

# 2009 GRADUATE AND PROFESSIONAL STUDENT SURVEY

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Office of Planning and Institutional Research

# Survey

- Administered in the Fall of 2009
- Participants
  - ▣ School of Graduate Studies
  - ▣ Mandel School of Applied Social Sciences
  - ▣ Weatherhead School of Management
  - ▣ School of Law
- 3857 invitations sent to students enrolled in these schools
- Invitation contained a link to the online survey

# Sample quality

- A total of 1 200 students responded to invitation (31.1% response rate)
- A significantly higher proportion of women responded
  - ▣ Response rate – Women: 35%, Men: 27%
- A significantly higher proportion of native students responded
  - ▣ Response rate – Native students: 33%, International students: 27%
- Response rates did not differ by ethnicity, degree pursued, age, or credits taken for progress



# Results from All Respondents

# Satisfaction with Faculty

- In general, respondents rated the faculty positively with the majority saying they agree or strongly agree that:
  - ▣ Faculty members are willing to work with them (86%)
  - ▣ Students in their program are treated with respect by faculty (82%)
  - ▣ Their own relationships and interactions with faculty are good (85%)
  
- Similarly, a majority rated as excellent or very good:
  - ▣ The intellectual quality of the faculty (89%)
  - ▣ The quality of instruction in courses (64%)
  
- Students were somewhat less satisfied with the quality of academic advising; only 46% felt advising was excellent or very good

# Satisfaction with Peers/Climate

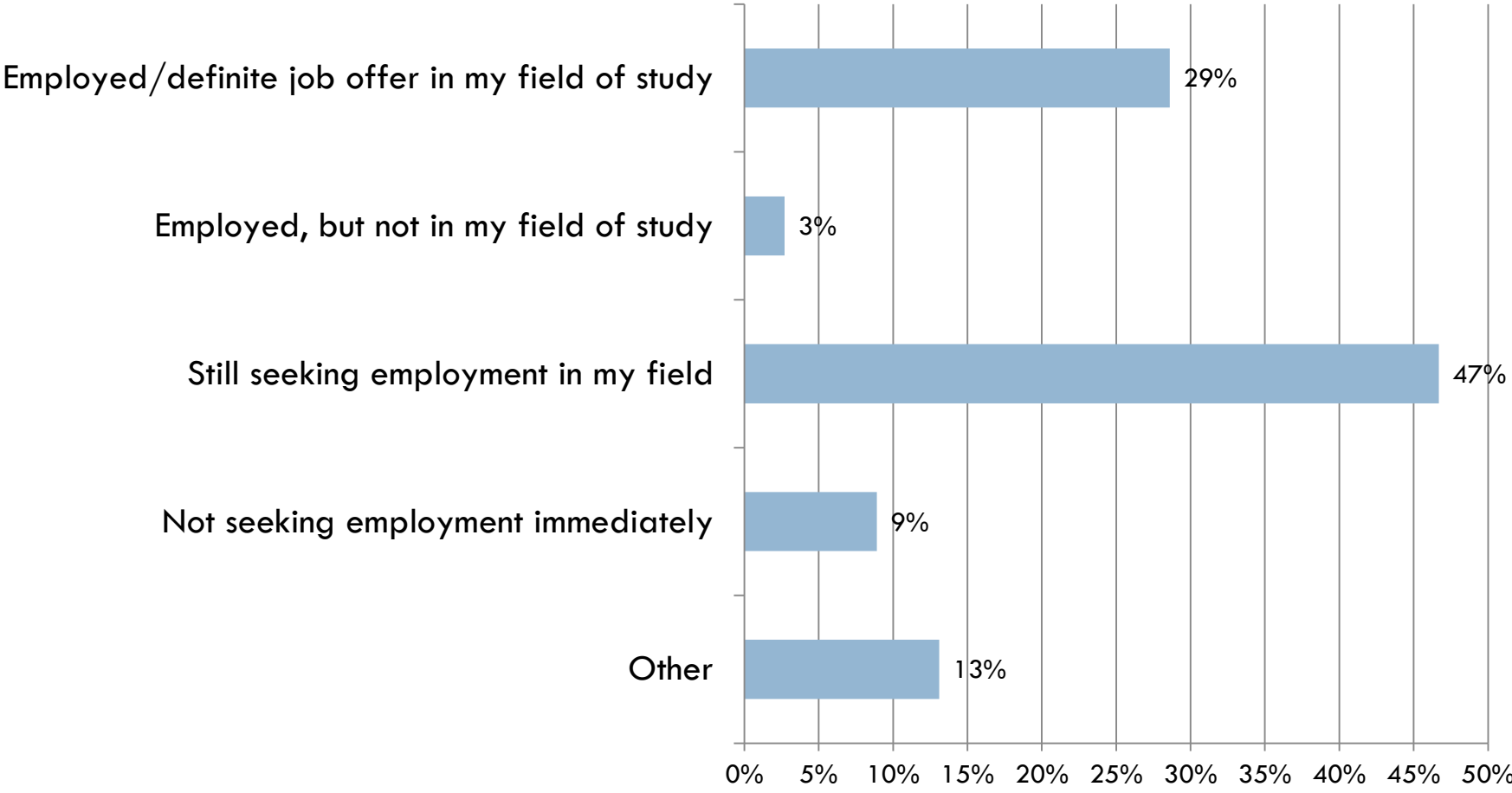
- Most students (71%) rated the intellectual quality of their fellow graduate/professional students as excellent or very good
- Most (80%) agreed or strongly agreed that, overall, the climate of their program is positive
- Students were somewhat less satisfied with other aspects of the campus climate; specifically, only 42% said their student life experience was excellent or very good
- Similarly, only 38% of students felt that the opportunities to interact across disciplines were excellent or very good

# Professional Development

- Among students who sought guidance in matters of professional development, the majority were satisfied; specifically, most students were very or generally satisfied with:
  - ▣ Advice they received on how to prepare for a job interview (78%)
  - ▣ Assistance in developing professional contacts outside their program (70%)
  - ▣ Advice on how to search for jobs (72%)
  - ▣ Advice on how to prepare a resume/CV (78%)

# Post-Graduation Plans

Current state of employment plans immediately after finishing degree (N=437)



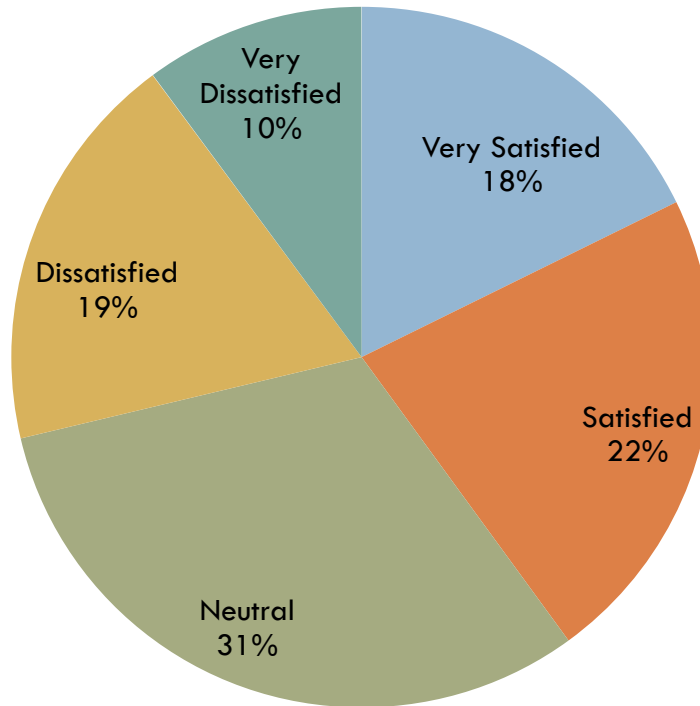


# Post-Graduation Plans

- The majority of graduating students (59%) plan to stay in the Midwest
  - 49% plan to stay in Ohio
  - 99% plan to remain in the United States
- A large percentage of international student graduates (44%) plan to stay in the Midwest
  - 27% plan to stay in Ohio
  - 85% plan to remain in the United States

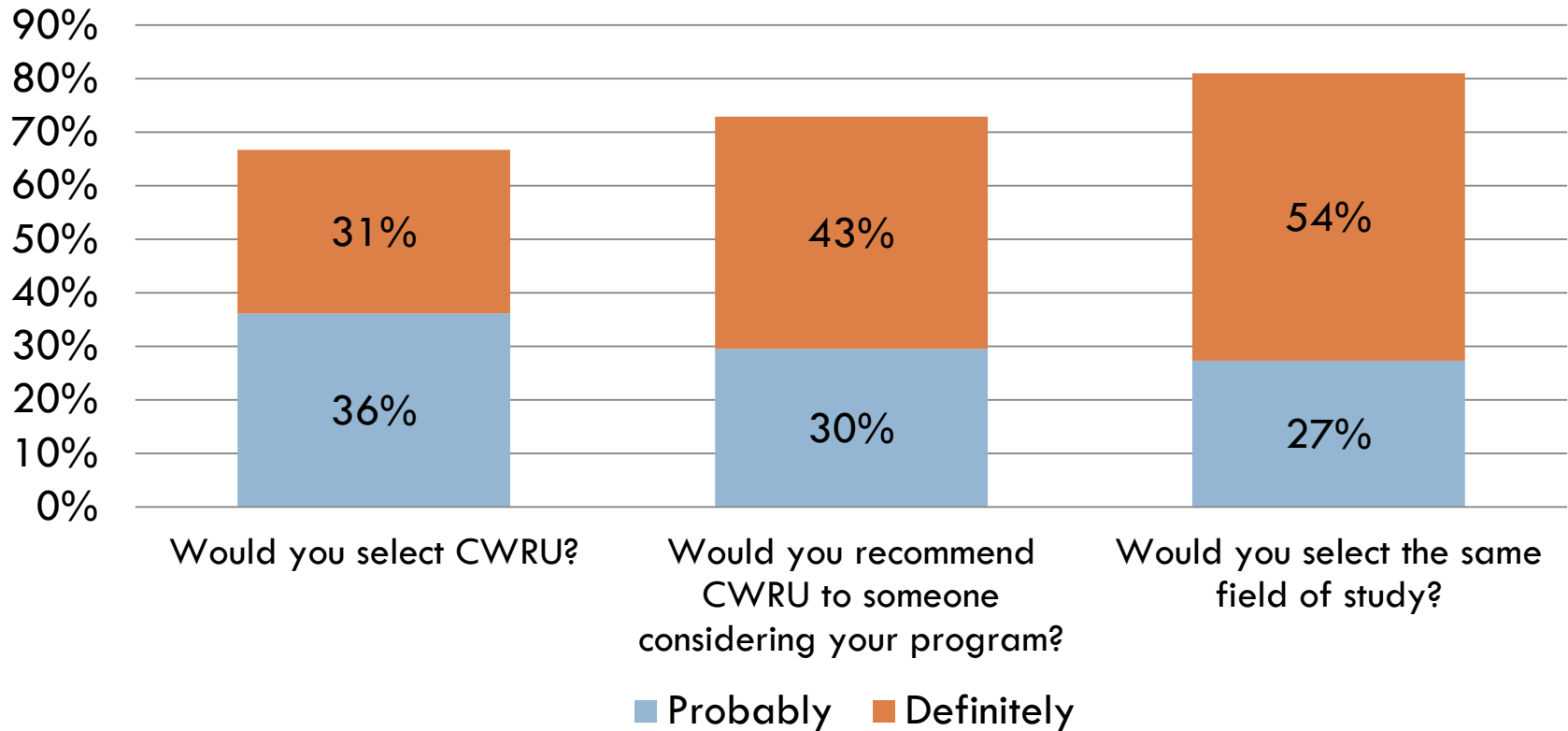
# Post-Graduation Plans

**How satisfied are you with your current employment options?**



# Overall Satisfaction

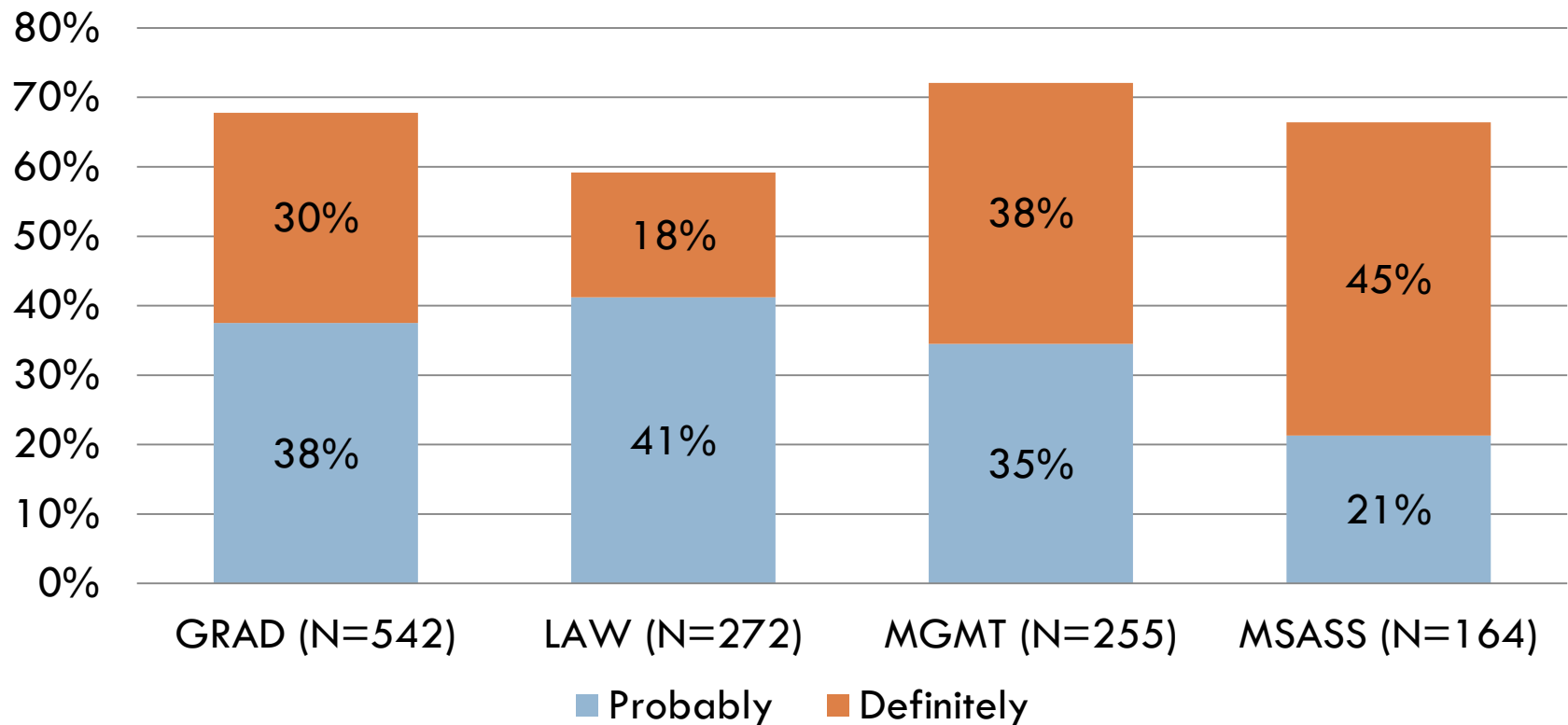
**If you were to start your graduate/professional career again...\***



\*Response options: Probably, Definitely, Maybe, Probably not, Definitely not

# Would you select CWRU?

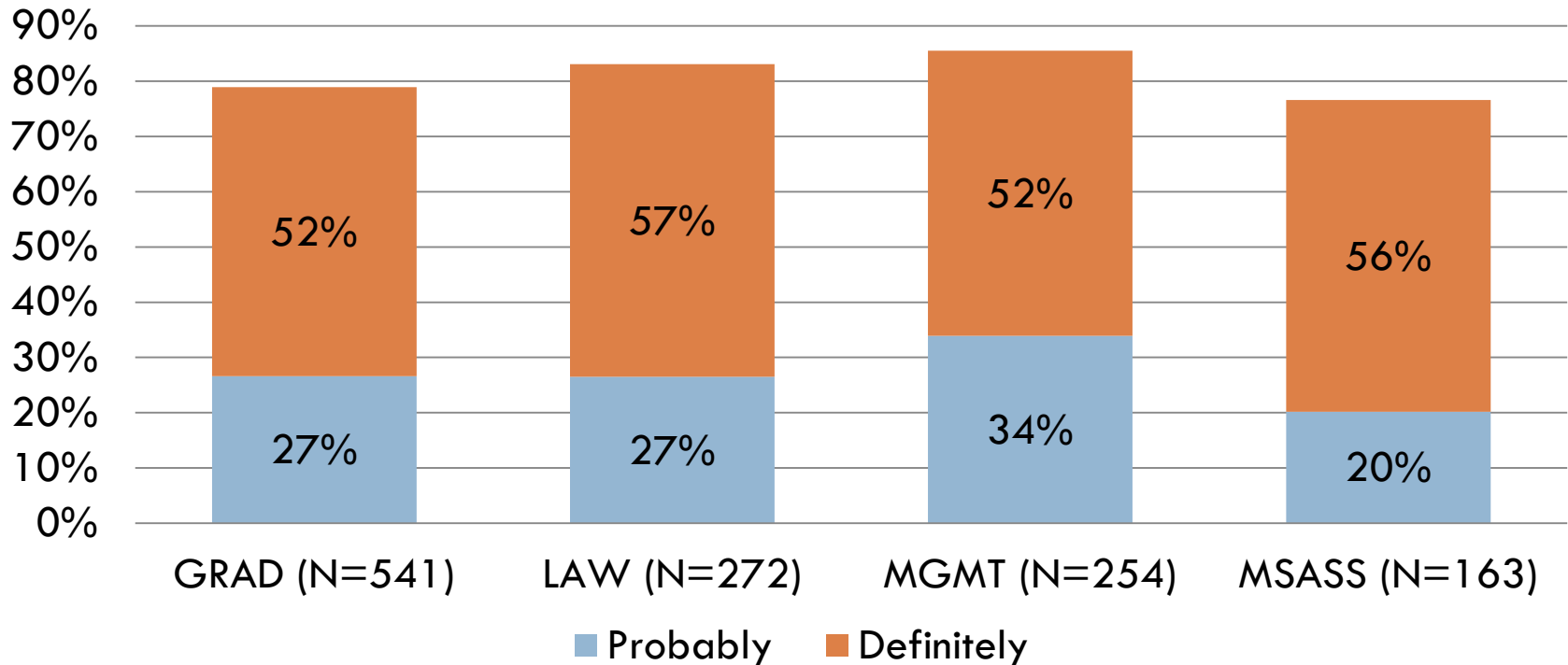
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# Would you select the same field of study?

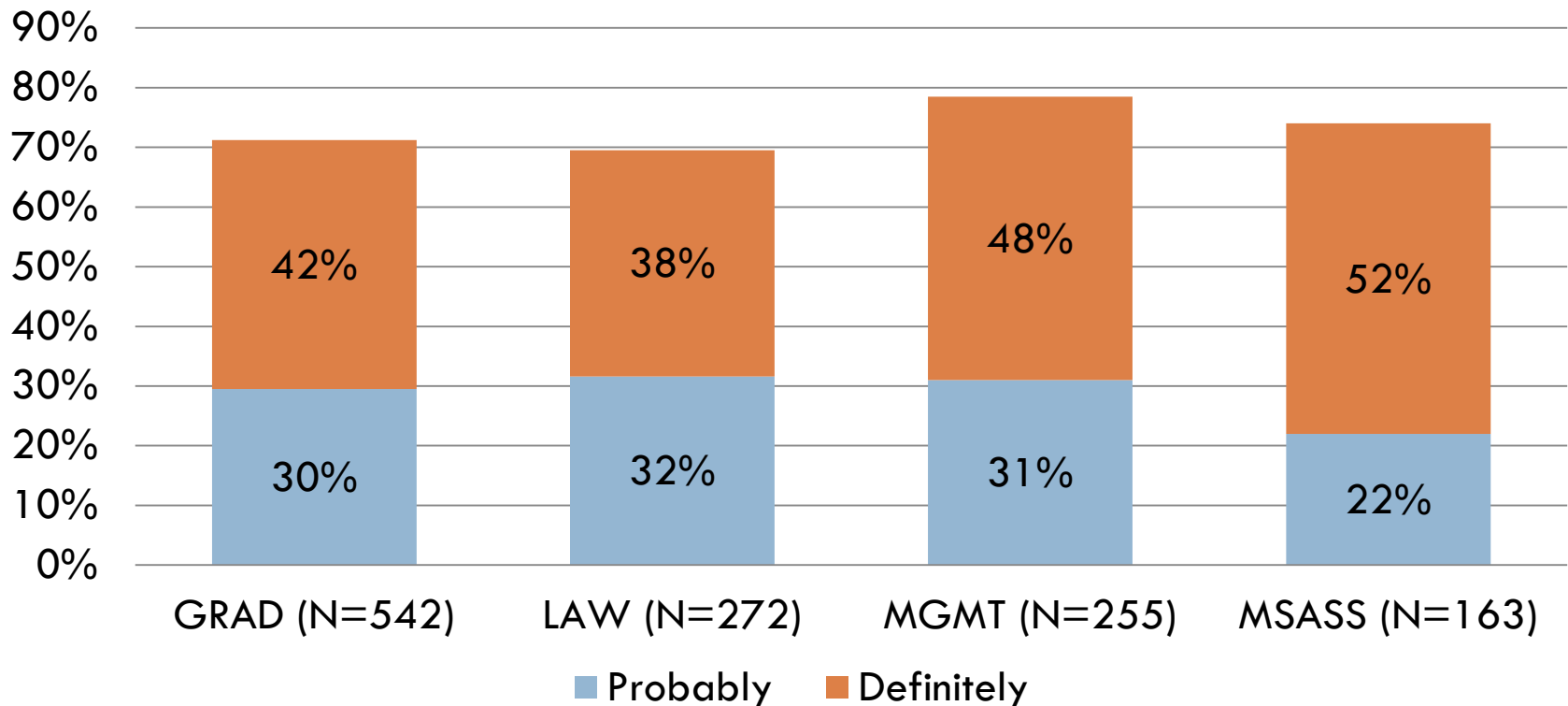
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# Would you recommend CWRU?

**Would you recommend CWRU to someone considering your program?\***



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# Results from Respondents in the School of Graduate Studies

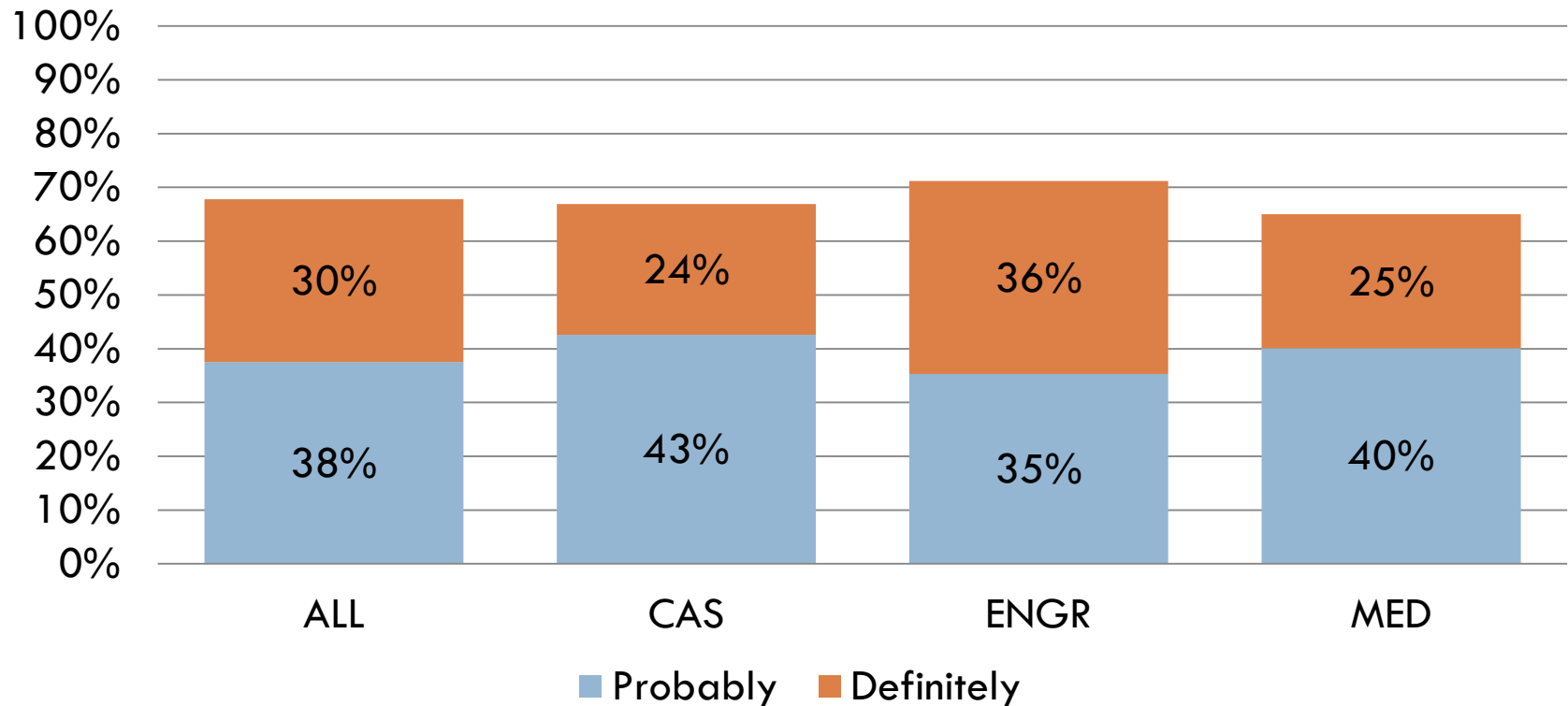
# Introduction

- The next series of charts examines the overall satisfaction of students in the School of Graduate Studies, broken out by school of major
  - Overall differences by school
  - Satisfaction by school and gender
  - Satisfaction by school and minority status (for the purpose of this analysis, Caucasian and Asian students are considered majority, all other ethnicities are considered minority)
    - Due to the small number of minority respondents, we are only able to examine differences by minority status among students in ENGR and MED
- A small number of PhD students from WSOM, MSASS, and FPB responded to the survey
- These students are included in the ALL category but there was an insufficient number of respondents to examine school-by-school differences by gender and minority status



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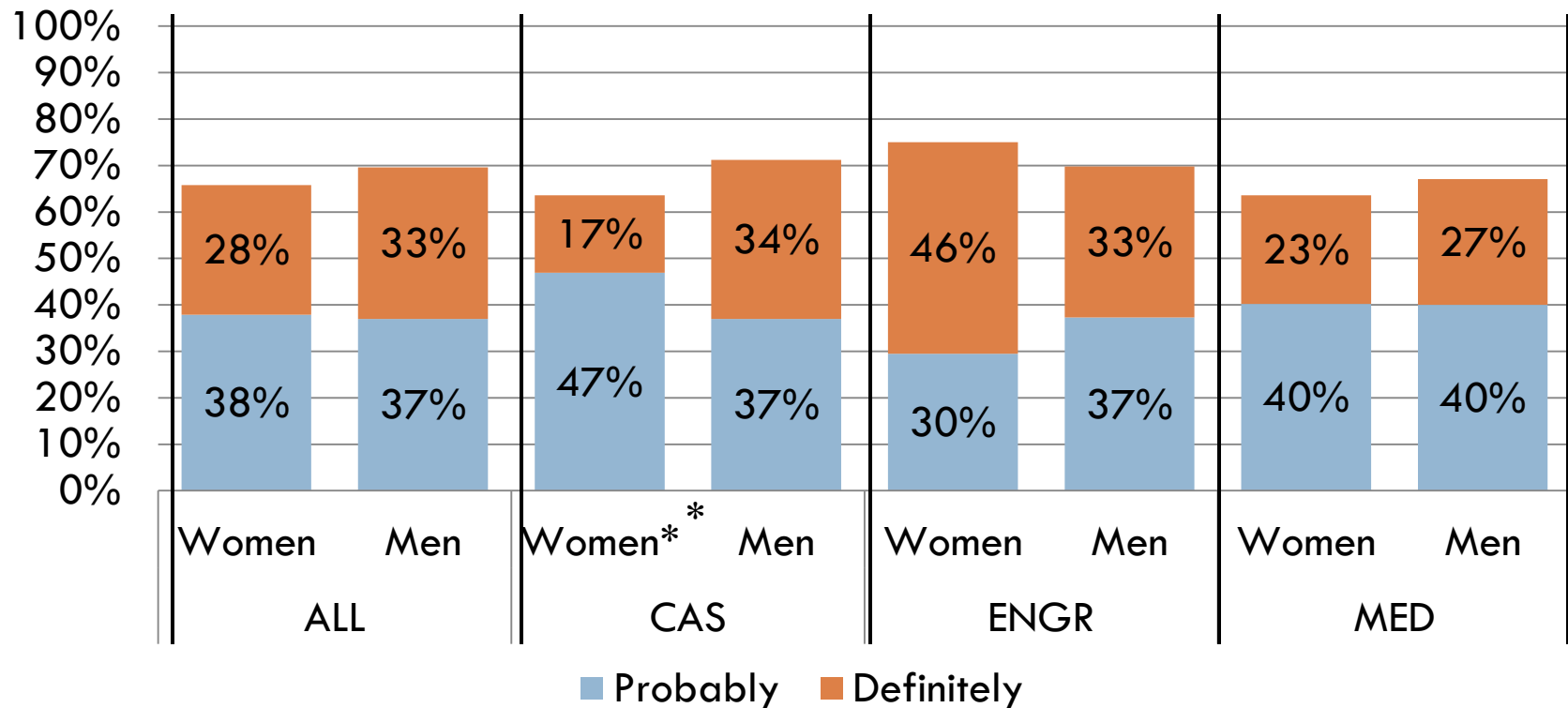
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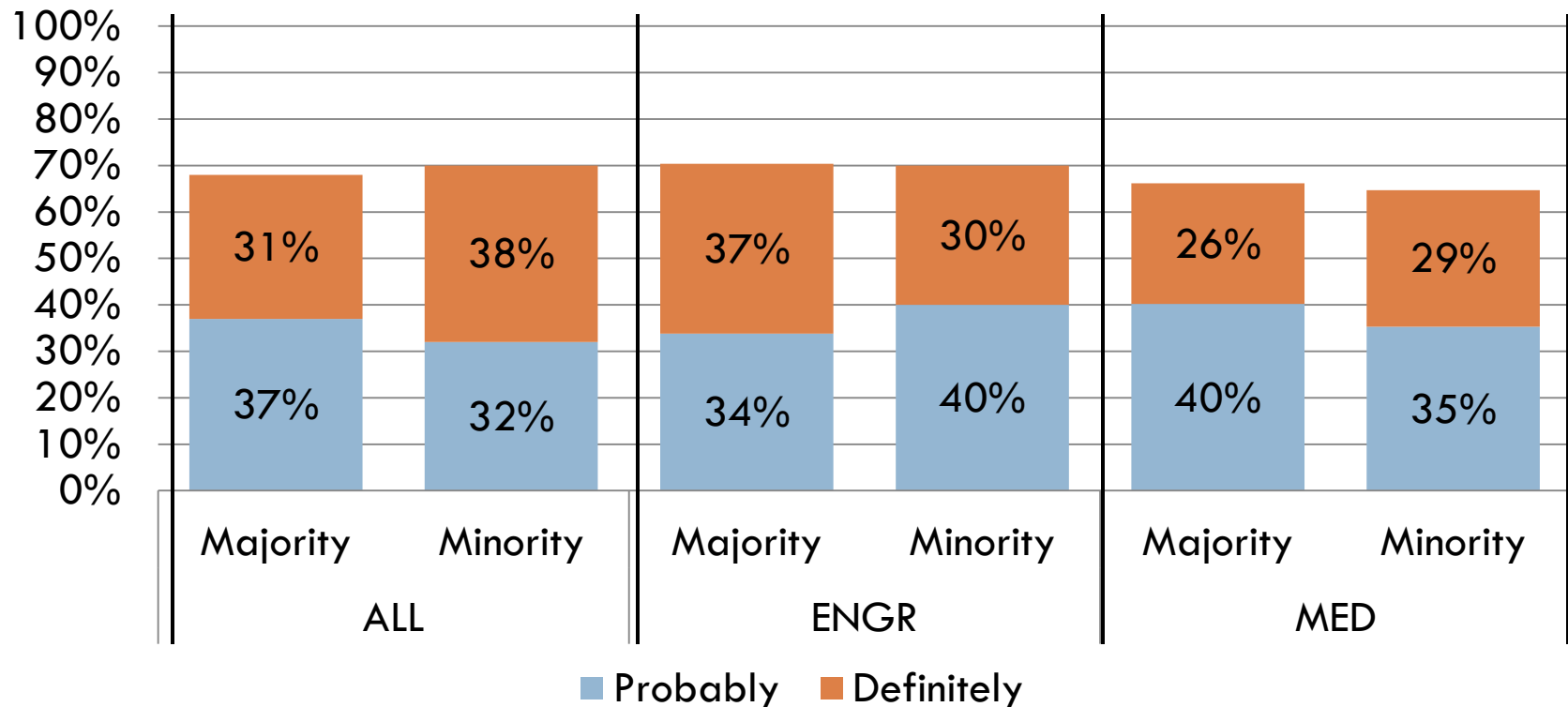


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\*\*p<.05

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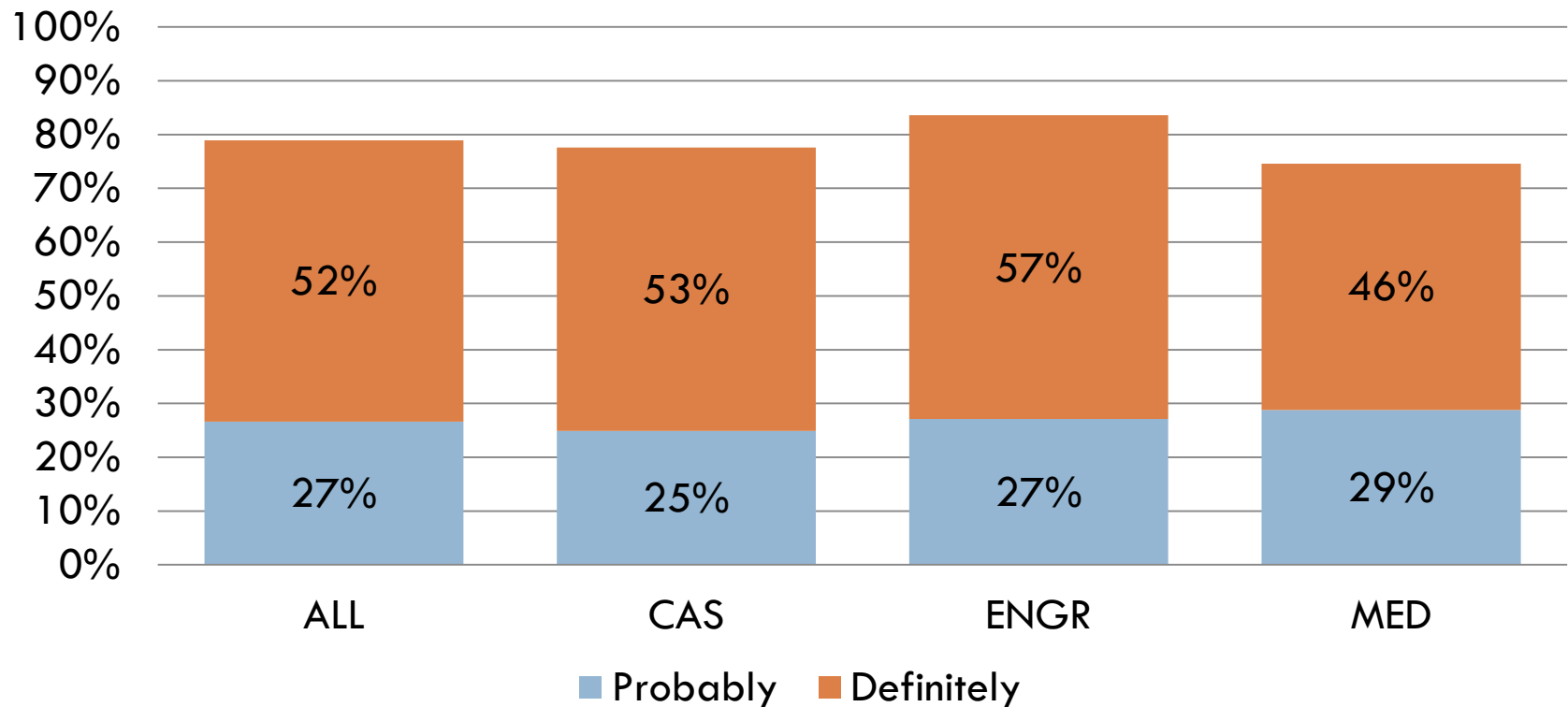
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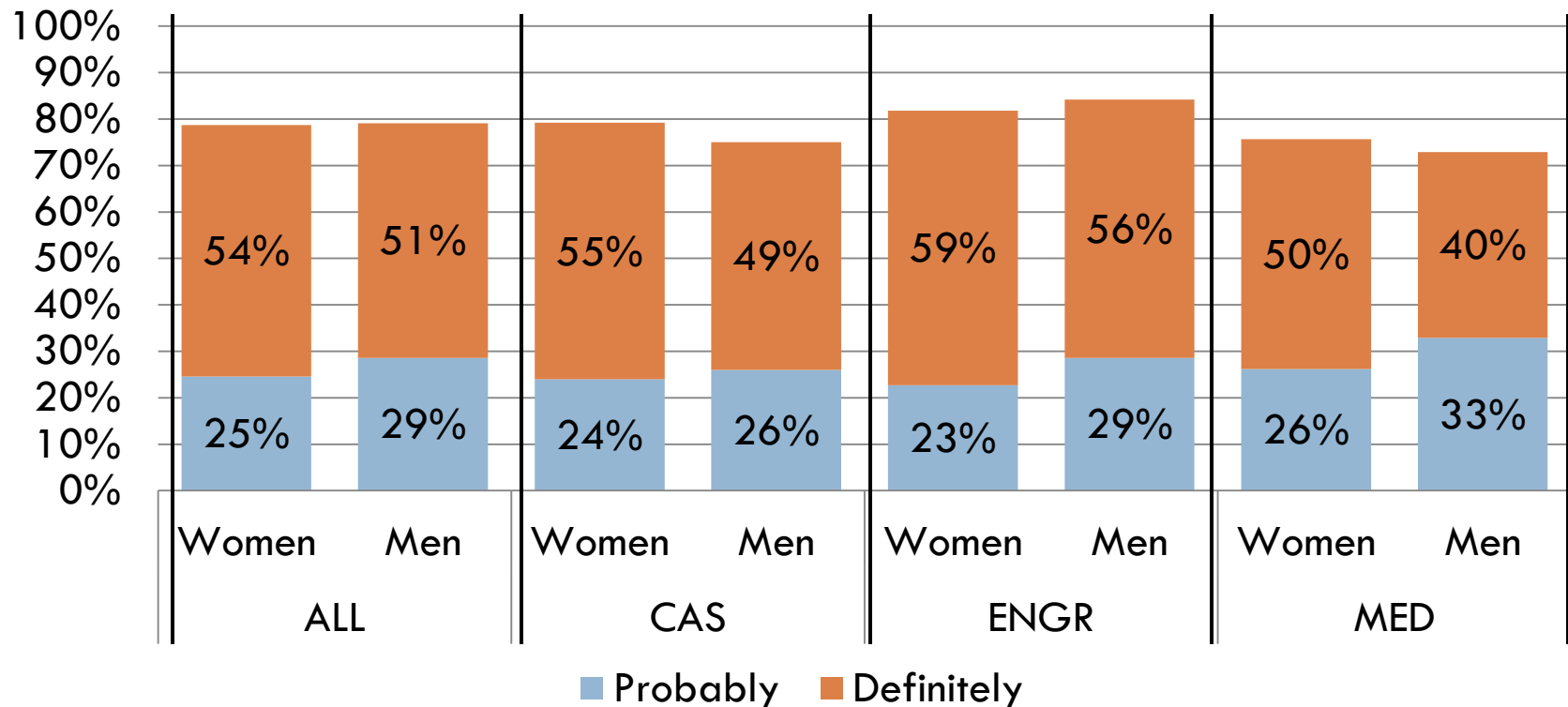
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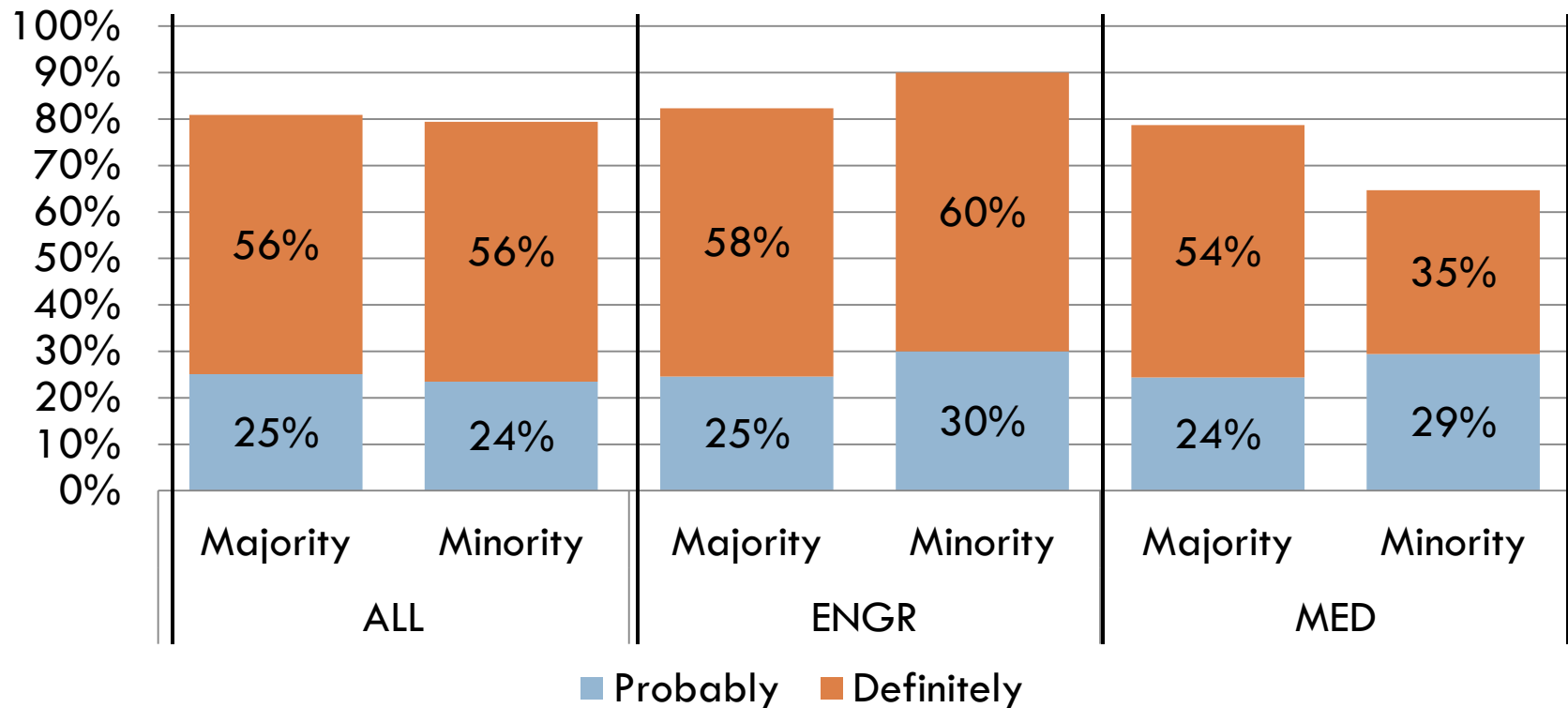
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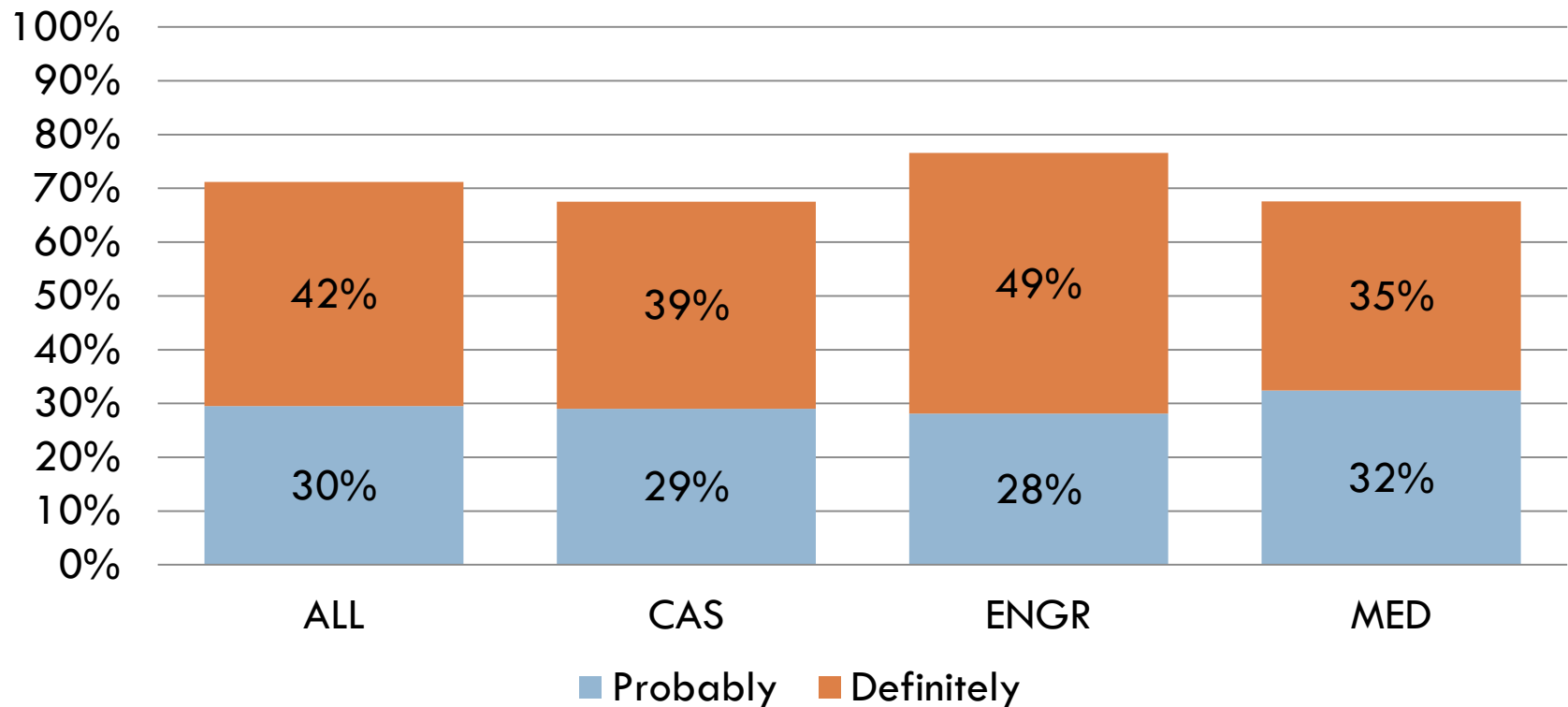
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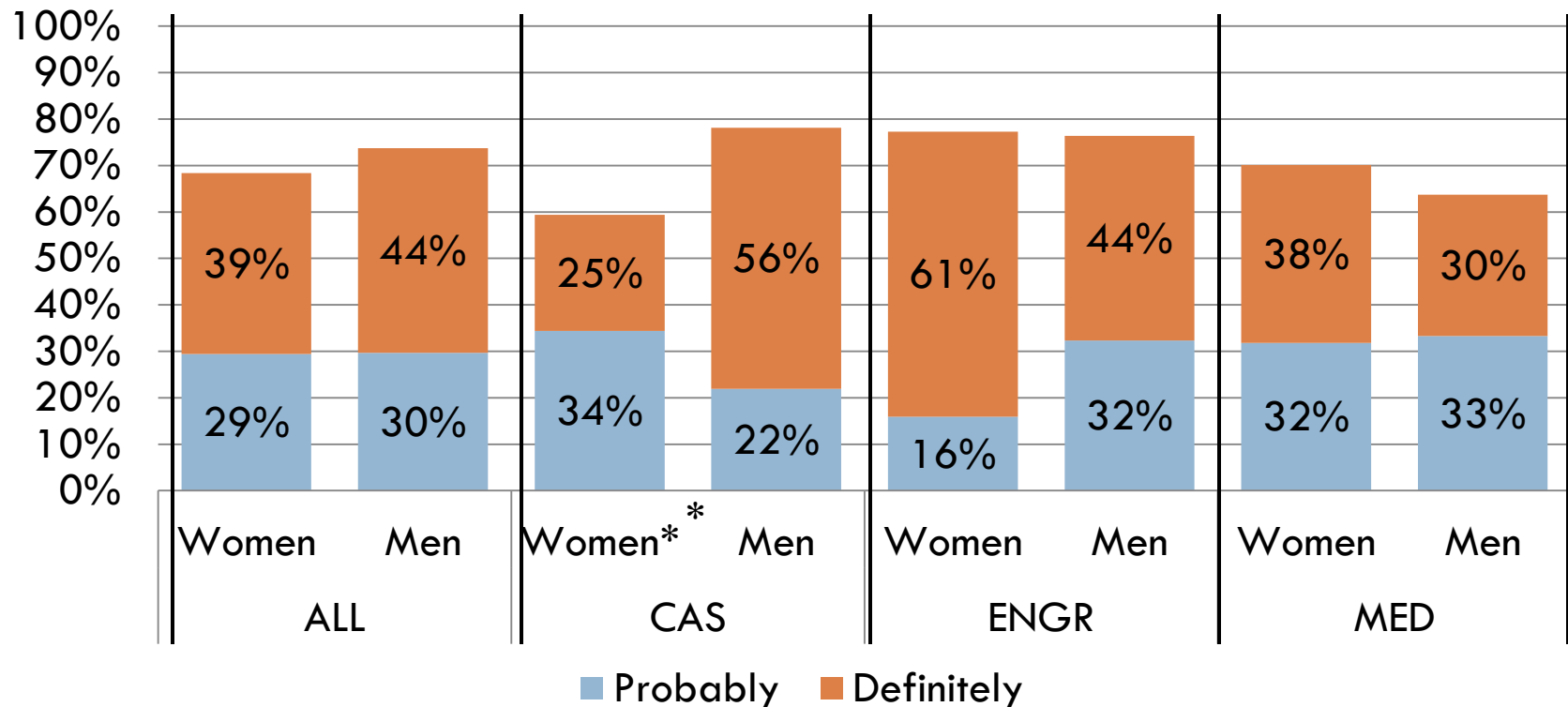
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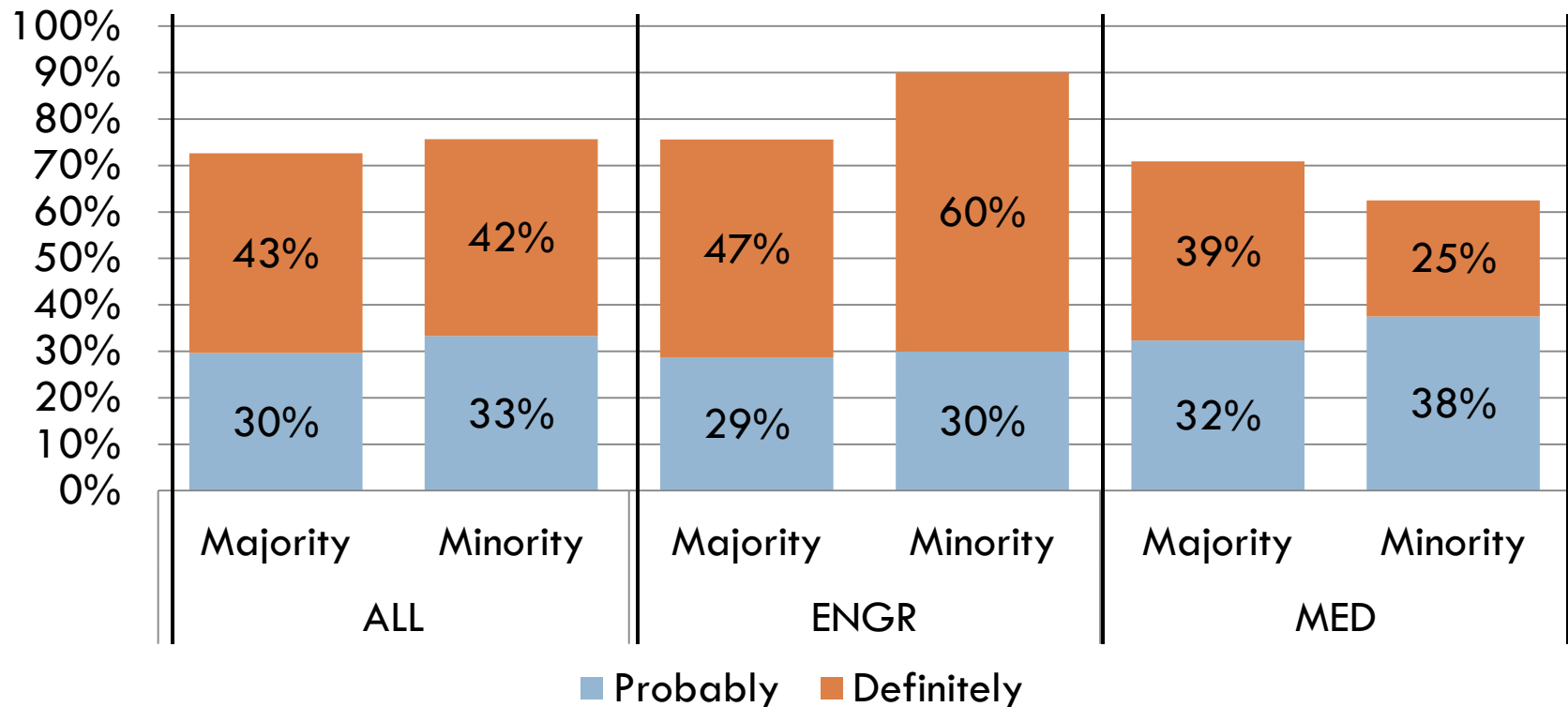
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# Results from PhD Students

# Introduction



- PhD students ( $N = 353$ ) were asked to respond to a series of questions regarding their thesis/dissertation advisors
- Results on the next two slides highlight some results from these survey items

# Thesis/Dissertation Advisor

- The majority of students agreed or strongly agreed that their advisor:
  - ▣ Is knowledgeable about formal degree requirements (83%)
  - ▣ Serves as their advocate when necessary (92%)
  - ▣ Gives constructive feedback of their work (90%)
  - ▣ Has helped them secure financial support for their graduate work (88%)
  - ▣ Promotes their professional development (86%)
  - ▣ Provides information about multiple career paths (65%)
  - ▣ Assists them in their search for employment (69%)
  - ▣ Promotes appropriate authorship of manuscripts/presentations published about their research/creative projects (88%)
  - ▣ Overall, performs the role well (86%)

# Thesis/Dissertation Advisor

- PhD students felt their advisors were somewhat or very helpful in:
  - Preparing for written (77%) and/or oral (76%) qualifying exams
  - Finding a dissertation topic (90%)
  - Writing a dissertation prospectus or proposal (86%)
  - Doing research for the dissertation (89%)
  - Writing the dissertation (87%)
  
- Though students were satisfied with their thesis/dissertation advisor, the majority (79%) said they consider at least one other faculty member to be an informal advisor with over a quarter (26%) saying they had at least three informal mentors
  
- Finally, 68% of students said that they would probably or definitely select the same thesis/dissertation advisor if they were to start their career again

# Conclusions

- Students are generally satisfied with their experience as graduate students at CWRU
  - ▣ Most students would choose CWRU if they were to start their graduate/professional career over again, and most would recommend CWRU to their peers
  - ▣ Students are generally satisfied with faculty, program climate, and their professional development
  - ▣ Students are, on average, highly satisfied with their thesis/dissertation advisor
  - ▣ Most students plan to stay in the Midwest upon graduation

# Conclusions

- Though students are generally satisfied, there are aspects of the graduate student experience that could use improvement
  - ▣ Less than half of the students surveyed were satisfied with academic advising
  - ▣ Less than half of the students surveyed were satisfied with their student life experience
  - ▣ Just over a third of the students surveyed were satisfied with opportunities to interact across disciplines

# Conclusions

- Among all respondents who are pursuing graduate degrees in the School of Graduate Studies, there are no significant differences in satisfaction by gender or by minority status
  
- Gender differences exist among those pursuing graduate degrees in the College of Arts and Sciences
  - ▣ Women in CAS are less likely to say they would choose CWRU if starting their career again
  - ▣ Women in CAS are less likely to say they would recommend CWRU to someone considering their program



# Future Directions

- Today's presentation is an initial look at results from this survey
  
- Types of questions asked but not yet examined
  - Satisfaction with campus services and resources
  - Financial support
  - Health insurance
  - Social activities
  - Campus safety
  - Parking
  - Differences by gender/ethnicity/school/degree/etc.
  
- Where do we go next?