



**AAC&U Liberal Education & America's Promise (LEAP) Outcomes Mapped onto
2010 CIRP College Senior Survey (CSS)**

Knowledge of Human Cultures and the Natural Worlds

Outcome	Construct / Item on Instrument	Responses	
Sciences	CIRP Construct: Satisfaction with Coursework	Mean	51.5
		SD	9.0
	Goal: Making a theoretical contribution to science	Essential	6.1%
		Very important	13.9%
		Somewhat important	28.6%
		Not important	51.3%
	Look up scientific research articles and resources	Frequently	45.2%
Occasionally		42.9%	
Not at all		11.9%	
Social Sciences	CIRP Construct: Satisfaction with Coursework	*	*
Mathematics	CIRP Construct: Satisfaction with Coursework	*	*
	Self-rating: Mathematical ability	Highest 10%	11.5%
		Above average	29.7%
		Average	38.4%
		Below average	17.6%
		Lowest 10%	2.9%
Humanities		CIRP Construct: Satisfaction with Coursework	*
Self-rated change: Foreign language ability	Much stronger	15.8%	
	Stronger	26.3%	
	No change	44.1%	
	Weaker	10.8%	
	Much weaker	3.0%	
	Arts	CIRP Construct: Satisfaction with Coursework	*
Self-rating: Artistic ability	Highest 10%	9.0%	
	Above average	25.9%	
	Average	34.4%	
	Below average	25.1%	
	Lowest 10%	5.6%	
	Self-rating: Creativity	Highest 10%	18.1%
		Above average	43.8%
		Average	31.7%
		Below average	5.9%
		Lowest 10%	0.5%
	Goal: Becoming accomplished in one of the performing arts (acting, dancing, etc.)	Essential	9.3%
		Very important	11.5%
		Somewhat important	25.4%
		Not important	53.8%
	Goal: Creating artistic work (paintings, sculpture, etc.)	Essential	8.9%
Very important		12.5%	
Somewhat important		24.9%	
Not important		53.7%	
Career importance: Creativity and initiative	Essential	26.0%	
	Very important	41.2%	
	Somewhat important	27.5%	
	Not important	5.4%	

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Intellectual and Practical Skills

Outcome	Construct / Item on Instrument	Responses	
Written and Oral Communication	CIRP Construct: Habits of Mind	Mean	50.9
		SD	9.8
	Self-rating: Writing ability	Highest 10%	20.1%
		Above average	45.0%
		Average	30.0%
		Below average	4.5%
		Lowest 10%	0.5%
	Self-rating: Public speaking ability	Highest 10%	15.5%
		Above average	36.3%
		Average	36.2%
		Below average	10.6%
		Lowest 10%	1.5%
	Self-rating: Ability to discuss and negotiate controversial issues	Highest 10%	22.3%
		Above average	47.4%
		Average	27.4%
		Below average	2.7%
		Lowest 10%	0.2%
	Revise your papers to improve your writing	Frequently	50.3%
		Occasionally	44.4%
		Not at all	5.2%
	Support your opinions with a logical argument	Frequently	57.5%
		Occasionally	38.3%
		Not at all	4.2%
Goal: Writing original works (poems, novels, etc.)	Essential	9.1%	
	Very important	13.4%	
	Somewhat important	26.8%	
	Not important	50.7%	
Made a presentation in class	Frequently	68.2%	
	Occasionally	31.5%	
	Not at all	0.4%	
Contributed to class discussions	Frequently	70.5%	
	Occasionally	28.6%	
	Not at all	0.9%	
Received from your professor: An opportunity to publish	Frequently	9.1%	
	Occasionally	33.0%	
	Not at all	57.9%	
Took a class that required one or more 10+ page papers	Frequently	39.5%	
	Occasionally	53.3%	
	Not at all	7.2%	
Took a class that required multiple short papers	Frequently	75.9%	
	Occasionally	23.7%	
	Not at all	0.4%	
Inquiry, Critical, and Creative Thinking	CIRP Construct: Habits of Mind	*	*
	Self-rated change: Critical thinking skills	Much stronger	46.5%
		Stronger	46.5%
		No change	6.1%
		Weaker	0.7%
		Much weaker	0.1%

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Intellectual and Practical Skills cont.

Outcome	Construct / Item on Instrument	Responses	
Inquiry, Critical, and Creative Thinking cont.	Self-rated change: Problem-solving skills	Much stronger	43.8%
		Stronger	48.0%
		No change	7.3%
		Weaker	0.7%
		Much weaker	0.1%
	Ask questions in class	Frequently	52.0%
		Occasionally	44.6%
		Not at all	3.3%
	Seek solutions to problems and explain them to others	Frequently	52.1%
		Occasionally	44.3%
		Not at all	3.6%
	Seek alternative solutions to a problem	Frequently	42.0%
		Occasionally	54.8%
		Not at all	3.2%
	Explore topics on your own, even though it was not required for a class	Frequently	36.0%
		Occasionally	54.9%
		Not at all	9.1%
	Integrate skills and knowledge from different sources and experiences	Frequently	70.6%
		Occasionally	28.5%
		Not at all	0.8%
	Goal: Making a theoretical contribution to science	*	*
	Goal: Creating artistic works (paintings, sculpture, etc.)	*	*
	Discussed course content with students outside of class	Frequently	66.9%
		Occasionally	31.8%
		Not at all	1.3%
	Enrolled in honors or advanced courses	Yes	31.5%
	Worked on a professor's research project	Frequently	8.8%
		Occasionally	22.7%
		Not at all	68.5%
	Self-rating: Ability to see the world from someone else's perspective	Highest 10%	27.6%
Above average		51.6%	
Average		20.0%	
Below average		0.8%	
Lowest 10%		0.1%	
Applied concepts from courses to everyday life	Frequently	40.3%	
	Occasionally	53.2%	
	Not at all	6.5%	
Challenged a professor's ideas in class	Frequently	9.6%	
	Occasionally	54.3%	
	Not at all	36.1%	
Received from your professor: An opportunity to apply classroom learning to "real-life" issues	Frequently	42.1%	
	Occasionally	51.4%	
	Not at all	6.5%	
Career importance: Creativity and initiative	*	*	
Quantitative Literacy	CIRP Construct: Habits of Mind	*	*
	Self-rating: Mathematical ability	*	*

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Intellectual and Practical Skills cont.

Outcome	Construct / Item on Instrument	Responses	
Information Literacy	CIRP Construct: Habits of Mind	*	*
	Self-rating: Computer skills	Highest 10%	9.4%
		Above average	37.5%
		Average	47.0%
		Below average	5.6%
		Lowest 10%	0.5%
	Evaluate the quality or reliability of information you received	Frequently	47.9%
		Occasionally	47.9%
		Not at all	4.2%
	Look up scientific research articles and resources	*	*
	Used the Internet for research or homework	Frequently	93.3%
		Occasionally	6.5%
		Not at all	0.2%
	Accessed your campus' library resources electronically	Frequently	66.2%
		Occasionally	30.4%
	Not at all	3.5%	
Used the library for research or homework	Frequently	59.3%	
	Occasionally	37.1%	
	Not at all	3.6%	
Teamwork	CIRP Construct: Leadership	Mean	53.1
		SD	8.1
	Self-rating: Cooperativeness	Highest 10%	25.5%
		Above average	53.2%
		Average	20.0%
		Below average	1.2%
		Lowest 10%	0.1%
	Self-rating: Ability to work cooperatively with diverse people	Highest 10%	30.6%
		Above average	51.1%
		Average	17.6%
		Below average	0.5%
		Lowest 10%	0.1%
	Tutored another college student	Frequently	11.5%
		Occasionally	37.7%
		Not at all	50.8%
	I have effectively led a group to a common purpose	Strongly agree	23.1%
		Agree	48.7%
		Disagree	22.9%
	Strongly disagree	5.3%	
Participated in leadership training	Yes	31.8%	
Been a leader in an organization	Yes	55.3%	
Worked on a professor's research project	*	*	
Worked with classmates on group projects during class	Frequently	39.4%	
	Occasionally	56.7%	
	Not at all	3.9%	
Worked with classmates on group projects outside of class	Frequently	49.1%	
	Occasionally	48.8%	
	Not at all	2.0%	

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Intellectual and Practical Skills cont.

Outcome	Construct / Item on Instrument	Responses	
Teamwork cont.	Career importance: Leadership potential	Essential	25.5%
		Very important	43.0%
		Somewhat important	26.3%
		Not important	5.2%
Integration of Learning	CIRP Construct: Habits of Mind	*	*
	Self-rated change: General knowledge	Much stronger	50.5%
		Stronger	46.7%
		No change	2.0%
		Weaker	0.6%
		Much weaker	0.2%
	Self-rated change: Knowledge of a particular field or discipline	Much stronger	72.5%
		Stronger	25.8%
		No change	1.1%
		Weaker	0.4%
		Much weaker	0.2%
	Self-rated: Academic ability	Highest 10%	26.1%
		Above average	53.1%
		Average	19.9%
		Below average	0.8%
		Lowest 10%	0.1%
	Integrate skills and knowledge from different sources and experiences	*	*
	Explore topics on your own, even though it was not required for a class	*	*
	Applied concepts from courses to everyday life	*	*
	Discussed course content with students outside of class	*	*
	Worked on a professor's research project	*	*
	Received from your professor: An opportunity to apply classroom learning to "real-life" issues	*	*
Worked on independent study projects	Frequently	38.7%	
	Occasionally	41.7%	
	Not at all	19.7%	
Participated in an internship program	Yes	55.3%	
Participated in study-abroad	Yes	32.5%	
Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	Yes	10.4%	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)	Yes	64.3%	

Personal and Social Responsibility

Outcome	Construct / Item on Instrument	Responses	
Civic Responsibility and Engagement	CIRP Construct: Social Agency	Mean	51.2
		SD	9.0
	CIRP Construct: Civic Awareness	Mean	52.0
		SD	8.5

**AAC&U Liberal Education & America's Promise (LEAP) Outcomes Mapped onto
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Personal and Social Responsibility cont.

Outcome	Construct / Item on Instrument	Responses	
Civic Responsibility and Engagement cont.	Self-rated change: Understanding of the problems facing your community	Much stronger	24.9%
		Stronger	52.0%
		No change	21.1%
		Weaker	1.7%
		Much weaker	0.3%
	Self-rated change: Understanding of national issues	Much stronger	23.2%
		Stronger	53.4%
		No change	20.6%
		Weaker	2.4%
		Much weaker	0.4%
	Self-rated change: Understanding of global issues	Much stronger	28.2%
		Stronger	51.4%
		No change	17.9%
		Weaker	2.0%
		Much weaker	0.4%
	Demonstrated for/against a cause	Frequently	11.6%
		Occasionally	42.3%
		Not at all	46.1%
	Publicly communicated your opinion about a cause (e.g., blog, email, petition)	Frequently	15.5%
		Occasionally	40.5%
		Not at all	44.0%
	Performed volunteer or community service work	Frequently	18.0%
		Occasionally	54.0%
		Not at all	28.0%
	Worked on a local, state, or national political campaign	Frequently	2.0%
		Occasionally	10.2%
		Not at all	87.8%
	Performed community service as part of a class	Frequently	12.5%
		Occasionally	46.7%
		Not at all	40.8%
	Voted in a student election	Frequently	22.7%
		Occasionally	45.0%
Not at all		32.3%	
HPW: Volunteer work	None	41.9%	
	Less than 1 hr	21.7%	
	1-2 hrs	19.4%	
	3-5 hrs	10.8%	
	6-10 hrs	3.8%	
	11-15 hrs	1.2%	
	16-20 hrs	0.5%	
	Over 20 hrs	0.8%	
Frequency: Discussed politics	Frequently	23.4%	
	Occasionally	57.8%	
	Not at all	18.8%	
Helped raise money for a cause or campaign	Frequently	15.2%	
	Occasionally	42.1%	
	Not at all	42.7%	
Goal: Influencing the political structure	Essential	7.7%	
	Very important	18.0%	
	Somewhat important	39.7%	
	Not important	34.6%	

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Personal and Social Responsibility cont.

Outcome	Construct / Item on Instrument	Responses	
Civic Responsibility and Engagement cont.	Goal: Becoming involved in programs to clean up the environment	Essential	9.6%
		Very important	25.1%
		Somewhat important	45.7%
		Not important	19.6%
	Goal: Participating in a community action program	Essential	11.5%
		Very important	30.4%
		Somewhat important	41.4%
		Not important	16.7%
	Goal: Becoming a community leader	Essential	13.4%
		Very important	30.4%
		Somewhat important	38.7%
		Not important	17.5%
	Goal: Influencing social values	Essential	15.7%
		Very important	38.9%
		Somewhat important	34.3%
		Not important	11.0%
	Goal: Helping others who are in difficulty	Essential	34.3%
		Very important	45.8%
		Somewhat important	18.3%
		Not important	1.7%
Participated in student government	Yes	10.4%	
Career importance: Working for social change	Essential	18.7%	
	Very important	28.4%	
	Somewhat important	38.0%	
	Not important	14.8%	
Opinion: Realistically, an individual can do little to bring about changes in our society	Agree strongly	3.1%	
	Agree somewhat	19.4%	
	Disagree somewhat	44.4%	
	Disagree strongly	33.1%	
Fall plans: Participating in an organization like the Peace Corps, AmeriCorps/VISTA, or Teach for America	Yes	5.0%	
Fall plans: Participating in a community service organization	Yes	8.1%	
Fall plans: Doing volunteer work	Yes	18.3%	
Ethical Reasoning	Goal: Helping others who are in difficulty	*	*
	Goal: Developing a meaningful philosophy of life	Essential	27.6%
		Very important	36.2%
		Somewhat important	26.0%
		Not important	10.2%
Inercultural Knowledge and Actions	CIRP Construct: Pluralistic Orientation	Mean	50.8
		SD	8.4
	CIRP Construct: Positive Cross-Racial Interaction	Mean	51.9
		SD	8.5
	CIRP Construct: Negative Cross-Racial Interaction	Mean	52.2
		SD	7.8
	Self-rated change: Knowledge of people from different races/cultures	Much stronger	27.1%
		Stronger	48.2%
		No change	22.1%
		Weaker	2.1%
Much weaker		0.6%	
Self-rated change: Understanding of global issues	*	*	

*Repeat Item

**AAC&U Liberal Education & America's Promise (LEAP) Outcomes Mapped onto
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Personal and Social Responsibility cont.

Outcome	Construct / Item on Instrument	Responses		
Inercultural Knowledge and Actions cont.	Self-rating: Understanding of others	Highest 10%	23.2%	
		Above average	50.5%	
		Average	24.7%	
		Below average	1.4%	
		Lowest 10%	0.2%	
	Self-rating: Ability to see the world from someone else's perspective	Highest 10%	27.6%	
		Above average	51.6%	
		Average	20.0%	
		Below average	0.8%	
		Lowest 10%	0.1%	
	Self-rating: Tolerance of others with different beliefs	Highest 10%	28.9%	
		Above average	50.6%	
		Average	19.1%	
		Below average	1.2%	
		Lowest 10%	0.2%	
	Self-rating: Openness to having my own views challenged	Highest 10%	19.9%	
		Above average	46.7%	
		Average	30.1%	
		Below average	3.0%	
		Lowest 10%	0.3%	
	Self-rating: Ability to work cooperatively with diverse people		*	*
	Racial/ethnic interaction: Dined or shared a meal	Very often	26.8%	
		Often	28.0%	
		Sometimes	28.4%	
		Seldom	12.3%	
		Never	4.5%	
	Racial/ethnic interaction: Had meaningful and honest discussion about race/ethnic relations outside of class	Very often	16.0%	
		Often	22.3%	
		Sometimes	32.3%	
		Seldom	20.5%	
		Never	9.0%	
	Racial/ethnic interaction: Had guarded interactions	Very often	3.8%	
Often		8.5%		
Sometimes		30.0%		
Seldom		33.4%		
Never		24.3%		
Racial/ethnic interaction: Shared personal feelings and problems	Very often	17.4%		
	Often	26.5%		
	Sometimes	32.3%		
	Seldom	15.8%		
	Never	8.0%		
Racial/ethnic interaction: Had intellectual discussions outside of class	Very often	18.9%		
	Often	27.5%		
	Sometimes	30.6%		
	Seldom	15.1%		
	Never	8.0%		
Racial/ethnic interaction: Studied or prepared for class	Very often	24.3%		
	Often	24.7%		
	Sometimes	27.8%		
	Seldom	14.8%		
	Never	8.4%		

*Repeat Item

**AAC&U Liberal Education & America's Promise (LEAP) Outcomes Mapped onto
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Personal and Social Responsibility cont.

Outcome	Construct / Item on Instrument	Responses	
Inercultural Knowledge and Actions cont.	Racial/ethnic interaction: Socialized or partied	Very often	23.6%
		Often	28.5%
		Sometimes	28.9%
		Seldom	12.9%
		Never	6.1%
	Goal: Improving my understanding of other countries and cultures	Essential	25.8%
		Very important	40.0%
		Somewhat important	28.7%
		Not important	5.5%
	Goal: Helping to promote racial understanding	Essential	12.4%
		Very important	28.9%
		Somewhat important	40.4%
		Not important	18.3%
	Had a roommate of different race/ethnicity	Yes	42.0%
	Self-rated change: Ability to get along with people of different races/cultures	Much stronger	27.1%
		Stronger	36.3%
		No change	34.6%
		Weaker	1.5%
		Much weaker	0.4%
	Taken an ethnic studies course	Yes	53.7%
Taken a women's studies course	Yes	26.1%	
Attended a racial/cultural awareness workshop	Yes	35.1%	
Participated in ethnic/racial student organization	Yes	15.1%	
Participated in study abroad program	*	*	
Opinion: Racial discrimination is no longer a major problem in America	Agree strongly	3.0%	
	Agree somewhat	14.8%	
	Disagree somewhat	44.7%	
	Disagree strongly	37.5%	
Propensity for Lifelong Learning	CIRP Construct: Habits of Mind	*	*
	Self-rating: Drive to achieve	Highest 10%	36.8%
		Above average	42.8%
		Average	17.9%
		Below average	2.3%
		Lowest 10%	0.3%
	Explore topics on your own, even though it was not required for a class	*	*
	Seek alternative solutions to a problem	*	*
	Support your opinions with a logical argument	*	*
	Seek solutions to problems and explain them to others	*	*
	Evaluate the quality or reliability of information you received	*	*
	Integrate skills and knowledge from different sources and experiences	*	*
	Accept mistakes as part of the learning process	Frequently	49.9%
	Occasionally	48.0%	
	Not at all	2.0%	

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Personal and Social Responsibility cont.

Outcome	Construct / Item on Instrument	Responses	
Propensity for Lifelong Learning cont.	HPW: Studying/Homework	None	0.2%
		Less than 1 hr	0.9%
		1-2 hrs	5.5%
		3-5 hrs	21.0%
		6-10 hrs	28.5%
		11-15 hrs	19.0%
		16-20 hrs	13.0%
		Over 20 hrs	11.9%
	Goal: Becoming an authority in my field	Essential	23.4%
		Very important	43.0%
		Somewhat important	26.8%
		Not important	6.8%
	Goal: Obtaining recognition from my colleagues for contributions to my special field	Essential	17.6%
		Very important	40.8%
		Somewhat important	32.8%
		Not important	8.8%
	Studied with other students	Frequently	45.0%
		Occasionally	50.1%
		Not at all	4.8%
	Tutored another college student	*	*
Discussed politics	*	*	
Discussed course content with students outside of class	*	*	
Worked with classmates on group projects during class	*	*	
Worked with classmates on group projects outside of class	*	*	
Applied concepts from courses to everyday life	*	*	
Received from professor: An opportunity to apply classroom learning to "real-life" issues	*	*	
Worked on independent study projects	*	*	

Integrative and Applied Learning

Outcome	Construct / Item on Instrument	Responses	
Synthesis and Advanced Accomplishment	CIRP Construct: Habits of Mind	*	*
	CIRP Construct: Pluralistic Orientation	*	*
	Self-rating: Ability to see the world from someone else's perspective	*	*
	Self-rating: Openness to having my own views challenged	*	*
	Self-rating: Ability to discuss and negotiate controversial issues	*	*
	Self-rating: Ability to work cooperatively with diverse people	*	*
	Explore topics on your own, even though it was not required for a class	*	*
	Integrate skills and knowledge from different sources and experiences	*	*
	Self-rated change: General knowledge	*	*
	Self-rated change: Understanding of the problems facing your community	*	*
	Self-rated change: Understanding of national issues	*	*
	Self-rated change: Understanding of global issues	*	*
	Enrolled in honors or advanced courses	*	*
	Worked on a professor's research project	*	*

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Integrative and Applied Learning cont.

Outcome	Construct / Item on Instrument	Responses	
Synthesis and Advanced Accomplishment cont.	Worked with classmates on group projects during class	*	*
	Worked with classmates on group projects outside of class	*	*
	Made a presentation in class	*	*
	Applied concepts from courses to everyday life	*	*
	Worked on independent study projects	*	*
	Tutored another college student	*	*
	Participated in an undergraduate research program (e.g., MARC, MBRS, REU)	*	*
	Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)	*	*
	Participated in an internship program	*	*
	Participated in study-abroad	*	*
	Received from professor: An opportunity to work on a research project	Frequently	23.5%
		Occasionally	43.7%
		Not at all	32.9%
Received from professor: An opportunity to apply classroom learning to "real-life" issues	*	*	