



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

2009-2010 College Senior Survey

CIRP Construct Reports

Graduating Seniors

Wabash College

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



Table of Contents

1. CIRP Construct Mean Reports

How to Read the CIRP Construct Mean Reports	H1
a. Habits of Mind	1A
b. Academic Disengagement	1B
c. Student-Faculty Interaction	1C
d. Satisfaction with Coursework	1D
e. Overall Satisfaction	1E
f. Sense of Belonging	1F
g. Academic Self-Concept	1G
h. Social Self-Concept	1H
i. Pluralistic Orientation	1I
j. Positive Cross-Racial Interaction	1J
k. Negative Cross-Racial Interaction	1K
l. Social Agency	1L
m. Civic Awareness	1M
n. Leadership	1N

2. CIRP Construct Percentage Reports

How to Read the CIRP Construct Percentage Reports	H2
a. Habits of Mind	2A
b. Academic Disengagement	2B
c. Student-Faculty Interaction	2C
d. Satisfaction with Coursework	2D
e. Overall Satisfaction	2E
f. Sense of Belonging	2F
g. Academic Self-Concept	2G
h. Social Self-Concept	2H
i. Pluralistic Orientation	2I
j. Positive Cross-Racial Interaction	2J
k. Negative Cross-Racial Interaction	2K
l. Social Agency	2L
m. Civic Awareness	2M
n. Leadership	2N

How to Read the CIRP Construct Mean Reports

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 –

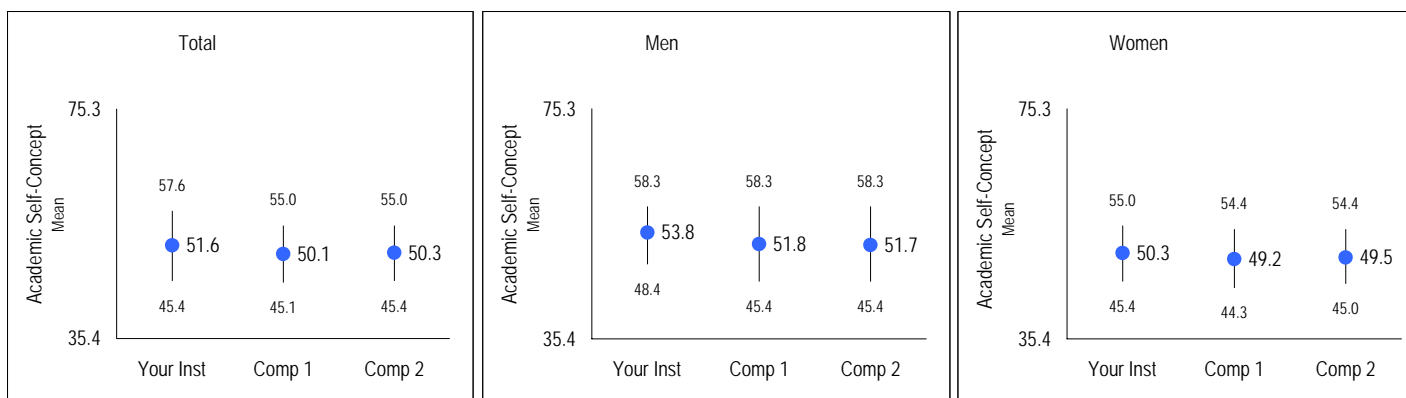
Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (* $p < .05$, ** $p < .01$, 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.

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.

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

Whatsamatta 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, control, and selectivity.

Comp 2 – The second comparison group is based on your institution's 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).

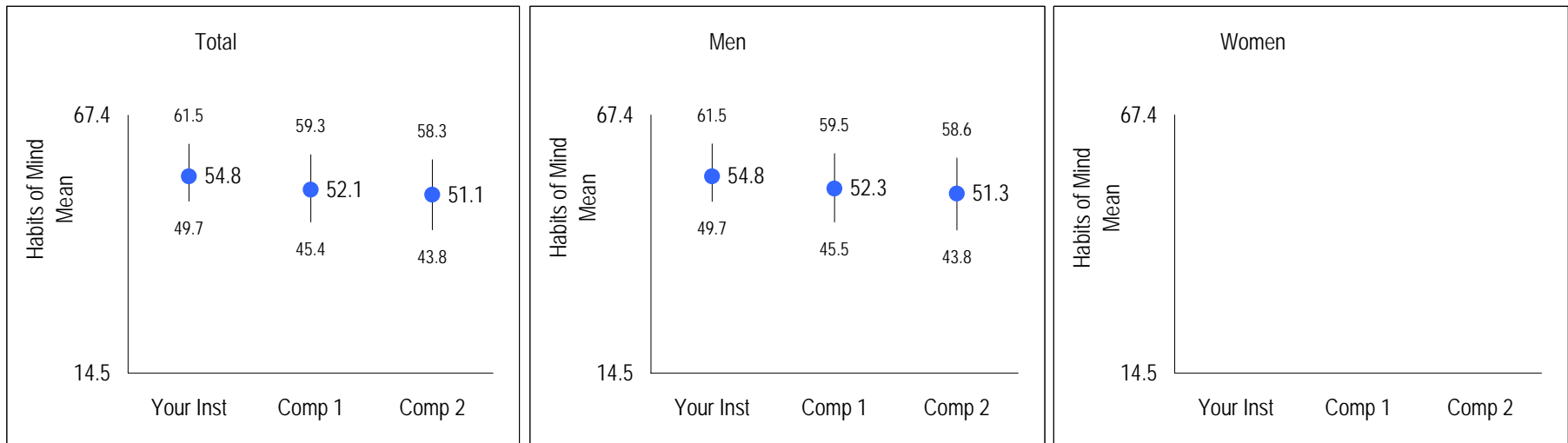


2009-2010 College Senior Survey
CIRP Construct Mean Report
Habits of Mind
Graduating Seniors

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.

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,274	17,398	188	2,428	6,311			
Mean	54.8	52.1	51.1	54.8	52.3	51.3			
Standard Deviation	8.05	9.49	9.70	8.05	9.48	9.70			
Significance	-	***	***	-	***	***			
Effect Size	-	0.29	0.38	-	0.26	0.36			
25th percentile	49.7	45.4	43.8	49.7	45.5	43.8			
75th percentile	61.5	59.3	58.3	61.5	59.5	58.6			

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



Survey items and estimation 'weights':

How often in the past year did you:

* *Seek solutions to problems and explain them to others* (2.49)

* *Seek alternative solutions to a problem* (2.08)

* *Support your opinions with a logical argument* (1.97)

* *Evaluate the quality or reliability of information you received* (1.84)

* *Take a risk because you felt you had more to gain* (1.54)

* *Ask questions in class* (1.32)

* *Seek feedback on your academic work* (1.20)

* *Explore topics on your own, even though it was not required for a class* (1.07)

* *Revise your papers to improve your writing* (1.06)

* *Accept mistakes as part of the learning process* (0.94)

* *Look up scientific research articles and resources* (0.67)

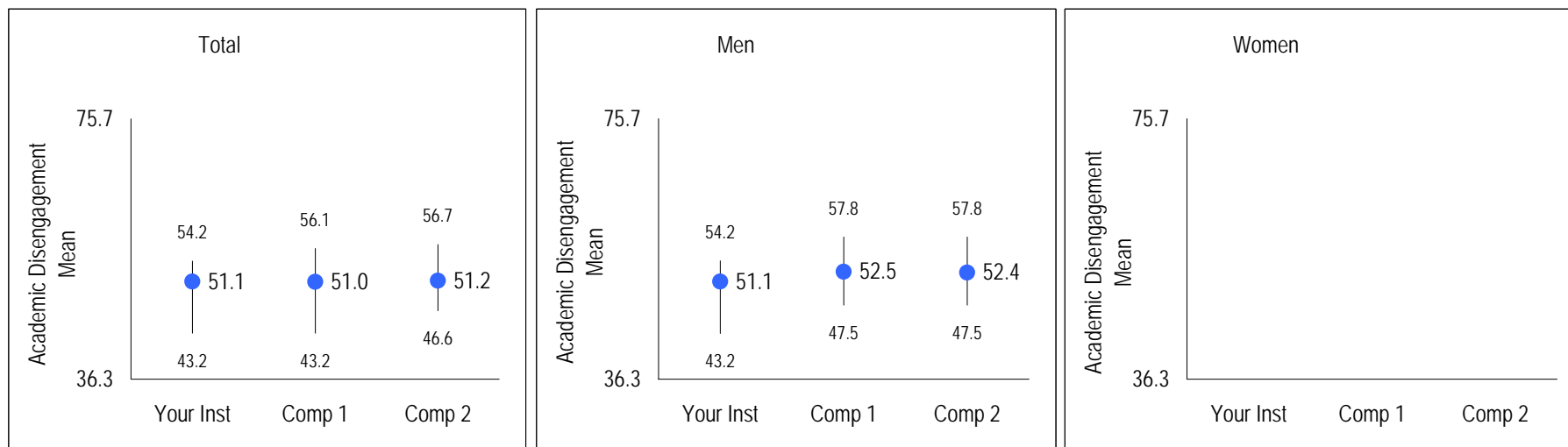


2009-2010 College Senior Survey
CIRP Construct Mean Report
Academic Disengagement
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,284	17,430	188	2,433	6,322			
Mean	51.1	51.0	51.2	51.1	52.5	52.4			
Standard Deviation	7.28	7.82	7.75	7.28	7.99	8.07			
Significance	-			-	*	*			
Effect Size	-	0.01	-0.02	-	-0.18	-0.17			
25th percentile	43.2	43.2	46.6	43.2	47.5	47.5			
75th percentile	54.2	56.1	56.7	54.2	57.8	57.8			

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)

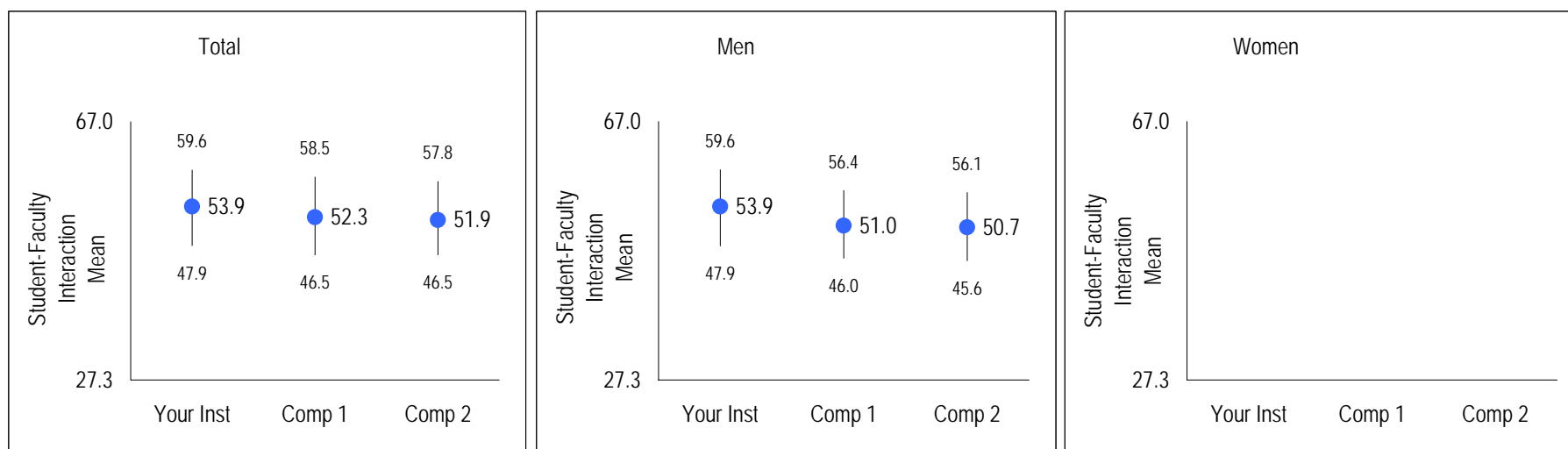


2009-2010 College Senior Survey
CIRP Construct Mean Report
Student-Faculty Interaction
Graduating Seniors

Student-Faculty Interaction measures the extent to which students and faculty interact in relationships that foster mentorship, support and guidance with respect to both academic and personal domains.

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,247	17,369	188	2,416	6,298			
Mean	53.9	52.3	51.9	53.9	51.0	50.7			
Standard Deviation	7.92	8.48	8.44	7.92	8.41	8.27			
Significance	-	**	***	-	***	***			
Effect Size	-	0.19	0.24	-	0.35	0.39			
25th percentile	47.9	46.5	46.5	47.9	46.0	45.6			
75th percentile	59.6	58.5	57.8	59.6	56.4	56.1			

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)

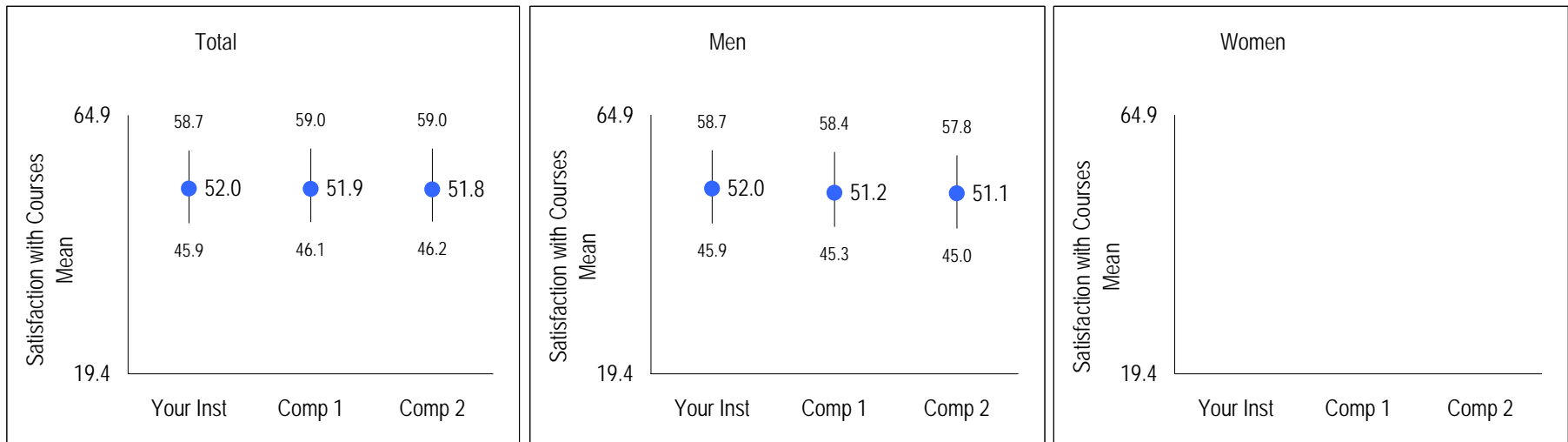


2009-2010 College Senior Survey
CIRP Construct Mean Report
Satisfaction with Coursework
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,280	17,426	188	2,431	6,323			
Mean	52.0	51.9	51.8	52.0	51.2	51.1			
Standard Deviation	8.35	8.95	8.91	8.35	9.13	9.13			
Significance	-			-					
Effect Size	-	0.01	0.02	-	0.08	0.09			
25th percentile	45.9	46.1	46.2	45.9	45.3	45.0			
75th percentile	58.7	59.0	59.0	58.7	58.4	57.8			

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:

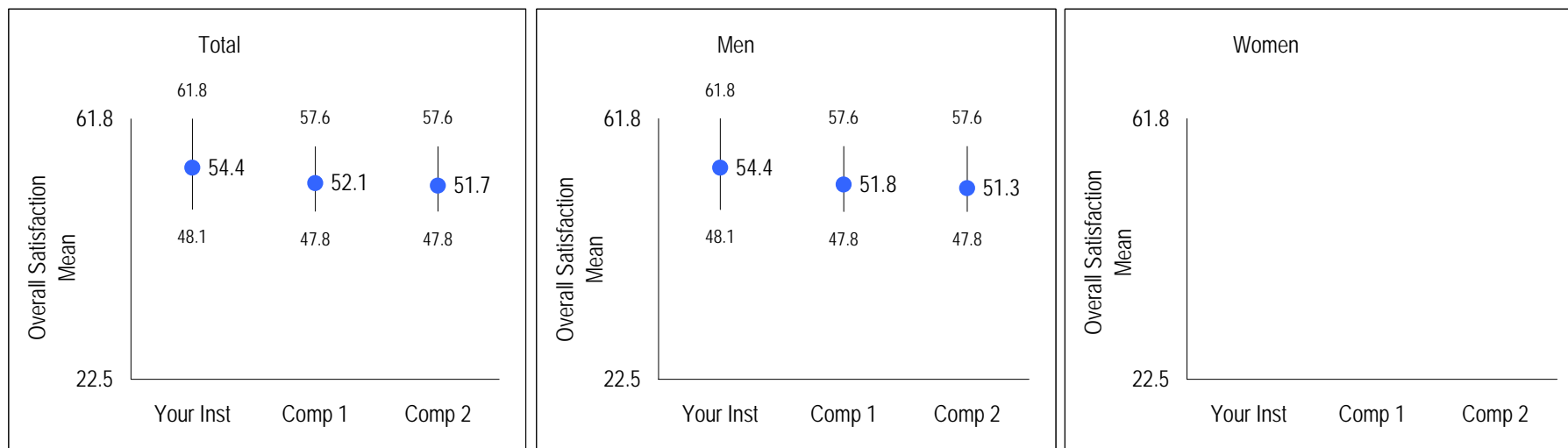
- * Relevance of coursework to future career plans (3.52)
- * Relevance of coursework to everyday life (3.13)
- * Courses in your major field (1.54)
- * General education and core curriculum courses (0.92)

2009-2010 College Senior Survey
CIRP Construct Mean Report
Overall Satisfaction
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,285	17,435	188	2,433	6,326			
Mean	54.4	52.1	51.7	54.4	51.8	51.3			
Standard Deviation	7.40	7.92	7.90	7.40	8.13	8.14			
Significance	-	***	***	-	***	***			
Effect Size	-	0.30	0.34	-	0.31	0.38			
25th percentile	48.1	47.8	47.8	48.1	47.8	47.8			
75th percentile	61.8	57.6	57.6	61.8	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)

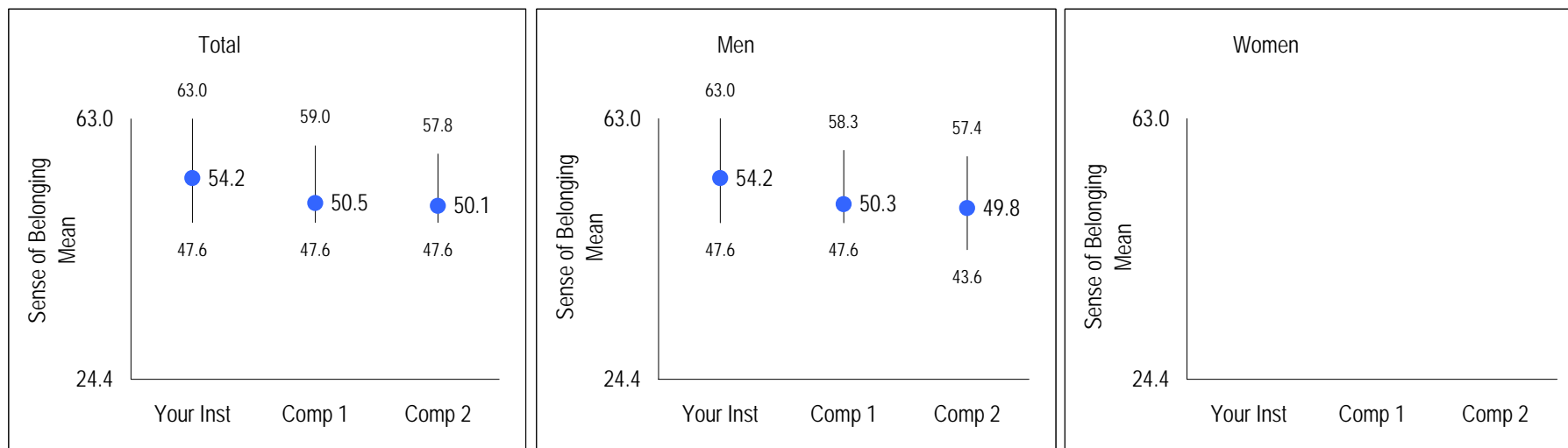


2009-2010 College Senior Survey
CIRP Construct Mean Report
Sense of Belonging
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,273	17,411	188	2,430	6,319			
Mean	54.2	50.5	50.1	54.2	50.3	49.8			
Standard Deviation	7.87	8.88	8.87	7.87	8.89	9.00			
Significance	-	***	***	-	***	***			
Effect Size	-	0.42	0.47	-	0.43	0.49			
25th percentile	47.6	47.6	47.6	47.6	47.6	43.6			
75th percentile	63.0	59.0	57.8	63.0	58.3	57.4			

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)

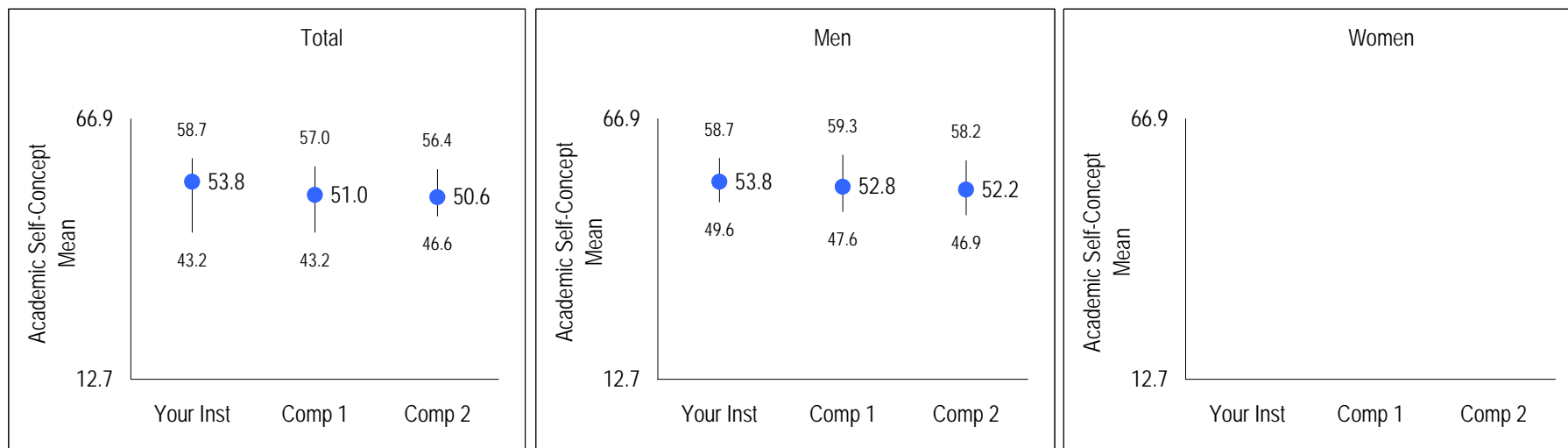


2009-2010 College Senior Survey
CIRP Construct Mean Report
Academic Self-Concept
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,263	17,392	188	2,425	6,309			
Mean	53.8	51.0	50.6	53.8	52.8	52.2			
Standard Deviation	7.00	8.12	8.07	7.00	8.27	8.23			
Significance	-	***	***	-		**			
Effect Size	-	0.34	0.40	-	0.12	0.20			
25th percentile	49.6	45.9	45.0	49.6	47.6	46.9			
75th percentile	58.7	57.0	56.4	58.7	59.3	58.2			

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



Survey items and estimation 'weights':

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

* Academic ability (3.01)

* Self-confidence - intellectual (1.51)

* Drive to achieve (1.18)

* Mathematical ability (1.14)

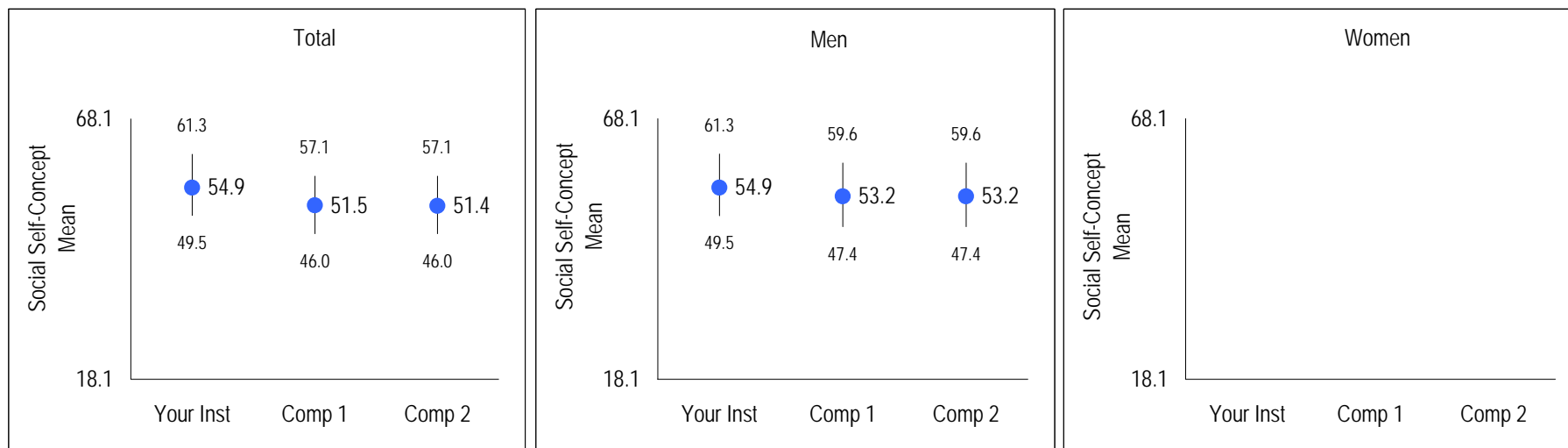


2009-2010 College Senior Survey
CIRP Construct Mean Report
Social Self-Concept
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,264	17,389	188	2,425	6,308			
Mean	54.9	51.5	51.4	54.9	53.2	53.2			
Standard Deviation	8.32	8.93	8.84	8.32	8.94	8.97			
Significance	-	***	***	-	*	*			
Effect Size	-	0.38	0.40	-	0.18	0.19			
25th percentile	49.5	46.0	46.0	49.5	47.4	47.4			
75th percentile	61.3	57.1	57.1	61.3	59.6	59.6			

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 (2.36)

* Public speaking ability (1.84)

* Self-confidence - social (1.69)

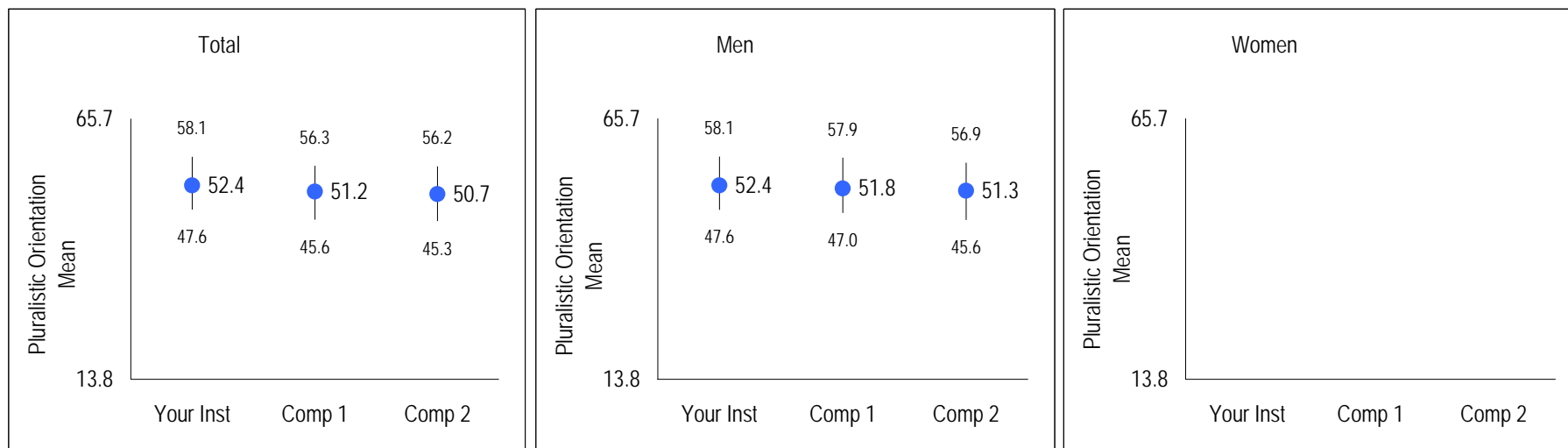


2009-2010 College Senior Survey
CIRP Construct Mean Report
Pluralistic Orientation
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,268	17,377	188	2,427	6,300			
Mean	52.4	51.2	50.7	52.4	51.8	51.3			
Standard Deviation	7.59	8.28	8.38	7.59	8.36	8.45			
Significance	-	*	**	-					
Effect Size	-	0.15	0.20	-	0.07	0.13			
25th percentile	47.6	45.6	45.3	47.6	47.0	45.6			
75th percentile	58.1	56.3	56.2	58.1	57.9	56.9			

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)

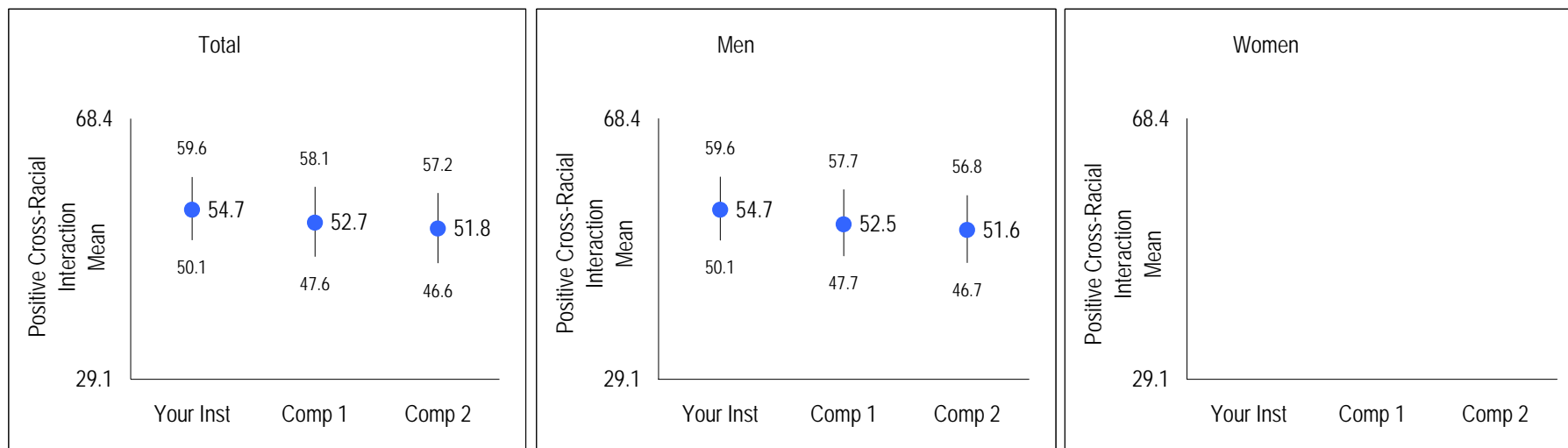


2009-2010 College Senior Survey
CIRP Construct Mean Report
Positive Cross-Racial Interaction
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	186	6,252	17,374	186	2,420	6,298			
Mean	54.7	52.7	51.8	54.7	52.5	51.6			
Standard Deviation	7.14	8.47	8.59	7.14	8.27	8.34			
Significance	-	**	***	-	***	***			
Effect Size	-	0.23	0.33	-	0.26	0.37			
25th percentile	50.1	47.6	46.6	50.1	47.7	46.7			
75th percentile	59.6	58.1	57.2	59.6	57.7	56.8			

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)

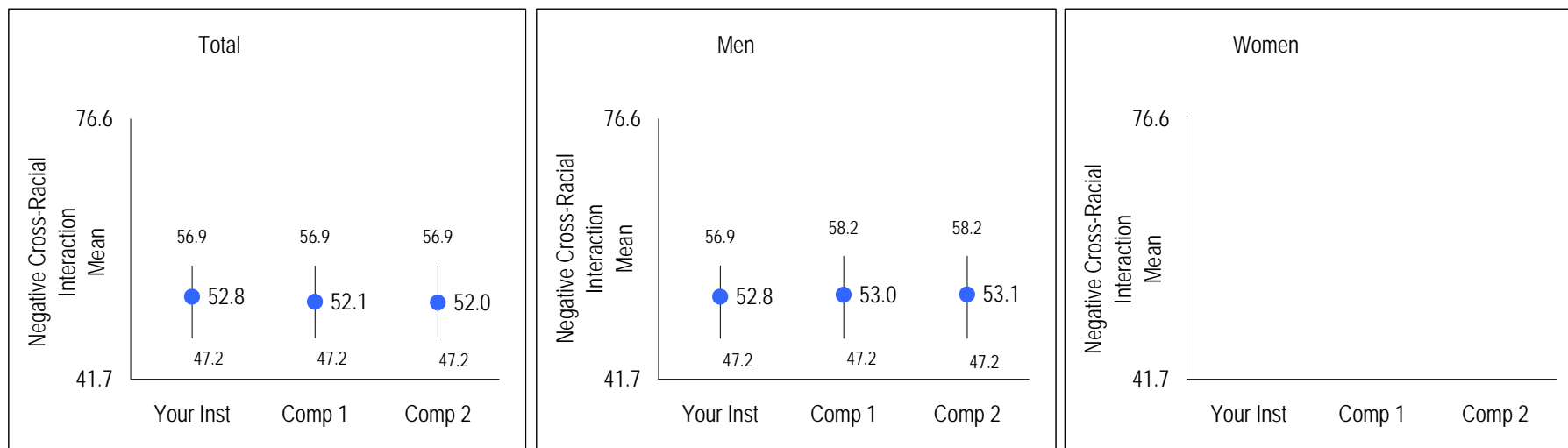
* Socialized or partied (2.12)

2009-2010 College Senior Survey
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.

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	186	6,247	17,364	186	2,417	6,293			
Mean	52.8	52.1	52.0	52.8	53.0	53.1			
Standard Deviation	7.35	7.76	7.72	7.35	7.89	8.00			
Significance	-			-					
Effect Size	-	0.09	0.10	-	-0.03	-0.04			
25th percentile	47.2	47.2	47.2	47.2	47.2	47.2			
75th percentile	56.9	56.9	56.9	56.9	58.2	58.2			

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



Survey items and estimation 'weights':

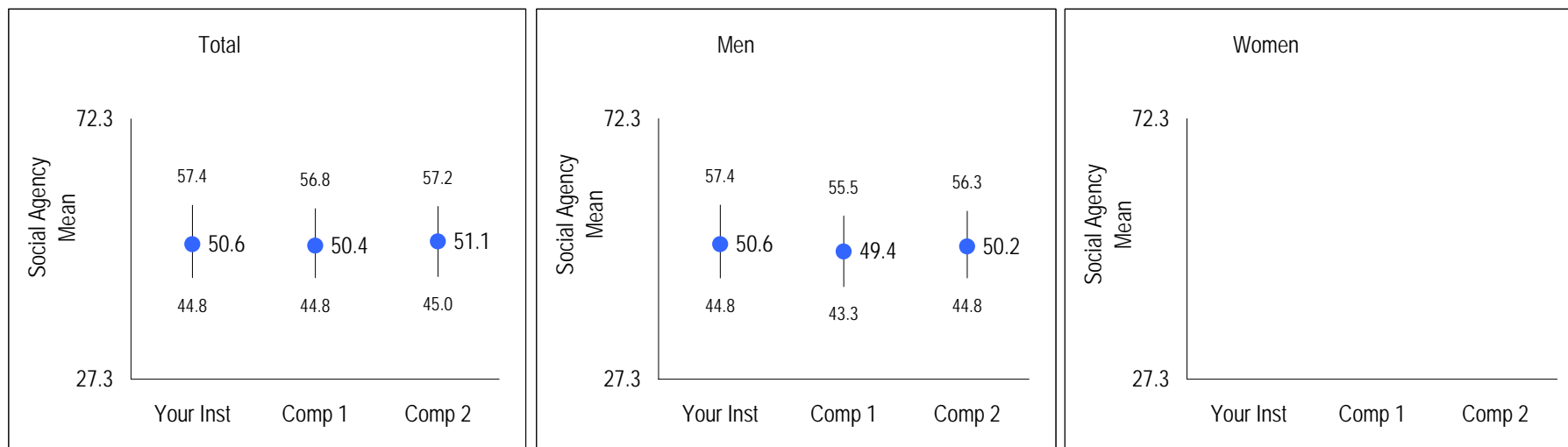
To what extent have you experienced the following with students from a racial/ethnic group other than your own?

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

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,258	17,381	188	2,418	6,302			
Mean	50.6	50.4	51.1	50.6	49.4	50.2			
Standard Deviation	8.83	9.23	8.94	8.83	9.27	9.06			
Significance	-			-					
Effect Size	-	0.03	-0.05	-	0.13	0.04			
25th percentile	44.8	44.8	45.0	44.8	43.3	44.8			
75th percentile	57.4	56.8	57.2	57.4	55.5	56.3			

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 (2.64)

* Helping to promote racial understanding (2.15)

* Becoming a community leader (2.06)

* Influencing social values (1.62)

* Keeping up to date with political affairs (1.42)

* Helping others who are in difficulty (1.36)

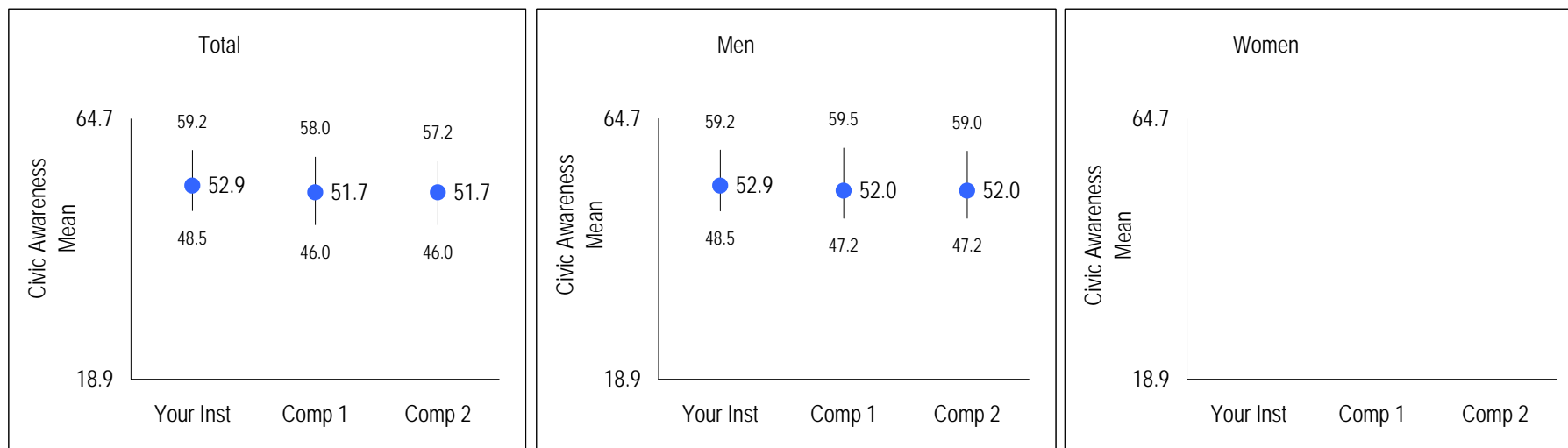


2009-2010 College Senior Survey
CIRP Construct Mean Report
Civic Awareness
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,279	17,426	188	2,432	6,324			
Mean	52.9	51.7	51.7	52.9	52.0	52.0			
Standard Deviation	8.25	8.69	8.48	8.25	8.79	8.66			
Significance	-			-					
Effect Size	-	0.14	0.14	-	0.10	0.11			
25th percentile	48.5	46.0	46.0	48.5	47.2	47.2			
75th percentile	59.2	58.0	57.2	59.2	59.5	59.0			

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



Survey items and estimation 'weights':

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

* Understanding of national issues (6.00)

* Understanding of global issues (3.32)

* Understanding of the problems facing your community (2.09)

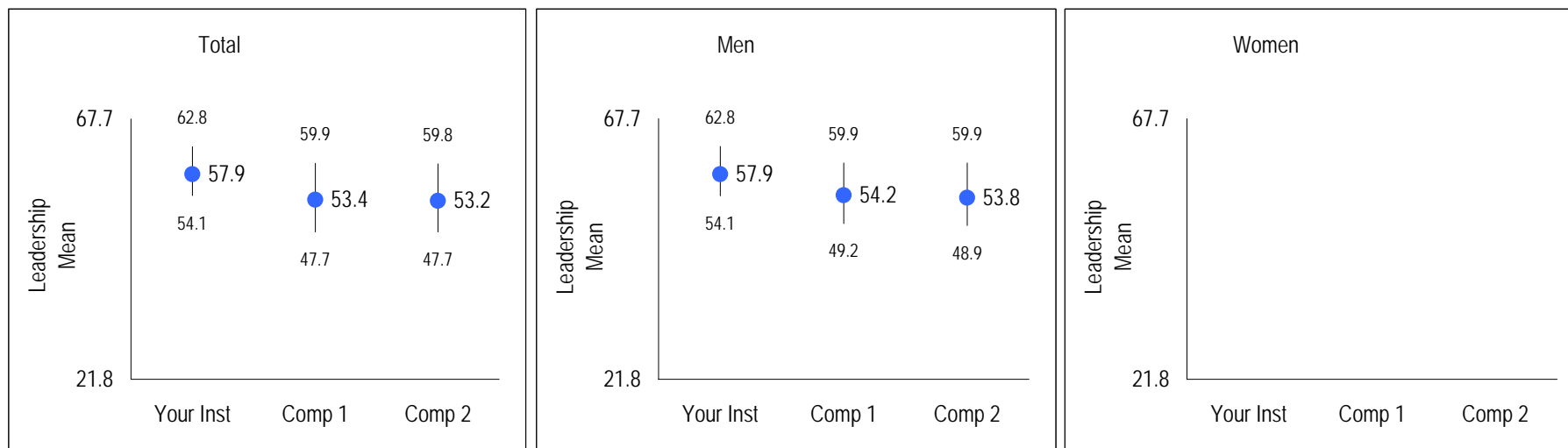


2009-2010 College Senior Survey
CIRP Construct Mean Report
Leadership
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,286	17,437	188	2,434	6,327			
Mean	57.9	53.4	53.2	57.9	54.2	53.8			
Standard Deviation	6.11	8.14	8.06	6.11	7.87	7.92			
Significance	-	***	***	-	***	***			
Effect Size	-	0.55	0.58	-	0.47	0.52			
25th percentile	54.1	47.7	47.7	54.1	49.2	48.9			
75th percentile	62.8	59.9	59.8	62.8	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 lead 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)*

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, control, and selectivity.

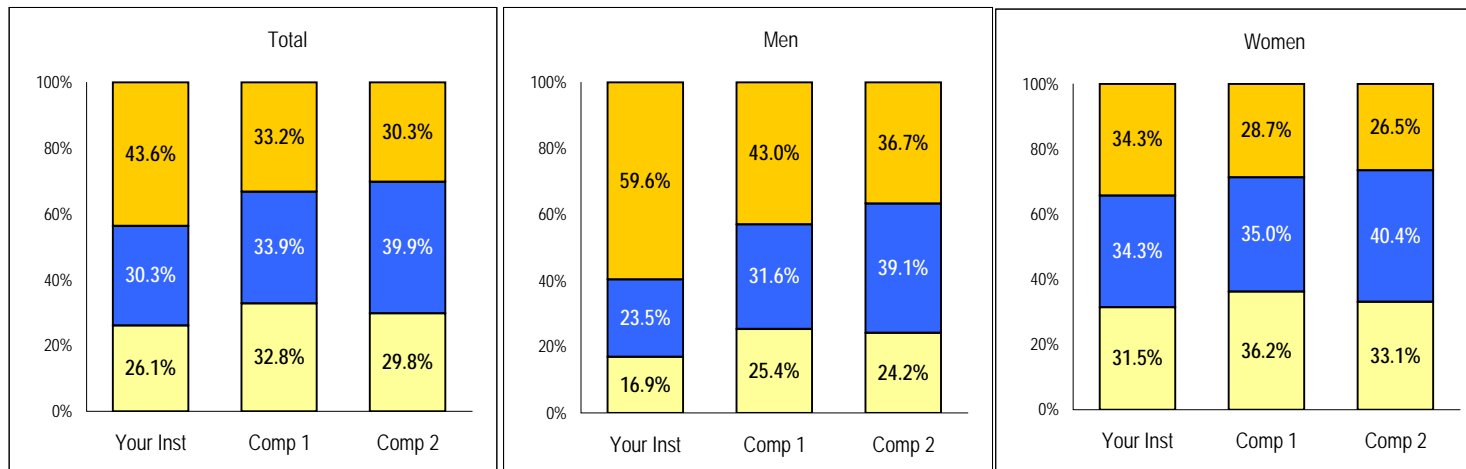
Comp 2 – The second comparison group is based on your institution's type and control.

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.

	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.heru.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).

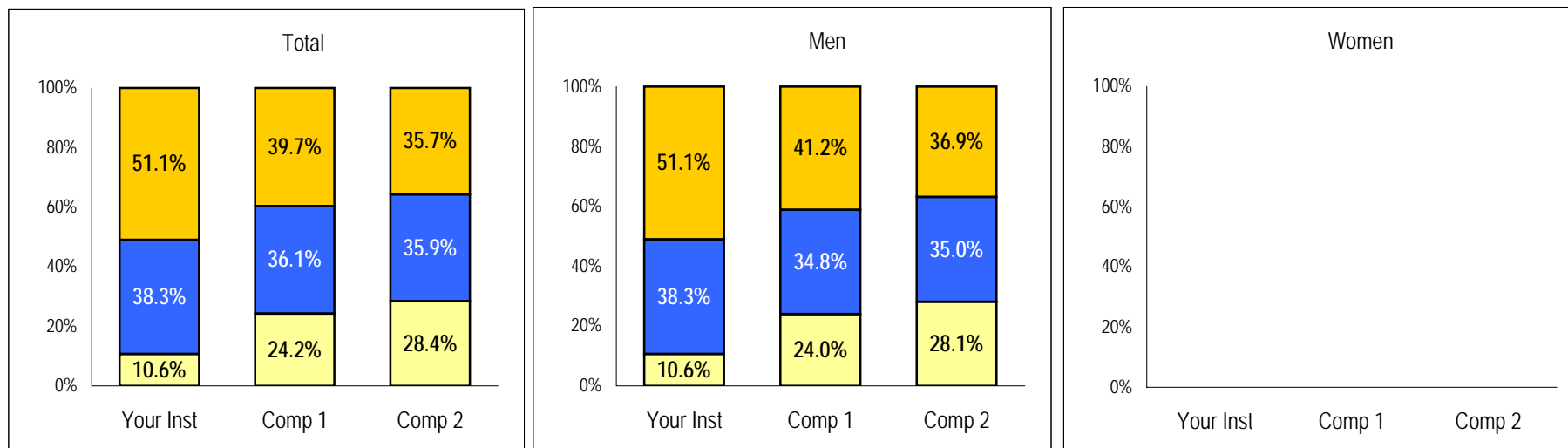


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Habits of Mind
Graduating Seniors

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.

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,274	17,398	188	2,428	6,311			
High Habits of Mind	51.1%	39.7%	35.7%	51.1%	41.2%	36.9%			
Average Habits of Mind	38.3%	36.1%	35.9%	38.3%	34.8%	35.0%			
Low Habits of Mind	10.6%	24.2%	28.4%	10.6%	24.0%	28.1%			
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:

* Seek solutions to problems and explain them to others (2.49)

* Seek alternative solutions to a problem (2.08)

* Support your opinions with a logical argument (1.97)

* Evaluate the quality or reliability of information you received (1.84)

* Take a risk because you felt you had more to gain (1.54)

* Ask questions in class (1.32)

* Seek feedback on your academic work (1.20)

* Explore topics on your own, even though it was not required for a class (1.07)

* Revise your papers to improve your writing (1.06)

* Accept mistakes as part of the learning process (0.94)

* Look up scientific research articles and resources (0.67)

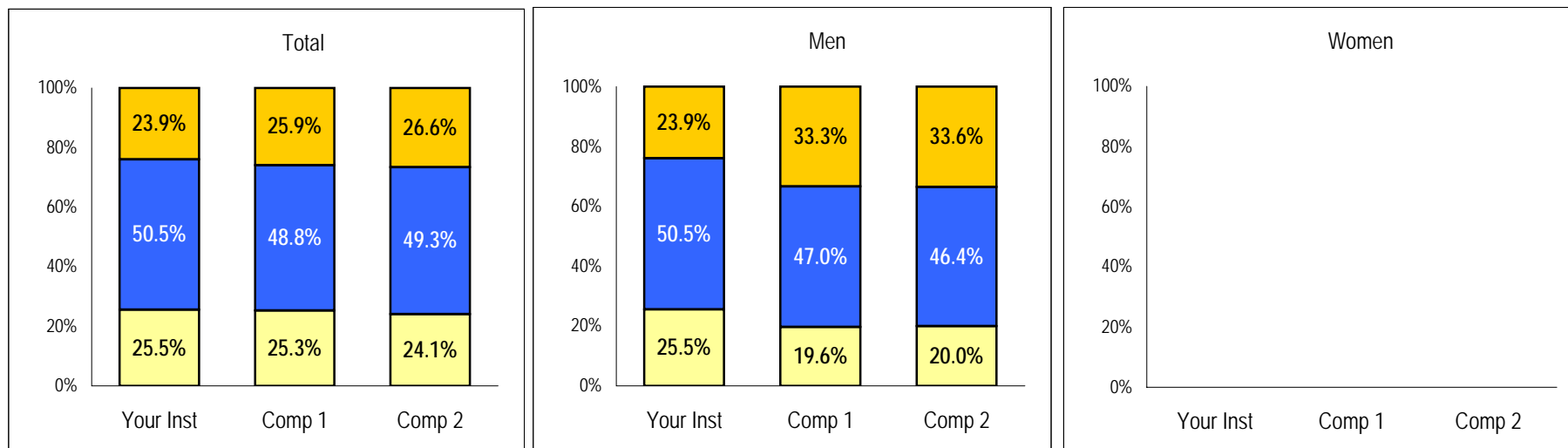


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Academic Disengagement
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,284	17,430	188	2,433	6,322			
High Academic Disengagement	23.9%	25.9%	26.6%	23.9%	33.3%	33.6%			
Average Academic Disengagement	50.5%	48.8%	49.3%	50.5%	47.0%	46.4%			
Low Academic Disengagement	25.5%	25.3%	24.1%	25.5%	19.6%	20.0%			
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)

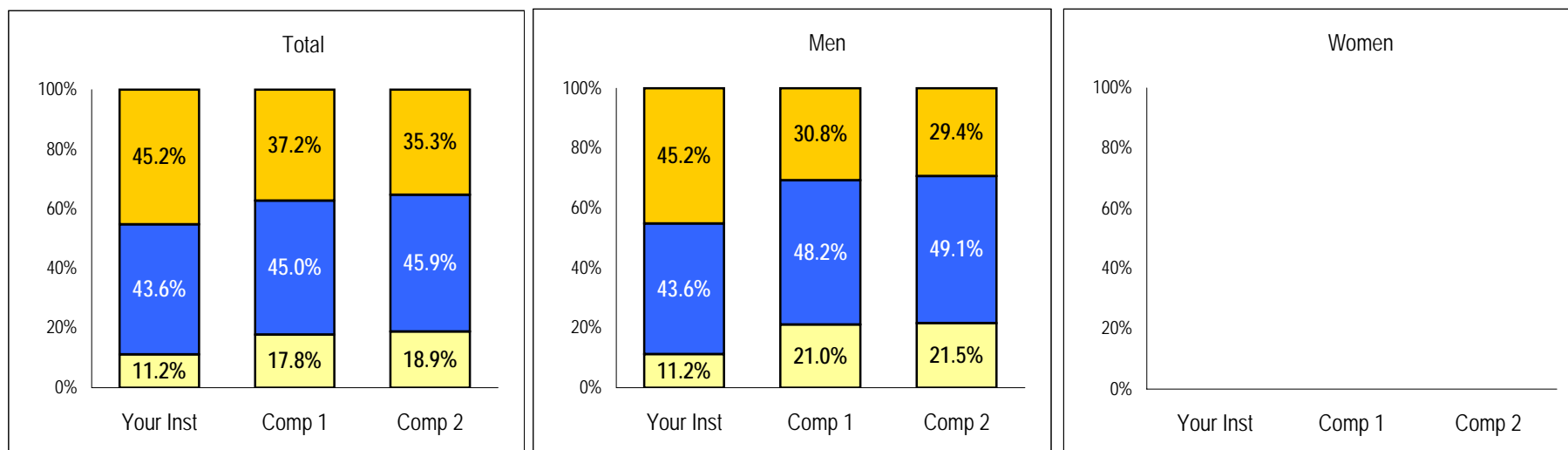


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Student-Faculty Interaction
Graduating Seniors

Student-Faculty Interaction measures the extent to which students and faculty interact in relationships that foster mentorship, support and guidance with respect to both academic and personal domains.

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,247	17,369	188	2,416	6,298			
High Student-Faculty Interaction	45.2%	37.2%	35.3%	45.2%	30.8%	29.4%			
Average Student-Faculty Interaction	43.6%	45.0%	45.9%	43.6%	48.2%	49.1%			
Low Student-Faculty Interaction	11.2%	17.8%	18.9%	11.2%	21.0%	21.5%			
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)

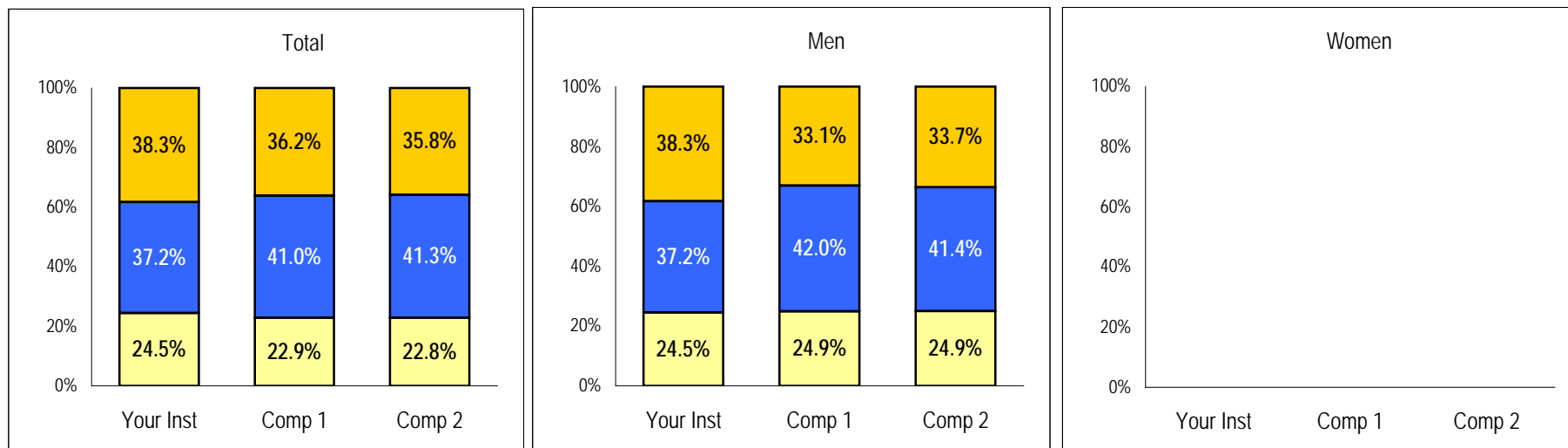


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,280	17,426	188	2,431	6,323			
High Satisfaction with Courses	38.3%	36.2%	35.8%	38.3%	33.1%	33.7%			
Average Satisfaction with Courses	37.2%	41.0%	41.3%	37.2%	42.0%	41.4%			
Low Satisfaction with Courses	24.5%	22.9%	22.8%	24.5%	24.9%	24.9%			
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)

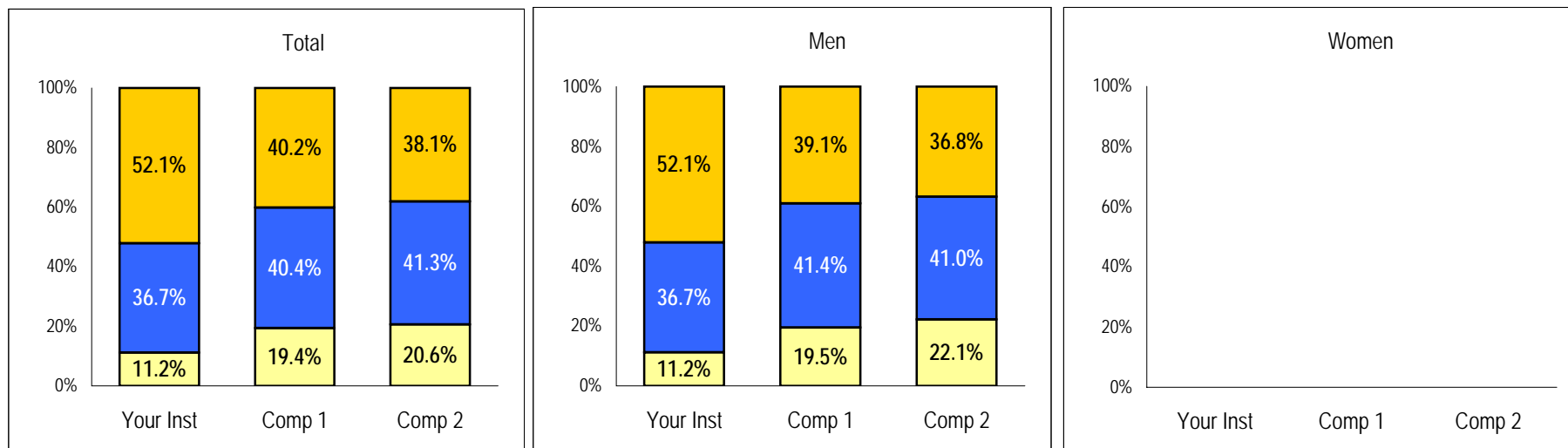


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Overall Satisfaction
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,285	17,435	188	2,433	6,326			
High Overall Satisfaction	52.1%	40.2%	38.1%	52.1%	39.1%	36.8%			
Average Overall Satisfaction	36.7%	40.4%	41.3%	36.7%	41.4%	41.0%			
Low Overall Satisfaction	11.2%	19.4%	20.6%	11.2%	19.5%	22.1%			
Significance (based on High score group)	-	*	**	-	*	**			

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



Survey items and estimation 'weights':

* Satisfaction with overall college experience (3.69)

* If you could make your college choice over, would you still choose to enroll at your current college? (1.90)

* Satisfaction with overall quality of instruction (1.69)

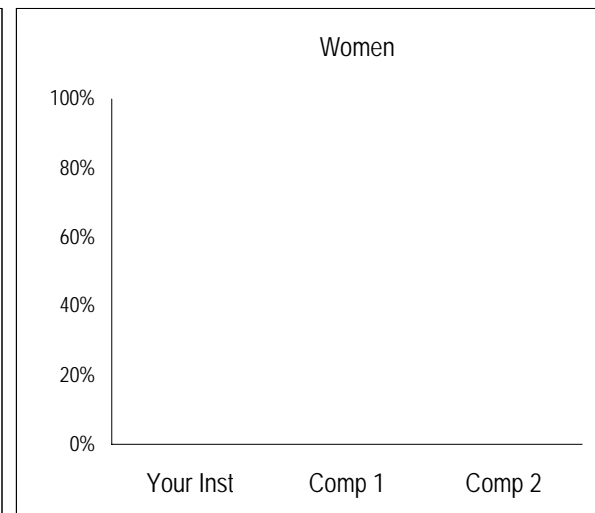
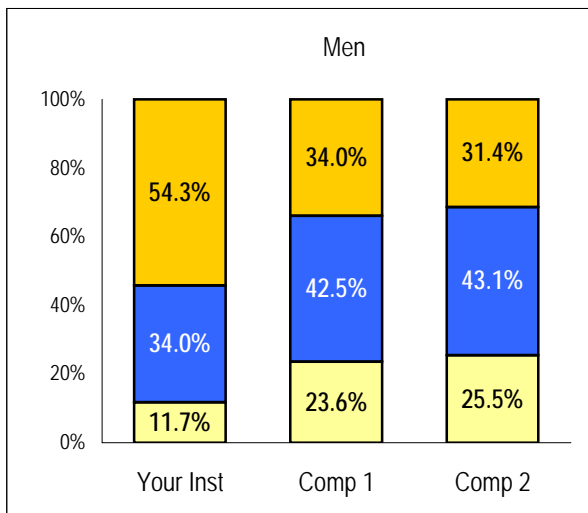
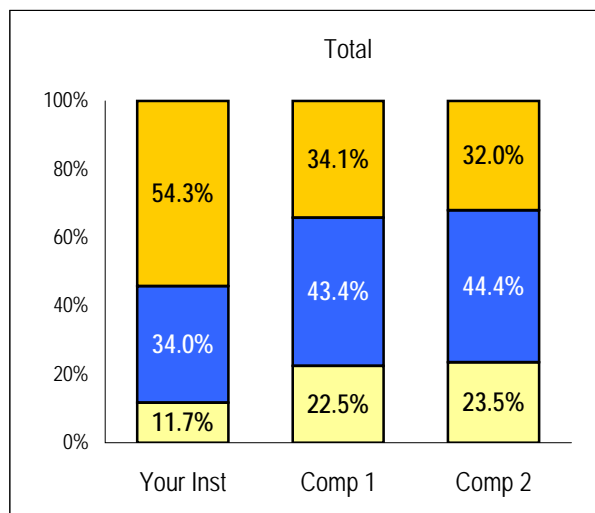


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Sense of Belonging
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,273	17,411	188	2,430	6,319			
High Sense of Belonging	54.3%	34.1%	32.0%	54.3%	34.0%	31.4%			
Average Sense of Belonging	34.0%	43.4%	44.4%	34.0%	42.5%	43.1%			
Low Sense of Belonging	11.7%	22.5%	23.5%	11.7%	23.6%	25.5%			
Significance (based on High score group)	-	***	***	-	***	***			

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



Survey items and estimation 'weights':

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

* I feel I am a member of this college (5.10)

* I feel a sense of belonging to this college (4.62)

* I see myself as part of the campus community (3.13)

* If asked, I would recommend this college to others (2.33)

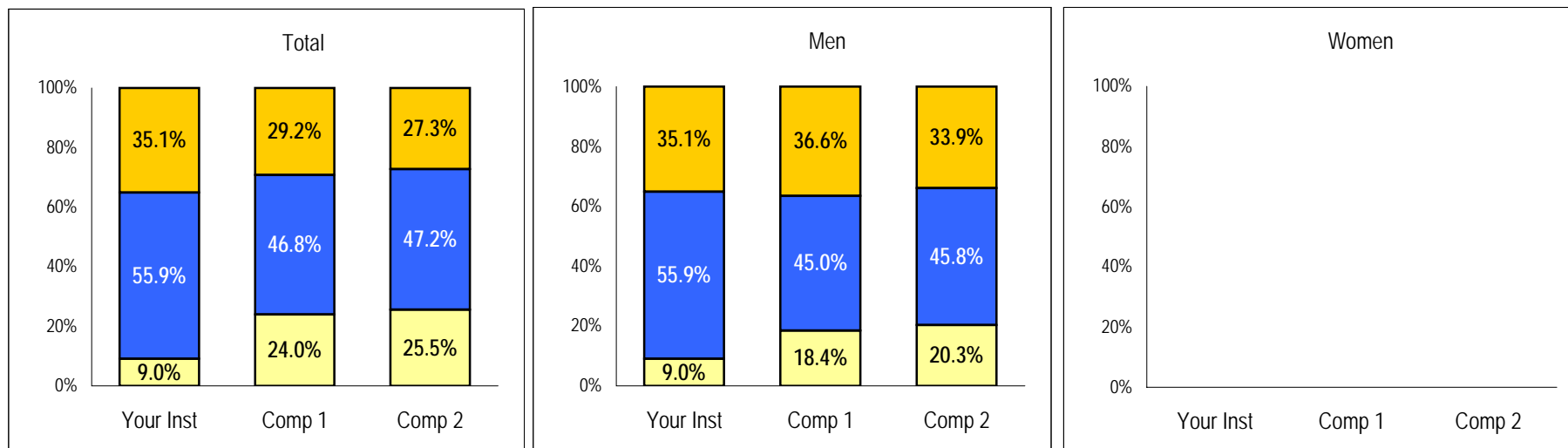


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Academic Self-Concept
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,263	17,392	188	2,425	6,309			
High Academic Self-Concept	35.1%	29.2%	27.3%	35.1%	36.6%	33.9%			
Average Academic Self-Concept	55.9%	46.8%	47.2%	55.9%	45.0%	45.8%			
Low Academic Self-Concept	9.0%	24.0%	25.5%	9.0%	18.4%	20.3%			
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)

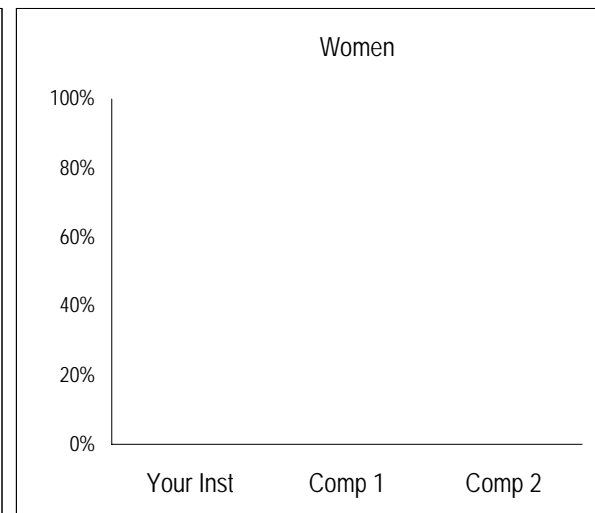
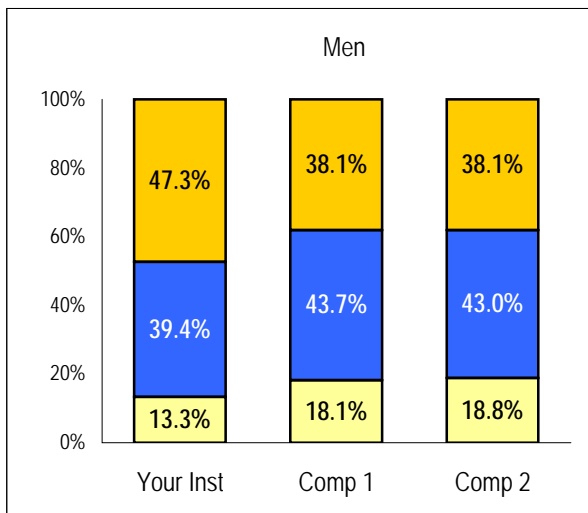
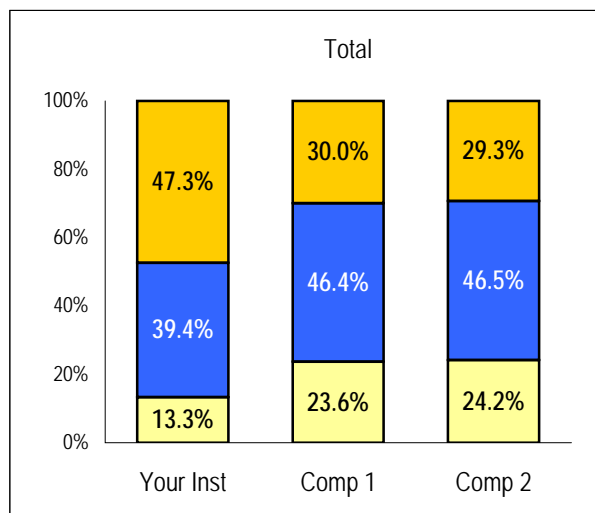


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Social Self-Concept
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,264	17,389	188	2,425	6,308			
High Social Self-Concept	47.3%	30.0%	29.3%	47.3%	38.1%	38.1%			
Average Social Self-Concept	39.4%	46.4%	46.5%	39.4%	43.7%	43.0%			
Low Social Self-Concept	13.3%	23.6%	24.2%	13.3%	18.1%	18.8%			
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 (2.36)

* Public speaking ability (1.84)

* Self-confidence - social (1.69)

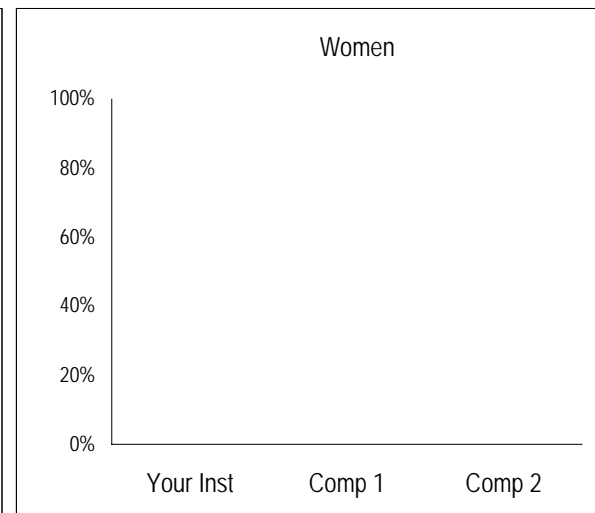
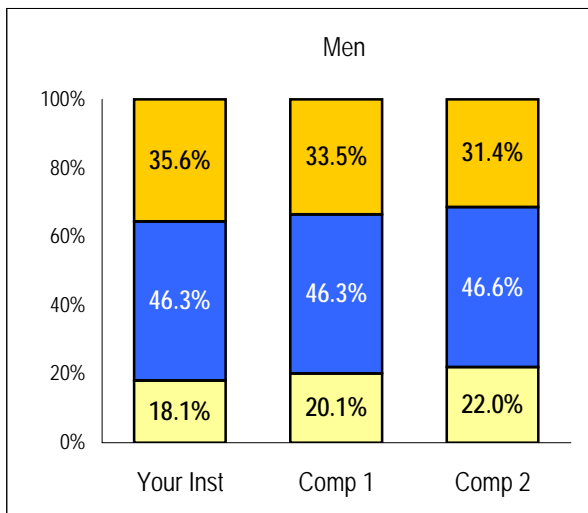
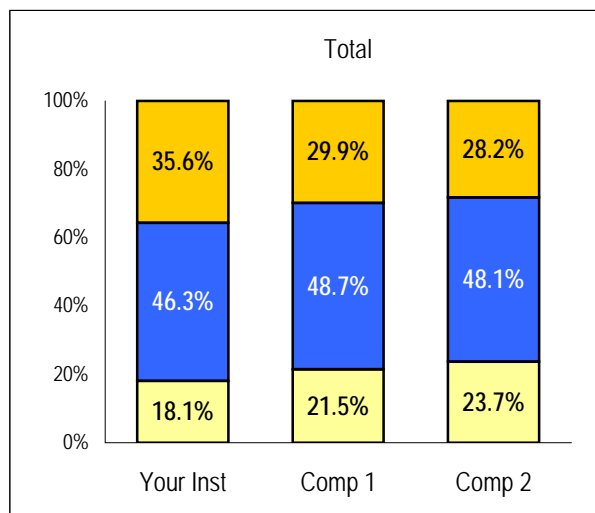


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Pluralistic Orientation
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,268	17,377	188	2,427	6,300			
High Pluralistic Orientation	35.6%	29.9%	28.2%	35.6%	33.5%	31.4%			
Average Pluralistic Orientation	46.3%	48.7%	48.1%	46.3%	46.3%	46.6%			
Low Pluralistic Orientation	18.1%	21.5%	23.7%	18.1%	20.1%	22.0%			
Significance (based on High score group)	-			-					

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



Survey items and estimation 'weights':

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

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

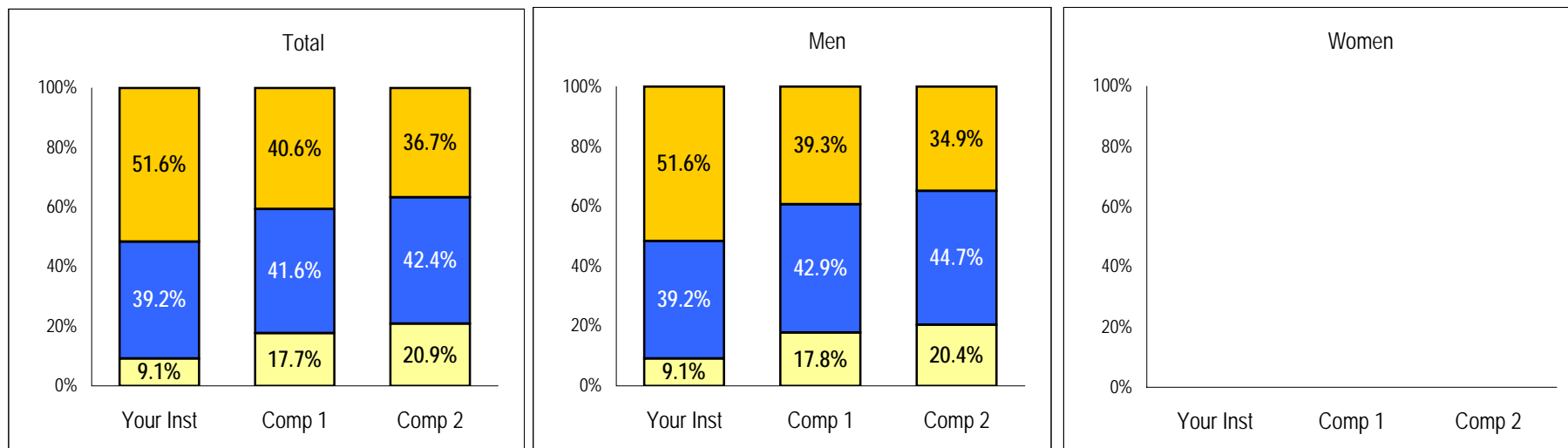


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	186	6,252	17,374	186	2,420	6,298			
High Positive Cross-Racial Interaction	51.6%	40.6%	36.7%	51.6%	39.3%	34.9%			
Average Positive Cross-Racial Interaction	39.2%	41.6%	42.4%	39.2%	42.9%	44.7%			
Low Positive Cross-Racial Interaction	9.1%	17.7%	20.9%	9.1%	17.8%	20.4%			
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)

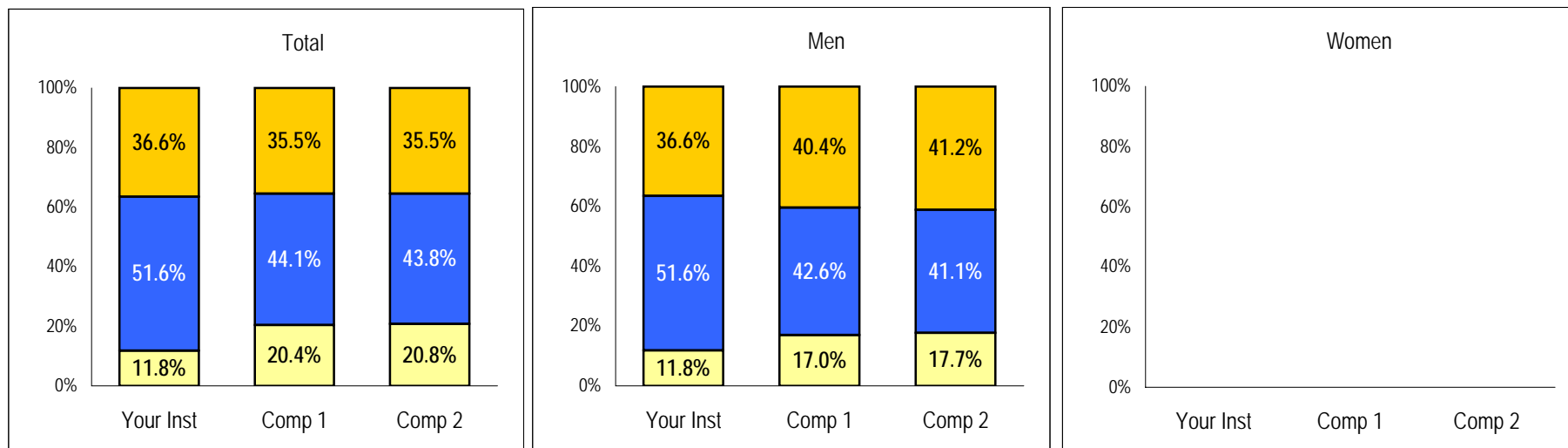


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	186	6,247	17,364	186	2,417	6,293			
High Negative Cross-Racial Interaction	36.6%	35.5%	35.5%	36.6%	40.4%	41.2%			
Average Negative Cross-Racial Interaction	51.6%	44.1%	43.8%	51.6%	42.6%	41.1%			
Low Negative Cross-Racial Interaction	11.8%	20.4%	20.8%	11.8%	17.0%	17.7%			
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)

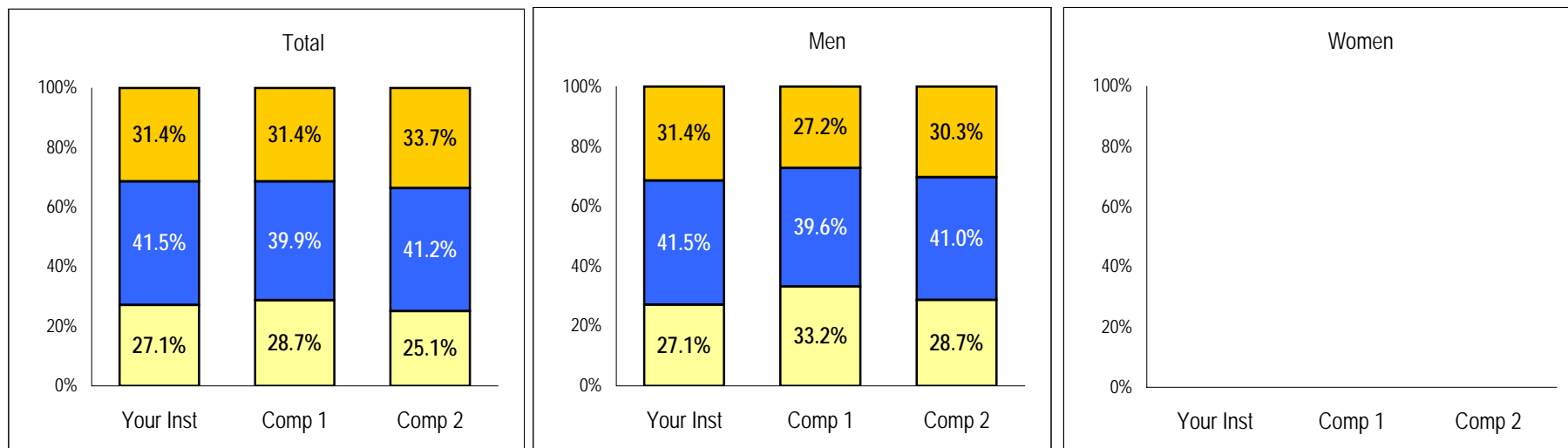


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Social Agency
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,258	17,381	188	2,418	6,302			
High Social Agency	31.4%	31.4%	33.7%	31.4%	27.2%	30.3%			
Average Social Agency	41.5%	39.9%	41.2%	41.5%	39.6%	41.0%			
Low Social Agency	27.1%	28.7%	25.1%	27.1%	33.2%	28.7%			
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 (2.64)

* Helping to promote racial understanding (2.15)

* Becoming a community leader (2.06)

* Influencing social values (1.62)

* Keeping up to date with political affairs (1.42)

* Helping others who are in difficulty (1.36)

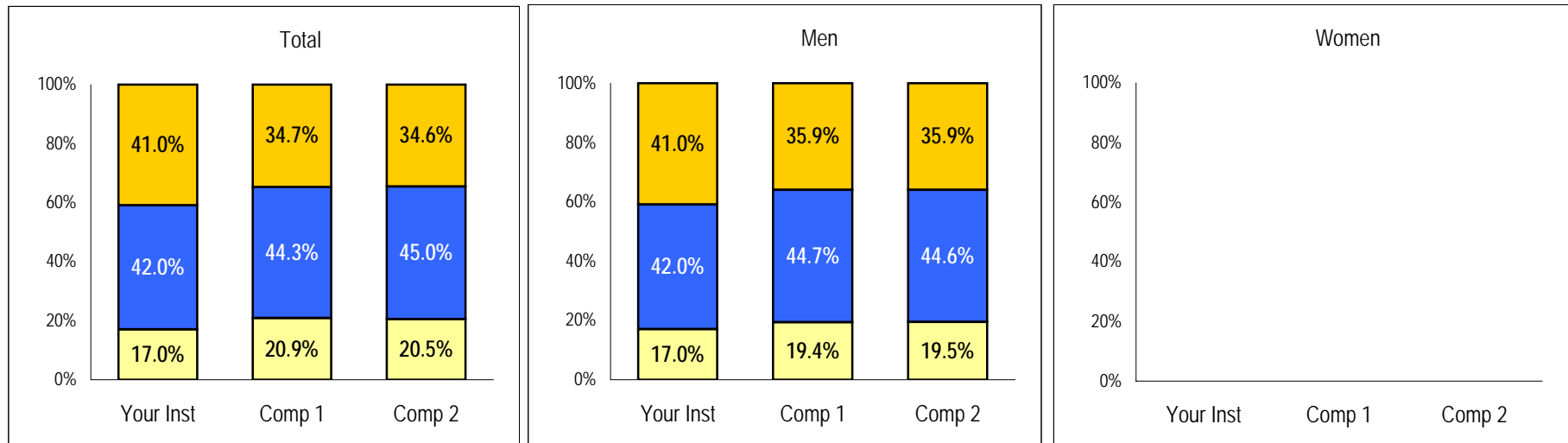


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Civic Awareness
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,279	17,426	188	2,432	6,324			
High Civic Awareness	41.0%	34.7%	34.6%	41.0%	35.9%	35.9%			
Average Civic Awareness	42.0%	44.3%	45.0%	42.0%	44.7%	44.6%			
Low Civic Awareness	17.0%	20.9%	20.5%	17.0%	19.4%	19.5%			
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)

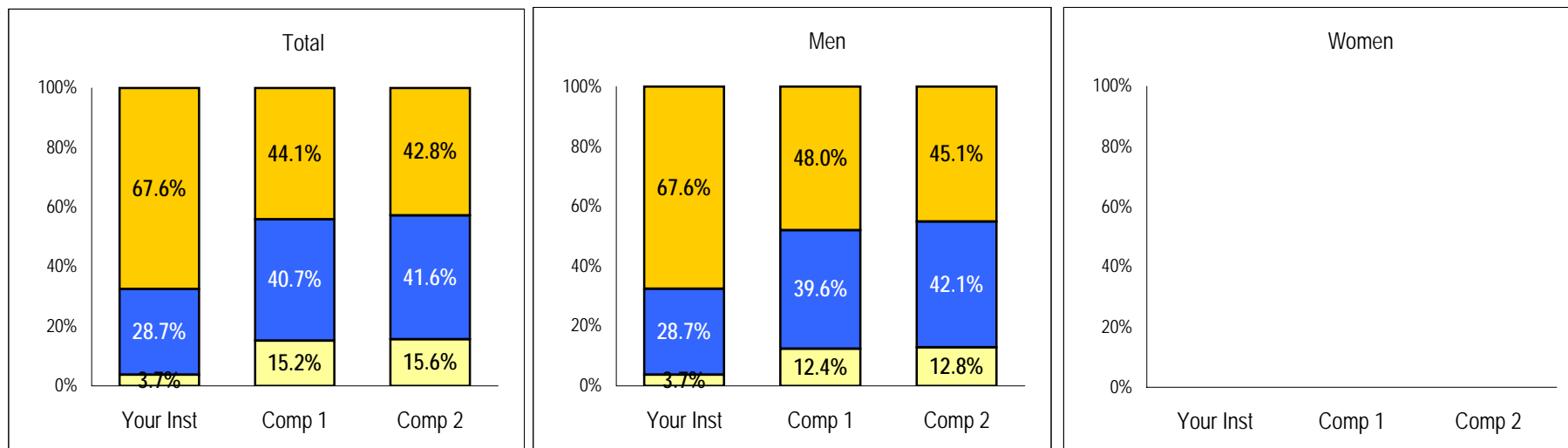


2009-2010 College Senior Survey
CIRP Construct Percentage Report
Leadership
Graduating Seniors

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

Wabash College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	188	6,286	17,437	188	2,434	6,327			
High Civic Awareness	67.6%	44.1%	42.8%	67.6%	48.0%	45.1%			
Average Civic Awareness	28.7%	40.7%	41.6%	28.7%	39.6%	42.1%			
Low Civic Awareness	3.7%	15.2%	15.6%	3.7%	12.4%	12.8%			
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 lead 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)*