

2018 TEMPLE UNIVERSITY GRADUATE STUDENT SURVEY

Background and Design

The Temple University Graduate Student Survey (GSS) was administered for the second time in spring 2018. The GSS is similar to the undergraduate Temple University Student Questionnaire (TUSQ) in that it is designed to measure students' perceptions and experiences while at Temple. Unlike the TUSQ, which is administered every 3 years, the GSS is administered every 2 years in order to ensure that we gather the perceptions of graduate students enrolled in 2-year programs. In fall 2018, the Temple University Survey Coordinating Committee (TUSCC) reviewed and updated the 2016 version of the GSS. The 2018 GSS measures graduate students' satisfaction across the following areas: Academic Programs, Funding, Student Services, Student Experience, Reasons for Enrolling at Temple, Challenges, Advising and Mentoring, Post-Graduation plans, and Online/Hybrid Experience (added for 2018).

The majority of GSS items are based on four-point scales used to measure either satisfaction, agreement, importance, or level of challenge ratings where:

- 4 = "Very Satisfied" / "Strongly Agree" / "Very Important" / or "Significant Challenge"
- 3 = "Somewhat Satisfied" / "Somewhat Agree" / "Moderately Important" / or "Moderate Challenge"
- 2 = "Somewhat Dissatisfied" / "Somewhat Disagree" / "Slightly Important" / or "Minor Challenge"
- 1 = "Very Dissatisfied" / "Strongly Disagree" / "Not Important" / or "No Challenge"

The survey also includes response options of "Frequently," "Occasionally" and "Never" for questions related to use of offices and departments and response options of "Always", "Sometimes", "Rarely", and "Never" for items concerning online or hybrid experiences. The GSS also includes two open-ended questions pertaining to overall improvement of the graduate experience at Temple.

Administration

An initial email inviting graduate students to participate in the survey was sent on March 14, 2018. Reminder emails were sent on March 19th, 23rd, and 30th. Messages on TUportal were also set up for students as an additional reminder. Only graduate students enrolled on the main campus were invited to participate. Additionally, invitations were not extended to students enrolled in professional schools or the executive MBA program, as their experiences are thought to differ from the rest of the graduate population¹. Due to respective program models, 4,444 graduate students were invited to complete the survey, of which 1,473 completed the survey, for a response rate of 33.1%. Participants were offered the incentive of being entered into a random drawing for one of ten \$100 VISA gift cards.

Data Processing and Analyses

Survey data were weighted by gender, ethnicity, degree type (doctoral or masters), and school/college so that the final data set more closely resembled the characteristics of the entire graduate population.

¹ Note: Executive MBA Students did not participate in the 2016 or 2018 administration and were excluded solely on basis of program format and location.

Executive Summary

Overall Satisfaction

The Graduate Student Survey (GSS) was completed by 529 doctoral and 944 master's degree-seeking students. In general, respondents indicate high satisfaction for the majority of the areas examined by the GSS. Overall, the average satisfaction and agreement ratings were typically between 3 and 4 on a 4-point scale where 3="Somewhat Satisfied"/"Somewhat Agree" and 4="Very Satisfied"/"Strongly Agree". Graduate student satisfaction was very high for five summary items used to measure the extent to which students felt satisfied with their overall experience at Temple:

- 88% agreed that their experience at Temple has been positive
- 87% said they would enroll in their same program of study again and were satisfied with the overall quality of education received at Temple
- 85% said they would enroll at Temple again and that they feel like they belong at Temple
- In general, doctoral degree students were slightly more satisfied with these areas than master's students were.

Online/Hybrid Experience

In the updated version of the GSS, a new section concerning the experiences of online or hybrid student experience was included. Twenty-seven percent of all respondents' indicated they were in a fully online or hybrid program. Of those, 12% were doctoral students and 88% were master's students. Overall, 90% of those who indicated they were in an online or hybrid program report satisfaction with their online or hybrid experience. Master's students report slightly more satisfaction with their online or hybrid experience when compared to doctoral students.

Advising

The majority (82%) of respondents say that they had either an advisor or a mentor. Respondents with an advisor who is also considered their mentor are the most satisfied in terms of overall relationship with their advisor/mentor and availability of their advisor/mentor. Master's students who indicate they have an advisor (who is not considered a mentor) are slightly more satisfied than doctoral students who indicate they have an advisor who is not a mentor. In terms of availability of support for professional development, doctoral students report higher agreement ratings than master's students.

Post-Graduate Plans

Post-graduate plan items received among the lowest agreement ratings of all GSS items. Additionally, when compared to results of the 2016 GSS administration, there were statistically significant declines in the average ratings of "I plan to pursue a position in a field related to my discipline after graduation", "I plan to pursue a career in academia after graduation", and "I plan to pursue a research post-doctoral position after graduation." There was, however, a significant increase in the rating average for "I plan to pursue a position in industry after graduation."

Student Experience

Compared to respondents of the 2016 administration, 2018 respondents report higher satisfaction and agreement ratings for items related to student experience. Specifically, there are statistically significant increases in the average agreement ratings for "The diversity of Temple's faculty has enhanced my educational experience", "I am satisfied with the quality of interaction with administrative staff/personnel", and "I feel like I belong at Temple." Additionally, there are statistically significant increases in the average satisfaction ratings for "Fitness and recreation", "Diversity among graduate student body", and "Security and safety on campus."

TABLE OF CONTENTS

Overall Satisfaction.....	4
Academic Program.....	7
Funding.....	11
Student Services	13
Student Experience.....	21
Reasons for Enrolling at Temple.....	24
Challenges Impacting Graduate Study.....	26
Advising and Mentoring.....	29
Post-Graduation Plans.....	38
Online/Hybrid Experience.....	40
Brief GSS and TUSQ Comparison.....	42
Open Ended Comments	43

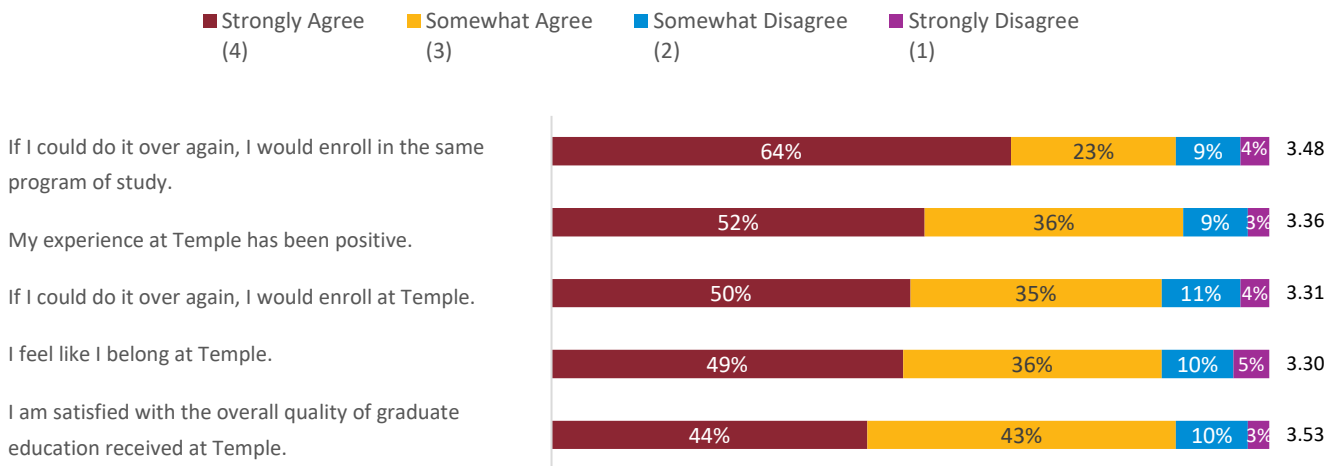
List of Appendices:

- Appendix A. Survey Instrument
- Appendix B. Surveys Sent, Surveys Returned and Surveys Returned
Adjusted for Population Characteristics
- Appendix C. Overall Results, Means and Frequencies
- Appendix D. 2018 GSS and 2016 GSS Comparison
- Appendix E. 2018 GSS and 2018 TUSQ Data Comparison
- Appendix F. Overall Results, Means, and Frequencies of Doctoral Students Only
- Appendix G. Overall Results, Means, and Frequencies of Master’s Students Only
- Appendix H. Overall Results, Means, and Frequencies of International Students Only

OVERALL SATISFACTION

Five “summary” items on the GSS measured overall graduate student satisfaction. According to the summary items, respondents of the GSS were very pleased with their Temple experience. Eighty-eight percent of respondents agree that their experience at Temple has been positive and 87% say they would enroll in the same program of study again. Eighty-seven percent were satisfied with the overall quality of education received at Temple and 85% feel like they belong at Temple and would enroll at Temple again.

How much do you agree with the following?



A notable significant difference compared to respondents of the 2016 GSS administration is that 6% more respondents in 2018 reporting feeling that they belong at Temple. Note the wording of this item changed from “I feel a sense of belonging here at Temple” in 2016 to “I feel like I belong at Temple” in 2018.

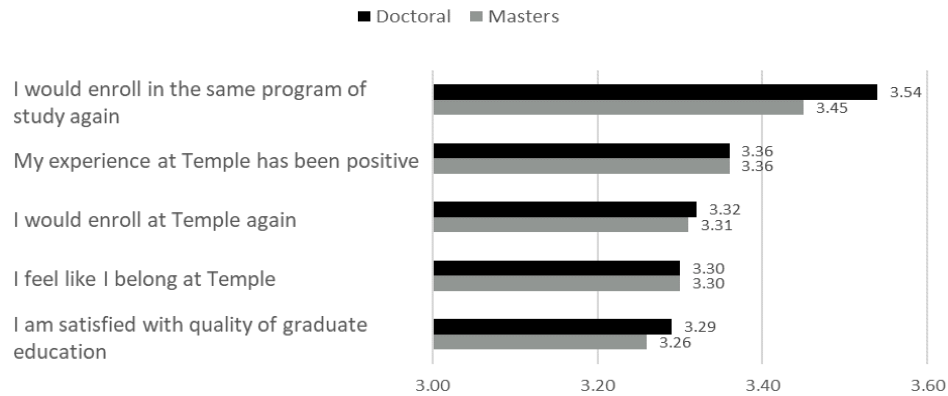
The top five items that graduate students were most satisfied with centered on advisors and mentors. Specifically, graduate students who have an advisor who is also their mentor are the most satisfied overall. Respondents expressed the least satisfaction for questions that asked about receiving encouragement and support to apply for grants, receiving encouragement and support to publish in scholarly journals, and receiving support for making presentations at conferences.

Items Ranked Most Satisfied/Agreed With			Items Ranked Least Satisfied/Agreed With		
Item		Avg.	Item		Avg.
103	Advisor/mentor takes time to address questions and concerns	3.86	114	Receive support to apply for grants	2.35
101	Advisor/mentor is available when I need them	3.81	112	Receive support to publish in scholarly journals	2.45
97	Mentor takes time to address questions and concerns	3.81	113	Encouraged to apply for grants	2.50
104	Advisor/mentor provides constructive feedback	3.79	116	Receive support to make presentations	2.61
105	Satisfaction with availability of advisor/mentor	3.79	111	Encouraged to publish in scholarly journals	2.65

OVERALL SATISFACTION

DOCTORAL AND MASTERS STUDENTS

How much do you agree with the following?



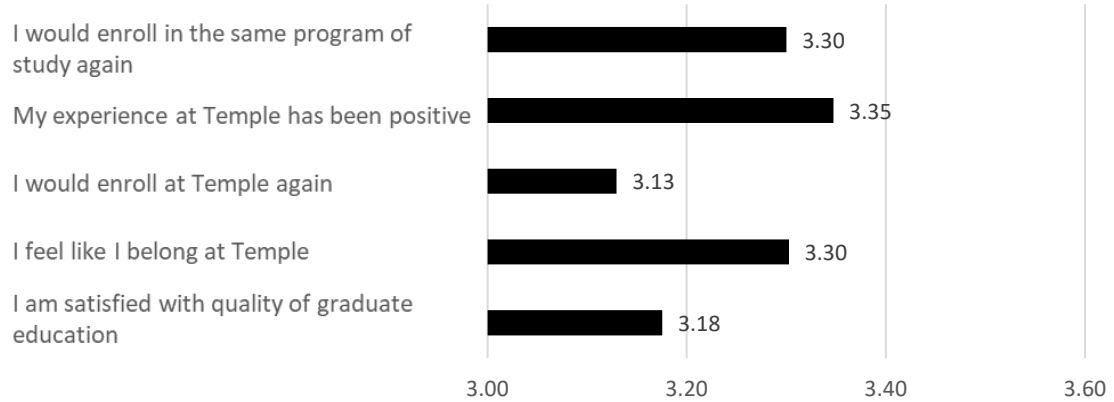
Items Ranked Most Satisfied/Agreed With					
DOCTORAL			MASTERS		
Item		Avg.	Item		Avg.
103	My advisor/mentor takes time to address my questions and concerns	3.89	97	My mentor takes time to address my questions and concerns	3.80
101	My advisor/mentor is available when I need him or her	3.85	103	My advisor/mentor takes time to address my questions and concerns	3.79
105	How satisfied are you with the availability of your advisor/mentor?	3.84	104	My advisor/mentor provides constructive feedback on my academic coursework and program progress	3.78
97	My mentor takes time to address my questions and concerns	3.82	106	How satisfied are you with the overall relationship with your advisor/mentor?	3.76
100	How satisfied are you with the overall relationship with your mentor?	3.80	98	My mentor provides constructive feedback on my academic coursework and program progress	3.72

Items Ranked Least Satisfied/Agreed With					
DOCTORAL			MASTERS		
Item		Avg.	Item		Avg.
114	I receive the support I need to apply for grants	2.74	112	I receive the support I need to publish in scholarly journals	2.13
43	Parking and Transportation	2.89	114	I receive the support I need to apply for grants	2.13
39	Student Financial Services	2.90	111	I am encouraged to publish in scholarly journals	2.20
62	Relationships with graduate students in other programs	2.95	113	I am encouraged to apply for grants	2.23
113	I am encouraged to apply for grants	2.97	116	I receive the support I need to make presentations at professional conferences	2.30

OVERALL SATISFACTION

INTERNATIONAL STUDENTS

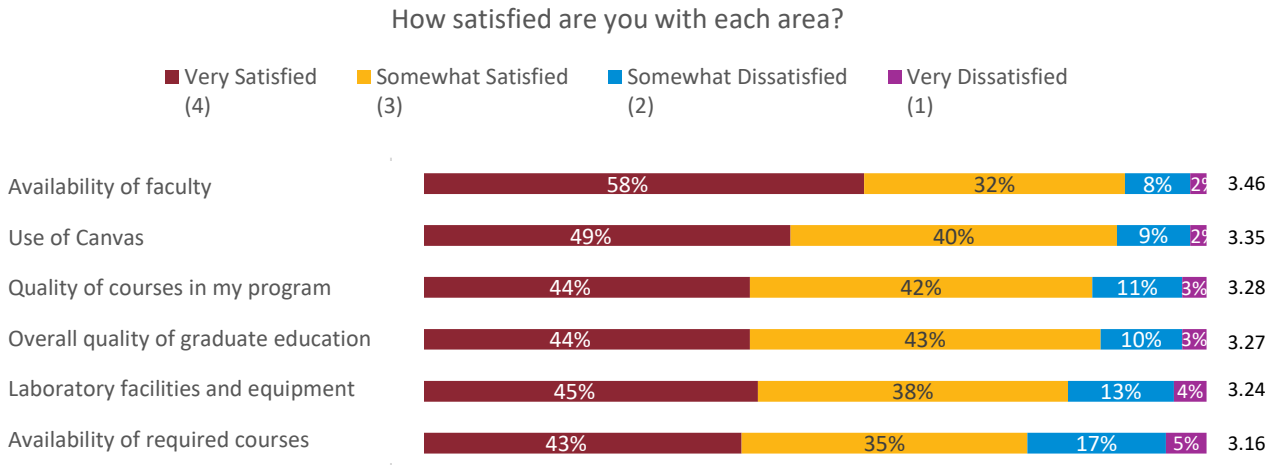
How much do you agree with the following?



INTERNATIONAL STUDENTS					
Items Ranked Most Satisfied/Agreed With and Least Satisfied/Agreed With					
Items Ranked Most Satisfied/Agreed With			Items Least Satisfied/Agreed With		
Item		Avg.	Item		Avg.
101	My advisor/mentor is available when I need him or her	3.92	114	I receive the support I need to apply for grants	2.84
103	My advisor/mentor takes time to address my questions and concerns	3.89	33	I am satisfied with the career guidance I have been provided by my school/college Career Center	2.96
97	My mentor takes time to address my questions and concerns	3.86	113	I am encouraged to apply for grants	2.97
100	How satisfied are you with the overall relationship with your mentor?	3.84	2	Availability of required courses	3.01
105	How satisfied are you with the availability of your advisor/mentor?	3.82	43	Parking and Transportation	3.02

ACADEMIC PROGRAM

Students were asked six questions related to satisfaction with their academic program. Of these items, graduate respondents are most satisfied with the availability of faculty, use of Canvas (Temple’s new learning management system), and the quality of courses in their program. Compared to respondents from the 2016 GSS administration, there is a decline in the percentage of respondents who were satisfied with the quality of courses in their program (decline of 2%), laboratory facilities and equipment (decline of 2%), and overall quality of graduate education (decline of 1%).

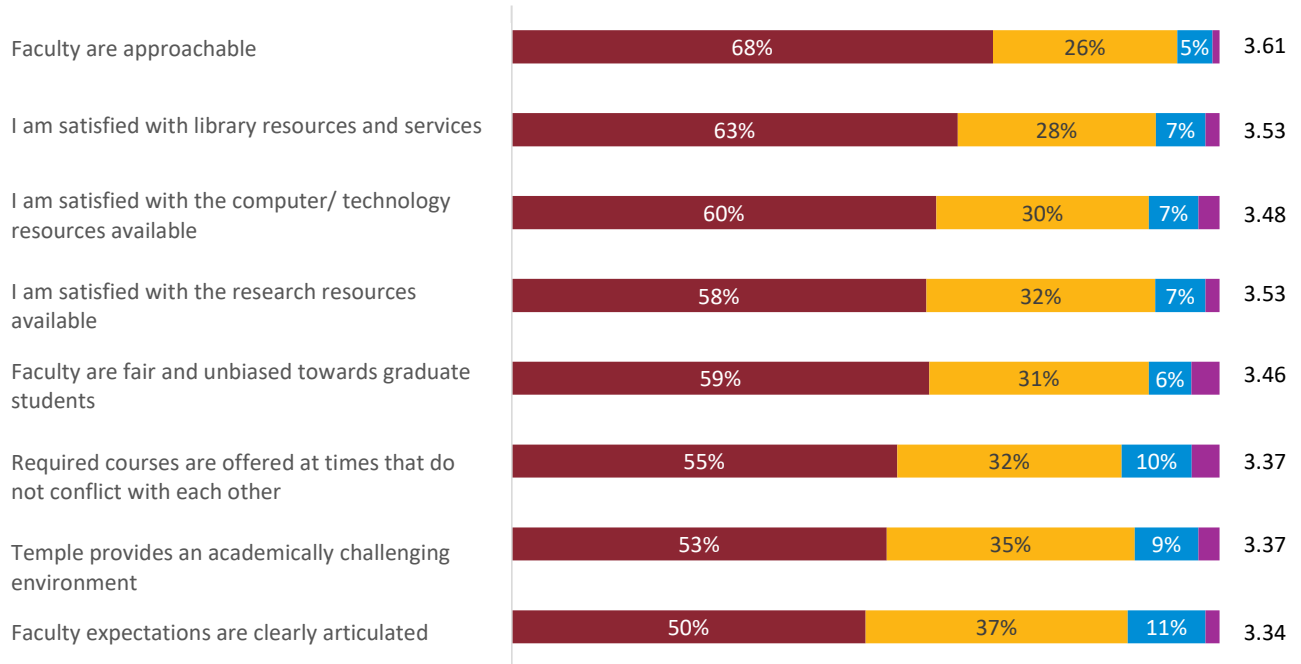


Students were also asked how much they agree with statements related to satisfaction with faculty, resources, and the schedule of courses offerings. Again, the majority of students (87%-94%) expressed satisfaction with these areas. Ninety-four percent of respondents said they agree that faculty were approachable, 91% report satisfaction with library resources and services, and 90% said they were satisfied with the computer/technology resources available. Respondents of the 2018 GSS expressed slightly more agreement with statement “Required courses are offered at times that do not conflict with each other” and expressed slightly less agreement with “Temple provides an academically challenging environment.” Additionally, less 2018 respondents (4%) agreed that faculty expectations are clearly articulated when compared to 2016 respondents.

ACADEMIC PROGRAM

How much do you agree with the following?

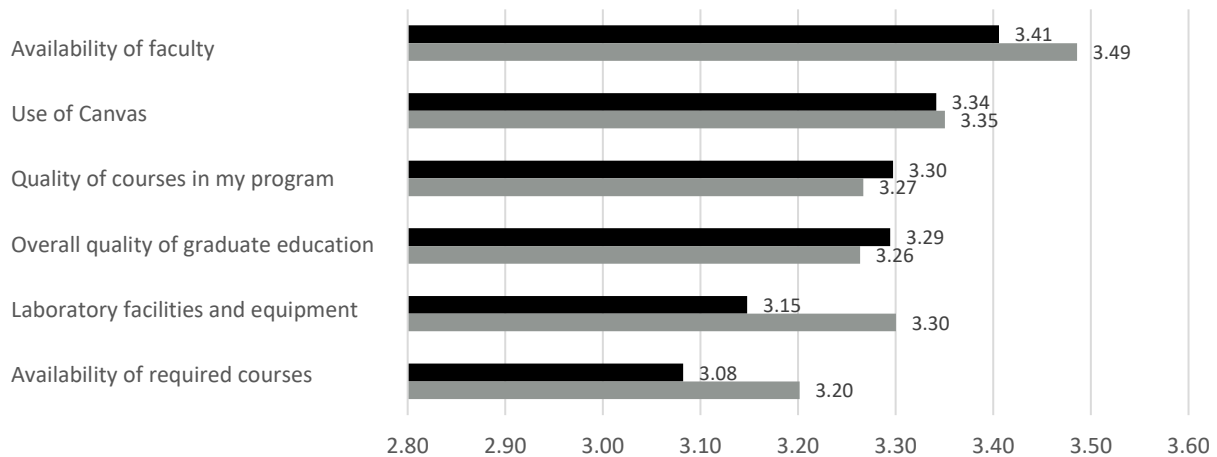
■ Strongly Agree (4)
 ■ Somewhat Agree (3)
 ■ Somewhat Disagree (2)
 ■ Strongly Disagree (1)



DOCTORAL AND MASTERS STUDENTS

How satisfied are you with each area?

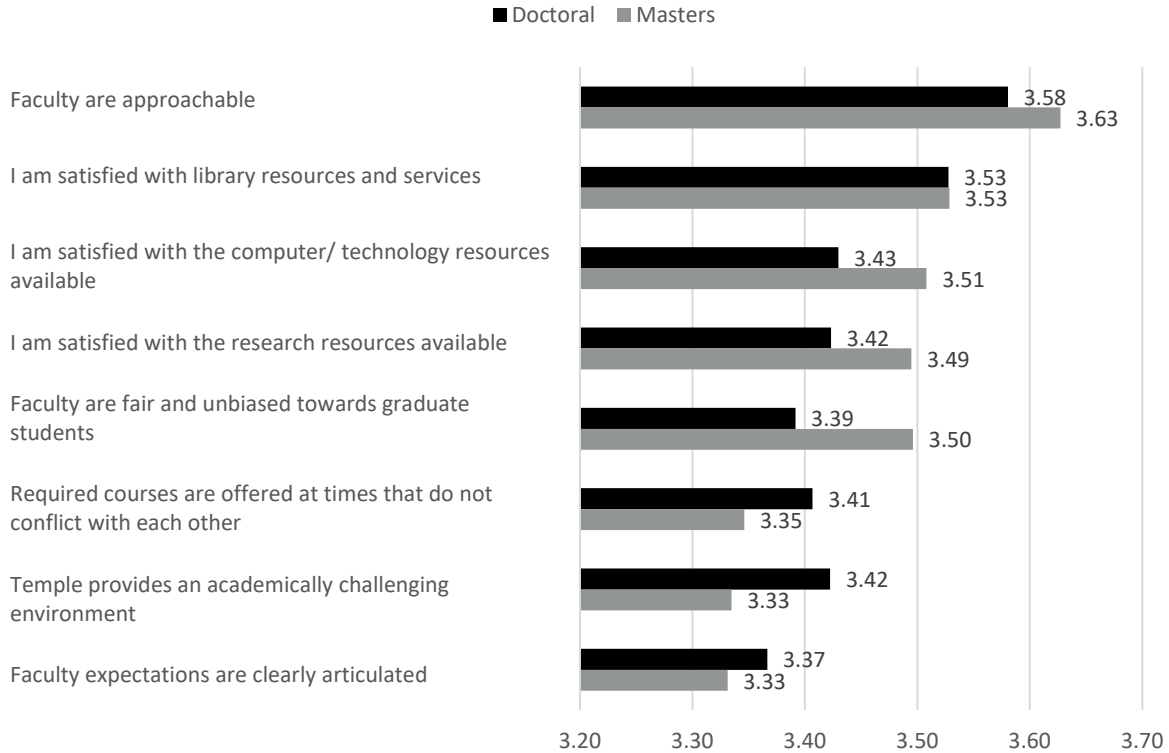
■ Doctoral
 ■ Masters



ACADEMIC PROGRAM

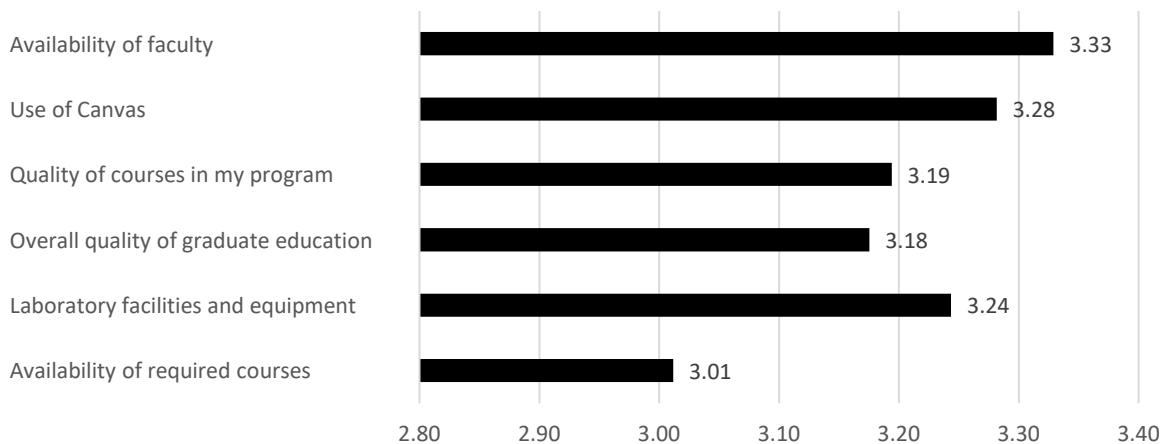
DOCTORAL AND MASTERS STUDENTS

How much do you agree with the following?



INTERNATIONAL STUDENTS

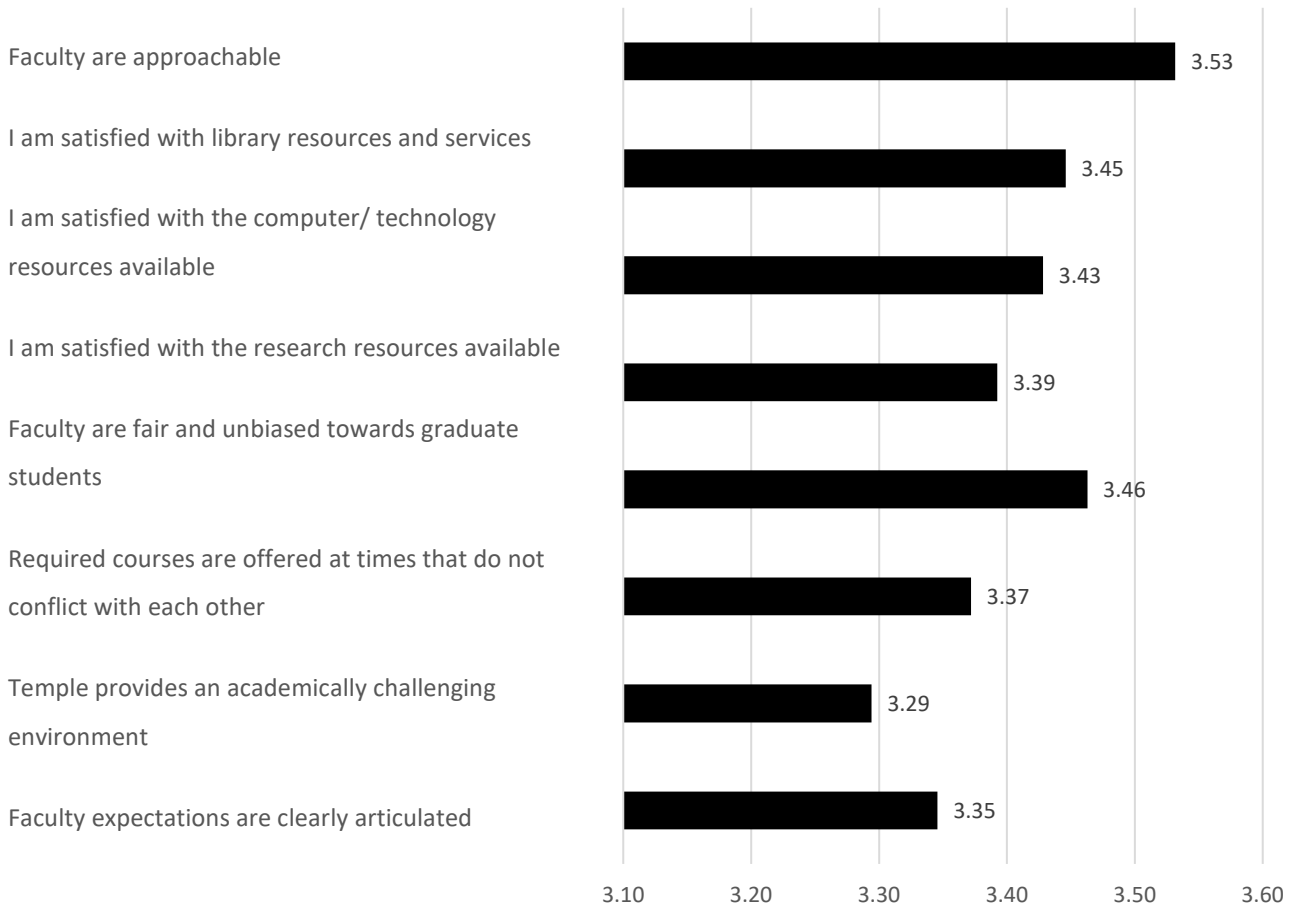
How satisfied are you with each area?



ACADEMIC PROGRAM

INTERNATIONAL STUDENTS

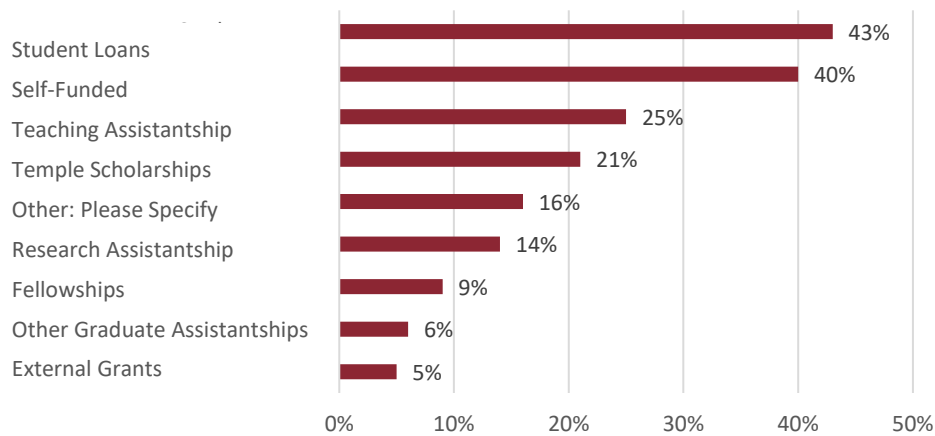
How much do you agree with the following?



FUNDING

Graduate students were asked to report on how they fund their education. Nine options were provided including an “Other” choice with a text-box option to input a description of other funding methods. Forty-three percent of participants report using student loans to finance their education, 40% report self-funding their education, and a quarter of participants report using teaching assistantships to help finance their education. Compared to 2016 GSS participants, more 2018 participants report using student loans (a difference of 6%) and slightly more 2018 participants report self-funding their education (a difference of 1%). Additionally, fewer 2018 GSS participants report using teaching assistantships to fund their education (a difference of 5%).

How are you funding your education?
Check all that apply.



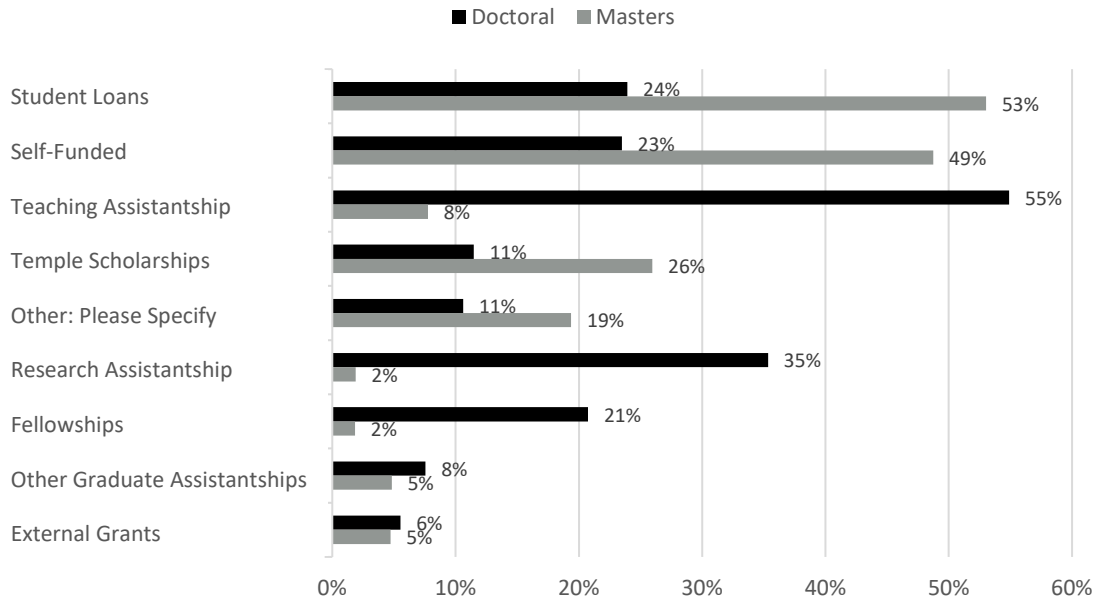
Other Methods of Funding	Count	%
Temple Employee Tuition Remission	89	39.4%
Employer's Sponsorship/Reimbursement	59	26.1%
G.I Bill	17	7.5%
Additional employment	13	5.8%
Family/ Parents	12	5.3%
Graduate student employment	8	3.5%
Outside scholarships or donation	6	2.7%
Savings/Self	5	2.2%
Special program funding	4	1.8%
Government scholarship	3	1.3%
Temple financial awards or waiver	3	1.3%
Government grants	2	0.9%
Micellaneous	2	0.9%
Government scholarship	2	0.9%
Government loan	1	0.4%

Thirty-five percent of 2018 GSS respondents report financing their education as a significant challenge to their graduate studies, an increase from the 32% that reported financing their education as a challenge in 2016. Note there was a scale change for this item in the 2018 version of the GSS.

FUNDING

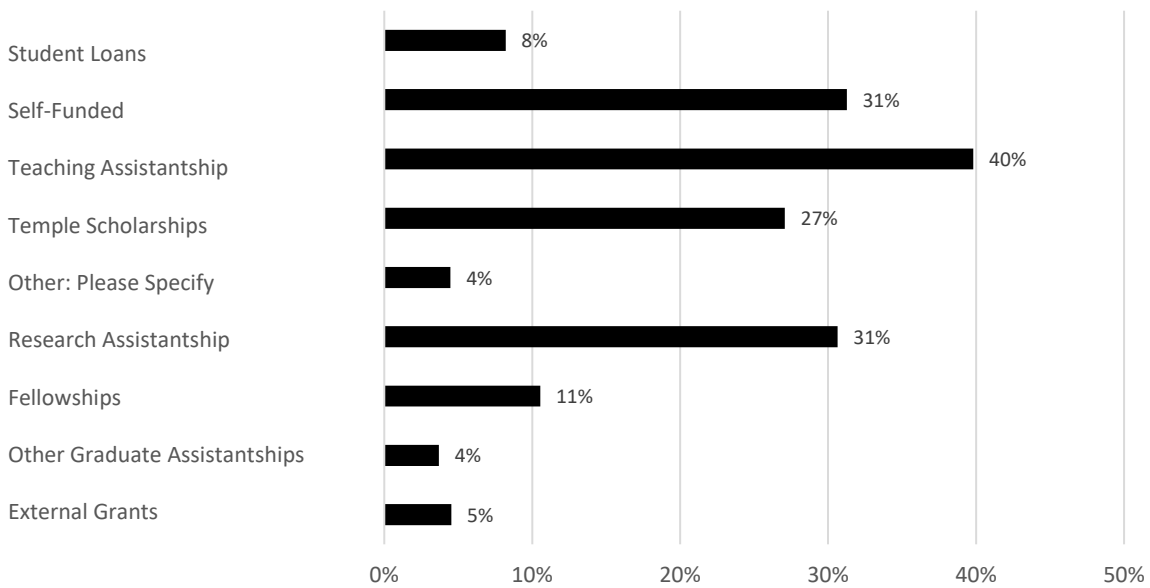
DOCTORAL AND MASTERS STUDENTS

How are you funding your education?
Check all that apply.



INTERNATIONAL STUDENTS

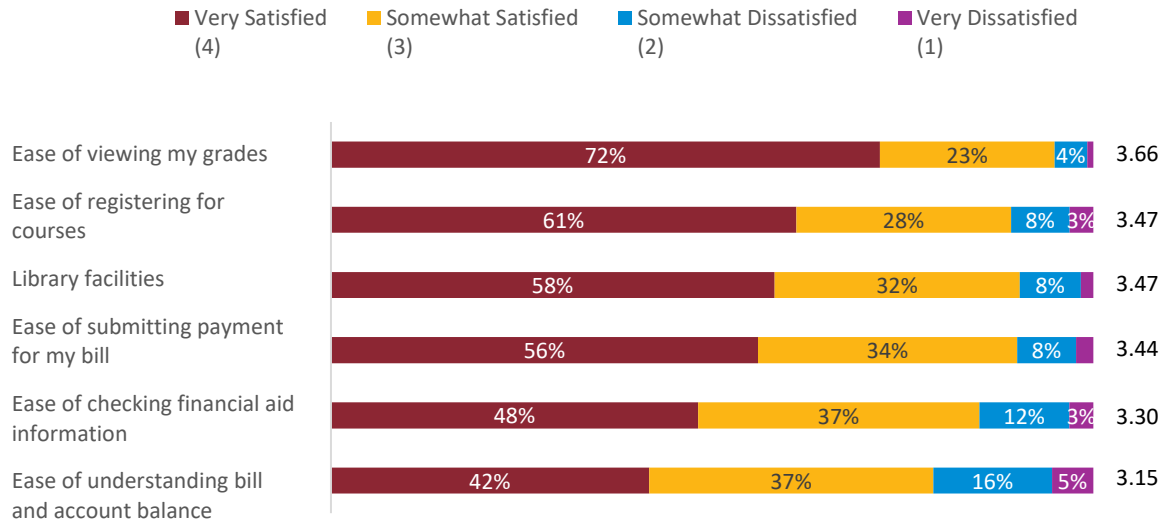
How are you funding your education?
Check all that apply.



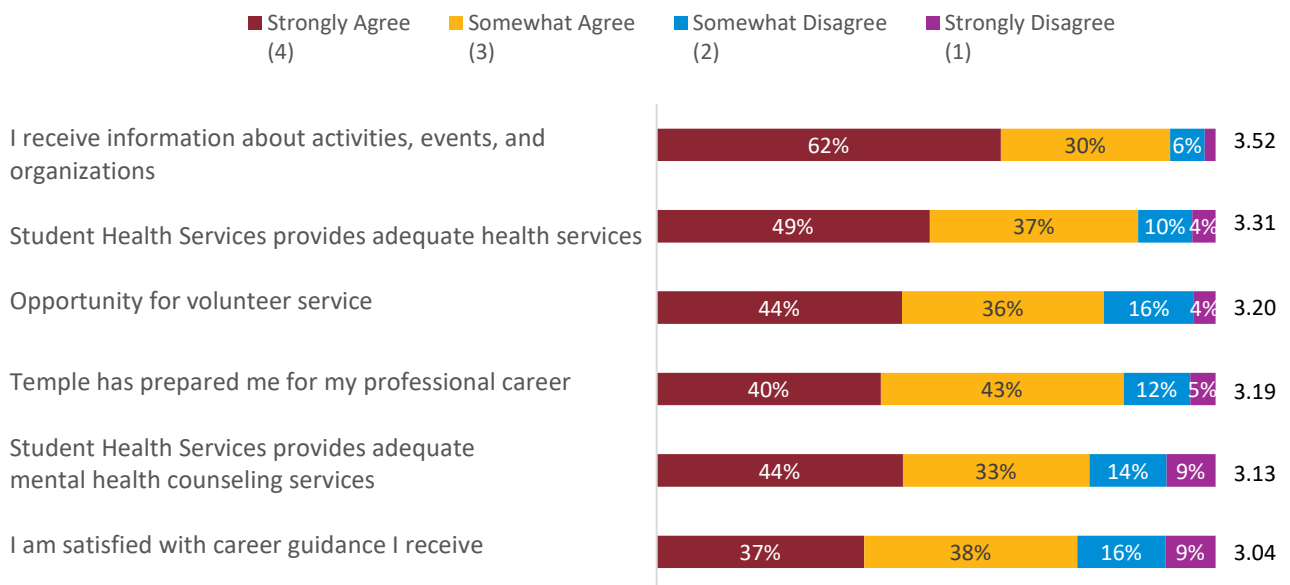
STUDENT SERVICES

Students were asked a number of questions pertaining to student services and the majority of respondents were satisfied with these services. Overall respondents are most pleased with the ease of viewing grades, receiving information about activities, events, and organizations, and registering for courses. Respondents reported less satisfaction with the career guidance they have received, mental health counseling services, and ease of understanding their bill and account balance.

How satisfied are you with the following?



How much do you agree or disagree with the following?

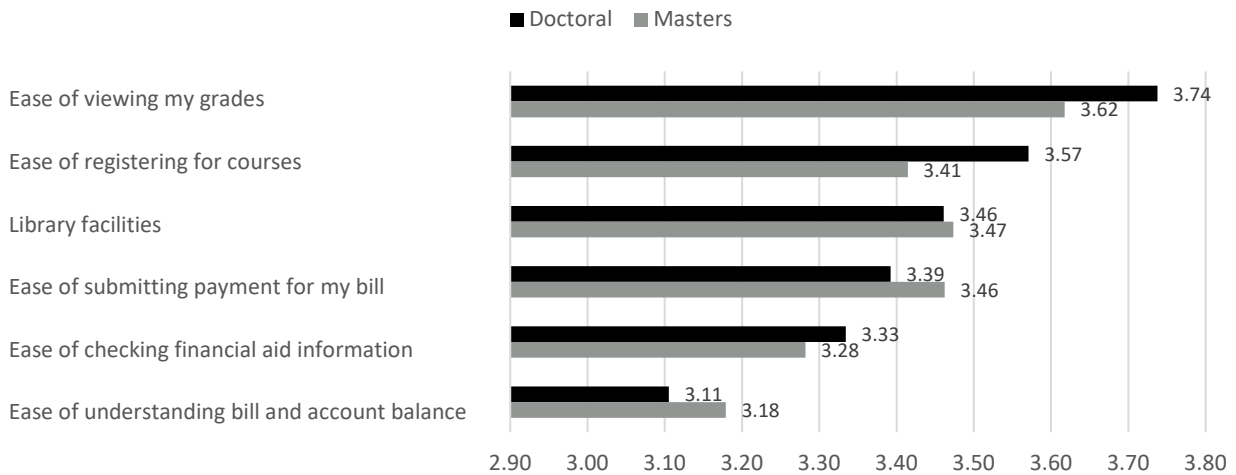


STUDENT SERVICES (cont.)

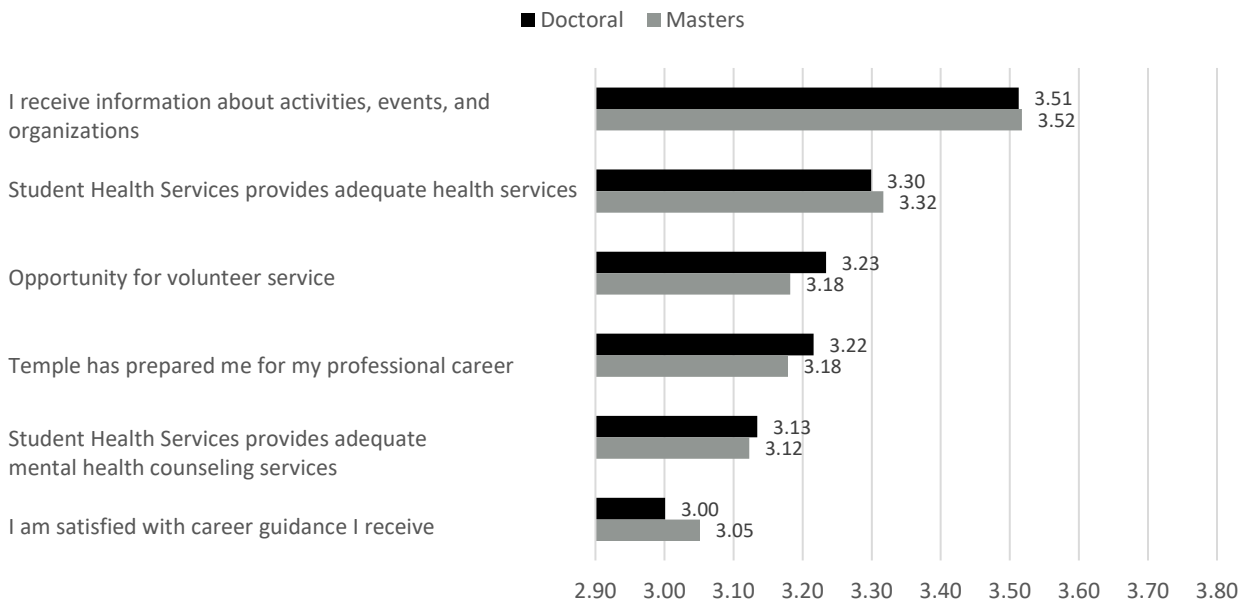
Compared to 2016 GSS respondents, there were significant differences in the average for statements “Ease of registering for courses” and “Ease of viewing my grades” where 2018 respondents were less satisfied. Additionally, there were significant differences in the average for statements “Ease of checking financial aid information”, “Opportunity for volunteer service”, and “Student Health Services provides adequate health services for graduate students” where 2018 respondents more satisfied.

DOCTORAL AND MASTERS STUDENTS

How satisfied are you with the following?



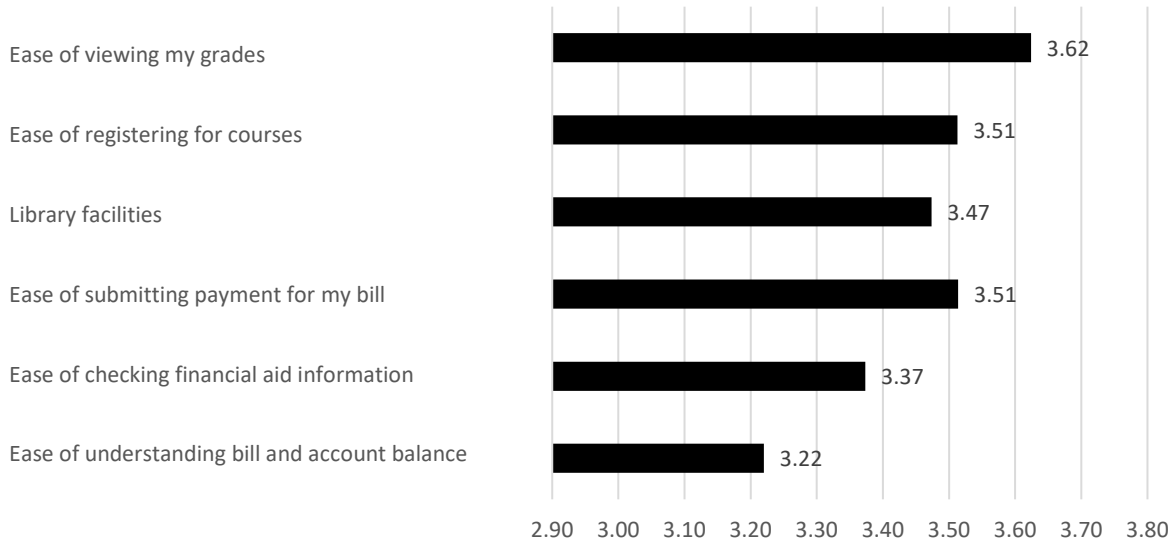
How much do you agree or disagree with the following?



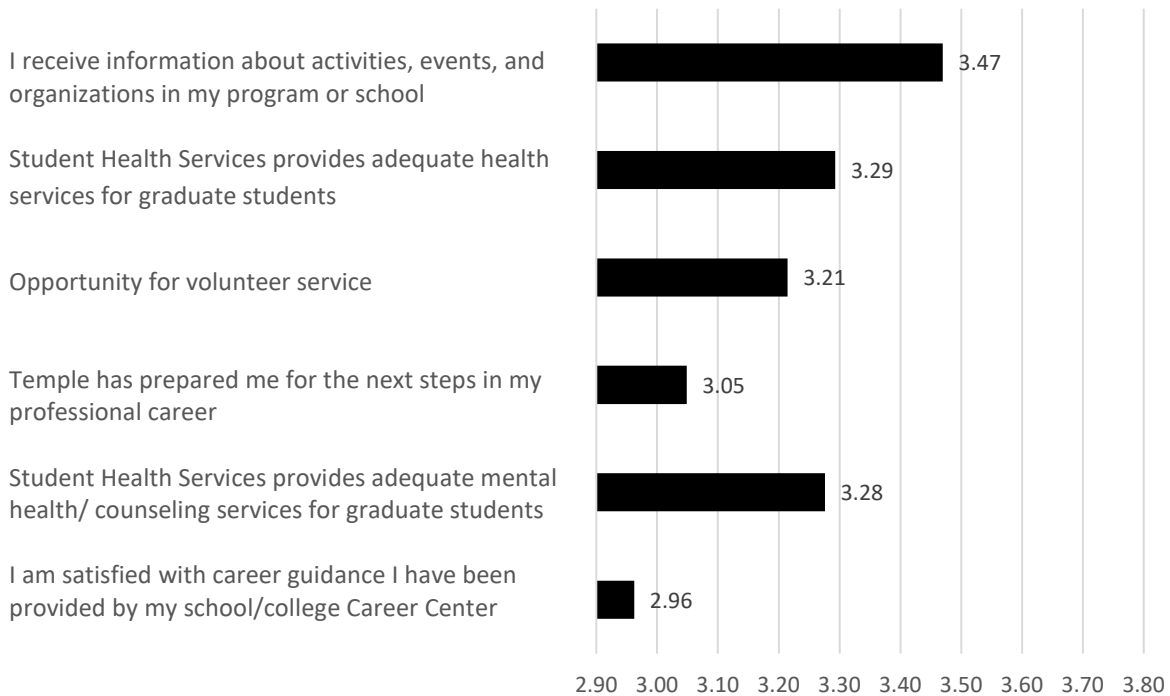
STUDENT SERVICES

INTERNATIONAL STUDENTS

How satisfied are you with the following?



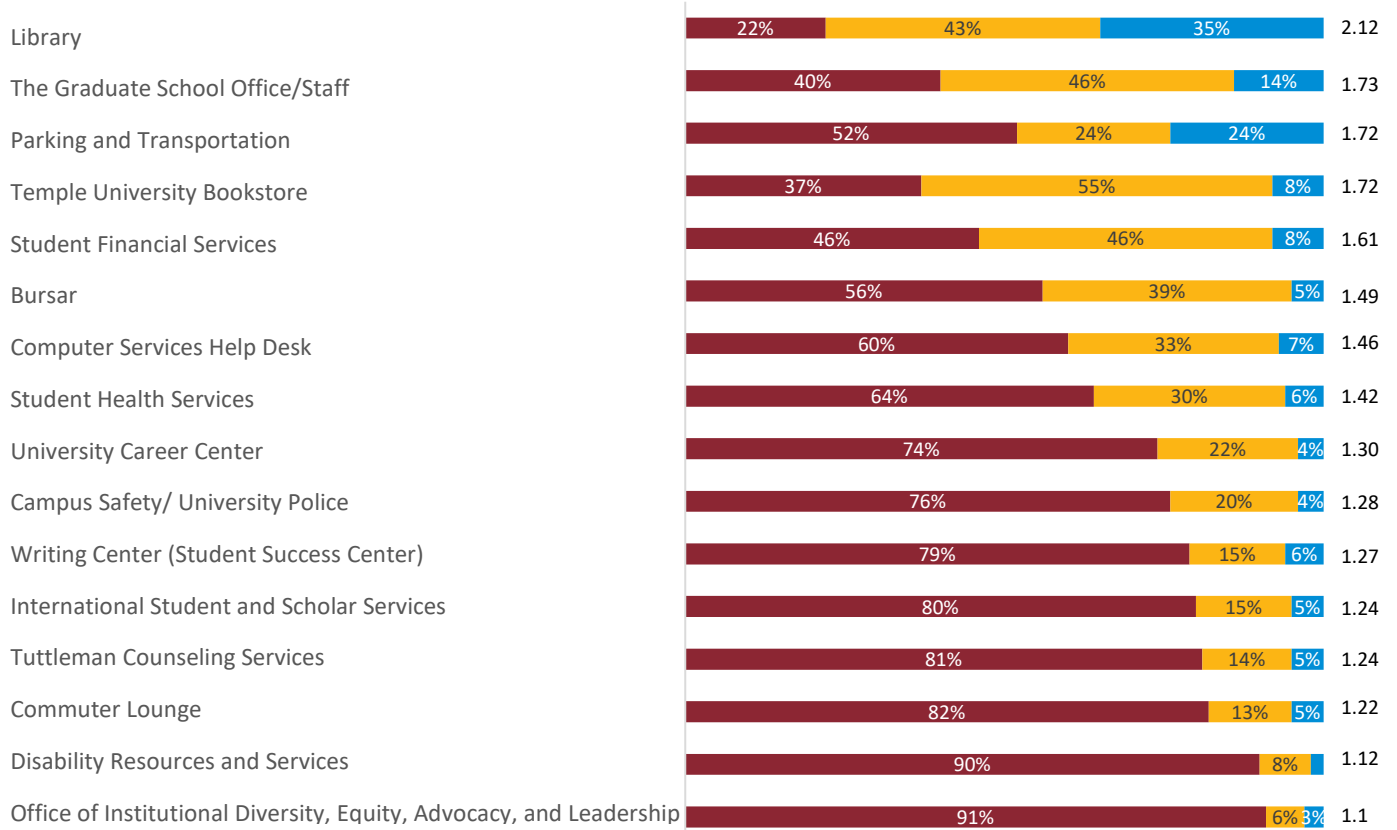
How much do you agree or disagree with the following?



STUDENT SERVICES

Participants were also asked how often they used a variety of student services offered across campus and how satisfied they were with these services. The library, Temple bookstore, and graduate school office were the most widely used, between 60% and 78% of respondents saying they used these services either occasionally or frequently. Only ten percent of respondents report using Disability Resources and Services and only 9% report using the Office of Institutional Diversity, Equity, Advocacy, and Leadership. A new item, Commuter Lounge, was included for the 2018 version of the GSS and 18% of participants reported using this space.

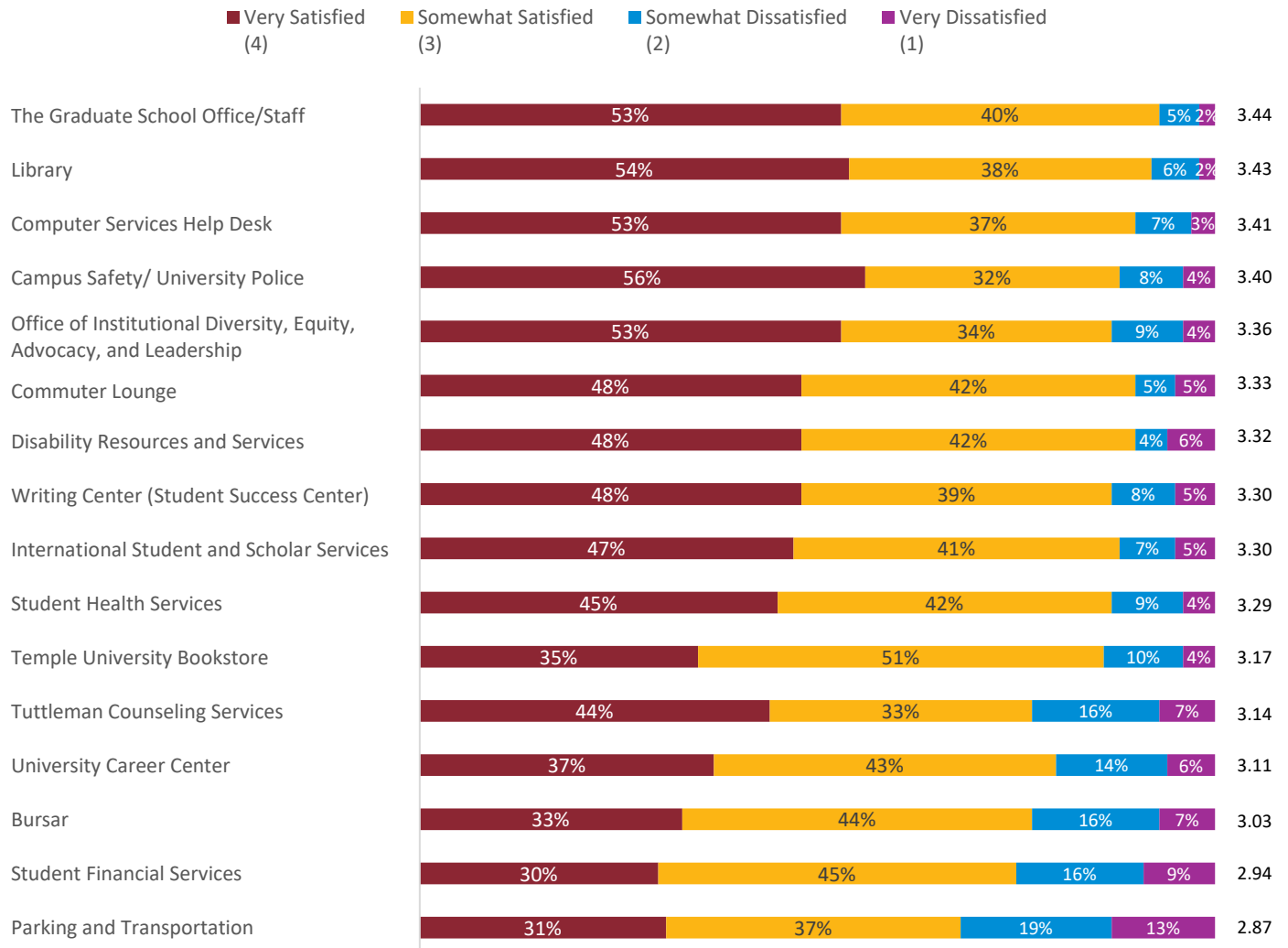
How often do you use the following?



Respondents were most satisfied with services from the Graduate School Office, the library, and Computer Services Help Desk. Students were least satisfied with Parking and Transportation and Student Financial Services. Although parking and transportation and Student Financial Services were ranked lower in satisfaction, satisfaction with these services improved significantly when compared to respondents from the 2016 GSS administration. Other areas where satisfaction improved included the Temple bookstore, graduate school office, and library.

STUDENT SERVICES

How satisfied are you with the following?

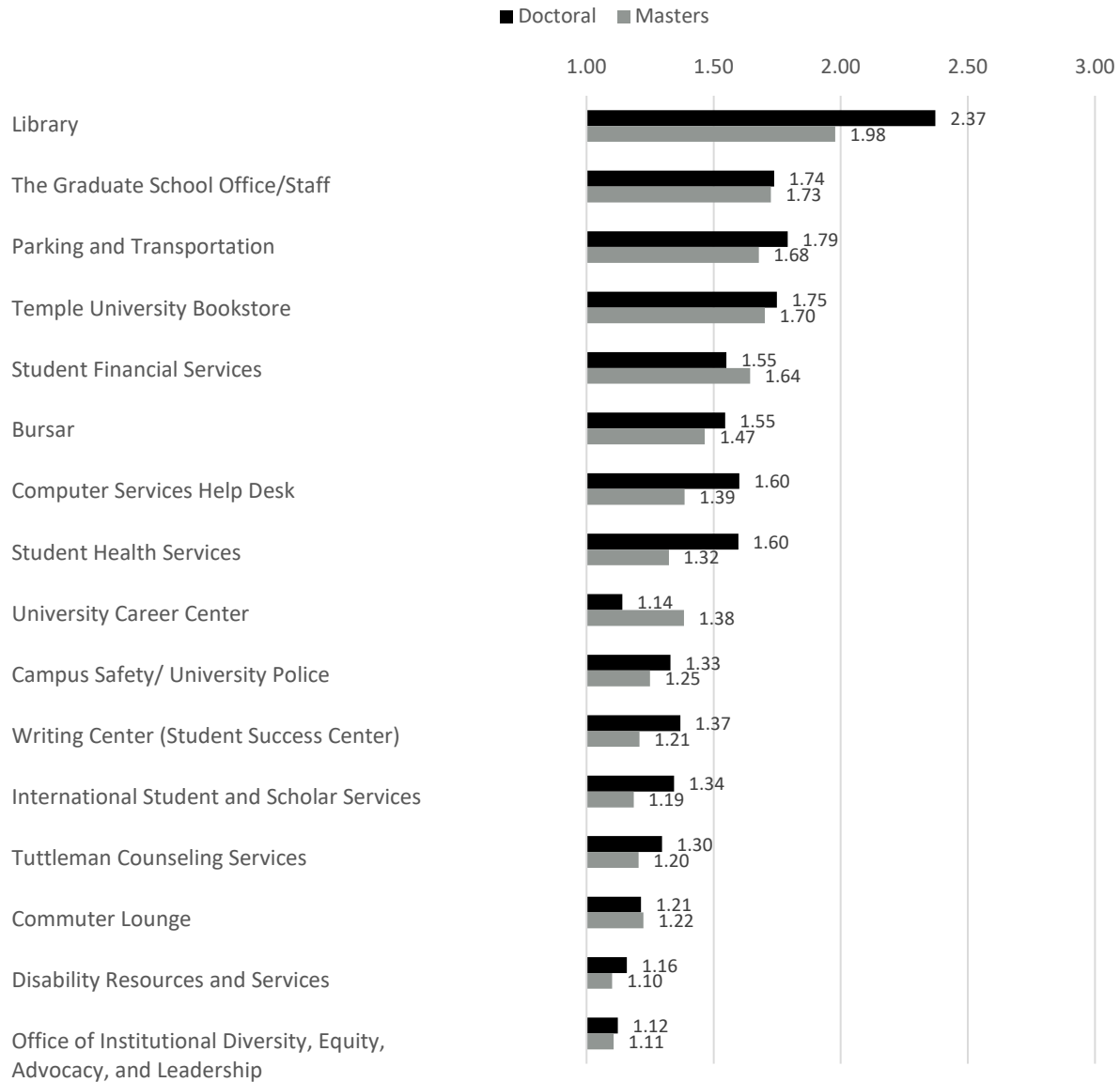


Note: This graph summarizes results of respondents who did not select "No Experience" for this series of statements.

STUDENT SERVICES

DOCTORAL AND MASTERS STUDENTS

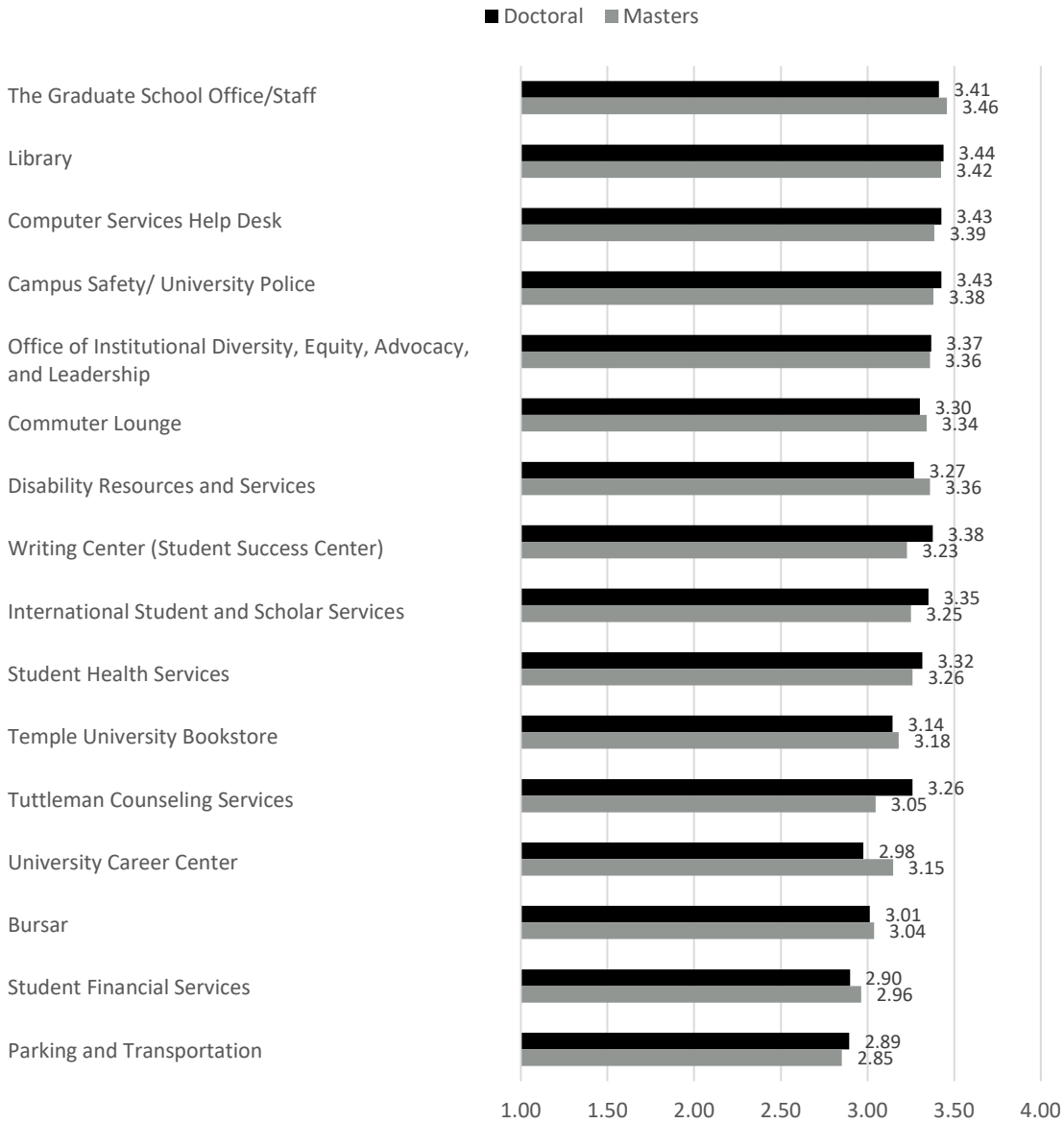
How often do you use the following?



STUDENT SERVICES

DOCTORAL AND MASTERS STUDENTS

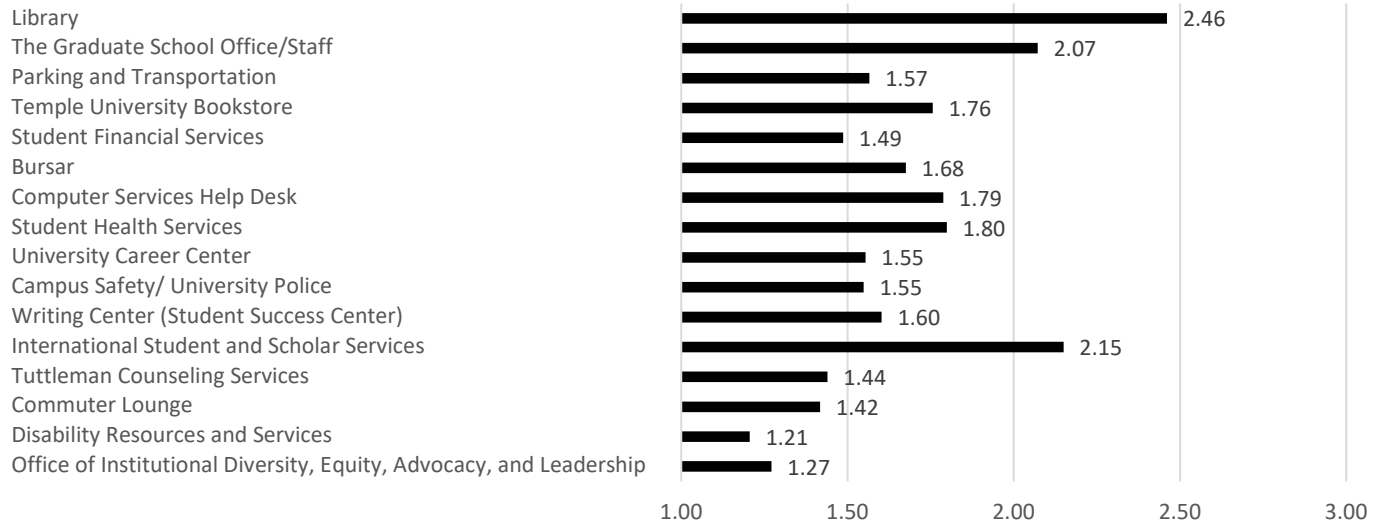
How satisfied are you with the following?



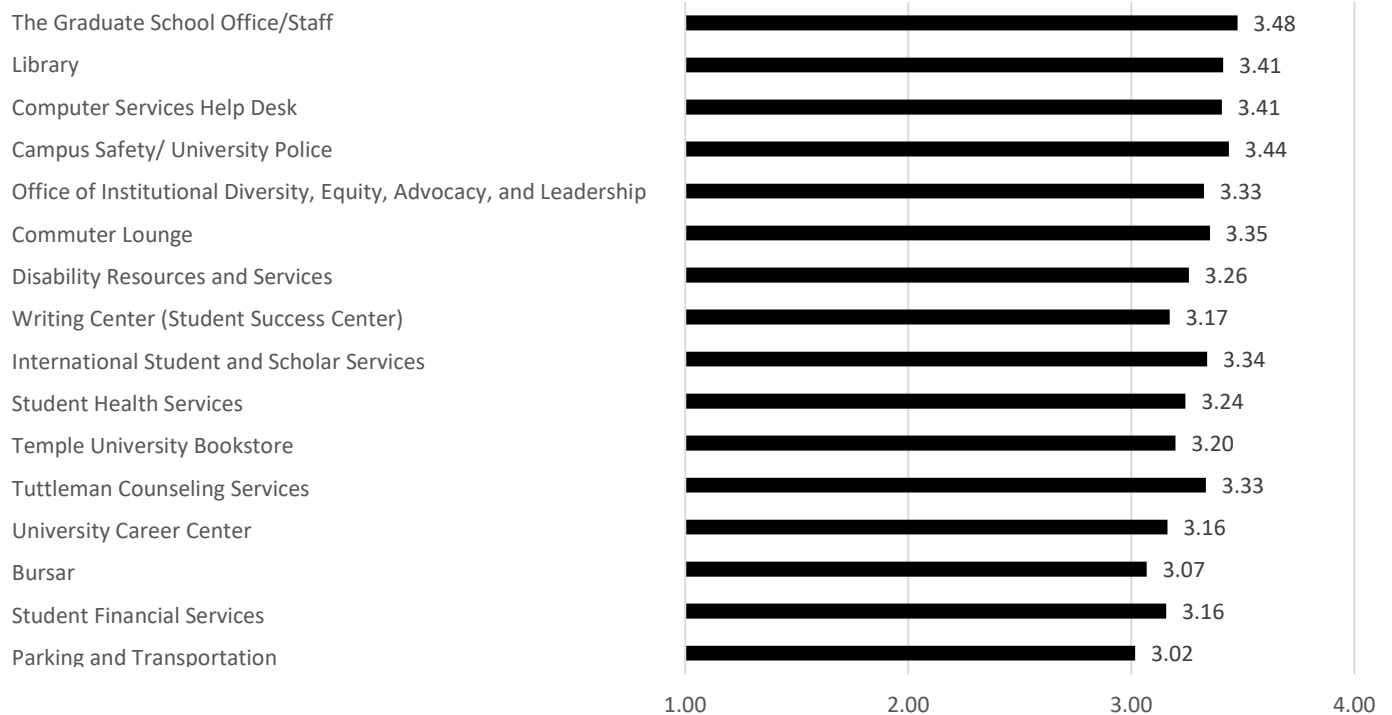
STUDENT SERVICES

INTERNATIONAL STUDENTS

How often do you use the following?



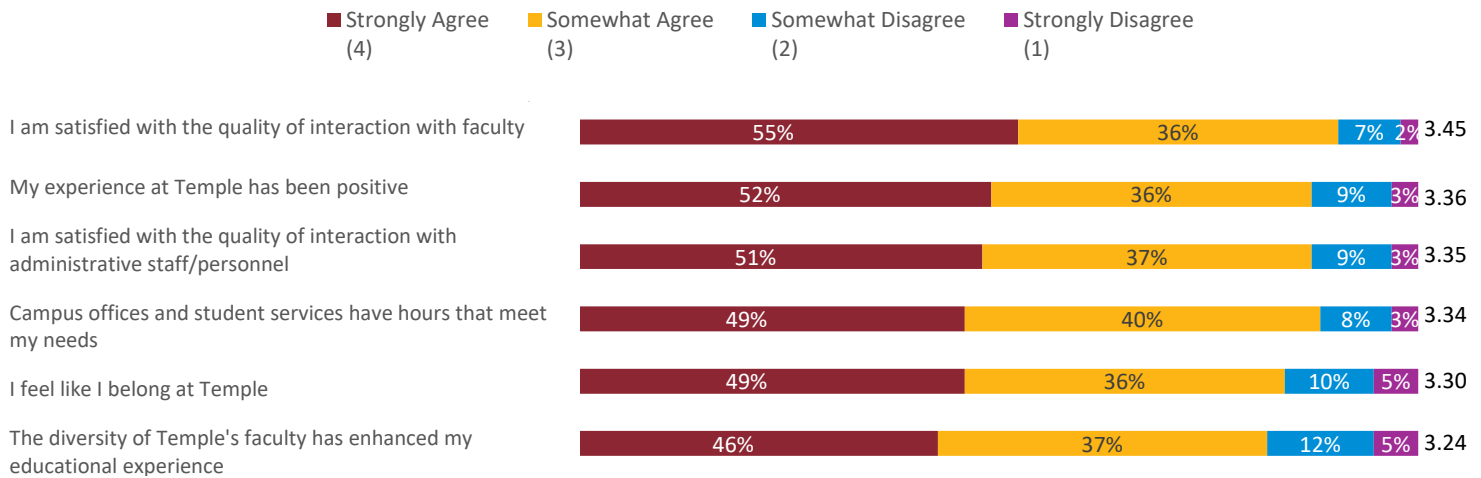
How satisfied are you with the following?



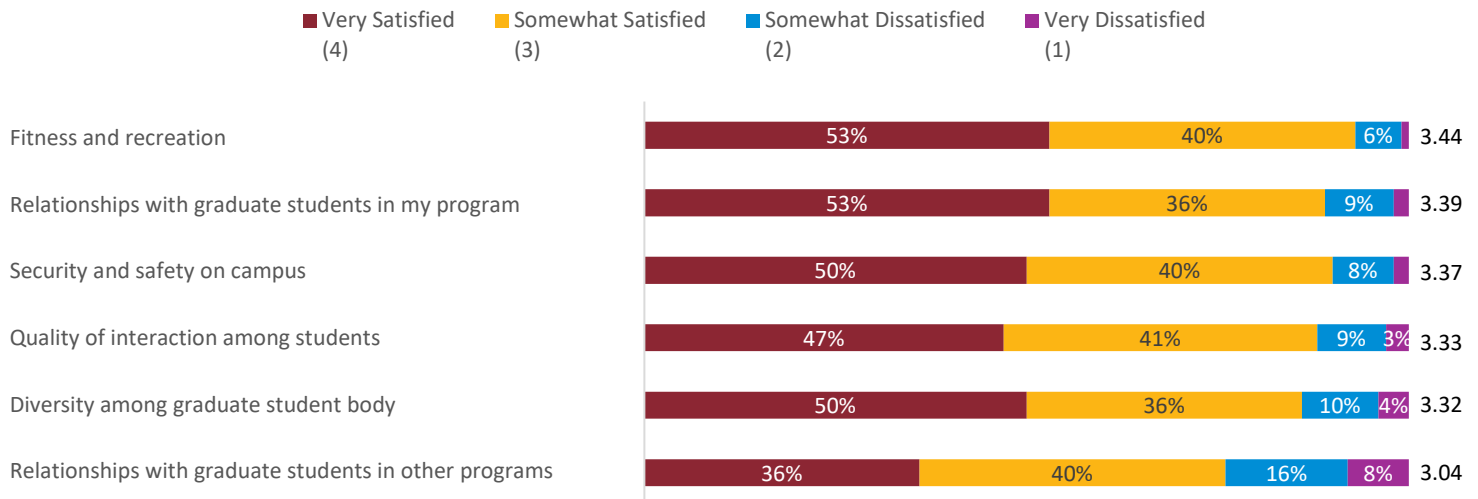
STUDENT EXPERIENCES

Students were asked to report on specific student experiences. Overall, respondents are most pleased with the quality of interaction with faculty, fitness and recreation, and relationships with graduate students in their program. Respondents report less satisfaction with relationships with graduate students in other programs, a lower agreement rating for “The diversity of Temple’s faculty has enhanced my educational experience” and “I feel like I belong at Temple.”

How much do you agree or disagree with the following statements?



What is your overall satisfaction level with the following areas at Temple University?

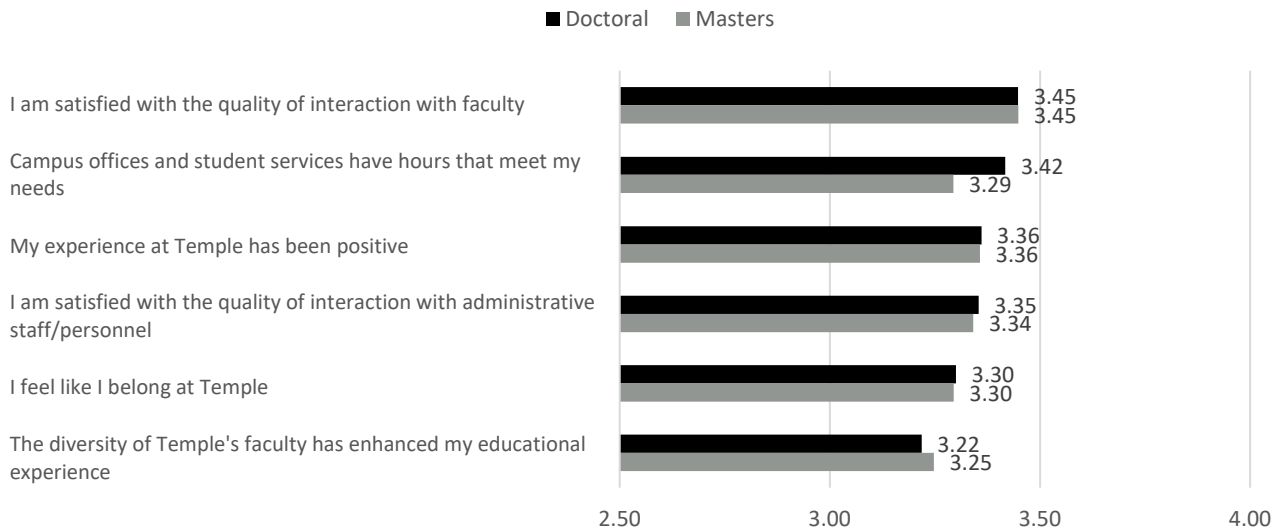


STUDENT EXPERIENCES

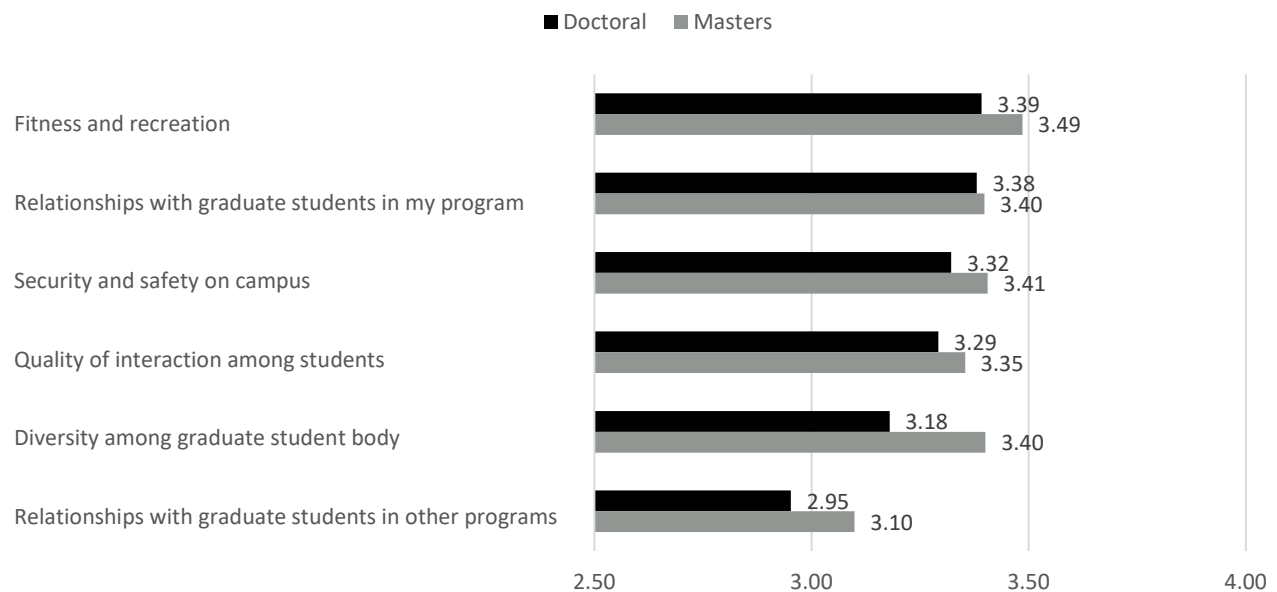
Although “The diversity of Temple's faculty has enhanced my educational experience” and “I feel like I belong at Temple” had the lowest agreement ratings, both these areas have improved significantly when compared to respondent from the 2016 GSS administration. Additional significant improvements include satisfaction with the quality of interaction with administrative staff/personnel, satisfaction with fitness and recreation, satisfaction with diversity among graduate students, and satisfaction with security and safety on campus.

DOCTORAL AND MASTERS STUDENTS

How much do you agree or disagree with the following statements?



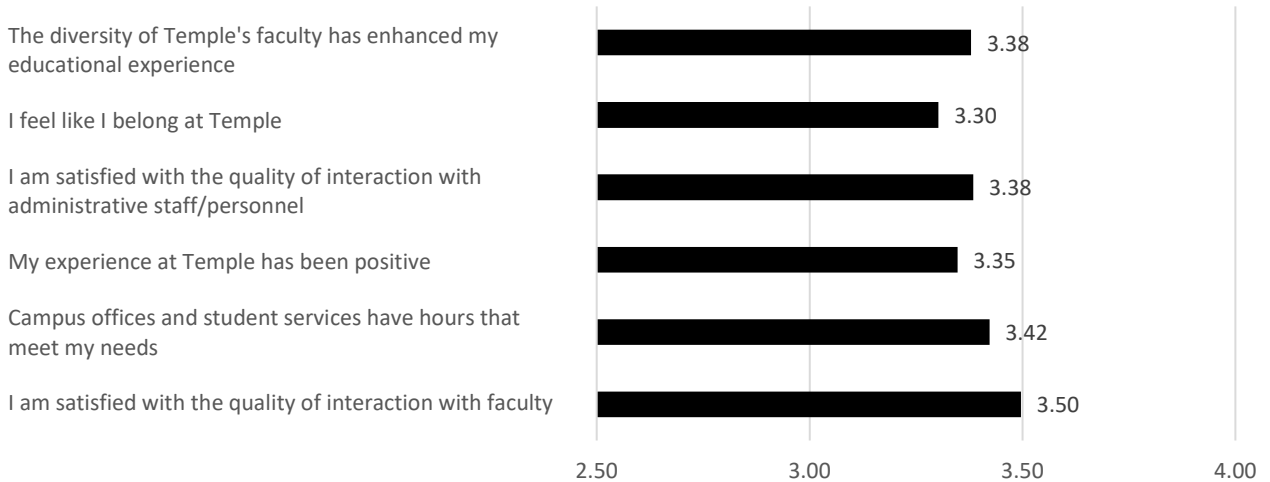
What is your overall satisfaction level with the following areas at Temple University?



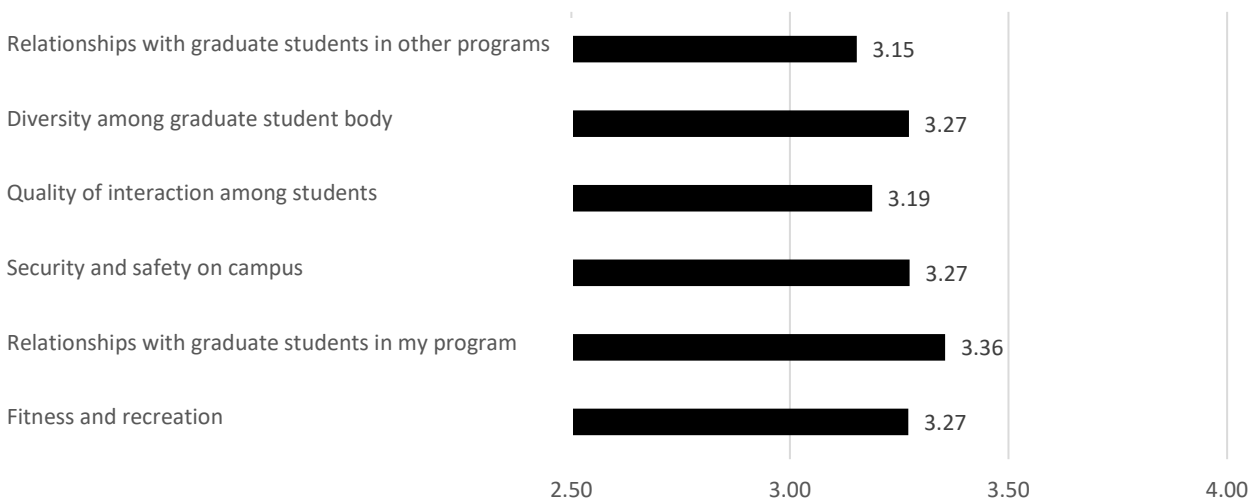
STUDENT EXPERIENCES

INTERNATIONAL STUDENTS

How much do you agree or disagree with the following statements?



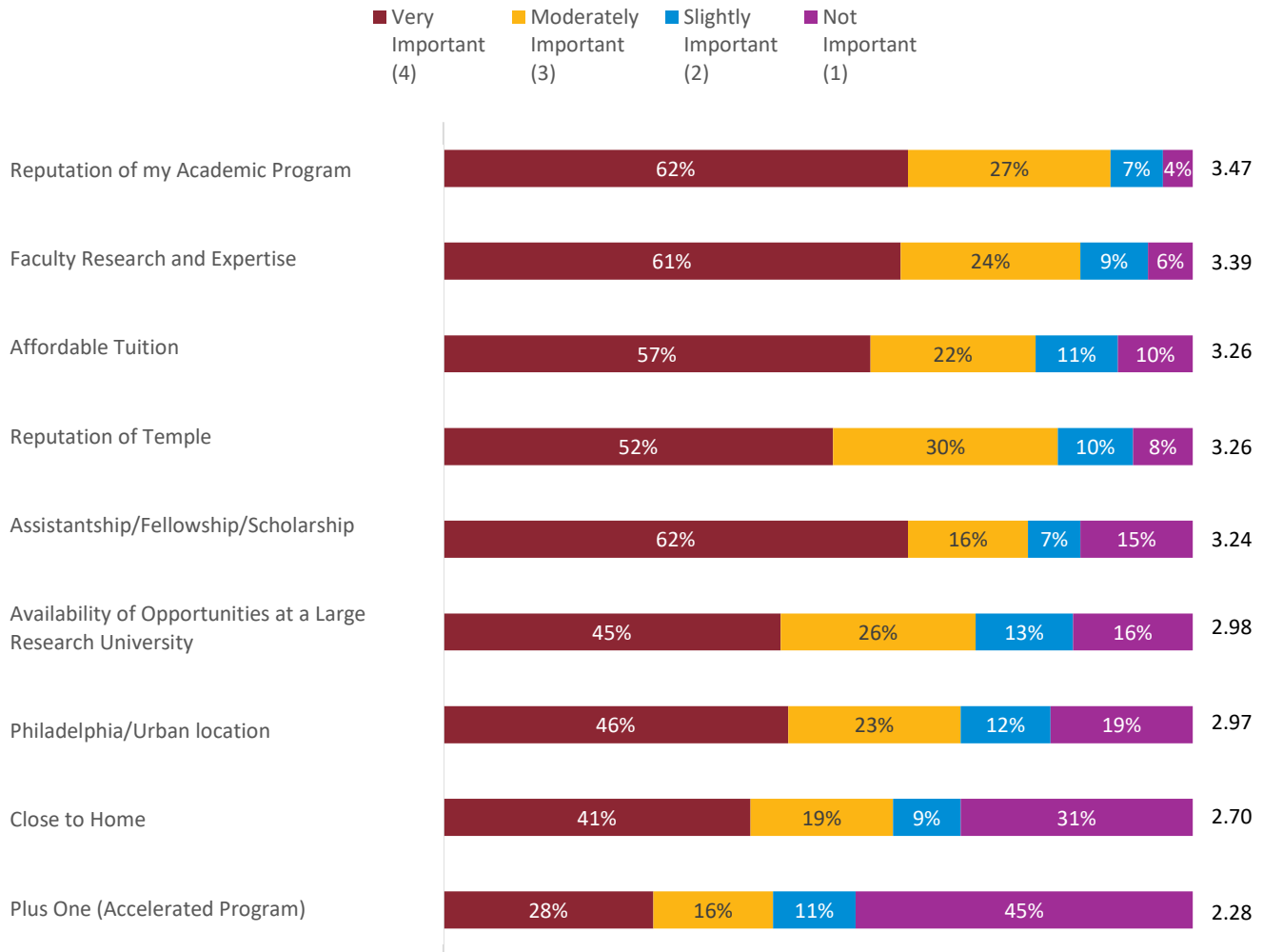
What is your overall satisfaction level with the following areas at Temple University?



REASONS FOR ENROLLING AT TEMPLE

Respondents rated reputation of academic program, faculty research and expertise, and affordable tuition as the top three reasons for enrolling at Temple. The three least popular reasons for enrolling in graduate studies at Temple were the Philadelphia/urban location of Temple, closeness to home, and the Plus One undergraduate to graduate enrollment program. Compared to results from the 2016 administration, there were significant improvements in the average for reputation of Temple and faculty research and expertise.

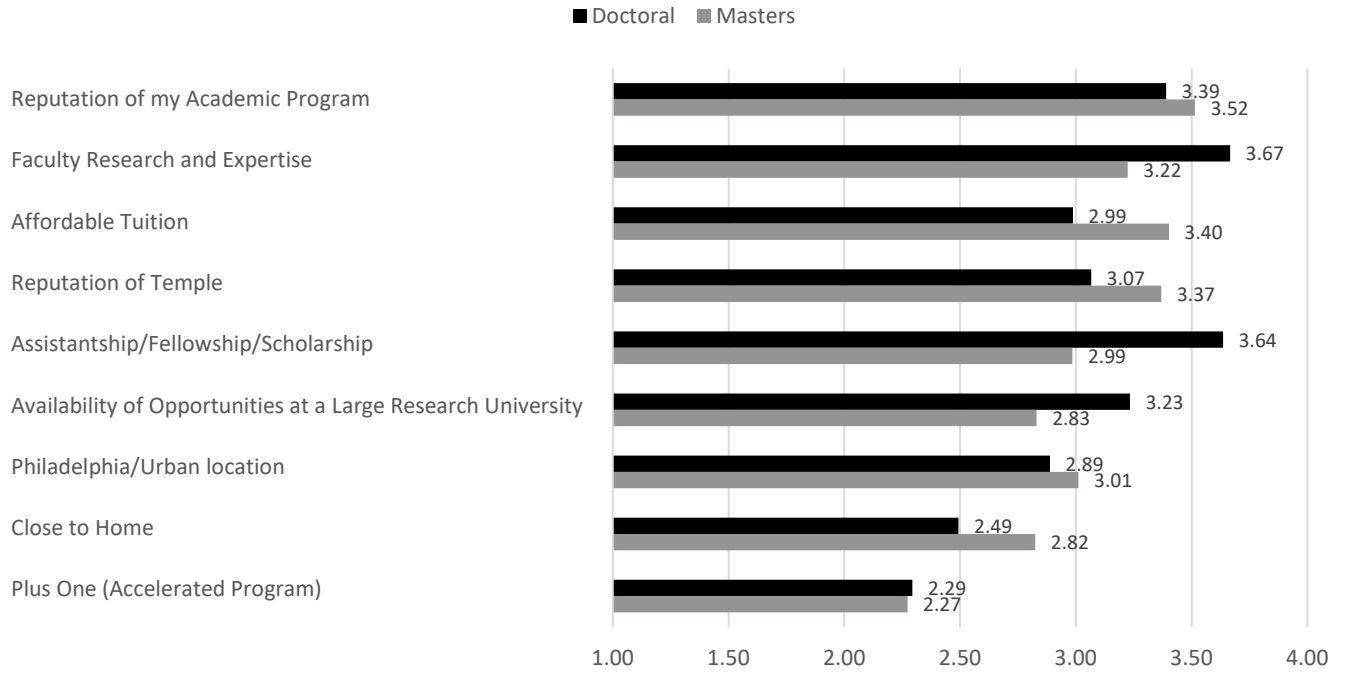
How important were each of the following reasons for choosing to enroll in graduate studies at Temple?



REASONS FOR ENROLLING AT TEMPLE

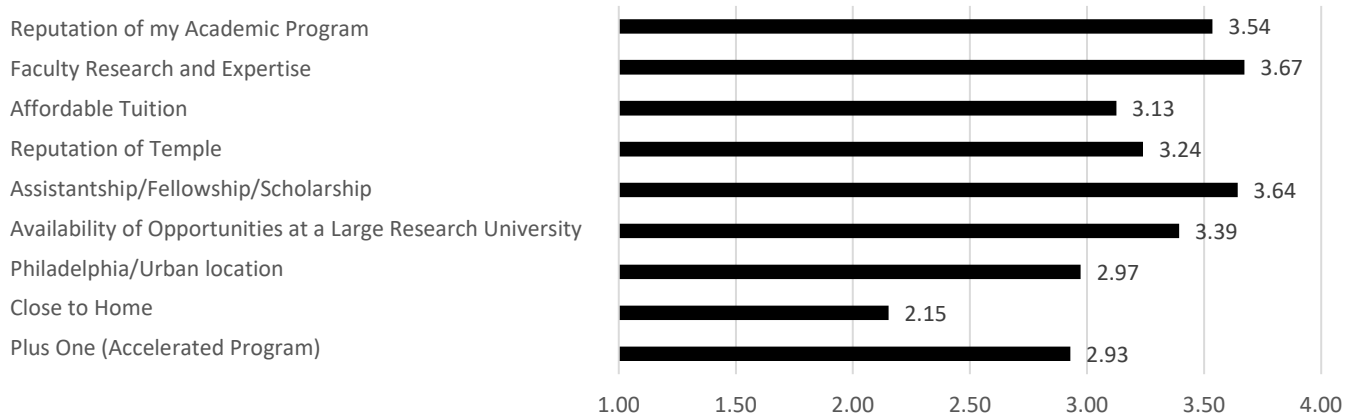
DOCTORAL AND MASTERS STUDENTS

How important were each of the following reasons for choosing to enroll in graduate studies at Temple?



INTERNATIONAL STUDENTS

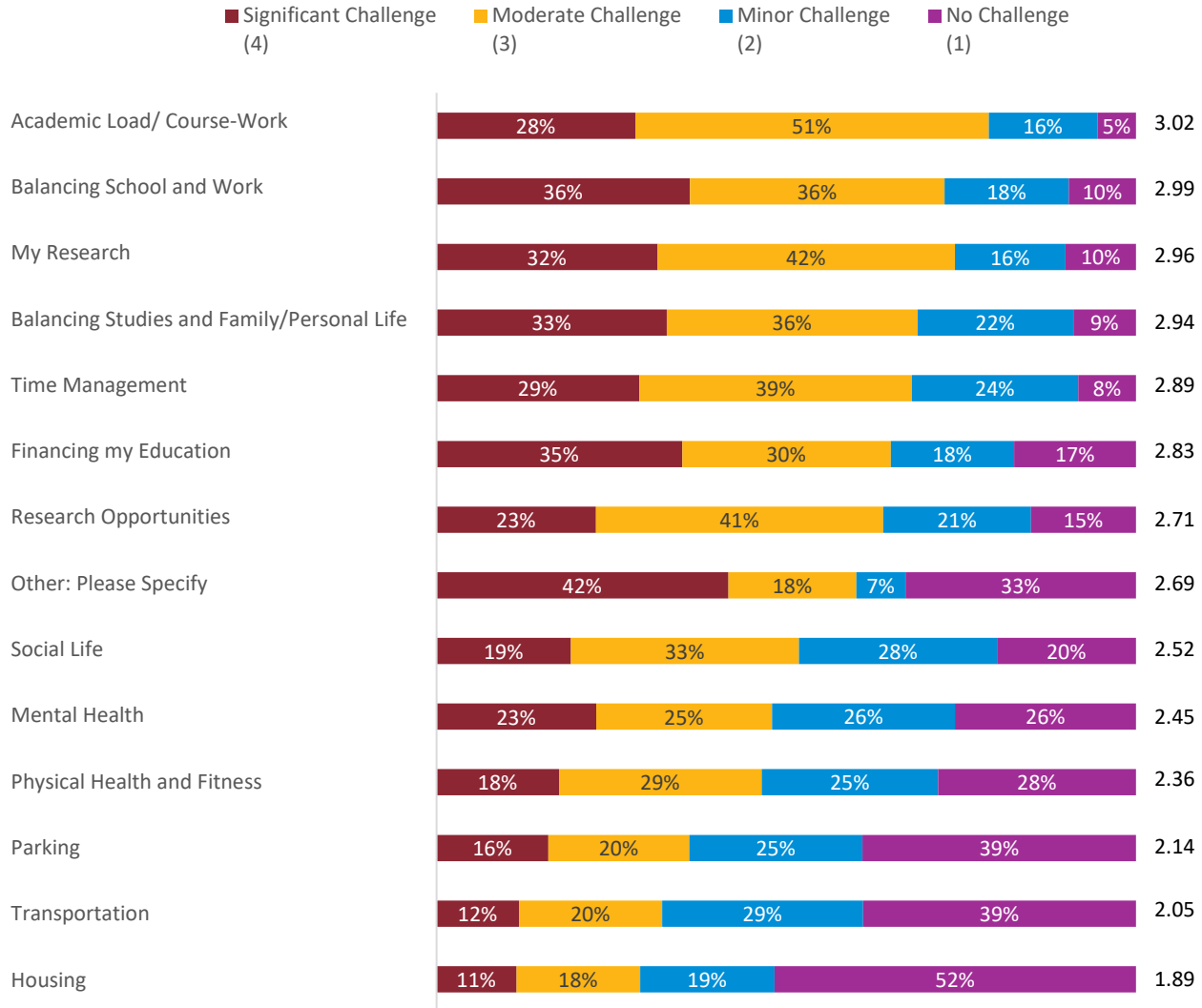
How important were each of the following reasons for choosing to enroll in graduate studies at Temple?



CHALLENGES

Students were asked to rate the extent to which 13 different factors presented challenges to their graduate studies. Students were also given the option to write-in any other factors that presented challenges to their studies as well as rank their written response. Previously, a scale from 1 to 5 was used, where 1 represented little to no challenge and 5 represented significant challenge. For the 2018 administration of the GSS, the scale changed to a 4-point scale where "Significant Challenge" represented a value of 4, "Moderate Challenge" represented a value of 3, "Minor Challenge" represented a value of 2, and "No Challenge" represented a value of 1. Coursework, balancing school and work, and the respondents own research emerged as common challenges among students. Parking, transportation, and housing presented the least challenge. Given the scale change, comparison of 2016 and 2018 data is not possible. Coursework, research, and balancing studies and personal life emerged as common challenges among students, while housing, parking, and transportation presented the least challenge.

To what extent do you find these factors present challenges to your graduate studies?

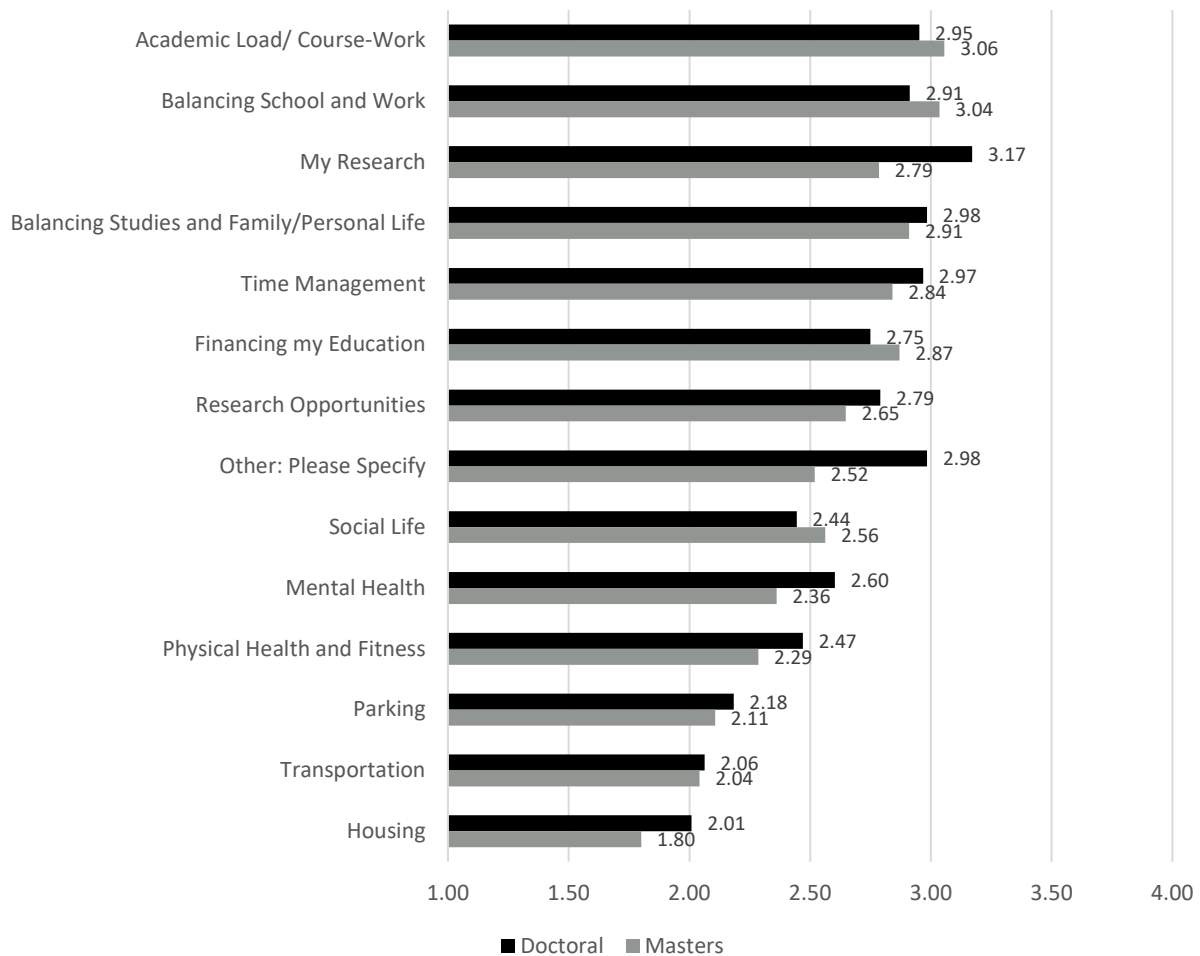


CHALLENGES

"Other" Text Response	Count	%
Finance	14	14.1%
Faculty	12	12.1%
Administration/staff	11	11.1%
Resources/facilities	11	11.1%
Academic/Professional development	11	11.1%
Teaching Workload	9	9.1%
Social	8	8.1%
Life balance and Well-being	7	7.1%
Group work	6	6.1%
Transportation	5	5.1%
Curriculum/Course registration	5	5.1%

DOCTORAL AND MASTERS STUDENTS

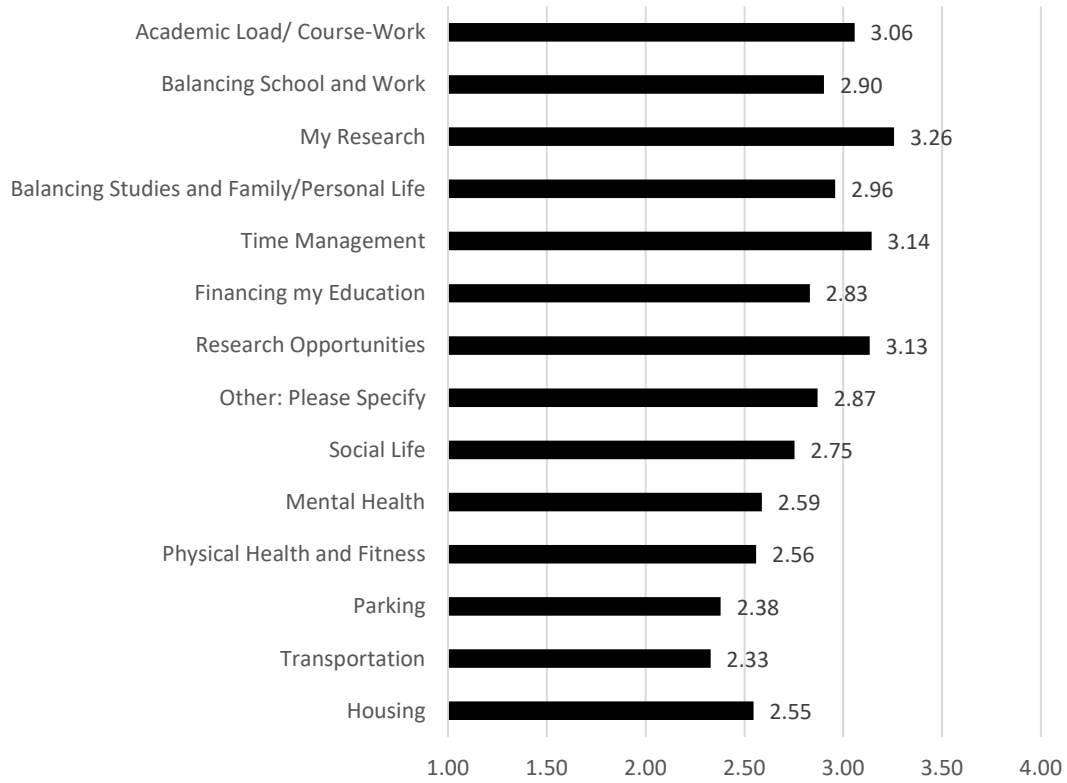
To what extent do you find these factors present challenges to your graduate studies?



CHALLENGES

INTERNATIONAL STUDENTS

To what extent do you find these factors present challenges to your graduate studies?



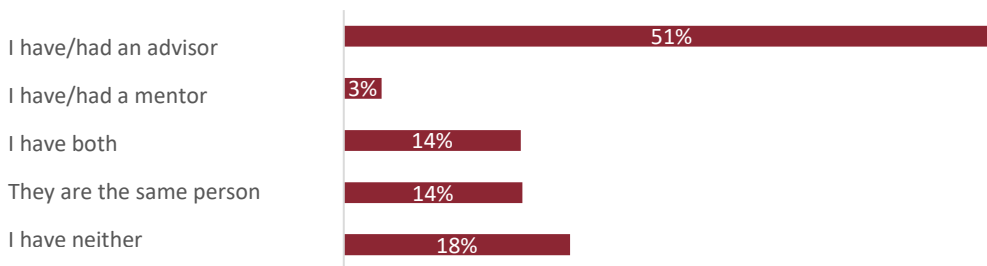
ADVISING AND MENTORING

In the Graduate Student Survey, advising and mentoring were defined for students as follows:

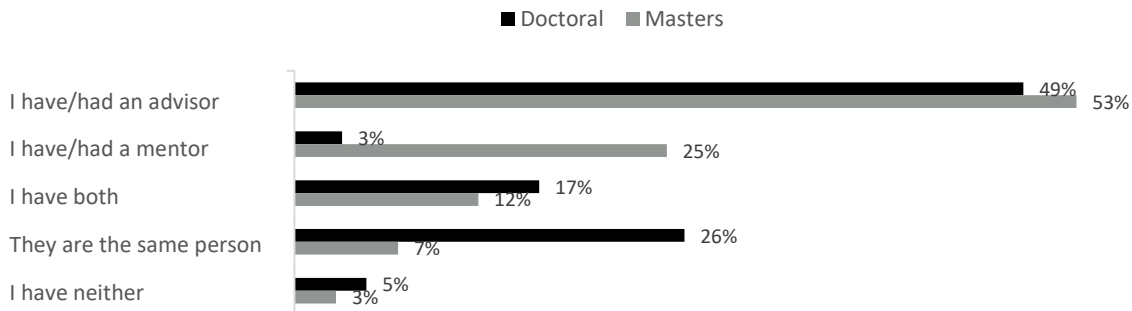
Advising refers to providing students with information related to their degree program. This may include, but is not limited to, course schedules, timing of courses, and thesis/dissertation direction. Advising can be provided by a faculty member or full-time employee.

Mentoring goes beyond advising. Faculty mentors focus on student achievements, academic success, and preparation for life beyond graduate school. This faculty member works to advance a student's career. The relationship changes over time, as both faculty and student grow, learn, and share experiences.

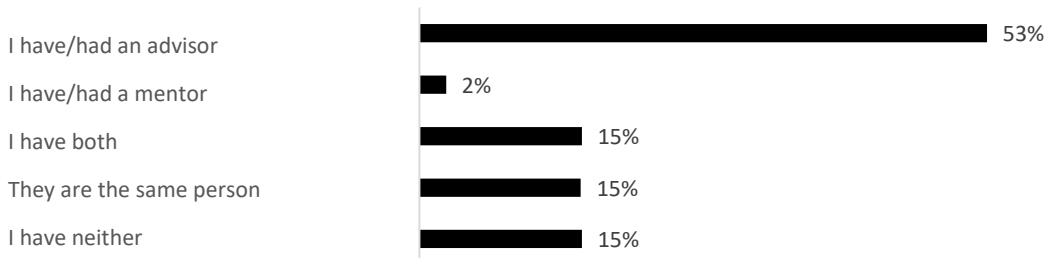
Eighty-two percent of respondents reported that they had either an advisor or a mentor where 51% report having only an advisor, 3% report having only a mentor, 14% report having both an advisor and a mentor who are separate individuals, and another 14% report having both an advisor and mentor who is the same individual.



DOCTORAL AND MASTERS STUDENTS



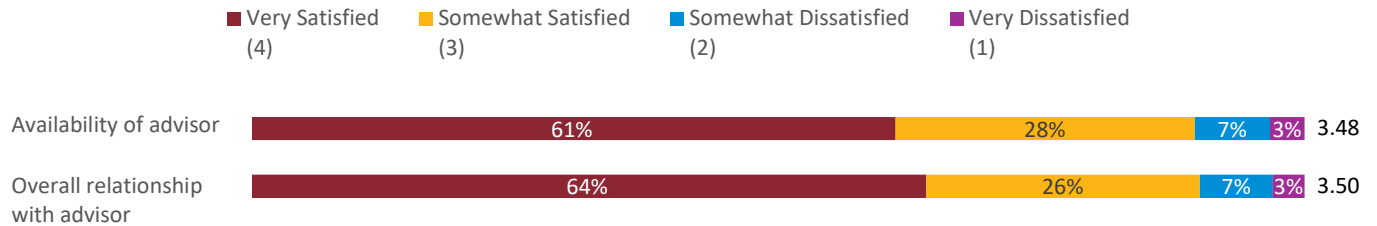
INTERNATIONAL STUDENTS



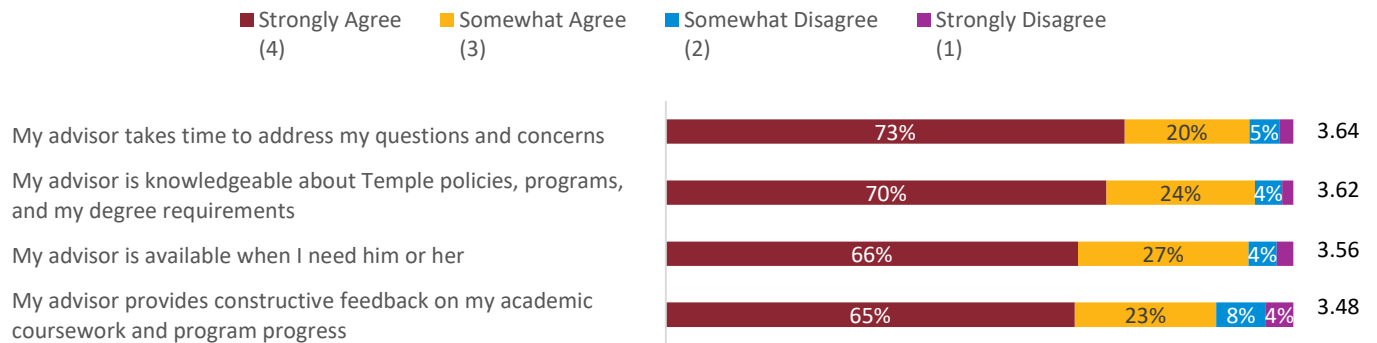
ADVISING AND MENTORING

Ninety percent of respondents who indicated they had/have an advisor were satisfied with the relationship they had with their advisor and 89% were satisfied with the availability of their advisor. Compared to the 2016 respondents, the 2018 respondents reported significantly higher agreement rates for “My advisor is knowledgeable about Temple policies, programs, and my degree requirements”, “My advisor takes time to address my questions and concerns”, and “My advisor is available when I need him or her.”

How satisfied are you with the following?*



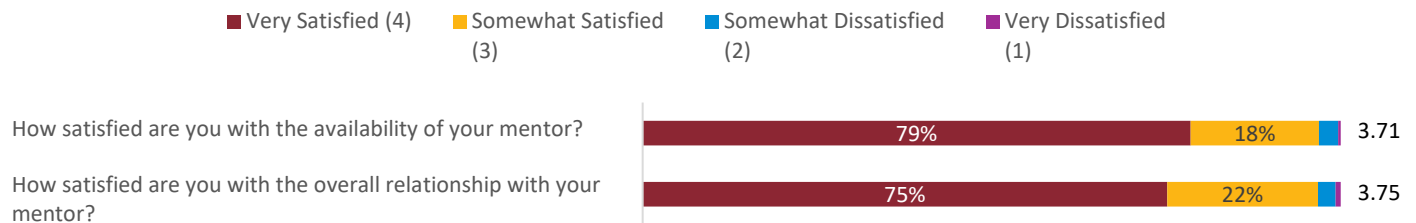
Indicate how much you agree or disagree with the following statements*.



*These questions were only displayed for students who reported that they had an advisor (i.e., “I have/had an advisor”, or “I have both” was selected).

Ninety-seven percent of respondents who indicated they had/have a mentor were satisfied with the relationship they had with their advisor and 97% were also satisfied with the availability of their advisor. These items were not included in the 2016 version of the GSS making longitudinal comparison impossible.

How satisfied are you with the following?♦

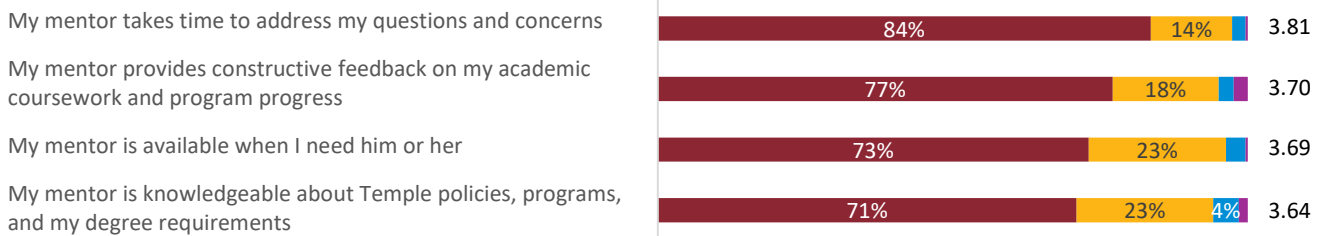


♦These questions were only displayed for students who reported that they had a mentor (i.e., “I have/had a mentor” or “I have both” was selected).

ADVISING AND MENTORING

Indicate how much you agree or disagree with the following statements ♦

■ Strongly Agree (4)
 ■ Somewhat Agree (3)
 ■ Somewhat Disagree (2)
 ■ Strongly Disagree (1)



♦These questions were only displayed for students who reported that they had a mentor (i.e., “I have/had a mentor” or “I have both” was selected).

Ninety-six percent of respondents who indicated they had/have an advisor who is also considered their mentor were satisfied with the relationship they had with their advisor/mentor while 95% were also satisfied with the availability of their advisor. Overall, respondents who report having an advisor/mentor are the most satisfied in terms of overall relationship when compared to respondents who report exclusively having an advisor and/or mentor.

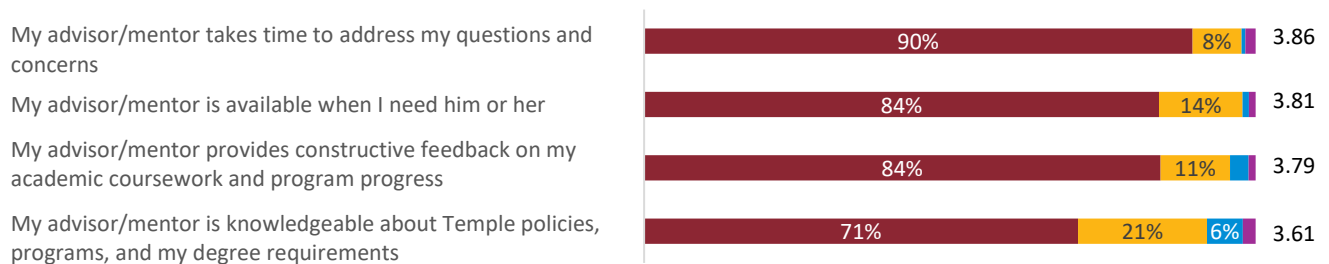
How satisfied are you with the following? ■

■ Very Satisfied (4)
 ■ Somewhat Satisfied (3)
 ■ Somewhat Dissatisfied (2)
 ■ Very Dissatisfied (1)



Indicate how much you agree or disagree with the following statements ■

■ Strongly Agree (4)
 ■ Somewhat Agree (3)
 ■ Somewhat Disagree (2)
 ■ Strongly Disagree (1)

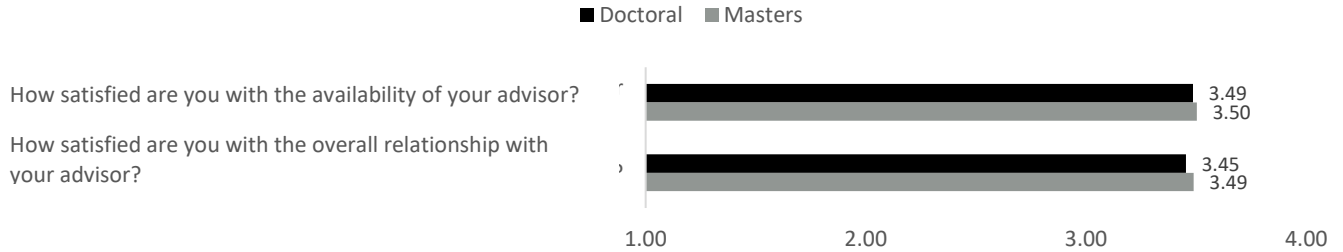


■These questions were only displayed for students who selected “They are the same person.”

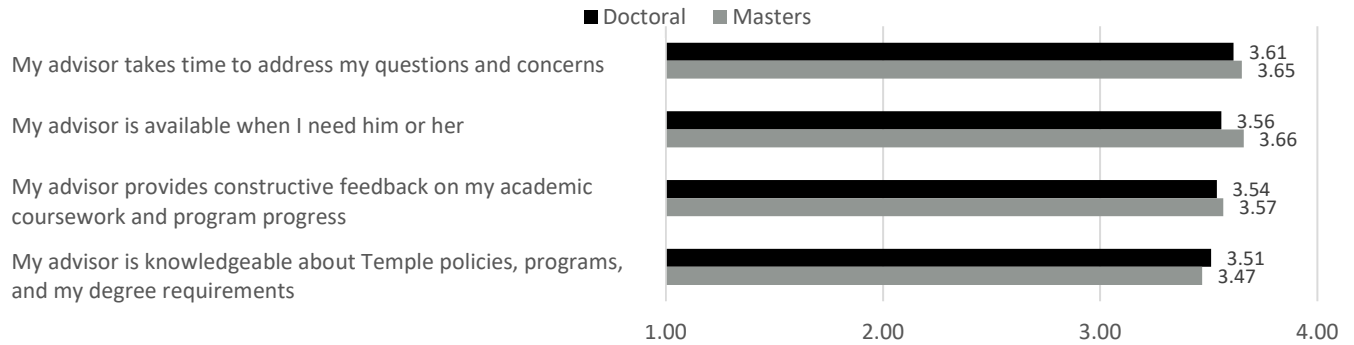
ADVISING AND MENTORING

DOCTORAL AND MASTERS STUDENTS

Advisor - How satisfied are you with the following?

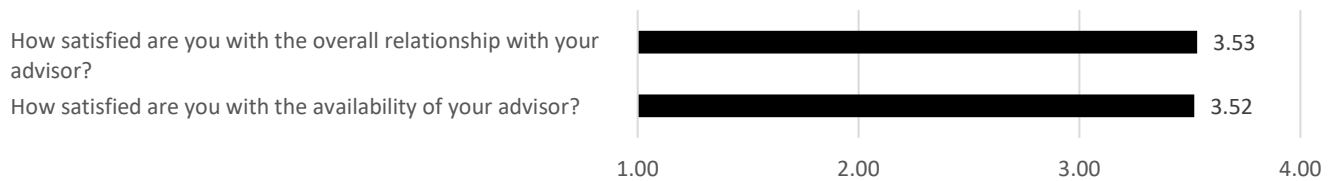


Advisor - Indicate how much you agree or disagree with the following statements

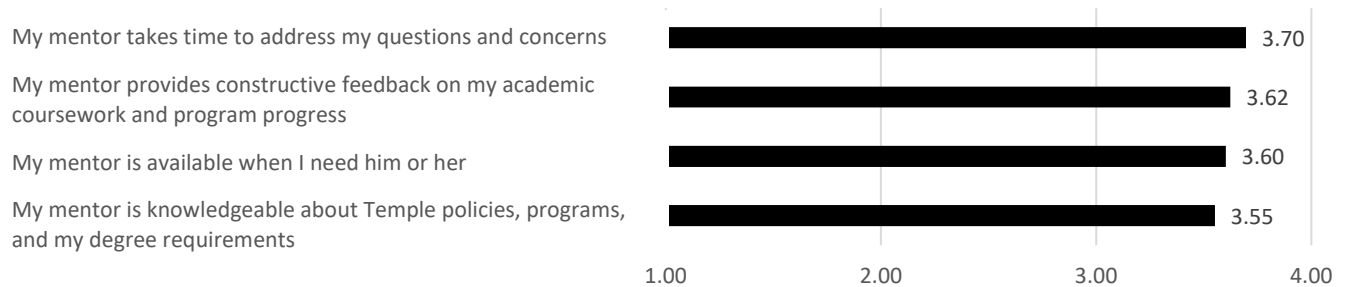


INTERNATIONAL STUDENTS

Advisor - How satisfied are you with the following?



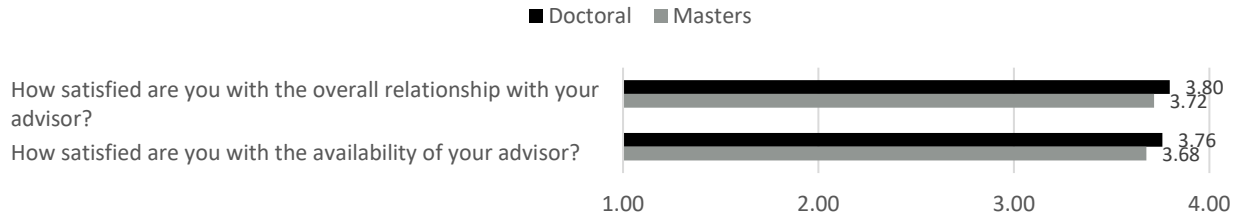
Advisor - Indicate how much you agree or disagree with the following statements



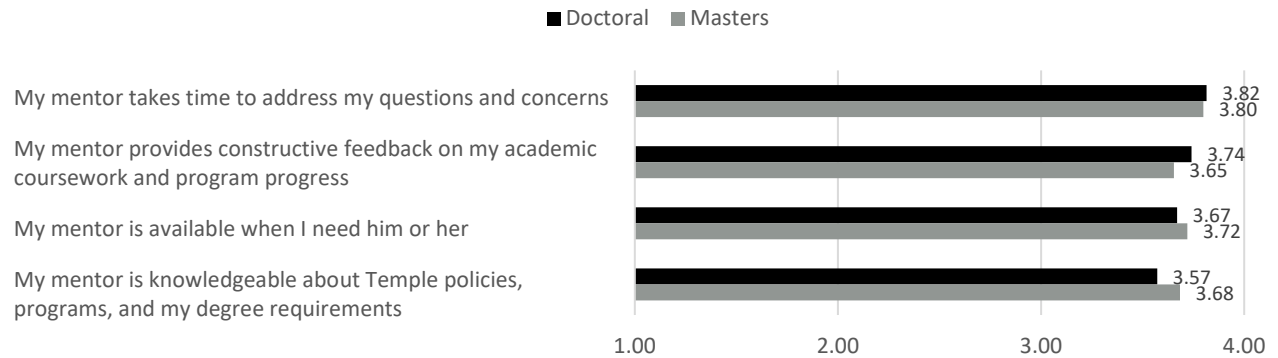
ADVISING AND MENTORING

DOCTORAL AND MASTERS STUDENTS

Mentor - How satisfied are you with the following?

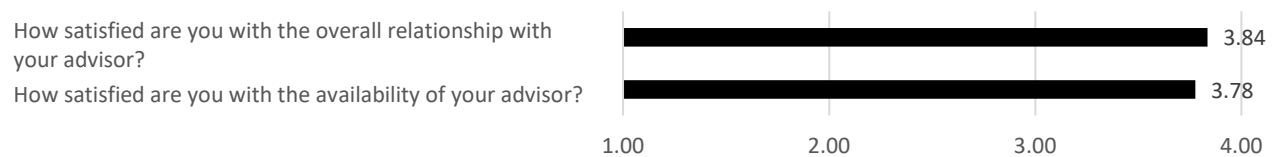


Mentor - Indicate how much you agree or disagree with the following statements

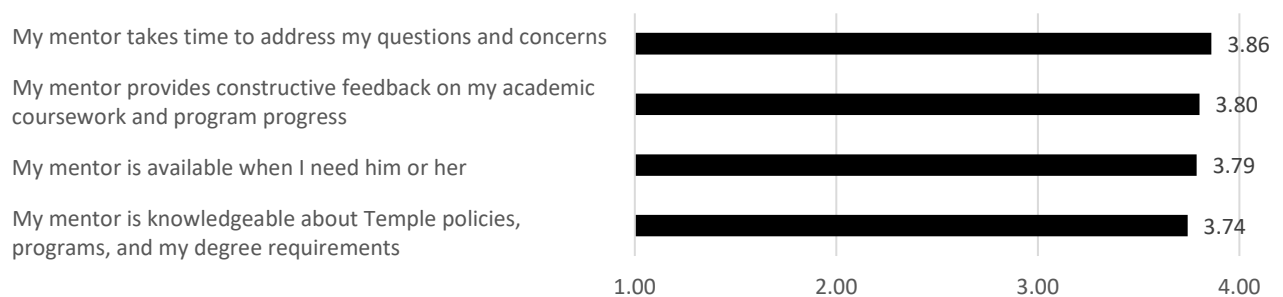


INTERNATIONAL STUDENTS

Mentor - How satisfied are you with the following?



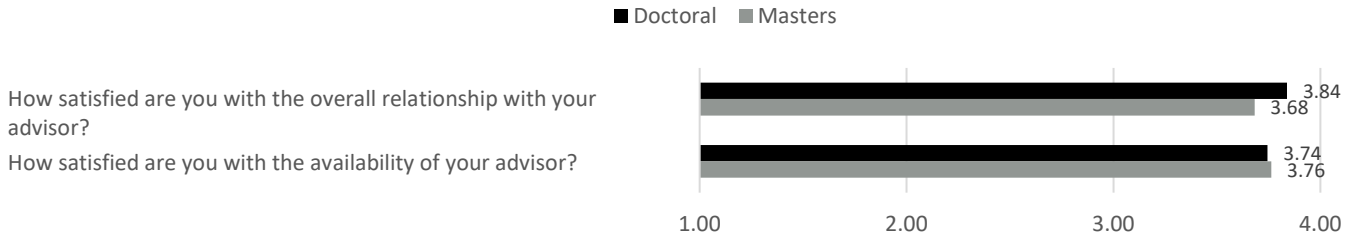
Mentor - Indicate how much you agree or disagree with the following statements



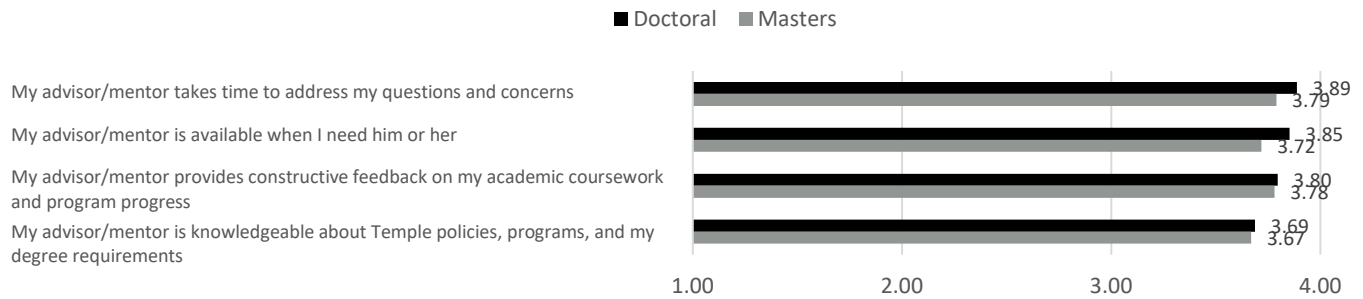
ADVISING AND MENTORING

DOCTORAL AND MASTERS STUDENTS

Advisor/Mentor - How satisfied are you with the following?



Advisor/Mentor - Indicate how much you agree or disagree with the following statements

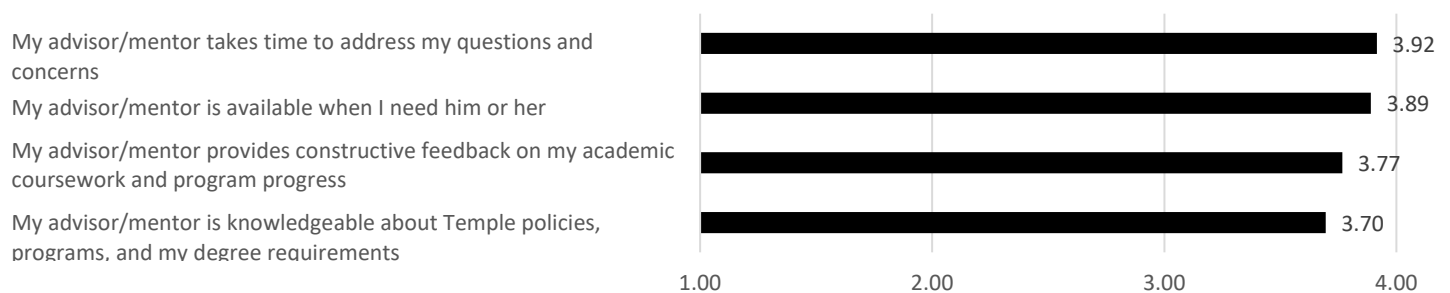


INTERNATIONAL STUDENTS

Advisor/Mentor - How satisfied are you with the following?



Advisor/Mentor - Indicate how much you agree or disagree with the following statements



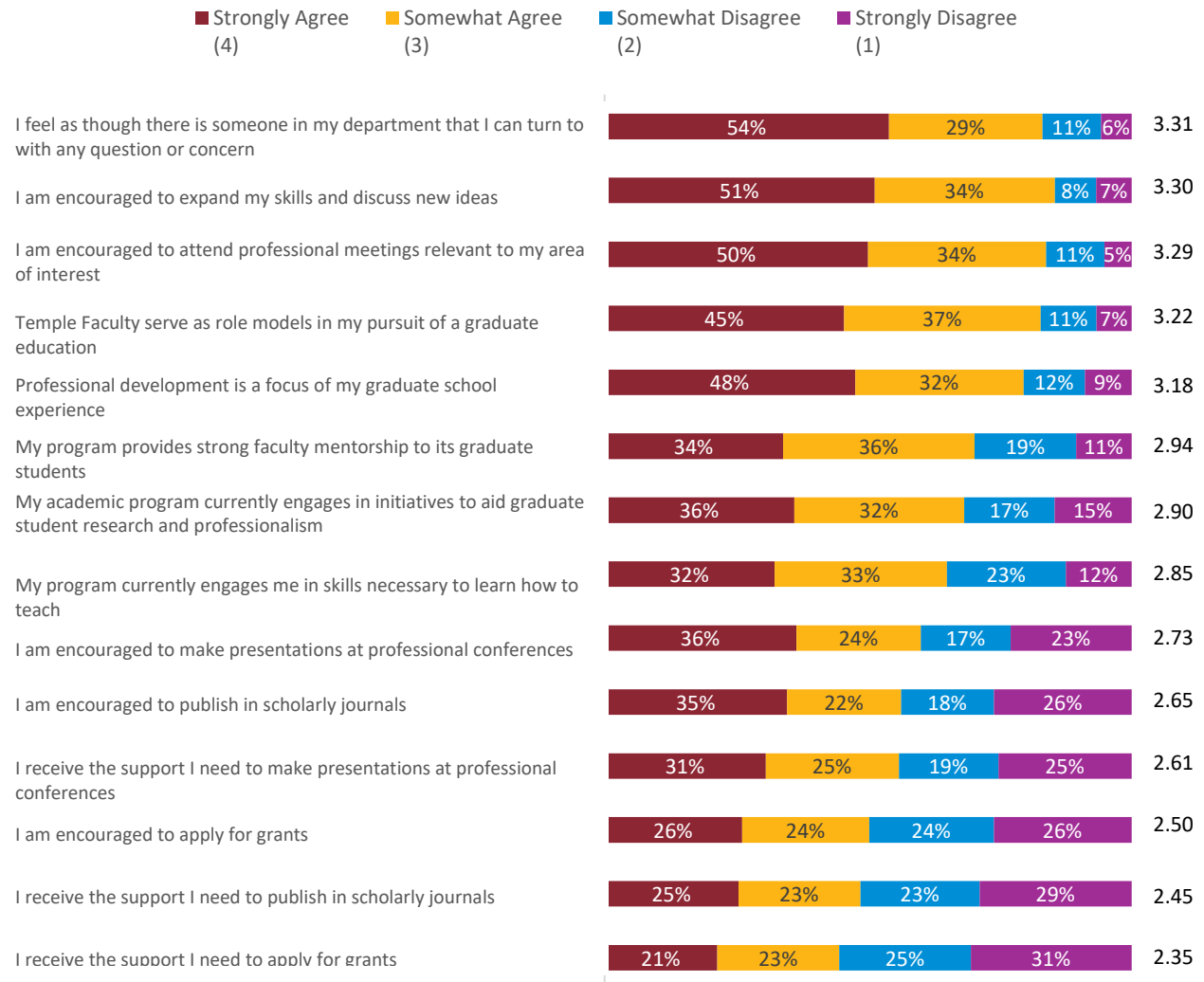
ADVISING AND MENTORING

All respondents were shown the following 15 statements concerning availability of support for their professional development. Previously, only respondents who reported that they had a mentor who was not also their advisor were shown these 15 statements. The change in sample of respondents who viewed the statements below does not allow for longitudinal comparison.

Eighty-three percent of respondents agreed they can approach at least one individual in their department with any question or concern, 85% agreed that they are encouraged to expand their skill and discuss new ideas, and 84% are encouraged to attend professional meetings that are relevant to an area of interest.

Highest rates of disagreement were for statements related to applying for grants and publishing in journals. Fifty percent of respondents did not agree that they were encouraged to apply for grants while 44% reported not having support to apply for grants. Further, while 60% of respondents said they were encouraged to publish in scholarly journals, only 48% agreed that they received the support they needed in order to do so.

Indicate how much you agree or disagree
with the following statements.

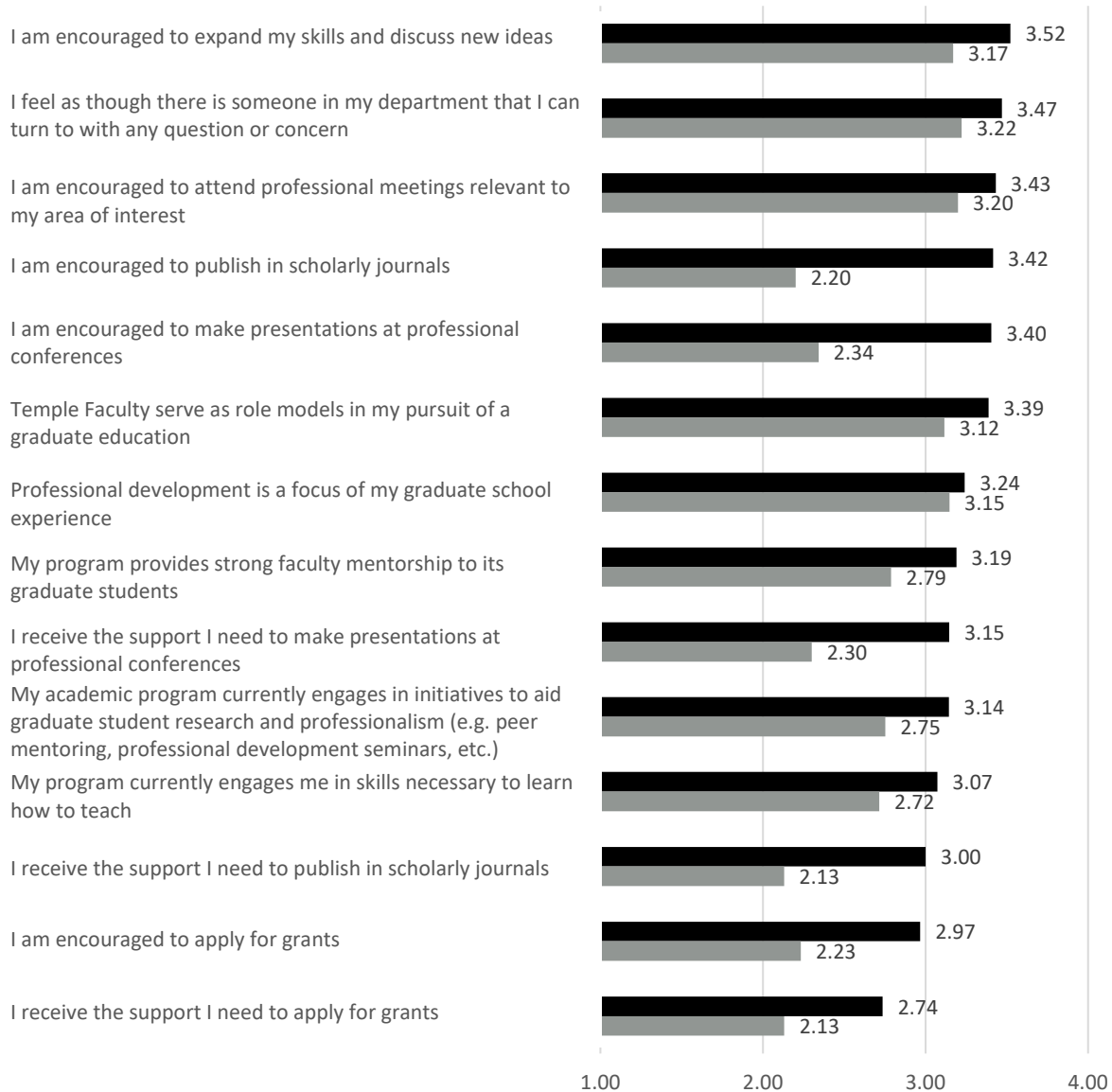


ADVISING AND MENTORING

DOCTORAL AND MASTERS STUDENTS

Indicate how much you agree or disagree
with the following statements.

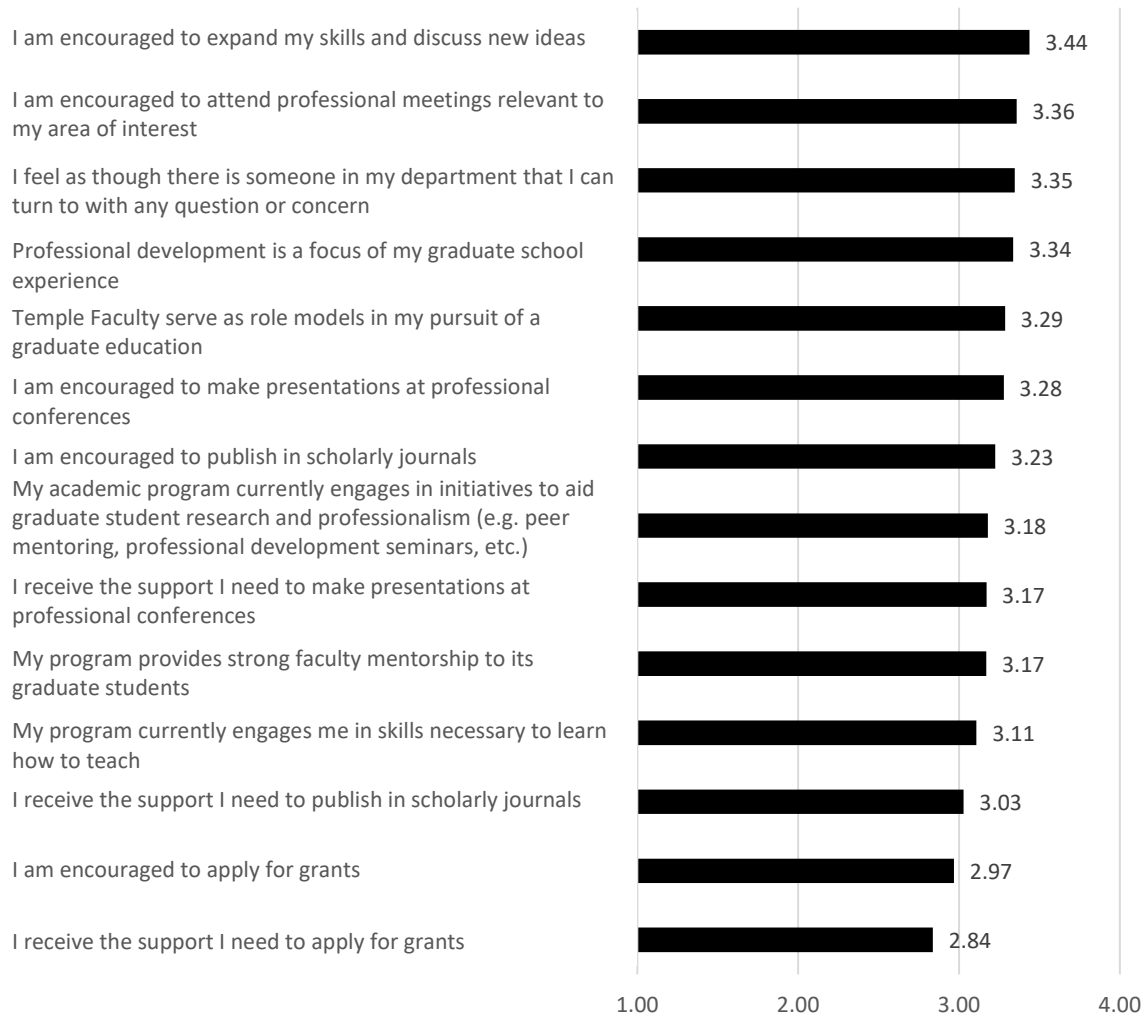
■ Doctoral ■ Masters



ADVISING AND MENTORING

INTERNATIONAL STUDENTS

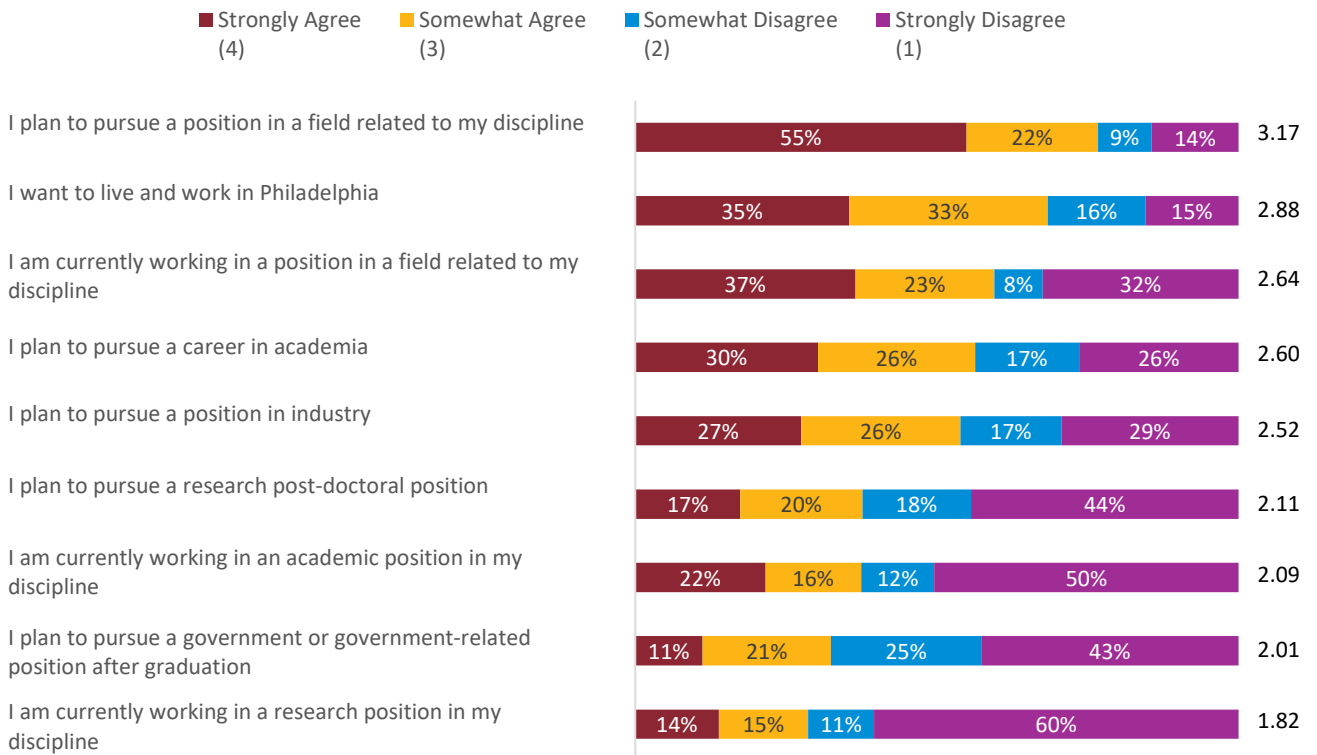
Indicate how much you agree or disagree with the following statements



POST-GRADUATION PLANS

Seventy-seven percent of respondents plan to pursue a position related to their field of study and 68% reported interest in living and working in Philadelphia after graduation. More students plan to pursue work in academia (56%) compared to industry (53%), post-doctoral position (37%), and government (32%). Compared to results from the 2016 administration, there were significant declines in the agreement ratings for the post-graduation plans statements. Specifically, “I plan to pursue a position in a field related to my discipline after graduation” (average down .11), “I plan to pursue a career in academia after graduation” (average down .16), and “I plan to pursue a research post-doctoral position after graduation” (average down .23). There was a significant increase in the rating average for “I plan to pursue a position in industry after graduation” (up by .12).

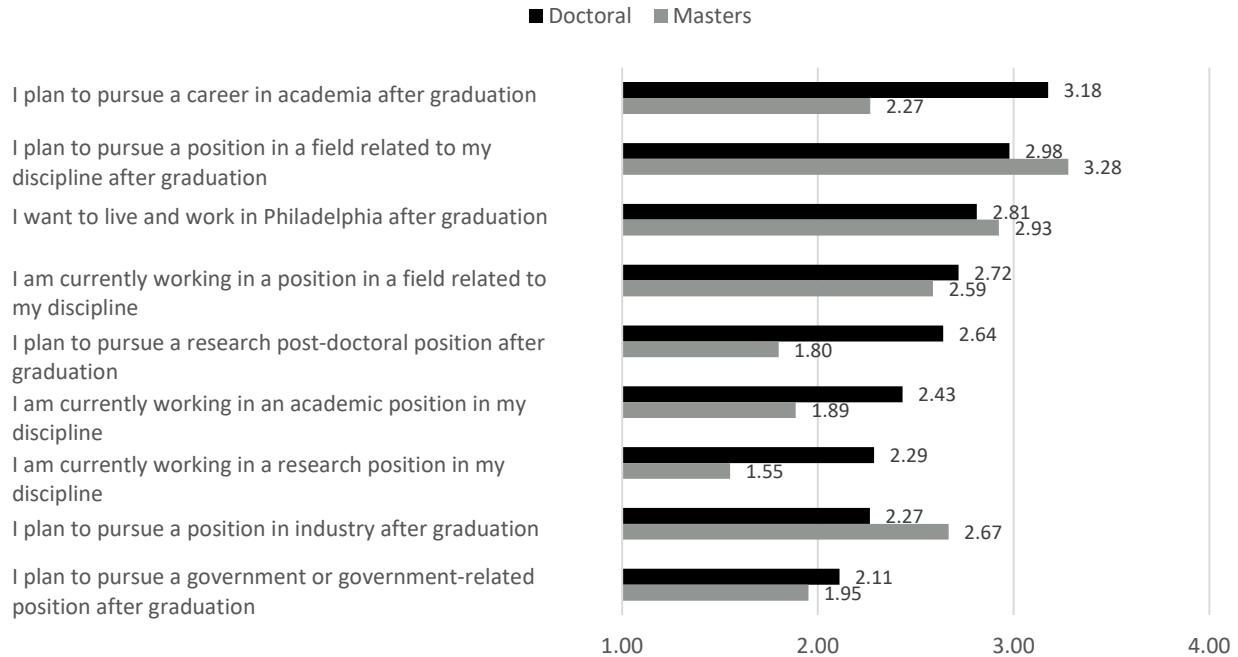
How much do you agree with the following statements?



POST-GRADUATION PLANS

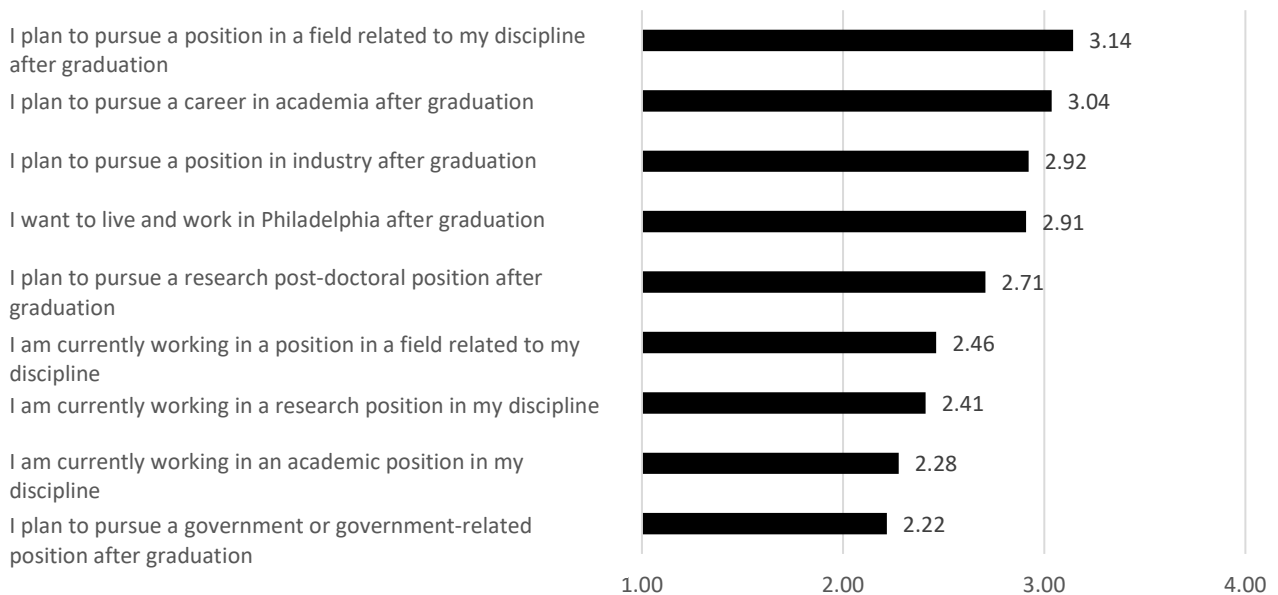
DOCTORAL AND MASTERS STUDENTS

How much do you agree with the following statements?



INTERNATIONAL STUDENTS

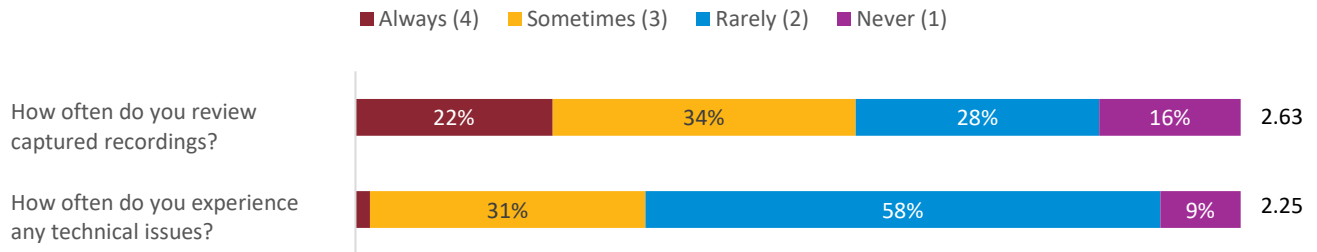
How much do you agree with the following statements?



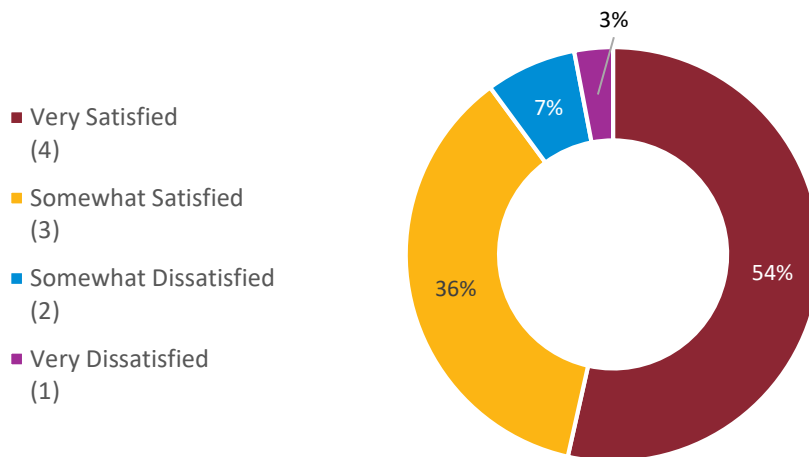
ONLINE/HYBRID EXPERIENCE

New items concerning respondents' online or hybrid experience were included in the 2018 version of the GSS. Twenty-seven percent of all respondents' indicated they were in a fully online or hybrid program. Those who indicated they were in an online or hybrid program viewed the statements below. Fifty-six percent of respondents reported "Always" or "Sometimes" reviewing captured recording and 67% reported "Never" or "Rarely" experiencing any technical issues. Ninety percent report satisfaction with their online or hybrid experience.

Please answer the following questions about your online or hybrid experience.



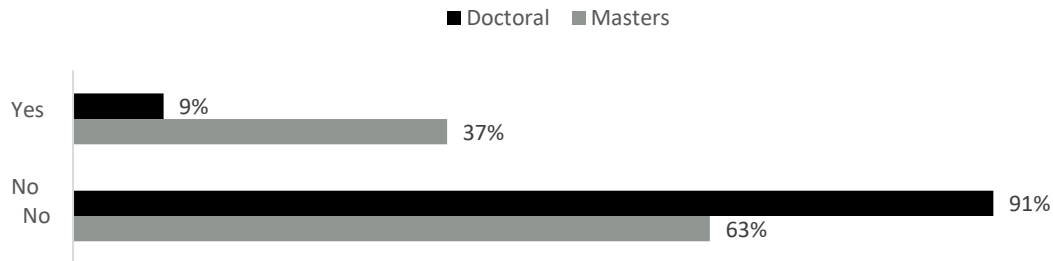
How satisfied are you with your online or hybrid experience?



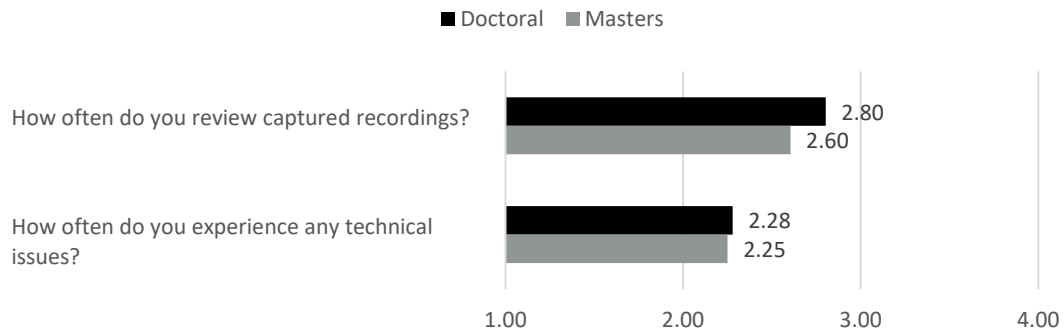
ONLINE/HYBRID EXPERIENCE

DOCTORAL AND MASTERS STUDENTS

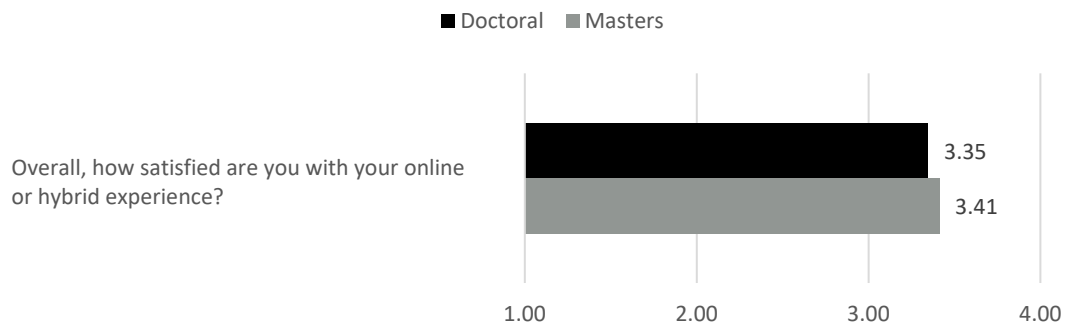
Are you in a fully online program or a hybrid (combination of online and face-to-face) program?



Please answer the following questions about your online or hybrid experience.



Overall, how satisfied are you with your online or hybrid experience?



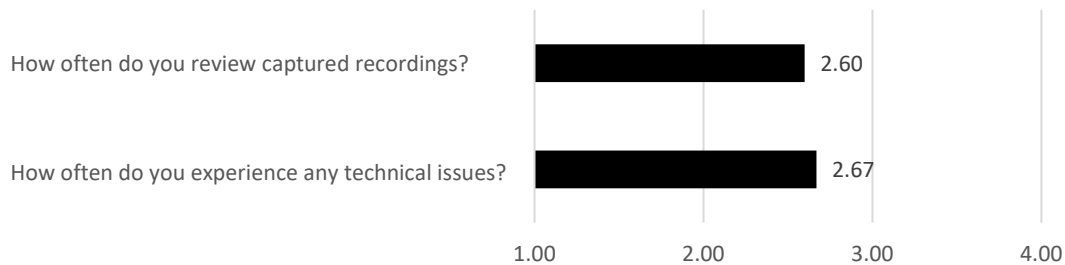
ONLINE/HYBRID EXPERIENCE

INTERNATIONAL STUDENTS

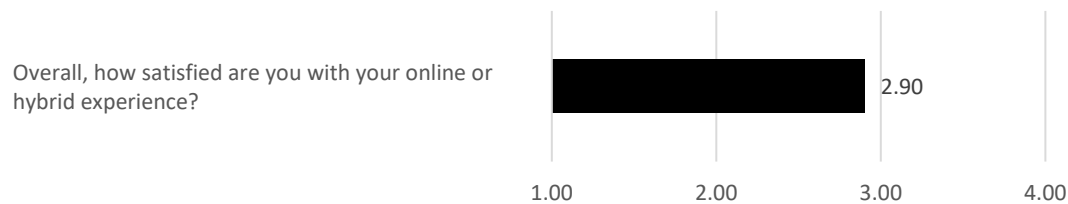
Are you in a fully online program or a hybrid (combination of online and face-to-face) program?



Please answer the following questions about your online or hybrid experience.



Overall, how satisfied are you with your online or hybrid experience?



GSS AND TUSQ

Overall Satisfaction

Four of the GSS summary items were also included in the 2018 administration of the TUSQ. Graduate students' overall satisfaction with Temple is very similar to that of undergraduates. Eighty-eight percent of undergraduate respondents agreed that their experience at Temple has been positive, and 85% report feeling like they belong at Temple. Eighty-eight percent of undergraduate respondents were satisfied with the overall quality of education received at Temple and about 82% say they would enroll again.

GSS AND TUSQ *continued*

Academic Program

The TUSQ also includes items that fall under the GSS academic program category. Respondents of the 2018 TUSQ were pleased with instructor availability with 89% reporting satisfaction in this area. Eighty-six percent of both GSS and TUSQ respondents were satisfied with the quality of courses in their program or major field of study. Undergraduate respondents are more pleased with Canvas with 93% reporting satisfaction with the new learning management system and 89% of graduate students reporting satisfaction with Canvas. Compared to undergraduate respondents, more graduate students expressed satisfaction with library and computer/technology resources. Further, undergraduate respondents report more agreement with “Temple provides an academically challenging environment.”

OPEN-ENDED COMMENTS

The final two questions on the survey were open-ended and allowed graduate students to comment further on any of their responses to items on the survey, and to provide suggestions for improving the graduate experience at Temple. Out of 1,473 GSS respondents, 37.5% (n=553) provided a comment to at least one of the open-ended questions. For the 2018 administration of the GSS, NVivo, a qualitative data analysis software, was used to code themes to open-ended comments. Utilizing NVivo, each comment was reviewed and all themes found in each comment were coded resulting in a more detailed analysis of the open-ended section of the GSS than in the previous administration. The theme that was mentioned most often was “Finance/Funding.” Comments in this category contained sentiments such as:

- While I value all that has been afforded to me, the lack of funding within my department has been a constant worry as I continue my work. Most if not all the funding for scholarship within my program is used to entice Doctoral students to enroll”
- “Funding is the biggest factor responsible for the length of time it takes to complete the program. Improving it would lead to faster graduation rates.”
- “Teaching Assistants are not paid enough. At least half our pay goes into rent, leaving us stressed out.”

The second most frequent theme was “Dissatisfaction with Faculty.” Examples of comments in this theme are:

- “Tell the professors to “teach”, not just record lectures where they read off the slides. If they cannot add value to the slides, simply share the slides and do away with the videos.”
- “Have more professors from the field than just those who are in academic. Relevant experience means teachable moments and relatable people.”
- “As students dealing with a condensed time schedule and having to hand in work in a set time frame, I feel that professors should be held to the same standard as far as getting assignments graded and posted in a timely fashion.

The third theme mentioned by most GSS participants was “Dissatisfaction with Curriculum.” Examples of comments in this theme are:

- “Coursework is irrelevant and does not clearly address learning objectives.”
- “Course work needs to be more oriented towards research. The phrase “publish-or-perish” has been thrown around quite a bit, and yet coursework isn’t tailored towards this.”
- “It is important to develop an interdisciplinary program available for the graduate students.”