



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2019 College Senior Survey

CIRP Construct Reports

Graduating Seniors

University of California-San Diego

Comparison group 1: Public 4yr Colleges
Comparison group 2: All public colleges and universities

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How to Read the CIRP Construct Mean Reports

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

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

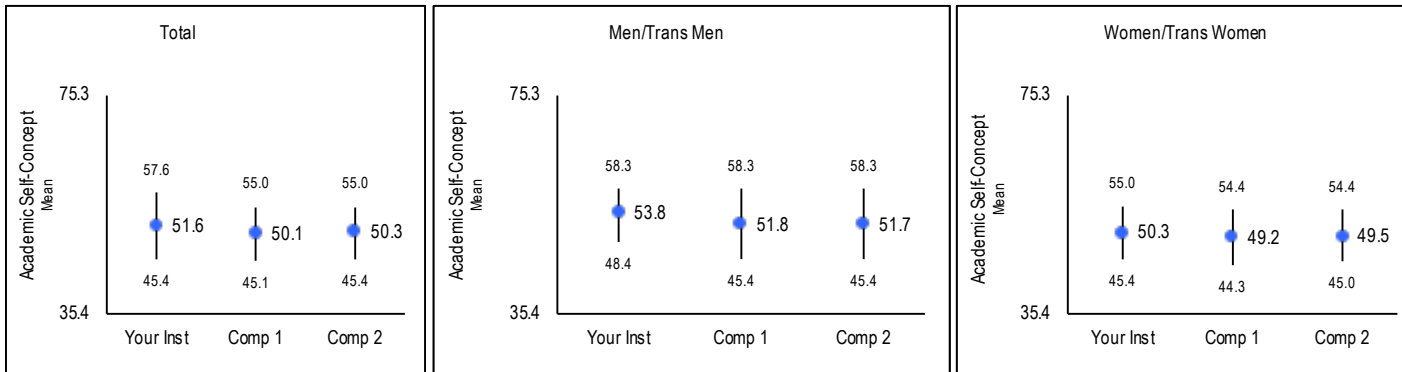
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p < .05, **p < .01, and ***p < .001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference may be small and not practically significant. In order to provide additional context to statistical significance, effect sizes are provided.

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

Sample University	Total			Men/Trans Men			Women/Trans 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":

- Rate yourself on each of the following traits as compared with the average person your age:
- * Academic ability (3.01)
- * Self-confidence (intellectual) (1.51)
- * Drive to achieve (1.18)
- * Mathematical ability (1.14)

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 based on the construct score. CIRP constructs have been scaled to a population mean of 50 with a standard deviation of 10.

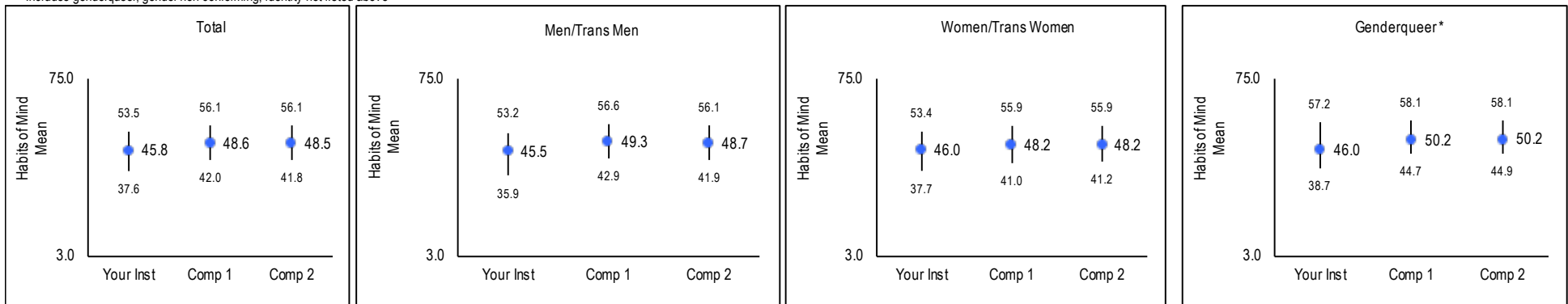
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large.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

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	376	2,037	3,660	114	609	1,145	246	1,268	2,279	16	160	236
Mean	45.8	48.6	48.5	45.5	49.3	48.7	46.0	48.2	48.2	46.0	50.2	50.2
Standard deviation	10.47	10.17	10.14	10.43	10.07	10.00	10.21	10.19	10.15	14.73	10.24	10.67
Significance	-	***	***	-	***	**	-	**	***	-	-	-
Effect size	-	-0.28	-0.26	-	-0.37	-0.31	-	-0.21	-0.22	-	-0.41	-0.40
25th percentile	37.6	42.0	41.8	35.9	42.9	41.9	37.7	41.0	41.2	38.7	44.7	44.9
75th percentile	53.5	56.1	56.1	53.2	56.6	56.1	53.4	55.9	55.9	57.2	58.1	58.1

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

How often in the past year did you:

- *Ask questions in class (2.46)
- *Support your opinions with a logical argument (3.57)
- *Seek solutions to problems and explain them to others (3.92)
- *Revise your papers to improve your writing (2.39)
- *Evaluate the quality or reliability of information you received (3.12)
- *Take a risk because you felt you had more to gain (2.91)

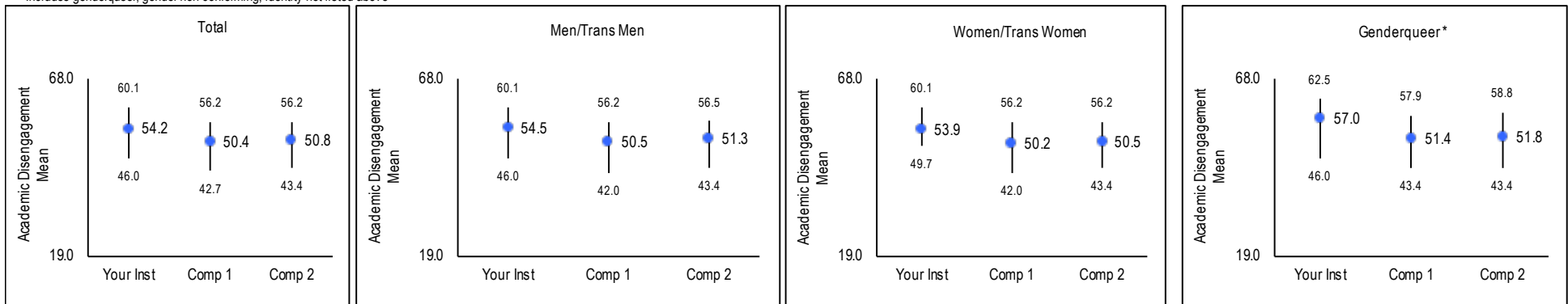
- *Seek alternative solutions to a problem (3.81)
- *Look up scientific research articles and resources (1.97)
- *Explore topics on your own, even though it was not required for a class (2.81)
- *Accept mistakes as part of the learning process (2.51)
- *Seek feedback on your academic work (3.29)

Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	363	2,024	3,606	111	602	1,126	237	1,259	2,243	15	163	237
Mean	54.2	50.4	50.8	54.5	50.5	51.3	53.9	50.2	50.5	57.0	51.4	51.8
Standard deviation	10.48	10.76	10.63	12.28	11.21	11.23	9.24	10.50	10.19	14.40	10.96	11.63
Significance	-	***	***	-	***	**	-	***	***	-		
Effect size	-	0.36	0.32	-	0.36	0.28	-	0.35	0.34	-	0.51	0.45
25th percentile	46.0	42.7	43.4	46.0	42.0	43.4	49.7	42.0	43.4	46.0	43.4	43.4
75th percentile	60.1	56.2	56.2	60.1	56.2	56.5	60.1	56.2	56.2	62.5	57.9	58.8

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Since entering college, indicate how often you:

* Came late to class (2.81)

* Missed class for other reasons (2.02)

* Failed to complete homework on time (2.65)

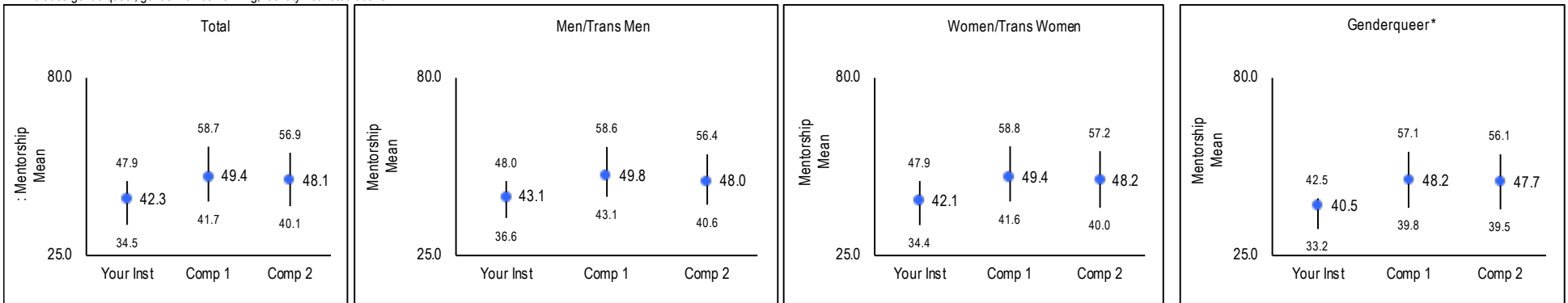
* Fell asleep in class (1.15)

Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	318	1,685	3,066	97	521	977	206	1,028	1,884	15	136	205
Mean	42.3	49.4	48.1	43.1	49.8	48.0	42.1	49.4	48.2	40.5	48.2	47.7
Standard deviation	10.04	10.58	10.66	9.63	10.43	10.36	10.11	10.62	10.79	11.83	10.85	10.85
Significance	-	***	***	-	***	***	-	***	***	-	*	*
Effect size	-	-0.67	-0.54	-	-0.65	-0.47	-	-0.69	-0.57	-	-0.70	-0.67
25th percentile	34.5	41.7	40.1	36.6	43.1	40.6	34.4	41.6	40.0	33.2	39.8	39.5
75th percentile	47.9	58.7	56.9	48.0	58.6	56.4	47.9	58.8	57.2	42.5	57.1	56.1

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

- *Encouragement to pursue graduate/professional study (4.11)
- *An opportunity to work on a research project (2.70)
- *Advice and guidance about your educational program (5.45)
- *Emotional support and encouragement (4.90)
- *A letter of recommendation (3.61)

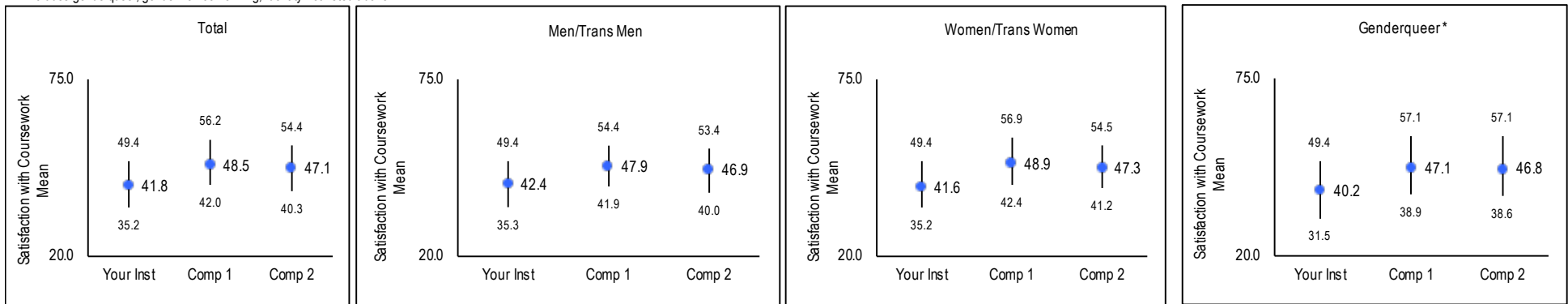
- *Help to improve your study skills (4.58)
- *Feedback on your academic work (outside of grades) (5.40)
- *Encouragement to discuss coursework outside of class (5.28)
- *Help in achieving your professional goals (5.91)

Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	347	1,826	3,311	106	552	1,052	226	1,131	2,044	15	143	215
Mean	41.8	48.5	47.1	42.4	47.9	46.9	41.6	48.9	47.3	40.2	47.1	46.8
Standard deviation	11.03	10.54	10.82	10.25	10.47	10.53	11.34	10.29	10.78	12.04	12.42	12.49
Significance	-	***	***	-	***	***	-	***	***	-	*	*
Effect size	-	-0.63	-0.50	-	-0.52	-0.43	-	-0.71	-0.53	-	-0.55	-0.53
25th percentile	35.2	42.0	40.3	35.3	41.9	40.0	35.2	42.4	41.2	31.5	38.9	38.6
75th percentile	49.4	56.2	54.4	49.4	54.4	53.4	49.4	56.9	54.5	49.4	57.1	57.1

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Please rate your satisfaction your college in each area:

* Courses in your major field (3.42)

* Relevance of coursework to everyday life (3.09)

* Relevance of coursework to career plans (3.81)

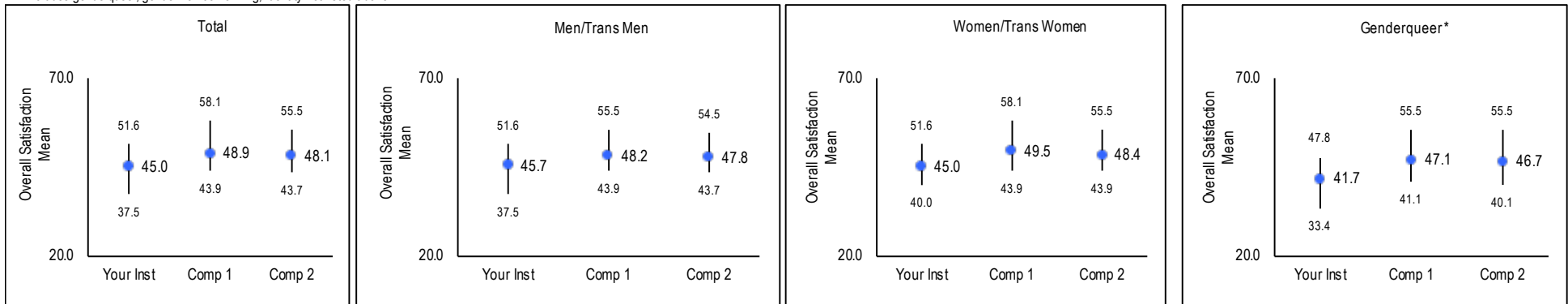
* General education or core curriculum courses (1.83)

Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	305	1,597	2,917	93	490	931	197	982	1,792	15	125	194
Mean	45.0	48.9	48.1	45.7	48.2	47.8	45.0	49.5	48.4	41.7	47.1	46.7
Standard deviation	11.48	10.48	10.45	10.24	10.38	10.14	11.73	10.25	10.41	15.18	12.19	11.99
Significance	-	***	***	-	*	*	-	***	***	-	-	-
Effect size	-	-0.37	-0.30	-	-0.25	-0.21	-	-0.44	-0.33	-	-0.44	-0.41
25th percentile	37.5	43.9	43.7	37.5	43.9	43.7	40.0	43.9	43.9	33.4	41.1	40.1
75th percentile	51.6	58.1	55.5	51.6	55.5	54.5	51.6	58.1	55.5	47.8	55.5	55.5

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

* Satisfaction with overall college experience (4.76)

* If you could make your college choice over, would you still choose to enroll at your current college? (3.31)

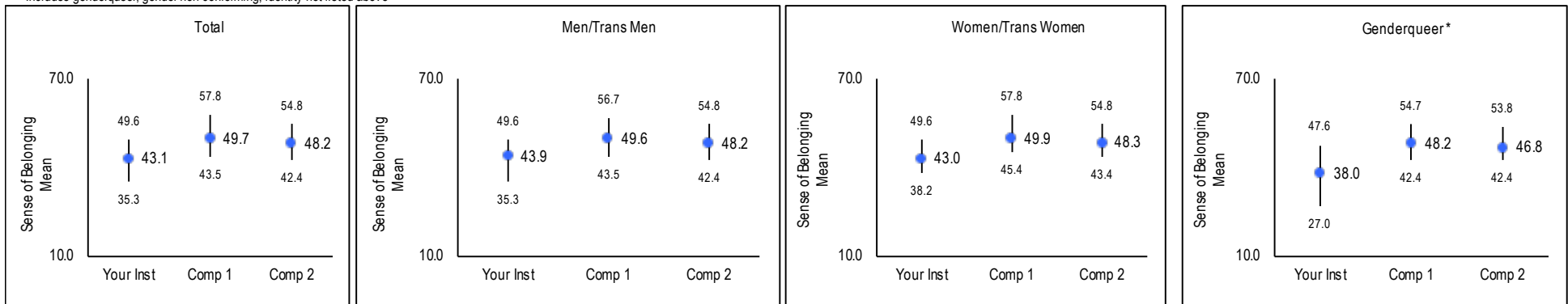
* Satisfaction with overall quality of instruction (3.07)

Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	334	1,767	3,208	103	536	1,019	216	1,091	1,976	15	140	213
Mean	43.1	49.7	48.2	43.9	49.6	48.2	43.0	49.9	48.3	38.0	48.2	46.8
Standard deviation	9.99	9.19	9.68	10.50	9.29	9.66	9.57	8.96	9.53	11.58	10.40	11.08
Significance	-	***	***	-	***	***	-	***	***	-	***	**
Effect size	-	-0.72	-0.53	-	-0.61	-0.44	-	-0.77	-0.56	-	-0.99	-0.80
25th percentile	35.3	43.5	42.4	35.3	43.5	42.4	38.2	45.4	43.4	27.0	42.4	42.4
75th percentile	49.6	57.8	54.8	49.6	56.7	54.8	49.6	57.8	54.8	47.6	54.7	53.8

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Please indicate the extent to which you agree or disagree with the following statements:

* I feel I am a member of this college (6.77)

* I feel a sense of belonging to this campus (6.57)

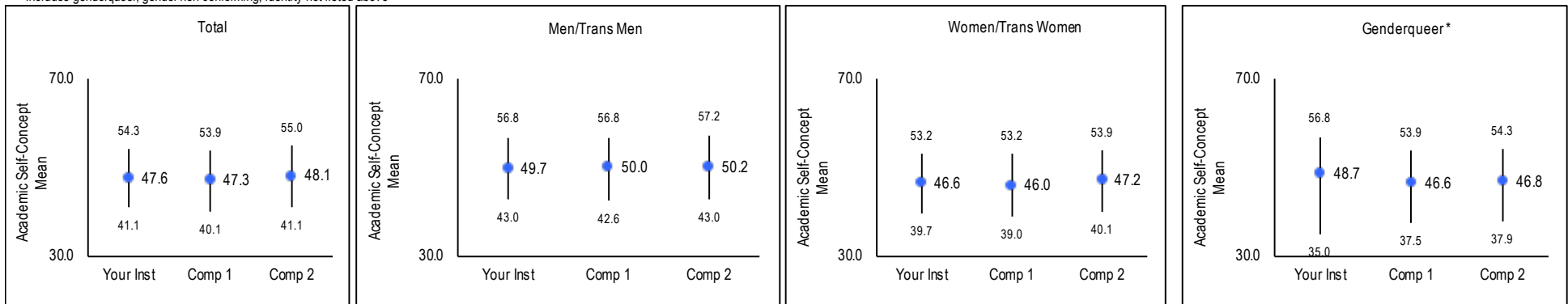
* If asked, I would recommend this college to others (5.18)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	307	1,606	2,930	93	499	943	199	980	1,793	15	127	194
Mean	47.6	47.3	48.1	49.7	50.0	50.2	46.6	46.0	47.2	48.7	46.6	46.8
Standard deviation	10.44	10.18	10.25	11.02	10.13	10.35	9.86	9.92	9.99	12.75	10.40	10.79
Significance	-			-			-			-		
Effect size	-	0.03	-0.05	-	-0.03	-0.05	-	0.06	-0.07	-	0.20	0.17
25th percentile	41.1	40.1	41.1	43.0	42.6	43.0	39.7	39.0	40.1	35.0	37.5	37.9
75th percentile	54.3	53.9	55.0	56.8	56.8	57.2	53.2	53.2	53.9	56.8	53.9	54.3

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

*Academic ability (3.14)

*Self-confidence (intellectual) (2.82)

*Drive to achieve (2.28)

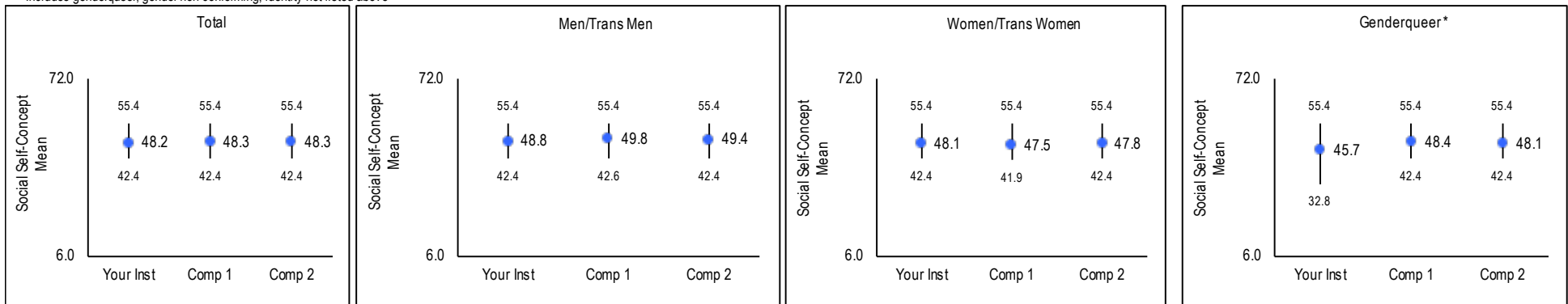
*Mathematical ability (1.24)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	307	1,603	2,928	93	500	945	199	976	1,789	15	127	194
Mean	48.2	48.3	48.3	48.8	49.8	49.4	48.1	47.5	47.8	45.7	48.4	48.1
Standard deviation	10.34	9.93	10.03	11.35	9.53	9.99	9.53	10.10	9.94	14.06	9.50	10.60
Significance	-	-	-	-	-	-	-	-	-	-	-	-
Effect size	-	-0.01	-0.01	-	-0.11	-0.07	-	0.06	0.03	-	-0.28	-0.22
25th percentile	42.4	42.4	42.4	42.4	42.6	42.4	42.4	41.9	42.4	32.8	42.4	42.4
75th percentile	55.4	55.4	55.4	55.4	55.4	55.4	55.4	55.4	55.4	55.4	55.4	55.4

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

*Leadership ability (3.51)

*Public speaking ability (3.10)

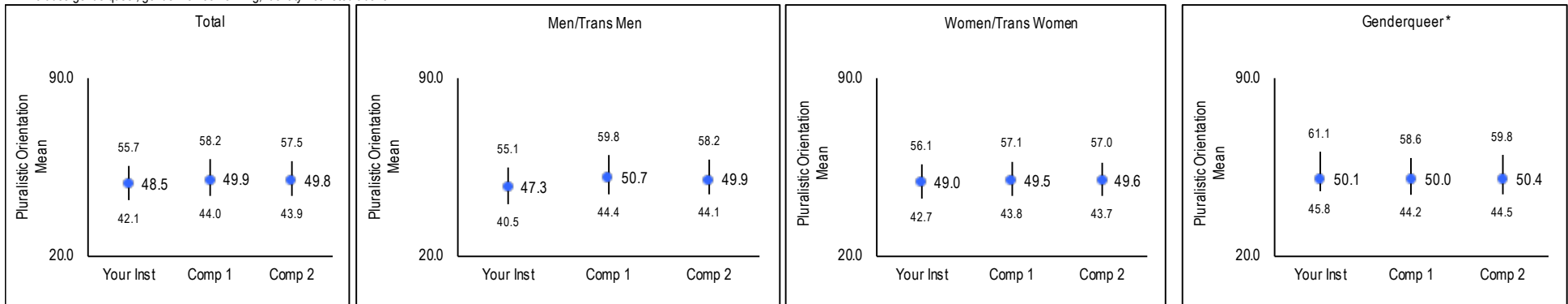
*Self-confidence (social) (2.77)

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

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	361	1,947	3,501	112	584	1,105	234	1,208	2,169	15	155	227
Mean	48.5	49.9	49.8	47.3	50.7	49.9	49.0	49.5	49.6	50.1	50.0	50.4
Standard deviation	10.03	10.27	9.99	10.74	10.89	10.39	9.58	9.93	9.73	11.39	10.43	10.50
Significance	-	*	*	-	**	*	-	-	-	-	-	-
Effect size	-	-0.14	-0.13	-	-0.31	-0.25	-	-0.06	-0.07	-	0.01	-0.03
25th percentile	42.1	44.0	43.9	40.5	44.4	44.1	42.7	43.8	43.7	45.8	44.2	44.5
75th percentile	55.7	58.2	57.5	55.1	59.8	58.2	56.1	57.1	57.0	61.1	58.6	59.8

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

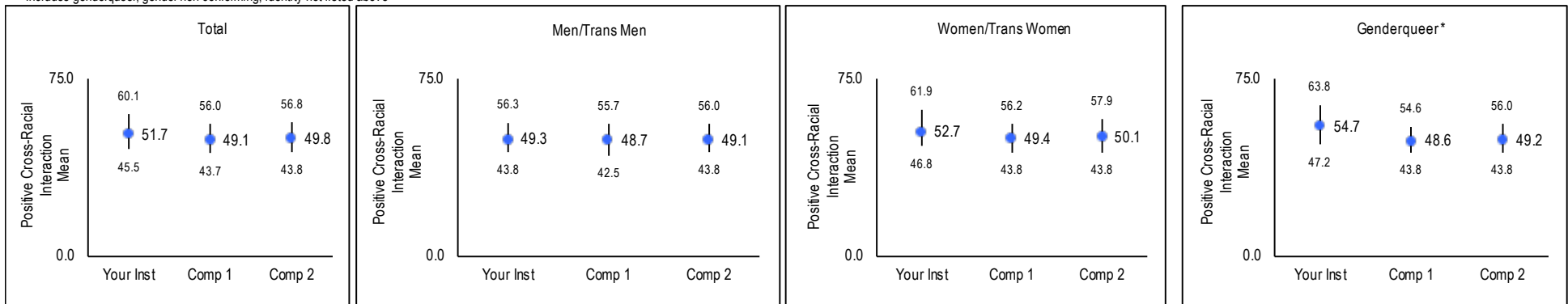
- * Tolerance of others with different beliefs (4.17)
- * Ability to work cooperatively with diverse people (3.86)
- * Openness to having my own views challenged (4.09)
- * Ability to see the world from someone else's perspective (3.79)
- * Ability to discuss and negotiate controversial issues (3.93)

Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	1,695	3,076	99	523	980	209	1,036	1,892	15	136	204
Mean	51.7	49.1	49.8	49.3	48.7	49.1	52.7	49.4	50.1	54.7	48.6	49.2
Standard deviation	9.97	9.58	9.97	9.34	9.36	9.49	10.08	9.71	10.20	10.18	9.45	9.95
Significance	-	***	***	-	-	-	-	***	***	-	*	*
Effect size	-	0.27	0.20	-	0.07	0.02	-	0.34	0.25	-	0.65	0.56
25th percentile	45.5	43.7	43.8	43.8	42.5	43.8	46.8	43.8	43.8	47.2	43.8	43.8
75th percentile	60.1	56.0	56.8	56.3	55.7	56.0	61.9	56.2	57.9	63.8	54.6	56.0

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

*Had intellectual discussions outside of class (6.26)

*Shared personal feelings and problems (5.96)

*Dined or shared a meal (5.41)

*Had meaningful and honest discussions about race/ethnic relations outside of class (5.41)

*Studied or prepared for class (4.65)

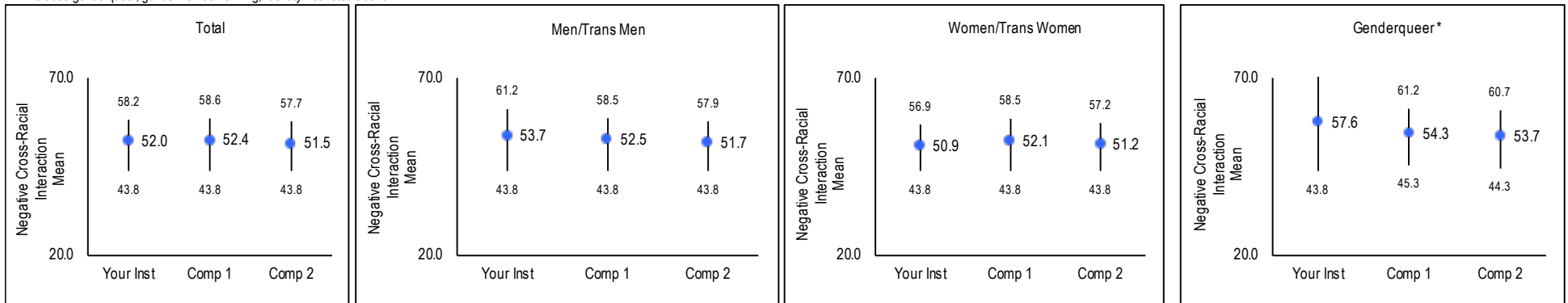
*Socialized or partied (4.51)

Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	319	1,699	3,076	96	520	974	209	1,044	1,900	14	135	202
Mean	52.0	52.4	51.5	53.7	52.5	51.7	50.9	52.1	51.2	57.6	54.3	53.7
Standard deviation	10.45	10.12	10.21	11.51	10.50	10.50	9.35	9.79	9.90	15.07	11.04	11.34
Significance	-	-	-	-	-	-	-	-	-	-	-	-
Effect size	-	-0.03	0.05	-	0.11	0.19	-	-0.12	-0.03	-	0.30	0.35
25th percentile	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	43.8	45.3	44.3
75th percentile	58.2	58.6	57.7	61.2	58.5	57.9	56.9	58.5	57.2	71.4	61.2	60.7

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

*Had tense, somewhat hostile interactions (5.47)

*Felt insulted or threatened because of your race/ethnicity (7.12)

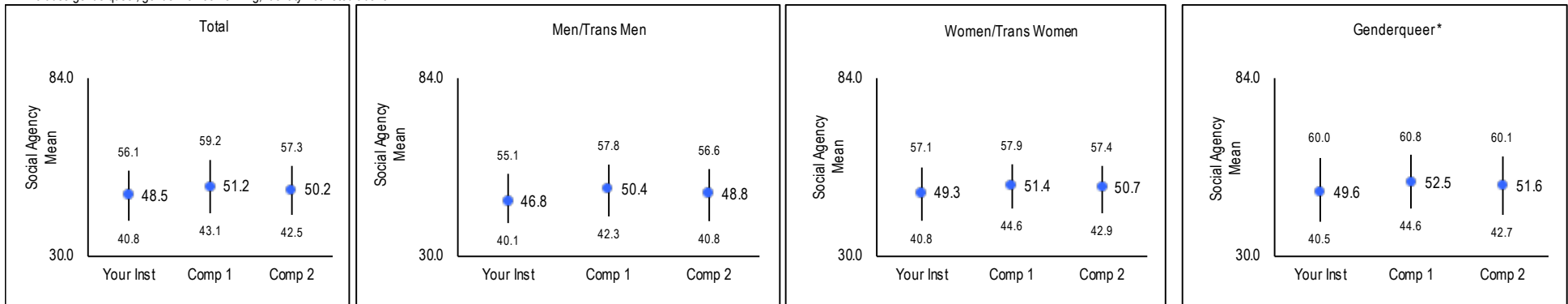
*Had guarded, cautious interactions (4.46)

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

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	324	1,713	3,108	99	527	990	211	1,051	1,916	14	135	202
Mean	48.5	51.2	50.2	46.8	50.4	48.8	49.3	51.4	50.7	49.6	52.5	51.6
Standard deviation	10.28	10.50	10.46	9.79	11.13	10.69	10.28	10.05	10.15	12.84	11.20	11.50
Significance	-	***	**	-	**		-	**	*	-		
Effect size	-	-0.26	-0.16	-	-0.32	-0.19	-	-0.22	-0.15	-	-0.26	-0.17
25th percentile	40.8	43.1	42.5	40.1	42.3	40.8	40.8	44.6	42.9	40.5	44.6	42.7
75th percentile	56.1	59.2	57.3	55.1	57.8	56.6	57.1	57.9	57.4	60.0	60.8	60.1

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Indicate the importance to you personally of each of the following:

*Participating in a community action program (4.78)

*Helping to promote racial understanding (4.88)

*Becoming a community leader (4.38)

*Keeping up to date with political affairs (3.68)

*Influencing social values (4.05)

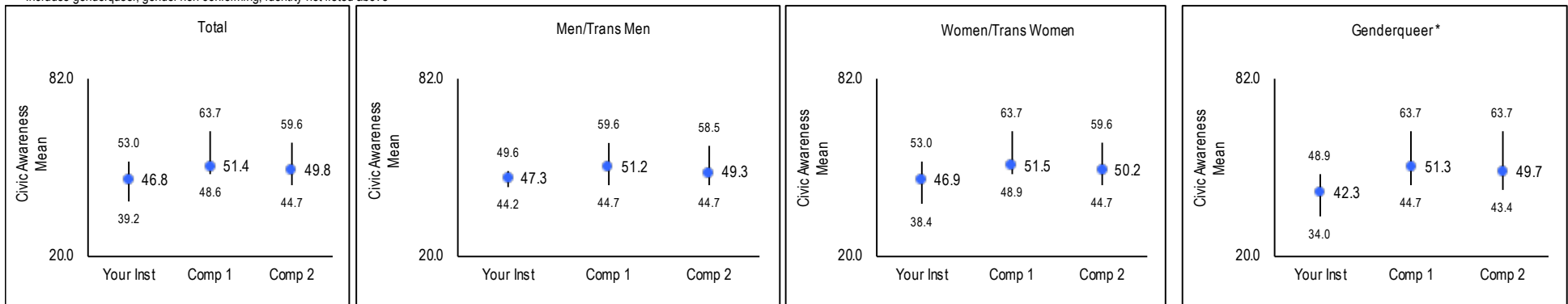
*Helping others who are in difficulty (2.75)

Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	349	1,873	3,382	108	564	1,067	226	1,160	2,093	15	149	222
Mean	46.8	51.4	49.8	47.3	51.2	49.3	46.9	51.5	50.2	42.3	51.3	49.7
Standard deviation	10.59	10.12	10.45	9.78	10.39	10.71	10.74	9.73	10.05	13.51	11.94	12.55
Significance	-	***	***	-	***		-	***	***	-	**	*
Effect size	-	-0.45	-0.29	-	-0.38	-0.18	-	-0.48	-0.33	-	-0.76	-0.59
25th percentile	39.2	48.6	44.7	44.2	44.7	44.7	38.4	48.9	44.7	34.0	44.7	43.4
75th percentile	53.0	63.7	59.6	49.6	59.6	58.5	53.0	63.7	59.6	48.9	63.7	63.7

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

This institution has contributed to my:

** Understanding of national issues (7.16)*

** Understanding of global issues (6.93)*

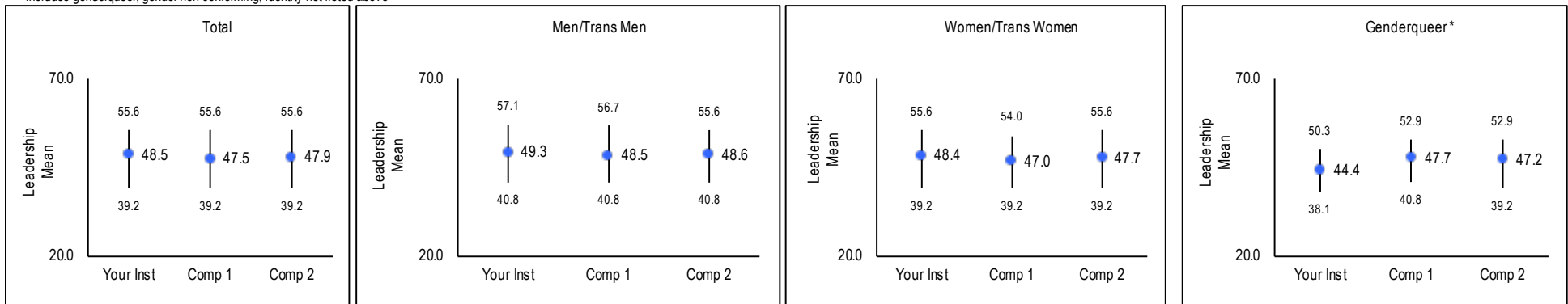
** Understanding of the problems facing my community (4.50)*

Leadership is a unified measure of students' beliefs about their leadership development, leadership capability, and their experiences as a leader.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	303	1,595	2,913	91	494	933	198	973	1,787	14	128	193
Mean	48.5	47.5	47.9	49.3	48.5	48.6	48.4	47.0	47.7	44.4	47.7	47.2
Standard deviation	10.58	10.12	10.21	10.71	10.41	10.36	10.57	9.91	10.10	9.40	10.32	10.36
Significance	-			-			-			-		
Effect size	-	0.10	0.05	-	0.08	0.06	-	0.15	0.08	-	-0.32	-0.27
25th percentile	39.2	39.2	39.2	40.8	40.8	40.8	39.2	39.2	39.2	38.1	40.8	39.2
75th percentile	55.6	55.6	55.6	57.1	56.7	55.6	55.6	54.0	55.6	50.3	52.9	52.9

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

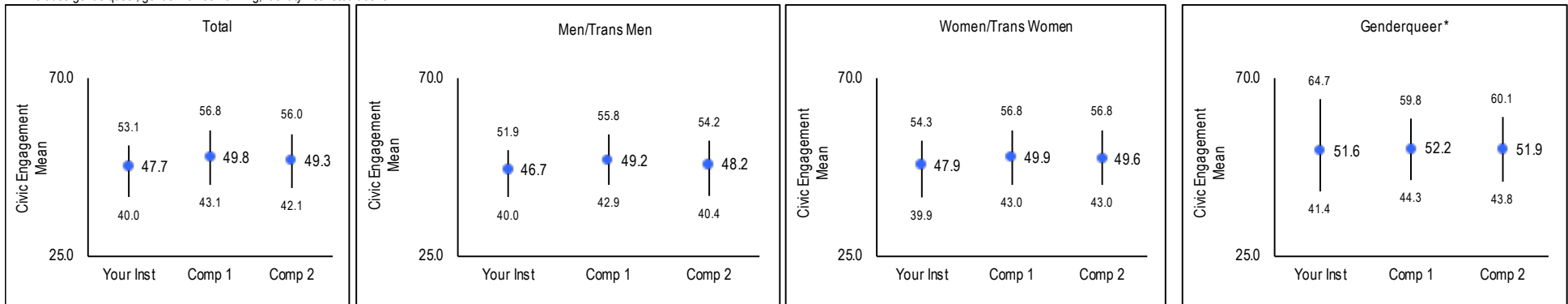
- *Self-rated ability in leadership abilities (3.61)
- *I have effectively led a group to a common purpose (1.33)
- *Participated in leadership training (1.09)
- *Held a leadership position in an organization (0.97)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	324	1,704	3,100	98	525	982	212	1,043	1,913	14	136	205
Mean	47.7	49.8	49.3	46.7	49.2	48.2	47.9	49.9	49.6	51.6	52.2	51.9
Standard deviation	9.29	10.16	10.21	8.19	10.31	9.97	9.42	9.93	10.08	13.32	11.03	11.74
Significance	-	***	**	-	*		-	**	*	-		
Effect size	-	-0.21	-0.16	-	-0.24	-0.15	-	-0.20	-0.17	-	-0.05	-0.02
25th percentile	40.0	43.1	42.1	40.0	42.9	40.4	39.9	43.0	43.0	41.4	44.3	43.8
75th percentile	53.1	56.8	56.0	51.9	55.8	54.2	54.3	56.8	56.8	64.7	59.8	60.1

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

*Publicly communicated your opinion about a cause (e.g., blog, email, petition) (2.56)

*Worked on a local, state, or national political campaign (0.99)

*Demonstrated for a cause (e.g., boycott, rally, protest) (2.56)

*Performed volunteer or community service work (0.58)

*Goal: Keeping up to date with political affairs (3.97)

*Goal: Influencing social values (2.56)

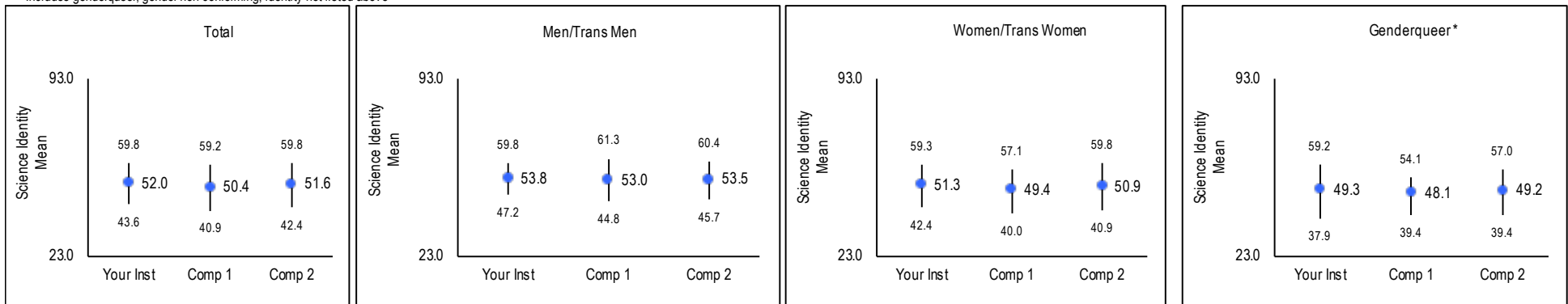
*Helped raise money for a cause or campaign (1.09)

Science Identity measures the extent to which students conceive of themselves as scientists.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	299	1,634	2,956	91	505	948	193	995	1,808	15	134	200
Mean	52.0	50.4	51.6	53.8	53.0	53.5	51.3	49.4	50.9	49.3	48.1	49.2
Standard deviation	9.78	9.97	10.05	9.21	9.77	9.50	9.92	9.88	10.20	10.39	9.47	9.83
Significance	-	*		-			-	*		-		
Effect size	-	0.15	0.03	-	0.07	0.02	-	0.19	0.04	-	0.12	0.01
25th percentile	43.6	40.9	42.4	47.2	44.8	45.7	42.4	40.0	40.9	37.9	39.4	39.4
75th percentile	59.8	59.2	59.8	59.8	61.3	60.4	59.3	57.1	59.8	59.2	54.1	57.0

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

*I have a strong sense of belonging to a community of scientists (7.33)

*I derive great personal satisfaction from working on a team that is doing important research (4.16)

*I think of myself as a scientist (8.18)

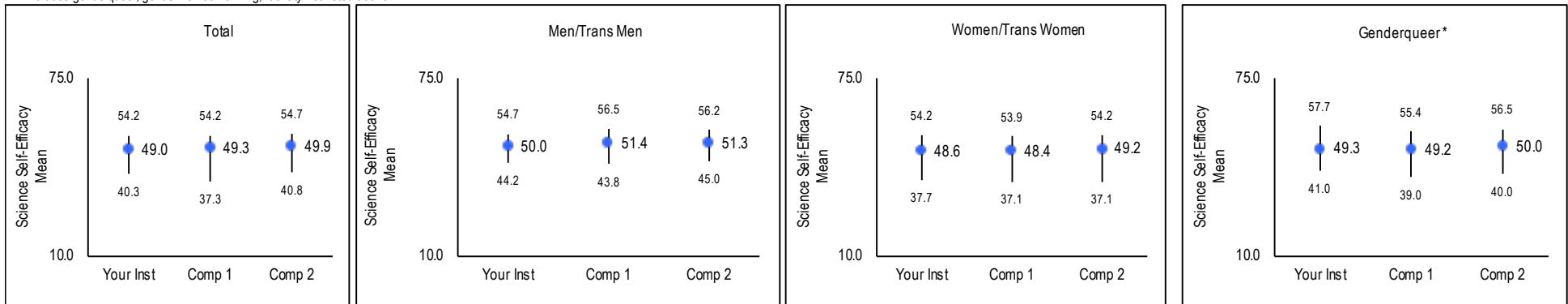
*I feel like I belong in the field of science (7.95)

Science Self-Efficacy is a measure of students' confidence in their ability to conduct scientific research.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	384	2,086	3,739	117	622	1,170	251	1,298	2,326	16	166	243
Mean	49.0	49.3	49.9	50.0	51.4	51.3	48.6	48.4	49.2	49.3	49.2	50.0
Standard deviation	10.21	10.62	10.60	9.37	10.96	10.53	10.34	10.33	10.52	13.88	10.53	11.04
Significance	-	-	-	-	-	-	-	-	-	-	-	-
Effect size	-	-0.03	-0.08	-	-0.13	-0.13	-	0.02	-0.06	-	0.01	-0.07
25th percentile	40.3	37.3	40.8	44.2	43.8	45.0	37.7	37.1	37.1	41.0	39.0	40.0
75th percentile	54.2	54.2	54.7	54.7	56.5	56.2	54.2	53.9	54.2	57.7	55.4	56.5

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

- * Use technical science skills (use of tools, instruments, and/or techniques) (5.48)
- * Generate an answerable research question (7.42)
- * Determine how to collect appropriate data (8.08)
- * Explain the results of a study (8.03)
- * Use scientific literature to guide research (7.72)
- * Integrate results from multiple studies (8.00)
- * Ask relevant questions (7.14)
- * Identify what is known and not known about a problem (7.44)
- * Understand scientific concepts (7.79)
- * See connections between different areas of science and mathematics (7.01)

How to Read the CIRP Construct Percentage Reports

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

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

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

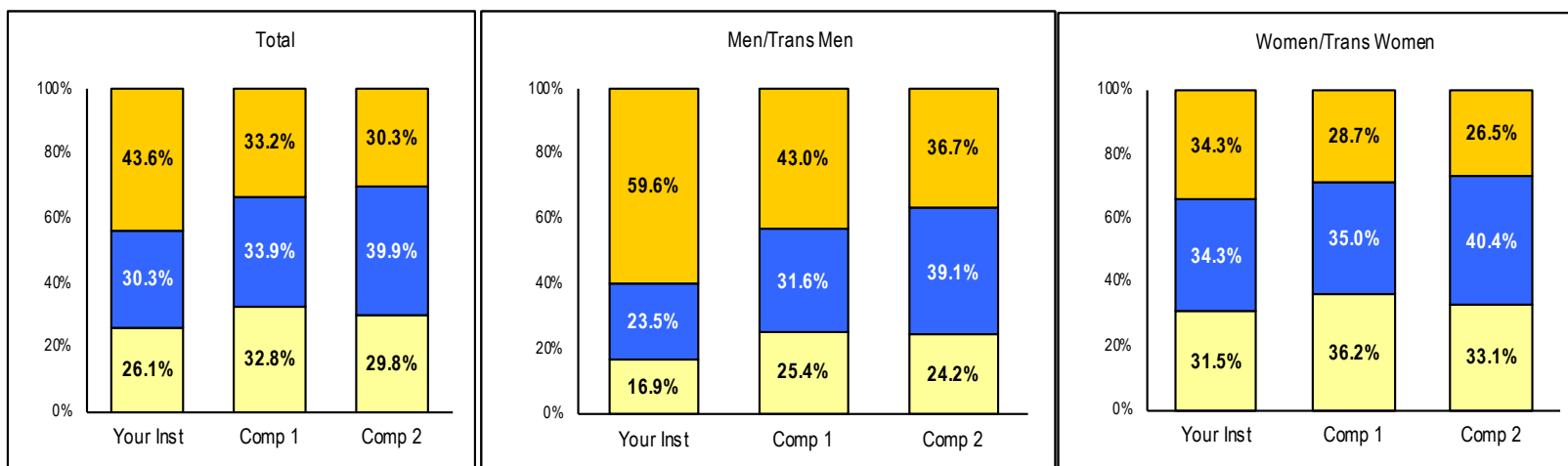
Comp 1 – The first comparison group is based on your institution's type and control.

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

Sample University	Total			Men/Trans Men			Women/Trans 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 Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%	23.5%	31.6%	39.1%	34.3%	35.0%	40.4%
Low Academic Self-Concept	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

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.



Survey items and estimation "weights":

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

- * Academic ability (3.01)
- * Self-confidence (intellectual) (1.51)
- * Drive to achieve (1.18)
- * Mathematical ability (1.14)

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.

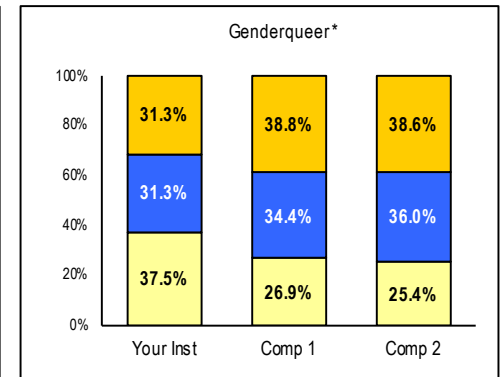
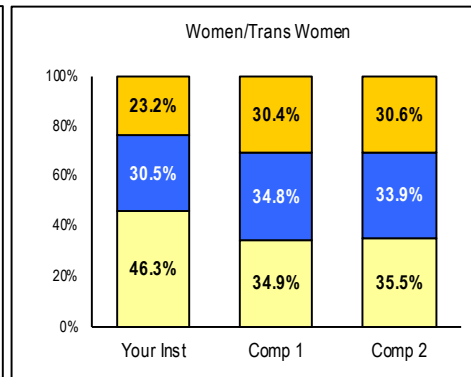
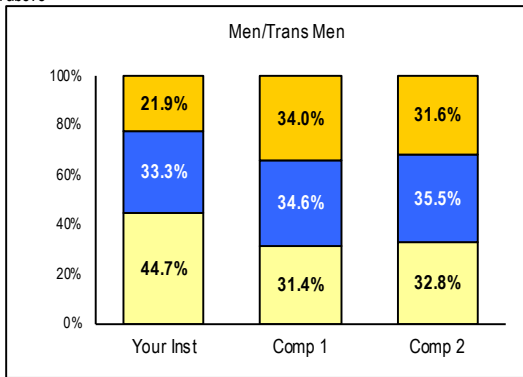
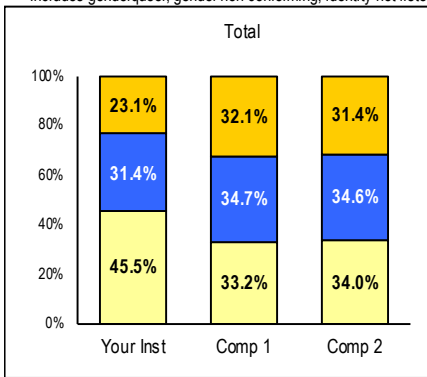
Charts – Provide a visual display of construct score group percentages for your institution and two comparison groups. CIRP Constructs have been scaled to a mean of 50 with a standard deviation of 10. "Low" represents students who scored one-half standard deviation or more below the mean (less than 45).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

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	376	2,037	3,660	114	609	1,145	246	1,268	2,279	16	160	236
High Habits of Mind	23.1%	32.1%	31.4%	21.9%	34.0%	31.6%	23.2%	30.4%	30.6%	31.3%	38.8%	38.6%
Average Habits of Mind	31.4%	34.7%	34.6%	33.3%	34.6%	35.5%	30.5%	34.8%	33.9%	31.3%	34.4%	36.0%
Low Habits of Mind	45.5%	33.2%	34.0%	44.7%	31.4%	32.8%	46.3%	34.9%	35.5%	37.5%	26.9%	25.4%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

How often in the past year did you:

* Ask questions in class (2.46)

* Support your opinions with a logical argument (3.57)

* Seek solutions to problems and explain them to others (3.92)

* Revise your papers to improve your writing (2.39)

* Evaluate the quality or reliability of information you received (3.12)

* Take a risk because you felt you had more to gain (2.91)

* Seek alternative solutions to a problem (3.81)

* Look up scientific research articles and resources (1.97)

* Explore topics on your own, even though it was not required for a class (2.81)

* Accept mistakes as part of the learning process (2.51)

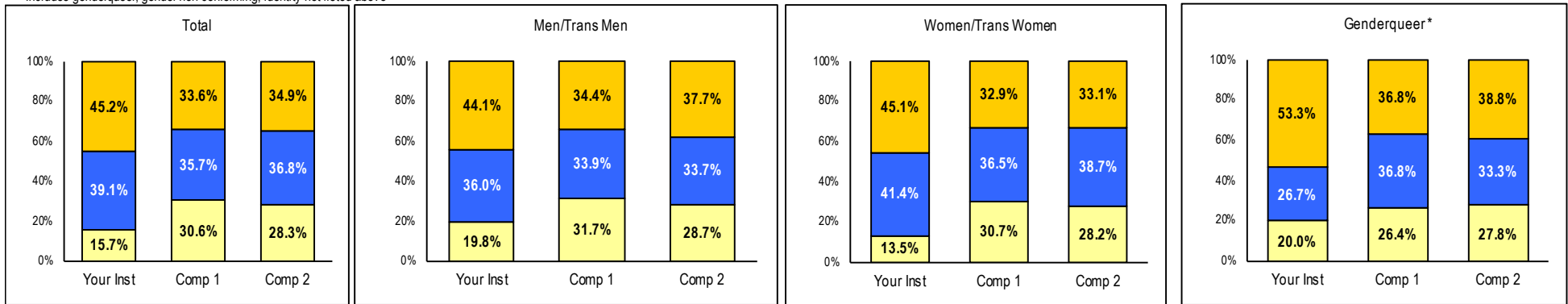
* Seek feedback on your academic work (3.29)

Academic Disengagement measures the extent to which students engage in behaviors that are inconsistent with academic success.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	363	2,024	3,606	111	602	1,126	237	1,259	2,243	15	163	237
High Academic Disengagement	45.2%	33.6%	34.9%	44.1%	34.4%	37.7%	45.1%	32.9%	33.1%	53.3%	36.8%	38.8%
Average Academic Disengagement	39.1%	35.7%	36.8%	36.0%	33.9%	33.7%	41.4%	36.5%	38.7%	26.7%	36.8%	33.3%
Low Academic Disengagement	15.7%	30.6%	28.3%	19.8%	31.7%	28.7%	13.5%	30.7%	28.2%	20.0%	26.4%	27.8%
Significance (based on High score group)	-	**	*	-	-	-	-	*	*	-	-	-

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Since entering college, indicate how often you:

* Came late to class (2.81)

* Missed class for other reasons (2.02)

* Failed to complete homework on time (2.65)

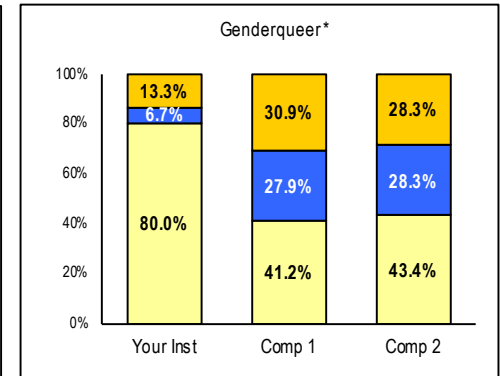
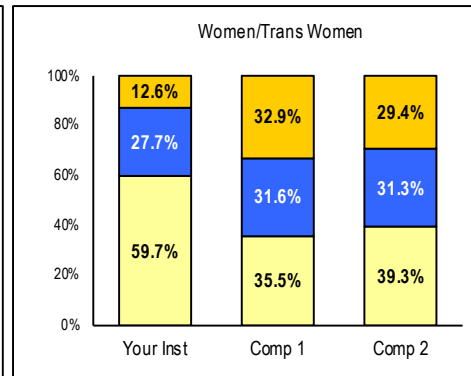
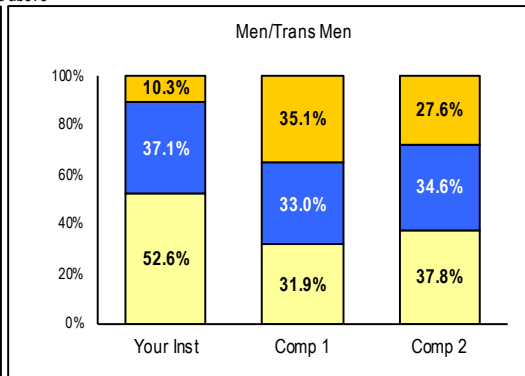
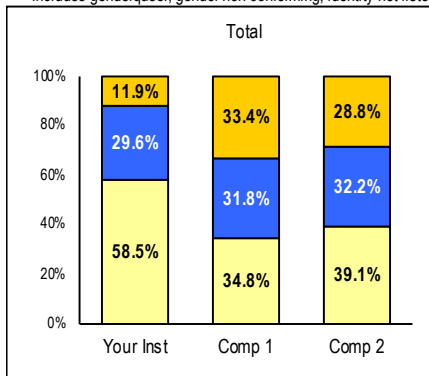
* Fell asleep in class (1.15)

Faculty Interaction: Mentorship measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	318	1,685	3,066	97	521	977	206	1,028	1,884	15	136	205
High Faculty Interaction: Mentorship	11.9%	33.4%	28.8%	10.3%	35.1%	27.6%	12.6%	32.9%	29.4%	13.3%	30.9%	28.3%
Average Faculty Interaction: Mentorship	29.6%	31.8%	32.2%	37.1%	33.0%	34.6%	27.7%	31.6%	31.3%	6.7%	27.9%	28.3%
Low Faculty Interaction: Mentorship	58.5%	34.8%	39.1%	52.6%	31.9%	37.8%	59.7%	35.5%	39.3%	80.0%	41.2%	43.4%
Significance (based on High score group)	-	**	*	-	-	-	-	*	-	-	-	-

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

- *Encouragement to pursue graduate/professional study (4.11)
- *An opportunity to work on a research project (2.70)
- *Advice and guidance about your educational program (5.45)
- *Emotional support and encouragement (4.90)
- *A letter of recommendation (3.61)

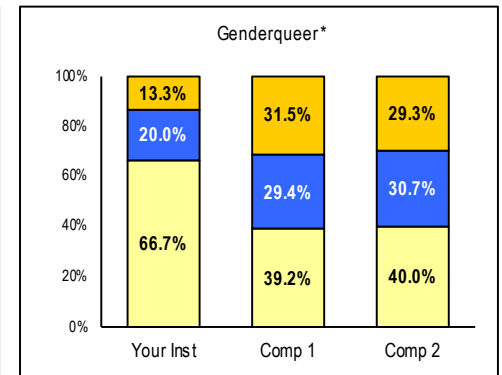
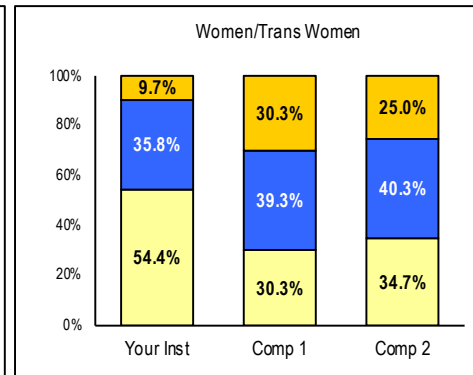
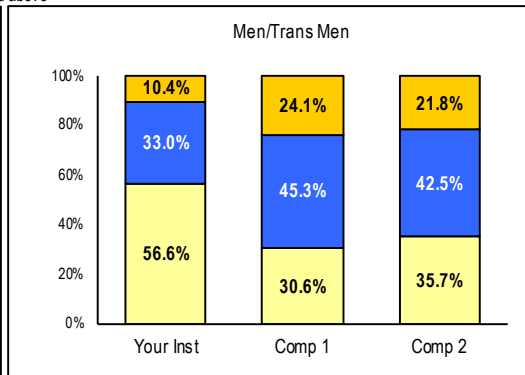
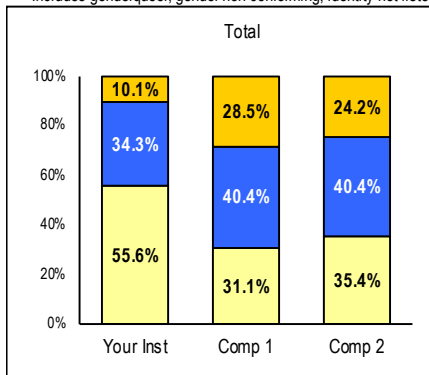
- *Help to improve your study skills (4.58)
- *Feedback on your academic work (outside of grades) (5.40)
- *Encouragement to discuss coursework outside of class (5.28)
- *Help in achieving your professional goals (5.91)

Satisfaction with Coursework measures the extent to which students see their coursework as relevant, useful and applicable to their academic success and future plans.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	347	1,826	3,311	106	552	1,052	226	1,131	2,044	15	143	215
High Satisfaction with Coursework	10.1%	28.5%	24.2%	10.4%	24.1%	21.8%	9.7%	30.3%	25.0%	13.3%	31.5%	29.3%
Average Satisfaction with Coursework	34.3%	40.4%	40.4%	33.0%	45.3%	42.5%	35.8%	39.3%	40.3%	20.0%	29.4%	30.7%
Low Satisfaction with Coursework	55.6%	31.1%	35.4%	56.6%	30.6%	35.7%	54.4%	30.3%	34.7%	66.7%	39.2%	40.0%
Significance (based on High score group)	-	*		-			-	*		-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Please rate your satisfaction your college in each area:

* Courses in your major field (3.42)

* Relevance of coursework to everyday life (3.09)

* Relevance of coursework to career plans (3.81)

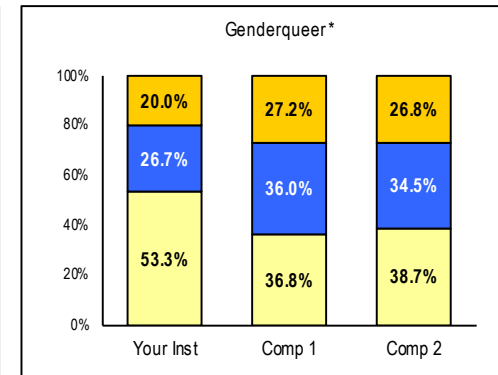
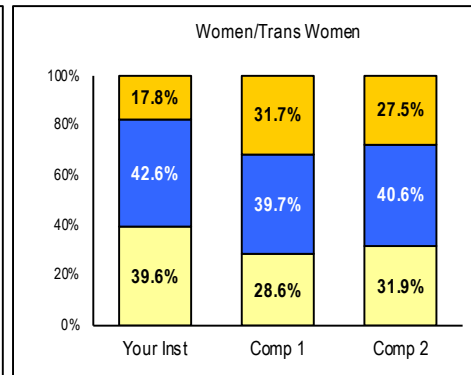
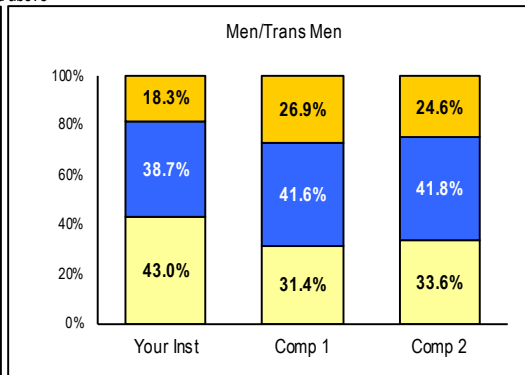
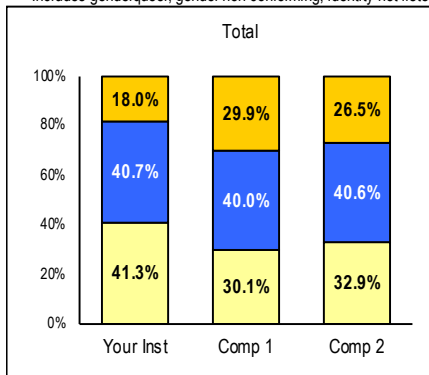
* General education or core curriculum courses (1.83)

Overall Satisfaction is a unified measure of students' satisfaction with the college experience.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	305	1,597	2,917	93	490	931	197	982	1,792	15	125	194
High Overall Satisfaction	18.0%	29.9%	26.5%	18.3%	26.9%	24.6%	17.8%	31.7%	27.5%	20.0%	27.2%	26.8%
Average Overall Satisfaction	40.7%	40.0%	40.6%	38.7%	41.6%	41.8%	42.6%	39.7%	40.6%	26.7%	36.0%	34.5%
Low Overall Satisfaction	41.3%	30.1%	32.9%	43.0%	31.4%	33.6%	39.6%	28.6%	31.9%	53.3%	36.8%	38.7%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

* Satisfaction with overall college experience (4.76)

* If you could make your college choice over, would you still choose to enroll at your current college? (3.31)

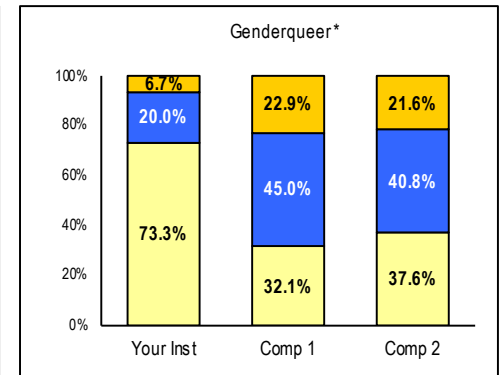
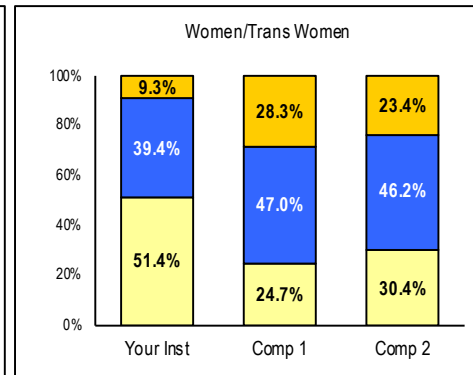
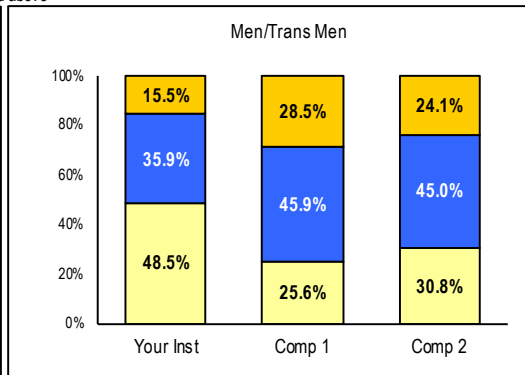
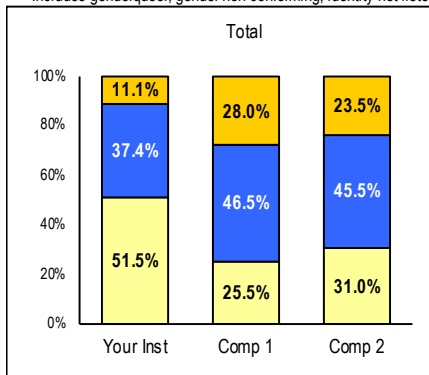
* Satisfaction with overall quality of instruction (3.07)

Sense of Belonging measures the extent to which students feel a sense of academic and social integration on campus.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	334	1,767	3,208	103	536	1,019	216	1,091	1,976	15	140	213
High Sense of Belonging	11.1%	28.0%	23.5%	15.5%	28.5%	24.1%	9.3%	28.3%	23.4%	6.7%	22.9%	21.6%
Average Sense of Belonging	37.4%	46.5%	45.5%	35.9%	45.9%	45.0%	39.4%	47.0%	46.2%	20.0%	45.0%	40.8%
Low Sense of Belonging	51.5%	25.5%	31.0%	48.5%	25.6%	30.8%	51.4%	24.7%	30.4%	73.3%	32.1%	37.6%
Significance (based on High score group)	-	*		-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Please indicate the extent to which you agree or disagree with the following statements:

* I feel I am a member of this college (6.77)

* I feel a sense of belonging to this campus (6.57)

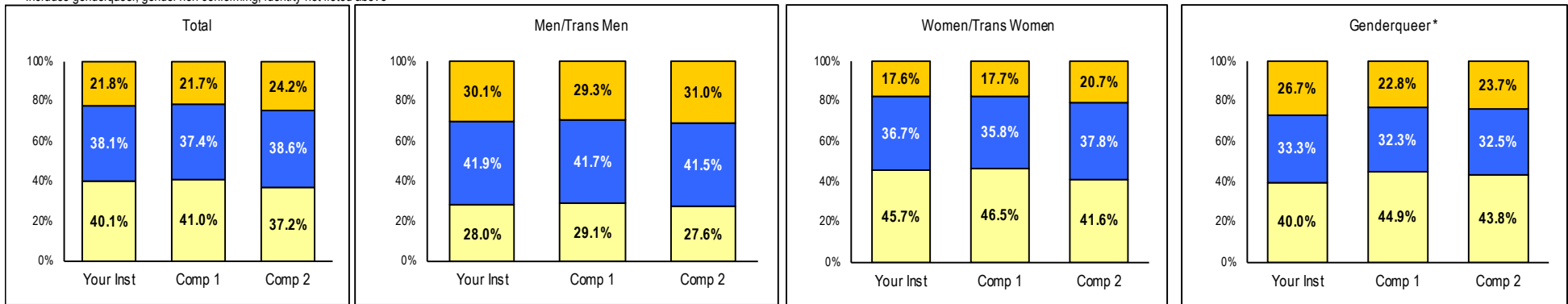
* If asked, I would recommend this college to others (5.18)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	307	1,606	2,930	93	499	943	199	980	1,793	15	127	194
High Academic Self-Concept	21.8%	21.7%	24.2%	30.1%	29.3%	31.0%	17.6%	17.7%	20.7%	26.7%	22.8%	23.7%
Average Academic Self-Concept	38.1%	37.4%	38.6%	41.9%	41.7%	41.5%	36.7%	35.8%	37.8%	33.3%	32.3%	32.5%
Low Academic Self-Concept	40.1%	41.0%	37.2%	28.0%	29.1%	27.6%	45.7%	46.5%	41.6%	40.0%	44.9%	43.8%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

*Academic ability (3.14)

*Self-confidence (intellectual) (2.82)

*Drive to achieve (2.28)

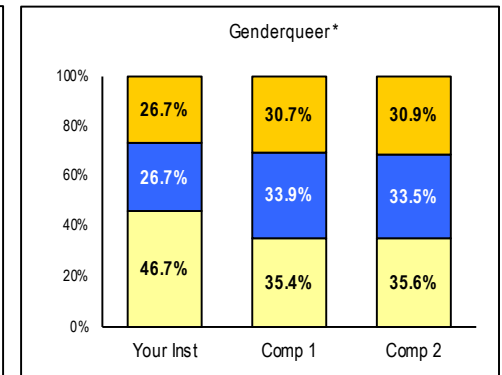
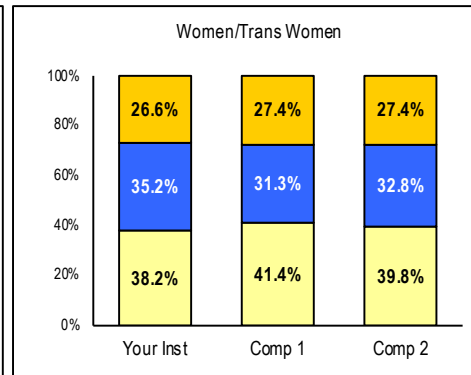
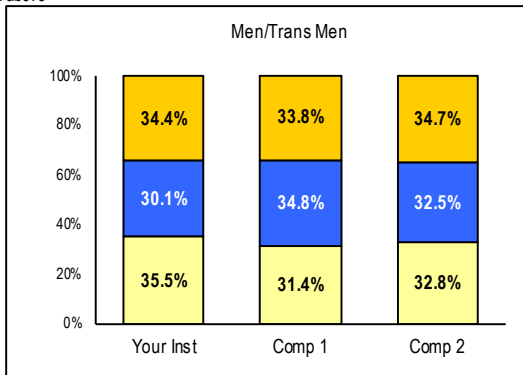
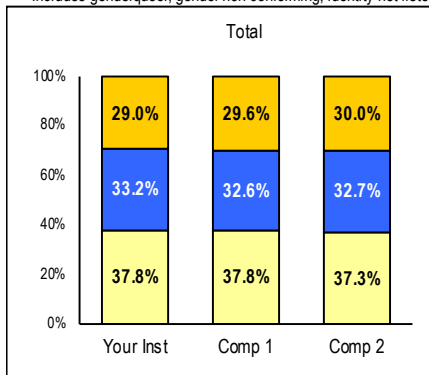
*Mathematical ability (1.24)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	307	1,603	2,928	93	500	945	199	976	1,789	15	127	194
High Social Self-Concept	29.0%	29.6%	30.0%	34.4%	33.8%	34.7%	26.6%	27.4%	27.4%	26.7%	30.7%	30.9%
Average Social Self-Concept	33.2%	32.6%	32.7%	30.1%	34.8%	32.5%	35.2%	31.3%	32.8%	26.7%	33.9%	33.5%
Low Social Self-Concept	37.8%	37.8%	37.3%	35.5%	31.4%	32.8%	38.2%	41.4%	39.8%	46.7%	35.4%	35.6%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

* Leadership ability (3.51)

* Public speaking ability (3.10)

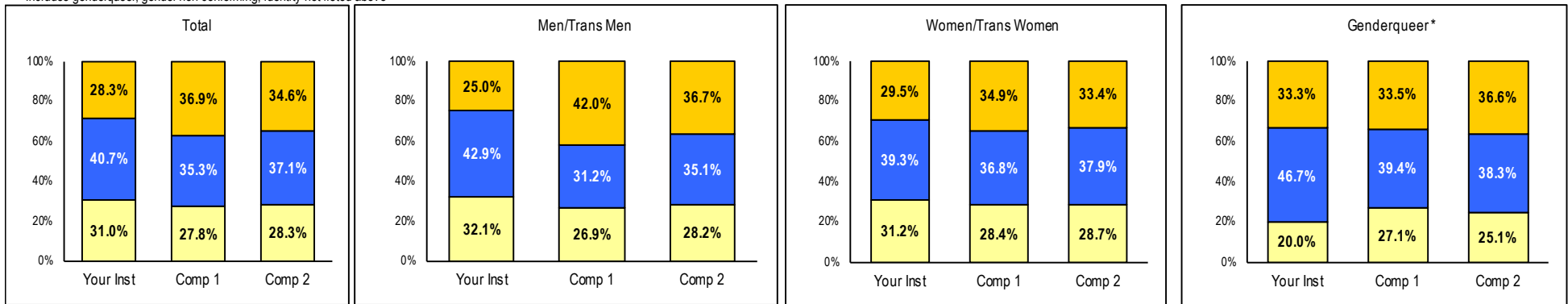
* Self-confidence (social) (2.77)

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

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	361	1,947	3,501	112	584	1,105	234	1,208	2,169	15	155	227
High Pluralistic Orientation	28.3%	36.9%	34.6%	25.0%	42.0%	36.7%	29.5%	34.9%	33.4%	33.3%	33.5%	36.6%
Average Pluralistic Orientation	40.7%	35.3%	37.1%	42.9%	31.2%	35.1%	39.3%	36.8%	37.9%	46.7%	39.4%	38.3%
Low Pluralistic Orientation	31.0%	27.8%	28.3%	32.1%	26.9%	28.2%	31.2%	28.4%	28.7%	20.0%	27.1%	25.1%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

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

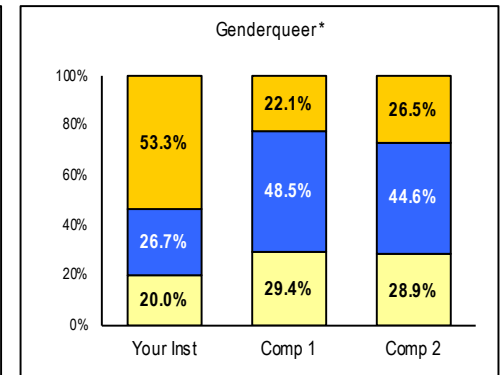
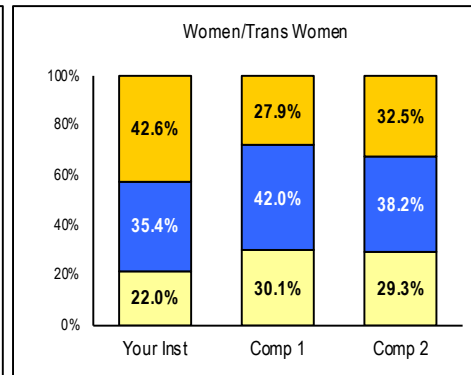
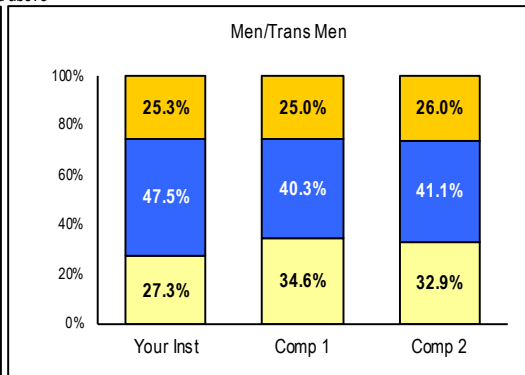
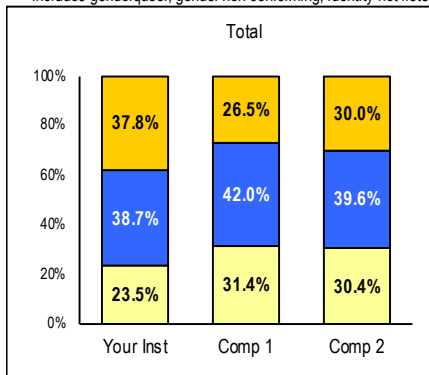
- * Tolerance of others with different beliefs (4.17)
- * Ability to work cooperatively with diverse people (3.86)
- * Openness to having my own views challenged (4.09)
- * Ability to see the world from someone else's perspective (3.79)
- * Ability to discuss and negotiate controversial issues (3.93)

Positive Cross-Racial Interaction is a unified measure of students' level of positive interaction with diverse peers.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	323	1,695	3,076	99	523	980	209	1,036	1,892	15	136	204
High Positive Cross-Racial Interaction	37.8%	26.5%	30.0%	25.3%	25.0%	26.0%	42.6%	27.9%	32.5%	53.3%	22.1%	26.5%
Average Positive Cross-Racial Interaction	38.7%	42.0%	39.6%	47.5%	40.3%	41.1%	35.4%	42.0%	38.2%	26.7%	48.5%	44.6%
Low Positive Cross-Racial Interaction	23.5%	31.4%	30.4%	27.3%	34.6%	32.9%	22.0%	30.1%	29.3%	20.0%	29.4%	28.9%
Significance (based on High score group)	-	*		-			-	**		-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had intellectual discussions outside of class (6.26)

* Had meaningful and honest discussions about race/ethnic relations outside of class (5.41)

* Shared personal feelings and problems (5.96)

* Studied or prepared for class (4.65)

* Dined or shared a meal (5.41)

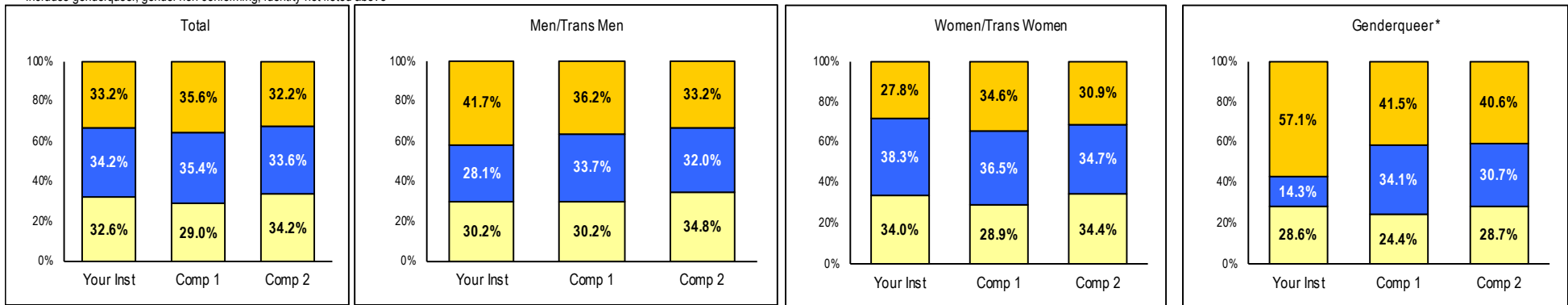
* Socialized or partied (4.51)

Negative Cross-Racial Interaction is a unified measure of students' level of negative interaction with diverse peers.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	319	1,699	3,076	96	520	974	209	1,044	1,900	14	135	202
High Negative Cross-Racial Interaction	33.2%	35.6%	32.2%	41.7%	36.2%	33.2%	27.8%	34.6%	30.9%	57.1%	41.5%	40.6%
Average Negative Cross-Racial Interaction	34.2%	35.4%	33.6%	28.1%	33.7%	32.0%	38.3%	36.5%	34.7%	14.3%	34.1%	30.7%
Low Negative Cross-Racial Interaction	32.6%	29.0%	34.2%	30.2%	30.2%	34.8%	34.0%	28.9%	34.4%	28.6%	24.4%	28.7%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

To what extent have you experienced the following with students from a racial/ethnic group other than your own?

* Had tense, somewhat hostile interactions (3.81)

* Felt insulted or threatened because of your race/ethnicity (2.63)

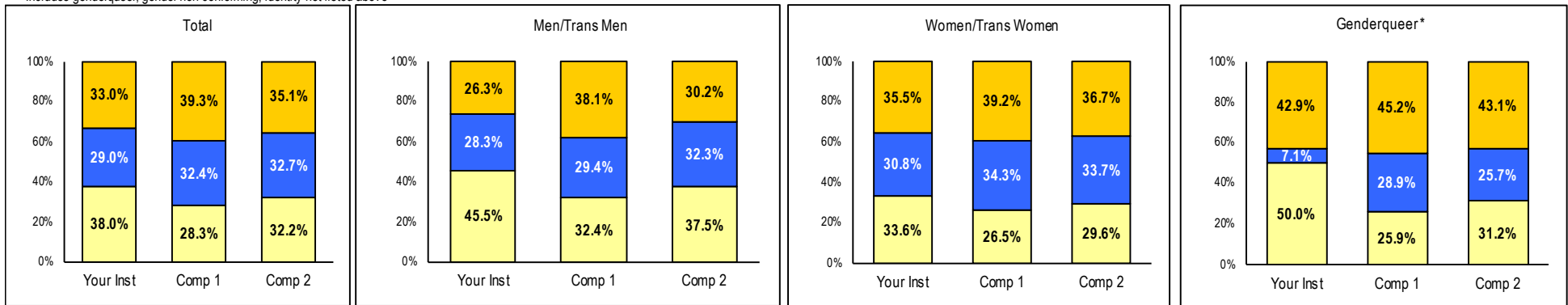
* Had guarded, cautious interactions (2.10)

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

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	324	1,713	3,108	99	527	990	211	1,051	1,916	14	135	202
High Social Agency	33.0%	39.3%	35.1%	26.3%	38.1%	30.2%	35.5%	39.2%	36.7%	42.9%	45.2%	43.1%
Average Social Agency	29.0%	32.4%	32.7%	28.3%	29.4%	32.3%	30.8%	34.3%	33.7%	7.1%	28.9%	25.7%
Low Social Agency	38.0%	28.3%	32.2%	45.5%	32.4%	37.5%	33.6%	26.5%	29.6%	50.0%	25.9%	31.2%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

Indicate the importance to you personally of each of the following:

* Participating in a community action program (4.78)

* Helping to promote racial understanding (4.88)

* Becoming a community leader (4.38)

* Keeping up to date with political affairs (3.68)

* Influencing social values (4.05)

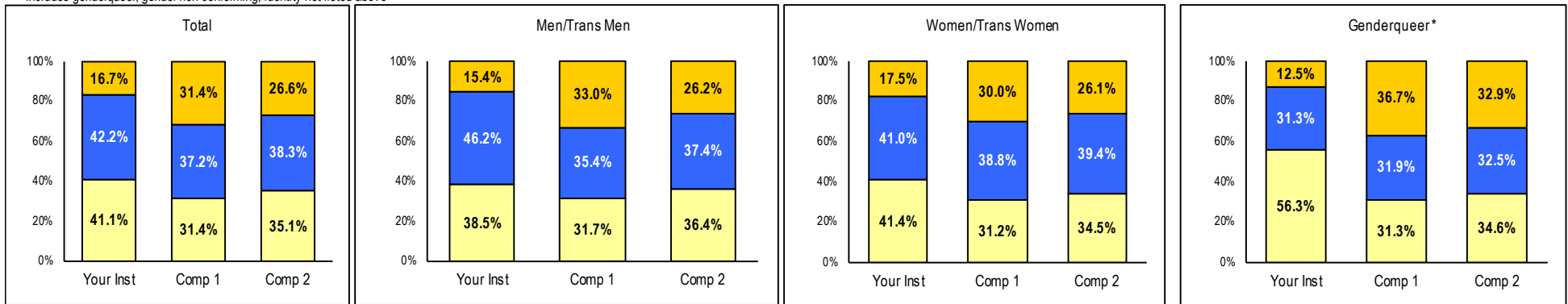
* Helping others who are in difficulty (2.75)

Civic Awareness measures changes in students' understanding of the issues facing their community, nation, and the world.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	384	2,086	3,739	117	622	1,170	251	1,298	2,326	16	166	243
High Civic Awareness	16.7%	31.4%	26.6%	15.4%	33.0%	26.2%	17.5%	30.0%	26.1%	12.5%	36.7%	32.9%
Average Civic Awareness	42.2%	37.2%	38.3%	46.2%	35.4%	37.4%	41.0%	38.8%	39.4%	31.3%	31.9%	32.5%
Low Civic Awareness	41.1%	31.4%	35.1%	38.5%	31.7%	36.4%	41.4%	31.2%	34.5%	56.3%	31.3%	34.6%
Significance (based on High score group)	-	*		-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

This institution has contributed to my:

* Understanding of national issues (7.16)

* Understanding of global issues (6.93)

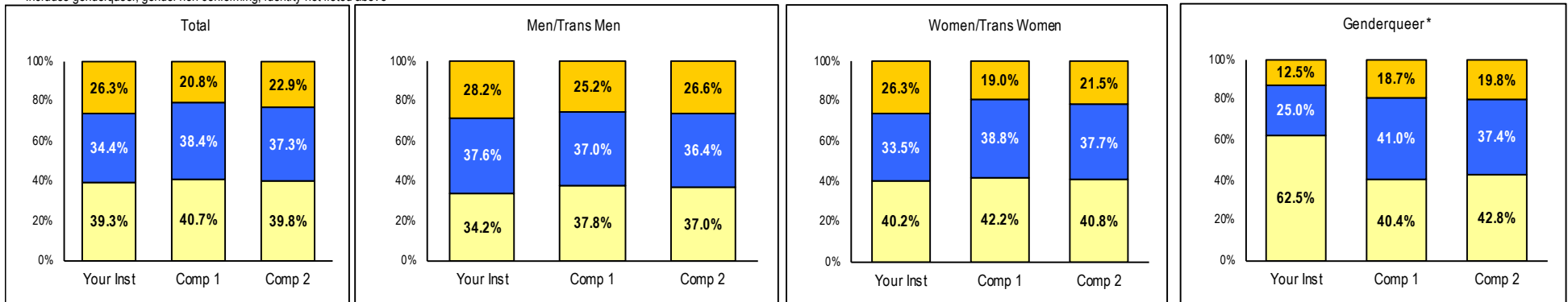
* Understanding of the problems facing my community (4.50)

Leadership is a unified measure of students' beliefs about their leadership development, leadership capability, and their experiences as a leader.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	384	2,086	3,739	117	622	1,170	251	1,298	2,326	16	166	243
High Leadership	26.3%	20.8%	22.9%	28.2%	25.2%	26.6%	26.3%	19.0%	21.5%	12.5%	18.7%	19.8%
Average Leadership	34.4%	38.4%	37.3%	37.6%	37.0%	36.4%	33.5%	38.8%	37.7%	25.0%	41.0%	37.4%
Low Leadership	39.3%	40.7%	39.8%	34.2%	37.8%	37.0%	40.2%	42.2%	40.8%	62.5%	40.4%	42.8%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

*Self-rated ability in leadership abilities (3.61)

*I have effectively led a group to a common purpose (1.33)

*Participated in leadership training (1.09)

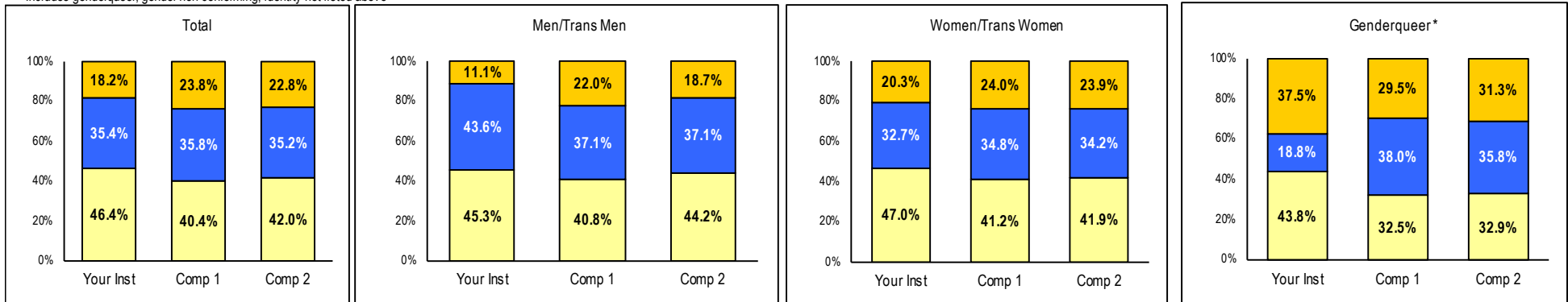
*Held a leadership position in an organization (0.97)

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/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	384	2,086	3,739	117	622	1,170	251	1,298	2,326	16	166	243
High Civic Engagement	18.2%	23.8%	22.8%	11.1%	22.0%	18.7%	20.3%	24.0%	23.9%	37.5%	29.5%	31.3%
Average Civic Engagement	35.4%	35.8%	35.2%	43.6%	37.1%	37.1%	32.7%	34.8%	34.2%	18.8%	38.0%	35.8%
Low Civic Engagement	46.4%	40.4%	42.0%	45.3%	40.8%	44.2%	47.0%	41.2%	41.9%	43.8%	32.5%	32.9%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

*Publicly communicated your opinion about a cause (e.g., blog, email, petition) (2.56)

*Worked on a local, state, or national political campaign (0.99)

*Demonstrated for a cause (e.g., boycott, rally, protest) (2.56)

*Performed volunteer or community service work (0.58)

*Goal: Keeping up to date with political affairs (3.97)

*Goal: Influencing social values (2.56)

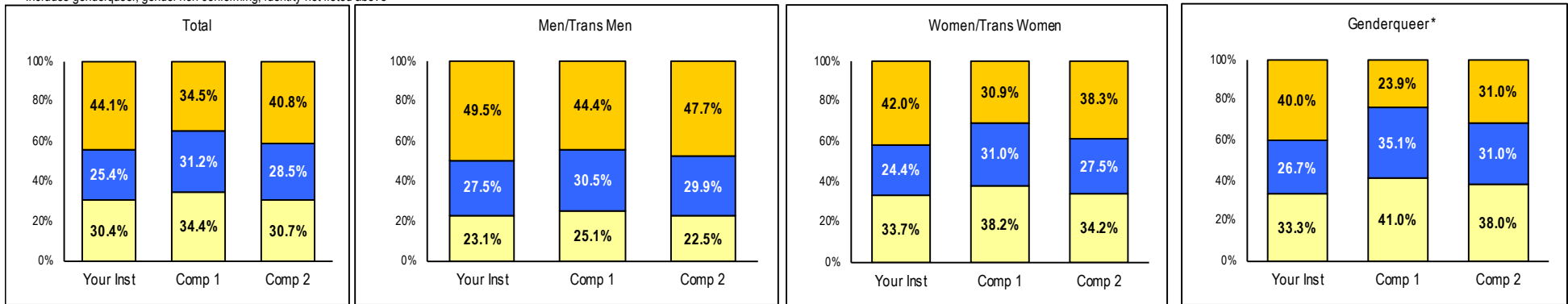
*Helped raise money for a cause or campaign (1.09)

Science Identity measures the extent to which students conceive of themselves as scientists.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	299	1,634	2,956	91	505	948	193	995	1,808	15	134	200
High Science Identity	44.1%	34.5%	40.8%	49.5%	44.4%	47.7%	42.0%	30.9%	38.3%	40.0%	23.9%	31.0%
Average Science Identity	25.4%	31.2%	28.5%	27.5%	30.5%	29.9%	24.4%	31.0%	27.5%	26.7%	35.1%	31.0%
Low Science Identity	30.4%	34.4%	30.7%	23.1%	25.1%	22.5%	33.7%	38.2%	34.2%	33.3%	41.0%	38.0%
Significance (based on High score group)	-	*		-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

*I have a strong sense of belonging to a community of scientists (7.33)

*I derive great personal satisfaction from working on a team that is doing important research (4.16)

*I think of myself as a scientist (8.18)

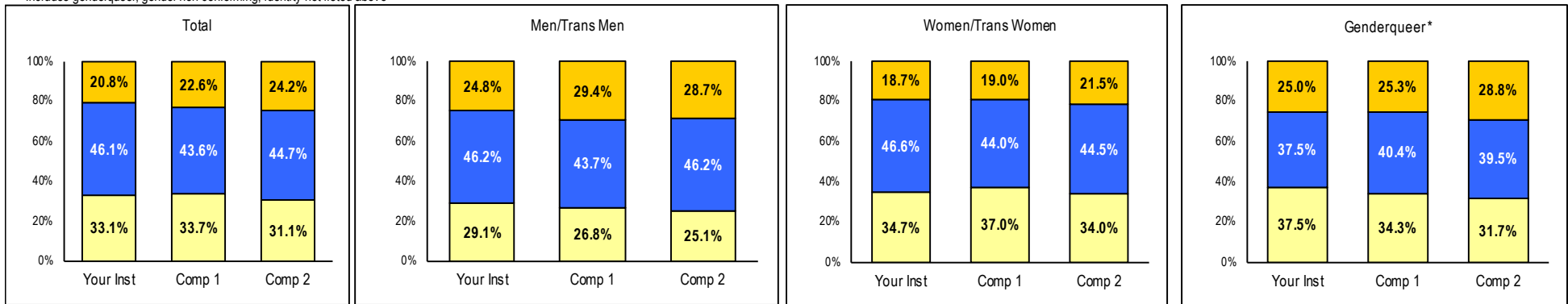
*I feel like I belong in the field of science (7.95)

Science Self-Efficacy is a measure of students' confidence in their ability to conduct scientific research.

University of California-San Diego	Total			Men/Trans Men			Women/Trans Women			Genderqueer*		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	384	2,086	3,739	117	622	1,170	251	1,298	2,326	16	166	243
High Science Self-Efficacy	20.8%	22.6%	24.2%	24.8%	29.4%	28.7%	18.7%	19.0%	21.5%	25.0%	25.3%	28.8%
Average Science Self-Efficacy	46.1%	43.6%	44.7%	46.2%	43.7%	46.2%	46.6%	44.0%	44.5%	37.5%	40.4%	39.5%
Low Science Self-Efficacy	33.1%	33.7%	31.1%	29.1%	26.8%	25.1%	34.7%	37.0%	34.0%	37.5%	34.3%	31.7%
Significance (based on High score group)	-			-			-			-		

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

* Includes genderqueer, gender non-conforming, identity not listed above



Survey items and estimation "weights":

- *Use technical science skills (use of tools, instruments, and/or techniques) (5.48)
- *Generate an answerable research question (7.42)
- *Determine how to collect appropriate data (8.08)
- *Explain the results of a study (8.03)
- *Use scientific literature to guide research (7.72)
- *Integrate results from multiple studies (8.00)
- *Ask relevant questions (7.14)
- *Identify what is known and not known about a problem (7.44)
- *Understand scientific concepts (7.79)
- *See connections between different areas of science and mathematics (7.01)