

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

2018 CIRP Freshman Survey

CIRP Construct Reports

First-time, Full-time Freshmen

Georgia Institute of Technology-Main Campus

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

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

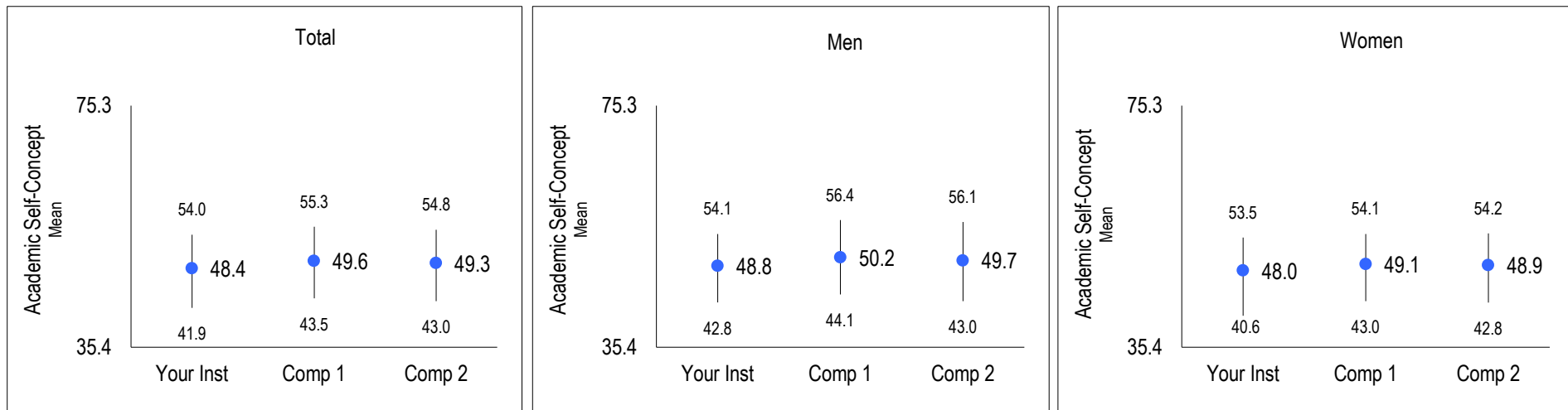
Standard Deviation – Measures the variability around the mean. A small standard deviation indicates that the responses for the construct tend to be very close to the mean, whereas a large standard deviation indicates that the responses are spread over a larger range of response options.

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.

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.

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.

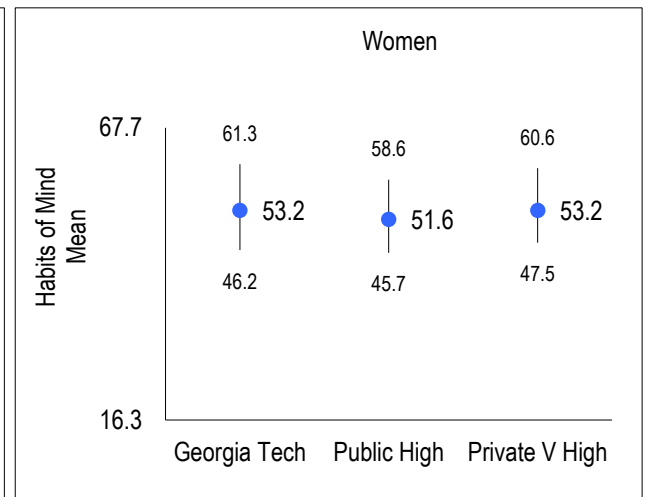
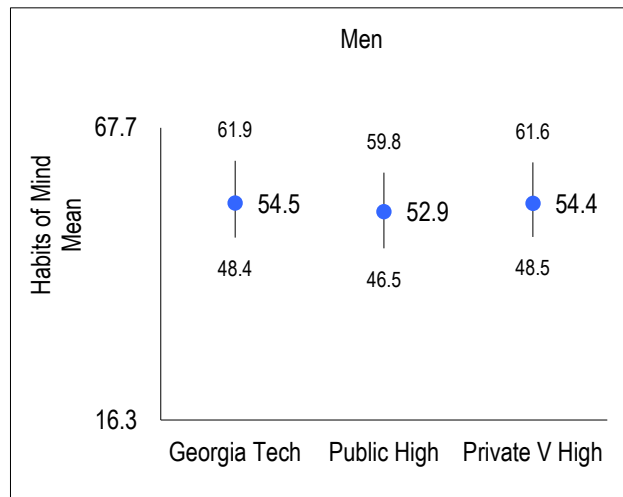
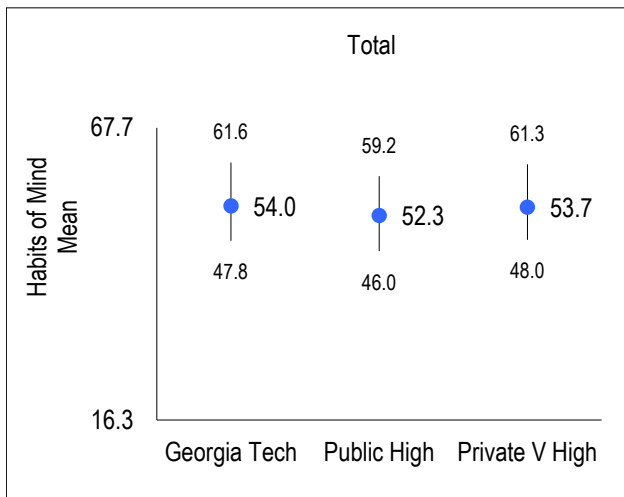


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Habits of Mind
CIRP Construct Mean Report

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.

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,582	15,417	4,228	1,529	7,392	1,665	1,047	8,025	2,563
Mean	54.0	52.3	53.7	54.5	52.9	54.4	53.2	51.6	53.2
Standard Deviation	9.41	9.03	8.98	9.32	9.04	9.02	9.50	8.96	8.90
Significance	-	***		-	***		-	***	
Effect Size	-	0.19	0.02	-	0.17	0.01	-	0.18	0.00
25th percentile	47.8	46.0	48.0	48.4	46.5	48.5	46.2	45.7	47.5
75th percentile	61.6	59.2	61.3	61.9	59.8	61.6	61.3	58.6	60.6

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)

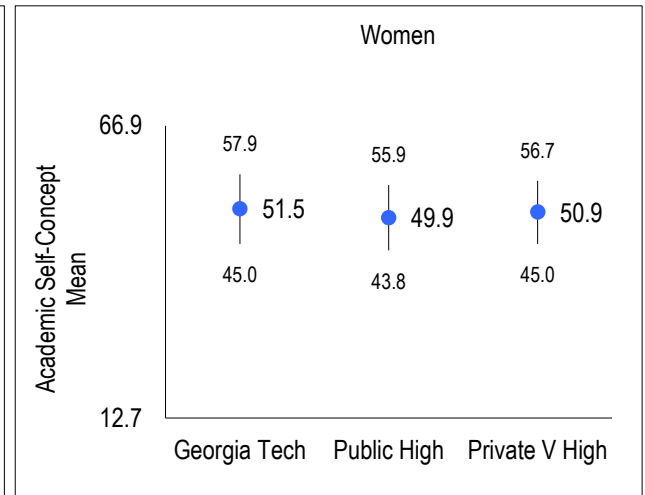
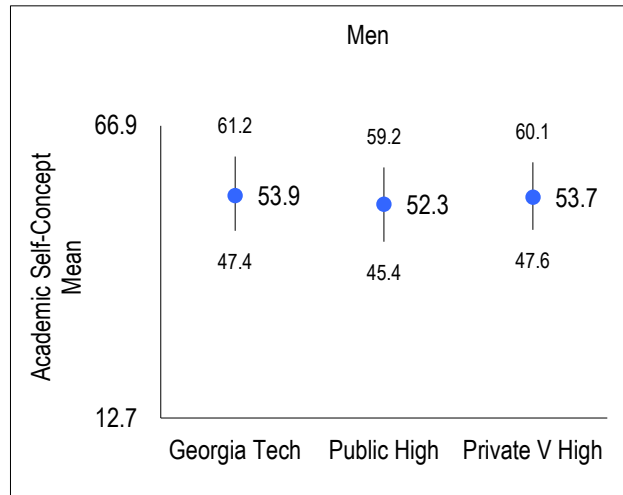
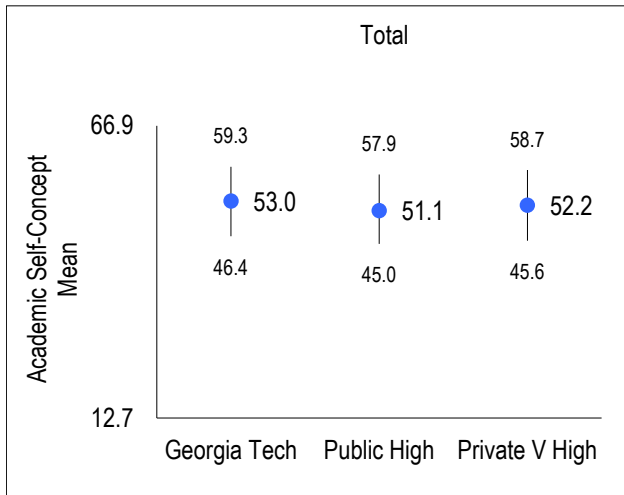


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Academic Self-Concept
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,567	15,193	4,234	1,522	7,301	1,670	1,039	7,892	2,564
Mean	53.0	51.1	52.2	53.9	52.3	53.7	51.5	49.9	50.9
Standard Deviation	10.00	9.48	9.36	10.06	9.67	9.44	9.76	9.11	9.10
Significance	-	***	**	-	***	-	-	***	-
Effect Size	-	0.19	0.08	-	0.17	0.03	-	0.18	0.07
25th percentile	46.4	45.0	45.6	47.4	45.4	47.6	45.0	43.8	45.0
75th percentile	59.3	57.9	58.7	61.2	59.2	60.1	57.9	55.9	56.7

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)

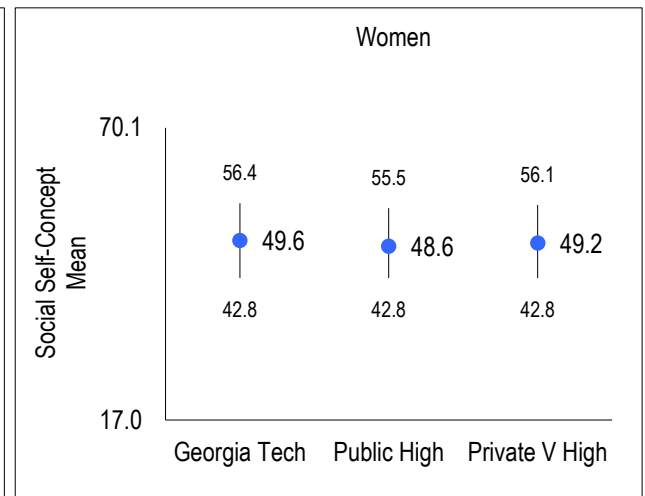
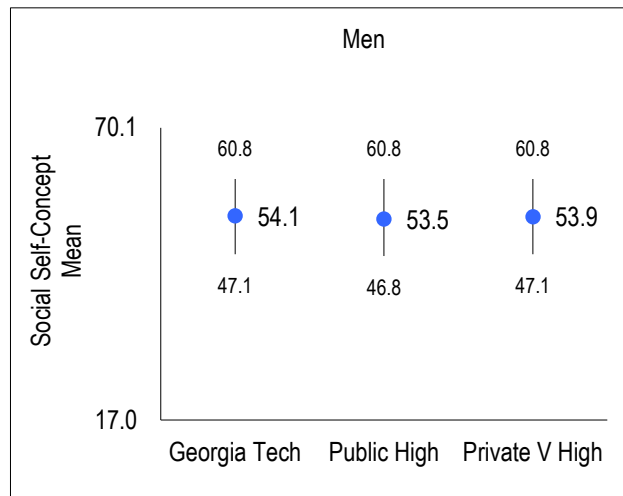
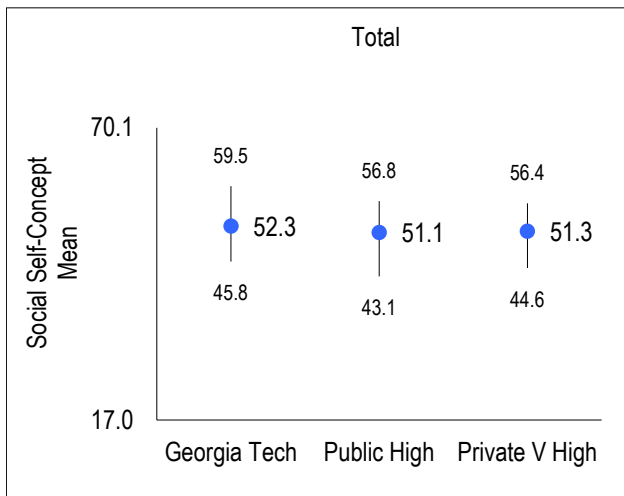


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Social Self-Concept
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,571	15,224	4,246	1,523	7,307	1,677	1,042	7,917	2,569
Mean	52.3	51.1	51.3	54.1	53.5	53.9	49.6	48.6	49.2
Standard Deviation	9.71	9.66	9.37	9.60	9.59	9.36	9.23	9.07	8.79
Significance	-	***	***	-	*		-	***	
Effect Size	-	0.12	0.10	-	0.06	0.02	-	0.12	0.05
25th percentile	45.8	43.1	44.6	47.1	46.8	47.1	42.8	42.8	42.8
75th percentile	59.5	56.8	56.4	60.8	60.8	60.8	56.4	55.5	56.1

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)

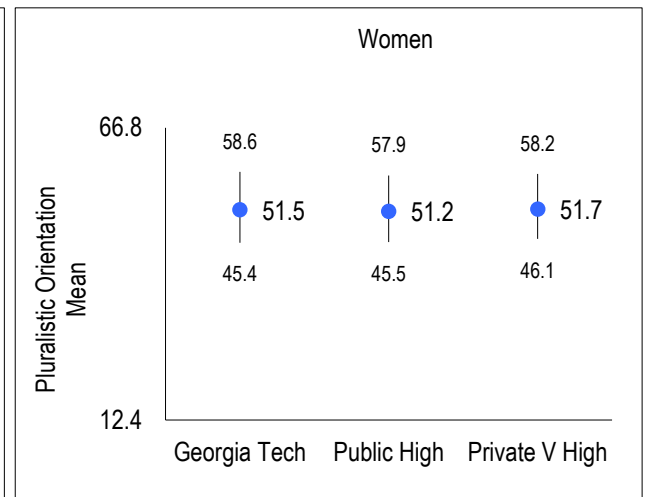
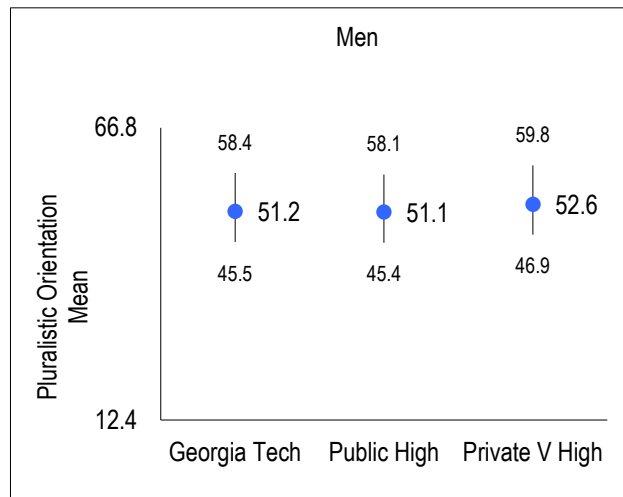
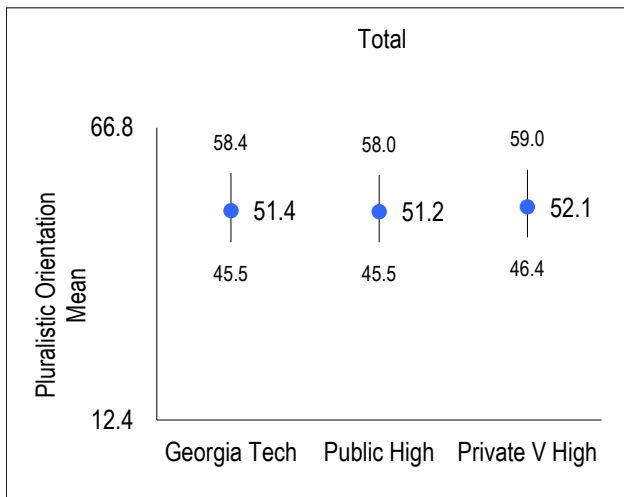


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Pluralistic Orientation
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,601	15,973	4,280	1,545	7,663	1,685	1,050	8,310	2,595
Mean	51.4	51.2	52.1	51.2	51.1	52.6	51.5	51.2	51.7
Standard Deviation	9.51	9.01	9.05	9.73	9.23	9.18	9.20	8.79	8.91
Significance	-	-	**	-	-	***	-	-	-
Effect Size	-	0.02	-0.08	-	0.02	-0.14	-	0.03	-0.02
25th percentile	45.5	45.5	46.4	45.5	45.4	46.9	45.4	45.5	46.1
75th percentile	58.4	58.0	59.0	58.4	58.1	59.8	58.6	57.9	58.2

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:

- * 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)

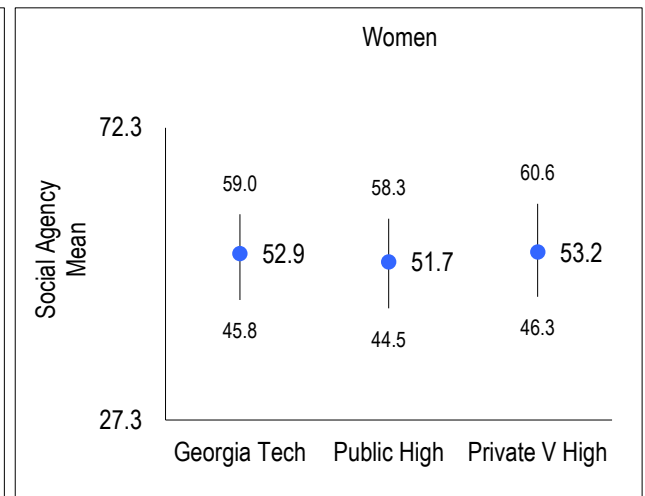
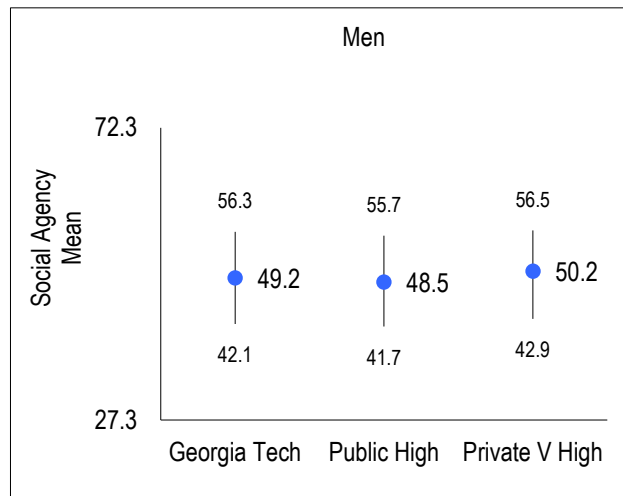
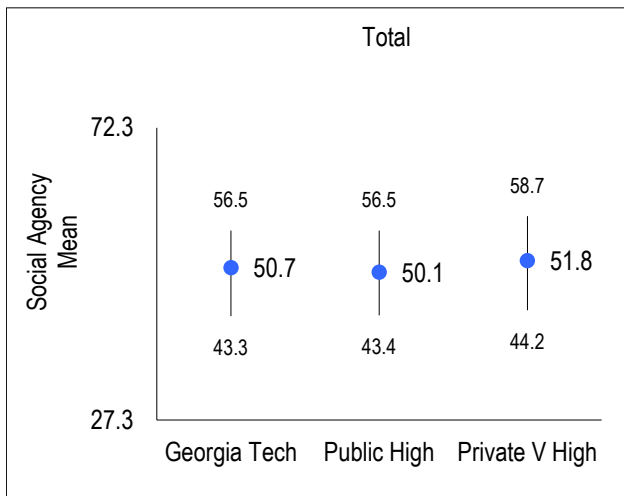


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Social Agency
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,462	13,942	4,143	1,456	6,679	1,641	1,000	7,263	2,502
Mean	50.7	50.1	51.8	49.2	48.5	50.2	52.9	51.7	53.2
Standard Deviation	10.25	9.75	9.94	10.09	9.76	10.09	10.06	9.48	9.59
Significance	-	**	***	-	*	**	-	***	
Effect Size	-	0.07	-0.11	-	0.07	-0.10	-	0.13	-0.03
25th percentile	43.3	43.4	44.2	42.1	41.7	42.9	45.8	44.5	46.3
75th percentile	56.5	56.5	58.7	56.3	55.7	56.5	59.0	58.3	60.6

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)

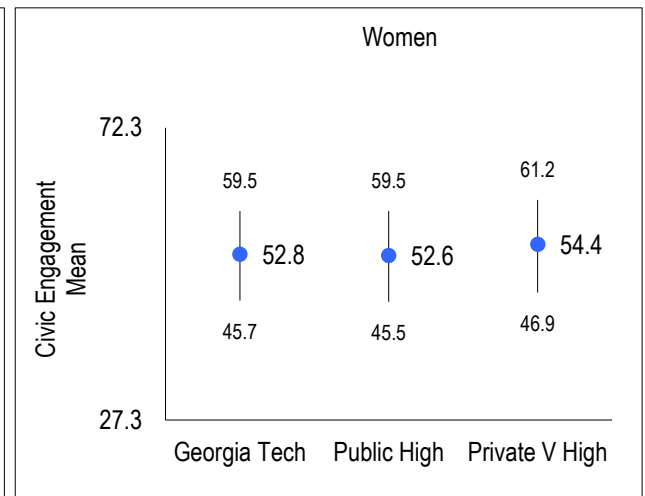
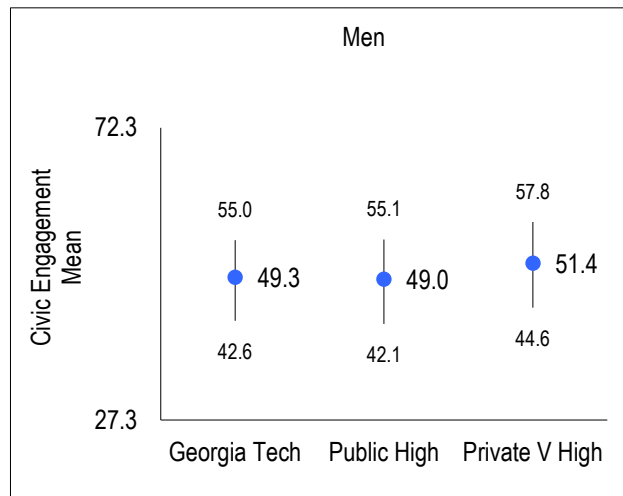
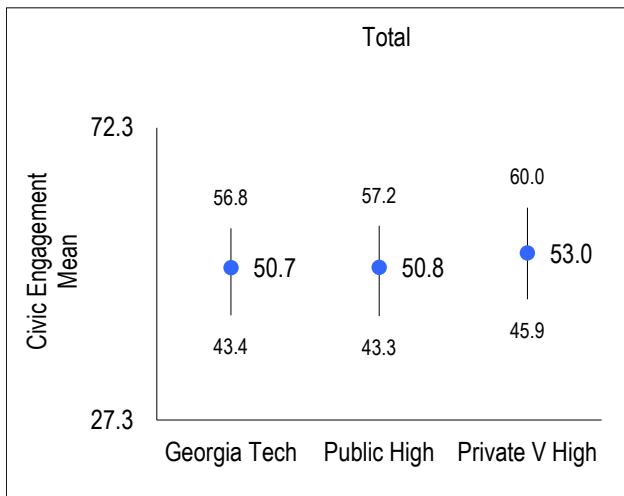


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Civic Engagement
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,470	13,779	4,095	1,460	6,582	1,616	1,004	7,197	2,479
Mean	50.7	50.8	53.0	49.3	49.0	51.4	52.8	52.6	54.4
Standard Deviation	9.57	9.80	9.72	9.24	9.49	9.35	9.61	9.78	9.82
Significance	-	-	***	-	-	***	-	-	***
Effect Size	-	-0.01	-0.24	-	0.03	-0.23	-	0.02	-0.16
25th percentile	43.4	43.3	45.9	42.6	42.1	44.6	45.7	45.5	46.9
75th percentile	56.8	57.2	60.0	55.0	55.1	57.8	59.5	59.5	61.2

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)

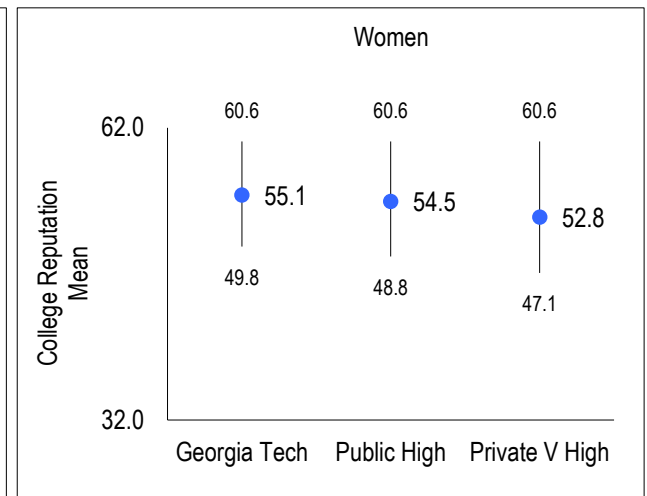
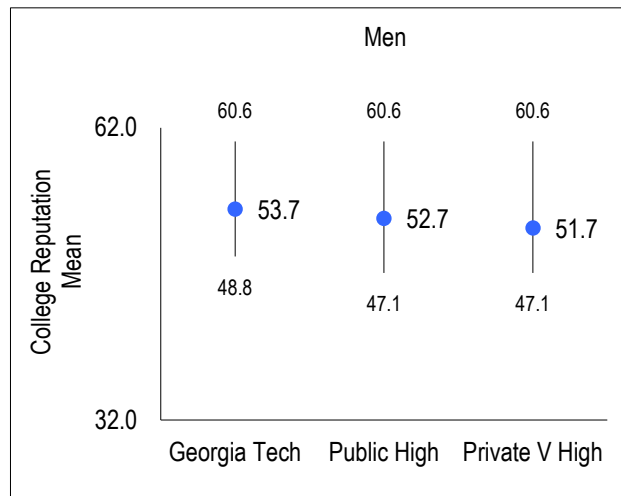
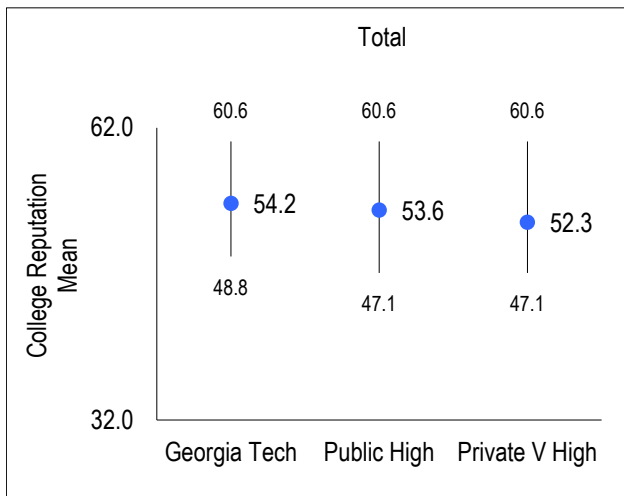


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
College Reputation Orientation
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,524	14,590	4,204	1,493	6,982	1,667	1,025	7,608	2,537
Mean	54.2	53.6	52.3	53.7	52.7	51.7	55.1	54.5	52.8
Standard Deviation	7.75	8.37	8.58	7.94	8.61	8.57	7.40	8.02	8.55
Significance	-	***	***	-	***	***	-	*	***
Effect Size	-	0.08	0.22	-	0.11	0.23	-	0.08	0.26
25th percentile	48.8	47.1	47.1	48.8	47.1	47.1	49.8	48.8	47.1
75th percentile	60.6	60.6	60.6	60.6	60.6	60.6	60.6	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)

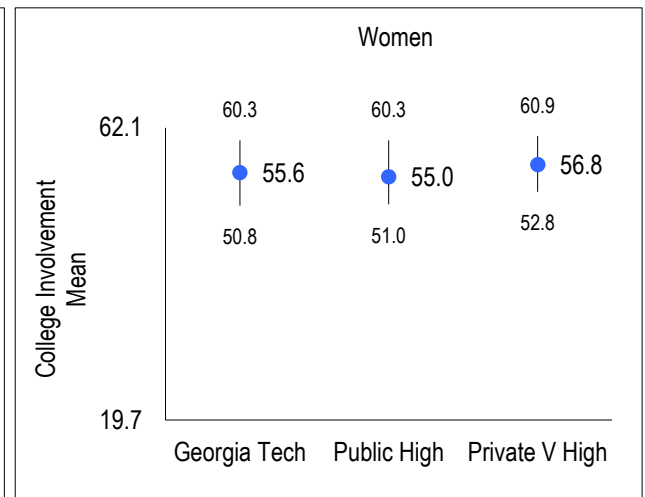
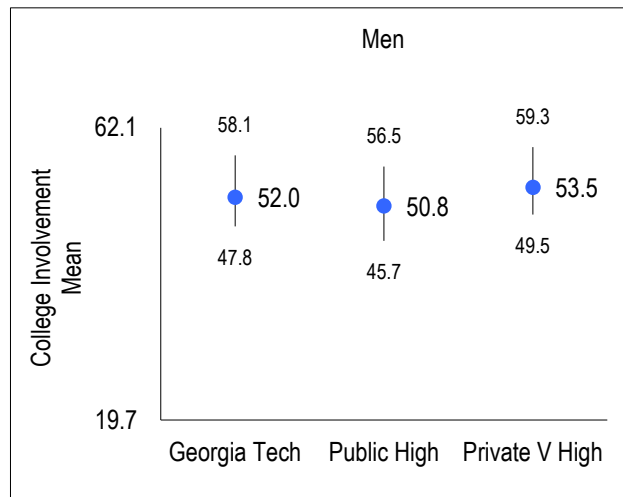
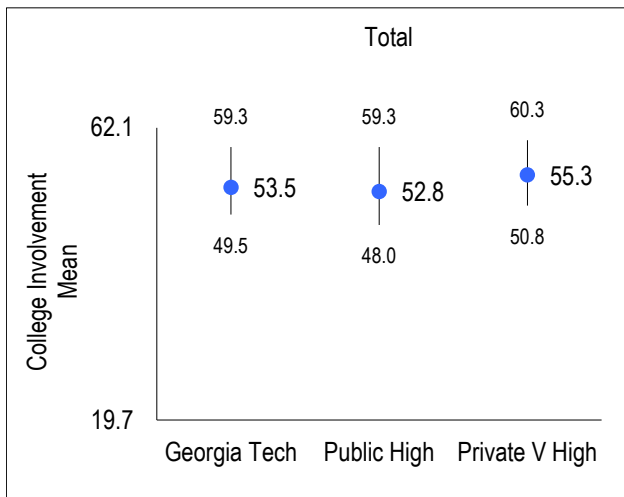


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Likelihood of College Involvement
CIRP Construct Mean Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,481	13,853	4,145	1,461	6,622	1,636	1,014	7,231	2,509
Mean	53.5	52.8	55.3	52.0	50.8	53.5	55.6	55.0	56.8
Standard Deviation	8.01	8.23	7.48	8.28	8.60	7.98	7.09	7.22	6.66
Significance	-	***	***	-	***	***	-	*	***
Effect Size	-	0.08	-0.24	-	0.15	-0.18	-	0.08	-0.18
25th percentile	49.5	48.0	50.8	47.8	45.7	49.5	50.8	51.0	52.8
75th percentile	59.3	59.3	60.3	58.1	56.5	59.3	60.3	60.3	60.9

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:

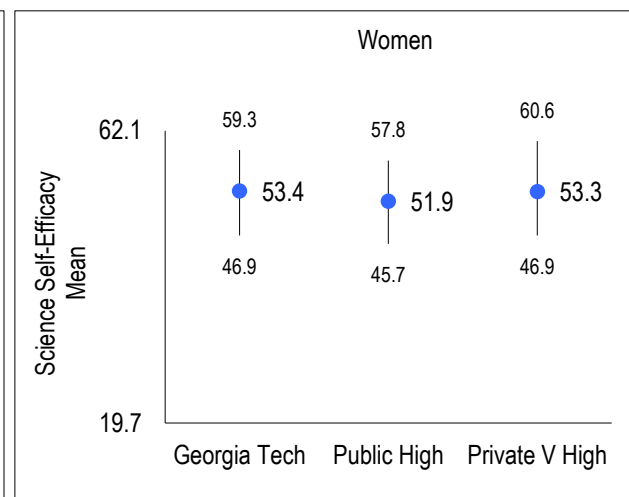
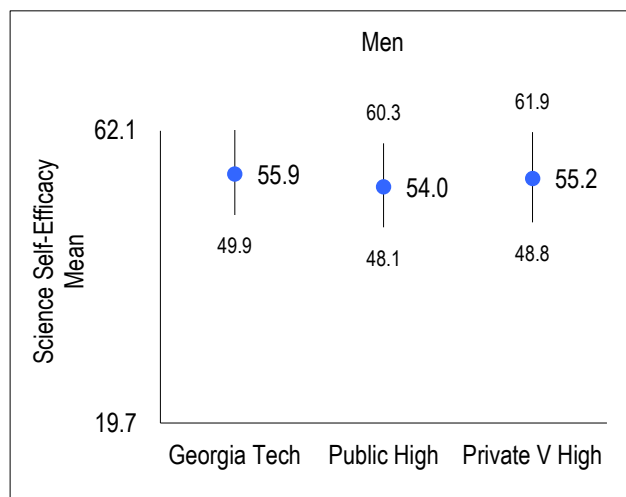
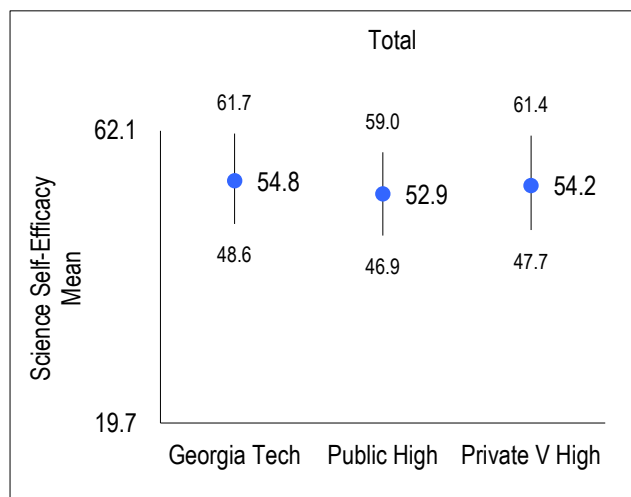
- * Participate in student clubs/groups (4.97)
- * Participate in volunteer or community service work (4.25)
- * Participate in a study abroad program (3.74)
- * Participate in student government (2.78)

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

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,570	15,254	4,222	1,525	7,318	1,662	1,039	7,936	2,560
Mean	54.8	52.9	54.2	55.9	54.0	55.2	53.4	51.9	53.3
Standard Deviation	9.28	9.05	9.30	9.12	8.86	8.97	9.34	9.12	9.49
Significance	-	***	**	-	***	*	-	***	
Effect Size	-	0.21	0.07	-	0.21	0.07	-	0.16	0.01
25th percentile	48.6	46.9	47.7	49.9	48.1	48.8	46.9	45.7	46.9
75th percentile	61.7	59.0	61.4	63.1	60.3	61.9	59.3	57.8	60.6

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)

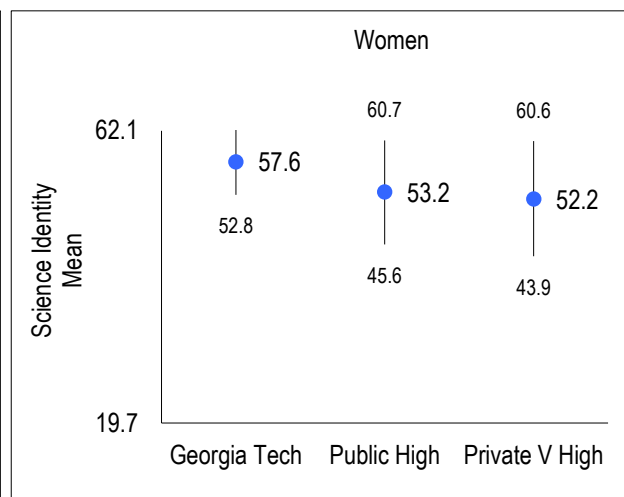
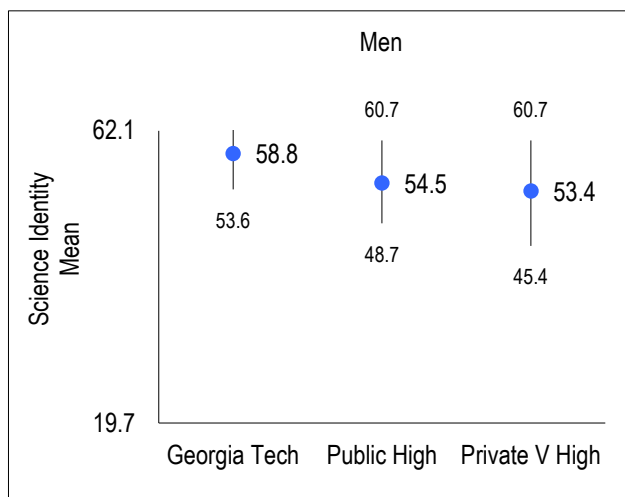
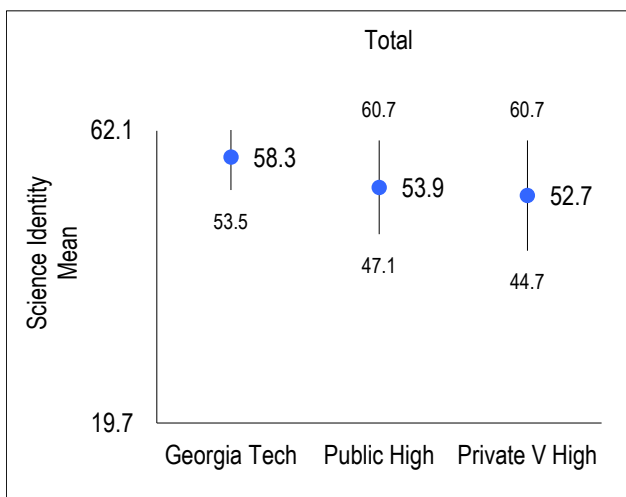
Understand scientific concepts (1.39)

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

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,528	14,366	4,190	1,496	6,890	1,658	1,026	7,476	2,532
Mean	58.3	53.9	52.7	58.8	54.5	53.4	57.6	53.2	52.2
Standard Deviation	7.59	9.63	10.12	7.28	9.38	10.08	7.98	9.84	10.12
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	0.46	0.55	-	0.46	0.54	-	0.45	0.53
25th percentile	53.5	47.1	44.7	53.6	48.7	45.4	52.8	45.6	43.9
75th percentile	63.1	60.7	60.7	64.7	60.7	60.7	63.1	60.7	60.6

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

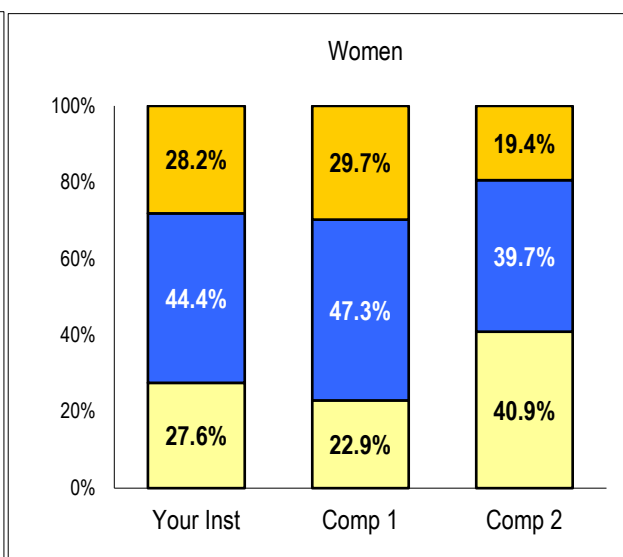
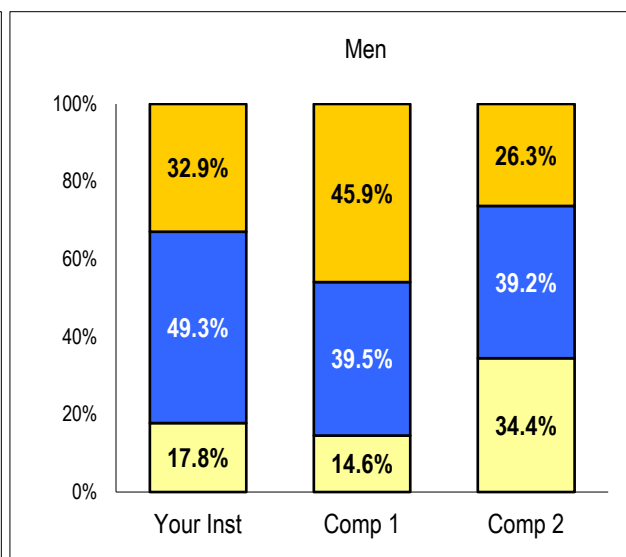
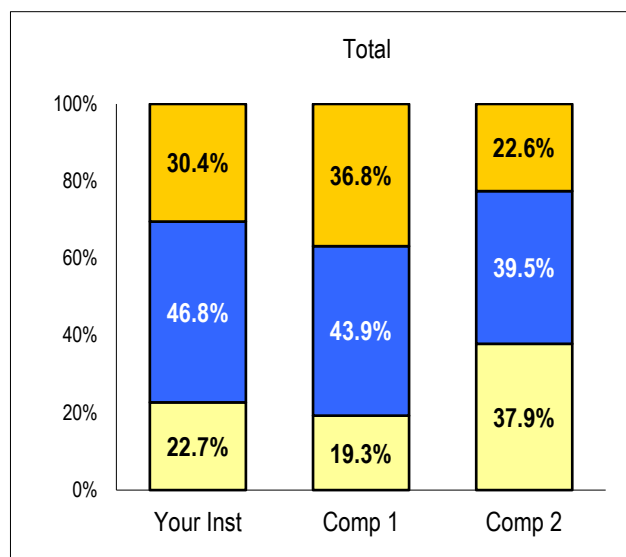
CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) 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

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.

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.

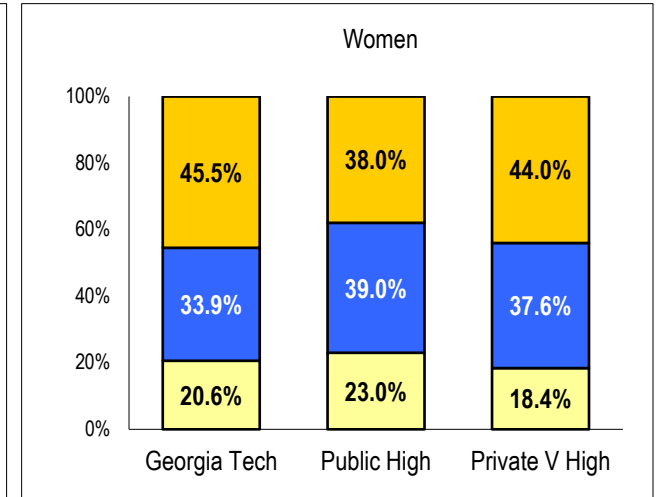
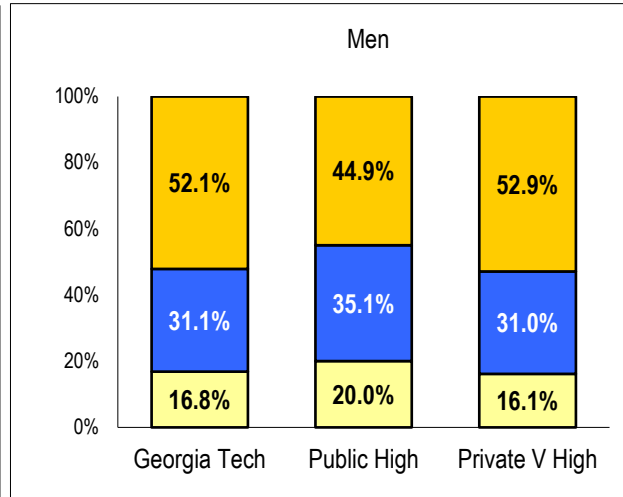
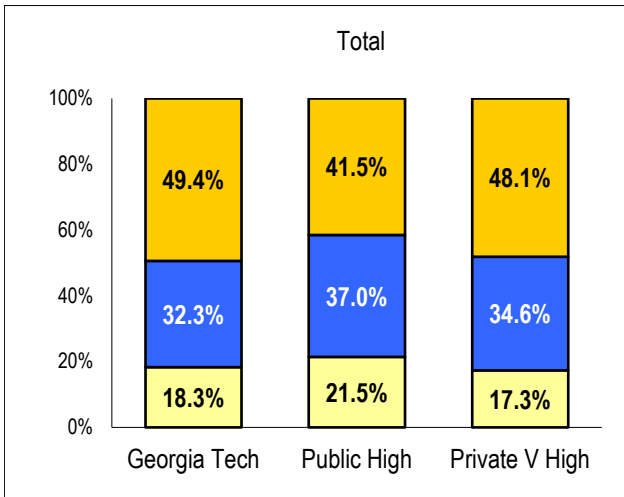


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Habits of Mind
CIRP Construct Percentage Report

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.

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,582	15,417	4,228	1,529	7,392	1,665	1,047	8,025	2,563
High Habits of Mind	49.4%	41.5%	48.1%	52.1%	44.9%	52.9%	45.5%	38.0%	44.0%
Average Habits of Mind	32.3%	37.0%	34.6%	31.1%	35.1%	31.0%	33.9%	39.0%	37.6%
Low Habits of Mind	18.3%	21.5%	17.3%	16.8%	20.0%	16.1%	20.6%	23.0%	18.4%
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)

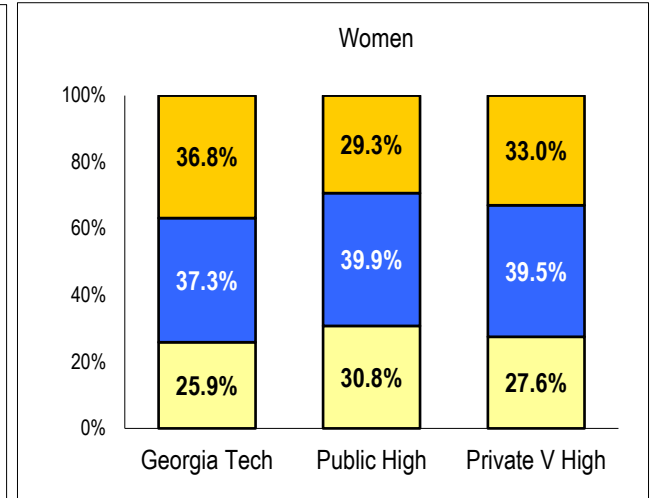
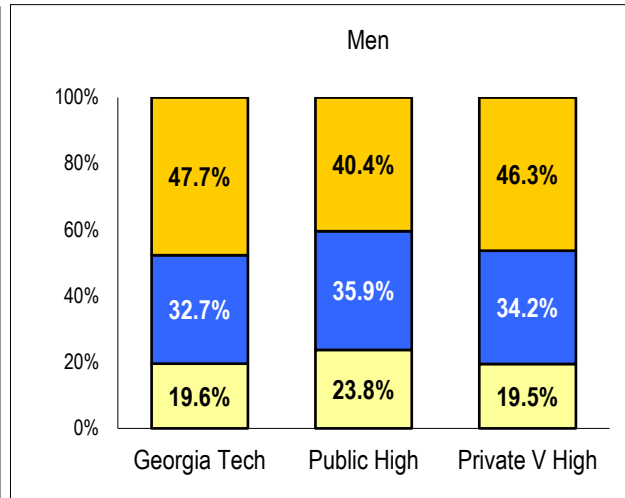
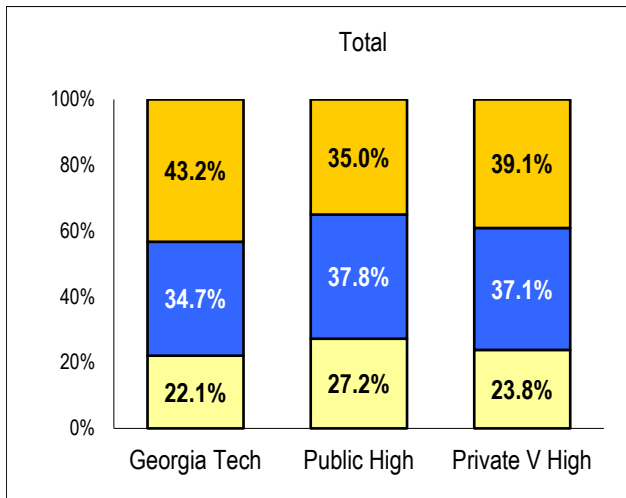


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Academic Self-Concept
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,567	15,193	4,234	1,522	7,301	1,670	1,039	7,892	2,564
High Academic Self-Concept	43.2%	35.0%	39.1%	47.7%	40.4%	46.3%	36.8%	29.3%	33.0%
Average Academic Self-Concept	34.7%	37.8%	37.1%	32.7%	35.9%	34.2%	37.3%	39.9%	39.5%
Low Academic Self-Concept	22.1%	27.2%	23.8%	19.6%	23.8%	19.5%	25.9%	30.8%	27.6%
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:

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

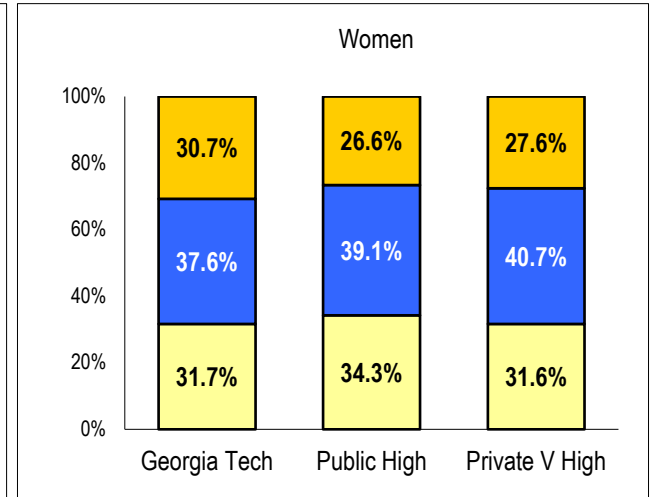
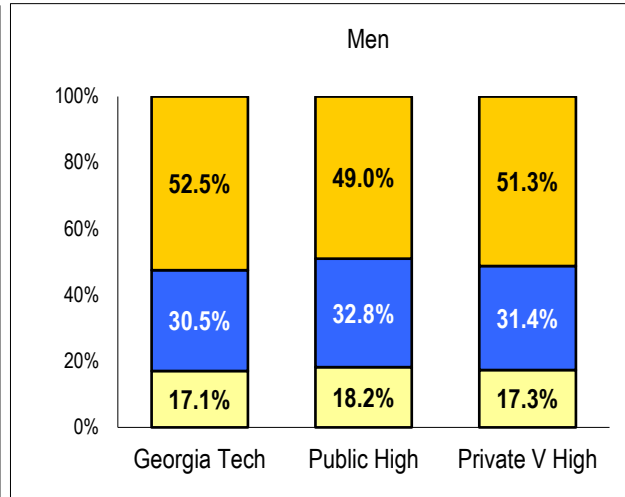
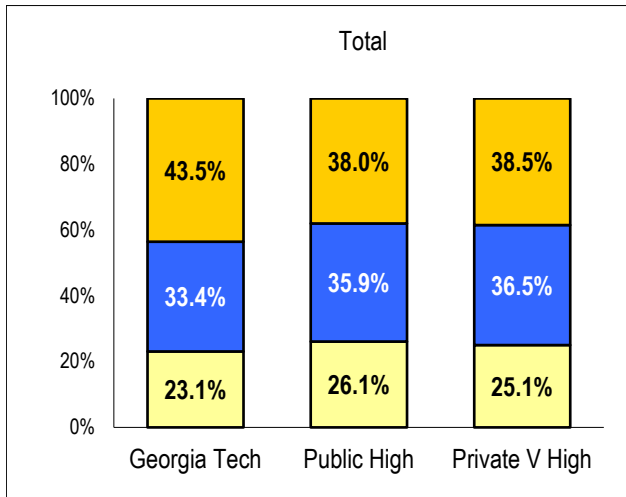


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Social Self-Concept
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,571	15,224	4,246	1,523	7,307	1,677	1,042	7,917	2,569
High Social Self-Concept	43.5%	38.0%	38.5%	52.5%	49.0%	51.3%	30.7%	26.6%	27.6%
Average Social Self-Concept	33.4%	35.9%	36.5%	30.5%	32.8%	31.4%	37.6%	39.1%	40.7%
Low Social Self-Concept	23.1%	26.1%	25.1%	17.1%	18.2%	17.3%	31.7%	34.3%	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:

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

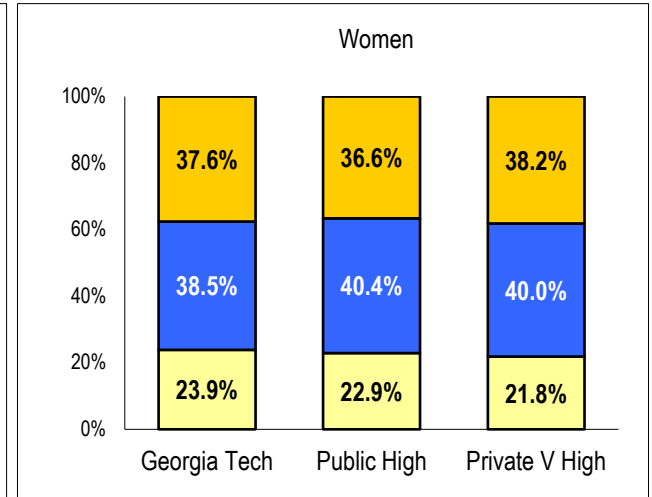
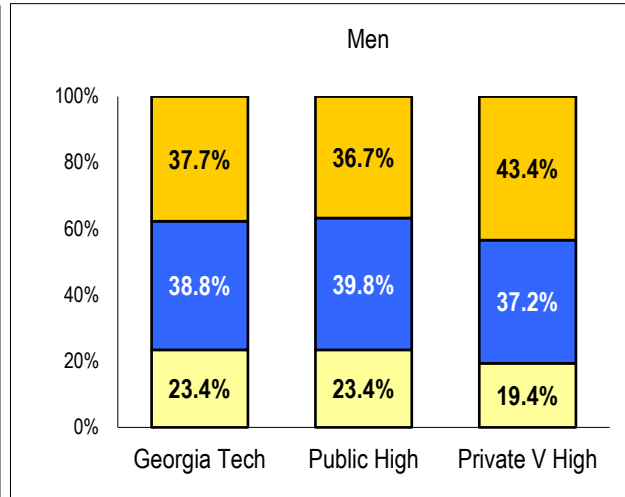
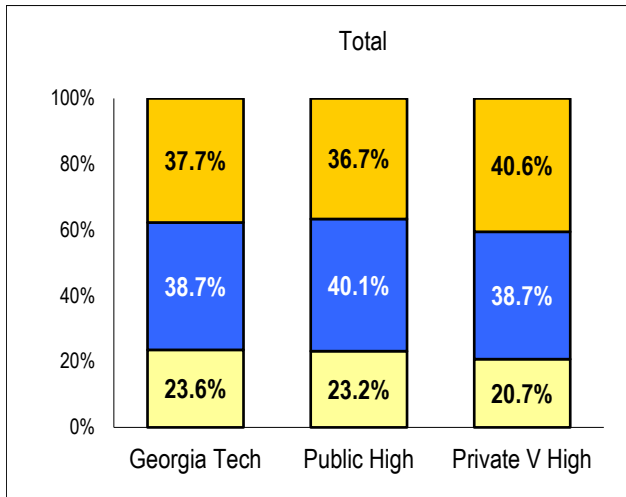


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Pluralistic Orientation
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,601	15,973	4,280	1,545	7,663	1,685	1,050	8,310	2,595
High Pluralistic Orientation	37.7%	36.7%	40.6%	37.7%	36.7%	43.4%	37.6%	36.6%	38.2%
Average Pluralistic Orientation	38.7%	40.1%	38.7%	38.8%	39.8%	37.2%	38.5%	40.4%	40.0%
Low Pluralistic Orientation	23.6%	23.2%	20.7%	23.4%	23.4%	19.4%	23.9%	22.9%	21.8%
Significance (based on High score group)	-	-	-	-	-	**	-	-	-

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



Survey items and estimation "weights":

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

- * 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)

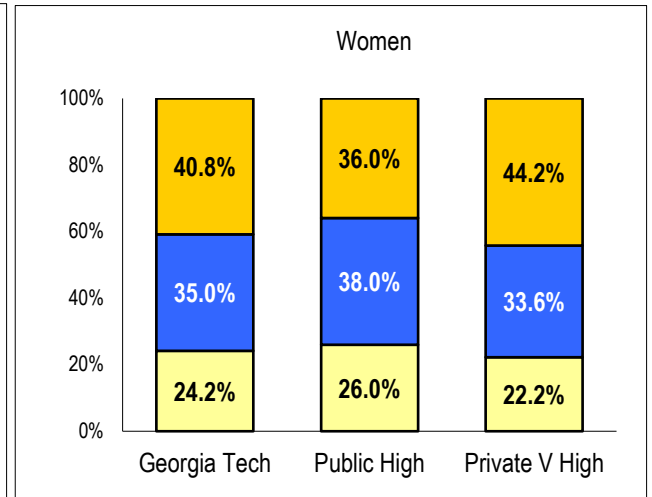
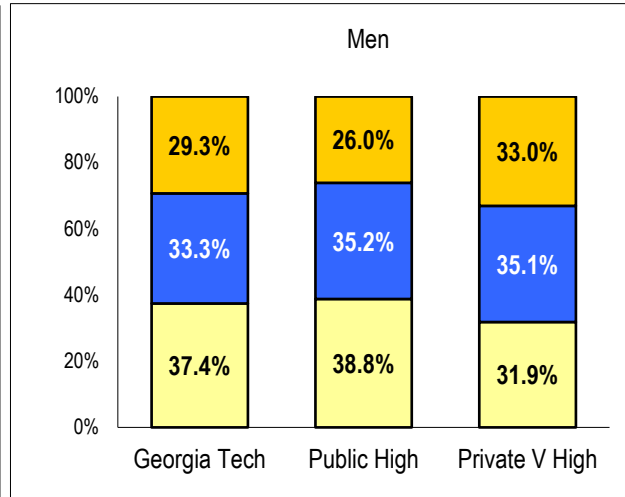
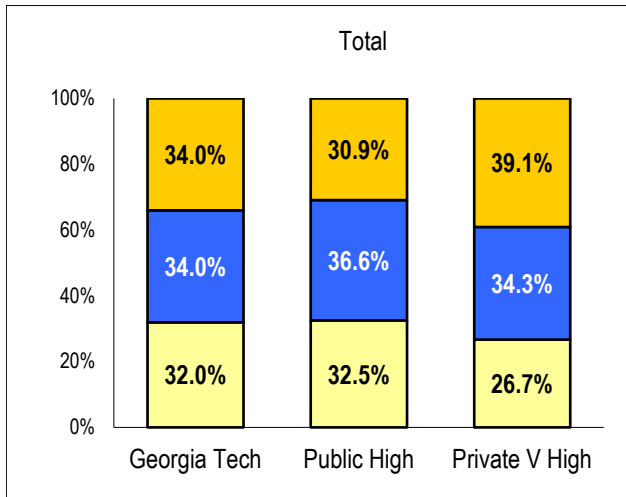


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Social Agency
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,462	13,942	4,143	1,456	6,679	1,641	1,000	7,263	2,502
High Social Agency	34.0%	30.9%	39.1%	29.3%	26.0%	33.0%	40.8%	36.0%	44.2%
Average Social Agency	34.0%	36.6%	34.3%	33.3%	35.2%	35.1%	35.0%	38.0%	33.6%
Low Social Agency	32.0%	32.5%	26.7%	37.4%	38.8%	31.9%	24.2%	26.0%	22.2%
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)

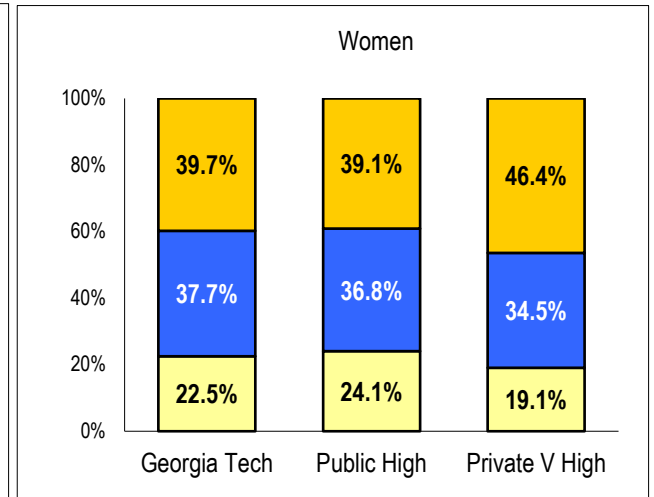
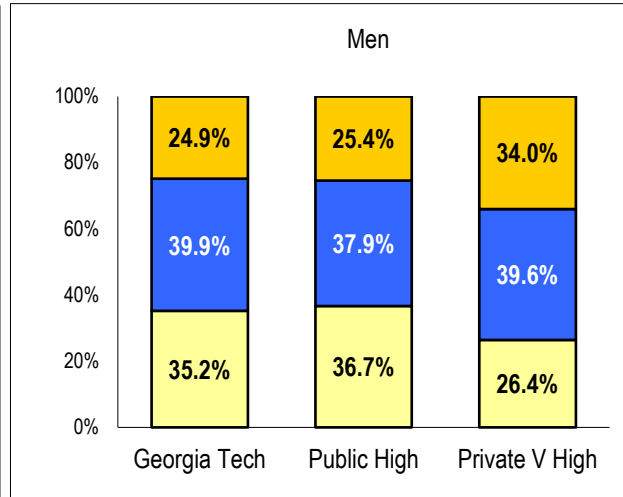
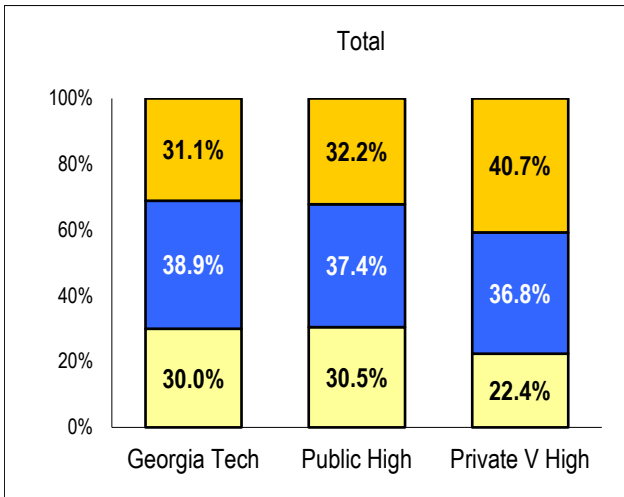


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Civic Engagement
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,470	13,779	4,095	1,460	6,582	1,616	1,004	7,197	2,479
High Civic Engagement	31.1%	32.2%	40.7%	24.9%	25.4%	34.0%	39.7%	39.1%	46.4%
Average Civic Engagement	38.9%	37.4%	36.8%	39.9%	37.9%	39.6%	37.7%	36.8%	34.5%
Low Civic Engagement	30.0%	30.5%	22.4%	35.2%	36.7%	26.4%	22.5%	24.1%	19.1%
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)

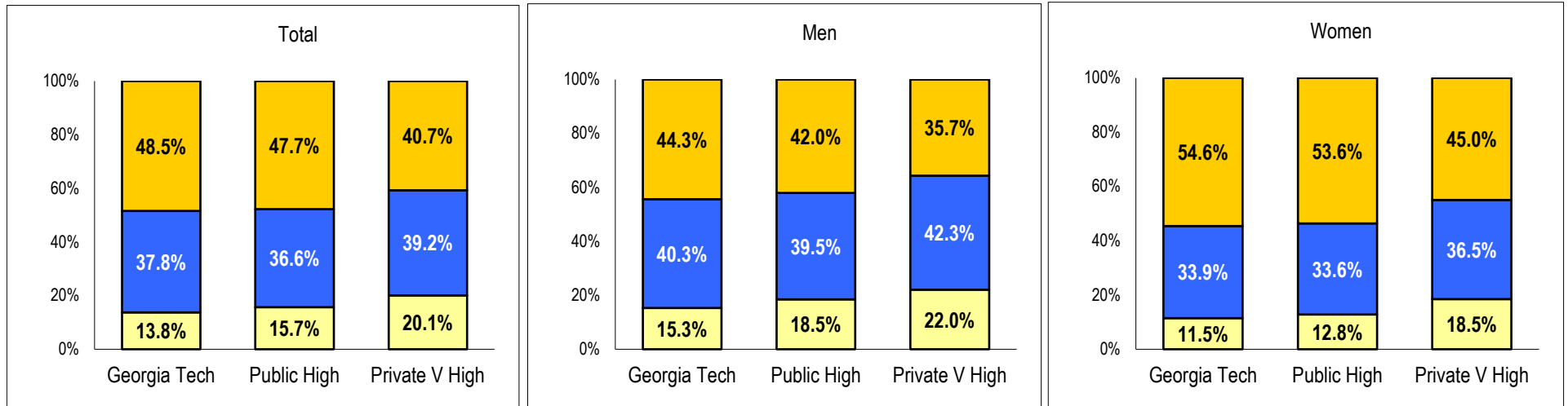


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
College Reputation Orientation
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,524	14,590	4,204	1,493	6,982	1,667	1,025	7,608	2,537
High College Reputation Orientation	48.5%	47.7%	40.7%	44.3%	42.0%	35.7%	54.6%	53.6%	45.0%
Average College Reputation Orientation	37.8%	36.6%	39.2%	40.3%	39.5%	42.3%	33.9%	33.6%	36.5%
Low College Reputation Orientation	13.8%	15.7%	20.1%	15.3%	18.5%	22.0%	11.5%	12.8%	18.5%
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)

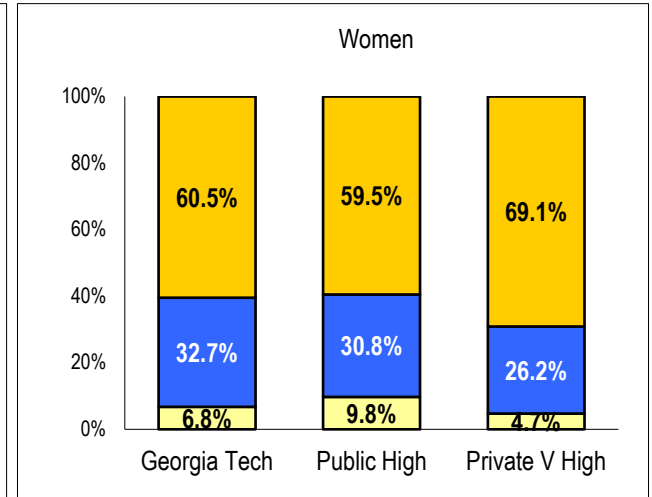
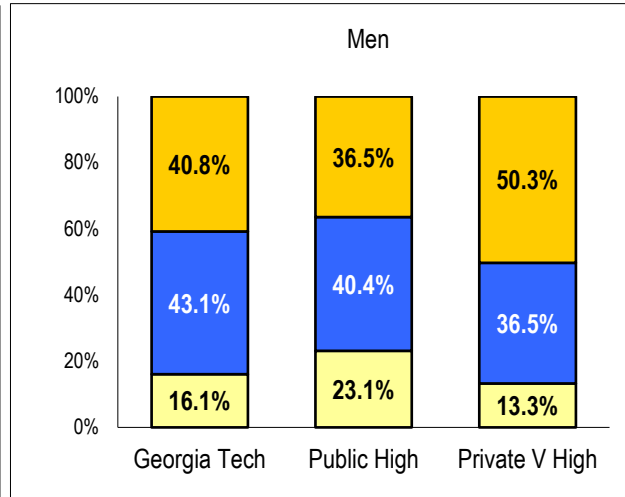
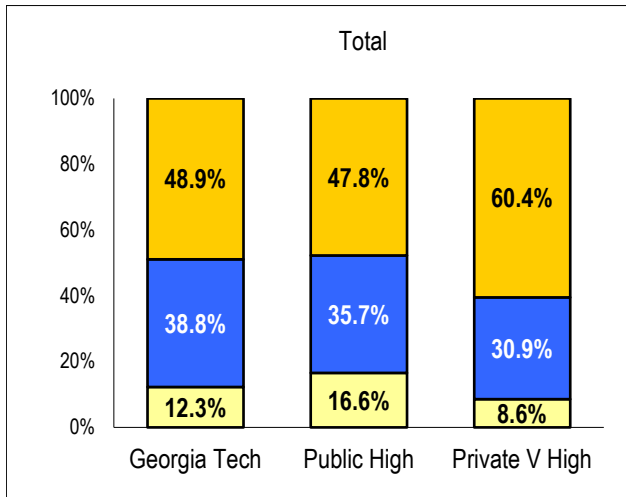


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Likelihood of College Involvement
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,481	13,853	4,145	1,461	6,622	1,636	1,014	7,231	2,509
High Likelihood of College Involvement	48.9%	47.8%	60.4%	40.8%	36.5%	50.3%	60.5%	59.5%	69.1%
Average Likelihood of College Involvement	38.8%	35.7%	30.9%	43.1%	40.4%	36.5%	32.7%	30.8%	26.2%
Low Likelihood of College Involvement	12.3%	16.6%	8.6%	16.1%	23.1%	13.3%	6.8%	9.8%	4.7%
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)

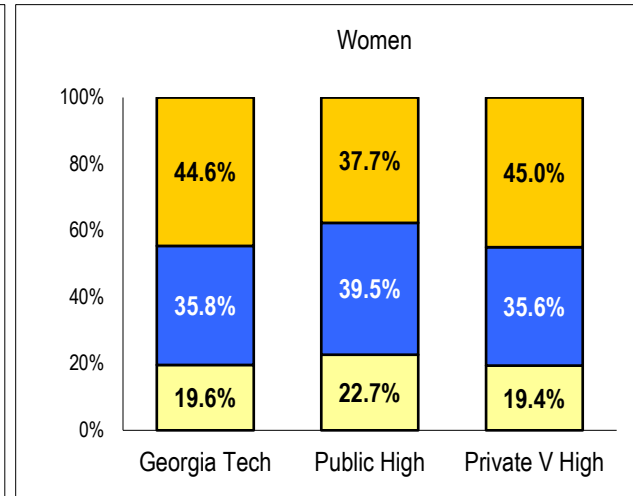
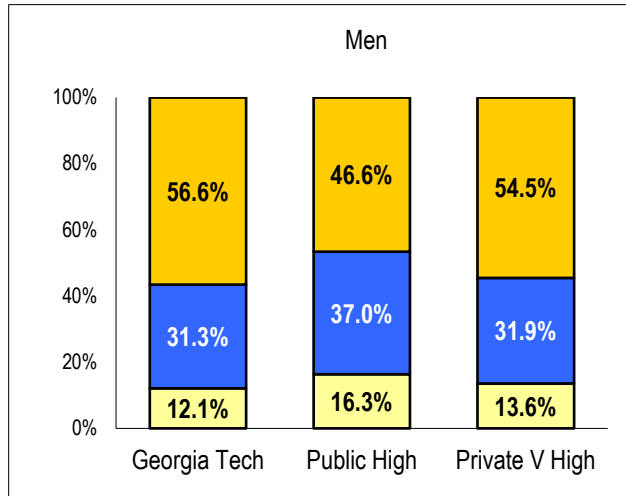
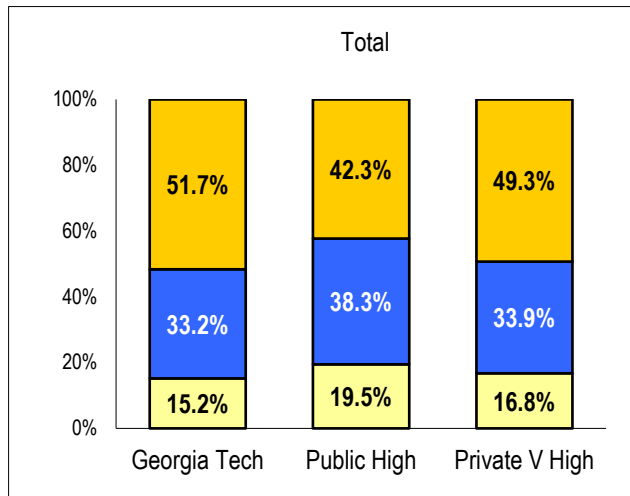


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Science Self-Efficacy
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,570	15,254	4,222	1,525	7,318	1,662	1,039	7,936	2,560
High Science Self-Efficacy	51.7%	42.3%	49.3%	56.6%	46.6%	54.5%	44.6%	37.7%	45.0%
Average Science Self-Efficacy	33.2%	38.3%	33.9%	31.3%	37.0%	31.9%	35.8%	39.5%	35.6%
Low Science Self-Efficacy	15.2%	19.5%	16.8%	12.1%	16.3%	13.6%	19.6%	22.7%	19.4%
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)

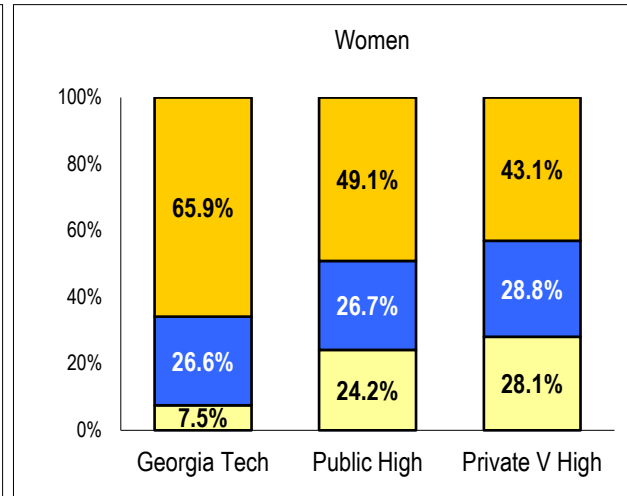
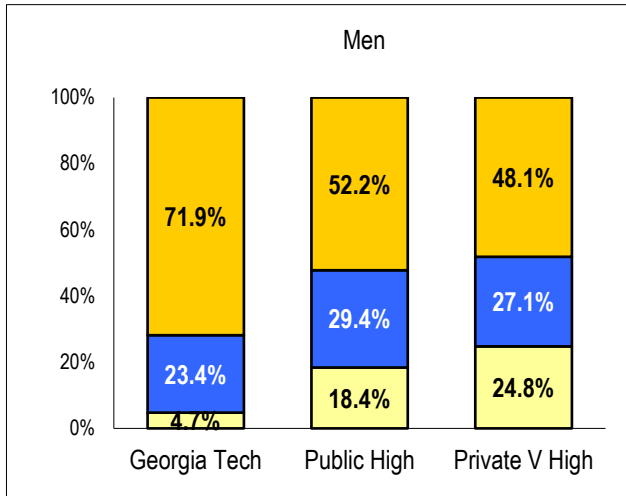
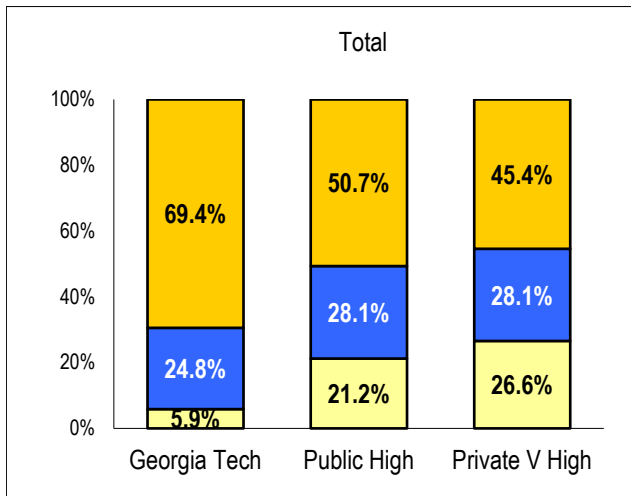


2018 CIRP Freshman Survey
First-time, Full-time Freshmen
Science Identity
CIRP Construct Percentage Report

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

Georgia Institute of Technology-Main Campus	Total			Men			Women		
	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High	Georgia Tech	Public High	Private V High
Total (n)	2,528	14,366	4,190	1,496	6,890	1,658	1,026	7,476	2,532
High Science Identity	69.4%	50.7%	45.4%	71.9%	52.2%	48.1%	65.9%	49.1%	43.1%
Average Science Identity	24.8%	28.1%	28.1%	23.4%	29.4%	27.1%	26.6%	26.7%	28.8%
Low Science Identity	5.9%	21.2%	26.6%	4.7%	18.4%	24.8%	7.5%	24.2%	28.1%
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)