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

2011 College Senior Survey

CIRP Construct Reports

Graduating Seniors

Sample University

comparison group 1:	Private/Nonsectarian 4yr Colleges
comparison group 2:	All Baccalaureate Institutions

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2011 College Senior Survey

CIRP Construct Reports

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How to Read the CIRP Construct Mean Reports

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

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

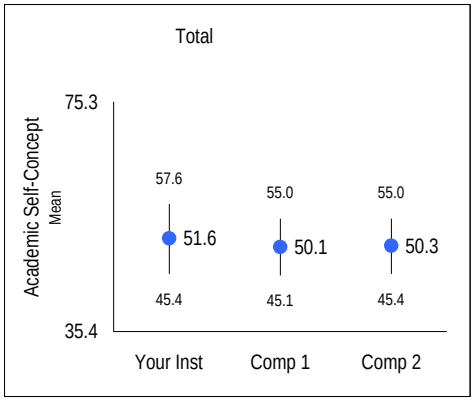
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

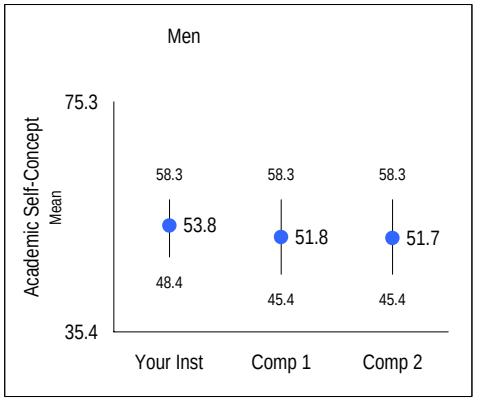
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard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

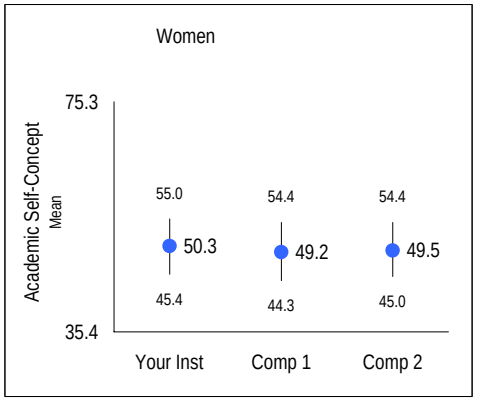
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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

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







Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:
* Academic ability (3.01)
* Self-confidence - intellectual (1.51)
* Drive to achieve (1.18)
* Mathematical ability (1.14)

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

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

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

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

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

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

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

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2011 College Senior Survey

CIRP Construct Mean Report

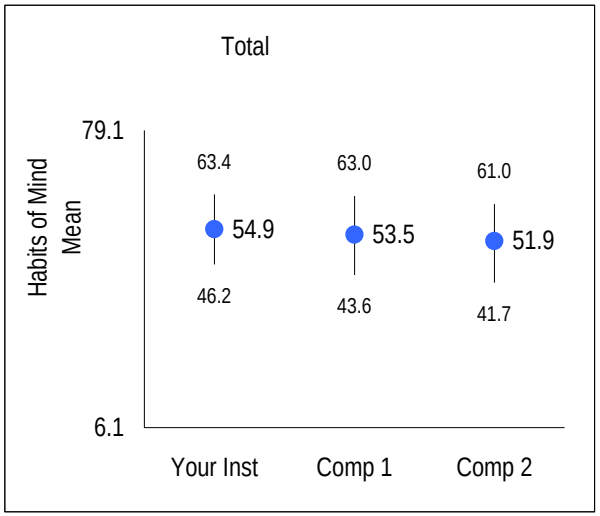
Habits of Mind

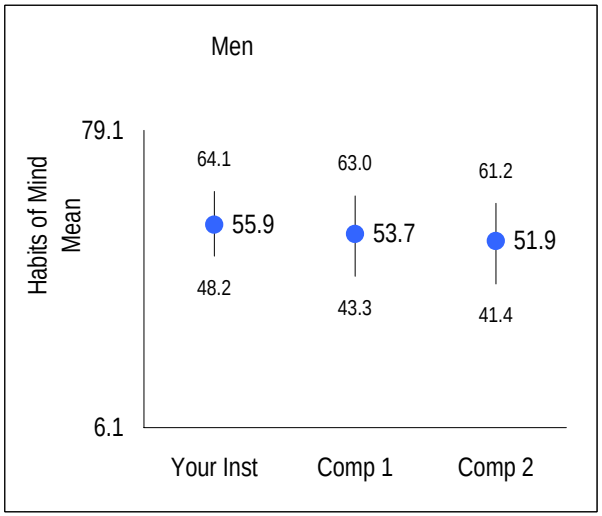
Graduating Seniors

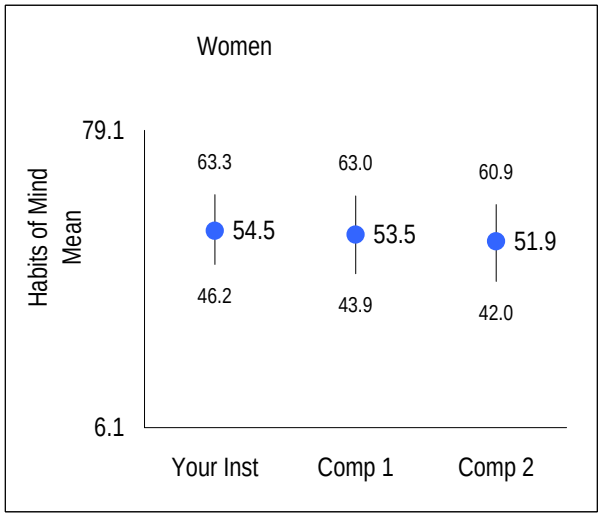
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	166	3,400	21,000	45	1,226	7,629	121	2,174	13,371
Mean	54.9	53.5	51.9	55.9	53.7	51.9	54.5	53.5	51.9
Standard Deviation	12.51	12.95	12.92	13.27	13.04	13.05	12.25	12.90	12.85
Significance	-		**	-		*	-		*
Effect Size	-	0.10	0.23	-	0.17	0.30	-	0.08	0.20
25th percentile	46.2	43.6	41.7	48.2	43.3	41.4	46.2	43.9	42.0
75th percentile	63.4	63.0	61.0	64.1	63.0	61.2	63.3	63.0	60.9

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* (2.30)
- *Seek solutions to problems and explain them to others* (2.25)
- *Seek alternative solutions to a problem* (1.90)
- *Evaluate the quality or reliability of information you received* (1.73)
- *Ask questions in class (1.50)*
- *Take a risk because you felt you had more to gain (1.39)*
- *Seek feedback on your academic work* (1.28)
- *Explore topics on your own, even though it was not required for a class* (1.24)
- *Revise your papers to improve your writing* (1.15)
- *Look up scientific research articles and resources* (0.73)
- *Accept mistakes as part of the learning process* (0.69)

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CIRP Construct Mean Report

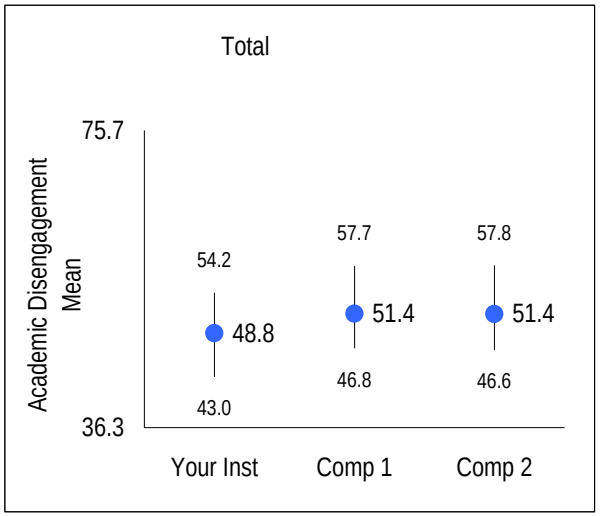
Academic Disengagement

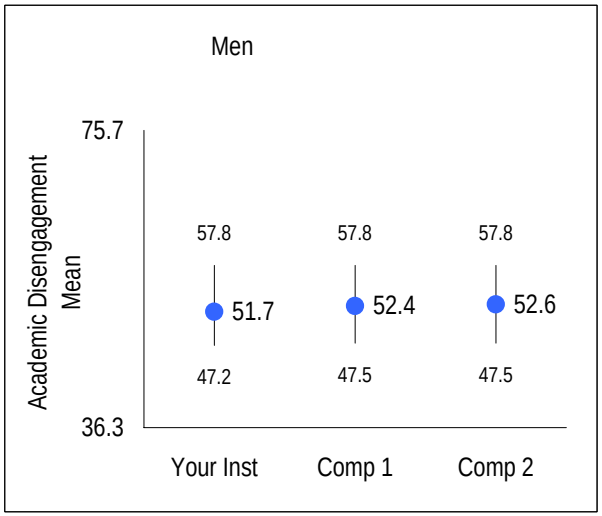
Graduating Seniors

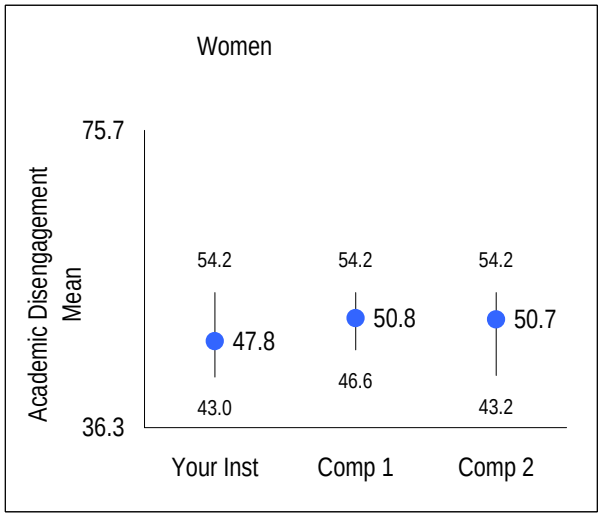
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

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)	166	3,406	21,030	44	1,227	7,643	122	2,179	13,387
Mean	48.8	51.4	51.4	51.7	52.4	52.6	47.8	50.8	50.7
Standard Deviation	7.33	7.84	7.76	7.76	8.18	8.02	6.91	7.59	7.52
Significance	-	***	***	-			-	***	***
Effect Size	-	-0.33	-0.33	-	-0.09	-0.12	-	-0.40	-0.38
25th percentile	43.0	46.8	46.6	47.2	47.5	47.5	43.0	46.6	43.2
75th percentile	54.2	57.7	57.8	57.8	57.8	57.8	54.2	54.2	54.2

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







Survey items and estimation 'weights':

Since entering college, indicate how often you:

* *Came late to class* (1.82)
* *Missed class for other reasons (1.76)*
* *Failed to complete homework on time (1.26)*
* *Fell asleep in class* (1.00)

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CIRP Construct Mean Report

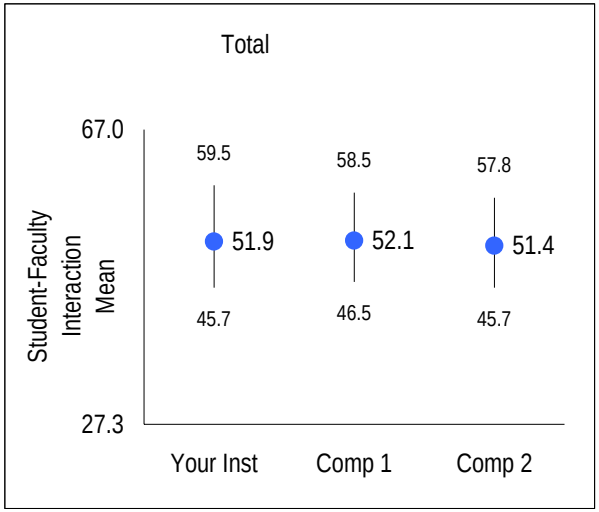
Student-Faculty Interaction

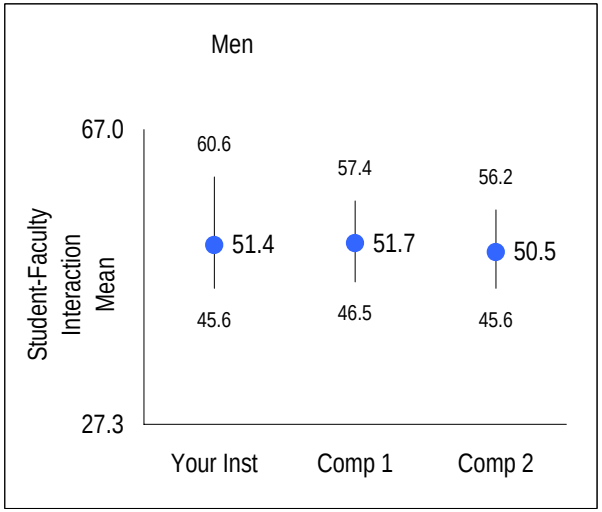
Graduating Seniors

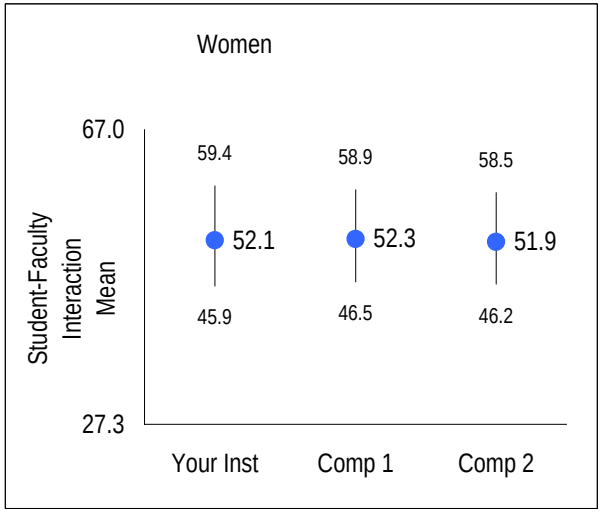
Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

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)	164	3,392	20,928	43	1,222	7,597	121	2,170	13,331
Mean	51.9	52.1	51.4	51.4	51.7	50.5	52.1	52.3	51.9
Standard Deviation	8.96	8.67	8.79	9.03	8.50	8.64	8.97	8.76	8.84
Significance	-			-			-		
Effect Size	-	-0.02	0.06	-	-0.03	0.11	-	-0.02	0.02
25th percentile	45.7	46.5	45.7	45.6	46.5	45.6	45.9	46.5	46.2
75th percentile	59.5	58.5	57.8	60.6	57.4	56.2	59.4	58.9	58.5

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







Survey items and estimation 'weights':

* *Help in achieving your professional goals* (3.32)
* *Advice and guidance about your educational program* (2.89)
* *Emotional support and encouragement* (2.40)
* *Feedback on your academic work (outside of grades)* (2.33)
* *An opportunity to discuss coursework outside of class* (2.13)
* *Encouragement to pursue graduate/professional study* (1.91)
* *Help to improve your study skills* (1.84)
* *A letter of recommendation* (1.71)
* *An opportunity to work on a research project* (1.09)

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CIRP Construct Mean Report

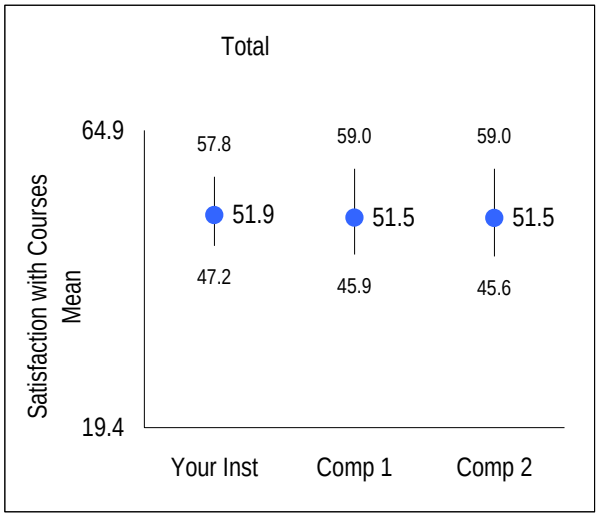
Satisfaction with Coursework

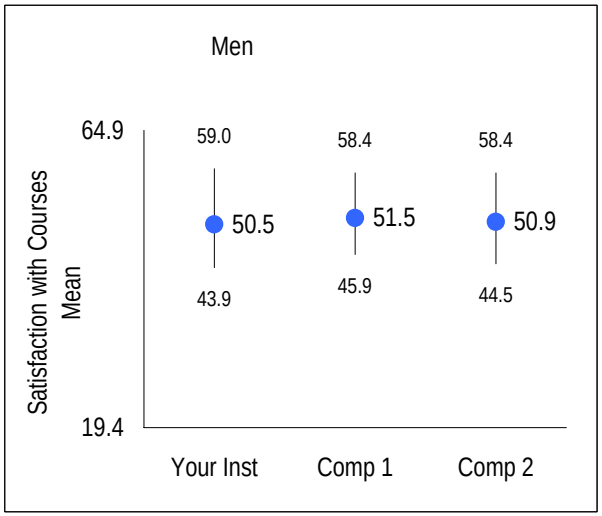
Graduating Seniors

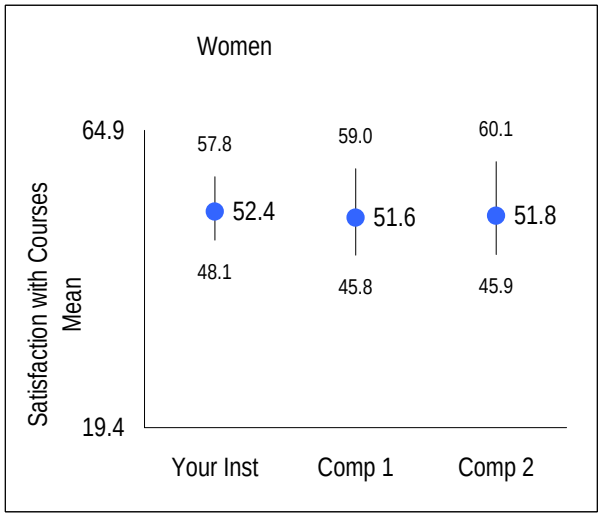
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

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)	167	3,401	21,002	45	1,226	7,631	122	2,175	13,371
Mean	51.9	51.5	51.5	50.5	51.5	50.9	52.4	51.6	51.8
Standard Deviation	8.14	9.02	9.23	9.77	9.01	9.46	7.43	9.03	9.08
Significance	-			-			-		
Effect Size	-	0.04	0.05	-	-0.11	-0.04	-	0.10	0.07
25th percentile	47.2	45.9	45.6	43.9	45.9	44.5	48.1	45.8	45.9
75th percentile	57.8	59.0	59.0	59.0	58.4	58.4	57.8	59.0	60.1

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)*
* *Courses in your major field (1.54)*
* *General education and core curriculum courses (0.92)*

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CIRP Construct Mean Report

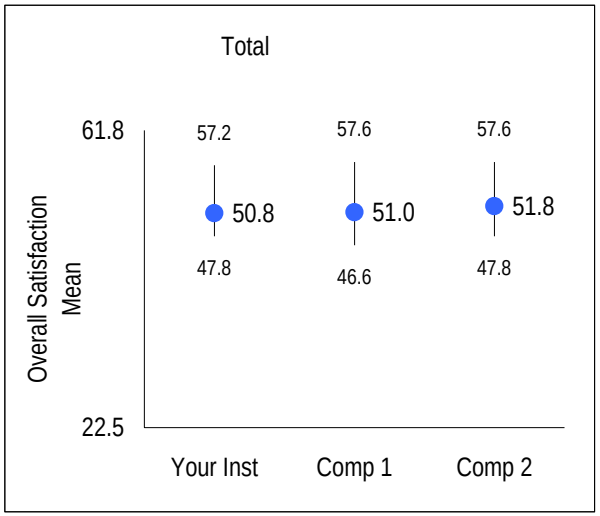
Overall Satisfaction

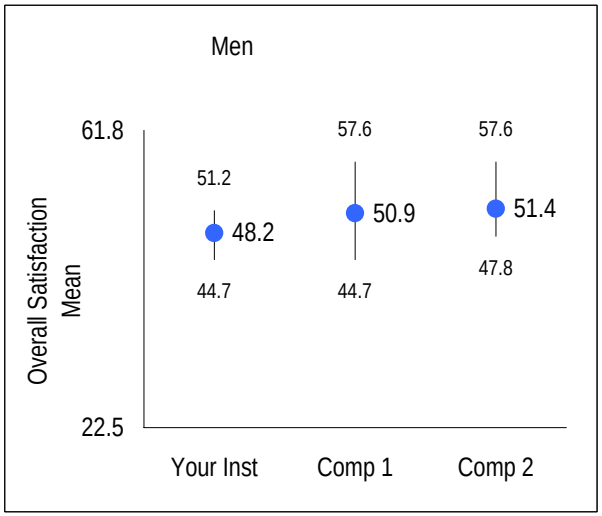
Graduating Seniors

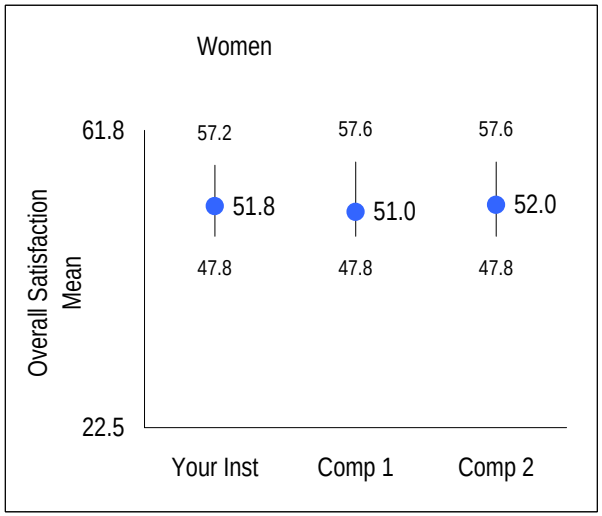
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

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)	167	3,409	21,052	45	1,229	7,650	122	2,180	13,402
Mean	50.8	51.0	51.8	48.2	50.9	51.4	51.8	51.0	52.0
Standard Deviation	7.16	8.38	8.11	7.58	8.56	8.35	6.79	8.29	7.97
Significance	-			-	*	*	-		
Effect Size	-	-0.01	-0.11	-	-0.31	-0.38	-	0.10	-0.02
25th percentile	47.8	46.6	47.8	44.7	44.7	47.8	47.8	47.8	47.8
75th percentile	57.2	57.6	57.6	51.2	57.6	57.6	57.2	57.6	57.6

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







Survey items and estimation 'weights':

* *Satisfaction with overall college experience* (3.69)
* *If you could make your college choice over, would you still choose to enroll at your current college?* (1.90)
* *Satisfaction with overall quality of instruction* (1.69)

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Sense of Belonging

Graduating Seniors

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

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)	164	3,393	20,957	44	1,222	7,609	120	2,171	13,348
Mean	49.4	49.4	50.3	48.1	49.8	50.2	49.9	49.2	50.4
Standard Deviation	8.04	9.39	9.23	8.83	9.47	9.33	7.72	9.34	9.18
Significance	-			-			-		
Effect Size	-	0.00	-0.10	-	-0.18	-0.23	-	0.07	-0.05
25th percentile	47.6	43.6	47.6	41.8	43.6	45.5	47.6	43.6	47.6
75th percentile	55.7	57.2	59.0	55.1	57.8	59.0	55.7	56.2	59.0

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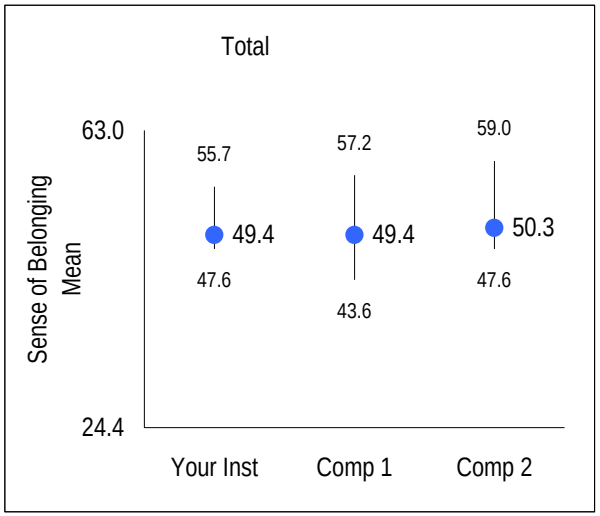

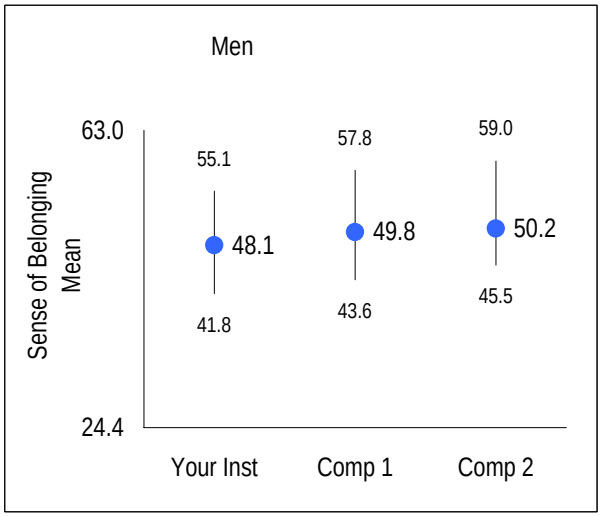

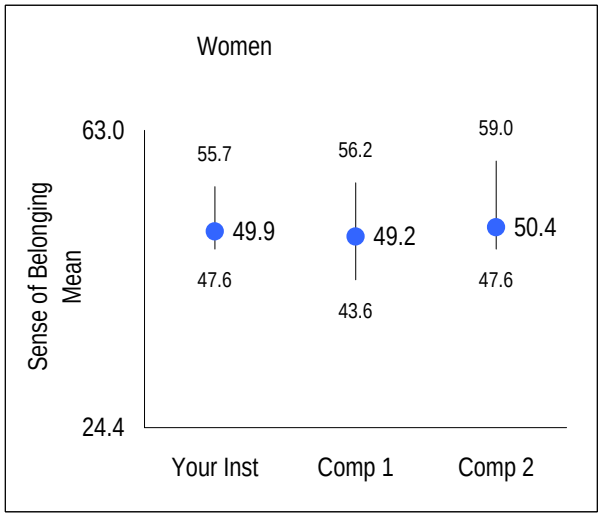

Survey items and estimation 'weights':

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 college (4.62)*
- *I see myself as part of the campus community (3.13)*
- *If asked, I would recommend this college to others (2.33)*

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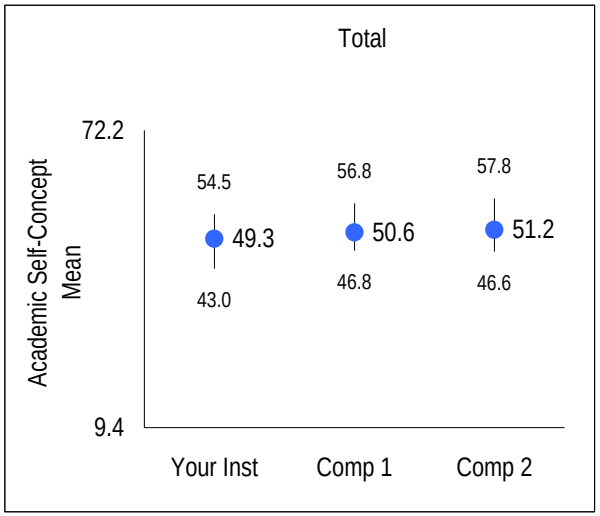
Academic Self-Concept

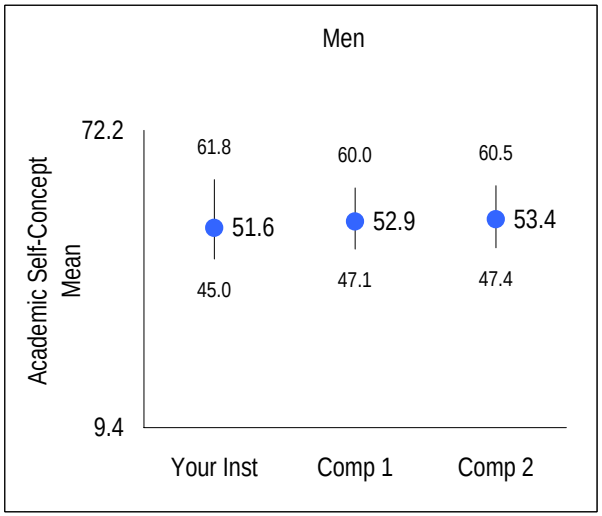
Graduating Seniors

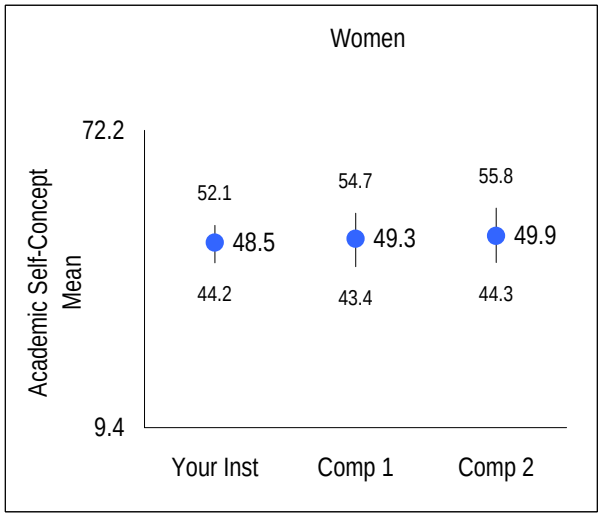
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	166	3,386	20,950	45	1,224	7,610	121	2,162	13,340
Mean	49.3	50.6	51.2	51.6	52.9	53.4	48.5	49.3	49.9
Standard Deviation	9.08	9.35	9.28	11.44	9.67	9.54	7.92	8.91	8.88
Significance	-		**	-			-		
Effect Size	-	-0.14	-0.20	-	-0.14	-0.19	-	-0.10	-0.16
25th percentile	44.2	44.7	45.3	45.0	47.1	47.4	44.2	43.4	44.3
75th percentile	54.5	56.8	57.8	61.8	60.0	60.5	52.1	54.7	55.8

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







Survey items and estimation 'weights':

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

** Academic ability (3.11)*

** Self-confidence - intellectual (1.86)*

** Drive to achieve (1.63)*

** Mathematical ability (1.60)*

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CIRP Construct Mean Report

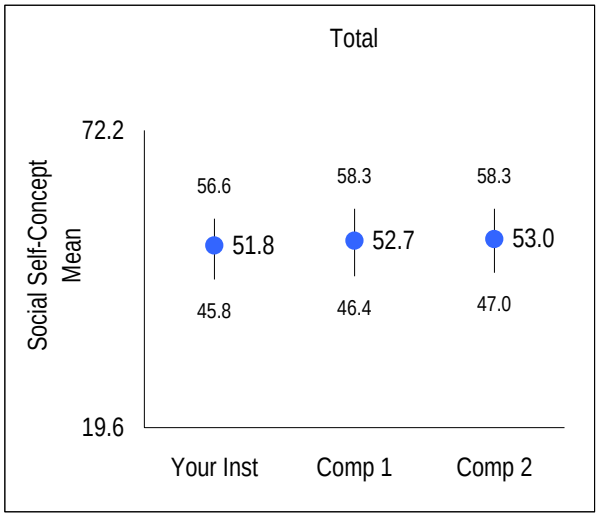
Social Self-Concept

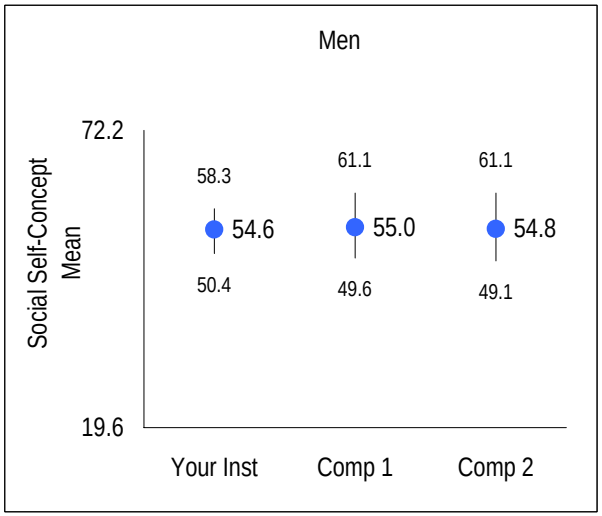
Graduating Seniors

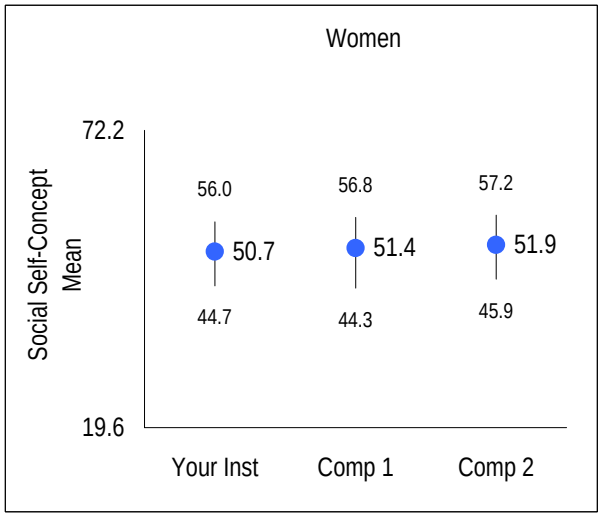
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	165	3,385	20,947	45	1,224	7,609	120	2,161	13,338
Mean	51.8	52.7	53.0	54.6	55.0	54.8	50.7	51.4	51.9
Standard Deviation	8.20	8.93	8.68	8.73	8.96	8.96	7.76	8.64	8.34
Significance	-			-			-		
Effect Size	-	-0.10	-0.14	-	-0.04	-0.02	-	-0.07	-0.15
25th percentile	45.8	46.4	47.0	50.4	49.6	49.1	44.7	44.3	45.9
75th percentile	56.6	58.3	58.3	58.3	61.1	61.1	56.0	56.8	57.2

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:

** Leadership ability (2.93)*

** Public speaking ability (2.66)*

** Self-confidence - social (2.12)*

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CIRP Construct Mean Report

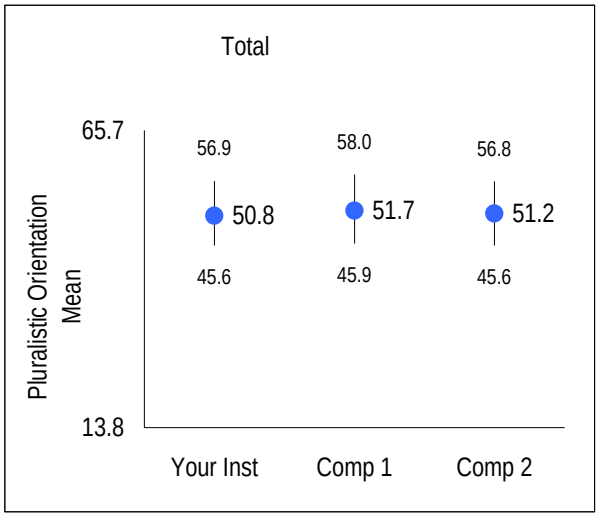
Pluralistic Orientation

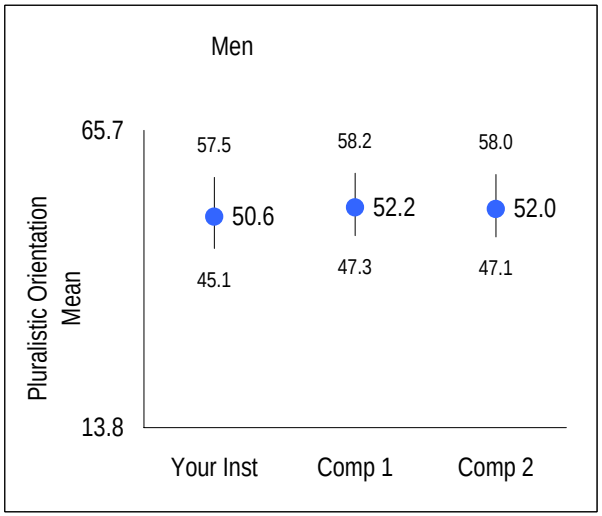
Graduating Seniors

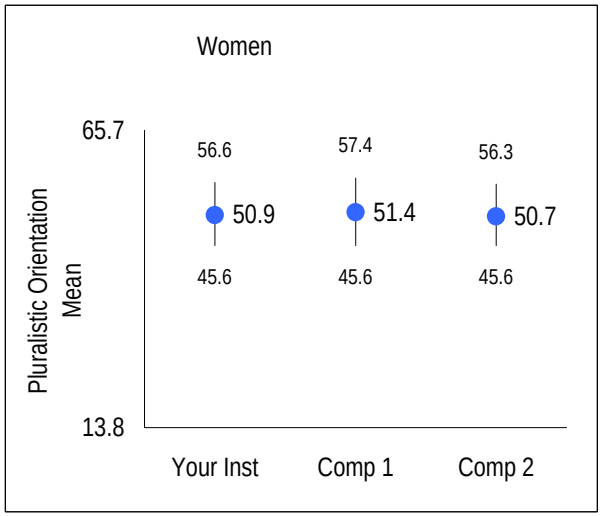
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

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)	163	3,385	20,933	43	1,219	7,600	120	2,166	13,333
Mean	50.8	51.7	51.2	50.6	52.2	52.0	50.9	51.4	50.7
Standard Deviation	8.31	8.45	8.36	9.16	8.62	8.51	8.02	8.34	8.24
Significance	-			-			-		
Effect Size	-	-0.11	-0.04	-	-0.19	-0.16	-	-0.06	0.02
25th percentile	45.6	45.9	45.6	45.1	47.3	47.1	45.6	45.6	45.6
75th percentile	56.9	58.0	56.8	57.5	58.2	58.0	56.6	57.4	56.3

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







Survey items and estimation 'weights':

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

* *Tolerance of others with different beliefs* (3.35)
* *Ability to work cooperatively with diverse people* (3.14)
* *Openness to having my views challenged* (2.76)
* *Ability to see the world from someone else's perspective* (2.55)
* *Ability to discuss and negotiate controversial issues* (2.11)

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CIRP Construct Mean Report

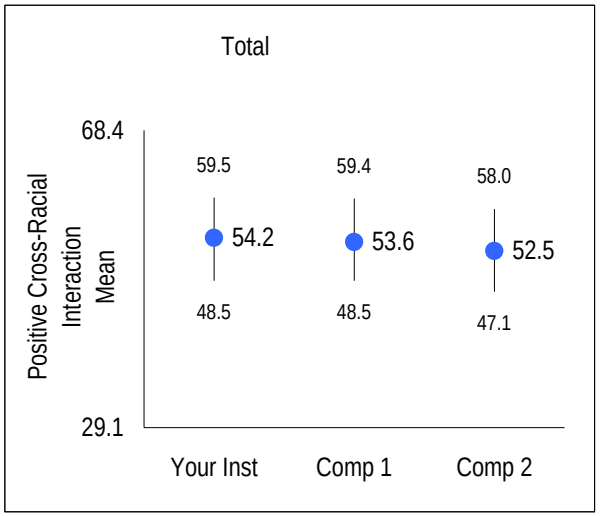
Positive Cross-Racial Interaction

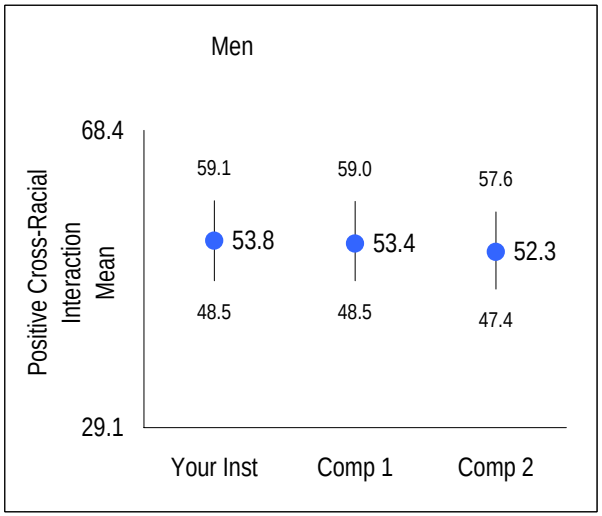
Graduating Seniors

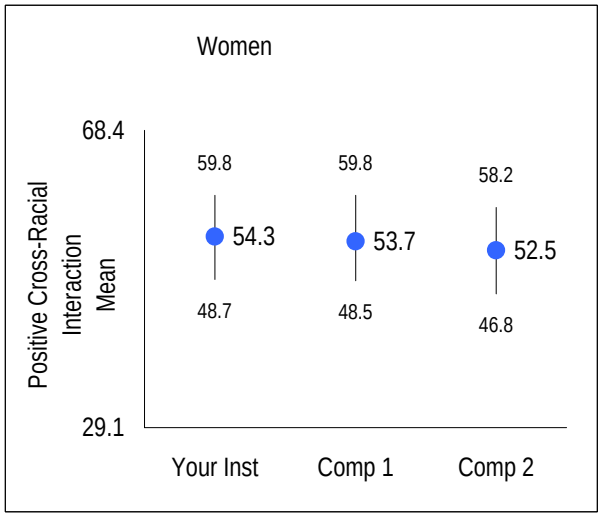
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

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)	164	3,383	20,922	43	1,217	7,592	121	2,166	13,330
Mean	54.2	53.6	52.5	53.8	53.4	52.3	54.3	53.7	52.5
Standard Deviation	7.72	8.54	8.59	8.19	8.34	8.32	7.58	8.65	8.74
Significance	-		**	-			-		*
Effect Size	-	0.07	0.20	-	0.04	0.18	-	0.07	0.21
25th percentile	48.5	48.5	47.1	48.5	48.5	47.4	48.7	48.5	46.8
75th percentile	59.5	59.4	58.0	59.1	59.0	57.6	59.8	59.8	58.2

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)*

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CIRP Construct Mean Report

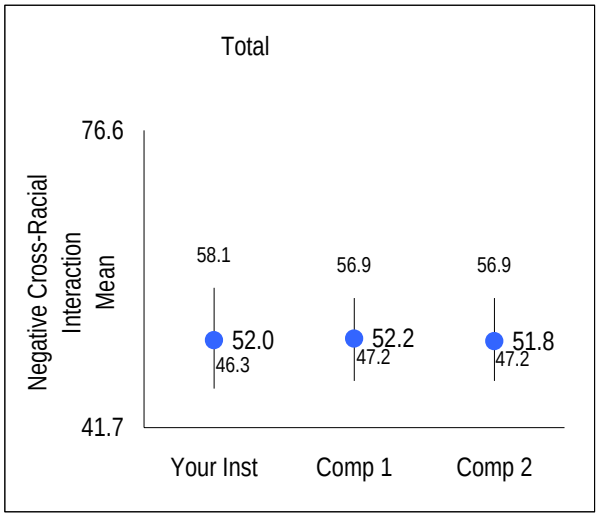
Negative Cross-Racial Interaction

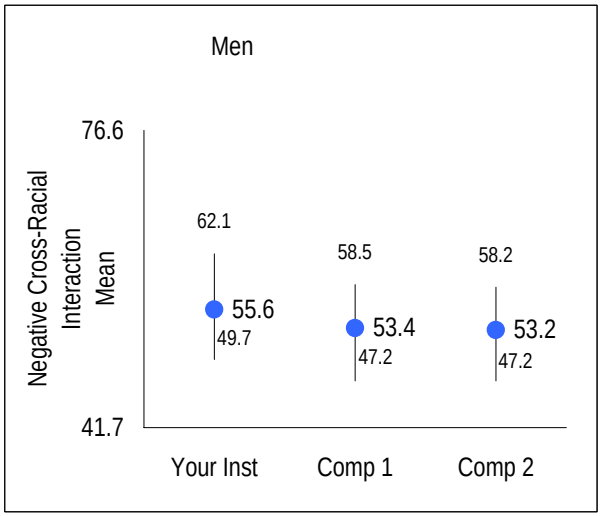
Graduating Seniors

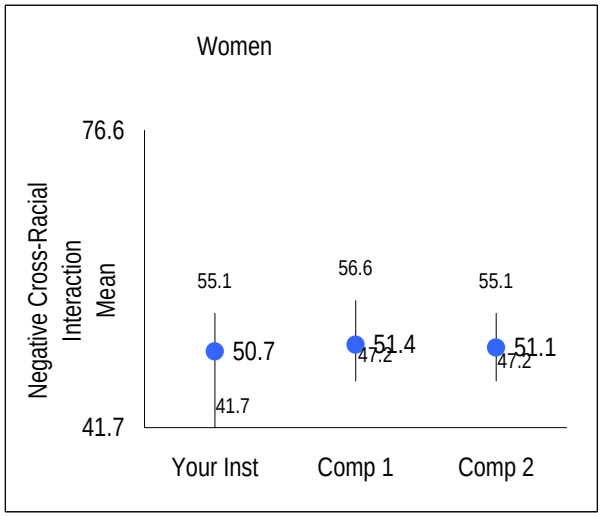
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

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)	164	3,380	20,915	43	1,215	7,590	121	2,165	13,325
Mean	52.0	52.2	51.8	55.6	53.4	53.2	50.7	51.4	51.1
Standard Deviation	8.19	8.10	7.77	8.98	8.35	8.06	7.52	7.87	7.49
Significance	-			-			-		
Effect Size	-	-0.02	0.01	-	0.26	0.30	-	-0.10	-0.06
25th percentile	46.3	47.2	47.2	49.7	47.2	47.2	41.7	47.2	47.2
75th percentile	58.1	56.9	56.9	62.1	58.5	58.2	55.1	56.6	55.1

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







Survey items and estimation 'weights':

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

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

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2011 College Senior Survey

CIRP Construct Mean Report

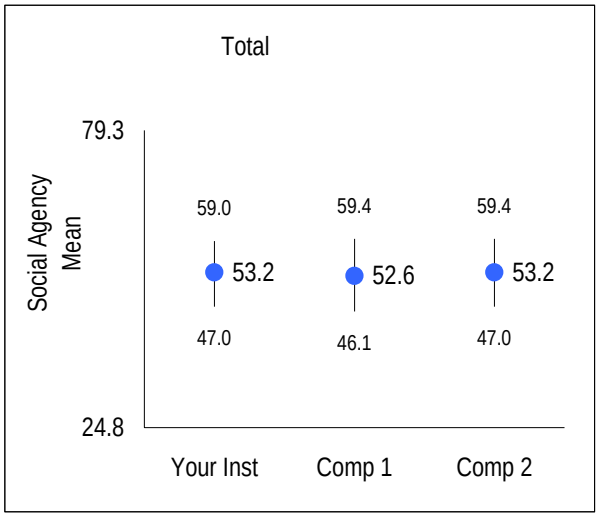
Social Agency

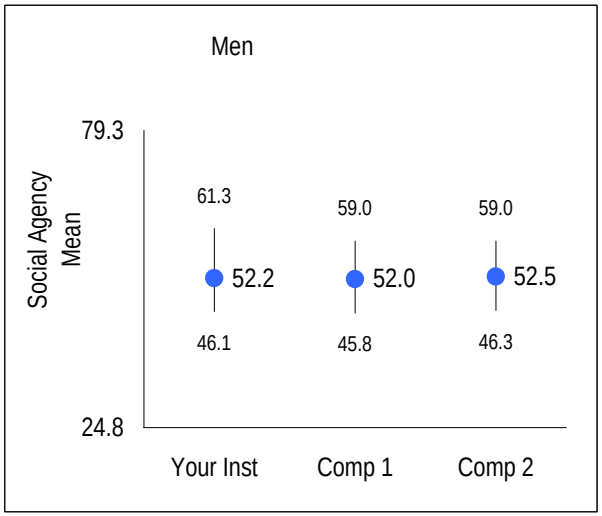
Graduating Seniors

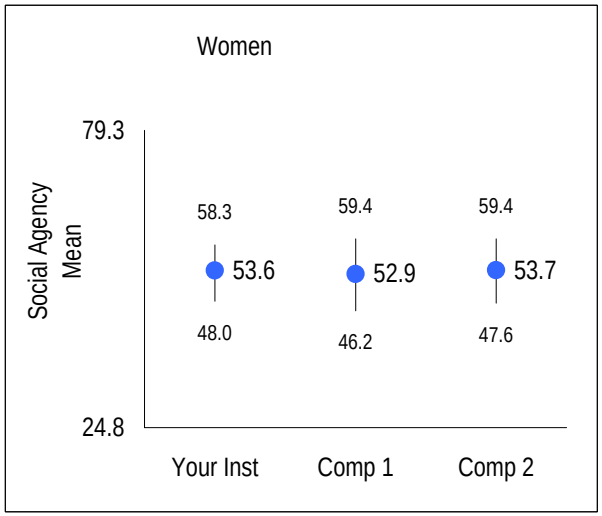
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

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)	165	3,392	20,932	43	1,222	7,602	122	2,170	13,330
Mean	53.2	52.6	53.2	52.2	52.0	52.5	53.6	52.9	53.7
Standard Deviation	10.14	10.23	9.71	12.12	10.19	10.02	9.38	10.24	9.51
Significance	-			-			-		
Effect Size	-	0.06	0.00	-	0.02	-0.03	-	0.07	0.00
25th percentile	47.0	46.1	47.0	46.1	45.8	46.3	48.0	46.2	47.6
75th percentile	59.0	59.4	59.4	61.3	59.0	59.0	58.3	59.4	59.4

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* (2.72)
* *Helping to promote racial understanding* (2.61)
* *Becoming a community leader* (2.27)
* *Keeping up to date with political affairs (1.76)*
* *Influencing social values (1.75)*
* *Helping others who are in difficulty (1.61)*

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2011 College Senior Survey

CIRP Construct Mean Report

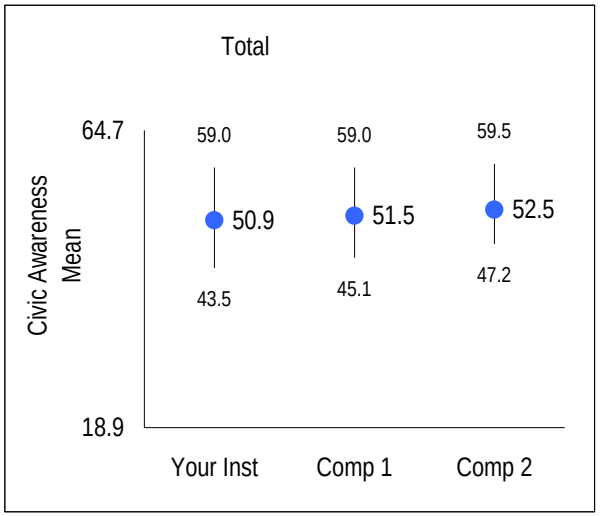
Civic Awareness

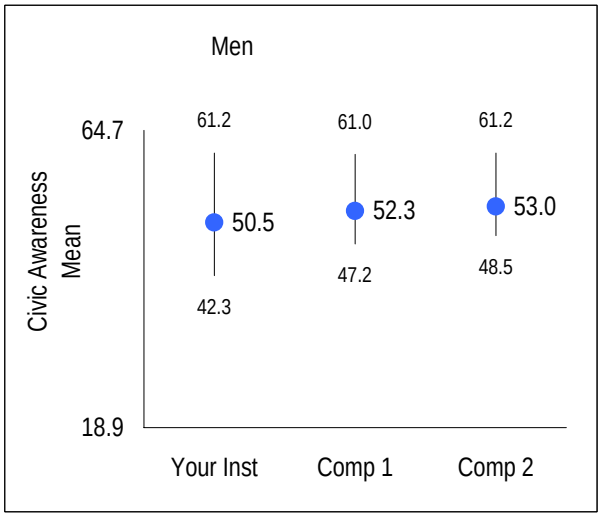
Graduating Seniors

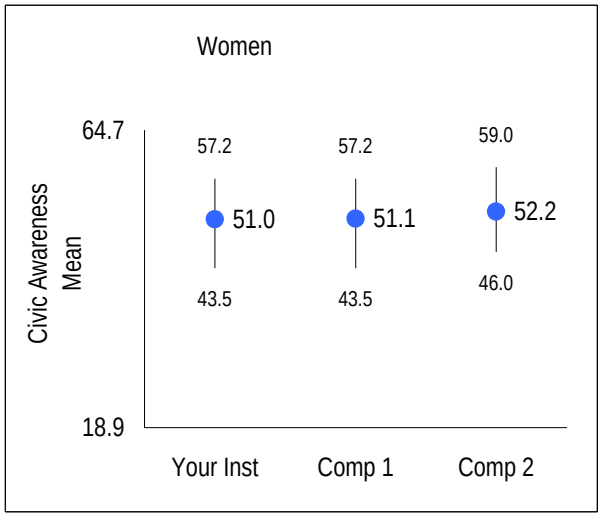
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

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)	166	3,406	21,033	45	1,228	7,643	121	2,178	13,390
Mean	50.9	51.5	52.5	50.5	52.3	53.0	51.0	51.1	52.2
Standard Deviation	9.42	9.00	8.66	11.36	9.02	8.72	8.64	8.96	8.61
Significance	-		*	-			-		
Effect Size	-	-0.08	-0.18	-	-0.20	-0.28	-	-0.01	-0.14
25th percentile	43.5	45.1	47.2	42.3	47.2	48.5	43.5	43.5	46.0
75th percentile	59.0	59.0	59.5	61.2	61.0	61.2	57.2	57.2	59.0

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







Survey items and estimation 'weights':

Compared with when you entered this college, how would you now describe your:

* *Understanding of national issues* (6.00)
* *Understanding of global issues* (3.32)
* *Understanding of the problems facing your community* (2.09)

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2011 College Senior Survey

CIRP Construct Mean Report

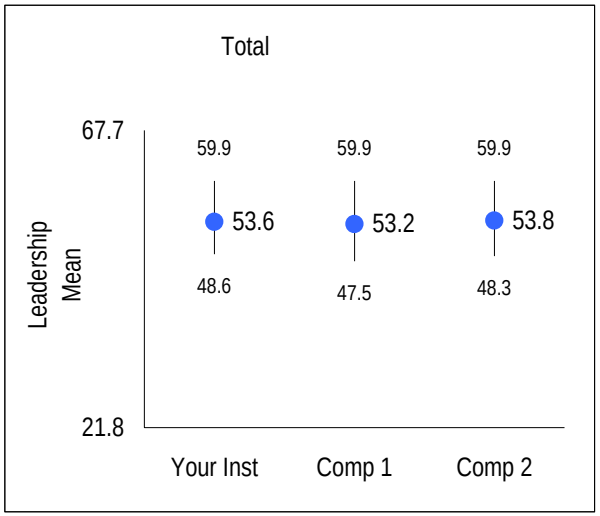
Leadership

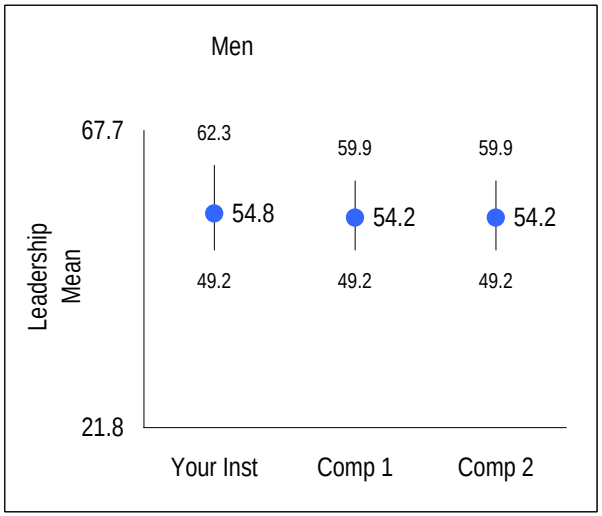
Graduating Seniors

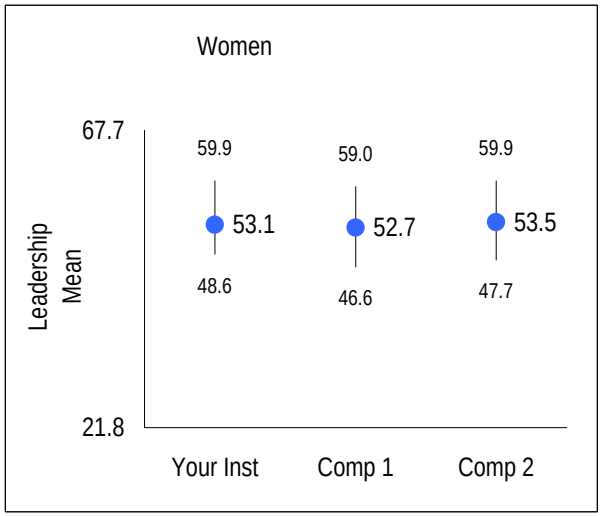
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

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)	167	3,409	21,047	45	1,229	7,650	122	2,180	13,397
Mean	53.6	53.2	53.8	54.8	54.2	54.2	53.1	52.7	53.5
Standard Deviation	7.97	8.27	8.04	8.38	7.83	7.96	7.80	8.45	8.07
Significance	-			-			-		
Effect Size	-	0.04	-0.03	-	0.08	0.08	-	0.05	-0.05
25th percentile	48.6	47.5	48.3	49.2	49.2	49.2	48.6	46.6	47.7
75th percentile	59.9	59.9	59.9	62.3	59.9	59.9	59.9	59.0	59.9

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







Survey items and estimation 'weights':

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

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How to Read the CIRP Construct Percentage Reports

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

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

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

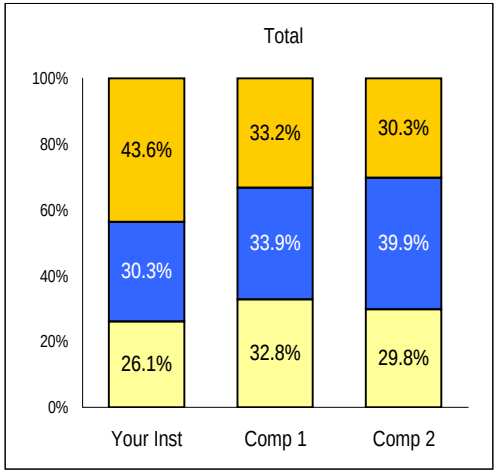
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

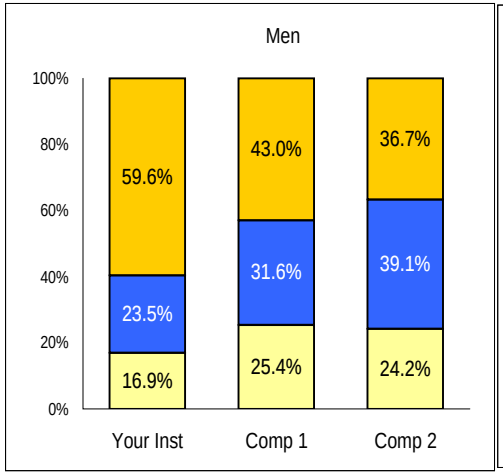
Statistical Significance – uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted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

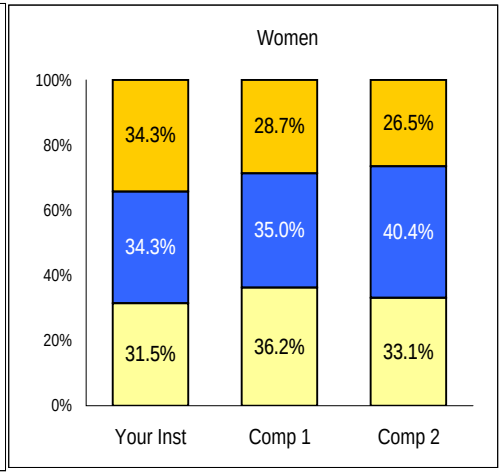
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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

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







Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:

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

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

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

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

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CIRP Construct Percentage Report

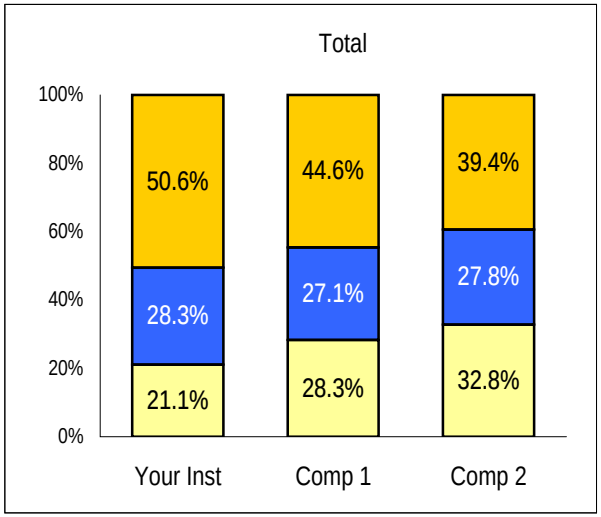
Habits of Mind

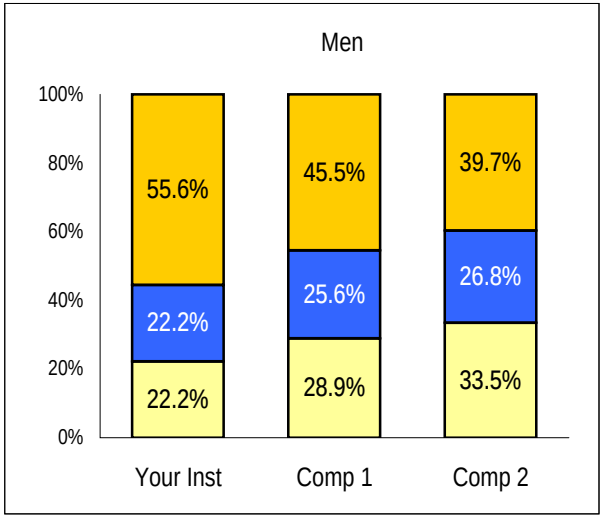
Graduating Seniors

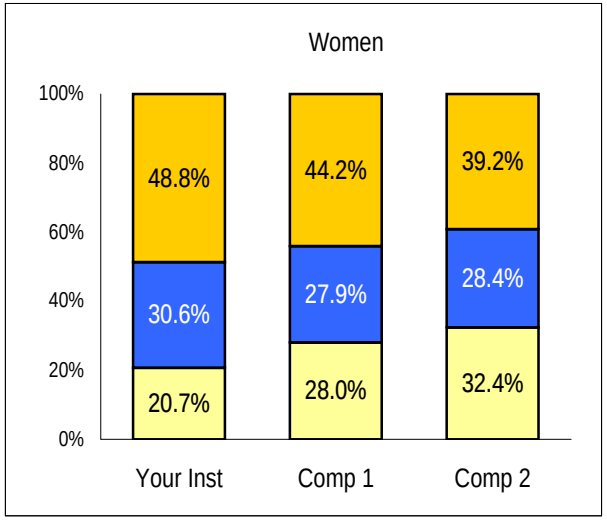
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	166	3,400	21,000	45	1,226	7,629	121	2,174	13,371
High Habits of Mind	50.6%	44.6%	39.4%	55.6%	45.5%	39.7%	48.8%	44.2%	39.2%
Average Habits of Mind	28.3%	27.1%	27.8%	22.2%	25.6%	26.8%	30.6%	27.9%	28.4%
Low Habits of Mind	21.1%	28.3%	32.8%	22.2%	28.9%	33.5%	20.7%	28.0%	32.4%
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* (2.30)
* *Seek solutions to problems and explain them to others* (2.25)
* *Seek alternative solutions to a problem* (1.90)
* *Evaluate the quality or reliability of information you received* (1.73)
* *Ask questions in class (1.50)*
* *Take a risk because you felt you had more to gain (1.39)*
* *Seek feedback on your academic work* (1.28)
* *Explore topics on your own, even though it was not required for a class* (1.24)
* *Revise your papers to improve your writing* (1.15)
* *Look up scientific research articles and resources* (0.73)
* *Accept mistakes as part of the learning process* (0.69)

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CIRP Construct Percentage Report

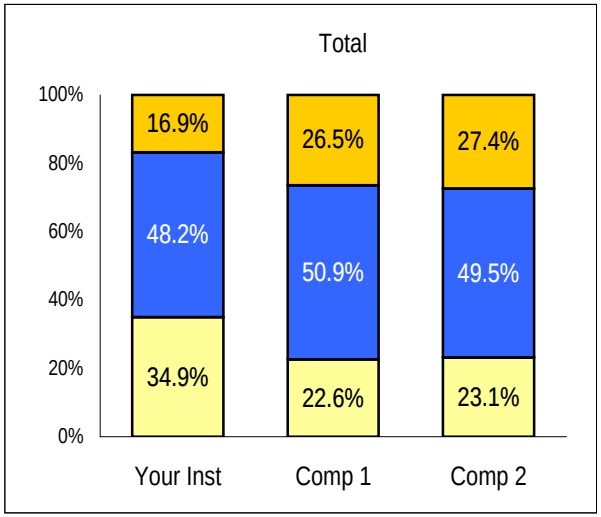
Academic Disengagement

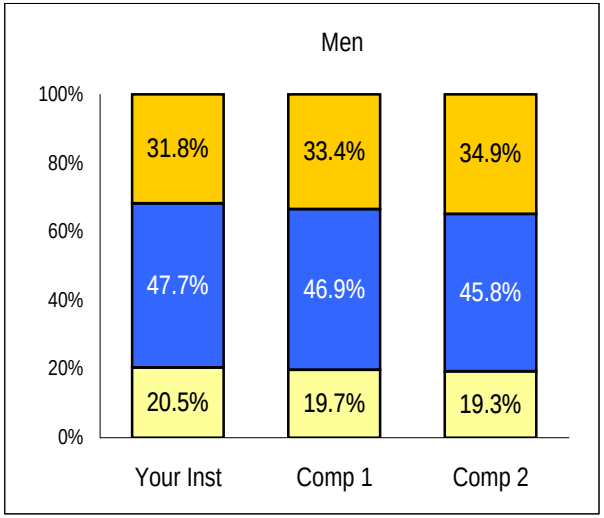
Graduating Seniors

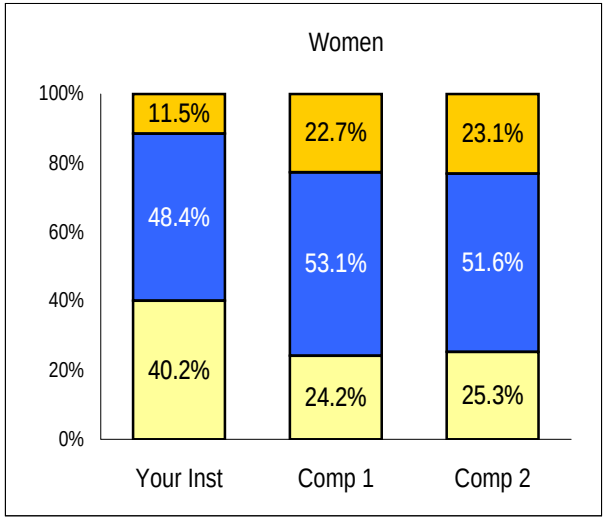
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

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)	166	3,406	21,030	44	1,227	7,643	122	2,179	13,387
High Academic Disengagement	16.9%	26.5%	27.4%	31.8%	33.4%	34.9%	11.5%	22.7%	23.1%
Average Academic Disengagement	48.2%	50.9%	49.5%	47.7%	46.9%	45.8%	48.4%	53.1%	51.6%
Low Academic Disengagement	34.9%	22.6%	23.1%	20.5%	19.7%	19.3%	40.2%	24.2%	25.3%
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:

* *Came late to class* (1.82)
* *Missed class for other reasons (1.76)*
* *Failed to complete homework on time (1.26)*
* *Fell asleep in class* (1.00)

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CIRP Construct Percentage Report

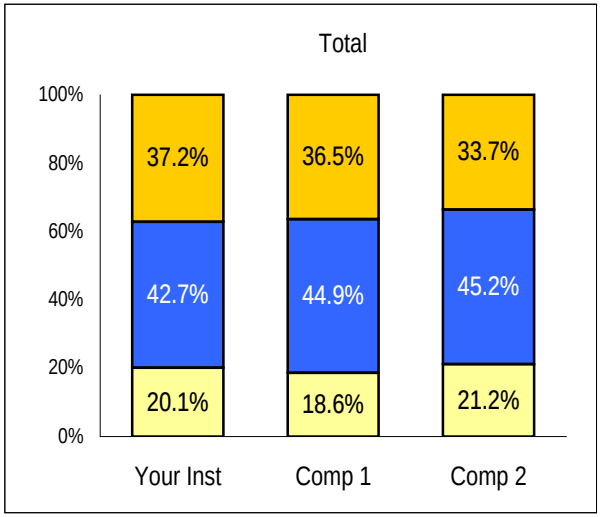
Student-Faculty Interaction

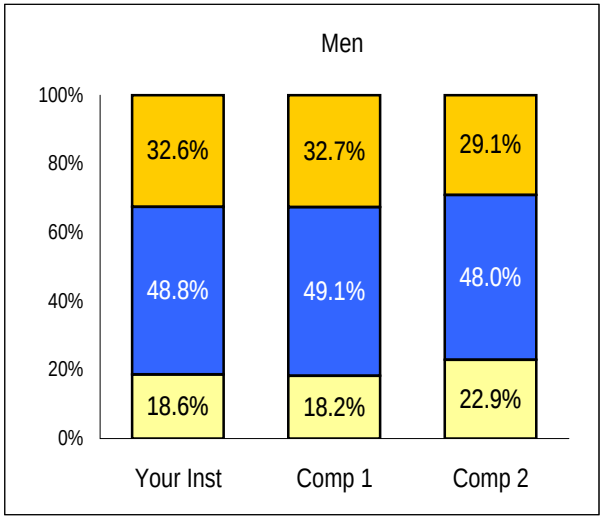
Graduating Seniors

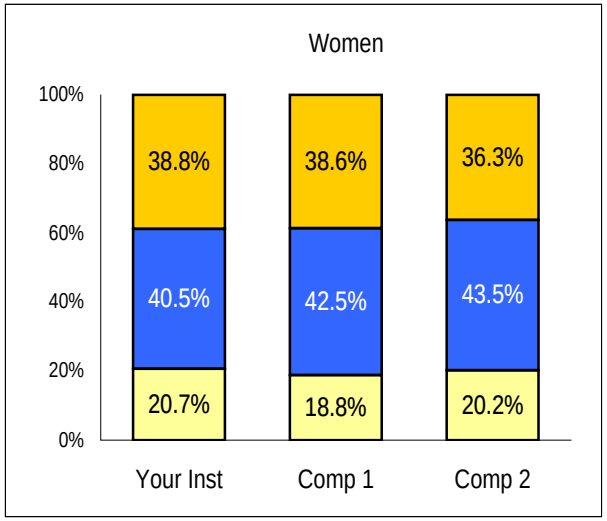
Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

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)	164	3,392	20,928	43	1,222	7,597	121	2,170	13,331
High Student-Faculty Interaction	37.2%	36.5%	33.7%	32.6%	32.7%	29.1%	38.8%	38.6%	36.3%
Average Student-Faculty Interaction	42.7%	44.9%	45.2%	48.8%	49.1%	48.0%	40.5%	42.5%	43.5%
Low Student-Faculty Interaction	20.1%	18.6%	21.2%	18.6%	18.2%	22.9%	20.7%	18.8%	20.2%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* *Help in achieving your professional goals* (3.32)
* *Advice and guidance about your educational program* (2.89)
* *Emotional support and encouragement* (2.40)
* *Feedback on your academic work (outside of grades)* (2.33)
* *An opportunity to discuss coursework outside of class* (2.13)
* *Encouragement to pursue graduate/professional study* (1.91)
* *Help to improve your study skills* (1.84)
* *A letter of recommendation* (1.71)
* *An opportunity to work on a research project* (1.09)

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CIRP Construct Percentage Report

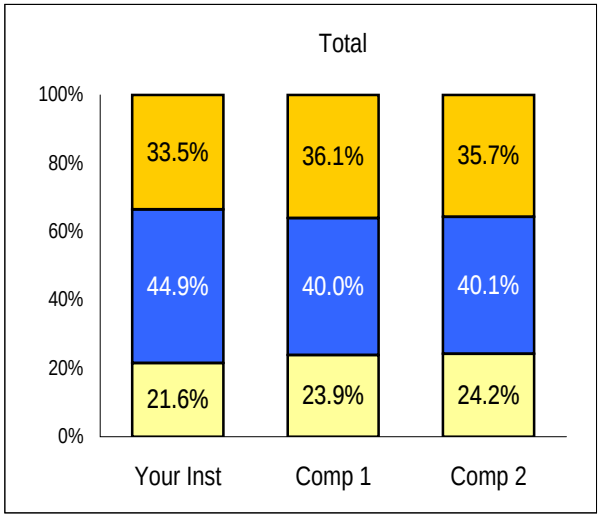
Satisfaction with Coursework

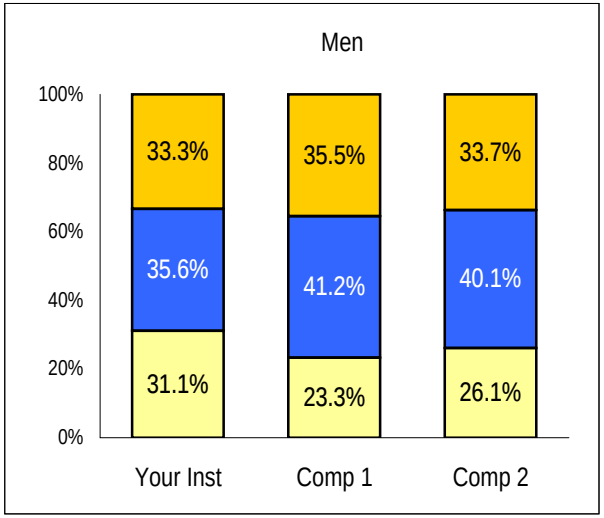
Graduating Seniors

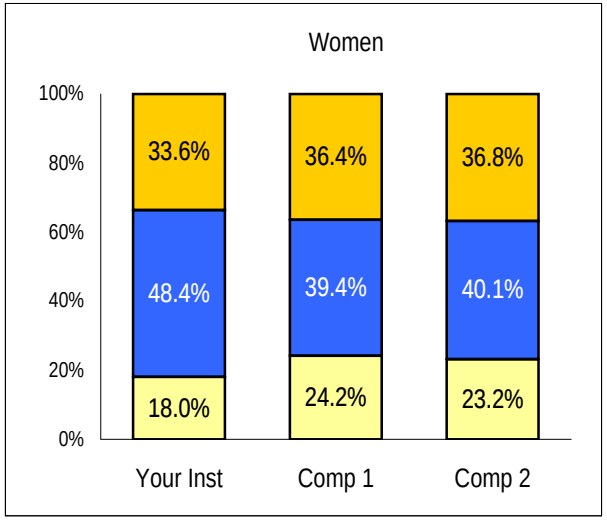
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

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)	167	3,401	21,002	45	1,226	7,631	122	2,175	13,371
High Satisfaction with Courses	33.5%	36.1%	35.7%	33.3%	35.5%	33.7%	33.6%	36.4%	36.8%
Average Satisfaction with Courses	44.9%	40.0%	40.1%	35.6%	41.2%	40.1%	48.4%	39.4%	40.1%
Low Satisfaction with Courses	21.6%	23.9%	24.2%	31.1%	23.3%	26.1%	18.0%	24.2%	23.2%
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)*
- *Courses in your major field (1.54)*
- *General education and core curriculum courses (0.92)*

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CIRP Construct Percentage Report

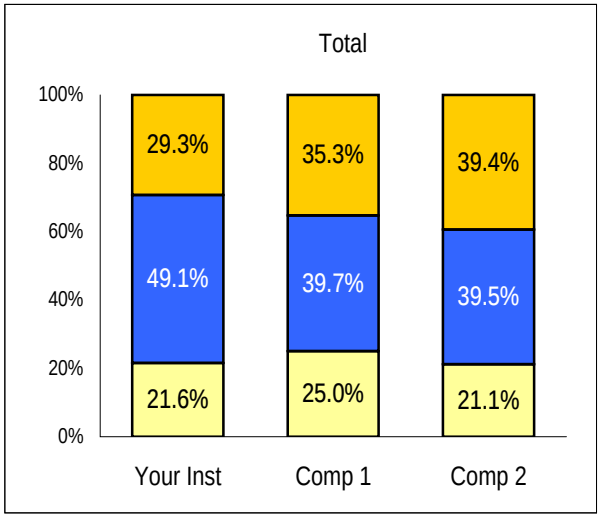
Overall Satisfaction

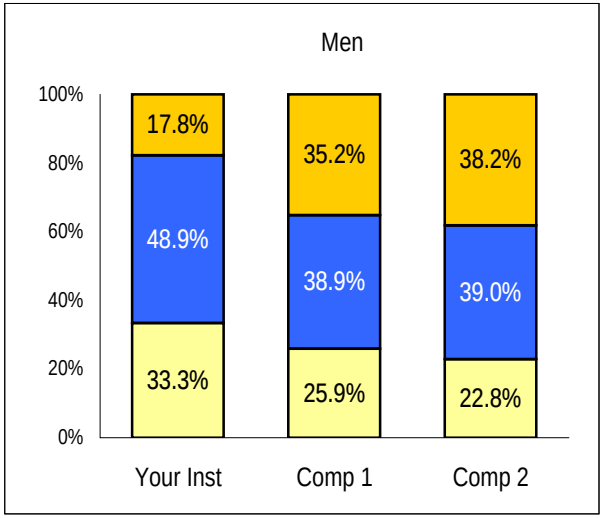
Graduating Seniors

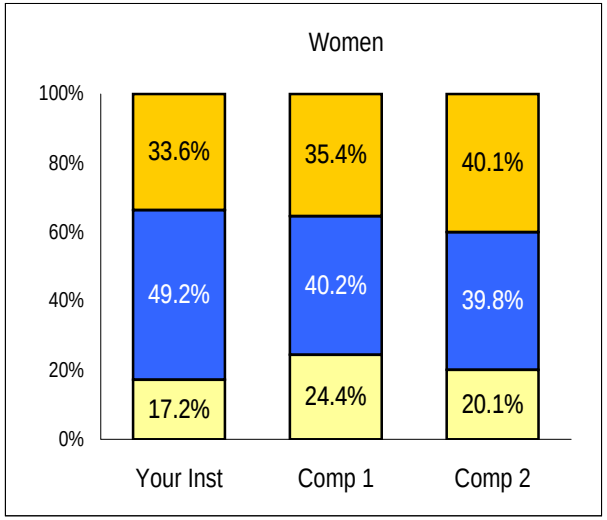
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

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)	167	3,409	21,052	45	1,229	7,650	122	2,180	13,402
High Overall Satisfaction	29.3%	35.3%	39.4%	17.8%	35.2%	38.2%	33.6%	35.4%	40.1%
Average Overall Satisfaction	49.1%	39.7%	39.5%	48.9%	38.9%	39.0%	49.2%	40.2%	39.8%
Low Overall Satisfaction	21.6%	25.0%	21.1%	33.3%	25.9%	22.8%	17.2%	24.4%	20.1%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* *Satisfaction with overall college experience* (3.69)
* *If you could make your college choice over, would you still choose to enroll at your current college?* (1.90)
* *Satisfaction with overall quality of instruction* (1.69)

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CIRP Construct Percentage Report

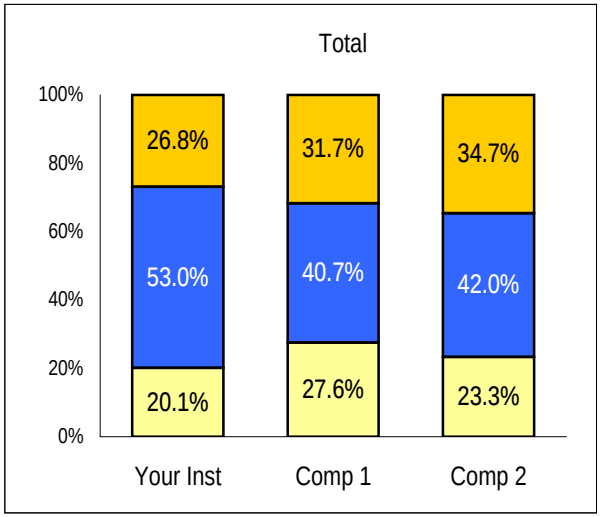
Sense of Belonging

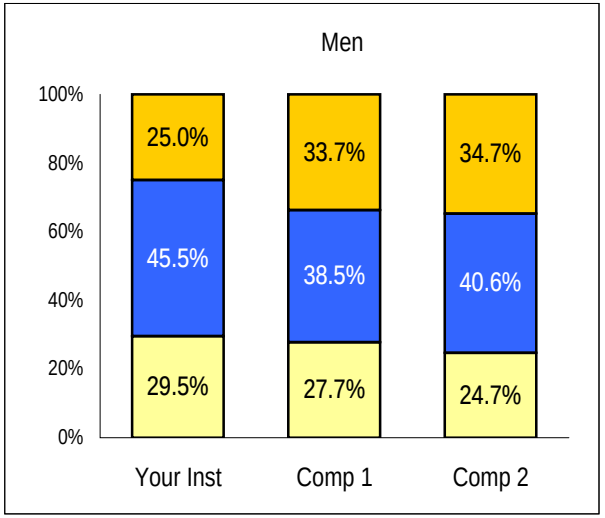
Graduating Seniors

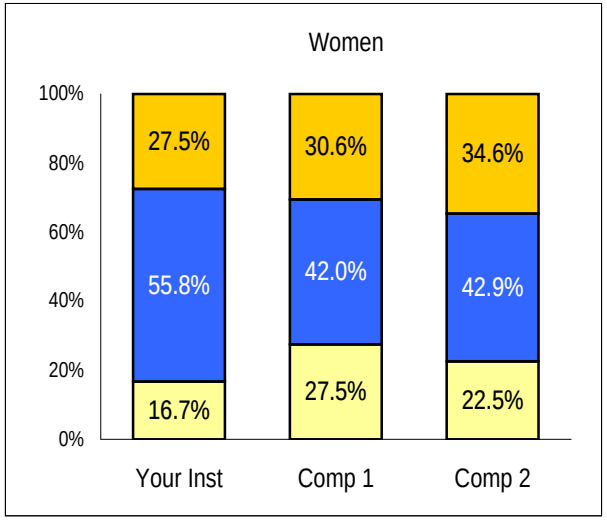
Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

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)	164	3,393	20,957	44	1,222	7,609	120	2,171	13,348
High Sense of Belonging	26.8%	31.7%	34.7%	25.0%	33.7%	34.7%	27.5%	30.6%	34.6%
Average Sense of Belonging	53.0%	40.7%	42.0%	45.5%	38.5%	40.6%	55.8%	42.0%	42.9%
Low Sense of Belonging	20.1%	27.6%	23.3%	29.5%	27.7%	24.7%	16.7%	27.5%	22.5%
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 college (4.62)*
* *I see myself as part of the campus community (3.13)*
* *If asked, I would recommend this college to others (2.33)*

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CIRP Construct Percentage Report

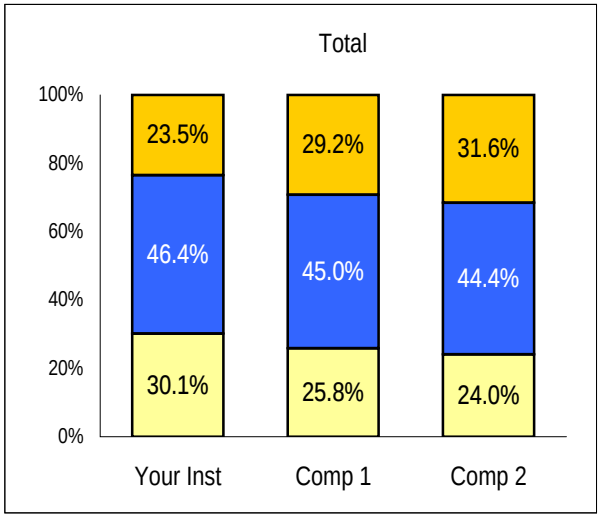
Academic Self-Concept

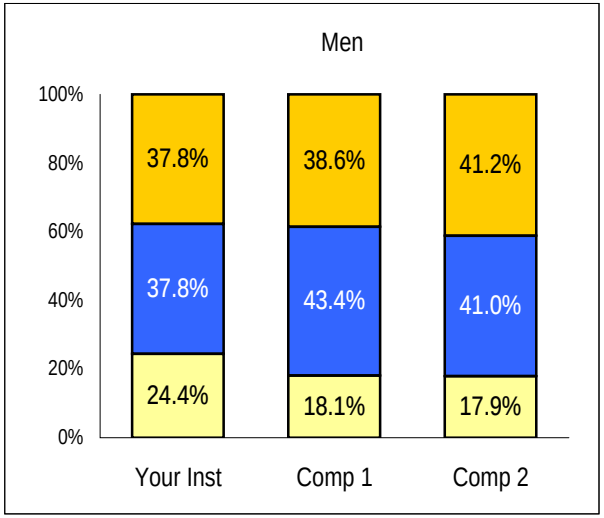
Graduating Seniors

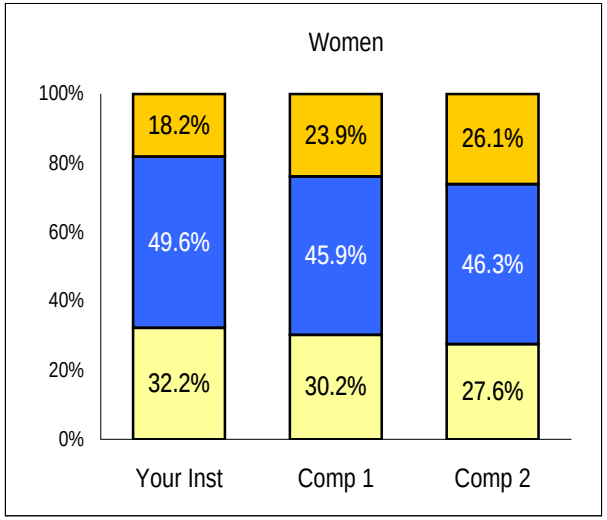
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	166	3,386	20,950	45	1,224	7,610	121	2,162	13,340
High Academic Self-Concept	23.5%	29.2%	31.6%	37.8%	38.6%	41.2%	18.2%	23.9%	26.1%
Average Academic Self-Concept	46.4%	45.0%	44.4%	37.8%	43.4%	41.0%	49.6%	45.9%	46.3%
Low Academic Self-Concept	30.1%	25.8%	24.0%	24.4%	18.1%	17.9%	32.2%	30.2%	27.6%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

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

** Academic ability (3.11)*

** Self-confidence - intellectual (1.86)*

** Drive to achieve (1.63)*

** Mathematical ability (1.60)*

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CIRP Construct Percentage Report

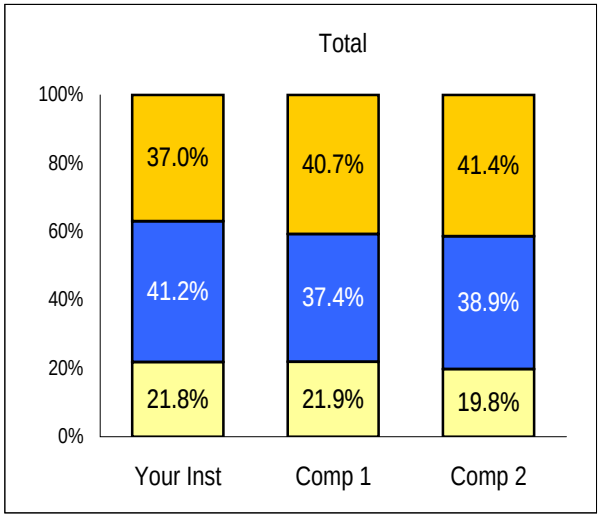
Social Self-Concept

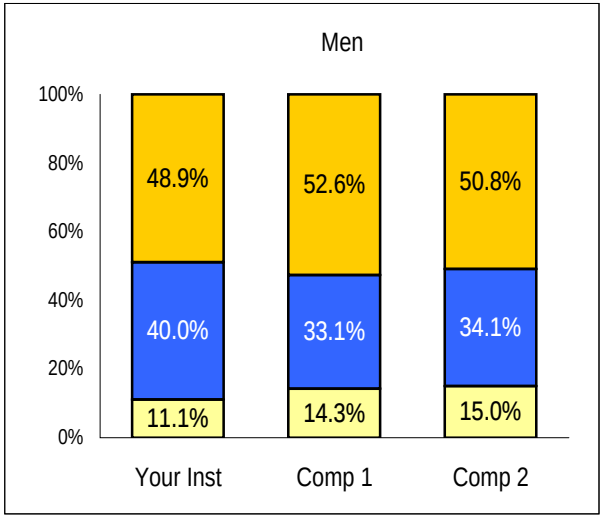
Graduating Seniors

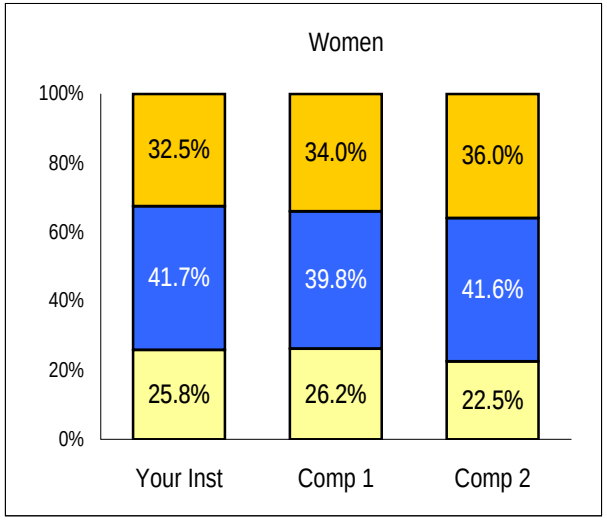
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	165	3,385	20,947	45	1,224	7,609	120	2,161	13,338
High Social Self-Concept	37.0%	40.7%	41.4%	48.9%	52.6%	50.8%	32.5%	34.0%	36.0%
Average Social Self-Concept	41.2%	37.4%	38.9%	40.0%	33.1%	34.1%	41.7%	39.8%	41.6%
Low Social Self-Concept	21.8%	21.9%	19.8%	11.1%	14.3%	15.0%	25.8%	26.2%	22.5%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

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

** Leadership ability (2.93)*

** Public speaking ability (2.66)*

** Self-confidence - social (2.12)*

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CIRP Construct Percentage Report

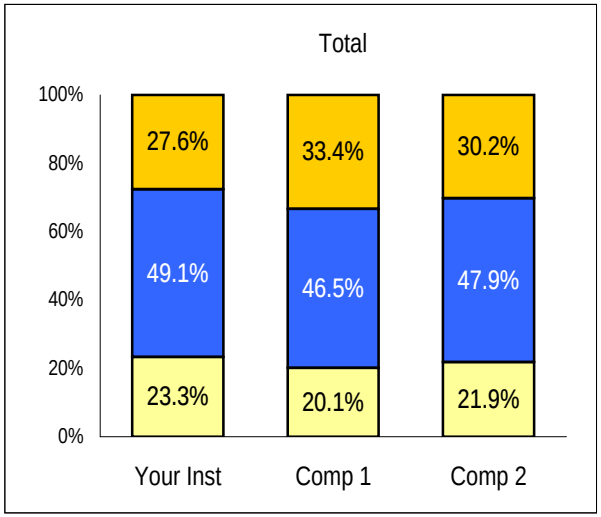
Pluralistic Orientation

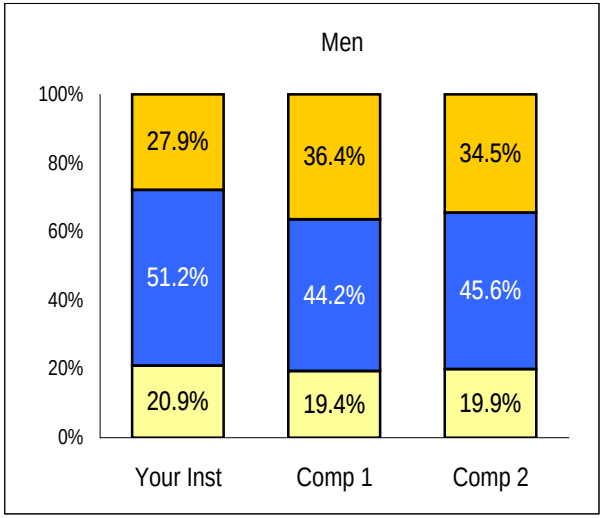
Graduating Seniors

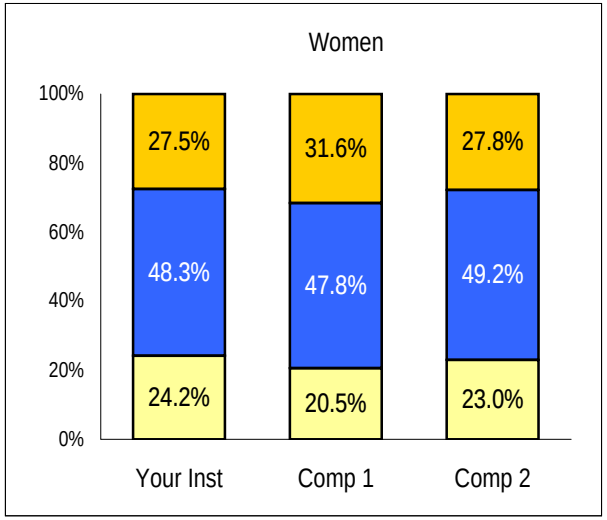
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

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)	163	3,385	20,933	43	1,219	7,600	120	2,166	13,333
High Pluralistic Orientation	27.6%	33.4%	30.2%	27.9%	36.4%	34.5%	27.5%	31.6%	27.8%
Average Pluralistic Orientation	49.1%	46.5%	47.9%	51.2%	44.2%	45.6%	48.3%	47.8%	49.2%
Low Pluralistic Orientation	23.3%	20.1%	21.9%	20.9%	19.4%	19.9%	24.2%	20.5%	23.0%
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:

* *Tolerance of others with different beliefs* (3.35)
* *Ability to work cooperatively with diverse people* (3.14)
* *Openness to having my views challenged* (2.76)
* *Ability to see the world from someone else's perspective* (2.55)
* *Ability to discuss and negotiate controversial issues* (2.11)

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CIRP Construct Percentage Report

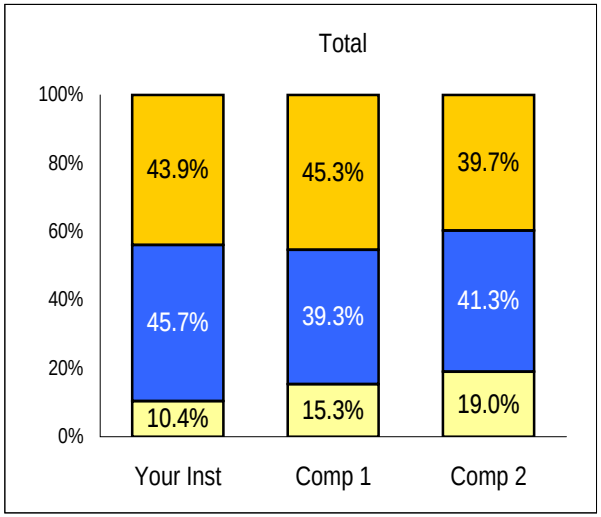
Positive Cross-Racial Interaction

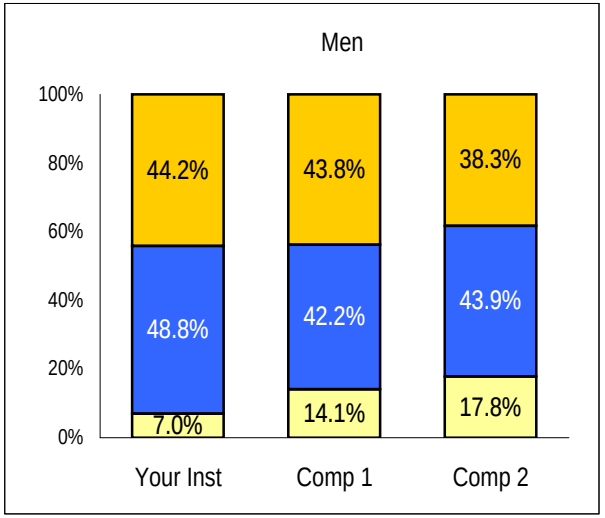
Graduating Seniors

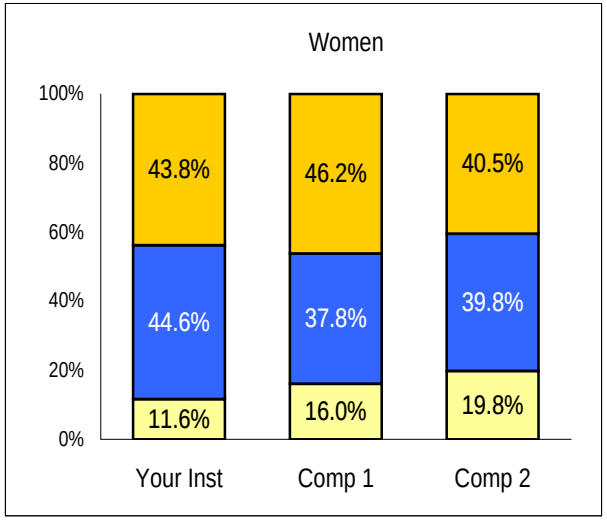
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

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)	164	3,383	20,922	43	1,217	7,592	121	2,166	13,330
High Positive Cross-Racial Interaction	43.9%	45.3%	39.7%	44.2%	43.8%	38.3%	43.8%	46.2%	40.5%
Average Positive Cross-Racial Interaction	45.7%	39.3%	41.3%	48.8%	42.2%	43.9%	44.6%	37.8%	39.8%
Low Positive Cross-Racial Interaction	10.4%	15.3%	19.0%	7.0%	14.1%	17.8%	11.6%	16.0%	19.8%
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)*

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CIRP Construct Percentage Report

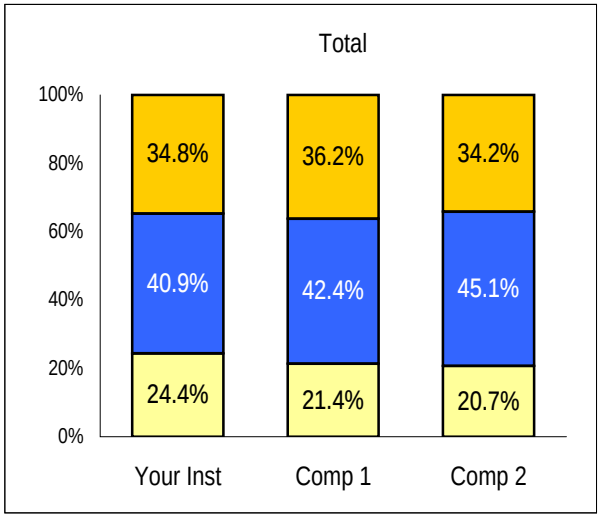
Negative Cross-Racial Interaction

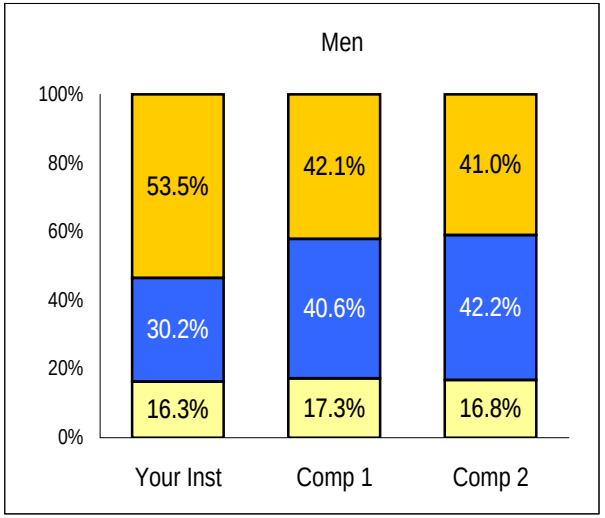
Graduating Seniors

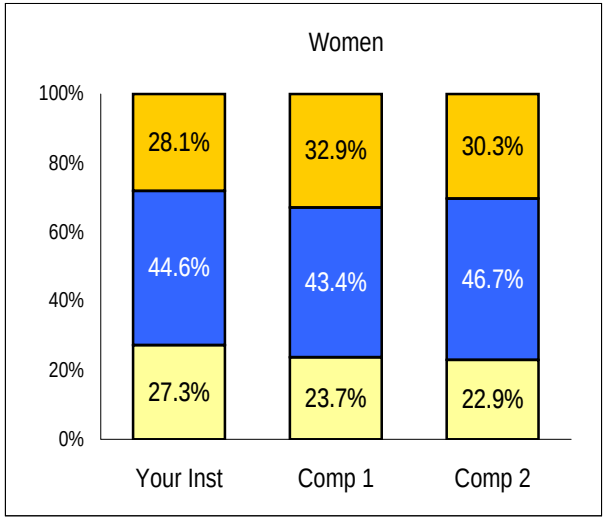
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

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)	164	3,380	20,915	43	1,215	7,590	121	2,165	13,325
High Negative Cross-Racial Interaction	34.8%	36.2%	34.2%	53.5%	42.1%	41.0%	28.1%	32.9%	30.3%
Average Negative Cross-Racial Interaction	40.9%	42.4%	45.1%	30.2%	40.6%	42.2%	44.6%	43.4%	46.7%
Low Negative Cross-Racial Interaction	24.4%	21.4%	20.7%	16.3%	17.3%	16.8%	27.3%	23.7%	22.9%
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 interactions* (2.10)

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2011 College Senior Survey

CIRP Construct Percentage Report

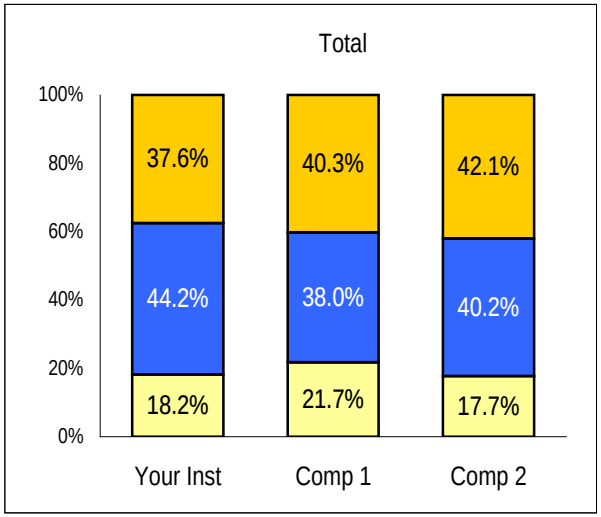
Social Agency

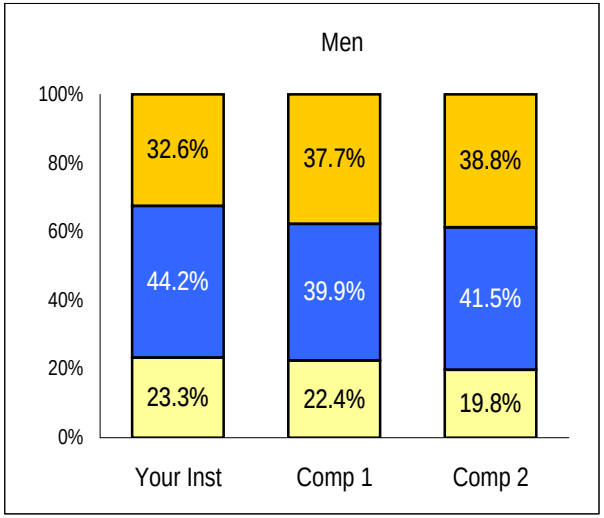
Graduating Seniors

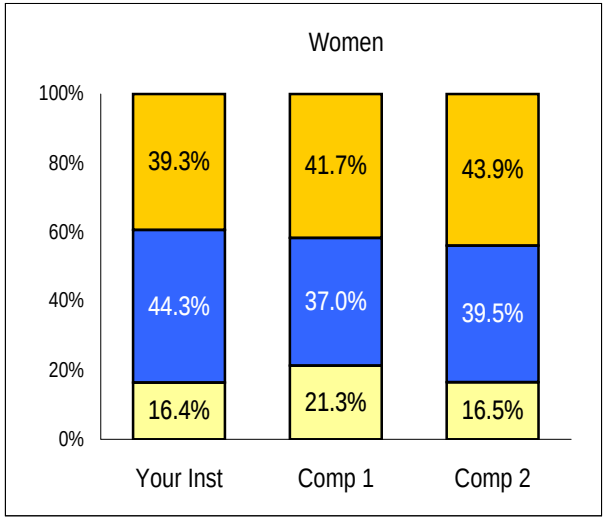
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

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)	165	3,392	20,932	43	1,222	7,602	122	2,170	13,330
High Social Agency	37.6%	40.3%	42.1%	32.6%	37.7%	38.8%	39.3%	41.7%	43.9%
Average Social Agency	44.2%	38.0%	40.2%	44.2%	39.9%	41.5%	44.3%	37.0%	39.5%
Low Social Agency	18.2%	21.7%	17.7%	23.3%	22.4%	19.8%	16.4%	21.3%	16.5%
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* (2.72)
- *Helping to promote racial understanding* (2.61)
- *Becoming a community leader* (2.27)
- *Keeping up to date with political affairs (1.76)*
- *Influencing social values (1.75)*
- *Helping others who are in difficulty (1.61)*

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2011 College Senior Survey

CIRP Construct Percentage Report

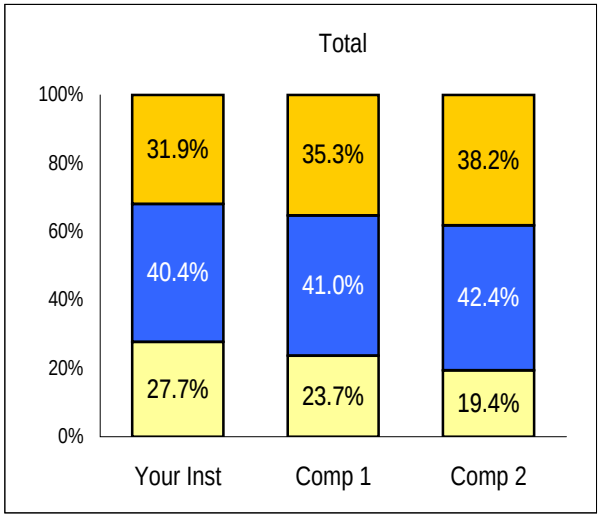
Civic Awareness

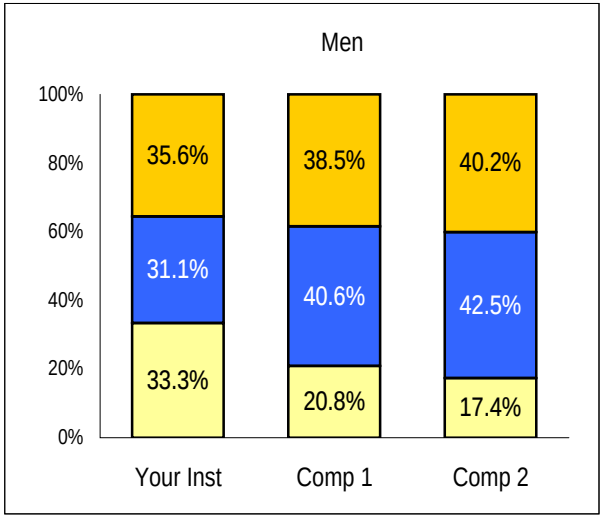
Graduating Seniors

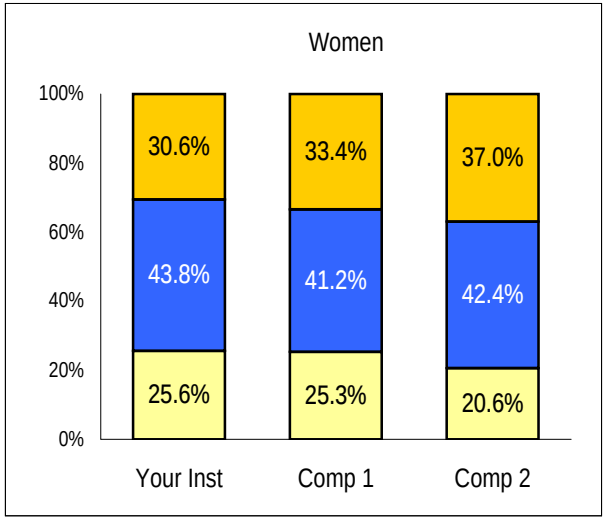
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

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)	166	3,406	21,033	45	1,228	7,643	121	2,178	13,390
High Civic Awareness	31.9%	35.3%	38.2%	35.6%	38.5%	40.2%	30.6%	33.4%	37.0%
Average Civic Awareness	40.4%	41.0%	42.4%	31.1%	40.6%	42.5%	43.8%	41.2%	42.4%
Low Civic Awareness	27.7%	23.7%	19.4%	33.3%	20.8%	17.4%	25.6%	25.3%	20.6%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Compared with when you entered this college, how would you now describe your:

* *Understanding of national issues* (6.00)
* *Understanding of global issues* (3.32)
* *Understanding of the problems facing your community* (2.09)

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2011 College Senior Survey

CIRP Construct Percentage Report

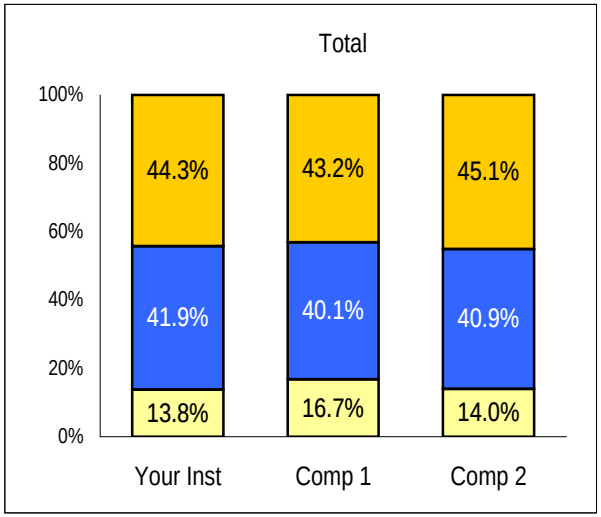
Leadership

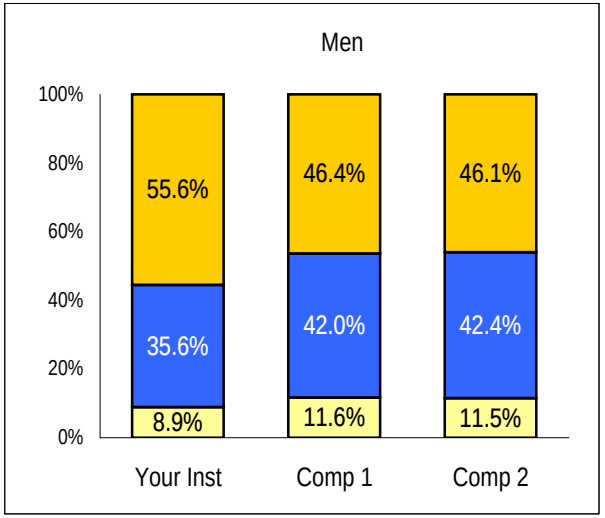
Graduating Seniors

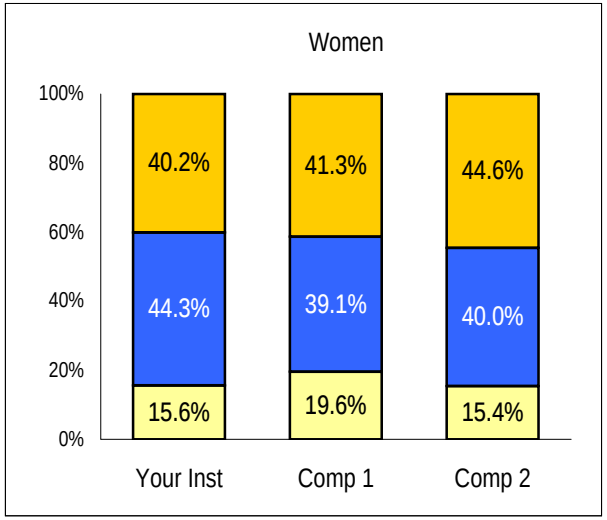
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

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)	167	3,409	21,047	45	1,229	7,650	122	2,180	13,397
High Civic Awareness	44.3%	43.2%	45.1%	55.6%	46.4%	46.1%	40.2%	41.3%	44.6%
Average Civic Awareness	41.9%	40.1%	40.9%	35.6%	42.0%	42.4%	44.3%	39.1%	40.0%
Low Civic Awareness	13.8%	16.7%	14.0%	8.9%	11.6%	11.5%	15.6%	19.6%	15.4%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

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