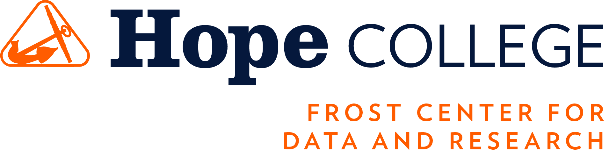
****

**Hope College CIRP Survey Results**

**2014 & 2020 Construct Scores**

Hope College participates in the UCLA Higher Education Research Institute’s incoming students’ survey. This long-standing survey has been administered to more than 15 million incoming first-time, full-time students at 1,900+ institutions. It identifies their background characteristics, high school experiences, attitudes, behaviors, and expectations for college. Hope most recently administered CIRP in 2014 (n=283) and 2020 (n=506).

**Construct Scores.** CIRP Survey items are used to develop 8 constructs, or global measures, that inform our understanding of entering students. Attachment A summarizes Hope College 2014 and 2020 overall mean construct scores and scores by gender. In addition to mean scores, CIRP identifies the percentage of students who score in the high, average, and low score groups for each construct[[1]](#footnote-1) and compares Hope scores with our comparison group of Other Religious 4-year colleges with high selectivity[[2]](#footnote-2).

* Habits of Mind.Hope mean scores for Habits of Mind are consistently above the comparison group in both 2014 and 2020, however, our scores decreased from 2014 to 2020: overall -4.1%, men -3.0%, and women -4.8%. Hope’s standard deviations decreased from 2014 to 2020 which is also observed in the comparison group, although not to the same extent.
* Academic Self-Concept.Academic Self-Concept scores for Hope are also consistently above the comparison group in both 2014 and 2020 with a small decrease in Hope mean scores from 2014 to 2020: overall -1.0%, men -0.6%, and women -1.6%. While the means declined, the standard deviation increased. Comparison group scores had no real change from 2014 to 2020.
* Social Self-Concept. From 2014 to 2020 the Hope mean scores overall and for women were about the same, while slightly decreasing for men (-0.6). Hope scores are above the comparison group in both 2014 and 2020. Mean scores for the comparison group saw only slight changes.
* Pluralistic Orientation.Hope mean scores for Pluralistic Orientation decreased slightly from 2014 to 2020: overall -0.2%, men -0.7%, women -0.1%. In 2014 the comparison group scores are higher than Hope, but even with Hope’s decrease, we are nearly the same as the comparison group in 2020. Standard deviations for both groups decreased from 2014 to 2020.
* Social Agency. In 2014, Hope mean scores are higher than the comparison group and even though Hope scores increased from 2014 to 2020 (overall 1.4%, men 1.0%, women 1.8%), the comparison group’s scores had a greater increase and we are below them in 2020.
* Civic Engagement. In this construct, Hope mean scores increased from 2014 to 2020 at about double the increase of the comparison group. This is where we see the largest increase in construct mean scores for Hope: overall 4.0%, men 3.3%, women 4.4%. And while the standard deviation increased for both Hope and the comparison group, Hope had a greater increase.
* College Reputation Orientation. Hope College Reputation Orientation mean scores and those of the comparison group all increased from 2014 to 2020: Hope overall 1.5%, men 0.9%, and women 1.8%. For both years Hope scores are above the comparison group
* Likelihood of College Involvement. In this construct, Hope mean scores decreased from 2014 to 2020, while comparison group scores increased. If Hope’s decline was a COVID impact, we would have likely seen a similar decline in the comparison group. In this construct, Hope women have a significantly higher mean score than Hope men.

**Using construct scores to predict student success.** Data from the 2020 CIRP administration were merged with Hope institutional data to identify relationships between construct scores and future Hope student success. Both short-term success measures (first-semester GPA) and longer-term measures (GPA after 3 semesters, Year 1 to Year 2 retention) were investigated. Attachment B identifies the constructs that significantly predict student success (orange cells).

* First-Semester GPA.Among the CIRP constructs, the best predictors of first-semester GPA were Academic Self-Concept (*r* = .36) and Likelihood of College Involvement (*r* = .24), such that incoming 2020 students with higher scores on these CIRP constructs earned higher GPAs in their first semester. Both of these CIRP constructs predicted first-semester GPA, even after accounting for high school GPA. Therefore, these CIRP constructs were not redundant with high school GPA, a variable that colleges frequently use to predict college success.
* Current GPA (after 3 semesters).Similar to first-semester GPA, the CIRP constructs that best predicted GPA after three semesters were Academic Self-Concept (*r* = .41) and Likelihood of College Involvement (*r* = .27). Habits of Mind (*r* = .13) and Social Agency (*r* = .11) also predicted students’ GPA after three semesters. With all of these CIRP constructs, incoming students scoring higher on them had higher GPAs after three semesters. After accounting for high school GPA, scores on the Habits of Mind construct did not predict students’ GPAs after three semesters. However, scores on Academic Self-Concept, Likelihood of College Involvement, and Social Agency constructs did predict students’ current GPAs after accounting for high school GPA. Thus, when used to predict current GPA, these CIRP constructs were not redundant with high school GPA.
* Year 1 to Year 2 Retention.Students who began at Hope in 2020 and continued after their first year scored differently on several CIRP constructs compared to students who did not return to Hope in their second year. Compared to students who did not return, students who returned to Hope in Year 2 scored higher on the Academic Self-Concept, Social Agency, College Reputation Orientation, Likelihood of College Involvement, and Civic Engagement constructs.

**Key Observations**

* Hope consistently scores above our comparison group in most CIRP constructs.
* Overall scores for Hope students increased from 2014 to 2020 in the constructs of Social Agency, Civic Engagement, and College Reputation Orientation.
* Hope’s largest score increase from 2014 to 2020 is in Civic Engagement with the greatest decrease in Habits of Mind.
* Students completing the CIRP Survey in 2020 were entering college during a period of converging crises and change, including the pandemic, that may have influenced observed increases in the Civic Engagement construct or other construct changes.
* Construct scores that are consistently predictors of Hope student success are Academic Self-Concept and Likelihood of College Involvement, however, the Hope mean scores for both of these constructs decreased from 2014 to 2020.
* The two constructs with the greatest difference in scores for Hope men and women are also these same two predictors of student success: Academic Self-Concept (men 52.4, women 49.6) and Likelihood of College Involvement (men 48.8 and women 53.7).
* While the naturally-occurring relationships between the CIRP constructs and the short- and long-term student success measures tended to be small, interventions focused on strengthening construct effect on student success could be a starting point to consider.

**Attachment A: Hope College CIRP Construct Scores 2014 & 2020**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CIRP Constructs** | **2014 Hope College Construct Scores -** Mean and Standard Deviation (n=283) | | | **2020 Hope College Construct Scores** - Mean and Standard Deviation (n=506) | | | **Change from 2014-2020** (Mean and Standard Deviation) | | |
| 2014 Overall | 2014 Men | 2014 Women | 2020 Overall | 2020 Men | 2020 Women | 2014-2020 Overall | 2014-2020 Men | 2014-2020 Women |
| **Habits of Mind** is a measure of the behaviors and traits associated with academic success | M 52.7  SD 8.24 | M 52.8  SD 8.71 | M 52.6  SD 8.09 | M 48.6  SD 7.51 | M 49.8  SD 7.18 | M 47.8  SD 7.79 | M -4.7  SD -O.73 | M -3.0  SD -1.53 | M -4.8  SD -0.3 |
| **Academic Self-Concept** is a measure of students’ beliefs about their abilities and confidence in academic environments | M 51.7  SD 8.13 | M 53.0  SD 8.52 | M 51.2  SD 7.95 | M 50.7  SD 8.55 | M 52.4  SD 8.16 | M 49.6  SD 8.49 | M -1.0  SD 0.42 | M -0.6  SD -0.36 | M -1.6  SD 0.54 |
| **Social Self-Concept** is a measure of students’ beliefs about their abilities and confidence in social situations | M 49.8  SD 8.46 | M 52.2  SD 8.44 | M 48.9  SD 8.31 | M 49.9  SD 8.11 | M 51.6  SD 8.14 | M 48.9  SD 7.99 | M 0.1  SD -0.35 | M -0.6  SD -0.3 | M 0.0  SD -0.32 |
| **Pluralistic Orientation** measures skills and dispositions appropriate for living and working in a diverse society | M 48.9  SD 8.62 | M 49.5  SD 8.54 | M 48.7  SD 8.66 | M 48.7  SD 7.53 | M 48.8  SD 7.39 | M 48.6  SD 7.63 | M -0.2  SD -1.09 | M -0.7  SD -1.15 | M -0.1  SD -1.03 |
| **Social Agency** measures the extent to which students value political and social involvement as a personal goal | M 50.2  SD 8.91 | M 48.5  SD 8.25 | M 50.8  SD 9.07 | M 51.6  SD 8.15 | M 49.5  SD 8.18 | M 52.6  SD 7.86 | M 1.4  SD -0.76 | M 1.0  SD -0.07 | M 1.8  SD -1.21 |
| **Civic Engagement** measures the extent to which students are motivated and involved in civic, electoral, and political activities | M 49.8  SD 6.89 | M 48.5  SD 5.69 | M 50.4  SD 7.24 | M 53.8  SD 8.65 | M 51.8  SD 7.85 | M 54.8  SD 8.90 | M 4.0  SD 1.76 | M 3.3  SD 2.16 | M 4.4  SD 1.66 |
| **College Reputation Orientation** measures the degree to which students value academic reputation and future career potential as a reason for choosing this college | M 50.6  SD 6.76 | M 50.8  SD 6.98 | M 50.5  SD 6.71 | M 52.1  SD 7.61 | M 51.7  SD 6.87 | M 52.3  SD 8.13 | M 1.5  SD 0.85 | M 0.9  SD -0.11 | M 1.8  SD 1.42 |
| **Likelihood of College Involvement** is a measure of students’ expectations about their involvement in college life generally. | M 53.8  SD 6.67 | M 49.8  SD 7.08 | M 55.2  SD 5.93 | M 52.0  SD 7.35 | M 48.8  SD 7.97 | M 53.7  SD 6.44 | M -1.8  SD 0.68 | M -1.0  SD 0.89 | M -1.5  SD 0.51 |

**Attachment B: Significant Predictors of Hope College Student Success for 2020 Cohort**

Orange cells = constructs that significantly predict student success

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CIRP Construct** | **Predicted 1st-Sem. GPA** | **Predicted 1st-Sem. GPA above HS GPA** | **Predicted Current GPA** | **Predicted Current GPA above HS GPA** | **Predicted Year 1 to Year 2 Retention** |
| Habits of Mind |  |  |  |  |  |
| Academic Self-Concept |  |  |  |  |  |
| Social Self-Concept |  |  |  |  |  |
| Pluralistic Orientation |  |  |  |  |  |
| Social Agency |  |  |  |  |  |
| College Reputation Orientation |  |  |  |  |  |
| Likelihood of College Involvement |  |  |  |  |  |
| Civic Engagement |  |  |  |  |  |

1. The “High” score group are students who are one-half standard deviation or more above the mean. The “Average” score group are students whose scores are within one-half standard deviation of the mean. The “Low” score group are students at one-half standard deviation below the mean. [↑](#footnote-ref-1)
2. Our institutional comparison group is determined based on institution type, control, and selectivity. [↑](#footnote-ref-2)