



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: Ask questions in class	1.26	-3.17	-0.27
Habits of Mind: Support your opinions with a logical argument	1.81	-2.45	-0.39
Habits of Mind: Seek solutions to problems and explain them to others	2.17	-2.41	-0.23
Habits of Mind: Evaluate the quality or reliability of information you received	1.13	-2.90	-0.12
Habits of Mind: Take a risk because you feel you have more to gain	1.68	-2.46	0.15
Habits of Mind: Seek alternative solutions to a problem	1.14	-2.70	0.45
Habits of Mind: Look up scientific research articles and resources	1.71	-2.85	0.03
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: Accept mistakes as part of the learning process	1.24	-1.86	0.49
Habits of Mind: Analyze multiple sources of information before coming to a conclusion	0.98	-4.37	-0.39
Habits of Mind: Take on a challenge that scares you	1.20	-2.80	-0.06

*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)

Ask questions in class

Support your opinions with a logical argument

Seek solutions to problems and explain them to others

Evaluate the quality or reliability of information you received

Take a risk because you feel you have more to gain

Seek alternative solutions to a problem

Look up scientific research articles and resources

Explore topics on your own, even though it was not required for a class

Accept mistakes as part of the learning process

Analyze multiple sources of information before coming to a conclusion

Take on a challenge that scares you

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: Drive to achieve	1.37	-3.00	-1.43	0.11	1.72
Self Rating: Mathematical ability	1.24	-4.25	-2.43	-0.37	1.47
Self Rating: Self-confidence (intellectual)	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%)

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

Leadership ability

Public speaking ability

Self-confidence (social)

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	1.40	-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)

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

Social Agency

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

	TFS*			
	A	B1	B2	B3
Goal: Keeping up to date with political affairs	1.48	-1.04	0.50	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

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

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

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

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: Publicly communicated my opinion about a cause (e.g., blog, email, petition)	1.42	2.09	3.38	
Act in Past Year: Helped raise money for a cause or campaign	1.11	-0.31	1.92	
Goal: Influencing social values	0.97	-1.96	0.37	2.42
Goal: 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 has a very good academic reputation	1.48	-2.70	-0.65
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's graduates get good jobs	4.90	-1.27	-0.15

*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 a 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 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	2.70	-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:

(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

	TFS*				
	A	B1	B2	B3	B4
Science Assoc: I have a strong sense of belonging to a community of scientists	3.52	-0.72	-0.20	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 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: Evaluate the quality or reliability of information you received	1.12	4.23	0.31
Habits of Mind: Take a risk because you feel you have more to gain	1.61	4.67	-0.41
Habits of Mind: Seek alternative solutions to a problem	1.48	4.06	-1.07
Habits of Mind: Look up scientific research articles and resources	1.81	5.61	-0.38
Habits of Mind: Explore topics on your own, even though it was not required for a class	0.89	2.06	-1.22
Habits of Mind: Accept mistakes as part of the learning process	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>
Ask questions in class
Support your opinions with a logical argument
Seek solutions to problems and explain them to others
Evaluate the quality or reliability of information you received
Take a risk because you feel you have more to gain
Seek alternative solutions to a problem
Look up scientific research articles and resources
Explore topics on your own, even though it was not required for a class
Accept mistakes as part of the learning process

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	1.72	-0.29	2.04
Act: Fell asleep in class	0.92	0.80	3.79
Act: Turned in course assignment(s) late	1.51	0.45	2.77
Act: Skipped class	1.70	-0.43	2.47
Act: Turned in course assignments that did not reflect your best work	1.14	-1.35	2.48

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

*These parameters are for use with YFCY data files

YFCY - Since entering this college, how has it been to:

(Response options: Very Easy, Somewhat Easy, Somewhat Difficult, Very Difficult)

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 <u>outside</u> 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: Communicated regularly with your professors	2.79	-0.85	1.11			
Satisfaction: Amount of contact with faculty	1.12	-3.01	-0.79	1.65		

*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)

Faculty outside of class or office hours

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

(Response options: Frequently, Occasionally, 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
Satisfaction: General education or core curriculum courses**	1.27	-3.36	-2.29	-0.97	1.34
Satisfaction: Relevance of coursework to everyday life	3.77	-1.30	-0.24	1.21	
Satisfaction: Relevance of coursework to future career plans	3.17	-1.43	-0.36	1.06	
Satisfaction: First-year programs**	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
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
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 (or most recent) college?***	1.57	-2.51	-1.46	-1.05	0.48

*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 you could make your college choice over, 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 see myself as part of the campus community	4.65	-1.25	-0.92	-0.39	0.95
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: 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)

I see myself as part of the campus community

I feel I am a member of this college

I feel a sense of belonging to this campus

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	14.10	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	3.05	6.36	3.75	0.79	-2.11
Self Rating: Public speaking ability	2.78	5.69	2.67	-0.48	-3.64
Self Rating: Self-confidence (social)	6.47	6.65	2.89	-0.49	-3.88
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:

(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.

	YFCY*				
	A	B1	B2	B3	B4
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: 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	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)

Dined or shared a meal

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

Shared personal feelings and problems

Had intellectual discussions outside of class

Studied or prepared for class

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 guarded, cautious interactions	1.49	-0.82	0.26	1.44	2.45	
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 race/ethnicity	8.30	0.40	0.88	1.45	2.06	
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)

Had guarded, cautious interactions

Had tense, somewhat hostile interactions

Felt insulted or threatened because of race/ethnicity

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: Keeping up to date with political affairs	2.15	3.12	-0.85	-4.39
Goal: Participating in a community action program	2.86	2.80	-1.59	-5.13
Goal: Influencing social values	1.78	2.93	-0.39	-3.56
Goal: Becoming a community leader	2.65	2.58	-1.41	-4.96
Goal: Helping others who are in difficulty	1.71	5.78	1.77	-1.72
Goal: Helping to promote racial understanding	2.77	3.04	-1.38	-4.98
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)

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 Awareness

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

	YFCY*				
	A	B1	B2	B3	B4
Contribution: Understanding of national issues	6.60	-0.09	0.35	0.84	9.84
Contribution: Understanding of global issues	6.51	-0.13	0.38	0.85	9.28

*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)

Understanding of national issues

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
Self Rating: Leadership ability	1.20	-4.15	-2.34	-0.38	1.45
Opinion: I have effectively led a group to a common purpose	1.49	-2.07	-0.19	1.76	
Act in College: Participated in leadership training	1.57	1.22			
Act in College: Been a leader in an organization	2.38	0.94			

*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	
Opinion: I am interested in seeking information about current social and political issues	1.49	-2.18	-0.73	1.24
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)

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)

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

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

I am interested in seeking information about current social and political issues

YFCY - 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

YFCY - 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

	YFCY/TFS Longitudinal*				
	A	C1	C2	C3	C4
Science Skill: Use technical science skills (use of tools, instruments, and/or techniques)	1.49	4.30	2.32	-0.02	-1.85
Science Skill: Generate a research question	2.33	5.69	2.74	-0.42	-3.07
Science Skill: Determine how to collect appropriate data	2.82	7.08	3.70	0.04	-3.36
Science Skill: Explain the results of a study	2.87	7.30	4.02	0.58	-2.78
Science Skill: Use scientific literature to guide research	2.70	5.27	2.36	-0.80	-3.58
Science Skill: Integrate results from multiple studies	2.79	6.33	3.26	-0.01	-3.09
Science Skill: Ask relevant questions	1.73	6.45	3.92	1.37	-1.14
Science Skill: Identify what is known and not known about a problem	1.95	6.60	3.78	0.91	-1.63
Science Skill: Understand scientific concepts	2.40	6.06	3.10	0.20	-2.47
Science Skill: See connections between different areas of science and mathematics	1.90	4.78	2.43	0.18	-1.93

*These parameters are for use with YFCY data files

TFS, YFCY - 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

	YFCY/TFS Longitudinal*				
	A	C1	C2	C3	C4
Science Assoc: I have a strong sense of belonging to a community of scientists	3.52	2.55	0.69	-2.51	-5.29
Science Assoc: I derive great personal satisfaction from working on a team that is doing important research	1.78	3.25	1.97	-0.16	-2.31
Science Assoc : I think of myself as a scientist	5.54	2.36	-0.54	-4.70	-8.49
Science Assoc: I feel like I belong in the field of science	4.43	2.39	0.49	-2.09	-4.67

*These parameters are for use with YFCY data files

TFS,YFCY - To what extent are the following statements true of you: <i>(Response options: Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree)</i>
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: Ask questions in class	1.50	5.24	0.24
Habits of Mind: Support your opinions with a logical argument	2.30	6.31	0.87
Habits of Mind: Seek solutions to problems and explain them to others	2.25	6.13	0.28
Habits of Mind: Revise your papers to improve your writing	1.15	3.97	0.07
Habits of Mind: Evaluate the quality or reliability of information you received	1.73	4.84	-0.39
Habits of Mind: Take a risk because you feel you have more to gain	1.39	3.75	-1.22
Habits of Mind: Seek alternative solutions to a problem	1.90	5.49	-0.63
Habits of Mind: Look up scientific research articles and resources	0.73	1.99	-0.68
Habits of Mind: Explore topics on your own, even though it was not required for a class	1.24	3.17	-1.08
Habits of Mind: Accept mistakes as part of the learning process	0.69	2.55	-0.54
Habits of Mind: Seek feedback on your academic work	1.28	4.40	-0.11
<i>Change in mean from TFS to CSS is 0.17</i>			

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

Academic Disengagement

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

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

*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)

Come late to class

Fell asleep in class

Failed to complete homework on time

Missed class for other reasons

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: Encouragement to pursue graduate/professional study	2.47	-1.41	1.28
Faculty Provide: An opportunity to work on a research project	1.31	-0.80	2.36
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: A letter of recommendation	1.93	-1.14	1.62
Faculty Provide: Help to improve your study skills	2.27	-1.04	1.68
Faculty Provide: Feedback about your academic work (outside of grades)	2.96	-1.29	1.28
Faculty Provide: An opportunity to discuss coursework outside of class	3.04	-1.74	1.21
Faculty Provide: Help in achieving your professional goals	3.85	-1.20	1.27

*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)

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

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
Satisfaction: General education or core curriculum courses**	1.08	-3.90	-2.62	-1.25	1.14	4.75
Campus Satisfaction: Courses in your major field	1.88	-3.27	-2.14	-1.45	0.25	
Campus Satisfaction: Relevance of coursework to everyday life	3.61	-2.56	-1.60	-0.70	0.70	
Campus Satisfaction: Relevance of coursework to future career plans	3.91	-2.39	-1.52	-0.74	0.52	

*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 future career plans

Overall Satisfaction

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

	CSS*				
	A	B1	B2	B3	B4
Inst Satisfaction: Overall quality of instruction	1.99	-3.28	-2.19	-0.85	1.10
Inst 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 (or most recent) college?	-0.75	5.25	3.06	2.19	

*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 (or most recent) 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: I plan to donate money to this college after I graduate	1.52	-1.43	-0.18	1.86
Inst Opinion: I feel I am a member of this college	6.02	-1.98	-1.17	0.29
Inst Opinion: I feel a sense of belonging to this campus	5.07	-1.73	-0.87	0.56
Inst Opinion: If asked, I would recommend this college to others	2.45	-2.25	-1.35	0.24

*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)

I plan to donate money to this college after I graduate

I feel I am a member of this college

I feel a sense of belonging to this campus

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/CSS Longitudinal*				
	A	C1	C2	C3	C4
Self Rating: Academic ability	3.08	11.21	8.02	2.00	-2.90
Self Rating: Drive to achieve	0.91	6.29	3.99	1.44	-0.61
Self Rating: Mathematical ability	1.37	4.10	1.95	-0.15	-2.35
Self Rating: Self-confidence (intellectual)	1.24	5.27	3.01	0.45	-1.82
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	C1	C2	C3	C4
Self Rating: Leadership ability	2.43	7.10	4.12	0.96	-2.07
Self Rating: Public speaking ability	1.90	4.12	1.69	-0.69	-2.97
Self Rating: Self-confidence (social)	1.55	4.66	2.13	-0.20	-2.36
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%)

Leadership ability

Public speaking ability

Self-confidence (social)

Pluralistic Orientation

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

	CSS*				
	A	C1	C2	C3	C4
Diversity Rating: Ability to see the world from someone else's perspective	1.40	6.86	4.64	1.67	-0.96
Diversity Rating: Tolerance of others with different beliefs	1.64	6.90	4.66	2.12	-0.22
Diversity Rating: Openness to having my own views challenged	1.57	5.64	3.34	0.84	-1.40
Diversity Rating: Ability to discuss and negotiate controversial issues	1.53	5.79	3.56	1.25	-0.82
Diversity Rating: Ability to work cooperatively with diverse people	1.68	7.33	5.25	2.57	0.25

*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	-1.80	-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: 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	2.10	-1.80	-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)

Dined or shared a meal

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

Shared personal feelings and problems

Had intellectual discussions outside of class

Studied or prepared for class

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 guarded, cautious interactions	1.49	-0.82	0.26	1.44	2.45
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 race/ethnicity	8.30	0.40	0.88	1.45	2.06

*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)

Had guarded, cautious interactions

Had tense, somewhat hostile interactions

Felt insulted or threatened because of race/ethnicity

Social Agency

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

	CSS/TFS Longitudinal*			
	A	C1	C2	C3
Goal: Keeping up to date with political affairs	1.48	1.55	-0.73	-2.67
Goal: Participating in a community action program	2.41	1.99	-1.29	-3.95
Goal: Influencing social values	1.64	2.37	-0.25	-2.61
Goal: Becoming a community leader	2.09	1.84	-0.78	-3.05
Goal: Helping others who are in difficulty	1.17	4.27	1.27	-0.95
Goal: Helping to promote racial understanding	2.15	2.17	-0.74	-3.11
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)

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 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 the problems facing your community	5.02	-1.94	-0.89	0.16	1.16
Contribution: Understanding of national issues	5.50	-2.14	-1.06	0.08	1.12
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 the problems facing your community

Understanding of national issues

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
Self Rating: Leadership ability	3.44	-2.92	-1.93	-0.63	0.61
Act in College: Been a leader in an organization	1.09	-0.27			

*These parameters are for use with CSS data files

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)

Been a leader in an organization

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: 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	
Act: I am interested in seeking information about current social and political issues	1.49	-2.18	-0.73	1.24
Act: Goal: Influencing social values	1.30	-2.04	-0.24	1.48
Act: Goal: Keeping up to date with political affairs	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 - Please indicate the extent to which you agree or disagree with the following statements:

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

I am interested in seeking information about current social and political issues

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	C1	C2	C3	C4
Science Skill: Use technical science skills (use of tools, instruments, and/or techniques)	1.49	4.30	2.32	-0.02	-1.85
Science Skill: Generate a research question	2.33	5.69	2.74	-0.42	-3.07
Science Skill: Determine how to collect appropriate data	2.82	7.08	3.70	0.04	-3.36
Science Skill: Explain the results of a study	2.87	7.30	4.02	0.58	-2.78
Science Skill: Use scientific literature to guide research	2.70	5.27	2.36	-0.80	-3.58
Science Skill: Integrate results from multiple studies	2.79	6.33	3.26	-0.01	-3.09
Science Skill: Ask relevant questions	1.73	6.45	3.92	1.37	-1.14
Science Skill: Identify what is known and not known about a problem	1.95	6.60	3.78	0.91	-1.63
Science Skill: Understand scientific concepts	2.40	6.06	3.10	0.20	-2.47
Science Skill: See connections between different areas of science and mathematics	1.90	4.78	2.43	0.18	-1.93

*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 |
| 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

	CSS*				
	A	C1	C2	C3	C4
Science Assoc: I have a strong sense of belonging to a community of scientists	3.52	2.55	0.69	-2.51	-5.29
Science Assoc: I derive great personal satisfaction from working on a team that is doing important research	1.78	3.25	1.97	-0.16	-2.31
Science Assoc: I think of myself as a scientist	5.54	2.36	-0.54	-4.70	-8.49
Science Assoc: I feel like I belong in the field of science	4.43	2.39	0.49	-2.09	-4.67

*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