This codebook contains the codes iteratively developed and refined by Rao, Legacy, & Zieffler (2021) for the purposes of the USCOTS 2021 poster presentation *Students’ perspectives on entering a data science career after experiential learning with local community organizations*.

The first table contains codes each of the components of the SCCT model, along with definitions and idealized examples based on the DSC-WAV context. The second table contains parent codes inductively generated from the data based on the initial creation of child codes and their amalgamation into themes, along with a mapping of each parent code to a component of the SCCT model. Each parent code is accompanied by a benchmark child code. These parent codes were then condensed into three key themes for the poster presentation.

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| scct code | definition | example |
| learning experiences | sociopsychological reactions to past experiences relative to the time of the interview | "I feel like I didn't contribute much" / "i felt a little disconnected from the project" |
| performance accomplishments | specific achievements (or non-achievements) that the students said they *did* (or did not do) at the time of the interview in relation to the project | "analyzed census data" / "left emailing to the CE student [and didn't do any]" |
| personal background | personal dispositions or other characteristics that are static in relation to the project | "i am a psych major" / "previous work with non-profits" |
| interests | students' amenability to a field or particular tasks | "i liked cleaning the data" / "I wanted it to be more community based" |
| self-efficacy beliefs | students' perceived capacity to accomplish (or not) specific tasks or skills gained | "this made me more confident talking to people outside DS" |
| goals | students' intentions for any clear and specific DS related actions | "in the future i want to be more independent learning these skills" |
| outcome expectations | beliefs about the consequences or outcomes of performing particular behaviors | "I am competitive for DS jobs now" |

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| scct code | parent code | definition | example |
| goals | career | goals related to a DS career | "i want to be a data engineer" |
| education | goals related to further education | "declare a DS major" |
| interests | data | interests related to specific actions taken on data or ways to utilize data | "i like cleaning data" / "I'm interested in the environmental applications of DS" |
| general | a non-specific interest in DS | "this grew my interest" |
| nonDS | interest in other aspects outside of DS | "im interested in the project management side of it" |
| learning experience | barrier | perceived barriers related to individual components of the learning experience | "i had to teach myself everything" |
| expectation | past expectations of the learning experience that have been reinforced or challenged | "i thought the data would be messier" |
| external | external factors affecting the learning experience | "the faculty advisor was hard to get a hold of" |
| feeling (+ or -) | positive or negative emotional reactions to the learning experience | "i was able to easily code" / "i felt disconnect from the team" |
| teamwork (+ or -) | positive or negative aspects of interpersonal teamwork | "i wasn't clear what my role was" / "we taught eachother what we knew" |
| outcome  expectations | example | statements about the learning experience serving as an example for future expectations of a DS job | "gave me a realistic view of DS" |
| options | statements about the learning experience expanding students' options | "opened up ideas about different career options" |
| personal background | experiences | statements of background and prior experiences | "I had more experience with R than my teammates" |
| goals | statements of personal goals static to the project | "I want to become a psychologist" |
| self efficacy | confidence | statements about a students' self-confidence | "I feel like I can be given any DS task" / "I am confident in my cleaning skills" |
| identity | statements about a students' ds-specific self-identify | "I can do DS" |
| language skills | perceived skills gained related to coding languages | R/SQL/Python |
| procedural skills | perceived skills gained specific DS-related data actions or analyses | cleaning data / visualizing / analyzing big data |
| soft skills | perceived skills gained such as social skills or dispositional attitudes | communicating / teamwork |
| strength | perception of data science as a students' strength | "I'm good at data science" / "I am competitive on the DS job market" |
| worth | statements of students' worth or value of the learning experience | "this was rewarding" |