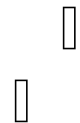




Your First College Year (YFCY)

2005

St. John's University



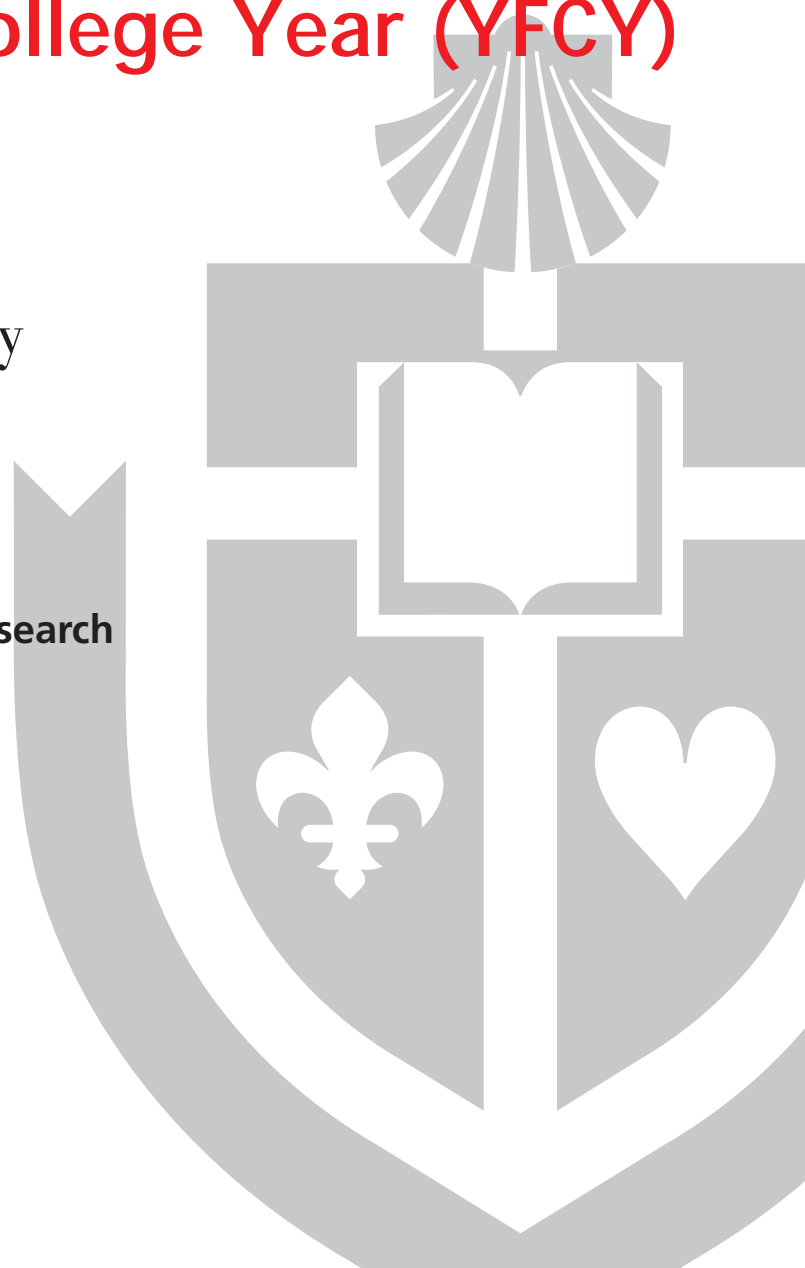
Office of Institutional Research

T (718) 990-1924

F (718) 990-2314

ir@stjohns.edu

www.stjohns.edu/about/ir





Your First College Year (YFCY) 2005

EXECUTIVE SUMMARY

BACKGROUND

Your First College Year (YFCY), initiated in 2000, is a national first-year student survey developed through a collaboration between Higher Education Research Institute (HERI) at UCLA and the Policy Center on the First Year of College at Brevard College. It is administered to first-year students near the completion of their first college year. YFCY is designed as a follow-up survey to the annual Cooperative Institutional Research Program (CIRP) Freshman Survey and it provides longitudinal information on the academic and personal development of first-year college students. However, YFCY can also be used as a stand-alone instrument.

In Spring 2005, St. John's University participated in YFCY for the first time. First-year students (Cohort Fall 2004) completed the paper survey at the Freshmen Centers on both Queens and Staten Island campuses during their advisement week. In Spring 2005, 991 (38%) first-time freshmen on Queens campus, and 324 (86%) on Staten Island, participated in the survey. As Appendix I indicates, the demographics of the respondents fairly represent the population in terms of gender and ethnicity.

YFCY consists of 215 standard survey items, and in this executive summary, they are grouped into eight categories. They are: 1) Adjustment to college, 2) Level of interactions, 3) Time spent during a typical week, 4) Curricular and extracurricular activities, 5) Self ratings on abilities and objectives, 6) Personal goals, 7) Academic and general achievements, 8) Level of satisfaction.

This report, prepared by the Office of Institutional Research, summarizes the results from YFCY by campus, and the data of private institutions are also provided for comparison purposes. For detailed results, please go to Appendices 1 to 6.

Highlights of the Survey Results

- St. John's first-year students Interact with academic advisors/counselors more often than students in private institutions, with 59% of Queens and 43% of SI students interacting with advisors/counselors at least one or two times per month, compared to 34% in private institutions.
- Similarly, St. John's students are significantly more satisfied with academic advising (81% for Queens, 93% for SI, and 59% for private).
- When asked how they describe themselves now as compared to one year ago, the top three areas that students rated as stronger or much stronger are:
 - General knowledge (86% for Queens and 88% for SI)
 - Knowledge of a particular field or discipline (83%, 84%)

- Ability to make their own decisions (77%, 70%)

In addition, from their first-year experiences St. John's resident students gained more than commuters in the knowledge of people from different races/cultures and ability to get along with others.

- After one year in college, more St. John's students chose "helping to promote racial understanding" and "helping others who are in difficulty" as their personal goals.
- St. John's students rate themselves slightly higher on computer skills and the Staten Island students are slightly more satisfied with computer facilities than students in private institutions.

Students of St. John's and private institutions share the top five personal goals:

- Being very well off financially (85% for Queens, 84% for SI)
- Raising a family (78%, 82%)
- Helping others who are in difficulty (77%, 74%)
- Becoming an authority in my field (72%, 72%)
- Obtaining recognition from my colleagues for contributions to my special field (69%, 66%)

Consistent with the 2004 Student Satisfaction Inventory (SSI), the YFCY results indicate that St. John's first-year students on the Queens campus are less satisfied than students at Staten Island and private institutions in overall college experience and overall quality of instruction.

Also, consistent with the 2004 National Survey of Student Engagement (NSSE) results, YFCY reveals that St. John's first-year students:

- Participate less often than their peers, in discussing course content with fellow students outside of class and speaking up in class.
- Spend less time per week studying/doing homework than their peers (7.4 hours for Queens; 6.5 for SI; vs. 9.9 for private).

Summary of Survey Results

1. Adjustment to College

In general, St. John's students on both campuses made a fairly successful adjustment to college. When asked how successful they feel since they entered St. John's, the percentages of students who feel somewhat or completely successful at all seven listed areas are very high, over 90% on SI campus and 75% or higher on Queens. The three most successful areas for both campuses are: 1) Understanding what their professors expect of them academically (98% for Queens and 100% for SI), 2) Adjusting to the academic demands of college (94%, 97%), and 3) Developing close friendships with other students (92%, 95%). The least successful area for Queens students is "Developing effective study skills" (75%). (Table 1.1)

Table 1.1 Areas students feel most successful since entering St. John’s University
(% of students who feel SOMETHAT or COMPLETELY SUCCESSFUL)

Description	Queens	SI	Private
Queens & SI			
Understanding what your professors expect of you academically	98	100	98
Adjusting to the academic demands of college	94	97	95
Developing close friendships with other students	92	95	94
SI only			
Developing effective study skills	75	96	91

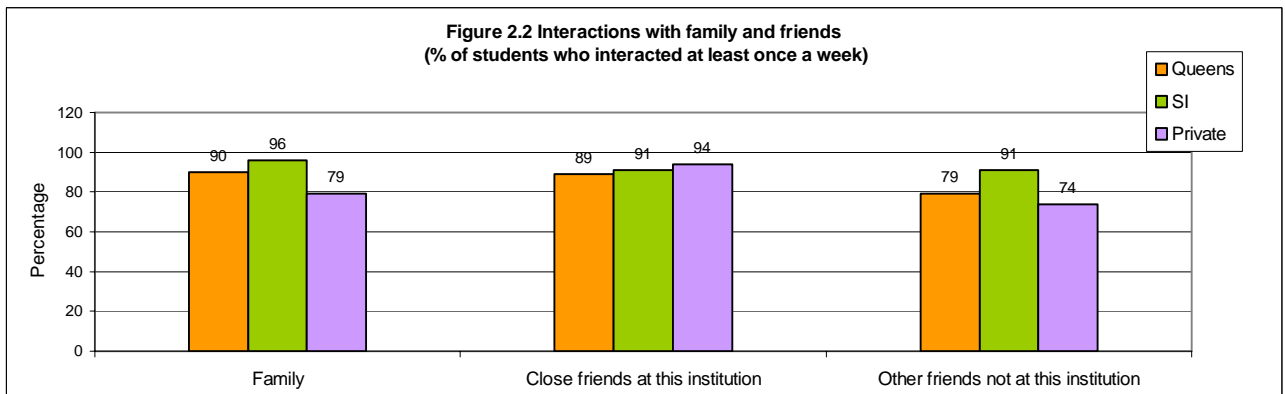
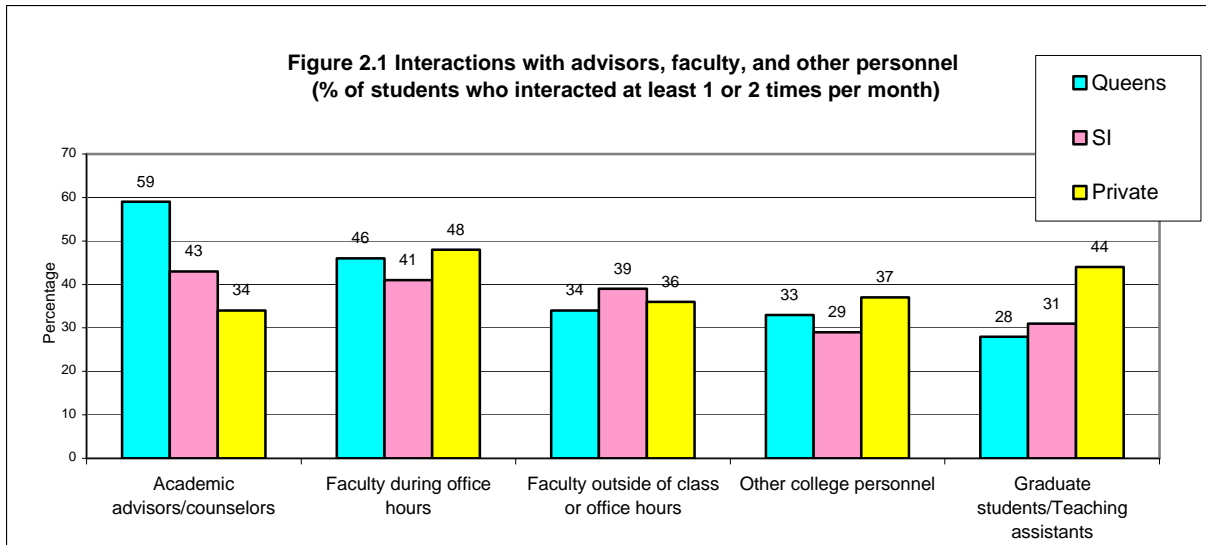
Table 1.2 reveals that the majority St. John’s students on both campuses are very positive about the environment that contributes to student adjustment to college. On Queens campus 86% and on SI 91% of students feel that they are members of St. John’s; 79% of Queens and 82% of SI students have a sense of belonging to the University; 75% of Queens and 86% of SI students agree that St. John’s faculty are interested in students’ academic problems. A fairly low percentage of students indicate racial tension on the campus (15% for Queens and 10% for SI), or being singled out because of race, gender, or sexual orientation (14%, 10%).

Table 1.2 Environment contributing to student adjustment to college
(% of students who agree or strongly agree)

Description	Queens	SI	Private
I feel I am a member of this college	86	91	88
I feel I have a sense of belonging to this college	79	82	80
Faculty here are interested in students' academic problems	75	86	79
There is a lot of racial tension on this campus	15	10	16
I have been singled out because of my race/ethnicity, gender, or sexual orientation	14	10	15

2. Level of Interaction

St. John’s students interact with academic advisors/counselors more often than students in private institutions: 59% of Queens and 43% of SI students interact with advisors/counselors at least 1 or 2 times a month, as compared to only 34% in private institutions. However, St. John’s students do not interact with graduate students/teaching assistants or other college personnel as often as students in private institutions. Their interactions with faculty outside of class are similar to those in private institutions. (Figure 2.1)



As indicated in Figure 2.2, St. John’s students interact with family or friends in other institutions more often than students in private institutions do, while they interact with close friends within the institution less often than their peers in private institutions do.

3. Time Spent During A Typical Week

Figure 3.1 reveals that during a typical week, the time that St. John’s students on both campuses spend attending classes/labs is about one hour less than students in private institutions (13.6 hours for Queens, 13.3 for SI, and 14.7 for private institutions); the time St. John’s students spend studying/doing homework is over two hours less than their peers in private institutions (7.4 and 6.5 vs. 9.9). Figure 3.1 also indicates that SI students spend more time watching TV and socializing with friends than Queens students, but spend less time communicating online and surfing the internet.

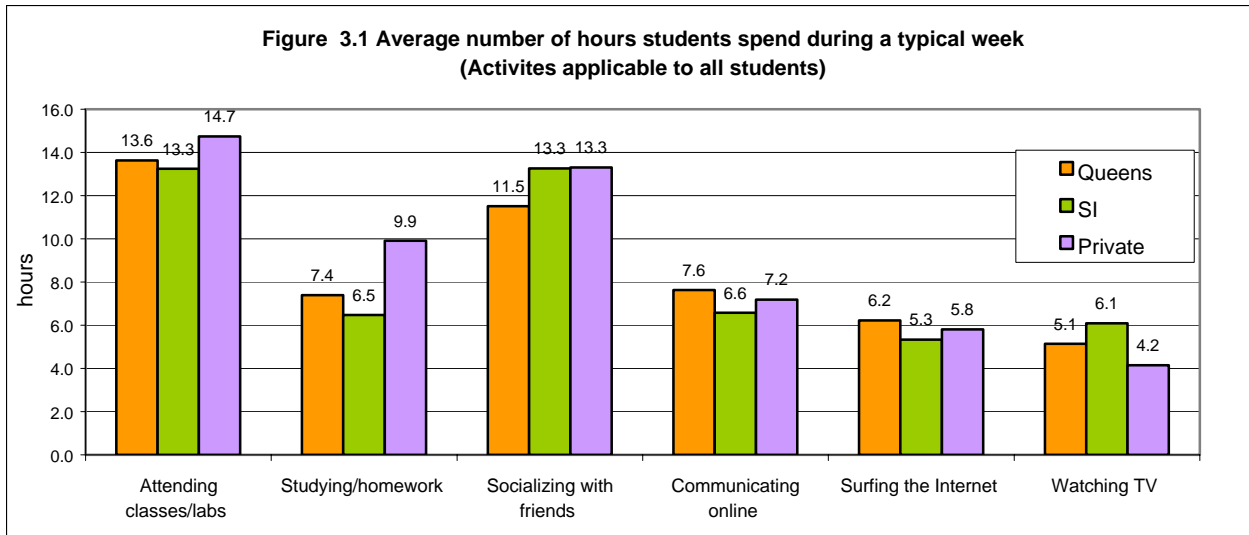


Table 3.1 provides the percentages of students who participate in the listed activities, and for those who participate, the average number of hours they spend during a typical week. The table indicates that fewer St. John's students (20% of Queens and 19% of SI) work on campus for pay than students in private institutions (29%), but for those who work on campus St. John's students work longer hours (12.5 for Queens, 11.5 for SI) than students in private institutions (9.7); much more St. John's students (43% of Queens and 72% of SI) work off campus for pay than students in private institutions (27%), and they work longer hours (14.8 for Queens and 16.2 for SI) than their peers in private institutions (11.8). The table also reveals that more St. John's students commute and pray/meditate, and they spend more hours on them than students in private institutions. More students on SI participate in parties and student clubs and groups, and they spend longer hours than students on Queens campus.

Table 3.1 Time spent on other activities
(Activities not applicable to every student)

Description	% of students who participate			Average # of hours/week spent by those who participate		
	Queens	SI	Private	Queens	SI	Private
Working (for pay) on campus	20	19	29	12.5	11.5	9.7
Working (for pay) off campus	43	72	27	14.8	16.2	11.8
Commuting	71	86	43	6.6	5.5	4.4
Partying	72	86	82	4.7	7.0	5.7
Student clubs and groups	40	42	61	3.5	6.2	4.0
Prayer/meditation	62	58	52	2.5	3.0	2.2

4. Curricular and extracurricular activities

In general, St. John’s students on Queens campus experienced activities with fellow students of different ethnic groups more often than students in private institutions did, while SI students did less often. Table 4.1 reveals that 50% of Queens and only 34% of SI students “studied or prepared for class” often or very often with their fellow students of different ethnic groups, as compared to 42% of students in private institutions. Similarly, 44% of Queens and 23% of SI students “had meaningful and honest discussions about race/ethnic relations outside of class”, as compared to 36% for the private institutions. Students on Queens campus “shared personal feelings and problems” as often as students in private institutions, 46% and 45%, respectively, as compared to 26% of SI students.

Table 4.1 Activities experienced with peer students of different ethnic groups
(% of students who experienced the activities OFTEN or VERY OFTEN)

Descriptions	Queens	SI	Private
Studied or prepared for class	50	34	42
Had meaningful and honest discussions about race/ethnic relations outside of class	44	23	36
Shared personal feelings and problems	46	26	45

Table 4.2 presents the three activities in which St. John’s students participated more often than their peers in private institutions. These three activities are: a) Worked on a professor’s research project frequently or occasionally (40% for Queens, 50% for SI, and 17% for private institutions), b) Worked with an academic advisor to select their courses (78%, 82%, 56%), and c) Went home for the weekend (70%, 71%, 50%).

Table 4.2 Activities in which St. John’s students participated more often than their peers
(% of students who participated FREQUENTLY or OCCASIONALLY)

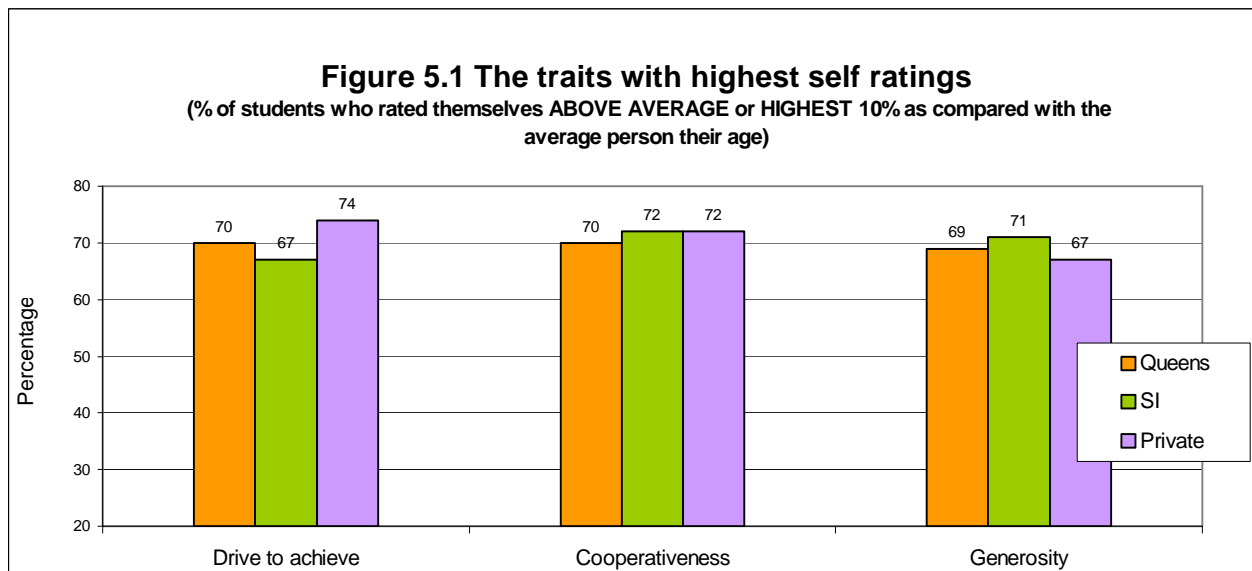
Descriptions	Queens	SI	Private
Worked on a professor's research project	40	50	17
Worked with an academic advisor to select your courses	78	82	56
Went home for the weekend	70	71	50

Table 4.3 presents the two activities in which St. John’s students participated less often than their peers in private institutions. These two activities are: 1) Discussed course content with students outside of class (29% for Queens, 26% for SI, and 38% for private institutions), 2) Spoke up in class (21%, 29%, 30%).

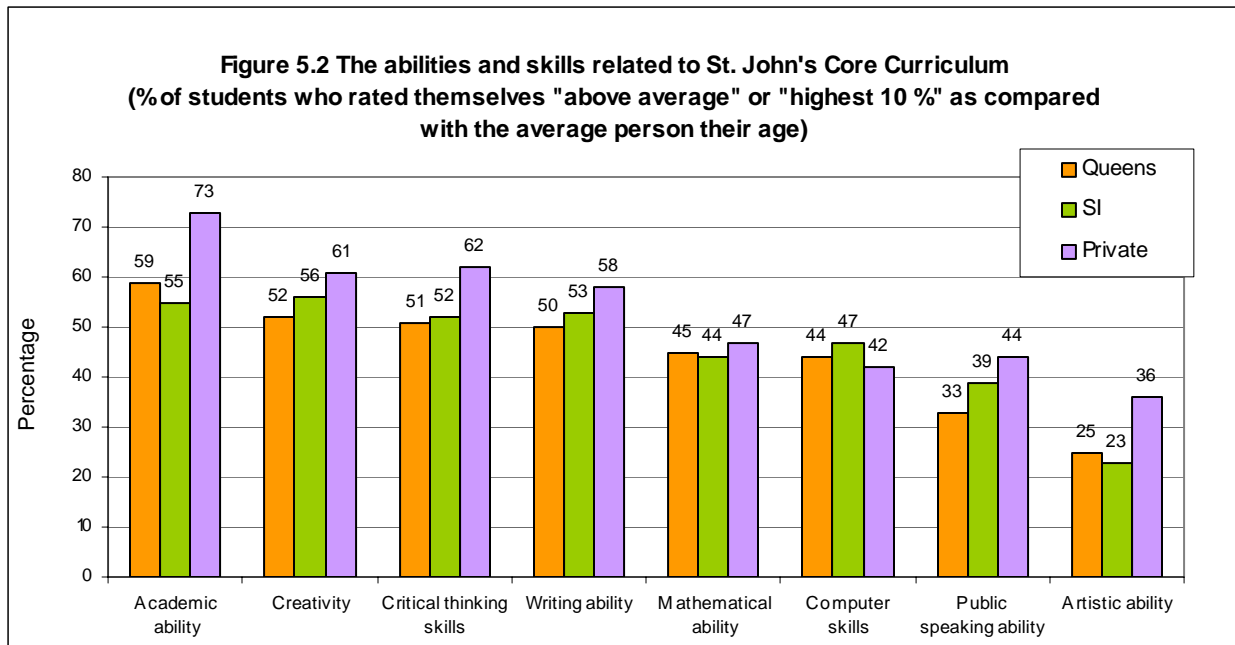
Table 4.3 Activities in which St. John’s students participated less often than their peers (% of students who participated FREQUENTLY)

Description	Queens	SI	Private
Discussed course content with students outside of class	29	26	38
Spoke up in class	21	29	30

5. Self-Ratings on Abilities and Objectives



When asked to rate themselves on a list of abilities and objectives, St. John’s students rated themselves the highest on driving to achieve, cooperativeness, and generosity. The self ratings on the three traits by St. John’s students are similar to the self ratings in private institutions. As Table 5.1 indicates, around 70% of St. John’s students and students in private institutions rated themselves “above average” or “highest 10%” as compared with the average person their age.



The self ratings on the abilities and skills related to St. John’s Core Curriculum by St. John’s students are similar for the two campuses, but fairly lower than the self-ratings in private institutions except for computer skills which is slightly higher. (Table 5.2)

6. Personal Goals

Students of St. John’s and private universities share the top five personal goals, and the ranked orders of the goals for students on St. John’s two campuses are exactly the same. They are: a) Being very well off financially (85% for Queens, 84% for SI), b) Raising a family (78%, 82%), c) Helping others who are in difficulty (77%, 74%), d) Becoming an authority in my field (72%, 72%), and e) Obtaining recognition from my colleagues for contributions to my special field (69%, 66%). (Table 6.1)

Table 6.1 Top five personal goals (at the end of the first year)
(% of students who considered the objectives to be “essential” or “very important”)

Description	Queens	SI	Private
Being very well off financially	85	84	72
Raising a family	78	82	75
Helping others who are in difficulty	77	74	74
Becoming an authority in my field	72	72	69
Obtaining recognition from my colleagues for contributions to my special field	69	66	64

Table 6.2 presents the personal goals that more St. John's students chose at the end of their first year in college (as compared to the beginning of the first year). As the table indicates, at the beginning of their first year, 40% of St. John's students chose "helping to promote racial understanding" as one of their personal goals, and at the end of their first year, 50% did. The other four goals in the table are: 1) Helping others who are in difficulty (from 67% to 76%), 2) Having administrative responsibility for the work of others (from 46% to 55%), 3) Becoming an authority in my field (from 61% to 70%), and 4) Obtaining recognition from my colleagues for contributions to my special field (from 61% to 66%).

Table 6.2 Personal goals chosen by more students after one year in college
(% of students who considered the objectives to be ESSENTIAL or VERY IMPORTANT)

Description	All St. John's students			Private
	At start of 1 st year	At end of 1 st year	Increase	Increase
Helping to promote racial understanding	40	50	10	10
Helping others who are in difficulty	67	76	9	9
Having administrative responsibility for the work of others	46	55	9	7
Becoming an authority in my field	61	70	9	7
Obtaining recognition from my colleagues for contributions to my special field	61	66	5	7

7. Academic and General Achievement

When asked how they describe themselves now as compared to one year ago regarding the listed knowledge or skill areas, the top three areas that students rated as stronger or much stronger than one year ago are: a) General knowledge (86% for Queens and 88% for SI), b) Knowledge of a particular field or discipline (83%, 84%), and c) Ability to make their own decisions (77%, 70%). For SI students, the ability to conduct research is also one of the top areas that students rated as stronger or much stronger (72%). (Table 7.1)

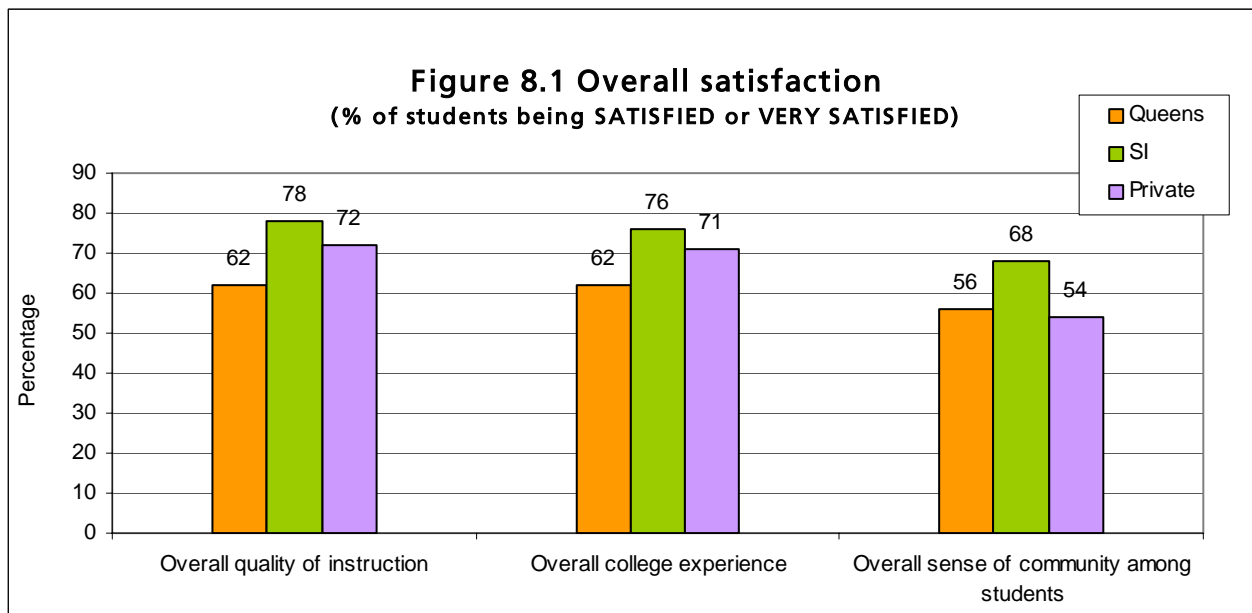
Table 7.1 Areas that have become stronger than one year ago
(% of students who indicated STRONGER or MUCH STRONGER)

Description	Queens	SI	Private
Queens & SI			
General knowledge	86	88	Not Available
Knowledge of a particular field or discipline	83	84	Not Available
Ability to make your own decisions	77	70	Not Available
SI only			
Ability to conduct research	67	72	Not Available

There are two areas that only one half or fewer students on both campuses indicated as becoming stronger than one year ago: 1) Understanding of the problems facing their community (52% for Queens and 47% for SI), and 2) Religious beliefs and convictions (48%, 38%). Also, only 47% of SI students rated “knowledge of people from different races” as stronger than a year ago. (Table 7.2)

Table 7.2 Areas that only half or fewer students indicated as stronger than one year ago (% of students who rated as STRONGER or MUCH STRONGER)

Descriptions	Queens	SI	Private
Queens & SI			
Understanding of the problems facing your community	52	47	Not Available
Religious beliefs and convictions	48	38	Not Available
SI only			
Knowledge of people from different races/cultures	68	47	Not Available



8. Level of Satisfaction

In general, the student satisfaction rate on Queens campus is fairly lower than that for private institutions, while it is fairly higher on Staten Island (SI) campus. As Table 8.1 indicates, 62% of students on Queens campus are satisfied or very satisfied with the overall quality of instruction and the overall college experience, and 56% with the overall sense of community among students, while the percentages for the SI campus are 78%, 76%, and 68%, respectively.

Students on both campuses are most satisfied with a) Academic advising (81% for Queens and 93% for SI), b) Computer facilities (76%, 88%), and c) Library facilities and services (76%, 84%). Also 86% of SI students are satisfied with classroom facilities. As Table 8.2 reveals, a much larger percentage of St. John’s students are satisfied with academic advising than students in private institutions, 81% for Queens and 93% for SI as compared to only 59% for private institutions.

Table 8.2 The most satisfied items
(% of students being satisfied or very satisfied)

Description	Queens	SI	Private
For both Queens and SI campuses			
Academic advising	81	93	59
Computer facilities	76	88	75
Library facilities and services	76	84	79
For SI campus only			
Classroom facilities	68	86	76

Students on both campuses are least satisfied with a) Psychological counseling services (43% for Queens and 51% for SI), and b) Student housing facilities/services (45% and 51%). There are another four areas with which only 50% or lower of Queens students are satisfied: a) Student health center/services (45%), b) Financial aid services (47%), c) Opportunities for community service (49%), and d) Relevance of course work to everyday life (50%). (Table 8.3)

Table 8.3 The least satisfied items
(% of students being satisfied or very satisfied)

Descriptions	Queens	SI	Private
Queens and SI			
Psychological counseling services	43	51	42
Student housing facilities/services	45	51	50
Queens only			
Student health center/services	45	65	52
Financial aid services	47	68	45
Opportunities for community service	49	65	55
Relevance of coursework to everyday life	50	68	53

When asked whether they would still choose St. John’s if they could make their college choice over, 72% of Queens and 79% of SI students indicated that they would. However, when asked for their plan in the coming fall semester, a much higher percentage said they will attend St. John’s, 95% for Queens and 93% for SI. (Table 8.4)

Table 8.4 Choice of college (%)

Description	Queens	SI	Private
If you could make your college choice over, would you still choose to enroll at current college?			
Definitely yes/Probably I would	72	79	79
What do you think you will be doing in Fall 2005?			
Attending current institution	95	93	95

Conclusion

The YFCY results reveal that St. John’s students made a fairly good adjustment to college. They interact with academic advisors/counselors more often and they are more satisfied with academic advising than their peers in private institutions. After one year in college, more St. John’s students chose “helping to promote racial understanding” and “helping others who are in difficulty” as their personal goals. St. John’s students rate themselves slightly higher on computer skills and they are slightly more satisfied with computer facilities than their peers in private institutions.

Consistent with the 2004 SSI (Student Satisfaction Inventory) survey results, the YFCY results indicate that students on Queens campus are less satisfied than students of Staten Island and private institutions in overall college experience and overall quality of instruction. Also, consistent with the 2004 NSSE (National Survey of Student Engagement) results, YFCY reveals that St. John’s students do not spend as much time studying/doing homework as their peers in private institutions do.

These are issues of engagement. According to the *Seven Principles of Good Practice in Undergraduate Education* (Chickering & Gamson, 1987), faculty can help students become more engaged by: making it clear that full-time study is a full-time job that requires forty or more hours a week; underscoring the importance of regular work, steady application, sound self-pacing, and scheduling; and giving students adequate amounts of homework. Student engagement cannot be over-emphasized because it contributes to every aspect of educational experiences and outcomes.

St. John's University

Table 1. Adjustment to College: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509 %
	Queens N=991 %	Staten Island N=324 %	
"Agree" or "Strongly Agree" with the following:			
I feel I am a member of this college	86	91	88
I feel I have a sense of belonging to this college	79	82	80
Faculty here are interested in students' academic problems	75	86	79
The admission/recruitment materials I received accurately portrayed the campus	72	79	74
I see myself as part of the campus community	72	70	78
Faculty feel that most students here are well-prepared academically	71	79	82
Faculty here are interested in students' personal problems	55	69	57
There is strong competition among most of the students for high grades	53	35	56
Most students here are treated like "numbers in a book"	28	13	27
I have heard faculty express stereotypes about racial/ethnic groups in class	23	16	20
There is a lot of racial tension on this campus	15	10	16
I have been singled out because of my race/ethnicity, gender, or sexual orientation	14	10	15
Since entering this college, felt "Completely" or "Somewhat Successful" at the following:			
Understanding what your professors expect of you academically	98	100	98
Adjusting to the academic demands of college	93	97	95
Developing close friendships with other students	92	95	94
Utilizing campus services available to students	89	92	91
Managing your time effectively	84	92	86
Getting to know faculty	79	92	78
Developing effective study skills	75	96	91

St. John's University

Table 2. Level of Interaction: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private
	Queens N=991 %	Staten Island N=324 %	N=8509 %
Since entering this college, interact with the following people "Once a Week" or "1-2 times Per Month":			
Academic advisors/counselors	59	43	34
Faculty during office hours	46	41	48
Faculty outside of class or office hours	34	39	36
Other college personnel	33	29	37
Graduate students/Teaching assistants	28	31	44
Since entering this college, interact with the following people "Once a Week":			
Family	90	96	79
Close friends at this institution	89	91	94
Other friends not at this institution	79	91	74

St. John's University

Table 3. Time Spent During A Typical Week: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509
	Queens N=991	Staten Island N=324	
Average number of hours students spend during a typical week (Activities applicable to all students):			
Attending classes/labs	13.6	13.3	14.7
Socializing with friends	11.5	13.3	13.3
Communicating via e-mail, Instant Messenger, etc.	7.6	6.6	7.2
Studying/homework	7.4	6.5	9.9
Surfing the Internet	6.2	5.3	5.8
Watching TV	5.1	6.1	4.2
Exercising or sports	4.5	5.9	5.3

Survey Item	St. John's			Average # of hours/week		
	Queens N=991 %	Staten Island N=324 %	Private N=8509 %	Queens	Staten Island	Private
Time spent on other activities (Activities not applicable to every student):						
Working (for pay) on campus	20	19	29	12.5	11.5	9.7
Working (for pay) off campus	43	72	27	14.8	16.2	11.8
Commuting	71	86	43	6.6	5.5	4.4
Partying	72	86	82	4.7	7.0	5.7
Student clubs and groups	40	42	61	3.5	6.2	4.0
Prayer/meditation	62	58	52	2.5	3.0	2.2
Household/childcare duties	62	76	42	3.8	4.4	3.0
Reading for pleasure	72	67	63	2.8	3.6	2.5
Playing video/computer games	54	59	45	3.5	4.1	3.7

St. John's University

Table 4. Curricular and Extracurricular Activities: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509 %
	Queens N=991 %	Staten Island N=324 %	
Students indicating they "Very Often" or "Often" experienced the following with other students:			
Studied or prepared for class	50	34	42
Had meaningful and honest discussions about race/ethnic relations outside of class	44	23	36
Shared personal feelings and problems	46	26	45
Had guarded, cautious interactions	16	8	11
Had tense, somewhat hostile interactions	10	7	7
Attended events sponsored by other racial/ethnic groups	23	16	21
Felt insulted or threatened because of race/ethnicity	7	5	6
Dined or shared a meal	57	30	57
Had intellectual discussions outside of class	43	27	44
Socialized or partied	49	39	54

St. John's University

Table 5. Self-Ratings and Abilities and Objectives: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509 %
	Queens N=991 %	Staten Island N=324 %	
Students rating themselves "Above Average" or "Highest 10%" :			
Drive to achieve	70	67	74
Cooperativeness	70	72	72
Generosity	69	71	67
Compassion	66	66	72
Understanding of others	64	61	67
Ability to work as part of a team	63	63	67
Academic ability	59	55	73
Self-confidence (intellectual)	56	56	61
Forgiveness	56	58	58
Self-understanding	54	55	58
Leadership ability	53	60	64
Emotional health	52	56	54
Creativity	52	56	61
Critical thinking skills	51	52	62
Writing ability	50	53	58
Self-confidence (social)	50	55	50
Analytical/problem-solving skills	48	48	60
Physical health	47	56	51
Mathematical ability	45	44	47
Computer skills	44	47	42
Spirituality	38	32	39
Risk-taking	37	45	41
Religiousness	35	31	31
Public speaking ability	33	39	44
Artistic ability	25	23	36

St. John's University

Table 6. Personal Goals: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509 %
	Queens N=991 %	Staten Island N=324 %	
Objectives considered to be "Very Important" or "Essential":			
Being very well off financially	85	84	72
Raising a family	78	82	75
Helping others who are in difficulty	77	74	74
Becoming an authority in my field	72	72	69
Obtaining recognition from my colleagues for contributions to my special field	69	66	64
Reading a newspaper to be informed of national and global issues	57	53	59
Becoming successful in a business of my own	57	60	48
Having administrative responsibility for the work of others	55	53	46
Helping to promote racial understanding	53	39	47
Improving my understanding of other countries and cultures	53	40	60
Influencing social values	52	51	51
Improving the health of minority communities	48	36	40
Integrating spirituality into my life	46	38	46
Developing a meaningful philosophy of life	42	41	55
Keeping up to date with political affairs	38	40	48
Working to find a cure for a health problem	35	33	29
Becoming a community leader	34	33	41
Participating in a community action program	31	27	35
Becoming involved in programs to clean up the environment	26	26	27
Influencing the political structure	25	28	25
Making a theoretical contribution to short stories, etc.)	24	27	26
Making a theoretical contribution to science	24	22	20
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	21	19	25
Creating artistic work (painting, sculpture, decorating, etc.)	19	24	26

St. John's University

Table 7. Academic and General Achievement: Survey Results from Your First College Year (YFCY) 2005

Survey Item	St. John's		Private N=8509 %
	Queens N=991 %	Staten Island N=324 %	
Students noting "Much Stronger" skills compared with college entry in:			
Ability to make your own decisions	22	17	23
Knowledge of people from different races/cultures	17	7	13
Knowledge of a particular field or discipline	16	17	27
General knowledge	15	13	18
Ability to conduct research	15	14	11
Ability to get along with others	14	12	12
Religious beliefs and convictions	11	7	8
Understanding of the problems facing your community	9	6	9
Understanding of global issues	9	9	11
Understanding of national issues	8	9	10