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

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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.
Overall satisfaction with academic experience at this university

Graph
Overall satisfaction with student life experience at this university

Graph

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

Graph
Graph

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

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

Graph

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

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

GRAPH

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

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

<table>
<thead>
<tr>
<th>Percent</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0%</td>
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<td>11.81%</td>
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<td>80.0%</td>
<td>82.76%</td>
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<td>20.0%</td>
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<td></td>
</tr>
<tr>
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<td>17.24%</td>
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Graph

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

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?

Graph

/GRAPH
   /BAR(GROUPED)=PCT BY finance BY ISU.
Adequacy of support you were provided during your doctoral education and dissertation research: Financial support

Graph

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

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

Graph

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

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

Graph

/GRAPH

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

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

Graph

/BAR(GROUPED)=PCT BY lab BY ISU.
Adequacy of support you were provided during your doctoral education and dissertation research: Laboratory, clinical, studio or other physical facilities

GRAPH

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

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

Graph

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

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

Graph

/GRAPHDATASET ISU

/GRAPHSUBTITLE Graph

/GRAPH

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

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

Percent

Not at all helpful 3.093%
Not very helpful 6.943%
Somewhat helpful 23.98%
Very helpful 63.54%
N/A - I did not receive advice on this 75.29%

ISU
0
1

Graph

/GRAPHG (GROUPED)=PCT BY hcadadv BY ISU.

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

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

Graph
Graph

/GRAPH

/BAR(GROUPED)=PCT BY hnonacadadv BY ISU.
Advice you received from your dissertation/thesis advisor: Search for employment or training

Graph

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

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

Graph

/GROUPED = PCT BY tresearchadv BY ISU.

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

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

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

Graph

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

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

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

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

Graph

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

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

Graph

/GRAPH /BAR(GROUPED)=PCT BY mentor BY ISU.
Was there another faculty member whom you considered to be a mentor?

Graph

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

Graph
Was the faculty member in your program/department?

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

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

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

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

Graph

/BAR(GROUPED)=PCT BY hwritingmen BY ISU.
How helpful was the advice you received from your mentor: Writing and revising dissertation

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

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

Graph

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

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

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

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

Graph

/Bar(Grouped)=PCT BY topicmen BY ISU.

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

Graph

/GRAPHDAG=GROUPED=PCT BY tresearchmen BY ISU.

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

Graph

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

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

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

Graph

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

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

Graph

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

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

Graph

/GRAPH

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

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

Graph

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

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

Graph

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

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

Graph

/GRAPHS=BAR

/GROUPED=PCT

/BY train

/BY ISU.

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

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<td>57.09%</td>
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<td>42.91%</td>
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Graph

```
GRAPH
/BAR(GROUPED)=PCT BY trainhelp BY ISU.
```
How helpful was the training in instructional methods?

Graph

/GROUPED=PCT BY ra BY ISU.

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

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

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

GRAPH
/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`
Explore

ISU

Case Processing Summary

<table>
<thead>
<tr>
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<th>Cases</th>
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<td>96.6%</td>
<td>3</td>
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<td>87</td>
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Presentation on campus
EXAMINE VARIABLES=presentoff BY ISU
   /PLOT=BOXPLOT
   /STATISTICS=NONE
   /NOTOTAL.

Explore

ISU

<table>
<thead>
<tr>
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<tr>
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<td>84</td>
<td>96.6%</td>
<td>3</td>
<td>3.4%</td>
<td>87</td>
<td>100.0%</td>
</tr>
<tr>
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</tbody>
</table>

presentoff
Graph

```
GRAPH
/BAR(GROUPED)=PCT BY travel BY ISU.
```
Did you receive funds for travel for presentation off campus?

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<td>81.08%</td>
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<tr>
<td>No</td>
<td>12.98%</td>
</tr>
<tr>
<td>N/A</td>
<td>5.94%</td>
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</table>

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

Explore

ISU
### Case Processing Summary

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<th>Missing Percent</th>
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<th>Total Percent</th>
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<td>91.7%</td>
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<tr>
<td>1</td>
<td>82</td>
<td>94.3%</td>
<td>5</td>
<td>5.7%</td>
<td>87</td>
<td>100.0%</td>
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</table>

### Number of scholarly work published or accepted during graduate studies

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

**Explore**
## Case Processing Summary

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<th>N</th>
<th>Percent</th>
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<td>1189</td>
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<td>13044</td>
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<td>93.1%</td>
<td>6</td>
<td>6.9%</td>
<td>87</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

## Number of scholarly work conducted during graduate studies currently under review

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

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

Graph
Quality of graduate level teaching by faculty

Graph

/BAR(GROUPED)=PCT BY advising BY ISU.
Quality of academic advising and guidance

Graph

/Bar(Grouped)=PCT BY candidacy BY ISU.
Please rate the following aspects of your doctoral program: Preparation for candidacy/comprehensive examination

Graph

/GRAPHLegend

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

Graph
Opportunity to collaborate across disciplines

Graph

/GRAPH
/BAR(GROUPED)=PCT BY employment 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

ISU

Percent

Strongly disagree
Disagree
Ambivalent
Agree
Strongly agree

0
1

Graph

/BAR(GROUPED)=PCT BY workcomm BY ISU.
Rate the extent to which the following factors were an obstacle to your academic progress: Work/financial commitments

Graph

/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

Percent

- Not an obstacle: 57.83%
- A minor obstacle: 34.38%
- A major obstacle: 13.11%
- N/A: 9.639%
- 6.024%

Graph

/GROUPED=PCT BY availfac BY ISU.
Rate the extent to which the following factors were an obstacle to your academic progress: Availability of faculty

 availfac

Percent

Not an obstacle A minor obstacle A major obstacle N/A

ISU
0 1

59.04% 34.42% 10.84% 3.765% 52.2% 30.12% 9.62% 0.0%

Graph

/GRAPHPGM=BAR(GROUPED)=PCT BY progresq 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