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

2010 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Sample University

comparison group 1:	Public Universities-low selectivity
comparison group 2:	Public Universities

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2010 CIRP Freshman Survey

CIRP Construct Reports

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How to Read the CIRP Construct Mean Report

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 reports are generated for each CIRP Construct. The Mean Score 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. Both CIRP Construct reports are generated for first-time, full-time freshman, defined as first entered college in 2010 and are currently enrolled full-time.

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

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 practically 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.

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

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

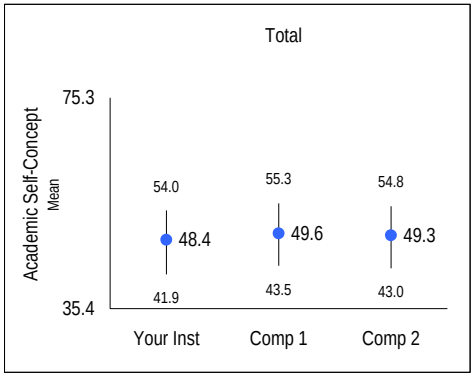
Mean – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP Constructs have been scaled to a population mean of 50 with a standard deviation of 10.

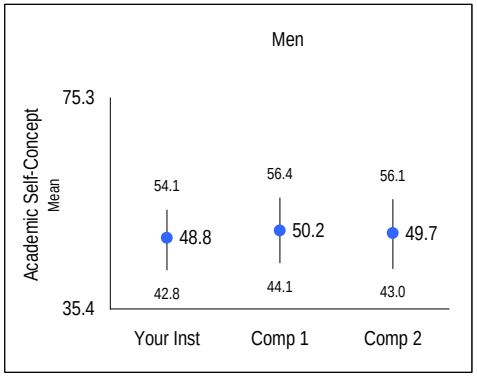
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large.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

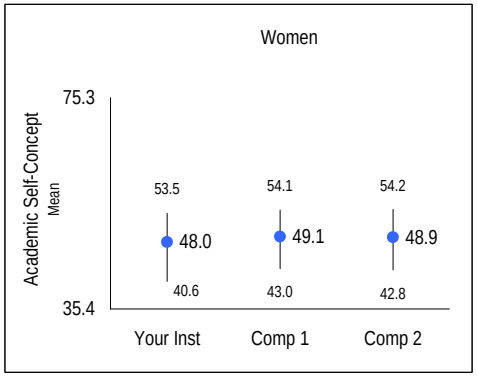
Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	619	21,085	42,939	300	10,706	19,535	319	10,379	23,404
Mean	48.4	49.6	49.3	48.8	50.2	49.7	48.0	49.1	48.9
Standard Deviation	8.74	8.55	8.85	8.67	8.67	8.97	8.80	8.41	8.74
Significance	-	***	*	-	**		-	*	
Effect Size	-	-0.14	-0.10	-	-0.16	-0.10	-	-0.12	-0.10
25th percentile	41.9	43.5	43.0	42.8	44.1	43.0	40.6	43.0	42.8
75th percentile	54.0	55.3	54.8	54.1	56.4	56.1	53.5	54.1	54.2

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







Survey items and estimation 'weights':

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

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

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 blue circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

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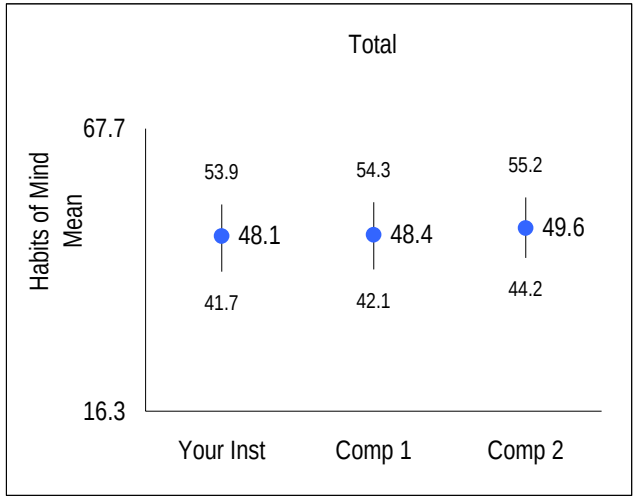
Habits of Mind

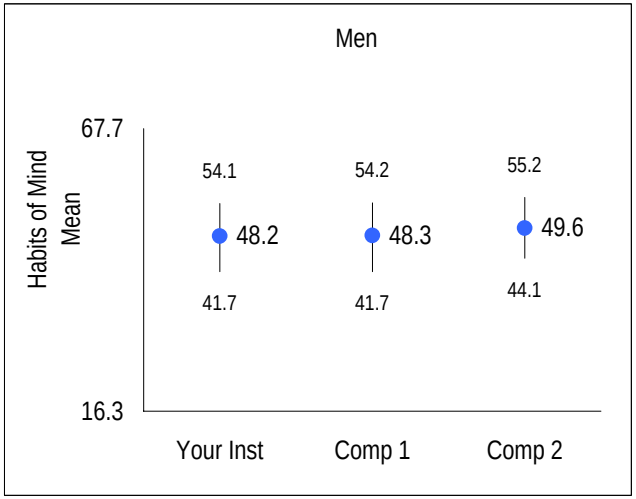
CIRP Construct Mean Report

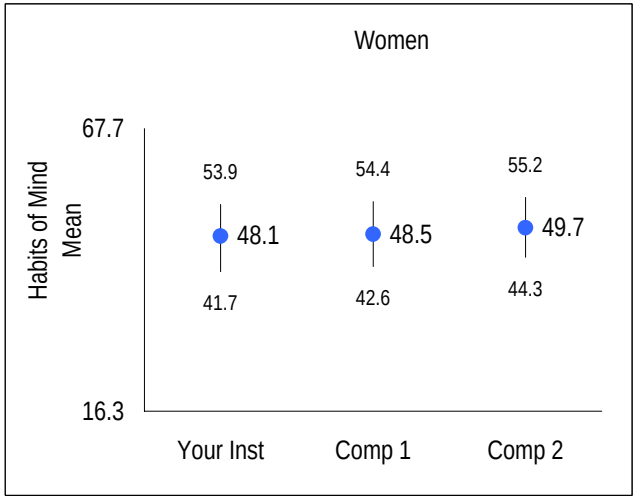
Habits of Mind – a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	4,343	9,052	50,504	1,844	4,124	24,235	2,499	4,928	26,269
Mean	48.1	48.4	49.6	48.2	48.3	49.6	48.1	48.5	49.7
Standard Deviation	8.91	8.96	8.33	8.88	9.17	8.42	8.93	8.77	8.26
Significance	-		***	-		***	-		***
Effect Size	-	-0.03	-0.18	-	-0.01	-0.17	-	-0.04	-0.19
25th percentile	41.7	42.1	44.2	41.7	41.7	44.1	41.7	42.6	44.3
75th percentile	53.9	54.3	55.2	54.1	54.2	55.2	53.9	54.4	55.2

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







Survey items and estimation 'weights':

How often in the past year did you:

* *Seek solutions to problems and explain them to others* (1.99)
* *Support your opinions with a logical argument* (1.74)
* *Seek alternative solutions to a problem* (1.61)
* *Evaluate the quality or reliability of information you received* (1.58)
* *Explore topics on your own, even though it is not required for a class* (1.27)
* *Seek feedback on your academic work* (1.24)
* *Ask questions in class* (1.20)
* *Look up scientific research articles and resources* (1.05)
* *Revise your papers to improve your writing* (1.04)
* *Take a risk because you feel you have more to gain* (1.03)
* *Accept mistakes as part of the learning process* (0.95)

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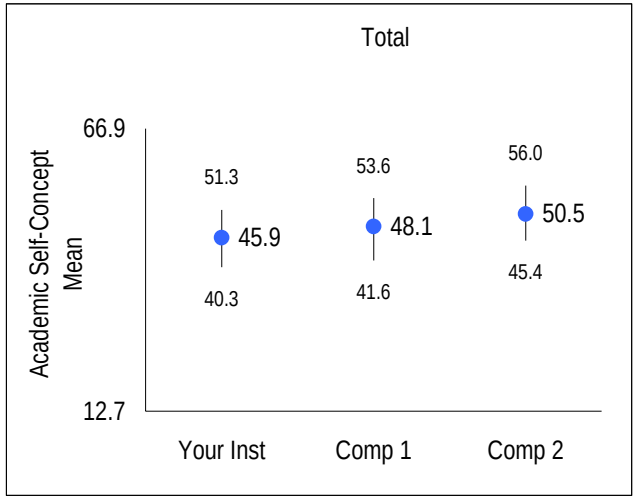
Academic Self-Concept

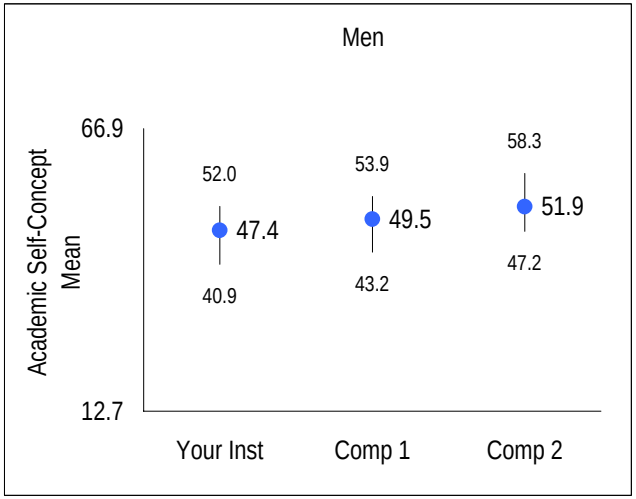
CIRP Construct Mean Report

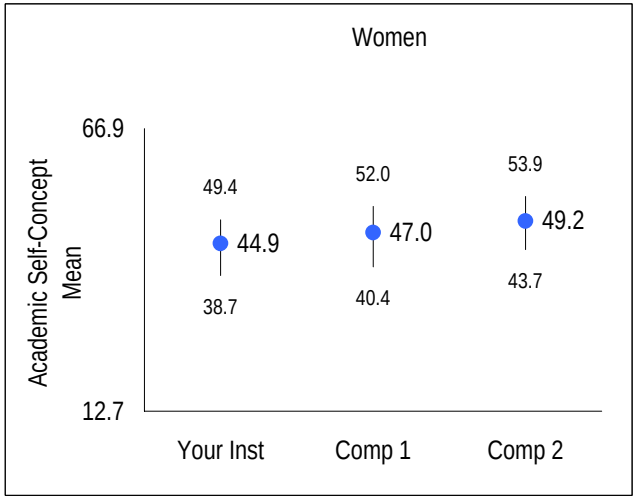
Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	4,339	9,084	51,504	1,838	4,142	24,795	2,501	4,942	26,709
Mean	45.9	48.1	50.5	47.4	49.5	51.9	44.9	47.0	49.2
Standard Deviation	7.73	8.10	8.09	7.65	8.07	8.00	7.61	7.94	7.95
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.27	-0.56	-	-0.26	-0.57	-	-0.26	-0.54
25th percentile	40.3	41.6	45.4	40.9	43.2	47.2	38.7	40.4	43.7
75th percentile	51.3	53.6	56.0	52.0	53.9	58.3	49.4	52.0	53.9

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* (3.52)
* *Mathematical ability* (1.32)
* *Self-confidence - intellectual* (1.22)
* *Drive to achieve* (0.95)

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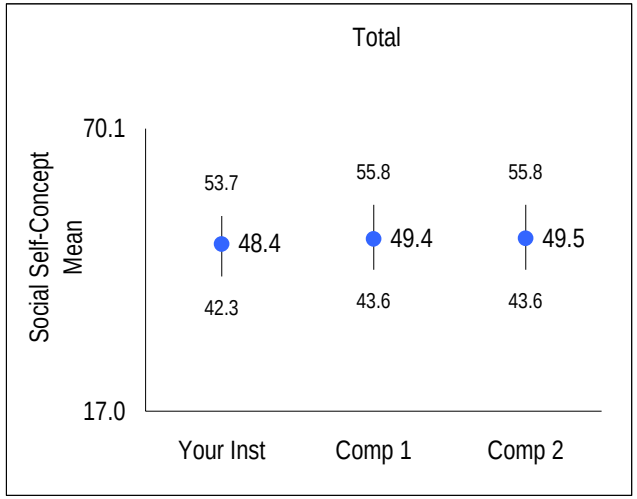
Social Self-Concept

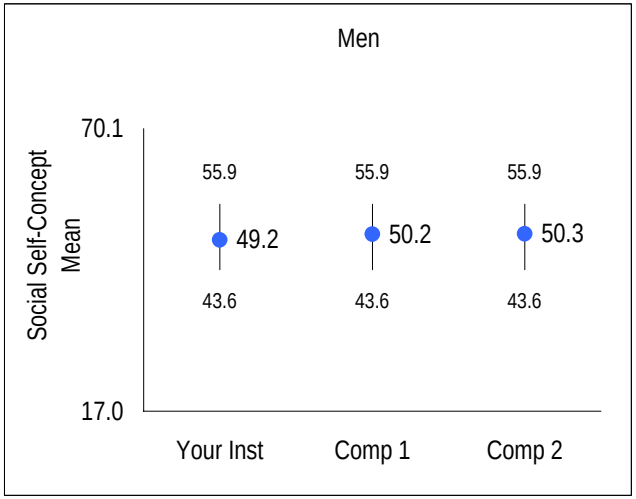
CIRP Construct Mean Report

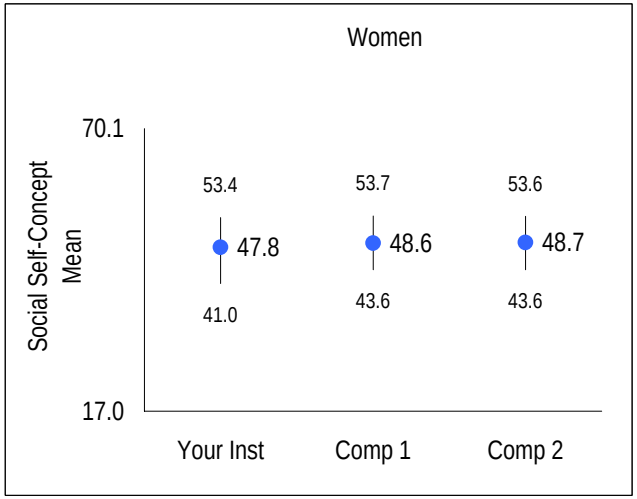
Social Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	4,338	9,072	51,287	1,840	4,137	24,670	2,498	4,935	26,617
Mean	48.4	49.4	49.5	49.2	50.2	50.3	47.8	48.6	48.7
Standard Deviation	9.18	9.02	8.66	9.18	9.13	8.87	9.13	8.86	8.39
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.11	-0.13	-	-0.12	-0.13	-	-0.09	-0.10
25th percentile	42.3	43.6	43.6	43.6	43.6	43.6	41.0	43.6	43.6
75th percentile	53.7	55.8	55.8	55.9	55.9	55.9	53.4	53.7	53.6

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* (2.33)
* *Leadership ability* (1.96)
* *Popularity* (1.92)
* *Public speaking ability* (1.68)

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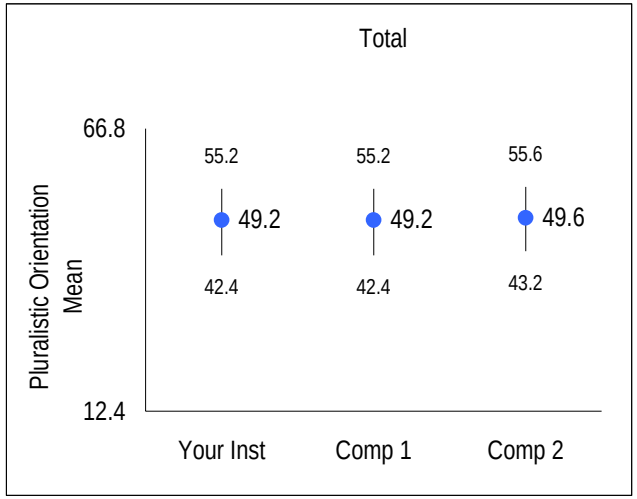
Pluralistic Orientation

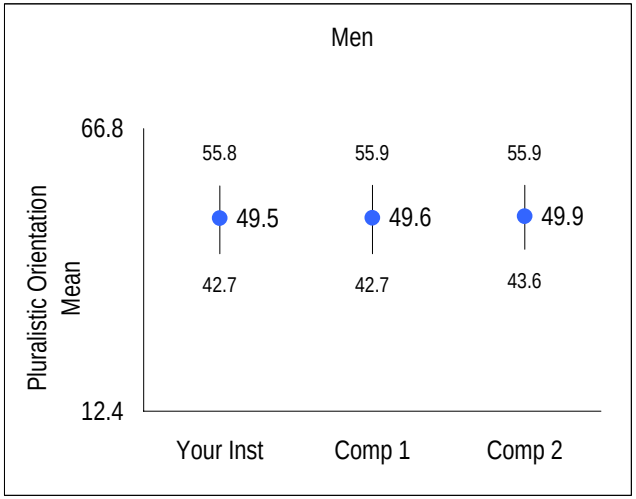
CIRP Construct Mean Report

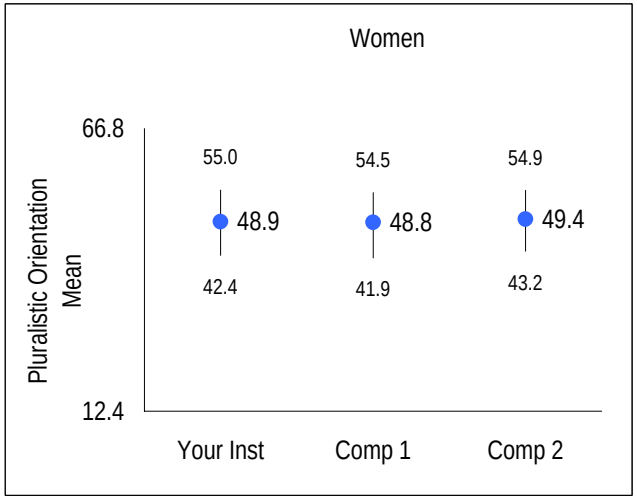
Pluralistic Orientation – measures skills and dispositions appropriate for living and working in a diverse society.

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)	4,337	9,044	50,694	1,842	4,120	24,368	2,495	4,924	26,326
Mean	49.2	49.2	49.6	49.5	49.6	49.9	48.9	48.8	49.4
Standard Deviation	9.25	9.23	8.70	9.24	9.21	8.78	9.26	9.22	8.62
Significance	-		***	-			-		**
Effect Size	-	0.00	-0.06	-	-0.01	-0.04	-	0.01	-0.06
25th percentile	42.4	42.4	43.2	42.7	42.7	43.6	42.4	41.9	43.2
75th percentile	55.2	55.2	55.6	55.8	55.9	55.9	55.0	54.5	54.9

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:

* *Ability to work cooperatively with diverse people* (2.39)
* *Tolerance of others with different beliefs* (2.35)
* *Openness to having my own views challenged* (2.13)
* *Ability to discuss and negotiate controversial issues* (2.03)
* *Ability to see the world from someone else's perspective* (1.78)

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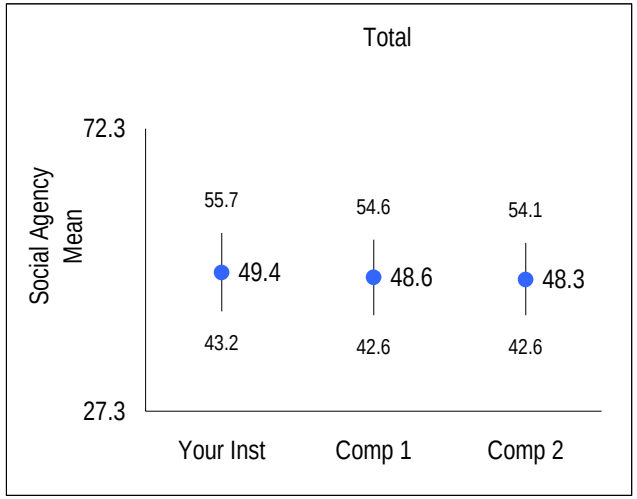
Social Agency

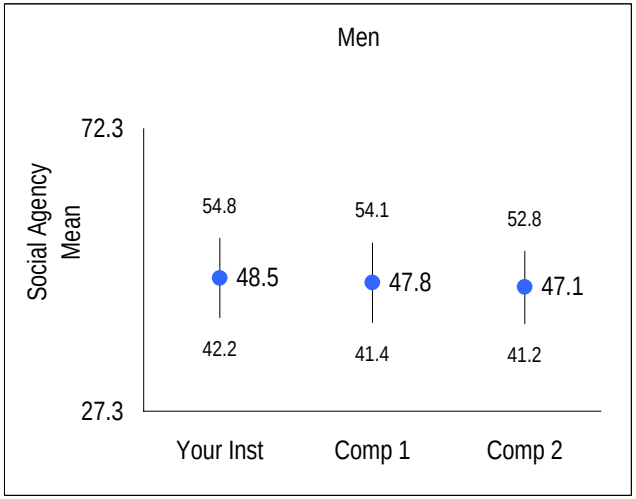
CIRP Construct Mean Report

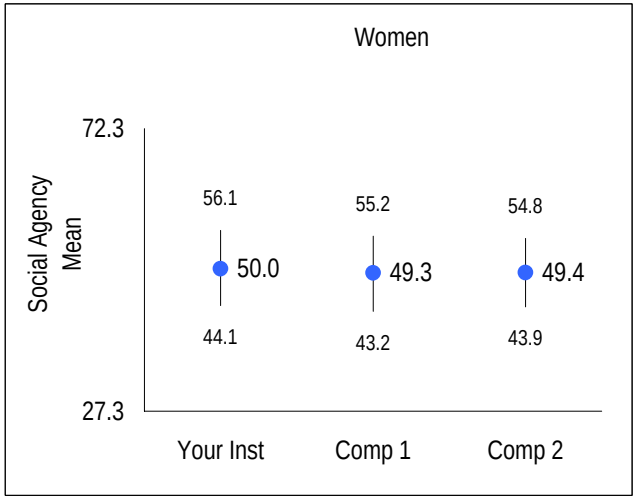
Social Agency – measures the extent to which students value political and social involvement as a personal goal.

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)	4,190	8,863	46,841	1,777	4,031	22,383	2,413	4,832	24,458
Mean	49.4	48.6	48.3	48.5	47.8	47.1	50.0	49.3	49.4
Standard Deviation	9.57	9.26	8.78	9.84	9.49	8.92	9.31	9.00	8.50
Significance	-	***	***	-	**	***	-	**	***
Effect Size	-	0.08	0.12	-	0.07	0.16	-	0.07	0.07
25th percentile	43.2	42.6	42.6	42.2	41.4	41.2	44.1	43.2	43.9
75th percentile	55.7	54.6	54.1	54.8	54.1	52.8	56.1	55.2	54.8

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* (2.42)
* *Helping to promote racial understanding* (2.05)
* *Becoming a community leader* (2.01)
* *Influencing social values* (1.58)
* *Helping others who are in difficulty* (1.36)
* *Keeping up to date with political affairs* (1.35)

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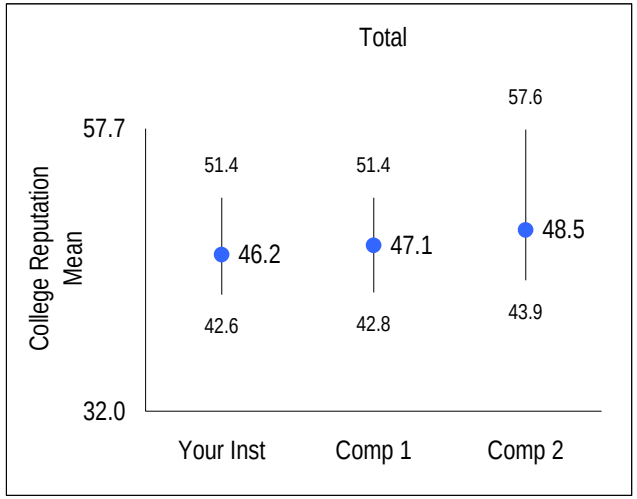
College Reputation Orientation

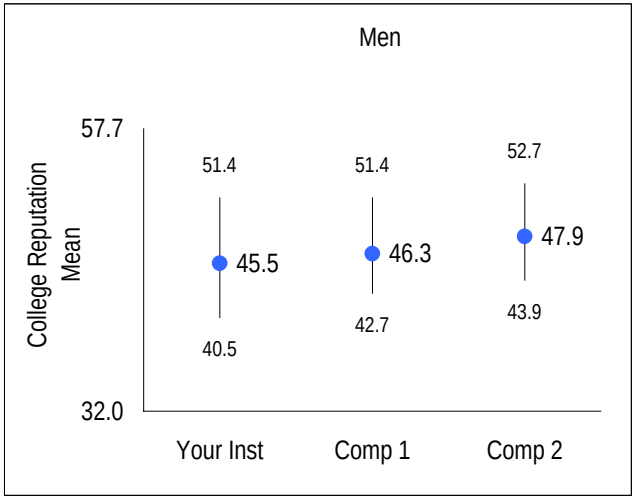
CIRP Construct Mean Report

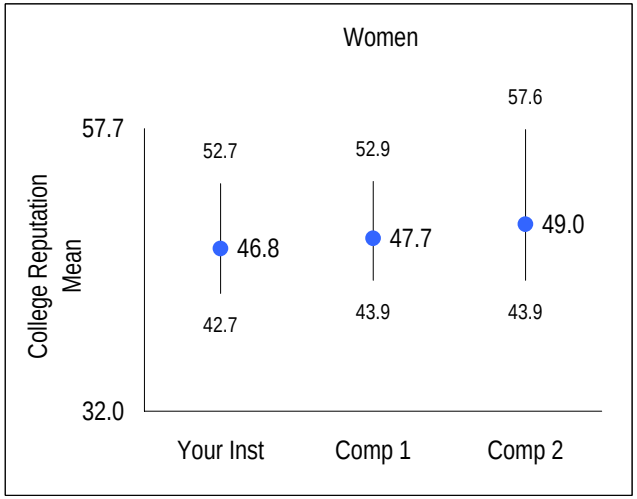
College Reputation Orientation – measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

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)	4,273	8,930	48,034	1,816	4,068	22,943	2,457	4,862	25,091
Mean	46.2	47.1	48.5	45.5	46.3	47.9	46.8	47.7	49.0
Standard Deviation	7.45	7.33	7.18	7.26	7.15	7.08	7.55	7.43	7.22
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.12	-0.31	-	-0.12	-0.34	-	-0.13	-0.30
25th percentile	42.6	42.8	43.9	40.5	42.7	43.9	42.7	43.9	43.9
75th percentile	51.4	51.4	57.6	51.4	51.4	52.7	52.7	52.9	57.6

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







Survey items and estimation 'weights':

How important was each reason in your decision to come here?

* *This college's graduates get good jobs* (6.11)
* *This college's graduates gain admission to top graduate/professional schools* (2.50)
* *This college has a very good academic reputation* (1.54)

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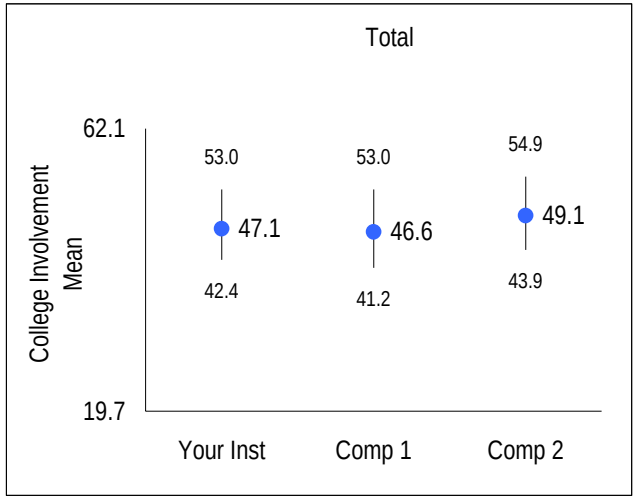
Likelihood of College Involvement

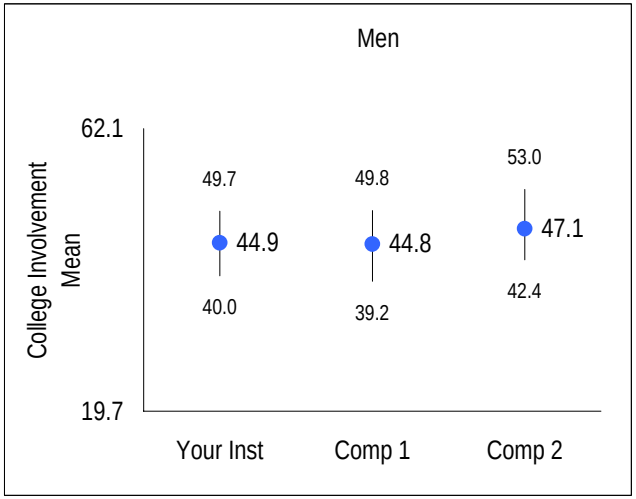
CIRP Construct Mean Report

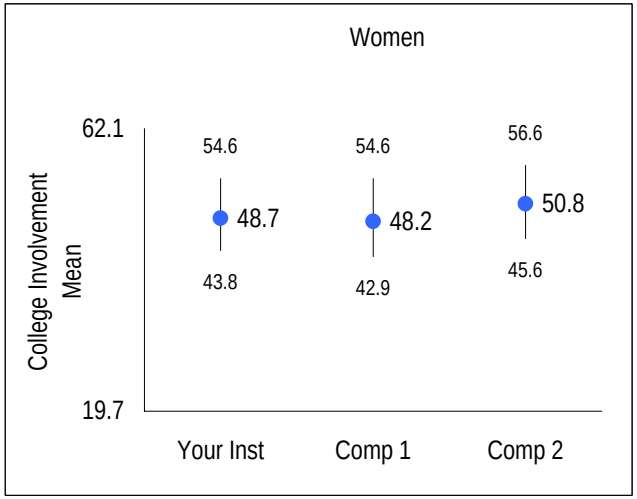
Likelihood of College Involvement – is a unified measure of students' expectations about their involvement in college life generally.

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)	4,161	8,859	46,353	1,756	4,031	22,093	2,405	4,828	24,260
Mean	47.1	46.6	49.1	44.9	44.8	47.1	48.7	48.2	50.8
Standard Deviation	8.23	8.46	7.98	7.90	8.19	7.75	8.12	8.37	7.76
Significance	-	**	***	-		***	-	*	***
Effect Size	-	0.06	-0.25	-	0.02	-0.28	-	0.06	-0.28
25th percentile	42.4	41.2	43.9	40.0	39.2	42.4	43.8	42.9	45.6
75th percentile	53.0	53.0	54.9	49.7	49.8	53.0	54.6	54.6	56.6

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







Survey items and estimation 'weights':

What is your best guess as to the chances that you will:

- *Participate in student clubs/groups* (3.25)
- *Participate in volunteer or community service work* (1.58)
- *Socialize with someone of another racial/ethnic group* (1.28)
- *Participate in a study abroad program* (1.24)
- *Participate in student government* (0.96)

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How to Read the CIRP Construct Percentage Report

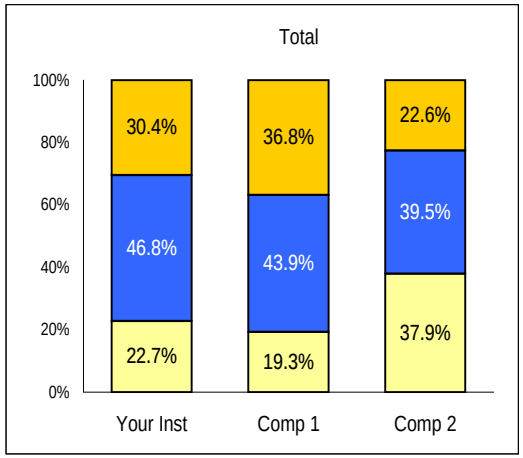
CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) 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 reports are generated for each CIRP Construct. The Mean Score 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. Both CIRP Construct reports are generated for first-time, full-time freshman, defined as those respondents who first entered college in 2010 and are currently enrolled full-time.

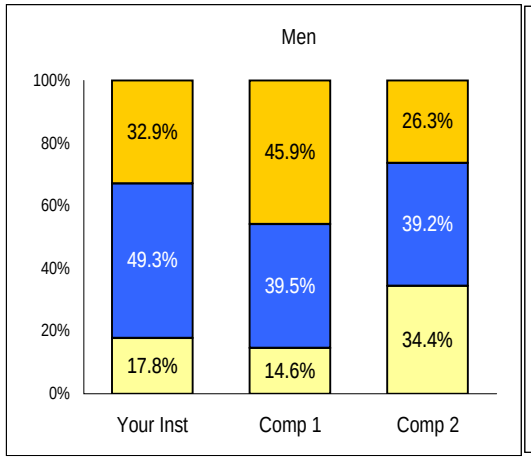
For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

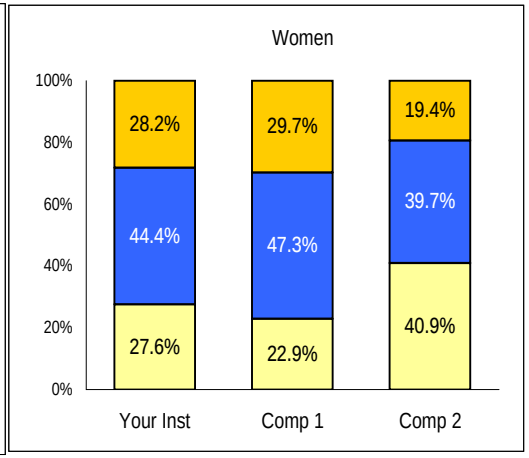
Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Academic Self-Concept	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Academic Self-Concept	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Academic Self-Concept	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
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)*

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

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

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

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 score 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. Unlike the means scores report, in this case there are no effect size calculations to guide you in determining practical importance when comparing proportional differences.

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 – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean. The "Average" score group represents students whose scores are within one-half standard deviation of the mean. The "High" score group represents students who are one-half standard deviation or more above the mean.

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

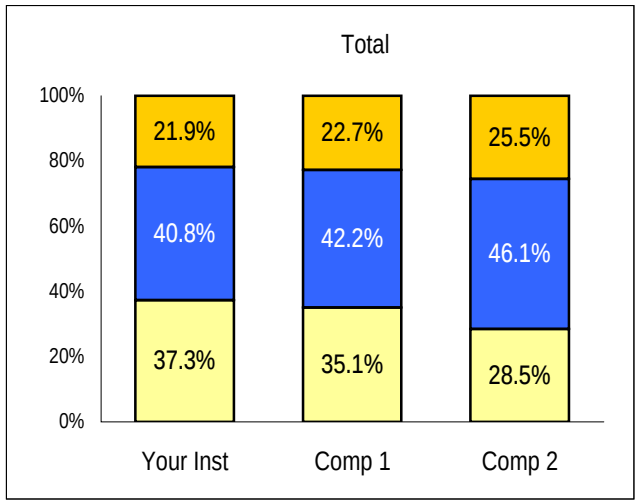
Habits of Mind

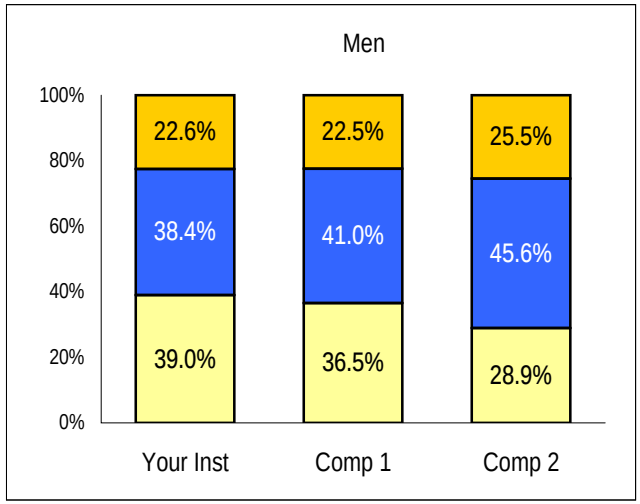
CIRP Construct Group Report

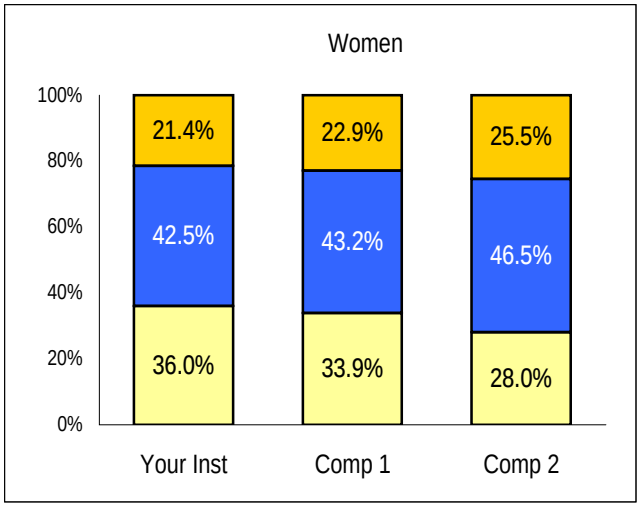
Habits of Mind – a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	4,343	9,052	50,504	1,844	4,124	24,235	2,499	4,928	26,269
High Habits of Mind	21.9%	22.7%	25.5%	22.6%	22.5%	25.5%	21.4%	22.9%	25.5%
Average Habits of Mind	40.8%	42.2%	46.1%	38.4%	41.0%	45.6%	42.5%	43.2%	46.5%
Low Habits of Mind	37.3%	35.1%	28.5%	39.0%	36.5%	28.9%	36.0%	33.9%	28.0%
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 solutions to problems and explain them to others* (1.99)
* *Support your opinions with a logical argument* (1.74)
* *Seek alternative solutions to a problem* (1.61)
* *Evaluate the quality or reliability of information you received* (1.58)
* *Explore topics on your own, even though it is not required for a class* (1.27)
* *Seek feedback on your academic work* (1.24)
* *Ask questions in class* (1.20)
* *Look up scientific research articles and resources* (1.05)
* *Revise your papers to improve your writing* (1.04)
* *Take a risk because you feel you have more to gain* (1.03)
* *Accept mistakes as part of the learning process* (0.95)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

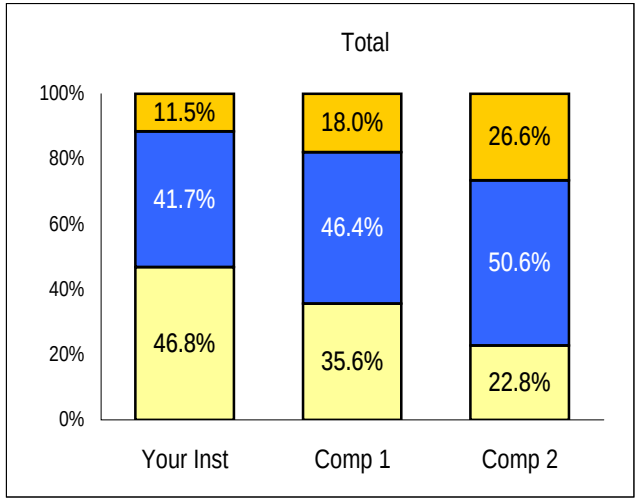
Academic Self-Concept

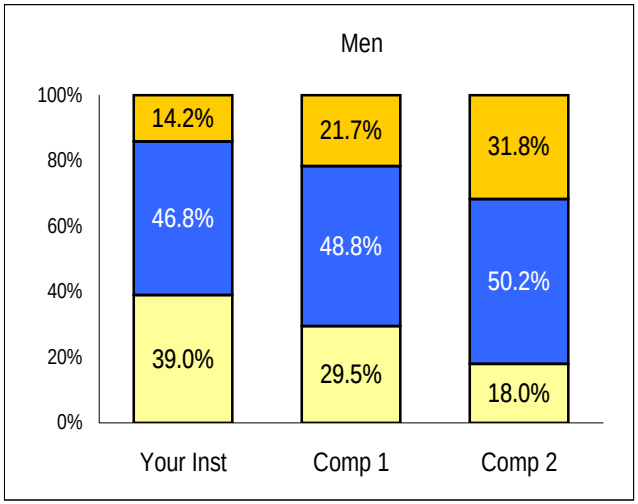
CIRP Construct Group Report

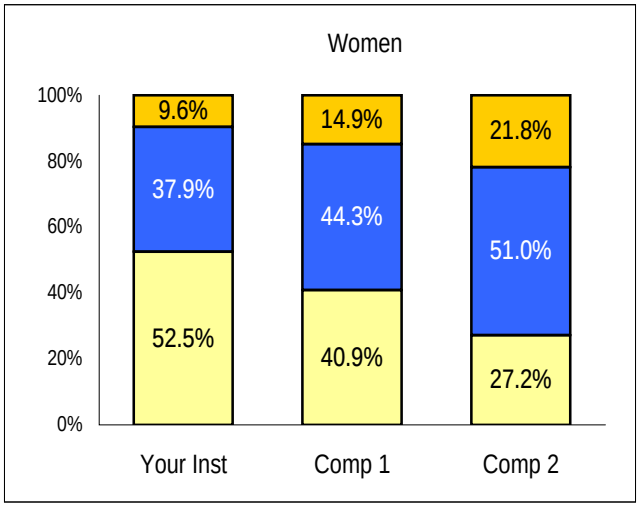
Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	4,339	9,084	51,504	1,838	4,142	24,795	2,501	4,942	26,709
High Academic Self-Concept	11.5%	18.0%	26.6%	14.2%	21.7%	31.8%	9.6%	14.9%	21.8%
Average Academic Self-Concept	41.7%	46.4%	50.6%	46.8%	48.8%	50.2%	37.9%	44.3%	51.0%
Low Academic Self-Concept	46.8%	35.6%	22.8%	39.0%	29.5%	18.0%	52.5%	40.9%	27.2%
Significance (based on High score group)	-	***	***	-	**	***	-	*	***

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







Survey items and estimation 'weights':

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

* *Academic ability* (3.52)
* *Mathematical ability* (1.32)
* *Self-confidence - intellectual* (1.22)
* *Drive to achieve* (0.95)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

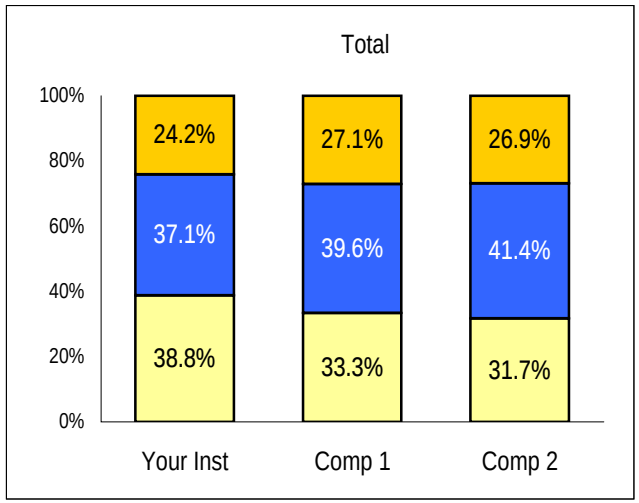
Social Self-Concept

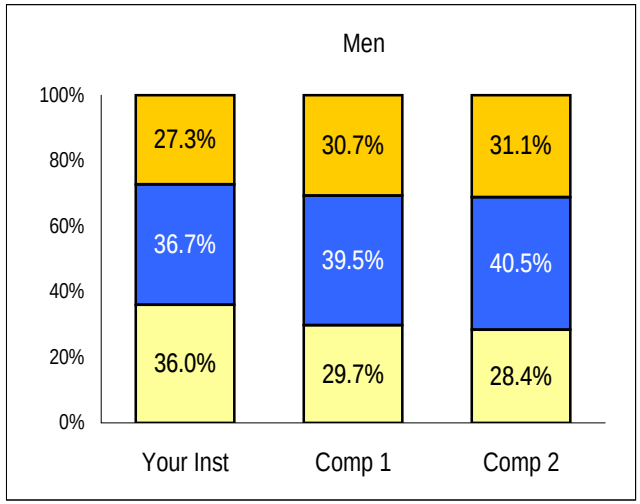
CIRP Construct Group Report

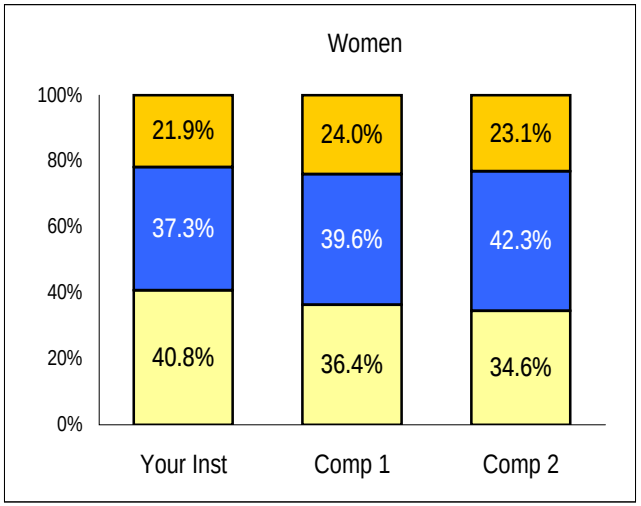
Social Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	4,338	9,072	51,287	1,840	4,137	24,670	2,498	4,935	26,617
High Social Self-Concept	24.2%	27.1%	26.9%	27.3%	30.7%	31.1%	21.9%	24.0%	23.1%
Average Social Self-Concept	37.1%	39.6%	41.4%	36.7%	39.5%	40.5%	37.3%	39.6%	42.3%
Low Social Self-Concept	38.8%	33.3%	31.7%	36.0%	29.7%	28.4%	40.8%	36.4%	34.6%
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:

* *Self-confidence - social* (2.33)
* *Leadership ability* (1.96)
* *Popularity* (1.92)
* *Public speaking ability* (1.68)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

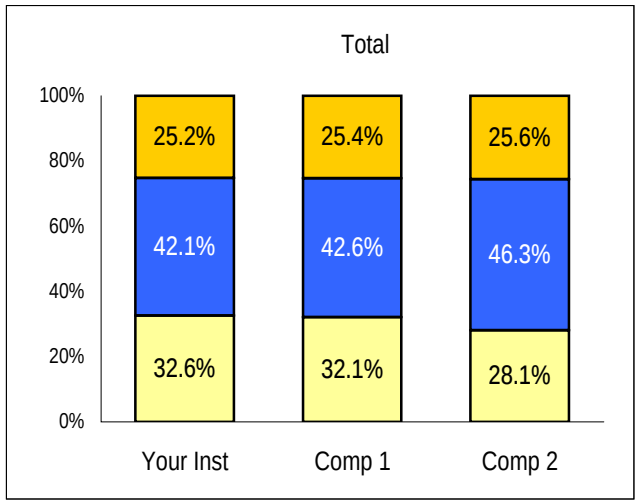
Pluralistic Orientation

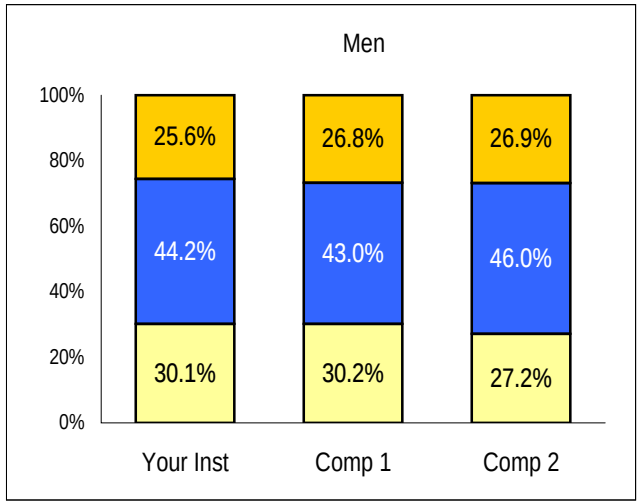
CIRP Construct Group Report

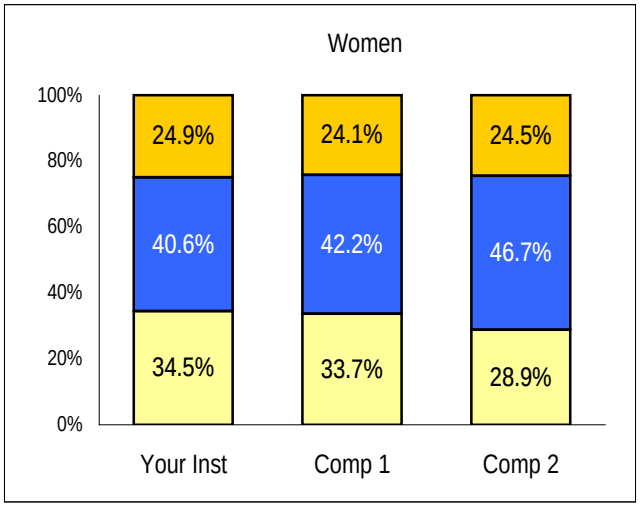
Pluralistic Orientation – measures skills and dispositions appropriate for living and working in a diverse society.

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)	4,337	9,044	50,694	1,842	4,120	24,368	2,495	4,924	26,326
High Pluralistic Orientation	25.2%	25.4%	25.6%	25.6%	26.8%	26.9%	24.9%	24.1%	24.5%
Average Pluralistic Orientation	42.1%	42.6%	46.3%	44.2%	43.0%	46.0%	40.6%	42.2%	46.7%
Low Pluralistic Orientation	32.6%	32.1%	28.1%	30.1%	30.2%	27.2%	34.5%	33.7%	28.9%
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:

* *Ability to work cooperatively with diverse people* (2.39)
* *Tolerance of others with different beliefs* (2.35)
* *Openness to having my own views challenged* (2.13)
* *Ability to discuss and negotiate controversial issues* (2.03)
* *Ability to see the world from someone else's perspective* (1.78)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

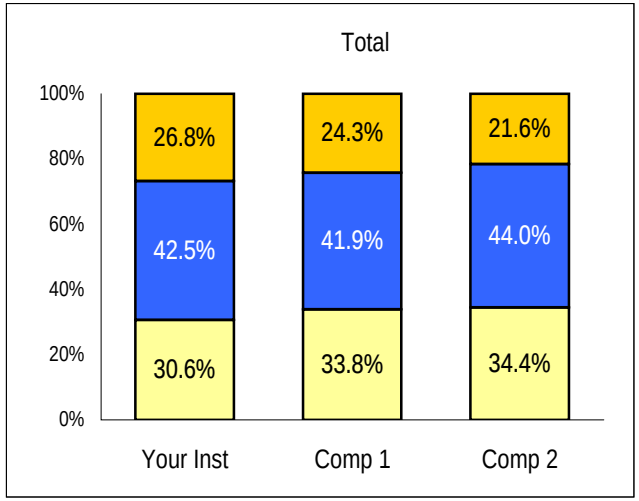
Social Agency

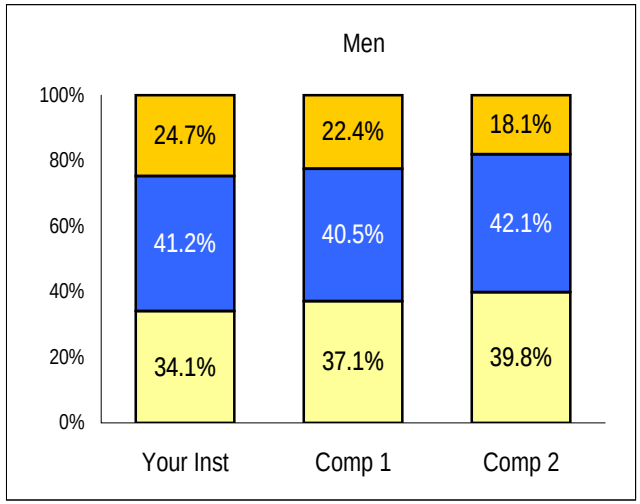
CIRP Construct Group Report

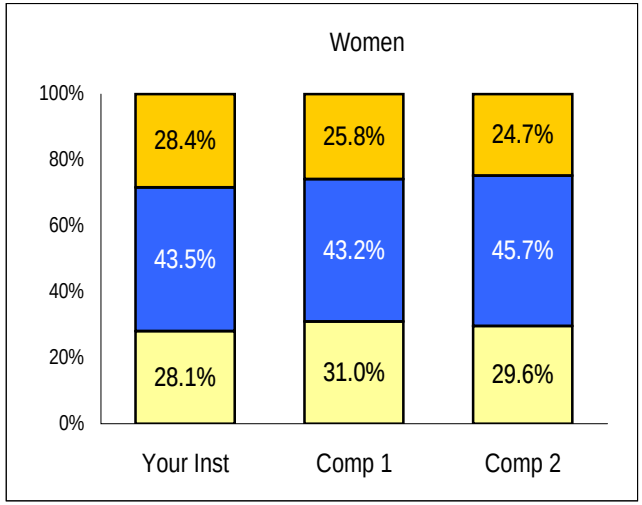
Social Agency – measures the extent to which students value political and social involvement as a personal goal.

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)	4,190	8,863	46,841	1,777	4,031	22,383	2,413	4,832	24,458
High Social Agency	26.8%	24.3%	21.6%	24.7%	22.4%	18.1%	28.4%	25.8%	24.7%
Average Social Agency	42.5%	41.9%	44.0%	41.2%	40.5%	42.1%	43.5%	43.2%	45.7%
Low Social Agency	30.6%	33.8%	34.4%	34.1%	37.1%	39.8%	28.1%	31.0%	29.6%
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* (2.42)
* *Helping to promote racial understanding* (2.05)
* *Becoming a community leader* (2.01)
* *Influencing social values* (1.58)
* *Helping others who are in difficulty* (1.36)
* *Keeping up to date with political affairs* (1.35)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

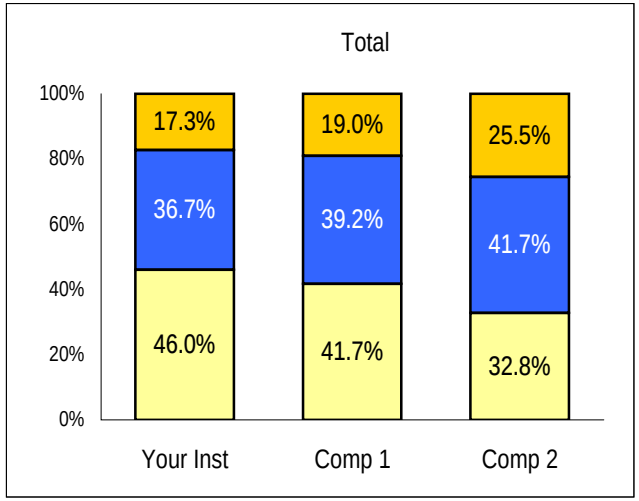
College Reputation Orientation

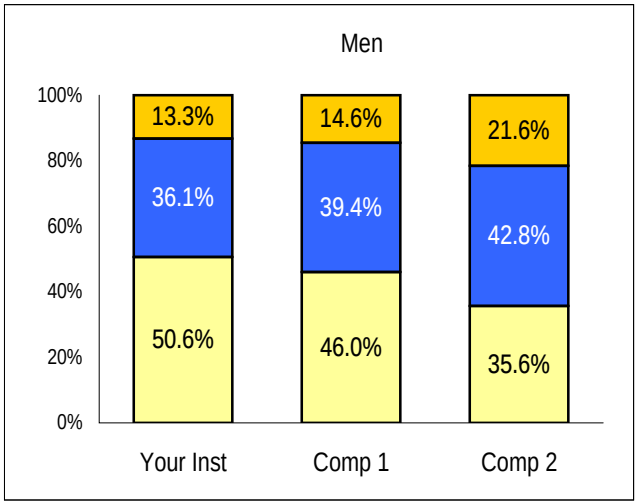
CIRP Construct Group Report

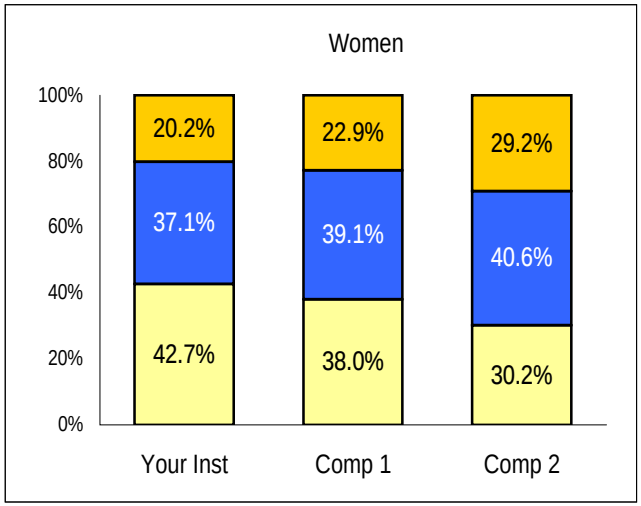
College Reputation Orientation – measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

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)	4,273	8,930	48,034	1,816	4,068	22,943	2,457	4,862	25,091
High College Reputation Orientation	17.3%	19.0%	25.5%	13.3%	14.6%	21.6%	20.2%	22.9%	29.2%
Average College Reputation Orientation	36.7%	39.2%	41.7%	36.1%	39.4%	42.8%	37.1%	39.1%	40.6%
Low College Reputation Orientation	46.0%	41.7%	32.8%	50.6%	46.0%	35.6%	42.7%	38.0%	30.2%
Significance (based on High score group)	-		***	-		**	-		***

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







Survey items and estimation 'weights':

How important was each reason in your decision to come here?

* *This college's graduates get good jobs* (6.11)
* *This college's graduates gain admission to top graduate/professional schools* (2.50)
* *This college has a very good academic reputation* (1.54)

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2010 CIRP Freshman Survey
First-time, Full-time Freshmen

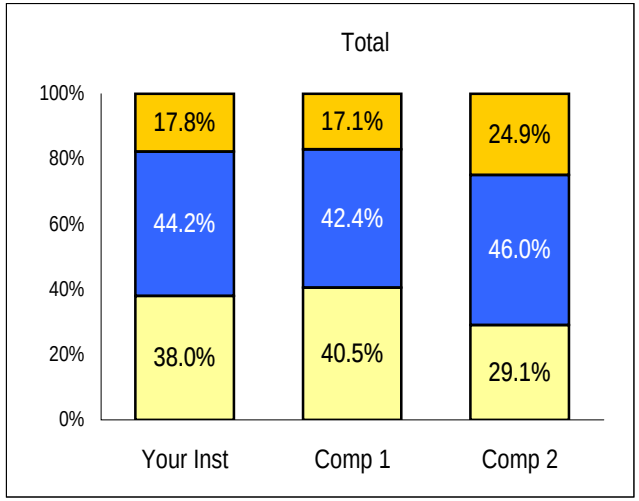
Likelihood of College Involvement

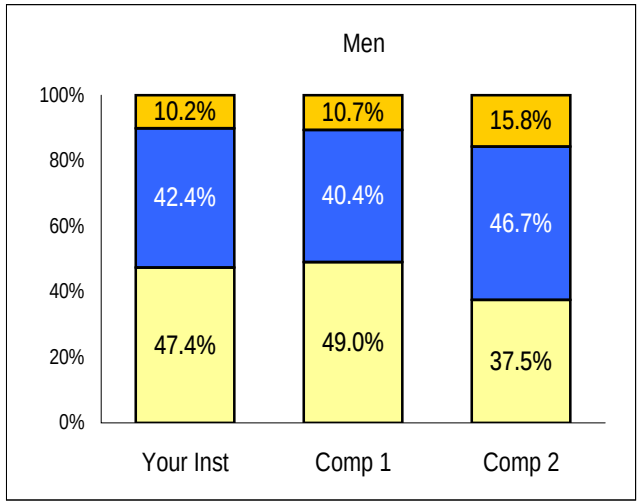
CIRP Construct Group Report

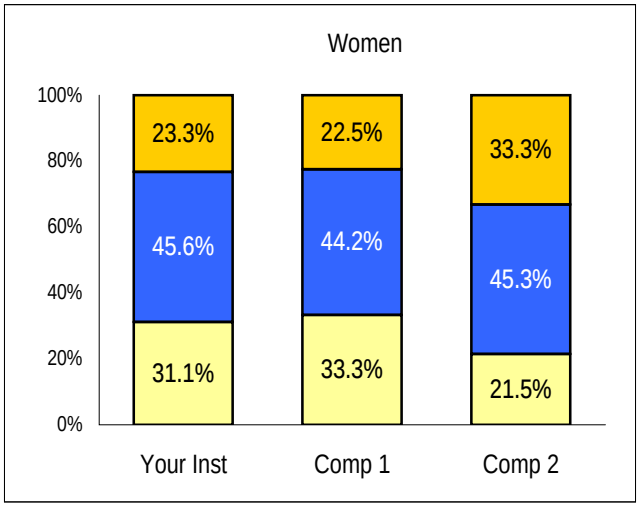
Likelihood of College Involvement – is a unified measure of students' expectations about their involvement in college life generally.

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)	4,161	8,859	46,353	1,756	4,031	22,093	2,405	4,828	24,260
High Likelihood of College Involvement	17.8%	17.1%	24.9%	10.2%	10.7%	15.8%	23.3%	22.5%	33.3%
Average Likelihood of College Involvement	44.2%	42.4%	46.0%	42.4%	40.4%	46.7%	45.6%	44.2%	45.3%
Low Likelihood of College Involvement	38.0%	40.5%	29.1%	47.4%	49.0%	37.5%	31.1%	33.3%	21.5%
Significance (based on High score group)	-		***	-		*	-		***

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







Survey items and estimation 'weights':

What is your best guess as to the chances that you will:

- *Participate in student clubs/groups* (3.25)
- *Participate in volunteer or community service work* (1.58)
- *Socialize with someone of another racial/ethnic group* (1.28)
- *Participate in a study abroad program* (1.24)
- *Participate in student government* (0.96)