

Supplemental Material

CBE—Life Sciences Education

Maton *et al.*

MYSP Summer Bridge 1

INTRO. Talented Students in Science and Engineering: MEYERHOFF SCHOLARS PROGRAM (MYSP)

Dear Meyerhoff Scholar,

This research survey is part of our regular evaluation efforts to gain a better understanding of your experiences at the university and in the Meyerhoff Scholars Program. We plan to send a comparable survey to you each year until you graduate. We expect that it will take you 45 minutes to complete the survey. Please answer each question as accurately and honestly as possible, as your responses are important to our investigation of the various factors that contribute to the success of talented students in science, technology, engineering, and mathematics (STEM). All your responses will be treated confidentially and will only be seen by the evaluation staff. Results will be reported as group results (e.g., averages), so that information about yourself or other individuals will never be revealed. We appreciate the time and effort that you put into answering this survey and to our larger research effort. Your responses are important for our understanding of the Meyerhoff Scholars Program and how best to improve it. By continuing, you are agreeing to take this survey. Our research is supported through a major financial commitment from the Howard Hughes Medical Institute (HHMI). In the survey we will ask questions about the following: Background information, some family information, experiences in high school, and expectations about college. Thank you for contributing to our collective knowledge about the Meyerhoff Scholars Program and how best to improve it. If you have any questions at all, please contact the lead program evaluator, Dr. Kenneth Maton, at maton@umbc.edu.

With our utmost appreciation and thanks,

Kenneth Maton, Ph.D.
Psychology Department

DEM-ID Please enter your UMBC email address:

DEM-A0 Section A - Student Background. In this first section, we are interested in learning about some of your general background characteristics.

DEM-A1 What is your gender? [Check one.]

- Male (1)
- Female (2)

DEM-A2a Are you Spanish/Hispanic/Latino? [Check all that apply. Check "No" if you are not Spanish/Hispanic/Latino.]

- No, Not Spanish/Hispanic/Latino (1)
- Yes, Mexican, Mexican American, Chicano (2)
- Yes, Puerto Rican (3)
- Yes, Cuban (4)
- Yes, Other Spanish/Hispanic/Latino (specify group) (5) _____

DEM-A2b What is your race?

- American Indian or Alaska Native (specify name of enrolled or principal tribe) (fill in) (4)

- Asian (3)
- Black (2)
- Pacific Islander (5)
- White (1)
- Biracial (specify ethnic backgrounds) (6) _____
- Multiracial (specify ethnic backgrounds) (7) _____
- Other (specify) (8) _____

DEM-A3 What is your nationality? [Check one.]

- Citizen of the United States (1)
- Permanent resident of the U.S., non-citizen (2)
- Dual citizen, please specify countries (3) _____
- Visa, please specify (4) _____
- Other, please specify (5) _____

DEM-A4 In what country were you born?

Q77 In what country was your father born?

Q78 In what country was your mother born?

DEM-A4a If born in the U.S., in what state were you born? OR If not born in the U.S., at what age did you come to the U.S.? [Fill in: e.g., 8 years of age = 08]</div>

DEM-A5 Where did you live the majority of the time when you were growing up? [Check one.]

- Moved around a lot (1)
- Rural or country area (2)
- Small town (3)
- Small city [under 1 million residents] (4)
- Suburb of a city (5)
- Large city [1-2 million residents] (6)
- Very large city [over 2 million residents] (7)
- Military base or reservation (8)
- Other, please specify (9) _____

DEM-A6 What is your current age? [Fill in; e.g., 18 years of age = 18.]

DEM-A7 What is your religious preference? [Check one.]

- Atheist or Agnostic (1)
- Baptist (2)
- Buddhist (3)
- Catholic (4)
- Church of Jesus Christ of Latter-day Saints (5)
- Eastern Orthodox (6)
- Episcopalian (7)
- Hindu (8)
- Jewish (9)
- Lutheran (10)
- Methodist (11)
- Muslim (12)
- Nondenominational Christian (13)
- Pentecostal or Holiness (14)
- Presbyterian (15)
- Other Protestant, please specify (16) _____
- Other Non-Protestant, please specify (17) _____
- No religious preference (18)

DEM-A8 To what extent do you consider yourself to be a spiritual person? [Check one.]

- Not at all spiritual (1)
- Slightly spiritual (2)
- Moderately spiritual (3)
- Very spiritual (4)
- Extremely spiritual (5)

DEM-A12 Describe your high school. [Check one.]

- Public (1)
- Private, non-boarding (2)
- Private, boarding (3)
- Home school (4)
- Other, please specify (5) _____

DEM-A13 Where did you receive most of your pre-college education? [Check one.]

- United States (1)
- Other, please specify (2) _____

DEM-A14 What do you think your highest level of formal education will be? [Check one.]

- Bachelor's degree (1)
- Second/additional Bachelor's degree (2)
- Some graduate school (3)
- Master's degree [e.g., MS, MPH] (4)
- Doctorate degree [e.g., PhD, EdD] (5)
- Professional degree [e.g., MD, DDS] (6)
- MD/PhD (7)
- Other, please specify (8) _____

DEM-A15 At what age did you first seriously think about science or engineering as a career?

[Fill in; e.g., 8 years of age = 08; if you don't remember, mark "Don't remember" below.]

- Age: (1) _____
- Don't remember (2)

Q79 Do you expect to pursue a career in...

- A research university (1)
- A liberal arts college (2)
- Industry (3)
- Government/government agency (4)
- Other (please specify) (5) _____

DEM-A16 Not counting summers and school vacations, did you work for pay an average of 10 hours or more per week when you were in high school? [Check one.]

- Yes, during one of my high school years, I worked 10+ hours per week. (1)
- Yes, during two of my high school years, I worked 10+ hours per week. (2)
- Yes, during three of my high school years, I worked 10+ hours per week. (3)
- Yes, during four of my high school years, I worked 10+ hours per week. (4)
- No, I did not work for pay during high school. (5)

DEM-A17 Not counting summers or school vacations, do you plan to work for pay during the upcoming year at UMBC? [Check one.]

- No, I will not be working for pay. (1)
- Yes, I will have a part-time job for pay. (2)
- Yes, I will have a full-time job for pay. (3)
- I haven't yet decided whether or not I will work for pay this year. (4)

If No, I will not be working f... Is Selected, Then Skip To What is your intended major at UMBC? If I haven't yet decided wheth... Is Selected, Then Skip To What is your intended major at UMBC?

DEM-A17a If yes, what kind of job do you think you will you have?

Q80 What is your intended major at UMBC?

DEM-A18 What area of science, technology, engineering, or math (STEM) do you think you might have an interest in during your first few years at UMBC? Please fill in.

- Fill in: (1) _____
- I do not yet have well-formulated ideas about the area of science, technology, engineering, or math in which I would like to work. (2)

DEM-A19 During high school, I worked many more hours on academic work than my science classmates to keep up the demands of high school. [Check one.]

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q81 How many hours per week do you anticipate you will be studying during Meyerhoff Summer Bridge?

- N/A (1)
- 1-5 hours per week (2)
- 6-10 hours per week (3)
- 11-15 hours per week (4)
- 16-20 hours per week (5)
- 20 or more hours per week (6)

DEM-B0 Section B - Family Background. We are now interested in knowing a bit about your family background and the context that may have affected your decision to attend college and major in science or engineering.

DEM-B1 What was your family situation before you reached age 18? [Check one.]

- I had no parents/guardians. (1)
- I had one parent/guardian. (2)
- I had two parents/guardians. (3)
- I had more than two parents/guardians. (4)
- More than one of the above (Briefly explain) (5) _____

Answer If What was your family situation before you reached age 18?... I had more than two parents/guardians. Is Selected

DEM-B1DESC Please choose the two parents/guardians with whom you lived the longest and complete all questions for Parent/Guardian 1 and Parent/Guardian 2.

Answer If What was your family situation before you reached age 18?... I had one parent/guardian. Is Selected Or What was your family situation before you reached age 18?... I had two parents/guardians. Is Selected Or What was your family situation before you reached age 18?... I had more than two parents/guardians. Is Selected

DEM-B1a Parent/Guardian 1 - This person is... [Check one per parent.]

- Male (1)
- Female (2)

Answer If What was your family situation before you reached age 18?... I had one parent/guardian. Is Selected Or What was your family situation before you reached age 18?... I had two parents/guardians. Is Selected Or What was your family situation before you reached age 18?... I had more than two parents/guardians. Is Selected

DEM-B1b Parent/Guardian 1 - How is this person related to you? [Check one per parent.]

- Biological parent (1)
- Adoptive parent (2)
- Step parent [spouse/partner of biological parent] (3)
- Other guardian, please specify (4) _____

Answer If What was your family situation before you reached age 18?... I had two parents/guardians. Is Selected Or What was your family situation before you reached age 18?... I had more than two parents/guardians. Is Selected

DEM-B1c Parent/Guardian 2 - This person is... [Check one per parent.]

- Male (1)
- Female (2)

Answer If What was your family situation before you reached age 18?... I had two parents/guardians. Is Selected Or What was your family situation before you reached age 18?... I had more than two parents/guardians. Is Selected

DEM-B1d Parent/Guardian 2 - How is this person related to you? [Check one per parent.]

- Biological parent (1)
- Adoptive parent (2)
- Step parent [spouse/partner of biological parent] (3)
- Other guardian, please specify (4) _____

DEM-B2 When you were growing up, was a language other than English spoken in your household? [Check one.]

- No (1)
- Yes (2)

If No Is Selected, Then Skip To Compared with American families in ge...

DEM-B2a If yes, what language was that? [Fill in; if more than one language other than English was spoken in your home, please choose the most frequently spoken language.]

DEM-B2b If yes, do you feel that you speak English at least as well as or better than other languages you speak? [Check one.]

- No, I speak another language better. (1)
- Yes, I speak English better. (2)
- The same. I speak English and the other language about the same. (3)

DEM-B3 Compared with American families in general at that time, what was your family income while you were in high school? [Check one.]

- Far below average (1)
- Below average (2)
- Average (3)
- Above average (4)
- Far above average (5)

DEM-B4 How difficult was it for you (and your family) to pay your monthly bills? [Check one.]

- Not at All Difficult (1)
- Not Very Difficult (2)
- Somewhat Difficult (3)
- Very Difficult (4)

DEM-B5 In my neighborhood growing up... [Check one response for each statement.]

	Strongly Disagree (1)	Disagree (2)	Neither Disagree nor Agree (3)	Agree (4)	Strongly Agree (5)
a. There was a strong sense of community (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There were significant problems with muggings, burglaries, assaults, or other crimes. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There were significant problems with illegal drugs being sold and/or used. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-B6 For each of the following questions, please check either no or yes.

	No (1)	Yes (2)
a. Do you have a close relative (parent, sibling, grandparent, aunt, uncle) who is in a STEM field? (1)	<input type="radio"/>	<input type="radio"/>
b. If you had a career-related question, do you have a close relative who could give you relevant advice? (2)	<input type="radio"/>	<input type="radio"/>
c. If you had a career-related question, do you have a close teacher from your high school who could give you relevant advice? (3)	<input type="radio"/>	<input type="radio"/>

DEM-B7 How often, while you were growing up, did your parents or primary guardians say or do things to... [Check one per question.]

	Never (1)	Seldom (2)	Somewhat Often (3)	Often (4)	Very Often (5)
a. Encourage you to be proud of your ethnicity and culture? (1)	<input type="radio"/>				
b. Promote your awareness of your culture and history? (2)	<input type="radio"/>				
c. Discuss the value of diversity? (3)	<input type="radio"/>				
d. Talk about discrimination based on race/ethnicity? (4)	<input type="radio"/>				
e. Talk about discrimination based on gender? (5)	<input type="radio"/>				
f. Talk about cultural bias? (6)	<input type="radio"/>				
g. Encourage your science or engineering interests/goals? (7)	<input type="radio"/>				

DEM-C0 **Section C - Your High School Experience. In this section we'd like to know about your experiences while in high school.**

DEM-C1 During high school did you have at least one mentor or teacher who had a strong positive impact on your intellectual or personal development? [Check one.]

- No (1)
- Yes (2)

Answer If During high school did you have at least one mentor or te... Yes Is Selected

DEM-C2 What was this mentor's or teacher's sex? [Check one.]

- Male (1)
- Female (2)

Answer If During high school did you have at least one mentor or te... Yes Is Selected

DEM-C3 What was this mentor's or teacher's race? [Check one.]

- African American/Black (1)
- American Indian (2)
- Aleutian, Native Alaskan or Eskimo (3)
- Asian/Pacific Islander (4)
- Hispanic/Latino (5)
- White (non-Hipsanic) (6)
- Multiracial, please specify (7) _____
- Other, please specify (8) _____
- Don't know (9)

Answer If During high school did you have at least one mentor or te... Yes Is Selected

DEM-C4 What is the main reason this mentor or faculty member had an impact on you?

[Check one.]

- Was excited by the way this person taught a class I was in (1)
- Showed a personal interest in me outside of class (2)
- Encouraged my academic development (3)
- Other, please specify (4) _____

DEM-C5 During high school.... [Check one for each question.]

	No (1)	Yes (2)
a. Did your science or math teachers talk to you about the under-representation of women within their fields? (1)	<input type="radio"/>	<input type="radio"/>
b. Did your science or math teachers talk to you about the under-representation of certain racial/ethnic groups within their fields? (2)	<input type="radio"/>	<input type="radio"/>

DEM-C6 Thinking about your last year of high school, please indicate how often you did the following: [Check one for each question.]

	Never (1)	Sometimes (2)	Often (3)	Very Often (4)	Does Not Apply (5)
a. I went to class without completing the required readings or assignments. (1)	<input type="radio"/>				
b. I prepared two or more drafts of a paper or assignment before turning it in. (2)	<input type="radio"/>				
c. I contributed to class discussion. (3)	<input type="radio"/>				
d. I chose to work in a study group with other students. (4)	<input type="radio"/>				
e. I actively debated students in the class if I didn't agree with their viewpoints. (5)	<input type="radio"/>				
f. I tutored other science/math students who needed help. (6)	<input type="radio"/>				
g. I had serious conversations with students who are very different from	<input type="radio"/>				

<p>me in terms of their religious beliefs, political opinions, or personal values. (7)</p>					
<p>h. I had political debates with my family. (8)</p>	○	○	○	○	○
<p>i. I used email to communicate with a faculty member. (9)</p>	○	○	○	○	○
<p>j. I discussed assignments with a faculty member. (10)</p>	○	○	○	○	○
<p>k. I talked about career plans with a faculty member or advisor. (11)</p>	○	○	○	○	○
<p>l. I attended lectures, seminars, or colloquia that were not required for my courses. (12)</p>	○	○	○	○	○
<p>m. I engaged in a sustained and mentored research experience with a faculty member [e.g., thesis/honors project, etc] (13)</p>	○	○	○	○	○

DEM-C7 During high school did you... ? [Check one for each question.]

	Not at All (1)	Occasionally (2)	Frequently (3)
a. Keep to yourself? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Feel proud about your academic accomplishments? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke cigarettes? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel isolated and lonely? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Have science or math teachers who actively engaged you during class? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Feel overwhelmed by all you had to do? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Speak up during a class discussion when you were not required to do so? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discuss politics with friends? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discuss religion with friends? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Discuss your science or engineering interests? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Imagine yourself in a science or engineering career? (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Regularly exercise? (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-C8 During my high school ... [Check one for each question.]

	Disagree (1)	Agree (2)	Don't Know / NA (3)
a. My neighbors generally were of my same racial or ethnic background. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My parents preferred that I didn't date people from racial or ethnic backgrounds that were different from mine. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. At my high school, most students had the same ethnic/racial background as me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Most of my close friends had the same ethnic/racial background racial as me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I was more "academically minded" than most of my immediate friends. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-C9 During your high school years, did you . . . [Check one for each question.]

	No (1)	Yes (2)	Does Not Apply (3)
a. Participate in a student organization focused on your race/ethnicity, culture, or first generation status? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Hold an office in a student organization (not including student government)? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participate in a study abroad program? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have a roommate of a different race/ethnicity? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participate in student government? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Date someone who was from a different race/ethnicity than you? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Modify your views on an important political issue after discussions with someone from a different racial/ethnic background than you? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Have discussions about racial issues with friends? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Have close friends from a different racial/ethnic group? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Study regularly with someone from a different racial/ethnic group? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Take a class where race or ethnicity was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the main topic? (11)			
l. Take a class where gender was the main topic? (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Attend a program on racial/ cultural awareness? (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Miss school due to employment responsibilities? (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Miss school due to family responsibilities? (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Meet with your teachers outside of class? (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-C10 During high school, what was the gender balance of students like in your science and math classes? [Check one.]

- There was an under-representation of women. (1)
 - There was an equal balance of men and women. (2)
 - There was an over-representation of women. (3)
 - I attended a single-gender high school. (Please indicate "all girls" or "all boys.") (4)
-

DEM-C11 During high school, what was the balance of racial/minority students in your science and math classes? [Check one.]

- There was an under-representation of racial minority students. (1)
- There was an equal balance of racial minority students. (2)
- There was an over-representation of racial minority students. (3)

DEM-C12 Looking ahead at the time you will spend as a student at UMBC, do you expect to . . .
 . [Check one for each question.]

	No (1)	Maybe (2)	Yes (3)	Does Not Apply (4)
a. Participate in student government (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Study abroad for a semester or for a summer (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Play intramural sports (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Write a honors thesis (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Be a part of Greek life (fraternity/sorority) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Complete requirements for a double major (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be a part of the honors program (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Find at least one science or engineering mentor (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Attend UMBC sporting events (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Attend a concert on campus (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Participate in a service learning course for credit (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Conduct independent research (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Rotate in different science or engineering laboratories (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Present my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

work at a professional scientific conference (14)				
o. Publish a scientific journal article (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Apprentice with doctoral students in science or engineering (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Join a Political Organization (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Join a Gender-Based Organization (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Join a Race/Ethnicity-Based Organization (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Join a Religious-Based Organization (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Join a LGBTQ Organization (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Join a group related to my science-based or engineering-based interests (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Create a new science-based or engineering-based club (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Join Other Organization, please specify: (Fill in) (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-C13 We are interested in your reasons for pursuing your science or engineering academic interests at UMBC. Please rate each reason. [Check one for each question.]

	Not at All Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
a. Influence of my family (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Influence of my teachers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Influence of my close friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Desire to be stimulated intellectually (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Desire to get professional training (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. A personal experience I had with medicine (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. An experience I had with a scientist or engineer (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. An experience I had in a class (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. An experience I had with a lab (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Desire to get more time in a science or engineering lab (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Prestige of STEM fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(11)					
I. Opportunity to be of service to society (12)	<input type="radio"/>				
m. Desire for varied work (13)	<input type="radio"/>				
n. Desire to go into industry (14)	<input type="radio"/>				
o. Desire to make or develop my own theories (15)	<input type="radio"/>				
p. Desire to earn a lot of money (16)	<input type="radio"/>				
q. Desire to influence how medicine is practiced (17)	<input type="radio"/>				
r. Other, please specify (18)	<input type="radio"/>				

DEM-C14 How important to you are each of these factors for a science or engineering-related job? [Check one for each question.]

	Not at All Important (1)	Slightly Important (2)	Moderately Important (3)	Very Important (4)	Extremely Important (5)
a. Interesting (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Independent work toward goals I set for myself (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Working with a team of people (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Well-paid (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Potential to work for justice for all people (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Opportunity to have a wide variety of work (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Potential to have influence in the community (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Well respected/high status (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Opportunity for leadership (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Can use my speaking skills (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Can use my writing skills (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Can use my laboratory skills (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Can use my quantitative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

skills (13)					
n. Can become an expert (14)	<input type="radio"/>				
o. Can have one or more supportive mentors (15)	<input type="radio"/>				
p. Having clear expectations about my job role (16)	<input type="radio"/>				
q. Work for something I believe in (17)	<input type="radio"/>				
r. Can be challenged (18)	<input type="radio"/>				
s. Can make decisions about how work should be done. (19)	<input type="radio"/>				
t. Opportunity to predict my job future (20)	<input type="radio"/>				
u. Job Security (21)	<input type="radio"/>				
v. Good work/life balance (22)	<input type="radio"/>				
w. Opportunity to make a useful contribution to society (23)	<input type="radio"/>				
x. Personally satisfying (24)	<input type="radio"/>				
y. Opportunities to make exciting new discoveries (25)	<input type="radio"/>				
z. Lots of	<input type="radio"/>				

different types of job available (26)					
aa. Science is cool (27)	<input type="radio"/>				
bb. Opportunity to work with interesting people (28)	<input type="radio"/>				
cc. Other reason, please specify (29)	<input type="radio"/>				

DEM-E0 Section D - General. This final section asks general information about your current science or engineering interest and who you can go to for support.

DEM-E1 My main source of social and emotional support is: [List relationship; not name (e.g., mother, best friend from high school, etc)]

DEM-E2 My main source of academic support is: [List relationship; not name (e.g., mother, best friend from high school, etc)]

DEM-E3 Do you think that you will go to graduate school in a science or engineering related field right after graduation from UMBC? [Check one.]

- No chance (1)
- Small chance (2)
- 50-50 chance - toss-up (3)
- Very likely (4)
- Absolutely (5)

DEM-E4 Realistically, by the time I graduate from UMBC, I estimate that my class rank will be in the: [Check one.]

- Bottom 25% (1)
- Bottom 50% (2)
- Top 50% (3)
- Top 25% (4)
- Top 10% (5)
- Top 5% (6)
- Top 1% (7)

DEM-E5 Which of the following will likely be your criterion for judging that you have been successful in your career? [Check one.]

- Doing well enough to stay in the profession (1)
- Doing as well as the average person in the profession (2)
- Doing a little better than the average person in the profession (3)
- Doing much better than the average person in the profession (4)
- Recognized as one of the top persons in the profession (5)
- Other, please specify (fill in) (6) _____

DEM-E6 Please indicate your agreement with each of the following statements using the following scale:

	Strongly Disagree (1)	Disagree (2)	Neither Disagree nor Agree (3)	Agree (4)	Strongly Agree (5)
a. I am excited about the idea of scientific research. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I expect that my career will focus on research rather than practice (or non-research work). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I enjoy doing research-related tasks. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I expect that my career will focus on practice (or non-research work) rather than research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I look forward to working in a research lab. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am firmly committed to pursuing a career in research. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am confident that I will achieve my academic goals. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. I am confident that I will achieve my long-term career goals. (8)	○	○	○	○	○
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DEM-E7 This section assesses your confidence in your abilities to function as a scientist or engineer in your area. Indicate the extent to which you are confident you can successfully complete the following tasks. Please select the best answer on the scale from not at all confident to absolutely confident.

	Not at All Confident (1)	Somewhat Confident (2)	Moderately Confident (3)	Very Confident (4)	Absolutely Confident (5)
a. Use technical science skills (use of tools, instruments, and/or techniques) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Generate a research question to answer (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Figure out what data I should collect (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Collaborate with other scientists or engineers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Figure out the methods I should use (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Show integrity as a scientist or engineer (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be resilient if a project doesn't go my way (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Be persistent in seeking an answer (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Be a good lab citizen (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Be open to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

criticism (10)					
k. Be meticulous in record keeping (11)	<input type="radio"/>				
l. Create explanations for the results of the study (12)	<input type="radio"/>				
m. Use scientific literature and/or reports to guide research (13)	<input type="radio"/>				
n. Develop theories by integrating and coordinating results from multiple studies (14)	<input type="radio"/>				
o. Report research results in an oral presentation (15)	<input type="radio"/>				

DEM-E8 Think about your ability to do the tasks required to complete scientific research. When answering the following questions, answer in reference to your own personal research skills and ability to perform as a competent scientist or engineer.

	Strongly Disagree (1)	Disagree (2)	Neither Disagree nor Agree (3)	Agree (4)	Strongly Agree (5)
a. Eventually, I will be a research star in my scientific or engineering field. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Doing meaningful research will be somewhat difficult for me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am confident in my ability to excel in research endeavors. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am not so sure about my potential to become a highly influential scientist or engineer. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEM-E9 The following questions ask how you think about yourself and your personal identity. We want to understand how much you think that being a scientist or engineer is part of who you are. For the purposes of this study when you see the word scientist or engineer it is intended to mean a professional undertaking research activities in your area of study (e.g., a biologist or a research engineer). Please select the best answer on the scale from strongly disagree to strongly agree.

	Strongly Disagree (1)	Disagree (2)	Neither Disagree nor Agree (3)	Agree (4)	Strongly Agree (5)
a. I have a strong sense of belonging to the community of scientists or engineers. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I derive great personal satisfaction from working on a team that is doing important research. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have come to think of myself as a 'scientist' or 'engineer.' (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel like I belong in the field of science or engineering. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The daily work of a scientist or engineer is appealing to me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q82 Please tell us a bit about your views about being a Meyerhoff Scholar.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. As a Meyerhoff Scholar, I feel that I have special status on this campus. (1) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am more likely to get into a top graduate school in science due to my participation in the Meyerhoff Scholars Program. (2) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am more likely to complete a PhD in a science or engineering field due to my participation in the Meyerhoff program. (3) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Initiatives like the Meyerhoff Scholars Program can increase the number of underrepresented minorities who receive PhDs in science or engineering fields. (4) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Summer Bridge will make me more prepared for UMBC than other incoming students. (5) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am excited	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>about joining a scientific lab. (6) (6)</p>					
<p>g. I enjoy being with students who have a similar career goal as mine. (7) (7)</p>	○	○	○	○	○
<p>h. I expect to make a scientific discovery while I am here at UMBC. (8) (8)</p>	○	○	○	○	○
<p>i. This program will prepare me to be a successful undergraduate science or engineering student. (9) (9)</p>	○	○	○	○	○
<p>j. A doctoral program in a science or engineering field is in my future. (10) (10)</p>	○	○	○	○	○
<p>k. I am excited about having a professional career in science or engineering. (11) (11)</p>	○	○	○	○	○
<p>l. In the Meyerhoff program, I will receive training in how to prepare for graduate school. (12) (12)</p>	○	○	○	○	○
<p>m. As a result of the Meyerhoff program, I will be connected to a more diverse array of scientists and engineers in my profession.</p>	○	○	○	○	○

<p>(13) (13) n. In the coming years, I think I am going to learn a lot from the other students in my Meyerhoff group. (14) (14)</p>	○	○	○	○	○
<p>o. I am excited to be in my Meyerhoff class. (15) (15)</p>	○	○	○	○	○
<p>p. There are already some students in Meyerhoff who I don't particularly relate to. (16) (16)</p>	○	○	○	○	○
<p>q. Administrators of the Meyerhoff Scholars Program will be looking out for my academic well being. (17) (17)</p>	○	○	○	○	○
<p>r. I will be trained in how to prepare for graduate school. (18) (18)</p>	○	○	○	○	○
<p>s. I will be connected to a more diverse array of scientists and engineers in my profession. (19) (19)</p>	○	○	○	○	○
<p>t. I bet that nearly all of the students in my Meyerhoff cohort will get PhDs in science or engineering. (20) (20)</p>	○	○	○	○	○

Q83 The next set of items inquires about how accurately each statement describes your attitudes and beliefs surrounding the Meyerhoff program. [Check one for each statement]

	Not at all accurate (1)	Somewhat accurate (2)	Moderately accurate (3)	Very accurate (4)	Completely accurate (5)
a. I am aware that excellence demands sacrifice. (1) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I strive for excellence in every aspect of my college experience. (2) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am accountable for my personal behavior and performance. (3) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am mindful of how my actions reflect on others in the program. (4) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I am accountable not only for myself but also for the personal behavior and performance of others in the program. (5) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am expected to consistently encourage other Meyerhoff Scholars. (6) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. It is my responsibility to make sure that everyone in the program is successful. (7) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I acknowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>that my success is partly due to the efforts of the students who came before me. (8) (8)</p>					
<p>i. I am expected to give back to the program, in part through program promotion and providing support to peers. (9) (9)</p>	○	○	○	○	○
<p>j. I am expected to give back to the larger community, in part through tutoring and advising other students on campus. (10) (10)</p>	○	○	○	○	○
<p>k. I am expected to give back to the larger community, in part through volunteer work, both on and off campus. (11) (11)</p>	○	○	○	○	○
<p>l. I am aware that the goal of the program is to increase the representation of historically underrepresented minorities in STEM. (12) (12)</p>	○	○	○	○	○
<p>m. I am personally committed to increasing the representation of historically underrepresented minorities in STEM. (13) (13)</p>	○	○	○	○	○

n. I am aware that the end goal of the program is to complete the PhD in a STEM field. (14) (14)	<input type="radio"/>				
o. I consistently receive reinforcement from program staff and students to pursue a STEM PhD. (15) (15)	<input type="radio"/>				
p. I am personally committed to the pursuit of a STEM PhD. (16) (16)	<input type="radio"/>				
q. I have made a commitment to focus all of my time, effort, and energy on Summer Bridge related activities this summer. (17) (17)	<input type="radio"/>				

Q84 The next set of items ask the extent to which feel the following statements are characteristic or not characteristic of you. Be honest – there are no right or wrong answers!
 [Check one for each statement]

	Very much like me (1)	Mostly like me (2)	Somewhat like me (3)	Not much like me (4)	Not like me at all (5)
a. I have overcome setbacks to conquer an important challenge. (1)	<input type="radio"/>				
b. New ideas and projects sometimes distract me from previous ones. (2)	<input type="radio"/>				
c. My interests change from year to year. (3)	<input type="radio"/>				
d. Setbacks don't discourage me. (4)	<input type="radio"/>				
e. I am a hard worker. (5)	<input type="radio"/>				
f. I have been obsessed with a certain idea or project for a short time but later lost interest. (6)	<input type="radio"/>				
g. I often set a goal but later choose to pursue a different one. (7)	<input type="radio"/>				
h. I have difficulty maintaining my focus on projects that	<input type="radio"/>				

take more than a few months to complete. (8)					
i. I finish whatever I begin. (9)	<input type="radio"/>				
j. I have achieved a goal that took years of work. (10)	<input type="radio"/>				
k. I become interested in new pursuits every few months. (11)	<input type="radio"/>				
l. I am diligent. (12)	<input type="radio"/>				

Q85 Please indicate the extent to which you agree or disagree with the following statements. Be honest – there are no right or wrong answers! [Check one for each statement]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Whenever I had a chance, I sit in the front row of my classes during high school. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Here at UMBC, whenever I have a chance, I expect to sit in the front row of my classes, (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I asked questions of my teachers in my classes during high school. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Here at UMBC, I expect to ask questions of my teachers during classes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If I need to, I ask for help from my peers regarding class work or assignments. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I take good notes during class. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I manage my time wisely. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. I know how to find my way around UMBC. (8)	<input type="radio"/>				
i. I am comfortable introducing myself to other people, if necessary. (9)	<input type="radio"/>				
j. When necessary, I can step up and be a leader of my peers. (10)	<input type="radio"/>				
k. I am able to manage conflict between my peers. (11)	<input type="radio"/>				
l. I am comfortable mingling with peers of different ethnicities and races. (12)	<input type="radio"/>				
m. I have good listening skills. (13)	<input type="radio"/>				
n. I am open to points of view that are different from mine. (14)	<input type="radio"/>				
o. I am willing to help a peer who is in need of academic help. (15)	<input type="radio"/>				
p. I have adequate information about what type of	<input type="radio"/>				

research lab I might want to get into here at UMBC (16)					
q. I understand what a career in STEM might look like. (17)	<input type="radio"/>				
r. I understand what a career in research might look like. (18)	<input type="radio"/>				
s. I know how to dress professionally. (19)	<input type="radio"/>				
t. I know how to interact with accomplished people. (20)	<input type="radio"/>				
u. I know what a good handshake is. (21)	<input type="radio"/>				
v. I know what good posture is. (22)	<input type="radio"/>				

DEM-COM1 Please let us know any comments that you have about the survey or anything that you would like to add to clarify your responses.

DEM-END This is the last survey page.

We THANK YOU immensely for your help, participation and support of our assessment of the Meyerhoff Scholars Program!! When you are done with this page, be sure to submit your responses by clicking the “next” button (>>) at the bottom of the page!>

CAG-ID <p>Please enter your UMBC email address:<o:p></o:p></p>

CAG-1 **This scale is made up of a list of statements each of which may or may not be true about you. For each statement choose "definitely true" if you are sure it is true about you and "probably true" if you think it is true but are not absolutely certain. Similarly, you should choose "definitely false" if you are sure the statement is false and "probably false" if you think it is false but are not absolutely certain.**

	Definitely True (1)	Probably True (2)	Probably False (3)	Definitely False (4)
a. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel that there is no one I can share my most private worries and fears with. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. If I were sick, I could easily find someone to help me with my daily chores. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is someone I can turn to for advice about handling problems with my family. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. When I need suggestions on how to deal with a personal problem, I know someone I can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

turn to. (6)				
g. I don't often get invited to do things with others. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.). (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If I wanted to have lunch with someone, I could easily find someone to join me. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. If I was stranded 10 miles from home, there is someone I could call who could come and get me. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAG-2 <p>For each question below, please decide how much the statement characterizes your Actual self as you see it, using one of these answers:<o:p></o:p></p>

	Not at all characteristic of me (1)	Not very characteristic of me (2)	Slightly characteristic of me (3)	Fairly characteristic of me (4)	Very much characteristic of me (5)
a. I would describe myself as socially unskilled. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I frequently find it difficult to defend my point of view when confronted with the opinions of others. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I would be willing to describe myself as a pretty "strong" personality. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. When I work on a committee I like to take charge of things. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I usually expect to succeed in the things I do. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I feel comfortable approaching someone in a position of authority over me. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I enjoy being around other people,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and seek out social encounters frequently. (7)					
h. I feel confident of my social behavior. (8)	<input type="radio"/>				
i. I feel I can confidently approach and deal with anyone I meet. (9)	<input type="radio"/>				
j. I would describe myself as happy. (10)	<input type="radio"/>				
k. I enjoy being in front of large audiences. (11)	<input type="radio"/>				
l. When I meet a stranger, I often think that he or she is better than I am. (12)	<input type="radio"/>				
m. It is hard for me to start a conversation with strangers. (13)	<input type="radio"/>				
n. People seem naturally to turn to me when decisions have to be made (14)	<input type="radio"/>				
o. I feel secure in social	<input type="radio"/>				

situations. (15) p. I like to exert my influence over other people. (16)	<input type="radio"/>				
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Q35 <p>These questions are related to your experience with the people you know in the scientific</p><p>community. People in the scientific community can include anyone you know who works in the</p><p>sciences either in a university setting (faculty members, researchers etc.) or outside the</p> university.

	Strongly Disagree (6)	Disagree (4)	Neither Agree nor Disagree (3)	Agree (1)	Strongly Agree (8)
a. I feel that the scientific community provides me with choices and options. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel understood by people in the scientific community. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. People in the scientific community convey confidence in my ability to do well (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. People in the scientific community encourage me to ask questions. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. People in the scientific community listen to how I would like to do things. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAG-M0 Math - The questions below are about your experiences in the most advanced MATH CLASS that you had in high school. You should think about that MATH class when you answer these questions. Please remember that we will keep all your answers private. [Check one response per statement]

CAG-M1 For what MATH class are you reporting?

CAG-M2 In which year of high school did you take this MATH class?

- Sophomore (Grade 10) (1)
- Junior (Grade 11) (2)
- Senior (Grade 12) (3)

CAG-C3

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. I was not close to many people in that MATH class. (1)	<input type="radio"/>				
b. People in that MATH class were pretty friendly to me. (2)	<input type="radio"/>				
c. I really liked people in that MATH class. (3)	<input type="radio"/>				
d. I pretty much kept to myself in that MATH class. (4)	<input type="radio"/>				
e. I considered the people in that MATH class to be my friends. (5)	<input type="radio"/>				
f. I felt very competent in that MATH class. (6)	<input type="radio"/>				
g. People in the class told me I'm good at MATH. (7)	<input type="radio"/>				
h. When I was in that MATH class, I did not feel very capable. (8)	<input type="radio"/>				
i. In that class, I did not get much of a chance	<input type="radio"/>				

to show my MATH abilities. (9)					
j. I learned interesting new skills in that MATH class. (10)	<input type="radio"/>				
k. In that MATH class, I had to do what I was told. (11)	<input type="radio"/>				
l. I often felt I had no control about how to do my work in that MATH class. (12)	<input type="radio"/>				
m. My ideas were taken into consideration in that MATH class. (13)	<input type="radio"/>				
n. I had a lot of say in how much I learned in that MATH class. (14)	<input type="radio"/>				
o. I was free to express my ideas and opinions in that MATH class. (15)	<input type="radio"/>				

up. (5)							
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CAG-C0 <p>Chemistry - The questions below are about your experiences in the most advanced CHEMISTRY CLASS that you had in high school. You should think about that CHEMISTRY class when you answer these questions. Please remember that we will keep all your answers private.</p></p>

CAG-C1 <p>For what CHEMISTRY class are you reporting? </p></p>

CAG-C2 In which year of high school did you take this CHEMISTRY class?

- Sophomore (Grade 10) (1)
- Junior (Grade 11) (2)
- Senior (Grade 12) (3)

Q33

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. I was not close to many people in that CHEMISTRY class. (1)	<input type="radio"/>				
b. People in that CHEMISTRY class were pretty friendly to me. (2)	<input type="radio"/>				
c. I really liked people in that CHEMISTRY class. (3)	<input type="radio"/>				
d. I pretty much kept to myself in that CHEMISTRY class. (4)	<input type="radio"/>				
e. I considered the people in that CHEMISTRY class to be my friends. (5)	<input type="radio"/>				
f. I felt very competent in that CHEMISTRY class. (6)	<input type="radio"/>				
g. People in the class told me I'm good at CHEMISTRY. (7)	<input type="radio"/>				
h. When I was in that CHEMISTRY class, I did	<input type="radio"/>				

not feel very capable. (8)					
i. In that class, I did not get much of a chance to show my CHEMISTRY abilities. (9)	<input type="radio"/>				
j. I learned interesting new skills in that CHEMISTRY class. (10)	<input type="radio"/>				
k. In that CHEMISTRY class, I had to do what I was told. (11)	<input type="radio"/>				
l. I often felt I had no control about how to do my work in that CHEMISTRY class. (12)	<input type="radio"/>				
m. My ideas were taken into consideration in that CHEMISTRY class. (13)	<input type="radio"/>				
n. I had a lot of say in how much I learned in that CHEMISTRY class. (14)	<input type="radio"/>				
o. I was free to express my ideas and opinions in that CHEMISTRY class. (15)	<input type="radio"/>				

CAG-P0 Physics - The questions below are about your experiences in the most advanced PHYSICS CLASS that you had in high school. You should think about that PHYSICS class when you answer these questions. Please remember that we will keep all your answers private.

CAG-P1 For what PHYSICS class are you reporting?

CAG-P2 <p>In which year of high school did you take this PHYSICS class? <o:p></o:p></p>

- Sophomore (Grade 10) (1)
- Junior (Grade 11) (2)
- Senior (Grade 12) (3)

CAG-P3

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. I was not close to many people in that PHYSICS class. (1)	<input type="radio"/>				
b. People in that PHYSICS class were pretty friendly to me. (2)	<input type="radio"/>				
c. I really liked people in that PHYSICS class. (3)	<input type="radio"/>				
d. I pretty much kept to myself in that PHYSICS class. (4)	<input type="radio"/>				
e. I considered the people in that PHYSICS class to be my friends. (5)	<input type="radio"/>				
f. I felt very competent in that PHYSICS class. (6)	<input type="radio"/>				
g. People in the class told me I'm good at PHYSICS. (7)	<input type="radio"/>				
h. When I was in that PHYSICS class, I did not feel very	<input type="radio"/>				

capable. (8)					
i. In that class, I did not get much of a chance to show my PHYSICS abilities. (9)	<input type="radio"/>				
j. I learned interesting new skills in that PHYSICS class. (10)	<input type="radio"/>				
k. In that PHYSICS class, I had to do what I was told. (11)	<input type="radio"/>				
l. I often felt I had no control about how to do my work in that PHYSICS class. (12)	<input type="radio"/>				
m. My ideas were taken into consideration in that PHYSICS class. (13)	<input type="radio"/>				
n. I had a lot of say in how much I learned in that PHYSICS class. (14)	<input type="radio"/>				
o. I was free to express my ideas and opinions in that PHYSICS class. (15)	<input type="radio"/>				

away, I just give up. (5)							
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<p>in math, it is because my teacher thinks I am not good at math. (10)</p> <p>k. When I receive a poor grade in math, it is because I am not good at math. (11)</p> <p>l. When I receive a poor grade in math, it is because I didn't study hard enough. (12)</p>	<input type="radio"/>						
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<p>w. When I receive a low grade in English, it is because I haven't worked hard enough. (23)</p>	<input type="radio"/>						
<p>x. When I receive a low grade in English, it is because my teacher was extra strict when he or she graded my paper. (24)</p>	<input type="radio"/>						

Q37 Below is a list of ways you might have felt or behaved recently. Please tell me how often you have felt this way during the PAST WEEK.

	Rarely or none of the time (less than 1 day) (1)	Some or a little of the time (1-2 days) (2)	Occasionally or a moderate amount of time (3-4 days) (3)	Most of the time (5-7 days) (4)
a. I felt that I was just as good as other people. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had trouble keeping my mind on what I was doing. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I felt depressed. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I felt that everything I did was an effort. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt hopeful about the future. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My sleep was restless. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was happy. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. People were unfriendly. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I enjoyed life. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I had crying spells. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I felt that people disliked me. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I could not get "going." (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CAG-5 Select your ethnicity (check one)

- Asian (1)
- Hispanic/Latino (2)
- Black (3)
- American Indian/Native American (4)
- White (5)
- Other: please specify (6) _____

CAG-6 <p>Select your gender (check one)<o:p></o:p></p>

- Male (1)
- Female (2)

Answer If Select your ethnicity (check one) Other: please specify Is Not Selected

CAG-7a Each of us is a member of one or more ethnic groups (e.g., Black, Asian, Latino, etc.). For some people, their race or ethnicity is a very important part of who they are, whereas for others it is less important. Please read each statement below carefully and indicate the extent to which you agree or disagree.<div>
</div>

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Being \${q://QID23/ChoiceGroup/SelectedChoices} is an important part of who I am. (1)	<input type="radio"/>				
I have a strong sense of belonging with \${q://QID23/ChoiceGroup/SelectedChoices} people. (2)	<input type="radio"/>				
I prefer to watch movies or television programs in which \${q://QID23/ChoiceGroup/SelectedChoices} people are the main characters. (3)	<input type="radio"/>				
I feel close to other \${q://QID23/ChoiceGroup/SelectedChoices} people. (4)	<input type="radio"/>				
Most of my friends are \${q://QID23/ChoiceGroup/SelectedChoices}. (5)	<input type="radio"/>				
I prefer to read books in which \${q://QID23/ChoiceGroup/SelectedChoices} people are the main characters. (6)	<input type="radio"/>				

Answer If Select your ethnicity (check one) Other: please specify Is Selected

CAG-7b Each of us is a member of one or more ethnic groups (e.g., Black, Asian, Latino, etc.). For some people, their race or ethnicity is a very important part of who they are, whereas for others it is less important. Please read each statement below carefully and indicate the extent to which you agree or disagree.<div>
</div>

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
Being \${q://QID23/ChoiceGroup/SelectedChoicesText Entry} is an important part of who I am. (1)	<input type="radio"/>				
I have a strong sense of belonging with \${q://QID23/ChoiceGroup/SelectedChoicesText Entry} people. (2)	<input type="radio"/>				
I prefer to watch movies or television programs in which \${q://QID23/ChoiceGroup/SelectedChoicesText Entry} people are the main characters. (3)	<input type="radio"/>				
I feel close to other \${q://QID23/ChoiceGroup/SelectedChoicesText Entry} people. (4)	<input type="radio"/>				
Most of my friends are \${q://QID23/ChoiceGroup/SelectedChoicesText Entry}. (5)	<input type="radio"/>				
I prefer to read books in which \${q://QID23/ChoiceGroup/SelectedChoicesText Entry} people are the main characters. (6)	<input type="radio"/>				

Answer If Select your gender (check one) Male Is Selected

CAG-8M Please read each statement below carefully and indicate the extent to which you agree or disagree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. Being male has little to do with how I think about myself. (1)	<input type="radio"/>				
b. I prefer to watch movies or television programs that have been made to appeal to boys and men. (2)	<input type="radio"/>				
c. Being male is an important part of my self-image. (3)	<input type="radio"/>				
d. Being male has a lot to do with how I think about myself. (4)	<input type="radio"/>				
e. Being male is unimportant to my sense of who I am. (5)	<input type="radio"/>				
f. I prefer to read books that are mostly read by boys and men. (6)	<input type="radio"/>				

Answer If Select your gender (check one) Female Is Selected

CAG-8F Please read each statement below carefully and indicate the extent to which you agree or disagree.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. Being female has little to do with how I think about myself. (1)	<input type="radio"/>				
b. I prefer to watch movies or television programs that have been made to appeal to girls and women. (2)	<input type="radio"/>				
c. Being female is an important part of my self-image. (3)	<input type="radio"/>				
d. Being female has a lot to do with how I think about myself. (4)	<input type="radio"/>				
e. Being female is unimportant to my sense of who I am. (5)	<input type="radio"/>				
f. I prefer to read books that are mostly read by girls and women. (6)	<input type="radio"/>				

Answer If Select your gender (check one) Male Is Selected

CAG-9M Rate your agreement or disagreement with each of the following statements.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. I am a lot like other guys my age. (1)	<input type="radio"/>				
b. My parents would be upset if I acted like a girl. (2)	<input type="radio"/>				
c. I think I am a good example of being a guy. (3)	<input type="radio"/>				
d. My friends think it's fine if I act like a girl. (4)	<input type="radio"/>				
e. My male friends would think it's fine if I wanted to learn how to knit. (5)	<input type="radio"/>				
f. I do NOT feel I fit in with other guys. (6)	<input type="radio"/>				
g. I do NOT like boys who often do things that girls usually do. (7)	<input type="radio"/>				
h. I would get really mad if someone says I'm acting like a girl. (8)	<input type="radio"/>				
i. My parents would NOT	<input type="radio"/>				

<p>mind if I wanted to take ballet lessons. (9)</p>					
<p>j. Things I like to do in my spare time are very different from what most guys like to do in their spare time. (10)</p>	○	○	○	○	○
<p>k. My friends would NOT like me if I acted like a girl. (11)</p>	○	○	○	○	○
<p>l. My personality is different from the personality of other guys. (12)</p>	○	○	○	○	○
<p>m. My friends would think it's weird if I wanted to take ballet lessons. (13)</p>	○	○	○	○	○
<p>n. The kinds of things I'm good at are similar to what most guys are good at. (14)</p>	○	○	○	○	○
<p>o. My parents would NOT like it if I wanted to learn how to knit. (15)</p>	○	○	○	○	○
<p>p. My parents would be upset if I</p>	○	○	○	○	○

<p>wanted to learn an activity that only girls usually do. (16)</p>					
<p>q. My parents would like for me to choose a career that is common for men to have. (17)</p>	<input type="radio"/>				
<p>r. My parents would probably have different career expectations for me if I were a girl. (18)</p>	<input type="radio"/>				

Answer If Select your gender (check one) Female Is Selected

CAG-9F Rate your agreement or disagreement with each of the following statements.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
a. I am a lot like other girls my age. (1)	<input type="radio"/>				
b. My parents would be upset if I acted like a guy. (2)	<input type="radio"/>				
c. I think I am a good example of being a girl. (3)	<input type="radio"/>				
d. My friends think it's fine if I act like a guy. (4)	<input type="radio"/>				
e. My girl friends would think it's fine if I wanted to learn how to fish or hunt. (5)	<input type="radio"/>				
f. I do NOT feel I fit in with other girls. (6)	<input type="radio"/>				
g. I do NOT like girls who often do things that boys/guys usually do. (7)	<input type="radio"/>				
h. I would get really mad if someone says I'm acting like a man. (8)	<input type="radio"/>				
i. My parents	<input type="radio"/>				

<p>would think it's fine if I learned how to fix cars and bicycles. (9)</p>					
<p>j. Things I like to do in my spare time are very different from what most girls like to do in their spare time. (10)</p>	<input type="radio"/>				
<p>k. My friends would NOT like me if I acted like a man. (11)</p>	<input type="radio"/>				
<p>l. My personality is different from the personality of other girls. (12)</p>	<input type="radio"/>				
<p>m. My friends would think it's weird if I learned how to fix cars and bicycles. (13)</p>	<input type="radio"/>				
<p>n. The kinds of things I'm good at are similar to what most girls are good at. (14)</p>	<input type="radio"/>				
<p>o. My parents would NOT like it if I wanted to learn how to fish and hunt. (15)</p>	<input type="radio"/>				

<p>p. My parents would be upset if I wanted to learn an activity that only men usually do. (16)</p>	<input type="radio"/>				
<p>q. My parent would like for me to choose a career that is common for women to have. (17)</p>	<input type="radio"/>				
<p>r. My parent would probably have different career expectations for me if I were a boy. (18)</p>	<input type="radio"/>				

myself how to do things in my daily life. (20) u. People are generally pretty friendly towards me. (21)	<input type="radio"/>						
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CAG-COM1 <p>Please let us know any comments that you have about the survey or anything that you would like to add to clarify your responses.</p></p>

CAG-END This is the last survey page. We THANK YOU immensely for your help, participation and support of our assessment of the Meyerhoff Scholars Program!! When you are done with this page, be sure to submit your responses by clicking the “next” button (>>) at the bottom of the page!

MYSP Summer Bridge 3.1

SAP-INTRO Talented Students in Science and Engineering: MEYERHOFF SCHOLARS PROGRAM (MYSP)

Dear Meyerhoff Scholar, This research survey is part of our regular evaluation efforts to gain a better understanding of your experiences at the university and in the Meyerhoff Scholars Program. We plan to send a comparable survey to you each year until you graduate. We expect that it will take you 45 minutes to complete the survey. Please answer each question as accurately and honestly as possible, as your responses are important to our investigation of the various factors that contribute to the success of talented students in science, technology, engineering, and mathematics (STEM).

All your responses will be treated confidentially and will only be seen by the evaluation staff. Results will be reported as group results (e.g., averages), so that information about yourself or other individuals will never be revealed. We appreciate the time and effort that you put into answering this survey and to our larger research effort. Your responses are important for our understanding of the Meyerhoff Scholars Program and how best to improve it. By continuing, you are agreeing to take this survey. Our research is supported through a major financial commitment from the Howard Hughes Medical Institute (HHMI). In the survey we will ask questions about the following: Background information, some family information, experiences in high school, personal characteristics, and expectations about college. Thank you for contributing to our collective knowledge about the Meyerhoff Scholars Program and how best to improve it. If you have any questions at all, please contact the lead program evaluator, Dr. Kenneth Maton, at maton@umbc.edu.

With our utmost appreciation and thanks,
Kenneth Maton, Ph.D. Psychology Department

SAP-INSTR Assessment 3 focuses on your personality, social and academic experiences, view of yourself, and attitudes about what is important in education.

SAP-ID Please enter your UMBC email address:

SAP-A0 **Section A - In this section we would like to know how you view your personality and yourself.**

SAP-A1 Please read each statement and decide how much you agree or disagree with that statement. Please answer every statement, even if you are not completely sure of your response. [Select one response per statement]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. I would be quite bored by a visit to an art gallery. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I plan ahead and organize things, to avoid scrambling at the last minute. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I rarely hold a grudge, even against people who have badly wronged me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel reasonably satisfied with myself overall. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would feel afraid if I had to travel in bad weather conditions. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I wouldn't use flattery to get a raise or promotion at work, even if I thought it would help me get what I want. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>g. I'm interested in learning about the history and politics of other countries. (7)</p>	<input type="radio"/>				
<p>h. I often push myself very hard when trying to achieve a goal. (8)</p>	<input type="radio"/>				
<p>i. People sometimes tell me that I am too critical of others. (9)</p>	<input type="radio"/>				
<p>j. I rarely express my opinions in group meetings. (10)</p>	<input type="radio"/>				
<p>k. I sometimes can't help worrying about little things. (11)</p>	<input type="radio"/>				
<p>l. If I knew that I could never get caught, I would be willing to steal a million dollars. (12)</p>	<input type="radio"/>				
<p>m. I would enjoy creating a work of art, such as a novel, a song, or a painting. (13)</p>	<input type="radio"/>				
<p>n. When</p>	<input type="radio"/>				

<p>working on something, I don't pay much attention to small details. (14)</p> <p>o. People sometimes tell me that I'm too stubborn. (15)</p>	<input type="radio"/>				
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SAP-A2 Please read each statement and decide how much you agree or disagree with that statement. Please answer every statement, even if you are not completely sure of your response. [Select one response per statement]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. I prefer jobs that involve active social interaction to those that involve working alone. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When I suffer from a painful experience, I need someone to make me feel comfortable. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Having a lot of money is not especially important to me. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I think that paying attention to radical ideas is a waste of time. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I make decisions based on the feeling of the moment rather than on careful thought. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. People think of me as someone who has a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>quick temper. (6)</p>					
<p>g. On most days, I feel cheerful and optimistic. (7)</p>	○	○	○	○	○
<p>h. I feel like crying when I see other people crying. (8)</p>	○	○	○	○	○
<p>i. I think that I am entitled to more respect than the average person is. (9)</p>	○	○	○	○	○
<p>j. If I had the opportunity, I would like to attend a classical music concert. (10)</p>	○	○	○	○	○
<p>k. When working, I sometimes have difficulties due to being disorganized. (11)</p>	○	○	○	○	○
<p>l. My attitude toward people who have treated me badly is "forgive and forget". (12)</p>	○	○	○	○	○
<p>m. I feel that I am an unpopular person. (13)</p>	○	○	○	○	○
<p>n. When it comes to physical danger, I am very fearful.</p>	○	○	○	○	○

<p>(14) o. If I want something from someone, I will laugh at that person's worst jokes. (15)</p>	<p>○</p>	<p>○</p>	<p>○</p>	<p>○</p>	<p>○</p>
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SAP-A3 <p>Please read each statement and decide how much you agree or disagree with that statement. Please answer every statement, even if you are not completely sure of your response. [Select one response per statement]<o:p></o:p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. I've never really enjoyed looking through an encyclopedia. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I do only the minimum amount of work needed to get by. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I tend to be lenient in judging other people. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In social situations, I'm usually the one who makes the first move. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I worry a lot less than most people do. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I would never accept a bribe, even if it were very large. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. People have often told me that I have a good imagination. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I always try to be accurate in my work, even at the expense of time. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I am usually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

quite flexible in my opinions when people disagree with me. (9)					
j. The first thing that I always do in a new place is to make friends. (10)	<input type="radio"/>				
k. I can handle difficult situations without needing emotional support from anyone else. (11)	<input type="radio"/>				
l. I would get a lot of pleasure from owning expensive luxury goods. (12)	<input type="radio"/>				
m. I like people who have unconventional views. (13)	<input type="radio"/>				
n. I make a lot of mistakes because I don't think before I act. (14)	<input type="radio"/>				
o. Most people tend to get angry more quickly than I do. (15)	<input type="radio"/>				

SAP-A4 Please read each statement and decide how much you agree or disagree with that statement. Please answer every statement, even if you are not completely sure of your response. [Select one response per statement]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Most people are more upbeat and dynamic than I generally am. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel strong emotions when someone close to me is going away for a long time. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I want people to know that I am an important person of high status. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I don't think of myself as the artistic or creative type. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. People often call me a perfectionist. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Even when people make a lot of mistakes, I rarely say anything negative. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>g. I sometimes feel that I am a worthless person. (7)</p>	<input type="radio"/>				
<p>h. Even in an emergency, I don't feel like panicking. (8)</p>	<input type="radio"/>				
<p>i. I wouldn't pretend to like someone just to get that person to do favors for me. (9)</p>	<input type="radio"/>				
<p>j. I find it boring to discuss philosophy. (10)</p>	<input type="radio"/>				
<p>k. I prefer to do whatever comes to mind, rather than stick to a plan. (11)</p>	<input type="radio"/>				
<p>l. When people tell me that I'm wrong, my first reaction is to argue with them. (12)</p>	<input type="radio"/>				
<p>m. When I'm in a group of people, I'm often the one who speaks on behalf of the group. (13)</p>	<input type="radio"/>				
<p>n. I remain unemotional even in situations where most</p>	<input type="radio"/>				

<p>people get very sentimental. (14)</p> <p>o. I'd be tempted to use counterfeit money, if I was sure I could get away with it. (15)</p>	<input type="radio"/>				
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SAP-A5 I see myself as someone who... [Select one response per statement.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. ...is original, comes up with new ideas. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...is curious about many different things. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...is ingenious, a deep thinker. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...has an active imagination. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...is inventive. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...values artistic, aesthetic experiences. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...prefers work that is routine. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ...likes to reflect, play with ideas. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. ...is sophisticated in art, music, or literature. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-A6 We would like to learn a little more about you. In answering the following questions please be honest and accurate and trust your first response based on the options below. [Select one response per statement]

	Not at All Like Me (1)	Unlike Me (2)	Sometimes Like Me (3)	Like Me (4)	Very Much Like Me (5)
a. I have a hard time breaking bad habits. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am lazy. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I say inappropriate things. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I do certain things that are bad for me, if they are fun. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I refuse things that are bad for me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I wish I had more self-discipline. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am good at resisting temptation. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. People would say that I have iron-strong self-discipline. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Pleasure and fun sometimes keep me from getting work done. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I have trouble concentrating. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

k. I am able to work effectively toward long-term goals. (11)	<input type="radio"/>				
l. Sometimes I can't stop myself from doing something, even if I know it is wrong. (12)	<input type="radio"/>				
m. I often act without thinking through all the alternatives. (13)	<input type="radio"/>				

SAP-A7 <p>For each of the statements below, please indicate whether or not the statement is characteristic of you. [Select one response per statement]<o:p></o:p></p>

	Extremely Uncharacteristic (1)	Somewhat Uncharacteristic (2)	Uncertain (3)	Somewhat Characteristic (4)	Extremely Characteristic (5)
a. I consider how circumstances might play out the future, and try to influence those circumstances with my day-to-day behavior. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Often I engage in a particular behavior in order to achieve outcomes that may not result for many years. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I only act to satisfy immediate concerns, figuring the future will take care of itself. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My behavior is only influenced by the immediate (i.e., a matter of days or weeks) outcomes of my actions. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My convenience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>is a big factor in the decisions I make or the actions I take. (5)</p>					
<p>f. I am willing to sacrifice my immediate happiness or well-being in order to achieve future outcomes. (6)</p>	○	○	○	○	○
<p>g. I think it is important to take warnings about negative outcomes seriously, even if the negative outcome will not occur for many years. (7)</p>	○	○	○	○	○
<p>h. I think it is more important to perform a behavior with beneficial, long-term outcomes rather than a behavior with less important, immediate outcomes. (8)</p>	○	○	○	○	○
<p>i. I generally ignore warnings about possible future problems because I</p>	○	○	○	○	○

<p>think the problems will be resolved before they reach crisis level. (9)</p>					
<p>j. I think that sacrificing now is usually unnecessary since future outcomes can be dealt with at a later time. (10)</p>	○	○	○	○	○
<p>k. I only act to satisfy immediate concerns, figuring that I will take care of future problems that may occur at a later date. (11)</p>	○	○	○	○	○
<p>l. Since my day-to-day work has specific outcomes, it is more important to me than behavior that has distant outcomes. (12)</p>	○	○	○	○	○

SAP-A10 Indicate how you view the following health statements, as they pertain to you. [Select one per statement]

	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
a. My physical health in general is... (1)	<input type="radio"/>				
b. My mental or emotional health in general is... (2)	<input type="radio"/>				

SAP-A11 In general, compared to most (young men/young women) my age, my health is...

- Much Worse (1)
- Somewhat Worse (2)
- About the Same (3)
- Somewhat Better (4)
- Much Better (5)

Q92 Below is a list of ways you might have felt or behaved recently. Please tell me how often you have felt this way during the PAST WEEK.

	Rarely or none of the time (less than 1 day) (1) (1)	Some or a little of the time (1-2 days) (2) (2)	Occasionally or a moderate amount of time (3-4 days) (3) (3)	Most of the time (5-7 days) (4) (4)
I was bothered by things that usually don't bother me. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I did not feel like eating; my appetite was poor. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I could not shake off the blues, even with help from my family or friends. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had no trouble keeping my mind on what I was doing. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt depressed. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that everything I did was an effort. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thought my life had been a failure. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt fearful. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My sleep was restless. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I talked less than usual. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt lonely. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had crying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

spells. (29)				
I felt sad. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that people disliked me. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not get going. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt that I was just as good as other people. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt hopeful about the future. (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was happy. (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People were unfriendly. (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoyed life. (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-B0 **Section B - In this section we would like to learn about the types of experiences you have had during your lifetime and during high school.**

SAP-B1

During high school, how much interaction on campus did you have with . . . [Select one response for each lettered item below.]

	Not Very Much (1)	Some (2)	A Lot (3)
a. ...Asian American students? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...Hispanic/Latino students? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...African American students? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...White students? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...First generation in the U.S. high school students (i.e., born outside of the U.S.)? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-B4DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B4a You are treated with less courtesy than other people.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You are treated with less courtesy than other people. Never Is Not Selected

SAP-B4b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B5DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B5a You are treated with less respect than other people.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You are treated with less respect than other people. Never Is Not Selected

SAP-B5b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B6DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B6a You receive poorer service than other people at restaurants or in stores.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You receive poorer service than other people at restauran... Never Is Not Selected

SAP-B6b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B7DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B7a People act as if they think you are not smart.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If People act as if they think you are not smart. Never Is Not Selected

SAP-B7b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B8DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B8a People act as if they are afraid of you.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If People act as if they are afraid of you. &n... Never Is Not Selected

SAP-B8b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B9DESC In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B9a People act as if they think you are dishonest.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If People act as if they think you are dishonest. Never Is Not Selected

SAP-B9b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B10DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B10a People act as if they are better than you.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If People act as if they are better than you. ... Never Is Not Selected

SAP-B10b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B11DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B11a You are called names or insulted.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You are called names or insulted. Never Is Not Selected

SAP-B11b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B12DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B12a You are threatened or harassed.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You are threatened or harassed. Never Is Not Selected

SAP-B12b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B13DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B13a <p>You are followed around in stores.<o:p></o:p></p>

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If You are followed around in stores. Never Is Not Selected

SAP-B13b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B14DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B14a Your teachers treat you with less respect than other students.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If Your teachers treat you with less respect than other stud... Never Is Not Selected

SAP-B14b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B15DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B15a Your teachers act as if they think you are not smart.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If Your teachers act as if they think you are not smart. &nb... Never Is Not Selected

SAP-B15b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B16DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B16a Your teachers act as if they are afraid of you.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If Your teachers act as if they are afraid of you. &n... Never Is Not Selected

SAP-B16b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B17DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B17a Have you ever been unfairly discouraged by a teacher or advisor from continuing your education?

- No (1)
- Yes (2)

Answer If Have you ever been unfairly discouraged by a teacher or a... Yes Is Selected

SAP-B17b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B18DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B18a <p>Have you ever moved into a neighborhood where neighbors made life difficult for you or your family?<o:p></o:p></p>

- No (1)
- Yes (2)

Answer If Have you ever moved into a neighborhood where neighbors m... Yes Is Selected

SAP-B18b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B19DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B19a Have you ever received service from someone such as a plumber or car mechanic that was worse than what other people got?

- No (1)
- Yes (2)

Answer If Have you ever received service from someone such as a plu... Yes Is Selected

SAP-B19b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B20DES In your day-to-day life, how often have any of the following things happened to you? [Select one option for each question.]<div><div><div></div></div></div>

SAP-B20a Your teachers expect lower academic performance from you than other students.

- Almost everyday (1)
- At least once a week (2)
- A few times a month (3)
- A few times a year (4)
- Less than once a year (5)
- Never (6)

Answer If Your teachers expect lower academic performance from you ... Never Is Not Selected

SAP-B20b What do you think was the main reason for (this/these) experience(s)?

- Your race, ethnicity, natural ancestry or natural origins (1)
- Your gender (2)
- Your height, weight or some other aspect of your physical appearance (3)
- Your age (4)
- Other (SPECIFY) (5) _____

SAP-B21 As people go through life, they may experience adverse interactions or conflicts, based on race, involving a person of a different racial background. Did you ever experience such adverse interactions or conflicts? [Choose one option.]

- No (1)
- Yes (2)

Answer If As people go through life, they may experience adverse in... Yes Is Selected

SAP-B21a If yes, to what extent did you try the following strategies to cope with the adverse interactions? [Select one option for each statement.]

	Not at All (1)	Some of the Time (2)	Always or Almost Always (3)
a. Tried to do something about it (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Accepted it as a fact of life (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Confronted the situation right away (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked harder to prove them wrong (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Realized that I brought it on myself (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Talked to a friend of my same race about what to do about the situation (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Talked to a friend, regardless of race, about what to do about the situation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Considered carefully the point of view that was expressed (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Got mad (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Expressed anger (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Sought or found spiritual comfort and support (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Didn't let it get to me; refused to think about it too much (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Mulled it over and ruminate about it (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Felt that I brought it on myself (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Found something to do to take my mind off of it (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

p. Felt depressed (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Thought later about what I should have said (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Addressed it right away, in the moment (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Thought about ways to convey my views to others who were not involved in the interaction (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Criticized or lectured myself (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Increased my efforts to make things work with the other party (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Went on with my day, as if nothing had happened (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Talked to someone about how I was feeling, after the interaction (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Tried to keep my feelings to myself (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Talked to someone who could do something concrete about the situation (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Expressed anger to the person who caused the problem (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Tried to forget that it had happened (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-C0 **Section C - In this section we would like to understand your ideas and thoughts about having a diverse student body at UMBC, in addition to your ideas about learning.**

SAP-C1 To what extent do you disagree or agree with the following statements? [Select one option for each question.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. In SCIENCE classes, course time should not be used to discuss racial issues. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In NON-SCIENCE classes, course, time should not be used to discuss racial issues. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A more racially diverse student body can challenge all students to think about different viewpoints. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A more diverse student body hinders students' ability to work together. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe that I am a more effective critical thinker when I consider carefully points of view other than my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>own. (5)</p> <p>f. Racial diversity on campus will improve students' abilities to work and get along with others after graduation in an increasingly diverse society. (6)</p>	○	○	○	○	○
<p>g. My ability to work and get along with others has been enhanced significantly by interactions that I have had with people from a different racial/ethnic background than my own. (7)</p>	○	○	○	○	○
<p>h. My educational experience has been enhanced significantly by being exposed to diverse points of view expressed in the classroom. (8)</p>	○	○	○	○	○
<p>i. It is important that college</p>	○	○	○	○	○

courses reflect cultural differences such as the needs and strengths of multiple income groups. (9)					
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SAP-C2 Diversity among students enrolled in UMBC will... [Select one response for each question.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. ...enhance my learning and educational experiences. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...improve my understanding and ability to work with others by increasing my interactions with individuals who differ from me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...improve my ability to interact with diverse individuals when I am conducting SCIENCE or ENGINEERING. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...improve my ability to interact with diverse individuals in society, once I have my Ph.D. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-C3 I believe that I learn best when... [Select one response for each question.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. ...I can participate in class [e.g., by speaking or defending a relevant point during a discussion]. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...I am in a classroom with 50 students or more. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...I am in a lab setting. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...I am working side-by-side someone else. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...I have a moment to reflect before I express my opinion. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...I know what questions will be asked in advance. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...I have a mentor who shows me the ropes. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ...I have the opportunity to "think on my feet." (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. ...I can use a diagram,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

model, or other visual device to analyze a concept. (9)					
j. ...I actually do it rather than when I just read about it. (10)	<input type="radio"/>				
k. ...I have my ideas challenged and critiqued during discussion. (11)	<input type="radio"/>				
l. ...I can think about a practical application for what I am studying. (12)	<input type="radio"/>				
m. ...I am able to connect concepts that I am learning to actual problems I have learned before. (13)	<input type="radio"/>				

SAP-C4 At UMBC, I expect to encounter some students who will *not* be as qualified as others due to admissions based on ... [Choose one response for each question.]

	Don't Know / NA (1)	No (2)	Yes (3)
a. ...affirmative action (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...family income (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...gender-based factors (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...geographical origin (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...in-state (or out-of-state) quotas (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...international status (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...learning disability (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. ...legacy (family having gone to UMBC) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. ...physical disability (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. ...athlete status (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. ...political beliefs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-C5 <p>My GENDER may limit my chances of ... [Choose one response for each question.]</p></p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. ...succeeding in introductory level math or science courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...finding the faculty mentors that I need to guide me toward graduate school in science or engineering (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...getting a high quality placement in a science or engineering lab (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...making close friends here at UMBC (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...being accepted at a top graduate school in a science or engineering field (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...learning from other science or engineering students here at UMBC (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...meeting important milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

during graduate school in a timely way (7)					
h. ...creating scientific knowledge (8)	<input type="radio"/>				
i. ...getting the job I want, once I get my PhD (9)	<input type="radio"/>				

SAP-C6 My RACE/ETHNICITY may limit my options for... [Choose one response for each question.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. ...succeeding in introductory level math or science courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...finding the faculty mentors that I need to guide me toward graduate school in a science or engineering field (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...getting a high quality placement in a science or engineering lab (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...making good friends here at UMBC (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...being accepted at a top graduate school in a science or engineering field (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...learning from other science or engineering students here at UMBC (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...meeting important milestones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

during graduate school in a timely way (7)					
h. ...creating scientific knowledge (8)	<input type="radio"/>				
i. ...getting the job I want, once I get my PhD (9)	<input type="radio"/>				

Q82 <p>These questions are related to your experience with the people you know in the scientific community. People in the scientific community can include anyone you know who works in the sciences either in a university setting (faculty members, researchers etc.) or outside the university.</p></o:p></p>

	Strongly Disagree (1)	Disagree (2)	Neither agree or disagree (3)	Agree (4)	Strongly agree (5)
a. I feel that the scientific community provides me with choices and options. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel understood by people in the scientific community. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. People in the scientific community convey confidence in my ability to do well. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. People in the scientific community encourage me to ask questions. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. People in the scientific community listen to how I would like to do things. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q90 These questions focus specifically on mathematics/science. Please use the scale below and honestly indicate to what extent you agree, or disagree with each item.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
1. I like math and science puzzles. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Mathematics and science are stimulating and enjoyable to me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. When a math or science problem arises that I can't immediately solve, I stick with it until I have a solution. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Once I start trying to work on a math or science puzzle, I find it hard to stop. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When a question is left unanswered in math or science class, I continue to think about it afterwards. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>challenged by math or science problems I can't understand immediately. (9)</p>					
<p>7. Figuring out mathematical and science problems does not appeal to me. (10)</p>	<input type="radio"/>				
<p>8. The challenge of math and science problems does not appeal to me. (11)</p>	<input type="radio"/>				
<p>9. Math and science problems are boring. (12)</p>	<input type="radio"/>				
<p>10. I don't understand how some people can spend so much time on math and science and seem to enjoy it. (13)</p>	<input type="radio"/>				
<p>11. I would rather have someone give me the solution to a difficult math or science problem than to have to work it out for myself. (14)</p>	<input type="radio"/>				

12. I do as little work in math and science as possible. (15)	<input type="radio"/>				
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Q84 How often did you attend church, mosque, synagogue, or other religious setting while in high school?

- 3 or more times per month (4)
- Twice per month (5)
- Once per month (6)
- Only on special occasions (7)
- Very infrequently (8)
- Never (9)

Q85 Please elaborate on any involvement you had in organized religion.

Q86 How would you rate the importance of your spiritual/religious background to your success?

- Very important (4)
- Important (5)
- Somewhat important (6)
- Not important (7)
- Not applicable (8)

Q89 <p>Please use the scale below, and honestly indicate how accurately each item does, or does not, describe you. Just select the option that best describes how accurate the statement is as a description of how you see yourself.</p>

	Not at all Accurate - 1 (1)	2 (2)	Somewhat Accurate - 3 (3)	4 (4)	Completely Accurate - 5 (5)
I experience a close personal relationship with God. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My religious faith helps me to cope during times of difficulty. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally attend church, mosque or synagogue once a week. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experience God 's love and caring on a regular basis. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel quite certain that God will protect me during times of difficulty in my life. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAP-COM1 Please let us know any comments that you have about the survey or anything that you would like to add to clarify your responses.

SAP-END This is the last survey page. We THANK YOU immensely for your help, participation and support of our assessment of the Meyerhoff Scholars Program!! When you are done with this page, be sure to submit your responses by clicking the “next” button (>>) at the bottom of the page!

MYSP Summer Bridge 4.1

SBE-INTRO <p>Talented Students in Science and Engineering: MEYERHOFF SCHOLARS PROGRAM (MYSP)</p><p></p><p>Dear Meyerhoff Scholar,

This research survey is part of our regular evaluation efforts to gain a better understanding of your experiences at the university and in the Meyerhoff Scholars Program. We plan to send a comparable survey to you each year until you graduate. We expect that it will take you 45 minutes to complete the survey. Please answer each question as accurately and honestly as possible, as your responses are important to our investigation of the various factors that contribute to the success of talented students in science, technology, engineering, and mathematics (STEM).</p><p><o:p></o:p></p><p><o:p> </o:p></p><p><o:p></o:p></p><p>All your responses will be treated confidentially and will only be seen by the evaluation staff. Results will be reported as group results (e.g., averages), so that information about yourself or other individuals will never be revealed. We appreciate the time and effort that you put into answering this survey and to our larger research effort. Your responses are important for our understanding of the Meyerhoff Scholars Program and how best to improve it. By continuing, you are agreeing to take this survey. Our research is supported through a major financial commitment from the Howard Hughes Medical Institute (HHMI). In the survey we will ask questions about the following: Background information, some family information, experiences in high school, personal characteristics, and expectations about college. Thank you for contributing to our collective knowledge about the Meyerhoff Scholars Program and how best to improve it. If you have any questions at all, please contact the lead program evaluator, Dr. Kenneth Maton, at maton@umbc.edu.</p><p>

With our utmost appreciation and thanks,

Kenneth Maton, Ph.D.
Psychology Department</p>

SBE-ID Please enter your UMBC email address:

SBE-A1 How many hours per week did you anticipate you would be studying during Meyerhoff Summer Bridge?

- N/A (1)
- 1-5 hours per week (2)
- 6-10 hours per week (3)
- 11-15 hours per week (4)
- 15-20 hours per week (5)
- 20 hours or over per week (6)

SBE-A2 During Meyerhoff Summer Bridge, not including class time, about how many hours per week did you study? [Check one.]

- N/A (1)
- 1-5 hours per week (2)
- 6-10 hours per week (3)
- 11-15 hours per week (4)
- 15-20 hours per week (5)
- 20 hours or over per week (6)

SBE-A3 I worked many more hours than my classmates to keep up with the demands of the Summer Bridge program. [Check one.]

- Strongly Disagree (1)
- Disagree (2)
- Neither Disagree nor Agree (3)
- Agree (4)
- Strongly Agree (5)

SBE-A4 <p>How useful have the following been to you during the Meyerhoff Summer Bridge Program?</o:p></p>

	Not at all useful (1)	Somewhat useful (2)	Useful (3)	Very useful (4)	Not applicable (5)
a. Meyerhoff Scholars financial scholarship (1)	<input type="radio"/>				
b. Study groups (2)	<input type="radio"/>				
c. Receiving tutorial services (3)	<input type="radio"/>				
d. Giving tutorial services (4)	<input type="radio"/>				
e. Academic advising by faculty (5)	<input type="radio"/>				
f. Academic advising by staff (6)	<input type="radio"/>				
g. Academic advising by cohort members (7)	<input type="radio"/>				
h. Personal counseling by staff (8)	<input type="radio"/>				
i. Mentoring or support by cohort members (9)	<input type="radio"/>				

SBE-A5 <p>Meyerhoff Summer Bridge Quality Ratings. Please use the boxes to rate aspects of the Meyerhoff Summer Bridge Program related to classes and/or program activities.</p></o:p></p>

	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Does Not Apply / NA (5)
a. Math 150 - Pre-Calculus (1)	<input type="radio"/>				
b. Math 290 - Special Topics (2)	<input type="radio"/>				
c. FYS 102 (3)	<input type="radio"/>				
d. Fairness of grading (4)	<input type="radio"/>				
e. The out-of-class interactions with Summer Bridge professors (5)	<input type="radio"/>				
f. Class discussions (6)	<input type="radio"/>				
g. Availability of academic support from advisors (7)	<input type="radio"/>				
h. Available assistance for academic support from other Meyerhoff students (8)	<input type="radio"/>				
i. Meyerhoff Summer Bridge organized social activities (9)	<input type="radio"/>				
j. Opportunities to collaborate with other	<input type="radio"/>				

students as part of coursework (10)					
k. Information about what college will be like during the regular academic year (11)	<input type="radio"/>				
l. Professional development activities (12)	<input type="radio"/>				
m. Faculty investment in Meyerhoff students (13)	<input type="radio"/>				
n. Overall quality of course instruction (14)	<input type="radio"/>				
o. Likely relevance of coursework to future work in science or engineering (15)	<input type="radio"/>				
p. Amount of contact with faculty (16)	<input type="radio"/>				

SBE-A5 <p>Meyerhoff Summer Bridge Quality Ratings. Please use the boxes to rate aspects of the Meyerhoff Summer Bridge Program related to classes and/or program activities.</p></o:p></p>

	Poor (1)	Fair (2)	Good (3)	Excellent (4)	Does Not Apply / NA (5)
q. The friendships you developed with other Meyerhoff Scholars (1)	<input type="radio"/>				
r. The relationship or rapport you developed with your roommate(s) (2)	<input type="radio"/>				
s. The social life (3)	<input type="radio"/>				
t. The food quality (4)	<input type="radio"/>				
u. The effectiveness of the Meyerhoff Scholars program director (5)	<input type="radio"/>				
v. Extracurricular options on campus during Summer Bridge (6)	<input type="radio"/>				
w. Opportunities for unstructured time (7)	<input type="radio"/>				
x. Opportunities for respectful exchange of	<input type="radio"/>				

ideas (8)					
y. Respect for the expression of diverse beliefs (9)	<input type="radio"/>				
z. Housing (10)	<input type="radio"/>				
aa. Other, please specify: (fill in) (11)	<input type="radio"/>				

SBE-A6 Using these adjectives, how would you describe the Meyerhoff Summer Bridge Program? [Select one adjective per set of statements.]<div><div></div></div></div>

	1 (1)	2 (2)
Unsupportive:Supportive (1)	<input type="radio"/>	<input type="radio"/>
Competitive:Cooperative (2)	<input type="radio"/>	<input type="radio"/>
Closed to New Ideas:Open to New Ideas (3)	<input type="radio"/>	<input type="radio"/>
Socially-Inclusive:Socially-Exclusive (4)	<input type="radio"/>	<input type="radio"/>
Politically Liberal:Politically Conservative (5)	<input type="radio"/>	<input type="radio"/>
Narrow:Broad (6)	<input type="radio"/>	<input type="radio"/>
Supportive of Women:Unsupportive of Women (7)	<input type="radio"/>	<input type="radio"/>
Hierarchical:Lateral (8)	<input type="radio"/>	<input type="radio"/>
Intolerant of Diversity:Embracing of Diversity (9)	<input type="radio"/>	<input type="radio"/>
Intolerant of Non-Science Interests:Embracing of Non-Science Interests (10)	<input type="radio"/>	<input type="radio"/>

SBE-A7 <p>To what extent do you experience a sense of belonging with the other Meyerhoff students in Summer Bridge?</o:p></p></p>

- Strongly feel that I do not belong; feel excluded (1)
- Feel somewhat excluded (2)
- Neither feel excluded nor included (3)
- Feel somewhat included (4)
- Strongly feel that I belong; feel included (5)

SBE-A8 How satisfied are you with your decision to participate in the Meyerhoff Summer Bridge Program? [Check one.]

- Very Dissatisfied (1)
- Dissatisfied (2)
- Somewhat Dissatisfied (3)
- Neutral (4)
- Somewhat Satisfied (5)
- Satisfied (6)
- Very Satisfied (7)

SBE-A9 During the Meyerhoff Summer Bridge Program, did you... ? [Check one for each statement.]

	Not at all (1)	Occasionally (2)	Frequently (3)
a. Keep to yourself? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Feel proud about your academic accomplishments? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Smoke cigarettes? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Feel isolated and lonely? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Have science or math teachers who actively engaged you during class? (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Feel overwhelmed by all you had to do? (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Speak up during a class discussion when you were not required to do so? (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discuss politics with friends? (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Discuss religion with friends? (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Discuss your science or engineering interests with friends? (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Imagine yourself in a science or engineering career? (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Regularly exercise? (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q50 <p>Below is a list of ways you might have felt or behaved recently. Please tell me how often you have felt this way during the PAST WEEK.</p></p></p>

	Rarely or none of the time (less than 1 day) (1) (1)	Some or a little of the time (1-2 days) (2) (2)	Occasionally or a moderate amount of time (3-4 days) (3) (3)	Most of the time (5-7 days) (4) (4)
a. I felt that I was just as good as other people. (1) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I had trouble keeping my mind on what I was doing. (2) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I felt depressed. (3) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I felt that everything I did was an effort. (4) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt hopeful about the future. (5) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My sleep was restless. (6) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was happy. (7) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. People were unfriendly. (8) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I enjoyed life. (9) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I had crying spells. (10) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I felt that people disliked me. (11) (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I could not get "going." (12) (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. was bothered by things that usually don't bother me. (13) (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

n. I felt sad. (14) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I did not feel like eating; my appetite was poor. (15) (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 For each statement, indicate how often you have felt this way during the past MONTH.

[Select one response per statement]

	Rarely or none of the time (less than once per week) (1) (1)	Some or a little of the time (1-2 days per week) (2) (2)	Occasionally or a moderate amount of the time (3-4 days per week) (3) (3)	Most or all of the time (5-7 days per week) (4) (4)
a. I was bothered by things that usually don't bother me. (1) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I did not feel like eating; my appetite was poor. (2) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I felt that I could not shake off the blues, even with help from my family or friends. (3) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had no trouble keeping my mind on what I was doing. (4) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I felt depressed. (5) (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I felt that everything I did was an effort. (6) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I thought my life had been a failure. (7) (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I felt fearful. (8) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My sleep was restless. (9) (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I talked less than usual. (10) (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I felt lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(11) (14)				
l. I had crying spells. (12) (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I felt sad. (13) (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I felt that people disliked me. (14) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. I could not get going. (15) (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-A10 <p>During the Meyerhoff Summer Bridge Program, did you... ? [No or Yes for each statement.]</o:p></o:p></p>

	No (1)	Yes (2)
a. Regularly participate in a study group? (1)	<input type="radio"/>	<input type="radio"/>
b. Struggle with any part of the academic curriculum? (2)	<input type="radio"/>	<input type="radio"/>
c. Use class/workshop time to discuss what life at UMBC will be like? (3)	<input type="radio"/>	<input type="radio"/>
d. Use class/workshop time to think about what it means to be a scientist or an engineer? (4)	<input type="radio"/>	<input type="radio"/>
e. Find your "niche" in science or engineering? (5)	<input type="radio"/>	<input type="radio"/>
f. Have one or more people who you consider to be a mentor? (6)	<input type="radio"/>	<input type="radio"/>
g. Experience positive personal growth? (7)	<input type="radio"/>	<input type="radio"/>
h. Seriously question your decision to attend Summer Bridge? (8)	<input type="radio"/>	<input type="radio"/>
i. Have time to relax with friends? (9)	<input type="radio"/>	<input type="radio"/>
j. Become close friends with another Meyerhoff Scholar? (10)	<input type="radio"/>	<input type="radio"/>
k. Become close friends with a Meyerhoff Scholar from a different race/ethnicity than you? (11)	<input type="radio"/>	<input type="radio"/>
l. Become close to a staff member? (12)	<input type="radio"/>	<input type="radio"/>
m. Feel depressed? (13)	<input type="radio"/>	<input type="radio"/>
n. Consider leaving Summer Bridge early? (14)	<input type="radio"/>	<input type="radio"/>
o. Experience discrimination? (15)	<input type="radio"/>	<input type="radio"/>

SBE-A11 <p>Please answer each of the questions below based on what your interactions with the other Meyerhoff Scholars (as a group) DURING THE MEYERHOFF SUMMER BRIDGE PROGRAM:</o:p></o:p></p>

	Never (1)	Infrequent (2)	Sometimes (3)	A lot (4)	All the time (5)
a. How much do you and the other Meyerhoff Scholars get upset with or mad at each other? (1)	<input type="radio"/>				
b. How much do the other Meyerhoff Scholars teach you how to do things that you don't know? (2)	<input type="radio"/>				
c. How much do you and the other Meyerhoff Scholars get on each other's nerves? (3)	<input type="radio"/>				
d. How often do you turn to other Meyerhoff Scholars for support with personal problems? (4)	<input type="radio"/>				
e. How much do you talk about everything with other Meyerhoff Scholars? (5)	<input type="radio"/>				
f. How often do the other Meyerhoff	<input type="radio"/>				

Scholars get their way when you do not agree about what to do? (6)					
g. How much do you help the other Meyerhoff Scholars with things they can't do by themselves? (7)	<input type="radio"/>				
h. How much do the other Meyerhoff Scholars like you? (8)	<input type="radio"/>				
i. How often do the other Meyerhoff Scholars point out your faults or put you down? (9)	<input type="radio"/>				
j. How much do the other Meyerhoff Scholars treat you like you're admired and respected? (10)	<input type="radio"/>				
k. How much do you play around and have fun with the other Meyerhoff Scholars? (11)	<input type="radio"/>				
l. How much do you and the other	<input type="radio"/>				

<p>Meyerhoff Scholars disagree and quarrel? (12)</p> <p>m. How often do you depend on the other Meyerhoff Scholars for help, advice, or sympathy? (13)</p> <p>n. How much do the other Meyerhoff Scholars help you figure out or fix things? (14)</p> <p>o. How much do you and the other Meyerhoff Scholars get annoyed with each other's behavior? (15)</p> <p>p. How much do you share your secrets and private feelings with the other Meyerhoff Scholars? (16)</p>	<input type="radio"/>				
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SBE-A11 Please answer each of the questions below based on what your interactions with the other Meyerhoff Scholars (as a group) DURING THE MEYERHOFF SUMMER BRIDGE PROGRAM:

	Never (1)	Infrequent (2)	Sometimes (3)	A lot (4)	All the time (5)
q. How often do the other Meyerhoff Scholars end up being the ones who make the decisions for all of you? (1)	<input type="radio"/>				
r. How much do you protect and look out for the other Meyerhoff Scholars? (2)	<input type="radio"/>				
s. How much do the other Meyerhoff Scholars really care about you? (3)	<input type="radio"/>				
t. How often do the other Meyerhoff Scholars criticize you? (4)	<input type="radio"/>				
u. How much do the other Meyerhoff Science Scholars like or approve of the things you do? (5)	<input type="radio"/>				
v. How often do you go places and do enjoyable things with the other	<input type="radio"/>				

<p>and the other Meyerhoff Scholars hassle or nag one another? (12)</p>					
<p>cc. How much do the other Meyerhoff Scholars get you to do things their way? (13)</p>	○	○	○	○	○
<p>dd. How often do the other Meyerhoff Scholars say mean or harsh things to you? (14)</p>	○	○	○	○	○
<p>ee. How much do you take care of the other Meyerhoff Scholars? (15)</p>	○	○	○	○	○
<p>ff. How much do the other Meyerhoff Scholars have a strong feeling of affection (loving or liking) toward you? (16)</p>	○	○	○	○	○

SBE-A12 <p>Please answer each of the questions below based on what your interactions with the other Meyerhoff Scholars (as a group) DURING THE MEYERHOFF SUMMER BRIDGE PROGRAM:</p><div><div><div></div></div></div>

	Not at all Confident (1)	Somewhat Confident (2)	Moderately Confident (3)	Very Confident (4)	Absolutely Confident (5)
a. How sure are you that your relationship with the other Meyerhoff Scholars will last, no matter what? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How sure are you that your relationship with the other Meyerhoff Scholars will continue in the years to come? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. How sure are you that your relationship with the other Meyerhoff Scholars will last, in spite of arguments or disagreements? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-A13 If you were to guess, how many Meyerhoff Scholars in your cohort do you think you will be good friends with a year from now?<div><div><div></div></div></div>

- None of them (1)
- A few of them (2)
- About half of them (3)
- Most of them (4)
- All of them (5)

SBE-A14 My main source of social and emotional support is: [List relationship such as “familial”, “siblings”, “social peers”, “academic peers”, etc.; not individual’s names]

SBE-A15 My main source of academic support is: [List relationship such as “science teacher”, “math teacher”, “technology teacher”, “academic advisor”, “school counselor”, “tutor”; not individual’s names]

well-prepared for the Meyerhoff Summer Bridge Program (6)							
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SBE-A17 Given everything you know about the Summer Bridge program so far, would you recommend it to a Meyerhoff Scholar in a future year?

- Definitely would not recommend it (1)
- Probably would not recommend it (2)
- Equally likely to recommend it or not recommend it (3)
- Probably would recommend it (4)
- Definitely would recommend it (5)

SBE-A18 <p>I found that the Meyerhoff Staff...</p></p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Were inspiring (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Did a good job (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Were easy to relate to (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Are good role models (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-A19 <p>I believe that being a Meyerhoff Scholar means:<o:p></o:p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Developing strength of character (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Having integrity (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Courageously stepping out of comfort zones (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Seeking outstanding success and excellence in all pursuits (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Demonstrating professionalism (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Knowing what it takes to achieve in the Meyerhoff Program (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Collaborative learning (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Learning the importance of being a leader (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Learning the importance of helping one's peers and contributing to their success (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Always asking for help (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Knowing what resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

are available and taking advantage of them (11)					
l. Being connected to and representing the Meyerhoff Scholars Program (12)	<input type="radio"/>				
m. Being connected to and representing UMBC (13)	<input type="radio"/>				

SBE-B1 <p>Section B. About Being a Meyerhoff Scholar. Please tell us a bit about your views about being a Meyerhoff Scholar.</o:p></o:p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. As a Meyerhoff Scholar, I feel that I have special status on this campus. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professors from science and engineering departments here at UMBC know about Meyerhoff Scholars. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am more likely to get into a top graduate school in science due to my participation in the Meyerhoff Scholars Program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am more likely to complete a PhD in a science or engineering field due to my participation in the Meyerhoff program. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Initiatives like the Meyerhoff Scholars Program can increase the number of underrepresented minorities who receive PhDs in science or engineering fields. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Summer Bridge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

will make me more prepared for UMBC than other incoming students. (6)					
g. I am excited about joining a scientific lab. (7)	<input type="radio"/>				
h. I feel comfortable going to our Meyerhoff program director if I have problem. (8)	<input type="radio"/>				
i. Sometimes I have felt academically overwhelmed being in Summer Bridge. (9)	<input type="radio"/>				
j. I enjoy being with students who have a similar career goal as mine. (10)	<input type="radio"/>				
k. I expect to make a scientific discovery while I am here at UMBC. (11)	<input type="radio"/>				
l. This program will prepare me to be a successful undergraduate science or engineering student. (12)	<input type="radio"/>				
m. A doctoral program in a science or engineering field is in my future. (13)	<input type="radio"/>				
n. I am excited about having a professional	<input type="radio"/>				

<p>career in science or engineering. (14)</p> <p>o. In the Meyerhoff program, I will receive training in how to prepare for graduate school. (15)</p> <p>p. As a result of the Meyerhoff program, I will be connected to a more diverse array of scientists and engineers in my profession. (16)</p>	<input type="radio"/>				
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SBE-B1 Section B. About Being a Meyerhoff Meyerhoff Scholar. Please tell us a bit about your views about being a Meyerhoff Scholar.

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
q. In the coming years, I think I am going to learn a lot from the other students in my Meyerhoff group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. I am excited to be in the 26th Meyerhoff class. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. I can rely on the other Meyerhoff Scholars for emotional support. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I can rely on the other Meyerhoff Scholars for academic support. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. There are some people in my group who I don't particularly relate to. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. The Summer Bridge serves an important purpose. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. I can rely on a top group of students when I need it. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>x. Administrators of the Meyerhoff Scholars Program are looking out for my academic well being. (9)</p>	○	○	○	○	○
<p>y. I will be trained in how to prepare for graduate school. (10)</p>	○	○	○	○	○
<p>z. I will be connected to a more diverse array of scientists and engineers in my profession. (11)</p>	○	○	○	○	○
<p>aa. I bet that nearly all of the students in my Meyerhoff cohort will get PhDs in science or engineering. (12)</p>	○	○	○	○	○

SBE-B2 Do you think that you will go to graduate school in a science or engineering related field right after graduation from UMBC? [Check one.]

- No chance (1)
- Small chance (2)
- 50-50 chance - toss up (3)
- Very likely (4)
- Absolutely (5)

SBE-B3 Realistically, by the end of my undergraduate career at UMBC, I estimate that my class rank will be in the: [Check one.]

- Bottom 25% (1)
- Bottom 50% (2)
- Top 50% (3)
- Top 25% (4)
- Top 10% (5)
- Top 5% (6)
- Top 1% (7)

SBE-B4 Which of the following will likely be your criterion for judging that you have been successful in your career? [Check one.]

- Doing well enough to stay in the profession (1)
- Doing as well as the average person in the profession (2)
- Doing a little better than the average person in the profession (3)
- Doing much better than the average person in the profession (4)
- Recognized as one of the top persons in the profession (5)
- Other, please specify (fill in) (6) _____

SBE-B5 <p>Please select your agreement for each of the following statements using the following scale: [Check one per statement]</o:p></o:p></p>

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. I am excited about the idea of scientific research. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I expect that my career will focus on research rather than practice (or non-research work). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I enjoy doing research-related tasks. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I expect that my career will focus on practice (or non-research work) rather than research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I look forward to working in a research lab. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I am firmly committed to pursuing a career in research. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I am confident that I will achieve my academic goals. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

h. I am confident that I will achieve my long-term career goals. (8)	<input type="radio"/>				
i. I feel comfortable with my Meyerhoff Scholar peers. (9)	<input type="radio"/>				
j. I would be friends with my Meyerhoff Scholar peers, even if I weren't a Meyerhoff Scholar. (10)	<input type="radio"/>				

SBE-B6 <p>This section assesses your confidence in your abilities to function as a scientist or engineer in your area. Indicate the extent to which you are confident you can successfully complete the following tasks. Please select the best answer on the scale from not at all confident to absolutely confident. Use the prompt: "I can..."</o:p></p></p>

	Not at all Confident (1)	Somewhat Confident (2)	Moderately Confident (3)	Very Confident (4)	Absolutely Confident (5)
a. Use technical science skills (use of tools, instruments, and/or techniques) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Generate a research question to answer (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Figure out what data I should collect (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Collaborate with other scientists or engineers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Figure out the methods I should use (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Show integrity as a scientist or engineer (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Be resilient if a project doesn't go my way (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Be persistent in seeking an answer (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Be a good lab citizen (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Be open to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

criticism (10)					
k. Be meticulous in record keeping (11)	<input type="radio"/>				
l. Create explanations for the results of the study (12)	<input type="radio"/>				
m. Use scientific literature and/or reports to guide research (13)	<input type="radio"/>				
n. Develop theories by integrating and coordinating results from multiple studies (14)	<input type="radio"/>				
o. Report research results in an oral presentation (15)	<input type="radio"/>				

SBE-B7 Think about your ability to do the tasks required to complete scientific research. When answering the following questions, answer in reference to your own personal research skills and ability to perform as a competent scientist or engineer. [Check one per statement.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. Eventually, I will be a research star in my scientific or engineering field. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Doing meaningful research will be somewhat difficult for me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I am confident in my ability to excel in research endeavors. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am not so sure about my potential to become a highly influential scientist or engineer. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-B8 The following questions ask how you think about yourself and your personal identity. We want to understand how much you think that being a scientist or engineer is part of who you are. For the purposes of this study, when you see the word scientist or engineer it is intended to mean a professional undertaking research activities in your area of study (e.g., a biologist or a research engineer). Please select the best answer on the scale from strongly disagree to strongly agree. [Check one per statement.]

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
a. I have a strong sense of belonging to a community of scientists or engineers. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I derive great personal satisfaction from working on a team that is doing important research. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have come to think of myself as a 'scientist' or 'engineer.' (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I feel like I belong in the field of science or engineering. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The daily work of a scientist or engineer is appealing to me. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-B9 <p>How well does each statement represent how you feel about the Meyerhoff Scholars Program?</o:p></o:p></p>

	Not at all (1)	Somewhat (2)	Mostly (3)	Completely (4)
a. I get important needs met because I am part of the Meyerhoff Scholars program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Program members and I value the same things. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When I have a problem, I can talk about it with members of the program. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I can trust people in the program. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I can recognize most of the members of the program. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Most of the people in my cohort know me. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Being a member of the Meyerhoff Scholars program is a part of my identity. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have influence over what the program is like. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If there is a problem in the program, members can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

get it solved. (9)				
j. I am with the other Meyerhoff Scholars a lot and enjoy being with them. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I expect to be a part of the program for a long time, even after graduation from UMBC. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Members of the program care about each other. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SBE-B10 What aspect of Summer Bridge did you appreciate the most?

SBE-B11 <p>What aspect of Summer Bridge did you appreciate the least? <o:p></o:p></p>

SBE-B12 How could the Meyerhoff Summer Bridge Program be improved for next year's students?

SBE-B13 <p>Any other last comments about the Meyerhoff Summer Bridge Program?</p></p>

Q40 <p>These questions are related to your experience with the people you know in the scientific community. People in the scientific community can include anyone you know who works in the sciences either in a university setting (faculty members, researchers etc.) or outside the university.</p>

	Strongly Disagree (2)	Disagree (3)	Neither Agree nor Disagree (4)	Agree (5)	Strongly Agree (6)
a. I feel that the scientific community provides me with choices and options. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I feel understood by people in the scientific community. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. People in the scientific community convey confidence in my ability to do well. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. People in the scientific community encourage me to ask questions. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. People in the scientific community listen to how I would like to do things. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44 The following questions are about your family background.

What was the marital status of your parents the majority of time while you were growing up?

- a. Married (4)
- b. Never married (5)
- c. Separated (6)
- d. Divorced (7)
- e. Other (please explain): (8) _____

Q45 <p>What is the current marital status of your parents?</p>

- a. Married (4)
- b. Never married (5)
- c. Separated (6)
- d. Divorced (7)
- e. Other (please explain): (8) _____

Q46 <p>Who lived regularly in the home with you during <u>your first 12 years</u> of life? Select each one that applies.</p>

- a. Biological Mother (4)
- b. Biological Father (5)
- c. Step-Mother (6)
- d. Step-Father (7)
- e. Adopted/Foster Mother (8)
- f. Adopted/Foster Father (9)
- g. One or more brothers (10)
- h. One or more sisters (11)
- i. Grandparents, aunts, uncles, or other adult relatives (12)
- j. Cousins, nephews, nieces, or other non adult relatives (13)
- k. Other (who?) (14) _____

Q47 <p>Who lived regularly in the home with you during <u>your teenage years (age 13 on)</u>? Select each one that applies.</p>

- a. Biological Mother (4)
- b. Biological Father (5)
- c. Step-Mother (6)
- d. Step-Father (7)
- e. Adopted/Foster Mother (8)
- f. Adopted/Foster Father (9)
- g. One or more brothers (10)
- h. One or more sisters (11)
- i. Grandparents, aunts, uncles, or other adult relatives (12)
- j. Cousins, nephews, nieces, or other non adult relatives (13)
- k. Other (who?) (14) _____

Q48 Have you lived with your biological father all of your life?

Yes (1)

No (2)

If no, please elaborate. (3) _____

Q52 <p>These questions focus on how you see yourself and your life in general. Please use the scale below, and honestly indicate how accurately each item does, or does not, describe you.
</p>

	1 -Not at all accurate (1)	2 (2)	3 - Somewhat accurate (3)	4 (4)	5 - Completely accurate (5)
I feel that I am a person of worth, at least on an equal level with others. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have a number of good qualities. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All in all, I am inclined to feel that I am a failure. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to do things as well as most other people. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I do not have much to be proud of (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take a positive attitude toward myself. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the whole, I am satisfied with myself. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I certainly feel useless at times. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish I could have more respect for myself. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At times, I
think I am no
good at all.
(20)



Q53 Below are various statements about families. You are to decide which of these statements are true of your family and which are false. If you think the statement is TRUE or MOSTLY TRUE of your family, choose "True." If you think the statement is FALSE or MOSTLY FALSE of your family, choose "False." You may feel that some of the statements are true for some family members and false for others. Choose "True" if the statement is true for most members. Choose "False" if the statement is false for most members. If the members are evenly divided, decide what is the stronger overall impression and answer accordingly. Remember, we would like to know what your family seems like to you. So do not try to figure out how other members see your family, but do give us your general impression of your family for each statement.

	True (1)	False (2)
Family members really help and support one another. (4)	<input type="radio"/>	<input type="radio"/>
We feel it is important to be the best at whatever you do. (5)	<input type="radio"/>	<input type="radio"/>
We often talk about political and social problems. (6)	<input type="radio"/>	<input type="radio"/>
Family members attend church, synagogue, mosque, or other places of worship fairly often. (7)	<input type="radio"/>	<input type="radio"/>
Family members are rarely ordered around. (8)	<input type="radio"/>	<input type="radio"/>
We often seem to be killing time at home. (9)	<input type="radio"/>	<input type="radio"/>
Getting ahead in life is very important in our family. (10)	<input type="radio"/>	<input type="radio"/>
We rarely go to lectures, plays, or concerts. (11)	<input type="radio"/>	<input type="radio"/>
We don't say prayers in our family. (12)	<input type="radio"/>	<input type="radio"/>
There are very few rules to follow in our family. (13)	<input type="radio"/>	<input type="radio"/>
We put a lot of energy into what we do at home. (14)	<input type="radio"/>	<input type="radio"/>
How much money a person makes is not very important to us. (15)	<input type="radio"/>	<input type="radio"/>
Learning about new and different things is very important in our family. (16)	<input type="radio"/>	<input type="radio"/>
We often talk about the	<input type="radio"/>	<input type="radio"/>

religious meaning of Christmas, Passover, or other holidays. (17)		
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Q54 <p>Below are various statements about families. You are to decide which of these statements are true of your family and which are false. If you think the statement is TRUE or MOSTLY TRUE of your family, choose "True." If you think the statement is FALSE or MOSTLY FALSE of your family, choose "False."</p><p> </p><p>You may feel that some of the statements are true for some family members and false for others. Choose "True" if the statement is true for most members. Choose "False" if the statement is false for most members. If the members are evenly divided, decide what is the stronger overall impression and answer accordingly.</p><p> </p><p>Remember, we would like to know what your family seems like to you. So do not try to figure out how other members see your family, but do give us your general impression of your family for each statement.</p>

	True (1)	False (2)
There is one family member who makes most of the decisions. (4)	<input type="radio"/>	<input type="radio"/>
There is a feeling of togetherness in our family. (5)	<input type="radio"/>	<input type="radio"/>
We believe in competition and "may the best man win." (6)	<input type="radio"/>	<input type="radio"/>
We are not that interested in cultural activities. (7)	<input type="radio"/>	<input type="radio"/>
We don't believe in heaven or hell. (8)	<input type="radio"/>	<input type="radio"/>
There are set ways of doing things at home. (9)	<input type="radio"/>	<input type="radio"/>
We rarely volunteer when something has to be done at home. (10)	<input type="radio"/>	<input type="radio"/>
We strive to do things just a little better the next time. (11)	<input type="radio"/>	<input type="radio"/>
We rarely have intellectual discussions. (12)	<input type="radio"/>	<input type="radio"/>
Family members have strict ideas about what is right and wrong. (13)	<input type="radio"/>	<input type="radio"/>
There is a strong emphasis on following rules in our family. (14)	<input type="radio"/>	<input type="radio"/>
Family members really back each other up. (15)	<input type="radio"/>	<input type="radio"/>
Family members rarely worry about job promotions, school grades, etc. (16)	<input type="radio"/>	<input type="radio"/>
Someone in our family plays a musical instrument. (17)	<input type="radio"/>	<input type="radio"/>

We believe there are some things you just have to take on faith. (18)



Q55 Below are various statements about families. You are to decide which of these statements are true of your family and which are false. If you think the statement is TRUE or MOSTLY TRUE of your family, choose "True." If you think the statement is FALSE or MOSTLY FALSE of your family, choose "False."

You may feel that some of the statements are true for some family members and false for others. Choose "True" if the statement is true for most members. Choose "False" if the statement is false for most members. If the members are evenly divided, decide what is the stronger overall impression and answer accordingly.

Remember, we would like to know what your family seems like to you. So do not try to figure out how other members see your family, but do give us your general impression of your family for each statement.

	True (1)	False (2)
Everyone has an equal say in family decisions. (4)	<input type="radio"/>	<input type="radio"/>
There is very little group spirit in our family. (5)	<input type="radio"/>	<input type="radio"/>
In our family, we don't try that hard to succeed. (6)	<input type="radio"/>	<input type="radio"/>
Family members often go to the library. (7)	<input type="radio"/>	<input type="radio"/>
In our family each person has different ideas about what is right and wrong. (8)	<input type="radio"/>	<input type="radio"/>
We can do whatever we want to in our family. (9)	<input type="radio"/>	<input type="radio"/>
We really get along well with each other. (10)	<input type="radio"/>	<input type="radio"/>
"Work before play" is the rule in our family. (11)	<input type="radio"/>	<input type="radio"/>
Watching TV is more important than reading in our family. (12)	<input type="radio"/>	<input type="radio"/>
The Bible/Qur'an/Torah (sacred religious text) is a very important book in our home. (13)	<input type="radio"/>	<input type="radio"/>
Rules are pretty inflexible In our household. (14)	<input type="radio"/>	<input type="radio"/>
There is plenty of time and attention for everyone in our family. (15)	<input type="radio"/>	<input type="radio"/>
Family members are often compared with others as to how well they are doing at work or school. (16)	<input type="radio"/>	<input type="radio"/>

Family members really like music, art, and literature. (17)	<input type="radio"/>	<input type="radio"/>
Family members believe that if you sin you will be punished. (18)	<input type="radio"/>	<input type="radio"/>
You can't get away with much in our family. (19)	<input type="radio"/>	<input type="radio"/>

Q56 From the list below, please select the three most important factors that you believe have contributed to your academic success. You may add any you think are missing.

- Parental Support (4)
- Teacher Support (5)
- Extended family support (6)
- Church/Religion (7)
- Peers (8)
- Good Schools (9)
- AP Classes (10)
- Access to a good library (11)
- Having a Dream (12)
- Books in the home (13)
- Being left alone (14)
- Computer study guides (15)
- My own hard work (16)
- A family member's example (17)
- Parental push (18)
- Other (2) _____
- Other (3) _____

Q57 <p>Using the scale below, please indicate how much support you feel from the following sources to succeed academically. </p>

	1 - None (1)	2 (2)	3 - A Moderate Amount (3)	4 (4)	5 - An Enormous Amount (5)
Parents (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended family (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church / Religion (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good schools (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AP classes (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a good library (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a dream (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Books in the home (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being left alone (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer study guides (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own hard work (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A family member's example (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (add one you think is missing): (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q58 High School Experience
 Please indicate how accurate a description of you each of the following statements are, using the following scale:

	1 - Not at all accurate (1)	2 (2)	3 - Somewhat Accurate (3)	4 (4)	5 - Completely accurate (5)
My peers in high school looked up to me. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends in high school viewed me as a "nerd." (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers in high school respected me. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I considered myself a "nerd" in high school. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers in high school saw me as an equal. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not mind being called a nerd. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In high school I felt smarter than most of my peers in the neighborhood. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers in the neighborhood saw me as a leader. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers in the neighborhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

had similar aspirations as myself. (18)					
My peers in my neighborhood looked down on me for being serious about school. (19)	<input type="radio"/>				

Q59 What was the racial composition of your high school?

- Predominantly Black or African American (1)
- Predominantly white (2)
- About half Black and half white (3)
- Mixture of several different ethnic groups (4)
- Other (5) _____

Q60 <p>When you were growing up, did you know any:</p>

	Yes (1)	No (2)
Black mathematicians, scientists, or engineers? (4)	<input type="radio"/>	<input type="radio"/>
White mathematicians, scientists, or engineers? (5)	<input type="radio"/>	<input type="radio"/>
Male mathematicians, scientists, or engineers? (6)	<input type="radio"/>	<input type="radio"/>
Female mathematicians, scientists, or engineers? (7)	<input type="radio"/>	<input type="radio"/>
Asian mathematicians, scientists, or engineers? (8)	<input type="radio"/>	<input type="radio"/>
Hispanic mathematicians, scientists, or engineers? (9)	<input type="radio"/>	<input type="radio"/>

SBE-COM1 <p>Please, let us know any comments that you have about the survey or anything that you would like to add to clarify your responses.</p></p>

SBE-END <p>Please click the “next” button (>>) below to submit your responses!!! You will receive a confirmation that your responses have been submitted.</p></p>

End of Year 2014 Meyerhoff Survey

End-of-Year Survey 2014

1) Please fill in the following.*

First Name: : _____

Last Name:: _____

UMBC email address:: _____

2) Please select your cohort.*

M22

M23

M24

M25

3) Gender:

Male

Female

4) Race/Ethnic Background

African American/ Black

Asian/ Pacific Islander

Caucasian

Hispanic/Latina(o)

Other (Please indicate): _____

5) How useful were these aspects of the Meyerhoff Summer Bridge Program in PREPARING you for your first full year at UMBC?*

	Not at all useful	Somewhat useful	Useful	Very useful	N/A
Study groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advising by faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic advising by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic support by cohort members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal counseling by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring or social support by cohort members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your Math class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer Bridge grading policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The out-of-class interactions with Summer Bridge professors	<input type="checkbox"/>				
Class discussions	<input type="checkbox"/>				
Summer Bridge organized social activities	<input type="checkbox"/>				
Opportunities to collaborate with other students as part of coursework	<input type="checkbox"/>				
Information about what college will be like during the academic year	<input type="checkbox"/>				
Professional development activities	<input type="checkbox"/>				
Faculty investment in Meyerhoff students	<input type="checkbox"/>				
Overall quality of course instruction	<input type="checkbox"/>				
Importance of emphasizing your identity as a scientist/engineer	<input type="checkbox"/>				

6) Since starting your academic year in the Meyerhoff Scholars Program (August 2013 through now), how useful have these features been to you during your first academic year at UMBC?*

	Not at all useful	Somewhat useful	Useful	Very useful	N/A
Meyerhoff financial scholarship	()	()	()	()	()
Study groups	()	()	()	()	()
Receiving tutorial services	()	()	()	()	()
Giving tutorial services	()	()	()	()	()
Academic advising by faculty	()	()	()	()	()
Academic advising by staff	()	()	()	()	()
Academic advising by older Meyerhoffs	()	()	()	()	()
Academic advising by cohort members	()	()	()	()	()

Personal counseling by staff	()	()	()	()	()
Mentoring or support by older Meyerhoffs	()	()	()	()	()
Mentoring or support by cohort members	()	()	()	()	()

7) Since starting your academic year in the Meyerhoff Scholars Program (August 2013 through now), how useful have these features been to you during your first academic year at UMBC?*

	Not at all useful	Somewhat useful	Useful	Very useful	N/A
Organized social activities	()	()	()	()	()
Volunteer activities	()	()	()	()	()
Research site visits	()	()	()	()	()
Being part of the Meyerhoff Program community	()	()	()	()	()
Faculty involvement	()	()	()	()	()

Interactions with program staff	()	()	()	()	()
Interactions with UMBC Administrators	()	()	()	()	()
Interactions with the others in your Meyerhoff cohort	()	()	()	()	()
UMBC President (Dr. Hrabowski)	()	()	()	()	()
Having a research mentor	()	()	()	()	()
On-campus research	()	()	()	()	()
Off-campus research	()	()	()	()	()
Campus visits	()	()	()	()	()
Academic or career networking activities at the university	()	()	()	()	()
Professional development	()	()	()	()	()

8) I found that the Meyerhoff Staff...*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Were inspiring	()	()	()	()	()
Did a good job	()	()	()	()	()
Were easy to relate to	()	()	()	()	()
Are good role models	()	()	()	()	()
Helped motivate me in my academics	()	()	()	()	()
Helped me move forward in achieving my science goals	()	()	()	()	()

9) During this past year, did you...?*

	Not at all	Occasionally	Frequently

Feel isolated and lonely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feel overwhelmed by all you had to do?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discuss your science interests with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Imagine yourself in a science career?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10) During the past academic year (after Summer Bridge), did you...?*

	No	Yes
Regularly study in a study group?	<input type="checkbox"/>	<input type="checkbox"/>
Struggle with any part of the academic curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
Have one or more people whom you consider to be a mentor?	<input type="checkbox"/>	<input type="checkbox"/>
Become close friends with another	<input type="checkbox"/>	<input type="checkbox"/>

Meyerhoff Scholar?		
Become close friends with a Meyerhoff Scholar from a different race/ethnicity than you?	<input type="checkbox"/>	<input type="checkbox"/>
Become close to a staff member?	<input type="checkbox"/>	<input type="checkbox"/>
Considering leaving the Meyerhoff Program early?	<input type="checkbox"/>	<input type="checkbox"/>
Experience discrimination?	<input type="checkbox"/>	<input type="checkbox"/>

11) What is your major?

12) What type of degree do you hope to eventually attain?*

Bachelor of Science

Master of Science

PhD

MD/PhD

MD

Other: _____

13) Do you expect to pursue a career in:*

- A research university
 - A liberal arts college
 - Industry
 - Government/Government agency
 - Other: _____
-

14) Please mark your agreement for each of the following statements using the following scale:*

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am excited about the idea of scientific research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I expect that my career will focus on research rather than practice (or non-research work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I expect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

that my career will focus on practice (or non-research work) rather than research.					
I am firmly committed to pursuing a career in research.	()	()	()	()	()

15) My main source of social and emotional support is: [List relationship, not name (e.g., mother, best friend from high school, etc.)]

16) My main source of academic support is: [List relationship, not name (e.g., mother, best friend from high school, etc.)]

17) Please select the best answer on the scale from not at all confident to absolutely confident.*

	Not at all confident	Somewhat confident	Moderately confident	Very confident	Absolutely confident
Use technical skills (use of tools, instruments, and/or techniques)	()	()	()	()	()
Generate a research question to answer	()	()	()	()	()
Figure out the methods I should use	()	()	()	()	()
Be meticulous in record keeping	()	()	()	()	()
Create explanations for the results of the study	()	()	()	()	()
Use scientific literature and/or reports to guide	()	()	()	()	()

research					
Develop theories by integrating and coordinating results from multiple studies	()	()	()	()	()
Report research results in an oral presentation	()	()	()	()	()

18) Please indicate how much you agree with the following statements.*

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Eventually, I will be a research star in my scientific field.	()	()	()	()	()
Doing meaningful research will be somewhat	()	()	()	()	()

difficult for me.					
I am confident in my ability to excel in research endeavors.	<input type="checkbox"/>				
I am not so sure about my potential to become a highly influential scientist.	<input type="checkbox"/>				

19) How many hours per week did you anticipate you would be studying during the academic year?*

- N/A
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 15-20 hours
- 20 hours or more

20) During the academic year, not including class time, about how many hours per week did you study?*

- N/A
- 1-5 hours
- 5-10 hours
- 11-15 hours

- 15-20 hours
- 20 hours or more

21) Do you think that you will go to graduate school in a science field right after graduation from UMBC? [Check one.]*

- No chance
- Small chance
- 50-50 chance / toss up
- Very likely
- Sure bet

22) Please select the best answer on the scale from strongly disagree to strongly agree.*

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
I have a strong sense of belonging to the community of scientists.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I derive great personal satisfaction from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

working on a team that is doing important research.					
I have come to think of myself as a 'scientist.'	()	()	()	()	()
I feel like I belong in the field of science.	()	()	()	()	()
The daily work of a scientist is appealing to me.	()	()	()	()	()

23) How well does each statement represent how you feel about the Meyerhoff Scholars Program?*

	Not at all	Somewhat	Mostly	Completely
I get important needs of mine met because I am a part of the	()	()	()	()

Meyerhoff Scholars Program.				
Program members and I value the same things.	()	()	()	()
When I have a problem, I can talk about it with members of the program.	()	()	()	()
I can trust people in the program.	()	()	()	()
I can recognize most of the members of the program.	()	()	()	()
Most program members know me.	()	()	()	()
Being a member of the Meyerhoff Scholars	()	()	()	()

Program is a part of my identity.				
I have influence over what the program is like.	()	()	()	()
If there is a problem in the program, members can get it solved.	()	()	()	()
I am with the other Meyerhoff Scholars a lot and enjoy being with them.	()	()	()	()
I expect to be a part of the program for a long time.	()	()	()	()
Members of the program care about each other.	()	()	()	()

24) Please respond based on what your interactions with the other Meyerhoff Scholars (as a group) AFTER YOU COMPLETED SUMMER BRIDGE.*

	Little or None	Somewhat	Very Much	Extremely Much	The Most
How sure are you that your relationship with the other Meyerhoff Scholars will last no matter what?	()	()	()	()	()
How much do the other Meyerhoff Scholars treat you like you're admired and respected?	()	()	()	()	()
How much do you play around and have fun with the other Meyerhoff Scholars?	()	()	()	()	()
How much do you and the other Meyerhoff Scholars	()	()	()	()	()

disagree or quarrel?					
How much do the other Meyerhoff Scholars help you figure out or fix things?	()	()	()	()	()

25) Currently, out of your entire class of Meyerhoff Scholars, how many (provide a number) do you consider to be your good friends?*

26) Please indicate your views about being a Meyerhoff Scholar.*

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
As a Meyerhoff Scholar, I feel that I have special status on this campus.	()	()	()	()	()
Summer	()	()	()	()	()

Bridge will make me more prepared for UMBC than other incoming students.					
I am excited about joining a scientific lab.	()	()	()	()	()
I feel comfortable going to our Meyerhoff program director if I have a problem.	()	()	()	()	()
A doctoral program in a science field is in my future.	()	()	()	()	()
I think I am learning a lot from the other students in my Meyerhoff cohort.	()	()	()	()	()
I can rely on the other Meyerhoff Scholars	()	()	()	()	()

have gotten the important things I want in the Meyerhoff Program.							
Looking back, the Summer Bridge was valuable.	<input type="radio"/>						
I am academically well-prepared for the Meyerhoff Program.	<input type="radio"/>						

28) To what extent do you experience a sense of belonging with the other Meyerhoff students in your cohort?*

- Strongly feel that I do not belong; feel excluded
- Feel somewhat excluded
- Neither feel excluded nor included
- Feel somewhat included
- Strongly feel that I belong; feel included

29) How satisfied are you with your decision to participate in the Meyerhoff Scholars Program?*

- Very Dissatisfied
- Dissatisfied
- Somewhat Dissatisfied
- Neutral

- Somewhat Satisfied
- Satisfied
- Very Satisfied

30) Given your experiences in the Meyerhoff Scholars Program so far, would you recommend it to a future Meyerhoff Scholar?*

- Definitely would not recommend it
- Probably would not recommend it
- Equally likely to recommend it or not recommend it
- Probably would recommend it
- Definitely would recommend it

31) As a Meyerhoff Scholars, please indicate how accurate each of the following statements is for you.*

	Not at all accurate	Somewhat accurate	Moderately accurate	Very accurate	Completely accurate
I am aware that excellence demands sacrifice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I strive for excellence in every aspect of my college experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am accountable for my personal behavior and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I am mindful of how my actions reflect on others in the program.	()	()	()	()	()
I am accountable not only for myself but also for the personal behavior and performance of others in the program.	()	()	()	()	()
I am expected to consistently encourage other Meyerhoff Scholars.	()	()	()	()	()
It is my responsibility to make sure that everyone in the program is successful.	()	()	()	()	()
I acknowledge that my success is partly due to the efforts of the students who came before me.	()	()	()	()	()
I am expected to give back to the program, in part through program promotion and providing support to peers.	()	()	()	()	()
I am expected to give back to the	()	()	()	()	()

larger community, in part through tutoring and advising other students on campus.					
I am expected to give back to the larger community, in part through volunteer work, both on and off campus.	()	()	()	()	()
I am aware that the goal of the program is to increase the representation of historically underrepresented minorities in STEM.	()	()	()	()	()
I am personally committed to increasing the representation of historically underrepresented minorities in STEM.	()	()	()	()	()
I am aware that the end goal of the program is to complete the PhD in a STEM field.	()	()	()	()	()
I consistently receive	()	()	()	()	()

reinforcement from program staff and students to pursue a STEM PhD.					
I am personally committed to the pursuit of a STEM PhD.	()	()	()	()	()

32) Please indicate the extent to which you agree with each of the following statements.*

	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel comfortable sharing my own perspectives and experiences in class.	()	()	()	()
I am able to explore my own background through class.	()	()	()	()
I have been singled out in class because of my race/ethnicity, gender,	()	()	()	()

sexual orientation, or religious affiliation.				
I feel I have to work harder than other students to be perceived as a good student.	()	()	()	()
In class, I have heard faculty express stereotypes based on race/ethnicity, gender, sexual orientation, or religious affiliation.	()	()	()	()
I don't feel comfortable contributing to class discussions.	()	()	()	()

33) Please indicate how many of your instructors:*

	Very few	Less than half	Most, but not all	All
Value individual differences in the	()	()	()	()

classroom				
Are sensitive to the ability levels of all students	()	()	()	()
Encourage students from diverse backgrounds to work together	()	()	()	()
Communicate high expectations for students' performance	()	()	()	()
Encourage students to contribute different perspectives in class	()	()	()	()
Share their own experiences and background in class	()	()	()	()
Include diverse perspectives in class discussions/assignments	()	()	()	()

34) How many of your courses this year involve:*

	Very few	Less than half	Most, but not all	All
Lectures (exclusively or almost exclusively)	()	()	()	()
Class	()	()	()	()

discussions				
Student presentations	()	()	()	()
Group projects	()	()	()	()
Lab work	()	()	()	()
Cooperative learning (small groups)	()	()	()	()

35) Please indicate the extent to which you agree with the following statements. This university...*

	Strongly Disagree	Disagree	Agree	Strongly Agree
Has a long-standing commitment to diversity	()	()	()	()
Promotes the appreciation of cultural differences	()	()	()	()
Has campus administrators who regularly speak about the value of diversity	()	()	()	()
Has a lot of racial tension	()	()	()	()

36) How often in the past academic year (i.e. August through May) did you...*

	Not at all	Occasionally	Frequently
Make an effort to get to know people from diverse backgrounds	()	()	()
Discuss issues related to sexism, gender differences or gender equality	()	()	()

37) Please indicate how often at this university you have...*

	Never	Seldom	Sometimes	Often	Very Often
Witnessed discrimination	()	()	()	()	()
Reported an incident of discrimination to a campus authority	()	()	()	()	()

38) Please indicate how often you have experienced the following in class at this university...*

	Never	Seldom	Sometimes	Often	Very Often
Faculty were able to determine my level of understanding of the course material	()	()	()	()	()
Felt that faculty provided me with feedback that helped me assess my progress in class	()	()	()	()	()
Felt that my contributions were valued in class	()	()	()	()	()
Felt that faculty encouraged me to ask questions and participate in discussions	()	()	()	()	()

Thank You!