



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

2016-17 HERI Faculty Survey

CIRP Construct Reports

Full-time Undergraduate Faculty

Illinois Wesleyan University

Comparison group 1: PRIVATE NONSECTARIAN 4YR COLLEGES - VERY HIGH SELECTIVITY
Comparison group 2: PRIVATE NONSECTARIAN 4YR COLLEGES

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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 faculty 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.

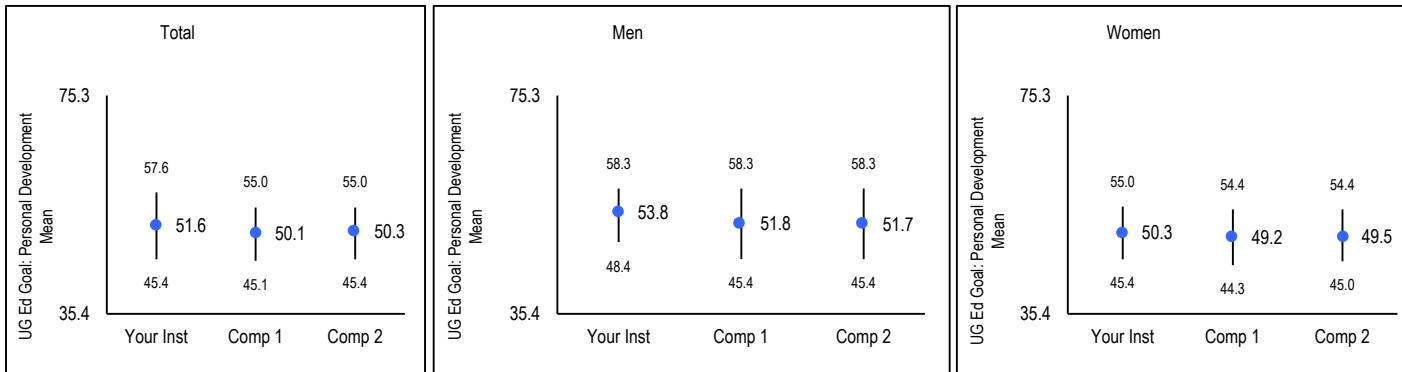
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

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.

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.

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.

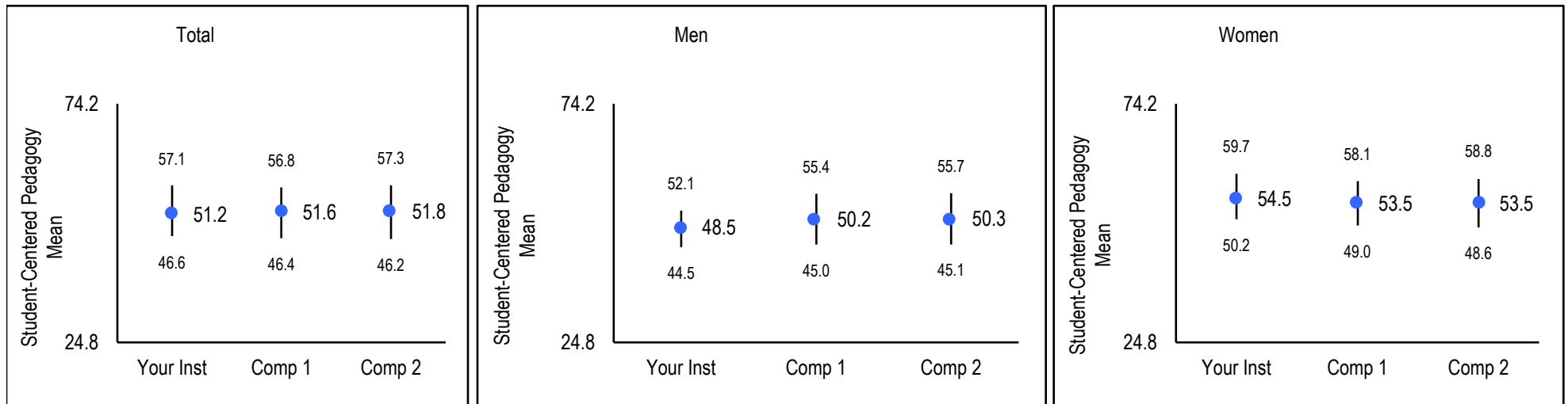
Mean – The arithmetic mean is computed for each CIRP Construct. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10.

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).

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	85	2,486	3,665	47	1,282	1,887	38	1,204	1,778
Mean	51.2	51.6	51.8	48.5	50.2	50.3	54.5	53.5	53.5
Standard Deviation	7.90	7.73	8.17	7.62	7.88	8.13	7.00	7.14	7.88
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.06	-0.08	-	-0.21	-0.22	-	0.15	0.13
25th percentile	46.6	46.4	46.2	44.5	45.0	45.1	50.2	49.0	48.6
75th percentile	57.1	56.8	57.3	52.1	55.4	55.7	59.7	58.1	58.8

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)

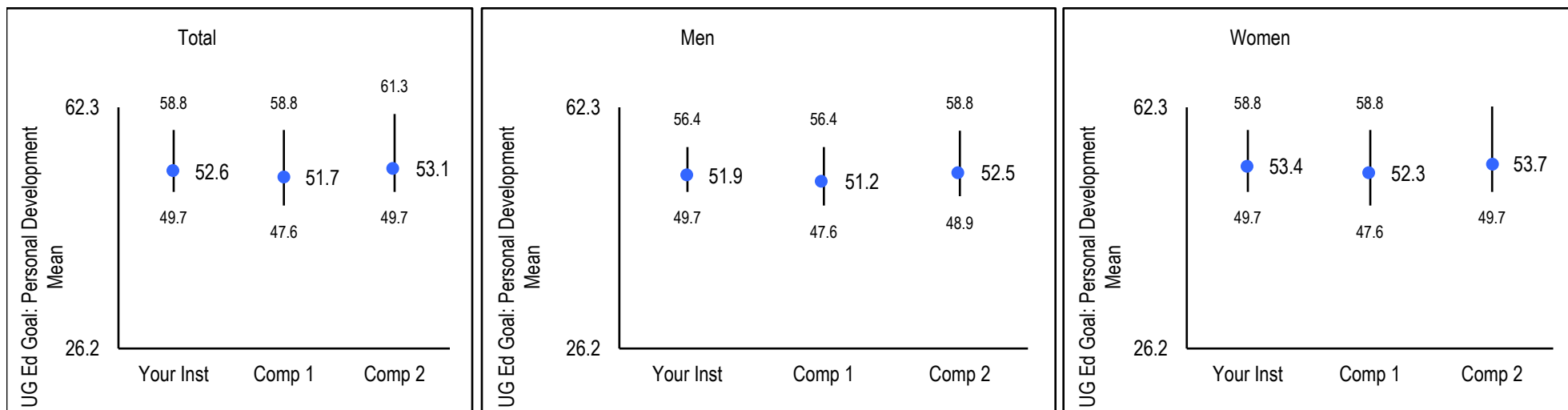
- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)
- * Student evaluations of each others' work (1.53)

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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	83	2,420	3,561	46	1,255	1,838	37	1,165	1,723
Mean	52.6	51.7	53.1	51.9	51.2	52.5	53.4	52.3	53.7
Standard Deviation	7.35	8.05	8.11	7.20	8.24	8.33	7.55	7.76	7.79
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.11	-0.06	-	0.09	-0.07	-	0.14	-0.04
25th percentile	49.7	47.6	49.7	49.7	47.6	48.9	49.7	47.6	49.7
75th percentile	58.8	58.8	61.3	56.4	56.4	58.8	58.8	58.8	63.8

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



Survey items and estimation 'weights':

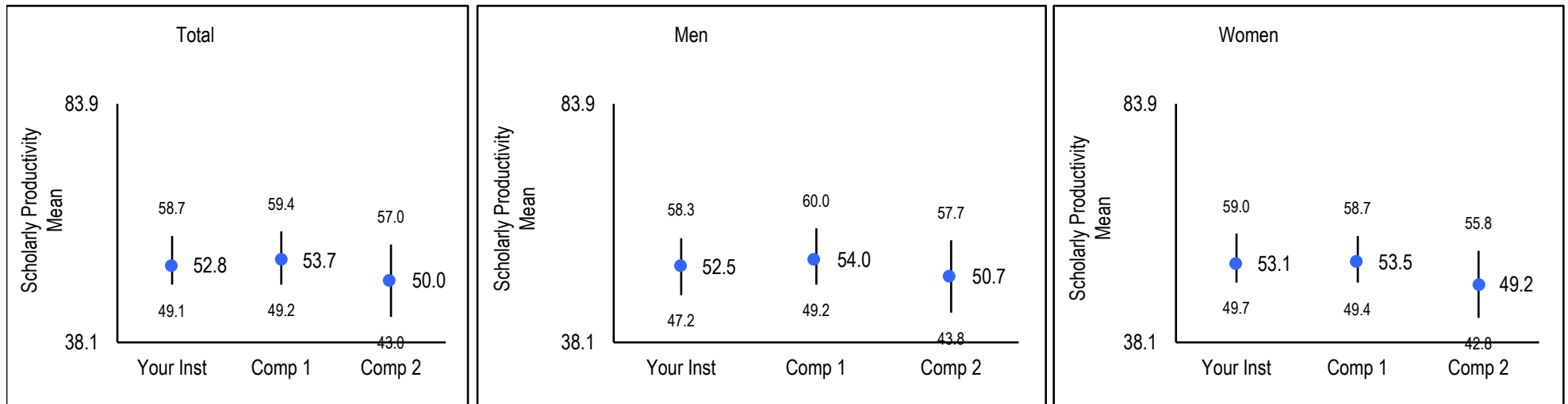
Indicate the importance to you of each of the following education goals for undergraduate students:

- * Help students develop personal values (4.28)
- * Provide for students' emotional development (2.15)
- * Develop moral character (3.42)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	90	2,650	3,921	48	1,374	2,036	42	1,276	1,885
Mean	52.8	53.7	50.0	52.5	54.0	50.7	53.1	53.5	49.2
Standard Deviation	8.05	7.98	8.98	8.70	8.33	9.14	7.32	7.52	8.73
Significance	-		**	-			-		**
Effect Size	-	-0.12	0.31	-	-0.18	0.19	-	-0.05	0.45
25th percentile	49.1	49.2	43.0	47.2	49.2	43.8	49.7	49.4	42.8
75th percentile	58.7	59.4	57.0	58.3	60.0	57.7	59.0	58.7	55.8

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



Survey items and estimation 'weights':

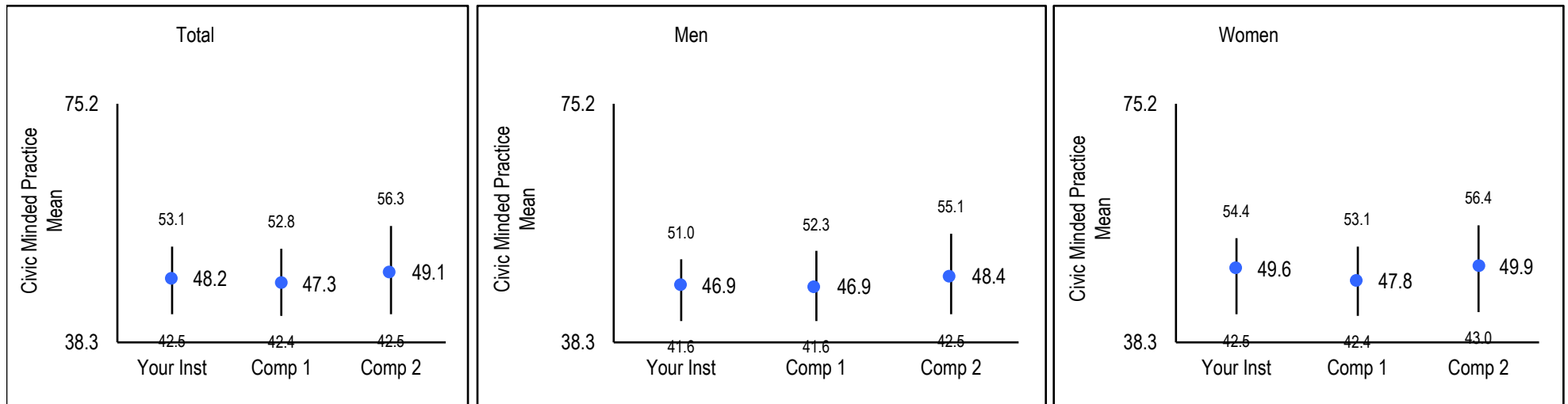
How many of the following have you published?

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

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	93	2,748	4,077	51	1,426	2,121	42	1,322	1,956
Mean	48.2	47.3	49.1	46.9	46.9	48.4	49.6	47.8	49.9
Standard Deviation	7.30	7.51	7.86	7.08	7.49	7.75	7.37	7.51	7.92
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.12	-0.12	-	0.01	-0.19	-	0.24	-0.04
25th percentile	42.5	42.4	42.5	41.6	41.6	42.5	42.5	42.4	43.0
75th percentile	53.1	52.8	56.3	51.0	52.3	55.1	54.4	53.1	56.4

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



Survey items and estimation 'weights':

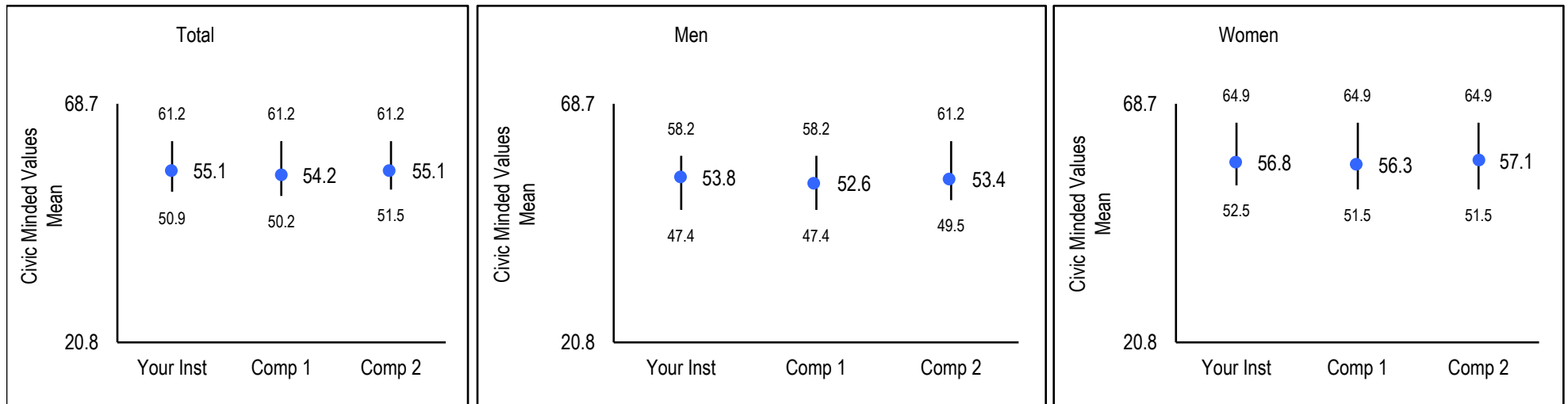
- * Collaborated with the local community in research/teaching (2.17)
- * Community service as part of coursework (1.53)

- * Engaged in public service/professional consulting without pay? (1.24)
- * Community or public service (1.33)
- * Advised student groups involved in service/volunteer work (1.43)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	83	2,427	3,560	47	1,258	1,837	36	1,169	1,723
Mean	55.1	54.2	55.1	53.8	52.6	53.4	56.8	56.3	57.1
Standard Deviation	7.24	8.15	8.14	7.43	8.69	8.75	6.72	6.87	6.91
Significance	-			-			-		
Effect Size	-	0.11	-0.01	-	0.14	0.05	-	0.07	-0.04
25th percentile	50.9	50.2	51.5	47.4	47.4	49.5	52.5	51.5	51.5
75th percentile	61.2	61.2	61.2	58.2	58.2	61.2	64.9	64.9	64.9

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



Survey items and estimation 'weights':

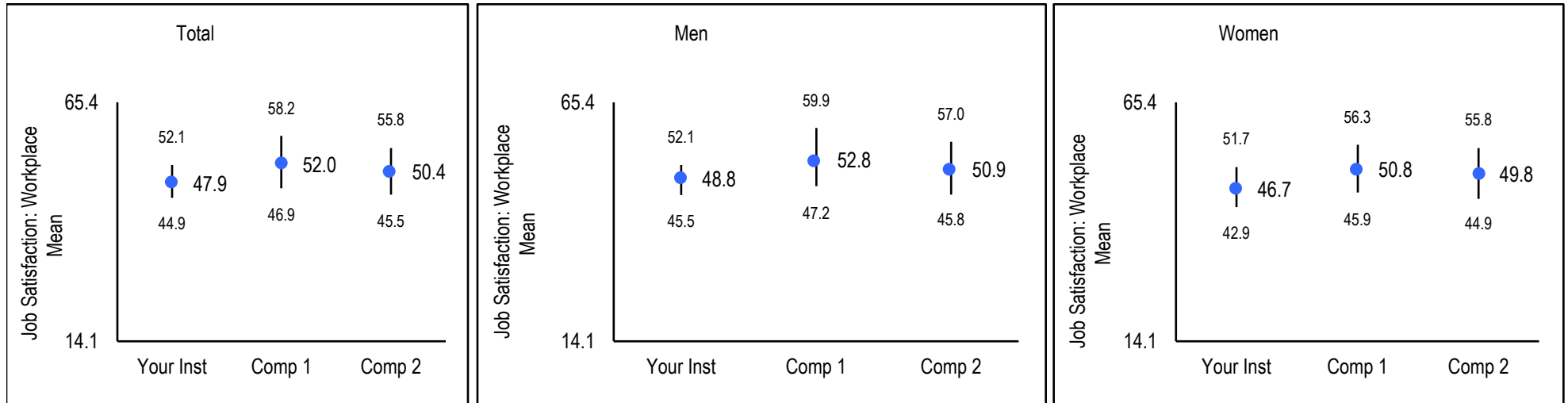
- * Encourage students to become agents of social change (2.77)
- * Instill in students a commitment to community service (2.69)

* Colleges have a responsibility to work with their surrounding communities to address

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	79	2,274	3,327	45	1,183	1,726	34	1,091	1,601
Mean	47.9	52.0	50.4	48.8	52.8	50.9	46.7	50.8	49.8
Standard Deviation	6.65	8.63	8.42	6.11	8.63	8.53	7.21	8.51	8.26
Significance	-	***	**	-	**		-	**	*
Effect Size	-	-0.47	-0.30	-	-0.47	-0.25	-	-0.49	-0.38
25th percentile	44.9	46.9	45.5	45.5	47.2	45.8	42.9	45.9	44.9
75th percentile	52.1	58.2	55.8	52.1	59.9	57.0	51.7	56.3	55.8

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



Survey items and estimation 'weights':

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

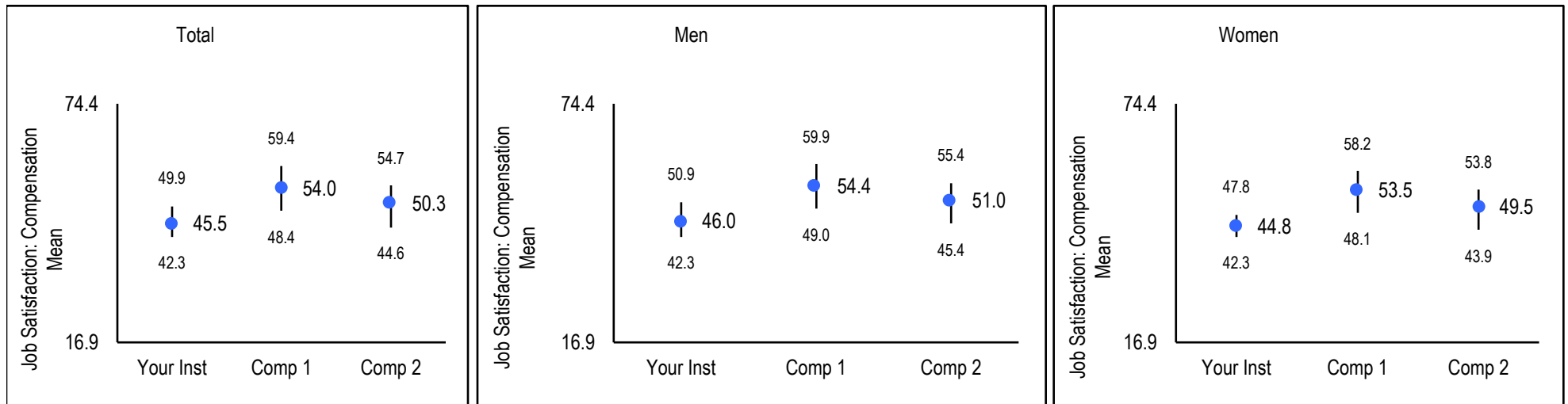
- * Autonomy and independence (1.46)
- * Departmental leadership (1.09)
- * Relative equity of salary and job benefits (1.29)
- * Flexibility in relation to family matters or emergencies (3.05)
- * Leave policies (2.40)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	79	2,275	3,329	45	1,184	1,727	34	1,091	1,602
Mean	45.5	54.0	50.3	46.0	54.4	51.0	44.8	53.5	49.5
Standard Deviation	6.45	8.48	8.62	7.32	8.72	8.68	5.10	8.14	8.48
Significance	-	***	***	-	***	***	-	***	**
Effect Size	-	-1.00	-0.55	-	-0.96	-0.57	-	-1.07	-0.55
25th percentile	42.3	48.4	44.6	42.3	49.0	45.4	42.3	48.1	43.9
75th percentile	49.9	59.4	54.7	50.9	59.9	55.4	47.8	58.2	53.8

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



Survey items and estimation 'weights':

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

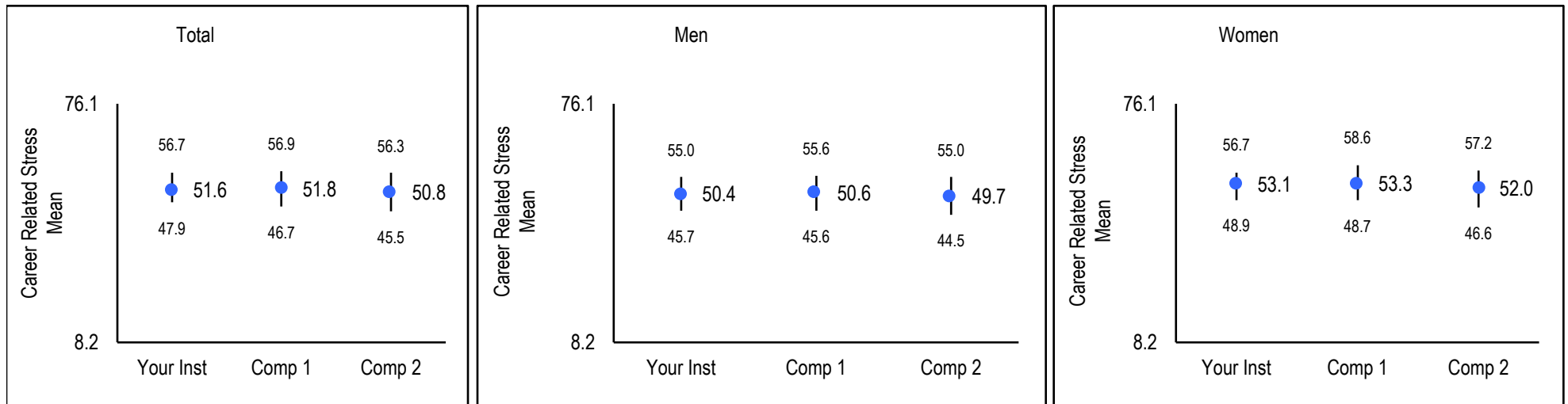
- * Opportunity for scholarly pursuits (2.38)
- * Retirement benefits (1.68)
- * Salary (1.39)

- * Teaching load (1.22)
- * Health benefits (2.04)
- * Prospects for career advancement (1.53)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	78	2,253	3,293	44	1,169	1,703	34	1,084	1,590
Mean	51.6	51.8	50.8	50.4	50.6	49.7	53.1	53.3	52.0
Standard Deviation	8.29	7.88	8.20	9.37	7.95	8.39	6.46	7.52	7.83
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.03	0.10	-	-0.02	0.08	-	-0.03	0.14
25th percentile	47.9	46.7	45.5	45.7	45.6	44.5	48.9	48.7	46.6
75th percentile	56.7	56.9	56.3	55.0	55.6	55.0	56.7	58.6	57.2

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:

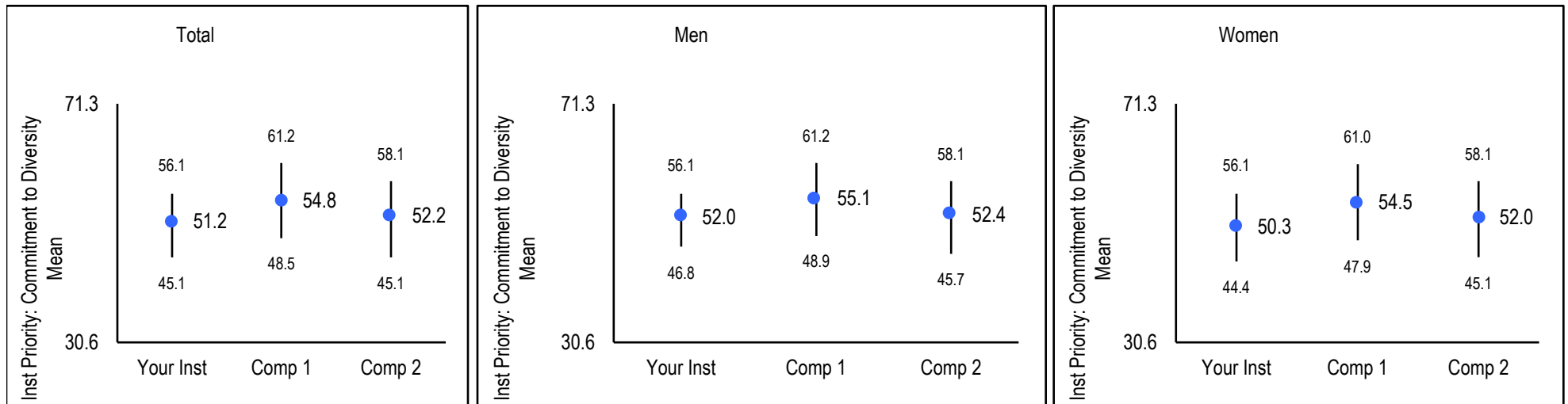
- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Committee work (1.38)
- * Institutional procedures/red tape (1.08)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Students (1.08)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,291	3,357	45	1,193	1,745	35	1,098	1,612
Mean	51.2	54.8	52.2	52.0	55.1	52.4	50.3	54.5	52.0
Standard Deviation	8.30	9.17	9.93	8.35	9.11	9.75	8.24	9.24	10.12
Significance	-	***		-	*		-	**	
Effect Size	-	-0.39	-0.10	-	-0.35	-0.04	-	-0.45	-0.17
25th percentile	45.1	48.5	45.1	46.8	48.9	45.7	44.4	47.9	45.1
75th percentile	56.1	61.2	58.1	56.1	61.2	58.1	56.1	61.0	58.1

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 promote gender diversity in the faculty and administration (3.34)

* To promote racial and ethnic diversity in the faculty and administration (5.72)

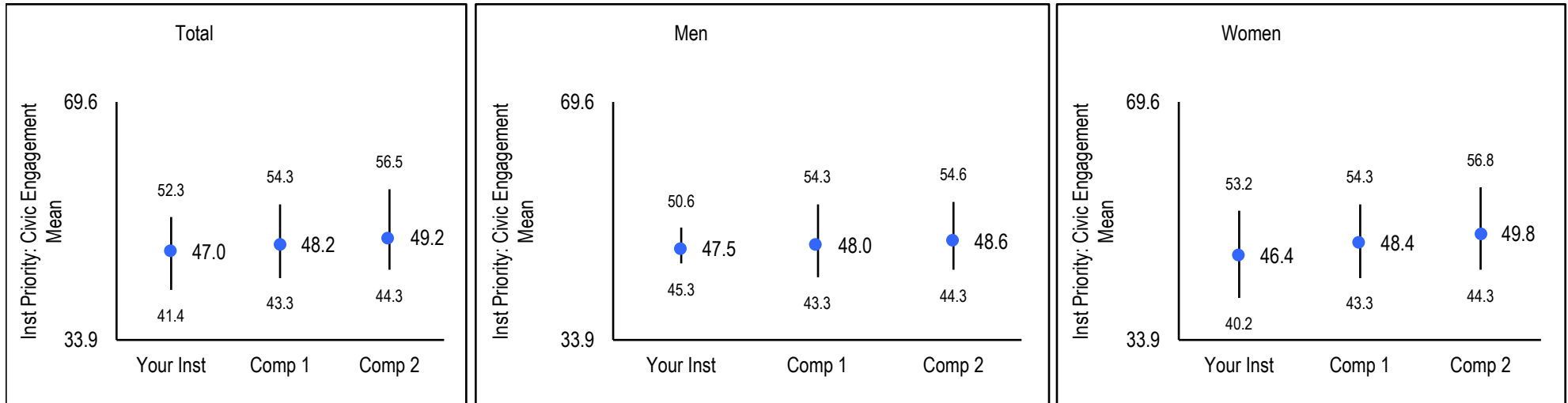
* To recruit more minority students (1.77)

2016-17 HERI Faculty Survey
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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,292	3,360	45	1,193	1,743	35	1,099	1,617
Mean	47.0	48.2	49.2	47.5	48.0	48.6	46.4	48.4	49.8
Standard Deviation	7.70	8.55	9.12	6.82	8.73	9.10	8.77	8.31	9.11
Significance	-		*	-			-		*
Effect Size	-	-0.13	-0.23	-	-0.06	-0.12	-	-0.24	-0.37
25th percentile	41.4	43.3	44.3	45.3	43.3	44.3	40.2	43.3	44.3
75th percentile	52.3	54.3	56.5	50.6	54.3	54.6	53.2	54.3	56.8

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



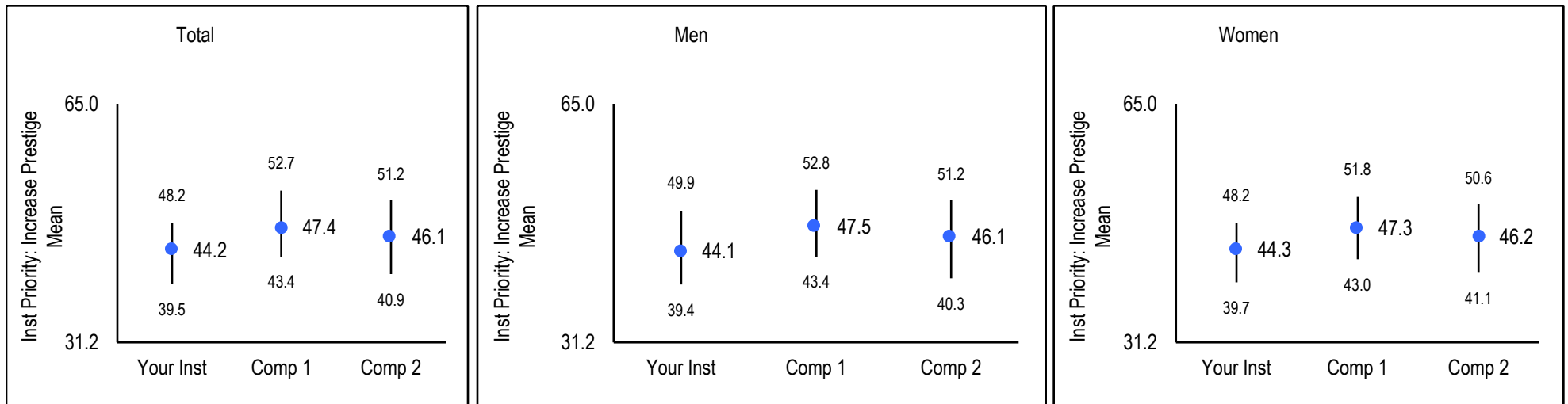
Survey items and estimation 'weights':

- 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 (2.08)
 - * To create and sustain partnerships with surrounding communities (2.84)
 - * To facilitate student involvement in community service (1.56)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,291	3,359	45	1,195	1,747	35	1,096	1,612
Mean	44.2	47.4	46.1	44.1	47.5	46.1	44.3	47.3	46.2
Standard Deviation	6.31	7.23	7.64	6.75	7.44	7.70	5.78	6.95	7.58
Significance	-	***	*	-	**		-	*	
Effect Size	-	-0.45	-0.25	-	-0.46	-0.26	-	-0.43	-0.24
25th percentile	39.5	43.4	40.9	39.4	43.4	40.3	39.7	43.0	41.1
75th percentile	48.2	52.7	51.2	49.9	52.8	51.2	48.2	51.8	50.6

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:

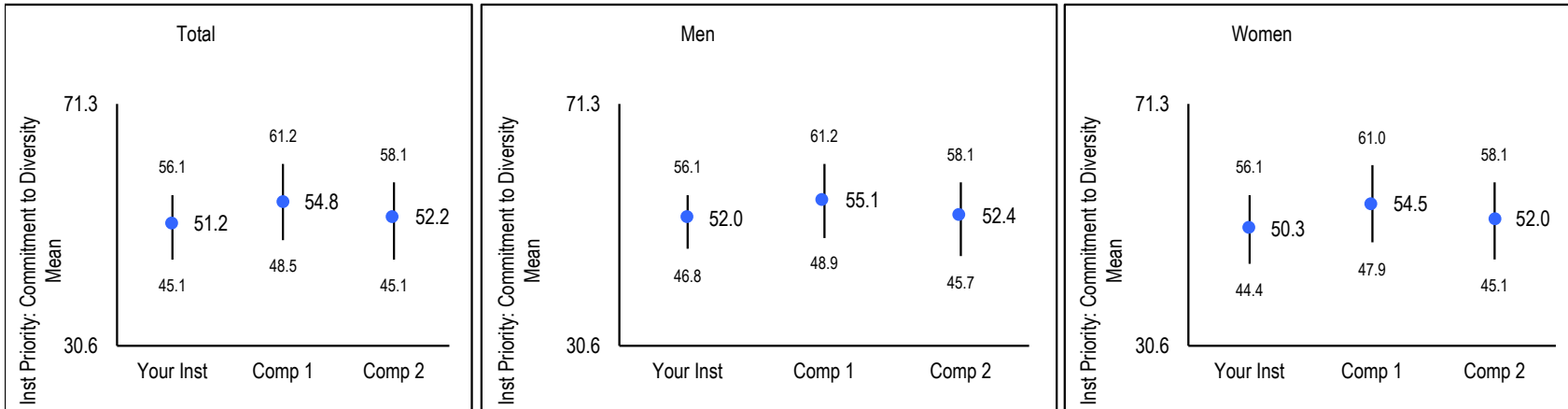
- * To increase or maintain institutional prestige (3.54)
- * To increase the selectivity of the student body through more competitive admissions criteria (3.43)
- * To hire faculty "stars" (1.47)

2016-17 HERI Faculty Survey
CIRP Construct Mean Report
Diversity Climate
 Full-time Undergraduate Faculty

Diversity climate - measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	82	2,375	3,489	47	1,233	1,808	35	1,142	1,681
Mean	49.8	50.1	51.0	52.5	51.7	52.2	46.2	48.0	49.6
Standard Deviation	8.87	9.00	8.96	8.03	8.60	8.77	8.80	9.05	8.97
Significance	-	-	-	-	-	-	-	-	*
Effect Size	-	-0.03	-0.13	-	0.09	0.03	-	-0.19	-0.37
25th percentile	43.7	45.9	45.9	46.5	46.9	46.9	38.3	41.6	43.7
75th percentile	58.3	58.5	59.4	59.4	59.4	59.4	52.3	54.0	58.1

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:

This institution has effective hiring practices and policies that increase faculty diversity (1.45)

This institution takes responsibility for educating underprepared students (0.88)

Faculty of color are treated fairly here (5.13)

Women faculty are treated fairly here (4.67)

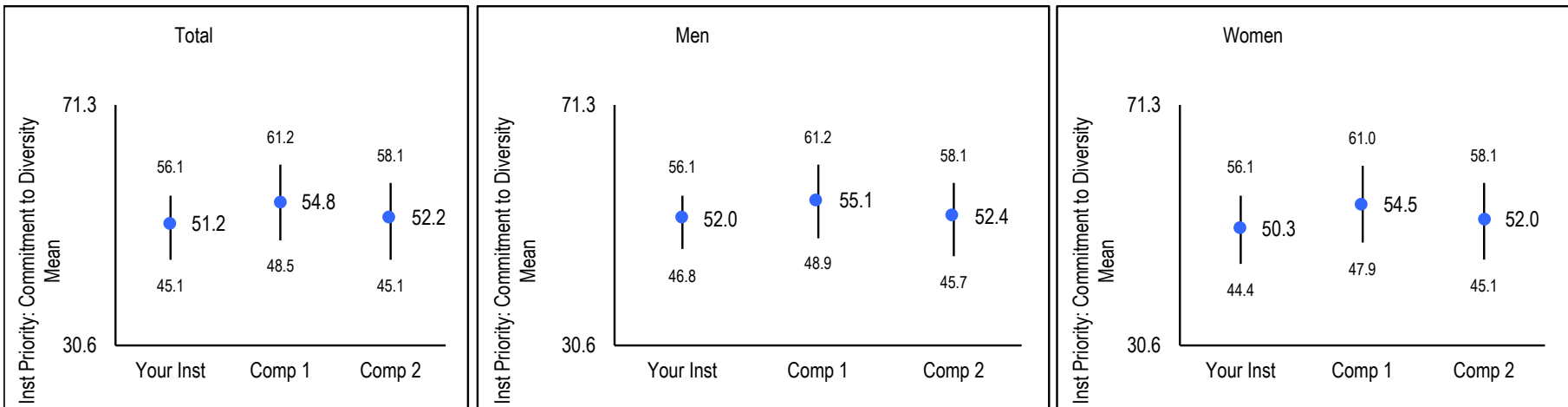
LGBTQ faculty are treated fairly here (3.17)

2016-17 HERI Faculty Survey
CIRP Construct Mean Report
Respect
 Full-time Undergraduate Faculty

Respect - composite measure representing the extent to which faculty feel their contributions are respected or appreciated by their colleagues.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	82	2,374	3,487	47	1,234	1,809	35	1,140	1,678
Mean	49.8	51.4	51.3	49.0	51.4	51.7	50.9	51.5	50.8
Standard Deviation	8.40	8.59	8.55	8.25	8.64	8.31	8.60	8.52	8.80
Significance	-	-	-	-	-	*	-	-	-
Effect Size	-	-0.19	-0.17	-	-0.28	-0.32	-	-0.07	0.01
25th percentile	44.7	44.7	44.7	44.7	44.7	44.7	44.7	44.7	44.7
75th percentile	58.6	58.6	58.6	55.9	58.6	58.6	58.6	58.6	58.6

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:

- My research is valued by faculty in my department (2.32)
- My teaching is valued by faculty in my department (5.73)
- My service is valued by faculty in my department (3.71)
- Faculty here respect each other (1.14)

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 faculty 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.

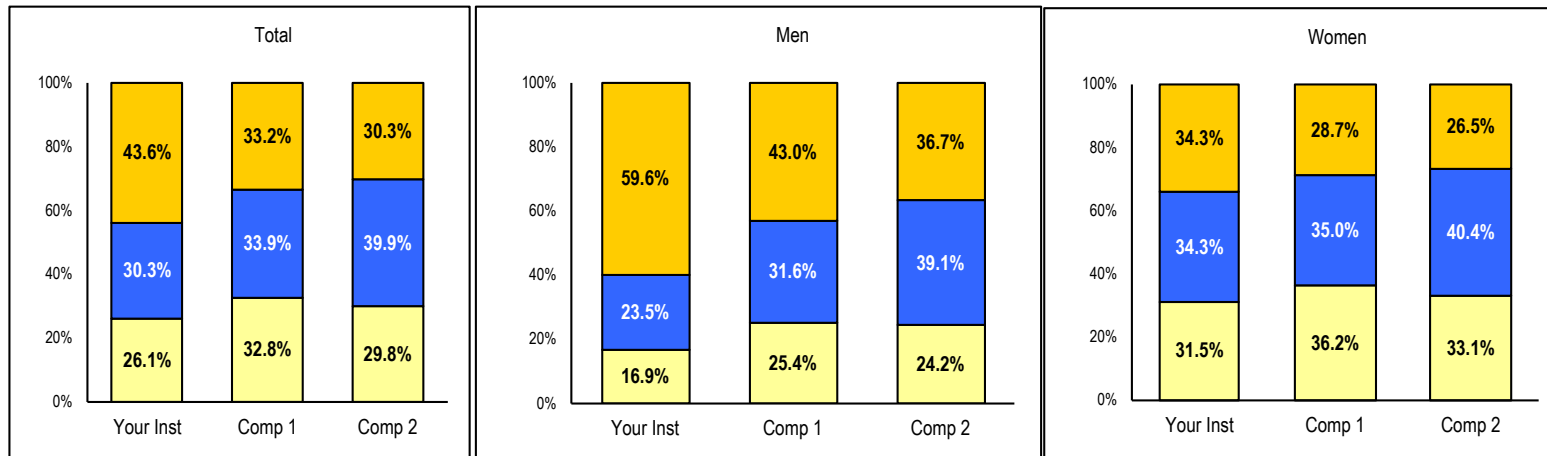
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

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.

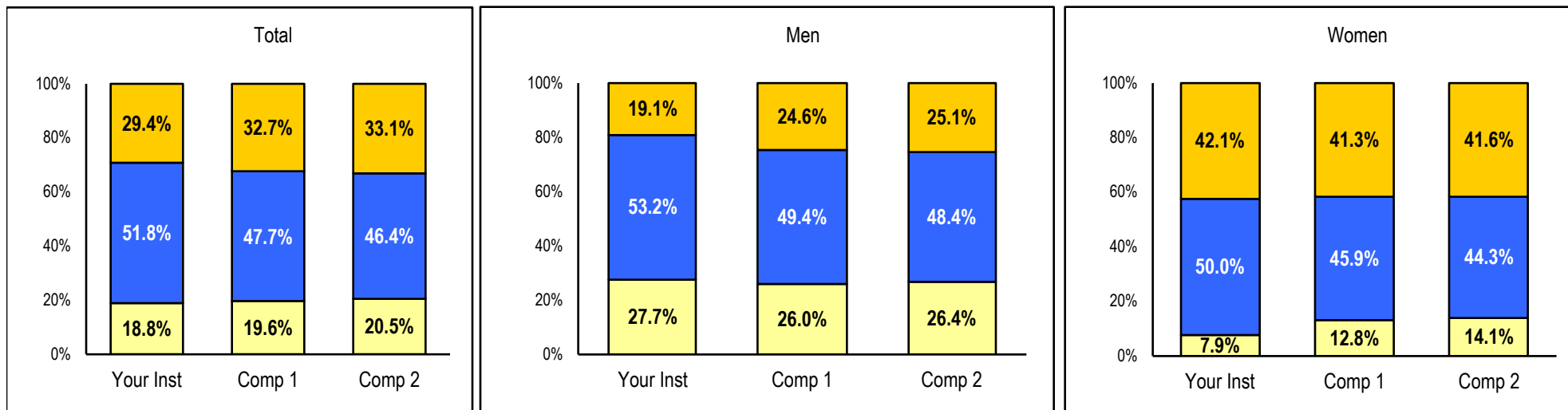
Charts – Provide a visual display of construct group percentages for your institution and two comparison groups. The HERI Faculty Survey Constructs have been scaled to a mean of 50 and a standard deviation of 10. "Low" represents faculty who scored one-half of a standard deviation below the mean (less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

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	85	2,486	3,665	47	1,282	1,887	38	1,204	1,778
High Student-Centered Pedagogy	29.4%	32.7%	33.1%	19.1%	24.6%	25.1%	42.1%	41.3%	41.6%
Average Student-Centered Pedagogy	51.8%	47.7%	46.4%	53.2%	49.4%	48.4%	50.0%	45.9%	44.3%
Low Student-Centered Pedagogy	18.8%	19.6%	20.5%	27.7%	26.0%	26.4%	7.9%	12.8%	14.1%
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)

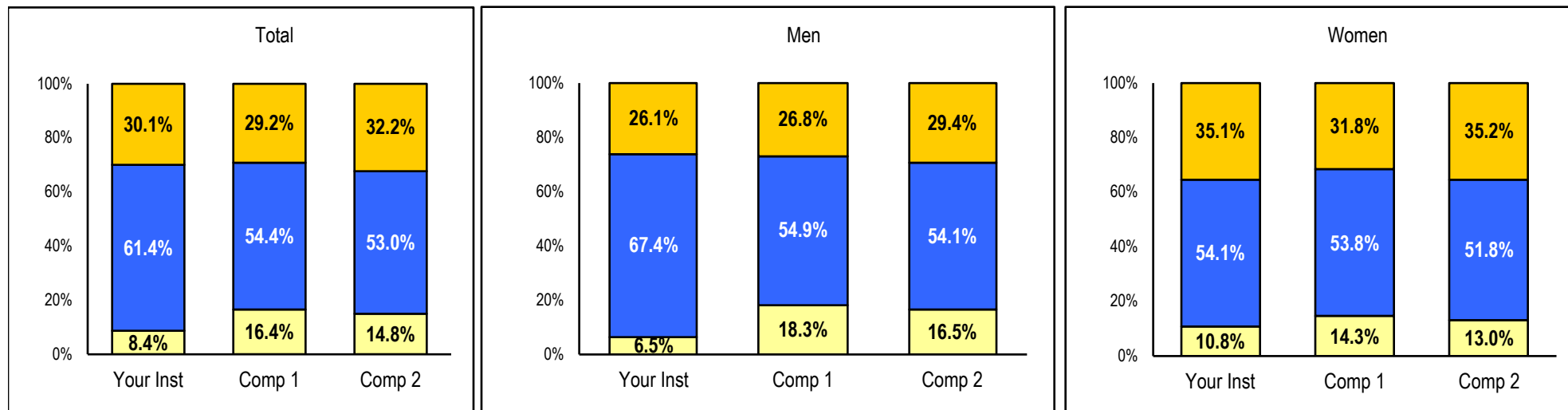
- * Reflective writing/journaling (1.37)
- * Experiential learning/Field studies (1.30)
- * Using student inquiry to drive learning (1.26)

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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	83	2,420	3,561	46	1,255	1,838	37	1,165	1,723
High UG Ed Goal: Personal Development	30.1%	29.2%	32.2%	26.1%	26.8%	29.4%	35.1%	31.8%	35.2%
Average UG Ed Goal: Personal Development	61.4%	54.4%	53.0%	67.4%	54.9%	54.1%	54.1%	53.8%	51.8%
Low UG Ed Goal: Personal Development	8.4%	16.4%	14.8%	6.5%	18.3%	16.5%	10.8%	14.3%	13.0%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

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

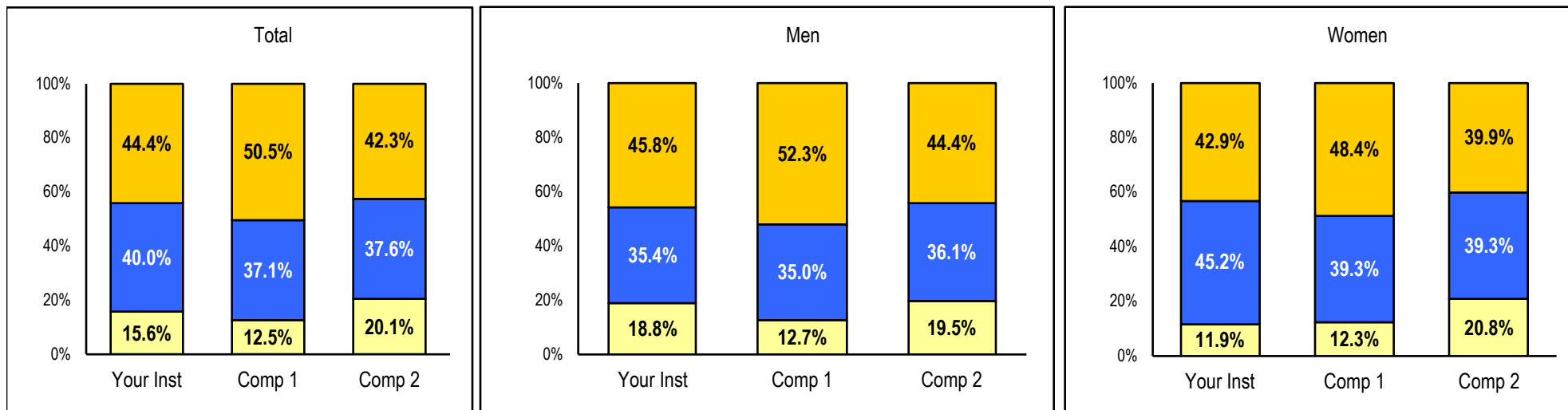
- * Help students develop personal values (4.28)
- * Provide for students' emotional development (2.15)
- * Develop moral character (3.42)

2016-17 HERI Faculty Survey
CIRP Construct Percentage Report
Scholarly Productivity
 Full-time Undergraduate Faculty

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	90	2,650	3,921	48	1,374	2,036	42	1,276	1,885
High Scholarly Productivity	44.4%	50.5%	42.3%	45.8%	52.3%	44.4%	42.9%	48.4%	39.9%
Average Scholarly Productivity	40.0%	37.1%	37.6%	35.4%	35.0%	36.1%	45.2%	39.3%	39.3%
Low Scholarly Productivity	15.6%	12.5%	20.1%	18.8%	12.7%	19.5%	11.9%	12.3%	20.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

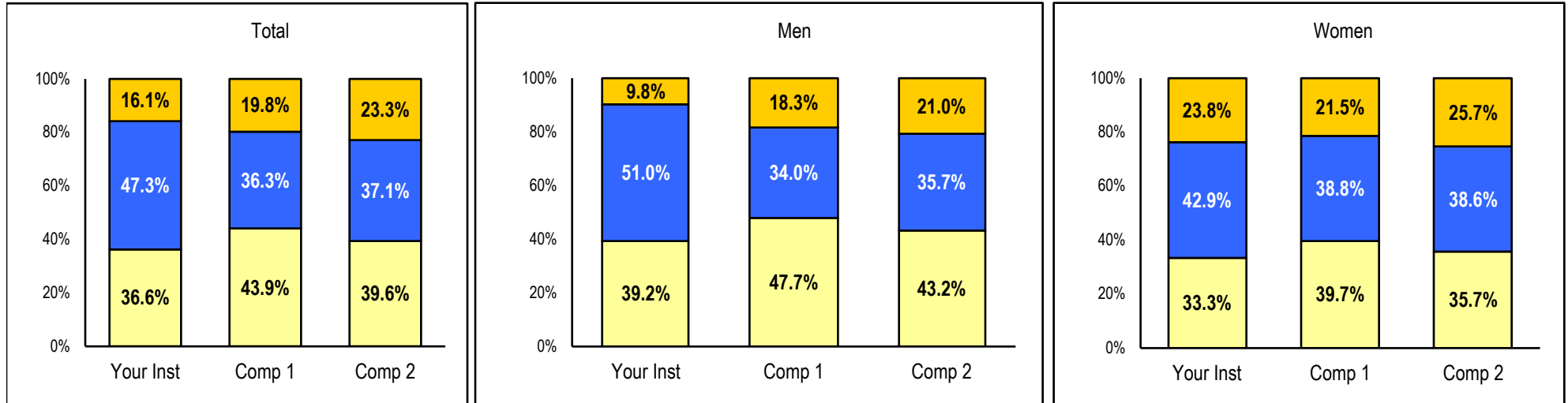
How many of the following have you published?

- * 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)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	93	2,748	4,077	51	1,426	2,121	42	1,322	1,956
High Civic Minded Practice	16.1%	19.8%	23.3%	9.8%	18.3%	21.0%	23.8%	21.5%	25.7%
Average Civic Minded Practice	47.3%	36.3%	37.1%	51.0%	34.0%	35.7%	42.9%	38.8%	38.6%
Low Civic Minded Practice	36.6%	43.9%	39.6%	39.2%	47.7%	43.2%	33.3%	39.7%	35.7%
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 (2.17)
- * Community service as part of coursework (1.53)

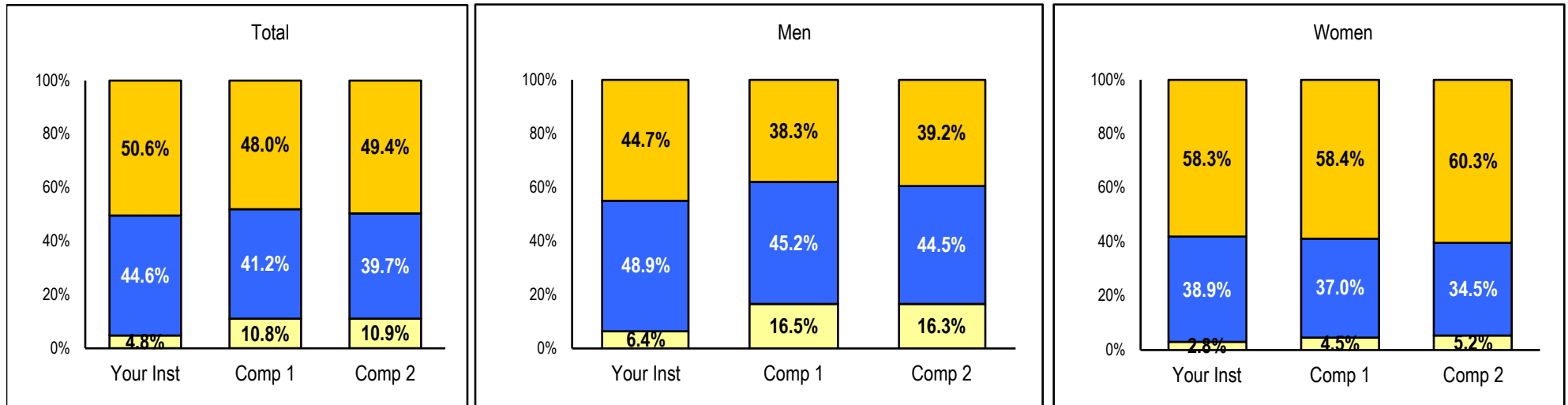
- * Engaged in public service/professional consulting without pay? (1.24)
- * Community or public service (1.33)
- * Advised student groups involved in service/volunteer work (1.43)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	83	2,427	3,560	47	1,258	1,837	36	1,169	1,723
High Civic Minded Values	50.6%	48.0%	49.4%	44.7%	38.3%	39.2%	58.3%	58.4%	60.3%
Average Civic Minded Values	44.6%	41.2%	39.7%	48.9%	45.2%	44.5%	38.9%	37.0%	34.5%
Low Civic Minded Values	4.8%	10.8%	10.9%	6.4%	16.5%	16.3%	2.8%	4.5%	5.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation 'weights':

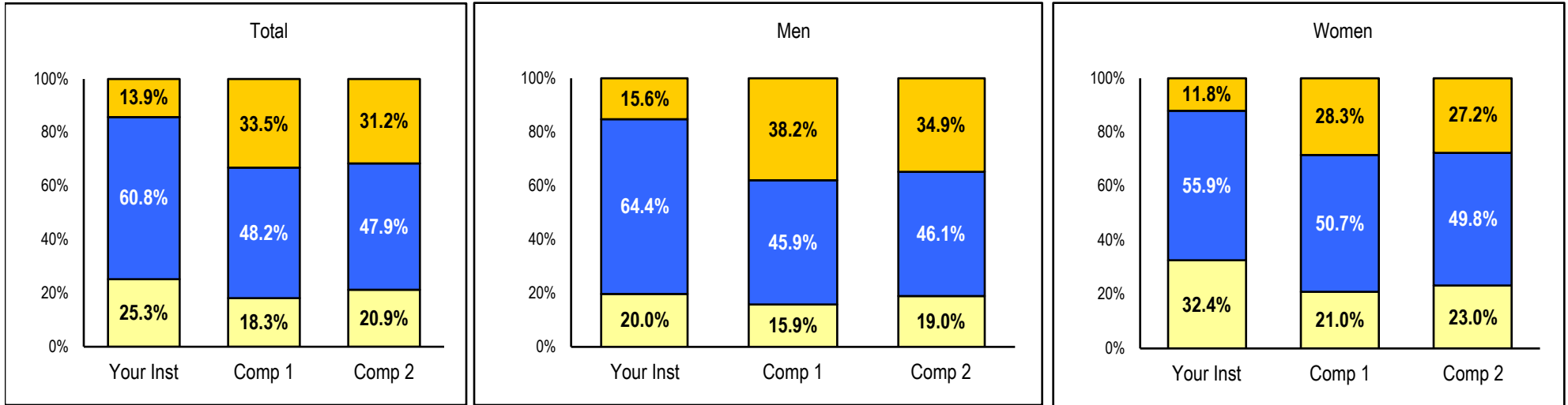
- * Encourage students to become agents of social change (2.77)
- * Instill in students a commitment to community service (2.69)

* Colleges have a responsibility to work with their surrounding communities to address

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	79	2,274	3,327	45	1,183	1,726	34	1,091	1,601
High Job Satisfaction: Workplace	13.9%	33.5%	31.2%	15.6%	38.2%	34.9%	11.8%	28.3%	27.2%
Average Job Satisfaction: Workplace	60.8%	48.2%	47.9%	64.4%	45.9%	46.1%	55.9%	50.7%	49.8%
Low Job Satisfaction: Workplace	25.3%	18.3%	20.9%	20.0%	15.9%	19.0%	32.4%	21.0%	23.0%
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?

- * Autonomy and independence (1.46)
- * Departmental leadership (1.09)
- * Relative equity of salary and job benefits (1.29)

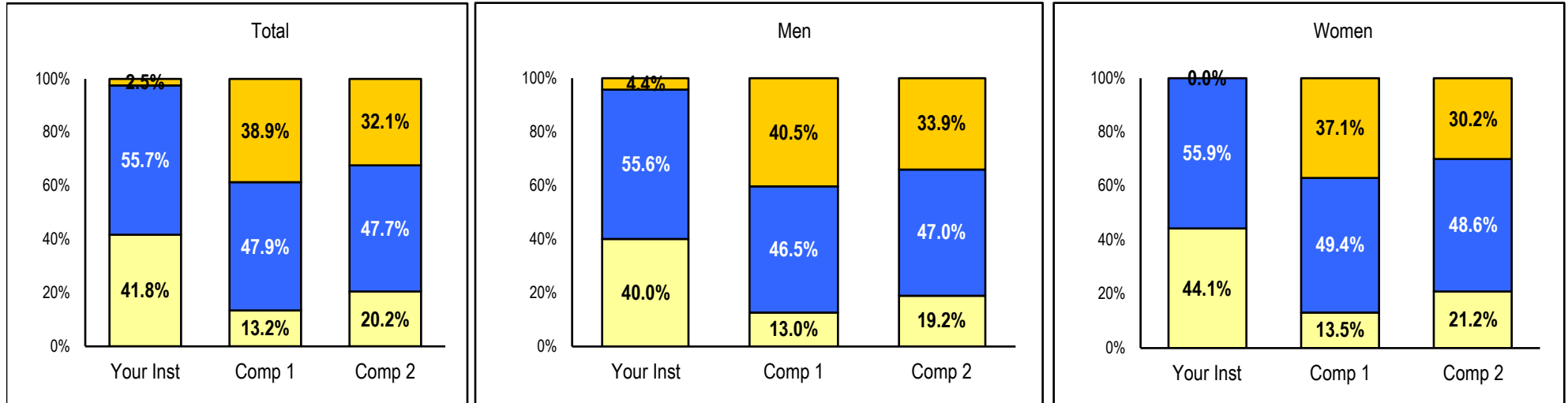
- * Flexibility in relation to family matters or emergencies (3.05)
- * Leave policies (2.40)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	79	2,275	3,329	45	1,184	1,727	34	1,091	1,602
High Job Satisfaction: Compensation	2.5%	38.9%	32.1%	4.4%	40.5%	33.9%	0.0%	37.1%	30.2%
Average Job Satisfaction: Compensation	55.7%	47.9%	47.7%	55.6%	46.5%	47.0%	55.9%	49.4%	48.6%
Low Job Satisfaction: Compensation	41.8%	13.2%	20.2%	40.0%	13.0%	19.2%	44.1%	13.5%	21.2%
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?

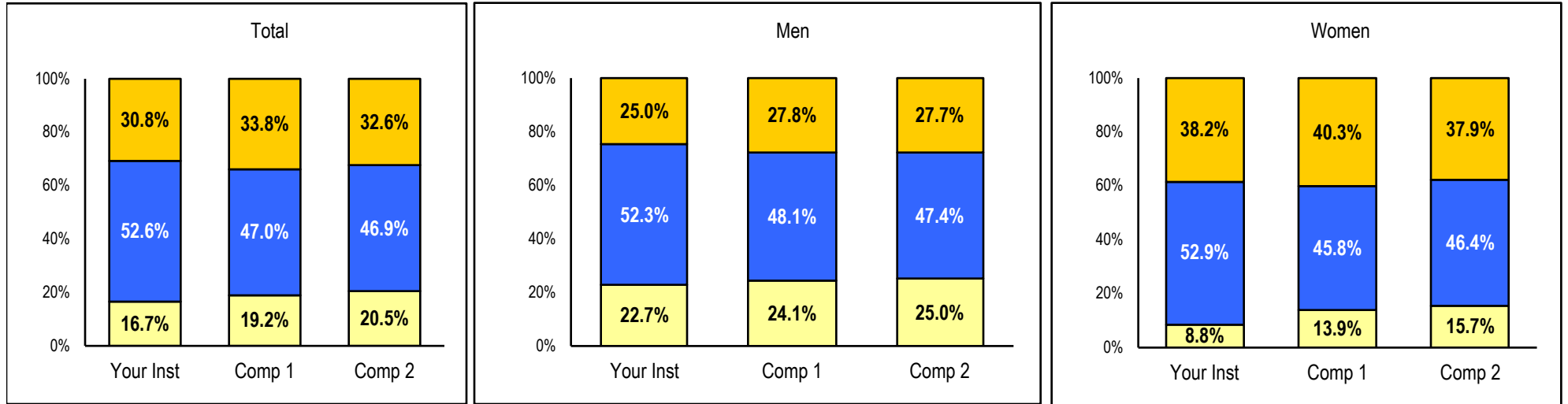
- * Opportunity for scholarly pursuits (2.38)
- * Retirement benefits (1.68)
- * Salary (1.39)

- * Teaching load (1.22)
- * Health benefits (1.39)
- * Prospects for career advancement (1.53)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	78	2,253	3,293	44	1,169	1,703	34	1,084	1,590
High Career Related Stress	30.8%	33.8%	32.6%	25.0%	27.8%	27.7%	38.2%	40.3%	37.9%
Average Career Related Stress	52.6%	47.0%	46.9%	52.3%	48.1%	47.4%	52.9%	45.8%	46.4%
Low Career Related Stress	16.7%	19.2%	20.5%	22.7%	24.1%	25.0%	8.8%	13.9%	15.7%
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:

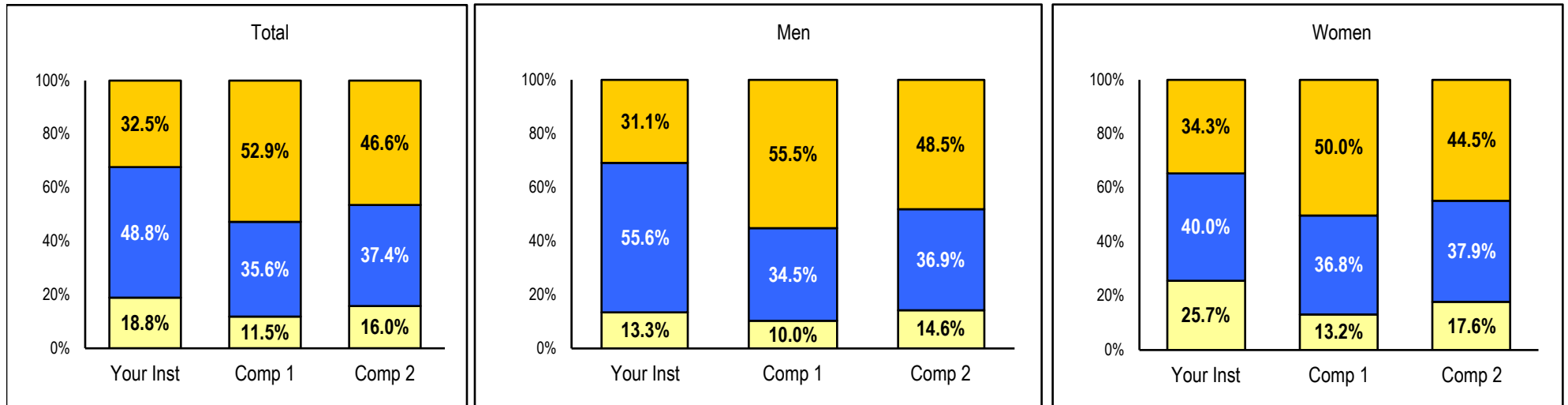
- * Lack of personal time (1.96)
- * Teaching load (1.51)
- * Committee work (1.38)
- * Institutional procedures/red tape (1.08)
- * Research or publishing demands (1.06)
- * Self-imposed high expectations (1.03)
- * Students (1.08)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,291	3,357	45	1,193	1,745	35	1,098	1,612
High Institutional Priority: Commitment to Diversity	32.5%	52.9%	46.6%	31.1%	55.5%	48.5%	34.3%	50.0%	44.5%
Average Institutional Priority: Commitment to Diversity	48.8%	35.6%	37.4%	55.6%	34.5%	36.9%	40.0%	36.8%	37.9%
Low Institutional Priority: Commitment to Diversity	18.8%	11.5%	16.0%	13.3%	10.0%	14.6%	25.7%	13.2%	17.6%
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 promote gender diversity in the faculty and administration (3.34)

* To promote racial and ethnic diversity in the faculty and administration (5.72)

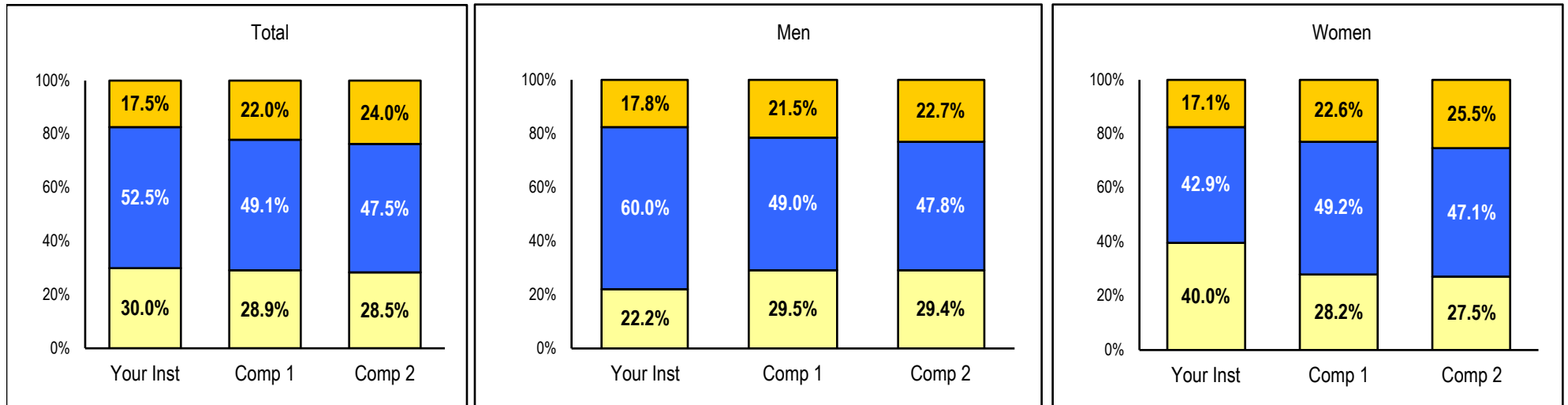
* To recruit more minority students (1.77)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,292	3,360	45	1,193	1,743	35	1,099	1,617
High Institutional Priority: Civic Engagement	17.5%	22.0%	24.0%	17.8%	21.5%	22.7%	17.1%	22.6%	25.5%
Average Institutional Priority: Civic Engagement	52.5%	49.1%	47.5%	60.0%	49.0%	47.8%	42.9%	49.2%	47.1%
Low Institutional Priority: Civic Engagement	30.0%	28.9%	28.5%	22.2%	29.5%	29.4%	40.0%	28.2%	27.5%
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:

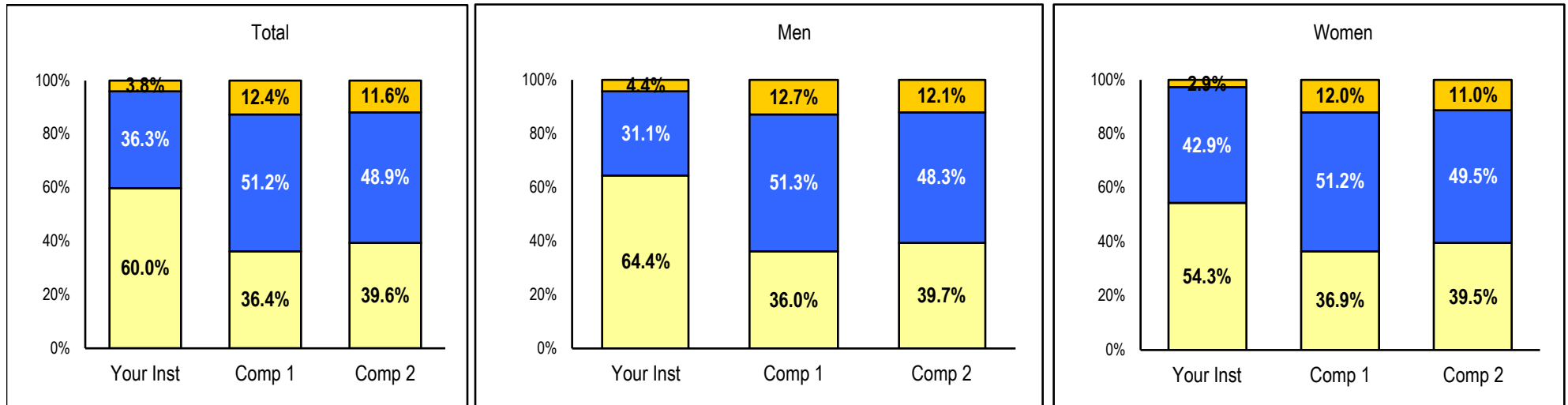
- * To provide resources for faculty to engage in community-based teaching or research (2.08)
- * To create and sustain partnerships with surrounding communities (2.84)
- * To facilitate student involvement in community service (1.56)

2016-17 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.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	80	2,291	3,359	45	1,195	1,747	35	1,096	1,612
High Institutional Priority: Increase Prestige	3.8%	12.4%	11.6%	4.4%	12.7%	12.1%	2.9%	12.0%	11.0%
Average Institutional Priority: Increase Prestige	36.3%	51.2%	48.9%	31.1%	51.3%	48.3%	42.9%	51.2%	49.5%
Low Institutional Priority: Increase Prestige	60.0%	36.4%	39.6%	64.4%	36.0%	39.7%	54.3%	36.9%	39.5%
Significance (based on High score group)	-			-			-		

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



Survey items and estimation 'weights':

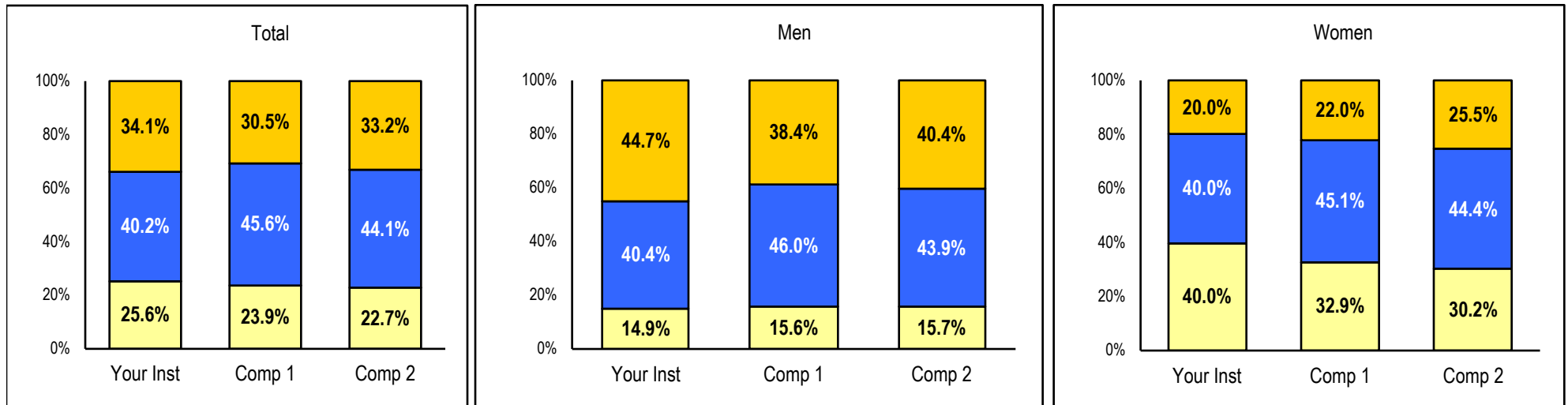
Indicate how important you believe each priority listed below is at your college or university:

- * To increase or maintain institutional prestige (3.54)
- * To increase the selectivity of the student body through more competitive admissions criteria (3.43)
- * To hire faculty "stars" (1.47)

Diversity climate - measure representing faculty's perspectives about the climate for faculty members from diverse backgrounds.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	82	2,375	3,489	47	1,233	1,808	35	1,142	1,681
High Diversity Climate	34.1%	30.5%	33.2%	44.7%	38.4%	40.4%	20.0%	22.0%	25.5%
Average Diversity Climate	40.2%	45.6%	44.1%	40.4%	46.0%	43.9%	40.0%	45.1%	44.4%
Low Diversity Climate	25.6%	23.9%	22.7%	14.9%	15.6%	15.7%	40.0%	32.9%	30.2%
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:

This institution has effective hiring practices and policies that increase faculty diversity (1.45)

This institution takes responsibility for educating underprepared students (0.88)

Faculty of color are treated fairly here (5.13)

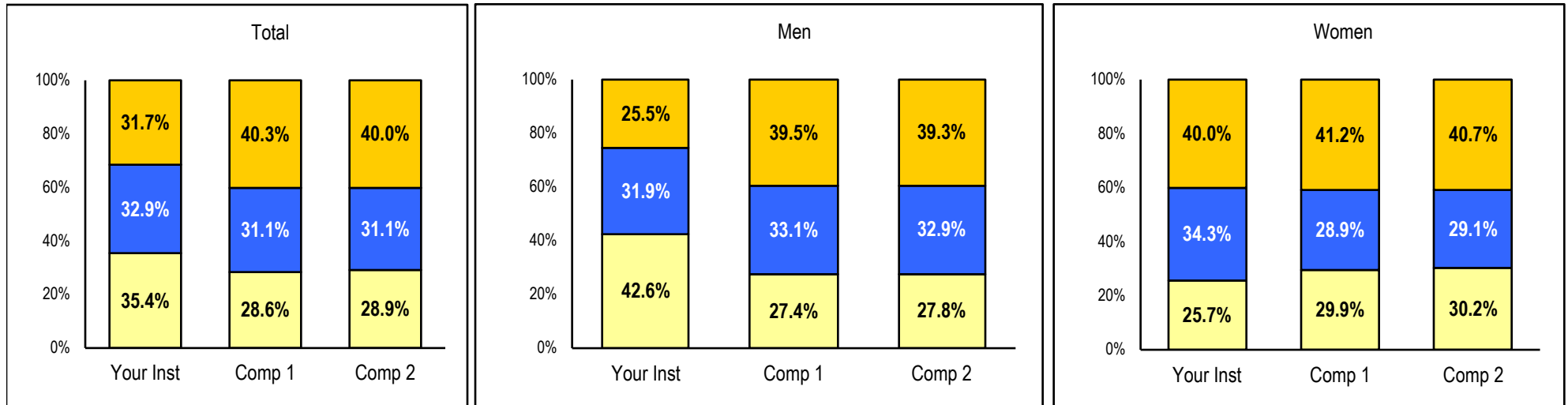
Women faculty are treated fairly here (4.67)

LGBTQ faculty are treated fairly here (3.17)

Respect - composite measure representing the extent to which faculty feel their contributoins are respected or appreciated by their colleagues.

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	82	2,374	3,487	47	1,234	1,809	35	1,140	1,678
High Respect	31.7%	40.3%	40.0%	25.5%	39.5%	39.3%	40.0%	41.2%	40.7%
Average Respect	32.9%	31.1%	31.1%	31.9%	33.1%	32.9%	34.3%	28.9%	29.1%
Low Respect	35.4%	28.6%	28.9%	42.6%	27.4%	27.8%	25.7%	29.9%	30.2%
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:

- My research is valued by faculty in my department (2.32)
- My teaching is valued by faculty in my department (5.73)
- My service is valued by faculty in my department (3.71)
- Faculty here respect each other (1.14)