2019 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

University of South Carolina-Columbia

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

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How to Read the CIRP Construct Mean Report

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

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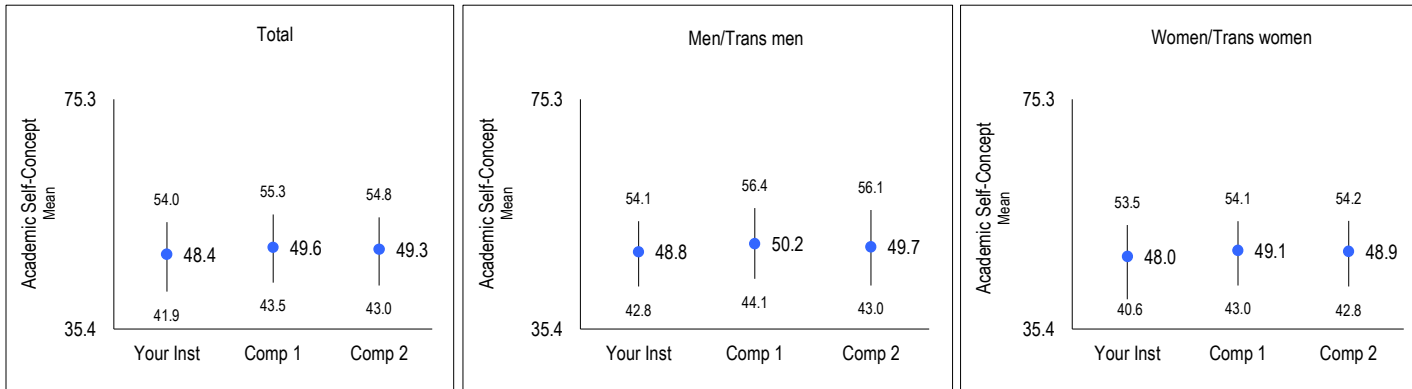
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

Statistical Significance – Uses 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.

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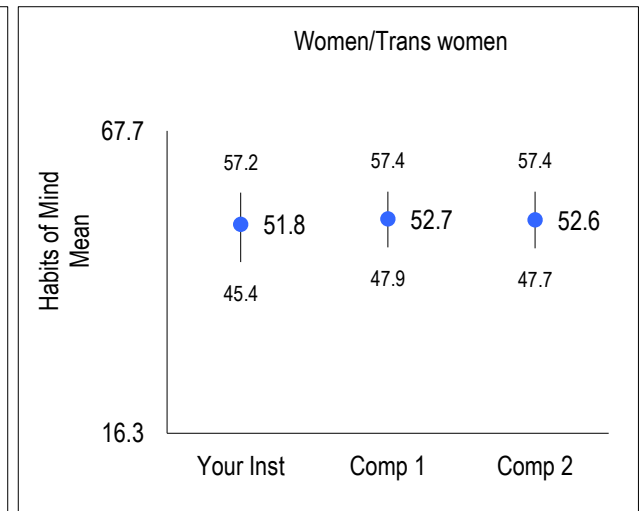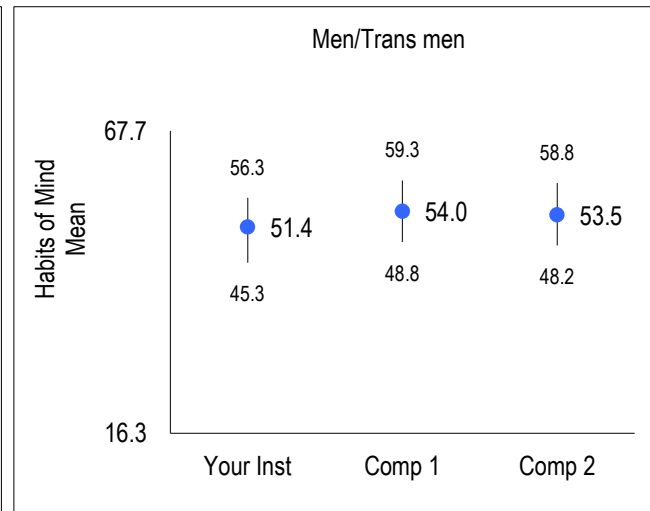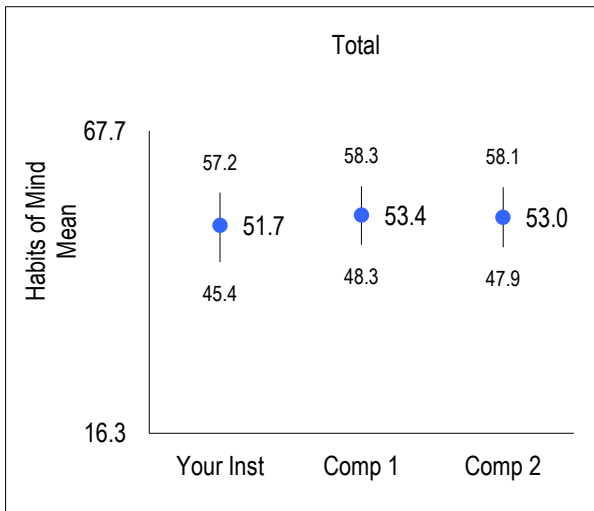
Academic Self-Concept – is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Sample University	Total			Men/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

Chart: Total — Academic Self-Concept Mean (Y axis 35.4 to 75.3)
- Your Inst: 48.4 (75th: 54.0, 25th: 41.9)
- Comp 1: 49.6 (75th: 55.3, 25th: 43.5)
- Comp 2: 49.3 (75th: 54.8, 25th: 43.0)

Chart: Men/Trans men — Academic Self-Concept Mean (Y axis 35.4 to 75.3)
- Your Inst: 48.8 (75th: 54.1, 25th: 42.8)
- Comp 1: 50.2 (75th: 56.4, 25th: 44.1)
- Comp 2: 49.7 (75th: 56.1, 25th: 43.0)

Chart: Women/Trans women — Academic Self-Concept Mean (Y axis 35.4 to 75.3)
- Your Inst: 48.0 (75th: 53.5, 25th: 40.6)
- Comp 1: 49.1 (75th: 54.1, 25th: 43.0)
- Comp 2: 48.9 (75th: 54.2, 25th: 42.8)

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

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

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

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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.

University of South Carolina-Columbia	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)	968	19,705	25,976	332	8,948	11,613	605	10,757	14,363
Mean	51.7	53.4	53.0	51.4	54.0	53.5	51.8	52.7	52.6
Standard Deviation	8.10	7.72	7.57	8.22	7.84	7.70	7.96	7.54	7.43
Significance	-	***	***	-	***	***	-	**	*
Effect Size	-	-0.22	-0.18	-	-0.34	-0.27	-	-0.12	-0.11
25th percentile	45.4	48.3	47.9	45.3	48.8	48.2	45.4	47.9	47.7
75th percentile	57.2	58.3	58.1	56.3	59.3	58.8	57.2	57.4	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)
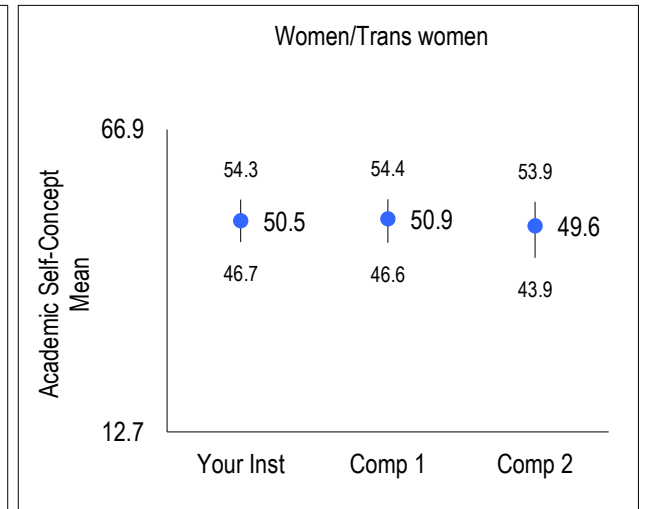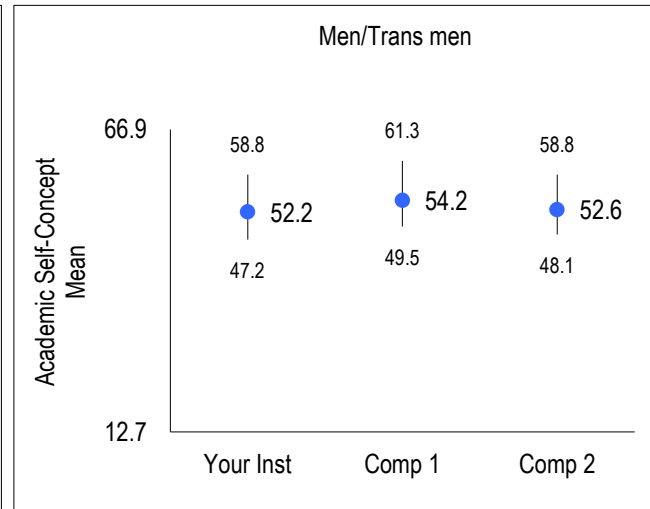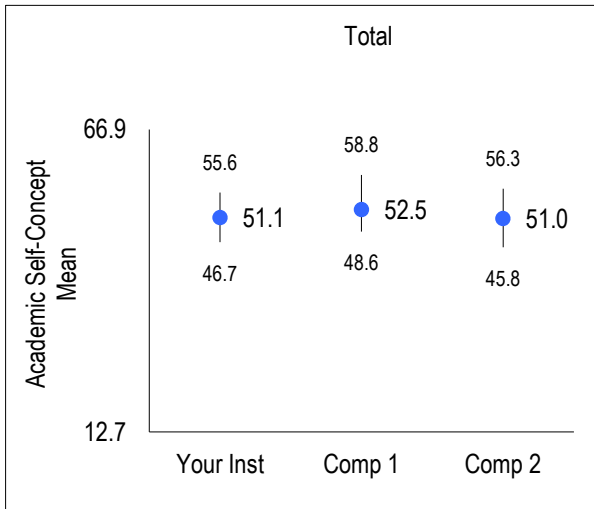* *Take on a challenge that scares you* (2.39)

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

University of South Carolina-Columbia	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)	928	18,588	24,711	317	8,495	11,099	580	10,093	13,612
Mean	51.1	52.5	51.0	52.2	54.2	52.6	50.5	50.9	49.6
Standard Deviation	8.16	8.29	8.38	8.87	8.36	8.54	7.58	7.87	8.00
Significance	-	***		-	***		-		**
Effect Size	-	-0.17	0.02	-	-0.25	-0.05	-	-0.04	0.12
25th percentile	46.7	48.6	45.8	47.2	49.5	48.1	46.7	46.6	43.9
75th percentile	55.6	58.8	56.3	58.8	61.3	58.8	54.3	54.4	53.9

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)
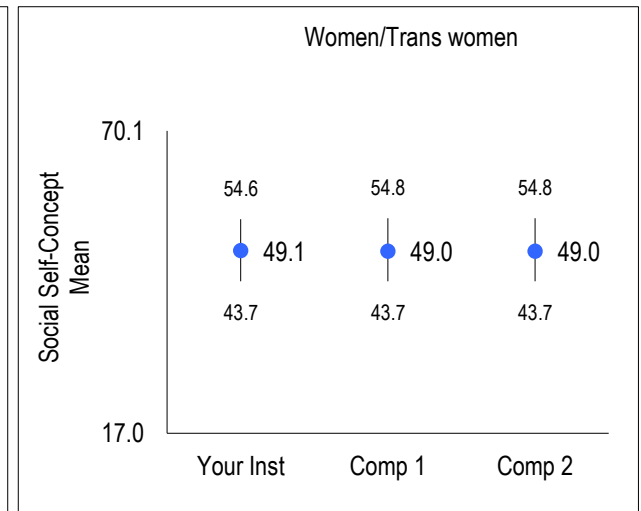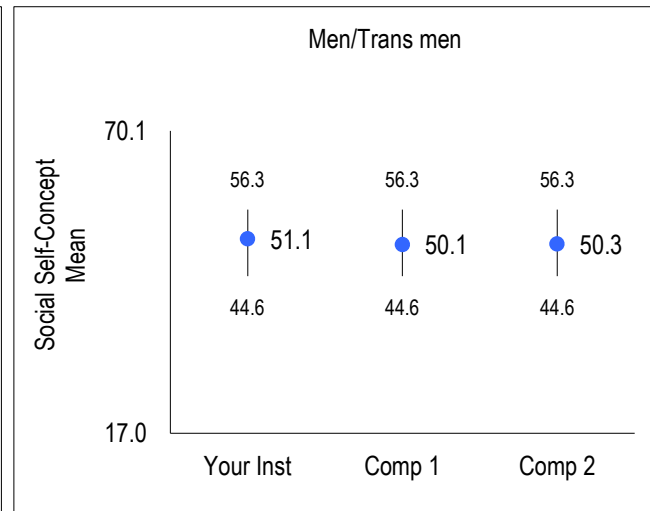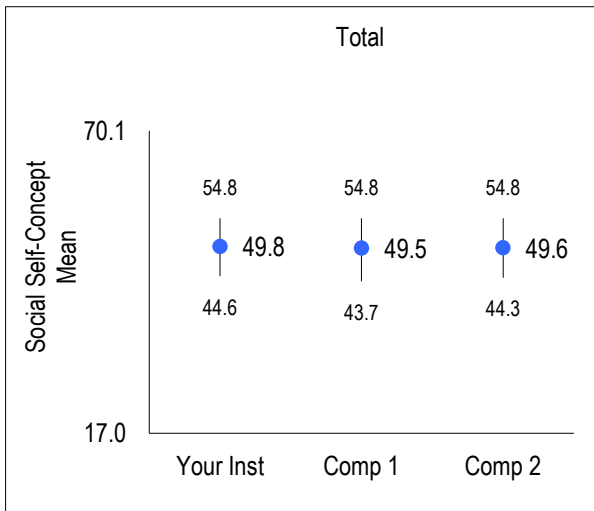   * *Self-confidence - intellectual* (3.65)
   * *Drive to achieve* (1.95)

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

University of South Carolina-Columbia	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)	928	18,491	24,596	317	8,450	11,045	580	10,041	13,551
Mean	49.8	49.5	49.6	51.1	50.1	50.3	49.1	49.0	49.0
Standard Deviation	8.25	8.90	8.78	9.03	9.14	8.91	7.70	8.62	8.62
Significance	-			-			-		
Effect Size	-	0.03	0.03	-	0.11	0.10	-	0.01	0.01
25th percentile	44.6	43.7	44.3	44.6	44.6	44.6	43.7	43.7	43.7
75th percentile	54.8	54.8	54.8	56.3	56.3	56.3	54.6	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 (4.65)

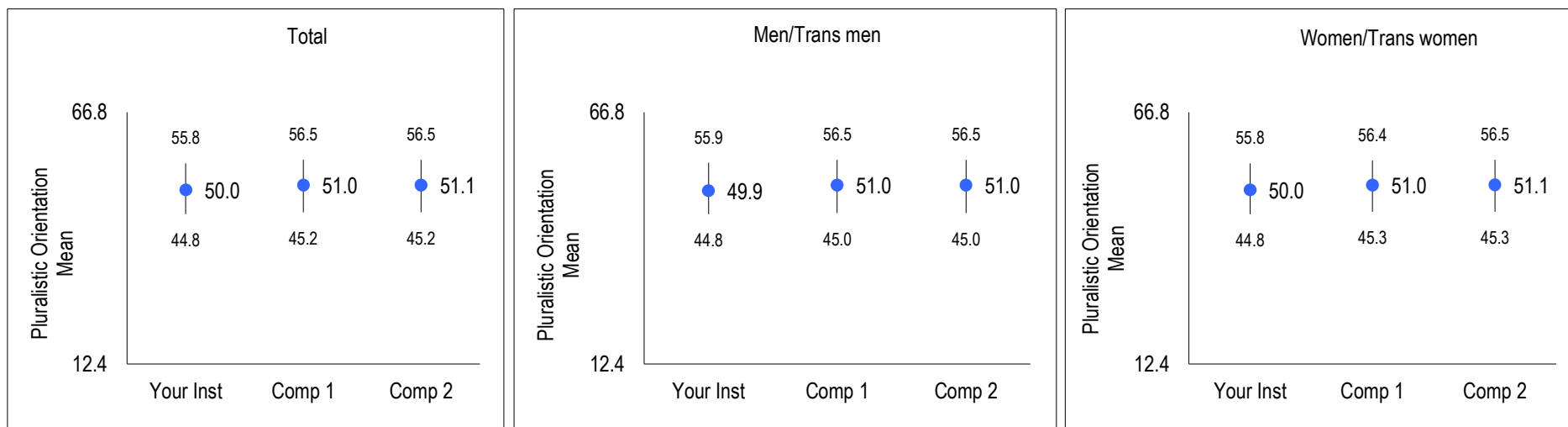   ** Leadership ability* (2.06)

   * Public speaking ability (0.32)

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

University of South Carolina-Columbia	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)	987	20,306	26,572	338	9,189	11,846	616	11,117	14,726
Mean	50.0	51.0	51.1	49.9	51.0	51.0	50.0	51.0	51.1
Standard Deviation	8.52	8.31	8.33	8.97	8.53	8.54	8.18	8.09	8.15
Significance	-	***	***	-	*	*	-	**	**
Effect Size	-	-0.12	-0.13	-	-0.14	-0.14	-	-0.12	-0.13
25th percentile	44.8	45.2	45.2	44.8	45.0	45.0	44.8	45.3	45.3
75th percentile	55.8	56.5	56.5	55.9	56.5	56.5	55.8	56.4	56.5

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)
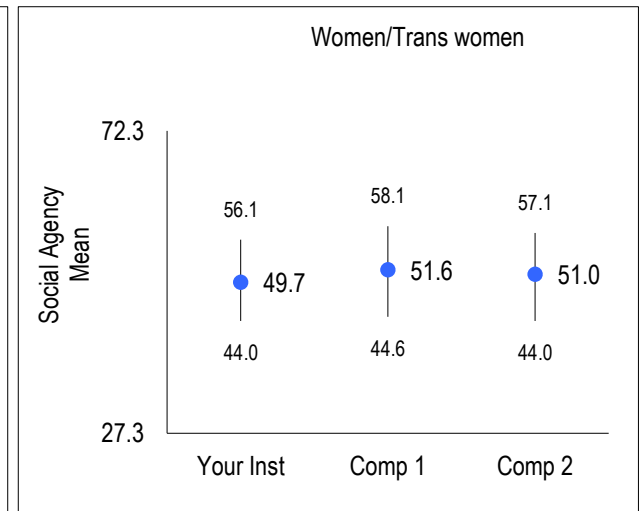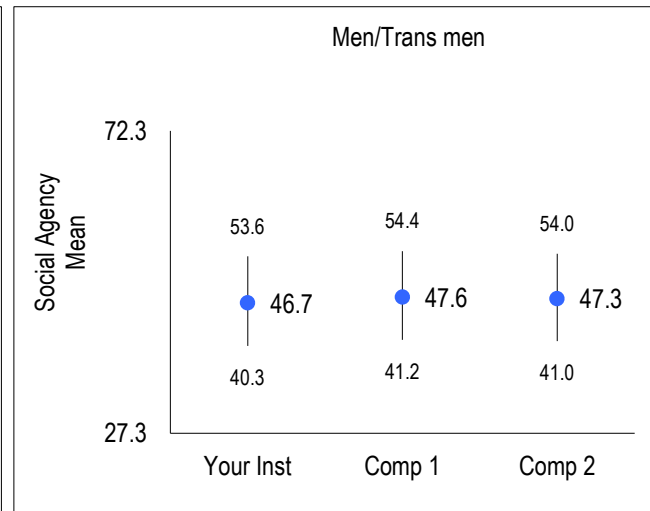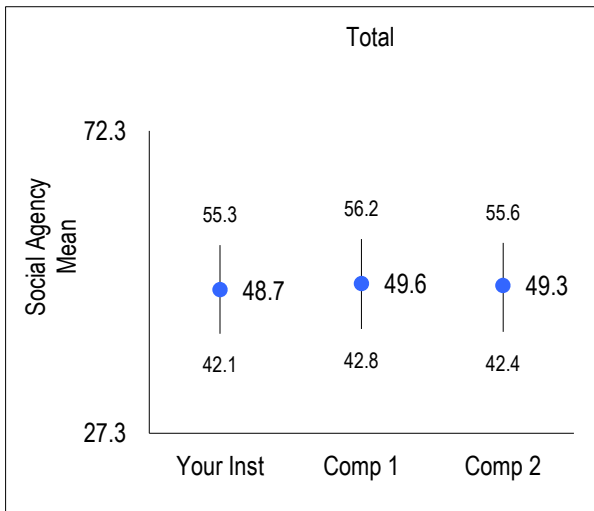 * *Ability to work cooperatively with diverse people* (1.68)

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

University of South Carolina-Columbia	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)	866	16,698	22,312	296	7,656	10,002	544	9,042	12,310
Mean	48.7	49.6	49.3	46.7	47.6	47.3	49.7	51.6	51.0
Standard Deviation	9.69	10.32	10.18	9.69	10.21	10.15	9.50	10.02	9.90
Significance	-	*		-			-	***	**
Effect Size	-	-0.09	-0.06	-	-0.08	-0.06	-	-0.19	-0.12
25th percentile	42.1	42.8	42.4	40.3	41.2	41.0	44.0	44.6	44.0
75th percentile	55.3	56.2	55.6	53.6	54.4	54.0	56.1	58.1	57.1

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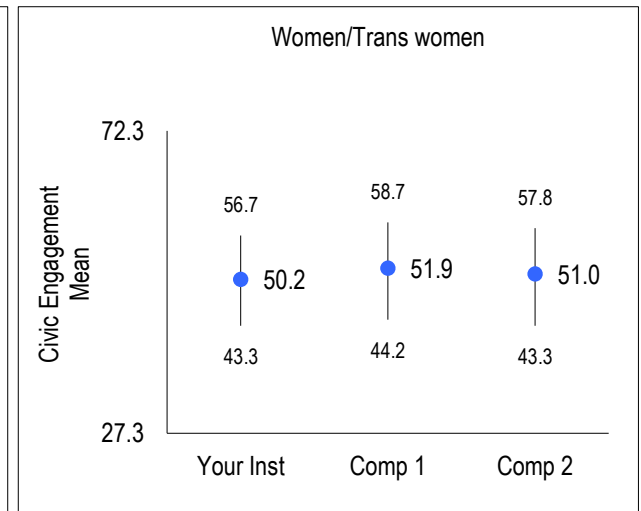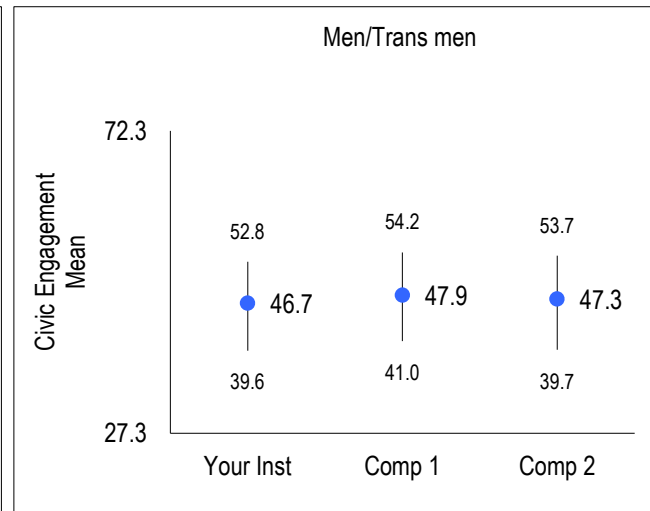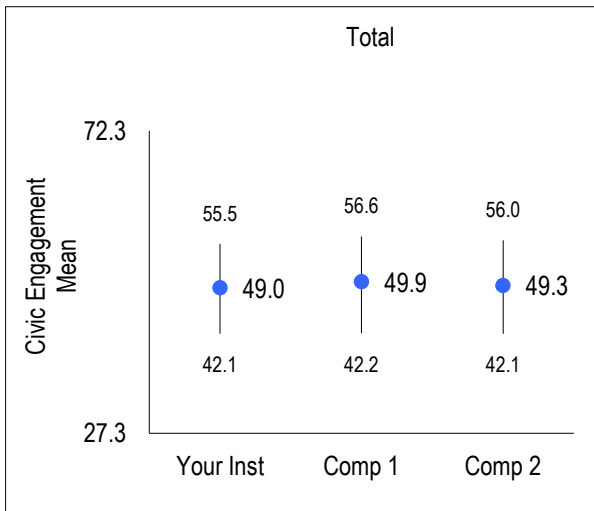 * *Keeping up to date with political affairs* (2.22)

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

University of South Carolina-Columbia	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,011	21,325	27,723	347	9,596	12,311	629	11,729	15,412
Mean	49.0	49.9	49.3	46.7	47.9	47.3	50.2	51.9	51.0
Standard Deviation	9.88	9.93	10.07	9.93	9.63	9.77	9.59	9.82	10.01
Significance	-	**		-	*		-	***	*
Effect Size	-	-0.09	-0.03	-	-0.12	-0.06	-	-0.17	-0.08
25th percentile	42.1	42.2	42.1	39.6	41.0	39.7	43.3	44.2	43.3
75th percentile	55.5	56.6	56.0	52.8	54.2	53.7	56.7	58.7	57.8

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)
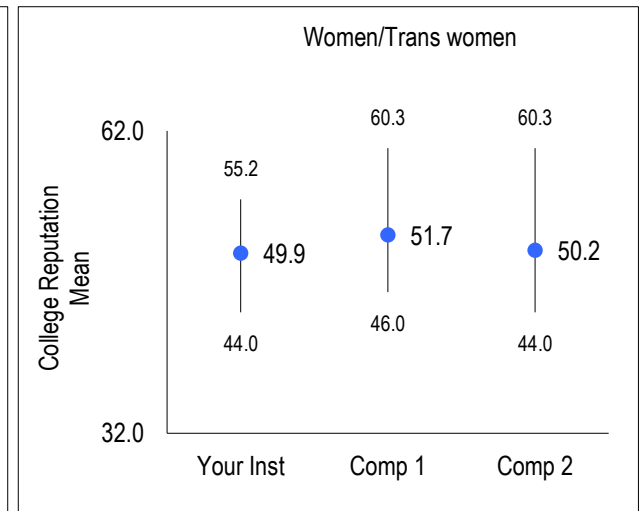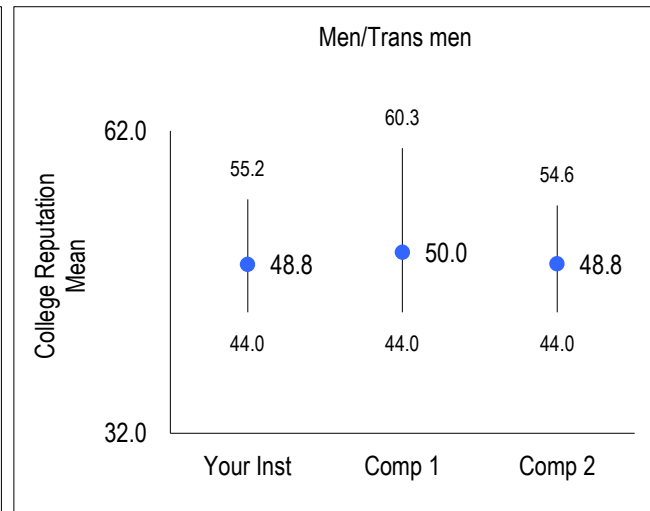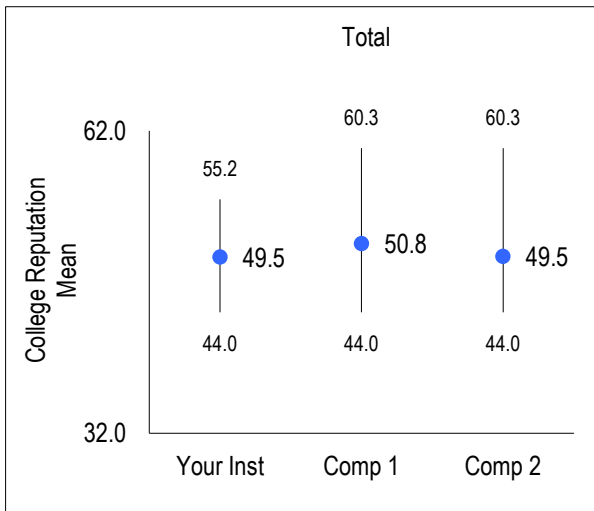
Keeping up to date with political affairs (0.86)

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

	Total			Men/Trans men			Women/Trans women		
University of South Carolina-Columbia	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	889	17,674	23,613	300	8,070	10,574	563	9,604	13,039
Mean	49.5	50.8	49.5	48.8	50.0	48.8	49.9	51.7	50.2
Standard Deviation	8.33	8.51	8.64	8.60	8.65	8.61	8.16	8.27	8.62
Significance	-	***		-	*		-	***	
Effect Size	-	-0.16	-0.01	-	-0.14	-0.01	-	-0.22	-0.03
25th percentile	44.0	44.0	44.0	44.0	44.0	44.0	44.0	46.0	44.0
75th percentile	55.2	60.3	60.3	55.2	60.3	54.6	55.2	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)

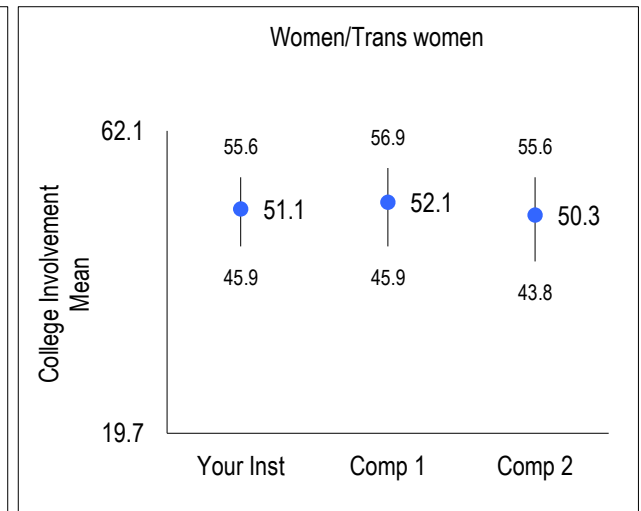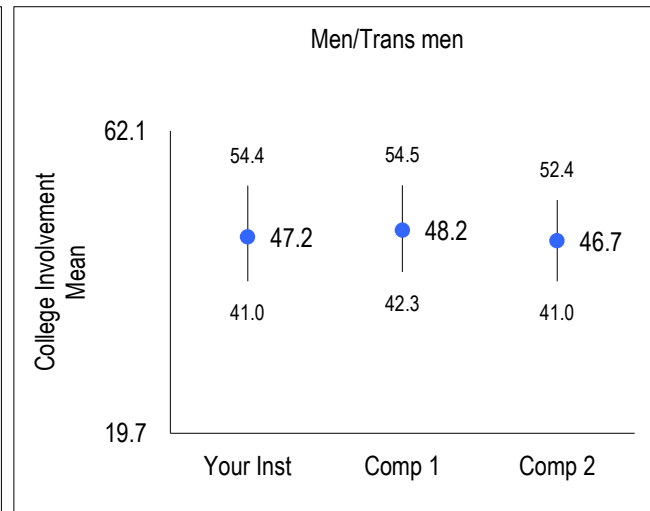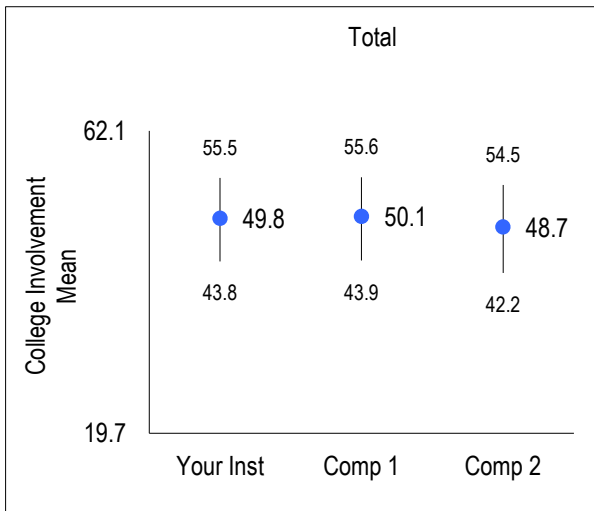 * *This college has a very good academic reputation* (4.89)

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

University of South Carolina-Columbia	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)	860	16,596	22,130	295	7,591	9,891	539	9,005	12,239
Mean	49.8	50.1	48.7	47.2	48.2	46.7	51.1	52.1	50.3
Standard Deviation	9.54	9.57	9.84	9.79	9.29	9.49	9.08	9.45	9.83
Significance	-		***	-			-	*	*
Effect Size	-	-0.03	0.12	-	-0.10	0.06	-	-0.10	0.09
25th percentile	43.8	43.9	42.2	41.0	42.3	41.0	45.9	45.9	43.8
75th percentile	55.5	55.6	54.5	54.4	54.5	52.4	55.6	56.9	55.6

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)
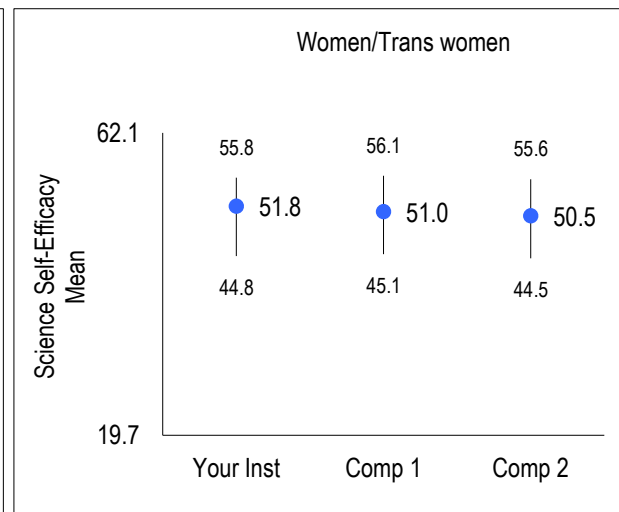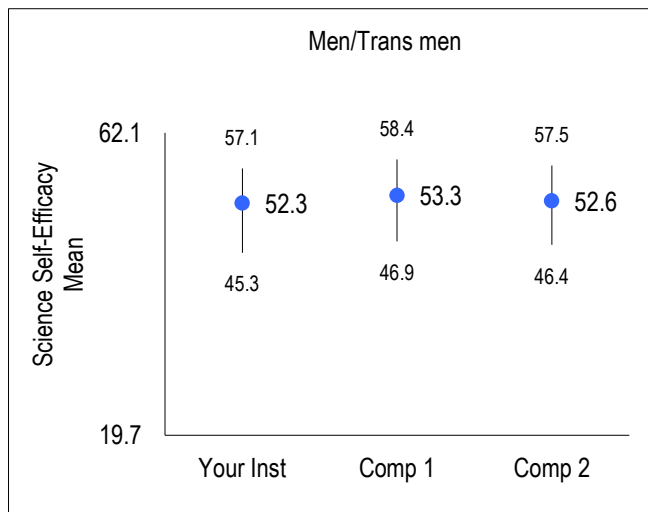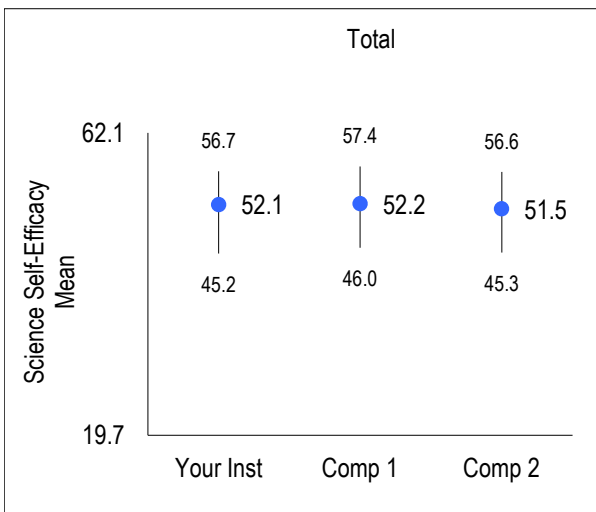   * *Participate in student government* (3.39)

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

University of South Carolina-Columbia	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)	947	19,117	25,319	325	8,718	11,359	591	10,399	13,960
Mean	52.1	52.2	51.5	52.3	53.3	52.6	51.8	51.0	50.5
Standard Deviation	10.28	9.32	9.29	10.99	9.22	9.12	9.80	9.26	9.33
Significance	-			-	*		-	*	***
Effect Size	-	-0.01	0.06	-	-0.12	-0.04	-	0.09	0.14
25th percentile	45.2	46.0	45.3	45.3	46.9	46.4	44.8	45.1	44.5
75th percentile	56.7	57.4	56.6	57.1	58.4	57.5	55.8	56.1	55.6

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)

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

University of South Carolina-Columbia	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)	874	16,985	22,700	297	7,778	10,168	551	9,207	12,532
Mean	48.8	53.8	52.0	49.6	54.8	53.0	48.2	52.8	51.2
Standard Deviation	9.49	8.65	8.96	9.49	8.34	8.69	9.33	8.84	9.10
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.58	-0.36	-	-0.63	-0.39	-	-0.52	-0.33
25th percentile	39.7	48.4	46.7	42.2	50.0	47.8	39.7	47.2	44.9
75th percentile	55.2	59.5	57.9	55.2	59.7	58.9	55.2	59.4	57.5

Note: Significance * p<.05, ** p<.01, *** p<.001
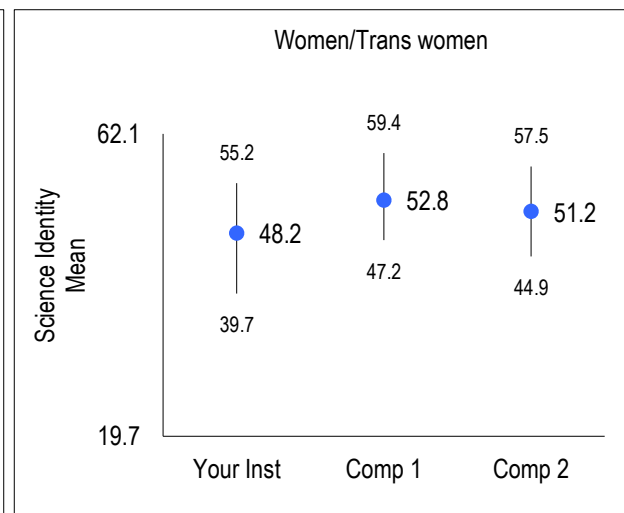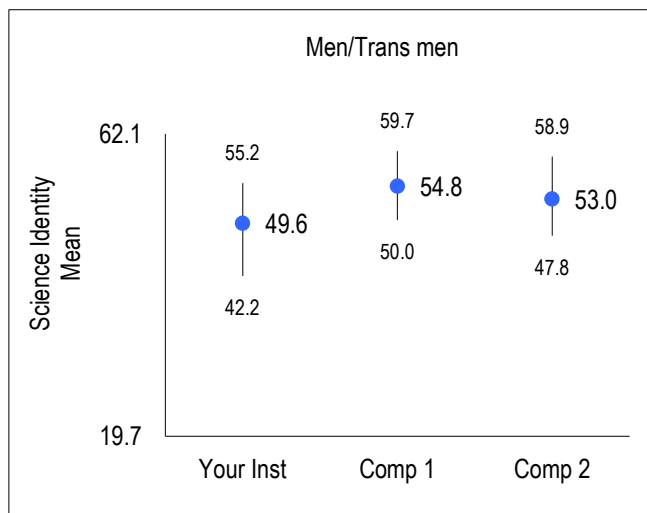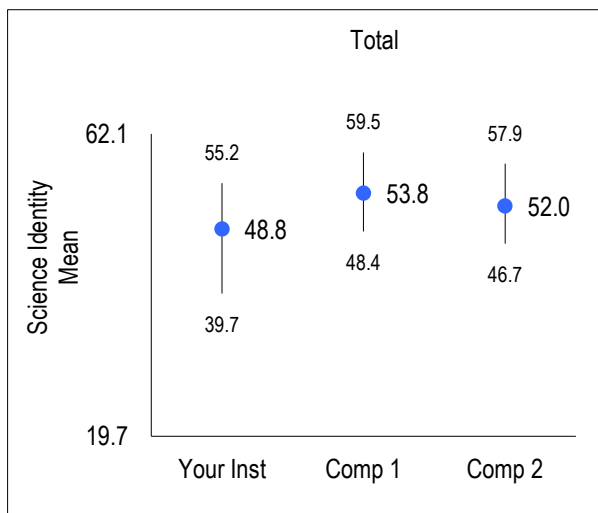
Survey items and estimation "weights":
  To what extent are the following statements true of you:
   I have a strong sense of belonging to the community of scientists (3.52)
   I derive great personal satisfaction from working on a team that is doing important research (1.78)
   I think of myself as a scientist (5.54)
   I feel like I belong in the field of science (4.43)

1J

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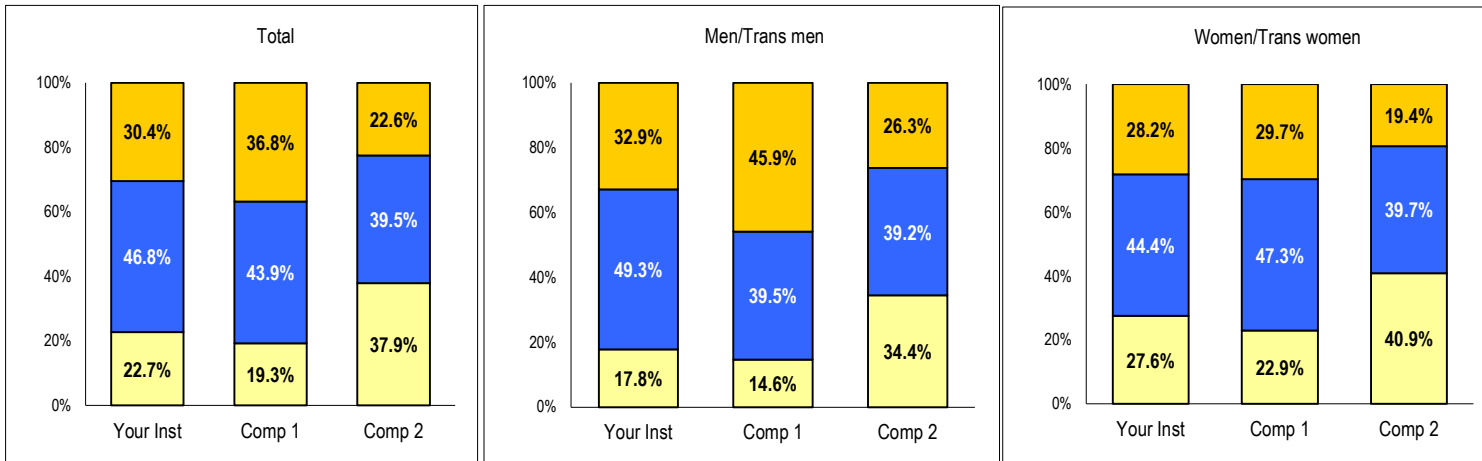
Comp 2 – The second comparison group is based on your institution's type and control.

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

Sample University	Total			Men/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

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

Survey items and estimation "weights":

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

  * *Academic ability* (3.52)

  * *Self-confidence - intellectual* (1.22)

  * *Drive to achieve* (0.95)

  * *Mathematical ability* (1.32)

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

Charts – CIRP Constructs are scored on a z-score metric and rescaled for a mean of approximately 50 and standard deviation of 10. The Low, Average, and High construct score group percentages are reported here. The "Low" score group represents students who are one-half standard deviation below the mean. The "Average" score group represents students whose scores are within one-half standard deviation of the mean. The "High" score group represents students who are one-half standard deviation or more above the mean.
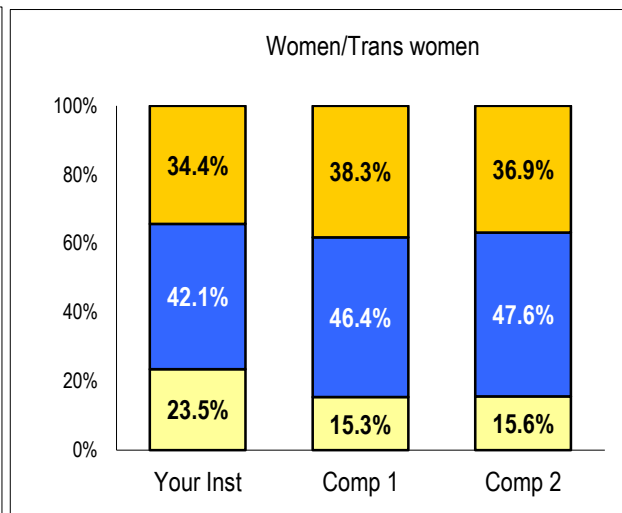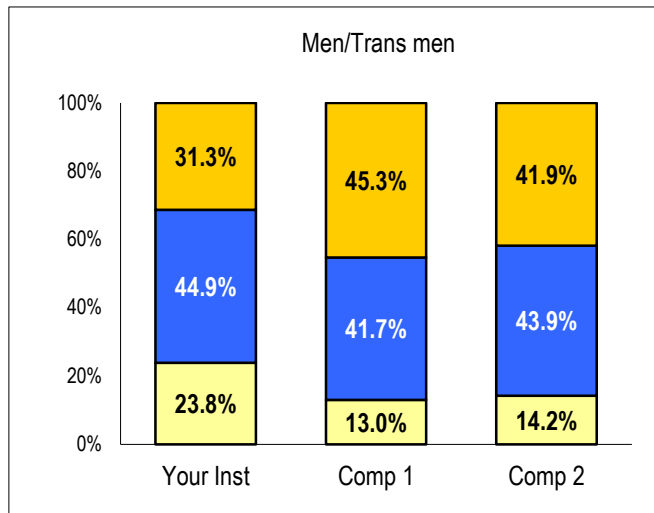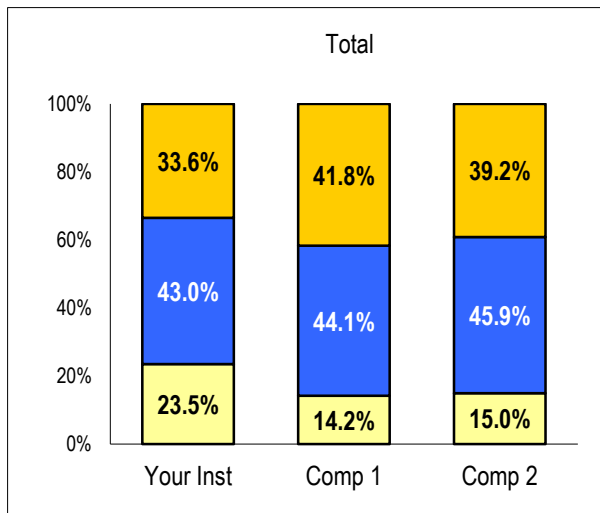
H2

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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.

University of South Carolina-Columbia	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)	968	19,705	25,976	332	8,948	11,613	605	10,757	14,363
High Habits of Mind	33.6%	41.8%	39.2%	31.3%	45.3%	41.9%	34.4%	38.3%	36.9%
Average Habits of Mind	43.0%	44.1%	45.9%	44.9%	41.7%	43.9%	42.1%	46.4%	47.6%
Low Habits of Mind	23.5%	14.2%	15.0%	23.8%	13.0%	14.2%	23.5%	15.3%	15.6%
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)
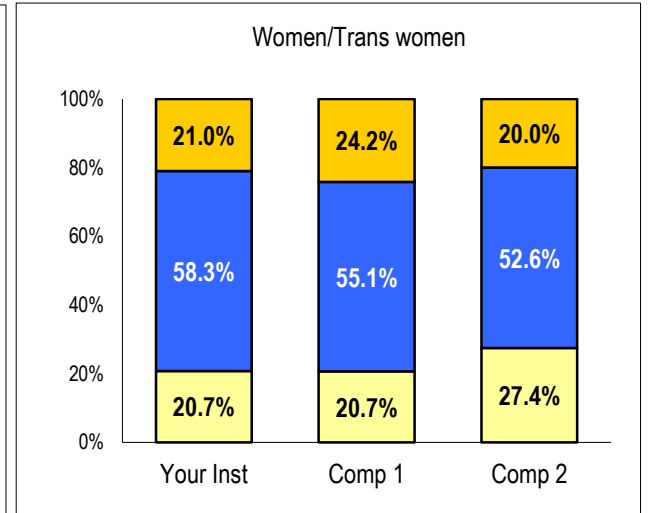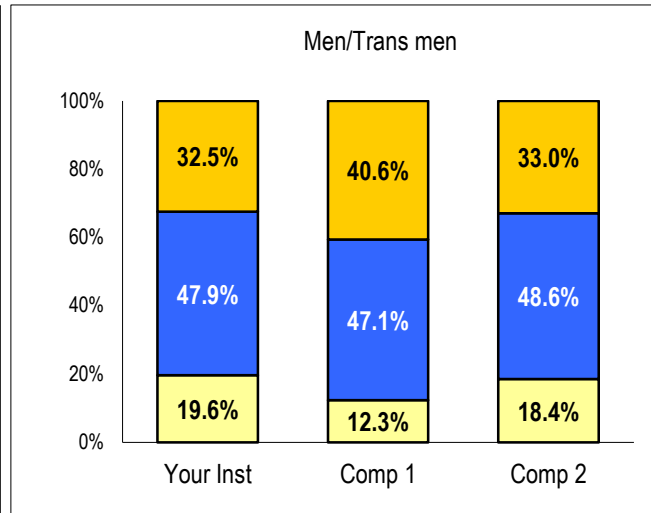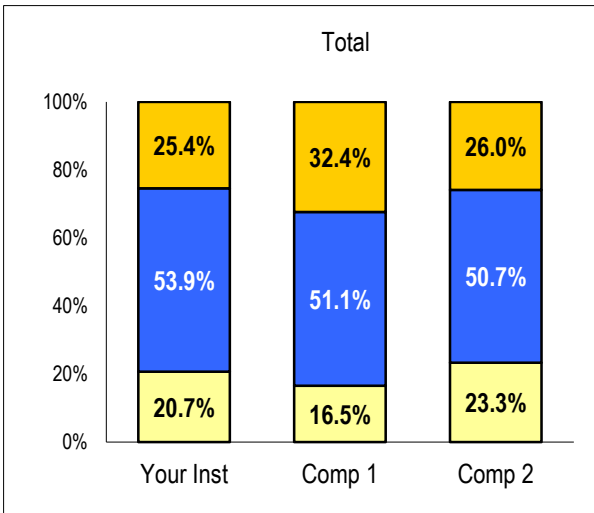* Take on a challenge that scares you (2.39)

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

University of South Carolina-Columbia	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)	928	18,588	24,711	317	8,495	11,099	580	10,093	13,612
High Academic Self-Concept	25.4%	32.4%	26.0%	32.5%	40.6%	33.0%	21.0%	24.2%	20.0%
Average Academic Self-Concept	53.9%	51.1%	50.7%	47.9%	47.1%	48.6%	58.3%	55.1%	52.6%
Low Academic Self-Concept	20.7%	16.5%	23.3%	19.6%	12.3%	18.4%	20.7%	20.7%	27.4%
Significance (based on High score group)	-	*		-			-		

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

Survey items and estimation "weights":

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

  Academic ability (2.23)

  Mathematical ability (1.32)

  Self-confidence - intellectual (3.65)

  Drive to achieve (1.95)
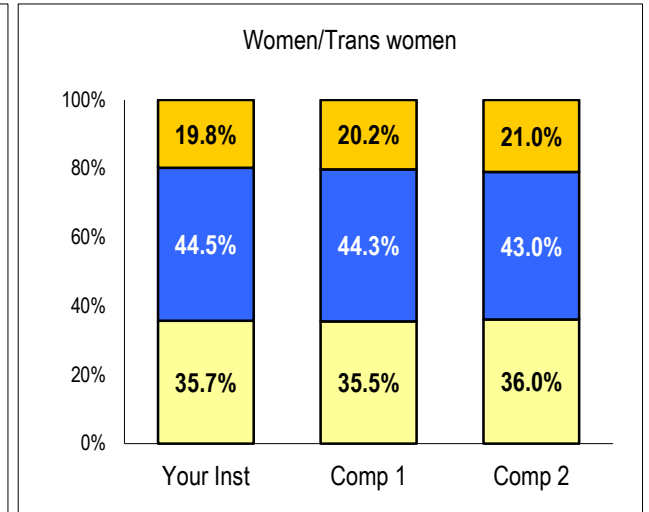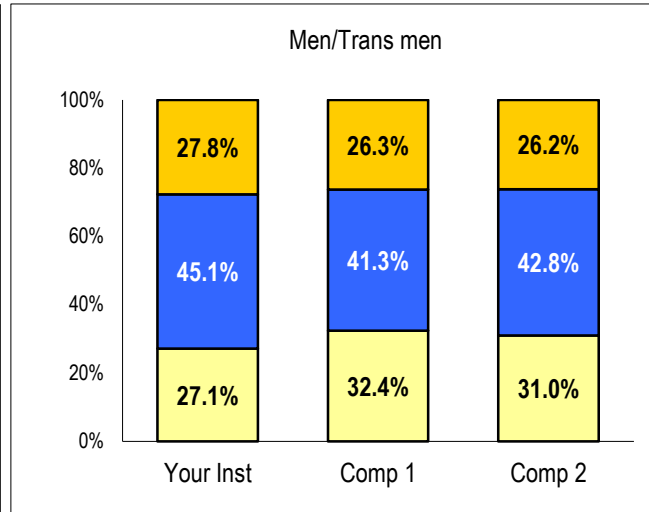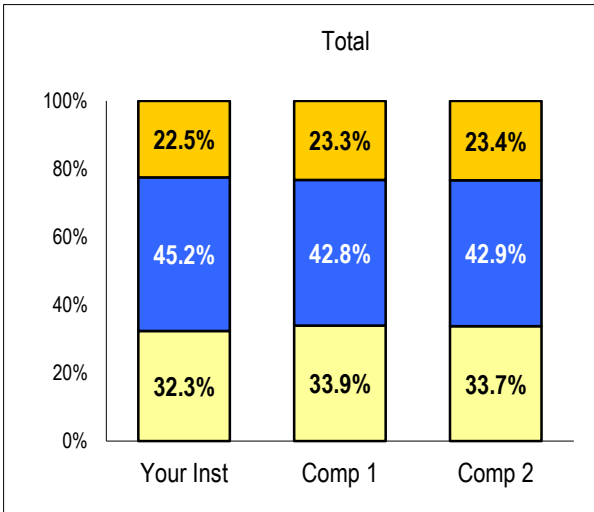
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
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Social Self-Concept - is a unified measure of students' beliefs about their abilities and confidence in social situations.

University of South Carolina-Columbia	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)	928	18,491	24,596	317	8,450	11,045	580	10,041	13,551
High Social Self-Concept	22.5%	23.3%	23.4%	27.8%	26.3%	26.2%	19.8%	20.2%	21.0%
Average Social Self-Concept	45.2%	42.8%	42.9%	45.1%	41.3%	42.8%	44.5%	44.3%	43.0%
Low Social Self-Concept	32.3%	33.9%	33.7%	27.1%	32.4%	31.0%	35.7%	35.5%	36.0%
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:

  * *Self-confidence - social* (4.65)

  * *Leadership ability* (2.06)

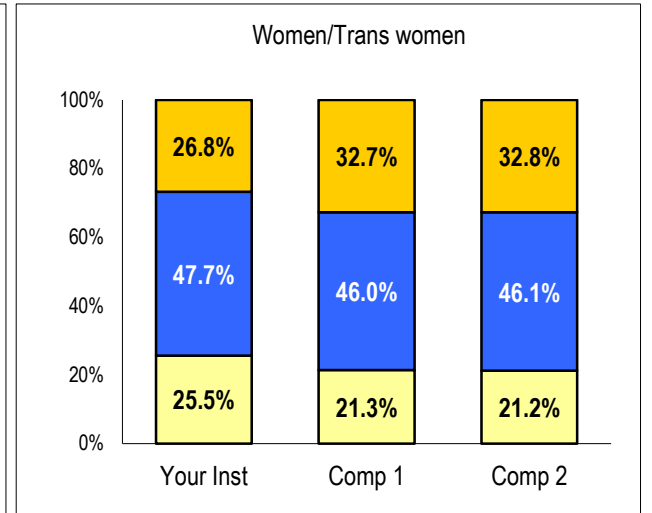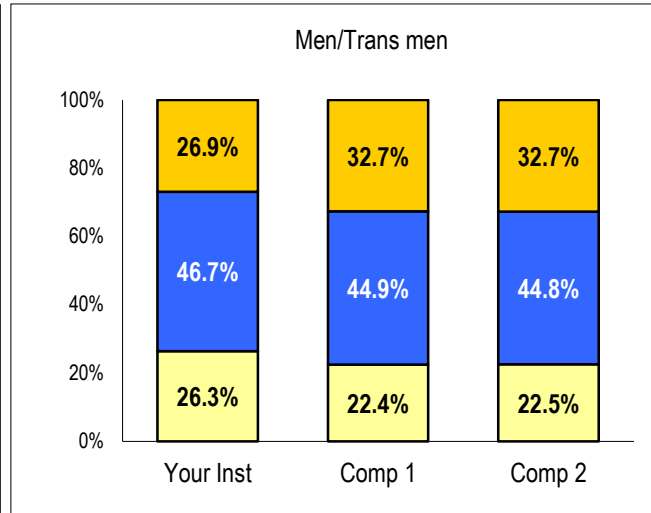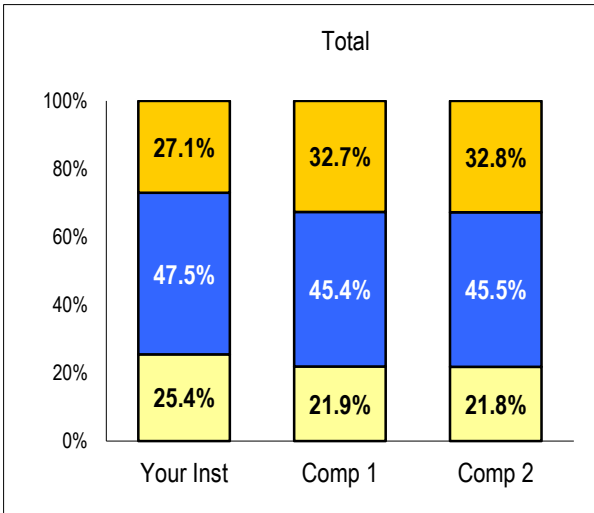 * *Public speaking ability* (0.32)

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

University of South Carolina-Columbia	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)	987	20,306	26,572	338	9,189	11,846	616	11,117	14,726
High Pluralistic Orientation	27.1%	32.7%	32.8%	26.9%	32.7%	32.7%	26.8%	32.7%	32.8%
Average Pluralistic Orientation	47.5%	45.4%	45.5%	46.7%	44.9%	44.8%	47.7%	46.0%	46.1%
Low Pluralistic Orientation	25.4%	21.9%	21.8%	26.3%	22.4%	22.5%	25.5%	21.3%	21.2%
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)

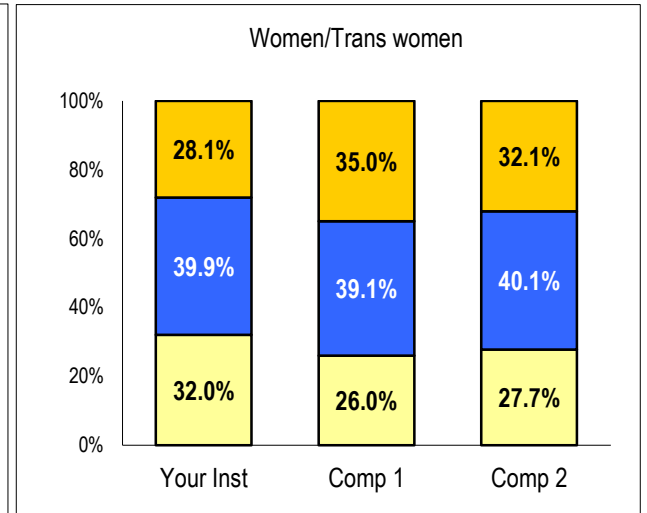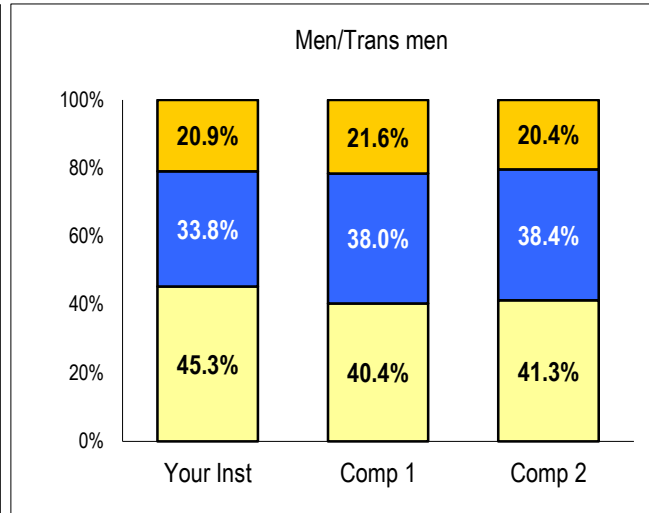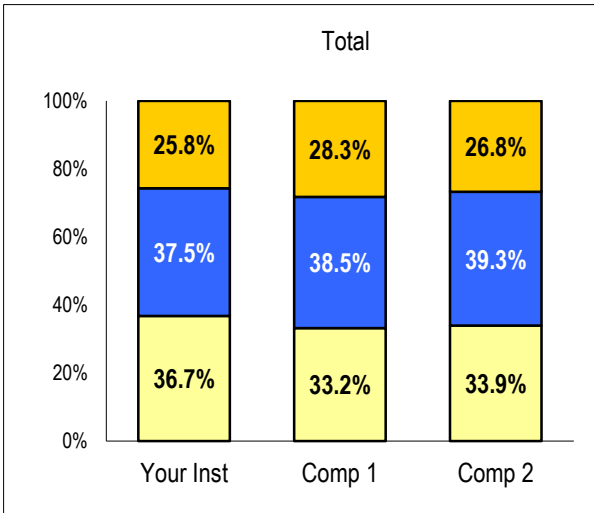 * *Ability to work cooperatively with diverse people* (1.68)

2D

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

University of South Carolina-Columbia	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)	866	16,698	22,312	296	7,656	10,002	544	9,042	12,310
High Social Agency	25.8%	28.3%	26.8%	20.9%	21.6%	20.4%	28.1%	35.0%	32.1%
Average Social Agency	37.5%	38.5%	39.3%	33.8%	38.0%	38.4%	39.9%	39.1%	40.1%
Low Social Agency	36.7%	33.2%	33.9%	45.3%	40.4%	41.3%	32.0%	26.0%	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)
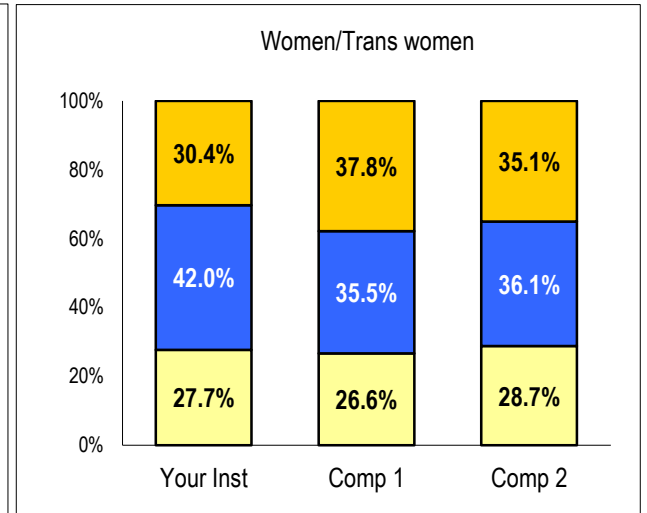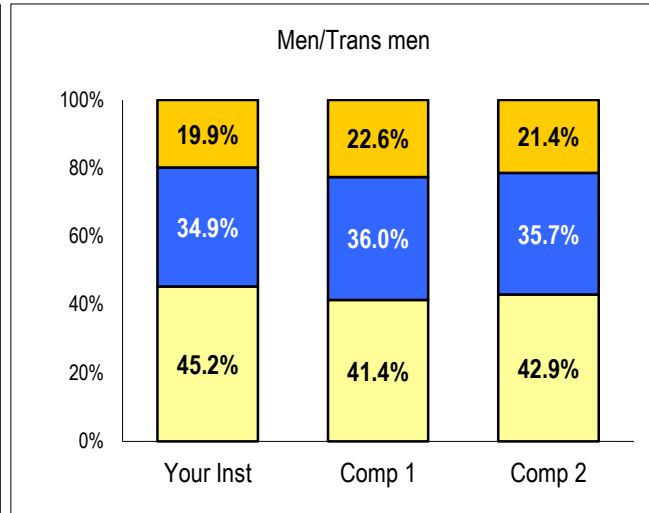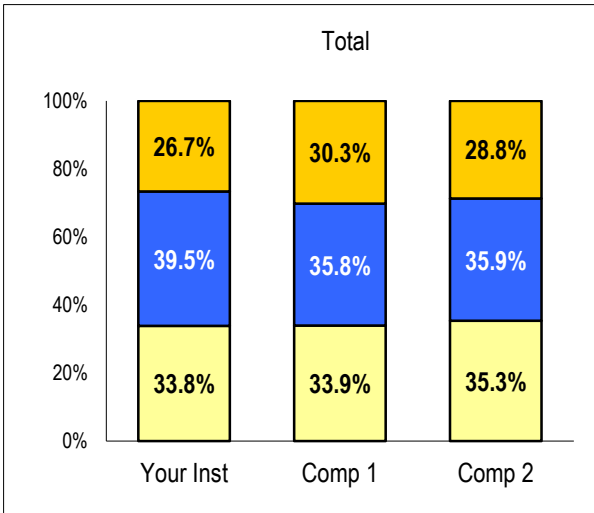* *Keeping up to date with political affairs* (2.22)

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

University of South Carolina-Columbia	Total			Men/Trans men			Women/Trans women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,011	21,325	27,723	347	9,596	12,311	629	11,729	15,412
☐ High Civic Engagement	26.7%	30.3%	28.8%	19.9%	22.6%	21.4%	30.4%	37.8%	35.1%
☐ Average Civic Engagement	39.5%	35.8%	35.9%	34.9%	36.0%	35.7%	42.0%	35.5%	36.1%
☐ Low Civic Engagement	33.8%	33.9%	35.3%	45.2%	41.4%	42.9%	27.7%	26.6%	28.7%
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)
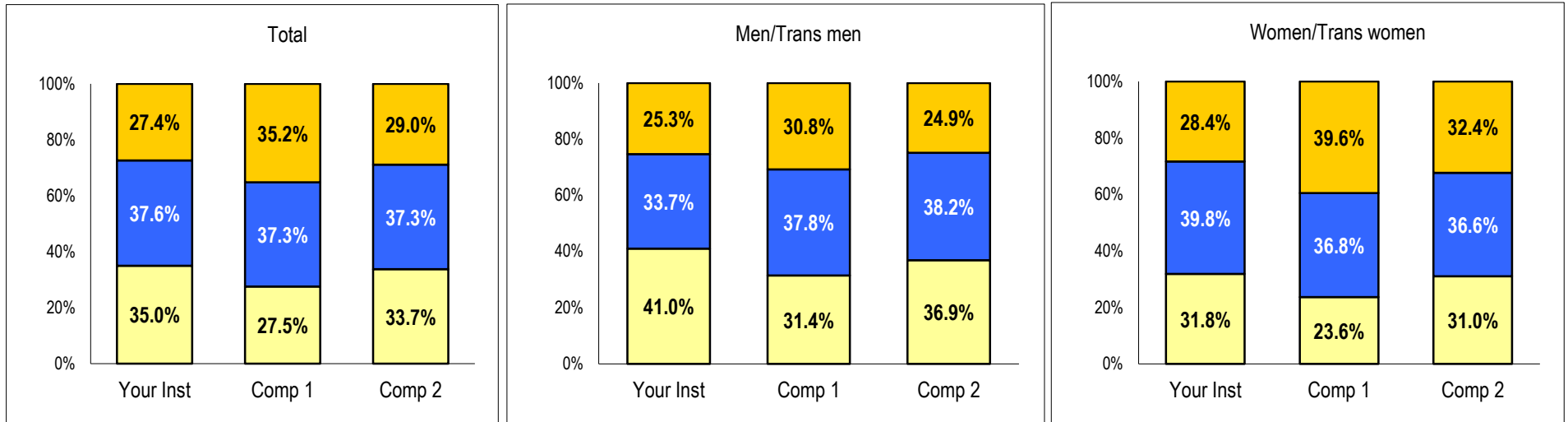
Keeping up to date with political affairs (0.86)

2F

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

University of South Carolina-Columbia	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)	889	17,674	23,613	300	8,070	10,574	563	9,604	13,039
High College Reputation Orientation	27.4%	35.2%	29.0%	25.3%	30.8%	24.9%	28.4%	39.6%	32.4%
Average College Reputation Orientation	37.6%	37.3%	37.3%	33.7%	37.8%	38.2%	39.8%	36.8%	36.6%
Low College Reputation Orientation	35.0%	27.5%	33.7%	41.0%	31.4%	36.9%	31.8%	23.6%	31.0%
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)
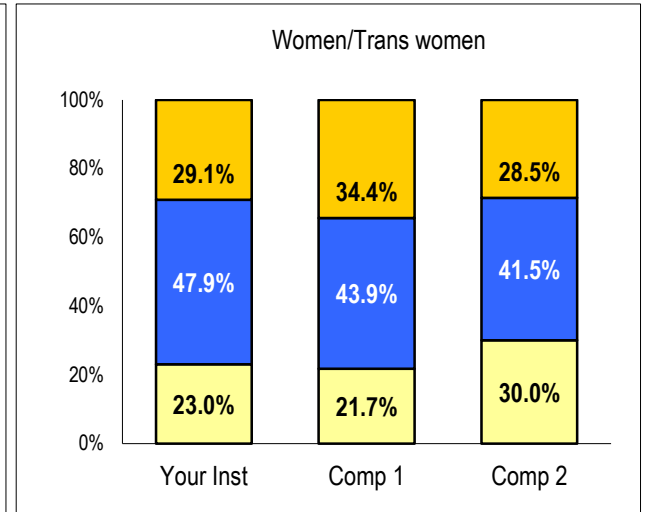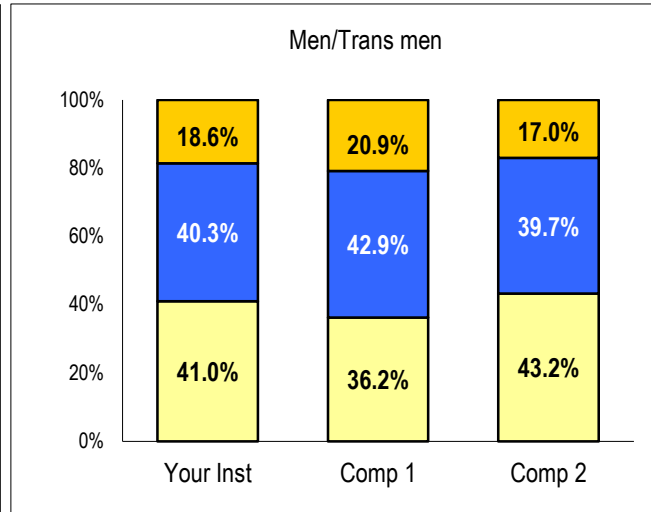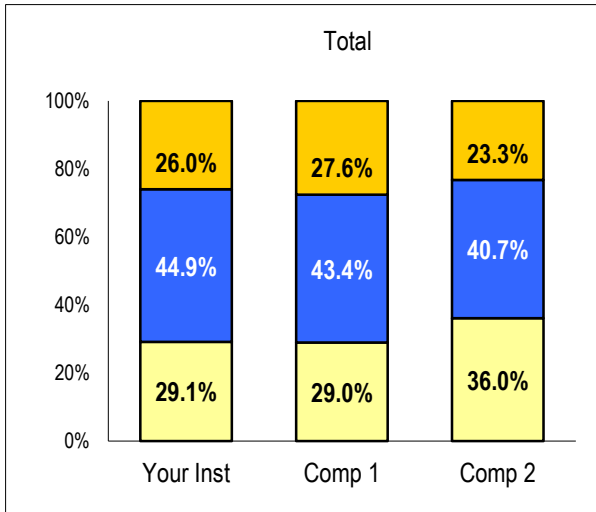 * *This college has a very good academic reputation* (4.89)

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

University of South Carolina-Columbia	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)	860	16,596	22,130	295	7,591	9,891	539	9,005	12,239
High Likelihood of College Involvement	26.0%	27.6%	23.3%	18.6%	20.9%	17.0%	29.1%	34.4%	28.5%
Average Likelihood of College Involvement	44.9%	43.4%	40.7%	40.3%	42.9%	39.7%	47.9%	43.9%	41.5%
Low Likelihood of College Involvement	29.1%	29.0%	36.0%	41.0%	36.2%	43.2%	23.0%	21.7%	30.0%
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)
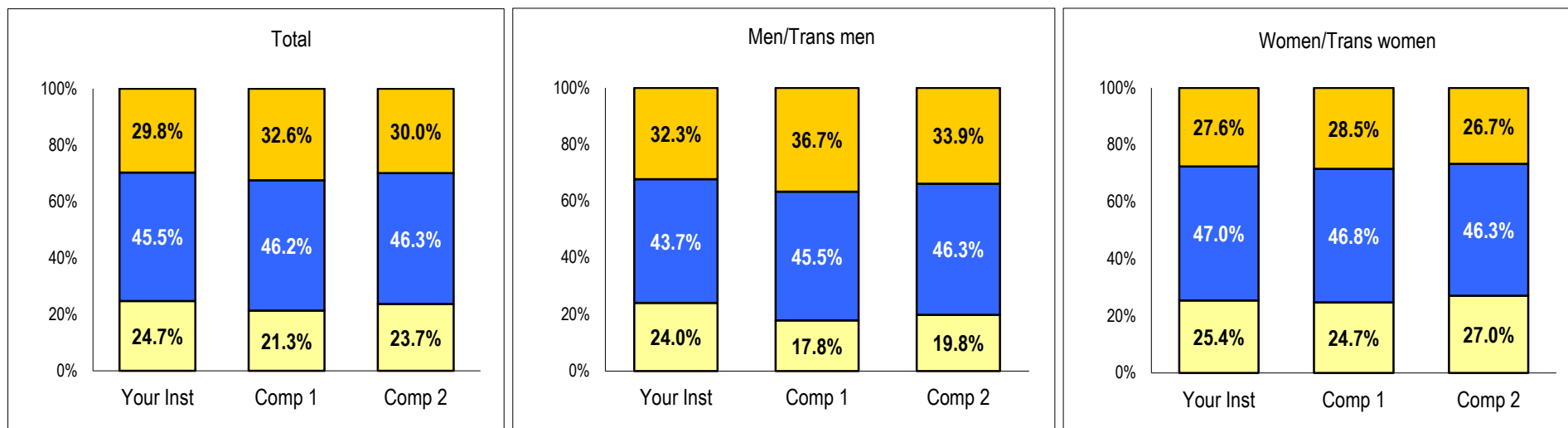 *Participate in student government* (3.39)

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

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

University of South Carolina-Columbia	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)	947	19,117	25,319	325	8,718	11,359	591	10,399	13,960
☐ High Science Self-Efficacy	29.8%	32.6%	30.0%	32.3%	36.7%	33.9%	27.6%	28.5%	26.7%
■ Average Science Self-Efficacy	45.5%	46.2%	46.3%	43.7%	45.5%	46.3%	47.0%	46.8%	46.3%
☐ Low Science Self-Efficacy	24.7%	21.3%	23.7%	24.0%	17.8%	19.8%	25.4%	24.7%	27.0%
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)
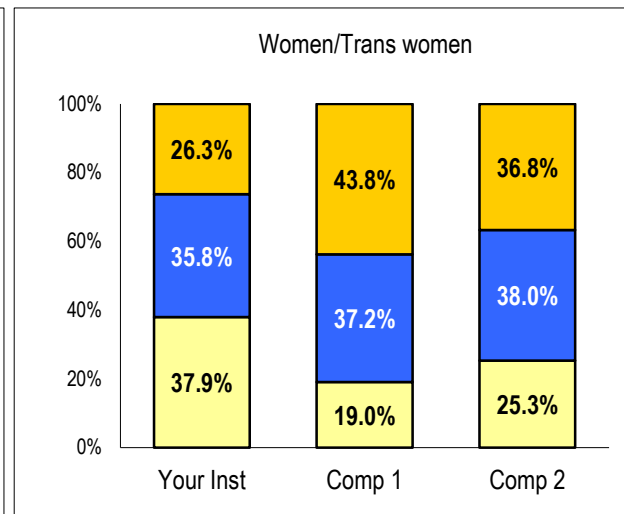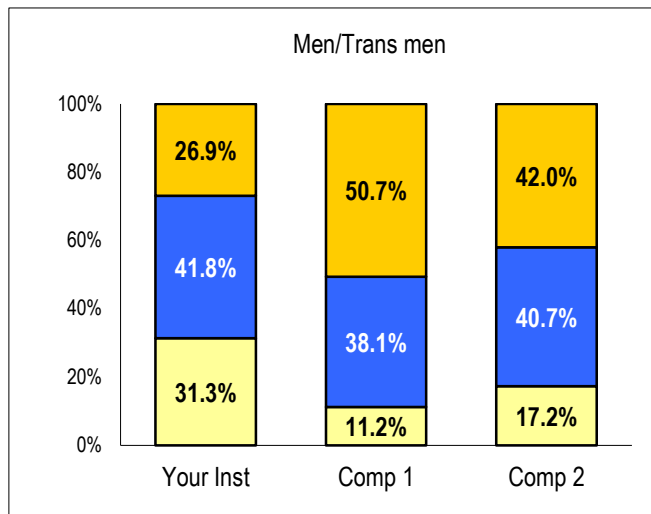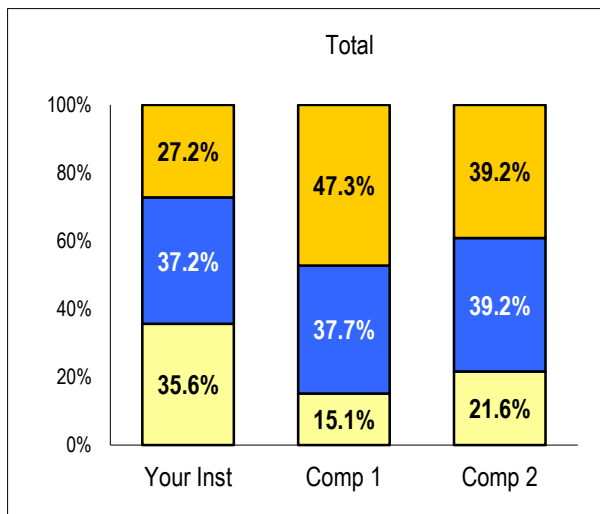
Understand scientific concepts (1.95)

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

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

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

University of South Carolina-Columbia	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)	874	16,985	22,700	297	7,778	10,168	551	9,207	12,532
High Science Identity	27.2%	47.3%	39.2%	26.9%	50.7%	42.0%	26.3%	43.8%	36.8%
Average Science Identity	37.2%	37.7%	39.2%	41.8%	38.1%	40.7%	35.8%	37.2%	38.0%
Low Science Identity	35.6%	15.1%	21.6%	31.3%	11.2%	17.2%	37.9%	19.0%	25.3%
Significance (based on High score group)	-	***	***	-	***	**	-	***	**

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

Survey items and estimation "weights":
 To what extent are the following statements true of you:
  I have a strong sense of belonging to the community of scientists (3.52)
  I derive great personal satisfaction from working on a team that is doing important research (1.78)
  I think of myself as a scientist (5.54)
  I feel like I belong in the field of science (4.43)