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AAU Doctoral Exit Survey, 2013-2014: Summary of Comparison of ISU and other AAU institutions


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AAU Doctoral Exit Survey, 2013-2014: Summary of Comparison of ISU and other AAU institutions

Abstract

The AAU Doctoral Exit Survey collects data on doctoral recipients' satisfaction of their doctoral program and university. For the academic year of 2013-2014, ISU collected 87 responses and other AAU institutions (a total of 24) reported a total of 13,044 responses. This is the first time that ISU has reported data for this survey to AAU. The response rate was relatively low (26%). It is expected that the response rate for future years will be higher based on improved survey administration procedures. Comparison of ISU's and other AAU institutions' responses suggests that ISU's doctoral programs perform well in certain areas, while improvement is warranted in some areas.

Disciplines

Educational Assessment, Evaluation, and Research | Higher Education

AAU Doctoral Exit Survey, 2013-2014
Summary of Comparison of ISU and other AAU institutions
Lian Niu, Craig Ogilvie, Nov 2014

The AAU Doctoral Exit Survey collects data on doctoral recipients' satisfaction of their doctoral program and university. For the academic year of 2013-2014, ISU collected 87 responses and other AAU institutions (a total of 24) reported a total of 13,044 responses. This is the first time that ISU has reported data for this survey to AAU. The response rate was relatively low (26%). It is expected that the response rate for future years will be higher based on improved survey administration procedures. Comparison of ISU's and other AAU institutions' responses suggests that ISU's doctoral programs perform well in certain areas, while improvement is warranted in some areas.

Statistically significant differences between ISU and other AAU institutions

On the positive side, compared to other AAU institutions, ISU doctoral recipients find

- Those students who attended an orientation at the beginning of their doctoral program found it to be more effective ($p=.007$) (but see later result that fewer ISU students attended an orientation).
- The advice received from dissertation advisor to be more helpful in terms of writing and revising dissertation ($p=0.64$).
- ISU students more frequently had a faculty member other than the advisor whom they considered to be a mentor ($p=.014$).
- ISU students who have been a research assistant find the RA experience to be more helpful with respect to their professional development ($p=.058$).
- ISU students are more likely to select the same university again for their doctoral career ($p=.025$), and are more likely to recommend this university to someone else considering their fields of study ($p=.085$) (though this is still low at less than 60%).

- Overall, ISU students are more satisfied with the quality of academic advising and guidance they received ($p=.037$).
- They also experience more respect from faculty to students ($p=.003$).

On the negative side, compared to other AAU institutions,

- ISU students are less frequently provided with an orientation at the beginning of their doctoral program ($p=.016$)
- Are less frequently provided with a formal assessment of academic progress at least annually ($p<.0005$).
- ISU students are less satisfied with laboratory, clinical, studio, or other physical facilities ($p=.024$).
- ISU students are less satisfied with the helpfulness and timeliness of the advising received from their advisors regarding career options and search for employment or training.
- ISU students on average have made fewer presentations on ($p=.002$) or off ($p=.047$) campus.

Statistically insignificant differences between ISU and other AAU institutions

When taking into account the sample sizes, some differences between ISU and other AAU institutions disappear. These areas are worth noticing as well. On the positive side

- ISU students more frequently select “very good” or “excellent” regarding their student life experiences.
- ISU students more frequently select “excellent” regarding their overall experience at the university (39% vs. 34.7%).

- ISU students more frequently find the advice of their dissertation advisor to be “very helpful” (74% vs. 67%).
- ISU students more frequently strongly agree that the intellectual climate of their doctoral programs is positive (49% vs. 42%).
- ISU students less frequently find work/financial commitments to be an obstacle to their academic progress (48% vs. 43%).

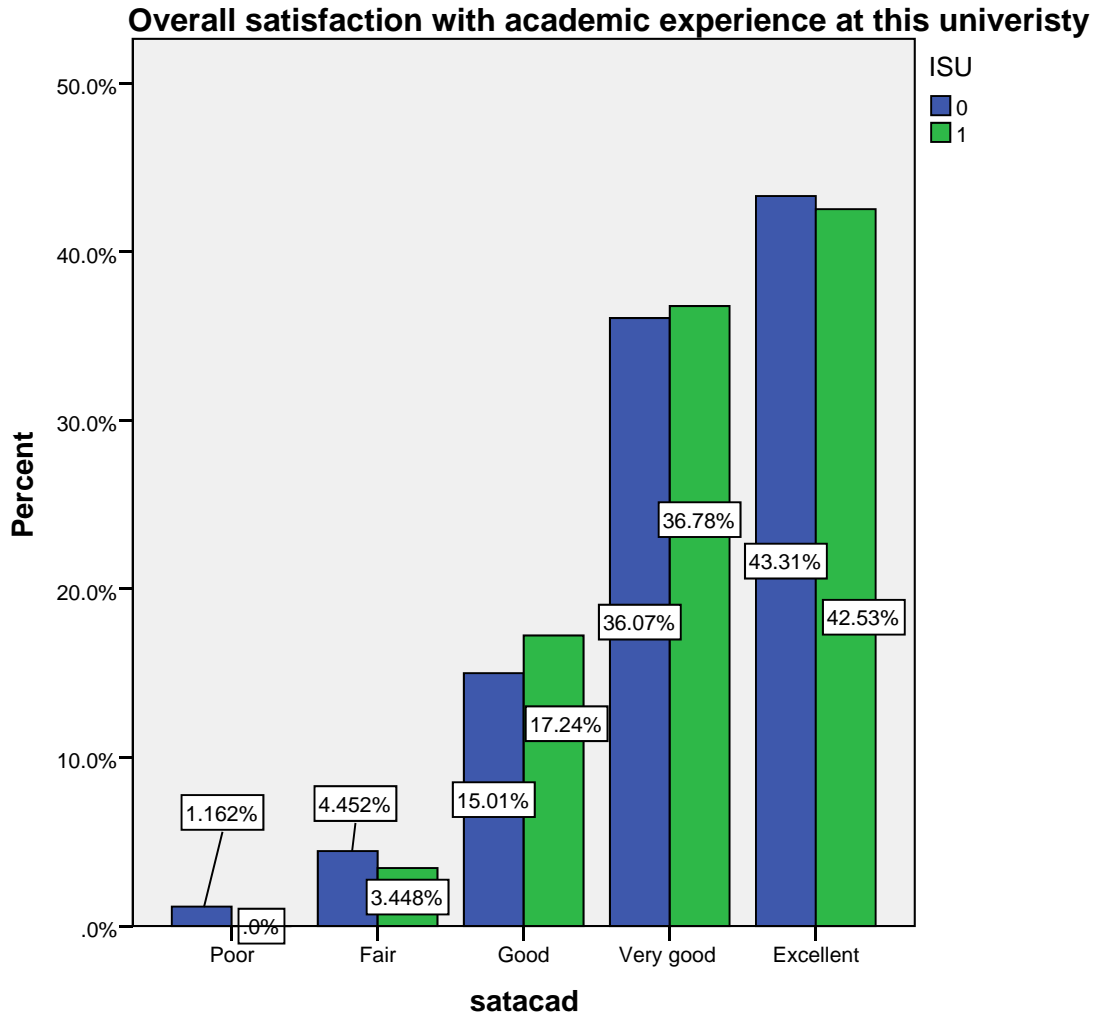
On the negative side

- ISU students more frequently select “very good” (34% vs. 25%) and less frequently select “excellent” (28% vs. 40%) regarding financial support.
- ISU students more frequently select “very good” (33% vs. 29%) and less frequently select “excellent” (49% vs. 58%) regarding library and electronic research resources.
- The same applies to personal work space, with the difference in the “very good” category being 7.3% and the difference in the “excellent” category being -11%.
- ISU students less frequently find their TA experience to be “very helpful” to their professional development (32% vs. 47%).
- They also less frequently find the training in instructional methods to be “very helpful” (14% vs. 30%).
- Regarding the helpfulness of advice from the mentor, ISU students less frequently find the advising on the selection of dissertation topic (26% vs. 41%), dissertation research (33% vs. 51%), or writing and revising dissertation (32% vs. 46%) to be “very helpful”.
- They less frequently find the advising from the mentor on the selection of dissertation topic (31% vs. 44%), dissertation research (37% vs. 53%), or writing and revising dissertation (37% vs. 48%) to be “very timely”.

- ISU students less frequently find the advising from the mentor on career options and search for employment or training to be “very helpful” or “very timely” (see attached bar charts for respective percentages).

In summary, ISU doctoral students are more satisfied in terms of availability of faculty, respect from faculty, the quality of advising from faculty regarding dissertation research and writing, experience of being teaching assistant, and the overall experience during their doctoral program. However, they are less satisfied in terms of physical facilities, the quality of advising from faculty regarding academic and non-academic career options and search for employment, the availability of orientation and annual assessment of progress, and have made fewer scholarly presentations on and off campus.

Graph

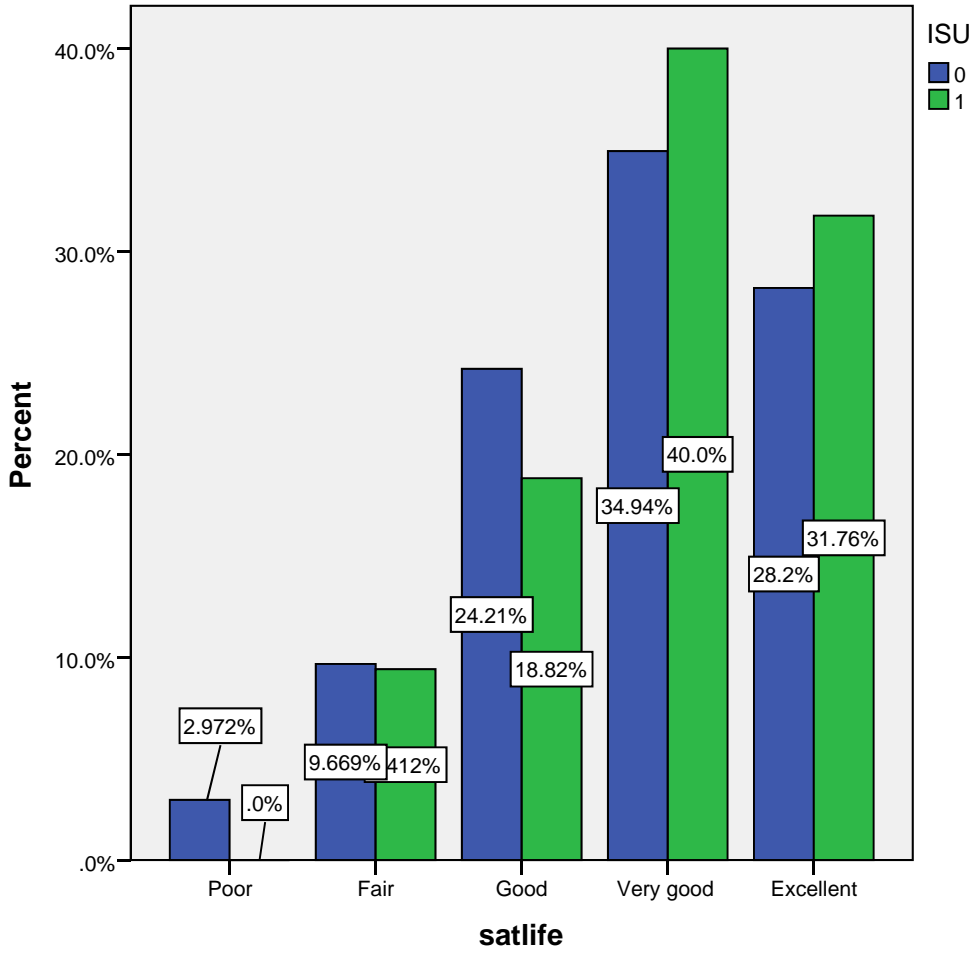


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Graph

Overall satisfaction with student life experience at this university

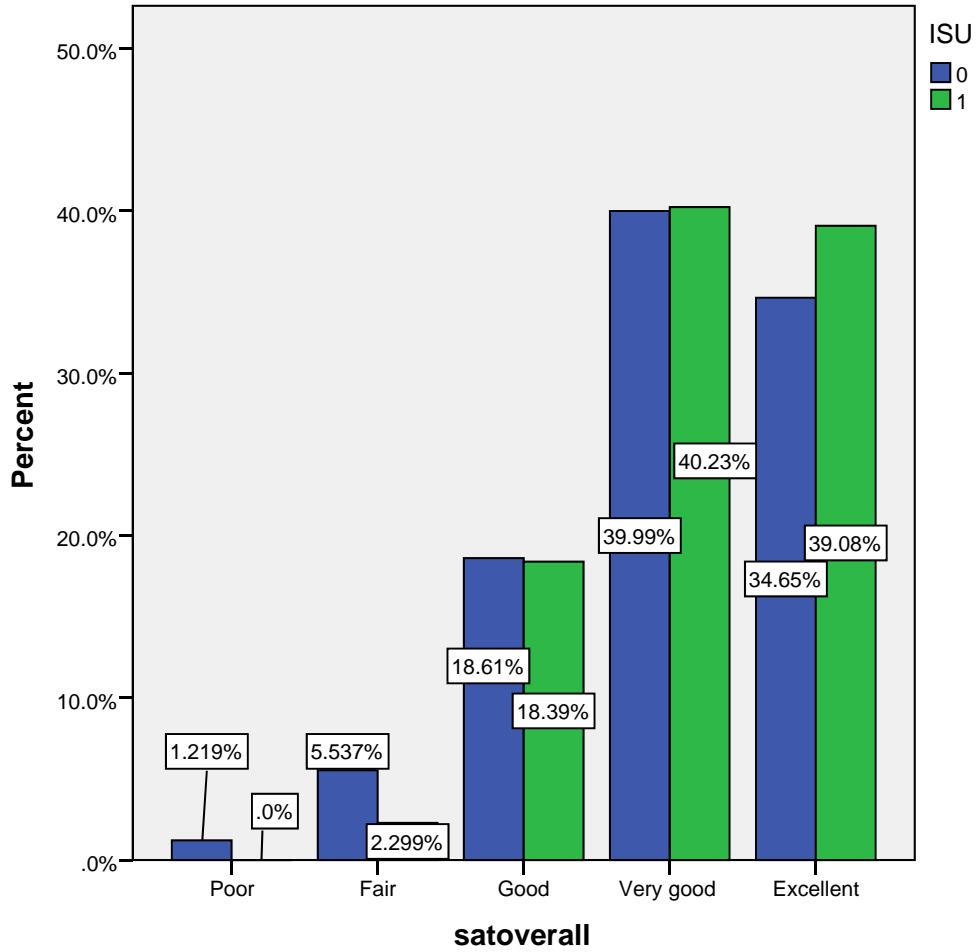


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Graph

Overall satisfaction with overall experience at this university

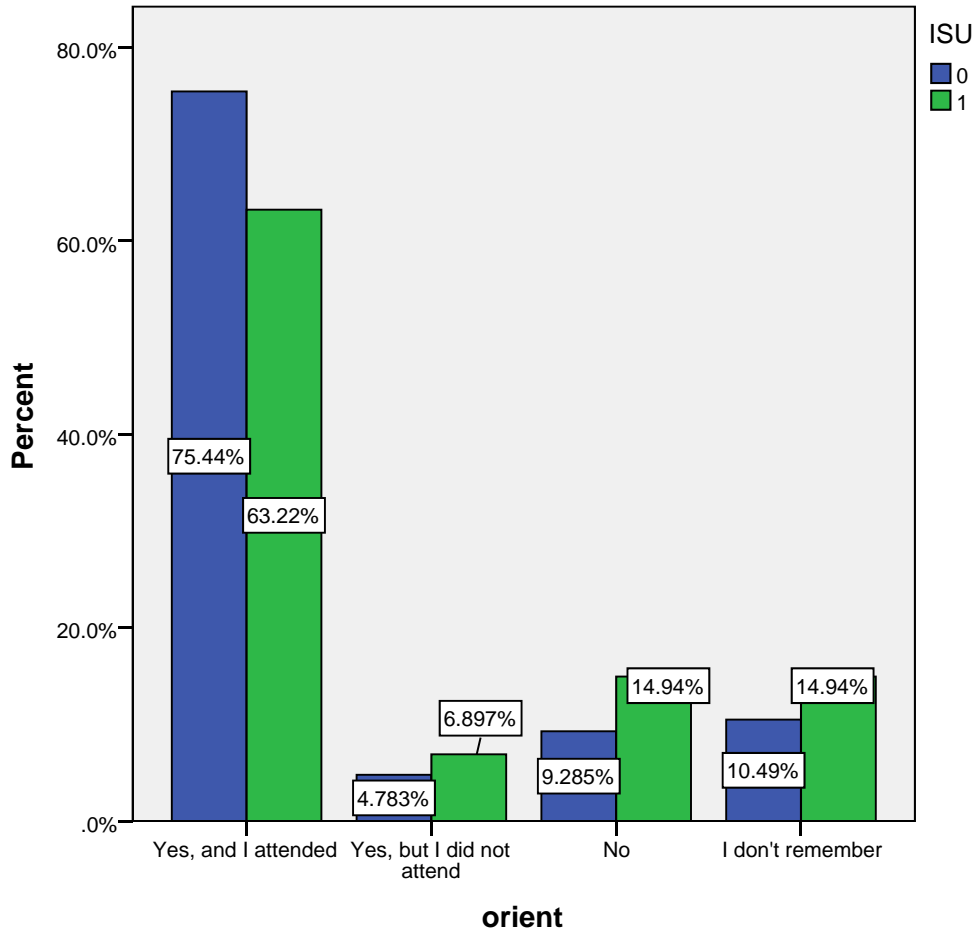


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Graph

When you first enrolled as a doctoral student, did your program provide an orientation to explain the process of completing your doctoral degree?

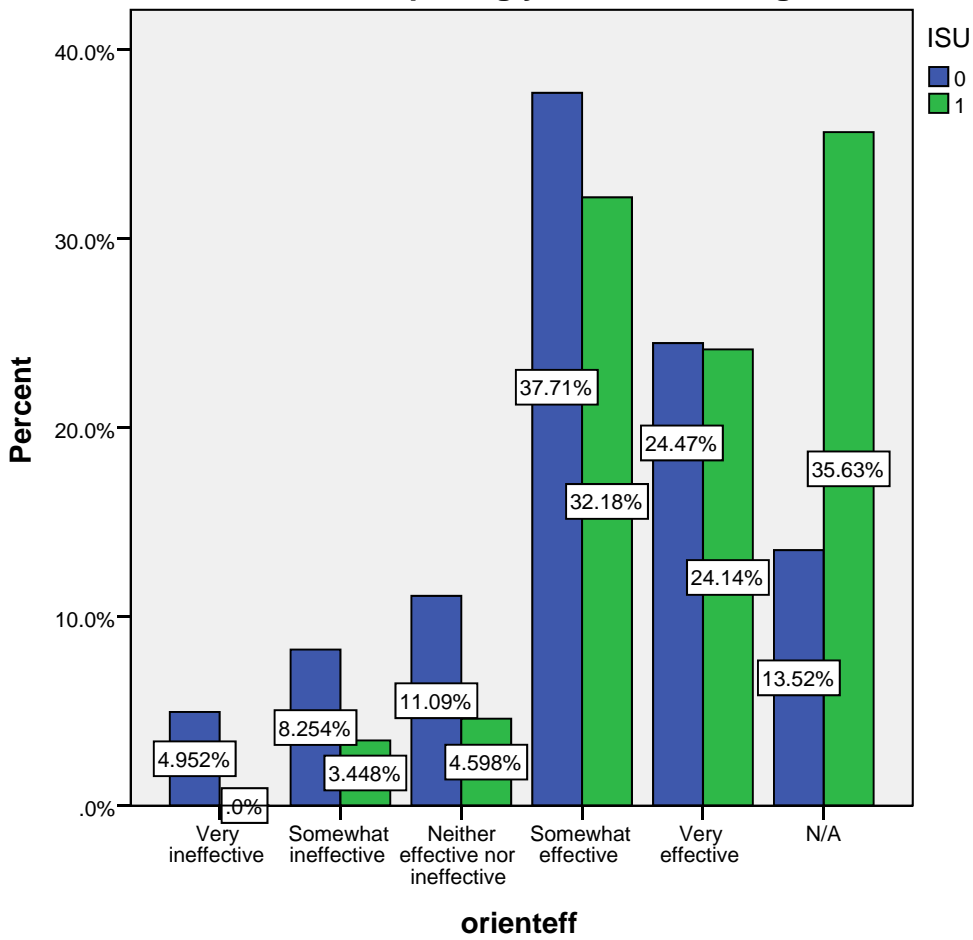


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Graph

How effective was this orientation in helping you to understand the process of completing your doctoral degree?

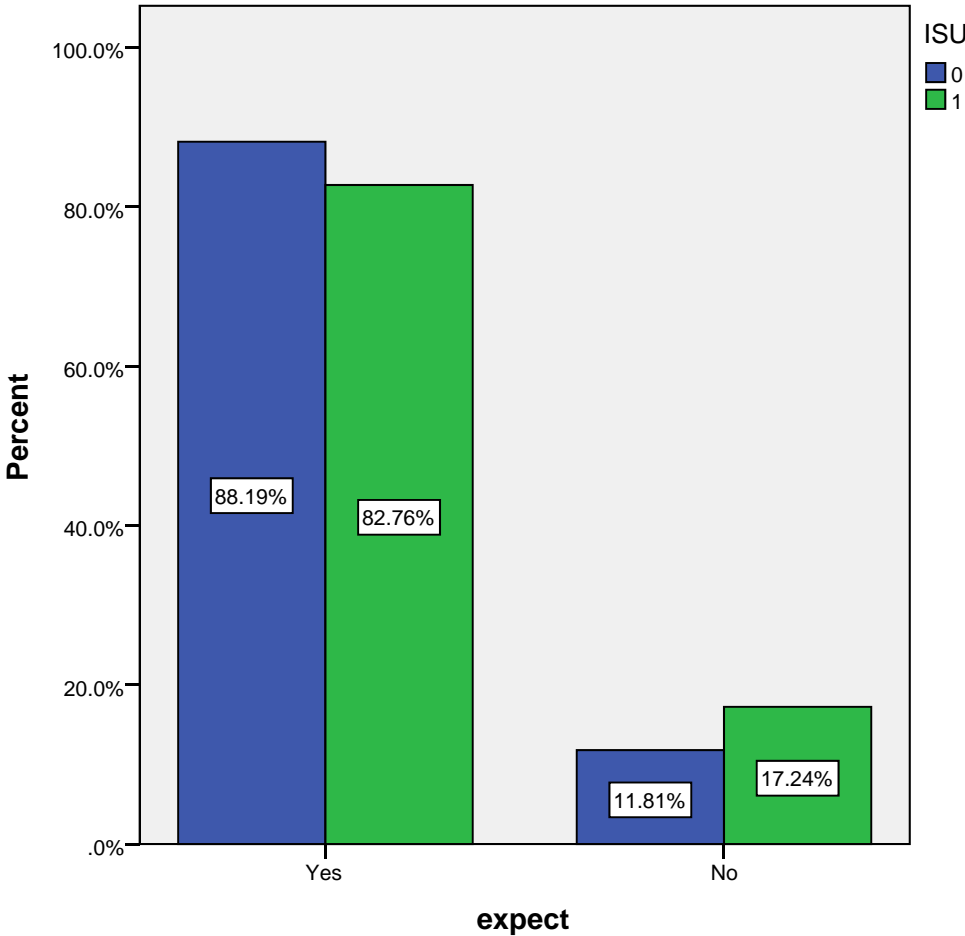


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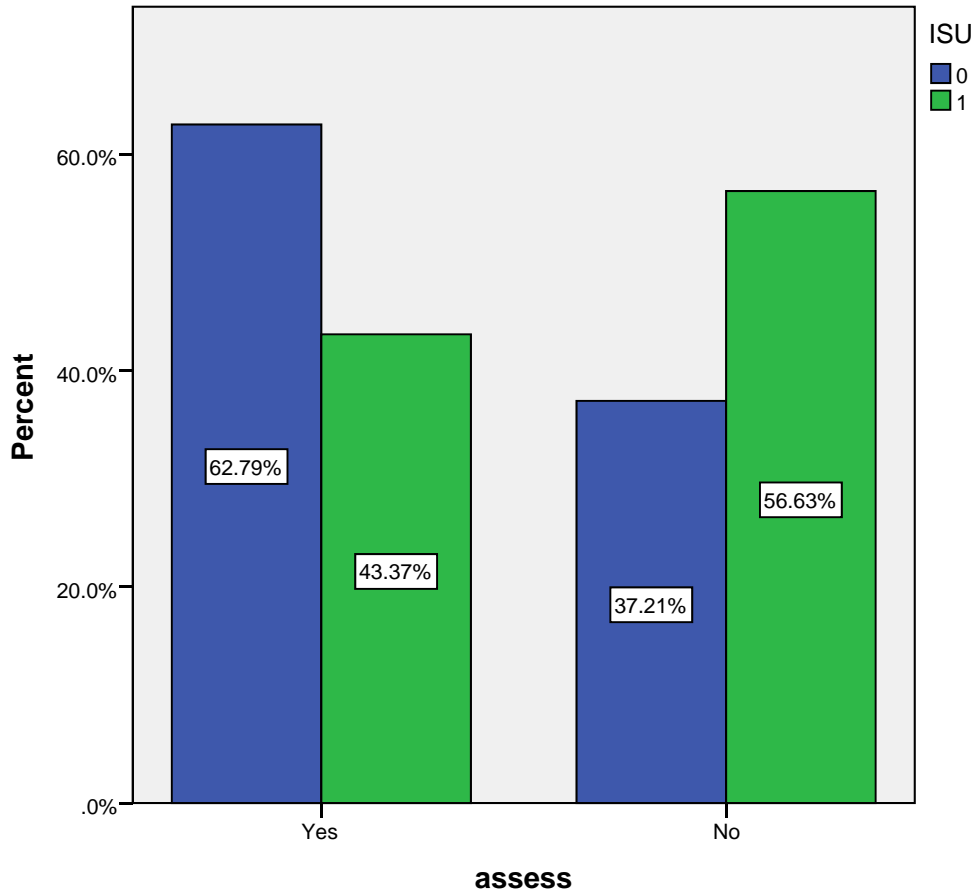
Did your doctoral program provide you with a written set of expectations about academic requirements and expected progress?



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Graph

Other than course grades and results of written or oral examinations, did your doctoral program provide a formal assessment of your academic progress at least annually?

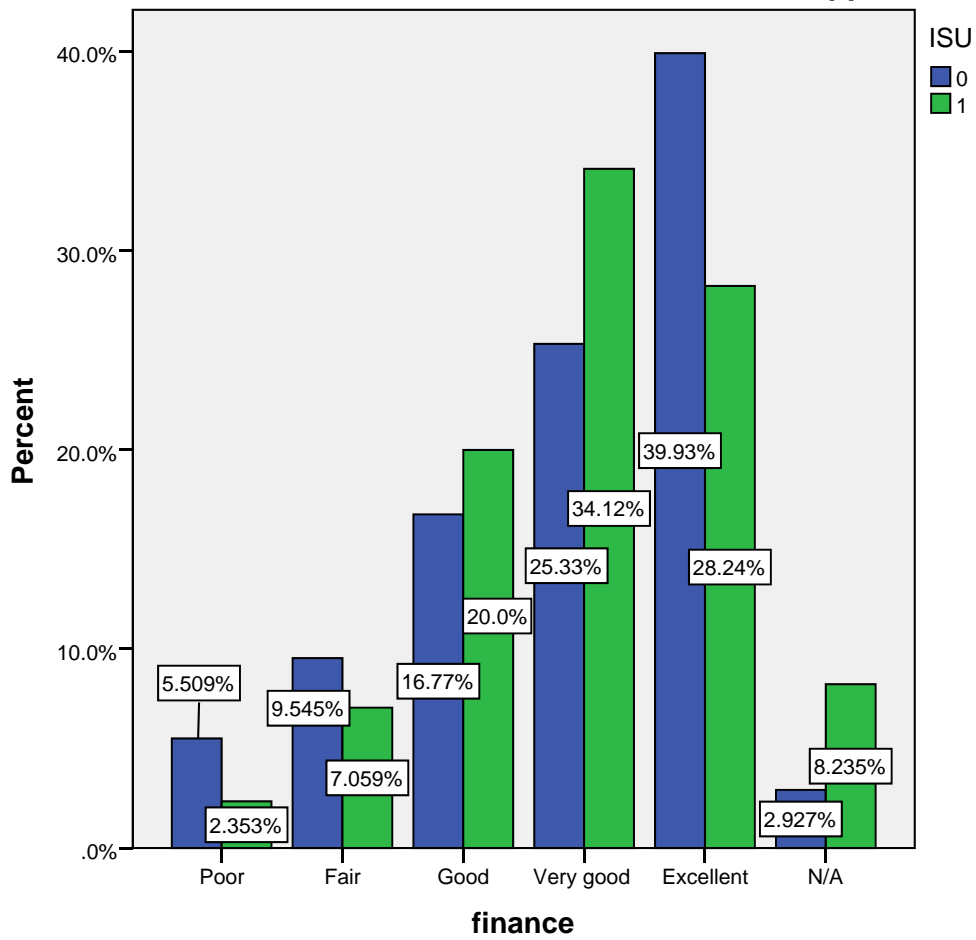


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Graph

Adequacy of support you were provided during your doctoral education and dissertation research: Financial support

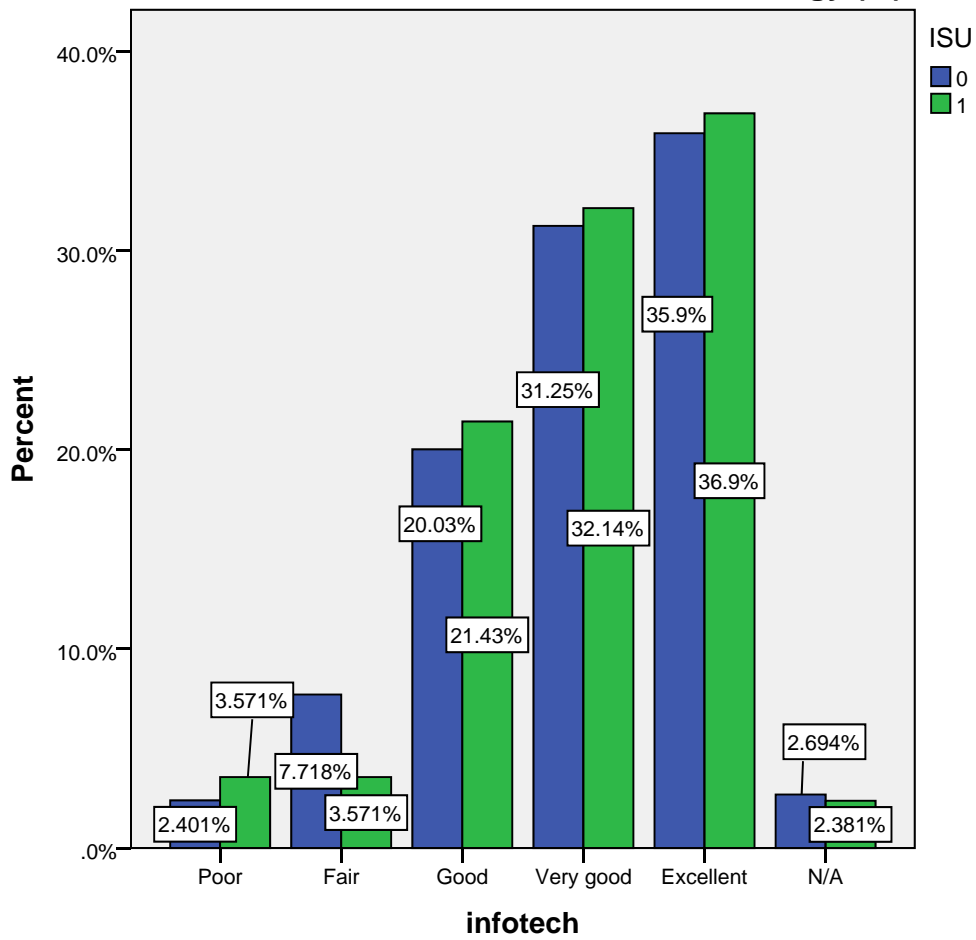


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Adequacy of support you were provided during your doctoral education and dissertation research: Information technology (IT) resources

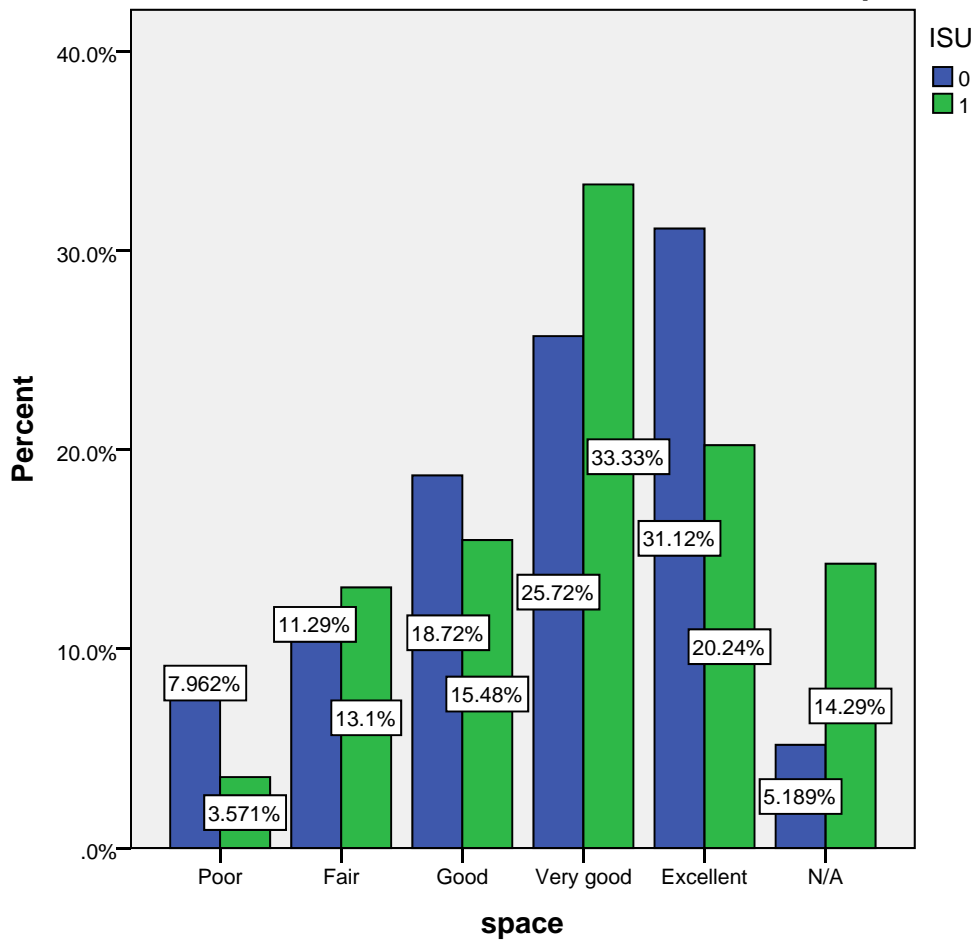


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Adequacy of support you were provided during your doctoral education and dissertation research: Personal work space

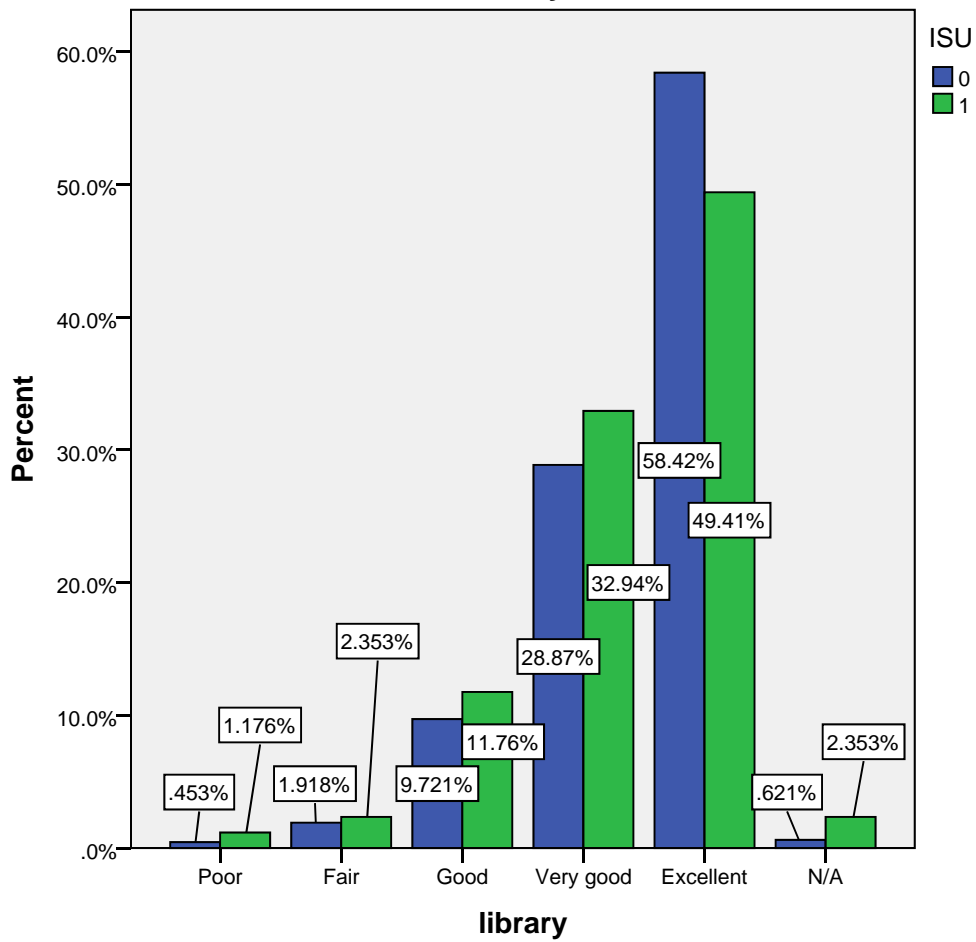


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Adequacy of support you were provided during your doctoral education and dissertation research: Library and electronic research resources

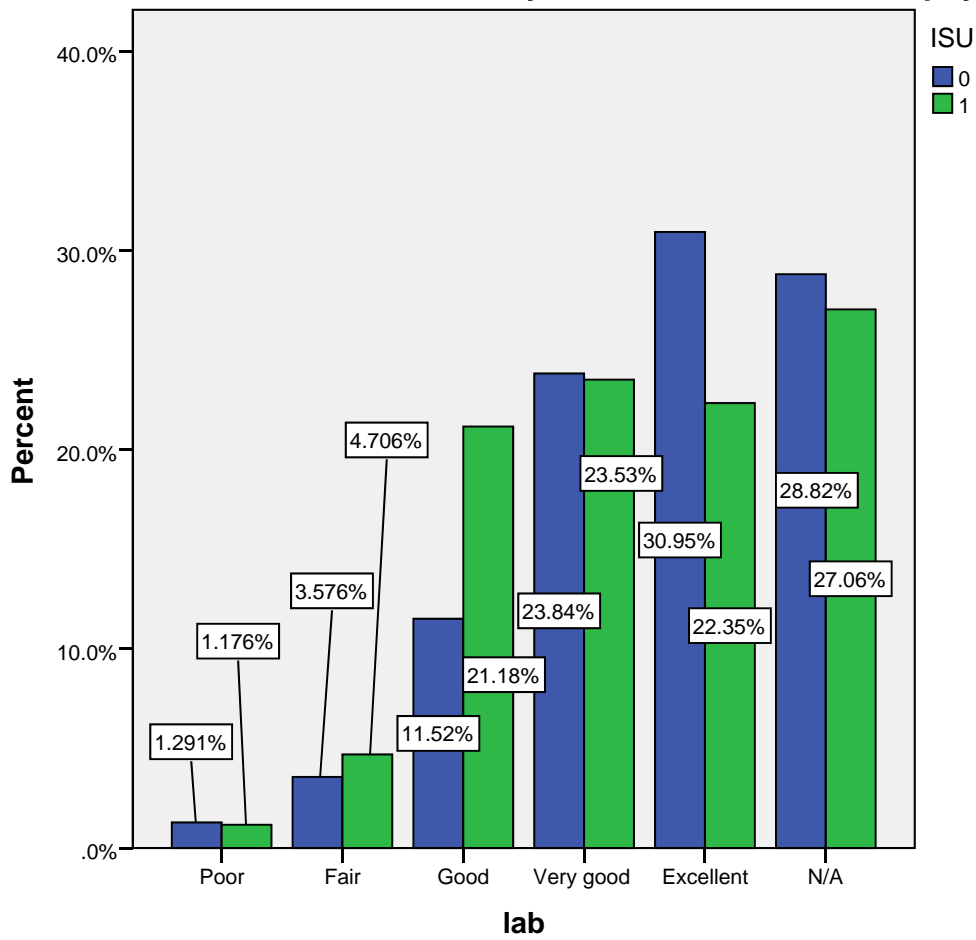


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Adequacy of support you were provided during your doctoral education and dissertation research: Laboratory, clinical, studio or other physical facilities

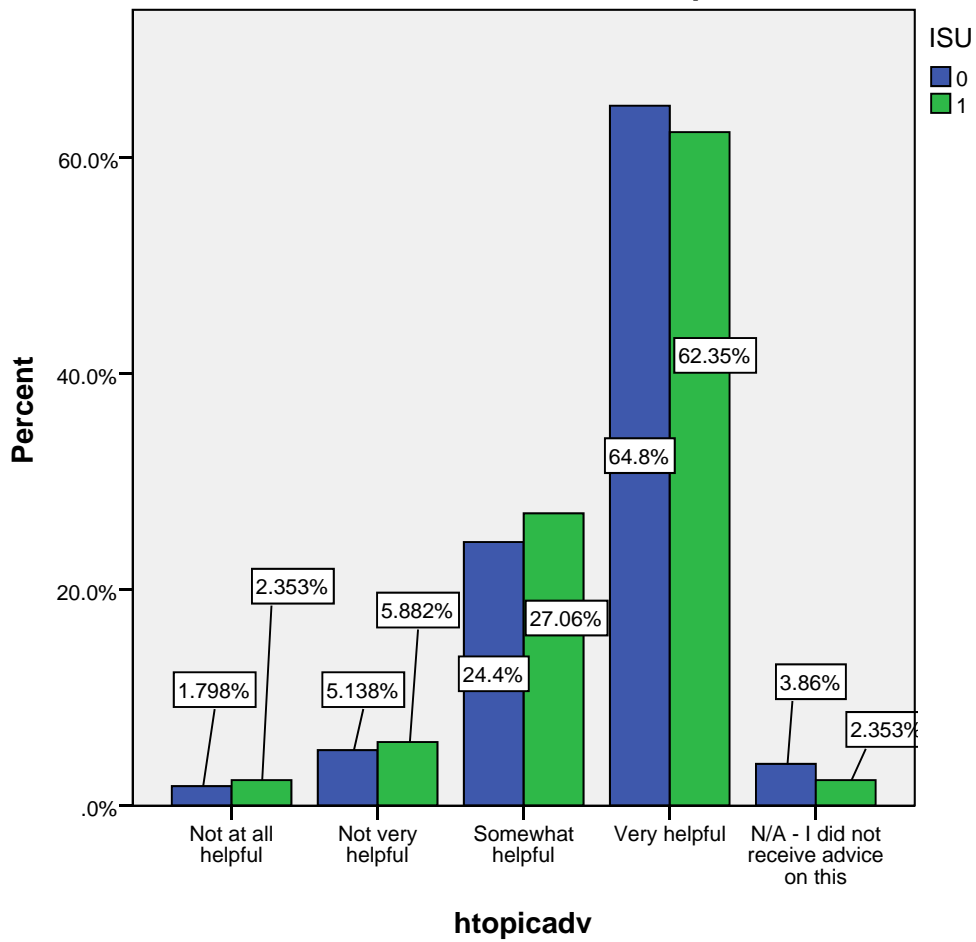


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Graph

Advice you received from your dissertation/thesis advisor: Selection of a dissertation topic

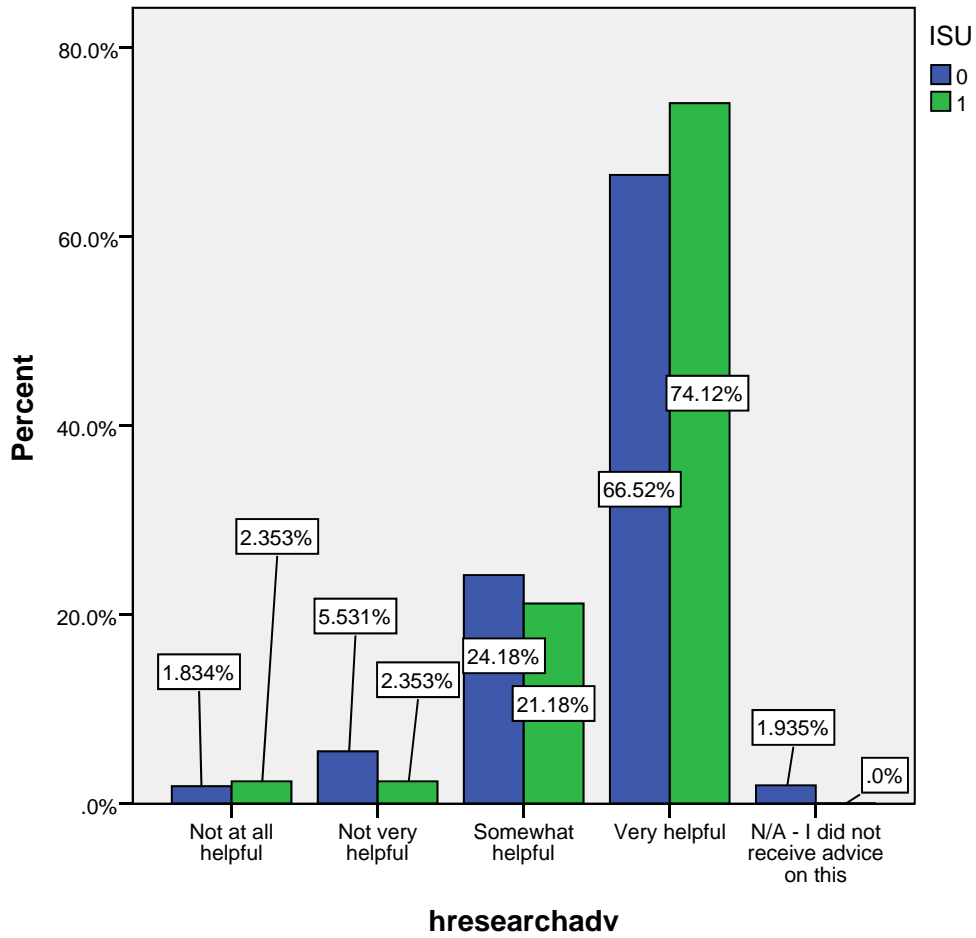


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Graph

Advice you received from your dissertation/thesis advisor: Dissertation research

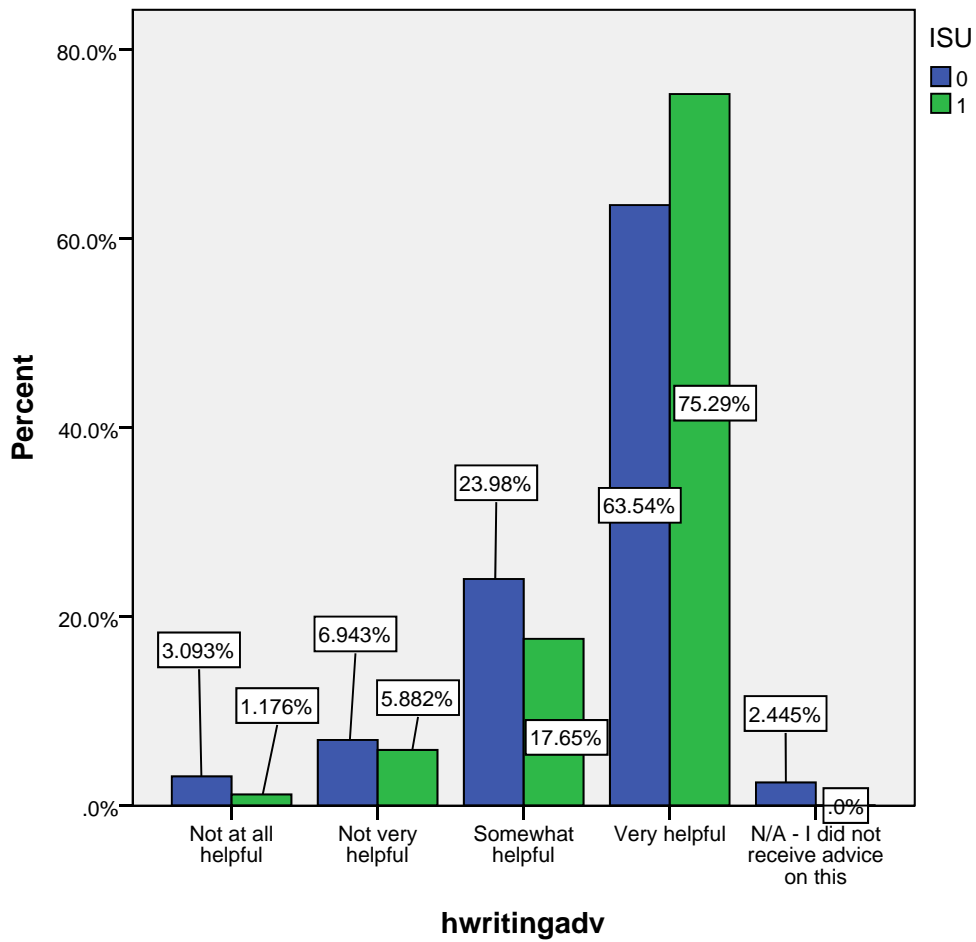


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Graph

Advice you received from your dissertation/thesis advisor: Writing and revising dissertation

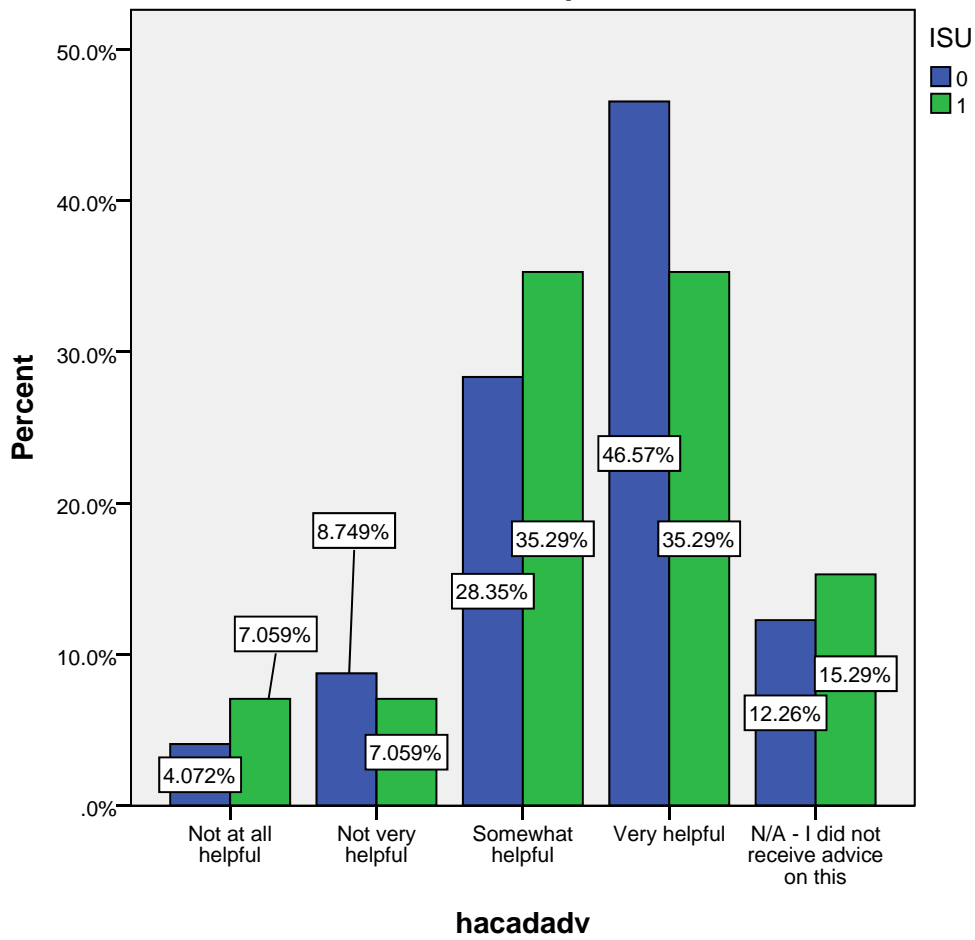


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Advice you received from your dissertation/thesis advisor: Academic career options

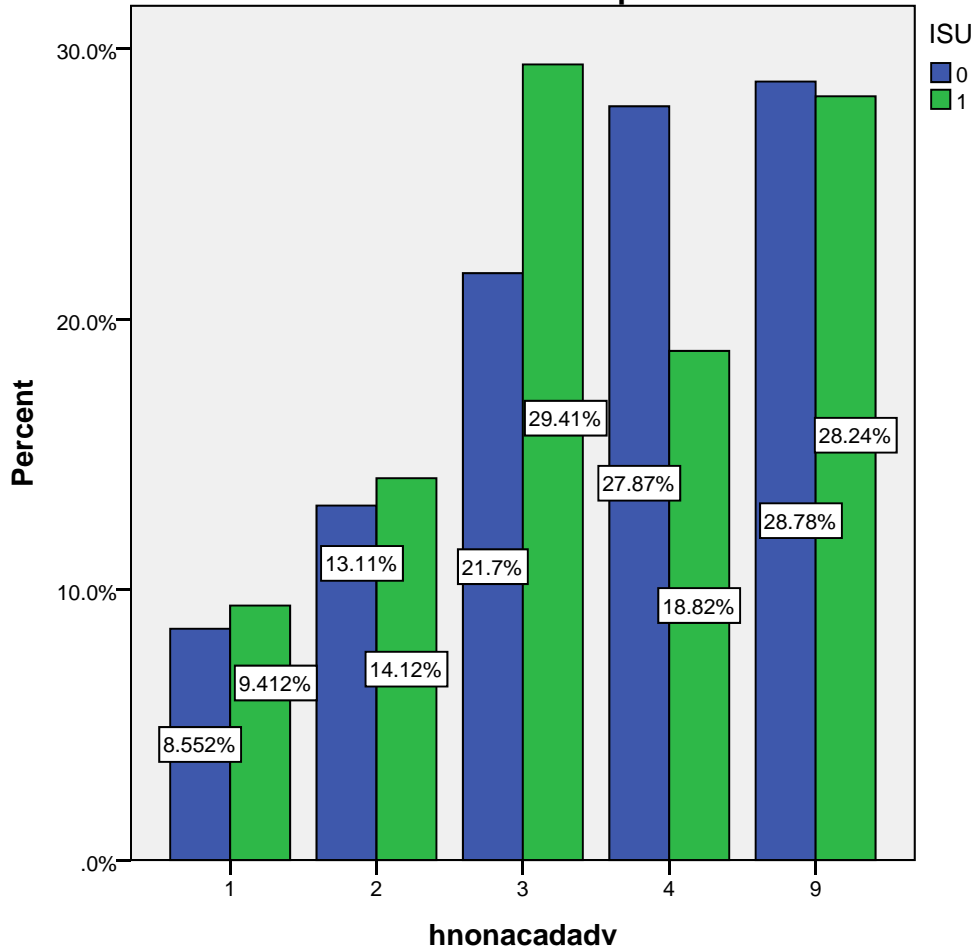


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Advice you received from your dissertation/thesis advisor: Nonacademic career options

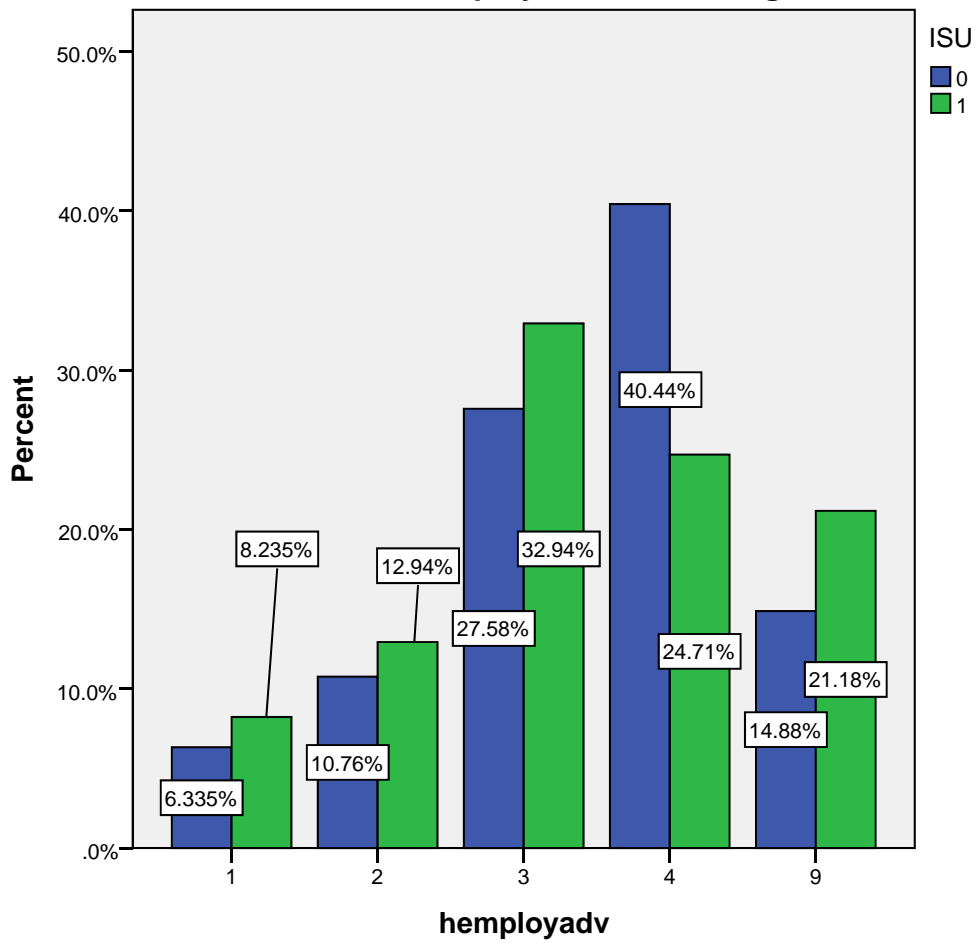


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Advice you received from your dissertation/thesis advisor: Search for employment or training

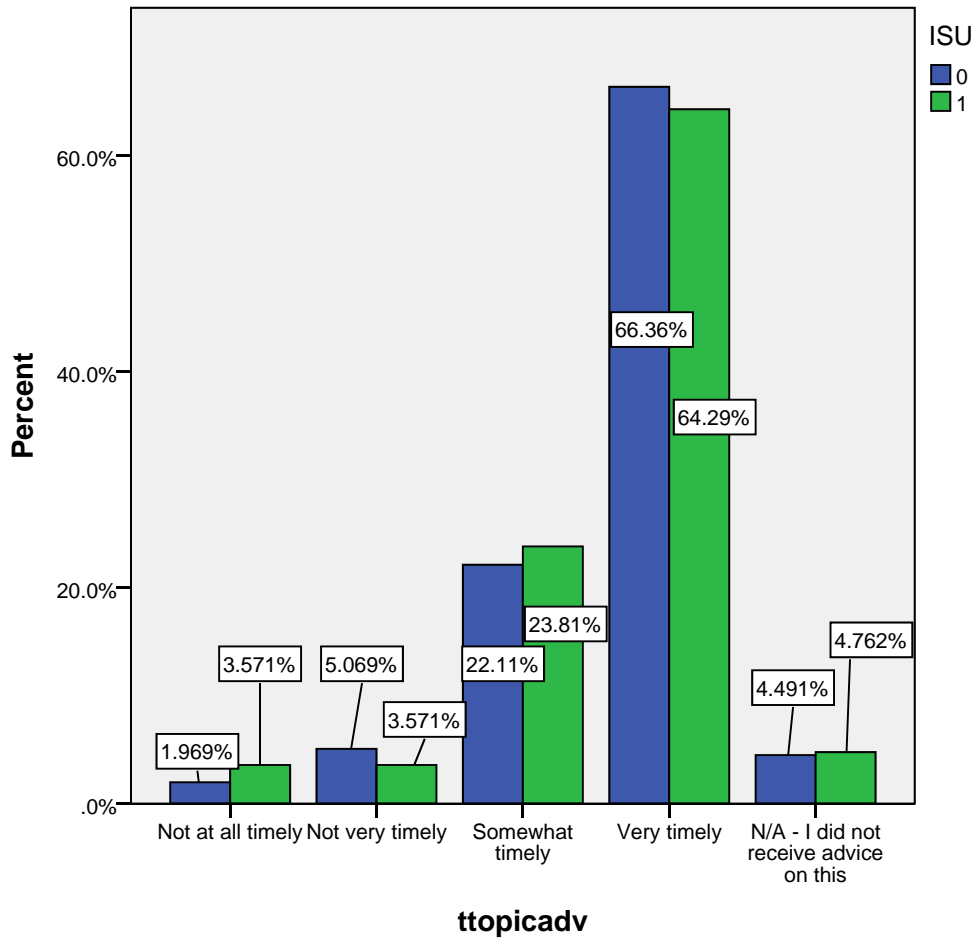


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Graph

How timely was the advice received from dissertation/thesis advisor: Selection of a dissertation topic

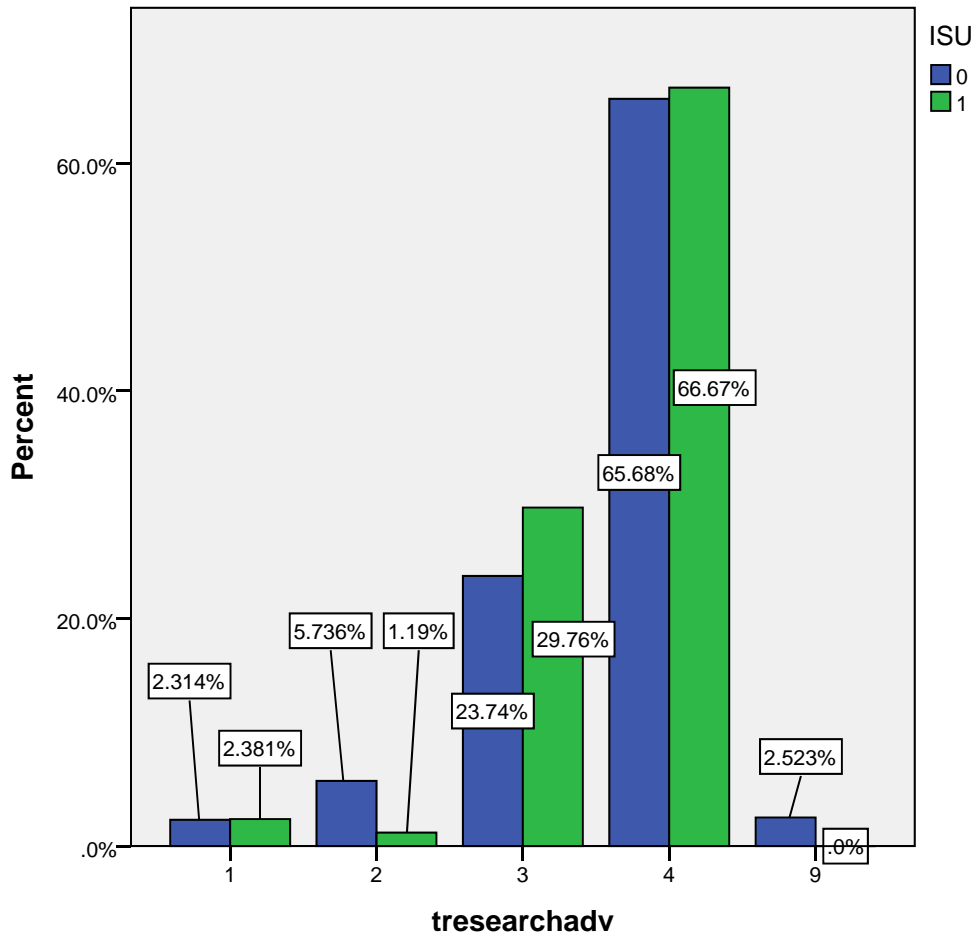


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**How timely was the advice received from dissertation/thesis advisor:
Dissertation research**

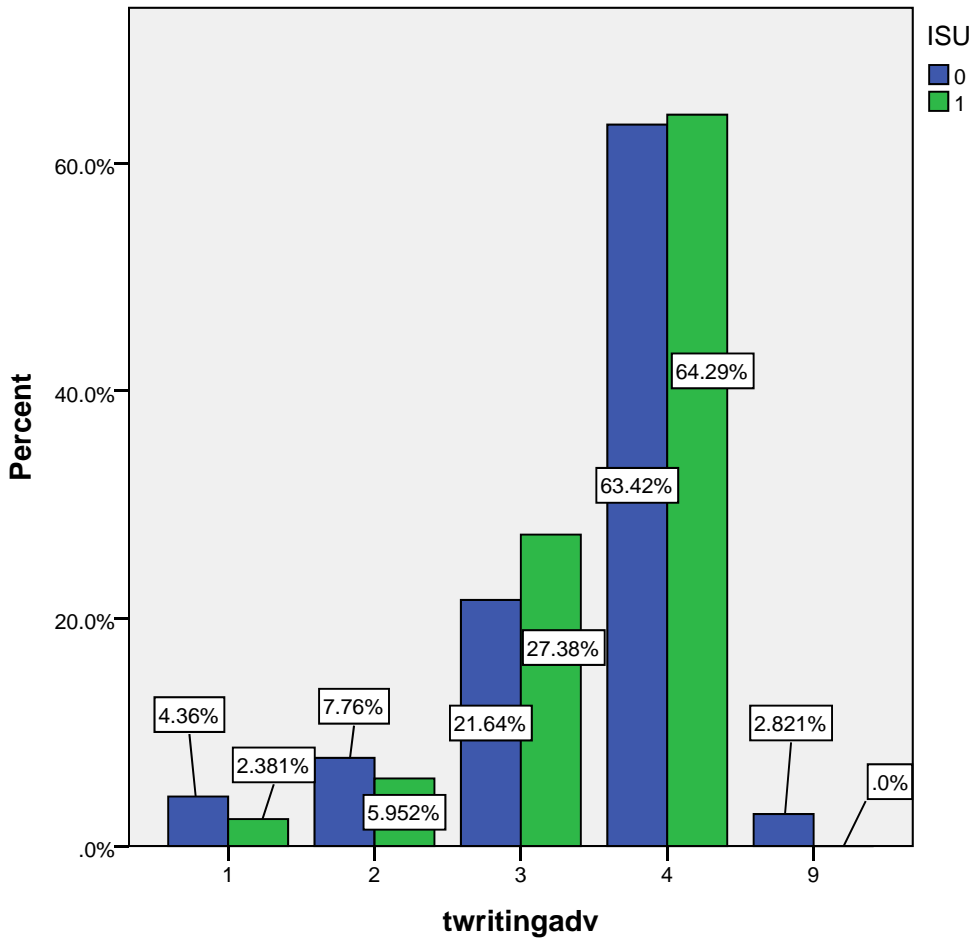


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How timely was the advice received from dissertation/thesis advisor: Writing and revising dissertation

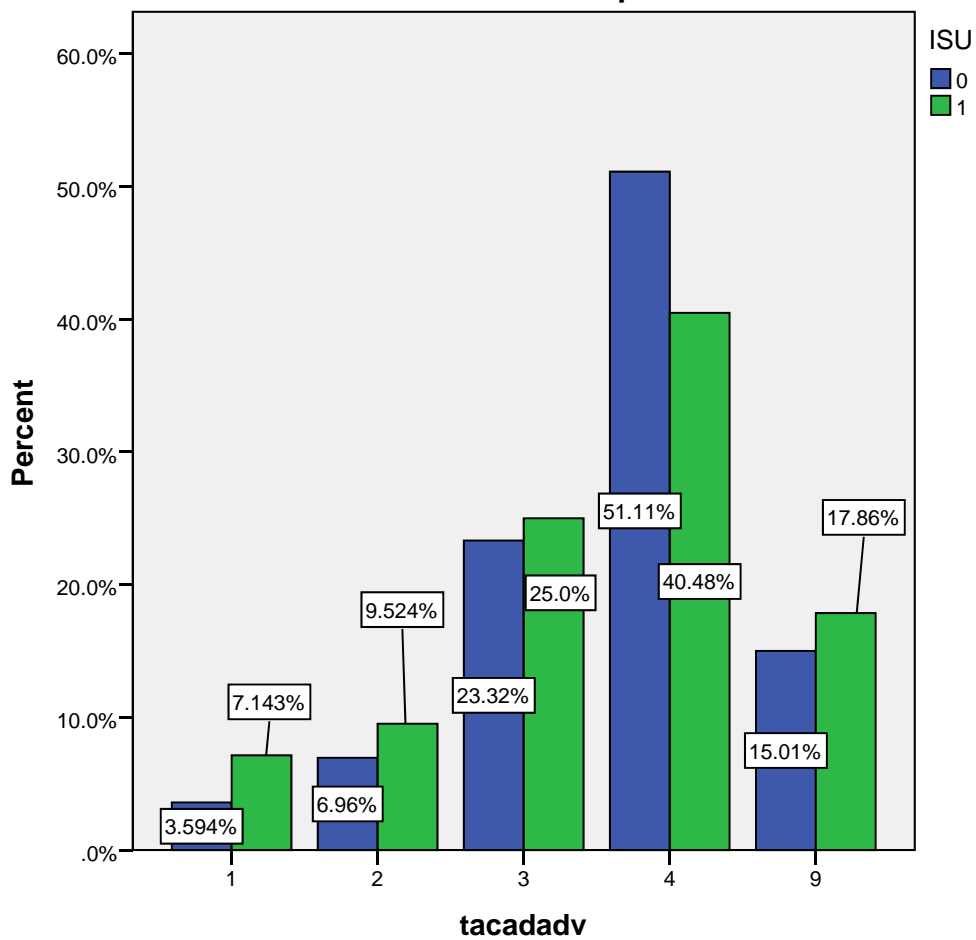


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How timely was the advice received from dissertation/thesis advisor: Academic career options

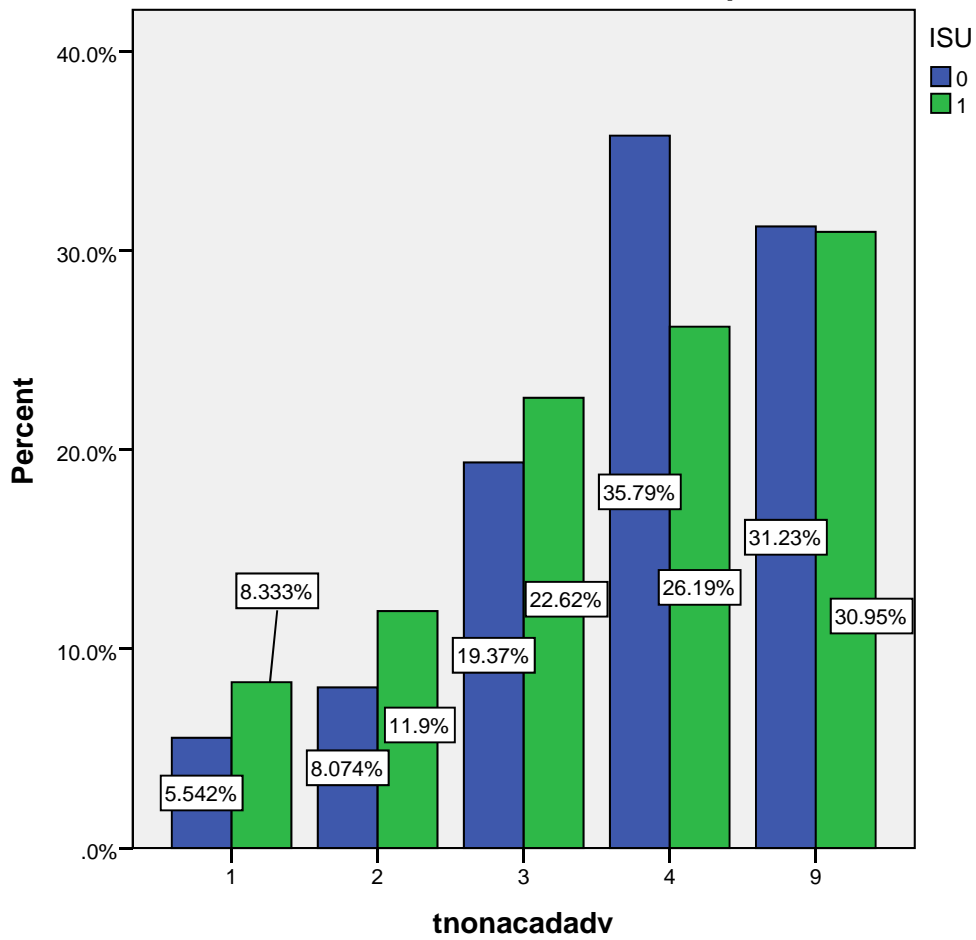


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**How timely was the advice received from dissertation/thesis advisor:
Nonacademic career options**

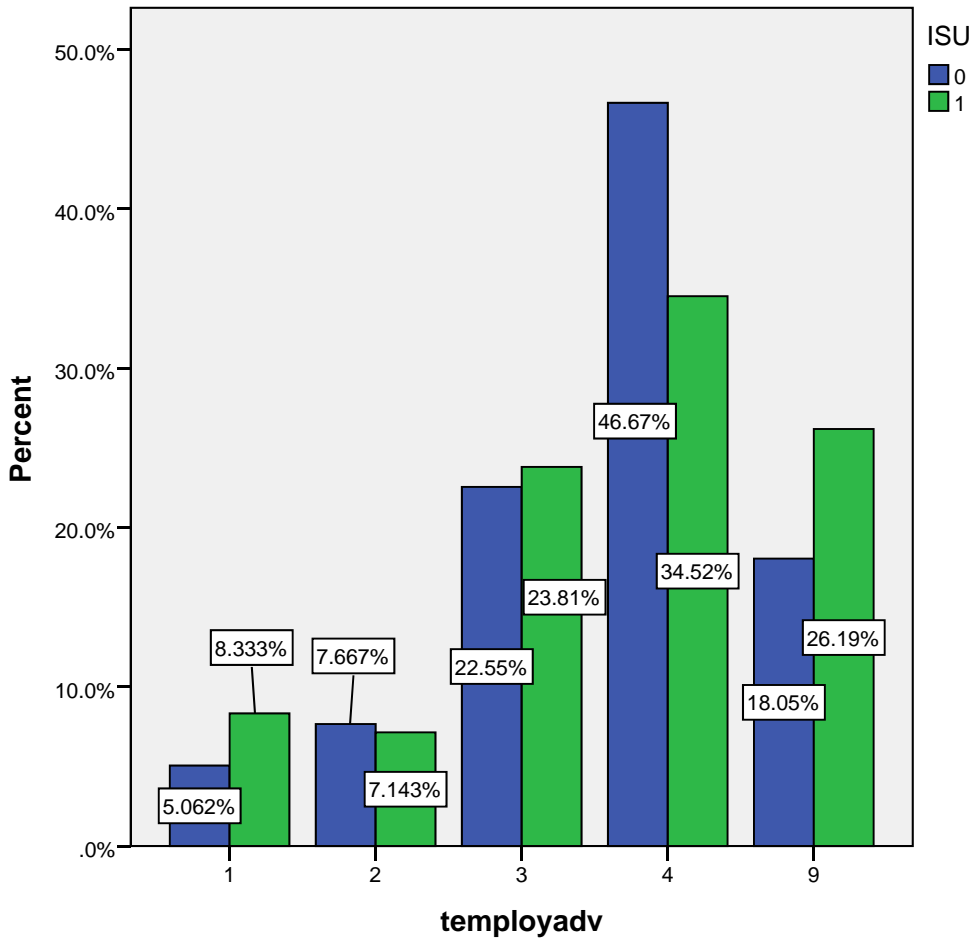


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How timely was the advice received from dissertation/thesis advisor: Search for employment or training

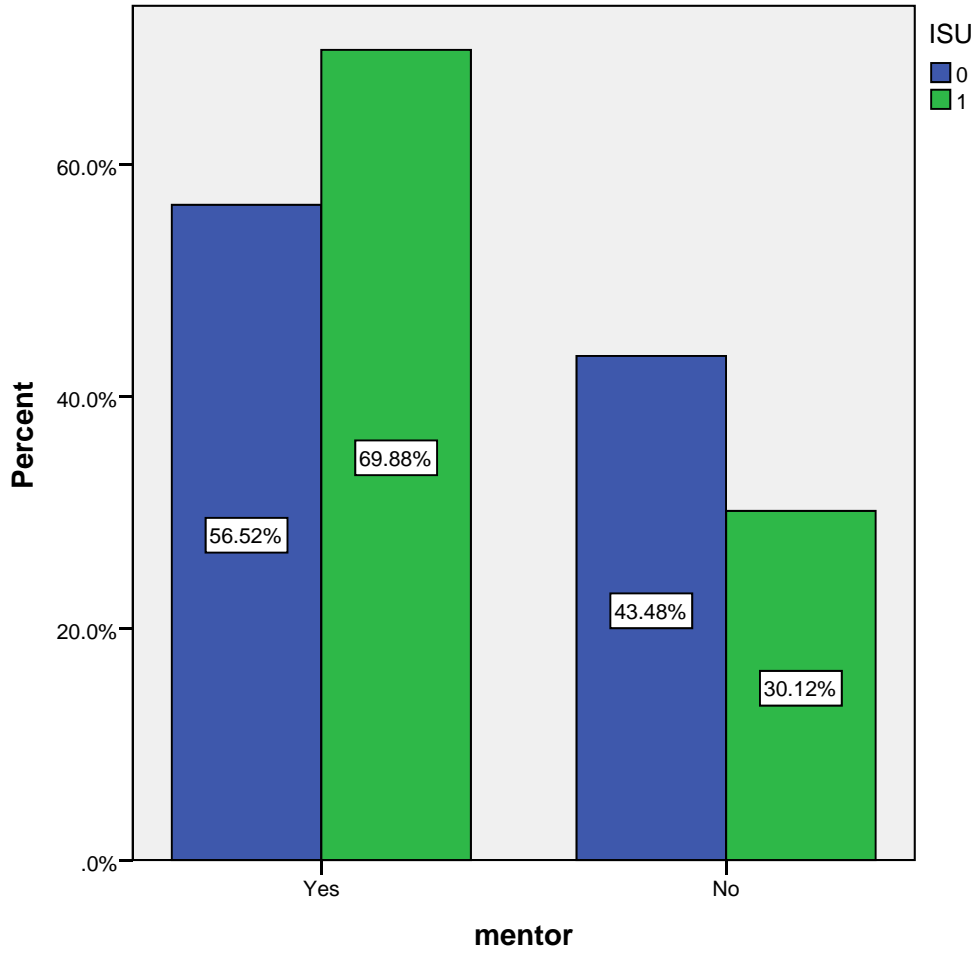


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Graph

Was there another faculty member whom you considered to be a mentor?

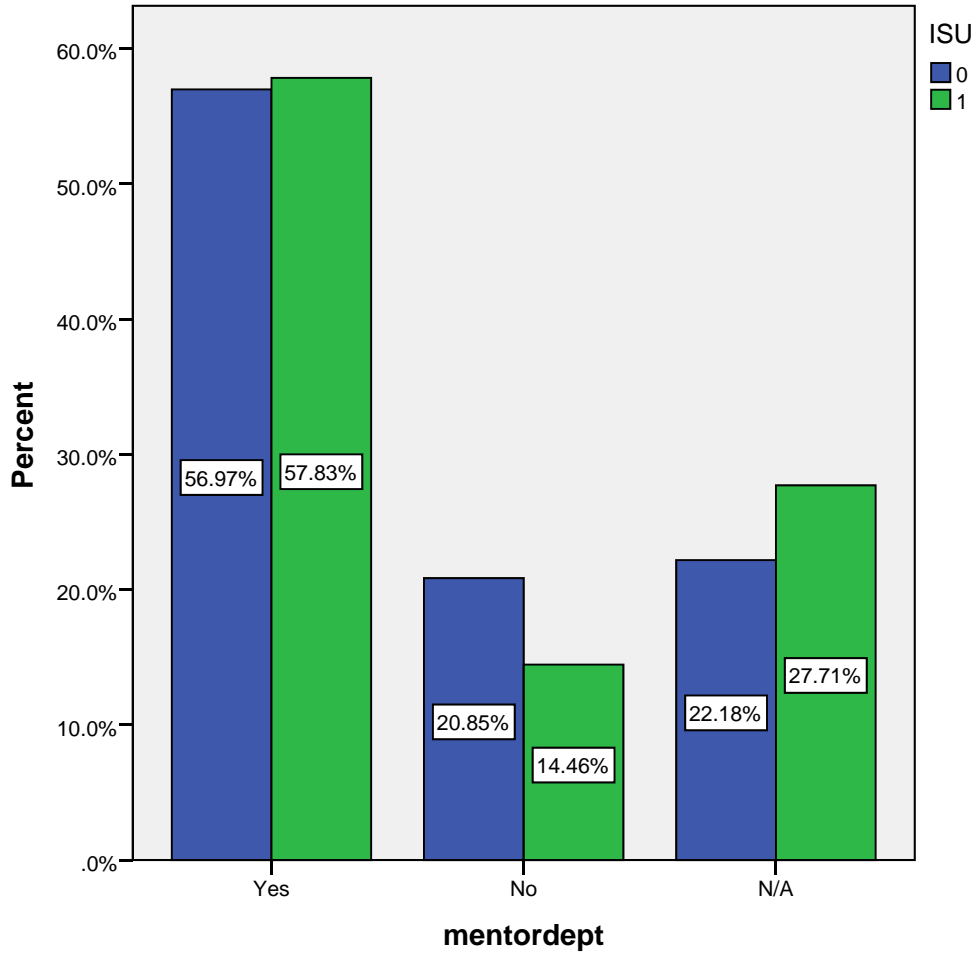


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Was the faculty member in your program/department?

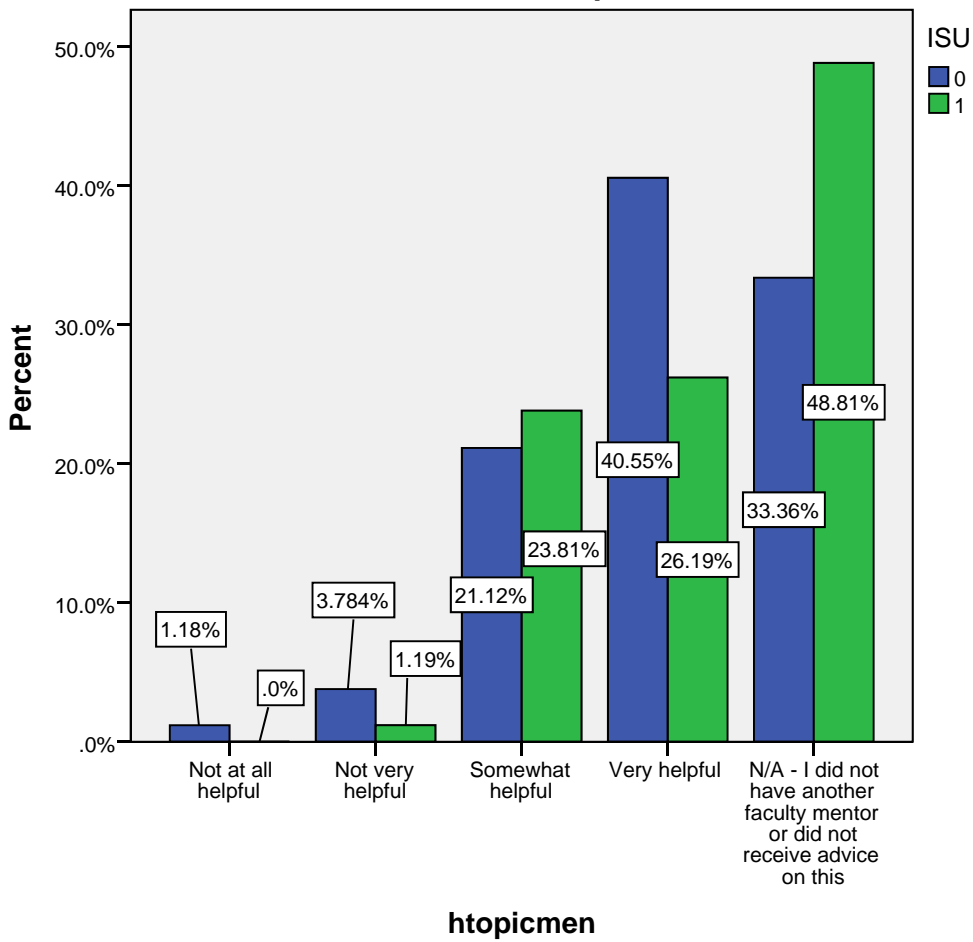


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How helpful was the advice received from mentor: Selection of a dissertation topic

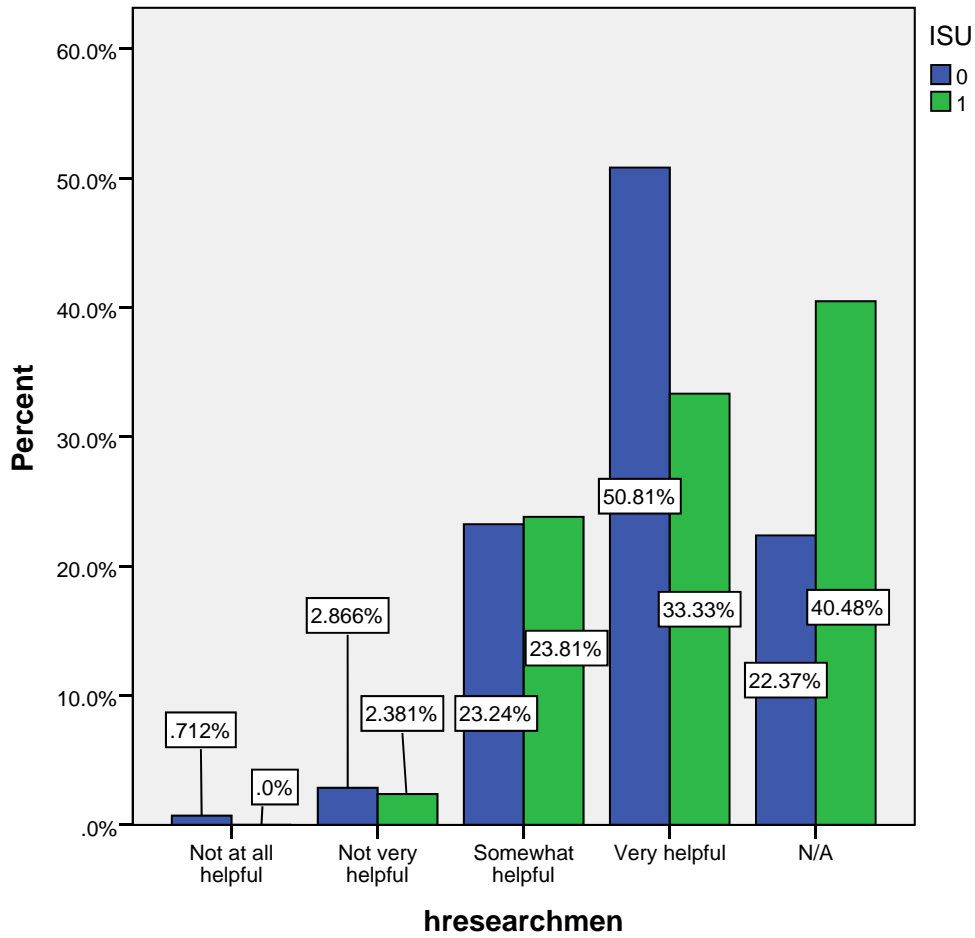


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How helpful was the advice you received from your mentor: Dissertation research

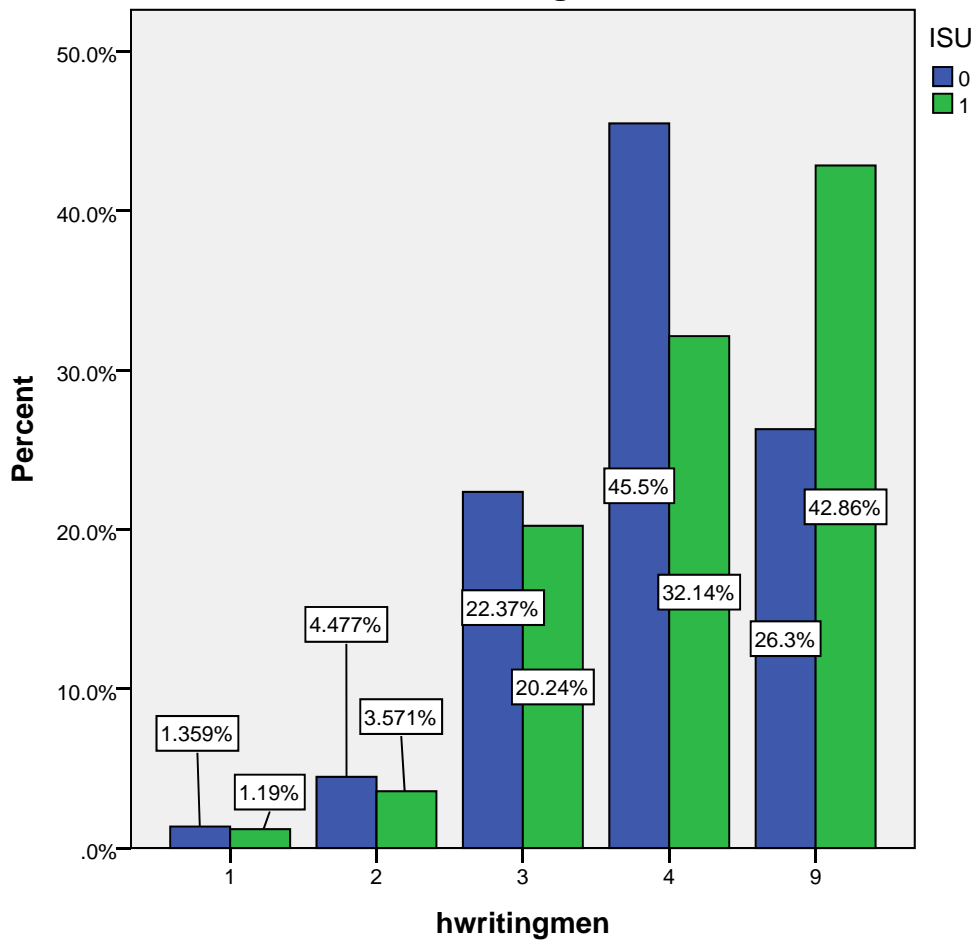


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How helpful was the advice you received from your mentor: Writing and revising dissertation

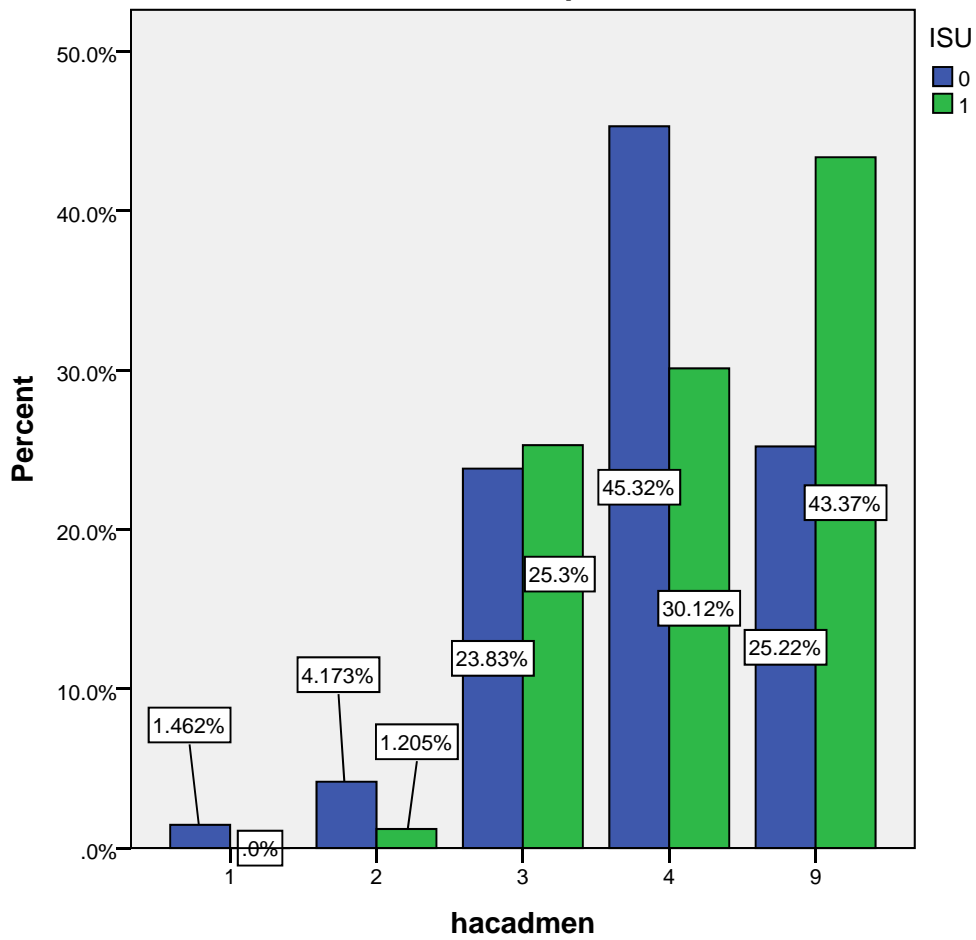


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How helpful was the advice you received from your mentor: Academic career options

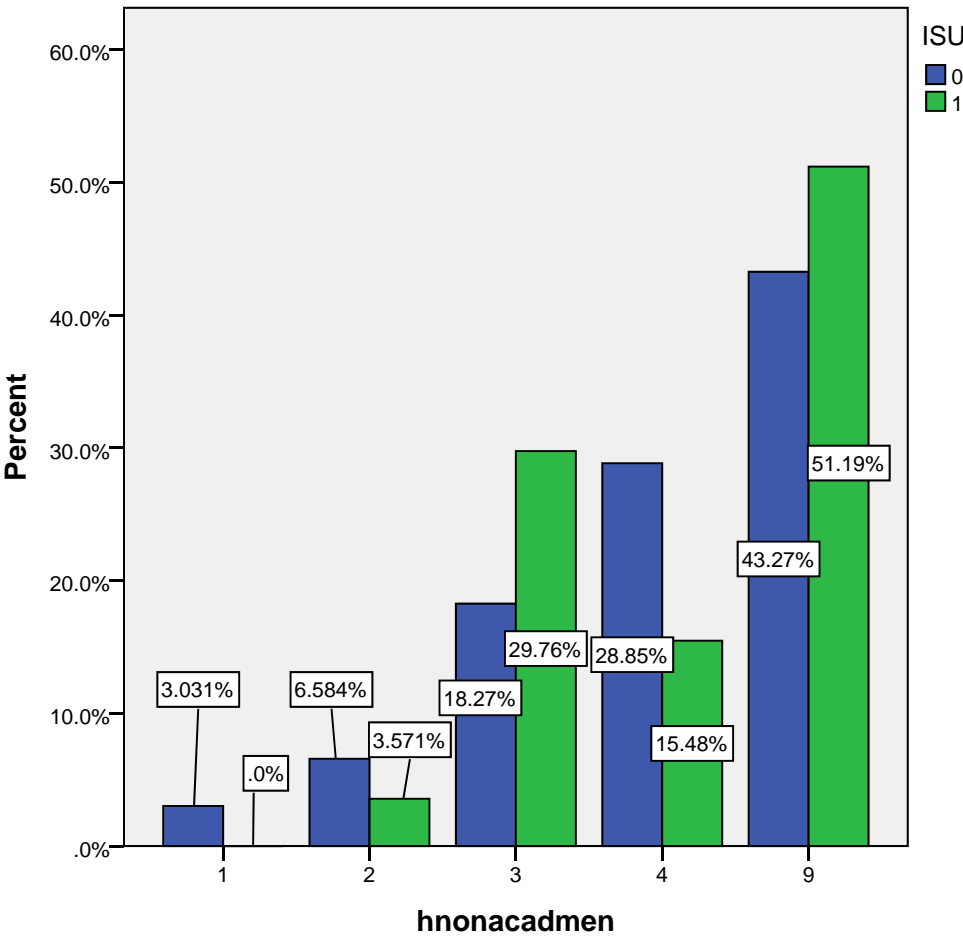


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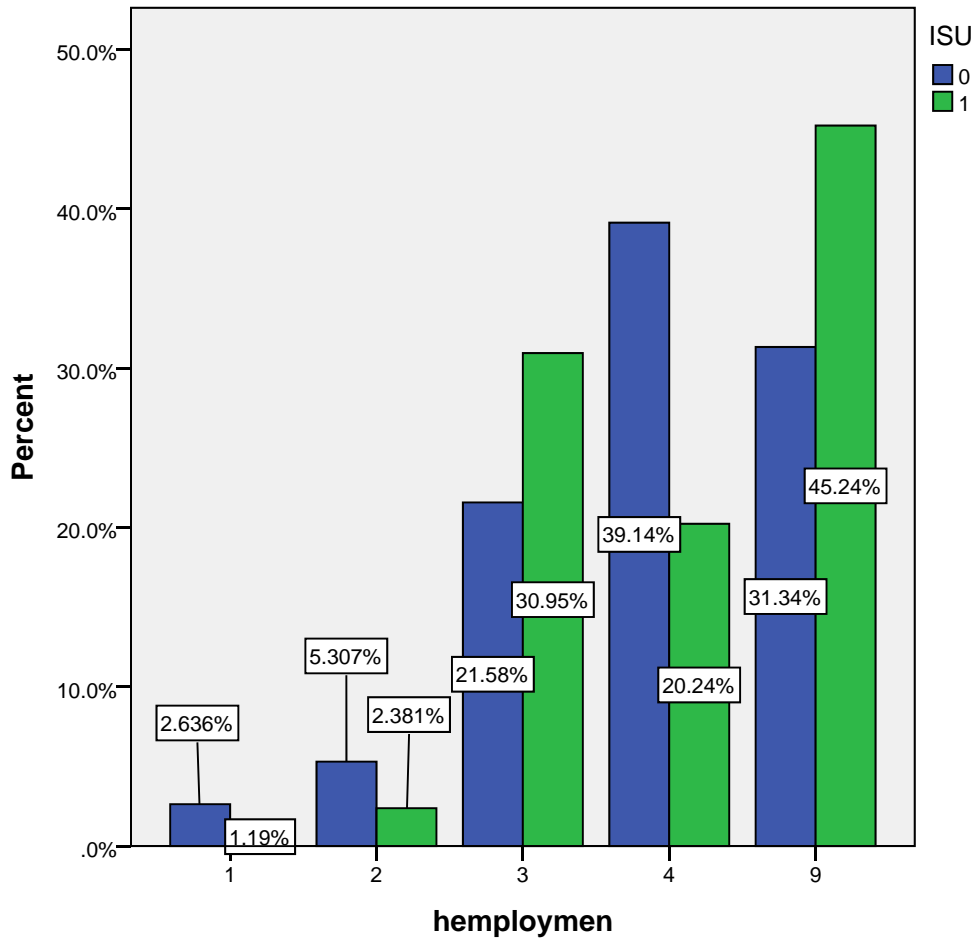
How helpful was the advice you received from your mentor: Nonacademic career options



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How helpful was the advice you received from your mentor: Search for employment or training

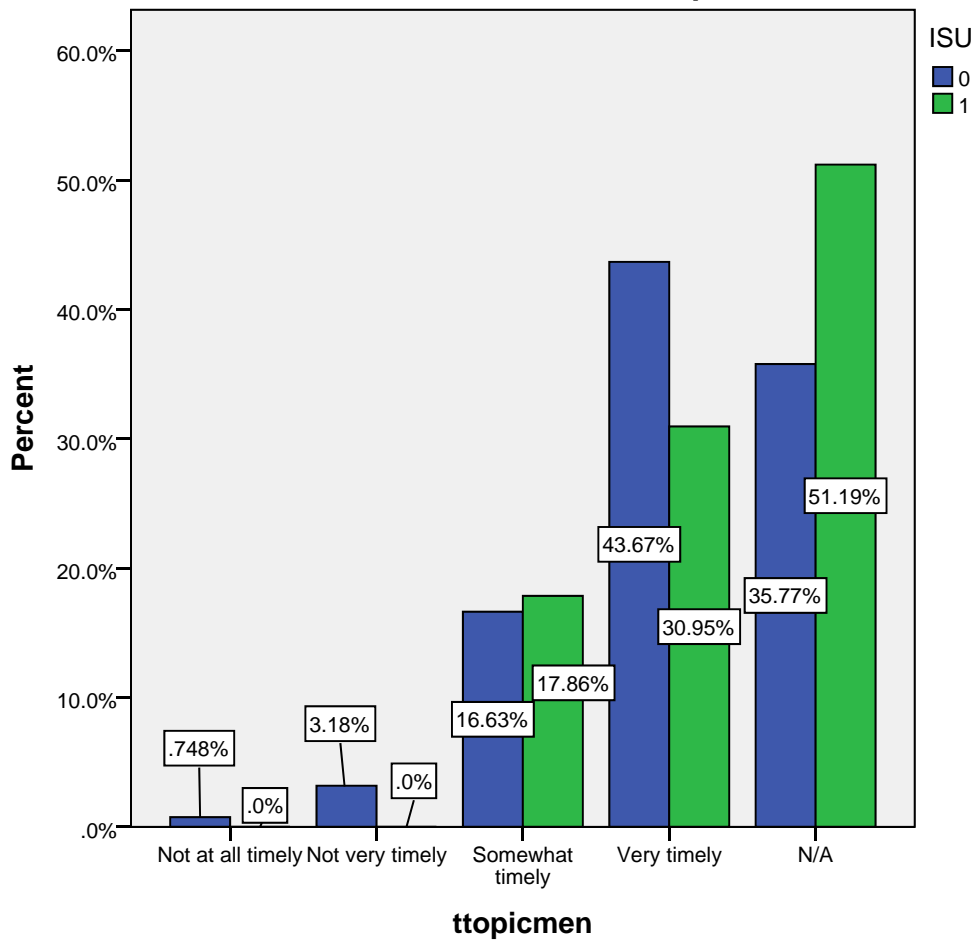


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Graph

How timely was the advice you received from your mentor: Selection of a dissertation topic

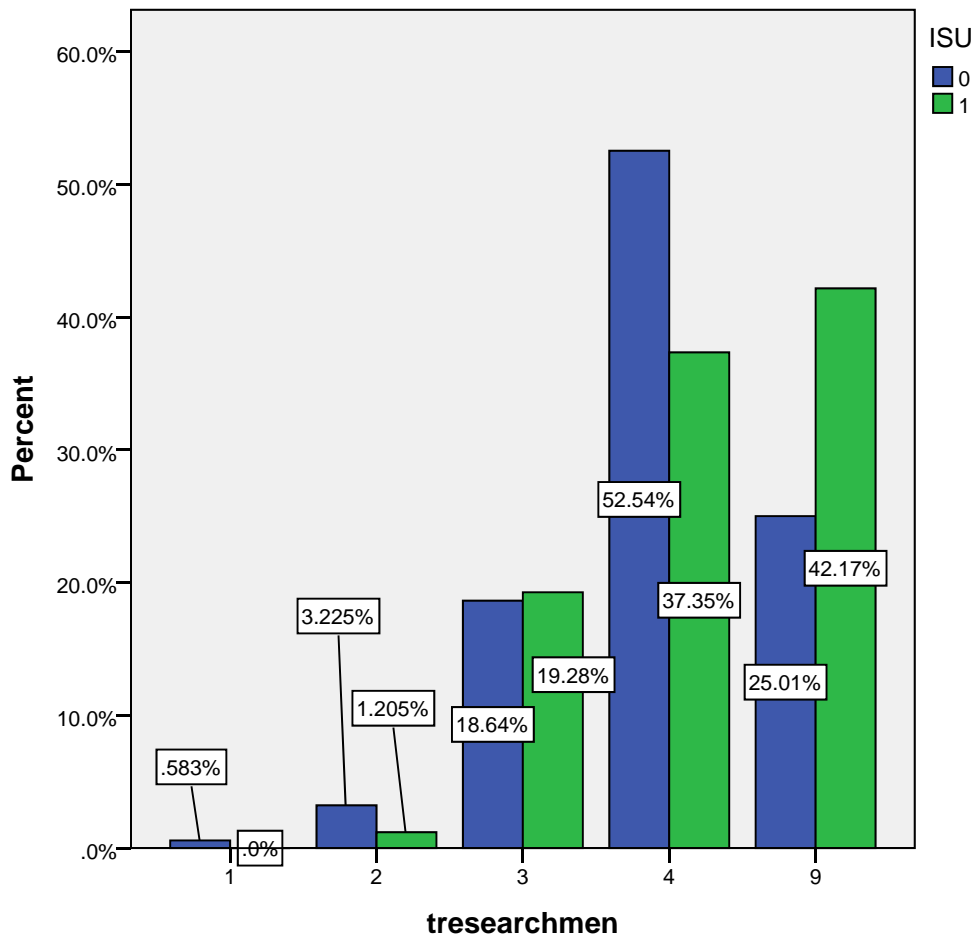


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How timely was the advice you received from your mentor: Dissertation research

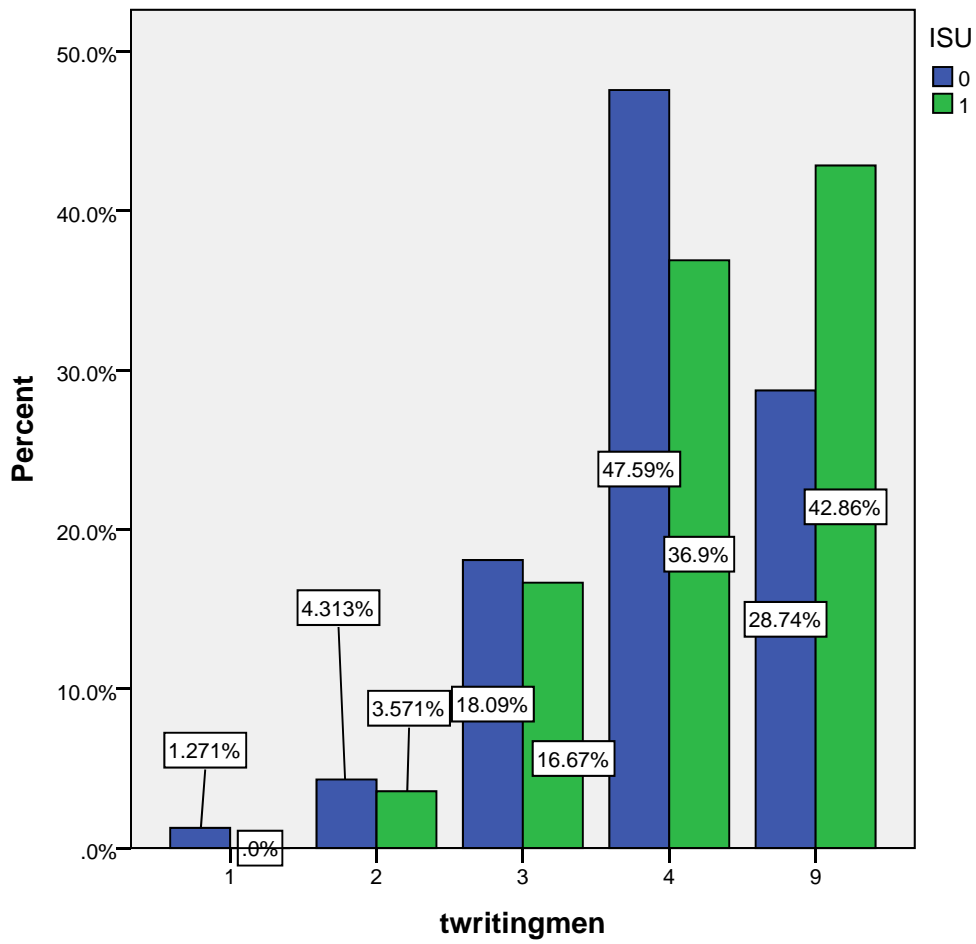


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How timely was the advice you received from your mentor: Writing and revising dissertation

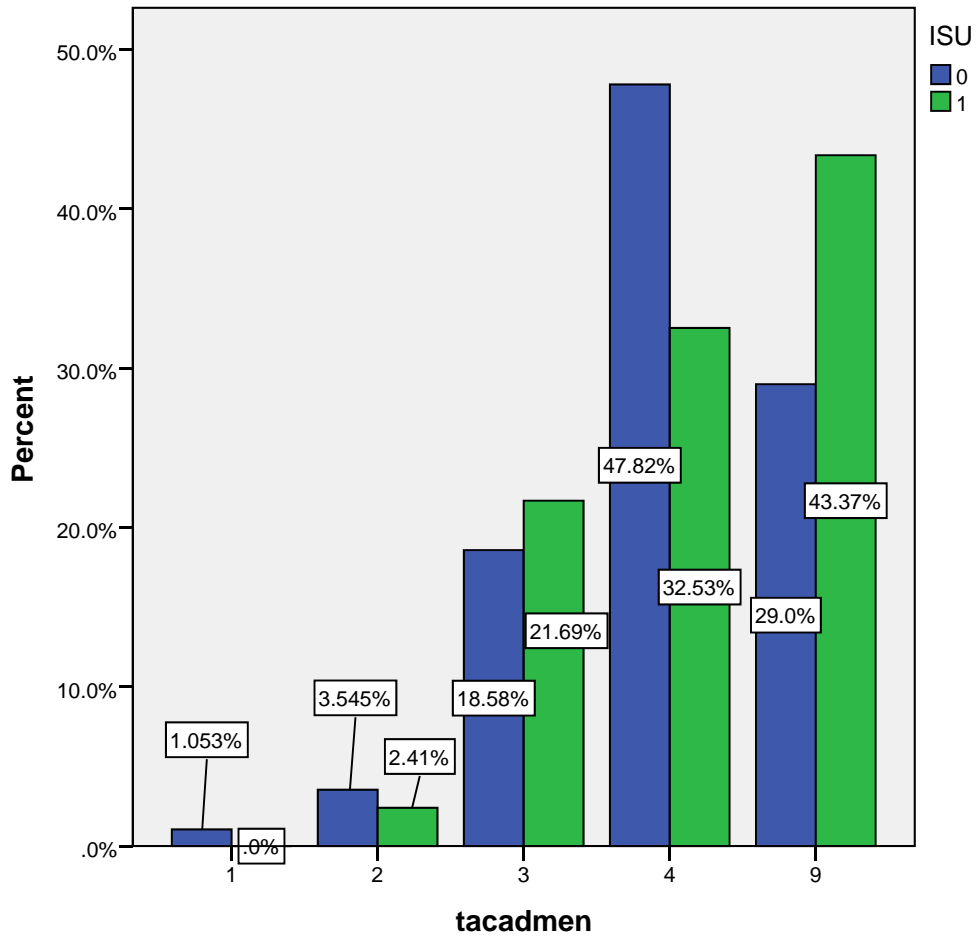


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How timely was the advice you received from your mentor: Academic career options

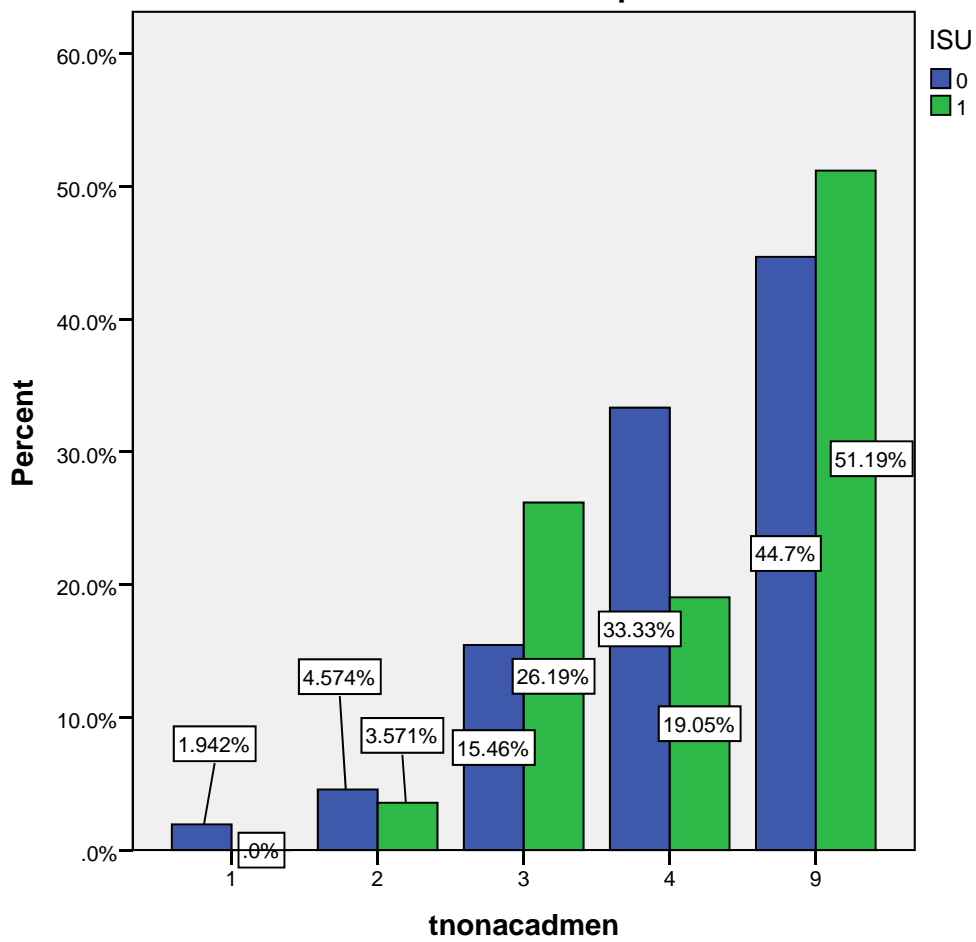


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How timely was the advice you received from your mentor: Nonacademic career options

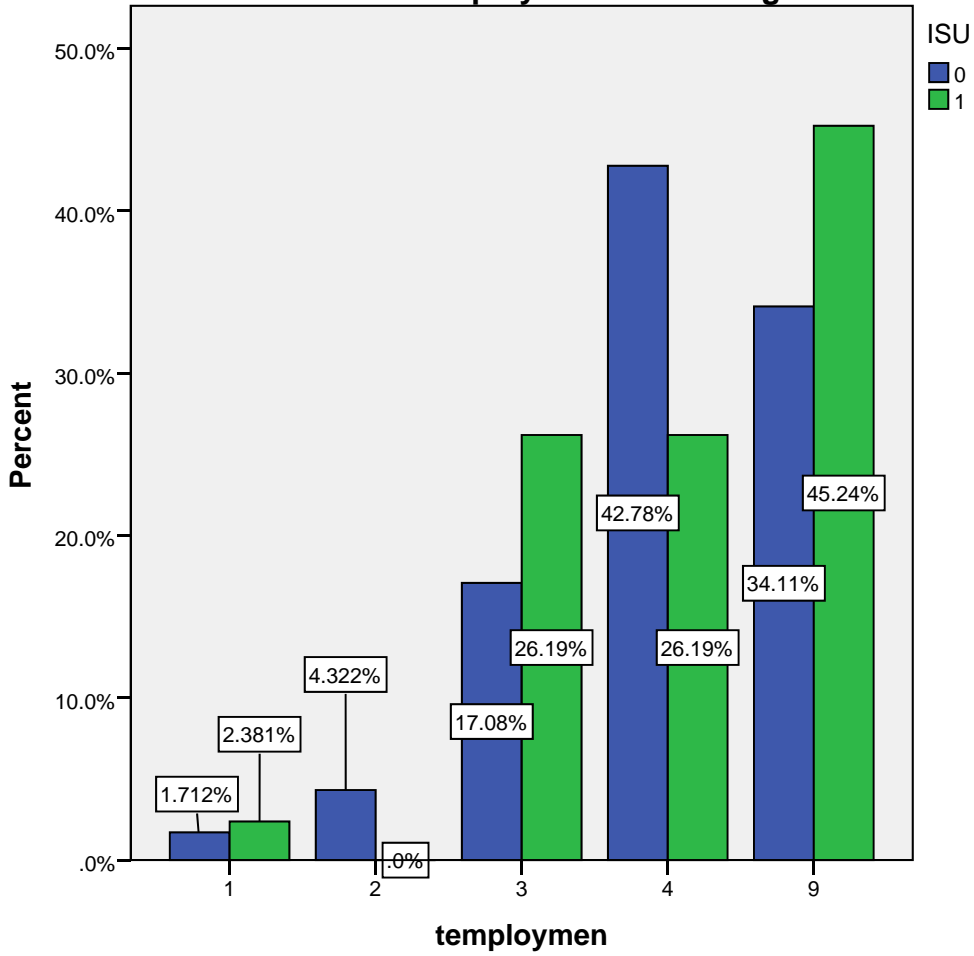


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How timely was the advice you received from your mentor: Search for employment or training

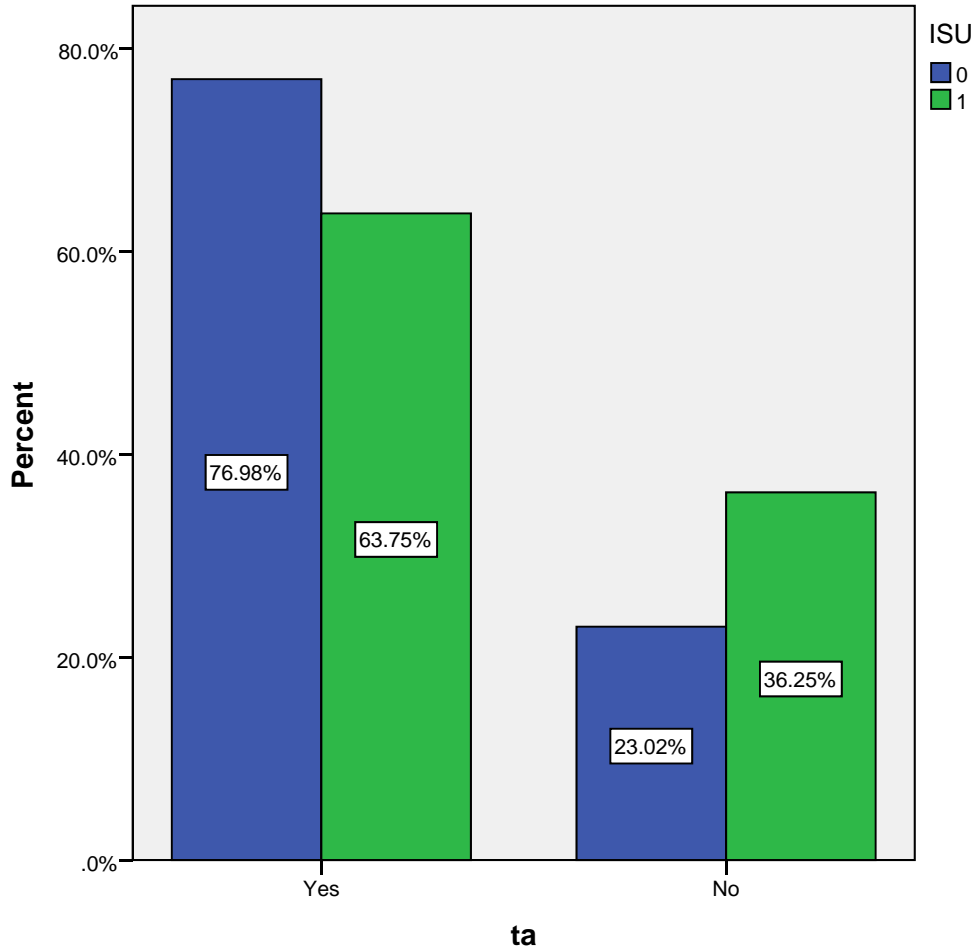


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Graph

Were you a teaching assistant (TA) at any time during your graduate studies?

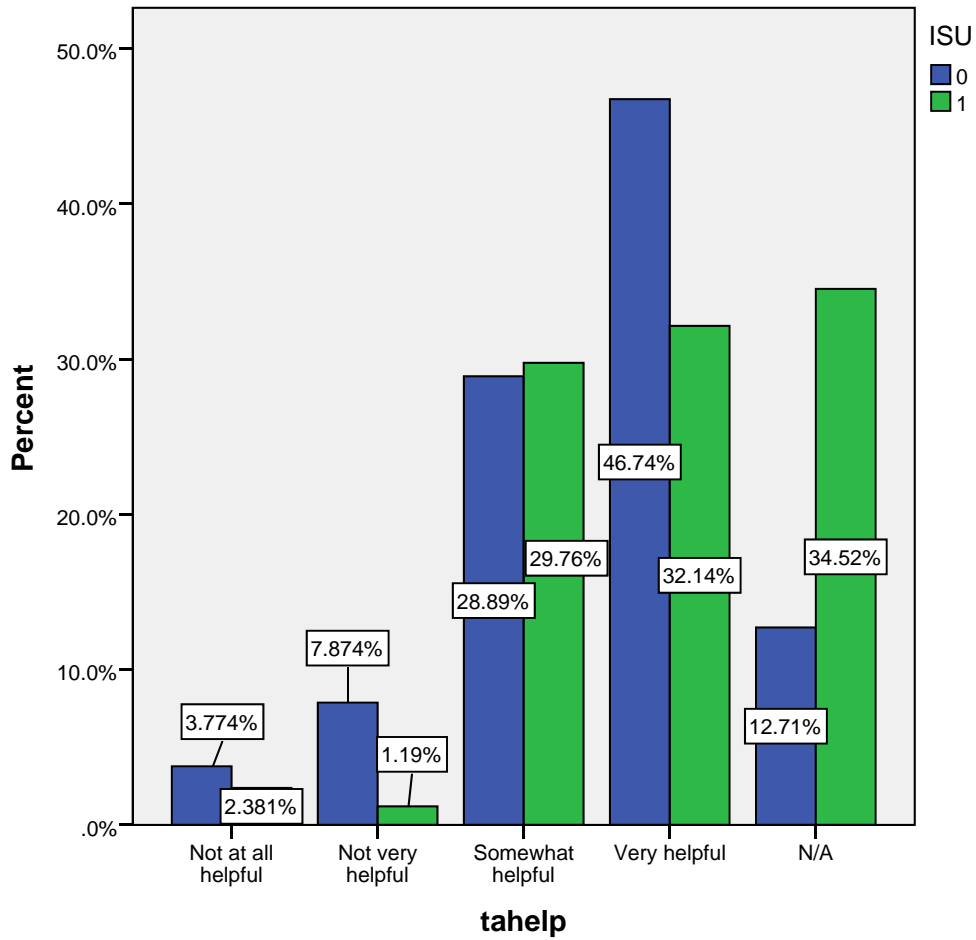


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How helpful was the TA experience with respect to your professional development?

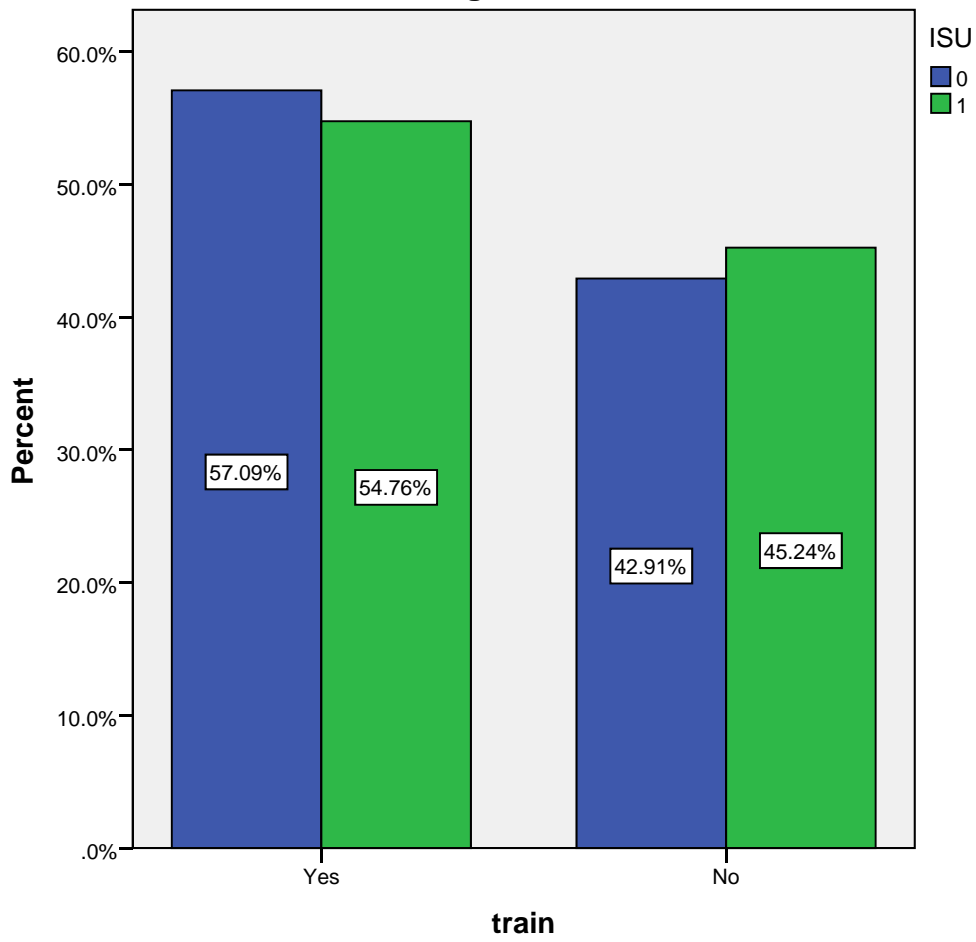


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Did you receive training in instructional methods at any time during your graduate studies?

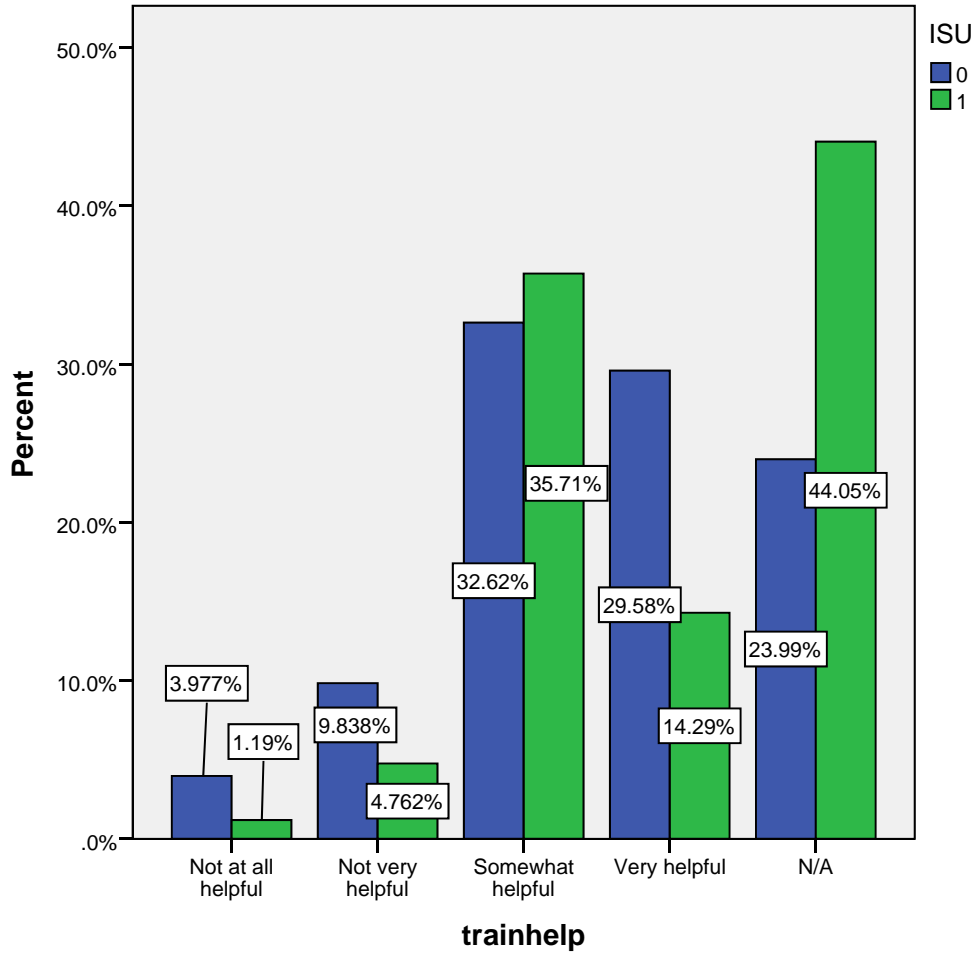


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How helpful was the training in instructional methods?

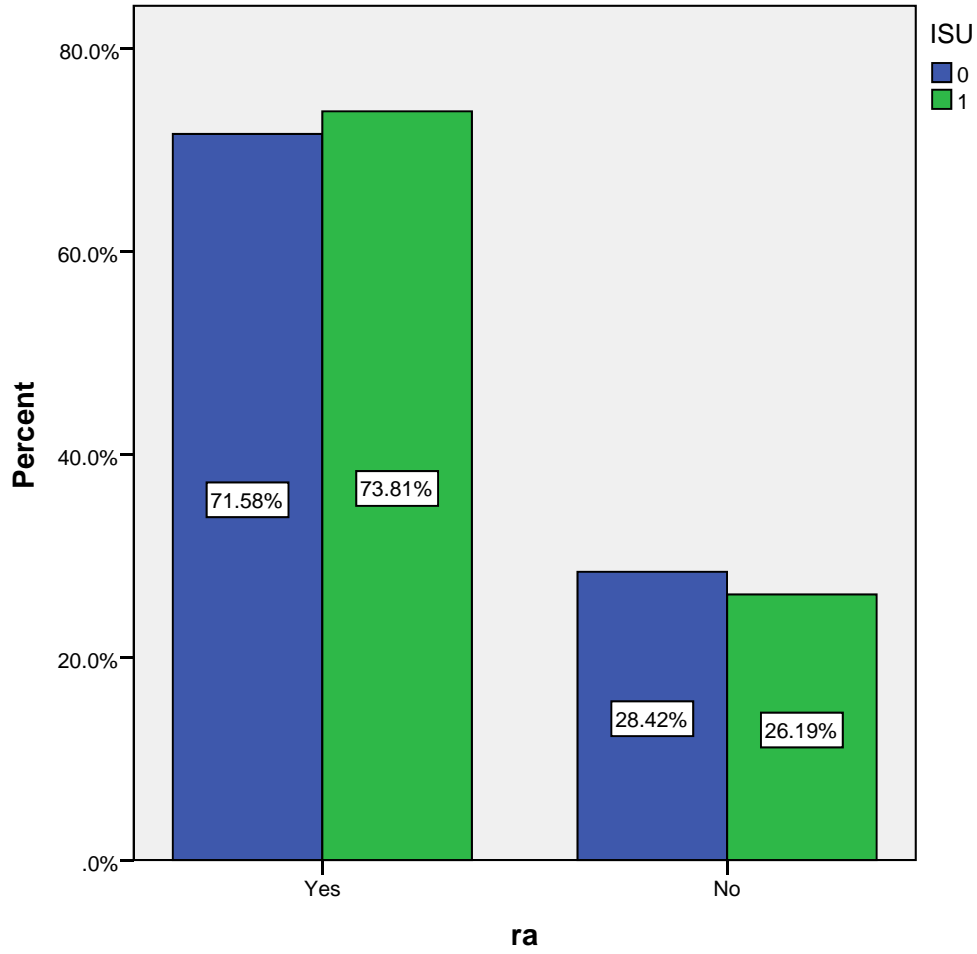


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Were you a research assistant (RA) at any time during your graduate studies?

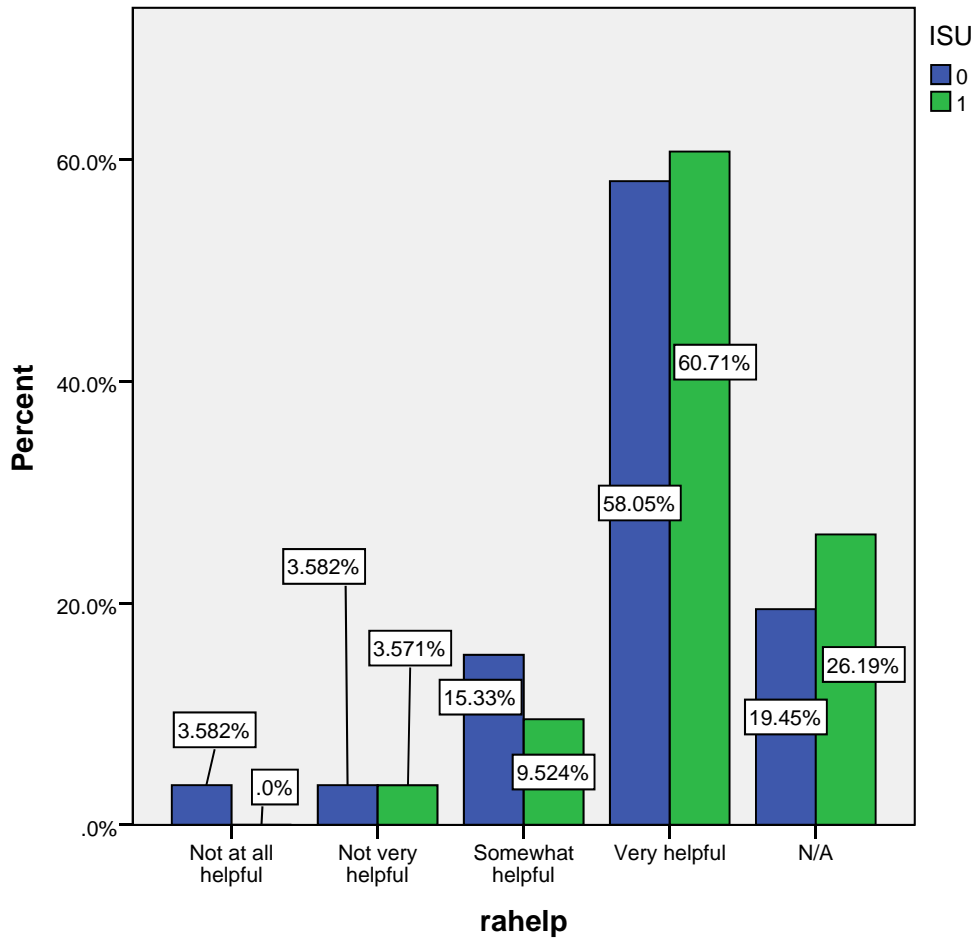


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Graph

How helpful was the RA experience with respect to your professional development?

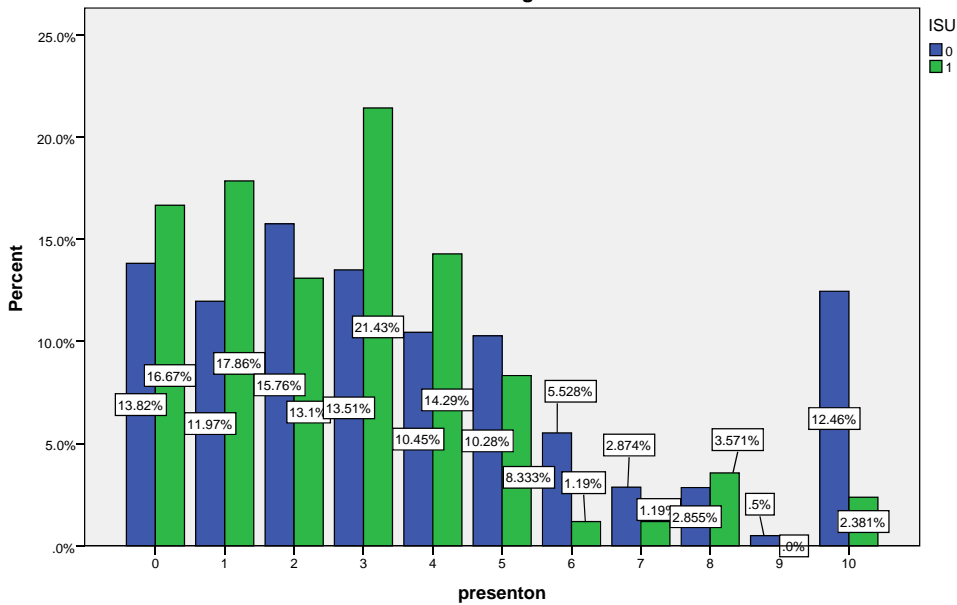


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/BAR(GROUPED)=PCT BY presenton BY ISU.

Graph

How many research or scholarly presentations (including poster presentations) did you make on your campus during your graduate studies?

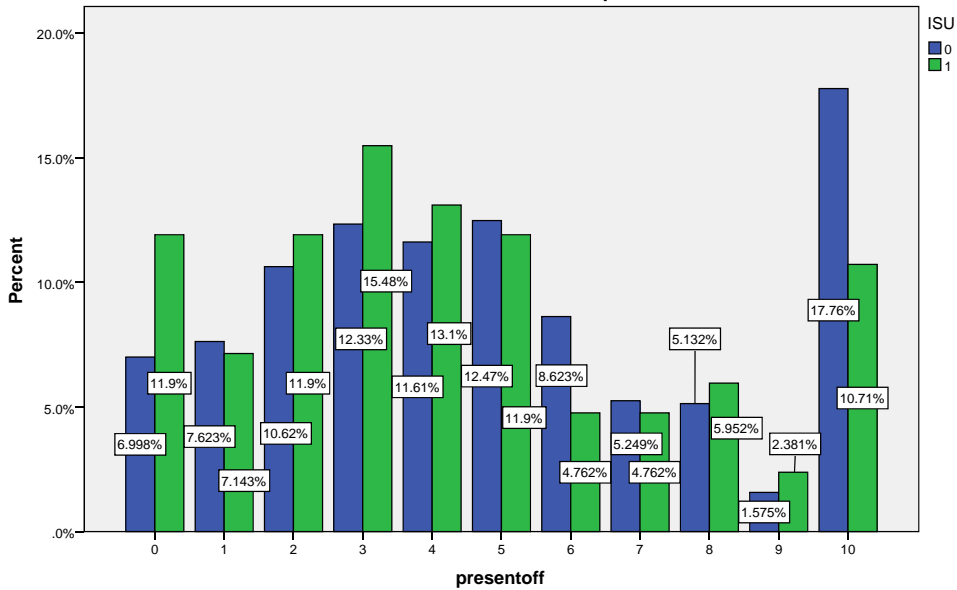


GRAPH

/BAR(GROUPED)=PCT BY presentoff BY ISU.

Graph

How many research or scholarly presentations (including poster presentations) did you make at meetings away from your campus?



EXAMINE VARIABLES=presenton BY ISU

/PLOT=BOXPLOT

/STATISTICS=NONE

/NOTOTAL.

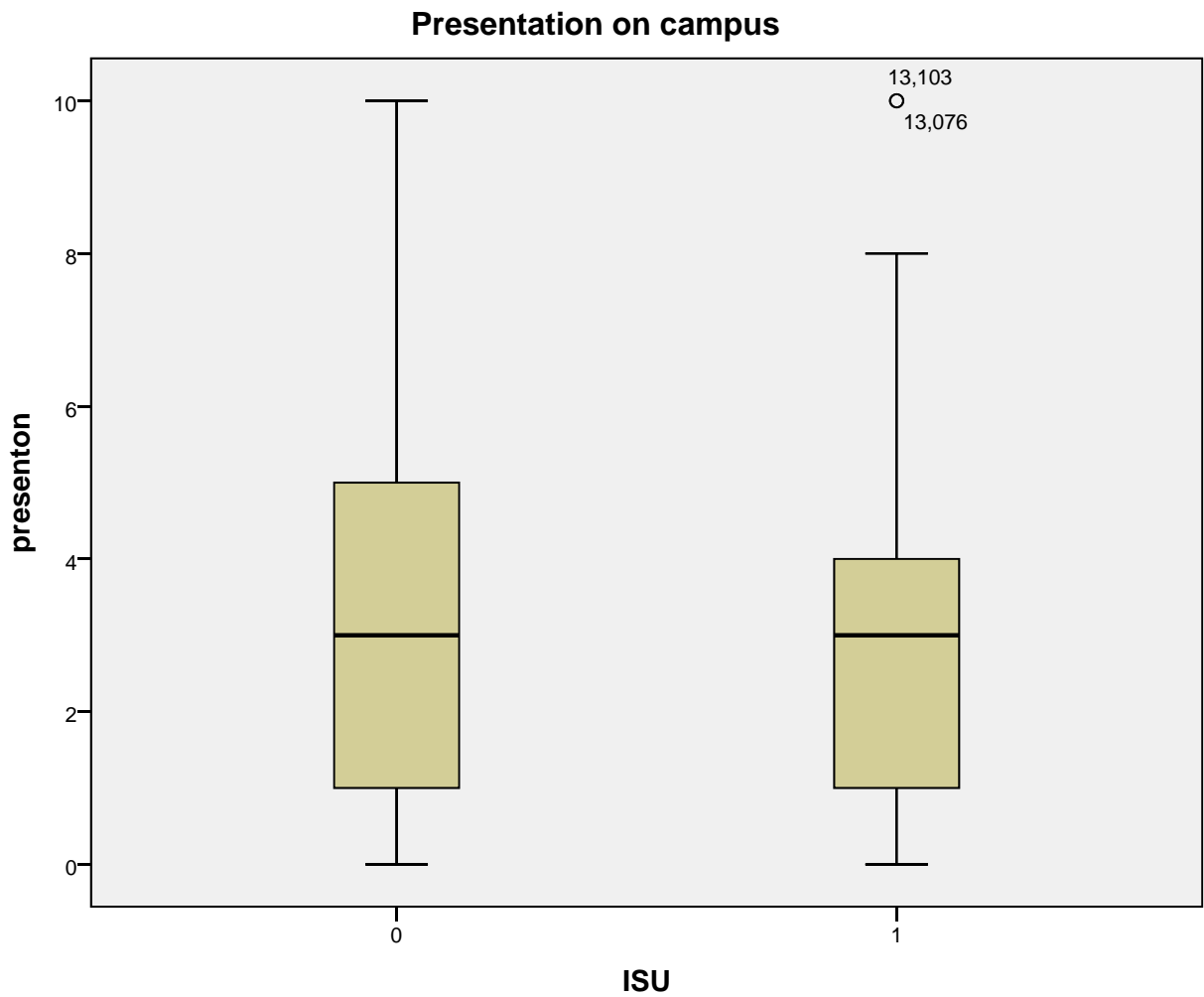
Explore

ISU

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
presenton	0	10402	79.7%	2642	20.3%	13044	100.0%
	1	84	96.6%	3	3.4%	87	100.0%

presenton



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EXAMINE VARIABLES=presentoff BY ISU
/PLOT=BOXPLOT
/STATISTICS=NONE
/NOTOTAL.

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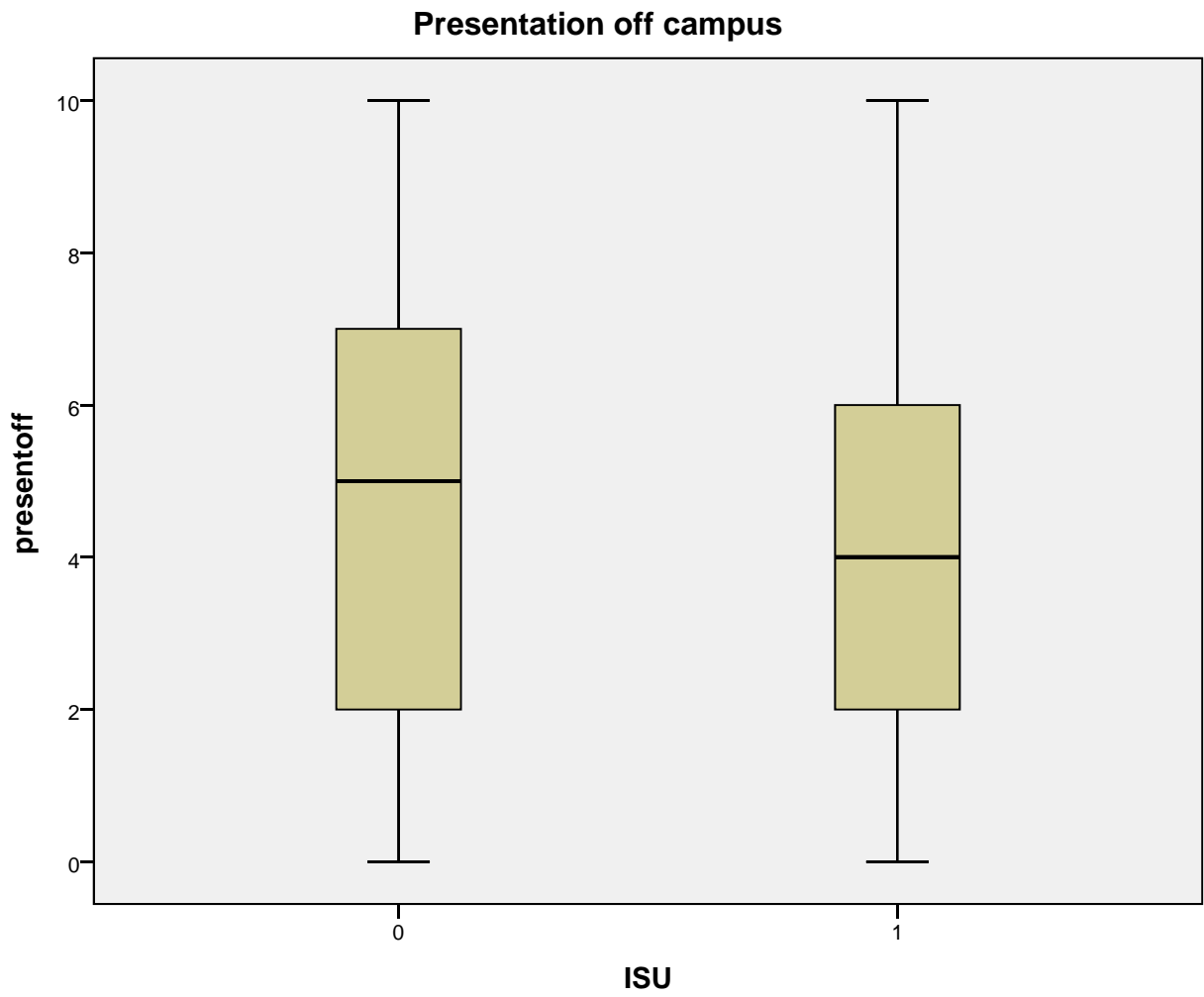
Explore

ISU

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
presentoff	0	12003	92.0%	1041	8.0%	13044	100.0%
	1	84	96.6%	3	3.4%	87	100.0%

presentoff

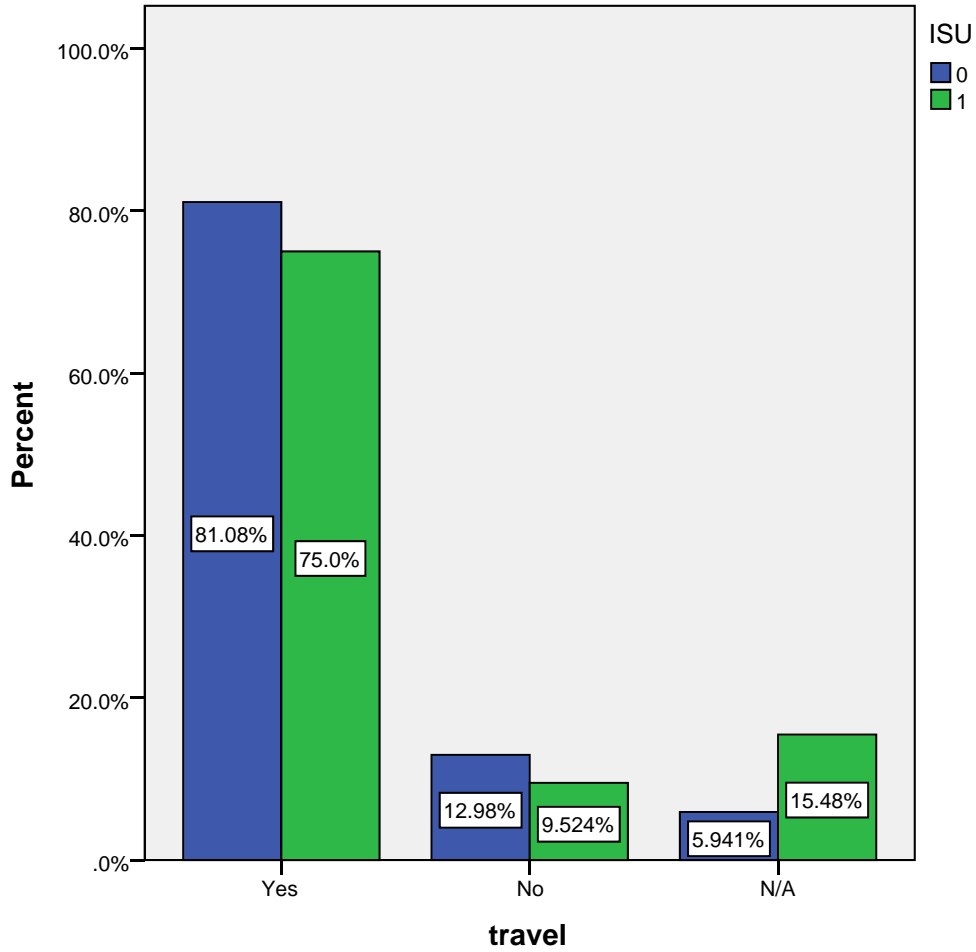


GRAPH

/BAR(GROUPED)=PCT BY travel BY ISU.

Graph

Did you receive funds for travel for presentation off campus?



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EXAMINE VARIABLES=scholworks BY ISU  
  /PLOT=BOXPLOT  
  /STATISTICS=NONE  
  /NOTOTAL.
```

Explore

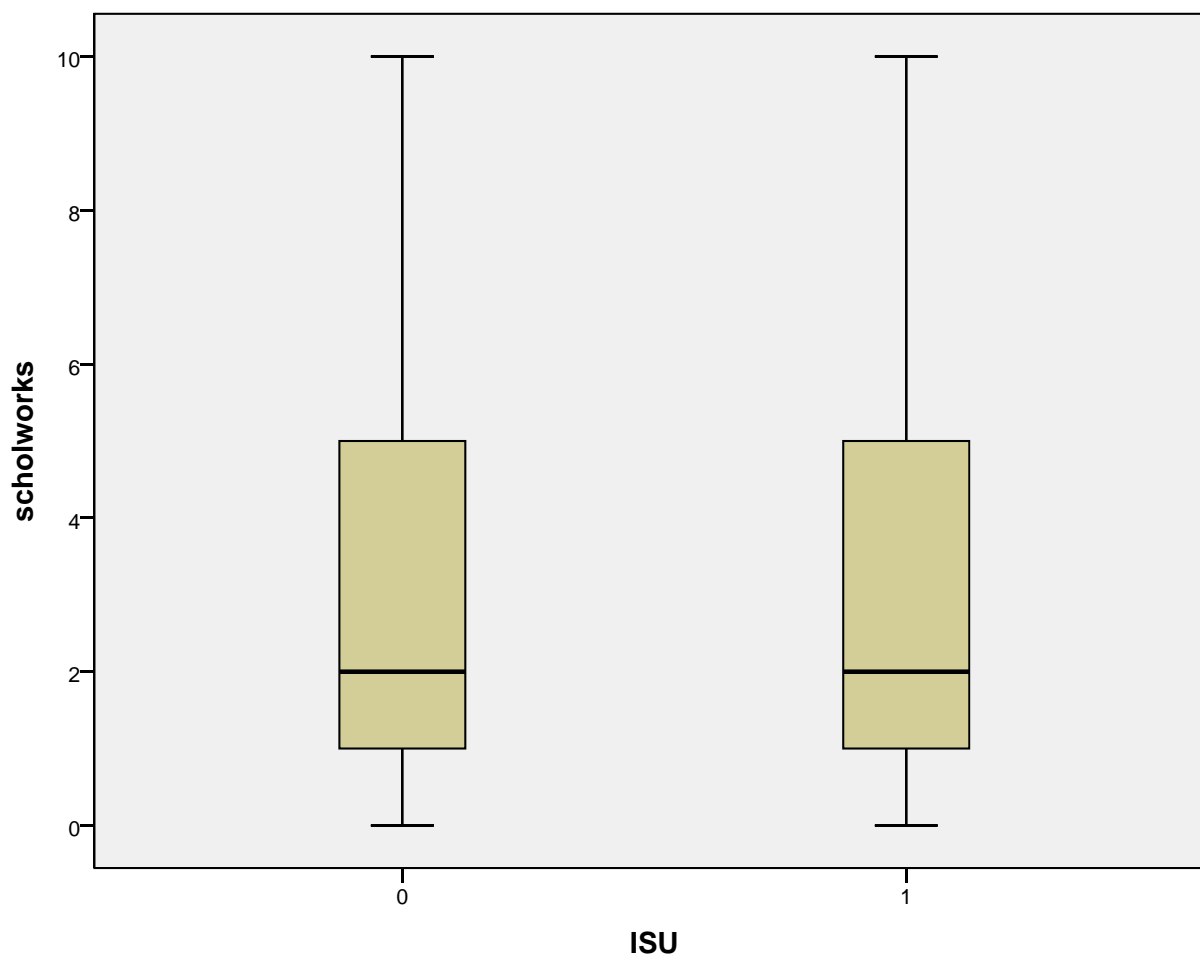
ISU

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
scholworks	0	11957	91.7%	1087	8.3%	13044	100.0%
	1	82	94.3%	5	5.7%	87	100.0%

scholworks

Number of scholarly work published or accepted during graduate studies



```
EXAMINE VARIABLES=review BY ISU  
  /PLOT=BOXPLOT  
  /STATISTICS=NONE  
  /NOTOTAL.
```

Explore

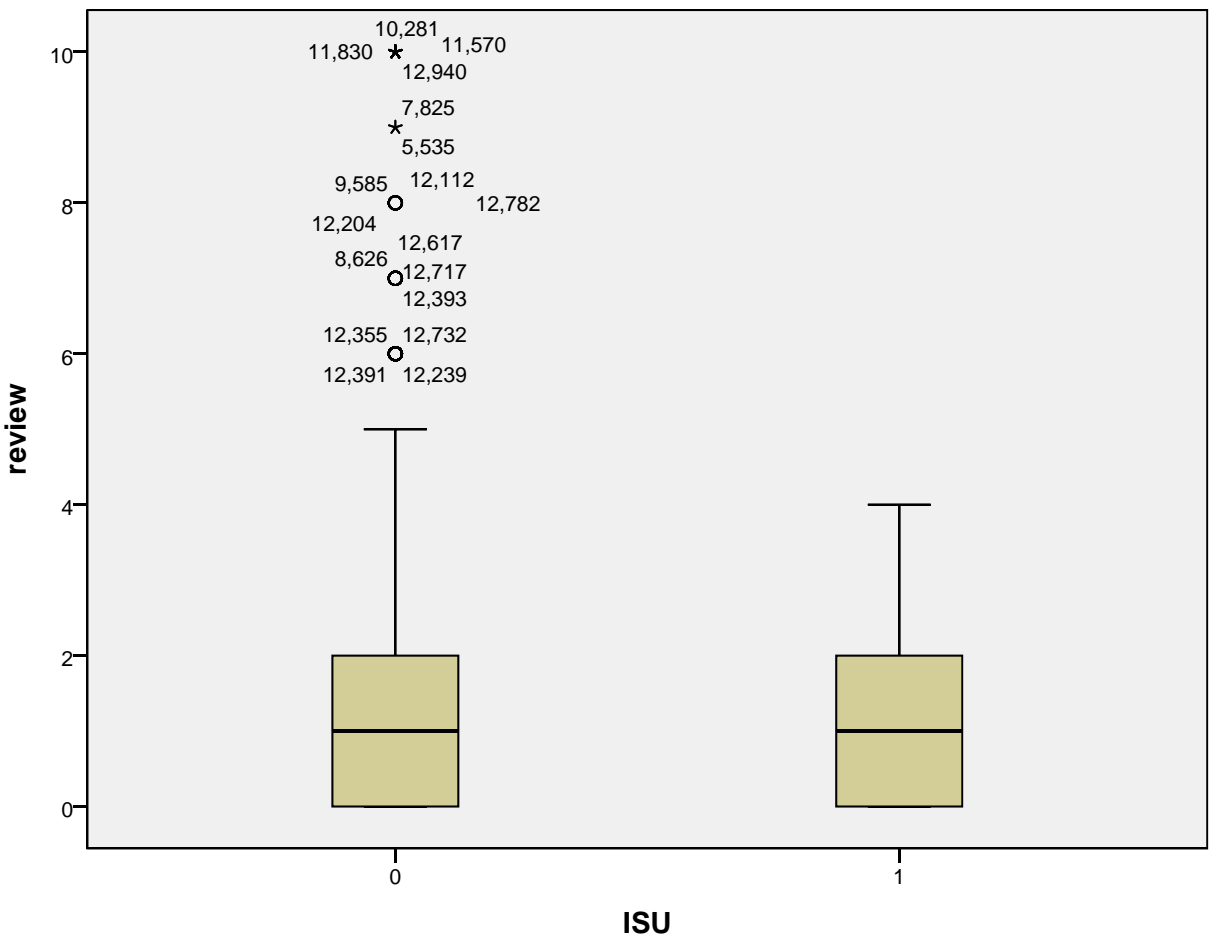
ISU

Case Processing Summary

	ISU	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
review	0	11855	90.9%	1189	9.1%	13044	100.0%
	1	81	93.1%	6	6.9%	87	100.0%

review

Number of scholarly work conducted during graduate studies currently under review

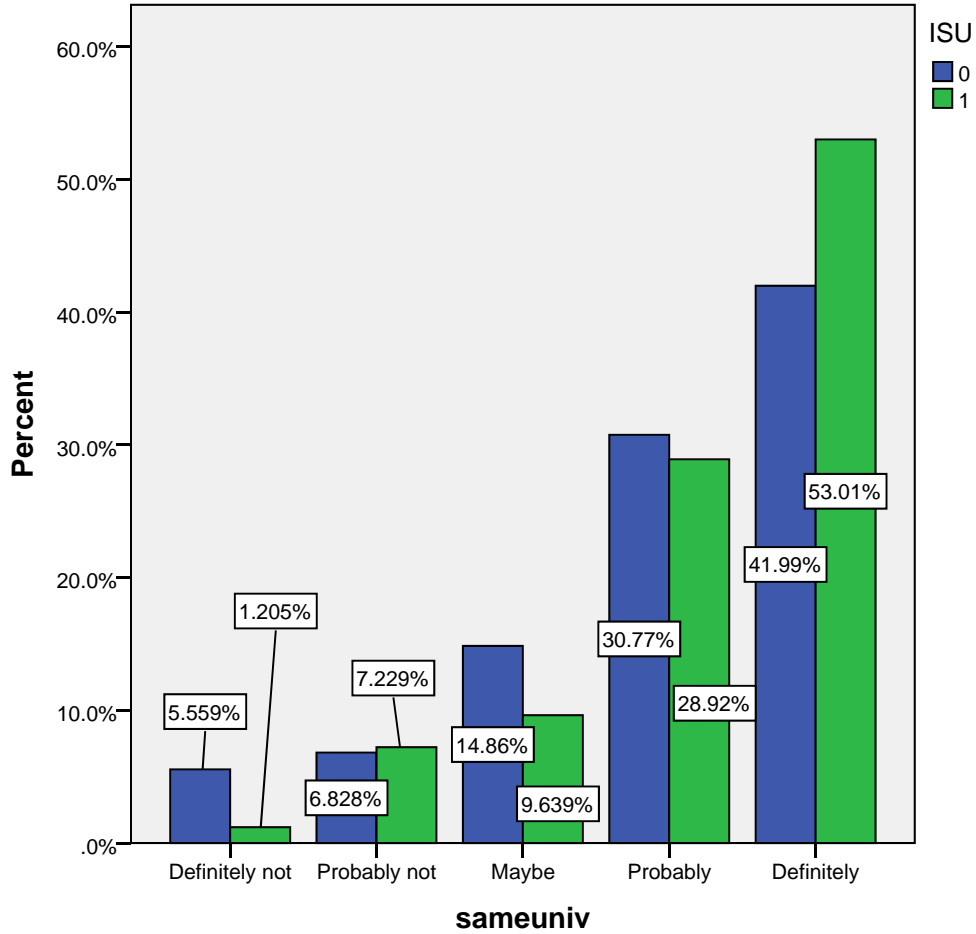


GRAPH

/BAR(GROUPED)=PCT BY sameuniv BY ISU.

Graph

If you were to start your doctoral career again, would you select this same university?

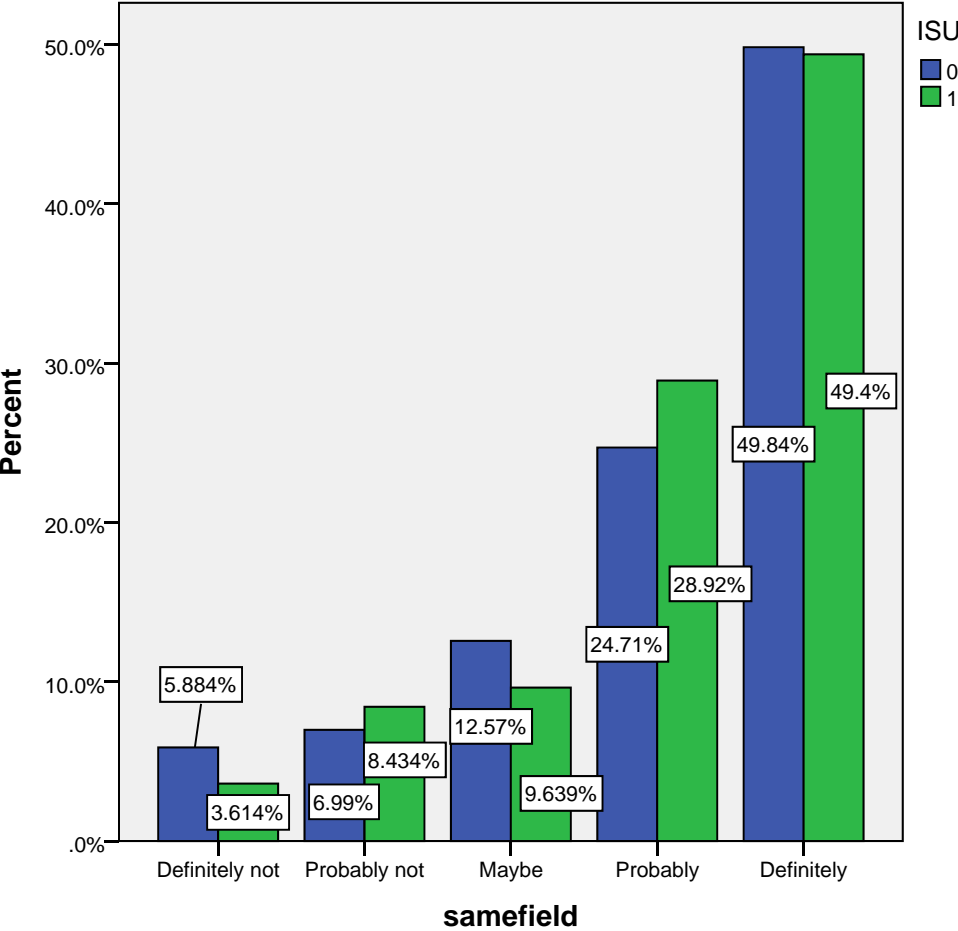


GRAPH

/BAR(GROUPED)=PCT BY samefield BY ISU.

Graph

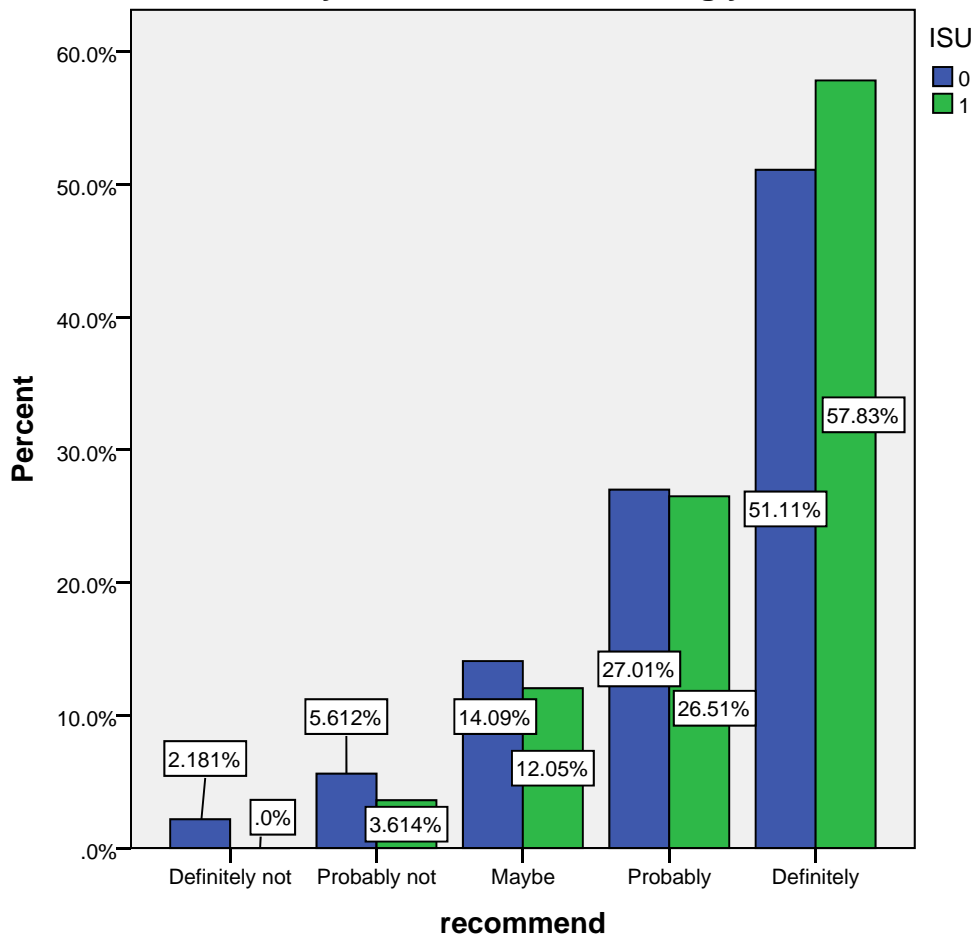
If you were to start your doctoral career again, would you select the same field of study?



GRAPH
 /BAR(GROUPED)=PCT BY recommend BY ISU.

Graph

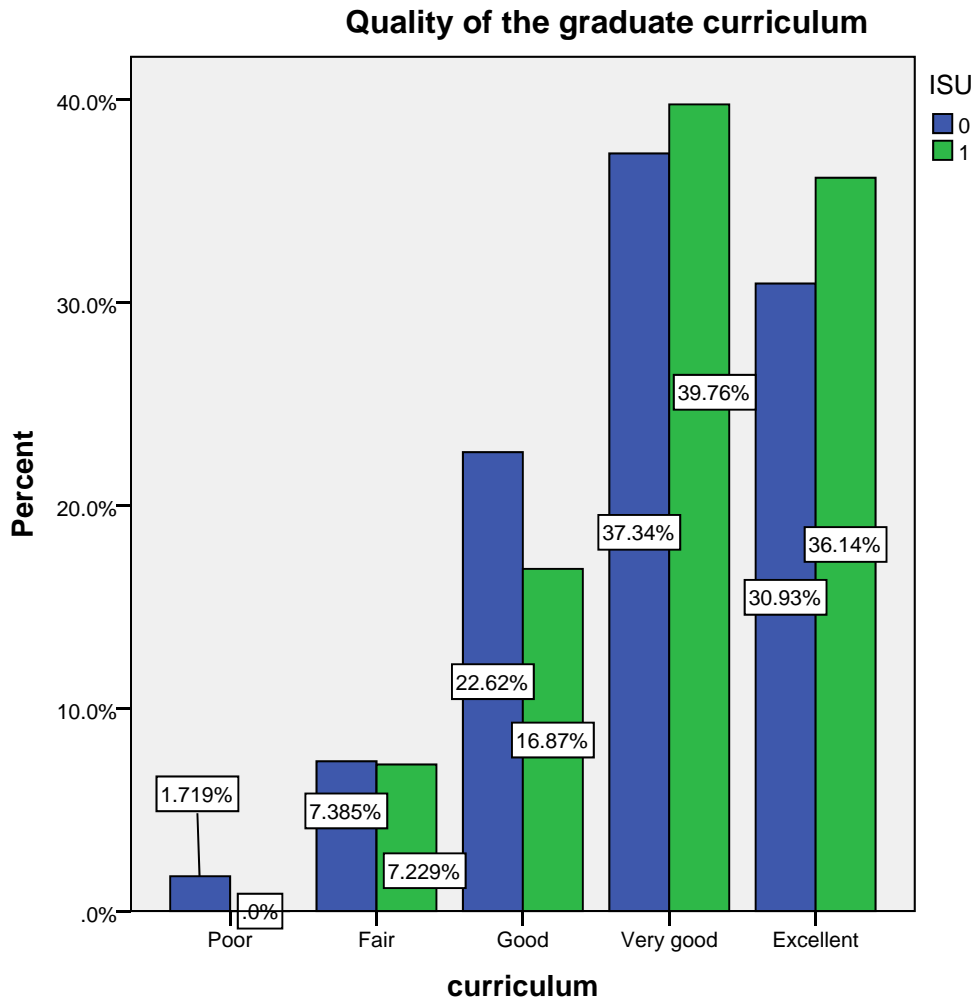
If you were to start your doctoral career again, would you recommend this university to someone considering your field of study?



GRAPH

/BAR(GROUPED)=PCT BY curriculum BY ISU.

Graph

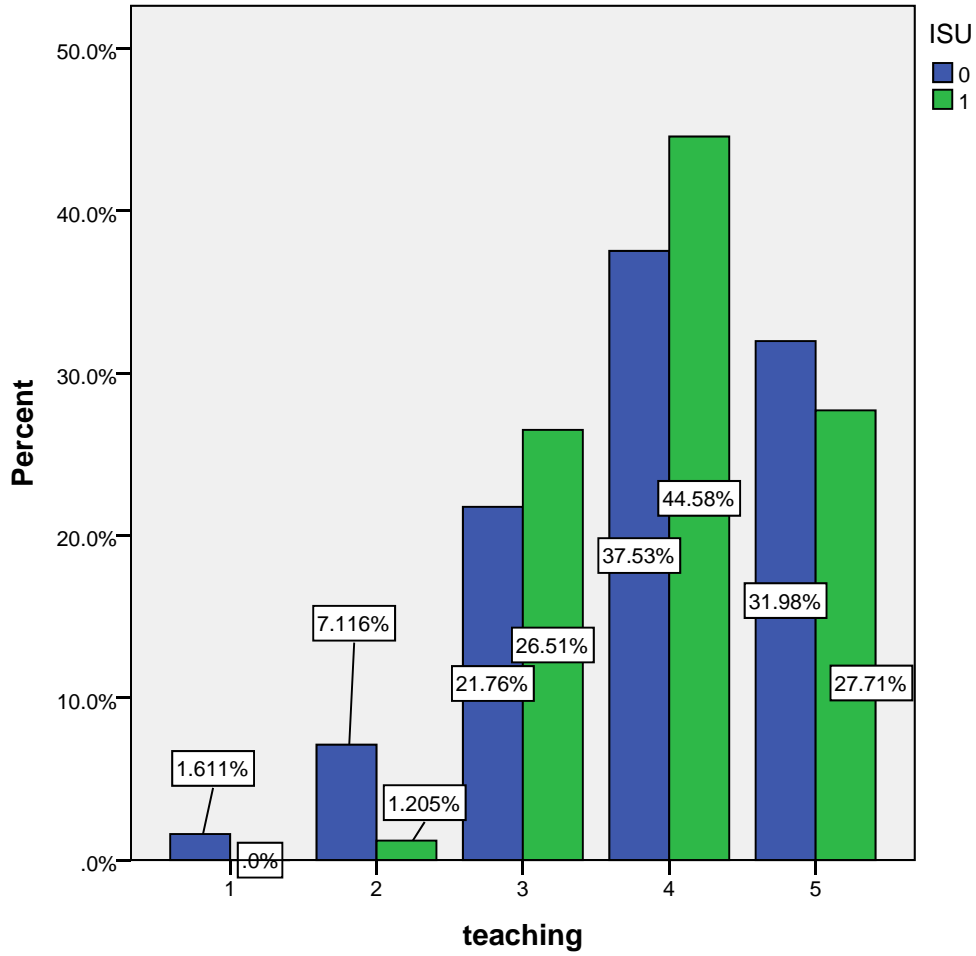


GRAPH

/BAR(GROUPED)=PCT BY teaching BY ISU.

Graph

Quality of graduate level teaching by faculty

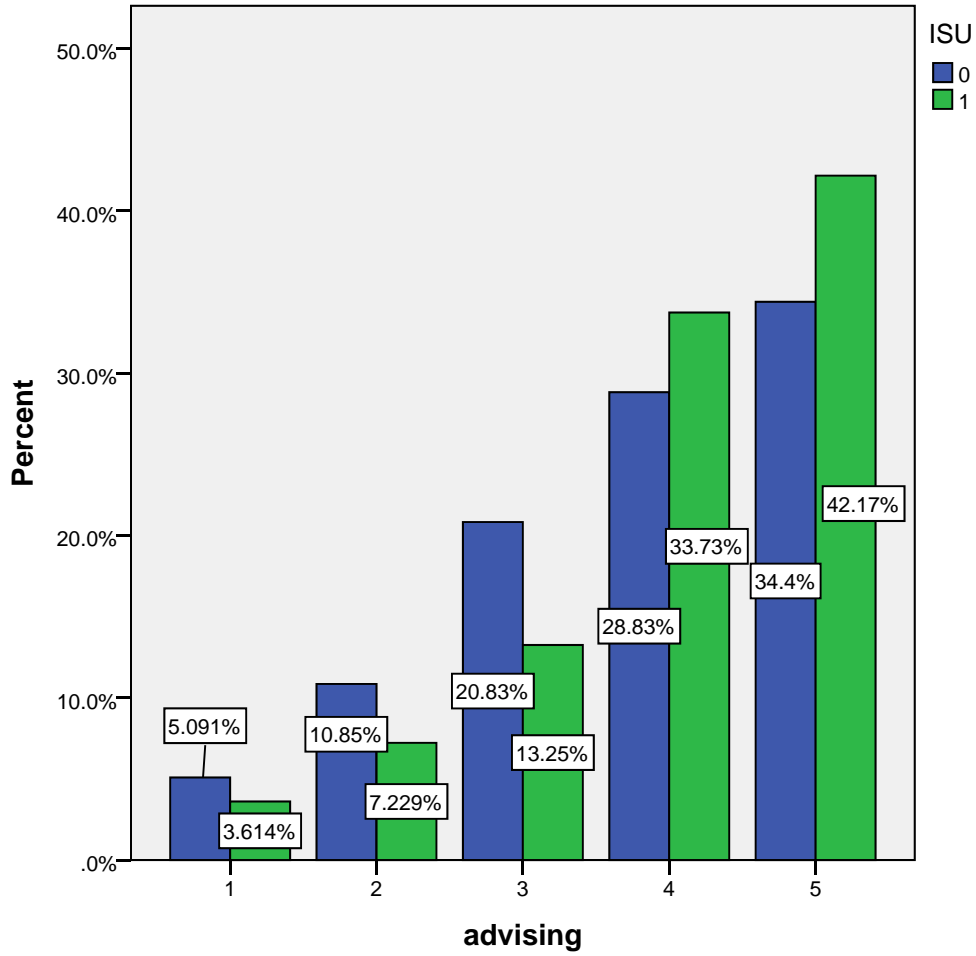


GRAPH

/BAR(GROUPED)=PCT BY advising BY ISU.

Graph

Quality of academic advising and guidance

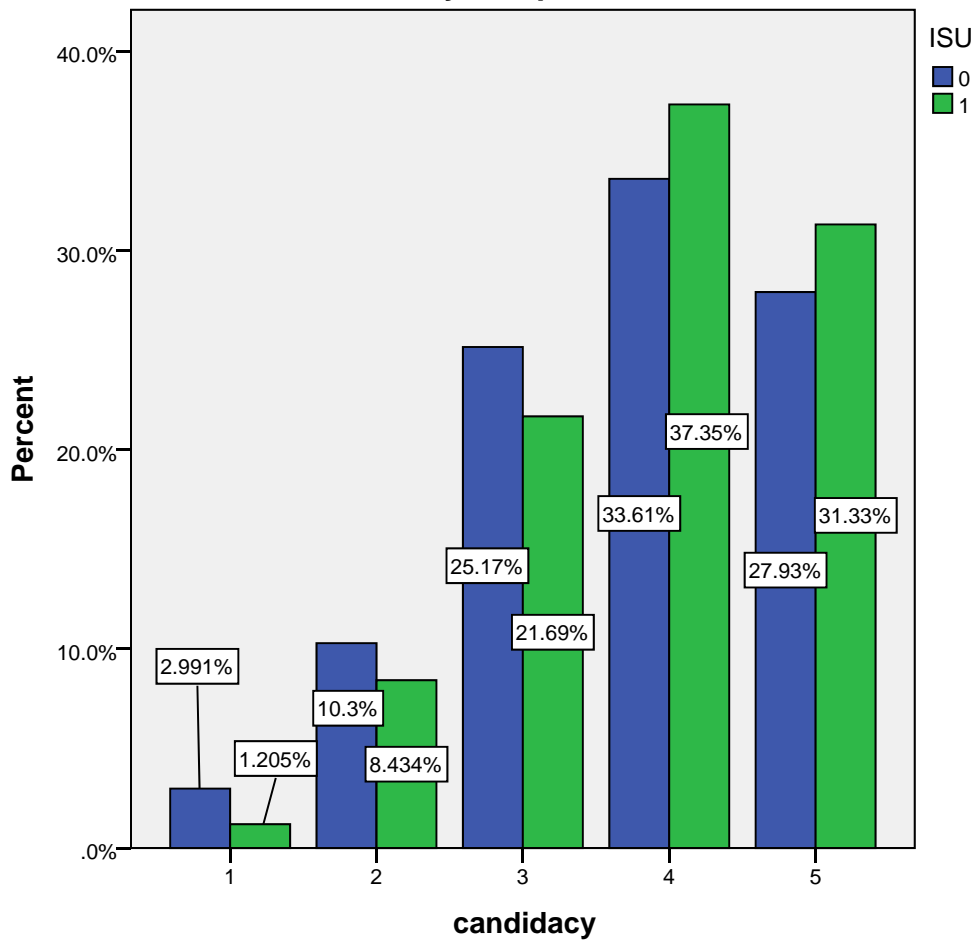


GRAPH

/BAR(GROUPED)=PCT BY candidacy BY ISU.

Graph

Please rate the following aspects of your doctoral program: Preparation for candidacy/comprehensive examination

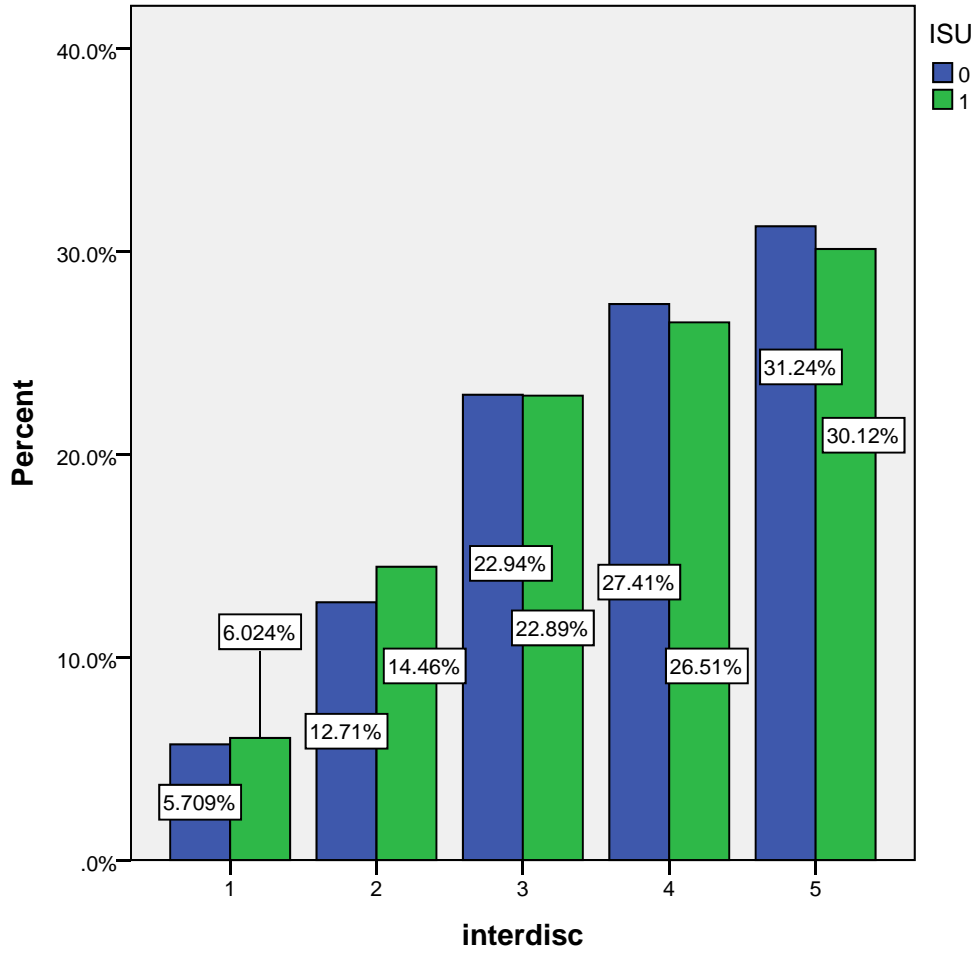


GRAPH

/BAR(GROUPED)=PCT BY interdisc BY ISU.

Graph

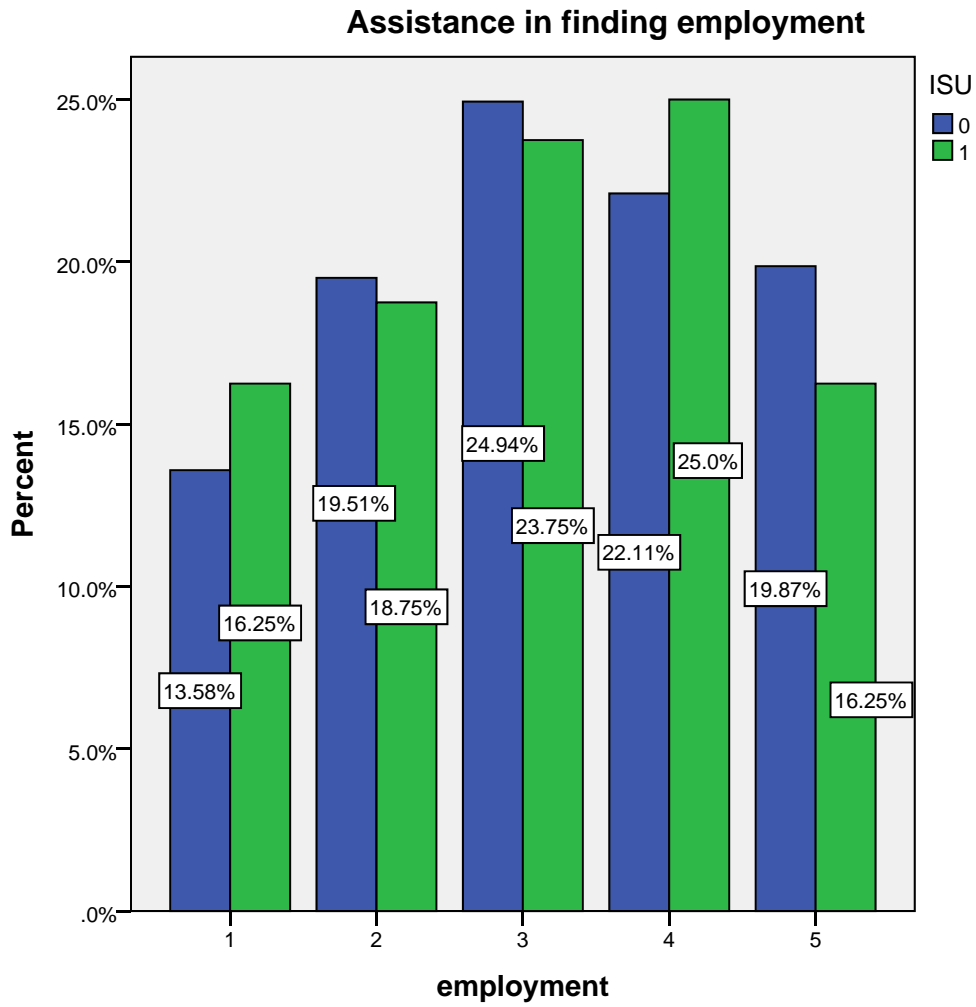
Opportunity to collaborate across disciplines



GRAPH

/BAR(GROUPED)=PCT BY employment BY ISU.

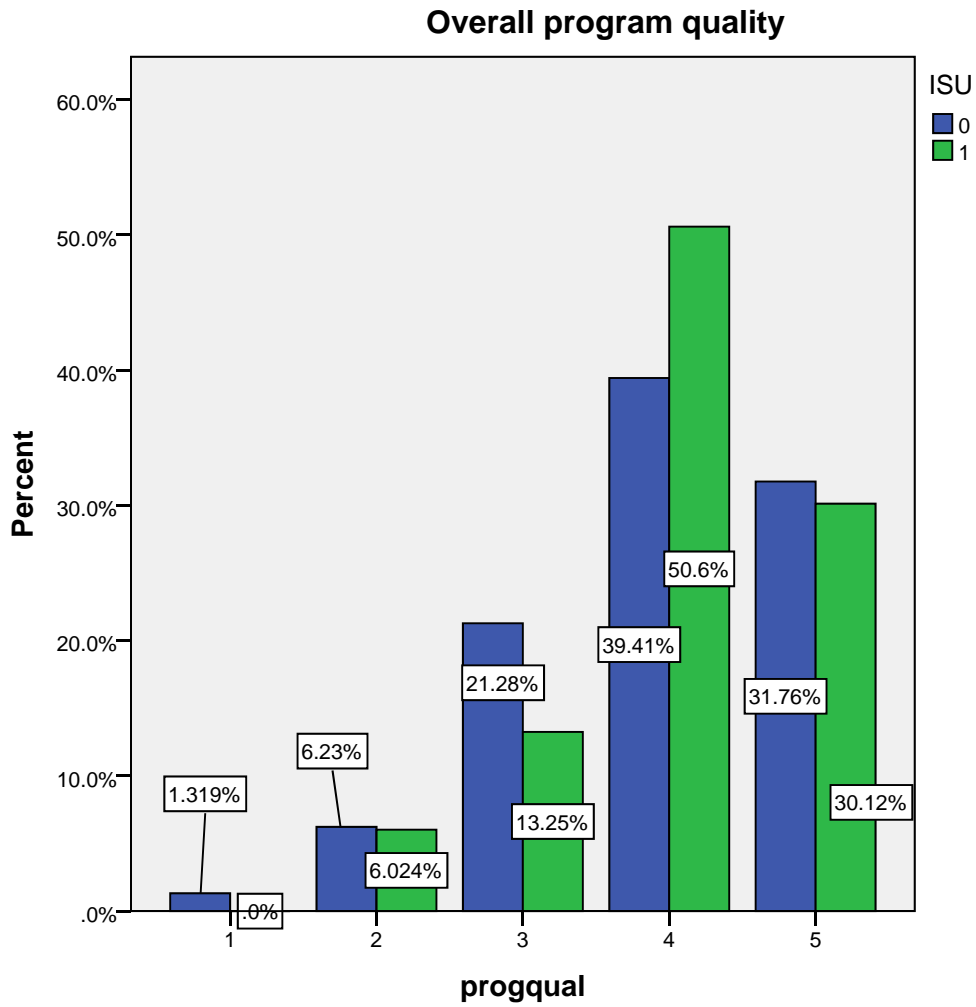
Graph



GRAPH

/BAR(GROUPED)=PCT BY progqual BY ISU.

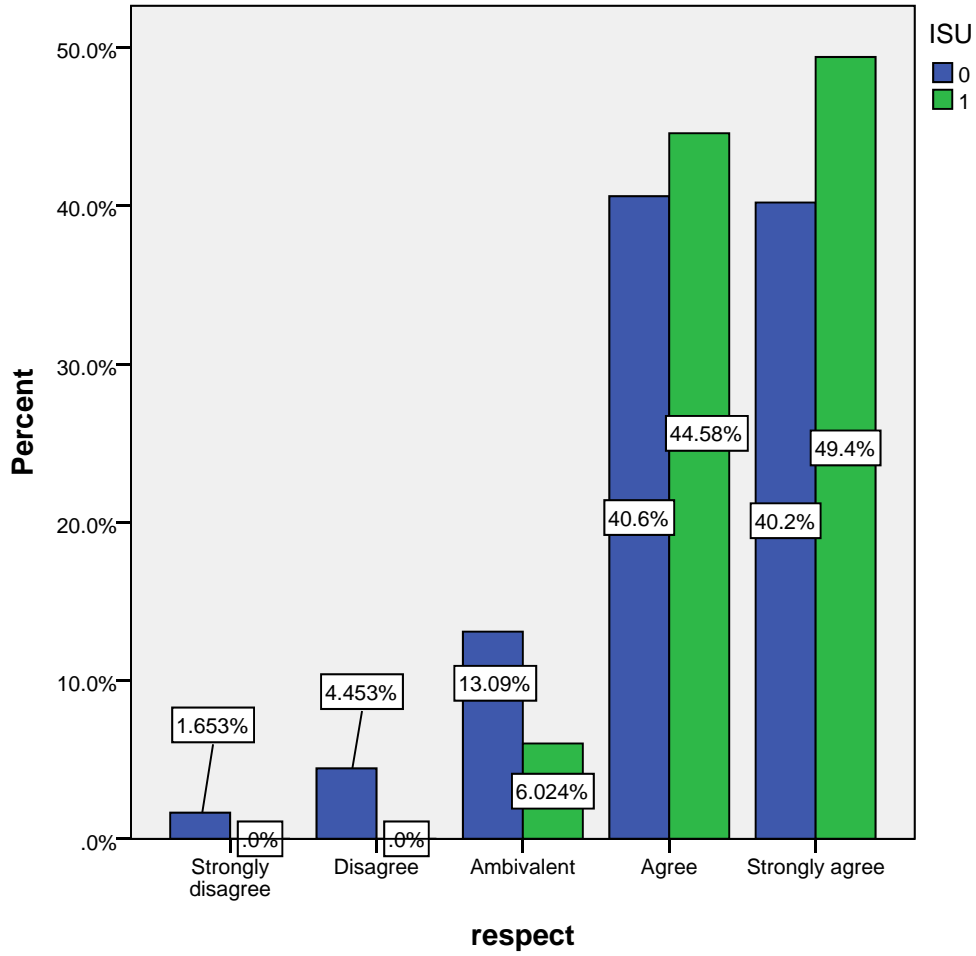
Graph



GRAPH
 /BAR(GROUPED)=PCT BY respect BY ISU.

Graph

Students in my program are treated with respect by faculty

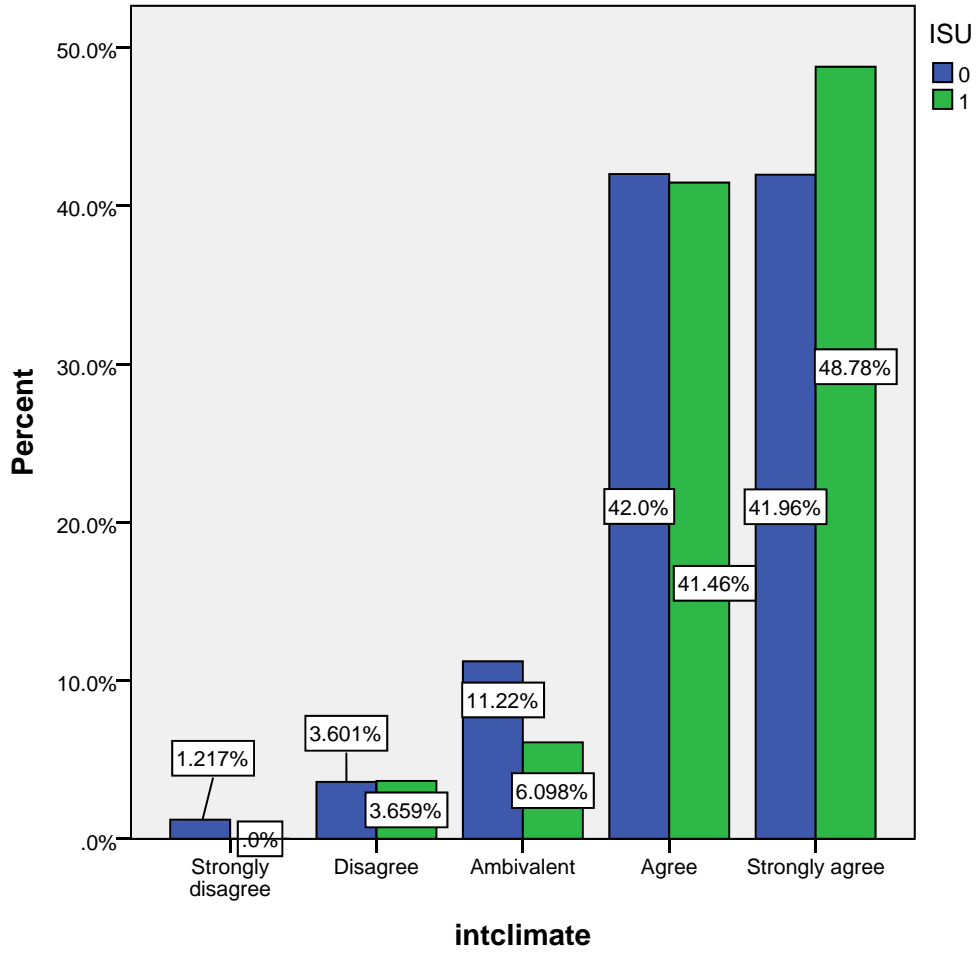


GRAPH

/BAR(GROUPED)=PCT BY intclimate BY ISU.

Graph

The intellectual climate of my program is positive

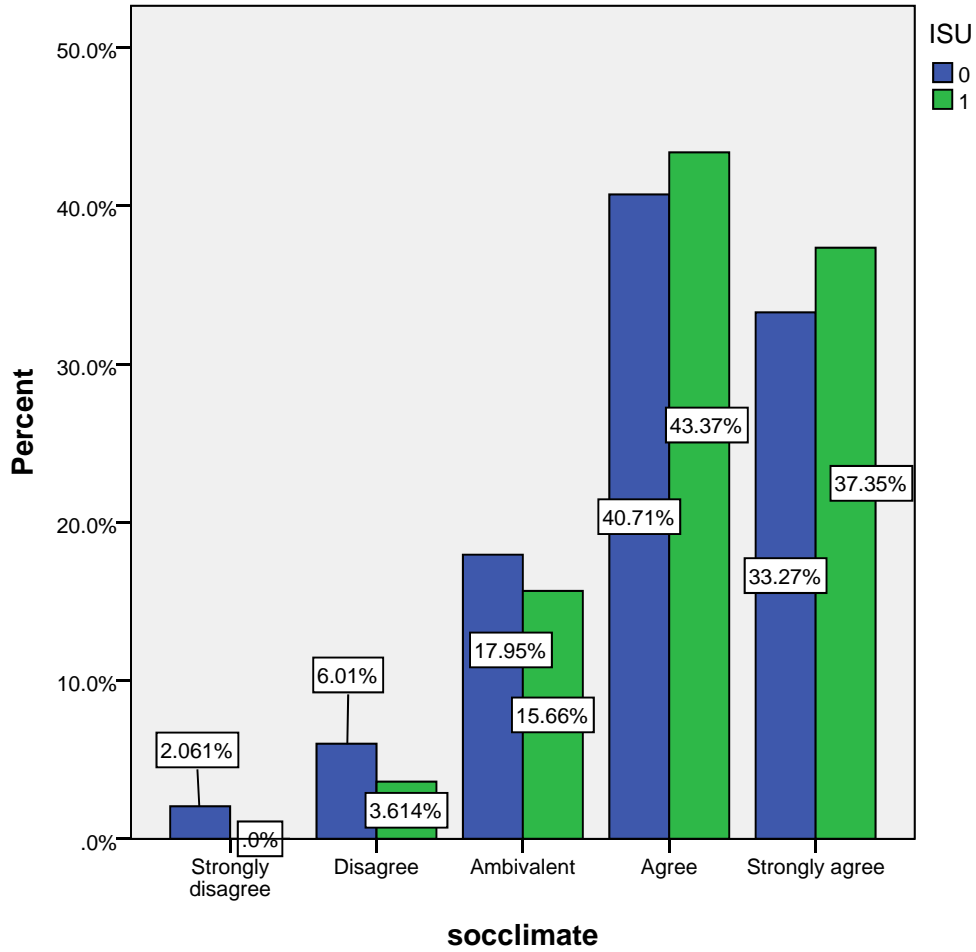


GRAPH

/BAR(GROUPED)=PCT BY socclimate BY ISU.

Graph

The social climate of my program is positive

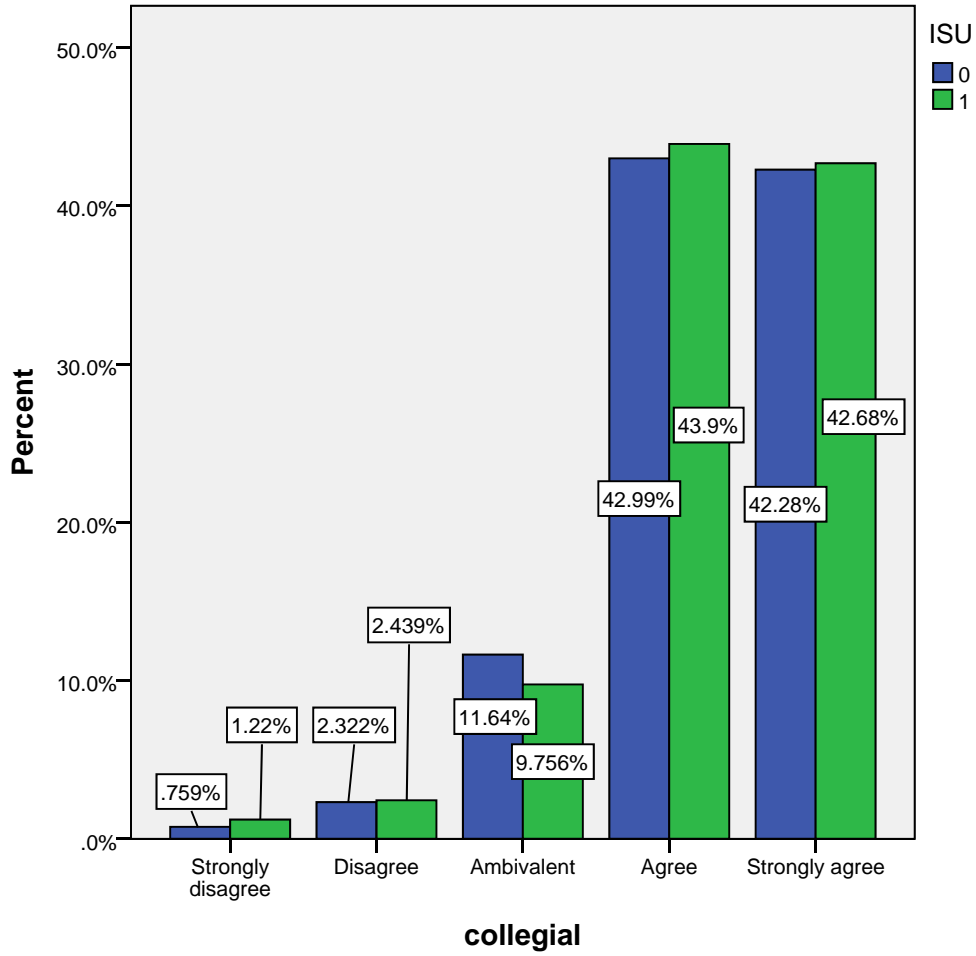


GRAPH

/BAR(GROUPED)=PCT BY collegial BY ISU.

Graph

Students in my program are collegial

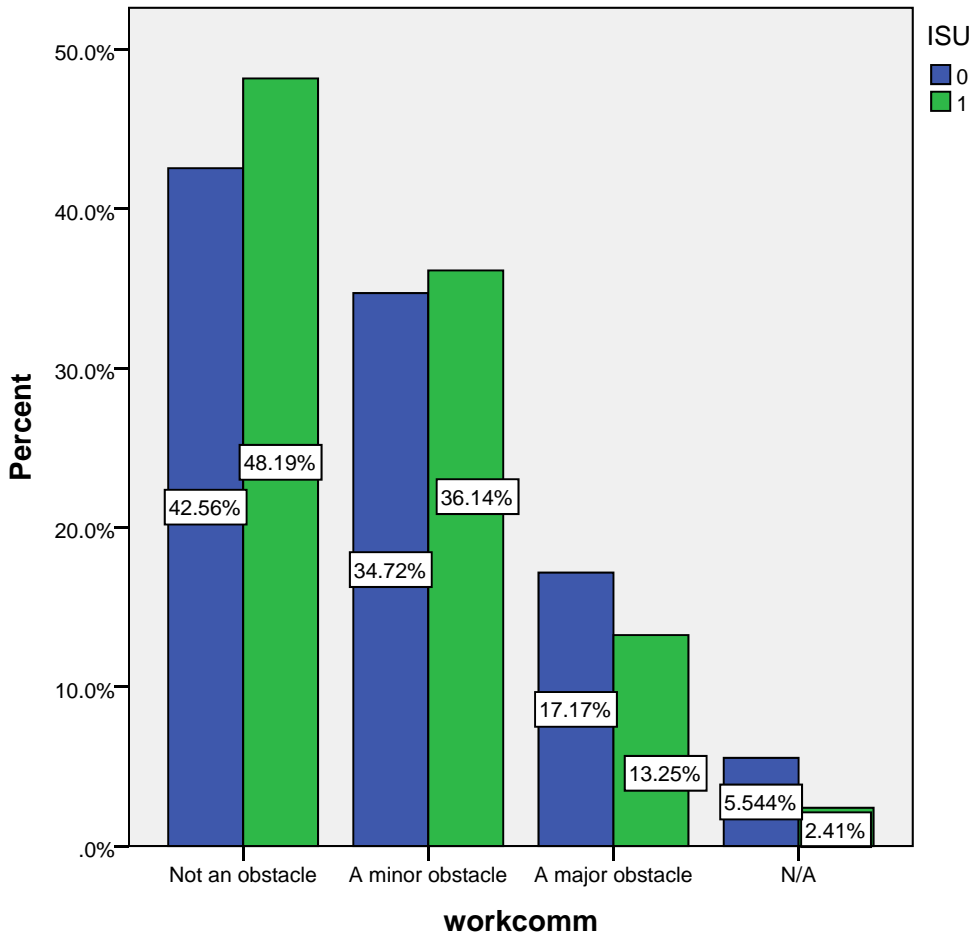


GRAPH

/BAR(GROUPED)=PCT BY workcomm BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Work/financial commitments

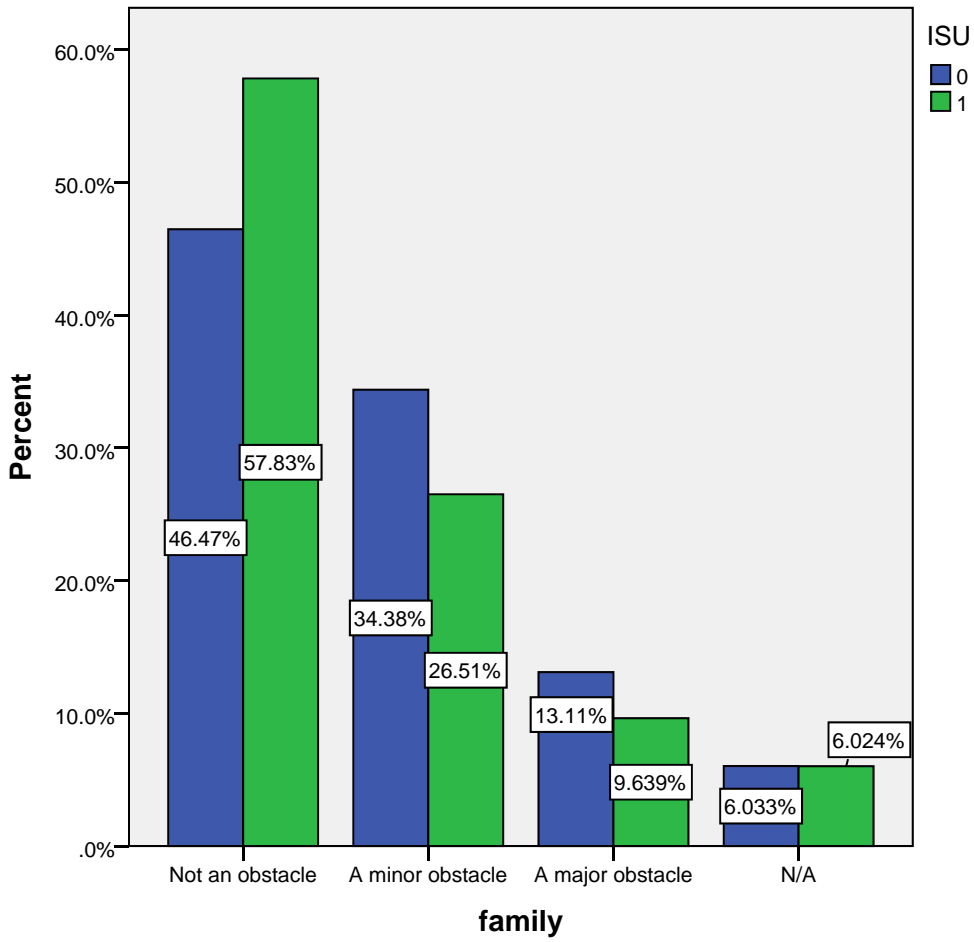


GRAPH

/BAR(GROUPED)=PCT BY family BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Family obligations

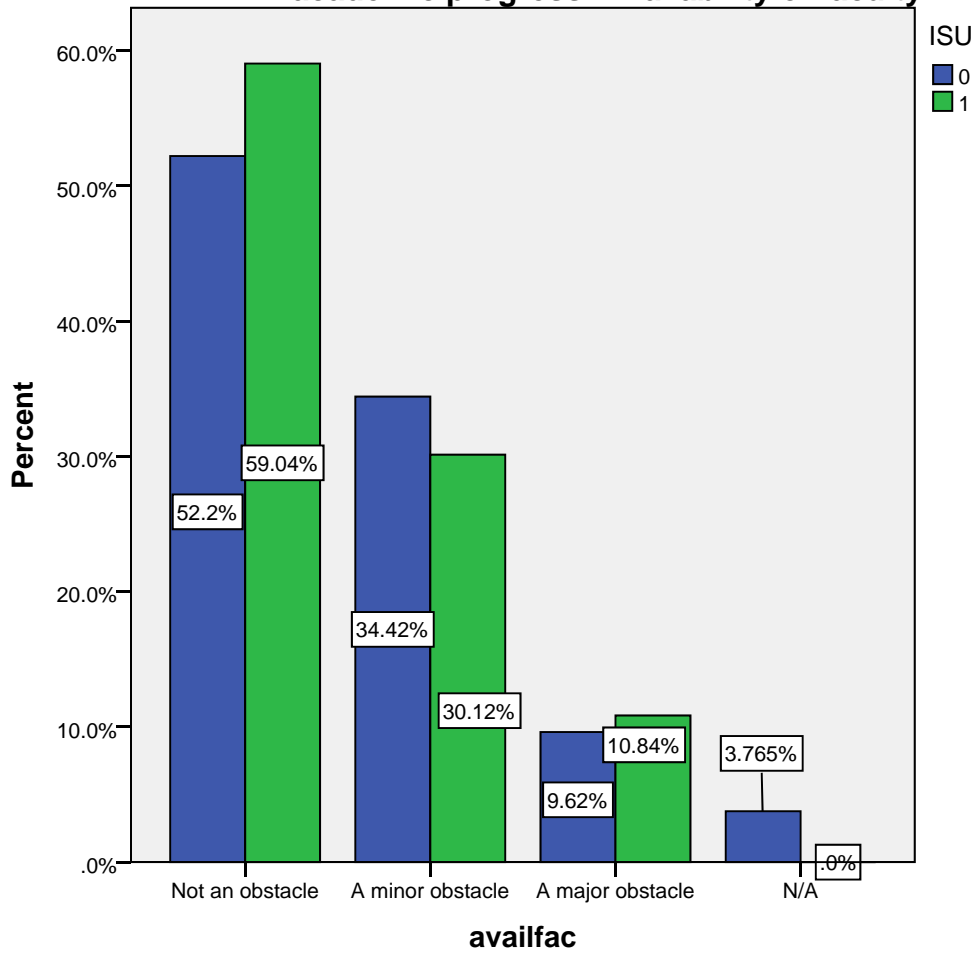


GRAPH

/BAR(GROUPED)=PCT BY availfac BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Availability of faculty

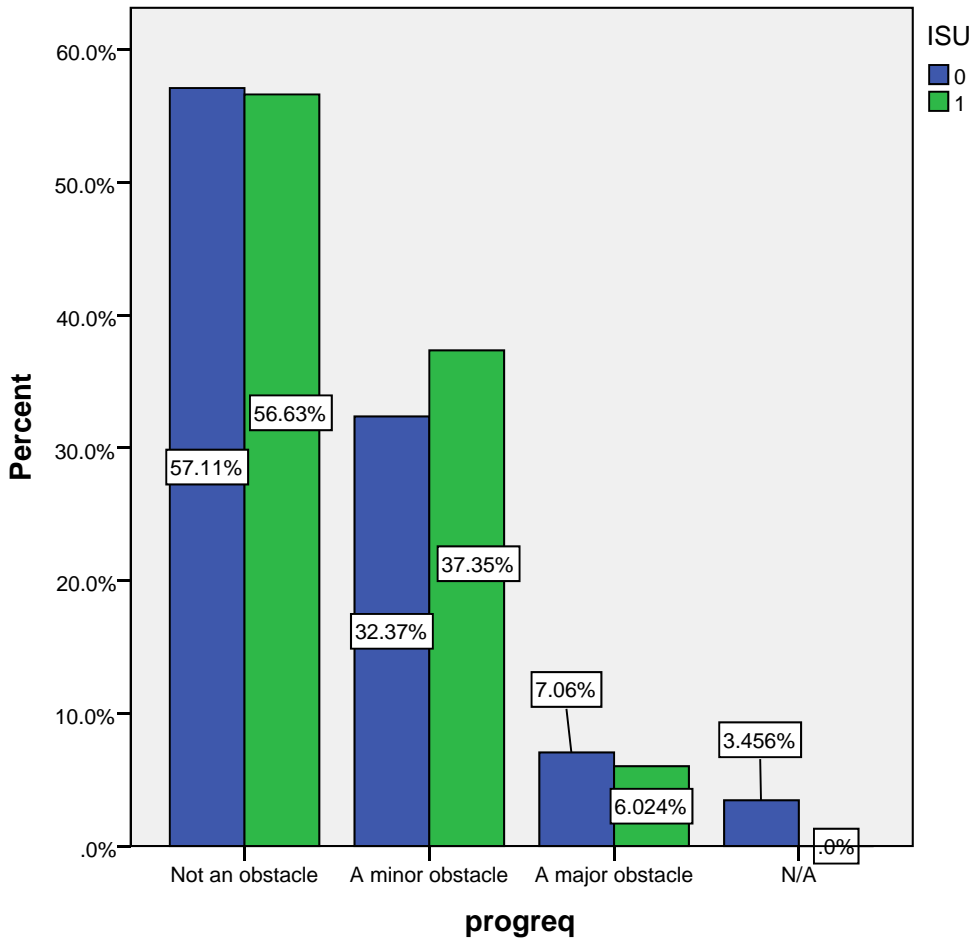


GRAPH

/BAR(GROUPED)=PCT BY progreq BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Program structure or requirements

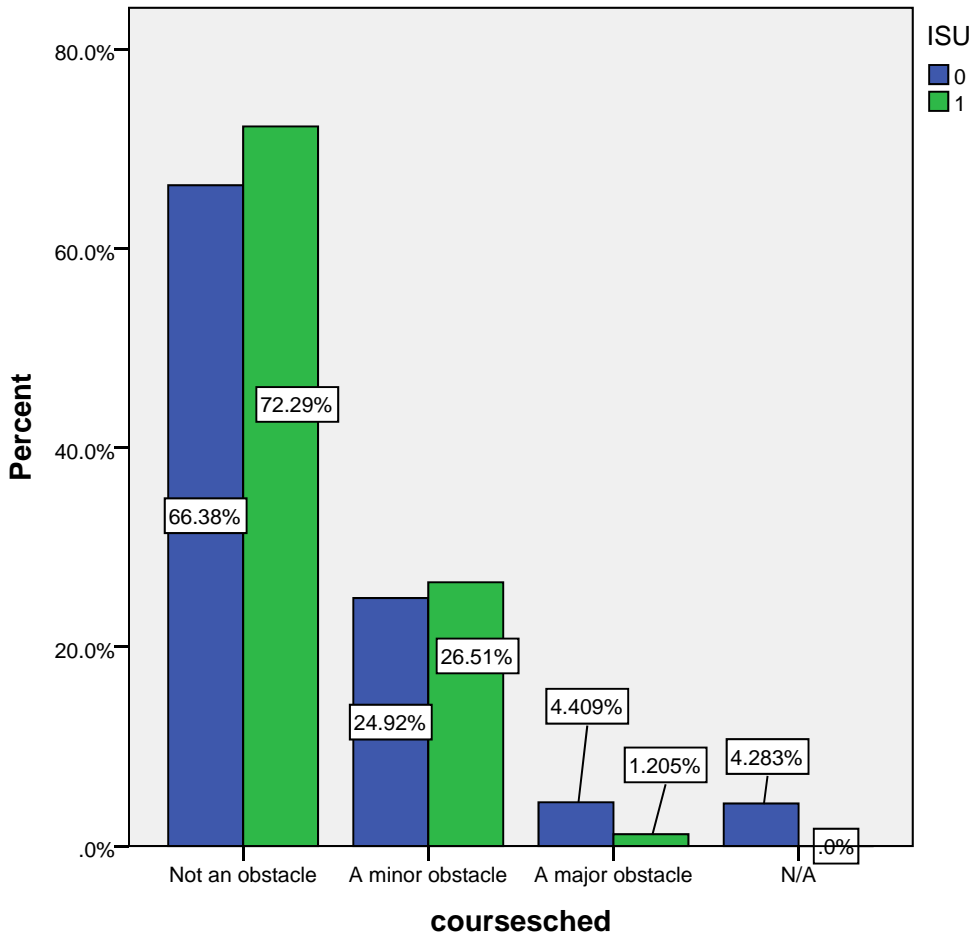


GRAPH

/BAR(GROUPED)=PCT BY coursesched BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Course scheduling

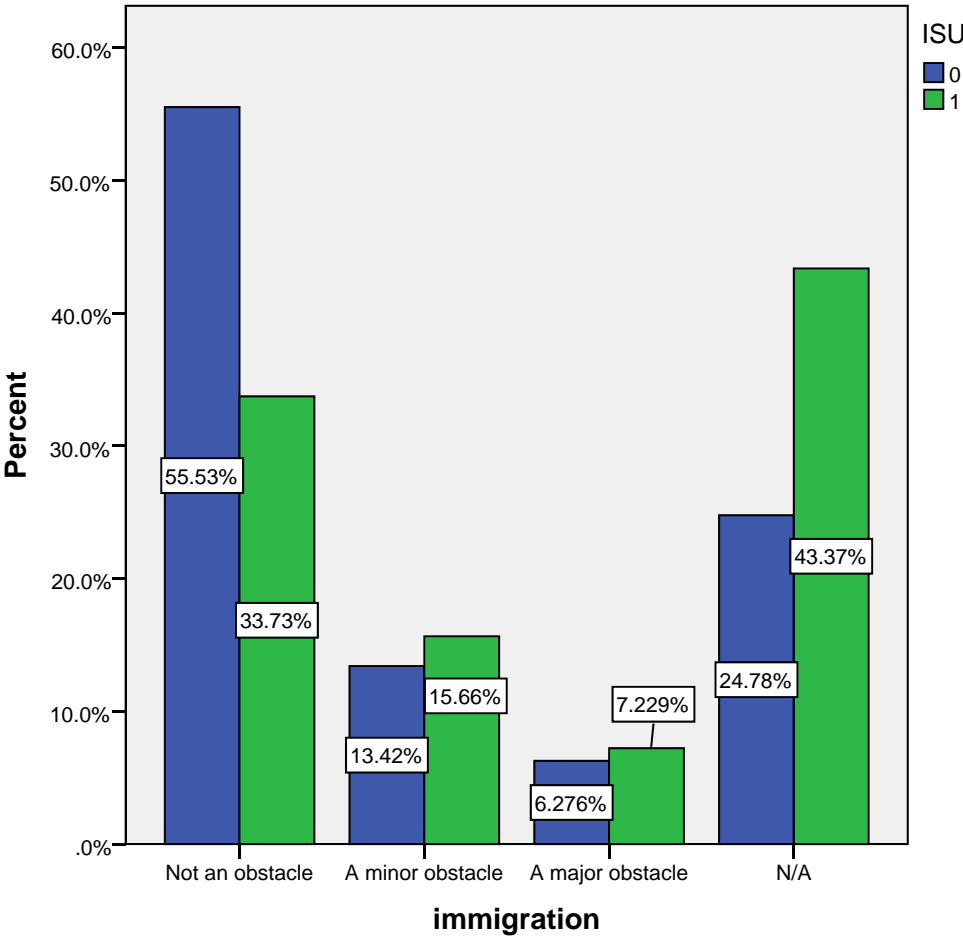


GRAPH

/BAR(GROUPED)=PCT BY immigration BY ISU.

Graph

Rate the extent to which the following factors were an obstacle to your academic progress: Immigration laws or regulations



GRAPH
 /BAR(GROUPED)=PCT BY otherobst BY ISU.

Graph

