

Results of the 2016-17 Graduating Student Survey

Shari Ellertson & Nick Warcholak
Institutional Research

Overview

- Response rates
- Notable trends for Undergraduate & Graduate
- Predicting satisfaction of Graduate students
- Update on the dashboard
- Next steps

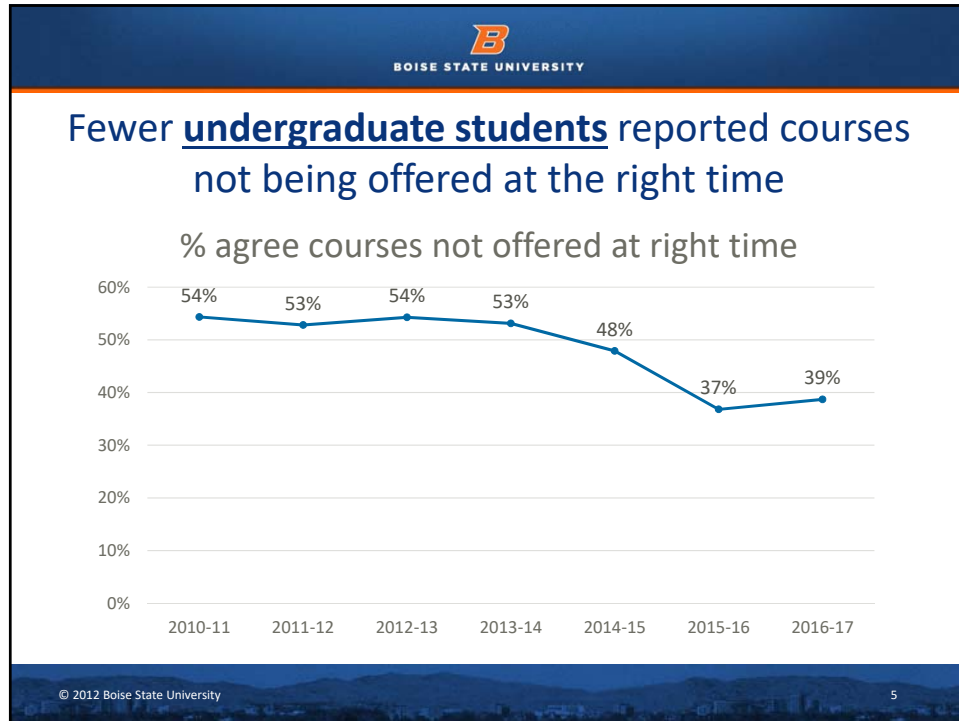
Margin of Error / Response Rates

- GRADUATE
 - Response rate 49%, +/-3 margin of error
 - COEN 66% to COBE 45%
- UNDERGRADUATE
 - Response rate 48%, +/-2 margin of error
 - COED 61% to COBE 44%
- More detail available in dashboard

A number of positive trends have continued, since 2010-11

More of our undergraduate students agreed:

- + I received sound academic advice (83% vs. 75%)
- + Faculty were outstanding teachers (88% vs. 83%)
- + Faculty were genuinely interested in the welfare of students (94% vs. 88%)
- + I met with an advisor at least every year (78% vs. 60% in 2012-13)



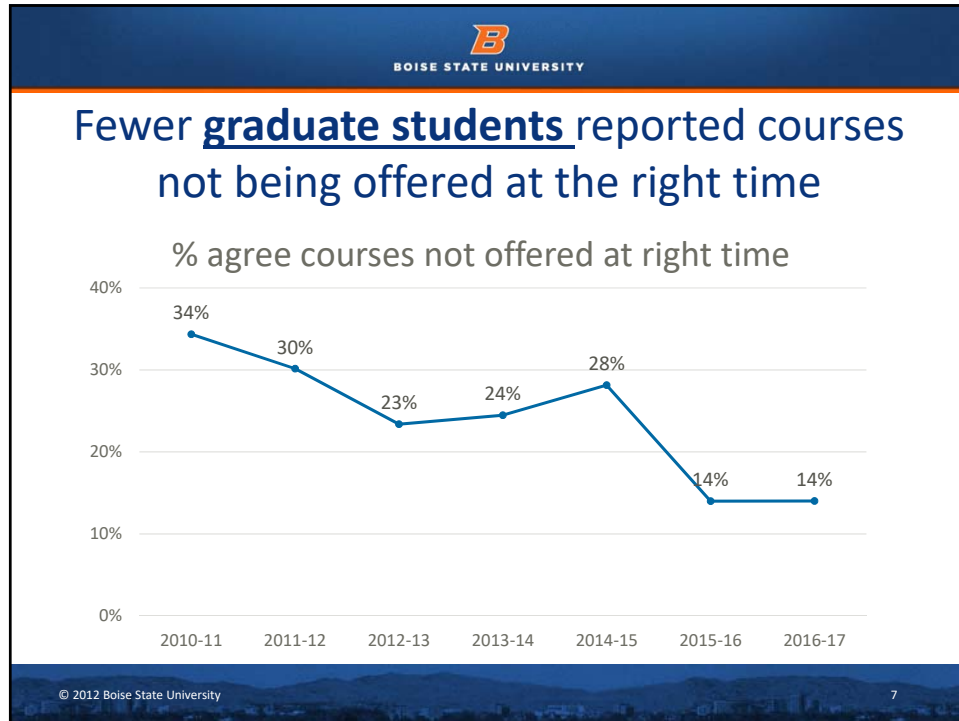
B
BOISE STATE UNIVERSITY

A number of positive trends have continued, since 2010-11

More of our graduate students agreed:

- + I received sound academic advice (92% vs. 85%)
- + Faculty were outstanding teachers (91% vs. 88%)
- + Many opportunities existed outside of class for interactions between students and faculty (72% vs. 65%)
- + The interactions and discussions with my peers in the department were a major source of motivation and support (84% vs. 80%)

© 2012 Boise State University 6



BOISE STATE UNIVERSITY

We examined two questions related to graduate student satisfaction:

- What predicts satisfaction in the major program?
- What predicts satisfaction with the University?

* Models include residency status, gender, ethnicity, and traditional status

© 2012 Boise State University 8

What predicts **graduate student** satisfaction with major?

1. Faculty members were outstanding teachers
2. Education essential to securing plans
3. Material across major courses well-integrated
4. Faculty members interested in welfare of students

What predicts **graduate student** satisfaction with Boise State?

1. Faculty members were outstanding teachers
2. Education essential to securing plans
3. Material across major courses well-integrated
4. Faculty members interested in welfare of students
5. Courses were not offered at a good time (-)



What's helping graduate students succeed outside the classroom?

Service learning. . . I was able to work with children who came from difficult family situations. This helped me to appreciate the various services offered to help students be more successful in the classroom.

I think doing an internship outside of the classroom is very important because it enhances your knowledge and you can obtain hands-on experience. You certainly learn better when you use your knowledge at a workplace.

***31% of comments referenced High Impact Practices such as internships, working with faculty on projects, etc.**



What's helping graduate students succeed outside the classroom?

A couple of things . . . the connections I made with alumni and other students in my program. Another element that helped was Boise State sports and even attending a game while I was a student. Because of these things I was able to feel a part of the school, which translated to being more connected with my program and classmates.

My program was entirely online, but that did not stop my cohort from forging very real friendships. Many of us have met up at conferences (sometimes with our professors as well.) We also have regular Google Hangouts, and use several social media channels to keep in touch. All of this social interaction was very important as emotional and cognitive support for learning.

***29% of comments referenced campus life/ involvement and caring community as beneficial**

What's helping graduate students succeed outside the classroom?

My advisor went above and beyond and got me extensive and valuable research experiences with other researchers outside of Boise State. His encouragement and guidance led to several fellowships for me, as well as placement in a PhD program in an ivy league institution. He was an incredible ally and asset that made all the difference in my experience at Boise State.

*24% of comments referenced academic supports – mentoring/support from faculty, professional conferences, helpful committees – all benefit students' experiences.

What's getting in the way for graduate students?

- Personal challenges (managing work, family, school, etc.)
- Perceptions of ineffective pedagogy
- Negative interactions with faculty, staff, or peers
- A few comments related to inclusion, lack of comfort or respect for cultural diversity

Summary of Results

- Continued positive trends suggest several real improvements in the student experience
- Outstanding teaching and the relationships formed with faculty in and out of the classroom are key to graduate student satisfaction
- Graduate students are more often satisfied by the same kinds of experiences compared to undergraduates

After-College Plans

- Most of our graduates said they will be working full- or part-time for others or themselves after graduation
 - 94% of graduate students
 - 85% of undergraduate students
- 16% of those completing graduate degrees said they plan to further their education
- 38% of bachelor's degree recipients said they plan to further their education

Accessing Results in [Tableau](#)

ir.boisestate.edu/survey-results

Next Steps

- Continue to invite colleges and departments to add questions specific to them
- Update the dashboard with trend data after we have completed this third year of data collection
- Provide support, presentations, etc. to areas using the results and information from the survey