

## BEST Graduate Student Interim Survey Pilot Testing

OMB # 0925-0046 Expiration Date: 05/31/2016

Public reporting burden for this collection of information is estimated to average 45 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-0046\*). Do not return the completed form to this address.

# BEST Graduate Student Interim Survey Pilot Testing

## Introduction

OMB # 0925-0046 Expiration Date: 5/31/2016

Thank you for agreeing to participate in the pilot testing for the surveys for BEST trainees. Please note that this pilot testing will only be used to improve the instructions and wording of the survey questions.

**\*Please record the start time when you begin, so we can approximate the time it takes to complete the survey.**

Start Time

| HH                   | MM | AM/PM                |                      |
|----------------------|----|----------------------|----------------------|
| <input type="text"/> | :  | <input type="text"/> | <input type="text"/> |

# BEST Graduate Student Interim Survey Pilot Testing

## SECTION 1. UNDERSTANDING OF CAREER OPPORTUNITIES, CONFIDENCE IN CAREER, CAR...

OMB # 0925-0046 Expiration Date: 5/31/2016

**\*1. In the past 12 months, which of the following have you done as a part of your career exploration and development?**

|  | Yes                   | No                    | I don't remember      |
|--|-----------------------|-----------------------|-----------------------|
| a. Completed an Individual Development Plan (IDP)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Held internship(s) internal to the institution  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Held internship(s) external to the institution  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Attended a course(s) about career planning for credit   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Attended a course(s) about career planning not for credit   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Sought career advice from your PI   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Sought career advice from a faculty member (other than your PI) or a staff member                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Discussed career plans with professionals outside of academia   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Attended career-related event(s) at your institution (e.g. workshops, speakers, career fairs, seminars, etc.)     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Attended career-related event(s) NOT at your institution (e.g. workshops, speakers, career fairs, seminars, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Read books, articles, and/or online sources about career development or planning                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

l. Other (please specify)

# BEST Graduate Student Interim Survey Pilot Testing

## \*2. How confident are you in your ability to do the following?

|  | 5<br>Complete<br>confidence | 4<br>High confidence  | 3<br>Moderate<br>confidence | 2<br>Minimal<br>confidence | 1<br>No confidence    | I don't know          |
|--|-----------------------------|-----------------------|-----------------------------|----------------------------|-----------------------|-----------------------|
| a. Accurately assess your abilities to pursue your desired career path(s)                        | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Determine the steps to pursue your desired career path(s)                                     | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Talk to your PI/faculty advisor regarding your desired career path(s)                         | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. Seek advice from professionals in your desired career path(s)                                 | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. Identify potential employers, firms, and institutions relevant to your desired career path(s) | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. Achieve your career goals   | <input type="radio"/>       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

# BEST Graduate Student Interim Survey Pilot Testing

## SECTION 1. UNDERSTANDING OF CAREER OPPORTUNITIES, CONFIDENCE IN CAREER, CAR...

OMB # 0925-0046 Expiration Date: 5/31/2016

**Table 1**

Below is a list of possible career paths commonly followed by Ph.D.-level scientists. These career paths come from the my Individual Development Plan. If you are not familiar with the career paths on this list, please read the descriptions before proceeding with the survey. You will be asked to answer a question about these career paths.

| <b>Career Path</b>   | <b>Description</b>  |
|--|---|
| Principal investigator in a research-intensive institution | Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities.  |
| Research in industry                                       | Discovery or preclinical researcher; manager of a research team or facility.  |
| Research staff in a research-intensive institution         | Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution.  |
| Combined research and teaching careers                     | Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities.   |
| Teaching-intensive careers in academia                     | A primarily teaching faculty position in a research university, liberal arts college, community college.  |
| Science education for K-12 schools                         | Classroom teacher; curriculum developer; science specialist.  |
| Science education for non-scientists                       | Education or public outreach specialist such as at a science museum or scientific society.  |
| Clinical practice  | Clinician such as genetics counselor, therapist, physician.   |
| Public health related careers                              | Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist.   |
| Scientific/medical testing                                 | Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician.             |
| Science writing  | Science, medical, or technical writer or journalist; science editor; science publisher.   |
| Research administration                                    | Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers, dean or director of research programs. |
| Science policy   | Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks.  |
| Intellectual property                                      | Patent agent; patent attorney; technology transfer specialist.  |
| Business of science  | Management consultant; business development professional in a biotech company venture capitalist; market researcher; investment analyst.  |
| Entrepreneurship   | Starting your own business.   |
| Sales and marketing of science-related products            | Medical science liaison; technical sales representative; marketing specialist.  |
| Support of science-related products                        | Technical support specialist; field application specialist; product development scientist or engineer.  |
| Drug/device approval and production                        | Regulatory affairs professional; quality control specialist.  |
| Clinical research management                               | Clinical research project/trials manager or coordinator.  |

# BEST Graduate Student Interim Survey Pilot Testing

**\*3. Based on the list of career paths, to what extent are you currently considering the following?**

|   | 5<br>Will definitely<br>pursue | 4<br>Strongly<br>considering | 3<br>Moderately<br>considering | 2<br>Slightly<br>considering | 1<br>Not considering  | I don't know          |
|---|--------------------------------|------------------------------|--------------------------------|------------------------------|-----------------------|-----------------------|
| a. Principal investigator in a research-intensive institution | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| b. Research in industry                                       | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| c. Research staff in a research-intensive institution         | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| d. Combined research and teaching careers                     | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| e. Teaching-intensive careers in academia                     | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| f. Science education for K-12 schools                         | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| g. Science education for non-scientists                       | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| h. Clinical practice  | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| i. Public health related careers                              | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| j. Scientific/medical testing                                 | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| k. Science writing  | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| l. Research administration                                    | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| m. Science policy   | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| n. Intellectual property                                      | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| o. Business of science  | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| p. Entrepreneurship   | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| q. Sales and marketing of science-related products            | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| r. Support of science-related products                        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| s. Drug/device approval and production                        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| t. Clinical research management                               | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |
| u. Career that is not related to science                      | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/>          | <input type="radio"/>        | <input type="radio"/> | <input type="radio"/> |

v. Other (please specify)

# BEST Graduate Student Interim Survey Pilot Testing

## \*FEEDBACK FOR QUESTION 3

**Please comment if the descriptions in the career path table were helpful in answering Question 3.**

## SECTION 2. BEST ACTIVITIES

OMB # 0925-0046 Expiration Date: 5/31/2016

### **\*4. Have you participated in the BEST program?**

- a. Yes
- b. No
- c. I do not know/I do not remember.



**SECTION 2. BEST ACTIVITIES**

OMB # 0925-0046 Expiration Date: 5/31/2016

**\*5. Thinking about all the career-related activities you may have participated in, how helpful has the BEST program been in the following areas?**

|   | 4                     | 3                     | 2                     | 1                     | I do not know         |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|   | Very helpful          | Somewhat helpful      | Not very helpful      | Not at all helpful    |                       |
| a. Providing you with knowledge of the skills for a wide range of careers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Making career decisions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**\*6. What BEST program activities or events did you find most helpful in your career planning? Please explain.**

## SECTION 2. BEST ACTIVITIES

OMB # 0925-0046 Expiration Date: 5/31/2016

**\*7. Have you participated in career-related activities other than the ones provided by the BEST program?**

- a. Yes
- b. No
- c. I do not know/I do not remember

**SECTION 2. BEST ACTIVITIES**

OMB # 0925-0046 Expiration Date: 5/31/2016

**\*8. What activities did you find most helpful in your career planning? Please explain.**

**SECTION 2. BEST ACTIVITIES**

OMB # 0925-0046 Expiration Date: 5/31/2016

**\*9. Please describe activities that have helped you most in your career planning and whether the activities were offered by your institution.**

## SECTION 3. FACULTY SUPPORT AND GRADUATE PROGRAM

OMB # 0925-0046 Expiration Date: 5/31/2016

### \*10. Thinking about your interactions with your PI/faculty advisor, how much do you agree with the following statements?

|  | 5<br>Strongly agree   | 4<br>Agree            | 3<br>Neither disagree<br>nor agree | 2<br>Disagree         | 1<br>Strongly disagree | I don't know          |
|--|-----------------------|-----------------------|------------------------------------|-----------------------|------------------------|-----------------------|
| a. My PI/faculty advisor supports my career goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| b. My PI/faculty advisor supports my professional development towards my desired career goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

### \*11a. Thinking about your graduate program as a whole, how much do you agree with the following statements?

|  | 5<br>Strongly agree   | 4<br>Agree            | 3<br>Neither disagree<br>nor agree | 2<br>Disagree         | 1<br>Strongly disagree | I don't know          |
|--|-----------------------|-----------------------|------------------------------------|-----------------------|------------------------|-----------------------|
| a. I feel I am getting the training I need for my desired career path(s).                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| b. I feel I am receiving support from my graduate program to pursue professional development activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| c. I feel I am receiving support from my graduate program for a broad range of career path(s).           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

# BEST Graduate Student Interim Survey Pilot Testing

**\*11b. Thinking about your institution as a whole, how much do you agree with the following statements?**

|   | 5<br>Strongly agree   | 4<br>Agree            | 3<br>Neither disagree<br>nor agree | 2<br>Disagree         | 1<br>Strongly disagree | I don't know          |
|---|-----------------------|-----------------------|------------------------------------|-----------------------|------------------------|-----------------------|
| d. I feel I am getting the training I need for my desired career path(s).                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| e. I feel I am receiving support from my institution to pursue professional development activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |
| f. I feel I am receiving support from my institution for a broad range of career path(s).           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/>  | <input type="radio"/> |

## **\*FEEDBACK FOR QUESTIONS 11A AND 11B**

**What are your thoughts about Questions 11a and 11b? Regarding professional development activities, what types of distinctions do you make between the support you receive from your graduate program and your institution?**

## SECTION 3. FACULTY SUPPORT AND GRADUATE PROGRAM

OMB # 0925-0046 Expiration Date: 5/31/2016

### \*12. In the past 12 months, approximately how often did you discuss your career goals and progress with?

|   | Once per week         | Once per month        | Once per year         | Never                 | I do not remember     | Not applicable        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Your PI/Advisor  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Your Thesis or advisory committee                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Other faculty or staff members at your institution                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. A professional outside your institution whom you consider a mentor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Your peers   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## FEEDBACK

OMB # 0925-0046 Expiration Date: 5/31/2016

**\* Please record the end time when you finish, so we can approximate the time it takes to complete the survey.**

End Time      HH    MM    AM/PM  
                  :

**\* A. What is your overall impression of the survey?**

**\* B. Were any of the instructions unclear? If yes, which questions and why? Please feel free to use the back button to go back through the survey.**

**\* C. Where there any questions where you feel the wording could be improved? If yes, which questions and why? Please feel free to use the back button to go back through the survey.**

**\* D. Were there any questions you feel did not apply to you? Why?**

**\* E. What are your comments about the order of the questions?**

**\* F. What suggestions do you have to encourage participation in the surveys?**