

# Who are AU's Graduate Students?

Presentation for Faculty of Graduate Studies

OIS Fall 2016



Athabasca  
University

# Overview

- Demographic highlights
- Graduation Rates and Time to Degree
- Preview of the feedback from CGPSS

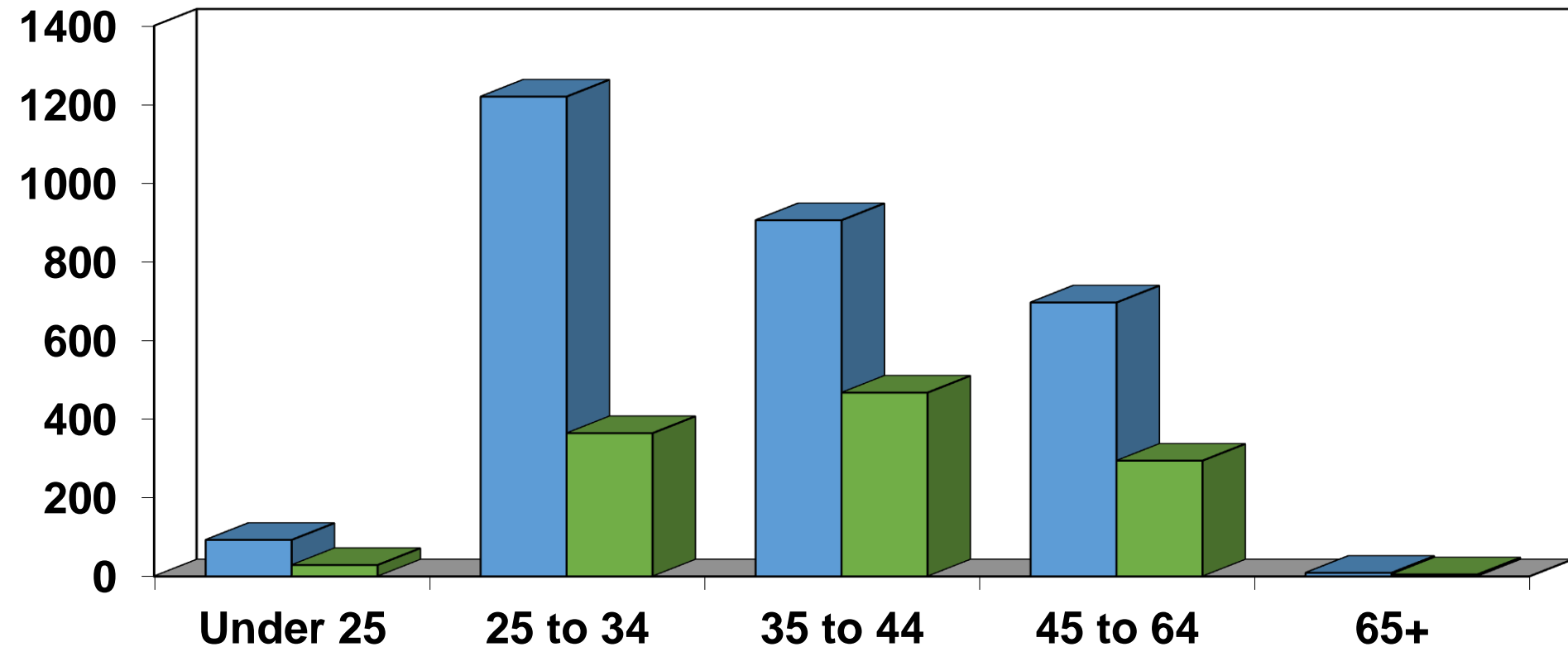


# Graduate Students by Discipline

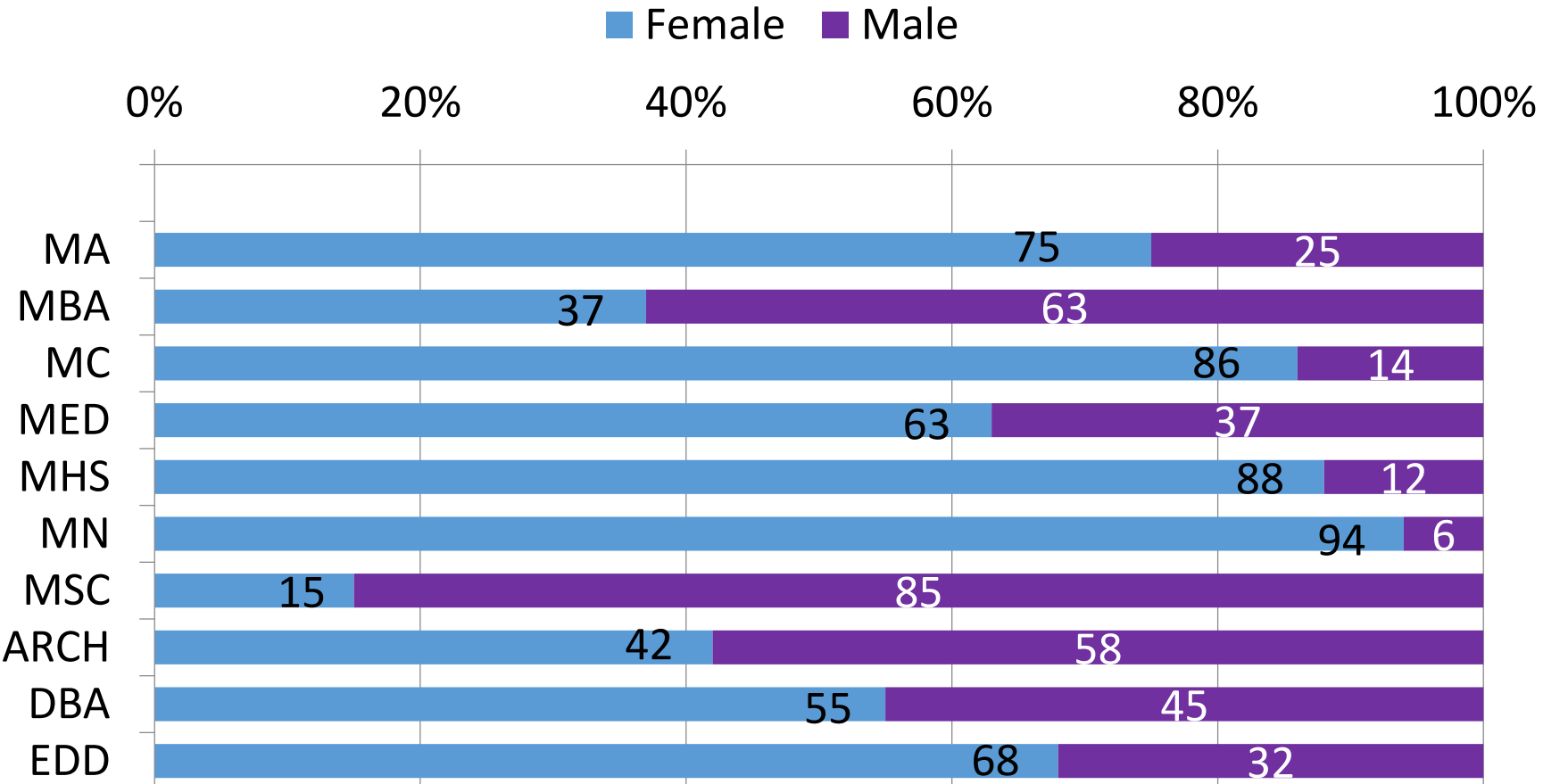
<b>Faculty</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/ 16</b>
<b>Hum &amp; Soc. Sciences</b>	653	630	575
<b>Health Disciplines</b>	1,919	2,076	2,202
<b>Science &amp; Technology</b>	254	238	252
<b>Business</b>	865	834	911
<b>Distance Ed</b>	400	348	431

# Graduate Student Age & Gender

Female Male

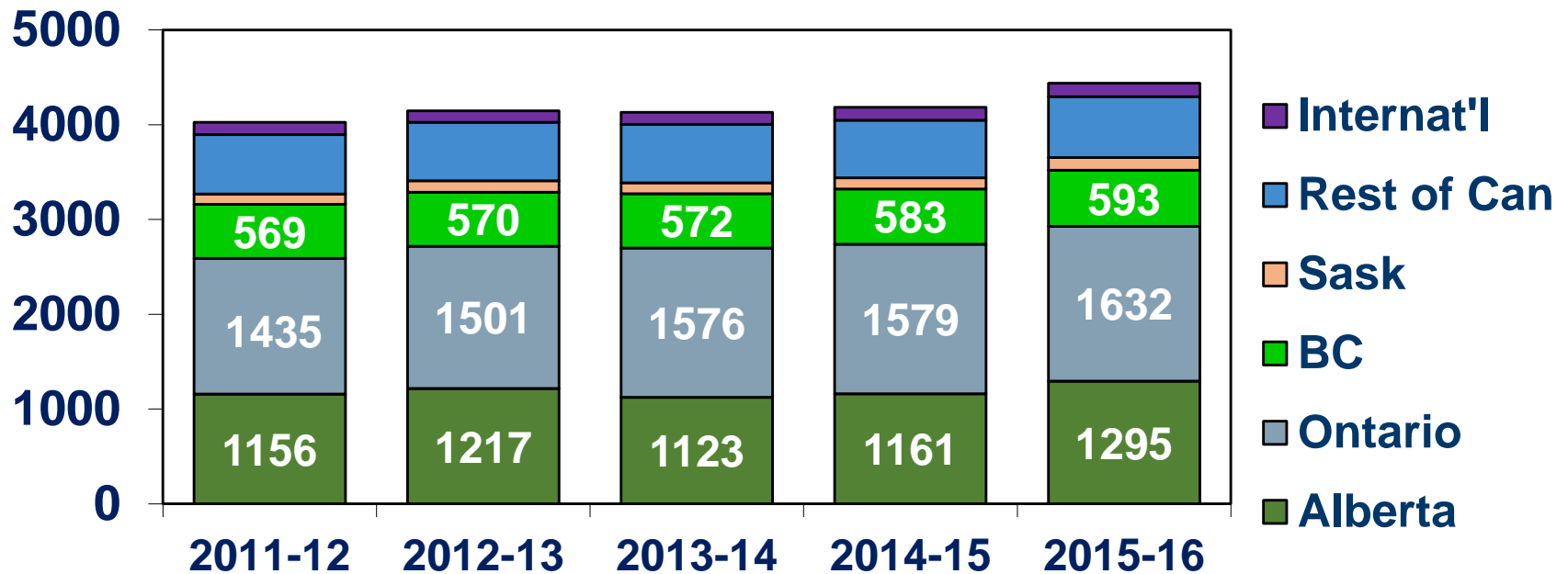


# Gender Distribution of Graduate Students by Program 2015-16





# Active Graduate Student Locations



# Outcomes



Athabasca  
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Convocation Ceremony 2016

www.SUBPhoto.net

70-99

100-129



# Graduation Rates

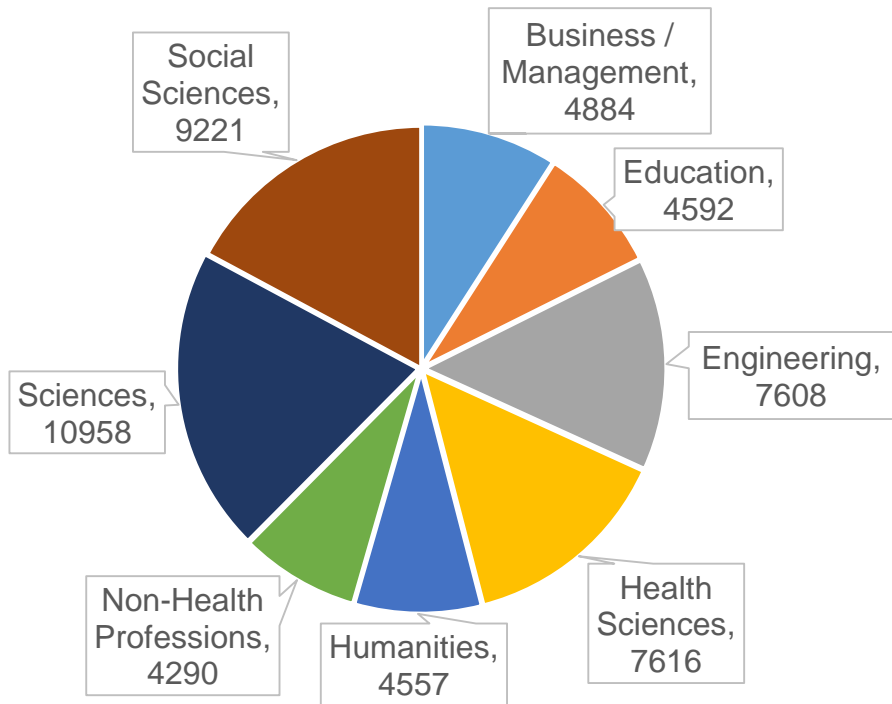
<b>Master Degree Students Admitted in 2009-10</b>	<b>Number</b>	<b>% Complete within 4 Years</b>	<b>% Complete within 6 Years</b>
<b>Female</b>	753	30.9%	57.6%
<b>Male</b>	312	36.8%	52.9%
<b>Total</b>	1,065	32.7%	56.2%
<b>Master Degree Students Admitted in 2011-12</b>	<b>Number</b>	<b>% Complete within 4 Years</b>	<b>% Complete within 6 Years</b>
<b>Female</b>	826	35.7%	N.A.
<b>Male</b>	399	39.6%	N.A.
<b>Total</b>	1,225	36.9%	

# Average Time to Degree Class of 2016

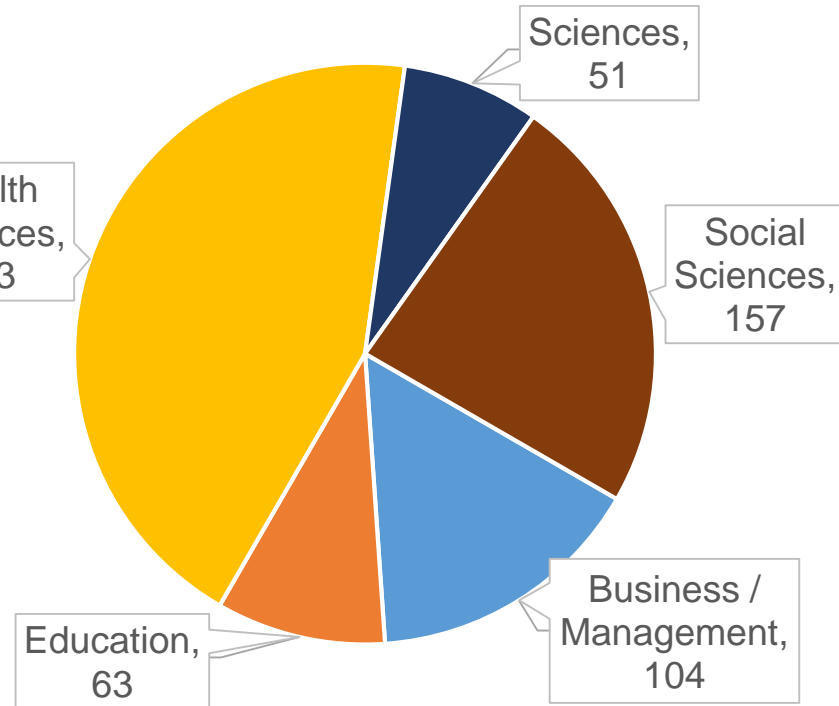
Degree	Average in Years	Number
MA	5.5	87
MBA	4.1	170
M. Counseling	4.0	76
M. Health Studies	4.7	75
M. Nursing	4.5	217
MSc	5.9	28
DBA	5.6	8
EDD	6.2	4

# PREVIEW CGPSS 2016

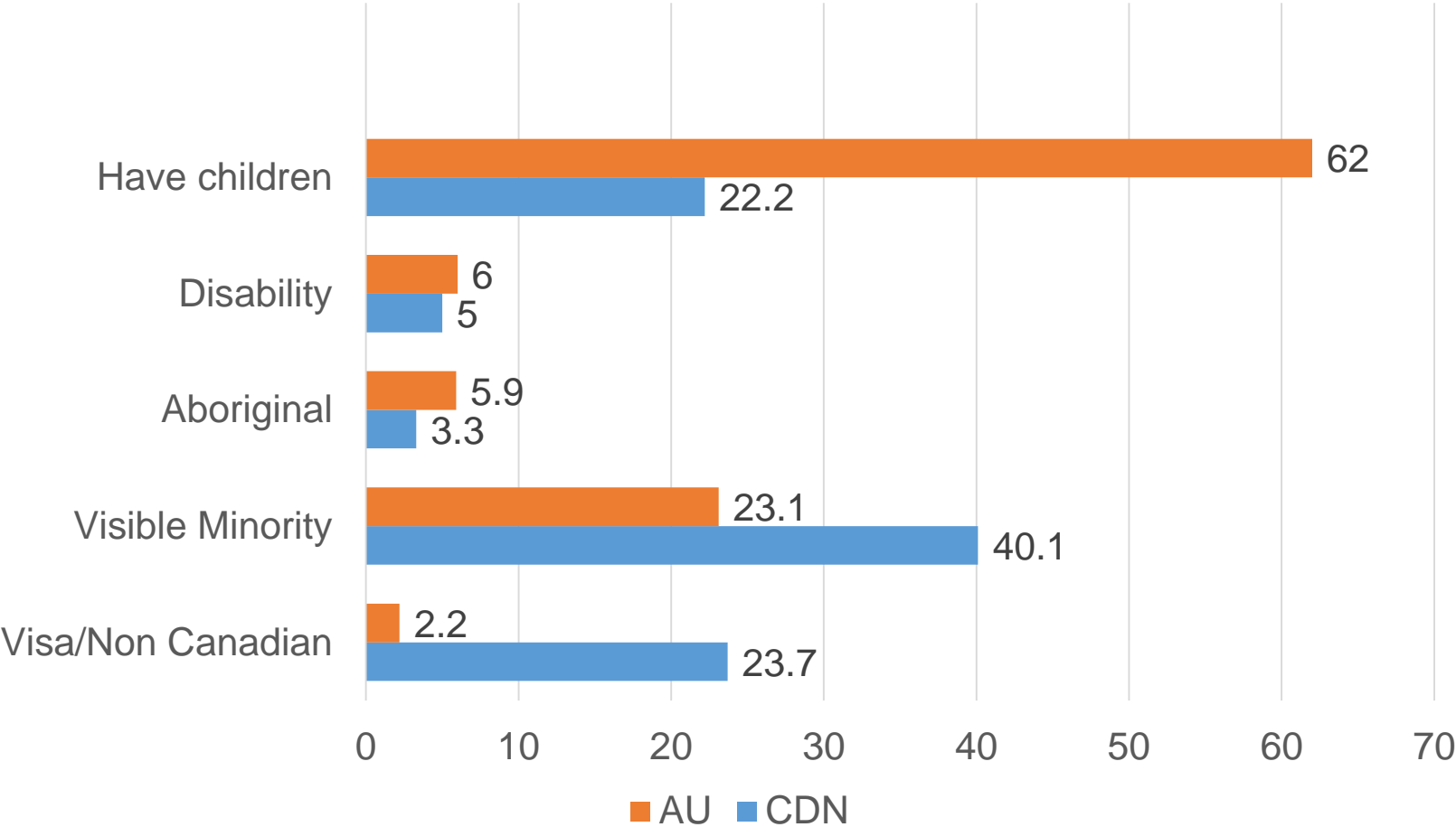
## National Discipline Distribution



## Athabasca Discipline Distribution



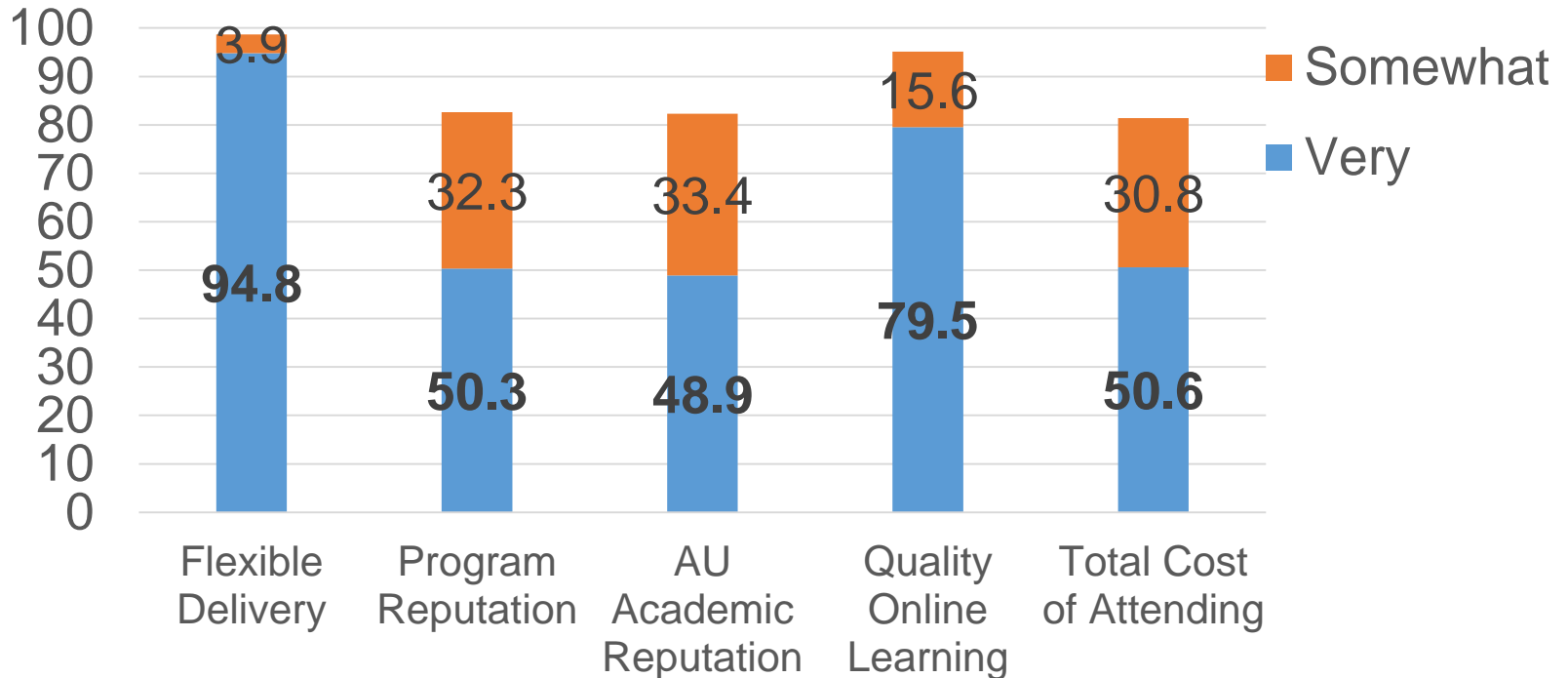
# CGPSS Demographics



# Importance of Deciding Factors in Attending AU

-2016 Combined

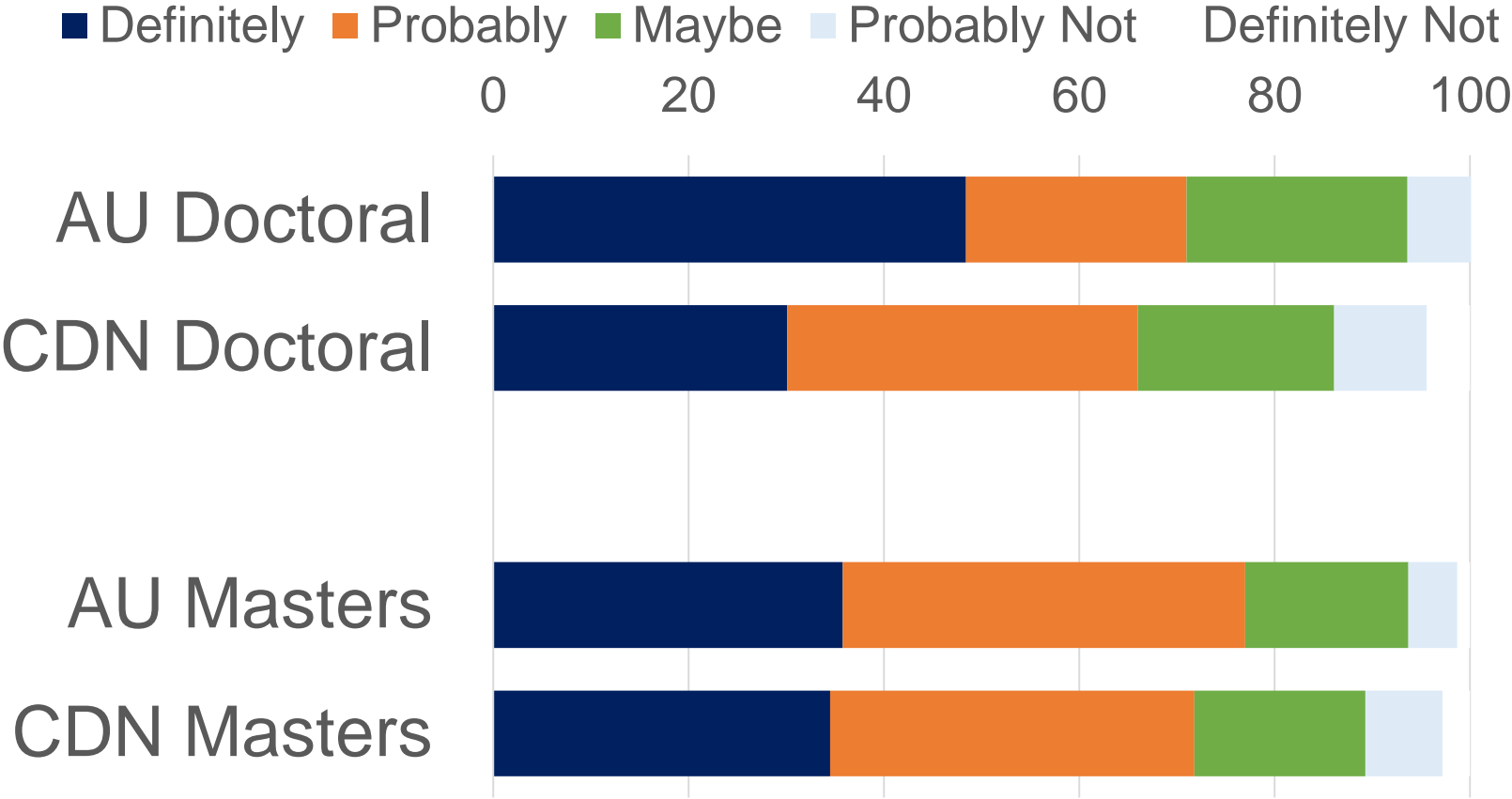
Percent



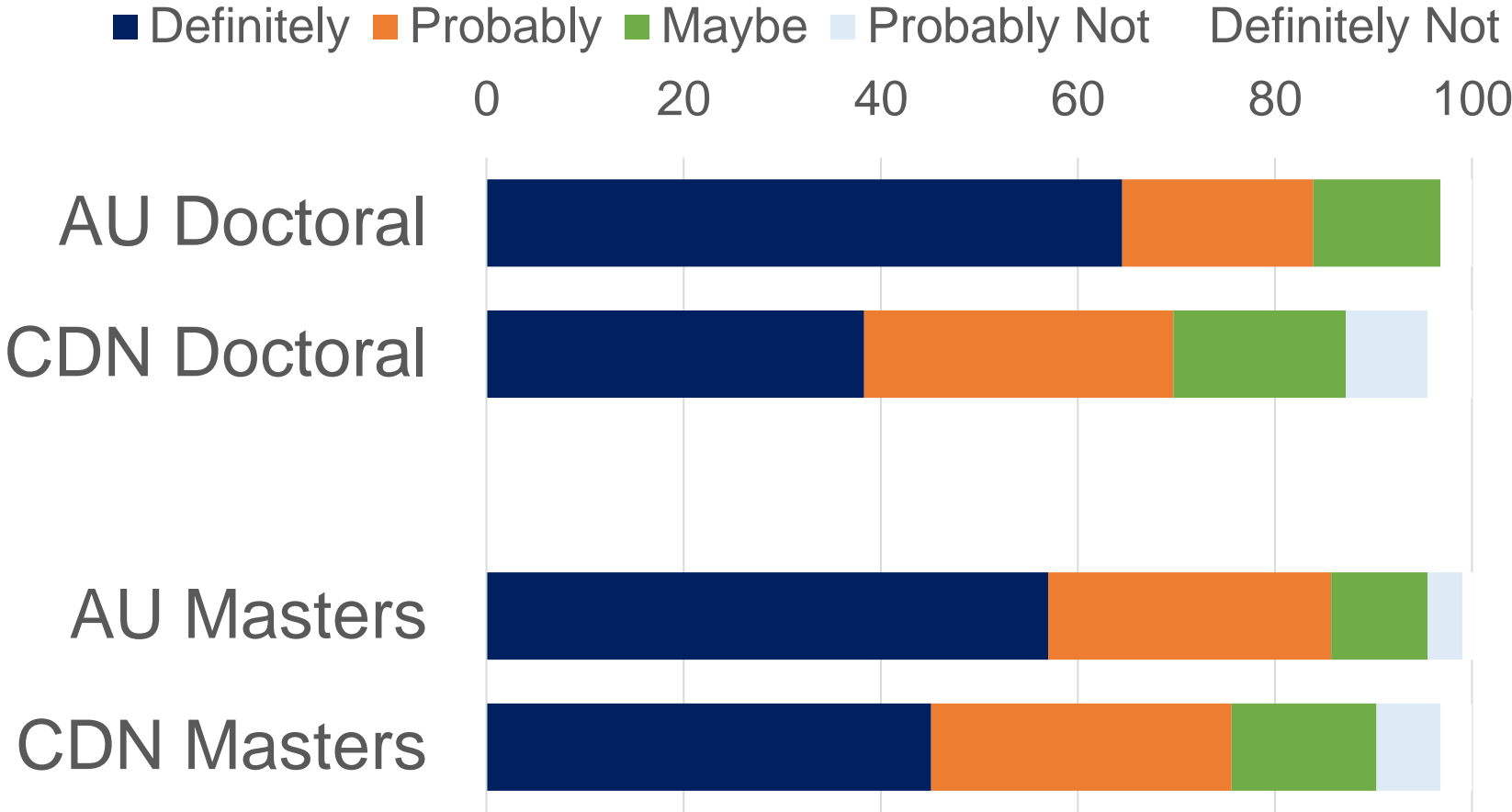
# Primary Reasons for Enrolling

	<b>AU Doctoral</b>	<b>CDN Doctoral</b>	<b>AU Masters</b>	<b>CDN Masters</b>
Start or Advance Career in Academia	35.5%	46.8%	25.2%	23.8%
Start or Advance Career outside Academia	12.9%	20.0%	51.7%	51.1%
Satisfy Interest in Field	<b>41.9%</b>	28.1%	19%	21.1%
Other	9.7%	5.1%	4.1%	4.0%
	N=31	N=18,798	N=636	N=34,888

# CGPSS 2016 Would select the same university



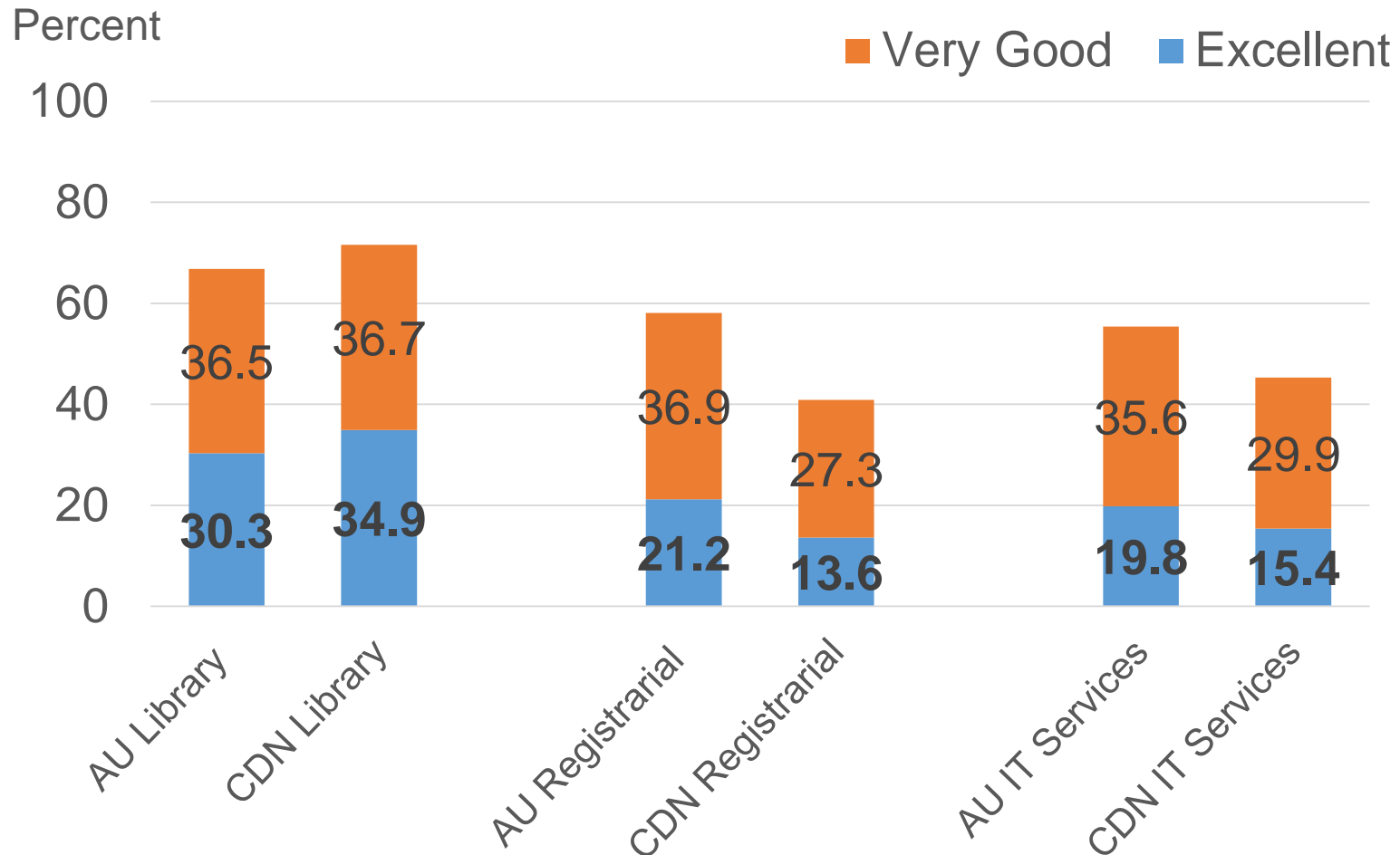
# CGPSS 2016 Would recommend





5=Excellent 1=Poor	AU Combined Mean	Canada Combined Mean
Intellectual quality of faculty	4.191	4.173
Intellectual quality of fellow students	3.790	3.779
Relationship between faculty and graduate students	3.671	3.724
Overall quality of graduate level teaching by faculty	3.802	3.672
Advice on financial support	2.787	2.907
Quality of academic advising	3.195	3.316
Helpfulness of staff members in my program	3.761	3.746
Availability of courses	3.939	3.345
Quality of instruction in my courses	3.787	3.658
Relationship of content to goals	4.011	3.522
Opportunities for student teamwork	3.761	3.499
Opportunities for coursework outside department	3.270	3.085
Opportunities for Interdisciplinary	3.342	3.160
Amount of coursework	3.492	3.431

# University Resources Combined Ratings



# Support and experience in research

5=Excellent 1=Poor	AU Combined Mean	Canada Combined Mean
Support conducting independent research	3.287	3.464
Training in research methods before beginning research	3.453	3.081
Faculty guidance in formulating a research topic	3.283	3.838
Research collaboration with one or more faculty member	2.879	3.415
Collaboration with faculty in writing a grant proposal	2.647	2.999

# Communication with dissertation advisor

Contacts per Month	At least 1 per week/4 times month	One to three times (at least 1 per month)	Less than once per month
Ongoing research (AU=38)	13.2%	47.4%	39.5%
Ongoing research (CDN=29,179)	<b>35.7%</b>	44.3%	20.0%
AU writing dissertation draft	13.2%	39.5%	47.4%
CDN writing dissertation draft	20.2%	43.7%	36.2%

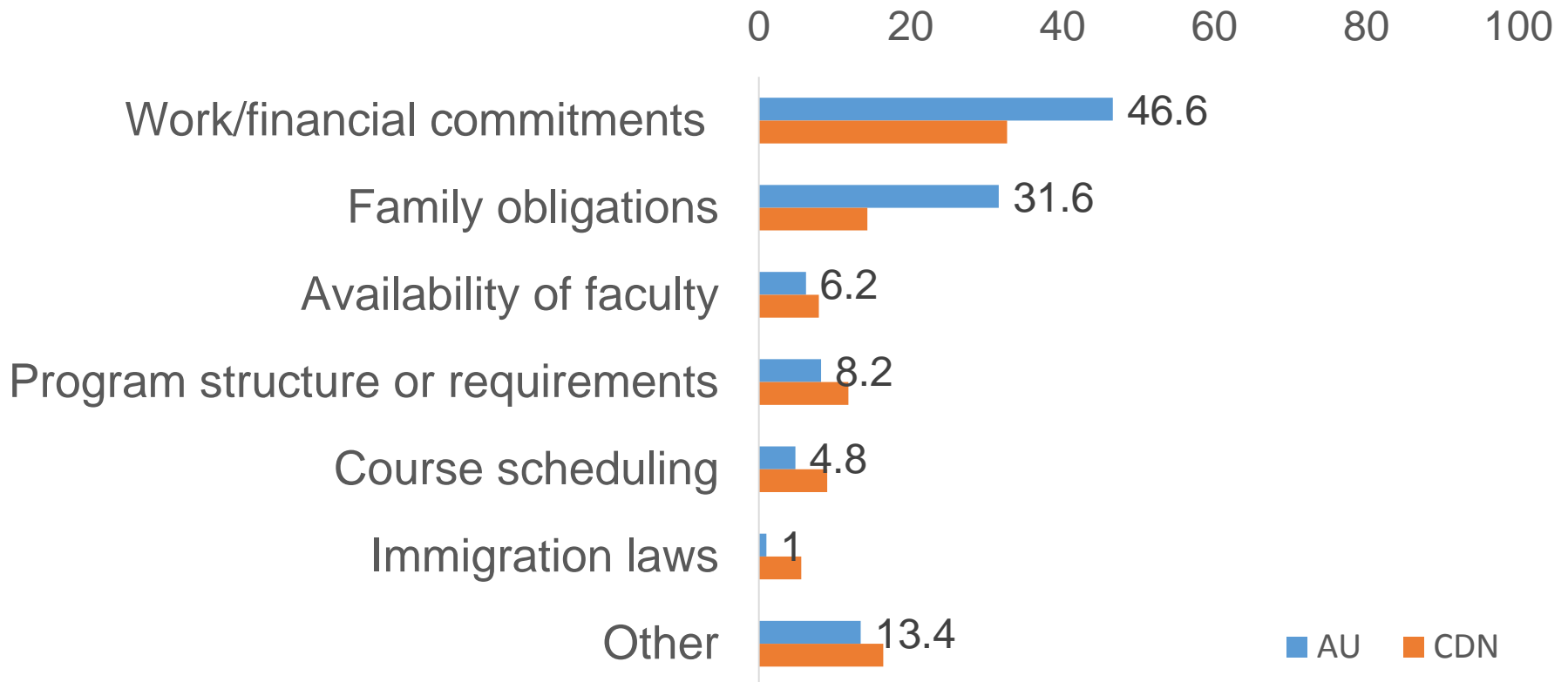
# One change....

- I would suggest a clearer understanding of the expectations of faculty marking time. I have had some courses where a faculty member returns assignments the same or next day and others where faculty take over 2 weeks. As a student, having timely feedback is the single most important factor in my motivation to continue in the course and program.
- When email is our only means of reaching the people who are supposed to be facilitating and guiding our learning, and who are responsible for marking our assignments it is absurd to take longer than a few days to respond in an exclusively online class. Completely unacceptable.

# Top Funding Sources

	AU Percent	Canadian Percent
Loans, savings, or family assistance	58.1%	43.8%
Teaching assistantship	0.2%	41.0%
Research assistantship	1.7%	31.2%
Off campus employment	25.5%	24.5%
University funded bursary	5.5%	23.9%
Tuition waivers (FT/PT combined)	8.7%	23.8%
University funded fellowship	0.7%	23.5%
Provincial government (scholarship/fellowship)	9.8%	18.7%
Employee benefit or employer funding	41.3%	7.7%

# Major obstacles to academic progress



# One Change

- Create opportunities for students to engage in research/collaborative work of faculty to facilitate networking.
- 1. offer more financial support to everyone who needs it; 2. more guidance for those who might be thinking about studying further--in a doctoral program
- That there be a more interaction with the faculty with the on-line student. Having someone on the other end who had a "file" of your interests and where you are going and want to achieve, a kind of coach who checks in with you as you progress through your courses to see how you are managing, if you have changed your major or thesis ideas. It is difficult enough taking the courses on line and not having any one-to-one human contact if there was a person who case managed I think it would make the learning experience a lot easier and meaningful.



# Prepared for Employment

% Very or Reasonably for new job tomorrow	<b>Business / Management</b>	<b>Education</b>	<b>Health Sciences</b>	<b>Sciences</b>	<b>Social Sciences</b>
Consulting job related to research area	80.4%	80.0%	40.8%	71.1%	57.2%
Entrepreneur of small business owner	73.5%	49.2%	11.1%	48.9%	38.2%
Non-academic private or public sector job unrelated to research area	59.4%	47.5%	24.5%	48.9%	55.2%
Non-academic private or public sector job related to research area	83.0%	81.7%	53.0%	80.0%	72.5%
Lecturer in field at a university	60.2%	68.3%	52.8%	44.4%	47.9%
Researcher in field at a university	52.0%	62.7%	37.3%	57.8%	49.3%

