Group Differences
2014 College Senior Survey

In spring 2014, we asked graduating seniors at Case Western Reserve University (CWRU) to participate in the *College Senior Survey*. The survey was administered by the Higher Education Research Institute (HERI) in conjunction with the Office of Planning and Institutional Research. It is a follow-up to *The Freshman Survey* (TFS) which was administered to this cohort in fall of 2010. Of 983[1] potential participants, 33% (n=326)[2] submitted responses. Their results are compared to students from a comparison group of universities[3]. Additionally, 154 students completed both the TFS and CSS, allowing us to make comparisons over time[4]. This report provides information about group differences among students on campus.

Measures

The results include constructs derived from multiple items on the survey instrument. The constructs are designed to capture the experiences and outcomes that institutions are often interested in but find challenging to measure because of their complex and multifaceted nature. Constructs are particularly helpful in examining trends over time and making comparisons to other institutions. The construct scores detailed in this report are more than a basic summation of individual items. Rather, they are computed using Item Response Theory (IRT)[5] and have been scaled such that the population means equal 50. *Construct scores should not be converted into percentages or compared to other constructs.*

The full distribution for constructs and individual items is available on the IR website at: http://www.case.edu/ir/reportssurveyresults/. All significant differences also include a measure of effect size, Cohen's d. Effect size allows us to estimate the size of the differences between two means[6]. For ease of reference, bulleted items which demonstrate significant differences are italicized.

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[1] Population n=983: Women=399 (41%), Men=584 (59%); Caucasian=515 (52%), Asian=189 (19%), Black=41 (4%), Hispanic=33 (3%), Other=29 (3%), Unknown=106 (11%), International=70 (7%)

[2] Sample n=326: Women=166 (51%), Men=160 (49%); Caucasian=184 (56%), Asian=53 (16%), Black=10 (3%), Hispanic=8 (3%), Other=11 (3%), Unknown=42 (13%); International=17 (5%)

[3] Pepperdine University, Northeastern University, Fordham University, Texas Christian University and Biola University

[4] Longitudinal comparisons examine change in students who completed both TFS and CSS (includes data from 33 non-graduating seniors).

[5] Item Response Theory (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.

[6] The effect size is the size of the difference between two means. Cohen's d values were interpreted according to the criteria used by the Indiana University Center for Postsecondary Research: small ~ .1, medium ~ .3, large ~ .5, very large ~ .7. These benchmark criteria were applied unilaterally to both constructs and individual items for simplicity.

Pluralistic Orientation

The *Pluralistic Orientation* construct is a unified measure of skills and dispositions appropriate for living and working in a diverse society. These skills and dispositions include ability to work cooperatively with diverse people, openness to having one's views challenged, and ability to discuss and negotiate controversial issues. At CWRU, Latino students scored moderately higher on pluralistic orientation than white students; (*M*=58, *SD*=6.77) vs. (*M*=52, *SD*=6.99); *d*=0.37, *p*<.05.

Overall Satisfaction

The *Overall Satisfaction* construct is a unified measure of students' satisfaction with the college experience. Latino students scored significantly higher in overall satisfaction than international, white, Asian, and black students, as described in the graph below.

Overall Satisfaction*

Ethnicity	Construct Score
Latino	55
International	49
White	48
Asian	46
Black	44

■ Ethnicity
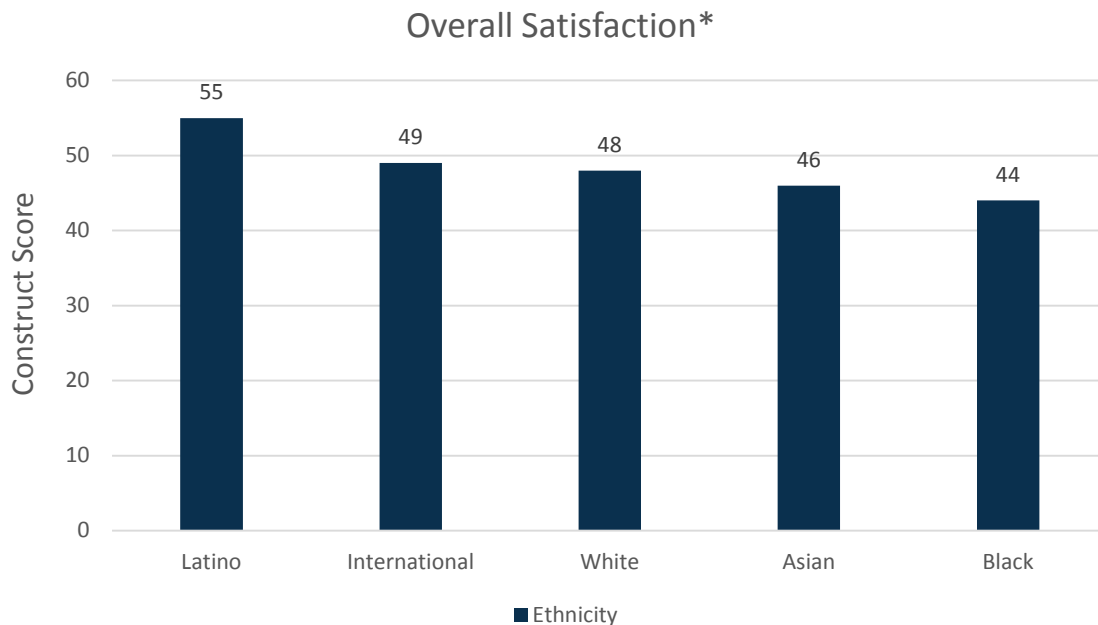
* Large differences: Latino vs. black (*d*=1.48), Latino vs. international (*d*=0.75), Latino vs. Asian (*d*=0.85); Slight difference: Latino vs. white (*d*=0.27)

Satisfaction with Coursework

The *Satisfaction with Coursework* construct measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans. Among CWRU students, Asian students were moderately less satisfied with coursework than Latino students (*M*=44, *SD*=10.42) vs. (*M*=53, *SD*=9.32); *d*=-0.63, *p*<.05.
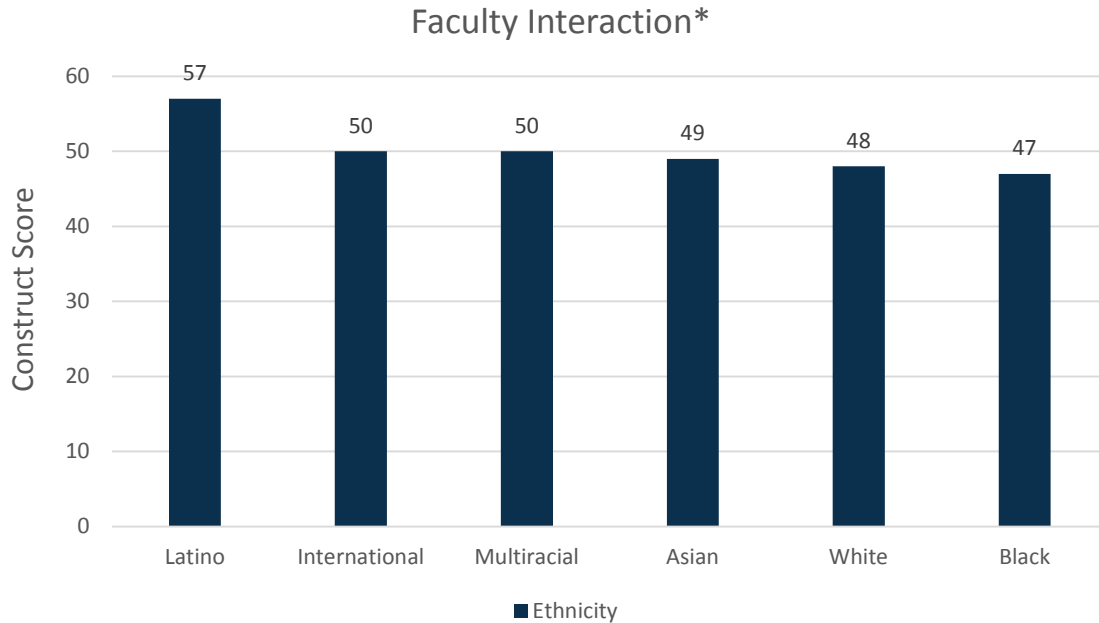
Academic Disengagement

The *Academic Disengagement* construct measures the extent to which students engage in behaviors that are inconsistent with academic success. At CWRU, black students scored moderately higher on academic disengagement than their white peers (*M*=59, *SD*=7.97) vs. (*M*=53, *SD*=7.89); *d*=-0.37; *p*<.05. Also,

relative to sexual orientation, "non-straight" students scored slightly higher on academic disengagement than "straight" students; (M=56, SD=9.23) vs. (M=52, SD=8.54); d=-0.24; p<.05.

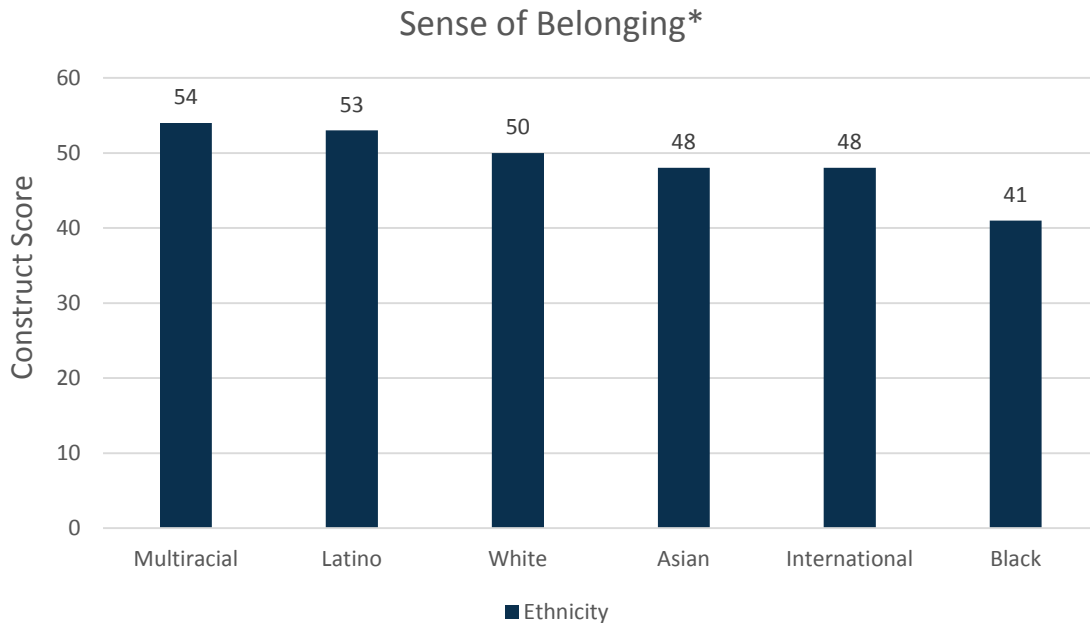## Faculty Interaction: Mentorship

The *Faculty Interaction: Mentorship* construct measures the extent to which students and faculty have mentoring relationships that foster both academic and personal support and guidance. At CWRU, Latino students scored higher on the aforementioned construct than their peers, as described in the graph below.

Faculty Interaction*

Bar chart titled "Faculty Interaction" with Y-axis labeled "Construct Score" ranging from 0 to 60, and X-axis showing Ethnicity categories. Values: Latino = 57, International = 50, Multiracial = 50, Asian = 49, White = 48, Black = 47.*

■ Ethnicity

*Large differences: Latino vs. black (d=1.32), Latino vs. multiracial (d=1.21), Latino vs. Asian (d=0.80), Latino vs. international (d=0.79); Moderate difference: Latino vs. white (d=0.39)

Sense of Belonging

The *Sense of Belonging* construct measures the extent to which students feel a sense of academic and social integration on campus. At CWRU, black students rated sense of belonging significantly lower than white, Latino, Asian, multiracial, and international students as described in the graph below. Asian students rated Sense of Belonging significantly lower than Latino students.

Sense of Belonging*

Bar chart titled "Sense of Belonging*" with Construct Score on the y-axis (0 to 60) and Ethnicity on the x-axis:
- Multiracial: 54
- Latino: 53
- White: 50
- Asian: 48
- International: 48
- Black: 41

■ Ethnicity

*Large differences: black vs. Latino (d=-1.80), black vs. multiracial (d=-1.52), black vs. international (d=-0.85), black vs. Asian (d=-0.68), Moderate difference: black vs. white (d=-0.37)

Positive Cross-Racial Interaction

The *Positive Cross-Racial Interaction* construct is a unified measure of students' level of positive interaction with diverse peers. The interactions measured took place outside of class. At CWRU, white students scored moderately lower on positive cross-racial interaction than Asian students (M=55, SD=7.72) vs. (M=58, SD=7.03); d=-0.31, p<.05.

Negative Cross-Racial Interaction

The *Negative Cross-Racial Interaction* construct is a unified measure of students' level of negative interaction with diverse peers. White and Latino students scored significantly lower on negative cross-racial interaction than black, Asian and international students, as described in the graph below.

Negative Cross-Racial Interaction*
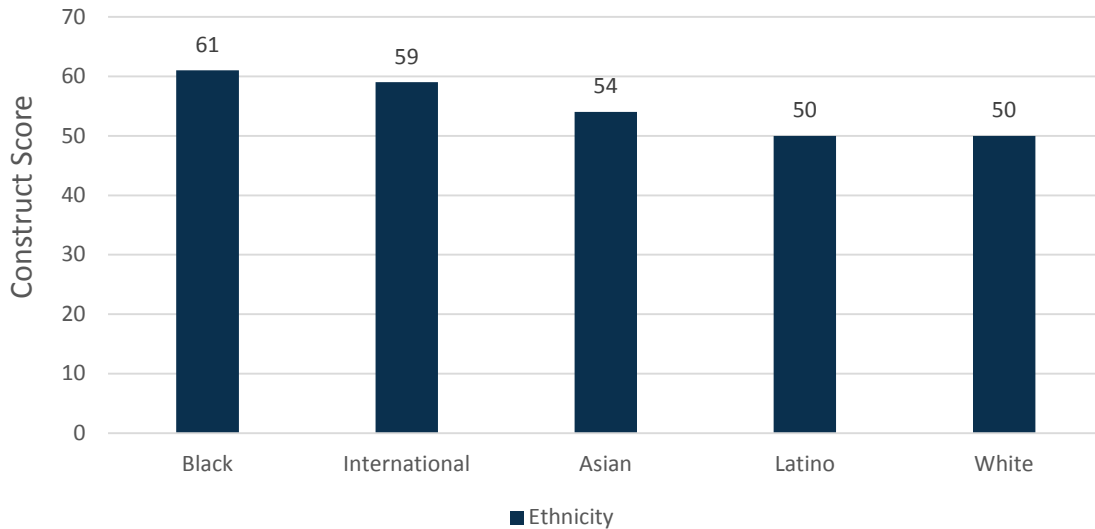
*Large differences: Latino vs. black (*d*=-1.41), Latino vs. international (*d*=-1.00), white vs. international (*d*=-0.72)
Moderate differences: white vs. black (*d*=-0.66), Latino vs. Asian (*d*=-0.48), white vs. Asian (*d*=-0.42)

Civic Awareness

The *Civic Awareness* construct measures changes in students' understanding of the issues facing their community, nation, and the world. Among CWRU students, white students self-rated moderately lower on civic awareness than international students (*M*=48, *SD*=9.59) vs. (*M*=54, *SD*=8.73); *d*=-0.35, *p*<.05. Similarly, Asian students self-rated significantly lower on this construct than international students (*M*=49, *SD*=8.07) vs. (*M*=54, *SD*=8.73); *d*=-0.57, *p*<.05.

Social Agency

The *Social Agency* construct measures the extent to which students value social involvement as a personal goal. White students at CWRU scored moderately lower on social agency than Asian students; (*M*=50, *SD*=9.66) vs. (*M*=54, *SD*=9.93); *d*=-0.33, *p*<.05. The same was true for white students compared to multiracial students; (*M*=50, *SD*=9.66) vs. (*M*=57, *SD*=10.72); *d*=-0.35, *p*<.05. Also, "straight" students scored slightly lower than "non-straight" students; (*M*=51, *SD*=10.18) vs. (*M*=54, *SD*=9.11); *d*=-0.16, *p*<.05.

Civic Engagement

The *Civic Engagement* construct measures the extent to which students are motivated and involved in civic, electoral, and political activities. Relative to sexual orientation, "non-straight" students scored slightly higher on civic engagement than their "straight" peers; (*M*=52, *SD*=9.78) vs. (*M*=49, *SD*=8.23); *d*=0.21, *p*<.05.