



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

2021 College Senior Survey

CIRP Construct Reports

Graduating Seniors

University of California-San Diego

Comparison group 1: Public Universities
Comparison group 2: Public/Private Universities, Public 4Yr Colleges

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How to Read the CIRP Construct Mean Reports

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that presents 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.

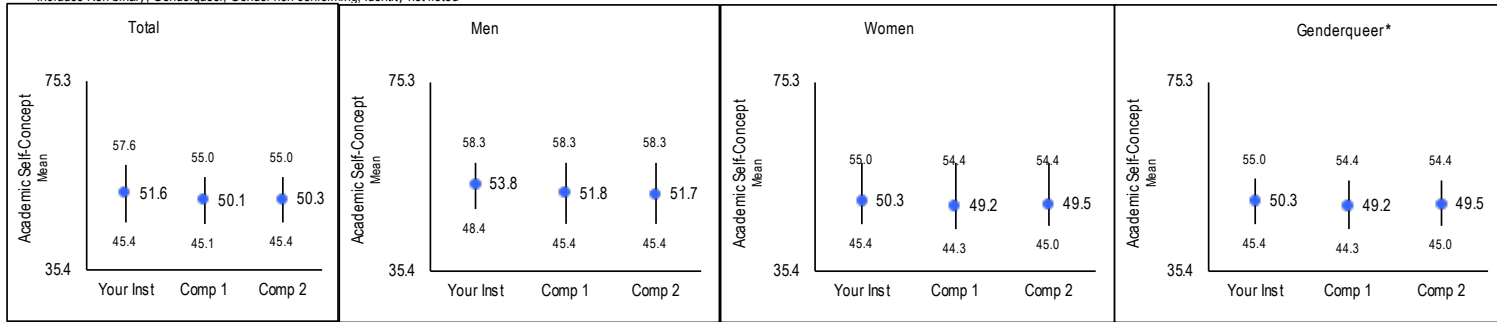
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard 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			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)	1,367	5,029	14,906	506	1,603	5,572	506	1,603	5,572	861	3,426	9,334
Mean	51.6	50.1	50.3	53.8	51.8	51.7	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	8.49	8.29	8.22	7.25	7.51	7.50
Significance	-	***	***	-	***	***	-	***	***	-	***	**
Effect size	-	0.19	0.16	-	0.24	0.26	-	0.24	0.26	-	0.14	0.10
25th percentile	45.4	45.1	45.4	48.4	45.4	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	58.3	58.3	58.3	55.0	54.4	54.4

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

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed



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 <https://heri.ucla.edu/cirp-constructs/>

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.

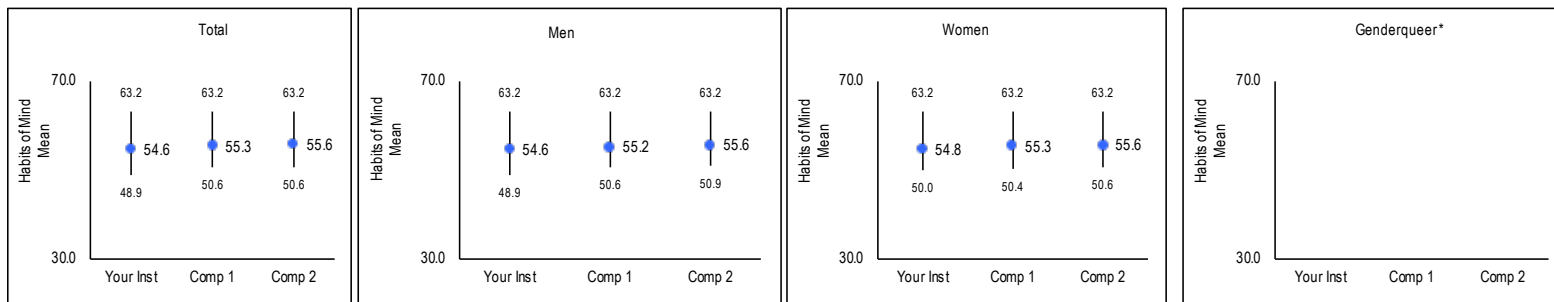
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. 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			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)	156	837	4,880	69	247	1,578	81	549	3,156			
Mean	54.6	55.3	55.6	54.6	55.2	55.6	54.8	55.3	55.6			
Standard deviation	8.82	7.66	7.39	8.27	7.52	7.52	9.33	7.74	7.33			
Significance	-			-			-					
Effect size	-	-0.10	-0.14	-	-0.08	-0.13	-	-0.06	-0.11			
25th percentile	48.9	50.6	50.6	48.9	50.6	50.9	50.0	50.4	50.6			
75th percentile	63.2	63.2	63.2	63.2	63.2	63.2	63.2	63.2	63.2			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How often in the past year did you:

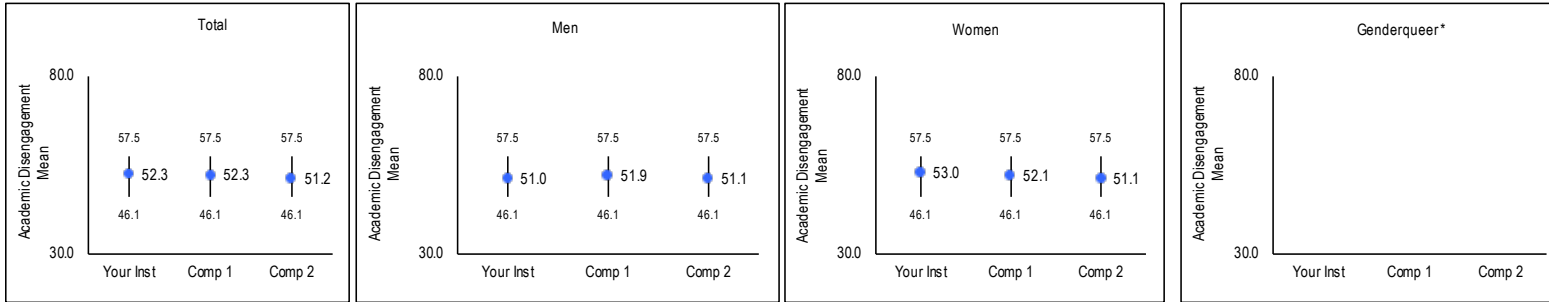
- *Seek solutions to problems and explain them to others (2.17)
- *Support your opinions with a logical argument (1.81)
- *Look up scientific research articles and resources (1.71)
- *Accept mistakes as part of the learning process (1.24)
- *Explore topics on your own, even though it was not required for a class (1.09)

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

University of California-San Diego	Total			Men			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)	150	838	4,819	69	246	1,555	75	549	3,117			
Mean	52.3	52.3	51.2	51.0	51.9	51.1	53.0	52.1	51.1			
Standard deviation	8.43	8.10	7.82	7.84	8.25	7.96	8.71	7.95	7.66			
Significance	-	-	-	-	-	-	-	-	*			
Effect size	-	0.01	0.15	-	-0.10	-0.01	-	0.12	0.25			
25th percentile	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1	46.1			
75th percentile	57.5	57.5	57.5	57.5	57.5	57.5	57.5	57.5	57.5			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

Since entering college, indicate how often you:

* Came late to class (1.72)

* Missed class for other reasons (1.70)

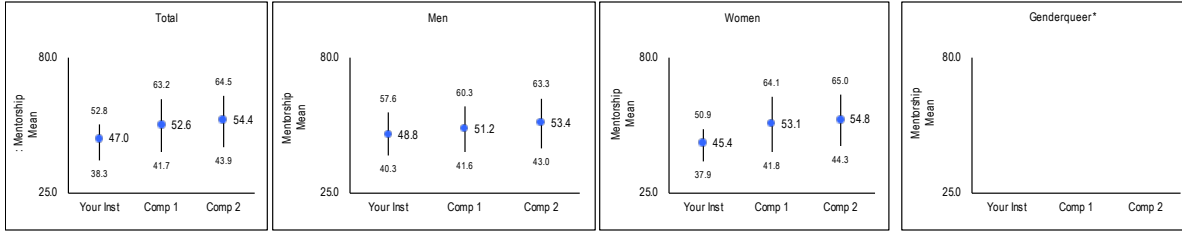
* Failed to complete homework on time (1.51)

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			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)	114	751	3,967	54	223	1,261	54	489	2,579			
Mean	47.0	52.6	54.4	48.8	51.2	53.4	45.4	53.1	54.8			
Standard deviation	11.18	12.86	12.52	11.62	12.00	12.39	9.78	13.16	12.58			
Significance	-	***	***	-		**	-	***	***			
Effect size	-	-0.43	-0.59	-	-0.20	-0.38	-	-0.58	-0.75			
25th percentile	38.3	41.7	43.9	40.3	41.6	43.0	37.9	41.8	44.3			
75th percentile	52.8	63.2	64.5	57.6	60.3	63.3	50.9	64.1	65.0			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How often have professors at your college provided you with:

- * Help in achieving your professional goals (3.85)
- * Advice and guidance about your educational program (3.33)
- * Emotional support and encouragement (2.64)
- * Feedback on your academic work (outside of grades) (2.96)
- * Encouragement to discuss coursework outside of class (3.04)

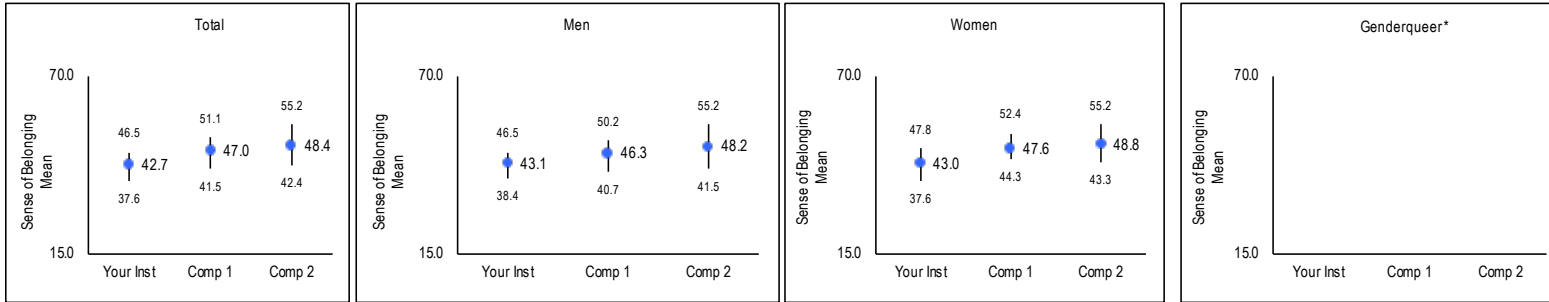
- * Encouragement to pursue graduate/professional study (2.47)
- * Help to improve your study skills (2.27)
- * A letter of recommendation (1.93)
- * An opportunity to work on a research project (1.31)

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			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)	118	770	4,080	54	225	1,307	58	505	2,645			
Mean	42.7	47.0	48.4	43.1	46.3	48.2	43.0	47.6	48.8			
Standard deviation	7.53	9.01	9.20	7.62	9.51	9.67	6.94	8.81	8.92			
Significance	-	***	***	-	*	***	-	***	***			
Effect size	-	-0.48	-0.62	-	-0.34	-0.53	-	-0.53	-0.65			
25th percentile	37.6	41.5	42.4	38.4	40.7	41.5	37.6	44.3	43.3			
75th percentile	46.5	51.1	55.2	46.5	50.2	55.2	47.8	52.4	55.2			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

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

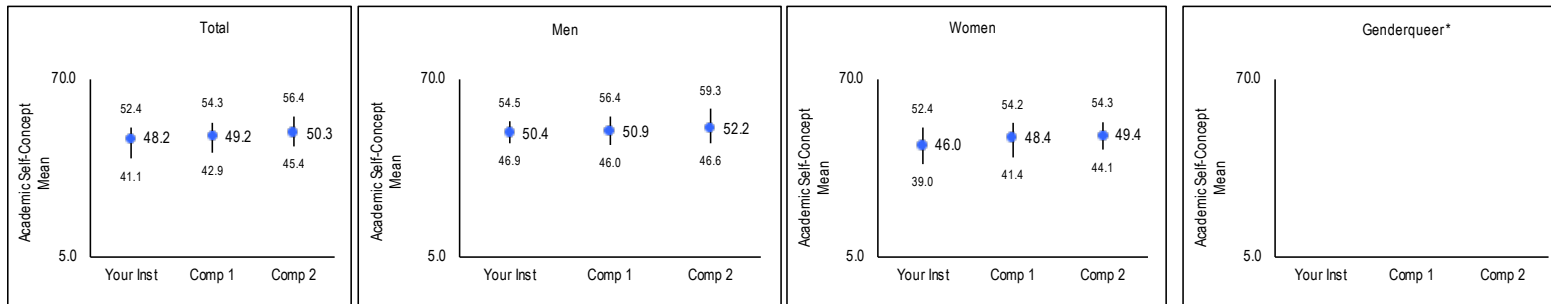
- * If asked, I would recommend this college to others (2.45)
- * I feel I am a member of this college (6.02)
- * I will give this college money as an alum (1.52)

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			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)	111	736	3,903	52	217	1,240	53	480	2,536			
Mean	48.2	49.2	50.3	50.4	50.9	52.2	46.0	48.4	49.4			
Standard deviation	8.91	8.70	8.76	7.84	8.92	9.39	9.47	8.49	8.28			
Significance	-	-	*	-	-	-	-	-	**			
Effect size	-	-0.11	-0.24	-	-0.05	-0.19	-	-0.28	-0.41			
25th percentile	41.1	42.9	45.4	46.9	46.0	46.6	39.0	41.4	44.1			
75th percentile	52.4	54.3	56.4	54.5	56.4	59.3	52.4	54.2	54.3			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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:

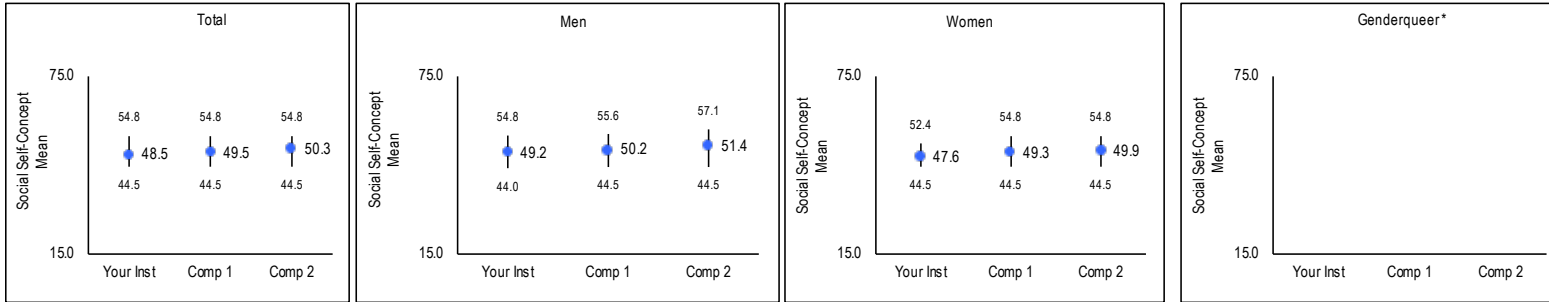
- * Academic ability (3.08)
- * Mathematical ability (1.37)
- * Self-confidence (intellectual) (1.24)
- * Drive to achieve (0.91)

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			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)	110	735	3,895	52	217	1,238	52	479	2,530			
Mean	48.5	49.5	50.3	49.2	50.2	51.4	47.6	49.3	49.9			
Standard deviation	9.35	8.06	8.31	10.47	9.15	8.59	8.46	7.59	8.19			
Significance	-		*	-			-		*			
Effect size	-	-0.12	-0.21	-	-0.10	-0.25	-	-0.23	-0.28			
25th percentile	44.5	44.5	44.5	44.0	44.5	44.5	44.5	44.5	44.5			
75th percentile	54.8	54.8	54.8	54.8	55.6	57.1	52.4	54.8	54.8			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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:

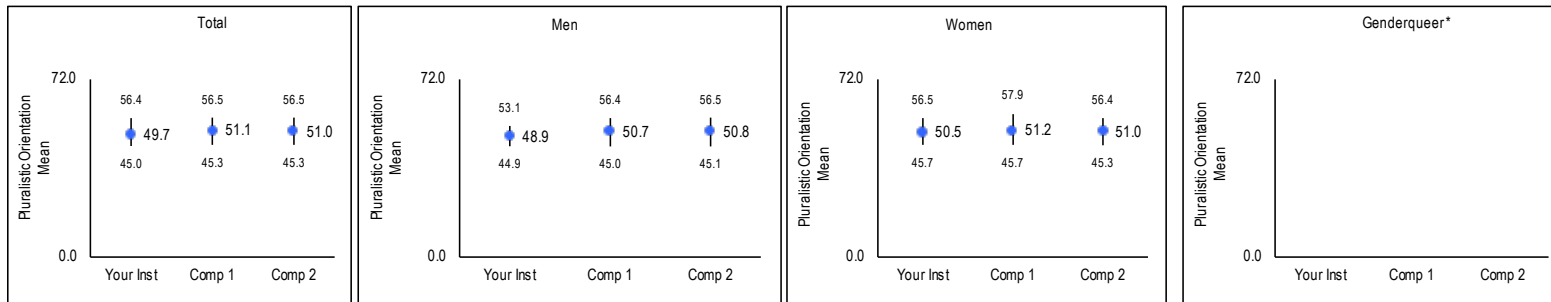
- * Self-confidence (social) (1.55)
- * Leadership ability (2.43)
- * Public speaking ability (1.90)

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

University of California-San Diego	Total			Men			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)	128	800	4,399	60	235	1,412	62	524	2,852			
Mean	49.7	51.1	51.0	48.9	50.7	50.8	50.5	51.2	51.0			
Standard deviation	9.32	9.05	8.62	9.17	9.43	8.89	9.63	8.97	8.51			
Significance	-	-	-	-	-	-	-	-	-			
Effect size	-	-0.16	-0.15	-	-0.19	-0.22	-	-0.07	-0.05			
25th percentile	45.0	45.3	45.3	44.9	45.0	45.1	45.7	45.7	45.3			
75th percentile	56.4	56.5	56.5	53.1	56.4	56.5	56.5	57.9	56.4			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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:

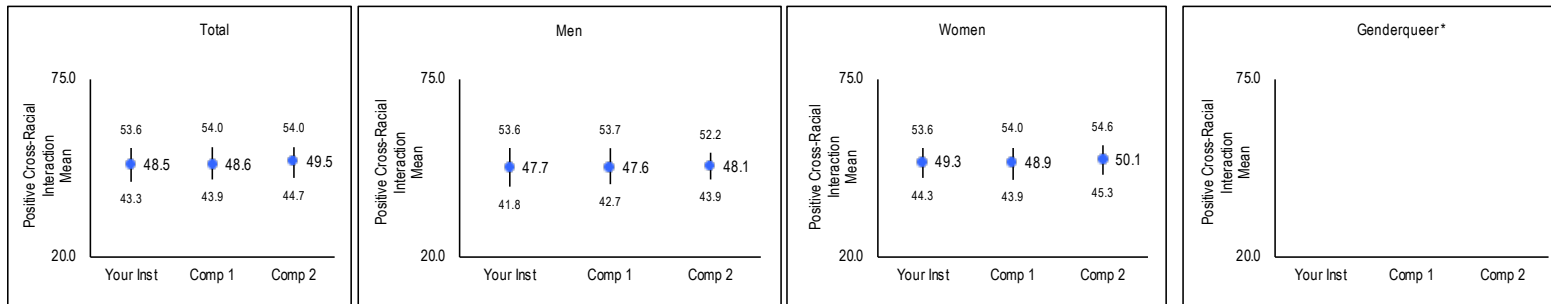
- * Ability to see the world from someone else's perspective (1.40)
- * Tolerance of others with different beliefs (1.64)
- * Openness to having my own views challenged (1.57)
- * Ability to discuss and negotiate controversial issues (1.53)
- * Ability to work cooperatively with diverse people (1.68)

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

University of California-San Diego	Total			Men			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)	127	791	4,353	60	231	1,392	61	519	2,828			
Mean	48.5	48.6	49.5	47.7	47.6	48.1	49.3	48.9	50.1			
Standard deviation	8.57	8.20	7.84	8.98	8.16	7.65	8.37	8.25	7.83			
Significance	-			-			-					
Effect size	-	-0.02	-0.13	-	0.01	-0.05	-	0.05	-0.10			
25th percentile	43.3	43.9	44.7	41.8	42.7	43.9	44.3	43.9	45.3			
75th percentile	53.6	54.0	54.0	53.6	53.7	52.2	53.6	54.0	54.6			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



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 meaningful and honest discussions about race/ethnic relations outside of class (2.59)

* Shared personal feelings and problems (3.08)

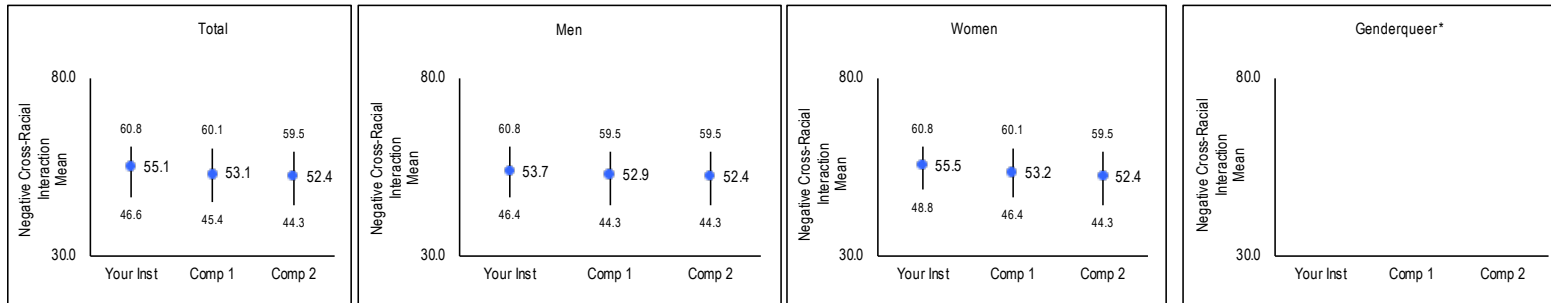
* Socialized or partied (2.10)

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

University of California-San Diego	Total			Men			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)	124	788	4,336	59	230	1,393	59	517	2,810			
Mean	55.1	53.1	52.4	53.7	52.9	52.4	55.5	53.2	52.4			
Standard deviation	9.08	8.83	8.68	8.97	8.95	8.79	8.42	8.67	8.56			
Significance	-	*	***	-	-	-	-	-	**			
Effect size	-	0.23	0.31	-	0.09	0.14	-	0.27	0.37			
25th percentile	46.6	45.4	44.3	46.4	44.3	44.3	48.8	46.4	44.3			
75th percentile	60.8	60.1	59.5	60.8	59.5	59.5	60.8	60.1	59.5			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



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 guarded, cautious interactions (1.49)

* Had tense, somewhat hostile interactions (2.23)

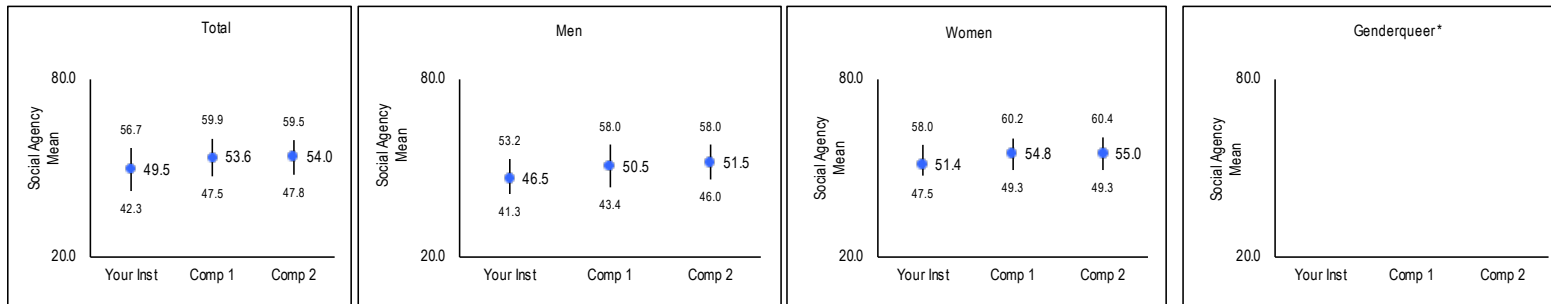
* Felt insulted or threatened because of your race/ethnicity (8.30)

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			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)	118	763	4,028	55	225	1,287	57	499	2,613			
Mean	49.5	53.6	54.0	46.5	50.5	51.5	51.4	54.8	55.0			
Standard deviation	10.23	9.74	9.31	9.22	10.41	9.45	9.60	9.06	8.96			
Significance	-	***	***	-	*	***	-	**	**			
Effect size	-	-0.43	-0.49	-	-0.38	-0.53	-	-0.38	-0.41			
25th percentile	42.3	47.5	47.8	41.3	43.4	46.0	47.5	49.3	49.3			
75th percentile	56.7	59.9	59.5	53.2	58.0	58.0	58.0	60.2	60.4			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

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

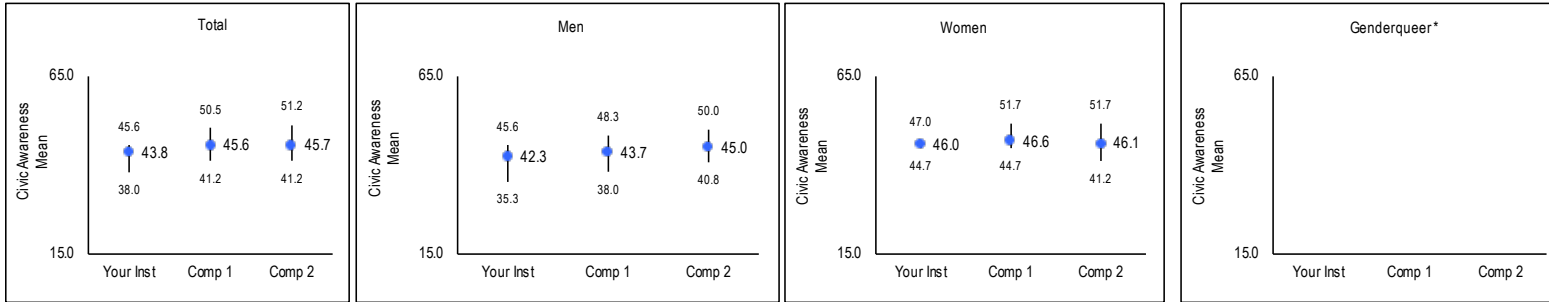
- * Keeping up to date with political affairs (1.48)
- * Participating in a community action program (2.41)
- * Influencing social values (1.64)
- * Becoming a community leader (2.09)
- * Helping others who are in difficulty (1.17)
- * Helping to promote racial understanding (2.15)

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

University of California-San Diego	Total			Men			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)	122	779	4,232	56	229	1,361	60	509	2,738			
Mean	43.8	45.6	45.7	42.3	43.7	45.0	46.0	46.6	46.1			
Standard deviation	8.19	7.44	7.29	9.04	8.22	7.70	6.24	6.78	7.02			
Significance	-	*	**	-	-	*	-	-	-			
Effect size	-	-0.24	-0.26	-	-0.18	-0.35	-	-0.09	-0.01			
25th percentile	38.0	41.2	41.2	35.3	38.0	40.8	44.7	44.7	41.2			
75th percentile	45.6	50.5	51.2	45.6	48.3	50.0	47.0	51.7	51.7			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

This institution has contributed to my:

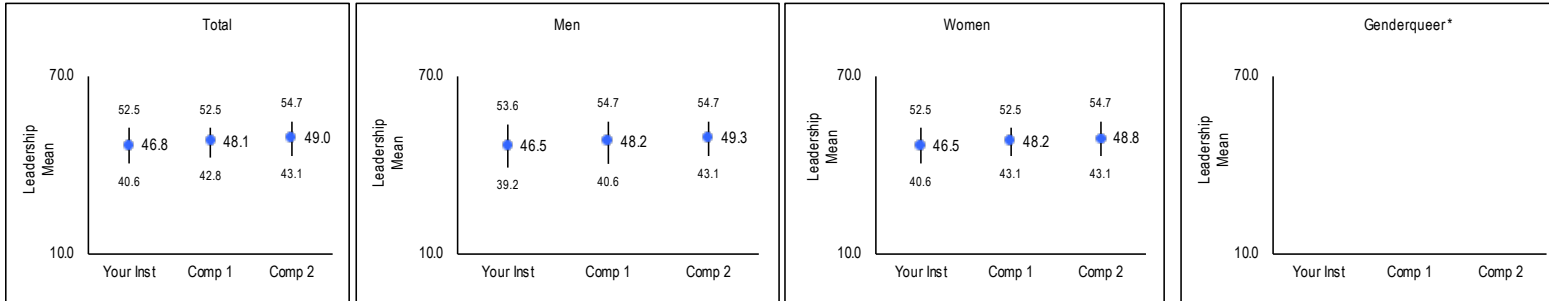
- * Understanding of national issues (5.50)
- * Understanding of the problems facing my community (5.02)
- * Understanding of global issues (1.62)

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			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)	108	720	3,818	52	213	1,223	50	469	2,471			
Mean	46.8	48.1	49.0	46.5	48.2	49.3	46.5	48.2	48.8			
Standard deviation	9.74	8.37	8.56	10.39	9.26	8.79	9.58	8.01	8.50			
Significance	-		**	-		*	-					
Effect size	-	-0.16	-0.26	-	-0.18	-0.32	-	-0.21	-0.27			
25th percentile	40.6	42.8	43.1	39.2	40.6	43.1	40.6	43.1	43.1			
75th percentile	52.5	52.5	54.7	53.6	54.7	54.7	52.5	52.5	54.7			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How would you rate yourself in the following areas?

* Leadership ability (3.44)

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

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

Since entering college, have you:

* Held a leadership position in an organization (1.09)

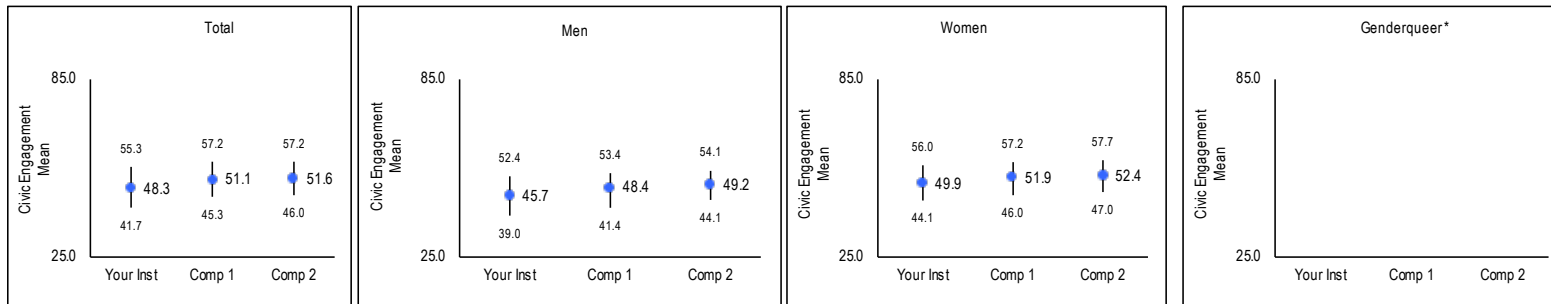
* Participated in: Leadership training (0.97)

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			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)	109	738	3,917	52	219	1,254	51	480	2,538			
Mean	48.3	51.1	51.6	45.7	48.4	49.2	49.9	51.9	52.4			
Standard deviation	9.37	8.52	8.33	8.79	8.54	8.02	8.13	8.05	8.13			
Significance	-	**	***	-	*	**	-		*			
Effect size	-	-0.33	-0.39	-	-0.32	-0.43	-	-0.25	-0.32			
25th percentile	41.7	45.3	46.0	39.0	41.4	44.1	44.1	46.0	47.0			
75th percentile	55.3	57.2	57.2	52.4	53.4	54.1	56.0	57.2	57.7			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

Indicate which activities you did in the past year:

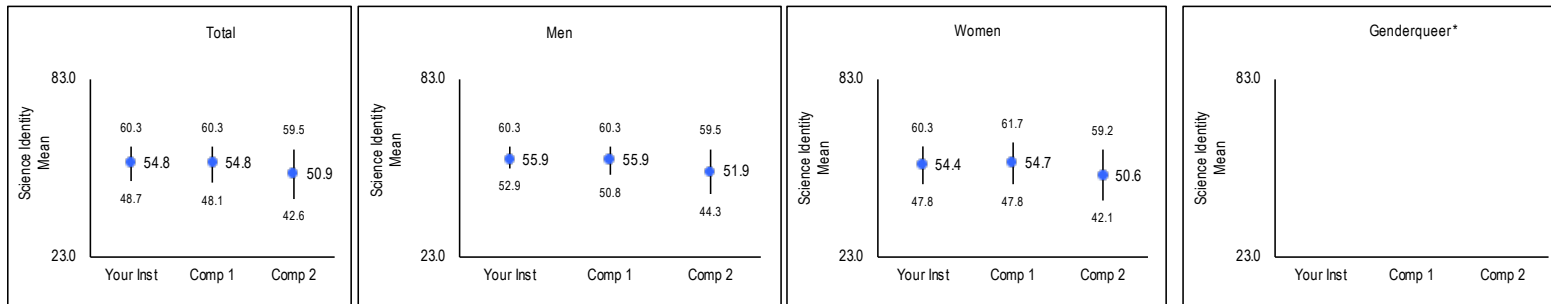
- * Demonstrated for a cause (e.g., boycott, rally, protest) (1.56)
- * Worked on a local, state, or national political campaign (1.54)
- * Helped raise money for a cause or campaign (0.95)
- * Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.61)
- * Influencing social values (1.30)
- * Keeping up to date with political affairs (1.70)

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

University of California-San Diego	Total			Men			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)	108	733	3,869	52	215	1,229	50	479	2,514			
Mean	54.8	54.8	50.9	55.9	55.9	51.9	54.4	54.7	50.6			
Standard deviation	8.70	10.17	10.66	8.29	9.80	10.47	8.75	10.24	10.72			
Significance	-		***	-		**	-		*			
Effect size	-	0.00	0.37	-	0.00	0.39	-	-0.03	0.35			
25th percentile	48.7	48.1	42.6	52.9	50.8	44.3	47.8	47.8	42.1			
75th percentile	60.3	60.3	59.5	60.3	60.3	59.5	60.3	61.7	59.2			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

To what extent are the following statements true of you:

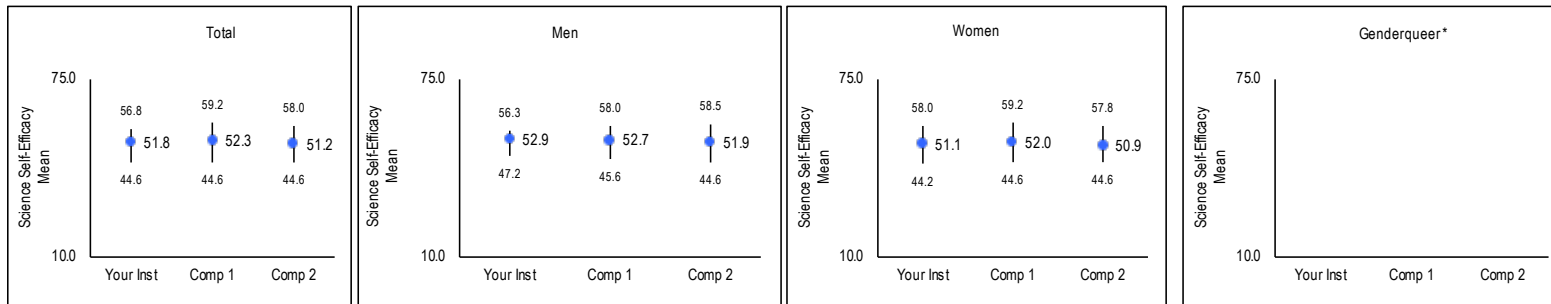
- * I have a strong sense of belonging to a community of scientists (3.52)
- * I derive great personal satisfaction from working on a team that is doing important research (1.78)
- * I think of myself as a scientist (5.54)
- * I feel like I belong in the field of science (4.43)

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

University of California-San Diego	Total			Men			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)	110	727	3,854	52	214	1,224	52	475	2,505			
Mean	51.8	52.3	51.2	52.9	52.7	51.9	51.1	52.0	50.9			
Standard deviation	10.92	12.17	12.30	10.16	11.68	12.03	11.60	12.43	12.40			
Significance	-			-			-					
Effect size	-	-0.04	0.05	-	0.02	0.09	-	-0.07	0.02			
25th percentile	44.6	44.6	44.6	47.2	45.6	44.6	44.2	44.6	44.6			
75th percentile	56.8	59.2	58.0	56.3	58.0	58.5	58.0	59.2	57.8			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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) (1.49)
- * Generate an answerable research question (2.33)
- * Determine how to collect 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)

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 presents 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.

Sample University	Total			Men			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)	1,361	4,996	14,835	503	1,586	5,527	503	1,586	5,527	8	41	58
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	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%	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%	16.9%	25.4%	24.2%	31.5%	36.2%	33.1%
Significance (based on High score group)	-	***	***	-	***	***	-	***	***	-	***	**

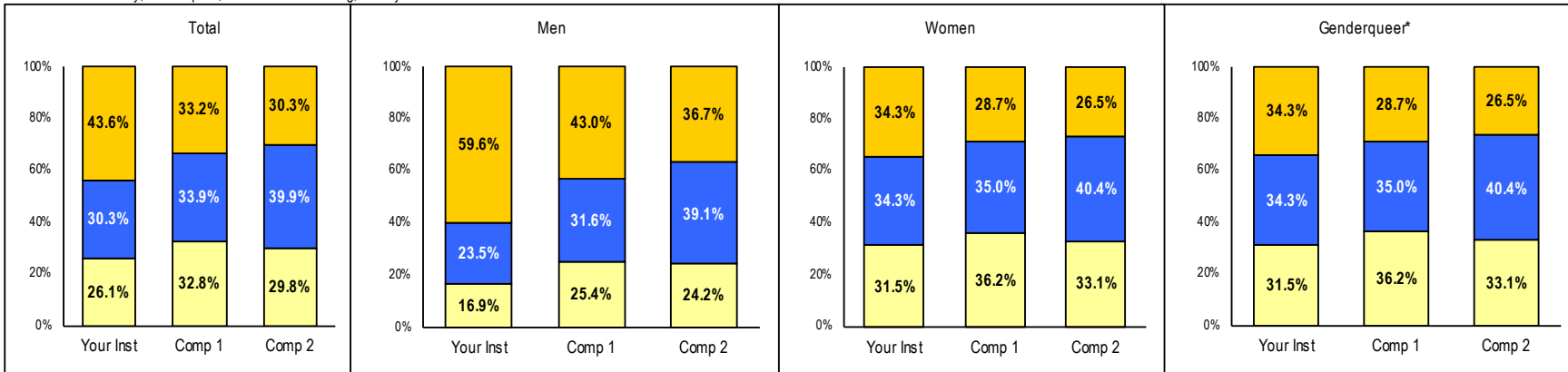
Note: Significance * p<.05, ** p<.01, *** p<.001

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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

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

Statistical Significance – Uses a proportional difference test to examine the difference between the percentage of students in the high group for your institution and the percentage of students in the high group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p<.05, **p<.01, ***p<.001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference might be small and not practically important.



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 <https://heri.ucla.edu/cirp-constructs/>

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).

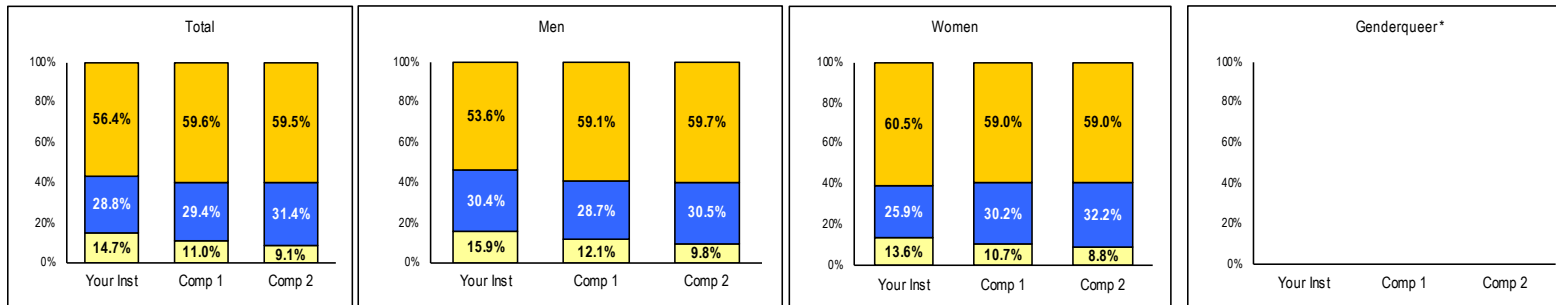
2021 College Senior Survey
CIRP Construct Percentage Report
Habits of Mind
Graduating Seniors

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			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)	156	837	4,880	69	247	1,578	81	549	3,156			
High Habits of Mind	56.4%	59.6%	59.5%	53.6%	59.1%	59.7%	60.5%	59.0%	59.0%			
Average Habits of Mind	28.8%	29.4%	31.4%	30.4%	28.7%	30.5%	25.9%	30.2%	32.2%			
Low Habits of Mind	14.7%	11.0%	9.1%	15.9%	12.1%	9.8%	13.6%	10.7%	8.8%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How often in the past year did you:

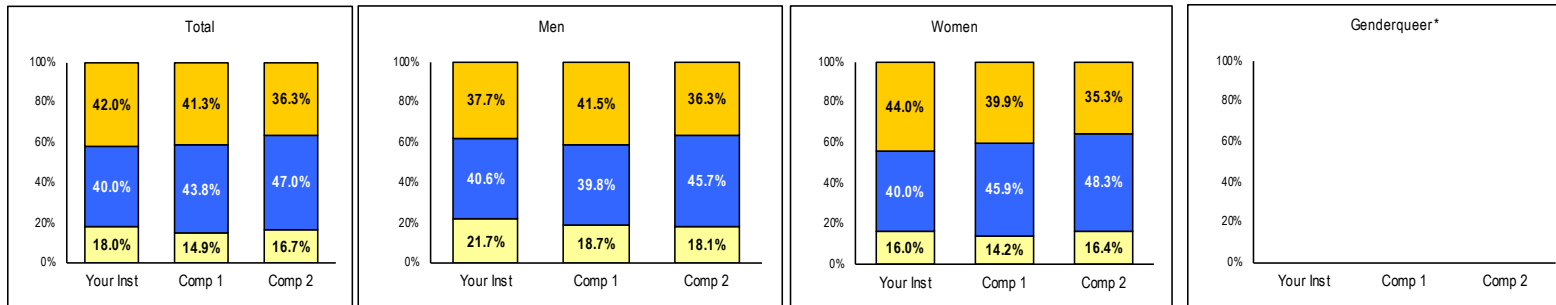
- *Seek solutions to problems and explain them to others (2.17)
- *Support your opinions with a logical argument (1.81)
- *Look up scientific research articles and resources (1.71)
- *Accept mistakes as part of the learning process (1.24)
- *Explore topics on your own, even though it was not required for a class (1.09)

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

University of California-San Diego	Total			Men			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)	150	838	4,819	69	246	1,555	75	549	3,117			
High Academic Disengagement	42.0%	41.3%	36.3%	37.7%	41.5%	36.3%	44.0%	39.9%	35.3%			
Average Academic Disengagement	40.0%	43.8%	47.0%	40.6%	39.8%	45.7%	40.0%	45.9%	48.3%			
Low Academic Disengagement	18.0%	14.9%	16.7%	21.7%	18.7%	18.1%	16.0%	14.2%	16.4%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

Since entering college, indicate how often you:

* Came late to class (1.72)

* Missed class for other reasons (1.70)

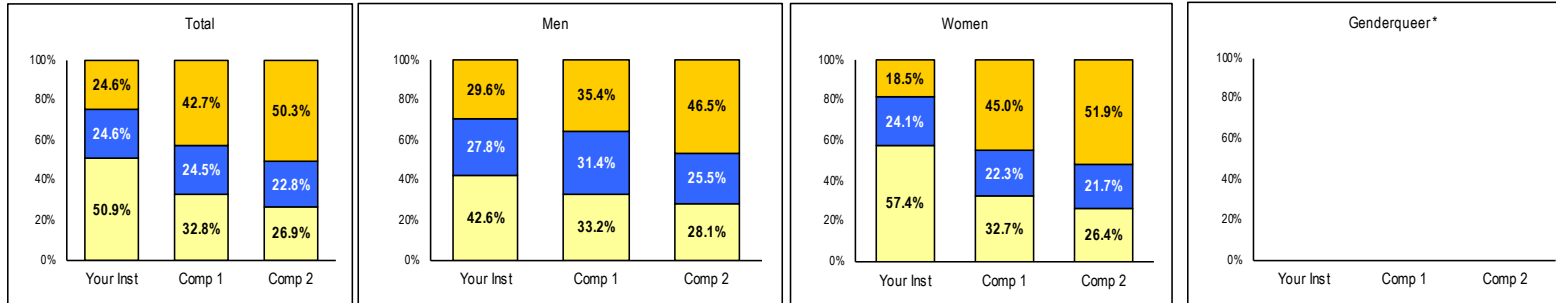
* Failed to complete homework on time (1.51)

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			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)	114	751	3,967	54	223	1,261	54	489	2,579			
High Faculty Interaction: Mentorship	24.6%	42.7%	50.3%	29.6%	35.4%	46.5%	18.5%	45.0%	51.9%			
Average Faculty Interaction: Mentorship	24.6%	24.5%	22.8%	27.8%	31.4%	25.5%	24.1%	22.3%	21.7%			
Low Faculty Interaction: Mentorship	50.9%	32.8%	26.9%	42.6%	33.2%	28.1%	57.4%	32.7%	26.4%			
Significance (based on High score group)	-	**	-	-	*	-	-	*	-			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How often have professors at your college provided you with:

- * Help in achieving your professional goals (3.85)
- * Advice and guidance about your educational program (3.33)
- * Emotional support and encouragement (2.64)
- * Feedback on your academic work (outside of grades) (2.96)
- * Encouragement to discuss coursework outside of class (3.04)

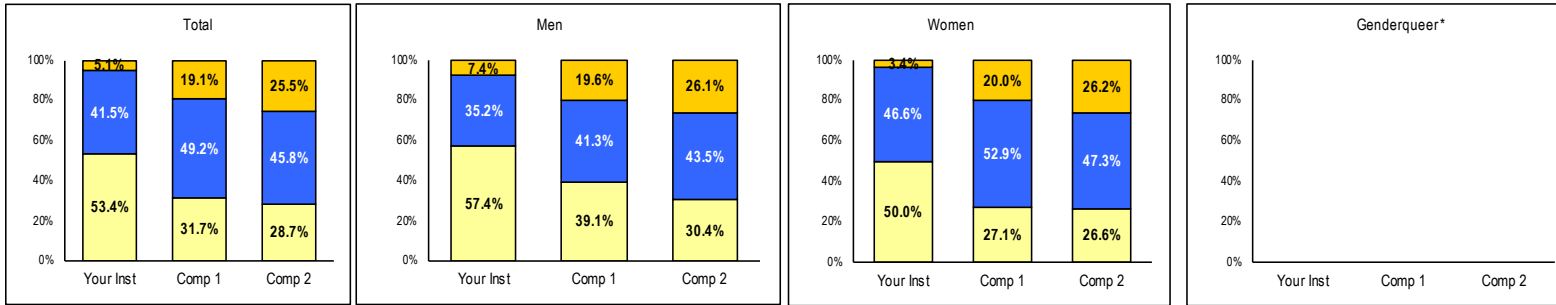
- * Encouragement to pursue graduate/professional study (2.47)
- * Help to improve your study skills (2.27)
- * A letter of recommendation (1.93)
- * An opportunity to work on a research project (1.31)

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			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)	118	770	4,080	54	225	1,307	58	505	2,645			
High Sense of Belonging	5.1%	19.1%	25.5%	7.4%	19.6%	26.1%	3.4%	20.0%	26.2%			
Average Sense of Belonging	41.5%	49.2%	45.8%	35.2%	41.3%	43.5%	46.6%	52.9%	47.3%			
Low Sense of Belonging	53.4%	31.7%	28.7%	57.4%	39.1%	30.4%	50.0%	27.1%	26.6%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

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

* If asked, I would recommend this college to others (2.45)

* I feel I am a member of this college (6.02)

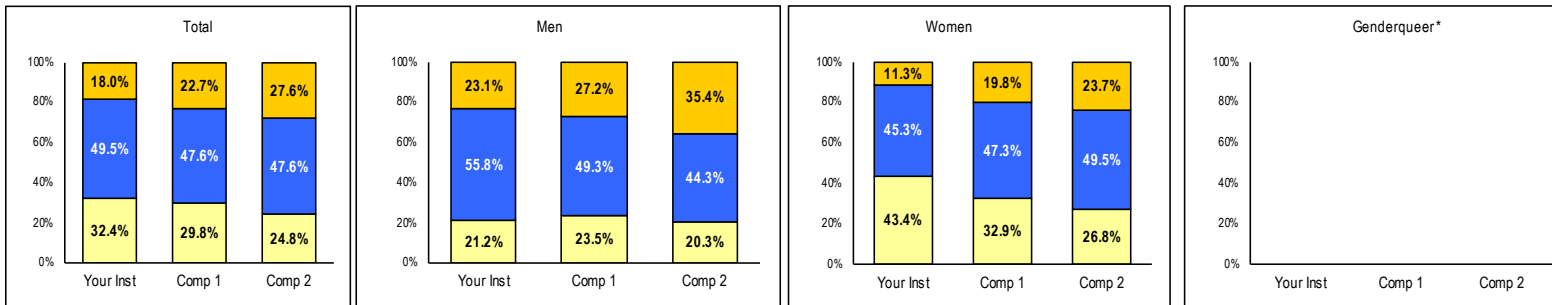
* I will give this college money as an alum (1.52)

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			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)	111	736	3,903	52	217	1,240	53	480	2,536			
High Academic Self-Concept	18.0%	22.7%	27.6%	23.1%	27.2%	35.4%	11.3%	19.8%	23.7%			
Average Academic Self-Concept	49.5%	47.6%	47.6%	55.8%	49.3%	44.3%	45.3%	47.3%	49.5%			
Low Academic Self-Concept	32.4%	29.8%	24.8%	21.2%	23.5%	20.3%	43.4%	32.9%	26.8%			
Significance (based on High score group)	-	-	-	-	-	-	-	-	-	-	-	-

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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:

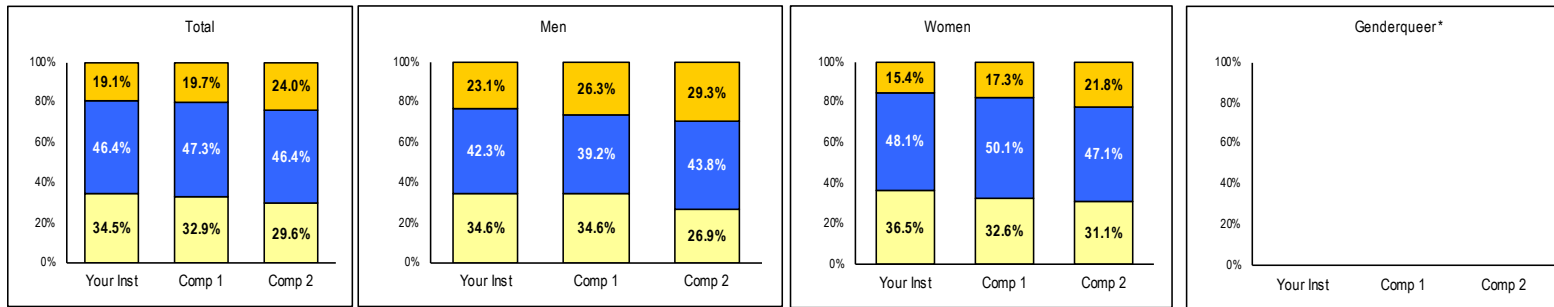
- * Academic ability (3.08)
- * Mathematical ability (1.37)
- * Self-confidence (intellectual) (1.24)
- * Drive to achieve (0.91)

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			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)	110	735	3,895	52	217	1,238	52	479	2,530			
High Social Self-Concept	19.1%	19.7%	24.0%	23.1%	26.3%	29.3%	15.4%	17.3%	21.8%			
Average Social Self-Concept	46.4%	47.3%	46.4%	42.3%	39.2%	43.8%	48.1%	50.1%	47.1%			
Low Social Self-Concept	34.5%	32.9%	29.6%	34.6%	34.6%	26.9%	36.5%	32.6%	31.1%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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) (1.55)

* Leadership ability (2.43)

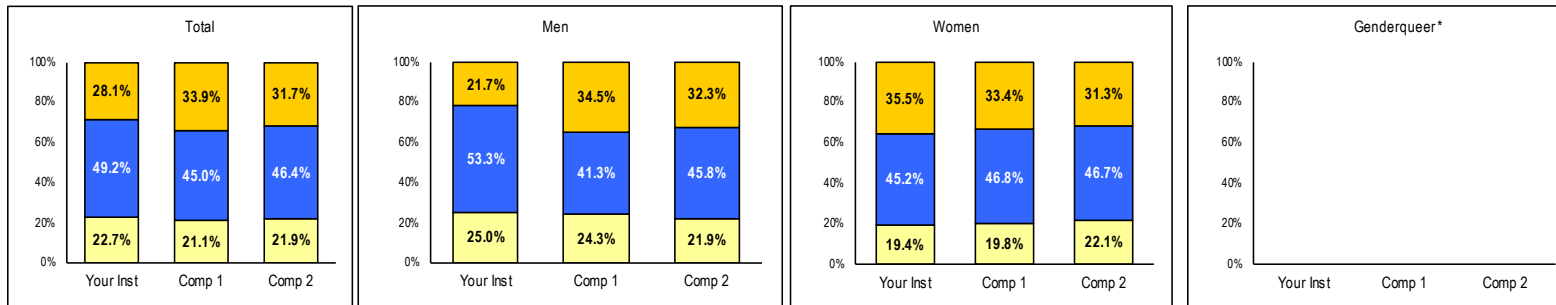
* Public speaking ability (1.90)

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

University of California-San Diego	Total			Men			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)	128	800	4,399	60	235	1,412	62	524	2,852			
High Pluralistic Orientation	28.1%	33.9%	31.7%	21.7%	34.5%	32.3%	35.5%	33.4%	31.3%			
Average Pluralistic Orientation	49.2%	45.0%	46.4%	53.3%	41.3%	45.8%	45.2%	46.8%	46.7%			
Low Pluralistic Orientation	22.7%	21.1%	21.9%	25.0%	24.3%	21.9%	19.4%	19.8%	22.1%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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:

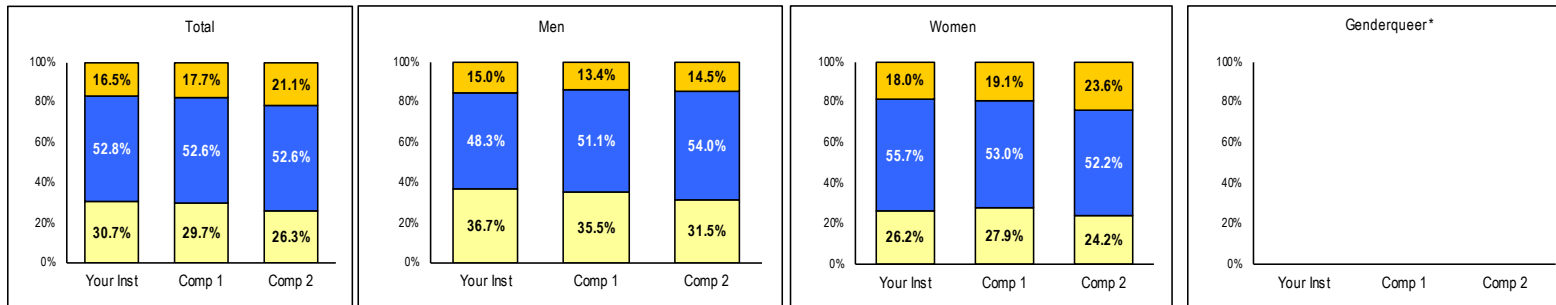
- * Ability to see the world from someone else's perspective (1.40)
- * Tolerance of others with different beliefs (1.64)
- * Openness to having my own views challenged (1.57)
- * Ability to discuss and negotiate controversial issues (1.53)
- * Ability to work cooperatively with diverse people (1.68)

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

University of California-San Diego	Total			Men			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)	127	791	4,353	60	231	1,392	61	519	2,828			
High Positive Cross-Racial Interaction	16.5%	17.7%	21.1%	15.0%	13.4%	14.5%	18.0%	19.1%	23.6%			
Average Positive Cross-Racial Interaction	52.8%	52.6%	52.6%	48.3%	51.1%	54.0%	55.7%	53.0%	52.2%			
Low Positive Cross-Racial Interaction	30.7%	29.7%	26.3%	36.7%	35.5%	31.5%	26.2%	27.9%	24.2%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



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 meaningful and honest discussions about race/ethnic relations outside of class (2.59)

* Shared personal feelings and problems (3.08)

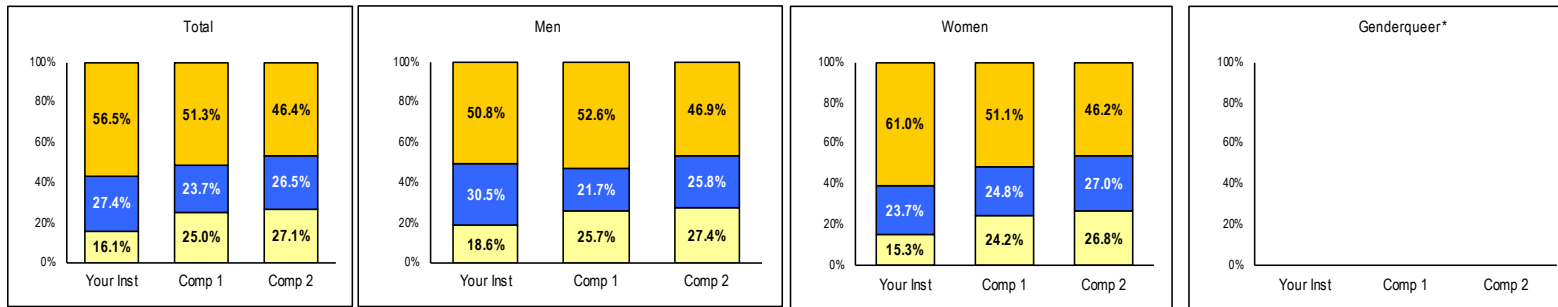
* Socialized or partied (2.10)

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

University of California-San Diego	Total			Men			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)	124	788	4,336	59	230	1,393	59	517	2,810			
High Negative Cross-Racial Interaction	56.5%	51.3%	46.4%	50.8%	52.6%	46.9%	61.0%	51.1%	46.2%			
Average Negative Cross-Racial Interaction	27.4%	23.7%	26.5%	30.5%	21.7%	25.8%	23.7%	24.8%	27.0%			
Low Negative Cross-Racial Interaction	16.1%	25.0%	27.1%	18.6%	25.7%	27.4%	15.3%	24.2%	26.8%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



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 guarded, cautious interactions (1.49)

* Had tense, somewhat hostile interactions (2.23)

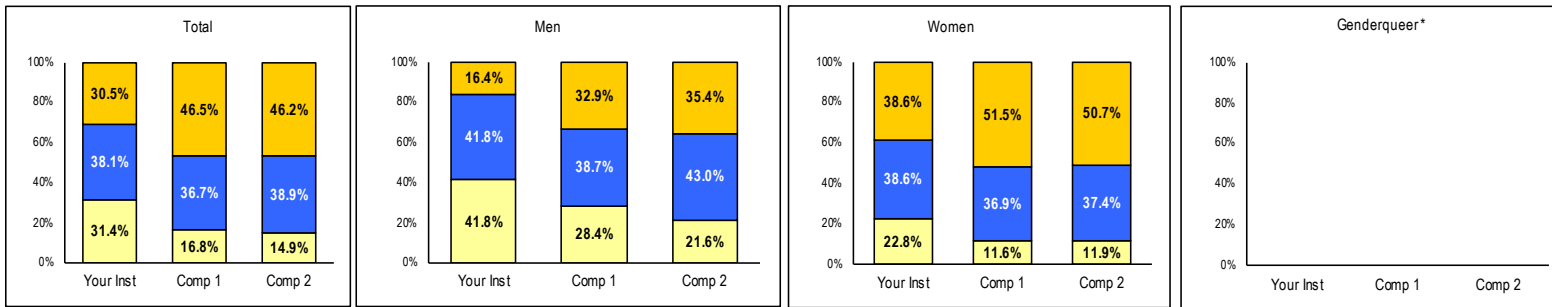
* Felt insulted or threatened because of your race/ethnicity (8.30)

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			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)	118	763	4,028	55	225	1,287	57	499	2,613			
High Social Agency	30.5%	46.5%	46.2%	16.4%	32.9%	35.4%	38.6%	51.5%	50.7%			
Average Social Agency	38.1%	36.7%	38.9%	41.8%	38.7%	43.0%	38.6%	36.9%	37.4%			
Low Social Agency	31.4%	16.8%	14.9%	41.8%	28.4%	21.6%	22.8%	11.6%	11.9%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

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

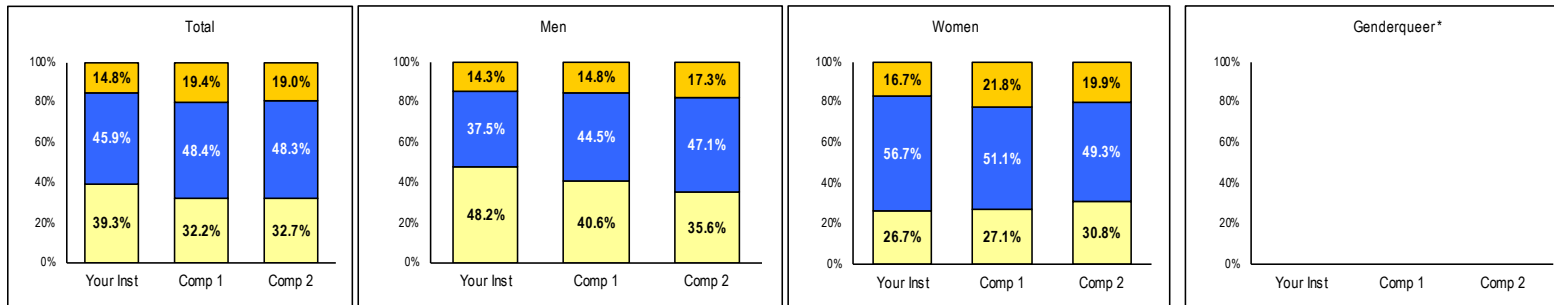
- * Keeping up to date with political affairs (1.48)
- * Participating in a community action program (2.41)
- * Influencing social values (1.64)
- * Becoming a community leader (2.09)
- * Helping others who are in difficulty (1.17)
- * Helping to promote racial understanding (2.15)

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

University of California-San Diego	Total			Men			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)	122	779	4,232	56	229	1,361	60	509	2,738			
High Civic Awareness	14.8%	19.4%	19.0%	14.3%	14.8%	17.3%	16.7%	21.8%	19.9%			
Average Civic Awareness	45.9%	48.4%	48.3%	37.5%	44.5%	47.1%	56.7%	51.1%	49.3%			
Low Civic Awareness	39.3%	32.2%	32.7%	48.2%	40.6%	35.6%	26.7%	27.1%	30.8%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

This institution has contributed to my:

* Understanding of national issues (5.50)

* Understanding of the problems facing my community (5.02)

* Understanding of global issues (1.62)

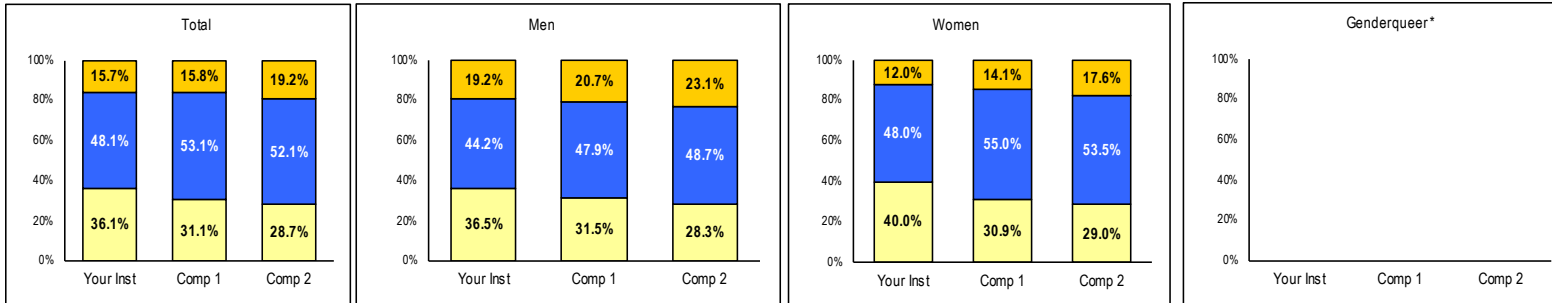
2021 College Senior Survey
CIRP Construct Percentage Report
Leadership
Graduating Seniors

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			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)	108	720	3,818	52	213	1,223	50	469	2,471			
High Leadership	15.7%	15.8%	19.2%	19.2%	20.7%	23.1%	12.0%	14.1%	17.6%			
Average Leadership	48.1%	53.1%	52.1%	44.2%	47.9%	48.7%	48.0%	55.0%	53.5%			
Low Leadership	36.1%	31.1%	28.7%	36.5%	31.5%	28.3%	40.0%	30.9%	29.0%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

How would you rate yourself in the following areas?

* Leadership ability (3.44)

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

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

Since entering college, have you:

* Held a leadership position in an organization (1.09)

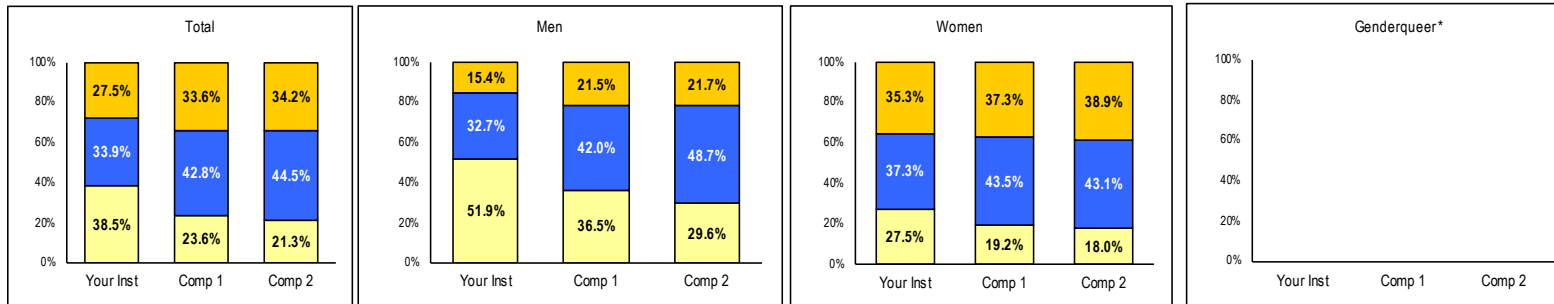
* Participated in: Leadership training (0.97)

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			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)	109	738	3,917	52	219	1,254	51	480	2,538			
High Civic Engagement	27.5%	33.6%	34.2%	15.4%	21.5%	21.7%	35.3%	37.3%	38.9%			
Average Civic Engagement	33.9%	42.8%	44.5%	32.7%	42.0%	48.7%	37.3%	43.5%	43.1%			
Low Civic Engagement	38.5%	23.6%	21.3%	51.9%	36.5%	29.6%	27.5%	19.2%	18.0%			
Significance (based on High score group)	-			-			-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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



Survey items and estimation "weights":

Indicate which activities you did in the past year:

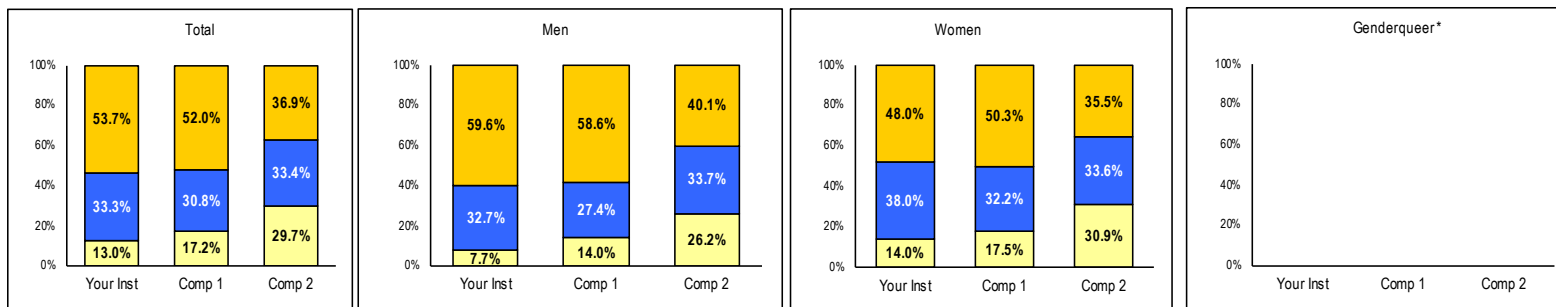
- * Demonstrated for a cause (e.g., boycott, rally, protest) (1.56)
- * Worked on a local, state, or national political campaign (1.54)
- * Helped raise money for a cause or campaign (0.95)
- * Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.61)
- * Influencing social values (1.30)
- * Keeping up to date with political affairs (1.70)

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

University of California-San Diego	Total			Men			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)	108	733	3,869	52	215	1,229	50	479	2,514			
High Science Identity	53.7%	52.0%	36.9%	59.6%	58.6%	40.1%	48.0%	50.3%	35.5%			
Average Science Identity	33.3%	30.8%	33.4%	32.7%	27.4%	33.7%	38.0%	32.2%	33.6%			
Low Science Identity	13.0%	17.2%	29.7%	7.7%	14.0%	26.2%	14.0%	17.5%	30.9%			
Significance (based on High score group)	-	**	-	-	*	-	-					

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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 a 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 (5.54)

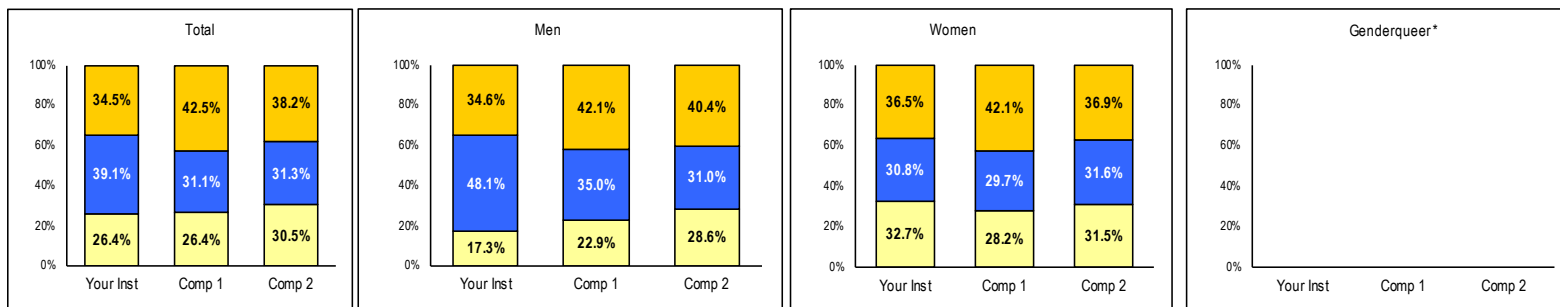
* I feel like I belong in the field of science (4.43)

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

University of California-San Diego	Total			Men			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)	110	727	3,854	52	214	1,224	52	475	2,505			
High Science Self-Efficacy	34.5%	42.5%	38.2%	34.6%	42.1%	40.4%	36.5%	42.1%	36.9%			
Average Science Self-Efficacy	39.1%	31.1%	31.3%	48.1%	35.0%	31.0%	30.8%	29.7%	31.6%			
Low Science Self-Efficacy	26.4%	26.4%	30.5%	17.3%	22.9%	28.6%	32.7%	28.2%	31.5%			
Significance (based on High score group)	-	-	-	-	-	-	-	-	-			

* Includes Non-binary, Genderqueer, Gender non-conforming, Identity not listed

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) (1.49)
- * Generate an answerable research question (2.33)
- * Determine how to collect 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)