

Salisbury University

USA  
Report Date: 05/22/2018  
Test: HEIghten® Civic Competency and Engagement Assessment

REPORTING GROUP

Cohort: Civic Competency and Engagement Field Test  
Close Date: 09/19/2017  
Students Tested: 120  
Records Excluded: 0  
Students Included in Report: 120

COMPARISON GROUP

ALL STUDENTS at All Institutions  
Institutions: 23  
Students Included in Report: 1,818

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

162.9

Proficient

COMPARISON GROUP

163.3

Proficient

Civic Attitudes

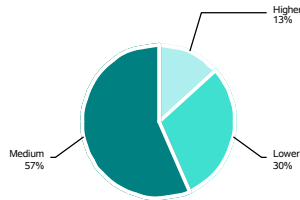
Reactions to realistic situations in ways that demonstrate civic efficacy and democratic norms and values.

RESPONSE CATEGORIES AND PERCENTAGES

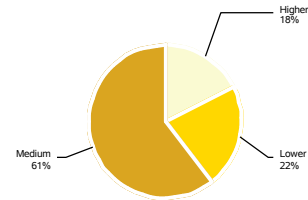
The percentage of students whose responses were categorized as suggesting Higher, Medium and Lower levels of belief in civic and political efficacy and the norms and values of democracy are shown to the right for the Reporting Group and Comparison Group.

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

REPORTING GROUP



COMPARISON GROUP



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**.



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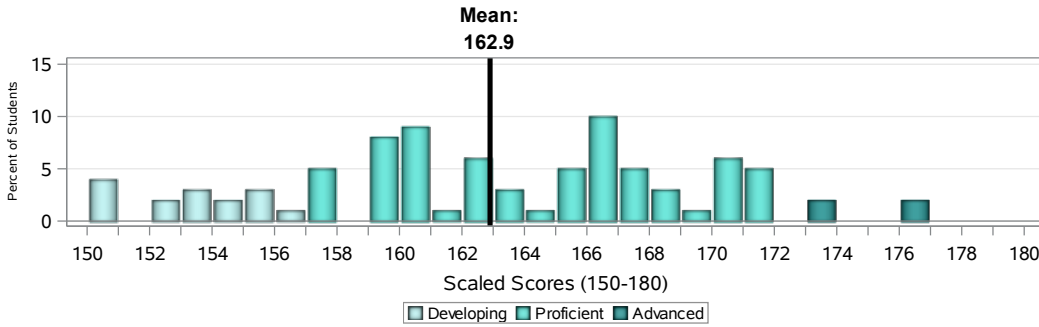
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Civic Competency  
INDIVIDUAL STUDENTS' SCALED SCORES

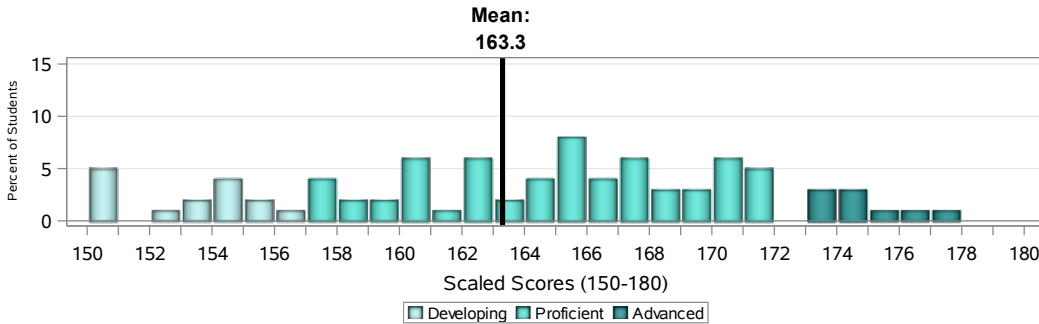
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



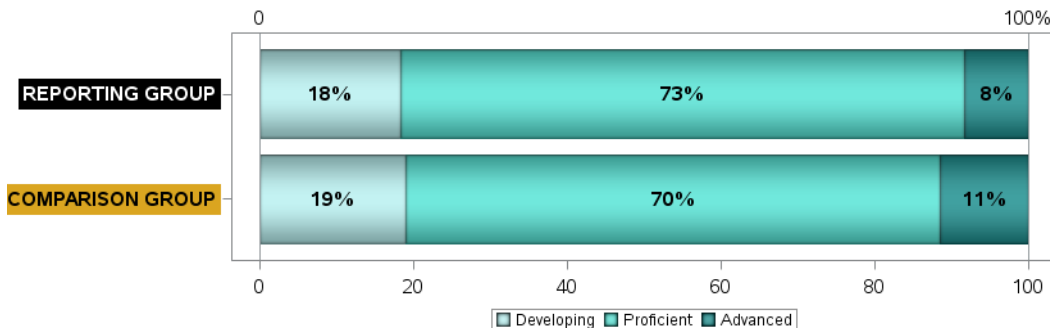
Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

COMPARISON GROUP



PROFICIENCY LEVEL

This chart shows the percentages 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/heighten/CCEproficiency](http://www.ets.org/heighten/CCEproficiency) for the complete descriptions.

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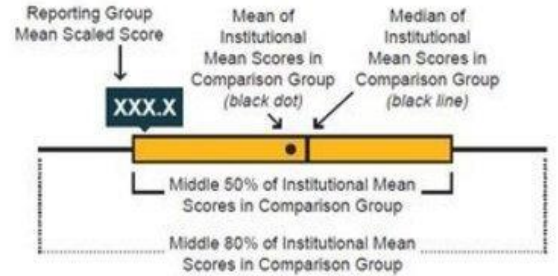
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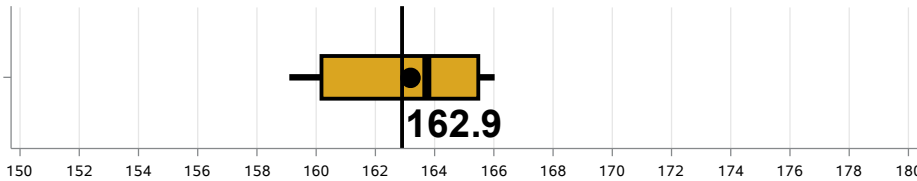
Civic Competency  
INSTITUTIONS' SCALED SCORE AND SUBSCORE MEANS

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 mean scaled scores of your Reporting Group are displayed in the dark blue rectangle. The mean scaled scores of each of the institutions within the Comparison Group are shown using the "box and whisker" graphs. The thick yellow bar (the "box") shows the range of the middle 50 percent of the institutions's mean scores within the Comparison Group. The whole figure, including the black horizontal lines (the "whiskers") shows the range of the middle 80 percent of the institutions. (The lowest 10 percent and the highest 10 percent of the institutions have mean scores that are outside the span of the figure.) The thin black vertical line (median) in the box and whisker graphs separate the upper half of the institutions from the lower half.



SCALED SCORES (Scale of 150-180)

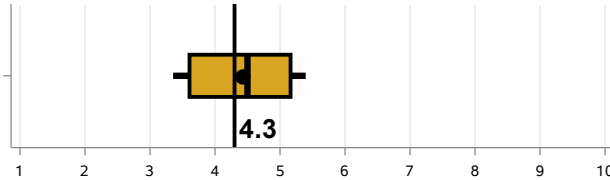


Civic Competency	
Reporting Group: Mean Scaled Score	162.9
Comparison Group: Mean of Institutional Mean	163.1
Comparison Group: Median of Institutional Means	163.7
Comparison Group: Middle 50% of Inst Means	160.2-165.5
Comparison Group: Middle 80% of Inst Means	159.1-166.0

SUBSCORES (Scale of 1-10)

Civic Knowledge

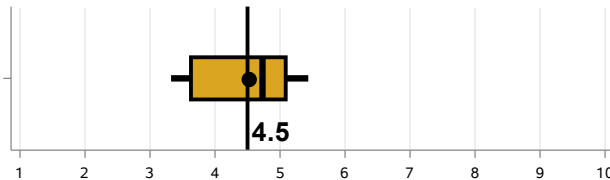
Knowledge of facts, concepts, and principles (e.g., democratic processes, government structures, voting, etc.) across various contexts (local, national, international, and past or present).



Civic Knowledge	
Reporting Group: Mean Scaled Score	4.3
Comparison Group: Mean of Institutional Mean	4.4
Comparison Group: Median of Institutional Means	4.5
Comparison Group: Middle 50% of Inst Means	3.6-5.2
Comparison Group: Middle 80% of Inst Means	3.4-5.4

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	
Reporting Group: Mean Scaled Score	4.5
Comparison Group: Mean of Institutional Mean	4.5
Comparison Group: Median of Institutional Means	4.7
Comparison Group: Middle 50% of Inst Means	3.6-5.1
Comparison Group: Middle 80% of Inst Means	3.3-5.4

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REPORTING GROUP

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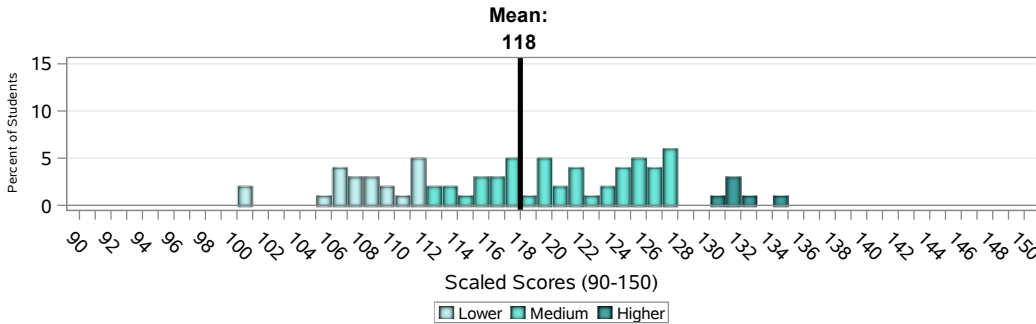
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Civic Attitudes  
INDIVIDUAL STUDENTS' SCALED SCORES

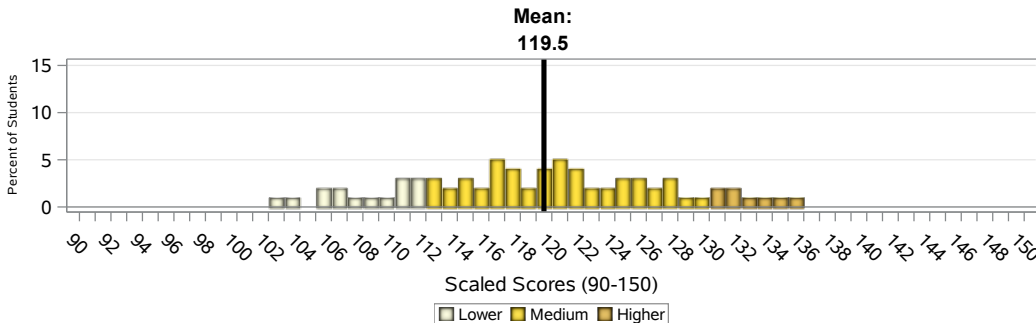
The histograms below show the distribution of individual students' scaled scores within the Reporting Group and the Comparison Group. The dark line indicates the overall mean score for that group.

REPORTING GROUP



Different students take different forms of this test. On each form, some numbers in the score range are not possible scores. Consequently, the score distributions are not smooth, even for large groups of students.

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, but occasionally disagree with the following:</i>	<i>likely to agree with the following:</i>	<i>very likely to agree with the following:</i>

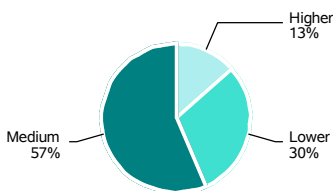
- assertions that are in line with the values of democracy
- proposals that encourage democratic exchanges of views
- assertions that acknowledge diverse opinions
- assertions that express willingness to engage politically
- assertions that political or community participation is worthwhile
- assertions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

See [www.ets.org/heighten/CCElevels](http://www.ets.org/heighten/CCElevels) for the complete descriptions.

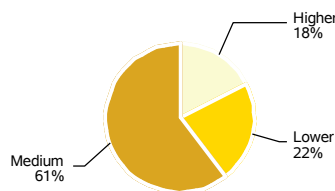
CIVIC ATTITUDES LEVELS

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

REPORTING GROUP



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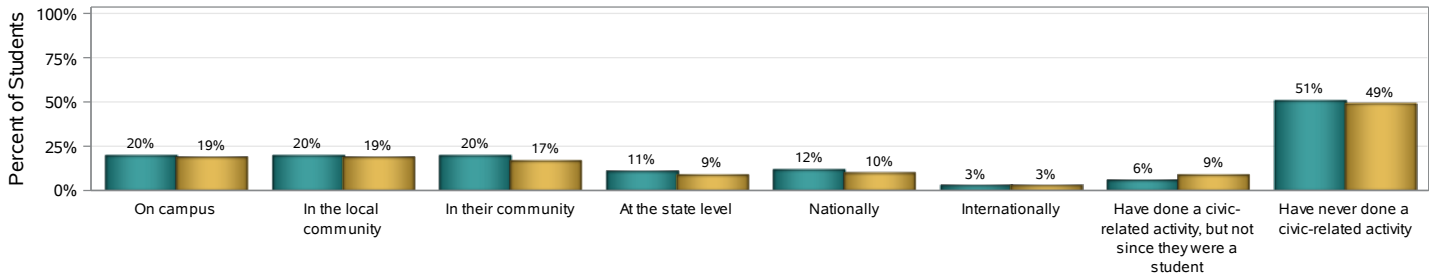
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**Civic Participation**  
**SUMMARY OF RESPONSES**

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.

**CIVIC PARTICIPATION BY LOCATION**

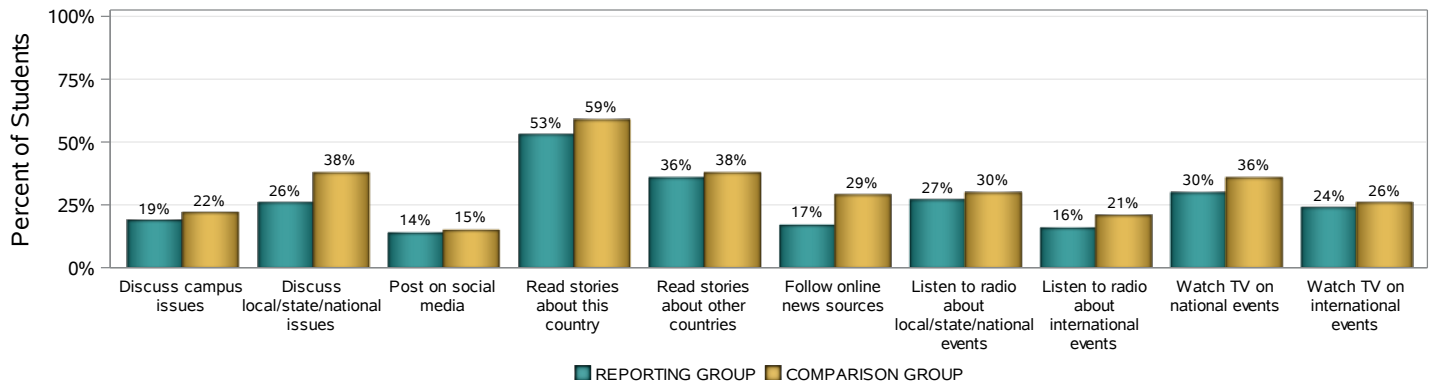
This graph represents the mean responses for the seven Civic Participation by Location questions.\*



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

**WEEKLY/DAILY TYPES OF CIVIC PARTICIPATION**

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



**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.)

	REPORTING GROUP %	COMPARISON GROUP %
<b>Voted in an election</b>		
Student government on campus	21	21
Local election	13	22
State election	20	25
National election	48	38
Voted, but not since being a student	8	8
Have not voted, ineligible	6	12
Have not voted	28	24
Missing/Invalid Response	10	15

	REPORTING GROUP %	COMPARISON GROUP %
<b>Worked together on a matter of public concern</b>		
On campus	19	19
In the local community	21	17
In my home community	18	16
At the state level	8	6
At the national level	9	5
At the international level	6	3
Did this, but not since being a student	3	8
Have not done this	56	51
Missing/Invalid Response	3	8

Continued...

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**Civic Participation**

Volunteered to do community service	REPORTING GROUP %	COMPARISON GROUP %
On campus	41	34
In the local community	57	41
In my home community	53	38
At the state level	17	10
At the national level	8	4
At the international level	5	4
Did this, but not since being a student	9	16
Have not done this	10	17
Missing/Invalid Response	8	11

Participated in activities to help protect the environment	REPORTING GROUP %	COMPARISON GROUP %
On campus	32	26
In the local community	23	23
In my home community	23	23
At the state level	12	7
At the national level	3	4
At the international level	3	2
Did this, but not since being a student	7	15
Have not done this	43	39
Missing/Invalid Response	8	7

Signed a petition about a social/political issue	REPORTING GROUP %	COMPARISON GROUP %
For an on campus issue	17	21
For an issue in my local community	13	15
For an issue in my home community	15	14
For a state-level issue	11	13
For a national-level issue	15	12
For an international-level issue	5	4
Did this, but not since being a student	8	8
Have not done this	56	54
Missing/Invalid Response	5	5

Organized a group of people to work on a social cause/political issue	REPORTING GROUP %	COMPARISON GROUP %
For an on campus issue	9	9
For an issue in my local community	8	7
For an issue in my home community	8	6
For a state-level issue	5	3
For a national-level issue	3	2
For an international-level issue	1	1
Did this, but not since being a student	6	6
Have not done this	76	75
Missing/Invalid Response	3	4

Collected money for a candidate or political/social cause	REPORTING GROUP %	COMPARISON GROUP %
For an on campus issue	3	6
For an issue in my local community	3	6
For an issue in my home community	3	6
For a state-level issue	2	2
For a national-level issue	1	3
For an international-level issue	0	1
Did this, but not since being a student	1	4
Have not done this	90	79
Missing/Invalid Response	2	4

**Volunteering and Student Government**

Number of volunteer hours on campus	REPORTING GROUP %	COMPARISON GROUP %
1-10 hours	22	22
11-20 hours	18	10
21-40 hours	5	5
40+ hours	8	5
None, not on campus last year	18	38
None	30	19
Missing/Invalid Response	1	1

Number of volunteer hours in the local community (near your campus)	REPORTING GROUP %	COMPARISON GROUP %
1-10 hours	24	23
11-20 hours	21	11
21-40 hours	9	7
40+ hours	9	9
None, not a student here last year	14	33
None	22	16
Missing/Invalid Response	1	1

Belonged to a student government	REPORTING GROUP %	COMPARISON GROUP %
No	91	93
Yes, but not within the last year	3	2
Yes, within the last year	1	1
Yes, within the last six months	5	2
Missing/Invalid Response	1	1

Continued...

Report excludes students who completed fewer than 75 percent of the Civic Competency or Civic Attitudes test questions.

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**Civic Participation**

**Frequencies of Civic-Related Activities**

Discussions about campus-related issues with others	REPORTING GROUP %	COMPARISON GROUP %
Never	17	28
Occasionally	63	49
Weekly	15	16
Daily	4	6
Missing/Invalid Response	1	1

Discussions about local/state/national political or social issues with others	REPORTING GROUP %	COMPARISON GROUP %
Never	17	18
Occasionally	57	43
Weekly	18	25
Daily	8	13
Missing/Invalid Response	1	1

Raise awareness about social/political issues using social media	REPORTING GROUP %	COMPARISON GROUP %
Never	41	47
Occasionally	45	37
Weekly	12	11
Daily	2	4
Missing/Invalid Response	1	1

Read articles/stories in the newspaper (print or online) about this country	REPORTING GROUP %	COMPARISON GROUP %
Never	5	8
Occasionally	42	32
Weekly	30	31
Daily	23	28
Missing/Invalid Response	1	1

Read articles/stories in the newspaper (print or online) about other countries	REPORTING GROUP %	COMPARISON GROUP %
Never	12	11
Occasionally	52	49
Weekly	24	24
Daily	12	14
Missing/Invalid Response	1	1

Follow political blogs/podcasts/other online news services	REPORTING GROUP %	COMPARISON GROUP %
Never	38	31
Occasionally	45	39
Weekly	10	16
Daily	7	13
Missing/Invalid Response	1	1

Listen to news on the radio about local/state/national politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	18	23
Occasionally	55	45
Weekly	21	19
Daily	6	11
Missing/Invalid Response	1	1

Listen to news on the radio about international politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	33	31
Occasionally	50	46
Weekly	13	14
Daily	3	7
Missing/Invalid Response	1	1

Watch TV news/cable shows for information about national politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	11	14
Occasionally	58	49
Weekly	22	23
Daily	8	13
Missing/Invalid Response	1	1

Watch TV news/cable shows for information about international politics or current events	REPORTING GROUP %	COMPARISON GROUP %
Never	23	21
Occasionally	52	51
Weekly	16	17
Daily	8	9
Missing/Invalid Response	2	1

## HEIghten® Civic Competency & Engagement Assessment Civic Competency Performance Level Descriptions

### Advanced (Score Range 173-180)

A typical student at the advanced level has demonstrated the ability to:

- understand how knowledge of fundamental government institutions and processes enables more effective civic participation.
- evaluate strengths and weaknesses of potential solutions to public debates over major political or social issues.
- apply appropriate evaluative standards to different types of media (e.g. social media, online newspapers, network television) used to convey political information.
- relate historical events and trends to current political discourse and debates.
- understand the potential effects of laws or policies on different communities or groups.
- apply principles from foundational political documents to current political or community issues.
- understand fundamental principles of democratic processes, civil rights, and the rule of law.
- understand legal aspects of citizenship, voting, and representation.
- consistently distinguish evidence-backed facts from unsubstantiated opinions.
- apply appropriate ethical and/or democratic principles to political decisions or practices.
- consistently choose the most appropriate mode of participation to resolve political or community issues
- analyze social or political systems to plan processes of problem-solving and public action.
- relate national policy and political events to a global or international perspective.

### Proficient (Score Range 157-172)

A typical student at the proficient level has demonstrated the ability to:

- understand fundamental government institutions and processes.
- identify potential solutions to public debates over major political or social issues.
- recognize differences in how political information is conveyed through different types of media (e.g. social media, online newspapers, network television).
- understand current political discourse and debates.
- understand the potential effects of laws or policies.
- understand the relationship of foundational political documents to current political or community issues.
- understand fundamental principles of democratic processes, civil rights, and the rule of law.
- understand legal aspects of citizenship, voting, and representation.
- consistently distinguish evidence-backed facts from unsubstantiated opinions.
- apply appropriate ethical and/or democratic principles to political decisions or practices.



- consistently choose the most appropriate mode of participation to resolve political or community issues.

### **Developing (Score Range 150-156)**

A typical student at the developing level may sometimes:

- display knowledge of fundamental government institutions and processes.
- identify different positions in public debates over major political or social issues.
- recognize when political information and opinion is being conveyed through different types of media (e.g. social media, online newspapers, network television).
- display some knowledge of current political discourse and debates.
- recognize the effects of laws or policies.
- comprehend the content of foundational political documents.
- display knowledge of fundamental principles of democratic processes and civil rights.
- display knowledge of the legal aspects of citizenship, voting, and representation.
- distinguish evidence-backed facts from unsubstantiated opinions.
- identify ethical and/or democratic principles relevant to political decisions or practices.
- choose an appropriate mode of participation to resolve political or community issues.

## **Civic Attitudes Performance Level Descriptions**

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

### **Higher Level (Score Range 130-150)**

In responding to descriptions of civic-related scenarios with expressions of different perspectives on those scenarios, test takers at this level are **very likely to agree** with

- assertions that are in line with commonly accepted democratic values (e.g., sense of civic responsibility)
- proposals that tend to encourage a democratic exchange of views
- proposals that take into account community needs
- assertions that acknowledge diverse opinions and the value of hearing them expressed
- assertions that express a willingness to engage in political or community issues and activities
- assertions that individual participation in political or community issues is inherently worthwhile
- assertions that individuals can effect meaningful change by engaging in the political process
- proposals that would lead to increased civic participation by individuals or groups

### **Medium Level (Score Range 112-129)**

In responding to descriptions of civic-related scenarios with expressions of different perspectives on those scenarios, test takers at this level are **likely to agree** with:

- assertions that are in line with commonly accepted democratic values (e.g., sense of civic responsibility)
- proposals that tend to encourage a democratic exchange of views

- proposals that take into account community needs
- assertions that acknowledge diverse opinions and the value of hearing them expressed
- assertions that express a willingness to engage in political or community issues and activities
- assertions that individual participation in political or community issues is inherently worthwhile
- assertions that individuals can effect meaningful change by engaging in the political process
- proposals that would lead to increased civic participation by individuals or groups

**Lower Level (Score range 90-111)**

In responding to descriptions of civic-related scenarios with expressions of different perspectives on those scenarios, test takers at this level are **somewhat likely to agree with, but occasionally disagree** with:

- assertions that are in line with commonly accepted democratic values (e.g., sense of civic responsibility)
- proposals that tend to encourage a democratic exchange of views
- proposals that take into account community needs
- assertions that acknowledge diverse opinions and the value of hearing them expressed
- assertions that express a willingness to engage in political or community issues and activities
- assertions that individual participation in political or community issues is inherently worthwhile
- assertions that individuals can effect meaningful change by engaging in the political process
- proposals that would lead to increased civic participation by individuals or groups