2016 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

University of California-San Diego

Comparison group 1:   Public Universities-high selectivity
Comparison group 2:   Public Universities

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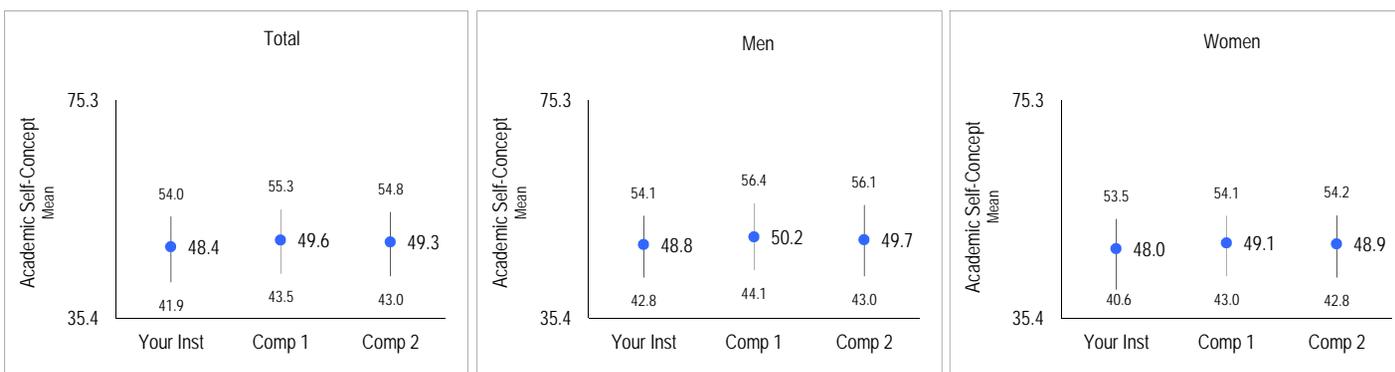# How to Read the CIRP Construct Mean Report

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 reports are generated for each CIRP Construct. The Mean Score 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 groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshman, which we define as those respondents who first entered college in 2015 and are currently enrolled full-time.
For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

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 practically 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, control, and selectivity.

Comp 2 – The second comparison group is based on your institution's type and control.

Mean – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and 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.

Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	619	21,085	42,939	300	10,706	19,535	319	10,379	23,404
Mean	48.4	49.6	49.3	48.8	50.2	49.7	48.0	49.1	48.9
Standard Deviation	8.74	8.55	8.85	8.67	8.67	8.97	8.80	8.41	8.74
Significance	-	***	*	-	**		-	*	
Effect Size	-	-0.14	-0.10	-	-0.16	-0.10	-	-0.12	-0.10
25th percentile	41.9	43.5	43.0	42.8	44.1	43.0	40.6	43.0	42.8
75th percentile	54.0	55.3	54.8	54.1	56.4	56.1	53.5	54.1	54.2

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

Total — Academic Self-Concept Mean: Your Inst 48.4 (54.0 / 41.9), Comp 1 49.6 (55.3 / 43.5), Comp 2 49.3 (54.8 / 43.0)

Men — Academic Self-Concept Mean: Your Inst 48.8 (54.1 / 42.8), Comp 1 50.2 (56.4 / 44.1), Comp 2 49.7 (56.1 / 43.0)

Women — Academic Self-Concept Mean: Your Inst 48.0 (53.5 / 40.6), Comp 1 49.1 (54.1 / 43.0), Comp 2 48.9 (54.2 / 42.8)

Survey items and estimation "weights":
Rate yourself on each of the following traits as compared with the average person your age:
* Academic ability (3.52)
* Self-confidence - intellectual (1.22)
* Drive to achieve (0.95)
* Mathematical ability (1.22)

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 blue circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentiles.

H1

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.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,517	16,379	35,628	2,087	7,287	15,514	2,430	9,092	20,114
Mean	49.6	50.7	49.6	50.6	51.4	50.3	48.8	50.1	49.0
Standard Deviation	8.27	7.98	8.46	8.39	8.07	8.56	8.09	7.85	8.32
Significance	-	***		-	***		-	***	
Effect Size	-	-0.14	0.01	-	-0.10	0.03	-	-0.16	-0.02
25th percentile	43.8	45.4	43.8	44.8	46.2	44.4	43.4	45.1	43.4
75th percentile	54.7	55.8	55.0	56.2	56.6	56.3	54.1	54.8	54.4

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

Survey items and estimation "weights":

How often in the past year did you:
* *Seek solutions to problems and explain them to others* (1.99)
* *Support your opinions with a logical argument* (1.74)
* *Seek alternative solutions to a problem* (1.61)
* *Evaluate the quality or reliability of information you received* (1.58)
* *Explore topics on your own, even though it was not required for a class* (1.27)
* *Seek feedback on your academic work* (1.24)

* *Ask questions in class* (1.20)
* *Look up scientific research articles and resources* (1.05)
* *Revise your papers to improve your writing* (1.04)
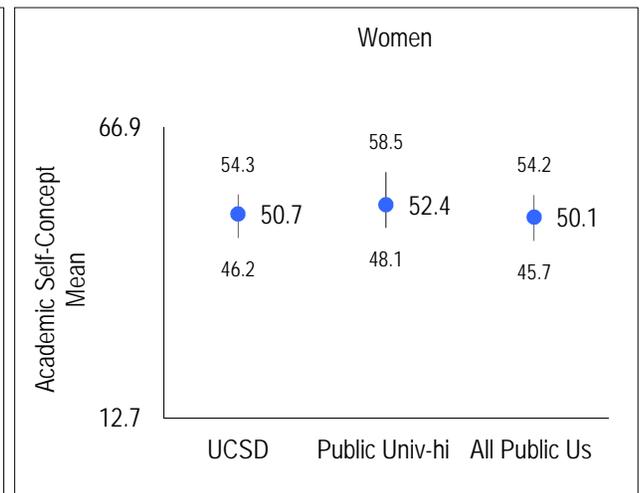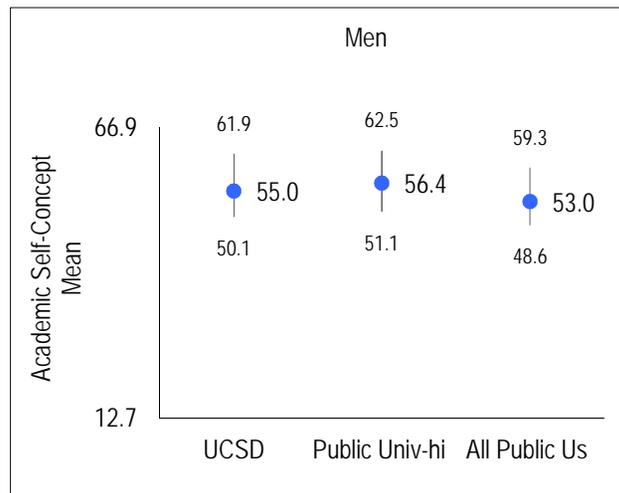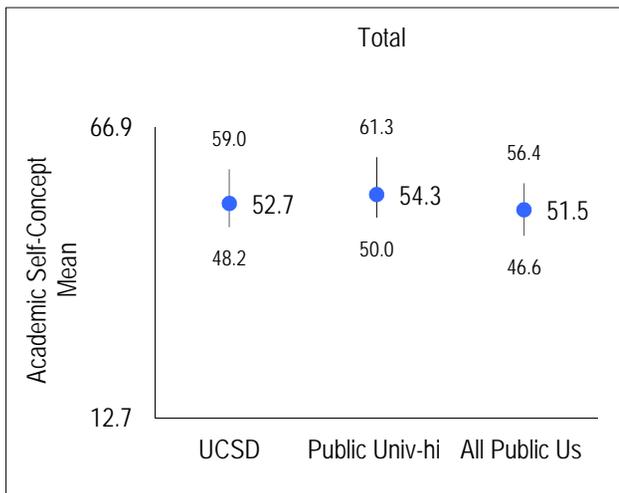* *Take a risk because you feel you have more to gain* (1.03)
* *Accept mistakes as part of the learning process* (0.95)

Academic Self-Concept

CIRP Construct Mean Report

Academic Self-Concept - is a unified measure of students′ beliefs about their abilities and confidence in academic environments.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,489	16,245	34,354	2,065	7,219	14,935	2,424	9,026	19,419
Mean	52.7	54.3	51.5	55.0	56.4	53.0	50.7	52.4	50.1
Standard Deviation	8.28	7.99	8.32	8.21	7.88	8.31	7.83	7.61	8.09
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.21	0.14	-	-0.19	0.23	-	-0.23	0.07
25th percentile	48.2	50.0	46.6	50.1	51.1	48.6	46.2	48.1	45.7
75th percentile	59.0	61.3	56.4	61.9	62.5	59.3	54.3	58.5	54.2

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

Survey items and estimation "weights":

Rate yourself on each of the following traits as compared with the average person your age:
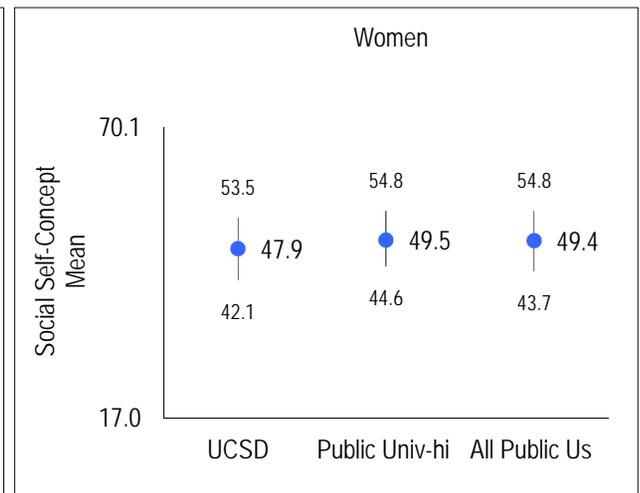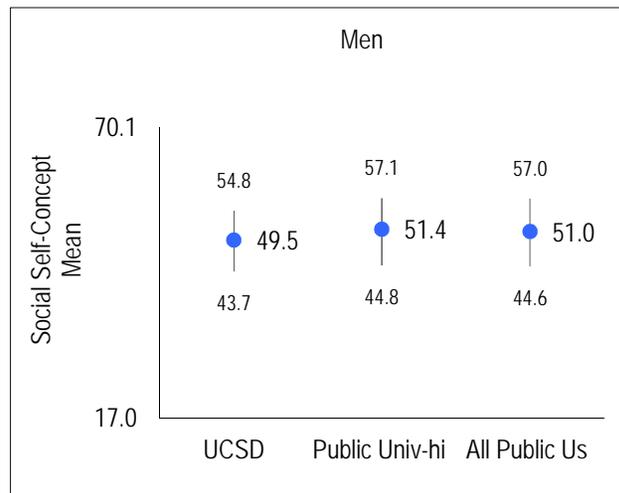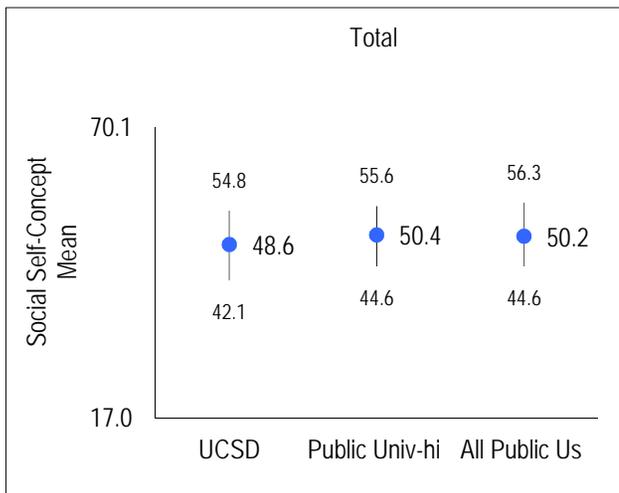
 * *Academic ability* (3.52)

 * *Mathematical ability* (1.32)

 * *Self-confidence - intellectual* (1.22)

 * *Drive to achieve* (0.95)

Social Self-Concept

CIRP Construct Mean Report

Social Self-Concept - is a unified measure of students' beliefs about their abilities and confidence in social situations.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,476	16,218	34,194	2,057	7,202	14,844	2,419	9,016	19,350
Mean	48.6	50.4	50.2	49.5	51.4	51.0	47.9	49.5	49.4
Standard Deviation	8.93	8.51	8.83	9.08	8.65	8.85	8.74	8.27	8.74
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.21	-0.17	-	-0.22	-0.18	-	-0.19	-0.17
25th percentile	42.1	44.6	44.6	43.7	44.8	44.6	42.1	44.6	43.7
75th percentile	54.8	55.6	56.3	54.8	57.1	57.0	53.5	54.8	54.8

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

Survey items and estimation "weights":

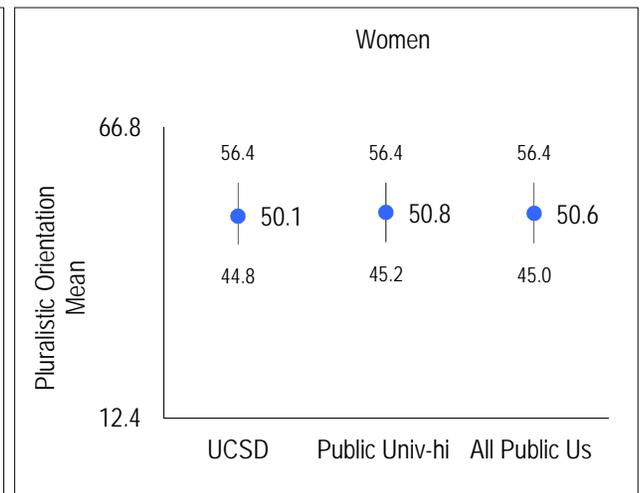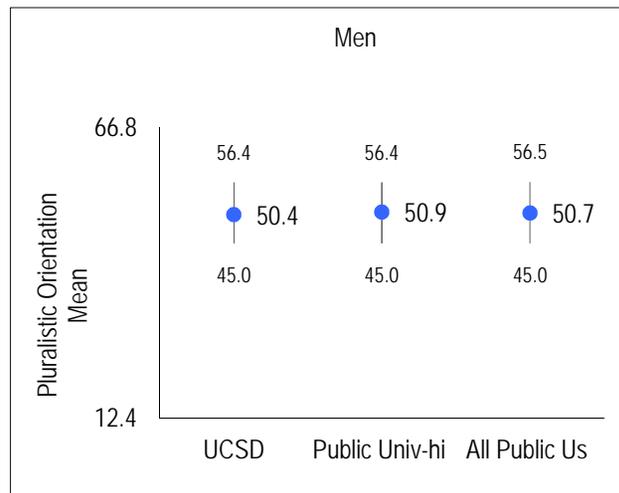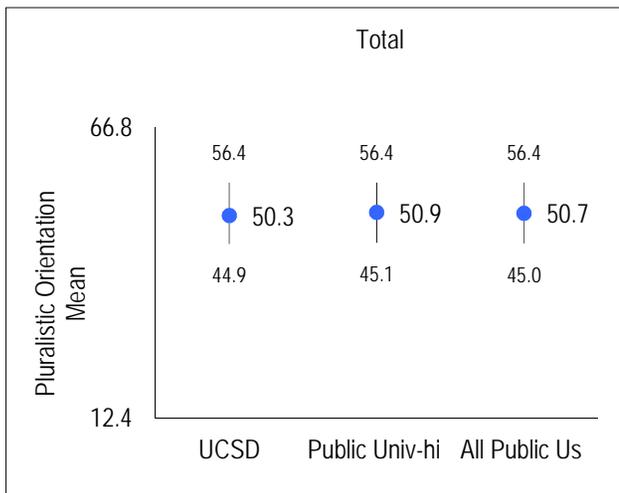Rate yourself on each of the following traits as compared with the average person your age:

 * *Self-confidence - social* (2.33)

 * *Leadership ability* (1.96)

 * *Public speaking ability* (1.68)

Pluralistic Orientation - measures skills and dispositions appropriate for living and working in a diverse society.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,509	16,368	35,867	2,077	7,272	15,603	2,432	9,096	20,264
Mean	50.3	50.9	50.7	50.4	50.9	50.7	50.1	50.8	50.6
Standard Deviation	8.30	7.98	8.39	8.25	8.01	8.46	8.33	7.96	8.33
Significance	-	***	**	-	*		-	***	**
Effect Size	-	-0.07	-0.05	-	-0.06	-0.03	-	-0.09	-0.06
25th percentile	44.9	45.1	45.0	45.0	45.0	45.0	44.8	45.2	45.0
75th percentile	56.4	56.4	56.4	56.4	56.4	56.5	56.4	56.4	56.4

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

Total

Men

Women

Survey items and estimation "weights":

Rate yourself on each of the following traits as compared with the average person your age:

* *Ability to work cooperatively with diverse people* (2.39)

* *Tolerance of others with different beliefs* (2.35)

* *Openness to having my own views challenged* (2.13)

* *Ability to discuss and negotiate controversial issues* (2.03)

* *Ability to see the world from someone else's perspective* (1.78)

Social Agency - measures the extent to which students value political and social involvement as a personal goal.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,299	15,737	31,045	1,958	6,958	13,461	2,341	8,779	17,584
Mean	51.3	52.2	51.3	49.8	50.7	50.1	52.7	53.5	52.4
Standard Deviation	9.12	8.80	9.34	9.30	8.96	9.43	8.76	8.44	9.12
Significance	-	***		-	***		-	***	
Effect Size	-	-0.10	0.00	-	-0.11	-0.03	-	-0.10	0.03
25th percentile	45.9	46.4	45.5	44.1	45.2	44.2	46.7	47.7	46.3
75th percentile	57.3	57.9	57.4	55.8	56.4	56.1	58.0	58.5	58.0

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* (2.42)
* *Helping to promote racial understanding* (2.05)
* *Becoming a community leader* (2.01)

* *Influencing social values* (1.58)
* *Helping others who are in difficulty* (1.36)
* *Keeping up to date with political affairs* (1.35)

Civic Engagement - measures the extent to which students are motivated and involved in civic, electoral, and political activities.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,556	16,517	36,429	2,097	7,346	15,898	2,459	9,171	20,531
Mean	52.3	53.5	52.9	50.7	52.2	51.6	53.7	54.7	54.0
Standard Deviation	8.49	8.30	8.39	8.46	8.36	8.38	8.29	8.07	8.25
Significance	-	***	***	-	***	***	-	***	
Effect Size	-	-0.14	-0.06	-	-0.17	-0.11	-	-0.13	-0.03
25th percentile	46.1	47.4	46.7	43.9	46.1	45.5	47.5	48.9	48.2
75th percentile	58.0	59.3	58.5	56.4	57.7	57.3	59.6	60.3	59.7

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

Survey items and estimation "weights":
Indicate activities you did in the past year:
Demonstrated for a cause (e.g., boycott, rally, protest) (1.46)
Worked on local, state, or national political campaign (1.42)
Publicly communicated my opinion about a cause (e.g., blog, email, petition) (1.35)
Helped raise money for a cause or campaign (1.11)
Performed volunteer work (0.80)

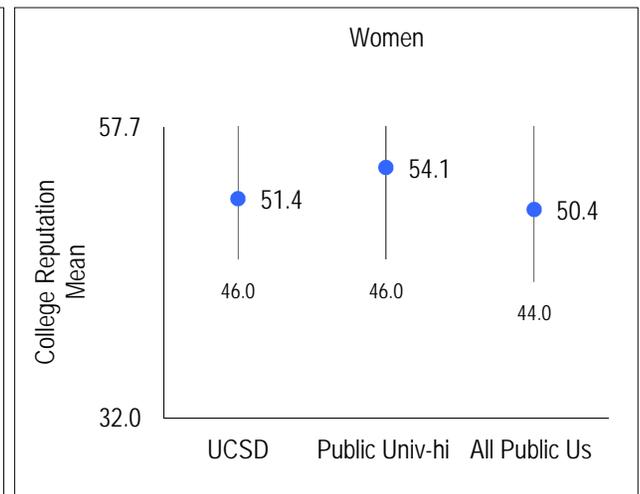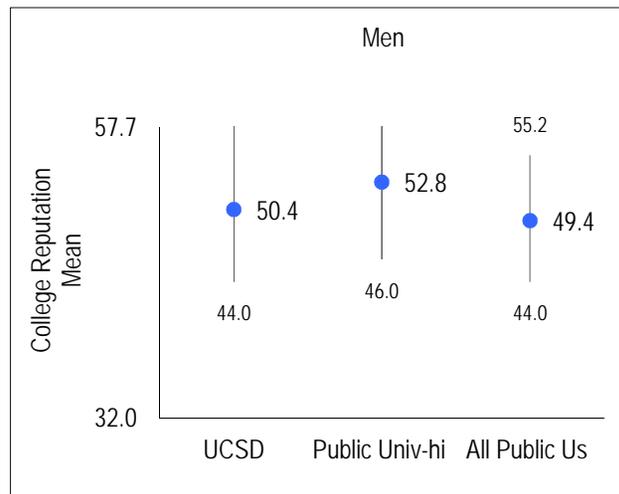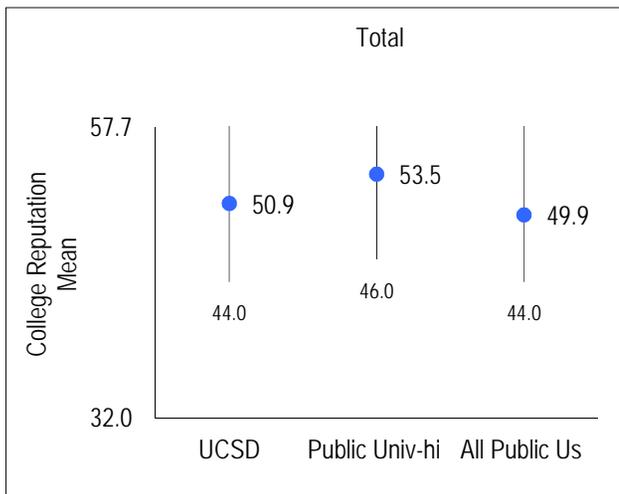*Indicate the importance to you personally of each of the following:*
Influencing social values (0.97)
Keeping up to date with political affairs (0.86)

College Reputation Orientation

CIRP Construct Mean Report

College Reputation Orientation - measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,435	16,064	32,813	2,041	7,124	14,201	2,394	8,940	18,612
Mean	50.9	53.5	49.9	50.4	52.8	49.4	51.4	54.1	50.4
Standard Deviation	8.35	7.64	8.59	8.39	7.75	8.48	8.29	7.49	8.66
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.34	0.12	-	-0.31	0.12	-	-0.37	0.11
25th percentile	44.0	46.0	44.0	44.0	46.0	44.0	46.0	46.0	44.0
75th percentile	60.3	60.3	60.3	60.3	60.3	55.2	60.3	60.3	60.3

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

Survey items and estimation "weights":

How important was each reason in your decision to come here?

* *This college's graduates get good jobs* (6.11)

* *This college's graduates gain admission to top graduate/professional schools* (2.50)

* *This college has a very good academic reputation* (1.54)

Likelihood of College Involvement

CIRP Construct Mean Report

Likelihood of College Involvement - is a unified measure of students' expectations about their involvement in college life generally.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,263	15,662	30,497	1,939	6,917	13,199	2,324	8,745	17,298
Mean	51.0	52.9	50.0	49.1	51.0	48.3	52.6	54.5	51.6
Standard Deviation	7.30	7.16	8.04	6.98	7.19	7.81	7.19	6.73	7.92
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.26	0.12	-	-0.26	0.11	-	-0.29	0.13
25th percentile	46.0	46.9	44.4	44.4	46.0	43.3	46.9	49.3	46.0
75th percentile	56.2	58.3	56.1	54.4	56.1	54.0	57.9	60.0	57.9

Note: Significance * p<.05, ** p<.01, *** p<.001
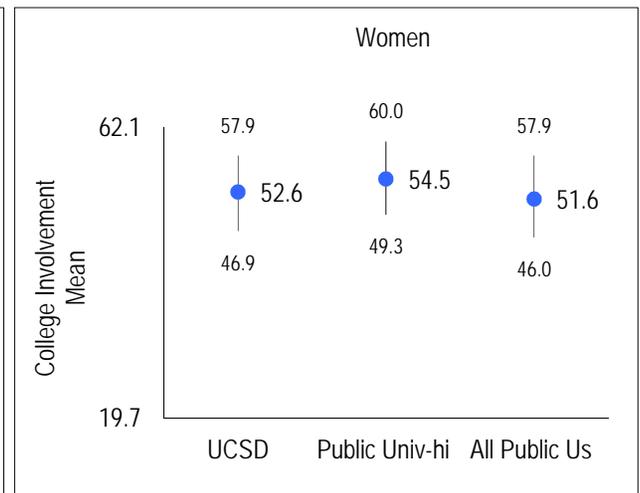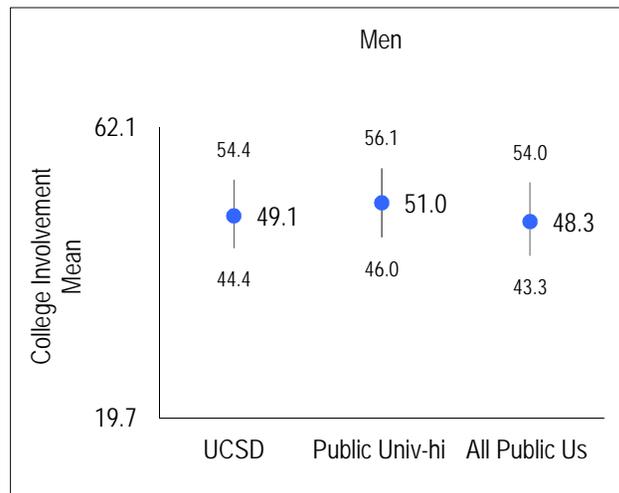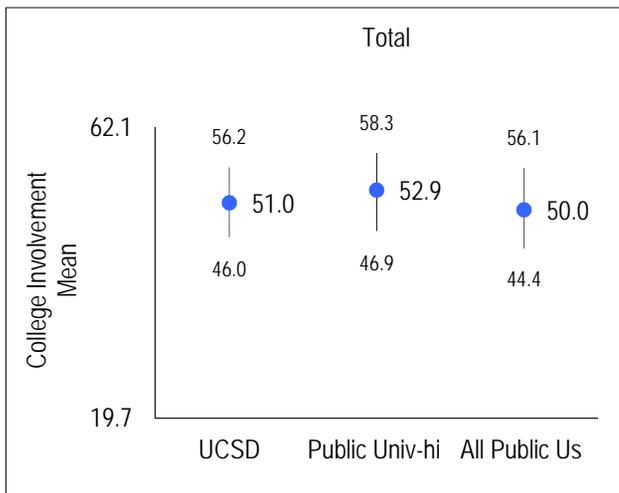
Survey items and estimation "weights":
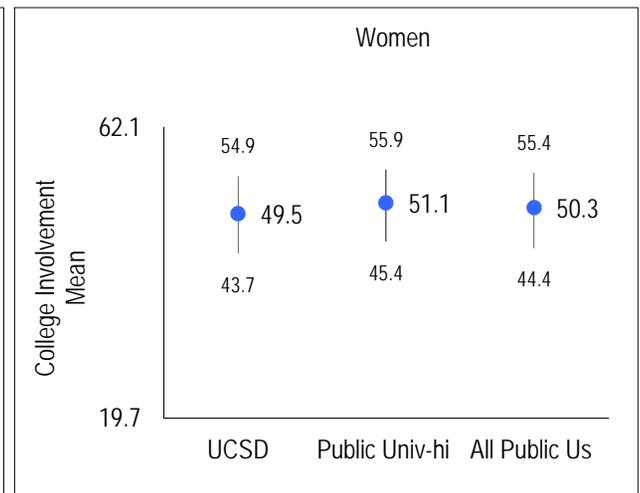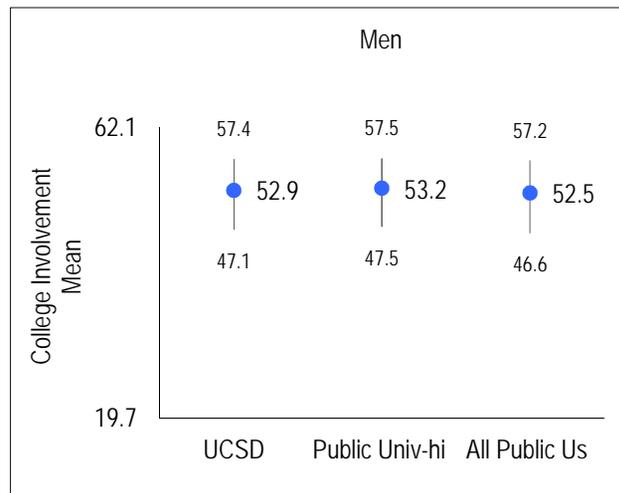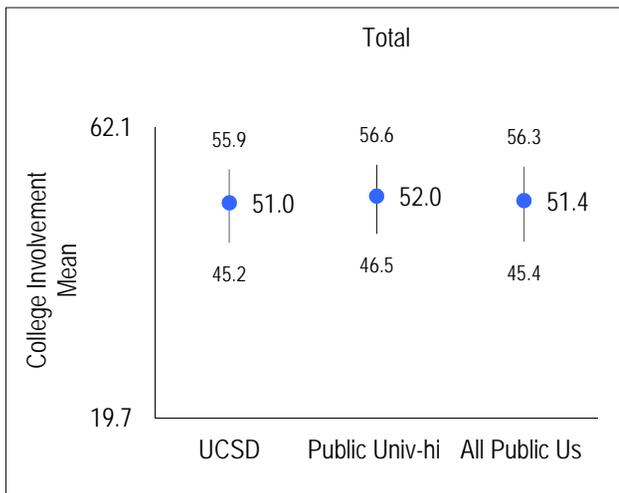
What is your best guess as to the chances that you will:

Participate in student clubs/groups (3.25)

Participate in volunteer or community service work (1.58)

Socialize with someone of another racial/ethnic group (1.28)

Participate in a study abroad program (1.24)

Participate in student government (0.96)

Science Self-Efficacy

CIRP Construct Mean Report

Science Self-Efficacy: A measure of students' confidence in their ability to conduct scientific research

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,507	16,296	35,033	2,079	7,245	15,275	2,428	9,051	19,758
Mean	51.0	52.0	51.4	52.9	53.2	52.5	49.5	51.1	50.3
Standard Deviation	8.87	8.77	9.14	8.62	8.62	8.87	8.78	8.78	9.25
Significance	-	***	*	-			-	***	***
Effect Size	-	-0.12	-0.04	-	-0.03	0.04	-	-0.18	-0.10
25th percentile	45.2	46.5	45.4	47.1	47.5	46.6	43.7	45.4	44.4
75th percentile	55.9	56.6	56.3	57.4	57.5	57.2	54.9	55.9	55.4

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

Survey items and estimation "weights":

How confident are you that you can:

Use technical science skills (use of tools, instruments, and/or techniques) (1.48)

Generate a research question (2.33)

Determine how to college appropriate data (2.82)

Explain the results of a study (2.87)

Use scientific literature to guide research (2.70)

Integrate results from multiple studies (2.79)

Ask relevant questions (1.73)

Identify what is known and not known about a problem (1.95)

Understand scientific concepts (2.40)

See connections between different areas of science and mathematics (1.90)

Science Identity

CIRP Construct Mean Report

Science identity: The extent to which students conceive of themselves as scientists

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,349	15,859	31,682	1,991	7,020	13,760	2,358	8,839	17,922
Mean	55.0	53.3	51.6	56.4	54.2	52.8	53.9	52.6	50.6
Standard Deviation	8.10	8.87	9.46	7.42	8.64	9.05	8.48	9.01	9.69
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	0.19	0.36	-	0.25	0.39	-	0.14	0.34
25th percentile	50.7	47.8	45.6	52.5	49.1	47.2	48.6	47.1	43.6
75th percentile	59.7	59.5	57.9	60.3	59.5	58.9	59.5	59.1	57.2

Note: Significance * p<.05, ** p<.01, *** p<.001
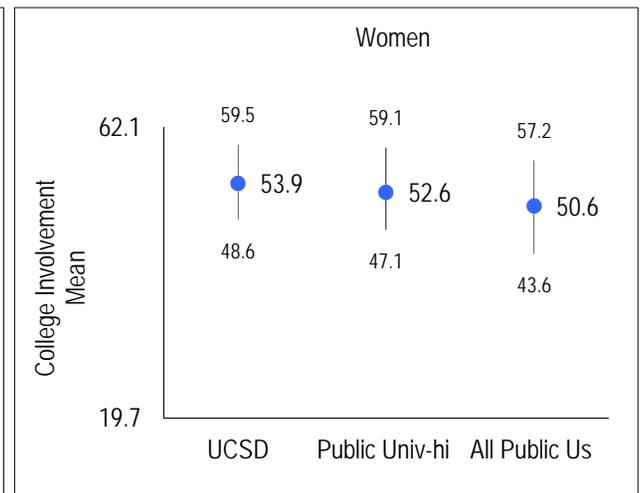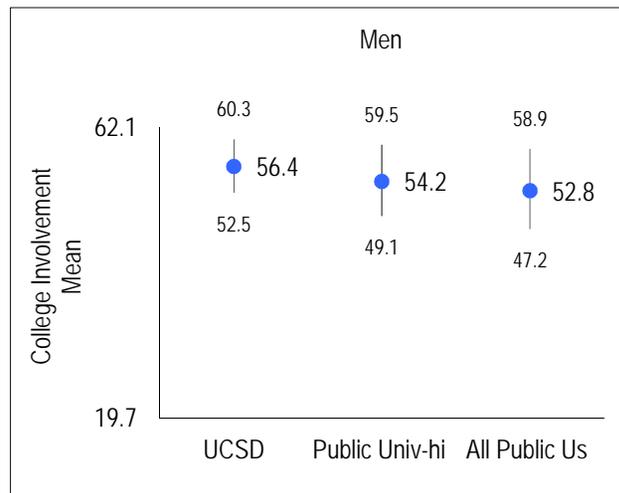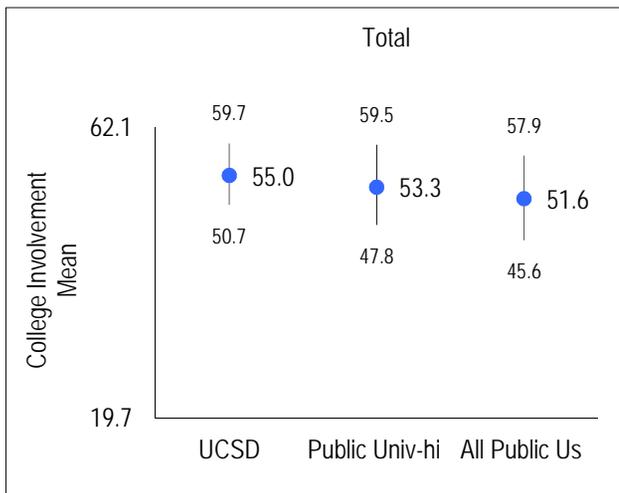
Survey items and estimation "weights":

To what extent are the following statements true of you:

I have a strong sense of belonging to the community of scientists (3.52)

I derive great personal satisfaction from working on a team that is doing important research (1.78)

I think of myself as a scientist (5.53)

I feel like I belong in the field of science (4.43)

How to Read the CIRP Construct Percentage Report

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 reports are generated for each CIRP Construct. The Mean Score 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 groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshmen, which we define as those respondents who first entered college in 2014 and are currently enrolled full-time.

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

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

Comp 1 – The first comparison group is based on your institution's type, control, and selectivity.
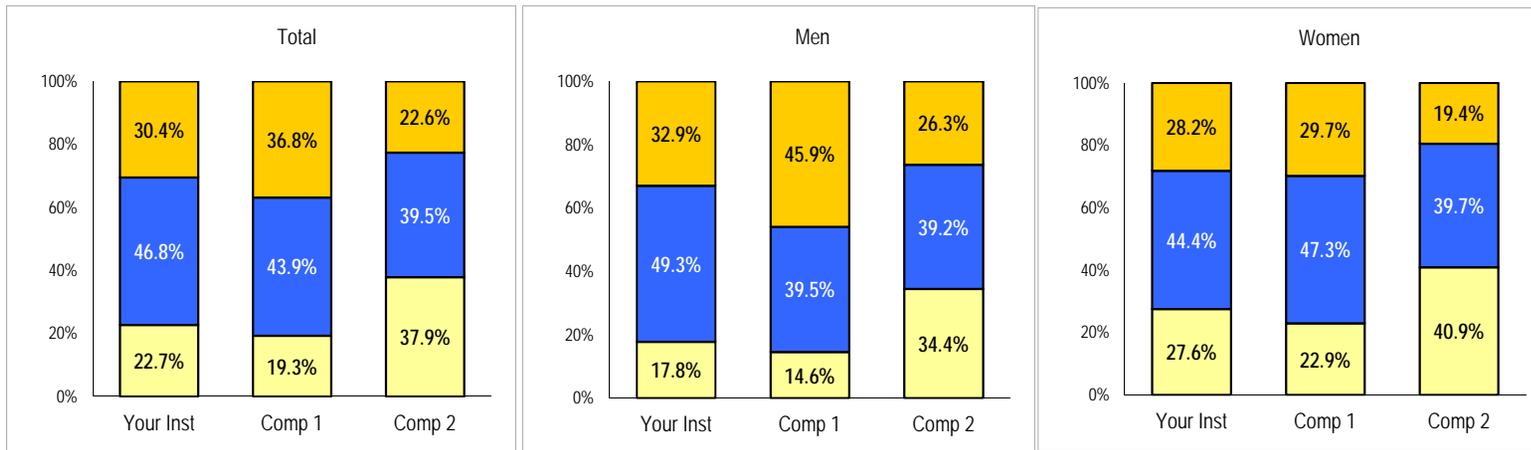
Comp 2 – The second comparison group is based on your institution's type and control.

Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

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)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Academic Self-Concept	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Academic Self-Concept	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Academic Self-Concept	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
Significance (based on High score group)	-	*	***	-	**	***	-		***

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

Statistical Significance – uses a proportional difference test to examine the difference between the percentage of students in the high score group for your institution and the percentage of students in the high score 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. Unlike the means scores report, in this case there are no effect size calculations to guide you in determining practical importance when comparing proportional differences.

Survey items and estimation "weights":

Rate yourself on each of the following traits as compared with the average person your age:

* Academic ability (3.52)
* Self-confidence - intellectual (1.22)
* Drive to achieve (0.95)
* Mathematical ability (1.32)

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.
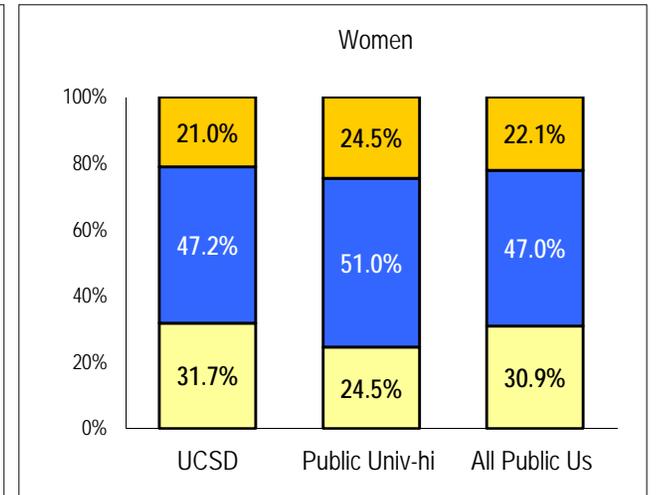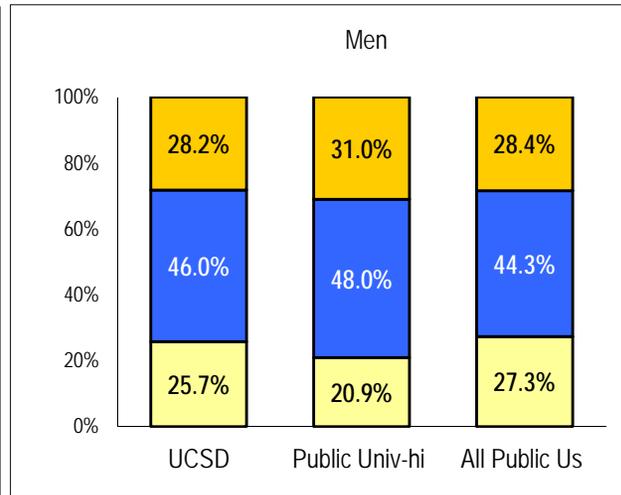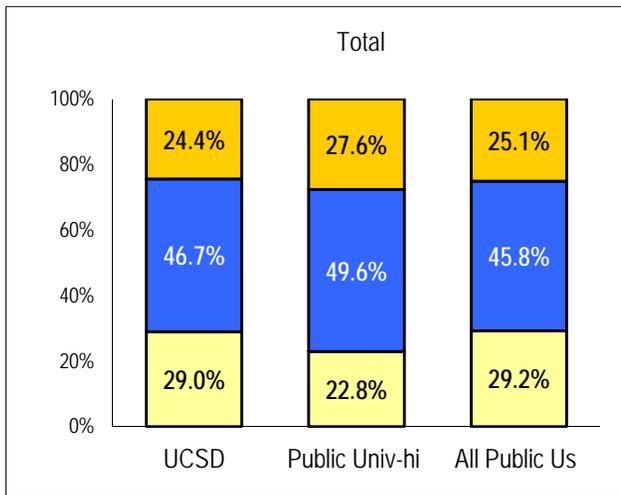
Charts – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean. The "Average" score group represents students whose scores are within one-half standard deviation of the mean. The "High" score group represents students who are one-half standard deviation or more above the mean.

2016 CIRP Freshman Survey
First-time, Full-time Freshmen
Habits of Mind
CIRP Construct Percentage Report

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.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,517	16,379	35,628	2,087	7,287	15,514	2,430	9,092	20,114
High Habits of Mind	24.4%	27.6%	25.1%	28.2%	31.0%	28.4%	21.0%	24.5%	22.1%
Average Habits of Mind	46.7%	49.6%	45.8%	46.0%	48.0%	44.3%	47.2%	51.0%	47.0%
Low Habits of Mind	29.0%	22.8%	29.2%	25.7%	20.9%	27.3%	31.7%	24.5%	30.9%
Significance (based on High score group)	-	*		-			-		

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

Survey items and estimation "weights":

How often in the past year did you:

* *Seek solutions to problems and explain them to others* (1.99)
* *Support your opinions with a logical argument* (1.74)
* *Seek alternative solutions to a problem* (1.61)
* *Evaluate the quality or reliability of information you received* (1.58)
* *Explore topics on your own, even though it was not required for a class* (1.27)
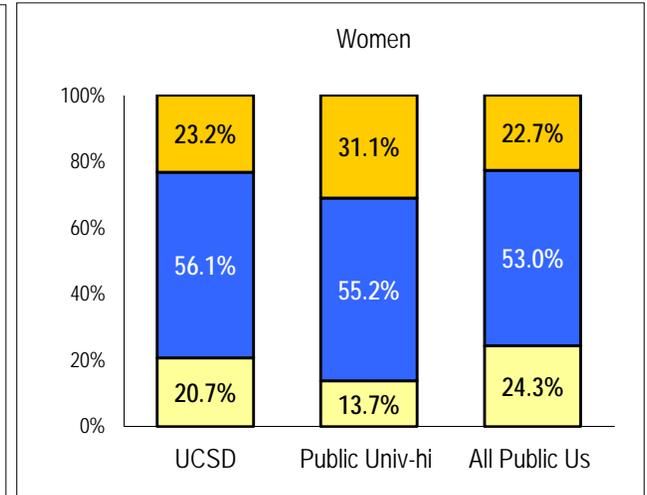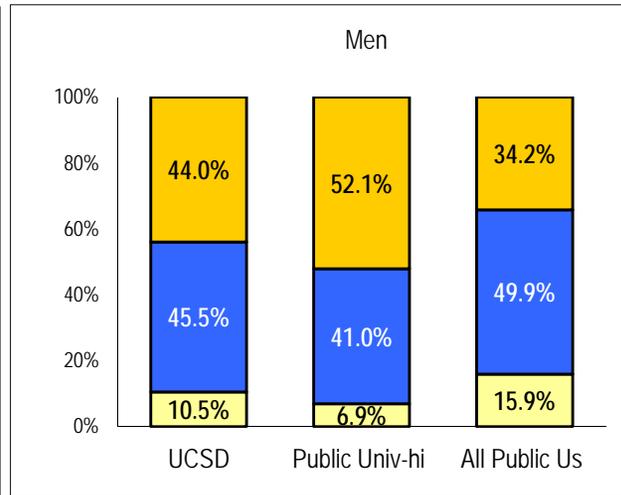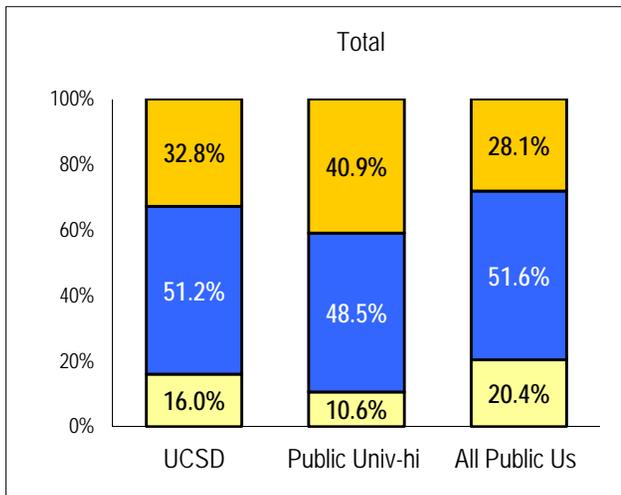* *Seek feedback on your academic work* (1.24)

* *Ask questions in class* (1.20)
* *Look up scientific research articles and resources* (1.05)
* *Revise your papers to improve your writing* (1.04)
* *Take a risk because you feel you have more to gain* (1.03)
* *Accept mistakes as part of the learning process* (0.95)

Academic Self-Concept

CIRP Construct Percentage Report

Academic Self-Concept - is a unified measure of students′ beliefs about their abilities and confidence in academic environments.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,489	16,245	34,354	2,065	7,219	14,935	2,424	9,026	19,419
High Academic Self-Concept	32.8%	40.9%	28.1%	44.0%	52.1%	34.2%	23.2%	31.1%	22.7%
Average Academic Self-Concept	51.2%	48.5%	51.6%	45.5%	41.0%	49.9%	56.1%	55.2%	53.0%
Low Academic Self-Concept	16.0%	10.6%	20.4%	10.5%	6.9%	15.9%	20.7%	13.7%	24.3%
Significance (based on High score group)	-	***	***	-	***	***	-	***	

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

Survey items and estimation "weights":

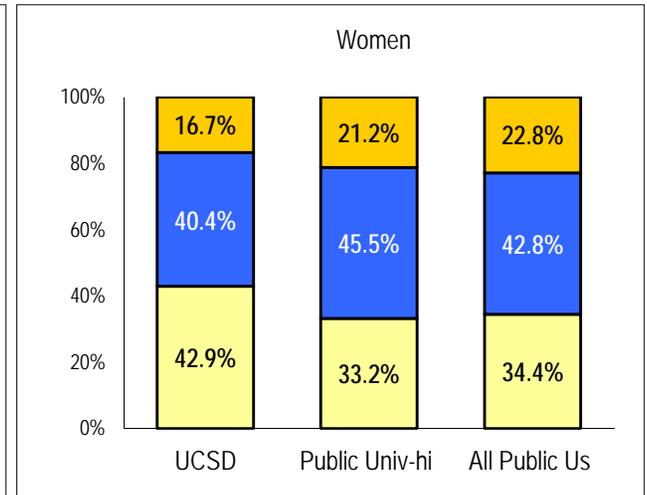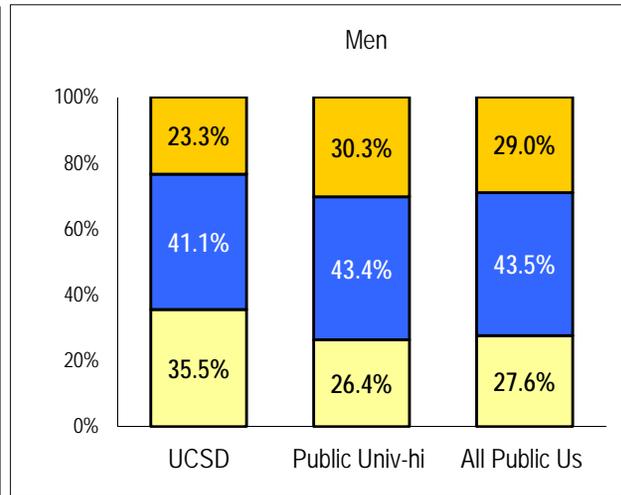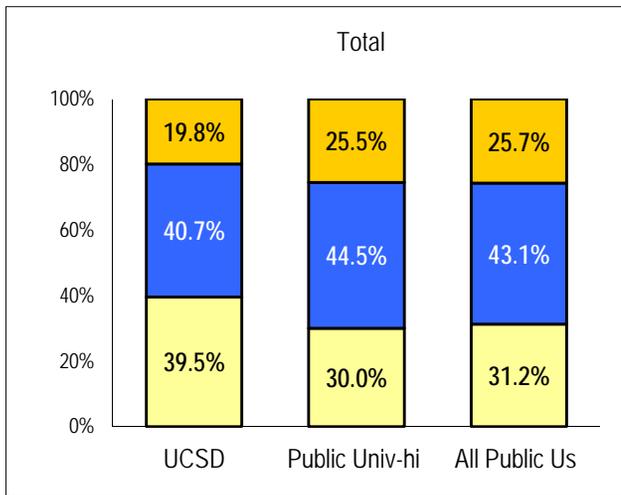 Rate yourself on each of the following traits as compared with the average person your age:

   * *Academic ability* (3.52)
   * *Mathematical ability* (1.32)
   * *Self-confidence - intellectual* (1.22)
   * *Drive to achieve* (0.95)

Social Self-Concept

CIRP Construct Percentage Report

Social Self-Concept - is a unified measure of students' beliefs about their abilities and confidence in social situations.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,476	16,218	34,194	2,057	7,202	14,844	2,419	9,016	19,350
High Social Self-Concept	19.8%	25.5%	25.7%	23.3%	30.3%	29.0%	16.7%	21.2%	22.8%
Average Social Self-Concept	40.7%	44.5%	43.1%	41.1%	43.4%	43.5%	40.4%	45.5%	42.8%
Low Social Self-Concept	39.5%	30.0%	31.2%	35.5%	26.4%	27.6%	42.9%	33.2%	34.4%
Significance (based on High score group)	-	***	***	-	**	**	-	*	**

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

Survey items and estimation "weights":

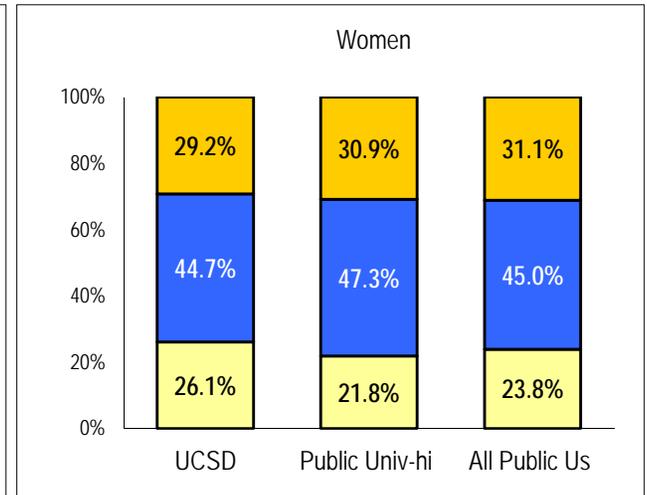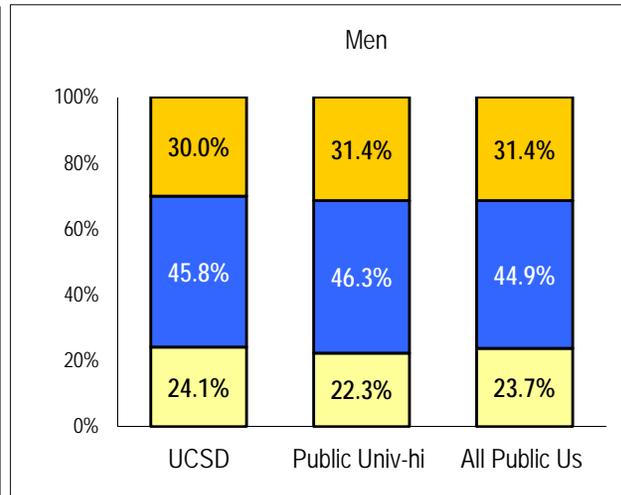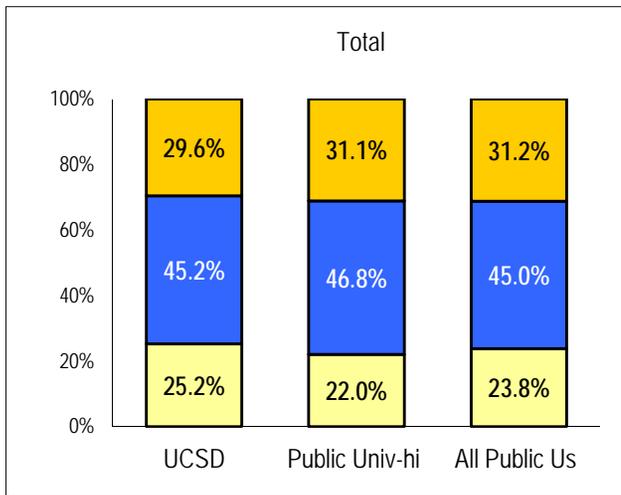Rate yourself on each of the following traits as compared with the average person your age:

Self-confidence - social (2.33)

Leadership ability (1.96)

Popularity (1.92)

Public speaking ability (1.68)

Pluralistic Orientation

CIRP Construct Percentage Report

Pluralistic Orientation - measures skills and dispositions appropriate for living and working in a diverse society.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,509	16,368	35,867	2,077	7,272	15,603	2,432	9,096	20,264
High Pluralistic Orientation	29.6%	31.1%	31.2%	30.0%	31.4%	31.4%	29.2%	30.9%	31.1%
Average Pluralistic Orientation	45.2%	46.8%	45.0%	45.8%	46.3%	44.9%	44.7%	47.3%	45.0%
Low Pluralistic Orientation	25.2%	22.0%	23.8%	24.1%	22.3%	23.7%	26.1%	21.8%	23.8%
Significance (based on High score group)	-			-			-		

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

Survey items and estimation "weights":

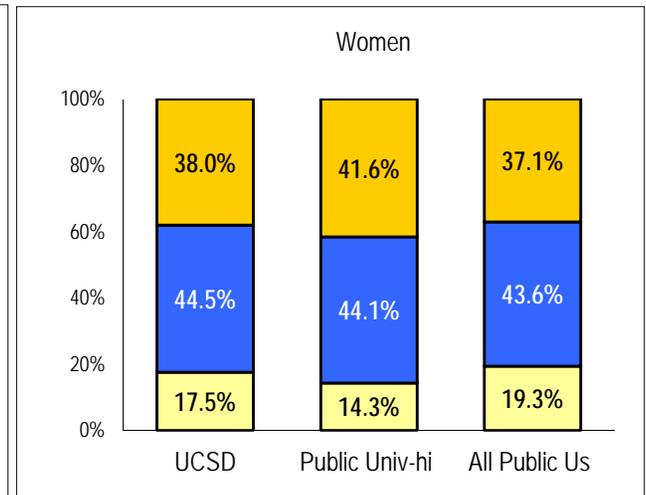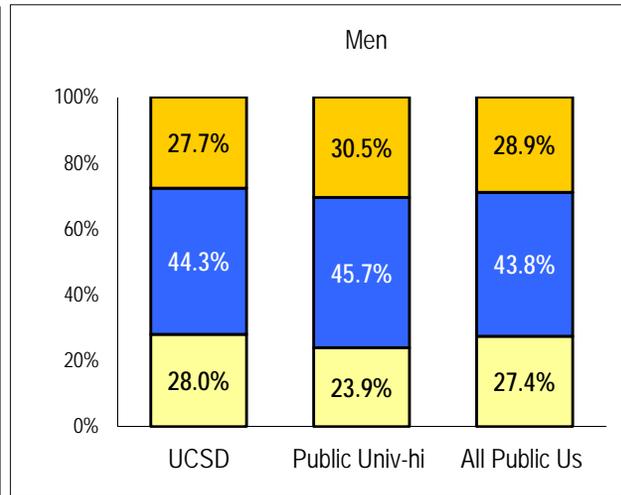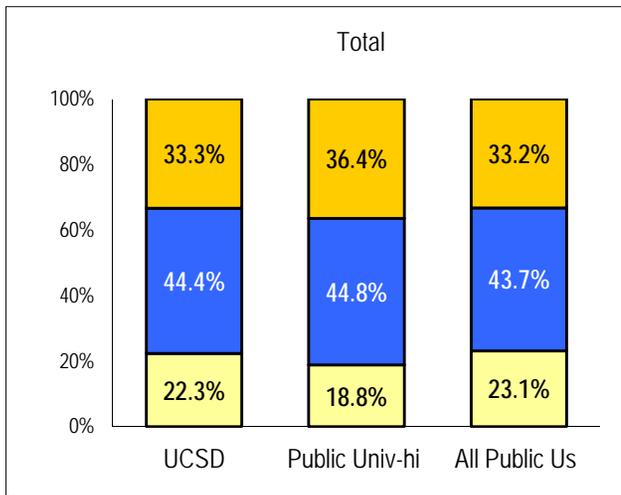Rate yourself on each of the following traits as compared with the average person your age:

* *Ability to work cooperatively with diverse people* (2.39)
* *Tolerance of others with different beliefs* (2.35)
* *Openness to having my own views challenged* (2.13)
* *Ability to discuss and negotiate controversial issues* (2.03)
* *Ability to see the world from someone else's perspective* (1.78)

2D

Social Agency - measures the extent to which students value political and social involvement as a personal goal.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,299	15,737	31,045	1,958	6,958	13,461	2,341	8,779	17,584
High Social Agency	33.3%	36.4%	33.2%	27.7%	30.5%	28.9%	38.0%	41.6%	37.1%
Average Social Agency	44.4%	44.8%	43.7%	44.3%	45.7%	43.8%	44.5%	44.1%	43.6%
Low Social Agency	22.3%	18.8%	23.1%	28.0%	23.9%	27.4%	17.5%	14.3%	19.3%
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* (2.42)
* *Helping to promote racial understanding* (2.05)
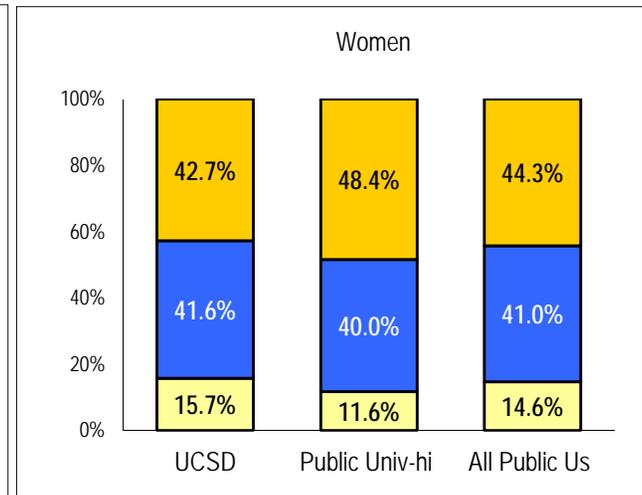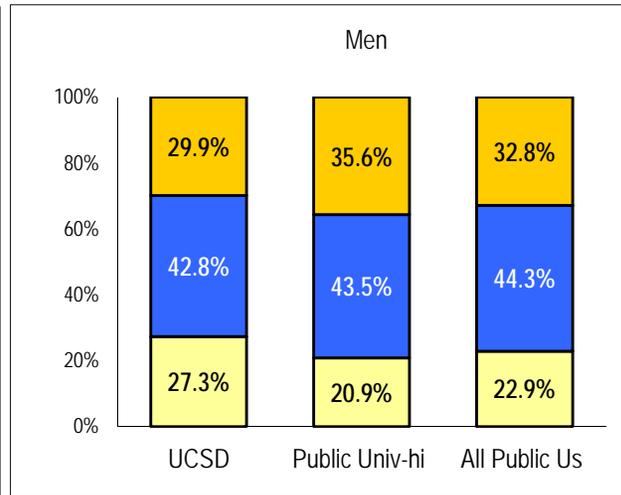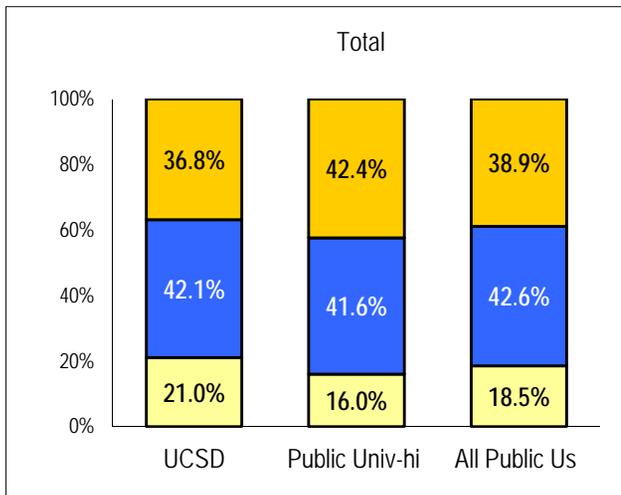* *Becoming a community leader* (2.01)

* *Influencing social values* (1.58)
* *Helping others who are in difficulty* (1.36)
* *Keeping up to date with political affairs* (1.35)

Civic Engagement - measures the extent to which students are motivated and involved in civic, electoral, and political activities.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,556	16,517	36,429	2,097	7,346	15,898	2,459	9,171	20,531
High Civic Engagement	36.8%	42.4%	38.9%	29.9%	35.6%	32.8%	42.7%	48.4%	44.3%
Average Civic Engagement	42.1%	41.6%	42.6%	42.8%	43.5%	44.3%	41.6%	40.0%	41.0%
Low Civic Engagement	21.0%	16.0%	18.5%	27.3%	20.9%	22.9%	15.7%	11.6%	14.6%
Significance (based on High score group)	-	***		-	**		-	***	

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

Survey items and estimation "weights":

Indicate activities you did in the past year:
*Demonstrated for a cause (e.g., boycott, rally, protest) (1.46)
*Worked on local, state, or national political campaign (1.42)
*Publicly communicated my opinion about a cause (e.g., blog, email, petition) (1.35)
*Helped raise money for a cause or campaign (1.11)
*Performed volunteer work (0.80)

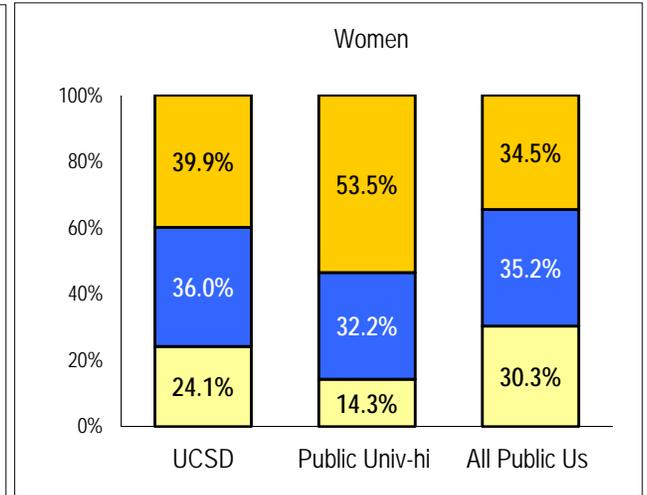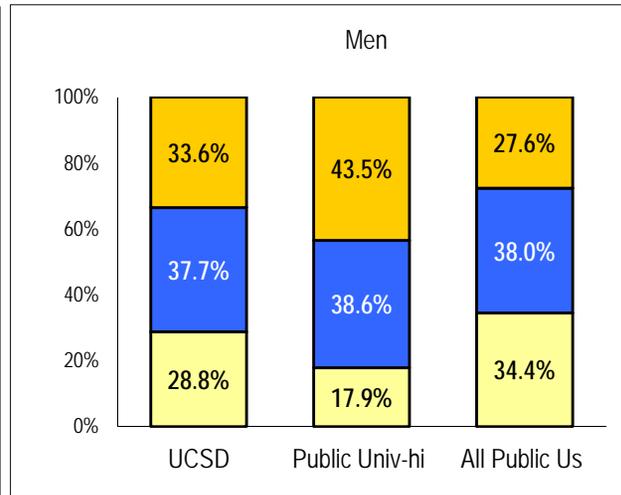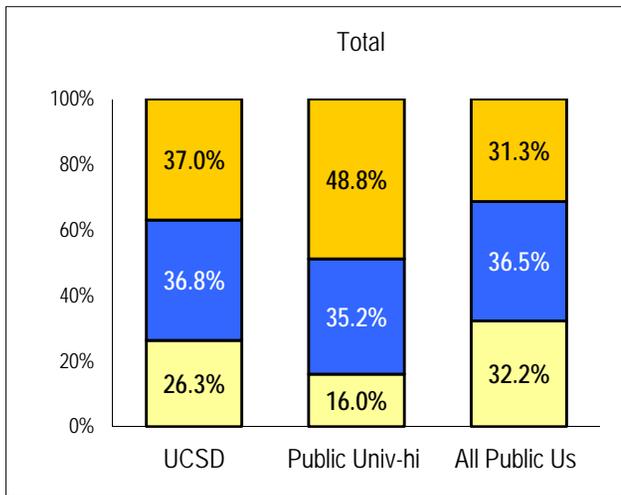Indicate the importance to you personally of each of the following:
*Influencing social values (0.97)
*Keeping up to date with political affairs (0.86)

2F

College Reputation Orientation

CIRP Construct Percentage Report

College Reputation Orientation - measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,435	16,064	32,813	2,041	7,124	14,201	2,394	8,940	18,612
High College Reputation Orientation	37.0%	48.8%	31.3%	33.6%	43.5%	27.6%	39.9%	53.5%	34.5%
Average College Reputation Orientation	36.8%	35.2%	36.5%	37.7%	38.6%	38.0%	36.0%	32.2%	35.2%
Low College Reputation Orientation	26.3%	16.0%	32.2%	28.8%	17.9%	34.4%	24.1%	14.3%	30.3%
Significance (based on High score group)	-	***	***	-	***	***	-	***	***

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

Survey items and estimation "weights":

How important was each reason in your decision to come here?

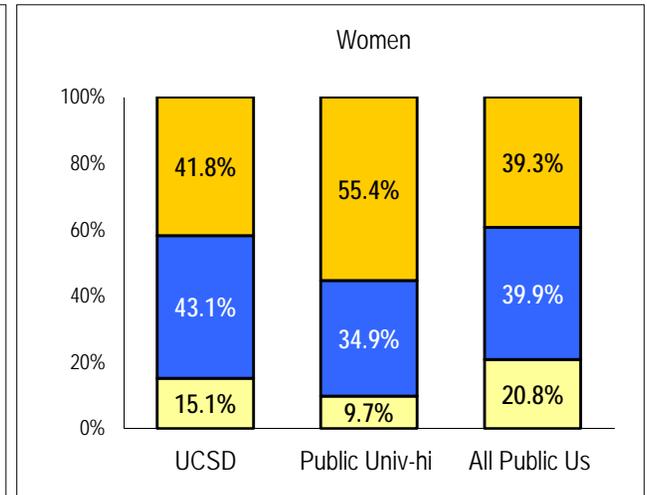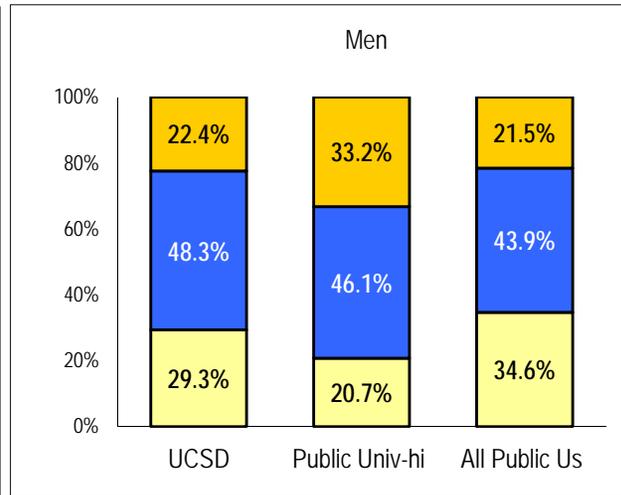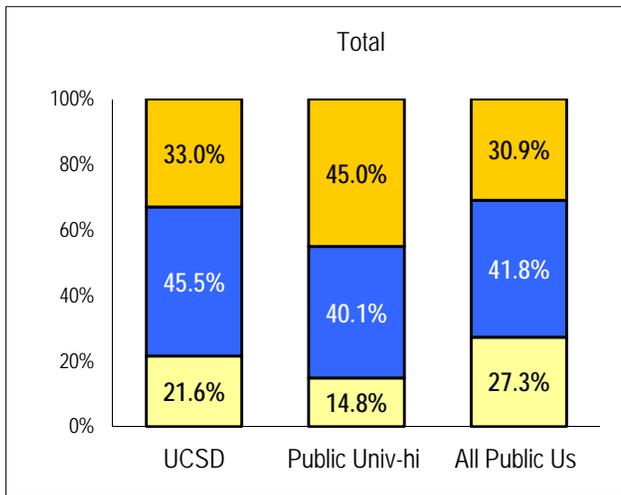* This college's graduates get good jobs (6.11)

* This college's graduates gain admission to top graduate/professional schools (2.50)

* This college has a very good academic reputation (1.54)

Likelihood of College Involvement

CIRP Construct Percentage Report

Likelihood of College Involvement - is a unified measure of students' expectations about their involvement in college life generally.

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,263	15,662	30,497	1,939	6,917	13,199	2,324	8,745	17,298
High Likelihood of College Involvement	33.0%	45.0%	30.9%	22.4%	33.2%	21.5%	41.8%	55.4%	39.3%
Average Likelihood of College Involvement	45.5%	40.1%	41.8%	48.3%	46.1%	43.9%	43.1%	34.9%	39.9%
Low Likelihood of College Involvement	21.6%	14.8%	27.3%	29.3%	20.7%	34.6%	15.1%	9.7%	20.8%
Significance (based on High score group)	-	***		-	***		-	***	

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

Survey items and estimation "weights":
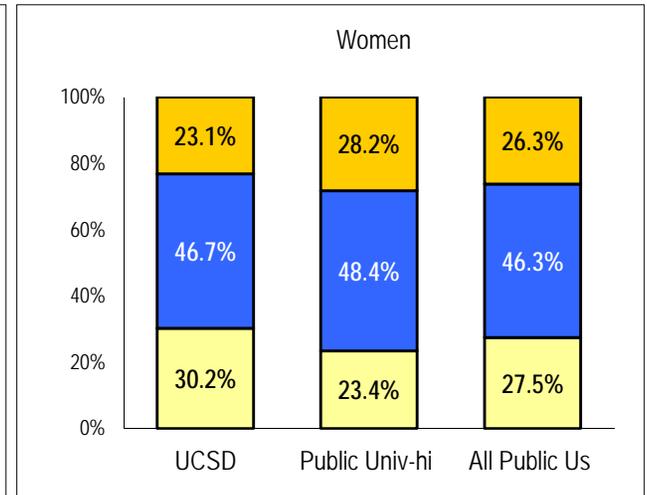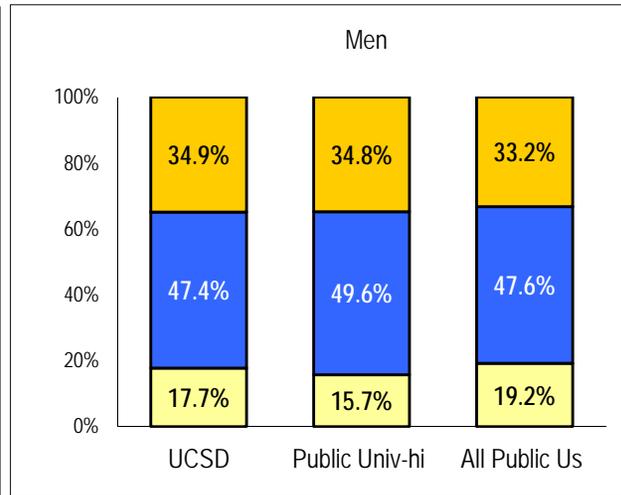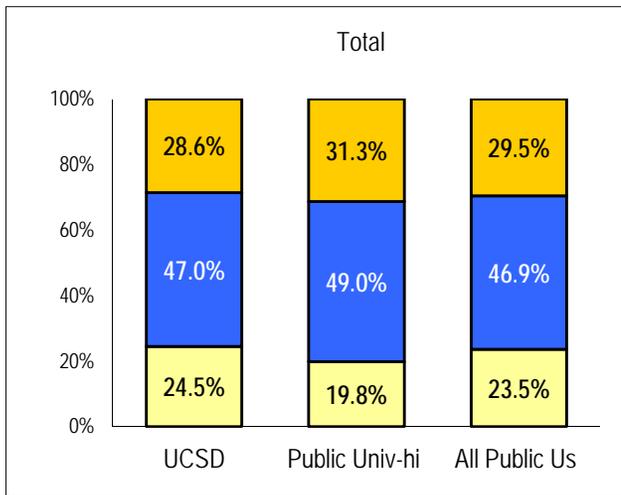
What is your best guess as to the chances that you will:
* *Participate in student clubs/groups* (3.25)
* *Participate in volunteer or community service work* (1.58)
* *Socialize with someone of another racial/ethnic group* (1.28)
* *Participate in a study abroad program* (1.24)
* *Participate in student government* (0.96)

2H

Science Self-Efficacy: A measure of students' confidence in their ability to conduct scientific research

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,507	16,296	35,033	2,079	7,245	15,275	2,428	9,051	19,758
High Science Self-Efficacy	28.6%	31.3%	29.5%	34.9%	34.8%	33.2%	23.1%	28.2%	26.3%
Average Science Self-Efficacy	47.0%	49.0%	46.9%	47.4%	49.6%	47.6%	46.7%	48.4%	46.3%
Low Science Self-Efficacy	24.5%	19.8%	23.5%	17.7%	15.7%	19.2%	30.2%	23.4%	27.5%
Significance (based on High score group)	-	*		-			-	**	

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

Survey items and estimation "weights":

How confident are you that you can:

Use technical science skills (use of tools, instruments, and/or techniques) (1.48)

Generate a research question (2.33)

Determine how to college appropriate data (2.82)

Explain the results of a study (2.87)

Use scientific literature to guide research (2.70)

Integrate results from multiple studies (2.79)

Ask relevant questions (1.73)

Identify what is known and not known about a problem (1.95)
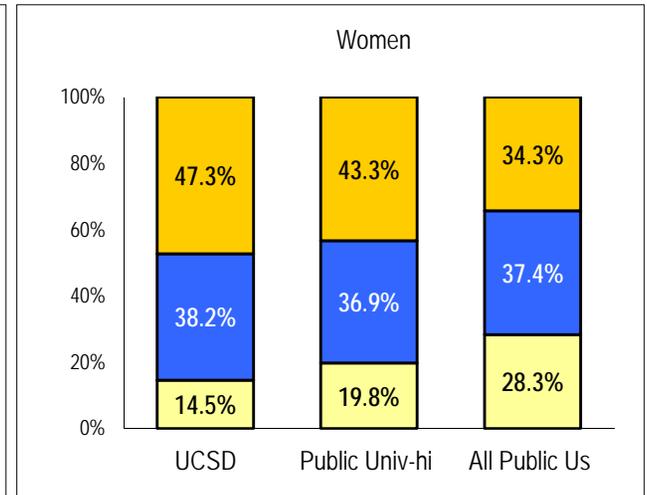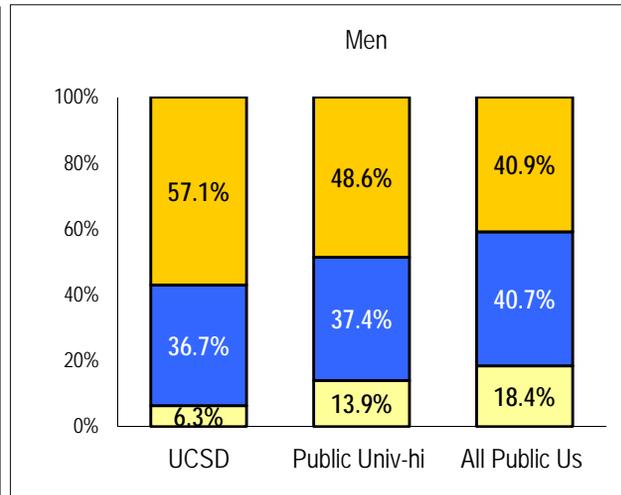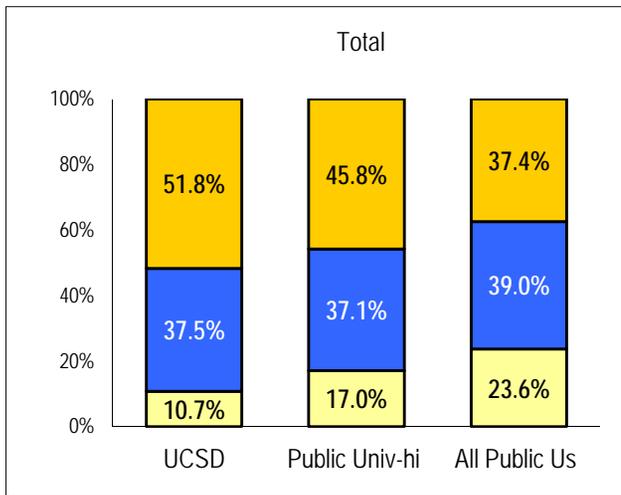
Understand scientific concepts (2.40)

See connections between different areas of science and mathematics (1.90)

Science Identity

CIRP Construct Percentage Report

Science identity: The extent to which students conceive of themselves as scientists

University of California-San Diego	Total			Men			Women		
	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us	UCSD	Public Univ-hi	All Public Us
Total (n)	4,349	15,859	31,682	1,991	7,020	13,760	2,358	8,839	17,922
High Science Identity	51.8%	45.8%	37.4%	57.1%	48.6%	40.9%	47.3%	43.3%	34.3%
Average Science Identity	37.5%	37.1%	39.0%	36.7%	37.4%	40.7%	38.2%	36.9%	37.4%
Low Science Identity	10.7%	17.0%	23.6%	6.3%	13.9%	18.4%	14.5%	19.8%	28.3%
Significance (based on High score group)	-	***	***	-	***	***	-	**	***

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

Survey items and estimation "weights":

To what extent are the following statements true of you:

I have a strong sense of belonging to the community of scientists (3.52)

I derive great personal satisfaction from working on a team that is doing important research (1.78)

I think of myself as a scientist (5.53)

I feel like I belong in the field of science (4.43)