



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

2014 Your First College Year Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Miami University-Hamilton

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



How to Read the CIRP Construct Percentage Reports

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

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

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

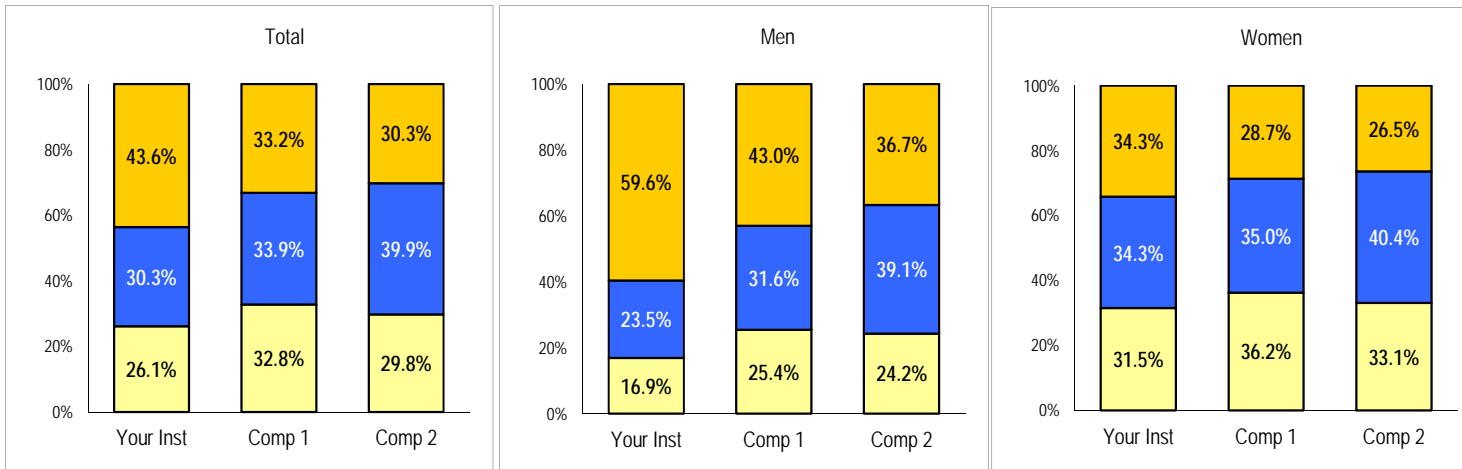
Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%	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

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.



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).

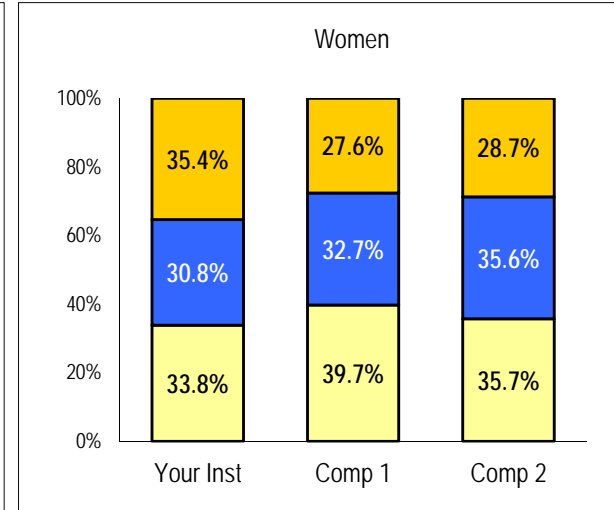
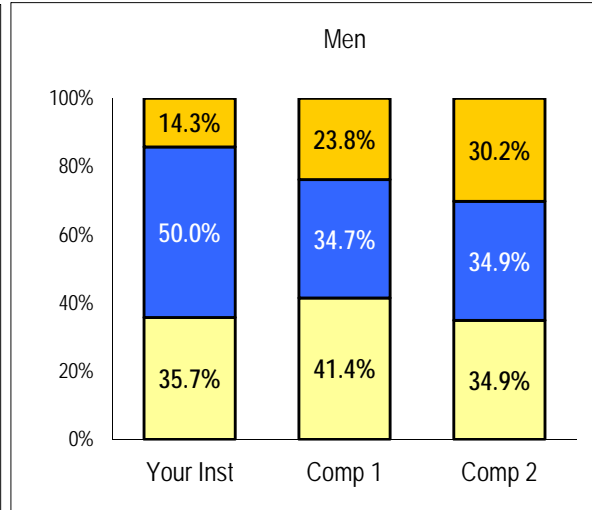
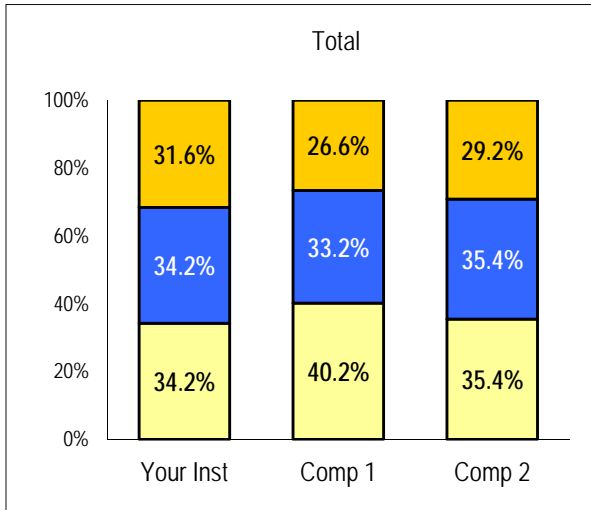


2014 Your First College Year Survey
CIRP Construct Percentage Report
Habits of Mind
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	79	1,534	4,734	14	403	1,541	65	1,131	3,193
High Habits of Mind	31.6%	26.6%	29.2%	14.3%	23.8%	30.2%	35.4%	27.6%	28.7%
Average Habits of Mind	34.2%	33.2%	35.4%	50.0%	34.7%	34.9%	30.8%	32.7%	35.6%
Low Habits of Mind	34.2%	40.2%	35.4%	35.7%	41.4%	34.9%	33.8%	39.7%	35.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

How often in the past year did you:

- * Support your opinions with a logical argument (2.28)
- * Seek solutions to problems and explain them to others (2.20)
- * Seek alternative solutions to a problem (1.81)
- * Evaluate the quality or reliability of information you received (1.61)
- * Ask questions in class (1.51)
- * Take a risk because you felt you had more to gain (1.48)

- * Seek feedback on your academic work (1.43)
- * Explore topics on your own, even though it was not required for a class (1.42)
- * Accept mistakes as part of the learning process (1.17)
- * Revise your papers to improve your writing (1.12)
- * Look up scientific research articles and resources (0.89)

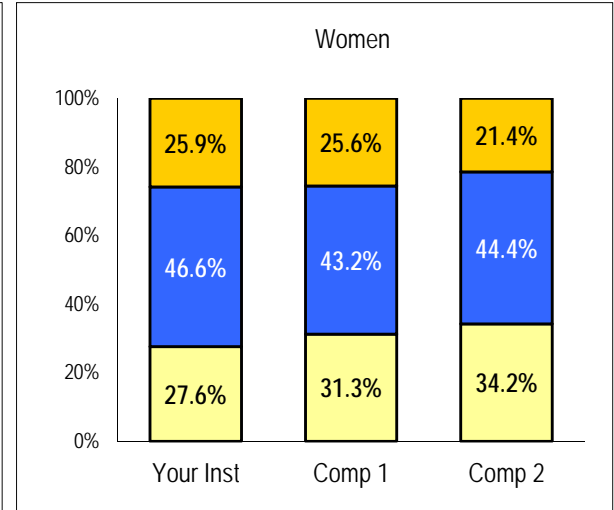
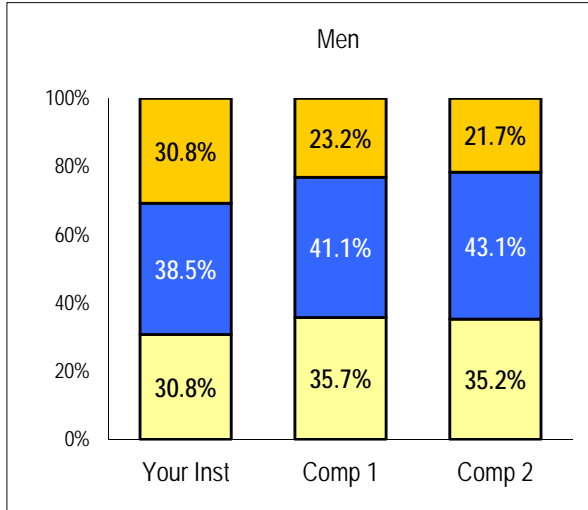
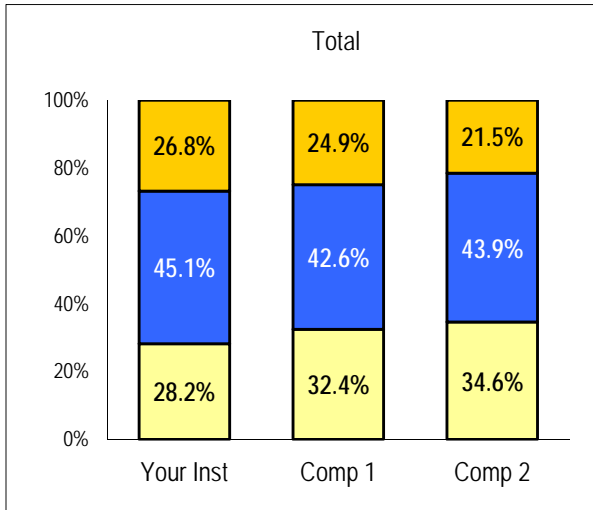


2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Adjustment
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	71	1,415	4,335	13	375	1,413	58	1,040	2,922
High Academic Adjustment	26.8%	24.9%	21.5%	30.8%	23.2%	21.7%	25.9%	25.6%	21.4%
Average Academic Adjustment	45.1%	42.6%	43.9%	38.5%	41.1%	43.1%	46.6%	43.2%	44.4%
Low Academic Adjustment	28.2%	32.4%	34.6%	30.8%	35.7%	35.2%	27.6%	31.3%	34.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

Since entering this college, how has it been to:

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

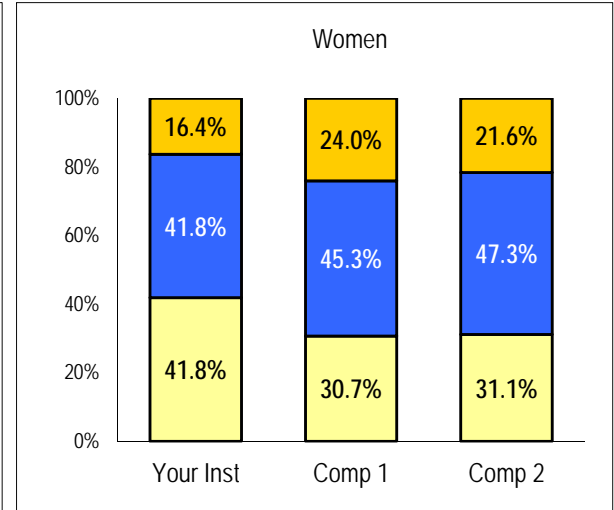
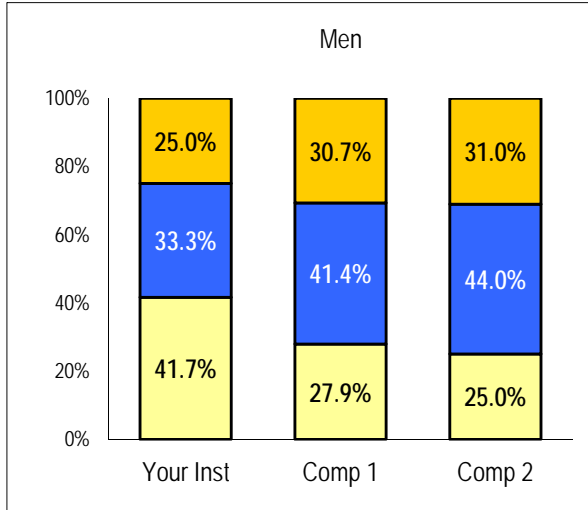
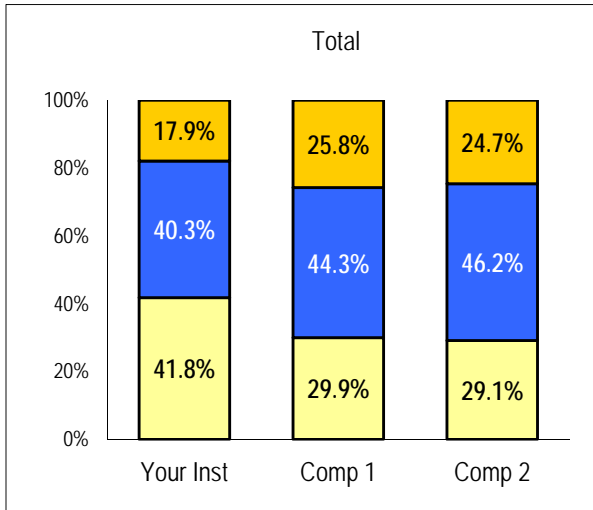


2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Disengagement
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	67	1,373	4,232	12	362	1,376	55	1,011	2,856
High Academic Disengagement	17.9%	25.8%	24.7%	25.0%	30.7%	31.0%	16.4%	24.0%	21.6%
Average Academic Disengagement	40.3%	44.3%	46.2%	33.3%	41.4%	44.0%	41.8%	45.3%	47.3%
Low Academic Disengagement	41.8%	29.9%	29.1%	41.7%	27.9%	25.0%	41.8%	30.7%	31.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

Since entering this college, how often have you:

* Come late to class (1.82)

Since entering this college, indicate how often you:

* Skipped class (1.60)

* Turned in course assignment(s) late (1.26)

* Turned in course assignments that did not reflect your best work (1.11)

* Fell asleep in class (1.00)

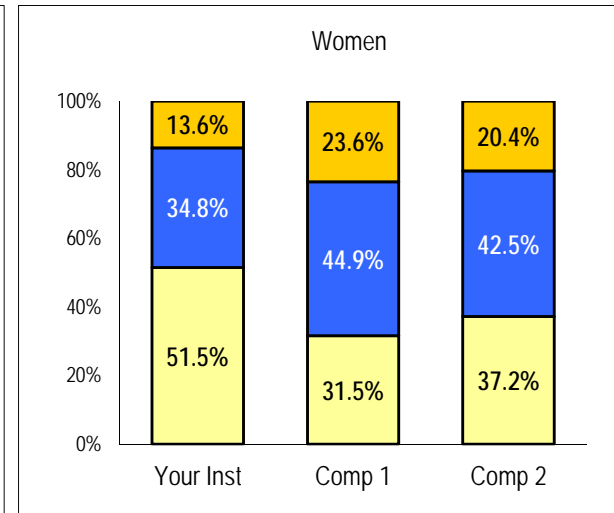
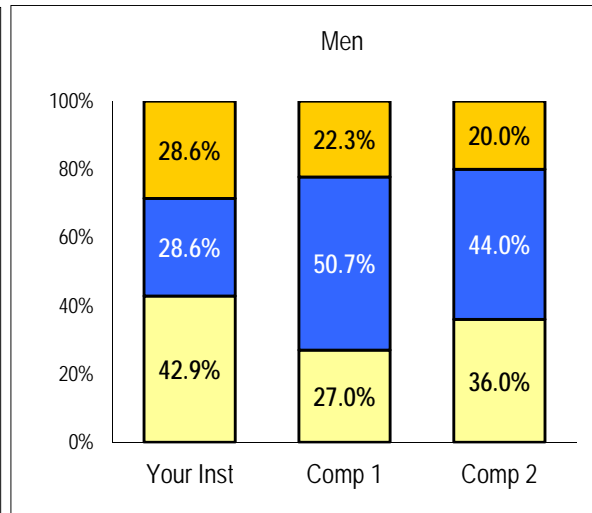
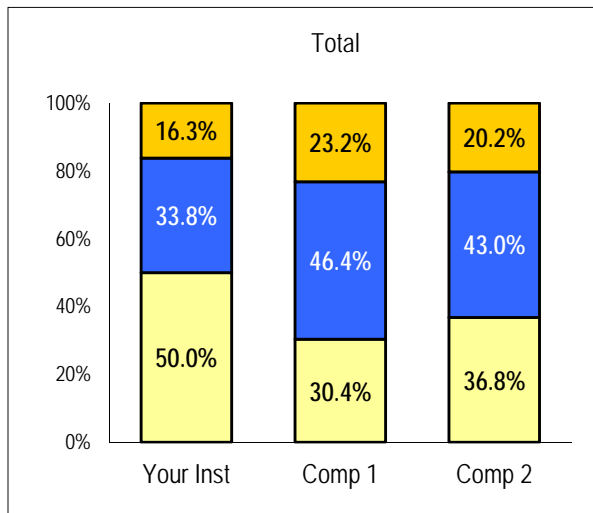


2014 Your First College Year Survey
CIRP Construct Percentage Report
Faculty Interaction: Contact and Communication
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	1,542	4,742	14	404	1,543	66	1,138	3,199
High Faculty Interaction	16.3%	23.2%	20.2%	28.6%	22.3%	20.0%	13.6%	23.6%	20.4%
Average Faculty Interaction	33.8%	46.4%	43.0%	28.6%	50.7%	44.0%	34.8%	44.9%	42.5%
Low Faculty Interaction	50.0%	30.4%	36.8%	42.9%	27.0%	36.0%	51.5%	31.5%	37.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

- * Communicated regularly with your professors (2.49)
- * Asked a professor for advice after class (1.64)
- * Received advice/guidance about your educational program from your professor (1.53)

- * Amount of contact with faculty (1.26)
- * Faculty during office hours (yes/no)(1.25)
- * Faculty outside of class or office hours (1.20)

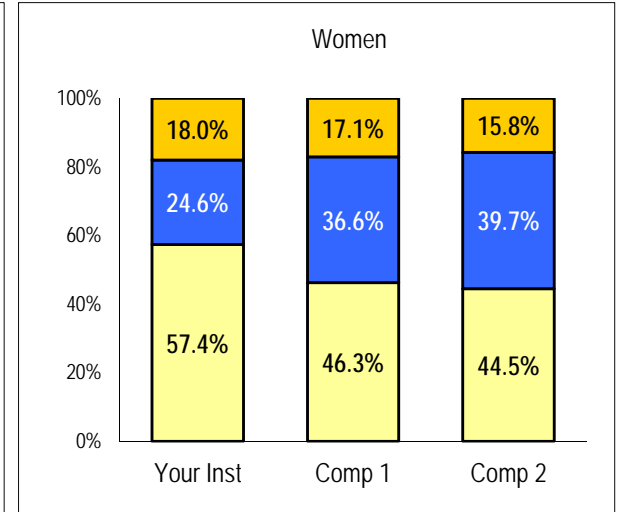
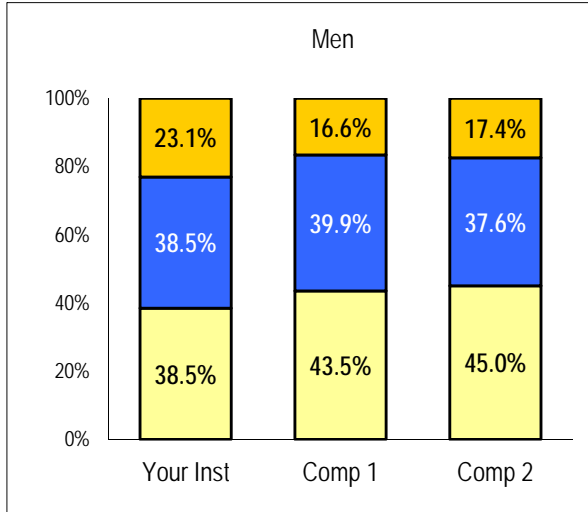
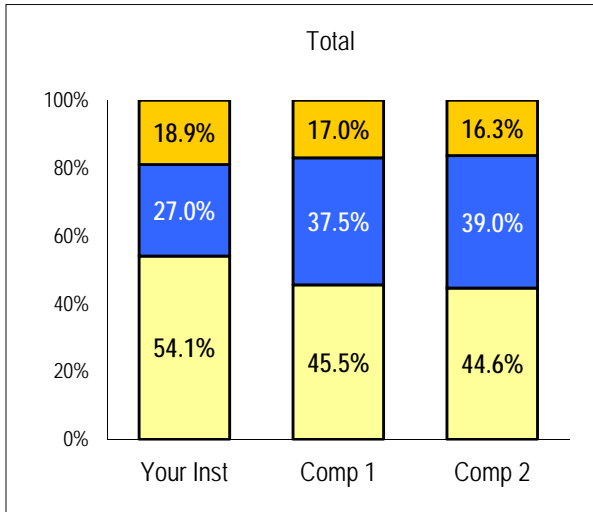


2014 Your First College Year Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	74	1,478	4,514	13	391	1,462	61	1,087	3,052
High Satisfaction with Courses	18.9%	17.0%	16.3%	23.1%	16.6%	17.4%	18.0%	17.1%	15.8%
Average Satisfaction with Courses	27.0%	37.5%	39.0%	38.5%	39.9%	37.6%	24.6%	36.6%	39.7%
Low Satisfaction with Courses	54.1%	45.5%	44.6%	38.5%	43.5%	45.0%	57.4%	46.3%	44.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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

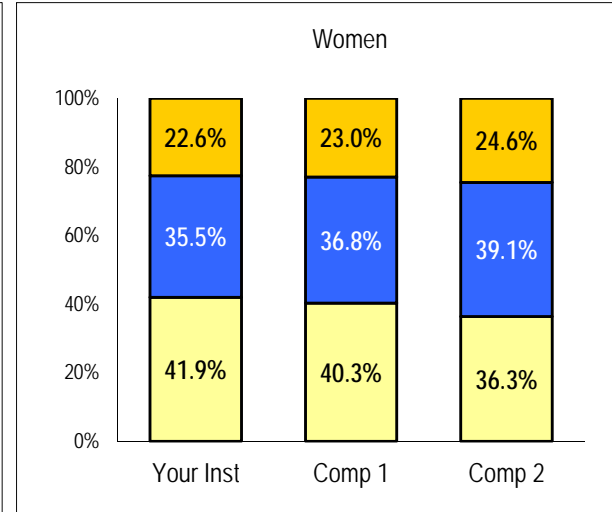
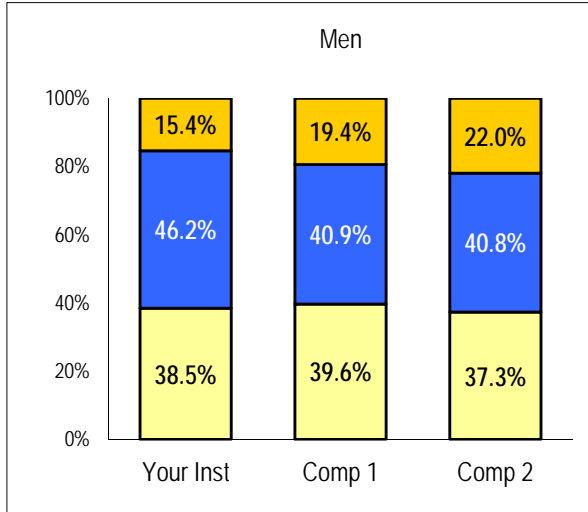
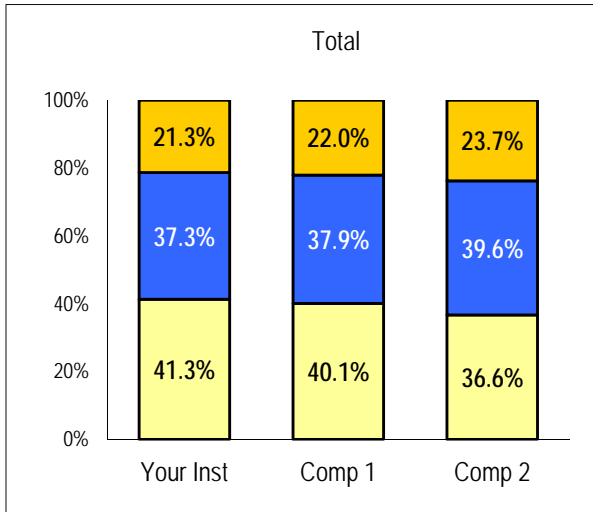


2014 Your First College Year Survey
CIRP Construct Percentage Report
Overall Satisfaction
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	75	1,479	4,520	13	391	1,465	62	1,088	3,055
High Overall Satisfaction	21.3%	22.0%	23.7%	15.4%	19.4%	22.0%	22.6%	23.0%	24.6%
Average Overall Satisfaction	37.3%	37.9%	39.6%	46.2%	40.9%	40.8%	35.5%	36.8%	39.1%
Low Overall Satisfaction	41.3%	40.1%	36.6%	38.5%	39.6%	37.3%	41.9%	40.3%	36.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

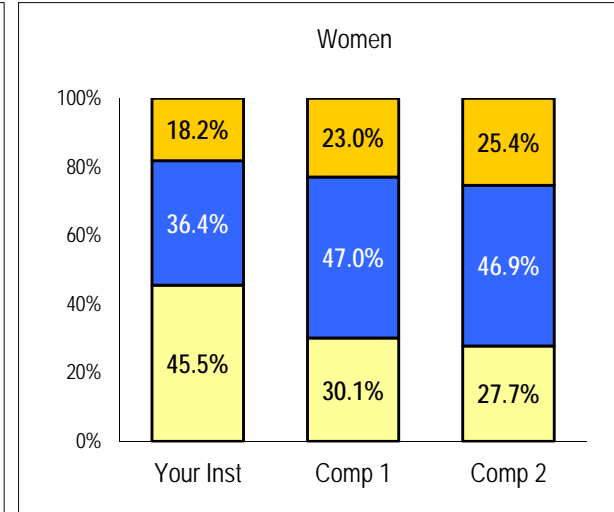
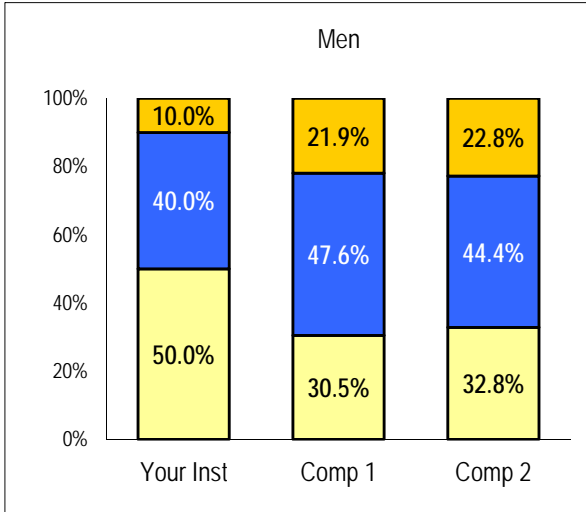
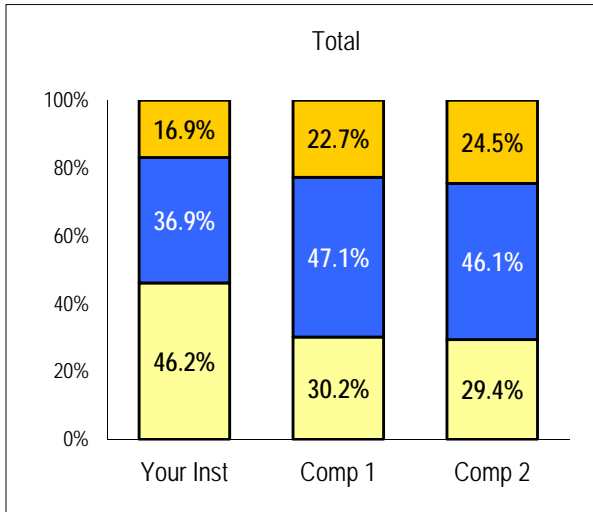


2014 Your First College Year Survey
CIRP Construct Percentage Report
Sense of Belonging
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	65	1,335	4,120	10	351	1,329	55	984	2,791
High Sense of Belonging	16.9%	22.7%	24.5%	10.0%	21.9%	22.8%	18.2%	23.0%	25.4%
Average Sense of Belonging	36.9%	47.1%	46.1%	40.0%	47.6%	44.4%	36.4%	47.0%	46.9%
Low Sense of Belonging	46.2%	30.2%	29.4%	50.0%	30.5%	32.8%	45.5%	30.1%	27.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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

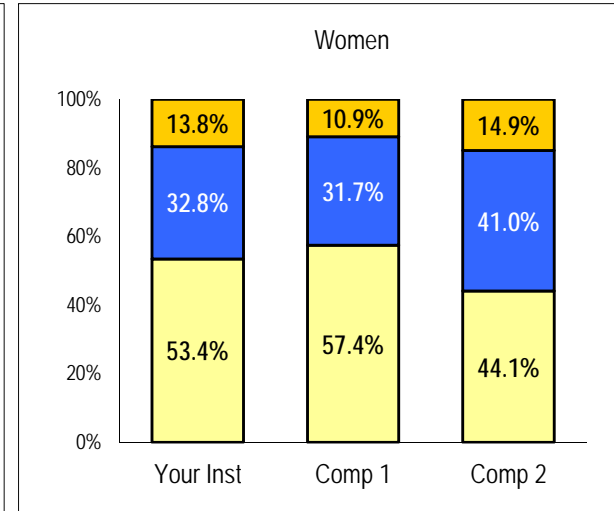
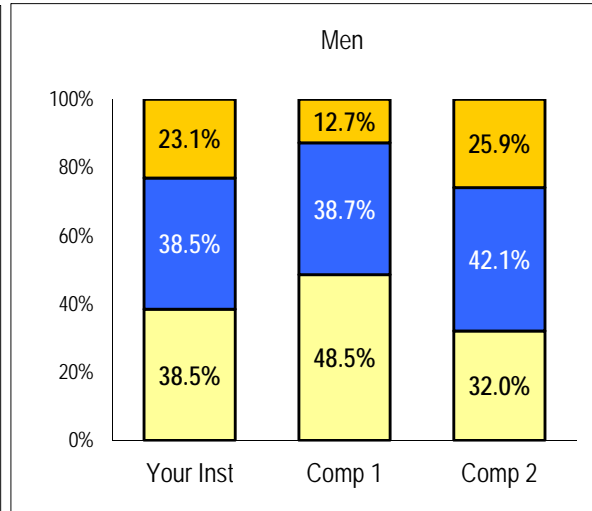
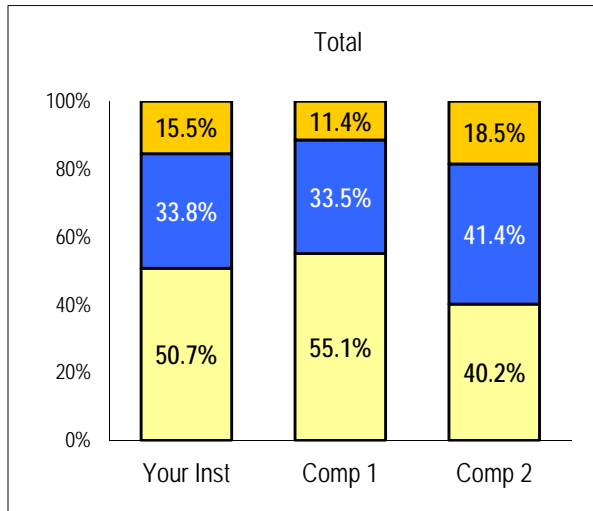


2014 Your First College Year Survey
CIRP Construct Percentage Report
Academic Self-Concept
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	71	1,429	4,373	13	377	1,423	58	1,052	2,950
High Academic Self-Concept	15.5%	11.4%	18.5%	23.1%	12.7%	25.9%	13.8%	10.9%	14.9%
Average Academic Self-Concept	33.8%	33.5%	41.4%	38.5%	38.7%	42.1%	32.8%	31.7%	41.0%
Low Academic Self-Concept	50.7%	55.1%	40.2%	38.5%	48.5%	32.0%	53.4%	57.4%	44.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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

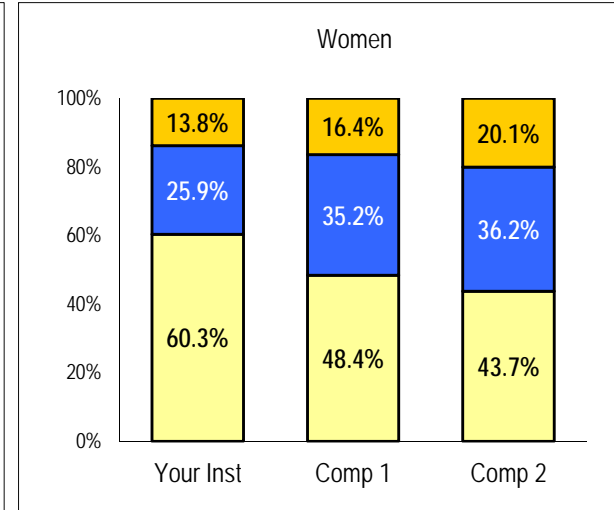
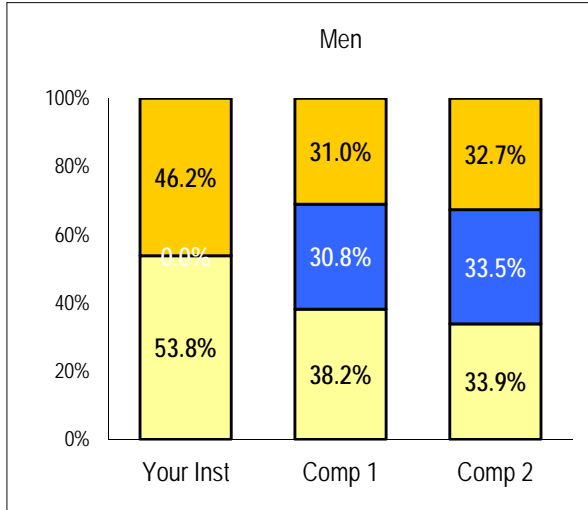
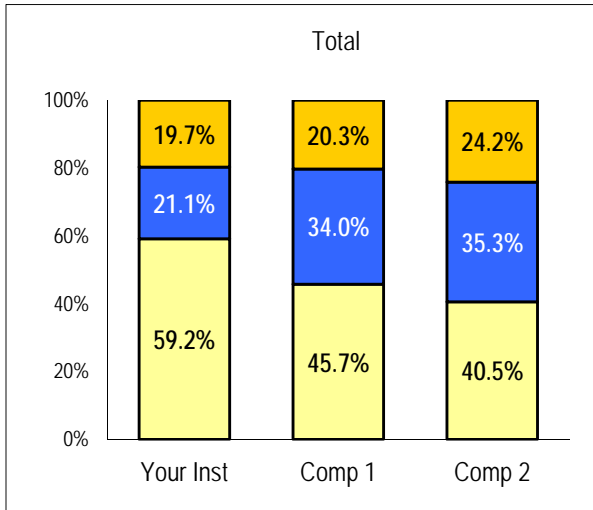


2014 Your First College Year Survey
CIRP Construct Percentage Report
Social Self-Concept
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	71	1,429	4,373	13	377	1,423	58	1,052	2,950
High Social Self-Concept	19.7%	20.3%	24.2%	46.2%	31.0%	32.7%	13.8%	16.4%	20.1%
Average Social Self-Concept	21.1%	34.0%	35.3%	0.0%	30.8%	33.5%	25.9%	35.2%	36.2%
Low Social Self-Concept	59.2%	45.7%	40.5%	53.8%	38.2%	33.9%	60.3%	48.4%	43.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

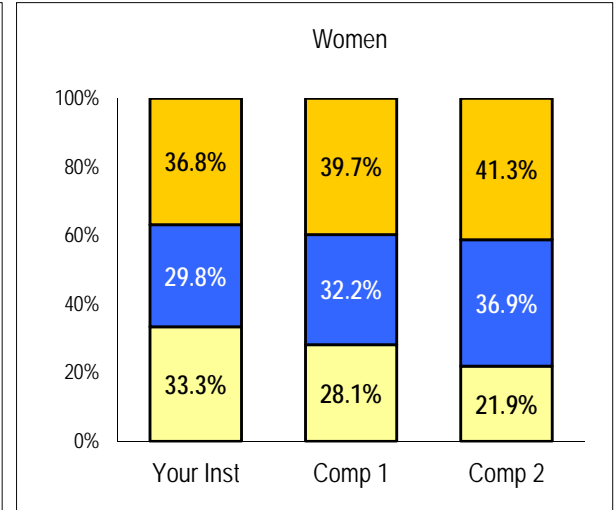
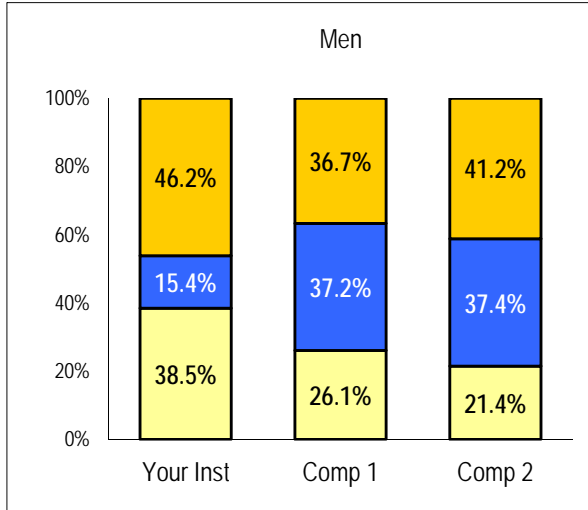
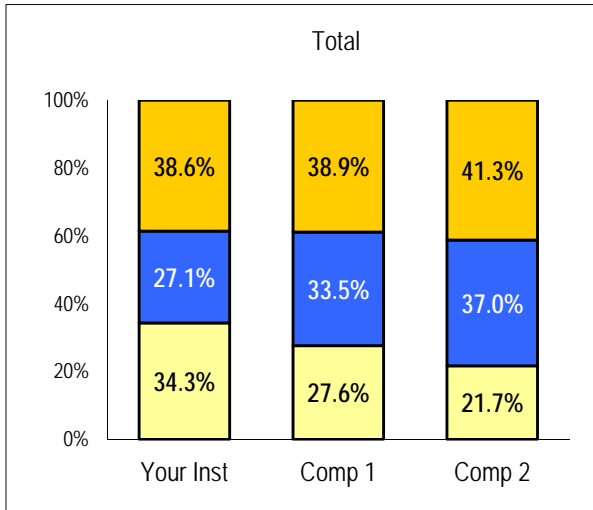
- * Self-confidence (social) (2.06)
- * Leadership ability (1.96)
- * Popularity (1.81)
- * Public speaking ability (1.76)



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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	70	1,400	4,294	13	368	1,397	57	1,032	2,897
High Pluralistic Orientation	38.6%	38.9%	41.3%	46.2%	36.7%	41.2%	36.8%	39.7%	41.3%
Average Pluralistic Orientation	27.1%	33.5%	37.0%	15.4%	37.2%	37.4%	29.8%	32.2%	36.9%
Low Pluralistic Orientation	34.3%	27.6%	21.7%	38.5%	26.1%	21.4%	33.3%	28.1%	21.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

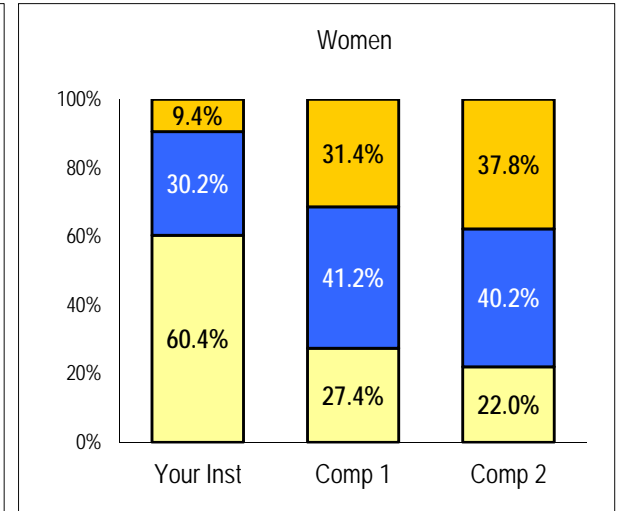
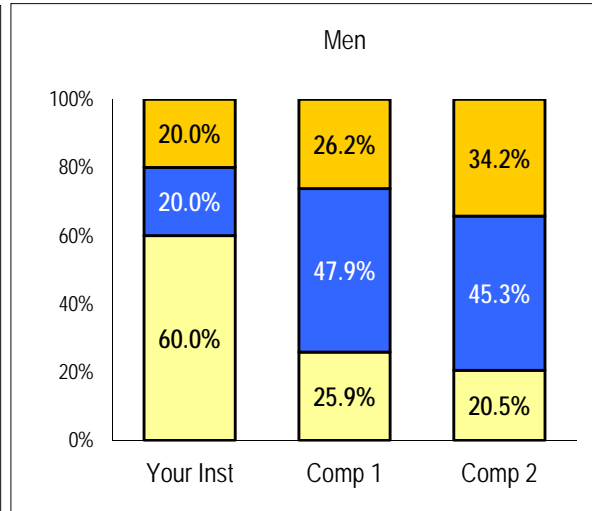
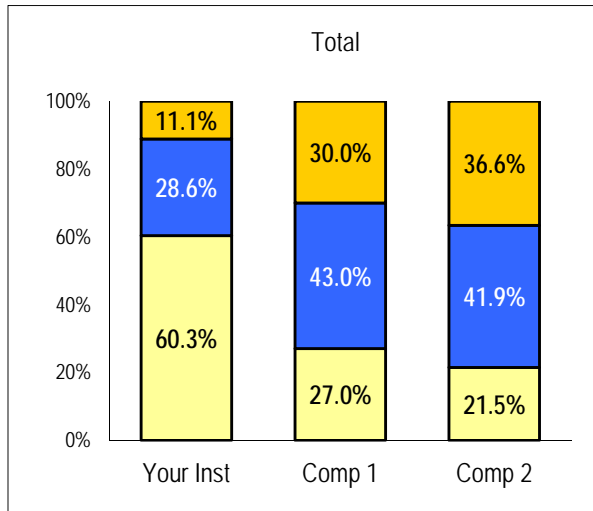


2014 Your First College Year Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	63	1,229	3,775	10	317	1,207	53	912	2,568
High Positive Cross-Racial Interaction	11.1%	30.0%	36.6%	20.0%	26.2%	34.2%	9.4%	31.4%	37.8%
Average Positive Cross-Racial Interaction	28.6%	43.0%	41.9%	20.0%	47.9%	45.3%	30.2%	41.2%	40.2%
Low Positive Cross-Racial Interaction	60.3%	27.0%	21.5%	60.0%	25.9%	20.5%	60.4%	27.4%	22.0%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

- * Had intellectual discussions outside of class (3.57)
- * Shared personal feelings and problems (3.52)
- * Dined or shared a meal (2.72)

- * Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)
- * Studied or prepared for class (2.22)
- * Socialized or partied (2.12)

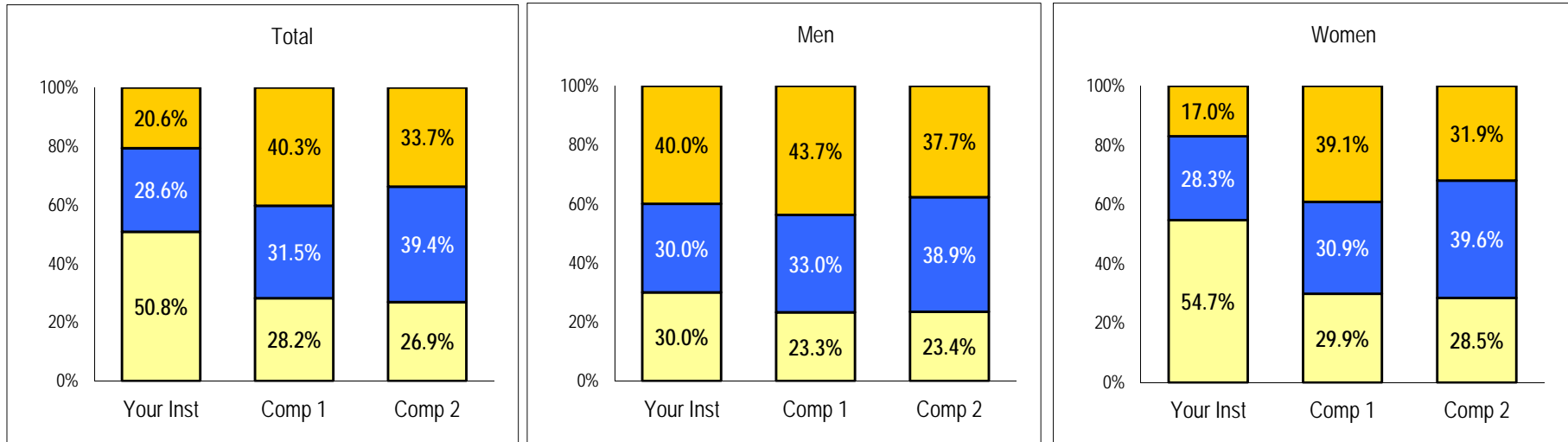


2014 Your First College Year Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	63	1,230	3,772	10	318	1,207	53	912	2,565
High Negative Cross-Racial Interaction	20.6%	40.3%	33.7%	40.0%	43.7%	37.7%	17.0%	39.1%	31.9%
Average Negative Cross-Racial Interaction	28.6%	31.5%	39.4%	30.0%	33.0%	38.9%	28.3%	30.9%	39.6%
Low Negative Cross-Racial Interaction	50.8%	28.2%	26.9%	30.0%	23.3%	23.4%	54.7%	29.9%	28.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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

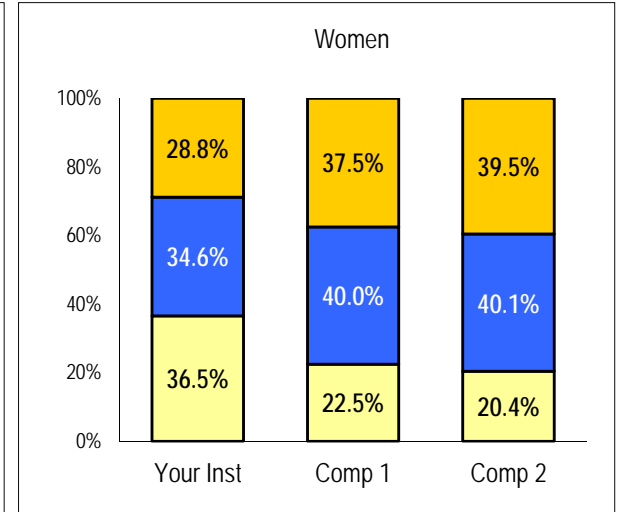
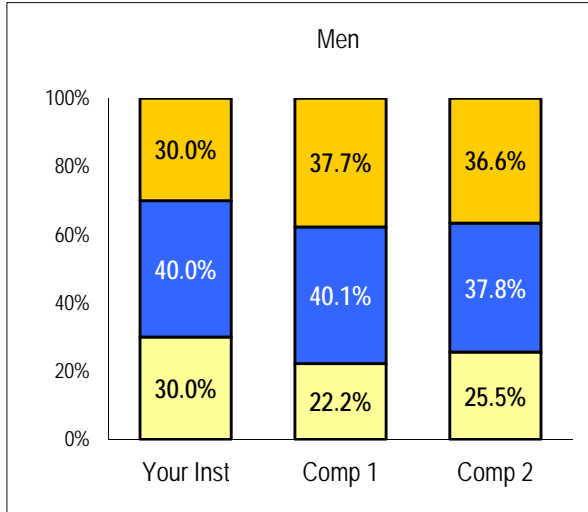
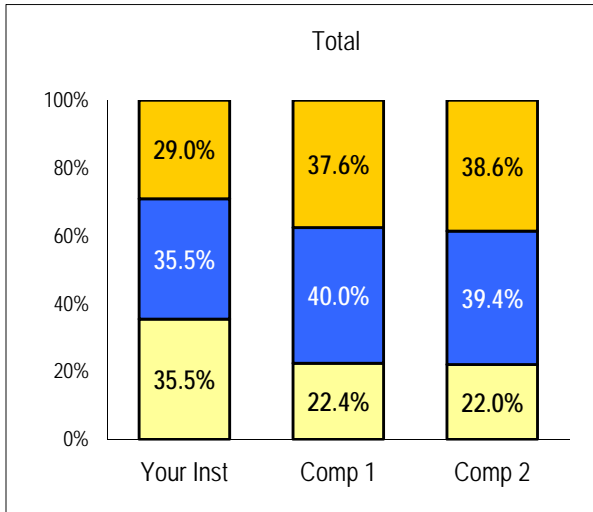


2014 Your First College Year Survey
CIRP Construct Percentage Report
Social Agency
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	62	1,254	3,832	10	329	1,229	52	925	2,603
High Social Agency	29.0%	37.6%	38.6%	30.0%	37.7%	36.6%	28.8%	37.5%	39.5%
Average Social Agency	35.5%	40.0%	39.4%	40.0%	40.1%	37.8%	34.6%	40.0%	40.1%
Low Social Agency	35.5%	22.4%	22.0%	30.0%	22.2%	25.5%	36.5%	22.5%	20.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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

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

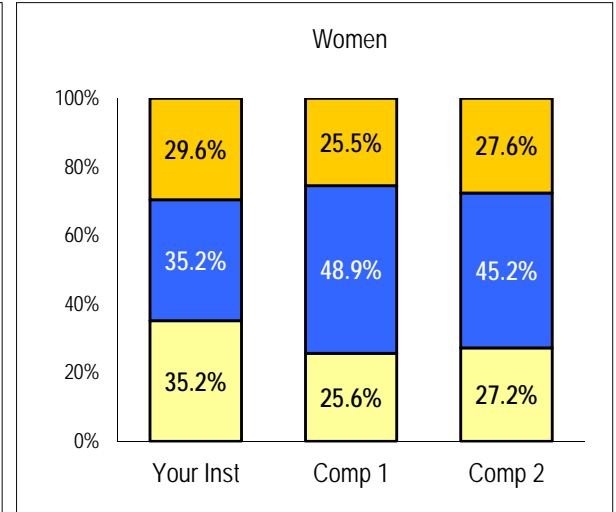
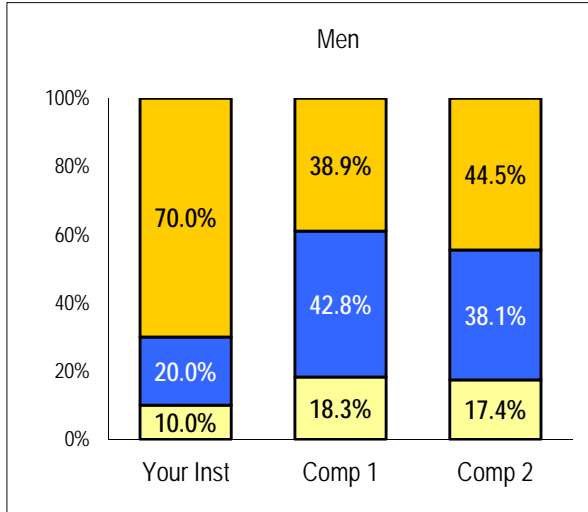
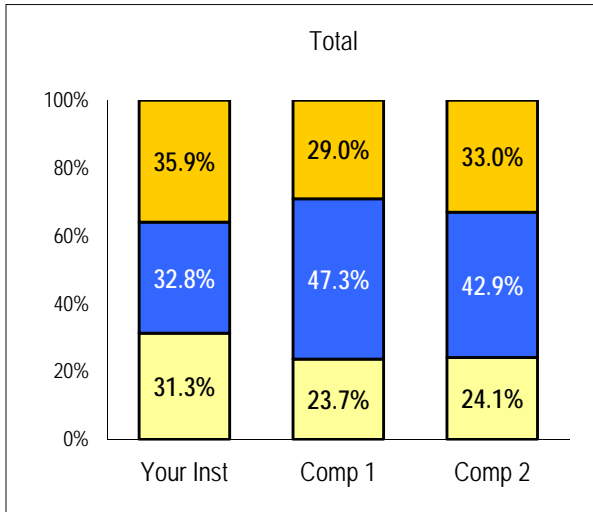


2014 Your First College Year Survey
CIRP Construct Percentage Report
Civic Awareness
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	64	1,268	3,872	10	334	1,244	54	934	2,628
High Civic Awareness	35.9%	29.0%	33.0%	70.0%	38.9%	44.5%	29.6%	25.5%	27.6%
Average Civic Awareness	32.8%	47.3%	42.9%	20.0%	42.8%	38.1%	35.2%	48.9%	45.2%
Low Civic Awareness	31.3%	23.7%	24.1%	10.0%	18.3%	17.4%	35.2%	25.6%	27.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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



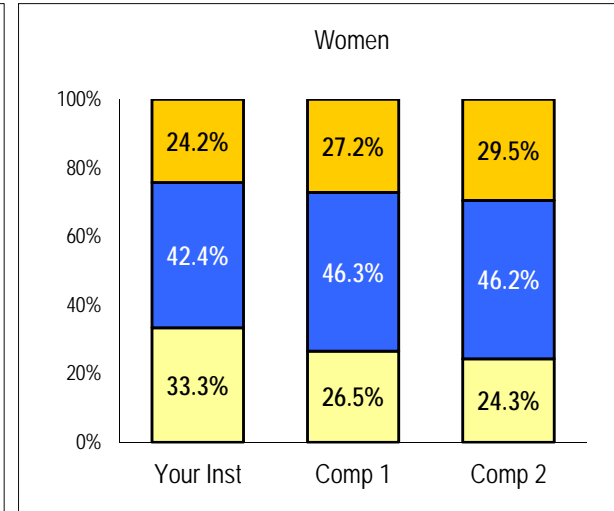
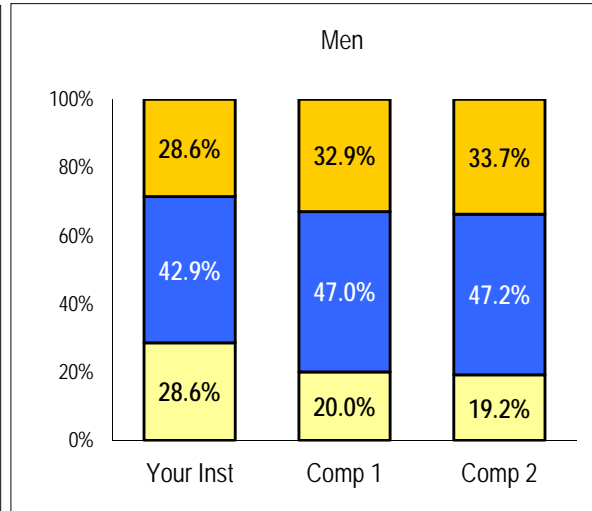
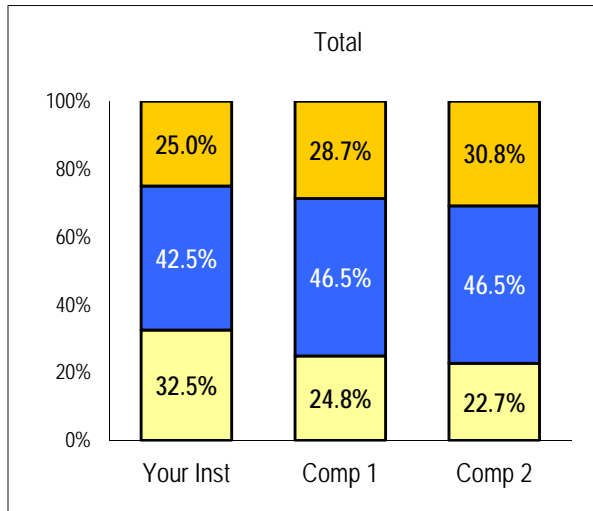
Leadership

First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	1,542	4,744	14	404	1,544	66	1,138	3,200
High Leadership	25.0%	28.7%	30.8%	28.6%	32.9%	33.7%	24.2%	27.2%	29.5%
Average Leadership	42.5%	46.5%	46.5%	42.9%	47.0%	47.2%	42.4%	46.3%	46.2%
Low Leadership	32.5%	24.8%	22.7%	28.6%	20.0%	19.2%	33.3%	26.5%	24.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

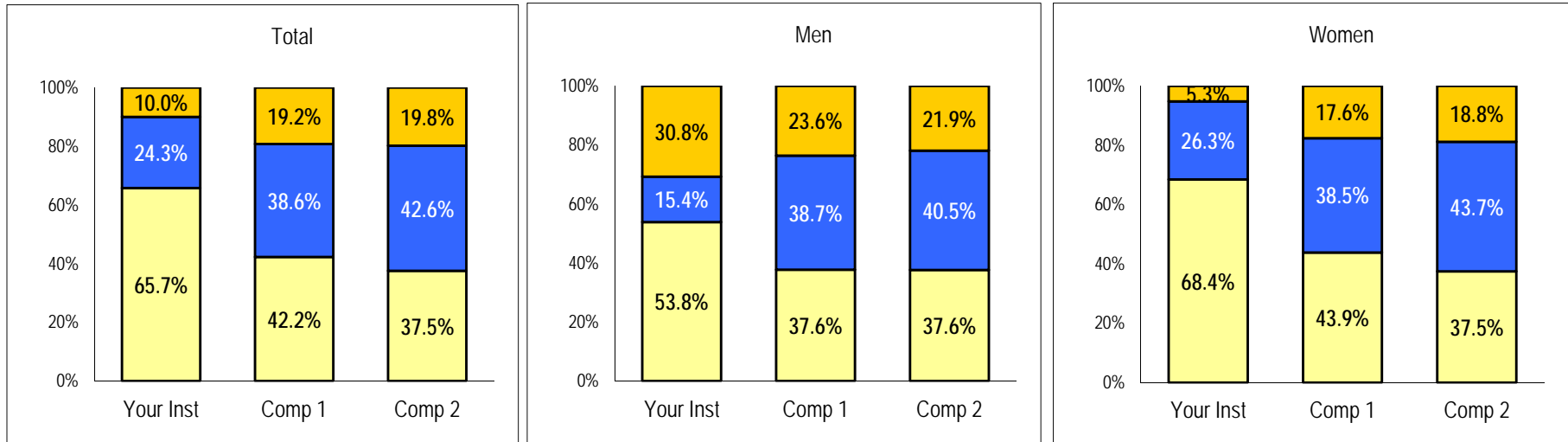


2014 Your First College Year Survey
CIRP Construct Percentage Report
Civic Engagement
First-time, Full-time Freshmen

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	70	1,390	4,280	13	364	1,391	57	1,026	2,889
High Academic Adjustment	10.0%	19.2%	19.8%	30.8%	23.6%	21.9%	5.3%	17.6%	18.8%
Average Academic Adjustment	24.3%	38.6%	42.6%	15.4%	38.7%	40.5%	26.3%	38.5%	43.7%
Low Academic Adjustment	65.7%	42.2%	37.5%	53.8%	37.6%	37.6%	68.4%	43.9%	37.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

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