

Using CIRP Surveys in Accreditation and Decision Making

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CIRP

Cooperative Institutional
Research Program

Funded
Research

Freshman
Survey



YFCY



CSS

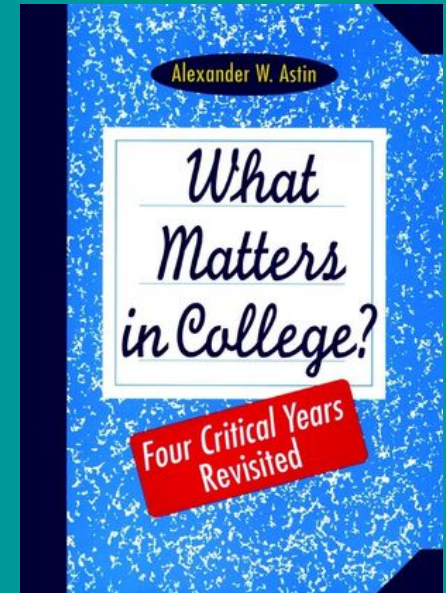


Faculty Survey

- Templeton Foundation
- National Science Foundation
- National Institutes of Health

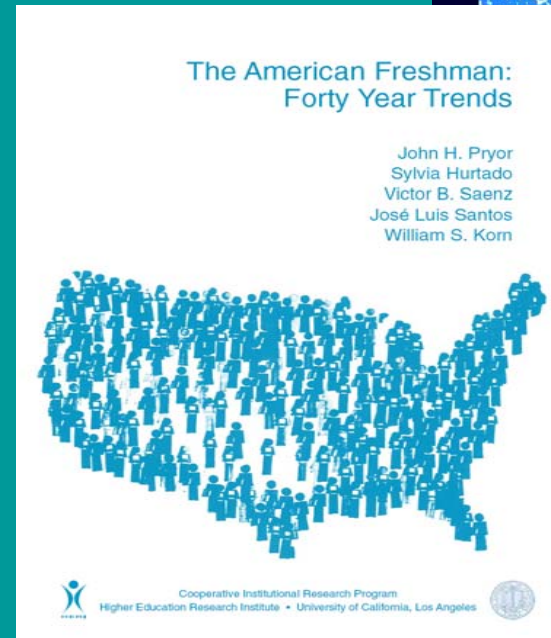
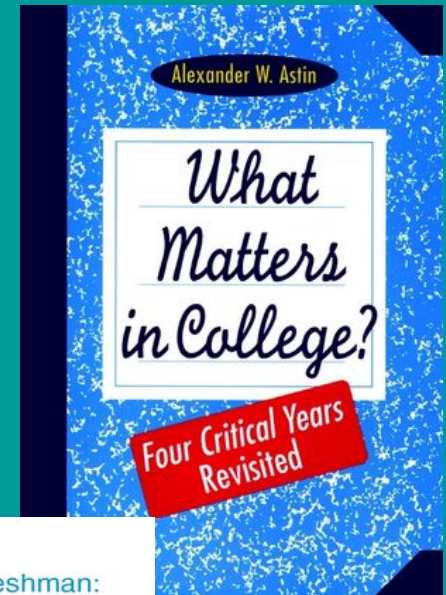
Introduction

- “The literature on collegiate student learning is remarkably clear on what it takes to produce quality learning. Based primarily on two landmark works, Pascarella and Terenzini’s *How College Affects Students* (1991) and **Astin’s *What Matters in College*** (1994)...”



Introduction

- CIRP surveys have been used for decades to understand and illustrate the impact of college, particularly the differential impact of student involvement and the college environment.
- CIRP surveys can be used as cross-sectional surveys, but the key advantage of CIRP surveys is that they are longitudinal.



Context of Learning

- CIRP Surveys are geared toward the education of the whole student.
- CIRP Surveys examine a broad range of areas in students' psychosocial development in relation to experiences in the context of their learning environments.
- The combination of CIRP Surveys capture key aspects of the college environment where learning occurs.
- We connect the information on the context of learning to outcomes such as self-reported GPA, GRE scores, gains, and future plans (graduate/professional school).

Advantages of Using CIRP Surveys

- Benchmarking against your own institution
 - Trends over time
 - CIRP Freshman Survey (43 years)
 - Your First College Year (8 years)
 - College Senior Survey (15 years)
- Benchmarking against other institutions
 - Comparison groups
 - Peer groups

Advantages of Using CIRP Surveys

- Comprehensive surveys that cover many areas.
- Merging data that describes student experiences with “outcomes” data that may be used in a WASC review.
- Context of learning can guide your knowledge of the differential attainment of outcomes and help identify areas in which your institution can improve.

Helpful CIRP Tools to Prepare for a WASC Review

- Institutional report with comparison groups
- Raw data for analysis
- Aggregate customized peer reports
- New PowerPoint presentation
- Data analysis online

2006 CIRP INSTITUTIONAL SUMMARY 900100

Whatsamatta University First-time Full-time Freshmen	# Resp- ondents	Your Institution			Public Univ-hi			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		1,250	1,506	2,756	16,720	23,773	42,493	31,791	36,209	70,000
In what year did you graduate from high school?	2,745									
2006		99.0	99.5	99.2	99.2	99.5	99.3	98.7	99.2	98.9
2005		0.7	0.5	0.6	0.6	0.4	0.5	0.8	0.6	0.7
2004		0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1
2003 or earlier		0.2	0.0	0.1	0.2	0.0	0.1	0.3	0.1	0.2
Did not graduate but passed G.E.D. test		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Never completed high school		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How old will you be on December 31 of this year?	2,746									
16 or younger		0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1
17		2.2	3.0	2.7	1.4	2.1	1.8	1.4	2.1	1.8
18		67.1	73.6	70.6	65.4	73.2	69.5	63.3	70.8	67.3
19		29.4	23.1	26.0	32.4	24.2	28.1	34.1	26.4	30.0
20		0.7	0.2	0.4	0.5	0.3	0.4	0.7	0.4	0.5
21 to 24		0.3	0.1	0.2	0.2	0.1	0.1	0.4	0.2	0.3
25 to 29		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
30 to 39		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
40 to 54		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
55 or older		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Are you: [1]	2,651									
White/Caucasian		77.3	72.6	74.7	73.5	69.6	71.5	74.8	71.1	72.8
African American/Black		4.8	5.3	5.0	4.9	7.2	6.1	5.9	8.6	7.3
American Indian/Alaska Native		1.1	0.9	1.0	1.9	2.2	2.1	2.2	2.6	2.4
Asian American/Asian		16.4	17.4	16.9	18.4	16.3	16.3	13.7	12.4	13.0
Native Hawaiian/Pacific Islander		0.3	0.3	0.3	1.3	1.4	1.4	1.5	1.4	1.5
Mexican American/Chicano		2.5	3.5	3.1	2.5	3.6	3.1	3.9	5.6	4.8
Puerto Rican		1.3	1.2	1.2	1.2	1.3	1.3	1.1	1.2	1.2
Other Latino		3.7	6.4	5.2	4.4	5.2	4.8	3.5	4.2	3.9
Other		2.0	3.2	2.6	3.4	3.8	3.6	3.6	4.1	3.9
What was your average grade in high school?	2,738									
A or A+		42.1	46.0	44.2	28.1	34.6	31.5	21.2	28.2	24.9
A-		34.1	37.9	36.2	30.5	33.3	32.0	25.0	28.9	27.1
B+		16.0	12.1	13.9	22.1	19.7	20.9	22.5	21.4	22.0
B		6.3	3.5	4.7	15.1	10.7	12.8	22.1	16.4	19.1
B-		1.3	0.5	0.8	3.2	1.4	2.3	6.1	3.5	4.7
C+		0.2	0.0	0.1	0.8	0.3	0.5	2.2	1.2	1.7
C		0.0	0.1	0.0	0.2	0.1	0.2	0.8	0.4	0.6
D		0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?	2,729									
5 or less		2.0	1.3	1.6	2.3	2.3	2.3	3.4	3.5	3.4
6 to 10		2.1	2.6	2.3	2.7	2.7	2.7	3.7	4.2	3.9
11 to 50		14.2	16.7	15.6	18.9	17.4	18.1	21.3	19.9	20.6
51 to 100		11.9	14.7	13.4	18.5	16.1	18.3	23.1	23.2	23.1
101 to 500		27.4	24.7	25.9	48.5	46.5	48.5	39.3	39.1	39.2
Over 500		42.4	40.0	41.1	9.0	10.9	10.0	9.2	10.3	9.8
Is English your native language?	2,739									
Yes		89.5	89.1	89.3	88.6	87.2	87.9	89.3	88.4	88.8
No		10.5	10.9	10.7	11.4	12.8	12.1	10.7	11.6	11.2

[1] Percentages will add to more than 100.0 if any student marked more than one category.

Using CIRP Surveys in a WASC Review

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (Criteria for Review: 2.2a)

- Habits of critical analysis:
 - *Compared with when you first entered this college, how would you now describe your:*
 - Analytical and problem-solving skills (YFCY #1, CSS #10)
 - Ability to think critically (YFCY #1, CSS #10)
- Understanding of diversity:
 - *Compared with when you first entered this college, how would you now describe your:*
 - Knowledge of people from different races/cultures (YFCY #1, CSS #10)

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (Criteria: 2.2a - cont'd)

- Ability to work with others:
 - *Compared with when you first entered this college how would you now describe your:*
 - Interpersonal skills (CSS #10)
 - Ability to get along with people of different races/ethnicities (CSS #10)
- Civic responsibility:
 - *Compared with when you first entered this college how would you now describe your:*
 - Understanding of the problems facing your community (YFCY #1, CSS #10)
 - Understanding of social problems facing our nation (CSS #10)
 - Understanding of global issues (YFCY #1, CSS #10)
- Capability to engage in lifelong learning:
 - *Compared with when you first entered this college how would you now describe your:*
 - Preparedness for employment after college (CSS #10)
 - Preparedness for graduate or advanced education (CSS #10)

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (Criteria for Review: 2.5)

- Actively involved students in learning:
 - *Since entering college, have you:*
 - Enrolled in honors or advanced courses (YFCY #20, CSS #6)
 - Taken a first-year seminar designed to help first year students adjust to college (YFCY #20)
 - *Since entering college, how often have you:*
 - Worked on a professor's research project (YFCY #21, CSS #5)
 - Performed community service as part of class (YFCY #10, CSS #5)
- Provide students with appropriate feedback about performance:
 - In how many of the courses that you teach do you use (Faculty #33):
 - Multiple-choice exams, essay exams, short-answer exams, quizzes, weekly essay assignments, student presentations, term/research papers, student evaluations of each others' work, grading on a curve

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Scholarship and Creative Activity (Criteria: 2.9)

- Actively values and promotes scholarship and creative activity:
 - *How often in the past year did you* (YFCY #15):
 - Ask questions in class
 - Support your opinions with an argument
 - Seek alternative solutions to a problem
 - Explore topics on your own, even though it was not required for a class
- Recognizes and promotes linkages among scholarship, teaching, student learning, and service:
 - *Indicate how important you believe each priority listed below is at your college or university* (Faculty #28):
 - Promote the intellectual development of students
 - Facilitate student involvement in community service
 - Pursue extramural funding

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Support for Student Learning (Criteria: 2.10)

- Student satisfaction:
 - *Rate your satisfaction with* (YFCY #18, CSS #12):
 - Amount of contact with faculty
 - Class size
 - Relevance of coursework to future career plans
 - Overall quality of instruction
- Student experiences/Campus climate:
 - *Indicate the extent to which you agree or disagree* (YFCY #12, CSS #11):
 - I have been singled out because of my race/ethnicity, gender, or sexual orientation
 - There is a lot of racial tension on this campus
 - There is strong competition among students for high grades

WASC Standard 2: Achieving Educational Objectives Through Core Functions

Support for Student Learning (Criteria: 2.13)

- Support services:
 - *Rate your satisfaction with:*
 - Computer facilities/labs (YFCY #6, CSS #1)
 - Library facilities and services (YFCY #6, CSS #1)
 - Laboratory facilities and equipment (YFCY #6, CSS #1)
 - Student housing facilities (YFCY #6, CSS #1)
 - Financial aid package (YFCY #6, CSS #1)
 - Student health services (YFCY #6, CSS #1)
 - Academic advising (YFCY #6, CSS #1)
 - Orientation for new students (YFCY #6)
 - Career counseling and advising (CSS #1)

Summary

- CIRP's comprehensive survey instruments provide a wealth of information on the context of learning that may be used in a WASC Review.
- CIRP surveys may be used to self-evaluate your institution's context of learning in preparation for a WASC review.
- CIRP self-reported outcomes may be used to understand the relationship between the environment you provide on your campus and differential gains in outcomes.

For More Information About CIRP:

**Please go to the HERI booth
or use our website:**

<http://www.heri.ucla.edu>

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