

Graduate student surveys: Assessment landscape, challenges, and solutions



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Agenda

- National survey landscape
 - Surveying students, faculty, and graduate students
- Why survey graduate students?
- Graduate student survey challenges
- Example: Experiences of graduate students who teach

National Survey Landscape

Survey Population	Examples
Undergraduate Students	NSSE, CIRP, SERU, CCSSE, CECE, Noel-Levitz SSI, National Postsecondary Student Aid Study (NCES), Baccalaureate and Beyond (NCES), institution-based ...
Faculty	FSSE, HERI Faculty Survey, COACHE surveys, CCFSSSE, National Study of Postsecondary Faculty (not active; NCES), institution-based...
Graduate Students	LSSSE, Graduate Students and Postdoctorates in Science and Engineering survey (NSF), Survey of Earned Doctorates (NSF), institution-based

National Survey Landscape

Survey Population	Content
Undergraduate Students	Student engagement at four-year and two-year institutions, culturally engaging campus environments, student attitudes & satisfaction, financial aid,...
Faculty	Faculty involvement in teaching and learning, faculty experiences & attitudes, workplace satisfaction,...
Graduate Students	Discipline-specific engagement of students, basic degree and employment information, satisfaction,...

Discussion

What information do you collect from graduate students at your campus?

How do you collect this information?

Why Others Survey Graduate Students

- Of 123 institutions contacted, 81 (66%) responded to our inquiry
 - 37 institutions (46%) do not survey their graduate students
 - 44 institutions (54%) do
 - 22 (50%) administer satisfaction surveys
 - 22 (50%) administer exit surveys
 - 16 (36%) administer climate, careers services, research, or course evaluation surveys

Why Survey Graduate Students?

- We study undergraduates
- We study faculty and how faculty contribute to undergraduate education
- Graduate students are an important student group that does a lot of work for institutions, but we know relatively little about them
- Nobody studies how graduate students contribute to undergraduate education!
- Faculty Survey of Student Engagement for Graduate Student Instructors

Challenges: FSSE-G

- For us
 - Figuring out to whom we should advertise
 - Determining what content would be of interest
 - Finding someone with interest...and funding
- For institutions
 - Finding a campus champion
 - Finding funding and administration support
 - Getting buy-in
 - Decentralized contact lists
 - Identifying graduate students who teach
 - Using the data and sharing results

Discussion

Are you your campus' champion? Who is?

Where might you find funding and administration support?

How can you get people on your campus to care about this information?

Do you know where to find contact information?

Discussion

Where can you find help analyzing and interpreting the data and results?

How can you best share results in meaningful ways?

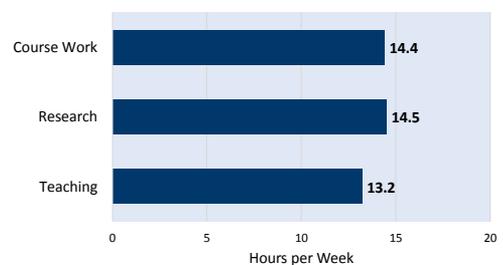
Who are your primary audiences for this information?

How can you encourage use of results for change?

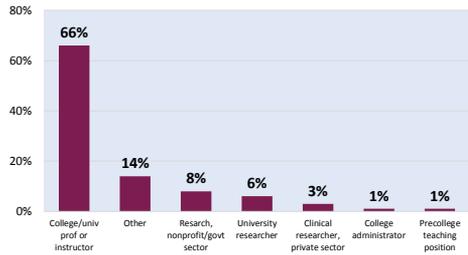
FSSE-G Findings

- 2014-2015 administrations of FSSE-G
- 12 research institutions
- 2967 graduate students who teach
- 40% lower-division
32% upper-division
- 28% Arts & Humanities
17% Phys Sci, Math, CS
16% Social Sciences
9% Bio, Agric, Nat Res
- 45% Course instructor
25% Lab instructor
32% Lecture/discussion instructor
23% Reader/grader

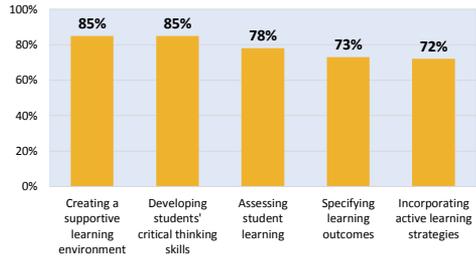
FSSE-G Findings: Time Allocation



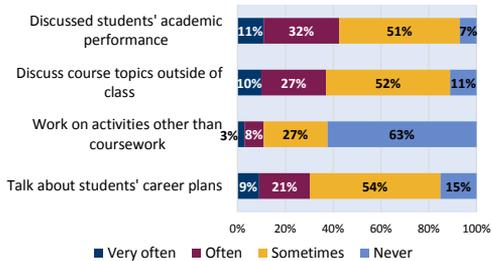
FSSE-G Findings: Occupational Goals



FSSE-G Findings: Values (Very Important or Important) for Assistance



FSSE-G Findings: Frequency of Student-Instructor Interaction



FSSE-G at IUB

- In 2015 at Indiana University Bloomington's Center for Innovative Teaching and Learning, graduate students, teaching supervisors, and faculty developers met to discuss teaching development issues for diverse graduate students who teach (associate instructors)
- Results from FSSE-G were examined, looking at how time allocation, values for assistance, and participation in professional development activities varied by demographics
- Discussion of results focused on developing a context for experiences and enhancing mentoring and professional development that is attentive to the teaching concerns of diverse graduate students

Discussion

How could your institution benefit from paying attention to this type of information about graduate students who teach?

What other kinds of information about graduate students would be useful on your campus?

Is your institution collecting any of this kind of information about graduate students?
Why or why not?

Questions or final thoughts?

Thank you for joining us!

Presentation and more information about FSSE at fsse.iub.edu

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