

The HERI College Senior Survey examines the impact of college by collecting information on important outcomes of college and the experiences and student traits that lead towards greater gains in both cognitive and affective areas.

The summary presentations on this site compare responses between Santa Clara graduating seniors and peer groups including participating Jesuit institutions, participating highly/very highly selective private universities and private and public four-year institutions.

Multiple, related items grouped into constructs[†], which are designed to capture multi-faceted and complex nature of graduates' experiences and outcomes

Constructs:

- A. Habits of Mind** is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.
- B. Academic Disengagement** measures the extent to which students engage in behaviors that are inconsistent with academic success.
- C. Faculty Interaction: Mentorship** measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.
- D. Satisfaction with Coursework** measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.
- E. Overall Satisfaction** is a unified measure of students' satisfaction with the college experience.
- F. Sense of Belonging** measures the extent to which students feel a sense of academic and social integration on campus.
- G. Academic Self-Concept** is a unified measure of students' beliefs about their abilities and confidence in academic environments
- H. Social Self-Concept** is a unified measure of students' beliefs about their abilities and confidence in social situations.
- I. Pluralistic Orientation** measures skills and dispositions appropriate for living and working in a diverse society.
- J. Positive Cross-Racial Interaction** is a unified measure of students' level of positive interaction with diverse peers.

- K. Negative Cross-Racial Interaction** is a unified measure of students' level of negative interaction with diverse peers.
- L. Social Agency** measures the extent to which students' value political and social involvement as a personal goal.
- M. Civic Awareness** measures changes in students' understanding of the issues facing their community, nation, and the world.
- N. Leadership** is a unified measure of students' beliefs about their leadership development and capability and their experiences as a leader.

† 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.

Santa Clara administers the College Senior Survey biennially to all graduating seniors and responses are representative by school/college of degree and race/ethnicity. While women respond at a higher rate than men, this is the case across most institutions.

The most recent administration was of the Class of 2011, the next administration is scheduled for spring 2013.

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