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

2012 College Senior Survey

CIRP Construct Reports

Graduating Seniors

Sample University

comparison group 1:	All Universities
comparison group 2:	All Baccalaureate Insitutions

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2012 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.

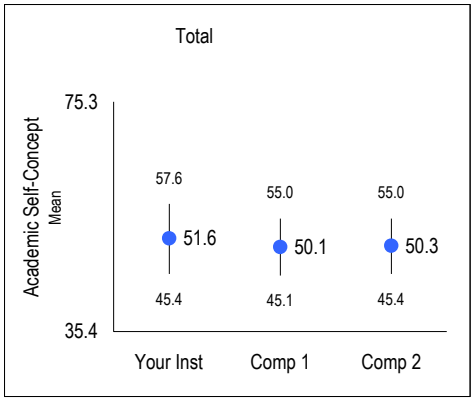
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

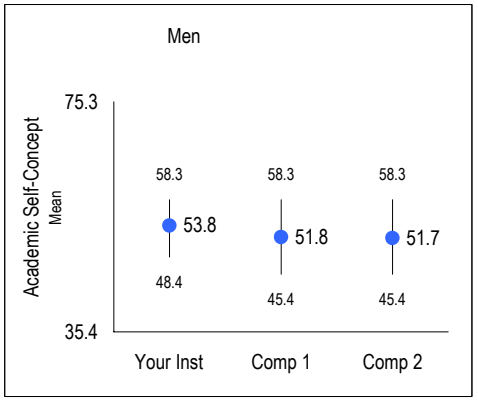
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard 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.

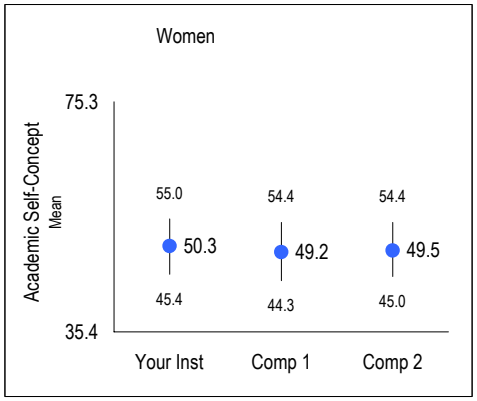
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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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2012 College Senior Survey

CIRP Construct Mean Report

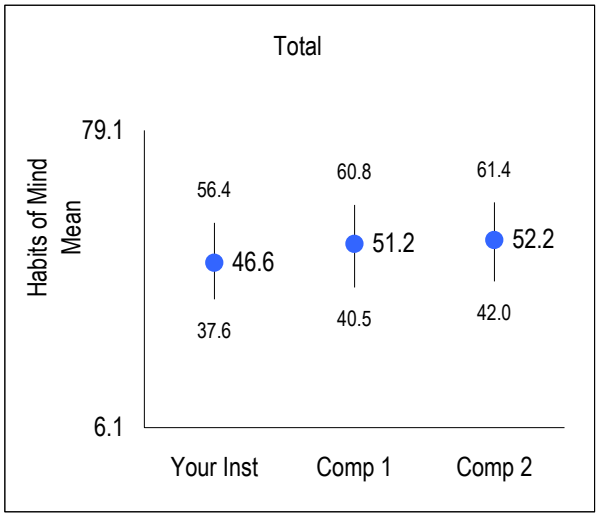
Habits of Mind

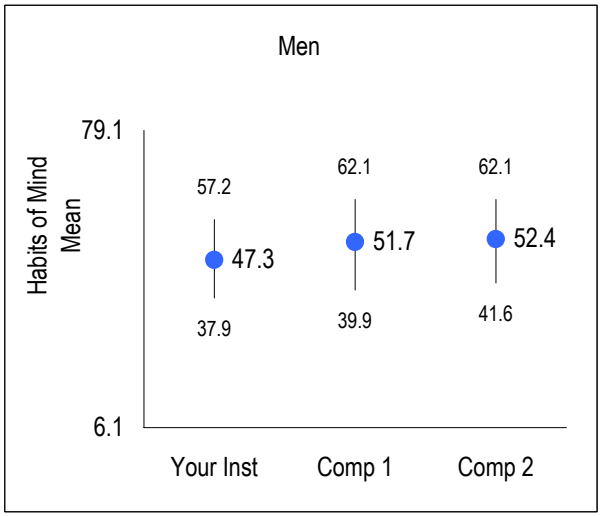
Graduating Seniors

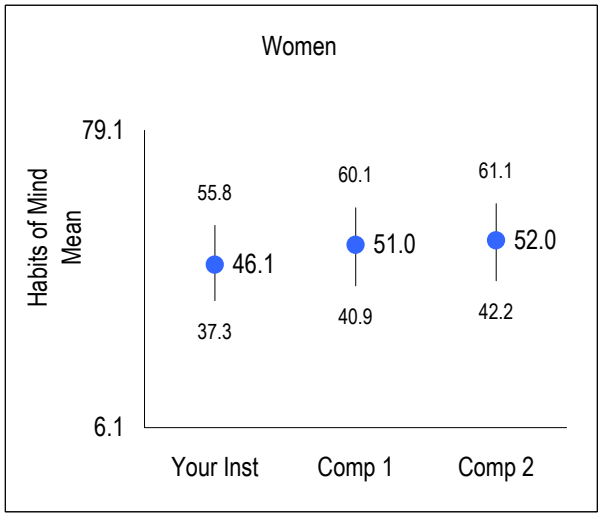
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	893	5,360	20,660	350	1,994	7,276	543	3,366	13,384
Mean	46.6	51.2	52.2	47.3	51.7	52.4	46.1	51.0	52.0
Standard Deviation	13.82	13.50	13.04	14.49	14.00	13.39	13.36	13.19	12.85
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.34	-0.43	-	-0.31	-0.38	-	-0.37	-0.46
25th percentile	37.6	40.5	42.0	37.9	39.9	41.6	37.3	40.9	42.2
75th percentile	56.4	60.8	61.4	57.2	62.1	62.1	55.8	60.1	61.1

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

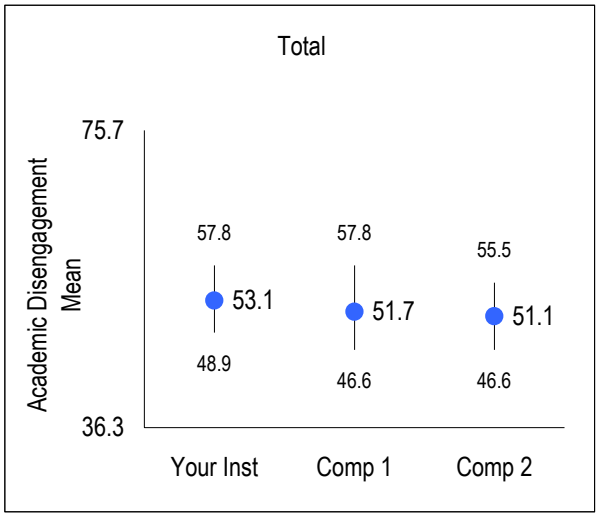
Academic Disengagement

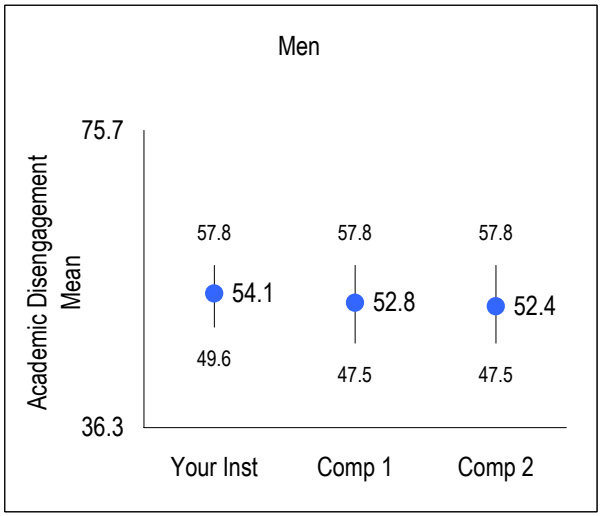
Graduating Seniors

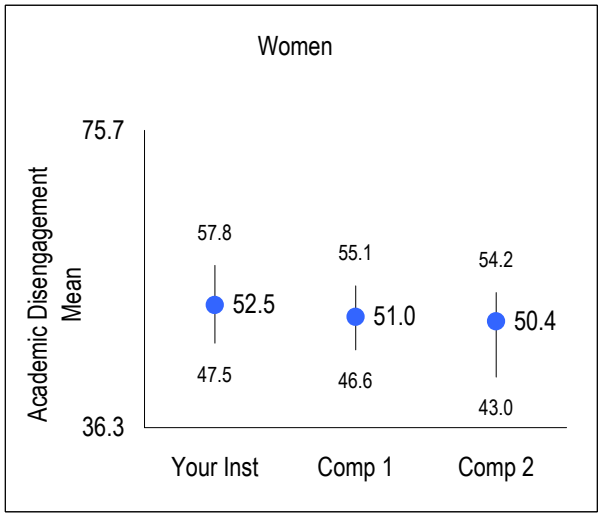
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

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)	893	5,366	20,698	350	1,996	7,290	543	3,370	13,408
Mean	53.1	51.7	51.1	54.1	52.8	52.4	52.5	51.0	50.4
Standard Deviation	8.15	8.11	7.80	8.68	8.52	8.06	7.74	7.77	7.56
Significance	-	***	***	-	*	***	-	***	***
Effect Size	-	0.18	0.26	-	0.14	0.21	-	0.20	0.29
25th percentile	48.9	46.6	46.6	49.6	47.5	47.5	47.5	46.6	43.0
75th percentile	57.8	57.8	55.5	57.8	57.8	57.8	57.8	55.1	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

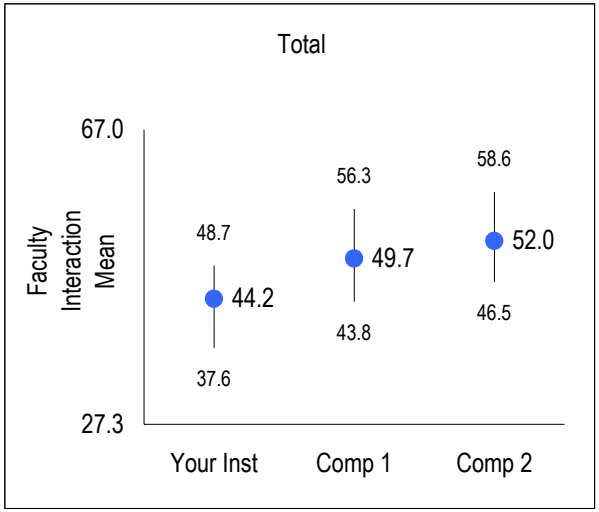
Faculty Interaction: Mentorship

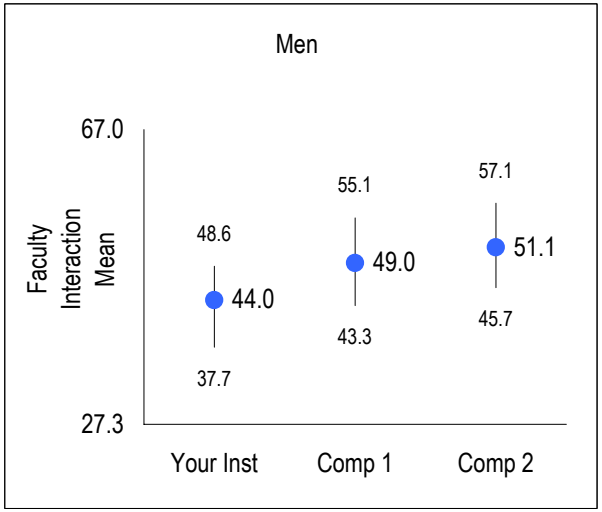
Graduating Seniors

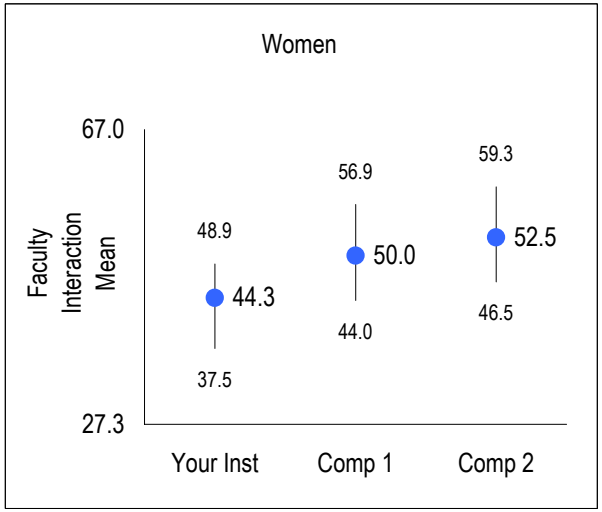
Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

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)	893	5,344	20,584	350	1,983	7,242	543	3,361	13,342
Mean	44.2	49.7	52.0	44.0	49.0	51.1	44.3	50.0	52.5
Standard Deviation	9.33	9.41	8.88	9.41	9.40	8.81	9.29	9.41	8.89
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.58	-0.88	-	-0.53	-0.81	-	-0.61	-0.92
25th percentile	37.6	43.8	46.5	37.7	43.3	45.7	37.5	44.0	46.5
75th percentile	48.7	56.3	58.6	48.6	55.1	57.1	48.9	56.9	59.3

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

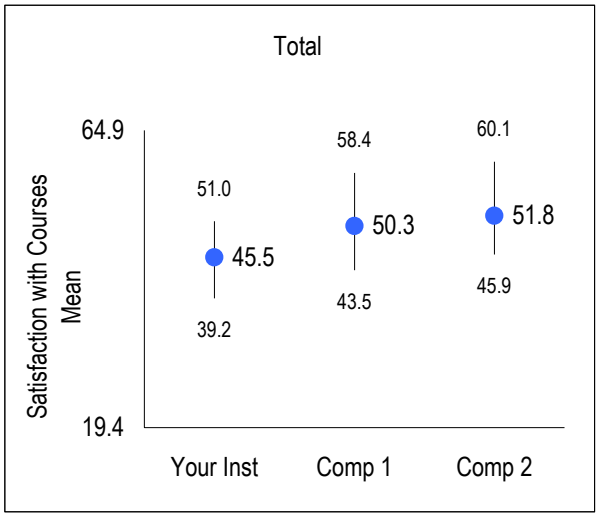
Satisfaction with Coursework

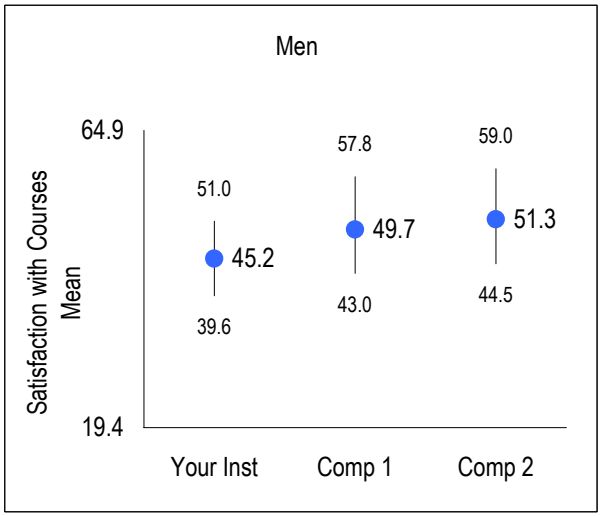
Graduating Seniors

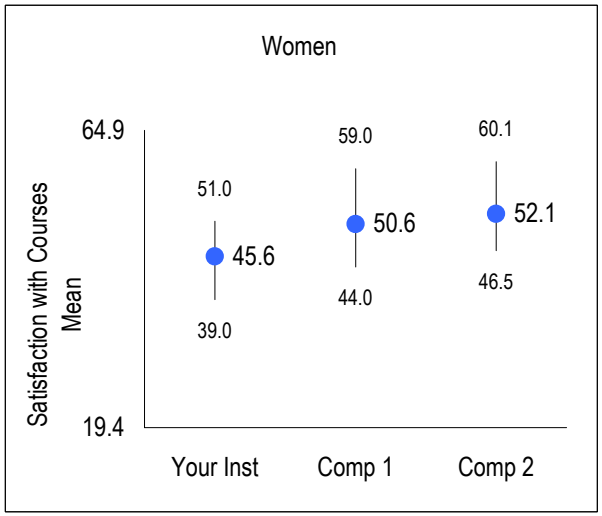
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

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)	893	5,360	20,655	350	1,994	7,272	543	3,366	13,383
Mean	45.5	50.3	51.8	45.2	49.7	51.3	45.6	50.6	52.1
Standard Deviation	9.67	9.82	9.28	10.01	10.18	9.53	9.46	9.59	9.12
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.49	-0.69	-	-0.44	-0.63	-	-0.52	-0.72
25th percentile	39.2	43.5	45.9	39.6	43.0	44.5	39.0	44.0	46.5
75th percentile	51.0	58.4	60.1	51.0	57.8	59.0	51.0	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

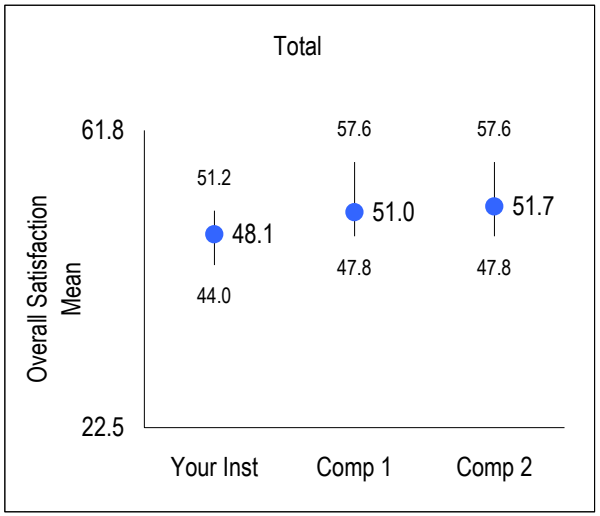
Overall Satisfaction

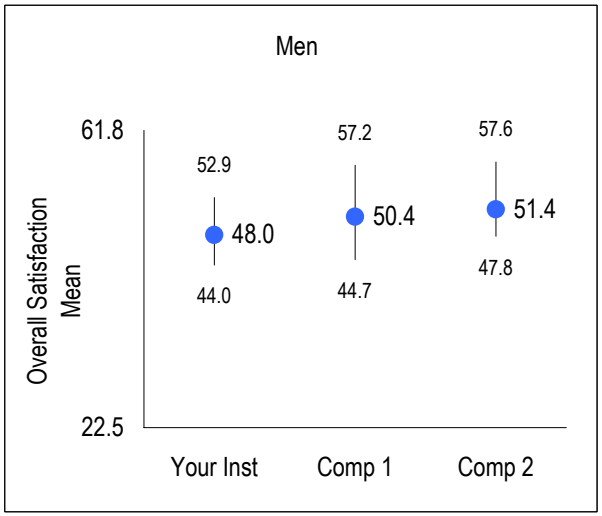
Graduating Seniors

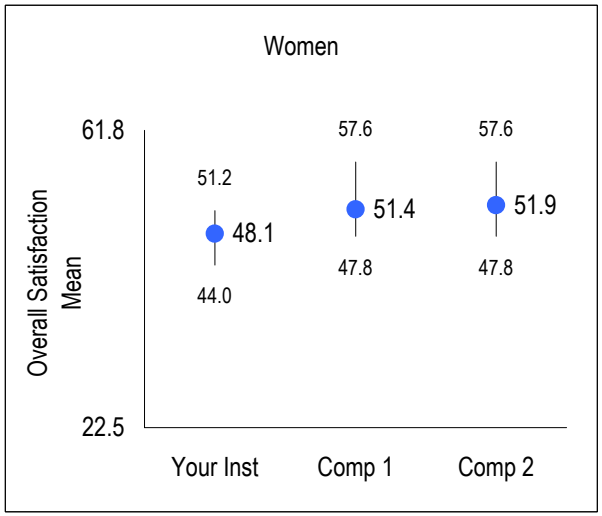
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

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)	894	5,368	20,702	350	1,996	7,290	544	3,372	13,412
Mean	48.1	51.0	51.7	48.0	50.4	51.4	48.1	51.4	51.9
Standard Deviation	7.84	8.16	8.03	8.16	8.48	8.21	7.64	7.94	7.93
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.36	-0.45	-	-0.29	-0.41	-	-0.40	-0.48
25th percentile	44.0	47.8	47.8	44.0	44.7	47.8	44.0	47.8	47.8
75th percentile	51.2	57.6	57.6	52.9	57.2	57.6	51.2	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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CIRP Construct Mean Report

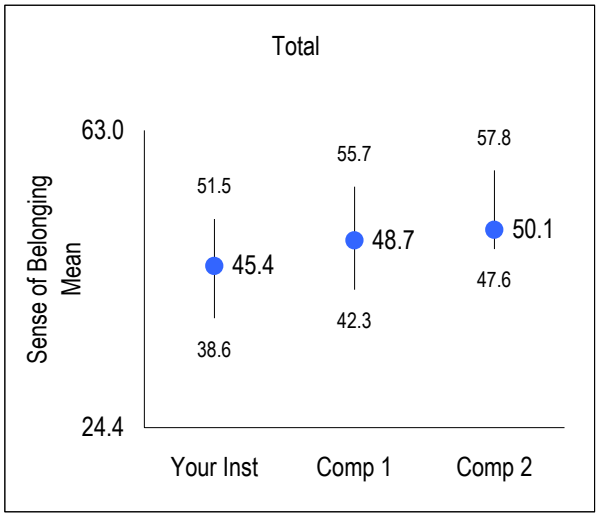
Sense of Belonging

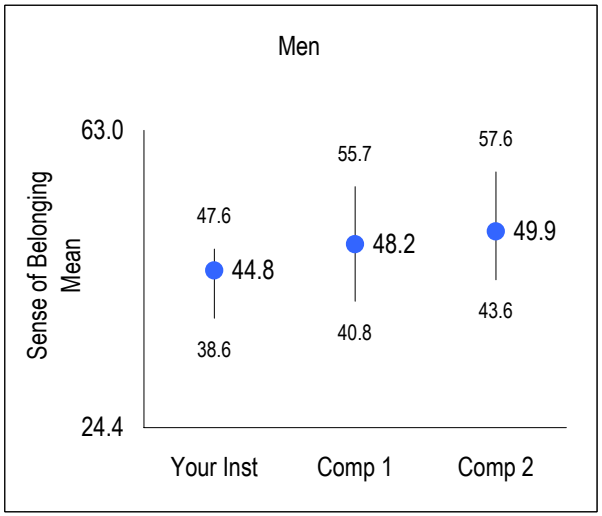
Graduating Seniors

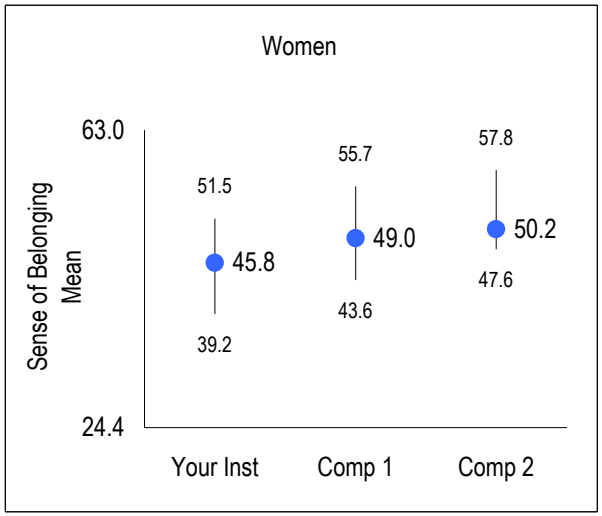
Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

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)	893	5,350	20,606	350	1,988	7,260	543	3,362	13,346
Mean	45.4	48.7	50.1	44.8	48.2	49.9	45.8	49.0	50.2
Standard Deviation	8.40	9.17	9.16	8.63	9.47	9.26	8.23	8.98	9.10
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.36	-0.51	-	-0.36	-0.55	-	-0.36	-0.48
25th percentile	38.6	42.3	47.6	38.6	40.8	43.6	39.2	43.6	47.6
75th percentile	51.5	55.7	57.8	47.6	55.7	57.6	51.5	55.7	57.8

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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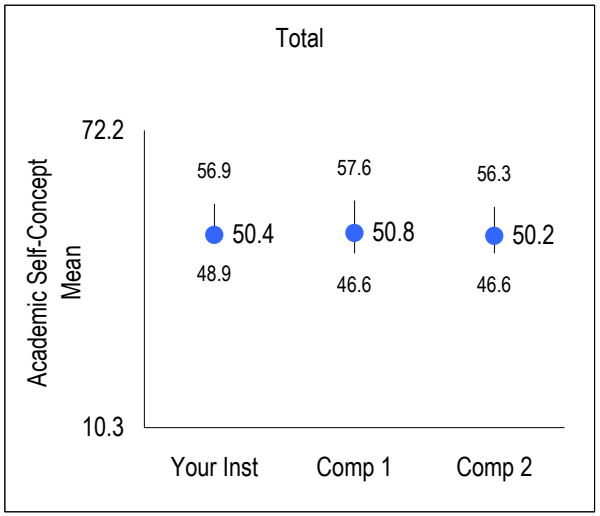
Academic Self-Concept

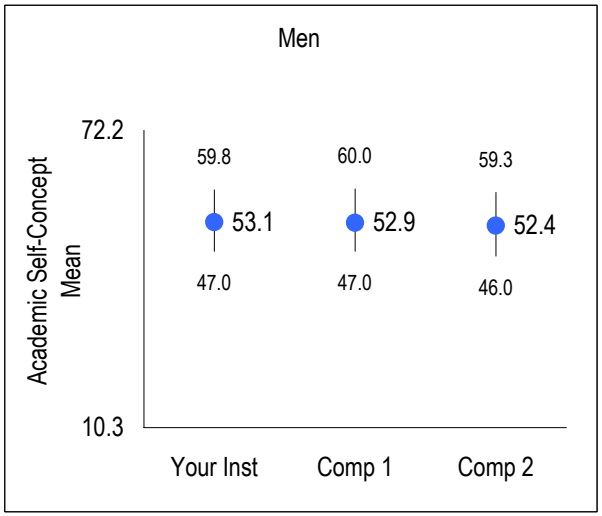
Graduating Seniors

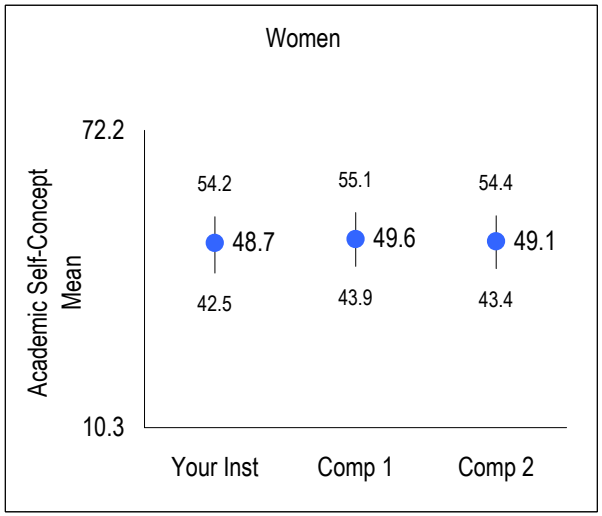
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	893	5,354	20,603	350	1,990	7,255	543	3,364	13,348
Mean	50.4	50.8	50.2	53.1	52.9	52.4	48.7	49.6	49.1
Standard Deviation	9.40	9.34	9.24	9.37	9.54	9.48	9.02	8.99	8.90
Significance	-			-			-	*	
Effect Size	-	-0.04	0.02	-	0.01	0.08	-	-0.09	-0.04
25th percentile	44.7	45.0	44.3	47.0	47.0	46.0	42.5	43.9	43.4
75th percentile	56.9	57.6	56.3	59.8	60.0	59.3	54.2	55.1	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 (3.11)*
* *Self-confidence - intellectual (1.86)*
* *Drive to achieve (1.63)*
* *Mathematical ability (1.60)*

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CIRP Construct Mean Report

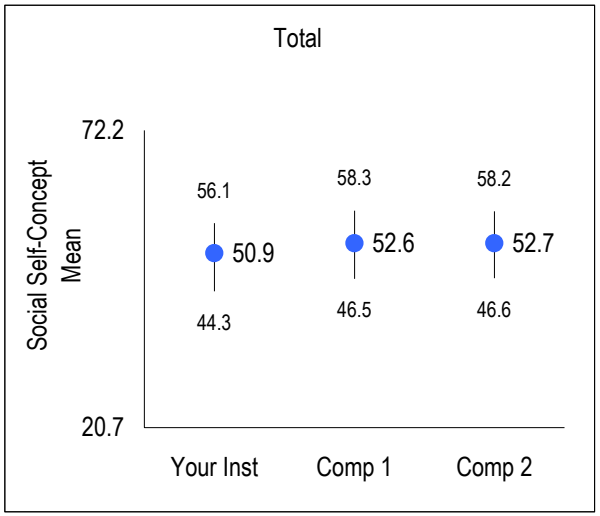
Social Self-Concept

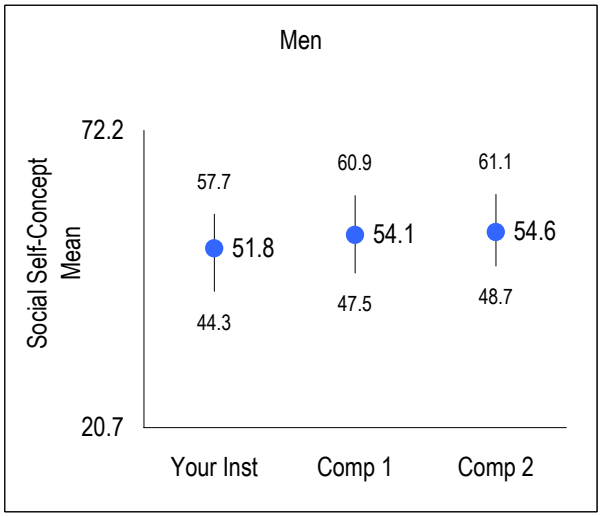
Graduating Seniors

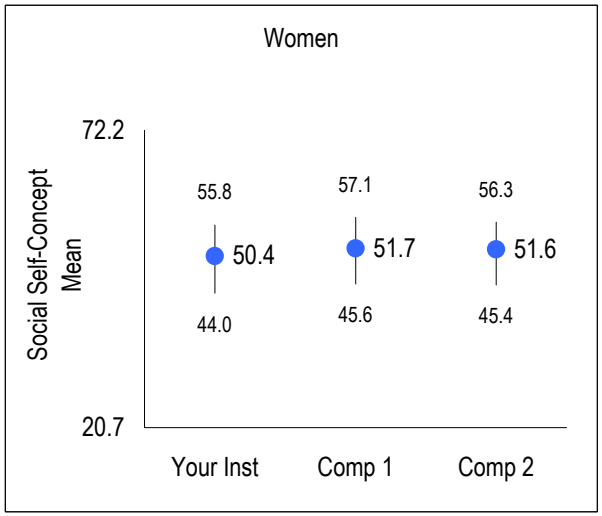
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	893	5,353	20,598	350	1,990	7,253	543	3,363	13,345
Mean	50.9	52.6	52.7	51.8	54.1	54.6	50.4	51.7	51.6
Standard Deviation	9.29	8.92	8.67	9.30	9.20	8.87	9.26	8.64	8.38
Significance	-	***	***	-	***	***	-	**	**
Effect Size	-	-0.19	-0.20	-	-0.25	-0.32	-	-0.15	-0.14
25th percentile	44.3	46.5	46.6	44.3	47.5	48.7	44.0	45.6	45.4
75th percentile	56.1	58.3	58.2	57.7	60.9	61.1	55.8	57.1	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:

** Leadership ability (2.93)*

** Public speaking ability (2.66)*

** Self-confidence - social (2.12)*

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CIRP Construct Mean Report

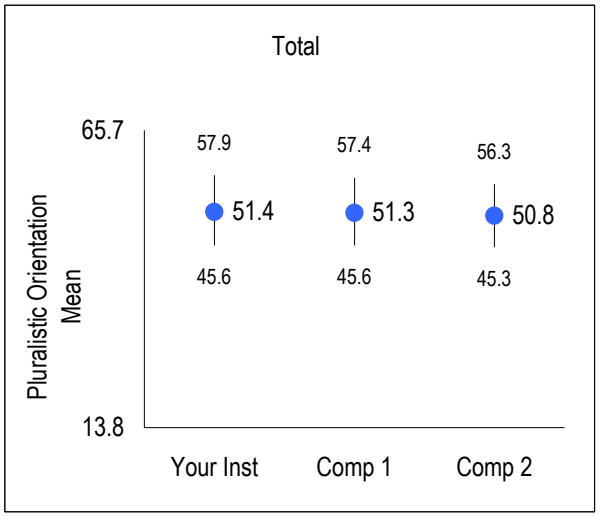
Pluralistic Orientation

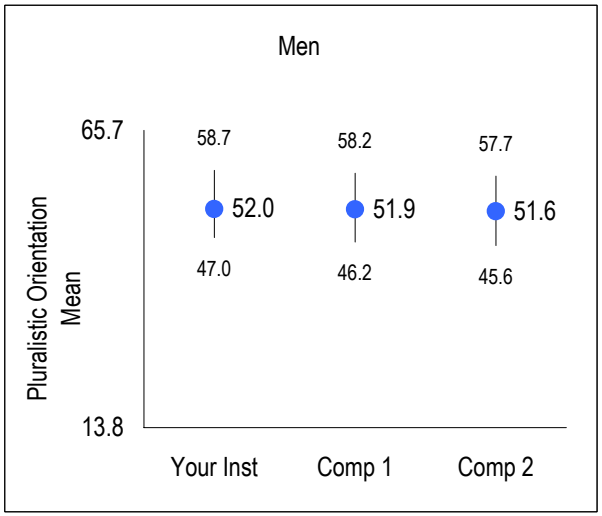
Graduating Seniors

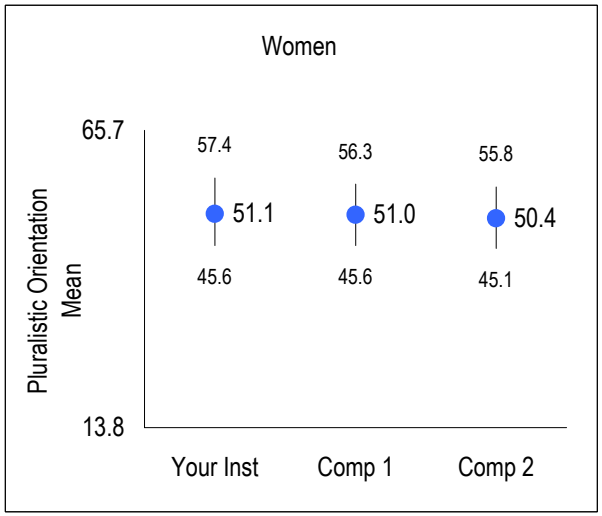
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

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)	893	5,347	20,583	350	1,989	7,252	543	3,358	13,331
Mean	51.4	51.3	50.8	52.0	51.9	51.6	51.1	51.0	50.4
Standard Deviation	8.66	8.55	8.43	8.98	8.84	8.60	8.43	8.35	8.30
Significance	-		*	-			-		*
Effect Size	-	0.02	0.08	-	0.01	0.05	-	0.02	0.09
25th percentile	45.6	45.6	45.3	47.0	46.2	45.6	45.6	45.6	45.1
75th percentile	57.9	57.4	56.3	58.7	58.2	57.7	57.4	56.3	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:

* *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

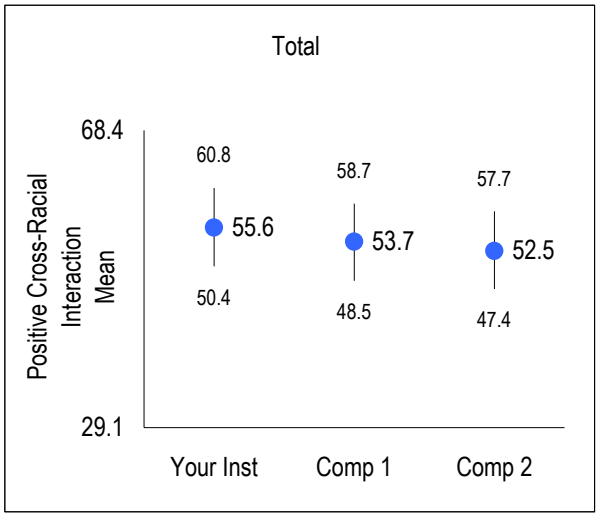
Positive Cross-Racial Interaction

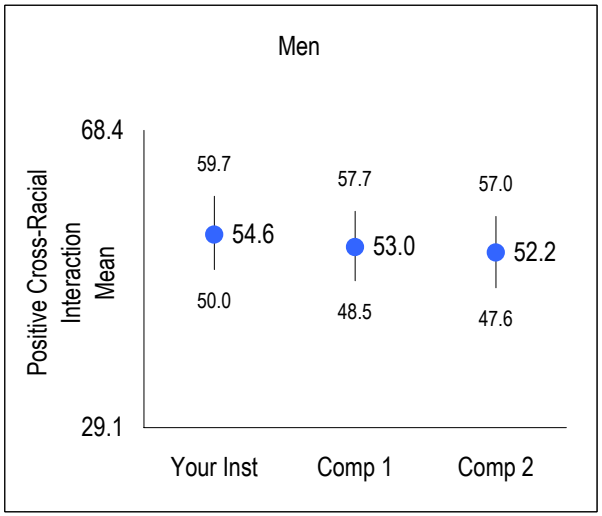
Graduating Seniors

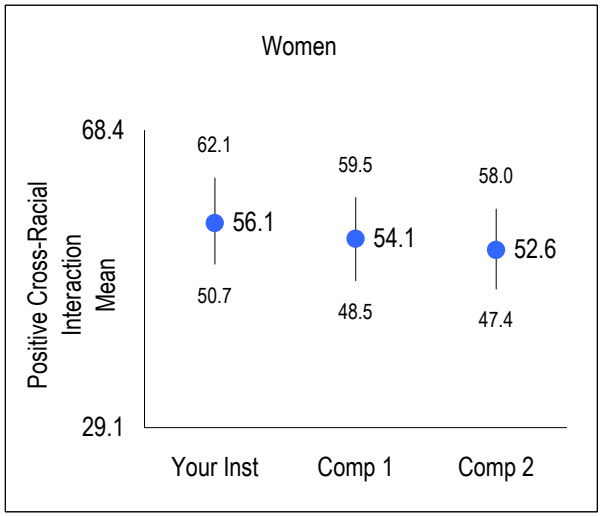
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

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)	893	5,349	20,583	350	1,991	7,251	543	3,358	13,332
Mean	55.6	53.7	52.5	54.6	53.0	52.2	56.1	54.1	52.6
Standard Deviation	7.53	8.11	8.35	7.46	7.90	8.15	7.53	8.21	8.46
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	0.23	0.37	-	0.21	0.30	-	0.25	0.42
25th percentile	50.4	48.5	47.4	50.0	48.5	47.6	50.7	48.5	47.4
75th percentile	60.8	58.7	57.7	59.7	57.7	57.0	62.1	59.5	58.0

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

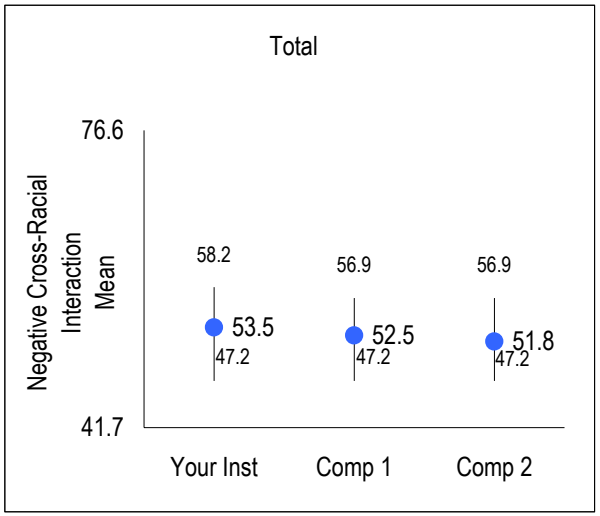
Negative Cross-Racial Interaction

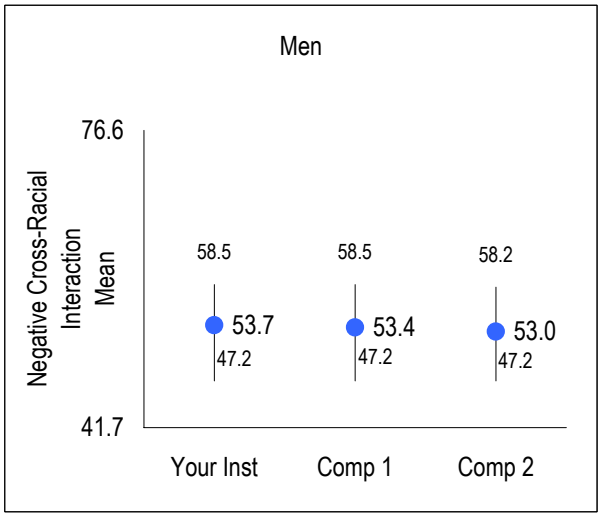
Graduating Seniors

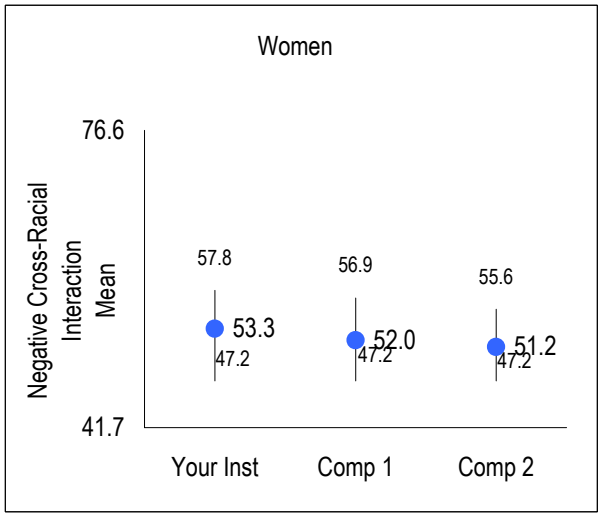
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

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)	893	5,347	20,575	350	1,989	7,246	543	3,358	13,329
Mean	53.5	52.5	51.8	53.7	53.4	53.0	53.3	52.0	51.2
Standard Deviation	7.47	7.89	7.80	7.54	7.94	8.09	7.42	7.81	7.56
Significance	-	***	***	-			-	***	***
Effect Size	-	0.12	0.21	-	0.04	0.10	-	0.17	0.28
25th percentile	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2
75th percentile	58.2	56.9	56.9	58.5	58.5	58.2	57.8	56.9	55.6

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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2012 College Senior Survey

CIRP Construct Mean Report

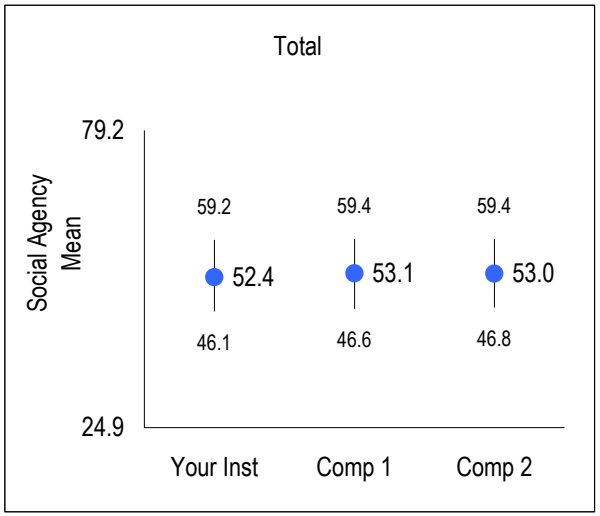
Social Agency

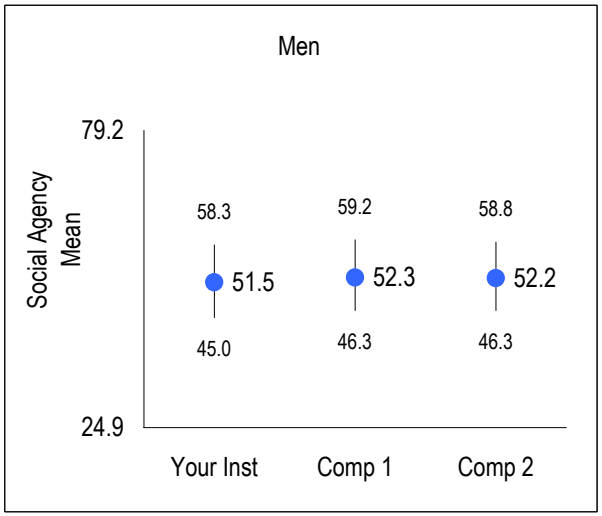
Graduating Seniors

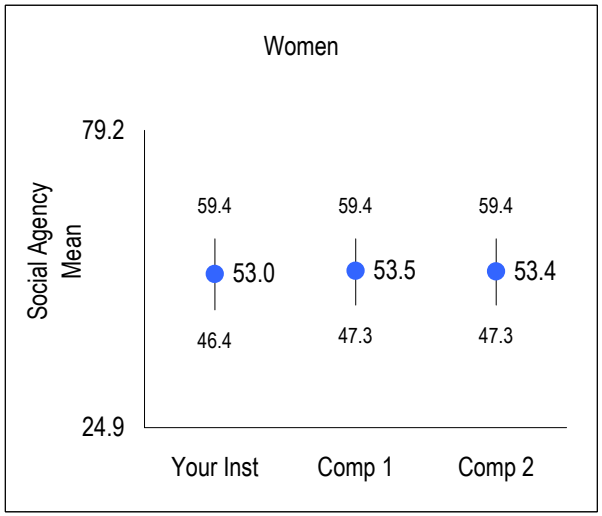
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

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)	893	5,347	20,586	350	1,987	7,248	543	3,360	13,338
Mean	52.4	53.1	53.0	51.5	52.3	52.2	53.0	53.5	53.4
Standard Deviation	10.26	9.86	9.67	10.40	10.15	9.88	10.13	9.66	9.52
Significance	-	*		-			-		
Effect Size	-	-0.07	-0.06	-	-0.08	-0.08	-	-0.06	-0.05
25th percentile	46.1	46.6	46.8	45.0	46.3	46.3	46.4	47.3	47.3
75th percentile	59.2	59.4	59.4	58.3	59.2	58.8	59.4	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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2012 College Senior Survey

CIRP Construct Mean Report

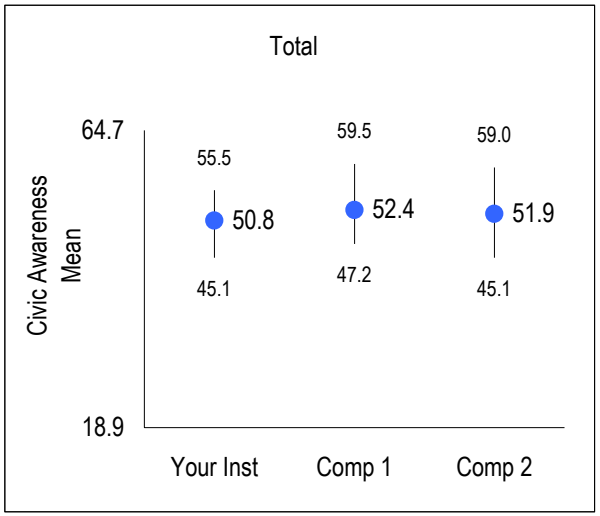
Civic Awareness

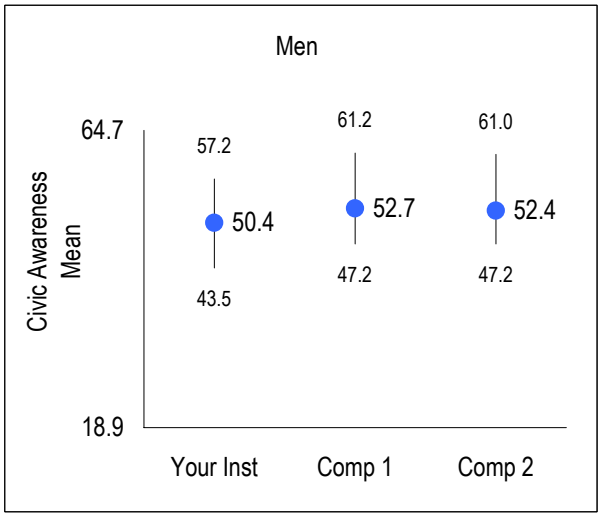
Graduating Seniors

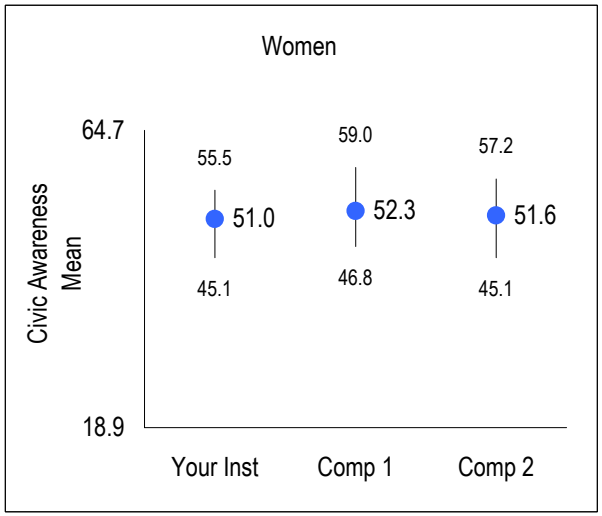
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

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)	893	5,366	20,697	350	1,996	7,291	543	3,370	13,406
Mean	50.8	52.4	51.9	50.4	52.7	52.4	51.0	52.3	51.6
Standard Deviation	8.92	8.75	8.80	9.24	8.95	8.89	8.71	8.64	8.73
Significance	-	***	***	-	***	***	-	**	
Effect Size	-	-0.18	-0.12	-	-0.25	-0.22	-	-0.14	-0.06
25th percentile	45.1	47.2	45.1	43.5	47.2	47.2	45.1	46.8	45.1
75th percentile	55.5	59.5	59.0	57.2	61.2	61.0	55.5	59.0	57.2

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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2012 College Senior Survey

CIRP Construct Mean Report

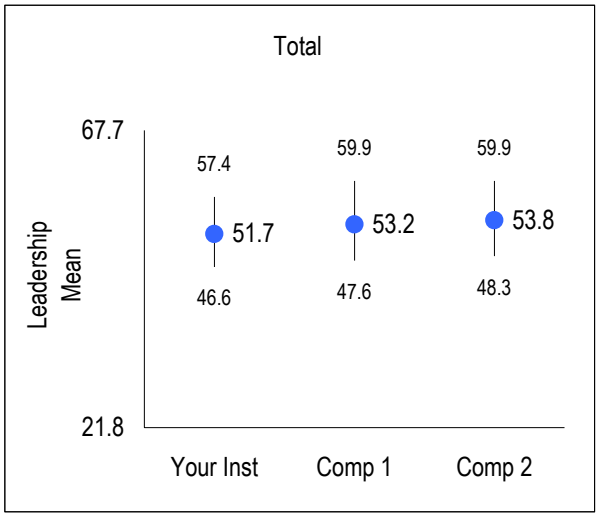
Leadership

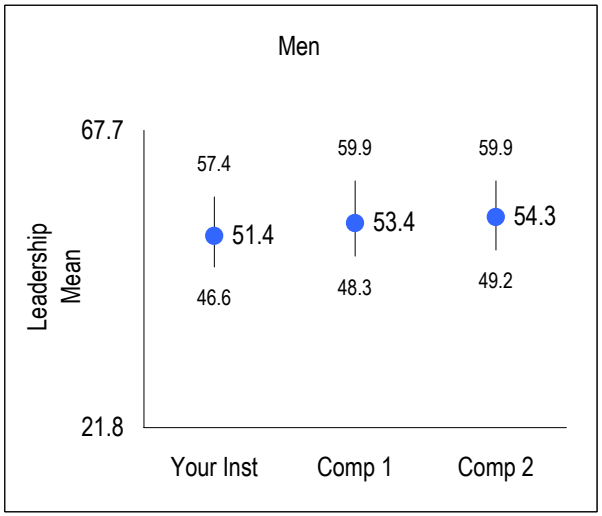
Graduating Seniors

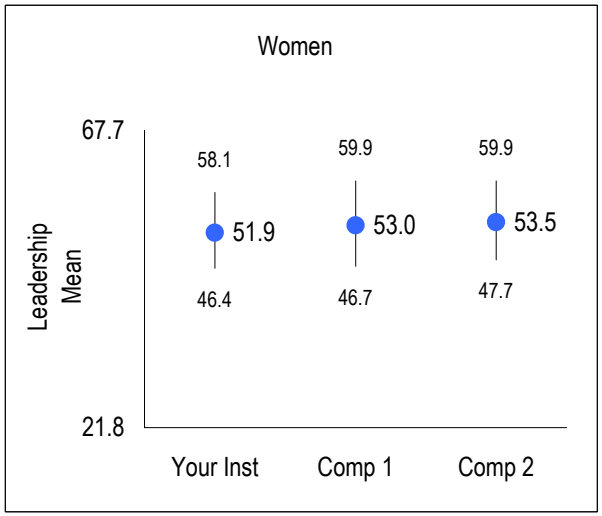
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

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)	893	5,367	20,703	350	1,996	7,293	543	3,371	13,410
Mean	51.7	53.2	53.8	51.4	53.4	54.3	51.9	53.0	53.5
Standard Deviation	8.36	8.17	8.04	8.28	8.09	7.80	8.42	8.21	8.15
Significance	-	***	***	-	***	***	-	**	***
Effect Size	-	-0.18	-0.26	-	-0.25	-0.38	-	-0.14	-0.20
25th percentile	46.6	47.6	48.3	46.6	48.3	49.2	46.4	46.7	47.7
75th percentile	57.4	59.9	59.9	57.4	59.9	59.9	58.1	59.9	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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2012 College Senior Survey

CIRP Construct Mean Report

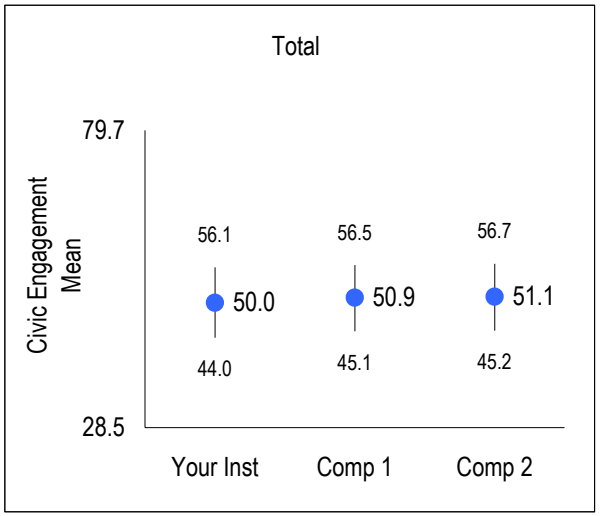
Civic Engagement

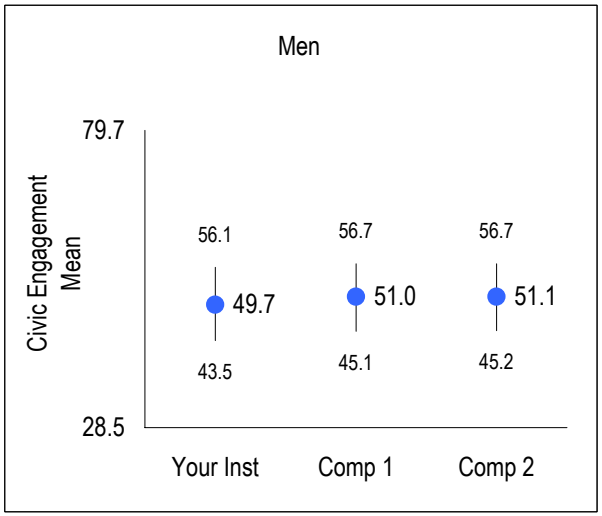
Graduating Seniors

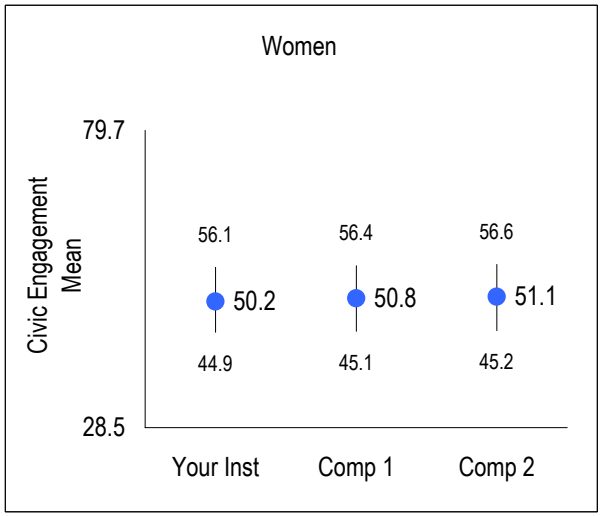
Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

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)	893	5,367	20,700	350	1,996	7,291	543	3,371	13,409
Mean	50.0	50.9	51.1	49.7	51.0	51.1	50.2	50.8	51.1
Standard Deviation	8.80	8.49	8.51	8.84	8.67	8.64	8.78	8.38	8.44
Significance	-	**	***	-	**	**	-		*
Effect Size	-	-0.10	-0.12	-	-0.15	-0.16	-	-0.06	-0.10
25th percentile	44.0	45.1	45.2	43.5	45.1	45.2	44.9	45.1	45.2
75th percentile	56.1	56.5	56.7	56.1	56.7	56.7	56.1	56.4	56.6

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







Survey items and estimation 'weights':

* *I am interested in seeking information about current social and political issues (1.56)*
* *Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)*
* *Worked on a local, state, or national political campaign (1.54)*
* *Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)*
* *Goal: Keeping up to date with political affairs (1.45)*
* *Goal: Influencing social values (1.10)*
* *Helped raise money for a cause or campaign (1.09)*
* *Performed volunteer or community service work (0.79)*

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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.

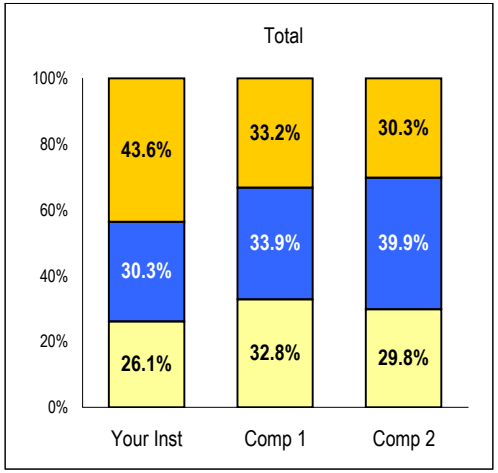
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

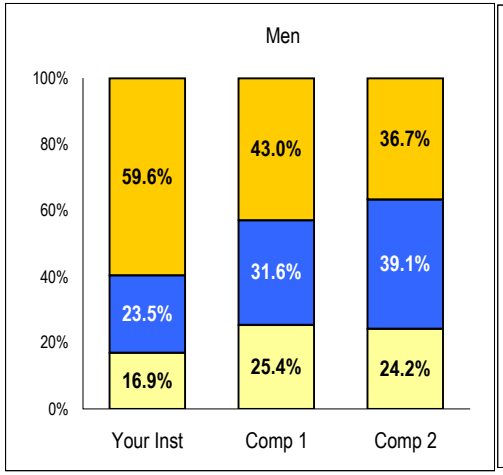
Statistical Significance – uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted 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.

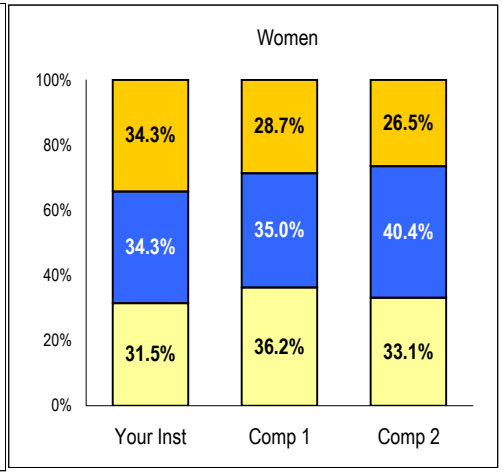
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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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2012 College Senior Survey

CIRP Construct Percentage Report

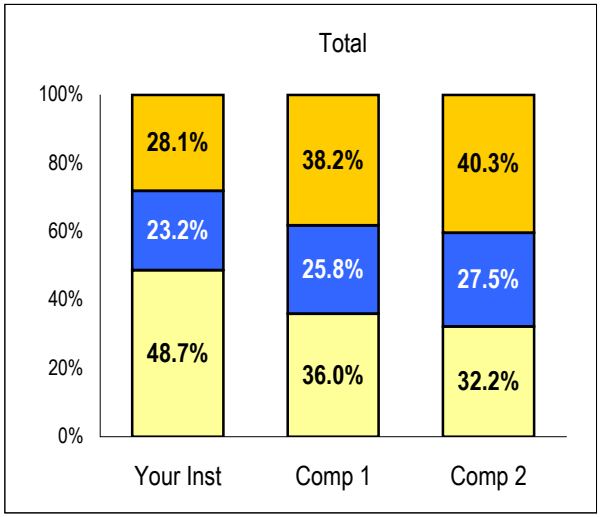
Habits of Mind

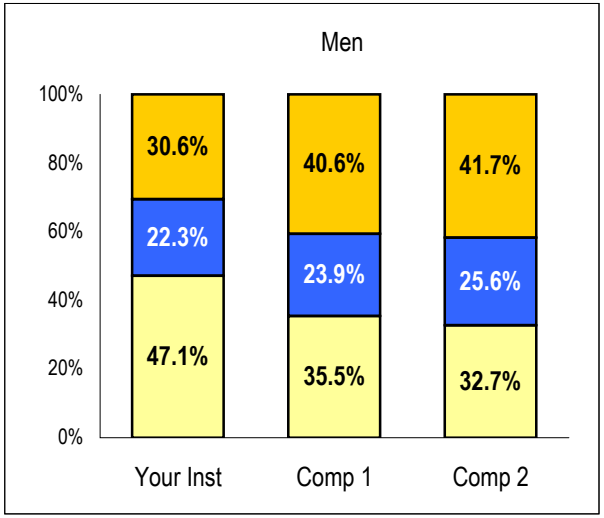
Graduating Seniors

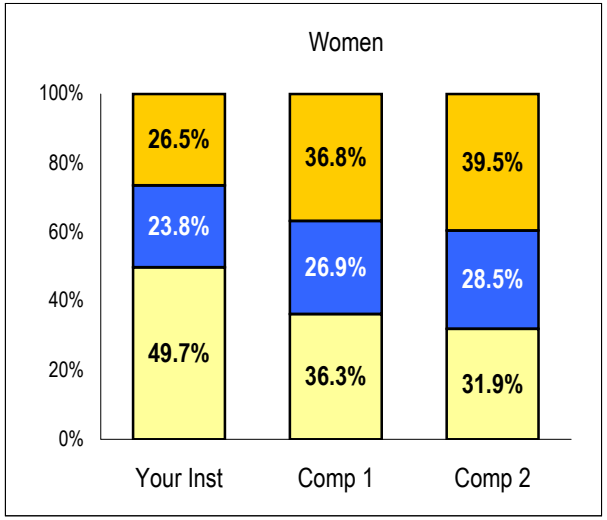
Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

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)	893	5,360	20,660	350	1,994	7,276	543	3,366	13,384
High Habits of Mind	28.1%	38.2%	40.3%	30.6%	40.6%	41.7%	26.5%	36.8%	39.5%
Average Habits of Mind	23.2%	25.8%	27.5%	22.3%	23.9%	25.6%	23.8%	26.9%	28.5%
Low Habits of Mind	48.7%	36.0%	32.2%	47.1%	35.5%	32.7%	49.7%	36.3%	31.9%
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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2012 College Senior Survey

CIRP Construct Percentage Report

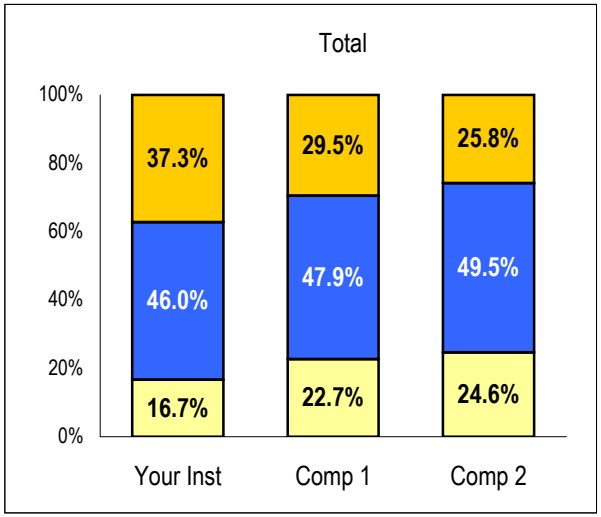
Academic Disengagement

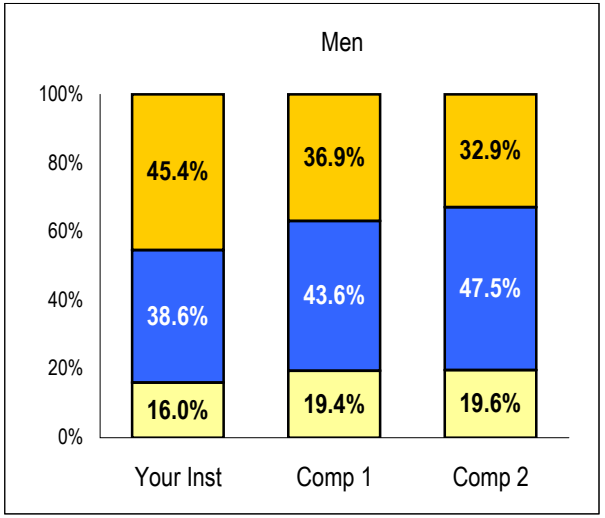
Graduating Seniors

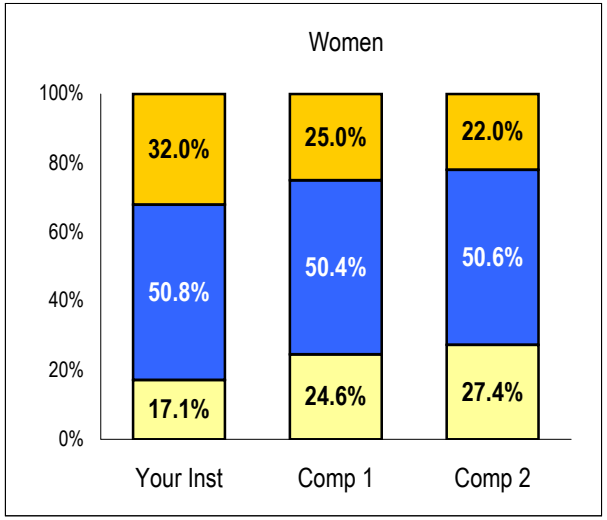
Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

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)	893	5,366	20,698	350	1,996	7,290	543	3,370	13,408
High Academic Disengagement	37.3%	29.5%	25.8%	45.4%	36.9%	32.9%	32.0%	25.0%	22.0%
Average Academic Disengagement	46.0%	47.9%	49.5%	38.6%	43.6%	47.5%	50.8%	50.4%	50.6%
Low Academic Disengagement	16.7%	22.7%	24.6%	16.0%	19.4%	19.6%	17.1%	24.6%	27.4%
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:

* *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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2012 College Senior Survey

CIRP Construct Percentage Report

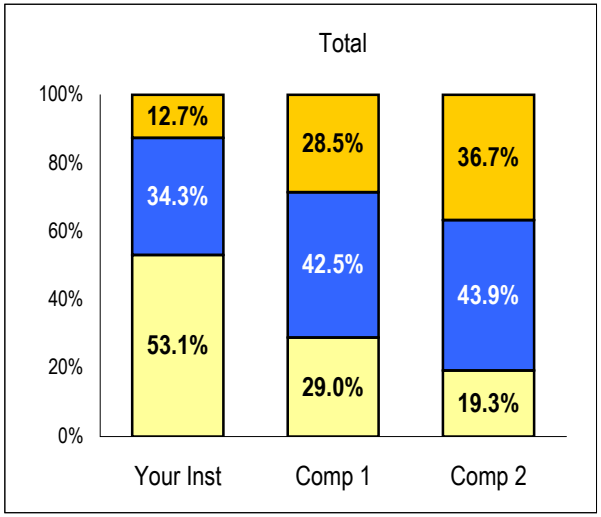
Faculty Interaction: Mentorship

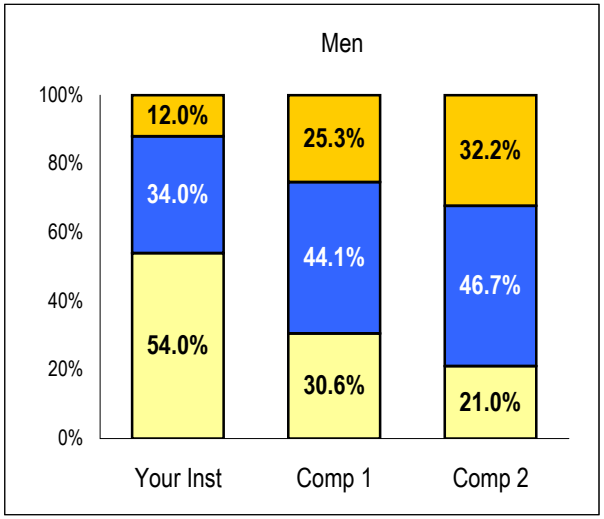
Graduating Seniors

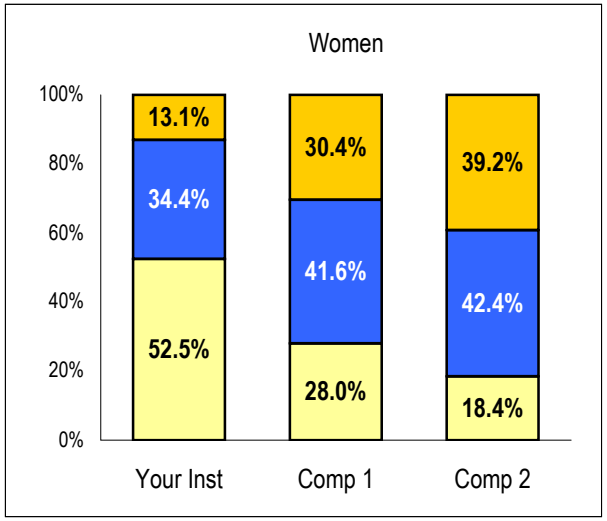
Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

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)	893	5,344	20,584	350	1,983	7,242	543	3,361	13,342
High Faculty Interaction	12.7%	28.5%	36.7%	12.0%	25.3%	32.2%	13.1%	30.4%	39.2%
Average Faculty Interaction	34.3%	42.5%	43.9%	34.0%	44.1%	46.7%	34.4%	41.6%	42.4%
Low Faculty Interaction	53.1%	29.0%	19.3%	54.0%	30.6%	21.0%	52.5%	28.0%	18.4%
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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2012 College Senior Survey

CIRP Construct Percentage Report

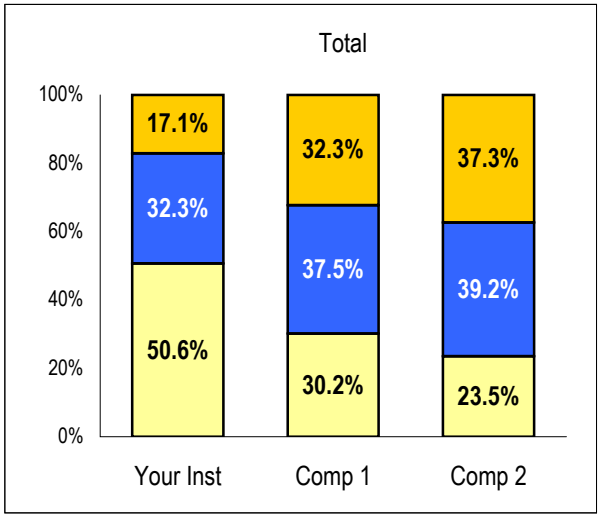
Satisfaction with Coursework

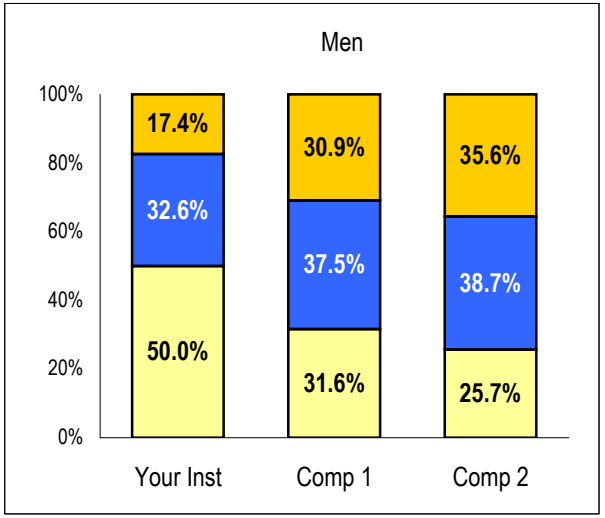
Graduating Seniors

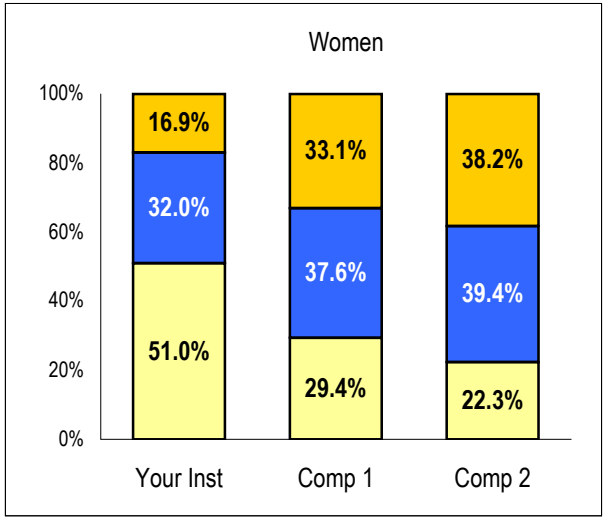
Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

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)	893	5,360	20,655	350	1,994	7,272	543	3,366	13,383
High Satisfaction with Courses	17.1%	32.3%	37.3%	17.4%	30.9%	35.6%	16.9%	33.1%	38.2%
Average Satisfaction with Courses	32.3%	37.5%	39.2%	32.6%	37.5%	38.7%	32.0%	37.6%	39.4%
Low Satisfaction with Courses	50.6%	30.2%	23.5%	50.0%	31.6%	25.7%	51.0%	29.4%	22.3%
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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2012 College Senior Survey

CIRP Construct Percentage Report

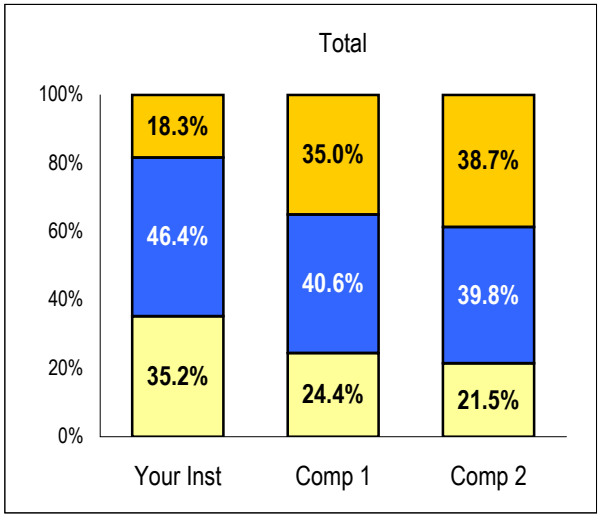
Overall Satisfaction

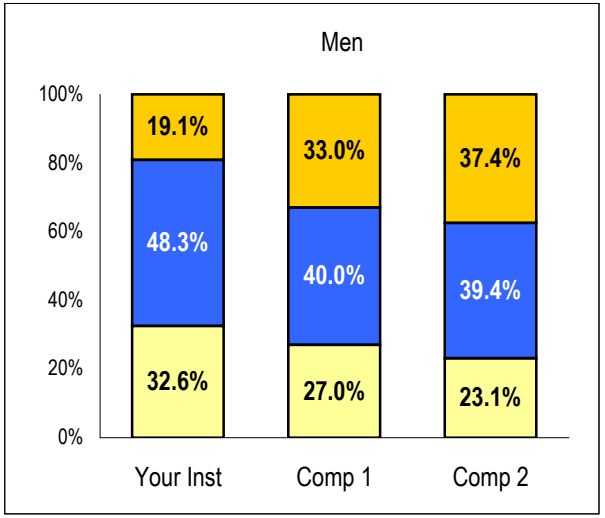
Graduating Seniors

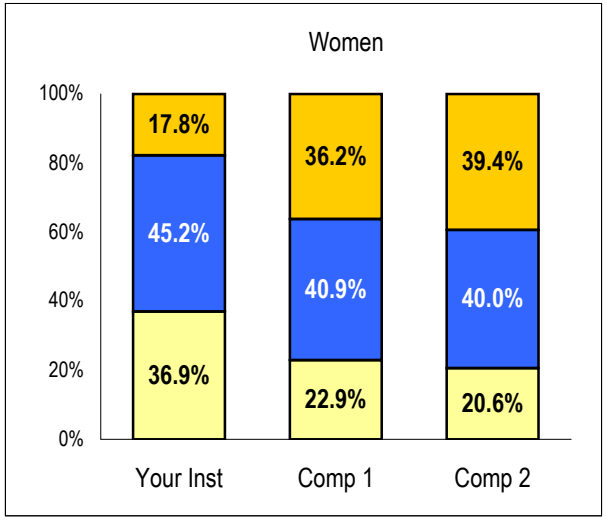
Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

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)	894	5,368	20,702	350	1,996	7,290	544	3,372	13,412
High Overall Satisfaction	18.3%	35.0%	38.7%	19.1%	33.0%	37.4%	17.8%	36.2%	39.4%
Average Overall Satisfaction	46.4%	40.6%	39.8%	48.3%	40.0%	39.4%	45.2%	40.9%	40.0%
Low Overall Satisfaction	35.2%	24.4%	21.5%	32.6%	27.0%	23.1%	36.9%	22.9%	20.6%
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

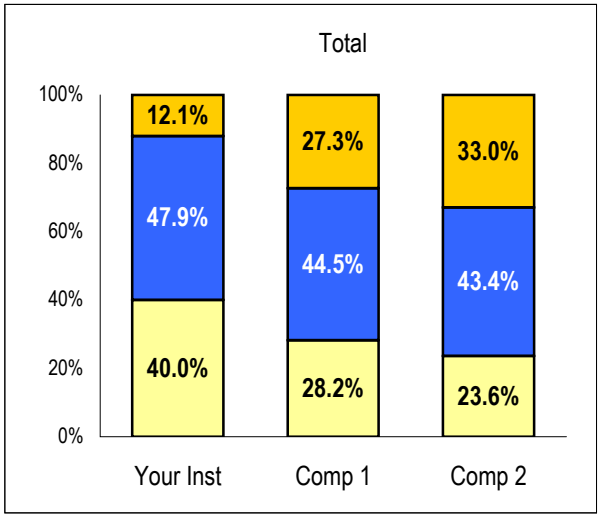
Sense of Belonging

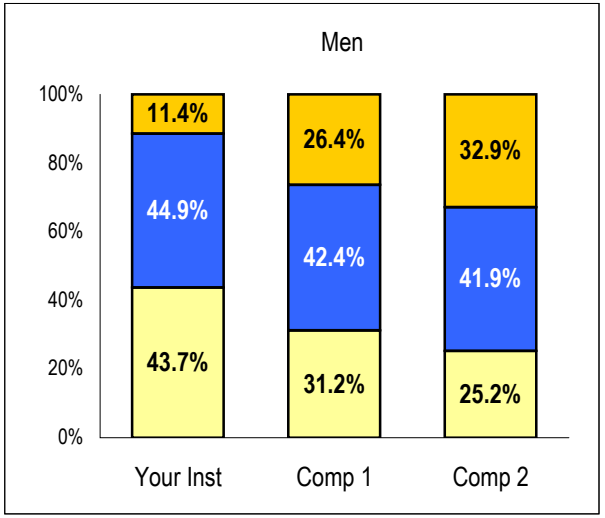
Graduating Seniors

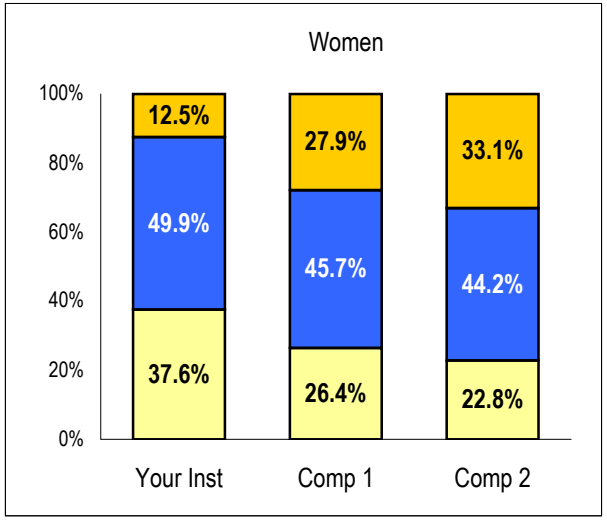
Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

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)	893	5,350	20,606	350	1,988	7,260	543	3,362	13,346
High Sense of Belonging	12.1%	27.3%	33.0%	11.4%	26.4%	32.9%	12.5%	27.9%	33.1%
Average Sense of Belonging	47.9%	44.5%	43.4%	44.9%	42.4%	41.9%	49.9%	45.7%	44.2%
Low Sense of Belonging	40.0%	28.2%	23.6%	43.7%	31.2%	25.2%	37.6%	26.4%	22.8%
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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2012 College Senior Survey

CIRP Construct Percentage Report

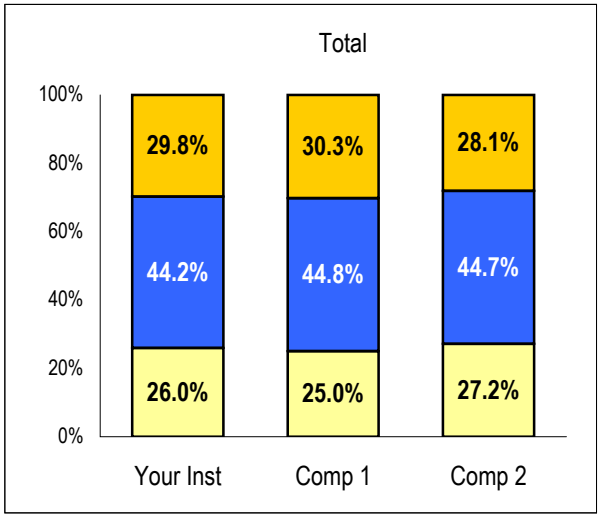
Academic Self-Concept

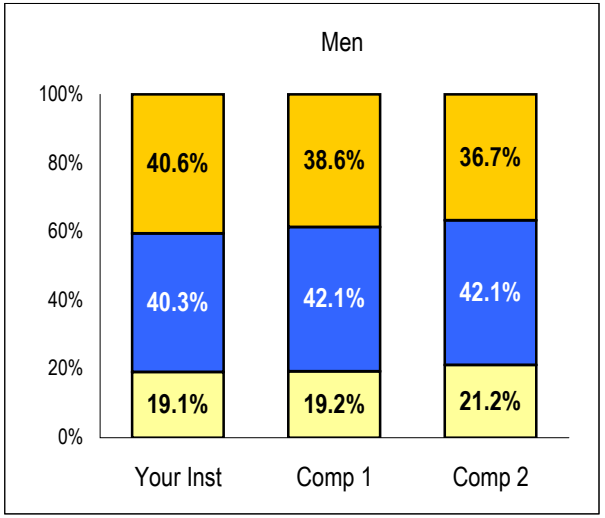
Graduating Seniors

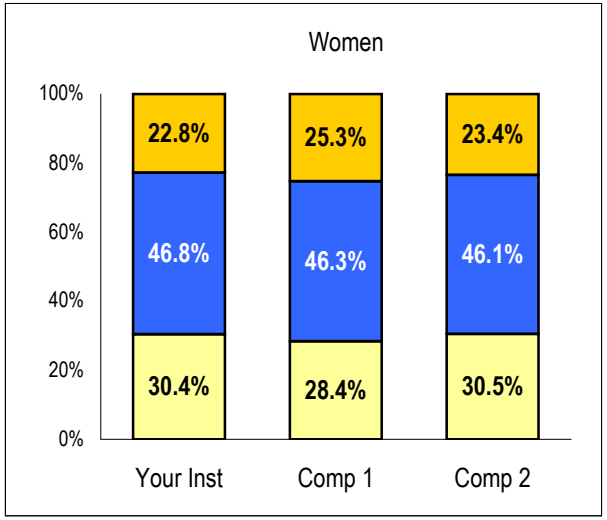
Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	893	5,354	20,603	350	1,990	7,255	543	3,364	13,348
High Academic Self-Concept	29.8%	30.3%	28.1%	40.6%	38.6%	36.7%	22.8%	25.3%	23.4%
Average Academic Self-Concept	44.2%	44.8%	44.7%	40.3%	42.1%	42.1%	46.8%	46.3%	46.1%
Low Academic Self-Concept	26.0%	25.0%	27.2%	19.1%	19.2%	21.2%	30.4%	28.4%	30.5%
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:

** Academic ability (3.11)*

** Self-confidence - intellectual (1.86)*

** Drive to achieve (1.63)*

** Mathematical ability (1.60)*

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2012 College Senior Survey

CIRP Construct Percentage Report

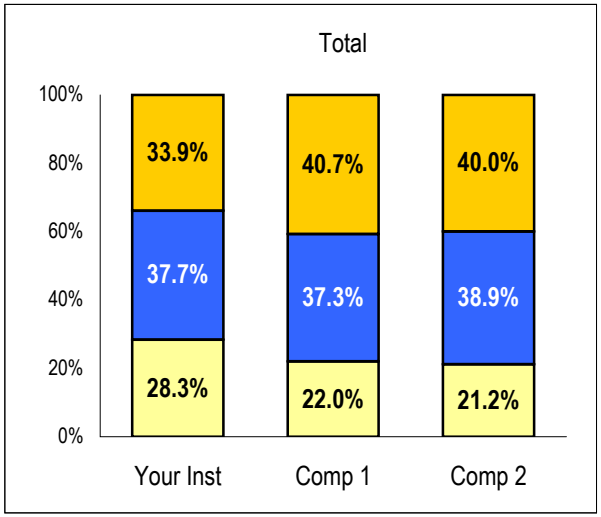
Social Self-Concept

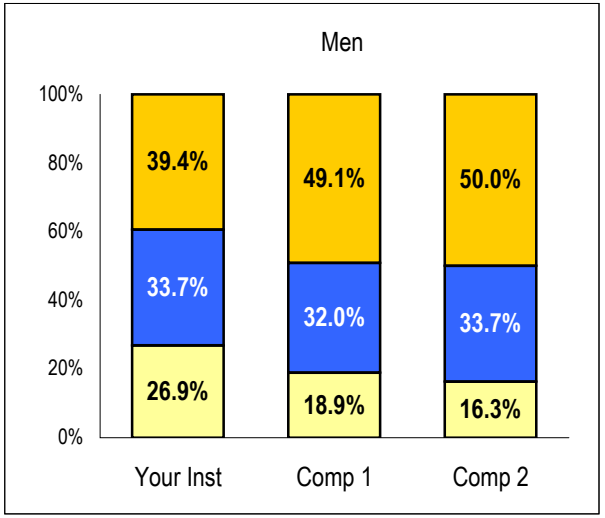
Graduating Seniors

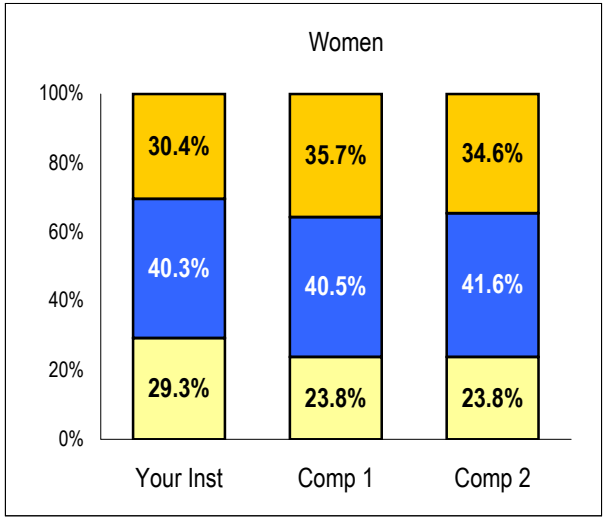
Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

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)	893	5,353	20,598	350	1,990	7,253	543	3,363	13,345
High Social Self-Concept	33.9%	40.7%	40.0%	39.4%	49.1%	50.0%	30.4%	35.7%	34.6%
Average Social Self-Concept	37.7%	37.3%	38.9%	33.7%	32.0%	33.7%	40.3%	40.5%	41.6%
Low Social Self-Concept	28.3%	22.0%	21.2%	26.9%	18.9%	16.3%	29.3%	23.8%	23.8%
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

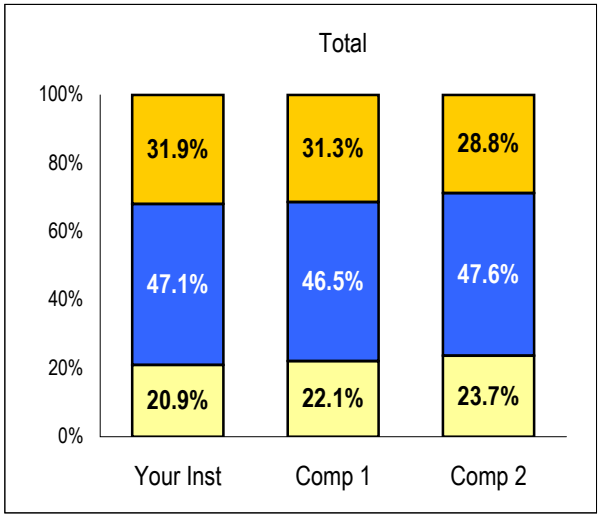
Pluralistic Orientation

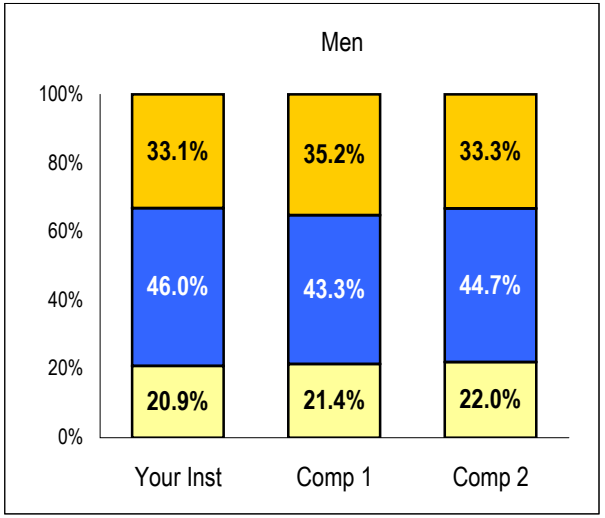
Graduating Seniors

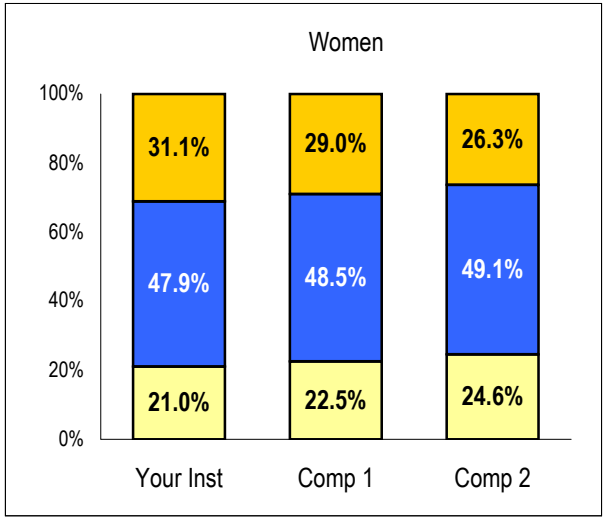
Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

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)	893	5,347	20,583	350	1,989	7,252	543	3,358	13,331
High Pluralistic Orientation	31.9%	31.3%	28.8%	33.1%	35.2%	33.3%	31.1%	29.0%	26.3%
Average Pluralistic Orientation	47.1%	46.5%	47.6%	46.0%	43.3%	44.7%	47.9%	48.5%	49.1%
Low Pluralistic Orientation	20.9%	22.1%	23.7%	20.9%	21.4%	22.0%	21.0%	22.5%	24.6%
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:

* *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

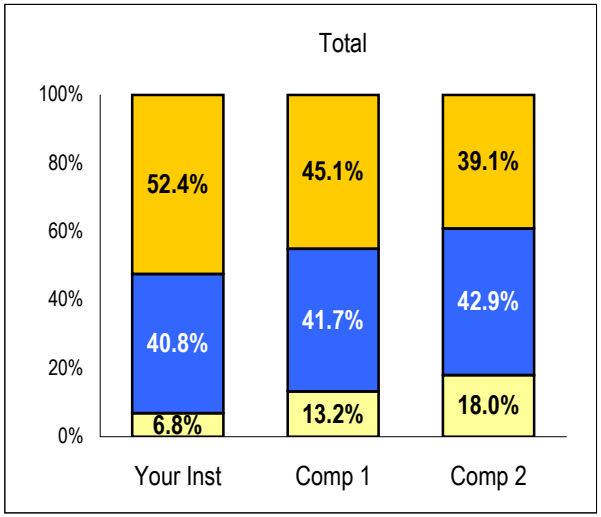
Positive Cross-Racial Interaction

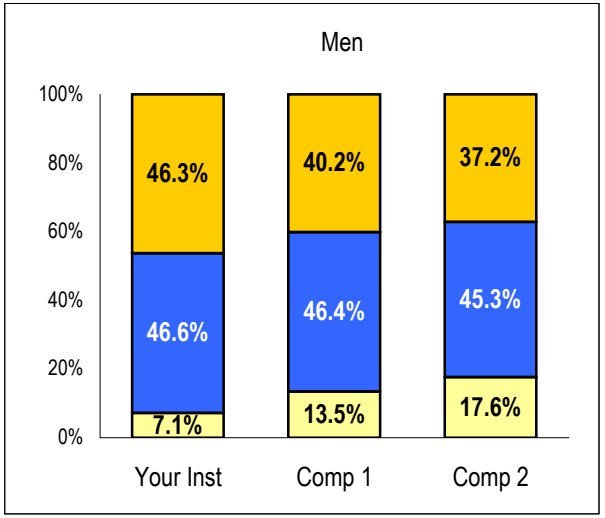
Graduating Seniors

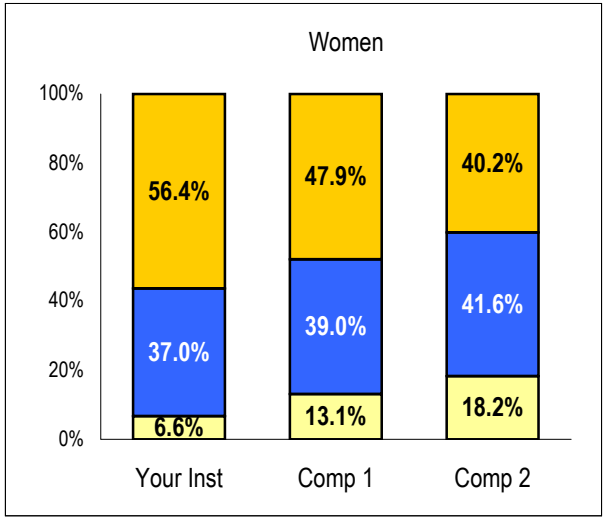
Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

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)	893	5,349	20,583	350	1,991	7,251	543	3,358	13,332
High Positive Cross-Racial Interaction	52.4%	45.1%	39.1%	46.3%	40.2%	37.2%	56.4%	47.9%	40.2%
Average Positive Cross-Racial Interaction	40.8%	41.7%	42.9%	46.6%	46.4%	45.3%	37.0%	39.0%	41.6%
Low Positive Cross-Racial Interaction	6.8%	13.2%	18.0%	7.1%	13.5%	17.6%	6.6%	13.1%	18.2%
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

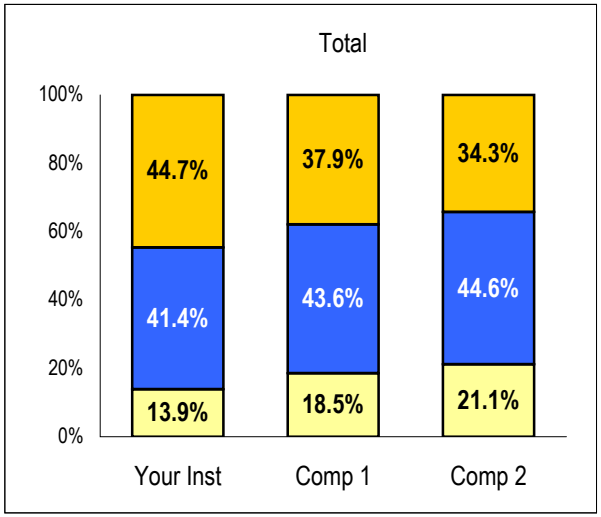
Negative Cross-Racial Interaction

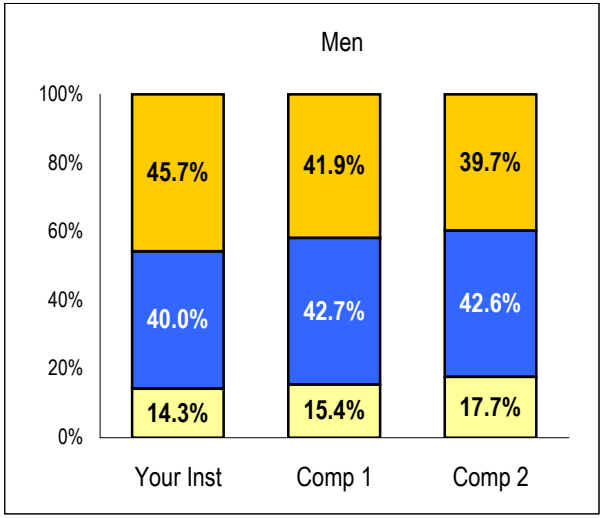
Graduating Seniors

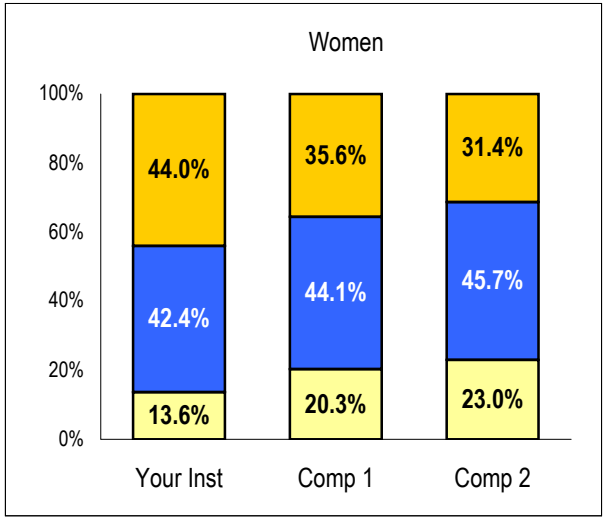
Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

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)	893	5,347	20,575	350	1,989	7,246	543	3,358	13,329
High Negative Cross-Racial Interaction	44.7%	37.9%	34.3%	45.7%	41.9%	39.7%	44.0%	35.6%	31.4%
Average Negative Cross-Racial Interaction	41.4%	43.6%	44.6%	40.0%	42.7%	42.6%	42.4%	44.1%	45.7%
Low Negative Cross-Racial Interaction	13.9%	18.5%	21.1%	14.3%	15.4%	17.7%	13.6%	20.3%	23.0%
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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2012 College Senior Survey

CIRP Construct Percentage Report

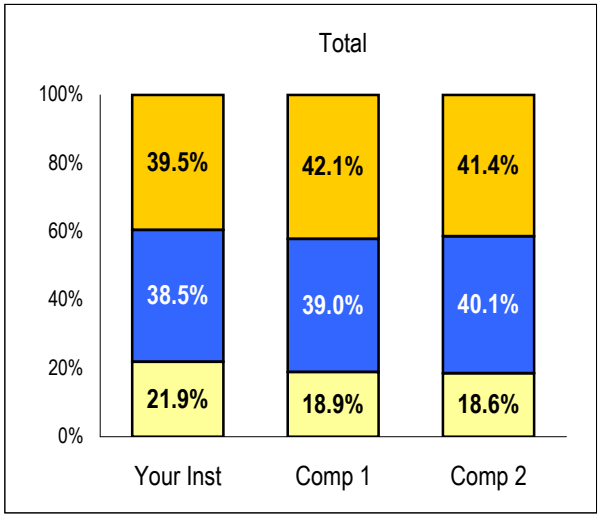
Social Agency

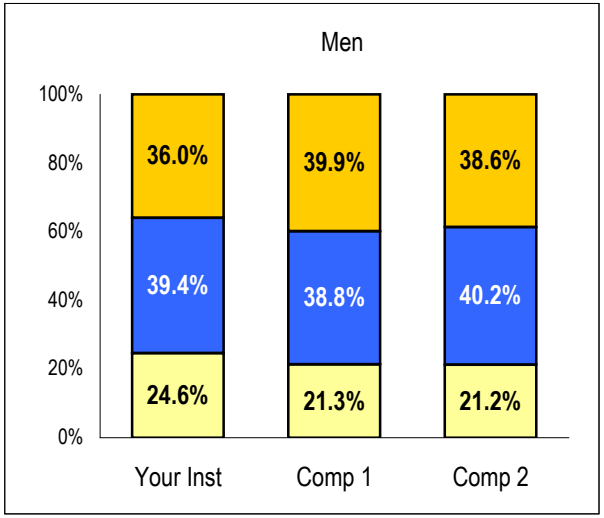
Graduating Seniors

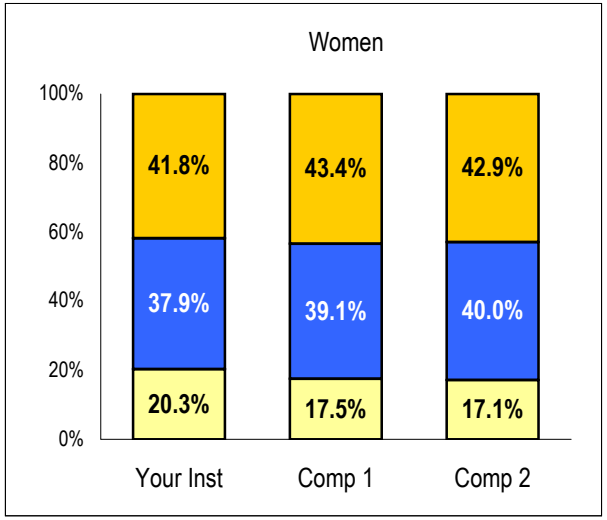
Social Agency measures the extent to which students' value political and social involvement as a personal goal.

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)	893	5,347	20,586	350	1,987	7,248	543	3,360	13,338
High Social Agency	39.5%	42.1%	41.4%	36.0%	39.9%	38.6%	41.8%	43.4%	42.9%
Average Social Agency	38.5%	39.0%	40.1%	39.4%	38.8%	40.2%	37.9%	39.1%	40.0%
Low Social Agency	21.9%	18.9%	18.6%	24.6%	21.3%	21.2%	20.3%	17.5%	17.1%
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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2012 College Senior Survey

CIRP Construct Percentage Report

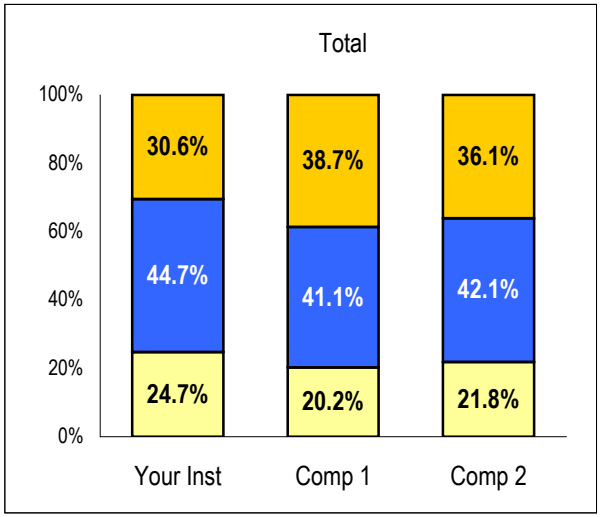
Civic Awareness

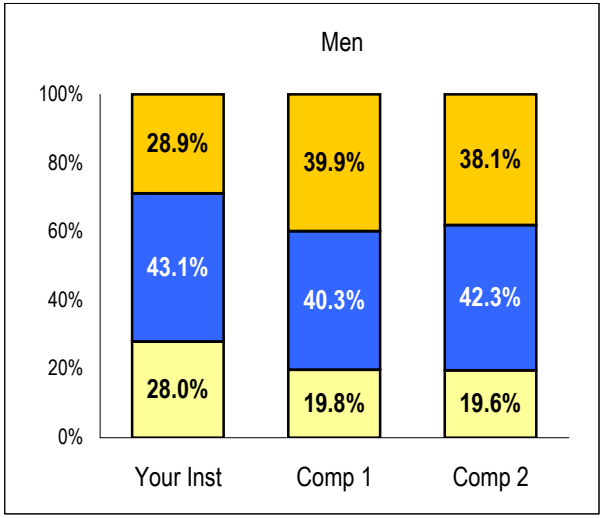
Graduating Seniors

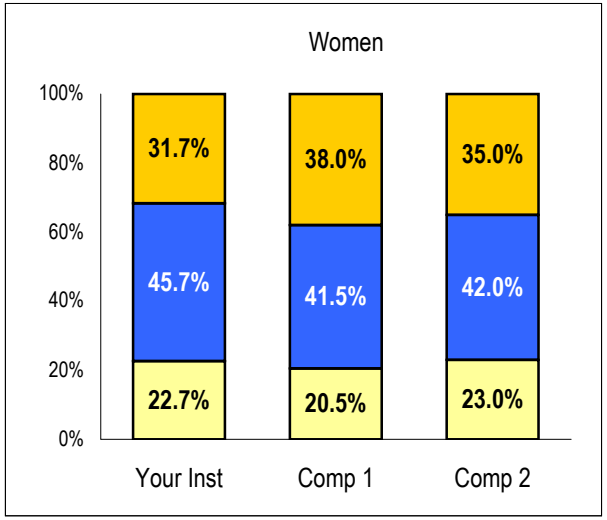
Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

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)	893	5,366	20,697	350	1,996	7,291	543	3,370	13,406
High Civic Awareness	30.6%	38.7%	36.1%	28.9%	39.9%	38.1%	31.7%	38.0%	35.0%
Average Civic Awareness	44.7%	41.1%	42.1%	43.1%	40.3%	42.3%	45.7%	41.5%	42.0%
Low Civic Awareness	24.7%	20.2%	21.8%	28.0%	19.8%	19.6%	22.7%	20.5%	23.0%
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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2012 College Senior Survey

CIRP Construct Percentage Report

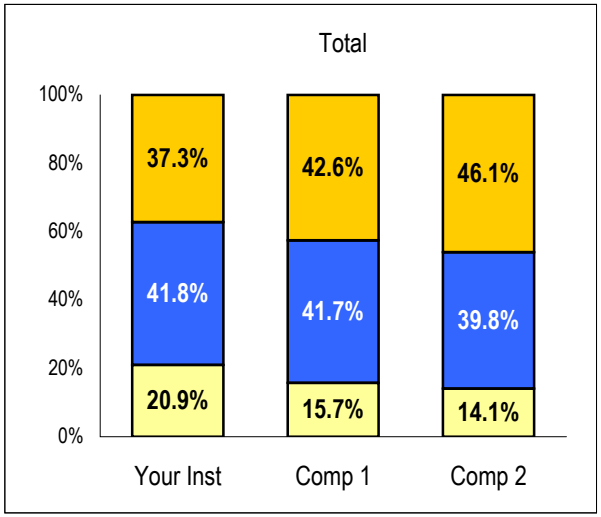
Leadership

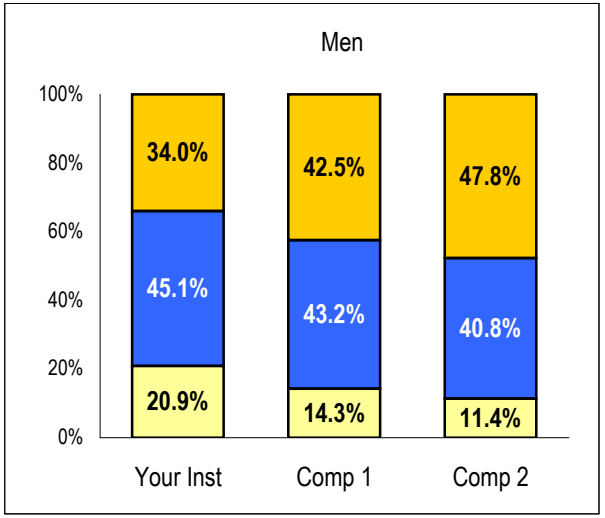
Graduating Seniors

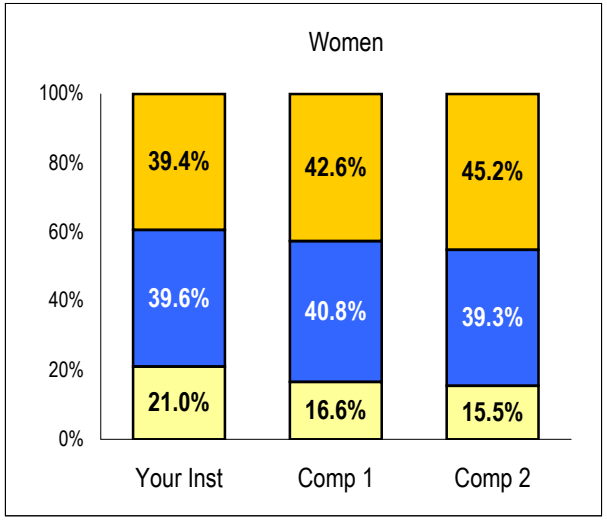
Leadership is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

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)	893	5,367	20,703	350	1,996	7,293	543	3,371	13,410
High Leadership	37.3%	42.6%	46.1%	34.0%	42.5%	47.8%	39.4%	42.6%	45.2%
Average Leadership	41.8%	41.7%	39.8%	45.1%	43.2%	40.8%	39.6%	40.8%	39.3%
Low Leadership	20.9%	15.7%	14.1%	20.9%	14.3%	11.4%	21.0%	16.6%	15.5%
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)*

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2012 College Senior Survey

CIRP Construct Percentage Report

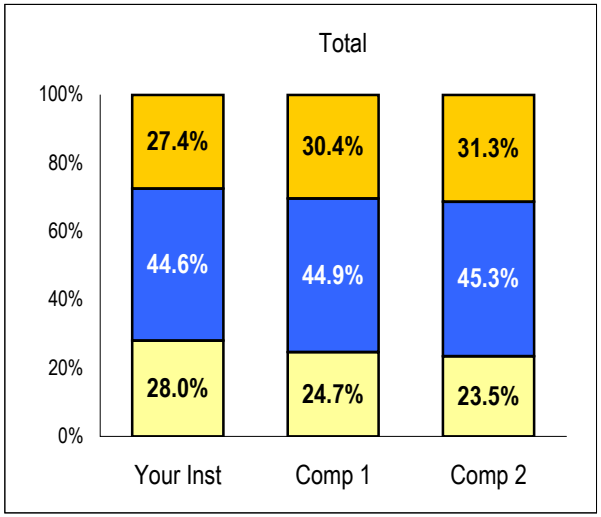
Civic Engagement

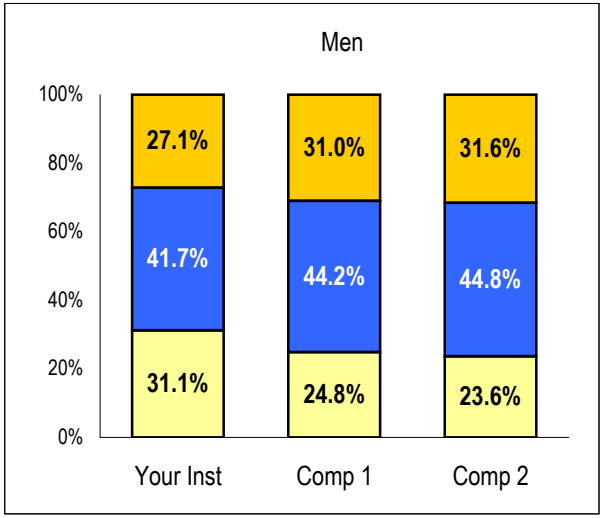
Graduating Seniors

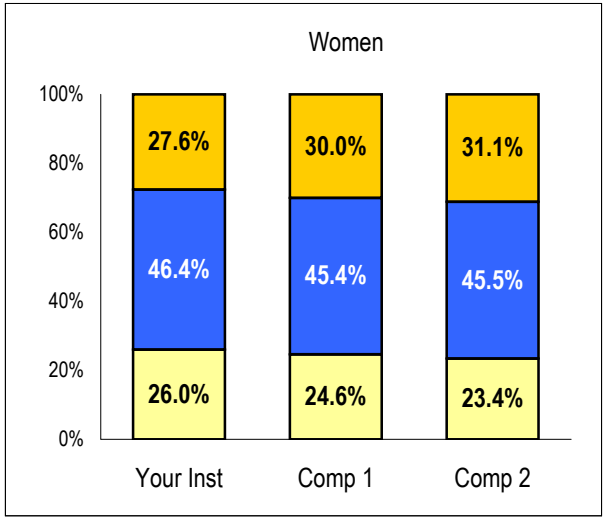
Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

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)	893	5,367	20,700	350	1,996	7,291	543	3,371	13,409
High Civic Engagement	27.4%	30.4%	31.3%	27.1%	31.0%	31.6%	27.6%	30.0%	31.1%
Average Civic Engagement	44.6%	44.9%	45.3%	41.7%	44.2%	44.8%	46.4%	45.4%	45.5%
Low Civic Engagement	28.0%	24.7%	23.5%	31.1%	24.8%	23.6%	26.0%	24.6%	23.4%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* *I am interested in seeking information about current social and political issues (1.56)*
* *Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)*
* *Worked on a local, state, or national political campaign (1.54)*
* *Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)*
* *Goal: Keeping up to date with political affairs (1.45)*
* *Goal: Influencing social values (1.10)*
* *Helped raise money for a cause or campaign (1.09)*
* *Performed volunteer or community service work(0.79)*