

Supplemental Material

CBE—Life Sciences Education

Ghee *et al.*

2013 SR-EIP and LAMI Pre-Survey

Undergraduates have many different experiences before participating in Leadership Alliance programs. The next few items are included to find out more about these experiences.

Pr3_A1 Have you ever participated in an undergraduate research program prior to the 2013 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr3_A2...** *What other activities or experiences...*

How many times prior to summer 2013 have you participated in the following programs?

		3+ (Times) (1)	2 (2)	1 (Time) (3)	NA (4)
Pr3_A1a1	Leadership Alliance Summer Research Early Identification Program (SR-EIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_A1a2	Leadership Alliance Mellon Initiative (LAMI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_A1a3	CIC Summer Research Opportunities Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_A1a4	Amgen Scholars Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_A1a5	Mellon Mays Undergraduate Fellowship (MMUF) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_A1a6	Minority Access to Research Careers (MARC) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr3_A1b Please specify any other undergraduate research or academic enrichment programs in which you currently participate or have participated in:

- At your home institution (please specify): (1) _____
- External to your home institution (please specify): (2) _____
- None (3)
- Pr3_A1bTEXT** -- given above choice, text for 'please specify' is recorded here

What other activities or experiences have you participated in to introduce you to research? (Select all that apply)

- Pr3_A2a** Introductory coursework on theories/concepts specific to your discipline
- Pr3_A2b** Research methods coursework
- Pr3_A2c** Seminars, lectures, or symposia on research in your discipline
- Pr3_A2d** Independent study on research in your discipline
- Pr3_A2e** Lab work assisting with research
- Pr3_A2f** Research support activities for faculty (e.g., literature reviews, summaries, online searches, etc.)
- Pr3_A2g** Assistantship or internship (e.g., research, teaching, tutoring, etc.)
- Pr3_A2h** On-campus research conferences
- Pr3_A2i** Discipline-specific club or organization
- Pr3_A2j** Off-campus research conferences
- Pr3_A2k** Visits to graduate schools offering programs in your discipline
- Pr3_A2l** Other (please specify): ____ **Pr3_A2ITEXT** _____

Pr3_A3 During your 2013 summer research experience, how do you plan to integrate or utilize any of the experience or skills you have gained through your undergraduate coursework?

As you get ready for your summer program, we have a few questions about your understanding of mentoring and support activities.

Pr3_A5 Have you communicated with your faculty research mentor prior to the start of the 2013 SR-EIP/LAMI program?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr3_B2...** *In thinking about the research experience...*

Pr3_A6 Which of the following describes your communication with your mentor?

- Received written materials about the research program in which you will participate (1)
- Received a reading assignment (2)
- Exchanged emails about research activities for the summer (3)
- Exchanged emails about schedules and logistics for the summer program (4)
- Other (please specify): (5) ____ **[Pr3_A6TEXT]** _____

In thinking about the research experience you will be engaged in this summer, please consider the following ways your mentor may interact with you and indicate the importance of each to you.

		Very important (1)	Somewhat important (2)	Not very important (3)	Not at all important (4)
Pr3_B2a	Availability to discuss and respond to questions about your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2b	Offering guidance and advice on your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2c	Showing interest in your research and be supportive of your ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2e	Helping you make the distinction between undergraduate research and large scale projects in a research university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2g	Introducing you to a range of methodological techniques in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this final section, we want to know a bit more about your preparation and plans for building upon your summer research experience.

Please indicate your level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pr3_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1l	Data mining techniques (e.g., text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1n	Techniques for conducting individual and group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your knowledge and experiences to date, indicate your response to each of the following statements about graduate school.

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
Pr3_E1a	I have a solid understanding of the graduate school application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E1b	I have a solid understanding of graduate school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E1c	My discussions with faculty, postdocs and graduate students this summer will help me make informed decisions about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E1d	I have a solid understanding of the careers available to me in my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E1e	I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E1f	I plan to pursue a research career outside academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E2a	I plan to attend graduate school to pursue a PhD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E2b	I plan to attend graduate school to pursue a MD-PhD degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr3_E2c	I plan to attend graduate school to pursue a Master's degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr3_F1 How do you believe your research experiences to date will be enhanced during the SR-EIP/LAMI summer research program?

Pr3_F2 Overall, what do you hope to gain from your Leadership Alliance summer research experience?

2013 SR-EIP/LAMI Post-Survey

Program Preparation, Schedule and Context

NOTE: The 2013 survey asked only about participants' perceptions of a specific reading assignment sent to them prior to starting their program. They were NOT asked about informational materials, published articles or research papers about their mentor's work, or 'other' items received prior to the program (A6a1, A6a3, A6a4). As well, they were not asked about communications to prepare them for program (A1a-A1d).

Pro3_A6a2 Did you receive a reading assignment prior to the start of the 2013 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Po3_A7** -- *Did you receive a reading assignment during...*

Regarding the **reading assignment(s)** you received prior to the start of your SR-EIP/LAMI...

		Yes (1)	No (2)
Pro3_A6b1	Did you complete the assignment?	<input type="radio"/>	<input type="radio"/>
Pro3_A6b2	Were you required to submit a written report on the assignment?	<input type="radio"/>	<input type="radio"/>
Pro3_A6b3	Did you engage in one-on-one discussion of the readings?	<input type="radio"/>	<input type="radio"/>
Pro3_A6b4	Did you engage in small group discussion of the readings?	<input type="radio"/>	<input type="radio"/>

Pro3_A6c2 How useful did you find the **pre-reading assignment**?

- Very useful (1)
- Moderately useful (2)
- Not very useful (3)
- Not at all useful (4)

Po3_A7 Did you receive a reading assignment(s) during the 2013 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Po3_A8a...** During your SR-EIP experience...

Regarding the reading assignment(s) you received during your SR-EIP/LAMI...

		Yes (1)	No (2)
Po3_A7a1	Did you complete the assignment?	<input type="radio"/>	<input type="radio"/>
Po3_A7a2	Were you required to submit a written report on the assignment?	<input type="radio"/>	<input type="radio"/>
Po3_A7a3	Did you engage in one-on-one discussion of the readings?	<input type="radio"/>	<input type="radio"/>
Po3_A7a4	Did you engage in small group discussion of the readings?	<input type="radio"/>	<input type="radio"/>

Po3_A7b How useful did you find the reading assignment(s) provided during your program?

- Very useful (1)
- Moderately useful (2)
- Not very useful (3)
- Not at all useful (4)

During your SR-EIP/LAMI experience, how many hours each week did you typically spend on the following:

		20 or more hours (1)	10-19 hours (2)	5-9 hours (3)	Less than 5 hours (4)	NA (5)
Po3_A8a	Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8b	Formal seminars and symposia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8c	Small group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8d	Study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8e	One-on-one tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8f	Laboratory work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8g	Library/museum work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8h	Data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8i	Data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8j	Preparation of research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8k	Professional development activities (e.g., GRE exam preparation, financial aid for graduate school, graduate school application process, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8l	Social events or gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_A8m	Other activities directly related to your research project (please specify): [Po3_A8mTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring and Support

Po3_B1 For your SR-EIP/LAMI, who served as your primary research mentor?

- Faculty mentor (1)
- Postdoctoral research mentor (2)
- Graduate student mentor (3)
- Other (please specify): (4) ____ [**Po3_B1TEXT**] _____

Based on the contact with your primary research mentor, how would you rate him/her on the following qualities?

		Excellent (1)	Good (2)	Fair (3)	Poor (4)
Pro3_B2a	Being available to discuss and respond to questions about your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2b	Offering guidance and advice on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2c	Showing interest in your research and being supportive of your ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2e	Helping you make the distinction between undergraduate research and large-scale projects in a research university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2g	Introducing you to a range of methodological techniques in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2i	Giving you a good sense of how your project fit within the overall goals of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_B2j	Demonstrating knowledge/expertise in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro3_B2i and Pro3_B2j were not included on pre-survey

Po3_B3 Please rate your overall satisfaction with your primary research mentor.

- Very satisfied (1)
- Somewhat satisfied (2)
- Somewhat dissatisfied (3)
- Very dissatisfied (4)

Po3_B4a How likely is it that you will ask your primary research mentor for a letter of recommendation when you apply for a graduate program?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)

If *Very likely* Is Selected, Then Skip To **Po3_B5a** *If your primary research...*

If *Somewhat likely* Is Selected, Then Skip To **Po3_B5a** *If your primary research...*

Po3_B4b Please explain why you would not ask your primary research mentor for a letter of recommendation.

Answer If **Po3_B1** *For your SR-EIP/LAMI, who served as your primary ... Faculty mentor* Is Not Selected

Po3_B5a If your primary research mentor was a graduate student or postdoc, how likely is it that you will ask your faculty mentor for a letter of recommendation?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)
- NA (5)

If *Very Likely* Is Selected, Then Skip To **Po3_B6a...** *During the next academic year,...*

If *Somewhat Likely* Is Selected, Then Skip To **Po3_B6a...** *During the next academic year,...*

Answer If **Po3_B1** *For your SR-EIP/LAMI, who served as your primary ... Faculty mentor* Is Not Selected

Po3_B5b Please explain why you would not ask your faculty mentor for a letter of recommendation.

During the next academic year, how likely are you to keep in touch with the various individuals you met at your summer research site?

		Very likely (1)	Somewhat likely (2)	Somewhat unlikely (3)	Not at all likely (4)	NA (5)
Po3_B6a	Your faculty mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_B6b	Postdoctoral fellow(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_B6c	Graduate student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_B6d	SR-EIP summer program coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_B6e	Other SR-EIP/LAMI students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_B6f	Other (please specify): [Po3_B6fTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po3_B7 How has the guidance you received from your mentor and others at your summer research site influenced your future choices and plans?

Research Experience and Impact

Now that you have participated in the 2013 SR-EIP/LAMI, please indicate your level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pro3_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, MATLAB, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1l	Data mining techniques (such as text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1n	Techniques for conducting individual and/or group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about methodological techniques and skills employed in conducting research. Based on your research experiences this summer, indicate the extent to which you agree with each of the following statements:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po3_C2a	I attended a library orientation and became familiar with the scholarly resources available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C2b	I was provided with new techniques to sharpen my critical reading skills and tools for the analysis of text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C2c	I was provided training on methodological techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C2d	I was provided the opportunity to discuss the methodological approaches and overall results of current journal articles with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po3_C3 How has your research experience this summer enhanced the research and methodological skills you possessed before attending SR-EIP/LAMI?

Thinking about your research, workshops, and seminar experiences this summer, how true would you say the following statements are for you?

		Very true (1)	Somewhat true (2)	Not very true (3)	Not at all true (4)
Po3_C4a	My experiences this summer are relevant to my research work at my current undergraduate institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C4b	The skills I learned this summer will help me with future coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C4c	The skills I learned this summer will enhance my senior thesis/research projects and/or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C4d	My experiences this summer have inspired me to take new courses that I had not considered before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C4e	My experiences this summer will enhance my overall undergraduate experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about the possible impact of the methodological techniques and skills introduced to you during SR-EIP. Based on your experiences, indicate your response to each of the following statements:

	Note that items b, e and h were NOT asked in 2013	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po3_C5a	My critical thinking skills were enhanced through my research and dialogue with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C5c	I further developed and improved my research writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C5d	My analytical and critical reading skills were sharpened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C5f	I learned new techniques that enhanced my methodological skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C5g	I have developed the necessary vocabulary of my discipline to engage in critical dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how useful your SR-EIP/LAMI experience was in the following areas:

		Very useful (1)	Somewhat useful (2)	Not at all useful (3)	NA (4)
Po3_C6a	Increasing my readiness to engage in demanding research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C6b	Improving my self-confidence as a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C6c	Becoming part of a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C6d	Understanding more clearly what it takes to become a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_C6e	Gaining confidence in communicating my research to a national audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po3_F1 Please describe below your most positive experience during SR-EIP/LAMI.

Po3_F2 Please describe below your most negative experience during SR--EIP/LAMI.

Professional Development

During your SR-EIP/LAMI, how often did you discuss the following topics with others either at your research site or at other campuses?

		Often (1)	Occasionally (2)	Never (3)
Po3_D1a	Research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1b	Information about research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1c	Information about host department or research mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1d	Applying to graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1e	Information about graduate student life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1f	Choosing a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1g	Combining a career with personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1h	What it takes to be a researcher in my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1i	What it means to be an academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1j	Plans to meet at symposium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D1k	Other (Please specify): [Po3_D1kTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A number of training or informational opportunities are provided during Alliance summer research programs. From the following list, please indicate those provided to you.

		Selected (1)
Po3_D2a1	Instruction on presentation style and effective communication	<input type="radio"/>
Po3_D2a2	Skill building in making an oral research presentation	<input type="radio"/>
Po3_D2a3	Skill building in making a poster presentation of my research	<input type="radio"/>
Po3_D2a4	Information on effective strategies for getting my research published	<input type="radio"/>
Po3_D2a5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>
Po3_D2a6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>
Po3_D2a7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>
Po3_D2a8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>

Please indicate the usefulness of the training and information provided to you?

		Very useful (1)	Useful (2)	Not too useful (3)	Not at all useful (4)
Po3_D2b1	Instruction on presentation style and effective communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b2	Skill building in making an oral research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b3	Skill building in making a poster presentation of my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b4	Information on effective strategies for getting my research published	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_D2b8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Graduate School and Future Plans

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about graduate school**:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro3_E1a	I have a solid understanding of the graduate school application process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1b	I have a solid understanding of graduate student life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1c	My discussions with faculty, post-docs, and graduate students will help me make an informed decision about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1g	Overall, I am more confident about planning for my graduate school education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about career path/plans**.

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro3_E1d	I have a solid understanding of the careers available to me in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1e	I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1f	I plan to pursue a research career outside of academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E1h	Overall, I am more confident about planning for a career in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E3a	I have clarified my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E3b	I had a plan to pursue a research career before I began SR--EIP, and the plan has not changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E3c	My commitment to pursue a research career is stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro3_E3d	I will probably change my major to better position me to pursue a research career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro3_E1g and Pro3_E1h are not on the pre-survey.

Pro3_E2 Which of the following best describes your plans for graduate school within 2-3 years after completing your undergraduate degree:

- I plan to attend graduate school to pursue a Master’s degree. (1)
- I plan to attend graduate school to pursue a PhD. (2)
- I plan to attend graduate school to pursue a MD-PhD. (3)
- I plan to attend graduate school to pursue another professional/doctoral degree program. (4)
- I do not plan to attend graduate school (5)

NOTE: Pro3_E2 is asked separately for the following choices on the pre-survey: PhD (Pr3_E2a), MD-PhD (Pr3_E2b) and masters (Pr3_E2c)

What is your status regarding the following exams?

		Already taken (1)	Plan to take (2)	Do not plan to take (3)	Not sure (4)
Po3_E4a	MCAT (Medical College Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_E4b	GRE (Graduate Record Exam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_E4c	LSAT (Law School Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_E4d	GMAT (Graduate Management Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po3_E4e	Other (please specify): [Po3_E4eTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po3_E5 Overall, how much of an impact would you say that SR-EIP/LAMI has had on how you view your future plans?

- A great deal (1)
- Some (2)
- A little (3)
- None (4)

2014 SR-EIP and LAMI Pre-Survey

Undergraduates have many different experiences before participating in Leadership Alliance programs. The next few items are included to find out more about these experiences.

Pr4_A1 Have you ever participated in an undergraduate research program prior to the 2014 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr4_A2...** *What other activities or experiences...*

How many times prior to summer 2014 have you participated in the following programs?

		3+ (Times) (1)	2 (2)	1 (Time) (3)	NA (4)
Pr4_A1a1	Leadership Alliance Summer Research Early Identification Program (SR-EIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_A1a2	Leadership Alliance Mellon Initiative (LAMI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_A1a3	CIC Summer Research Opportunities Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_A1a4	Amgen Scholars Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_A1a5	Mellon Mays Undergraduate Fellowship (MMUF) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_A1a6	Minority Access to Research Careers (MARC) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr4_A1b Please specify any other undergraduate research or academic enrichment programs in which you currently participate or have participated in:

- At your home institution (please specify): (1) _____
- External to your home institution (please specify): (2) _____
- None (3)

Pr4_A1bTEXT -- given above choice, text for 'please specify' is recorded here

What other activities or experiences have you participated in to introduce you to research? (Select all that apply)

- Pr4_A2a** Introductory coursework on theories/concepts specific to your discipline
- Pr4_A2b** Research methods coursework
- Pr4_A2c** Seminars, lectures, or symposia on research in your discipline
- Pr4_A2d** Independent study on research in your discipline
- Pr4_A2e** Lab work assisting with research
- Pr4_A2f** Research support activities for faculty (e.g., literature reviews, summaries, online searches, etc.)
- Pr4_A2g** Assistantship or internship (e.g., research, teaching, tutoring, etc.)
- Pr4_A2h** On-campus research conferences
- Pr4_A2i** Discipline-specific club or organization
- Pr4_A2j** Off-campus research conferences
- Pr4_A2k** Visits to graduate schools offering programs in your discipline
- Pr4_A2l** Other (please specify): ____ **Pr4_A2ITEXT** _____

Pr4_A3 During your 2014 summer research experience, how do you plan to integrate or utilize any of the experience or skills you have gained through your undergraduate coursework?

As you get ready for your summer program, we have a few questions about your understanding of mentoring and support activities.

Pr4_A5 Have you communicated with your faculty research mentor prior to the start of the 2014 SR-EIP/LAMI program?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr4_B2...** *In thinking about the research experience...*

Pr4_A6 Which of the following describes your communication with your mentor?

- Received written materials about the research program in which you will participate (1)
- Received a reading assignment (2)
- Exchanged emails about research activities for the summer (3)
- Exchanged emails about schedules and logistics for the summer program (4)
- Other (please specify): (5) ____ **[Pr4_A6TEXT]** _____

In thinking about the research experience you will be engaged in this summer, please consider the following ways your mentor may interact with you and indicate the importance of each to you.

		Very important (1)	Somewhat important (2)	Not very important (3)	Not at all important (4)
Pr4_B2a	Availability to discuss and respond to questions about your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2b	Offering guidance and advice on your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2c	Showing interest in your research and be supportive of your ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2e	Helping you make the distinction between undergraduate research and large scale projects in a research university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2g	Introducing you to a range of methodological techniques in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this final section, we want to know a bit more about your preparation and plans for building upon your summer research experience.

Please indicate your level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pr4_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1l	Data mining techniques (e.g., text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1n	Techniques for conducting individual and group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your knowledge and experiences to date, indicate your response to each of the following statements about graduate school.

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
Pr4_E1a	I have a solid understanding of the graduate school application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E1b	I have a solid understanding of graduate school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E1c	My discussions with faculty, postdocs and graduate students this summer will help me make informed decisions about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E1d	I have a solid understanding of the careers available to me in my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E1e	I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E1f	I plan to pursue a research career outside academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E2a	I plan to attend graduate school to pursue a PhD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E2b	I plan to attend graduate school to pursue a MD-PhD degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr4_E2c	I plan to attend graduate school to pursue a Master's degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr4_F1 How do you believe your research experiences to date will be enhanced during the SR-EIP/LAMI summer research program?

Pr4_F2 Overall, what do you hope to gain from your Leadership Alliance summer research experience?

2014 SR-EIP/LAMI Evaluation Post-Survey

Program Preparation, Schedule and Context

Please rate your program with regard to the following activities to prepare you for your summer experience...

		Excellent (1)	Good (3)	Fair (4)	Poor (5)
Po4_A1a	Prompt notification from research institution regarding your acceptance into the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A1b	Timely information on program logistics (e.g., key contact personnel, schedule, housing, transportation, local community, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A1c	Timely communication of mentor information (e.g., mentor contact information, department, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A1d	On-site orientation to overall summer program (e.g., research site, campus services, facilities, policies, community, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI?

		Selected (1)
Pro4_A6a1	Informational materials to inform you about your mentor's department, program team, research activities, etc.	<input type="radio"/>
Pro4_A6a2	A specific reading assignment related to your mentor's area of research	<input type="radio"/>
Pro4_A6a3	Published articles or research papers to inform you about your mentor's area of research	<input type="radio"/>
Pro4_A6a4	Other: please specify [Pro4_A6a4TXT]	<input type="radio"/>

Regarding the material(s) you received prior to the start of your SR-EIP/LAMI...

		Yes (1)	No (2)
Pro4_A6b1	If Pro4_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- a specific reading assignment related to your mentor's area of research Is Selected Did you complete the pre-reading assignment?	<input type="radio"/>	<input type="radio"/>
Pro4_A6b2	If Pro4_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- a specific reading assignment related to your mentor's area of research Is Selected Were you required to submit a written report on the pre-reading assignment?	<input type="radio"/>	<input type="radio"/>
Pro4_A6b3	Did you engage in one-on-one discussion of the material?	<input type="radio"/>	<input type="radio"/>
Pro4_A6b4	Did you engage in small group discussion of the material?	<input type="radio"/>	<input type="radio"/>

How useful did you find the

		Very useful (1)	Moderately useful (2)	Not very useful (3)	Not at all useful (4)
Pro4_A6c1	If Pro4_A6a1 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- informational materials to inform you about your mentor's department, program team, research activities, etc. Is Selected Informational materials about your mentor's department, program team, research activities, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_A6c2	If Pro4_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- a specific reading assignment related to your mentor's area of research Is Selected The pre-reading assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_A6c3	If Pro4_A6a3 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- published articles or research papers to inform you about your mentor's area of research Is Selected Published articles or research papers about your mentor's area of research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_A6c4	If Pro4_A6a4 What types of materials specific to your research project did you receive prior to the start of the 2014 SR-EIP-LAMI? -- Other Is Selected Other materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po4_A7 Did you receive a reading assignment(s) during the 2014 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Po4_A8a**. *During your SR-EIP/LAMI experience...*

Regarding the reading assignment(s) you received during your SR-EIP/LAMI...

		Yes (1)	No (2)
Po4_A7a1	Did you complete the assignment?	<input type="radio"/>	<input type="radio"/>
Po4_A7a2	Were you required to submit a written report on the assignment?	<input type="radio"/>	<input type="radio"/>
Po4_A7a3	Did you engage in one-on-one discussion of the readings?	<input type="radio"/>	<input type="radio"/>
Po4_A7a4	Did you engage in small group discussion of the readings?	<input type="radio"/>	<input type="radio"/>

Po4_A7b How useful did you find the reading assignment(s) provided during your program?

- Very useful (1)
- Moderately useful (2)
- Not very useful (3)
- Not at all useful (4)

During your SR-EIP/LAMI experience, how many hours each week did you typically spend on the following?

		20 hours or more (1)	10-19 hours (2)	5-9 hours (3)	Less than 5 hours (4)	NA (5)
Po4_A8a	Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8b	Formal seminars and symposia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8c	Small group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8d	Study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8e	One-on-one tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8f	Laboratory work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8g	Library/museum work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8h	Data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8i	Data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8j	Preparation of research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8k	Professional development activities (e.g., GRE exam preparation, financial aid for graduate school, graduate school application process, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8l	Social events or gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_A8m	Other research-related activities (please specify): [Po4_A8mTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring and Support

Po4_B1 For your SR-EIP/LAMI, who served as your primary research mentor?

- Faculty mentor (1)
- Postdoctoral research mentor (2)
- Graduate student mentor (3)
- Other (please specify): (4) _____ **Po4_B1TEXT** _____

Based on the contact with your primary research mentor, how would you rate him/her on the following qualities?

		Excellent (1)	Good (2)	Fair (3)	Poor (4)
Pro4_B2a	Being available to discuss and respond to questions about your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2b	Offering guidance and advice on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2c	Showing interest in your research and being supportive of your ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2e	Helping you make the distinction between undergraduate research and large-scale projects in a research university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2g	Introducing you to a range of methodological techniques in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2i	Giving you a good sense of how your project fit within the overall goals of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_B2j	Demonstrating knowledge/expertise in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro4_B2i and Pro4_B2j were not included on pre-survey

Po4_B3 Please rate your overall satisfaction with your primary research mentor.

- Very satisfied (1)
- Somewhat satisfied (2)
- Somewhat dissatisfied (3)
- Very dissatisfied (4)

Po4_B4a How likely is it that you will ask your primary research mentor for a letter of recommendation when you apply for a graduate program?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)

If *Very likely* Is Selected, Then Skip To **Po4_B5a** *If your primary research...*

If *Somewhat likely* Is Selected, Then Skip To **Po4_B5a** *If your primary research...*

Po4_B4b Please explain why you would not ask your primary research mentor for a letter of recommendation.

Answer If **Po4_B1** *For your SR-EIP/LAMI, who served as your primary ... Faculty mentor* Is Not Selected

Po4_B5a If your primary research mentor was a graduate student or postdoc, how likely is it that you will ask your faculty mentor for a letter of recommendation?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)
- NA (5)

If *Very Likely* Is Selected, Then Skip To **Po4_B6a...** *During the next academic year,...*

If *Somewhat Likely* Is Selected, Then Skip To **Po4_B6a...** *During the next academic year,...*

Answer If **Po4_B1** *For your SR-EIP/LAMI, who served as your primary ... Faculty mentor* Is Not Selected

Po4_B5b Please explain why you would not ask your faculty mentor for a letter of recommendation.

During the next academic year, how likely are you to keep in touch with the various individuals you met at your summer research site?

		Very likely (1)	Somewhat likely (2)	Somewhat unlikely (3)	Not at all likely (4)	NA (5)
Po4_B6a	Your faculty mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_B6b	Postdoctoral fellow(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_B6c	Graduate student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_B6d	SR-EIP summer program coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_B6e	Other SR-EIP/LAMI students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_B6f	Other (please specify): [Po4_B6fTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po4_B7 How has the guidance you received from your mentor and others at your summer research site influenced your future choices and plans?

Research Experience and Impact

Now that you have participated in the 2014 SR-EIP/LAMI, please indicate your current level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pro4_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, MATLAB, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1l	Data mining techniques (such as text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1n	Techniques for conducting individual and/or group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about methodological techniques and skills employed in conducting research. Based on your research experiences this summer, indicate the extent to which you agree with each of the following statements:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po4_C2a	I attended a library orientation and became familiar with the scholarly resources available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C2b	I was provided with new techniques to sharpen my critical reading skills and tools for the analysis of text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C2c	I was provided training on methodological techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C2d	I was provided the opportunity to discuss the methodological approaches and overall results of current journal articles with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po4_C3 How has your research experience this summer enhanced the research and methodological skills you possessed before attending SR-EIP/LAMI?

Thinking about your research, workshops, and seminar experiences this summer, how true would you say the following statements are for you?

		Very true (1)	Somewhat true (2)	Not very true (3)	Not at all true (4)
Po4_C4a	My experiences this summer are relevant to my research work at my current undergraduate institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C4b	The skills I learned this summer will help me with future coursework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C4c	The skills I learned this summer will enhance my senior thesis/research projects and/or papers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C4d	My experiences this summer have inspired me to take new courses that I had not considered before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C4e	My experiences this summer will enhance my overall undergraduate experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about the possible impact of the methodological techniques and skills introduced to you during SR-EIP. Based on your experiences, indicate your response to each of the following statements:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po4_C5a	My critical thinking skills were enhanced through my research and dialogue with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5b	I increased my ability to learn on my own, pursue ideas, and find information I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5c	I further developed and improved my research writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5d	My analytical and critical reading skills were sharpened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5e	I am better equipped to put ideas together, see relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5f	I learned new techniques that enhanced my methodological skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5g	I have developed the necessary vocabulary of my discipline to engage in critical dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C5h	I learned how to adapt to change (e.g., new technologies, different jobs or personal circumstances, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how useful your SR-EIP/LAMI experience was in the following areas:

		Very useful (1)	Somewhat useful (2)	Not at all useful (3)	NA (4)
Po4_C6a	Increasing my readiness to engage in demanding research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C6b	Improving my self-confidence as a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C6c	Becoming part of a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C6d	Understanding more clearly what it takes to become a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_C6e	Gaining confidence in communicating my research to a national audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po4_F1 Please describe below your most positive experience during SR-EIP/LAMI.

Po4_F2 Please describe below your most negative experience during SR--EIP/LAMI.

Professional Development

During your SR-EIP/LAMI, how often did you discuss the following topics with others at your research site and/or at other campuses?

		Often (1)	Occasionally (2)	Never (3)
Po4_D1a	Research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1b	Information about research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1c	Information about host department or research mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1d	Applying to graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1e	Information about graduate student life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1f	Choosing a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1g	Combining a career with personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1h	What it takes to be a researcher in my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1i	What it means to be an academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1j	Plans to meet at symposium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D1k	Other (Please specify): [Po4_D1kTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A number of training or informational opportunities are provided during Alliance summer research programs. From the following list, please indicate those provided to you:

		Selected (1)
Po4_D2a1	Instruction on presentation style and effective communication	<input type="radio"/>
Po4_D2a2	Skill building in making an oral research presentation	<input type="radio"/>
Po4_D2a3	Skill building in making a poster presentation of my research	<input type="radio"/>
Po4_D2a4	Information on effective strategies for getting my research published	<input type="radio"/>
Po4_D2a5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>
Po4_D2a6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>
Po4_D2a7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>
Po4_D2a8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>

Please indicate the usefulness of the training and information provided to you?

		Very useful (1)	Useful (2)	Not too useful (3)	Not at all useful (4)
Po4_D2b1	Instruction on presentation style and effective communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b2	Skill building in making an oral research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b3	Skill building in making a poster presentation of my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b4	Information on effective strategies for getting my research published	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_D2b8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Graduate School and Future Plans

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about graduate school**:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro4_E1a	I have a solid understanding of the graduate school application process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1b	I have a solid understanding of graduate student life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1c	My discussions with faculty, post-docs, and graduate students will help me make an informed decision about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1g	Overall, I am more confident about planning for my graduate school education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about career path/plans**.

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro4_E1d	I have a solid understanding of the careers available to me in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1e	I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1f	I plan to pursue a research career outside of academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E1h	Overall, I am more confident about planning for a career in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E3a	I have clarified my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E3b	I had a plan to pursue a research career before I began SR--EIP, and the plan has not changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E3c	My commitment to pursue a research career is stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro4_E3d	I will probably change my major to better position me to pursue a research career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro4_E1g and Pro4_E1h are not on the pre-survey.

Pro4_E2 Which of the following best describes your plans for graduate school within 3 years after completing your undergraduate degree?

- I plan to attend graduate school to pursue a Masters degree. (1)
- I plan to attend graduate school to pursue a PhD. (2)
- I plan to attend graduate school to pursue a MD-PhD. (3)
- I plan to attend graduate school to pursue another professional/doctoral degree program. (4)
- I do not plan to attend graduate school. (5)

NOTE: Pro4_E2 is asked separately for the following choices on the pre-survey: PhD (Pr4_E2a), MD-PhD (Pr4_E2b) and masters (Pr4_E2c)

What is your status regarding the following exams?

		Already taken (1)	Plan to take (2)	Do not plan to take (3)	Not sure (4)
Po4_E4a	MCAT (Medical College Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_E4b	GRE (Graduate Record Exam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_E4c	LSAT (Law School Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_E4d	GMAT (Graduate Management Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po4_E4e	Other (please specify): [Po4_E4eTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po4_E5 How much impact has the SR-EIP/LAMI had on how you view your future plans?

- A great deal (1)
- Some (2)
- A little (3)
- None (4)

2015 SR-EIP and LAMI Pre-Survey

Undergraduates have many different experiences before participating in Leadership Alliance programs. The next few items are included to find out more about these experiences.

Pr5_A1 Have you ever participated in an undergraduate research program prior to the 2015 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr5_A2** *What other activities or experiences...*

How many times prior to summer 2015 have you participated in the following programs?

	3+ (Times) (1)	2 (2)	1 (Time) (3)	NA (4)
Pr5_A1a1 Leadership Alliance Summer Research Early Identification Program (SR-EIP)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_A1a2 Leadership Alliance Mellon Initiative (LAMI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_A1a3 CIC Summer Research Opportunities Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_A1a4 Amgen Scholars Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_A1a5 Mellon Mays Undergraduate Fellowship (MMUF) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_A1a6 Minority Access to Research Careers (MARC) Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr5_A1b Please specify any other undergraduate research or academic enrichment programs in which you currently participate or have participated in:

- At your home institution (please specify): _____ (1)
- External to your home institution (please specify): _____ (2)
- None (3)

Pr5_A1bTEXT -- given above choice, text for 'please specify' is recorded here

What other activities or experiences have you participated in to introduce you to research? (Select all that apply)

- Pr5_A2a** Introductory coursework on theories/concepts specific to your discipline
- Pr5_A2b** Research methods coursework
- Pr5_A2c** Seminars, lectures, or symposia on research in your discipline
- Pr5_A2d** Independent study on research in your discipline
- Pr5_A2e** Lab work assisting with research
- Pr5_A2f** Research support activities for faculty (e.g., literature reviews, summaries, online searches, etc.)
- Pr5_A2g** Assistantship or internship (e.g., research, teaching, tutoring, etc.)
- Pr5_A2h** On-campus research conferences
- Pr5_A2i** Discipline-specific club or organization
- Pr5_A2j** Off-campus research conferences
- Pr5_A2k** Visits to graduate schools offering programs in your discipline
- Pr5_A2l** Other (please specify): ____ **Pr5_A2ITEXT** _____

Pr5_A3 During your 2015 summer research experience, how do you plan to integrate or utilize any of the experience or skills you have gained through your undergraduate coursework?

As you get ready for your summer program, we have a few questions about your understanding of mentoring and support activities.

Pr5_A5 Have you communicated with your faculty research mentor prior to the start of the 2015 SR-EIP/LAMI program?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To **Pr5_B2** In thinking about the research experience...

Pr5_A6 Which of the following describes your communication with your mentor?

- Received written materials about the research program in which you will participate (1)
- Received a reading assignment (2)
- Exchanged emails about research activities for the summer (3)
- Exchanged emails about schedules and logistics for the summer program (4)
- Other (please specify): (5) ____ **Pr5_A6TEXT** ____

In thinking about the research experience you will be engaged in this summer, please consider the following ways your mentor may interact with you and indicate the importance of each to you.

		Very important (1)	Somewhat important (2)	Not very important (3)	Not at all important (4)
Pr5_B2a	Availability to discuss and respond to questions about your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2b	Offering guidance and advice on your research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2c.	Showing interest in your research and be supportive of your ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2e	Helping you make the distinction between undergraduate research and large scale projects in a research university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2g	Introducing you to a range of methodological techniques in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this final section, we want to know a bit more about your preparation and plans for building upon your summer research experience.

Please indicate your level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pr5_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1l	Data mining techniques (e.g., text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1n	Techniques for conducting individual and group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your knowledge and experiences to date, indicate your response to each of the following statements about graduate school.

	Strongly agree (1)	Agree (2)	Disagree (3)	Strongly Disagree (4)
Pr5_E1a I have a solid understanding of the graduate school application process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E1b I have a solid understanding of graduate school life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E1c My discussions with faculty, postdocs and graduate students this summer will help me make informed decisions about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E1d I have a solid understanding of the careers available to me in my discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E1e I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E1f I plan to pursue a research career outside academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E2a I plan to attend graduate school to pursue a PhD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E2b I plan to attend graduate school to pursue a MD-PhD degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pr5_E2c I plan to attend graduate school to pursue a Master's degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pr5_F1 How do you believe your research experiences to date will be enhanced during the SR-EIP/LAMI summer research program?

Pr5_F2 Overall, what do you hope to gain from your Leadership Alliance summer research experience?

2015 SR-EIP/LAMI Post-Survey

Program Preparation, Schedule and Context

Please rate your program with regard to the following activities to prepare you for your summer experience...

		Excellent (1)	Good (3)	Fair (4)	Poor (5)
Po5_A1a	Prompt notification from research institution regarding your acceptance into the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A1b	Timely information on program logistics (e.g., key contact personnel, schedule, housing, transportation, local community, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A1c	Timely communication of mentor information (e.g., mentor contact information, department, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A1d	On-site orientation to overall summer program (e.g., research site, campus services, facilities, policies, community, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI?

		Selected (1)
Pro5_A6a1	Informational materials to inform you about your mentor's department, program team, research activities, etc.	<input type="radio"/>
Pro5_A6a2	A specific reading assignment related to your mentor's area of research	<input type="radio"/>
Pro5_A6a3	Published articles or research papers to inform you about your mentor's area of research	<input type="radio"/>
Pro5_A6a4	Other: please specify [Pro5_A6a4TXT]	<input type="radio"/>

Regarding the material(s) you received prior to the start of your SR-EIP/LAMI...

		Yes (1)	No (2)
Pro5_A6b1	If Pro5_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI -- a specific reading assignment related to your mentor's area of research Is Selected Did you complete the pre-reading assignment?	<input type="radio"/>	<input type="radio"/>
Pro5_A6b2	If Pro5_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI -- a specific reading assignment related to your mentor's area of research Is Selected Were you required to submit a written report on the pre-reading assignment?	<input type="radio"/>	<input type="radio"/>
Pro5_A6b3	Did you engage in one-on-one discussion of the material?	<input type="radio"/>	<input type="radio"/>
Pro5_A6b4	Did you engage in small group discussion of the material?	<input type="radio"/>	<input type="radio"/>

How useful did you find the

		Very useful (1)	Moderately useful (2)	Not very useful (3)	Not at all useful (4)
Pro5_A6c1	If Pro5_A6a1 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI? -- informational materials to inform you about your mentor's department, program team, research activities, etc. Is Selected Informational materials about your mentor's department, program team, research activities, etc.?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_A6c2	If Pro5_A6a2 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI? -- a specific reading assignment related to your mentor's area of research Is Selected The pre-reading assignment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_A6c3	If Pro5_A6a3 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI? -- published articles or research papers to inform you about your mentor's area of research Is Selected Published articles or research papers about your mentor's area of research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_A6c4	If Pro5_A6a4 What types of materials specific to your research project did you receive prior to the start of the 2015 SR-EIP-LAMI? -- Other: please specify Is Selected Other materials?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po5_A7 Did you receive a reading assignment(s) during the 2015 SR-EIP/LAMI?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To II-4 **Po5_A8a...** During your SR-EIP/LAMI experience...

Regarding the reading assignment(s) you received during your SR-EIP/LAMI...

		Yes (1)	No (2)
Po5_A7a1	Did you complete the assignment?	<input type="radio"/>	<input type="radio"/>
Po5_A7a2	Were you required to submit a written report on the assignment?	<input type="radio"/>	<input type="radio"/>
Po5_A7a3	Did you engage in one-on-one discussion of the readings?	<input type="radio"/>	<input type="radio"/>
Po5_A7a4	Did you engage in small group discussion of the readings?	<input type="radio"/>	<input type="radio"/>

Po5_A7b How useful did you find the reading assignment(s) provided during your program?

- Very useful (1)
- Moderately useful (2)
- Not very useful (3)
- Not at all useful (4)

During your SR-EIP/LAMI experience, how many hours each week did you typically spend on the following?

		20 hours or more (1)	10-19 hours (2)	5-9 hours (3)	Less than 5 hours (4)	NA (5)
Po5_A8a	Lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8b	Formal seminars and symposia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8c	Small group discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8d	Study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8e	One-on-one tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8f	Laboratory work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8g	Library/museum work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8h	Data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8i	Data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8j	Preparation of research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8k	Professional development activities (e.g., GRE exam preparation, financial aid for graduate school, graduate school application process, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8l	Social events or gatherings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_A8m	Other research-related activities (please specify): Po5_A8mTXT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mentoring and Support

Po5_B1 For your SR-EIP/LAMI, who served as your primary research mentor?

- Faculty mentor (1)
- Postdoctoral research mentor (2)
- Graduate student mentor (3)
- Other (please specify): (4) [**Po5_B1TEXT**]

Based on the contact with your primary research mentor, how would you rate him/her on the following qualities?

		Excellent (1)	Good (2)	Fair (3)	Poor (4)
Pro5_B2a	Being available to discuss and respond to questions about your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2b	Offering guidance and advice on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2c	Showing interest in your research and being supportive of your ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2d	Helping you establish relationships by introducing you to other faculty, graduate students and researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2e	Helping you make the distinction between undergraduate research and large-scale projects in a research university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2f	Making you feel like an integral part of the research project.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2g	Introducing you to a range of methodological techniques in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2h	Providing you with constructive feedback on your academic career development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2i	Giving you a good sense of how your project fit within the overall goals of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_B2j	Demonstrating knowledge/expertise in your field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro5_B2i and Pro5_B2j were not included on pre-survey

Po5_B3 Please rate your overall satisfaction with your primary research mentor.

- Very satisfied (1)
- Somewhat satisfied (2)
- Somewhat dissatisfied (3)
- Very dissatisfied (4)

Po5_B4a How likely is it that you will ask your primary research mentor for a letter of recommendation when you apply for a graduate program?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)

If *Very likely* Is Selected, Then Skip To **Po5_B5a**. If your primary research mentor...If *Somewhat likely* Is Selected, Then Skip To **Po5_B5a**. If your primary research...

Po5_B4b Please explain why you would not ask your primary research mentor for a letter of recommendation.

Answer If **Po5_B1**. For your SR-EIP/LAMI, who served as your primary research mentor...
Faculty mentor Is Not Selected

Po5_B5a If your primary research mentor was a graduate student or postdoc, how likely is it that you will ask your faculty mentor for a letter of recommendation?

- Very likely (1)
- Somewhat likely (2)
- Somewhat unlikely (3)
- Not at all likely (4)
- NA (5)

If *Very Likely* Is Selected, Then Skip To III-6 **Po5_B6a**... During the next academic year,...If *Somewhat Likely* Is Selected, Then Skip To III-6 **Po5_B6a**... During the next academic year,...

Answer If **Po5_B1**. For your SR-EIP/LAMI, who served as your primary research mentor...
Faculty mentor Is Not Selected

Po5_B5b Please explain why you would not ask your faculty mentor for a letter of recommendation.

During the next academic year, how likely are you to keep in touch with the various individuals you met at your summer research site?

		Very likely (1)	Somewhat likely (2)	Somewhat unlikely (3)	Not at all likely (4)	NA (5)
Po5_B6a	Your faculty mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_B6b	Postdoctoral fellow(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_B6c	Graduate student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_B6d	SR-EIP summer program coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_B6e	Other SR-EIP/LAMI students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_B6f	Other (please specify): [Po5_B6fTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po5_B7 How has the guidance you received from your mentor and others at your summer research site influenced your future choices and plans?

Research Experience and Impact

Now that you have participated in the 2015 SR-EIP/LAMI, please indicate your current level of knowledge about each of the following topics:

		None (1)	Beginning (2)	Intermediate (3)	High (4)
Pro5_C1a	The overall research process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1b	Professional aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1c	Ethical aspects of research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1d	Literature and basic concepts in your research area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1e	Quantitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1f	Approaches to quantitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1g	Qualitative techniques and methods for data gathering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1h	Approaches to qualitative data analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1i	Computer applications for data management and analysis (e.g., SPSS, STATA, SAS, NVIVO, MATLAB, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1j	Bibliographic/reference software that manages research citations (e.g., EndNote and RefWorks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1k	Critical reading skills and tools for the analysis of text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1l	Data mining techniques (such as text mining and stemmatic analysis)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1m	Techniques and tools for conducting archival research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1n	Techniques for conducting individual and/or group interviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1o	Research report preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_C1p	Research report presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about methodological techniques and skills employed in conducting research. Based on your research experiences this summer, indicate the extent to which you agree with each of the following statements:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po5_C2a	I attended a library orientation and became familiar with the scholarly resources available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C2b	I was provided with new techniques to sharpen my critical reading skills and tools for the analysis of text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C2c	I was provided training on methodological techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C2d	I was provided the opportunity to discuss the methodological approaches and overall results of current journal articles with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po5_C3 How has your research experience this summer enhanced the research and methodological skills you possessed before attending SR-EIP/LAMI?

Thinking about your research, workshops, and seminar experiences this summer, how true would you say the following statements are for you?

		Very true (1)	Somewhat true (2)	Not very true (3)	Not at all true (4)
Po5_C4a	My experiences this summer are relevant to my research work at my current undergraduate institution. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C4b	The skills I learned this summer will help me with future coursework. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C4c	The skills I learned this summer will enhance my senior thesis/research projects and/or papers. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C4d	My experiences this summer have inspired me to take new courses that I had not considered before. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C4e	My experiences this summer will enhance my overall undergraduate experience. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If TLAstat Is Not Equal to LAMI

Listed below are statements about the possible impact of the methodological techniques and skills introduced to you during SR-EIP. Based on your experiences, indicate your response to each of the following statements:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)	Not applicable to my discipline (5)
Po5_C5a	My critical thinking skills were enhanced through my research and dialogue with fellow students and faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5b	I increased my ability to learn on my own, pursue ideas, and find information I need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5c	I further developed and improved my research writing skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5d	My analytical and critical reading skills were sharpened.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5e	I am better equipped to put ideas together, see relationships, similarities, and differences between ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5f	I learned new techniques that enhanced my methodological skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5g	I have developed the necessary vocabulary of my discipline to engage in critical dialogue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C5h	I learned how to adapt to change (e.g., new technologies, different jobs or personal circumstances, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate how useful your SR-EIP/LAMI experience was in the following areas:

		Very useful (1)	Somewhat useful (2)	Not at all useful (3)	NA (4)
Po5_C6a	Increasing my readiness to engage in demanding research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C6b	Improving my self-confidence as a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C6c	Becoming part of a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C6d	Understanding more clearly what it takes to become a researcher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_C6e	Gaining confidence in communicating my research to a national audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po5_F1 Please describe below your most positive experience during SR-EIP/LAMI.

Po5_F2 Please describe below your most negative experience during SR--EIP/LAMI.

Professional Development

During your SR-EIP/LAMI, how often did you discuss the following topics with others at your research site and/or at other campuses?

		Often (1)	Occasionally (2)	Never (3)
Po5_D1a	Research interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1b	Information about research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1c	Information about host department or research mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1d	Applying to graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1e	Information about graduate student life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1f	Choosing a career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1g	Combining a career with personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1h	What it takes to be a researcher in my discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1i	What it means to be an academic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1j	Plans to meet at symposium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D1k	Other (Please specify): [Po5_D1kTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A number of training or informational opportunities are provided during Alliance summer research programs. From the following list, please indicate those provided to you:

		Selected (1)
Po5_D2a1	Instruction on presentation style and effective communication	<input type="radio"/>
Po5_D2a2	Skill building in making an oral research presentation	<input type="radio"/>
Po5_D2a3	Skill building in making a poster presentation of my research	<input type="radio"/>
Po5_D2a4	Information on effective strategies for getting my research published	<input type="radio"/>
Po5_D2a5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>
Po5_D2a6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>
Po5_D2a7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>
Po5_D2a8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>

Please indicate the usefulness of the training and information provided to you?

		Very useful (1)	Useful (2)	Not too useful (3)	Not at all useful (4)
Po5_D2b1	Instruction on presentation style and effective communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b2	Skill building in making an oral research presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b3	Skill building in making a poster presentation of my research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b4	Information on effective strategies for getting my research published	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b5	Professional guidance on resume development, career options, interviewing skills and related career development strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b6	Discussion and advice about maintaining balance between my academic and personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b7	Clarification regarding the progression through graduate school and towards the PhD or MD-PhD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_D2b8	Information about the availability of fellowships, assistantships, and other support for graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Graduate School and Future Plans

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about graduate school**:

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro5_E1a	I have a solid understanding of the graduate school application process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1b	I have a solid understanding of graduate student life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1c	My discussions with faculty, post-docs, and graduate students will help me make an informed decision about graduate school and my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1g	Overall, I am more confident about planning for my graduate school education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences and knowledge gained through SR-EIP, indicate your level of agreement with each of the following statements **about career path/plans**.

		Strongly agree (1)	Agree (2)	Disagree (3)	Strongly disagree (4)
Pro5_E1d	I have a solid understanding of the careers available to me in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1e	I plan to pursue an academic career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1f	I plan to pursue a research career outside of academia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pro5_E1h	Overall, I am more confident about planning for a career in research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E3a	I have clarified my career path.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E3b	I had a plan to pursue a research career before I began SR--EIP, and the plan has not changed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E3c	My commitment to pursue a research career is stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E3d	I will probably change my major to better position me to pursue a research career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NOTE: Pro5_E1g and Pro5_E1h are not on the pre-survey.

Pro5_E2 Which of the following best describes your plans for graduate school within 3 years after completing your undergraduate degree?

- I plan to attend graduate school to pursue a Master's degree. (1)
- I plan to attend graduate school to pursue a PhD. (2)
- I plan to attend graduate school to pursue a MD-PhD. (3)
- I plan to attend graduate school to pursue another professional/doctoral degree program. (4)
- I do not plan to attend graduate school. (5)

NOTE: Pro5_E2 is asked separately for the following choices on the pre-survey: PhD (Pr5_E2a), MD-PhD (Pr5_E2b) and masters (Pr5_E2c)

What is your status regarding the following exams?

		Already taken (1)	Plan to take (2)	Do not plan to take (3)	Not sure (4)
Po5_E4a	MCAT (Medical College Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E4b	GRE (Graduate Record Exam)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E4c	LSAT (Law School Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E4d	GMAT (Graduate Management Admission Test)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Po5_E4e	Other (please specify): [Po5_E4eTXT]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Po5_E5 How much impact has the SR-EIP/LAMI had on how you view your future plans?

- A great deal (1)
- Some (2)
- A little (3)
- None (4)