Virginia Tech Community Q3-Q12

Survey Results: VT Community
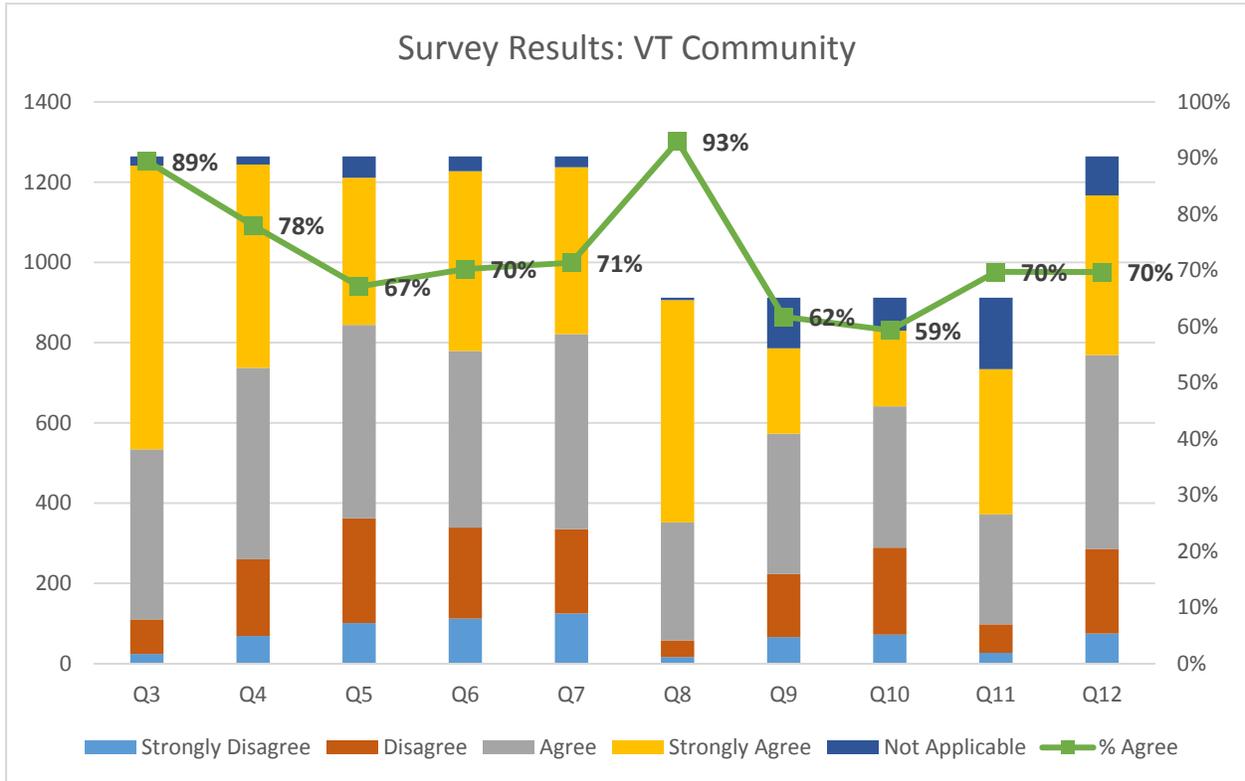

- Most respondents felt there are sufficient resources to ensure their academic success [Q3] and know where to find academic support [Q4]. However, the level of agreement dropped when asked whether there are good resources to deal with stressful issues or situations [Q12].
- The level of agreement drops in questions related to social and personal support (Q5), sense of community (Q6), and administrators caring about them (Q7). Sense of community differs among respondent campus (52% agree from NCR and 60% from virtual) and for those who identify as LGBTQ (57%).
- The number of respondents dropped off for questions related to safety on campus and usage of the GLC because these questions were only asked to those indicating they were on the Blacksburg campus [Q8-Q11].
- Generally, respondents feel very safe on Blacksburg's campus [Q8].
- The questions related to the GLC had a higher percentage of non-response than other questions in this section, confirming that many on-campus students do not use the services of the GLC, which may be attributed to not knowing what programs and services the GLC provides.
- Only about 60% of respondents felt the GLC helped to connect them to the graduate community and felt the GLC provides relevant programs and services [Q9-Q10].
- Overall, students that do interact with the GLC felt staff were approachable and helpful, only 11% disagreed with this statement [Q11].

NOTE: Stress was a big deal in this section, so maybe we can create a separate graphic for it. Woordle?

Department Community Q15-Q22

Survey Results: Department Community
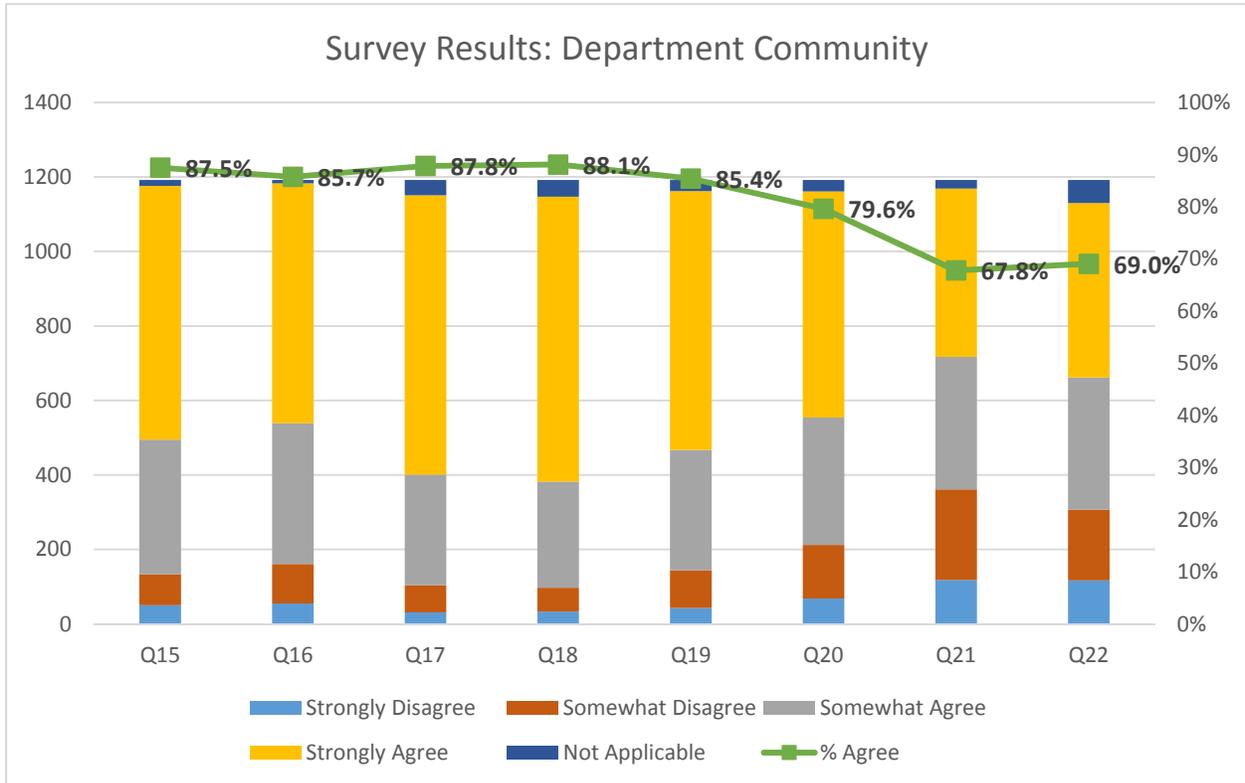
- Most respondents felt their department uses fair practices (87%) and felt their department provides a supportive learning environment (86%) ; however, those who chose not to disclose their race/ethnicity had the highest level of disagreement (26% and 25% respectively). [Q15-Q16] Virtual (94%) and NCR (92%) campus respondents felt the strongest that their departments provide a supportive learning environment.
- 88% of respondents felt their department is inclusive. However, 17% of LGBTQ respondents disagree [Q17]. Many open-ended responses indicated a feeling of isolation and lack of inclusion, leading to the challenge to exist and succeed alone.
- Majority of respondents indicated they felt their department works to provide a discrimination-free environment (88%), encourages a collegial environment among students (85%), and encourages collaboration with faculty (80%). However, 23% of those who chose not to disclose their race/ethnicity did not feel their department encourages a collegial environment among students and 32% did not feel their department encourages a collaborative environment. [Q18-Q20].

- Department support fell with respondents when asked whether they felt socially and professionally integrated (68%) and whether they felt their department was supportive of their personal commitments (69%).[Q21-Q22]
- Those who chose not to disclose their race/ethnicity (43%) and LGBTQ (42%) had the highest levels of disagreement that they were socially and professionally integrated into their department.

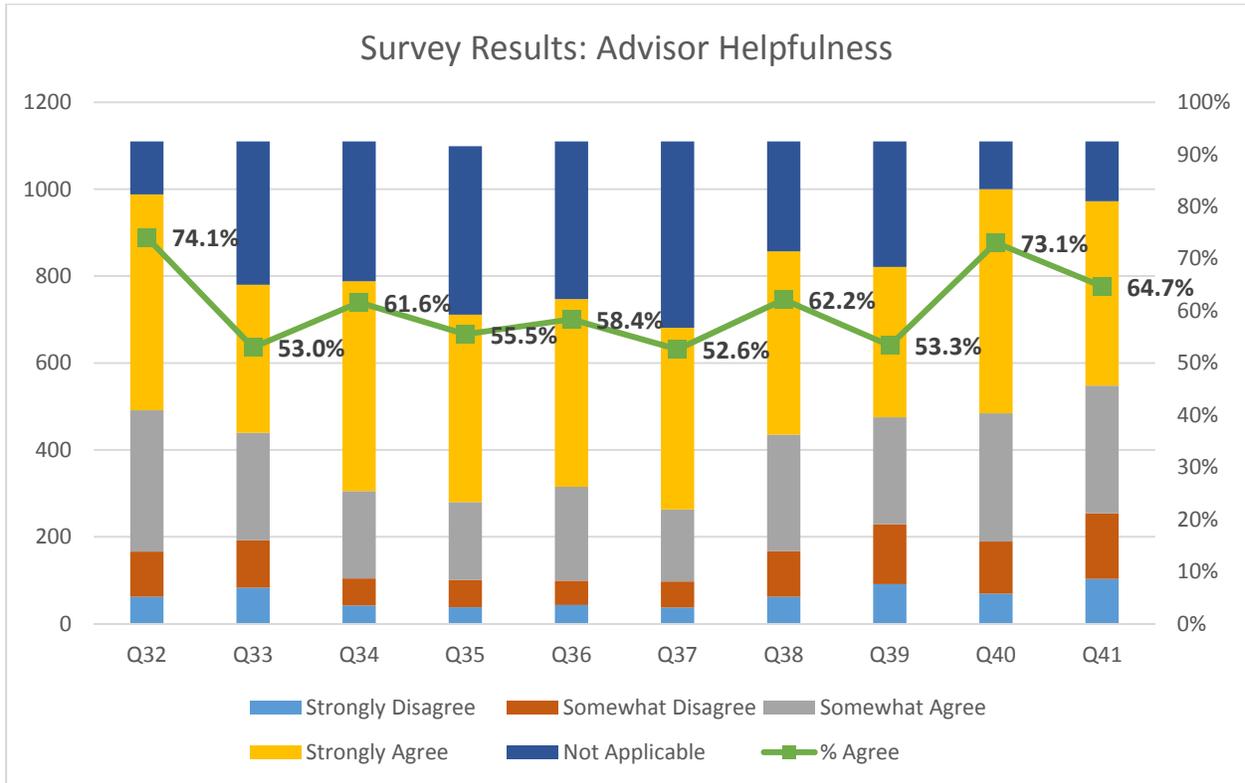## Advising and Mentoring (Q24-Q47)

<u>General Advising</u>
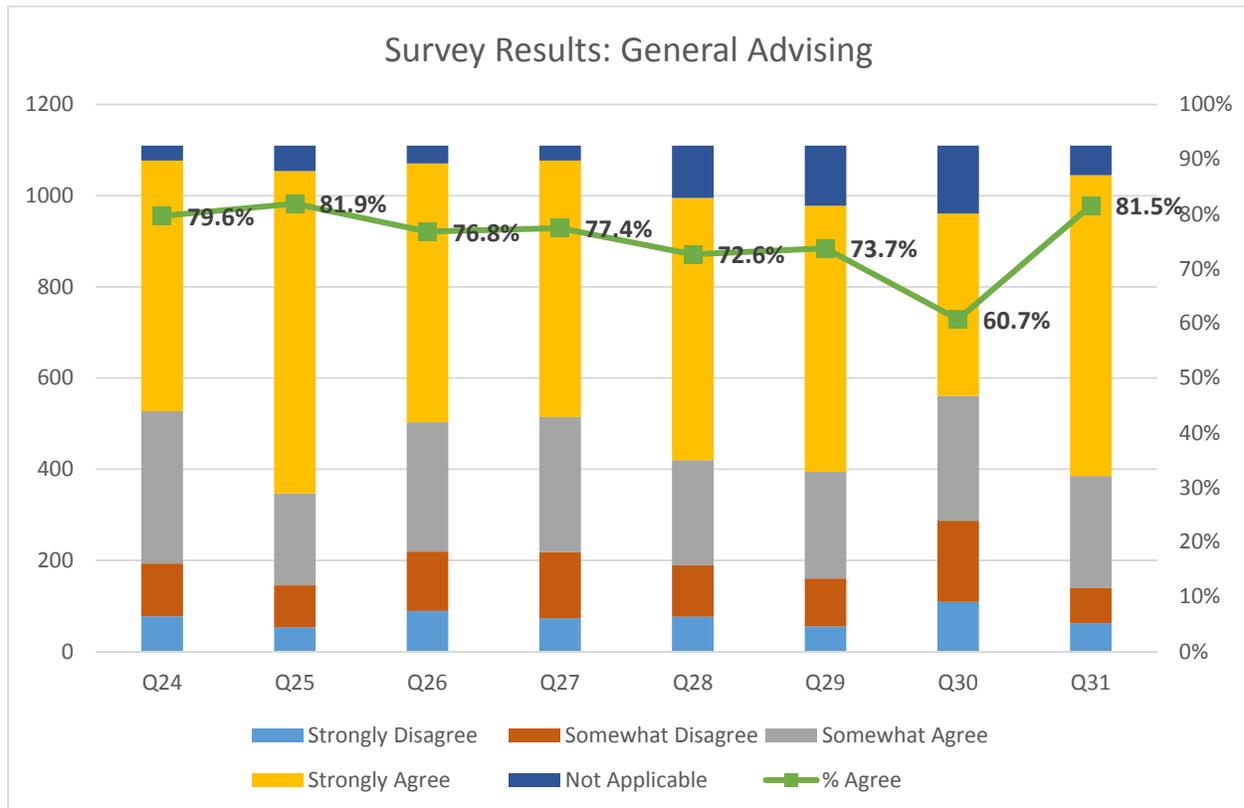
- About 4 out of 5 respondents indicated they are satisfied with their department advising, reporting their advisors provide clear expectations (80%), respond to inquiries in a timely manner (82%), have adequate opportunities to interact with faculty in addition to their advisor (77%), and feel comfortable sharing their professional goals with their advisor (82%). [Q24-Q27, Q31]
- Respondents also generally felt they received support from their advisor to pursue personal research interests and professional development (73%) and are encouraged to produce publications and present research (74%) [Q28-Q29].
- However, only 61% felt their department provided them with opportunities to serve the department or university in a capacity outside of teaching or research [Q30].
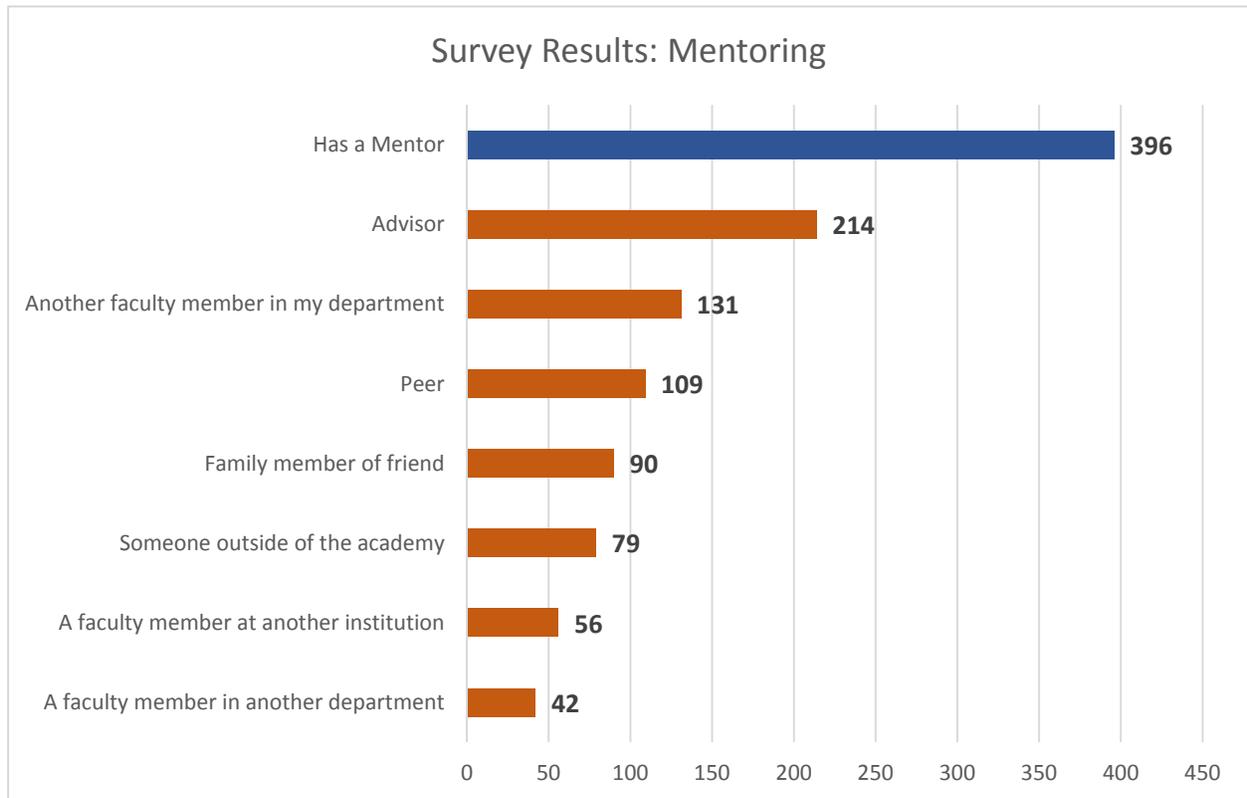
- The open-ended responses to these questions show the variation in experience among graduate students with their advisor.

Helpfulness of Advisor

Survey Results: Advisor Helpfulness

Values shown on the % Agree line: 74.1%, 53.0%, 61.6%, 55.5%, 58.4%, 52.6%, 62.2%, 53.3%, 73.1%, 64.7%

Legend: Strongly Disagree, Somewhat Disagree, Somewhat Agree, Strongly Agree, Not Applicable, % Agree

Questions: Q32, Q33, Q34, Q35, Q36, Q37, Q38, Q39, Q40, Q41

- Overall helpfulness of advisor dropped when respondents were asked about specific areas. There was also an increase of respondents choosing not to answer by selection Not Applicable.
- The areas of highest agreement were in advising for course selection [Q32] and advice about current progress and next steps [Q40]. Barely half of respondents felt their advisors were helpful with preparing for general exams [Q33], writing and revising dissertation/thesis [Q37], and consideration of non-academic or other professional career options [Q39].

Mentoring

Survey Results: Mentoring

| Category	Value
Has a Mentor	396
Advisor	214
Another faculty member in my department	131
Peer	109
Family member of friend	90
Someone outside of the academy	79
A faculty member at another institution	56
A faculty member in another department	42

- Only 36% of respondents stated they have a mentor [Q43]. Of those who indicated they have a mentor, about 30% stated their mentor was their advisor [Q44].
- Almost 95% of those with a mentor indicated them as being very or moderately influential [Q46].
- Women (40%) were significantly more likely than men (30%) to report they have a mentor who has been an influential part of their graduate experience.

Diversity and Inclusion (Q48-59)

Survey Results: Support of Diverse Communities
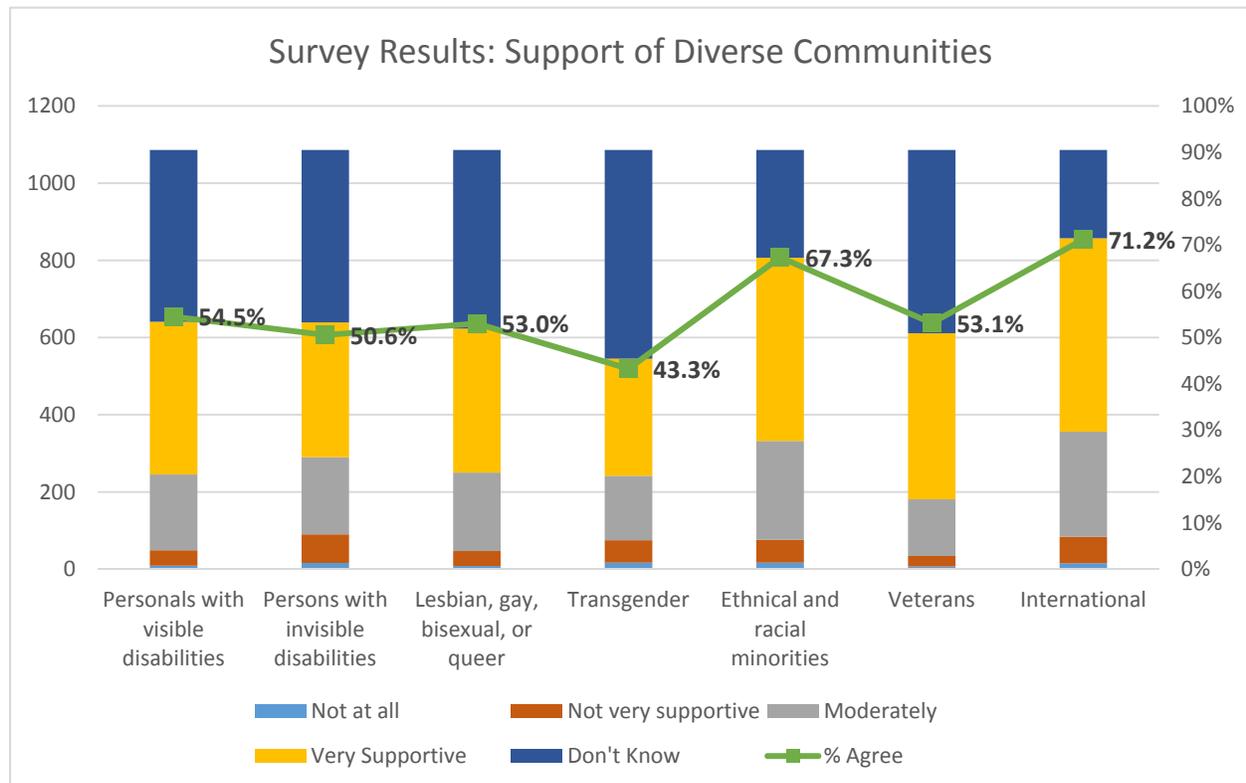
- Survey respondents expressed the lowest level of agreement when asked whether they felt transgender students were supported at VT.
- Respondents felt the highest level of support was provided to those of ethnic and racial minorities and international students.
- The high rate of "Don't Know" responses to this group of questions indicates many students do not have an understanding of how marginalized communities experience campus.

Survey Results: VT Commitment to Diversity & Inclusion
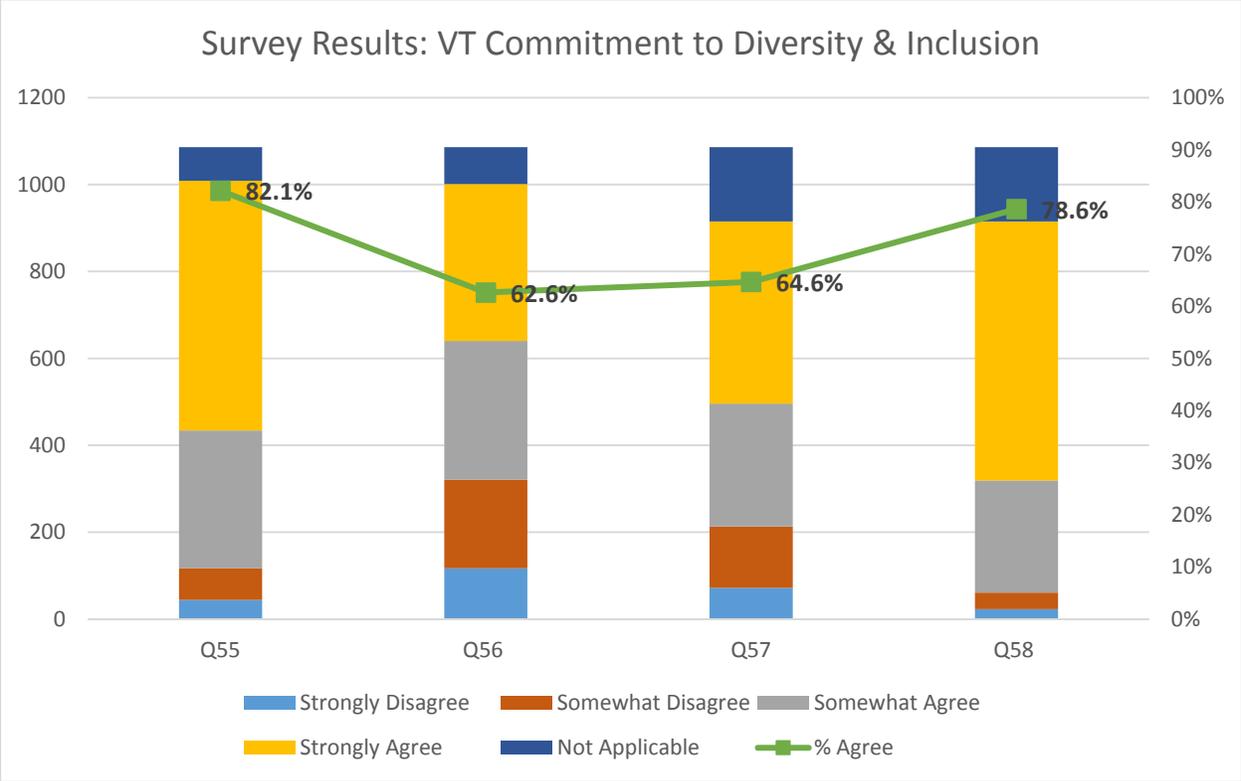
- Majority of survey respondents feel their identiy(ies) are respected at Virginia Tech [Q55].

- Only 63% report they know the process and 65% say they are comfortable reporting discrimination or harassment [Q56-Q57].

- 79% of respondents agreed they appreciated having a confidential resource (Ombudsperson) to talk to about discrimination and harassment with, 16% saying this was not applicable to them[Q58].

- Part-time students report more positive perceptions about VT's support of transgender students, racial and ethnical minorities, veterans, and international students.

- International students are significantly more likely to feel their identity is respected that that they know the process of reporting incidents of discrimination or harassment.

- Women and those who identify as LGBTQ are least likely to feel their identities are honored and respected at VT.