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

2010 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Kenyon College

comparison group 1:   Private/Nonsectarian 4yr Colleges-very high selectivity
comparison group 2:   Private/Nonsectarian 4yr Colleges

2010 CIRP Freshman Survey
CIRP Construct Reports

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How to Read the CIRP Construct Mean Report

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 reports are generated for each CIRP Construct. The Mean Score 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. Both CIRP Construct reports are generated for first-time, full-time freshman, defined as those respondents who
first entered college in 2010 and are currently enrolled full-time.

CIRP Construct Definition – Summarizes the theoretical rationale for creating the construct.
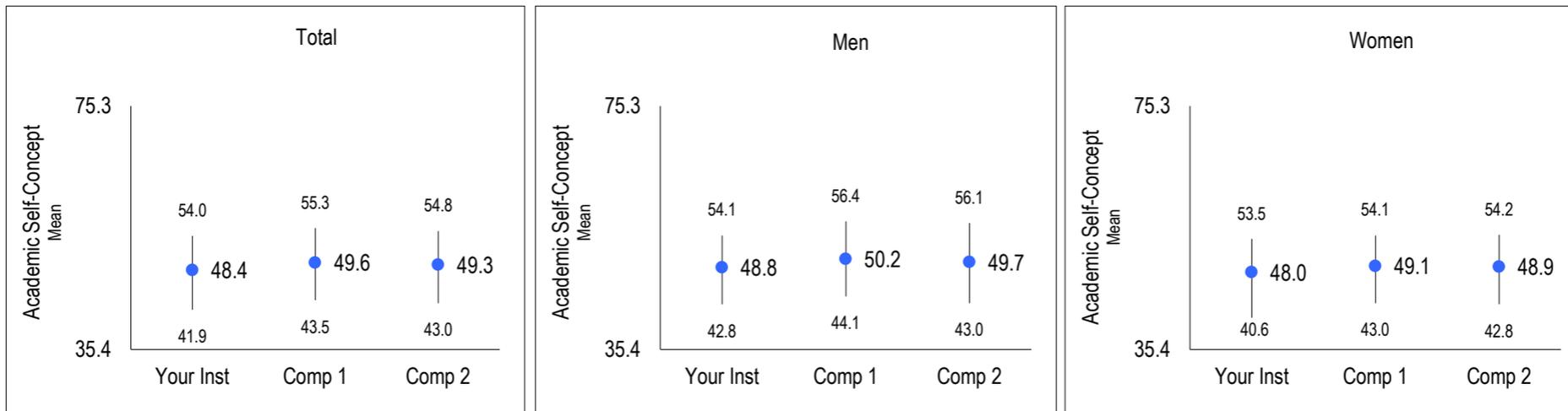
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

Comp 1 – The first comparison group is based on your institution's type, control, and selectivity.

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

Mean – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP Constructs have been scaled to a population mean of 50 with a standard deviation of 10.

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

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	619	21,085	42,939	300	10,706	19,535	319	10,379	23,404
Mean	48.4	49.6	49.3	48.8	50.2	49.7	48.0	49.1	48.9
Standard Deviation	8.74	8.55	8.85	8.67	8.67	8.97	8.80	8.41	8.74
Significance	-	***	*	-	**		-	*	
Effect Size	-	-0.14	-0.10	-	-0.16	-0.10	-	-0.12	-0.10
25th percentile	41.9	43.5	43.0	42.8	44.1	43.0	40.6	43.0	42.8
75th percentile	54.0	55.3	54.8	54.1	56.4	56.1	53.5	54.1	54.2

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

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 practically 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.

Total
75.3
54.0 / 48.4 / 41.9
55.3 / 49.6 / 43.5
54.8 / 49.3 / 43.0
35.4
Your Inst · Comp 1 · Comp 2

Men
75.3
54.1 / 48.8 / 42.8
56.4 / 50.2 / 44.1
56.1 / 49.7 / 43.0
35.4
Your Inst · Comp 1 · Comp 2

Women
75.3
53.5 / 48.0 / 40.6
54.1 / 49.1 / 43.0
54.2 / 48.9 / 42.8
35.4
Your Inst · Comp 1 · Comp 2

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)*

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 "Negative Cross-Racial Interaction" CIRP Construct suggests your students score lower than comparison schools).
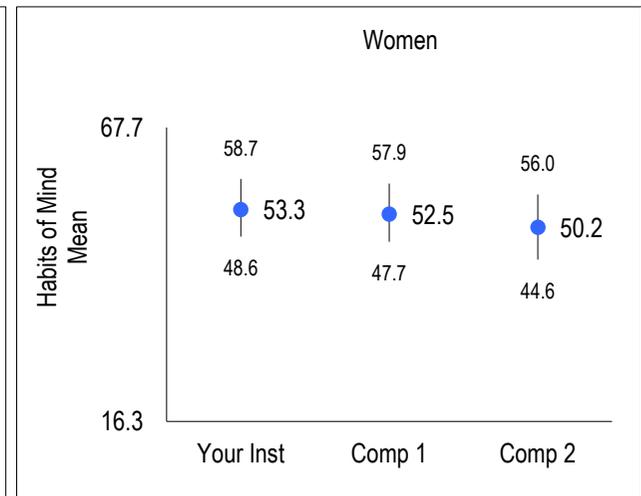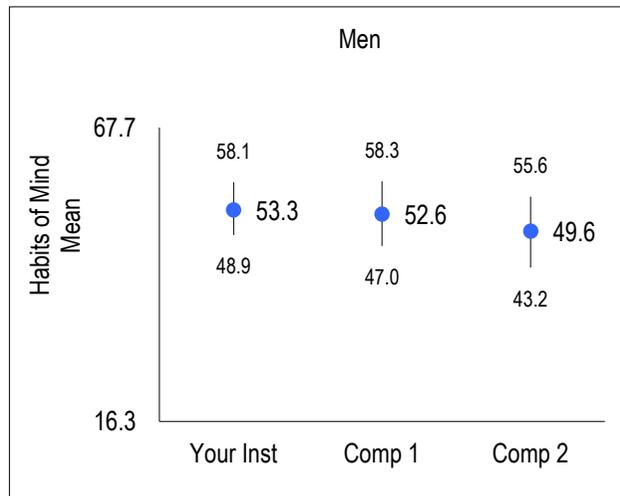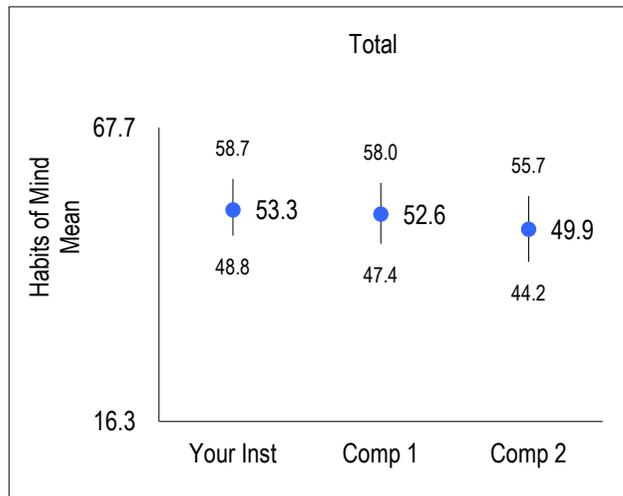
Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation 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 blue circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentile.

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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.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	328	14,265	29,513	136	6,075	12,184	192	8,190	17,329
Mean	53.3	52.6	49.9	53.3	52.6	49.6	53.3	52.5	50.2
Standard Deviation	7.62	8.02	8.79	7.88	8.29	9.03	7.45	7.78	8.59
Significance	-		***	-		***	-		***
Effect Size	-	0.09	0.38	-	0.08	0.41	-	0.10	0.36
25th percentile	48.8	47.4	44.2	48.9	47.0	43.2	48.6	47.7	44.6
75th percentile	58.7	58.0	55.7	58.1	58.3	55.6	58.7	57.9	56.0

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 (1.99)
* Support your opinions with a logical argument (1.74)
* Seek alternative solutions to a problem (1.61)
* Evaluate the quality or reliability of information you received (1.58)
* Explore topics on your own, even though it is not required for a class (1.27)
* Seek feedback on your academic work (1.24)

* Ask questions in class (1.20)
* Look up scientific research articles and resources (1.05)
* Revise your papers to improve your writing (1.04)
* Take a risk because you feel you have more to gain (1.03)
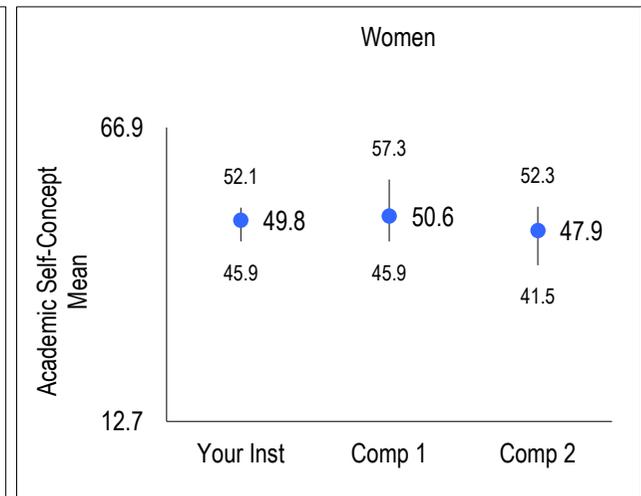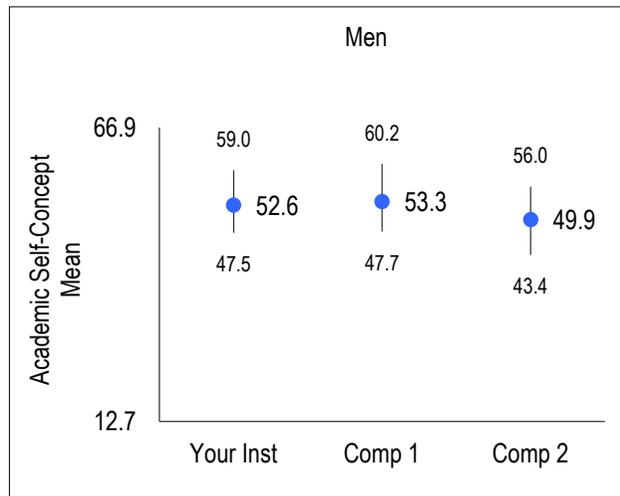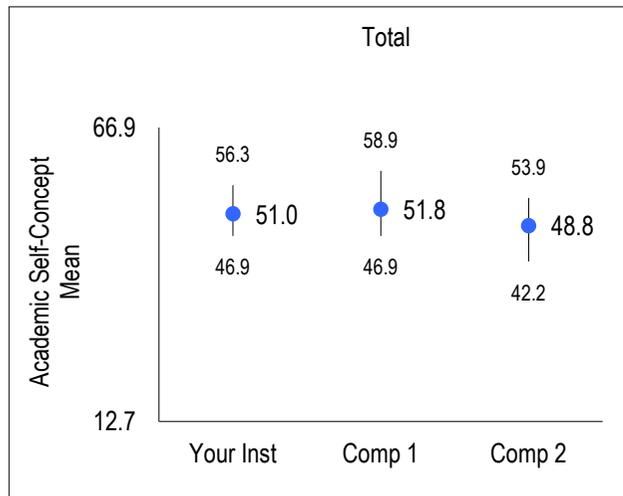* Accept mistakes as part of the learning process (0.95)

1A

Academic Self-Concept
CIRP Construct Mean Report

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	329	14,322	29,378	138	6,115	12,154	191	8,207	17,224
Mean	51.0	51.8	48.8	52.6	53.3	49.9	49.8	50.6	47.9
Standard Deviation	6.85	7.89	8.41	7.10	7.90	8.49	6.42	7.66	8.24
Significance	-		***	-		***	-		**
Effect Size	-	-0.11	0.26	-	-0.08	0.32	-	-0.10	0.23
25th percentile	46.9	46.9	42.2	47.5	47.7	43.4	45.9	45.9	41.5
75th percentile	56.3	58.9	53.9	59.0	60.2	56.0	52.1	57.3	52.3

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:
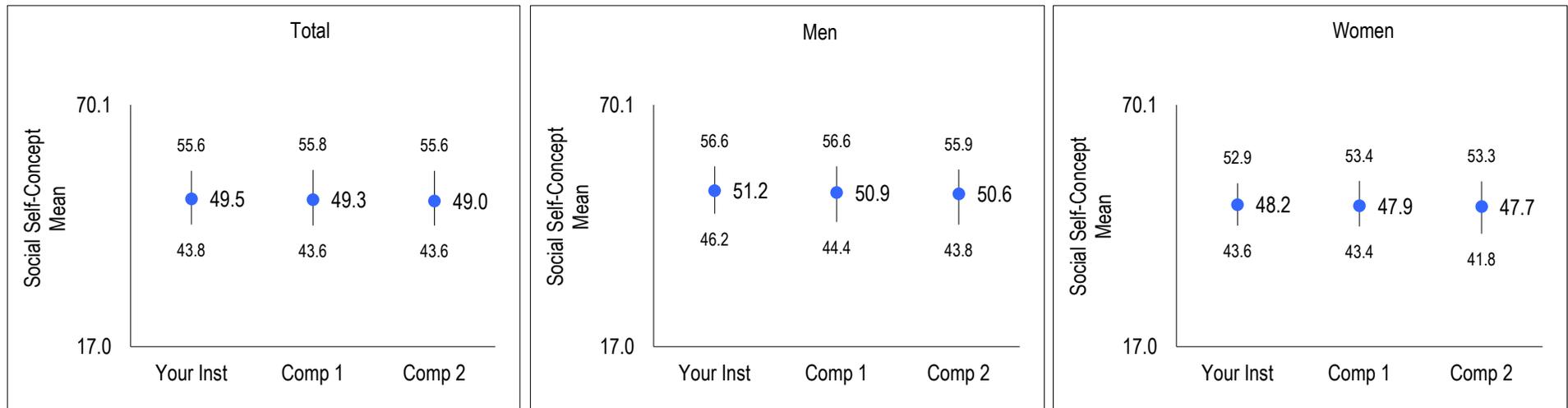
* *Academic ability* (3.52)
* *Mathematical ability* (1.32)
* *Self-confidence - intellectual* (1.22)
* *Drive to achieve* (0.95)

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Social Self-Concept
CIRP Construct Mean Report

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	328	14,314	29,356	138	6,110	12,143	190	8,204	17,213
Mean	49.5	49.3	49.0	51.2	50.9	50.6	48.2	47.9	47.7
Standard Deviation	8.42	8.79	8.94	8.55	9.03	9.03	8.11	8.33	8.67
Significance	-			-			-		
Effect Size	-	0.02	0.06	-	0.04	0.07	-	0.03	0.05
25th percentile	43.8	43.6	43.6	46.2	44.4	43.8	43.6	43.4	41.8
75th percentile	55.6	55.8	55.6	56.6	56.6	55.9	52.9	53.4	53.3

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:
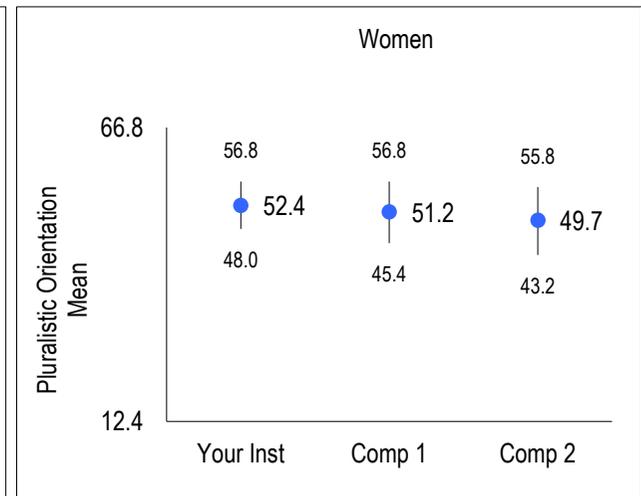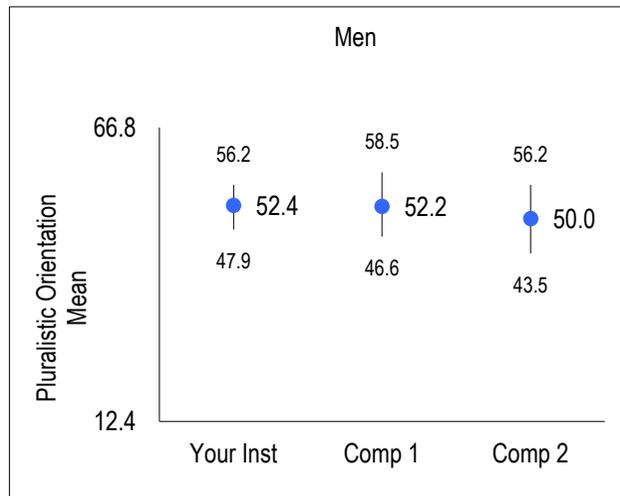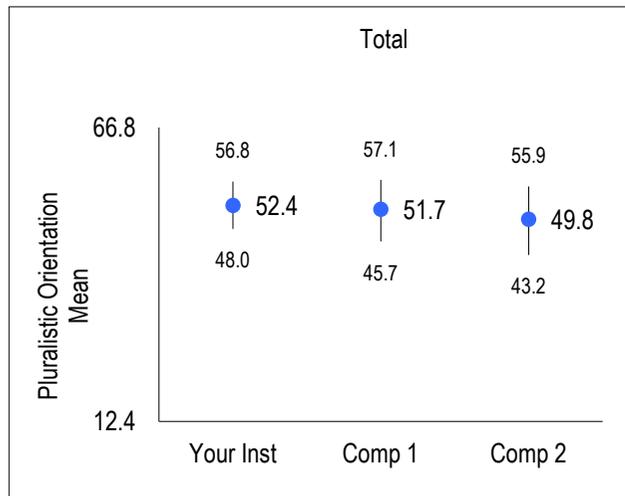
 * *Self-confidence - social* (2.33)

 * *Leadership ability* (1.96)

 * *Popularity* (1.92)

 * *Public speaking ability* (1.68)

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	14,262	29,509	133	6,077	12,190	190	8,185	17,319
Mean	52.4	51.7	49.8	52.4	52.2	50.0	52.4	51.2	49.7
Standard Deviation	7.80	8.34	8.85	7.82	8.44	8.90	7.81	8.22	8.80
Significance	-		***	-		**	-	*	***
Effect Size	-	0.09	0.29	-	0.02	0.27	-	0.15	0.31
25th percentile	48.0	45.7	43.2	47.9	46.6	43.5	48.0	45.4	43.2
75th percentile	56.8	57.1	55.9	56.2	58.5	56.2	56.8	56.8	55.8

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:
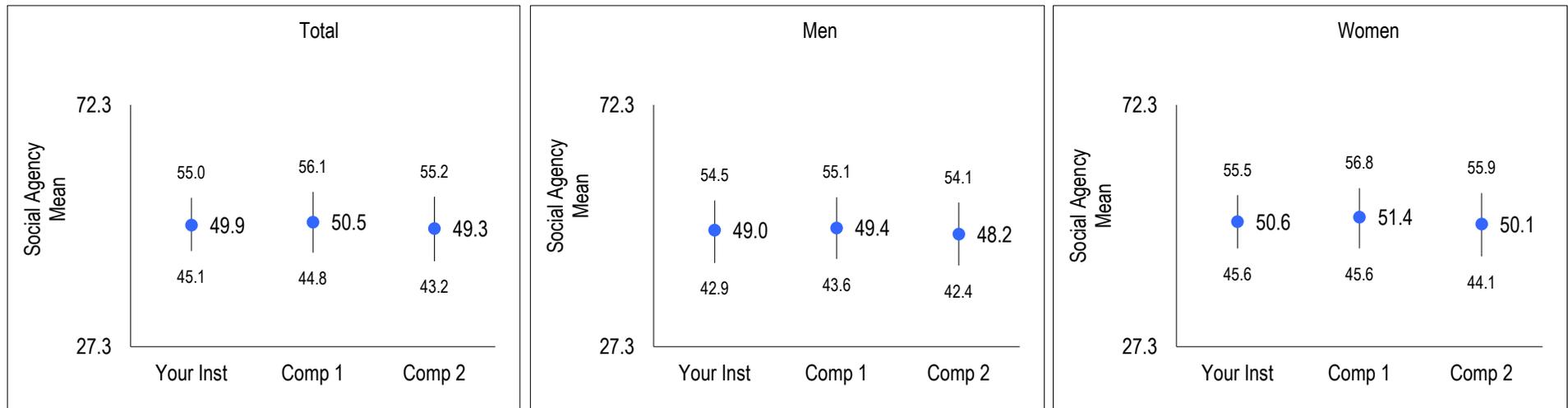 * *Ability to work cooperatively with diverse people* (2.39)
 * *Tolerance of others with different beliefs* (2.35)
 * *Openness to having my own views challenged* (2.13)
 * *Ability to discuss and negotiate controversial issues* (2.03)
 * *Ability to see the world from someone else's perspective* (1.78)

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	326	13,901	28,624	138	5,906	11,786	188	7,995	16,838
Mean	49.9	50.5	49.3	49.0	49.4	48.2	50.6	51.4	50.1
Standard Deviation	8.39	8.85	9.11	9.00	9.03	9.13	7.88	8.58	9.01
Significance	-			-			-		
Effect Size	-	-0.07	0.07	-	-0.04	0.09	-	-0.10	0.05
25th percentile	45.1	44.8	43.2	42.9	43.6	42.4	45.6	45.6	44.1
75th percentile	55.0	56.1	55.2	54.5	55.1	54.1	55.5	56.8	55.9

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* (2.42)
  * *Helping to promote racial understanding* (2.05)
  * *Becoming a community leader* (2.01)

  * *Influencing social values* (1.58)
  * *Helping others who are in difficulty* (1.36)
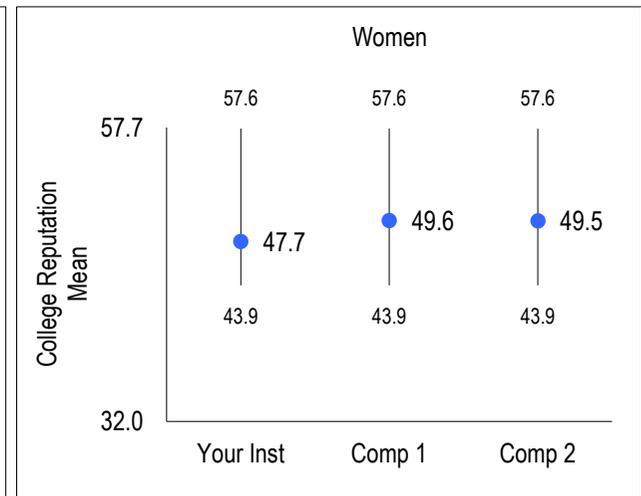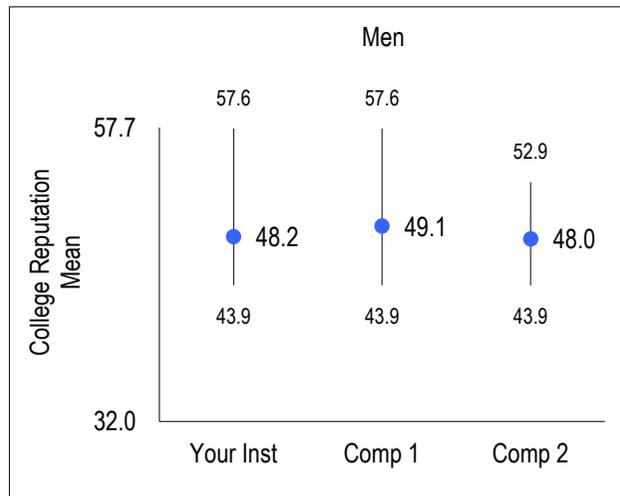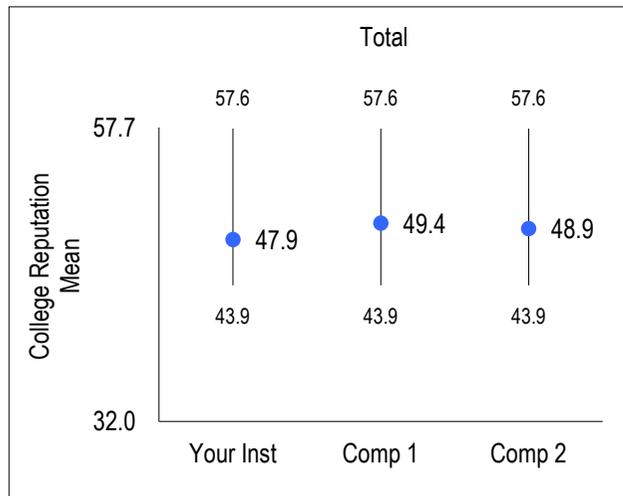 * *Keeping up to date with political affairs* (1.35)

1E

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College Reputation Orientation – measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	14,105	29,092	136	6,000	11,999	187	8,105	17,093
Mean	47.9	49.4	48.9	48.2	49.1	48.0	47.7	49.6	49.5
Standard Deviation	7.34	7.41	7.25	7.62	7.52	7.28	7.14	7.30	7.15
Significance	-	***	*	-			-	***	***
Effect Size	-	-0.19	-0.13	-	-0.12	0.03	-	-0.25	-0.25
25th percentile	43.9	43.9	43.9	43.9	43.9	43.9	43.9	43.9	43.9
75th percentile	57.6	57.6	57.6	57.6	57.6	52.9	57.6	57.6	57.6

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

Survey items and estimation 'weights':

How important was each reason in your decision to come here?

* *This college's graduates get good jobs* (6.11)

* *This college's graduates gain admission to top graduate/professional schools* (2.50)

* *This college has a very good academic reputation* (1.54)

Likelihood of College Involvement

CIRP Construct Mean Report

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Likelihood of College Involvement – is a unified measure of students' expectations about their involvement in college life generally.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	325	13,818	28,039	137	5,864	11,529	188	7,954	16,510
Mean	53.0	52.8	49.7	50.7	50.6	47.4	54.7	54.6	51.5
Standard Deviation	6.26	7.41	8.39	6.56	7.65	8.35	5.48	6.68	7.99
Significance	-		***	-		***	-		***
Effect Size	-	0.03	0.40	-	0.01	0.40	-	0.01	0.41
25th percentile	48.0	47.5	44.3	46.6	45.5	42.4	51.3	50.1	46.2
75th percentile	57.9	58.6	56.1	56.1	56.2	53.4	58.6	59.4	57.9

Note: Significance * p<.05, ** p<.01, *** p<.001
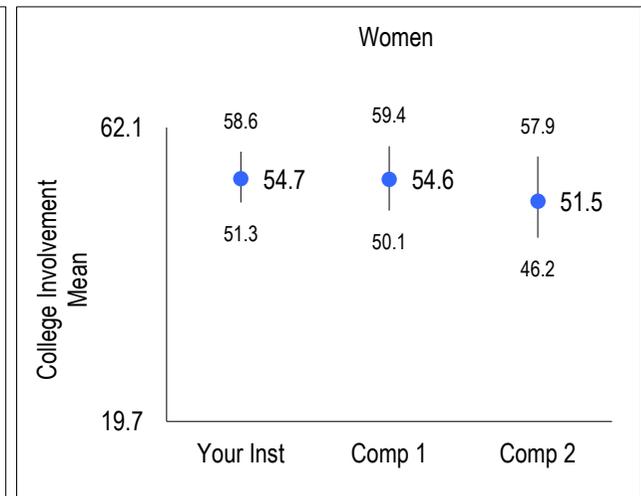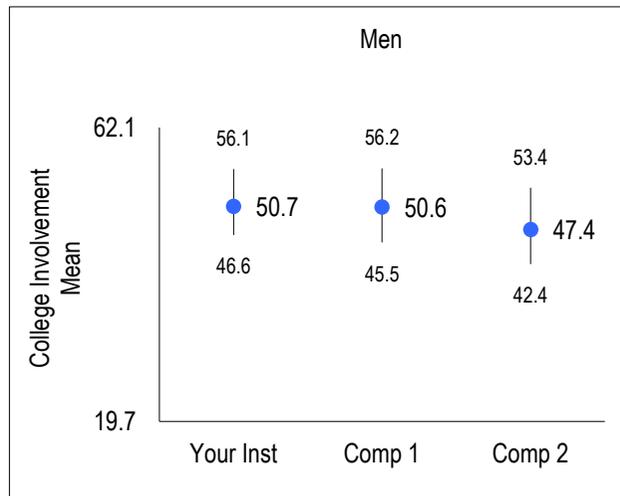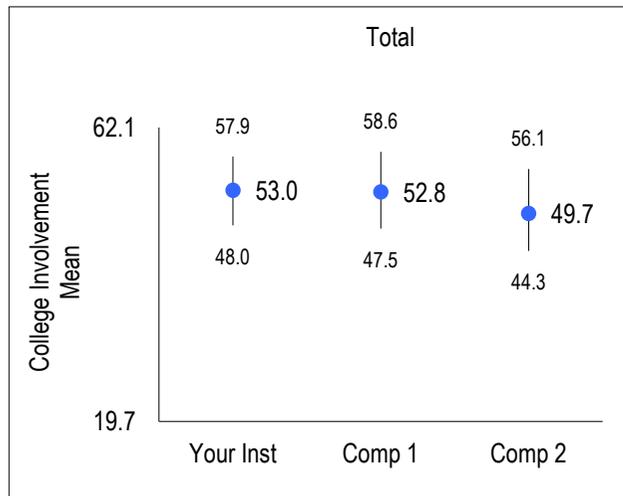
Survey items and estimation 'weights':

What is your best guess as to the chances that you will:
 * Participate in student clubs/groups (3.25)
 * Participate in volunteer or community service work (1.58)
 * Socialize with someone of another racial/ethnic group (1.28)
 * Participate in a study abroad program (1.24)
 * Participate in student government (0.96)

How to Read the CIRP Construct Percentage Report

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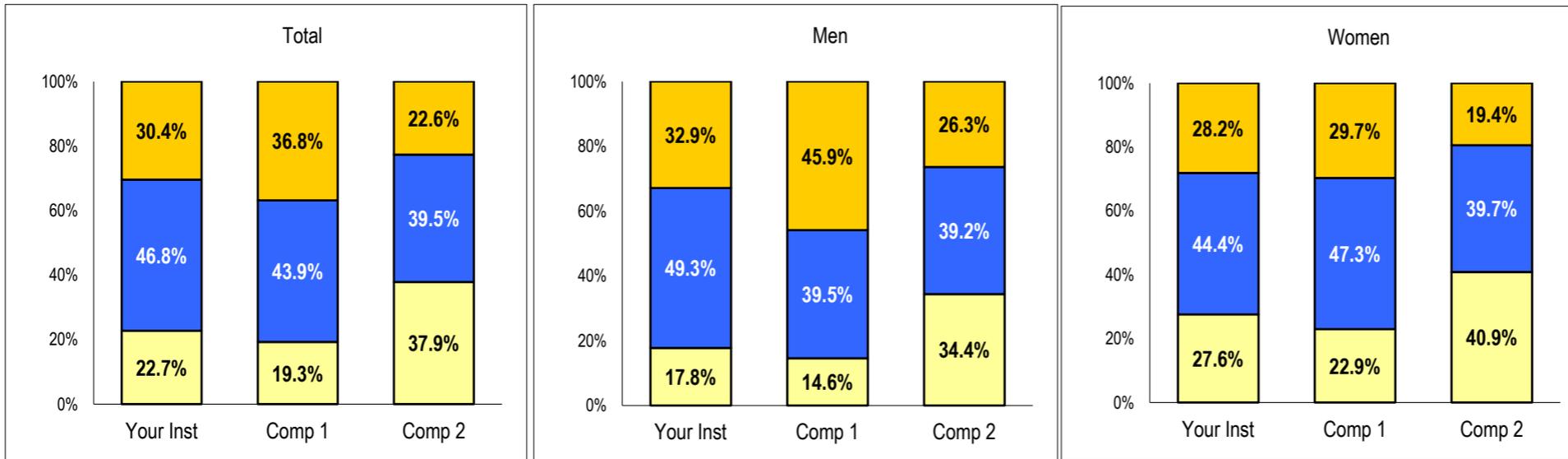*at the* HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

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 reports are generated for each CIRP Construct. The Mean Score 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. Both CIRP Construct reports are generated for first-time, full-time freshman, defined as those respondents who first entered college in 2010 and are currently enrolled full-time.

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

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

	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Academic Self-Concept	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Academic Self-Concept	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Academic Self-Concept	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
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 (3.01)
* Self-confidence - intellectual (1.51)
* Drive to achieve (1.18)
* Mathematical ability (1.14)

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

Comp 1 – The first comparison group is based on your institution's type, control, and selectivity.

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

Statistical Significance – uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high score 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. Unlike the means scores report, in this case there are no effect size calculations to guide you in determining practical importance when comparing proportional differences.
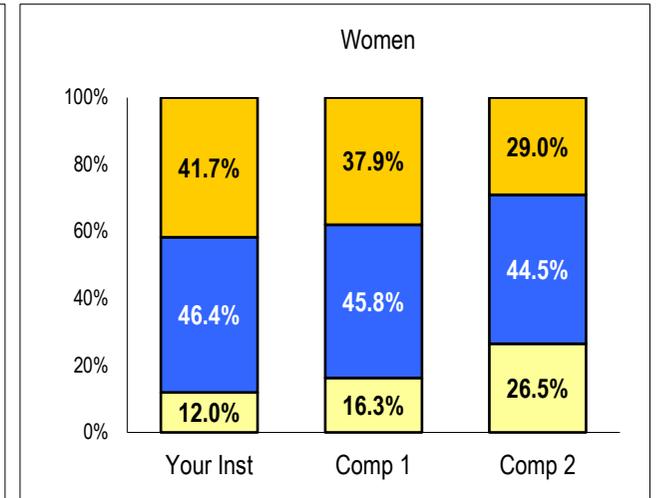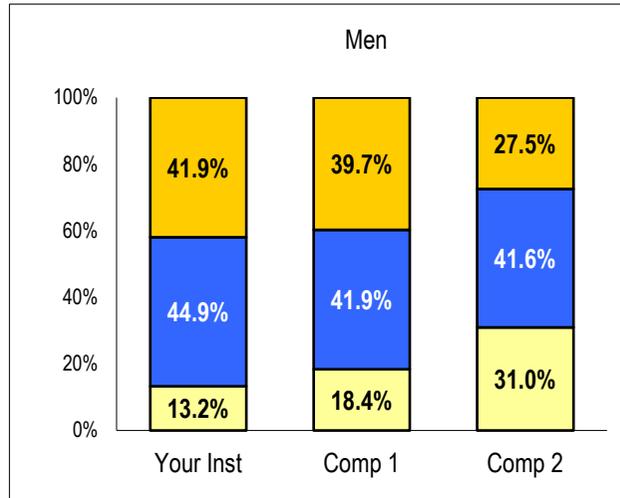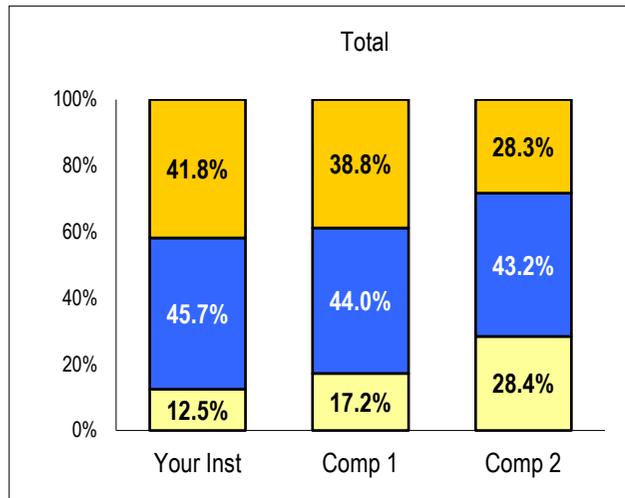
Survey Items and Estimation "Weights" – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

Charts – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean. The "Average" score group represents students whose scores are within one-half standard deviation of the mean. The "High" score group represents students who are one-half standard deviation or more above the mean.

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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.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	328	14,265	29,513	136	6,075	12,184	192	8,190	17,329
High Habits of Mind	41.8%	38.8%	28.3%	41.9%	39.7%	27.5%	41.7%	37.9%	29.0%
Average Habits of Mind	45.7%	44.0%	43.2%	44.9%	41.9%	41.6%	46.4%	45.8%	44.5%
Low Habits of Mind	12.5%	17.2%	28.4%	13.2%	18.4%	31.0%	12.0%	16.3%	26.5%
Significance (based on High score group)	-		***	-		*	-		*

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

Survey items and estimation 'weights':

How often in the past year did you:

* *Seek solutions to problems and explain them to others* (1.99)
* *Support your opinions with a logical argument* (1.74)
* *Seek alternative solutions to a problem* (1.61)
* *Evaluate the quality or reliability of information you received* (1.58)
* *Explore topics on your own, even though it is not required for a class* (1.27)
* *Seek feedback on your academic work* (1.24)

* *Ask questions in class* (1.20)
* *Look up scientific research articles and resources* (1.05)
* *Revise your papers to improve your writing* (1.04)
* *Take a risk because you feel you have more to gain* (1.03)
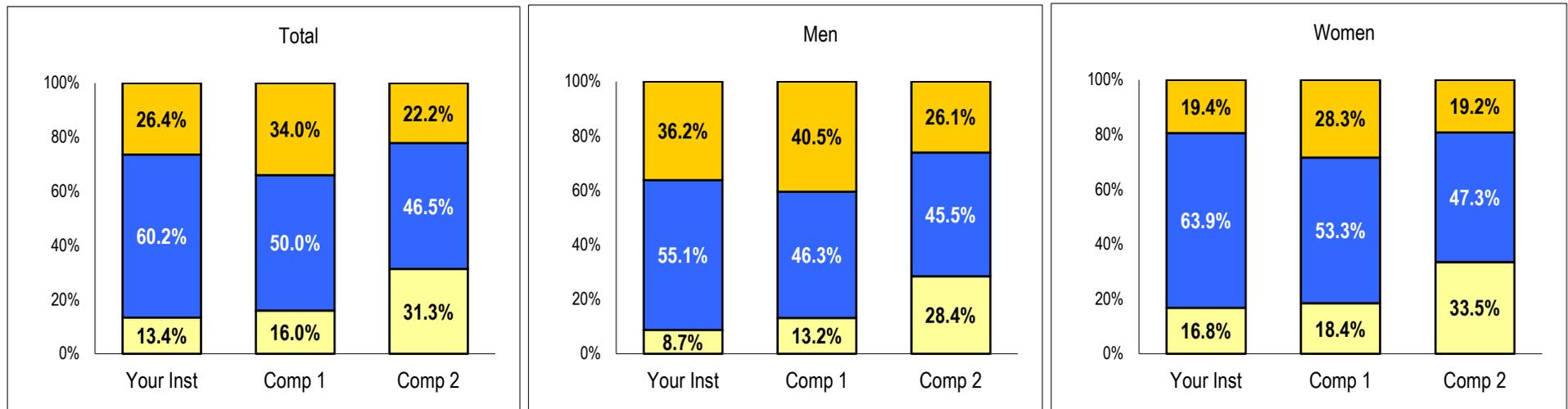* *Accept mistakes as part of the learning process* (0.95)

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

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	329	14,322	29,378	138	6,115	12,154	191	8,207	17,224
High Academic Self-Concept	26.4%	34.0%	22.2%	36.2%	40.5%	26.1%	19.4%	28.3%	19.2%
Average Academic Self-Concept	60.2%	50.0%	46.5%	55.1%	46.3%	45.5%	63.9%	53.3%	47.3%
Low Academic Self-Concept	13.4%	16.0%	31.3%	8.7%	13.2%	28.4%	16.8%	18.4%	33.5%
Significance (based on High score group)	-			-			-		

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

Survey items and estimation 'weights':

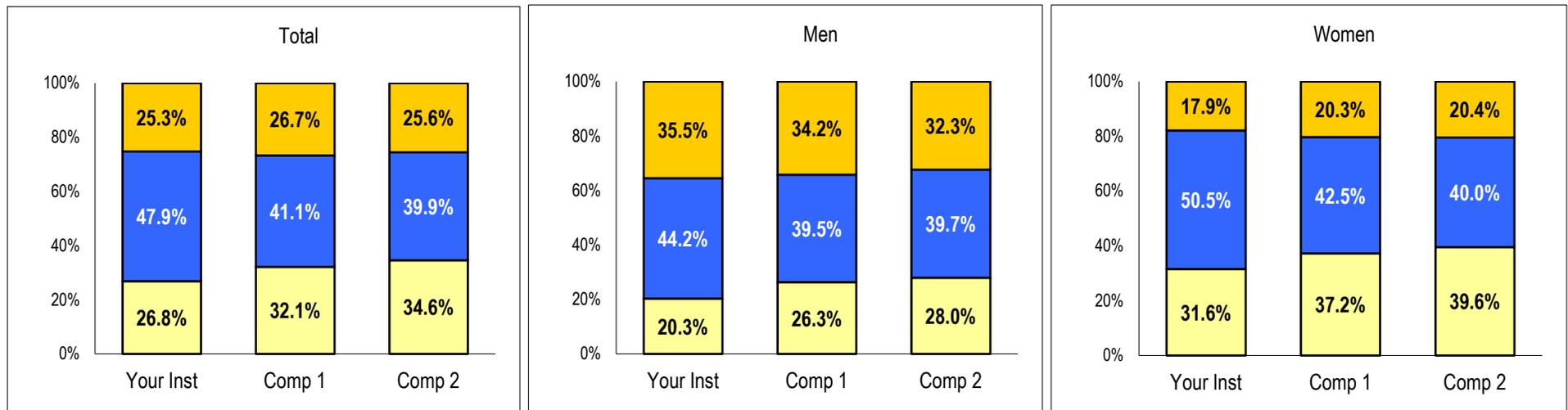*Rate yourself on each of the following traits as compared with the average person your age:*

 * *Academic ability* (3.52)

 * *Mathematical ability* (1.32)

 * *Self-confidence - intellectual* (1.22)

 * *Drive to achieve* (0.95)

2B

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	328	14,314	29,356	138	6,110	12,143	190	8,204	17,213
High Social Self-Concept	25.3%	26.7%	25.6%	35.5%	34.2%	32.3%	17.9%	20.3%	20.4%
Average Social Self-Concept	47.9%	41.1%	39.9%	44.2%	39.5%	39.7%	50.5%	42.5%	40.0%
Low Social Self-Concept	26.8%	32.1%	34.6%	20.3%	26.3%	28.0%	31.6%	37.2%	39.6%
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:
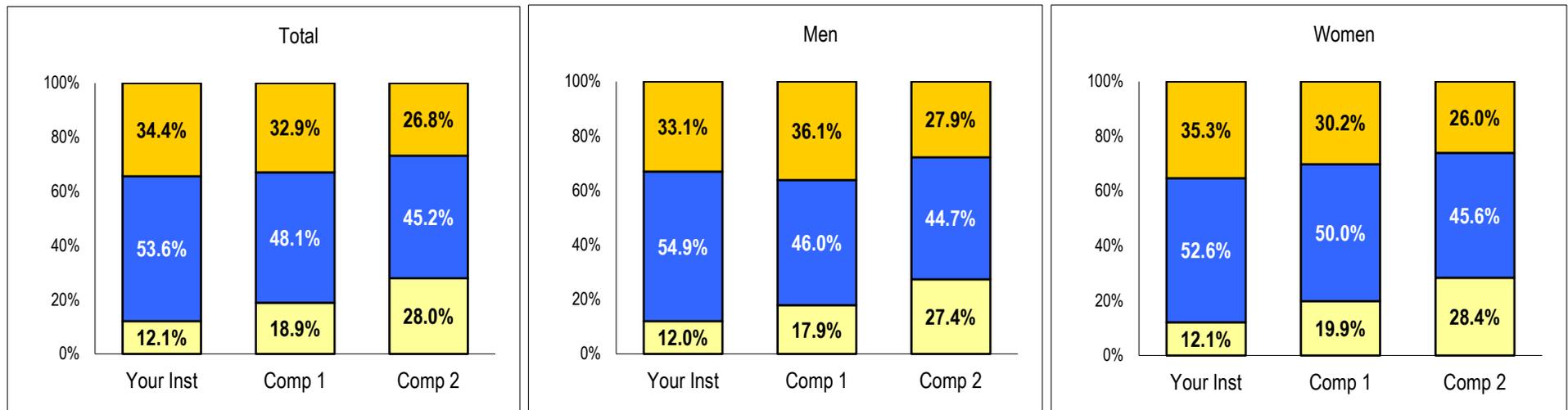
* Self-confidence - social (2.33)

* Leadership ability (1.96)

* Popularity (1.92)

* Public speaking ability (1.68)

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

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	14,262	29,509	133	6,077	12,190	190	8,185	17,319
High Pluralistic Orientation	34.4%	32.9%	26.8%	33.1%	36.1%	27.9%	35.3%	30.2%	26.0%
Average Pluralistic Orientation	53.6%	48.1%	45.2%	54.9%	46.0%	44.7%	52.6%	50.0%	45.6%
Low Pluralistic Orientation	12.1%	18.9%	28.0%	12.0%	17.9%	27.4%	12.1%	19.9%	28.4%
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:

 * *Ability to work cooperatively with diverse people* (2.39)
 * *Tolerance of others with different beliefs* (2.35)
 * *Openness to having my own views challenged* (2.13)
 * *Ability to discuss and negotiate controversial issues* (2.03)
 * *Ability to see the world from someone else's perspective* (1.78)

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

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

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	326	13,901	28,624	138	5,906	11,786	188	7,995	16,838
High Social Agency	24.8%	29.5%	25.9%	22.5%	25.4%	22.6%	26.6%	33.1%	28.4%
Average Social Agency	50.3%	45.1%	43.5%	48.6%	44.9%	43.0%	51.6%	45.2%	43.9%
Low Social Agency	24.8%	25.4%	30.6%	29.0%	29.6%	34.4%	21.8%	21.7%	27.7%
Significance (based on High score group)	-			-			-		
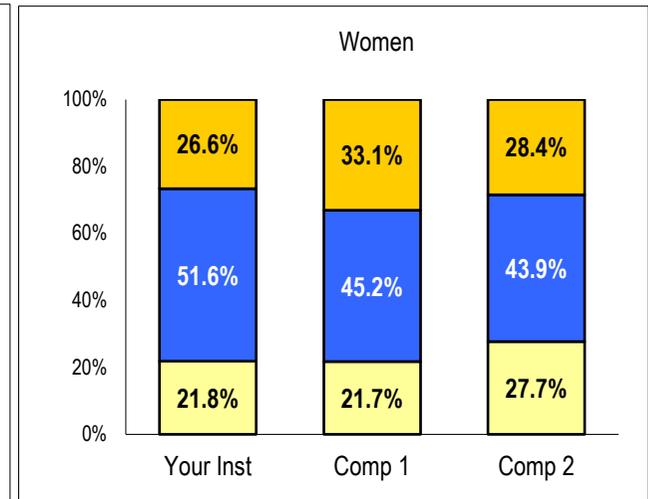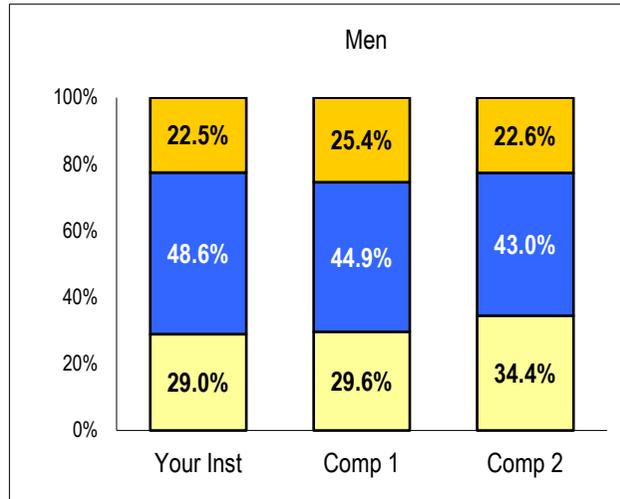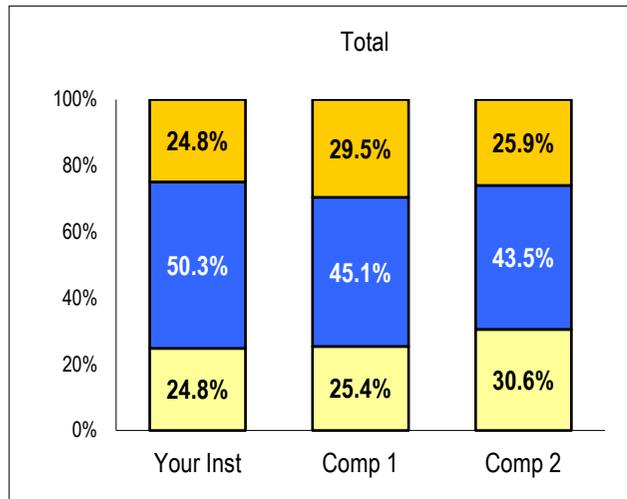
Note: Significance * p<.05, ** p<.01, *** p<.001

Survey items and estimation 'weights':

Indicate the importance to you personally of each of the following:

* Participating in a community action program (2.42)
* Helping to promote racial understanding (2.05)
* Becoming a community leader (2.01)

* Influencing social values (1.58)
* Helping others who are in difficulty (1.36)
* Keeping up to date with political affairs (1.35)

College Reputation Orientation
CIRP Construct Group Report

Cooperative Institutional Research Program
at the **Higher Education Research Institute at UCLA**

College Reputation Orientation – measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	14,105	29,092	136	6,000	11,999	187	8,105	17,093
High College Reputation Orientation	28.2%	35.1%	28.8%	30.9%	34.3%	23.9%	26.2%	35.8%	32.6%
Average College Reputation Orientation	42.4%	38.5%	41.2%	42.6%	37.8%	41.2%	42.2%	39.1%	41.1%
Low College Reputation Orientation	29.4%	26.4%	30.0%	26.5%	27.9%	34.9%	31.6%	25.1%	26.3%
Significance (based on High score group)	-			-			-		
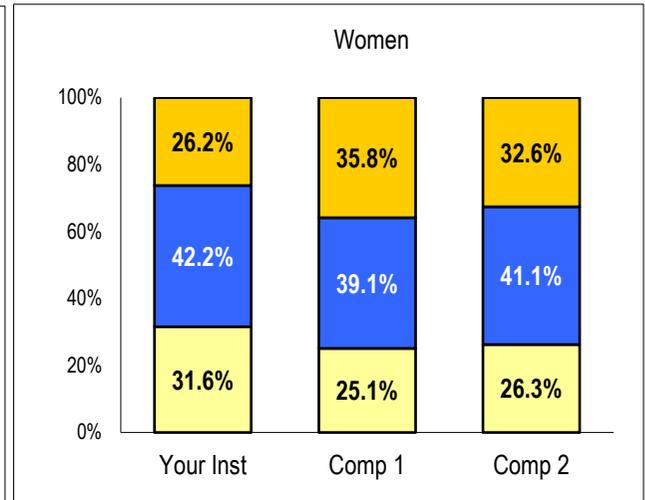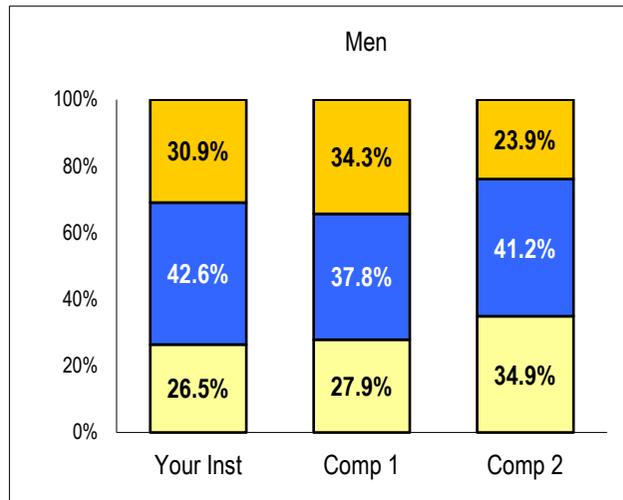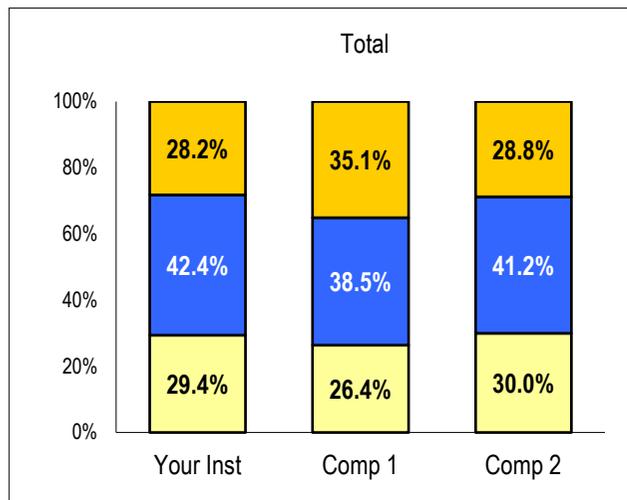
Note: Significance * p<.05, ** p<.01, *** p<.001

Survey items and estimation 'weights':

How important was each reason in your decision to come here?

* This college's graduates get good jobs (6.11)

* This college's graduates gain admission to top graduate/professional schools (2.50)

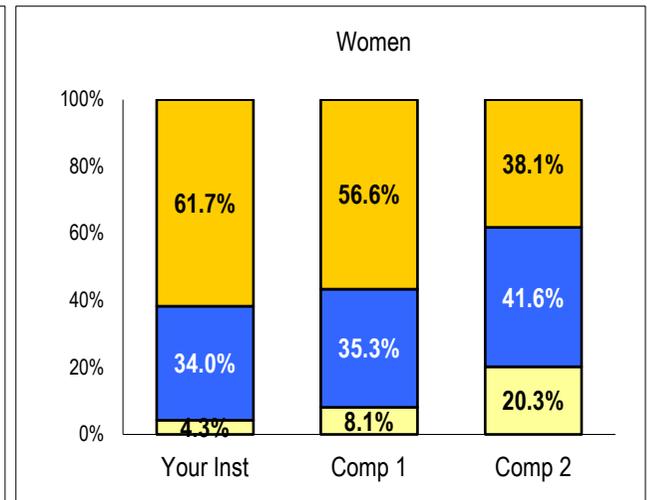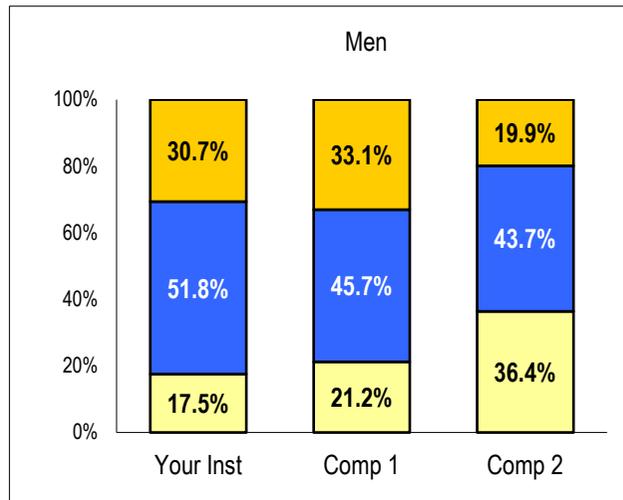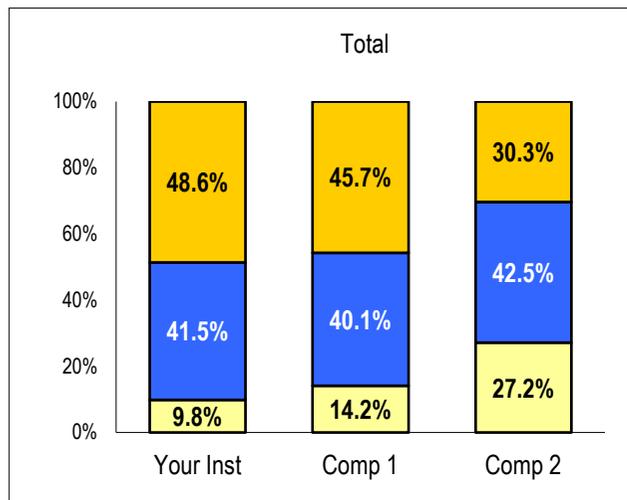** This college has a very good academic reputation* (1.54)

Likelihood of College Involvement

CIRP Construct Group Report

Likelihood of College Involvement – is a unified measure of students' expectations about their involvement in college life generally.

Kenyon College	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	325	13,818	28,039	137	5,864	11,529	188	7,954	16,510
☐ High Likelihood of College Involvement	48.6%	45.7%	30.3%	30.7%	33.1%	19.9%	61.7%	56.6%	38.1%
■ Average Likelihood of College Involvement	41.5%	40.1%	42.5%	51.8%	45.7%	43.7%	34.0%	35.3%	41.6%
☐ Low Likelihood of College Involvement	9.8%	14.2%	27.2%	17.5%	21.2%	36.4%	4.3%	8.1%	20.3%
Significance (based on High score group)	-		***	-			-		***

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

Survey items and estimation 'weights':

What is your best guess as to the chances that you will:

 * *Participate in student clubs/groups* (3.25)

 * *Participate in volunteer or community service work* (1.58)

 * *Socialize with someone of another racial/ethnic group* (1.28)

 * *Participate in a study abroad program* (1.24)

 * *Participate in student government* (0.96)

2G