



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

CIRP Construct Technical Report

2011 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
Ask questions in class	1.20	-3.38	-0.24
Support your opinions with a logical argument	1.74	-2.73	-0.37
Seek solutions to problems and explain them to others	1.99	-2.61	-0.15
Revise your papers to improve your writing	1.04	-2.97	0.01
Evaluate the quality or reliability of information you received	1.58	-2.54	0.37
Take a risk because you feel you have more to gain	1.03	-3.28	0.48
Seek alternative solutions to a problem	1.61	-3.05	0.15
Look up scientific research articles and resources	1.05	-1.43	1.35
Explore topics on your own, even though it was not required for a class	1.27	-1.76	0.72
Accept mistakes as part of the learning process	0.95	-4.44	-0.10
Seek feedback on your academic work	1.24	-2.85	0.01

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

TFS

How often in the past year did you:

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

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	3.52	-3.52	-2.63	-0.72	0.84
Self Rating: Drive to achieve	0.95	-6.74	-4.26	-1.53	0.77
Self Rating: Mathematical ability	1.32	-3.16	-1.48	0.07	1.72
Self Rating: Self-confidence (intellectual)	1.22	-4.86	-2.84	-0.53	1.43

*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:

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.96	-3.46	-1.96	-0.44	0.98
Self Rating: Public speaking ability	1.68	-2.51	-1.03	0.35	1.65
Self Rating: Self-confidence (social)	2.33	-2.86	-1.49	-0.08	1.21
Self Rating: Popularity	1.92	-3.11	-1.82	0.34	1.89

*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:

Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.78	-4.35	-2.80	-0.64	1.14
Diversity Rating: Tolerance of others with different beliefs	2.35	-3.50	-2.40	-0.85	0.63
Diversity Rating: Openness to having my own views challenged	2.13	-3.19	-1.95	-0.36	1.11
Diversity Rating: Ability to discuss and negotiate controversial issues	2.03	-3.67	-2.21	-0.52	0.93
Diversity Rating: Ability to work cooperatively with diverse people	2.39	-3.77	-2.83	-1.02	0.53

*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.

	Highest 10%					Above Average					Average					Below Average					Lowest 10%				
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.35	-1.40	0.29	1.78
Goal: Participating in a community action program	2.42	-0.92	0.52	1.68
Goal: Influencing social values	1.58	-1.52	0.15	1.70
Goal: Becoming a community leader	2.01	-0.98	0.38	1.56
Goal: Helping others who are in difficulty	1.36	-3.16	-0.87	0.90
Goal: Helping to promote racial understanding	2.05	-1.06	0.37	1.54

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

TFS

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

	Essential	Very Important	Somewhat Important	Not Important
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.54	-2.67	-0.74
Choose to Attend: This college's graduates gain admission to top graduate/professional schools	2.50	-0.92	0.31
Choose to Attend: This college's graduates get good jobs	6.11	-1.24	-0.21

*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?

This college has a very good academic reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college's graduates gain admission to top graduate/professional schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This college's graduates get good jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	TFS*			
	A	B1	B2	B3
Future Act: Socialize with someone of another racial/ethnic group	1.28	-3.93	-2.63	-0.76
Future Act: Participate in a study abroad program	1.24	-2.19	-0.77	0.64
Future Act: Participate in a volunteer or community service work	1.58	-2.36	-0.96	0.62
Future Act: Participate in student government	0.96	-1.36	0.70	2.93
Future Act: Participate in student clubs/groups	3.25	-2.09	-1.16	0.00

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

TFS

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

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Socialize with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
Ask questions in class	1.51	4.50	-0.03
Support your opinions with a logical argument	2.28	6.41	0.72
Seek solutions to problems and explain them to others	2.20	5.94	0.36
Revise your papers to improve your writing	1.12	4.23	0.31
Evaluate the quality or reliability of information you received	1.61	4.67	-0.41
Take a risk because you feel you have more to gain	1.48	4.06	-1.07
Seek alternative solutions to a problem	1.81	5.61	-0.38
Look up scientific research articles and resources	0.89	2.06	-1.22
Explore topics on your own, even though it was not required for a class	1.42	3.20	-1.18
Accept mistakes as part of the learning process	1.17	5.31	0.16
Seek feedback on your academic work	1.43	4.58	0.13
Change in mean from TFS to YFCY is -0.28			

*These parameters are for use with YFCY data files

TFS, YFCY

Since entering this college, how often have you:

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

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

	YFCY*		
	A	B1	B2
Act: Come late to class	1.82	-0.40	2.02
Act: Fell asleep in class	1.00	0.56	3.62
Act: Turned in course assignments late	1.26	0.57	2.92
Act: Skipped class	1.60	-0.68	2.52
Act: Turned in course assignments that did not reflect your best work	1.11	-1.36	2.89
Act: Missed class for other reasons	1.76	-1.37	2.16

*These parameters are for use with YFCY data files

YFCY

Since entering this college, how often have you:

	Frequently	Occasionally	Not at all
Come late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turned in course assignment(s) late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turned in course assignments that did not reflect your best work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed class for other reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ease of Academic Adjustment to College
Measures the ease with which students adjust to the academic demands of college.

	YFCY*			
	A	B1	B2	B3
Understand what your professors expect of you academically	1.29	-4.11	-1.55	1.01
Develop effective study skills	3.06	-1.86	-0.40	1.12
Adjust to the academic demands of college	3.27	-1.85	-0.44	0.92
Manage your time effectively	2.67	-1.56	-0.08	1.32

*These parameters are for use with YFCY data files

YFCY

Since entering this college, how has it been to:

	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Understand what your professors expect of you academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust to the academic demands of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.18	-1.17	0.16	1.19	2.21	3.60
Act: Asked a professor for advice after class	1.74	-1.21	1.36			
Act: Communicated regularly with your professors	2.71	-0.90	1.10			
Satisfaction: Amount of contact with faculty**	1.20	-4.34	-2.76	-0.76	1.59	
Received from your professor advice or guidance about your educational program	1.69	-0.87	1.48			
Interact: Faculty during class or office hours (yes/no)***	1.29	-2.24				

*These parameters are for use with YFCY data files; **"Can't rate" option coded as missing; ***Recoded from frequency of going to office hours

YFCY

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

Since entering this college, how often have you:

Please rate your satisfaction with this insitution on each of the aspects of college listed below.

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**	1.31	4.18	2.72	1.49	1.02
Satisfaction: Relevance of coursework to everyday life**	3.13	2.64	1.63	0.62	0.99
Satisfaction: Relevance of coursework to future career plans**	3.52	2.51	1.59	0.78	0.67
Satisfaction: First-year programs**	0.91	4.49	2.84	0.79	1.58

*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:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't rate
General education and core curriculum courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to future career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First-year programs (e.g., first-year seminar, learning community)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Missing

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

	YFCY*				
	A	B1	B2	B3	B4
Inst Satisfaction: Your overall academic experience**	1.88	-3.46	-2.44	-1.36	0.78
Inst Satisfaction: Overall quality of instruction**	1.69	-3.76	-2.57	-1.32	0.89
Inst Satisfaction: Overall college experience**	3.69	-2.42	-1.74	-0.94	0.45
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?***	1.93	-2.34	-1.42	-1.11	0.15

*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:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't rate
Your overall academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Missing

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

- Definitely yes
- Probably yes
- Not sure yet
- Probably not
- Definitely not

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

	YFCY*			
	A	B1	B2	B3
Inst Opinion: I see myself as part of the campus community	2.95	-2.16	-1.20	0.81
Inst Opinion: I feel I am a member of this college	5.10	-2.19	-1.40	0.49
Inst Opinion: I feel a sense of belonging to this campus	4.62	-1.99	-1.04	0.70
Inst Opinion: If asked, I would recommend this college to others	2.50	-2.51	-1.62	0.22

*These parameters are for use with YFCY data files

YFCY

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

	Strongly agree	Agree	Disagree	Strongly Disagree
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am a member of this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging to this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If asked, I would recommend this college to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Self-Concept

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

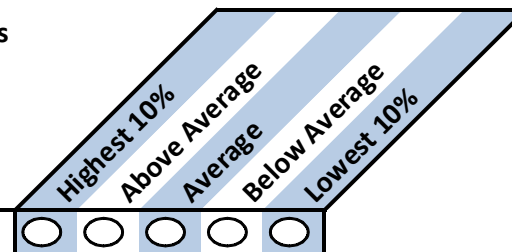
	TFS/YFCY Longitudinal*				
	A	C1	C2	C3	C4
Self Rating: Leadership ability	3.09	9.98	5.72	1.06	-3.48
Self Rating: Popularity	1.80	5.62	3.01	-1.12	-4.07
Self Rating: Public speaking ability	3.02	7.50	3.12	-1.33	-5.54
Self Rating: Self-confidence (social)	2.72	7.65	3.62	-0.34	-4.13
Change in mean from TFS to YFCY is 0.05					

*These parameters are for use with YFCY 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:

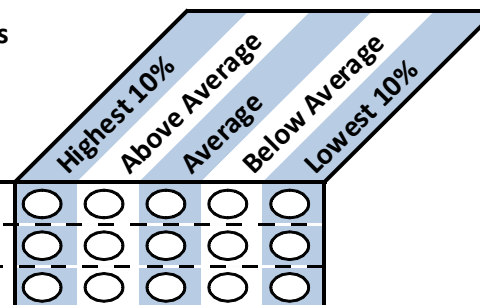
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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TFS, YFCY

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:

Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

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.

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	2.72	-1.72	-0.87	0.00	0.74
Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class	2.46	-1.20	-0.33	0.55	1.32
Ethnic Experience: Shared personal feelings and problems	3.52	-1.21	-0.52	0.30	1.08
Ethnic Experience: Had intellectual discussions outside of class	3.57	-1.18	-0.53	0.29	1.09
Ethnic Experience: Studied or prepared for class	2.22	-1.26	-0.54	0.33	1.11
Ethnic Experience: Socialized or partied	2.12	-1.59	-0.82	0.14	1.07

*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?

	Very often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Negative Cross-Racial Interaction
A unified measure of students' level of negative interaction with diverse peers.

	YFCY*				
	A	B1	B2	B3	B4
Ethnic Experience: Had guarded, cautious interactions	2.10	-0.50	0.54	1.62	2.43
Ethnic Experience: Had tense, somewhat hostile interactions	3.81	0.21	0.94	1.65	2.26
Ethnic Experience: Felt insulted or threatened because of race/ethnicity	2.63	0.55	1.22	1.94	2.57

*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?

	Very often	Often	Sometimes	Seldom	Never
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt insulted or threatened because of race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

	Essential	Very Important	Somewhat Important	Not Important
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Civic Awareness

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

	YFCY*				
	A	B1	B2	B3	B4
Change: Understanding of the problems facing your community	2.09	-3.68	-2.61	-0.62	1.13
Change: Understanding of national issues	8.18	-2.68	-1.75	-0.52	0.91
Change: Understanding of global issues	3.32	-2.92	-2.01	-0.59	0.89

*These parameters are for use with YFCY data files

YFCY

Compared with when you first entered this college, how would you now describe your:

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the problems facing your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of national issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	YFCY*				
	A	B1	B2	B3	B4
Change: Leadership ability	1.31	-5.10	-3.43	-1.01	0.89
Self Rating: Leadership ability	1.33	-4.55	-2.63	-0.60	1.23
Opinion: I have effectively led a group to a common purpose	1.79	-2.05	-0.47	1.35	
Act in College: Participated in leadership training	1.62	0.95			
Act in College: Been a leader in an organization	2.30	0.44			

*These parameters are for use with YFCY data files

YFCY

Compared with when you first entered this college, how would you now describe your:

Leadership Ability

Much Stronger
 Stronger
 No Change
 Weaker
 Much Weaker

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:

Leadership ability

Highest 10%
 Above Average
 Average
 Below Average
 Lowest 10%

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

I have effectively led a group to a common purpose

Strongly agree
 Agree
 Disagree
 Strongly Disagree

Since entering this college, have you:

Participated in leadership training
 Been a leader in an organization

Yes No

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

	YFCY*			
	A	B1	B2	B3
Demonstrated for a cause (e.g., boycott, rally, protest)	1.53	0.99	2.80	
Performed volunteer work	0.79	-1.21	2.19	
Worked on a local, state, or national political campaign	1.54	1.95	3.30	
Helped raise money for a cause or campaign	1.09	-0.01	2.14	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	1.56	0.02	1.64	
I am interested in seeking information about current social and political issues	1.56	-2.17	-0.53	1.39
Goal: Influencing social values	1.10	-2.12	-0.12	1.88
Goal: Keeping up to date with political affairs	1.45	-1.51	0.20	1.66

*These parameters are for use with YFCY data files

YFCY

Since entering this college, how often have you:

	Frequently	Occasionally	Not at all
Demonstrated for a cause (e.g., boycott, rally, protest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YFCY

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

	Strongly agree	Agree	Disagree	Strongly Disagree
I am interested in seeking information about current social and political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

YFCY

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

	Essential	Very Important	Somewhat Important	Not Important
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

*These parameters are for use with CSS data files

TFS, CSS

Since entering this college, how often have you:

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

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	1.82	-0.40	2.02
Act: Fell asleep in class	1.00	0.56	3.62
Act: Failed to complete homework on time (CSS)	1.26	0.57	2.92
Act: Missed class for other reasons	1.76	-1.37	2.16

*These parameters are for use with CSS data files

CSS

Since entering this college, indicate how often you:

	Frequently	Occasionally	Not at all
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed class for other reasons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.91	-1.47	0.19
Faculty Provide: An opportunity to work on a research project	1.09	-0.53	1.50
Faculty Provide: Advice and guidance about your educational program	2.89	-1.50	0.33
Faculty Provide: Emotional support and encouragement	2.40	-1.18	0.51
Faculty Provide: A letter of recommendation	1.71	-1.15	0.63
Faculty Provide: Help to improve your study skills	1.84	-0.88	1.09
Faculty Provide: Feedback about your academic work (outside of grades)	2.33	-1.42	0.41
Faculty Provide: An opportunity to discuss coursework outside of class	2.13	-1.85	0.18
Faculty Provide: Help in achieving your professional goals	3.32	-1.14	0.42

*These parameters are for use with CSS data files

CSS

How often have professors at your college provided you with:

	Frequently	Occasionally	Not at all
Encouragement to pursue graduate/professional study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An opportunity to work on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice and guidance about your educational program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional support and encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A letter of recommendation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help to improve your study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback about your academic work (outside of grades)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An opportunity to discuss coursework outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help in achieving your professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
Satisfaction: General education or core curriculum courses**	0.92	5.66	3.65	-1.90	1.65
Satisfaction: Courses in your major field	1.54	3.67	2.36	-1.67	0.44
Satisfaction: Relevance of coursework to everyday life	3.13	2.64	1.63	-0.62	0.99
Satisfaction: Relevance of coursework to future career plans	3.52	2.51	1.59	-0.78	0.67

*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:

General education or core curriculum courses

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied Can't rate

Missing

Please rate your satisfaction with your college in each area:

Courses in your major field

Relevance of coursework to everyday life

Relevance of coursework to future career plans

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

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

	CSS*				
	A	B1	B2	B3	B4
Inst Satisfaction: Overall quality of instruction	1.69	-3.76	-2.57	-1.32	0.89
Inst Satisfaction: Overall college experience	3.69	-2.42	-1.74	-0.94	0.45
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?	1.90	-2.16	-1.07	0.31	

*These parameters are for use with CSS data files

CSS

Please rate your satisfaction with your college in each area:

Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Definitely yes
- Probably yes
- Probably not
- Definitely not

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 see myself as part of the campus community	3.13	-2.13	-1.08	0.90
Inst Opinion: I feel I am a member of this college	5.10	-2.19	-1.40	0.49
Inst Opinion: I feel a sense of belonging to this campus	4.62	-1.99	-1.04	0.70
Inst Opinion: If asked, I would recommend this college to others	2.33	-2.36	-1.43	0.38

*These parameters are for use with CSS data files

CSS

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

	Strongly agree	Agree	Disagree	Strongly Disagree
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am a member of this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging to this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If asked, I would recommend this college to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	0.75	3.19	1.55	0.11	-2.03
Self Rating: Drive to achieve	1.33	8.09	5.40	1.99	-1.41
Self Rating: Mathematical ability	0.77	6.06	2.62	-0.66	-4.01
Self Rating: Self-confidence (intellectual)	2.10	8.08	4.87	0.78	-3.16
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:

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	2.93	9.09	5.29	1.05	-3.08
Self Rating: Public speaking ability	2.66	6.72	3.12	-0.71	-4.40
Self Rating: Self-confidence (social)	2.12	7.11	3.48	-0.03	-3.46

Change in mean from TFS to CSS is 0.29

*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:

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	2.55	-3.68	-2.62	-0.83	0.75
Diversity Rating: Tolerance of others with different beliefs	3.35	-2.90	-2.17	-0.77	0.66
Diversity Rating: Openness to having my own views challenged	2.76	-3.06	-1.93	-0.39	1.03
Diversity Rating: Ability to discuss and negotiate controversial issues	2.11	-3.46	-2.12	-0.49	0.98
Diversity Rating: Ability to work cooperatively with diverse people	3.14	-3.17	-2.53	-0.87	0.62

*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.

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	2.72	-1.72	-0.87	0.00	0.74
Ethnic Experience: Had meaningful and honest discussions about race/ethnic relations outside of class	2.46	-1.20	-0.33	0.55	1.32
Ethnic Experience: Shared personal feelings and problems	3.52	-1.21	-0.52	0.30	1.08
Ethnic Experience: Had intellectual discussions outside of class	3.57	-1.18	-0.53	0.29	1.09
Ethnic Experience: Studied or prepared for class	2.22	-1.26	-0.54	0.33	1.11
Ethnic Experience: Socialized or partied	2.12	-1.59	-0.82	0.14	1.07

*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?

	Very often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	2.10	-0.50	0.54	1.62	2.43
Ethnic Experience: Had tense, somewhat hostile interactions	3.81	0.21	0.94	1.65	2.26
Ethnic Experience: Felt insulted or threatened because of race/ethnicity	2.63	0.55	1.22	1.94	2.57

*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?

	Very often	Often	Sometimes	Seldom	Never
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt insulted or threatened because of race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	1.76	2.67	-0.71	-3.61
Goal: Participating in a community action program	2.72	2.40	-1.53	-4.93
Goal: Influencing social values	1.75	2.76	-0.32	-3.22
Goal: Becoming a community leader	2.27	2.44	-1.05	-4.11
Goal: Helping others who are in difficulty	1.61	5.17	1.57	-1.53
Goal: Helping to promote racial understanding	2.61	2.53	-1.51	-4.80
Change in mean from TFS to CSS is 0.28				

*These parameters are for use with CSS data files

TFS, CSS

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

	<div style="display: flex; justify-content: space-between; padding: 5px;"> Essential Very Important Somewhat Important Not Important </div>			
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Civic Awareness

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

	CSS*				
	A	B1	B2	B3	B4
Change: Understanding of the problems facing your community	2.09	-3.68	-2.61	-0.62	1.13
Change: Understanding of national issues	6.00	-2.65	-1.70	-0.46	1.01
Change: Understanding of global issues	3.32	-2.92	-2.01	-0.59	0.89

*These parameters are for use with CSS data files

CSS

Compared with when you first entered this college, how would you now describe your:

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Understanding of the problems facing your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of national issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	CSS*				
	A	B1	B2	B3	B4
Change: Leadership ability	1.31	-5.10	-3.43	-1.01	0.89
Self Rating: Leadership ability	1.33	-4.55	-2.63	-0.60	1.23
Opinion: I have effectively led a group to a common purpose	1.79	-2.05	-0.47	1.35	
Act in College: Participated in leadership training	1.62	0.95			
Act in College: Been a leader in an organization	2.30	0.44			

*These parameters are for use with CSS data files

CSS

Compared with when you first entered this college, how would you now describe your:

Leadership Ability

Much Stronger
Stronger
No Change
Weaker
Much Weaker

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:

Leadership ability

Highest 10%
Above Average
Average
Below Average
Lowest 10%

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

I have effectively led a group to a common purpose

Strongly agree
Agree
Disagree
Strongly Disagree

Since entering this college, have you:

Participated in leadership training

Been a leader in an organization

Yes
No

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

	CSS*			
	A	B1	B2	B3
Demonstrated for a cause (e.g., boycott, rally, protest)	1.53	0.99	2.80	
Performed volunteer work	0.79	-1.21	2.19	
Worked on a local, state, or national political campaign	1.54	1.95	3.30	
Helped raise money for a cause or campaign	1.09	-0.01	2.14	
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	1.56	0.02	1.64	
I am interested in seeking information about current social and political issues	1.56	-2.17	-0.53	1.39
Goal: Influencing social values	1.10	-2.12	-0.12	1.88
Goal: Keeping up to date with political affairs	1.45	-1.51	0.20	1.66

*These parameters are for use with CSS data files

CSS

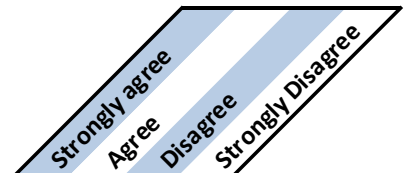
Since entering this college, how often have you:



Demonstrated for a cause (e.g., boycott, rally, protest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated your opinion about a cause (e.g., blog, email, petition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CSS

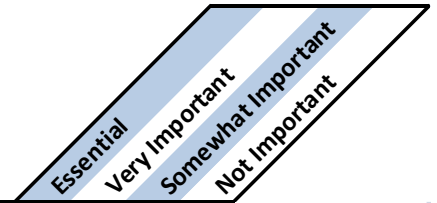
Please indicate the extent to which you agree or disagree with the following statements:



I am interested in seeking information about current social and political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CSS

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



Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>