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

2016 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Longwood University

Comparison group 1:   Public 4yr Colleges-medium selectivity
Comparison group 2:   Public 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 freshman, which we define as those respondents who first entered college in 2015 and are currently enrolled full-time.
For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at www.heri.ucla.edu

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

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

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

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

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

Mean – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10.
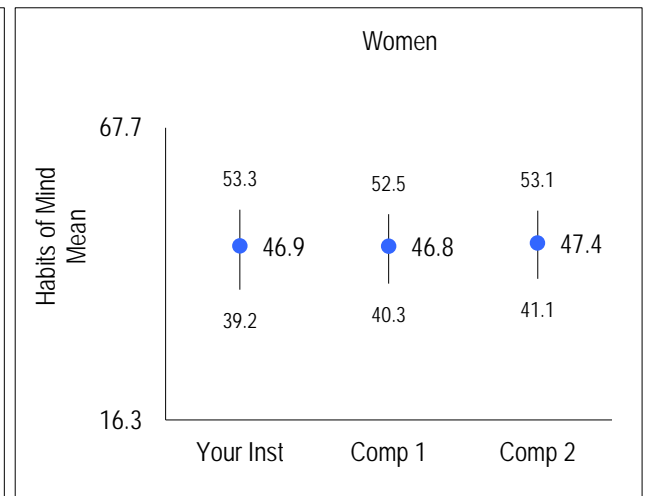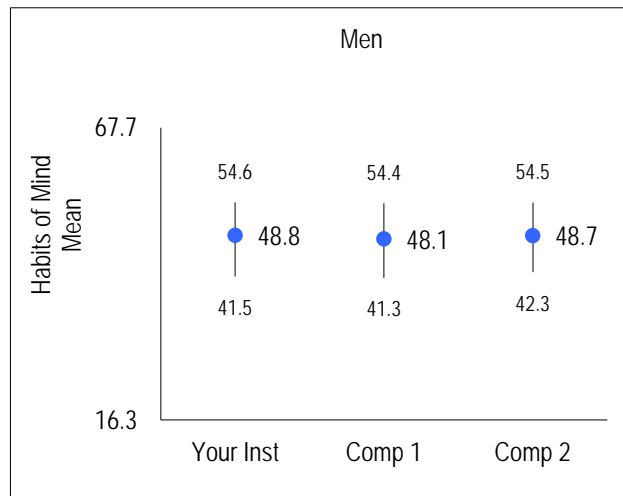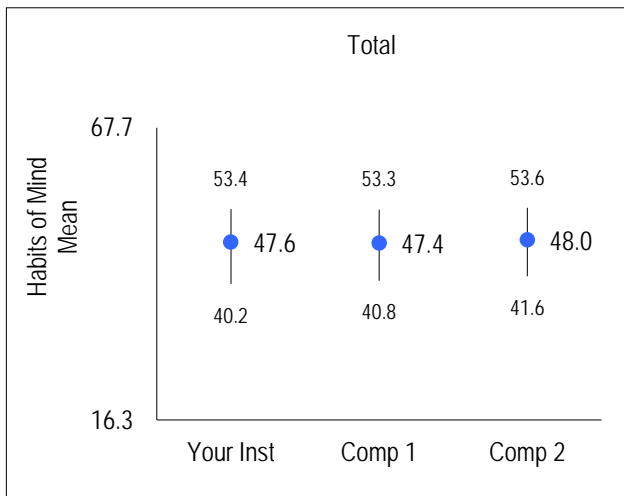
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group.

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

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	619	21,085	42,939	300	10,706	19,535	319	10,379	23,404
Mean	48.4	49.6	49.3	48.8	50.2	49.7	48.0	49.1	48.9
Standard Deviation	8.74	8.55	8.85	8.67	8.67	8.97	8.80	8.41	8.74
Significance	-	***	*	-	**		-	*	
Effect Size	-	-0.14	-0.10	-	-0.16	-0.10	-	-0.12	-0.10
25th percentile	41.9	43.5	43.0	42.8	44.1	43.0	40.6	43.0	42.8
75th percentile	54.0	55.3	54.8	54.1	56.4	56.1	53.5	54.1	54.2

Note: Significance * p<.05, ** p<.01, *** p<.001
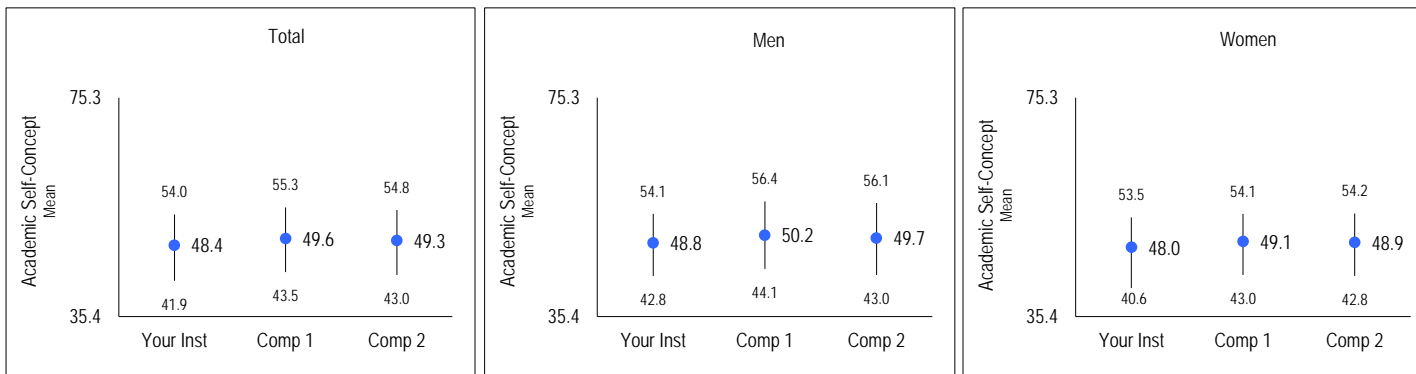
Survey items and estimation "weights":
Rate yourself on each of the following traits as compared with the average person your age:
* Academic ability (3.52)
* Self-confidence - intellectual (1.22)
* Drive to achieve (0.95)
* Mathematical ability (1.22)

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.

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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.

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	250	9,657	30,110	86	3,834	13,197	164	5,823	16,913
Mean	47.6	47.4	48.0	48.8	48.1	48.7	46.9	46.8	47.4
Standard Deviation	9.51	8.93	8.81	9.03	9.10	8.80	9.71	8.76	8.77
Significance	-			-			-		
Effect Size	-	0.02	-0.04	-	0.07	0.01	-	0.01	-0.05
25th percentile	40.2	40.8	41.6	41.5	41.3	42.3	39.2	40.3	41.1
75th percentile	53.4	53.3	53.6	54.6	54.4	54.5	53.3	52.5	53.1

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

Survey items and estimation "weights":

How often in the past year did you:

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

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

Academic Self-Concept

CIRP Construct Mean Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,428	29,490	86	3,733	12,924	165	5,695	16,566
Mean	45.3	48.5	49.0	48.1	49.7	50.5	43.9	47.5	47.9
Standard Deviation	7.94	8.12	8.48	8.02	8.01	8.45	7.55	8.07	8.32
Significance	-	***	***	-		**	-	***	***
Effect Size	-	-0.38	-0.43	-	-0.21	-0.29	-	-0.44	-0.47
25th percentile	39.0	42.1	42.2	41.4	43.7	44.4	38.6	40.7	40.8
75th percentile	50.1	52.4	54.2	52.4	54.2	54.4	50.0	52.2	52.4

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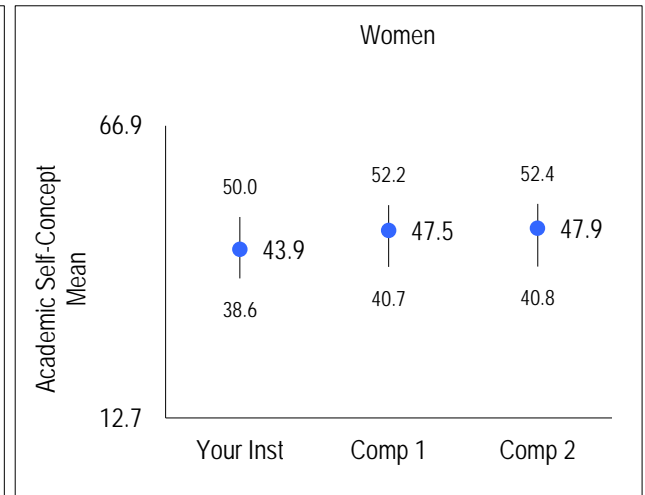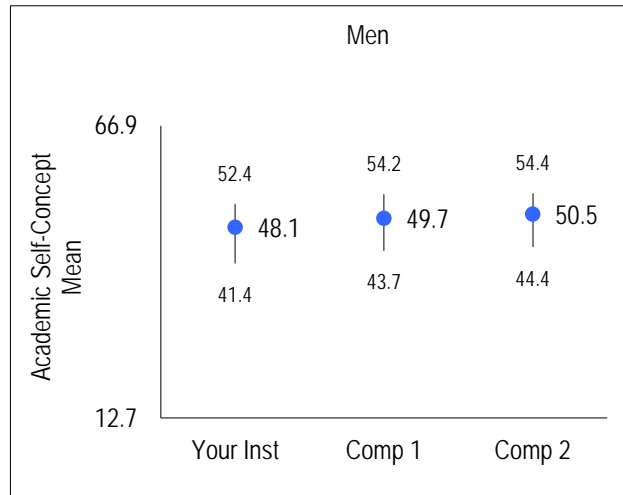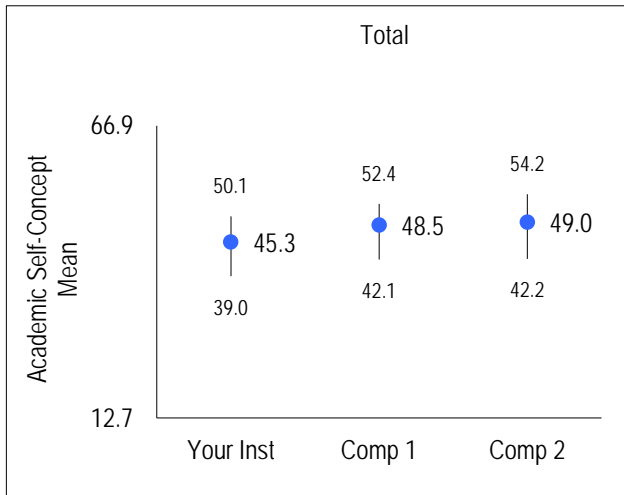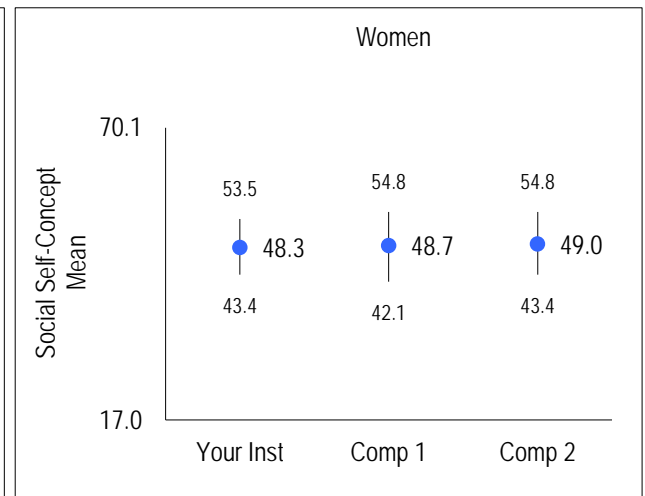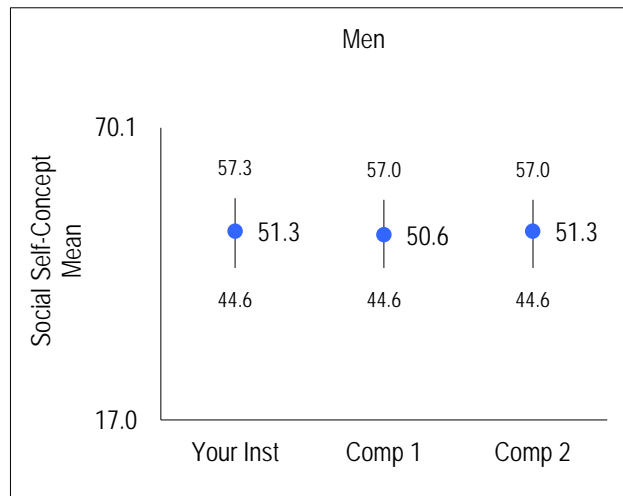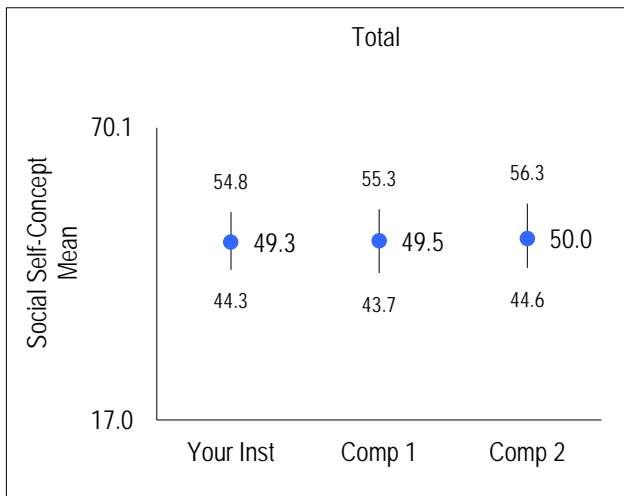

Survey items and estimation "weights":

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

 * *Academic ability* (3.52)

 * *Mathematical ability* (1.32)

 * *Self-confidence - intellectual* (1.22)

 * *Drive to achieve* (0.95)

Social Self-Concept

CIRP Construct Mean Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,403	29,428	86	3,722	12,899	165	5,681	16,529
Mean	49.3	49.5	50.0	51.3	50.6	51.3	48.3	48.7	49.0
Standard Deviation	8.60	9.20	9.04	8.46	9.07	8.85	8.52	9.21	9.05
Significance	-			-			-		
Effect Size	-	-0.02	-0.07	-	0.07	0.00	-	-0.04	-0.07
25th percentile	44.3	43.7	44.6	44.6	44.6	44.6	43.4	42.1	43.4
75th percentile	54.8	55.3	56.3	57.3	57.0	57.0	53.5	54.8	54.8

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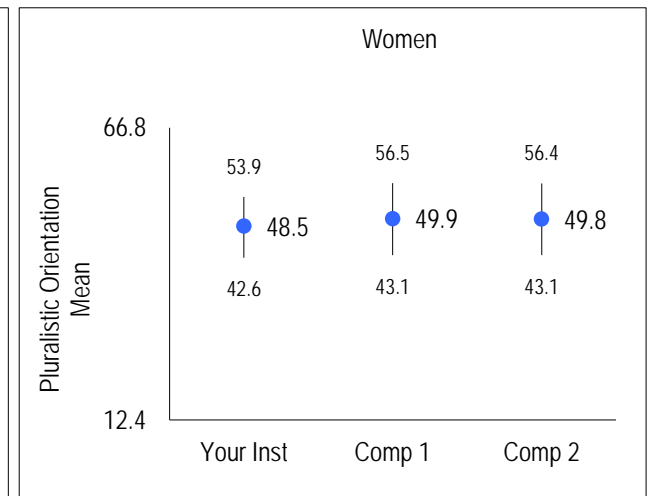

Survey items and estimation "weights":
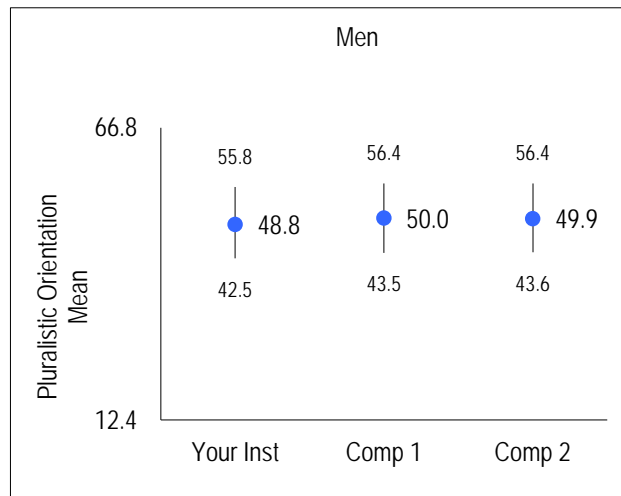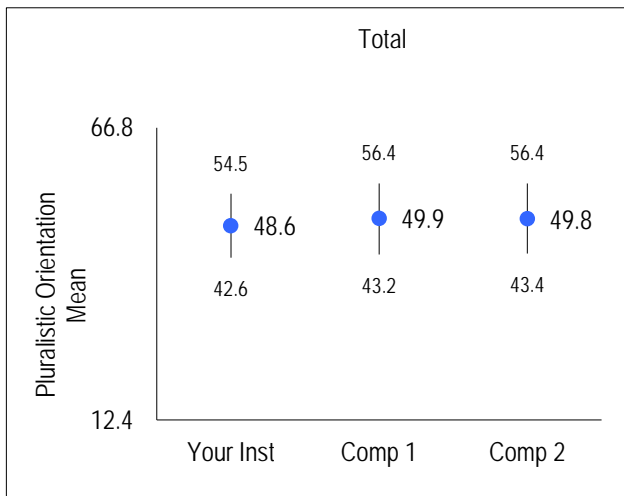
Rate yourself on each of the following traits as compared with the average person your age:

* Self-confidence - social (2.33)

* Leadership ability (1.96)

* Public speaking ability (1.68)

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	249	9,591	30,068	86	3,802	13,163	163	5,789	16,905
Mean	48.6	49.9	49.8	48.8	50.0	49.9	48.5	49.9	49.8
Standard Deviation	8.91	9.05	8.99	9.45	8.98	9.00	8.64	9.11	8.98
Significance	-	*	*	-			-		
Effect Size	-	-0.15	-0.14	-	-0.13	-0.12	-	-0.15	-0.15
25th percentile	42.6	43.2	43.4	42.5	43.5	43.6	42.6	43.1	43.1
75th percentile	54.5	56.4	56.4	55.8	56.4	56.4	53.9	56.5	56.4

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

Survey items and estimation "weights":

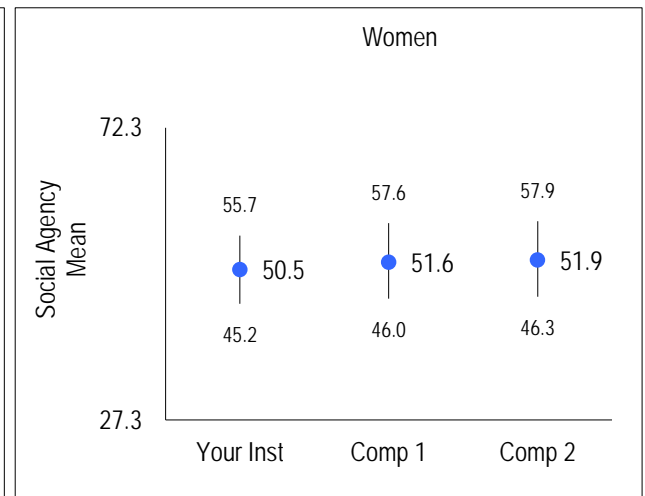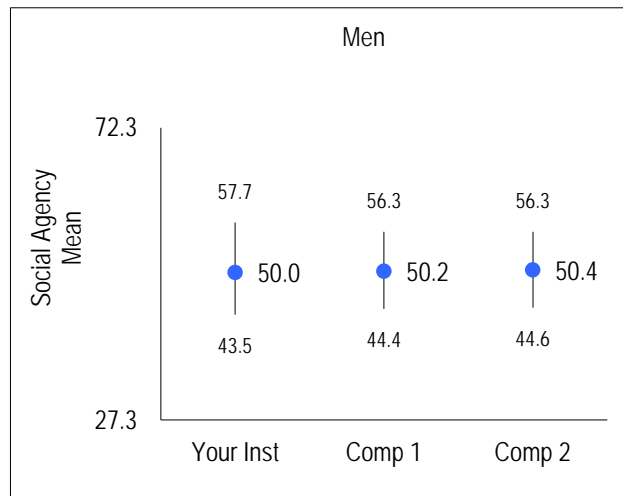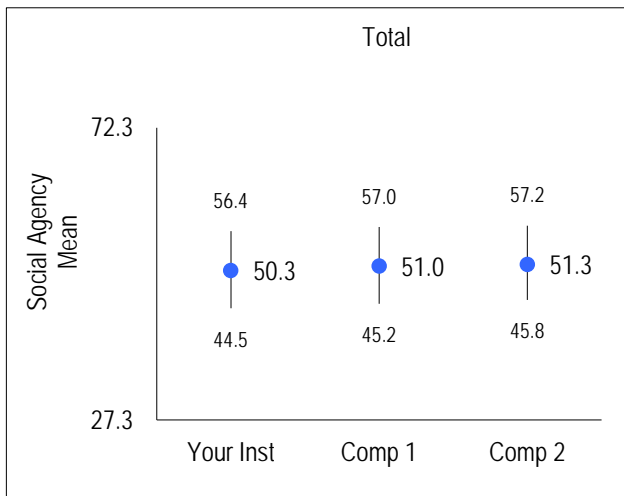Rate yourself on each of the following traits as compared with the average person your age:

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

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	246	8,309	27,302	85	3,264	11,947	161	5,045	15,355
Mean	50.3	51.0	51.3	50.0	50.2	50.4	50.5	51.6	51.9
Standard Deviation	8.85	9.56	9.35	9.29	9.71	9.48	8.64	9.39	9.20
Significance	-			-			-		*
Effect Size	-	-0.07	-0.10	-	-0.02	-0.04	-	-0.12	-0.16
25th percentile	44.5	45.2	45.8	43.5	44.4	44.6	45.2	46.0	46.3
75th percentile	56.4	57.0	57.2	57.7	56.3	56.3	55.7	57.6	57.9

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

Survey items and estimation "weights":
 Indicate the importance to you personally of each of the following:
  * *Participating in a community action program* (2.42)
  * *Helping to promote racial understanding* (2.05)
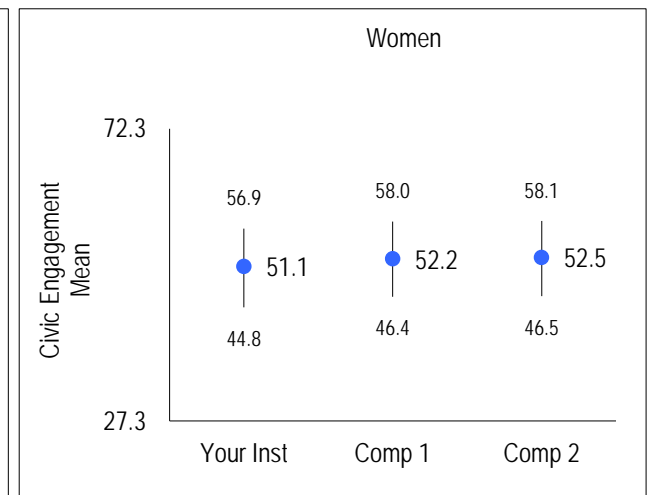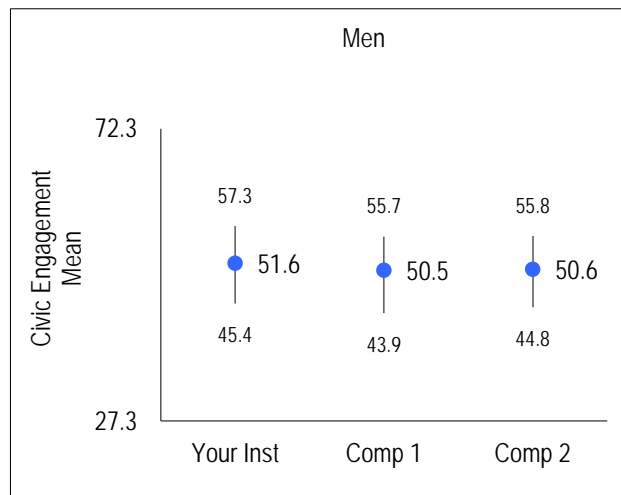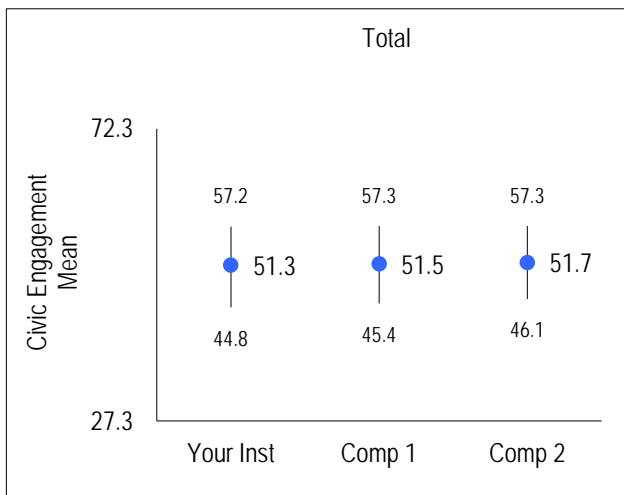 * *Becoming a community leader* (2.01)

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

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,760	30,557	86	3,889	13,409	165	5,871	17,148
Mean	51.3	51.5	51.7	51.6	50.5	50.6	51.1	52.2	52.5
Standard Deviation	8.02	8.30	8.31	7.89	8.20	8.16	8.10	8.29	8.34
Significance	-			-			-		*
Effect Size	-	-0.03	-0.05	-	0.13	0.12	-	-0.14	-0.17
25th percentile	44.8	45.4	46.1	45.4	43.9	44.8	44.8	46.4	46.5
75th percentile	57.2	57.3	57.3	57.3	55.7	55.8	56.9	58.0	58.1

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

Survey items and estimation "weights":

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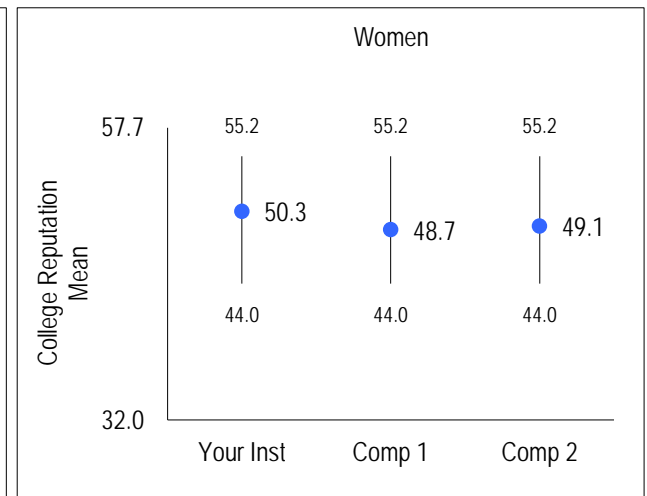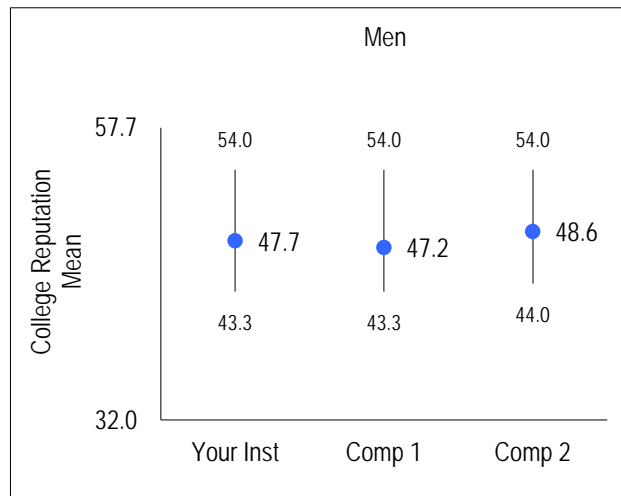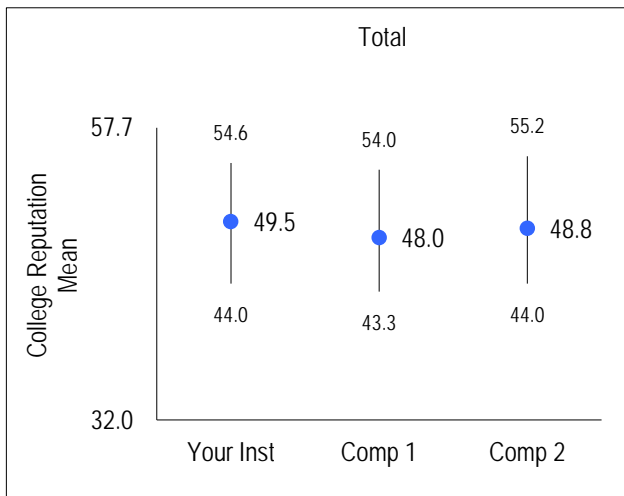 *Performed volunteer work (0.80)*

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

College Reputation Orientation

CIRP Construct Mean Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	248	9,027	28,667	84	3,568	12,560	164	5,459	16,107
Mean	49.5	48.0	48.8	47.7	47.2	48.6	50.3	48.7	49.1
Standard Deviation	8.19	8.55	8.66	8.90	8.47	8.61	7.68	8.54	8.69
Significance	-	**		-			-	*	
Effect Size	-	0.17	0.07	-	0.07	-0.10	-	0.19	0.15
25th percentile	44.0	43.3	44.0	43.3	43.3	44.0	44.0	44.0	44.0
75th percentile	54.6	54.0	55.2	54.0	54.0	54.0	55.2	55.2	55.2

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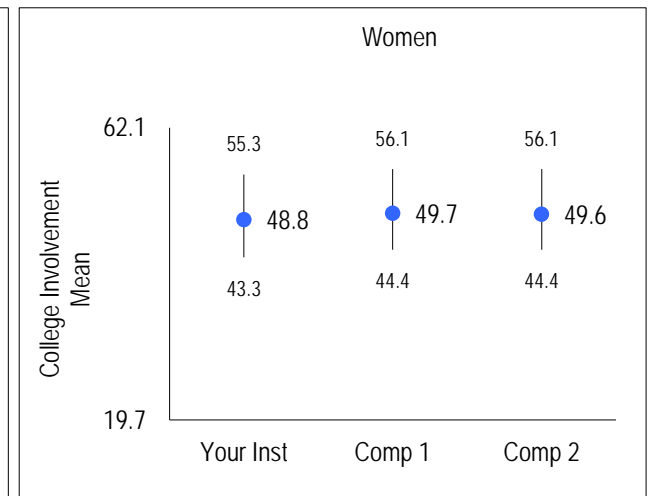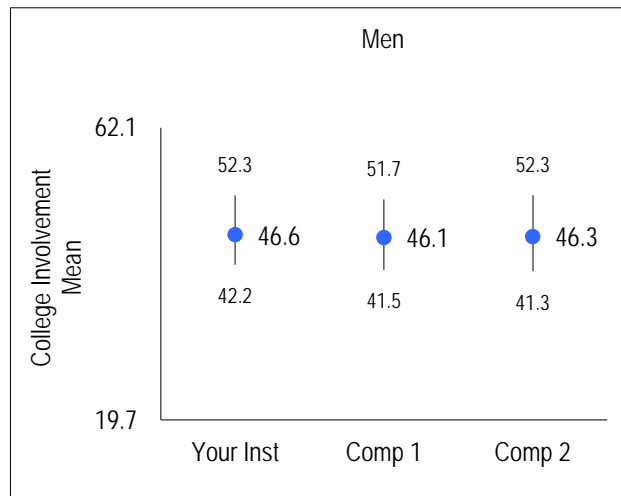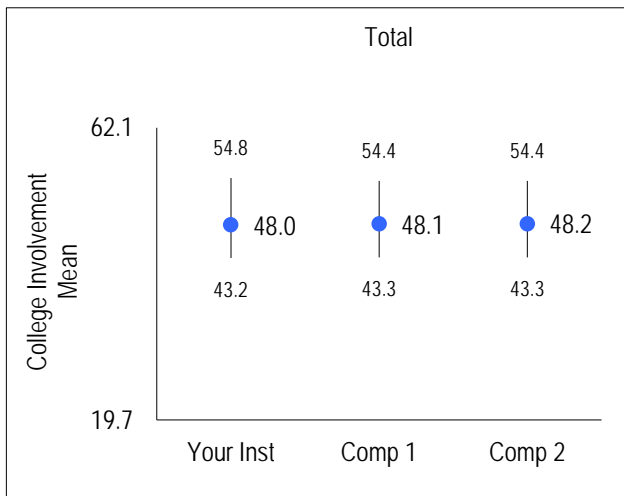

Survey items and estimation "weights":

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

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

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

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

Likelihood of College Involvement

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

	Total			Men			Women		
Longwood University	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	246	8,210	27,075	84	3,188	11,792	162	5,022	15,283
Mean	48.0	48.1	48.2	46.6	46.1	46.3	48.8	49.7	49.6
Standard Deviation	8.42	8.32	8.25	7.87	8.01	8.09	8.62	8.22	8.09
Significance	-			-			-		
Effect Size	-	-0.01	-0.02	-	0.05	0.03	-	-0.11	-0.10
25th percentile	43.2	43.3	43.3	42.2	41.5	41.3	43.3	44.4	44.4
75th percentile	54.8	54.4	54.4	52.3	51.7	52.3	55.3	56.1	56.1

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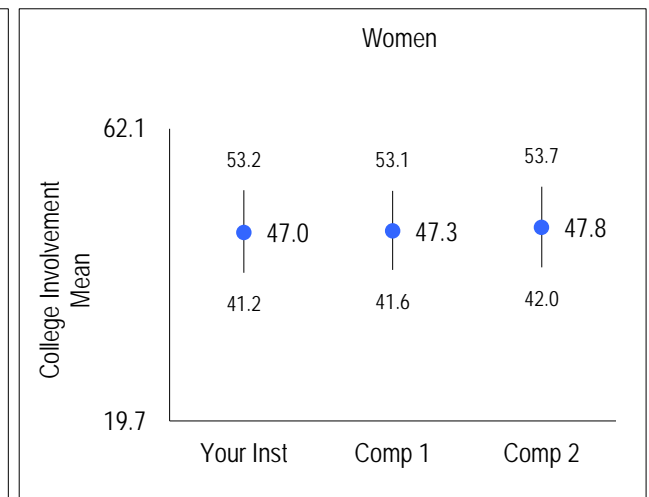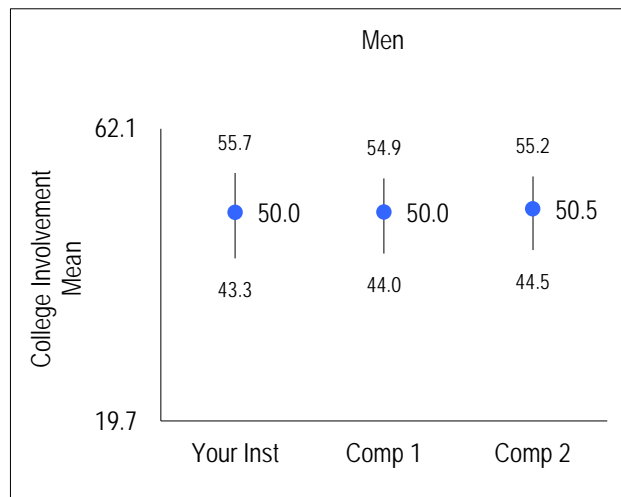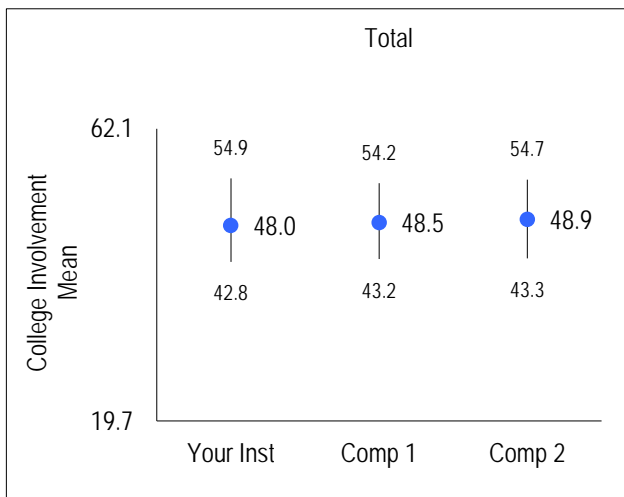

Survey items and estimation "weights":
  What is your best guess as to the chances that you will:
   * *Participate in student clubs/groups* (3.25)
   * *Participate in volunteer or community service work* (1.58)
   * *Socialize with someone of another racial/ethnic group* (1.28)
   * *Participate in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

Science Self-Efficacy

CIRP Construct Mean Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,487	29,711	86	3,767	13,044	165	5,720	16,667
Mean	48.0	48.5	48.9	50.0	50.0	50.5	47.0	47.3	47.8
Standard Deviation	10.59	9.51	9.53	10.29	9.25	9.09	10.64	9.55	9.70
Significance	-			-			-		
Effect Size	-	-0.05	-0.09	-	0.00	-0.06	-	-0.03	-0.08
25th percentile	42.8	43.2	43.3	43.3	44.0	44.5	41.2	41.6	42.0
75th percentile	54.9	54.2	54.7	55.7	54.9	55.2	53.2	53.1	53.7

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

Survey items and estimation "weights":
How confident are you that you can:

Use technical science skills (use of tools, instruments, and/or techniques) (1.48)
Generate a research question (2.33)
Determine how to college appropriate data (2.82)
Explain the results of a study (2.87)
Use scientific literature to guide research (2.70)

Integrate results from multiple studies (2.79)
Ask relevant questions (1.73)
Identify what is known and not known about a problem (1.95)
Understand scientific concepts (2.40)
See connections between different areas of science and mathematics (1.90)

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

	Total			Men			Women		
Longwood University	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	244	8,482	27,616	84	3,345	12,100	160	5,137	15,516
Mean	47.1	48.8	49.4	48.0	49.8	50.5	46.6	48.0	48.6
Standard Deviation	9.45	9.42	9.16	9.16	9.20	8.79	9.59	9.51	9.35
Significance	-	**	***	-		**	-		**
Effect Size	-	-0.18	-0.26	-	-0.20	-0.29	-	-0.15	-0.21
25th percentile	38.5	41.2	42.6	40.0	43.3	45.2	38.5	39.7	41.2
75th percentile	52.7	54.9	55.2	54.2	55.2	55.9	52.5	54.4	54.9

Note: Significance * p<.05, ** p<.01, *** p<.001
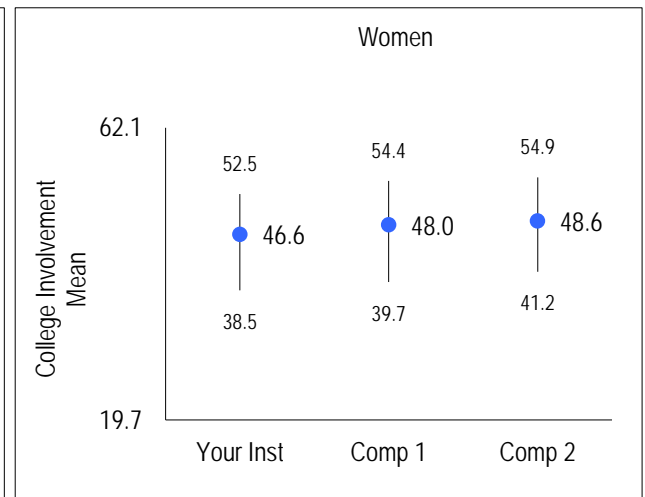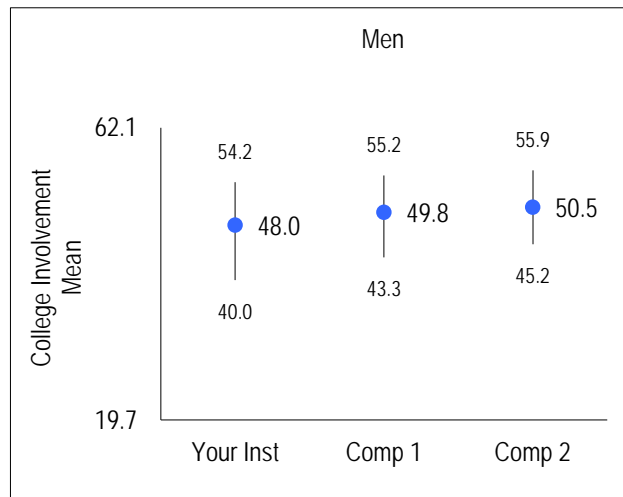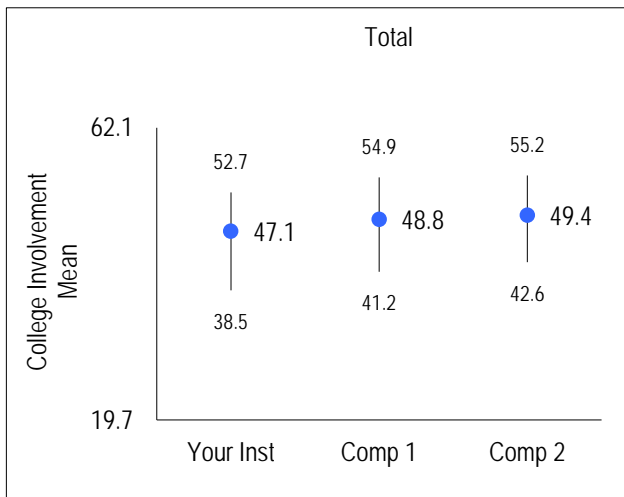
Survey items and estimation "weights":
To what extent are the following statements true of you:
I have a strong sense of belonging to the community of scientists (3.52)
I derive great personal satisfaction from working on a team that is doing important research (1.78)
I think of myself as a scientist (5.53)
I feel like I belong in the field of science (4.43)

How to Read the CIRP Construct Percentage Report

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two reports are generated for each CIRP Construct. The Mean Score Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshmen, which we define as those respondents who first entered college in 2014 and are currently enrolled full-time.

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

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

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

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

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

Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	313	13,401	30,456	153	5,876	13,369	160	7,525	17,087
High Academic Self-Concept	30.4%	36.8%	22.6%	32.9%	45.9%	26.3%	28.2%	29.7%	19.4%
Average Academic Self-Concept	46.8%	43.9%	39.5%	49.3%	39.5%	39.2%	44.4%	47.3%	39.7%
Low Academic Self-Concept	22.7%	19.3%	37.9%	17.8%	14.6%	34.4%	27.6%	22.9%	40.9%
Significance (based on High score group)	-	*	***	-	**	***	-		***
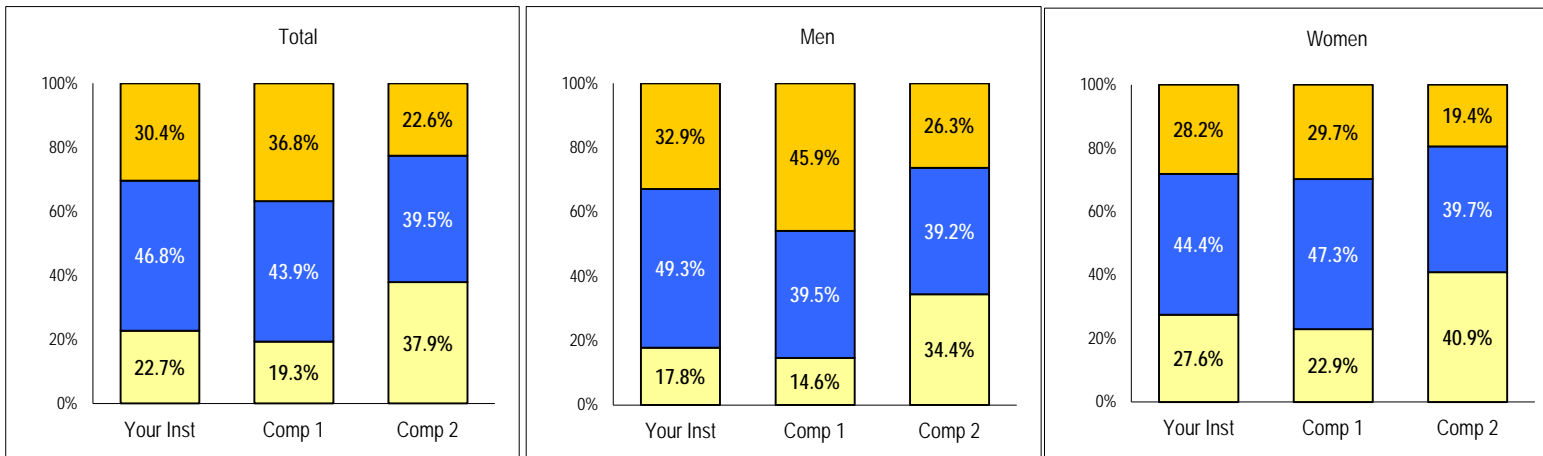
Note: Significance * p<.05, ** p<.01, *** p<.001

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)

Statistical Significance – uses a proportional difference test to examine the difference between the percentage of students in the high score group for your institution and the percentage of students in the high score group in the comparison group. Differences larger than what would be expected by chance are noted with one, two, or three stars, which correspond to the three standard levels of significance (*p<.05, **p<.01, ***p<.001). Statistical significance measures the extent to which a difference is occurring by chance, not the extent to which a difference is practically important. Large sample sizes (like those in the comparison groups) tend to generate statistical significance even though the magnitude of the difference might be small and not practically important. Unlike the means scores report, in this case there are no effect size calculations to guide you in determining practical importance when comparing proportional differences.

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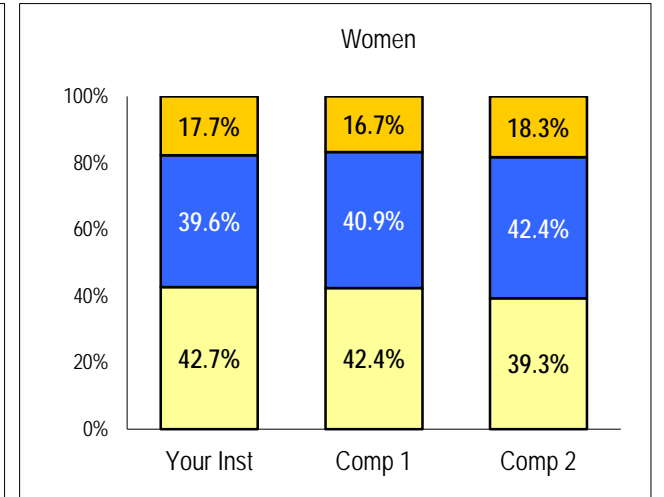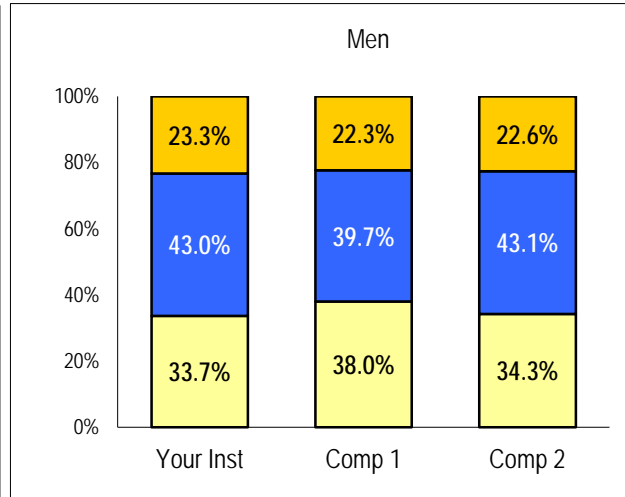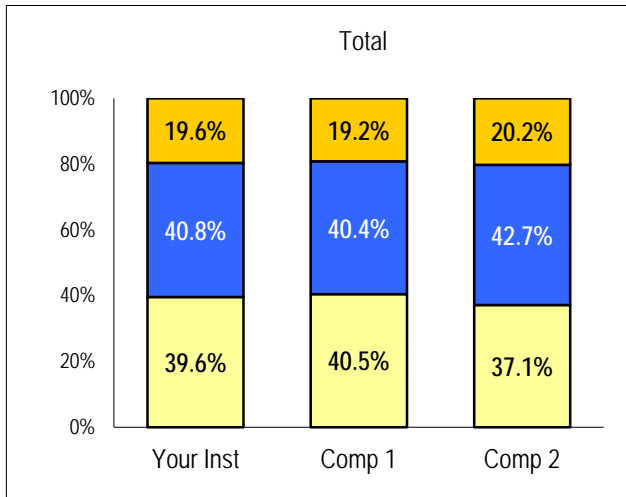
Charts – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean.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

H2

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

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.

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	250	9,657	30,110	86	3,834	13,197	164	5,823	16,913
High Habits of Mind	19.6%	19.2%	20.2%	23.3%	22.3%	22.6%	17.7%	16.7%	18.3%
Average Habits of Mind	40.8%	40.4%	42.7%	43.0%	39.7%	43.1%	39.6%	40.9%	42.4%
Low Habits of Mind	39.6%	40.5%	37.1%	33.7%	38.0%	34.3%	42.7%	42.4%	39.3%
Significance (based on High score group)	-			-			-		

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

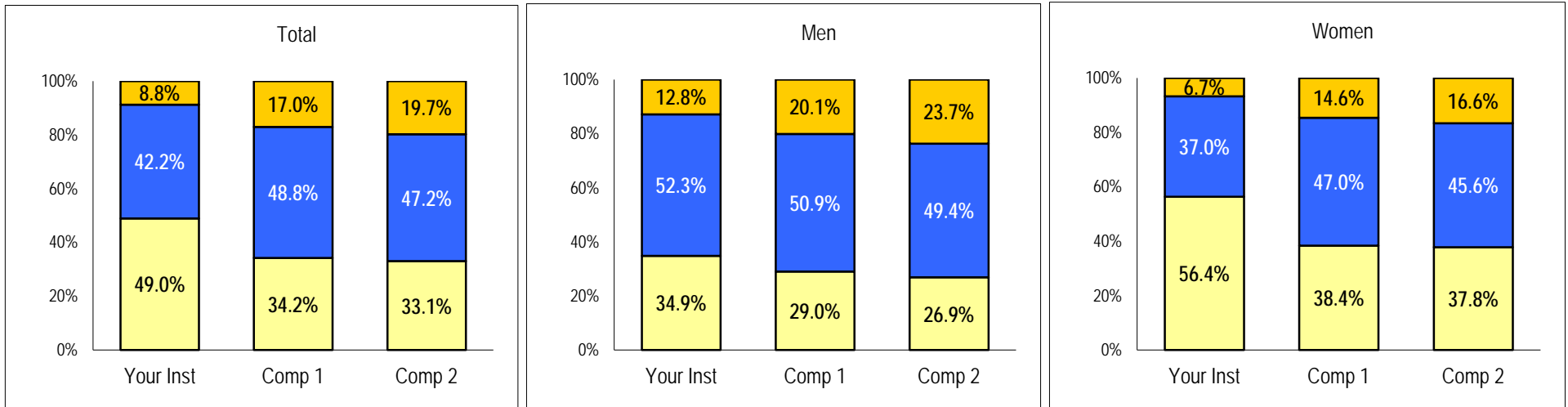**Survey items and estimation "weights":**

How often in the past year did you:

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

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

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,428	29,490	86	3,733	12,924	165	5,695	16,566
High Academic Self-Concept	8.8%	17.0%	19.7%	12.8%	20.1%	23.7%	6.7%	14.6%	16.6%
Average Academic Self-Concept	42.2%	48.8%	47.2%	52.3%	50.9%	49.4%	37.0%	47.0%	45.6%
Low Academic Self-Concept	49.0%	34.2%	33.1%	34.9%	29.0%	26.9%	56.4%	38.4%	37.8%
Significance (based on High score group)	-			-			-		

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

Survey items and estimation "weights":

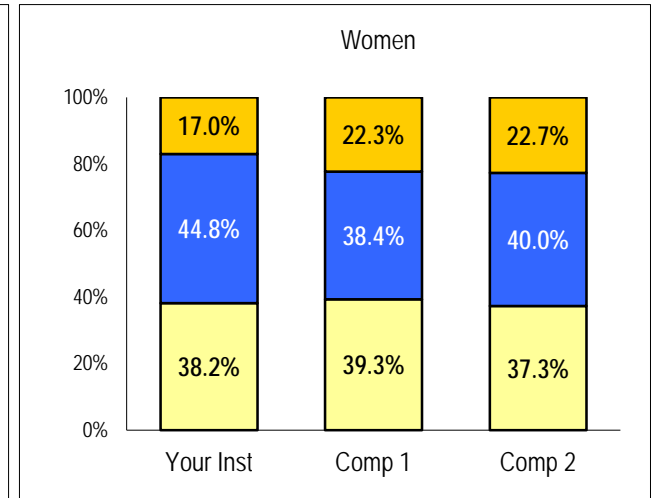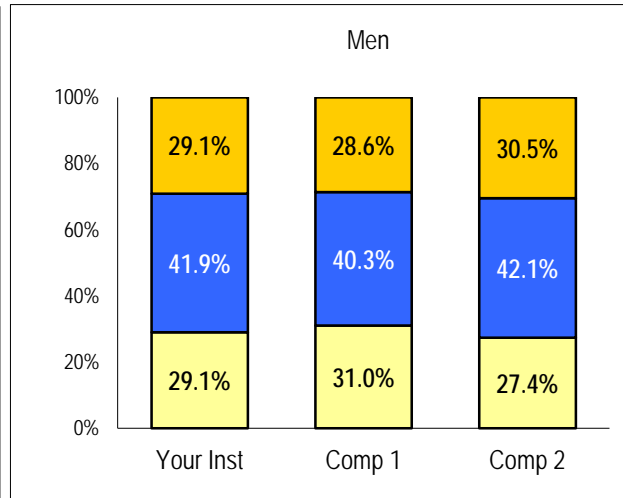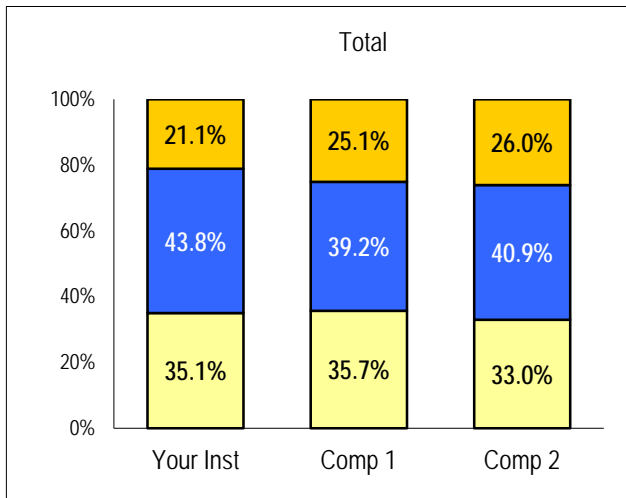Rate yourself on each of the following traits as compared with the average person your age:

* *Academic ability* (3.52)

* *Mathematical ability* (1.32)

* *Self-confidence - intellectual* (1.22)

* *Drive to achieve* (0.95)

2B

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

	Total			Men			Women		
Longwood University	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,403	29,428	86	3,722	12,899	165	5,681	16,529
High Social Self-Concept	21.1%	25.1%	26.0%	29.1%	28.6%	30.5%	17.0%	22.3%	22.7%
Average Social Self-Concept	43.8%	39.2%	40.9%	41.9%	40.3%	42.1%	44.8%	38.4%	40.0%
Low Social Self-Concept	35.1%	35.7%	33.0%	29.1%	31.0%	27.4%	38.2%	39.3%	37.3%
Significance (based on High score group)	-			-			-		

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

Survey items and estimation "weights":

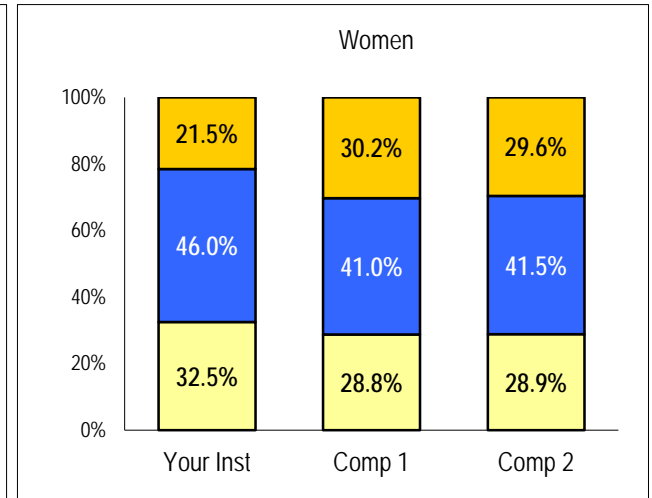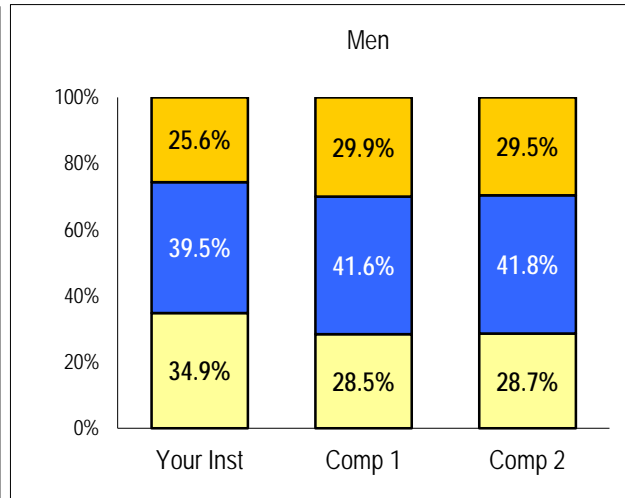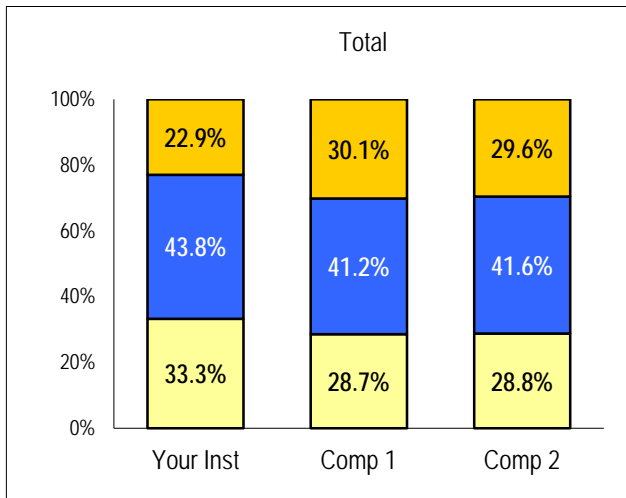Rate yourself on each of the following traits as compared with the average person your age:

* Self-confidence - social (2.33)

* Leadership ability (1.96)

* Popularity (1.92)

* Public speaking ability (1.68)

Pluralistic Orientation

CIRP Construct Percentage Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	249	9,591	30,068	86	3,802	13,163	163	5,789	16,905
High Pluralistic Orientation	22.9%	30.1%	29.6%	25.6%	29.9%	29.5%	21.5%	30.2%	29.6%
Average Pluralistic Orientation	43.8%	41.2%	41.6%	39.5%	41.6%	41.8%	46.0%	41.0%	41.5%
Low Pluralistic Orientation	33.3%	28.7%	28.8%	34.9%	28.5%	28.7%	32.5%	28.8%	28.9%
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:

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

2D

Social Agency

CIRP Construct Percentage Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	246	8,309	27,302	85	3,264	11,947	161	5,045	15,355
High Social Agency	28.5%	31.7%	32.5%	31.8%	29.4%	29.7%	26.7%	33.6%	34.5%
Average Social Agency	44.7%	44.2%	44.6%	36.5%	44.2%	44.4%	49.1%	44.2%	44.8%
Low Social Agency	26.8%	24.1%	22.9%	31.8%	26.5%	25.8%	24.2%	22.2%	20.6%
Significance (based on High score group)	-			-			-		
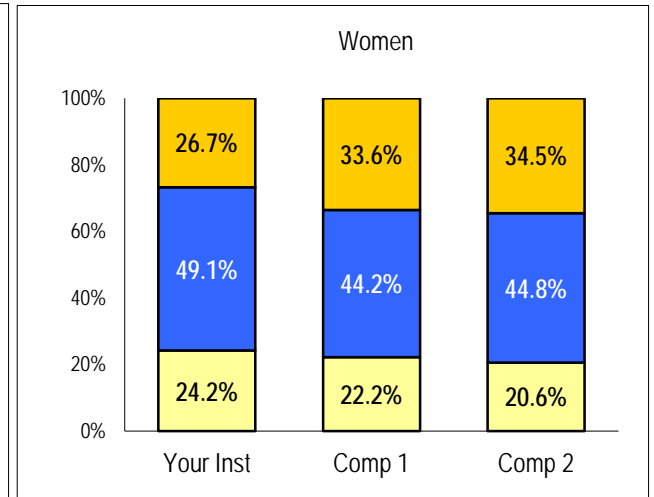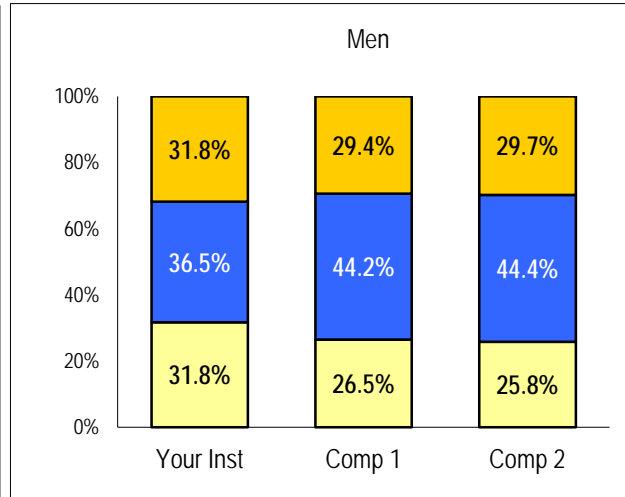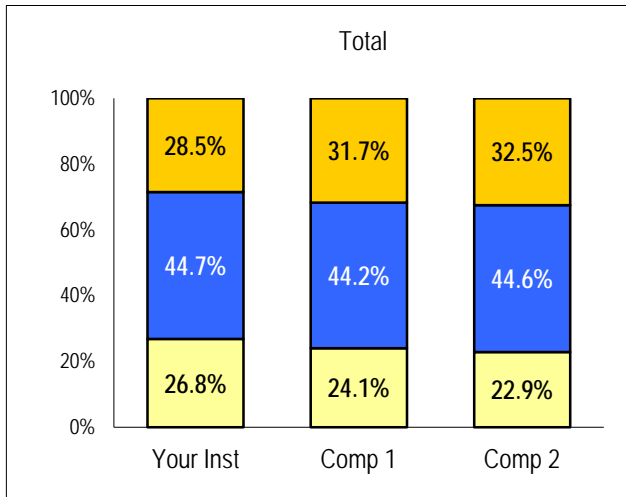
Note: Significance * p<.05, ** p<.01, *** p<.001

Survey items and estimation "weights":

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

* Participating in a community action program (2.42)
* Helping to promote racial understanding (2.05)
* Becoming a community leader (2.01)
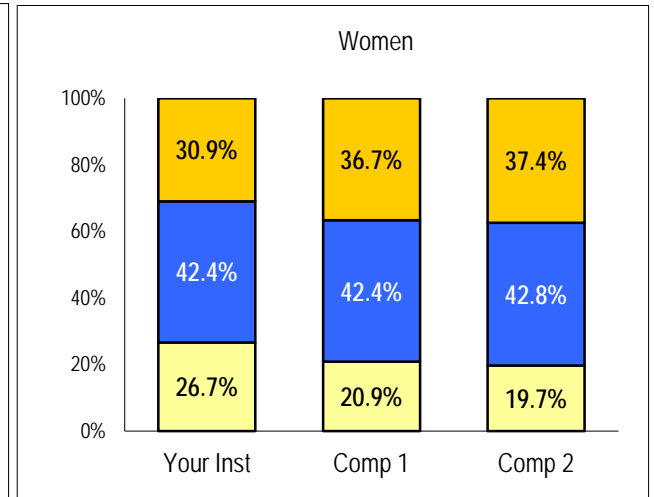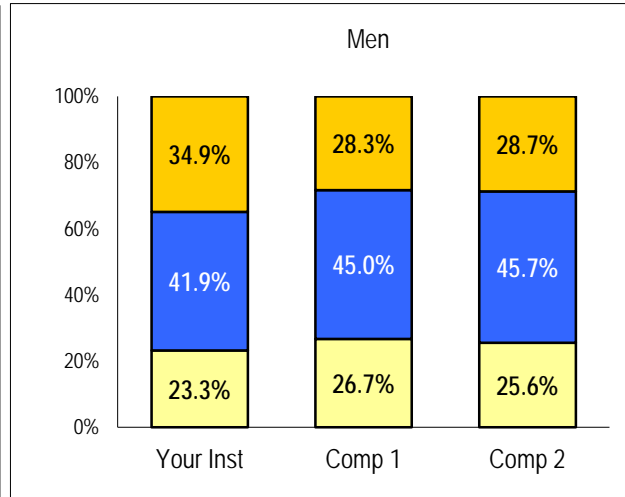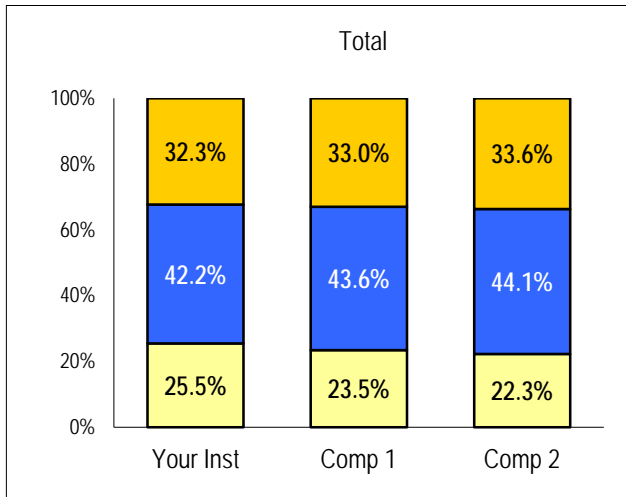
* Influencing social values (1.58)
* Helping others who are in difficulty (1.36)
* Keeping up to date with political affairs (1.35)

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,760	30,557	86	3,889	13,409	165	5,871	17,148
High Civic Engagement	32.3%	33.0%	33.6%	34.9%	28.3%	28.7%	30.9%	36.7%	37.4%
Average Civic Engagement	42.2%	43.6%	44.1%	41.9%	45.0%	45.7%	42.4%	42.4%	42.8%
Low Civic Engagement	25.5%	23.5%	22.3%	23.3%	26.7%	25.6%	26.7%	20.9%	19.7%
Significance (based on High score group)	-			-			-		

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

Total / Men / Women stacked bar charts showing High, Average, and Low Civic Engagement percentages for Your Inst, Comp 1, and Comp 2.

Survey items and estimation "weights":

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

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

College Reputation Orientation

CIRP Construct Percentage Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	248	9,027	28,667	84	3,568	12,560	164	5,459	16,107
High College Reputation Orientation	25.0%	22.5%	25.7%	20.2%	18.8%	23.4%	27.4%	25.4%	27.4%
Average College Reputation Orientation	41.9%	37.1%	37.4%	40.5%	36.1%	38.3%	42.7%	37.9%	36.7%
Low College Reputation Orientation	33.1%	40.4%	36.9%	39.3%	45.1%	38.3%	29.9%	36.7%	35.9%
Significance (based on High score group)	-			-			-		
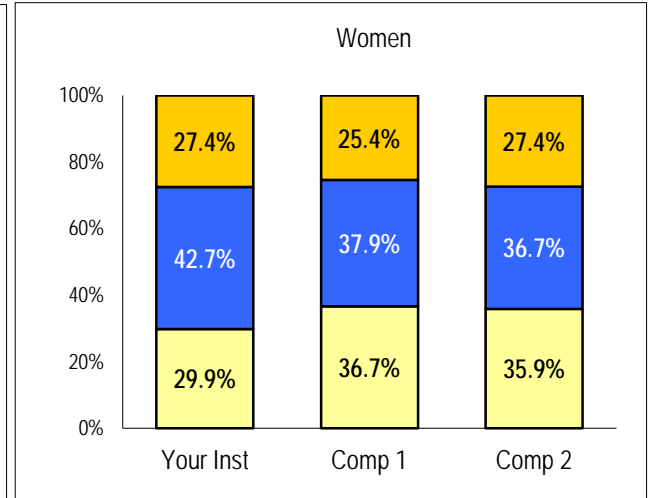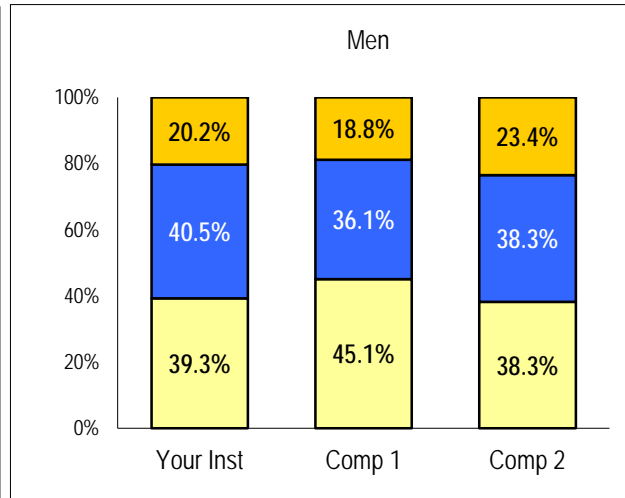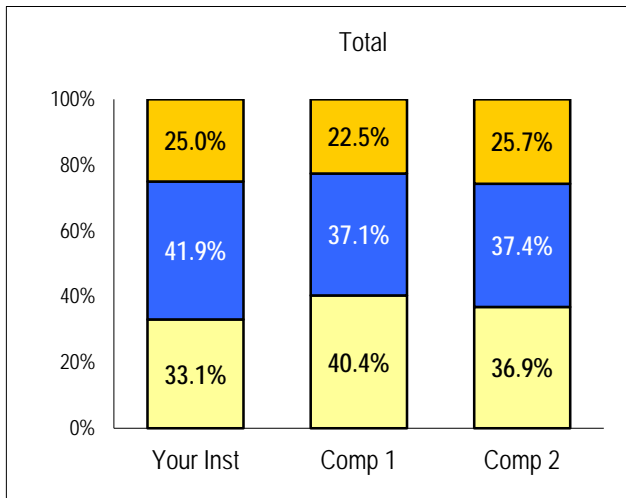
Note: Significance * p<.05, ** p<.01, *** p<.001

Survey items and estimation "weights":
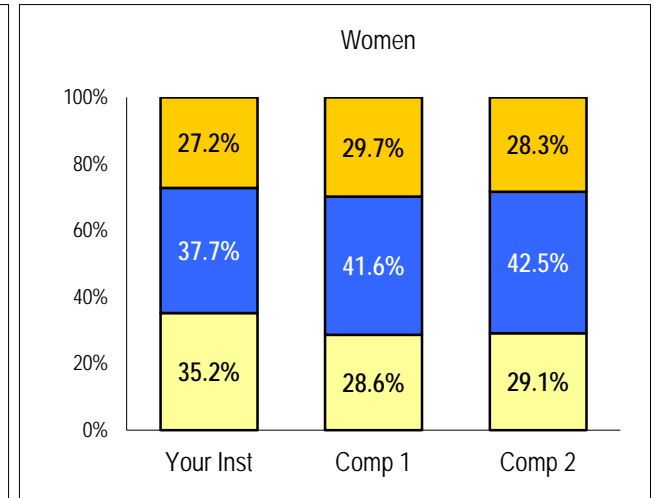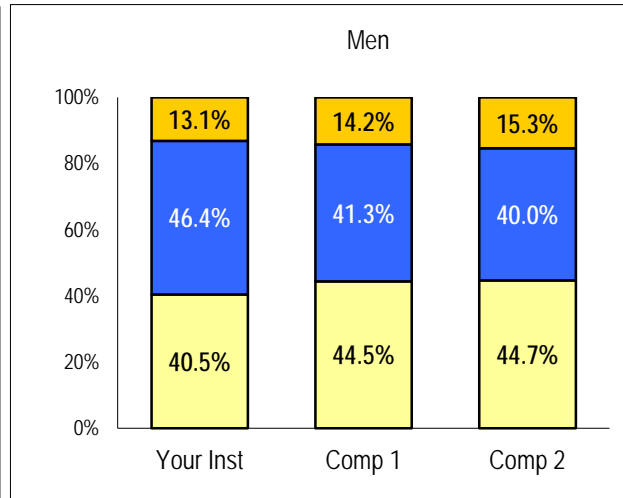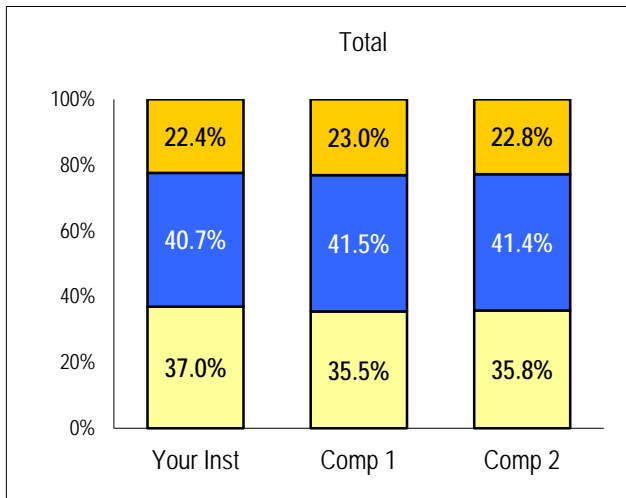
How important was each reason in your decision to come here?

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

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

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

Likelihood of College Involvement

CIRP Construct Percentage Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	246	8,210	27,075	84	3,188	11,792	162	5,022	15,283
High Likelihood of College Involvement	22.4%	23.0%	22.8%	13.1%	14.2%	15.3%	27.2%	29.7%	28.3%
Average Likelihood of College Involvement	40.7%	41.5%	41.4%	46.4%	41.3%	40.0%	37.7%	41.6%	42.5%
Low Likelihood of College Involvement	37.0%	35.5%	35.8%	40.5%	44.5%	44.7%	35.2%	28.6%	29.1%
Significance (based on High score group)	-			-			-		

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

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

Science Self-Efficacy

CIRP Construct Percentage Report

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	251	9,487	29,711	86	3,767	13,044	165	5,720	16,667
High Science Self-Efficacy	23.1%	20.7%	22.1%	27.9%	24.4%	25.8%	20.6%	17.7%	19.2%
Average Science Self-Efficacy	36.7%	43.1%	44.1%	38.4%	46.1%	47.2%	35.8%	40.6%	41.7%
Low Science Self-Efficacy	40.2%	36.3%	33.8%	33.7%	29.5%	27.0%	43.6%	41.6%	39.1%
Significance (based on High score group)	-			-			-		
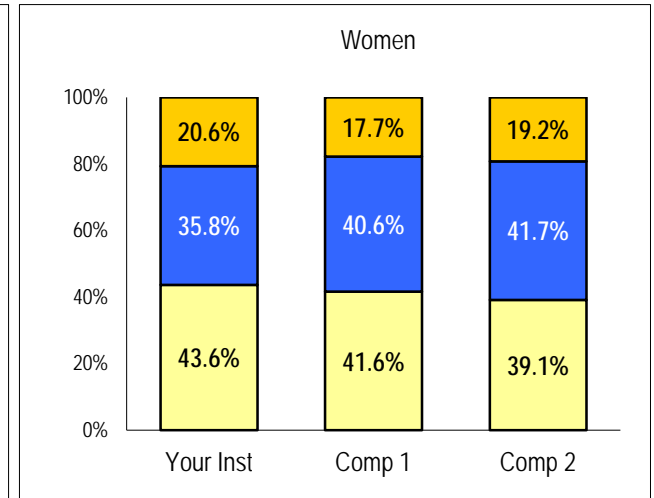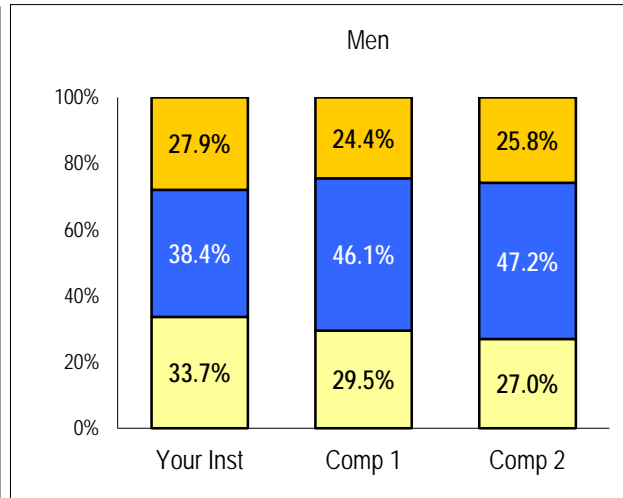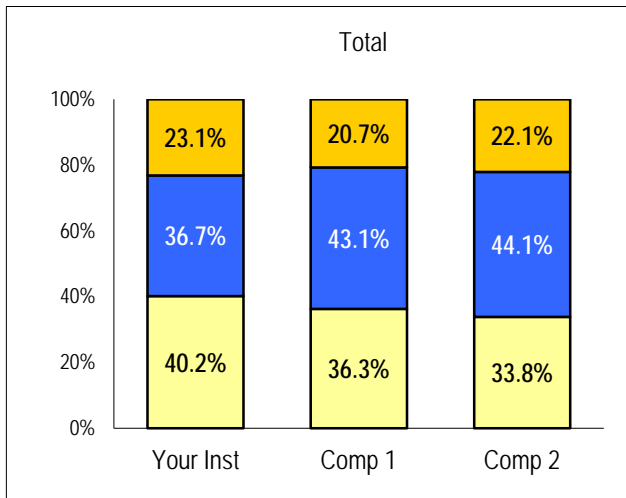
Note: Significance * p<.05, ** p<.01, *** p<.001

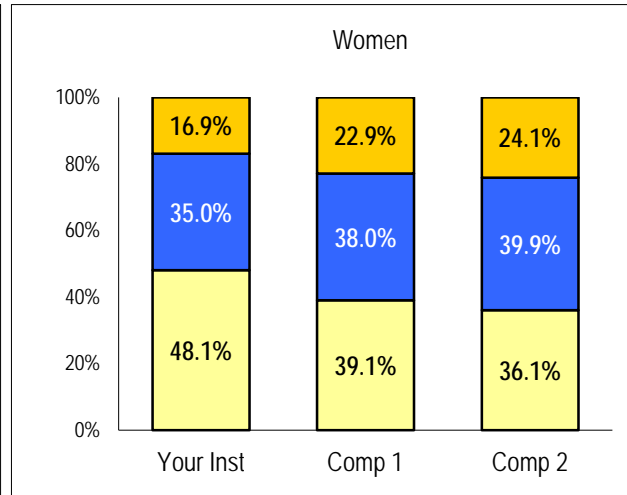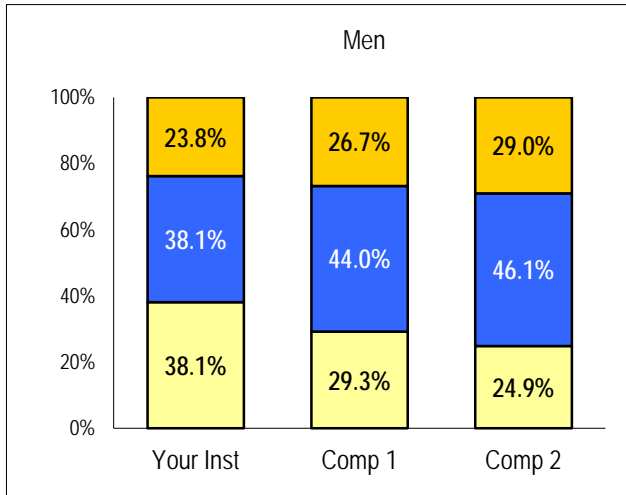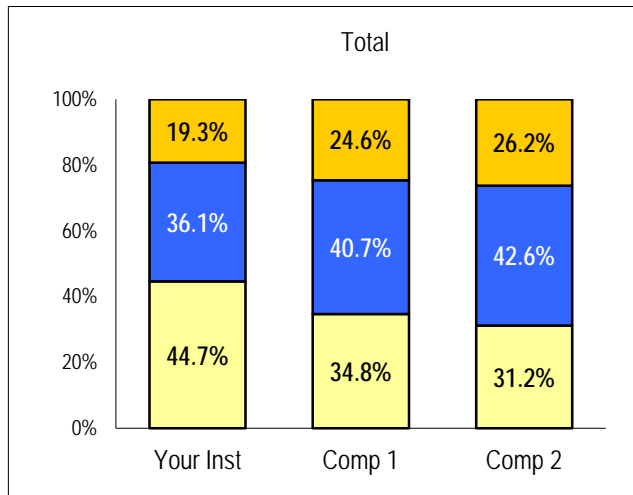Survey items and estimation "weights":

How confident are you that you can:

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

Generate a research question (2.33)

Determine how to college appropriate data (2.82)

Explain the results of a study (2.87)

Use scientific literature to guide research (2.70)

Integrate results from multiple studies (2.79)

Ask relevant questions (1.73)

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

Understand scientific concepts (2.40)

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

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

Longwood University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	244	8,482	27,616	84	3,345	12,100	160	5,137	15,516
High Science Identity	19.3%	24.6%	26.2%	23.8%	26.7%	29.0%	16.9%	22.9%	24.1%
Average Science Identity	36.1%	40.7%	42.6%	38.1%	44.0%	46.1%	35.0%	38.0%	39.9%
Low Science Identity	44.7%	34.8%	31.2%	38.1%	29.3%	24.9%	48.1%	39.1%	36.1%
Significance (based on High score group)	-			-			-		

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

Total / Men / Women stacked bar charts

Survey items and estimation "weights":

To what extent are the following statements true of you:

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

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

I think of myself as a scientist (5.53)

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