the quality or reliability of information you received (1.61)

* Ask questions in class (1.51)

* Take a risk because you felt you had more to gain (1.48)

* Seek feedback on your academic work (1.43)

* Explore topics on your own, even though it was not required for a class (1.42)

* Accept mistakes as part of the learning process (1.17)

* Revise your papers to improve your writing (1.12)

* Look up scientific research articles and resources (0.89)

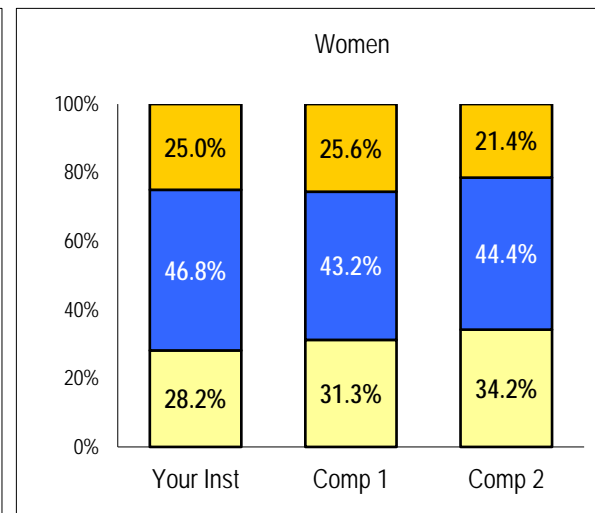
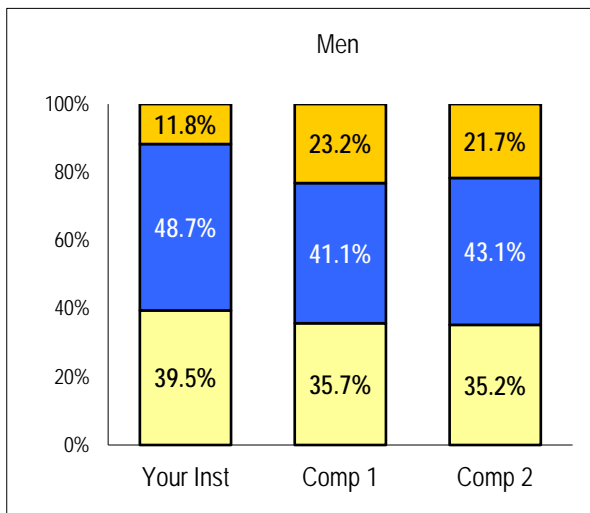
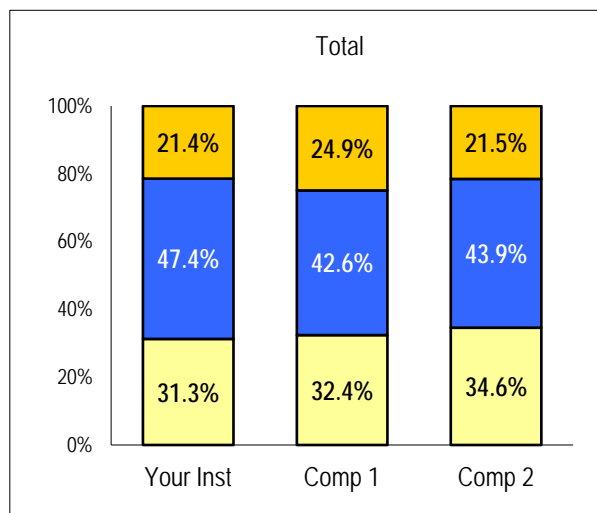


2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Adjustment
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	435	1,415	4,335	119	375	1,413	316	1,040	2,922
High Academic Adjustment	21.4%	24.9%	21.5%	11.8%	23.2%	21.7%	25.0%	25.6%	21.4%
Average Academic Adjustment	47.4%	42.6%	43.9%	48.7%	41.1%	43.1%	46.8%	43.2%	44.4%
Low Academic Adjustment	31.3%	32.4%	34.6%	39.5%	35.7%	35.2%	28.2%	31.3%	34.2%
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)

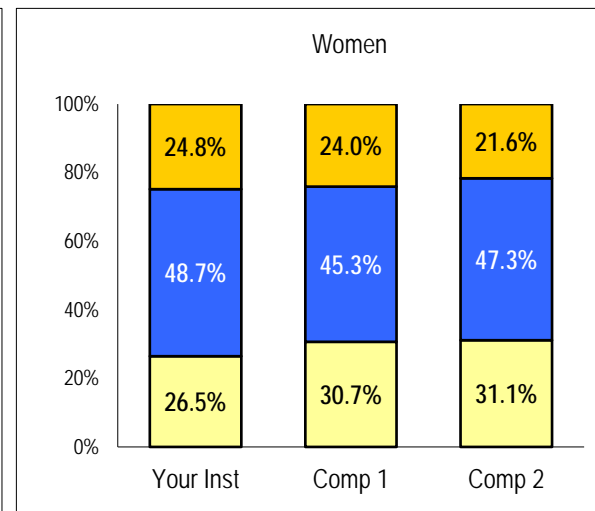
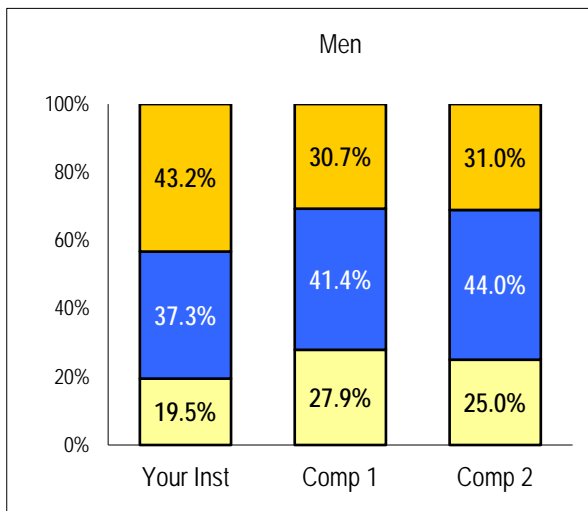
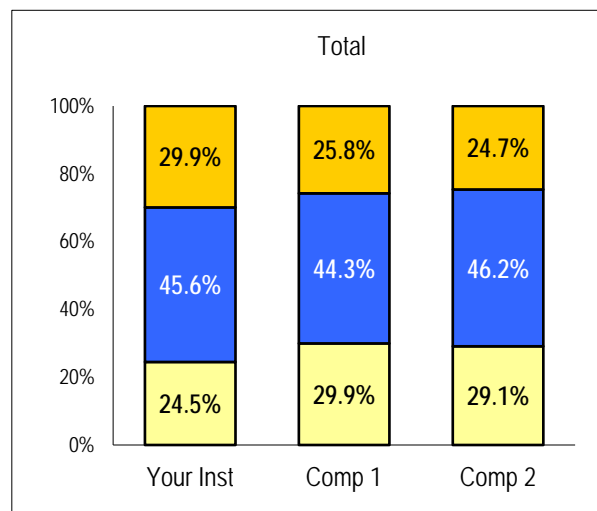


2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Disengagement
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	428	1,373	4,232	118	362	1,376	310	1,011	2,856
High Academic Disengagement	29.9%	25.8%	24.7%	43.2%	30.7%	31.0%	24.8%	24.0%	21.6%
Average Academic Disengagement	45.6%	44.3%	46.2%	37.3%	41.4%	44.0%	48.7%	45.3%	47.3%
Low Academic Disengagement	24.5%	29.9%	29.1%	19.5%	27.9%	25.0%	26.5%	30.7%	31.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

Since entering this college, how often have you:

* Come late to class (1.82)

Since entering this college, indicate how often you:

* 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)

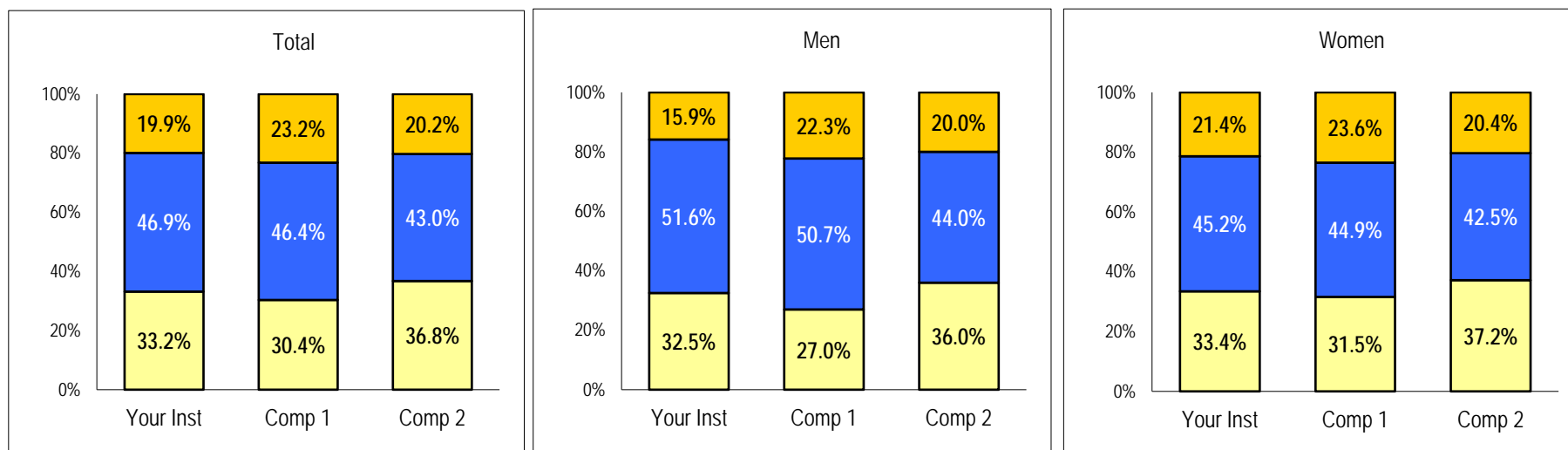


2014 Your First College Year Survey
CIRP Construct Percentage Report
Faculty Interaction: Contact and Communication
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	458	1,542	4,742	126	404	1,543	332	1,138	3,199
High Faculty Interaction	19.9%	23.2%	20.2%	15.9%	22.3%	20.0%	21.4%	23.6%	20.4%
Average Faculty Interaction	46.9%	46.4%	43.0%	51.6%	50.7%	44.0%	45.2%	44.9%	42.5%
Low Faculty Interaction	33.2%	30.4%	36.8%	32.5%	27.0%	36.0%	33.4%	31.5%	37.2%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation "weights":

* Communicated regularly with your professors (2.49)

* Asked a professor for advice after class (1.64)

* Received advice/guidance about your educational program from your professor (1.53)

* Amount of contact with faculty (1.26)

* Faculty during office hours (yes/no)(1.25)

* Faculty outside of class or office hours (1.20)

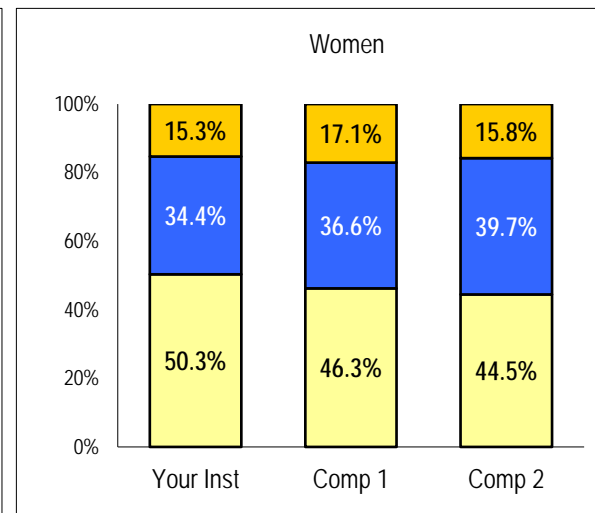
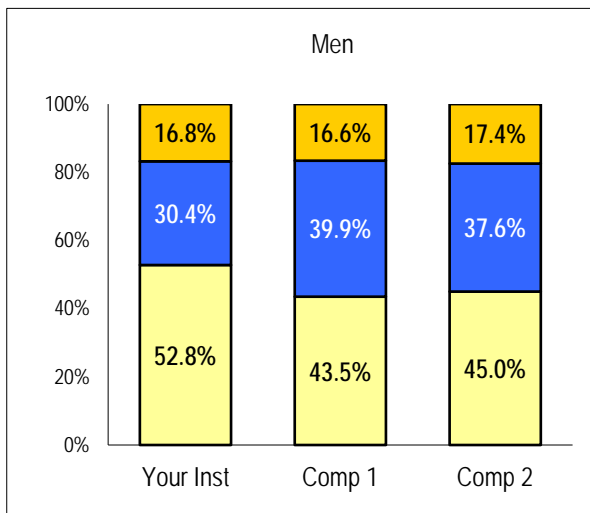
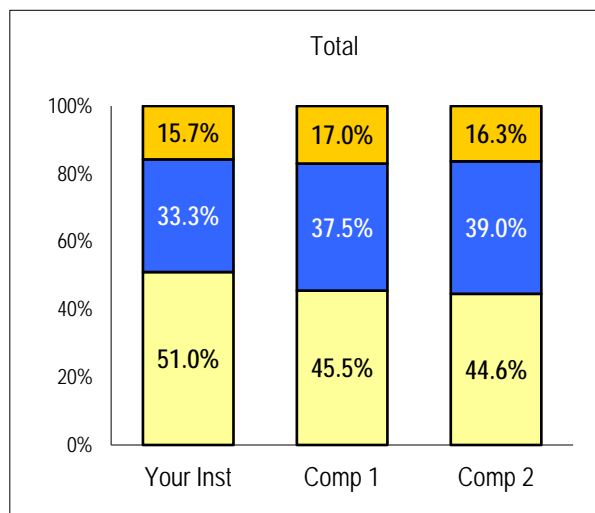


2014 Your First College Year Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	451	1,478	4,514	125	391	1,462	326	1,087	3,052
High Satisfaction with Courses	15.7%	17.0%	16.3%	16.8%	16.6%	17.4%	15.3%	17.1%	15.8%
Average Satisfaction with Courses	33.3%	37.5%	39.0%	30.4%	39.9%	37.6%	34.4%	36.6%	39.7%
Low Satisfaction with Courses	51.0%	45.5%	44.6%	52.8%	43.5%	45.0%	50.3%	46.3%	44.5%
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 or core curriculum courses (1.31)
- * First-year programs (0.91)

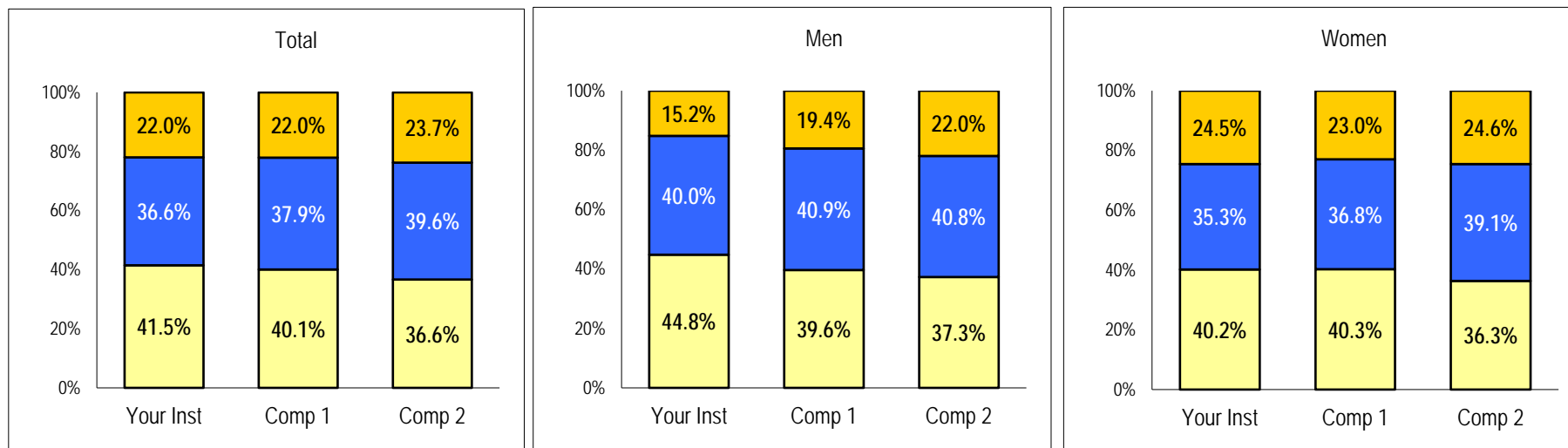


2014 Your First College Year Survey
CIRP Construct Percentage Report
Overall Satisfaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	451	1,479	4,520	125	391	1,465	326	1,088	3,055
High Overall Satisfaction	22.0%	22.0%	23.7%	15.2%	19.4%	22.0%	24.5%	23.0%	24.6%
Average Overall Satisfaction	36.6%	37.9%	39.6%	40.0%	40.9%	40.8%	35.3%	36.8%	39.1%
Low Overall Satisfaction	41.5%	40.1%	36.6%	44.8%	39.6%	37.3%	40.2%	40.3%	36.3%
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 (or most recent) college? (1.93)
- * Satisfaction with your overall academic experience (1.88)
- * Satisfaction with overall quality of instruction (1.69)

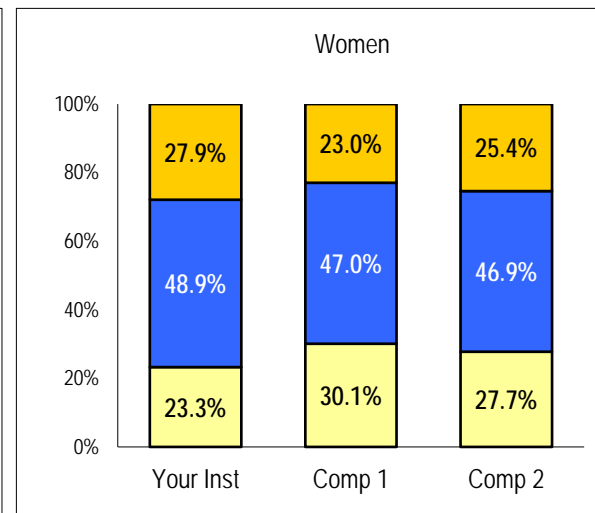
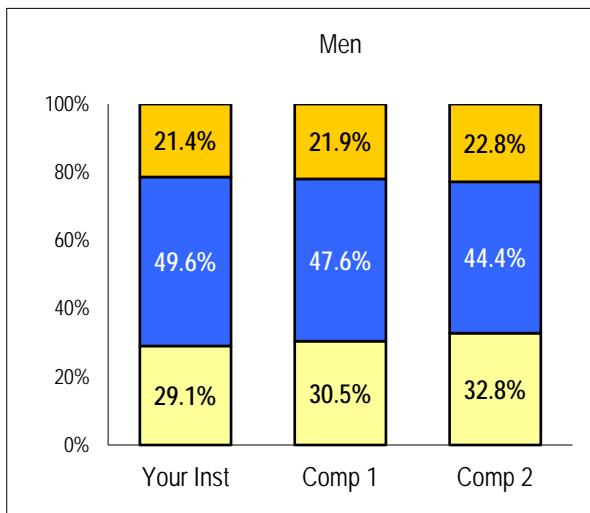
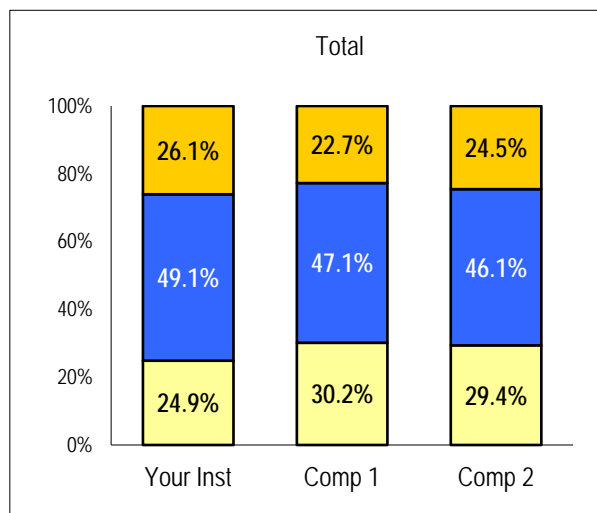


2014 Your First College Year Survey
CIRP Construct Percentage Report
Sense of Belonging
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	422	1,335	4,120	117	351	1,329	305	984	2,791
High Sense of Belonging	26.1%	22.7%	24.5%	21.4%	21.9%	22.8%	27.9%	23.0%	25.4%
Average Sense of Belonging	49.1%	47.1%	46.1%	49.6%	47.6%	44.4%	48.9%	47.0%	46.9%
Low Sense of Belonging	24.9%	30.2%	29.4%	29.1%	30.5%	32.8%	23.3%	30.1%	27.7%
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)



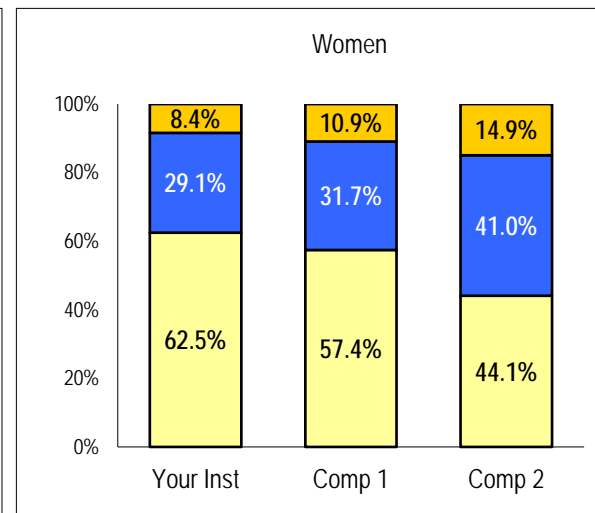
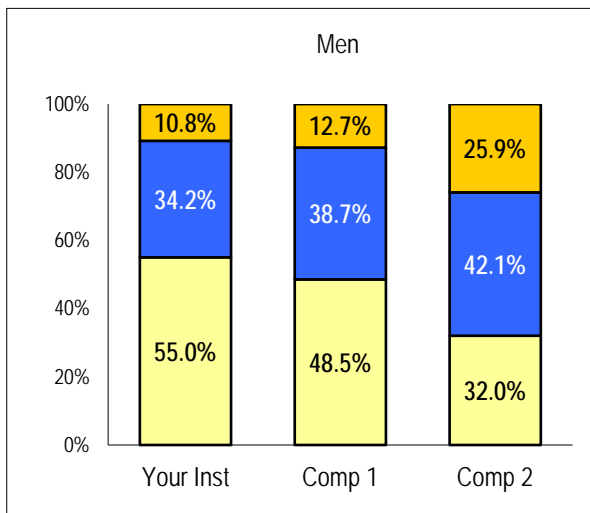
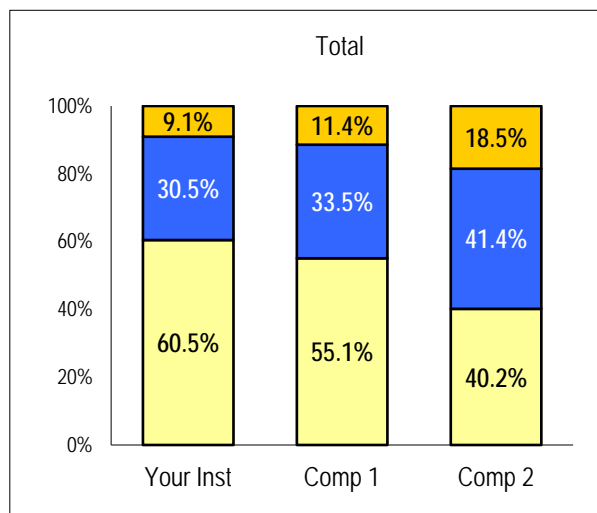
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Self-Concept
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	440	1,429	4,373	120	377	1,423	320	1,052	2,950
High Academic Self-Concept	9.1%	11.4%	18.5%	10.8%	12.7%	25.9%	8.4%	10.9%	14.9%
Average Academic Self-Concept	30.5%	33.5%	41.4%	34.2%	38.7%	42.1%	29.1%	31.7%	41.0%
Low Academic Self-Concept	60.5%	55.1%	40.2%	55.0%	48.5%	32.0%	62.5%	57.4%	44.1%
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 (4.02)
- * Mathematical ability (2.69)
- * Self-confidence (intellectual) (1.90)
- * Drive to achieve (1.72)

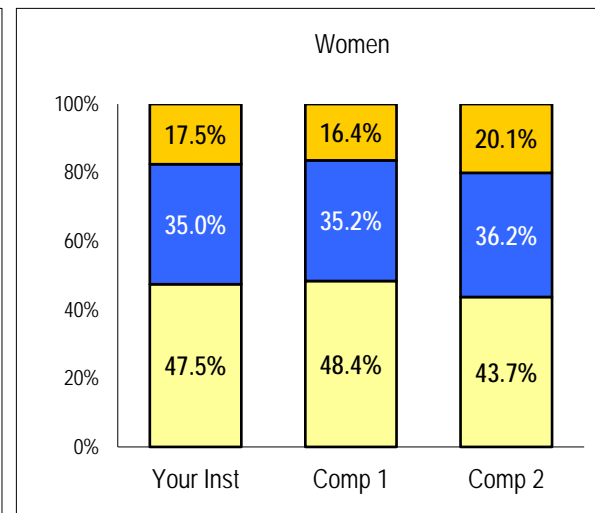
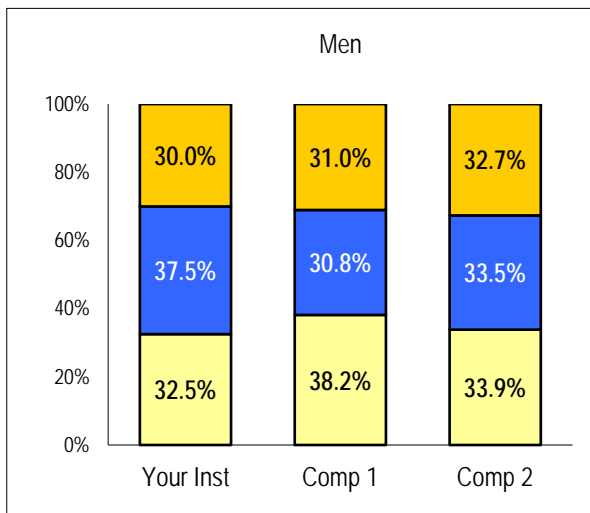
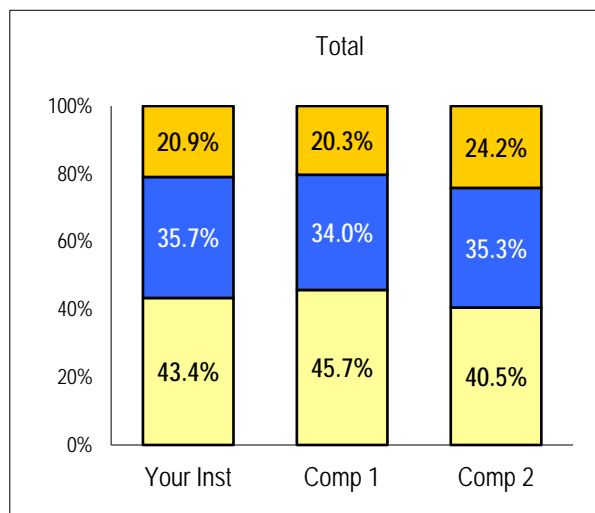


2014 Your First College Year Survey
CIRP Construct Percentage Report
Social Self-Concept
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	440	1,429	4,373	120	377	1,423	320	1,052	2,950
High Social Self-Concept	20.9%	20.3%	24.2%	30.0%	31.0%	32.7%	17.5%	16.4%	20.1%
Average Social Self-Concept	35.7%	34.0%	35.3%	37.5%	30.8%	33.5%	35.0%	35.2%	36.2%
Low Social Self-Concept	43.4%	45.7%	40.5%	32.5%	38.2%	33.9%	47.5%	48.4%	43.7%
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:

- * Self-confidence (social) (2.06)
- * Leadership ability (1.96)
- * Popularity (1.81)
- * Public speaking ability (1.76)

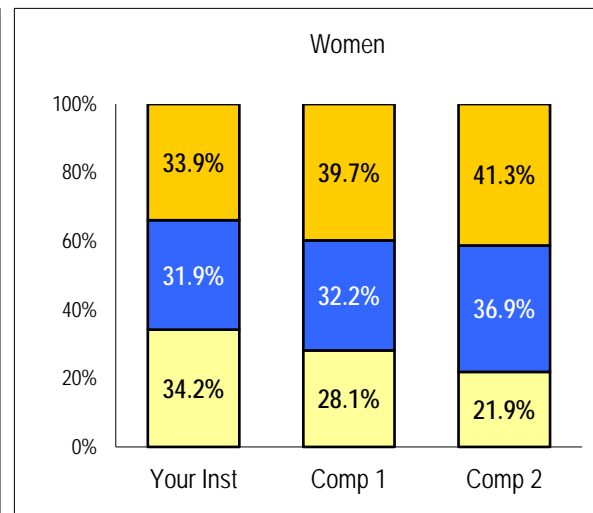
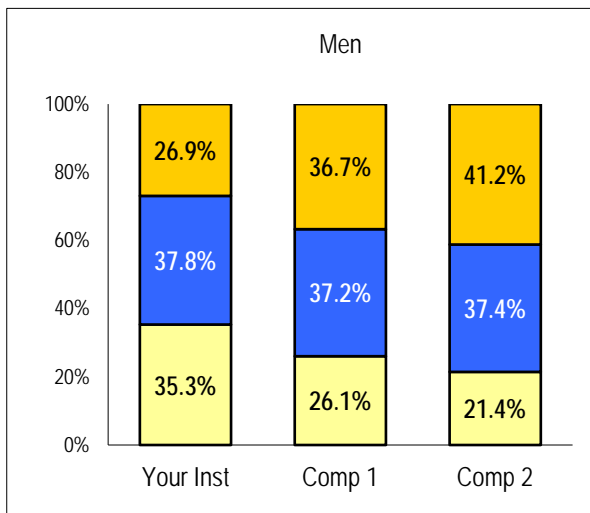
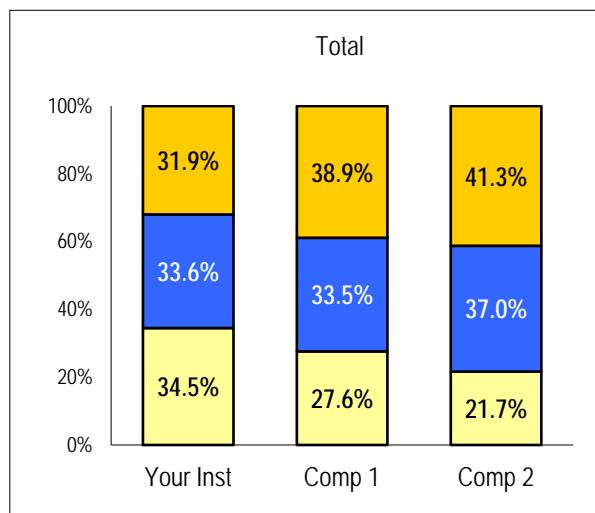


2014 Your First College Year Survey
CIRP Construct Percentage Report
Pluralistic Orientation
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	432	1,400	4,294	119	368	1,397	313	1,032	2,897
High Pluralistic Orientation	31.9%	38.9%	41.3%	26.9%	36.7%	41.2%	33.9%	39.7%	41.3%
Average Pluralistic Orientation	33.6%	33.5%	37.0%	37.8%	37.2%	37.4%	31.9%	32.2%	36.9%
Low Pluralistic Orientation	34.5%	27.6%	21.7%	35.3%	26.1%	21.4%	34.2%	28.1%	21.9%
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)

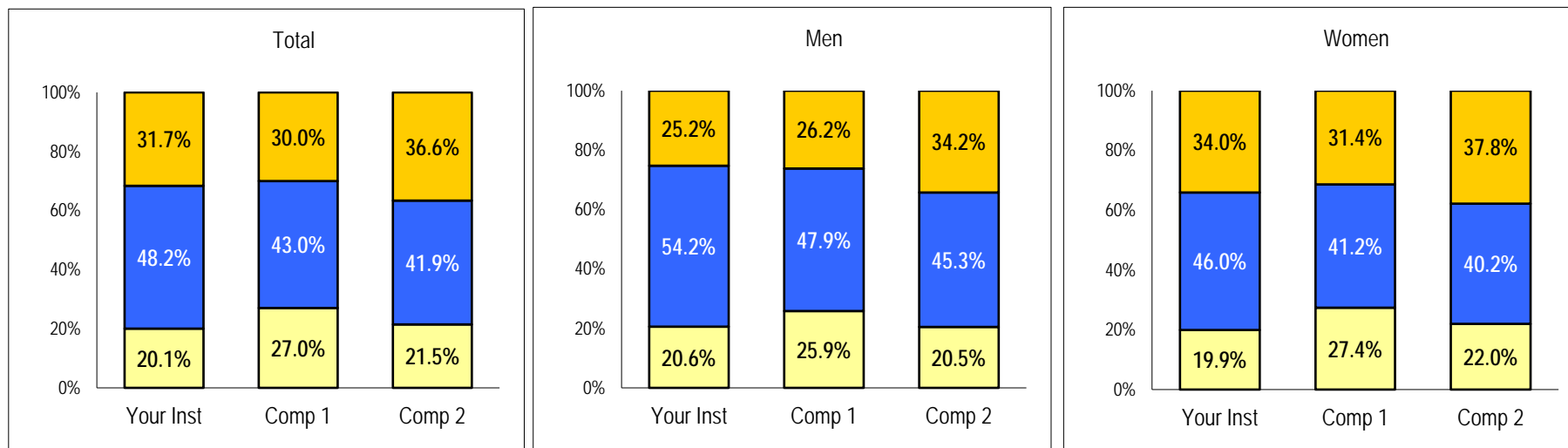


2014 Your First College Year Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	398	1,229	3,775	107	317	1,207	291	912	2,568
High Positive Cross-Racial Interaction	31.7%	30.0%	36.6%	25.2%	26.2%	34.2%	34.0%	31.4%	37.8%
Average Positive Cross-Racial Interaction	48.2%	43.0%	41.9%	54.2%	47.9%	45.3%	46.0%	41.2%	40.2%
Low Positive Cross-Racial Interaction	20.1%	27.0%	21.5%	20.6%	25.9%	20.5%	19.9%	27.4%	22.0%
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)

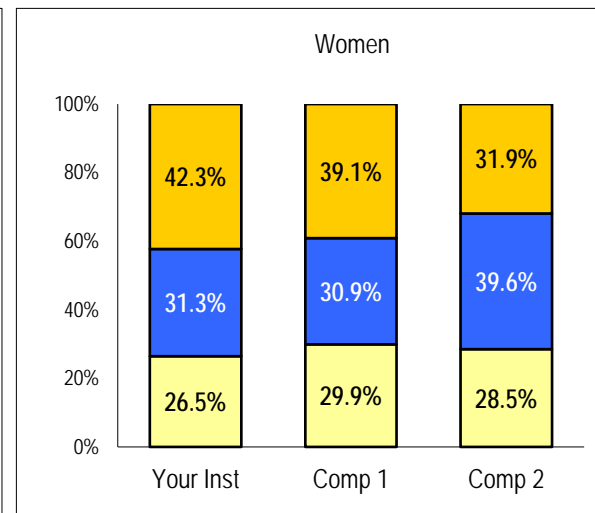
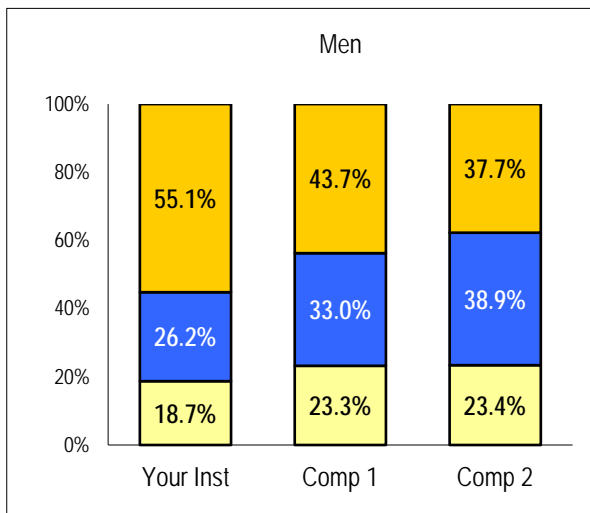
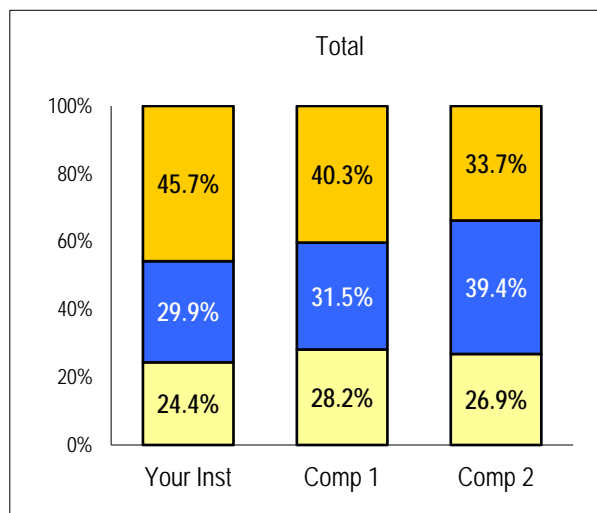


2014 Your First College Year Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	398	1,230	3,772	107	318	1,207	291	912	2,565
High Negative Cross-Racial Interaction	45.7%	40.3%	33.7%	55.1%	43.7%	37.7%	42.3%	39.1%	31.9%
Average Negative Cross-Racial Interaction	29.9%	31.5%	39.4%	26.2%	33.0%	38.9%	31.3%	30.9%	39.6%
Low Negative Cross-Racial Interaction	24.4%	28.2%	26.9%	18.7%	23.3%	23.4%	26.5%	29.9%	28.5%
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)

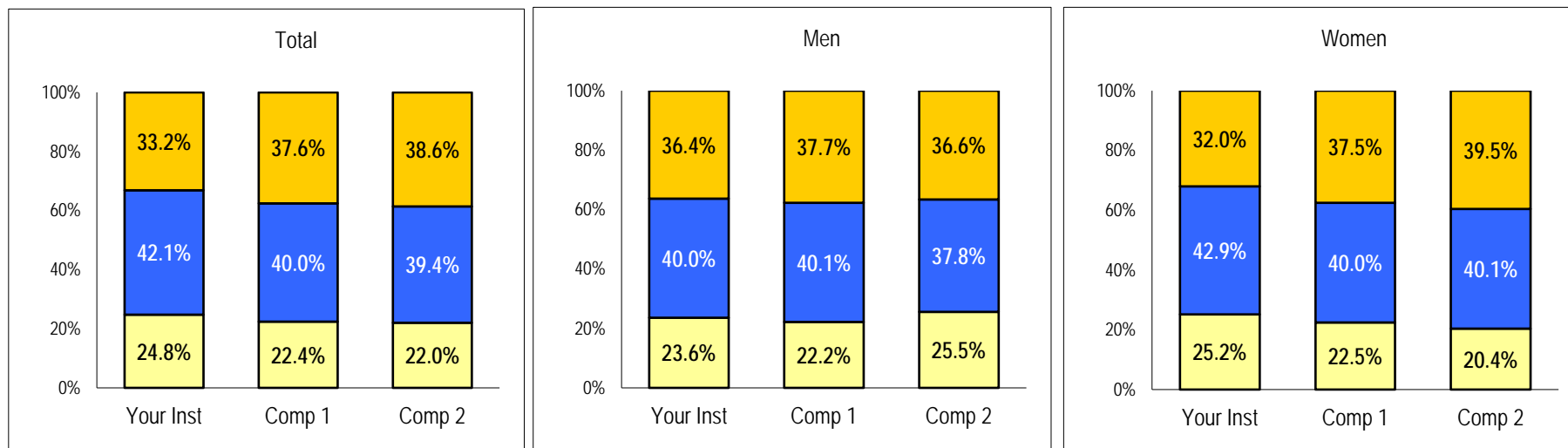


2014 Your First College Year Survey
CIRP Construct Percentage Report
Social Agency
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	404	1,254	3,832	110	329	1,229	294	925	2,603
High Social Agency	33.2%	37.6%	38.6%	36.4%	37.7%	36.6%	32.0%	37.5%	39.5%
Average Social Agency	42.1%	40.0%	39.4%	40.0%	40.1%	37.8%	42.9%	40.0%	40.1%
Low Social Agency	24.8%	22.4%	22.0%	23.6%	22.2%	25.5%	25.2%	22.5%	20.4%
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)

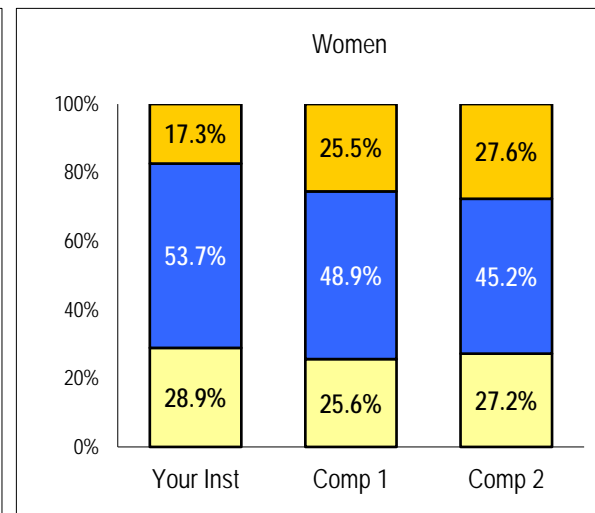
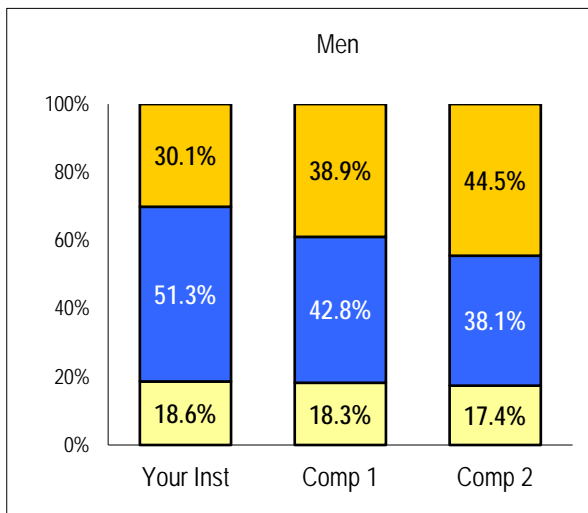
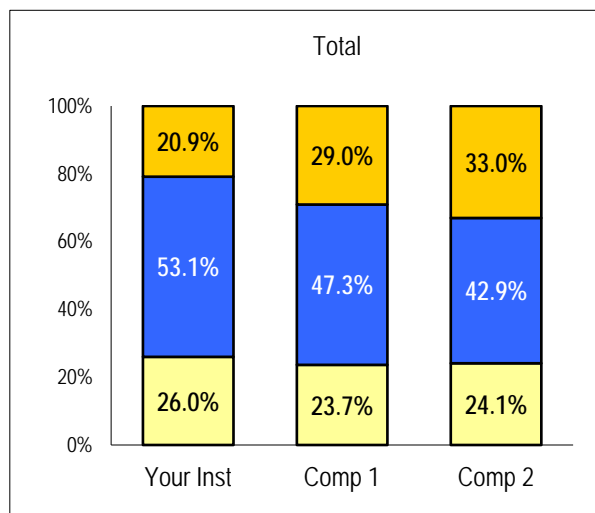


2014 Your First College Year Survey
CIRP Construct Percentage Report
Civic Awareness
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	407	1,268	3,872	113	334	1,244	294	934	2,628
High Civic Awareness	20.9%	29.0%	33.0%	30.1%	38.9%	44.5%	17.3%	25.5%	27.6%
Average Civic Awareness	53.1%	47.3%	42.9%	51.3%	42.8%	38.1%	53.7%	48.9%	45.2%
Low Civic Awareness	26.0%	23.7%	24.1%	18.6%	18.3%	17.4%	28.9%	25.6%	27.2%
Significance (based on High score group)	-		*	-			-		

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



Survey items and estimation "weights":

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

* Understanding of national issues (6.51)

* Understanding of global issues (4.90)

* Understanding of the problems facing your community (1.73)

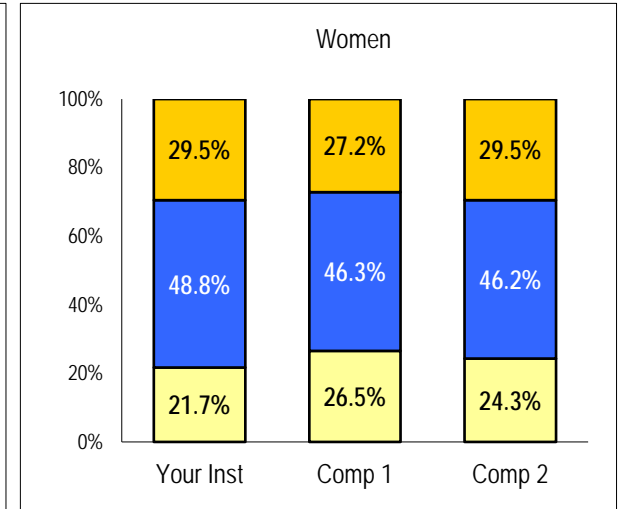
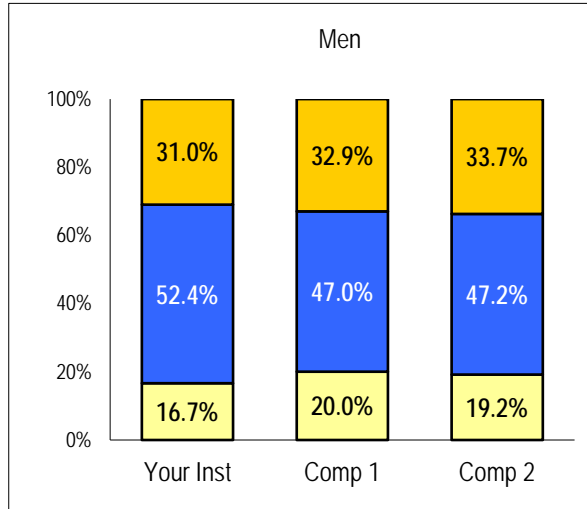
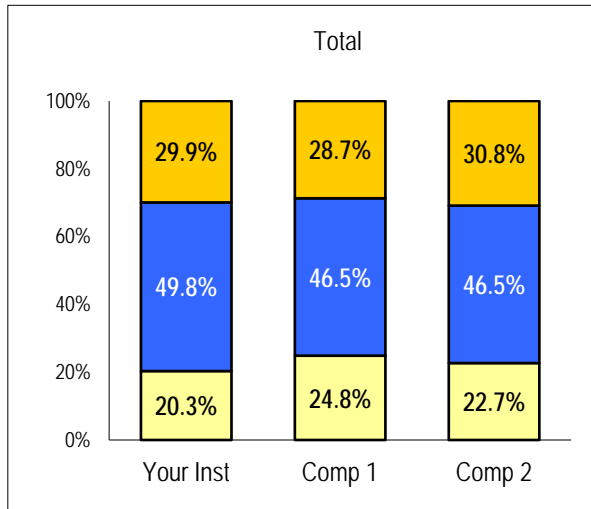


2014 Your First College Year Survey
CIRP Construct Percentage Report
Leadership
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	458	1,542	4,744	126	404	1,544	332	1,138	3,200
High Leadership	29.9%	28.7%	30.8%	31.0%	32.9%	33.7%	29.5%	27.2%	29.5%
Average Leadership	49.8%	46.5%	46.5%	52.4%	47.0%	47.2%	48.8%	46.3%	46.2%
Low Leadership	20.3%	24.8%	22.7%	16.7%	20.0%	19.2%	21.7%	26.5%	24.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

- * Self-rating in leadership ability (3.84)
- * I have effectively led a group to a common purpose (1.07)
- * Been a leader in an organization (1.04)
- * Participated in leadership training (0.87)

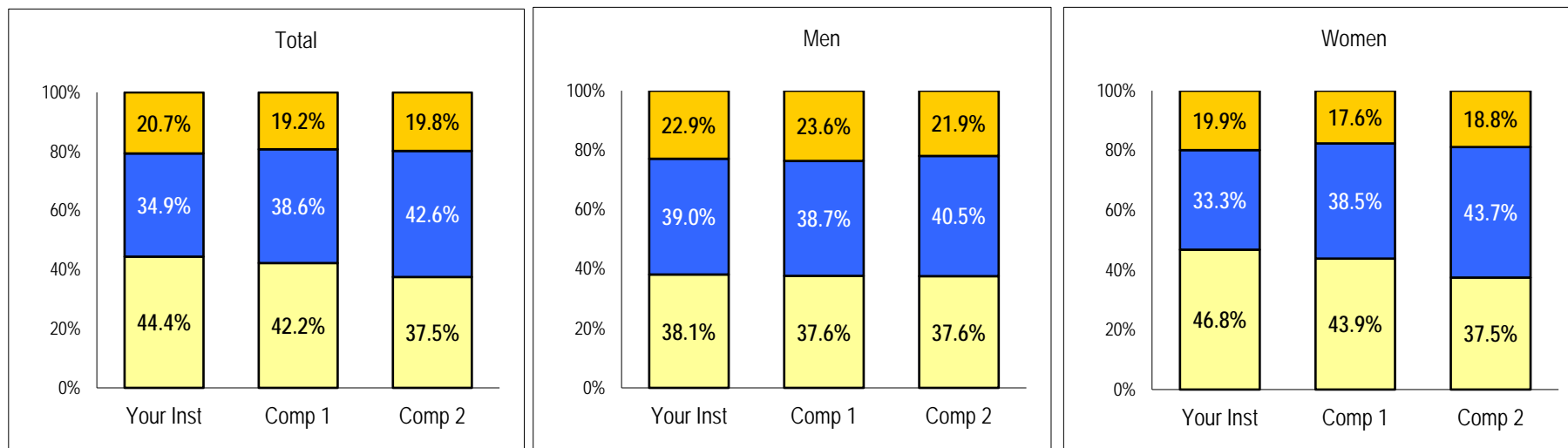


2014 Your First College Year Survey
CIRP Construct Percentage Report
Civic Engagement
First-time, Full-time Freshmen

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	430	1,390	4,280	118	364	1,391	312	1,026	2,889
High Academic Adjustment	20.7%	19.2%	19.8%	22.9%	23.6%	21.9%	19.9%	17.6%	18.8%
Average Academic Adjustment	34.9%	38.6%	42.6%	39.0%	38.7%	40.5%	33.3%	38.5%	43.7%
Low Academic Adjustment	44.4%	42.2%	37.5%	38.1%	37.6%	37.6%	46.8%	43.9%	37.5%
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 a cause (e.g., boycott, rally, protest) (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)