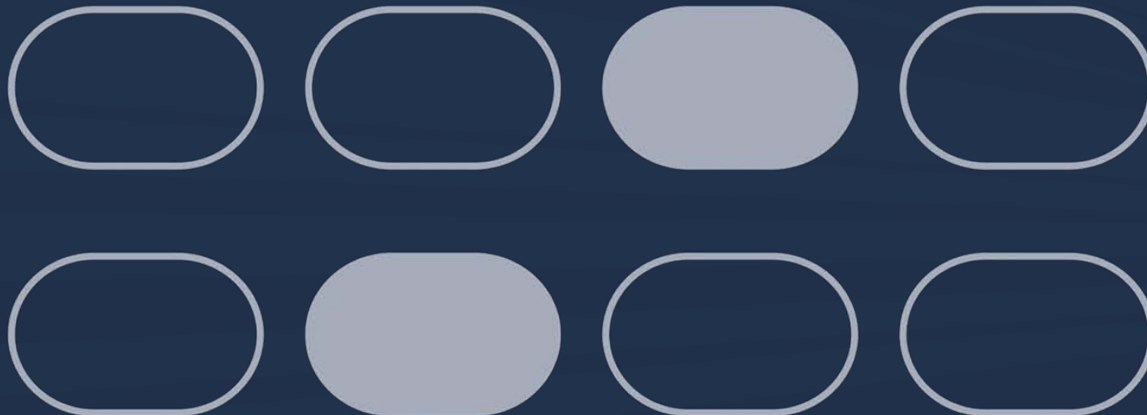# Using New CIRP Survey reports for Assessment, Accountability and Institutional Effectiveness
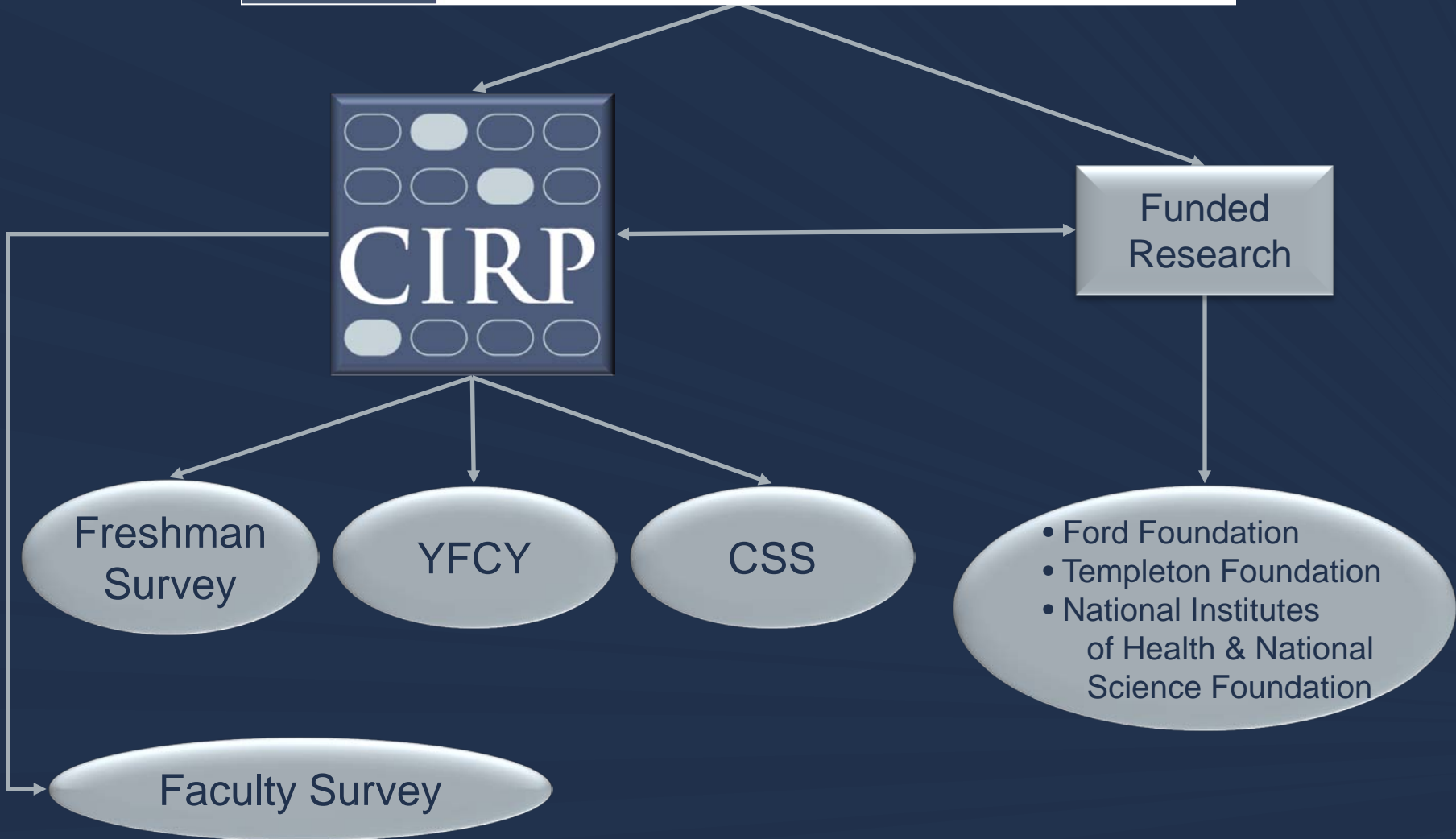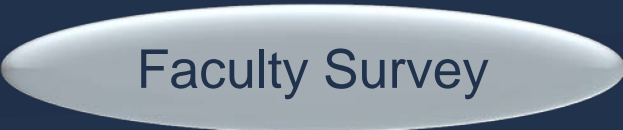
Laura Palucki Blake
Assistant Director, CIRP

Cooperative Institutional Research Program *at the* Higher Education Research Institute
2009 CAIR Conference
November 19, 2009
Sacramento, CA

CIRP

Astin's I-E-O Model

Environments
YFCY/CSS

(e.g., place of residence
during college, interactions
with peers and faculty, curricular
and co-curricular experiences)

Inputs
CIRP Freshman Survey

(e.g., academic performance
in high school, financial concerns
prior to college entry,
expectations, degree aspirations,
self-concept in high school)

Outcomes
YFCY/CSS

(e.g., satisfaction with college,
retention, gains in college, post-
college plans)
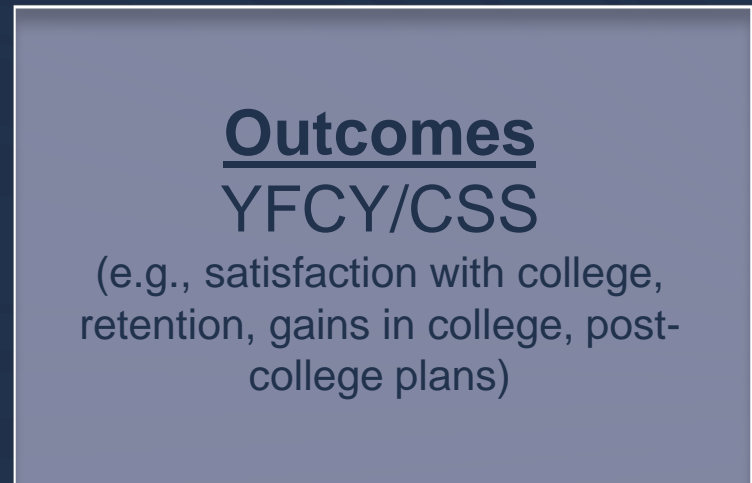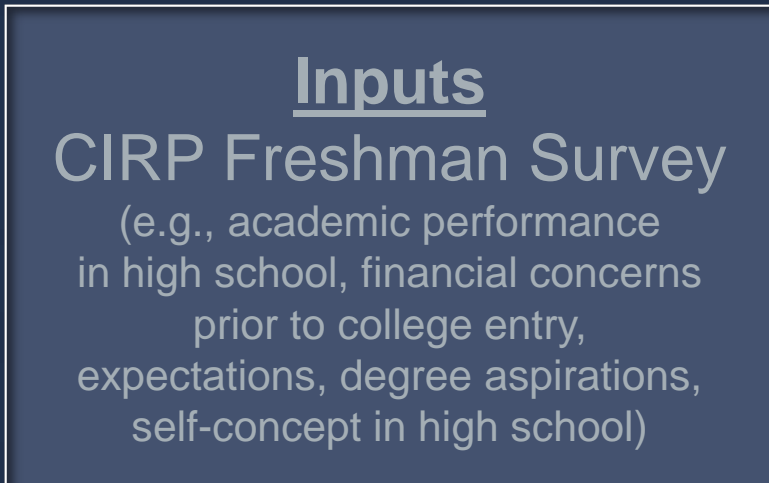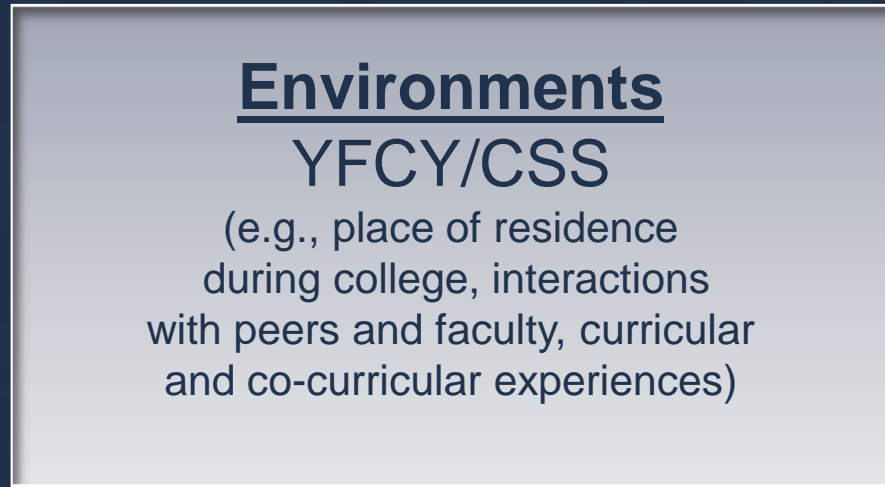
The Freshmen Survey (TFS)

- Comprehensive survey of incoming first-time full-time college students
  - 44th year
  - Over 8 million students
  - Largest and longest running study of higher education
- Examines characteristics and expectations of incoming students before college
- Can stand alone as assessment tool, but most powerful as part of a longitudinal program

Your First College Year (YFCY) Survey

- First administered in 2000

- First national survey designed to assess development of students over the first year of college

- Identifies features of the first year that encourage student learning, involvement, satisfaction, retention and success

- ~1/3 of the items on the YFCY directly post-test items on the CIRP Freshman Survey

  – Assess change and development during first year

College Senior Survey (CSS)

- First administered in 1993

- Developed to administer to senior students or for use as an 'exit' survey

- Identifies aspects of the college experience that impact student outcomes

- Many items on the CSS post-test items on the CIRP Freshman Survey and/or YFCY
  - Detailed look at change over time

CIRP Survey Results

- Are diagnostic; they help institutions look holistically at student experience

- Discover strengths and weaknesses in educational programs

- Identify areas that need attention to improve student learning and success

- Help institutions broadly consider how well students meet institutional expectations, mission.

CIRP Institutional Profile

2008-2009 College Senior Survey
Graduating Seniors

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

Whatsamatta University	Total			Men			Women			CIRP Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Graduating Seniors	580	5,018	14,679	229	1,648	5,447	351	3,370	9,232	
Please rate your satisfaction with your college in each area:										
General education or core curriculum courses										
Very satisfied	34.6%	22.8%	24.3%	34.6%	21.4%	24.0%	34.6%	23.4%	24.5%	Satisfaction with Coursework
Satisfied	52.2%	60.6%	59.6%	50.5%	59.4%	57.9%	53.4%	61.2%	60.6%	
Neutral	10.2%	12.1%	12.3%	11.7%	13.5%	13.3%	9.3%	11.4%	11.6%	
Dissatisfied	2.4%	3.8%	3.2%	2.3%	4.5%	3.8%	2.5%	3.5%	2.9%	
Very dissatisfied	0.6%	0.7%	0.6%	0.9%	1.2%	1.0%	0.3%	0.5%	0.4%	
Total (n)	538	4,969	14,483	214	1,634	5,374	324	3,335	9,109	
Mean	4.18	4.01	4.04	4.15	3.95	4.00	4.19	4.04	4.06	
Standard Deviation	0.75	0.75	0.74	0.79	0.80	0.79	0.73	0.73	0.71	
Significance	-	***	***	-	***	**	-	***	**	
Effect Size	-	0.23	0.19	-	0.25	0.19	-	0.21	0.18	
Science and mathematics courses										
Very satisfied	30.1%	18.1%	20.6%	34.2%	18.1%	22.7%	27.2%	18.1%	19.3%	
Satisfied	40.2%	46.5%	44.0%	36.1%	46.3%	42.8%	43.1%	46.6%	44.7%	
Neutral	24.4%	26.4%	26.6%	23.8%	27.5%	26.5%	24.8%	25.9%	26.7%	
Dissatisfied	4.7%	7.1%	6.9%	5.0%	6.0%	6.1%	4.5%	7.7%	7.4%	
Very dissatisfied	0.6%	1.8%	1.9%	1.0%	2.0%	1.9%	0.3%	1.7%	1.8%	
Total (n)	492	4,802	13,752	202	1,578	5,151	290	3,224	8,601	
Mean	3.95	3.72	3.74	3.98	3.72	3.78	3.92	3.72	3.72	
Standard Deviation	0.89	0.90	0.92	0.93	0.90	0.93	0.85	0.91	0.92	
Significance	-	***	***	-	***	**	-	***	***	
Effect Size	-	0.26	0.23	-	0.29	0.22	-	0.22	0.22	
Humanities courses										
Very satisfied	33.9%	24.4%	26.1%	32.5%	21.7%	23.9%	34.7%	25.7%	27.4%	
Satisfied	46.2%	50.3%	49.3%	42.5%	46.3%	46.3%	48.6%	52.3%	51.1%	
Neutral	18.2%	21.9%	21.0%	23.1%	27.2%	25.2%	15.1%	19.2%	18.6%	
Dissatisfied	1.7%	2.9%	2.9%	1.9%	3.7%	3.6%	1.5%	2.5%	2.5%	
Dissatisfied	0.0%	0.5%	0.7%	0.0%	1.0%	1.0%	0.0%	0.3%	0.5%	
Total (n)	543	4,716	13,807	212	1,560	5,161	331	3,156	8,646	
Mean	4.12	3.95	3.97	4.06	3.84	3.89	4.17	4.01	4.02	
Standard Deviation	0.76	0.79	0.80	0.79	0.84	0.84	0.73	0.76	0.78	
Significance	-	***	***	-	***	**	-	***	***	
Effect Size	-	0.22	0.19	-	0.26	0.20	-	0.21	0.19	

CIRP Longitudinal Profile

The Freshmen Survey / 2008-09 College Senior Survey
All Respondents

Whatsamatta University	Your Institution			Comp Group 1			Comp Group 2		
	TFS	CSS	Change	TFS	CSS	Change	TFS	CSS	Change
Indicate how often you:									
Performed community service as part of a class									
Frequently	12.0%	6.2%	-5.8%	22.9%	15.1%	-7.8%	17.4%	10.8%	-6.6%
Occasionally	39.3%	42.1%	2.8%	42.9%	49.7%	6.8%	41.9%	42.8%	0.9%
Not at all	48.7%	51.7%	3.0%	34.2%	35.2%	1.0%	40.7%	46.4%	5.7%
Total (n)	532	532	-	3,139	3,139	-	8,793	8,793	-
Mean	1.63	1.55	-0.08	1.89	1.80	-0.09	1.77	1.64	-0.13
Standard Deviation	0.69	0.61	-	0.75	0.68	-	0.73	0.67	-
Significance	-	*	-	-	***	-	-	***	-
Effect Size	-	-0.09	-	-	-0.09	-	-	-0.14	-
Voted in a student election									
Frequently	21.1%	33.2%	12.1%	29.7%	25.4%	-4.3%	27.4%	29.0%	1.6%
Occasionally	59.6%	50.7%	-8.9%	52.6%	49.3%	-3.3%	55.1%	47.4%	-7.7%
Not at all	19.4%	16.1%	-3.3%	17.7%	25.4%	7.7%	17.5%	23.7%	6.2%
Total (n)	527	527	-	3,112	3,112	-	8,708	8,708	-
Mean	2.02	2.17	0.15	2.12	2.00	-0.12	2.10	2.05	-0.05
Standard Deviation	0.64	0.68	-	0.68	0.71	-	0.66	0.72	-
Significance	-	***	-	-	***	-	-	***	-
Effect Size	-	0.18	-	-	-0.14	-	-	-0.06	-
Used the Internet for research or homework									
Frequently	83.4%	93.4%	10.0%	85.1%	91.6%	6.5%	83.7%	92.5%	8.8%
Occasionally	15.8%	6.0%	-9.8%	14.6%	8.1%	-6.5%	15.8%	7.3%	-8.5%
Not at all	0.8%	0.6%	-0.2%	0.3%	0.3%	0.0%	0.5%	0.3%	-0.2%
Total (n)	531	531	-	3,157	3,157	-	8,819	8,819	-
Mean	2.83	2.93	0.10	2.85	2.91	0.06	2.83	2.92	0.09
Standard Deviation	0.40	0.28	-	0.37	0.29	-	0.39	0.28	-
Significance	-	***	-	-	***	-	-	***	-
Effect Size	-	0.22	-	-	0.13	-	-	0.20	-
Tutored another student									
Frequently	13.5%	14.1%	0.6%	12.9%	12.8%	-0.1%	13.2%	12.8%	-0.4%
Occasionally	43.2%	36.2%	-7.0%	45.8%	34.8%	-11.0%	46.4%	36.9%	-9.5%
Not at all	43.3%	49.7%	6.4%	41.4%	52.4%	11.0%	40.4%	50.3%	9.9%
Total (n)	533	533	-	3,139	3,139	-	8,786	8,786	-
Mean	1.70	1.64	-0.06	1.72	1.60	-0.12	1.73	1.63	-0.10
Standard Deviation	0.69	0.72	-	0.68	0.70	-	0.68	0.70	-
Significance	-	-	-	-	***	-	-	***	-
Effect Size	-	-0.07	-	-	-0.14	-	-	-0.12	-

CIRP Constructs

- CIRP has developed a variety of constructs representing topics of interest for researchers and professionals, including essential learning outcomes, faculty-student interaction, social involvement, etc.

- Item Response Theory (IRT) was used to score the constructs, scores are normally distributed with a mean of 50 and standard deviation of 10
  - Construct Scores based on response patterns

CIRP Constructs

| TFS	YFCY	CSS
Habits of Mind	Habits of Mind	Habits of Mind
Academic Disengagement (2010)	Academic Disengagement	Academic Disengagement
	Faculty Interaction	Faculty Interaction
	Satisfaction with Courses (2010)	Satisfaction with Courses
	Overall Satisfaction	Overall Satisfaction
	Sense of Belonging (2010)	Sense of Belonging
Academic Self-Concept	Academic Self-Concept (2010)	Academic Self-Concept (2010)
Social Self-Concept	Social Self-Concept (2010)	Social Self-Concept (2010)
Pluralistic Orientation	Pluralistic Orientation	Pluralistic Orientation (2010)
	Positive Cross-Racial Interaction	Positive Cross-Racial Interaction
	Negative Cross-Racial Interaction	Negative Cross-Racial Interaction
Social Agency	Social Agency	Social Agency
	Civic Engagement (2010)	Civic Engagement (2010)
College Reputation Orientation	Civic Awareness	Civic Awareness
Likelihood of College Involvement		

Habits of Mind

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

2009 Your First College Year Survey
First-time, Full-time Freshmen
Habits of Mind
CIRP Construct

Habits of Mind – a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Whatsamatta University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	2,025	4,068	12,961	726	1,294	4,514	1,299	2,774	8,447
Mean	47.3	48.7	48.4	47.1	48.7	48.6	47.4	48.7	48.3
Standard Deviation	9.23	9.41	9.41	9.60	9.73	9.63	9.01	9.27	9.28
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	-0.15	-0.12	-	-0.16	-0.15	-	-0.13	-0.09
25th percentile	41.0	41.0	41.0	41.0	41.0	41.0	41.0	41.2	41.0
75th percentile	53.4	55.0	54.8	53.7	55.6	55.3	53.3	54.9	54.5

Note: Significance * p<.05, ** p<.01, *** p<.001
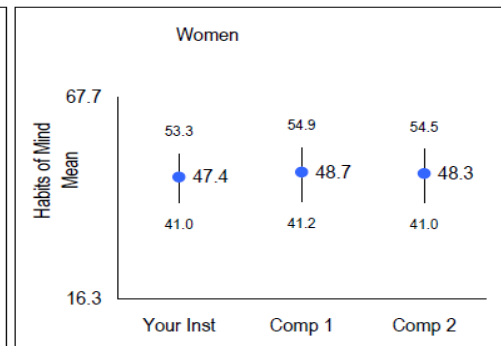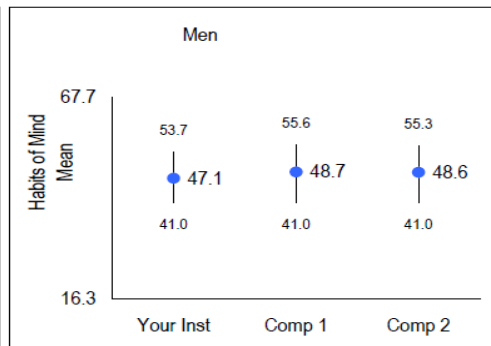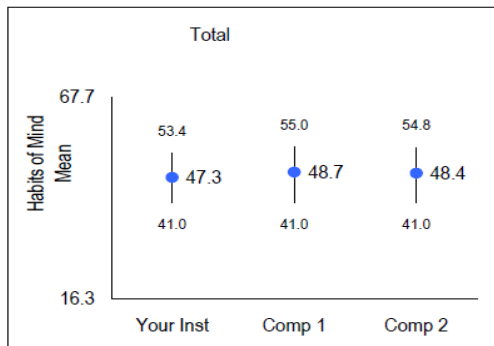
Survey items and estimation 'weights':
How often in the past year did you:
* Seek solutions to problems and explain them to others (2.29)
* Support your opinions with a logical argument (1.97)
* Seek alternative solutions to a problem (1.89)
* Evaluate the quality or reliability of information you received (1.70)
* Seek feedback on your academic work (1.38)
* Ask questions in class (1.32)
* Take a risk because you felt you had more to gain (1.30)
* Explore topics on your own, even though it was not required for a class (1.28)
* Accept mistakes as part of the learning process (1.08)
* Revise your papers to improve your writing (1.07)
* Look up scientific research articles and resources (0.96)
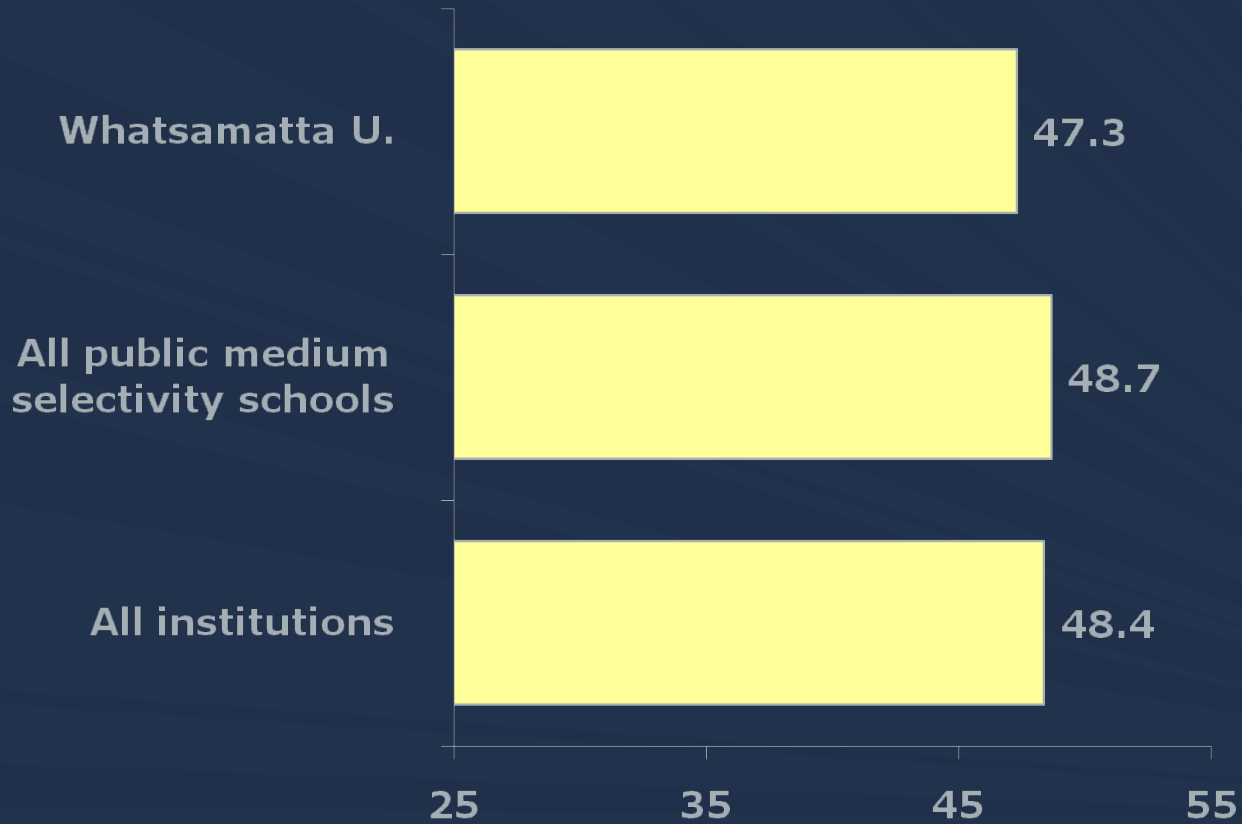
CIRP Constructs

- What can you do with CIRP Constructs?
  - Institutional benchmarking
  - Change over time
  - Within-institution comparisons
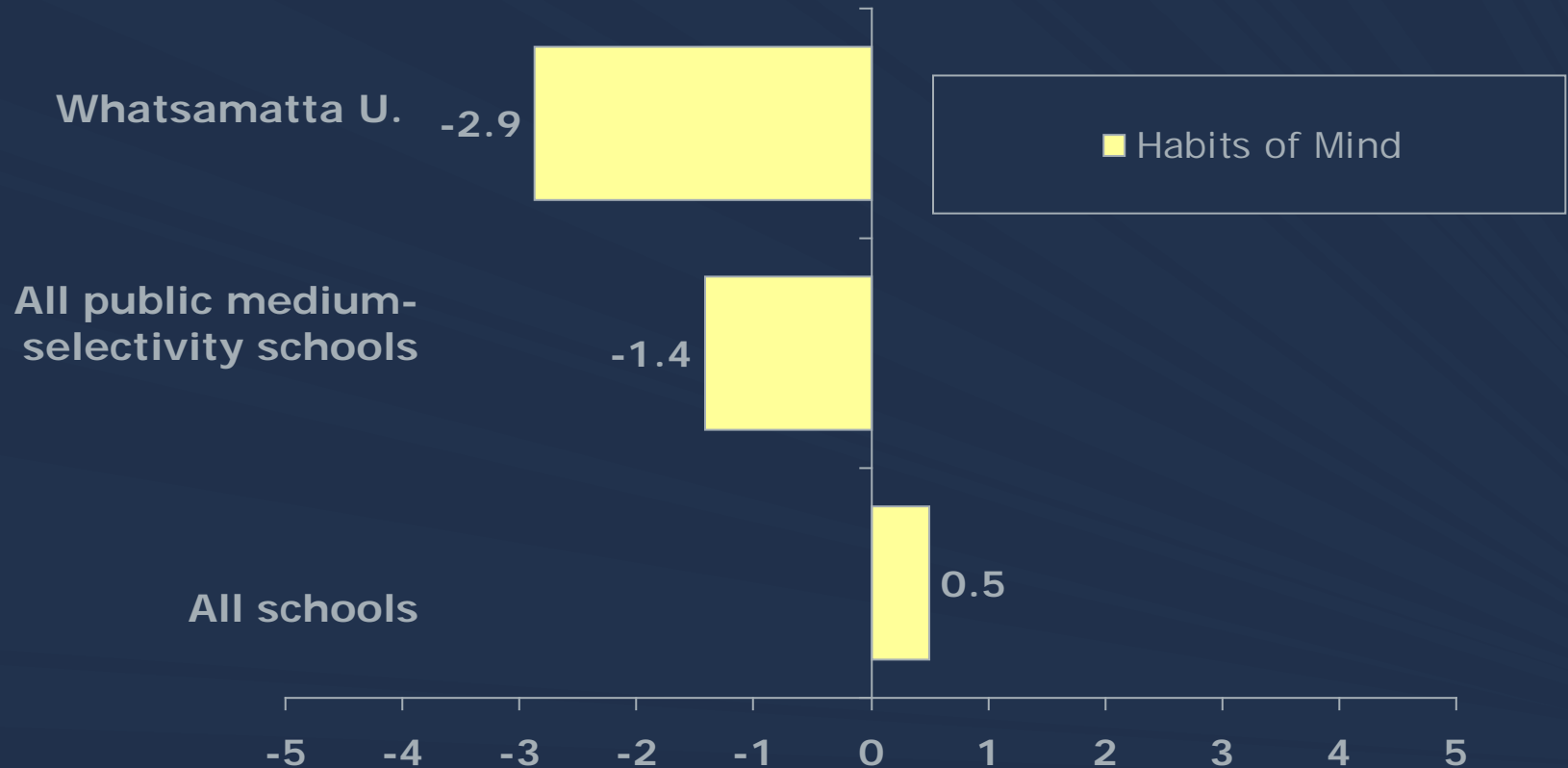 - Predicting outcomes/change/student development

Within-institution comparisons:
Average Habits of Mind (YFCY) within majors at Whatsamatta U., by gender
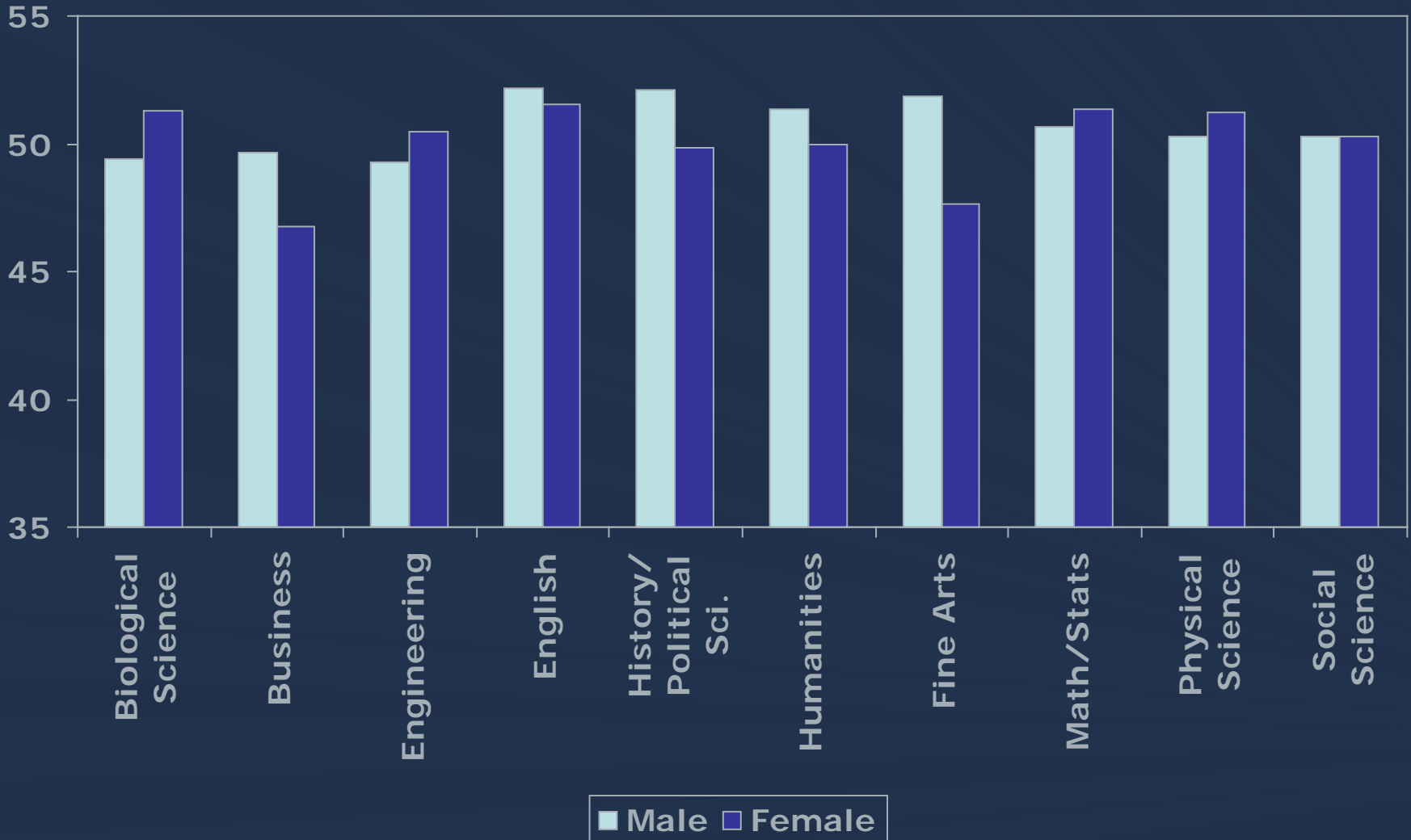
CIRP Themes

- Combine relevant items together for easy access.
- More loosely structured than the CIRP Constructs
  - in some cases include survey items that are not methodologically appropriate to combine in a construct
- Quickly and succinctly summarize what questions can be answered with CIRP surveys for a given area of interest.
  - Use data to set targets and monitor progress

CIRP Themes

TFS	YFCY	CSS
College Choice	Transition to College	
Academic Preparation	Academic Outcomes	Academic Outcomes
Interaction with Teachers	Interaction with Faculty	Interaction with Faculty
Academic Enhancement Experiences	Academic Enhancement Experiences	Academic Enhancement Experiences
Active & Collaborative Learning	Active & Collaborative Learning	Active & Collaborative Learning
	Satisfaction-Academic Support & Courses	Satisfaction-Academic Support & Courses
	Satisfaction-Services & Community	Satisfaction-Services & Community
Written & Oral Communication	Written & Oral Communication	Written & Oral Communication
Leadership	Leadership	Leadership
Civic Engagement	Civic Engagement	Civic Engagement
Diversity	Diversity	Diversity
Health & Wellness	Health &Wellness	Health &Wellness
Religiosity/Spirituality	Religiosity/Spirituality	Religiosity/Spirituality
Career Planning	Career Planning	Career Planning
		VSA

CIRP Themes

2008-2009 College Senior Survey
Graduating Seniors
Diversity
CIRP Theme

Diversity - These items relate to social attitudes and experiences with diversity during college.
See also CIRP Construct: Positive Cross-Racial Interaction, Negative Cross Racial Interaction.

Whatsamatta University	Graduating Seniors			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Attended a racial/cultural awareness workshop									
Yes	39.6%	32.5%	32.5%	33.9%	26.2%	27.5%	43.3%	35.6%	35.6%
Participated in an ethnic/racial student organization									
Yes	26.6%	19.9%	20.7%	24.2%	18.1%	19.1%	28.2%	20.8%	21.7%
Had a roommate of a different race/ethnicity									
Yes	39.2%	35.6%	40.0%	41.7%	39.5%	43.8%	37.6%	33.8%	37.7%
Socialized with someone of another racial/ethnic group									
Frequently / Occasionally	96.2%	94.2%	95.2%	97.4%	93.8%	94.6%	95.4%	94.5%	95.6%
Mean	2.46	2.37	2.44	2.49	2.35	2.44	2.44	2.39	2.44
Standard Deviation	0.57	0.59	0.58	0.55	0.59	0.59	0.58	0.59	0.58
Significance	-	***		-	***		-		
Effect Size	-	0.15	0.03	-	0.24	0.08	-	0.08	0.00
Attended events sponsored by other racial/ethnic groups									
Very often / Often	30.0%	20.4%	22.6%	24.5%	15.6%	19.7%	33.5%	22.8%	24.2%
Mean	2.89	2.47	2.57	2.70	2.30	2.46	3.01	2.56	2.63
Standard Deviation	1.21	1.24	1.25	1.18	1.18	1.23	1.22	1.26	1.26
Significance	-	***	***	-	***	**	-	***	***
Effect Size	-	0.34	0.26	-	0.34	0.20	-	0.36	0.30
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation									
Strongly agree / Agree	19.4%	14.6%	16.8%	19.7%	16.6%	18.0%	19.4%	13.7%	16.1%
Mean	1.83	1.73	1.78	1.80	1.73	1.77	1.85	1.72	1.78
Standard Deviation	0.84	0.78	0.80	0.86	0.83	0.84	0.82	0.76	0.78
Significance	-	**		-			-	**	
Effect Size	-	0.13	0.06	-	0.08	0.04	-	0.17	0.09
There is a lot of racial tension on this campus									
Strongly agree / Agree	27.2%	15.8%	16.9%	24.1%	15.9%	17.6%	29.1%	15.8%	16.5%
Mean	2.12	1.85	1.88	2.04	1.82	1.86	2.17	1.87	1.88
Standard Deviation	0.74	0.74	0.74	0.75	0.75	0.77	0.73	0.73	0.73
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	0.36	0.32	-	0.29	0.23	-	0.41	0.40

CIRP VSA

2008-2009 College Senior Survey
Graduating Seniors
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
Voluntary System of Accountability (VSA)
College Portrait

Whatsamatta University

1. Group Learning Experiences	
Discussed course content with students outside of class	
Frequently	72.1%
Occasionally	26.9%
Studied with other students	
Frequently	43.5%
Occasionally	50.6%
Hours per week in student clubs/groups	
Over 20 hours	1.2%
16 to 20 hours	1.0%
11 to 15 hours	2.6%
6 to 10 hours	10.4%

2. Active Learning Environment	
Hours per week studying/homework	
Over 20 hours	15.7%
16 to 20 hours	14.5%
11 to 15 hours	22.1%
6 to 10 hours	27.4%
Challenged a professor's idea in class	
Frequently	10.5%
Occasionally	60.3%
An opportunity to work on a research project	
Frequently	26.7%
Occasionally	35.9%
Had an opportunity to apply classroom learning to "real life" issues	
Frequently	34.3%
Occasionally	54.9%
Performed community service as part of a class	
Frequently	5.5%
Occasionally	41.4%
Participated in a study-abroad program	
Yes	44.8%
Worked on independent study project	
Frequently	31.9%
Occasionally	41.7%
Participated in an internship program	
Yes	60.4%

3. Institutional Commitment to Student Learning and Success	
Tutoring or other academic assistance	
Very satisfied	27.0%
Satisfied	45.9%
Academic advising	
Very satisfied	32.7%
Satisfied	42.6%
Career counseling and advising	
Very satisfied	18.0%
Satisfied	38.0%

4. Student Satisfaction	
Overall quality of instruction	
Very satisfied	40.8%
Satisfied	51.8%
Would you still choose to enroll at your current college?	
Definitely yes	48.0%
Probably yes	35.9%
Overall sense of community among students	
Very satisfied	25.6%
Satisfied	54.4%
Overall college experience	
Very satisfied	48.4%
Satisfied	42.3%

5. Student Interaction with Campus Faculty and Staff	
Amount of contact with faculty	
Very satisfied	49.9%
Satisfied	42.0%
Ability to find a faculty or staff mentor	
Very satisfied	37.7%
Satisfied	49.6%
An opportunity to discuss coursework outside of class	
Frequently	62.0%
Occasionally	35.4%

6. Experiences with Diverse Groups of People and Ideas	
Socialized with someone of another racial/ethic group	
Frequently	49.6%
Occasionally	46.6%
Had meaningful and honest discussions about race/ethnic relations outside of class	
Very often	16.9%
Often	20.1%
Sometimes	33.7%
Knowledge of people from different races/cultures	
Much stronger	29.8%
Stronger	47.8%
Ability to get along with people of different races/cultures	
Much stronger	25.7%
Stronger	35.3%

Tips for using CIRP Data on Campus

- Use CIRP survey results to emphasize shared responsibility for assessment across campus

- Pair CIRP survey results with institutional data

- Connect CIRP survey results to priority issues on campus

- Involve as many constituencies on campus as possible; seek additional evidence using other methods (e.g. focus groups, interviews)

- Show how data can inform change on campus

- Link assessment work to improvements in student experiences, learning

Summary

- Longitudinal assessment important to examine change over time

- CIRP Constructs help us to measure underlying constructs of unobservable behaviors and beliefs

- Themes increase relevance of data to different campus constituencies by making it manageable

- VSA

- CIRP survey results are a powerful tool to inform institutional improvement and improve the student experience

Questions and Comments

- What questions do you have about using CIRP surveys for assessment and accountability on your campus?

- What are some of the challenges and insights to using data on your campus?

- What actions might you take using CIRP surveys?

- Share an example of CIRP survey use on campus?

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CIRP