

7-13-2013

## AGEP Student survey

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### Recommended Citation

Ogilvie, Craig A., "AGEP Student survey" (2013). *Graduate College Reports*. 5.  
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# AGEP Student survey

## **Abstract**

AGEP alumni from ISU, UoI, UNI were survey in 2012 as part of the closeout activities of the NSF AGEF grant. Here is a summary.

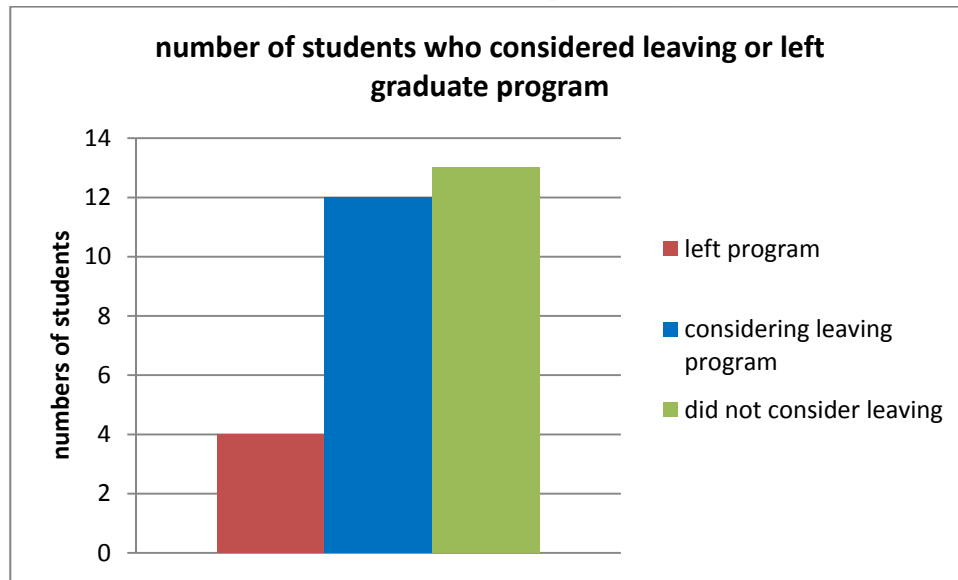
## **Disciplines**

Educational Assessment, Evaluation, and Research | Higher Education

## AGEP Student survey: Craig Ogilvie, 13 July 2013

AGEP alumni from ISU, Uoi, UNI were survey in 2012 as part of the closeout activities of the NSF AGEP grant. Here is a summary.

### Overall decision of students to complete degree

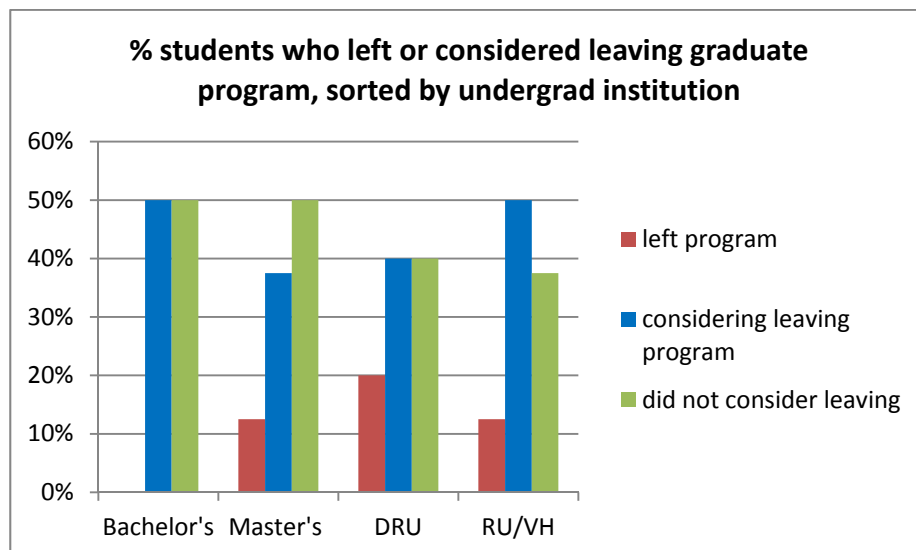


- Note the two groups of students “considered leaving” and “did not consider leaving” both graduated.

Observation 1. Almost half students considered leaving, while 15% students did leave

### Background of students

- Characterize each undergrad institution as primarily undergraduate, masters, doctorate-research university, research university/very high activity
- Calculate the distribution of decisions for AGEP alumni for students of each type of undergrad institution,



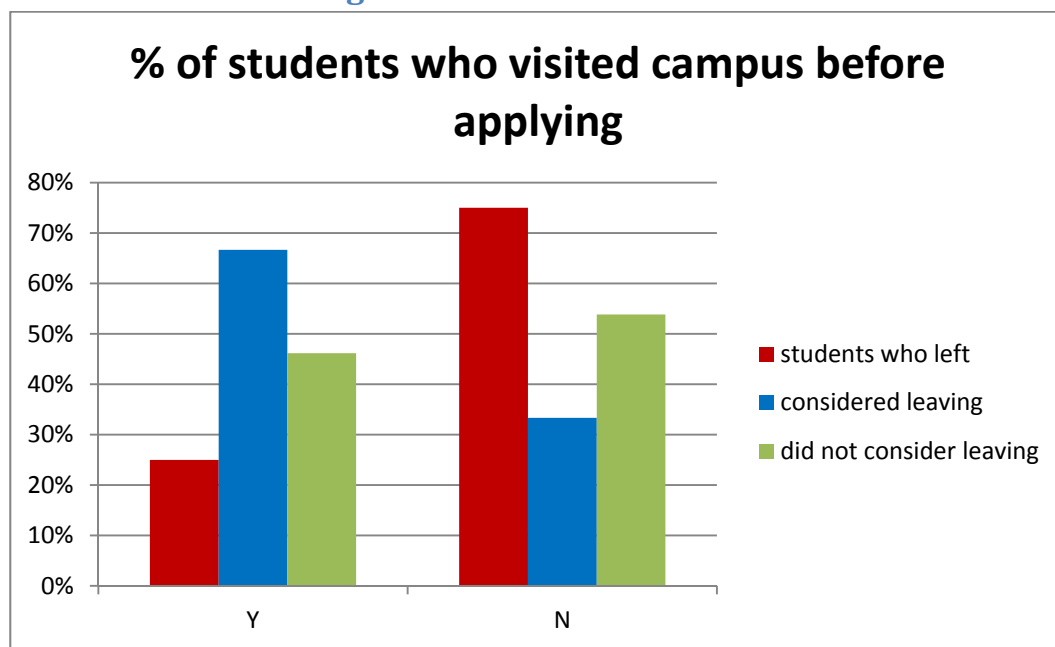
Observation 2. No significant difference in students' decision based on their undergraduate background.

## Distance from undergraduate to graduate school

	Average Distance (Miles)
students who left	952
considered leaving	896
did not consider leaving	841

Observation 3. No significant difference in the average distance between undergraduate and graduate school in students' decisions.

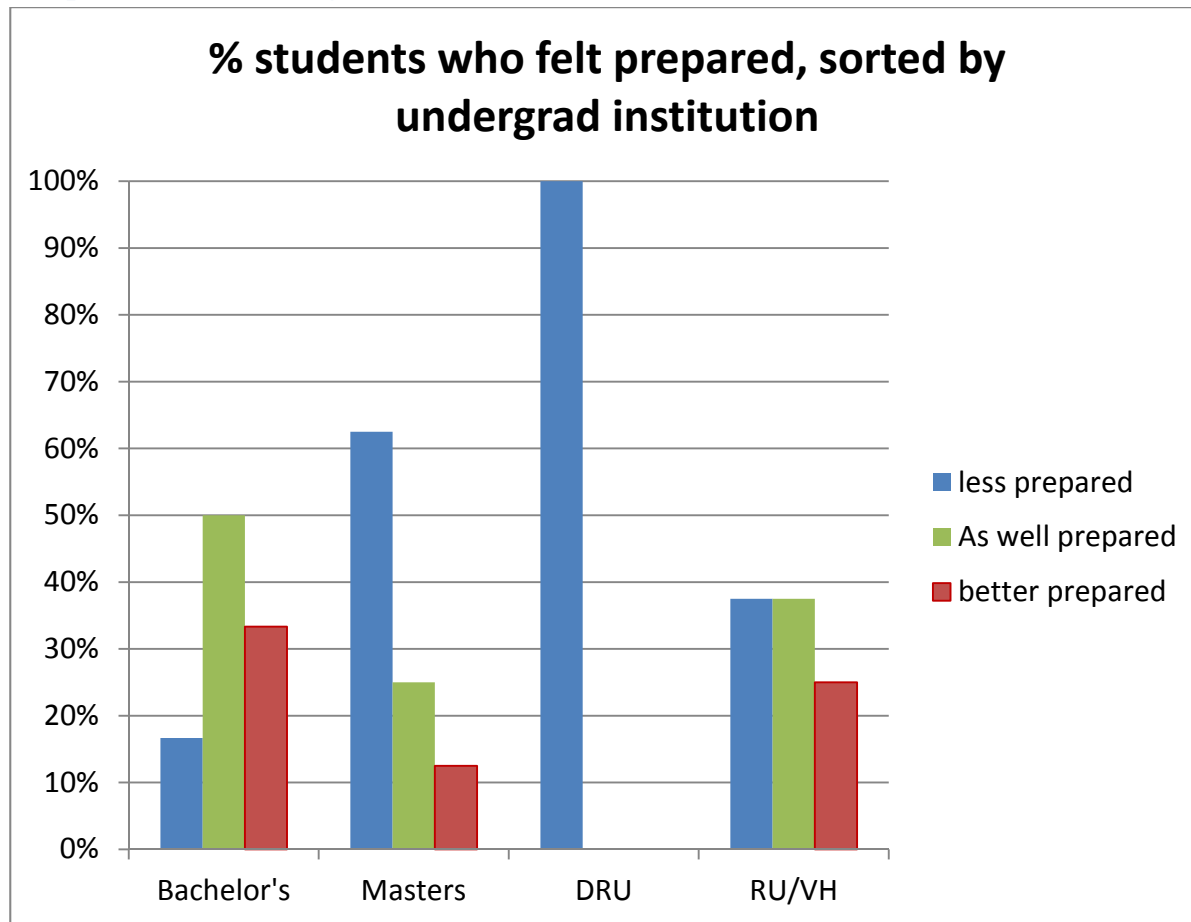
## Visits before enrolling



Observation 4: Three-quarters of students who left had not visited campus before applying.

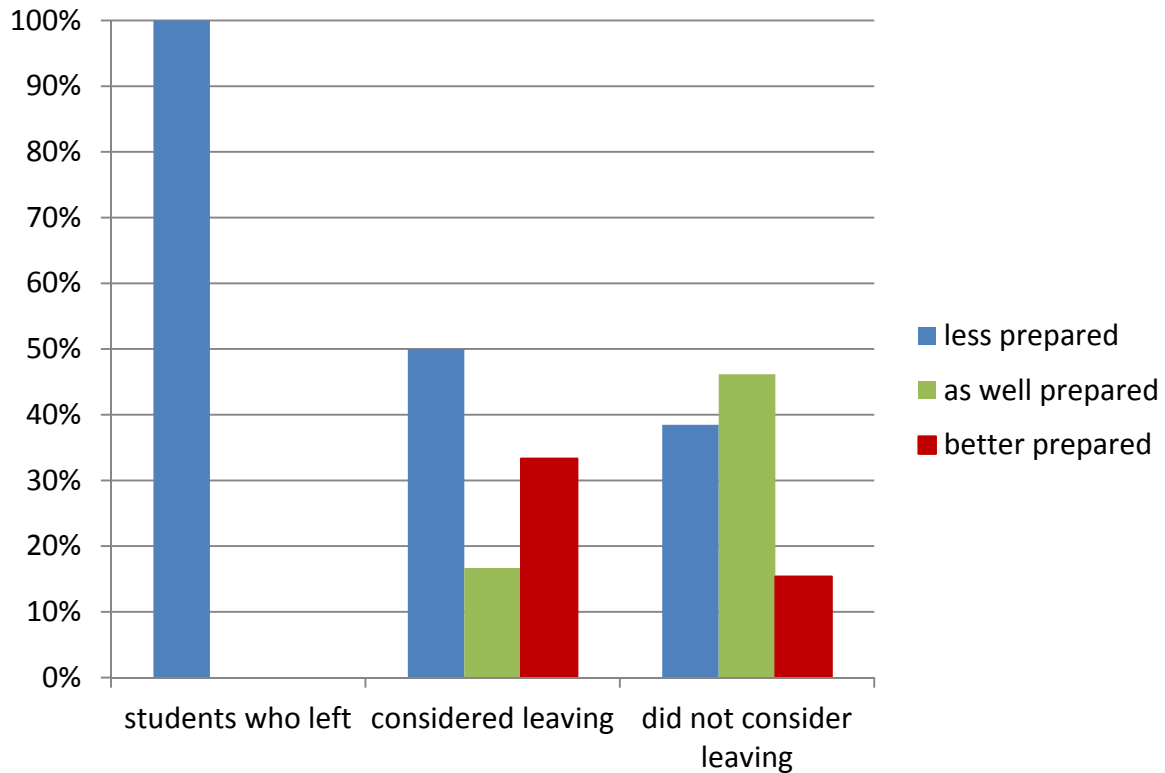
Recommendation 1: Pay for visits, at least for those who have been accepted

## Preparation before graduate school



Observation 5: students from Doctorate-granting but not very-high research activity universities felt less prepared than their peers. Bachelor-only colleges feel well prepared.

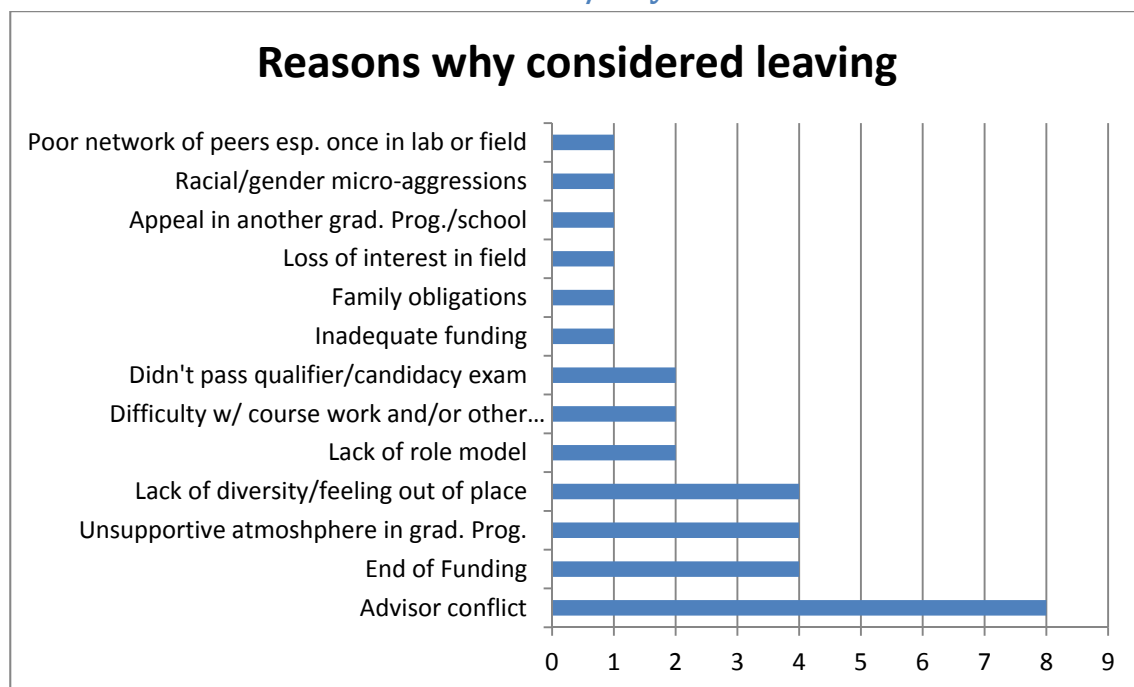
## % students who felt prepared, sorted by whether they considered leaving



Observation 6: students who left all felt less prepared than their peers.

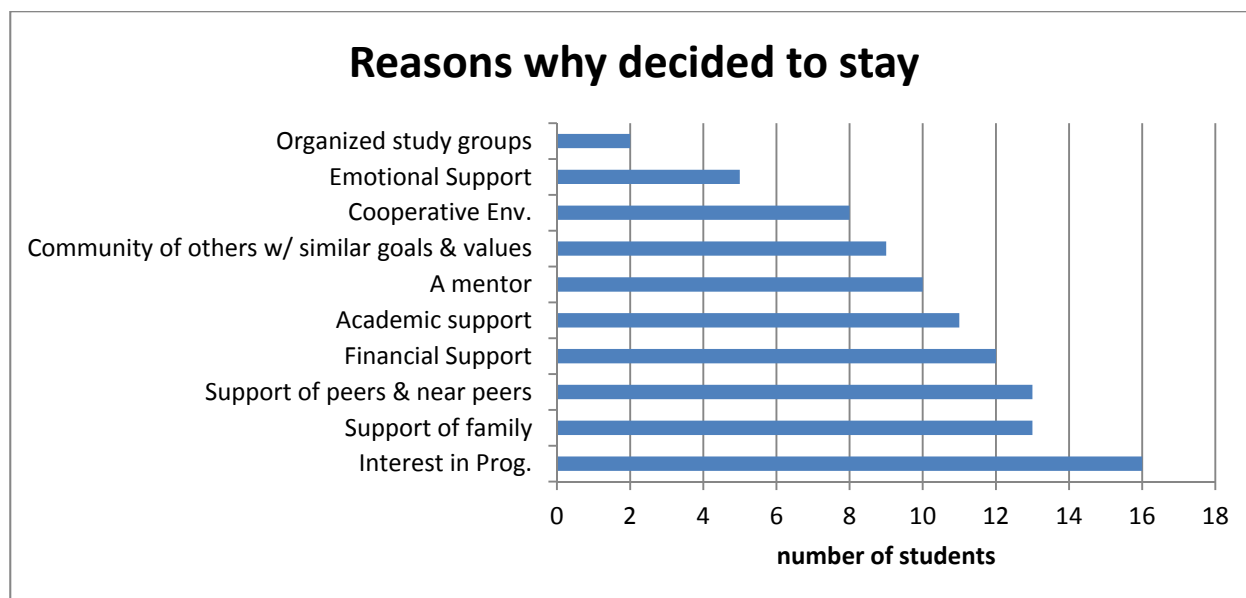
Recommendation 2: ask students early in their degree if they feel prepared, if not, work to provide extra support, including taking preparatory courses.

## Listed reasons for decisions to leave/stay



Observation 7. Advisor conflict is the dominant reason students considered leaving, followed by funding and climate issues.

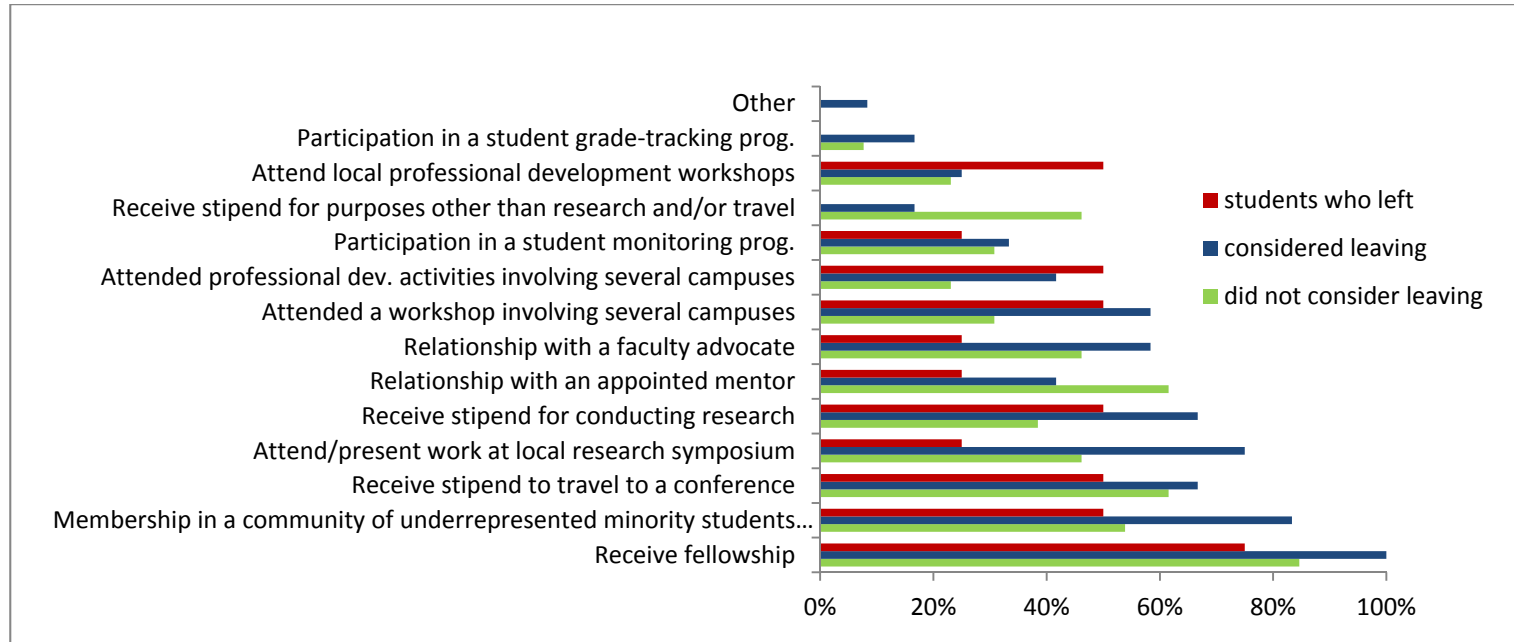
Recommendation 3: Provide advisor and student training on conflict resolution/reduction. Workshops on inclusive climate could also help.



Observation 8. Deciding to stay: leading reasons are interest in program, support (family+peers), and financial support.

Recommendation 4. To increase retention, build peer support. Consider how to engage families, a newsletter each semester?

## Student participation in organized activities



Observation 9: Rate of usage of practices by students who considered leaving (blue) is larger than rate of usage for students who left (red) for the following practices

- Fellowship \$
- Community membership
- Attend/present research at local event
- Faculty advocate and mentor

Recommendation 5. Apply resources to increase attendance at research events. Continue faculty advocate and mentor programs.

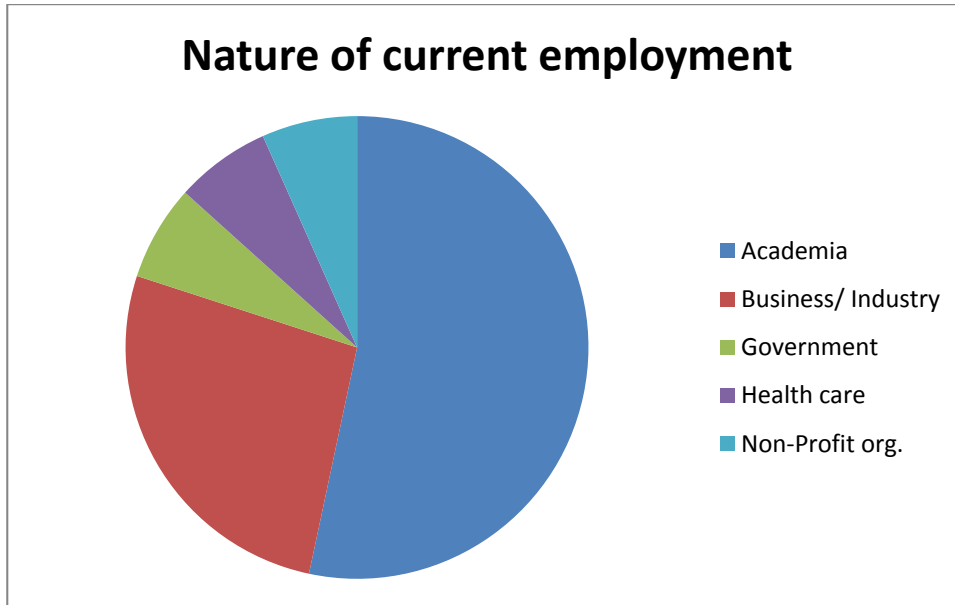
Observation 10: Rate of usage of practices by students who left (red) is larger than rate of usage for students who considered leaving (blue)

- Professional development workshops

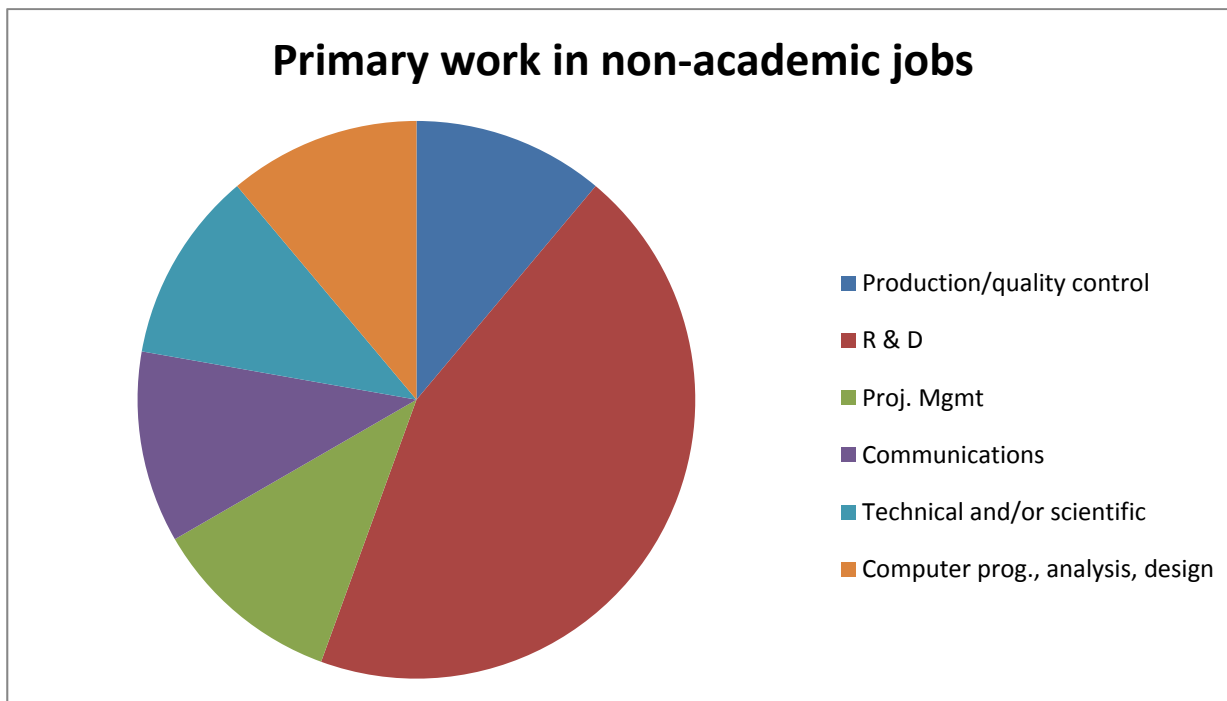
Recommendation 6. Reduce spending on professional development

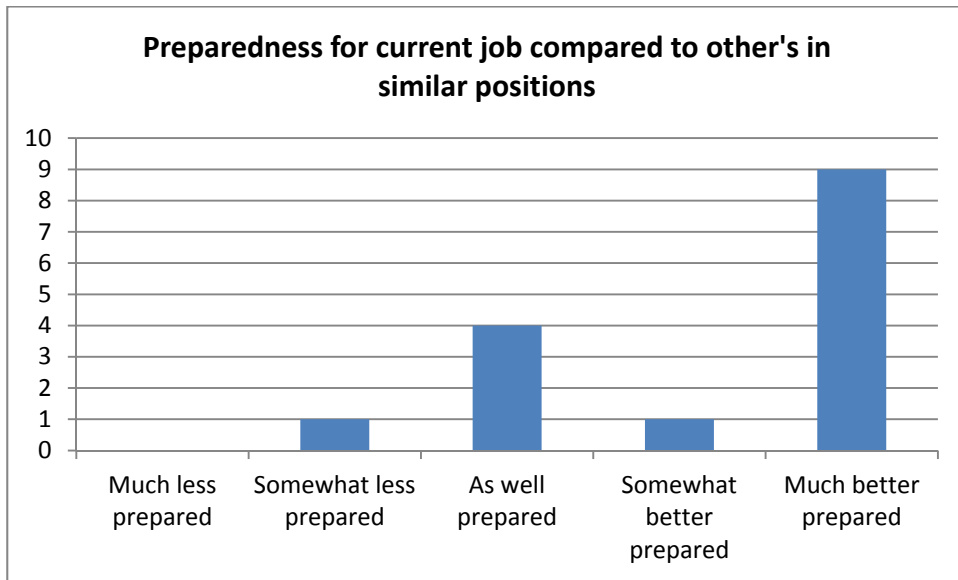


## Current Work

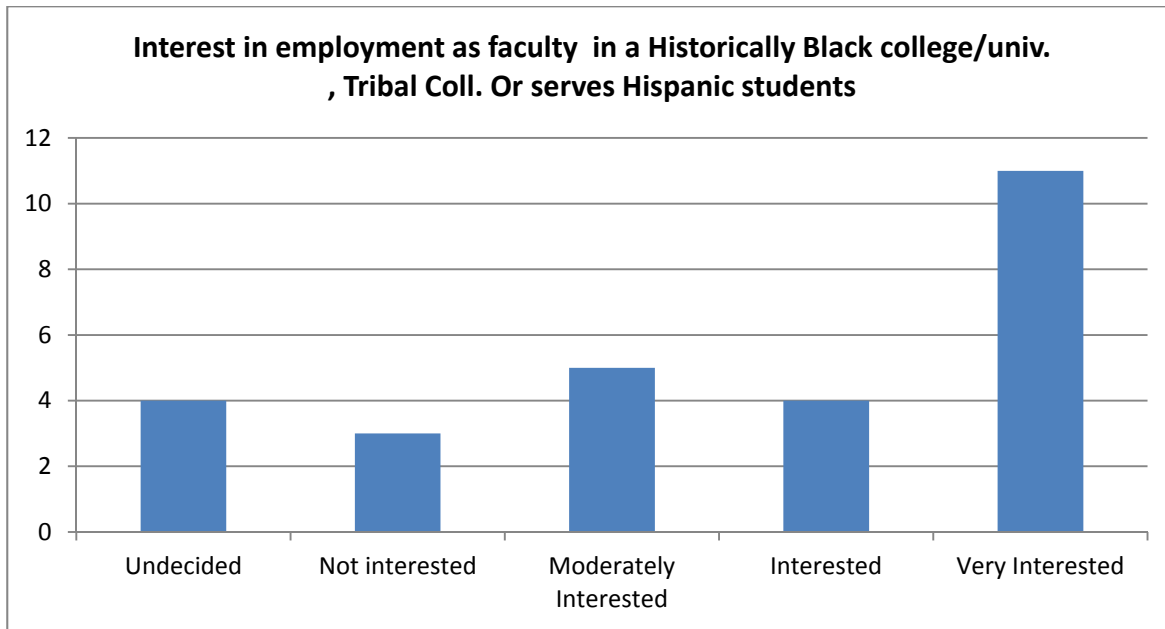


Observation 11: over half currently working in academia





Observation 12: AGEP students feel very well prepared for their current job



Observation 13: Over half of all surveyed interested in a faculty position at a MSI

Conjecture: Career path may not be directly to academia, but aspire become a faculty member later. Is this a viable path and what can be done to help/advise these students, e.g. how to stay in contact, or advise them of the challenges of making short-lists after a few years in industry (depends on field).

### Overall Summary

Over half AGEP students considered leaving. The dominant reason was conflicts with the advisor and a poor climate, both of which can be improved through graduate college actions. Students who leave reported they felt unprepared and had typically not visited campus before enrolling. Providing resources to visits might improve the onboarding, or help students make better decisions. An early intervention system for students who are worried about their preparation could help. Finally, multiple points of support, peer, faculty advocates/mentors, families are vital. The graduate colleges should continue their mentoring program and consider sending families a regular newsletter.