



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

2011 College Senior Survey

CIRP Construct Reports

Graduating Seniors

College of Charleston

comparison group 1: Public 4yr Colleges
comparison group 2: Public/Private Universities, Public 4yr Colleges



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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.

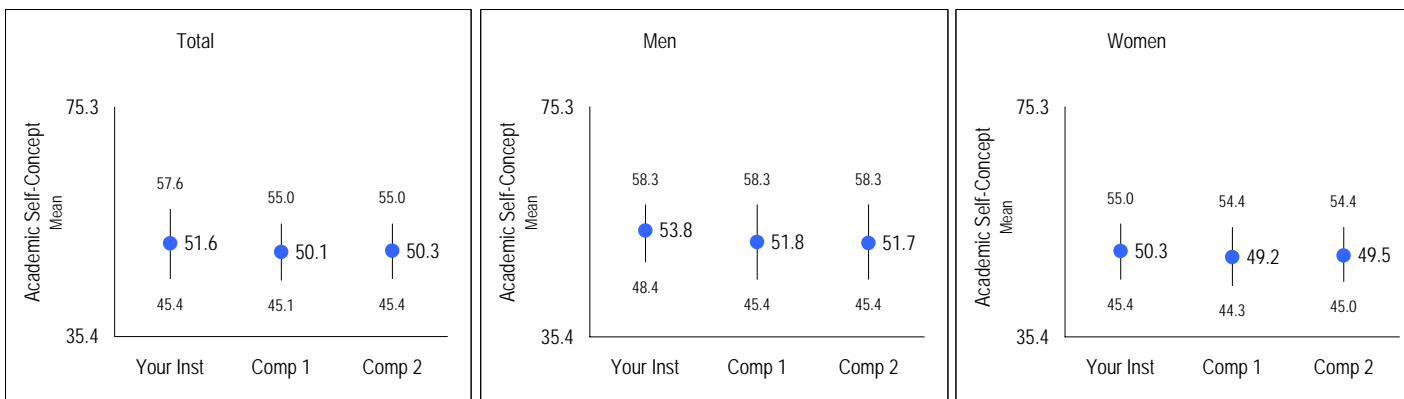
Statistical Significance –

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)

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).

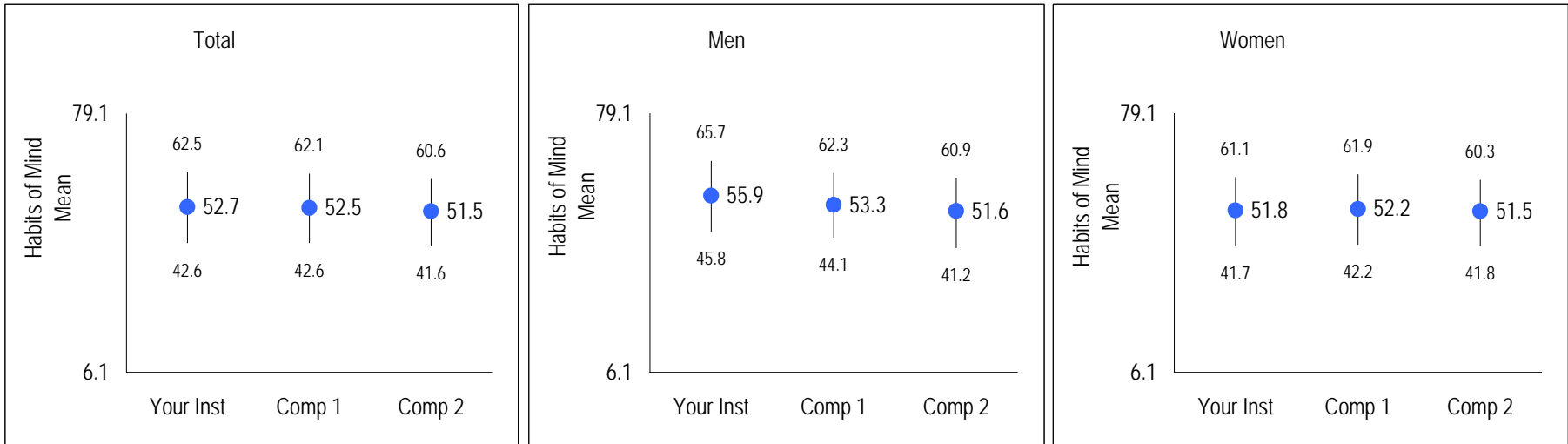


2011 College Senior Survey
CIRP Construct Mean Report
Habits of Mind
Graduating Seniors

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.

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,502	91	400	3,626	304	1,147	5,876
Mean	52.7	52.5	51.5	55.9	53.3	51.6	51.8	52.2	51.5
Standard Deviation	12.81	12.92	12.88	11.54	12.60	13.07	13.03	13.03	12.76
Significance	-	-	-	-	-	**	-	-	-
Effect Size	-	0.02	0.09	-	0.21	0.33	-	-0.03	0.02
25th percentile	42.6	42.6	41.6	45.8	44.1	41.2	41.7	42.2	41.8
75th percentile	62.5	62.1	60.6	65.7	62.3	60.9	61.1	61.9	60.3

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)

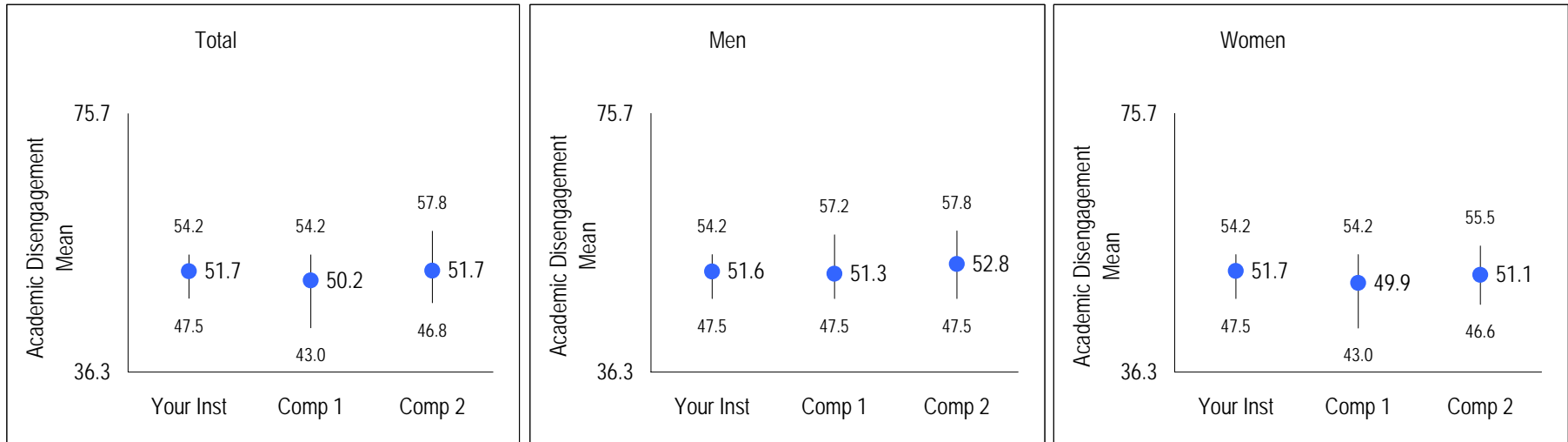


2011 College Senior Survey
CIRP Construct Mean Report
Academic Disengagement
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,518	91	400	3,634	304	1,147	5,884
Mean	51.7	50.2	51.7	51.6	51.3	52.8	51.7	49.9	51.1
Standard Deviation	6.59	7.45	7.76	6.66	7.47	8.06	6.58	7.41	7.51
Significance	-	***		-			-	***	
Effect Size	-	0.19	-0.01	-	0.04	-0.14	-	0.25	0.08
25th percentile	47.5	43.0	46.8	47.5	47.5	47.5	47.5	43.0	46.6
75th percentile	54.2	54.2	57.8	54.2	57.2	57.8	54.2	54.2	55.5

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)

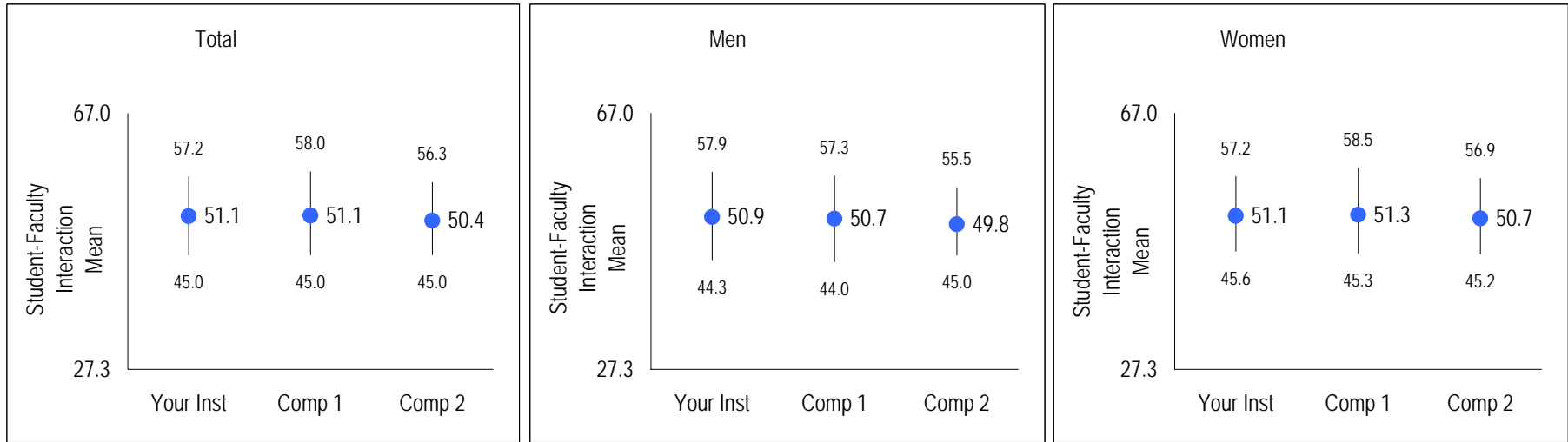


2011 College Senior Survey
CIRP Construct Mean Report
Student-Faculty Interaction
Graduating Seniors

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.

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,467	91	400	3,609	304	1,146	5,858
Mean	51.1	51.1	50.4	50.9	50.7	49.8	51.1	51.3	50.7
Standard Deviation	8.94	9.33	8.70	9.74	9.46	8.56	8.70	9.28	8.77
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.01	0.08	-	0.03	0.13	-	-0.02	0.05
25th percentile	45.0	45.0	45.0	44.3	44.0	45.0	45.6	45.3	45.2
75th percentile	57.2	58.0	56.3	57.9	57.3	55.5	57.2	58.5	56.9

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)

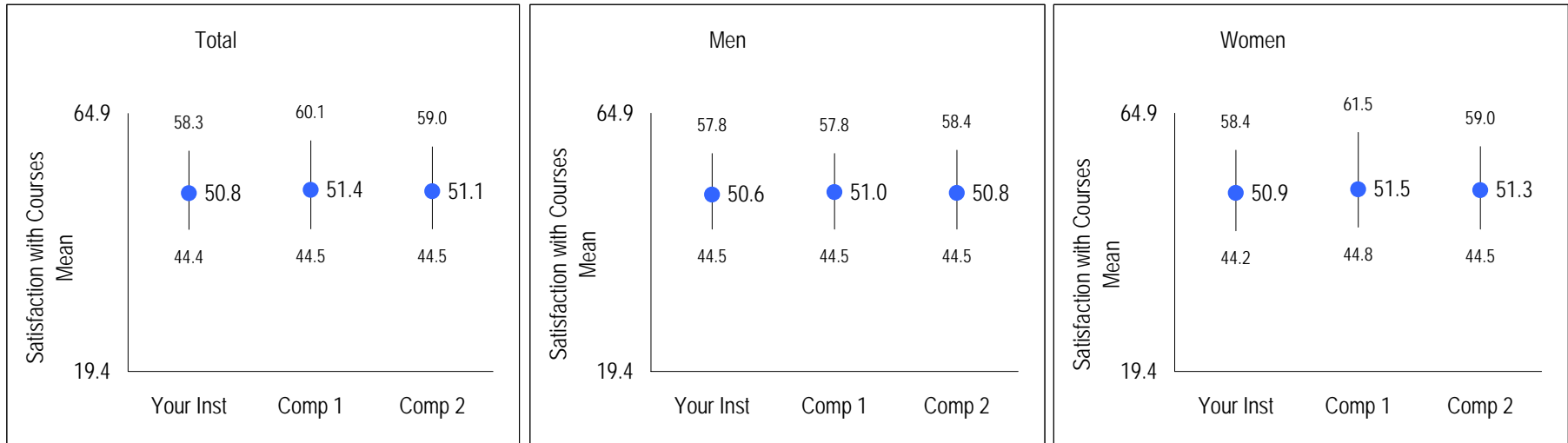


2011 College Senior Survey
CIRP Construct Mean Report
Satisfaction with Coursework
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,502	91	400	3,626	304	1,147	5,876
Mean	50.8	51.4	51.1	50.6	51.0	50.8	50.9	51.5	51.3
Standard Deviation	9.55	9.61	9.41	9.18	9.46	9.61	9.68	9.67	9.28
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.06	-0.04	-	-0.04	-0.03	-	-0.07	-0.05
25th percentile	44.4	44.5	44.5	44.5	44.5	44.5	44.2	44.8	44.5
75th percentile	58.3	60.1	59.0	57.8	57.8	58.4	58.4	61.5	59.0

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)

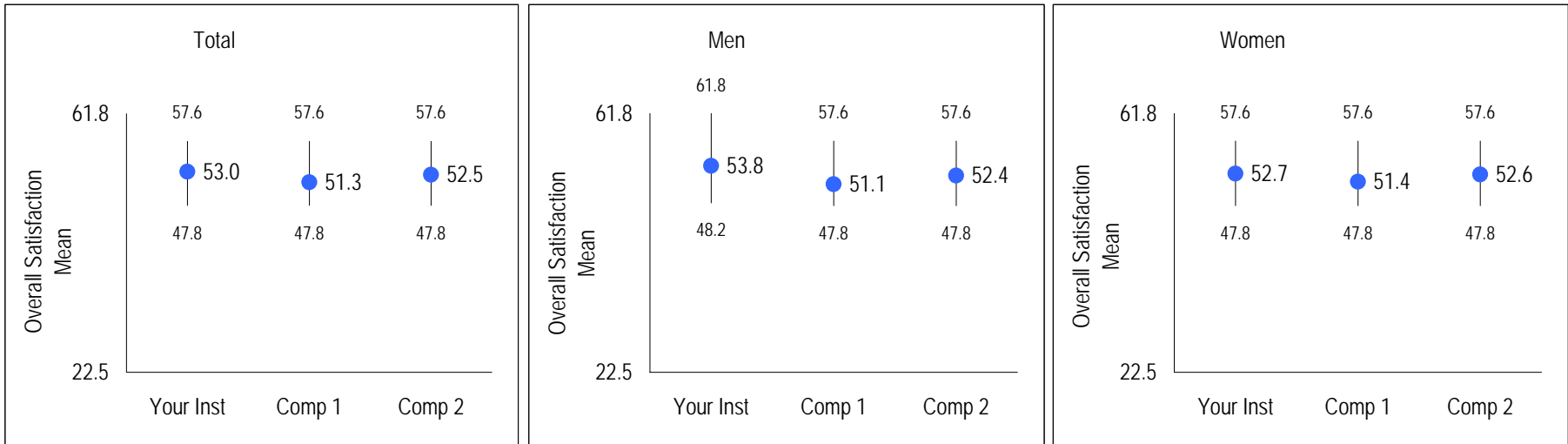


2011 College Senior Survey
CIRP Construct Mean Report
Overall Satisfaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,535	91	400	3,638	304	1,147	5,897
Mean	53.0	51.3	52.5	53.8	51.1	52.4	52.7	51.4	52.6
Standard Deviation	7.99	8.48	7.93	7.39	8.75	8.06	8.16	8.38	7.85
Significance	-	***		-	**		-	*	
Effect Size	-	0.19	0.06	-	0.32	0.18	-	0.15	0.02
25th percentile	47.8	47.8	47.8	48.2	47.8	47.8	47.8	47.8	47.8
75th percentile	57.6	57.6	57.6	61.8	57.6	57.6	57.6	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)

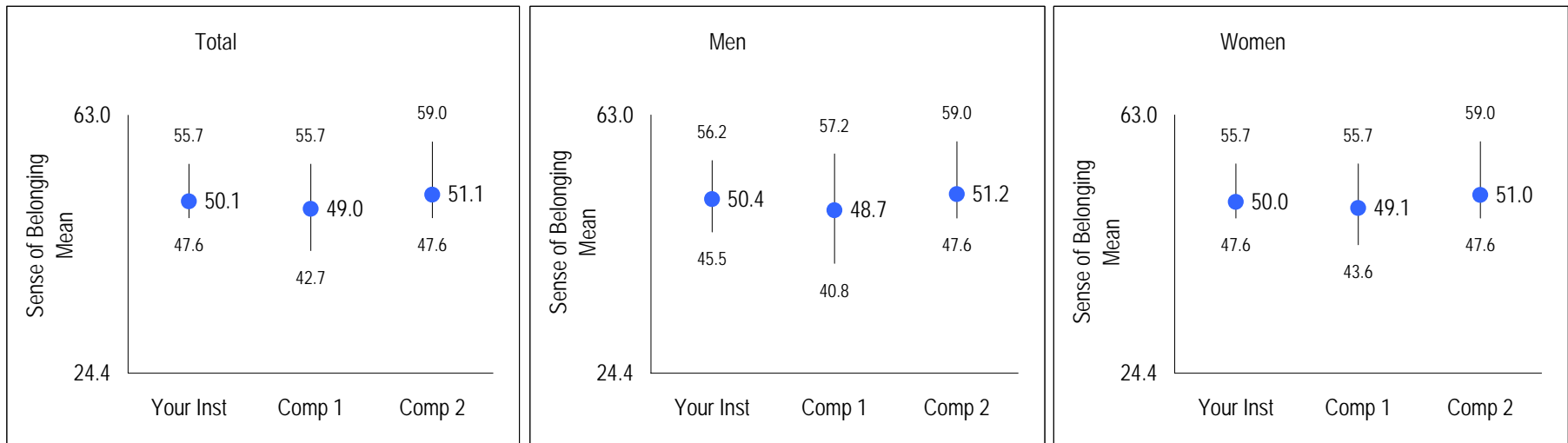


2011 College Senior Survey
CIRP Construct Mean Report
Sense of Belonging
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,475	91	400	3,614	304	1,147	5,861
Mean	50.1	49.0	51.1	50.4	48.7	51.2	50.0	49.1	51.0
Standard Deviation	8.53	9.38	9.23	8.36	9.85	9.35	8.59	9.21	9.16
Significance	-	*	*	-			-		
Effect Size	-	0.12	-0.11	-	0.17	-0.08	-	0.10	-0.11
25th percentile	47.6	42.7	47.6	45.5	40.8	47.6	47.6	43.6	47.6
75th percentile	55.7	55.7	59.0	56.2	57.2	59.0	55.7	55.7	59.0

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)

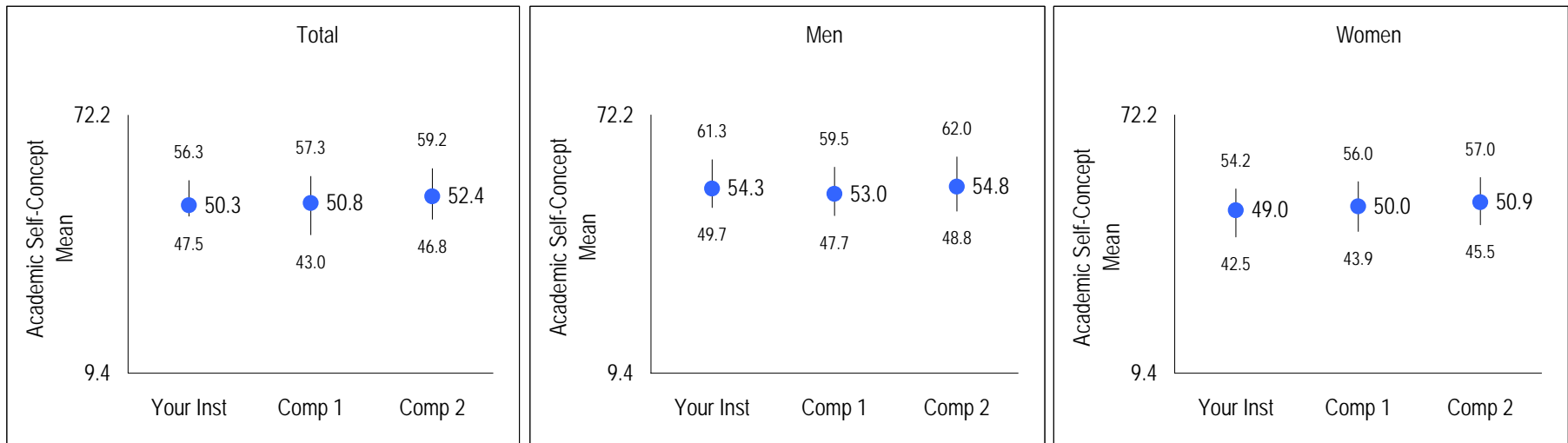


2011 College Senior Survey
CIRP Construct Mean Report
Academic Self-Concept
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,481	91	400	3,614	304	1,147	5,867
Mean	50.3	50.8	52.4	54.3	53.0	54.8	49.0	50.0	50.9
Standard Deviation	9.34	9.12	9.34	8.67	8.77	9.59	9.20	9.11	8.88
Significance	-	-	***	-	-	-	-	-	***
Effect Size	-	-0.06	-0.23	-	0.15	-0.05	-	-0.10	-0.21
25th percentile	43.8	44.5	46.5	49.7	47.7	48.8	42.5	43.9	45.5
75th percentile	56.3	57.3	59.2	61.3	59.5	62.0	54.2	56.0	57.0

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:

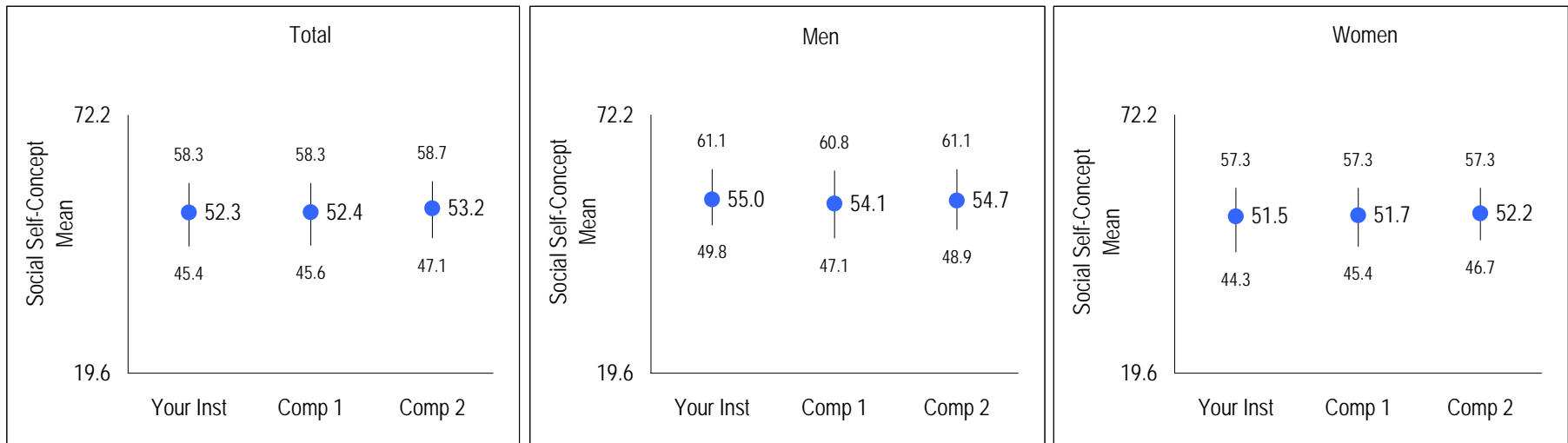
- * Academic ability (3.11)
- * Self-confidence - intellectual (1.86)
- * Drive to achieve (1.63)
- * Mathematical ability (1.60)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,479	91	400	3,613	304	1,147	5,866
Mean	52.3	52.4	53.2	55.0	54.1	54.7	51.5	51.7	52.2
Standard Deviation	8.40	8.73	8.62	8.26	8.97	9.05	8.29	8.56	8.19
Significance	-			-			-		
Effect Size	-	0.00	-0.10	-	0.09	0.02	-	-0.02	-0.08
25th percentile	45.4	45.6	47.1	49.8	47.1	48.9	44.3	45.4	46.7
75th percentile	58.3	58.3	58.7	61.1	60.8	61.1	57.3	57.3	57.3

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)

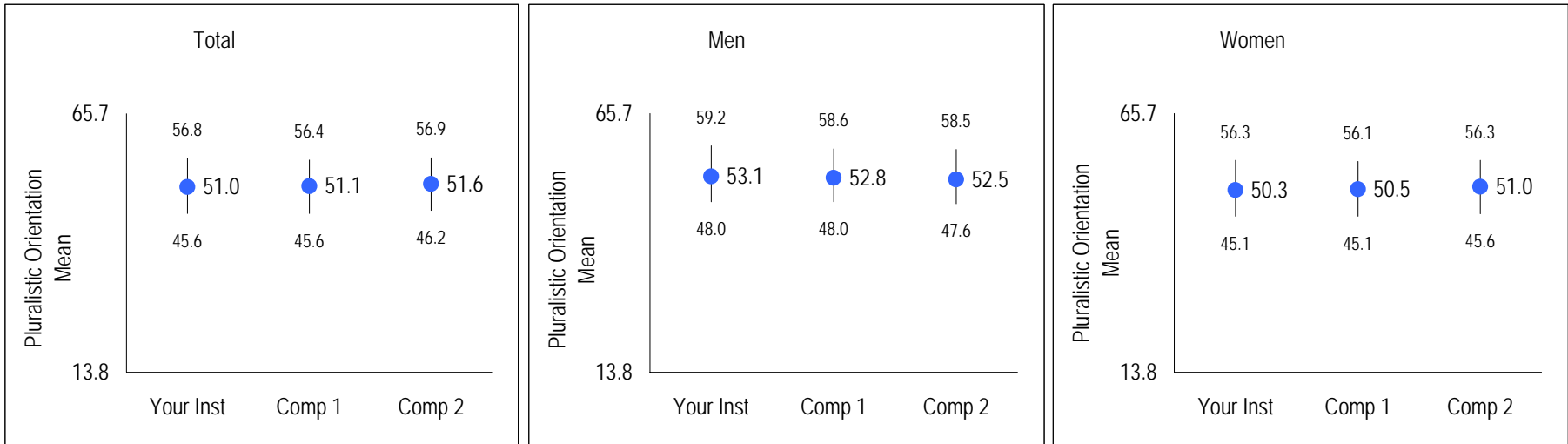


2011 College Senior Survey
CIRP Construct Mean Report
Pluralistic Orientation
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,466	91	400	3,611	304	1,147	5,855
Mean	51.0	51.1	51.6	53.1	52.8	52.5	50.3	50.5	51.0
Standard Deviation	8.22	8.39	8.26	7.23	8.12	8.38	8.40	8.41	8.14
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.02	-0.07	-	0.03	0.08	-	-0.02	-0.08
25th percentile	45.6	45.6	46.2	48.0	48.0	47.6	45.1	45.1	45.6
75th percentile	56.8	56.4	56.9	59.2	58.6	58.5	56.3	56.1	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:

- * 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)

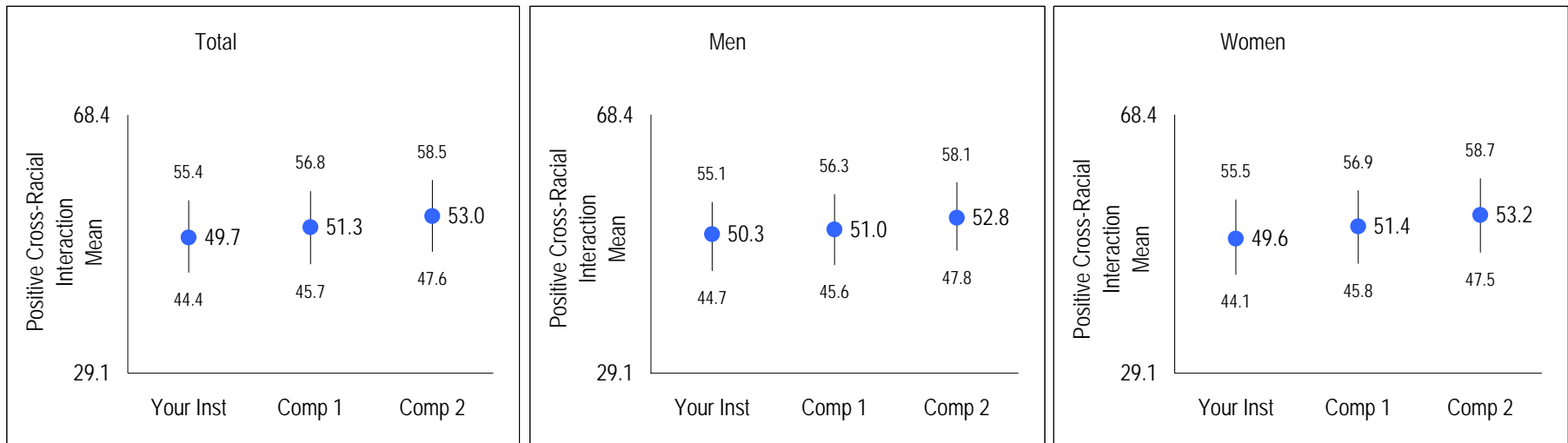


2011 College Senior Survey
CIRP Construct Mean Report
Positive Cross-Racial Interaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,464	91	400	3,609	304	1,146	5,855
Mean	49.7	51.3	53.0	50.3	51.0	52.8	49.6	51.4	53.2
Standard Deviation	8.53	8.61	8.46	8.24	8.31	8.28	8.63	8.71	8.56
Significance	-	**	***	-		**	-	**	***
Effect Size	-	-0.18	-0.39	-	-0.09	-0.30	-	-0.21	-0.42
25th percentile	44.4	45.7	47.6	44.7	45.6	47.8	44.1	45.8	47.5
75th percentile	55.4	56.8	58.5	55.1	56.3	58.1	55.5	56.9	58.7

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)

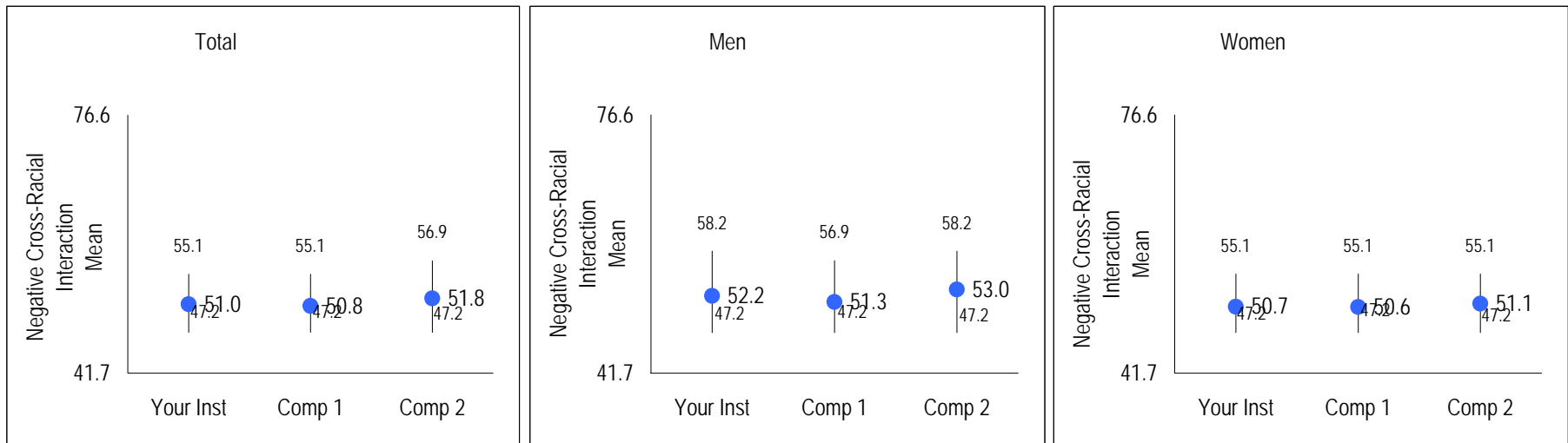


2011 College Senior Survey
CIRP Construct Mean Report
Negative Cross-Racial Interaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,463	91	400	3,609	304	1,146	5,854
Mean	51.0	50.8	51.8	52.2	51.3	53.0	50.7	50.6	51.1
Standard Deviation	6.94	7.12	7.52	7.72	7.43	7.82	6.66	7.00	7.23
Significance	-		*	-			-		
Effect Size	-	0.03	-0.11	-	0.11	-0.11	-	0.01	-0.06
25th percentile	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2
75th percentile	55.1	55.1	56.9	58.2	56.9	58.2	55.1	55.1	55.1

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?

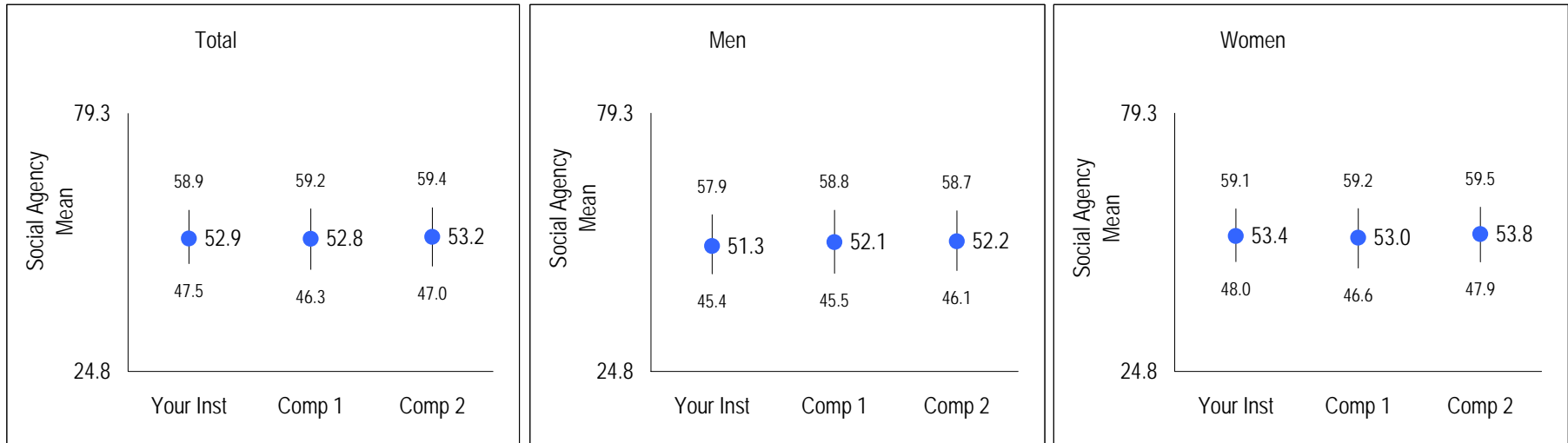
- * Had tense, somewhat hostile interactions (3.81)
- * Felt insulted or threatened because of your race/ethnicity (2.63)
- * Had guarded interactions (2.10)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,468	91	400	3,611	304	1,146	5,857
Mean	52.9	52.8	53.2	51.3	52.1	52.2	53.4	53.0	53.8
Standard Deviation	9.18	9.65	9.68	9.33	9.95	10.04	9.09	9.53	9.40
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.01	-0.04	-	-0.08	-0.10	-	0.04	-0.05
25th percentile	47.5	46.3	47.0	45.4	45.5	46.1	48.0	46.6	47.9
75th percentile	58.9	59.2	59.4	57.9	58.8	58.7	59.1	59.2	59.5

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)

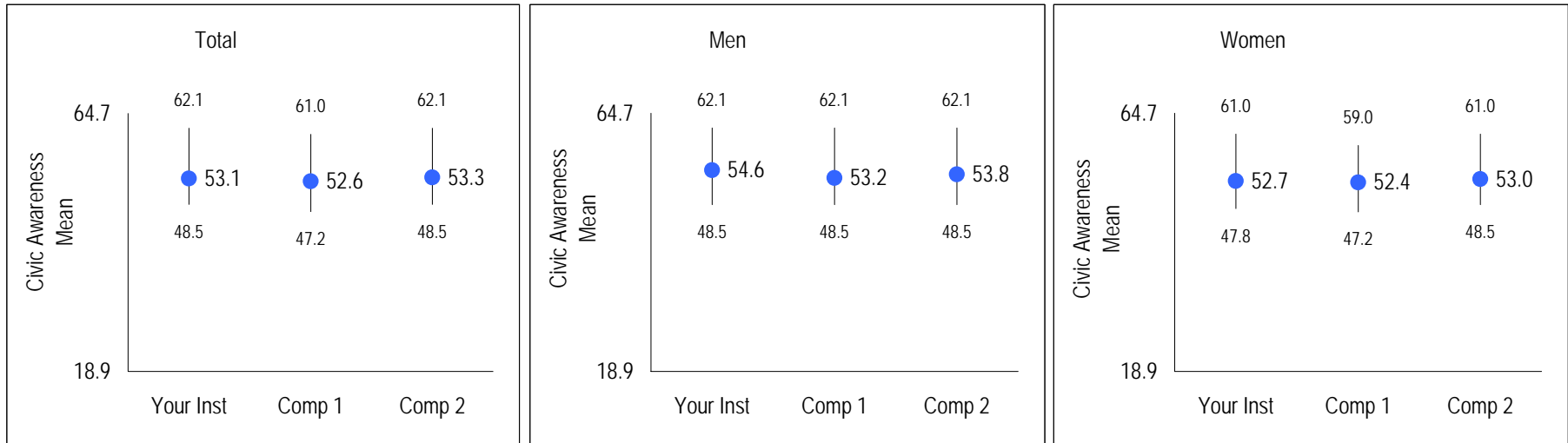


2011 College Senior Survey
CIRP Construct Mean Report
Civic Awareness
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,527	91	400	3,636	304	1,147	5,891
Mean	53.1	52.6	53.3	54.6	53.2	53.8	52.7	52.4	53.0
Standard Deviation	8.34	8.38	8.48	7.95	8.60	8.53	8.41	8.29	8.43
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.05	-0.03	-	0.16	0.09	-	0.03	-0.05
25th percentile	48.5	47.2	48.5	48.5	48.5	48.5	47.8	47.2	48.5
75th percentile	62.1	61.0	62.1	62.1	62.1	62.1	61.0	59.0	61.0

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)

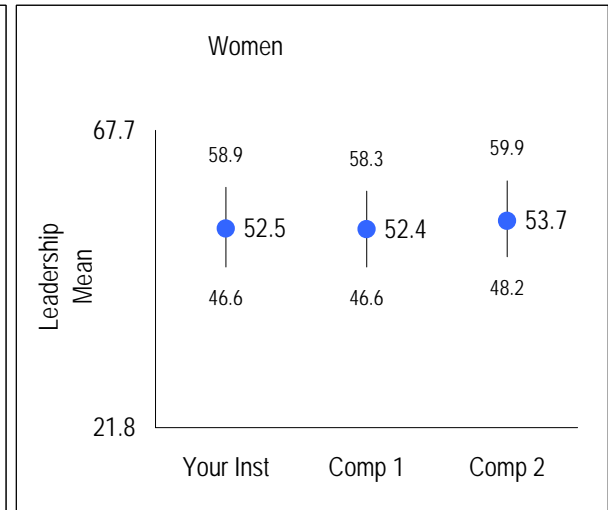
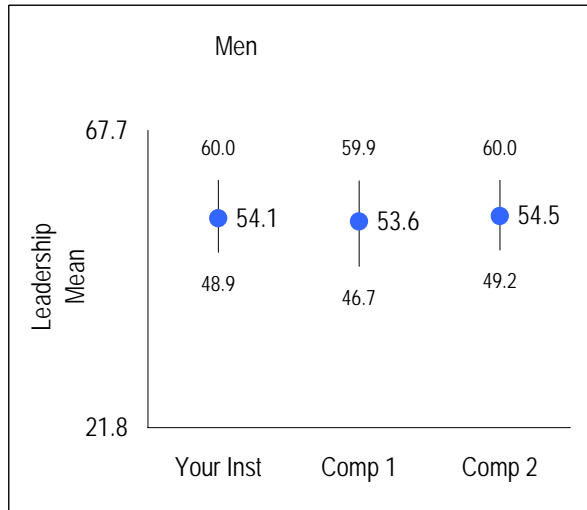
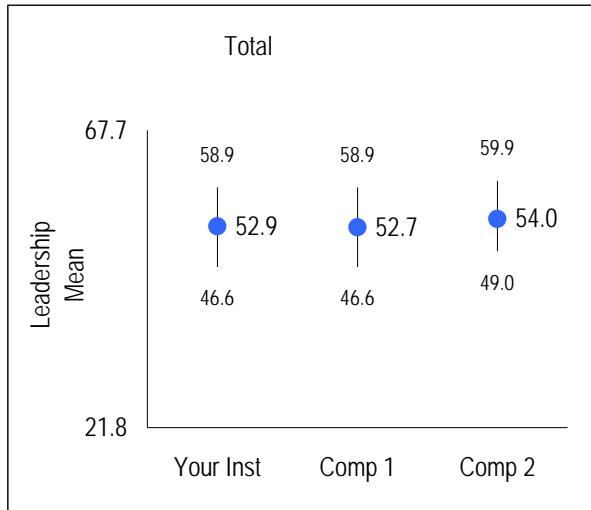


2011 College Senior Survey
CIRP Construct Mean Report
Leadership
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,530	91	400	3,638	304	1,147	5,892
Mean	52.9	52.7	54.0	54.1	53.6	54.5	52.5	52.4	53.7
Standard Deviation	8.41	8.28	8.01	8.56	8.43	8.06	8.35	8.21	7.97
Significance	-	-	**	-	-	-	-	-	*
Effect Size	-	0.02	-0.14	-	0.06	-0.04	-	0.01	-0.15
25th percentile	46.6	46.6	49.0	48.9	46.7	49.2	46.6	46.6	48.2
75th percentile	58.9	58.9	59.9	60.0	59.9	60.0	58.9	58.3	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)*

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.

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

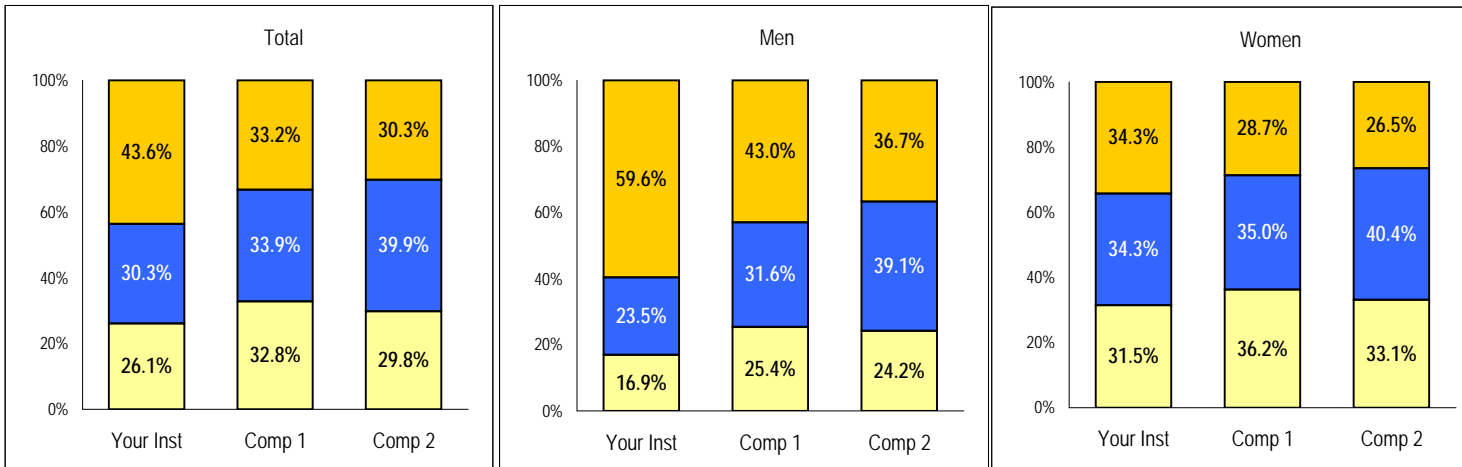
Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%	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

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.



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.herl.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).

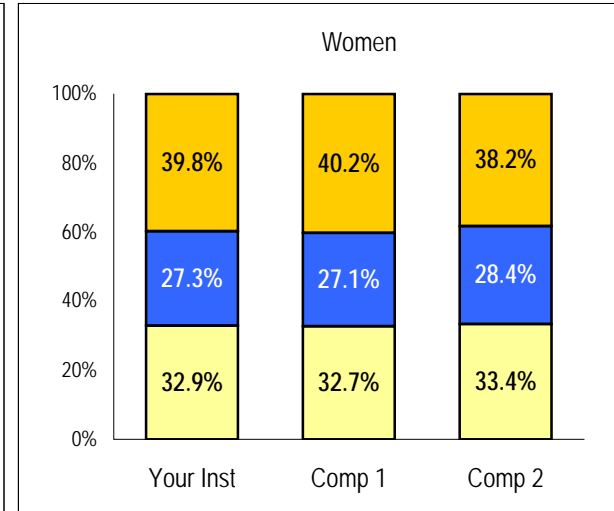
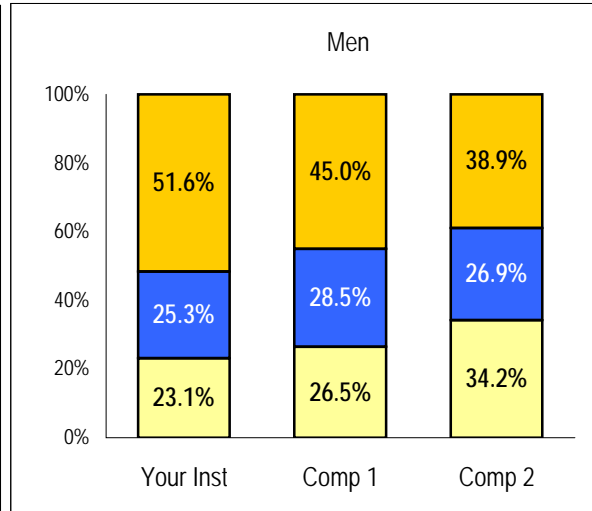
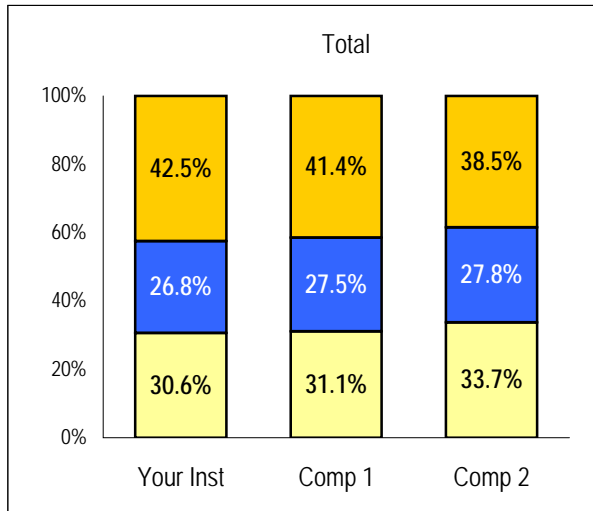


2011 College Senior Survey
CIRP Construct Percentage Report
Habits of Mind
Graduating Seniors

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.

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,502	91	400	3,626	304	1,147	5,876
High Habits of Mind	42.5%	41.4%	38.5%	51.6%	45.0%	38.9%	39.8%	40.2%	38.2%
Average Habits of Mind	26.8%	27.5%	27.8%	25.3%	28.5%	26.9%	27.3%	27.1%	28.4%
Low Habits of Mind	30.6%	31.1%	33.7%	23.1%	26.5%	34.2%	32.9%	32.7%	33.4%
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:

- * 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)

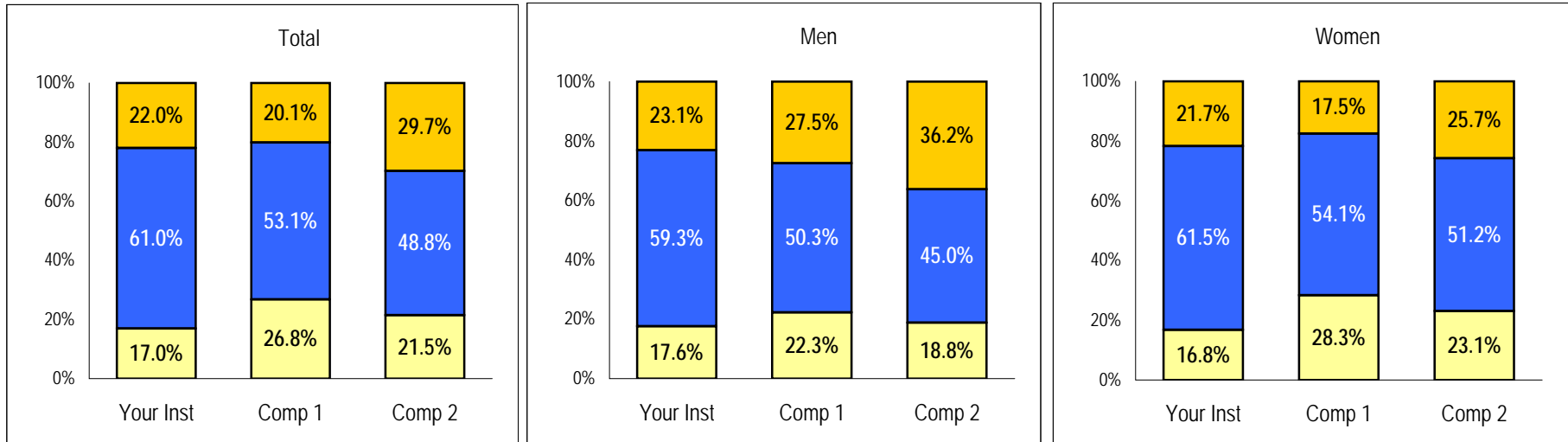


2011 College Senior Survey
CIRP Construct Percentage Report
Academic Disengagement
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,518	91	400	3,634	304	1,147	5,884
High Academic Disengagement	22.0%	20.1%	29.7%	23.1%	27.5%	36.2%	21.7%	17.5%	25.7%
Average Academic Disengagement	61.0%	53.1%	48.8%	59.3%	50.3%	45.0%	61.5%	54.1%	51.2%
Low Academic Disengagement	17.0%	26.8%	21.5%	17.6%	22.3%	18.8%	16.8%	28.3%	23.1%
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:

- * 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)

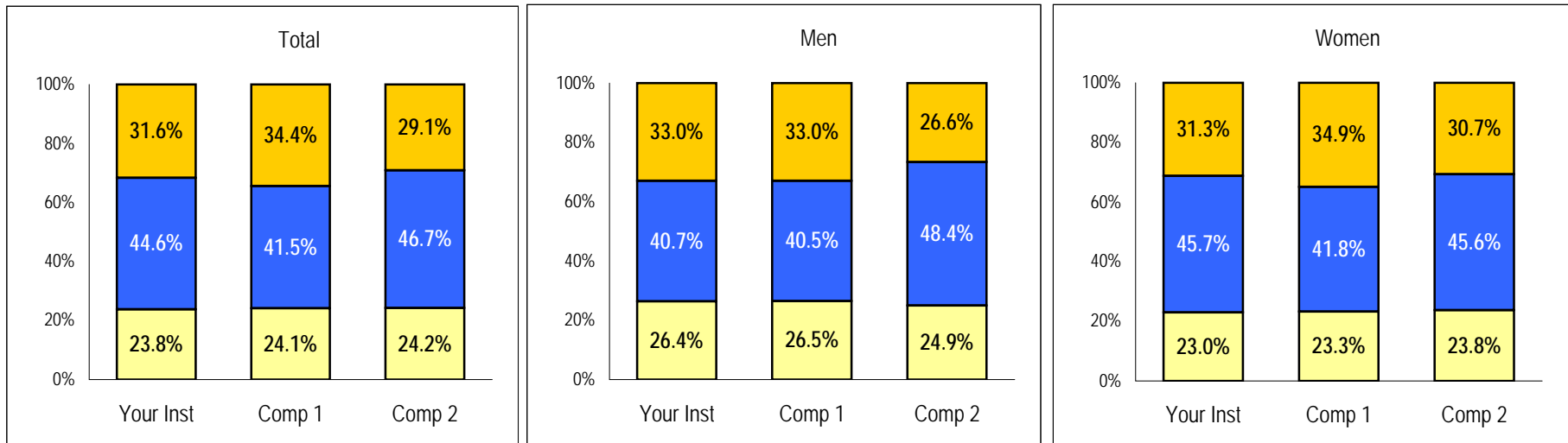


2011 College Senior Survey
CIRP Construct Percentage Report
Student-Faculty Interaction
Graduating Seniors

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.

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,467	91	400	3,609	304	1,146	5,858
High Student-Faculty Interaction	31.6%	34.4%	29.1%	33.0%	33.0%	26.6%	31.3%	34.9%	30.7%
Average Student-Faculty Interaction	44.6%	41.5%	46.7%	40.7%	40.5%	48.4%	45.7%	41.8%	45.6%
Low Student-Faculty Interaction	23.8%	24.1%	24.2%	26.4%	26.5%	24.9%	23.0%	23.3%	23.8%
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)

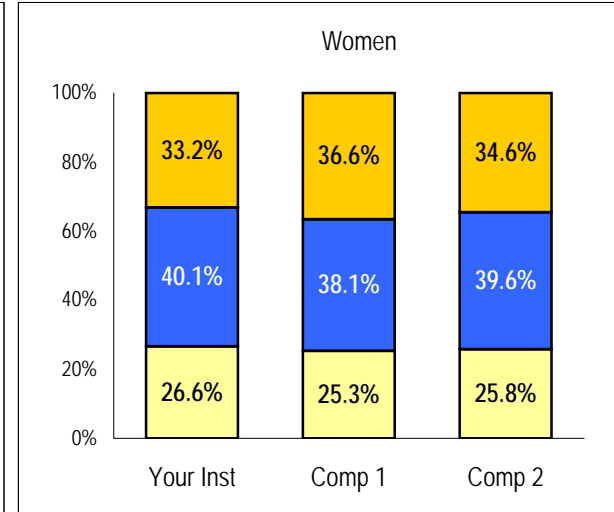
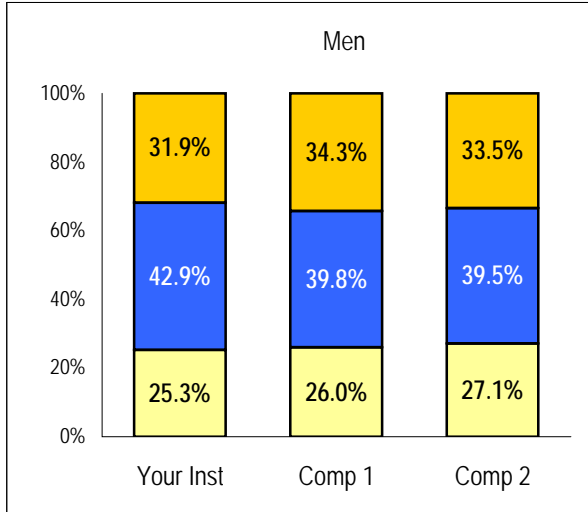
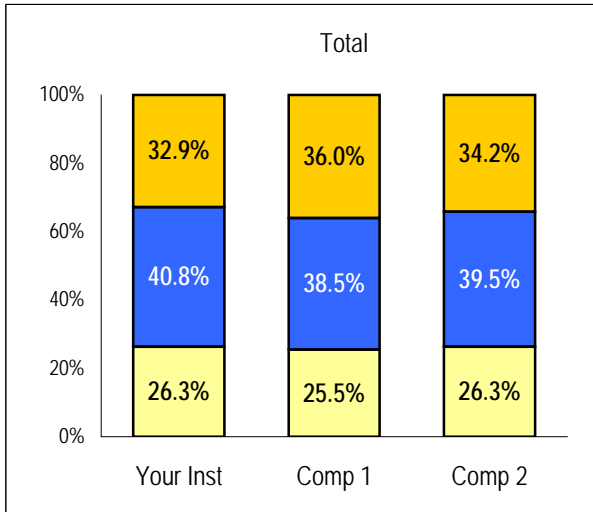


2011 College Senior Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,502	91	400	3,626	304	1,147	5,876
High Satisfaction with Courses	32.9%	36.0%	34.2%	31.9%	34.3%	33.5%	33.2%	36.6%	34.6%
Average Satisfaction with Courses	40.8%	38.5%	39.5%	42.9%	39.8%	39.5%	40.1%	38.1%	39.6%
Low Satisfaction with Courses	26.3%	25.5%	26.3%	25.3%	26.0%	27.1%	26.6%	25.3%	25.8%
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)

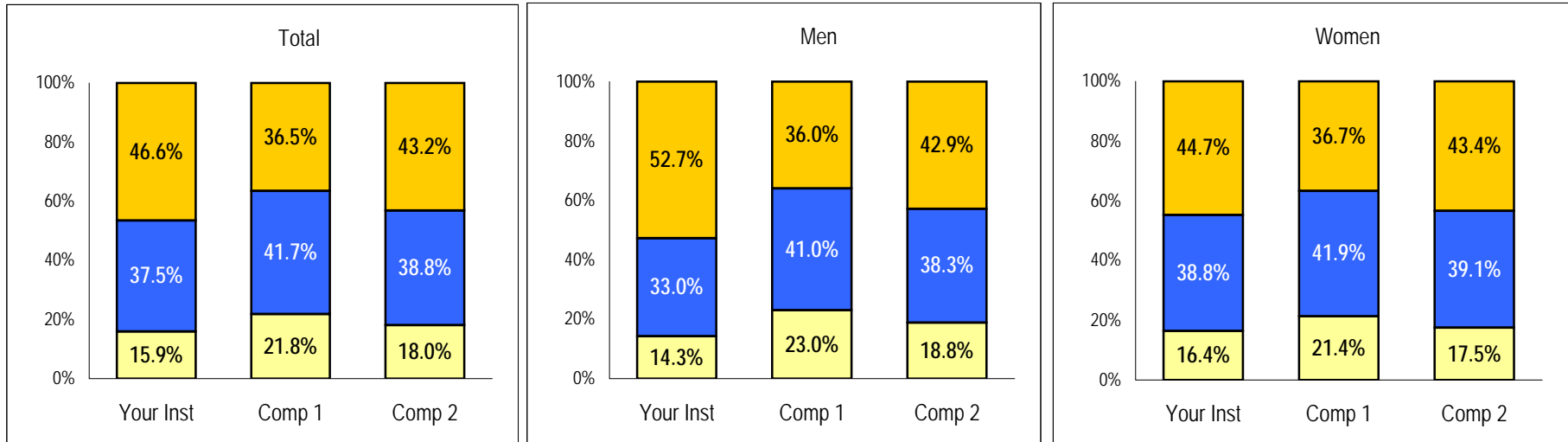


2011 College Senior Survey
CIRP Construct Percentage Report
Overall Satisfaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,535	91	400	3,638	304	1,147	5,897
High Overall Satisfaction	46.6%	36.5%	43.2%	52.7%	36.0%	42.9%	44.7%	36.7%	43.4%
Average Overall Satisfaction	37.5%	41.7%	38.8%	33.0%	41.0%	38.3%	38.8%	41.9%	39.1%
Low Overall Satisfaction	15.9%	21.8%	18.0%	14.3%	23.0%	18.8%	16.4%	21.4%	17.5%
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)

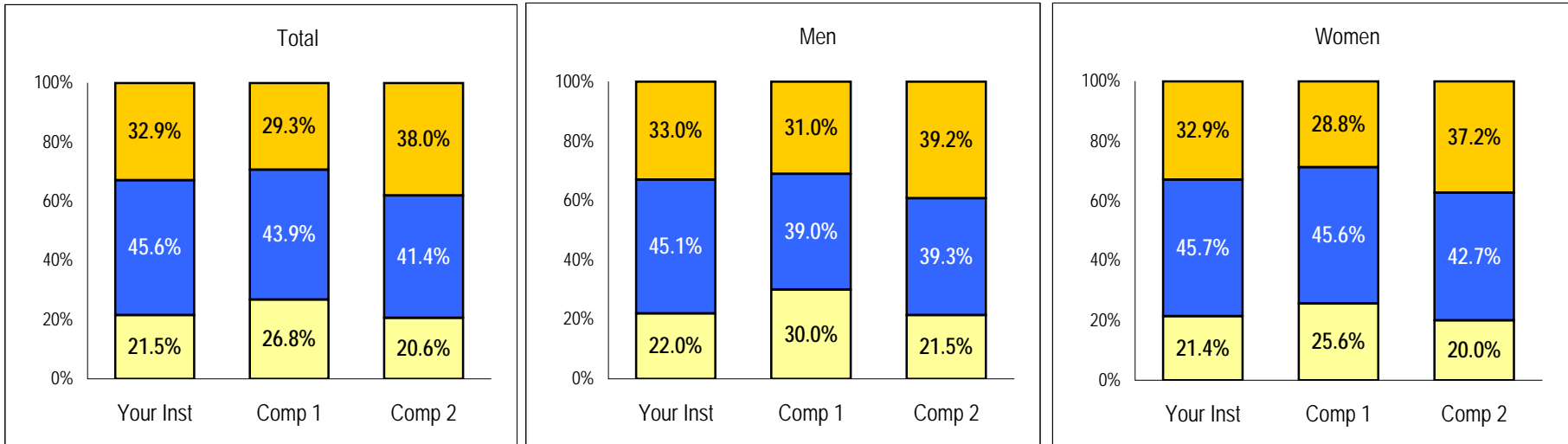


2011 College Senior Survey
CIRP Construct Percentage Report
Sense of Belonging
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,475	91	400	3,614	304	1,147	5,861
High Sense of Belonging	32.9%	29.3%	38.0%	33.0%	31.0%	39.2%	32.9%	28.8%	37.2%
Average Sense of Belonging	45.6%	43.9%	41.4%	45.1%	39.0%	39.3%	45.7%	45.6%	42.7%
Low Sense of Belonging	21.5%	26.8%	20.6%	22.0%	30.0%	21.5%	21.4%	25.6%	20.0%
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)

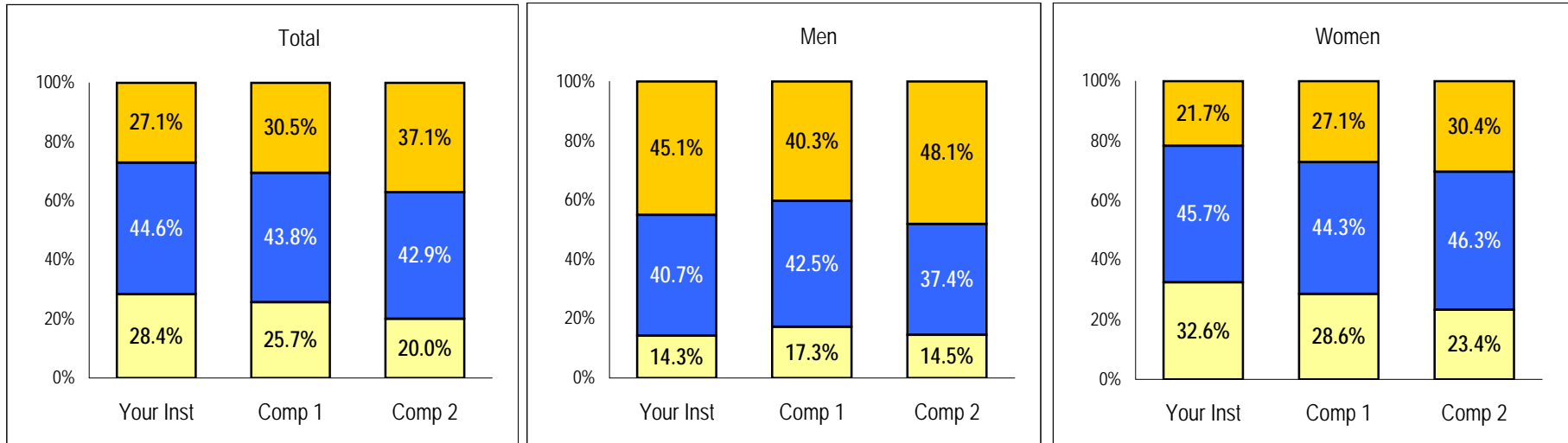


2011 College Senior Survey
CIRP Construct Percentage Report
Academic Self-Concept
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,481	91	400	3,614	304	1,147	5,867
High Academic Self-Concept	27.1%	30.5%	37.1%	45.1%	40.3%	48.1%	21.7%	27.1%	30.4%
Average Academic Self-Concept	44.6%	43.8%	42.9%	40.7%	42.5%	37.4%	45.7%	44.3%	46.3%
Low Academic Self-Concept	28.4%	25.7%	20.0%	14.3%	17.3%	14.5%	32.6%	28.6%	23.4%
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)

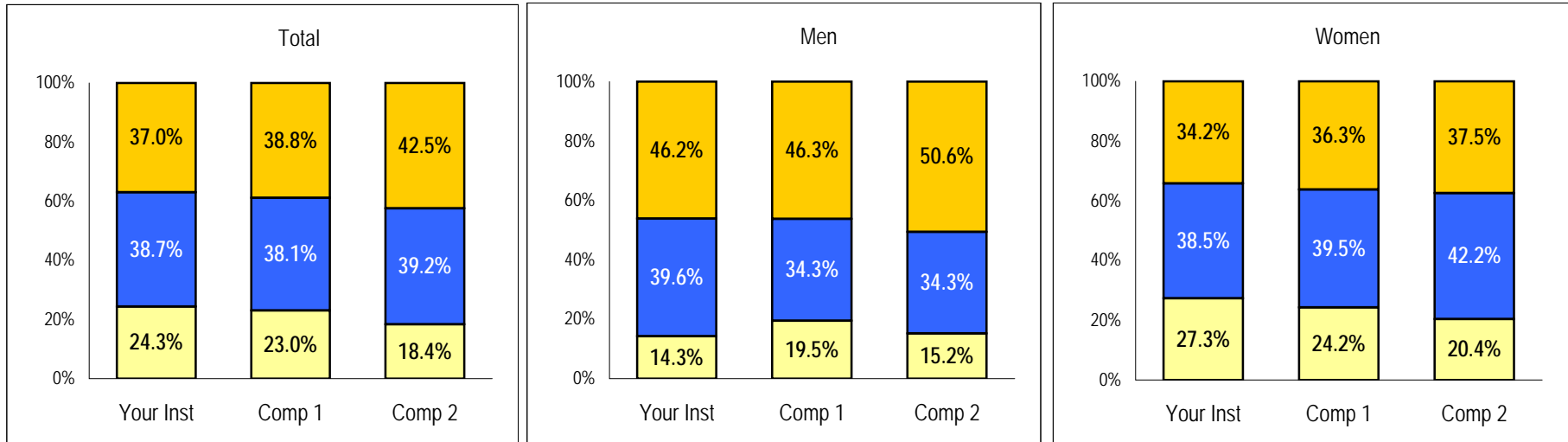


2011 College Senior Survey
CIRP Construct Percentage Report
Social Self-Concept
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,479	91	400	3,613	304	1,147	5,866
High Social Self-Concept	37.0%	38.8%	42.5%	46.2%	46.3%	50.6%	34.2%	36.3%	37.5%
Average Social Self-Concept	38.7%	38.1%	39.2%	39.6%	34.3%	34.3%	38.5%	39.5%	42.2%
Low Social Self-Concept	24.3%	23.0%	18.4%	14.3%	19.5%	15.2%	27.3%	24.2%	20.4%
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)

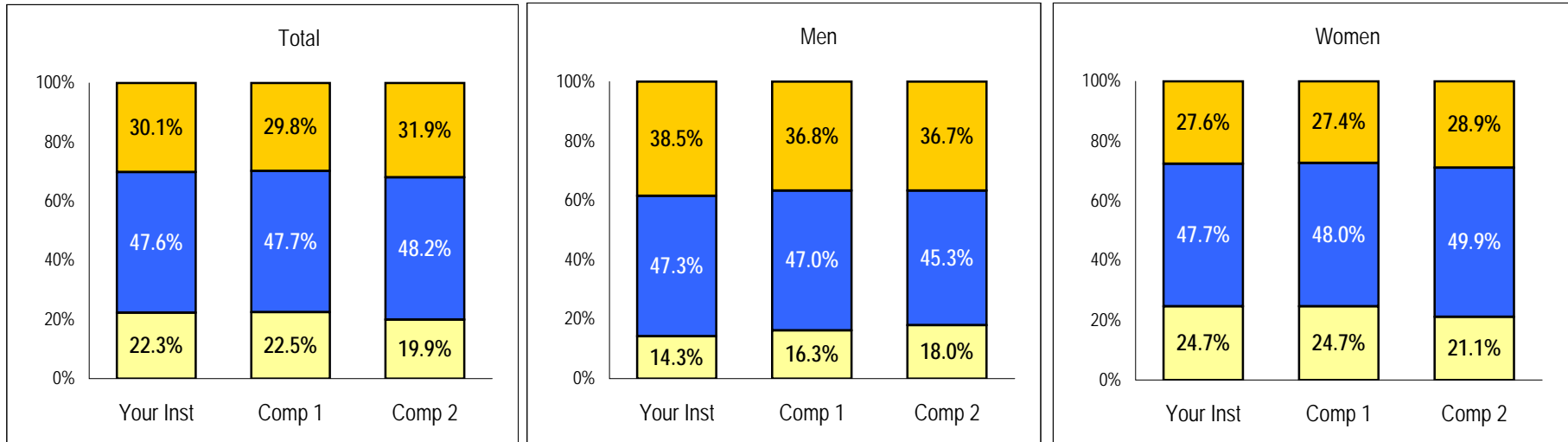


2011 College Senior Survey
CIRP Construct Percentage Report
Pluralistic Orientation
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,466	91	400	3,611	304	1,147	5,855
High Pluralistic Orientation	30.1%	29.8%	31.9%	38.5%	36.8%	36.7%	27.6%	27.4%	28.9%
Average Pluralistic Orientation	47.6%	47.7%	48.2%	47.3%	47.0%	45.3%	47.7%	48.0%	49.9%
Low Pluralistic Orientation	22.3%	22.5%	19.9%	14.3%	16.3%	18.0%	24.7%	24.7%	21.1%
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:

- * 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)

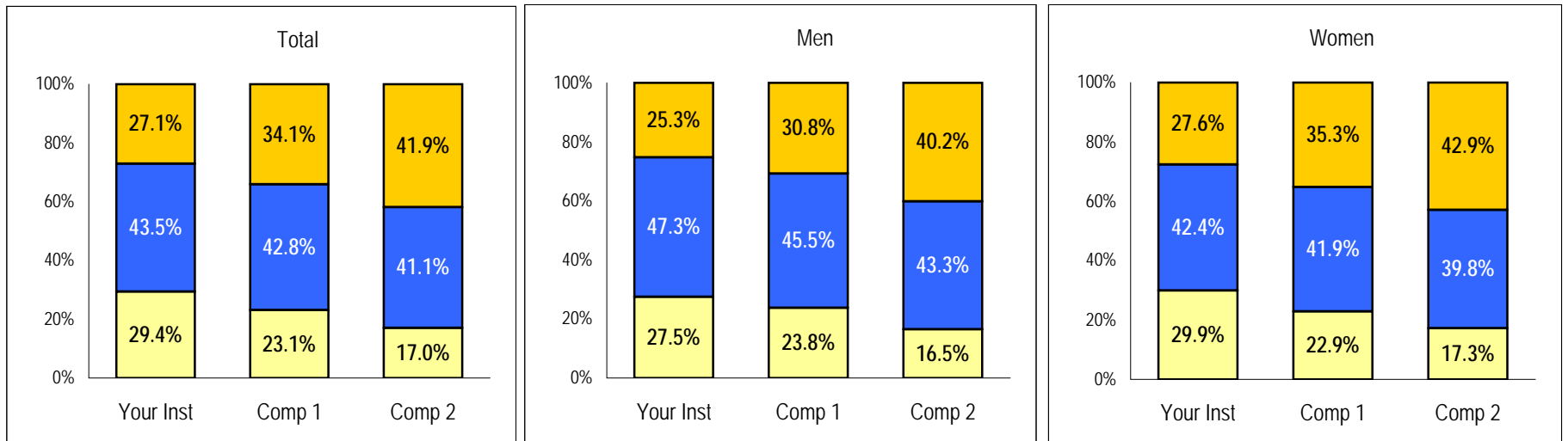


2011 College Senior Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,464	91	400	3,609	304	1,146	5,855
High Positive Cross-Racial Interaction	27.1%	34.1%	41.9%	25.3%	30.8%	40.2%	27.6%	35.3%	42.9%
Average Positive Cross-Racial Interaction	43.5%	42.8%	41.1%	47.3%	45.5%	43.3%	42.4%	41.9%	39.8%
Low Positive Cross-Racial Interaction	29.4%	23.1%	17.0%	27.5%	23.8%	16.5%	29.9%	22.9%	17.3%
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)

* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)

* Shared personal feelings and problems (3.52)

* Studied or prepared for class (2.22)

* Dined or shared a meal (2.72)

* Socialized or partied (2.12)

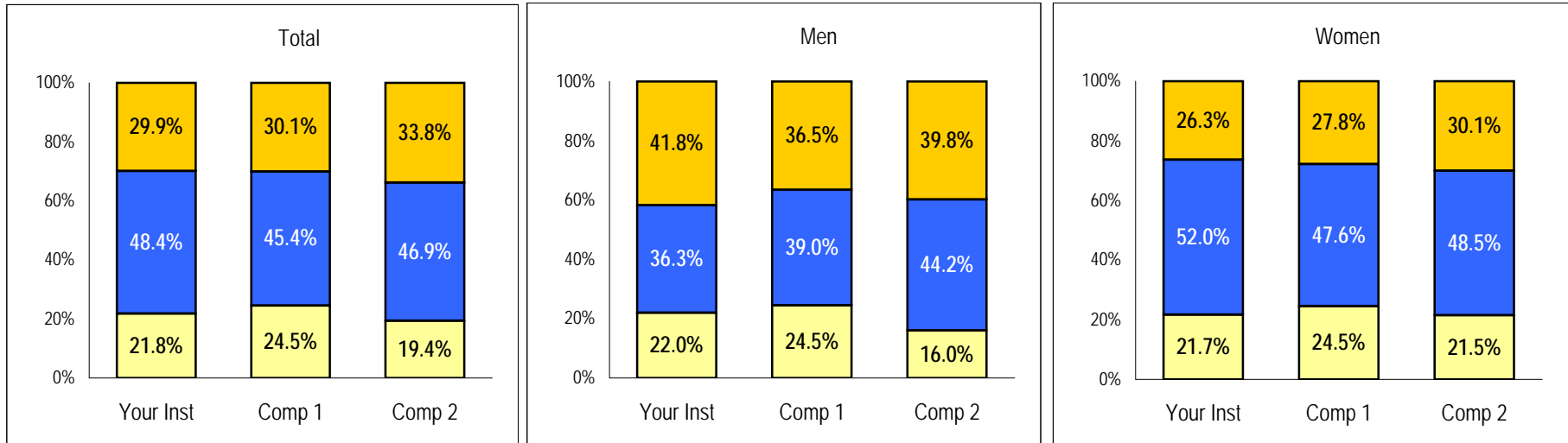


2011 College Senior Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,463	91	400	3,609	304	1,146	5,854
High Negative Cross-Racial Interaction	29.9%	30.1%	33.8%	41.8%	36.5%	39.8%	26.3%	27.8%	30.1%
Average Negative Cross-Racial Interaction	48.4%	45.4%	46.9%	36.3%	39.0%	44.2%	52.0%	47.6%	48.5%
Low Negative Cross-Racial Interaction	21.8%	24.5%	19.4%	22.0%	24.5%	16.0%	21.7%	24.5%	21.5%
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?

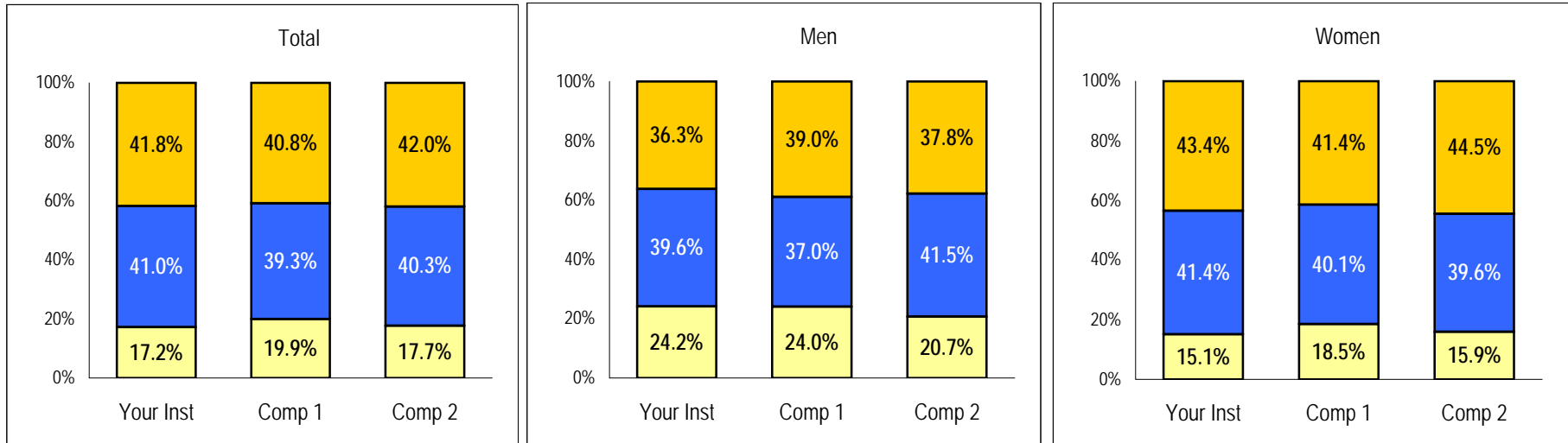
- * Had tense, somewhat hostile interactions (3.81)
- * Felt insulted or threatened because of your race/ethnicity (2.63)
- * Had guarded interactions (2.10)



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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,546	9,468	91	400	3,611	304	1,146	5,857
High Social Agency	41.8%	40.8%	42.0%	36.3%	39.0%	37.8%	43.4%	41.4%	44.5%
Average Social Agency	41.0%	39.3%	40.3%	39.6%	37.0%	41.5%	41.4%	40.1%	39.6%
Low Social Agency	17.2%	19.9%	17.7%	24.2%	24.0%	20.7%	15.1%	18.5%	15.9%
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)

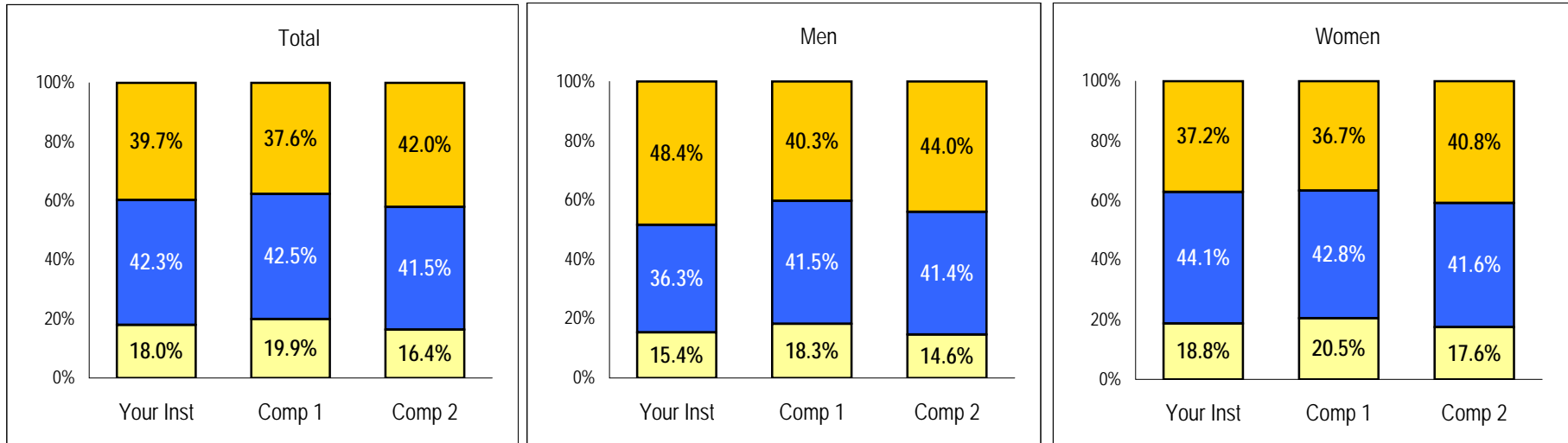


2011 College Senior Survey
CIRP Construct Percentage Report
Civic Awareness
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,527	91	400	3,636	304	1,147	5,891
High Civic Awareness	39.7%	37.6%	42.0%	48.4%	40.3%	44.0%	37.2%	36.7%	40.8%
Average Civic Awareness	42.3%	42.5%	41.5%	36.3%	41.5%	41.4%	44.1%	42.8%	41.6%
Low Civic Awareness	18.0%	19.9%	16.4%	15.4%	18.3%	14.6%	18.8%	20.5%	17.6%
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)

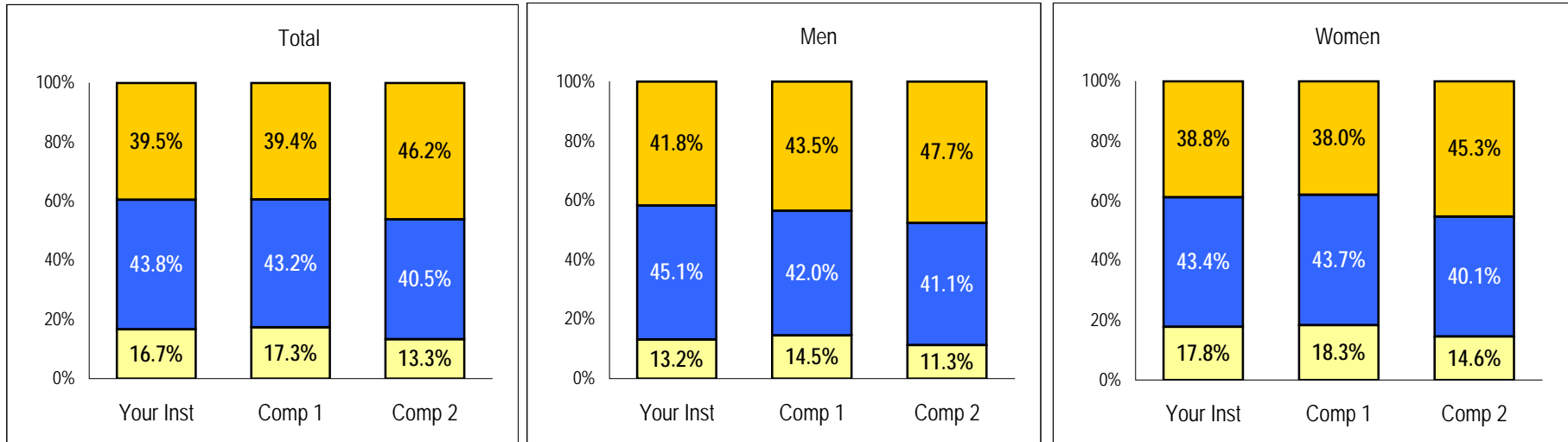


2011 College Senior Survey
CIRP Construct Percentage Report
Leadership
Graduating Seniors

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

College of Charleston	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	395	1,547	9,530	91	400	3,638	304	1,147	5,892
High Civic Awareness	39.5%	39.4%	46.2%	41.8%	43.5%	47.7%	38.8%	38.0%	45.3%
Average Civic Awareness	43.8%	43.2%	40.5%	45.1%	42.0%	41.1%	43.4%	43.7%	40.1%
Low Civic Awareness	16.7%	17.3%	13.3%	13.2%	14.5%	11.3%	17.8%	18.3%	14.6%
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)*