



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

2017 College Senior Survey

CIRP Construct Reports

Graduating Seniors

Embry-Riddle Aeronautical University-Worldwide

Comparison group 1: Private Nonsectarian 4yr Colleges - High Selectivity

Comparison group 2: Private Nonsectarian 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.

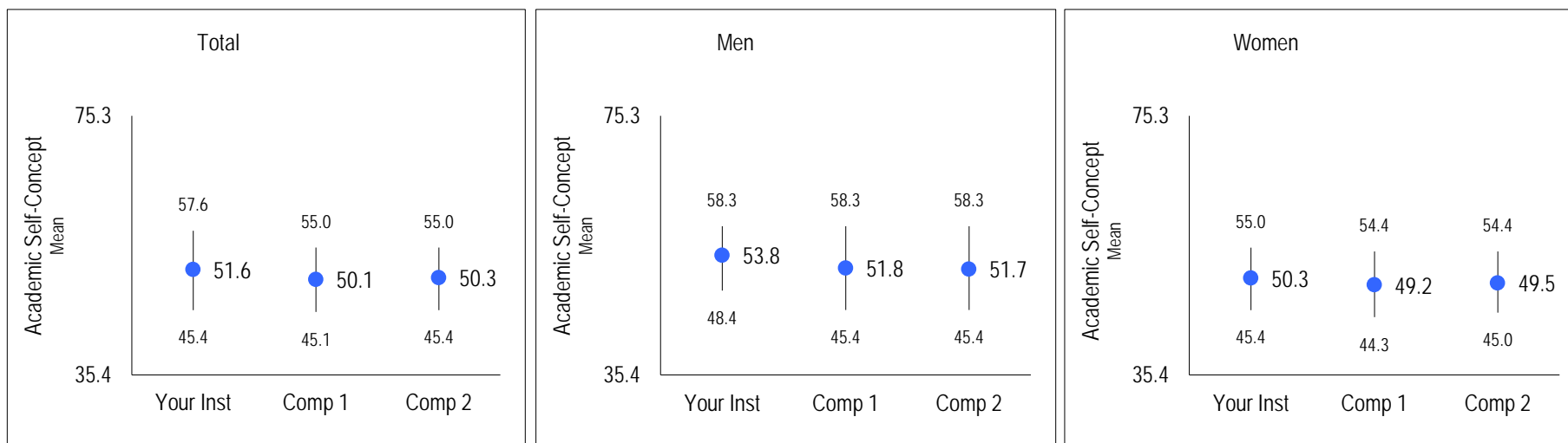
Statistical Significance – Uses t-test to examine the difference between the mean construct score for your institution and the comparison group. Constructs with mean differences that are larger than would be expected by chance are noted with one, two, or three stars, which correspond to the three standard 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

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.

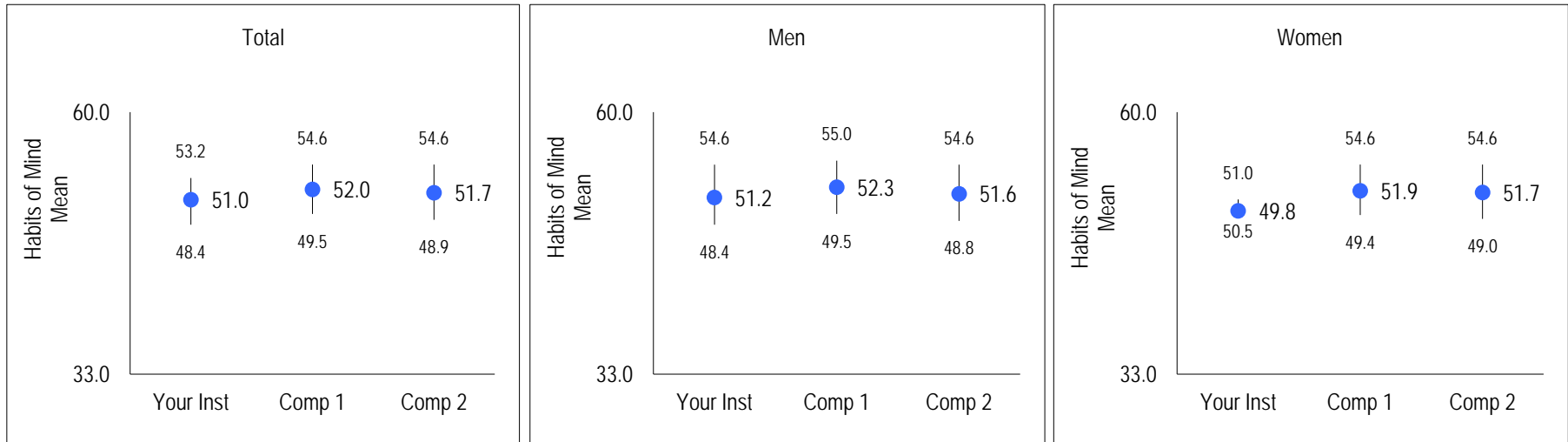
Effect Size – Determines the practical significance of the mean difference between your institution and the comparison group. It is calculated by dividing the mean difference by the standard deviation of the comparison group. Generally, an effect size of .2 is considered small, .5 medium, and .8 large. 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.

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	36	671	3,494	30	237	1,242	6	434	2,252
Mean	51.0	52.0	51.7	51.2	52.3	51.6	49.8	51.9	51.7
Standard deviation	4.34	4.00	4.20	4.55	4.07	4.36	3.18	3.95	4.11
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.27	-0.17	-	-0.27	-0.09	-	-0.52	-0.46
25th percentile	48.4	49.5	48.9	48.4	49.5	48.8	50.5	49.4	49.0
75th percentile	53.2	54.6	54.6	54.6	55.0	54.6	51.0	54.6	54.6

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



Survey items and estimation "weights":

How often in the past year did you:

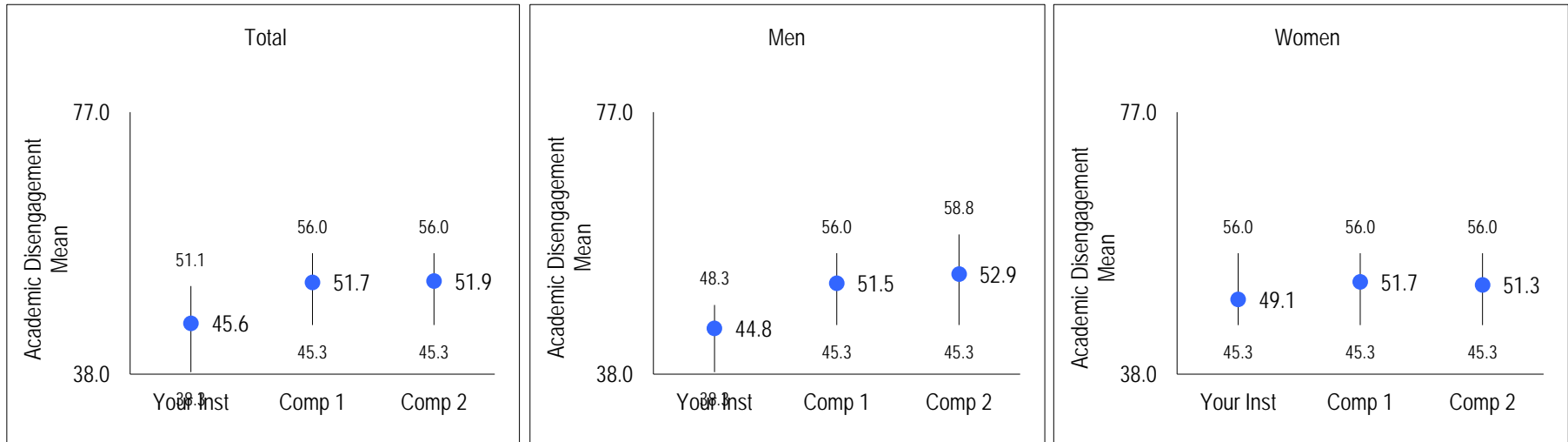
- * Support your opinions with a logical argument (2.30)
- * Seek solutions to problems and explain them to others (2.25)
- * Seek alternative solutions to a problem (1.90)
- * Evaluate the quality or reliability of information you received (1.73)
- * Ask questions in class (1.50)
- * Take a risk because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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	661	3,440	28	235	1,227	6	426	2,213
Mean	45.6	51.7	51.9	44.8	51.5	52.9	49.1	51.7	51.3
Standard deviation	6.21	7.79	8.02	5.82	7.76	8.08	7.28	7.81	7.92
Significance	-	***	***	-	***	***	-	-	-
Effect size	-	-0.78	-0.78	-	-0.86	-1.00	-	-0.33	-0.27
25th percentile	38.3	45.3	45.3	38.3	45.3	45.3	45.3	45.3	45.3
75th percentile	51.1	56.0	56.0	48.3	56.0	58.8	56.0	56.0	56.0

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



Survey items and estimation "weights":

Since entering college, indicate how often you:

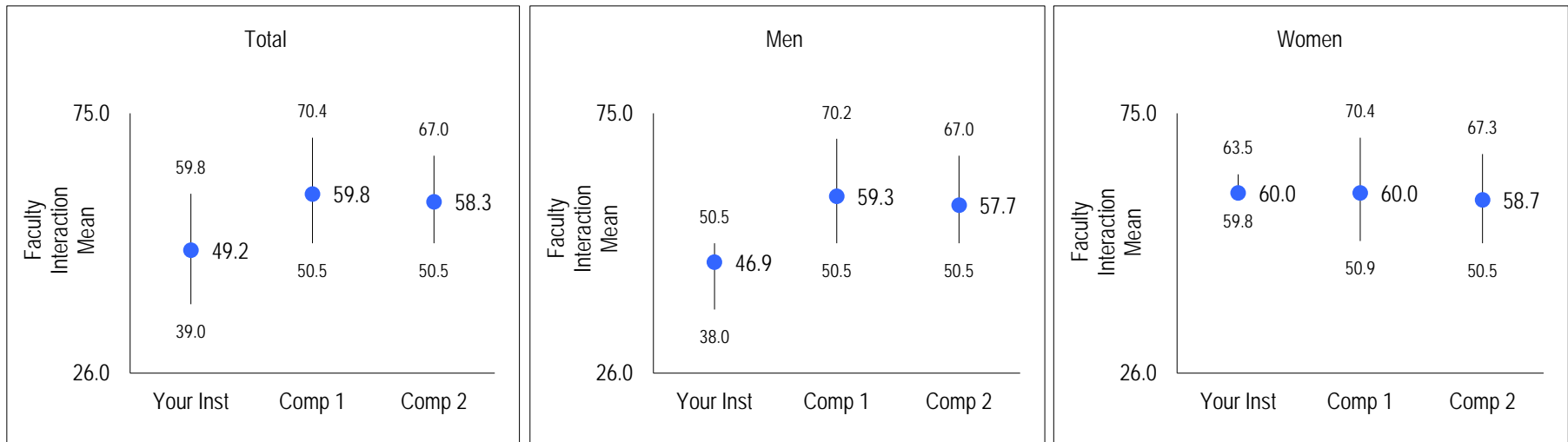
- * Came late to class (1.82)
- * Missed class for other reasons (1.76)
- * Failed to complete homework on time (1.26)
- * Fell asleep in class (1.00)



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.

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	615	3,063	24	225	1,107	5	390	1,956
Mean	49.2	59.8	58.3	46.9	59.3	57.7	60.0	60.0	58.7
Standard deviation	12.53	11.21	11.36	11.76	11.30	11.49	11.29	11.17	11.27
Significance	-	***	***	-	***	***	-		
Effect size	-	-0.94	-0.80	-	-1.10	-0.94	-	0.00	0.12
25th percentile	39.0	50.5	50.5	38.0	50.5	50.5	59.8	50.9	50.5
75th percentile	59.8	70.4	67.0	50.5	70.2	67.0	63.5	70.4	67.3

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)

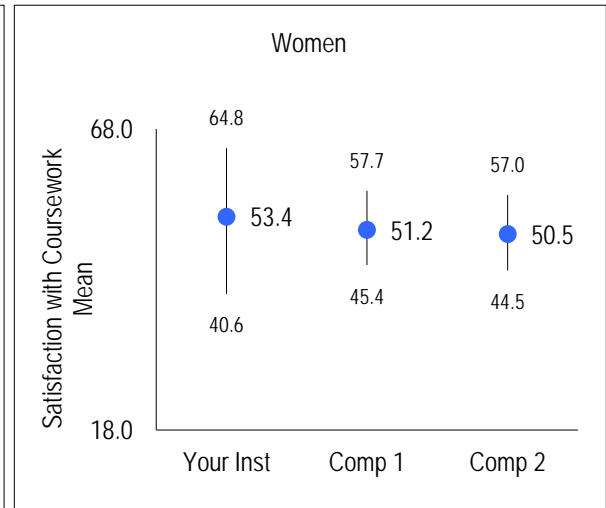
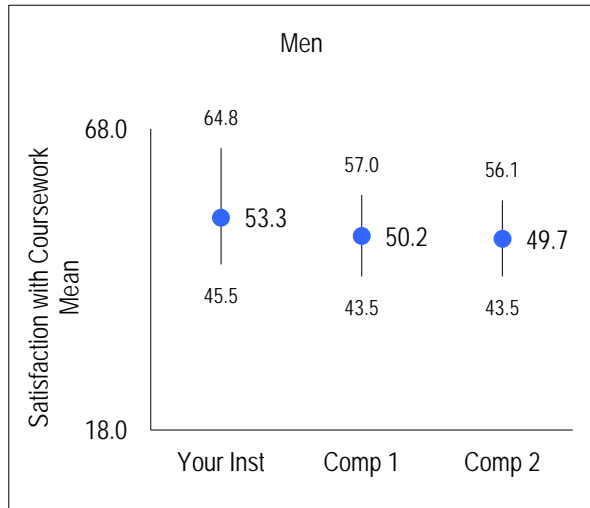
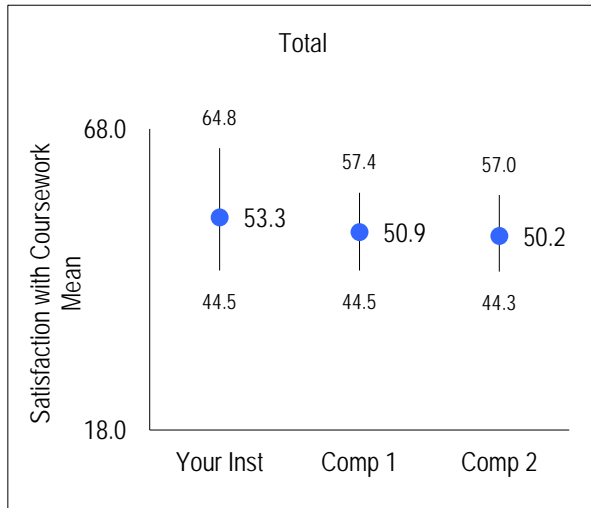
- * *Encouragement to pursue graduate/professional study* (1.91)
- * *Help to improve your study skills* (1.84)
- * *A letter of recommendation* (1.71)
- * *An opportunity to work on a research project* (1.09)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	620	3,147	28	231	1,135	6	389	2,012
Mean	53.3	50.9	50.2	53.3	50.2	49.7	53.4	51.2	50.5
Standard deviation	9.86	8.62	8.93	9.33	8.86	9.33	13.10	8.47	8.68
Significance	-		*	-		*	-		
Effect size	-	0.28	0.34	-	0.35	0.38	-	0.26	0.34
25th percentile	44.5	44.5	44.3	45.5	43.5	43.5	40.6	45.4	44.5
75th percentile	64.8	57.4	57.0	64.8	57.0	56.1	64.8	57.7	57.0

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



Survey items and estimation "weights":

Please rate your satisfaction your college in each area::

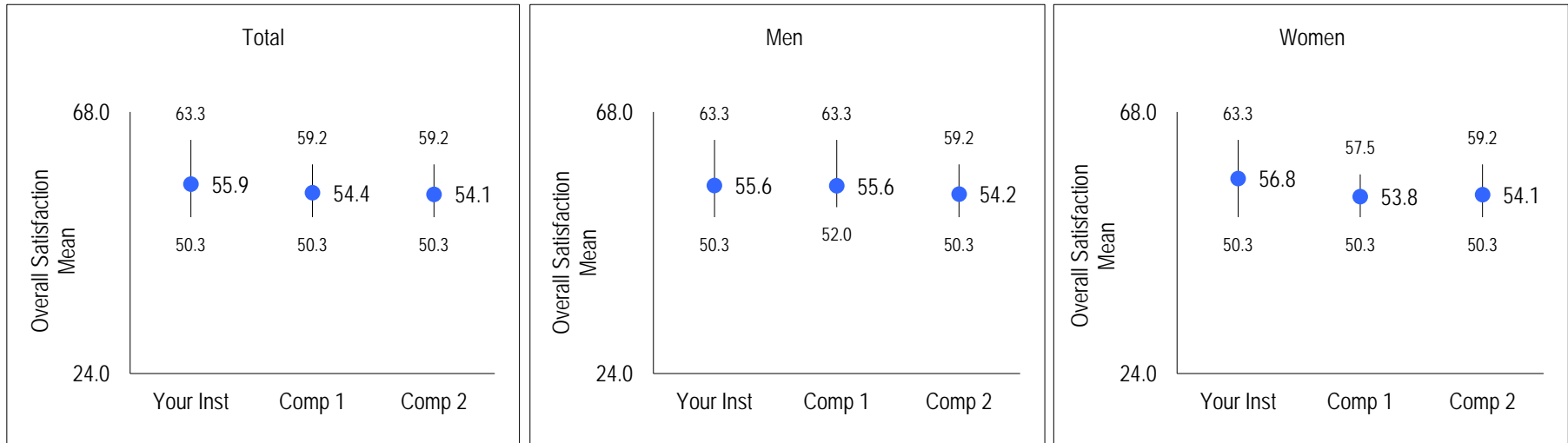
- * Relevance of coursework to future career plans (3.52)
- * Relevance of coursework to everyday life (3.13)
- * Courses in your major field (1.54)
- * General education or core curriculum courses (0.92)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	647	3,298	28	234	1,174	6	413	2,124
Mean	55.9	54.4	54.1	55.6	55.6	54.2	56.8	53.8	54.1
Standard deviation	7.35	6.87	7.24	7.43	6.81	7.62	7.57	6.82	7.03
Significance	-			-			-		
Effect size	-	0.21	0.24	-	0.01	0.19	-	0.45	0.39
25th percentile	50.3	50.3	50.3	50.3	52.0	50.3	50.3	50.3	50.3
75th percentile	63.3	59.2	59.2	63.3	63.3	59.2	63.3	57.5	59.2

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



Survey items and estimation "weights":

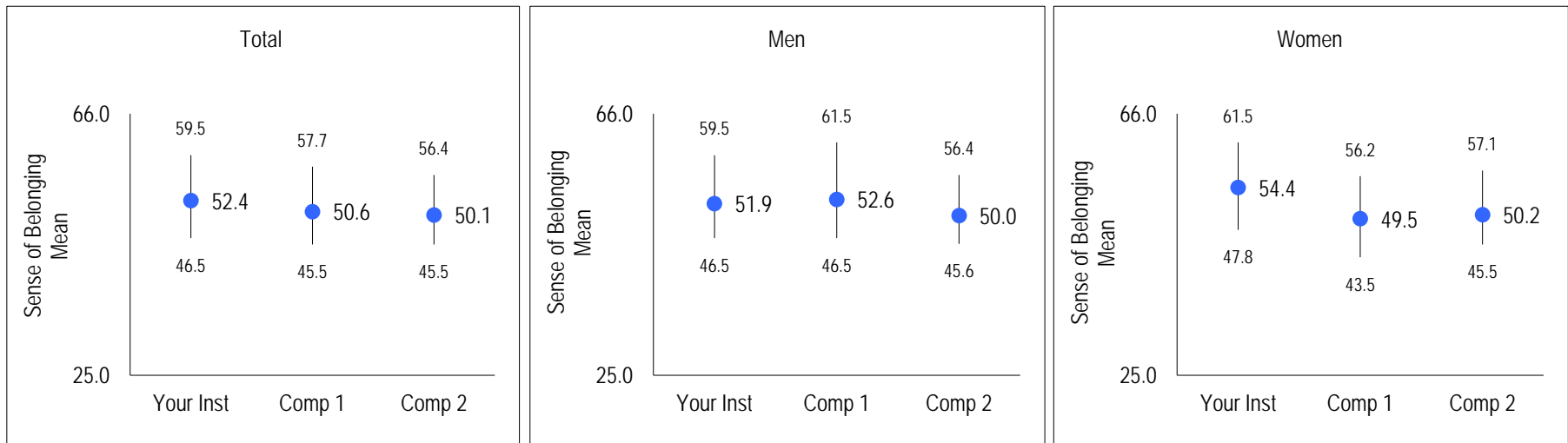
- * Satisfaction with overall college experience (3.69)
- * If you could make your college choice over, would you still choose to enroll at your current college? (1.90)
- * Satisfaction with overall quality of instruction (1.69)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	31	629	3,199	25	228	1,150	6	401	2,049
Mean	52.4	50.6	50.1	51.9	52.6	50.0	54.4	49.5	50.2
Standard deviation	8.57	9.11	8.94	8.55	9.13	9.18	9.12	8.93	8.80
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.19	0.25	-	-0.07	0.20	-	0.55	0.48
25th percentile	46.5	45.5	45.5	46.5	46.5	45.6	47.8	43.5	45.5
75th percentile	59.5	57.7	56.4	59.5	61.5	56.4	61.5	56.2	57.1

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:

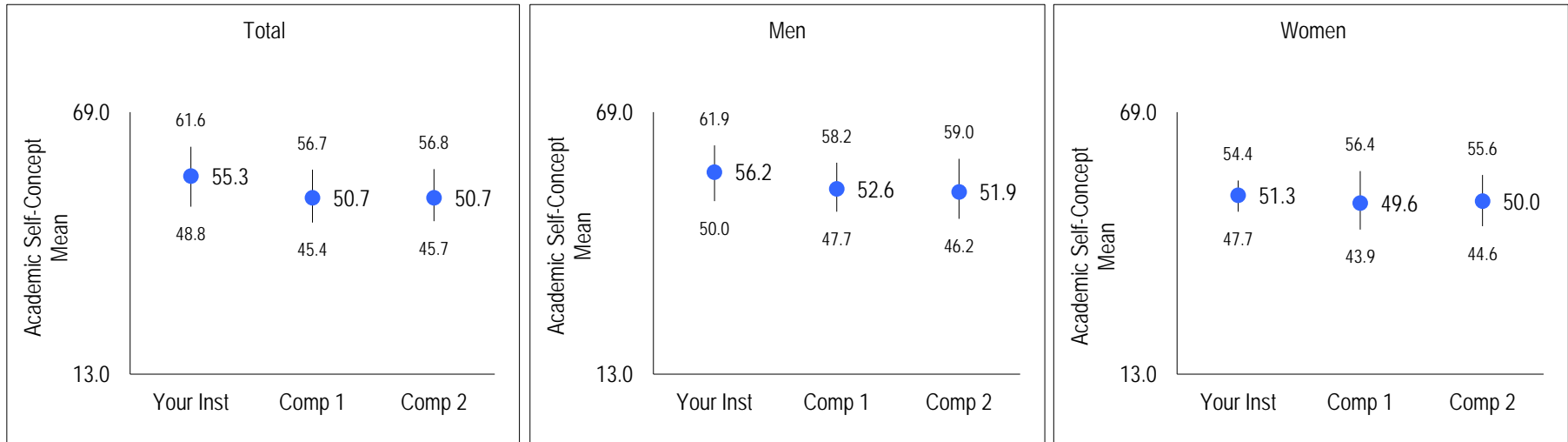
- * I feel I am a member of this college (5.10)
- * I feel a sense of belonging to this campus (4.62)
- * If asked, I would recommend this college to others (2.33)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	28	605	3,016	23	222	1,086	5	383	1,930
Mean	55.3	50.7	50.7	56.2	52.6	51.9	51.3	49.6	50.0
Standard deviation	7.10	8.80	8.81	7.30	8.82	9.24	4.68	8.60	8.48
Significance	-	**	**	-		*	-		
Effect size	-	0.53	0.52	-	0.41	0.46	-	0.20	0.15
25th percentile	48.8	45.4	45.7	50.0	47.7	46.2	47.7	43.9	44.6
75th percentile	61.6	56.7	56.8	61.9	58.2	59.0	54.4	56.4	55.6

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:

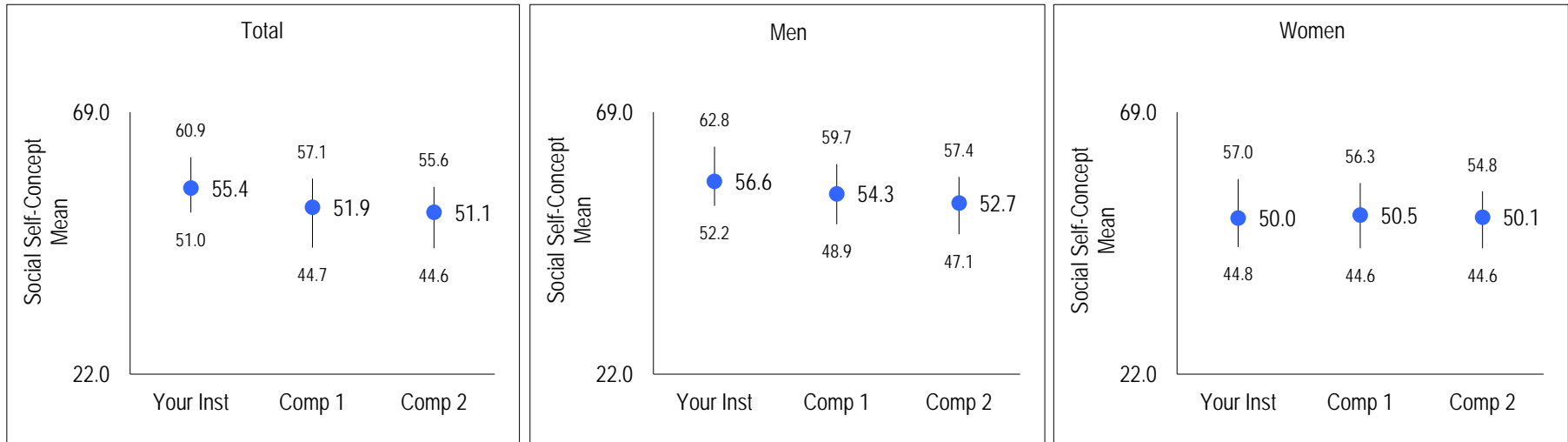
- * Academic ability (3.11)
- * Self-confidence (intellectual) (1.86)
- * Drive to achieve (1.63)
- * Mathematical ability (1.60)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	28	604	3,013	23	222	1,085	5	382	1,928
Mean	55.4	51.9	51.1	56.6	54.3	52.7	50.0	50.5	50.1
Standard deviation	7.91	8.41	8.14	7.11	8.42	8.42	10.01	8.10	7.83
Significance	-	*	**	-		*	-		
Effect size	-	0.41	0.53	-	0.26	0.46	-	-0.06	-0.02
25th percentile	51.0	44.7	44.6	52.2	48.9	47.1	44.8	44.6	44.6
75th percentile	60.9	57.1	55.6	62.8	59.7	57.4	57.0	56.3	54.8

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



Survey items and estimation "weights":

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

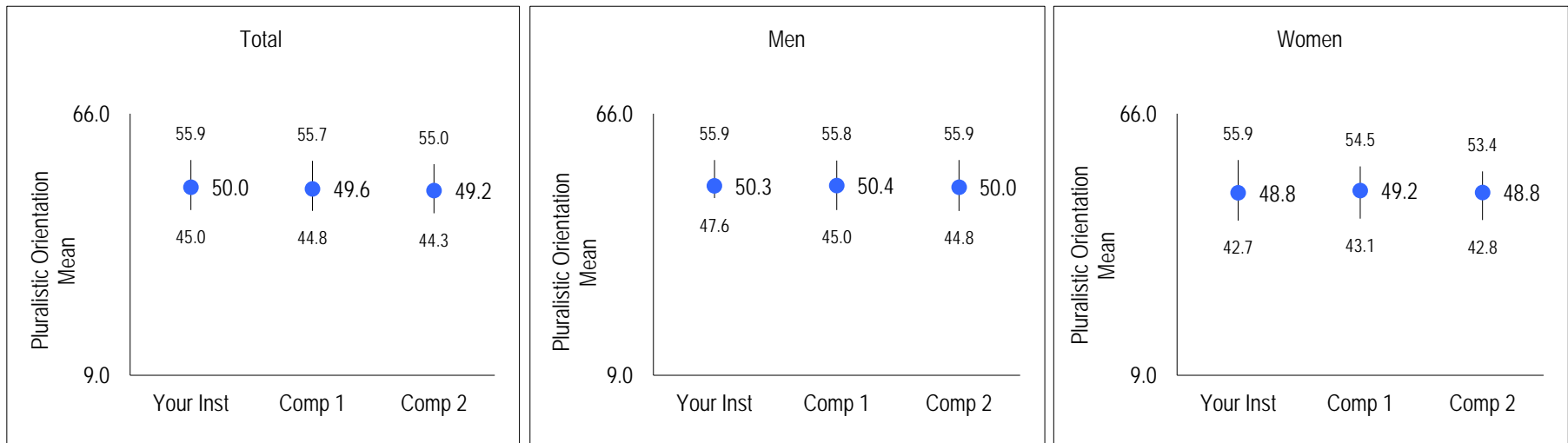
- * Leadership ability (2.93)
- * Public speaking ability (2.66)
- * Self-confidence (social) (2.12)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	649	3,356	28	234	1,204	6	415	2,152
Mean	50.0	49.6	49.2	50.3	50.4	50.0	48.8	49.2	48.8
Standard deviation	9.73	8.46	8.67	10.38	8.69	9.26	6.37	8.31	8.30
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.04	0.09	-	-0.01	0.03	-	-0.06	0.00
25th percentile	45.0	44.8	44.3	47.6	45.0	44.8	42.7	43.1	42.8
75th percentile	55.9	55.7	55.0	55.9	55.8	55.9	55.9	54.5	53.4

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:

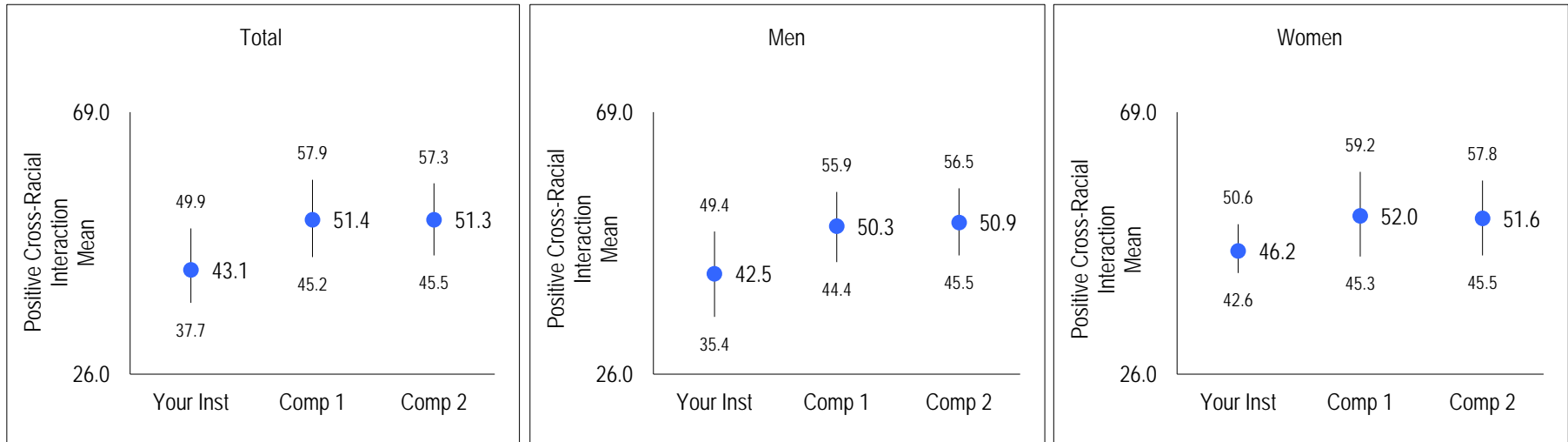
- * Tolerance of others with different beliefs (3.35)
- * Ability to work cooperatively with diverse people (3.14)
- * Openness to having my own views challenged (2.76)
- * Ability to see the world from someone else's perspective (2.55)
- * Ability to discuss and negotiate controversial issues (2.11)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	621	3,113	24	227	1,121	5	394	1,992
Mean	43.1	51.4	51.3	42.5	50.3	50.9	46.2	52.0	51.6
Standard deviation	10.60	9.55	9.41	11.26	9.39	9.26	6.62	9.60	9.49
Significance	-	***	***	-	***	***	-	-	-
Effect size	-	-0.86	-0.87	-	-0.83	-0.91	-	-0.60	-0.56
25th percentile	37.7	45.2	45.5	35.4	44.4	45.5	42.6	45.3	45.5
75th percentile	49.9	57.9	57.3	49.4	55.9	56.5	50.6	59.2	57.8

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)

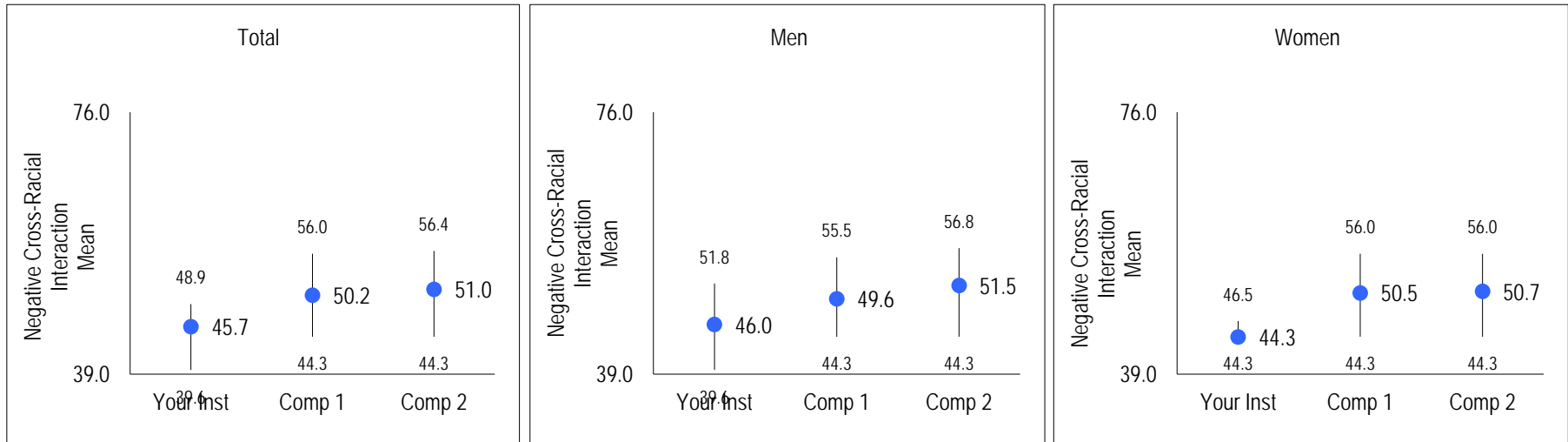
* Socialized or partied (2.12)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	621	3,111	24	227	1,121	5	394	1,990
Mean	45.7	50.2	51.0	46.0	49.6	51.5	44.3	50.5	50.7
Standard deviation	6.44	8.35	8.67	6.97	8.27	8.84	2.81	8.40	8.56
Significance	-	**	**	-	*	**	-	-	-
Effect size	-	-0.53	-0.61	-	-0.44	-0.62	-	-0.74	-0.75
25th percentile	39.6	44.3	44.3	39.6	44.3	44.3	44.3	44.3	44.3
75th percentile	48.9	56.0	56.4	51.8	55.5	56.8	46.5	56.0	56.0

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?

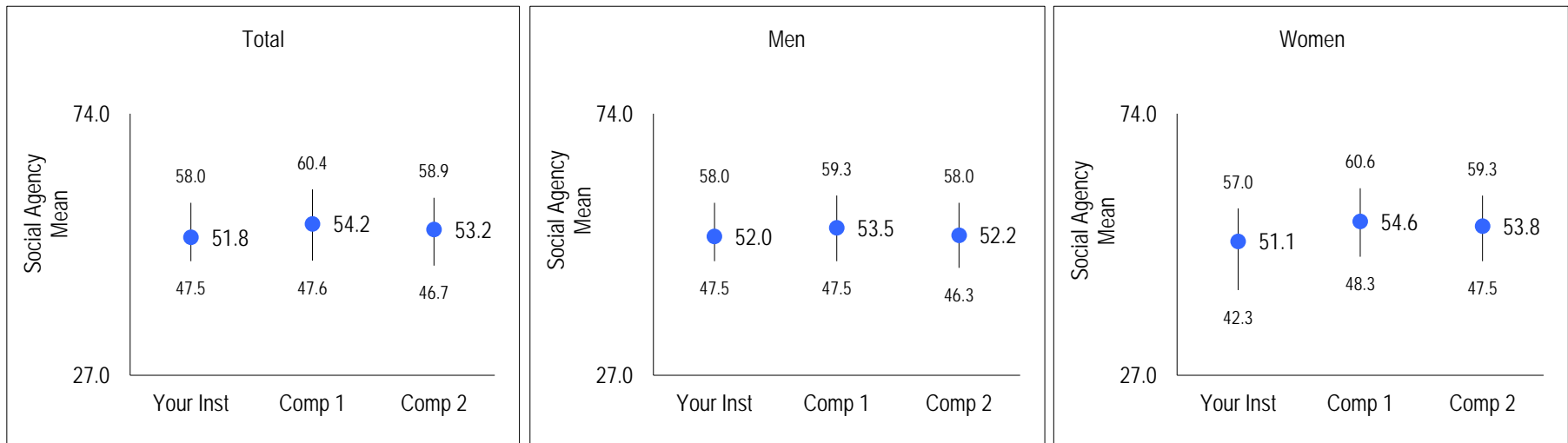
- * Had tense, somewhat hostile interactions (3.81)
- * Felt insulted or threatened because of your race/ethnicity (2.63)
- * Had guarded, cautious interactions (2.10)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	30	624	3,133	24	227	1,127	6	397	2,006
Mean	51.8	54.2	53.2	52.0	53.5	52.2	51.1	54.6	53.8
Standard deviation	8.60	9.16	9.36	8.93	9.19	9.60	7.82	9.13	9.17
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.27	-0.15	-	-0.17	-0.02	-	-0.39	-0.29
25th percentile	47.5	47.6	46.7	47.5	47.5	46.3	42.3	48.3	47.5
75th percentile	58.0	60.4	58.9	58.0	59.3	58.0	57.0	60.6	59.3

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 (2.72)
- * Helping to promote racial understanding (2.61)
- * Becoming a community leader (2.27)

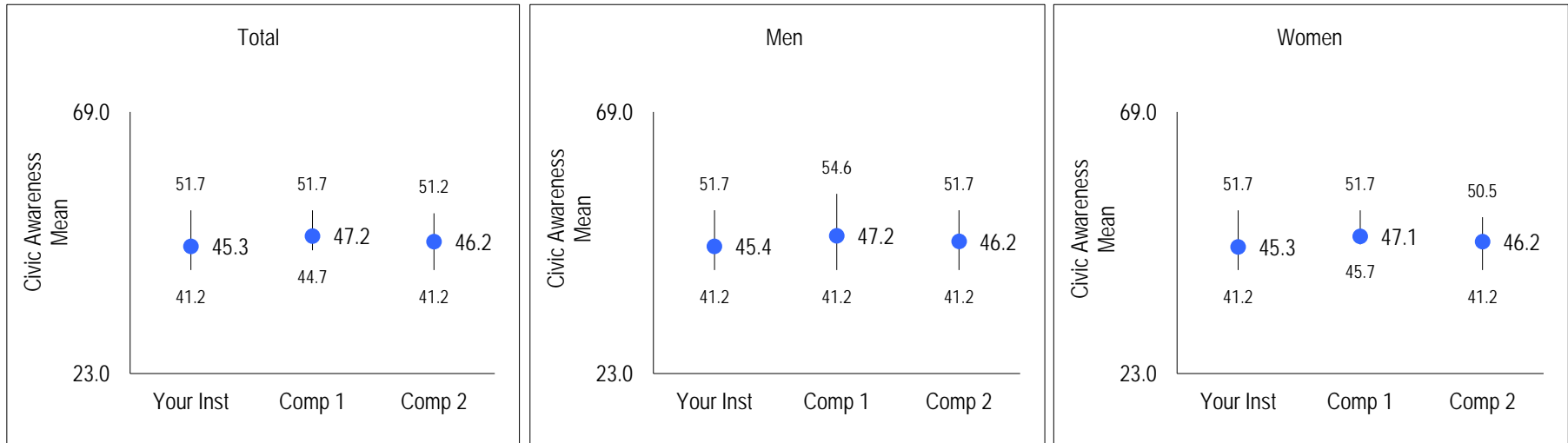
- * Keeping up to date with political affairs (1.76)
- * Influencing social values (1.75)
- * Helping others who are in difficulty (1.61)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	616	3,145	28	229	1,133	6	387	2,012
Mean	45.3	47.2	46.2	45.4	47.2	46.2	45.3	47.1	46.2
Standard deviation	7.35	6.36	6.60	7.56	6.48	6.69	6.94	6.30	6.55
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.29	-0.13	-	-0.29	-0.13	-	-0.30	-0.14
25th percentile	41.2	44.7	41.2	41.2	41.2	41.2	41.2	45.7	41.2
75th percentile	51.7	51.7	51.2	51.7	54.6	51.7	51.7	51.7	50.5

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



Survey items and estimation "weights":

This institution has contributed to my:

* Understanding of national issues (5.50)

* Understanding of global issues (5.02)

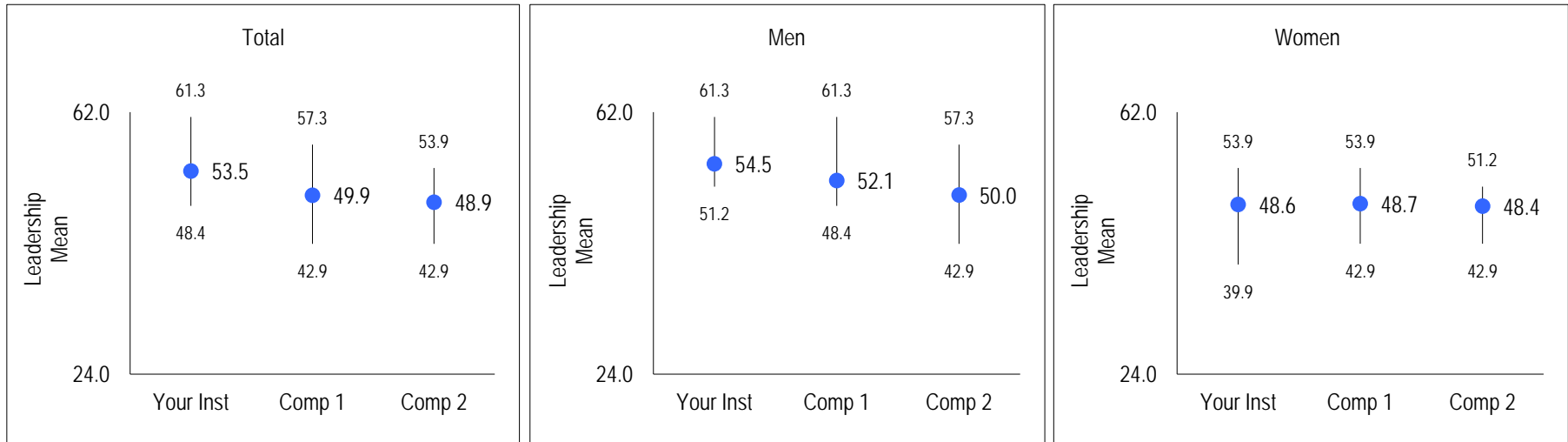
* Understanding of the problems facing your community (1.62)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	653	3,382	28	235	1,209	6	418	2,173
Mean	53.5	49.9	48.9	54.5	52.1	50.0	48.6	48.7	48.4
Standard deviation	7.27	8.21	7.88	6.75	7.62	7.88	8.26	8.29	7.82
Significance	-	*	***	-		**	-		
Effect size	-	0.43	0.57	-	0.32	0.57	-	-0.01	0.03
25th percentile	48.4	42.9	42.9	51.2	48.4	42.9	39.9	42.9	42.9
75th percentile	61.3	57.3	53.9	61.3	61.3	57.3	53.9	53.9	51.2

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



Survey items and estimation "weights":

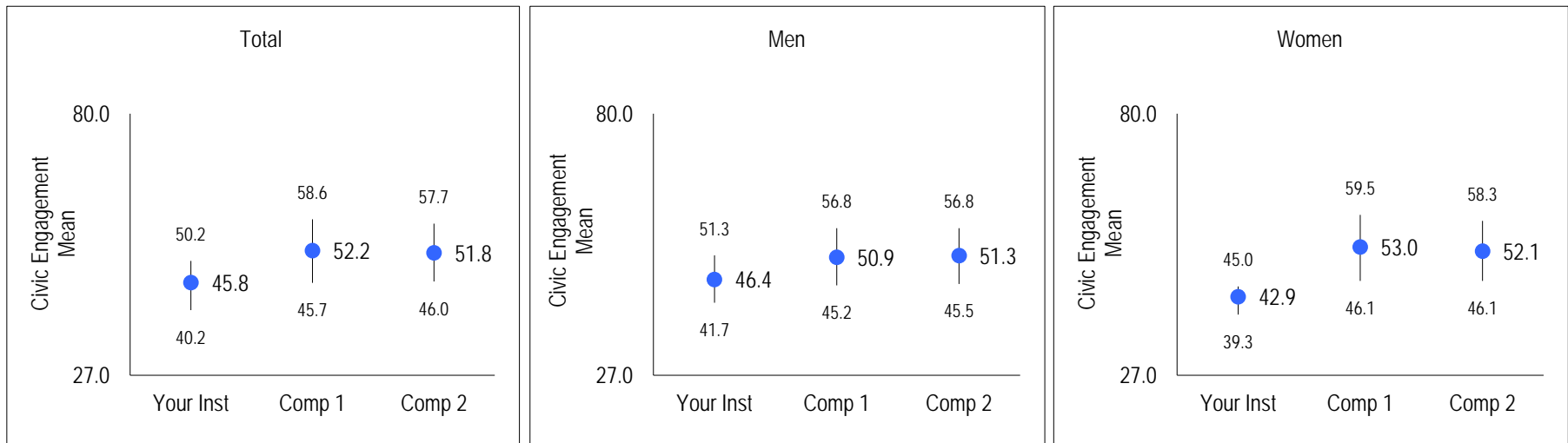
- * Self-rated ability in leadership abilities (3.61)
- * I have effectively led a group to a common purpose (1.33)
- * Been a leader in an organization (1.09)
- * Held a leadership position in an organization (0.97)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	662	3,449	28	235	1,233	6	427	2,216
Mean	45.8	52.2	51.8	46.4	50.9	51.3	42.9	53.0	52.1
Standard deviation	6.90	8.97	8.79	7.21	8.57	8.69	4.64	9.10	8.82
Significance	-	***	***	-	**	**	-	**	*
Effect size	-	-0.72	-0.69	-	-0.53	-0.56	-	-1.11	-1.05
25th percentile	40.2	45.7	46.0	41.7	45.2	45.5	39.3	46.1	46.1
75th percentile	50.2	58.6	57.7	51.3	56.8	56.8	45.0	59.5	58.3

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)

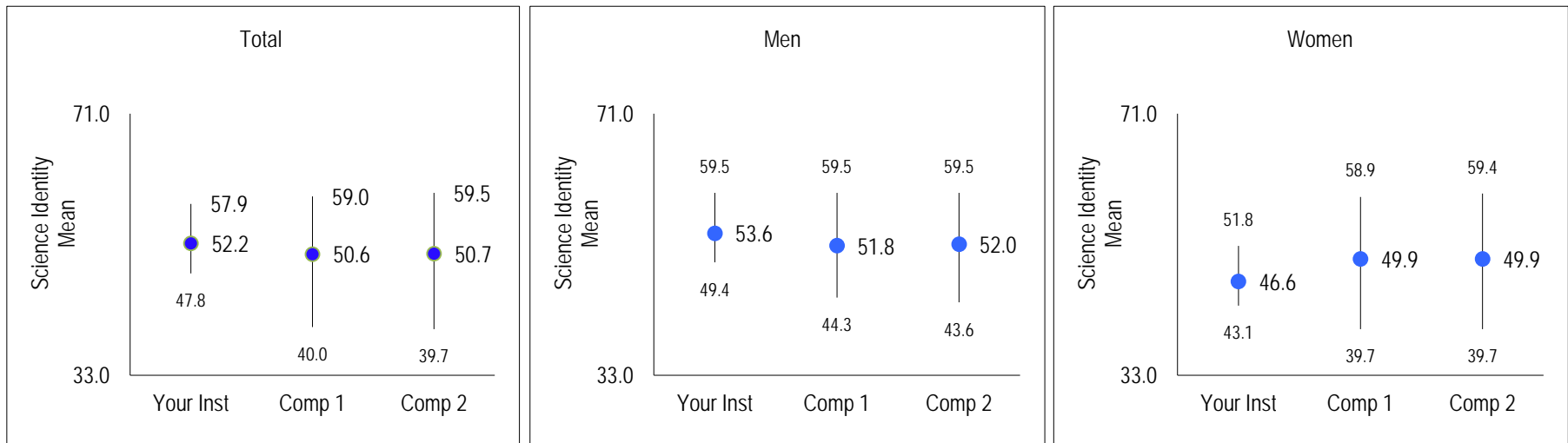
- * Goal: Keeping up to date with political affairs (1.45)
- * Goal: Influencing social values (1.10)
- * Helped raise money for a cause or campaign (1.09)
- * Performed volunteer or community service work (0.79)



Science Identity measures the extent to which students conceive of themselves as scientists

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	614	3,061	23	224	1,103	6	390	1,958
Mean	52.2	50.6	50.7	53.6	51.8	52.0	46.6	49.9	49.9
Standard deviation	8.50	11.15	11.30	8.63	10.60	11.01	5.47	11.40	11.39
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	0.14	0.13	-	0.17	0.14	-	-0.29	-0.29
25th percentile	47.8	40.0	39.7	49.4	44.3	43.6	43.1	39.7	39.7
75th percentile	57.9	59.0	59.5	59.5	59.5	59.5	51.8	58.9	59.4

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



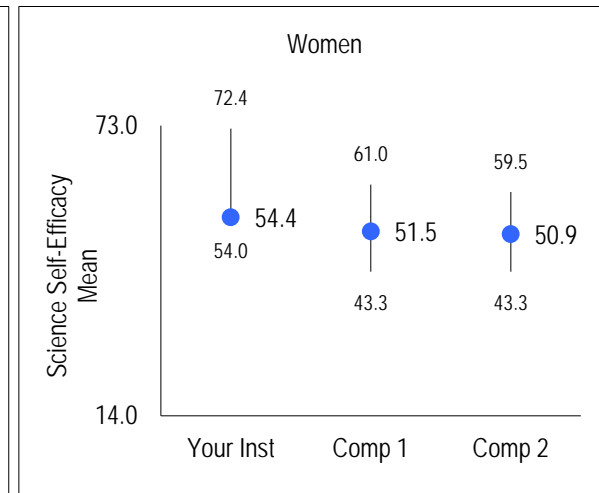
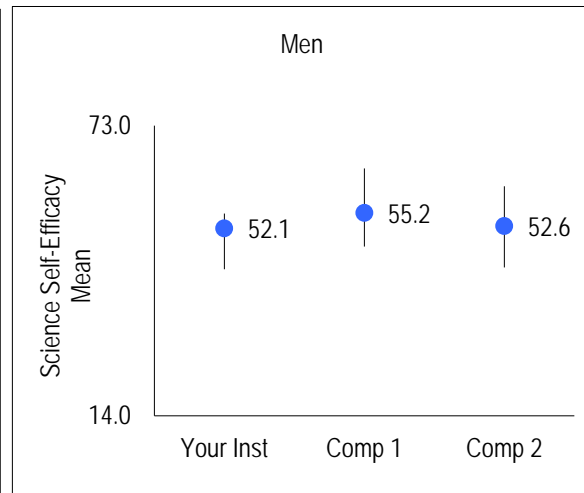
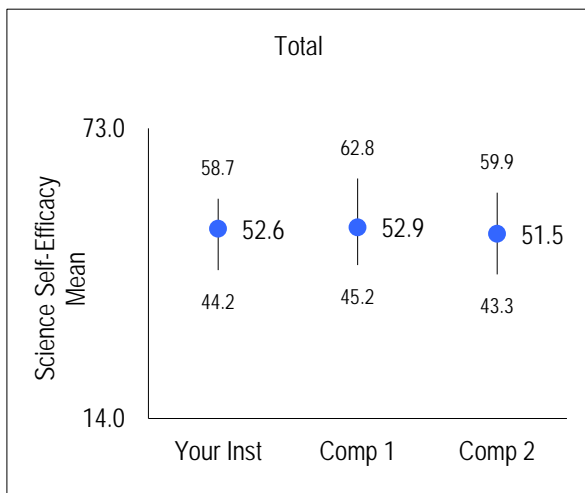
Survey items and estimation "weights":

- * I have a strong sense of belonging to a community of scientists (2.32)
- * I derive great personal satisfaction from working on a team that is doing important research (1.88)
- * I think of myself as a scientist (5.00)
- * I feel like I belong in the field of science (4.82)

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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	25	605	3,025	20	218	1,092	5	387	1,933
Mean	52.6	52.9	51.5	52.1	55.2	52.6	54.4	51.5	50.9
Standard deviation	14.32	13.25	13.17	11.74	11.82	12.88	23.90	13.83	13.30
Significance	-	-	-	-	-	-	-	-	-
Effect size	-	-0.02	0.08	-	-0.26	-0.04	-	0.21	0.26
25th percentile	44.2	45.2	43.3	43.8	48.4	44.2	54.0	43.3	43.3
75th percentile	58.7	62.8	59.9	55.1	64.3	60.7	72.4	61.0	59.5

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



Survey items and estimation "weights":

- * Use technical science skills (use of tools, instruments, and/or techniques) (1.6)
- * Generate a research question (3.75)
- * Determine how to collect appropriate data (4.02)
- * Explain the results of a study (5.27)
- * Use scientific literature to guide research (4.32)
- * Integrate results from multiple studies (3.72)
- * Ask relevant questions (2.47)
- * Identify what is known and not known about a problem (2.20)
- * Understand scientific concepts (2.54)
- * See connections between different areas of science and mathematics (1.55)

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.

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

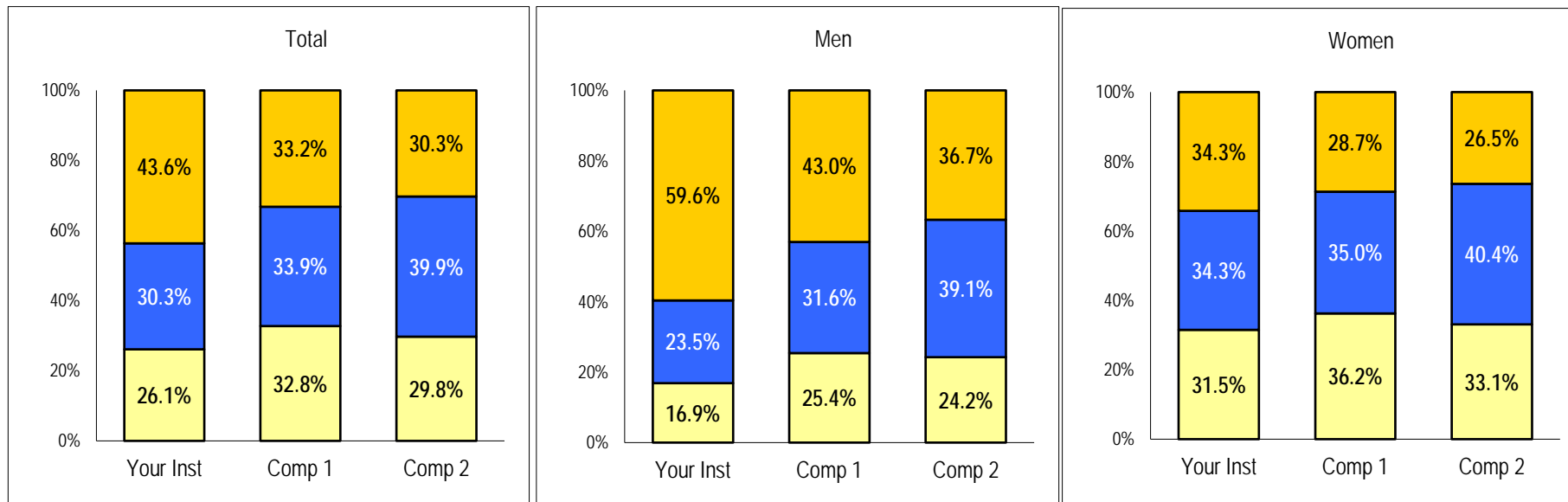
Comp 2 – The second comparison group is based on a similar grouping of institution type and control.

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.

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



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.heri.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).

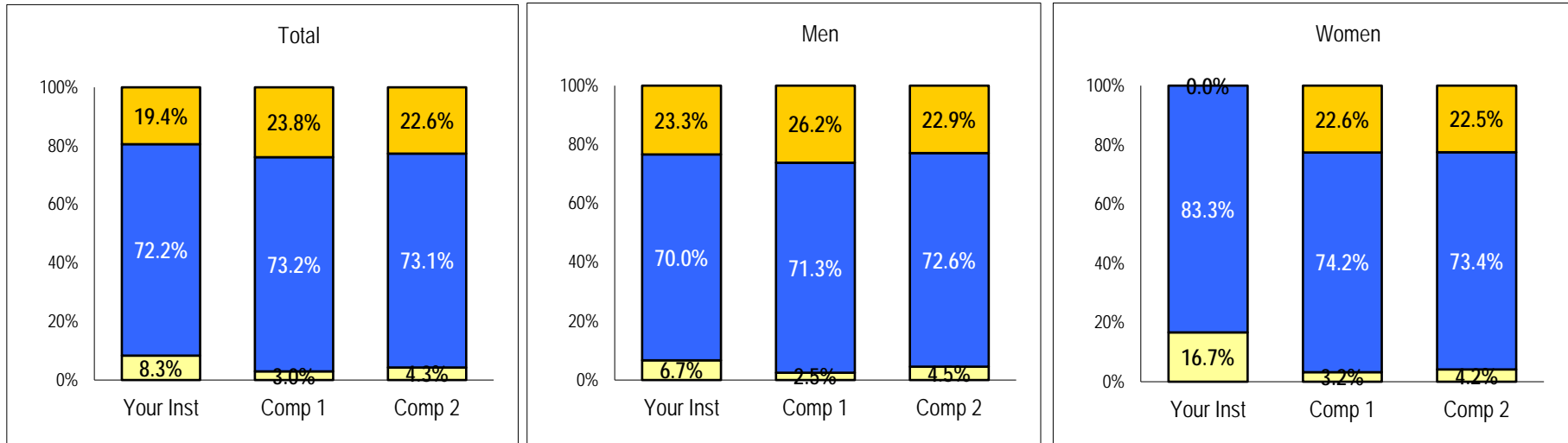


2017 College Senior Survey
CIRP Construct Percentage Report
Habits of Mind
Graduating Seniors

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.

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	36	671	3,494	30	237	1,242	6	434	2,252
High Habits of Mind	19.4%	23.8%	22.6%	23.3%	26.2%	22.9%	0.0%	22.6%	22.5%
Average Habits of Mind	72.2%	73.2%	73.1%	70.0%	71.3%	72.6%	83.3%	74.2%	73.4%
Low Habits of Mind	8.3%	3.0%	4.3%	6.7%	2.5%	4.5%	16.7%	3.2%	4.2%
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)

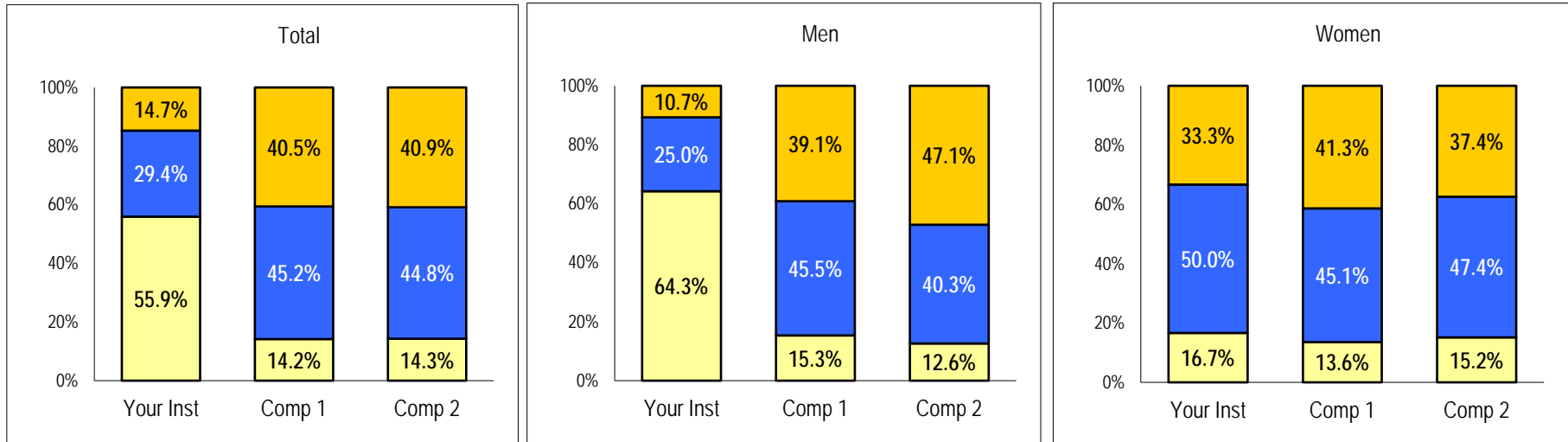
- * Seek feedback on your academic work (1.28)
- * Explore topics on your own, even though it was not required for a class (1.24)
- * Revise your papers to improve your writing (1.15)
- * Look up scientific research articles and resources (0.73)
- * Accept mistakes as part of the learning process (0.69)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	661	3,445	28	235	1,231	6	426	2,214
High Academic Disengagement	14.7%	40.5%	40.9%	10.7%	39.1%	47.1%	33.3%	41.3%	37.4%
Average Academic Disengagement	29.4%	45.2%	44.8%	25.0%	45.5%	40.3%	50.0%	45.1%	47.4%
Low Academic Disengagement	55.9%	14.2%	14.3%	64.3%	15.3%	12.6%	16.7%	13.6%	15.2%
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:

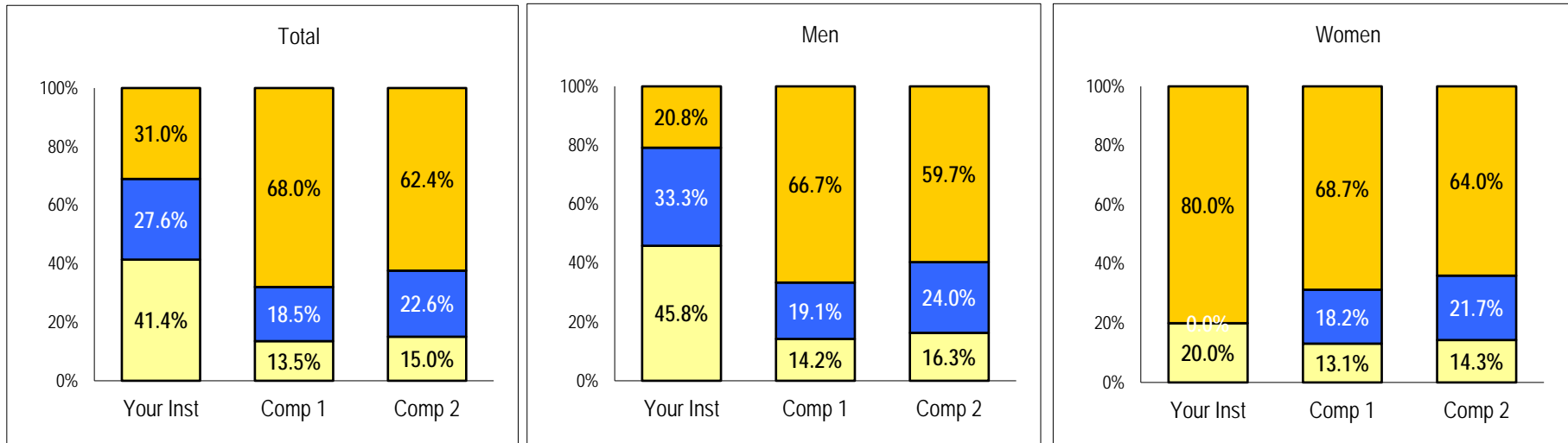
- * Came late to class (1.82)
- * Missed class for other reasons (1.76)
- * Failed to complete homework on time (1.26)
- * Fell asleep in class (1.00)



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.

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	615	3,063	24	225	1,107	5	390	1,956
High Faculty Interaction	31.0%	68.0%	62.4%	20.8%	66.7%	59.7%	80.0%	68.7%	64.0%
Average Faculty Interaction	27.6%	18.5%	22.6%	33.3%	19.1%	24.0%	0.0%	18.2%	21.7%
Low Faculty Interaction	41.4%	13.5%	15.0%	45.8%	14.2%	16.3%	20.0%	13.1%	14.3%
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)

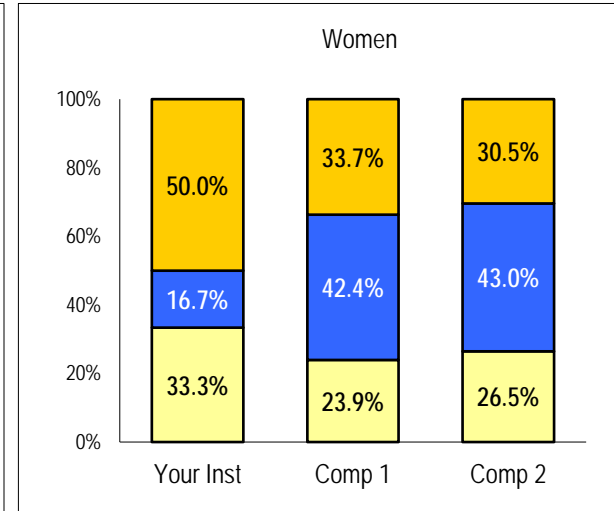
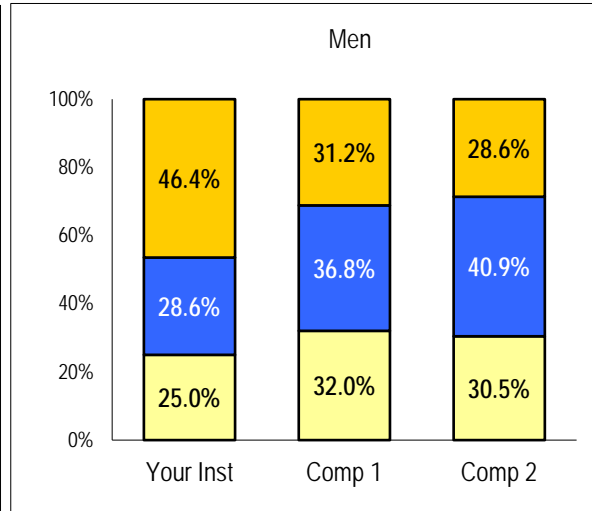
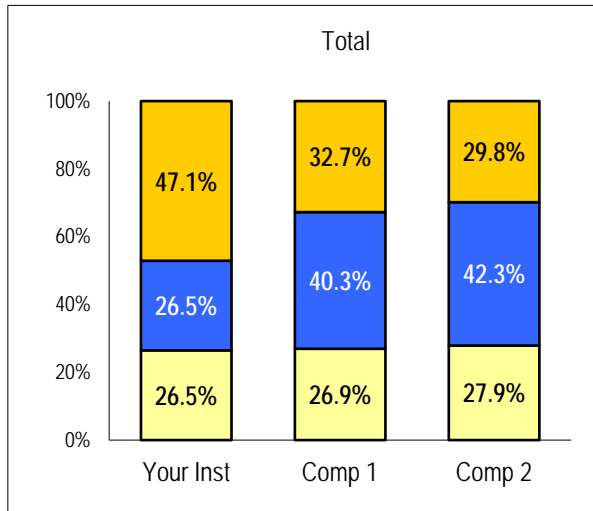
- * *Encouragement to pursue graduate/professional study* (1.91)
- * *Help to improve your study skills* (1.84)
- * *A letter of recommendation* (1.71)
- * *An opportunity to work on a research project* (1.09)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	620	3,147	28	231	1,135	6	389	2,012
High Satisfaction with Coursework	47.1%	32.7%	29.8%	46.4%	31.2%	28.6%	50.0%	33.7%	30.5%
Average Satisfaction with Coursework	26.5%	40.3%	42.3%	28.6%	36.8%	40.9%	16.7%	42.4%	43.0%
Low Satisfaction with Coursework	26.5%	26.9%	27.9%	25.0%	32.0%	30.5%	33.3%	23.9%	26.5%
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::

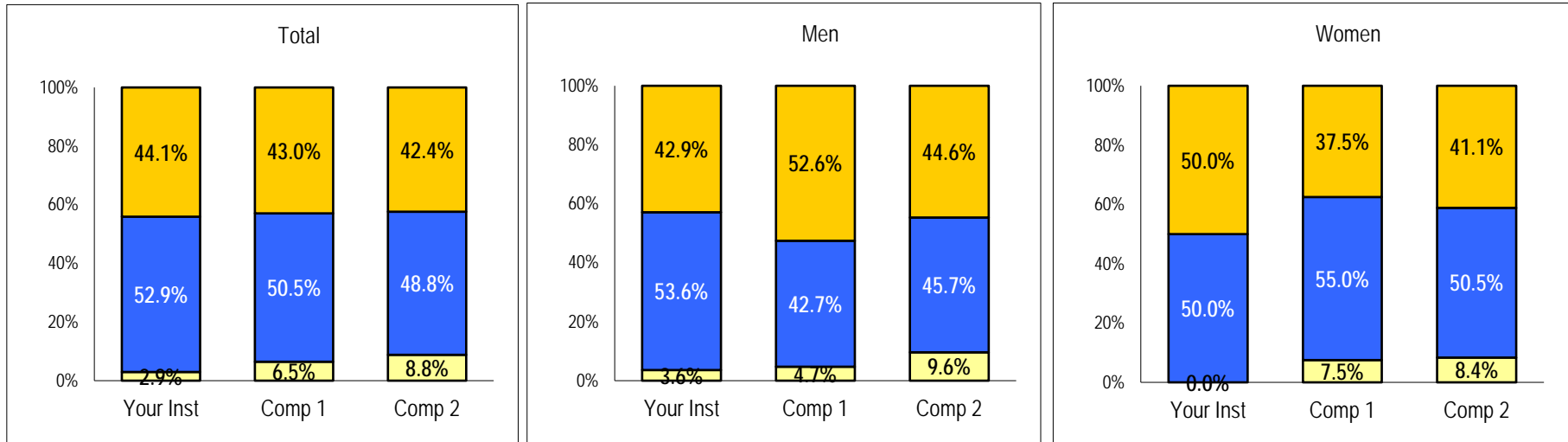
- * Relevance of coursework to future career plans (3.52)
- * Relevance of coursework to everyday life (3.13)
- * Courses in your major field (1.54)
- * General education or core curriculum courses (0.92)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	647	3,298	28	234	1,174	6	413	2,124
High Overall Satisfaction	44.1%	43.0%	42.4%	42.9%	52.6%	44.6%	50.0%	37.5%	41.1%
Average Overall Satisfaction	52.9%	50.5%	48.8%	53.6%	42.7%	45.7%	50.0%	55.0%	50.5%
Low Overall Satisfaction	2.9%	6.5%	8.8%	3.6%	4.7%	9.6%	0.0%	7.5%	8.4%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

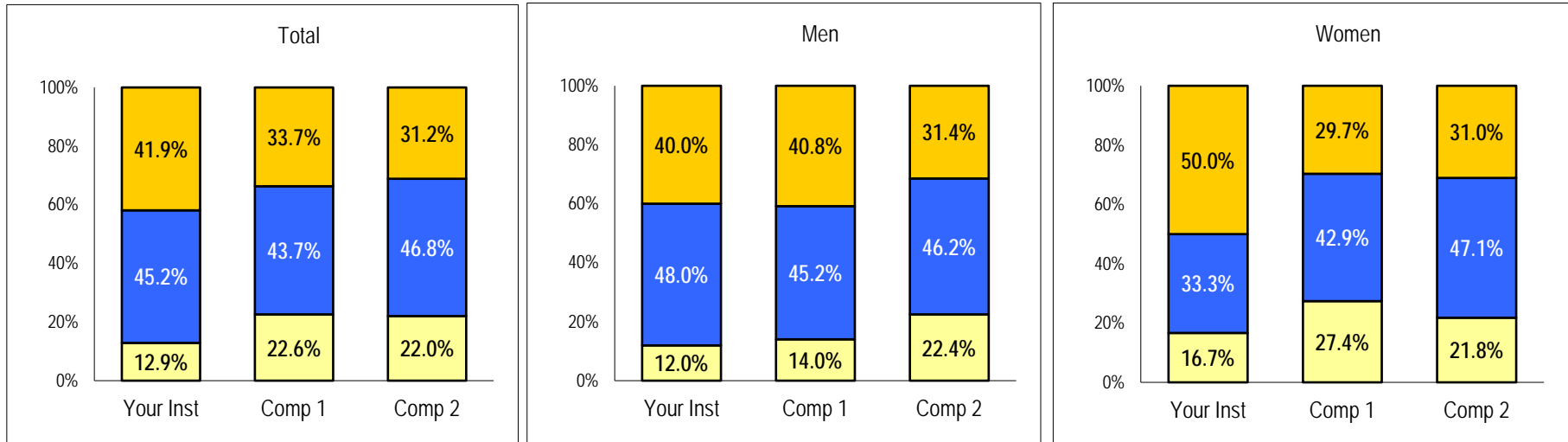
- * Satisfaction with overall college experience (3.69)
- * If you could make your college choice over, would you still choose to enroll at your current college? (1.90)
- * Satisfaction with overall quality of instruction (1.69)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	31	629	3,199	25	228	1,150	6	401	2,049
High Sense of Belonging	41.9%	33.7%	31.2%	40.0%	40.8%	31.4%	50.0%	29.7%	31.0%
Average Sense of Belonging	45.2%	43.7%	46.8%	48.0%	45.2%	46.2%	33.3%	42.9%	47.1%
Low Sense of Belonging	12.9%	22.6%	22.0%	12.0%	14.0%	22.4%	16.7%	27.4%	21.8%
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:

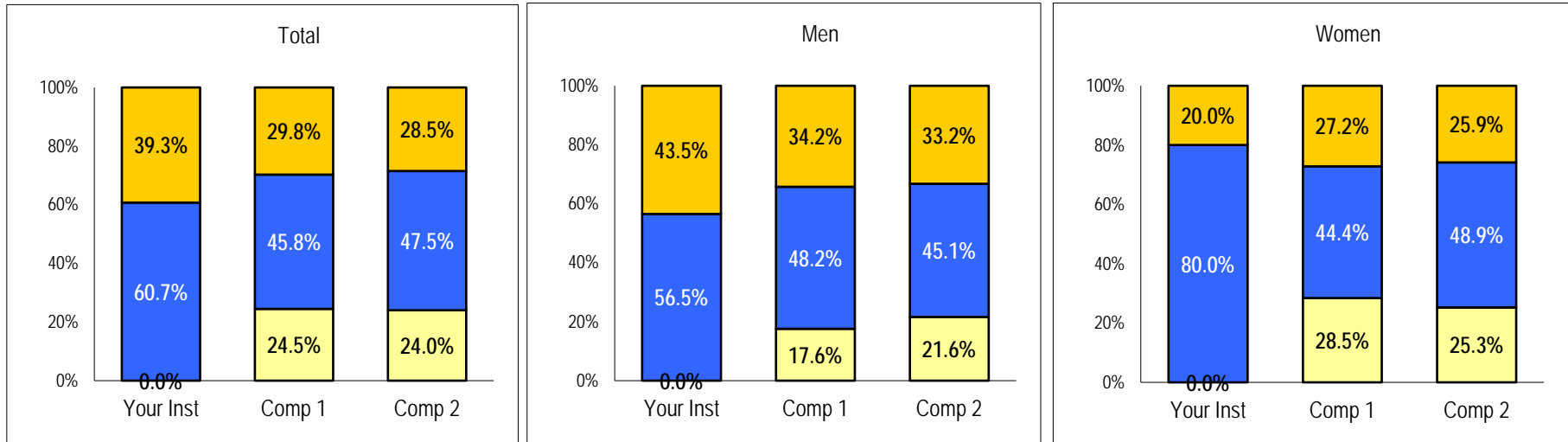
- * I feel I am a member of this college (5.10)
- * I feel a sense of belonging to this campus (4.62)
- * If asked, I would recommend this college to others (2.33)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	28	605	3,016	23	222	1,086	5	383	1,930
High Academic Self-Concept	39.3%	29.8%	28.5%	43.5%	34.2%	33.2%	20.0%	27.2%	25.9%
Average Academic Self-Concept	60.7%	45.8%	47.5%	56.5%	48.2%	45.1%	80.0%	44.4%	48.9%
Low Academic Self-Concept	0.0%	24.5%	24.0%	0.0%	17.6%	21.6%	0.0%	28.5%	25.3%
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:

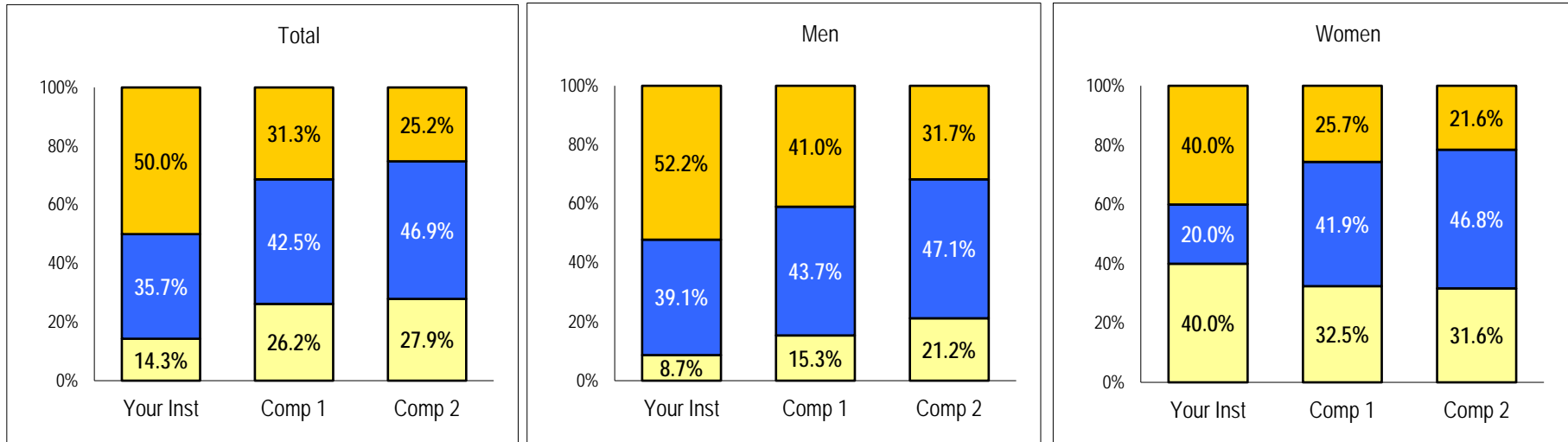
- * Academic ability (3.11)
- * Self-confidence (intellectual) (1.86)
- * Drive to achieve (1.63)
- * Mathematical ability (1.60)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	28	604	3,013	23	222	1,085	5	382	1,928
High Social Self-Concept	50.0%	31.3%	25.2%	52.2%	41.0%	31.7%	40.0%	25.7%	21.6%
Average Social Self-Concept	35.7%	42.5%	46.9%	39.1%	43.7%	47.1%	20.0%	41.9%	46.8%
Low Social Self-Concept	14.3%	26.2%	27.9%	8.7%	15.3%	21.2%	40.0%	32.5%	31.6%
Significance (based on High score group)	-		*	-			-		

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



Survey items and estimation "weights":

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

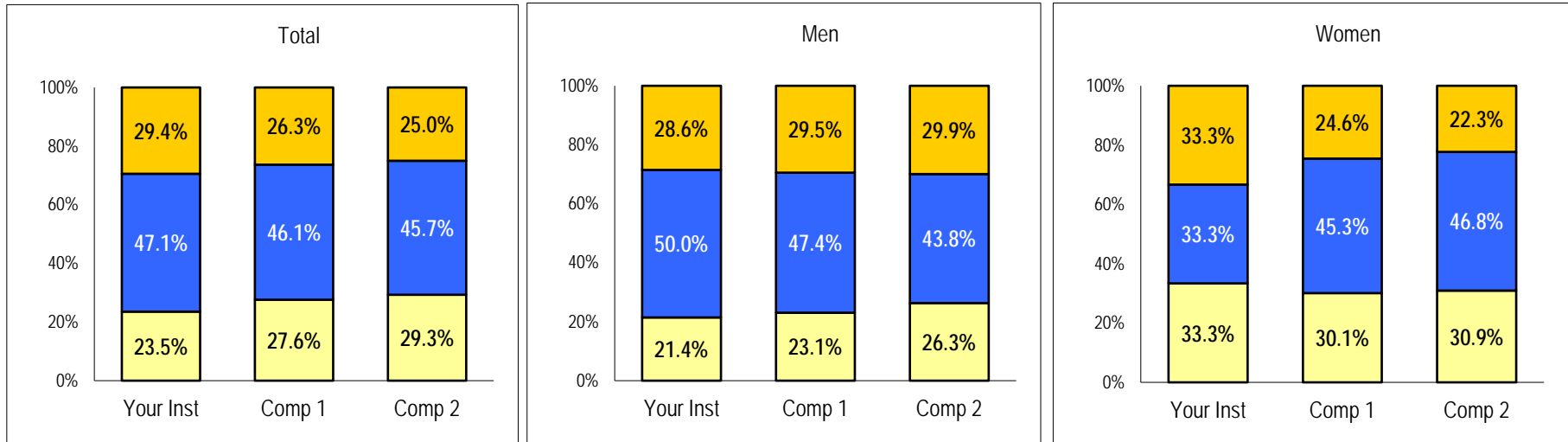
- * Leadership ability (2.93)
- * Public speaking ability (2.66)
- * Self-confidence (social) (2.12)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	649	3,356	28	234	1,204	6	415	2,152
High Pluralistic Orientation	29.4%	26.3%	25.0%	28.6%	29.5%	29.9%	33.3%	24.6%	22.3%
Average Pluralistic Orientation	47.1%	46.1%	45.7%	50.0%	47.4%	43.8%	33.3%	45.3%	46.8%
Low Pluralistic Orientation	23.5%	27.6%	29.3%	21.4%	23.1%	26.3%	33.3%	30.1%	30.9%
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:

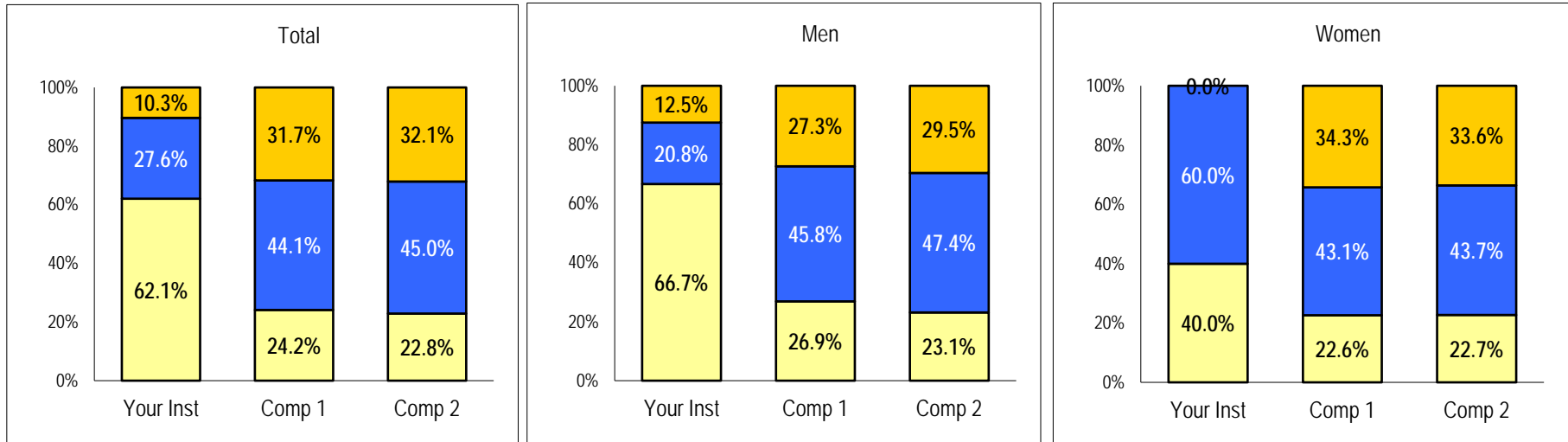
- * Tolerance of others with different beliefs (3.35)
- * Ability to work cooperatively with diverse people (3.14)
- * Openness to having my own views challenged (2.76)
- * Ability to see the world from someone else's perspective (2.55)
- * Ability to discuss and negotiate controversial issues (2.11)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	621	3,113	24	227	1,121	5	394	1,992
High Positive Cross-Racial Interaction	10.3%	31.7%	32.1%	12.5%	27.3%	29.5%	0.0%	34.3%	33.6%
Average Positive Cross-Racial Interaction	27.6%	44.1%	45.0%	20.8%	45.8%	47.4%	60.0%	43.1%	43.7%
Low Positive Cross-Racial Interaction	62.1%	24.2%	22.8%	66.7%	26.9%	23.1%	40.0%	22.6%	22.7%
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)

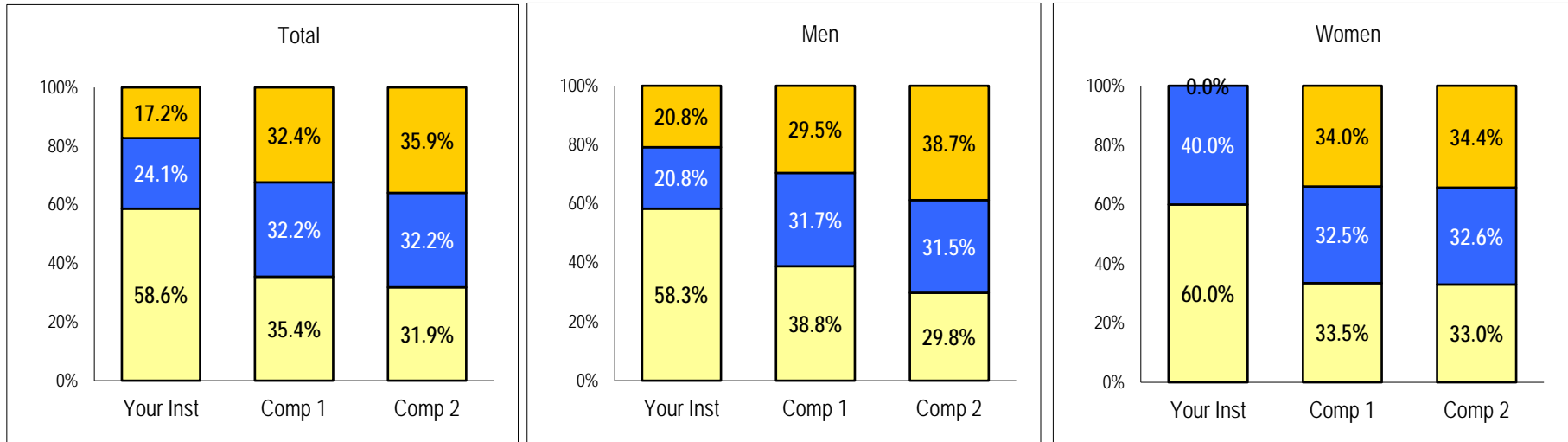
* Socialized or partied (2.12)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	621	3,111	24	227	1,121	5	394	1,990
High Negative Cross-Racial Interaction	17.2%	32.4%	35.9%	20.8%	29.5%	38.7%	0.0%	34.0%	34.4%
Average Negative Cross-Racial Interaction	24.1%	32.2%	32.2%	20.8%	31.7%	31.5%	40.0%	32.5%	32.6%
Low Negative Cross-Racial Interaction	58.6%	35.4%	31.9%	58.3%	38.8%	29.8%	60.0%	33.5%	33.0%
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?

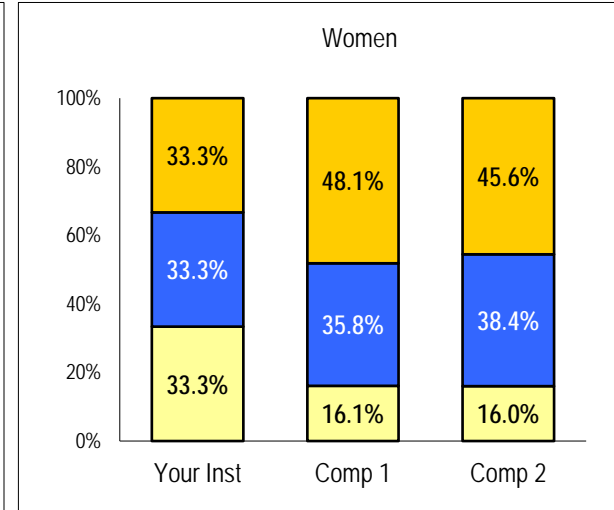
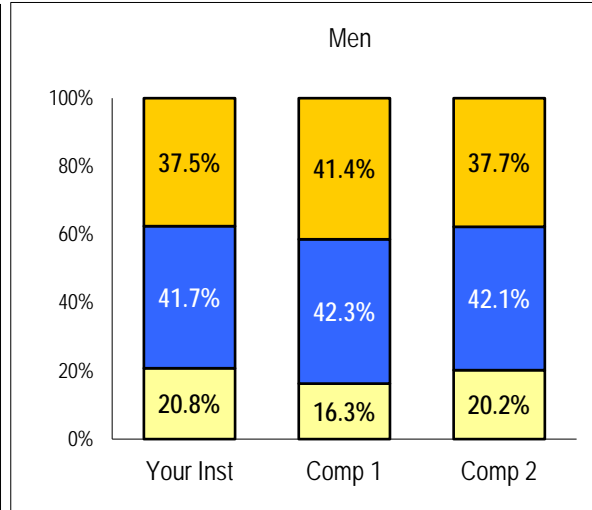
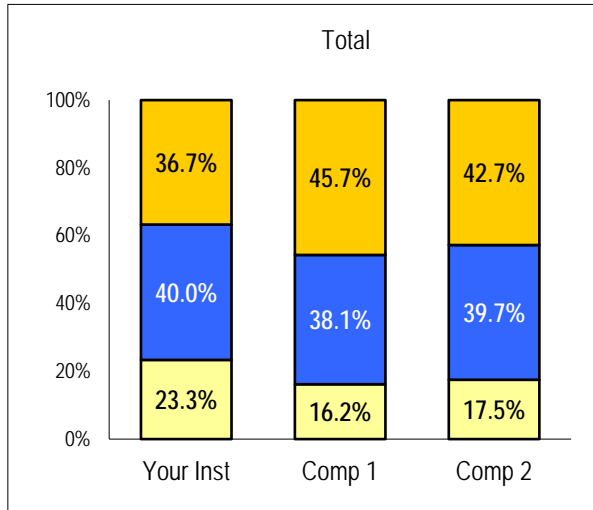
- * Had tense, somewhat hostile interactions (3.81)
- * Felt insulted or threatened because of your race/ethnicity (2.63)
- * Had guarded, cautious interactions (2.10)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	30	624	3,133	24	227	1,127	6	397	2,006
High Social Agency	36.7%	45.7%	42.7%	37.5%	41.4%	37.7%	33.3%	48.1%	45.6%
Average Social Agency	40.0%	38.1%	39.7%	41.7%	42.3%	42.1%	33.3%	35.8%	38.4%
Low Social Agency	23.3%	16.2%	17.5%	20.8%	16.3%	20.2%	33.3%	16.1%	16.0%
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)

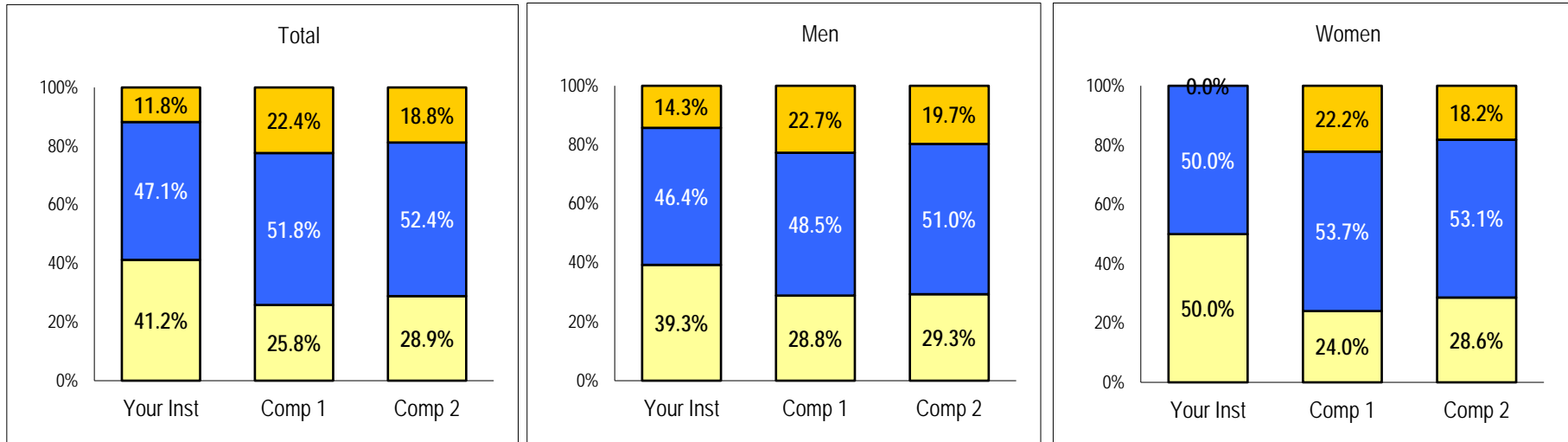
- * Keeping up to date with political affairs (1.76)
- * Influencing social values (1.75)
- * Helping others who are in difficulty (1.61)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	616	3,145	28	229	1,133	6	387	2,012
High Civic Awareness	11.8%	22.4%	18.8%	14.3%	22.7%	19.7%	0.0%	22.2%	18.2%
Average Civic Awareness	47.1%	51.8%	52.4%	46.4%	48.5%	51.0%	50.0%	53.7%	53.1%
Low Civic Awareness	41.2%	25.8%	28.9%	39.3%	28.8%	29.3%	50.0%	24.0%	28.6%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

This institution has contributed to my: :

* Understanding of national issues (5.50)

* Understanding of global issues (5.02)

* Understanding of the problems facing your community (1.62)

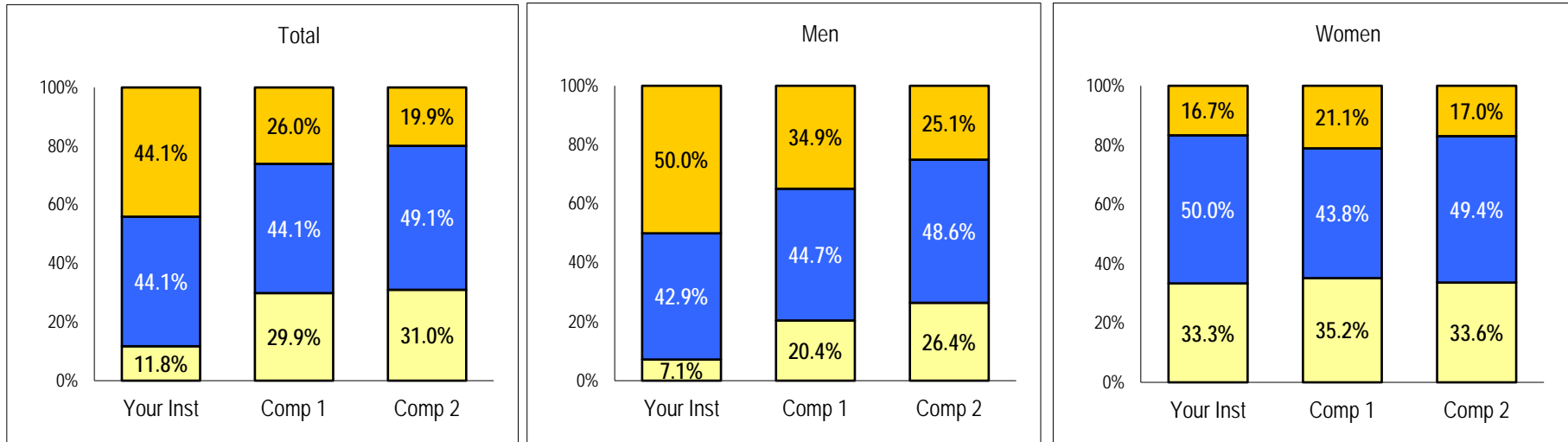


2017 College Senior Survey
CIRP Construct Percentage Report
Leadership
Graduating Seniors

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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	653	3,382	28	235	1,209	6	418	2,173
High Leadership	44.1%	26.0%	19.9%	50.0%	34.9%	25.1%	16.7%	21.1%	17.0%
Average Leadership	44.1%	44.1%	49.1%	42.9%	44.7%	48.6%	50.0%	43.8%	49.4%
Low Leadership	11.8%	29.9%	31.0%	7.1%	20.4%	26.4%	33.3%	35.2%	33.6%
Significance (based on High score group)	-		*	-		*	-		

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



Survey items and estimation "weights":

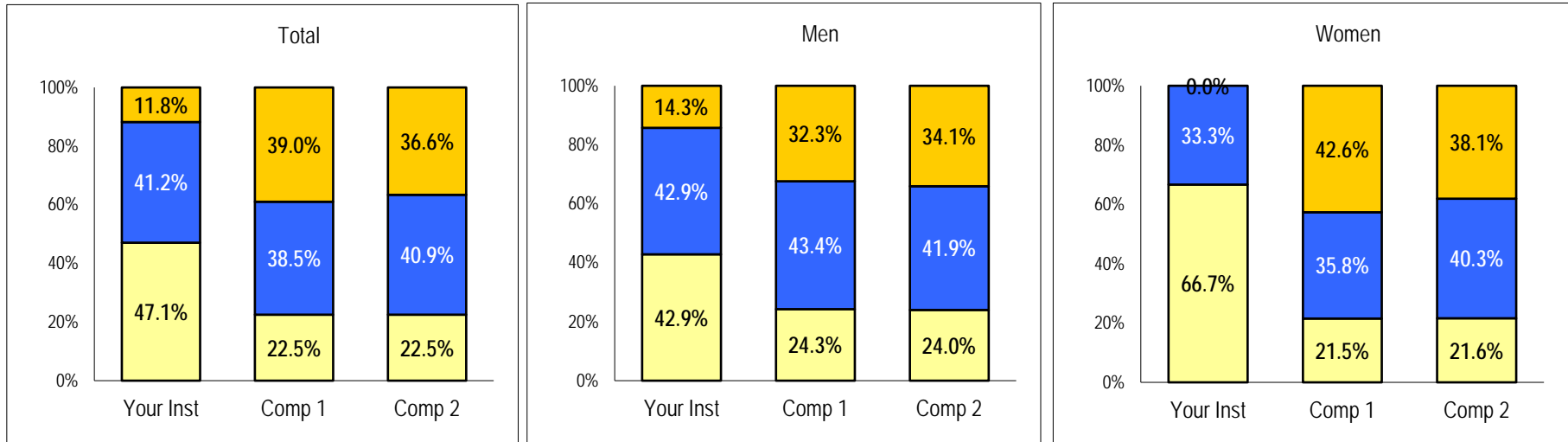
- * Self-rated ability in leadership abilities (3.61)
- * I have effectively led a group to a common purpose (1.33)
- * Been a leader in an organization (1.09)
- * Held a leadership position in an organization (0.97)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	34	662	3,449	28	235	1,233	6	427	2,216
High Civic Engagement	11.8%	39.0%	36.6%	14.3%	32.3%	34.1%	0.0%	42.6%	38.1%
Average Civic Engagement	41.2%	38.5%	40.9%	42.9%	43.4%	41.9%	33.3%	35.8%	40.3%
Low Civic Engagement	47.1%	22.5%	22.5%	42.9%	24.3%	24.0%	66.7%	21.5%	21.6%
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)

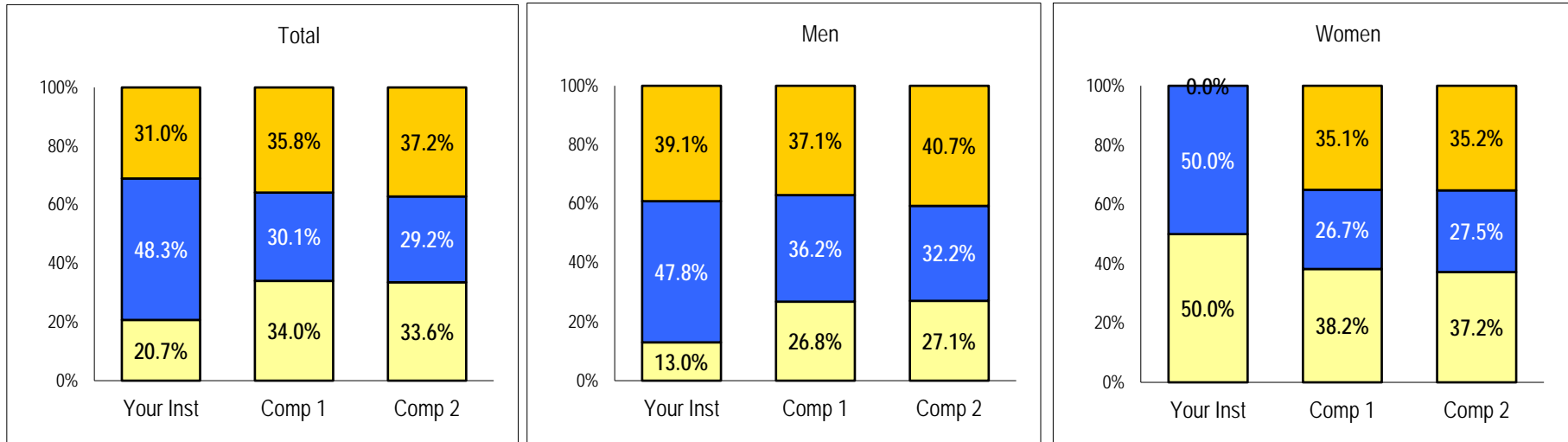
- * Goal: Keeping up to date with political affairs (1.45)
- * Goal: Influencing social values (1.10)
- * Helped raise money for a cause or campaign (1.09)
- * Performed volunteer or community service work (0.79)



Science Identity measures the extent to which students conceive of themselves as scientists

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	29	614	3,061	23	224	1,103	6	390	1,958
High Science Identity	31.0%	35.8%	37.2%	39.1%	37.1%	40.7%	0.0%	35.1%	35.2%
Average Science Identity	48.3%	30.1%	29.2%	47.8%	36.2%	32.2%	50.0%	26.7%	27.5%
Low Science Identity	20.7%	34.0%	33.6%	13.0%	26.8%	27.1%	50.0%	38.2%	37.2%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

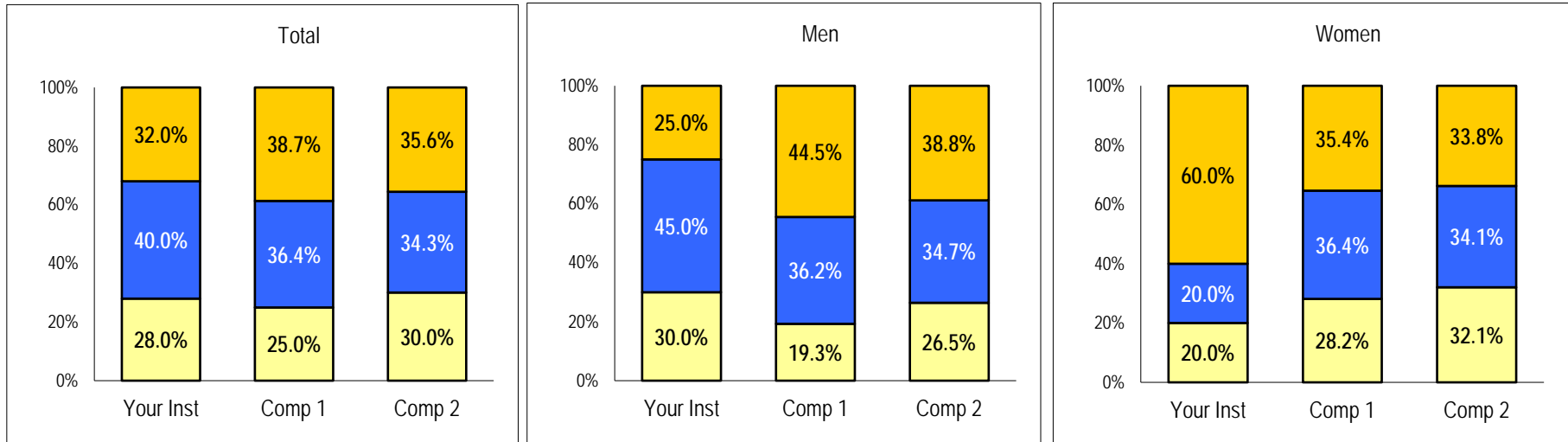
- * I have a strong sense of belonging to a community of scientists (2.32)
- * I derive great personal satisfaction from working on a team that is doing important research (1.88)
- * I think of myself as a scientist (5.00)
- * I feel like I belong in the field of science (4.82)



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

Embry-Riddle Aeronautical University-Worldwide	Total			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Total (n)	25	605	3,025	20	218	1,092	5	387	1,933
High Science Self-Efficacy	32.0%	38.7%	35.6%	25.0%	44.5%	38.8%	60.0%	35.4%	33.8%
Average Science Self-Efficacy	40.0%	36.4%	34.3%	45.0%	36.2%	34.7%	20.0%	36.4%	34.1%
Low Science Self-Efficacy	28.0%	25.0%	30.0%	30.0%	19.3%	26.5%	20.0%	28.2%	32.1%
Significance (based on High score group)	-	-	-	-	-	-	-	-	-

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



Survey items and estimation "weights":

- * Use technical science skills (use of tools, instruments, and/or techniques) (1.6)
- * Generate a research question (3.75)
- * Determine how to collect appropriate data (4.02)
- * Explain the results of a study (5.27)
- * Use scientific literature to guide research (4.32)
- * Integrate results from multiple studies (3.72)
- * Ask relevant questions (2.47)
- * Identify what is known and not known about a problem (2.20)
- * Understand scientific concepts (2.54)
- * See connections between different areas of science and mathematics (1.55)