



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

# 2010 Your First College Year Survey

CIRP Construct Reports

First-time, Full-time Freshman

---

---

## Tarleton State University

---

---

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



Table of Contents

**1. CIRP Construct Mean Reports**

How to Read the CIRP Construct Mean Reports	<a href="#">H1</a>
a. Habits of Mind	<a href="#">1A</a>
b. Academic Adjustment	<a href="#">1B</a>
c. Academic Disengagement	<a href="#">1C</a>
d. Student-Faculty Interaction	<a href="#">1D</a>
e. Satisfaction with Coursework	<a href="#">1E</a>
f. Overall Satisfaction	<a href="#">1F</a>
g. Sense of Belonging	<a href="#">1G</a>
h. Academic Self-Concept	<a href="#">1H</a>
i. Social Self-Concept	<a href="#">1I</a>
j. Pluralistic Orientation	<a href="#">1J</a>
k. Positive Cross-Racial Interaction	<a href="#">1K</a>
l. Negative Cross-Racial Interaction	<a href="#">1L</a>
m. Social Agency	<a href="#">1M</a>
n. Civic Awareness	<a href="#">1N</a>
o. Leadership	<a href="#">1O</a>

---

**2. CIRP Construct Percentage Reports**

How to Read the CIRP Construct Percentage Reports	<a href="#">H2</a>
a. Habits of Mind	<a href="#">2A</a>
b. Academic Adjustment	<a href="#">2B</a>
c. Academic Disengagement	<a href="#">2C</a>
d. Student-Faculty Interaction	<a href="#">2D</a>
e. Satisfaction with Coursework	<a href="#">2E</a>
f. Overall Satisfaction	<a href="#">2F</a>
g. Sense of Belonging	<a href="#">2G</a>
h. Academic Self-Concept	<a href="#">2H</a>
i. Social Self-Concept	<a href="#">2I</a>
j. Pluralistic Orientation	<a href="#">2J</a>
k. Positive Cross-Racial Interaction	<a href="#">2K</a>
l. Negative Cross-Racial Interaction	<a href="#">2L</a>
m. Social Agency	<a href="#">2M</a>
n. Civic Awareness	<a href="#">2N</a>
o. Leadership	<a href="#">2O</a>

---

---

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

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

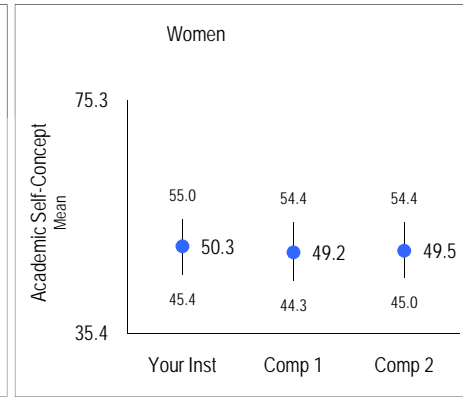
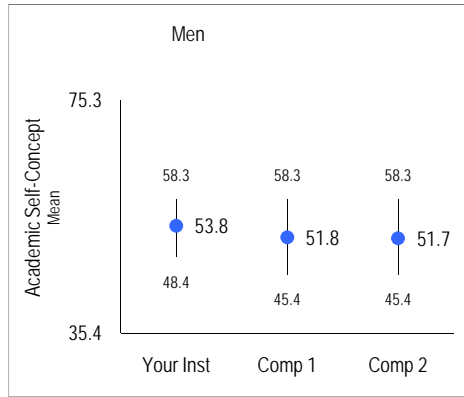
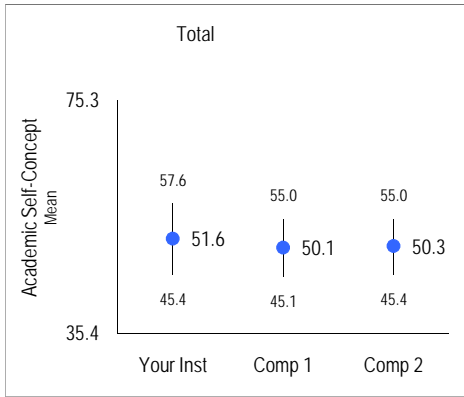
**Standard Deviation** – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

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

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

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

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



**Survey items and estimation 'weights':**

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

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

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

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

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

**Comp 2** – The second comparison group is based on your institution's type and control.

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

**Effect Size** – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g., a negative effect size on the "Academic Disengagement" CIRP Construct suggests your students score lower than comparison schools).

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.herl.ucla.edu](http://www.herl.ucla.edu)

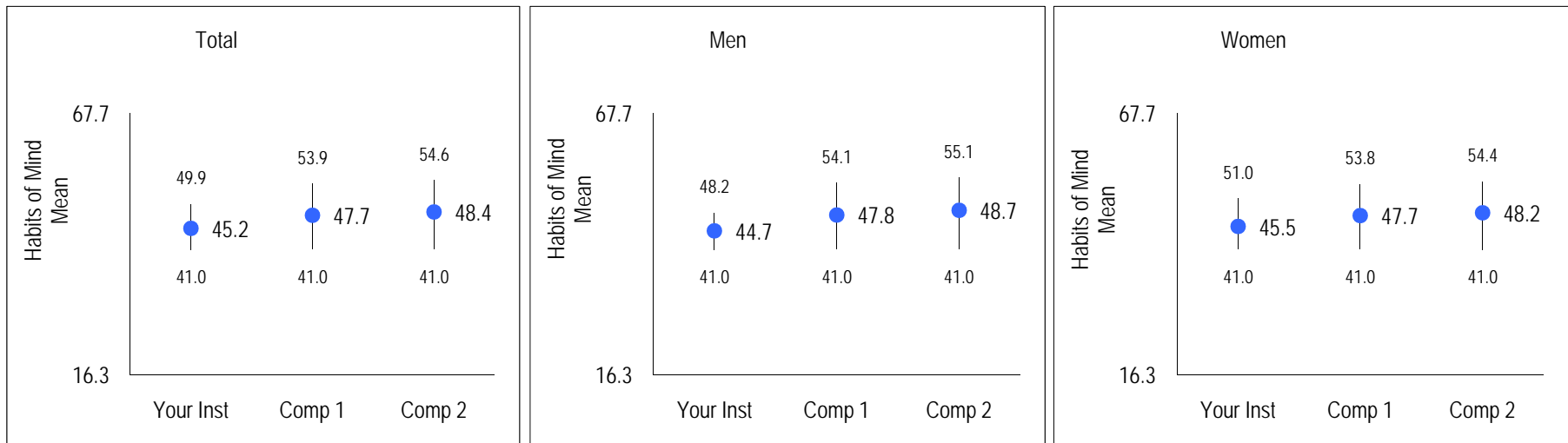


2010 Your First College Year Survey  
CIRP Construct Mean Report  
**Habits of Mind**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,998	14,845	221	1,586	5,534	318	3,412	9,311
Mean	45.2	47.7	48.4	44.7	47.8	48.7	45.5	47.7	48.2
Standard Deviation	9.46	9.62	9.28	9.50	9.93	9.38	9.42	9.47	9.21
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.26	-0.35	-	-0.32	-0.43	-	-0.23	-0.29
25th percentile	41.0	41.0	41.0	41.0	41.0	41.0	41.0	41.0	41.0
75th percentile	49.9	53.9	54.6	48.2	54.1	55.1	51.0	53.8	54.4

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



**Survey items and estimation 'weights':**

*How often in the past year did you:*

- \* Seek solutions to problems and explain them to others (2.29)
- \* Support your opinions with a logical argument (1.97)
- \* Seek alternative solutions to a problem (1.89)
- \* Evaluate the quality or reliability of information you received (1.70)
- \* Seek feedback on your academic work (1.38)
- \* Ask questions in class (1.32)

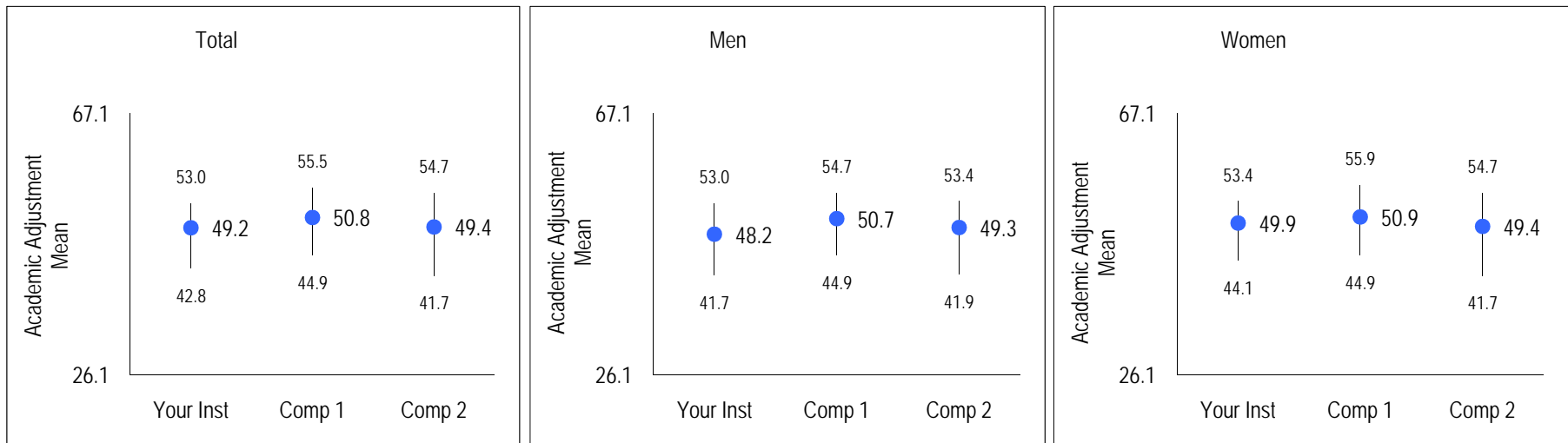
- \* Take a risk because you felt you had more to gain (1.30)
- \* Explore topics on your own, even though it was not required for a class (1.28)
- \* Accept mistakes as part of the learning process (1.08)
- \* Revise your papers to improve your writing (1.07)
- \* Look up scientific research articles and resources (0.96)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	5,001	14,864	223	1,591	5,554	317	3,410	9,310
Mean	49.2	50.8	49.4	48.2	50.7	49.3	49.9	50.9	49.4
Standard Deviation	8.31	8.80	9.00	7.98	8.71	9.02	8.48	8.84	8.99
Significance	-	***		-	***		-		
Effect Size	-	-0.18	-0.01	-	-0.28	-0.11	-	-0.11	0.06
25th percentile	42.8	44.9	41.7	41.7	44.9	41.9	44.1	44.9	41.7
75th percentile	53.0	55.5	54.7	53.0	54.7	53.4	53.4	55.9	54.7

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



**Survey items and estimation 'weights':**

Since entering this college, ow has it been to:

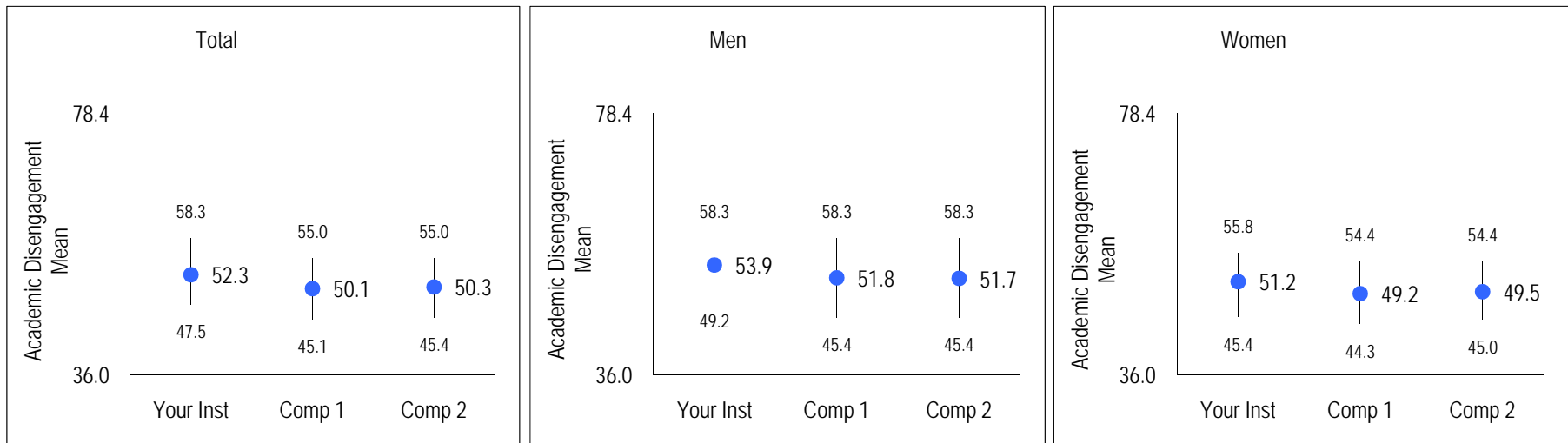
- \* Adjust to academic demands of college (3.27)
- \* Develop effective study skills (3.06)
- \* Manage your time effectively (2.67)
- \* Understand what your professors expect of you academically (1.29)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,025	14,900	223	1,600	5,568	319	3,425	9,332
Mean	52.3	50.1	50.3	53.9	51.8	51.7	51.2	49.2	49.5
Standard Deviation	7.79	7.86	7.84	7.54	8.29	8.22	7.77	7.51	7.50
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	0.28	0.25	-	0.25	0.27	-	0.26	0.22
25th percentile	47.5	45.1	45.4	49.2	45.4	45.4	45.4	44.3	45.0
75th percentile	58.3	55.0	55.0	58.3	58.3	58.3	55.8	54.4	54.4

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



**Survey items and estimation 'weights':**

Since entering college, indicate how often you:

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

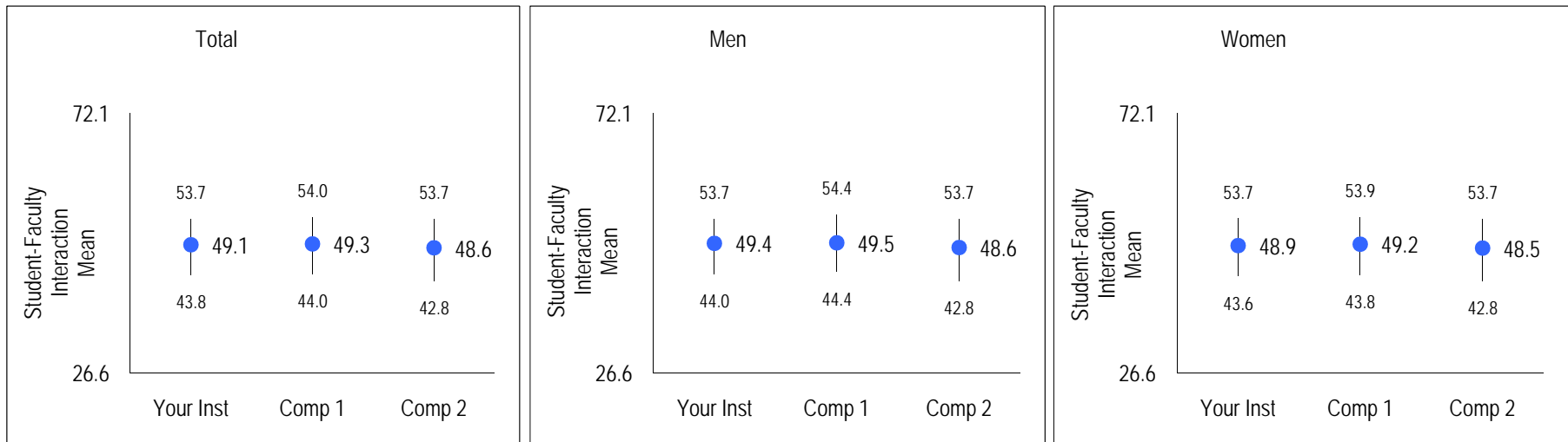


2010 Your First College Year Survey  
CIRP Construct Mean Report  
Student-Faculty Interaction  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,029	14,905	223	1,603	5,572	319	3,426	9,333
Mean	49.1	49.3	48.6	49.4	49.5	48.6	48.9	49.2	48.5
Standard Deviation	7.51	7.90	8.31	7.75	7.99	8.43	7.34	7.86	8.24
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.02	0.07	-	-0.01	0.09	-	-0.03	0.05
25th percentile	43.8	44.0	42.8	44.0	44.4	42.8	43.6	43.8	42.8
75th percentile	53.7	54.0	53.7	53.7	54.4	53.7	53.7	53.9	53.7

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



**Survey items and estimation 'weights':**

\* Communicated regularly with your professors (2.71)

\* Asked a professor for advice after class (1.74)

\* Received advice/guidance about your educational program from your professor (1.69)

\* Faculty during office hours (yes/no) (1.29)

\* Amount of contact with faculty (1.20)

\* Faculty outside of class or office hours (1.18)

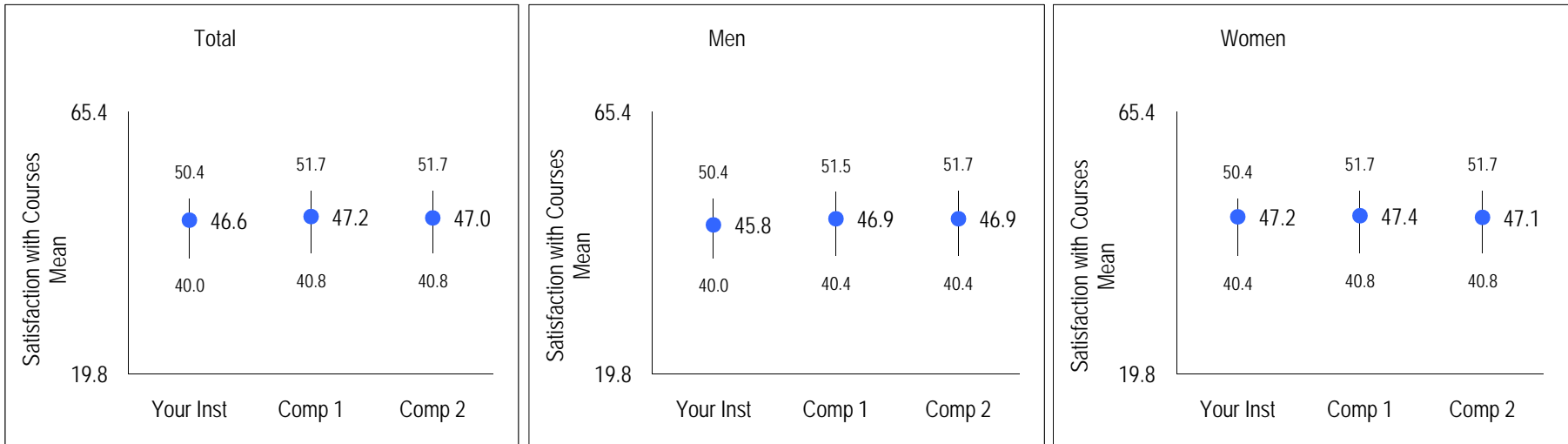


2010 Your First College Year Survey  
CIRP Construct Mean Report  
Satisfaction with Coursework  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,024	14,894	223	1,600	5,566	319	3,424	9,328
Mean	46.6	47.2	47.0	45.8	46.9	46.9	47.2	47.4	47.1
Standard Deviation	8.03	8.55	8.69	8.02	8.93	9.00	8.00	8.36	8.51
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.07	-0.04	-	-0.12	-0.12	-	-0.02	0.02
25th percentile	40.0	40.8	40.8	40.0	40.4	40.4	40.4	40.8	40.8
75th percentile	50.4	51.7	51.7	50.4	51.5	51.7	50.4	51.7	51.7

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



Survey items and estimation 'weights':

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

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

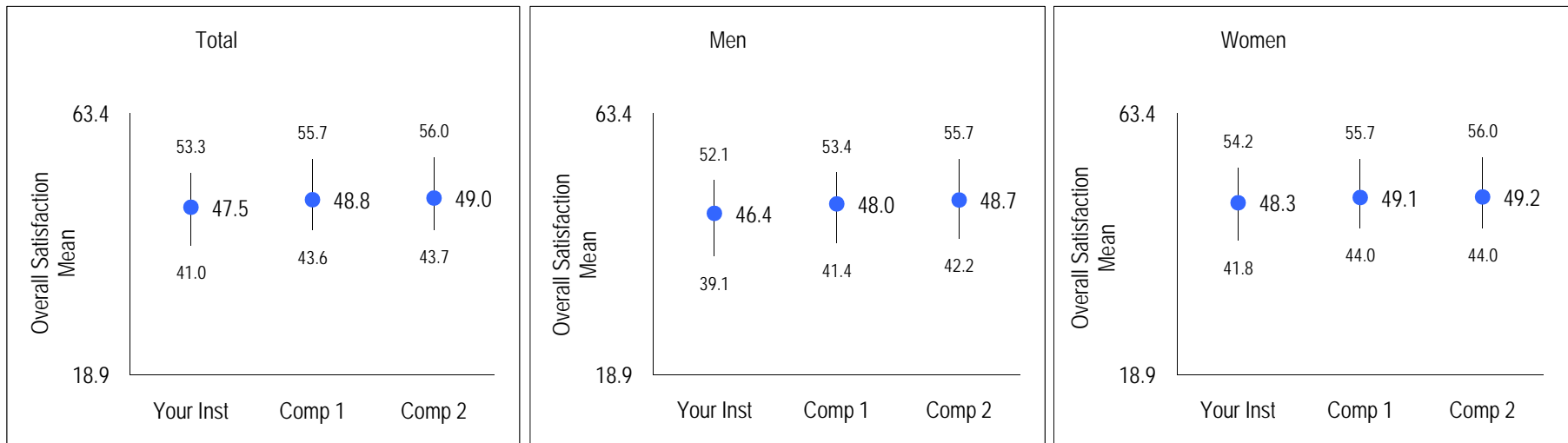




Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,028	14,905	223	1,602	5,572	319	3,426	9,333
Mean	47.5	48.8	49.0	46.4	48.0	48.7	48.3	49.1	49.2
Standard Deviation	8.10	8.32	8.59	7.92	8.40	8.74	8.15	8.26	8.49
Significance	-	***	***	-	**	***	-	-	*
Effect Size	-	-0.15	-0.18	-	-0.19	-0.26	-	-0.10	-0.11
25th percentile	41.0	43.6	43.7	39.1	41.4	42.2	41.8	44.0	44.0
75th percentile	53.3	55.7	56.0	52.1	53.4	55.7	54.2	55.7	56.0

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



**Survey items and estimation 'weights':**

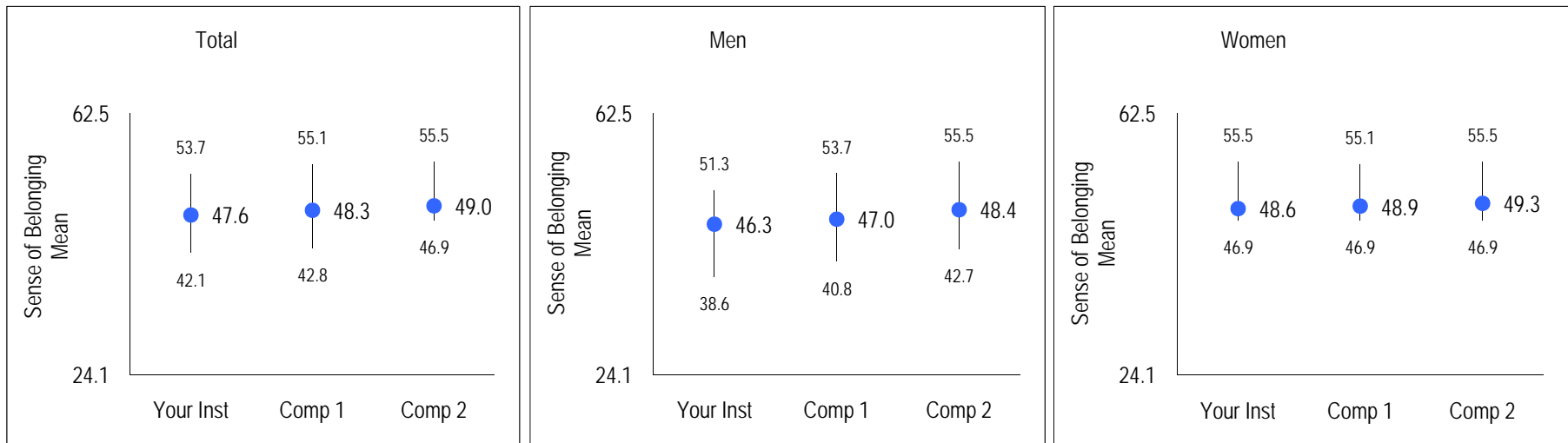
- \* Satisfaction with overall college experience (3.69)
- \* If you could make your college choice over, would you still choose to enroll at your current college? (1.93)
- \* Satisfaction with your overall academic experience (1.88)
- \* Satisfaction with overall quality of instruction (1.69)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	537	4,984	14,827	219	1,578	5,528	318	3,406	9,299
Mean	47.6	48.3	49.0	46.3	47.0	48.4	48.6	48.9	49.3
Standard Deviation	9.16	8.92	9.04	9.51	9.41	9.30	8.80	8.62	8.86
Significance	-		***	-		***	-		***
Effect Size	-	-0.08	-0.15	-	-0.08	-0.23	-	-0.04	-0.08
25th percentile	42.1	42.8	46.9	38.6	40.8	42.7	46.9	46.9	46.9
75th percentile	53.7	55.1	55.5	51.3	53.7	55.5	55.5	55.1	55.5

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



**Survey items and estimation 'weights':**

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

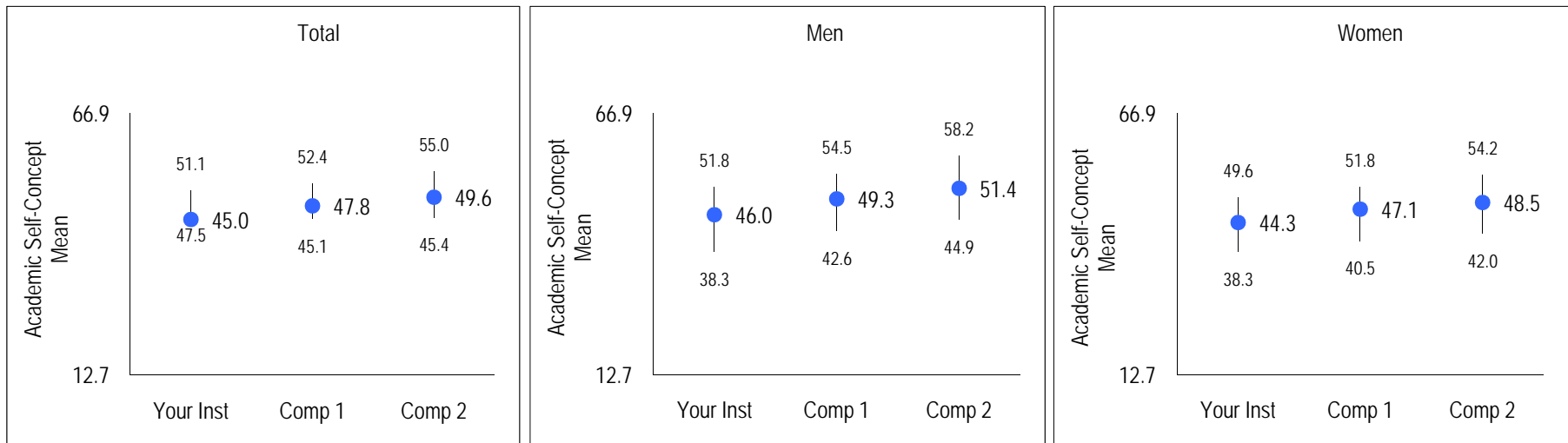
- \* I feel I am a member of this college (5.10)
- \* I feel a sense of belonging to this campus (4.62)
- \* I see myself as part of the campus community (2.95)
- \* If asked, I would recommend this college to others (2.50)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	541	5,008	14,875	223	1,594	5,558	318	3,414	9,317
Mean	45.0	47.8	49.6	46.0	49.3	51.4	44.3	47.1	48.5
Standard Deviation	8.56	8.46	8.70	8.85	8.75	8.92	8.29	8.23	8.38
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.33	-0.53	-	-0.37	-0.61	-	-0.34	-0.50
25th percentile	38.3	40.7	43.2	38.3	42.6	44.9	38.3	40.5	42.0
75th percentile	51.1	52.4	55.0	51.8	54.5	58.2	49.6	51.8	54.2

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



**Survey items and estimation 'weights':**

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

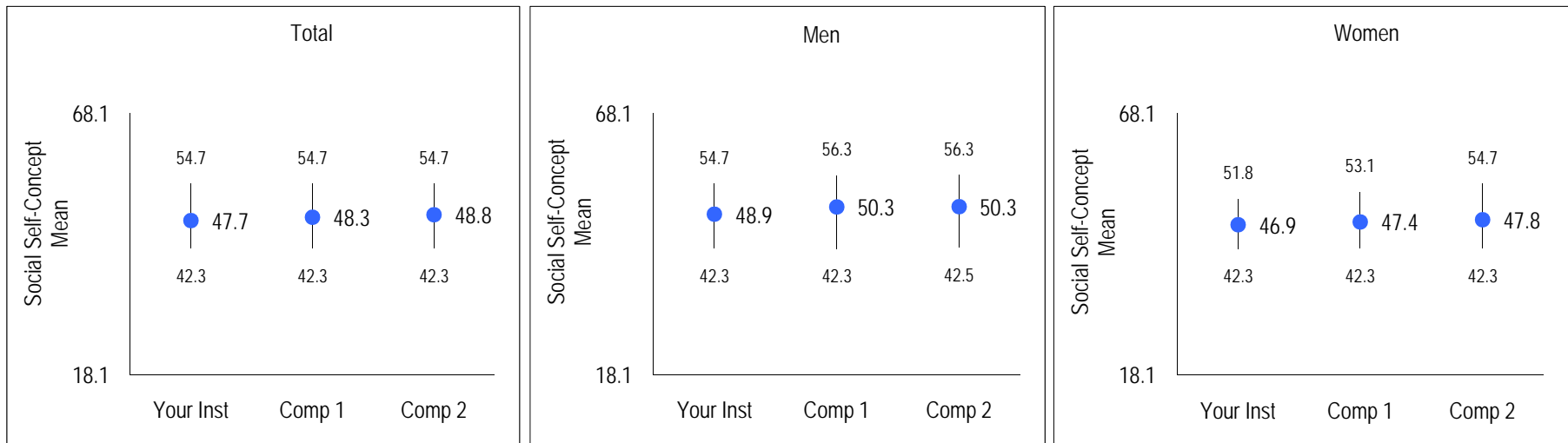
- \* Academic ability (3.01)
- \* Self-confidence - intellectual (1.51)
- \* Drive to achieve (1.18)
- \* Mathematical ability (1.14)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	541	5,008	14,875	223	1,594	5,558	318	3,414	9,317
Mean	47.7	48.3	48.8	48.9	50.3	50.3	46.9	47.4	47.8
Standard Deviation	8.78	9.08	9.24	8.69	9.33	9.41	8.77	8.81	9.01
Significance	-		**	-	*	*	-		
Effect Size	-	-0.07	-0.12	-	-0.15	-0.15	-	-0.06	-0.11
25th percentile	42.3	42.3	42.3	42.3	42.3	42.5	42.3	42.3	42.3
75th percentile	54.7	54.7	54.7	54.7	56.3	56.3	51.8	53.1	54.7

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



**Survey items and estimation 'weights':**

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

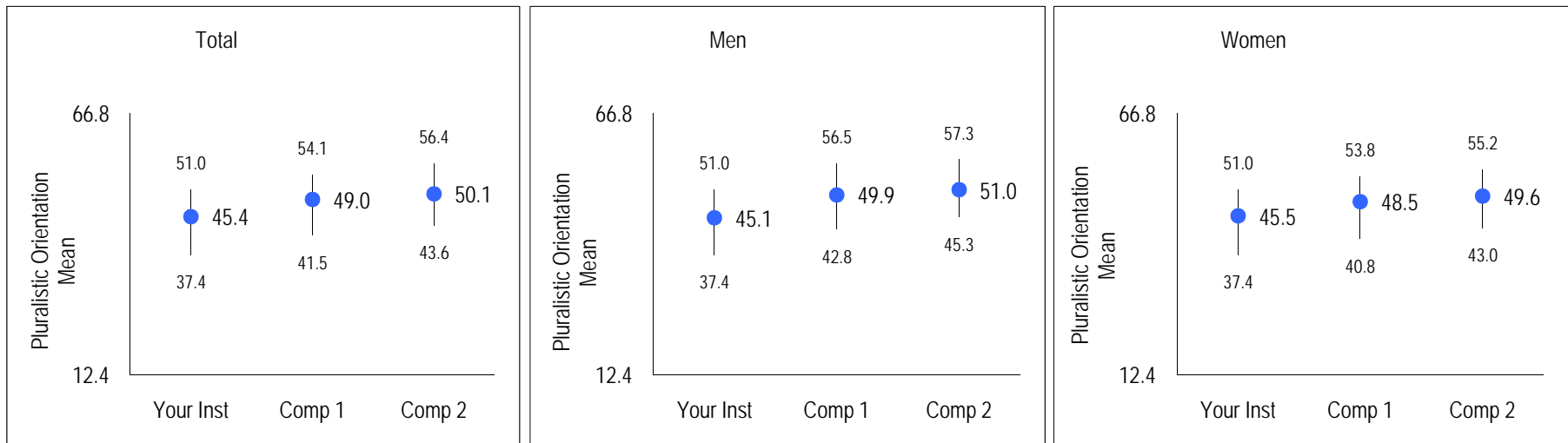
- \* Leadership ability (2.36)
- \* Public speaking ability (1.84)
- \* Self-confidence - social (1.69)



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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,999	14,851	222	1,594	5,549	317	3,405	9,302
Mean	45.4	49.0	50.1	45.1	49.9	51.0	45.5	48.5	49.6
Standard Deviation	9.76	9.39	9.14	10.34	9.80	9.30	9.35	9.16	9.01
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.38	-0.52	-	-0.49	-0.63	-	-0.33	-0.46
25th percentile	37.4	41.5	43.6	37.4	42.8	45.3	37.4	40.8	43.0
75th percentile	51.0	54.1	56.4	51.0	56.5	57.3	51.0	53.8	55.2

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



**Survey items and estimation 'weights':**

- \* Ability to work cooperatively with diverse people (2.60)
- \* Tolerance of others with different beliefs (2.52)
- \* Openness to having my views challenged (2.29)
- \* Ability to discuss and negotiate controversial issues (2.11)
- \* Ability to see the world from someone else's perspective (1.99)

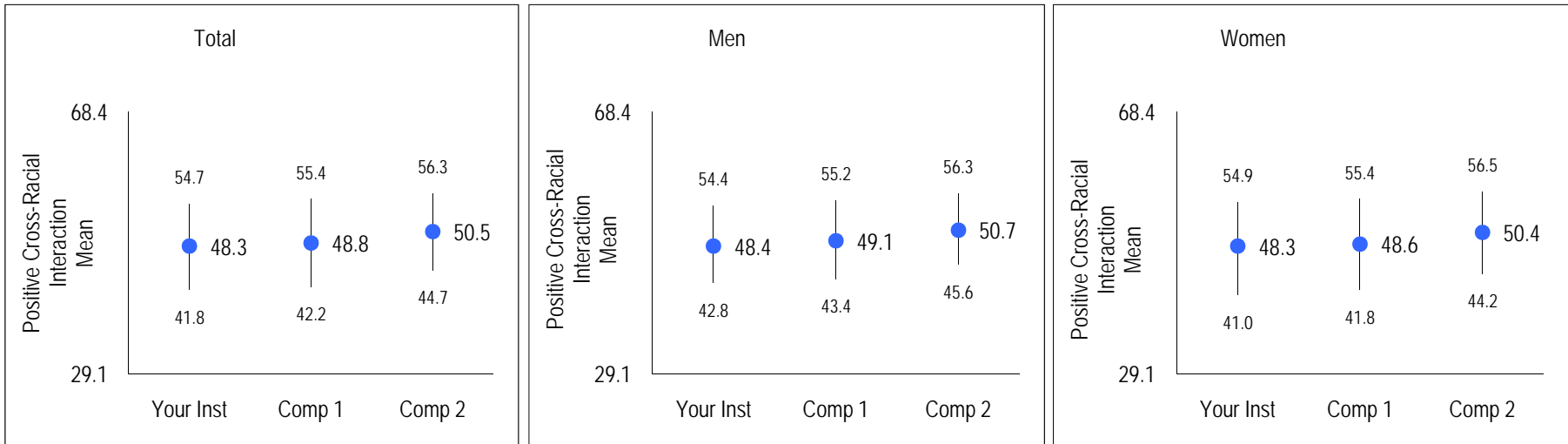


2010 Your First College Year Survey  
CIRP Construct Mean Report  
Positive Cross-Racial Interaction  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	5,000	14,842	221	1,588	5,532	319	3,412	9,310
Mean	48.3	48.8	50.5	48.4	49.1	50.7	48.3	48.6	50.4
Standard Deviation	9.35	9.52	9.15	9.18	9.11	8.80	9.48	9.70	9.35
Significance	-	-	***	-	-	***	-	-	***
Effect Size	-	-0.05	-0.24	-	-0.08	-0.27	-	-0.03	-0.22
25th percentile	41.8	42.2	44.7	42.8	43.4	45.6	41.0	41.8	44.2
75th percentile	54.7	55.4	56.3	54.4	55.2	56.3	54.9	55.4	56.5

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



Survey items and estimation 'weights':

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

\* Had intellectual discussions outside of class (3.57)

\* Shared personal feelings and problems (3.52)

\* Dined or shared a meal (2.72)

\* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)

\* Studied or prepared for class (2.22)

\* Socialized or partied (2.12)

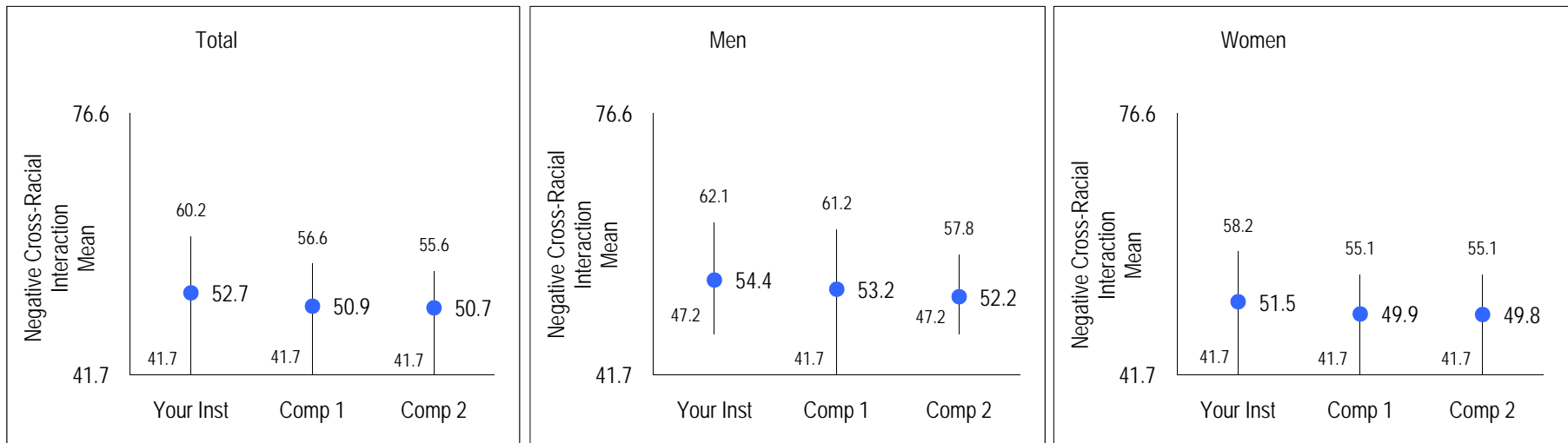


2010 Your First College Year Survey  
CIRP Construct Mean Report  
**Negative Cross-Racial Interaction**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	4,996	14,835	221	1,586	5,528	319	3,410	9,307
Mean	52.7	50.9	50.7	54.4	53.2	52.2	51.5	49.9	49.8
Standard Deviation	9.31	8.67	8.08	9.55	9.49	8.57	8.97	8.06	7.63
Significance	-	***	***	-		***	-	***	***
Effect Size	-	0.20	0.25	-	0.13	0.26	-	0.20	0.22
25th percentile	41.7	41.7	41.7	47.2	41.7	47.2	41.7	41.7	41.7
75th percentile	60.2	56.6	55.6	62.1	61.2	57.8	58.2	55.1	55.1

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



**Survey items and estimation 'weights':**

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

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

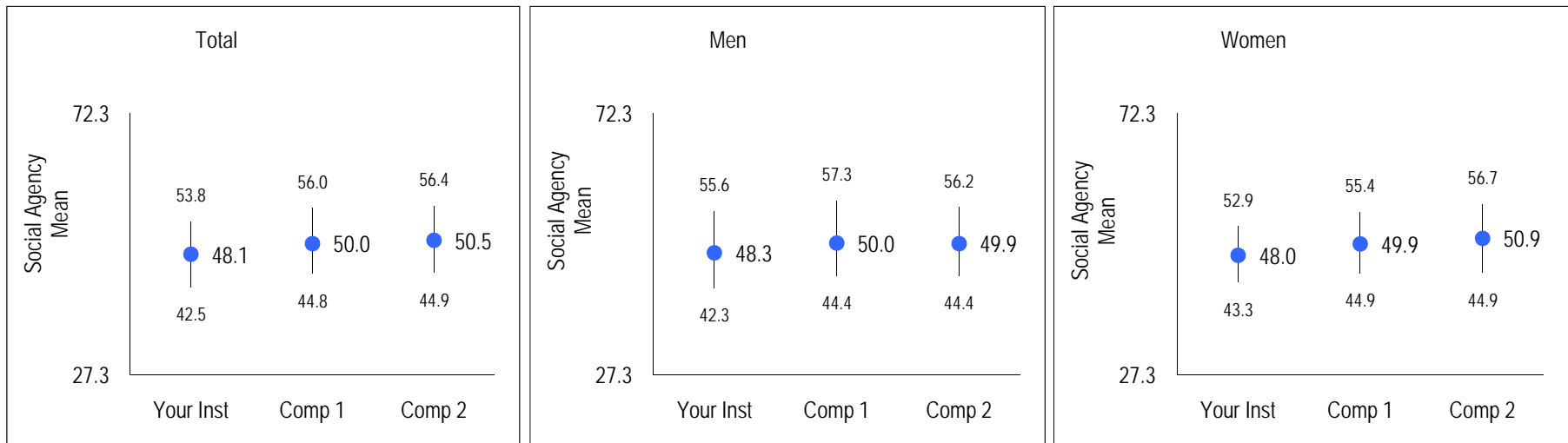


2010 Your First College Year Survey  
CIRP Construct Mean Report  
**Social Agency**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,985	14,816	220	1,576	5,517	319	3,409	9,299
Mean	48.1	50.0	50.5	48.3	50.0	49.9	48.0	49.9	50.9
Standard Deviation	9.08	8.99	8.90	9.76	9.58	9.15	8.60	8.71	8.73
Significance	-	***	***	-	*	*	-	***	***
Effect Size	-	-0.20	-0.27	-	-0.18	-0.17	-	-0.23	-0.33
25th percentile	42.5	44.8	44.9	42.3	44.4	44.4	43.3	44.9	44.9
75th percentile	53.8	56.0	56.4	55.6	57.3	56.2	52.9	55.4	56.7

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



**Survey items and estimation 'weights':**

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

- \* Participating in a community action program (2.64)
- \* Helping to promote racial understanding (2.15)
- \* Becoming a community leader (2.06)

- \* Influencing social values (1.62)
- \* Keeping up to date with political affairs (1.42)
- \* Helping others who are in difficulty (1.36)



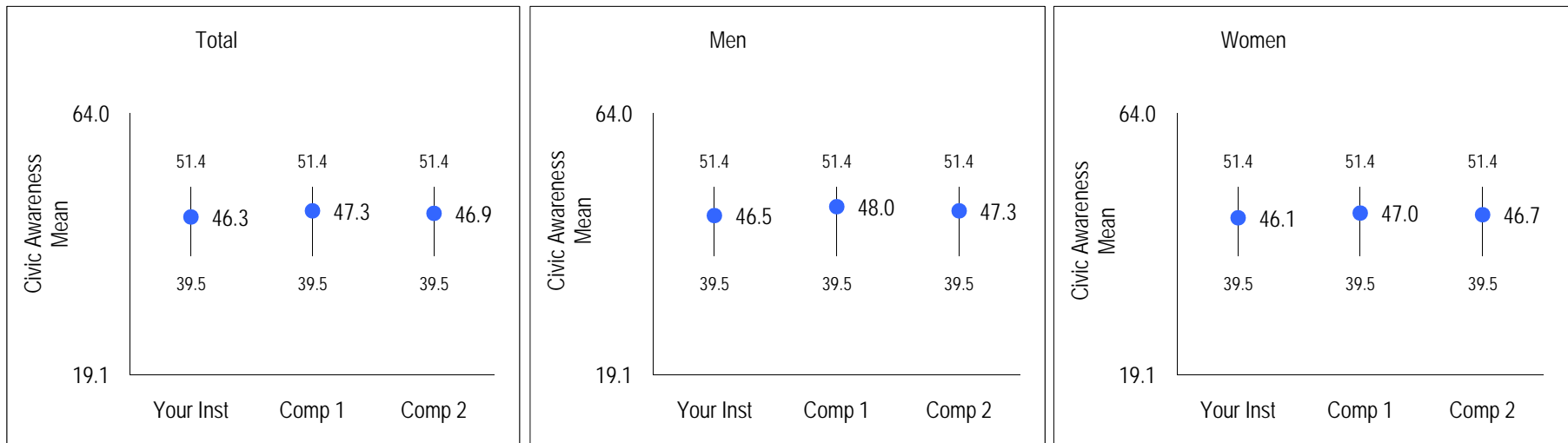


2010 Your First College Year Survey  
CIRP Construct Mean Report  
**Civic Awareness**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,023	14,893	223	1,601	5,568	319	3,422	9,325
Mean	46.3	47.3	46.9	46.5	48.0	47.3	46.1	47.0	46.7
Standard Deviation	8.12	8.36	8.65	8.44	8.69	8.78	7.90	8.18	8.55
Significance	-	**		-	*		-		
Effect Size	-	-0.12	-0.07	-	-0.18	-0.09	-	-0.10	-0.06
25th percentile	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5	39.5
75th percentile	51.4	51.4	51.4	51.4	51.4	51.4	51.4	51.4	51.4

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



**Survey items and estimation 'weights':**

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

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

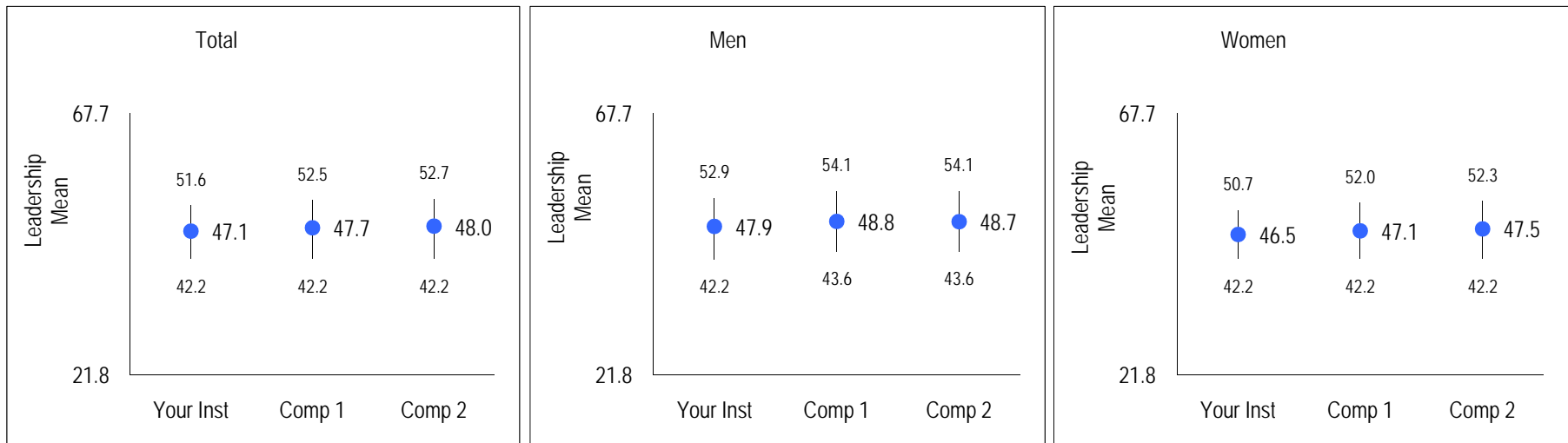


2010 Your First College Year Survey  
CIRP Construct Mean Report  
**Leadership**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,029	14,905	223	1,603	5,572	319	3,426	9,333
Mean	47.1	47.7	48.0	47.9	48.8	48.7	46.5	47.1	47.5
Standard Deviation	7.62	7.66	7.81	7.65	7.61	7.85	7.55	7.63	7.75
Significance	-		*	-			-		*
Effect Size	-	-0.08	-0.11	-	-0.11	-0.10	-	-0.09	-0.13
25th percentile	42.2	42.2	42.2	42.2	43.6	43.6	42.2	42.2	42.2
75th percentile	51.6	52.5	52.7	52.9	54.1	54.1	50.7	52.0	52.3

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



**Survey items and estimation 'weights':**

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



## How to Read the CIRP Construct Percentage Reports

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

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

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

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

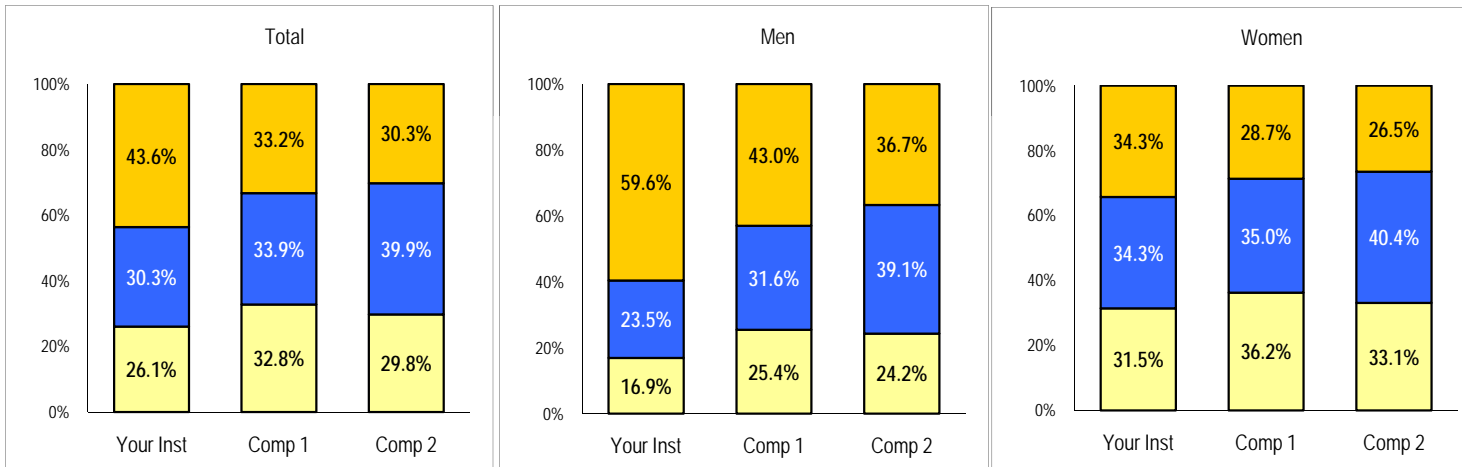
**Comp 2** – The second comparison group is based on your institution's type and control.

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

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

**Statistical Significance** – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (\*p<.05, \*\*p<.01, \*\*\*p<.001).

Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference might be small and not practically important.



**Survey items and estimation 'weights':**

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

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

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.heri.ucla.edu](http://www.heri.ucla.edu)

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

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

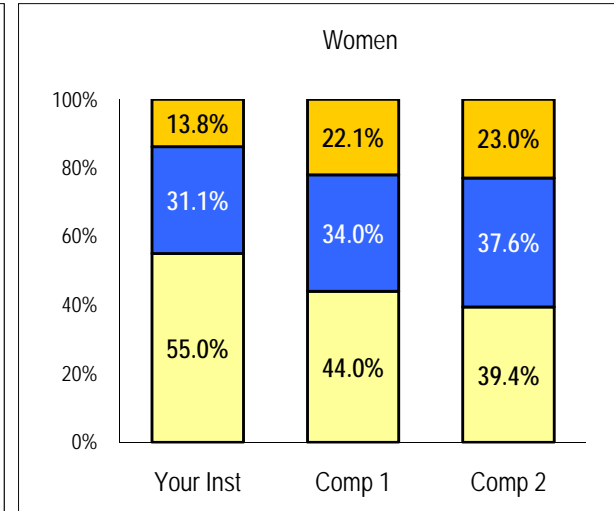
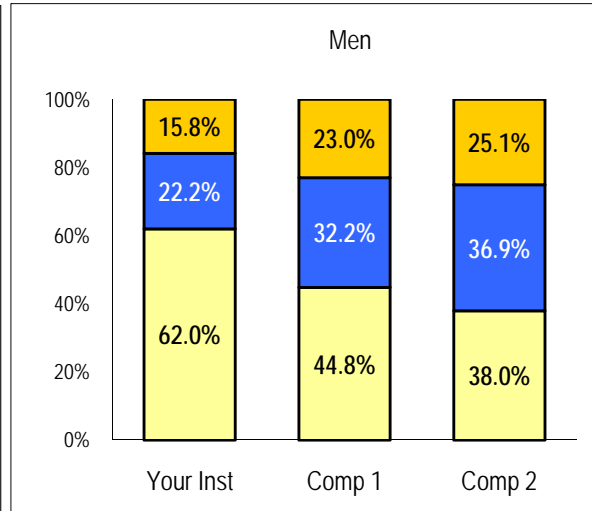
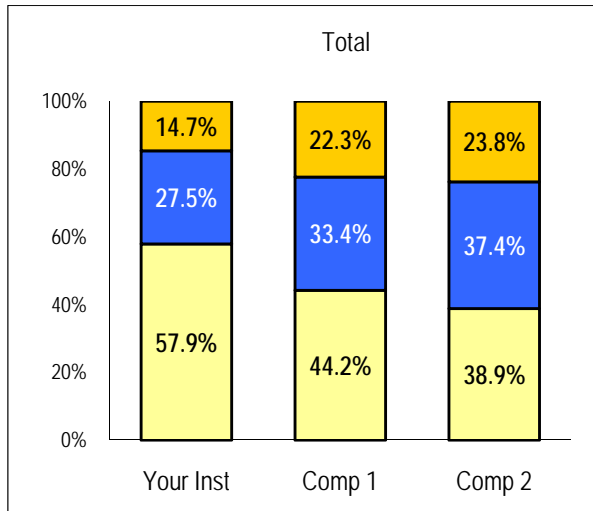


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Habits of Mind**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,998	14,845	221	1,586	5,534	318	3,412	9,311
High Habits of Mind	14.7%	22.3%	23.8%	15.8%	23.0%	25.1%	13.8%	22.1%	23.0%
Average Habits of Mind	27.5%	33.4%	37.4%	22.2%	32.2%	36.9%	31.1%	34.0%	37.6%
Low Habits of Mind	57.9%	44.2%	38.9%	62.0%	44.8%	38.0%	55.0%	44.0%	39.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

*How often in the past year did you:*

- \* Seek solutions to problems and explain them to others (2.29)
- \* Support your opinions with a logical argument (1.97)
- \* Seek alternative solutions to a problem (1.89)
- \* Evaluate the quality or reliability of information you received (1.70)
- \* Seek feedback on your academic work (1.38)
- \* Ask questions in class (1.32)

- \* Take a risk because you felt you had more to gain (1.30)
- \* Explore topics on your own, even though it was not required for a class (1.28)
- \* Accept mistakes as part of the learning process (1.08)
- \* Revise your papers to improve your writing (1.07)
- \* Look up scientific research articles and resources (0.96)

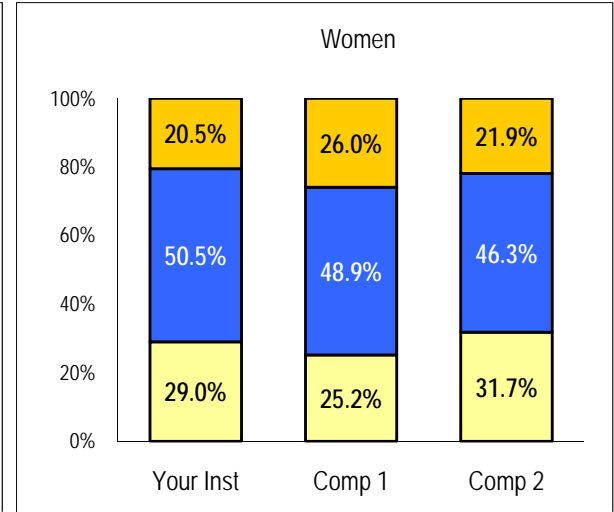
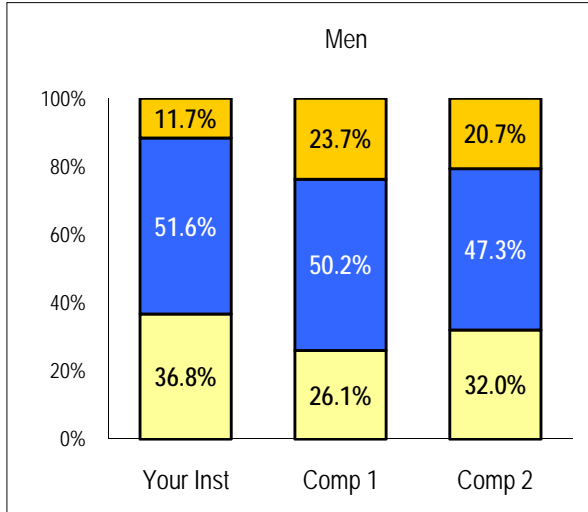
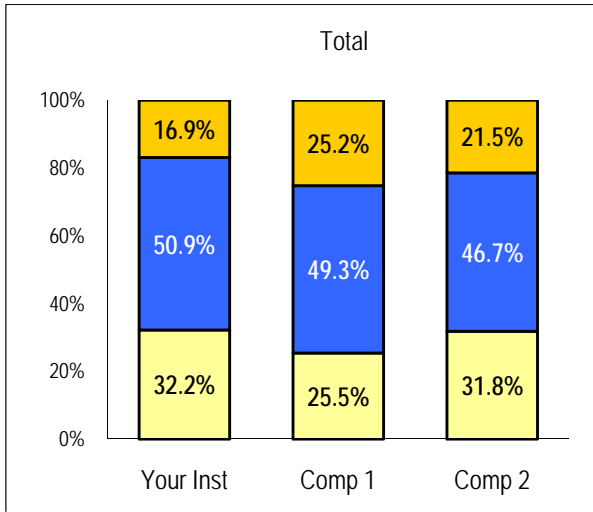


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Academic Adjustment**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	5,001	14,864	223	1,591	5,554	317	3,410	9,310
High Academic Adjustment	16.9%	25.2%	21.5%	11.7%	23.7%	20.7%	20.5%	26.0%	21.9%
Average Academic Adjustment	50.9%	49.3%	46.7%	51.6%	50.2%	47.3%	50.5%	48.9%	46.3%
Low Academic Adjustment	32.2%	25.5%	31.8%	36.8%	26.1%	32.0%	29.0%	25.2%	31.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

Since entering this college, ow has it been to:

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

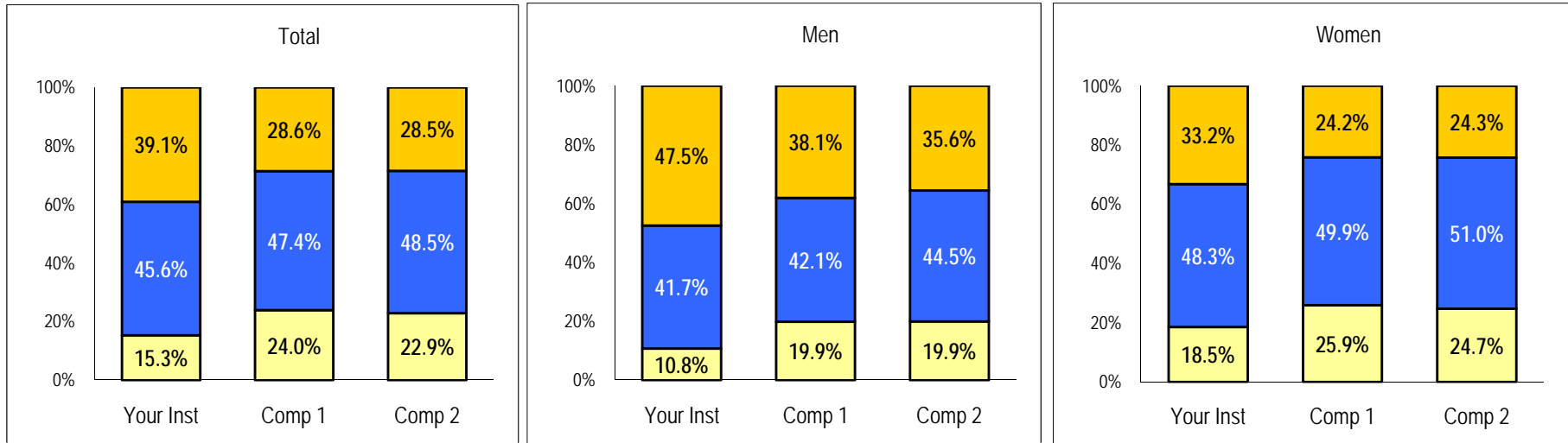


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
Academic Disengagement  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,025	14,900	223	1,600	5,568	319	3,425	9,332
High Academic Disengagement	39.1%	28.6%	28.5%	47.5%	38.1%	35.6%	33.2%	24.2%	24.3%
Average Academic Disengagement	45.6%	47.4%	48.5%	41.7%	42.1%	44.5%	48.3%	49.9%	51.0%
Low Academic Disengagement	15.3%	24.0%	22.9%	10.8%	19.9%	19.9%	18.5%	25.9%	24.7%
Significance (based on High score group)	-	**	***	-		*	-	*	*

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



Survey items and estimation 'weights':

How often in the past year did you:

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

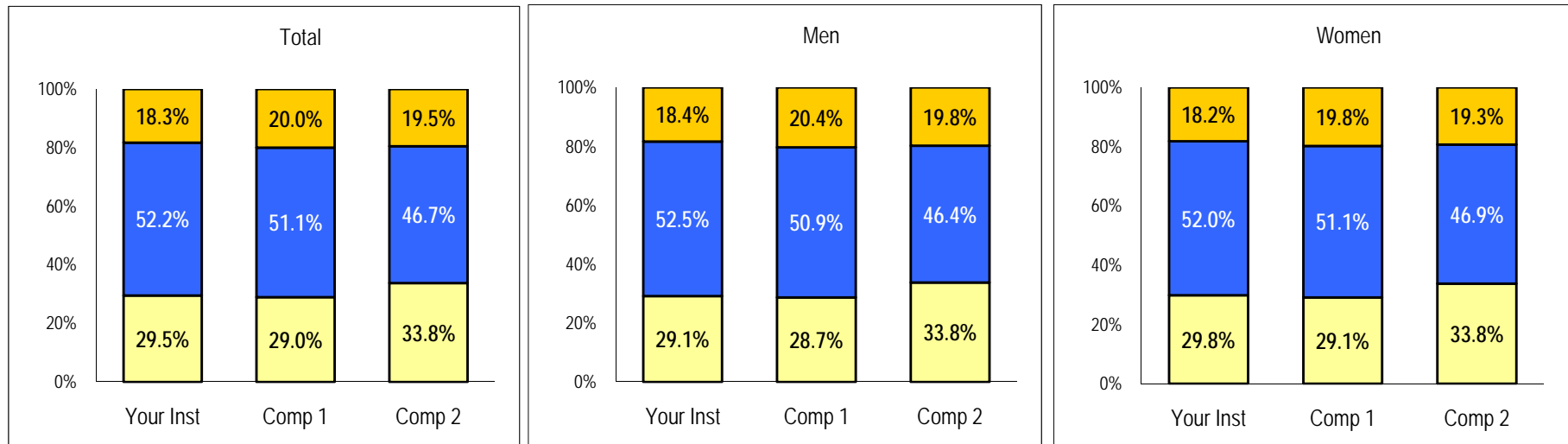


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Student-Faculty Interaction**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,029	14,905	223	1,603	5,572	319	3,426	9,333
High Student-Faculty Interaction	18.3%	20.0%	19.5%	18.4%	20.4%	19.8%	18.2%	19.8%	19.3%
Average Student-Faculty Interaction	52.2%	51.1%	46.7%	52.5%	50.9%	46.4%	52.0%	51.1%	46.9%
Low Student-Faculty Interaction	29.5%	29.0%	33.8%	29.1%	28.7%	33.8%	29.8%	29.1%	33.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

\* *Communicated regularly with your professors* (2.71)

\* *Asked a professor for advice after class* (1.74)

\* *Received advice/guidance about your educational program from your professor* (1.69)

\* *Faculty during office hours (yes/no)* (1.29)

\* *Amount of contact with faculty* (1.20)

\* *Faculty outside of class or office hours* (1.18)

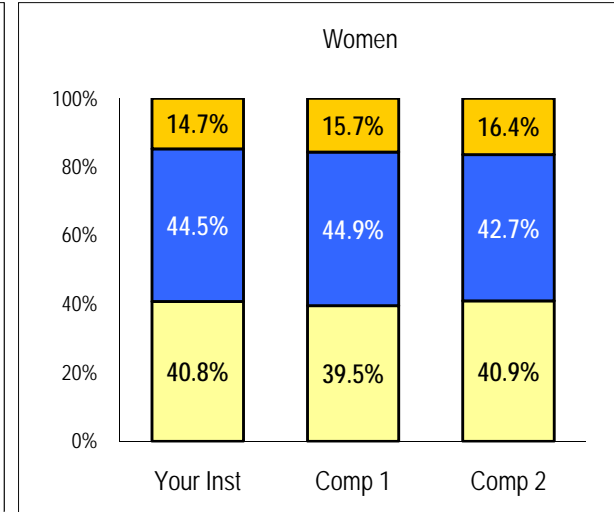
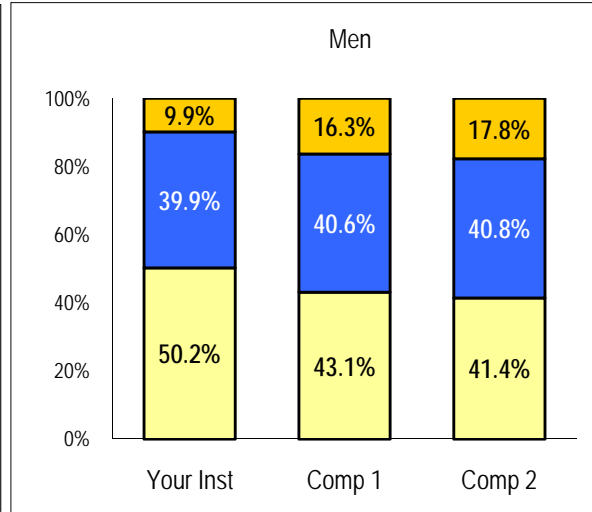
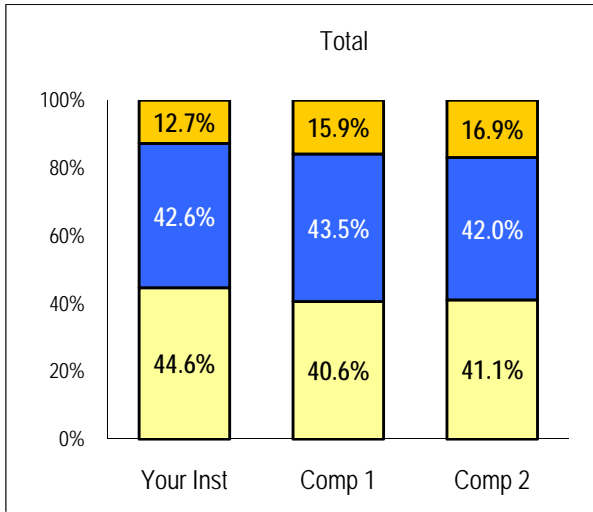


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
Satisfaction with Coursework  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,024	14,894	223	1,600	5,566	319	3,424	9,328
High Satisfaction with Courses	12.7%	15.9%	16.9%	9.9%	16.3%	17.8%	14.7%	15.7%	16.4%
Average Satisfaction with Courses	42.6%	43.5%	42.0%	39.9%	40.6%	40.8%	44.5%	44.9%	42.7%
Low Satisfaction with Courses	44.6%	40.6%	41.1%	50.2%	43.1%	41.4%	40.8%	39.5%	40.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

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



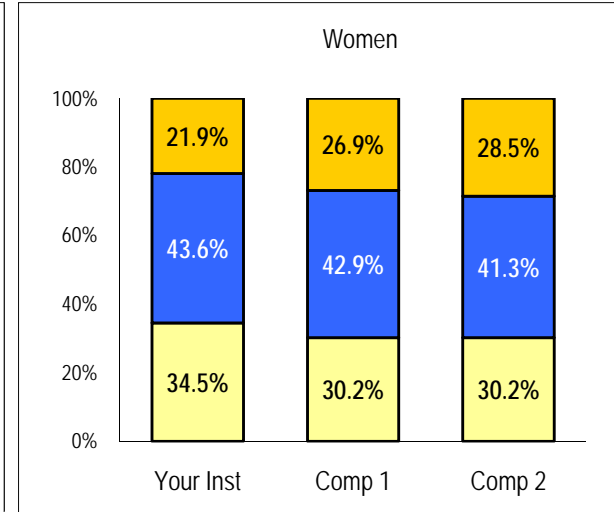
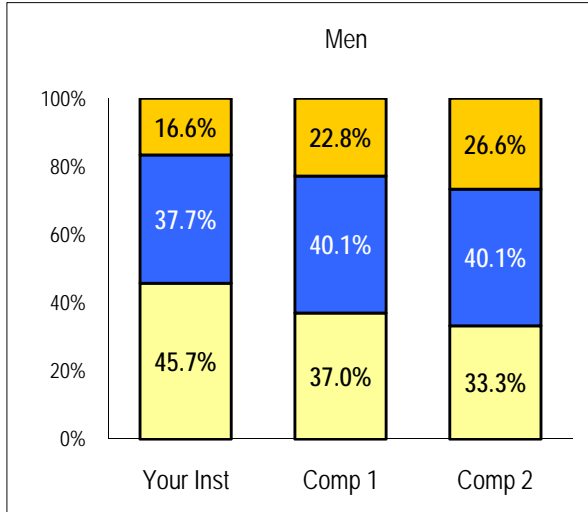
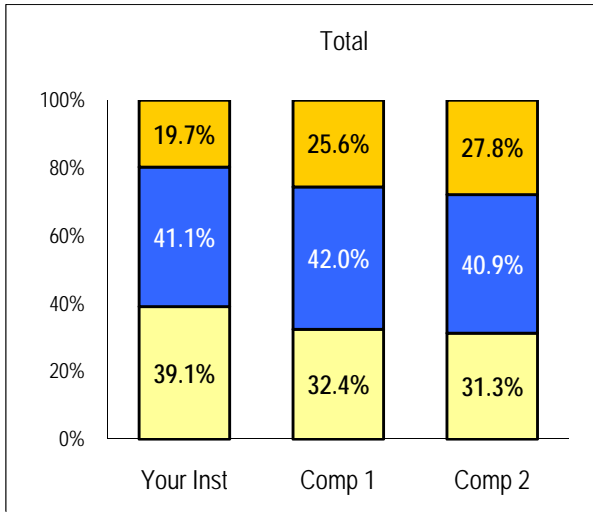


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Overall Satisfaction**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,028	14,905	223	1,602	5,572	319	3,426	9,333
High Overall Satisfaction	19.7%	25.6%	27.8%	16.6%	22.8%	26.6%	21.9%	26.9%	28.5%
Average Overall Satisfaction	41.1%	42.0%	40.9%	37.7%	40.1%	40.1%	43.6%	42.9%	41.3%
Low Overall Satisfaction	39.1%	32.4%	31.3%	45.7%	37.0%	33.3%	34.5%	30.2%	30.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

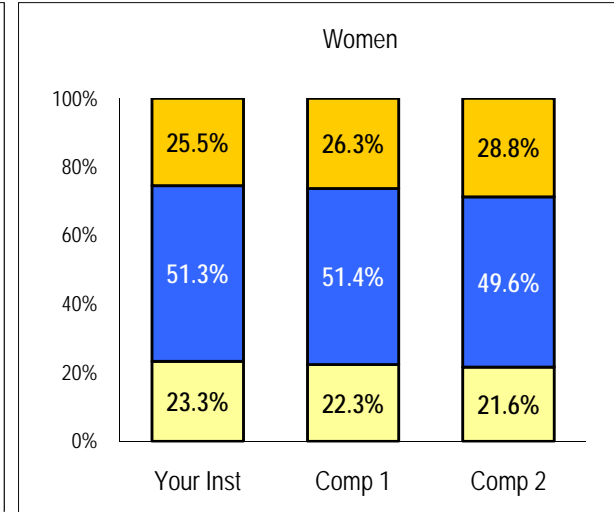
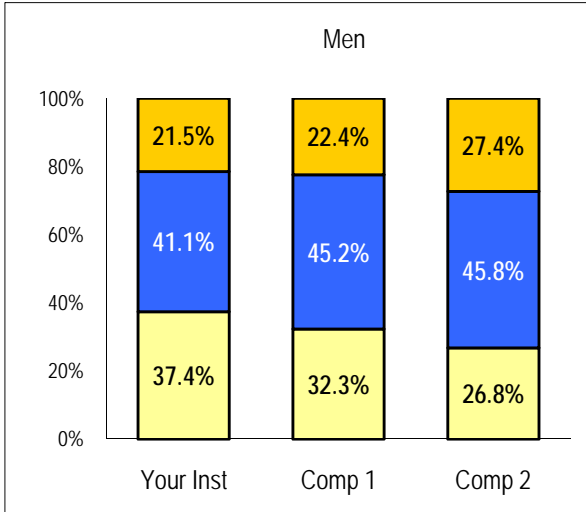
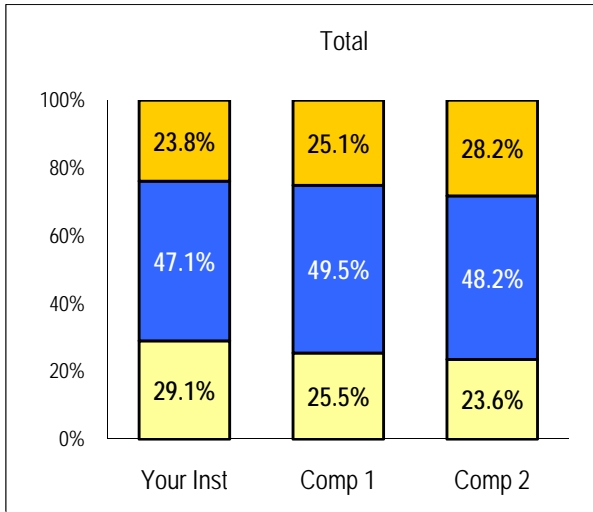


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Sense of Belonging**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	537	4,984	14,827	219	1,578	5,528	318	3,406	9,299
High Sense of Belonging	23.8%	25.1%	28.2%	21.5%	22.4%	27.4%	25.5%	26.3%	28.8%
Average Sense of Belonging	47.1%	49.5%	48.2%	41.1%	45.2%	45.8%	51.3%	51.4%	49.6%
Low Sense of Belonging	29.1%	25.5%	23.6%	37.4%	32.3%	26.8%	23.3%	22.3%	21.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

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

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

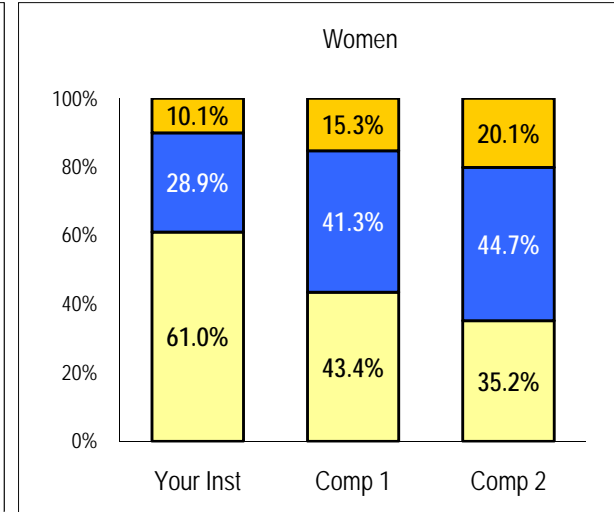
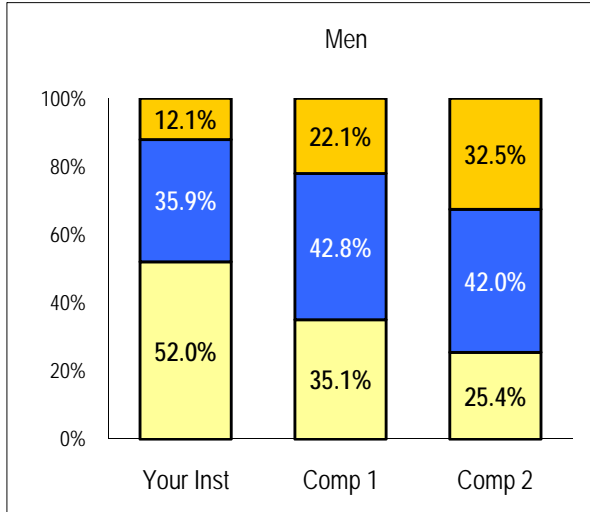
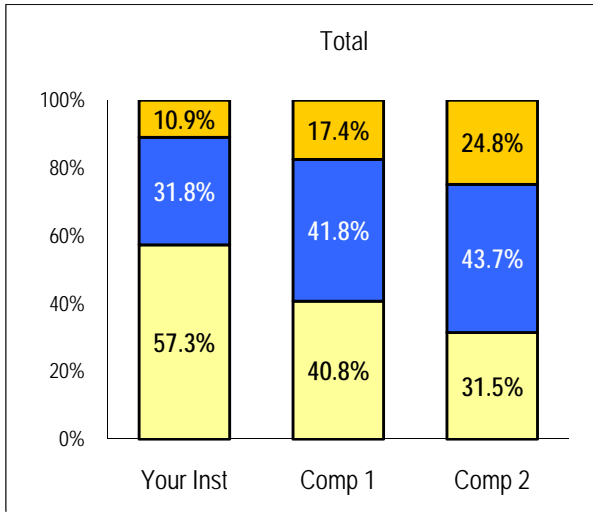


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Academic Self-Concept**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	541	5,008	14,875	223	1,594	5,558	318	3,414	9,317
High Academic Self-Concept	10.9%	17.4%	24.8%	12.1%	22.1%	32.5%	10.1%	15.3%	20.1%
Average Academic Self-Concept	31.8%	41.8%	43.7%	35.9%	42.8%	42.0%	28.9%	41.3%	44.7%
Low Academic Self-Concept	57.3%	40.8%	31.5%	52.0%	35.1%	25.4%	61.0%	43.4%	35.2%
Significance (based on High score group)	-		*	-		*	-		

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



Survey items and estimation 'weights':

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

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

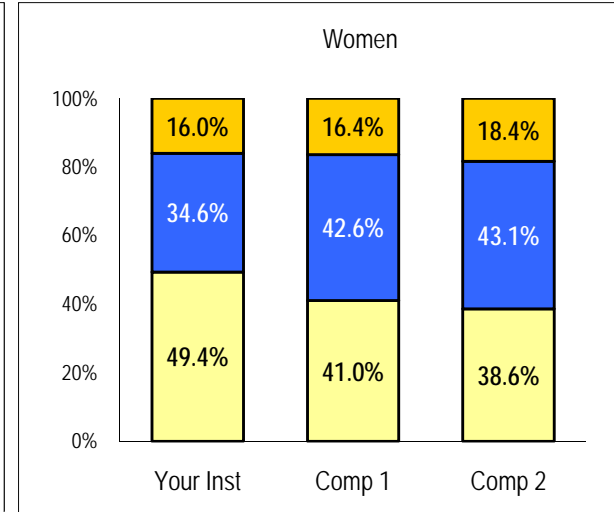
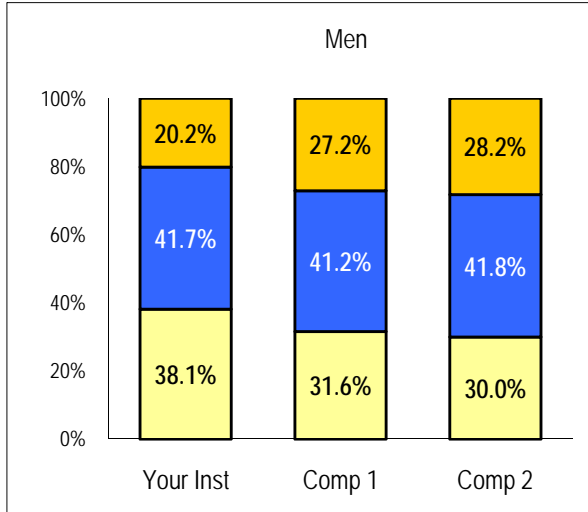
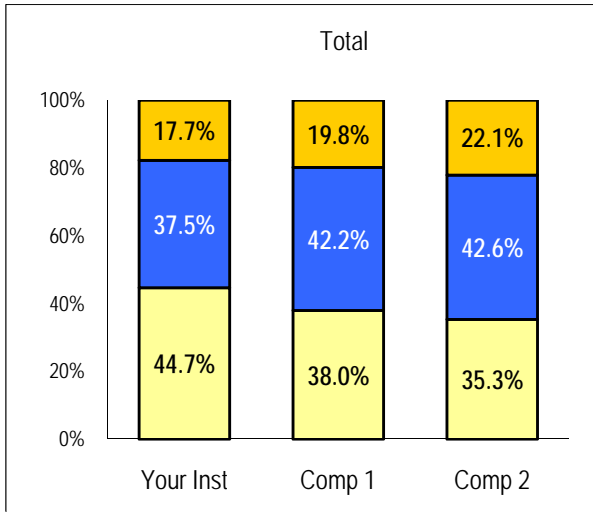


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Social Self-Concept**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	541	5,008	14,875	223	1,594	5,558	318	3,414	9,317
High Social Self-Concept	17.7%	19.8%	22.1%	20.2%	27.2%	28.2%	16.0%	16.4%	18.4%
Average Social Self-Concept	37.5%	42.2%	42.6%	41.7%	41.2%	41.8%	34.6%	42.6%	43.1%
Low Social Self-Concept	44.7%	38.0%	35.3%	38.1%	31.6%	30.0%	49.4%	41.0%	38.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

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

- \* Leadership ability (2.36)
- \* Public speaking ability (1.84)
- \* Self-confidence - social (1.69)

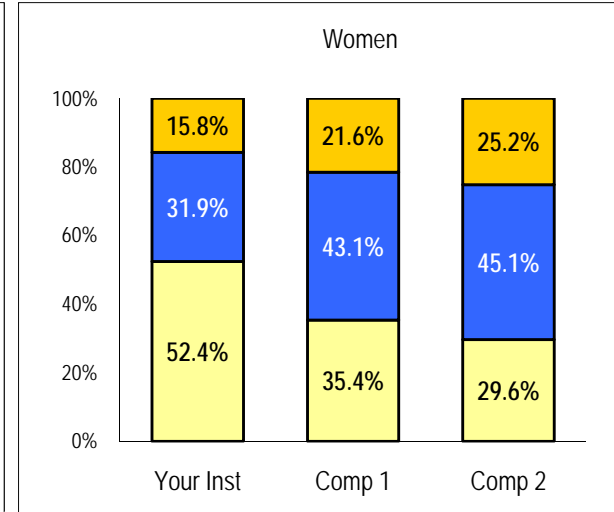
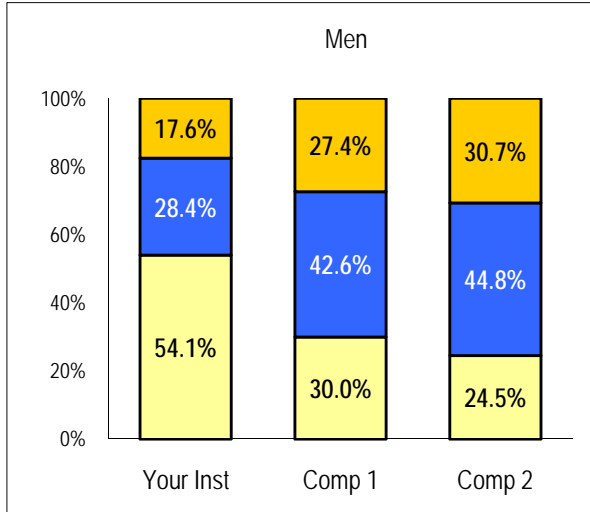
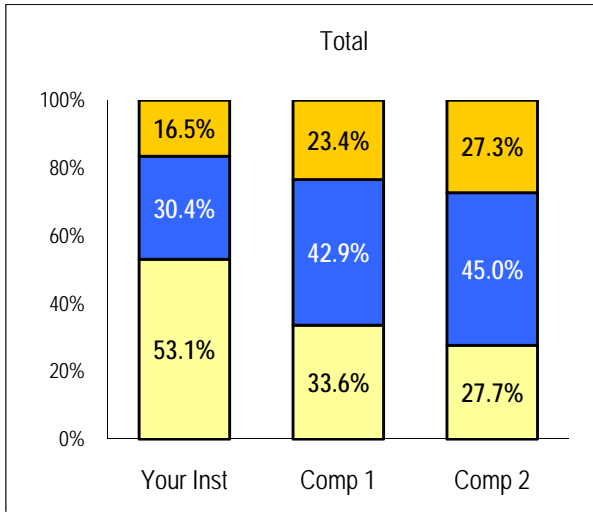


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Pluralistic Orientation**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,999	14,851	222	1,594	5,549	317	3,405	9,302
High Pluralistic Orientation	16.5%	23.4%	27.3%	17.6%	27.4%	30.7%	15.8%	21.6%	25.2%
Average Pluralistic Orientation	30.4%	42.9%	45.0%	28.4%	42.6%	44.8%	31.9%	43.1%	45.1%
Low Pluralistic Orientation	53.1%	33.6%	27.7%	54.1%	30.0%	24.5%	52.4%	35.4%	29.6%
Significance (based on High score group)	-		*	-			-		

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



Survey items and estimation 'weights':

- \* Ability to work cooperatively with diverse people (2.60)
- \* Tolerance of others with different beliefs (2.52)
- \* Openness to having my views challenged (2.29)
- \* Ability to discuss and negotiate controversial issues (2.11)
- \* Ability to see the world from someone else's perspective (1.99)

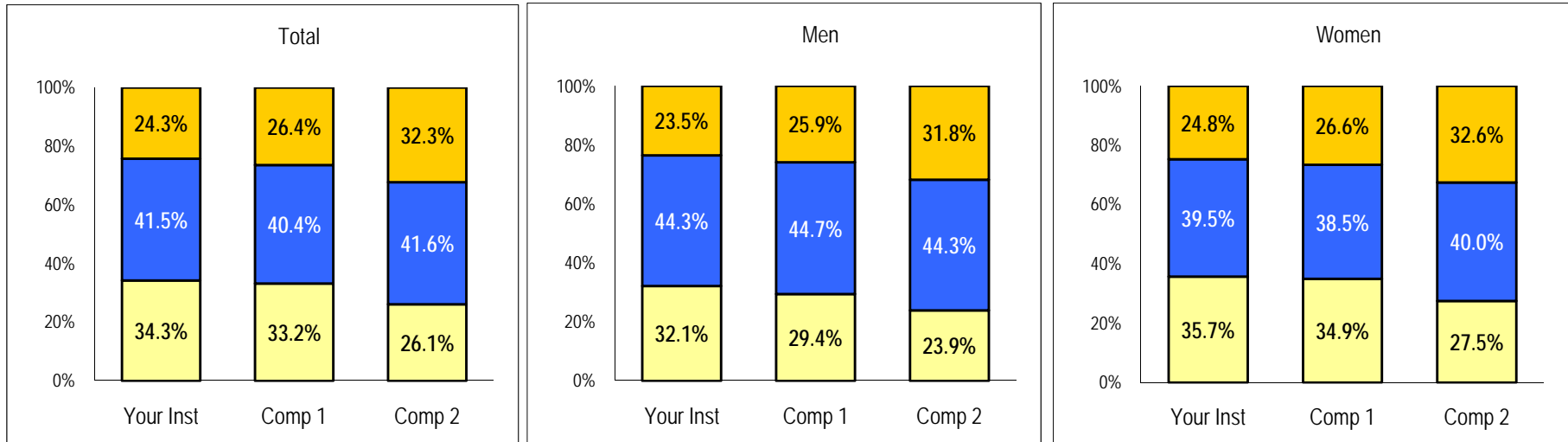


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
Positive Cross-Racial Interaction  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	5,000	14,842	221	1,588	5,532	319	3,412	9,310
High Positive Cross-Racial Interaction	24.3%	26.4%	32.3%	23.5%	25.9%	31.8%	24.8%	26.6%	32.6%
Average Positive Cross-Racial Interaction	41.5%	40.4%	41.6%	44.3%	44.7%	44.3%	39.5%	38.5%	40.0%
Low Positive Cross-Racial Interaction	34.3%	33.2%	26.1%	32.1%	29.4%	23.9%	35.7%	34.9%	27.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

\* Had intellectual discussions outside of class (3.57)

\* Shared personal feelings and problems (3.52)

\* Dined or shared a meal (2.72)

\* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)

\* Studied or prepared for class (2.22)

\* Socialized or partied (2.12)

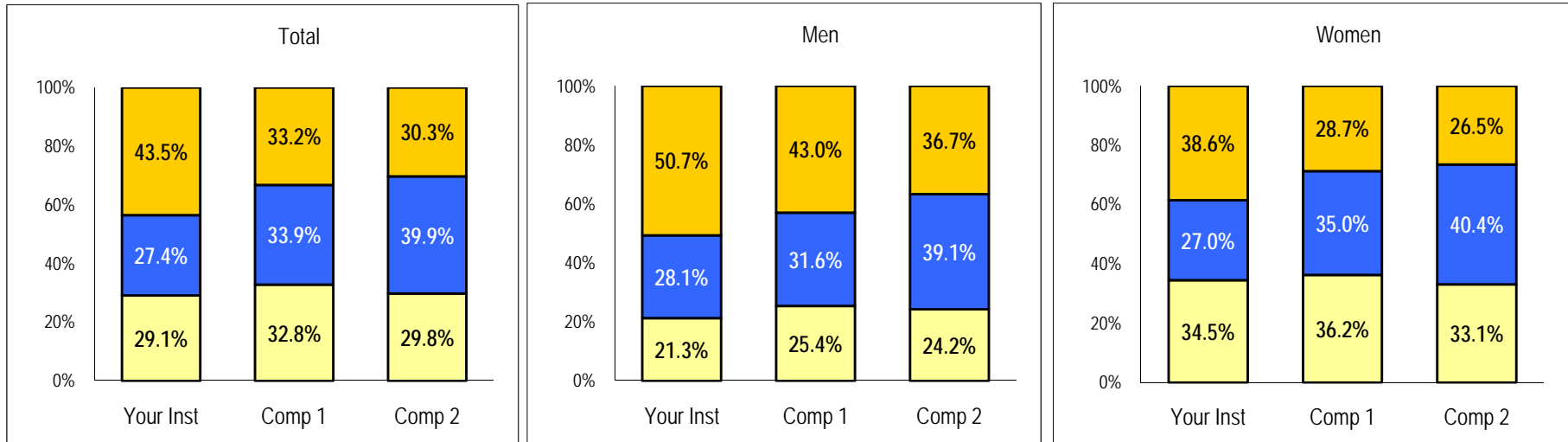


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
Negative Cross-Racial Interaction  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	540	4,996	14,835	221	1,586	5,528	319	3,410	9,307
High Negative Cross-Racial Interaction	43.5%	33.2%	30.3%	50.7%	43.0%	36.7%	38.6%	28.7%	26.5%
Average Negative Cross-Racial Interaction	27.4%	33.9%	39.9%	28.1%	31.6%	39.1%	27.0%	35.0%	40.4%
Low Negative Cross-Racial Interaction	29.1%	32.8%	29.8%	21.3%	25.4%	24.2%	34.5%	36.2%	33.1%
Significance (based on High score group)	-	**	***	-		**	-	*	**

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



Survey items and estimation 'weights':

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

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

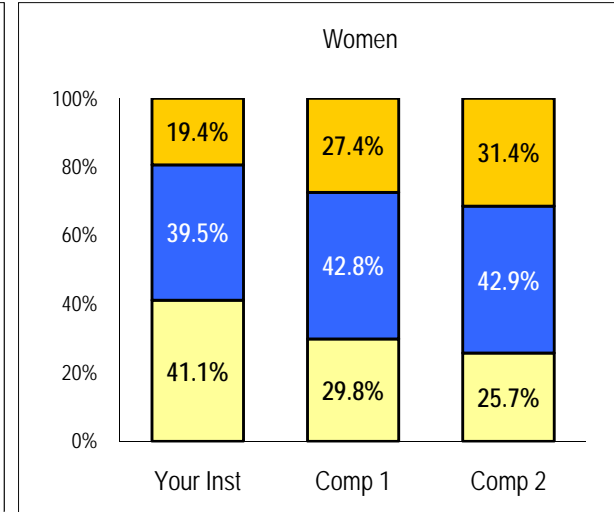
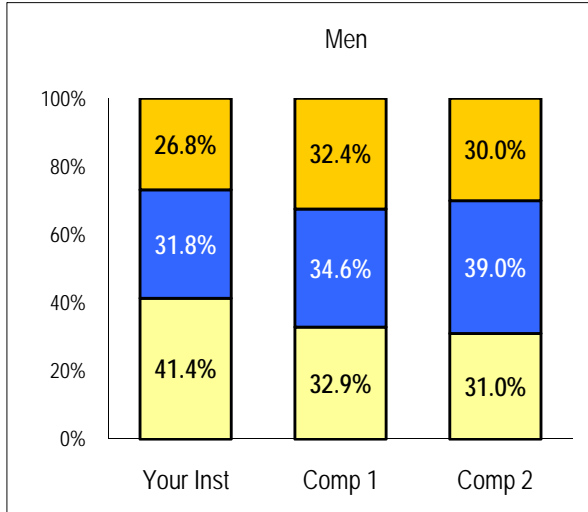
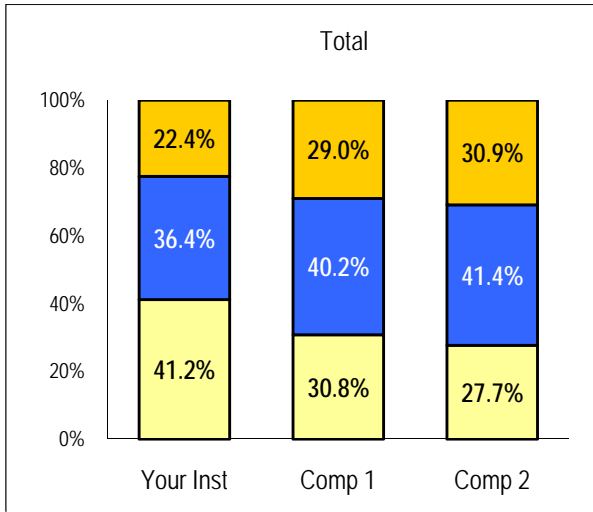


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Social Agency**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	539	4,985	14,816	220	1,576	5,517	319	3,409	9,299
High Social Agency	22.4%	29.0%	30.9%	26.8%	32.4%	30.0%	19.4%	27.4%	31.4%
Average Social Agency	36.4%	40.2%	41.4%	31.8%	34.6%	39.0%	39.5%	42.8%	42.9%
Low Social Agency	41.2%	30.8%	27.7%	41.4%	32.9%	31.0%	41.1%	29.8%	25.7%
Significance (based on High score group)	-		*	-			-		*

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



Survey items and estimation 'weights':

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

- \* Participating in a community action program (2.64)
- \* Helping to promote racial understanding (2.15)
- \* Becoming a community leader (2.06)

- \* Influencing social values (1.62)
- \* Keeping up to date with political affairs (1.42)
- \* Helping others who are in difficulty (1.36)



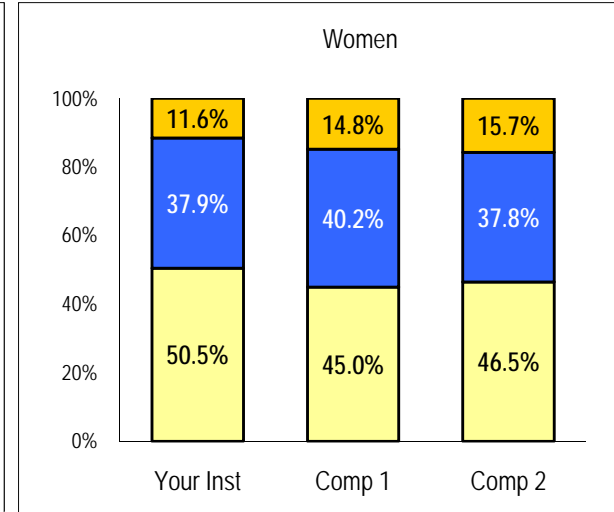
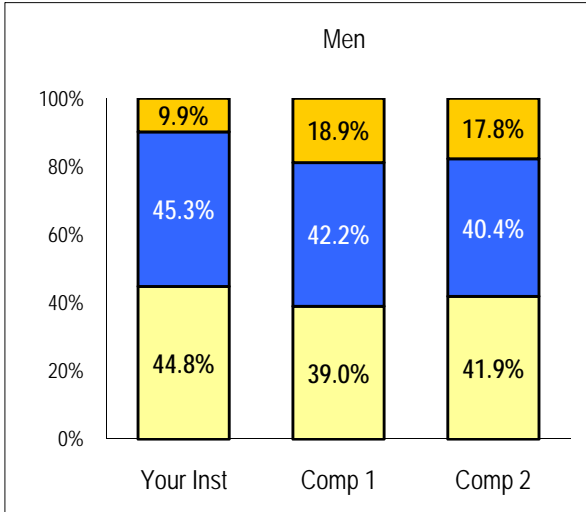
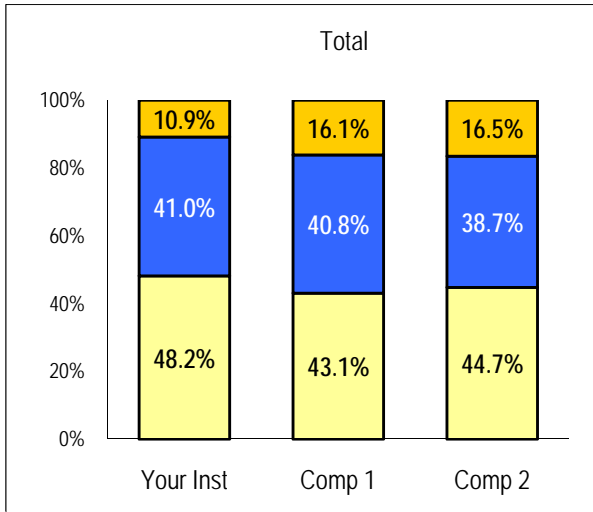


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Civic Awareness**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,023	14,893	223	1,601	5,568	319	3,422	9,325
High Civic Awareness	10.9%	16.1%	16.5%	9.9%	18.9%	17.8%	11.6%	14.8%	15.7%
Average Civic Awareness	41.0%	40.8%	38.7%	45.3%	42.2%	40.4%	37.9%	40.2%	37.8%
Low Civic Awareness	48.2%	43.1%	44.7%	44.8%	39.0%	41.9%	50.5%	45.0%	46.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation 'weights':**

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

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

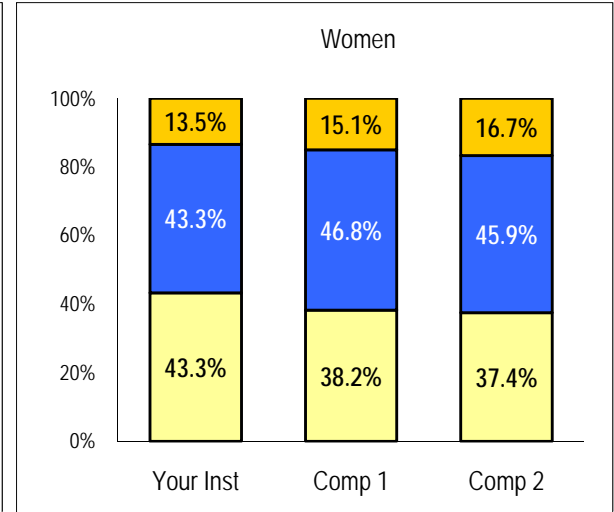
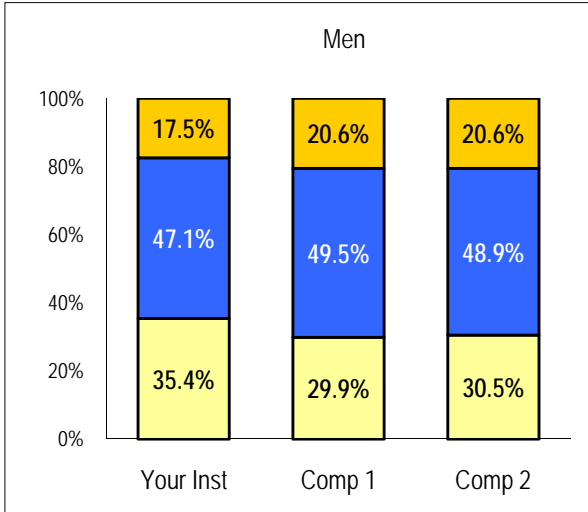
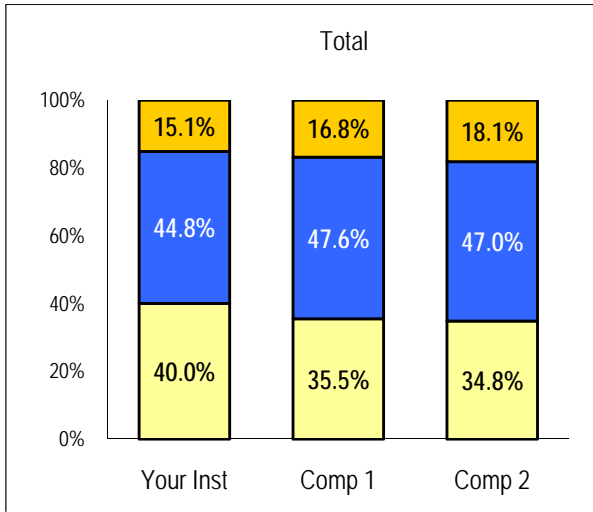


2010 Your First College Year Survey  
CIRP Construct Percentage Report  
**Leadership**  
First-Time, Full-time Freshman

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

Tarleton State University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	542	5,029	14,905	223	1,603	5,572	319	3,426	9,333
High Leadership	15.1%	16.8%	18.1%	17.5%	20.6%	20.6%	13.5%	15.1%	16.7%
Average Leadership	44.8%	47.6%	47.0%	47.1%	49.5%	48.9%	43.3%	46.8%	45.9%
Low Leadership	40.0%	35.5%	34.8%	35.4%	29.9%	30.5%	43.3%	38.2%	37.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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