



HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA  
HOME OF THE COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

# 2019 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

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## Illinois Wesleyan University

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Comparison group 1: Private/Nonsectarian 4yr Colleges-medium selectivity  
Comparison group 2: Nonsectarian 4yr Colleges



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### How to Read the CIRP Construct Mean Report

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two reports are generated for each CIRP Construct. The Mean Score Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshmen, which we define as those respondents who first entered college in 2019 and are currently enrolled full-time. For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.heru.ucla.edu](http://www.heru.ucla.edu).

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

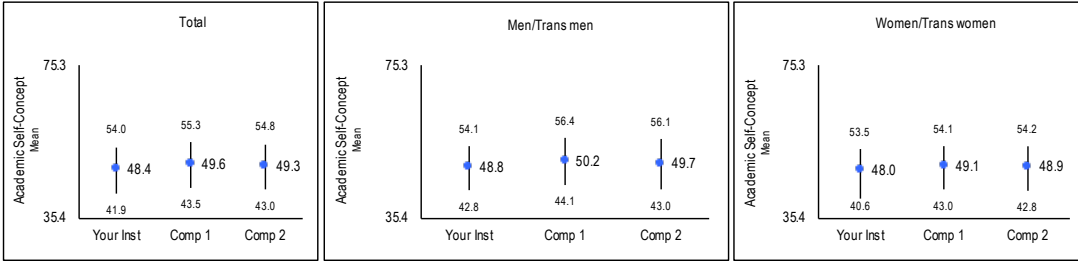
**Standard Deviation** – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

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

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

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



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

**Survey Items and Estimation "Weights"** – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

**Charts** – Provide a visual display of relevant construct scores for your institution and two comparison groups. The Y axis is defined by the highest and lowest possible construct score. Mean scores are represented by blue circles. The numbers at the top and bottom of the vertical line are values for the 75th and 25th percentiles.

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

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

**Mean** – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10.

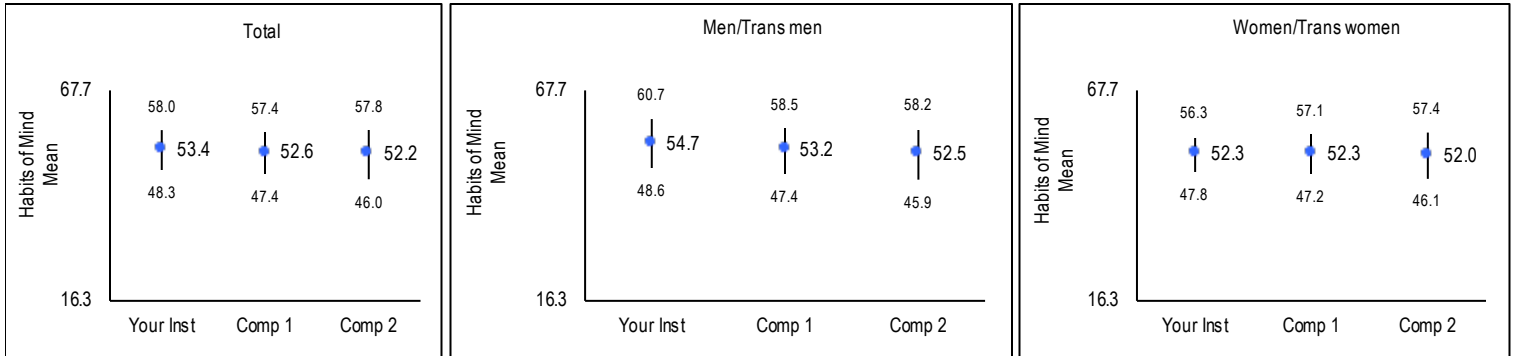
**Effect Size** – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group.

2019 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Habits of Mind  
CIRP Construct Mean Report

**Habits of Mind** - is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Illinois Wesleyan 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)	176	6,362	17,119	75	2,387	6,905	98	3,975	10,214
Mean	53.4	52.6	52.2	54.7	53.2	52.5	52.3	52.3	52.0
Standard Deviation	6.91	7.46	8.00	7.86	7.63	7.95	5.88	7.35	8.02
Significance	-	-	-	-	*	*	-	-	-
Effect Size	-	0.10	0.15	-	0.20	0.28	-	0.00	0.04
25th percentile	48.3	47.4	46.0	48.6	47.4	45.9	47.8	47.2	46.1
75th percentile	58.0	57.4	57.8	60.7	58.5	58.2	56.3	57.1	57.4

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



**Survey items and estimation "weights":**

**How often in the past year did you:**

- \* Ask questions in class (2.09)
- \* Support your opinions with a logical argument (2.86)
- \* Seek solutions to problems and explain them to others (3.07)
- \* Evaluate the quality or reliability of information you received (2.98)
- \* Take a risk because you feel you have more to gain (2.41)
- \* Seek alternative solutions to a problem (2.84)

- \* Look up scientific research articles and resources (2.29)
- \* Explore topics on your own, even though it was not required for a class (2.57)
- \* Accept mistakes as part of the learning process (1.97)
- \* Analyze multiple sources of information before coming to a conclusion (2.81)
- \* Take on a challenge that scares you (2.39)

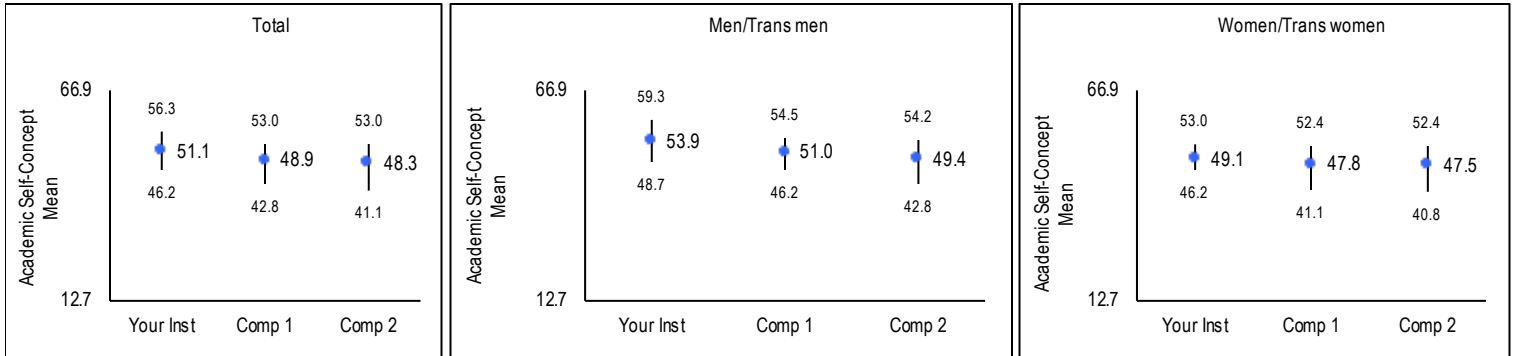


2019 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Academic Self-Concept  
CIRP Construct Mean Report

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

Illinois Wesleyan 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)	172	6,348	17,012	74	2,386	6,850	95	3,962	10,162
Mean	51.1	48.9	48.3	53.9	51.0	49.4	49.1	47.8	47.5
Standard Deviation	8.30	8.03	8.39	8.50	8.30	8.52	7.58	7.68	8.21
Significance	-	***	***	-	**	***	-	-	-
Effect Size	-	0.27	0.33	-	0.35	0.53	-	0.17	0.20
25th percentile	46.2	42.8	41.1	48.7	46.2	42.8	46.2	41.1	40.8
75th percentile	56.3	53.0	53.0	59.3	54.5	54.2	53.0	52.4	52.4

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



**Survey items and estimation "weights":**

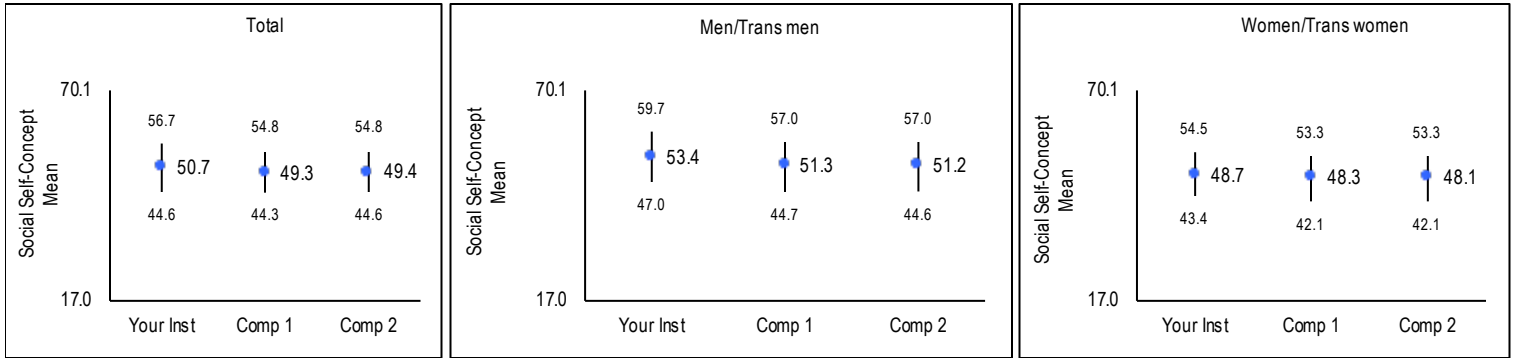
Rate yourself on each of the following traits as compared with the average person your age:

- \* Academic ability (2.23)
- \* Mathematical ability (1.32)
- \* Self-confidence - intellectual (3.65)
- \* Drive to achieve (1.95)

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

Illinois Wesleyan 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)	172	6,343	16,998	74	2,386	6,844	95	3,957	10,154
Mean	50.7	49.3	49.4	53.4	51.3	51.2	48.7	48.3	48.1
Standard Deviation	8.70	8.33	8.65	8.83	8.42	8.68	8.20	8.09	8.40
Significance	-	*		-	*	*	-		
Effect Size	-	0.16	0.15	-	0.24	0.25	-	0.05	0.07
25th percentile	44.6	44.3	44.6	47.0	44.7	44.6	43.4	42.1	42.1
75th percentile	56.7	54.8	54.8	59.7	57.0	57.0	54.5	53.3	53.3

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 (4.65)

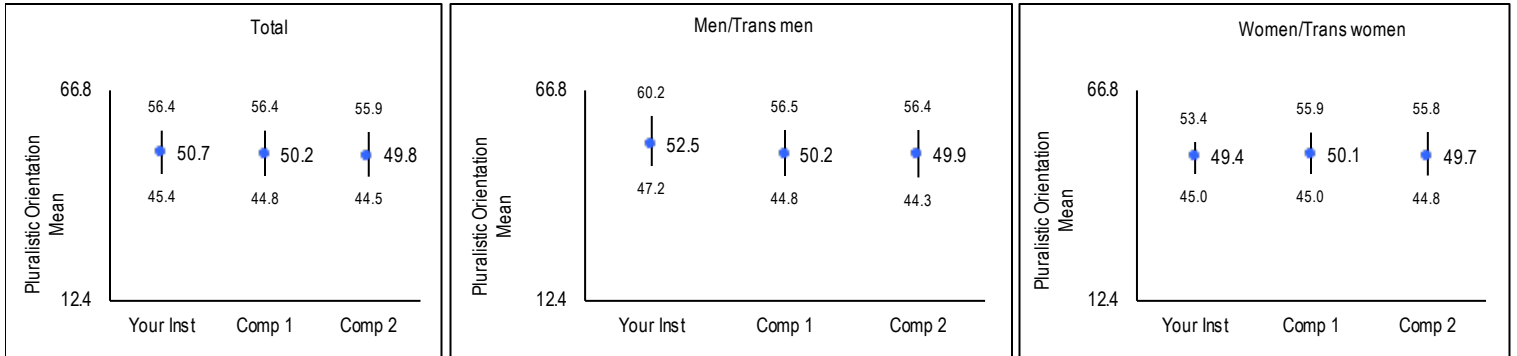
\*Leadership ability (2.06)

\*Public speaking ability (0.32)

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

Illinois Wesleyan 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)	181	6,342	17,093	79	2,379	6,891	99	3,963	10,202
Mean	50.7	50.2	49.8	52.5	50.2	49.9	49.4	50.1	49.7
Standard Deviation	8.16	8.46	8.84	8.42	8.83	9.15	7.76	8.27	8.60
Significance	-	-	-	-	*	*	-	-	-
Effect Size	-	0.06	0.10	-	0.25	0.28	-	-0.08	-0.03
25th percentile	45.4	44.8	44.5	47.2	44.8	44.3	45.0	45.0	44.8
75th percentile	56.4	56.4	55.9	60.2	56.5	56.4	53.4	55.9	55.8

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



**Survey items and estimation "weights":**

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

- \* 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)

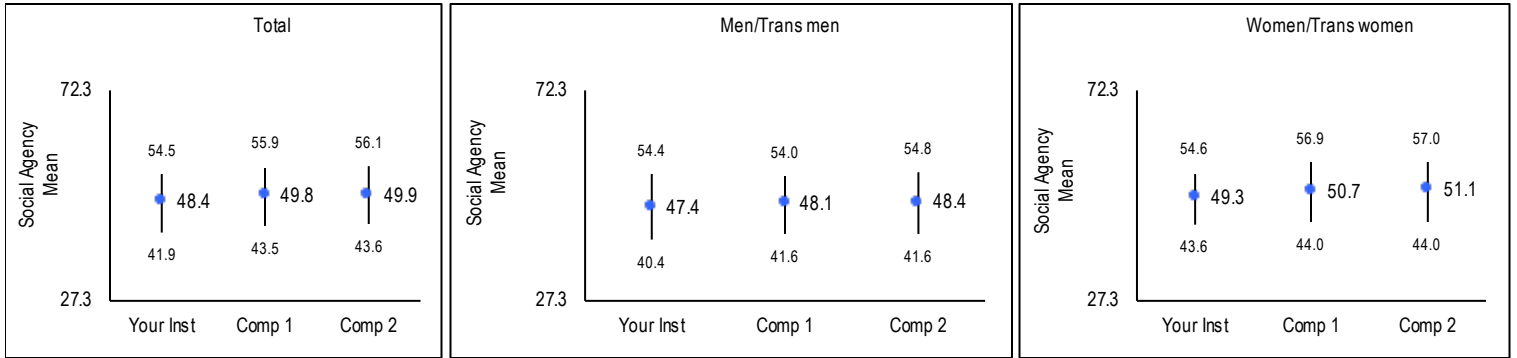


2019 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Social Agency  
CIRP Construct Mean Report

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

Illinois Wesleyan 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)	170	6,259	16,548	73	2,343	6,583	94	3,916	9,965
Mean	48.4	49.8	49.9	47.4	48.1	48.4	49.3	50.7	51.1
Standard Deviation	9.20	9.80	9.89	9.84	9.77	9.97	8.76	9.69	9.68
Significance	-	-	*	-	-	-	-	-	-
Effect Size	-	-0.14	-0.15	-	-0.07	-0.10	-	-0.15	-0.18
25th percentile	41.9	43.5	43.6	40.4	41.6	41.6	43.6	44.0	44.0
75th percentile	54.5	55.9	56.1	54.4	54.0	54.8	54.6	56.9	57.0

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



**Survey items and estimation "weights":**

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

- \* Participating in a community action program (2.62)
- \* Helping to promote racial understanding (2.64)
- \* Becoming a community leader (2.57)

- \* Influencing social values (2.41)
- \* Helping others who are in difficulty (1.86)
- \* Keeping up to date with political affairs (2.22)



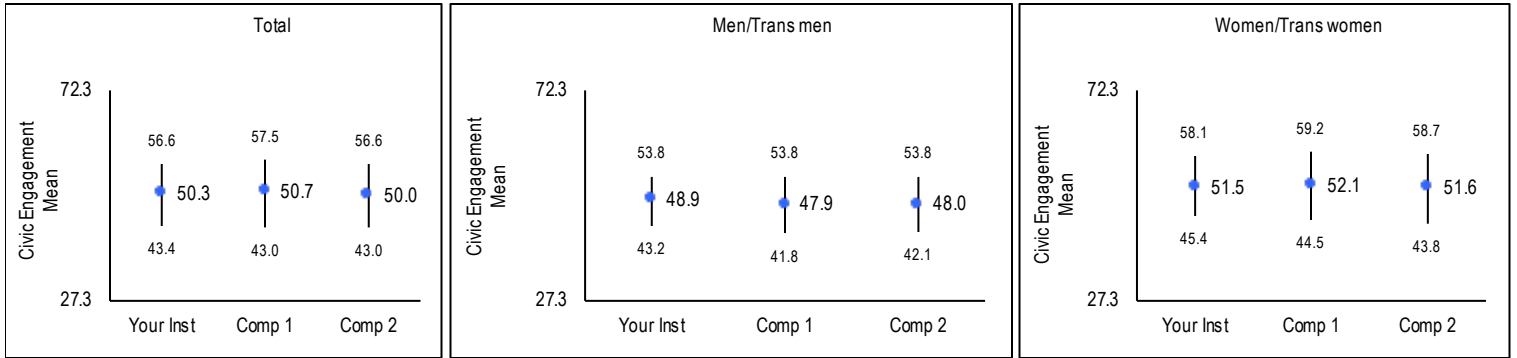


2019 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Civic Engagement  
CIRP Construct Mean Report

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

Illinois Wesleyan 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)	182	6,385	17,257	79	2,402	6,976	100	3,983	10,281
Mean	50.3	50.7	50.0	48.9	47.9	48.0	51.5	52.1	51.6
Standard Deviation	8.59	10.15	9.93	8.18	9.36	9.29	8.74	10.26	10.11
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	-0.04	0.03	-	0.11	0.11	-	-0.06	0.00
25th percentile	43.4	43.0	43.0	43.2	41.8	42.1	45.4	44.5	43.8
75th percentile	56.6	57.5	56.6	53.8	53.8	53.8	58.1	59.2	58.7

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



**Survey items and estimation "weights":**

**Indicate activities you did in the past year:**

- \*Demonstrated for a cause (e.g., boycott, rally, protest) (1.46)
- \*Publicly communicated my opinion about a cause (e.g., blog, email, petition) (0.82)
- \*Helped raise money for a cause or campaign (1.42)
- \*Performed volunteer work (1.11)

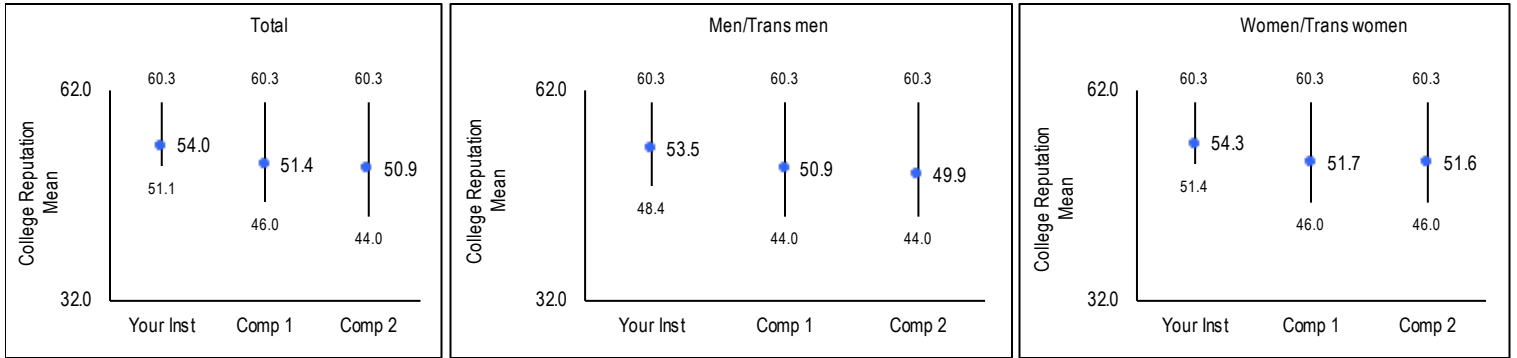
**Indicate the importance to you personally of each of the following:**

- \*Influencing social values (0.97)
- \*Keeping up to date with political affairs (0.86)

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

Illinois Wesleyan 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)	171	6,303	16,816	73	2,365	6,742	95	3,938	10,074
Mean	54.0	51.4	50.9	53.5	50.9	49.9	54.3	51.7	51.6
Standard Deviation	6.65	7.84	8.18	7.17	7.78	8.16	6.28	7.86	8.13
Significance	-	***	***	-	**	***	-	**	**
Effect Size	-	0.34	0.39	-	0.34	0.44	-	0.33	0.34
25th percentile	51.1	46.0	44.0	48.4	44.0	44.0	51.4	46.0	46.0
75th percentile	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3	60.3

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



**Survey items and estimation "weights":**

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

\* This college's graduates get good jobs (7.64)

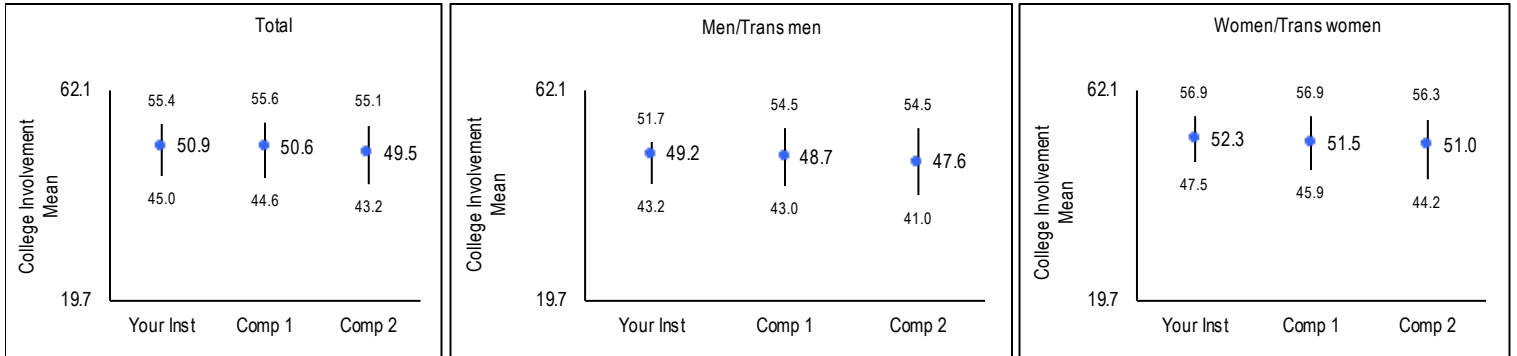
\* This college's graduates gain admission to top graduate/professional schools (5.92)

\* This college has a very good academic reputation (4.89)

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

Illinois Wesleyan 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)	169	6,254	16,532	73	2,341	6,574	93	3,913	9,958
Mean	50.9	50.6	49.5	49.2	48.7	47.6	52.3	51.5	51.0
Standard Deviation	8.06	9.57	10.05	8.61	9.16	9.97	7.44	9.65	9.86
Significance	-	-	-	-	-	-	-	-	-
Effect Size	-	0.04	0.13	-	0.05	0.16	-	0.08	0.14
25th percentile	45.0	44.6	43.2	43.2	43.0	41.0	47.5	45.9	44.2
75th percentile	55.4	55.6	55.1	51.7	54.5	54.5	56.9	56.9	56.3

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



**Survey items and estimation "weights":**

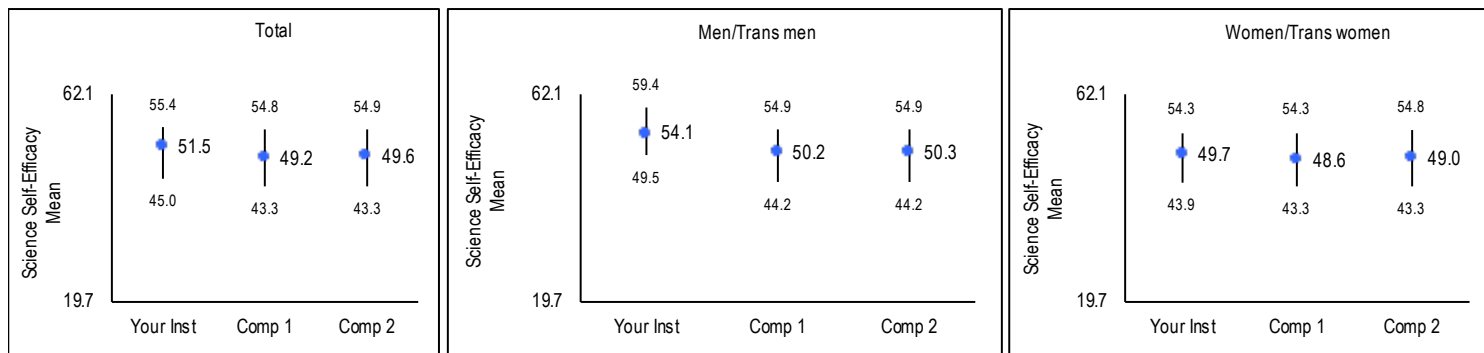
**What is your best guess as to the chances that you will:**

- \* Participate in student clubs/groups (1.28)
- \* Participate in volunteer or community service work (1.51)
- \* Participate in a study abroad program (0.79)
- \* Participate in student government (3.39)

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

Illinois Wesleyan 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)	174	6,344	17,042	75	2,378	6,865	96	3,966	10,177
Mean	51.5	49.2	49.6	54.1	50.2	50.3	49.7	48.6	49.0
Standard Deviation	8.37	9.17	9.45	8.95	8.99	9.10	7.43	9.21	9.67
Significance	-	***	**	-	***	***	-	-	-
Effect Size	-	0.26	0.21	-	0.43	0.41	-	0.12	0.07
25th percentile	45.0	43.3	43.3	49.5	44.2	44.2	43.9	43.3	43.3
75th percentile	55.4	54.8	54.9	59.4	54.9	54.9	54.3	54.3	54.8

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



**Survey items and estimation "weights":**

**How confident are you that you can:**

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

*Generate an answerable research question* (2.82)

*Determine how to collect appropriate data* (2.70)

*Explain the results of a study* (1.73)

*Use scientific literature to guide research* (2.40)

*Integrate results from multiple studies* (2.33)

*Ask relevant questions* (2.87)

*Identify what is known and not known about a problem* (2.79)

*Understand scientific concepts* (1.95)

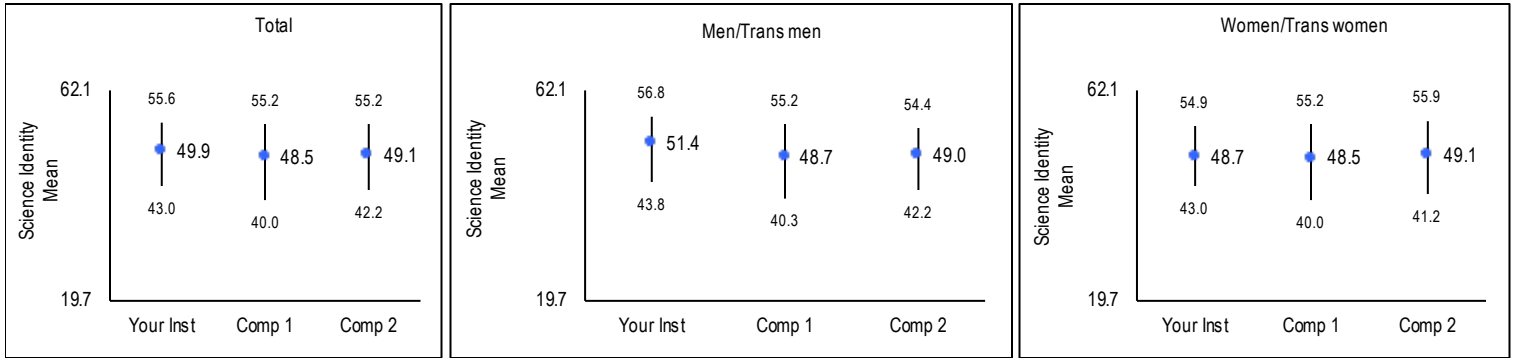
*See connections between different areas of science and mathematics* (1.90)



**Science Identity** - The extent to which students conceive of themselves as scientists.

Illinois Wesleyan 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)	170	6,264	16,632	73	2,349	6,639	94	3,915	9,993
Mean	49.9	48.5	49.1	51.4	48.7	49.0	48.7	48.5	49.1
Standard Deviation	9.08	9.33	9.30	10.25	9.33	9.08	8.01	9.34	9.45
Significance	-	-	-	-	*	*	-	-	-
Effect Size	-	0.14	0.09	-	0.29	0.27	-	0.02	-0.05
25th percentile	43.0	40.0	42.2	43.8	40.3	42.2	43.0	40.0	41.2
75th percentile	55.6	55.2	55.2	56.8	55.2	54.4	54.9	55.2	55.9

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



**Survey items and estimation "weights":**

To what extent are the following statements true of you:

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

### How to Read the CIRP Construct Percentage Report

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two reports are generated for each CIRP Construct. The Mean Score Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshmen, which we define as those respondents who first entered college in 2019 and are currently enrolled full-time. For more information about IRT and the CIRP Construct development process, see the CIRP Construct Technical Report at [heri.ucla.edu](https://heri.ucla.edu).

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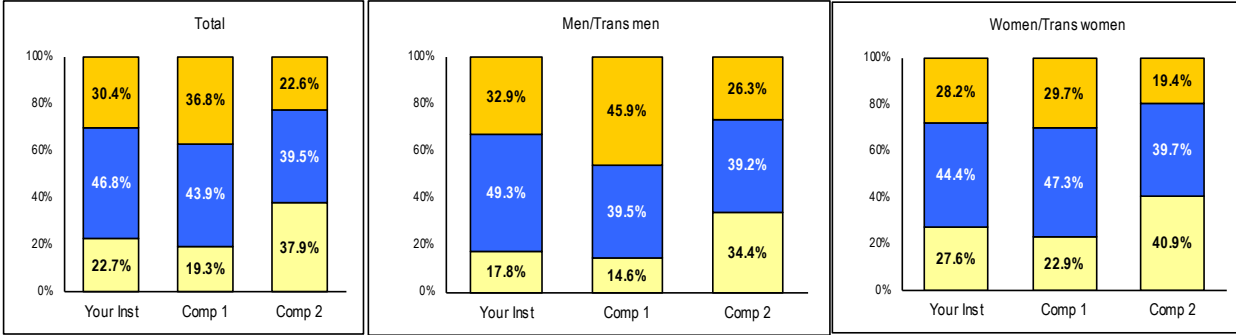
**Comp 2** – The second comparison group is based on your institution's type and control.

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

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

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



**Survey items and estimation "weights":**

- Rate yourself on each of the following traits as compared with the average person your age:
- \* Academic ability (3.52)
- \* Self-confidence - intellectual (1.22)
- \* Drive to achieve (0.95)
- \* Mathematical ability (1.32)

**Survey Items and Estimation "Weights"** – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the estimation process.

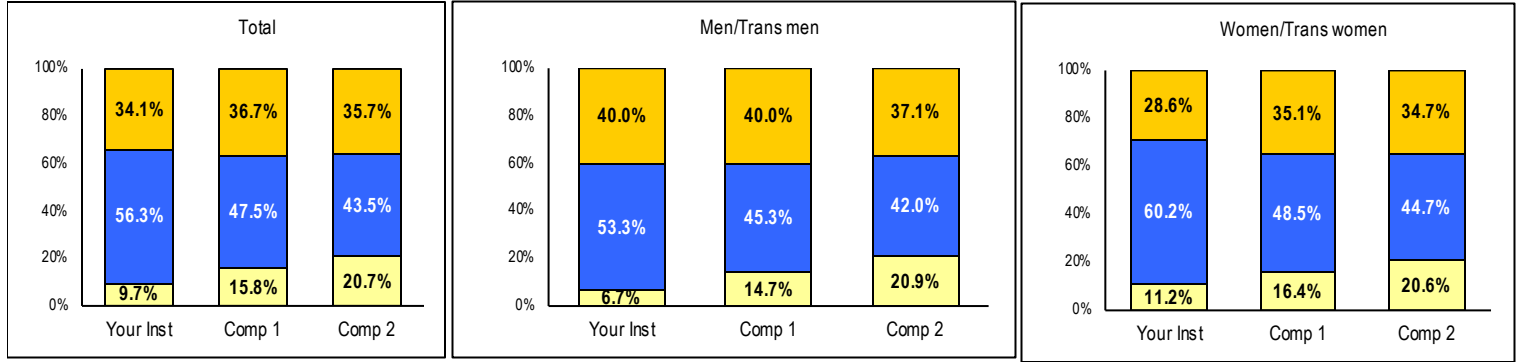
**Charts** – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the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

**2019 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Habits of Mind**  
**CIRP Construct Percentage Report**

**Habits of Mind** - is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

Illinois Wesleyan 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)	176	6,362	17,119	75	2,387	6,905	98	3,975	10,214
High Habits of Mind	34.1%	36.7%	35.7%	40.0%	40.0%	37.1%	28.6%	35.1%	34.7%
Average Habits of Mind	56.3%	47.5%	43.5%	53.3%	45.3%	42.0%	60.2%	48.5%	44.7%
Low Habits of Mind	9.7%	15.8%	20.7%	6.7%	14.7%	20.9%	11.2%	16.4%	20.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

**How often in the past year did you:**

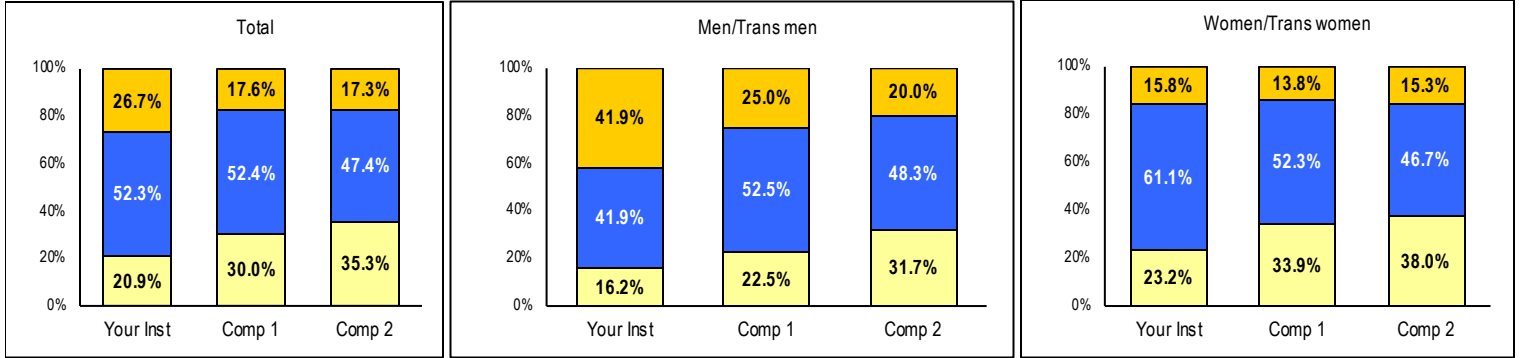
- \* Ask questions in class (2.09)
- \* Support your opinions with a logical argument (2.86)
- \* Seek solutions to problems and explain them to others (3.07)
- \* Evaluate the quality or reliability of information you received (2.98)
- \* Take a risk because you feel you have more to gain (2.41)
- \* Seek alternative solutions to a problem (2.84)

- \* Look up scientific research articles and resources (2.29)
- \* Explore topics on your own, even though it was not required for a class (2.57)
- \* Accept mistakes as part of the learning process (1.97)
- \* Analyze multiple sources of information before coming to a conclusion (2.81)
- \* Take on a challenge that scares you (2.39)

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

Illinois Wesleyan 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)	172	6,348	17,012	74	2,386	6,850	95	3,962	10,162
High Academic Self-Concept	26.7%	17.6%	17.3%	41.9%	25.0%	20.0%	15.8%	13.8%	15.3%
Average Academic Self-Concept	52.3%	52.4%	47.4%	41.9%	52.5%	48.3%	61.1%	52.3%	46.7%
Low Academic Self-Concept	20.9%	30.0%	35.3%	16.2%	22.5%	31.7%	23.2%	33.9%	38.0%
Significance (based on High score group)	-	-	-	-	*	**	-	-	-

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



**Survey items and estimation "weights":**

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

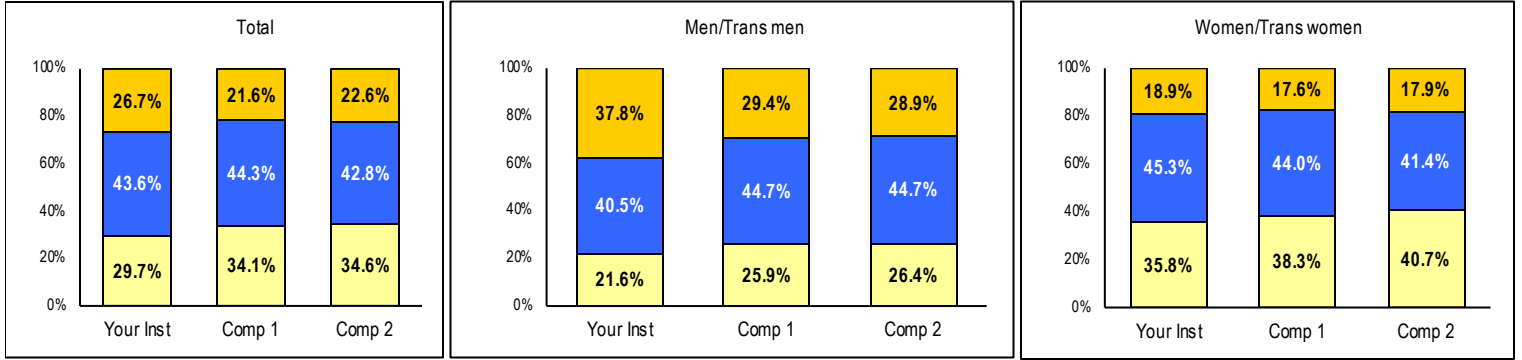
- \* *Academic ability* (2.23)
- \* *Mathematical ability* (1.32)
- \* *Self-confidence - intellectual* (3.65)
- \* *Drive to achieve* (1.95)



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

Illinois Wesleyan 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)	172	6,343	16,998	74	2,386	6,844	95	3,957	10,154
High Social Self-Concept	26.7%	21.6%	22.6%	37.8%	29.4%	28.9%	18.9%	17.6%	17.9%
Average Social Self-Concept	43.6%	44.3%	42.8%	40.5%	44.7%	44.7%	45.3%	44.0%	41.4%
Low Social Self-Concept	29.7%	34.1%	34.6%	21.6%	25.9%	26.4%	35.8%	38.3%	40.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

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

\*Self-confidence - social (4.65)

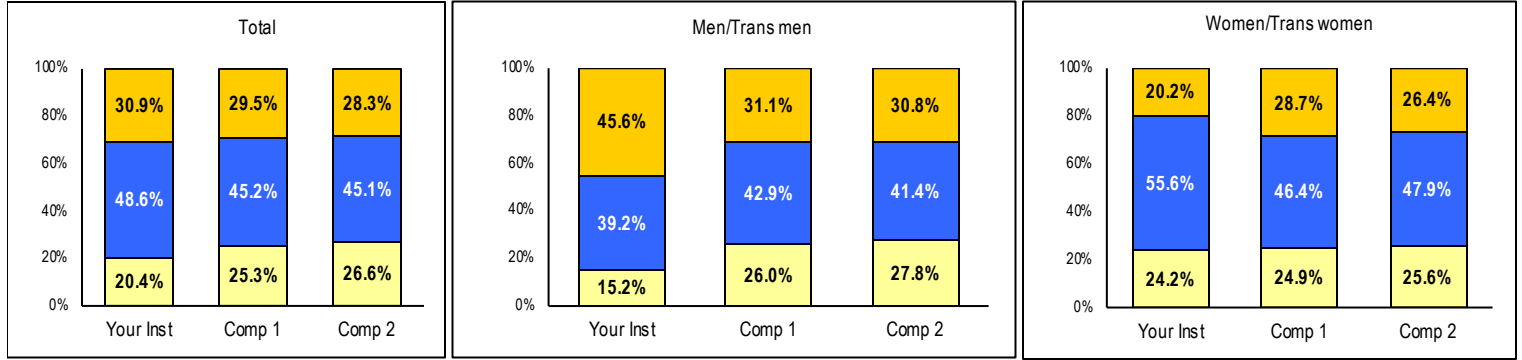
\*Leadership ability (2.06)

\*Public speaking ability (0.32)

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

Illinois Wesleyan 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)	181	6,342	17,093	79	2,379	6,891	99	3,963	10,202
High Pluralistic Orientation	30.9%	29.5%	28.3%	45.6%	31.1%	30.8%	20.2%	28.7%	26.4%
Average Pluralistic Orientation	48.6%	45.2%	45.1%	39.2%	42.9%	41.4%	55.6%	46.4%	47.9%
Low Pluralistic Orientation	20.4%	25.3%	26.6%	15.2%	26.0%	27.8%	24.2%	24.9%	25.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

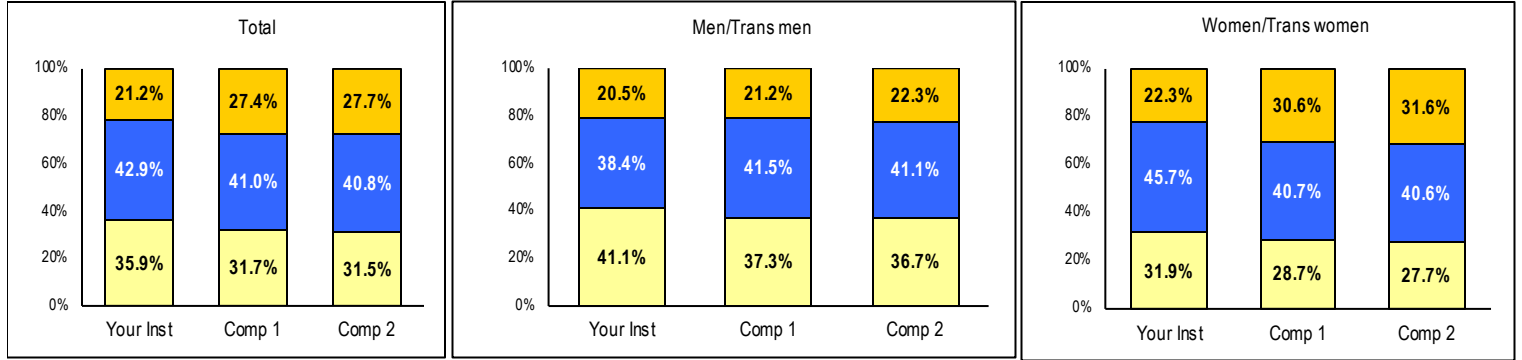
Rate yourself on each of the following traits as compared with the average person your age:

- \* Ability to 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)

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

Illinois Wesleyan 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)	170	6,259	16,548	73	2,343	6,583	94	3,916	9,965
High Social Agency	21.2%	27.4%	27.7%	20.5%	21.2%	22.3%	22.3%	30.6%	31.6%
Average Social Agency	42.9%	41.0%	40.8%	38.4%	41.5%	41.1%	45.7%	40.7%	40.6%
Low Social Agency	35.9%	31.7%	31.5%	41.1%	37.3%	36.7%	31.9%	28.7%	27.7%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

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

\* Participating in a community action program (2.62)

\* Helping to promote racial understanding (2.64)

\* Becoming a community leader (2.57)

\* Influencing social values (2.41)

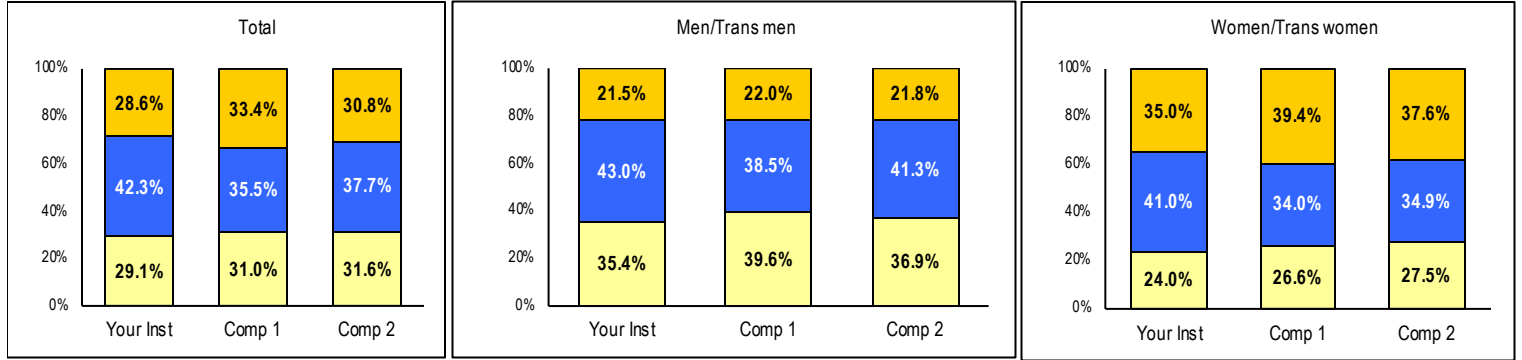
\* Helping others who are in difficulty (1.86)

\* Keeping up to date with political affairs (2.22)

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

Illinois Wesleyan 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)	182	6,385	17,257	79	2,402	6,976	100	3,983	10,281
High Civic Engagement	28.6%	33.4%	30.8%	21.5%	22.0%	21.8%	35.0%	39.4%	37.6%
Average Civic Engagement	42.3%	35.5%	37.7%	43.0%	38.5%	41.3%	41.0%	34.0%	34.9%
Low Civic Engagement	29.1%	31.0%	31.6%	35.4%	39.6%	36.9%	24.0%	26.6%	27.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

**Indicate activities you did in the past year:**

- \*Demonstrated for a cause (e.g., boycott, rally, protest) (1.46)
- \*Publicly communicated my opinion about a cause (e.g., blog, email, petition) (0.82)
- \*Helped raise money for a cause or campaign (1.42)
- \*Performed volunteer work (1.11)

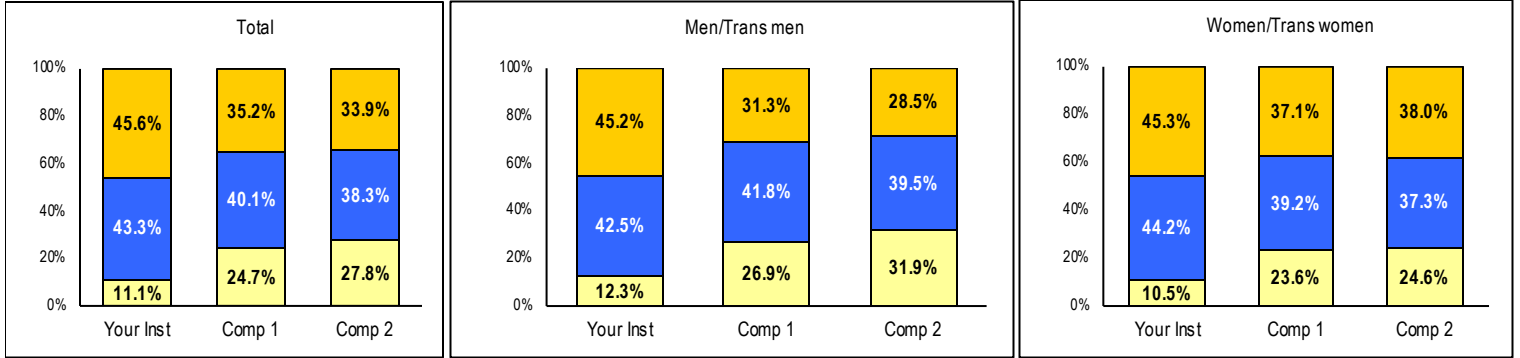
**Indicate the importance to you personally of each of the following:**

- \*Influencing social values (0.97)
- \*Keeping up to date with political affairs (0.86)

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

Illinois Wesleyan 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)	171	6,303	16,816	73	2,365	6,742	95	3,938	10,074
High College Reputation Orientation	45.6%	35.2%	33.9%	45.2%	31.3%	28.5%	45.3%	37.1%	38.0%
Average College Reputation Orientation	43.3%	40.1%	38.3%	42.5%	41.8%	39.5%	44.2%	39.2%	37.3%
Low College Reputation Orientation	11.1%	24.7%	27.8%	12.3%	26.9%	31.9%	10.5%	23.6%	24.6%
Significance (based on High score group)	-		*	-		*	-		*

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



**Survey items and estimation "weights":**

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

\* This college's graduates get good jobs (7.64)

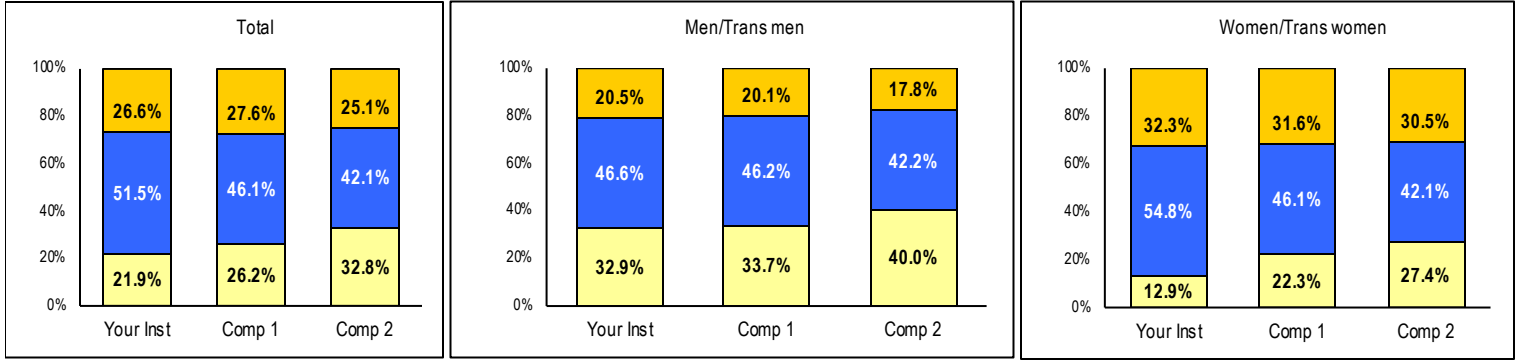
\* This college's graduates gain admission to top graduate/professional schools (5.92)

\* This college has a very good academic reputation (4.89)

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

Illinois Wesleyan 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)	169	6,254	16,532	73	2,341	6,574	93	3,913	9,958
High Likelihood of College Involvement	26.6%	27.6%	25.1%	20.5%	20.1%	17.8%	32.3%	31.6%	30.5%
Average Likelihood of College Involvement	51.5%	46.1%	42.1%	46.6%	46.2%	42.2%	54.8%	46.1%	42.1%
Low Likelihood of College Involvement	21.9%	26.2%	32.8%	32.9%	33.7%	40.0%	12.9%	22.3%	27.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



**Survey items and estimation "weights":**

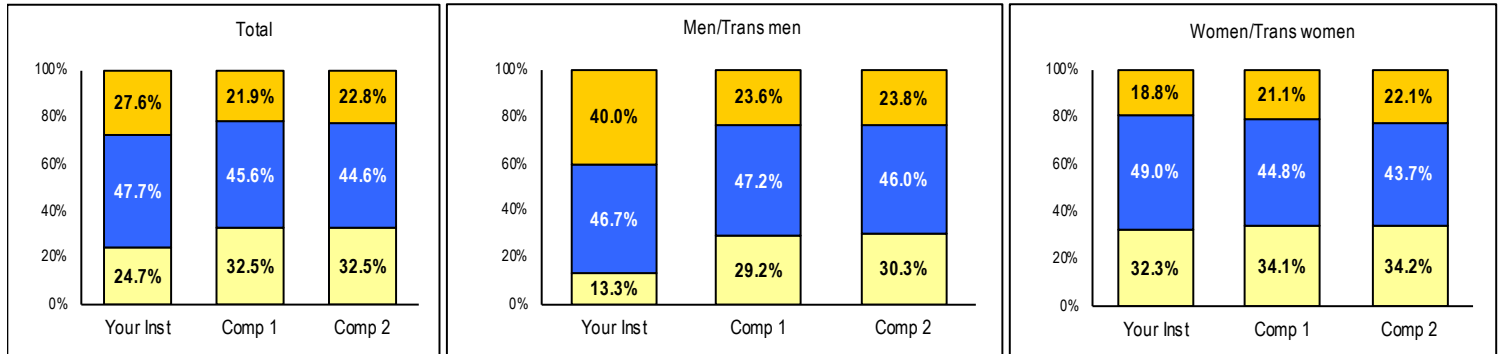
**What is your best guess as to the chances that you will:**

- \* Participate in student clubs/groups (1.28)
- \* Participate in volunteer or community service work (1.51)
- \* Participate in a study abroad program (0.79)
- \* Participate in student government (3.39)

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

Illinois Wesleyan 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)	174	6,344	17,042	75	2,378	6,865	96	3,966	10,177
High Science Self-Efficacy	27.6%	21.9%	22.8%	40.0%	23.6%	23.8%	18.8%	21.1%	22.1%
Average Science Self-Efficacy	47.7%	45.6%	44.6%	46.7%	47.2%	46.0%	49.0%	44.8%	43.7%
Low Science Self-Efficacy	24.7%	32.5%	32.5%	13.3%	29.2%	30.3%	32.3%	34.1%	34.2%
Significance (based on High score group)	-			-	*	*	-		

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



**Survey items and estimation "weights":**

**How confident are you that you can:**

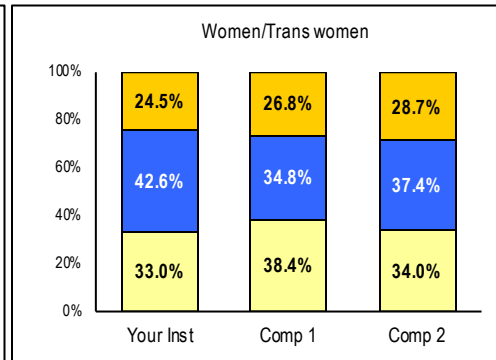
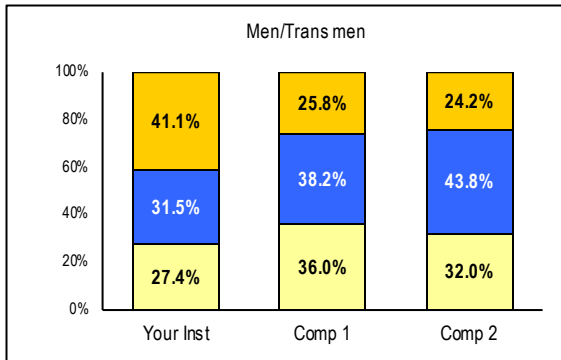
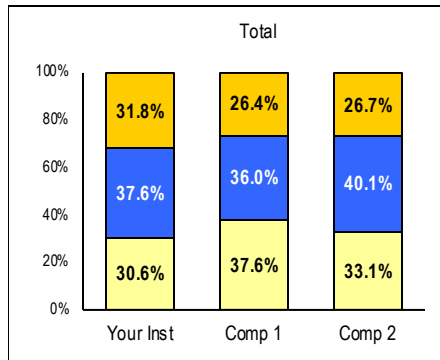
- Use technical science skills (use of tools, instruments, and/or techniques) (1.48)
- Generate an answerable research question (2.82)
- Determine how to collect appropriate data (2.70)
- Explain the results of a study (1.73)
- Use scientific literature to guide research (2.40)

- Integrate results from multiple studies (2.33)
- Ask relevant questions (2.87)
- Identify what is known and not known about a problem (2.79)
- Understand scientific concepts (1.95)
- See connections between different areas of science and mathematics (1.90)

**Science Identity** - The extent to which students conceive of themselves as scientists.

Illinois Wesleyan 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)	170	6,264	16,632	73	2,349	6,639	94	3,915	9,993
High Science Identity	31.8%	26.4%	26.7%	41.1%	25.8%	24.2%	24.5%	26.8%	28.7%
Average Science Identity	37.6%	36.0%	40.1%	31.5%	38.2%	43.8%	42.6%	34.8%	37.4%
Low Science Identity	30.6%	37.6%	33.1%	27.4%	36.0%	32.0%	33.0%	38.4%	34.0%
Significance (based on High score group)	-	-	-	-	*	*	-	-	-

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



**Survey items and estimation "weights":**

To what extent are the following statements true of you:

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

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

*I think of myself as a scientist* (5.54)

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