



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

2011 Your First College Year Survey

CIRP Construct Reports

First-time, Full-time Freshman

College of Charleston

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	H1
a. Habits of Mind	1A
b. Academic Adjustment	1B
c. Academic Disengagement	1C
d. Faculty Interaction: Contact and Communication	1D
e. Satisfaction with Coursework	1E
f. Overall Satisfaction	1F
g. Sense of Belonging	1G
h. Academic Self-Concept	1H
i. Social Self-Concept	1I
j. Pluralistic Orientation	1J
k. Positive Cross-Racial Interaction	1K
l. Negative Cross-Racial Interaction	1L
m. Social Agency	1M
n. Civic Awareness	1N
o. Leadership	1O
p. Civic Engagement	1P

2. CIRP Construct Percentage Reports

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

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

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

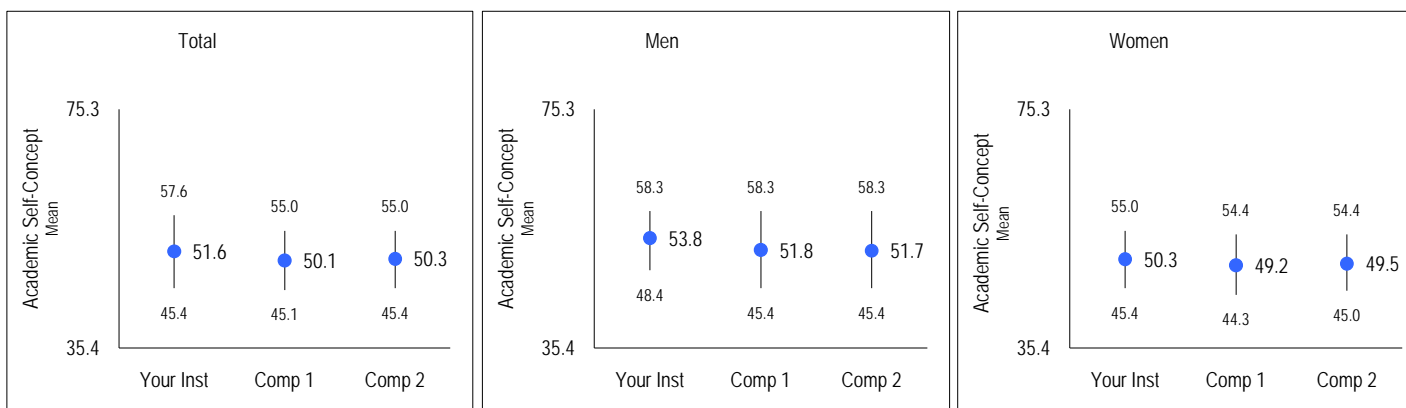
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard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

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we 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.

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

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

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



Survey items and estimation 'weights':

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

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

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

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

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

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

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

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

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

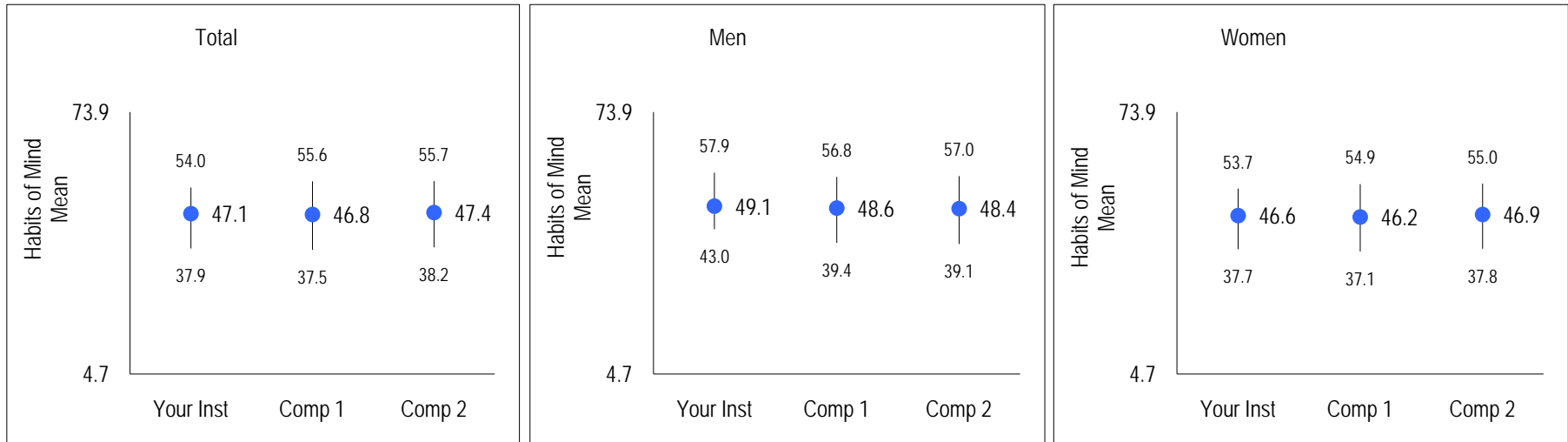


2011 Your First College Year Survey
CIRP Construct Mean Report
Habits of Mind
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,707	44	487	2,324	182	1,336	4,383
Mean	47.1	46.8	47.4	49.1	48.6	48.4	46.6	46.2	46.9
Standard Deviation	11.95	12.54	12.06	12.33	12.09	12.19	11.84	12.64	11.96
Significance	-			-			-		
Effect Size	-	0.02	-0.03	-	0.04	0.05	-	0.03	-0.02
25th percentile	37.9	37.5	38.2	43.0	39.4	39.1	37.7	37.1	37.8
75th percentile	54.0	55.6	55.7	57.9	56.8	57.0	53.7	54.9	55.0

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



Survey items and estimation 'weights':

How often in the past year did you:

- * Seek alternative solutions to a problem (2.28)
- * Seek solutions to problems and explain them to others (2.20)
- * Support your opinions with a logical argument (1.81)
- * Evaluate the quality or reliability of information you received (1.61)
- * Ask questions in class (1.51)
- * Seek feedback on your academic work (1.48)

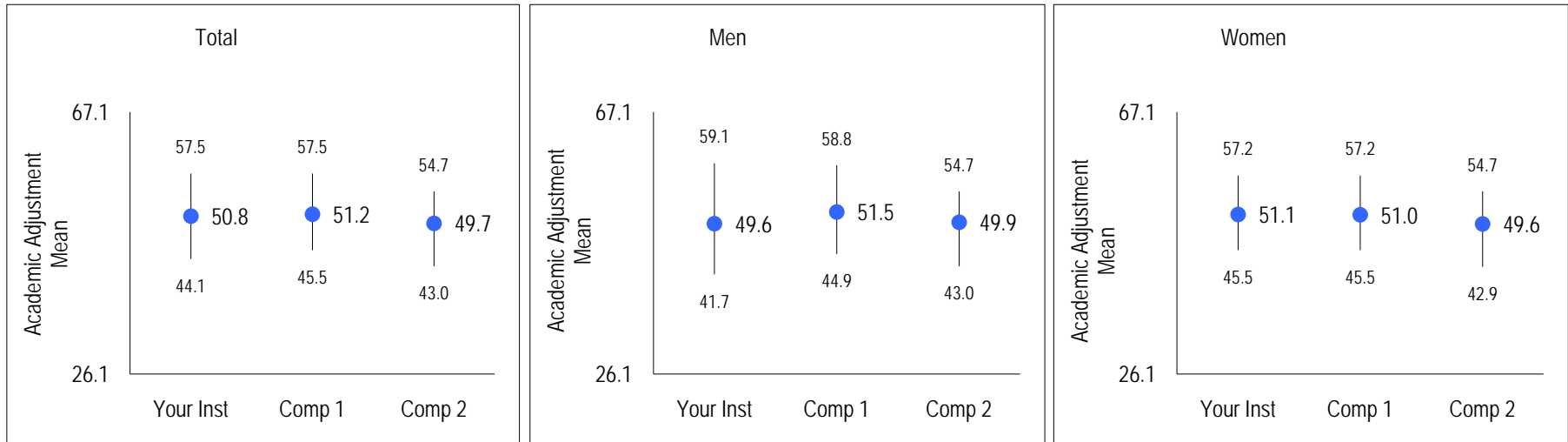
- * Take a risk because you felt you had more to gain (1.43)
- * Explore topics on your own, even though it was not required for a class (1.42)
- * Revise your papers to improve your writing (1.17)
- * Accept mistakes as part of the learning process (1.12)
- * Look up scientific research articles and resources (0.89)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,712	44	487	2,329	182	1,336	4,383
Mean	50.8	51.2	49.7	49.6	51.5	49.9	51.1	51.0	49.6
Standard Deviation	9.39	9.04	9.16	10.88	9.38	9.31	9.00	8.92	9.07
Significance	-	-	-	-	-	-	-	-	*
Effect Size	-	-0.04	0.12	-	-0.19	-0.02	-	0.01	0.16
25th percentile	44.1	45.5	43.0	41.7	44.9	43.0	45.5	45.5	42.9
75th percentile	57.5	57.5	54.7	59.1	58.8	54.7	57.2	57.2	54.7

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



Survey items and estimation 'weights':

Since entering this college, how has it been to:

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

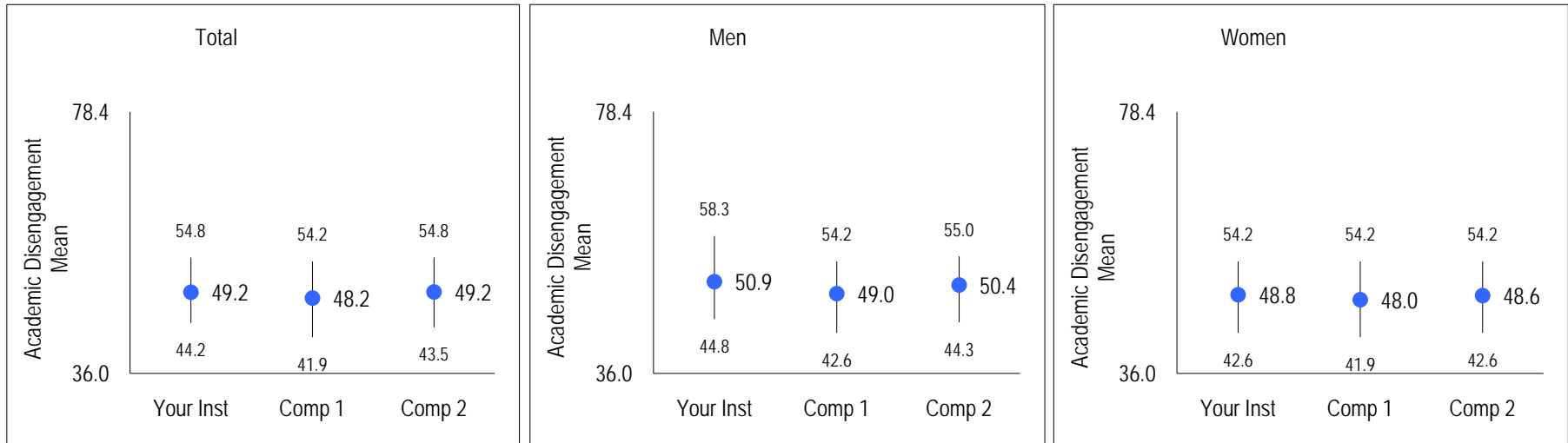


2011 Your First College Year Survey
CIRP Construct Mean Report
Academic Disengagement
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,718	44	487	2,329	182	1,336	4,389
Mean	49.2	48.2	49.2	50.9	49.0	50.4	48.8	48.0	48.6
Standard Deviation	7.88	7.55	7.89	8.84	7.89	8.25	7.60	7.41	7.63
Significance	-			-			-		
Effect Size	-	0.13	-0.01	-	0.24	0.06	-	0.11	0.02
25th percentile	44.2	41.9	43.5	44.8	42.6	44.3	42.6	41.9	42.6
75th percentile	54.8	54.2	54.8	58.3	54.2	55.0	54.2	54.2	54.2

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



Survey items and estimation 'weights':

Since entering college, indicate how often you:

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

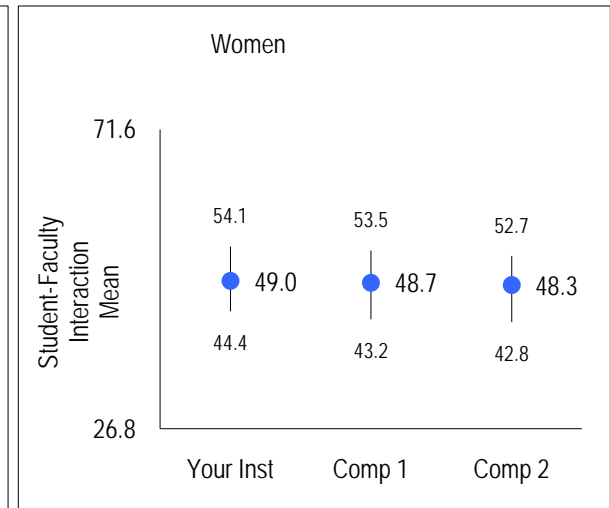
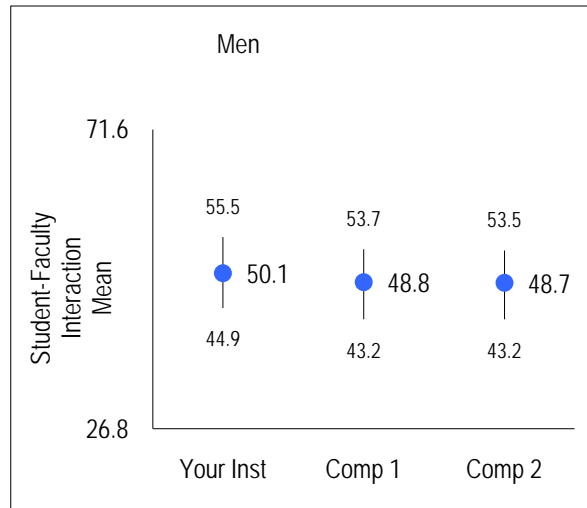
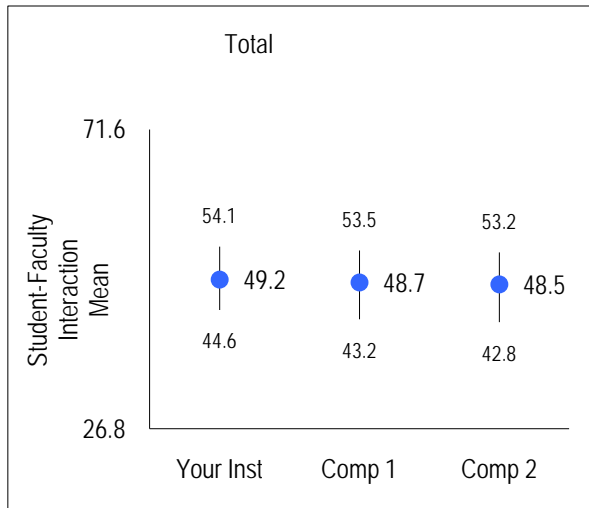


2011 Your First College Year Survey
CIRP Construct Mean Report
Student-Faculty Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
Mean	49.2	48.7	48.5	50.1	48.8	48.7	49.0	48.7	48.3
Standard Deviation	7.94	8.18	8.04	8.00	8.04	8.13	7.93	8.23	7.98
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.06	0.09	-	0.16	0.18	-	0.03	0.08
25th percentile	44.6	43.2	42.8	44.9	43.2	43.2	44.4	43.2	42.8
75th percentile	54.1	53.5	53.2	55.5	53.7	53.5	54.1	53.5	52.7

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 for 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)

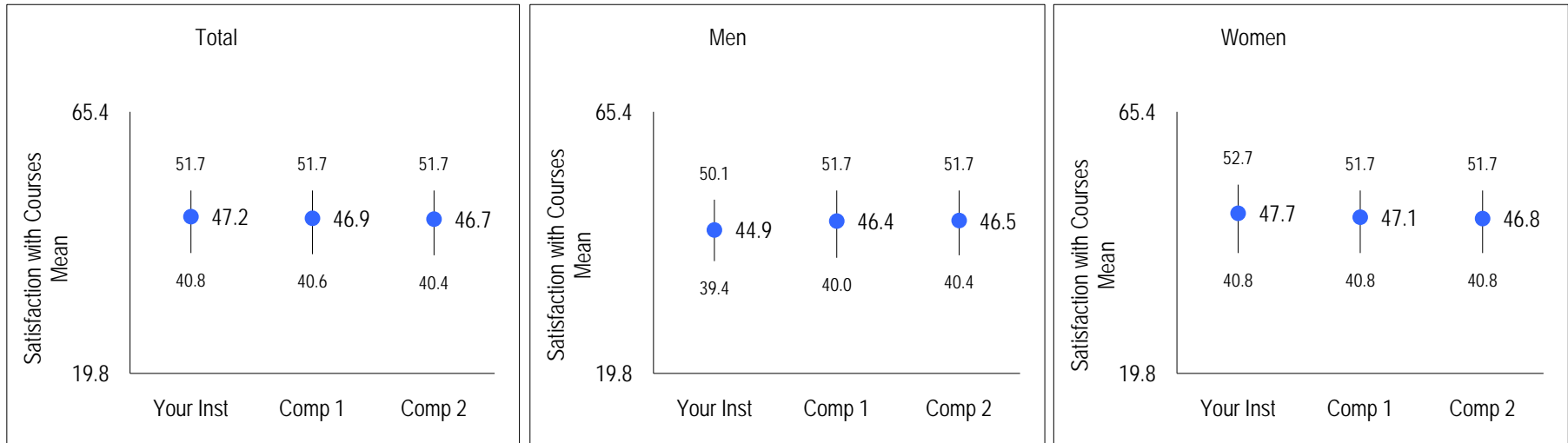


2011 Your First College Year Survey
CIRP Construct Mean Report
Satisfaction with Coursework
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,718	44	487	2,330	182	1,336	4,388
Mean	47.2	46.9	46.7	44.9	46.4	46.5	47.7	47.1	46.8
Standard Deviation	8.74	8.77	8.72	9.50	9.54	9.12	8.48	8.47	8.50
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.03	0.05	-	-0.16	-0.18	-	0.08	0.10
25th percentile	40.8	40.6	40.4	39.4	40.0	40.4	40.8	40.8	40.8
75th percentile	51.7	51.7	51.7	50.1	51.7	51.7	52.7	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:

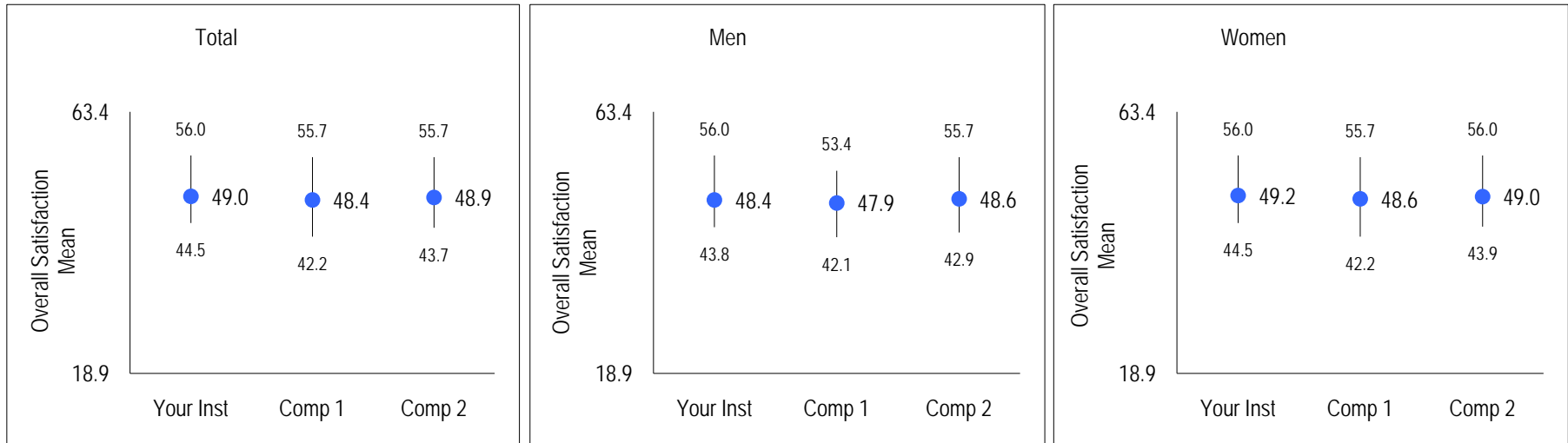
- * Relevance of coursework to future career plans (3.52)
- * Relevance of coursework to everyday life (3.13)
- * General education and core curriculum courses (1.31)
- * First-year programs (0.91)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
Mean	49.0	48.4	48.9	48.4	47.9	48.6	49.2	48.6	49.0
Standard Deviation	9.30	8.77	8.72	9.64	8.88	8.91	9.24	8.73	8.62
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.07	0.02	-	0.06	-0.02	-	0.07	0.02
25th percentile	44.5	42.2	43.7	43.8	42.1	42.9	44.5	42.2	43.9
75th percentile	56.0	55.7	55.7	56.0	53.4	55.7	56.0	55.7	56.0

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



Survey items and estimation 'weights':

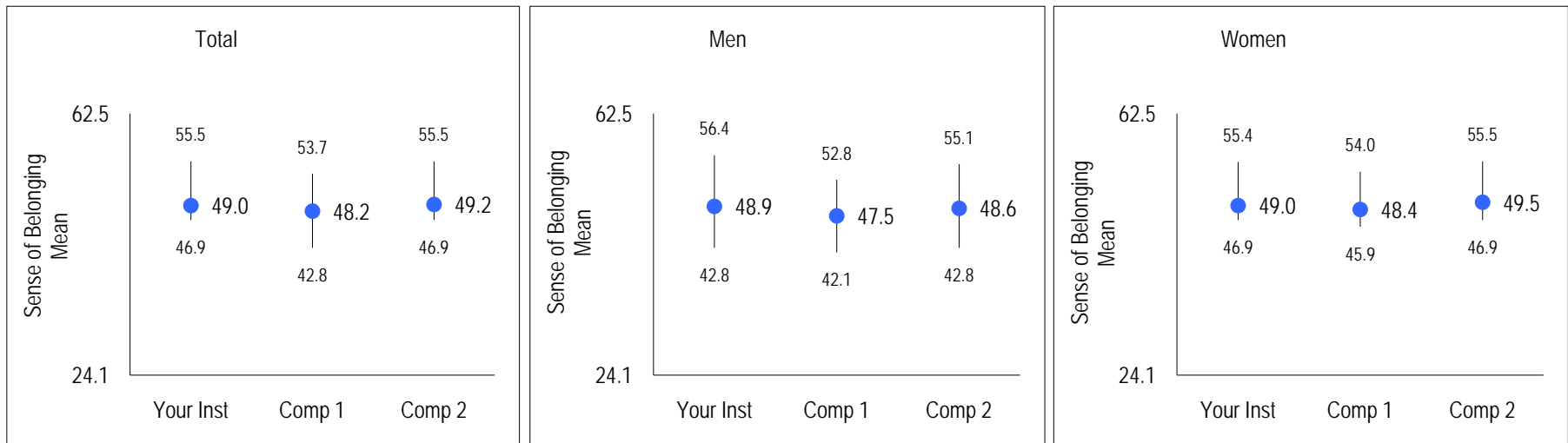
- * Satisfaction with overall college experience (3.69)
- * If you could make your college choice over, would you still choose to enroll at your current college? (1.93)
- * Satisfaction with your overall academic experience (1.88)
- * Satisfaction with overall quality of instruction (1.69)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,706	44	487	2,324	182	1,336	4,382
Mean	49.0	48.2	49.2	48.9	47.5	48.6	49.0	48.4	49.5
Standard Deviation	8.94	8.70	8.83	9.41	8.99	9.00	8.85	8.58	8.73
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.09	-0.02	-	0.15	0.03	-	0.07	-0.05
25th percentile	46.9	42.8	46.9	42.8	42.1	42.8	46.9	45.9	46.9
75th percentile	55.5	53.7	55.5	56.4	52.8	55.1	55.4	54.0	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:

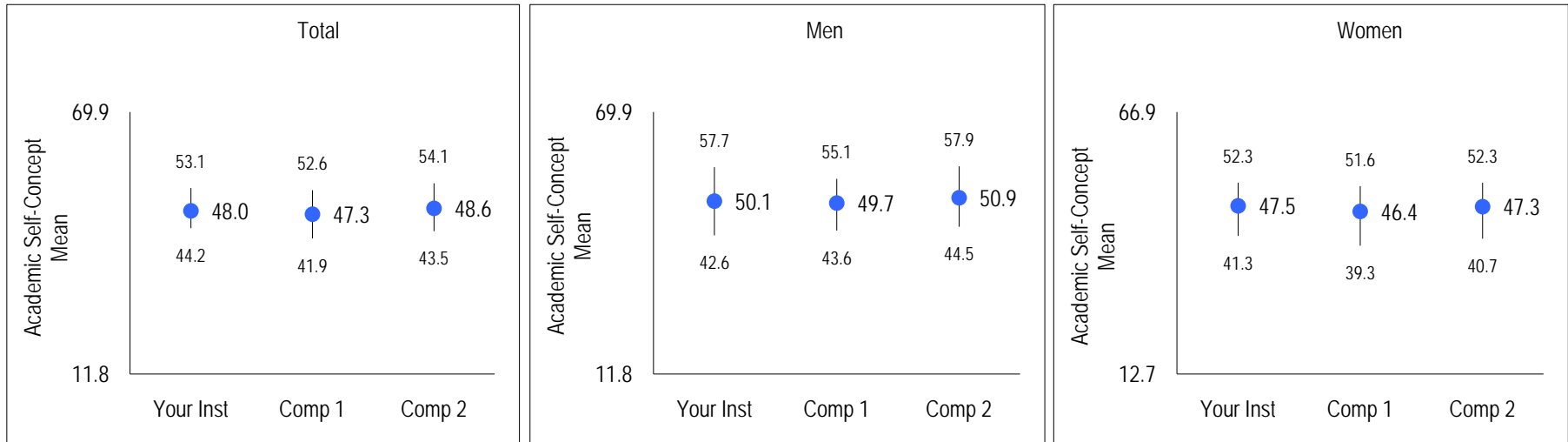
- * I feel I am a member of this college (5.10)
- * I feel a sense of belonging to this campus (4.62)
- * I see myself as part of the campus community (2.95)
- * If asked, I would recommend this college to others (2.50)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,716	44	487	2,330	182	1,336	4,386
Mean	48.0	47.3	48.6	50.1	49.7	50.9	47.5	46.4	47.3
Standard Deviation	9.19	9.40	9.25	10.54	9.40	9.51	8.78	9.24	8.86
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.08	-0.06	-	0.04	-0.08	-	0.12	0.02
25th percentile	41.8	39.8	42.0	42.6	43.6	44.5	41.3	39.3	40.7
75th percentile	53.1	52.6	54.1	57.7	55.1	57.9	52.3	51.6	52.3

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



Survey items and estimation 'weights':

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

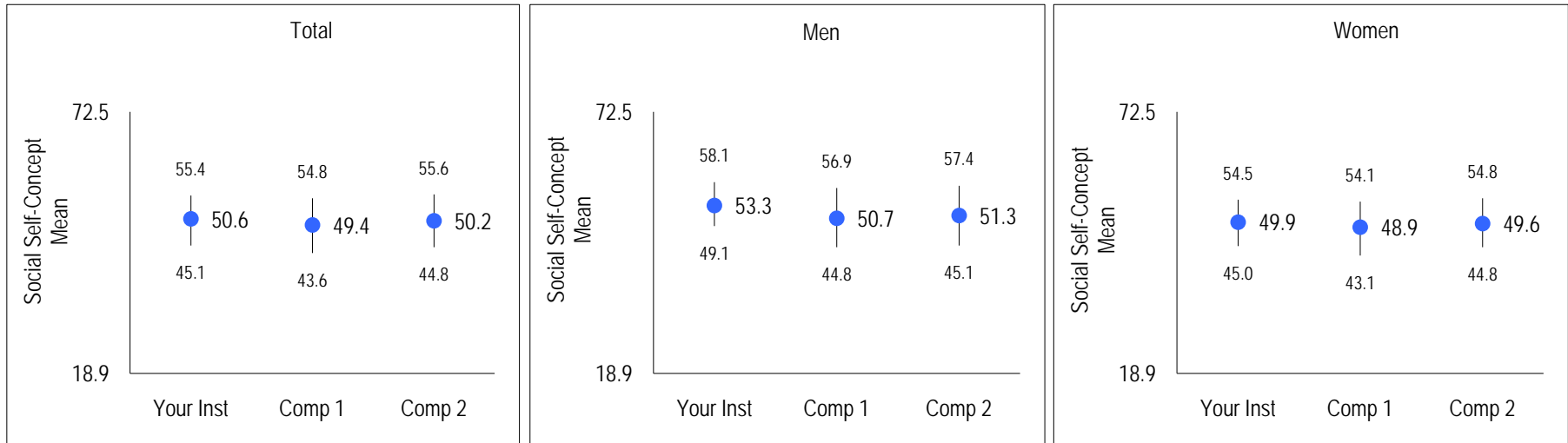
- * Academic ability (4.02)
- * Mathematical ability (2.69)
- * Self-confidence - intellectual (1.90)
- * Drive to achieve (1.72)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,714	44	487	2,329	182	1,336	4,385
Mean	50.6	49.4	50.2	53.3	50.7	51.3	49.9	48.9	49.6
Standard Deviation	7.98	8.66	8.55	7.52	8.95	9.04	7.96	8.50	8.21
Significance	-	*		-			-		
Effect Size	-	0.14	0.05	-	0.29	0.23	-	0.12	0.04
25th percentile	45.1	43.6	44.8	49.1	44.8	45.1	45.0	43.1	44.8
75th percentile	55.4	54.8	55.6	58.1	56.9	57.4	54.5	54.1	54.8

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



Survey items and estimation 'weights':

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

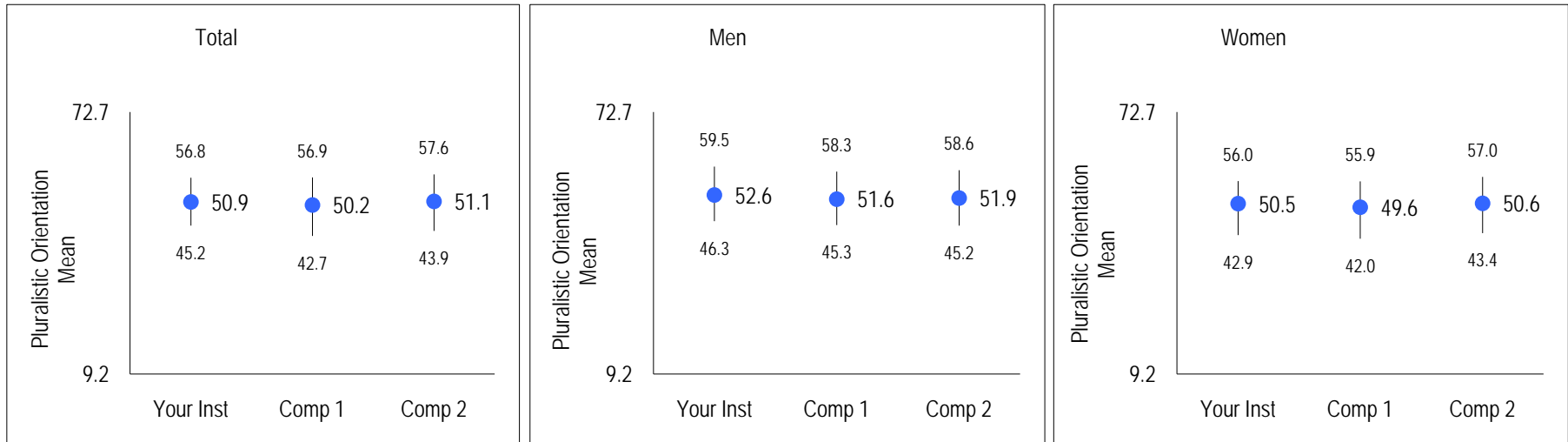
- * Leadership ability (3.09)
- * Public speaking ability (3.02)
- * Self-confidence - social (2.72)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,708	44	487	2,325	182	1,336	4,383
Mean	50.9	50.2	51.1	52.6	51.6	51.9	50.5	49.6	50.6
Standard Deviation	10.22	10.56	10.48	8.19	9.97	10.50	10.63	10.73	10.44
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.07	-0.01	-	0.10	0.07	-	0.08	-0.01
25th percentile	45.2	42.7	43.9	46.3	45.3	45.2	42.9	42.0	43.4
75th percentile	56.8	56.9	57.6	59.5	58.3	58.6	56.0	55.9	57.0

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



Survey items and estimation 'weights':

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

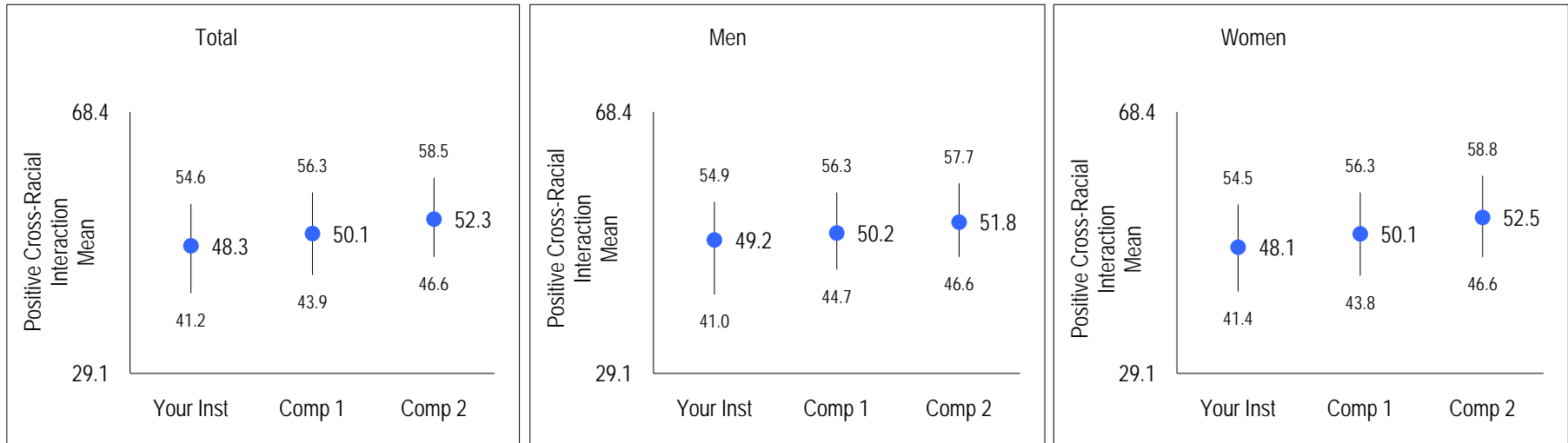


2011 Your First College Year Survey
CIRP Construct Mean Report
Positive Cross-Racial Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,703	44	487	2,321	182	1,336	4,382
Mean	48.3	50.1	52.3	49.2	50.2	51.8	48.1	50.1	52.5
Standard Deviation	9.16	9.48	9.29	9.72	9.35	9.04	9.03	9.52	9.41
Significance	-	**	***	-			-	**	***
Effect Size	-	-0.19	-0.43	-	-0.11	-0.30	-	-0.21	-0.47
25th percentile	41.2	43.9	46.6	41.0	44.7	46.6	41.4	43.8	46.6
75th percentile	54.6	56.3	58.5	54.9	56.3	57.7	54.5	56.3	58.8

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)

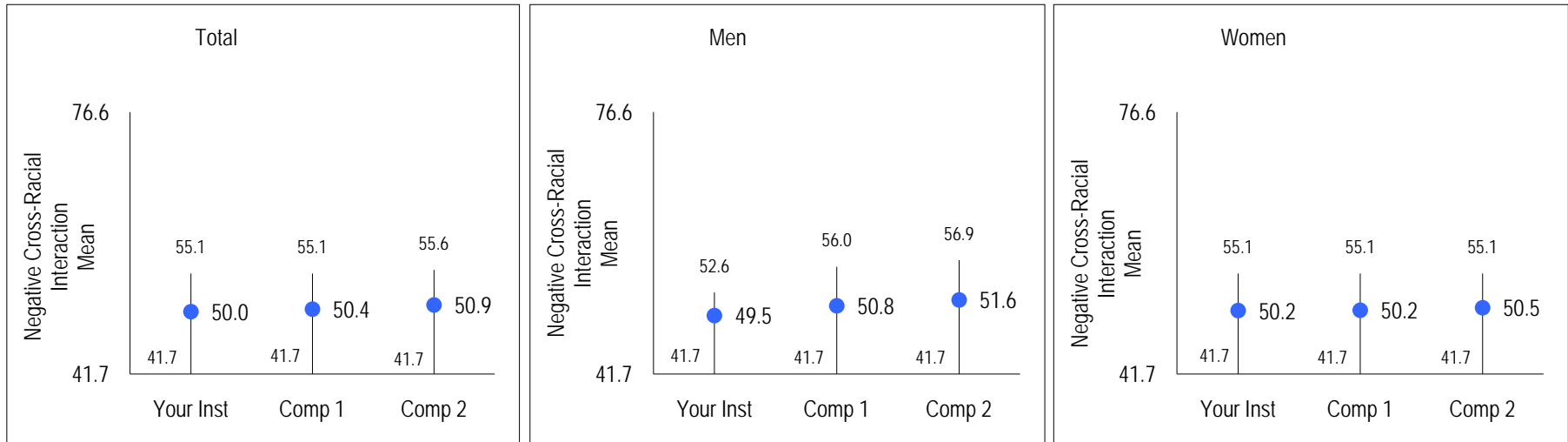


2011 Your First College Year Survey
CIRP Construct Mean Report
Negative Cross-Racial Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,701	44	487	2,320	182	1,336	4,381
Mean	50.0	50.4	50.9	49.5	50.8	51.6	50.2	50.2	50.5
Standard Deviation	7.99	8.10	8.16	8.50	8.56	8.35	7.88	7.92	8.04
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.04	-0.11	-	-0.15	-0.25	-	-0.01	-0.05
25th percentile	41.7	41.7	41.7	41.7	41.7	41.7	41.7	41.7	41.7
75th percentile	55.1	55.1	55.6	52.6	56.0	56.9	55.1	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?

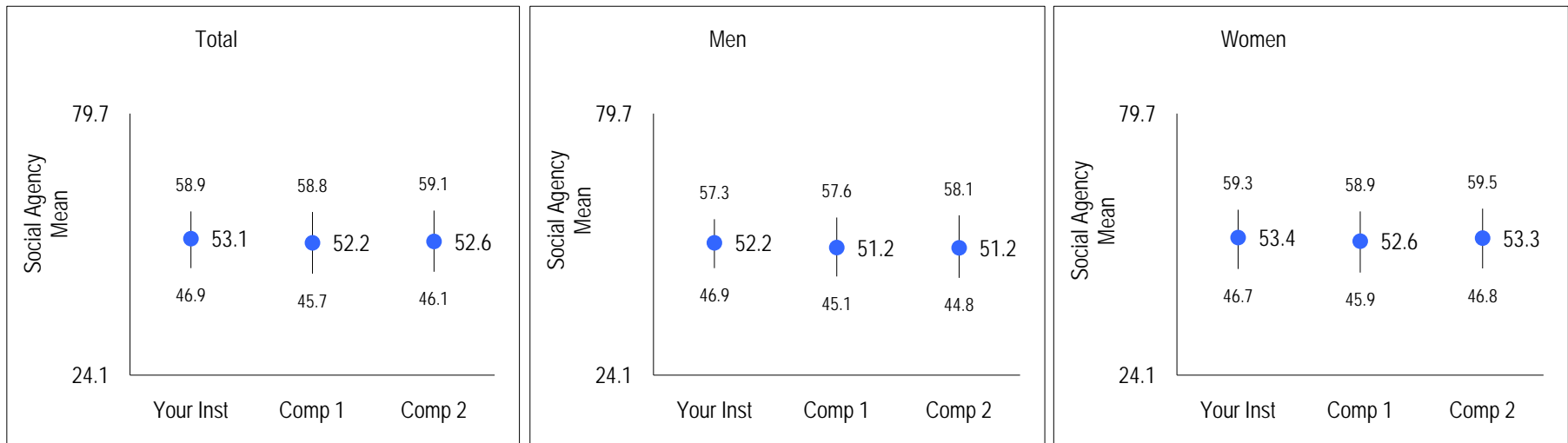
- * Had tense somewhat hostile interactions (3.81)
- * Felt insulted or threatened because of your race/ethnicity (2.63)
- * Had guarded, cautious interactions (2.10)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,700	44	487	2,321	182	1,336	4,379
Mean	53.1	52.2	52.6	52.2	51.2	51.2	53.4	52.6	53.3
Standard Deviation	9.83	9.97	10.12	10.18	9.86	10.37	9.76	9.99	9.92
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.09	0.06	-	0.10	0.10	-	0.08	0.01
25th percentile	46.9	45.7	46.1	46.9	45.1	44.8	46.7	45.9	46.8
75th percentile	58.9	58.8	59.1	57.3	57.6	58.1	59.3	58.9	59.5

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



Survey items and estimation 'weights':

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

- * Participating in a community action program (2.86)
- * Helping to promote racial understanding (2.77)
- * Becoming a community leader (2.65)

- * Keeping up to date with political affairs (2.15)
- * Influencing social values (1.78)
- * Helping others who are in difficulty (1.71)

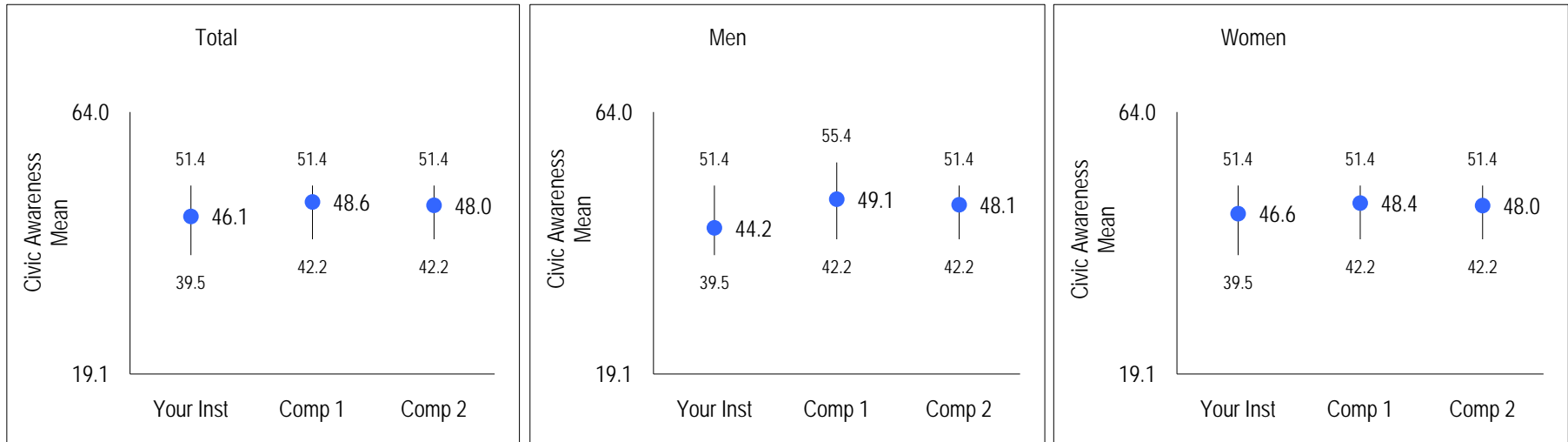


2011 Your First College Year Survey
CIRP Construct Mean Report
Civic Awareness
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,716	44	487	2,329	182	1,336	4,387
Mean	46.1	48.6	48.0	44.2	49.1	48.1	46.6	48.4	48.0
Standard Deviation	8.72	8.66	8.71	8.88	9.28	8.88	8.64	8.42	8.62
Significance	-	***	**	-	***	**	-	**	*
Effect Size	-	-0.29	-0.22	-	-0.53	-0.45	-	-0.21	-0.16
25th percentile	39.5	42.2	42.2	39.5	42.2	42.2	39.5	42.2	42.2
75th percentile	51.4	51.4	51.4	51.4	55.4	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)

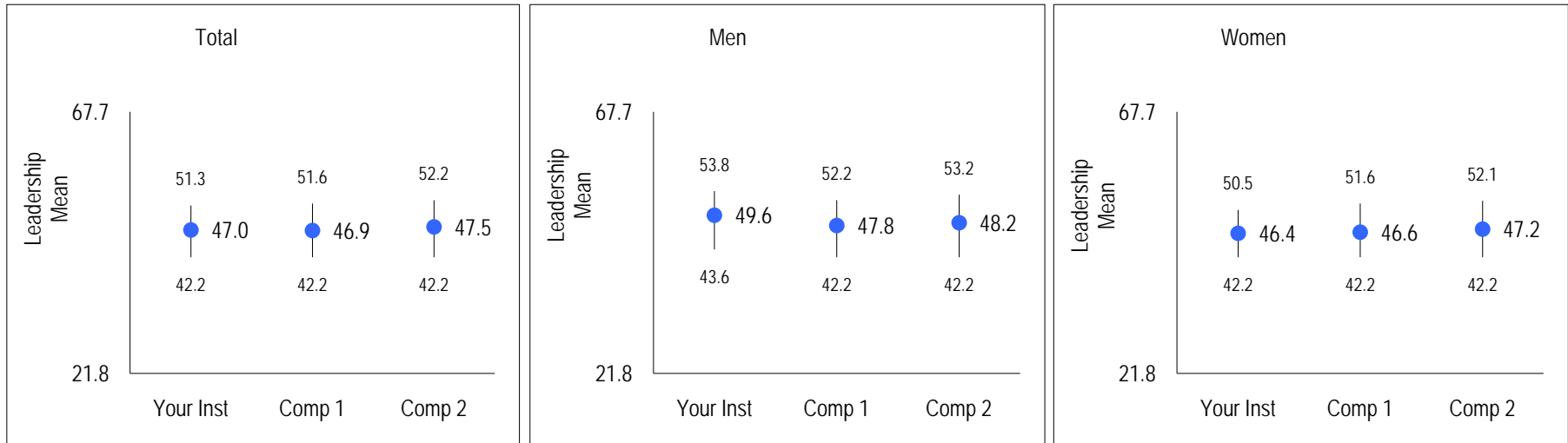


2011 Your First College Year Survey
CIRP Construct Mean Report
Leadership
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
Mean	47.0	46.9	47.5	49.6	47.8	48.2	46.4	46.6	47.2
Standard Deviation	7.41	8.01	7.87	7.80	8.22	7.92	7.20	7.91	7.81
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.01	-0.07	-	0.22	0.17	-	-0.02	-0.10
25th percentile	42.2	42.2	42.2	43.6	42.2	42.2	42.2	42.2	42.2
75th percentile	51.3	51.6	52.2	53.8	52.2	53.2	50.5	51.6	52.1

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



Survey items and estimation 'weights':

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

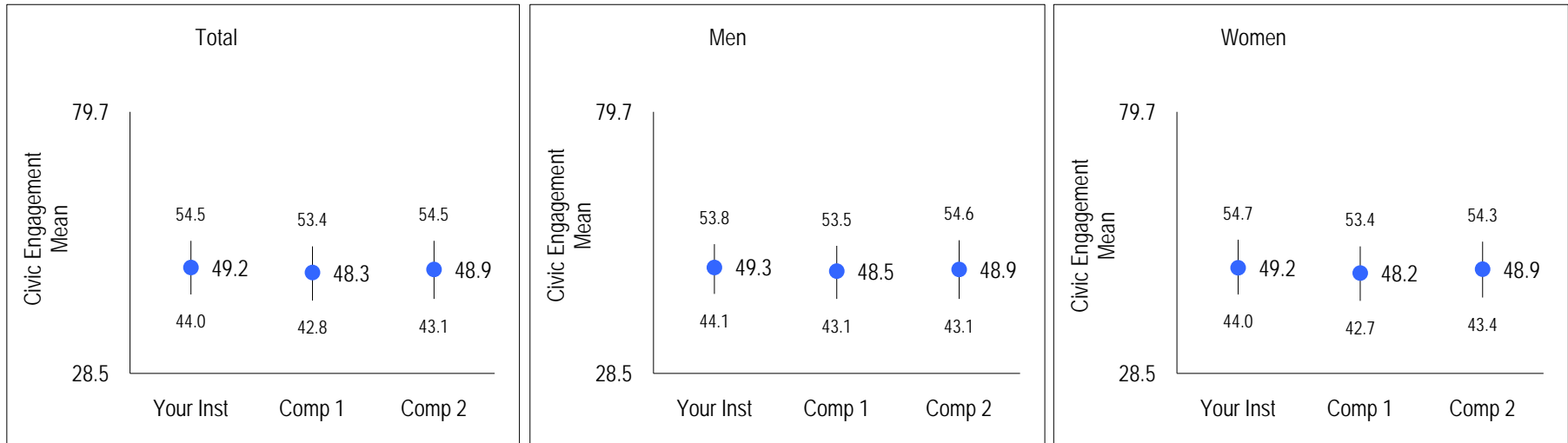


2011 Your First College Year Survey
CIRP Construct Mean Report
Civic Engagement
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,717	44	487	2,330	182	1,336	4,387
Mean	49.2	48.3	48.9	49.3	48.5	48.9	49.2	48.2	48.9
Standard Deviation	8.12	8.26	8.36	9.47	8.54	8.65	7.79	8.15	8.20
Significance	-			-			-		
Effect Size	-	0.12	0.04	-	0.09	0.05	-	0.13	0.04
25th percentile	44.0	42.8	43.1	44.1	43.1	43.1	44.0	42.7	43.4
75th percentile	54.5	53.4	54.5	53.8	53.5	54.6	54.7	53.4	54.3

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



Survey items and estimation 'weights':

- Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- I am interested in seeking information about current social and political issues (1.56)
- Worked on a local, state, or national political campaign (1.54)
- Demonstrated for/against a cause (1.53)

- Keeping up to date with political affairs (1.45)
- Influencing social values (1.10)
- Helped raise money for a cause or campaign (1.09)
- Performed volunteer work (0.79)



How to Read the CIRP Construct Percentage Reports

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

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

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

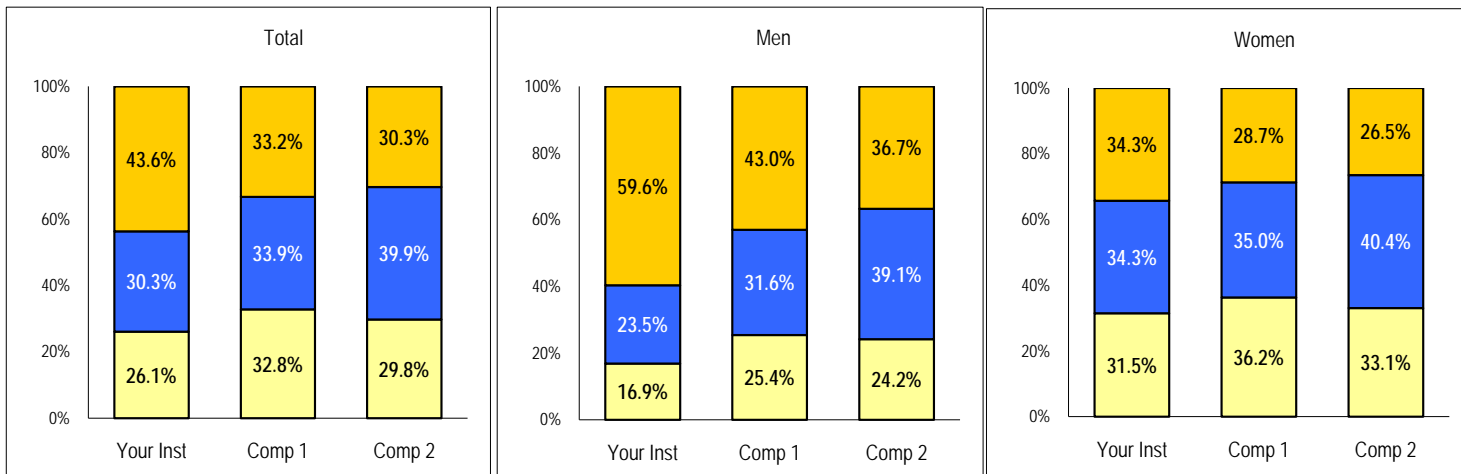
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p<.05, **p<.01, ***p<.001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference might be small and not practically important.

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

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

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



Survey items and estimation 'weights':

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

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

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

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

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

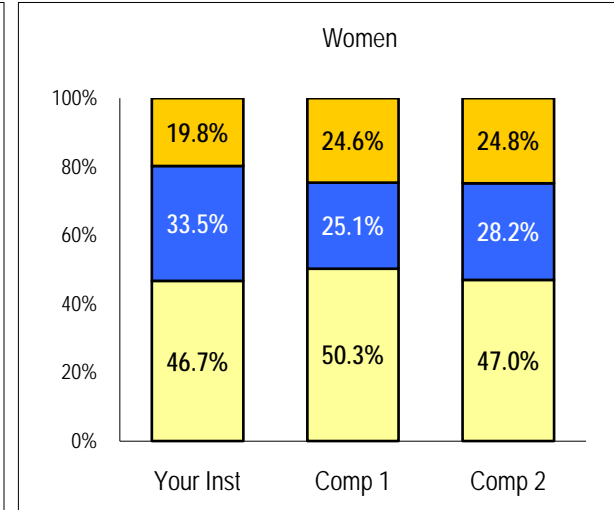
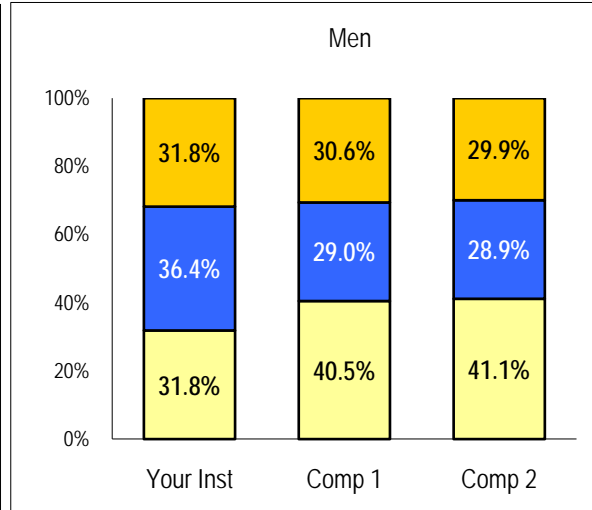
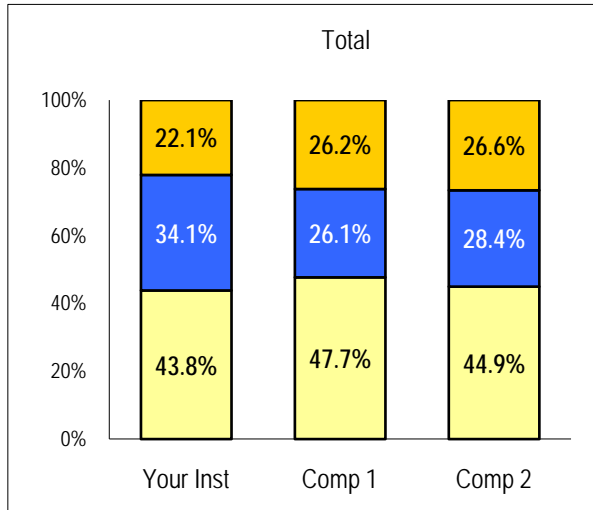


2011 Your First College Year Survey
CIRP Construct Percentage Report
Habits of Mind
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,707	44	487	2,324	182	1,336	4,383
High Habits of Mind	22.1%	26.2%	26.6%	31.8%	30.6%	29.9%	19.8%	24.6%	24.8%
Average Habits of Mind	34.1%	26.1%	28.4%	36.4%	29.0%	28.9%	33.5%	25.1%	28.2%
Low Habits of Mind	43.8%	47.7%	44.9%	31.8%	40.5%	41.1%	46.7%	50.3%	47.0%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

How often in the past year did you:

- * Seek alternative solutions to a problem (2.28)
- * Seek solutions to problems and explain them to others (2.20)
- * Support your opinions with a logical argument (1.81)
- * Evaluate the quality or reliability of information you received (1.61)
- * Ask questions in class (1.51)
- * Seek feedback on your academic work (1.48)

- * Take a risk because you felt you had more to gain (1.43)
- * Explore topics on your own, even though it was not required for a class (1.42)
- * Revise your papers to improve your writing (1.17)
- * Accept mistakes as part of the learning process (1.12)
- * Look up scientific research articles and resources (0.89)

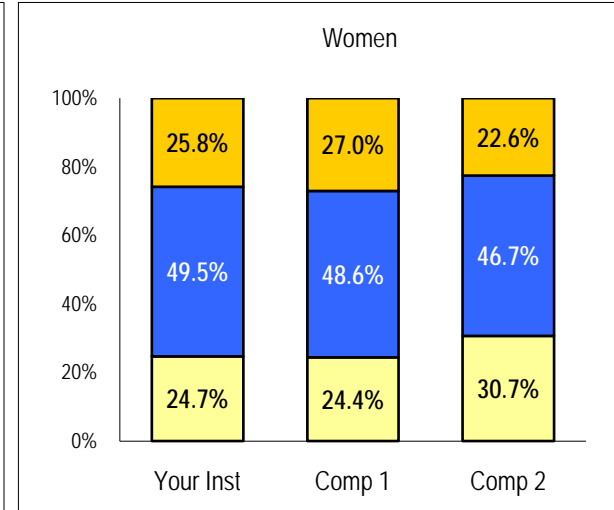
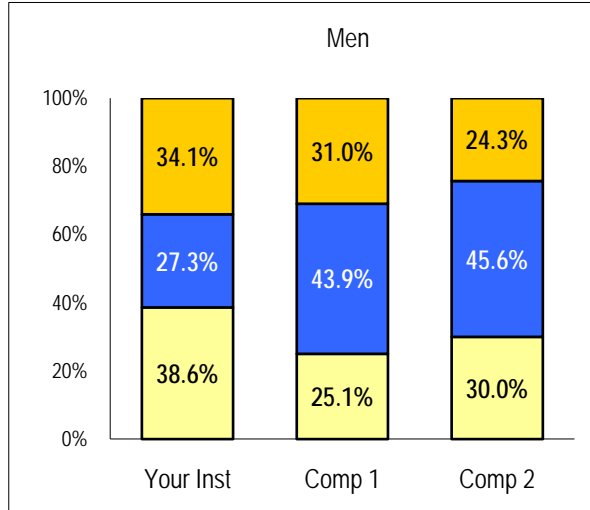
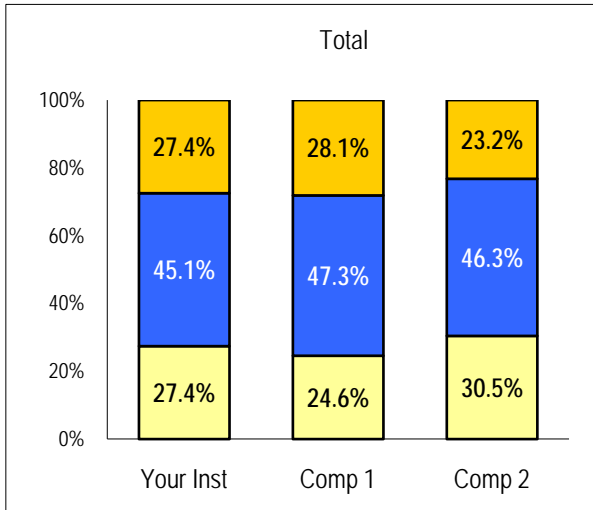


2011 Your First College Year Survey
CIRP Construct Percentage Report
Academic Adjustment
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,712	44	487	2,329	182	1,336	4,383
High Academic Adjustment	27.4%	28.1%	23.2%	34.1%	31.0%	24.3%	25.8%	27.0%	22.6%
Average Academic Adjustment	45.1%	47.3%	46.3%	27.3%	43.9%	45.6%	49.5%	48.6%	46.7%
Low Academic Adjustment	27.4%	24.6%	30.5%	38.6%	25.1%	30.0%	24.7%	24.4%	30.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

Since entering this college, how has it been to:

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

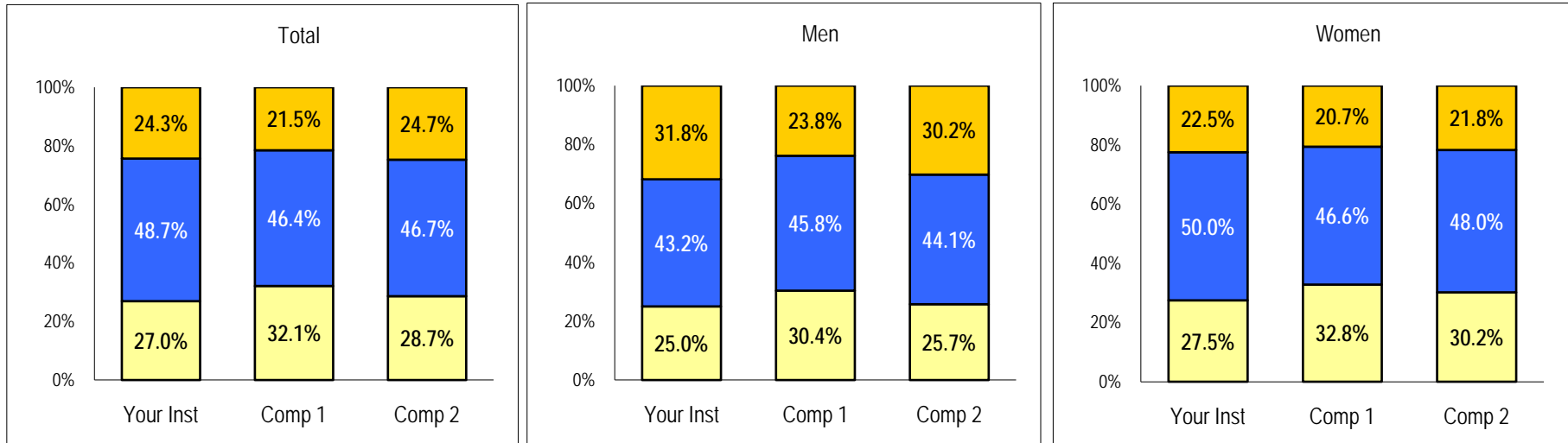


2011 Your First College Year Survey
CIRP Construct Percentage Report
Academic Disengagement
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,718	44	487	2,329	182	1,336	4,389
High Academic Disengagement	24.3%	21.5%	24.7%	31.8%	23.8%	30.2%	22.5%	20.7%	21.8%
Average Academic Disengagement	48.7%	46.4%	46.7%	43.2%	45.8%	44.1%	50.0%	46.6%	48.0%
Low Academic Disengagement	27.0%	32.1%	28.7%	25.0%	30.4%	25.7%	27.5%	32.8%	30.2%
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)

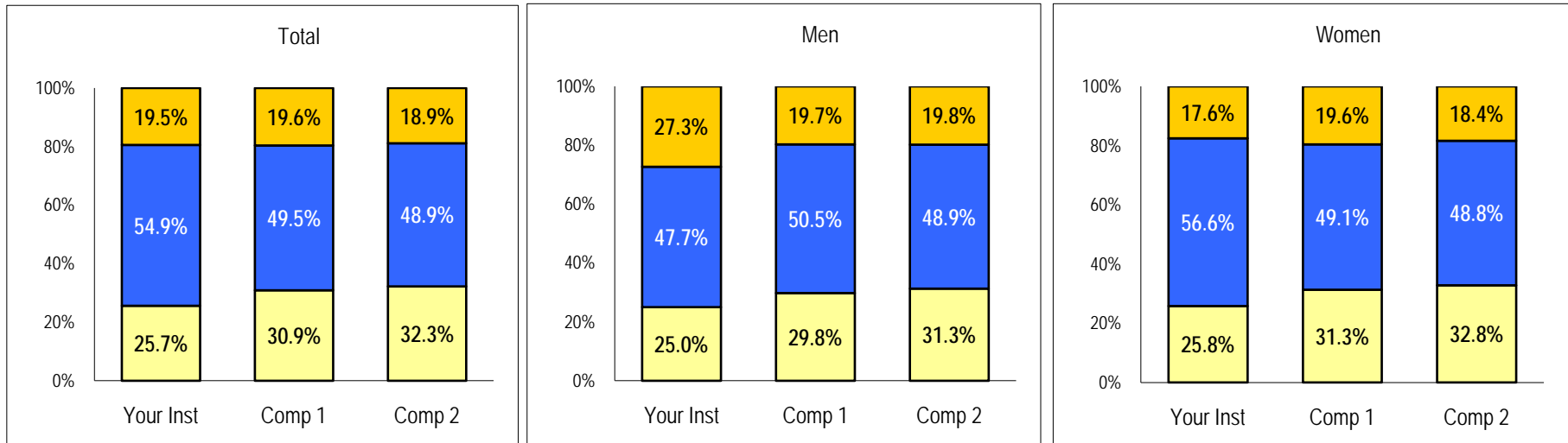


2011 Your First College Year Survey
CIRP Construct Percentage Report
Student-Faculty Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
High Student-Faculty Interaction	19.5%	19.6%	18.9%	27.3%	19.7%	19.8%	17.6%	19.6%	18.4%
Average Student-Faculty Interaction	54.9%	49.5%	48.9%	47.7%	50.5%	48.9%	56.6%	49.1%	48.8%
Low Student-Faculty Interaction	25.7%	30.9%	32.3%	25.0%	29.8%	31.3%	25.8%	31.3%	32.8%
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)

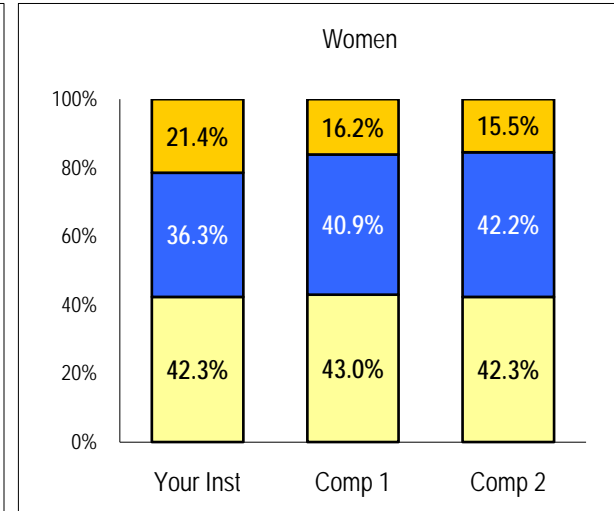
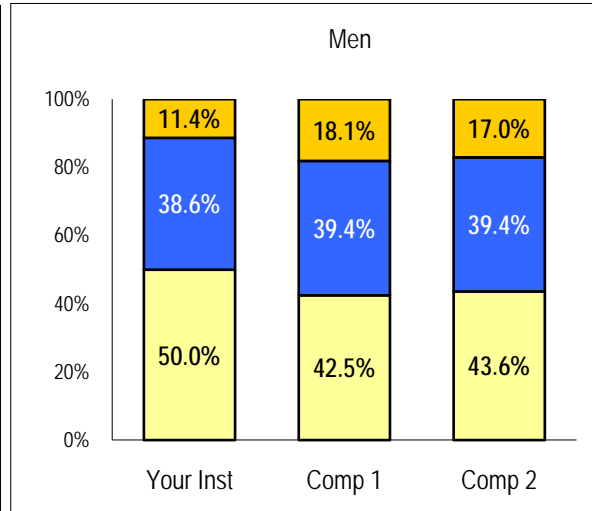
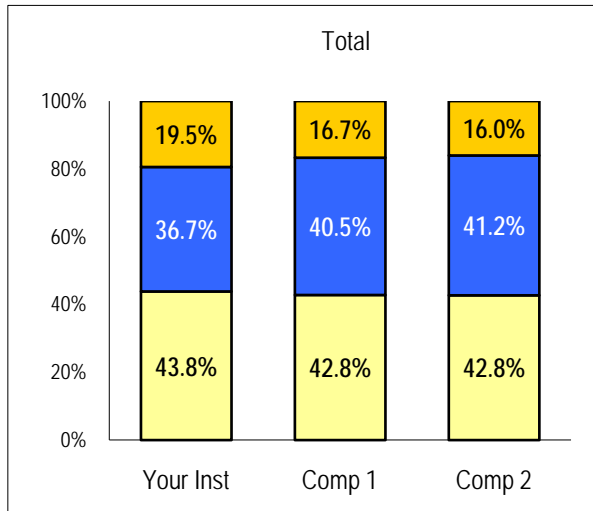


2011 Your First College Year Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,718	44	487	2,330	182	1,336	4,388
High Satisfaction with Courses	19.5%	16.7%	16.0%	11.4%	18.1%	17.0%	21.4%	16.2%	15.5%
Average Satisfaction with Courses	36.7%	40.5%	41.2%	38.6%	39.4%	39.4%	36.3%	40.9%	42.2%
Low Satisfaction with Courses	43.8%	42.8%	42.8%	50.0%	42.5%	43.6%	42.3%	43.0%	42.3%
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)

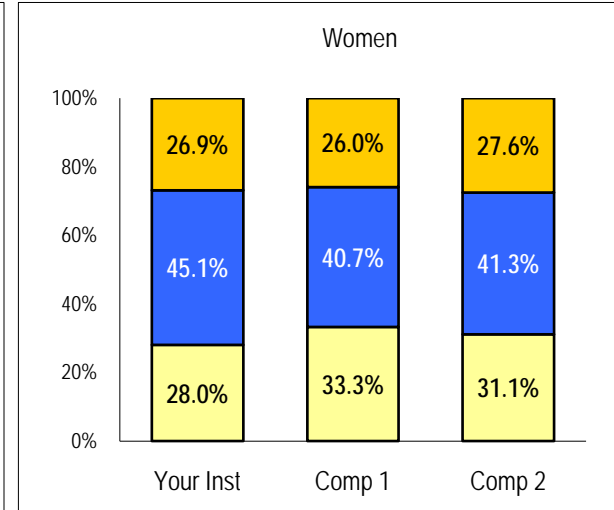
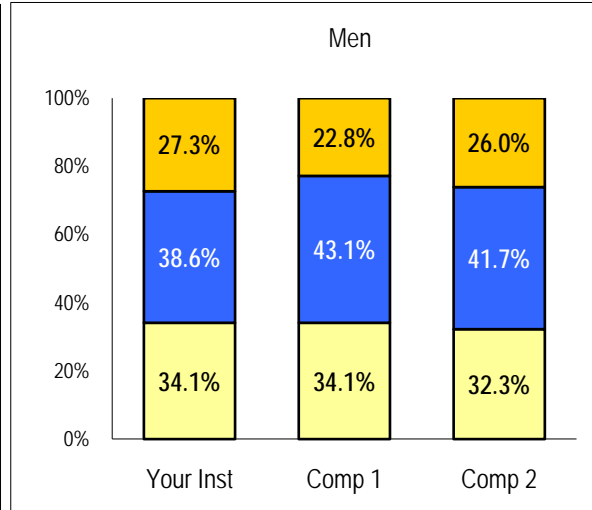
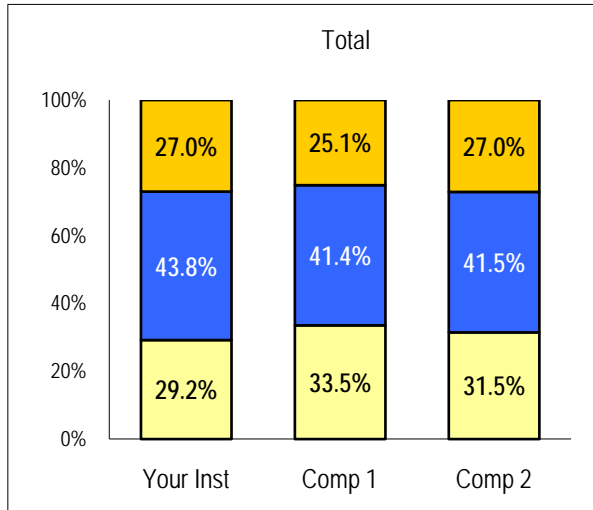


2011 Your First College Year Survey
CIRP Construct Percentage Report
Overall Satisfaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
High Overall Satisfaction	27.0%	25.1%	27.0%	27.3%	22.8%	26.0%	26.9%	26.0%	27.6%
Average Overall Satisfaction	43.8%	41.4%	41.5%	38.6%	43.1%	41.7%	45.1%	40.7%	41.3%
Low Overall Satisfaction	29.2%	33.5%	31.5%	34.1%	34.1%	32.3%	28.0%	33.3%	31.1%
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)

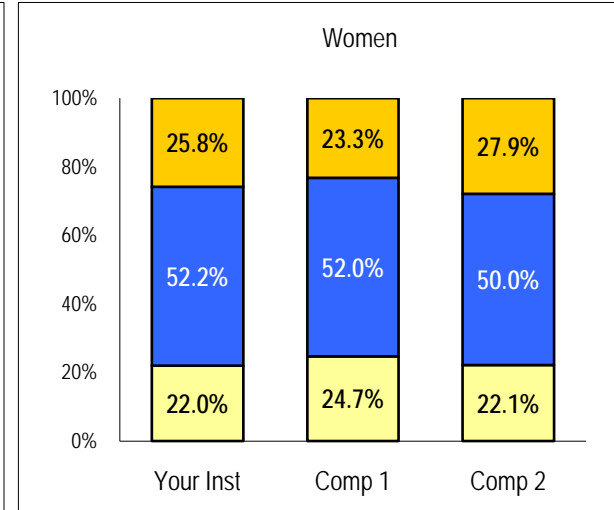
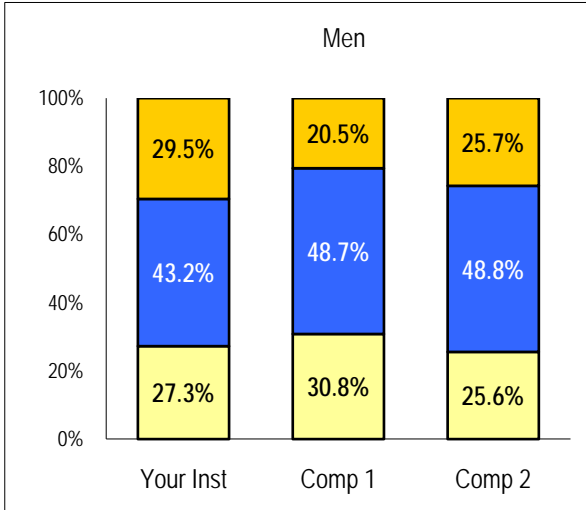
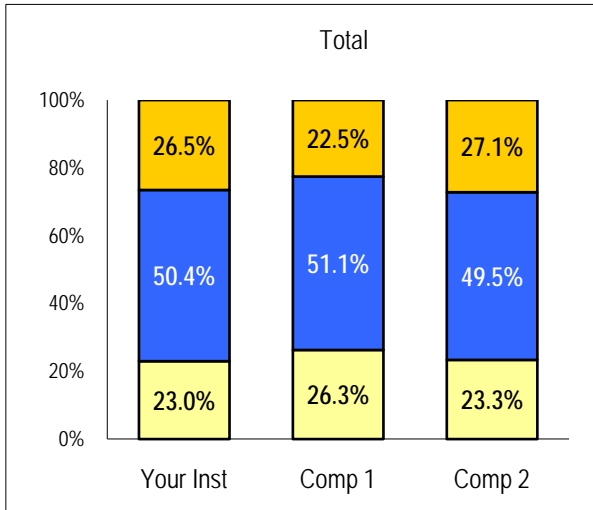


2011 Your First College Year Survey
CIRP Construct Percentage Report
Sense of Belonging
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,706	44	487	2,324	182	1,336	4,382
High Sense of Belonging	26.5%	22.5%	27.1%	29.5%	20.5%	25.7%	25.8%	23.3%	27.9%
Average Sense of Belonging	50.4%	51.1%	49.5%	43.2%	48.7%	48.8%	52.2%	52.0%	50.0%
Low Sense of Belonging	23.0%	26.3%	23.3%	27.3%	30.8%	25.6%	22.0%	24.7%	22.1%
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)

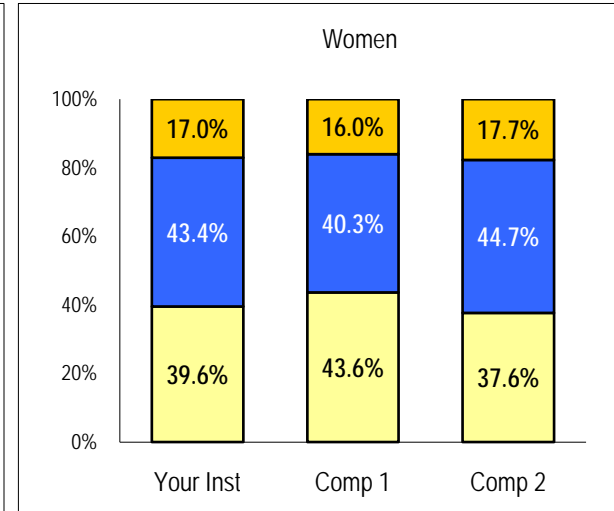
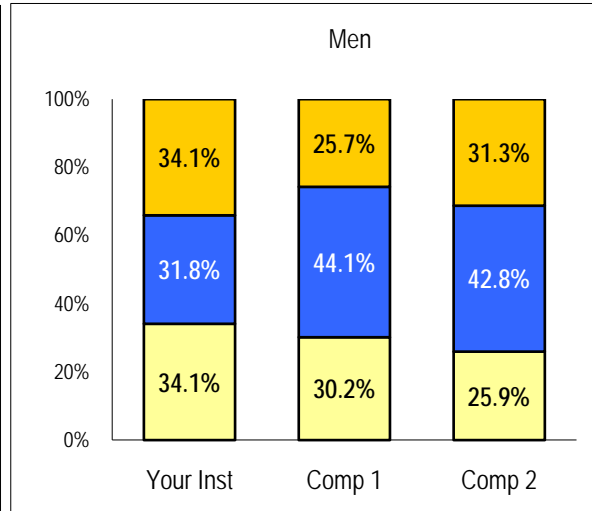
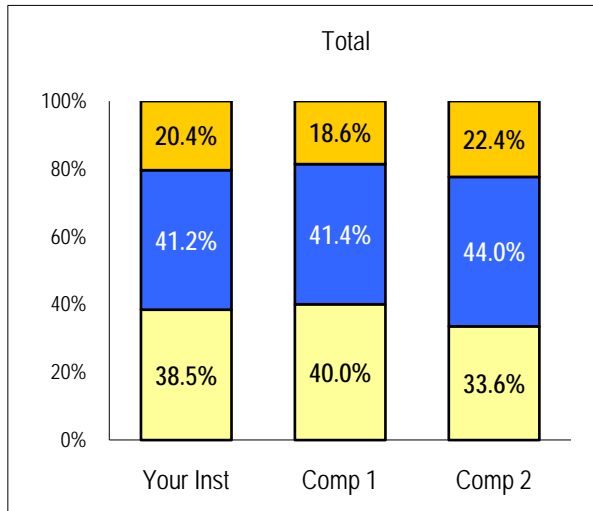


2011 Your First College Year Survey
CIRP Construct Percentage Report
Academic Self-Concept
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,716	44	487	2,330	182	1,336	4,386
High Academic Self-Concept	20.4%	18.6%	22.4%	34.1%	25.7%	31.3%	17.0%	16.0%	17.7%
Average Academic Self-Concept	41.2%	41.4%	44.0%	31.8%	44.1%	42.8%	43.4%	40.3%	44.7%
Low Academic Self-Concept	38.5%	40.0%	33.6%	34.1%	30.2%	25.9%	39.6%	43.6%	37.6%
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:

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

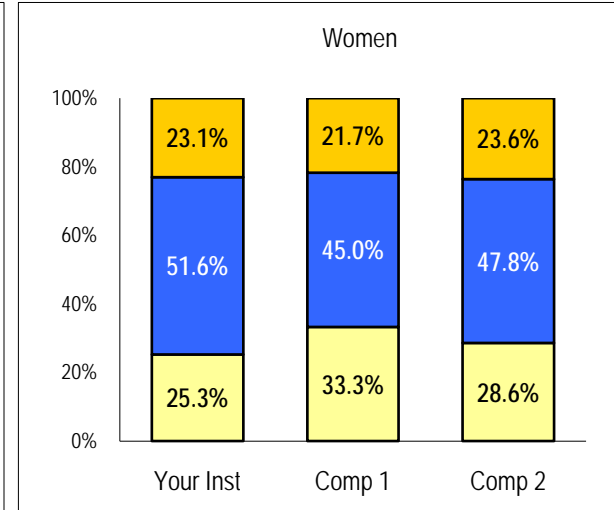
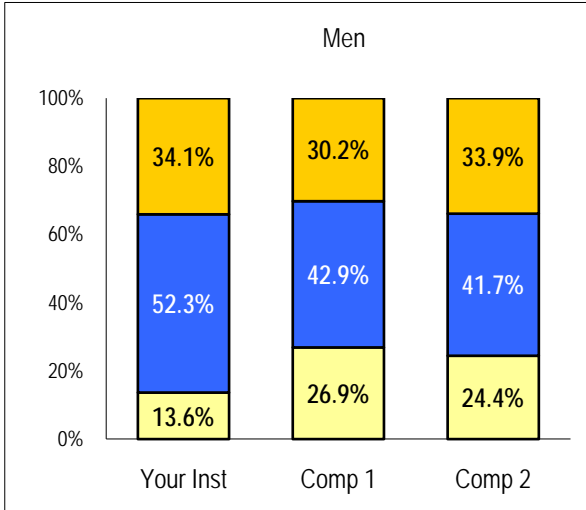
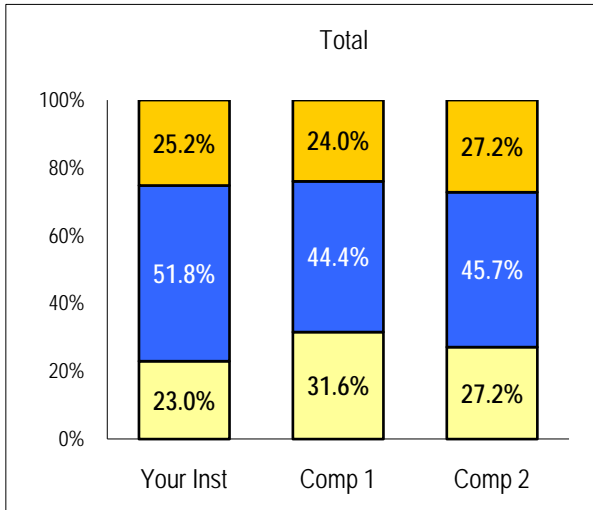


2011 Your First College Year Survey
CIRP Construct Percentage Report
Social Self-Concept
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,714	44	487	2,329	182	1,336	4,385
High Social Self-Concept	25.2%	24.0%	27.2%	34.1%	30.2%	33.9%	23.1%	21.7%	23.6%
Average Social Self-Concept	51.8%	44.4%	45.7%	52.3%	42.9%	41.7%	51.6%	45.0%	47.8%
Low Social Self-Concept	23.0%	31.6%	27.2%	13.6%	26.9%	24.4%	25.3%	33.3%	28.6%
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 (3.09)
- * Public speaking ability (3.02)
- * Self-confidence - social (2.72)

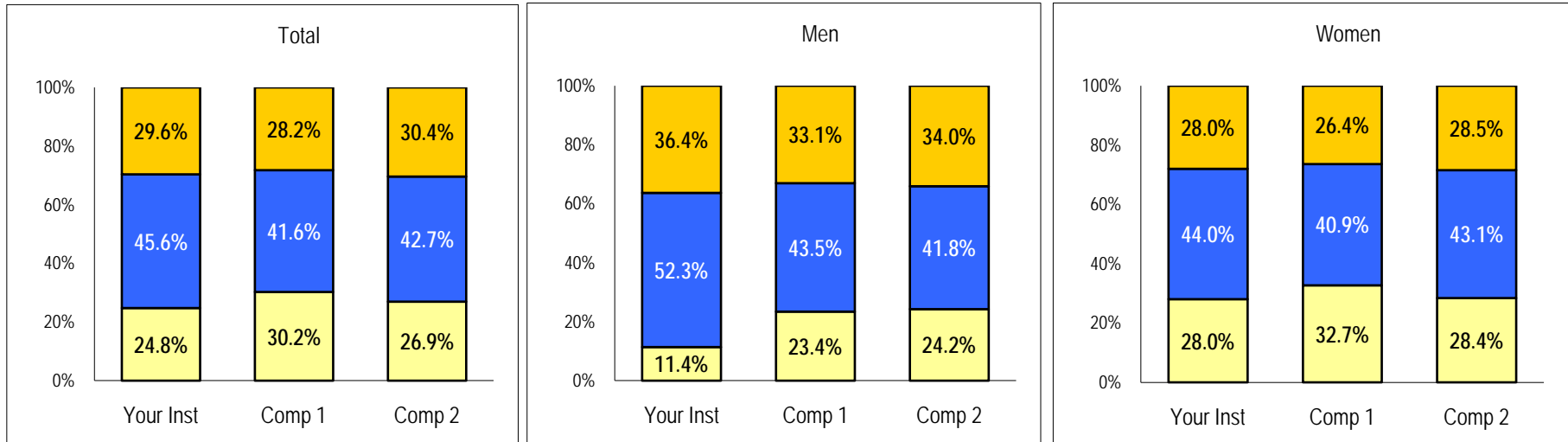


2011 Your First College Year Survey
CIRP Construct Percentage Report
Pluralistic Orientation
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,708	44	487	2,325	182	1,336	4,383
High Pluralistic Orientation	29.6%	28.2%	30.4%	36.4%	33.1%	34.0%	28.0%	26.4%	28.5%
Average Pluralistic Orientation	45.6%	41.6%	42.7%	52.3%	43.5%	41.8%	44.0%	40.9%	43.1%
Low Pluralistic Orientation	24.8%	30.2%	26.9%	11.4%	23.4%	24.2%	28.0%	32.7%	28.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

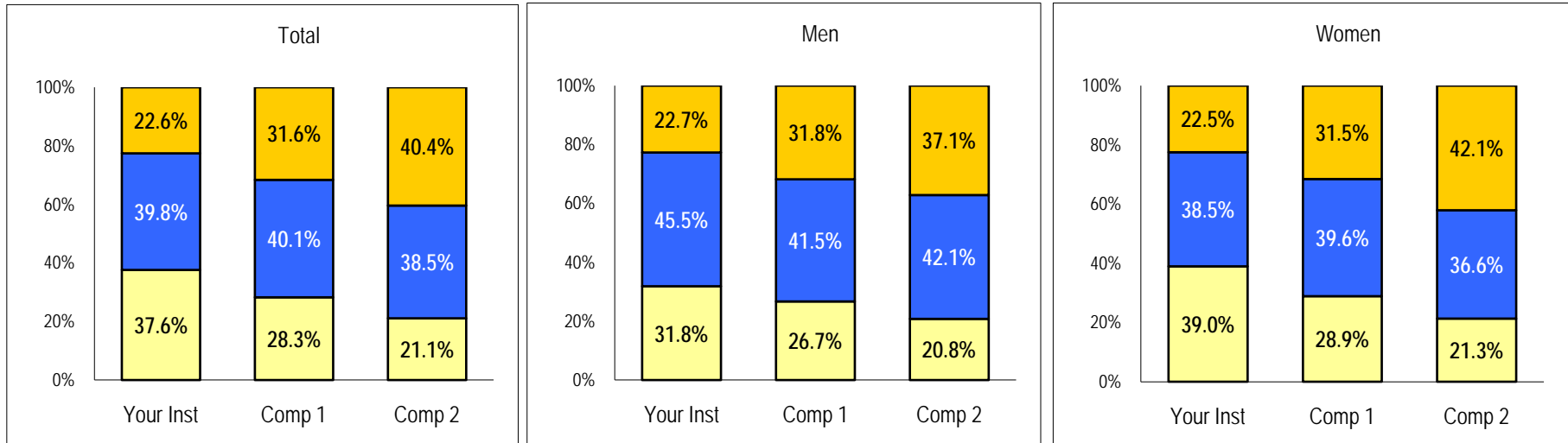


2011 Your First College Year Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,703	44	487	2,321	182	1,336	4,382
High Positive Cross-Racial Interaction	22.6%	31.6%	40.4%	22.7%	31.8%	37.1%	22.5%	31.5%	42.1%
Average Positive Cross-Racial Interaction	39.8%	40.1%	38.5%	45.5%	41.5%	42.1%	38.5%	39.6%	36.6%
Low Positive Cross-Racial Interaction	37.6%	28.3%	21.1%	31.8%	26.7%	20.8%	39.0%	28.9%	21.3%
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)

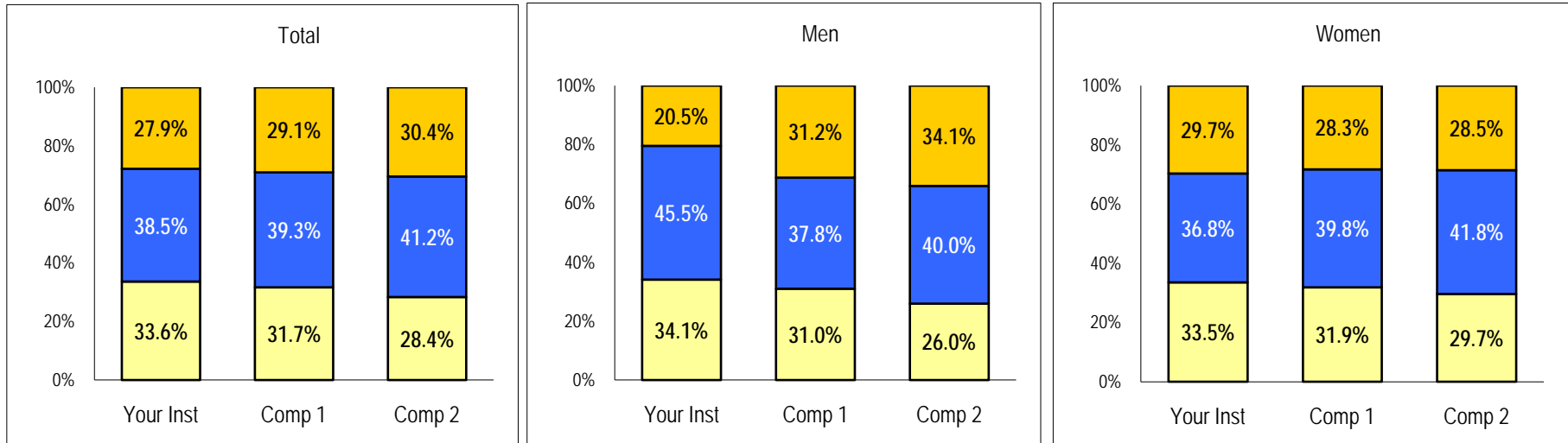


2011 Your First College Year Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,701	44	487	2,320	182	1,336	4,381
High Negative Cross-Racial Interaction	27.9%	29.1%	30.4%	20.5%	31.2%	34.1%	29.7%	28.3%	28.5%
Average Negative Cross-Racial Interaction	38.5%	39.3%	41.2%	45.5%	37.8%	40.0%	36.8%	39.8%	41.8%
Low Negative Cross-Racial Interaction	33.6%	31.7%	28.4%	34.1%	31.0%	26.0%	33.5%	31.9%	29.7%
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)

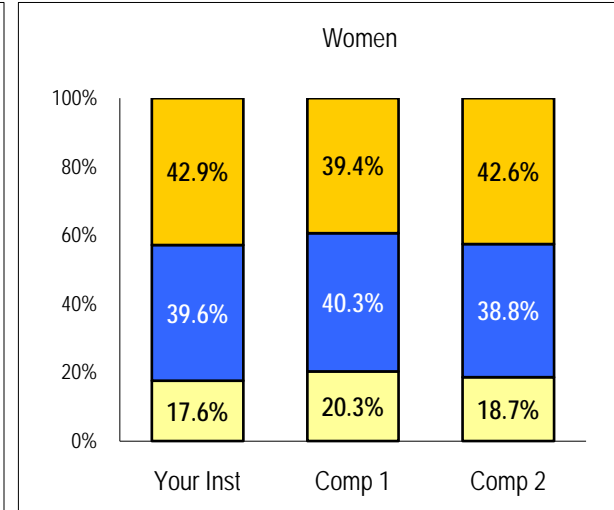
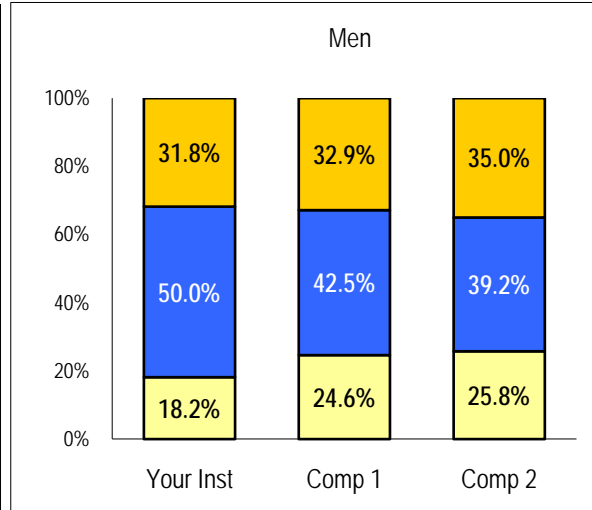
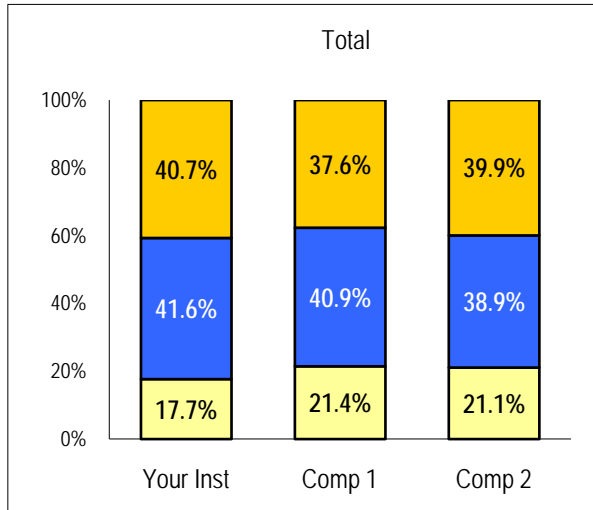


2011 Your First College Year Survey
CIRP Construct Percentage Report
Social Agency
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,700	44	487	2,321	182	1,336	4,379
High Social Agency	40.7%	37.6%	39.9%	31.8%	32.9%	35.0%	42.9%	39.4%	42.6%
Average Social Agency	41.6%	40.9%	38.9%	50.0%	42.5%	39.2%	39.6%	40.3%	38.8%
Low Social Agency	17.7%	21.4%	21.1%	18.2%	24.6%	25.8%	17.6%	20.3%	18.7%
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 (2.86)
- * Helping to promote racial understanding (2.77)
- * Becoming a community leader (2.65)

- * Keeping up to date with political affairs (2.15)
- * Influencing social values (1.78)
- * Helping others who are in difficulty (1.71)

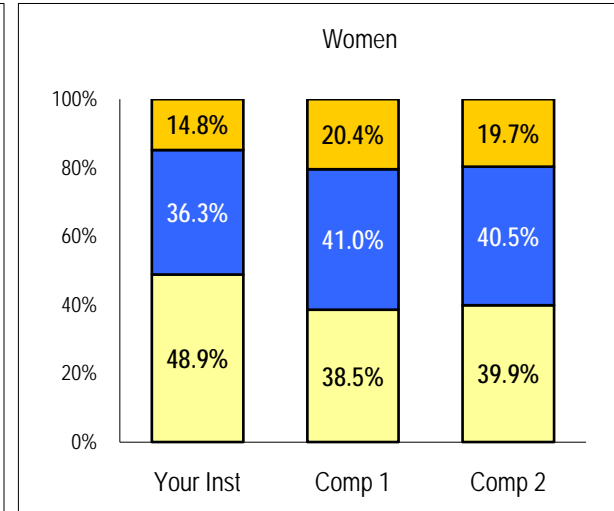
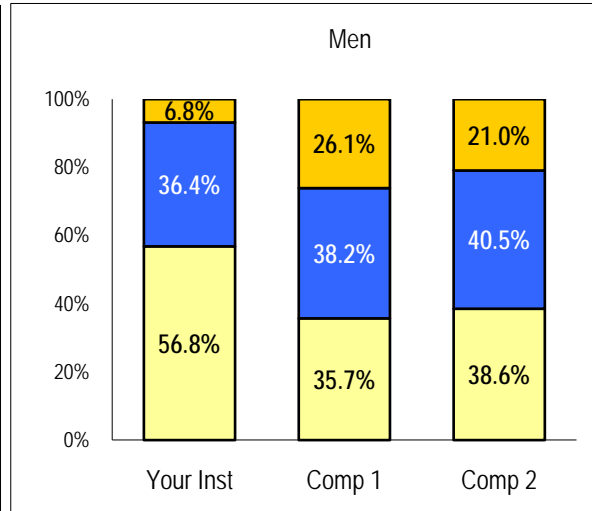
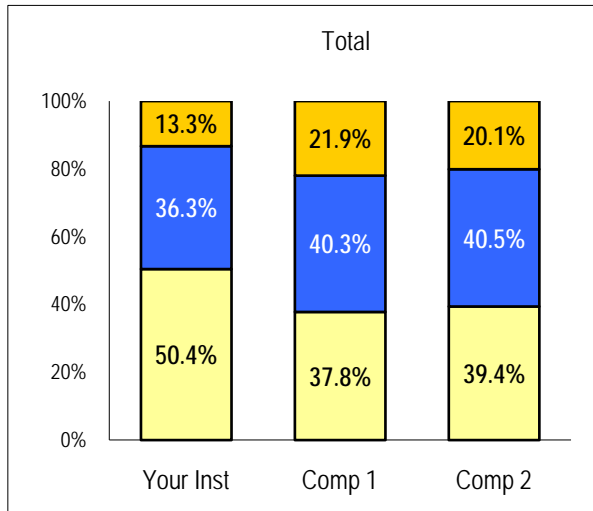


2011 Your First College Year Survey
CIRP Construct Percentage Report
Civic Awareness
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,716	44	487	2,329	182	1,336	4,387
High Civic Awareness	13.3%	21.9%	20.1%	6.8%	26.1%	21.0%	14.8%	20.4%	19.7%
Average Civic Awareness	36.3%	40.3%	40.5%	36.4%	38.2%	40.5%	36.3%	41.0%	40.5%
Low Civic Awareness	50.4%	37.8%	39.4%	56.8%	35.7%	38.6%	48.9%	38.5%	39.9%
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)

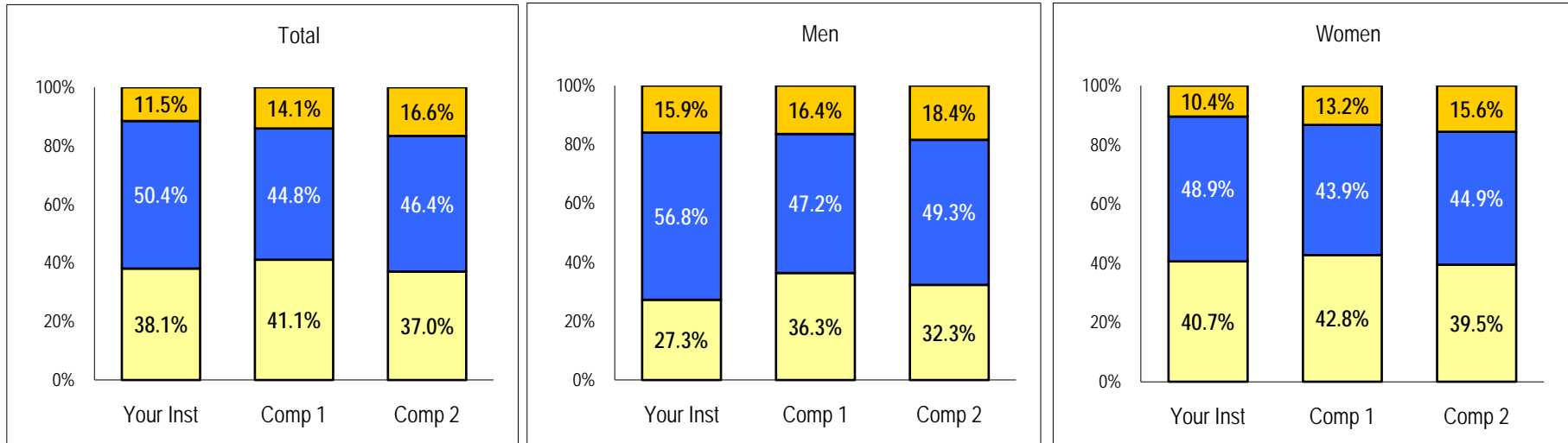


2011 Your First College Year Survey
CIRP Construct Percentage Report
Leadership
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,720	44	487	2,331	182	1,336	4,389
High Leadership	11.5%	14.1%	16.6%	15.9%	16.4%	18.4%	10.4%	13.2%	15.6%
Average Leadership	50.4%	44.8%	46.4%	56.8%	47.2%	49.3%	48.9%	43.9%	44.9%
Low Leadership	38.1%	41.1%	37.0%	27.3%	36.3%	32.3%	40.7%	42.8%	39.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

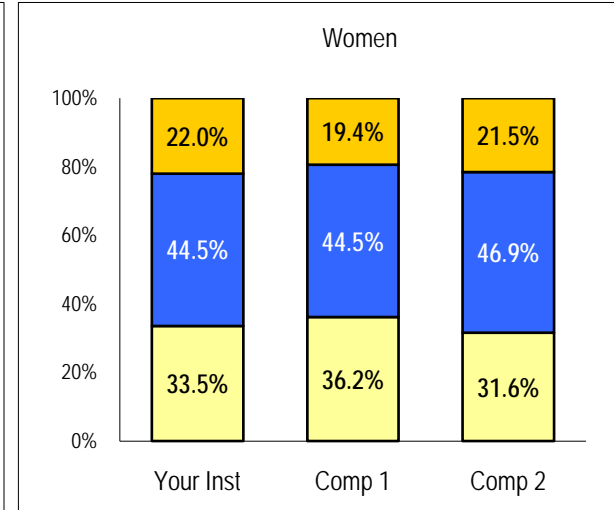
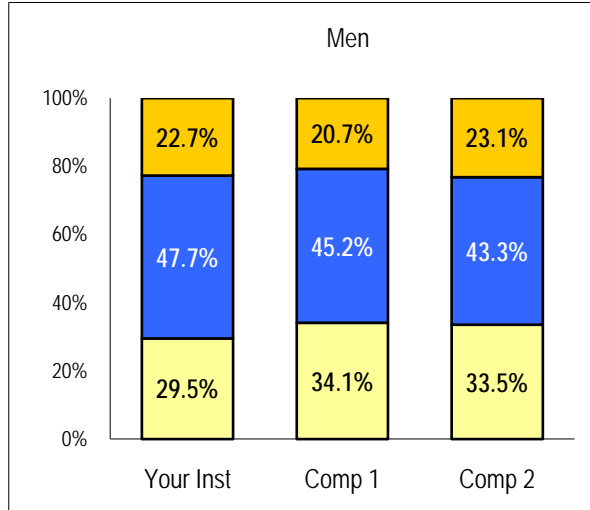
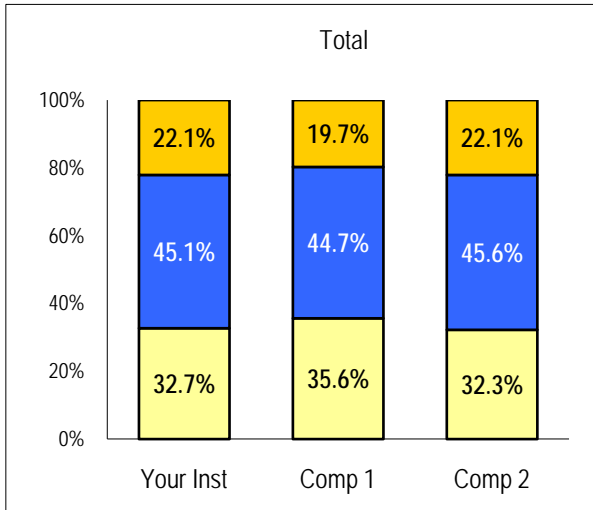


2011 Your First College Year Survey
CIRP Construct Percentage Report
Civic Engagement
First-Time, Full-time Freshman

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	226	1,823	6,717	44	487	2,330	182	1,336	4,387
High Academic Adjustment	22.1%	19.7%	22.1%	22.7%	20.7%	23.1%	22.0%	19.4%	21.5%
Average Academic Adjustment	45.1%	44.7%	45.6%	47.7%	45.2%	43.3%	44.5%	44.5%	46.9%
Low Academic Adjustment	32.7%	35.6%	32.3%	29.5%	34.1%	33.5%	33.5%	36.2%	31.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

- Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- I am interested in seeking information about current social and political issues (1.56)
- Worked on a local, state, or national political campaign (1.54)
- Demonstrated for/against a cause (1.53)

- Keeping up to date with political affairs (1.45)
- Influencing social values (1.10)
- Helped raise money for a cause or campaign (1.09)
- Performed volunteer work (0.79)