CIRP Construct Technical Report

Appendix

2009 Construct Parameters

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

TFS, YFCY

	A	B1	B2
Ask questions in class	1.32	-2.58	0.14
Support your opinions with a logical argument	1.97	-2.32	-0.15
Seek solutions to problems and explain them to others	2.29	-2.19	0.02
Revise your papers to improve your writing	1.07	-3.01	-0.01
Evaluate the quality or reliability of information you received	1.70	-2.35	0.36
Take a risk because you feel you have more to gain	1.30	-2.34	0.66
Seek alternative solutions to a problem	1.89	-2.56	0.30
Look up scientific research articles and resources	0.96	-1.77	1.24
Explore topics on your own, even though it was not required for a class	1.28	-1.74	0.81
Accept mistakes as part of the learning process	1.08	-3.87	0.03
Seek feedback on your academic work	1.38	-2.65	0.10

TFS & YFCY

Since entering this college, how often have you:

	Frequently	Occasionally	Not at all
Ask questions in class	○	○	○
Support your opinions with a logical argument	○	○	○
Seek solutions to problems and explain them to others	○	○	○
Revise your papers to improve your writing	○	○	○
Evaluate the quality or reliability of information you received	○	○	○
Take a risk because you feel you have more to gain	○	○	○
Seek alternative solutions to a problem	○	○	○
Look up scientific research articles and resources	○	○	○
Explore topics on your own, even though it was not required for a class	○	○	○
Accept mistakes as part of the learning process	○	○	○
Seek feedback on your academic work	○	○	○

CIRP

Academic Disengagement

Measures the extent to which student's engage in behaviors that are inconsistent with academic success.

CSS

	A	B1	B2
Came late to class	1.82	-0.40	2.02
Fell asleep in class	1.00	0.56	3.62
Failed to complete homework on time	1.26	0.57	2.92
Missed class for other reasons	1.76	-1.37	2.16

YFCY

	A	B1	B2
Come late to class	1.82	-0.40	2.02
Fell asleep in class	1.00	0.56	3.62
Turned in course assignment(s) late	1.26	0.57	2.92
Skipped class	1.60	-0.68	2.52
Turned in course assignments that did not reflect your best work	1.11	-1.36	2.89

YFCY

Since entering this college, how often have you:

	Frequently	Occasionally	Not at all
Come late to class	○	○	○
Fell asleep in class	○	○	○
Turned in course assignment(s) late	○	○	○
Skipped class	○	○	○
Turned in course assignments that did not reflect your best work	○	○	○
Missed class for other reasons	○	○	○

CSS

Since entering this college, indicate how often you:

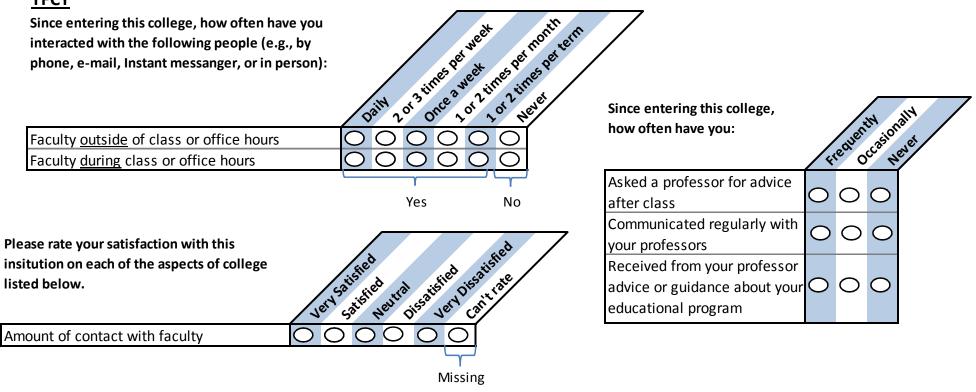|	Frequently	Occasionally	Not at all
Came late to class	○	○	○
Fell asleep in class	○	○	○
Failed to complete homework on time	○	○	○
Missed class for other reasons	○	○	○

CIRP

Student-Faculty Interaction (YFCY)

Measures the amount and type of contact students have with faculty that is appropriate for the first year of college, as well as satisfaction with these issues.

YFCY	A	B1	B2	B3	B4	B5
Faculty outside of class or office hours	1.18	-1.17	0.16	1.19	2.21	3.60
Asked a professor for advice after class	1.74	-1.21	1.36			
Communicated regularly with your professors	2.71	-0.90	1.10			
Satisfaction: amount of contact with faculty*	1.20	-4.34	-2.76	-0.76	1.59	
Received from your professor advice or guidance about your educational program	1.69	-0.87	1.48			
7 . . . . *	1.29	-2.24				

* "Can't rate" option coded as missing; ** Recoded from frequency of going to office hours

YFCY

Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant messanger, or in person):

Please rate your satisfaction with this insitution on each of the aspects of college listed below.

Since entering this college, how often have you:

Student-Faculty Interaction (CSS)

Measures the extent to which students and faculty establish mentoring relationships. This holistic relationship encompasses both academic and personal support from faculty now and in the future.

CSS

	A	B1	B2
Encouragement to pursue graduate/professional study	1.91	-1.47	0.19
An opportunity to work on a research project	1.09	-0.53	1.50
Advice and guidance about your educational program	2.89	-1.50	0.33
Emotional support and encouragement	2.40	-1.18	0.51
A letter of recommendation	1.71	-1.15	0.63
Help to improve your study skills	1.84	-0.88	1.09
Feedback about your academic work (outside of grades)	2.33	-1.42	0.41
An opportunity to discuss coursework outside of class	2.13	-1.85	0.18
Help in achieving your professional goals	3.32	-1.14	0.42

CSS

How often have professors at your college provided you with:

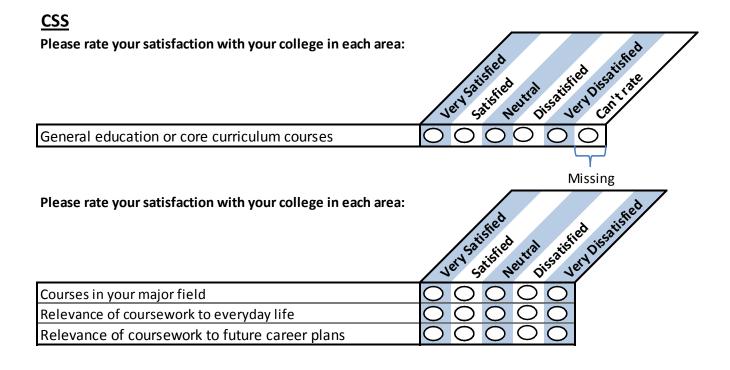|	Frequently	Occasionally	Not at all
Encouragement to pursue graduate/professional study	◯	◯	◯
An opportunity to work on a research project	◯	◯	◯
Advice and guidance about your educational program	◯	◯	◯
Emotional support and encouragement	◯	◯	◯
A letter of recommendation	◯	◯	◯
Help to improve your study skills	◯	◯	◯
Feedback about your academic work (outside of grades)	◯	◯	◯
An opportunity to discuss coursework outside of class	◯	◯	◯
Help in achieving your professional goals	◯	◯	◯

CIRP

Satisfaction with Coursework

Measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

CSS

	A	B1	B2	B3	B4
General education or core curriculum courses	0.92	-5.66	-3.65	-1.90	1.65
Courses in your major field	1.54	-3.67	-2.36	-1.67	0.44
Relevance of coursework to everyday life	3.13	-2.64	-1.63	-0.62	0.99
Relevance of coursework to future career plans	3.52	-2.51	-1.59	-0.78	0.67

CSS

Please rate your satisfaction with your college in each area:

Very Satisfied · Satisfied · Neutral · Dissatisfied · Very Dissatisfied · Can't rate

General education or core curriculum courses   ○ ○ ○ ○ ○ ○

Missing

Please rate your satisfaction with your college in each area:

Very Satisfied · Satisfied · Neutral · Dissatisfied · Very Dissatisfied

Courses in your major field	○	○	○	○	○
Relevance of coursework to everyday life	○	○	○	○	○
Relevance of coursework to future career plans	○	○	○	○	○

CIRP

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

YFCY

	A	B1	B2	B3	B4
Been satisfied with this college overall	2.97	-1.30			
Your overall academic experience	1.88	-3.46	-2.44	-1.36	0.78
Overall quality of instruction	1.69	-3.76	-2.57	-1.32	0.89
Overall college experience	3.69	-2.42	-1.74	-0.94	0.45
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?	1.93	-2.34	-1.42	-1.11	0.15

CSS

	A	B1	B2	B3	B4
Overall quality of instruction	1.69	-3.76	-2.57	-1.32	0.89
Overall college experience	3.69	-2.42	-1.74	-0.94	0.45
If you could make your college choice over, would you still choose to enroll at your current college?	1.90	-2.16	-1.07	0.31	

YFCY

Please rate your satisfaction with your college in each area:

Your overall academic experience — Very Satisfied / Satisfied / Neutral / Dissatisfied / Very Dissatisfied / Can't rate

Missing

Since entering this college, have you:

Been satisfied with this college overall — Yes / No

CSS & YFCY

Please rate your satisfaction with your college in each area:

Overall quality of instruction — Very Satisfied / Satisfied / Neutral / Dissatisfied / Very Dissatisfied
Overall college experience — Very Satisfied / Satisfied / Neutral / Dissatisfied / Very Dissatisfied

If you could make your college choice over, would you still choose to enroll at your current college?

Definitely yes ◯
Probably yes ◯
Probably no ◯
Definitely no ◯

CIRP

Pluralistic Orientation

Measures skills and dispositions appropriate for living and working in a diverse society.

TFS, YFCY

	A	B1	B2	B3	B4
Ability to see the world from someone else's perspective	1.99	-3.96	-2.68	-0.62	1.07
Tolerance of others with different beliefs	2.52	-3.31	-2.30	-0.78	0.66
Openness to having my own views challenged	2.29	-3.10	-1.93	-0.35	1.11
Ability to discuss and negotiate controversial issues	2.11	-3.46	-2.12	-0.49	0.98
Ability to work cooperatively with diverse people	2.60	-3.45	-2.63	-0.90	0.61

TFS & YFCY

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	○	○	○	○	○
Tolerance of others with different beliefs	○	○	○	○	○
Openness to having my own views challenged	○	○	○	○	○
Ability to discuss and negotiate controversial issues	○	○	○	○	○
Ability to work cooperatively with diverse people	○	○	○	○	○

CIRP

YFCY, CSS	A	B1	B2	B3	B4
Dined or shared a meal	2.72	-1.72	-0.87	0.00	0.74
Had meaningful and honest discussions about race/ethnic relations outside of class	2.46	-1.20	-0.33	0.55	1.32
Shared personal feelings and problems	3.52	-1.21	-0.52	0.30	1.08
Had intellectual discussions outside of class	3.57	-1.18	-0.53	0.29	1.09
Studied or prepared for class	2.22	-1.26	-0.54	0.33	1.11
Socialized or partied	2.12	-1.59	-0.82	0.14	1.07

YFCY & CSS

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

	Very often	Often	Sometimes	Seldom	Never
Dined or shared a meal	○	○	○	○	○
Had meaningful and honest discussions about race/ethnic relations outside of class	○	○	○	○	○
Shared personal feelings and problems	○	○	○	○	○
Had intellectual discussions outside of class	○	○	○	○	○
Studied or prepared for class	○	○	○	○	○
Socialized or partied	○	○	○	○	○

CIRP

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

YFCY, CSS

	A	B1	B2	B3	B4
Had guarded, cautious interactions	2.10	-0.50	0.54	1.62	2.43
Had tense, somewhat hostile interactions	3.81	0.21	0.94	1.65	2.26
Felt insulted or threatened because of race/ethnicity	2.63	0.55	1.22	1.94	2.57

YFCY & CSS

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

	Very often	Often	Sometimes	Seldom	Never
Had guarded, cautious interactions	◯	◯	◯	◯	◯
Had tense, somewhat hostile interactions	◯	◯	◯	◯	◯
Felt insulted or threatened because of race/ethnicity	◯	◯	◯	◯	◯

CIRP

Social Agency

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

TFS, YFCY, CSS

	A	B1	B2	B3	B4
Keeping up to date with political affairs	1.42	-1.50	0.21	1.72	8.25
Participating in a community action program	2.64	-0.99	0.39	1.55	6.74
Influencing social values	1.62	-1.64	-0.01	1.61	7.56
Becoming a community leader	2.06	-1.03	0.32	1.55	7.70
Helping others who are in difficulty	1.36	-3.36	-1.12	0.80	7.20
Helping to promote racial understanding	2.15	-1.08	0.33	1.51	7.76

TFS, YFCY & CSS

Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
Keeping up to date with political affairs	○	○	○	○
Participating in a community action program	○	○	○	○
Influencing social values	○	○	○	○
Becoming a community leader	○	○	○	○
Helping others who are in difficulty	○	○	○	○
Helping to promote racial understanding	○	○	○	○

CIRP

Sense of Belonging

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

CSS

	A	B1	B2	B3
I see myself as part of the campus community	3.81	-1.92	-0.94	0.84
I feel I have a sense of belonging to this campus	4.62	-1.99	-1.04	0.70
I feel I am a member of this college	5.10	-2.19	-1.40	0.49

CSS

Please indicate the extent to which you agree or disagree with the following statements:

	Strongly agree	Agree	Disagree	Strongly Disagree
I see myself as part of the campus community	○	○	○	○
I feel I am a member of this college	○	○	○	○
I feel I have a sense of belonging to this campus	○	○	○	○

CIRP

Civic Awareness

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

YFCY

	A	B1	B2	B3	B4
Understanding of the problems facing your community	2.09	-3.68	-2.61	-0.62	1.13
Understanding of national issues	8.18	-2.68	-1.75	-0.52	0.91
Understanding of global issues	3.32	-2.92	-2.01	-0.59	0.89

CSS

	A	B1	B2	B3	B4
Understanding of the problems facing your community	2.09	-3.68	-2.61	-0.62	1.13
Understanding of social problems facing our nation	7.88	-2.81	-1.99	-0.77	0.63
Understanding of global issues	3.32	-2.92	-2.01	-0.59	0.89

YFCY

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

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the problems facing your community	○	○	○	○	○
Understanding of national issues	○	○	○	○	○
Understanding of global issues	○	○	○	○	○

CSS

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

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the problems facing your community	○	○	○	○	○
Understanding of social problems facing our nation	○	○	○	○	○
Understanding of global issues	○	○	○	○	○

CIRP

College Reputation Orientation

Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

TFS

	A	B1	B2
This college has a very good academic reputation	1.56	-2.66	-0.74
This college's graduates gain admission to top graduate/professional schools	2.67	-0.90	0.31
This college's graduates get good jobs	4.88	-1.27	-0.21

TFS

Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

	Very Important	Somewhat Important	Not Important
This college has a very good academic reputation	○	○	○
This college's graduates gain admission to top graduate/professional schools	○	○	○
This college's graduates get good jobs	○	○	○

CIRP

Likelihood of College Involvement

A unified measure of students' expectations about their involvement in college life generally.

TFS	A	B1	B2	B3
Socialize with someone of another racial/ethnic group	2.56	-2.24	-1.25	-0.01
Participate in a study abroad program	1.66	-3.15	-1.86	-0.07
Participate in a volunteer or community service work	1.65	-3.35	-2.26	-0.67
Participate in student government	1.52	-2.43	-0.98	0.64
Participate in student clubs/groups	1.21	-2.22	-0.78	0.66

TFS

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

Very Good Chance | Some Chance | Very Little Chance | No Chance

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Socialize with someone of another racial/ethnic group	◯	◯	◯	◯
Participate in a study abroad program	◯	◯	◯	◯
Participate in a volunteer or community service work	◯	◯	◯	◯
Participate in student government	◯	◯	◯	◯
Participate in student clubs/groups	◯	◯	◯	◯

CIRP

Academic Self-Concept

A unified measure of students' beliefs about their abilities and confidence in academic environments.

TFS, YFCY, CSS

	A	B1	B2	B3	B4
Self Rating: Academic ability	3.01	-3.57	-2.57	-0.75	0.83
Self Rating: Drive to achieve	1.18	-5.57	-3.51	-1.28	0.73
Self Rating: Mathematical ability	1.14	-3.53	-1.59	0.16	1.98
Self Rating: Self-confidence (intellectual)	1.51	-4.25	-2.47	-0.51	1.29

All Surveys

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself:

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	O	O	O	O	O
Drive to achieve	O	O	O	O	O
Mathematical ability	O	O	O	O	O
Self-confidence (intellectual)	O	O	O	O	O

CIRP

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

TFS	A	B1	B2	B3	B4
Self Rating: Leadership ability	2.36	-3.26	-1.92	-0.46	0.94
Self Rating: Popularity	1.77	-2.65	-1.19	0.23	1.59
Self Rating: Public speaking ability	1.84	-3.21	-1.61	-0.10	1.37
Self Rating: Self-confidence (social)	1.69	-3.40	-2.03	0.33	2.01

YFCY, CSS	A	B1	B2	B3	B4
Self Rating: Leadership ability	2.36	-3.26	-1.92	-0.46	0.94
Self Rating: Public speaking ability	1.84	-3.21	-1.61	-0.10	1.37
Self Rating: Self-confidence (social)	1.69	-3.40	-2.03	0.33	2.01

TFS

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself:

YFCY, CSS

Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself: