



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

# 2011 College Senior Survey

CIRP Construct Reports

Graduating Seniors

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## Rollins College

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



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n. Leadership	<a href="#">2N</a>

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## 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.

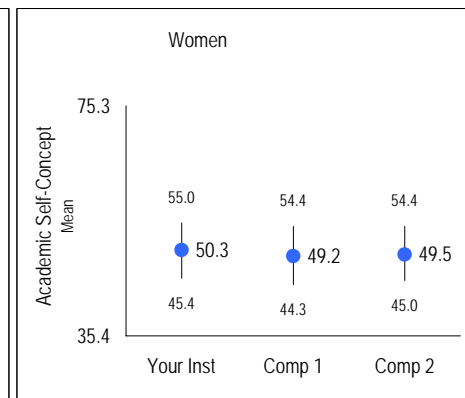
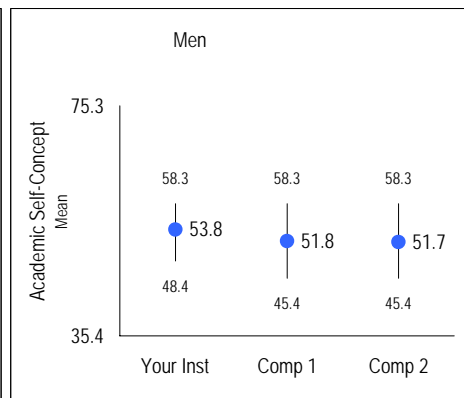
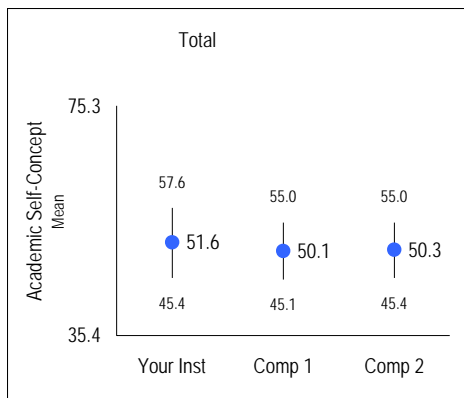
**Statistical Significance** – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three 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.

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.

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.heri.ucla.edu](http://www.heri.ucla.edu)

**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).

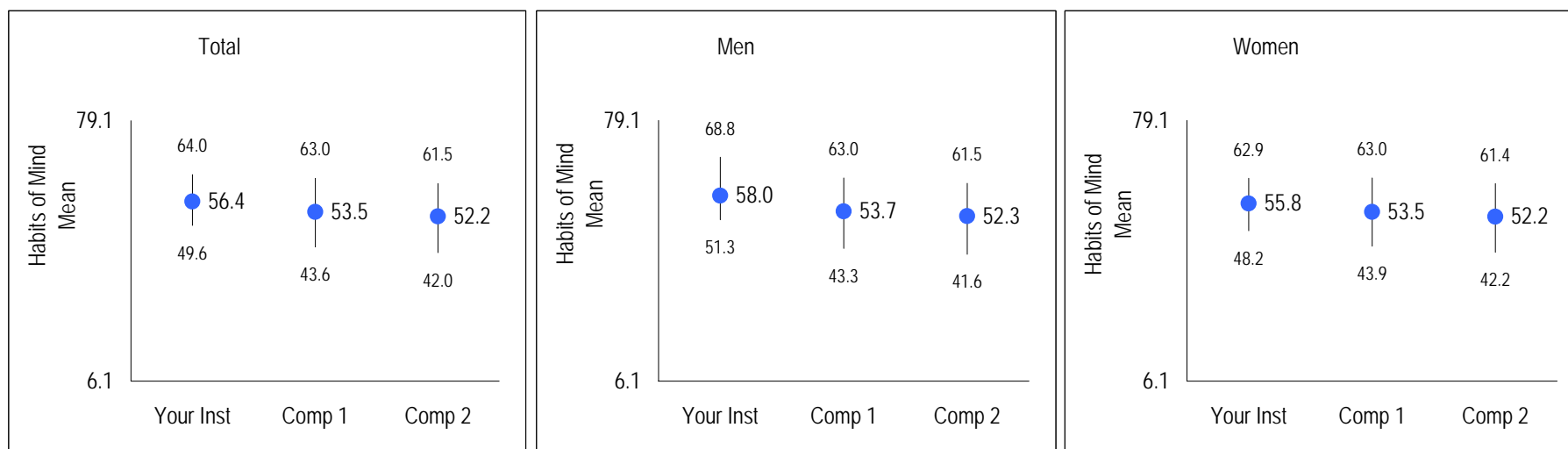


2011 College Senior Survey  
CIRP Construct Mean Report  
**Habits of Mind**  
Graduating Seniors

**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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,400	11,498	40	1,226	4,003	107	2,174	7,495
Mean	56.4	53.5	52.2	58.0	53.7	52.3	55.8	53.5	52.2
Standard Deviation	11.09	12.95	12.95	11.14	13.04	13.03	11.06	12.90	12.90
Significance	-	**	***	-	*	**	-		**
Effect Size	-	0.22	0.33	-	0.33	0.44	-	0.18	0.28
25th percentile	49.6	43.6	42.0	51.3	43.3	41.6	48.2	43.9	42.2
75th percentile	64.0	63.0	61.5	68.8	63.0	61.5	62.9	63.0	61.4

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)

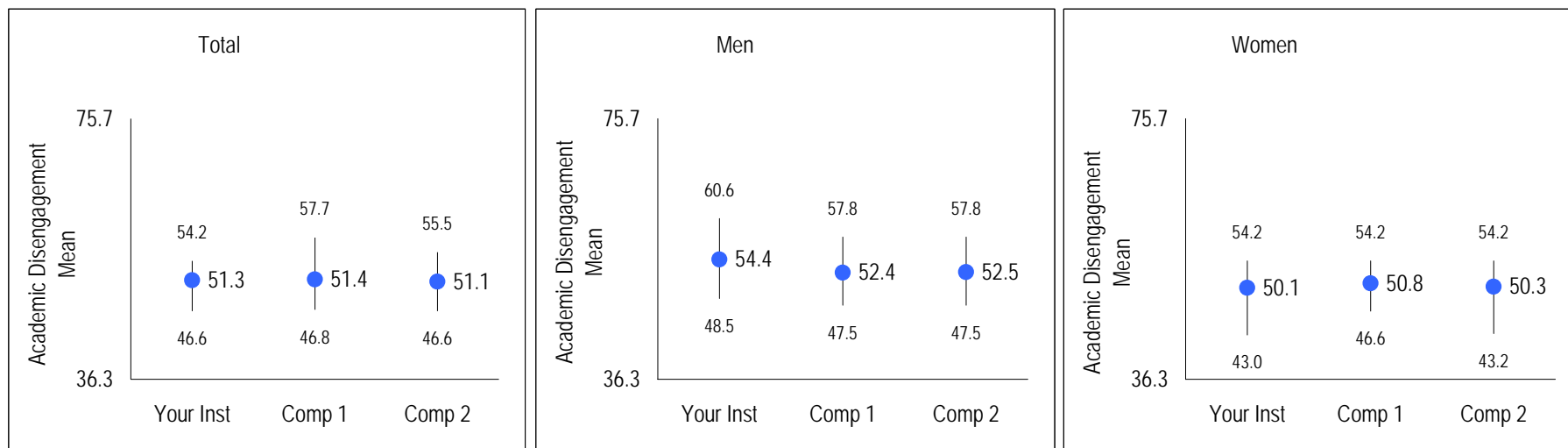


2011 College Senior Survey  
CIRP Construct Mean Report  
**Academic Disengagement**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,406	11,512	40	1,227	4,009	107	2,179	7,503
Mean	51.3	51.4	51.1	54.4	52.4	52.5	50.1	50.8	50.3
Standard Deviation	7.80	7.84	7.74	8.34	8.18	7.98	7.30	7.59	7.51
Significance	-			-			-		
Effect Size	-	-0.01	0.03	-	0.24	0.24	-	-0.09	-0.03
25th percentile	46.6	46.8	46.6	48.5	47.5	47.5	43.0	46.6	43.2
75th percentile	54.2	57.7	55.5	60.6	57.8	57.8	54.2	54.2	54.2

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)

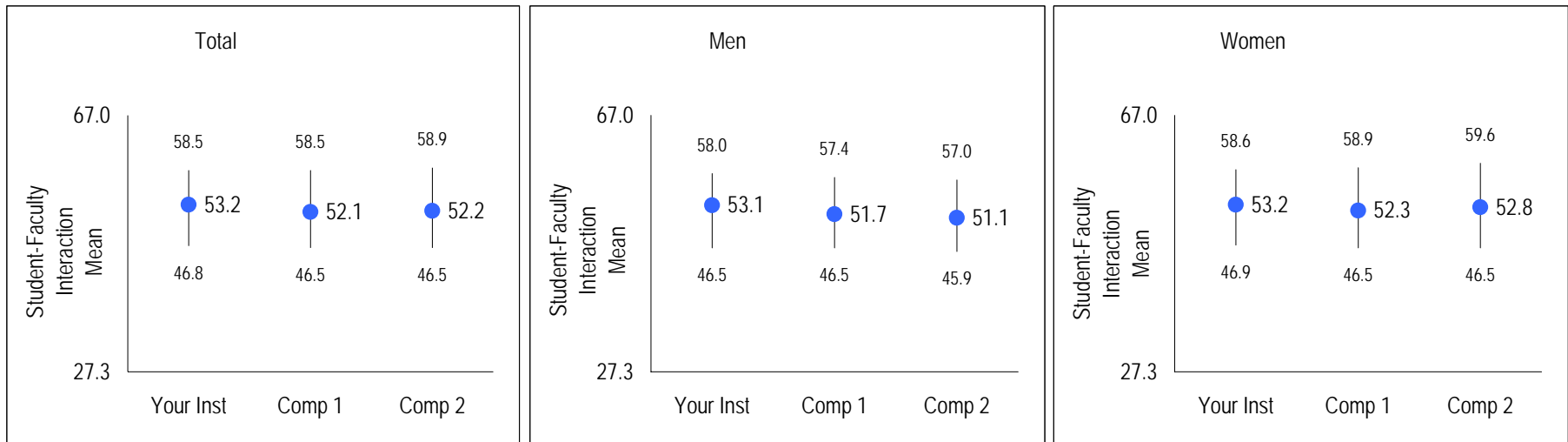


2011 College Senior Survey  
CIRP Construct Mean Report  
Student-Faculty Interaction  
Graduating Seniors

**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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,392	11,461	40	1,222	3,988	107	2,170	7,473
Mean	53.2	52.1	52.2	53.1	51.7	51.1	53.2	52.3	52.8
Standard Deviation	8.19	8.67	8.78	7.99	8.50	8.66	8.30	8.76	8.78
Significance	-			-			-		
Effect Size	-	0.13	0.11	-	0.16	0.23	-	0.10	0.04
25th percentile	46.8	46.5	46.5	46.5	46.5	45.9	46.9	46.5	46.5
75th percentile	58.5	58.5	58.9	58.0	57.4	57.0	58.6	58.9	59.6

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)

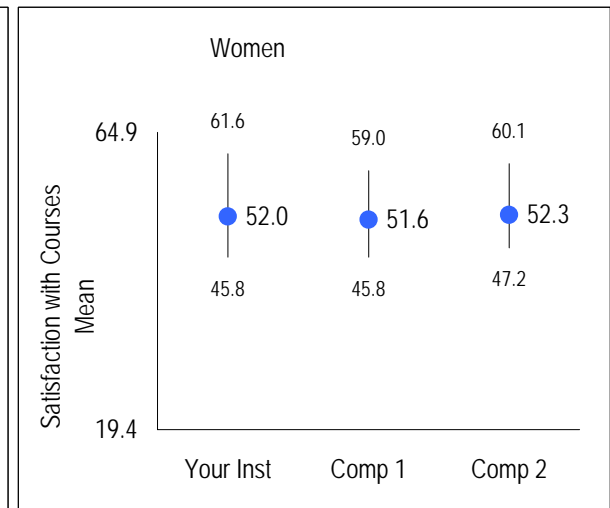
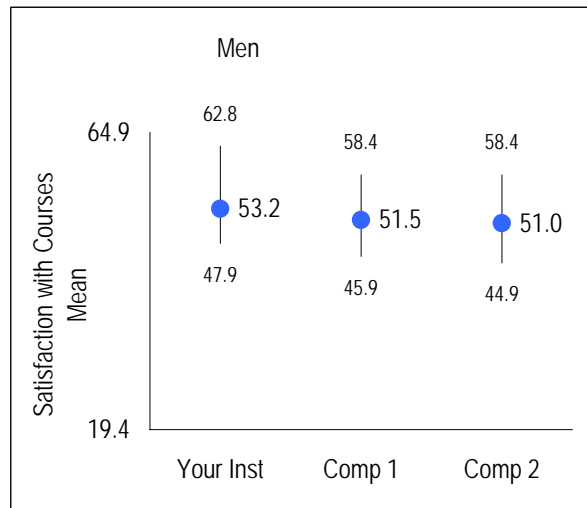
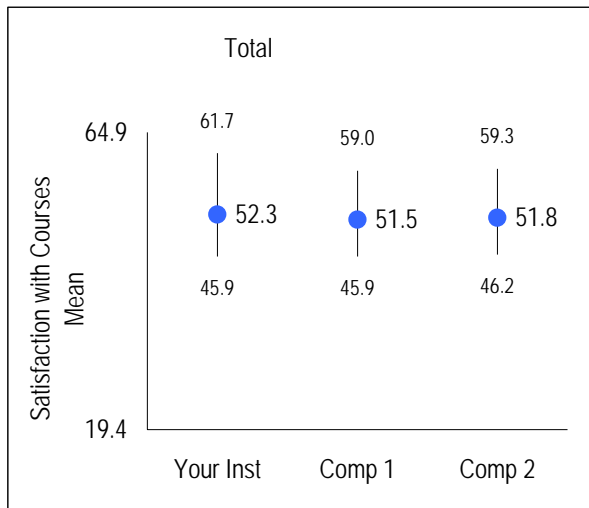


2011 College Senior Survey  
CIRP Construct Mean Report  
Satisfaction with Coursework  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,401	11,500	40	1,226	4,005	107	2,175	7,495
Mean	52.3	51.5	51.8	53.2	51.5	51.0	52.0	51.6	52.3
Standard Deviation	9.75	9.02	9.06	9.86	9.01	9.32	9.74	9.03	8.89
Significance	-			-			-		
Effect Size	-	0.09	0.06	-	0.19	0.23	-	0.05	-0.03
25th percentile	45.9	45.9	46.2	47.9	45.9	44.9	45.8	45.8	47.2
75th percentile	61.7	59.0	59.3	62.8	58.4	58.4	61.6	59.0	60.1

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)*

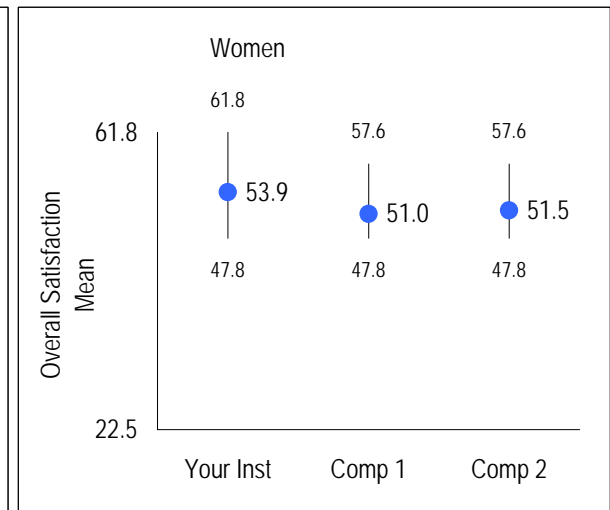
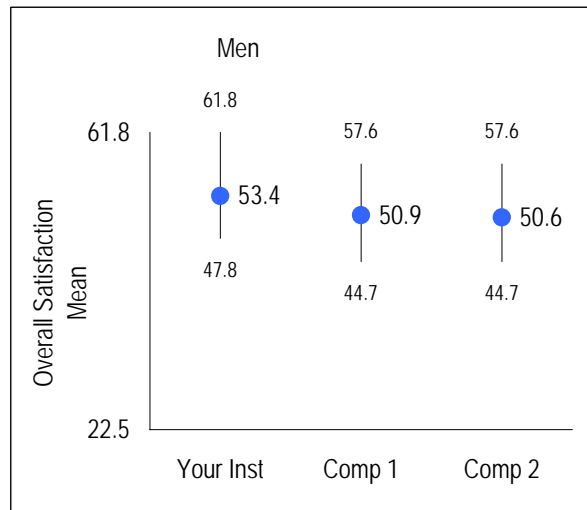
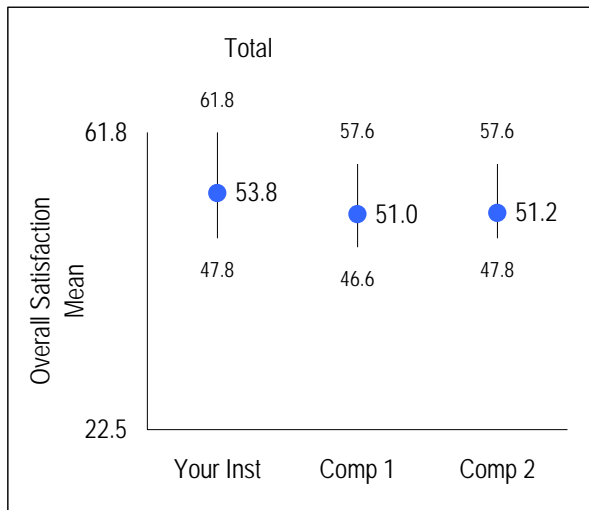


2011 College Senior Survey  
CIRP Construct Mean Report  
Overall Satisfaction  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,409	11,517	40	1,229	4,012	107	2,180	7,505
Mean	53.8	51.0	51.2	53.4	50.9	50.6	53.9	51.0	51.5
Standard Deviation	8.00	8.38	8.21	7.84	8.56	8.51	8.08	8.29	8.03
Significance	-	***	***	-		*	-	***	**
Effect Size	-	0.34	0.32	-	0.30	0.33	-	0.35	0.30
25th percentile	47.8	46.6	47.8	47.8	44.7	44.7	47.8	47.8	47.8
75th percentile	61.8	57.6	57.6	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)



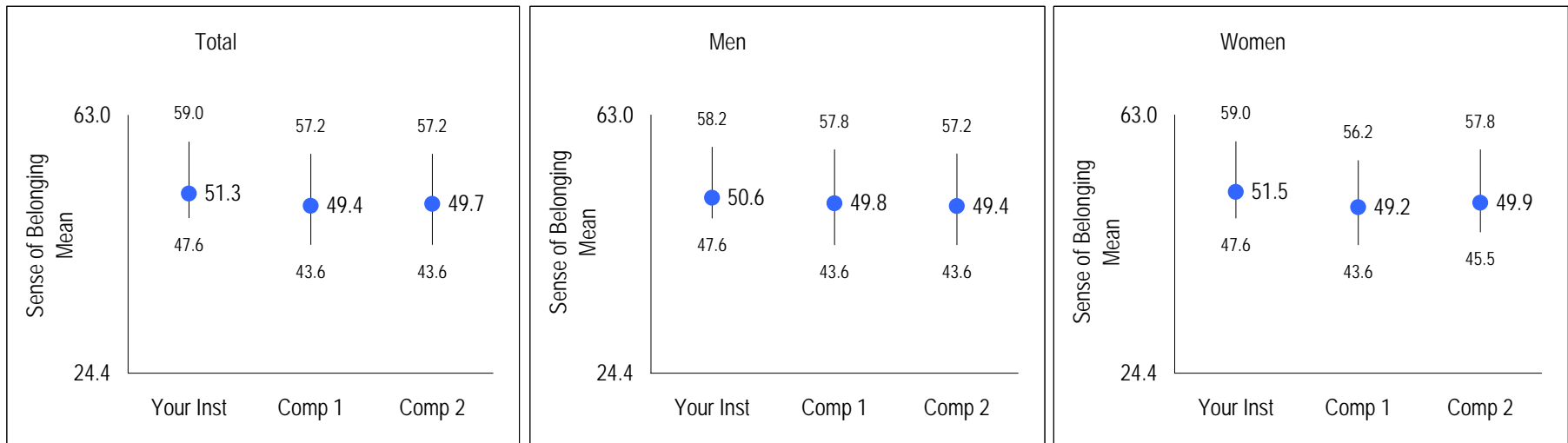


2011 College Senior Survey  
CIRP Construct Mean Report  
**Sense of Belonging**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,393	11,482	40	1,222	3,995	107	2,171	7,487
Mean	51.3	49.4	49.7	50.6	49.8	49.4	51.5	49.2	49.9
Standard Deviation	8.82	9.39	9.18	7.66	9.47	9.24	9.24	9.34	9.15
Significance	-	*	*	-			-	*	
Effect Size	-	0.20	0.17	-	0.09	0.14	-	0.25	0.18
25th percentile	47.6	43.6	43.6	47.6	43.6	43.6	47.6	43.6	45.5
75th percentile	59.0	57.2	57.2	58.2	57.8	57.2	59.0	56.2	57.8

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)

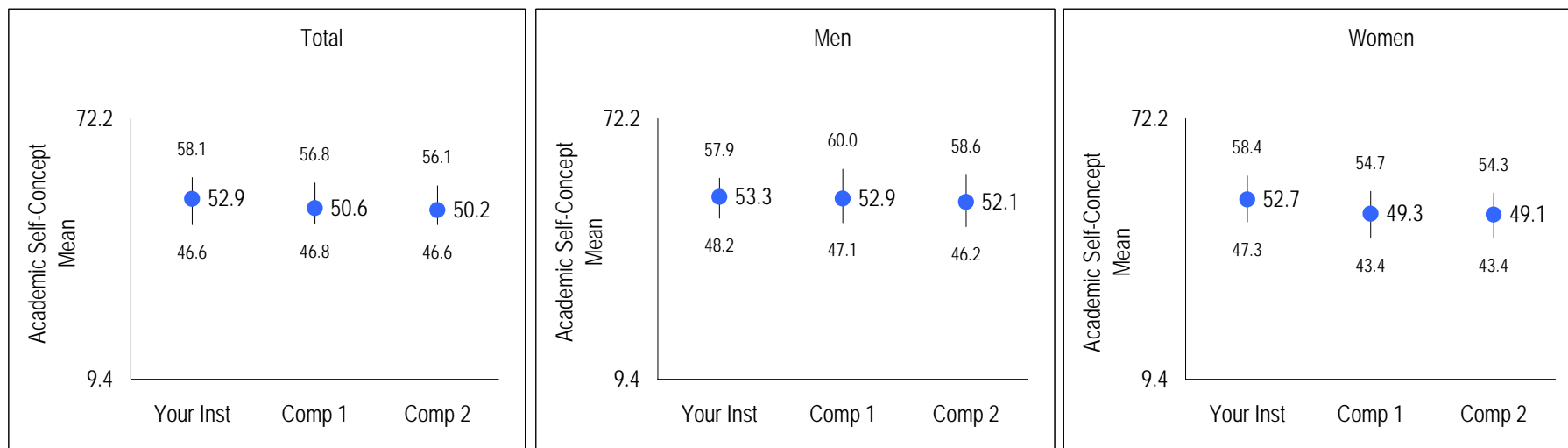


2011 College Senior Survey  
CIRP Construct Mean Report  
Academic Self-Concept  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	3,386	11,469	40	1,224	3,996	106	2,162	7,473
Mean	52.9	50.6	50.2	53.3	52.9	52.1	52.7	49.3	49.1
Standard Deviation	8.22	9.35	9.10	7.59	9.67	9.33	8.47	8.91	8.80
Significance	-	**	***	-			-	***	***
Effect Size	-	0.24	0.30	-	0.04	0.13	-	0.38	0.41
25th percentile	47.7	44.7	44.3	48.2	47.1	46.2	47.3	43.4	43.4
75th percentile	58.1	56.8	56.1	57.9	60.0	58.6	58.4	54.7	54.3

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:

\* Academic ability (3.11)

\* Self-confidence - intellectual (1.86)

\* Drive to achieve (1.63)

\* Mathematical ability (1.60)



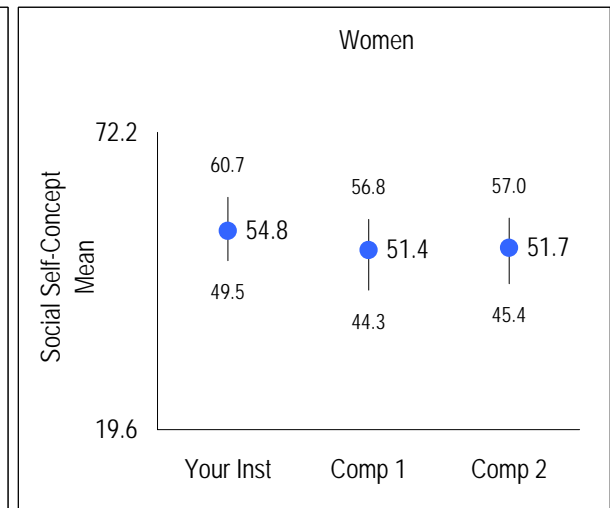
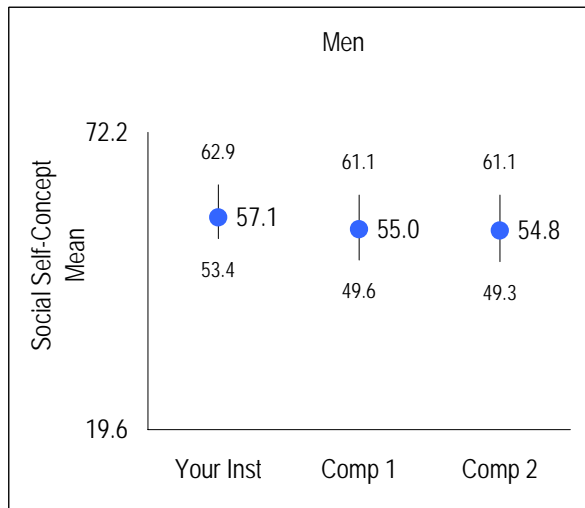
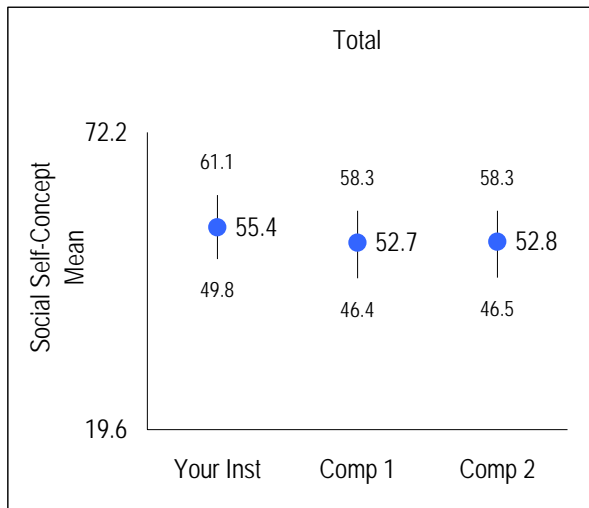
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2011 College Senior Survey  
CIRP Construct Mean Report  
**Social Self-Concept**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	3,385	11,468	40	1,224	3,996	106	2,161	7,472
Mean	55.4	52.7	52.8	57.1	55.0	54.8	54.8	51.4	51.7
Standard Deviation	7.86	8.93	8.72	7.65	8.96	8.87	7.88	8.64	8.45
Significance	-	***	***	-			-	***	***
Effect Size	-	0.30	0.30	-	0.23	0.26	-	0.39	0.36
25th percentile	49.8	46.4	46.5	53.4	49.6	49.3	49.5	44.3	45.4
75th percentile	61.1	58.3	58.3	62.9	61.1	61.1	60.7	56.8	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:

\* Leadership ability (2.93)

\* Public speaking ability (2.66)

\* Self-confidence - social (2.12)

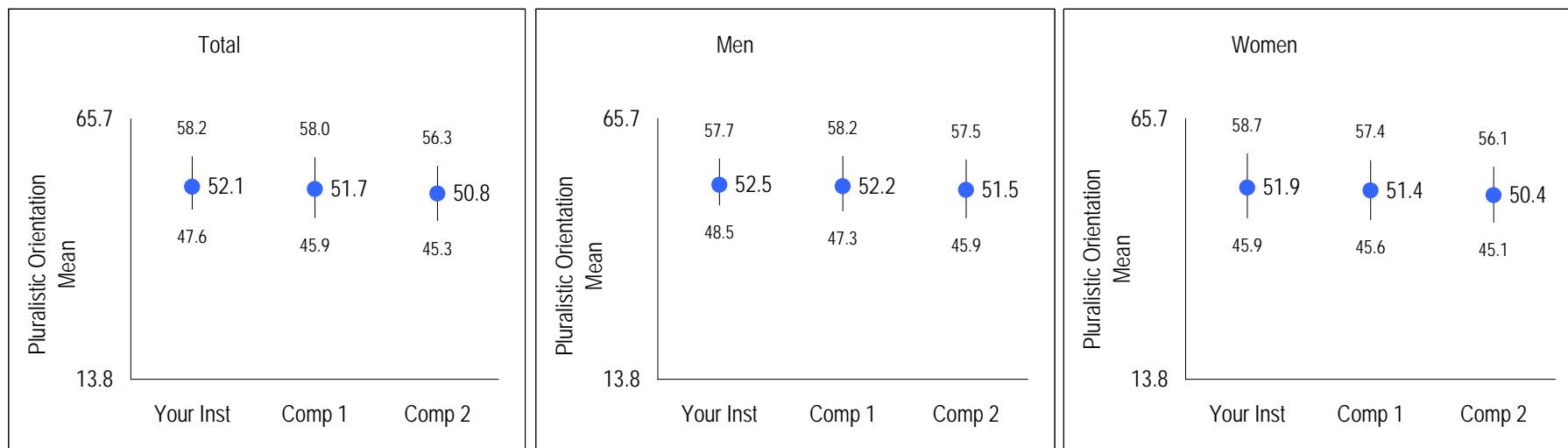


2011 College Senior Survey  
CIRP Construct Mean Report  
**Pluralistic Orientation**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,385	11,467	40	1,219	3,989	107	2,166	7,478
Mean	52.1	51.7	50.8	52.5	52.2	51.5	51.9	51.4	50.4
Standard Deviation	7.92	8.45	8.43	8.42	8.62	8.60	7.75	8.34	8.32
Significance	-			-			-		
Effect Size	-	0.05	0.15	-	0.03	0.11	-	0.06	0.18
25th percentile	47.6	45.9	45.3	48.5	47.3	45.9	45.9	45.6	45.1
75th percentile	58.2	58.0	56.3	57.7	58.2	57.5	58.7	57.4	56.1

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)



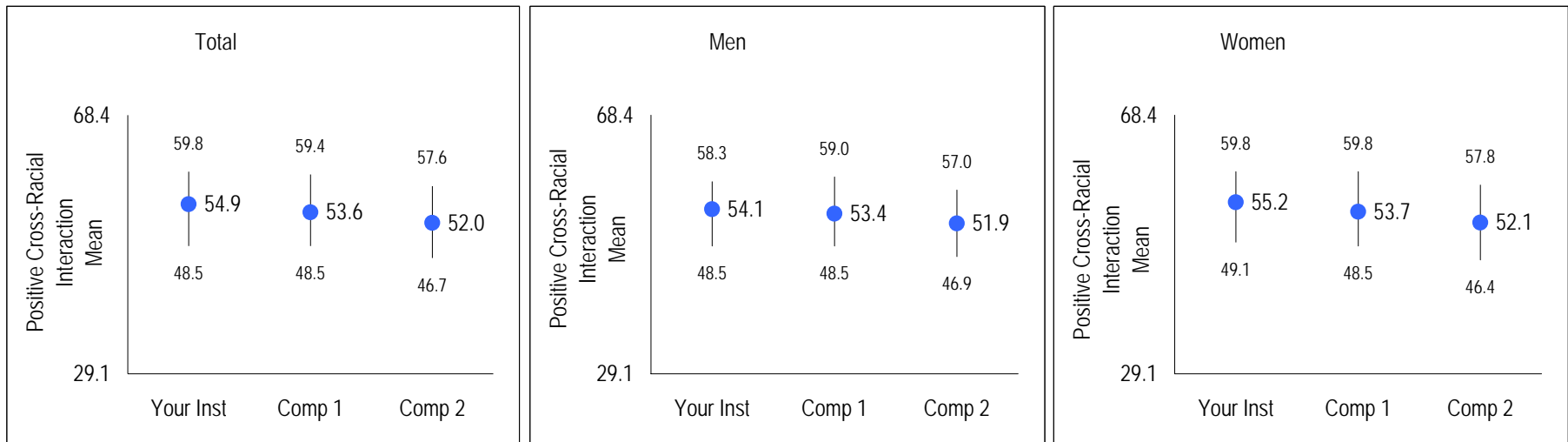
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2011 College Senior Survey  
CIRP Construct Mean Report  
Positive Cross-Racial Interaction  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,383	11,458	40	1,217	3,983	107	2,166	7,475
Mean	54.9	53.6	52.0	54.1	53.4	51.9	55.2	53.7	52.1
Standard Deviation	7.45	8.54	8.68	7.49	8.34	8.33	7.45	8.65	8.85
Significance	-		***	-			-		***
Effect Size	-	0.15	0.33	-	0.08	0.26	-	0.17	0.35
25th percentile	48.5	48.5	46.7	48.5	48.5	46.9	49.1	48.5	46.4
75th percentile	59.8	59.4	57.6	58.3	59.0	57.0	59.8	59.8	57.8

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)



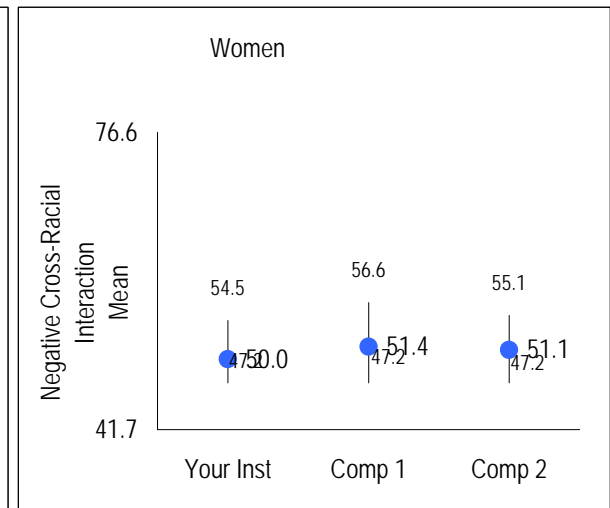
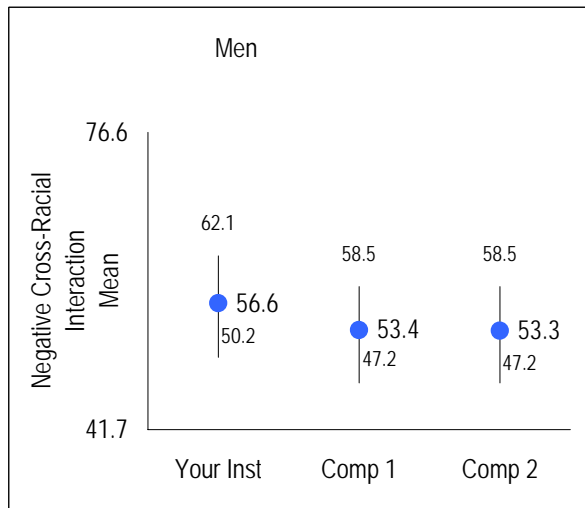
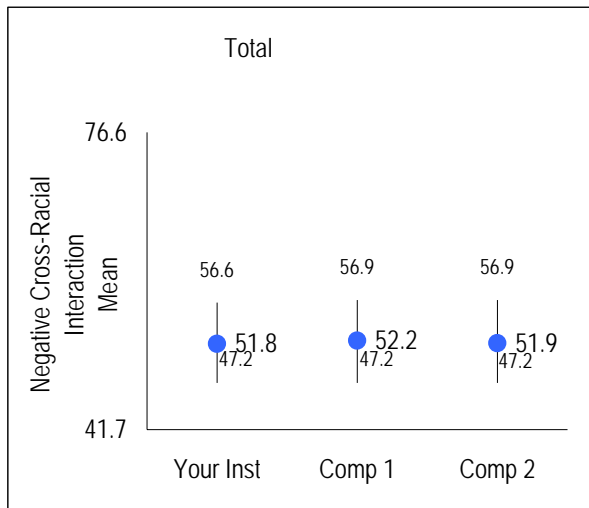
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM  
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,380	11,452	40	1,215	3,981	107	2,165	7,471
Mean	51.8	52.2	51.9	56.6	53.4	53.3	50.0	51.4	51.1
Standard Deviation	7.50	8.10	7.97	8.49	8.35	8.27	6.26	7.87	7.69
Significance	-			-	*	*	-		
Effect Size	-	-0.05	-0.01	-	0.38	0.39	-	-0.19	-0.14
25th percentile	47.2	47.2	47.2	50.2	47.2	47.2	47.2	47.2	47.2
75th percentile	56.6	56.9	56.9	62.1	58.5	58.5	54.5	56.6	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)

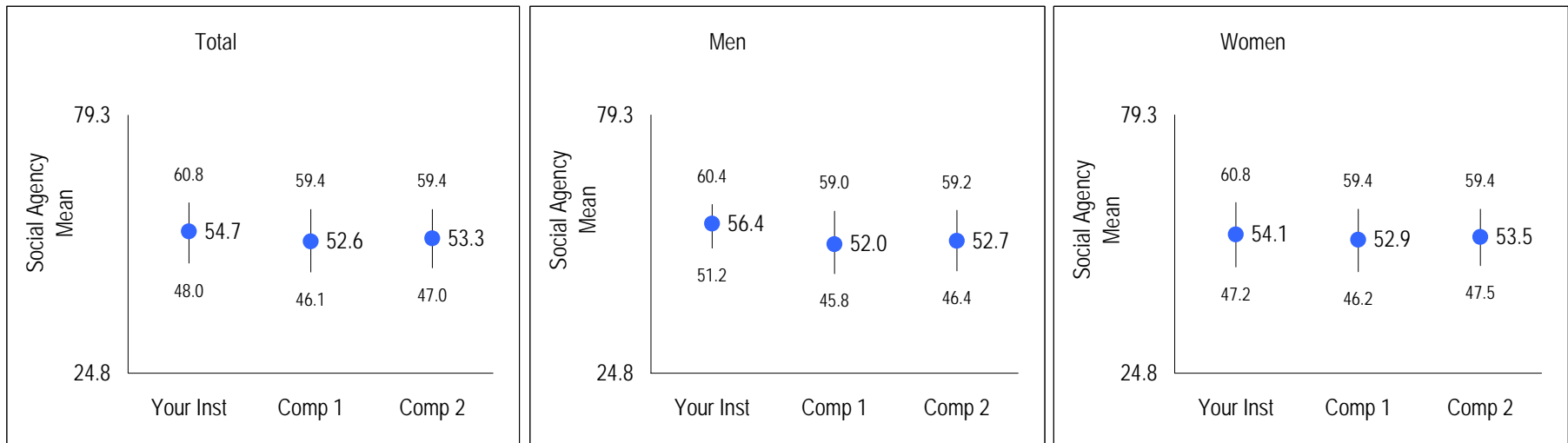


2011 College Senior Survey  
CIRP Construct Mean Report  
**Social Agency**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,392	11,464	40	1,222	3,991	107	2,170	7,473
Mean	54.7	52.6	53.3	56.4	52.0	52.7	54.1	52.9	53.5
Standard Deviation	9.69	10.23	9.74	8.11	10.19	10.00	10.18	10.24	9.59
Significance	-	*		-	**	*	-		
Effect Size	-	0.20	0.15	-	0.43	0.37	-	0.11	0.05
25th percentile	48.0	46.1	47.0	51.2	45.8	46.4	47.2	46.2	47.5
75th percentile	60.8	59.4	59.4	60.4	59.0	59.2	60.8	59.4	59.4

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)

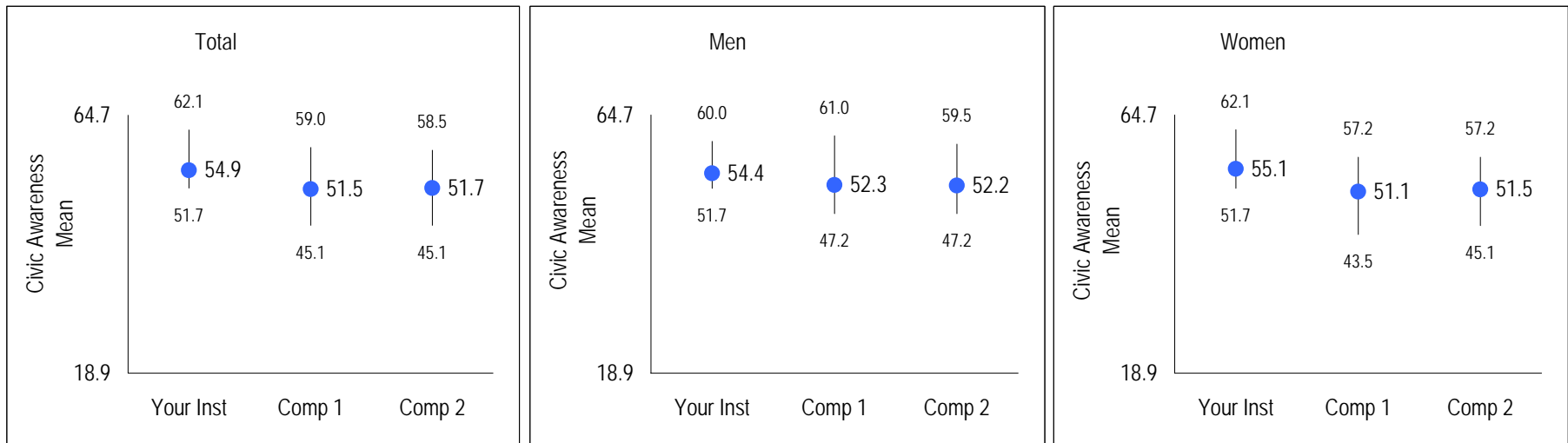


2011 College Senior Survey  
CIRP Construct Mean Report  
**Civic Awareness**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,406	11,506	40	1,228	4,007	107	2,178	7,499
Mean	54.9	51.5	51.7	54.4	52.3	52.2	55.1	51.1	51.5
Standard Deviation	7.54	9.00	8.74	6.80	9.02	8.81	7.81	8.96	8.70
Significance	-	***	***	-			-	***	***
Effect Size	-	0.38	0.36	-	0.23	0.25	-	0.45	0.42
25th percentile	51.7	45.1	45.1	51.7	47.2	47.2	51.7	43.5	45.1
75th percentile	62.1	59.0	58.5	60.0	61.0	59.5	62.1	57.2	57.2

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)



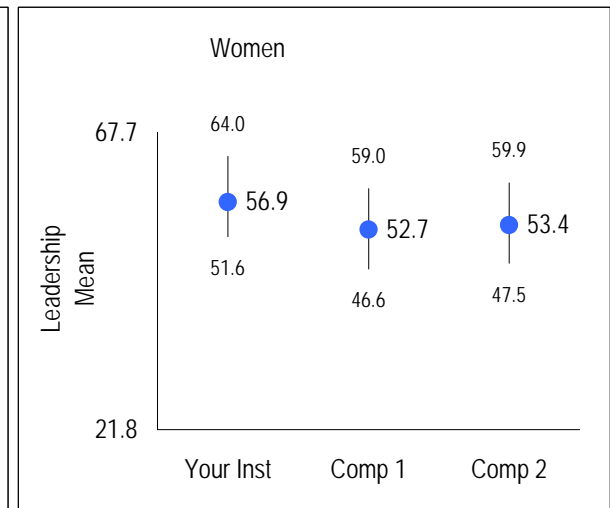
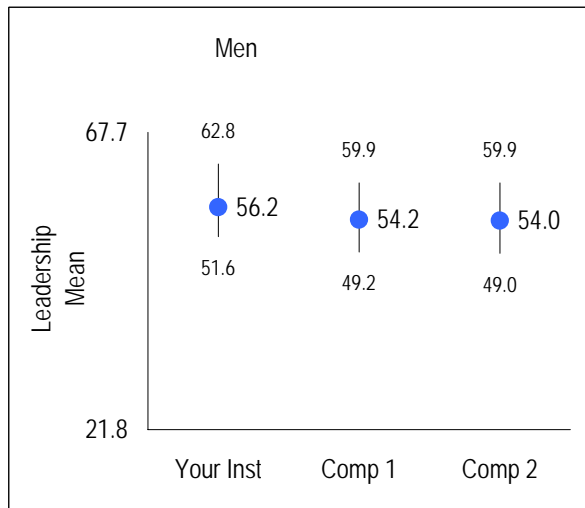
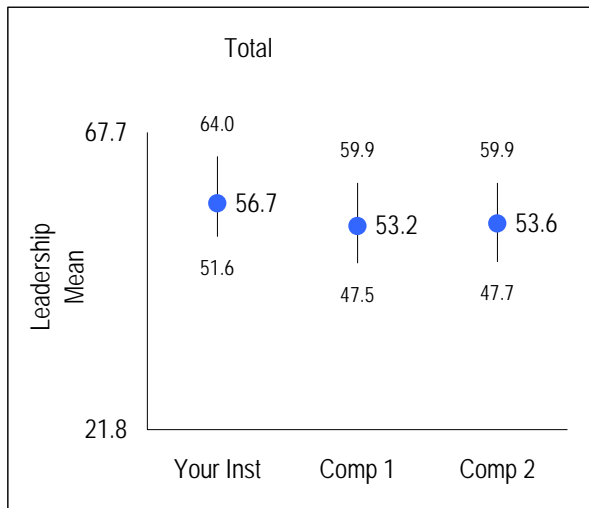


2011 College Senior Survey  
CIRP Construct Mean Report  
**Leadership**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,409	11,517	40	1,229	4,012	107	2,180	7,505
Mean	56.7	53.2	53.6	56.2	54.2	54.0	56.9	52.7	53.4
Standard Deviation	8.07	8.27	8.05	7.44	7.83	7.86	8.32	8.45	8.14
Significance	-	***	***	-			-	***	***
Effect Size	-	0.42	0.39	-	0.25	0.27	-	0.50	0.43
25th percentile	51.6	47.5	47.7	51.6	49.2	49.0	51.6	46.6	47.5
75th percentile	64.0	59.9	59.9	62.8	59.9	59.9	64.0	59.0	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)*

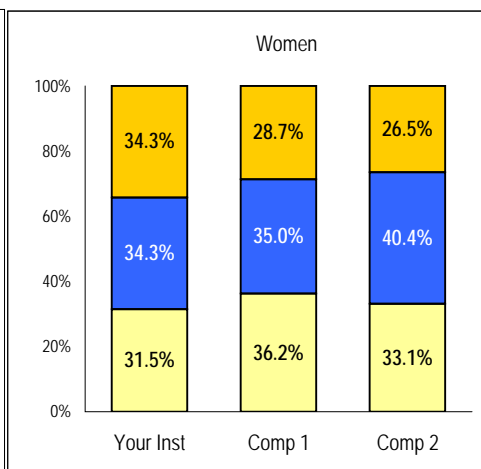
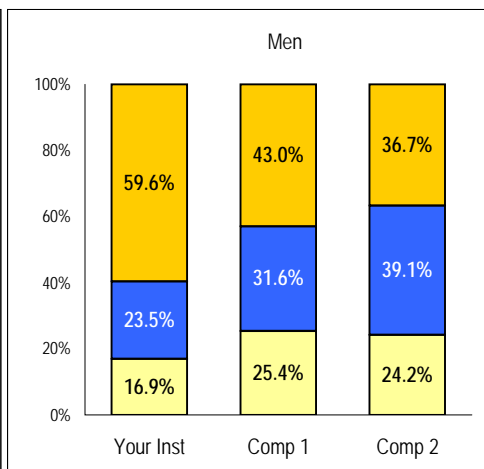
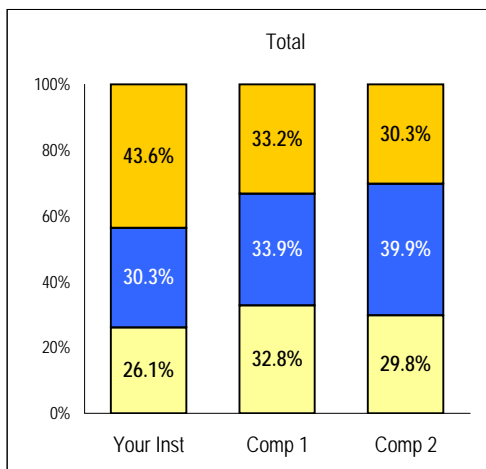
## How to Read the CIRP Construct Percentage Reports

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.

**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



### 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](http://www.heru.ucla.edu)

**CIRP Construct Definition** – Summarizes the theoretical rationale for creating the construct.

**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"** – 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).

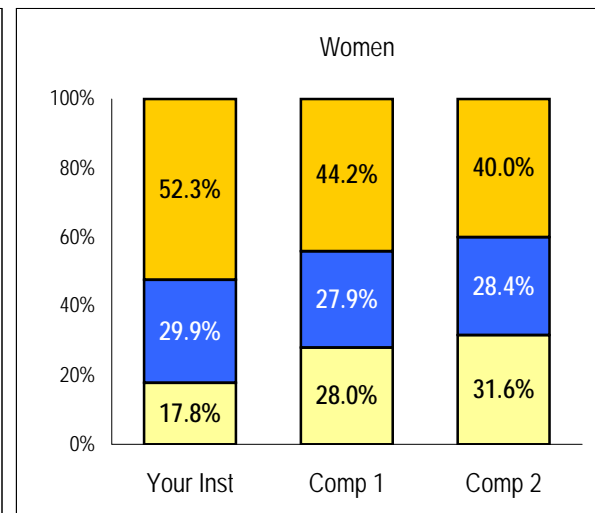
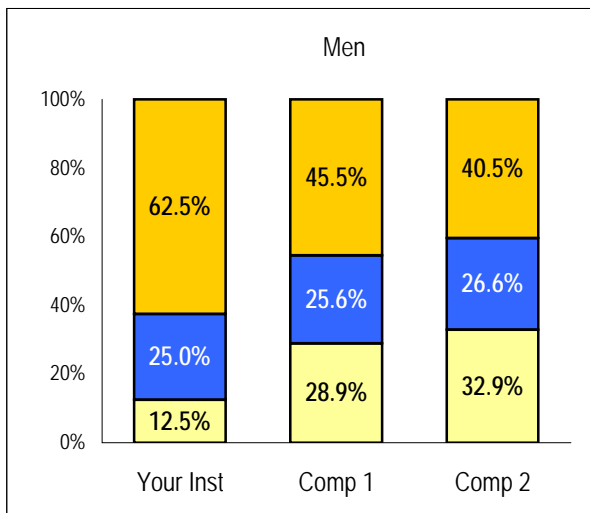
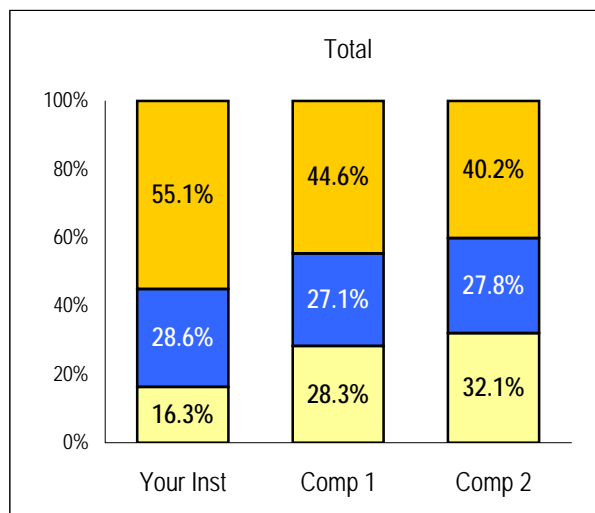


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Habits of Mind**  
Graduating Seniors

**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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,400	11,498	40	1,226	4,003	107	2,174	7,495
High Habits of Mind	55.1%	44.6%	40.2%	62.5%	45.5%	40.5%	52.3%	44.2%	40.0%
Average Habits of Mind	28.6%	27.1%	27.8%	25.0%	25.6%	26.6%	29.9%	27.9%	28.4%
Low Habits of Mind	16.3%	28.3%	32.1%	12.5%	28.9%	32.9%	17.8%	28.0%	31.6%
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)

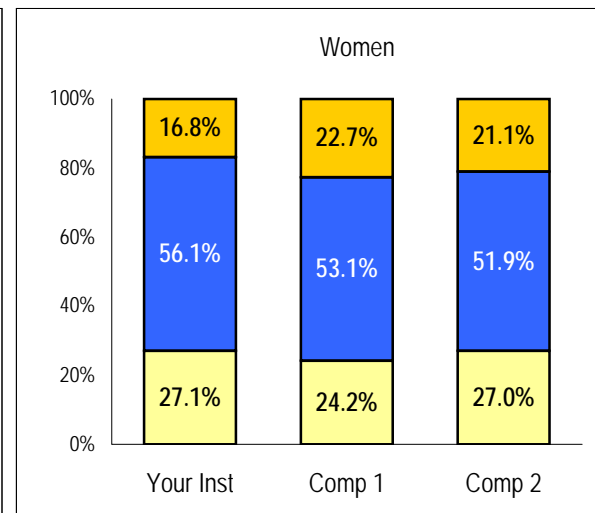
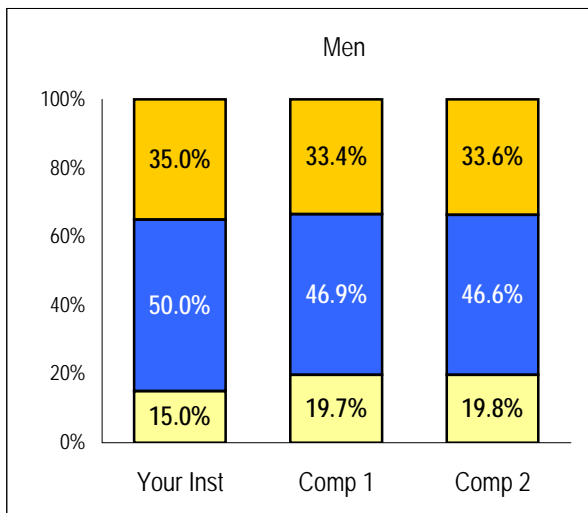
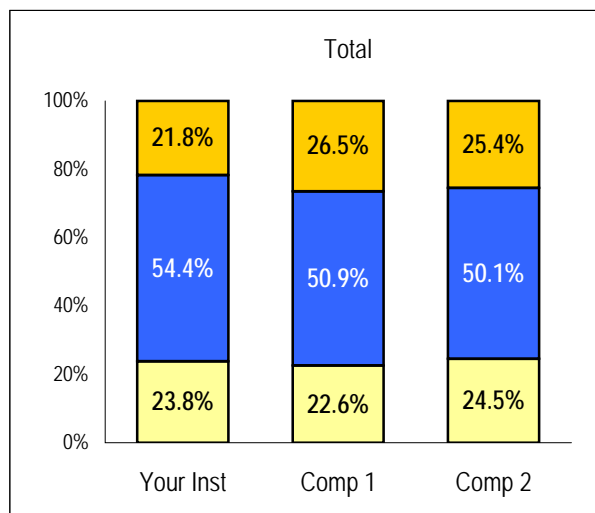


2011 College Senior Survey  
CIRP Construct Percentage Report  
Academic Disengagement  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,406	11,512	40	1,227	4,009	107	2,179	7,503
High Academic Disengagement	21.8%	26.5%	25.4%	35.0%	33.4%	33.6%	16.8%	22.7%	21.1%
Average Academic Disengagement	54.4%	50.9%	50.1%	50.0%	46.9%	46.6%	56.1%	53.1%	51.9%
Low Academic Disengagement	23.8%	22.6%	24.5%	15.0%	19.7%	19.8%	27.1%	24.2%	27.0%
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)

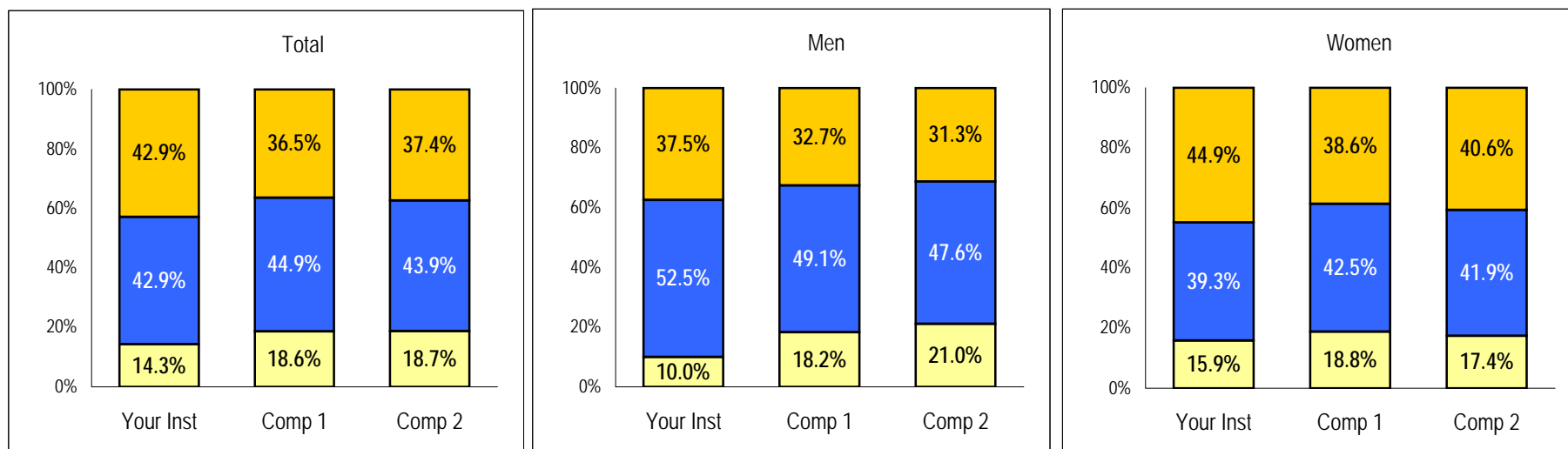


2011 College Senior Survey  
CIRP Construct Percentage Report  
Student-Faculty Interaction  
Graduating Seniors

**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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,392	11,461	40	1,222	3,988	107	2,170	7,473
High Student-Faculty Interaction	42.9%	36.5%	37.4%	37.5%	32.7%	31.3%	44.9%	38.6%	40.6%
Average Student-Faculty Interaction	42.9%	44.9%	43.9%	52.5%	49.1%	47.6%	39.3%	42.5%	41.9%
Low Student-Faculty Interaction	14.3%	18.6%	18.7%	10.0%	18.2%	21.0%	15.9%	18.8%	17.4%
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)

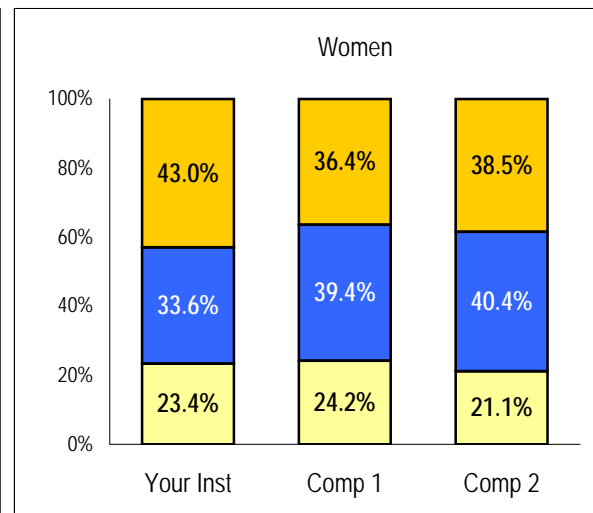
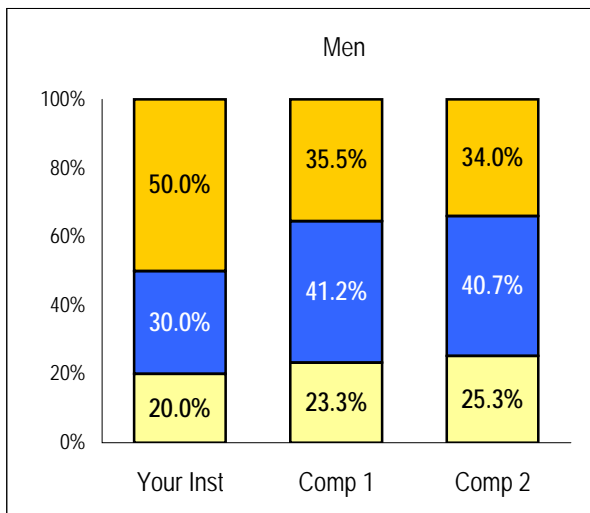
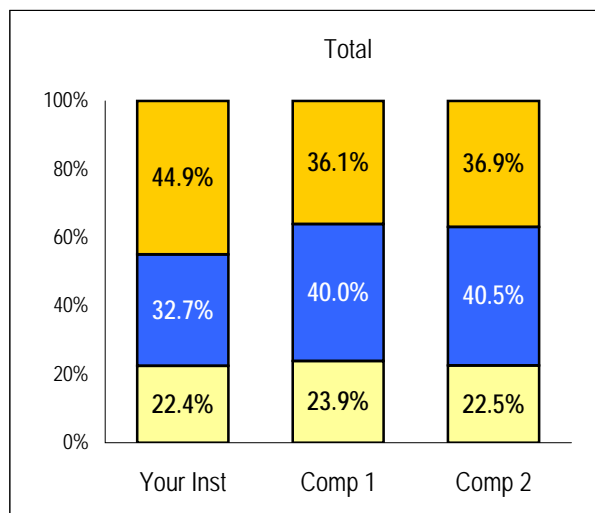


2011 College Senior Survey  
CIRP Construct Percentage Report  
Satisfaction with Coursework  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,401	11,500	40	1,226	4,005	107	2,175	7,495
High Satisfaction with Courses	44.9%	36.1%	36.9%	50.0%	35.5%	34.0%	43.0%	36.4%	38.5%
Average Satisfaction with Courses	32.7%	40.0%	40.5%	30.0%	41.2%	40.7%	33.6%	39.4%	40.4%
Low Satisfaction with Courses	22.4%	23.9%	22.5%	20.0%	23.3%	25.3%	23.4%	24.2%	21.1%
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)

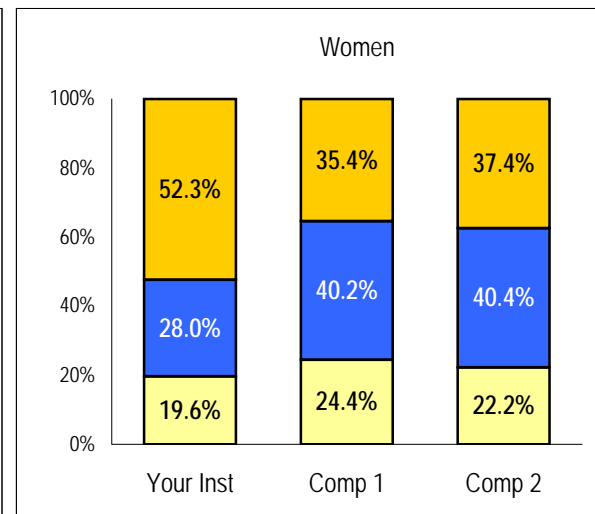
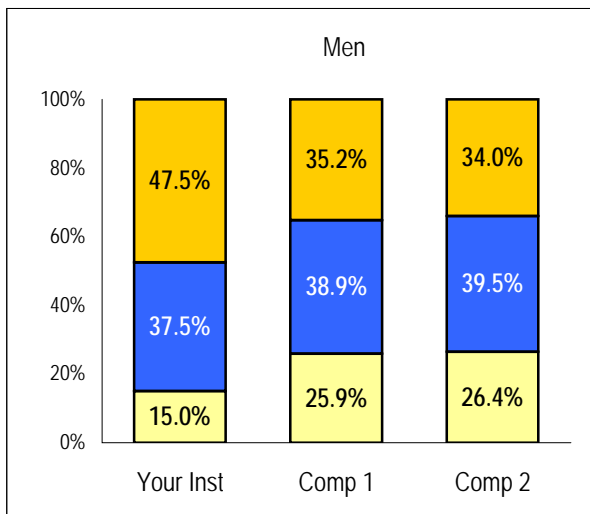
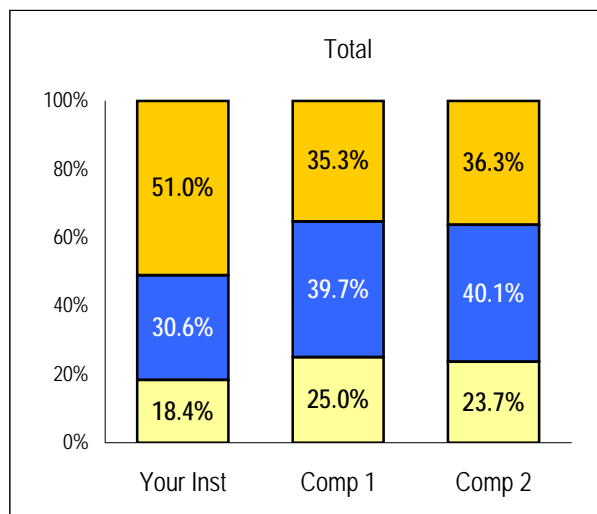


2011 College Senior Survey  
CIRP Construct Percentage Report  
Overall Satisfaction  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,409	11,517	40	1,229	4,012	107	2,180	7,505
High Overall Satisfaction	51.0%	35.3%	36.3%	47.5%	35.2%	34.0%	52.3%	35.4%	37.4%
Average Overall Satisfaction	30.6%	39.7%	40.1%	37.5%	38.9%	39.5%	28.0%	40.2%	40.4%
Low Overall Satisfaction	18.4%	25.0%	23.7%	15.0%	25.9%	26.4%	19.6%	24.4%	22.2%
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)

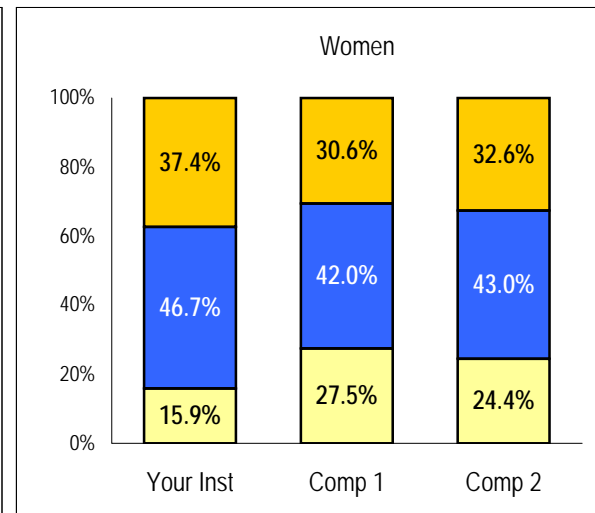
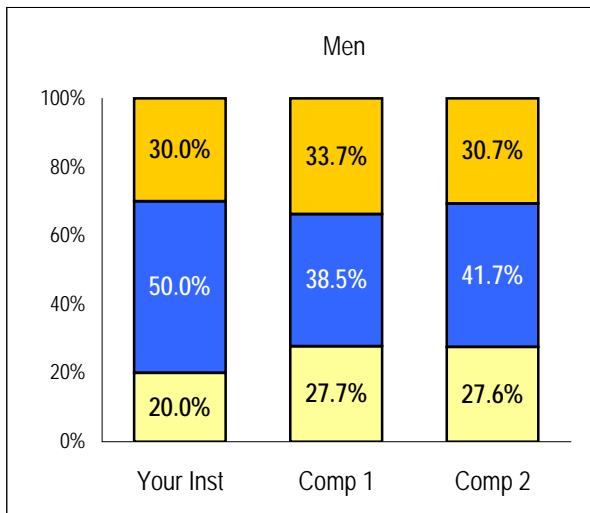
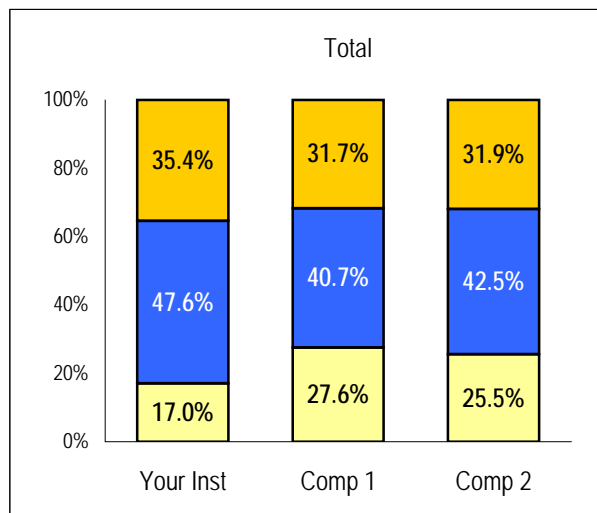


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Sense of Belonging**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,393	11,482	40	1,222	3,995	107	2,171	7,487
High Sense of Belonging	35.4%	31.7%	31.9%	30.0%	33.7%	30.7%	37.4%	30.6%	32.6%
Average Sense of Belonging	47.6%	40.7%	42.5%	50.0%	38.5%	41.7%	46.7%	42.0%	43.0%
Low Sense of Belonging	17.0%	27.6%	25.5%	20.0%	27.7%	27.6%	15.9%	27.5%	24.4%
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)



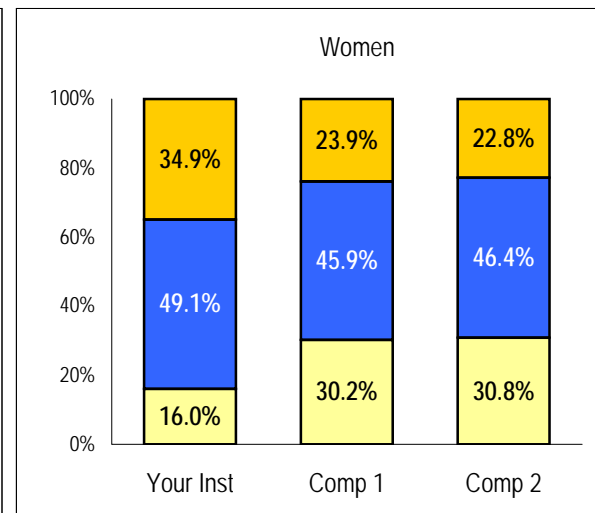
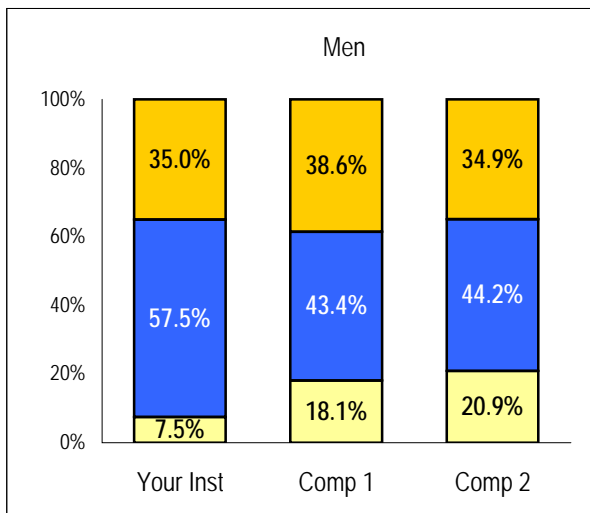
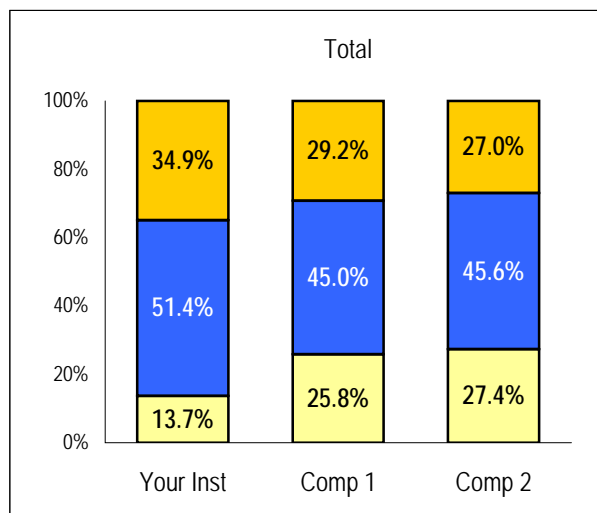


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Academic Self-Concept**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	3,386	11,469	40	1,224	3,996	106	2,162	7,473
High Academic Self-Concept	34.9%	29.2%	27.0%	35.0%	38.6%	34.9%	34.9%	23.9%	22.8%
Average Academic Self-Concept	51.4%	45.0%	45.6%	57.5%	43.4%	44.2%	49.1%	45.9%	46.4%
Low Academic Self-Concept	13.7%	25.8%	27.4%	7.5%	18.1%	20.9%	16.0%	30.2%	30.8%
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:

\* Academic ability (3.11)

\* Self-confidence - intellectual (1.86)

\* Drive to achieve (1.63)

\* Mathematical ability (1.60)

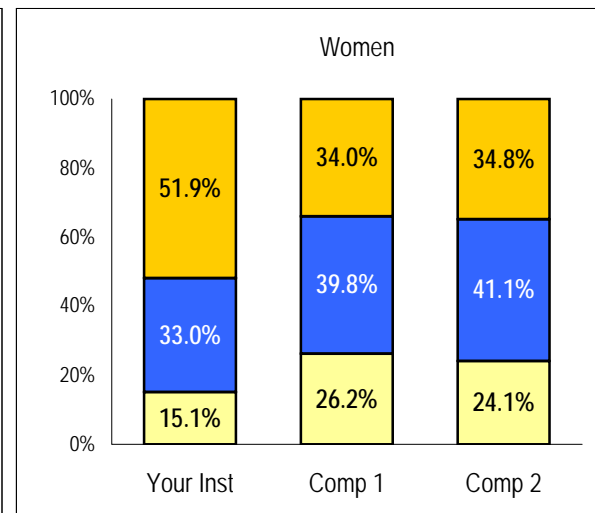
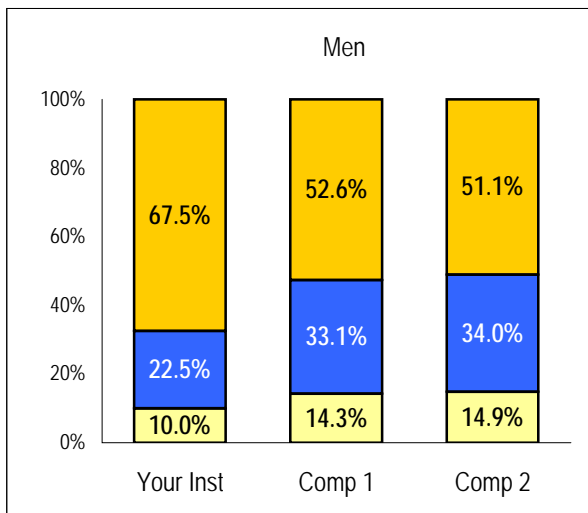
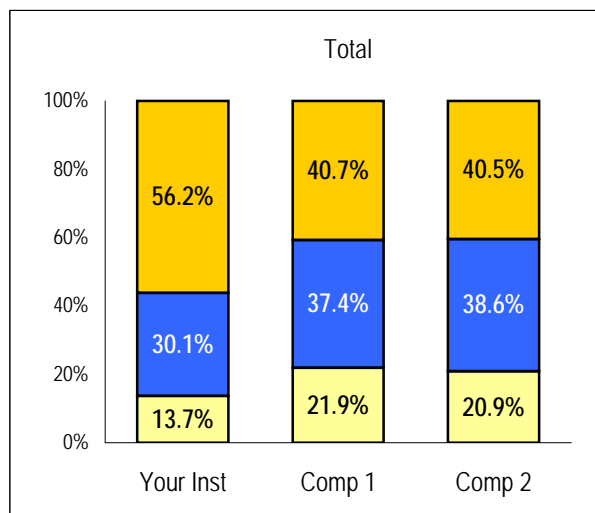


2011 College Senior Survey  
CIRP Construct Percentage Report  
Social Self-Concept  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	146	3,385	11,468	40	1,224	3,996	106	2,161	7,472
High Social Self-Concept	56.2%	40.7%	40.5%	67.5%	52.6%	51.1%	51.9%	34.0%	34.8%
Average Social Self-Concept	30.1%	37.4%	38.6%	22.5%	33.1%	34.0%	33.0%	39.8%	41.1%
Low Social Self-Concept	13.7%	21.9%	20.9%	10.0%	14.3%	14.9%	15.1%	26.2%	24.1%
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:

\* Leadership ability (2.93)

\* Public speaking ability (2.66)

\* Self-confidence - social (2.12)

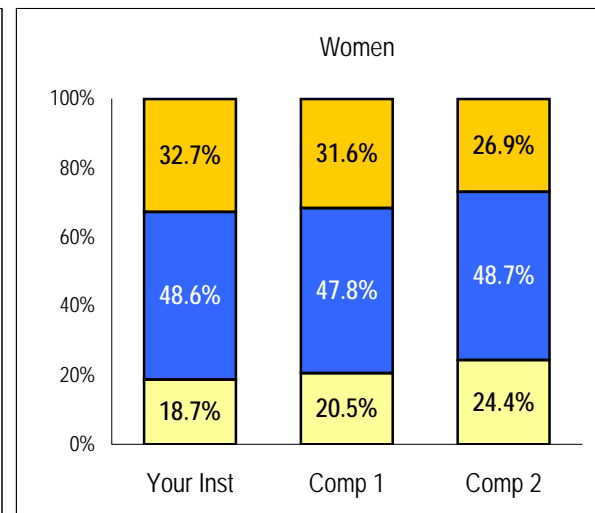
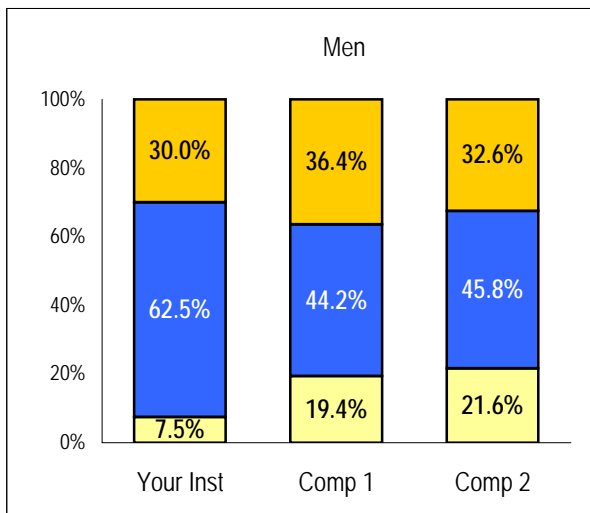
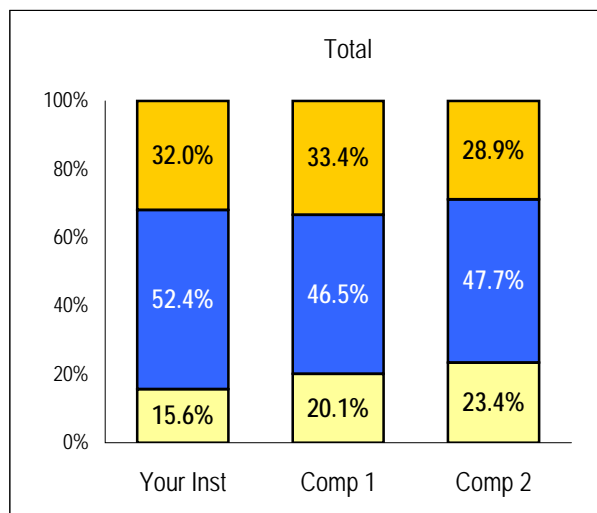


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Pluralistic Orientation**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,385	11,467	40	1,219	3,989	107	2,166	7,478
High Pluralistic Orientation	32.0%	33.4%	28.9%	30.0%	36.4%	32.6%	32.7%	31.6%	26.9%
Average Pluralistic Orientation	52.4%	46.5%	47.7%	62.5%	44.2%	45.8%	48.6%	47.8%	48.7%
Low Pluralistic Orientation	15.6%	20.1%	23.4%	7.5%	19.4%	21.6%	18.7%	20.5%	24.4%
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:*

- \* *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)

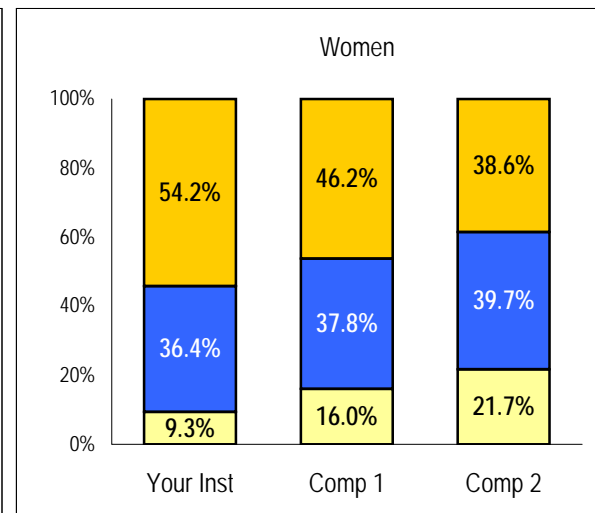
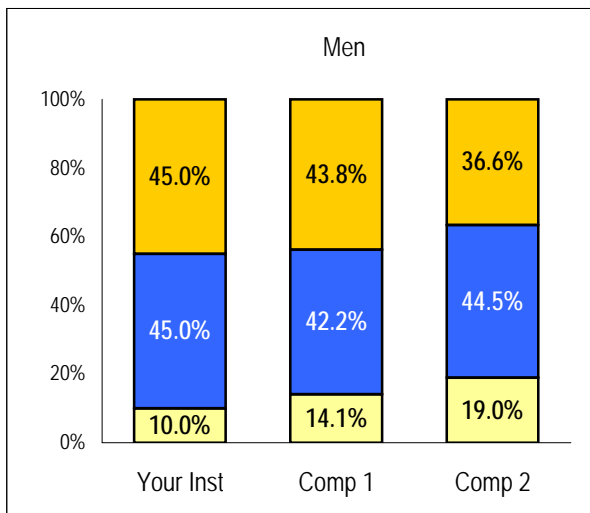
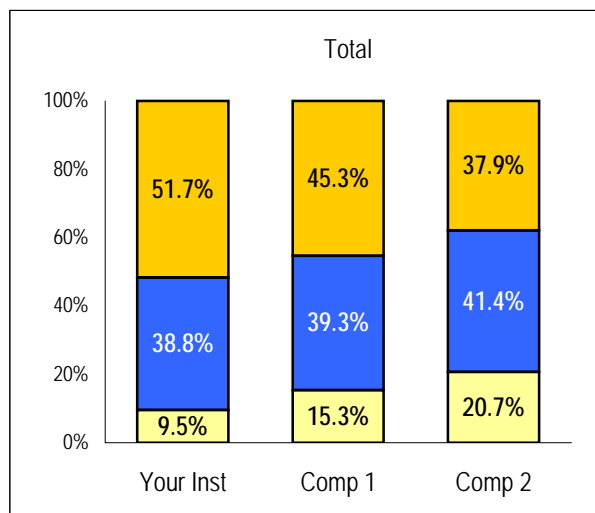


2011 College Senior Survey  
CIRP Construct Percentage Report  
Positive Cross-Racial Interaction  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,383	11,458	40	1,217	3,983	107	2,166	7,475
High Positive Cross-Racial Interaction	51.7%	45.3%	37.9%	45.0%	43.8%	36.6%	54.2%	46.2%	38.6%
Average Positive Cross-Racial Interaction	38.8%	39.3%	41.4%	45.0%	42.2%	44.5%	36.4%	37.8%	39.7%
Low Positive Cross-Racial Interaction	9.5%	15.3%	20.7%	10.0%	14.1%	19.0%	9.3%	16.0%	21.7%
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 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)

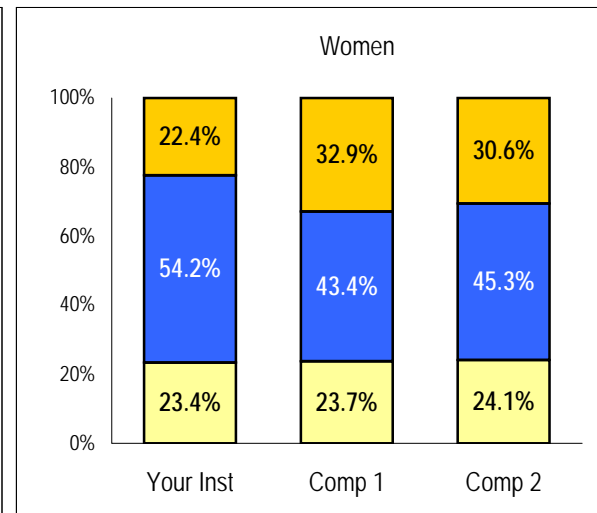
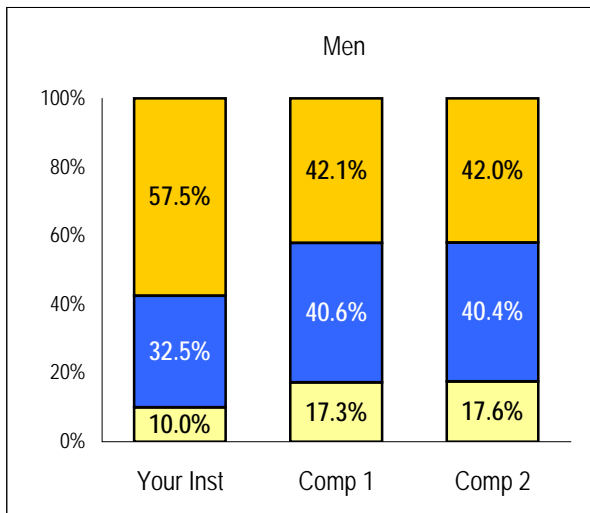
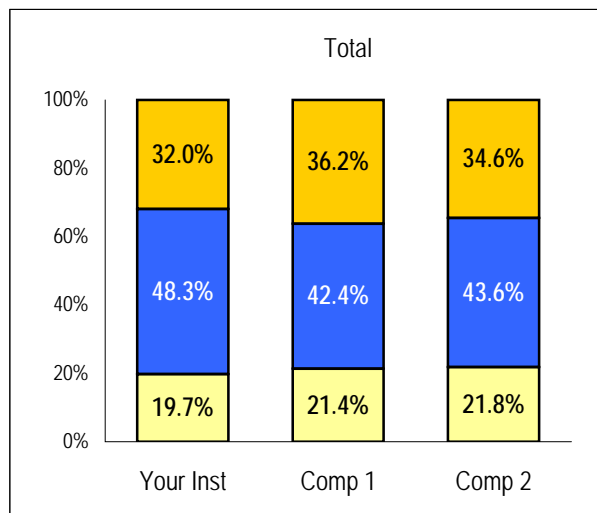


2011 College Senior Survey  
CIRP Construct Percentage Report  
Negative Cross-Racial Interaction  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,380	11,452	40	1,215	3,981	107	2,165	7,471
High Negative Cross-Racial Interaction	32.0%	36.2%	34.6%	57.5%	42.1%	42.0%	22.4%	32.9%	30.6%
Average Negative Cross-Racial Interaction	48.3%	42.4%	43.6%	32.5%	40.6%	40.4%	54.2%	43.4%	45.3%
Low Negative Cross-Racial Interaction	19.7%	21.4%	21.8%	10.0%	17.3%	17.6%	23.4%	23.7%	24.1%
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 tense, somewhat hostile interactions (3.81)

\* Felt insulted or threatened because of your race/ethnicity (2.63)

\* Had guarded interactions (2.10)

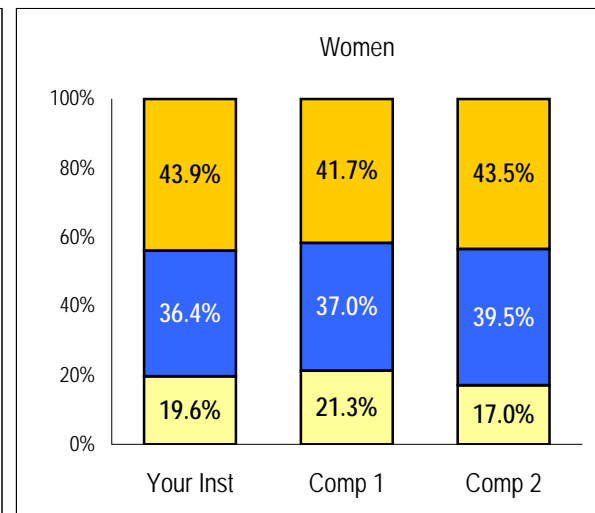
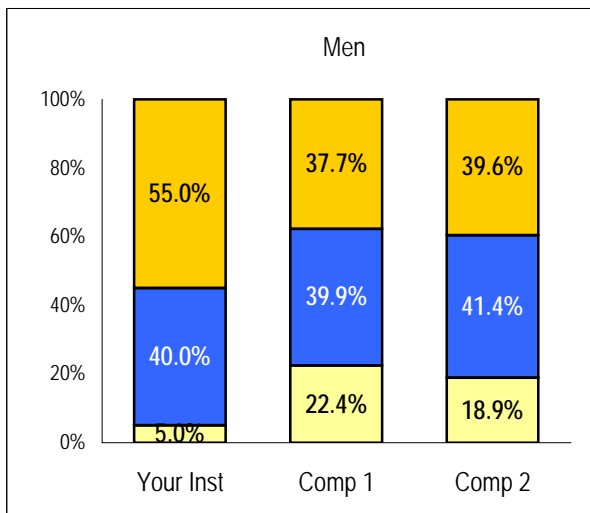
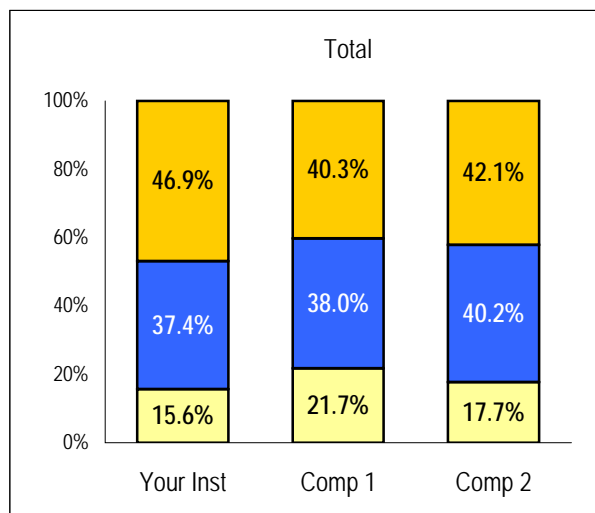


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Social Agency**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,392	11,464	40	1,222	3,991	107	2,170	7,473
High Social Agency	46.9%	40.3%	42.1%	55.0%	37.7%	39.6%	43.9%	41.7%	43.5%
Average Social Agency	37.4%	38.0%	40.2%	40.0%	39.9%	41.4%	36.4%	37.0%	39.5%
Low Social Agency	15.6%	21.7%	17.7%	5.0%	22.4%	18.9%	19.6%	21.3%	17.0%
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)

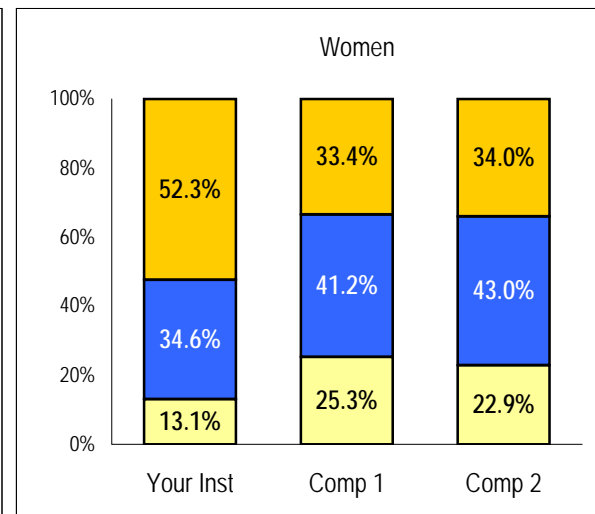
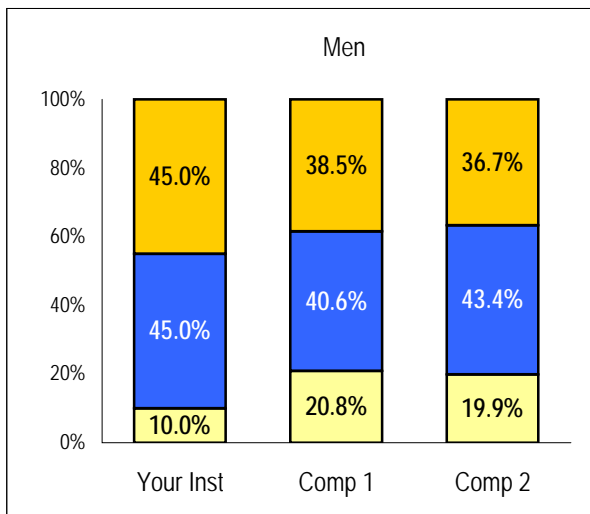
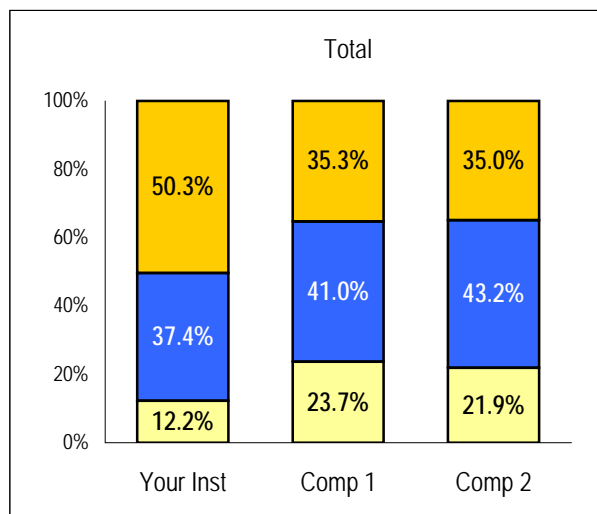


2011 College Senior Survey  
CIRP Construct Percentage Report  
**Civic Awareness**  
Graduating Seniors

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

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,406	11,506	40	1,228	4,007	107	2,178	7,499
High Civic Awareness	50.3%	35.3%	35.0%	45.0%	38.5%	36.7%	52.3%	33.4%	34.0%
Average Civic Awareness	37.4%	41.0%	43.2%	45.0%	40.6%	43.4%	34.6%	41.2%	43.0%
Low Civic Awareness	12.2%	23.7%	21.9%	10.0%	20.8%	19.9%	13.1%	25.3%	22.9%
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)



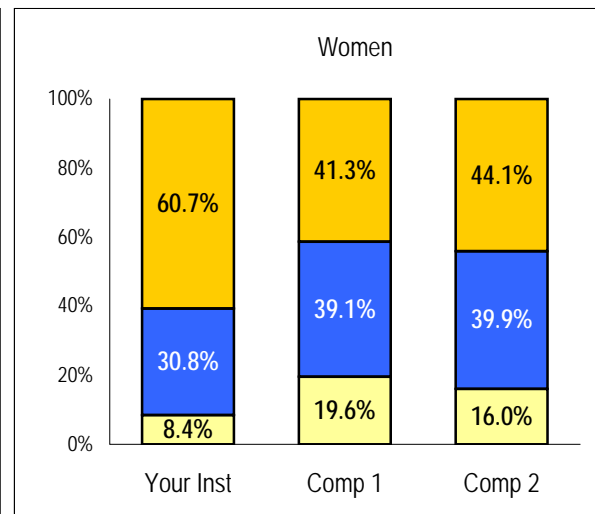
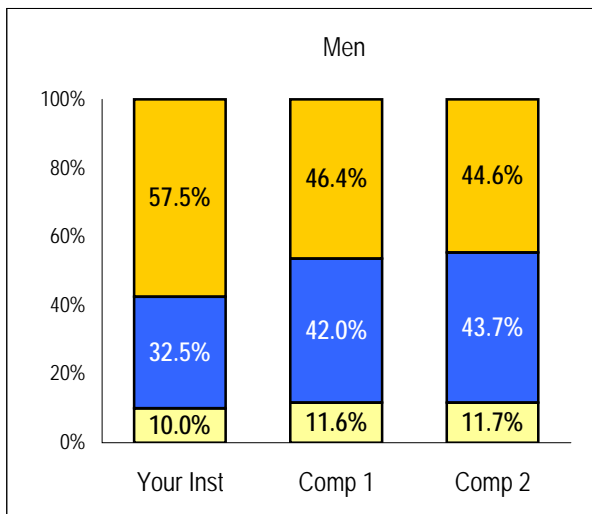
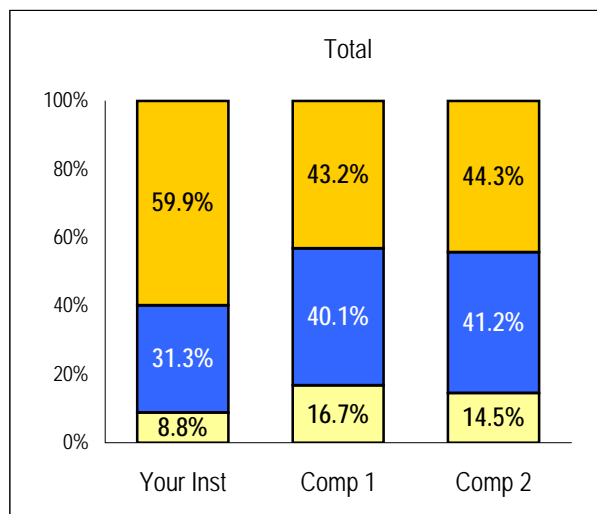
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM  
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

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.

Rollins College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	147	3,409	11,517	40	1,229	4,012	107	2,180	7,505
High Civic Awareness	59.9%	43.2%	44.3%	57.5%	46.4%	44.6%	60.7%	41.3%	44.1%
Average Civic Awareness	31.3%	40.1%	41.2%	32.5%	42.0%	43.7%	30.8%	39.1%	39.9%
Low Civic Awareness	8.8%	16.7%	14.5%	10.0%	11.6%	11.7%	8.4%	19.6%	16.0%
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)*