

2011 Your First College Year Survey
CIRP Constructs
 Higher Education Research Institute, UCLA

**Allegheny Fall 2010 First-year Students:
 370 completed the TFS; 257 completed the YFCY**

	Allegheny's TFS Construct Mean Significantly Different From Private, Nonsectarian, 4-year Colleges	Allegheny's YFCY Construct Mean Significantly Different From Private, Nonsectarian, 4-year Colleges	Allegheny's TFS % in HIGH Score Group	Nonsect. 4-Yr TFS % in HIGH Score Group	Allegheny's YFCY % in HIGH Score Group	Nonsect. 4-Yr YFCY % in HIGH Score Group
a. Habits of Mind	+++	+++	38%	28%	36%	26%
b. Academic Adjustment		--			17%	26%
c. Academic Disengagement		--			20%	25%
d. Faculty Interaction: Contact and Communication		+++			40%	29%
e. Satisfaction with Coursework					23%	20%
f. Overall Satisfaction		++			32%	23%
g. Sense of Belonging		++			30%	25%
h. Academic Self-Concept	++++	++	34%	22%	23%	17%
i. Social Self-Concept	++	+	35%	26%	36%	31%
j. Pluralistic Orientation	+++	++	37%	27%	36%	28%
k. Positive Cross-Racial Interaction					39%	40%
l. Negative Cross-Racial Interaction					26%	30%
m. Social Agency		+++	27%	26%	51%	37%
n. Civic Awareness					18%	15%
o. Leadership		++			25%	18%
p. Civic Engagement		++++			40%	20%

Those constructs which were also measured on The Freshmen Survey (TFS) in Fall 2010, are highlighted in blue.

The **practical** significance is indicated by the number of plus or minus signs. 2 is generally considered a small practical difference, **5 is considered medium**, and 8 is large

Statistically significant differences between Allegheny's percentages and those of the group of Private, Nonsectarian, 4-Year Colleges are highlighted with **bold type**

**Longitudinal Comparison: 183 Fall 2010 First-year,
 Allegheny students completed both the TFS and the YFCY**

Population's Change In Mean Score	Allegheny's Change in Mean Score	Nonsect.4- Yr's Change in Mean Score	Allegheny's Change in % HIGH Score	Nonsect. 4-Yr's Change in % HIGH Score
-2.8	-1.0	-2.0	43% ↓ 38%	32% ↓ 27%
-1.3	-3.4	-0.7	36% ↓ 22%	19% ↓ 17%
0.5	-0.6	0.9	36% ↓ 35%	27% ↑ 29%
0.6	-0.3	0.3	38% ↓ 36%	29% → 29%
2.4	4.3	2.6	34% ↑ 52%	27% ↑ 37%

Statistically significant changes in Allegheny's TFS-to-YFCY figures are indicated by **bold type**.

TFS - The Freshmen Survey is administered at Allegheny during the summer before students matriculate.

YFCY - Your First College Year was administered at Allegheny in April and May 2011

2011 YFCY Constructs

- a. **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.
- b. **Academic Adjustment** measures the ease with which students adjust to the academic demands of college.
- c. **Academic Disengagement** measures the extent to which students engage in behaviors that are inconsistent with academic success.
- d. **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.
- e. **Satisfaction with Coursework** measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.
- f. **Overall Satisfaction** is a unified measure of students' satisfaction with the college experience.
- g. **Sense of Belonging** measures the extent to which students feel a sense of academic and social integration on campus.
- h. **Academic Self-Concept** is a unified measure of students' beliefs about their abilities and confidence in academic environments.
- i. **Social Self-Concept** is a unified measure of students' beliefs about their abilities and confidence in social situations.
- j. **Pluralistic Orientation** measures skills and dispositions appropriate for living and working in a diverse society.
- k. **Positive Cross-Racial Interaction** is a unified measure of students' level of positive interaction with diverse peers.
- l. **Negative Cross-Racial Interaction** is a unified measure of students' level of negative interaction with diverse peers.
- m. **Social Agency** measures the extent to which students' value political and social involvement as a personal goal.
- n. **Civic Awareness** measures changes in students' understanding of the issues facing their community, nation, and the world.
- o. **Leadership** is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.
- p. **Civic Engagement** measures the extent to which students are motivated and involved in civic, electoral, and political activities.