

Graduate Student Experiences and Motivations Survey

Consent to Participate in a Research Study

THE ENGINEERING GRADUATE STUDENT EXPERIENCE (HUM00060355)

Dr. Daly and Dr. Skerlos of the University of Michigan, College of Engineering invite you to participate in a research study about your experiences as an engineering graduate student.

The study is funded by the National Science Foundation. If you agree to be part of the research study, you will be asked to complete the following survey about your perspectives as a current graduate student and your experience as a graduate student. We expect the survey to take you approximately 30 minutes.

Although you may not directly benefit from being in this study, others may benefit because the findings from this research will be used to develop programs that better meet the needs and utilize the skills of a diverse body of engineering graduate students.

The researchers have taken steps to minimize the risks of this study. Survey data will be de-identified for analysis, your personal information will not be associated with the data.

You will be compensated \$20 for your participation in this study. This will come in the form of a Visa gift card mailed to you upon completion of the survey.

We plan to publish the results of this study, but will not include any information that would identify you. There are some reasons why people other than the researchers may need to see information you provided as part of the study. This includes organizations responsible for making sure the research is done safely and properly, including the University of Michigan, government offices or the study sponsor, the National Science Foundation.

To keep your information safe, the data you provide will be stored on a secure server and accessed through password protected computers. The researchers will retain the data for 2 years after the study. The data will be made available to other researchers for other studies following the completion of this research study only in bulk form. Any personal identifiers will be removed.

Participating in this study is completely voluntary. You may choose not to answer any questions. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, you may choose to have us discard your data.

If you have questions about this research, including questions about your compensation for participating, you may contact Erika Mosyjowski (Research Associate at the University of Michigan) at emosy@umich.edu or Dr. Shanna Daly at srdaly@umich.edu.

If you have questions about your rights as a research participant, or wish to obtain information, ask questions or discuss any concerns about this study with someone other than the researcher(s), please contact the University of Michigan Health Sciences and Behavioral Sciences Institutional Review Board, 540 E Liberty St., Ste 202, Ann Arbor, MI 481042210, (734) 9360933 [or toll free, (866) 9360933], irbhsbs@umich.edu.

By clicking on 'yes' you consent to be in this study. If you do not wish to participate, click the "x" in the top corner of your browser to exit.

- I agree to participate in this study (1)

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Demographic Information

What is your gender?

- Male (1)
 - Female (2)
 - Other (3) _____
-

What is your current age?

What is your citizenship status?

- United States citizen (1)
 - United States permanent resident (2)
 - Neither a United States citizen nor a permanent resident (3)
-

Please select all races that apply to you:

- American Indian or Alaska Native (1)
 - Asian (2)
 - Black or African American (3)
 - Native Hawaiian or Pacific Islander (4)
 - White (5)
 - Other (please specify:) (6) _____
-

Are you Hispanic or Latino/a?

- Yes (1)
 - No (2)
-

What was your relationship status when beginning your PhD?

- Single (1)
 - Divorced/Separated (2)
 - Widowed (3)
 - Married or equivalent (4)
-

What is your current relationship status?

- Single (1)
 - Divorced/Separated (2)
 - Widowed (3)
 - Married or equivalent (4)
-

How many children live in your household the majority of the time?

- 0 (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4+ (5)
-

Display This Question:

If How many children live in your household the majority of the time? = 2

Or How many children live in your household the majority of the time? = 3

Or How many children live in your household the majority of the time? = 4+

Please indicate the age range of your children:

	Age of youngest child (1)	Age of oldest child (2)
	_____	_____

*Display This Question:**If How many children live in your household the majority of the time? = 1*

How old is your child?

End of Block: Demographics**Start of Block: Academic Background Information**

What year did you complete your undergraduate degree?

Have you completed a Master's degree?

- Yes, I completed one prior to entering my current PhD program (1)
- Yes, I completed one in the course of my PhD program (2)
- No, I have not completed a Master's and do not plan to in the course of my PhD program (3)
- No, but I will complete a Master's in the course of my PhD program (4)

*Display This Question:**If Have you completed a Master's degree? = Yes, I completed one prior to entering my current PhD program**Or Have you completed a Master's degree? = No, but I will complete a Master's in the course of my PhD program**Or Have you completed a Master's degree? = Yes, I completed one in the course of my PhD program*

What year did you complete or do you plan to complete your Master's degree?

Was your undergraduate major/primary field of study in engineering?

- Yes, my degree was in engineering (1)
- Yes, I had two or more undergraduate majors and at least one of them was in engineering (2)
- No, but my major was in another science/math/technology field (please specify:) (3)
-
- No, my undergraduate major was not in engineering or another science/math technology field (please specify:) (4)
-

Display This Question:

If Was your undergraduate major/primary field of study in engineering? = Yes, my degree was in engineering

Or Was your undergraduate major/primary field of study in engineering? = Yes, I had two or more undergraduate majors and at least one of them was in engineering

In which field of engineering did you receive your undergraduate degree? (Please select all that apply)

- Aerospace (1)
- Applied Physics (2)
- Atmospheric, Oceanic, and Space Sciences (3)
- Biomedical Engineering (4)
- Chemical Engineering (5)
- Civil and Environmental Engineering (6)
- Computer Engineering (7)
- Computer Science and Engineering (8)
- Electrical Engineering (9)
- Industrial and Operations Engineering (10)
- Macromolecular Science and Engineering (11)
- Materials Science and Engineering (12)
- Mechanical Engineering (13)
- Naval Architecture and Marine Engineering (14)
- Nuclear Engineering and Radiological Sciences (15)
- Other (please specify:) (16) _____

Approximately what was your undergraduate Grade Point Average (GPA) on a 4 point scale?

- 0.00-1.00 (E/F to D) (1)
- 1.01-2.00 (D to C) (2)
- 2.01-2.33 (C to C+) (3)
- 2.34-2.66 (C+ to B-) (4)
- 2.67-3.00 (B- to B) (5)
- 3.01-3.33 (B to B+) (6)
- 3.34-3.66 (B+ to A-) (7)
- 3.67-4.00 (A- to A) (8)

Did you take the GRE prior to applying to a PhD program?

- Yes (1)
 - No (2)
-

Display This Question:

If Did you take the GRE prior to applying to a PhD program? = Yes

How confident did you feel prior to taking the GRE exam?

- Very confident (1)
 - Somewhat confident (2)
 - Neither confident nor unconfident (3)
 - Somewhat unconfident (4)
 - Very unconfident (5)
-

Display This Question:

If Did you take the GRE prior to applying to a PhD program? = Yes

What was your approximate GRE quantitative reasoning score?

- I do not recall (1)
 - 400 or below (2)
 - 410-450 (3)
 - 460-500 (4)
 - 510-550 (5)
 - 560-600 (6)
 - 610-650 (7)
 - 660-700 (8)
 - 710-750 (9)
 - 760-800 (10)
-

Display This Question:

If Did you take the GRE prior to applying to a PhD program? = Yes

What was your approximate GRE verbal reasoning score?

- I do not recall (1)
 - 400 or below (2)
 - 410-450 (3)
 - 460-500 (4)
 - 510-550 (5)
 - 560-600 (6)
 - 610-650 (7)
 - 660-700 (8)
 - 710-750 (9)
 - 760-800 (10)
-

Display This Question:

If Did you take the GRE prior to applying to a PhD program? = Yes

What was your GRE essay section score?

- I do not recall my score or did not complete the essay section (1)
- NS (2)
- 0 (3)
- .5-1 (4)
- 1.5-2 (5)
- 2.5-3 (6)
- 3.5-4 (7)
- 4.5-5 (8)
- 5.5-6 (9)

Current Academic Information

What is your current status? (Please select all that apply)

- Full-time student (1)
 - Part-time student (2)
 - Employed in field related to my degree (3)
 - Employed in unrelated field (4)
 - Not currently employed (5)
-

What university do you currently attend for your PhD program?

When did you start your PhD program?

Month (1) : _____

Year (2) : _____

What year do you anticipate completing your PhD program?

How certain are you that you will complete your PhD by the year stated above?

- Very certain (1)
 - Somewhat certain (2)
 - Neither certain nor uncertain (3)
 - Somewhat uncertain (4)
 - Very uncertain (5)
-

Please select each item, if any, you have already completed during your PhD program:

- Selected a professor to work with (1)
- All required coursework (2)
- Qualifying exam/Candidacy (3)
- Dissertation proposal or equivalent (4)
- Dissertation defense (5)
- Other (please specify): (6) _____

Please indicate which of the following, if any, you have completed in relation to your PhD research:

- Collected data or developed material for a manuscript (1)
 - Gave a presentation at home university on research (2)
 - Wrote manuscript (3)
 - Submitted a journal paper (4)
 - Submitted a conference paper (5)
 - Submitted a conference abstract (6)
 - Presented at a conference (7)
 - Journal paper accepted for publication (8)
 - Conference paper accepted (9)
 - Submitted multiple journal papers (10)
 - Submitted multiple conference papers (11)
 - Multiple journal papers accepted for publication (12)
 - Multiple conference papers accepted (13)
-

What is your current GPA in your PhD program, on a 4-point scale?

- 0.00-1.00 (E/F to D) (1)
 - 1.01-2.00 (D to C) (2)
 - 2.01-2.33 (C to C+) (3)
 - 2.34-2.66 (C+ to B-) (4)
 - 2.67-3.00 (B- to B) (5)
 - 3.01-3.33 (B to B+) (6)
 - 3.34-3.66 (B+ to A-) (7)
 - 3.67-4.00 (A- to A) (8)
-

In which field of engineering are you pursuing a PhD? (Please select all that apply)

- Aerospace (1)
- Applied Physics (2)
- Atmospheric, Oceanic, and Space Sciences (3)
- Bioengineering (4)
- Biomedical Engineering (5)

- Chemical Engineering (6)
- Civil Engineering (7)
- Computer Engineering (8)
- Computer Science and Engineering (9)
- Design (10)
- Electrical Engineering (11)
- Energy Engineering (12)
- Engineering Education (13)
- Environmental Engineering (14)
- Industrial and Operations Engineering (15)
- Macromolecular Science and Engineering (16)
- Materials Science and Engineering (17)
- Mechanical Engineering (18)
- Naval Architecture and Marine Engineering (19)
- Nuclear Engineering and Radiological Sciences (20)
- Optical Engineering (21)
- Polymer Engineering (22)
- Systems Engineering (23)
- Other (please specify:) (24) _____

Please estimate the average time you currently spend on each work-related activity below during an average work week (Monday through Friday, including evenings):

	Hours per work week (1)
Non-university-related employment (1)	_____
Class (2)	_____
Homework (3)	_____
Research (Lab work, relevant readings, experiments, etc.) (4)	_____
Participation in extracurricular engineering organizations (5)	_____
Work related to GSI/TA position (Including office hours, grading, etc.) (6)	_____

Do you complete work (including homework, research, and other academic duties) related to your PhD on weekends? If so, how many hours do you work on average per weekend?

- No (1)
- Yes (Please indicate the average number of hours worked) (2)

Please indicate your source(s) of funding for your academic program:

- Fellowships (1)
- Research assistantship (2)
- Teaching assistantship (3)
- External employer covering cost of degree (4)
- Loans (private or federal) (5)
- Self-funded (6)
- Other (please specify): (7) _____

Pre-PhD Activities/Career

What best describes your educational and career experiences *from the year you began your undergraduate degree until enrolling in a PhD program*? Please indicate the number of years spent doing each, representing portions of a year in decimal format:

	Years (1)
Full-time student (1)	_____
Part-time student (2)	_____
Working in Co-op/internship positions (in industry, government, academia, etc.) as an undergraduate student (3)	_____
Working in industry post-undergrad (4)	_____
Working in government post-undergrad (5)	_____
Working as a consultant post-undergrad (6)	_____
Working in academia post-undergrad (7)	_____
Military Service (8)	_____
Out of workforce (9)	_____
Other type of employment (please specify): (10)	_____

What best describes your most recent position prior to pursuing your PhD?

- Engineer/Scientist (entry level) (1)
- Senior Engineer/Senior Scientist (2)
- Technical Management (3)
- Non-technical management (4)
- Teaching/education (5)
- Consultant (6)
- Full-time student (7)
- Part-time student (8)
- Working in co-op/internship positions (9)
- Out of workforce (10)
- Stay at home parent (11)
- Other (please specify) (12) _____

Display This Question:

If If What bests describes your educational and career experi... Working in industry post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working in government post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working as a consultant post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working in academia post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Military Service - Years Is Greater Than 0

Was your undergraduate major relevant to your work experience prior to pursuing your PhD?

- Yes (1)
- No (2)

Display This Question:

If If What bests describes your educational and career experi... Working in industry post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working in government post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working as a consultant post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Working in academia post-undergrad - Years Is Greater Than 0

Or What bests describes your educational and career experi... Military Service - Years Is Greater Than 0

How would you rate your satisfaction with your career immediately prior to pursuing your PhD?

- Very satisfied (1)
- Somewhat satisfied (2)
- Neither satisfied nor unsatisfied (3)
- Somewhat unsatisfied (4)
- Very unsatisfied (5)

Display This Question:

If *If* What best describes your educational and career experi... Working as a consultant post-undergrad - Years Is Greater Than 0

Or *Or* What best describes your educational and career experi... Working in academia post-undergrad - Years Is Greater Than 0

Or *Or* What best describes your educational and career experi... Working in industry post-undergrad - Years Is Greater Than 0

Or *Or* What best describes your educational and career experi... Working in government post-undergrad - Years Is Greater Than 0

Or *Or* What best describes your educational and career experi... Military Service - Years Is Greater Than 0

How long before making the decision to pursue a PhD had you received a promotion at your most recent employer?

- Never (1)
- Within 1 year before enrolling (2)
- Within 3 years before enrolling (3)
- Within 5 years before enrolling (4)
- Five or more years before enrolling (5)

Decision to attend graduate school

Please first indicate the amount you consulted with each of the groups below and for those you consulted with, the degree to which they were resistant or supportive of your decision to pursue a PhD. If an option does not apply to you, please select "Not Applicable" and do not complete the rest of the questions on that line.

	How much did you consult with each group?					How supportive were they?					Please indicate if a choice is not applicable to you:
	Not at all (1)	A little (2)	Some (3)	A moderate amount (4)	A great deal (5)	Very resistant (1)	Somewhat resistant (2)	Neither resistant nor supportive (3)	Somewhat supportive (4)	Very supportive (5)	
My partner (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional colleagues (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current graduate students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate university faculty (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate university staff (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospective grad advisors/faculty (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how important each of these factors was in your decision to attend to graduate school prior to enrolling:

	Not at all important (1)	A little important (2)	Somewhat important (3)	Important (4)	Very important (5)
A desire for more knowledge in my field of study (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to conduct research (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to teach in a college or university (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to help others (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to advance in my career (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire for higher pay (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lifestyle of an engineer (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The high regard in which engineers are held (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to change careers (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of something better to do (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A sense of personal achievement (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to make new discoveries in the field (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A desire to pursue a passion (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family influence (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor economy/lack of available jobs (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you utilized each of the following as *strategies to increase your likelihood of acceptance* into a PhD program:

	Not at all (1)	A little (2)	Some (3)	A moderate amount (4)	A great deal (5)
Taking test preparation courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a professor to gain research experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Networking / relationship building (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Succeeding in undergraduate courses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you utilized each of the following as *strategies to facilitate your transition to a PhD program*:

	Not at all (1)	A little (2)	Some (3)	A moderate amount (4)	A great deal (5)
Individual review of knowledge from undergrad courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test preparation courses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading published literature (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer research at the university (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking graduate level classes as a non-degree student (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with a professor to gain research experience (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other: (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well do you feel the application process enabled you to showcase your personal strengths and experience?

- Very well (1)
- Somewhat well (2)
- Neither well nor poorly (3)
- Somewhat poorly (4)
- Very poorly (5)

Please indicate how much you used each of the following sources of information *when you were selecting a PhD program*:

	Not At All (1)	A little (2)	Some (3)	A moderate amount (4)	A great deal (5)
University websites (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On--line or printed guides to graduate schools (e.g. Peterson's Guide to Graduate Schools) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors from my previous institution (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professors from the PhD institutions I was considering (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff members from the PhD institutions I was considering (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional colleagues (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current PhD students (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Former PhD students (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how important each type of information was when selecting a PhD program:

	Not at all Important (1)	A little important (2)	Somewhat important (3)	Important (4)	Very Important (5)
Funding (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical benefits information (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic programs/disciplines offered (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research opportunities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course requirements (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualifying exam requirements (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis requirements (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required time at institution to complete degree requirements (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estimated time to degree (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about specific professors (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information about the culture/makeup of the graduate student population (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare options (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions requirements (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The surrounding town or city (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student culture of the university (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify:) (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Did you already know the topic of your dissertation work prior to beginning your PhD program?

- Yes (1)
 - No (2)
-

Did you already know which professor(s) you wanted to work with prior to beginning your PhD program?

- Yes (1)
- No (2)

Expectancy of Success in Graduate School

Prior to beginning your PhD, how confident were you in your ability to successfully complete your PhD?

- Very confident (1)
 - Somewhat confident (2)
 - Neither confident nor unconfident (3)
 - Somewhat unconfident (4)
 - Very unconfident (5)
-

How confident are you *now* in your ability to successfully complete your PhD?

- Very confident (1)
 - Somewhat confident (2)
 - Neither confident nor unconfident (3)
 - Somewhat unconfident (4)
 - Very unconfident (5)
-

Has the level of confidence you have now in your ability to complete your PhD been consistent throughout your career?

- Yes (1)
 - No, it was previously higher (2)
 - No, it was previously lower (3)
-

Please indicate how each of the following has influenced *your belief* in your ability to succeed in a PhD program:

	Very negatively (1)	Somewhat negatively (2)	Neither negatively nor positively (3)	Somewhat positively (4)	Very positively (5)
Interaction with my graduate advisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with my peers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with friends (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with family (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with faculty (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with alumni (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research progress (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course grades (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance on qualifying exam (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper publication (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My progress compared to my peers (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GRE scores (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Belief in my ability to complete the work (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowing others who have succeeded in a PhD program (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others' expressed belief in my ability to succeed (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental support (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify:) (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how each of the following has influenced *your belief* in your ability to succeed in a PhD program:

	Very negatively (1)	Somewhat negatively (2)	Neither negatively nor positively (3)	Somewhat positively (4)	Very positively (5)
Age (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability status (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Values of the PhD

Please indicate how important each of the follow factors are as benefits in earning your PhD:

	Not at all important (1)	A little important (2)	Somewhat important (3)	Important (4)	Very important (5)
Taking interesting courses (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing exciting research (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning new things (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exploring interesting topics in greater depth (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning new research approaches and techniques (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Further exploring my passions (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining teaching experience (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revisiting or establishing my core disciplinary areas of interest (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling my goal of obtaining a PhD in engineering (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Growing as an engineer (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefitting others with my work (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a sense of personal achievement (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving high goals I set for myself (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attaining the status of a PhD (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizing my professional identity (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realizing my identity as a researcher and scholar (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancing in my career (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting a good job (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing or establishing a focus in my career (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing my professional environment (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having the credential of a PhD that enables me to obtain certain positions and opportunities (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earning a higher salary (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing my job security (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other things you would consider to be a benefit of obtaining a PhD?

Costs of the PhD

Please indicate if you *anticipated* each of the items listed below to be a challenge during your graduate experience. Next, please indicate the extent to which each item *has been a challenge* at any point during your graduate experience.

	Was this a challenge?					Did you anticipate this to be a challenge?	
	Not at all challenging (1)	A little challenging (2)	Somewhat challenging (3)	Challenging (4)	Very challenging (5)	Yes (1)	No (2)
Cost of tuition (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of medical insurance (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduction in salary (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less financial security (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loan debt upon completion (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty securing funding (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lifestyle sacrifices (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time for community involvement (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time for family interactions, including children and/or a spouse (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time for hobbies and personal interests (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regret about being unable to devote time to certain activities (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strain in my relationship with friends (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strain in my relationship with family (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Limited freedom to get involved in new activities (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inability to keep up with household responsibilities (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less time to take care of myself (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The need to re-learn material for some classes (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty finding study groups (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling I am not as smart as my peers (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling that I am at a different place intellectually than my group members (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The need to spend time on topics I already knew about from past experience (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others learning information in their undergraduate courses I had not (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feeling that I am unable to excel on coursework (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The need to learn software programs necessary for my work (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inability to do my best academically due to time constraints (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A new environment/university culture (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lower professional status (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time away from the work world (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maturity of peers (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open-endedness of assignments (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Less structured chain of command (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor(s)' poor treatment of me (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty forming relationships with peers (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty forming relationships with faculty (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class participation expectations (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other things in your PhD experience that you have considered to be a concern? If so, please describe what they are and how they have affected you:

Cost Reducers

Please indicate if you used any of the following strategies or resources to manage any challenges you may have faced at any point during your PhD experience. *If the answer is yes*, please indicate how helpful the strategy was.

	Did you use this strategy?		If so, was it helpful?				
	Yes (1)	No (2)	Very unhelpful (1)	Somewhat unhelpful (2)	Neither unhelpful nor helpful (3)	Somewhat helpful (4)	Very helpful (5)
Receiving fellowships/scholarships (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working as a research assistant (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working as a graduate student instructor/teaching assistant (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using personal savings (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having additional household income (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking out loans (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carefully managing my personal expenses (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paying in-state tuition (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an external employer financially support degree (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving financial support from family members (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using my past experience when applying for aid (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using affordable university childcare programs (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving emotional support from family members (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Getting help with household responsibilities (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing graduate student support programs (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving emotional support from friends (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting advice on work/life balance (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining my hobbies (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking a lighter course load (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting boundaries on my time (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing academic work only on campus (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritizing other things as a trade-off on spending as much time on academic work (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning a class schedule that fits with my other responsibilities (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending professors' office hours (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with my peers on schoolwork (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing textbooks from previous education (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking classes that utilize my strengths (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using online resources and other books (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auditing introductory courses (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining academic organizations (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choosing a research area that aligns with my strengths (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Talking through material with my advisor(s) (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a support network within my program (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding common ground with my peers (34)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with my peers about their experiences adapting to a PhD program (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having mentors talk about their experiences (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having role models (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Joining student organizations for students who share my interests (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a community of fellow PhD students with similar backgrounds (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having one or more advisors who understand my needs as a student (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a positive personal outlook on change (41)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other strategies you have used to manage concerns you have had about your PhD experience? If so, please describe what they are and how they have affected you:

Advisor

Please rate how effectively you feel your primary advisor meets your individual needs in each of the following:

	Very Ineffective (1)	Somewhat Ineffective (2)	Neither Effective nor Ineffective (3)	Somewhat Effective (4)	Very Effective (5)
Availability to meet (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management style (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal supportiveness (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback on research (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with academic difficulties (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Advice (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there anything else you would like to say about your advisor?

Post-PhD Plans

What do you plan to do upon receiving your PhD? Please select all that you are currently considering.

- Return to a previous previous place of employment (1)
- Work in industry (2)
- Start my own company (3)
- Work in government (4)
- Pursue a Post-Doc position (5)
- Work as a professor in a teaching institution (6)
- Work as a professor in a research institution (7)
- Work in academia as a research scientist (8)
- Work in a field not related to engineering (9)
- Work as a consultant (10)
- I do not plan to work immediately after obtaining my degree (11)
- Undecided (12)
- Other (please specify); (13) _____

How would you assess your *change* in each of the following since beginning your PhD program?

	Much less now (1)	Somewhat less now (2)	Neither more nor less now (3)	Somewhat more now (4)	Much more now (5)
Enthusiasm for my field (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of technical skill (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of my field (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in my field (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confidence in my abilities (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in conducting research (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in teaching at a college or university (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interest in advancing my career in engineering (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Information

Is there any other information you would like to share about your experiences in a PhD program that was not covered in this questionnaire? If so, please take the opportunity to share it below:

Do you know of any current engineering PhD students who entered their doctoral program directly after completing their undergraduate degree who might be interested in participating in this survey? If so, please enter their email addresses below, separated by commas:

Do you know of any current engineering PhD students who worked for at least five years between completing their undergraduate degree and enrolling in a PhD program who might be interested in participating in this survey? If so, please enter their email addresses below, separated by commas:

Thank you for completing our questionnaire! Would you be willing to be contacted to participate in a focus group or interview to collect more detailed information on your experiences as a PhD student?

- Yes (1)
 - No (2)
-

Display This Question:

If Thank you for completing our questionnaire! Would you be willing to be contacted to participate in a... = Yes

Please enter the email address at which you would like to be contacted for this opportunity:

If you would like to receive a \$20 gift card for participating in this study, please enter the address to which you would like it to be mailed. Gift cards will be mailed after this round of the survey closes on February 18.

- Name: (1) _____
 - Address Line 1: (2) _____
 - Address Line 2: (3) _____
 - City: (4) _____
 - State: (5) _____
 - Zip Code: (6) _____
-