The Graduate School
Student Satisfaction Survey

Spring 2017
The 2017 Graduate School Student Satisfaction Survey was designed by The Graduate School to assess graduate students’ perceptions related to satisfaction with various aspects of the Graduate School.

Results are intended to:
- Enhance graduate students’ experiences by informing initiatives and identifying areas for improvement
- Inform future surveys
- Be used as a baseline to gauge future progress
• Administered via a web-based survey tool in March of 2017
  – Anonymous
  – Ended May 2017
  – Results are reported in aggregate and no identifying information reported (e.g. small cell sizes)

• All Spring 17 graduate and professional students invited to participate (n = 4,309)
  – 18.1% completed the questions for at least one topic (n=781 respondents)
<table>
<thead>
<tr>
<th>College</th>
<th>Graduate Student Respondents</th>
<th>Graduate Student (CSU)</th>
<th>Graduate Student Response Rate</th>
<th>Professional Student Respondents</th>
<th># of CSU Professional Students</th>
<th>Professional Student Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU</td>
<td>764</td>
<td>3,744</td>
<td><strong>20.4%</strong></td>
<td>17</td>
<td>565</td>
<td>3.0%</td>
</tr>
<tr>
<td>College of Agricultural Sciences</td>
<td>64</td>
<td>226</td>
<td><strong>28.3%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Business</td>
<td>19</td>
<td>241</td>
<td>7.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Health and Human Sciences</td>
<td>143</td>
<td>544</td>
<td><strong>26.3%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>113</td>
<td>534</td>
<td><strong>21.2%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Natural Sciences</td>
<td>144</td>
<td>623</td>
<td><strong>23.1%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Veterinary Med. &amp; Biomedical Sciences</td>
<td>57</td>
<td>356</td>
<td><strong>16.0%</strong></td>
<td>17</td>
<td>565</td>
<td><strong>3.0%</strong></td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>31</td>
<td>259</td>
<td><strong>12.0%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walter Scott, Jr. College of Engineering</td>
<td>108</td>
<td>740</td>
<td><strong>14.6%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warner College of Natural Resources</td>
<td>66</td>
<td>221</td>
<td><strong>29.9%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown College</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Graduate Student Characteristics

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62.2%</td>
</tr>
<tr>
<td>Male</td>
<td>37.0%</td>
</tr>
<tr>
<td>Transgender/Non Binary/Gender Queer/Agender</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Underrepresented Race/Ethnicity</strong></td>
<td></td>
</tr>
<tr>
<td>Non-Underrepresented</td>
<td>73.2%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>73.2%</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>26.8%</td>
</tr>
<tr>
<td>African American</td>
<td>1.9%</td>
</tr>
<tr>
<td>Asian</td>
<td>11.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>6.4%</td>
</tr>
<tr>
<td>Middle Eastern</td>
<td>0.7%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>6.3%</td>
</tr>
<tr>
<td><strong>Sexual Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>Heterosexual/straight</td>
<td>89.9%</td>
</tr>
<tr>
<td>Non-Heterosexual</td>
<td>10.1%</td>
</tr>
<tr>
<td>Gay or Lesbian</td>
<td>3.6%</td>
</tr>
<tr>
<td>Bisexual</td>
<td>4.8%</td>
</tr>
<tr>
<td>Asexual/Heteroflexible/Pansexual/Queer/Unsure or</td>
<td>1.7%</td>
</tr>
</tbody>
</table>

## Year in Graduate Program

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>33.1%</td>
</tr>
<tr>
<td>2nd Year</td>
<td>28.7%</td>
</tr>
<tr>
<td>3rd Year</td>
<td>14.9%</td>
</tr>
<tr>
<td>4th Year</td>
<td>8.3%</td>
</tr>
<tr>
<td>5th Year</td>
<td>7.9%</td>
</tr>
<tr>
<td>6th Year or more</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

## Degree

<table>
<thead>
<tr>
<th>Degree Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>46.3%</td>
</tr>
<tr>
<td>Master’s –Plan A/thesis</td>
<td>23.7%</td>
</tr>
<tr>
<td>Master’s- Plan B/project or exam</td>
<td>17.5%</td>
</tr>
<tr>
<td>Master’s –Plan C/Professional master’s/coursework only</td>
<td>9.4%</td>
</tr>
<tr>
<td>DVM</td>
<td>2.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

## Additional Information

- Served in the Armed Forces of the United States: 2.6%
- English Not as a First Language: 16.9%

*Valid percent reported (excludes missing data)*
Respondent Overview

*Valid percent reported (excludes missing data)
Survey Framework

- Perceptions of the university, graduate school, and co-curricular environment
- Perceptions of department peers, staff, and faculty
- Personal and general perceptions of department/school/unit
- Institutional policies and resources
- Personal attitudes and behaviors
- Overall comfort in the graduate school
- Student and personal characteristics
- Open ended questions

All item level questions were asked on a five point Likert scale (1=Strongly Disagree; 5 = Strongly Agree).

Item responses were grouped into disagreement (combining Strongly Disagree and Disagree) and agreement (combining Strongly Agree and Agree).
PERCEPTIONS OF THE UNIVERSITY, GRADUATE SCHOOL, AND CO-CURRICULAR ENVIRONMENT
The University has...

- 65.5% of students from diverse backgrounds
- 60.1% of faculty from diverse backgrounds
- 54.3% of staff from diverse backgrounds
- 40.0% of individuals in leadership positions from diverse backgrounds

- 19.3% Strongly Disagree/Disagree
- 22.0% Neutral
- 18.4% Strongly Agree/Agree
- 30.6% Strongly Disagree/Disagree
Perceptions of The Graduate School

The Graduate School...

- Creates an environment of acceptance for students from diverse backgrounds: 74.2%
- Treats me with respect: 79.8%
- Is helpful in answering my questions: 68.0%
- Provides professional development activities that are relevant to my professional growth: 59.8%

Legend:
- Strongly Disagree/Disagree
- Neutral
- Strongly Agree/Agree
Perceptions of the Co-curricular Environment

Co-Curricular Environment

- Student organizations at this institution are welcoming: 67.9%
  - Strongly Disagree/Disagree: 6.1%
  - Neutral: 5.1%
  - Strongly Agree/Agree: 74.8%
- Department professional development activities are welcoming: 72.6%
  - Strongly Disagree/Disagree: 6.8%
  - Neutral: 5.1%
  - Strongly Agree/Agree: 73.3%
- GS professional development activities are welcoming: 73.3%
  - Strongly Disagree/Disagree: 5.1%
  - Neutral: 3.8%
  - Strongly Agree/Agree: 74.8%
- University professional development activities are welcoming: 74.8%
  - Strongly Disagree/Disagree: 3.8%
  - Neutral: 3.8%
  - Strongly Agree/Agree: 74.8%
PERCEPTIONS OF DEPARTMENT PEERS, STAFF, AND FACULTY
Perceptions of Department Peers

Students in my department...

- Are friendly: 85.7% Strongly Agree/Agree
- Treat me with respect: 86.8% Strongly Agree/Agree
- Support one another: 78.4% Strongly Agree/Agree

0% 20% 40% 60% 80% 100%

Strongly Disagree/Disagree Neutral Strongly Agree/Agree
Perceptions of Staff

Staff in my department...

- Are supportive of students from diverse backgrounds: 83.2%
- Treat me with respect: 86.2%
- Are concerned about my welfare: 75.3%
- Are available to answer my questions: 84.1%

Legend:
- Strongly Disagree/Disagree
- Neutral
- Strongly Agree/Agree
Perceptions of Faculty

Faculty in my department...

- **Turn controversial topics into constructive discussions**: 15.8%
- **Are supportive of students from diverse backgrounds**: 9.3%
- **Treat me with respect**: 7.2%
- **Are concerned about my welfare**: 12.7%
- **Are available to answer questions**: 7.0%
- ***My advisor is supportive***: 8.5%

Responses are categorized as:
- **Strongly Disagree/Disagree**
- **Neutral**
- **Strongly Agree/Agree**
PERSONAL AND GENERAL PERCEPTIONS OF DEPARTMENT/SCHOOL/UNIT
Personal Perceptions of Department/School/Unit

Personal Feelings

- I feel welcome in my department: 78.4%
- I feel respected in my department: 76.8%
- I am comfortable with the environment in my department: 71.6%

- 8.2% Strongly Disagree/Disagree
- 9.4% Neutral
- 15.2% Strongly Agree/Agree
I am treated fairly regardless of my [...] in my department.

- Abilities/disabilities: 9.0%
- Gender: 9.5%
- Political ideology: 9.0%
- Race or ethnicity: 4.8%
- Religion/faith: 6.6%
- Sexual orientation: 2.8%
- Socioeconomic status: 6.6%
- Nationality: 4.7%
- Veteran status: 0.7%
General Perceptions of Department/School/Unit

In general, my department is...

- Welcoming to students: 87.3%
- Respectful to students: 85.7%

- Strongly Disagree/Disagree: 4.8%
- Neutral: 5.2%
- Strongly Agree/Agree: 90.0%
In general, students in my department are treated fairly regardless of their...
I can find resources related to...

- Discrimination, harassment policies, and other violations: 77.8%
- Graduate School policies and procedures: 76.4%
- Student issues: 81.6%

- Strongly Agree/Agree: 6.9%
- Neutral: 9.3%
- Strongly Disagree/Disagree: 5.0%
I feel ....

- Cultural understanding is important to my career: 89.6% strongly agree/agree, 3.4% disagree, 1.4% neither agree nor disagree
- Comfortable interacting with students from diverse backgrounds: 94.4% strongly agree/agree, 1.4% disagree, 1.4% neither agree nor disagree
I feel comfortable raising....

- Teaching and/or advising concerns with department leaders: 63.3%
- Teaching and/or advising concerns with college leaders: 44.2%
- Teaching and advising concerns with Graduate School leaders: 52.1%
- Concerns related to diversity and inclusion with department leaders: 60.9%
- Concerns related to diversity and inclusion with college leaders: 47.8%
- Concerns related to diversity and inclusion with institutional leaders from units: 49.1%

Strongly Disagree/Disagree  Neutral  Strongly Agree/Agree
Overall Comfort

Overall, I feel comfortable....

- In my classes: 88.3% Strongly Agree/Agree, 5.0% Neutral, 5.0% Strongly Disagree/Disagree
- On the CSU campus: 86.6% Strongly Agree/Agree, 5.5% Neutral, 6.6% Strongly Disagree/Disagree
- In the Fort Collins community: 85.4% Strongly Agree/Agree, 6.6% Neutral, 6.6% Strongly Disagree/Disagree
Overall Comfort

I have considered leaving this department....

- Due to financial issues: 58.1%
- Because of an issue related to diversity, inclusion, appreciation of differences, etc.: 74.2%
- Because of issues related to my advisor or faculty relationships: 65.6%

Options: Strongly Disagree/Disagree, Neutral, Strongly Agree/Agree
1. What is one suggestion you have to improve your department culture?

2. If you would like to elaborate on any of your responses or comment on any climate issue not addressed in this survey, please do so here.

3. What is your recommendation for the next Graduate School survey?
Key Findings

• Perceive CSU, the graduate school, and department as generally welcoming and respectful and feel department peers, staff, and faculty treat students with respect.

• There was a high level of agreement that students, staff, and faculty are friendly and treat each other with respect and support.
  – Slightly lower perceptions of faculty compared to staff.

• The section with the lowest agreement was the series of questions asking if students feel comfortable raising questions about teaching concerns or concerns about diversity and inclusion.

• The vast majority of students agree cultural understanding is important to their career and agree they are comfortable interacting with diverse background.
  – Some variation by college.
Typically, underrepresented students and non-heterosexual students had less favorable perceptions on average than non-underrepresented and heterosexual students.

- This is particularly true for issues related to diversity and inclusion.
- Underrepresented and non-heterosexual students felt less comfortable in the Fort Collins community, but smaller differences when looking at their comfort within CSU.
- A higher percentage of underrepresented students and non-heterosexual students considered leaving their department because of an issue related to diversity and inclusion compared to non-underrepresented and heterosexual students.

Although gender differences were less pronounced and varied by whether females or males agreed more, overall, females had less favorable perceptions on items specifically related to their department/unit and diversity and inclusion items compared to males.
Questions/Comments?