



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

CIRP Construct Technical Report

2016-17 Appendix

Construct Parameters

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Habits of Mind

A unified measure of the behaviors and traits associated with academic success. These behaviors are seen as the foundation for lifelong learning.

	TFS*		
	A	B1	B2
Habits of Mind: Seek solutions to problems and explain them to others	2.17	-2.41	-0.23
Habits of Mind: Support your opinions with a logical argument	1.81	-2.45	-0.39
Habits of Mind: Look up scientific research articles and resources	1.71	-2.85	0.03
Habits of Mind: Take a risk because you felt you had more to gain	1.68	-2.46	0.15
Habits of Mind: Accept mistakes as part of the learning process	1.24	-1.86	0.49
Habits of Mind: Take on a challenge that scares you	1.20	-2.80	-0.06
Habits of Mind: Ask questions in class	1.26	-3.17	-0.27
Habits of Mind: Explore topics on your own, even though it was not required for a class	1.09	-1.59	0.90
Habits of Mind: Evaluate the quality or reliability of information you received	1.13	-2.90	-0.12
Habits of Mind: Seek alternative solutions to a problem	1.14	-2.70	0.45
Habits of Mind: Analyze multiple sources of information before coming to a conclusion	0.98	-4.37	-0.39

*These parameters are for use with TFS-only data files

TFS - How often in the past year did you:

(Response options: Frequently, Occasionally, Not at all)

Habits of Mind: Seek solutions to problems and explain them to others
Habits of Mind: Support your opinions with a logical argument
Habits of Mind: Look up scientific research articles and resources
Habits of Mind: Take a risk because you felt you had more to gain
Habits of Mind: Accept mistakes as part of the learning process
Habits of Mind: Take on a challenge that scares you
Habits of Mind: Ask questions in class
Habits of Mind: Explore topics on your own, even though it was not required for a class
Habits of Mind: Evaluate the quality or reliability of information you received
Habits of Mind: Seek alternative solutions to a problem
Habits of Mind: Analyze multiple sources of information before coming to a conclusion

Academic Self-Concept

A unified measure of students' beliefs about their abilities and confidence in academic environments.

	TFS*				
	A	B1	B2	B3	B4
Self Rating: Academic ability	3.08	-3.64	-2.61	-0.65	0.94
Self Rating: Mathematical ability	1.37	-3.00	-1.43	0.11	1.72
Self Rating: Self-confidence (intellectual)	1.24	-4.25	-2.43	-0.37	1.47
Self Rating: Drive to achieve	0.91	-6.96	-4.41	-1.60	0.67

*These parameters are for use with TFS-only data files

TFS - Rate yourself on each of the following traits as compared with the average person your age.

We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Self Rating: Academic ability

Self Rating: Mathematical ability

Self Rating: Self-confidence (intellectual)

Self Rating: Drive to achieve

Social Self-Concept

A unified measure of students' beliefs about their abilities and confidence in social situations.

	TFS*				
	A	B1	B2	B3	B4
Self Rating: Self-confidence (social)	1.55	-3.01	-1.38	0.13	1.53
Self Rating: Leadership ability	2.43	-2.93	-1.70	-0.40	0.85
Self Rating: Public speaking ability	1.90	-2.16	-0.89	0.36	1.56

*These parameters are for use with TFS-only data files

**TFS - Rate yourself on each of the following traits as compared with the average person your age.
We want the most accurate estimate of how you see yourself.**
(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Self Rating: Self-confidence (social)

Self Rating: Leadership ability

Self Rating: Public speaking ability

Pluralistic Orientation

Measures skills and dispositions appropriate for living and working in a diverse society.

	TFS*				
	A	B1	B2	B3	B4
Diversity Rating: Ability to see the world from someone else's perspective	1.4	-4.89	-3.31	-1.19	0.68
Diversity Rating: Tolerance of others with different beliefs	1.64	-4.21	-2.84	-1.29	0.14
Diversity Rating: Openness to having my own views challenged	1.57	-3.58	-2.12	-0.53	0.89
Diversity Rating: Ability to discuss and negotiate controversial issues	1.53	-3.79	-2.33	-0.82	0.54
Diversity Rating: Ability to work cooperatively with diverse people	1.68	-4.36	-3.12	-1.53	-0.15

*These parameters are for use with TFS-only data files

TFS - How would you rate yourself in the following areas:

(Response options: A Major Weakness, Somewhat Weak, Average, Somewhat Strong, A Major Strength)

Diversity Rating: Ability to see the world from someone else's perspective

Diversity Rating: Tolerance of others with different beliefs

Diversity Rating: Openness to having my own views challenged

Diversity Rating: Ability to discuss and negotiate controversial issues

Diversity Rating: Ability to work cooperatively with diverse people

Social Agency

Measures the extent to which students value political and social involvement as a personal goal.

	TFS*			
	A	B1	B2	B3
Keeping up to date with political affairs	1.48	-1.04	0.50	1.81
Participating in a community action program	2.41	-0.83	0.54	1.64
Influencing social values	1.64	-1.45	0.15	1.59
Becoming a community leader	2.09	-0.88	0.37	1.46
Helping others who are in difficulty	1.17	-3.66	-1.09	0.82
Helping to promote racial understanding	2.15	-1.01	0.34	1.45

*These parameters are for use with TFS-only data files

TFS - Please indicate the importance to you personally of each of the following: <i>(Response options: Essential, Very Important, Somewhat Important, Not Important)</i>
Keeping up to date with political affairs
Participating in a community action program
Influencing social values
Becoming a community leader
Helping others who are in difficulty
Helping to promote racial understanding

Civic Engagement

Measures the extent to which students are motivated and involved in civic, electoral, and political activities

	TFS*			
	A	B1	B2	B3
Act in Past Year: Demonstrated for a cause (e.g., boycott, rally, protest)	1.46	0.93	2.80	
Act in Past Year: Performed volunteer work	0.80	-2.82	0.73	
Act in Past Year: Helped raise money for a cause or campaign	1.42	2.09	3.38	
Act in Past Year: Publicly communicated my opinion about a cause (e.g., blog, email, petition)	1.11	-0.31	1.92	
Influencing social values	0.97	-1.96	0.37	2.42
Keeping up to date with political affairs	0.86	-1.50	0.74	2.67

*These parameters are for use with TFS-only data files

TFS - In the past year, how often have you:

(Response options: Frequently, Occasionally, Not at all)

Demonstrated for a cause (e.g., boycott, rally, protest)

Performed volunteer work

Publicly communicated my opinion about a cause (e.g., blog, email, petition)

Helped raise money for a cause or campaign

TFS - Please indicate the importance to you personally of each of the following:

(Response options: Essential, Very Important, Somewhat Important, Not Important)

Influencing social values

Keeping up to date with political affairs

College Reputation Orientation

Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

	TFS*		
	A	B1	B2
Choose to Attend: This college's graduates get good jobs	4.90	-1.27	-0.15
Choose to Attend: This college's graduates gain admission to top graduate/professional schools	2.10	-0.87	0.48
Choose to Attend: This college has a very good academic reputation	1.48	-2.70	-0.65

*These parameters are for use with TFS-only data files

TFS - Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

(Response options: Very Important, Somewhat Important, Not Important)

This college has a very good academic reputation

This college's graduates gain admission to top graduate/professional schools

This college's graduates get good jobs

Likelihood of College Involvement

A unified measure of students' expectations about their involvement in college life generally.

	TFS*			
	A	B1	B2	B3
Future Act: Participate in a study abroad program	1.28	-2.14	-0.85	0.53
Future Act: Participate in volunteer or community service work	1.51	-2.50	-1.13	0.48
Future Act: Participate in student government	0.79	-1.40	0.93	3.51
Future Act: Participate in student clubs/groups	3.39	-2.06	-1.20	-0.08

*These parameters are for use with TFS-only data files

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

(Response options: Very Good Chance, Some Chance, Very Little Chance, No Chance)

Participate in a study abroad program

Participate in a volunteer or community service work

Participate in student government

Participate in student clubs/groups

Science Self-Efficacy

Measure of students' confidence in their ability to conduct scientific research

	TFS*				
	A	B1	B2	B3	B4
Science Skill: Use technical science skills (use of tools, instruments, and/or techniques)	1.49	-2.89	-1.56	0.01	1.24
Science Skill: Generate an answerable research question	2.33	-2.45	-1.18	0.18	1.32
Science Skill: Determine how to collect appropriate data	2.82	-2.51	-1.31	-0.02	1.19
Science Skill: Explain the results of a study	2.87	-2.54	-1.40	-0.20	0.97
Science Skill: Use scientific literature to guide research	2.7	-1.95	-0.88	0.30	1.33
Science Skill: Integrate results from multiple studies	2.79	-2.27	-1.17	0.00	1.11
Science Skill: Ask relevant questions	1.73	-3.73	-2.27	-0.79	0.66
Science Skill: Identify what is known and not known about a problem	1.95	-3.38	-1.94	-0.47	0.83
Science Skill: Understand scientific concepts	2.40	-2.53	-1.29	-0.08	1.03
Science Skill: See connections between different areas of science and mathematics	1.90	-2.52	-1.28	-0.09	1.02

*These parameters are for use with TFS-only data files

TFS - How confident are you that you can: <i>(Response options: Absolutely, Very, Moderately, Somewhat, Not at all)</i>
Use technical science skills (use of tools, instruments, and/or techniques)
Generate a research question
Determine how to collect appropriate data
Explain the results of a study
Use scientific literature to guide research
Integrate results from multiple studies
Ask relevant questions
Identify what is known and not known about a problem
Understand scientific concepts
See connections between different areas of science and mathematics

Science Identity

A measure describing the extent to which students conceive of themselves as scientists

	TFS*				
	A	B1	B2	B3	B4
Science Assoc: I have a strong sense of belonging to a community of scientists	3.52	-0.72	-0.2	0.71	1.50
Science Assoc: I derive great personal satisfaction from working on a team that is doing important research	1.78	-1.82	-1.11	0.09	1.30
Science Assoc: I think of myself as a scientist	5.54	-0.43	0.1	0.85	1.53
Science Assoc: I feel like I belong in the field of science	4.43	-0.54	-0.11	0.47	1.06

*These parameters are for use with TFS-only data files

TFS - To what extent are the following statements true of you:

(Response options: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree)

I have a strong sense of belonging to a community of scientists

I derive great personal satisfaction from working on a team that is doing important research

I think of myself as a scientist

I feel like I belong in the field of science

Habits of Mind

A unified measure of the behaviors and traits associated with academic success. These behaviors are seen as the foundation for lifelong learning.

	TFS/YFCY Longitudinal*		
	A	C1	C2
Habits of Mind: Ask questions in class	1.51	4.50	-0.03
Habits of Mind: Support your opinions with a logical argument	2.28	6.41	0.72
Habits of Mind: Seek solutions to problems and explain them to others	2.20	5.94	0.36
Habits of Mind: Take a risk because you felt you had more to gain	1.12	4.23	0.31
Habits of Mind: Seek alternative solutions to a problem	1.61	4.67	-0.41
Habits of Mind: Look up scientific research articles and resources	1.48	4.06	-1.07
Habits of Mind: Explore topics on your own, even though it was not required for a class	1.81	5.61	-0.38
Habits of Mind: Accept mistakes as part of the learning process	0.89	2.06	-1.22
Habits of Mind: Take on a challenge that scares you	1.42	3.20	-1.18
Change in mean from TFS to YFCY is -0.28			

*These parameters are for use with YFCY data files

TFS,YFCY - How often in the past year did you: <i>(Response options: Frequently, Occasionally, Not at all)</i>
Habits of Mind: Ask questions in class
Habits of Mind: Support your opinions with a logical argument
Habits of Mind: Seek solutions to problems and explain them to others
Habits of Mind: Take a risk because you felt you had more to gain
Habits of Mind: Seek alternative solutions to a problem
Habits of Mind: Look up scientific research articles and resources
Habits of Mind: Explore topics on your own, even though it was not required for a class
Habits of Mind: Accept mistakes as part of the learning process
Habits of Mind: Take on a challenge that scares you

Academic Disengagement

Measures the extent to which students engage in behaviors that are inconsistent with academic success.

	YFCY*		
	A	B1	B2
Act: Been late to class	1.47	-0.33	2.31
Act in College: Skipped class	1.71	0.03	2.81
Act in College: Turned in course assignment(s) late	1.33	0.04	2.64
Act in College: Turned in course assignments that did not reflect your best work	1.22	-1.14	2.52
Act in College: Fell asleep in class	0.89	1.18	4.48

*These parameters are for use with YFCY data files

YFCY - Since entering this college, how often have you:

(Response options: Frequently, Occasionally, Not at all)

Been late to class

Fell asleep in class

Turned in course assignment(s) late

Skipped class

Turned in course assignments that did not reflect your best work

Academic Adjustment to College

Measures the ease with which students adjust to the academic demands of college.

	YFCY*			
	A	B1	B2	B3
Ease: Adjust to the academic demands of college	3.40	-1.66	-0.36	0.91
Ease: Develop effective study skills	3.26	-1.75	-0.37	1.08
Ease: Manage your time effectively	2.70	-1.46	-0.04	1.26
Ease: Understand what your professors expect of you academically	1.30	-4.81	-1.46	1.07

*These parameters are for use with YFCY data files

YFCY - Since entering this college, how has it been to:
<i>(Response options: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)</i>
Understand what your professors expect of you academically
Develop effective study skills
Adjust to the academic demands of college
Manage your time effectively

Faculty Interaction: Contact and Communication

Measures the amount and type of contact students have with faculty that is appropriate for the first year of college, as well as satisfaction with these issues.

	YFCY*					
	A	B1	B2	B3	B4	B5
Interact: Faculty outside of class or office hours	1.19	-0.82	0.43	1.56	2.61	4.04
Act: Asked a professor for advice after class	1.83	-1.05	1.29			
Act in College: Communicated regularly with your professors	2.79	-0.85	1.11			
Campus Satisfaction: Amount of contact with faculty	1.12	-3.01	-0.79	1.65		
Interact: Faculty during office hours	1.38	-1.90				

*These parameters are for use with YFCY data files

YFCY - Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, text, or in person):

(Response options: Daily, 2 or 3 times per week, Once a week, 1 or 2 times per month, 1 or 2 times per term, Never)

Interact: Faculty during office hours

YFCY – Since entering this college, indicate how often have you:

(Response options: Frequently, Occassionally, Not at all)

Asked a professor for advice after class

Communicated regularly with your professors

YFCY – Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Amount of contact with faculty

Satisfaction with Coursework

Measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

	YFCY*				
	A	B1	B2	B3	B4
Campus Satisfaction: Relevance of coursework to future career plans	3.17	-1.43	-0.36	1.06	
Campus Satisfaction: Relevance of coursework to everyday life	3.77	-1.3	-0.24	1.21	
Satisfaction: General education and core curriculum courses *	1.27	-3.36	-2.29	-0.97	1.34
Satisfaction: First-year programs (e.g., first-year seminar, learning community, linked courses, common book) **	0.91	-3.82	-2.45	-0.44	1.76

*These parameters are for use with YFCY data files; **"Can't rate" option coded as missing

YFCY - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)

General education and core curriculum courses

First-year programs (e.g., first-year seminar, learning community, linked courses, common book)

YFCY - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Relevance of coursework to everyday life

Relevance of coursework to future career plans

Overall Satisfaction

A unified measure of students' satisfaction with the college experience.

	YFCY*				
	A	B1	B2	B3	B4
Campus Satisfaction: Overall college experience	2.97	-2.23	-1.61	-0.67	0.78
If given the choice, would you still choose to enroll at your current (or most) recent college? ***	1.57	-2.51	-1.46	-1.05	0.48
Satisfaction: Your overall academic experience **	2.21	-2.83	-1.94	-0.92	0.88
Campus Satisfaction: Overall quality of instruction	1.99	-3.28	-2.19	-0.85	1.10

*These parameters are for use with YFCY data files; **"Can't rate" option coded as missing; ***Additional response option of "not sure yet" coded as middle (neutral) category

YFCY - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)

Your overall academic experience

YFCY - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Overall quality of instruction

Overall college experience

YFCY - If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

(Response options: Definitely yes, Probably yes, Probably no, Definitely no, Not sure yet)

If given the choice, would you still choose to enroll at your current (or most) recent college?

Sense of Belonging

Measures the extent to which students feel a sense of academic and social integration on campus.

	YFCY*				B4
	A	B1	B2	B3	
Opinion: I feel I am a member of this college	8.00	-1.17	-0.88	-0.44	0.76
Opinion: I feel a sense of belonging to this campus	7.11	-1.16	-0.83	-0.28	0.93
Opinion: I see myself as part of the campus community	4.65	-1.25	-0.92	-0.39	0.95
Opinion: If asked, I would recommend this college to others	3.99	-1.25	-0.97	-0.59	0.51

*These parameters are for use with YFCY data files

YFCY - Please indicate the extent to which you agree or disagree with the following statements:

(Response options: Strongly Agree, Agree, Disagree, Strongly Disagree)

Opinion: I feel I am a member of this college

Opinion: I feel a sense of belonging to this campus

Opinion: I see myself as part of the campus community

Opinion: If asked, I would recommend this college to others

Academic Self-Concept

A unified measure of students' beliefs about their abilities and confidence in academic environments.

	TFS/YFCY Longitudinal*				
	A	C1	C2	C3	C4
Self Rating: Academic ability	4.02	14.1	10.41	3.62	-2.81
Self Rating: Drive to achieve	1.72	9.20	6.30	2.47	-1.23
Self Rating: Mathematical ability	2.69	9.30	4.76	0.11	-4.76
Self Rating: Self-confidence (intellectual)	1.90	8.33	5.05	1.09	-2.71
Change in mean from TFS to YFCY is -0.13					

*These parameters are for use with YFCY data files

TFS, YFCY - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Academic ability

Drive to achieve

Mathematical ability

Self-confidence (intellectual)

Social Self-Concept

A unified measure of students' beliefs about their abilities and confidence in social situations.

	TFS/YFCY Longitudinal*				
	A	C1	C2	C3	C4
Self Rating: Leadership ability	2.67	5.74	3.40	0.46	-2.26
Self Rating: Public speaking ability	3.07	5.67	2.64	-0.94	-4.00
Self Rating: Self-confidence (social)	12.37	11.01	4.46	-1.27	-6.63
Change in mean from TFS to YFCY is 0.05					

*These parameters are for use with YFCY data files

TFS, YFCY - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Leadership ability

Public speaking ability

Self-confidence (social)

Pluralistic Orientation

Measures skills and dispositions appropriate for living and working in a diverse society.

	TFS/YFCY Longitudinal*				
	A	C1	C2	C3	C4
Diversity Rating: Ability to see the world from someone else's perspective	2.43	10.13	6.88	1.70	-2.84
Diversity Rating: Tolerance of others with different beliefs	3.01	10.51	7.47	2.69	-2.08
Diversity Rating: Openness to having my own views challenged	2.44	8.05	4.90	0.83	-3.01
Diversity Rating: Ability to discuss and negotiate controversial issues	2.57	9.28	5.66	1.18	-3.01
Diversity Rating: Ability to work cooperatively with diverse people	2.74	10.32	7.82	2.69	-1.94
Change in mean from TFS to YFCY is 0.06					

*These parameters are for use with YFCY data files

TFS,YFCY - How would you rate yourself in the following areas: <i>(Response options: A Major Weakness, Somewhat Weak, Average, Somewhat Strong, A Major Strength)</i>
Ability to see the world from someone else's perspective
Tolerance of others with different beliefs
Openness to having my own views challenged
Ability to discuss and negotiate controversial issues
Ability to work cooperatively with diverse people

Positive Cross-Racial Interaction

A unified measure of students' level of positive interaction with diverse peers.

	YFCY*				
	A	B1	B2	B3	B4
Ethnic Experience: Had intellectual discussions outside of class	3.19	-1.53	-0.93	-0.05	0.85
Ethnic Experience: Shared personal feelings and problems	3.08	-1.47	-0.85	0.03	0.91
Ethnic Experience: Dined or shared a meal	2.60	-1.80	-1.18	-0.30	0.51
Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class	2.59	-1.43	-0.72	0.14	1.00
Ethnic Experience: Studied or prepared for class	2.10	-1.80	-1.15	-0.19	0.73
Ethnic Experience: Socialized or partied	2.05	-1.81	-1.12	-0.18	0.79

*These parameters are for use with YFCY data files

YFCY - To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Response options: Very Often, Often, Sometimes, Seldom, Never)

Ethnic Experience: Had intellectual discussions outside of class

Ethnic Experience: Shared personal feelings and problems

Ethnic Experience: Dined or shared a meal

Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class

Ethnic Experience: Studied or prepared for class

Ethnic Experience: Socialized or partied

Negative Cross-Racial Interaction

A unified measure of students' level of negative interaction with diverse peers.

	YFCY*					
	A	B1	B2	B3	B4	B5
Ethnic Experience: Had tense, somewhat hostile interactions	2.23	0.12	0.87	1.67	2.39	
Ethnic Experience: Felt insulted or threatened because of your race/ethnicity	8.30	0.40	0.88	1.45	2.06	
Ethnic Experience: Had guarded, cautious interactions	1.49	-0.82	0.26	1.44	2.45	
Ethnic Experience: Felt ignored or invisible because of your race/ethnicity	3.96	0.41	0.87	1.47	2.02	4.25

*These parameters are for use with YFCY data files

YFCY - To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Response options: Very Often, Often, Sometimes, Seldom, Never)

Ethnic Experience: Had tense, somewhat hostile interactions

Ethnic Experience: Felt insulted or threatened because of your race/ethnicity

Ethnic Experience: Had guarded, cautious interactions

Ethnic Experience: Felt ignored or invisible because of your race/ethnicity

Social Agency

Measures the extent to which students value political and social involvement as a personal goal.

	TFS/YFCY Longitudinal*			
	A	C1	C2	C3
Goal: Influencing social values	1.78	2.93	-0.39	-3.56
Goal: Helping others who are in difficulty	1.71	5.78	1.77	-1.72
Goal: Participating in a community action program	2.86	2.80	-1.59	-5.13
Goal: Helping to promote racial understanding	2.77	3.04	-1.38	-4.98
Goal: Keeping up to date with political affairs	2.15	3.12	-0.85	-4.39
Goal: Becoming a community leader	2.65	2.58	-1.41	-4.96
Change in mean from TFS to YFCY is 0.24				

*These parameters are for use with YFCY data files

TFS,YFCY - Please indicate the importance to you personally of each of the following:
(Response options: Essential, Very Important, Somewhat Important, Not Important)

Goal: Influencing social values

Goal: Helping others who are in difficulty

Goal: Participating in a community action program

Goal: Helping to promote racial understanding

Goal: Keeping up to date with political affairs

Goal: Becoming a community leader

Civic Awareness

Measures changes in students' understanding of the issues facing their community, nation, and the world.

	YFCY*				
	A	B1	B2	B3	B4
Contribution: Understanding the problems facing my community	2.33	-0.32	-0.11	0.11	0.32
Contribution: Understanding of national issues	6.51	-0.12	-0.04	0.04	0.12
Contribution: Understanding of global issues	5.04	-0.15	-0.05	0.05	0.15

*These parameters are for use with YFCY data files

YFCY - Please rate your agreement with the following statements: This institution has contributed to my:

(Response options: Strongly Agree, Agree, Disagree, Strongly Disagree)

Contribution: Understanding the problems facing my community

Contribution: Understanding of national issues

Contribution: Understanding of global issues

Leadership

A united measure of students' beliefs about their leadership development, leadership capacity, and experiences as a leader.

	YFCY*				
	A	B1	B2	B3	B4
Act in College: Participated in: Leadership training	1.52	1.28	-0.84		
Act in College: Been a leader in an organization	2.14	0.96	-0.45		
Opinion: I have effectively led a group to a common purpose	1.53	1.44	0.22	1.65	-1.08
Self Rating: Leadership ability	1.30	3.18	1.82	0.35	-0.97

*These parameters are for use with YFCY data files

YFCY - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Leadership ability

YFCY - Please indicate the extent to which you agree or disagree with the following statements: *(Response options: Strongly Agree, Agree, Disagree, Strongly Disagree)*

I have effectively led a group to a common purpose

YFCY - Since entering this college have you:

(Response options: Yes, No)

Participated in leadership training

Been a leader in an organization

Civic Engagement

Measures the extent to which students are motivated and involved in civic, electoral, and political activities

	YFCY*			
	A	B1	B2	B3
Act in Past Year: Demonstrated for a cause (e.g., boycott, rally, protest)	1.56	0.72	2.54	
Act in Past Year: Performed volunteer work	0.65	-0.94	3.06	
Act: Worked on a local, state, or national political campaign	1.54	1.74	3.05	
Act in Past Year: Helped raise money for a cause or campaign	0.95	0.70	2.96	
Act in Past Year: Publicly communicated your opinion about a cause (e.g., blog, email, petition)	1.61	0.24	1.73	
Goal: Influencing social values	1.30	-2.04	-0.24	1.48
Goal: Keeping up to date with political affairs	1.70	-1.69	-0.11	1.20

*These parameters are for use with YFCY data files

YFCY - In the past year, how often have you:

(Response options: Frequently, Occasionally, Not at all)

Act: Publicly communicated your opinion about a cause (e.g., blog, email, petition)

Act: Demonstrated for a cause (e.g., boycott, rally, protest)

Act: Worked on a local, state, or national political campaign

Act: Helped raise money for a cause or campaign

Act: Performed volunteer work

YFCY - Since entering this college, indicate how often have you:

(Response options: Frequently, Occassionally, Not at all)

Goal: Keeping up to date with political affairs

Goal: Influencing social values

Science Self-Efficacy

Measure of students' confidence in their ability to conduct scientific research

	YFCY/TFS Longitudinal*				
	A	B1	B2	B3	B4
Science Skill: Use technical science skills (use of tools, instruments, and/or techniques)	1.49	-2.89	-1.56	0.01	1.24
Science Skill: Generate a research question	2.33	-2.45	-1.18	0.18	1.32
Science Skill: Determine how to collect appropriate data	2.82	-2.51	-1.31	-0.02	1.19
Science Skill: Explain the results of a study	2.87	-2.54	-1.40	-0.20	0.97
Science Skill: Use scientific literature to guide research	2.7	-1.95	-0.88	0.30	1.33
Science Skill: Integrate results from multiple studies	2.79	-2.27	-1.17	0.00	1.11
Science Skill: Ask relevant questions	1.73	-3.73	-2.27	-0.79	0.66
Science Skill: Identify what is known and not known about a problem	1.95	-3.38	-1.94	-0.47	0.83
Science Skill: Understand scientific concepts	2.40	-2.53	-1.29	-0.08	1.03
Science Skill: See connections between different areas of science and mathematics	1.90	-2.52	-1.28	-0.09	1.02

*These parameters are for use with YFCY data files

TFS,YFCY - How confident are you that you can:

(Response options: Absolutely, Very, Moderately, Somewhat, Not at all)

Use technical science skills (use of tools, instruments, and/or techniques)

Generate a research question

Determine how to collect appropriate data

Explain the results of a study

Use scientific literature to guide research

Integrate results from multiple studies

Ask relevant questions

Identify what is known and not known about a problem

Understand scientific concepts

See connections between different areas of science and mathematics

Science Identity

A measure describing the extent to which students conceive of themselves as scientists

	YFCY/TFS Longitudinal*				
	A	B1	B2	B3	B4
Science Assoc: I have a strong sense of belonging to a community of scientists	3.52	-0.72	-0.20	0.71	1.50
Science Assoc: I derive great personal satisfaction from working on a team that is doing important research	1.78	-1.82	-1.11	0.09	1.30
Science Assoc : I think of myself as a scientist	5.54	-0.43	0.10	0.85	1.53
Science Assoc: I feel like I belong in the field of science	4.43	-0.54	-0.11	0.47	1.06

*These parameters are for use with YFCY data files

TFS,YFCY - To what extent are the following statements true of you:

(Response options: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree)

I have a strong sense of belonging to a community of scientists

I derive great personal satisfaction from working on a team that is doing important research

I think of myself as a scientist

I feel like I belong in the field of science

Habits of Mind

A unified measure of the behaviors and traits associated with academic success. These behaviors are seen as the foundation for lifelong learning.

	TFS/CSS Longitudinal*		
	A	C1	C2
Habits of Mind: Seek solutions to problems and explain them to others	2.17	-2.41	-0.23
Habits of Mind: Support your opinions with a logical argument	1.81	-2.45	-0.39
Habits of Mind: Look up scientific research articles and resources	1.71	-2.85	0.03
Habits of Mind: Take a risk because you felt you had more to gain	1.68	-2.46	0.15
Habits of Mind: Accept mistakes as part of the learning process	1.24	-1.86	0.49
Habits of Mind: Take on a challenge that scares you	1.20	-2.80	-0.06
Habits of Mind: Ask questions in class	1.26	-3.17	-0.27
Habits of Mind: Explore topics on your own, even though it was not required for a class	1.09	-1.59	0.90
Habits of Mind: Evaluate the quality or reliability of information you received	1.13	-2.90	-0.12
Habits of Mind: Seek alternative solutions to a problem	1.14	-2.70	0.45
Habits of Mind: Analyze multiple sources of information before coming to a conclusion	0.98	-4.37	-0.39
Change in mean from TFS to CSS is 0.17			

*These parameters are for use with CSS data files

TFS,CSS - How often in the past year did you: <i>(Response options: Frequently, Occasionally, Not at all)</i>
Habits of Mind: Seek solutions to problems and explain them to others
Habits of Mind: Support your opinions with a logical argument
Habits of Mind: Look up scientific research articles and resources
Habits of Mind: Take a risk because you felt you had more to gain
Habits of Mind: Accept mistakes as part of the learning process
Habits of Mind: Take on a challenge that scares you
Habits of Mind: Ask questions in class
Habits of Mind: Explore topics on your own, even though it was not required for a class
Habits of Mind: Evaluate the quality or reliability of information you received
Habits of Mind: Seek alternative solutions to a problem

Academic Disengagement

Measures the extent to which students engage in behaviors that are inconsistent with academic success.

	CSS*		
	A	B1	B2
Act: Came late to class	1.72	-0.29	2.04
Act: Missed class for other reasons	1.70	-0.43	2.47
Act: Failed to complete homework on time	1.51	0.45	2.77
Act: Fell asleep in class	0.92	0.80	3.79

*These parameters are for use with CSS data files

CSS - Since entering this college, how often have you:

(Response options: Frequently, Occasionally, Not at all)

Came late to class

Missed class for other reasons

Failed to complete homework on time

Fell asleep in class

Faculty Interaction: Mentorship

Measures the extent to which students and faculty have mentoring relationships that foster support and guidance with respect to both academic and personal domains.

	CSS*		
	A	B1	B2
Faculty Provide: Help in achieving your professional goals	3.85	-1.2	1.27
Faculty Provide: Advice and guidance about your educational program	3.33	-1.44	1.25
Faculty Provide: Emotional support and encouragement	2.64	-1.14	1.47
Faculty Provide: Feedback on your academic work (outside of grades)	2.96	-1.29	1.28
Faculty Provide: Encouragement to discuss coursework outside of class	3.04	-1.74	1.21
Faculty Provide: Encouragement to pursue graduate/professional study	2.47	-1.41	1.28
Faculty Provide: Help to improve your study skills	2.27	-1.04	1.68
Faculty Provide: A letter of recommendation	1.93	-1.14	1.62
Faculty Provide: An opportunity to work on a research project	1.31	-0.80	2.36

*These parameters are for use with CSS data files

CSS - How often have professors at your college provided you with:

(Response options: Frequently, Occasionally, Not at all)

Faculty Provide: Help in achieving your professional goals
Faculty Provide: Advice and guidance about your educational program
Faculty Provide: Emotional support and encouragement
Faculty Provide: Feedback on your academic work (outside of grades)
Faculty Provide: Encouragement to discuss coursework outside of class
Faculty Provide: Encouragement to pursue graduate/professional study
Faculty Provide: Help to improve your study skills
Faculty Provide: A letter of recommendation
Faculty Provide: An opportunity to work on a research project

Satisfaction with Coursework

Measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans.

	CSS*					
	A	B1	B2	B3	B4	B5
Campus Satisfaction: Relevance of coursework to career plans	3.91	-2.39	-1.52	-0.74	0.52	
Campus Satisfaction: Relevance of coursework to everyday life	3.61	-2.56	-1.6	-0.7	0.7	
Campus Satisfaction: Courses in your major field	1.88	-3.27	-2.14	-1.45	0.25	
Satisfaction: General education or core curriculum courses **	1.08	-3.9	-2.62	-1.25	1.14	4.75

*These parameters are for use with CSS data files; **“Can’t rate” option coded as missing

CSS - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied, Can't Rate/No Experience)

General education and core curriculum courses

CSS- Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Courses in your major field

Relevance of coursework to everyday life

Relevance of coursework to career plans

Overall Satisfaction

A unified measure of students' satisfaction with the college experience.

	CSS*				
	A	B1	B2	B3	B4
Campus Satisfaction: Overall quality of instruction	1.99	-3.28	-2.19	-0.85	1.1
Campus Satisfaction: Overall college experience	2.97	-2.23	-1.61	-0.67	0.78
If you could make your college choice over, would you still choose to enroll at your current college?	1.57	-2.51	-1.46	-1.05	

*These parameters are for use with CSS data files

CSS - Please rate your satisfaction with your college in each area: (Mark one in each row)

(Response options: Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)

Overall quality of instruction

Overall college experience

CSS - If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

(Response options: Definitely yes, Probably yes, Probably no, Definitely no, Not sure yet)

If you could make your college choice over, would you still choose to enroll at your current college?

Sense of Belonging

Measures the extent to which students feel a sense of academic and social integration on campus.

	CSS*			
	A	B1	B2	B3
Inst Opinion: If asked, I would recommend this college to others	2.45	-2.25	-1.35	0.24
Inst Opinion: I feel a sense of belonging to this campus	5.07	-1.73	-0.87	0.56
Inst Opinion: I feel I am a member of this college	6.02	-1.98	-1.17	0.29
Inst Opinion: I will give this college money as an alum	1.52	-1.43	-0.18	1.86

*These parameters are for use with CSS data files

CSS - Please indicate the extent to which you agree or disagree with the following statements:

(Response options: Strongly Agree, Agree, Disagree, Strongly Disagree)

Inst Opinion: If asked, I would recommend this college to others

Inst Opinion: I feel a sense of belonging to this campus

Inst Opinion: I feel I am a member of this college

Inst Opinion: I will give this college money as an alum

Academic Self-Concept

A unified measure of students' beliefs about their abilities and confidence in academic environments.

	TFS/CSS Longitudinal*				
	A	B1	B2	B3	B4
Self Rating: Academic ability	3.08	-3.64	-2.61	-0.65	0.94
Self Rating: Mathematical ability	1.37	-3.00	-1.43	0.11	1.72
Self Rating: Self-confidence (intellectual)	1.24	-4.25	-2.43	-0.37	1.47
Self Rating: Drive to achieve	0.91	-6.96	-4.41	-1.60	0.67
Change in mean from TFS to CSS is 0.41					

*These parameters are for use with CSS data files

TFS,CSS - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Academic ability

Drive to achieve

Mathematical ability

Self-confidence (intellectual)

Social Self-Concept

A unified measure of students' beliefs about their abilities and confidence in social situations.

	TFS/CSS Longitudinal*				
	A	B1	B2	B3	B4
Self Rating: Self-confidence (social)	1.55	-3.01	-1.38	0.13	1.53
Self Rating: Leadership ability	2.43	-2.93	-1.70	-0.40	0.85
Self Rating: Public speaking ability	1.90	-2.16	-0.89	0.36	1.56
Change in mean from TFS to CSS is 0.26					

*These parameters are for use with CSS data files

TFS, CSS - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Self Rating: Self-confidence (social)

Self Rating: Leadership ability

Self Rating: Public speaking ability

Pluralistic Orientation

Measures skills and dispositions appropriate for living and working in a diverse society.

	CSS*				
	A	B1	B2	B3	B4
Diversity Rating: Ability to see the world from someone else's perspective	1.4	-4.89	-3.31	-1.19	0.68
Diversity Rating: Tolerance of others with different beliefs	1.64	-4.21	-2.84	-1.29	0.14
Diversity Rating: Openness to having my own views challenged	1.57	-3.58	-2.12	-0.53	0.89
Diversity Rating: Ability to discuss and negotiate controversial issues	1.53	-3.79	-2.33	-0.82	0.54
Diversity Rating: Ability to work cooperatively with diverse people	1.68	-4.36	-3.12	-1.53	-0.15

*These parameters are for use with CSS data files

CSS - How would you rate yourself in the following areas:

(Response options: A Major Weakness, Somewhat Weak, Average, Somewhat Strong, A Major Strength)

Ability to see the world from someone else's perspective

Tolerance of others with different beliefs

Openness to having my own views challenged

Ability to discuss and negotiate controversial issues

Ability to work cooperatively with diverse people

Positive Cross-Racial Interaction

A unified measure of students' level of positive interaction with diverse peers.

	CSS*				
	A	B1	B2	B3	B4
Ethnic Experience: Dined or shared a meal	2.60	-1.8	-1.18	-0.3	0.51
Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class	2.59	-1.43	-0.72	0.14	1.00
Ethnic Experience: Shared personal feelings and problems	3.08	-1.47	-0.85	0.03	0.91
Ethnic Experience: Had intellectual discussions outside of class	3.19	-1.53	-0.93	-0.05	0.85
Ethnic Experience: Studied or prepared for class	1.00	-0.75	-0.25	0.25	0.75
Ethnic Experience: Socialized or partied	2.1	-1.8	-1.15	-0.19	0.73

*These parameters are for use with CSS data files

CSS - To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Response options: Very Often, Often, Sometimes, Seldom, Never)

Ethnic Experience: Dined or shared a meal

Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class

Ethnic Experience: Shared personal feelings and problems

Ethnic Experience: Had intellectual discussions outside of class

Ethnic Experience: Studied or prepared for class

Ethnic Experience: Socialized or partied

Negative Cross-Racial Interaction

A unified measure of students' level of negative interaction with diverse peers.

	CSS *				
	A	B1	B2	B3	B4
Ethnic Experience: Had tense, somewhat hostile interactions	2.23	0.12	0.87	1.67	2.39
Ethnic Experience: Felt insulted or threatened because of your race/ethnicity	8.30	0.4	0.88	1.45	2.06
Ethnic Experience: Had guarded, cautious interactions	1.49	-0.82	0.26	1.44	2.45
Ethnic Experience: Studied or prepared for class	3.96	0.41	0.87	1.47	2.02

*These parameters are for use with CSS data files

CSS - To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Response options: Very Often, Often, Sometimes, Seldom, Never)

Ethnic Experience: Had tense, somewhat hostile interactions

Ethnic Experience: Felt insulted or threatened because of your race/ethnicity

Ethnic Experience: Had guarded, cautious interactions

Ethnic Experience: Studied or prepared for class

Social Agency

Measures the extent to which students value political and social involvement as a personal goal.

	CSS/TFS Longitudinal*			
	A	B1	B2	B3
Goal: Keeping up to date with political affairs	1.48	-1.04	0.5	1.81
Goal: Participating in a community action program	2.41	-0.83	0.54	1.64
Goal: Influencing social values	1.64	-1.45	0.15	1.59
Goal: Becoming a community leader	2.09	-0.88	0.37	1.46
Goal: Helping others who are in difficulty	1.17	-3.66	-1.09	0.82
Goal: Helping to promote racial understanding	2.15	-1.01	0.34	1.45
Change in mean from TFS to CSS is 0.28				

*These parameters are for use with CSS data files

TFS,CSS - Please indicate the importance to you personally of each of the following:
(Response options: Essential, Very Important, Somewhat Important, Not Important)

Goal: Keeping up to date with political affairs

Goal: Participating in a community action program

Goal: Influencing social values

Goal: Becoming a community leader

Goal: Helping others who are in difficulty

Goal: Helping to promote racial understanding

Civic Awareness

Measures changes in students' understanding of the issues facing their community, nation, and the world.

	CSS*				
	A	B1	B2	B3	B4
Contribution: Understanding of national issues	5.50	-2.14	-1.06	0.08	1.12
Contribution: Understanding of the problems facing my community	5.02	-1.94	-0.89	0.16	1.16
Contribution: Understanding of global issues	1.62	-3.65	-2.00	-0.19	1.41

*These parameters are for use with CSS data files

CSS - Please rate your agreement with the following statements: This institution has contributed to my:

(Response options: Strongly Agree, Agree, Disagree, Strongly Disagree)

Understanding of national issues

Understanding of the problems facing my community

Understanding of global issues

Leadership

A united measure of students' beliefs about their leadership development, leadership capacity, and experiences as a leader.

	CSS*				
	A	B1	B2	B3	B4
Act in College: Held a leadership position in an organization	1.09	-0.27			
Act in College: Participated in: Leadership training	0.97	0.80			
Self Rating: Leadership ability	3.44	-2.92	-1.93	-0.63	0.61
Inst Opinion: I have effectively led a group to a common purpose	1.33	-2.97	-1.22	0.84	

*These parameters are for use with CSS data files

CSS - Please indicate the extent to which you agree or disagree with the following statements.

(Response options: Strongly Disagree, Disagree, Agree, Strongly Agree)

I have effectively led a group to a common purpose

CSS - Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Response options: Highest 10%, Above Average, Average, Below Average, Lowest 10%)

Leadership ability

CSS - Since entering this college have you:

(Response options: Yes, No)

Held a leadership position in an organization

Participated in: Leadership training

Civic Engagement

Measures the extent to which students are motivated and involved in civic, electoral, and political activities.

	CSS*			
	A	B1	B2	B3
Act: Demonstrated for a cause (e.g., boycott, rally, protest)	1.56	0.72	2.54	
Act: Performed community service as part of a class	0.65	-0.94	3.06	
Act in Past Year: Worked on a local, state, or national political campaign	1.54	1.74	3.05	
Act: Helped raise money for a cause or campaign	0.95	0.70	2.96	
Act: Publicly communicated your opinion about a cause (e.g., blog, email, petition)	1.61	0.24	1.73	
Goal: Influencing social values	1.30	-2.04	-0.24	1.48
Goal: Helping to promote racial understanding	1.70	-1.69	-0.11	1.20

*These parameters are for use with CSS data files

CSS - In the past year, how often have you:

(Response options: Frequently, Occasionally, Not at all)

Demonstrated for a cause (e.g., boycott, rally, protest)

Performed volunteer work

Helped raise money for a cause or campaign

Publicly communicated my opinion about a cause (e.g., blog, email, petition)

CSS - Since entering this college, indicate how often have you:

(Response options: Frequently, Occasionally, Not at all)

Worked on a local, state, or national political campaign

CSS - Please indicate the importance to you personally of each of the following:

(Response options: Essential, Very Important, Somewhat Important, Not Important)

Influencing social values

Keeping up to date with political affairs

Science Self-Efficacy

Measure of students' confidence in their ability to conduct scientific research

	CSS*				
	A	B1	B2	B3	B4
Use technical science skills (use of tools, instruments, and/or techniques)	1.49	-2.89	-1.56	0.01	1.24
Generate a research question	2.33	-2.45	-1.18	0.18	1.32
Determine how to collect appropriate data	2.82	-2.51	-1.31	-0.02	1.19
Explain the results of a study	2.87	-2.54	-1.40	-0.20	0.97
Use scientific literature to guide research	2.70	-1.95	-0.88	0.30	1.33
Integrate results from multiple studies	2.79	-2.27	-1.17	0.00	1.11

*These parameters are for use with CSS data files

CSS - How confident are you that you can:

(Response options: Absolutely, Very, Moderately, Somewhat, Not at all)

Use technical science skills (use of tools, instruments, and/or techniques)

Generate a research question

Determine how to collect appropriate data

Explain the results of a study

Use scientific literature to guide research

Integrate results from multiple studies

Science Identity

A measure describing the extent to which students conceive of themselves as scientists

	CSS*				
	A	B1	B2	B3	B4
I have a strong sense of belonging to a community of scientists	3.52	-0.72	-0.20	0.71	1.50
I derive great personal satisfaction from working on a team that is doing important research	1.78	-1.82	-1.11	0.09	1.30
I think of myself as a scientist	5.54	-0.43	0.10	0.85	1.53
I feel like I belong in the field of science	4.43	-0.54	-0.11	0.47	1.06

*These parameters are for use with CSS data files

CSS - To what extent are the following statements true of you:

(Response options: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree)

I have a strong sense of belonging to a community of scientists

I derive great personal satisfaction from working on a team that is doing important research

I think of myself as a scientist

I feel like I belong in the field of science