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Intersectionality of Non-normative Identities in the Cultures of Engineering Survey

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Intersectionality of Non-normative Identities in the Cultures of Engineering Purdue University School of Engineering Education

Attitudinal Profiles in Engineering Survey

We are interested in your attitudes, beliefs, perceptions, and career expectations in engineering. Please make your best estimate for each item and answer as many questions as possible. There are no right or wrong answers.

Please note:

- You must be 18 years or older to participate.
- The survey will take approximately 20 minutes to complete
- Participation is voluntary. You may withdraw at any time.
- Participation will NOT affect your grade in this course in any way.
- You will be asked for contact information (email) in case we want to contact you for follow-up observations or interviews from your survey responses. This information is voluntary and will not be shared with any third party.
- If you have questions or concerns, please contact Allison Godwin (godwina@purdue.edu).
- You can contact the Purdue University Human Research Protection Program at (765) 49-45942 or if you have any questions regarding your rights as participants.



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Part I: Community

1. We would like to know about how you feel that you fit in engineering and belong in your engineering community.

	Not at all	0	1	2	3	4	5	6	Very much so
a. I feel comfortable in engineering.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. I feel I belong in engineering.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. I enjoy being in engineering.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. I feel comfortable in my engineering class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. I feel supported in my engineering class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. I feel that I am part of my engineering class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Part II: Engineering Course

2. Students differ in what they want to get out of the courses they take. Use the scale given to rate how important achieving each of the following is to you in this class.

	Very Unimportant	0	1	2	3	4	5	6	Very Important
a. Doing better than the other students in this class on exams.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Proving to my peers that I am a good student.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Doing better than the other students in the class on assignments.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Getting a better grade than other students in this class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Knowing more than I did previously about these course topics.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Really understanding this course's material.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Feeling satisfied that I got what I wanted from this course.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. Getting a passing grade with as little studying as possible.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
i. Getting through the course with the least amount of time and effort.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
j. Not having to work too hard in this class.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	



Part III: Motivation

3. The following questions relate to your attitudes and beliefs about your experiences in this course, your engineering major, and your future. Please rate your agreement for each item.

	Strongly Disagree	0	1	2	3	4	5	6	Strongly Agree
a. I will use the information I learn in my engineering course in other classes I will take in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am confident about my choice of major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Engineering is the most rewarding future career I can imagine for myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My interest in an engineering major outweighs any disadvantages I can think of.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I want to be an engineer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I will use the information I learn in this engineering course in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. What I learn in my engineering course will be important for my future occupational success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I do not connect my future career to what I am learning in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. My future career determines what is important in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I expect to do well in this engineering course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I am certain I can master the skills being taught in this engineering course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I believe I will receive an excellent grade in this engineering course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I am confident I can do an excellent job on the assignments in this engineering course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Considering the difficulty of this engineering course, the teacher, and my skills, I think I will do well in this engineering course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. It is better to be considered a success at the end of one's life than to be considered a success today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. The most important thing in life is how one feels in the long run.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. It is more important to save for the future than to buy what one wants today.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Long range goals are more important than short range goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. What happens in the long run is more important than how one feels right now.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. I don't think much about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. I don't like to plan for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. It's not really important to have future goals for where one wants to be in five to ten years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. One shouldn't think too much about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Planning for the future is a waste of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Part IV: Career Expectations

4. How important are the following factors for your future career satisfaction?

	Not at all	0	1	2	3	4	5	6	Very much so
a. Making money		0	0	0	0	0	0	0	
b. Becoming well known		0	0	0	0	0	0	0	
c. Helping others		0	0	0	0	0	0	0	
d. Supervising others		0	0	0	0	0	0	0	
e. Working with people		0	0	0	0	0	0	0	
f. Inventing / designing things		0	0	0	0	0	0	0	
g. Developing new knowledge and skills.		0	0	0	0	0	0	0	

5. How closely do the following describe you?

	Not at all like me	0	1	2	3	4	5	6	Very much like me
a. I have overcome setbacks to conquer an important challenge.		0	0	0	0	0	0	0	
b. My interests change from year to year.		0	0	0	0	0	0	0	
c. I have been obsessed with a certain idea about a project for a short time but later lost interest.		0	0	0	0	0	0	0	
d. I am a hard worker.		0	0	0	0	0	0	0	
e. I often set a goal but later choose to pursue a different one.		0	0	0	0	0	0	0	
f. I have difficulty maintaining my focus on projects that take more than a few months to complete.		0	0	0	0	0	0	0	
g. I finish whatever I begin.		0	0	0	0	0	0	0	
h. I am diligent.		0	0	0	0	0	0	0	

6. Please rate the current likelihood of you choosing a career in each of the following fields.

	Not at all likely	0	1	2	3	4	5	6	Extremely likely
a. Academia (Higher Education)		0	0	0	0	0	0	0	
b. Engineering (Industry)		0	0	0	0	0	0	0	
c. Entrepreneurship / Start a Company		0	0	0	0	0	0	0	
d. Government / Policy		0	0	0	0	0	0	0	
e. K-12 Education		0	0	0	0	0	0	0	
f. Law		0	0	0	0	0	0	0	
g. Medicine / Health		0	0	0	0	0	0	0	
h. Non-profit / NGO		0	0	0	0	0	0	0	
i. Other		0	0	0	0	0	0	0	



7. To what extent to you agree or disagree with the following statements?

	PHYSICS							MATH						
	Strongly Disagree					Strongly Agree		Strongly Disagree					Strongly Agree	
	0	1	2	3	4	5	6	0	1	2	3	4	5	6
a. I see myself as a _____ person.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
b. My parents see me as a _____ person.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
c. My instructors see me as a _____ person.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
d. My peers see me as a _____ person.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
e. I've had experiences in which I was recognized as a _____ person.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
f. I am interested in learning more about _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
g. I enjoy learning _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
h. I find fulfillment in doing _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
i. I am confident that I can understand _____ in class.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
j. I am confident that I can understand _____ outside of class.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
k. I can do well on exams in _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
l. I understand concepts I have studied in _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
m. Others ask me for help in _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0
n. I can overcome setbacks in _____.	0	0	0	0	0	0	0	0	0	0	0	0	0	0

8. To what extent do you agree or disagree with the following statements:

	ENGINEERING						
	Strongly Disagree					Strongly Agree	
	0	1	2	3	4	5	6
a. I feel like an engineer now.	0	0	0	0	0	0	0
b. I will feel like an engineer in the future.	0	0	0	0	0	0	0
c. I see myself as an engineer.	0	0	0	0	0	0	0
d. My parents see me as an engineer.	0	0	0	0	0	0	0
e. My instructors see me as an engineer	0	0	0	0	0	0	0
f. My peers see me as an engineer.	0	0	0	0	0	0	0
g. I have had experiences in which I was recognized as an engineer.	0	0	0	0	0	0	0
h. I am interested in learning more about engineering.	0	0	0	0	0	0	0
i. I enjoy learning engineering.	0	0	0	0	0	0	0
j. I find fulfillment in doing engineering.	0	0	0	0	0	0	0
k. I am confident that I can understand engineering in class.	0	0	0	0	0	0	0
l. I am confident that I can understand engineering outside of class.	0	0	0	0	0	0	0
m. I can do well on exams in engineering.	0	0	0	0	0	0	0
n. I understand concepts I have studied in engineering.	0	0	0	0	0	0	0
o. Others ask me for help on engineering topics.	0	0	0	0	0	0	0



9. To what extent do you agree or disagree with the following statements:

	Strongly Disagree	0	1	2	3	4	5	6	Strongly Agree
a. Learning science will improve my career prospects.		0	0	0	0	0	0	0	
b. Science is helpful in my everyday life.		0	0	0	0	0	0	0	
c. Science has helped me see opportunities for positive change.		0	0	0	0	0	0	0	
d. Science has taught me how to take care of my health.		0	0	0	0	0	0	0	
e. Learning science has made me more critical in general.		0	0	0	0	0	0	0	
f. Engineering can improve our society.		0	0	0	0	0	0	0	
g. Engineering will give me the tools and resources I need to make an impact.		0	0	0	0	0	0	0	
h. Engineering can improve our quality of life.		0	0	0	0	0	0	0	
i. I see engineering all around me.		0	0	0	0	0	0	0	
j. Engineering allows me to think deeply about problems.		0	0	0	0	0	0	0	

10. How accurately do the following describe you now?

	Very Inaccurately	0	1	2	3	4	5	6	Very Accurately
a. Often forget to put things back in their proper places.		0	0	0	0	0	0	0	
b. Have a soft heart.		0	0	0	0	0	0	0	
c. Make a mess of things.		0	0	0	0	0	0	0	
d. Am quiet around strangers.		0	0	0	0	0	0	0	
e. Keep in the background.		0	0	0	0	0	0	0	
f. Sympathize with others' feelings.		0	0	0	0	0	0	0	
g. Am interested in people.		0	0	0	0	0	0	0	
h. Avoid my responsibilities.		0	0	0	0	0	0	0	
i. Make people feel at ease.		0	0	0	0	0	0	0	
j. Talk to a lot of different people at parties.		0	0	0	0	0	0	0	
k. Leave my belongings around.		0	0	0	0	0	0	0	
l. Feel others' emotions.		0	0	0	0	0	0	0	
m. Am the life of the party.		0	0	0	0	0	0	0	
n. Follow a schedule.		0	0	0	0	0	0	0	
o. Don't talk a lot.		0	0	0	0	0	0	0	
p. Have frequent mood swings.		0	0	0	0	0	0	0	
q. Do not have a good imagination.		0	0	0	0	0	0	0	
r. Have excellent ideas.		0	0	0	0	0	0	0	
s. Get irritated easily.		0	0	0	0	0	0	0	
t. Have a vivid imagination.		0	0	0	0	0	0	0	
u. Get stressed out easily.		0	0	0	0	0	0	0	
v. Change my mood a lot.		0	0	0	0	0	0	0	
w. Am full of ideas.		0	0	0	0	0	0	0	
x. Get upset easily.		0	0	0	0	0	0	0	
y. Have a rich vocabulary.		0	0	0	0	0	0	0	



11. Rate the following statements on a scale from 0 – “strongly disagree” to 6 – “strongly agree”

	Strongly Disagree	0	1	2	3	4	5	6	Strongly Agree
a. I sometimes ignore racial statements.		0	0	0	0	0	0	0	
b. I believe that there are times when the use of non-standard English should be ignored.		0	0	0	0	0	0	0	
c. I believe my culture to be different from some of my teammates.		0	0	0	0	0	0	0	
d. I believe that it is important to identify the ethnic groups of my team members.		0	0	0	0	0	0	0	
e. I am uncomfortable in settings with people who exhibit values or beliefs different from my own.		0	0	0	0	0	0	0	
f. I ask peers from diverse cultures how they wish to be referred to (e.g., Caucasian, White, Anglo) at the beginning of our interaction.		0	0	0	0	0	0	0	
g. In a society with as many racial groups as the USA, I expect the use of ethnic jokes or phrases by some peers.		0	0	0	0	0	0	0	
h. I believe a student should be referred for testing if learning difficulties appear to be due to cultural differences or language.		0	0	0	0	0	0	0	
i. I believe that the teaching of ethnic customs and cultures is NOT the responsibility of engineering programs or personnel.		0	0	0	0	0	0	0	
j. I believe that the materials used in engineering should show at least three different ethnic groups.		0	0	0	0	0	0	0	
k. I am sometimes surprised when members of certain ethnic groups contribute to particular team activities (e.g. non-native English speakers writing the engineering report or a woman constructing a prototype with powertools)		0	0	0	0	0	0	0	
l. I sometimes experience frustration when working with peers whose culture is different from my own.		0	0	0	0	0	0	0	
m. I believe the solution to communication problems of certain ethnic groups is the individual’s own responsibility.		0	0	0	0	0	0	0	
n. I believe that the requirements for English speaking proficiency for non-native English speakers should be higher.		0	0	0	0	0	0	0	
o. I believe that I should correct my teammates’ spoken language.		0	0	0	0	0	0	0	
p. I believe that my views of society should be included in my curriculum.		0	0	0	0	0	0	0	
q. I believe team member job assignments should rotate regularly and equally.		0	0	0	0	0	0	0	
r. I am uncomfortable in settings with people who speak non-standard English.		0	0	0	0	0	0	0	
s. I would prefer to work with individuals whose cultures are similar to mine.		0	0	0	0	0	0	0	
t. I experience frustration when working with individuals whose culture is different than mine.		0	0	0	0	0	0	0	
u. I ignore sexist statements to remain part of the group.		0	0	0	0	0	0	0	



	Strongly Disagree	0	1	2	3	4	5	6	Strongly Agree
v. If you are reading this question, mark answer as a 6.		0	0	0	0	0	0	0	
w. I believe in making adaptations to my problem solving practices to accommodate different cultures.		0	0	0	0	0	0	0	
x. I like working on teams		0	0	0	0	0	0	0	
y. I have a lot of experiences working on teams		0	0	0	0	0	0	0	

12. Rate the following statements about yourself on a scale from 0 – “strongly disagree” to 6 – “strongly agree”

	Strongly Disagree	0	1	2	3	4	5	6	Strongly Agree
a. I am inclined to speak out.		0	0	0	0	0	0	0	
b. I try out various approaches.		0	0	0	0	0	0	0	
c. I am looking for new ways to attain my goal.		0	0	0	0	0	0	0	
d. I start a new life easily.		0	0	0	0	0	0	0	
e. I like to imagine solutions to problems.		0	0	0	0	0	0	0	
f. I am a trendsetter in societal developments.		0	0	0	0	0	0	0	
g. I have feeling for what’s appropriate in culture.		0	0	0	0	0	0	0	
h. I seek out people from different backgrounds.		0	0	0	0	0	0	0	
i. I have a broad range of interests.		0	0	0	0	0	0	0	

Part V: About You

13. What is your current major? _____

14. What year are you in college?

- 1st Year
 2nd Year
 3rd Year
 4th Year or Higher

15. Are you a transfer student?

- Yes
 No



16. Please rate your current interest in each of the following majors

	Not at all interested	0	1	2	3	4	5	6	Extremely interested
a. Aero/Astronautical Engineering		0	0	0	0	0	0	0	
b. Agricultural and Biological / Biosystems Engineering		0	0	0	0	0	0	0	
c. Bioengineering / Biomedical Engineering		0	0	0	0	0	0	0	
d. Chemical Engineering		0	0	0	0	0	0	0	
e. Civil Engineering		0	0	0	0	0	0	0	
f. Computer Engineering		0	0	0	0	0	0	0	
g. Construction Management Engineering		0	0	0	0	0	0	0	
h. Electrical Engineering		0	0	0	0	0	0	0	
i. Engineering Physics		0	0	0	0	0	0	0	
j. Environmental / Ecological Engineering		0	0	0	0	0	0	0	
k. Industrial Engineering		0	0	0	0	0	0	0	
l. Information Technology		0	0	0	0	0	0	0	
m. Materials Engineering / Material Science and Engineering		0	0	0	0	0	0	0	
n. Mechanical Engineering		0	0	0	0	0	0	0	
o. Multidisciplinary / Interdisciplinary Engineering		0	0	0	0	0	0	0	
p. Nuclear Engineering		0	0	0	0	0	0	0	
q. Other STEM-related Degree		0	0	0	0	0	0	0	
r. Other non-STEM-related Degree		0	0	0	0	0	0	0	

17. How do you describe your disability / ability status? We are interested in this identification regardless of whether you typically request accommodations for this disability. (Mark all that apply)

- A sensory impairment (vision or hearing)
- A learning disability (e.g., ADHD, dyslexia)
- A long-term medical illness (e.g., epilepsy, cystic fibrosis)
- A disability or impairment not listed above _____
- I do not identify with a disability or impairment
- A mobility impairment
- A mental health disorder
- A temporary impairment due to illness or injury (e.g., broken ankle, surgery)

Please print your specific disability/ability statuses in the space below. Examples of statuses include: Anxiety, Bipolar Disorder, Auditory Processing Disorder, Blindness, Colorblindness, Dyslexia, PTSD, Use of a mobility aid (e.g., wheelchair), etc. Note, you may report more than one.

Disability Status(es) _____

18. With which racial and ethnic group(s) do you identify? (Mark all that apply)

- American Indian or Alaska Native
- Hispanic, Latino, or Spanish origin
- White
- Asian
- Middle Eastern or North African
- Another race or ethnicity not listed above _____
- Black or African American
- Native Hawaiian or Other Pacific Islander

Please print your specific ethnicities in the space below. Examples of ethnicities include (for example): German, Korean, Midwesterner (American), Mexican American, Navajo Nation, Samoan, Puerto Rican, Southerner (American), Chinese, etc. Note, you may report more than one group.

Ethnicity(s) _____



19. How do you describe your gender identity? *(Mark all that apply)*

- Female Male Genderqueer Agender
 Transgender Cisgender A gender not listed _____

20. How do you describe your sexual identity? *(Mark all that apply)*

- Heterosexual / straight Homosexual / gay / lesbian Bisexual Asexual
 A sexuality not listed _____

21. How would your parent(s) / guardian(s) describe their gender identities? *(Mark all that apply)*

Parent / Guardian # 1

- Female Male Genderqueer Agender
 Transgender Cisgender A gender not listed _____

Parent / Guardian # 2

- Female Male Genderqueer Agender
 Transgender Cisgender A gender not listed _____

22. What was the highest level of education for your parent(s) / guardian(s)?

	Less than high school diploma	High school diploma / GED	Some college or associate / trade degree	Bachelor's degree	Master's degree or higher	Don't know
Parent / Guardian # 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent / Guardian # 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Would you describe the occupation of any of your family members as any of the following professions? *(Mark all that apply)*

	Parent / Guardian # 1	Parent / Guardian # 2	Siblings	Other Relatives
Engineering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-STEM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Which category best fits you and your parent(s)' or guardian(s)' background?

	Born in United States	
	Yes	No
Me	<input type="radio"/>	<input type="radio"/>
Parent / Guardian # 1	<input type="radio"/>	<input type="radio"/>
Parent / Guardian # 2	<input type="radio"/>	<input type="radio"/>

25. We may contact some students to ask follow-up questions. All communications will be confidential and your email will NOT be disclosed to any third party.

Your email address: _____

You have reached the end of the survey. It is our goal that many educators will benefit from the insights you have provided! Thank you for your time.