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2010-11 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

Saint Thomas University

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

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2010-11 HERI FacultySurvey

CIRP Construct Reports

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How to Read the CIRP Construct Mean Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two sets of reports are generated for CIRP Constructs. The Mean Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score group of a construct. We suggest you use the report that best fits your needs as an institution.

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

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.

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.

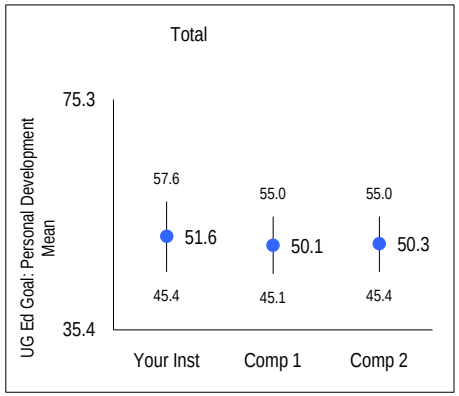
Mean – The arithmetic mean is computed for each CIRP Construct. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10.

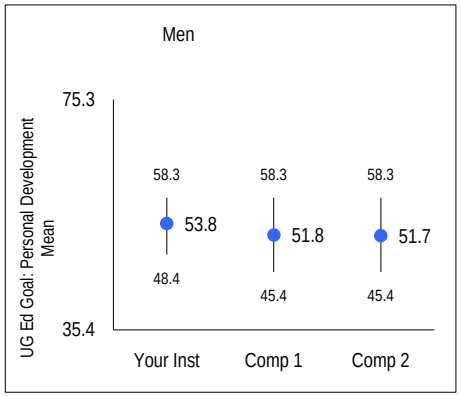
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. 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 "Career Related Stress" CIRP Construct suggests your faculty score lower than comparison schools).

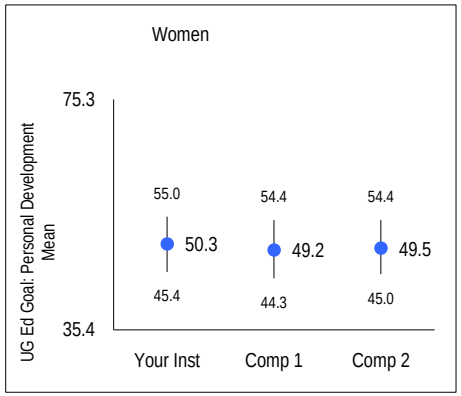
Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is as central goal for undergraduate education.

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':
Indicate the importance to you of each of the following education goals for undergraduate students:

* Help students develop personal values (4.92)
* Provide for students' emotional development (2.91)
* Develop moral character (2.87)
* Enhance students' self-understanding (2.65)

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

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

Charts – Provide a visual display of 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.

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CIRP Construct Mean Report

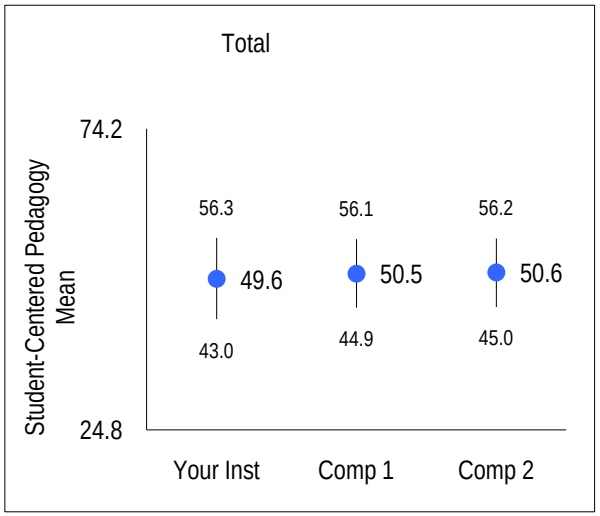
Student-Centered Pedagogy

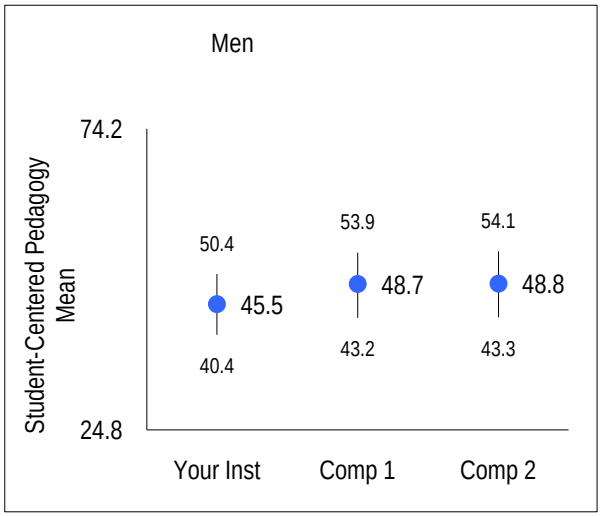
Full-time Undergraduate Faculty

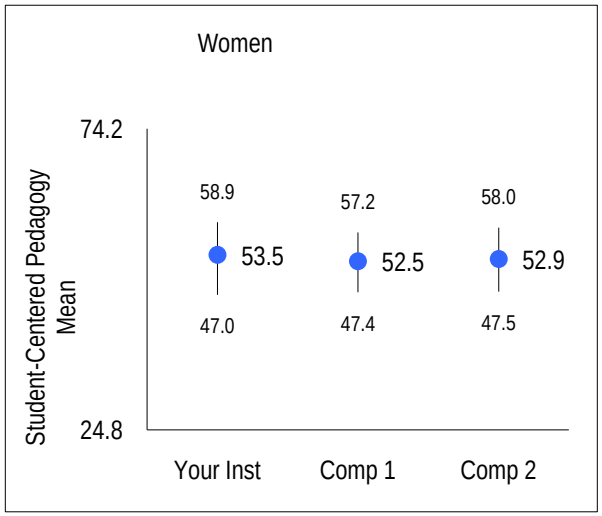
Student-Centered Pedagogy – Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,164	12,376	26	2,133	6,624	27	2,031	5,752
Mean	49.6	50.5	50.6	45.5	48.7	48.8	53.5	52.5	52.9
Standard Deviation	9.20	8.16	8.30	8.30	8.26	8.19	8.38	7.53	7.88
Significance	-			-	*	*	-		
Effect Size	-	-0.11	-0.13	-	-0.39	-0.41	-	0.14	0.08
25th percentile	43.0	44.9	45.0	40.4	43.2	43.3	47.0	47.4	47.5
75th percentile	56.3	56.1	56.2	50.4	53.9	54.1	58.9	57.2	58.0

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







Survey items and estimation 'weights':

In how many of the courses that you teach do you use each of the following?

* Cooperative learning (small groups) (2.30)
* Student presentations (1.85)
* Group projects (1.82)
* Class discussions (1.70)
* Student evaluations of each others' work (1.53)
* Reflective writing/journaling (1.37)
* Experiential learning/Field studies (1.30)
* Using student inquiry to drive learning (1.26)
* Student-selected topics for course content (1.21)

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CIRP Construct Mean Report

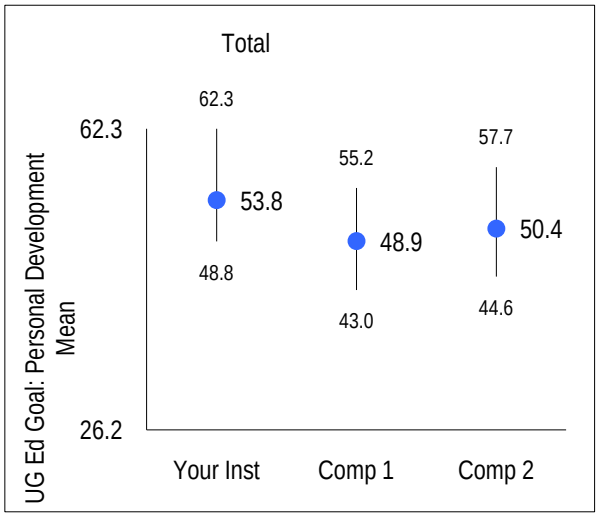
Undergraduate Education Goal: Personal Development

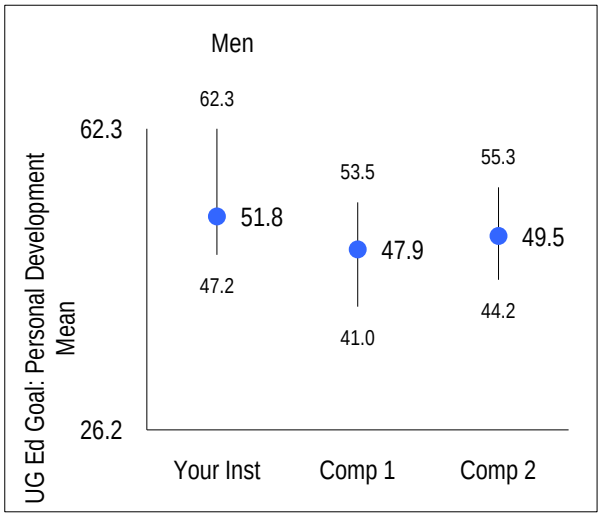
Full-time Undergraduate Faculty

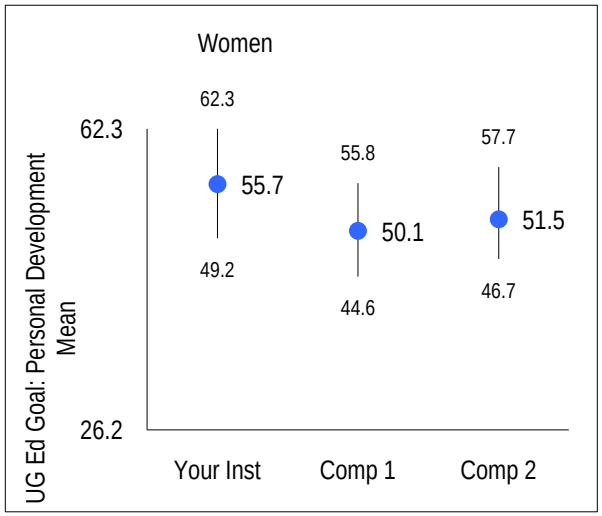
Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is a central goal for undergraduate education.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	51	4,151	12,268	25	2,130	6,586	26	2,021	5,682
Mean	53.8	48.9	50.4	51.8	47.9	49.5	55.7	50.1	51.5
Standard Deviation	8.16	8.39	8.30	9.03	8.25	8.29	6.87	8.39	8.18
Significance	-	***	**	-	*		-	***	**
Effect Size	-	0.59	0.41	-	0.48	0.28	-	0.67	0.52
25th percentile	48.8	43.0	44.6	47.2	41.0	44.2	49.2	44.6	46.7
75th percentile	62.3	55.2	57.7	62.3	53.5	55.3	62.3	55.8	57.7

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







Survey items and estimation 'weights':

Indicate the importance to you of each of the following education goals for undergraduate students:

* Help students develop personal values (4.92)
* Provide for students' emotional development (2.91)
* Develop moral character (2.87)
* Enhance students' self-understanding (2.65)

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CIRP Construct Mean Report

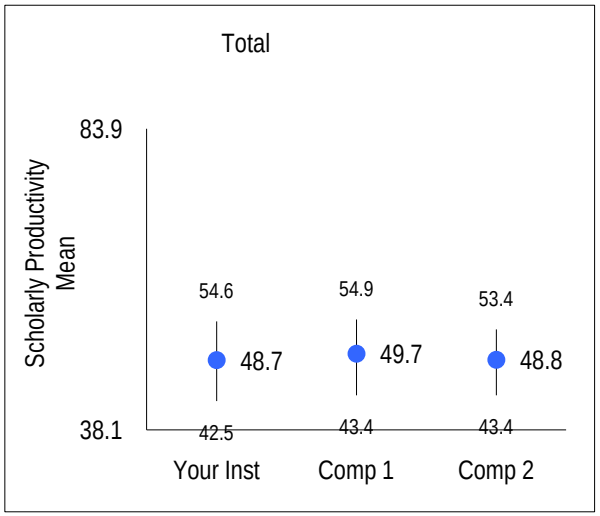
Scholarly Productivity

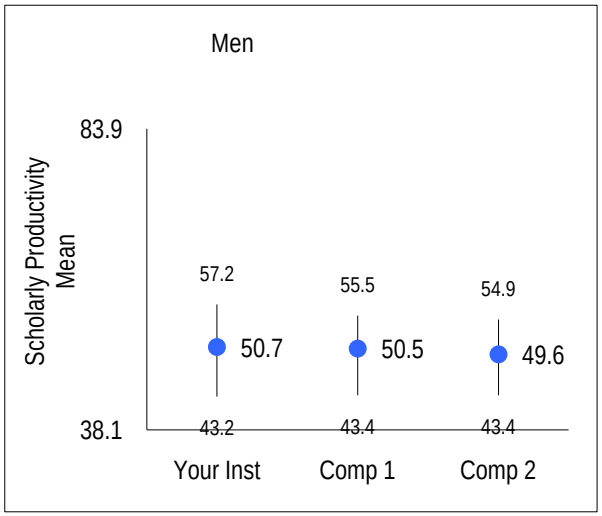
Full-time Undergraduate Faculty

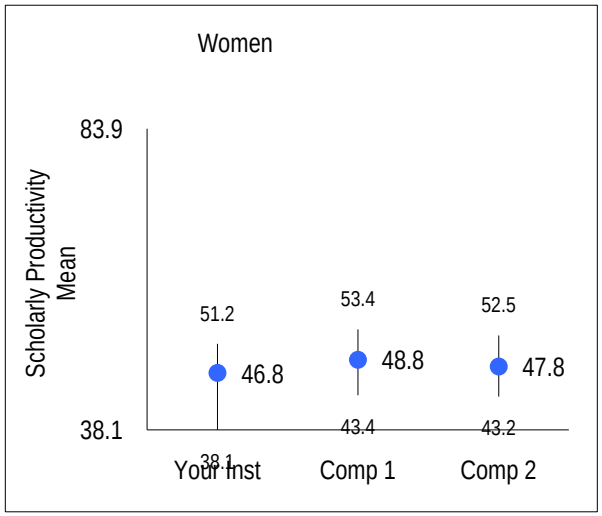
Scholarly Productivity – A unified measure of the scholarly activity of faculty.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,163	12,374	26	2,132	6,622	27	2,031	5,752
Mean	48.7	49.7	48.8	50.7	50.5	49.6	46.8	48.8	47.8
Standard Deviation	8.53	7.64	7.56	8.78	8.05	7.94	7.97	6.99	6.93
Significance	-			-			-		
Effect Size	-	-0.13	-0.01	-	0.03	0.14	-	-0.29	-0.14
25th percentile	42.5	43.4	43.4	43.2	43.4	43.4	38.1	43.4	43.2
75th percentile	54.6	54.9	53.4	57.2	55.5	54.9	51.2	53.4	52.5

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







Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic and professional journals (3.09)
* How many of your professional writings have been published or accepted for publication in the last two years (2.53)
* Chapters in edited volumes (2.11)

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CIRP Construct Mean Report

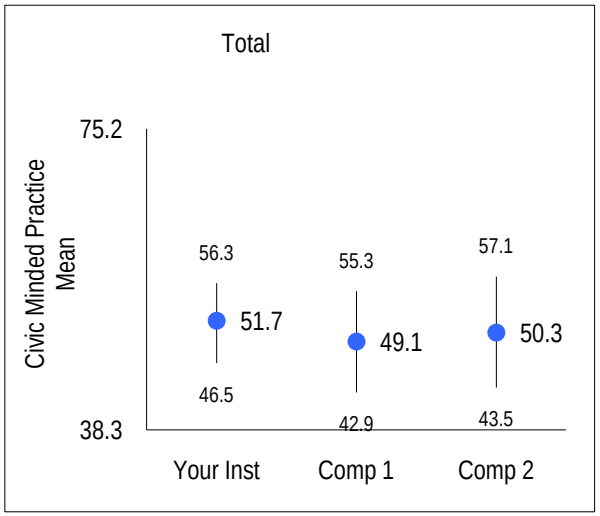
Civic Minded Practice

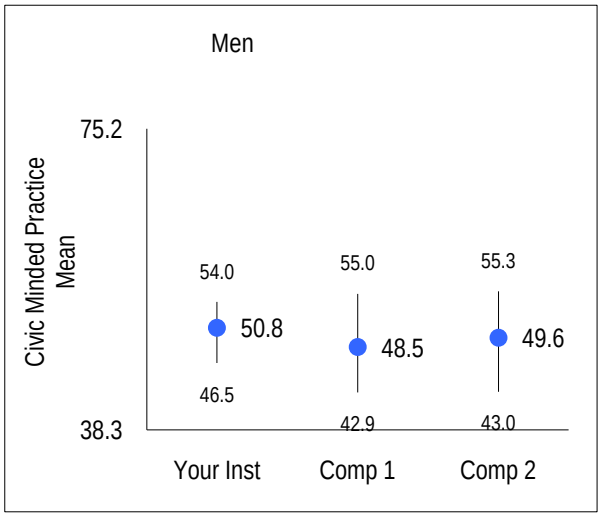
Full-time Undergraduate Faculty

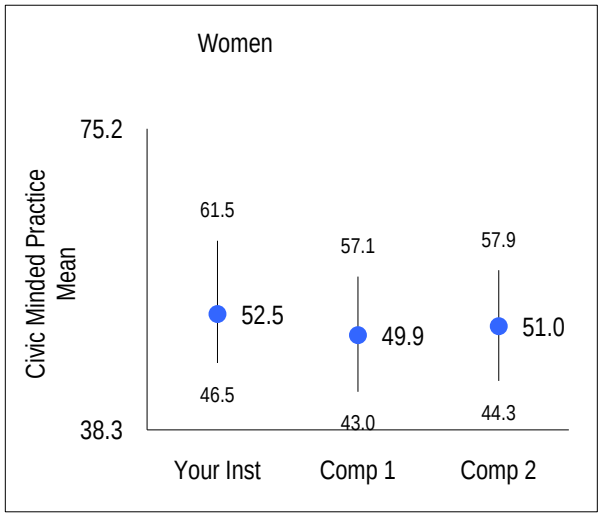
Civic Minded Practice – A unified measure of faculty involvement in civic activities.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,169	12,387	26	2,136	6,628	27	2,033	5,759
Mean	51.7	49.1	50.3	50.8	48.5	49.6	52.5	49.9	51.0
Standard Deviation	8.15	8.23	8.13	6.69	8.13	8.00	9.40	8.28	8.22
Significance	-	*		-			-		
Effect Size	-	0.31	0.18	-	0.29	0.15	-	0.31	0.18
25th percentile	46.5	42.9	43.5	46.5	42.9	43.0	46.5	43.0	44.3
75th percentile	56.3	55.3	57.1	54.0	55.0	55.3	61.5	57.1	57.9

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







Survey items and estimation 'weights':

* Collaborated with the local community in research/teaching (1.87)
* Do you use your scholarship to address local community needs? (1.78)
* Community service as part of coursework (1.64)
* Engaged in public service/professional consulting without pay? (1.51)
* Community or public service (1.35)
* Advised student groups involved in service/volunteer work (1.33)

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CIRP Construct Mean Report

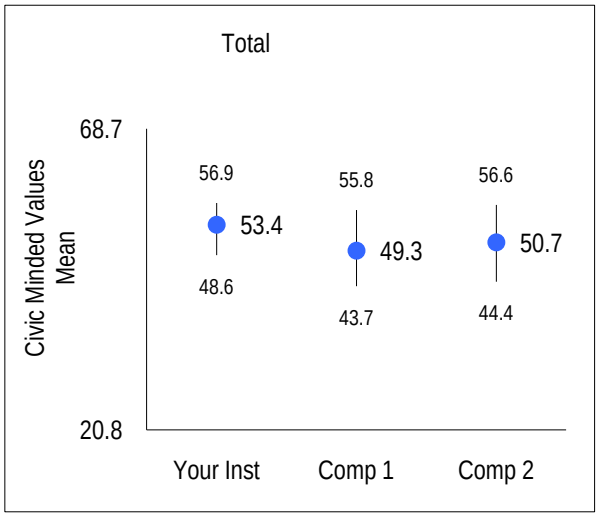
Civic Minded Values

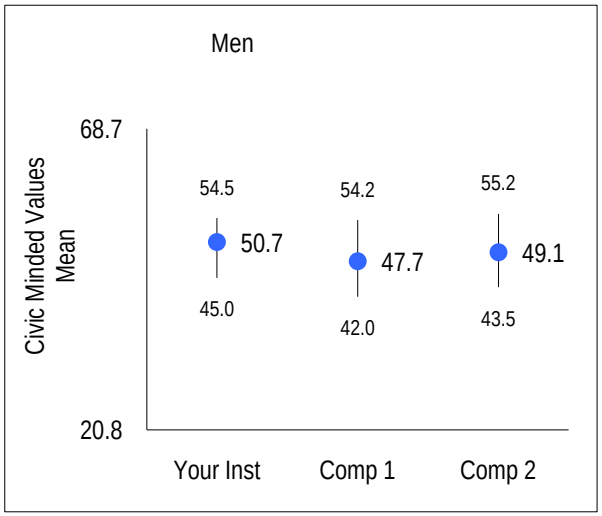
Full-time Undergraduate Faculty

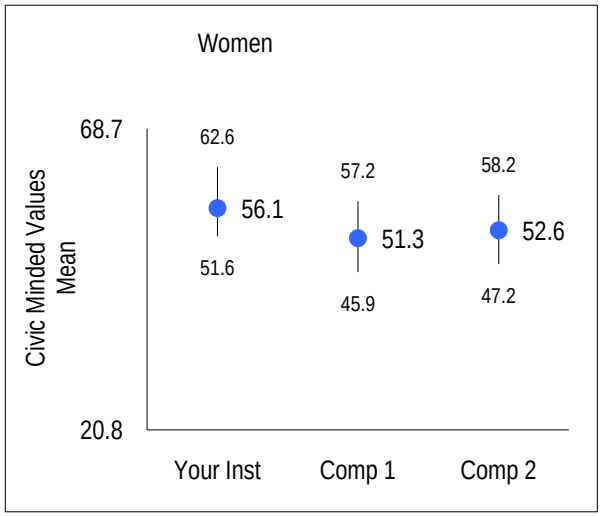
Civic Minded Values – A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,169	12,385	26	2,136	6,628	27	2,033	5,757
Mean	53.4	49.3	50.7	50.7	47.7	49.1	56.1	51.3	52.6
Standard Deviation	8.57	9.13	8.86	8.55	9.37	9.00	7.85	8.40	8.27
Significance	-	**	*	-			-	**	*
Effect Size	-	0.45	0.31	-	0.32	0.18	-	0.57	0.42
25th percentile	48.6	43.7	44.4	45.0	42.0	43.5	51.6	45.9	47.2
75th percentile	56.9	55.8	56.6	54.5	54.2	55.2	62.6	57.2	58.2

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







Survey items and estimation 'weights':

* Encourage students to become agents of social change (2.37)
* Colleges should encourage students to be involved in community service activities (2.22)
* Instill in students a commitment to community service (2.15)
* Colleges should be actively involved in solving social problems (1.75)
* Colleges have a responsibility to work with their surrounding communities to address local issues (1.64)
* Influencing social values (1.31)

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CIRP Construct Mean Report

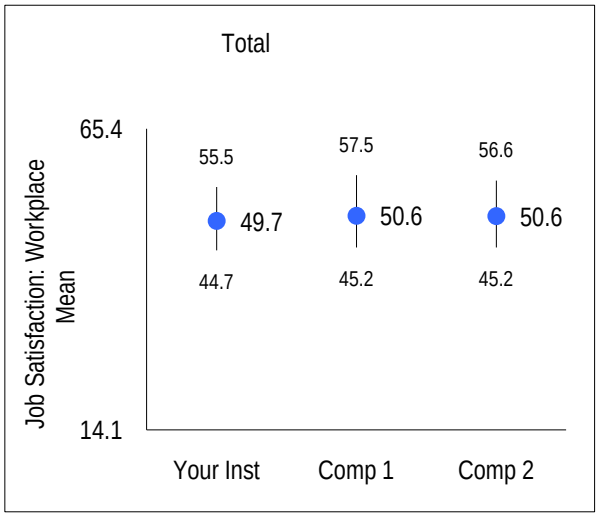
Job Satisfaction: Workplace

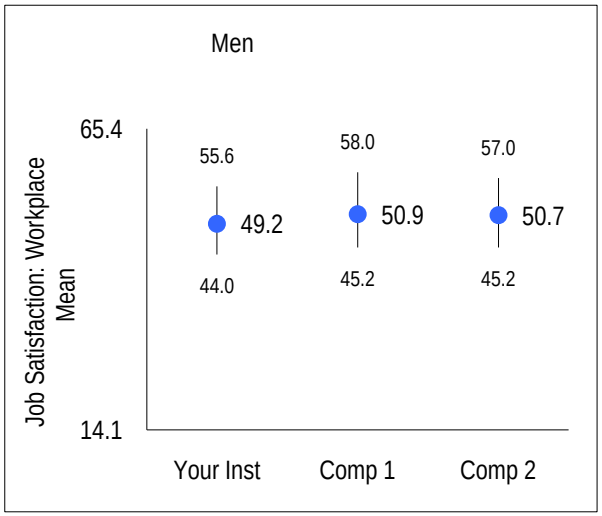
Full-time Undergraduate Faculty

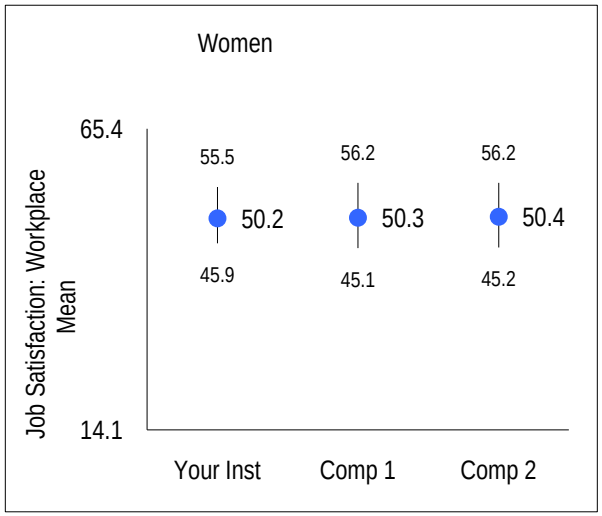
Job Satisfaction: Workplace – A unified measure of the extent to which faculty are satisfied with their working environment.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,166	12,379	26	2,136	6,626	27	2,030	5,753
Mean	49.7	50.6	50.6	49.2	50.9	50.7	50.2	50.3	50.4
Standard Deviation	8.84	8.97	8.65	8.98	9.40	8.88	8.84	8.41	8.35
Significance	-			-			-		
Effect Size	-	-0.10	-0.10	-	-0.18	-0.16	-	-0.01	-0.03
25th percentile	44.7	45.2	45.2	44.0	45.2	45.2	45.9	45.1	45.2
75th percentile	55.5	57.5	56.6	55.6	58.0	57.0	55.5	56.2	56.2

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







Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

* Professional relationships with other faculty (2.55)
* Competency of colleagues (1.92)
* Autonomy and independence (1.57)
* Departmental leadership (1.51)
* Course assignments (1.33)

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2010-11 HERI Faculty Survey

CIRP Construct Mean Report

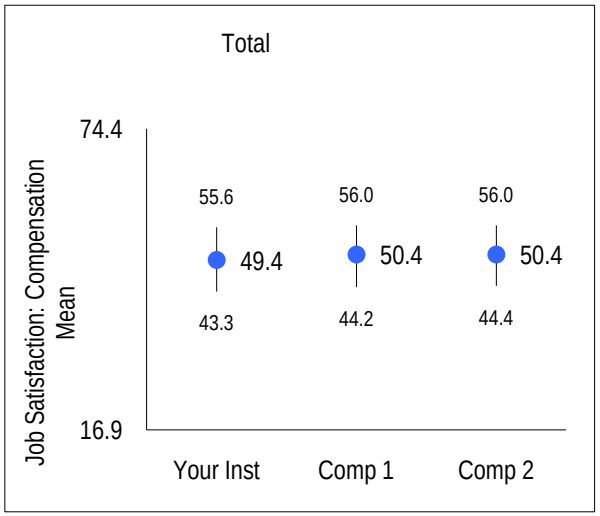
Job Satisfaction: Compensation

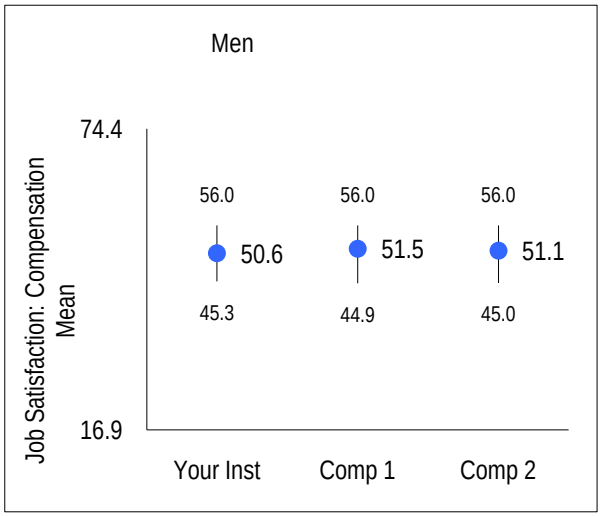
Full-time Undergraduate Faculty

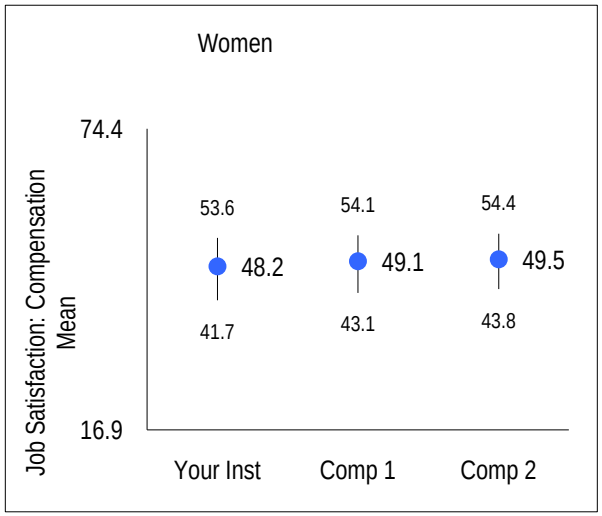
Job Satisfaction: Compensation – A unified measure of the extent to which faculty are satisfied with their compensation packages.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,166	12,379	26	2,136	6,625	27	2,030	5,754
Mean	49.4	50.4	50.4	50.6	51.5	51.1	48.2	49.1	49.5
Standard Deviation	9.93	8.30	8.16	8.44	8.41	8.32	11.20	7.97	7.87
Significance	-			-			-		
Effect Size	-	-0.13	-0.13	-	-0.10	-0.06	-	-0.12	-0.17
25th percentile	43.3	44.2	44.4	45.3	44.9	45.0	41.7	43.1	43.8
75th percentile	55.6	56.0	56.0	56.0	56.0	56.0	53.6	54.1	54.4

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







Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

* Opportunity for scholarly pursuits (2.18)
* Retirement benefits (1.48)
* Salary (1.40)
* Teaching load (1.27)
* Job security (1.26)
* Prospects for career advancement (1.25)

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2010-11 HERI Faculty Survey

CIRP Construct Mean Report

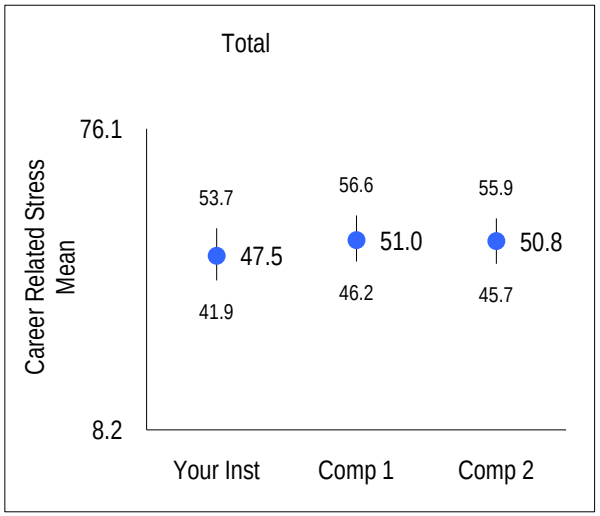
Career Related Stress

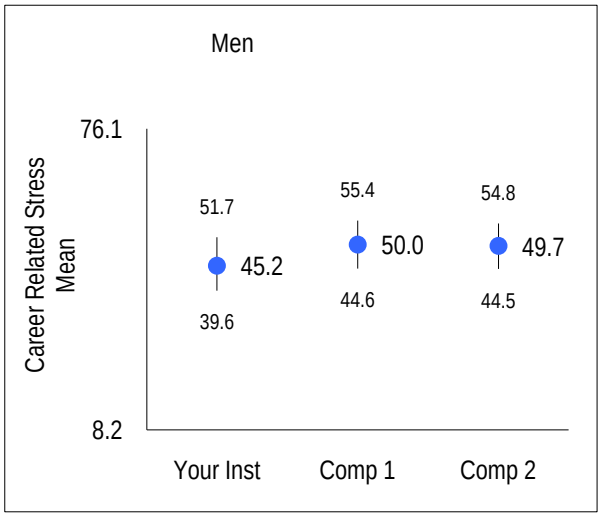
Full-time Undergraduate Faculty

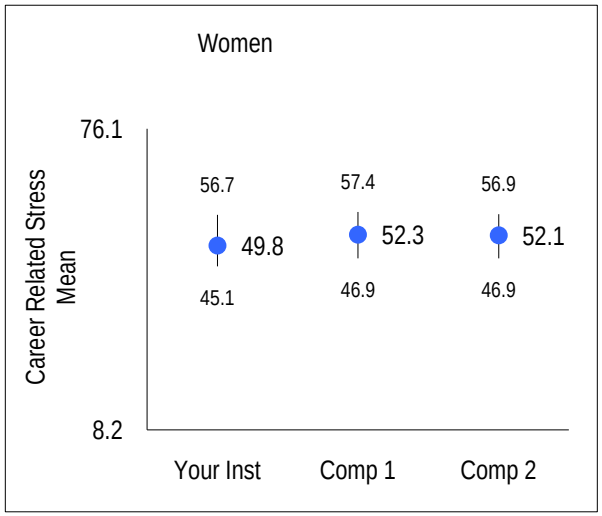
Career Related Stress – Measures the amount of stress faculty experience related to their career.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,161	12,368	26	2,132	6,619	26	2,029	5,749
Mean	47.5	51.0	50.8	45.2	50.0	49.7	49.8	52.3	52.1
Standard Deviation	8.37	7.56	7.75	7.02	7.55	7.84	9.10	7.39	7.43
Significance	-	***	**	-	**	**	-		
Effect Size	-	-0.47	-0.42	-	-0.63	-0.57	-	-0.34	-0.32
25th percentile	41.9	46.2	45.7	39.6	44.6	44.5	45.1	46.9	46.9
75th percentile	53.7	56.6	55.9	51.7	55.4	54.8	56.7	57.4	56.9

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







Survey items and estimation 'weights':

Please indicate the extent to which each of the following has been a source of stress for you during the last two years:

* Lack of personal time (1.52)
* Teaching load (1.38)
* Committee work (1.25)
* Institutional procedures/red tape (1.17)
* Colleagues (1.14)
* Research or publishing demands (1.13)
* Self-imposed high expectations (1.09)
* Students (1.08)

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2010-11 HERI Faculty Survey

CIRP Construct Mean Report

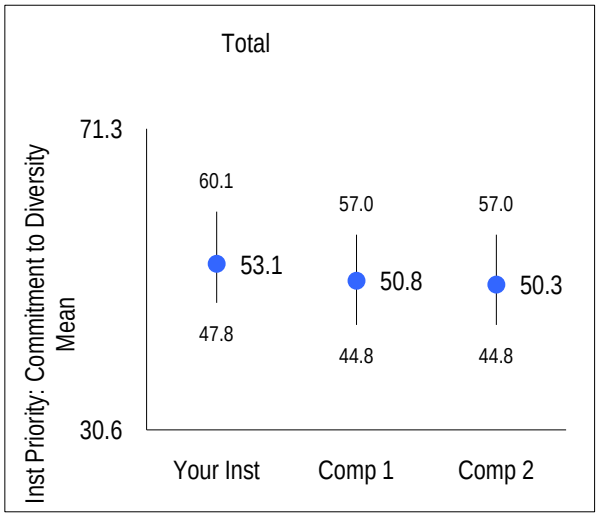
Institutional Priority: Commitment to Diversity

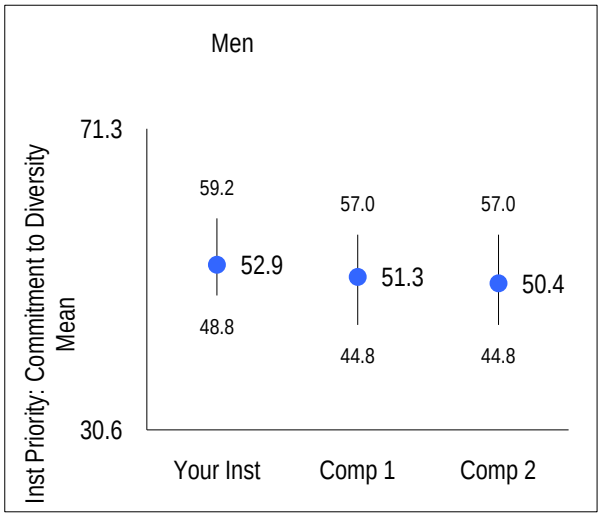
Full-time Undergraduate Faculty

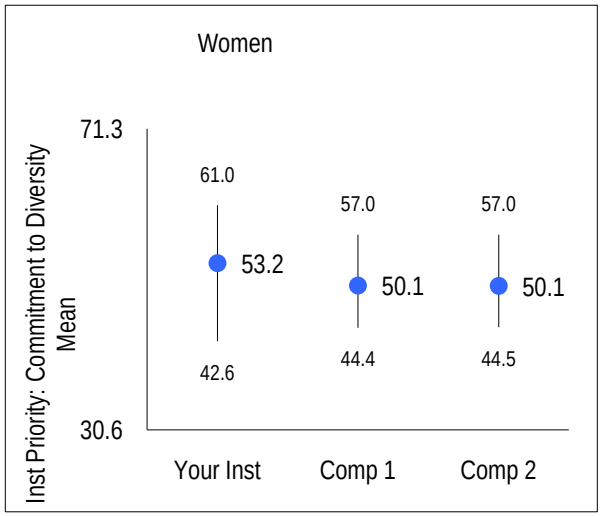
Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,155	12,332	26	2,129	6,599	26	2,026	5,733
Mean	53.1	50.8	50.3	52.9	51.3	50.4	53.2	50.1	50.1
Standard Deviation	9.81	8.99	9.09	7.04	8.70	8.87	12.11	9.29	9.34
Significance	-		*	-			-		
Effect Size	-	0.25	0.31	-	0.19	0.28	-	0.32	0.33
25th percentile	47.8	44.8	44.8	48.8	44.8	44.8	42.6	44.4	44.5
75th percentile	60.1	57.0	57.0	59.2	57.0	57.0	61.0	57.0	57.0

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To create a diverse multi-cultural campus environment (3.21)
* To increase the representation of minorities in the faculty and administration (3.05)
* To develop an appreciation for multiculturalism (2.79)
* To recruit more minority students (2.41)
* To increase the representation of women in the faculty and administration (1.76)

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CIRP Construct Mean Report

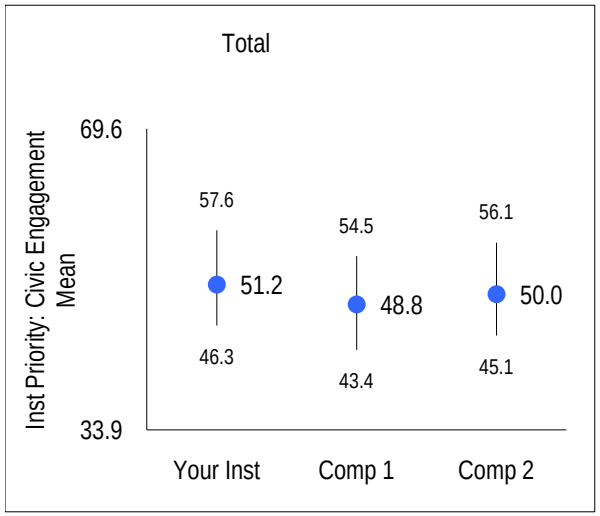
Institutional Priority: Civic Engagement

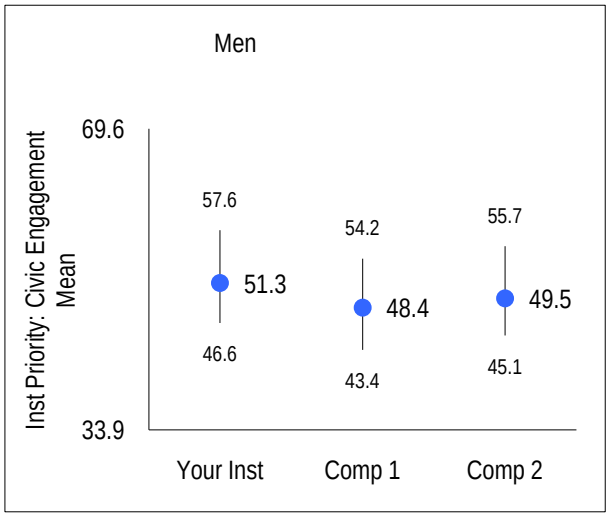
Full-time Undergraduate Faculty

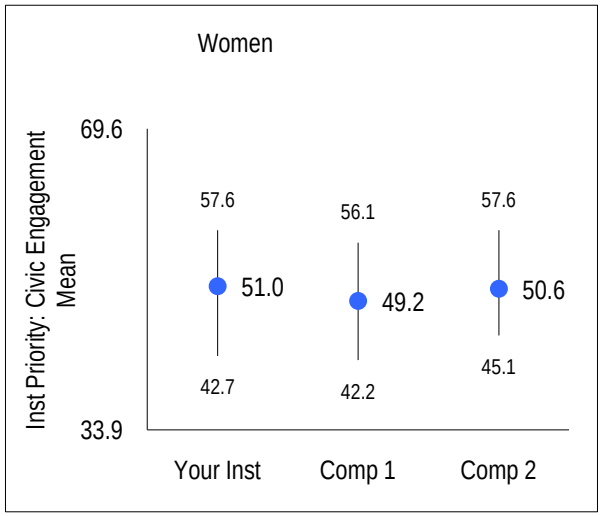
Institutional Priority: Civic Engagement – Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,155	12,338	26	2,129	6,604	26	2,026	5,734
Mean	51.2	48.8	50.0	51.3	48.4	49.5	51.0	49.2	50.6
Standard Deviation	9.25	8.30	8.47	8.42	7.91	8.20	10.18	8.72	8.75
Significance	-	*		-			-		
Effect Size	-	0.29	0.13	-	0.37	0.22	-	0.20	0.04
25th percentile	46.3	43.4	45.1	46.6	43.4	45.1	42.7	42.2	45.1
75th percentile	57.6	54.5	56.1	57.6	54.2	55.7	57.6	56.1	57.6

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To provide resources for faculty to engage in community-based teaching or research (4.27)
* To create and sustain partnerships with surrounding communities (2.50)
* To facilitate student involvement in community service (1.29)

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2010-11 HERI Faculty Survey

CIRP Construct Mean Report

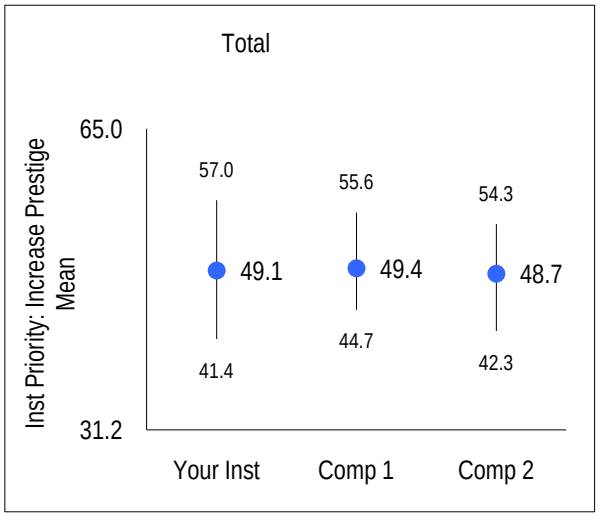
Institutional Priority: Increase Prestige

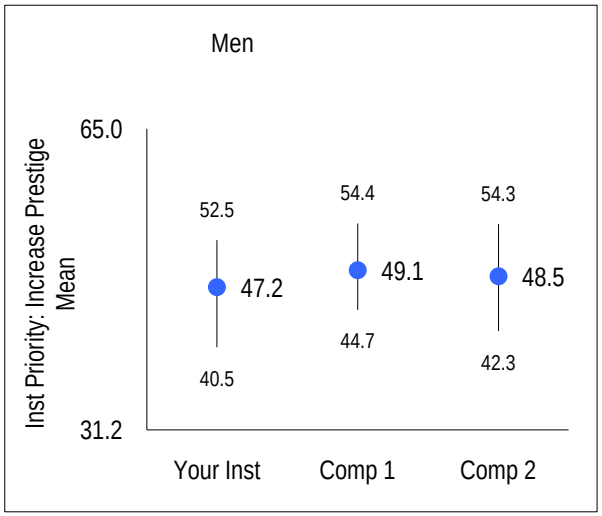
Full-time Undergraduate Faculty

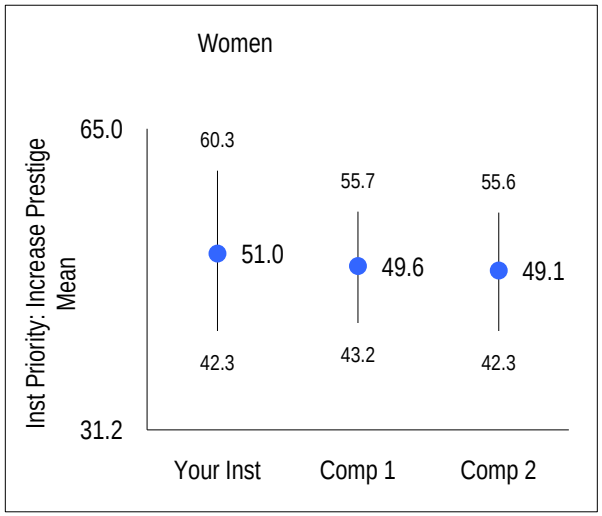
Institutional Priority: Increase Prestige – Measures the extent to which faculty believe their institution is committed to increasing its prestige.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,154	12,337	26	2,130	6,604	26	2,024	5,733
Mean	49.1	49.4	48.7	47.2	49.1	48.5	51.0	49.6	49.1
Standard Deviation	10.11	8.18	8.23	9.58	7.92	8.14	10.46	8.47	8.34
Significance	-			-			-		
Effect Size	-	-0.03	0.04	-	-0.24	-0.15	-	0.16	0.23
25th percentile	41.4	44.7	42.3	40.5	44.7	42.3	42.3	43.2	42.3
75th percentile	57.0	55.6	54.3	52.5	54.4	54.3	60.3	55.7	55.6

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To increase or maintain institutional prestige (3.54)
* To enhance the institution's national image (3.43)
* To hire faculty "stars" (1.47)

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2010-11 HERI Faculty Survey
CIRP Construct Mean Report

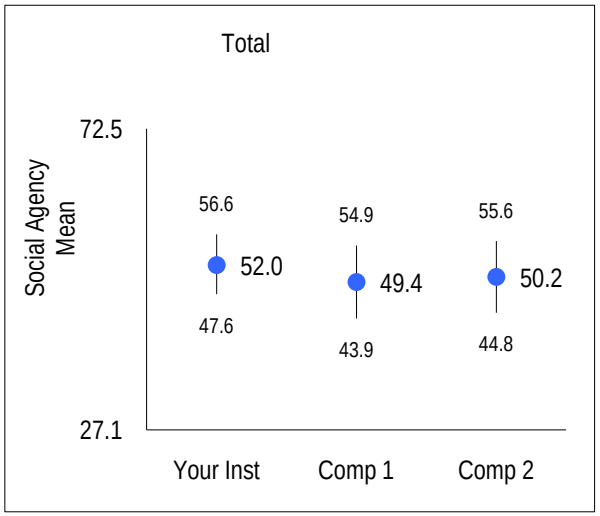
Social Agency

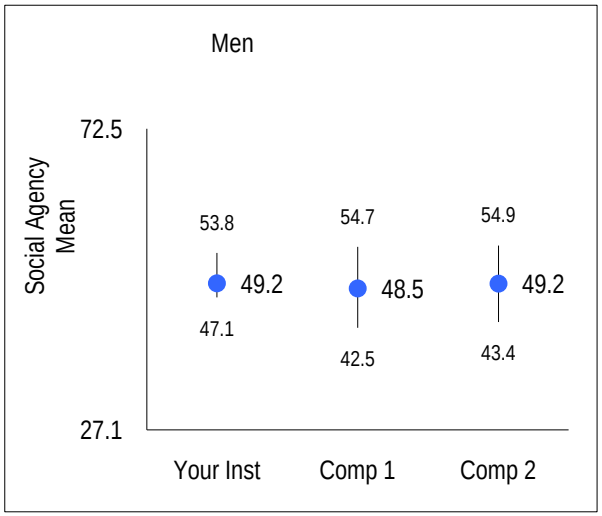
Full-time Undergraduate Faculty

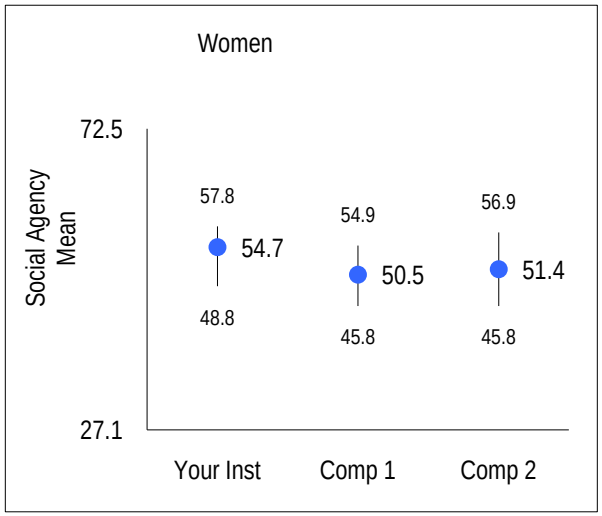
Social Agency – Measures the extent to which faculty value political and social involvement as a personal goal.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,167	12,380	26	2,134	6,624	27	2,033	5,756
Mean	52.0	49.4	50.2	49.2	48.5	49.2	54.7	50.5	51.4
Standard Deviation	8.76	8.59	8.63	8.25	8.74	8.65	8.54	8.27	8.46
Significance	-	*		-			-	**	*
Effect Size	-	0.30	0.21	-	0.09	0.00	-	0.50	0.39
25th percentile	47.6	43.9	44.8	47.1	42.5	43.4	48.8	45.8	45.8
75th percentile	56.6	54.9	55.6	53.8	54.7	54.9	57.8	54.9	56.9

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 (2.32)
* Becoming a community leader (1.84)
* Influencing social values (1.49)
* Helping to promote racial understanding (1.40)
* Keeping up to date with political affairs (1.06)

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How to Read the CIRP Construct Percentage Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two sets of reports are generated for CIRP Constructs. The Mean Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score group of a construct. We suggest you use the report that best fits your needs as an institution.

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

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

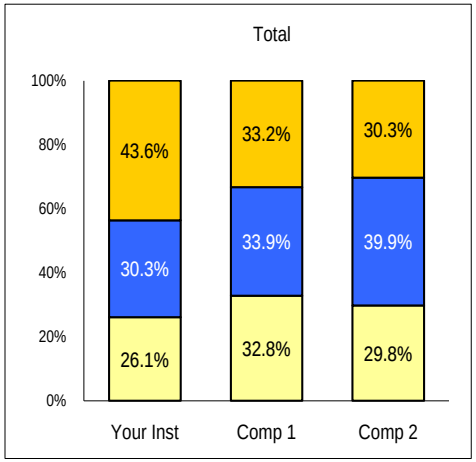
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

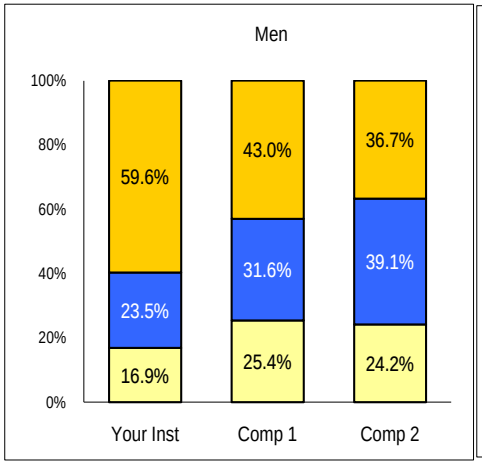
Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted 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.

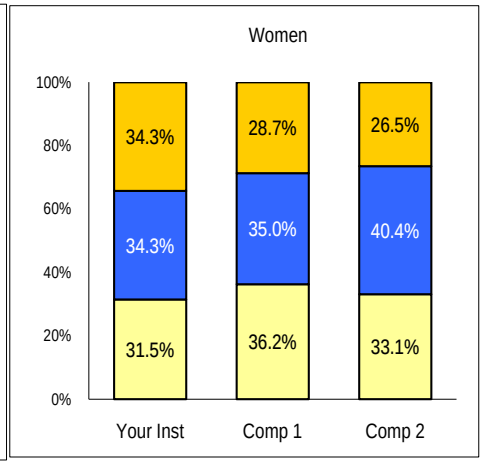
Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is as central goal for undergraduate education.

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 UG Ed Goal: Personal Development	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average UG Ed Goal: Personal Development	30.3%	33.9%	39.9%	23.5%	31.6%	39.1%	34.3%	35.0%	40.4%
Low UG Ed Goal: Personal Development	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':
Indicate the importance to you of each of the following education goals for undergraduate students:

* Help students develop personal values (4.92)
* Provide for students' emotional development (2.91)
* Develop moral character (2.87)
* Enhance students' self-understanding (2.65)

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

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

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

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2010-11 HERI Faculty Survey
CIRP Construct Percentage Report

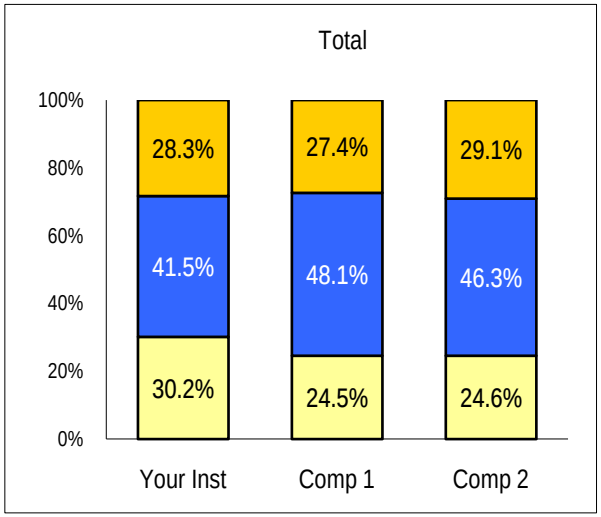
Student-Centered Pedagogy

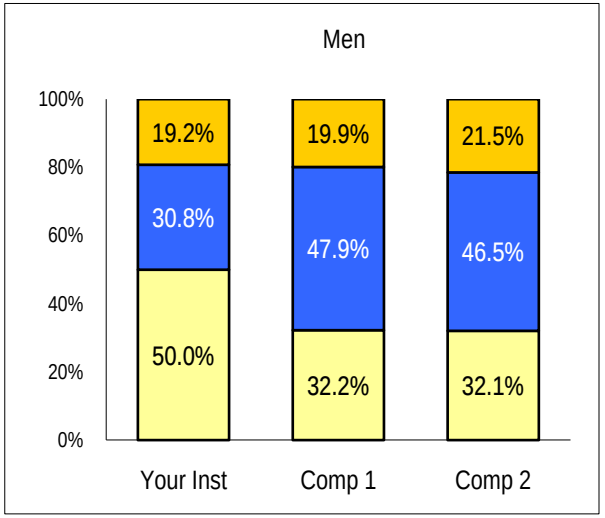
Full-time Undergraduate Faculty

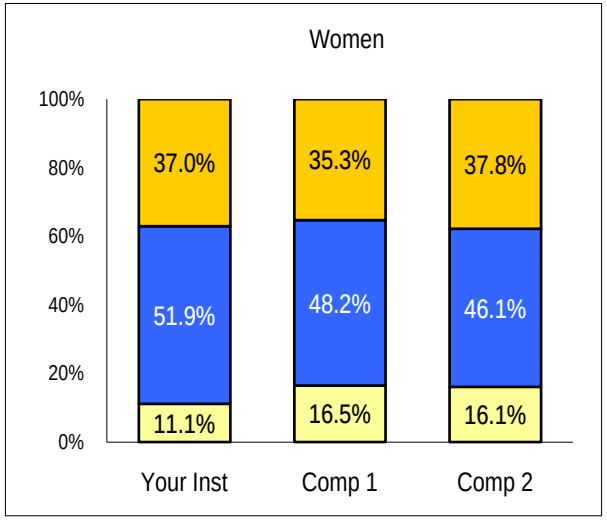
Student-Centered Pedagogy – Measures the extent to which faculty use student-centered teaching and evaluation methods in their course instruction.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,164	12,376	26	2,133	6,624	27	2,031	5,752
High Student-Centered Pedagogy	28.3%	27.4%	29.1%	19.2%	19.9%	21.5%	37.0%	35.3%	37.8%
Average Student-Centered Pedagogy	41.5%	48.1%	46.3%	30.8%	47.9%	46.5%	51.9%	48.2%	46.1%
Low Student-Centered Pedagogy	30.2%	24.5%	24.6%	50.0%	32.2%	32.1%	11.1%	16.5%	16.1%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

In how many of the courses that you teach do you use each of the following?

* Cooperative learning (small groups) (2.30)
* Student presentations (1.85)
* Group projects (1.82)
* Class discussions (1.70)
* Student evaluations of each others' work (1.53)
* Reflective writing/journaling (1.37)
* Experiential learning/Field studies (1.30)
* Using student inquiry to drive learning (1.26)
* Student-selected topics for course content (1.21)

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CIRP Construct Percentage Report

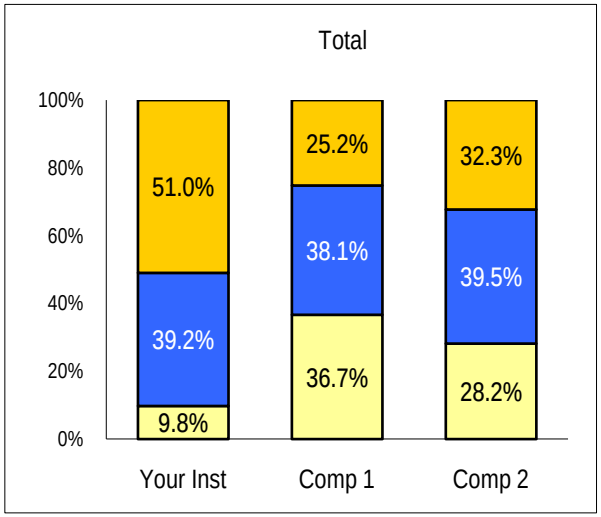
Undergraduate Education Goal: Personal Development

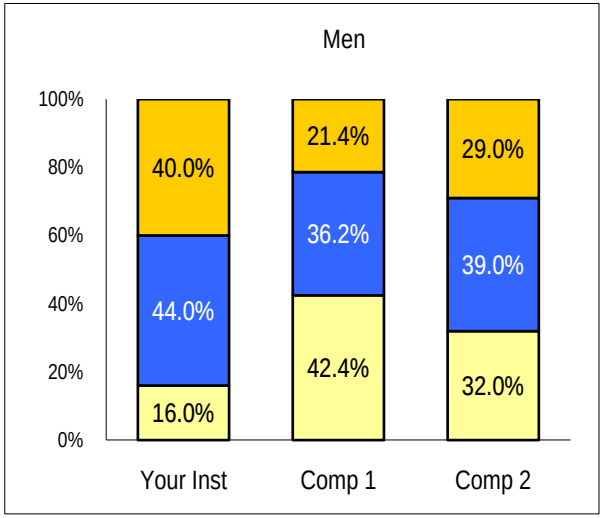
Full-time Undergraduate Faculty

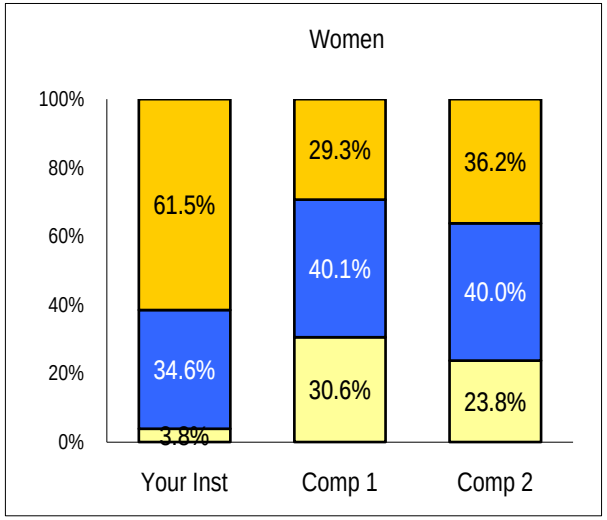
Undergraduate Education Goal: Personal Development – Measures the extent to which faculty believe that personal development is a central goal for undergraduate education.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	51	4,151	12,268	25	2,130	6,586	26	2,021	5,682
High UG Ed Goal: Personal Development	51.0%	25.2%	32.3%	40.0%	21.4%	29.0%	61.5%	29.3%	36.2%
Average UG Ed Goal: Personal Development	39.2%	38.1%	39.5%	44.0%	36.2%	39.0%	34.6%	40.1%	40.0%
Low UG Ed Goal: Personal Development	9.8%	36.7%	28.2%	16.0%	42.4%	32.0%	3.8%	30.6%	23.8%
Significance (based on High score group)	-	**	*	-			-	**	*

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







Survey items and estimation 'weights':

Indicate the importance to you of each of the following education goals for undergraduate students:

* Help students develop personal values (4.92)
* Provide for students' emotional development (2.91)
* Develop moral character (2.87)
* Enhance students' self-understanding (2.65)

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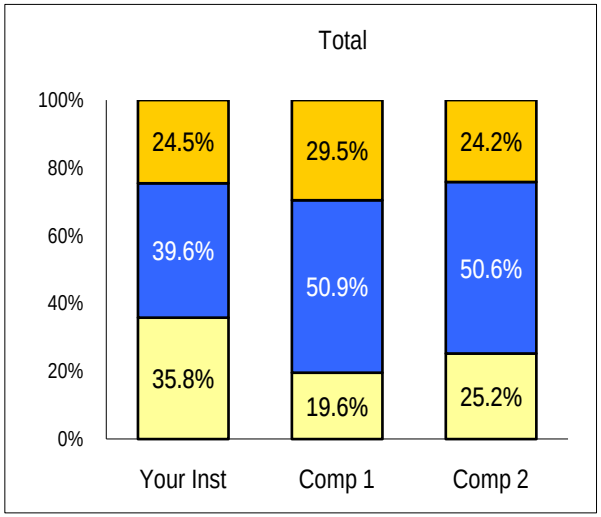
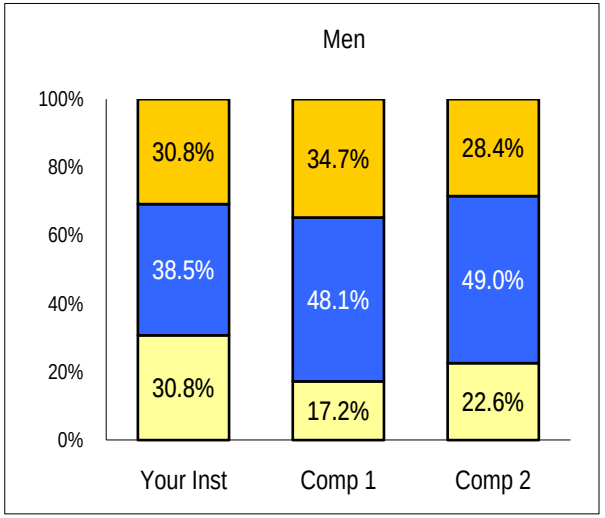
2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Scholarly Productivity
Full-time Undergraduate Faculty

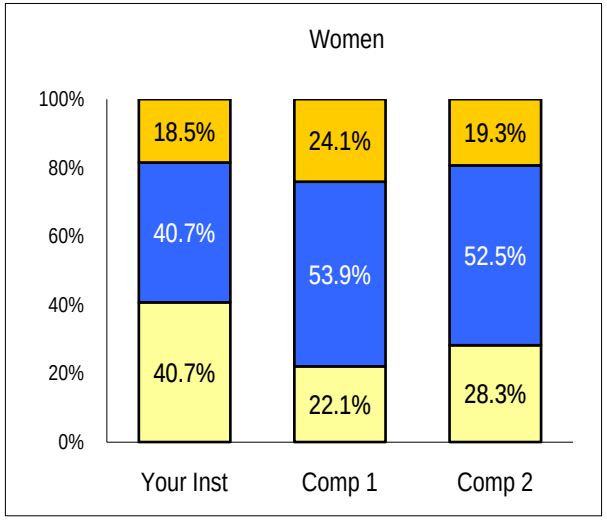
Scholarly Productivity – A unified measure of the scholarly activity of faculty.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,163	12,374	26	2,132	6,622	27	2,031	5,752
High Scholarly Productivity	24.5%	29.5%	24.2%	30.8%	34.7%	28.4%	18.5%	24.1%	19.3%
Average Scholarly Productivity	39.6%	50.9%	50.6%	38.5%	48.1%	49.0%	40.7%	53.9%	52.5%
Low Scholarly Productivity	35.8%	19.6%	25.2%	30.8%	17.2%	22.6%	40.7%	22.1%	28.3%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

How many of the following have you published?

* Articles in academic and professional journals (3.09)
* How many of your professional writings have been published or accepted for publication in the last two years (2.53)
* Chapters in edited volumes (2.11)

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2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

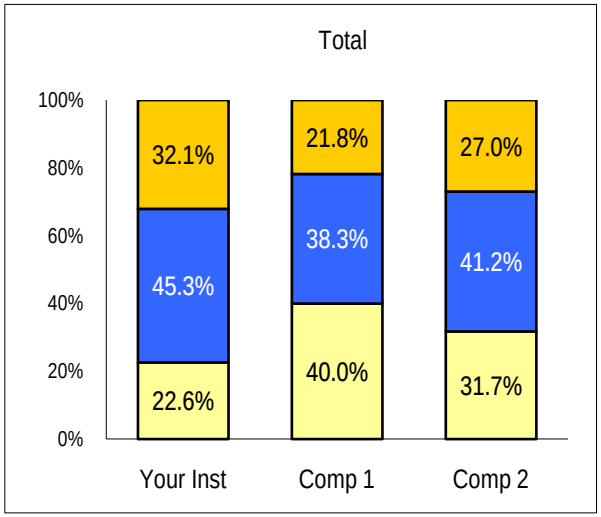
Civic Minded Practice

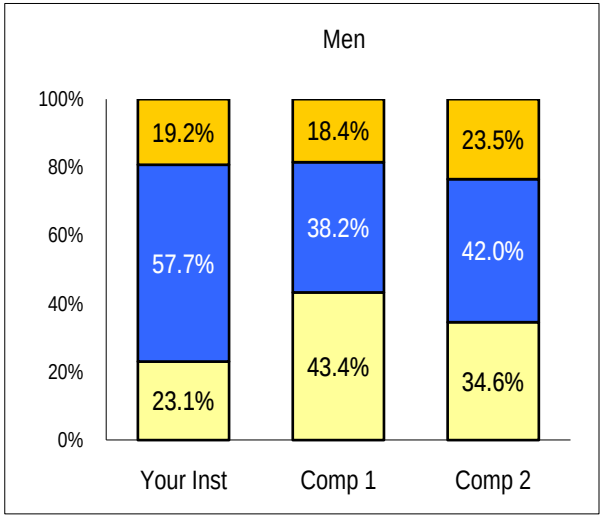
Full-time Undergraduate Faculty

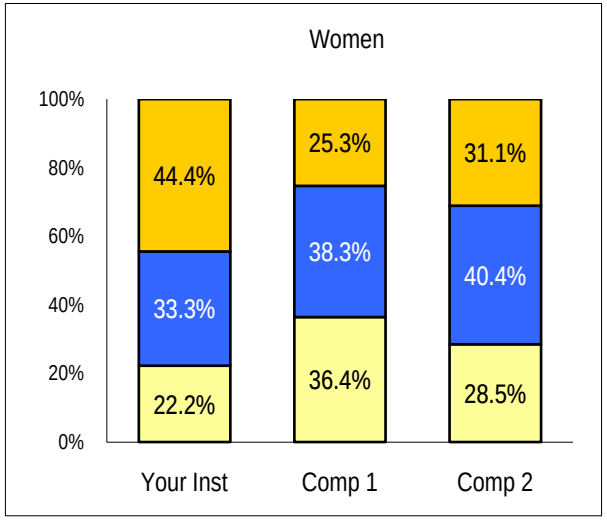
Civic Minded Practice – A unified measure of faculty involvement in civic activities.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,169	12,387	26	2,136	6,628	27	2,033	5,759
High Civic Minded Practice	32.1%	21.8%	27.0%	19.2%	18.4%	23.5%	44.4%	25.3%	31.1%
Average Civic Minded Practice	45.3%	38.3%	41.2%	57.7%	38.2%	42.0%	33.3%	38.3%	40.4%
Low Civic Minded Practice	22.6%	40.0%	31.7%	23.1%	43.4%	34.6%	22.2%	36.4%	28.5%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* Collaborated with the local community in research/teaching (1.87)
* Do you use your scholarship to address local community needs? (1.78)
* Community service as part of coursework (1.64)
* Engaged in public service/professional consulting without pay? (1.51)
* Community or public service (1.35)
* Advised student groups involved in service/volunteer work (1.33)

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2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

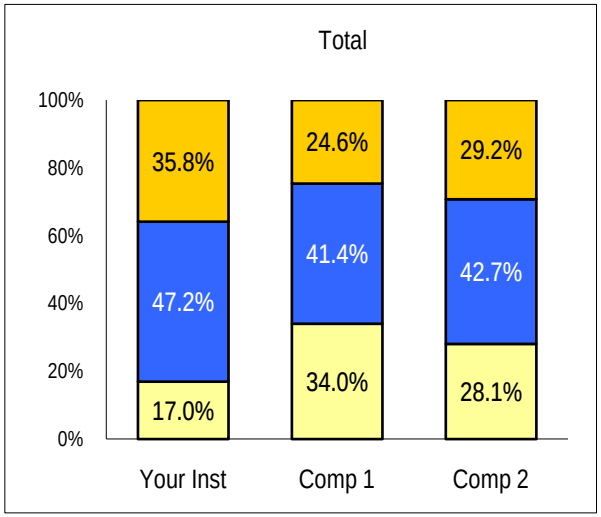
Civic Minded Values

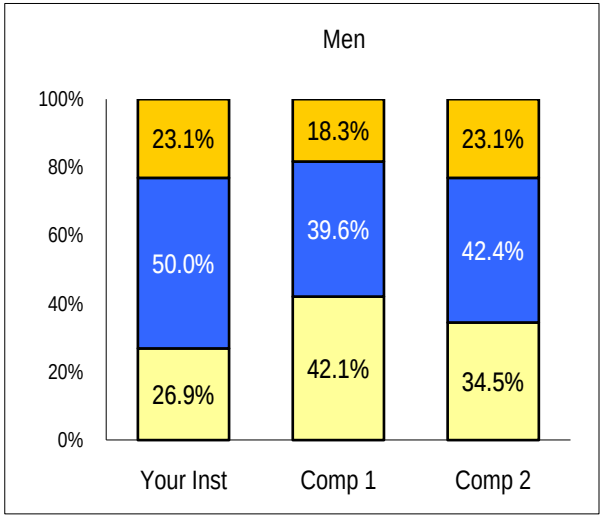
Full-time Undergraduate Faculty

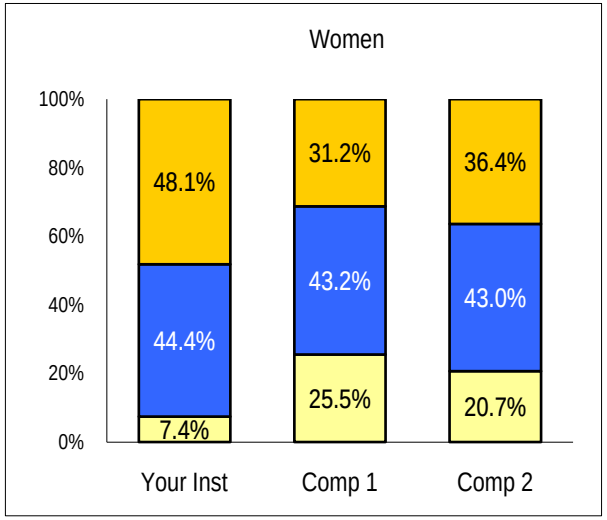
Civic Minded Values – A unified measure of the extent to which faculty believe civic engagement is a central part of the college mission.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,169	12,385	26	2,136	6,628	27	2,033	5,757
High Civic Minded Values	35.8%	24.6%	29.2%	23.1%	18.3%	23.1%	48.1%	31.2%	36.4%
Average Civic Minded Values	47.2%	41.4%	42.7%	50.0%	39.6%	42.4%	44.4%	43.2%	43.0%
Low Civic Minded Values	17.0%	34.0%	28.1%	26.9%	42.1%	34.5%	7.4%	25.5%	20.7%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

* Encourage students to become agents of social change (2.37)
* Colleges should encourage students to be involved in community service activities (2.22)
* Instill in students a commitment to community service (2.15)
* Colleges should be actively involved in solving social problems (1.75)
* Colleges have a responsibility to work with their surrounding communities to address local issues (1.64)
* Influencing social values (1.31)

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2010-11 HERI Faculty Survey
CIRP Construct Percentage Report

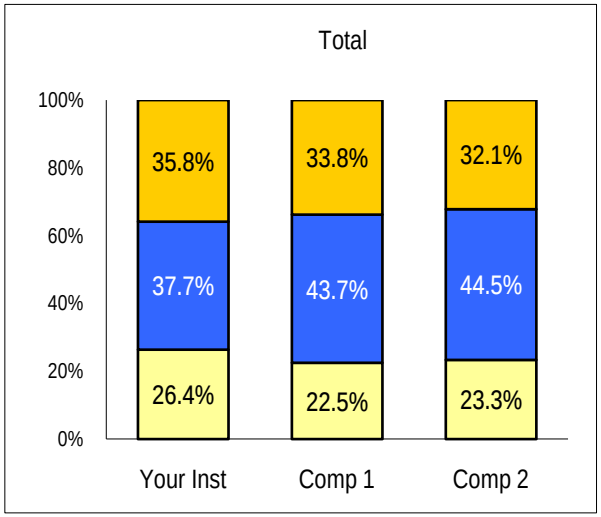
Job Satisfaction: Workplace

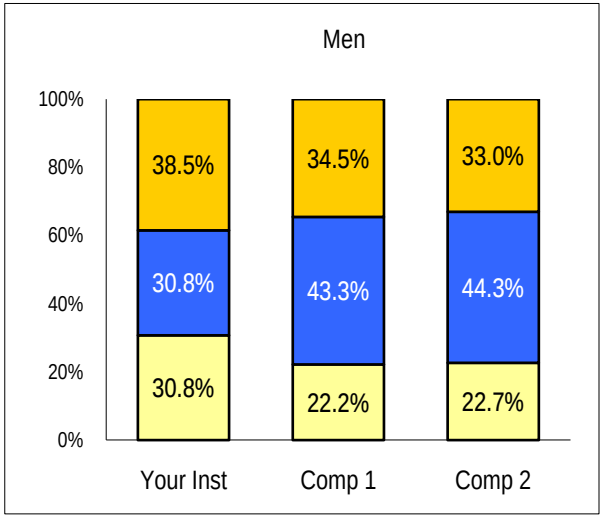
Full-time Undergraduate Faculty

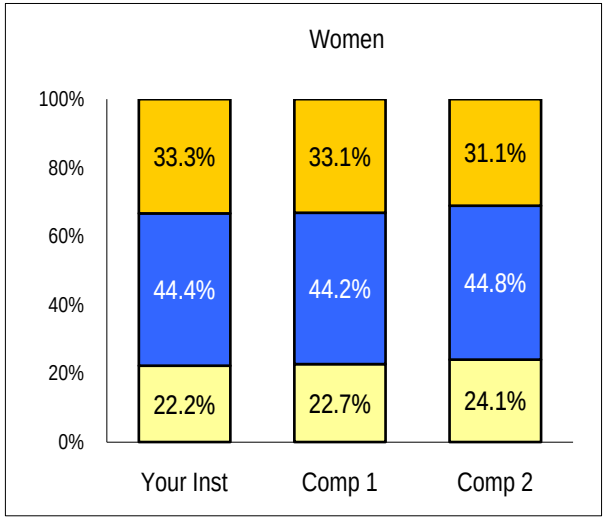
Job Satisfaction: Workplace – A unified measure of the extent to which faculty are satisfied with their working environment.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,166	12,379	26	2,136	6,626	27	2,030	5,753
High Job Satisfaction: Workplace	35.8%	33.8%	32.1%	38.5%	34.5%	33.0%	33.3%	33.1%	31.1%
Average Job Satisfaction: Workplace	37.7%	43.7%	44.5%	30.8%	43.3%	44.3%	44.4%	44.2%	44.8%
Low Job Satisfaction: Workplace	26.4%	22.5%	23.3%	30.8%	22.2%	22.7%	22.2%	22.7%	24.1%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

* Professional relationships with other faculty (2.55)
* Competency of colleagues (1.92)
* Autonomy and independence (1.57)
* Departmental leadership (1.51)
* Course assignments (1.33)

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2010-11 HERI Faculty Survey
CIRP Construct Percentage Report

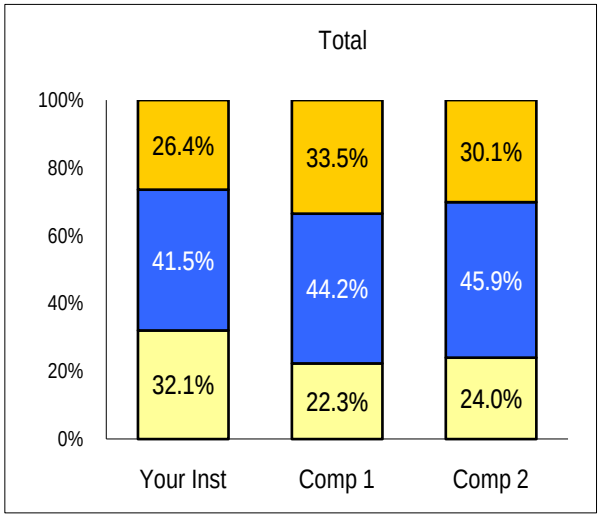
Job Satisfaction: Compensation

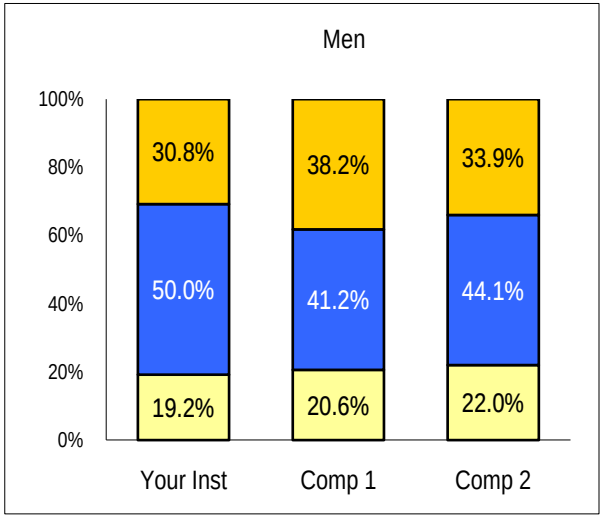
Full-time Undergraduate Faculty

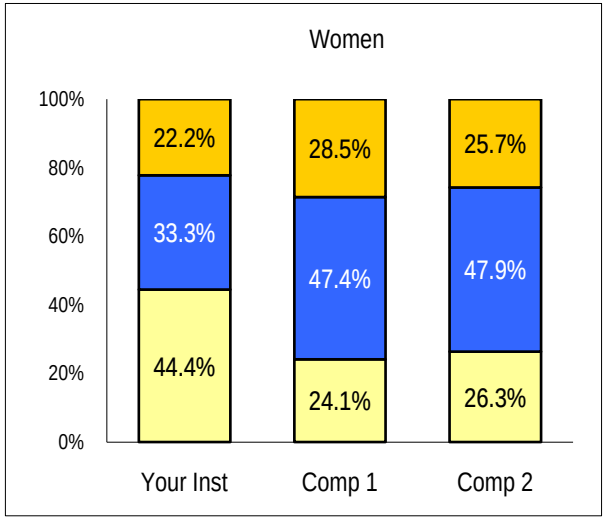
Job Satisfaction: Compensation – A unified measure of the extent to which faculty are satisfied with their compensation packages.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,166	12,379	26	2,136	6,625	27	2,030	5,754
High Job Satisfaction: Compensation	26.4%	33.5%	30.1%	30.8%	38.2%	33.9%	22.2%	28.5%	25.7%
Average Job Satisfaction: Compensation	41.5%	44.2%	45.9%	50.0%	41.2%	44.1%	33.3%	47.4%	47.9%
Low Job Satisfaction: Compensation	32.1%	22.3%	24.0%	19.2%	20.6%	22.0%	44.4%	24.1%	26.3%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

How satisfied are you with the following aspects of your job?

* Opportunity for scholarly pursuits (2.18)
* Retirement benefits (1.48)
* Salary (1.40)
* Teaching load (1.27)
* Job security (1.26)
* Prospects for career advancement (1.25)

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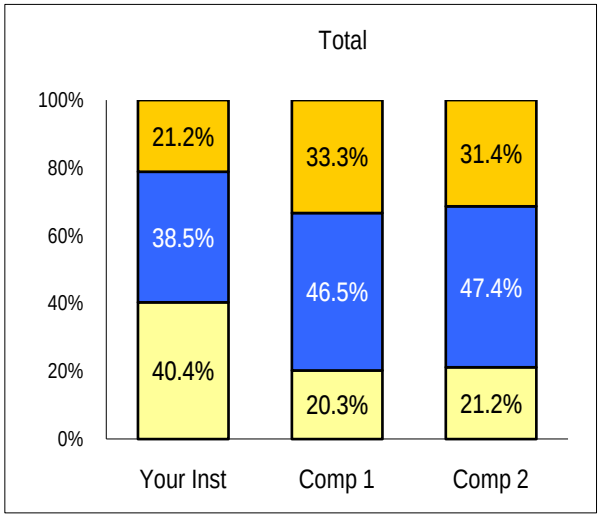
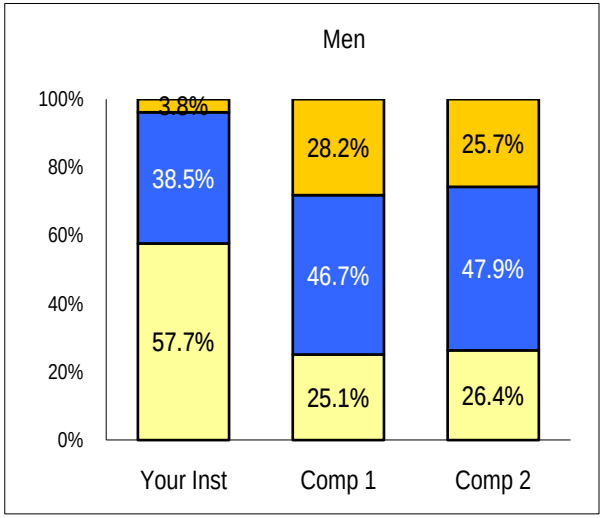
2010-11 HERI Faculty Survey
CIRP Construct Percentage Report
Career Related Stress
Full-time Undergraduate Faculty

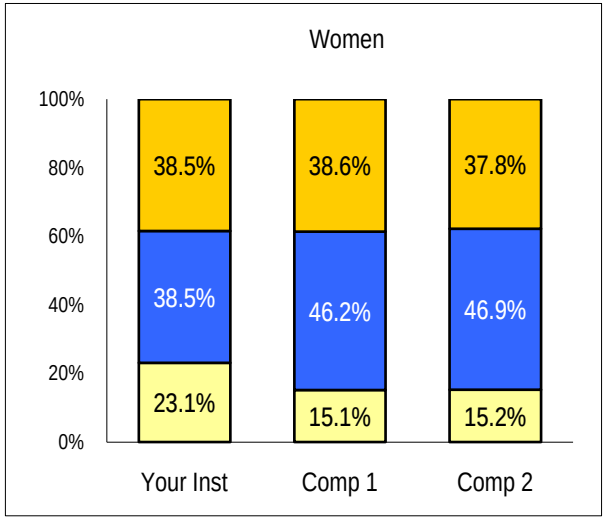
Career Related Stress - Measures the amount of stress faculty experience related to their career.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,161	12,368	26	2,132	6,619	26	2,029	5,749
High Career Related Stress	21.2%	33.3%	31.4%	3.8%	28.2%	25.7%	38.5%	38.6%	37.8%
Average Career Related Stress	38.5%	46.5%	47.4%	38.5%	46.7%	47.9%	38.5%	46.2%	46.9%
Low Career Related Stress	40.4%	20.3%	21.2%	57.7%	25.1%	26.4%	23.1%	15.1%	15.2%
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 each of the following has been a source of stress for you during the last two years:

* Lack of personal time (1.52)
* Teaching load (1.38)
* Committee work (1.25)
* Institutional procedures/red tape (1.17)
* Colleagues (1.14)
* Research or publishing demands (1.13)
* Self-imposed high expectations (1.09)
* Students (1.08)

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2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

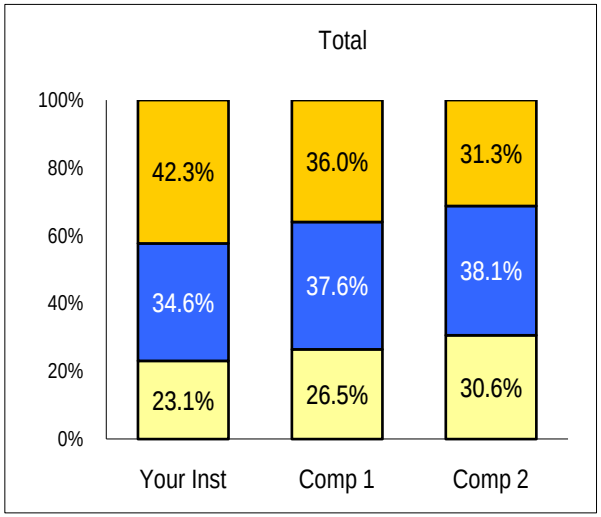
Institutional Priority: Commitment to Diversity

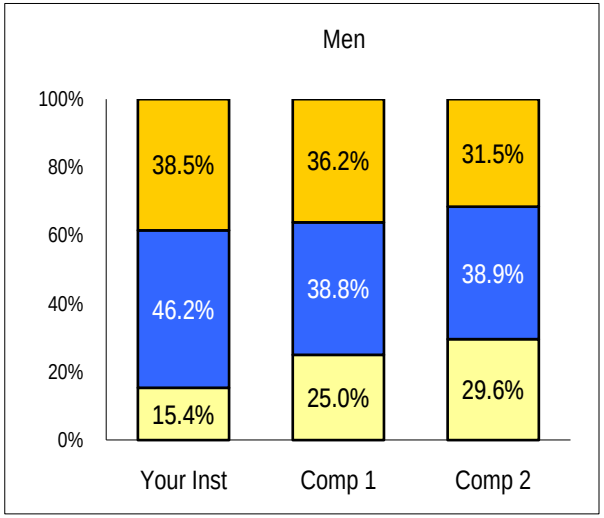
Full-time Undergraduate Faculty

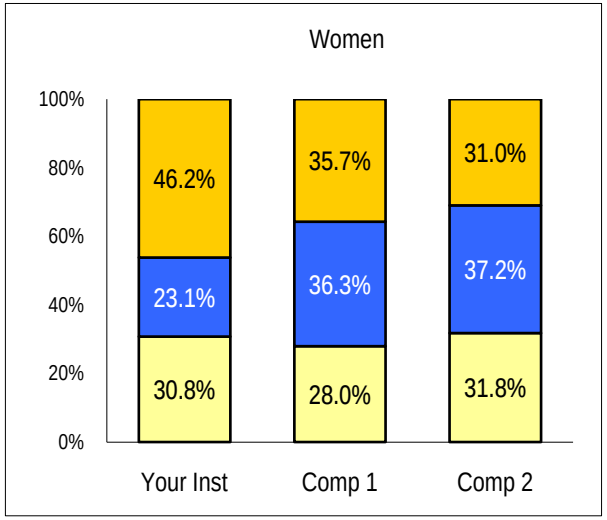
Institutional Priority: Commitment to Diversity – Measures the extent to which faculty believe their institution is committed to creating a diverse multicultural campus environment.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,155	12,332	26	2,129	6,599	26	2,026	5,733
High Institutional Priority: Commitment to Diversity	42.3%	36.0%	31.3%	38.5%	36.2%	31.5%	46.2%	35.7%	31.0%
Average Institutional Priority: Commitment to Diversity	34.6%	37.6%	38.1%	46.2%	38.8%	38.9%	23.1%	36.3%	37.2%
Low Institutional Priority: Commitment to Diversity	23.1%	26.5%	30.6%	15.4%	25.0%	29.6%	30.8%	28.0%	31.8%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To create a diverse multi-cultural campus environment (3.21)
* To increase the representation of minorities in the faculty and administration (3.05)
* To develop an appreciation for multiculturalism (2.79)
* To recruit more minority students (2.41)
* To increase the representation of women in the faculty and administration (1.76)

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2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

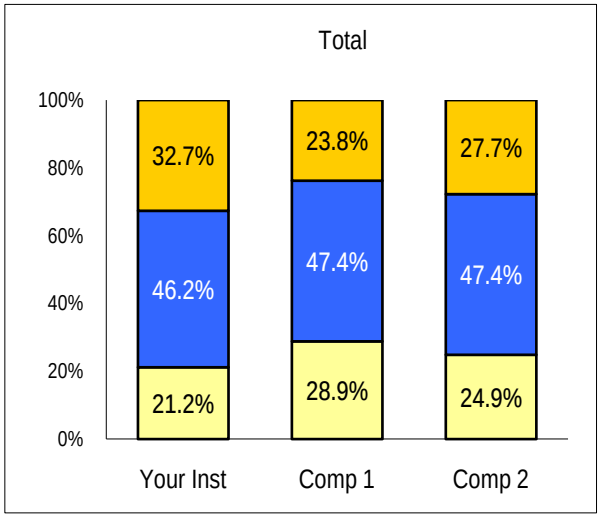
Institutional Priority: Civic Engagement

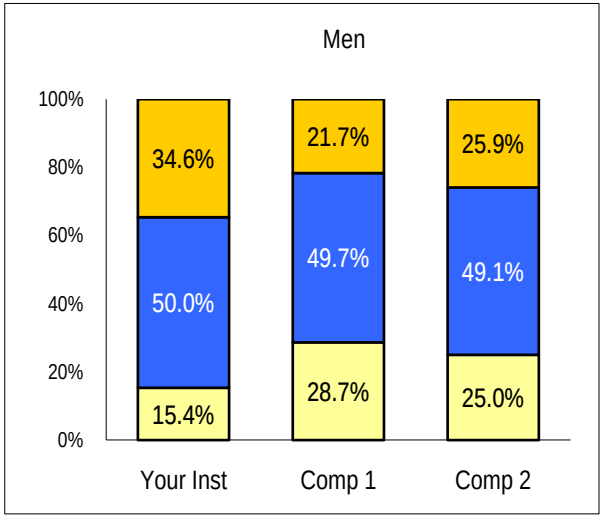
Full-time Undergraduate Faculty

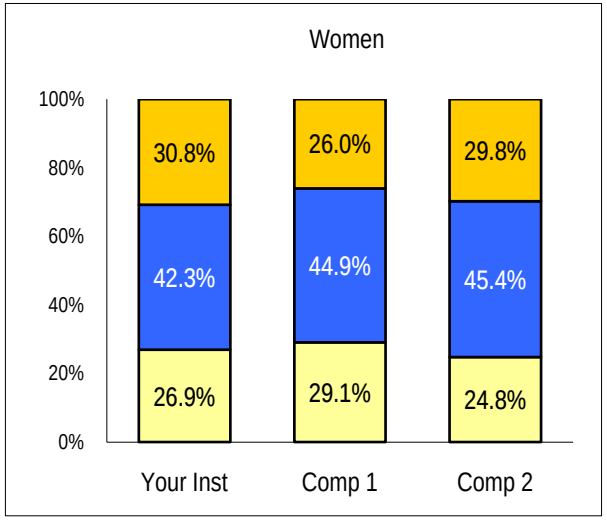
Institutional Priority: Civic Engagement – Measures the extent to which faculty believe their institution is committed to facilitating civic engagement among students and faculty.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,155	12,338	26	2,129	6,604	26	2,026	5,734
High Institutional Priority: Civic Engagement	32.7%	23.8%	27.7%	34.6%	21.7%	25.9%	30.8%	26.0%	29.8%
Average Institutional Priority: Civic Engagement	46.2%	47.4%	47.4%	50.0%	49.7%	49.1%	42.3%	44.9%	45.4%
Low Institutional Priority: Civic Engagement	21.2%	28.9%	24.9%	15.4%	28.7%	25.0%	26.9%	29.1%	24.8%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To provide resources for faculty to engage in community-based teaching or research (4.27)
* To create and sustain partnerships with surrounding communities (2.50)
* To facilitate student involvement in community service (1.29)

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2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

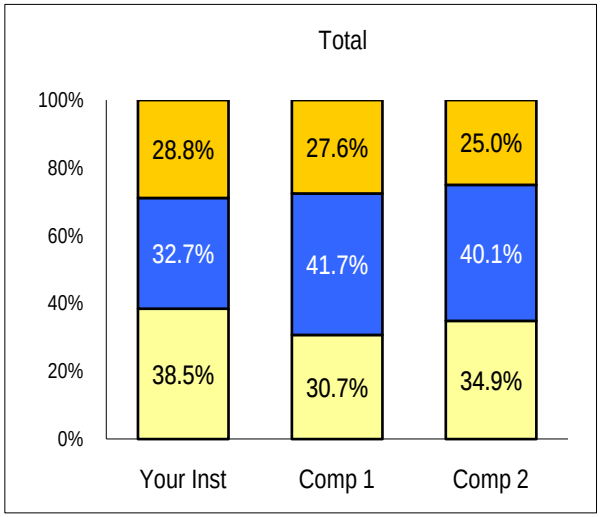
Institutional Priority: Increase Prestige

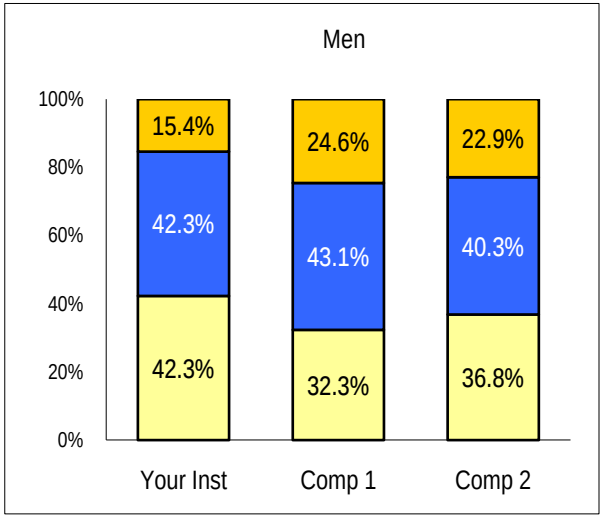
Full-time Undergraduate Faculty

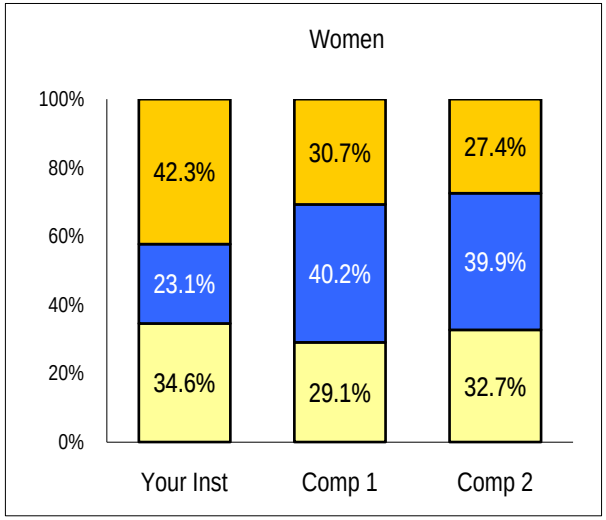
Institutional Priority: Increase Prestige – Measures the extent to which faculty believe their institution is committed to increasing its prestige.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	52	4,154	12,337	26	2,130	6,604	26	2,024	5,733
High Institutional Priority: Increase Prestige	28.8%	27.6%	25.0%	15.4%	24.6%	22.9%	42.3%	30.7%	27.4%
Average Institutional Priority: Increase Prestige	32.7%	41.7%	40.1%	42.3%	43.1%	40.3%	23.1%	40.2%	39.9%
Low Institutional Priority: Increase Prestige	38.5%	30.7%	34.9%	42.3%	32.3%	36.8%	34.6%	29.1%	32.7%
Significance (based on High score group)	-			-			-		

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







Survey items and estimation 'weights':

Indicate how important you believe each priority listed below is at your college or university:

* To increase or maintain institutional prestige (3.54)
* To enhance the institution's national image (3.43)
* To hire faculty "stars" (1.47)

HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
home of the COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

2010-11 HERI Faculty Survey

CIRP Construct Percentage Report

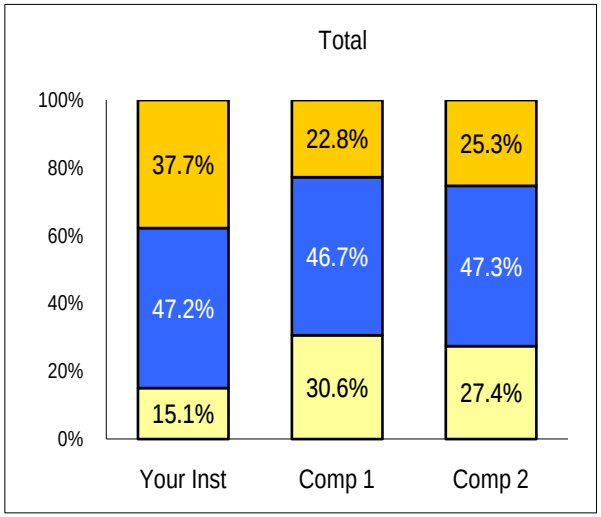
Social Agency

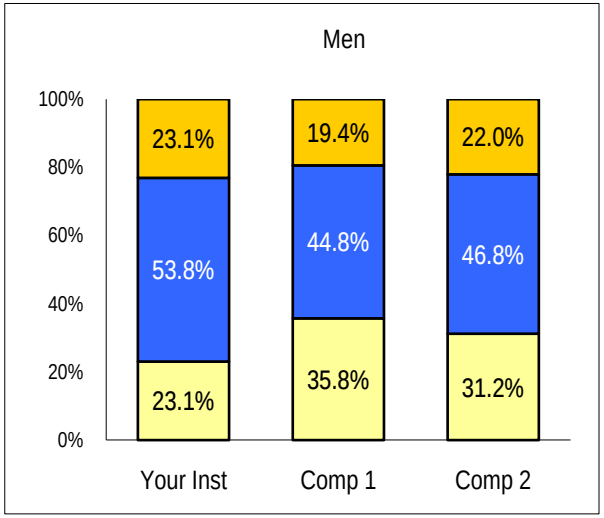
Full-time Undergraduate Faculty

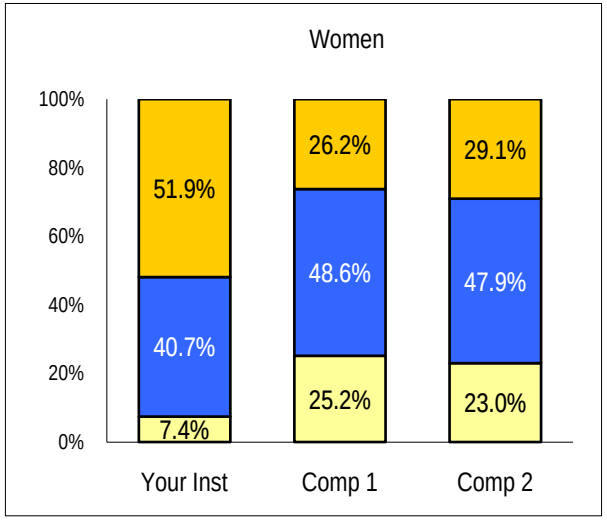
Social Agency – Measures the extent to which faculty value political and social involvement as a personal goal.

Saint Thomas University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	53	4,167	12,380	26	2,134	6,624	27	2,033	5,756
High Social Agency	37.7%	22.8%	25.3%	23.1%	19.4%	22.0%	51.9%	26.2%	29.1%
Average Social Agency	47.2%	46.7%	47.3%	53.8%	44.8%	46.8%	40.7%	48.6%	47.9%
Low Social Agency	15.1%	30.6%	27.4%	23.1%	35.8%	31.2%	7.4%	25.2%	23.0%
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 (2.32)
* Becoming a community leader (1.84)
* Influencing social values (1.49)
* Helping to promote racial understanding (1.40)
* Keeping up to date with political affairs (1.06)