



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

2014 College Senior Survey

CIRP Construct Reports

Graduating Seniors

Miami University-Hamilton

Comparison group 1: Public Universities and four-year colleges
Comparison group 2: Public/Private Universities, Public 4yr Colleges

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.

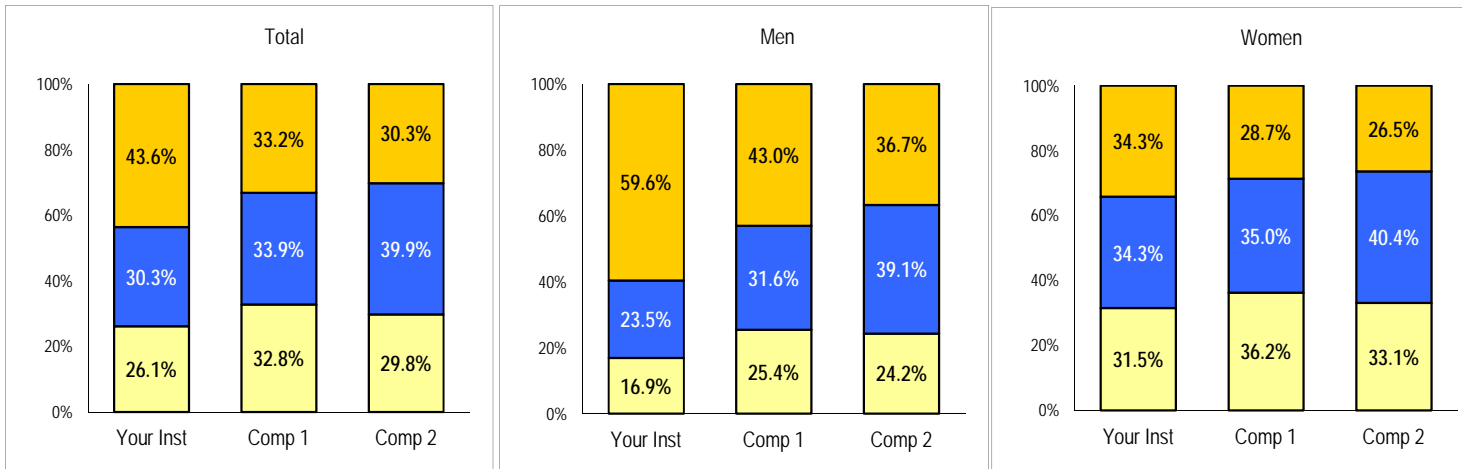
Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%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

Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

Charts – Provide a visual display of construct score group percentages for your institution and two comparison groups. CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents students who scored one-half standard deviation or more below the mean (less than 45). "Average" represents students who scored within one-half standard deviation of the mean (45 to 55). "High" represents students who scored one-half standard deviation or more above the mean (higher than 55).

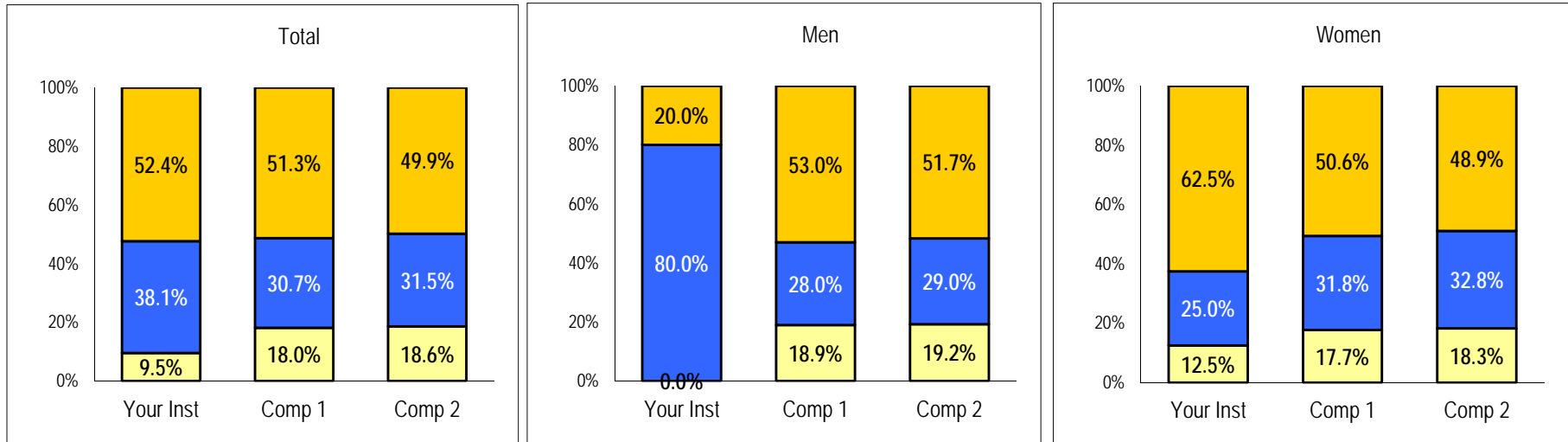


2014 College Senior Survey
CIRP Construct Percentage Report
Habits of Mind
Graduating Seniors

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.

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	21	2,273	3,986	5	681	1,343	16	1,592	2,643
High Habits of Mind	52.4%	51.3%	49.9%	20.0%	53.0%	51.7%	62.5%	50.6%	48.9%
Average Habits of Mind	38.1%	30.7%	31.5%	80.0%	28.0%	29.0%	25.0%	31.8%	32.8%
Low Habits of Mind	9.5%	18.0%	18.6%	0.0%	18.9%	19.2%	12.5%	17.7%	18.3%
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)

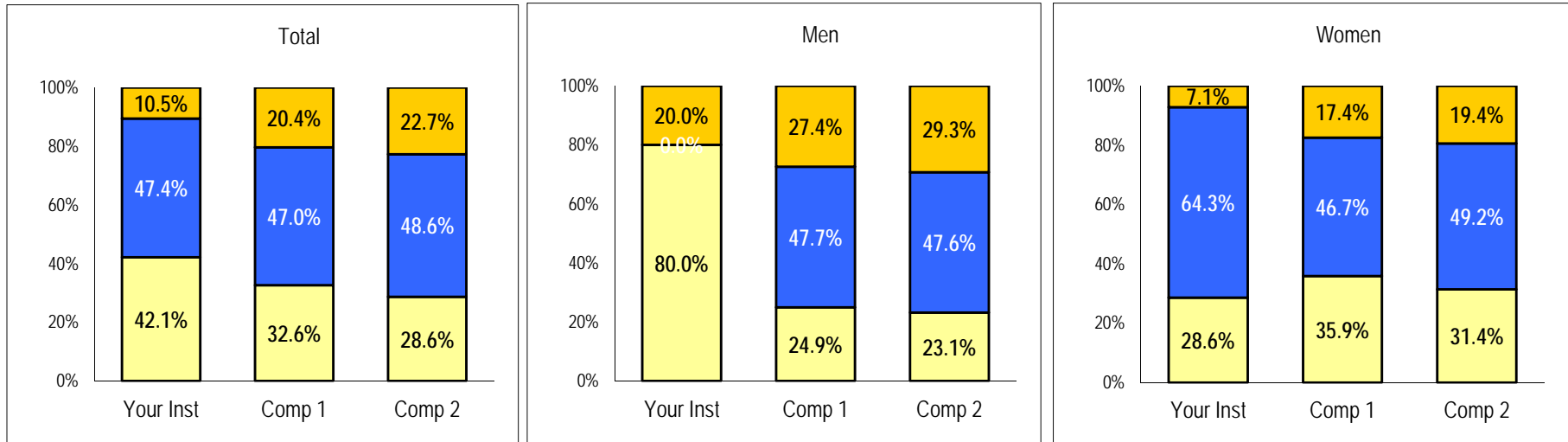


2014 College Senior Survey
CIRP Construct Percentage Report
Academic Disengagement
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	19	2,202	3,844	5	654	1,280	14	1,548	2,564
High Academic Disengagement	10.5%	20.4%	22.7%	20.0%	27.4%	29.3%	7.1%	17.4%	19.4%
Average Academic Disengagement	47.4%	47.0%	48.6%	0.0%	47.7%	47.6%	64.3%	46.7%	49.2%
Low Academic Disengagement	42.1%	32.6%	28.6%	80.0%	24.9%	23.1%	28.6%	35.9%	31.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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)

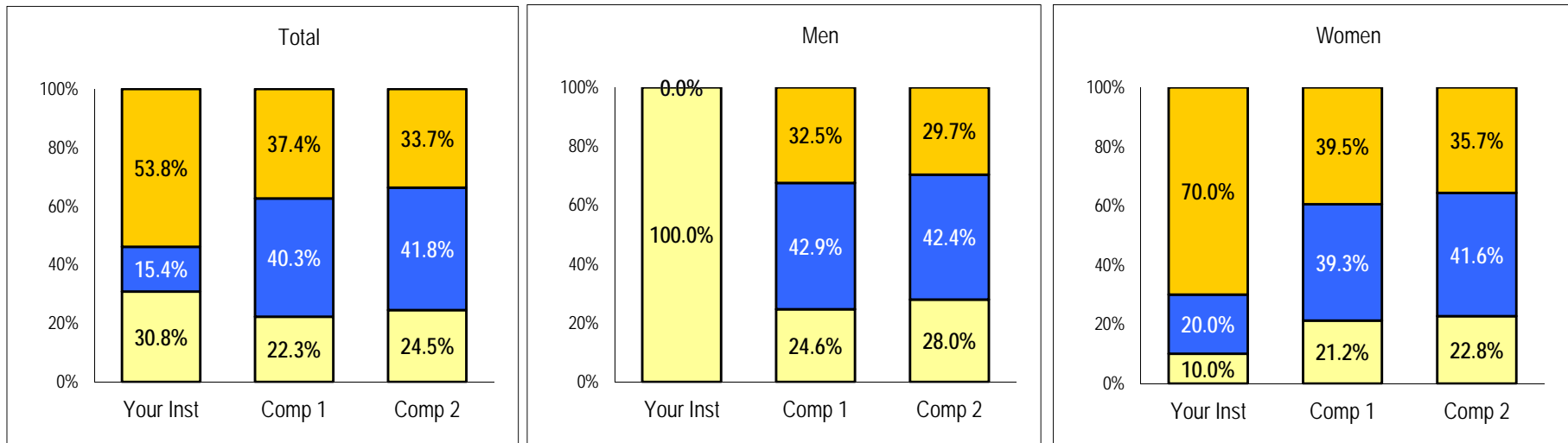


2014 College Senior Survey
CIRP Construct Percentage Report
Faculty Interaction: Mentorship
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,869	3,217	3	560	1,059	10	1,309	2,158
High Faculty Interaction	53.8%	37.4%	33.7%	0.0%	32.5%	29.7%	70.0%	39.5%	35.7%
Average Faculty Interaction	15.4%	40.3%	41.8%	0.0%	42.9%	42.4%	20.0%	39.3%	41.6%
Low Faculty Interaction	30.8%	22.3%	24.5%	100.0%	24.6%	28.0%	10.0%	21.2%	22.8%
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)

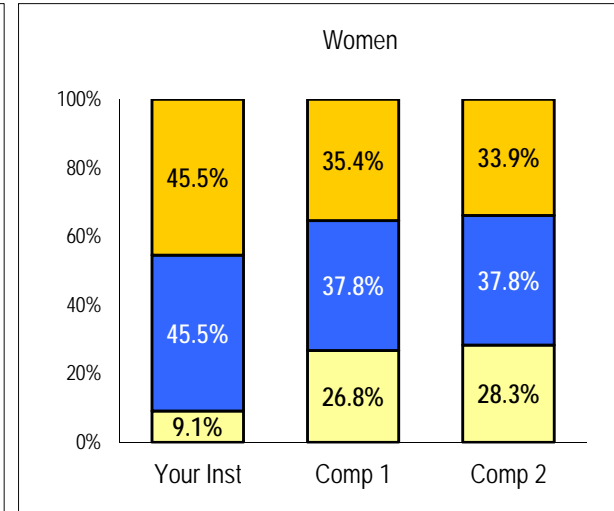
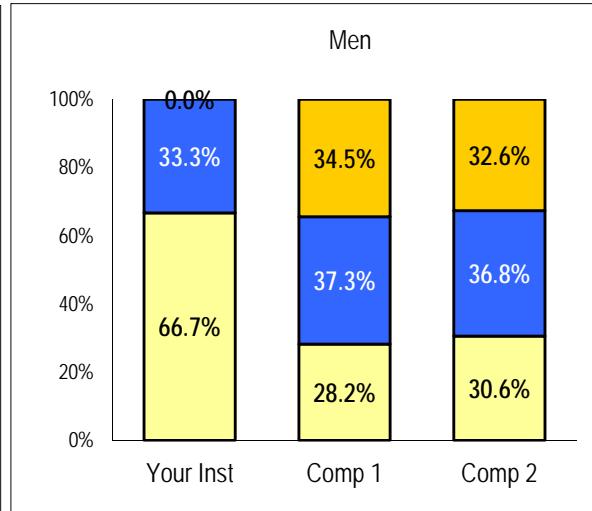
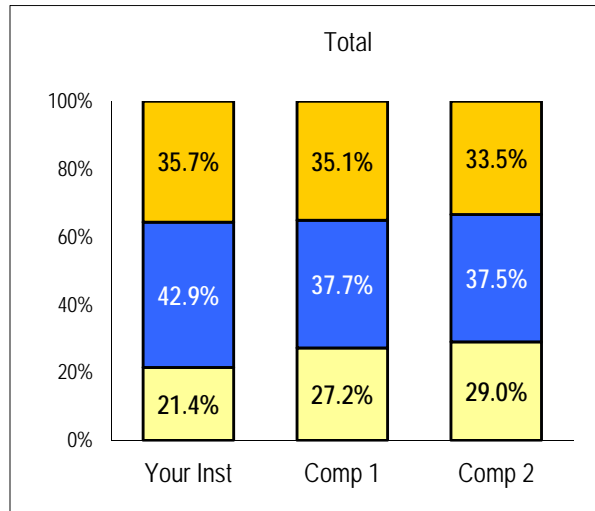


2014 College Senior Survey
CIRP Construct Percentage Report
Satisfaction with Coursework
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	14	1,966	3,408	3	592	1,125	11	1,374	2,283
High Satisfaction with Coursework	35.7%	35.1%	33.5%	0.0%	34.5%	32.6%	45.5%	35.4%	33.9%
Average Satisfaction with Coursework	42.9%	37.7%	37.5%	33.3%	37.3%	36.8%	45.5%	37.8%	37.8%
Low Satisfaction with Coursework	21.4%	27.2%	29.0%	66.7%	28.2%	30.6%	9.1%	26.8%	28.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

Please rate your satisfaction your college in each area::

- * 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)

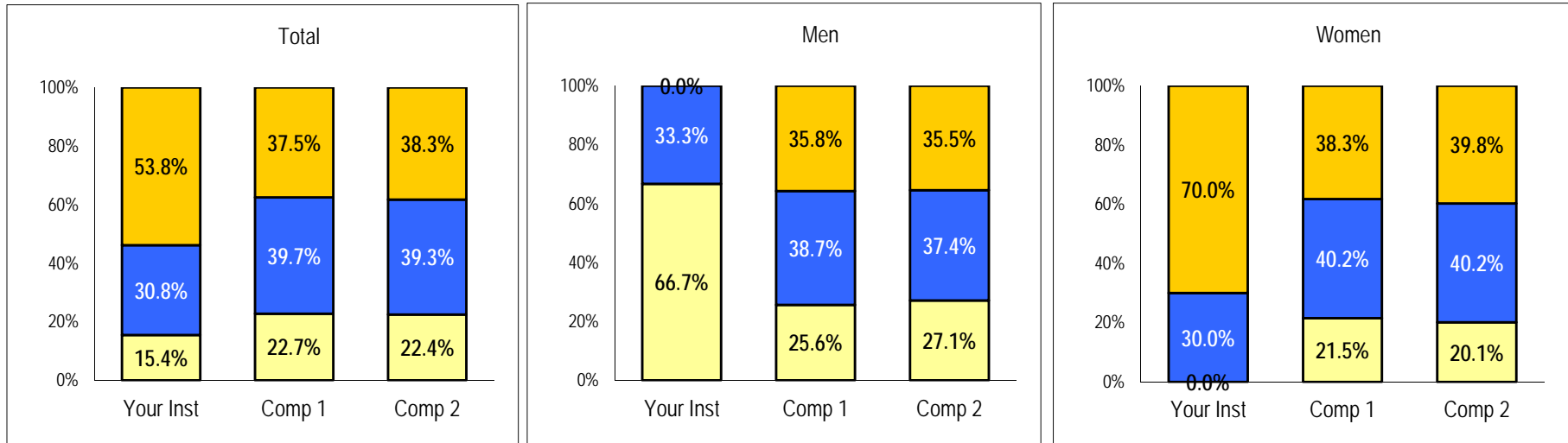


2014 College Senior Survey
CIRP Construct Percentage Report
Overall Satisfaction
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,948	3,375	3	587	1,111	10	1,361	2,264
High Overall Satisfaction	53.8%	37.5%	38.3%	0.0%	35.8%	35.5%	70.0%	38.3%	39.8%
Average Overall Satisfaction	30.8%	39.7%	39.3%	33.3%	38.7%	37.4%	30.0%	40.2%	40.2%
Low Overall Satisfaction	15.4%	22.7%	22.4%	66.7%	25.6%	27.1%	0.0%	21.5%	20.1%
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)

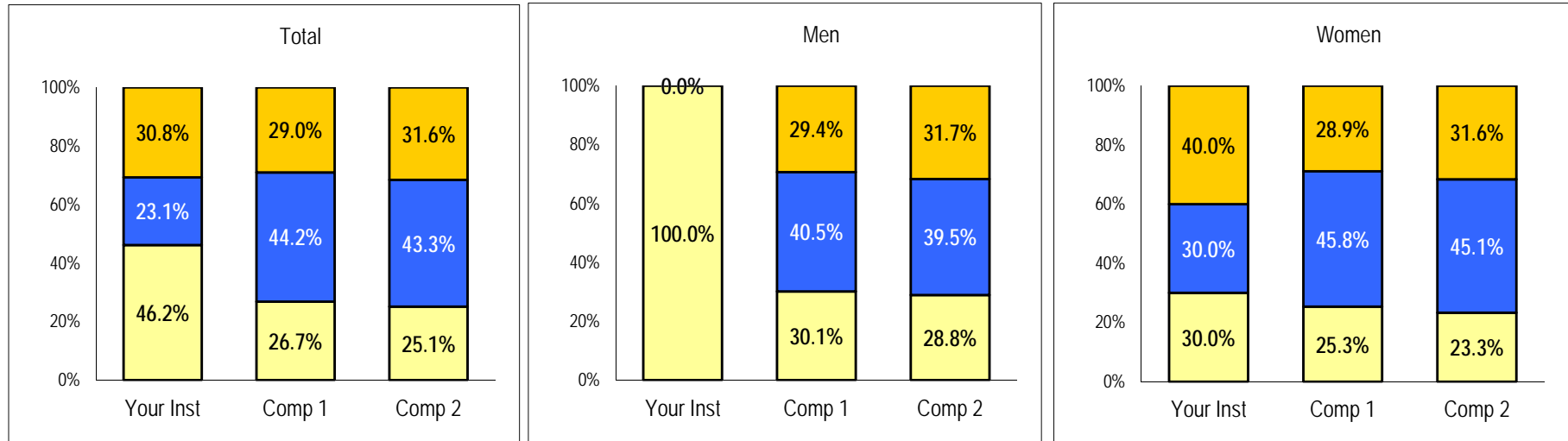


2014 College Senior Survey
CIRP Construct Percentage Report
Sense of Belonging
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,911	3,309	3	575	1,086	10	1,336	2,223
High Sense of Belonging	30.8%	29.0%	31.6%	0.0%	29.4%	31.7%	40.0%	28.9%	31.6%
Average Sense of Belonging	23.1%	44.2%	43.3%	0.0%	40.5%	39.5%	30.0%	45.8%	45.1%
Low Sense of Belonging	46.2%	26.7%	25.1%	100.0%	30.1%	28.8%	30.0%	25.3%	23.3%
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)

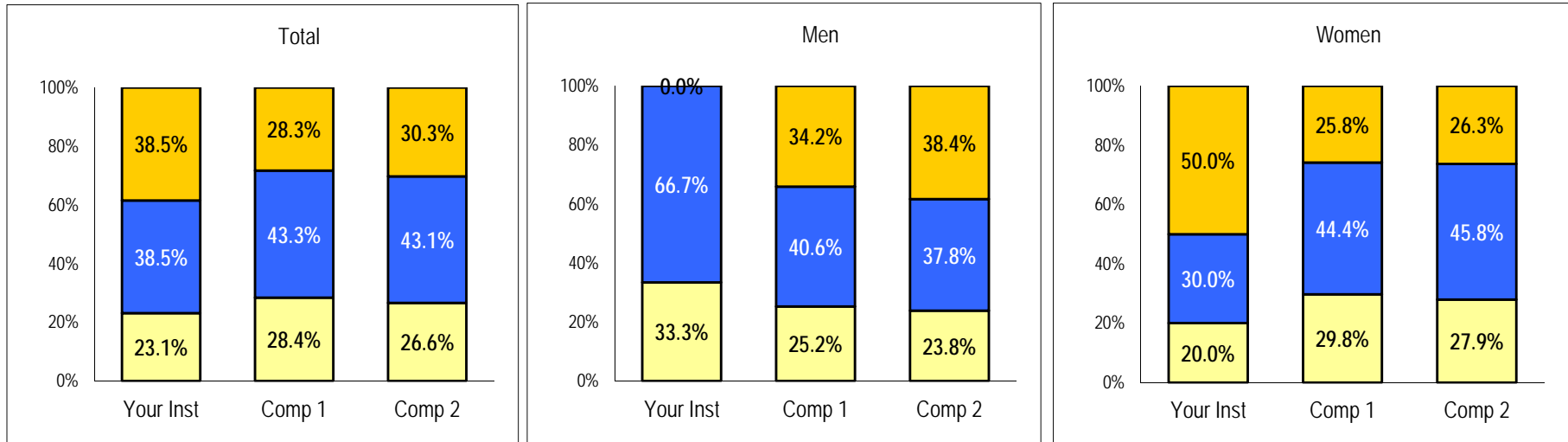


2014 College Senior Survey
CIRP Construct Percentage Report
Academic Self-Concept
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,926	3,338	3	579	1,096	10	1,347	2,242
High Academic Self-Concept	38.5%	28.3%	30.3%	0.0%	34.2%	38.4%	50.0%	25.8%	26.3%
Average Academic Self-Concept	38.5%	43.3%	43.1%	66.7%	40.6%	37.8%	30.0%	44.4%	45.8%
Low Academic Self-Concept	23.1%	28.4%	26.6%	33.3%	25.2%	23.8%	20.0%	29.8%	27.9%
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)

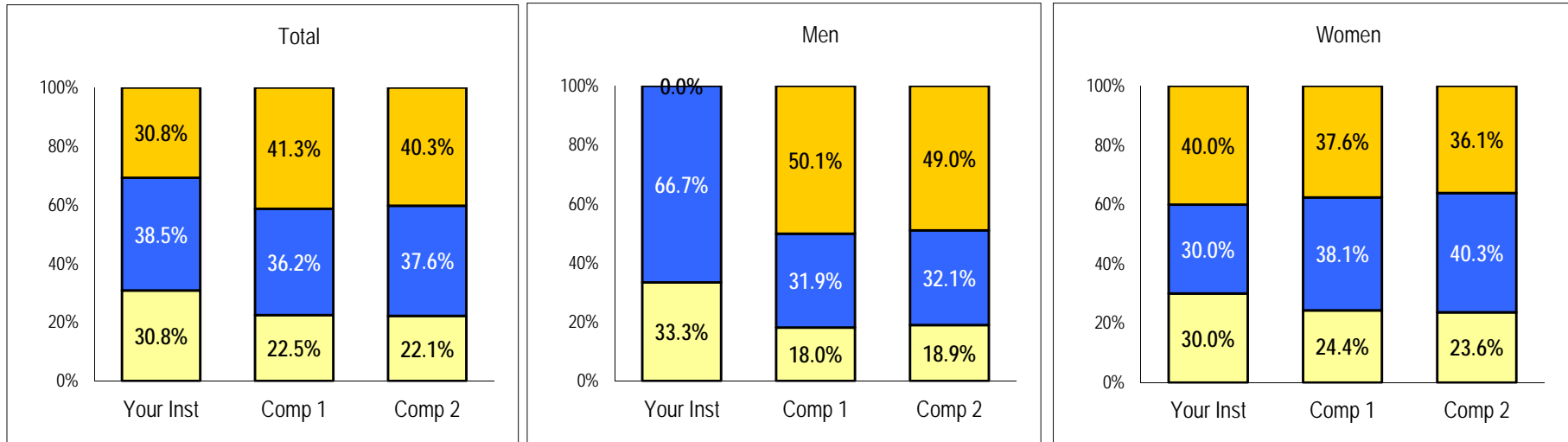


2014 College Senior Survey
CIRP Construct Percentage Report
Social Self-Concept
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,924	3,336	3	577	1,094	10	1,347	2,242
High Social Self-Concept	30.8%	41.3%	40.3%	0.0%	50.1%	49.0%	40.0%	37.6%	36.1%
Average Social Self-Concept	38.5%	36.2%	37.6%	66.7%	31.9%	32.1%	30.0%	38.1%	40.3%
Low Social Self-Concept	30.8%	22.5%	22.1%	33.3%	18.0%	18.9%	30.0%	24.4%	23.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

- * Leadership ability (2.93)
- * Public speaking ability (2.66)
- * Self-confidence (social) (2.12)

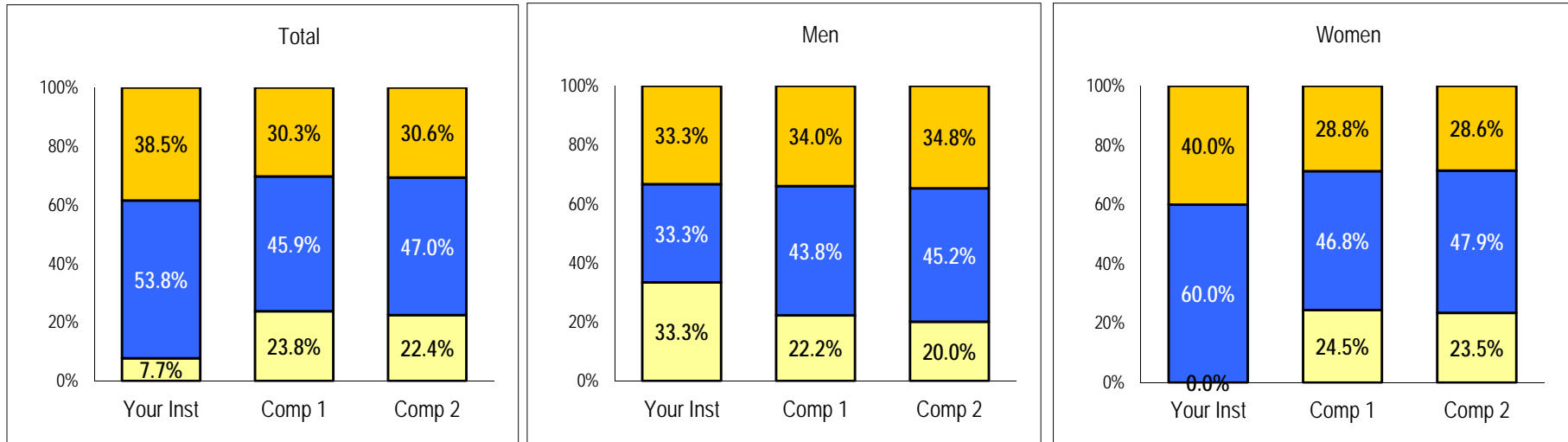


2014 College Senior Survey
CIRP Construct Percentage Report
Pluralistic Orientation
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,889	3,259	3	568	1,073	10	1,321	2,186
High Pluralistic Orientation	38.5%	30.3%	30.6%	33.3%	34.0%	34.8%	40.0%	28.8%	28.6%
Average Pluralistic Orientation	53.8%	45.9%	47.0%	33.3%	43.8%	45.2%	60.0%	46.8%	47.9%
Low Pluralistic Orientation	7.7%	23.8%	22.4%	33.3%	22.2%	20.0%	0.0%	24.5%	23.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

- * 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)

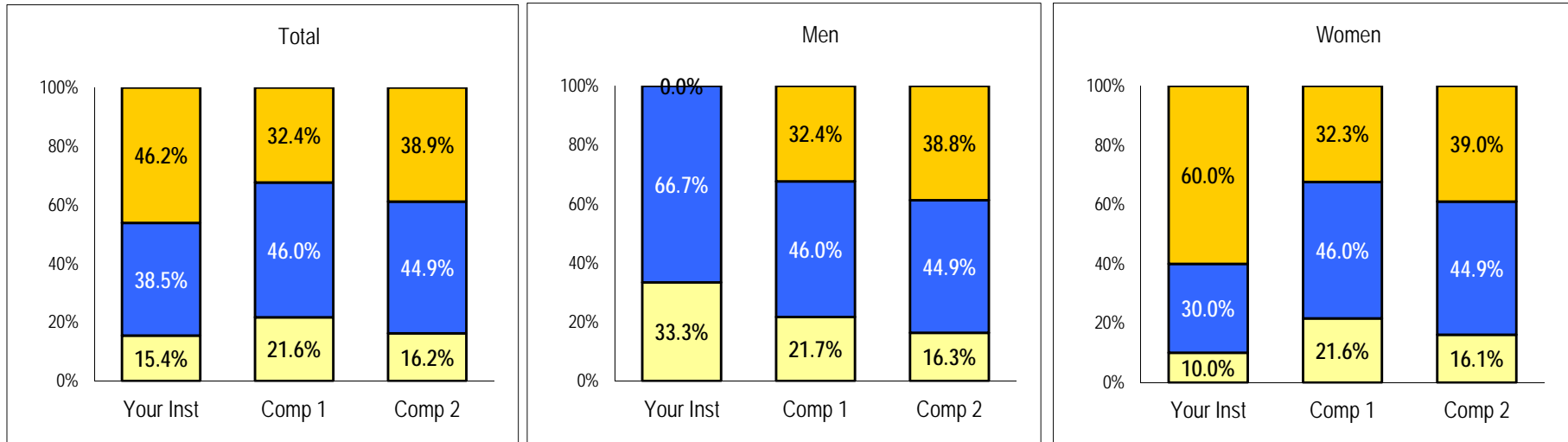


2014 College Senior Survey
CIRP Construct Percentage Report
Positive Cross-Racial Interaction
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,882	3,244	3	568	1,068	10	1,314	2,176
High Positive Cross-Racial Interaction	46.2%	32.4%	38.9%	0.0%	32.4%	38.8%	60.0%	32.3%	39.0%
Average Positive Cross-Racial Interaction	38.5%	46.0%	44.9%	66.7%	46.0%	44.9%	30.0%	46.0%	44.9%
Low Positive Cross-Racial Interaction	15.4%	21.6%	16.2%	33.3%	21.7%	16.3%	10.0%	21.6%	16.1%
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)

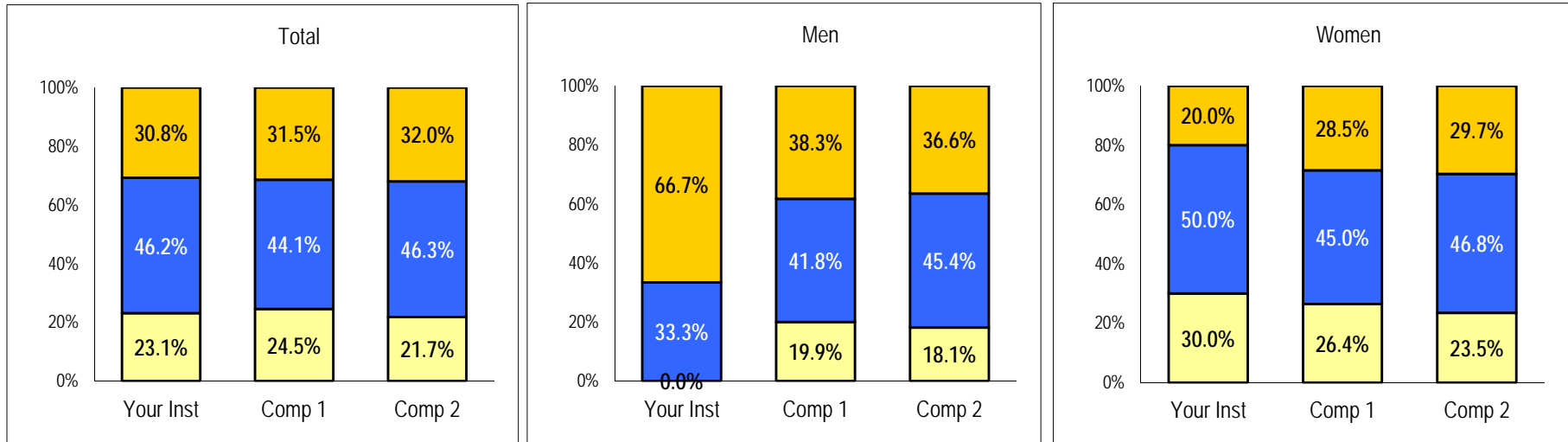


2014 College Senior Survey
CIRP Construct Percentage Report
Negative Cross-Racial Interaction
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,879	3,241	3	567	1,067	10	1,312	2,174
High Negative Cross-Racial Interaction	30.8%	31.5%	32.0%	66.7%	38.3%	36.6%	20.0%	28.5%	29.7%
Average Negative Cross-Racial Interaction	46.2%	44.1%	46.3%	33.3%	41.8%	45.4%	50.0%	45.0%	46.8%
Low Negative Cross-Racial Interaction	23.1%	24.5%	21.7%	0.0%	19.9%	18.1%	30.0%	26.4%	23.5%
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, cautious interactions (2.10)

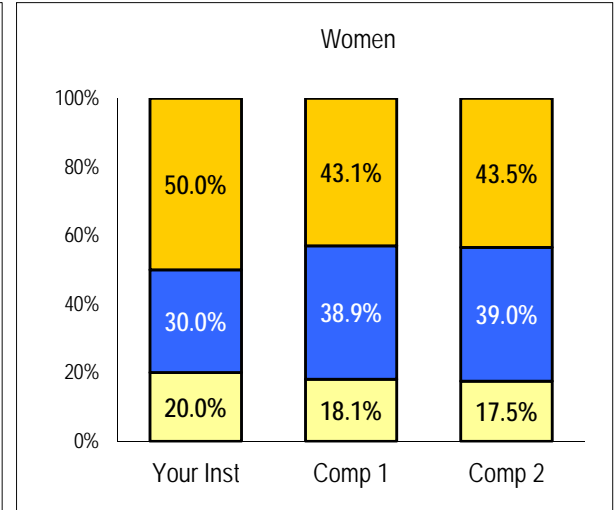
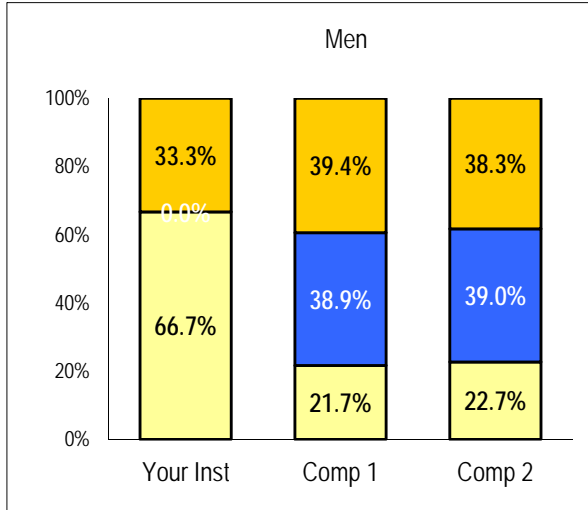
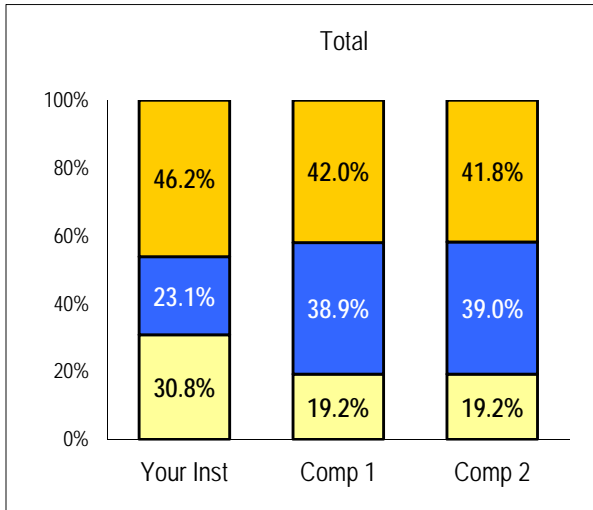


2014 College Senior Survey
CIRP Construct Percentage Report
Social Agency
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	13	1,873	3,232	3	563	1,063	10	1,310	2,169
High Social Agency	46.2%	42.0%	41.8%	33.3%	39.4%	38.3%	50.0%	43.1%	43.5%
Average Social Agency	23.1%	38.9%	39.0%	0.0%	38.9%	39.0%	30.0%	38.9%	39.0%
Low Social Agency	30.8%	19.2%	19.2%	66.7%	21.7%	22.7%	20.0%	18.1%	17.5%
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)

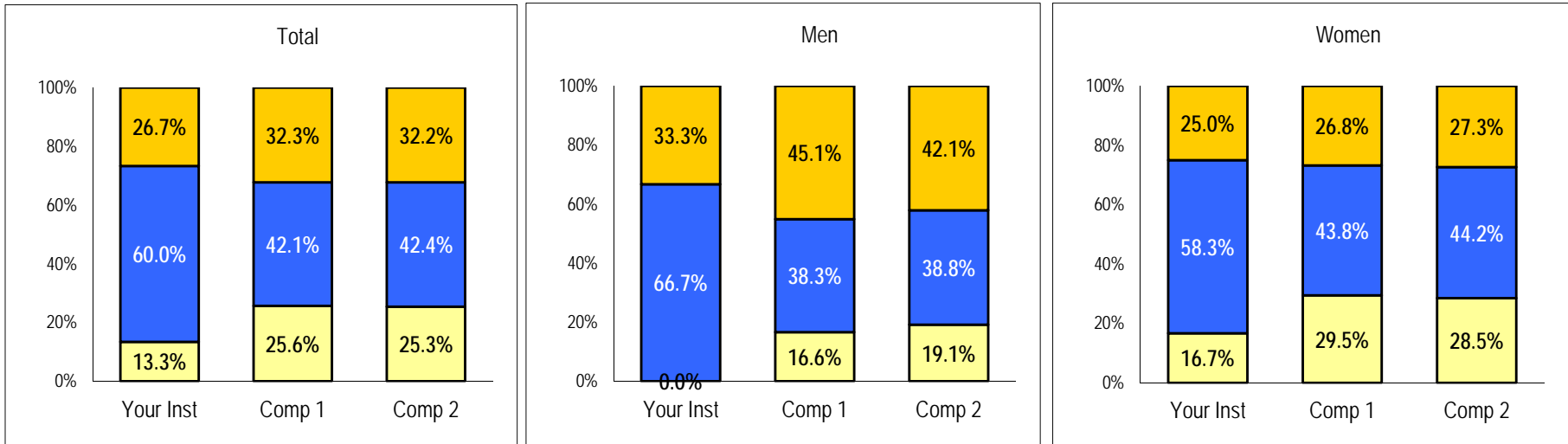


2014 College Senior Survey
CIRP Construct Percentage Report
Civic Awareness
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	15	1,990	3,464	3	596	1,149	12	1,394	2,315
High Civic Awareness	26.7%	32.3%	32.2%	33.3%	45.1%	42.1%	25.0%	26.8%	27.3%
Average Civic Awareness	60.0%	42.1%	42.4%	66.7%	38.3%	38.8%	58.3%	43.8%	44.2%
Low Civic Awareness	13.3%	25.6%	25.3%	0.0%	16.6%	19.1%	16.7%	29.5%	28.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- * Understanding of national issues (5.50)
- * Understanding of global issues (5.02)
- * Understanding of the problems facing your community (1.62)

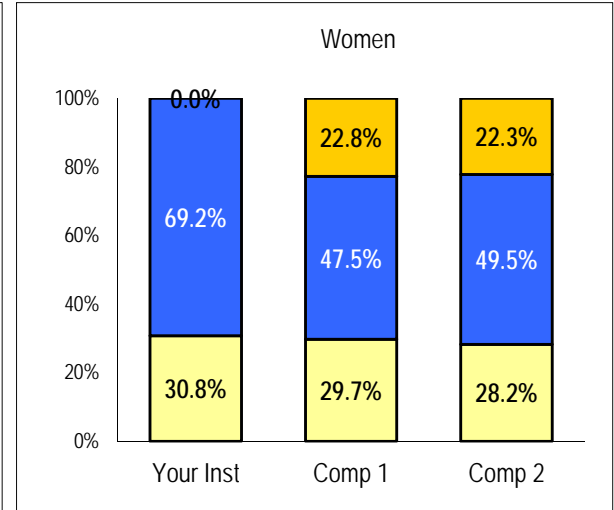
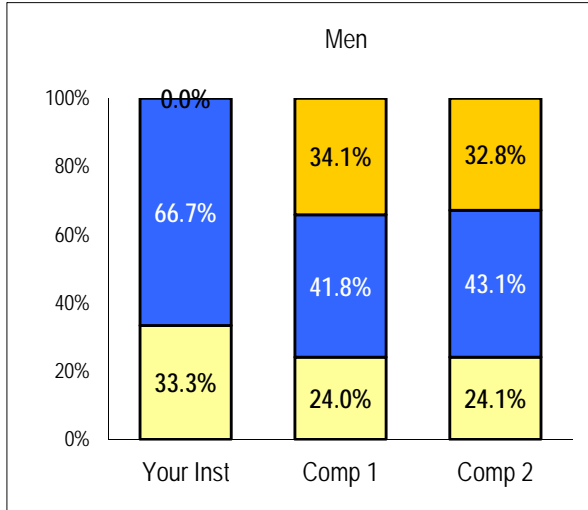
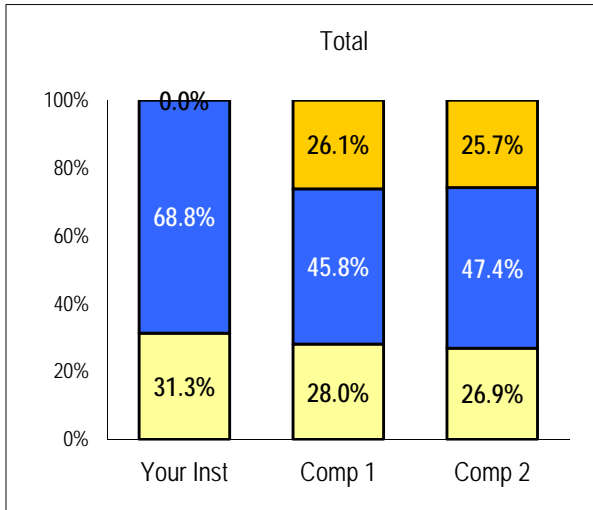


2014 College Senior Survey
CIRP Construct Percentage Report
Leadership
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	16	2,104	3,674	3	624	1,216	13	1,480	2,458
High Leadership	0.0%	26.1%	25.7%	0.0%	34.1%	32.8%	0.0%	22.8%	22.3%
Average Leadership	68.8%	45.8%	47.4%	66.7%	41.8%	43.1%	69.2%	47.5%	49.5%
Low Leadership	31.3%	28.0%	26.9%	33.3%	24.0%	24.1%	30.8%	29.7%	28.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

- * Self-rated ability in leadership abilities (3.61)
- * Self-rating in leadership ability (3.44)
- * I have effectively led a group to a common purpose (1.33)
- * Been a leader in an organization (1.09)
- * Participated in leadership training (0.97)

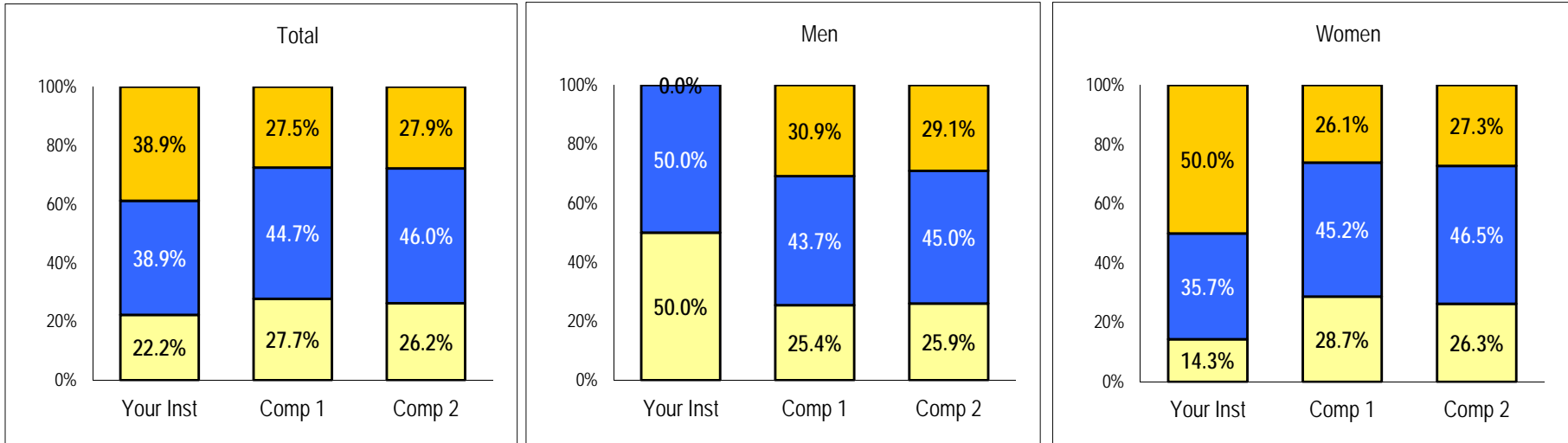


2014 College Senior Survey
CIRP Construct Percentage Report
Civic Engagement
Graduating Seniors

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

Miami University-Hamilton	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	18	2,175	3,793	4	645	1,258	14	1,530	2,535
High Civic Engagement	38.9%	27.5%	27.9%	0.0%	30.9%	29.1%	50.0%	26.1%	27.3%
Average Civic Engagement	38.9%	44.7%	46.0%	50.0%	43.7%	45.0%	35.7%	45.2%	46.5%
Low Civic Engagement	22.2%	27.7%	26.2%	50.0%	25.4%	25.9%	14.3%	28.7%	26.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

- * I am interested in seeking information about current social and political issues (1.56)
- * Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- * Worked on a local, state, or national political campaign (1.54)
- * Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)

- * Goal: Keeping up to date with political affairs (1.45)
- * Goal: Influencing social values (1.10)
- * Helped raise money for a cause or campaign (1.09)
- * Performed volunteer or community service work (0.79)