

Doctoral Exit Survey Subgroup Update for the AAUDE Annual Meeting 2017

Over the past year, our subgroup has reviewed the AAUDE Doctoral Exit Survey and identified four key areas that we propose to edit. Those four changes are detailed below.

Our next steps are to survey the larger Graduate Student Data Working Group, the AGS Deans, and the AAUDE membership about these changes.

First change:

Standardizing response options for satisfaction items.

The current survey includes a number of items in which respondents rate their satisfaction or dissatisfaction with aspects of the program. The items do not all use the same response options, making comparisons across types of satisfaction difficult, and some include an N/A option while others do not. Several use a 1-5 response scale, in which 1 is least positive and 5 is most positive. We propose changing all such items to this type of scale and adding an instruction to leave blank if not applicable. The items and proposed changes are displayed on the following pages.



Doc Exit revisions: harmonize satisfaction scales

Status Quo - No Changes proposed
5-point scale, negative to positive

Please rate your overall satisfaction with each of the following:

	Poor	Fair	Good	Very good	Excellent
Your academic experience at this university	<input type="radio"/>				
Your student life experience at this university	<input type="radio"/>				
Your overall experience at this university	<input type="radio"/>				

Change proposed: drop N/A

Please rate the adequacy of support you were provided during your doctoral education and dissertation research in the following areas:

	Poor	Fair	Good	Very Good	Excellent	PROPOSED DELETION N/A
Financial support	<input type="radio"/>					
Information technology (IT) resources	<input type="radio"/>					
Your personal work space (e.g., desk or office)	<input type="radio"/>					
Library and electronic research resources	<input type="radio"/>					
Laboratory, clinical, studio or other physical facilities	<input type="radio"/>					

Change Proposed: Add scale point, drop N/A

How helpful was the advice you received from your dissertation/thesis advisor in each of these areas?

	Not at all helpful	Not very helpful	Somewhat helpful	NEW SCALE POINT Fairly helpful	Very helpful	PROPOSED DELETION N/A - I did not receive advice on this
Selection of a dissertation topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your dissertation research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and revising your dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonacademic career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search for employment or training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Change Proposed: Add two scale points, reverse scale direction, drop N/A

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

	STATUS QUO					PROPOSED SCALE			
	Not an obstacle	A minor obstacle	A major obstacle	Not applicable	Very severe obstacle	Moderately severe obstacle	Moderate obstacle	Minor obstacle	Not an obstacle
Work/financial commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Family obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Availability of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Program structure or requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Course scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Immigration laws or regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					
Other (please identify) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>					

>> Next

Second change:

Deleting uninformative items on satisfaction with 2nd mentor advice and timeliness of advisor and 2nd mentor advice.

In addition to satisfaction with main advisor's advice in 6 areas, the current survey includes 6 questions about satisfaction with a 2nd mentor's advice, 6 questions about timeliness of advisor advice, and 6 questions about the timeliness of the 2nd mentor's advice. We have found the timeliness questions and the 2nd mentor questions not useful for peer comparisons and suggest deleting them from the shared data, with the understanding that institutions may choose to retain them for internal use. These items and proposed changes are displayed on the following pages.



Doc Exit Revisions: Streamline faculty advisor questions

Faculty Mentoring and Advising

Status Quo: Keep

How helpful was the advice you received from your dissertation/thesis advisor in each of these areas?

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful	N/A - I did not receive advice on this
Selection of a dissertation topic	<input type="radio"/>				
Your dissertation research	<input type="radio"/>				
Writing and revising your dissertation	<input type="radio"/>				
Academic career options	<input type="radio"/>				
Nonacademic career options	<input type="radio"/>				
Search for employment or training	<input type="radio"/>				

Change proposed: delete

How timely was the advice you received from your dissertation/thesis advisor in each of these areas?

	Not at all timely	Not very timely	Somewhat timely	Very timely	N/A - I did not receive advice on this
Selection of a dissertation topic	<input type="radio"/>				
Your dissertation research	<input type="radio"/>				
Writing and revising your dissertation	<input type="radio"/>				
Academic career options	<input type="radio"/>				
Nonacademic career options	<input type="radio"/>				
Search for employment or training	<input type="radio"/>				

Change proposed: delete

Was there another faculty member whom you considered to be a mentor (i.e., a faculty member who gave you advice about your education, career development, or other matters of concern to you as a graduate student)?

- Yes
 No

Change proposed: delete

If "yes", was the faculty member in your program/department? [SHOW ONLY IF ANSWERED YES TO mentor QUESTION]

- Yes
 No
 Not applicable

Change proposed: delete

How helpful was the advice you received from your mentor in each of these areas? [SHOW ONLY IF ANSWERED YES TO mentor QUESTION]

	Not at all helpful	Not very helpful	Somewhat helpful	Very helpful	N/A - I did not receive advice on this
Selection of a dissertation topic	<input type="radio"/>				
Your dissertation research	<input type="radio"/>				
Writing and revising your dissertation	<input type="radio"/>				
Academic career options	<input type="radio"/>				
Nonacademic career options	<input type="radio"/>				
Search for employment or training	<input type="radio"/>				

Change proposed: delete

How timely was the advice you received from your mentor in each of these areas? [SHOW ONLY IF ANSWERED YES TO mentor QUESTION]

	Not at all timely	Not very timely	Somewhat timely	Very timely	N/A - I did not receive advice on this
Selection of a dissertation topic	<input type="radio"/>				
Your dissertation research	<input type="radio"/>				
Writing and revising your dissertation	<input type="radio"/>				
Academic career options	<input type="radio"/>				
Nonacademic career options	<input type="radio"/>				
Search for employment or training	<input type="radio"/>				

Third change:

Converting response scale for number of publications from categorical to continuous.

The current survey includes 2 questions on number of works published and number of works in review. The current response options are to choose a number from 0 to 9 or "10 or more." The categorical response format limits the analysis options, and some programs where students often have >10 publications would like more specificity. We propose changing the response to a single number entered into a box (0-99). The items and proposed changes are displayed on the following pages.



Doc Exit Revisions: expand range for publication questions

Status Quo: propose to replace with item below

Based on research conducted while you were a graduate student, how many scholarly works that have been published or accepted for publication (e.g., peer reviewed articles, books, book chapters, conference proceedings) have you authored or co-authored?

Proposed Replacement: allows typed integer between 0-99

Based on research conducted while you were a graduate student, how many scholarly works that have been published or accepted for publication (e.g., peer reviewed articles, books, book chapters, conference proceedings) have you authored or co-authored? (please enter a whole number between 0 and 99)

Status Quo: propose to replace with item below

How many others are currently under review?

Proposed Replacement: allows typed integer between 0-99

How many others are currently under review? (please enter a whole number between 0 and 99)

>> Next

Fourth change:

Expanding scope and detail of “first-destination” career outcomes questions.

The current survey includes two questions on the respondents' post-graduation employment plans that are shown only to those who say they will be employed after graduation. The first question asks if the position is a postdoc or not. The second question asks for type of employer, with categories that have some detail for education and government work, but no detail on private-sector employers. We propose expanding this section by 1) expanding the categories of employer type to cover a broader swath of non-academic employers, 2) asking for occupation in addition to employer type in order to determine the type of work the respondent will be doing, and 3) adding an open-text question for job title. The proposed changes are displayed on the following pages.

Q1.

Status Quo, no proposed changes

What is the status of your postgraduate plans (in the next year)? Mark one.

Working

Returning to, or continuing in, predoctoral employment

Have signed contract or made definite commitment for a "postdoc" or other work

Seeking Work

Negotiating with one or more specific organizations

Seeking position but have no specific prospects

Other Plans

Other full-time degree program (e.g., MD, DDS, JD, MBA, etc.)

Do not plan to work or study (e.g., family commitments, etc.)

Other - Specify:

Q2. *Status Quo, Only asked if they choose any of the first four options in Q1*

What best describes your postgraduate plans (within the next year)? Mark one.

"Postdoc" or further training

Employment

Q3. *Possible alternative to Q2:*

Do your plans for next year involve a postdoc or faculty position?

Yes, postdoc

Yes, faculty

No

Q4. *Status Quo, propose to change to dropdown in Q5*

What one type of principal employer will you be working for (or training with) in the next year?

Education

U.S. 4-year college or university other than medical school

U.S. medical school (including university-affiliated hospital or medical center)

U.S. university-affiliated research institute

U.S. preschool, elementary, middle, secondary school or school system

U.S. community or two-year college

Foreign educational institution

Government

U.S. local government

U.S. state government

U.S. federal government

Foreign government

Private sector (other than educational institution)

Industry (for-profit)

Not-for-profit organization

Other

Self-employed

Other – Specify:

Q5. [New question, replacement for Q4](#)

Please select the industry that best describes your employer.

First select your broad industry group, then your specific industry.

Industry Group

Industry

Q6.

[New question](#)

What is your job title? (Examples: English Professor; Market Analyst; High School Teacher; Postdoctoral Fellow)

Q7. [New question](#)

Whether or not you are currently employed, what is your principal occupation?

First select your broad occupational group, then your specific occupation.

Occupation Group

Occupation

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