



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

## 2014 College Senior Survey

CIRP Construct Reports

Graduating Seniors

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# Illinois Wesleyan University

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Comparison group 1: Nonsectarian 4yr Colleges

Comparison group 2: Nonsectarian, Catholic, Other Religious 4yr Colleges



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## How to Read the CIRP Construct Mean Reports

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

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

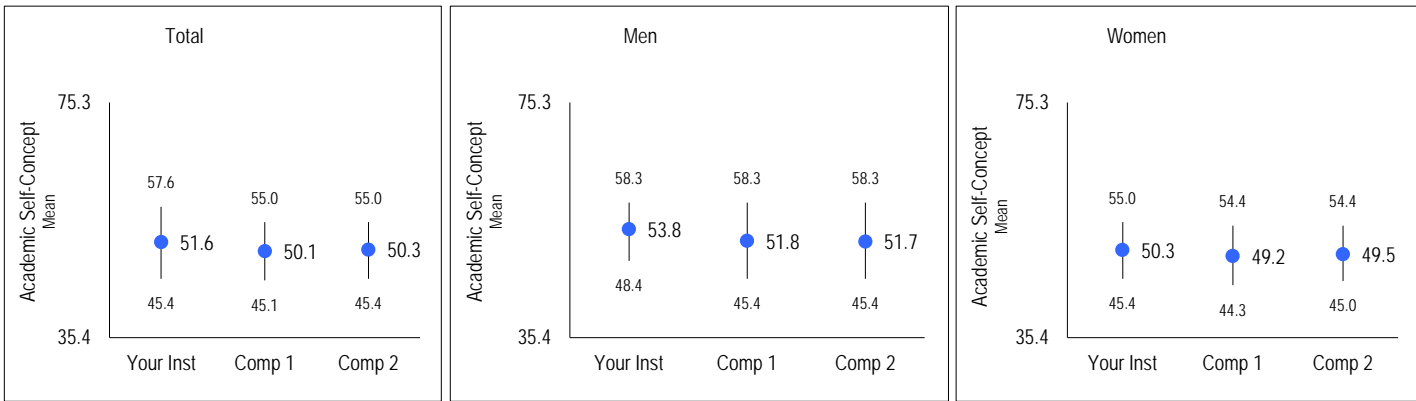
**Statistical Significance** – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three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

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

**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)	1,367	5,029	14,906	506	1,603	5,572	861	3,426	9,334
Mean	51.6	50.1	50.3	53.8	51.8	51.7	50.3	49.2	49.5
Standard deviation	7.92	7.86	7.84	8.49	8.29	8.22	7.25	7.51	7.50
Significance	-	***	***	-	***	***	-	***	**
Effect size	-	0.19	0.16	-	0.24	0.26	-	0.14	0.10
25th percentile	45.4	45.1	45.4	48.4	45.4	45.4	45.4	44.3	45.0
75th percentile	57.6	55.0	55.0	58.3	58.3	58.3	55.0	54.4	54.4

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



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

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

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

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

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.heri.ucla.edu](http://www.heri.ucla.edu)

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

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

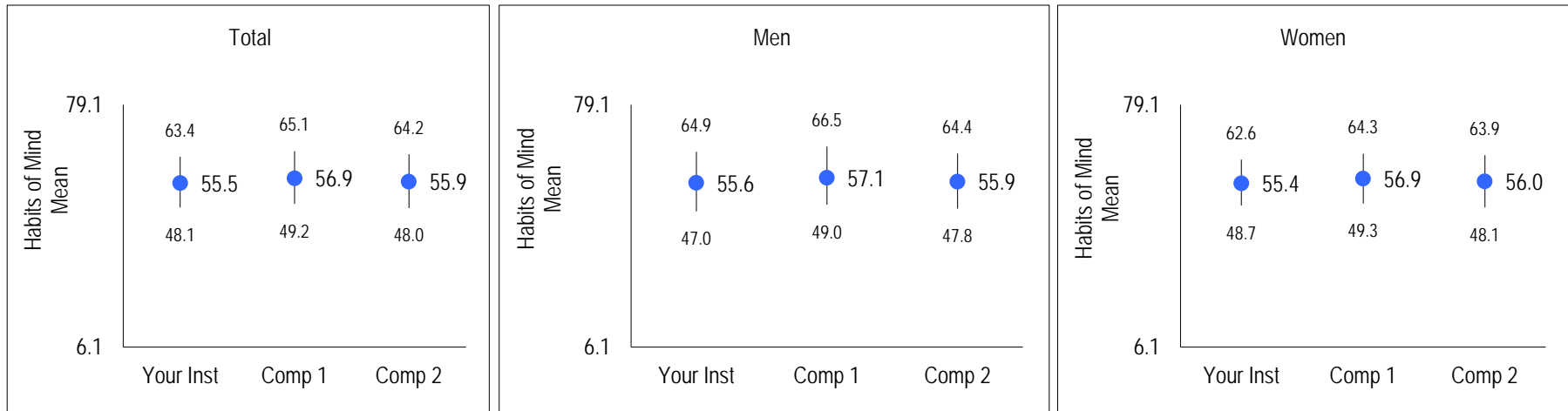
**Mean** – The arithmetic mean is computed for each CIRP Construct based on the construct score. CIRP constructs have been scaled to a population mean of 50 with a standard deviation of 10.

**Effect Size** – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. A positive sign indicates that your institution's mean is greater than the mean of the comparison group; a negative sign indicates your mean is smaller than the mean of the comparison group. Note that a negative effect size is sometimes preferred (e.g., a negative effect size on the "Academic Disengagement" CIRP Construct suggests your students score lower than comparison schools).

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	203	2,969	8,941	66	921	2,727	137	2,048	6,214
Mean	55.5	56.9	55.9	55.6	57.1	55.9	55.4	56.9	56.0
Standard deviation	11.30	11.62	11.68	12.24	12.39	12.03	10.86	11.26	11.52
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.13	-0.04	-	-0.12	-0.03	-	-0.13	-0.05
25th percentile	48.1	49.2	48.0	47.0	49.0	47.8	48.7	49.3	48.1
75th percentile	63.4	65.1	64.2	64.9	66.5	64.4	62.6	64.3	63.9

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



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

How often in the past year did you:

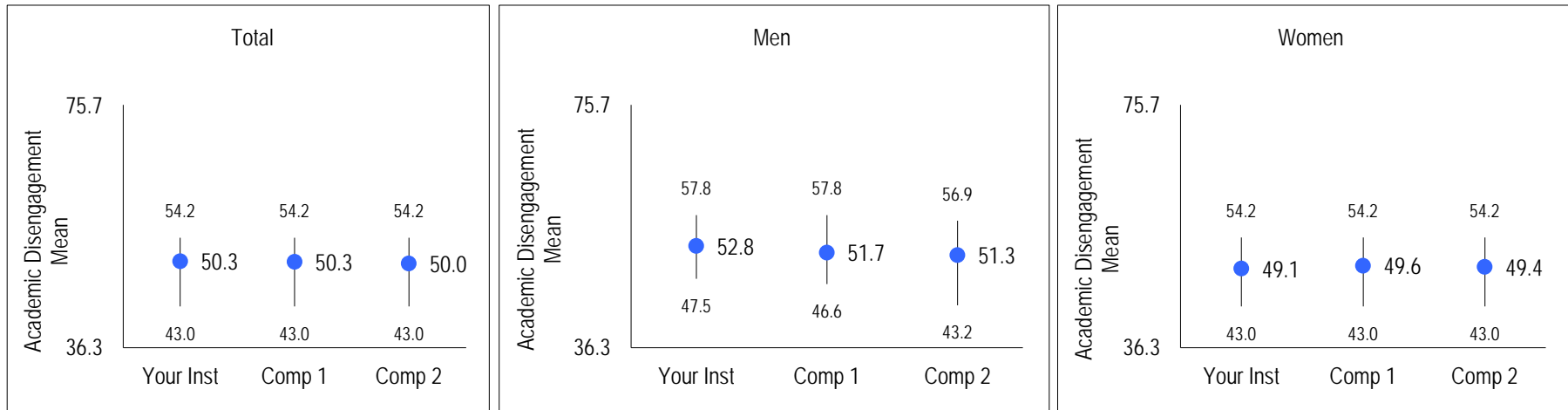
- \* Support your opinions with a logical argument (2.30)
- \* Seek solutions to problems and explain them to others (2.25)
- \* Seek alternative solutions to a problem (1.90)
- \* Evaluate the quality or reliability of information you received (1.73)
- \* Ask questions in class (1.50)
- \* Take a risk because you felt you had more to gain (1.39)

- \* Seek feedback on your academic work (1.28)
- \* Explore topics on your own, even though it was not required for a class (1.24)
- \* Revise your papers to improve your writing (1.15)
- \* Look up scientific research articles and resources (0.73)
- \* Accept mistakes as part of the learning process (0.69)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	193	2,932	8,809	63	913	2,686	130	2,019	6,123
Mean	50.3	50.3	50.0	52.8	51.7	51.3	49.1	49.6	49.4
Standard deviation	7.76	7.74	7.83	6.73	7.97	8.21	7.97	7.55	7.58
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.01	0.05	-	0.14	0.18	-	-0.06	-0.03
25th percentile	43.0	43.0	43.0	47.5	46.6	43.2	43.0	43.0	43.0
75th percentile	54.2	54.2	54.2	57.8	57.8	56.9	54.2	54.2	54.2

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



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

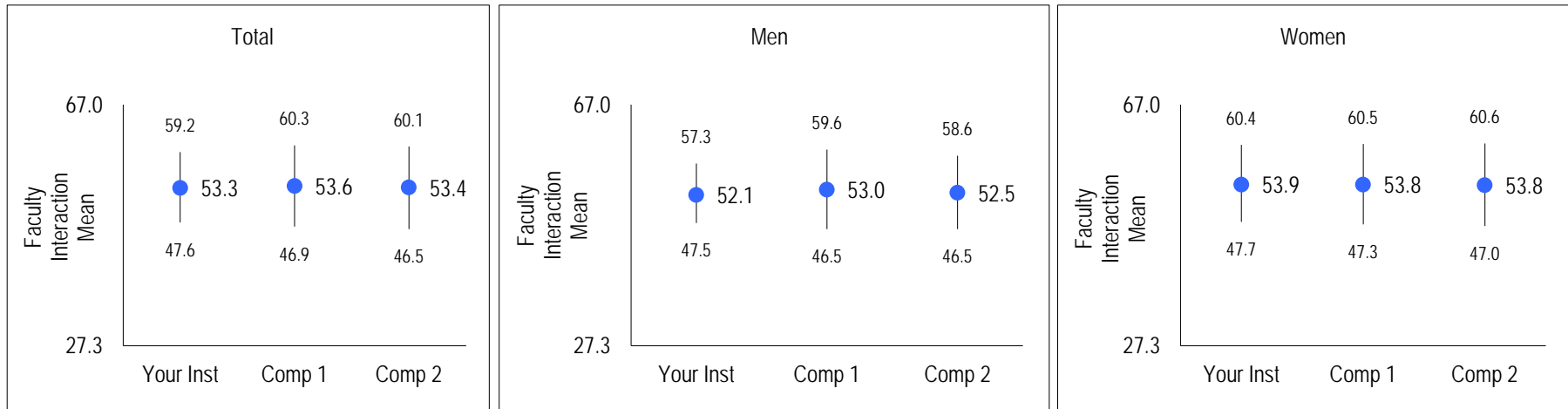
Since entering college, indicate how often you:

- \* Came late to class (1.82)
- \* Missed class for other reasons (1.76)
- \* Failed to complete homework on time (1.26)
- \* Fell asleep in class (1.00)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	171	2,686	7,931	55	838	2,401	116	1,848	5,530
Mean	53.3	53.6	53.4	52.1	53.0	52.5	53.9	53.8	53.8
Standard deviation	8.20	8.60	8.66	7.74	8.55	8.62	8.38	8.61	8.66
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.03	-0.01	-	-0.10	-0.04	-	0.00	0.01
25th percentile	47.6	46.9	46.5	47.5	46.5	46.5	47.7	47.3	47.0
75th percentile	59.2	60.3	60.1	57.3	59.6	58.6	60.4	60.5	60.6

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



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

- \* *Help in achieving your professional goals* (3.32)
- \* *Advice and guidance about your educational program* (2.89)
- \* *Emotional support and encouragement* (2.40)
- \* *Feedback on your academic work (outside of grades)* (2.33)
- \* *An opportunity to discuss coursework outside of class* (2.13)

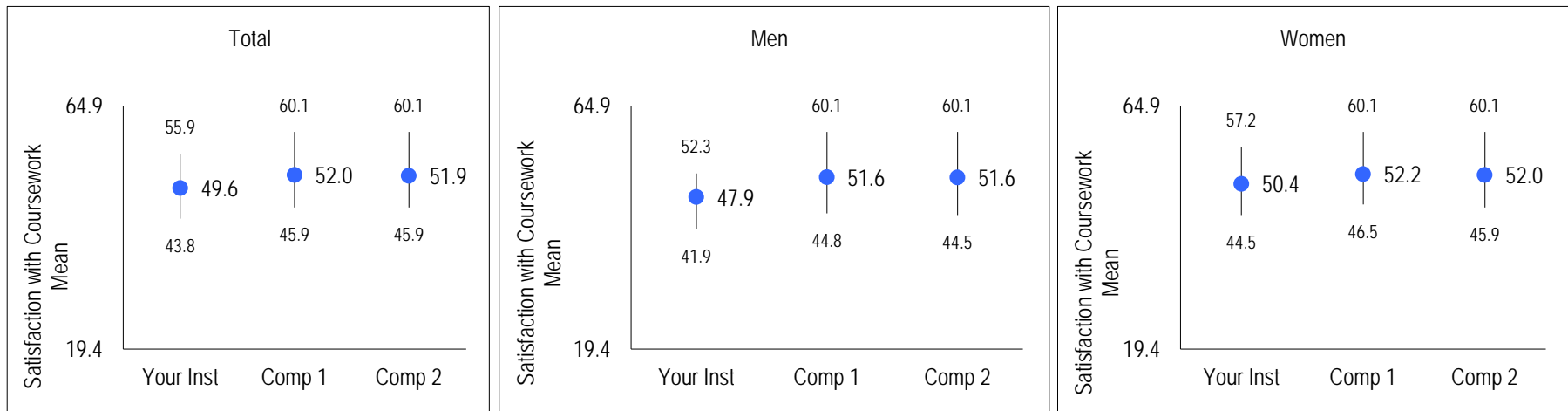
- \* *Encouragement to pursue graduate/professional study* (1.91)
- \* *Help to improve your study skills* (1.84)
- \* *A letter of recommendation* (1.71)
- \* *An opportunity to work on a research project* (1.09)

2014 College Senior Survey  
CIRP Construct Mean Report  
Satisfaction with Coursework  
Graduating Seniors

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	180	2,768	8,228	58	862	2,492	122	1,906	5,736
Mean	49.6	52.0	51.9	47.9	51.6	51.6	50.4	52.2	52.0
Standard deviation	8.50	9.26	9.36	8.29	9.82	9.71	8.51	8.99	9.20
Significance	-	***	**	-	**	**	-	*	
Effect size	-	-0.26	-0.25	-	-0.38	-0.38	-	-0.20	-0.18
25th percentile	43.8	45.9	45.9	41.9	44.8	44.5	44.5	46.5	45.9
75th percentile	55.9	60.1	60.1	52.3	60.1	60.1	57.2	60.1	60.1

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



Survey items and estimation "weights":

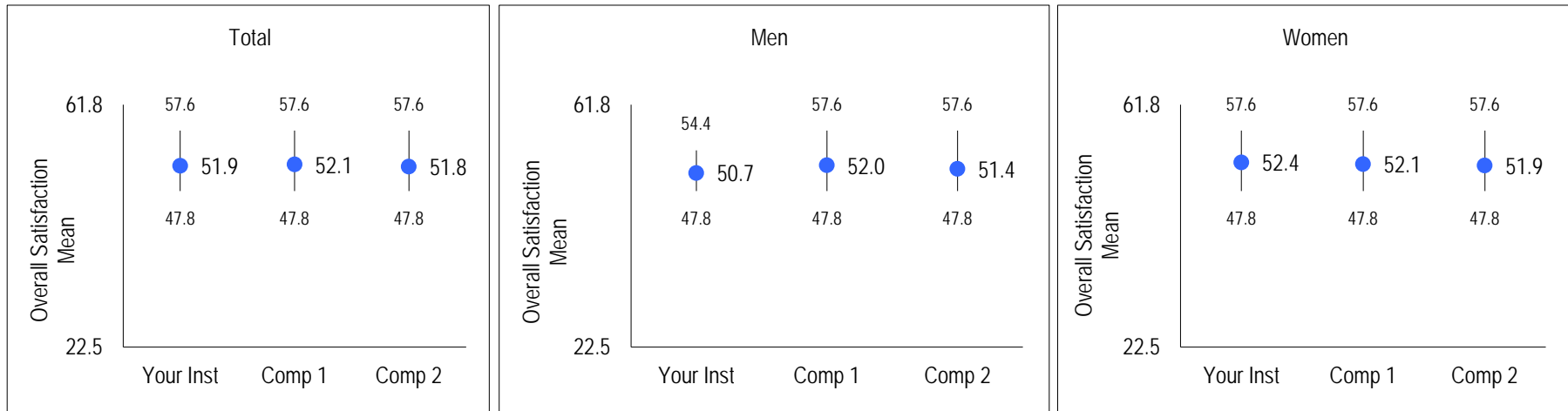
Please rate your satisfaction your college in each area::

- \* Relevance of coursework to future career plans (3.52)
- \* Relevance of coursework to everyday life (3.13)
- \* Courses in your major field (1.54)
- \* General education and core curriculum courses (0.92)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	179	2,760	8,185	57	863	2,481	122	1,897	5,704
Mean	51.9	52.1	51.8	50.7	52.0	51.4	52.4	52.1	51.9
Standard deviation	7.25	8.02	8.24	7.10	8.15	8.54	7.29	7.96	8.10
Significance	-			-			-		
Effect size	-	-0.03	0.01	-	-0.15	-0.08	-	0.03	0.06
25th percentile	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8	47.8
75th percentile	57.6	57.6	57.6	54.4	57.6	57.6	57.6	57.6	57.6

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



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

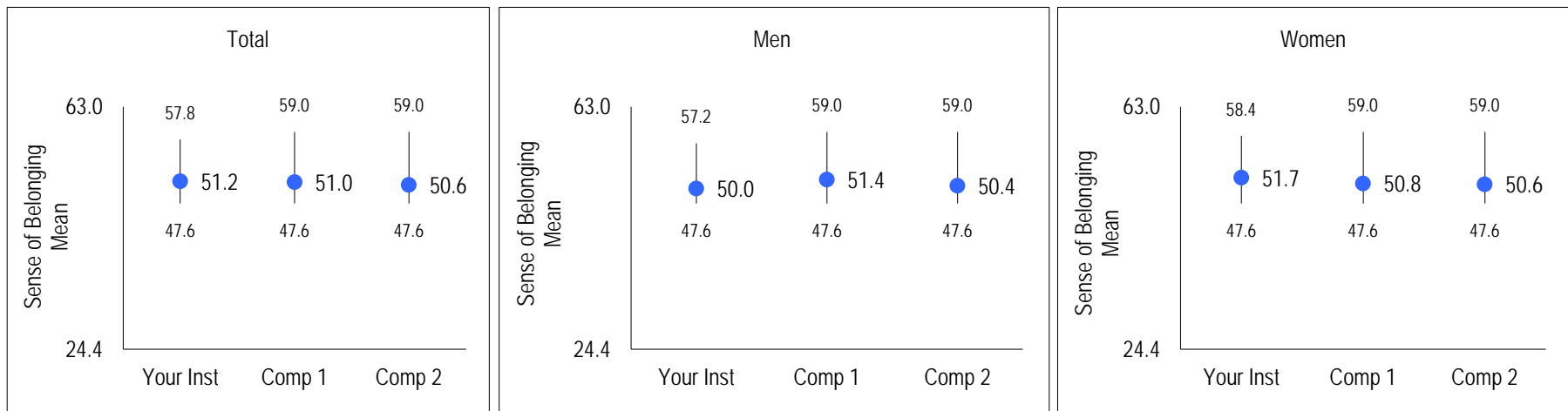
- \* Satisfaction with overall college experience (3.69)
- \* If you could make your college choice over, would you still choose to enroll at your current college? (1.90)
- \* Satisfaction with overall quality of instruction (1.69)



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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	177	2,723	8,070	57	847	2,439	120	1,876	5,631
Mean	51.2	51.0	50.6	50.0	51.4	50.4	51.7	50.8	50.6
Standard deviation	8.72	9.21	9.23	9.55	9.26	9.47	8.29	9.18	9.12
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.02	0.06	-	-0.15	-0.05	-	0.10	0.12
25th percentile	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6	47.6
75th percentile	57.8	59.0	59.0	57.2	59.0	59.0	58.4	59.0	59.0

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



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

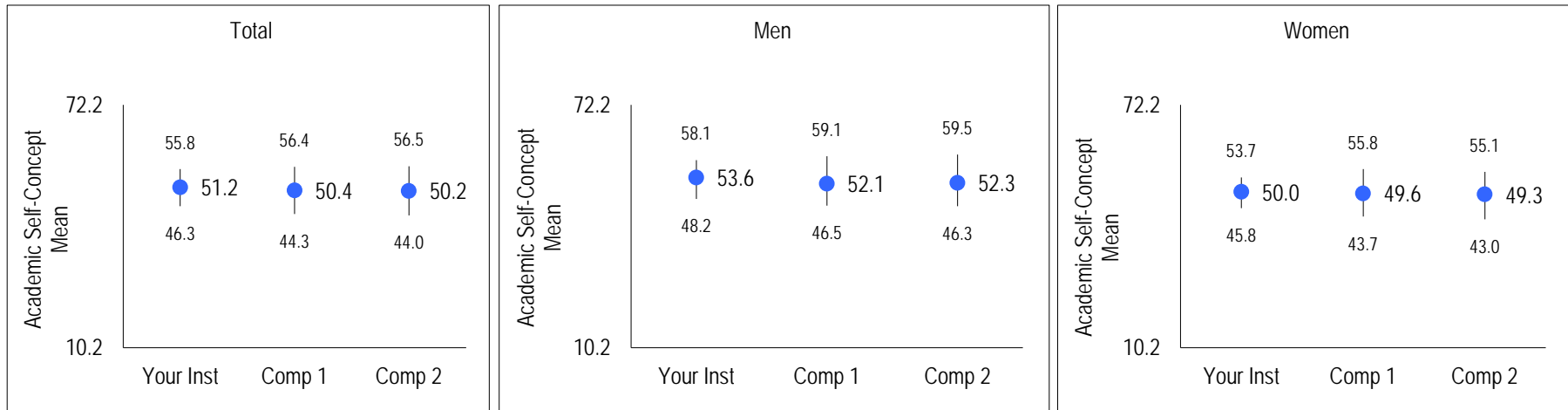
Please indicate the extent to which you agree or disagree with the following statements:

- \* I feel I am a member of this college (5.10)
- \* I feel a sense of belonging to this college (4.62)
- \* I see myself as part of the campus community (3.13)
- \* If asked, I would recommend this college to others (2.33)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	178	2,733	8,110	57	852	2,456	121	1,881	5,654
Mean	51.2	50.4	50.2	53.6	52.1	52.3	50.0	49.6	49.3
Standard deviation	8.09	9.36	9.32	8.50	9.73	9.46	7.65	9.08	9.11
Significance	-			-			-		
Effect size	-	0.09	0.10	-	0.16	0.14	-	0.05	0.07
25th percentile	46.3	44.3	44.0	48.2	46.5	46.3	45.8	43.7	43.0
75th percentile	55.8	56.4	56.5	58.1	59.1	59.5	53.7	55.8	55.1

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



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

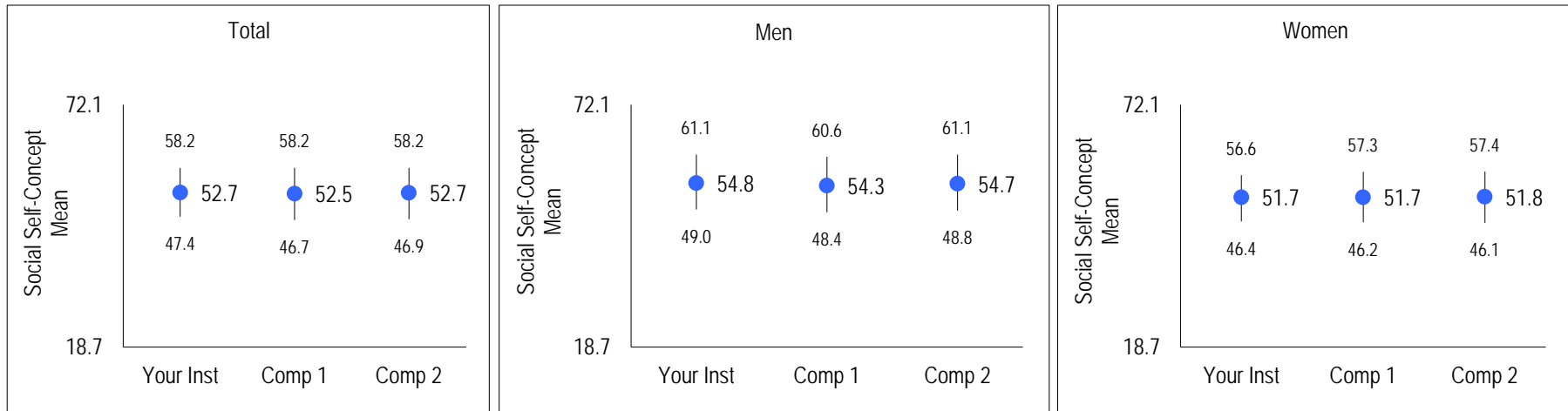
Rate yourself on each of the following traits as compared with the average person your age:

- \* Academic ability (3.11)
- \* Self-confidence (intellectual) (1.86)
- \* Drive to achieve (1.63)
- \* Mathematical ability (1.60)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	178	2,734	8,109	57	852	2,455	121	1,882	5,654
Mean	52.7	52.5	52.7	54.8	54.3	54.7	51.7	51.7	51.8
Standard deviation	8.75	8.50	8.58	9.25	8.80	8.91	8.36	8.24	8.29
Significance	-			-			-		
Effect size	-	0.03	0.00	-	0.06	0.01	-	0.00	-0.01
25th percentile	47.4	46.7	46.9	49.0	48.4	48.8	46.4	46.2	46.1
75th percentile	58.2	58.2	58.2	61.1	60.6	61.1	56.6	57.3	57.4

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



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

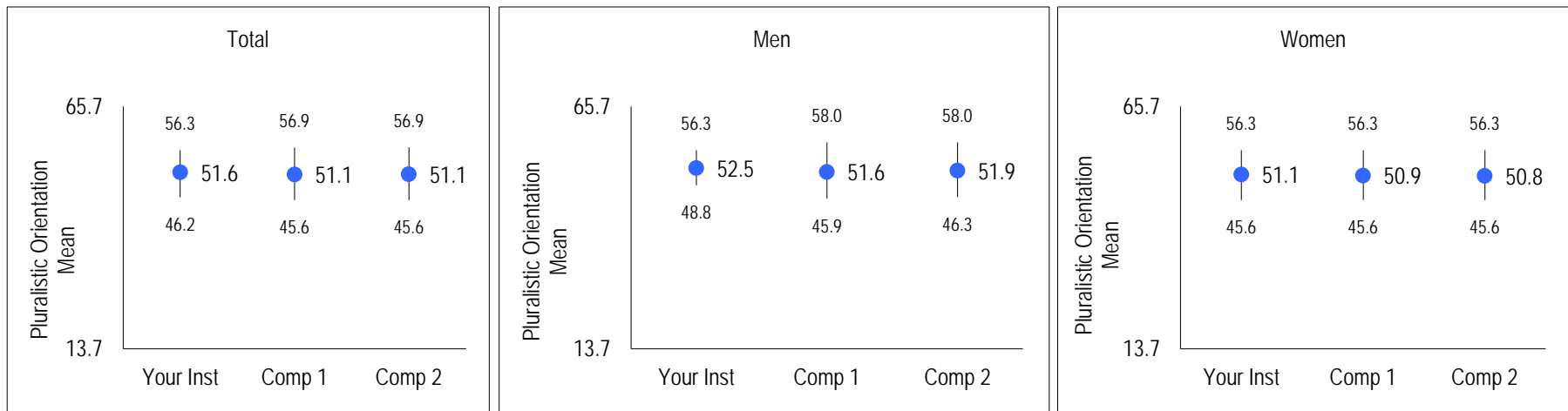
Rate yourself on each of the following traits as compared with the average person your age:

- \* Leadership ability (2.93)
- \* Public speaking ability (2.66)
- \* Self-confidence (social) (2.12)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	175	2,704	7,999	57	843	2,424	118	1,861	5,575
Mean	51.6	51.1	51.1	52.5	51.6	51.9	51.1	50.9	50.8
Standard deviation	7.55	8.48	8.47	6.97	8.83	8.58	7.81	8.31	8.40
Significance	-			-			-		
Effect size	-	0.05	0.05	-	0.10	0.07	-	0.03	0.04
25th percentile	46.2	45.6	45.6	48.8	45.9	46.3	45.6	45.6	45.6
75th percentile	56.3	56.9	56.9	56.3	58.0	58.0	56.3	56.3	56.3

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



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

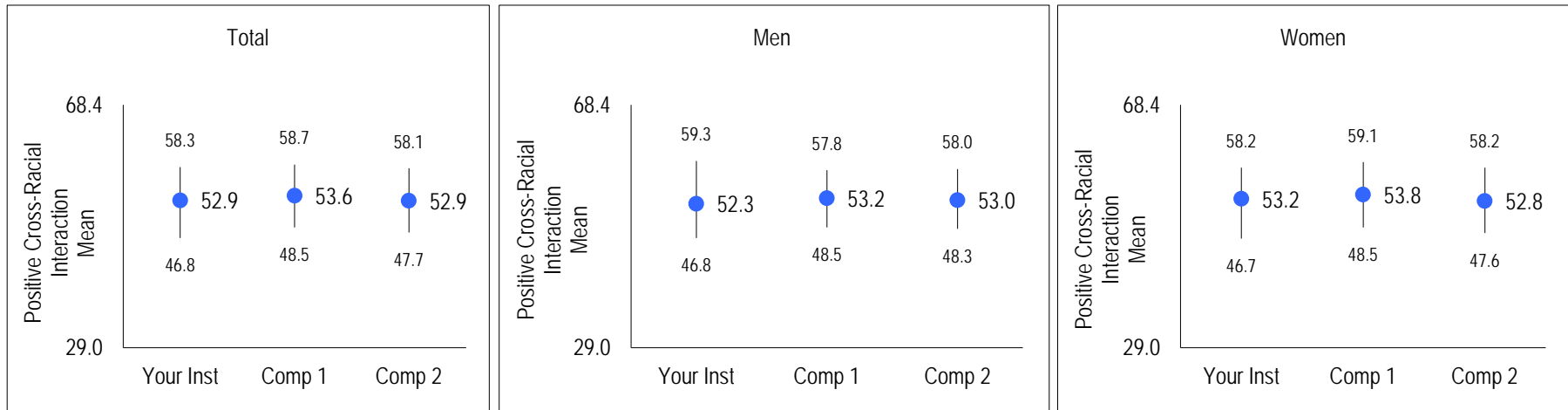
Rate yourself on each of the following traits as compared with the average person your age:

- \* Tolerance of others with different beliefs (3.35)
- \* Ability to work cooperatively with diverse people (3.14)
- \* Openness to having my views challenged (2.76)
- \* Ability to see the world from someone else's perspective (2.55)
- \* Ability to discuss and negotiate controversial issues (2.11)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	173	2,693	7,971	55	837	2,413	118	1,856	5,558
Mean	52.9	53.6	52.9	52.3	53.2	53.0	53.2	53.8	52.8
Standard deviation	8.26	8.11	8.32	8.06	7.81	8.11	8.37	8.24	8.41
Significance	-			-			-		
Effect size	-	-0.09	0.00	-	-0.12	-0.08	-	-0.08	0.04
25th percentile	46.8	48.5	47.7	46.8	48.5	48.3	46.7	48.5	47.6
75th percentile	58.3	58.7	58.1	59.3	57.8	58.0	58.2	59.1	58.2

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



Survey items and estimation "weights":

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

\* Had intellectual discussions outside of class (3.57)

\* Shared personal feelings and problems (3.52)

\* Dined or shared a meal (2.72)

\* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)

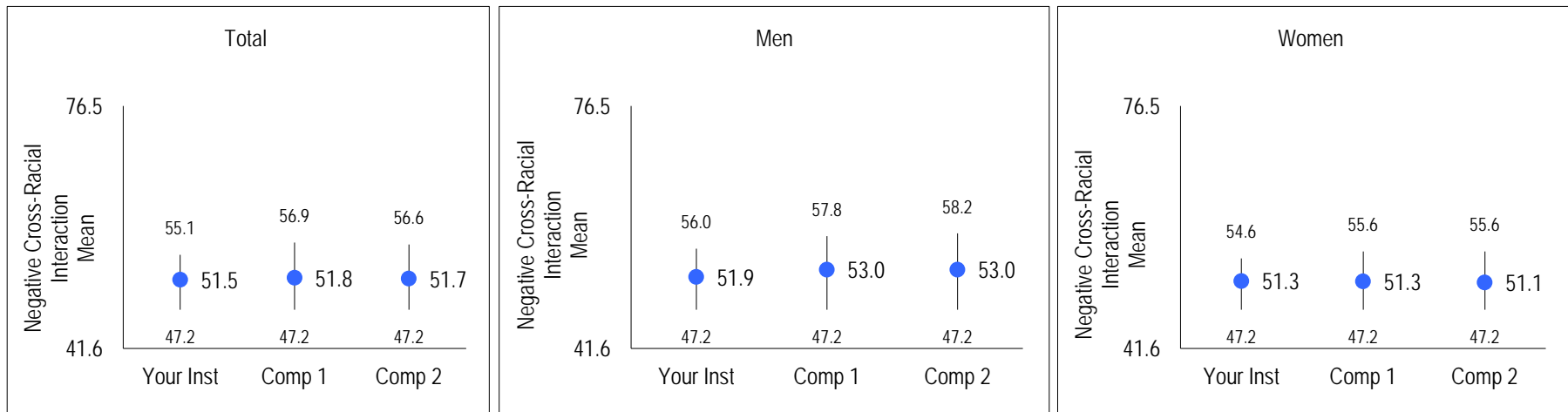
\* Studied or prepared for class (2.22)

\* Socialized or partied (2.12)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	173	2,690	7,961	55	836	2,408	118	1,854	5,553
Mean	51.5	51.8	51.7	51.9	53.0	53.0	51.3	51.3	51.1
Standard deviation	6.63	7.69	7.77	5.86	8.02	8.18	6.98	7.48	7.53
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.04	-0.02	-	-0.13	-0.13	-	0.01	0.03
25th percentile	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2	47.2
75th percentile	55.1	56.9	56.6	56.0	57.8	58.2	54.6	55.6	55.6

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



Survey items and estimation "weights":

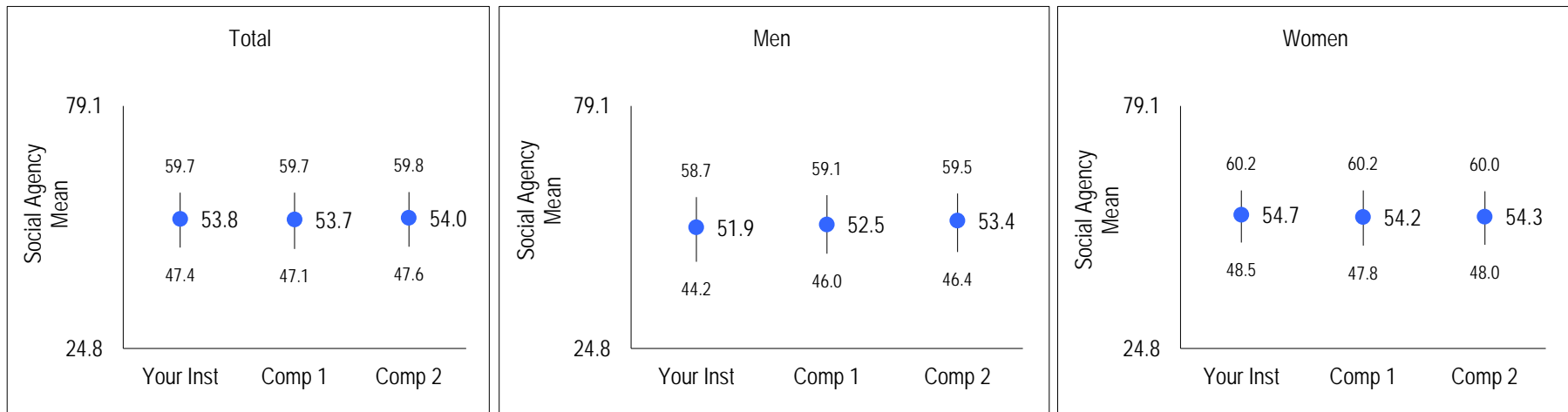
To what extent have you experienced the following with students from a racial/ethnic group other than your own?

- \* Had tense, somewhat hostile interactions (3.81)
- \* Felt insulted or threatened because of your race/ethnicity (2.63)
- \* Had guarded, cautious interactions (2.10)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	172	2,685	7,949	55	835	2,407	117	1,850	5,542
Mean	53.8	53.7	54.0	51.9	52.5	53.4	54.7	54.2	54.3
Standard deviation	9.21	9.91	9.72	9.18	10.10	10.06	9.13	9.79	9.55
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.01	-0.02	-	-0.06	-0.15	-	0.05	0.04
25th percentile	47.4	47.1	47.6	44.2	46.0	46.4	48.5	47.8	48.0
75th percentile	59.7	59.7	59.8	58.7	59.1	59.5	60.2	60.2	60.0

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



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

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

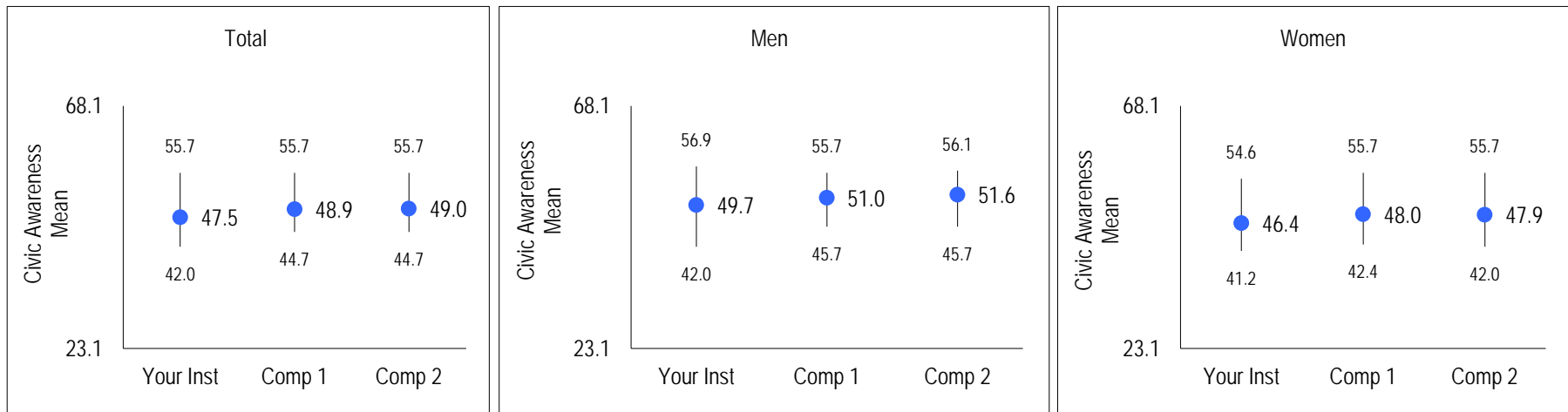
- \* Participating in a community action program (2.72)
- \* Helping to promote racial understanding (2.61)
- \* Becoming a community leader (2.27)

- \* Keeping up to date with political affairs (1.76)
- \* Influencing social values (1.75)
- \* Helping others who are in difficulty (1.61)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	181	2,787	8,290	59	864	2,510	122	1,923	5,780
Mean	47.5	48.9	49.0	49.7	51.0	51.6	46.4	48.0	47.9
Standard deviation	9.46	9.49	9.68	10.82	9.75	9.73	8.56	9.21	9.43
Significance	-	*	*	-	-	-	-	-	-
Effect size	-	-0.16	-0.16	-	-0.14	-0.20	-	-0.18	-0.16
25th percentile	42.0	44.7	44.7	42.0	45.7	45.7	41.2	42.4	42.0
75th percentile	55.7	55.7	55.7	56.9	55.7	56.1	54.6	55.7	55.7

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



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

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

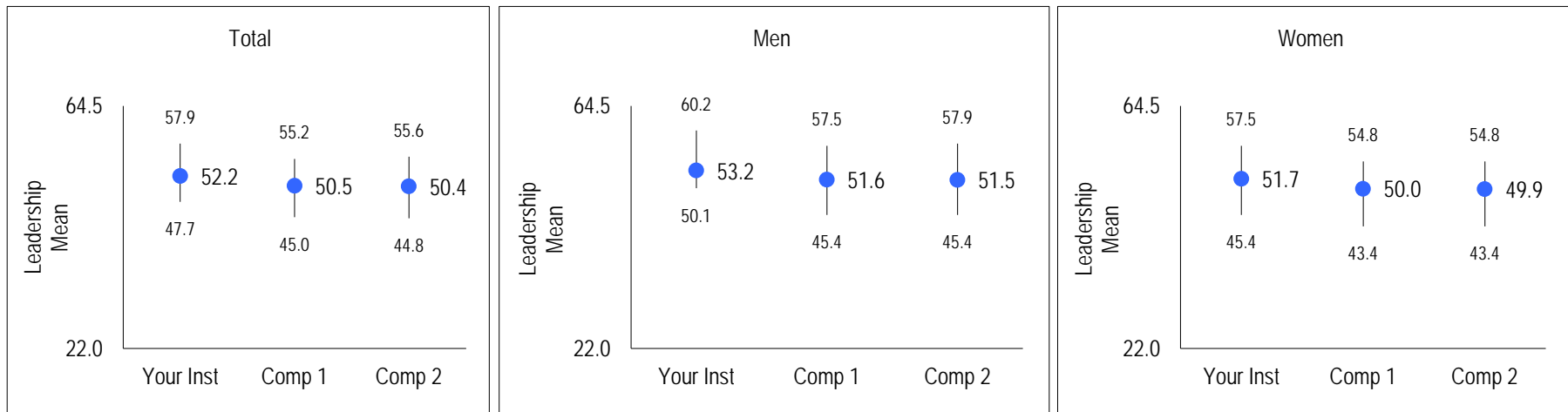
- \* Understanding of national issues (5.50)
- \* Understanding of global issues (5.02)
- \* Understanding of the problems facing your community (1.62)



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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	187	2,868	8,561	61	891	2,601	126	1,977	5,960
Mean	52.2	50.5	50.4	53.2	51.6	51.5	51.7	50.0	49.9
Standard deviation	7.75	8.41	8.40	7.40	8.40	8.37	7.90	8.38	8.36
Significance	-	**	**	-	-	-	-	*	*
Effect size	-	0.20	0.22	-	0.19	0.20	-	0.21	0.22
25th percentile	47.7	45.0	44.8	50.1	45.4	45.4	45.4	43.4	43.4
75th percentile	57.9	55.2	55.6	60.2	57.5	57.9	57.5	54.8	54.8

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



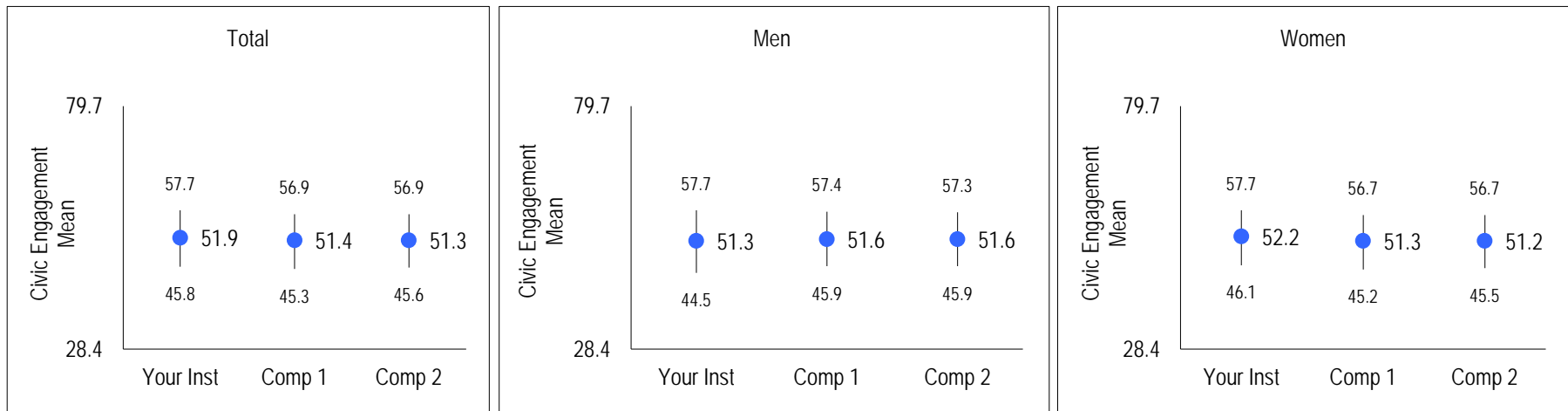
**Survey items and estimation "weights":**

- \* Self-rated ability in leadership abilities (3.61)
- \* Self-rating in leadership ability (3.44)
- \* I have effectively led a group to a common purpose (1.33)
- \* Been a leader in an organization (1.09)
- \* Participated in leadership training (0.97)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	189	2,915	8,746	62	906	2,658	127	2,009	6,088
Mean	51.9	51.4	51.3	51.3	51.6	51.6	52.2	51.3	51.2
Standard deviation	8.64	8.56	8.48	9.94	8.99	8.75	7.96	8.35	8.36
Significance	-			-			-		
Effect size	-	0.06	0.06	-	-0.03	-0.04	-	0.11	0.12
25th percentile	45.8	45.3	45.6	44.5	45.9	45.9	46.1	45.2	45.5
75th percentile	57.7	56.9	56.9	57.7	57.4	57.3	57.7	56.7	56.7

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



Survey items and estimation "weights":

- \* I am interested in seeking information about current social and political issues (1.56)
- \* Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- \* Worked on a local, state, or national political campaign (1.54)
- \* Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)

- \* Goal: Keeping up to date with political affairs (1.45)
- \* Goal: Influencing social values (1.10)
- \* Helped raise money for a cause or campaign (1.09)
- \* Performed volunteer or community service work (0.79)

## How to Read the CIRP Construct Percentage Reports

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

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

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

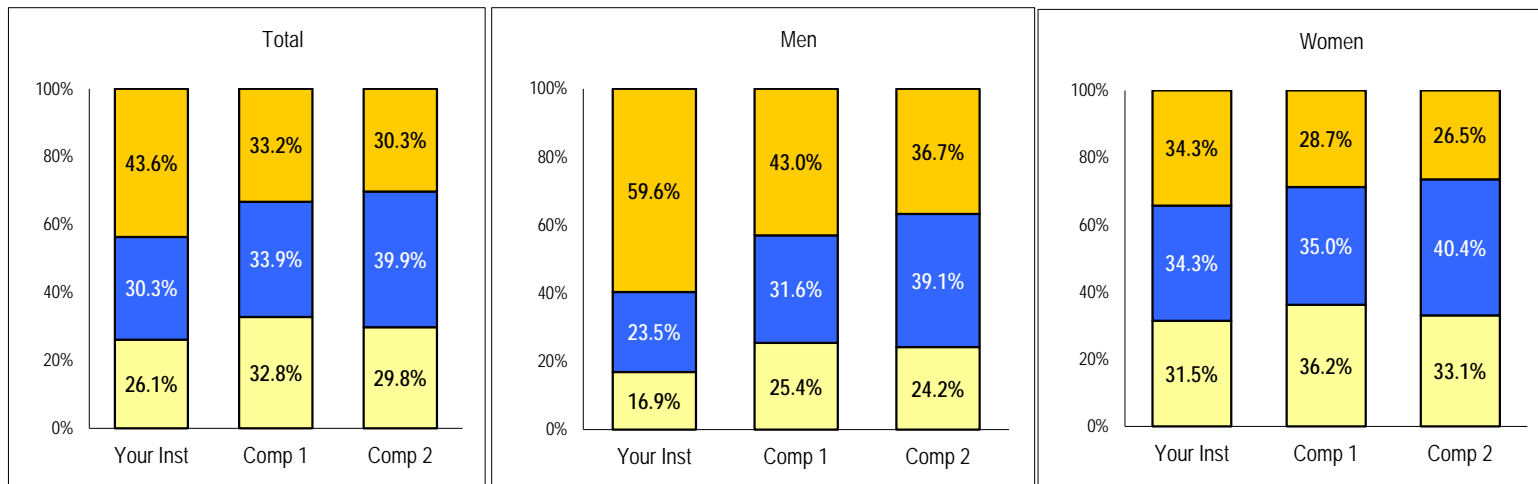
Sample University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	1,361	4,996	14,835	503	1,586	5,527	858	3,410	9,308
High Academic Self-Concept	43.6%	33.2%	30.3%	59.6%	43.0%	36.7%	34.3%	28.7%	26.5%
Average Academic Self-Concept	30.3%	33.9%	39.9%	23.5%	31.6%	39.1%	34.3%	35.0%	40.4%
Low Academic Self-Concept	26.1%	32.8%	29.8%	16.9%	25.4%	24.2%	31.5%	36.2%	33.1%
Significance (based on High score group)	-	***	***	-	***	***	-		**

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

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

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

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



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

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

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

For more information about IRT and the CIRP Construct development process, see the CIRP Constructs Technical Report at [www.herf.ucla.edu](http://www.herf.ucla.edu)

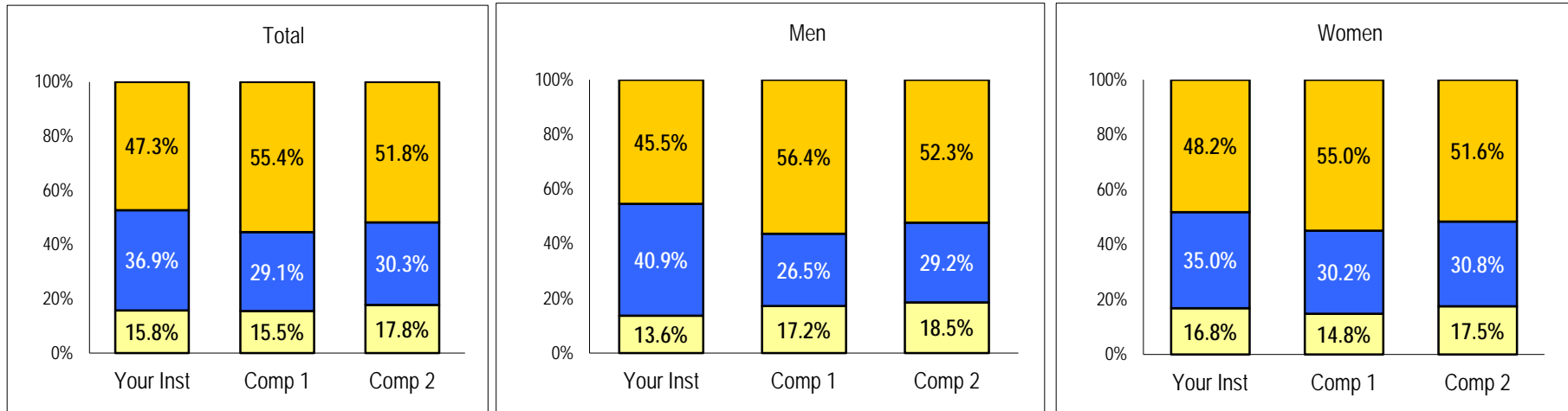
**Survey Items and Estimation "Weights"** – The survey items used in the creation of the CIRP Construct are presented in the order in which they contribute to the construct along with the estimation weights generated in IRT. Items that tap into a trait more effectively are given greater weight in the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

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

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	203	2,969	8,941	66	921	2,727	137	2,048	6,214
High Habits of Mind	47.3%	55.4%	51.8%	45.5%	56.4%	52.3%	48.2%	55.0%	51.6%
Average Habits of Mind	36.9%	29.1%	30.3%	40.9%	26.5%	29.2%	35.0%	30.2%	30.8%
Low Habits of Mind	15.8%	15.5%	17.8%	13.6%	17.2%	18.5%	16.8%	14.8%	17.5%
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:*

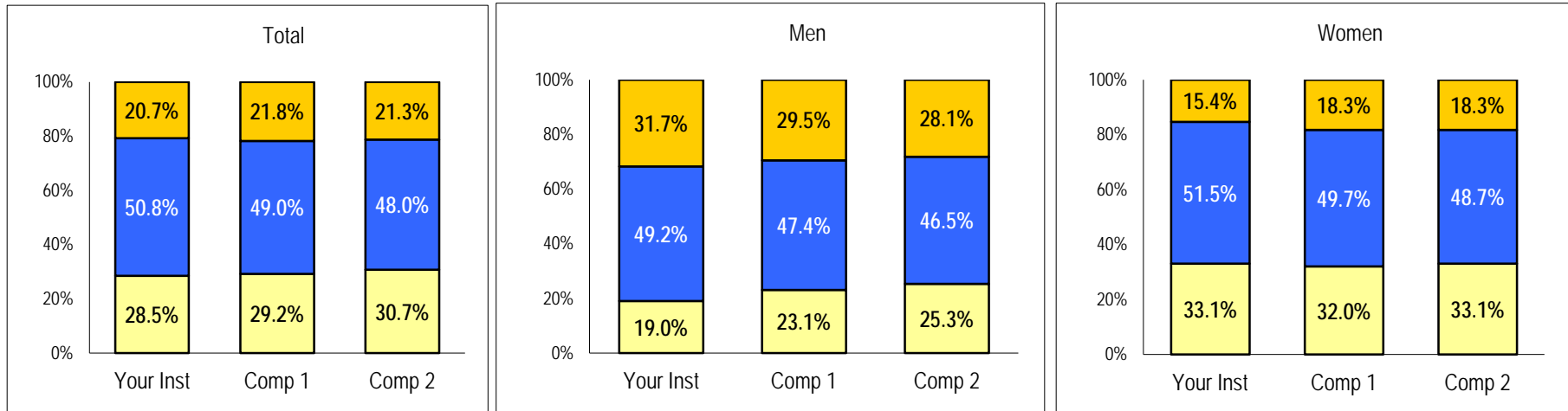
- \* Support your opinions with a logical argument (2.30)
- \* Seek solutions to problems and explain them to others (2.25)
- \* Seek alternative solutions to a problem (1.90)
- \* Evaluate the quality or reliability of information you received (1.73)
- \* Ask questions in class (1.50)
- \* Take a risk because you felt you had more to gain (1.39)

- \* Seek feedback on your academic work (1.28)
- \* Explore topics on your own, even though it was not required for a class (1.24)
- \* Revise your papers to improve your writing (1.15)
- \* Look up scientific research articles and resources (0.73)
- \* Accept mistakes as part of the learning process (0.69)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	193	2,932	8,809	63	913	2,686	130	2,019	6,123
High Academic Disengagement	20.7%	21.8%	21.3%	31.7%	29.5%	28.1%	15.4%	18.3%	18.3%
Average Academic Disengagement	50.8%	49.0%	48.0%	49.2%	47.4%	46.5%	51.5%	49.7%	48.7%
Low Academic Disengagement	28.5%	29.2%	30.7%	19.0%	23.1%	25.3%	33.1%	32.0%	33.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

Since entering college, indicate how often you:

\* Came late to class (1.82)

\* Missed class for other reasons (1.76)

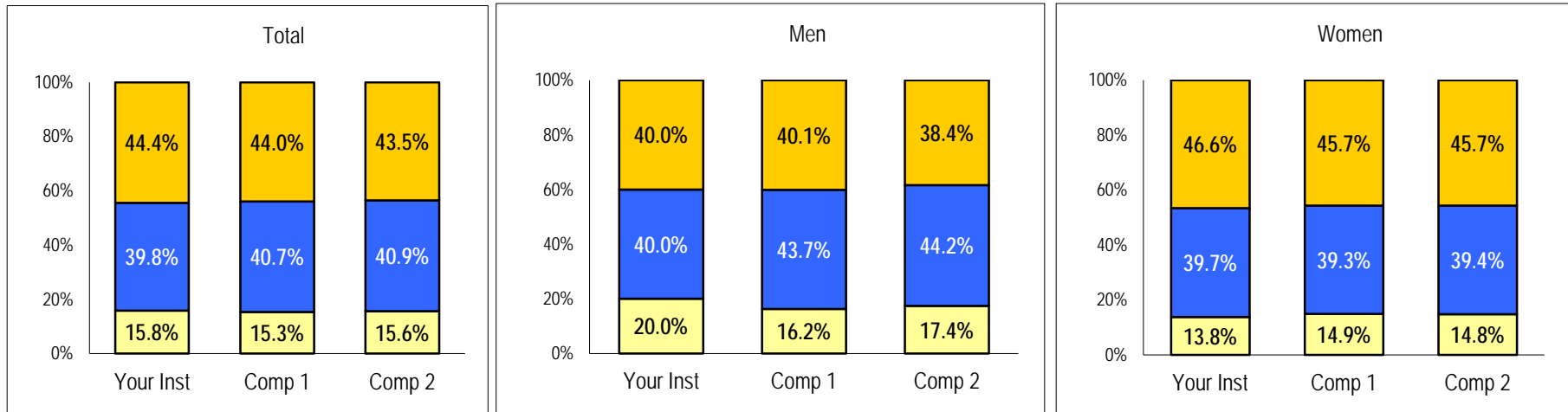
\* Failed to complete homework on time (1.26)

\* Fell asleep in class (1.00)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	171	2,686	7,931	55	838	2,401	116	1,848	5,530
High Faculty Interaction	44.4%	44.0%	43.5%	40.0%	40.1%	38.4%	46.6%	45.7%	45.7%
Average Faculty Interaction	39.8%	40.7%	40.9%	40.0%	43.7%	44.2%	39.7%	39.3%	39.4%
Low Faculty Interaction	15.8%	15.3%	15.6%	20.0%	16.2%	17.4%	13.8%	14.9%	14.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

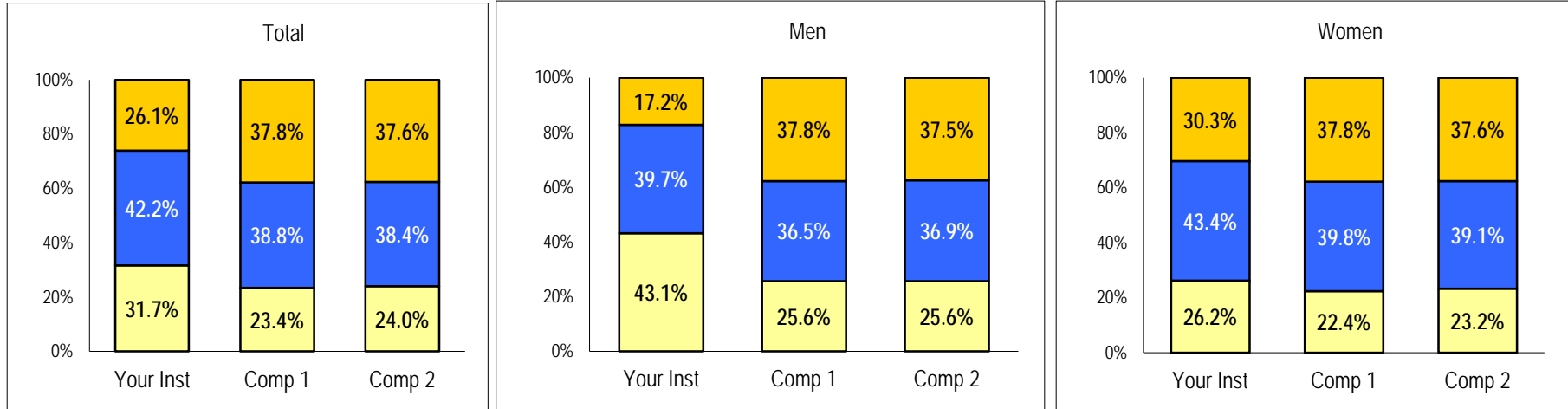
- \* *Help in achieving your professional goals* (3.32)
- \* *Advice and guidance about your educational program* (2.89)
- \* *Emotional support and encouragement* (2.40)
- \* *Feedback on your academic work (outside of grades)* (2.33)
- \* *An opportunity to discuss coursework outside of class* (2.13)

- \* *Encouragement to pursue graduate/professional study* (1.91)
- \* *Help to improve your study skills* (1.84)
- \* *A letter of recommendation* (1.71)
- \* *An opportunity to work on a research project* (1.09)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	180	2,768	8,228	58	862	2,492	122	1,906	5,736
High Satisfaction with Coursework	26.1%	37.8%	37.6%	17.2%	37.8%	37.5%	30.3%	37.8%	37.6%
Average Satisfaction with Coursework	42.2%	38.8%	38.4%	39.7%	36.5%	36.9%	43.4%	39.8%	39.1%
Low Satisfaction with Coursework	31.7%	23.4%	24.0%	43.1%	25.6%	25.6%	26.2%	22.4%	23.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

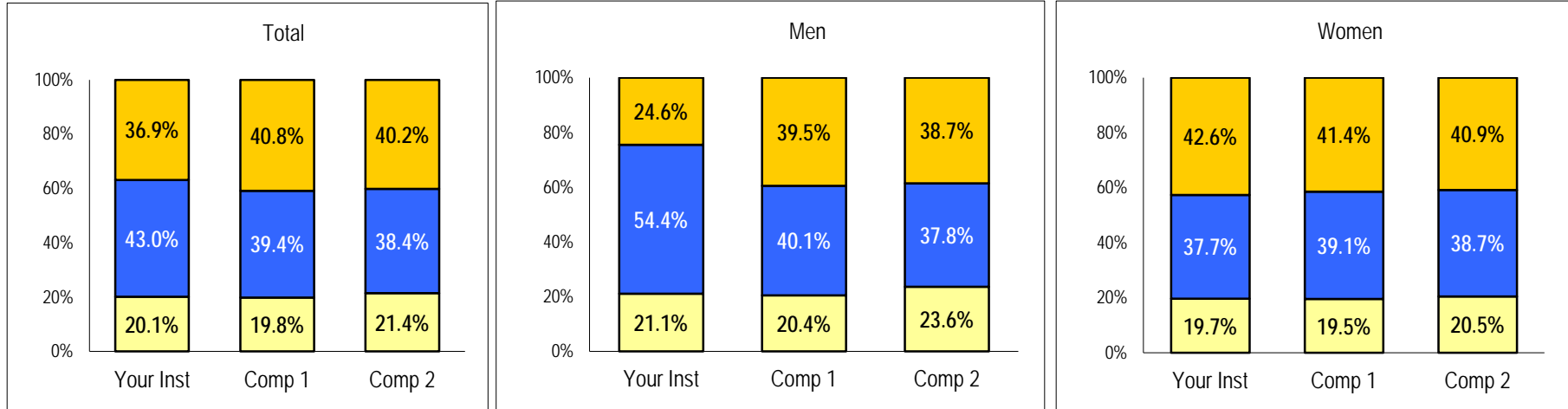
Please rate your satisfaction your college in each area::

- \* Relevance of coursework to future career plans (3.52)
- \* Relevance of coursework to everyday life (3.13)
- \* Courses in your major field (1.54)
- \* General education and core curriculum courses (0.92)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	179	2,760	8,185	57	863	2,481	122	1,897	5,704
High Overall Satisfaction	36.9%	40.8%	40.2%	24.6%	39.5%	38.7%	42.6%	41.4%	40.9%
Average Overall Satisfaction	43.0%	39.4%	38.4%	54.4%	40.1%	37.8%	37.7%	39.1%	38.7%
Low Overall Satisfaction	20.1%	19.8%	21.4%	21.1%	20.4%	23.6%	19.7%	19.5%	20.5%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

\* Satisfaction with overall college experience (3.69)

\* If you could make your college choice over, would you still choose to enroll at your current college? (1.90)

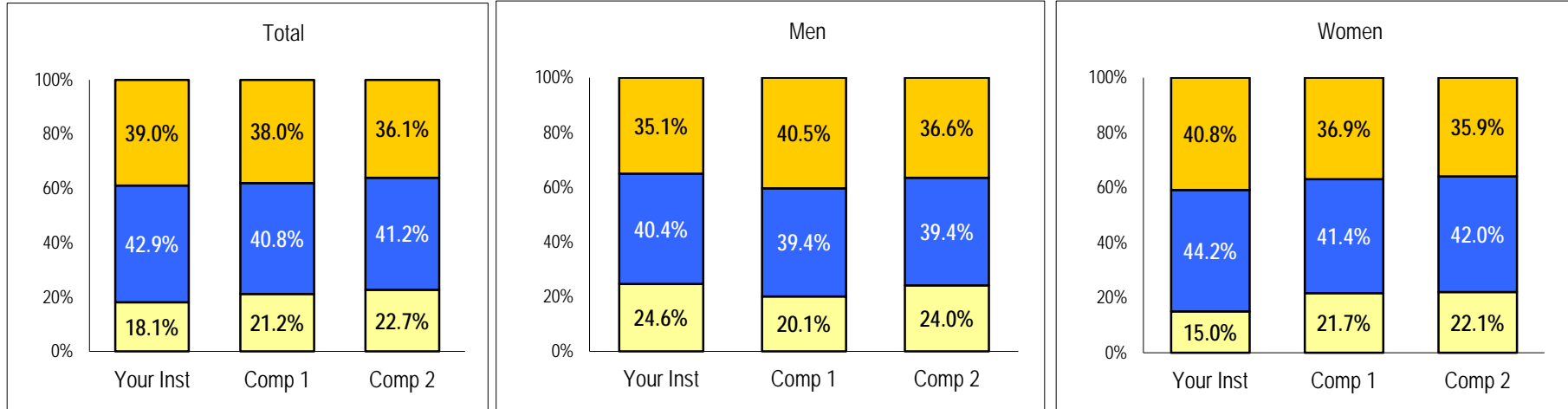
\* Satisfaction with overall quality of instruction (1.69)



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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	177	2,723	8,070	57	847	2,439	120	1,876	5,631
High Sense of Belonging	39.0%	38.0%	36.1%	35.1%	40.5%	36.6%	40.8%	36.9%	35.9%
Average Sense of Belonging	42.9%	40.8%	41.2%	40.4%	39.4%	39.4%	44.2%	41.4%	42.0%
Low Sense of Belonging	18.1%	21.2%	22.7%	24.6%	20.1%	24.0%	15.0%	21.7%	22.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

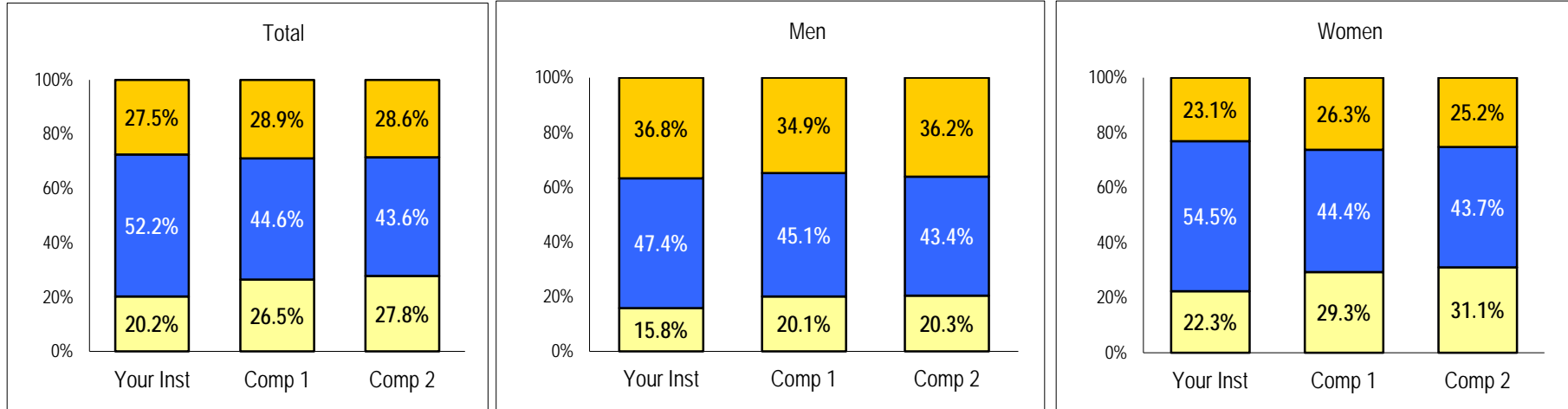
Please indicate the extent to which you agree or disagree with the following statements:

- \* I feel I am a member of this college (5.10)
- \* I feel a sense of belonging to this college (4.62)
- \* I see myself as part of the campus community (3.13)
- \* If asked, I would recommend this college to others (2.33)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	178	2,733	8,110	57	852	2,456	121	1,881	5,654
High Academic Self-Concept	27.5%	28.9%	28.6%	36.8%	34.9%	36.2%	23.1%	26.3%	25.2%
Average Academic Self-Concept	52.2%	44.6%	43.6%	47.4%	45.1%	43.4%	54.5%	44.4%	43.7%
Low Academic Self-Concept	20.2%	26.5%	27.8%	15.8%	20.1%	20.3%	22.3%	29.3%	31.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

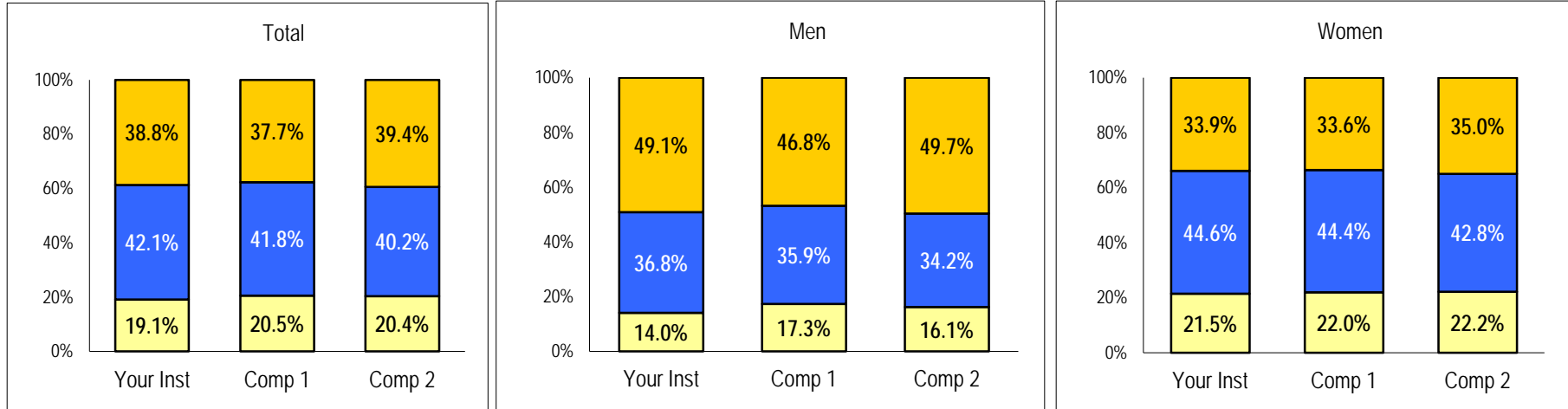
Rate yourself on each of the following traits as compared with the average person your age:

- \* Academic ability (3.11)
- \* Self-confidence (intellectual) (1.86)
- \* Drive to achieve (1.63)
- \* Mathematical ability (1.60)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	178	2,734	8,109	57	852	2,455	121	1,882	5,654
High Social Self-Concept	38.8%	37.7%	39.4%	49.1%	46.8%	49.7%	33.9%	33.6%	35.0%
Average Social Self-Concept	42.1%	41.8%	40.2%	36.8%	35.9%	34.2%	44.6%	44.4%	42.8%
Low Social Self-Concept	19.1%	20.5%	20.4%	14.0%	17.3%	16.1%	21.5%	22.0%	22.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

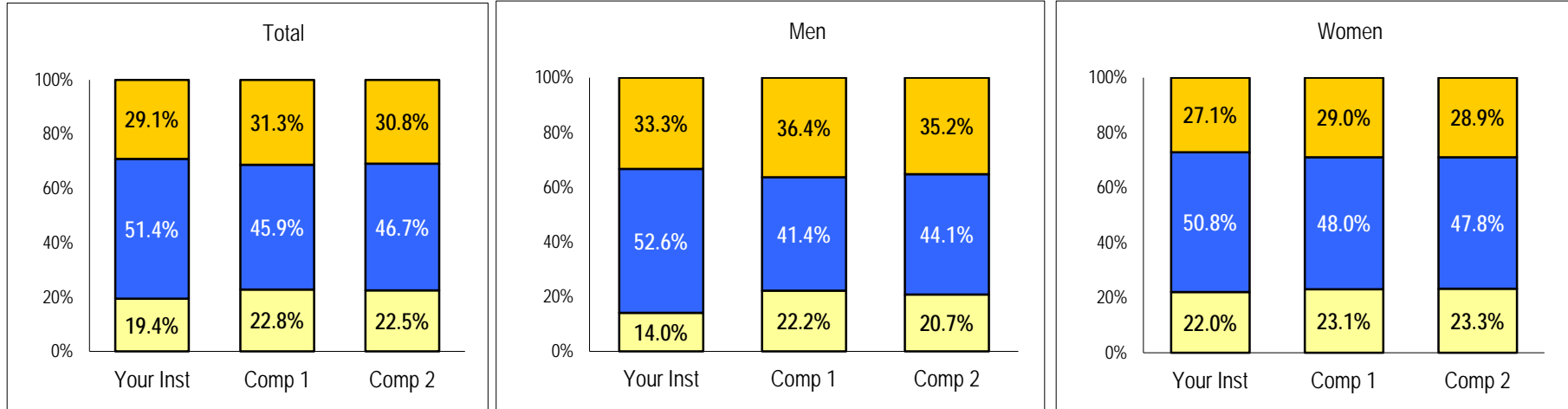
Rate yourself on each of the following traits as compared with the average person your age:

- \* Leadership ability (2.93)
- \* Public speaking ability (2.66)
- \* Self-confidence (social) (2.12)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	175	2,704	7,999	57	843	2,424	118	1,861	5,575
High Pluralistic Orientation	29.1%	31.3%	30.8%	33.3%	36.4%	35.2%	27.1%	29.0%	28.9%
Average Pluralistic Orientation	51.4%	45.9%	46.7%	52.6%	41.4%	44.1%	50.8%	48.0%	47.8%
Low Pluralistic Orientation	19.4%	22.8%	22.5%	14.0%	22.2%	20.7%	22.0%	23.1%	23.3%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

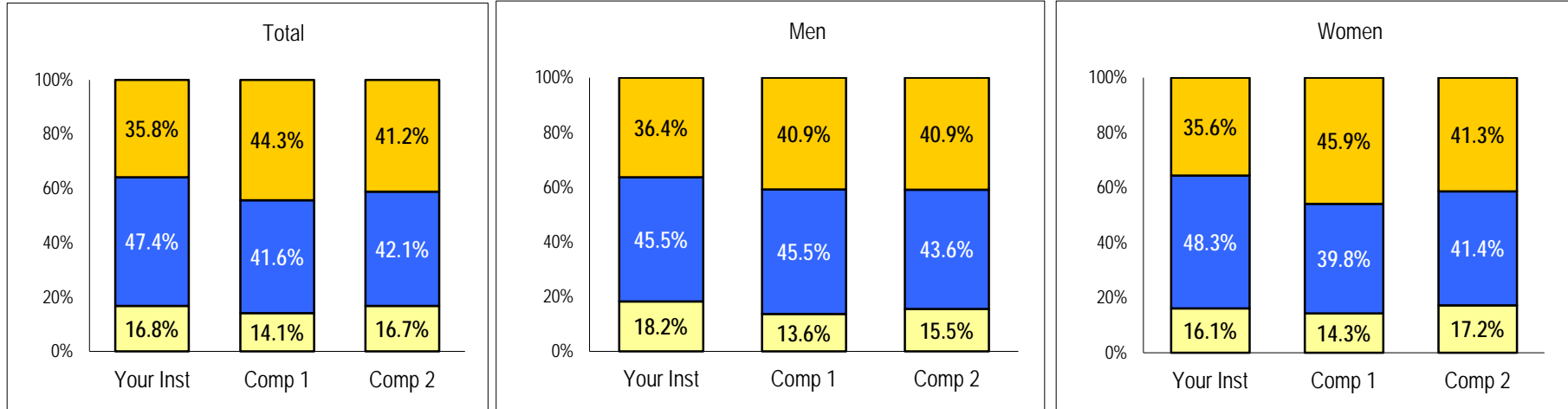
Rate yourself on each of the following traits as compared with the average person your age:

- \* Tolerance of others with different beliefs (3.35)
- \* Ability to work cooperatively with diverse people (3.14)
- \* Openness to having my views challenged (2.76)
- \* Ability to see the world from someone else's perspective (2.55)
- \* Ability to discuss and negotiate controversial issues (2.11)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	173	2,693	7,971	55	837	2,413	118	1,856	5,558
High Positive Cross-Racial Interaction	35.8%	44.3%	41.2%	36.4%	40.9%	40.9%	35.6%	45.9%	41.3%
Average Positive Cross-Racial Interaction	47.4%	41.6%	42.1%	45.5%	45.5%	43.6%	48.3%	39.8%	41.4%
Low Positive Cross-Racial Interaction	16.8%	14.1%	16.7%	18.2%	13.6%	15.5%	16.1%	14.3%	17.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

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

\* Had intellectual discussions outside of class (3.57)

\* Shared personal feelings and problems (3.52)

\* Dined or shared a meal (2.72)

\* Had meaningful and honest discussions about race/ethnic relations outside of class (2.46)

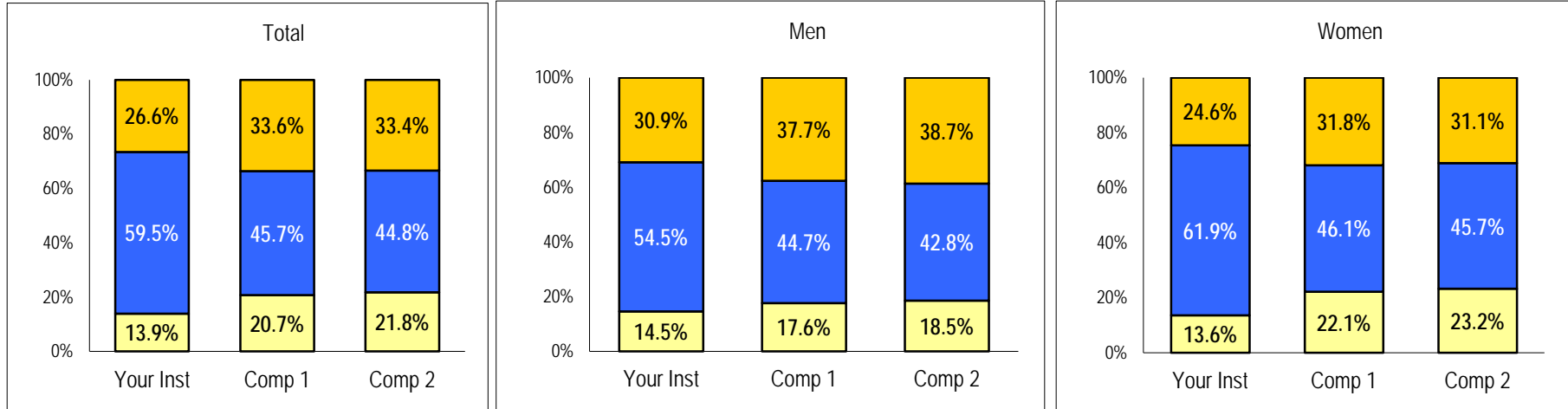
\* Studied or prepared for class (2.22)

\* Socialized or partied (2.12)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	173	2,690	7,961	55	836	2,408	118	1,854	5,553
High Negative Cross-Racial Interaction	26.6%	33.6%	33.4%	30.9%	37.7%	38.7%	24.6%	31.8%	31.1%
Average Negative Cross-Racial Interaction	59.5%	45.7%	44.8%	54.5%	44.7%	42.8%	61.9%	46.1%	45.7%
Low Negative Cross-Racial Interaction	13.9%	20.7%	21.8%	14.5%	17.6%	18.5%	13.6%	22.1%	23.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

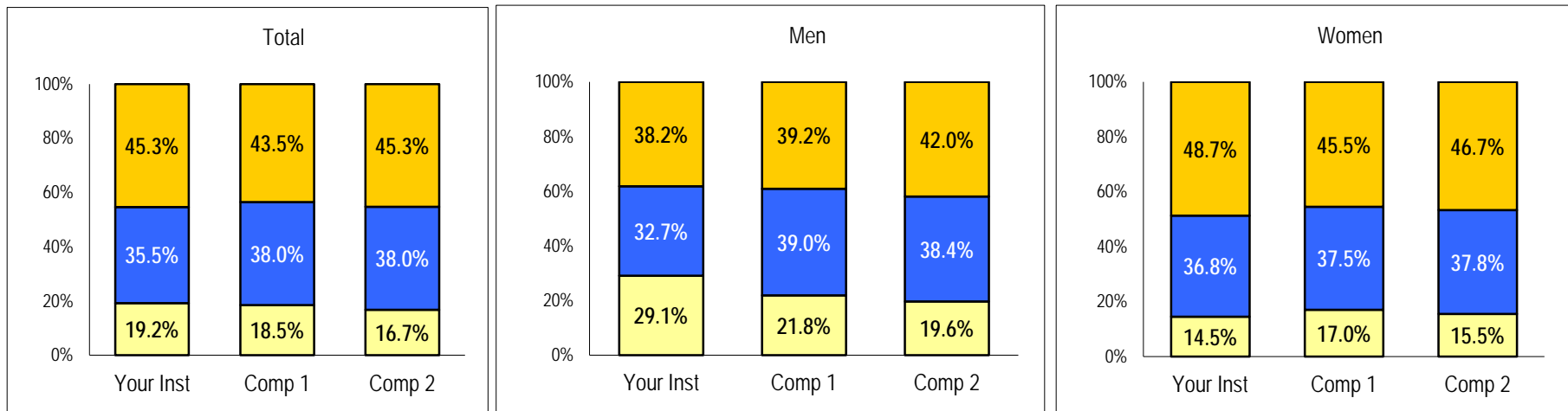
To what extent have you experienced the following with students from a racial/ethnic group other than your own?

- \* Had tense, somewhat hostile interactions (3.81)
- \* Felt insulted or threatened because of your race/ethnicity (2.63)
- \* Had guarded, cautious interactions (2.10)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	172	2,685	7,949	55	835	2,407	117	1,850	5,542
High Social Agency	45.3%	43.5%	45.3%	38.2%	39.2%	42.0%	48.7%	45.5%	46.7%
Average Social Agency	35.5%	38.0%	38.0%	32.7%	39.0%	38.4%	36.8%	37.5%	37.8%
Low Social Agency	19.2%	18.5%	16.7%	29.1%	21.8%	19.6%	14.5%	17.0%	15.5%
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:

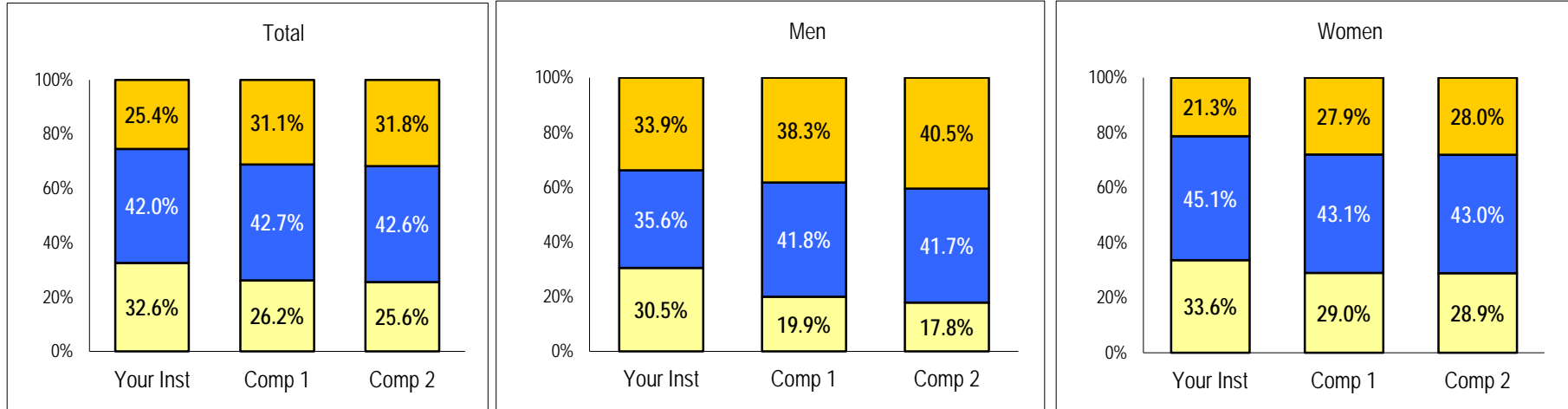
- \* Participating in a community action program (2.72)
- \* Helping to promote racial understanding (2.61)
- \* Becoming a community leader (2.27)

- \* Keeping up to date with political affairs (1.76)
- \* Influencing social values (1.75)
- \* Helping others who are in difficulty (1.61)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	181	2,787	8,290	59	864	2,510	122	1,923	5,780
High Civic Awareness	25.4%	31.1%	31.8%	33.9%	38.3%	40.5%	21.3%	27.9%	28.0%
Average Civic Awareness	42.0%	42.7%	42.6%	35.6%	41.8%	41.7%	45.1%	43.1%	43.0%
Low Civic Awareness	32.6%	26.2%	25.6%	30.5%	19.9%	17.8%	33.6%	29.0%	28.9%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

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

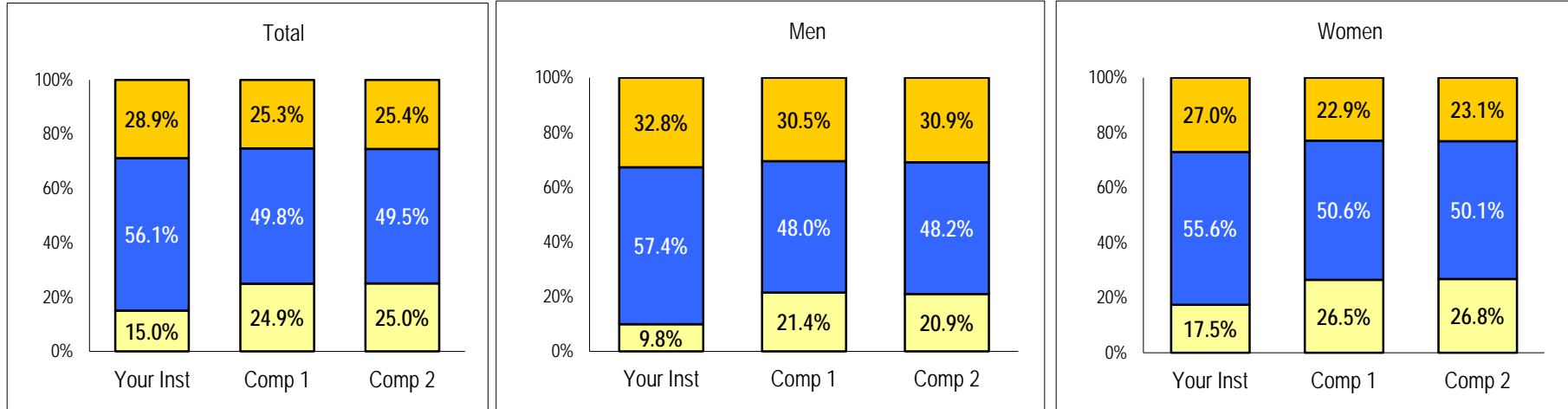


2014 College Senior Survey  
CIRP Construct Percentage Report  
**Leadership**  
Graduating Seniors

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	187	2,868	8,561	61	891	2,601	126	1,977	5,960
High Leadership	28.9%	25.3%	25.4%	32.8%	30.5%	30.9%	27.0%	22.9%	23.1%
Average Leadership	56.1%	49.8%	49.5%	57.4%	48.0%	48.2%	55.6%	50.6%	50.1%
Low Leadership	15.0%	24.9%	25.0%	9.8%	21.4%	20.9%	17.5%	26.5%	26.8%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



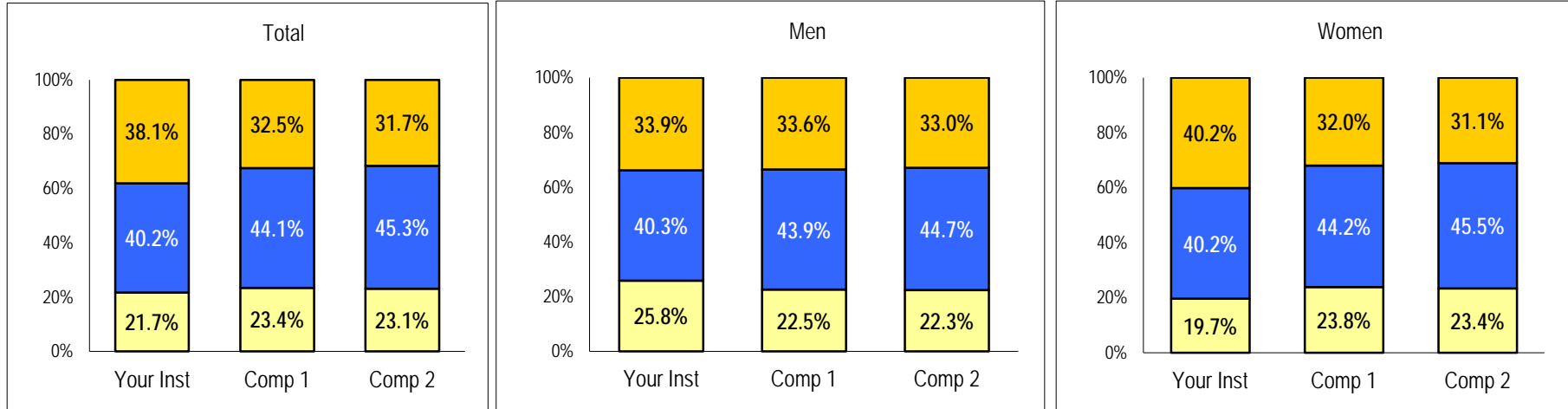
Survey items and estimation "weights":

- \* Self-rated ability in leadership abilities (3.61)
- \* Self-rating in leadership ability (3.44)
- \* I have effectively led a group to a common purpose (1.33)
- \* Been a leader in an organization (1.09)
- \* Participated in leadership training (0.97)

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

Illinois Wesleyan University	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	189	2,915	8,746	62	906	2,658	127	2,009	6,088
High Civic Engagement	38.1%	32.5%	31.7%	33.9%	33.6%	33.0%	40.2%	32.0%	31.1%
Average Civic Engagement	40.2%	44.1%	45.3%	40.3%	43.9%	44.7%	40.2%	44.2%	45.5%
Low Civic Engagement	21.7%	23.4%	23.1%	25.8%	22.5%	22.3%	19.7%	23.8%	23.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



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

- \* I am interested in seeking information about current social and political issues (1.56)
- \* Publicly communicated your opinion about a cause (e.g., blog, email, petition) (1.56)
- \* Worked on a local, state, or national political campaign (1.54)
- \* Demonstrated for a cause (e.g., boycott, rally, protest) (1.53)

- \* Goal: Keeping up to date with political affairs (1.45)
- \* Goal: Influencing social values (1.10)
- \* Helped raise money for a cause or campaign (1.09)
- \* Performed volunteer or community service work (0.79)