

Name of Institution

City, State
Country
Test: **HEIghten® Civic Competency and Engagement**

REPORTING GROUP:

Cohort: 2017 Seniors
Close Date: 08/12/2018
Students Tested: 1,345
Records Excluded: 34
Students Included in Report: 1,311
(See bottom of report to view filters applied.)

COMPARISON GROUP:

Comparison Group: All Institutions
Institutions: 35
Students Included in Report: 2,500

REPORT SUMMARY



Civic Competency

A combination of civic knowledge and skills including the ability to analyze and make reasoned judgments about civic- and political-related issues or situations.

MEAN SCALE SCORES

(Scale of 150–180)

The mean scale scores and proficiency levels for the Reporting Group and Comparison Group are shown on the right.

Proficiency level information and additional reporting details on the Civic Competency portion of the assessment start on **page 2**.

REPORTING GROUP

163.5

Proficient

COMPARISON GROUP

165.6

Proficient



Civic Attitudes

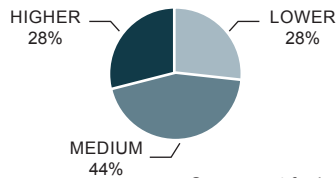
Reactions to realistic situations in ways that demonstrate civic efficacy and democratic norms and values.

RESPONSE CATEGORIES AND PERCENTAGES

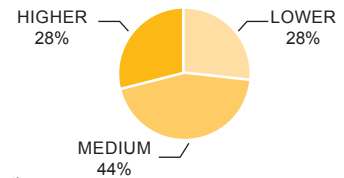
The percentage of students whose responses were categorized as suggesting Higher, Medium and Lower levels of belief in civic and political efficacy and the norms and values of democracy are shown to the right for the Reporting Group and Comparison Group.

Mean scaled scores and additional reporting details on the Civic Attitudes portion of the assessment start on **page 4**.

REPORTING GROUP



COMPARISON GROUP



See page 4 for level descriptions.



Civic Participation

Engagement in a variety of civic and political activities across a wide variety of contexts.

Students participate in a variety of civic and political activities, across a variety of contexts, at different levels of frequency. Information relating to the context and frequency, along with individual item-level frequencies can be found starting on **page 5**.



Report Filters

Major: All | Class Level (Credit Hours): All

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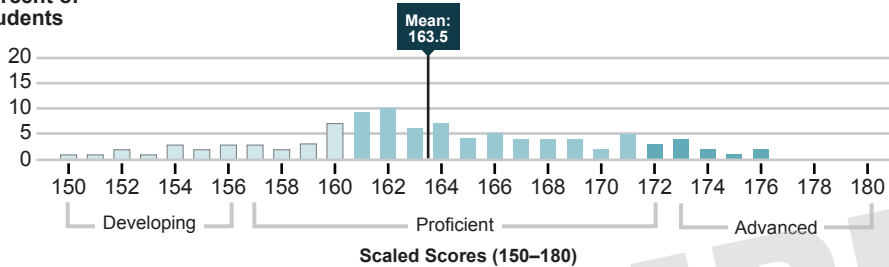
 Civic Competency

 INDIVIDUAL STUDENTS' SCALED SCORES

The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP

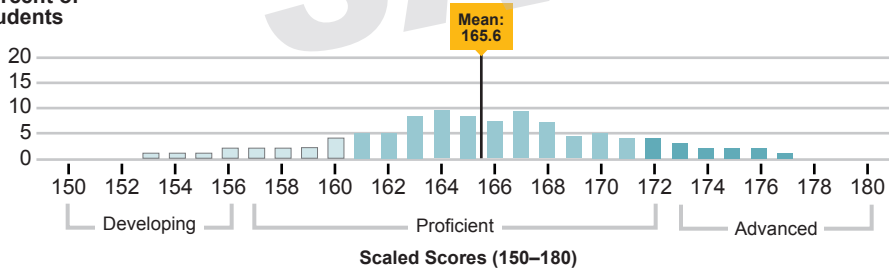
Percent of students



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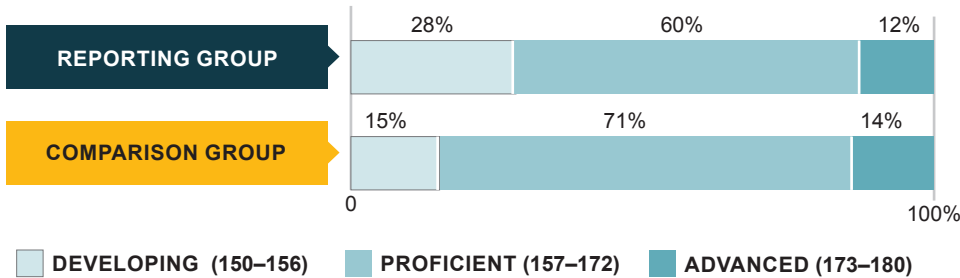
COMPARISON GROUP

Percent of students



 PROFICIENCY LEVELS

This chart shows the percentage of students at each proficiency level within the Reporting Group and the Comparison Group.



PROFICIENCY LEVEL DESCRIPTIONS

 DEVELOPING (150-156)

Students at the **developing** level may sometimes:

- display knowledge of government institutions
- identify policy debates
- recognize types of media
- comprehend the content of foundational documents
- display knowledge of democracy and civil rights
- distinguish fact from opinion
- identify relevant ethical principles

 PROFICIENT (157-172)

Students at the **proficient** level have demonstrated the ability to:

- understand government institutions
- understand policy debates
- recognize types of media
- understand foundational documents
- understand aspects of democracy, civil rights and rule of law
- consistently distinguish fact from opinion
- apply appropriate ethical principles

 ADVANCED (173-180)

Students at the **advanced** level have demonstrated the ability to:

- understand how knowledge of government enables civic participation
- evaluate policy debates
- appropriately evaluate types of media
- apply principles from foundational documents
- understand aspects of democracy, civil rights and rule of law
- consistently distinguish fact from opinion
- apply appropriate ethical principles

See www.ets.org/heighen/cceproficiency for the complete descriptions.

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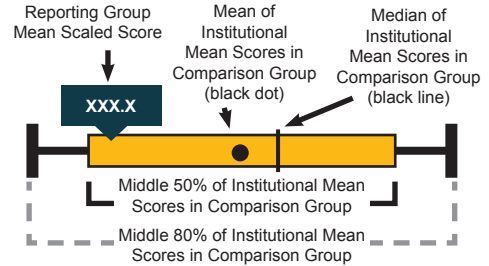
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 **Civic Competency**

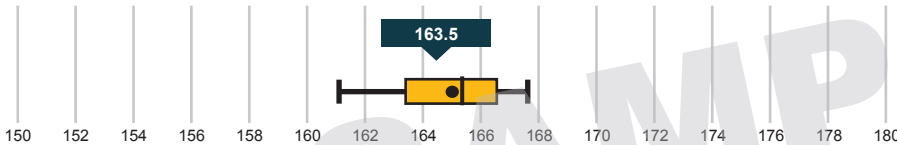
 **INSTITUTIONS' CIVIC COMPETENCY SCALED SCORE AND SUBSCORE MEANS**

The chart below enables you to compare the mean scaled scores for your Reporting Group with the mean scaled scores of the institutions in the Comparison Group.

The number in the dark rectangle is the mean scaled score of your Reporting Group. The figure below it is a “box-and-whisker” graph of the mean scores of the institutions in the Comparison Group. The yellow bar (the “box”) shows the range of the middle 50% of the institutions. The black horizontal lines (the “whiskers”) extend to the range of the middle 80%. The vertical line through the box indicates the median — the point that separates the upper half of the institutions from the lower half. The black dot indicates the mean of the institutions’ mean scores.



CIVIC COMPETENCY SCALED SCORES (Scale of 150–180)



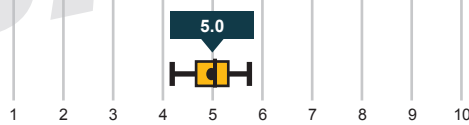
CIVIC COMPETENCY SCALED SCORES

Reporting Group: Mean Scaled Score	163.5
Comparison Group: Mean of Institutional Mean Scores	165.3
Comparison Group: Median of Institutional Means	165.7
Comparison Group: Middle 50% of Institutional Means	163.7–166.5
Comparison Group: Middle 80% of Institutional Mean	161.3–167.8

SUBSCORES (Scale of 1–10)

Civic Knowledge

Knowledge of facts, concepts, and principles (e.g., democratic processes, government structures, voting, etc.) across various contexts (local, national, international, and past or present).

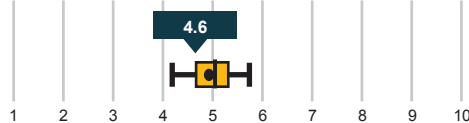


CIVIC KNOWLEDGE SCORES

Reporting Group: Mean Scaled Score	5.0
Comparison Group: Mean of Institutional Mean Scores	4.9
Comparison Group: Median of Institutional Means	5.1
Comparison Group: Middle 50% of Institutional Means	4.7–5.3
Comparison Group: Middle 80% of Institutional Mean	4.2–5.8

Civic Skills

Comprised of the analytic skills to apply relevant knowledge in civic contexts, as well as the participatory skills to make reasoned judgments in civic and social settings.



CIVIC SKILLS SCORES

Reporting Group: Mean Scaled Score	4.6
Comparison Group: Mean of Institutional Mean Scores	4.8
Comparison Group: Median of Institutional Means	5.1
Comparison Group: Middle 50% of Institutional Means	4.7–5.3
Comparison Group: Middle 80% of Institutional Mean	4.2–5.8

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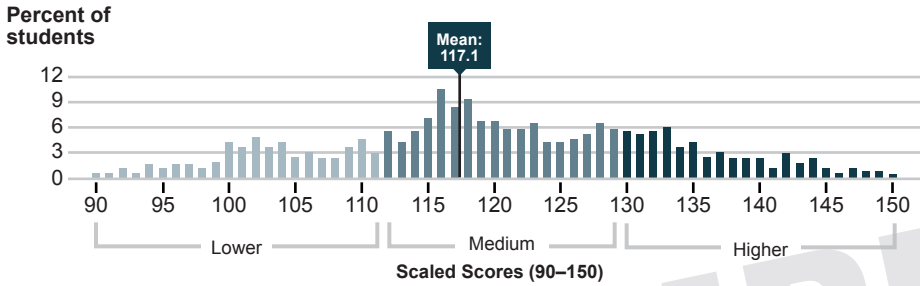
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Civic Attitudes

INDIVIDUAL STUDENTS' SCALED SCORES

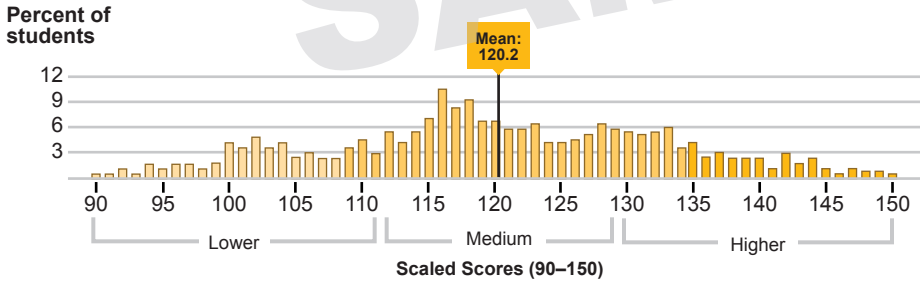
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REPORTING GROUP



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COMPARISON GROUP



CIVIC ATTITUDES LEVEL DESCRIPTIONS

Test takers are divided into three groups based on their responses to civic-related scenarios involving the expression of different perspectives. The three groups are:

LOWER (90-111)	MEDIUM (112-129)	HIGHER (130-150)
<i>somewhat likely to agree with</i> , but occasionally disagree with the following:	<i>likely to agree with</i> the following:	<i>very likely to agree with</i> the following:

- assertions that are in line with the values of democracy
- proposals that encourage democratic exchanges of views
- assertions that acknowledge diverse opinions
- assertions that express willingness to engage politically
- assertions that political or community participation is worthwhile
- assertions that individuals can effect meaningful political change

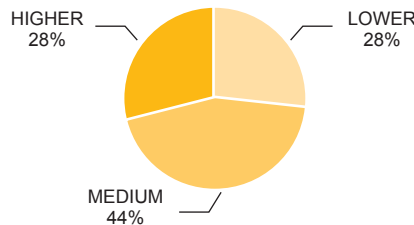
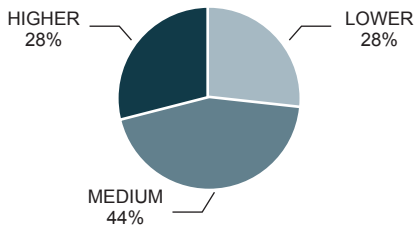
See www.ets.org/heighten/cceproficiency for the complete descriptions.

ATTITUDE LEVELS

The pie charts below show the percentage of test takers whose responses, overall, were categorized as Higher, Medium or Lower Level.

REPORTING GROUP

COMPARISON GROUP



Report Filters

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Civic Participation

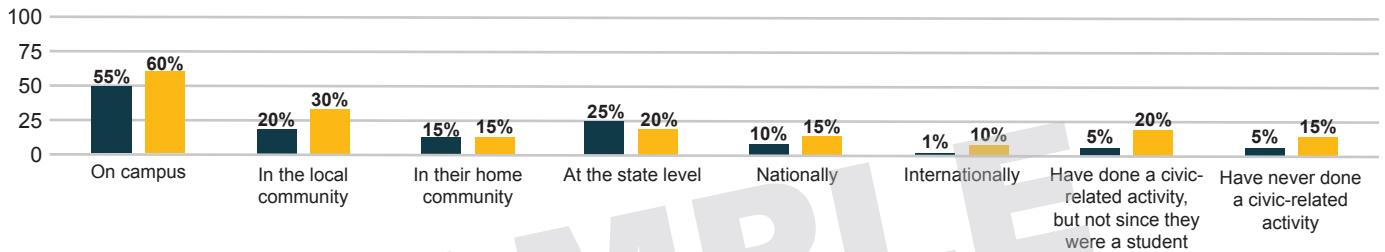
SUMMARY OF RESPONSES

Civic participation can include the involvement in a variety of civic and political activities, across a variety of contexts. Here, two graphical displays present a high-level overview of the contexts and frequency at which students participate in various activities. For a more detailed understanding of students' civic participation, please consult the item-level responses reported here as well as in the Data Download Report. The answer choices shown in the graphs are abbreviated versions of the assessment response options.

CIVIC PARTICIPATION BY LOCATION

This graph represents the mean percentages for the seven Civic Participation by Location questions.*

Percent of students

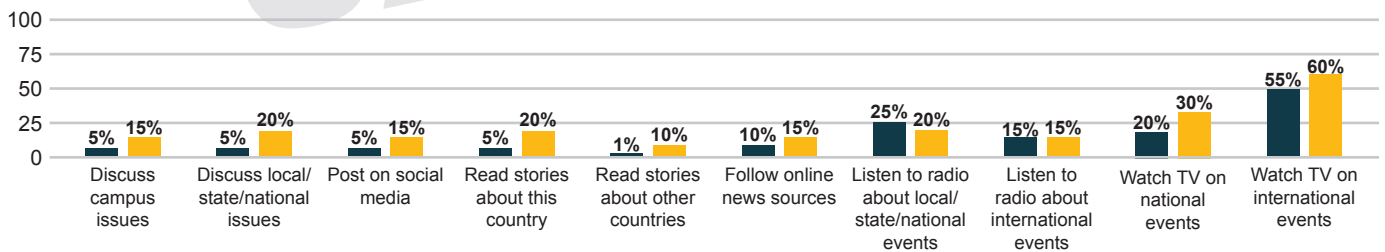


* "Internationally" and "In their home community" are based on responses to six questions. See item-level responses for more details.

WEEKLY/DAILY FREQUENCIES OF CIVIC-RELATED ACTIVITIES

This graph represents the sum of the percentages for daily and weekly participation for the ten Frequencies of Civic-Related Activities questions.

Percent of students



REPORTING GROUP

COMPARISON GROUP

ITEM-LEVEL RESPONSE PERCENTAGES

The tables below show the percentage of students who selected each answer choice for your reporting group and the comparison group. The questions and answer choices shown are abbreviated versions of the actual test questions.

Civic Participation by Location (For each question, students were asked to select all that apply.)

Voted in an election	REPORTING GROUP %	COMPARISON GROUP %
Student government on campus	00	00
Local election	00	00
State election	00	00
National election	00	00
Voted, but not since being a student	00	00
Have not voted, ineligible	00	00
Have not voted	00	00
Invalid/No response	00	00

Worked together on a matter of public concern	REPORTING GROUP %	COMPARISON GROUP %
On campus	00	00
In the local community	00	00
In my home community	00	00
At the state level	00	00
At the national level	00	00
At the international level	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

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Continued...

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Civic Participation

Volunteered to do community service	REPORTING GROUP %	COMPARISON GROUP %
On campus	00	00
In the local community	00	00
In my home community	00	00
At the state level	00	00
At the national level	00	00
At the international level	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

Signed a petition about a social/political issue	REPORTING GROUP %	COMPARISON GROUP %
For an on campus issue	00	00
For an issue in the local community	00	00
For an issue in my home community	00	00
For a state-level issue	00	00
For a national-level issue	00	00
For an international-level issue	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

Collected money for a candidate or political/social cause	REPORTING GROUP %	COMPARISON GROUP %
For an on campus candidate/cause	00	00
For a candidate/cause in the local community	00	00
For a candidate/cause in my home community	00	00
For a state-level candidate/cause	00	00
For a national-level candidate/cause	00	00
For an international-level candidate/cause	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

Volunteering and Student Government

Number of volunteer hours on campus	REPORTING GROUP %	COMPARISON GROUP %
1–10 hours	00	00
11–20 hours	00	00
21–40 hours	00	00
40+ hours	00	00
None, not on campus last year	00	00
None	00	00
No response	00	00

Belonged to student government	REPORTING GROUP %	COMPARISON GROUP %
No	00	00
Yes, but not within the last year	00	00
Yes, within the last year	00	00
Yes, within the last six months	00	00
No response	00	00

Participated in activities to help protect the environment	REPORTING GROUP %	COMPARISON GROUP %
On campus	00	00
In the local community	00	00
In my home community	00	00
At the state level	00	00
At the national level	00	00
At the international level	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

Organized a group of people to work on a social cause/political issue	REPORTING GROUP %	COMPARISON GROUP %
For an on campus issue	00	00
For an issue in the local community	00	00
For an issue in my home community	00	00
For a state-level issue	00	00
For a national-level issue	00	00
For an international-level issue	00	00
Did this, but not since being a student	00	00
Have not done this	00	00
Invalid/No response	00	00

Number of volunteer hours in the local community (near your campus)	REPORTING GROUP %	COMPARISON GROUP %
1–10 hours	00	00
11–20 hours	00	00
21–40 hours	00	00
40+ hours	00	00
None, not a student here last year	00	00
No response	00	00

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Civic Participation
Frequencies of Civic-Related Activities

Discuss campus-related issues with others	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Discuss local/state/national political or social issues with others	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Raise awareness about social/political issues using social media	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Read articles/stories in the newspaper (print or online) about <i>this</i> country	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Read articles/stories in the newspaper (print or online) about <i>other</i> countries	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Follow political blogs/podcasts/other online news services	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Listen to news on the radio about local/state/national politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Listen to news on the radio about international politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Watch TV news/cable shows for information about <i>national</i> politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

Watch TV news/cable shows for information about <i>international</i> politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	00	00
Occasionally	00	00
Weekly	00	00
Daily	00	00
No response	00	00

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