



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

2014 Your First College Year Survey

CIRP Theme 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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2014 Your First College Year Survey CIRP Theme Reports

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How to Read the CIRP Theme Reports

CIRP Surveys are comprehensive, covering a wide range of topics that research has shown are impacted by the college experience. CIRP Theme Reports combine relevant items together for easy access. By examining these items together, these reports illustrate what contributes to specific areas of interest on campus and to facilitate discussion on your campus. Although the survey items were included because they relate to the theme, the item(s) may not be the most important to your institution, its mission, programs, or goals. We encourage you to review your entire Institutional Profile for additional results of specific interest on your campus. Theme reports are generated for first-time, full-time freshmen as defined as those respondents who first entered college in 2012 or 2013 and are currently enrolled full-time.

Theme Description – Provides a brief definition of the topics covered by the theme.

Summarized Frequencies – Full results for all items are provided in the Institutional Profile Report.

Mean – The arithmetic mean is computed for each survey item based on the response options. Response options are given numeric values and are listed in descending order (i.e., 5=Much Stronger, 4=Stronger, 3=No Change, 2=Weaker, 1=Much Weaker).

Academic Outcomes illustrates changes to academic skills and abilities during college and how students' academic skills compare to their peers. See also - CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication, Civic Awareness, Academic Adjustment, Academic Self-Confidence; CIRP Theme: Active and Collaborative Learning, Academic Enhancement Experiences, Written and Oral Communication.

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Critical thinking skills									
A major strength / Somewhat strong	67.9%	62.3%	72.0%	69.3%	67.2%	76.4%	67.1%	60.0%	69.5%
Mean	3.82	3.76	3.92	3.87	3.83	4.03	3.79	3.72	3.86
Standard Deviation	0.68	0.73	0.75	0.71	0.75	0.77	0.66	0.72	0.73
Significance	-	**	***	-	-	***	-	**	**
Effect Size	-	0.08	-0.13	-	0.05	-0.21	-	0.10	-0.10

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

Statistical Significance – Uses t-test to examine the difference between the mean score for your institution and the comparison group. Items with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p< .05, **p< .01, and ***p< .001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference may be small and not practically significant. In order to provide additional context to statistical significance, effect sizes are provided.

Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g., a negative effect size on "Since entering college, how often have you felt unsafe on this campus" suggests fewer students at your institution reported this was the case).

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.

Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses to the item tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.



Transition to College illustrates the non-academic issues students may encounter in making the transition to college.

See also - CIRP Constructs: Academic Adjustment, Academic Self-Concept, Social Self-Concept, Sense of Belonging; CIRP Theme: Navigational Action.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering college, how often have you interacted with the following people:										
Close friends at this institution										
Once a week or less	15.9%	19.0%	14.2%	16.8%	19.1%	15.4%	15.5%	19.1%	13.6%	
Mean	5.43	5.26	5.44	5.38	5.25	5.38	5.45	5.26	5.46	
Standard deviation	1.10	1.31	1.16	1.15	1.30	1.21	1.08	1.31	1.14	
Significance	-	*		-			-	*		
Effect size	-	0.13	-0.01	-	0.10	0.00	-	0.15	-0.01	
Close friends not at this institution										
Once a week or less	55.6%	49.2%	51.2%	66.6%	57.9%	57.7%	51.4%	46.3%	48.0%	
Mean	4.17	4.28	4.20	3.87	4.03	3.98	4.28	4.37	4.31	
Standard deviation	1.45	1.53	1.53	1.40	1.48	1.54	1.45	1.53	1.51	
Significance	-			-			-			
Effect size	-	-0.07	-0.02	-	-0.11	-0.07	-	-0.06	-0.02	
Your family										
Once a week or less	39.6%	34.8%	38.8%	53.9%	46.5%	50.9%	33.9%	30.4%	33.1%	
Mean	4.67	4.82	4.66	4.21	4.42	4.31	4.85	4.96	4.83	
Standard deviation	1.37	1.38	1.36	1.31	1.42	1.37	1.36	1.33	1.32	
Significance	-	*		-			-			
Effect size	-	-0.11	0.01	-	-0.15	-0.07	-	-0.08	0.02	
Since entering this college, how often have you felt:										
Lonely or homesick										
Frequently / Occasionally	68.8%	64.3%	68.5%	54.0%	51.2%	58.5%	74.4%	69.0%	73.3%	
Mean	1.80	1.78	1.84	1.59	1.59	1.69	1.88	1.84	1.91	
Standard deviation	0.62	0.66	0.66	0.58	0.63	0.66	0.62	0.66	0.66	
Significance	-			-			-			
Effect size	-	0.03	-0.06	-	0.00	-0.15	-	0.06	-0.05	
Since entering this college, how often have you felt:										
Isolated from campus life										
Frequently / Occasionally	51.8%	54.5%	59.4%	48.0%	49.4%	57.9%	53.2%	56.3%	60.1%	
Mean	1.63	1.69	1.75	1.54	1.59	1.73	1.66	1.73	1.77	



Transition to College illustrates the non-academic issues students may encounter in making the transition to college.

See also - CIRP Constructs: Academic Adjustment, Academic Self-Concept, Social Self-Concept, Sense of Belonging; CIRP Theme: Navigational Action.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Standard deviation	0.68	0.71	0.71	0.62	0.66	0.70	0.70	0.73	0.71	
Significance	-		***	-		**	-		**	
Effect size	-	-0.08	-0.17	-	-0.08	-0.27	-	-0.10	-0.15	
Family support to succeed										
Frequently / Occasionally	89.9%	90.8%	91.4%	85.6%	86.3%	87.5%	91.4%	92.5%	93.2%	
Mean	2.52	2.52	2.54	2.38	2.39	2.43	2.57	2.57	2.59	
Standard deviation	0.67	0.66	0.65	0.73	0.72	0.70	0.65	0.63	0.61	
Significance	-			-			-			
Effect size	-	0.00	-0.03	-	-0.01	-0.07	-	0.00	-0.03	
Since entering this college, how often have you utilized the following services:										
Study skills advising										
Frequently / Occasionally	56.1%	52.3%	37.9%	61.8%	56.2%	38.2%	53.9%	50.9%	37.8%	
Mean	1.71	1.67	1.48	1.72	1.68	1.46	1.71	1.67	1.49	
Standard deviation	0.71	0.72	0.67	0.63	0.68	0.63	0.74	0.74	0.69	
Significance	-		***	-		***	-		***	
Effect size	-	0.06	0.34	-	0.06	0.41	-	0.05	0.32	
Financial aid advising										
Frequently / Occasionally	56.4%	57.1%	40.2%	54.4%	52.7%	36.8%	57.2%	58.8%	41.9%	
Mean	1.66	1.70	1.48	1.63	1.64	1.42	1.68	1.72	1.50	
Standard deviation	0.65	0.68	0.63	0.63	0.68	0.60	0.65	0.68	0.65	
Significance	-		***	-		***	-		***	
Effect size	-	-0.06	0.29	-	-0.01	0.35	-	-0.06	0.28	
Since entering this college, how often have you utilized the following services:										
Writing center										
Frequently / Occasionally	43.8%	45.6%	37.9%	51.2%	48.0%	36.2%	40.9%	44.7%	38.8%	
Mean	1.54	1.58	1.47	1.60	1.60	1.43	1.51	1.58	1.48	
Standard deviation	0.67	0.71	0.65	0.65	0.70	0.62	0.68	0.71	0.66	
Significance	-		*	-		**	-			
Effect size	-	-0.06	0.11	-	0.00	0.27	-	-0.10	0.05	



Transition to College illustrates the non-academic issues students may encounter in making the transition to college.

See also - CIRP Constructs: Academic Adjustment, Academic Self-Concept, Social Self-Concept, Sense of Belonging; CIRP Theme: Navigational Action.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Disability resource center										
Frequently / Occasionally	20.2%	17.0%	12.2%	29.3%	23.0%	13.7%	16.8%	15.0%	11.6%	
Mean	1.25	1.22	1.16	1.36	1.29	1.17	1.21	1.20	1.15	
Standard deviation	0.53	0.53	0.45	0.60	0.57	0.46	0.50	0.51	0.44	
Significance	-		***	-		***	-		*	
Effect size	-	0.06	0.20	-	0.12	0.41	-	0.02	0.14	
Academic advising										
Frequently / Occasionally	91.6%	86.4%	87.7%	91.8%	83.9%	83.2%	91.6%	87.3%	90.0%	
Mean	2.10	2.08	2.06	2.07	2.02	1.98	2.11	2.10	2.10	
Standard deviation	0.51	0.59	0.55	0.48	0.59	0.57	0.51	0.59	0.54	
Significance	-			-			-			
Effect size	-	0.03	0.07	-	0.08	0.16	-	0.02	0.02	
Since entering this college, how has it been to:										
Understand what your professors expect of you academically										
Very easy / Somewhat easy	79.0%	76.0%	77.8%	74.8%	74.3%	77.7%	80.7%	76.5%	77.9%	Academic Adjustment
Mean	3.06	3.02	3.01	2.92	2.98	3.00	3.10	3.04	3.02	
Standard deviation	0.71	0.80	0.74	0.73	0.79	0.73	0.70	0.80	0.74	
Significance	-			-			-			
Effect size	-	0.05	0.07	-	-0.08	-0.11	-	0.08	0.11	
Since entering this college, how has it been to:										
Develop effective study skills										
Very easy / Somewhat easy	63.2%	61.0%	58.6%	59.3%	58.5%	58.6%	64.6%	61.9%	58.6%	Academic Adjustment
Mean	2.72	2.72	2.68	2.56	2.65	2.67	2.78	2.74	2.68	
Standard deviation	0.83	0.83	0.81	0.75	0.80	0.80	0.85	0.84	0.82	
Significance	-			-			-		*	
Effect size	-	0.00	0.05	-	-0.11	-0.14	-	0.05	0.12	
Adjust to the academic demands of college										
Very easy / Somewhat easy	61.7%	61.4%	58.7%	51.7%	58.4%	59.2%	65.6%	62.5%	58.5%	Academic Adjustment
Mean	2.75	2.76	2.70	2.58	2.71	2.72	2.82	2.78	2.69	
Standard deviation	0.82	0.87	0.86	0.78	0.85	0.86	0.82	0.88	0.86	
Significance	-			-			-		*	
Effect size	-	-0.01	0.06	-	-0.15	-0.16	-	0.05	0.15	



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Manage your time effectively										
Very easy / Somewhat easy	57.8%	53.0%	48.8%	52.1%	53.3%	48.6%	60.0%	52.9%	49.0%	Academic Adjustment
Mean	2.66	2.60	2.51	2.50	2.60	2.50	2.71	2.61	2.52	
Standard deviation	0.81	0.86	0.86	0.79	0.86	0.86	0.81	0.86	0.86	
Significance	-		***	-			-		***	
Effect size	-	0.07	0.17	-	-0.12	0.00	-	0.12	0.22	
Develop close friendships with other students										
Very easy / Somewhat easy	81.3%	68.4%	68.4%	84.0%	71.9%	69.7%	80.2%	67.2%	67.8%	Sense of Belonging
Mean	3.15	2.92	2.91	3.15	2.98	2.94	3.15	2.89	2.90	
Standard deviation	0.85	0.96	0.95	0.81	0.95	0.94	0.86	0.97	0.96	
Significance	-	***	***	-		*	-	***	***	
Effect size	-	0.24	0.25	-	0.18	0.22	-	0.27	0.26	
Please indicate the extent to which you agree or disagree with the following statements:										
I see myself as part of the campus community										
Strongly agree / Agree	83.4%	77.9%	79.7%	83.6%	79.1%	77.8%	83.3%	77.3%	80.5%	Sense of Belonging
Mean	3.01	2.91	2.95	2.99	2.93	2.91	3.02	2.90	2.97	
Standard deviation	0.69	0.72	0.71	0.65	0.68	0.71	0.71	0.74	0.72	
Significance	-	*		-			-	*		
Effect size	-	0.14	0.08	-	0.09	0.11	-	0.16	0.07	
I have been able to find a balance between academics and extracurricular activities										
Strongly agree / Agree	78.4%	76.4%	76.8%	76.9%	77.0%	76.5%	78.9%	76.2%	76.9%	Sense of Belonging
Mean	2.85	2.85	2.87	2.83	2.88	2.87	2.86	2.84	2.86	
Standard deviation	0.65	0.68	0.67	0.61	0.67	0.66	0.67	0.68	0.67	
Significance	-			-			-			
Effect size	-	0.00	-0.03	-	-0.07	-0.06	-	0.03	0.00	
Faculty believe in my potential to succeed academically										
Strongly agree / Agree	81.1%	84.1%	84.1%	79.3%	82.8%	82.6%	81.7%	84.7%	84.7%	Sense of Belonging
Mean	2.98	3.05	3.04	2.95	3.04	3.02	2.99	3.06	3.05	
Standard deviation	0.67	0.67	0.68	0.66	0.69	0.68	0.68	0.66	0.67	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.13	-0.10	-	-0.11	-0.09	



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
I feel a sense of belonging to this campus										
Strongly agree / Agree	81.7%	77.3%	76.7%	77.7%	79.0%	75.1%	83.3%	76.6%	77.4%	Sense of Belonging
Mean	3.00	2.91	2.91	2.90	2.92	2.88	3.04	2.91	2.93	
Standard deviation	0.74	0.74	0.76	0.72	0.70	0.77	0.74	0.75	0.75	
Significance	-	*	*	-	-	-	-	**	*	
Effect size	-	0.12	0.12	-	-0.03	0.03	-	0.17	0.15	
Please indicate the extent to which you agree or disagree with the following statements:										
I feel I am a member of this college										Sense of Belonging
Strongly agree / Agree	85.2%	83.1%	83.9%	85.0%	85.3%	82.8%	85.3%	82.3%	84.4%	
Mean	3.09	3.04	3.06	3.07	3.07	3.03	3.10	3.03	3.07	
Standard deviation	0.71	0.71	0.72	0.69	0.69	0.73	0.71	0.72	0.72	
Effect size	-	0.07	0.04	-	0.00	0.05	-	0.10	0.04	
Since entering this college have you:										
Participated in an academic support program										
Yes	14.3%	12.1%	10.8%	13.2%	16.4%	11.2%	14.7%	10.7%	10.7%	
Taken a course or first-year seminar designed to help students adjust to college-level academics										
Yes	67.5%	54.2%	39.0%	64.4%	55.6%	37.3%	68.6%	53.8%	39.7%	
Taken a course or first-year seminar designed to help students adjust to college life										
Yes	71.1%	58.1%	38.1%	63.8%	57.5%	34.7%	73.8%	58.3%	39.7%	
Since entering this college, indicate how often you:										
Had difficulty getting along with your roommate(s) / housemate(s)										
Frequently / Occasionally	55.7%	52.8%	50.7%	53.3%	50.5%	47.9%	56.6%	53.8%	51.9%	
Mean	1.68	1.67	1.63	1.65	1.62	1.58	1.69	1.69	1.66	
Standard deviation	0.68	0.71	0.70	0.68	0.68	0.67	0.68	0.72	0.71	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.01	0.07	-	0.04	0.10	-	0.00	0.04	



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, indicate how often you:										
Went home for the weekend										
Frequently / Occasionally	92.6%	85.4%	66.8%	93.4%	84.0%	64.0%	92.2%	85.8%	68.3%	
Mean	2.26	2.24	1.91	2.24	2.18	1.85	2.27	2.26	1.94	
Standard deviation	0.59	0.69	0.75	0.56	0.69	0.74	0.60	0.69	0.76	
Significance	-		***	-		***	-		***	
Effect size	-	0.03	0.47	-	0.09	0.53	-	0.01	0.43	
Used the institution's course catalog (paper or online)										
Frequently / Occasionally	76.7%	80.3%	82.0%	72.4%	77.7%	80.0%	78.1%	81.1%	82.9%	
Mean	1.95	2.05	2.09	1.83	1.99	2.03	1.99	2.07	2.12	
Standard deviation	0.64	0.66	0.67	0.60	0.66	0.66	0.66	0.66	0.67	
Significance	-	**	***	-	*	**	-		**	
Effect size	-	-0.15	-0.21	-	-0.24	-0.30	-	-0.12	-0.19	



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2014 Your First College Year Survey

CIRP Theme

Academic Outcomes

First-Time, Full-time Freshmen

Academic Outcomes illustrates changes to academic skills and abilities during college and how students' academic skills compare to their peers.

See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication, Civic Awareness, Academic Adjustment, Academic Self-Concept; CIRP Themes: Active and Collaborative Learning, Academic Enhancement Experiences, Written and Oral Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Ask questions in class										Habits of Mind
Frequently / Occasionally	87.9%	90.2%	84.2%	87.3%	88.1%	83.9%	88.0%	90.9%	84.3%	
Mean	2.04	2.16	2.07	2.00	2.12	2.08	2.06	2.17	2.07	
Standard deviation	0.53	0.57	0.62	0.51	0.59	0.63	0.54	0.57	0.61	
Significance	-	***		-	*		-	**		
Effect size	-	-0.21	-0.05	-	-0.20	-0.13	-	-0.19	-0.02	
Support your opinions with a logical argument										Habits of Mind
Frequently / Occasionally	88.0%	92.7%	95.0%	91.2%	93.1%	96.0%	86.7%	92.6%	94.5%	
Mean	2.21	2.37	2.50	2.26	2.38	2.55	2.19	2.37	2.48	
Standard deviation	0.64	0.62	0.59	0.61	0.61	0.57	0.65	0.62	0.60	
Significance	-	***	***	-		***	-	***	***	
Effect size	-	-0.26	-0.49	-	-0.20	-0.51	-	-0.29	-0.48	
Seek solutions to problems and explain them to others										Habits of Mind
Frequently / Occasionally	91.4%	94.4%	96.0%	91.3%	94.8%	96.3%	91.3%	94.3%	95.8%	
Mean	2.32	2.42	2.50	2.34	2.42	2.53	2.31	2.42	2.49	
Standard deviation	0.63	0.60	0.58	0.63	0.59	0.57	0.62	0.60	0.58	
Significance	-	**	***	-		***	-	**	***	
Effect size	-	-0.17	-0.31	-	-0.14	-0.33	-	-0.18	-0.31	
Revise your papers to improve your writing										Habits of Mind
Frequently / Occasionally	94.5%	95.4%	95.5%	94.4%	94.0%	93.8%	94.5%	95.8%	96.3%	
Mean	2.43	2.55	2.57	2.30	2.44	2.47	2.49	2.59	2.61	
Standard deviation	0.60	0.58	0.58	0.57	0.61	0.61	0.60	0.57	0.56	
Significance	-	***	***	-	*	**	-	**	***	
Effect size	-	-0.21	-0.24	-	-0.23	-0.28	-	-0.18	-0.21	
Evaluate the quality or reliability of information you received										Habits of Mind
Frequently / Occasionally	94.3%	95.1%	95.0%	94.5%	94.1%	95.0%	94.2%	95.5%	95.1%	
Mean	2.36	2.44	2.46	2.36	2.41	2.46	2.36	2.46	2.47	
Standard deviation	0.59	0.59	0.59	0.59	0.60	0.59	0.59	0.58	0.59	
Significance	-	*	***	-			-	**	**	
Effect size	-	-0.14	-0.17	-	-0.08	-0.17	-	-0.17	-0.19	



Academic Outcomes illustrates changes to academic skills and abilities during college and how students' academic skills compare to their peers.

See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication, Civic Awareness, Academic Adjustment, Academic Self-Concept; CIRP Themes: Active and Collaborative Learning, Academic Enhancement Experiences, Written and Oral Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Take a risk because you felt you had more to gain										Habits of Mind
Frequently / Occasionally	87.3%	88.3%	89.4%	86.5%	89.8%	90.7%	87.7%	87.8%	88.7%	
Mean	2.17	2.22	2.24	2.20	2.27	2.30	2.16	2.21	2.21	
Standard deviation	0.63	0.64	0.63	0.66	0.63	0.63	0.62	0.64	0.63	
Significance	-		*	-			-			
Effect size	-	-0.08	-0.11	-	-0.11	-0.16	-	-0.08	-0.08	
Seek alternative solutions to a problem										Habits of Mind
Frequently / Occasionally	95.6%	96.6%	95.8%	95.3%	97.0%	95.7%	95.7%	96.5%	95.9%	
Mean	2.37	2.44	2.42	2.37	2.46	2.43	2.37	2.43	2.42	
Standard deviation	0.57	0.56	0.57	0.58	0.56	0.57	0.56	0.56	0.57	
Significance	-	*		-			-			
Effect size	-	-0.13	-0.09	-	-0.16	-0.11	-	-0.11	-0.09	
Look up scientific research articles and resources										Habits of Mind
Frequently / Occasionally	84.0%	86.9%	85.7%	85.7%	85.4%	85.5%	83.4%	87.4%	85.9%	
Mean	2.19	2.29	2.25	2.17	2.25	2.22	2.19	2.31	2.27	
Standard deviation	0.69	0.69	0.69	0.66	0.69	0.68	0.70	0.68	0.69	
Significance	-	**		-			-	**	*	
Effect size	-	-0.14	-0.09	-	-0.12	-0.07	-	-0.18	-0.12	
Explore topics on your own, even though it was not required for a class										Habits of Mind
Frequently / Occasionally	79.0%	81.9%	84.9%	86.5%	85.6%	88.2%	76.0%	80.5%	83.5%	
Mean	2.03	2.15	2.19	2.13	2.21	2.26	1.99	2.13	2.15	
Standard deviation	0.67	0.70	0.67	0.62	0.67	0.66	0.69	0.71	0.68	
Significance	-	**	***	-		*	-	**	***	
Effect size	-	-0.17	-0.24	-	-0.12	-0.20	-	-0.20	-0.24	
Accept mistakes as part of the learning process										Habits of Mind
Frequently / Occasionally	96.4%	97.0%	97.0%	92.8%	95.1%	95.8%	97.8%	97.7%	97.6%	
Mean	2.51	2.58	2.59	2.40	2.51	2.57	2.55	2.61	2.61	
Standard deviation	0.57	0.55	0.55	0.62	0.59	0.57	0.54	0.53	0.54	
Significance	-	*	**	-		**	-			
Effect size	-	-0.13	-0.15	-	-0.19	-0.30	-	-0.11	-0.11	



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Seek feedback on your academic work										
Frequently / Occasionally	91.5%	93.8%	94.3%	87.3%	90.6%	92.5%	93.2%	94.9%	95.1%	Habits of Mind
Mean	2.36	2.46	2.47	2.27	2.34	2.38	2.40	2.50	2.51	
Standard deviation	0.63	0.61	0.60	0.67	0.64	0.62	0.61	0.59	0.59	
Significance	-	**	***	-			-	**	**	
Effect size	-	-0.16	-0.18	-	-0.11	-0.18	-	-0.17	-0.19	
Integrate skills and knowledge from different sources and experience										
Frequently / Occasionally	95.3%	97.3%	98.1%	92.8%	94.8%	97.1%	96.3%	98.2%	98.6%	
Mean	2.41	2.56	2.62	2.37	2.50	2.57	2.42	2.58	2.64	
Standard deviation	0.58	0.55	0.52	0.62	0.60	0.55	0.56	0.53	0.51	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	-0.27	-0.40	-	-0.22	-0.36	-	-0.30	-0.43	
Since entering this college, how often have you felt:										
That your courses inspired you to think in new ways										
Frequently / Occasionally	82.0%	86.5%	89.6%	81.0%	84.2%	87.2%	82.5%	87.3%	90.7%	
Mean	2.04	2.21	2.28	1.94	2.14	2.21	2.08	2.24	2.32	
Standard deviation	0.63	0.66	0.64	0.57	0.66	0.65	0.65	0.66	0.64	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	0.26	0.38	-	0.30	0.42	-	0.24	0.38	
Rate yourself on each of the following traits as compared with the average person your age.										
Academic ability										
Highest 10% / Above average	44.9%	48.6%	64.6%	49.6%	54.5%	71.9%	43.2%	46.4%	61.1%	Academic Self-Concept
Mean	3.51	3.51	3.78	3.58	3.58	3.94	3.48	3.49	3.71	
Standard deviation	0.75	0.86	0.84	0.77	0.90	0.88	0.73	0.85	0.81	
Significance	-		***	-		***	-		***	
Effect size	-	0.00	-0.32	-	0.00	-0.41	-	-0.01	-0.28	
Mathematical ability										
Highest 10% / Above average	33.2%	34.9%	45.9%	39.2%	45.0%	58.7%	31.0%	31.2%	39.8%	Academic



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.19	3.17	3.38	3.37	3.38	3.64	3.12	3.09	3.25	Academic Self-Concept
Standard deviation	0.94	0.98	1.00	0.96	1.03	1.00	0.92	0.96	0.97	
Significance	-	-	***	-	-	**	-	-	*	
Effect size	-	0.02	-0.19	-	-0.01	-0.27	-	0.03	-0.13	
Self-confidence (intellectual)										Academic Self-Concept
Highest 10% / Above average	46.8%	49.5%	55.1%	61.6%	62.4%	68.4%	41.2%	44.9%	48.7%	
Mean	3.49	3.48	3.58	3.72	3.69	3.83	3.40	3.40	3.46	
Standard deviation	0.87	0.98	0.96	0.89	1.01	0.97	0.85	0.95	0.94	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.01	-0.09	-	0.03	-0.11	-	0.00	-0.06	
Writing ability										
Highest 10% / Above average	35.2%	44.4%	53.3%	30.0%	41.3%	54.0%	37.1%	45.5%	53.0%	
Mean	3.25	3.40	3.55	3.08	3.29	3.54	3.31	3.44	3.56	
Standard deviation	0.92	0.94	0.92	0.94	1.00	0.97	0.90	0.92	0.90	
Significance	-	**	***	-	*	***	-	*	***	
Effect size	-	-0.16	-0.33	-	-0.21	-0.47	-	-0.14	-0.28	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
General knowledge										
A major strength / Somewhat strong	60.8%	70.8%	73.6%	64.3%	76.0%	81.0%	59.5%	69.0%	70.0%	
Mean	3.81	3.95	3.97	3.86	4.03	4.14	3.80	3.92	3.89	
Standard deviation	0.78	0.76	0.78	0.80	0.75	0.76	0.77	0.76	0.77	
Significance	-	**	***	-	*	***	-	*		
Effect size	-	-0.18	-0.21	-	-0.23	-0.37	-	-0.16	-0.12	
Knowledge of a particular field or discipline										
A major strength / Somewhat strong	62.2%	69.5%	71.9%	65.2%	75.6%	78.7%	61.1%	67.3%	68.6%	
Mean	3.82	3.93	3.95	3.88	4.03	4.08	3.80	3.89	3.88	
Standard deviation	0.79	0.78	0.78	0.81	0.78	0.79	0.78	0.77	0.77	
Significance	-	*	**	-	-	*	-	-		
Effect size	-	-0.14	-0.17	-	-0.19	-0.25	-	-0.12	-0.10	
Ability to conduct research										
A major strength / Somewhat strong	38.2%	48.7%	47.3%	41.9%	51.9%	52.7%	36.7%	47.6%	44.8%	

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



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Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.37	3.53	3.46	3.43	3.57	3.57	3.35	3.52	3.41	
Standard deviation	0.80	0.85	0.91	0.79	0.88	0.91	0.81	0.84	0.90	
Significance	-	***		-			-	**		
Effect size	-	-0.19	-0.10	-	-0.16	-0.15	-	-0.20	-0.07	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
Critical thinking skills										
A major strength / Somewhat strong	58.0%	66.0%	73.0%	59.8%	71.6%	78.3%	57.3%	64.1%	70.6%	
Mean	3.73	3.90	4.00	3.74	3.99	4.13	3.73	3.86	3.95	
Standard deviation	0.82	0.82	0.83	0.87	0.84	0.82	0.80	0.81	0.82	
Significance	-	***	***	-	**	***	-	*	***	
Effect size	-	-0.21	-0.33	-	-0.30	-0.48	-	-0.16	-0.27	
Problem-solving skills										
A major strength / Somewhat strong	61.3%	68.7%	74.7%	63.0%	76.4%	81.2%	60.6%	66.0%	71.6%	
Mean	3.81	3.94	4.04	3.84	4.09	4.19	3.80	3.89	3.96	
Standard deviation	0.81	0.82	0.81	0.83	0.80	0.78	0.80	0.82	0.82	
Significance	-	**	***	-	**	***	-		**	
Effect size	-	-0.16	-0.28	-	-0.31	-0.45	-	-0.11	-0.20	
Since entering this college, indicate how often you:										
Applied concepts from courses to everyday life										
Frequently / Occasionally	81.5%	85.6%	84.8%	78.1%	84.6%	82.8%	82.7%	85.9%	85.8%	
Mean	1.97	2.09	2.07	1.90	2.07	2.03	2.00	2.10	2.08	
Standard deviation	0.59	0.61	0.61	0.57	0.61	0.61	0.59	0.61	0.60	
Significance	-	***	**	-	*	*	-	*	*	
Effect size	-	-0.20	-0.16	-	-0.28	-0.21	-	-0.16	-0.13	



Interaction with Faculty relates to amount of time students spend with faculty and students' perceptions of faculty support.

See also — CIRP Construct: Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering college, how often have you interacted with the following people:										
Faculty during office hours										
Once a week or less	85.4%	86.2%	90.2%	81.7%	81.6%	89.0%	86.8%	87.7%	90.7%	Faculty Interaction
Mean	2.95	2.91	2.72	3.06	3.02	2.76	2.91	2.87	2.70	
Standard deviation	1.33	1.31	1.22	1.38	1.38	1.24	1.32	1.28	1.20	
Significance	-	-	***	-	-	**	-	-	**	
Effect size	-	0.03	0.19	-	0.03	0.24	-	0.03	0.18	
Faculty outside of class or office hours										
Once a week or less	88.8%	89.1%	91.9%	84.9%	86.8%	91.1%	90.3%	89.9%	92.4%	Faculty Interaction
Mean	2.51	2.53	2.34	2.78	2.73	2.42	2.40	2.45	2.30	
Standard deviation	1.40	1.39	1.28	1.47	1.42	1.32	1.36	1.37	1.26	
Significance	-	-	**	-	-	**	-	-	-	
Effect size	-	-0.01	0.13	-	0.04	0.27	-	0.04	0.08	
Since entering this college, how often have you felt:										
That faculty provided me with feedback that helped me assess my progress in class										
Frequently / Occasionally	89.0%	91.3%	91.2%	86.4%	87.8%	89.1%	90.0%	92.6%	92.3%	
Mean	2.21	2.31	2.29	2.10	2.22	2.23	2.26	2.34	2.32	
Standard deviation	0.62	0.62	0.62	0.60	0.64	0.63	0.63	0.61	0.61	
Significance	-	**	**	-	-	*	-	*	-	
Effect size	-	-0.16	-0.13	-	-0.19	-0.21	-	-0.13	-0.10	
That my contributions were valued in class										
Frequently / Occasionally	83.5%	89.5%	89.1%	80.8%	86.6%	86.8%	84.6%	90.5%	90.1%	
Mean	2.07	2.24	2.25	1.98	2.17	2.22	2.10	2.26	2.27	
Standard deviation	0.63	0.63	0.64	0.61	0.64	0.66	0.63	0.62	0.63	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	-0.27	-0.28	-	-0.30	-0.36	-	-0.26	-0.27	



Interaction with Faculty relates to amount of time students spend with faculty and students' perceptions of faculty support.

See also — CIRP Construct: Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you felt:										
That faculty encouraged me to ask questions and participate in discussions										
Frequently / Occasionally	90.5%	92.8%	93.6%	92.0%	92.0%	92.3%	90.0%	93.0%	94.2%	
Mean	2.31	2.43	2.46	2.26	2.40	2.42	2.32	2.45	2.48	
Standard deviation	0.63	0.63	0.61	0.60	0.63	0.63	0.65	0.62	0.60	
Significance	-	***	***	-	*	**	-	***	***	
Effect size	-	-0.19	-0.25	-	-0.22	-0.25	-	-0.21	-0.27	
Since entering this college, how has it been to:										
Understand what your professors expect of you academically										
Very easy / Somewhat easy	79.0%	76.0%	77.8%	74.8%	74.3%	77.7%	80.7%	76.5%	77.9%	Academic Adjustment
Mean	3.06	3.02	3.01	2.92	2.98	3.00	3.10	3.04	3.02	
Standard deviation	0.71	0.80	0.74	0.73	0.79	0.73	0.70	0.80	0.74	
Significance	-			-			-			
Effect size	-	0.05	0.07	-	-0.08	-0.11	-	0.08	0.11	
Since entering this college, how often have you:										
Been a guest in a professor's home										
Frequently / Occasionally	16.4%	11.5%	10.8%	19.5%	16.0%	13.9%	15.2%	10.0%	9.2%	
Mean	1.18	1.13	1.12	1.21	1.18	1.16	1.17	1.11	1.10	
Standard deviation	0.42	0.38	0.36	0.45	0.45	0.42	0.41	0.35	0.33	
Significance	-	*	**	-			-	*	***	
Effect size	-	0.13	0.17	-	0.07	0.12	-	0.17	0.21	
Asked a professor for advice after class										
Frequently / Occasionally	79.4%	84.1%	80.9%	84.6%	86.7%	82.7%	77.4%	83.2%	80.0%	Faculty Interaction
Mean	1.96	2.05	1.99	1.98	2.06	2.01	1.95	2.05	1.98	
Standard deviation	0.61	0.61	0.61	0.54	0.57	0.60	0.63	0.62	0.62	
Significance	-	**		-			-	*		
Effect size	-	-0.15	-0.05	-	-0.14	-0.05	-	-0.16	-0.05	



Interaction with Faculty relates to amount of time students spend with faculty and students' perceptions of faculty support.

See also — CIRP Construct: Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please indicate the extent to which you agree or disagree with the following statements:										
Faculty showed concern about my progress										
Strongly agree / Agree	66.4%	68.3%	67.7%	64.9%	70.9%	68.8%	66.9%	67.5%	67.1%	
Mean	2.71	2.74	2.72	2.69	2.78	2.73	2.72	2.73	2.72	
Standard deviation	0.77	0.80	0.80	0.76	0.80	0.80	0.78	0.80	0.80	
Significance	-			-			-			
Effect size	-	-0.04	-0.01	-	-0.11	-0.05	-	-0.01	0.00	
Faculty empower me to learn here										
Strongly agree / Agree	79.6%	82.8%	84.3%	79.5%	83.4%	82.9%	79.6%	82.6%	85.0%	
Mean	2.92	2.99	3.01	2.90	3.00	2.99	2.92	2.99	3.03	
Standard deviation	0.62	0.63	0.64	0.61	0.65	0.65	0.63	0.63	0.63	
Significance	-	*	**	-			-		**	
Effect size	-	-0.11	-0.14	-	-0.15	-0.14	-	-0.11	-0.17	
Faculty believe in my potential to succeed academically										
Strongly agree / Agree	81.1%	84.1%	84.1%	79.3%	82.8%	82.6%	81.7%	84.7%	84.7%	
Mean	2.98	3.05	3.04	2.95	3.04	3.02	2.99	3.06	3.05	
Standard deviation	0.67	0.67	0.68	0.66	0.69	0.68	0.68	0.66	0.67	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.13	-0.10	-	-0.11	-0.09	
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation										
Strongly agree / Agree	30.4%	29.6%	26.2%	33.6%	30.4%	26.4%	29.2%	29.3%	26.0%	
Mean	2.12	2.08	2.03	2.11	2.08	2.00	2.13	2.08	2.05	
Standard deviation	0.79	0.81	0.81	0.88	0.83	0.84	0.75	0.80	0.80	
Significance	-		*	-			-			
Effect size	-	0.05	0.11	-	0.04	0.13	-	0.06	0.10	
Please indicate the extent to which you agree or disagree with the following statements:										
Faculty encouraged me to meet with them outside of class										
Strongly agree / Agree	70.7%	74.2%	79.4%	67.2%	73.2%	78.6%	72.0%	74.6%	79.7%	
Mean	2.79	2.85	2.94	2.72	2.81	2.93	2.82	2.86	2.94	



Interaction with Faculty relates to amount of time students spend with faculty and students' perceptions of faculty support.

See also — CIRP Construct: Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Standard deviation	0.73	0.71	0.69	0.74	0.73	0.70	0.72	0.71	0.68	
Significance	-		***	-		**	-		**	
Effect size	-	-0.08	-0.22	-	-0.12	-0.30	-	-0.06	-0.18	
At least one faculty member has taken an interest in my development										
Strongly agree / Agree	77.1%	80.0%	76.5%	78.7%	80.8%	75.8%	76.5%	79.7%	76.8%	
Mean	2.92	3.00	2.96	2.91	3.03	2.96	2.92	2.99	2.96	
Standard deviation	0.74	0.73	0.76	0.71	0.73	0.78	0.76	0.73	0.76	
Significance	-			-			-			
Effect size	-	-0.11	-0.05	-	-0.16	-0.06	-	-0.10	-0.05	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Amount of contact with faculty										Faculty Interaction
Very satisfied / Satisfied	53.2%	61.3%	61.3%	49.1%	62.7%	62.3%	54.8%	60.7%	60.7%	
Mean	3.60	3.70	3.67	3.54	3.72	3.69	3.63	3.70	3.66	
Standard deviation	0.88	0.84	0.87	0.86	0.84	0.90	0.88	0.83	0.86	
Significance	-	*		-			-			
Effect size	-	-0.12	-0.08	-	-0.21	-0.17	-	-0.08	-0.03	
Since entering this college have you:										
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry										
Yes	61.8%	46.0%	40.2%	60.6%	48.2%	40.5%	62.2%	45.2%	40.1%	
Communicated regularly with your professors										Faculty Interaction
Yes	52.3%	55.2%	47.8%	41.3%	51.1%	44.4%	56.3%	56.6%	49.5%	
Since entering this college, indicate how often you:										
Worked on a professor's research project										
Frequently / Occasionally	40.6%	36.3%	21.0%	44.3%	42.9%	23.3%	39.2%	34.1%	19.9%	
Mean	1.48	1.45	1.27	1.53	1.53	1.29	1.47	1.43	1.25	
Standard deviation	0.64	0.65	0.56	0.65	0.68	0.57	0.63	0.64	0.55	
Significance	-		***	-		***	-		***	
Effect size	-	0.05	0.38	-	0.00	0.42	-	0.06	0.40	



Interaction with Faculty relates to amount of time students spend with faculty and students' perceptions of faculty support.

See also — CIRP Construct: Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Received from your professor advice or guidance about your educational program										Faculty Interaction
Frequently / Occasionally	66.2%	65.7%	59.7%	67.9%	68.8%	61.1%	65.6%	64.7%	59.0%	
Mean	1.76	1.80	1.72	1.73	1.80	1.71	1.77	1.81	1.72	
Standard deviation	0.62	0.67	0.66	0.54	0.62	0.63	0.64	0.69	0.68	
Significance	-			-			-			
Effect size	-	-0.06	0.06	-	-0.11	0.03	-	-0.06	0.07	



2014 Your First College Year Survey
CIRP Theme
Academic Enhancement Experiences
First-Time, Full-time Freshmen

Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning.
See also — CIRP Constructs: Leadership; CIRP Themes: Academic Outcomes, Active and Collaborative Learning.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you utilized the following services:										
Study skills advising										
Frequently / Occasionally	56.1%	52.3%	37.9%	61.8%	56.2%	38.2%	53.9%	50.9%	37.8%	
Mean	1.71	1.67	1.48	1.72	1.68	1.46	1.71	1.67	1.49	
Standard deviation	0.71	0.72	0.67	0.63	0.68	0.63	0.74	0.74	0.69	
Significance	-		***	-		***	-		***	
Effect size	-	0.06	0.34	-	0.06	0.41	-	0.05	0.32	
Writing center										
Frequently / Occasionally	43.8%	45.6%	37.9%	51.2%	48.0%	36.2%	40.9%	44.7%	38.8%	
Mean	1.54	1.58	1.47	1.60	1.60	1.43	1.51	1.58	1.48	
Standard deviation	0.67	0.71	0.65	0.65	0.70	0.62	0.68	0.71	0.66	
Significance	-		*	-		**	-			
Effect size	-	-0.06	0.11	-	0.00	0.27	-	-0.10	0.05	
Academic advising										
Frequently / Occasionally	91.6%	86.4%	87.7%	91.8%	83.9%	83.2%	91.6%	87.3%	90.0%	
Mean	2.10	2.08	2.06	2.07	2.02	1.98	2.11	2.10	2.10	
Standard deviation	0.51	0.59	0.55	0.48	0.59	0.57	0.51	0.59	0.54	
Significance	-			-			-			
Effect size	-	0.03	0.07	-	0.08	0.16	-	0.02	0.02	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
Ability to work as part of a team										
A major strength / Somewhat strong	62.3%	71.0%	72.9%	63.4%	73.4%	73.7%	62.0%	70.1%	72.6%	
Mean	3.85	3.96	3.99	3.89	4.00	3.99	3.84	3.95	3.98	
Standard deviation	0.85	0.83	0.83	0.90	0.87	0.85	0.83	0.82	0.82	
Significance	-	*	**	-			-	*	**	
Effect size	-	-0.13	-0.17	-	-0.13	-0.12	-	-0.13	-0.17	
Since entering this college have you:										
Taken an honors course										
Yes	26.3%	15.5%	15.3%	27.4%	18.9%	17.6%	25.9%	14.3%	14.2%	



2014 Your First College Year Survey
CIRP Theme
Academic Enhancement Experiences
First-Time, Full-time Freshmen

Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning.
See also — CIRP Constructs: Leadership; CIRP Themes: Academic Outcomes, Active and Collaborative Learning.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Taken a remedial or developmental course										
Yes	25.1%	24.8%	13.5%	22.6%	24.0%	11.6%	26.0%	25.0%	14.4%	
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)										
Yes	20.1%	25.5%	15.4%	16.8%	24.6%	14.4%	21.3%	25.7%	15.9%	
Participated in an academic support program										
Yes	14.3%	12.1%	10.8%	13.2%	16.4%	11.2%	14.7%	10.7%	10.7%	
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry										
Yes	61.8%	46.0%	40.2%	60.6%	48.2%	40.5%	62.2%	45.2%	40.1%	
Taken a course or first-year seminar designed to help students adjust to college-level academics										
Yes	67.5%	54.2%	39.0%	64.4%	55.6%	37.3%	68.6%	53.8%	39.7%	
Taken a course or first-year seminar designed to help students adjust to college life										
Yes	71.1%	58.1%	38.1%	63.8%	57.5%	34.7%	73.8%	58.3%	39.7%	
Since entering this college, indicate how often you:										
Contributed to class discussions										
Frequently / Occasionally	92.7%	94.5%	94.8%	95.1%	95.1%	94.5%	91.8%	94.2%	95.1%	
Mean	2.17	2.28	2.32	2.17	2.29	2.33	2.17	2.28	2.31	
Standard deviation	0.54	0.56	0.56	0.49	0.55	0.58	0.55	0.56	0.56	
Significance	-	***	***	-	-	**	-	**	***	
Effect size	-	-0.20	-0.27	-	-0.22	-0.28	-	-0.20	-0.25	
Since entering this college, indicate how often you:										
Received tutoring										
Frequently / Occasionally	62.8%	49.6%	43.0%	64.1%	53.6%	41.1%	62.3%	48.4%	43.8%	
Mean	1.76	1.60	1.51	1.75	1.62	1.46	1.76	1.59	1.53	
Standard deviation	0.67	0.66	0.64	0.64	0.64	0.59	0.68	0.67	0.66	
Significance	-	***	***	-	-	***	-	***	***	
Effect size	-	0.24	0.39	-	0.20	0.49	-	0.25	0.35	
Worked on a professor's research project										
Frequently / Occasionally	40.6%	36.3%	21.0%	44.3%	42.9%	23.3%	39.2%	34.1%	19.9%	
Mean	1.48	1.45	1.27	1.53	1.53	1.29	1.47	1.43	1.25	

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



2014 Your First College Year Survey
CIRP Theme
Academic Enhancement Experiences
First-Time, Full-time Freshmen

Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning.
See also — CIRP Constructs: Leadership; CIRP Themes: Academic Outcomes, Active and Collaborative Learning.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Standard deviation	0.64	0.65	0.56	0.65	0.68	0.57	0.63	0.64	0.55	
Significance	-		***	-		***	-		***	
Effect size	-	0.05	0.38	-	0.00	0.42	-	0.06	0.40	
Worked with classmates on group projects during class										
Frequently / Occasionally	86.8%	88.5%	82.3%	92.4%	88.6%	81.8%	84.7%	88.5%	82.5%	
Mean	2.09	2.14	2.03	2.15	2.11	2.01	2.06	2.15	2.04	
Standard deviation	0.59	0.59	0.62	0.53	0.58	0.61	0.60	0.60	0.63	
Significance	-			-		*	-	*		
Effect size	-	-0.08	0.10	-	0.07	0.23	-	-0.15	0.03	
Worked with classmates on group projects outside of class										
Frequently / Occasionally	88.3%	85.3%	85.3%	90.5%	83.7%	84.6%	87.5%	85.8%	85.5%	
Mean	2.11	2.08	2.07	2.09	2.02	2.05	2.12	2.10	2.07	
Standard deviation	0.58	0.61	0.60	0.52	0.59	0.60	0.59	0.61	0.60	
Significance	-			-			-			
Effect size	-	0.05	0.07	-	0.12	0.07	-	0.03	0.08	
Made a presentation in class										
Frequently / Occasionally	84.6%	86.9%	82.7%	85.9%	86.9%	81.5%	84.1%	86.8%	83.4%	
Mean	2.03	2.13	2.00	1.98	2.09	1.97	2.05	2.14	2.02	
Standard deviation	0.58	0.61	0.59	0.52	0.59	0.59	0.60	0.62	0.59	
Significance	-	**		-			-	*		
Effect size	-	-0.16	0.05	-	-0.19	0.02	-	-0.15	0.05	



2014 Your First College Year Survey
CIRP Theme
Active and Collaborative Learning
First-Time, Full-time Freshmen

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Ask questions in class										
Frequently / Occasionally	87.9%	90.2%	84.2%	87.3%	88.1%	83.9%	88.0%	90.9%	84.3%	Habits of Mind
Mean	2.04	2.16	2.07	2.00	2.12	2.08	2.06	2.17	2.07	
Standard deviation	0.53	0.57	0.62	0.51	0.59	0.63	0.54	0.57	0.61	
Significance	-	***		-	*		-	**		
Effect size	-	-0.21	-0.05	-	-0.20	-0.13	-	-0.19	-0.02	
Seek feedback on your academic work										
Frequently / Occasionally	91.5%	93.8%	94.3%	87.3%	90.6%	92.5%	93.2%	94.9%	95.1%	Habits of Mind
Mean	2.36	2.46	2.47	2.27	2.34	2.38	2.40	2.50	2.51	
Standard deviation	0.63	0.61	0.60	0.67	0.64	0.62	0.61	0.59	0.59	
Significance	-	**	***	-			-	**	**	
Effect size	-	-0.16	-0.18	-	-0.11	-0.18	-	-0.17	-0.19	
Integrate skills and knowledge from different sources and experiences										
Frequently / Occasionally	95.3%	97.3%	98.1%	92.8%	94.8%	97.1%	96.3%	98.2%	98.6%	
Mean	2.41	2.56	2.62	2.37	2.50	2.57	2.42	2.58	2.64	
Standard deviation	0.58	0.55	0.52	0.62	0.60	0.55	0.56	0.53	0.51	
Significance	-	***	***	-	*	***	-	***	***	
Effect size	-	-0.27	-0.40	-	-0.22	-0.36	-	-0.30	-0.43	
Since entering this college, how often have you:										
Tutored another student										
Frequently / Occasionally	55.1%	47.2%	48.5%	62.9%	55.3%	55.6%	52.1%	44.4%	45.1%	
Mean	1.64	1.55	1.57	1.72	1.64	1.66	1.61	1.52	1.53	
Standard deviation	0.63	0.64	0.65	0.62	0.64	0.66	0.64	0.64	0.64	
Significance	-	*	*	-			-	*	*	
Effect size	-	0.14	0.11	-	0.13	0.09	-	0.14	0.13	
Studied with other students										
Frequently / Occasionally	93.2%	88.6%	91.7%	93.1%	89.5%	91.3%	93.2%	88.2%	91.9%	
Mean	2.30	2.23	2.30	2.25	2.20	2.28	2.32	2.24	2.30	
Standard deviation	0.59	0.64	0.61	0.57	0.61	0.61	0.59	0.65	0.61	
Significance	-	*		-			-			
Effect size	-	0.11	0.00	-	0.08	-0.05	-	0.12	0.03	



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

2014 Your First College Year Survey
CIRP Theme
Active and Collaborative Learning
First-Time, Full-time Freshmen

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you:										
Posted on a course-related on-line discussion board										
Frequently / Occasionally	64.3%	61.4%	57.1%	57.3%	61.3%	58.0%	67.0%	61.4%	56.8%	
Mean	1.79	1.81	1.74	1.67	1.76	1.72	1.84	1.83	1.75	
Standard deviation	0.68	0.74	0.73	0.64	0.69	0.70	0.69	0.76	0.74	
Significance	-			-			-		*	
Effect size	-	-0.03	0.07	-	-0.13	-0.07	-	0.01	0.12	
Performed community service as part of class										
Frequently / Occasionally	30.6%	32.0%	22.9%	27.6%	34.5%	21.3%	31.8%	31.0%	23.7%	
Mean	1.35	1.38	1.28	1.32	1.41	1.25	1.37	1.37	1.30	
Standard deviation	0.57	0.60	0.56	0.55	0.60	0.52	0.57	0.60	0.57	
Significance	-		*	-			-		*	
Effect size	-	-0.05	0.13	-	-0.15	0.13	-	0.00	0.12	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Had meaningful and honest discussions about race/ethnic relations outside of class										
Very often / Often	36.1%	33.0%	35.9%	34.9%	34.5%	37.7%	36.5%	32.5%	35.0%	Cross-Racial Interaction-Positive
Mean	3.09	2.94	3.05	3.04	2.99	3.08	3.10	2.93	3.04	
Standard deviation	1.26	1.28	1.28	1.21	1.24	1.26	1.27	1.30	1.29	
Significance	-	*		-			-			
Effect size	-	0.12	0.03	-	0.04	-0.03	-	0.13	0.05	
Had intellectual discussions outside of class										
Very often / Often	40.0%	37.1%	45.2%	35.9%	36.0%	47.3%	41.5%	37.4%	44.2%	Cross-Racial Interaction-Positive
Mean	3.21	3.08	3.31	3.16	3.09	3.38	3.23	3.07	3.28	
Standard deviation	1.25	1.27	1.24	1.20	1.21	1.19	1.27	1.30	1.26	
Significance	-			-			-			
Effect size	-	0.10	-0.08	-	0.06	-0.18	-	0.12	-0.04	



2014 Your First College Year Survey
CIRP Theme
Active and Collaborative Learning
First-Time, Full-time Freshmen

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Studied or prepared for class										Cross-Racial Interaction-Positive
Very often / Often	48.1%	44.9%	52.3%	46.6%	46.0%	52.0%	48.6%	44.5%	52.5%	
Mean	3.41	3.27	3.47	3.28	3.26	3.46	3.46	3.28	3.48	
Standard deviation	1.21	1.31	1.30	1.18	1.29	1.26	1.21	1.32	1.32	
Significance	-			-			-	*		
Effect size	-	0.11	-0.05	-	0.02	-0.14	-	0.14	-0.02	
Since entering this college have you:										
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry										
Yes	61.8%	46.0%	40.2%	60.6%	48.2%	40.5%	62.2%	45.2%	40.1%	
Since entering this college, indicate how often you:										
Contributed to class discussions										
Frequently / Occasionally	92.7%	94.5%	94.8%	95.1%	95.1%	94.5%	91.8%	94.2%	95.1%	
Mean	2.17	2.28	2.32	2.17	2.29	2.33	2.17	2.28	2.31	
Standard deviation	0.54	0.56	0.56	0.49	0.55	0.58	0.55	0.56	0.56	
Significance	-	***	***	-		**	-	**	***	
Effect size	-	-0.20	-0.27	-	-0.22	-0.28	-	-0.20	-0.25	
Discussed course content with students outside of class										
Frequently / Occasionally	94.6%	92.9%	94.9%	94.3%	93.1%	95.2%	94.7%	92.8%	94.7%	
Mean	2.33	2.33	2.41	2.30	2.33	2.41	2.34	2.33	2.41	
Standard deviation	0.57	0.60	0.59	0.57	0.60	0.58	0.57	0.60	0.59	
Significance	-		*	-			-			
Effect size	-	0.00	-0.14	-	-0.05	-0.19	-	0.02	-0.12	
Since entering this college, indicate how often you:										
Received tutoring										
Frequently / Occasionally	62.8%	49.6%	43.0%	64.1%	53.6%	41.1%	62.3%	48.4%	43.8%	
Mean	1.76	1.60	1.51	1.75	1.62	1.46	1.76	1.59	1.53	
Standard deviation	0.67	0.66	0.64	0.64	0.64	0.59	0.68	0.67	0.66	

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



2014 Your First College Year Survey
CIRP Theme
Active and Collaborative Learning
First-Time, Full-time Freshmen

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-	***	***	-		***	-	***	***	
Effect size	-	0.24	0.39	-	0.20	0.49	-	0.25	0.35	
Worked on a professor's research project										
Frequently / Occasionally	40.6%	36.3%	21.0%	44.3%	42.9%	23.3%	39.2%	34.1%	19.9%	
Mean	1.48	1.45	1.27	1.53	1.53	1.29	1.47	1.43	1.25	
Standard deviation	0.64	0.65	0.56	0.65	0.68	0.57	0.63	0.64	0.55	
Significance	-		***	-		***	-		***	
Effect size	-	0.05	0.38	-	0.00	0.42	-	0.06	0.40	
Worked with classmates on group projects during class										
Frequently / Occasionally	86.8%	88.5%	82.3%	92.4%	88.6%	81.8%	84.7%	88.5%	82.5%	
Mean	2.09	2.14	2.03	2.15	2.11	2.01	2.06	2.15	2.04	
Standard deviation	0.59	0.59	0.62	0.53	0.58	0.61	0.60	0.60	0.63	
Significance	-			-		*	-	*		
Effect size	-	-0.08	0.10	-	0.07	0.23	-	-0.15	0.03	
Worked with classmates on group projects outside of class										
Frequently / Occasionally	88.3%	85.3%	85.3%	90.5%	83.7%	84.6%	87.5%	85.8%	85.5%	
Mean	2.11	2.08	2.07	2.09	2.02	2.05	2.12	2.10	2.07	
Standard deviation	0.58	0.61	0.60	0.52	0.59	0.60	0.59	0.61	0.60	
Significance	-			-			-			
Effect size	-	0.05	0.07	-	0.12	0.07	-	0.03	0.08	



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Academic Support and Courses
First-Time, Full-time Freshmen

Satisfaction with Academic Support and Courses gauges use of and satisfaction with campus academic support structures and types of coursework typically required in general education. See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework; CIRP Theme: Satisfaction with Services and Community.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Your overall academic experience										
Very satisfied / Satisfied	69.0%	73.0%	75.9%	62.9%	72.6%	74.6%	71.4%	73.1%	76.5%	Satisfaction Overall
Mean	3.85	3.90	3.94	3.73	3.86	3.90	3.90	3.91	3.95	
Standard deviation	0.81	0.86	0.88	0.83	0.84	0.90	0.80	0.87	0.87	
Significance	-		*	-		*	-			
Effect size	-	-0.06	-0.10	-	-0.15	-0.19	-	-0.01	-0.06	
Classroom facilities										
Very satisfied / Satisfied	72.9%	72.2%	73.1%	64.0%	68.4%	70.0%	76.3%	73.6%	74.7%	
Mean	3.95	3.92	3.91	3.82	3.83	3.84	4.00	3.95	3.94	
Standard deviation	0.75	0.80	0.83	0.81	0.83	0.85	0.72	0.79	0.81	
Significance	-			-			-			
Effect size	-	0.04	0.05	-	-0.01	-0.02	-	0.06	0.07	
Computer facilities/labs										
Very satisfied / Satisfied	74.4%	76.8%	76.8%	65.1%	71.7%	73.4%	78.0%	78.7%	78.4%	
Mean	4.00	4.04	4.02	3.85	3.94	3.94	4.05	4.07	4.06	
Standard deviation	0.77	0.81	0.81	0.80	0.84	0.85	0.75	0.80	0.79	
Significance	-			-			-			
Effect size	-	-0.05	-0.02	-	-0.11	-0.11	-	-0.03	-0.01	
Library facilities										
Very satisfied / Satisfied	72.9%	81.2%	83.7%	63.2%	78.6%	82.9%	76.8%	82.2%	84.1%	
Mean	3.99	4.21	4.22	3.81	4.15	4.18	4.06	4.23	4.24	
Standard deviation	0.82	0.80	0.79	0.87	0.83	0.83	0.79	0.78	0.77	
Significance	-	***	***	-	***	***	-	***	***	
Effect size	-	-0.28	-0.29	-	-0.41	-0.45	-	-0.22	-0.23	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Laboratory facilities and equipment										
Very satisfied / Satisfied	73.4%	74.7%	74.3%	62.2%	70.6%	70.6%	77.6%	76.1%	76.1%	
Mean	3.97	4.03	4.00	3.81	3.94	3.91	4.03	4.06	4.05	
Standard deviation	0.80	0.83	0.85	0.90	0.85	0.90	0.75	0.82	0.83	



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

2014 Your First College Year Survey
CIRP Theme
Satisfaction with Academic Support and Courses
First-Time, Full-time Freshmen

Satisfaction with Academic Support and Courses gauges use of and satisfaction with campus academic support structures and types of coursework typically required in general education. See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework; CIRP Theme: Satisfaction with Services and Community.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-			-			-			
Effect size	-	-0.07	-0.04	-	-0.15	-0.11	-	-0.04	-0.02	
Computing assistance										
Very satisfied / Satisfied	64.5%	66.9%	66.3%	57.0%	65.0%	64.2%	67.6%	67.7%	67.3%	
Mean	3.82	3.89	3.85	3.73	3.82	3.80	3.85	3.91	3.88	
Standard deviation	0.84	0.85	0.87	0.92	0.89	0.90	0.81	0.83	0.85	
Significance	-			-			-			
Effect size	-	-0.08	-0.03	-	-0.10	-0.08	-	-0.07	-0.04	
Academic advising										
Very satisfied / Satisfied	67.6%	69.1%	65.2%	60.5%	65.7%	64.1%	70.3%	70.3%	65.7%	
Mean	3.88	3.91	3.76	3.80	3.84	3.74	3.91	3.94	3.77	
Standard deviation	0.97	1.01	1.07	0.98	1.00	1.05	0.97	1.01	1.07	
Significance	-		*	-			-		*	
Effect size	-	-0.03	0.11	-	-0.04	0.06	-	-0.03	0.13	
First-year programs (e.g., first-year seminar, learning community, linked courses)										
Very satisfied / Satisfied	58.3%	61.2%	63.0%	57.9%	60.7%	61.5%	58.4%	61.4%	63.8%	Satisfaction with Coursework
Mean	3.64	3.74	3.76	3.65	3.73	3.72	3.63	3.75	3.78	
Standard deviation	1.10	1.06	1.00	1.07	1.03	1.00	1.12	1.08	1.00	
Significance	-		*	-			-		*	
Effect size	-	-0.09	-0.12	-	-0.08	-0.07	-	-0.11	-0.15	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Amount of contact with faculty										Faculty Interaction
Very satisfied / Satisfied	53.2%	61.3%	61.3%	49.1%	62.7%	62.3%	54.8%	60.7%	60.7%	
Mean	3.60	3.70	3.67	3.54	3.72	3.69	3.63	3.70	3.66	
Standard deviation	0.88	0.84	0.87	0.86	0.84	0.90	0.88	0.83	0.86	
Significance	-	*		-			-			
Effect size	-	-0.12	-0.08	-	-0.21	-0.17	-	-0.08	-0.03	
Racial/ethnic diversity of faculty										
Very satisfied / Satisfied	47.4%	52.6%	49.2%	49.5%	57.6%	50.9%	46.6%	50.8%	48.4%	
Mean	3.52	3.57	3.49	3.50	3.63	3.54	3.52	3.55	3.47	
Standard deviation	0.82	0.83	0.87	0.90	0.84	0.88	0.79	0.83	0.87	

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



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Academic Support and Courses
First-Time, Full-time Freshmen

Satisfaction with Academic Support and Courses gauges use of and satisfaction with campus academic support structures and types of coursework typically required in general education. See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework; CIRP Theme: Satisfaction with Services and Community.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-			-			-			
Effect size	-	-0.06	0.03	-	-0.15	-0.05	-	-0.04	0.06	
Class size										
Very satisfied / Satisfied	69.3%	75.3%	65.8%	67.0%	75.3%	61.9%	70.2%	75.3%	67.5%	
Mean	3.93	3.99	3.71	3.94	4.01	3.63	3.93	3.98	3.75	
Standard deviation	0.81	0.80	0.99	0.83	0.80	1.05	0.80	0.80	0.96	
Significance	-		***	-		**	-		**	
Effect size	-	-0.08	0.22	-	-0.09	0.30	-	-0.06	0.19	
Relevance of coursework to everyday life										
Very satisfied / Satisfied	46.5%	52.1%	52.2%	49.5%	53.7%	51.9%	45.3%	51.5%	52.3%	Satisfaction with Coursework
Mean	3.46	3.51	3.46	3.39	3.47	3.44	3.49	3.53	3.47	
Standard deviation	0.92	0.92	0.94	1.05	0.98	0.99	0.87	0.90	0.92	
Significance	-			-			-			
Effect size	-	-0.05	0.00	-	-0.08	-0.05	-	-0.04	0.02	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Relevance of coursework to future career plans										
Very satisfied / Satisfied	52.1%	57.0%	58.4%	51.3%	60.0%	59.0%	52.4%	55.8%	58.0%	Satisfaction with Coursework
Mean	3.53	3.60	3.59	3.47	3.63	3.61	3.56	3.59	3.58	
Standard deviation	0.96	0.96	0.97	1.07	0.97	1.00	0.92	0.96	0.96	
Significance	-			-			-			
Effect size	-	-0.07	-0.06	-	-0.16	-0.14	-	-0.03	-0.02	
Overall quality of instruction										
Very satisfied / Satisfied	59.8%	67.3%	72.1%	60.7%	67.7%	70.7%	59.5%	67.1%	72.8%	Satisfaction Overall
Mean	3.71	3.79	3.85	3.70	3.80	3.83	3.71	3.79	3.85	
Standard deviation	0.86	0.83	0.85	0.94	0.87	0.91	0.83	0.82	0.81	
Significance	-		**	-			-		**	
Effect size	-	-0.10	-0.16	-	-0.11	-0.14	-	-0.10	-0.17	
Overall college experience										
Very satisfied / Satisfied	65.5%	68.6%	71.0%	63.4%	69.9%	69.9%	66.3%	68.2%	71.5%	Satisfaction Overall
Mean	3.86	3.85	3.86	3.79	3.87	3.83	3.88	3.84	3.88	
Standard deviation	0.95	0.97	0.99	0.93	0.93	1.00	0.96	0.99	0.99	
Significance	-			-			-			



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Academic Support and Courses
First-Time, Full-time Freshmen

Satisfaction with Academic Support and Courses gauges use of and satisfaction with campus academic support structures and types of coursework typically required in general education. See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework; CIRP Theme: Satisfaction with Services and Community.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	0.01	0.00	-	-0.09	-0.04	-	0.04	0.00	
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?										
Definitely yes / Probably yes	78.7%	76.0%	77.1%	79.4%	77.8%	77.2%	78.4%	75.3%	77.0%	Satisfaction Overall
Mean	4.15	4.01	4.02	4.14	4.05	4.01	4.16	4.00	4.03	
Standard deviation	1.10	1.15	1.11	1.05	1.12	1.07	1.12	1.17	1.13	
Significance	-	*	*	-			-	*		
Effect size	-	0.12	0.12	-	0.08	0.12	-	0.14	0.12	



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Services and Community
First-Time, Full-time Freshmen

Satisfaction with Services and Community gauges use of and satisfaction with campus services and the general campus community.

See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework, Sense of Belonging; CIRP Theme: Satisfaction with Academic Support and Courses.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Academic advising										
Very satisfied / Satisfied	67.6%	69.1%	65.2%	60.5%	65.7%	64.1%	70.3%	70.3%	65.7%	
Mean	3.88	3.91	3.76	3.80	3.84	3.74	3.91	3.94	3.77	
Standard deviation	0.97	1.01	1.07	0.98	1.00	1.05	0.97	1.01	1.07	
Significance	-		*	-			-		*	
Effect size	-	-0.03	0.11	-	-0.04	0.06	-	-0.03	0.13	
Student housing (e.g., res. halls)										
Very satisfied / Satisfied	55.2%	56.0%	52.7%	55.2%	53.5%	48.6%	55.1%	56.9%	54.8%	
Mean	3.53	3.55	3.38	3.60	3.48	3.28	3.50	3.57	3.43	
Standard deviation	1.07	1.14	1.18	1.06	1.17	1.22	1.08	1.13	1.16	
Significance	-		*	-		**	-			
Effect size	-	-0.02	0.13	-	0.10	0.26	-	-0.06	0.06	
Financial aid office										
Very satisfied / Satisfied	51.8%	57.9%	51.8%	44.1%	52.0%	48.1%	54.5%	59.9%	53.4%	
Mean	3.51	3.66	3.53	3.40	3.56	3.49	3.56	3.70	3.55	
Standard deviation	1.00	0.99	1.00	0.99	1.00	1.01	1.00	0.98	1.00	
Significance	-	**		-			-	*		
Effect size	-	-0.15	-0.02	-	-0.16	-0.09	-	-0.14	0.01	
Financial aid package										
Very satisfied / Satisfied	50.0%	54.5%	51.2%	42.9%	48.2%	49.0%	52.6%	56.7%	52.1%	
Mean	3.52	3.60	3.47	3.45	3.51	3.46	3.55	3.64	3.48	
Standard deviation	0.97	1.02	1.12	0.95	1.04	1.14	0.98	1.01	1.10	
Significance	-			-			-			
Effect size	-	-0.08	0.04	-	-0.06	-0.01	-	-0.09	0.06	
Student health services										
Very satisfied / Satisfied	57.1%	60.0%	57.1%	49.1%	57.9%	55.3%	60.2%	60.8%	57.8%	
Mean	3.65	3.72	3.60	3.57	3.69	3.60	3.68	3.73	3.60	
Standard deviation	0.96	1.00	1.05	0.91	0.93	1.00	0.98	1.02	1.07	
Significance	-			-			-			
Effect size	-	-0.07	0.05	-	-0.13	-0.03	-	-0.05	0.07	



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Services and Community
First-Time, Full-time Freshmen

Satisfaction with Services and Community gauges use of and satisfaction with campus services and the general campus community.

See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework, Sense of Belonging; CIRP Theme: Satisfaction with Academic Support and Courses.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Student psychological services										
Very satisfied / Satisfied	51.7%	55.1%	51.7%	38.5%	48.0%	43.4%	56.7%	57.7%	55.4%	
Mean	3.68	3.76	3.64	3.51	3.63	3.51	3.75	3.80	3.70	
Standard deviation	0.83	0.87	0.94	0.83	0.86	0.92	0.82	0.87	0.95	
Significance	-			-			-			
Effect size	-	-0.09	0.04	-	-0.14	0.00	-	-0.06	0.05	
Orientation for new students										
Very satisfied / Satisfied	69.1%	69.0%	65.6%	61.3%	63.6%	61.6%	72.1%	70.9%	67.5%	
Mean	3.93	3.91	3.78	3.81	3.80	3.68	3.97	3.94	3.82	
Standard deviation	0.94	0.96	1.02	0.89	0.90	1.04	0.96	0.97	1.01	
Significance	-		**	-			-		*	
Effect size	-	0.02	0.15	-	0.01	0.13	-	0.03	0.15	
Opportunities for community service										
Very satisfied / Satisfied	60.3%	61.9%	62.3%	57.1%	58.8%	60.5%	61.5%	63.0%	63.2%	
Mean	3.82	3.83	3.79	3.77	3.77	3.74	3.83	3.85	3.81	
Standard deviation	0.89	0.92	0.96	0.90	0.92	0.98	0.89	0.93	0.96	
Significance	-			-			-			
Effect size	-	-0.01	0.03	-	0.00	0.03	-	-0.02	0.02	
Racial/ethnic diversity of student body										
Very satisfied / Satisfied	50.6%	54.6%	47.4%	49.5%	57.9%	48.0%	51.0%	53.5%	47.1%	
Mean	3.59	3.61	3.38	3.58	3.70	3.42	3.60	3.57	3.37	
Standard deviation	0.83	0.89	1.02	0.91	0.88	1.03	0.80	0.89	1.01	
Significance	-		***	-			-		***	
Effect size	-	-0.02	0.21	-	-0.14	0.16	-	0.03	0.23	
Interaction with other students										
Very satisfied / Satisfied	68.2%	70.5%	68.1%	71.1%	75.7%	67.6%	67.2%	68.6%	68.3%	
Mean	3.86	3.84	3.77	3.93	3.94	3.76	3.84	3.81	3.77	
Standard deviation	0.87	0.86	0.92	0.89	0.84	0.94	0.86	0.87	0.90	
Significance	-			-			-			
Effect size	-	0.02	0.10	-	-0.01	0.18	-	0.03	0.08	



2014 Your First College Year Survey
CIRP Theme
Satisfaction with Services and Community
First-Time, Full-time Freshmen

Satisfaction with Services and Community gauges use of and satisfaction with campus services and the general campus community.

See also — CIRP Constructs: Overall Satisfaction, Satisfaction with Coursework, Sense of Belonging; CIRP Theme: Satisfaction with Academic Support and Courses.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Respect for the expression of diverse beliefs										
Very satisfied / Satisfied	65.2%	72.4%	73.1%	63.9%	71.3%	70.0%	65.7%	72.7%	74.5%	
Mean	3.82	3.90	3.89	3.79	3.90	3.86	3.83	3.90	3.91	
Standard deviation	0.81	0.77	0.82	0.91	0.84	0.87	0.77	0.75	0.80	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.13	-0.08	-	-0.09	-0.10	
Availability of campus social activities										
Very satisfied / Satisfied	63.6%	66.9%	69.1%	61.4%	68.6%	65.4%	64.4%	66.2%	70.9%	
Mean	3.80	3.81	3.82	3.74	3.83	3.75	3.83	3.81	3.85	
Standard deviation	0.82	0.89	0.94	0.84	0.92	0.99	0.82	0.88	0.92	
Significance	-			-			-			
Effect size	-	-0.01	-0.02	-	-0.10	-0.01	-	0.02	-0.02	
Overall sense of community among students										
Very satisfied / Satisfied	61.9%	63.1%	61.3%	60.7%	67.8%	60.3%	62.4%	61.4%	61.7%	
Mean	3.78	3.72	3.63	3.72	3.76	3.58	3.80	3.70	3.65	
Standard deviation	0.88	0.94	1.04	0.90	0.91	1.05	0.87	0.95	1.03	
Significance	-		**	-			-		*	
Effect size	-	0.06	0.14	-	-0.04	0.13	-	0.11	0.15	
Overall college experience										
Very satisfied / Satisfied	65.5%	68.6%	71.0%	63.4%	69.9%	69.9%	66.3%	68.2%	71.5%	Satisfaction Overall
Mean	3.86	3.85	3.86	3.79	3.87	3.83	3.88	3.84	3.88	
Standard deviation	0.95	0.97	0.99	0.93	0.93	1.00	0.96	0.99	0.99	
Significance	-			-			-			
Effect size	-	0.01	0.00	-	-0.09	-0.04	-	0.04	0.00	
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?										
Definitely yes / Probably yes	78.7%	76.0%	77.1%	79.4%	77.8%	77.2%	78.4%	75.3%	77.0%	Satisfaction Overall
Mean	4.15	4.01	4.02	4.14	4.05	4.01	4.16	4.00	4.03	
Standard deviation	1.10	1.15	1.11	1.05	1.12	1.07	1.12	1.17	1.13	
Significance	-	*	*	-			-	*		
Effect size	-	0.12	0.12	-	0.08	0.12	-	0.14	0.12	



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

2014 Your First College Year Survey
CIRP Theme
Written and Oral Communication
First-Time, Full-time Freshmen

Written and Oral Communication illustrates to what extent written and oral communication skills change during college and how students' skills compare to their peers.
See also — CIRP Themes: Academic Outcomes, Academic Enhancement Experiences.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Revise your papers to improve your writing										
Frequently / Occasionally	94.5%	95.4%	95.5%	94.4%	94.0%	93.8%	94.5%	95.8%	96.3%	Habits of Mind
Mean	2.43	2.55	2.57	2.30	2.44	2.47	2.49	2.59	2.61	
Standard deviation	0.60	0.58	0.58	0.57	0.61	0.61	0.60	0.57	0.56	
Significance	-	***	***	-	*	**	-	**	***	
Effect size	-	-0.21	-0.24	-	-0.23	-0.28	-	-0.18	-0.21	
Since entering this college, how often have you utilized the following services:										
Writing center										
Frequently / Occasionally	43.8%	45.6%	37.9%	51.2%	48.0%	36.2%	40.9%	44.7%	38.8%	
Mean	1.54	1.58	1.47	1.60	1.60	1.43	1.51	1.58	1.48	
Standard deviation	0.67	0.71	0.65	0.65	0.70	0.62	0.68	0.71	0.66	
Significance	-		*	-		**	-			
Effect size	-	-0.06	0.11	-	0.00	0.27	-	-0.10	0.05	
Rate yourself on each of the following traits as compared with the average person your age.										
Public speaking ability										
Highest 10% / Above average	27.1%	31.3%	38.0%	38.4%	42.2%	47.4%	22.9%	27.4%	33.4%	Social Self-Concept
Mean	3.04	3.06	3.19	3.23	3.25	3.37	2.96	2.99	3.10	
Standard deviation	0.96	1.00	1.03	0.99	1.02	1.05	0.95	0.98	1.00	
Significance	-		**	-			-		*	
Effect size	-	-0.02	-0.15	-	-0.02	-0.13	-	-0.03	-0.14	
Writing ability										
Highest 10% / Above average	35.2%	44.4%	53.3%	30.0%	41.3%	54.0%	37.1%	45.5%	53.0%	
Mean	3.25	3.40	3.55	3.08	3.29	3.54	3.31	3.44	3.56	
Standard deviation	0.92	0.94	0.92	0.94	1.00	0.97	0.90	0.92	0.90	
Significance	-	**	***	-	*	***	-	*	***	
Effect size	-	-0.16	-0.33	-	-0.21	-0.47	-	-0.14	-0.28	



Written and Oral Communication illustrates to what extent written and oral communication skills change during college and how students' skills compare to their peers.
See also — CIRP Themes: Academic Outcomes, Academic Enhancement Experiences.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
Foreign language ability										
A major strength / Somewhat strong	17.5%	23.3%	38.6%	20.6%	24.9%	37.9%	16.5%	22.8%	38.9%	
Mean	2.54	2.70	3.08	2.56	2.70	3.04	2.53	2.70	3.10	
Standard deviation	1.15	1.18	1.22	1.17	1.21	1.24	1.14	1.18	1.21	
Significance	-	*	***	-		***	-	*	***	
Effect size	-	-0.14	-0.44	-	-0.12	-0.39	-	-0.14	-0.47	
Since entering this college, indicate how often you:										
Made a presentation in class										
Frequently / Occasionally	84.6%	86.9%	82.7%	85.9%	86.9%	81.5%	84.1%	86.8%	83.4%	
Mean	2.03	2.13	2.00	1.98	2.09	1.97	2.05	2.14	2.02	
Standard deviation	0.58	0.61	0.59	0.52	0.59	0.59	0.60	0.62	0.59	
Significance	-	**		-			-	*		
Effect size	-	-0.16	0.05	-	-0.19	0.02	-	-0.15	0.05	



Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Opportunities for community service										
Very satisfied / Satisfied	60.3%	61.9%	62.3%	57.1%	58.8%	60.5%	61.5%	63.0%	63.2%	
Mean	3.82	3.83	3.79	3.77	3.77	3.74	3.83	3.85	3.81	
Standard deviation	0.89	0.92	0.96	0.90	0.92	0.98	0.89	0.93	0.96	
Significance	-			-			-			
Effect size	-	-0.01	0.03	-	0.00	0.03	-	-0.02	0.02	
How would you currently rate yourself in the following areas:										
Ability to see the world from someone else's perspective										
A major strength / Somewhat strong	65.5%	71.7%	76.7%	58.0%	67.8%	74.3%	68.3%	73.0%	77.9%	Pluralistic Orientation
Mean	3.88	3.98	4.06	3.70	3.87	4.01	3.95	4.03	4.09	
Standard deviation	0.79	0.81	0.80	0.79	0.83	0.83	0.78	0.80	0.78	
Significance	-	*	***	-		***	-		**	
Effect size	-	-0.12	-0.23	-	-0.20	-0.37	-	-0.10	-0.18	
Tolerance of others with different beliefs										
A major strength / Somewhat strong	67.0%	73.4%	80.4%	63.6%	73.7%	79.5%	68.4%	73.3%	80.8%	Pluralistic Orientation
Mean	3.96	4.07	4.19	3.85	4.04	4.15	4.00	4.09	4.20	
Standard deviation	0.87	0.86	0.81	0.88	0.86	0.82	0.86	0.86	0.81	
Significance	-	*	***	-	*	***	-		***	
Effect size	-	-0.13	-0.28	-	-0.22	-0.37	-	-0.10	-0.25	
How would you currently rate yourself in the following areas:										
Openness to having my own views challenged										
A major strength / Somewhat strong	55.4%	61.9%	64.8%	57.6%	65.0%	69.1%	54.6%	60.8%	62.8%	Pluralistic Orientation
Mean	3.65	3.80	3.84	3.66	3.84	3.92	3.64	3.78	3.79	
Standard deviation	0.97	0.94	0.92	1.01	0.92	0.91	0.95	0.94	0.92	
Significance	-	**	***	-		**	-	*	**	
Effect size	-	-0.16	-0.21	-	-0.20	-0.29	-	-0.15	-0.16	
Ability to discuss and negotiate controversial issues										
A major strength / Somewhat strong	55.5%	63.4%	68.1%	60.5%	68.1%	72.3%	53.7%	61.6%	66.1%	

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



Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.70	3.83	3.90	3.83	3.93	4.02	3.65	3.80	3.85	Pluralistic Orientation
Standard deviation	0.95	0.92	0.92	0.89	0.88	0.90	0.97	0.93	0.93	
Significance	-	*	***	-	-	*	-	*	***	
Effect size	-	-0.14	-0.22	-	-0.11	-0.21	-	-0.16	-0.22	
Ability to work cooperatively with diverse people										Pluralistic Orientation
A major strength / Somewhat strong	69.4%	76.8%	81.9%	62.7%	74.6%	78.8%	72.0%	77.6%	83.5%	
Mean	4.04	4.18	4.24	3.86	4.10	4.16	4.11	4.21	4.28	
Standard deviation	0.85	0.83	0.79	0.82	0.83	0.81	0.85	0.84	0.78	
Significance	-	**	***	-	**	***	-	-	***	
Effect size	-	-0.17	-0.25	-	-0.29	-0.37	-	-0.12	-0.22	
Since entering this college, how often have you:										Civic Engagement
Demonstrated for a cause (e.g., boycott, rally, protest)										
Frequently / Occasionally	21.4%	19.4%	17.2%	25.2%	25.7%	17.4%	20.0%	17.2%	17.1%	
Mean	1.24	1.23	1.20	1.27	1.29	1.19	1.23	1.20	1.20	
Standard deviation	0.48	0.49	0.46	0.48	0.52	0.44	0.49	0.47	0.47	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.02	0.09	-	-0.04	0.18	-	0.06	0.06	
Performed volunteer work										Civic Engagement
Frequently / Occasionally	65.0%	61.3%	62.4%	65.8%	64.1%	57.9%	64.6%	60.3%	64.6%	
Mean	1.75	1.76	1.79	1.74	1.77	1.72	1.76	1.76	1.83	
Standard deviation	0.63	0.69	0.71	0.60	0.66	0.69	0.64	0.70	0.71	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.01	-0.06	-	-0.05	0.03	-	0.00	-0.10	
Voted in a student election										Civic Engagement
Frequently / Occasionally	30.4%	37.2%	52.9%	29.1%	38.8%	55.3%	30.9%	36.7%	51.7%	
Mean	1.36	1.44	1.64	1.33	1.45	1.67	1.37	1.43	1.63	
Standard deviation	0.59	0.61	0.68	0.56	0.60	0.67	0.60	0.61	0.68	
Significance	-	*	***	-	-	***	-	-	***	
Effect size	-	-0.13	-0.41	-	-0.20	-0.51	-	-0.10	-0.38	



Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you:										
Worked on a local, state, or national political campaign										
Frequently / Occasionally	15.2%	11.7%	9.7%	18.8%	15.9%	12.1%	13.9%	10.2%	8.5%	Civic Engagement
Mean	1.17	1.14	1.12	1.22	1.19	1.15	1.16	1.12	1.10	
Standard deviation	0.43	0.39	0.38	0.49	0.46	0.42	0.41	0.37	0.35	
Significance	-	-	*	-	-	-	-	-	**	
Effect size	-	0.08	0.13	-	0.07	0.17	-	0.11	0.17	
Discussed politics										
Frequently / Occasionally	62.2%	64.9%	70.8%	71.8%	67.6%	75.0%	58.5%	63.9%	68.7%	
Mean	1.74	1.79	1.88	1.89	1.84	1.97	1.69	1.78	1.84	
Standard deviation	0.66	0.67	0.67	0.67	0.68	0.68	0.65	0.67	0.67	
Significance	-	-	***	-	-	-	-	*	***	
Effect size	-	-0.07	-0.21	-	0.07	-0.12	-	-0.13	-0.22	
Helped raise money for a cause or campaign										
Frequently / Occasionally	40.5%	35.7%	36.6%	42.8%	38.8%	33.6%	39.8%	34.6%	38.1%	Civic Engagement
Mean	1.49	1.46	1.46	1.49	1.47	1.41	1.50	1.46	1.49	
Standard deviation	0.65	0.67	0.66	0.61	0.64	0.63	0.67	0.69	0.68	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.04	0.05	-	0.03	0.13	-	0.06	0.01	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)										
Frequently / Occasionally	38.5%	37.9%	37.0%	38.2%	38.4%	35.7%	38.5%	37.7%	37.7%	Civic Engagement
Mean	1.43	1.46	1.45	1.43	1.44	1.43	1.44	1.47	1.46	
Standard deviation	0.59	0.64	0.64	0.58	0.60	0.63	0.59	0.66	0.65	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.05	-0.03	-	-0.02	0.00	-	-0.05	-0.03	
Please indicate the extent to which you agree or disagree with the following statements:										
I am interested in seeking information about current social and political issues										
Strongly agree / Agree	43.8%	47.5%	58.2%	46.0%	53.3%	60.7%	42.9%	45.5%	56.9%	Civic Engagement

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

Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	2.38	2.44	2.63	2.43	2.54	2.67	2.36	2.40	2.61	Civic Engagement
Standard deviation	0.82	0.84	0.84	0.81	0.88	0.86	0.82	0.82	0.82	
Significance	-	-	***	-	-	**	-	-	***	
Effect size	-	-0.07	-0.30	-	-0.13	-0.28	-	-0.05	-0.30	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
Understanding of the problems facing your community										
A major strength / Somewhat strong	35.5%	42.9%	46.0%	32.4%	44.7%	47.7%	36.8%	42.3%	45.1%	Civic Awareness
Mean	3.32	3.44	3.45	3.32	3.46	3.49	3.32	3.43	3.44	
Standard deviation	0.80	0.85	0.88	0.76	0.85	0.91	0.81	0.85	0.87	
Significance	-	*	**	-	-	-	-	-	*	
Effect size	-	-0.14	-0.15	-	-0.16	-0.19	-	-0.13	-0.14	
Understanding of national issues										
A major strength / Somewhat strong	25.4%	33.4%	37.3%	38.4%	45.6%	49.6%	20.5%	29.1%	31.5%	Civic Awareness
Mean	3.02	3.19	3.24	3.26	3.40	3.49	2.94	3.11	3.13	
Standard deviation	0.88	0.96	0.98	0.85	0.94	0.99	0.87	0.95	0.95	
Significance	-	**	***	-	-	*	-	**	**	
Effect size	-	-0.18	-0.22	-	-0.15	-0.23	-	-0.18	-0.20	
Understanding of global issues										
A major strength / Somewhat strong	23.1%	31.1%	35.6%	33.1%	40.8%	47.4%	19.4%	27.6%	30.2%	Civic Awareness
Mean	2.96	3.12	3.18	3.14	3.32	3.43	2.89	3.06	3.06	
Standard deviation	0.91	0.99	1.01	0.84	0.98	1.02	0.93	0.98	0.99	
Significance	-	**	***	-	-	**	-	**	**	
Effect size	-	-0.16	-0.22	-	-0.18	-0.28	-	-0.17	-0.17	
Indicate the importance to you personally of each of the following:										
Influencing social values										
Essential / Very important	50.3%	52.7%	49.9%	50.0%	54.1%	48.4%	50.3%	52.3%	50.5%	Social Agency
Mean	2.48	2.57	2.52	2.49	2.57	2.46	2.47	2.57	2.54	
Standard deviation	0.91	0.91	0.92	0.89	0.89	0.96	0.93	0.92	0.90	Civic Engagement
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.10	-0.04	-	-0.09	0.03	-	-0.11	-0.08	



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

Civic Engagement: Participation, Awareness, and Values

First-Time, Full-time Freshmen

Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Helping others who are in difficulty										
Essential / Very important	74.9%	79.6%	78.6%	67.3%	71.1%	71.8%	77.8%	82.6%	81.8%	Social Agency
Mean	3.05	3.16	3.14	2.89	2.98	2.99	3.11	3.22	3.21	
Standard deviation	0.81	0.78	0.80	0.83	0.83	0.84	0.79	0.75	0.77	
Significance	-	*	*	-	-	-	-	*	*	
Effect size	-	-0.14	-0.11	-	-0.11	-0.12	-	-0.15	-0.13	
Participating in a community action program										
Essential / Very important	33.8%	38.0%	38.6%	32.4%	34.8%	33.0%	34.3%	39.1%	41.2%	Social Agency
Mean	2.21	2.30	2.31	2.20	2.25	2.19	2.22	2.32	2.36	
Standard deviation	0.85	0.89	0.89	0.90	0.86	0.88	0.83	0.91	0.89	
Significance	-	-	*	-	-	-	-	-	*	
Effect size	-	-0.10	-0.11	-	-0.06	0.01	-	-0.11	-0.16	
Indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										
Essential / Very important	32.5%	38.3%	40.4%	36.5%	38.8%	38.7%	31.0%	38.2%	41.2%	Social Agency
Mean	2.17	2.31	2.34	2.26	2.31	2.27	2.13	2.30	2.38	
Standard deviation	0.89	0.92	0.93	0.90	0.94	0.94	0.89	0.91	0.92	
Significance	-	**	***	-	-	-	-	**	***	
Effect size	-	-0.15	-0.18	-	-0.05	-0.01	-	-0.19	-0.27	
Keeping up to date with political affairs										
Essential / Very important	26.2%	31.0%	39.0%	37.6%	38.0%	46.0%	21.9%	28.4%	35.6%	Social Agency
Mean	2.09	2.16	2.32	2.28	2.29	2.46	2.02	2.12	2.25	Civic Engagement
Standard deviation	0.84	0.87	0.92	0.84	0.89	0.96	0.83	0.86	0.89	
Significance	-	-	***	-	-	-	-	-	***	
Effect size	-	-0.08	-0.25	-	-0.01	-0.19	-	-0.12	-0.26	
Becoming a community leader										
Essential / Very important	38.3%	42.2%	43.4%	41.7%	44.0%	44.8%	37.1%	41.5%	42.9%	Social Agency
Mean	2.26	2.35	2.36	2.31	2.39	2.37	2.25	2.33	2.36	
Standard deviation	0.88	0.94	0.95	0.90	0.93	0.97	0.88	0.95	0.94	
Significance	-	-	*	-	-	-	-	-	-	
Effect size	-	-0.10	-0.11	-	-0.09	-0.06	-	-0.08	-0.12	



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

Civic Engagement: Participation, Awareness, and Values

First-Time, Full-time Freshmen

Civic Engagement: Participation, Awareness, and Values relates to the levels of engagement and satisfaction with community and volunteer work during college, as well as items that reflect future orientation towards volunteer and community service.

See also — CIRP Constructs: Civic Awareness, Social Agency.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Joined a student-run political club										
Yes	6.7%	4.8%	6.1%	10.6%	7.5%	8.6%	5.3%	3.9%	4.9%	
Are you currently registered to vote?										
Yes	62.0%	56.1%	53.0%	63.6%	61.3%	58.4%	61.3%	54.3%	50.5%	



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

2014 Your First College Year Survey

CIRP Theme

Diversity

First-Time, Full-time Freshmen

Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How would you currently rate yourself in the following areas:										
Ability to see the world from someone else's perspective										
A major strength / Somewhat strong	65.5%	71.7%	76.7%	58.0%	67.8%	74.3%	68.3%	73.0%	77.9%	Pluralistic Orientation
Mean	3.88	3.98	4.06	3.70	3.87	4.01	3.95	4.03	4.09	
Standard deviation	0.79	0.81	0.80	0.79	0.83	0.83	0.78	0.80	0.78	
Significance	-	*	***	-		***	-		**	
Effect size	-	-0.12	-0.23	-	-0.20	-0.37	-	-0.10	-0.18	
Tolerance of others with different beliefs										
A major strength / Somewhat strong	67.0%	73.4%	80.4%	63.6%	73.7%	79.5%	68.4%	73.3%	80.8%	Pluralistic Orientation
Mean	3.96	4.07	4.19	3.85	4.04	4.15	4.00	4.09	4.20	
Standard deviation	0.87	0.86	0.81	0.88	0.86	0.82	0.86	0.86	0.81	
Significance	-	*	***	-	*	***	-		***	
Effect size	-	-0.13	-0.28	-	-0.22	-0.37	-	-0.10	-0.25	
Openness to having my own views challenged										
A major strength / Somewhat strong	55.4%	61.9%	64.8%	57.6%	65.0%	69.1%	54.6%	60.8%	62.8%	Pluralistic Orientation
Mean	3.65	3.80	3.84	3.66	3.84	3.92	3.64	3.78	3.79	
Standard deviation	0.97	0.94	0.92	1.01	0.92	0.91	0.95	0.94	0.92	
Significance	-	**	***	-		**	-	*	**	
Effect size	-	-0.16	-0.21	-	-0.20	-0.29	-	-0.15	-0.16	
How would you currently rate yourself in the following areas:										
Ability to discuss and negotiate controversial issues										
A major strength / Somewhat strong	55.5%	63.4%	68.1%	60.5%	68.1%	72.3%	53.7%	61.6%	66.1%	Pluralistic Orientation
Mean	3.70	3.83	3.90	3.83	3.93	4.02	3.65	3.80	3.85	
Standard deviation	0.95	0.92	0.92	0.89	0.88	0.90	0.97	0.93	0.93	
Significance	-	*	***	-		*	-	*	***	
Effect size	-	-0.14	-0.22	-	-0.11	-0.21	-	-0.16	-0.22	
Ability to work cooperatively with diverse people										
A major strength / Somewhat strong	69.4%	76.8%	81.9%	62.7%	74.6%	78.8%	72.0%	77.6%	83.5%	Pluralistic Orientation
Mean	4.04	4.18	4.24	3.86	4.10	4.16	4.11	4.21	4.28	
Standard deviation	0.85	0.83	0.79	0.82	0.83	0.81	0.85	0.84	0.78	
Significance	-	**	***	-	**	***	-		***	
Effect size	-	-0.17	-0.25	-	-0.29	-0.37	-	-0.12	-0.22	

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



Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you:										
Socialized with someone of another racial/ethnic group										
Frequently / Occasionally	90.5%	90.4%	93.8%	89.7%	89.4%	93.6%	90.9%	90.8%	94.0%	
Mean	2.44	2.42	2.55	2.36	2.35	2.51	2.46	2.45	2.57	
Standard deviation	0.66	0.66	0.61	0.66	0.66	0.62	0.66	0.66	0.60	
Significance	-		***	-		*	-		**	
Effect size	-	0.03	-0.18	-	0.02	-0.24	-	0.02	-0.18	
Please indicate the extent to which you agree or disagree with the following statements:										
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation										
Strongly agree / Agree	18.3%	14.7%	14.5%	22.2%	16.3%	13.9%	16.7%	14.2%	14.8%	
Mean	1.75	1.66	1.68	1.83	1.65	1.63	1.72	1.67	1.71	
Standard deviation	0.83	0.78	0.78	0.91	0.82	0.80	0.80	0.77	0.77	
Significance	-	*		-	*	*	-			
Effect size	-	0.12	0.09	-	0.22	0.25	-	0.06	0.01	
There is a lot of racial tension on this campus										
Strongly agree / Agree	21.2%	15.5%	17.0%	28.2%	20.1%	18.3%	18.5%	13.8%	16.5%	
Mean	1.89	1.80	1.87	1.96	1.83	1.85	1.87	1.79	1.88	
Standard deviation	0.77	0.72	0.75	0.84	0.77	0.78	0.73	0.71	0.74	
Significance	-	*		-			-			
Effect size	-	0.13	0.03	-	0.17	0.14	-	0.11	-0.01	
My college experiences have exposed me to diverse opinions, cultures, and values										
Strongly agree / Agree	84.1%	86.1%	85.8%	81.1%	84.2%	82.8%	85.4%	86.8%	87.1%	
Mean	3.12	3.16	3.16	3.13	3.17	3.11	3.12	3.16	3.19	
Standard deviation	0.71	0.70	0.73	0.73	0.74	0.76	0.70	0.69	0.71	
Significance	-			-			-			
Effect size	-	-0.06	-0.05	-	-0.05	0.03	-	-0.06	-0.10	
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation										
Strongly agree / Agree	30.4%	29.6%	26.2%	33.6%	30.4%	26.4%	29.2%	29.3%	26.0%	

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



Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	2.12	2.08	2.03	2.11	2.08	2.00	2.13	2.08	2.05	
Standard deviation	0.79	0.81	0.81	0.88	0.83	0.84	0.75	0.80	0.80	
Significance	-		*	-			-			
Effect size	-	0.05	0.11	-	0.04	0.13	-	0.06	0.10	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Racial/ethnic diversity of faculty										
Very satisfied / Satisfied	47.4%	52.6%	49.2%	49.5%	57.6%	50.9%	46.6%	50.8%	48.4%	
Mean	3.52	3.57	3.49	3.50	3.63	3.54	3.52	3.55	3.47	
Standard deviation	0.82	0.83	0.87	0.90	0.84	0.88	0.79	0.83	0.87	
Significance	-			-			-			
Effect size	-	-0.06	0.03	-	-0.15	-0.05	-	-0.04	0.06	
Racial/ethnic diversity of student body										
Very satisfied / Satisfied	50.6%	54.6%	47.4%	49.5%	57.9%	48.0%	51.0%	53.5%	47.1%	
Mean	3.59	3.61	3.38	3.58	3.70	3.42	3.60	3.57	3.37	
Standard deviation	0.83	0.89	1.02	0.91	0.88	1.03	0.80	0.89	1.01	
Significance	-		***	-			-		***	
Effect size	-	-0.02	0.21	-	-0.14	0.16	-	0.03	0.23	
Respect for the expression of diverse beliefs										
Very satisfied / Satisfied	65.2%	72.4%	73.1%	63.9%	71.3%	70.0%	65.7%	72.7%	74.5%	
Mean	3.82	3.90	3.89	3.79	3.90	3.86	3.83	3.90	3.91	
Standard deviation	0.81	0.77	0.82	0.91	0.84	0.87	0.77	0.75	0.80	
Significance	-			-			-			
Effect size	-	-0.10	-0.09	-	-0.13	-0.08	-	-0.09	-0.10	
Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:										
Knowledge of people from different races/cultures										
A major strength / Somewhat strong	39.3%	42.7%	48.9%	45.5%	48.8%	52.6%	36.9%	40.6%	47.2%	
Mean	3.42	3.42	3.51	3.47	3.52	3.57	3.40	3.39	3.47	
Standard deviation	0.78	0.84	0.87	0.85	0.84	0.91	0.76	0.84	0.86	
Significance	-		*	-			-			
Effect size	-	0.00	-0.10	-	-0.06	-0.11	-	0.01	-0.08	



Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Indicate the importance to you personally of each of the following:										
Helping to promote racial understanding										
Essential / Very important	32.5%	38.3%	40.4%	36.5%	38.8%	38.7%	31.0%	38.2%	41.2%	Social Agency
Mean	2.17	2.31	2.34	2.26	2.31	2.27	2.13	2.30	2.38	
Standard deviation	0.89	0.92	0.93	0.90	0.94	0.94	0.89	0.91	0.92	
Significance	-	**	***	-	-	-	-	**	***	
Effect size	-	-0.15	-0.18	-	-0.05	-0.01	-	-0.19	-0.27	
Improving my understanding of other countries and cultures										
Essential / Very important	38.8%	46.1%	55.8%	44.0%	45.0%	52.6%	36.8%	46.5%	57.4%	
Mean	2.33	2.47	2.67	2.40	2.46	2.61	2.30	2.48	2.70	
Standard deviation	0.94	0.91	0.91	1.01	0.92	0.93	0.91	0.90	0.90	
Significance	-	**	***	-	-	*	-	**	***	
Effect size	-	-0.15	-0.37	-	-0.07	-0.23	-	-0.20	-0.44	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Dined or shared a meal										
Very often / Often	51.2%	47.3%	56.7%	52.3%	48.9%	58.0%	50.8%	46.7%	56.1%	Cross Racial Interaction-Positive
Mean	3.60	3.36	3.64	3.54	3.35	3.65	3.62	3.37	3.63	
Standard deviation	1.12	1.30	1.24	1.21	1.32	1.22	1.09	1.29	1.25	
Significance	-	***	-	-	-	-	-	**	-	
Effect size	-	0.18	-0.03	-	0.14	-0.09	-	0.19	-0.01	
Had meaningful and honest discussions about race/ethnic relations outside of class										
Very often / Often	36.1%	33.0%	35.9%	34.9%	34.5%	37.7%	36.5%	32.5%	35.0%	Cross Racial Interaction-Positive
Mean	3.09	2.94	3.05	3.04	2.99	3.08	3.10	2.93	3.04	
Standard deviation	1.26	1.28	1.28	1.21	1.24	1.26	1.27	1.30	1.29	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	0.12	0.03	-	0.04	-0.03	-	0.13	0.05	
Had guarded, cautious interactions										
Very often / Often	16.5%	15.9%	14.3%	16.2%	16.2%	15.1%	16.6%	15.8%	14.1%	Cross Racial Interaction-
Mean	2.41	2.32	2.28	2.59	2.44	2.34	2.35	2.28	2.25	
Standard deviation	1.18	1.18	1.15	1.13	1.15	1.13	1.20	1.19	1.15	

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



Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Significance	-		*	-		*	-			Negative
Effect size	-	0.08	0.11	-	0.13	0.22	-	0.06	0.09	
Shared personal feelings and problems										Cross Racial Interaction- Positive
Very often / Often	42.4%	40.3%	44.9%	31.1%	32.4%	38.2%	46.6%	43.0%	47.9%	
Mean	3.26	3.14	3.29	3.05	2.97	3.13	3.34	3.19	3.36	
Standard deviation	1.24	1.28	1.24	1.17	1.24	1.23	1.25	1.29	1.24	
Significance	-			-			-			
Effect size	-	0.09	-0.02	-	0.06	-0.07	-	0.12	-0.02	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										Cross Racial Interaction- Negative
Had tense, somewhat hostile interactions										
Very often / Often	12.1%	9.9%	7.9%	12.4%	9.0%	9.2%	12.0%	10.3%	7.3%	
Mean	2.05	1.91	1.77	2.19	1.98	1.88	1.99	1.89	1.72	
Standard deviation	1.19	1.13	1.06	1.14	1.10	1.10	1.20	1.14	1.04	
Significance	-	*	***	-		**	-		***	
Effect size	-	0.12	0.26	-	0.19	0.28	-	0.09	0.26	
Had intellectual discussions outside of class										Cross Racial Interaction- Positive
Very often / Often	40.0%	37.1%	45.2%	35.9%	36.0%	47.3%	41.5%	37.4%	44.2%	
Mean	3.21	3.08	3.31	3.16	3.09	3.38	3.23	3.07	3.28	
Standard deviation	1.25	1.27	1.24	1.20	1.21	1.19	1.27	1.30	1.26	
Significance	-			-			-			
Effect size	-	0.10	-0.08	-	0.06	-0.18	-	0.12	-0.04	
Felt insulted or threatened because of your race/ethnicity										Cross Racial Interaction- Negative
Very often / Often	9.5%	7.5%	6.7%	8.4%	7.9%	7.7%	9.9%	7.5%	6.2%	
Mean	1.82	1.72	1.63	1.98	1.81	1.69	1.77	1.68	1.60	
Standard deviation	1.14	1.08	1.01	1.11	1.11	1.07	1.15	1.07	0.99	
Significance	-		***	-		**	-		**	
Effect size	-	0.09	0.19	-	0.15	0.27	-	0.08	0.17	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										Cross Racial Interaction
Studied or prepared for class										
Very often / Often	48.1%	44.9%	52.3%	46.6%	46.0%	52.0%	48.6%	44.5%	52.5%	

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



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

2014 Your First College Year Survey

CIRP Theme

Diversity

First-Time, Full-time Freshmen

Diversity relates to social attitudes and experiences with diversity during college.

See also — CIRP Constructs: Positive Cross-Racial Interaction, Negative Cross-Racial Interaction, Social Agency, Pluralistic Orientation.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.41	3.27	3.47	3.28	3.26	3.46	3.46	3.28	3.48	Interaction-Negative
Standard deviation	1.21	1.31	1.30	1.18	1.29	1.26	1.21	1.32	1.32	
Significance	-			-			-	*		
Effect size	-	0.11	-0.05	-	0.02	-0.14	-	0.14	-0.02	
Socialized or partied										Cross Racial Interaction-Negative
Very often / Often	42.2%	40.9%	48.3%	37.1%	41.2%	47.3%	44.0%	40.8%	48.9%	
Mean	3.32	3.19	3.40	3.13	3.18	3.37	3.38	3.20	3.41	
Standard deviation	1.22	1.27	1.25	1.26	1.25	1.24	1.20	1.28	1.25	
Significance	-			-			-	*		
Effect size	-	0.10	-0.06	-	-0.04	-0.19	-	0.14	-0.02	
Since entering this college have you:										
Had a roommate of a different race/ethnicity										
Yes	35.2%	34.7%	42.4%	34.0%	33.4%	42.3%	35.7%	35.1%	42.4%	
Participated in an ethnic/racial student organization										
Yes	8.0%	7.7%	12.6%	9.6%	8.2%	12.4%	7.4%	7.5%	12.7%	



Health and Wellness gauges student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services.

See also — CIRP Constructs: Sense of Belonging.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you felt:										
Unsafe on this campus										
Frequently / Occasionally	24.3%	23.5%	24.4%	15.2%	14.4%	17.2%	27.8%	26.8%	27.9%	
Mean	1.27	1.26	1.27	1.15	1.15	1.19	1.31	1.30	1.30	
Standard deviation	0.49	0.49	0.49	0.36	0.39	0.43	0.52	0.52	0.51	
Significance	-			-			-			
Effect size	-	0.02	0.00	-	0.00	-0.09	-	0.02	0.02	
Please rate your satisfaction with this institution on each of the aspects of college life listed below:										
Student health services										
Very satisfied / Satisfied	57.1%	60.0%	57.1%	49.1%	57.9%	55.3%	60.2%	60.8%	57.8%	
Mean	3.65	3.72	3.60	3.57	3.69	3.60	3.68	3.73	3.60	
Standard deviation	0.96	1.00	1.05	0.91	0.93	1.00	0.98	1.02	1.07	
Significance	-			-			-			
Effect size	-	-0.07	0.05	-	-0.13	-0.03	-	-0.05	0.07	
Student psychological services										
Very satisfied / Satisfied	51.7%	55.1%	51.7%	38.5%	48.0%	43.4%	56.7%	57.7%	55.4%	
Mean	3.68	3.76	3.64	3.51	3.63	3.51	3.75	3.80	3.70	
Standard deviation	0.83	0.87	0.94	0.83	0.86	0.92	0.82	0.87	0.95	
Significance	-			-			-			
Effect size	-	-0.09	0.04	-	-0.14	0.00	-	-0.06	0.05	
Since entering this college, how often have you utilized the following services:										
Student health services										
Frequently / Occasionally	56.9%	52.4%	53.7%	58.5%	51.1%	50.4%	56.3%	52.8%	55.3%	
Mean	1.66	1.62	1.62	1.65	1.58	1.56	1.66	1.63	1.65	
Standard deviation	0.64	0.65	0.64	0.60	0.62	0.60	0.65	0.66	0.65	
Significance	-			-			-			
Effect size	-	0.06	0.06	-	0.11	0.15	-	0.05	0.02	
Student psychological services										
Frequently / Occasionally	25.8%	23.0%	19.2%	33.6%	27.8%	19.3%	22.8%	21.3%	19.1%	



Health and Wellness gauges student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services.

See also — CIRP Constructs: Sense of Belonging.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	1.32	1.29	1.24	1.37	1.32	1.23	1.30	1.27	1.24	
Standard deviation	0.58	0.56	0.52	0.55	0.56	0.50	0.59	0.56	0.54	
Significance	-		**	-		**	-			
Effect size	-	0.05	0.15	-	0.09	0.28	-	0.05	0.11	
Rate yourself on each of the following traits as compared with the average person your age.										
Emotional health										
Highest 10% / Above average	41.0%	42.1%	44.3%	44.1%	50.9%	52.4%	39.8%	38.9%	40.3%	
Mean	3.39	3.36	3.38	3.51	3.58	3.55	3.34	3.28	3.30	
Standard deviation	0.92	0.99	1.02	1.01	1.07	1.07	0.89	0.95	0.98	
Significance	-			-			-			
Effect size	-	0.03	0.01	-	-0.07	-0.04	-	0.06	0.04	
Physical health										
Highest 10% / Above average	38.6%	39.0%	43.8%	49.6%	53.7%	54.9%	34.4%	33.7%	38.5%	
Mean	3.39	3.35	3.41	3.61	3.60	3.60	3.31	3.26	3.33	
Standard deviation	0.81	0.91	0.90	0.84	1.00	0.97	0.79	0.85	0.85	
Significance	-			-			-			
Effect size	-	0.04	-0.02	-	0.01	0.01	-	0.06	-0.02	
Since entering this college, how often have you:										
Smoked cigarettes										
Frequently / Occasionally	23.6%	18.0%	13.3%	35.0%	25.6%	18.9%	19.3%	15.3%	10.6%	
Mean	1.27	1.22	1.17	1.42	1.33	1.24	1.21	1.19	1.13	
Standard deviation	0.51	0.51	0.45	0.62	0.61	0.53	0.45	0.47	0.40	
Significance	-		***	-		***	-		***	
Effect size	-	0.10	0.22	-	0.15	0.34	-	0.04	0.20	
Drank beer										
Frequently / Occasionally	45.3%	42.3%	46.3%	49.6%	52.6%	52.0%	43.8%	38.7%	43.7%	
Mean	1.53	1.51	1.58	1.60	1.67	1.69	1.51	1.46	1.53	
Standard deviation	0.64	0.65	0.69	0.67	0.71	0.74	0.63	0.62	0.66	
Significance	-			-			-			
Effect size	-	0.03	-0.07	-	-0.10	-0.12	-	0.08	-0.03	

Health and Wellness gauges student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services.
See also — CIRP Constructs: Sense of Belonging.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Drank wine or liquor										
Frequently / Occasionally	52.3%	51.7%	54.0%	50.5%	53.5%	53.7%	53.1%	51.1%	54.2%	
Mean	1.61	1.62	1.69	1.64	1.68	1.70	1.60	1.60	1.68	
Standard deviation	0.65	0.67	0.72	0.71	0.72	0.74	0.62	0.65	0.71	
Significance	-		*	-			-			
Effect size	-	-0.01	-0.11	-	-0.06	-0.08	-	0.00	-0.11	
Felt overwhelmed by all you had to do										
Frequently / Occasionally	95.1%	93.0%	93.8%	91.4%	88.4%	90.5%	96.4%	94.6%	95.3%	
Mean	2.41	2.39	2.39	2.25	2.20	2.23	2.48	2.46	2.46	
Standard deviation	0.58	0.61	0.60	0.60	0.62	0.60	0.57	0.60	0.59	
Significance	-			-			-			
Effect size	-	0.03	0.03	-	0.08	0.03	-	0.03	0.03	
Since entering this college, how often have you:										
Felt depressed										
Frequently / Occasionally	64.5%	63.0%	63.1%	58.1%	55.4%	58.6%	66.9%	65.6%	65.2%	
Mean	1.80	1.80	1.79	1.68	1.66	1.72	1.85	1.85	1.83	
Standard deviation	0.69	0.71	0.70	0.64	0.66	0.68	0.70	0.72	0.71	
Significance	-			-			-			
Effect size	-	0.00	0.01	-	0.03	-0.06	-	0.00	0.03	
Maintained a healthy diet										
Frequently / Occasionally	85.5%	85.2%	87.9%	88.9%	88.6%	88.4%	84.1%	84.0%	87.6%	
Mean	2.04	2.07	2.16	2.06	2.12	2.17	2.03	2.05	2.15	
Standard deviation	0.57	0.60	0.61	0.53	0.58	0.61	0.59	0.60	0.61	
Significance	-		***	-			-		***	
Effect size	-	-0.05	-0.20	-	-0.10	-0.18	-	-0.03	-0.20	
Had adequate sleep										
Frequently / Occasionally	84.1%	83.8%	83.9%	90.6%	89.2%	84.3%	81.5%	81.9%	83.6%	
Mean	2.01	2.03	2.08	2.06	2.08	2.08	2.00	2.02	2.09	
Standard deviation	0.58	0.60	0.63	0.50	0.54	0.62	0.61	0.62	0.64	
Significance	-		*	-			-		*	
Effect size	-	-0.03	-0.11	-	-0.04	-0.03	-	-0.03	-0.14	

Health and Wellness gauges student behaviors, attitudes, and experiences related to health and wellness issues, and their use of and satisfaction with related campus services.
See also — CIRP Constructs: Sense of Belonging.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?										
1 or more times	30.0%	29.6%	30.7%	35.8%	37.9%	35.7%	27.7%	26.8%	28.4%	
Mean	1.59	1.61	1.61	1.77	1.88	1.78	1.52	1.52	1.53	
Standard deviation	1.05	1.11	1.07	1.21	1.32	1.22	0.98	1.01	0.99	
Significance	-			-			-			
Effect size	-	-0.02	-0.02	-	-0.08	-0.01	-	0.00	-0.01	
Since entering this college, how much time have you spent during a typical week doing the following activities?										
Exercising or sports										
11 or more hours	8.8%	8.9%	8.4%	16.0%	16.9%	11.0%	6.2%	6.2%	7.1%	
Mean	3.56	3.48	3.55	3.77	3.88	3.78	3.48	3.35	3.44	
Standard deviation	1.46	1.53	1.53	1.59	1.71	1.58	1.40	1.44	1.50	
Significance	-			-			-			
Effect size	-	0.05	0.01	-	-0.06	-0.01	-	0.09	0.03	
Partying										
11 or more hours	3.0%	3.2%	3.5%	3.9%	5.5%	4.7%	2.7%	2.3%	2.9%	
Mean	2.33	2.37	2.54	2.49	2.60	2.65	2.27	2.29	2.49	
Standard deviation	1.49	1.54	1.58	1.64	1.67	1.63	1.44	1.48	1.55	
Significance	-		*	-			-		*	
Effect size	-	-0.03	-0.13	-	-0.07	-0.10	-	-0.01	-0.14	
Since entering this college have you:										
Sought personal counseling										
Yes	12.0%	15.8%	18.6%	10.7%	18.7%	18.8%	12.4%	14.8%	18.5%	



Religiosity/Spirituality relates to religious and spiritual practices and beliefs.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Rate yourself on each of the following traits as compared with the average person your age.										
Spirituality										
Highest 10% / Above average	48.4%	43.7%	41.5%	47.5%	43.4%	41.5%	48.7%	43.8%	41.4%	
Mean	3.53	3.37	3.26	3.42	3.29	3.19	3.57	3.40	3.29	
Standard deviation	0.93	1.05	1.11	1.02	1.10	1.19	0.90	1.03	1.07	
Significance	-	**	***	-	-	*	-	**	***	
Effect size	-	0.15	0.24	-	0.12	0.19	-	0.17	0.26	
Since entering this college, how often have you:										
Discussed religion										
Frequently / Occasionally	70.5%	70.8%	76.7%	69.8%	67.3%	75.5%	70.8%	72.0%	77.3%	
Mean	1.87	1.89	1.99	1.86	1.84	1.97	1.87	1.90	2.00	
Standard deviation	0.67	0.68	0.68	0.67	0.69	0.68	0.67	0.67	0.68	
Significance	-	-	***	-	-	-	-	-	**	
Effect size	-	-0.03	-0.18	-	0.03	-0.16	-	-0.04	-0.19	
Please indicate the extent to which you agree or disagree with the following statements:										
I have felt discriminated against at this institution because of my race/ethnicity, gender, sexual orientation, or religious affiliation										
Strongly agree / Agree	18.3%	14.7%	14.5%	22.2%	16.3%	13.9%	16.7%	14.2%	14.8%	
Mean	1.75	1.66	1.68	1.83	1.65	1.63	1.72	1.67	1.71	
Standard deviation	0.83	0.78	0.78	0.91	0.82	0.80	0.80	0.77	0.77	
Significance	-	*	-	-	*	*	-	-	-	
Effect size	-	0.12	0.09	-	0.22	0.25	-	0.06	0.01	
Indicate the importance to you personally of each of the following:										
Developing a meaningful philosophy of life										
Essential / Very important	43.4%	47.5%	53.7%	52.3%	53.4%	58.9%	40.0%	45.3%	51.3%	
Mean	2.37	2.45	2.60	2.54	2.55	2.72	2.30	2.42	2.55	
Standard deviation	0.95	0.94	0.98	0.94	0.91	0.99	0.95	0.95	0.97	
Significance	-	-	***	-	-	-	-	-	***	
Effect size	-	-0.09	-0.23	-	-0.01	-0.18	-	-0.13	-0.26	



Religiosity/Spirituality relates to religious and spiritual practices and beliefs.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college have you:										
Strengthened your religious beliefs/convictions										
Yes	46.2%	39.1%	37.5%	43.8%	35.7%	34.8%	47.0%	40.3%	38.8%	



Career Planning relates to career plans, preparation for future careers, and students' use of and satisfaction with career services on campus.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you utilized the following services:										
Career services										
Frequently / Occasionally	46.9%	39.7%	38.4%	52.0%	47.1%	40.7%	44.9%	37.0%	37.3%	
Mean	1.53	1.46	1.43	1.60	1.54	1.46	1.50	1.43	1.42	
Standard deviation	0.61	0.61	0.59	0.64	0.62	0.60	0.59	0.60	0.58	
Significance	-	*	***	-	0.62	*	-	0.60	*	
Effect size	-	0.11	0.17	-	0.10	0.23	-	0.12	0.14	
Indicate the importance to you personally of each of the following:										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)										
Essential / Very important	22.9%	22.0%	22.2%	22.8%	23.7%	22.0%	22.9%	21.4%	22.3%	
Mean	1.80	1.83	1.82	1.75	1.84	1.80	1.82	1.82	1.83	
Standard deviation	0.96	0.97	0.98	0.95	0.98	0.98	0.97	0.97	0.97	
Significance	-			-			-			
Effect size	-	-0.03	-0.02	-	-0.09	-0.05	-	0.00	-0.01	
Becoming an authority in my field										
Essential / Very important	58.1%	63.9%	63.5%	62.8%	65.2%	64.0%	56.4%	63.4%	63.2%	
Mean	2.68	2.81	2.81	2.81	2.87	2.82	2.63	2.79	2.80	
Standard deviation	0.88	0.86	0.87	0.90	0.85	0.89	0.86	0.86	0.87	
Significance	-	**	**	-			-	**	**	
Effect size	-	-0.15	-0.15	-	-0.07	-0.01	-	-0.19	-0.20	
Obtaining recognition from my colleagues for contributions to my special field										
Essential / Very important	56.5%	61.0%	59.0%	59.0%	64.1%	59.2%	55.5%	59.8%	59.0%	
Mean	2.64	2.74	2.70	2.75	2.80	2.70	2.60	2.72	2.70	
Standard deviation	0.87	0.86	0.85	0.92	0.85	0.87	0.85	0.86	0.84	
Significance	-	*		-			-	*		
Effect size	-	-0.12	-0.07	-	-0.06	0.06	-	-0.14	-0.12	
Indicate the importance to you personally of each of the following:										
Being very well off financially										
Essential / Very important	79.1%	80.9%	74.6%	77.3%	81.4%	74.2%	79.8%	80.7%	74.8%	

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



Career Planning relates to career plans, preparation for future careers, and students' use of and satisfaction with career services on campus.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Mean	3.19	3.24	3.10	3.19	3.24	3.08	3.20	3.24	3.10	
Standard deviation	0.83	0.80	0.86	0.87	0.82	0.87	0.82	0.80	0.86	
Significance	-		*	-			-			
Effect size	-	-0.06	0.10	-	-0.06	0.13	-	-0.05	0.12	
Making a theoretical contribution to science										
Essential / Very important	27.7%	28.5%	28.6%	31.8%	33.9%	33.7%	26.1%	26.6%	26.2%	
Mean	1.99	2.02	2.00	2.11	2.17	2.15	1.95	1.97	1.93	
Standard deviation	0.96	0.96	0.97	0.92	0.96	0.99	0.97	0.95	0.95	
Significance	-			-			-			
Effect size	-	-0.03	-0.01	-	-0.06	-0.04	-	-0.02	0.02	
Writing original works (poems, novels, etc.)										
Essential / Very important	18.4%	21.4%	20.6%	21.1%	23.3%	22.7%	17.4%	20.7%	19.7%	
Mean	1.68	1.79	1.78	1.77	1.82	1.82	1.65	1.78	1.76	
Standard deviation	0.94	0.96	0.95	0.97	0.98	0.96	0.92	0.95	0.94	
Significance	-	*	*	-			-	*		
Effect size	-	-0.11	-0.11	-	-0.05	-0.05	-	-0.14	-0.12	
Indicate the importance to you personally of each of the following:										
Creating artistic works (painting, sculpture, etc.)										
Essential / Very important	19.4%	19.8%	19.1%	19.2%	19.4%	17.0%	19.6%	19.8%	20.1%	
Mean	1.70	1.73	1.71	1.64	1.72	1.66	1.72	1.74	1.74	
Standard deviation	0.92	0.95	0.94	0.94	0.96	0.93	0.92	0.94	0.94	
Significance	-			-			-			
Effect size	-	-0.03	-0.01	-	-0.08	-0.02	-	-0.02	-0.02	
Becoming successful in a business of my own										
Essential / Very important	43.1%	44.0%	39.4%	51.9%	51.7%	46.4%	39.9%	41.3%	36.1%	
Mean	2.35	2.36	2.26	2.52	2.54	2.44	2.29	2.30	2.18	
Standard deviation	1.00	1.02	1.02	1.04	1.01	1.04	0.98	1.01	1.00	
Significance	-			-			-			
Effect size	-	-0.01	0.09	-	-0.02	0.08	-	-0.01	0.11	
Since entering this college have you:										
Changed your career choice										
Yes	28.5%	30.9%	31.9%	25.5%	33.3%	29.5%	29.7%	30.1%	33.0%	



Navigational Action illustrates how often students participate in institutional programs or how often students engage in activities that would help them successfully traverse the institution.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering college, how often have you interacted with the following people:										
Faculty during office hours										
Once a week or less	85.4%	86.2%	90.2%	81.7%	81.6%	89.0%	86.8%	87.7%	90.7%	Faculty Interaction
Mean	2.95	2.91	2.72	3.06	3.02	2.76	2.91	2.87	2.70	
Standard deviation	1.33	1.31	1.22	1.38	1.38	1.24	1.32	1.28	1.20	
Significance	-		***	-		**	-		**	
Effect size	-	0.03	0.19	-	0.03	0.24	-	0.03	0.18	
Since entering this college, how often have you utilized the following services:										
Study skills advising										
Frequently / Occasionally	56.1%	52.3%	37.9%	61.8%	56.2%	38.2%	53.9%	50.9%	37.8%	
Mean	1.71	1.67	1.48	1.72	1.68	1.46	1.71	1.67	1.49	
Standard deviation	0.71	0.72	0.67	0.63	0.68	0.63	0.74	0.74	0.69	
Significance	-		***	-		***	-		***	
Effect size	-	0.06	0.34	-	0.06	0.41	-	0.05	0.32	
Financial aid advising										
Frequently / Occasionally	56.4%	57.1%	40.2%	54.4%	52.7%	36.8%	57.2%	58.8%	41.9%	
Mean	1.66	1.70	1.48	1.63	1.64	1.42	1.68	1.72	1.50	
Standard deviation	0.65	0.68	0.63	0.63	0.68	0.60	0.65	0.68	0.65	
Significance	-		***	-		***	-		***	
Effect size	-	-0.06	0.29	-	-0.01	0.35	-	-0.06	0.28	
Student health services										
Frequently / Occasionally	56.9%	52.4%	53.7%	58.5%	51.1%	50.4%	56.3%	52.8%	55.3%	
Mean	1.66	1.62	1.62	1.65	1.58	1.56	1.66	1.63	1.65	
Standard deviation	0.64	0.65	0.64	0.60	0.62	0.60	0.65	0.66	0.65	
Significance	-			-			-			
Effect size	-	0.06	0.06	-	0.11	0.15	-	0.05	0.02	
Student psychological services										
Frequently / Occassionally	25.8%	23.0%	19.2%	33.6%	27.8%	19.3%	22.8%	21.3%	19.1%	
Mean	1.32	1.29	1.24	1.37	1.32	1.23	1.30	1.27	1.24	
Standard deviation	0.58	0.56	0.52	0.55	0.56	0.50	0.59	0.56	0.54	
Significance	-		**	-		**	-			

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



Navigational Action illustrates how often students participate in institutional programs or how often students engage in activities that would help them successfully traverse the institution.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Effect size	-	0.05	0.15	-	0.09	0.28	-	0.05	0.11	
Writing center										
Frequently / Occasionally	43.8%	45.6%	37.9%	51.2%	48.0%	36.2%	40.9%	44.7%	38.8%	
Mean	1.54	1.58	1.47	1.60	1.60	1.43	1.51	1.58	1.48	
Standard deviation	0.67	0.71	0.65	0.65	0.70	0.62	0.68	0.71	0.66	
Significance	-		*	-		**	-			
Effect size	-	-0.06	0.11	-	0.00	0.27	-	-0.10	0.05	
Disability resource center										
Frequently / Occasionally	20.2%	17.0%	12.2%	29.3%	23.0%	13.7%	16.8%	15.0%	11.6%	
Mean	1.25	1.22	1.16	1.36	1.29	1.17	1.21	1.20	1.15	
Standard deviation	0.53	0.53	0.45	0.60	0.57	0.46	0.50	0.51	0.44	
Significance	-		***	-		***	-		*	
Effect size	-	0.06	0.20	-	0.12	0.41	-	0.02	0.14	
Career services										
Frequently / Occasionally	46.9%	39.7%	38.4%	52.0%	47.1%	40.7%	44.9%	37.0%	37.3%	
Mean	1.53	1.46	1.43	1.60	1.54	1.46	1.50	1.43	1.42	
Standard deviation	0.61	0.61	0.59	0.64	0.62	0.60	0.59	0.60	0.58	
Significance	-	*	***	-		*	-		*	
Effect size	-	0.11	0.17	-	0.10	0.23	-	0.12	0.14	
Academic advising										
Frequently / Occasionally	91.6%	86.4%	87.7%	91.8%	83.9%	83.2%	91.6%	87.3%	90.0%	
Mean	2.10	2.08	2.06	2.07	2.02	1.98	2.11	2.10	2.10	
Standard deviation	0.51	0.59	0.55	0.48	0.59	0.57	0.51	0.59	0.54	
Significance	-			-			-			
Effect size	-	0.03	0.07	-	0.08	0.16	-	0.02	0.02	
Since entering this college, how often have you:										
Studied with other students										
Frequently / Occasionally	93.2%	88.6%	91.7%	93.1%	89.5%	91.3%	93.2%	88.2%	91.9%	
Mean	2.30	2.23	2.30	2.25	2.20	2.28	2.32	2.24	2.30	
Standard deviation	0.59	0.64	0.61	0.57	0.61	0.61	0.59	0.65	0.61	
Significance	-	*		-			-			
Effect size	-	0.11	0.00	-	0.08	-0.05	-	0.12	0.03	



Navigational Action illustrates how often students participate in institutional programs or how often students engage in activities that would help them successfully traverse the institution.

Tarleton State University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college have you:										
Participated in an academic support program										
Yes	14.3%	12.1%	10.8%	13.2%	16.4%	11.2%	14.7%	10.7%	10.7%	
Taken a course or first-year seminar designed to help students adjust to college-level academics										
Yes	67.5%	54.2%	39.0%	64.4%	55.6%	37.3%	68.6%	53.8%	39.7%	
Since entering this college, indicate how often have you:										
Accessed your campus' library resources electronically										
Frequently / Occasionally	90.0%	86.8%	84.1%	91.6%	87.3%	81.4%	89.4%	86.6%	85.4%	
Mean	2.23	2.21	2.12	2.19	2.19	2.05	2.25	2.21	2.16	
Standard deviation	0.62	0.65	0.65	0.57	0.64	0.65	0.63	0.66	0.65	
Significance	-		**	-		*	-		*	
Effect size	-	0.03	0.17	-	0.00	0.22	-	0.06	0.14	