



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

## 2018 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

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# University of Idaho

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Comparison group 1: Public Universities-medium selectivity  
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## How to Read the CIRP Construct Mean Report

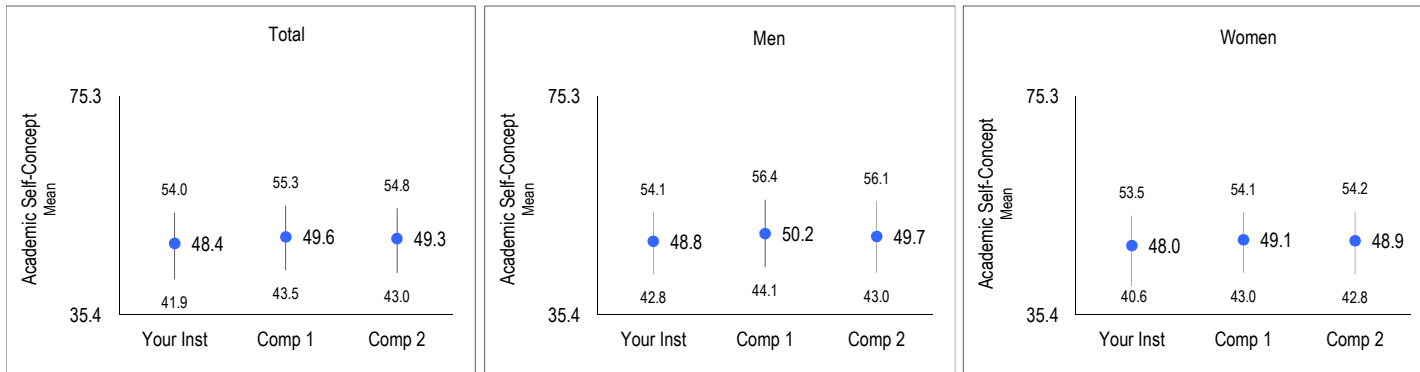
CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores. Constructs are particularly useful for benchmarking. They allow you to determine if the experiences and outcomes for your students differ from your comparison groups. Two reports are generated for each CIRP Construct. The Mean Score Report shows comparative information based on the mean score of a construct. The Percentage Report shows comparative information based on the percentage of students who score in the high, average, and low score groups of a construct. We suggest you use the report that best fits your needs as an institution. Both CIRP Construct reports are generated for first-time, full-time freshman, which we define as those respondents who first entered college in 2015 and are currently enrolled full-time.

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

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

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

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



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

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

- \* Academic ability (3.52)
- \* Self-confidence - intellectual (1.22)
- \* Drive to achieve (0.95)
- \* Mathematical ability (1.22)

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

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

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

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

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

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

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

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

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

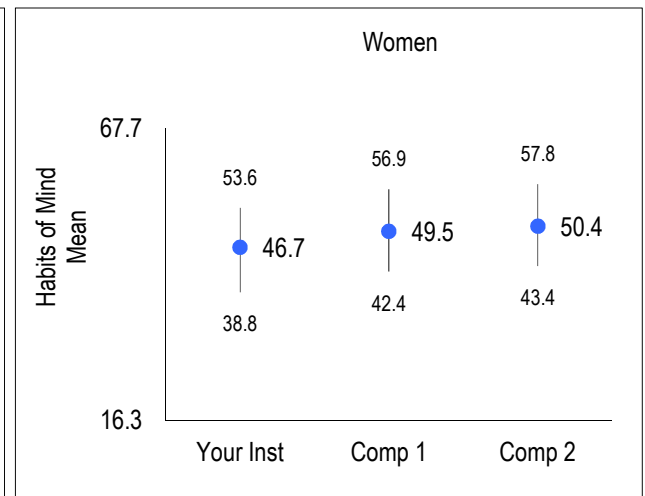
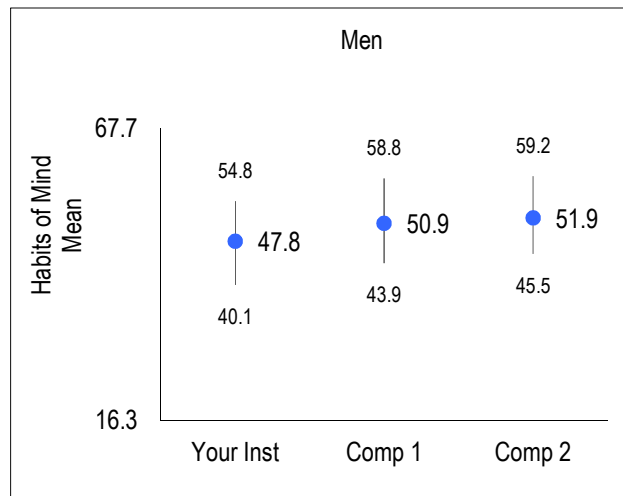
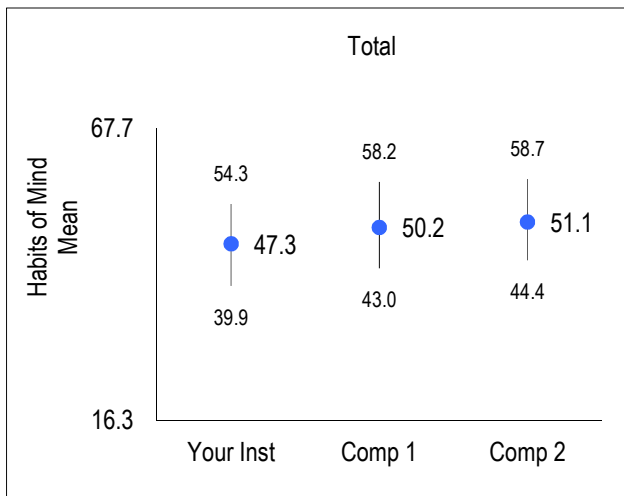


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Habits of Mind**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	914	14,930	30,347	462	6,145	13,537	441	8,785	16,810
Mean	47.3	50.2	51.1	47.8	50.9	51.9	46.7	49.5	50.4
Standard Deviation	9.81	10.03	9.64	9.93	9.96	9.59	9.66	10.05	9.64
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.29	-0.40	-	-0.31	-0.43	-	-0.28	-0.39
25th percentile	39.9	43.0	44.4	40.1	43.9	45.5	38.8	42.4	43.4
75th percentile	54.3	58.2	58.7	54.8	58.8	59.2	53.6	56.9	57.8

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)

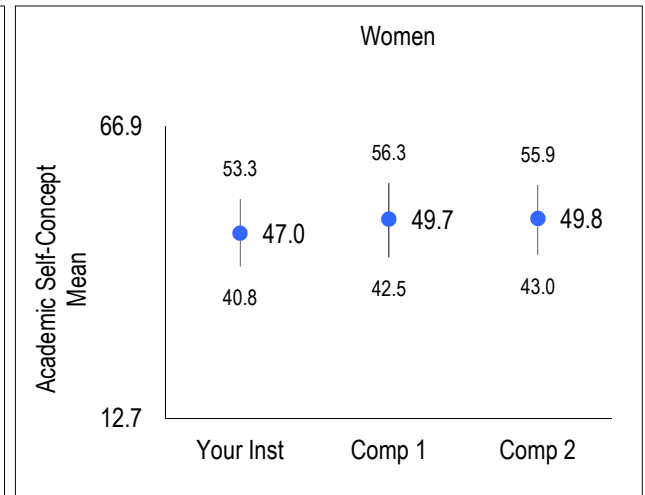
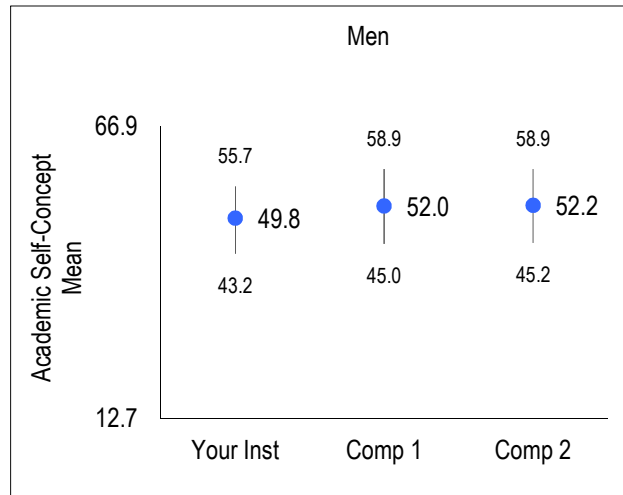
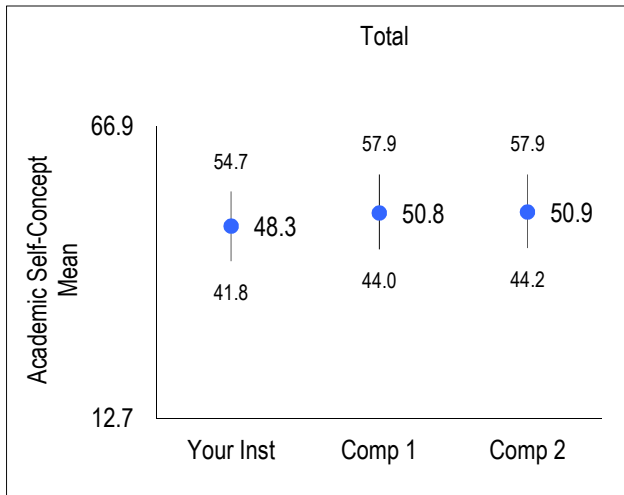


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Academic Self-Concept**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	929	14,229	29,422	470	5,882	13,183	448	8,347	16,239
Mean	48.3	50.8	50.9	49.8	52.0	52.2	47.0	49.7	49.8
Standard Deviation	9.76	9.97	9.75	9.87	10.13	9.92	9.27	9.69	9.44
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.24	-0.27	-	-0.22	-0.24	-	-0.27	-0.29
25th percentile	41.8	44.0	44.2	43.2	45.0	45.2	40.8	42.5	43.0
75th percentile	54.7	57.9	57.9	55.7	58.9	58.9	53.3	56.3	55.9

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)

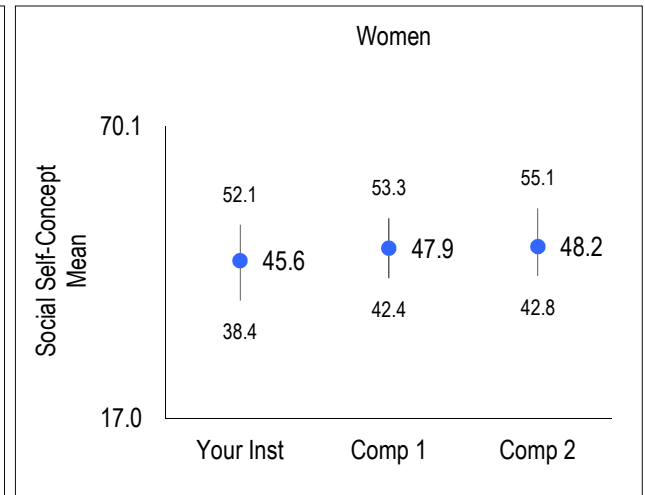
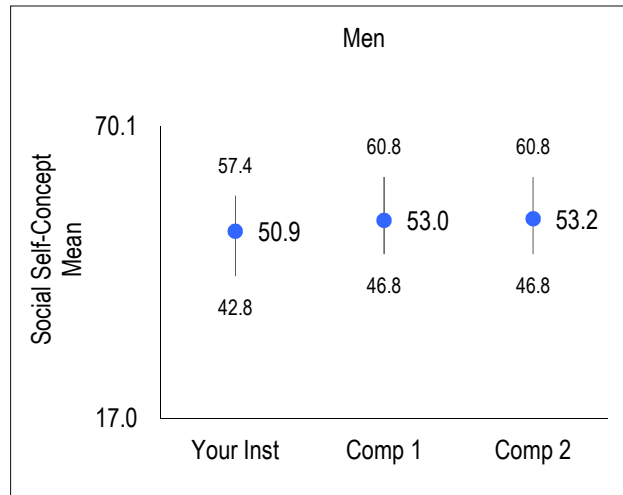
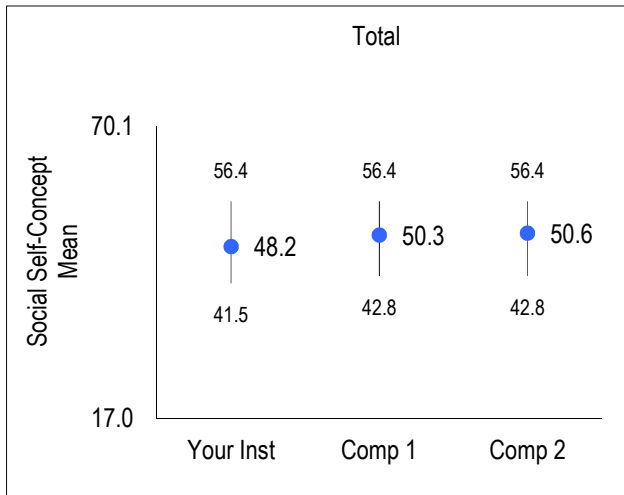


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Social Self-Concept**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	921	14,206	29,430	462	5,866	13,173	448	8,340	16,257
Mean	48.2	50.3	50.6	50.9	53.0	53.2	45.6	47.9	48.2
Standard Deviation	10.55	10.15	9.93	10.16	10.07	9.85	10.15	9.60	9.37
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.20	-0.25	-	-0.20	-0.23	-	-0.23	-0.27
25th percentile	41.5	42.8	42.8	42.8	46.8	46.8	38.4	42.4	42.8
75th percentile	56.4	56.4	56.4	57.4	60.8	60.8	52.1	53.3	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:**

- \* *Self-confidence - social* (4.65)
- \* *Leadership ability* (2.06)
- \* *Public speaking ability* (0.32)

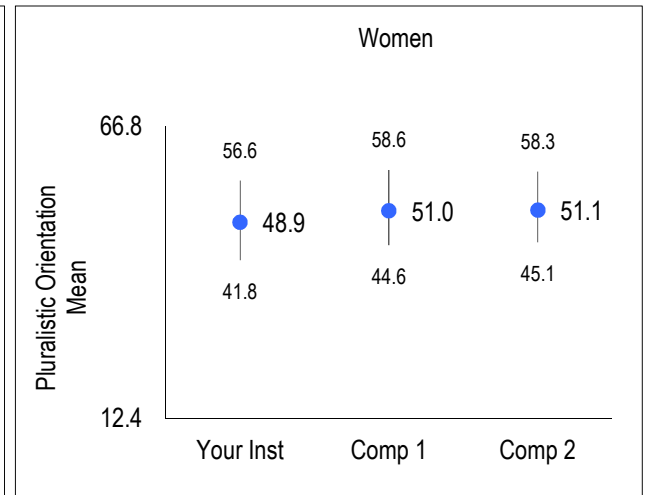
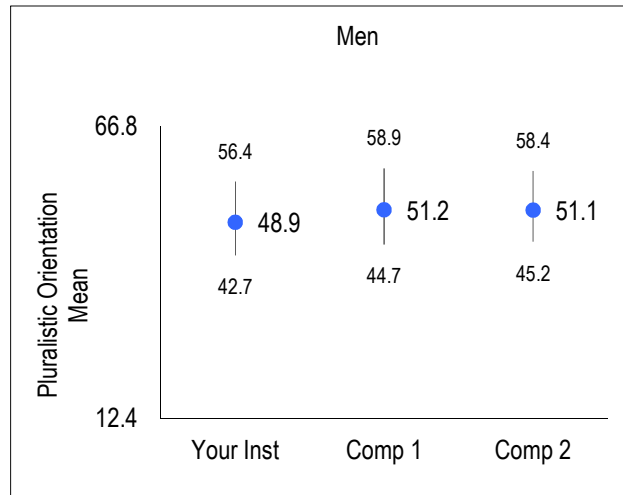
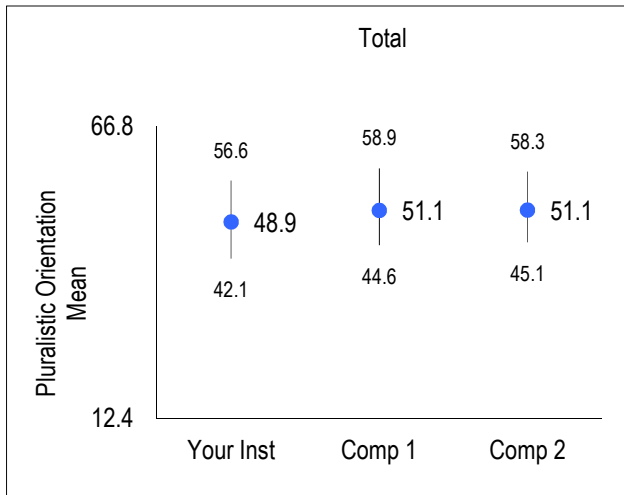


2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Pluralistic Orientation  
CIRP Construct Mean Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	932	15,890	31,863	474	6,515	14,178	448	9,375	17,685
Mean	48.9	51.1	51.1	48.9	51.2	51.1	48.9	51.0	51.1
Standard Deviation	9.94	9.82	9.46	9.79	9.83	9.55	10.14	9.80	9.38
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.22	-0.23	-	-0.23	-0.24	-	-0.21	-0.24
25th percentile	42.1	44.6	45.1	42.7	44.7	45.2	41.8	44.6	45.1
75th percentile	56.6	58.9	58.3	56.4	58.9	58.4	56.6	58.6	58.3

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:**

- \* Ability to see the world from someone else's perspective (2.69)
- \* Tolerance of others with different beliefs (2.74)
- \* Openness to having my own views challenged (2.86)
- \* Ability to discuss and negotiate controversial issues (2.99)
- \* Ability to work cooperatively with diverse people (2.94)
- \* Critical thinking skills (2.44)
- \* Ability to manage your time effectively (1.16)

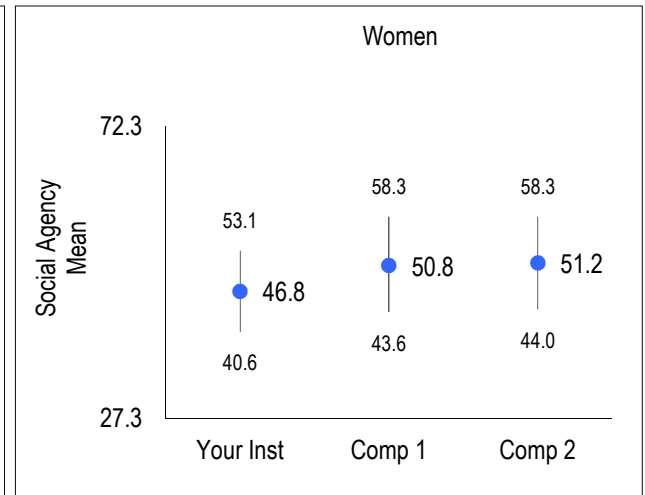
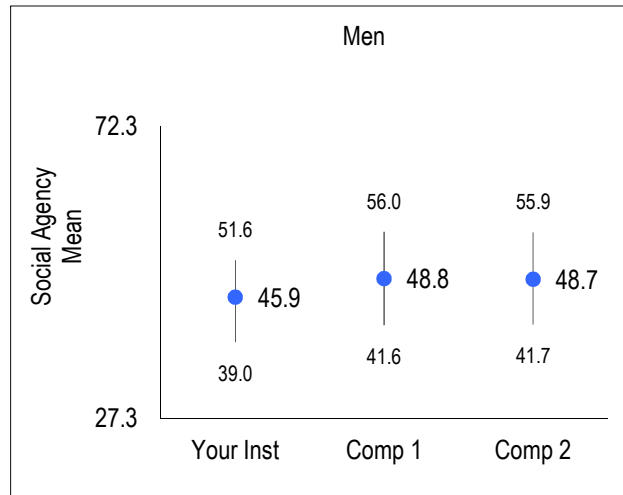
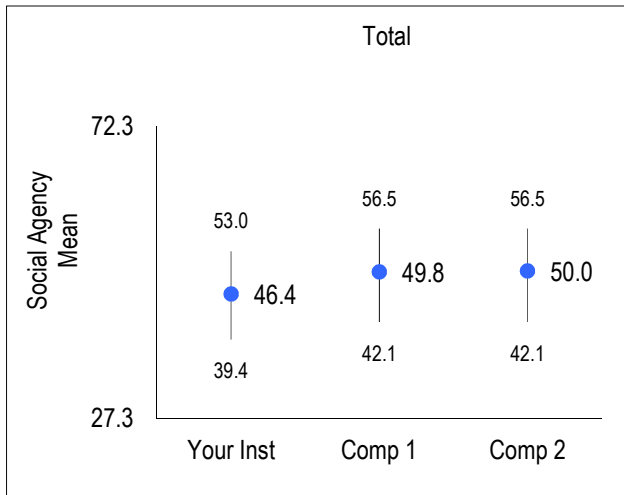


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Social Agency**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	848	11,929	25,871	429	4,975	11,654	409	6,954	14,217
Mean	46.4	49.8	50.0	45.9	48.8	48.7	46.8	50.8	51.2
Standard Deviation	9.58	10.21	9.99	9.72	10.21	9.99	9.42	10.11	9.84
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.33	-0.35	-	-0.28	-0.28	-	-0.39	-0.44
25th percentile	39.4	42.1	42.1	39.0	41.6	41.7	40.6	43.6	44.0
75th percentile	53.0	56.5	56.5	51.6	56.0	55.9	53.1	58.3	58.3

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)



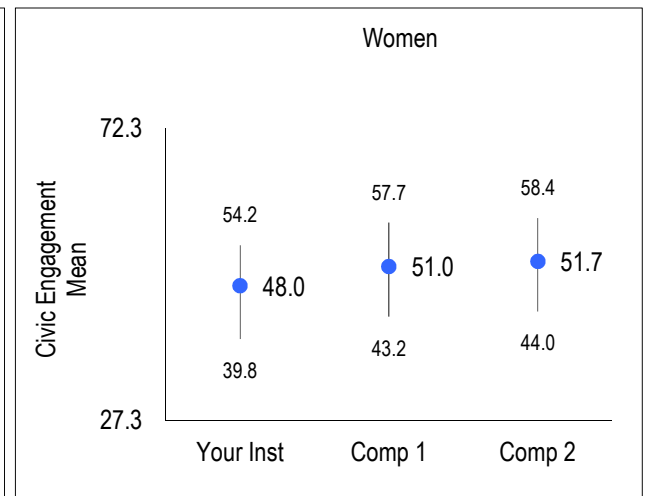
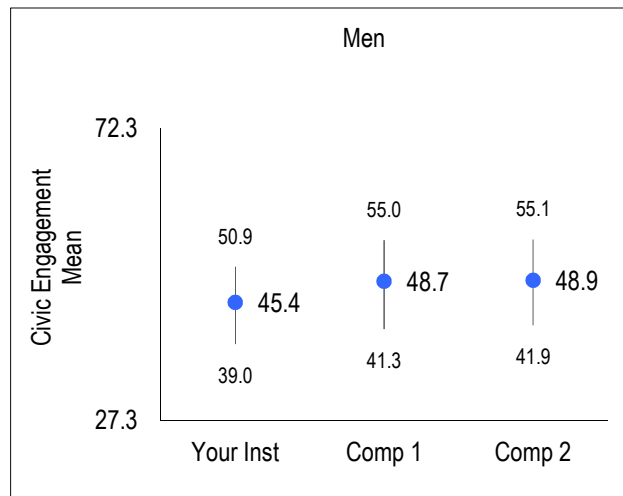
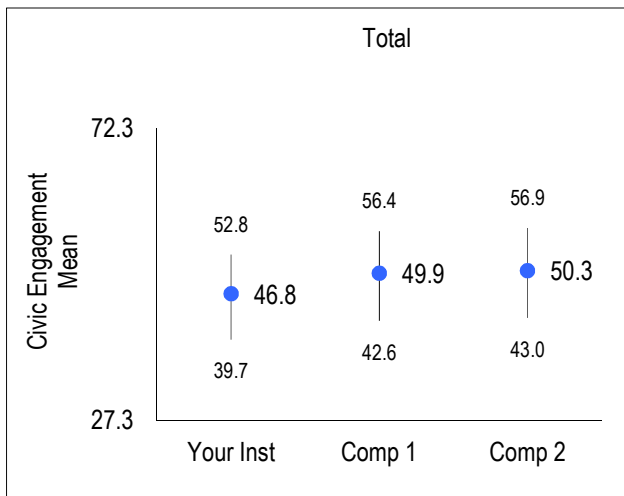


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Civic Engagement**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	835	11,713	25,492	420	4,861	11,443	406	6,852	14,049
Mean	46.8	49.9	50.3	45.4	48.7	48.9	48.0	51.0	51.7
Standard Deviation	9.55	9.95	9.89	8.91	9.68	9.59	10.01	10.07	9.97
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.31	-0.36	-	-0.34	-0.36	-	-0.30	-0.38
25th percentile	39.7	42.6	43.0	39.0	41.3	41.9	39.8	43.2	44.0
75th percentile	52.8	56.4	56.9	50.9	55.0	55.1	54.2	57.7	58.4

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) (3.79)
- \*Publicly communicated my opinion about a cause (e.g., blog, email, petition) (4.11)
- \*Helped raise money for a cause or campaign (2.91)
- \*Performed volunteer work (2.26)

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

- \*Influencing social values (3.54)
- \*Keeping up to date with political affairs (3.65)

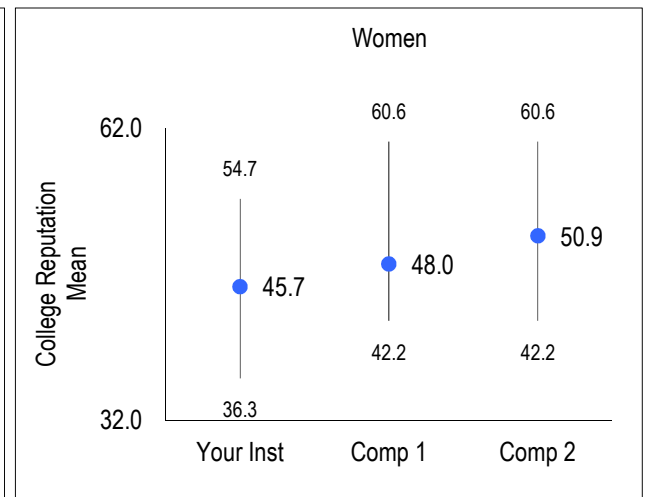
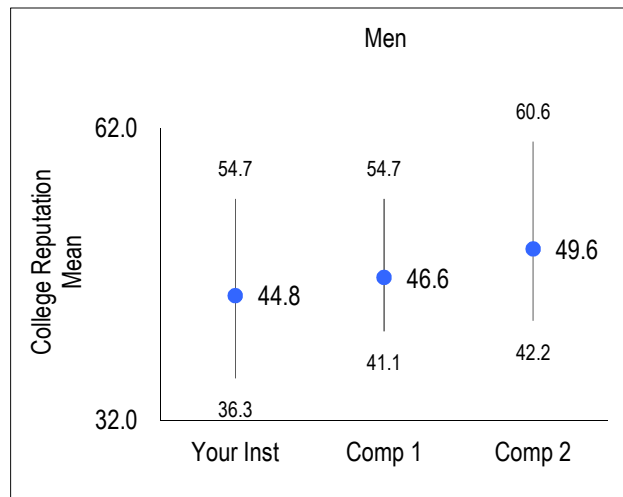
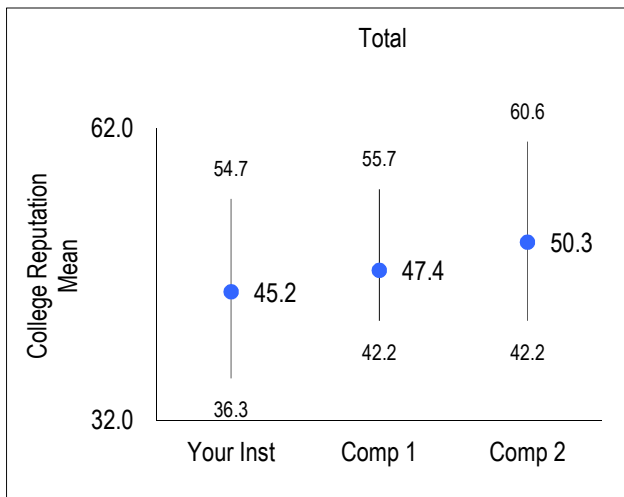


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**College Reputation Orientation**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	886	12,972	27,562	446	5,359	12,341	431	7,613	15,221
Mean	45.2	47.4	50.3	44.8	46.6	49.6	45.7	48.0	50.9
Standard Deviation	10.40	10.61	10.11	10.19	10.59	10.14	10.61	10.58	10.04
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.21	-0.50	-	-0.18	-0.47	-	-0.22	-0.52
25th percentile	36.3	42.2	42.2	36.3	41.1	42.2	36.3	42.2	42.2
75th percentile	54.7	55.7	60.6	54.7	54.7	60.6	54.7	60.6	60.6

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)

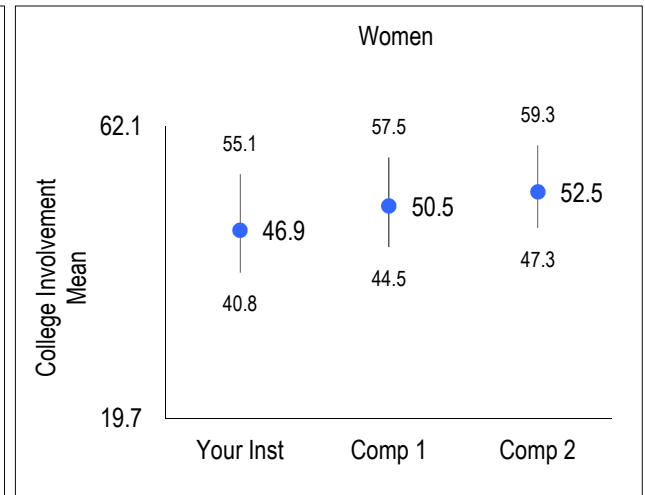
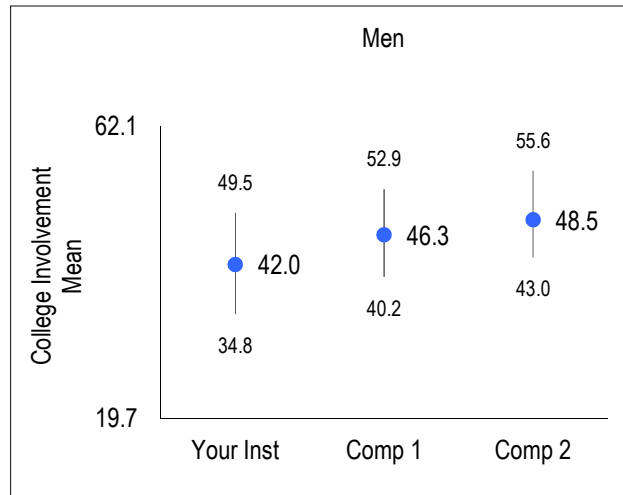
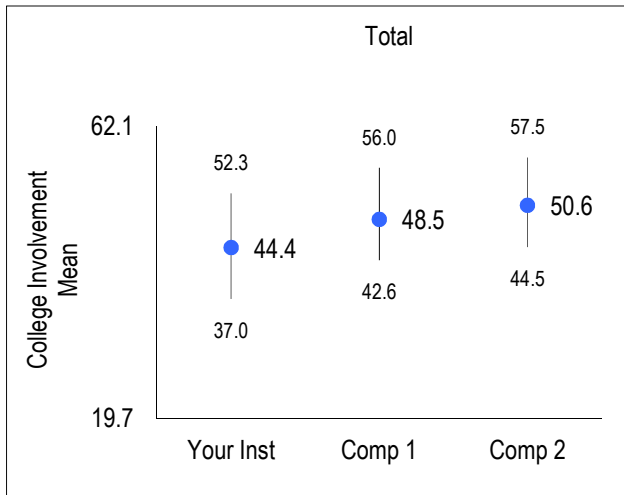


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Likelihood of College Involvement**  
**CIRP Construct Mean Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	839	11,811	25,664	419	4,906	11,528	411	6,905	14,136
Mean	44.4	48.5	50.6	42.0	46.3	48.5	46.9	50.5	52.5
Standard Deviation	10.57	10.00	9.46	10.36	10.04	9.62	10.21	9.54	8.85
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.41	-0.65	-	-0.43	-0.67	-	-0.37	-0.63
25th percentile	37.0	42.6	44.5	34.8	40.2	43.0	40.8	44.5	47.3
75th percentile	52.3	56.0	57.5	49.5	52.9	55.6	55.1	57.5	59.3

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



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

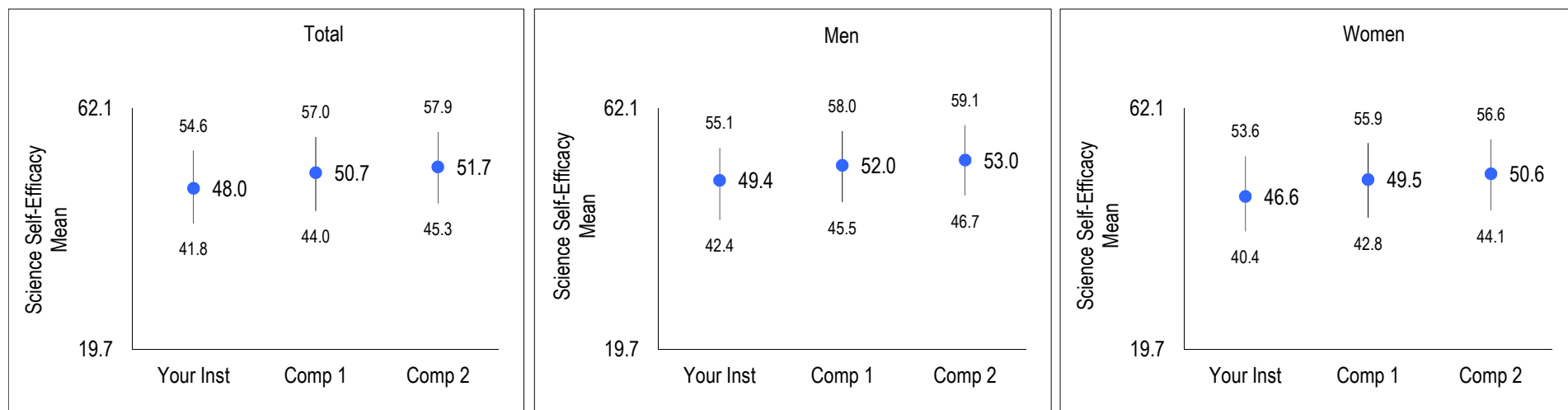
**What is your best guess as to the chances that you will:**

- \* Participate in student clubs/groups (4.97)
- \* Participate in volunteer or community service work (4.25)
- \* Participate in a study abroad program (3.74)
- \* Participate in student government (2.78)

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	921	14,553	29,807	467	6,015	13,333	444	8,538	16,474
Mean	48.0	50.7	51.7	49.4	52.0	53.0	46.6	49.5	50.6
Standard Deviation	10.12	9.88	9.57	9.72	9.40	9.20	10.22	10.14	9.78
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.27	-0.39	-	-0.28	-0.39	-	-0.29	-0.41
25th percentile	41.8	44.0	45.3	42.4	45.5	46.7	40.4	42.8	44.1
75th percentile	54.6	57.0	57.9	55.1	58.0	59.1	53.6	55.9	56.6

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) (1.09)

Generate an answerable research question (1.36)

Determine how to collect appropriate data (1.45)

Explain the results of a study (1.45)

Use scientific literature to guide research (1.43)

Integrate results from multiple studies (1.44)

Ask relevant questions (1.17)

Identify what is known and not known about a problem (1.27)

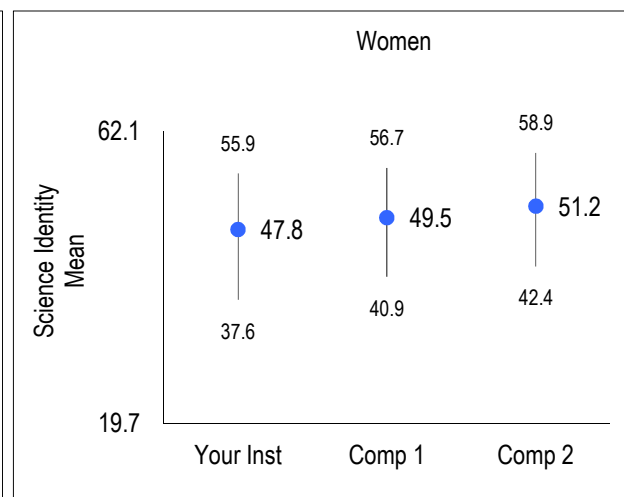
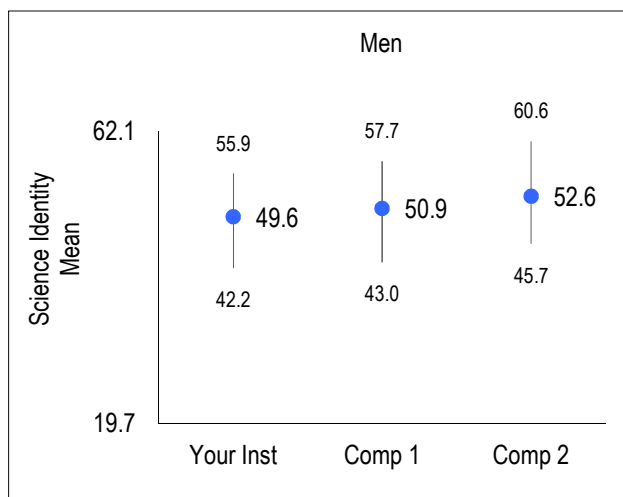
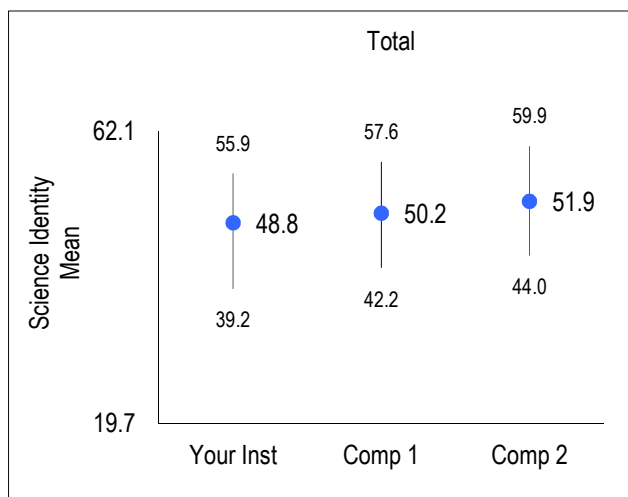
Understand scientific concepts (1.39)

See connections between different areas of science and mathematics (1.26)

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	883	12,515	26,881	447	5,218	12,108	428	7,297	14,773
Mean	48.8	50.2	51.9	49.6	50.9	52.6	47.8	49.5	51.2
Standard Deviation	9.85	9.80	9.90	9.57	9.56	9.65	9.97	9.96	10.08
Significance	-	***	***	-	**	***	-	***	***
Effect Size	-	-0.14	-0.32	-	-0.13	-0.31	-	-0.17	-0.34
25th percentile	39.2	42.2	44.0	42.2	43.0	45.7	37.6	40.9	42.4
75th percentile	55.9	57.6	59.9	55.9	57.7	60.6	55.9	56.7	58.9

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



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

**To what extent are the following statements true of you:**

*I have a strong sense of belonging to the community of scientists (2.34)*

*I derive great personal satisfaction from working on a team that is doing important research (1.68)*

*I think of myself as a scientist (2.45)*

*I feel like I belong in the field of science (2.36)*



## How to Read the CIRP Construct Percentage Report

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

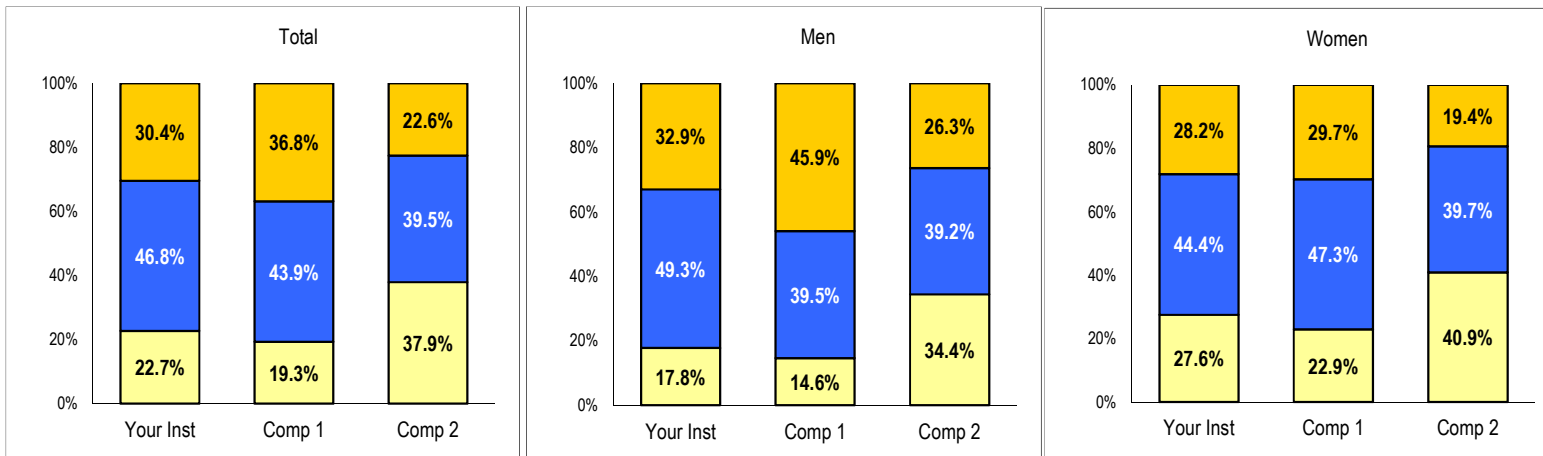
**Comp 2** – The second comparison group is based on your institution's type and control.

**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.

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

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

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



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

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

- \* Academic ability (3.52)
- \* Self-confidence - intellectual (1.22)
- \* Drive to achieve (0.95)
- \* Mathematical ability (1.32)

**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.

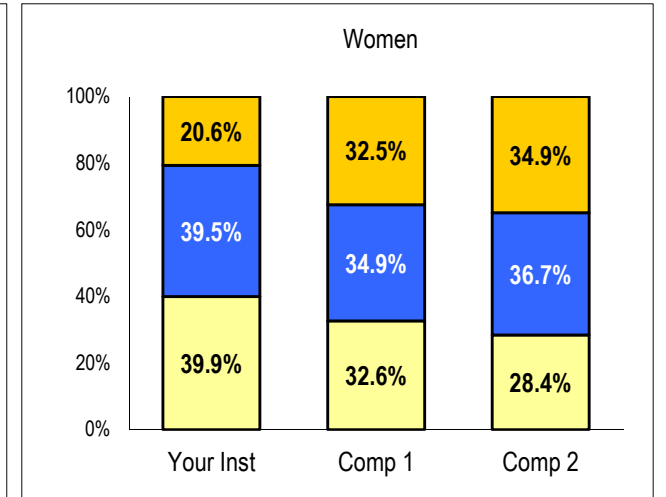
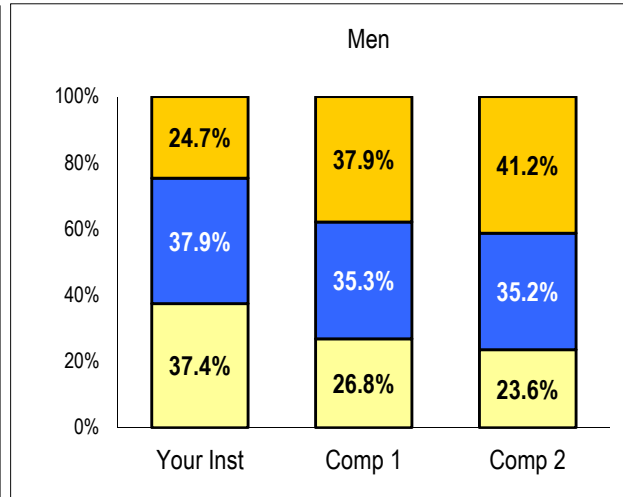
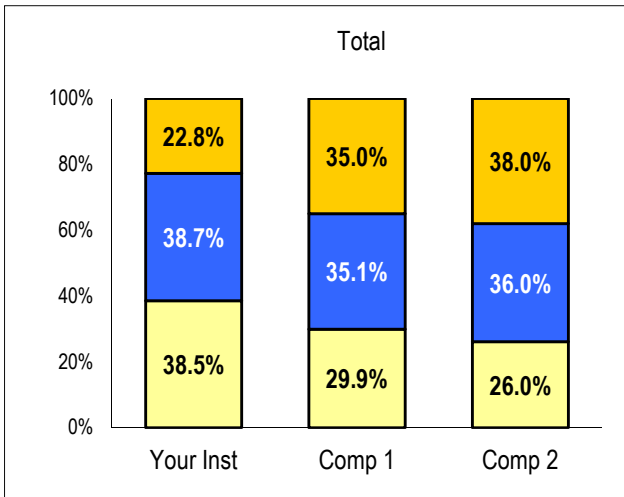


2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Habits of Mind  
CIRP Construct Percentage Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	914	14,930	30,347	462	6,145	13,537	441	8,785	16,810
High Habits of Mind	22.8%	35.0%	38.0%	24.7%	37.9%	41.2%	20.6%	32.5%	34.9%
Average Habits of Mind	38.7%	35.1%	36.0%	37.9%	35.3%	35.2%	39.5%	34.9%	36.7%
Low Habits of Mind	38.5%	29.9%	26.0%	37.4%	26.8%	23.6%	39.9%	32.6%	28.4%
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)

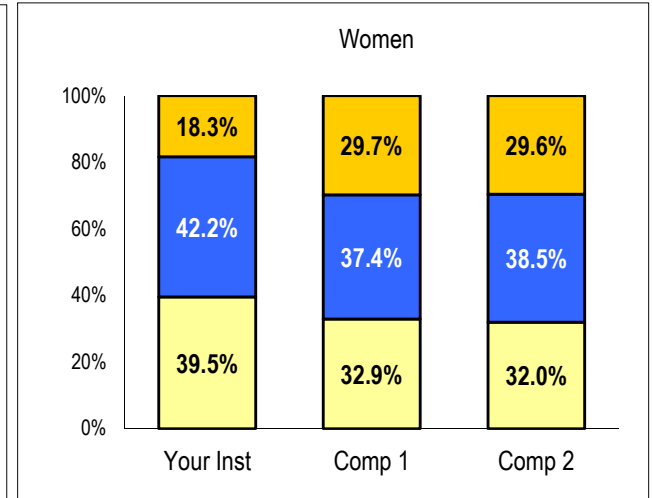
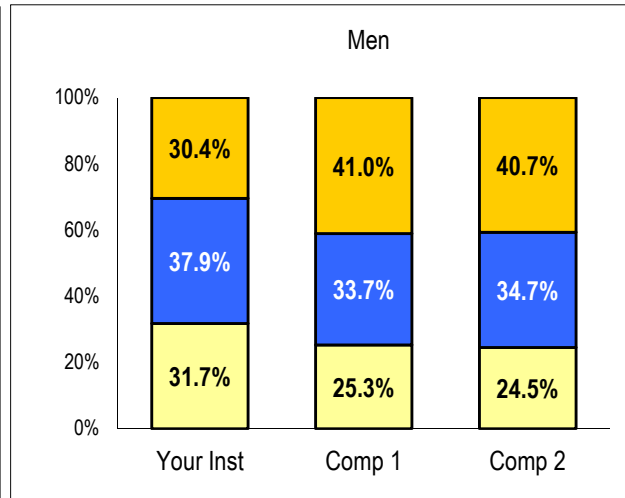
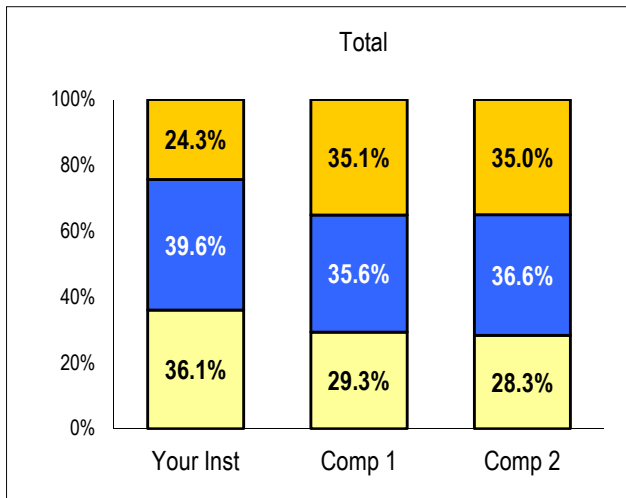


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Academic Self-Concept**  
**CIRP Construct Percentage Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	929	14,229	29,422	470	5,882	13,183	448	8,347	16,239
High Academic Self-Concept	24.3%	35.1%	35.0%	30.4%	41.0%	40.7%	18.3%	29.7%	29.6%
Average Academic Self-Concept	39.6%	35.6%	36.6%	37.9%	33.7%	34.7%	42.2%	37.4%	38.5%
Low Academic Self-Concept	36.1%	29.3%	28.3%	31.7%	25.3%	24.5%	39.5%	32.9%	32.0%
Significance (based on High score group)	-	***	***	-	*	*	-	*	*

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



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

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

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



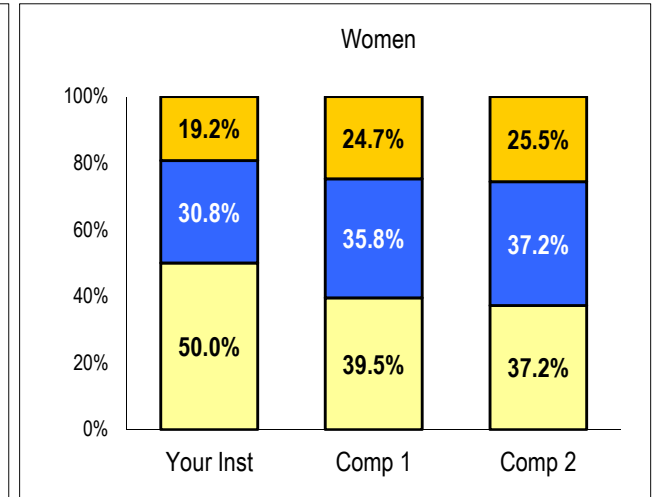
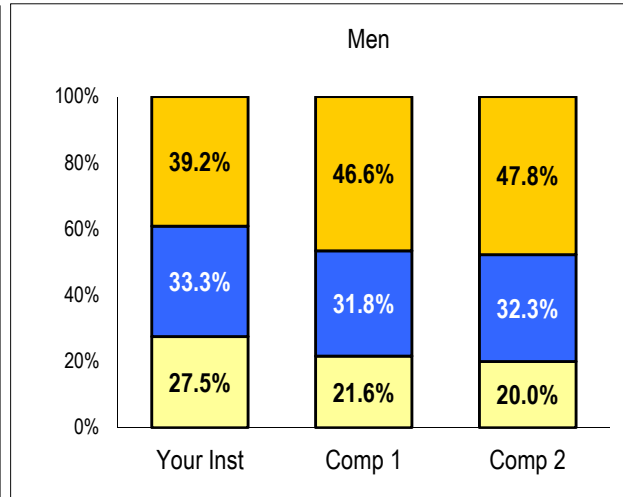
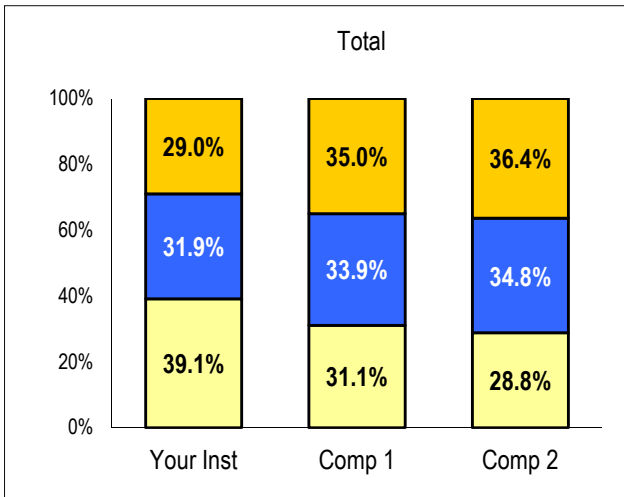


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Social Self-Concept**  
**CIRP Construct Percentage Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	921	14,206	29,430	462	5,866	13,173	448	8,340	16,257
High Social Self-Concept	29.0%	35.0%	36.4%	39.2%	46.6%	47.8%	19.2%	24.7%	25.5%
Average Social Self-Concept	31.9%	33.9%	34.8%	33.3%	31.8%	32.3%	30.8%	35.8%	37.2%
Low Social Self-Concept	39.1%	31.1%	28.8%	27.5%	21.6%	20.0%	50.0%	39.5%	37.2%
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:

- \* Self-confidence - social (4.65)
- \* Leadership ability (2.06)
- \* Public speaking ability (0.32)

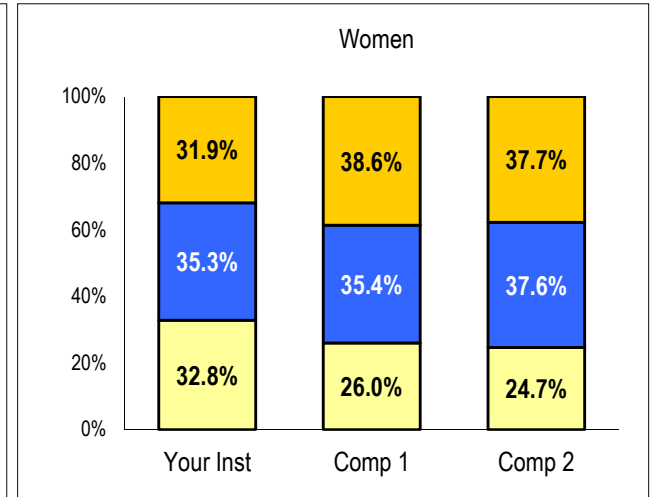
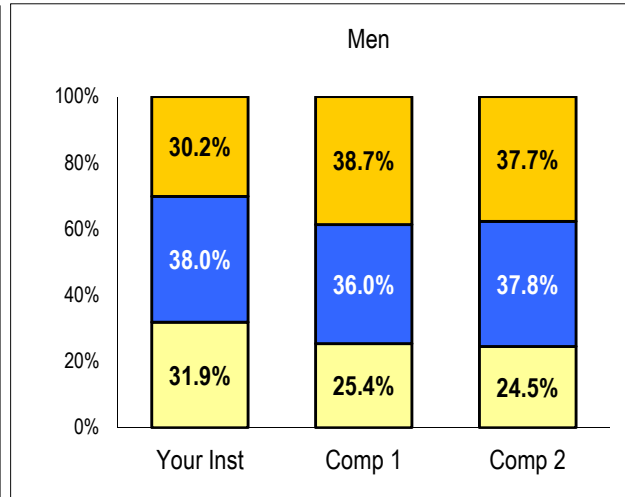
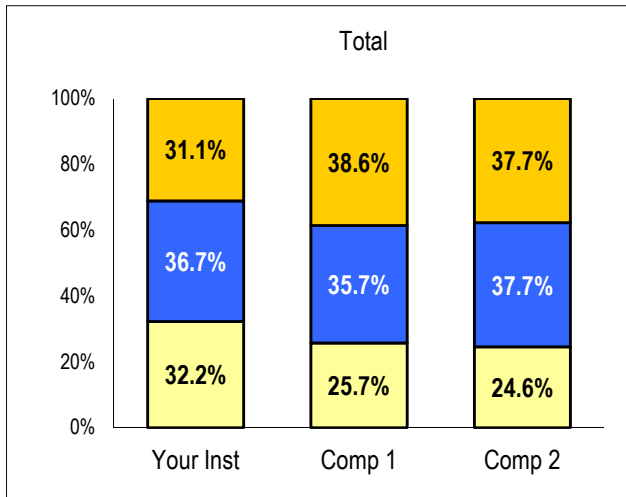


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Pluralistic Orientation**  
**CIRP Construct Percentage Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	932	15,890	31,863	474	6,515	14,178	448	9,375	17,685
High Pluralistic Orientation	31.1%	38.6%	37.7%	30.2%	38.7%	37.7%	31.9%	38.6%	37.7%
Average Pluralistic Orientation	36.7%	35.7%	37.7%	38.0%	36.0%	37.8%	35.3%	35.4%	37.6%
Low Pluralistic Orientation	32.2%	25.7%	24.6%	31.9%	25.4%	24.5%	32.8%	26.0%	24.7%
Significance (based on High score group)	-	**	*	-	*		-		

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



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

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

- \* Ability to see the world from someone else's perspective (2.69)
- \* Tolerance of others with different beliefs (2.74)
- \* Openness to having my own views challenged (2.86)
- \* Ability to discuss and negotiate controversial issues (2.99)
- \* Ability to work cooperatively with diverse people (2.94)
- \* Critical thinking skills (2.44)
- \* Ability to manage your time effectively (1.16)

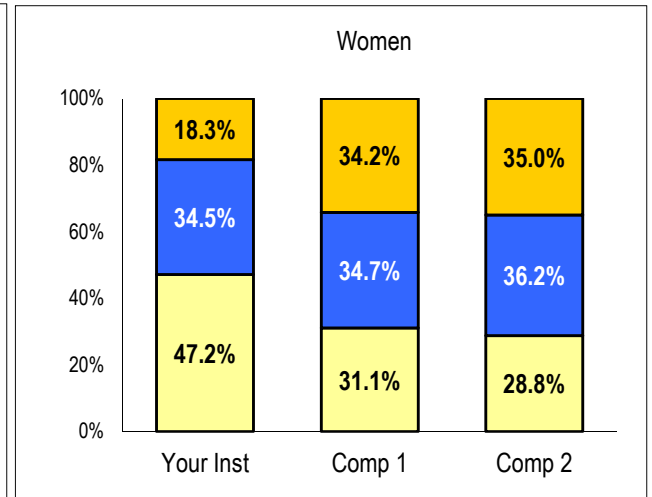
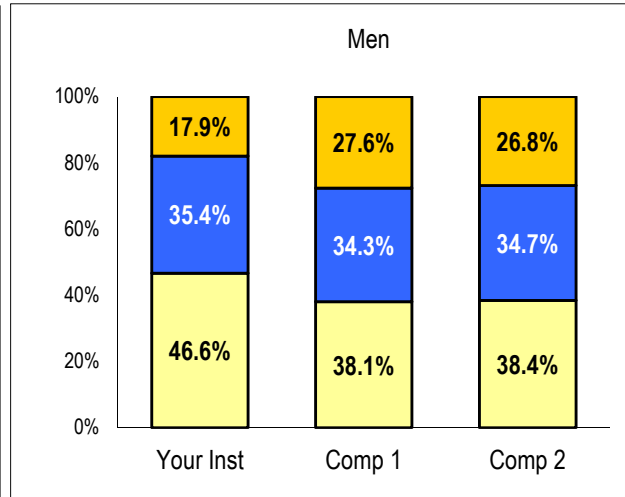
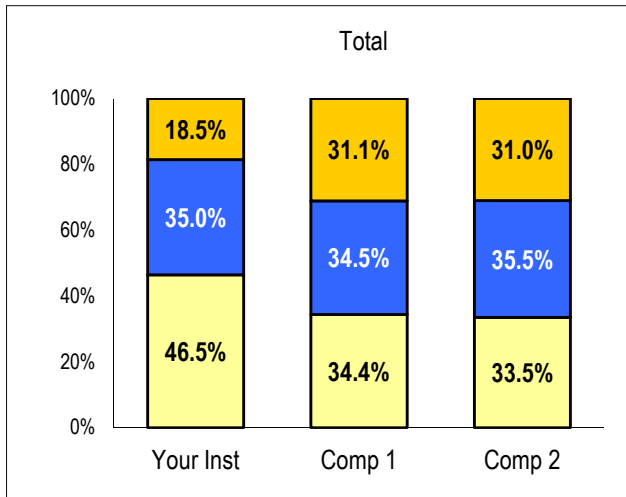


2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Social Agency  
CIRP Construct Percentage Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	848	11,929	25,871	429	4,975	11,654	409	6,954	14,217
High Social Agency	18.5%	31.1%	31.0%	17.9%	27.6%	26.8%	18.3%	34.2%	35.0%
Average Social Agency	35.0%	34.5%	35.5%	35.4%	34.3%	34.7%	34.5%	34.7%	36.2%
Low Social Agency	46.5%	34.4%	33.5%	46.6%	38.1%	38.4%	47.2%	31.1%	28.8%
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)

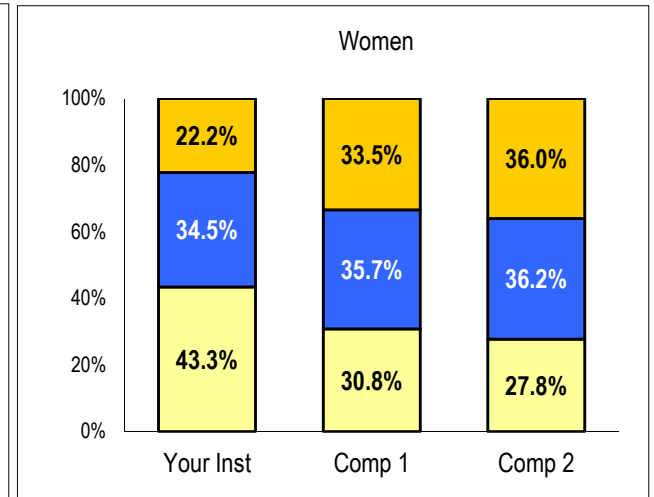
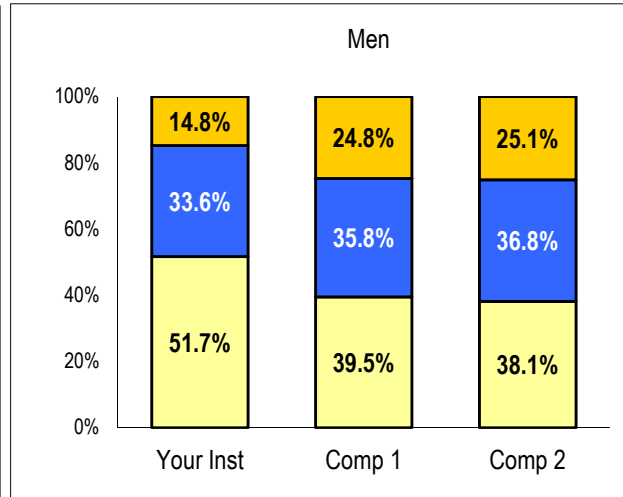
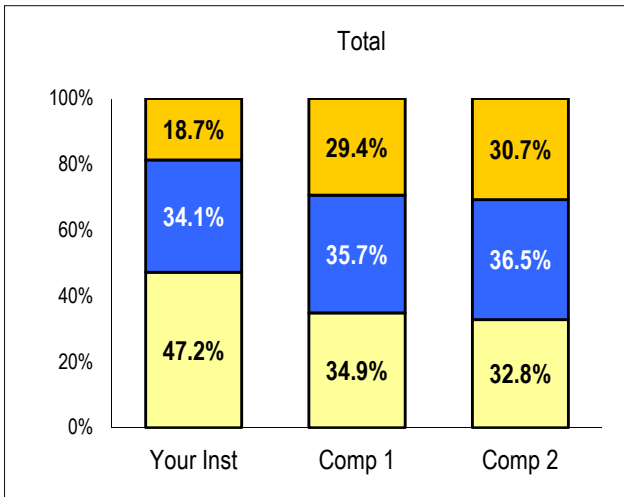


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Civic Engagement**  
**CIRP Construct Percentage Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	835	11,713	25,492	420	4,861	11,443	406	6,852	14,049
High Civic Engagement	18.7%	29.4%	30.7%	14.8%	24.8%	25.1%	22.2%	33.5%	36.0%
Average Civic Engagement	34.1%	35.7%	36.5%	33.6%	35.8%	36.8%	34.5%	35.7%	36.2%
Low Civic Engagement	47.2%	34.9%	32.8%	51.7%	39.5%	38.1%	43.3%	30.8%	27.8%
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) (3.79)
- \*Publicly communicated my opinion about a cause (e.g., blog, email, petition) (4.11)
- \*Helped raise money for a cause or campaign (2.91)
- \*Performed volunteer work (2.26)

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

- \*Influencing social values (3.54)
- \*Keeping up to date with political affairs (3.65)

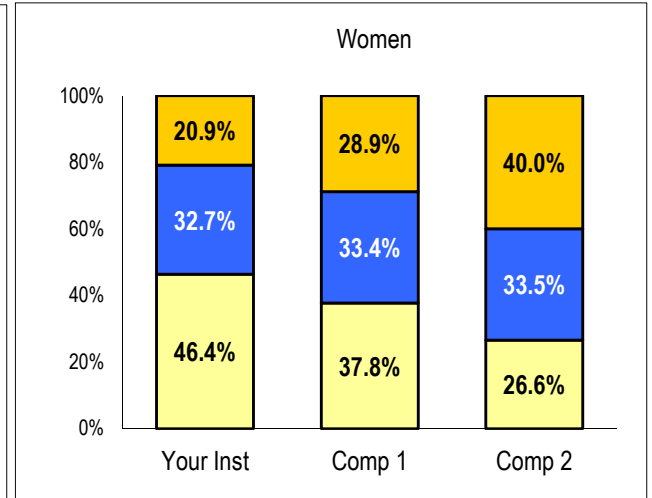
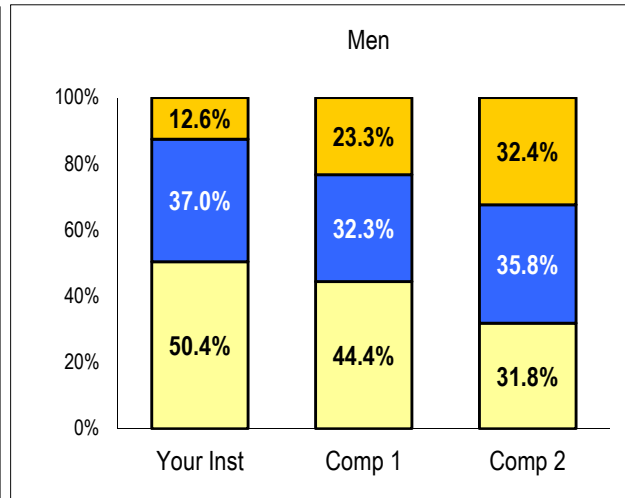
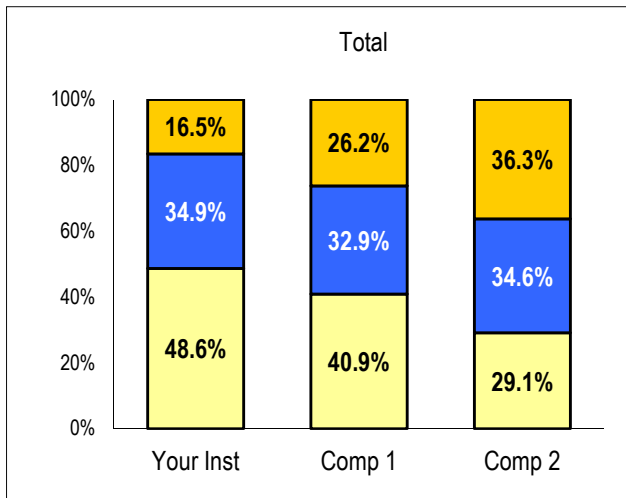


2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
College Reputation Orientation  
CIRP Construct Percentage Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	886	12,972	27,562	446	5,359	12,341	431	7,613	15,221
High College Reputation Orientation	16.5%	26.2%	36.3%	12.6%	23.3%	32.4%	20.9%	28.9%	40.0%
Average College Reputation Orientation	34.9%	32.9%	34.6%	37.0%	32.3%	35.8%	32.7%	33.4%	33.5%
Low College Reputation Orientation	48.6%	40.9%	29.1%	50.4%	44.4%	31.8%	46.4%	37.8%	26.6%
Significance (based on High score group)	-	**	***	-		**	-		***

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



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

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

- \* This college's graduates get good jobs (7.64)
- \* This college's graduates gain admission to top graduate/professional schools (5.92)
- \* This college has a very good academic reputation (4.89)

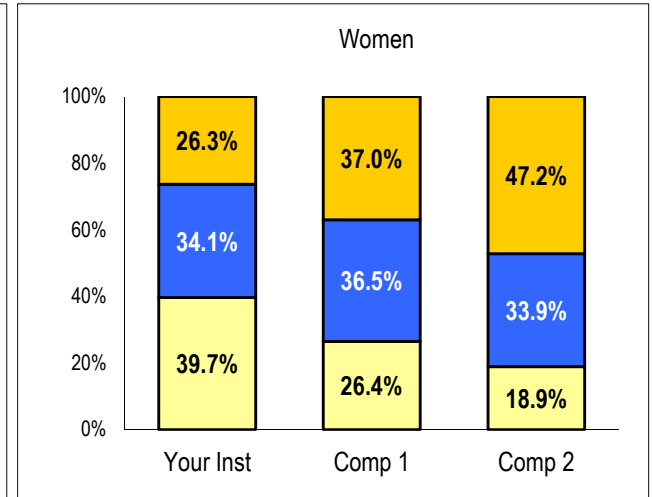
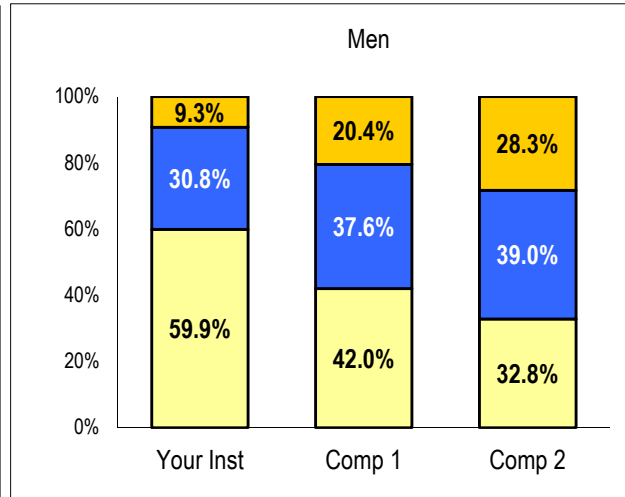
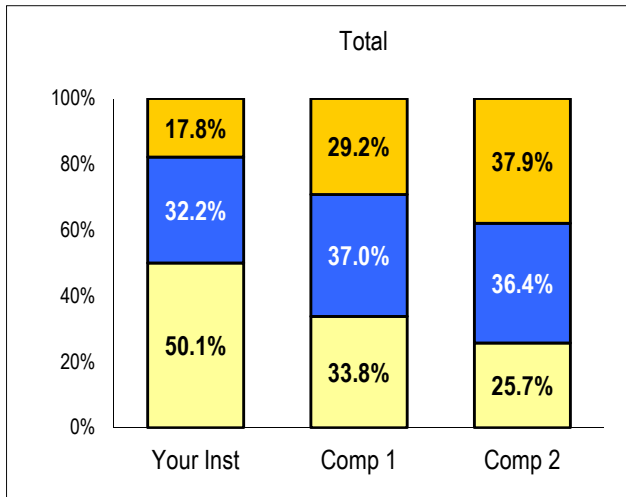


**2018 CIRP Freshman Survey**  
**First-time, Full-time Freshmen**  
**Likelihood of College Involvement**  
**CIRP Construct Percentage Report**

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	839	11,811	25,664	419	4,906	11,528	411	6,905	14,136
High Likelihood of College Involvement	17.8%	29.2%	37.9%	9.3%	20.4%	28.3%	26.3%	37.0%	47.2%
Average Likelihood of College Involvement	32.2%	37.0%	36.4%	30.8%	37.6%	39.0%	34.1%	36.5%	33.9%
Low Likelihood of College Involvement	50.1%	33.8%	25.7%	59.9%	42.0%	32.8%	39.7%	26.4%	18.9%
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 (4.97)
- \* Participate in volunteer or community service work (4.25)
- \* Participate in a study abroad program (3.74)
- \* Participate in student government (2.78)

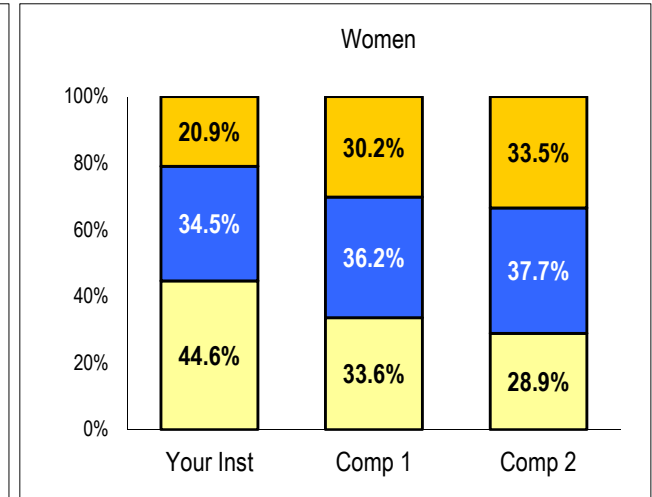
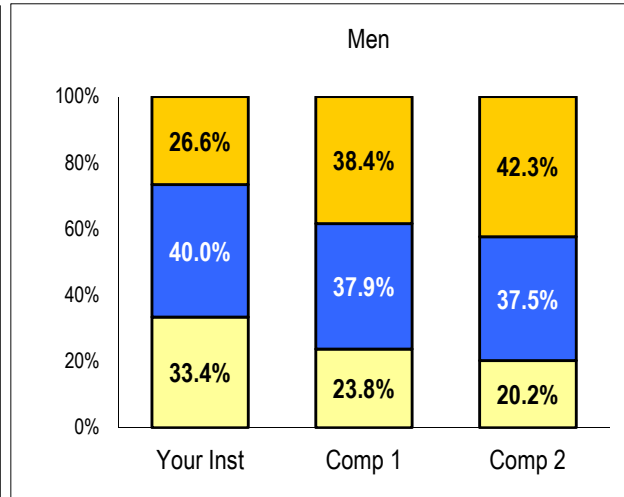
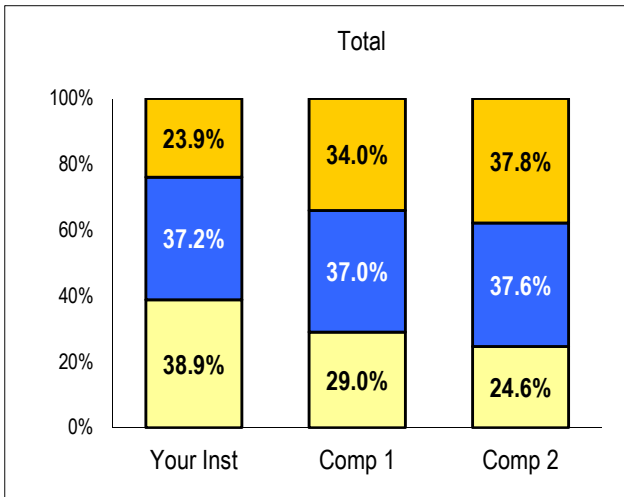


2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Science Self-Efficacy  
CIRP Construct Percentage Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	921	14,553	29,807	467	6,015	13,333	444	8,538	16,474
High Science Self-Efficacy	23.9%	34.0%	37.8%	26.6%	38.4%	42.3%	20.9%	30.2%	33.5%
Average Science Self-Efficacy	37.2%	37.0%	37.6%	40.0%	37.9%	37.5%	34.5%	36.2%	37.7%
Low Science Self-Efficacy	38.9%	29.0%	24.6%	33.4%	23.8%	20.2%	44.6%	33.6%	28.9%
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) (1.09)
- Generate an answerable research question (1.36)
- Determine how to collect appropriate data (1.45)
- Explain the results of a study (1.45)
- Use scientific literature to guide research (1.43)

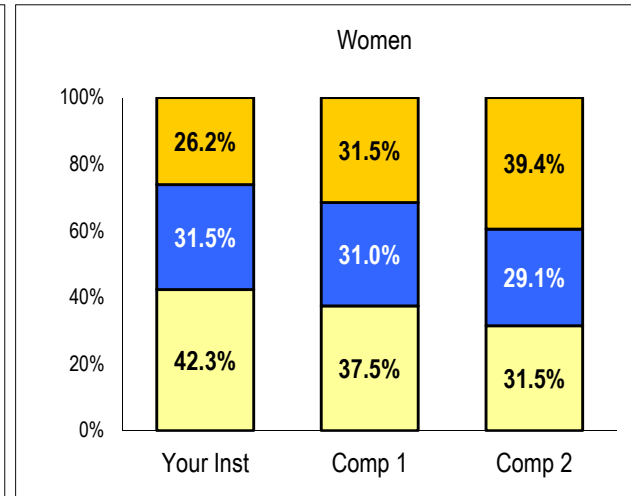
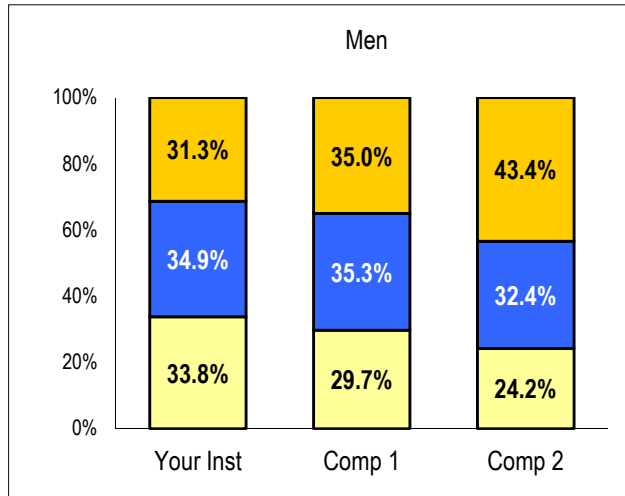
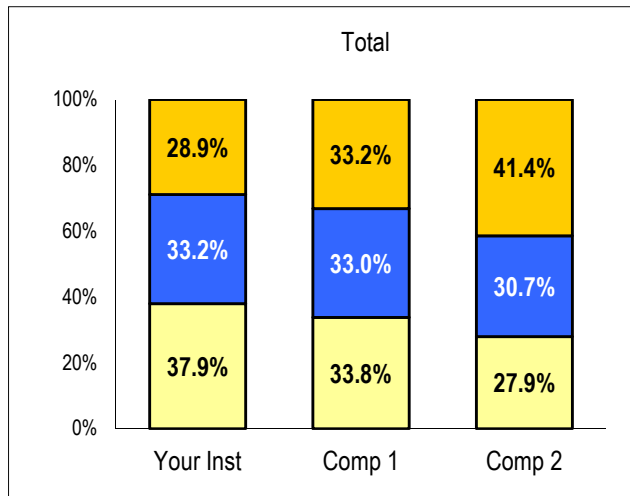
- Integrate results from multiple studies (1.44)
- Ask relevant questions (1.17)
- Identify what is known and not known about a problem (1.27)
- Understand scientific concepts (1.39)
- See connections between different areas of science and mathematics (1.26)

2018 CIRP Freshman Survey  
First-time, Full-time Freshmen  
Science Identity  
CIRP Construct Percentage Report

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

University of Idaho	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	883	12,515	26,881	447	5,218	12,108	428	7,297	14,773
High Science Identity	28.9%	33.2%	41.4%	31.3%	35.0%	43.4%	26.2%	31.5%	39.4%
Average Science Identity	33.2%	33.0%	30.7%	34.9%	35.3%	32.4%	31.5%	31.0%	29.1%
Low Science Identity	37.9%	33.8%	27.9%	33.8%	29.7%	24.2%	42.3%	37.5%	31.5%
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 (2.34)*

*I derive great personal satisfaction from working on a team that is doing important research (1.68)*

*I think of myself as a scientist (2.45)*

*I feel like I belong in the field of science (2.36)*