

2008 APA Student Affiliate Survey

**Tanya A. Mulvey
Jessica L. Kohout**

July 2010

**Center for Workforce Studies
American Psychological Association
750 First Street, NE
Washington, DC 20002**

Acknowledgements

The *2008 APA Student Affiliate Survey* is a product of the Center for Workforce Studies, a unit within the Science Directorate of the American Psychological Association. The authors are grateful for the continued support of Dr. Steven Breckler, Executive Director of the Science Directorate, and Dr. Norman Anderson, Chief Executive Officer and Executive Vice President of the APA. We would also like to recognize the cross-directorate collaboration from those serving on the Internal Workforce Committee. We thank Victoria Pagano for her assistance with data tables and cleaning. Special thanks to Marlene Wicherski for assistance with developing the survey instrument, methodology and sampling.

Introduction

The previous APA Student Affiliate Survey (SAS) was conducted in 2004. The survey instrument was revised for the 2008 SAS and was much more extensive. The purpose of this survey was to 1) assess the needs of student affiliates, 2) contribute to the data on the educational pipeline from high school through graduate school, and 3) assess students' interest in and knowledge of American Psychological Association (APA) Student Affiliate membership benefits and value. The data on which this report is based were collected in 2008 from a sample of APA student affiliate members.

Method

Participants

Individuals were eligible for inclusion in the study if they were student affiliate members of the American Psychological Association with an email address on file, did not indicate "no Email"

in the Membership Directory database, and were U.S. residents. From the population of eligible student affiliates (N = 36,355), an initial random sample of participants (N = 5,000) was selected. Those with a viable email address on file (N = 4,202) were sent an email solicitation directing them to an online version of the survey. The second sample of participants (N = 5,000) was randomly selected from the remaining population using the same inclusion criteria. This second group (N = 4,233) also received an email solicitation to participate in the survey. The total sample utilized was N = 8,435. There were 2,378 (28%) valid responses to the survey. Of these respondents, 1,805 (76%) were graduate students, 42 (2%) were doing a formal post doctorate, 329 (14%) were undergraduate students, 11 (<1%) were high school students or some other enrollment, and 191 (8%) were not currently enrolled.

Instrument

The *2008 APA Student Affiliate Survey* requested information on: demographics, highest degree completed, current enrollment status and level, future education and career plans, licensure plans, field of study, preferred work setting and type of position, American Psychological Association of Graduate Students (APAGS) involvement, graduate student needs, APA grants, and opinions about future APA priorities. Branching was used to direct participants to appropriate questions based on their response to two questions: current enrollment status (Full Time/Part Time, Post Doctorate, or Not Enrolled) and current enrollment level (High School, Undergraduate, Graduate, or Other). See Appendix B for a copy of the survey instrument. There were two versions of the online survey instrument (A and B). Survey B differed from Survey A in that it had an extra section with questions about APA Membership; however, these membership questions from Survey B were not analyzed in this report.

Procedure

Two-thirds of the total sample ($N = 5,622$) received Survey A, and the remaining third ($N = 2,813$) received Survey B. The first sample was sent an email solicitation directing them to an online version of the survey in April 2008. The second sample was sent an email solicitation in May 2008 to boost response. Four rounds of email reminders were sent to non-respondents in April and May, and the survey was closed on June 5, 2008. Five individuals were awarded Amazon.com gift certificates based on a random drawing of all respondents.

Demographic Characteristics

Age

Table 1 indicates that about 64% of undergraduate respondents were between the ages of 19 and 26. Fourteen percent were 27-34, 19% were 35-54, and 3% were 55 or older. The average age of undergraduates was 28.8 ($SD=10.3$) compared with 32.5 ($SD=9.2$) for graduate respondents. Median age for both groups was lower at 23.0 and 29.0 respectively. Over half of graduate respondents (59%) were 30 or younger. Twelve percent were 31-34, 15% were 35-44, 10% were 45-54, and just over 3% were 55 or older.

Gender

Over three quarters (76%) of undergraduate respondents were female compared with about four fifths (81%) of graduate respondents. These proportions are similar to the population of all 2006 graduate enrollments in psychology (excluding PsyDs) where women made up 76% (NSF, 2008).

Citizenship

Citizenship status was similar for both undergraduate and graduate respondents. Overall 94% of

respondents indicated they were U.S. citizens, just over 2% were permanent U.S. residents, and 3% were either international or foreign students with a temporary visa. The National Science Foundation (NSF) reported a 4.3% increase in the enrollment of foreign students (temporary visa holders) in science and engineering graduate programs from 2006 to 2007. For psychology, overall enrollment increased 4.6% with a 9.2% increase for foreign students and about half that rate (4.3%) for U.S. citizens and permanent residents (NSF, 2010). Overall, the number of foreign students with temporary visas remains very low in psychology, particularly when compared with some of the other science and engineering fields.

Race/Ethnicity

Nearly three quarters (74%) of respondents were white (not Hispanic), and over one quarter (26%) were minorities. The largest minority group was comprised of African Americans (7%), followed by Hispanics and those with multiple race/ethnicity (6% each), and 5% were Asian. Less than 1% was American Indian or Alaskan Native, and no respondents indicated Native Hawaiian or Pacific Islander. Minority representation for psychology students is less than that of the U.S. population for all groups except Asians and multiple races. The U.S. Census Bureau estimated for 2008 that 66% of the U.S. population was white (not Hispanic), 15% were Hispanic or Latino, 13% were black, 4% were Asian, 2% report two or more races, 1% American Indian and Alaskan Native, and 0.2% Native Hawaiian and Other Pacific Islander (US Census Bureau, 2009).

Disability

Eight percent of undergraduate respondents indicated they had a disability compared with 6% of graduate respondents. Disability was not defined or restricted; rather the question asked “Are you a person with a disability?” Of those who indicated yes, most (37%) had a physical/systemic

disability, nearly a quarter (24%) had a learning disability, and 22% had a psychiatric disability. One in ten had a cognitive disability and fewer were either deaf/hard of hearing (7%) or blind/visually impaired (4%). Eighteen percent indicated they had some other type of disability.

Sexual Orientation

Eighty-eight percent of all respondents identified themselves as heterosexual, about 5% were either gay or lesbian, 3% were bisexual, and less than 1% indicated other. About 3% of respondents said they preferred not to answer the question or did not specify.

Language

Fourteen percent of student affiliates were proficient in a language(s) other than English; 15% were not sure if they would be fluent enough to provide services, teach, or conduct research in other languages(s); and 70% were proficient only in English.

Educational Characteristics

Undergraduate Students

Highest Degree Completed

Table 2 shows that a high school diploma or GED was the highest degree completed for about half (52%) of the 329 undergraduate student affiliate respondents. Seventeen percent had completed an associate's degree, whereas 13% indicated they had not completed any degree. About 17% indicated they had earned a baccalaureate degree; however, that included undergraduate students who would be completing their degree in the spring of 2008. Less than 1% had completed a masters or other degree. The field of highest degree was not applicable for the majority of students (56%). Just under a third (30%) had completed a degree in the field of psychology, and the remaining 13% had gotten a degree in a field other than psychology.

Psi Chi and Psi Beta Membership

One third (33%) of undergraduate respondents were members of Psi Chi, the International Honor Society of Psychology, whereas 46% planned to join eventually and 21% did not plan to join. Of those who were Psi Chi members, 21% had held an officer position. Three percent of all undergraduate respondents were members of Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges, and 9% planned to join eventually.

Current Enrollment Characteristics

The bottom of [Table 2](#) shows that about 85% of undergraduate students were enrolled full time, and the other 15% were part time. Moving to [Table 4](#), a large majority of undergraduate students (93%) was currently pursuing a baccalaureate degree, 5% were pursuing an associate's degree, and about 2% another type of degree. The number of undergraduate student affiliates increases with academic year of enrollment: only 3% were freshmen, more than doubling to 8% for sophomores, jumping up to 33% in junior year, and over half (55%) were seniors. Two percent indicated other year of enrollment. The vast majority of undergraduate affiliates (98%) had declared a major, and nearly all (99%) of the declared majors intended to major in psychology. Out of all undergraduate affiliates, including those who had not yet declared a major, 93% intended to major in psychology, 6% did not plan to major in psychology, and 1% remained undecided. Half (50%) of undergraduate affiliates planned to also pursue a minor, 7% in psychology and 43% in another field. Forty-one percent did not intend to pursue a minor and 9% were undecided. Students who planned to major in psychology were asked to indicate the top three reasons for choosing psychology as a major. The top reasons were *to help others*, *to be of service* (32%), *interesting subject matter* (30%), and *to better understand myself and others* (17%). These were followed by *career and/or salary potential* (10%), *to conduct research* (7%),

and *personal experience with therapy/counseling* (4%). Less than 1% chose psychology because it was an *easy/convenient major* or for other reasons. No one indicated that their primary reason for choosing psychology was because a *family member or friend majored in psychology*. A study done in 1999 asked first year graduate students in psychology why they chose psychology as a career, and the most common reasons were: to work in a field that allowed teaching, research and practice (10%); because they had previous background (9%); they wanted to be a practitioner (7%); and they wanted to work with children (7%) (Kyle & Kohout, 2000).

Graduate Students

Highest Degree Completed

Table 2 shows that over half (55%) of the 1,805 graduate student affiliates had completed a masters as their highest degree, 42% had earned a baccalaureate degree, and under 2% had earned some other degree. Not surprisingly, psychology was the field of their highest degree for a large majority of students (81%), and 18% had studied something other than psychology.

Psi Chi and Psi Beta Membership

Over a third (37%) of graduate students had joined Psi Chi, the International Honor Society of Psychology, as an undergraduate. An additional 7% joined once they became graduate students, totaling 44% of all graduate students. However, nearly twice the proportion of graduate students (39%) compared to undergraduates (21%) indicated they did not plan to join Psi Chi. The remaining 17% of graduate students planned to join Psi Chi eventually. Of those who were Psi Chi members, 20% had held an officer position. Under 2% of graduate respondents had been members of Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges, as an undergraduate.

Current Enrollment Characteristics

The bottom of [Table 2](#) shows that about 87% of graduate students were enrolled full time with 14% part time. Looking at the highest degree that graduate affiliates were currently pursuing, we can see that half were seeking a PhD, 29% a PsyD, 19% a master's, 1% some other degree, and less than 1% each were pursuing an EdD or JD ([Table 6](#)). The number of graduate student affiliates decreases as academic year of enrollment increases: over a quarter (27%) were in their first year, 23% in their second year, 18% third year, 15% fourth year, and 10% fifth year. The remaining 7% were in their sixth year or higher.

Educational Plans

A large majority (88%) of graduate students indicated they intend to get a doctoral degree in psychology; 14% were currently in a terminal master's program while nearly three quarters (74%) were enrolled in a doctoral program ([Table 6](#)). Eight percent of graduate affiliates were not sure if they were going to get a doctoral degree in psychology, and 4% did not plan to get a doctorate. Most (82%) planned to seek licensure/certification for the independent practice of psychology, 5% within the current year. Less than 1% were already licensed or certified, and 17% percent indicated that they did not intend to seek licensure or certification because it was not necessary. When asked whether they felt they had sufficient skills/knowledge to pursue their career in psychology post-graduation, most (86%) agreed or strongly agreed, 10% were neutral, and just under 4% disagreed or strongly disagreed.

Major Psychology Subfield

About two thirds (67%) of graduate student affiliates were concentrating in a health service provider (HSP) subfield, 13% in a research or other psychology subfield, 18% in both HSP and research/other subfields, and less than 2% were studying a non-psychology field, ([Table 7a](#)). Women were more likely than men to choose a HSP subfield (70% versus 58%), and men were

more likely to concentrate in a research/other subfield (18% versus 11%) or a combination of HSP and research/other field (22% versus 17%).

For Table 7 it is important to note that respondents may have indicated multiple subfields; therefore the table reports the percent of total *responses* selected for each subfield. Just under three quarters (73%) of *responses* were in HSP subfields, the most popular being clinical (26%) followed by counseling (12%) and child clinical (9%). Subfield choice within HSP fields was similar for men and women except for child clinical and school psychology, which were more popular among women.

Over one quarter (27%) of responses were in the research and other psychology subfields. There were more differences in responses by gender than was the case for HSP fields as can be seen by comparing the top eight subfields. Developmental had the most *responses* overall (4%) and for women (4.4%); however, for men developmental ranked eighth along with community psychology (2.3%). Community psychology ranked higher for women at fourth (2.4%) and was fifth overall (2.4%). The top research/other subfield for men was Industrial/Organizational psychology (4.6%), which ranked seventh for women (1.5%) and overall (2.1%). Social psychology was the second most popular subfield overall (3.1%) as well as for both men and women. Cognitive psychology ranked third overall (2.8%) and for women (2.6%), but it was fourth for men even though it received a higher proportion of responses (3.7%). Overall, the fourth most common research/other subfield was general/methods and systems (2.6%), which was third for men (3.8%) and fifth for women (tied with educational psychology at 2.3%). Educational psychology was also ranked fifth for men (tied with neurosciences at 2.6%), although it ranked sixth overall at 2.3%. The eighth most common response overall was personality psychology (1.6%) as well as for women (1.4%), but it ranked one higher for men at

seventh with 2.5% of responses. To summarize, the list of the top five research and other subfields for women in descending order included developmental, social, cognitive, community, and tied at fifth were educational, and general/methods and systems. For men, the list was industrial/organizational, social, general/methods and systems, cognitive, and tied for fifth was educational and neurosciences.

Future Plans

Not Currently Enrolled

One hundred and ninety student affiliate respondents (8%) indicated that they were not currently enrolled, [Table 3](#). Seventy-nine percent of these students were female and 21% male. Just under three quarters (73%) said they intend to pursue another degree, of which 45% intended to pursue a PhD, 27% a master's, 20% a PsyD, 2% a baccalaureate degree, 1% an EdD, and 5% another type of degree. Almost a quarter (24%) planned to start school for this degree within 6 months, around a fifth (22%) within 1 year, 41% in 1-2 years, and 7% each, planned to start in more than two years or were not sure. Over three quarters (76%) of the students intending to pursue another degree had an idea of what school(s) they would like to attend. These students were distributed across different stages of the application process. About 12% had not started; one third (33%) had started researching schools; 23% were preparing to apply by taking standardized tests, writing essays, getting references, etc.; and the remaining third (33%) were in the final stages of the application process or had submitted at least one application. Of those who had submitted an application, three quarters (75%) had been accepted to at least one school.

Undergraduate Students

Immediate Post-graduation Plans

Table 5 indicates undergraduate student affiliates' future educational and career plans.

Immediately after graduation, the majority (65%) planned to continue graduate education in psychology, and 13% planned to seek employment in a psychology-related field. For those who were interested in continuing their education in a field outside psychology, 8% intended to continue graduate education and 7% planned to pursue a professional degree (e.g., MD, JD, DDS, etc.), while another 3% planned to seek employment in a field unrelated to psychology. The remaining students either did not know what they would do post-graduation (3%) or had some other plan such as volunteer work (2%).

Highest Degree Sought

The majority (98%) of undergraduate student affiliates planned to attend graduate school at some point in the future. Seventy-one percent intended to seek a doctorate, 20% a master's, and 9% were undecided about the highest degree they would pursue. One percent planned to complete their education at the associate or baccalaureate level. Undergraduate APA student affiliates have the choice to join the American Psychological Association of Graduate Students (APAGS) for an additional fee, and 17% of respondents said they were a member of APAGS.

Of those who planned to attend graduate school, 91% chose a psychology-related field, 3% another field, and 6% were undecided. Nearly three in five (59%) indicated they would start graduate school immediately after graduation. Ten percent were going to wait until six months after graduation, 12% one year after graduation, 9% one to two years post-graduation and 2% planned to wait more than two years before attending graduate school. Eight percent did not know when they would start their graduate studies. Most undergraduates (86%) said they planned to work in the field of psychology, 2% indicated they would work in another field, and 12% were undecided.

Graduate Student and Post Doctorate Employment Plans

Preferred Work Settings

Just as with subfields, participants were able to select multiple options for work settings. Table 8a shows that 45% of graduate student respondents selected more than one broad category: nearly a quarter (24%) preferred to work in educational or human service settings, 8% selected both human services or other settings, 4% educational or other settings, and one in ten indicated they were interested in working in all three types of broad settings: educational, human services or other. Fifty-five percent of graduate students selected only one broad setting type. Human service setting was the most popular with 29% of respondents, followed by educational setting at 19%, and 7% for other settings.

Table 8 shows responses for fine work settings organized into six broad categories: university, four-year college, other educational institutions and school systems, private practice, organized human service, and other employment settings. Whereas table 8a reports the number and proportion of *respondents*, table 8 reports the number and proportion of *responses*. Overall, the most popular broad work setting was organized human service (40%), much more popular than any other single category. Private practice was the second most common response at 17% followed closely by other employment settings (15%). For educational settings, universities had the most responses (13%), while other educational institutions and school systems, and four-year colleges each had 8% of all responses. Setting preference was similar for men and women; however, it is notable that university settings were ranked second for men (17%) and fourth for women (11%).

Considering fine setting, the top two preferences were in private practice: individual private practice (6.7%) followed by group psychological practice (6.0%). The third most common

response was a psychology department in a university setting (5.8%), and fourth was a university/college counseling center within an organized human service setting (4.2%). Medical/psychological group practice, under private practice, was tied at fifth with public general hospital within organized human service settings (4.1%). In the other educational institutions and school systems category, the top choice for women was elementary or secondary school (1.6%) while men ranked professional school of psychology affiliated with a university (1.5%) highest. The most popular other employment setting for women was independent consultant (1.8%) whereas it was consulting firm (2.1%) for men.

Graduate Student Career Development and APA Grants

Important Career Development Issues

Table 9 examines which career development issues were of greatest importance for graduate and postdoctorate student affiliates by subfield type. Although licensure was deemed important for over half (57%) of respondents overall, it was much more important for those in health service provider (HSP) subfields (66%) and those in both HSP and research fields (46%) than it was for those solely in research subfields (9%). Publishing stood out as the top concern for research-oriented students and postdoctorates with over three-quarters (77%) indicating it was of great importance and 55% for those in both HSP and research fields. However, publishing was also important for respondents in HSP fields, ranking fourth at 43%. Over one third of respondents in both HSP and research subfields indicated networking, mentoring, and interviewing for jobs were important career development issues. The two issues that were ranked second in importance for research subfields were grant writing and developing a research program (57% each). Diversity and ethics were important to nearly two in five respondents, while advocacy was important to 29%. The least important issues were privacy laws (8%), information technology

(6%), and other issues (7%). Overall, there are many shared career development needs for psychology graduate and postdoctorate student affiliates in both research and HSP subfields, although a few areas are more pertinent to those in HSP subfields like licensure and ethics, and others are more important to those in research subfields like grant writing and developing a research program.

APA Grants

Just under seven percent of 1,760 graduate and postdoctorate student affiliate respondents had applied for an APA grant at some point (see [table 10](#)). It was slightly more likely that men had applied for a grant than women (7.5% versus 6.2%).

Those who had never applied for an APA grant were asked whether they were familiar with any of APA's grants ([table 10a](#)). About two in five affiliates (41%) had not heard of any. By far the most well known grants were the APA Dissertation Research Awards (44%) and the APA Student Travel Awards (41%). About half as many (22%) had heard of the APA/APAGS Distinguished Graduate Student Award in Professional Psychology, and fewer yet (18%) were familiar with the APA Early Researcher Awards. Thirteen percent knew about the APAGS Outstanding Professional Development Program Award, but less than 10% each had heard of the other 11 APA Grants that were listed. These data indicate that more effective communication with APAGS student members would be beneficial.

The 114 respondents who had applied to at least one APA grant were asked of which grants they had heard, applied to and been awarded ([table 10b](#)). As would be expected, a higher proportion of these affiliates had heard of all the different types of APA grants compared with those who had never applied for any grants. More than four in five of these affiliates (82%) had heard of the APA Student Travel Awards, of which over half (56%) had applied. Over a quarter of

respondents (26%) and over half (58%) of applicants received this award. The popularity of the grant and familiarity of students with it was likely linked to the number of travel awards dispensed. The APA Dissertation Awards was the second most popular grant with 80% indicating they had heard of it, 24% applying, and 9% receiving the award. The grant with the next most applicants and recipients was the APF/Council of Graduate Departments of Psychology (COGDOP) Graduate Research Scholarships in Psychology (administered by APA) with 11% applying and a third of applicants indicating they had been awarded the grant. About 9% each applied for the APA Early Researcher Awards and The Scott Mesh Honorary Scholarship for Research in Psychology. At least 10% of affiliates who had applied to any APA grant had heard of each of the 16 grants listed, and 19% had heard of other APA grants that were not listed.

APA Membership Involvement and Opinions

APAGS Involvement

Type of Involvement

About one in twelve (8%) APA graduate and postdoctorate student affiliate members indicated they had volunteered or been active in APAGS sometime during their membership ([Table 11](#)). Men (10%) were somewhat more likely than women (8%) to be active in APAGS; however, a greater number of women were active since they made up over 80% of the respondents. For those members who were active, nearly a third (32%) had been a SAC/student/campus representative ([Table 11a](#)). Eighteen percent had volunteered at convention, and 11% each had presented at a conference or convention; volunteered locally (individual divisions, departments, campuses, etc.); or attended conventions, conferences or events. Another 8% each had signed up

for listservs or participated in a subcommittee.

Reasons for Not Being Active

Given that a large majority of APAGS members (92%) were not actively participating, questions were included to determine the reasons for nonparticipation. Table 11b shows that the top reason for not being active in APAGS was time constraints (41%). This is understandable given the demanding schedule for graduate students and postdoctorates in psychology. However, the second reason listed was that the students were unaware of opportunities or lacked information (31%). From these data, it was not possible to determine whether affiliates had simply not taken the time to search for this information, or if they felt the information was not readily available. Nonetheless, APAGS and APA could review their current dissemination strategy to see whether improvements could be made. About 15% of affiliates indicated they were a new member or student, and thus did not yet have the opportunity to be active or volunteer. Five percent had not looked into it or did not know why they had not been active, and 3% were not interested in becoming active. The remaining 6% cited various reasons: not relevant or focused on my needs, tried or want to get involved, involved in programs other than APAGS, or money constraints.

Familiarity with Ways to Be Active

About half (51%) of APA graduate and postdoctorate student affiliates had not heard of any ways to become active in APAGS (Table 11c). Affiliates who had heard about ways to become active were most familiar with APAGS Governance (29%). Less than one fourth (22%) were aware they could submit a proposal to present an APAGS program or poster at APA's annual convention, and 16% had heard of volunteering to serve as an APAGS ambassador for convention. Fifteen percent each knew about APAGS scholarships or the opportunity to nominate someone for an award, and APAGS' listservs. Between 10-12% were familiar with

three types of service roles: an APAGS liaison to APA boards and committees, a division student representative network (DSRN), and APAGS subcommittees. Slightly less (8%) had heard about the opportunity to provide content for dissemination through various mediums like magazines or the APAGS website. Very few knew about holding a membership drive or an internship workshop on their campus, 4% and 1% respectively. Although there are many venues through which APAGS members can be active or volunteer, only about half of members were aware of any of these opportunities. While some activities require greater commitment, others such as signing up for APAGS listservs do not. With better and more effective communication of possible roles and involvement for students, it is likely many more affiliates would avail themselves of the opportunities to be active in APAGS.

Conclusion

This report gives an overview of APA undergraduate and graduate student affiliates' demographic and educational characteristics, future education and employment plans, career development needs, and involvement and opinions about APAGS. While these data provide important information about APA student affiliates, this is only a subset of the students in the United States who are studying psychology. Further research and data collection are needed to help complete the picture of the psychology pipeline.

Table 1
Characteristics of APA Student Affiliates by Enrollment Level, 2008

		Undergraduate		Graduate		Total	
		N	%	N	%	N	%
N=		329	15.4	1,805	84.6	2,134	100.0
Age	19-22	112	34.0	12	0.7	124	5.8
	23-26	99	30.1	490	27.1	589	27.6
	27-30	26	7.9	560	31.0	586	27.5
	31-34	21	6.4	215	11.9	236	11.1
	35-44	28	8.5	262	14.5	290	13.6
	45-54	32	9.7	172	9.5	204	9.6
	55 or older	9	2.7	62	3.4	71	3.3
	Not specified	1	0.3	28	1.6	29	1.4
	Ambiguous	1	0.3	4	0.2	5	0.2
	Mean	28.8		32.5		31.9	
	Median	23.0		29.0		28.0	
	SD	10.3		9.2		9.5	
Gender	Female	250	76.0	1,455	80.6	1,705	79.9
	Male	78	23.7	342	18.9	420	19.7
	Transgender	1	0.3	4	0.2	5	0.2
	Not specified	0	0.0	4	0.2	4	0.2
Citizenship	U.S. Citizen	311	94.5	1,698	94.1	2,009	94.1
	Permanent U.S. resident	10	3.0	42	2.3	52	2.4
	International/ foreign with a temporary visa	7	2.1	58	3.2	65	3.0
	Not specified	1	0.3	7	0.4	8	0.4
Race/ethnicity	African American/Black	17	5.2	133	7.4	150	7.0
	American Indian or Alaskan Native	0	0.0	8	0.4	8	0.4
	Asian	12	3.6	91	5.0	103	4.8
	Caucasian/White (not Hispanic)	244	74.2	1,326	73.5	1,570	73.6
	Hispanic	23	7.0	110	6.1	133	6.2
	Native Hawaiian or Pacific Islander	0	0.0	0	0.0	0	0.0
	Other	6	1.8	33	1.8	39	1.8
	Multiple racial/ ethnic background	24	7.3	97	5.4	121	5.7
	Not specified	3	0.9	7	0.4	10	0.5
Disability	No	302	91.8	1,699	94.1	2,001	93.8
	Yes	26	7.9	99	5.5	125	5.9
	Not specified	1	0.3	7	0.4	8	0.4

Table 1 continued
Characteristics of APA Student Affiliates by Enrollment Level, 2008

		Undergraduate		Graduate		Total	
		N	%	N	%	N	%
Sexual Orientation	Heterosexual	283	86.0	1,592	88.2	1,875	87.9
	Gay	7	2.1	43	2.4	50	2.3
	Lesbian	9	2.7	47	2.6	56	2.6
	Bisexual	15	4.6	54	3.0	69	3.2
	Other	1	0.3	17	0.9	18	0.8
	Prefer not to answer	13	4.0	46	2.5	59	2.8
	Not specified	1	0.3	6	0.3	7	0.3
Proficient in language(s) other than English	No	227	69.0	1,276	70.7	1,503	70.4
	Yes	46	14.0	253	14.0	299	14.0
	Not sure	55	16.7	270	15.0	325	15.2
	Not specified	1	0.3	6	0.3	7	0.3

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Does not include postdoctorates (N=42) or students who are NOT currently enrolled (N=191).

Table 2
Educational Characteristics of APA Student Affiliates by Enrollment Level, 2008

		Undergraduate		Graduate		Total	
		N	%	N	%	N	%
N=		329	15.4	1,805	84.6	2,134	100.0
Highest degree completed	High School Diploma/GED	171	52.0	3	0.2	174	8.2
	Associate's	57	17.3	2	0.1	59	2.8
	Baccalaureate*	57	17.3	757	41.9	814	38.1
	Master's	1	0.3	989	54.8	990	46.4
	Ph.D.	0	0.0	13	0.7	13	0.6
	Psy.D.	0	0.0	5	0.3	5	0.2
	Ed.D.	0	0.0	0	0.0	0	0.0
	Other	1	0.3	27	1.5	28	1.3
	None	42	12.8	6	0.3	48	2.2
	Not specified	0	0.0	3	0.2	3	0.1
Field of highest degree	Psychology	98	29.8	1,464	81.1	1,562	73.2
	Other	44	13.4	320	17.7	364	17.1
	Not applicable	184	55.9	7	0.4	191	9.0
	Not specified	3	0.9	14	0.8	17	0.8
Psi Chi or the National Honor Society of Psychology Member	No, don't plan on joining	70	21.3	712	39.4	782	36.6
	Yes, joined as undergraduate	107	32.5	666	36.9	773	36.2
	Yes, joined as graduate student	0	0.0	117	6.5	117	5.5
	No, but plan to join eventually	151	45.9	302	16.7	453	21.2
	Not specified	1	0.3	8	0.4	9	0.4
Held Psi Chi officer position	No	86	26.1	625	34.6	711	33.3
	Yes	23	7.0	154	8.5	177	8.3
	Not applicable	219	66.6	1,011	56.0	1,230	57.6
	Not specified	1	0.3	15	0.8	16	0.7
Psi Beta member (Nat. Honor Society in Psych for Community & Jr Colleges)	No, never joined	287	88.0	1,720	96.3	2,007	95.0
	Yes, joined as undergraduate	10	3.1	27	1.5	37	1.8
	No, but plan to join	29	8.9	40	2.2	69	3.3
Current student status	Full time	280	85.1	1,562	86.5	1,842	86.3
	Part time	49	14.9	243	13.5	292	13.7

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Does not include postdoctorates (N=42) or students who are NOT currently enrolled (N=191).

*Includes undergraduate students who will complete their baccalaureate degree in Spring 2008.

Table 3
Educational Plans of APA Student Affiliates Who Are Not Currently Enrolled by Gender, 2008

		Female (N=150)		Male (N=40)		Total (N=190)	
		N	%	N	%	N	%
Intend to pursue another degree	No	40	26.7	11	27.5	51	26.8
	Yes	110	73.3	29	72.5	139	73.2
Next degree intend to pursue	Baccalaureate	3	2.7	0	0.0	3	2.2
	Master's	30	27.3	7	25.0	37	26.8
	Ph.D.	48	43.6	14	50.0	62	44.9
	Psy.D.	24	21.8	4	14.3	28	20.3
	Ed.D.	1	0.9	0	0.0	1	0.7
	Other	4	3.6	3	10.7	7	5.1
When start this degree	Within 6 months	28	25.7	5	17.9	33	24.1
	Within 1 year	21	19.3	9	32.1	30	21.9
	In 1-2 years	45	41.3	11	39.3	56	40.9
	In >2 years	7	6.4	2	7.1	9	6.6
	Not sure	8	7.3	1	3.6	9	6.6
Know school(s) want to attend	No	27	24.8	6	21.4	33	24.1
	Yes	82	75.2	22	78.6	104	75.9
Stage in the application process	Haven't started	9	11.0	3	13.6	12	11.5
	Started researching	28	34.1	6	27.3	34	32.7
	Preparing to apply	16	19.5	8	36.4	24	23.1
	Final stages	1	1.2	1	4.5	2	1.9
	Submitted at least one application	28	34.1	4	18.2	32	30.8
Accepted to any schools	No	6	21.4	2	50.0	8	25.0
	Yes	22	78.6	2	50.0	24	75.0

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Table 4
Education Characteristics of APA Undergraduate Student Affiliates by Gender, 2008

		Female (N=250)		Male (N=78)		Total (N=329)	
		N	%	N	%	N	%
Degree currently pursuing	Associate's	13	5.3	2	2.7	15	4.7
	Baccalaureate	227	93.4	69	93.2	296	93.4
	Other	3	1.2	3	4.1	6	1.9
Academic year of current enrollment	Freshman	9	3.7	0	0.0	9	2.8
	Sophomore	19	7.8	6	8.1	25	7.9
	Junior	77	31.7	28	37.8	105	33.1
	Senior	135	55.6	38	51.4	173	54.6
	Other	3	1.2	2	2.7	5	1.6
Expected total years to complete degree	Mean	3.4		4.1		3.5	
	Median	3.0		3.0		3.0	
	SD	2.7		5.2		3.5	
Declared major(s)	Yes	236	98.3	71	95.9	307	97.8
	No	4	1.7	3	4.1	7	2.2
Intend to/will major in psychology	Yes	225	93.7	66	90.4	291	93.0
	No	13	5.4	6	8.2	19	6.1
	Undecided	2	0.8	1	1.4	3	1.0
Intend to/will minor in	None	91	38.1	38	51.4	129	41.2
	Psychology	14	5.9	7	9.5	21	6.7
	Other	110	46.0	24	32.4	134	42.8
	Undecided	24	10.0	5	6.8	29	9.3
#1 Reason for choosing psychology	Help others, be of service	70	31.8	20	31.3	90	31.7
	Interesting subject matter	72	32.7	12	18.8	84	29.6
	Better understand myself and others	34	15.5	15	23.4	49	17.3
	Career and/or salary potential	20	9.1	8	12.5	28	9.9
	Conduct research	12	5.5	7	10.9	19	6.7
	Personal experience with therapy/counseling	10	4.5	2	3.1	12	4.2
	Easy/convenient major	1	0.5	0	0.0	1	0.4
	Family member or friend majored in psychology	0	0.0	0	0.0	0	0.0
	Other	1	0.5	0	0.0	1	0.4
#2 Reason for choosing psychology	Help others, be of service	60	27.6	13	20.3	73	26.0
	Interesting subject matter	52	24.0	20	31.3	72	25.6
	Better understand myself and others	41	18.9	13	20.3	54	19.2
	Conduct research	24	11.1	8	12.5	32	11.4
	Career and/or salary potential	18	8.3	8	12.5	26	9.3
	Personal experience with therapy/counseling	14	6.5	2	3.1	16	5.7

Table 4 continued
Education Characteristics of APA Undergraduate Student Affiliates by Gender, 2008

		Female (N=250)		Male (N=78)		Total (N=329)	
		N	%	N	%	N	%
#2 Reason for choosing psychology, continued	Family member or friend majored in psychology	4	1.8	0	0.0	4	1.4
	Easy/convenient major	2	0.9	0	0.0	2	0.7
	Other	2	0.9	0	0.0	2	0.7
#3 Reason for choosing psychology	Better understand myself and others	47	21.9	10	15.9	57	20.5
	Career and/or salary potential	43	20.0	11	17.5	54	19.4
	Interesting subject matter	38	17.7	12	19.0	50	18.0
	Help others, be of service	40	18.6	9	14.3	49	17.6
	Conduct research	15	7.0	10	15.9	25	9.0
	Personal experience with therapy/counseling	16	7.4	5	7.9	21	7.6
	Family member or friend majored in psychology	7	3.3	2	3.2	9	3.2
	Easy/convenient major	2	0.9	1	1.6	3	1.1
	Other	7	3.3	3	4.8	10	3.6

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Missing data excluded prior to analyses. Percents may not add to 100 due to rounding.

Table 5
Future Plans for APA Undergraduate Student Affiliates, 2008

	(Total N=325)	N	%
What best describes your immediate post-graduation plans?	Seek employment in a psychology-related field	41	13.0
	Seek employment in a field unrelated to psychology	8	2.5
	Continue graduate education in psychology	206	65.2
	Continue graduate education in a field other than psychology	25	7.9
	Continue education for a professional degree (e.g., MD, JD, DDS, etc.)	22	7.0
	Don't know	9	2.8
	Other	5	1.6
	<i>Valid total</i>	<i>316</i>	<i>100.0</i>
Plan to attend graduate school anytime in future	Yes	308	97.5
	No	8	2.5
	<i>Valid total</i>	<i>316</i>	<i>100.0</i>
What is the highest degree you intend to seek?	Associate's	1	.3
	Baccalaureate	3	1.0
	Masters	62	19.7
	Doctorate	222	70.5
	Undecided	27	8.6
	<i>Valid total</i>	<i>315</i>	<i>100.0</i>
Will it be in a psychology related field?	Yes	256	91.1
	No	8	2.8
	Undecided	17	6.0
	<i>Valid total</i>	<i>281</i>	<i>100.0</i>
When do you plan to start graduate school?	Immediately after graduation	177	59.0
	6 months after graduation	30	10.0
	1 year after graduation	37	12.3
	1-2 years after graduation	26	8.7
	More than 2 years after graduation	6	2.0
	Don't know	24	8.0
	<i>Valid total</i>	<i>300</i>	<i>100.0</i>
Are you a member of APAGS?	No	261	83.1
	Yes	53	16.9
	<i>Valid total</i>	<i>314</i>	<i>100.0</i>
Do you plan to work in the field of psychology?	Yes	271	86.0
	No	7	2.2
	Undecided	37	11.7
	<i>Valid total</i>	<i>315</i>	<i>100.0</i>

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Table 6
Education Characteristics for APA Graduate Student Affiliates by Gender, 2008

		Female (N=1,461)		Male (N=344)		Total (N=1,813)	
		N	%	N	%	N	%
Highest degree currently seeking	Master's	286	20.3	46	14.0	332	19.1
	Ph.D.	690	48.9	179	54.6	869	50.0
	Psy.D.	405	28.7	97	29.6	502	28.9
	Ed.D.	7	0.5	3	0.9	10	0.6
	J.D.	2	0.1	1	0.3	3	0.2
	M.D.	0	0.0	0	0.0	0	0.0
	Other	21	1.5	2	0.6	23	1.3
	<i>Valid total</i>	<i>1,411</i>	<i>100.0</i>	<i>328</i>	<i>100.0</i>	<i>1,739</i>	<i>100.0</i>
Year in graduate program	1st year	376	27.1	88	27.4	464	27.1
	2nd year	316	22.8	74	23.1	390	22.8
	3rd year	253	18.2	59	18.4	312	18.2
	4th year	214	15.4	41	12.8	255	14.9
	5th year	129	9.3	38	11.8	167	9.8
	6th year	53	3.8	13	4.0	66	3.9
	7th year	20	1.4	4	1.2	24	1.4
	8th year	8	0.6	2	0.6	10	0.6
	9th year	20	1.4	2	0.6	22	1.3
	<i>Valid total</i>	<i>1,389</i>	<i>100.0</i>	<i>321</i>	<i>100.0</i>	<i>1,710</i>	<i>100.0</i>
Intend to pursue a doctoral degree in psychology	Yes, currently in a terminal Master's program	198	14.1	44	13.5	242	14.0
	Yes, currently in a doctoral program in psychology	1,032	73.7	252	77.5	1,284	74.4
	No	60	4.3	8	2.5	68	3.9
	Not sure	111	7.9	21	6.5	132	7.6
	<i>Valid total</i>	<i>1,401</i>	<i>100.0</i>	<i>325</i>	<i>100.0</i>	<i>1,726</i>	<i>100.0</i>
Intend to seek licensure/ certification for independent practice of psychology	No, not necessary	227	15.9	70	21.1	297	16.9
	Yes, within this year	78	5.5	10	3.0	88	5.0
	Yes, eventually	1,109	77.7	251	75.8	1,360	77.3
	N/A, already licensed/certified	14	1.0	0	0.0	14	0.8
	<i>Valid total</i>	<i>1,428</i>	<i>100.0</i>	<i>331</i>	<i>100.0</i>	<i>1,759</i>	<i>100.0</i>
Have sufficient skills/ knowledge to pursue career in psychology post-graduation	Strongly Agree	545	38.4	162	48.5	707	40.4
	Agree	673	47.5	129	38.6	802	45.8
	Neutral	144	10.2	33	9.9	177	10.1
	Disagree	34	2.4	3	0.9	37	2.1
	Strongly Disagree	22	1.6	7	2.1	29	1.7
	<i>Valid total</i>	<i>1,418</i>	<i>100.0</i>	<i>334</i>	<i>100.0</i>	<i>1,752</i>	<i>100.0</i>

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Table 7
Major Psychology Subfield of APA Graduate and Post Doctorate Student Affiliates by Gender, 2008

		Female (N=1423)		Male (N=332)		Total (N=1755)	
		N	%	N	%	N	%
Health service provider subfields	Child Clinical	242	9.6	35	5.4	277	8.7
	Clinical Neuropsychology	129	5.1	45	6.9	174	5.5
	Clinical	684	27.1	152	23.3	836	26.3
	Counseling	298	11.8	74	11.4	372	11.7
	Family	108	4.3	30	4.6	138	4.3
	Forensic	121	4.8	21	3.2	142	4.5
	Geropsychology	35	1.4	9	1.4	44	1.4
	Health	155	6.1	33	5.1	188	5.9
	School	113	4.5	14	2.2	127	4.0
	Sport	18	0.7	4	0.6	22	0.7
	<i>Subtotal Health Service Provider</i>	<i>1,903</i>	<i>75.5</i>	<i>417</i>	<i>64.1</i>	<i>2,320</i>	<i>73.1</i>
Research & other subfields	Cognitive	66	2.6	24	3.7	90	2.8
	Community	60	2.4	15	2.3	75	2.4
	Comparative	2	0.1	2	0.3	4	0.1
	Developmental	111	4.4	15	2.3	126	4.0
	Educational	57	2.3	17	2.6	74	2.3
	Environmental	7	0.3	3	0.5	10	0.3
	Experimental	14	0.6	10	1.5	24	0.8
	General Psychology/ Methods & Systems	59	2.3	25	3.8	84	2.6
	Industrial/ Organizational	37	1.5	30	4.6	67	2.1
	Neurosciences	24	1.0	17	2.6	41	1.3
	Personality	35	1.4	16	2.5	51	1.6
	Physiological Psychology/ Psychobiology	17	0.7	12	1.8	29	0.9
	Psychopharmacology	27	1.1	10	1.5	37	1.2
	Quantitative/ Mathematical/ Psychometrics	30	1.2	12	1.8	42	1.3
	Social	73	2.9	26	4.0	99	3.1
	<i>Subtotal Research & Other</i>	<i>619</i>	<i>24.5</i>	<i>234</i>	<i>35.9</i>	<i>853</i>	<i>26.9</i>
	Total All Psychology Subfields	2,522	100.0	651	100.0	3,173	100.0

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Percents are column percent of total responses. Respondents may have indicated multiple subfields, and some (N=296) indicated subfields outside of psychology.

Table 7a
Broad Subfield for APA Graduate and Post Doctorate Student Affiliates by Gender,
2008

	Female (N=1,423)		Male (N=331)		Total (N=1,760)	
	N	%	N	%	N	%
Health Service Provider	990	69.6	191	57.7	1,183	67.2
HSP and Research/Other	248	17.4	74	22.4	323	18.4
Research/Other	156	11.0	61	18.4	220	12.5
Non Psychology	29	2.0	5	1.5	34	1.9

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Respondents could mark multiple categories. Percents are column percents of total respondents. Total column includes transgender and those who did not specify gender.

Table 8
Preferred Work Settings for APA Graduate and Post Doctorate Student Affiliates by Gender, 2008

	Female (N=1,411)		Male (N=329)		Total (N=1,740)	
	N	%	N	%	N	%
University settings						
Psychology department	466	5.4	159	7.7	625	5.8
Education department	126	1.5	46	2.2	172	1.6
Business school or department	17	0.2	22	1.1	39	0.4
Other academic department or unit	78	0.9	24	1.2	102	1.0
Management or administrative office	23	0.3	9	0.4	32	0.3
Research center or institute	241	2.8	71	3.5	312	2.9
Other university setting	38	0.4	17	0.8	55	0.5
<i>Subtotal</i>	989	11.4	348	16.9	1,337	12.5
Four-year college						
Psychology department	299	3.5	98	4.8	397	3.7
Education department	78	0.9	24	1.2	102	1.0
Business school or department	9	0.1	11	0.5	20	0.2
Other academic department or unit	60	0.7	17	0.8	77	0.7
Management or administrative office	15	0.2	9	0.4	24	0.2
Research center or institute	129	1.5	33	1.6	162	1.5
Other four-year college setting	25	0.3	13	0.6	38	0.4
<i>Subtotal</i>	615	7.1	205	10.0	820	7.7
Other educational institutions and school systems						
Two-year college	102	1.2	28	1.4	130	1.2
Medical school, psychiatry department	68	0.8	24	1.2	92	0.9
Medical school, other than psychiatry department	54	0.6	15	0.7	69	0.6
Professional school of psychology, affiliated with a university	110	1.3	30	1.5	140	1.3
Professional school of psychology, independent	87	1.0	26	1.3	113	1.1
Professional schools not listed above (e.g., law, nursing)	28	0.3	6	0.3	34	0.3
Elementary or secondary school	136	1.6	14	0.7	150	1.4
School system district office	78	0.9	10	0.5	88	0.8
Other educational setting (e.g., vocational or special education)	70	0.8	8	0.4	78	0.7
<i>Subtotal</i>	733	8.5	161	7.8	894	8.3
Private practice						
Individual private practice	587	6.8	129	6.3	716	6.7
Group psychological practice	531	6.1	110	5.3	641	6.0
Medical/psychological group practice	372	4.3	72	3.5	444	4.1
<i>Subtotal</i>	1,490	17.2	311	15.1	1,801	16.8
Organized human service						
Public general hospital	361	4.2	81	3.9	442	4.1
Private general hospital	320	3.7	74	3.6	394	3.7
City/county/state psychiatric hospital	237	2.7	57	2.8	294	2.7
Not for profit, private psychiatric hospital	215	2.5	44	2.1	259	2.4

Table 8 continued
Preferred Work Settings for APA Graduate and Post Doctorate Student Affiliates by Gender, 2008

	Female (N=1,411)		Male (N=329)		Total (N=1,740)	
	N	%	N	%	N	%
Organized human service (continued)						
For profit, private psychiatric hospital	168	1.9	37	1.8	205	1.9
VA hospital	218	2.5	59	2.9	277	2.6
Military hospital (e.g., Air Force)	79	0.9	28	1.4	107	1.0
Univ/college counseling center	363	4.2	87	4.2	450	4.2
Rehabilitation facility	113	1.3	29	1.4	142	1.3
Counseling or guidance center (not university or college)	220	2.5	35	1.7	255	2.4
Outpatient mental health clinic, free-standing	334	3.9	56	2.7	390	3.6
Community mental health center or clinic (CHMC)	343	4.0	66	3.2	409	3.8
Nursing home	46	0.5	8	0.4	54	0.5
Specialized health service (e.g., substance abuse or mental retardation)	136	1.6	19	0.9	155	1.4
Preferred Provider Organization (PPO)	72	0.8	13	0.6	85	0.8
Independent Practice Association (IPA)	69	0.8	16	0.8	85	0.8
Health Maintenance Organization (HMO), excluding IPA	56	0.6	12	0.6	68	0.6
Other managed care setting	51	0.6	4	0.2	55	0.5
Other human service setting not listed above	103	1.2	13	0.6	116	1.1
<i>Subtotal</i>	<i>3,504</i>	<i>40.5</i>	<i>738</i>	<i>35.9</i>	<i>4,242</i>	<i>39.6</i>
Other employment settings						
Self-employed (not private practice)	84	1.0	21	1.0	105	1.0
Consulting firm	140	1.6	44	2.1	184	1.7
Private research organization or lab	102	1.2	34	1.7	136	1.3
Govt. research organization or lab	112	1.3	29	1.4	141	1.3
Independent consultant	157	1.8	36	1.8	193	1.8
Union	5	0.1	1	0.0	6	0.1
Business or industry (excluding consulting firm or research organization)	46	0.5	17	0.8	63	0.6
Criminal justice system	101	1.2	15	0.7	116	1.1
Military service (not military hospital)	26	0.3	11	0.5	37	0.3
Federal government agency (other than above settings)	145	1.7	26	1.3	171	1.6
State government agency (other than above settings)	112	1.3	22	1.1	134	1.3
Local government agency (other than above settings)	82	0.9	11	0.5	93	0.9
Other non-profit organization	148	1.7	23	1.1	171	1.6
Other non-educational or non service setting not listed above	67	0.8	4	0.2	71	0.7
<i>Subtotal</i>	<i>1,327</i>	<i>15.3</i>	<i>294</i>	<i>14.3</i>	<i>1,621</i>	<i>15.1</i>
Total Responses for All Work Settings	8,658	100.0	2,057	100.0	10,715	100.0

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Percents are column percent of total responses. Respondents may have indicated multiple subfields.

Table 8a
Preferred Broad Work Settings for APA Graduate and Post Doctorate Student Affiliates by Gender, 2008

	Female (N=1,426)		Male (N=330)		Total (N=1,763)	
	N	%	N	%	N	%
Human Services	426	29.9	75	22.7	502	28.5
Education and Human Services	331	23.2	87	26.4	420	23.8
Education	255	17.9	80	24.2	337	19.1
Education, Human Services and Other	141	9.9	41	12.4	182	10.3
Human Services and Other	120	8.4	13	3.9	133	7.5
Other Setting	101	7.1	20	6.1	122	6.9
Education and Other	52	3.6	14	4.2	67	3.8

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies, June 2010.

Note: Total column includes transgender and those who did not specify gender.

Table 9

Important Career Development Issues for APA Graduate and Postdoctorate Student Affiliates by Subfield Type, 2008

	Health Service Provider		Research		HSP and Research		Total	
	N	%	N	%	N	%	N	%
<i>Total N*</i>	1,407	81.8	226	13.1	87	5.0	1,720	100.0
Licensure	922	65.5	21	9.3	40	46.0	983	57.2
Publishing	600	42.6	173	76.5	48	55.2	821	47.7
Networking	683	48.5	92	40.7	38	43.7	813	47.3
Mentoring	663	47.1	83	36.7	35	40.2	781	45.4
Interviewing for jobs	573	40.7	91	40.3	30	34.5	694	40.3
Diversity	581	41.3	55	24.3	27	31.0	663	38.5
Ethics	584	41.5	37	16.4	21	24.1	642	37.3
Grant writing	416	29.6	129	57.1	34	39.1	579	33.7
Developing a research program	391	27.8	129	57.1	32	36.8	552	32.1
Advocacy	445	31.6	34	15.0	23	26.4	502	29.2
Privacy laws	127	9.0	3	1.3	4	4.6	134	7.8
Information technology	69	4.9	19	8.4	6	6.9	94	5.5
Other	99	7.0	9	4.0	8	9.2	116	6.7

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Respondents could mark multiple categories. Percents are column percents of total respondents.

*Percents for Total N are row percentages.

Table 10
APA Grant Applications for APA Graduate and Postdoctorate Student Affiliates
by Gender, 2008

	Female		Male		Total	
	N	%	N	%	N	%
Applied for APA grant	89	6.2	25	7.5	114	6.5
Never applied for APA grant	1,338	93.8	308	92.5	1,646	93.5
Total	1,427	100.0	333	100.0	1,760	100.0

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Table 10a
Familiarity with APA Grants for APA Graduate and Postdoctorate Student Affiliates
Who Have Not Applied to Any APA Grants By Gender, 2008

	Female (N=1,305)		Male (N=299)		Total (N=1,604)	
	N	%	N	%	N	%
Not heard of any APA grants	535	41.0	124	41.5	659	41.1
Grant Type Heard of						
APA Dissertation Research Awards	564	43.2	138	46.2	702	43.8
APA Student Travel Awards	539	41.3	121	40.5	660	41.1
The APA/APAGS Distinguished Graduate Student Award in Professional Psychology	292	22.4	66	22.1	358	22.3
APA Early Researcher Awards	228	17.5	63	21.1	291	18.1
The APAGS Outstanding Professional Development Program Award	168	12.9	35	11.7	203	12.7
Diversity Dissertation Scholarship	121	9.3	27	9.0	148	9.2
APAGS Committee on Ethnic Minority Affairs (CEMA) Grant Program	124	9.5	23	7.7	147	9.2
APAGS-LGBT Dissertation Scholarship	106	8.1	27	9.0	133	8.3
APAGS Committee on Lesbian, Gay, Bisexual, and Transgender Concerns Grant Program	85	6.5	19	6.4	104	6.5
Graduate Student Ethics Prize (sponsored by APAGS and the APA Ethics Committee)	72	5.5	19	6.4	91	5.7
APF/Council of Graduate Departments of Psychology (COGDOP) Graduate Research Scholarships in Psychology (administered by APA)	48	3.7	8	2.7	56	3.5
American Psychological Foundation (APF) Husted Dissertation Award (administered by APA)	35	2.7	15	5.0	50	3.1
The Scott Mesh Honorary Scholarship for Research in Psychology	26	2.0	4	1.3	30	1.9
The Ellin Bloch and Pierre Ritchie Honorary Scholarship	20	1.5	5	1.7	25	1.6
The David Pilon Scholarship for Training in Professional Psychology	20	1.5	4	1.3	24	1.5
The Nancy B. Forest and L. Michael Honaker Master's Scholarship for Research in Psychology	18	1.4	5	1.7	23	1.4
Other	15	1.1	5	1.7	20	1.2

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Respondents could mark multiple categories. Percents are column percents of total respondents.

Table 10b
Familiarity with APA Grants for APA Graduate and Postdoctorate Student Affiliates
Who Have Applied to at Least One APA Grant, 2008

(N=114) Grant Type	Heard		Applied		Received	
	N	%	N	%	N	%
APA Student Travel Awards	93	81.6	52	45.6	30	26.3
APA Dissertation Research Awards	91	79.8	27	23.7	10	8.8
APA Early Researcher Awards	53	46.5	10	8.8	3	2.6
The APA/APAGS Distinguished Graduate Student Award in Professional Psychology	46	40.4	3	2.6	1	0.9
Diversity Dissertation Scholarship	38	33.3	4	3.5	0	0.0
The APAGS Outstanding Professional Development Program Award	34	29.8	1	0.9	1	0.9
APF/Council of Graduate Departments of Psychology (COGDOP) Graduate Research Scholarships in Psychology (administered by APA)	27	23.7	12	10.5	4	3.5
APAGS-LGBT Dissertation Scholarship	27	23.7	1	0.9	1	0.9
American Psychological Foundation (APF) Husted Dissertation Award (administered by APA)	26	22.8	3	2.6	1	0.9
APAGS Committee on Ethnic Minority Affairs (CEMA) Grant Program	23	20.2	2	1.8	2	1.8
The Scott Mesh Honorary Scholarship for Research in Psychology	22	19.3	10	8.8	1	0.9
Graduate Student Ethics Prize (sponsored by APAGS and the APA Ethics Committee)	21	18.4	1	0.9	1	0.9
APAGS Committee on Lesbian, Gay, Bisexual, and Transgender Concerns Grant Program	20	17.5	1	0.9	1	0.9
The Nancy B. Forest and L. Michael Honaker Masters Scholarship for Research in Psychology	15	13.2	6	5.3	1	0.9
The Ellin Bloch and Pierre Ritchie Honorary Scholarship	12	10.5	2	1.8	1	0.9
The David Pilon Scholarship for Training in Professional Psychology	11	9.6	1	0.9	1	0.9
Other	22	19.3	15	13.2	8	7.0

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies.

Note: Respondents could mark multiple categories. Percents are column percents of total respondents.

Table 11
APA Graduate and Postdoctorate Student Affiliate Activity in APAGS, 2008

	Female		Male		Total	
	N	%	N	%	N	%
Not Active in APAGS	1,310	92.1	294	90.2	1,607	91.7
Active in APAGS	112	7.9	32	9.8	145	8.3
Total	1,422	100.0	326	100.0	1,752	100.0

2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies, 2009.

Note: Total column includes 4 who did not specify their gender or indicated transgender.

Table 11a
How APAGS Members Have Been Active, 2008

	N	%
SAC/Student/Campus Representative	44	32.4
Volunteered at Convention	25	18.4
Presented at a Conference or Convention	15	11.0
Local volunteer (individual divisions, departments, campuses, etc.)	15	11.0
Attended conventions, conferences, events	15	11.0
Signed up for listserves	11	8.1
Subcommittee	11	8.1
Total	136	100.0

2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies, 2009.

Table 11b
Primary Reason For Not Being Active in APAGS, 2008

	N	%
Time constraints	555	41.1
Unaware of opportunities/ lack of information	411	30.5
New Member/ Student	197	14.6
Never thought about or looked into it/ Don't know	70	5.2
Not interested	39	2.9
Not relevant or focused on my needs	24	1.8
Tried or want to get involved	24	1.8
Involved in programs other than APAGS	17	1.3
Money constraints	12	0.9
Total	1,349	100.0

2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies, 2009.

Table 11c
Familiarity With Ways to Become Active in APAGS
for APA Graduate and Postdoctorate Students by Gender, 2008

	Female (N=1,356)		Male (N=316)		Total (N=1,676)	
	N	%	N	%	N	%
Not heard of any ways to become active in APAGS	691	51.0	165	52.2	856	51.0
APAGS Governance (run for APAGS Committee office seat or Subcommittee Chair)	388	28.6	99	31.3	489	29.1
Submit a proposal to present an APAGS program or poster at the Annual APA Convention	315	23.2	55	17.4	372	22.2
Volunteer to serve as an APAGS Ambassador for the Annual Convention	219	16.2	49	15.5	270	16.1
Apply for an APAGS scholarship or nominate someone for an APAGS award	208	15.3	37	11.7	246	14.7
Join any of the several APAGS listservs and participate in dialogue, gain information and learn about valuable resources	195	14.4	48	15.2	244	14.5
Serve as an APAGS Liaison to other APA boards and committees	161	11.9	37	11.7	199	11.9
Division Student Representative Network (DSRN)	140	10.3	38	12.0	178	10.6
APAGS Subcommittees (contact current Chair to see if there are any available seats: Advocacy Coordinating Team (ACT), Committee on Ethnic Minority Affairs (CEMA), Committee on Gay, Lesbian, Bisexual and Transgender Concerns (CLGBTC), or Convention Committee	123	9.1	42	13.3	167	9.9
Send story ideas for the APAGS magazine, gradPSYCH, the APAGS Campus Bulletin, or for posting on the APAGS website	112	8.3	29	9.2	141	8.4
Hold a membership drive on your campus	52	3.8	13	4.1	66	3.9
Host an Internship Workshop on your campus	19	1.4	3	0.9	22	1.3

Source: 2008 APA Student Affiliate Survey. Compiled by APA Center for Workforce Studies, 2009.

Note: Respondents could mark multiple categories. Percents are column percents of total respondents. Total column includes 4 who did not specify their gender or indicated transgender.

References

- Kyle, T. M. & Kohout, J. (2000). *Results of the American Psychological Association Graduate Student Survey: 1998-1999*. Washington, DC: American Psychological Association.
- National Science Foundation, Division of Science Resources Statistics. 2010. *Graduate Students and Postdoctorates in Science and Engineering: Fall 2007*. Detailed Statistical Tables NSF 10-307. Arlington, VA. Available at <http://www.nsf.gov/statistics/nsf10307/>.
- U.S. Census Bureau, Population Division. 2009. *Table 3: Annual Estimates of the Resident Population by Sex, Race, and Hispanic Origin for the United States: April 1, 2000 to July 1, 2008* (NC-EST2008-03).

Appendix A

Cover Letter

APA Center for Psychology Workforce Analysis and Research 2008 APA Student Affiliate Survey

Dear [%%First Name%%]:

You are selected from among APA student affiliates to be a participant in the 2008 APA Student Affiliate survey. The purpose of this survey is to 1) assess the needs of student affiliates, 2) contribute to the data on the educational pipeline from high school through graduate school, and 3) assess students' interest in and knowledge of APA Student Affiliate membership benefits and value.

CPWAR collaborated closely with other offices across the APA to ensure that this effort was inclusive of their concerns and information needs regarding student affiliates' demographics, education, employment plans, and membership in the APA. We hope that you will take the time to participate in this group effort and we encourage your feedback on the items.

Your participation is completely voluntary. All data will remain confidential. Data will be reported at the aggregate level only as part of statistical summaries and reports. Respondents to the 2008 Student Affiliate Survey will be entered into a random drawing for their choice of either a \$25 credit to the APA bookstore or to Amazon.com. There will be one winner selected from among the respondents.

You can access the survey through the following URL:

[%%Survey Link%%]

Thank you in advance for your participation. If you have any questions or concerns, please contact Tanya Jacobsen at 2008StudentAffiliateSurvey@apa.org or by calling 1-800-374-2721, extension 5980.

Cordially,

Jessica Kohout, Ph.D.
Director, Center for Psychology Workforce Analysis and Research
American Psychological Association

Appendix B

2008 APA Student Affiliate Survey – Survey A

Lead-in Page (Page 1)

Your responses will be kept confidential. Should you have any questions about this survey, please contact Tanya Jacobsen at 1-800-374-2721, ext. 5980, or via email at 2008StudentAffiliateSurvey@apa.org.

Thank you very much for your cooperation.

Center for Psychology Workforce Analysis and Research (CPWAR)
American Psychological Association

Demographics (page 2)

1. What is your date of birth? (mm/dd/yyyy)

2. What is your gender?

- ☐ Female
- ☐ Male
- ☐ Transgender

3. Are you:

- ☐ A U.S. Citizen (*Skip to Question 4*)
- ☐ Permanent U.S. resident (*triggers 3a*)
- ☐ International/foreign student with a temporary visa (*triggers 3a*)

3a. Please specify country of citizenship (*Hidden unless 3 = Permanent U.S. resident or International/foreign student with a temporary visa*)

4. Are you Spanish/Hispanic/Latino(a)? (Check the appropriate group(s) below.)

- ☐ No, I am not Spanish/Hispanic/Latino(a)
- ☐ Cuban
- ☐ Mexican, Chicano
- ☐ Puerto Rican
- ☐ South/Central American
- ☐ Other Spanish/Hispanic/Latino(a) (please specify): _____

5. How would you describe your race / ethnic heritage? (Please check all that apply)

- ☐ Caucasian/White
- ☐ Africa American/Black
- ☐ Asian (*triggers 5a*)
- ☐ Native Hawaiian or Pacific Islander (*triggers 5b*)
- ☐ American Indian or Alaskan Native (name of enrolled/principle tribe)
- ☐ _____
- ☐ Other (please specify): _____

5a. If your racial/ethnic heritage is Asian, please indicate the appropriate group(s): *(Hidden unless 5=Asian)*

- ☐ Chinese
- ☐ East Indian
- ☐ Filipino
- ☐ Japanese
- ☐ Korean
- ☐ Vietnamese
- ☐ Other (please specify): _____

5b. If your racial/ethnic heritage is Native Hawaiian or Pacific Islander, please indicate the appropriate group(s):
(Hidden unless 5=Native Hawaiian or Pacific Islander)

- ☐ Native Hawaiian
- ☐ Guamanian or Chamorro
- ☐ Samoan
- ☐ Other Pacific Islander (please specify): _____

6. Are you a person with a disability?

- ☐ No
- ☐ Yes *(triggers 6a)*

6a. Please select all that apply *(Hidden unless 6=Yes)*

- ☐ Blind/Visually impaired
- ☐ Deaf/Hard of Hearing
- ☐ Physical/Systemic (e.g. Lupus, Diabetes, Arthritis)
- ☐ Learning Disability (e.g. Dyspraxia, Auditory Processing Disorder)
- ☐ Cognitive Disability
- ☐ Psychiatric Disability
- ☐ Other (please specify): _____

7. What is your sexual orientation?

- ☐ Prefer not to answer
- ☐ Heterosexual
- ☐ Gay
- ☐ Lesbian
- ☐ Bisexual
- ☐ Other (please specify) _____

8. Are you proficient in any language(s) other than English such that you could provide psychological services, teach, or conduct research in that language(s)?

- ☐ No, I speak only English to this level of proficiency.
- ☐ Not sure if I would be fluent enough to provide services, teach, or conduct research with my other languages(s).
- ☐ Yes, I am fluent in: _____

Education (Page 3)

9. What is the highest degree you have completed?

- ☐ High school diploma/GED
- ☐ Associate's *(triggers 9a) (triggers 9b)*
- ☐ Baccalaureate *(triggers 9a) (triggers 9b)*
- ☐ Masters *(triggers 9a) (triggers 9b)*
- ☐ Ph.D. *(triggers 9a) (triggers 9b)*
- ☐ Psy.D.
- ☐ Ed.D. *(triggers 9a) (triggers 9b)*
- ☐ I have not yet completed a degree
- ☐ Other (please specify): _____ *(triggers 9a) (triggers 9b)*

9a. In what field? *(Hidden unless 9=Associate's, Baccalaureate, Masters, Ph.D., Ed.D, or Other)*

- ☐ Psychology
- ☐ Other (please specify) _____

9b. In what month and year did you receive this degree? *(Hidden unless 9=Associate's, Baccalaureate, Masters, Ph.D., Ed.D, or Other)*
(mm/yyyy)" _____

10. Were you ever a member of Psi Chi or the National Honor Society of Psychology?

- ☐ No, I don't plan on joining
- ☐ No, but I plan to join eventually
- ☐ Yes, I joined as an undergraduate *(triggers 10a)*
- ☐ Yes, I joined as a graduate student *(triggers 10a)*

10a. As a Psi Chi member, did you ever hold an officer position (e.g. Chapter President, Vice President, Secretary, Treasurer)? *(Hidden unless 10=Yes)*

- ☐ No, I never held an officer position
- ☐ Yes, I held at least one officer position *(triggers 10b)*

10b. Please specify officer positions(s) held: *(Hidden unless 10a=Yes)*

11. Were you ever a member of Psi Beta, the National Honor Society in Psychology for Community and Junior Colleges?

- ☐ No, I never joined
- ☐ No, but I plan to join
- ☐ Yes, I joined as an undergraduate

12. What is your current student status?"

- ☐ Enrolled Full Time *(Skip to Question 14)*
- ☐ Enrolled Part Time *(Skip to Question 14)*
- ☐ Formal Post Doctorate *(Skip to Question 33)*
- ☐ Not enrolled *(go to Q13)*

Education Plans if Currently Not Enrolled (Page 4)

13. Do you intend to pursue another degree?

- ☐ No
- ☐ Yes (*triggers 13a and 13b*)

13a. What is the next degree you intend to pursue? (*Hidden unless 13=Yes*)

- ☐ Associates
- ☐ Baccalaureate
- ☐ Masters
- ☐ Ph.D.
- ☐ Psy.D.
- ☐ Ed.D.
- ☐ Other (please specify): _____

13b. When do you plan to start this degree? (*Hidden unless 13=Yes*)

- ☐ Within 6 months
- ☐ Within 1 year
- ☐ In 1-2 years
- ☐ More than 2 years
- ☐ Not sure

13c. Do you have an idea of what school(s) you want to attend?

- ☐ No (*Skip to Question 43*)
- ☐ Yes (*triggers 13d*)

13d. At what stage are you in the application process? (*Hidden unless 13c=Yes*)

- ☐ I have not started looking into the application process (*Skip to Question 43*)
- ☐ I have started research the school(s) in which I'm interested (*Skip to Question 43*)
- ☐ I am currently preparing to apply (taking standardized tests, writing essays, getting references, etc.) (*Skip to Question 43*)
- ☐ I am in the final stages of the application process (I have test scores, transcripts, contacted references, completed most of the application(s)) (*Skip to Question 43*)
- ☐ I have submitted at least one application (*triggers 13e*)

13e. Have you been accepted to any schools? (*Hidden unless 13d=I have submitted at least one application*)

- ☐ No (*Skip to Question 43*)
- ☐ Yes (*Skip to Question 43*)

Enrollment (Page 5)

14. What is your current enrollment level?

- ☐ High School (*Skip to Question 24*)
- ☐ Undergraduate
- ☐ Graduate Student (*Skip to Question 27*)
- ☐ Other (please specify) _____ (*Skip to Question 43*)

Undergraduates Education (Page 6)

15. What type of degree are you currently pursuing?

- ☐ Associates
- ☐ Baccalaureate
- ☐ Other _____

16. Please provide the name of the department and institution where you are currently enrolled.

Department: _____

Institution: _____

17. In what academic year are you currently enrolled?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior
- ☐ 5+ year Senior
- ☐ Other (please specify) _____

18. In what month and year did you start work on the degree for which you are currently enrolled? (mm/yyyy)

19. In what month and year (mm/yyyy) do you expect to receive the degree for which you are currently enrolled? (if you don't know, please enter "DK".)

20. Have you declared your major(s)?

- ☐ Yes
- ☐ No

Undergraduate Education, continued (Page 7)

21. In what field(s) do you intend to major/will you major? (select those that apply)

- ☐ Psychology (triggers 21a)
- ☐ Undecided
- ☐ Other (please specify) _____

21a. Select your top three reasons for choosing psychology as a major. (*Hidden unless 21=Psychology*)

Reason #1 *Drop Down Menu*

Reason #2 *Drop Down Menu*

Reason #3 *Drop Down Menu*

Drop down menu includes:

Career and/or salary potential

To better understand myself and others

Interesting subject matter

To help others, to be of service

To conduct research

Personal experience with therapy/counseling

Family member or respected friend majored in psychology

Easy/convenient major

Other (*triggers 21 b, c and/or d depending on for which reason 'other' is selected*)

Undergraduate Education, continued (Page 8)

21b. Please specify “other” for Reason #1 for choosing psychology as a major: *(Hidden unless 21 Reason #1=Other)*

21c. Please specify “other” for Reason #2 for choosing psychology as a major: *(Hidden unless 21 Reason #2=Other)*

21d. Please specify “other” for Reason #3 for choosing psychology as a major: *(Hidden unless 21 Reason #3=Other)*

22. In what field(s) do you intend to minor/will you minor?

- ☐ None
- ☐ Psychology
- ☐ Undecided
- ☐ Other (please specify): _____

23. What best describes your immediate post-graduation plans?

- ☐ I plan to seek employment in a psychology-related field *(triggers 23a)*
- ☐ I plan to seek employment in a field unrelated to psychology *(triggers 23a)*
- ☐ I plan to continue graduate education in psychology *(triggers 23c)*
- ☐ I plan to continue graduate education in a field other than psychology *(triggers 23c)*
- ☐ I plan to continue education for a professional degree (e.g., MD, JD, DDS, etc.) *(triggers 23c)*
- ☐ Don't Know *(triggers 23a)*
- ☐ Other (please specify) _____ *(triggers 23a)*

23a. Do you plan to attend graduate school anytime in the future? *(Hidden unless 23=I plan seek employment in a psychology-related field OR in a field unrelated to psychology OR Don't know OR Other)*

- ☐ Yes *(triggers 23b and c)*
- ☐ No *(triggers 23d)*
- ☐ Undecided

23b. Will it be in a psychology related field? *(Hidden unless 23a=Yes)*

- ☐ Yes
- ☐ No
- ☐ Not Sure

23c. When do you plan to start graduate school? *(Hidden unless 23=I plan to continue graduate education in psychology OR in a field other than psychology OR I plan to continue education for a professional degree OR if 23a=Yes)*

- ☐ Immediately after graduation
- ☐ 6 months after graduation
- ☐ 1 year after graduation
- ☐ 1-2 years after graduation
- ☐ More than 2 years after graduation
- ☐ Don't know

23d. Please explain why you do not plan to attend graduate school: *(Hidden unless 23a=No)*

Future Plans (Page 9)

24. What is the highest degree you intend to seek?

- ☐ Associate's *(triggers 24a)*
- ☐ Baccalaureate *(triggers 24a)*
- ☐ Masters *(triggers 24a)*
- ☐ Doctorate *(triggers 24a)*
- ☐ Undecided
- ☐ Other (please specify degree type:) _____ *(triggers 24a)*

24a. Will it be in a psychology related field? *(Hidden unless 24=Associate's, Baccalaureate, Masters, Doctorate, or Other)*

- ☐ Yes *(triggers 24b)*
- ☐ No
- ☐ Undecided

24b. Please specify field of study: *(Hidden unless 24a=Yes)*

25. Do you plan to work in the field of psychology?

- ☐ Yes *(triggers 25a)*
- ☐ No *(triggers 25b)*
- ☐ Undecided

25a. What sort of work in psychology do you see yourself doing? *(Hidden unless 25=Yes)*

25b. Please explain why you do not plan to work in the field of psychology. *(Hidden unless 25=No)*

26. Are you a member of APAGS?

- ☐ No *(Skip to Question 43)*
- ☐ Yes *(Skip to Question 43)*

Graduate Education (Page 10)

27. What is the highest degree you are currently seeking?

- ☐ Masters
- ☐ Ph.D.
- ☐ Psy.D.
- ☐ Ed.D.
- ☐ J.D.
- ☐ M.D.
- ☐ Other (please specify): _____

28. Please provide the name of the program, department, and institution where you are currently enrolled.

Program: _____

Department: _____

Institution: _____

29. In what month and year did you start work on the degree for which you are currently enrolled? (mm/yyyy)

30. In what year are you in your graduate program?

Drop Down Menu

1st year

2nd year

3rd year

4th year

5th year

6th year

7th year

8th year

9th year

Over 9th years

31. In what month and year do you expect to receive the degree for which you are currently enrolled? (mm/yyyy) (If you don't know, please enter "DK")

32. Do you intend to pursue a doctoral degree in psychology?

- ☐ Yes, I am currently in a terminal Master's program and plan to pursue a doctoral degree in psychology
- ☐ Yes, I am currently in a doctoral program in psychology
- ☐ No
- ☐ Not sure

Graduate Students and Post Doctorates (Page 11)

33. In which subfield(s) are you concentrating? (Check those that apply)

Major Fields

- ☐ Clinical Child Psychology
- ☐ Clinical Neuropsychology
- ☐ Clinical Psychology
- ☐ Cognitive Psychology
- ☐ Community Psychology
- ☐ Comparative Psychology
- ☐ Counseling Psychology
- ☐ Developmental Psychology
- ☐ Educational Psychology
- ☐ Environmental Psychology
- ☐ Experimental Psychology
- ☐ Family Psychology
- ☐ Forensic Psychology
- ☐ General Psychology / Methods & Systems
- ☐ Geropsychology
- ☐ Health Psychology
- ☐ Industrial / Organizational Psychology
- ☐ Neurosciences
- ☐ Personality Psychology
- ☐ Physiological Psychology / Psychobiology
- ☐ Psychopharmacology
- ☐ Quantitative / Mathematical / Psychometrics
- ☐ School Psychology
- ☐ Social Psychology
- ☐ Sport Psychology

Other Associated Major Fields

- ☐ Anthropology
- ☐ Behavioral Medicine
- ☐ Business or Management
- ☐ Cognitive Science
- ☐ Communications / Journalism
- ☐ Computer Science
- ☐ Counseling (e.g., MFCC, school, employment)
- ☐ Counselor Education
- ☐ Criminology or Criminal Justice
- ☐ Economics
- ☐ Education, Teaching
- ☐ Engineering
- ☐ Epidemiology
- ☐ Genetics
- ☐ Industrial Relations
- ☐ Information Science
- ☐ Law
- ☐ Linguistics
- ☐ Medicine
- ☐ Nursing
- ☐ Organizational Behavior
- ☐ Political Science
- ☐ Psychiatry
- ☐ Public Administration

34. Will you seek licensure/certification for the independent practice of psychology?

- ☐ No, not necessary
- ☐ Yes, within this year
- ☐ Yes, eventually
- ☐ Already licensed in psychology. Please specify what state(s): (triggers 34a)

34a. Please specify in what state(s) you are licensed. (Select up to 5 states.) (*Hidden unless 34=Already licensed in psychology*)

State 1 _____
 State 2 _____
 State 3 _____
 State 4 _____
 State 5 _____

35. Within which setting(s) would you prefer to work after receiving the degree for which you are enrolled/the highest degree you plan to seek? (Check those that apply)

- ☐ University (not medical or professional school) (triggers 35a)
- ☐ Four-year College (triggers 35b)
- ☐ Other Educational Institutions or School Systems (triggers 35c)
- ☐ Private Practice (triggers 35d)
- ☐ Organized Human Service Settings (triggers 35e)
- ☐ Other Employment Settings (triggers 35f)

35a. Please specify which setting(s) within a University (not medical or professional school). (Check those that apply) (*Hidden unless 35=University*)

- ☐ Psychology department
- ☐ Education department
- ☐ Business school or department
- ☐ Other academic department or unit
- ☐ Management or administrative office
- ☐ Student counseling or service center
- ☐ Research center or institute
- ☐ Other university setting

35b. Please specify which setting(s) within a Four-Year College. (Check those that apply) (*Hidden unless 35=Four-year College*)

- ☐ Psychology department
- ☐ Education department
- ☐ Business school or department
- ☐ Other academic department or unit
- ☐ Management or administrative office
- ☐ Student counseling or service center
- ☐ Research center or institute
- ☐ Other four-year college setting

35c. Please specify which setting(s) within Other Educational Institutions and School Systems. (Check those that apply) (*Hidden unless 35=Other Educational Institutions or School Systems*)

- ☐ Two-year college
- ☐ Medical school, psychiatry department
- ☐ Medical school, other than psychiatry department
- ☐ Professional school of psychology, affiliated with a university
- ☐ Professional school of psychology, Independent
- ☐ Professional schools not listed above (e.g., law, nursing)
- ☐ Elementary or secondary school
- ☐ School system district office
- ☐ Other educational setting (e.g., vocational or special education)

35d. Please specify which setting(s) within Private Practice. (Check those that apply) *(Hidden unless 35=Private Practice)*

- ☐ Individual private practice
- ☐ Group psychological practice
- ☐ Medical/psychological group practice

35e. Please specify which setting(s) within Organized Human Service. (Check those that apply) *(Hidden unless 35=Organized Human Service Settings)*

- ☐ Public general hospital
- ☐ Private general hospital
- ☐ City/county/state psychiatric hospital
- ☐ Not for profit, private psychiatric hospital
- ☐ For profit, private psychiatric hospital
- ☐ VA hospital
- ☐ Military hospital (e.g., Air Force)
- ☐ Rehabilitation facility
- ☐ Counseling or guidance center (not university or
- ☐ Outpatient mental health clinic, free-standing
- ☐ Community mental health center or clinic (CHMC)
- ☐ Nursing home
- ☐ Specialized health service (e.g., substance abus
- ☐ Preferred Provider Organization (PPO)
- ☐ Independent Practice Association (IPA)
- ☐ Health Maintenance Organization (HMO), excluding
- ☐ Other managed care setting
- ☐ Other human service setting not listed above

35f. Please specify which setting(s) within Other Employment. (Check those that apply) *(Hidden unless 35=Other Employment Settings)*

- ☐ Self-employed (not private practice)
- ☐ Consulting firm
- ☐ Private research organization or lab
- ☐ Govt. research organization or lab
- ☐ Independent consultant
- ☐ Union
- ☐ Business or industry (excluding consulting firm or research organization)
- ☐ Criminal justice system
- ☐ Military service (not military hospital)
- ☐ Federal government agency (other than above settings)
- ☐ State government agency (other than above settings)
- ☐ Local government agency (other than above settings)
- ☐ Other non-profit organization
- ☐ Other non-educational or non service setting not listed above

36. I feel I have sufficient skills/knowledge to pursue my career in psychology post-graduation.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

37. What issue(s) with regard to career development are of greatest importance to you as a graduate student? (check those that apply)

- ☐ Publishing
- ☐ Interviewing for jobs
- ☐ Grant writing
- ☐ Developing a research program
- ☐ Information technology
- ☐ Advocacy
- ☐ Privacy laws
- ☐ Licensure
- ☐ Ethics
- ☐ Mentoring
- ☐ Diversity
- ☐ Networking
- ☐ Other (please explain)

38. Have you ever applied for an APA grant(s)?

- ☐ Yes (triggers 38c)
- ☐ No (triggers 38a)

38a. Of which of the following APA grants have you heard? (Check all that apply) (*Hidden unless 38=No*)

- ☐ I have not heard of any APA grants
- ☐ APA Student Travel Awards
- ☐ APA Dissertation Research Awards
- ☐ American Psychological Foundation (APF) Husted Dissertation Award (administered by APA)
- ☐ APA Early Researcher Awards
- ☐ APF/Council of Graduate Departments of Psychology (COGDOP) Graduate Research Scholarships in Psychology (administered by APA)
- ☐ The David Pilon Scholarship for Training in Professional Psychology
- ☐ The Ellin Bloch and Pierre Ritchie Honorary Scholarship
- ☐ The Scott Mesh Honorary Scholarship for Research in Psychology
- ☐ The Nancy B. Forest and L. Michael Honaker Master's Scholarship for Research in Psychology
- ☐ The APA/APAGS Distinguished Graduate Student Award in Professional Psychology
- ☐ The APAGS Outstanding Professional Development Program Award
- ☐ Diversity Dissertation Scholarship
- ☐ APAGS Committee on Ethnic Minority Affairs (CEMA) Grant Program
- ☐ APAGS-LGBT Dissertation Scholarship
- ☐ APAGS Committee on Lesbian, Gay, Bisexual, and Transgender Concerns Grant Program
- ☐ Graduate Student Ethics Prize (sponsored by APAGS and the APA Ethics Committee)
- ☐ Other (triggers 38b)

38b. Please specify the "other" APA grant(s) of which you have heard: (*Hidden unless 38a=Other*)

38c. Please indicate the APA grant(s) of which you have heard, applied, and if applicable, been awarded. (Please check all that apply) (*Hidden unless 38=Yes*)

	Heard of it	Applied for it	Received award	APA
Student Travel Awards	_____	_____	_____	
APA Dissertation Research Awards	_____	_____	_____	
American Psychological Foundation (APF) Husted Dissertation Award (administered by APA)	_____	_____	_____	
APA Early Researcher Awards	_____	_____	_____	
APF/Council of Graduate Departments of Psychology (COGDOP) Graduate Research Scholarships in Psychology (administered by APA)	_____	_____	_____	
The David Pilon Scholarship for Training in Professional Psychology	_____	_____	_____	
The Ellin Bloch and Pierre Ritchie Honorary Scholarship	_____	_____	_____	
The Scott Mesh Honorary Scholarship for Research in Psychology	_____	_____	_____	
The Nancy B. Forest and L. Michael Honaker Master's Scholarship for Research in Psychology	_____	_____	_____	
The APA/APAGS Distinguished Graduate Student Award in Professional Psychology	_____	_____	_____	
The APAGS Outstanding Professional Development Program Award	_____	_____	_____	
Diversity Dissertation Scholarship	_____	_____	_____	
APAGS Committee on Ethnic Minority Affairs (CEMA) Grant Program	_____	_____	_____	
APAGS-LGBT Dissertation Scholarship	_____	_____	_____	
APAGS Committee on Lesbian, Gay, Bisexual, and Transgender Concerns Grant Program	_____	_____	_____	
Graduate Student Ethics Prize (sponsored by APAGS and the APA Ethics Committee)	_____	_____	_____	
Other	_____	_____	_____	

Graduate Students and Post Doctorates, continued (Page 12)

39. Have you ever volunteered or been active in the American Psychological Association of Graduate Students (APAGS)?

☐ Yes (*triggers 39a*)

☐ No (*triggers 39b*)

39a. Please explain what you have done: *(Hidden unless 39=Yes)*

39b. Why not? *(Hidden unless 39=No)*

40. Of which of the following ways to become active in the American Psychological Association of Graduate Students (APAGS) have you heard? (Check all that apply)

- ☐ I have not heard of any ways to become active in APAGS
- ☐ APAGS Governance (run for APAGS Committee office seat or Subcommittee Chair)
- ☐ APAGS Subcommittees (contact current Chair to see if there are any available seats: Advocacy Coordinating Team (ACT), Committee on Ethnic Minority Affairs (CEMA), Committee on Gay, Lesbian, Bisexual and Transgender Concerns (CLGBTC), or Convention Committee))
(<http://www.apa.org/apags/getinv/subcom.html>)
- ☐ Division Student Representative Network (DSRN)
(<http://www.apa.org/apags/getinv/dsrminstructions.html>)
- ☐ Serve as an APAGS Liaison to other APA boards and committees
(<http://www.apa.org/apags/getinv/liaisons.html>)
- ☐ Volunteer to serve as an APAGS Ambassador for the Annual Convention
(<http://www.apa.org/apags/convention/ambassador.html>)
- ☐ Submit a proposal to present an APAGS program or poster at the Annual APA Convention
(<http://www.apa.org/apags/convention/cfp05generalinfo.html>)
- ☐ Hold a membership drive on your campus (Contact Central Office for materials and instructions, apags@apa.org)
- ☐ Join any of the several APAGS listservs and participate in dialogue, gain information and learn about valuable resources (<http://www.apa.org/apags/members/listserv.html>)
- ☐ Apply for an APAGS scholarship or nominate someone for an APAGS award
(<http://www.apa.org/apags/members/schawrdsintro.html>)
- ☐ Send story ideas for the APAGS magazine, gradPSYCH, the APAGS Campus Bulletin, or for posting on the APAGS website: (cwilliams-nickelson@apa.org) (<http://apagsgradpsych.apa.org/>)
- ☐ Host an Internship Workshop on your campus (<http://www.apa.org/apags/getinv/ontheroad.html>)

41. What types of resources/support would you most want to receive from APA?

42. Please list up to three priorities that you believe APA should focus on in the next few years.

- 1

- 2

- 3

Additional Comments (Page 13)

43. Please provide additional comments on your education and experiences in psychology.

44. Please provide any comments you have about the survey. (e.g., length, quality of questions, questions you think should be added, etc.)

Thank You! (Page 14)

Thank you for participating in our survey!

Your response is very important to us.

If you have any further questions or feedback regarding the survey, please contact Tanya Jacobsen at 2008StudentAffiliateSurvey@apa.org or by calling 1-800-374-2721, extension 5980.