Methodology
As an extension of previous 2010 CIRP analyses, this paper highlights significant differences in CIRP Construct group means. CIRP survey data was merged with institutional data to identify groups and the dataset was examined for mean differences in the following 3 groups: Previous Running Start, First Generation and Previous Running Start + First Generation. The data were tested for distribution (see Appendix A) using SPSS and one-way ANOVAs were performed to identify statistically significant differences. Because these groups are not mutually exclusive, the comparisons are made between students who are within a particular group and those who are not. Consequently, comparison between groups is not provided. It should be noted that EWU overall sample Construct means are not significantly different from our CIRP identified peers (see Appendix B).

Executive Summary
This analysis found significant differences in the Likelihood of College Involvement Construct in two groups. First Generation freshmen feel that they will be more engaged in college while Previous Running Start students feel that they will be less engaged than other students.

Although there were no other significant differences, First Generation students generally seem to be more optimistic and score higher in all CIRP Constructs except for Social Self-Concept. Previous Running Start students appear to be less optimistic about academics and college involvement but more positive about the social aspects of college life.

Group Statistics

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Count</th>
<th>% of Sample (N=461)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Generation</td>
<td>235</td>
<td>51%</td>
</tr>
<tr>
<td>Previous Running Start</td>
<td>64</td>
<td>14%</td>
</tr>
<tr>
<td>Both First Gen &amp; Prev. RS</td>
<td>27</td>
<td>6%</td>
</tr>
</tbody>
</table>

Note: these percentages are reflective of the freshman population in general.

CIRP Constructs: Previous Running Start Freshmen
The Previous Running Start group means are higher than other freshmen in 3 of the 7 Constructs:

- Social Self-Concept
- Pluralistic Orientation
- Social Agency

The group means are lower than other freshmen in 4 Constructs:

- Habits of Mind
- Academic Self-Concept
- College Reputation Orientation
- Likelihood of College Involvement (*significantly lower, see final section)

Note: these differences are not significantly different except for the Likelihood of College Involvement.

EWU Office of Institutional Research, Demography & Assessment
bfields: 1/20/2011
CIRP Constructs: First Generation Freshmen

The First Generation group means were higher than the group mean of the Non-First Generation group in 6 of the 7 Constructs:

- Habits of Mind Score
- Academic Self-Concept Score
- Pluralistic Orientation Score
- Social Agency Score
- College Reputation Orientation Score
- Likelihood of college Involvement Score (*significantly higher, see final section)

The First Generation group mean was lower in only one Construct, the Social Self-Concept score:

Social Self-Concept, First Generation vs. Not First Generation

Note: the difference in means is not statistically significant

Likelihood of College Involvement

It is of interest that the First Generation group scored significantly higher (p = .01) in the Likelihood of College Involvement Construct while the Previous Running Start group scored significantly lower (p = .007). This Construct contains the following questions:

1. Socialize with someone of another racial/ethnic group
2. Participate in a study abroad program
3. Participate in volunteer or community service work
4. Participate in student government
5. Participate in student clubs/groups

As mentioned previously, the groups in this analysis are not mutually exclusive. Of the 64 Previous Running Start freshmen, 27 were First Generation. When the group mean of the 27 First Generation + Previous Running Start is compared with the mean of all other students, this group also scores lower in Likelihood of College Involvement.
These graphs depict the means of *Likelihood of College Involvement* for 1st Gen, Previous Running Start and Previous Running Start + 1st Gen students.

**Group Means Comparison**

- Prev. Running Start, not 1st Gen (37) = 1.62
- All Prev. Running Start (64) = 1.7
- Prev. Running Start + 1st Gen (27) = 1.88
- Sample Mean (461) = 1.93
- First Generation (235) = 2.01

These data indicate that First Generation freshmen think that they are more likely to be engaged in college than freshmen who are not First Generation. Conversely, Previous Running Start freshmen (who already have some college experience) think that they will be less likely to be engaged than students who are not Previous Running Start. This observation is further supported by the data showing that Previous Running Start students who are also First Generation think they are more likely to be involved than previous Running Start who are not First Generation.

**Research Recommendations and Future Research Plans**

This is the first year that EWU has arranged with the Higher Education Research Institute (HERI) to merge institutional data with CIRP data. In order to verify that these findings are consistent between cohorts, it is recommended that this analysis be performed again with datasets of future CIRP administrations. NSSE results can be used to compare freshman engagement expectations with senior engagement experiences to provide triangulation with CIRP data. Since half of all our new freshmen identify themselves as First Generation and the Running Start program is flourishing, administrative discussions about the implications of higher First Generation engagement expectations and lower Running Start engagement expectations are recommended.
Appendix A: Tests for Normality of Data

To satisfy the ANOVA assumption that data are normally distributed, the following histograms were produced. The data are considered to be reasonably normally distributed for all Constructs.

Appendix B: The 7 CIRP Constructs, Peer Comparison

Comparison group 1: Public 4yr Colleges-low selectivity participating in CIRP
Comparison group 2: Public 4yr Colleges participating in CIRP

Likelihood of College Involvement

Survey items and estimation ‘weights’:

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

* Participate in student clubs/groups (3.25)
* Participate in volunteer or community service work (1.58)
* Socialize with someone of another racial/ethnic group (1.28)
* Participate in a study abroad program (1.24)
* Participate in student government (0.96)
Habits of Mind

Survey items and estimation 'weights':

How often in the past year did you:

* Ask questions in class (1.20)
* Look up scientific research articles and resources (1.05)
* Revise your papers to improve your writing (1.04)
* Take a risk because you feel you have more to gain (1.03)
* Accept mistakes as part of the learning process (0.95)
* Seek solutions to problems and explain them to others (1.99)
* Support your opinions with a logical argument (1.74)
* Seek alternative solutions to a problem (1.61)
* Evaluate the quality or reliability of information you received (1.58)
* Explore topics on your own, even though it is not required for a class (1.27)
* Seek feedback on your academic work (1.24)

Academic Self-Concept

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)
* Mathematical ability (1.32)
* Self-confidence - intellectual (1.22)
* Drive to achieve (0.95)
Social Self-Concept

Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:

- Self-confidence - social (2.33)
- Leadership ability (1.96)
- Popularity (1.92)
- Public speaking ability (1.68)

Pluralistic Orientation

Survey items and estimation 'weights':
Rate yourself on each of the following traits as compared with the average person your age:

- Ability to work cooperatively with diverse people (2.39)
- Tolerance of others with different beliefs (2.35)
- Openness to having my own views challenged (2.13)
- Ability to discuss and negotiate controversial issues (2.03)
- Ability to see the world from someone else's perspective (1.78)
Social Agency

Survey items and estimation 'weights':

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

- Participating in a community action program (2.42)
- Helping to promote racial understanding (2.05)
- Becoming a community leader (2.01)
- Influencing social values (1.58)
- Helping others who are in difficulty (1.36)

College Reputation Orientation

Survey items and estimation 'weights':

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

- This college's graduates get good jobs (6.11)
- This college has a very good academic reputation (1.54)
- This college's graduates gain admission to top graduate/professional schools (2.50)