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

2011 College Senior Survey

CIRP Longitudinal Construct Reports

Graduating Seniors

Wabash College

comparison group 1: Private/Nonsectarian 4yr Colleges
comparison group 2: Nonsectarian, Catholic, Other Religious 4yr Colleges

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

2011 College Senior Survey

CIRP Longitudinal Construct Reports

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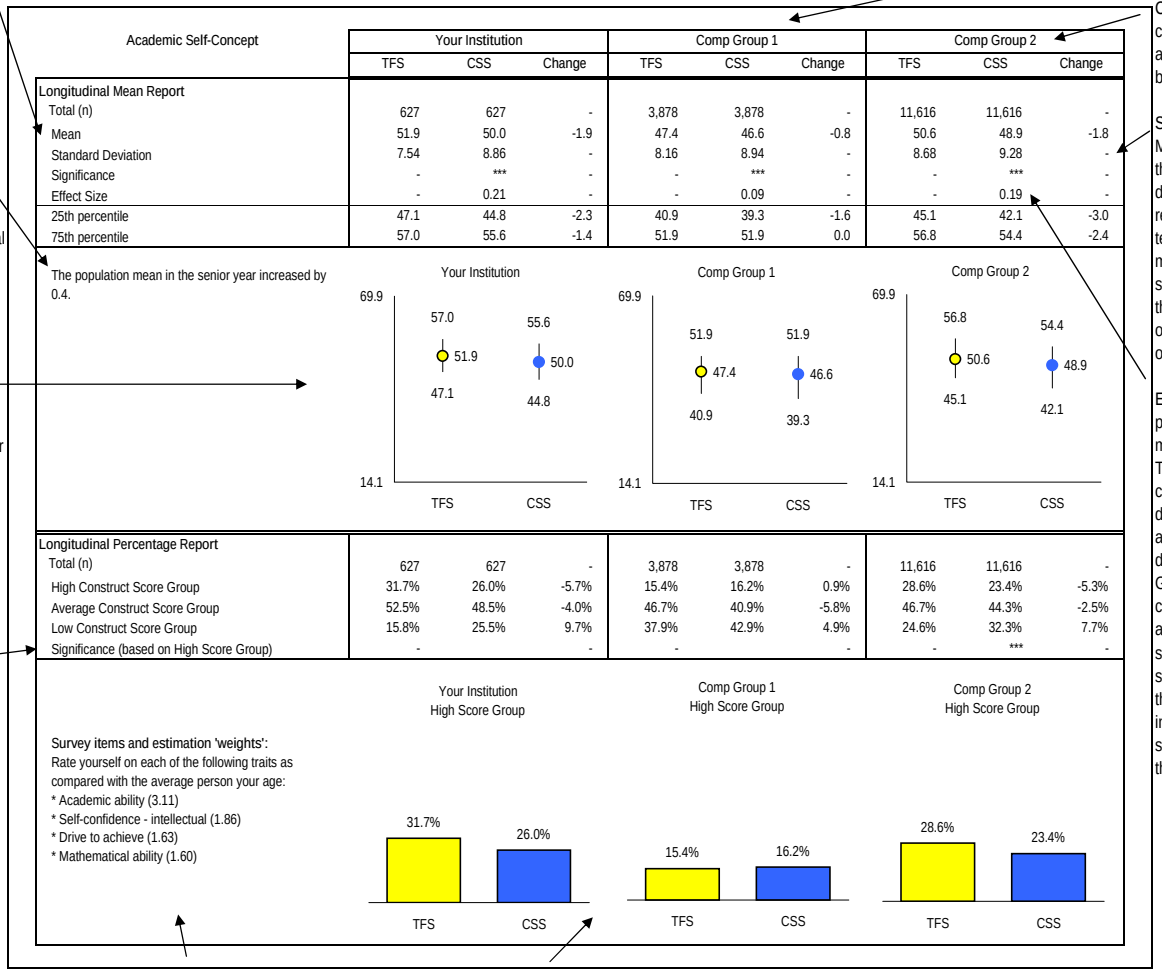
How to Read the CIRP Longitudinal Construct Reports

The scores for the longitudinal CIRP Constructs were derived using IRT methods specifically designed to measure within-person change, allowing institutions to measure change among their student population over time as well as to compare the change in their student population to that of their comparison groups. The top portion of this report shows comparative information based on the mean score of a construct and the bottom portion shows the information based on the percentage of students who score in the high, average and low score groups for the construct.

Mean – The arithmetic mean is computed for each CIRP Construct. The CIRP Freshman Survey Constructs and the non-longitudinal CSS Constructs have been scaled to a mean of 50 and a standard deviation of 10. The longitudinal CSS construct scores have been adjusted upwards or downwards from a mean of 50 during the IRT scoring process depending on the direction of change in the population, the standard deviation remains 10.

Mean 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.

Statistical Significance – Uses t-test to examine the difference between the mean construct score on the CIRP Freshman Survey and CSS. 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

	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	627	627	-	3,878	3,878	-	11,616	11,616	-
Mean	51.9	50.0	-1.9	47.4	46.6	-0.8	50.6	48.9	-1.8
Standard Deviation	7.54	8.86	-	8.16	8.94	-	8.68	9.28	-
Significance	-	***	-	-	***	-	-	***	-
Effect Size	-	0.21	-	-	0.09	-	-	0.19	-
25th percentile	47.1	44.8	-2.3	40.9	39.3	-1.6	45.1	42.1	-3.0
75th percentile	57.0	55.6	-1.4	51.9	51.9	0.0	56.8	54.4	-2.4

The population mean in the senior year increased by 0.4.

	Your Institution			Comp Group 1			Comp Group 2		
Longitudinal Percentage Report									
Total (n)	627	627	-	3,878	3,878	-	11,616	11,616	-
High Construct Score Group	31.7%	26.0%	-5.7%	15.4%	16.2%	0.9%	28.6%	23.4%	-5.3%
Average Construct Score Group	52.5%	48.5%	-4.0%	46.7%	40.9%	-5.8%	46.7%	44.3%	-2.5%
Low Construct Score Group	15.8%	25.5%	9.7%	37.9%	42.9%	4.9%	24.6%	32.3%	7.7%
Significance (based on High Score Group)	-		-	-		-	-	***	-

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)

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.

Percentage Charts – Provide a visual display of the construct "High Score Group" percentages for your institution and two comparison groups. "High" represents students who scored one-half standard deviation or more above mean (higher than 55).

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 by type and control.

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.

Effect Size – Determines the practical significance of the mean difference between the TFS and the CSS. It is calculated by dividing the mean differences between the TFS and the CSS by the standard deviation of the CSS. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive effect size indicates that the construct score of the CSS is greater than the TFS; a negative sign indicates that the construct score of the CSS is smaller than the TFS.

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

2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

Habits of Mind

CIRP Longitudinal Construct Report

All Respondents

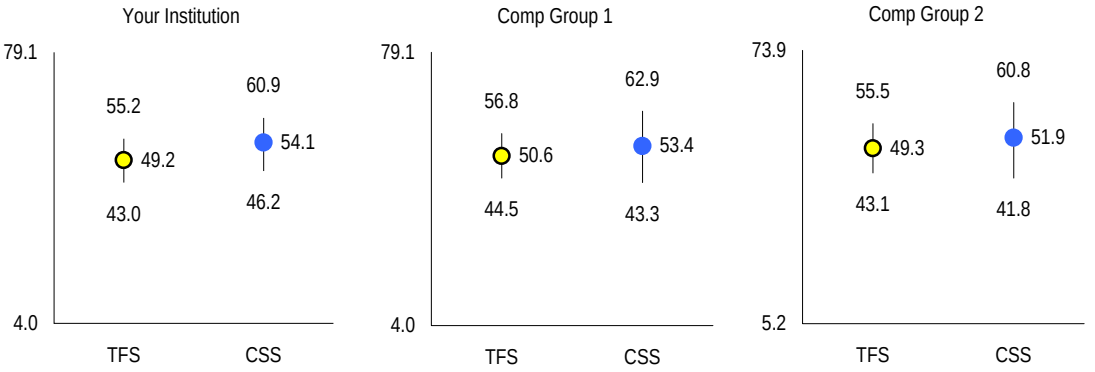
Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	112	112	-	2,035	2,035	-	6,464	6,464	-
Mean	49.2	54.1	4.9	50.6	53.4	2.8	49.3	51.9	2.6
Standard Deviation	8.22	10.68	-	9.08	12.87	-	8.99	12.76	-
Significance	-	***	-	-	***	-	-	***	-
Effect Size	-	0.46	-	-	0.21	-	-	0.21	-
25th percentile	43.0	46.2	3.2	44.5	43.3	-1.2	43.1	41.8	-1.3
75th percentile	55.2	60.9	5.7	56.8	62.9	6.1	55.5	60.8	5.3

The population mean in the senior year increased by 1.7.

Survey items and estimation 'weights':

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

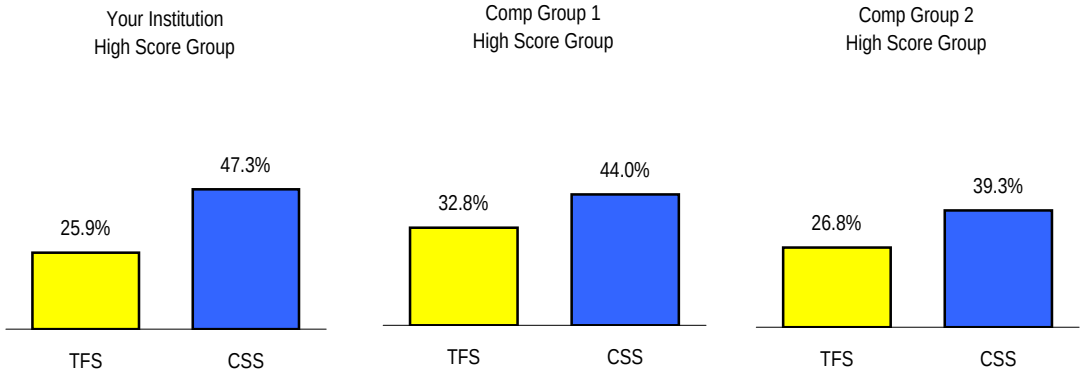
* Support your opinions with a logical argument (2..30)
* Seek solutions to problems and explain them to others (2.25)
* Seek alternative solutions to a problem (1.90)
* Evaluate the quality or reliability of information you received (1.73)
* Ask questions in class (1.50)



Longitudinal Percentage Report									
Total (n)	112	112	-	2,035	2,035	-	6,464	6,464	-
High Construct Score Group	25.9%	47.3%	21.4%	32.8%	44.0%	11.3%	26.8%	39.3%	12.5%
Average Construct Score Group	39.3%	33.0%	-6.3%	40.5%	27.4%	-13.1%	41.6%	28.0%	-13.6%
Low Construct Score Group	34.8%	19.6%	-15.2%	26.7%	28.6%	1.9%	31.5%	32.7%	1.1%
Significance (based on High Score Group)	-		-	-	***	-	-	***	-

Survey items and estimation 'weights': (continued)

* 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)



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

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2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

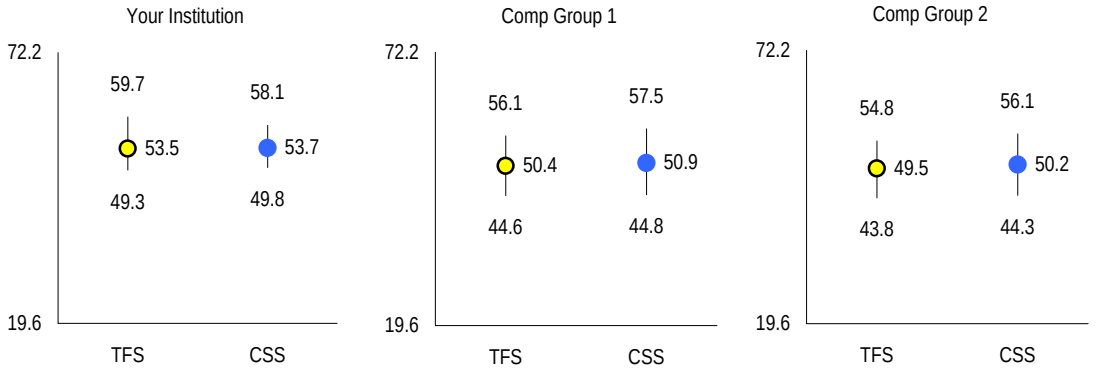
Academic Self-Concept

CIRP Longitudinal Construct Report

All Respondents

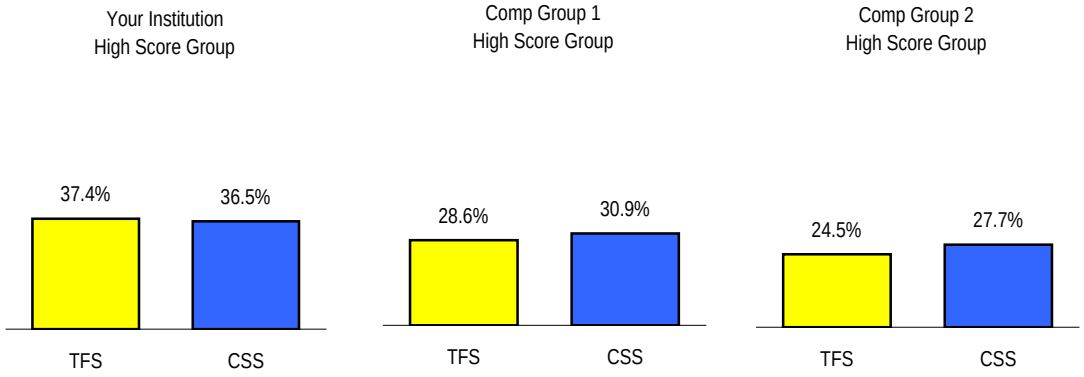
Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	115	115	-	2,180	2,180	-	6,935	6,935	-
Mean	53.5	53.7	0.1	50.4	50.9	0.5	49.5	50.2	0.7
Standard Deviation	7.27	7.21	-	8.66	9.42	-	8.45	9.14	-
Significance	-		-	-	*	-	-	***	-
Effect Size	-	0.02	-	-	0.06	-	-	0.08	-
25th percentile	49.3	49.8	0.5	44.6	44.8	0.2	43.8	44.3	0.5
75th percentile	59.7	58.1	-1.6	56.1	57.5	1.4	54.8	56.1	1.3

The population mean in the senior year increased by 0.4.



Longitudinal Percentage Report									
Total (n)	115	115	-	2,180	2,180	-	6,935	6,935	-
High Construct Score Group	37.4%	36.5%	-0.9%	28.6%	30.9%	2.3%	24.5%	27.7%	3.3%
Average Construct Score Group	53.0%	51.3%	-1.7%	45.1%	43.4%	-1.7%	46.2%	44.8%	-1.4%
Low Construct Score Group	9.6%	12.2%	2.6%	26.3%	25.7%	-0.6%	29.3%	27.4%	-1.9%
Significance (based on High Score Group)	-		-	-		-	-	*	-

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)



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

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

2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

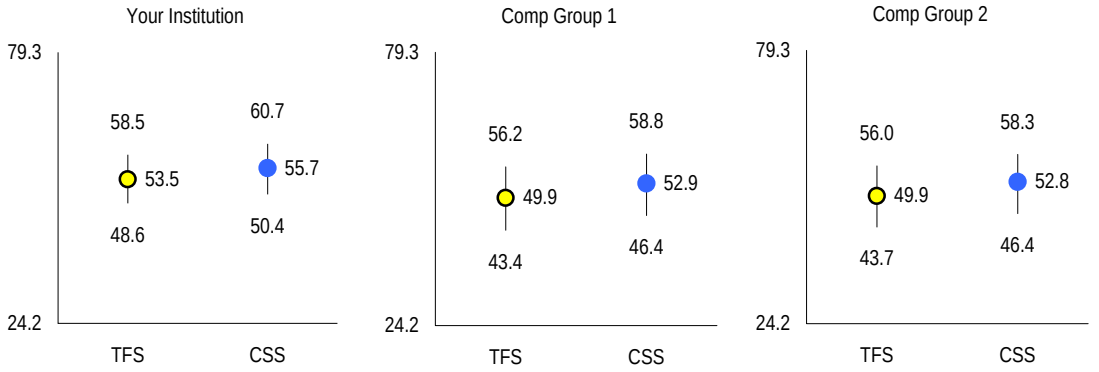
Social Self-Concept

CIRP Longitudinal Construct Report

All Respondents

Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	115	115	-	2,176	2,176	-	6,922	6,922	-
Mean	53.5	55.7	2.2	49.9	52.9	2.9	49.9	52.8	2.9
Standard Deviation	8.04	8.83	-	9.31	9.00	-	8.95	8.70	-
Significance	-	*	-	-	***	-	-	***	-
Effect Size	-	0.25	-	-	0.32	-	-	0.33	-
25th percentile	48.6	50.4	1.8	43.4	46.4	3.0	43.7	46.4	2.7
75th percentile	58.5	60.7	2.2	56.2	58.8	2.6	56.0	58.3	2.3

The population mean in the senior year increased by 2.9.

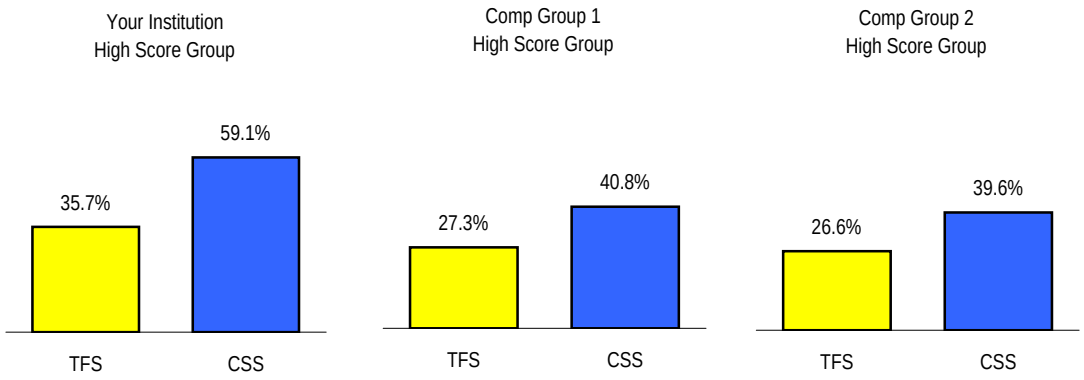


Longitudinal Percentage Report									
Total (n)	115	115	-	2,176	2,176	-	6,922	6,922	-
High Construct Score Group	35.7%	59.1%	23.5%	27.3%	40.8%	13.6%	26.6%	39.6%	13.1%
Average Construct Score Group	53.0%	29.6%	-23.5%	42.0%	38.7%	-3.4%	42.8%	40.9%	-1.9%
Low Construct Score Group	11.3%	11.3%	0.0%	30.7%	20.5%	-10.2%	30.7%	19.5%	-11.2%
Significance (based on High Score Group)	-	*	-	-	***	-	-	***	-

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)



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

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2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

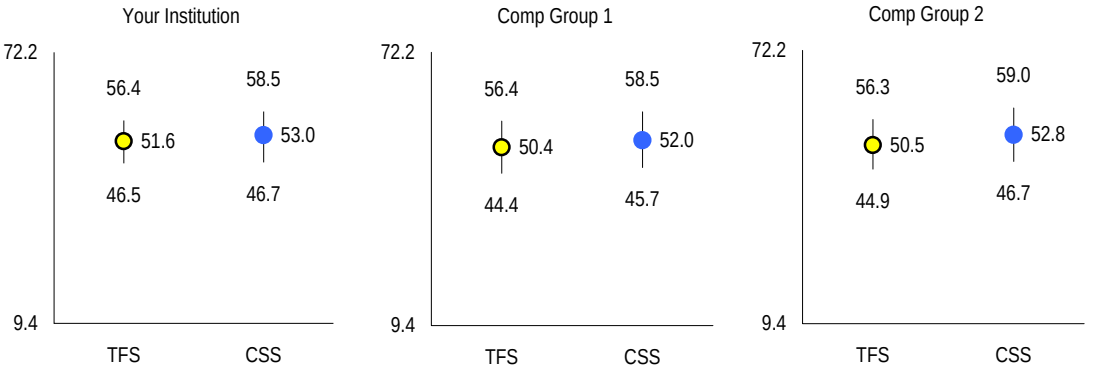
Social Agency

CIRP Longitudinal Construct Report

All Respondents

Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	115	115	-	2,116	2,116	-	6,783	6,783	-
Mean	51.6	53.0	1.4	50.4	52.0	1.6	50.5	52.8	2.3
Standard Deviation	7.70	8.36	-	9.42	10.10	-	8.97	9.67	-
Significance	-		-	-	***	-	-	***	-
Effect Size	-	0.16	-	-	0.16	-	-	0.24	-
25th percentile	46.5	46.7	0.2	44.4	45.7	1.3	44.9	46.7	1.8
75th percentile	56.4	58.5	2.1	56.4	58.5	2.1	56.3	59.0	2.7

The population mean in the senior year increased by 2.8.

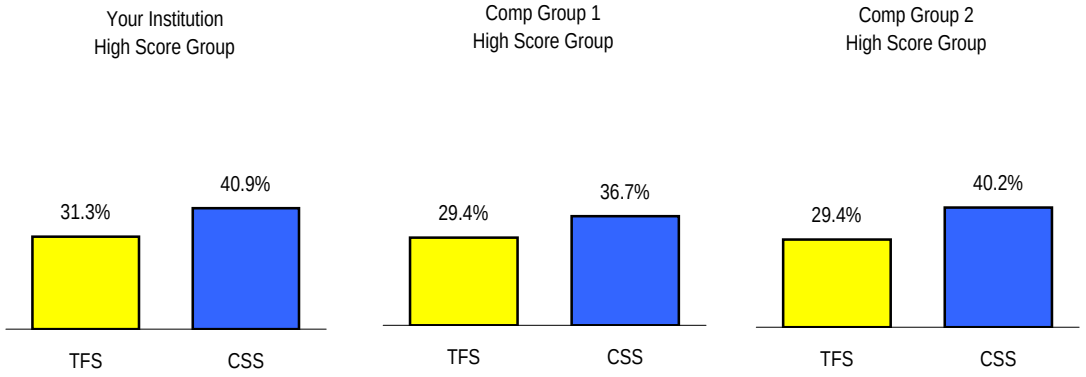


Longitudinal Percentage Report									
Total (n)	115	115	-	2,116	2,116	-	6,783	6,783	-
High Construct Score Group	31.3%	40.9%	9.6%	29.4%	36.7%	7.2%	29.4%	40.2%	10.8%
Average Construct Score Group	53.0%	42.6%	-10.4%	43.0%	40.7%	-2.2%	45.1%	41.1%	-4.0%
Low Construct Score Group	15.7%	16.5%	0.9%	27.6%	22.6%	-5.0%	25.5%	18.6%	-6.8%
Significance (based on High Score Group)	-		-	-	**	-	-	***	-

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)



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

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2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

Habits of Mind

CIRP Longitudinal Construct Report

Men

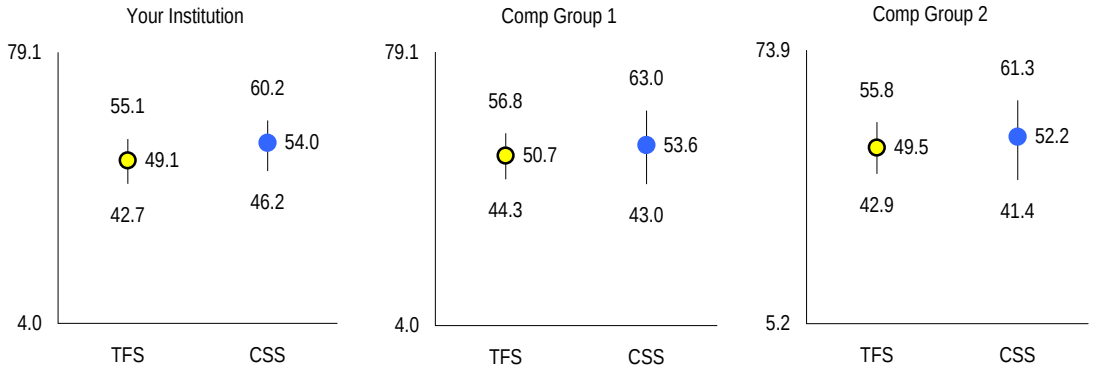
Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	111	111	-	827	827	-	2,346	2,346	-
Mean	49.1	54.0	4.9	50.7	53.6	2.9	49.5	52.2	2.7
Standard Deviation	8.19	10.66	-	8.95	13.06	-	9.17	12.98	-
Significance	-	***	-	-	***	-	-	***	-
Effect Size	-	0.46	-	-	0.22	-	-	0.21	-
25th percentile	42.7	46.2	3.5	44.3	43.0	-1.3	42.9	41.4	-1.5
75th percentile	55.1	60.2	5.1	56.8	63.0	6.2	55.8	61.3	5.5

The population mean in the senior year increased by 1.7.

Survey items and estimation 'weights':

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

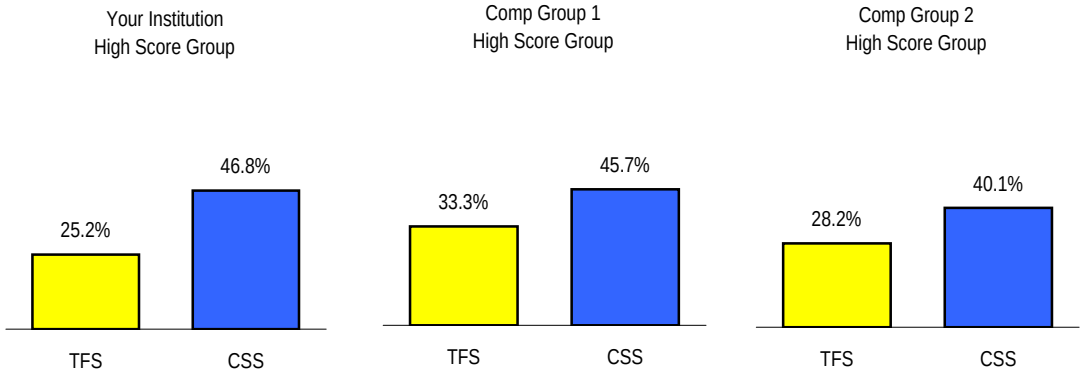
* Support your opinions with a logical argument (2..30)
* Seek solutions to problems and explain them to others (2.25)
* Seek alternative solutions to a problem (1.90)
* Evaluate the quality or reliability of information you received (1.73)
* Ask questions in class (1.50)



	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Percentage Report									
Total (n)	111	111	-	827	827	-	2,346	2,346	-
High Construct Score Group	25.2%	46.8%	21.6%	33.3%	45.7%	12.5%	28.2%	40.1%	11.9%
Average Construct Score Group	39.6%	33.3%	-6.3%	39.9%	25.2%	-14.8%	40.4%	26.4%	-14.0%
Low Construct Score Group	35.1%	19.8%	-15.3%	26.8%	29.1%	2.3%	31.4%	33.5%	2.1%
Significance (based on High Score Group)	-		-	-	**	-	-	***	-

Survey items and estimation 'weights': (continued)

* 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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2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

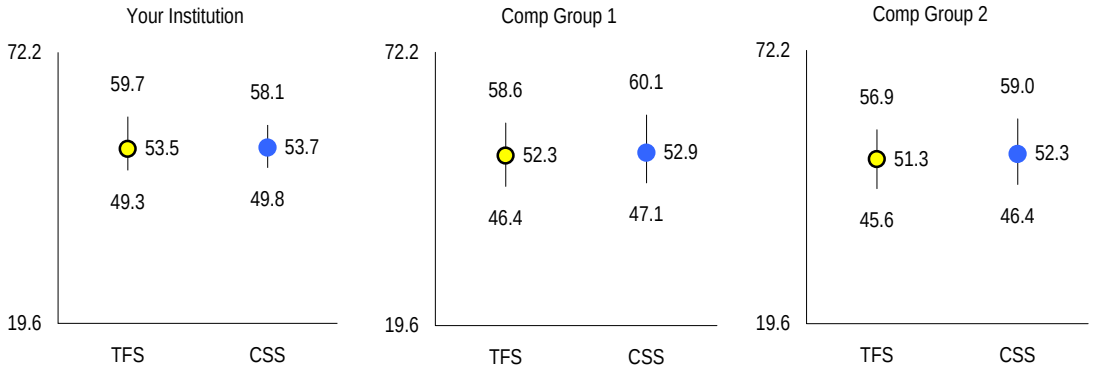
Academic Self-Concept

CIRP Longitudinal Construct Report

Men

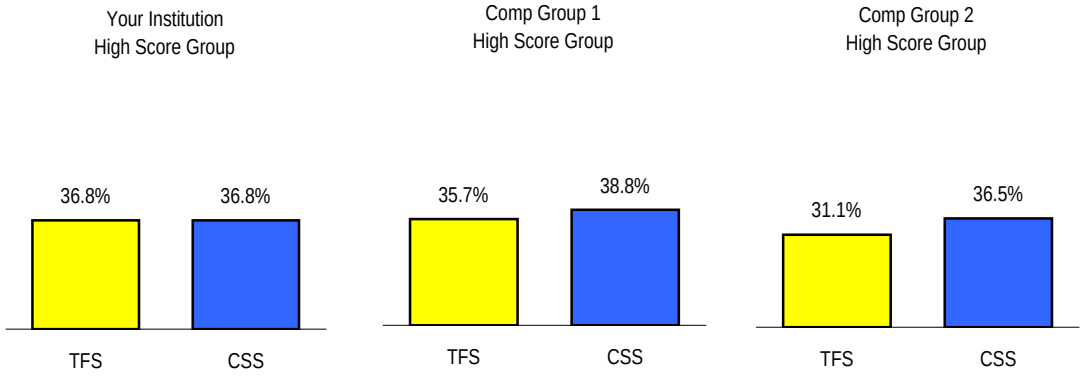
Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	114	114	-	886	886	-	2,540	2,540	-
Mean	53.5	53.7	0.2	52.3	52.9	0.6	51.3	52.3	1.0
Standard Deviation	7.29	7.24	-	8.57	9.60	-	8.48	9.34	-
Significance	-		-	-		-	-	***	-
Effect Size	-	0.03	-	-	0.06	-	-	0.11	-
25th percentile	49.3	49.8	0.5	46.4	47.1	0.7	45.6	46.4	0.8
75th percentile	59.7	58.1	-1.6	58.6	60.1	1.5	56.9	59.0	2.1

The population mean in the senior year increased by 0.4.



Longitudinal Percentage Report									
Total (n)	114	114	-	886	886	-	2,540	2,540	-
High Construct Score Group	36.8%	36.8%	0.0%	35.7%	38.8%	3.2%	31.1%	36.5%	5.5%
Average Construct Score Group	53.5%	50.9%	-2.6%	46.2%	42.6%	-3.6%	46.4%	42.8%	-3.6%
Low Construct Score Group	9.6%	12.3%	2.6%	18.2%	18.6%	0.5%	22.6%	20.7%	-1.9%
Significance (based on High Score Group)	-		-	-		-	-	*	-

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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2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

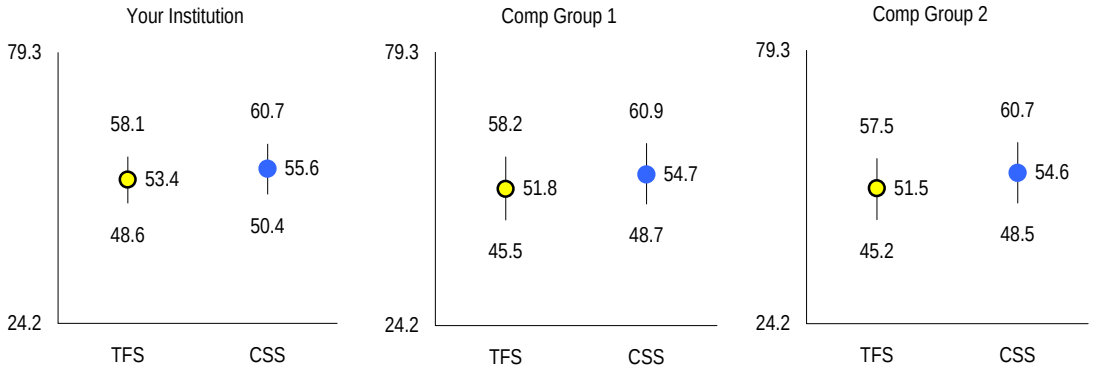
Social Self-Concept

CIRP Longitudinal Construct Report

Men

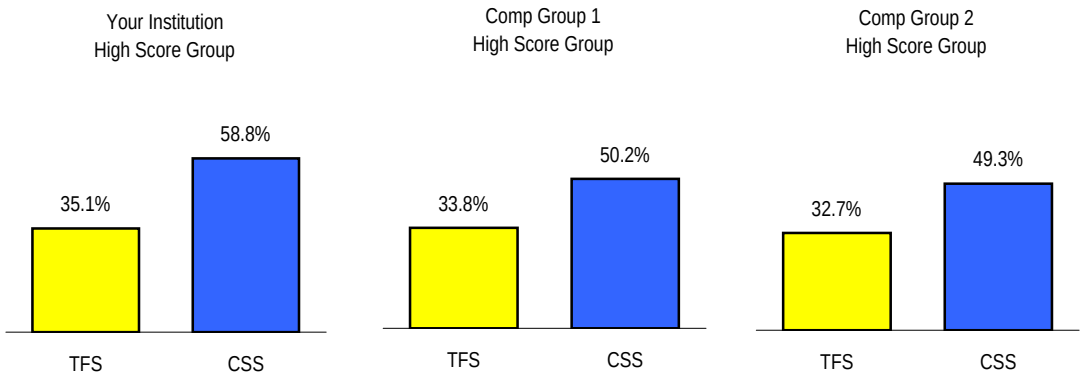
Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	114	114	-	885	885	-	2,537	2,537	-
Mean	53.4	55.6	2.2	51.8	54.7	2.9	51.5	54.6	3.1
Standard Deviation	8.03	8.81	-	9.18	9.18	-	8.93	8.89	-
Significance	-	*	-	-	***	-	-	***	-
Effect Size	-	0.25	-	-	0.31	-	-	0.35	-
25th percentile	48.6	50.4	1.8	45.5	48.7	3.2	45.2	48.5	3.3
75th percentile	58.1	60.7	2.6	58.2	60.9	2.7	57.5	60.7	3.2

The population mean in the senior year increased by 2.9.



Longitudinal Percentage Report									
Total (n)	114	114	-	885	885	-	2,537	2,537	-
High Construct Score Group	35.1%	58.8%	23.7%	33.8%	50.2%	16.4%	32.7%	49.3%	16.6%
Average Construct Score Group	53.5%	29.8%	-23.7%	42.5%	34.8%	-7.7%	42.7%	36.6%	-6.1%
Low Construct Score Group	11.4%	11.4%	0.0%	23.7%	15.0%	-8.7%	24.6%	14.2%	-10.4%
Significance (based on High Score Group)	-	*	-	-	***	-	-	***	-

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)



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

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

2005-2007 CIRP Freshman Survey / 2011 College Senior Survey

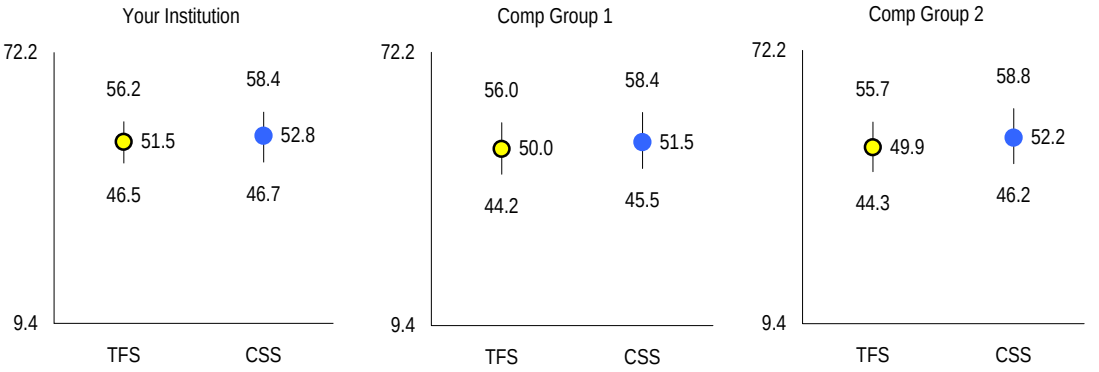
Social Agency

CIRP Longitudinal Construct Report

Men

Wabash College	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Longitudinal Mean Report									
Total (n)	114	114	-	870	870	-	2,487	2,487	-
Mean	51.5	52.8	1.4	50.0	51.5	1.5	49.9	52.2	2.3
Standard Deviation	7.58	8.28	-	9.48	10.08	-	9.21	9.96	-
Significance	-		-	-	**	-	-	***	-
Effect Size	-	0.17	-	-	0.15	-	-	0.23	-
25th percentile	46.5	46.7	0.2	44.2	45.5	1.3	44.3	46.2	1.9
75th percentile	56.2	58.4	2.2	56.0	58.4	2.4	55.7	58.8	3.1

The population mean in the senior year increased by 2.8.

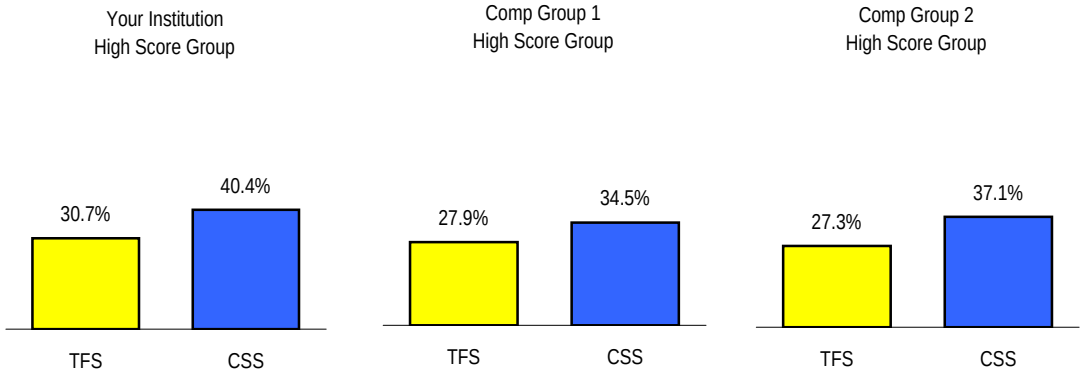


	Your Institution			Comp Group 1			Comp Group 2		
Longitudinal Percentage Report									
Total (n)	114	114	-	870	870	-	2,487	2,487	-
High Construct Score Group	30.7%	40.4%	9.6%	27.9%	34.5%	6.6%	27.3%	37.1%	9.8%
Average Construct Score Group	53.5%	43.0%	-10.5%	43.4%	42.0%	-1.5%	45.2%	42.7%	-2.4%
Low Construct Score Group	15.8%	16.7%	0.9%	28.6%	23.6%	-5.1%	27.6%	20.2%	-7.4%
Significance (based on High Score Group)	-		-	-		-	-	***	-

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)



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