

Analysis, Assessment and Accreditation

School of Graduate Studies

Student Survey

2004



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Student Survey
2004**

August 2004

EXECUTIVE SUMMARY

This survey is distributed each year by the School of Graduate Studies when graduate students make application for graduation. Completed surveys are collected when students turn in their completed graduation applications. The objective of the survey is to determine the opinions of the graduating graduate students with respect to important aspects of their USU educations. The School of Graduate Studies survey was distributed to 977 post-baccalaureate graduates of the class of 2004. There were 547 usable surveys returned – a return rate of 56%.

SUMMARY OF RESPONDENT CHARACTERISTICS

Degrees/Programs

- 89.7% received Masters degrees; 10.1% received PhDs
- 53.6% of the respondents were from the Colleges of Business and Education
- 57 graduate programs were represented
- 63.3% of Masters respondents did a Plan C program
- 45.5% had no prior degree from USU

Demographics

- 27.6% of the respondents were 35 or older
- 62.4% were males, 37.6% were females
- 19% were international students
- 20.1% were minority students
- 68.3% were married
- 71.1% lived in Utah/Idaho before beginning graduate study

Financial Aid

- 39.7% had no financial assistance during the year of the survey
- 24.4% had no financial assistance over the entire course of their studies

SUMMARY OF FINDINGS

(Very + Mostly + Somewhat Satisfied) or (Strongly Agree + Agree)

Overall Perceptions of USU

- Overall quality of graduate programs = 95% satisfied*
- Overall quality of graduate courses taken *inside* department = 93.7% satisfied*
- Overall quality of graduate courses taken *outside* department = 93.1% satisfied*
- USU is a good choice for graduate study = 85.6% agree*
- Would recommend program to others = 80.4% agree*

Department and Major Professor

- Information received from department = 87.9% satisfied*
- Helpfulness of non-faculty and staff in department = 94.1% satisfied*
- Helpfulness of faculty in department = 93.8% satisfied*
- Helpfulness of major professor = 93.6% satisfied*
- Advisor/major professor was an effective mentor = 78.6% agree*
- Department has a humane environment for students = 86% agree*
- Department has done a good job providing for professional opportunities = 64.5% agree*
- Department has been helpful in assisting with finding employment = 61.3% agree*
- Availability of research resources in department = 89.1% satisfied*

Financial Aid

- Availability of assistantships/fellowships during graduate education = 69.3% satisfied*
- Decisions about financial aid in department are fair = 56% agree*
- Funding level of assistantships is adequate = 45.5% agree*

Technology and Library

- Program included some live instruction in locales other than main campus = 47%
- Program included ed-net instruction = 32.4%
- Program included web-based instruction = 33.7%
- Availability of library collections in field of study = 89.5% satisfied*
- Availability of electronic databases = 91.4 satisfied*
- Helpfulness of library/learning resources staff = 94.3% satisfied*
- Satisfied with computer facilities available to graduate students = 72% agree*

School of Graduate Studies

- Information received regarding degree requirements = 88% satisfied*
- Helpfulness of staff = 87.9% satisfied*
- Satisfied with thesis/dissertation review guidelines/procedures = 58.4% agree*
- Provides good information for candidacy, program of study, etc. = 57.3% agree*
- TA workshop provides needed content = 53% agree*

Results by Degree Type

For the most part, this Executive Summary reports data for all respondents to the survey. In many cases, response patterns differ significantly by graduate degree and by college. Additional detail is provided in the body of this report on responses by graduate degree.

*Excludes respondents who marked "Not Applicable"

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THE REPORT

Objectives and History of the Survey

The School of Graduate Studies Student Survey is intended to determine the opinions of graduate students who are applying for graduation. It is designed to assess demographic characteristics of students, whether they have received financial assistance, and their satisfaction with their experiences at Utah State University. Analyzing the resultant data base permits the School of Graduate Studies to focus on its consumers. The survey was initially administered to the graduating class of 2001 making this year the fourth iteration of the survey.

Survey Administration

Development of the survey instrument. The Evaluation Committee of the Northwest Association Commission of Colleges and Universities in its recommendations on the graduate program from its 1997 site visit to USU stated that, "USU does not meet the Commission[s] policy regarding educational assessment of its graduate programs." The development of a survey instrument to examine the opinions of graduate students with respect to their educational experiences was a centralized response to this request for educational assessment. In concert with the Dean of the School of Graduate Studies, the Graduate Council developed an initial draft of the survey, which was later refined by Analysis, Assessment and Accreditation.

Administration procedures. Personnel in the School of Graduate Studies pass out the survey in the package the students receive when they apply for graduation. Thus, the completed survey is distributed all year long as students either appear in the School of Graduate Studies Office or solicit graduation materials by mail.

Response rate. From June 2003 through May 2004 there were 977 individuals who received graduate degrees at USU. 547 completed, usable, surveys were received from the School of Graduate Studies, a response rate of 56%. Analysis, Assessment, and Accreditation had asked that completion of the survey be made contingent on the completion of processing for graduation. Given the response rate, it is clear that this does not always occur.

Data analysis. In the body of the report, responses are broken out by eight degree types. Although university totals are interesting, graduate degree programs are so diverse that response patterns by degree type need to be examined to acquire insight into student perceptions. The category "Other Masters" on all tables in this report is made up of a relatively small number of respondents from the following degree programs: Master of Computer Science (MCS), Master of Fine Arts (MFA), Master of Landscape Architecture (MLA), Master of Natural Resources (MNR), Master of Second Language Teaching (MSLT), and Master of Social Sciences (MSS).

RESULTS: RESPONDENT CHARACTERISTICS

Table 1 depicts respondent characteristics by degree type. A majority of respondents were graduating from the Colleges of Business and Education. A plurality of respondents received Master of Science degrees. The modal age range was 25–29 years with a majority of respondents being between 25 and 34 years of age. A plurality of graduating students in the College of Education – both from Master of Education and Master of Rehabilitation Counseling degree programs – were 40 years of age and older. About two-thirds of the respondents were males. This is representative of the USU graduate student population. About two-thirds of the respondents were married.

Eighty-one percent were U.S. citizens, the remainder were international students. Since only 5.6% of students on campus are of international origin, it can be assumed that the international students are concentrated in graduate programs. After White (non-Hispanic) students—a substantial majority—the biggest minority of graduate student respondents (15.3%) were Asians or Pacific Islanders. The majority of graduate respondents (69.4%) were from Utah. Only 14.9% of the respondents resided outside the United States prior to starting graduate school at USU. A majority of respondents (54.5%) had received a prior degree from USU. A majority of respondents (59.7%) had been enrolled for two to three years in USU graduate programs at the time they completed the survey. Most respondents who completed a master's degree did so under Plan C.

Table 1. RESPONDENT CHARACTERISTICS

	Masters of Accounting (Macc) %/(f)	Masters of Bus. Admin. (MBA) %/(f)	Masters of Education (MEd) %/(f)	Masters of Engineering (ME) %/(f)	Masters of Rehabilitation (MRC) %/(f)	Masters of Science (MS) %/(f)	Other Masters %/(f)	PhD %/(f)	% of Total
College									
Agriculture	0% (0)	0% (0)	1.4% (1)	0% (0)	0% (0)	7.9% (18)	0% (0)	5.7% (3)	4.3% (22)
Business	100% (20)	98.2% (55)	0% (0)	0% (0)	0% (0)	17% (39)	14.3%(4)	5.7% (3)	23.6% (121)
Education	0% (0)	1.8% (1)	98.6% (70)	0% (0)	100% (19)	20.1% (46)	0% (0)	34% (18)	30% (154)
Engineering	0% (0)	0% (0)	0% (0)	100% (37)	0% (0)	17.9% (41)	0% (0)	13.2% (7)	16.6% (85)
Family Life	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	7.4% (17)	3.6% (1)	7.5% (4)	4.3% (22)
HASS	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	8.7% (20)	67.9% (19)	1.9%(1)	7.8% (40)
Natural Resources	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	7% (16)	7.1% (2)	7.5% (4)	4.3% (22)
Science	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	14% (32)	7.1% (2)	24.5% (13)	9.2% (47)
Total Percent/Frequency USU	3.9% (20)	10.9% (56)	13.8% (71)	7.2% (37)	3.7% (19)	44.6% (229)	5.5% (28)	10.3% (53)	100% (513)
Age									
<25	21.1%	8.3%	3.9%	37.8%	4.8%	10.8%	3.2%	0.0%	10.0%
25-29	47.4%	40.0%	23.7%	54.1%	14.3%	54.1%	35.5%	26.4%	42.4%
30-34	26.3%	20.0%	22.4%	8.1%	4.8%	18.2%	32.3%	28.3%	19.9%
35-39	5.3%	11.7%	5.3%	0.0%	23.8%	4.3%	6.5%	18.9%	7.4%
40-49	0.0%	20.0%	23.7%	0.0%	33.3%	7.8%	19.4%	22.6%	13.8%
> = 50	0.0%	0.0%	21.1%	0.0%	19.0%	4.8%	3.2%	3.8%	6.4%
Sex									
Male	84.2%	80.0%	43.4%	97.3%	42.9%	59.7%	41.9%	69.2%	62.4%
Female	15.8%	20.0%	56.6%	2.7%	57.1%	40.3%	58.1%	30.8%	37.6%
Marital Status									
Single	21.1%	18.3%	17.1%	56.8%	20.0%	35.1%	19.4%	21.2%	28.7%
Married	78.9%	81.7%	76.3%	40.5%	80.0%	62.3%	74.2%	75.0%	68.3%
Divorced	0.0%	0.0%	6.6%	2.7%	0.0%	1.8%	6.5%	3.8%	2.7%
Widowed	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%
Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%
Citizenship									
U.S. Citizen	84.2%	94.9%	98.7%	52.8%	100.0%	77.6%	83.9%	62.0%	81.0%
International	15.8%	5.1%	1.3%	47.2%	0.0%	22.4%	16.1%	38.0%	19.0%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Race/Ethnicity									
American Indian/Native American	0.0%	0.0%	1.3%	0.0%	4.8%	0.0%	0.0%	0.0%	0.4%
Asian or Pacific Islander	15.8%	6.8%	1.3%	43.2%	0.0%	19.1%	3.3%	21.2%	15.3%
Black (non-Hispanic)	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	1.9%	0.8%
White (non-Hispanic)	73.7%	93.2%	96.1%	51.4%	95.2%	76.5%	86.7%	69.2%	80.0%
Hispanic	5.3%	0.0%	1.3%	0.0%	0.0%	0.4%	10.0%	1.9%	1.3%
Other	5.3%	0.0%	0.0%	5.4%	0.0%	2.6%	0.0%	5.8%	2.3%
Location Prior to Starting Grad Degree									
Cache Valley	73.7%	23.7%	22.7%	45.9%	14.3%	41.0%	16.1%	7.8%	32.2%
Utah, no Cache Valley	15.8%	67.8%	70.7%	10.8%	19.0%	26.6%	61.3%	19.6%	37.2%
Idaho	5.3%	0.0%	1.3%	0.0%	4.8%	1.3%	0.0%	5.9%	1.7%
Elsewhere in U.S.	0.0%	3.4%	4.0%	8.1%	61.9%	12.7%	16.1%	35.3%	14.0%
Outside the U.S.	5.3%	5.1%	1.3%	35.1%	0.0%	18.3%	6.5%	31.4%	14.9%
Prior Degrees at USU									
None	35.0%	63.9%	45.9%	37.8%	66.7%	39.1%	48.4%	51.0%	45.5%
Bachelors	65.0%	36.1%	54.1%	54.1%	28.6%	56.1%	51.6%	7.8%	47.6%
Masters	0.0%	0.0%	0.0%	8.1%	4.8%	4.3%	0.0%	39.2%	6.5%
Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	2.0%	0.4%
Years Enrolled as a Grad Student at USU									
< One year	15.0%	1.6%	2.7%	5.4%	0.0%	1.7%	0.0%	0.0%	2.3%
One year	45.0%	32.8%	14.7%	43.2%	4.5%	12.5%	9.7%	0.0%	16.8%
Two years	30.0%	59.0%	53.3%	43.2%	50.0%	39.7%	41.9%	3.8%	40.8%
Three years	0.0%	3.3%	14.7%	8.1%	22.7%	26.7%	29.0%	15.4%	18.9%
Four years	5.0%	1.6%	8.0%	0.0%	9.1%	8.2%	12.9%	19.2%	8.1%
Five years	5.0%	1.6%	2.7%	0.0%	4.5%	4.7%	6.5%	23.1%	5.7%
Six years or more	0.0%	0.0%	4.0%	0.0%	9.1%	6.5%	0.0%	38.5%	7.5%
Masters Students Only: Plan A, B, or C									
Plan A	28.6%	5.0%	0.0%	0.0%	25.0%	50.4%	28.6%	0.0%	30.3%
Plan B	0.0%	0.0%	5.7%	0.0%	0.0%	6.2%	35.7%	0.0%	6.4%
Plan C	71.4%	95.0%	94.3%	100.0%	75.0%	43.4%	35.7%	0.0%	63.3%

RESULTS: OVERALL PERCEPTIONS OF USU

Table 2 depicts responses to survey items that reflect students' overall perceptions of USU. In general, large majorities of respondents were very, mostly, or somewhat satisfied with their programs, with some degree types reporting satisfaction levels of 91% or higher. PhD respondents reported the highest level of satisfaction at 98%. On the remaining items in this section, there were systematic differences in satisfaction among respondents by degree type.

Overall, a large majority of respondents were satisfied with courses taken inside their academic departments; satisfaction levels by degree types ranged from 87% to 97%. A majority of respondents rated courses taken outside their academic departments at satisfaction levels ranging from 82% to 100%.

A large majority of respondents (74% to 96%) agreed or strongly agreed that USU was a good choice for graduate study. As far as recommending their graduate program to others, large majorities of respondents (65% to 90%) agreed or strongly agreed with this sentiment. Master of Education respondents reported the most satisfaction (90.2%).

Twenty-one percent of the respondents getting Master of Education degrees planned to get additional training at USU after finishing their current USU graduate program. Eight-one percent of the Master of Engineering respondents planned a career in the private sector, while 40% of the Master of Rehabilitation respondents planned a career in a government agency. Forty-nine percent of the PhD respondents planned a career in an educational institution.

Table 2. FINDINGS: OVERALL PERCEPTIONS OF USU

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Overall Quality of Graduate Programs at USU									
Very Satisfied	15.7%	19.0%	38.7%	23.5%	61.9%	33.3%	29.1%	33.3%	32.2%
Mostly Satisfied	73.7%	56.9%	46.7%	47.1%	28.6%	40.7%	54.8%	56.9%	46.9%
Somewhat Satisfied	5.3%	15.5%	12.0%	23.5%	4.8%	20.8%	9.7%	7.8%	15.9%
Somewhat Dissatisfied	5.3%	8.6%	1.3%	5.9%	0.0%	4.3%	3.2%	2.0%	4.0%
Mostly Dissatisfied	0.0%	0.0%	1.3%	0.0%	4.8%	0.9%	3.2%	0.0%	1.0%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Overall Quality of Graduate Courses Taken Inside Dept.									
Very Satisfied	26.3%	19.6%	37.3%	22.9%	63.1%	28.3%	46.7%	28.0%	30.5%
Mostly Satisfied	68.4%	55.4%	46.7%	51.3%	26.3%	47.4%	36.6%	56.0%	48.6%
Somewhat Satisfied	0.0%	16.1%	13.3%	22.9%	5.3%	17.4%	3.3%	12.0%	14.6%
Somewhat Dissatisfied	5.3%	8.9%	2.7%	2.9%	0.0%	5.2%	6.7%	0.0%	4.5%
Mostly Dissatisfied	0.0%	0.0%	0.0%	0.0%	5.3%	1.7%	6.7%	4.0%	1.8%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Overall Quality of Graduate Courses Taken Outside Dept.									
Very Satisfied	17.6%	19.5%	30.6%	28.6%	61.5%	23.5%	22.7%	24.4%	25.6%
Mostly Satisfied	52.9%	48.8%	46.8%	52.4%	30.8%	45.3%	54.6%	58.6%	48.1%
Somewhat Satisfied	11.8%	26.8%	16.1%	14.3%	7.7%	22.9%	18.2%	12.2%	19.4%
Somewhat Dissatisfied	5.9%	4.9%	6.5%	4.7%	0.0%	7.1%	4.5%	2.4%	5.7%
Mostly Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	2.4%	0.4%
Very Dissatisfied	11.8%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
For Me, USU has Been a Good Choice for Graduate Study									
Strongly Agree	44.4%	35.1%	51.4%	30.6%	63.2%	34.1%	35.5%	41.5%	38.6%
Agree	50.0%	50.9%	40.3%	38.9%	31.6%	49.8%	38.7%	54.7%	47.0%
Neutral	5.6%	10.5%	5.5%	27.8%	0.0%	10.0%	16.1%	1.9%	9.7%
Disagree	0.0%	3.5%	1.4%	2.8%	0.0%	4.4%	9.7%	0.0%	3.3%
Strongly Disagree	0.0%	0.0%	1.4%	0.0%	5.3%	1.7%	0.0%	1.9%	1.4%
Would Recommend Program to Prospective Students									
Strongly Agree	44.4%	36.8%	49.4%	27.8%	68.4%	33.5%	35.5%	42.3%	38.3%
Agree	44.4%	49.1%	40.8%	41.7%	21.1%	44.5%	29.0%	40.4%	42.1%
Neutral	11.1%	10.5%	7.0%	25.0%	5.3%	14.1%	22.6%	9.6%	13.1%
Disagree	0.0%	1.8%	1.4%	5.6%	0.0%	4.4%	3.2%	5.8%	3.6%
Strongly Disagree	0.0%	1.8%	1.4%	0.0%	5.3%	3.5%	9.7%	1.9%	2.9%
Plans After Finishing Current USU Graduate Program									
Additional Training at USU	0.0%	1.7%	21.4%	2.7%	0.0%	7.9%	3.3%	0.0%	7.0%
Additional Training at Another Institution	5.3%	0.0%	8.6%	5.4%	15.0%	13.7%	16.7%	3.8%	9.7%
Begin Professional Career in an Education Inst.	5.3%	1.7%	30.0%	0.0%	0.0%	18.5%	13.3%	49.1%	18.4%
Begin Professional Career in Government Agency	21.1%	1.7%	5.7%	5.4%	40.0%	11.0%	10.0%	15.1%	10.7%
Begin Professional Career in Private Sector	57.9%	65.0%	4.3%	81.1%	5.0%	33.0%	23.3%	15.1%	33.7%
Other Plans	0.0%	18.3%	22.9%	0.0%	40.0%	8.4%	13.3%	7.5%	12.0%
Uncertain	10.5%	11.7%	7.1%	5.4%	0.0%	7.5%	20.0%	9.4%	8.5%

(Note: Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.)

RESULTS: ACADEMIC DEPARTMENT AND MAJOR PROFESSOR

Table 3 depicts answers to survey items relative to respondents' feelings with respect to their academic departments and their major professors. A majority of the respondents from the Masters of Accounting, Education, Science, Other, and PhD programs, cited their major professors or departments' graduate advisors as the major source of information used to plan the graduate program of studies. An exception was Business Administration respondents (54.1%) who used other sources or other faculty.

A clear majority of respondents for each degree type (83% to 100%) were very, mostly, or somewhat satisfied with the information they had received from their academic departments about program requirements. Masters of Rehabilitation respondents were the most satisfied at 100%. It should be noted however, that 17% of the Business Administration respondents were somewhat, mostly, or very dissatisfied with the information received about program requirements from their department.

A clear majority of respondents (81% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of non-faculty and staff in their academic departments. All of the Master of Accounting and Master of Rehabilitation respondents were satisfied with the helpfulness of non-faculty and staff. However, 18% of the Business Administration respondents were dissatisfied with the helpfulness of non-faculty and staff in their department.

A large majority of respondents (84% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of faculty in their departments. Master of Rehabilitation respondents (100%) ranked this item the highest. Master of Accounting respondents (15.8%) and Business Administration respondents (13.7%) were somewhat, mostly, or very dissatisfied with the helpfulness of faculty in their department.

A substantial majority of respondents (86% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of their major professor. When asked if their major professor was an effective mentor, a majority of respondents (66% to 94%) agreed or strongly agreed.

Seventy-eight percent to 95% of the respondents from the various degree programs agreed or strongly agreed that their department had a humane environment with mutual respect between students and professors. Master of Rehabilitation respondents once again ranked this item the highest (95%). When asked if the department had done a good job in providing opportunities for professional development, agreement dropped somewhat. A majority of respondents in the Masters of Accounting, Education, Engineering, Rehabilitation, Science and Other as well as PhD respondents agreed or strongly agreed with this item. But over 33% of the Master of Business Administration respondents disagreed or strongly disagreed.

A majority of all degree type respondents (57% to 94%) agreed or strongly agreed that the department had been helpful in assisting graduates find employment. Master of Rehabilitation respondents again marked this item the highest with 94.1% of these respondents agreeing or strongly agreeing.

When asked about the availability of research facilities in their departments, a large majority of all degree types were very, mostly, or somewhat satisfied (85% to 95%). Master of Rehabilitation respondents were the most supportive. Twenty-four percent of "Other" master's respondents were somewhat, mostly or very dissatisfied.

Table 3. FINDINGS: DEPARTMENT AND MAJOR PROFESSOR

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Major Source of Information Used to Plan Graduate Program									
Major Professor	11.1%	8.2%	27.4%	27.0%	23.8%	50.9%	32.3%	61.5%	38.4%
Dept. Graduate Advisor	72.2%	18.0%	30.1%	8.1%	23.8%	15.7%	22.6%	5.8%	19.1%
Other Faculty	0.0%	1.6%	1.4%	13.5%	0.0%	3.5%	6.5%	3.8%	3.6%
Dept. Requirement Sheets	5.6%	23.0%	28.8%	13.5%	28.6%	18.3%	22.6%	26.9%	21.0%
Gradute Catalog	5.6%	0.0%	1.4%	10.8%	0.0%	3.0%	3.2%	1.9%	2.9%
School of Grad Studies Staff	0.0%	8.2%	0.0%	2.7%	4.8%	0.4%	3.2%	0.0%	1.7%
Other Students	5.6%	9.8%	8.2%	18.9%	9.5%	7.0%	7.6%	0.0%	7.6%
Other	0.0%	31.1%	2.7%	5.4%	9.5%	1.3%	5.5%	0.0%	5.5%
Information Received From Department About Degree Program Requirements									
Very Satisfied	31.6%	19.0%	46.7%	38.9%	71.5%	32.5%	16.7%	33.3%	34.2%
Mostly Satisfied	47.4%	44.8%	28.0%	27.8%	19.0%	36.8%	36.6%	41.2%	35.9%
Somewhat Satisfied	10.5%	19.0%	18.7%	25.0%	9.5%	15.6%	30.0%	19.6%	17.8%
Somewhat Dissatisfied	10.5%	8.6%	6.7%	8.3%	0.0%	8.7%	10.0%	2.0%	7.5%
Mostly Dissatisfied	0.0%	3.4%	0.0%	0.0%	0.0%	5.5%	6.7%	3.9%	3.6%
Very Dissatisfied	0.0%	5.2%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Helpfulness of Non-Faculty and Staff in Department									
Very Satisfied	38.9%	20.4%	49.3%	52.9%	60.0%	44.8%	43.3%	52.0%	44.3%
Mostly Satisfied	55.6%	35.2%	26.1%	23.6%	25.0%	39.0%	36.7%	32.0%	34.9%
Somewhat Satisfied	5.5%	25.9%	17.4%	17.6%	15.0%	11.9%	16.7%	12.0%	14.9%
Somewhat Dissatisfied	0.0%	11.1%	2.9%	5.9%	0.0%	2.9%	0.0%	2.0%	3.5%
Mostly Dissatisfied	0.0%	3.7%	2.9%	0.0%	0.0%	0.0%	3.3%	2.0%	1.2%
Very Dissatisfied	0.0%	3.7%	1.4%	0.0%	0.0%	1.4%	0.0%	0.0%	1.2%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Helpfulness of Faculty in Department									
Very Satisfied	42.1%	22.4%	54.8%	45.7%	66.7%	47.2%	35.5%	52.0%	45.8%
Mostly Satisfied	36.8%	39.7%	38.3%	34.3%	23.8%	38.1%	35.5%	36.0%	37.0%
Somewhat Satisfied	5.3%	24.1%	5.5%	14.2%	9.5%	9.1%	19.3%	8.0%	11.0%
Somewhat Dissatisfied	15.8%	8.6%	1.4%	2.9%	0.0%	3.9%	3.2%	4.0%	4.2%
Mostly Dissatisfied	0.0%	3.4%	0.0%	2.9%	0.0%	0.4%	6.5%	0.0%	1.2%
Very Dissatisfied	0.0%	1.7%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.8%
Helpfulness of Major Professor									
Very Satisfied	33.3%	19.1%	58.3%	41.7%	57.1%	60.5%	44.8%	72.5%	54.3%
Mostly Satisfied	46.7%	44.7%	33.3%	30.5%	38.1%	25.9%	34.5%	13.7%	29.5%
Somewhat Satisfied	6.7%	25.5%	5.6%	22.2%	4.8%	6.6%	10.3%	9.8%	9.8%
Somewhat Dissatisfied	13.3%	4.3%	1.4%	5.6%	0.0%	3.5%	0.0%	2.0%	3.2%
Mostly Dissatisfied	0.0%	2.1%	0.0%	0.0%	0.0%	2.6%	6.9%	0.0%	1.8%
Very Dissatisfied	0.0%	4.3%	1.4%	0.0%	0.0%	0.9%	3.5%	2.0%	1.4%
Advisor/Major Professor is an Effective Mentor									
Strongly Agree	33.3%	9.1%	43.7%	24.3%	55.6%	51.3%	57.1%	66.0%	45.9%
Agree	33.3%	34.1%	35.2%	48.6%	33.3%	32.3%	14.3%	28.3%	32.7%
Neutral	20.0%	40.9%	9.9%	16.2%	11.1%	8.5%	17.9%	1.9%	12.4%
Disagree	6.7%	9.1%	8.4%	2.7%	0.0%	3.5%	7.1%	0.0%	4.5%
Strongly Disagree	6.7%	6.8%	2.8%	8.1%	0.0%	4.4%	3.6%	3.8%	4.5%
Department Has Humane Environment with Mutual Respect Between Students and Professors									
Strongly Agree	55.6%	24.5%	51.4%	41.6%	55.0%	37.6%	38.7%	41.5%	40.2%
Agree	22.2%	62.3%	37.1%	52.8%	40.0%	46.0%	41.9%	47.2%	45.8%
Neutral	16.7%	11.3%	10.0%	2.8%	5.0%	12.0%	9.7%	9.4%	10.4%
Disagree	5.6%	1.9%	1.5%	2.8%	0.0%	3.1%	9.7%	0.0%	2.8%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	1.9%	0.8%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Department Has Done a Good Job in Providing Opportunities for Professional Development									
Strongly Agree	55.6%	6.3%	29.3%	22.2%	33.3%	27.0%	30.8%	44.2%	28.2%
Agree	33.3%	37.5%	31.0%	38.9%	44.4%	34.9%	38.4%	42.3%	36.3%
Neutral	5.6%	22.9%	19.0%	30.6%	16.7%	22.8%	30.8%	5.9%	20.6%
Disagree	5.6%	25.0%	17.2%	8.3%	0.0%	11.1%	0.0%	3.8%	11.1%
Strongly Disagree	0.0%	8.3%	3.5%	0.0%	5.6%	4.2%	0.0%	3.8%	3.8%
Department Has Been Helpful in Assisting Graduates Find Employment									
Strongly Agree	38.9%	9.8%	27.3%	22.9%	70.6%	22.4%	36.4%	30.6%	25.6%
Agree	33.3%	47.1%	36.4%	34.3%	23.5%	36.1%	22.7%	32.7%	35.7%
Neutral	22.2%	33.3%	25.0%	34.3%	0.0%	27.8%	22.7%	22.4%	26.5%
Disagree	5.6%	2.0%	6.8%	8.5%	5.9%	9.8%	18.2%	4.1%	7.9%
Strongly Disagree	0.0%	7.8%	4.5%	0.0%	0.0%	3.9%	0.0%	10.2%	4.3%
Availability of Research Facilities in Department									
Very Satisfied	16.7%	17.6%	54.9%	29.4%	47.6%	28.6%	24.0%	33.3%	31.5%
Mostly Satisfied	44.4%	44.1%	23.5%	38.2%	33.3%	37.6%	16.0%	31.3%	34.7%
Somewhat Satisfied	27.8%	32.4%	13.7%	17.6%	14.3%	22.4%	36.0%	27.1%	22.9%
Somewhat Dissatisfied	11.1%	5.9%	3.9%	5.9%	4.8%	7.6%	16.0%	6.3%	7.2%
Mostly Dissatisfied	0.0%	0.0%	2.0%	8.8%	0.0%	3.3%	8.0%	2.0%	3.2%
Very Dissatisfied	0.0%	0.0%	2.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%

(Note: Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.)

RESULTS: FINANCIAL AID

Table 4 depicts responses to selected survey items related to questions of financial aid. Twenty percent to 58% of the respondents by degree category received no financial assistance during the year of the survey. Moreover, 8% to 48% of the respondents, by degree category, received no financial assistance at any time during their graduate programs. The foregoing makes understandable the dissatisfaction of respondents with the non-availability of financial assistance to them in the form of assistantships or fellowships. If the respondents marking not applicable are subtracted to get a total of respondents who evaluated this item, accurate proportions of satisfaction/dissatisfaction can be calculated. Sixty-nine percent of the total number of respondents evaluating availability of assistantships were very, mostly, or somewhat satisfied. Satisfaction by degree type ranged from 45.8% (Business Administration) to 100% (Rehabilitation). Dissatisfaction ranged from 0% (Masters of Rehabilitation) to 54.2% (Masters of Business Administration).

When respondents were asked if procedures and criteria used by departments when making decisions regarding the allocation of assistantships were fair and equitable, 56% agreed or strongly agreed. Agreement by degree type ranged from 31.3% (Business Administration) to 100% (Rehabilitation). Disagreement ranged from 6.3% (Business Administration) to 19.4% (Engineering).

Forty-five percent of the respondents agreed or strongly agreed that funding provided by the department was adequate to meet the needs of most graduate students. Agreement by degree type ranged from 25% (Other Masters) to 77.8% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 50% (Other Masters).

Table 4. FINDINGS: FINANCIAL AID

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Sources of Financial Aid Received During the Current Academic Year									
Research Assistantship	0.0%	1.7%	0.0%	18.9%	0.0%	21.2%	10.0%	30.8%	14.5%
Teaching Assistantship	0.0%	0.0%	1.4%	8.1%	0.0%	11.5%	13.3%	5.8%	7.2%
General Assistantship	10.5%	1.7%	0.0%	8.1%	0.0%	4.0%	3.3%	3.8%	3.5%
Graduate Instructor	0.0%	0.0%	1.4%	0.0%	0.0%	1.8%	13.3%	1.9%	1.9%
Graduate Fellowship	10.5%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	1.9%	1.2%
Departmental/College Fellowship or Scholarship	26.3%	0.0%	6.8%	0.0%	20.0%	4.9%	0.0%	3.8%	5.2%
Student Loan	26.3%	25.4%	18.9%	24.3%	0.0%	13.3%	20.0%	7.7%	16.1%
Other	0.0%	13.6%	25.7%	8.1%	60.0%	4.9%	3.3%	3.8%	10.8%
No Grad Financial Assistance	26.3%	57.6%	45.9%	32.4%	20.0%	37.2%	36.7%	40.4%	39.7%
Sources of Financial Aid Received Sometime During Graduate Studies									
Research Assistantship	0.0%	0.0%	0.0%	33.3%	0.0%	27.9%	13.3%	43.4%	20.0%
Teaching Assistantship	5.6%	3.4%	2.7%	16.7%	0.0%	14.0%	16.7%	22.6%	11.6%
Graduate Fellowship	11.1%	0.0%	0.0%	0.0%	0.0%	4.4%	0.0%	5.7%	2.9%
Department/College Fellowship or Scholarship	27.8%	1.7%	8.2%	0.0%	15.8%	8.3%	3.3%	7.5%	7.6%
Student Loan	27.8%	27.6%	26.0%	25.0%	5.3%	18.8%	26.7%	5.7%	20.2%
Other	5.6%	19.0%	24.7%	5.6%	68.4%	6.6%	16.7%	7.5%	13.4%
No Grad Financial Assistance	22.2%	48.3%	38.4%	19.4%	10.5%	20.1%	23.3%	7.5%	24.4%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Avaliability of Assistantships or Fellowships To Help Cover Costs of Graduate Education									
Very Satisfied	40.0%	8.3%	20.6%	19.4%	83.3%	30.3%	23.8%	34.0%	29.3%
Mostly Satisfied	33.3%	25.0%	20.6%	25.8%	16.7%	25.7%	23.8%	34.0%	26.1%
Somewhat Satisfied	13.3%	12.5%	5.9%	16.1%	0.0%	13.6%	14.3%	23.5%	13.9%
Somewhat Dissatisfied	6.7%	25.0%	8.8%	16.1%	0.0%	12.6%	9.5%	4.3%	11.5%
Mostly Dissatisfied	6.7%	12.5%	11.8%	16.1%	0.0%	6.8%	14.3%	2.1%	8.0%
Very Dissatisfied	0.0%	16.7%	32.3%	6.5%	0.0%	11.0%	14.3%	2.1%	11.2%
Procedures Used by Department to Make Decisions About Financial Aid are Fair									
Strongly Agree	28.6%	6.3%	25.0%	19.4%	30.0%	18.6%	22.2%	23.4%	20.2%
Agree	35.7%	25.0%	29.2%	32.2%	40.0%	39.5%	22.2%	36.1%	35.8%
Neutral	28.6%	62.4%	33.3%	29.0%	30.0%	29.9%	38.9%	31.9%	32.4%
Disagree	7.1%	6.3%	4.2%	19.4%	0.0%	8.4%	11.1%	4.3%	8.3%
Strongly Disagree	0.0%	0.0%	8.3%	0.0%	0.0%	3.6%	5.6%	4.3%	3.3%
Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving Funding									
Strongly Agree	35.8%	11.1%	22.7%	20.7%	44.5%	16.0%	18.8%	12.8%	17.9%
Agree	7.1%	16.7%	9.1%	27.6%	33.3%	33.1%	6.2%	31.9%	27.6%
Neutral	50.0%	50.0%	40.9%	20.7%	22.2%	25.2%	25.0%	29.8%	28.8%
Disagree	7.1%	5.5%	9.1%	24.1%	0.0%	14.3%	6.2%	19.1%	13.9%
Strongly Disagree	0.0%	16.7%	18.2%	6.9%	0.0%	11.4%	43.8%	6.4%	11.8%

(Note: Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.)

RESULTS: TECHNOLOGY AND LIBRARY

Table 5 shows the survey results for technology and library items. A majority of respondents (53%) received all of their instruction on the Logan campus, while 24% received at least three-fourths of their instruction at other locations. Moreover, while 67.5% received no instruction via the Ed-Net System, 11.7% received at least three-fourths of their instruction via Ed-Net. Two-thirds of the respondents indicated they had not received instruction via the web, but 18% had received 1% to 10% of their instruction via the web. Considerable variations did occur between degree types.

A substantial proportion of respondents (89.5%) were very, mostly, or somewhat satisfied with the availability of library collections (books and journals) in their fields of study. Satisfaction by degree type ranged from 75% (Other Masters) to 100% (Accounting). Disagreement on this item ranged from 0% to 25%. A majority of respondents (94.2%) were very, mostly, or somewhat satisfied with the availability of materials through interlibrary loan. There was some variation in satisfaction among degree types; ranges went from 85% (Other Masters) to 100% (Accounting and PhD). Disagreement on this item ranged from 0% to 15%. Ninety-one of the respondents were very, mostly or somewhat satisfied with the availability of electronic databases. Satisfaction by degree type ranged from 91% (Master of Science) to 96% (PhD).

Over 94% of the respondents were very, mostly, or somewhat satisfied with the helpfulness of library/learning resources staff. Variation in satisfaction ranged from 88% (Other Masters) to 96.8% (Business Administration).

A majority of the respondents (72%) agreed or strongly agreed that they were satisfied with the computer facilities available to graduate students. Satisfaction by degree type ranged from 39.3% (Other Masters) to 93.8% (Rehabilitation). Disagreement ranged from 5.3% (Education) to 32.1% (Other Masters).

Table 5. FINDINGS: TECHNOLOGY AND LIBRARY

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Percent Instruction That Was "Face to Face" at Other than Logan Campus									
None	84.2%	21.7%	16.0%	67.6%	71.4%	62.5%	45.2%	76.0%	53.0%
1 - 10%	0.0%	3.3%	17.3%	2.7%	4.8%	10.3%	22.6%	10.0%	10.1%
11 - 25%	0.0%	1.7%	22.7%	2.7%	9.5%	3.4%	0.0%	2.0%	5.7%
26 - 50%	0.0%	0.0%	21.3%	0.0%	0.0%	2.6%	0.0%	0.0%	4.2%
51 - 75%	5.3%	1.7%	10.7%	0.0%	4.8%	2.2%	0.0%	0.0%	3.0%
76 - 100%	10.5%	71.7%	12.0%	27.0%	9.5%	19.0%	32.3%	12.0%	24.0%
Percent of Graduate Instruction That Involved "Ed Net" system									
None	88.9%	88.3%	6.7%	94.3%	81.0%	70.3%	70.0%	87.8%	67.5%
1 - 10%	5.6%	6.7%	14.7%	2.9%	0.0%	9.1%	6.7%	12.2%	8.8%
11 - 25%	5.6%	3.3%	12.0%	0.0%	0.0%	4.3%	0.0%	0.0%	4.2%
26 - 50%	0.0%	1.7%	21.3%	0.0%	0.0%	2.6%	0.0%	0.0%	4.4%
51 - 75%	0.0%	0.0%	20.0%	0.0%	4.8%	0.4%	0.0%	0.0%	3.3%
76 - 100%	0.0%	0.0%	25.3%	2.9%	14.3%	13.4%	23.3%	0.0%	11.7%
Percent of Graduate Instruction That Involved Web-Based Courses									
None	94.4%	79.7%	36.5%	78.4%	9.5%	68.7%	67.7%	88.0%	66.3%
1 - 10%	5.6%	10.2%	32.4%	18.9%	9.5%	18.0%	22.6%	10.0%	18.0%
11 - 25%	0.0%	3.4%	14.9%	0.0%	0.0%	4.3%	0.0%	2.0%	4.6%
26 - 50%	0.0%	1.7%	9.5%	0.0%	9.5%	2.6%	3.2%	0.0%	3.3%
51 - 75%	0.0%	1.7%	1.4%	0.0%	9.5%	1.7%	0.0%	0.0%	1.5%
76 - 100%	0.0%	3.4%	5.4%	2.7%	61.9%	4.7%	6.5%	0.0%	6.3%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Availability of Library Collections (Books and Journals) in Field of Study									
Very Satisfied	33.3%	22.7%	39.4%	30.0%	38.1%	28.8%	21.4%	31.4%	30.2%
Mostly Satisfied	44.4%	40.9%	30.4%	40.0%	38.1%	36.1%	17.9%	37.3%	35.4%
Somewhat Satisfied	22.3%	27.3%	21.2%	20.1%	19.0%	24.2%	35.7%	21.6%	23.9%
Somewht Dissatisfied	0.0%	6.8%	4.5%	3.3%	0.0%	5.9%	21.4%	3.9%	5.9%
Mostly Dissatisfied	0.0%	2.3%	0.0%	3.3%	4.8%	3.7%	0.0%	5.8%	2.9%
Very Dissatisfied	0.0%	0.0%	4.5%	3.3%	0.0%	1.3%	3.6%	0.0%	1.7%
Availability of Materials Through Inter-Library Loan									
Very Satisfied	20.0%	18.5%	52.4%	41.7%	43.8%	41.0%	55.0%	61.8%	43.7%
Mostly Satisfied	60.0%	40.8%	21.4%	37.5%	18.8%	36.0%	10.0%	19.1%	31.0%
Somewhat Satisfied	20.0%	37.0%	11.9%	16.7%	31.2%	18.0%	20.0%	19.1%	19.5%
Somewht Dissatisfied	0.0%	3.7%	9.5%	0.0%	0.0%	3.4%	10.0%	0.0%	3.6%
Mostly Dissatisfied	0.0%	0.0%	0.0%	4.1%	6.2%	1.1%	5.0%	0.0%	1.4%
Very Dissatisfied	0.0%	0.0%	4.8%	0.0%	0.0%	0.5%	0.0%	0.0%	0.8%
Availability of Electronic Databases Through USU Libraries									
Very Satisfied	26.3%	18.2%	45.3%	44.0%	38.1%	26.8%	32.1%	38.8%	31.7%
Mostly Satisfied	47.4%	50.0%	29.7%	32.0%	33.3%	44.9%	17.9%	34.7%	39.3%
Somewhat Satisfied	21.1%	22.7%	18.8%	12.0%	23.8%	19.5%	28.5%	22.5%	20.4%
Somewht Dissatisfied	5.2%	6.8%	3.0%	8.0%	0.0%	7.3%	17.9%	2.0%	6.4%
Mostly Dissatisfied	0.0%	2.3%	1.6%	4.0%	4.8%	1.5%	0.0%	0.0%	1.5%
Very Dissatisfied	0.0%	0.0%	1.6%	0.0%	0.0%	0.0%	3.6%	2.0%	0.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Helpfulness of Library/Learning Resources Staff									
Very Satisfied	15.8%	35.5%	48.9%	32.1%	60.0%	35.6%	48.0%	41.3%	38.5%
Mostly Satisfied	73.7%	29.0%	29.8%	39.3%	25.0%	38.1%	28.0%	47.8%	38.0%
Somewhat Satisfied	5.3%	32.3%	12.8%	21.5%	10.0%	21.7%	12.0%	6.5%	17.8%
Somewht Dissatisfied	5.2%	0.0%	6.4%	7.1%	0.0%	4.1%	4.0%	4.4%	4.2%
Mostly Dissatisfied	0.0%	3.2%	0.0%	0.0%	5.0%	0.5%	4.0%	0.0%	1.0%
Very Dissatisfied	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	4.0%	0.0%	0.5%
Satisfied with Computer Facilities Available to Graduate Students									
Strongly Agree	33.3%	23.5%	42.9%	24.3%	68.8%	28.4%	25.0%	40.0%	32.2%
Agree	38.9%	35.3%	35.7%	54.1%	25.0%	45.2%	14.3%	34.0%	39.8%
Neutral	11.1%	32.4%	16.1%	16.2%	0.0%	16.8%	28.6%	12.0%	17.2%
Disagree	11.1%	8.8%	1.7%	2.7%	0.0%	5.8%	21.4%	12.0%	7.0%
Strongly Disagree	5.6%	0.0%	3.6%	2.7%	6.2%	3.8%	10.7%	2.0%	3.8%

(Note: Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.)

RESULTS: SCHOOL OF GRADUATE STUDIES

Table 6 depicts responses to survey items related to questions about the School of Graduate Studies. A substantial majority of respondents (88%) were very, mostly, or somewhat satisfied with information received from the School of Graduate Studies regarding degree requirements. Satisfaction ranges went from 82.8% (Business Administration) to 100% (Rehabilitation). Similar outcomes were seen when respondents were asked about the helpfulness of the School of Graduate Studies staff. A substantial majority of respondents (87.9%) were very, mostly, or somewhat satisfied with staff performance. There was moderate variation between degree types.

When students were asked if they were satisfied with the thesis/dissertation review guidelines and procedures, a majority of respondents (58.4%) agreed or strongly agreed. Agreement by degree type ranged from 37.5% to 100%. Disagreement ranged from 0% to almost 19%.

A majority of respondents (57.3%) agreed or strongly agreed that they received the information need to adhere to deadlines for filing for candidacy and the like. Agreement ranged from 36% to 67.3%; disagreement ranged from 0% to 28.6%. A slim majority of respondents (53%) agreed or strongly agreed that the content of the teaching assistant workshop helped them be better assistants or instructors. Agreement ranged from 41.2% to 100%, while disagreement ranged from 0% to 27.3%.

Table 6. FINDINGS: SCHOOL OF GRADUATE STUDEIS

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Information Received From School of Graduate Studies Regarding Degree Requirements									
Very Satisfied	31.6%	19.0%	46.7%	38.9%	71.4%	32.5%	16.7%	33.3%	34.2%
Mostly Satisfied	47.4%	44.8%	28.0%	27.8%	19.1%	36.8%	36.7%	41.2%	35.9%
Somewhat Satisfied	10.5%	19.0%	18.6%	25.0%	9.5%	15.6%	30.0%	19.6%	17.9%
Somewhat Dissatisfied	10.5%	8.6%	6.7%	8.3%	0.0%	8.7%	10.0%	2.0%	7.4%
Mostly Dissatisfied	0.0%	3.4%	0.0%	0.0%	0.0%	5.6%	6.6%	3.9%	3.6%
Very Dissatisfied	0.0%	5.2%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Helpfulness of School of Graduate Studies Staff									
Very Satisfied	17.6%	17.5%	38.4%	29.4%	60.0%	30.4%	33.3%	40.0%	31.9%
Mostly Satisfied	70.6%	40.3%	24.6%	35.3%	20.0%	37.5%	26.8%	32.0%	35.0%
Somewhat Satisfied	11.8%	29.8%	23.3%	32.4%	15.0%	18.3%	23.3%	16.0%	21.0%
Somewhat Dissatisfied	0.0%	8.8%	5.5%	2.9%	0.0%	5.4%	10.0%	4.0%	5.3%
Mostly Dissatisfied	0.0%	1.8%	5.5%	0.0%	0.0%	4.8%	3.3%	4.0%	3.8%
Very Dissatisfied	0.0%	1.8%	2.7%	0.0%	5.0%	3.6%	3.3%	4.0%	3.0%
Thesis/Dissertation Review Guidelines/Procedures by School of Graduate Studies									
Strongly Agree	12.5%	6.7%	34.6%	29.4%	60.0%	14.0%	28.6%	20.8%	18.6%
Agree	25.0%	43.3%	19.2%	35.3%	40.0%	45.8%	33.3%	35.8%	39.8%
Neutral	62.5%	33.3%	42.3%	35.3%	0.0%	24.2%	28.5%	24.6%	28.1%
Disagree	0.0%	10.0%	3.9%	0.0%	0.0%	11.5%	4.8%	9.4%	8.8%
Strongly Disagree	0.0%	6.7%	0.0%	0.0%	0.0%	4.5%	4.8%	9.4%	4.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Information from School of Graduate Studies on Things Like Filing Candidacy, Deadlines, etc.									
Strongly Agree	23.5%	6.0%	34.9%	19.4%	42.1%	14.7%	16.1%	15.4%	18.3%
Agree	23.5%	30.0%	23.8%	41.7%	47.4%	42.4%	38.7%	51.9%	39.0%
Neutral	41.2%	40.0%	12.7%	25.0%	10.5%	24.4%	22.6%	13.5%	23.3%
Disagree	11.8%	22.0%	17.5%	13.9%	0.0%	12.0%	22.6%	9.6%	13.8%
Strongly Disagree	0.0%	2.0%	11.1%	0.0%	0.0%	6.5%	0.0%	9.6%	5.6%
Teaching Assistant Workshop Sponsored by School of Graduate Studies									
Strongly Agree	33.3%	0.0%	17.7%	26.7%	25.0%	20.2%	27.3%	21.9%	20.2%
Agree	33.3%	28.6%	23.5%	33.3%	50.0%	34.3%	18.1%	37.5%	32.8%
Neutral	33.3%	64.3%	52.9%	33.3%	25.0%	32.3%	27.3%	25.0%	34.8%
Disagree	0.0%	0.0%	5.9%	0.0%	0.0%	8.1%	27.3%	12.5%	8.1%
Strongly Disagree	0.0%	7.1%	0.0%	6.7%	0.0%	5.1%	0.0%	3.1%	4.1%

(Note: Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.)

NARRATIVE COMMENTS

Appendix B provides a list of respondents' written comments to the question: "What do you think USU should do to better meet the needs of graduate students?" Comments are arranged by the following headings: Advising, Communication, Compliments to USU, Courses/Programs, Distance Learning, Facilities/Equipment, Faculty, Funding, Graduate School Office/Staff/Procedures, Graduate Students, Graduate Student Senate, Health Insurance/Care, International Students, Jobs/Career Opportunities, Library, Registration, Requirements, Research, and The School of Graduate Studies Survey. Some respondents indicated they had no suggestion for bettering the program because they had a good experience. Many comments asked for better communications, particularly with respect to communication between the graduate school and the departments, and with the distance education programs. Predictably, respondents wanted more of everything: more funding, more scholarships, more assistantships, more benefits, more course offerings, more times when courses are offered, more library holdings, more electronic databases, more services for distance education students, more health coverage, and more advisors to name a few. They also wanted less bureaucracy, less paper work for the graduate school, automated paper work, and checklists for graduate school and departmental deadlines.

SUMMARY

Respondents seemed satisfied with the quality of their graduate educational programs at USU. In most cases, numbers of dissatisfied students were small. One exception was financial aid. Respondents wanted more and better funded assistantships and fellowships. They also wanted better benefits, especially health insurance. Some seemed disappointed with the thesis/dissertation review process.

As a final summary, Tables 7 and 8 show survey items arranged from highest to lowest with respect to level of satisfaction and extent of agreement.

Table 7. Summary and ordering of percent of respondents responding very, mostly, or somewhat satisfied in order from most to least.

Item	% Satisfaction*
The overall quality of the graduate training that you have received at USU.	94.8%
The availability of and access to e-mail and internet services for graduate students at USU.	94.7%
The helpfulness of USU library/learning resource staff in helping you locate and access resource materials.	94.4%
The relevance of your USU graduate studies to your career goals.	94.3%
The ability to obtain library resource materials through interlibrary loan when those materials are not available in the USU library collection.	94.2%
The helpfulness of non-faculty staff members in your academic department in responding to your concerns and questions.	94.1%
How would you rate your satisfaction with the overall quality of your graduate academic program at USU?	93.9%
The helpfulness of faculty members in your academic department in responding to your concerns and questions.	93.9%
The helpfulness of your major professor in responding to your concerns and questions.	93.7%
The overall quality of graduate courses that you have taken inside your department.	93.6%
The overall quality of graduate courses that you have taken outside your department.	92.6%
The admissions process when you first entered graduate school at USU.	92.4%
The availability through USU's library facilities of electronic databases that you need for graduate coursework or research purposes.	91.5%
The availability of faculty in your department to meet with you and provide feedback regarding your graduate studies or your research.	90.9%
The availability of library facilities that provide an environment that is appealing and conducive to study.	90.7%
The level of interaction with and feedback provided by your major professor.	90.1%
The availability of library collections (books and journals) in your fields of study at USU.	89.5%
The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate student.	89.1%
The information you received from your department regarding degree requirements and how to meet them.	87.9%
The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.	87.6%
The information you received from the School of Graduate Studies regarding degree requirements and how to meet them.	85.2%
The range of information and services provided by the USU Graduate Students Senate (GSS).	72.8%
The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.	69.2%
The availability of optional health care insurance for graduate students that is adequate to meet your needs.	57.2%

*Not applicable has been removed and figures recalculated for more accurate proportions of satisfaction/dissatisfaction.

Table 8. Summary and ordering of Agreement (Strongly Agree + Agree) items:

Item	% Agreement*
My department provides an itellectually stimulating atmosphere.	86.5%
My department has a humane environment characterized by mutual respect between students and professors.	86.0%
For me, USU has been a good choice for graduate study.	85.6%
I believe that my graduate program is providing me with satisfactory preparation for my future career.	81.6%
Faculty members in my department are interested in the welfare and professional development of graduate students.	80.6%
I would recommend my department and graduate program to prospective graduate students.	80.2%
My advisor/major professor can be relied upon to review and provide constructive criticism of my work.	79.9%
My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.	78.6%
There is satisfactory communication between faculty and graduate students in my department.	78.0%
I am satisfied with the computer facilities available to graduate students.	71.7%
My department provides satisfactory advising and program counseling to graduate students.	66.7%
During my first year of graduate studies at USU my department did a good job of helping me understand program requirements, expectations and procedures.	66.4%
My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, presenting papers at conferences, or networking with professionals in my field.	64.6%
I am satisfied with the University library holdings for my field.	62.9%
My department is helpful and supportive in graduates' search for professional employment.	61.4%
I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graudate Studies.	58.4%
The USU School of Graduate Studies provides the information I need to adhere to thinkgs like filing candidacy and program study forms, meeting deadlines, etc.	57.7%
The procedrues and criteria used by my department when decisions are made regarding the allocation of assistantships or other types of graduate funding are fair and equitable.	56.3%
The Teaching Assistants Workshop that is offered by the School of Graduate Studies provides the content that is needed to help graduate students be effective as teaching assistants or course instructors.	53.0%
Students in my department are able to access the resources needed to help support professional activities such as travel for attendance at professional meetings and conferences.	52.1%
I would like to receive more feedback on my academic progress.	49.9%
The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.	45.7%

*Not applicable has been removed and figures recalculated for more accurate proportions of Strongly Agree + Agree

APPENDIX A

Utah State UNIVERSITY

School of Graduate Studies Student Survey

Student ID numbers are needed to relate these and other University data for purposes of University Assessment. In order to maintain data integrity we request that you enter this unique number.

Plan to graduate when?
(year)

				-			-				
--	--	--	--	---	--	--	---	--	--	--	--

--	--	--	--

Section I: Student Characteristics

1. What graduate degree are you currently pursuing at USU?

- Master of Accounting (MAcc)
- Master of Arts (MA)
- Master of Business Administration (MBA)
- Master of Computer Science (MCS)
- Master of Education (MEd)
- Master of Engineering (ME)
- Master of Fine Arts (MFA)
- Master of Food Microbiology and Safety (MFMS)
- Master of Landscape Architecture (MLA)
- Master of Mathematics (MMath)
- Master of Natural Resources (MNR)
- Master of Rehabilitation Counseling (MRC)
- Master of Science (MS)
- Master of Second Language Teaching (MSLT)
- Master of Social Sciences (MSS)
- Civil Engineer (CE)
- Educational Specialist (EdS)
- Electrical Engineer (EE)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

2. Please identify both the name of the college and the program in which you are pursuing your graduate degree at USU.

Agriculture

- Agricultural Systems Tech
- Animal Science
- Applied Economics
- Bioveterinary Science
- Biometeorology
- Dairy Science
- Ecology
- Plant Science
- Soil Science
- Toxicology

Business

- Accounting
- Business Administration
- BISE
- Economics
- Social Sciences

Education

- Communicative Disorders & Deaf Ed
- Education
- Elementary Education
- Health, Physical Ed & Rec
- Instructional Technology
- Psychology
- Rehabilitation Counseling
- Secondary Education
- Special Education

Engineering

- Biological & Agricultural Engineering
- Civil & Environmental Engineering
- Electrical Engineering
- Industrial Technology
- Irrigation Engineering
- Mechanical Engineering

Family Life

- Family & Human Development
- Family Life
- Food Microbiology & Safety
- Human Environments
- Nutrition and Food Sciences

Humanities, Arts & Social Sciences

- American Studies
- Art
- Communication
- English
- History
- Landscape Architecture
- Political Science
- Second Language Teaching
- Social Sciences
- Sociology
- Theatre Arts

Natural Resources

- Ecology
- Fisheries Biology
- Forestry
- Geography
- Natural Resources
- Range Science
- Rec Resources Mgt
- Watershed Science
- Wildlife Biology

Science

- Biology
- Biochemistry
- Chemistry
- Computer Science
- Ecology
- Geology
- Industrial Mathematics
- Mathematics
- Mathematical Sciences
- Physics
- Statistics
- Toxicology

3. If you are pursuing a Master's degree, what plan?

- Plan A Masters
- Plan B Masters
- Plan C Masters

4. What is your cumulative GPA for graduate studies at USU?

- 4.00 - 3.8
- 3.79 - 3.60
- 3.59 - 3.40
- 3.39 - 3.20
- 3.19 - 3.00
- < 3.00

5. What prior degrees have you completed at USU?

- No prior USU degrees
- Bachelors degree
- Masters Degree
- Doctorate

6. For how many years have you been enrolled as a graduate student at USU?

- <1 yr.
- 1 yr.
- 2 yrs.
- 3 yrs.
- 4 yrs.
- 5 yrs.
- 6 yrs. or more

--

7. What is your current age?

- < 25
- 25 - 29
- 30 - 34
- 35 - 39
- 40 - 49
- > = 50

8. What is your sex?

- Male
- Female

9. What is your citizenship?

- U.S.
- International

10. For tuition purposes, are you currently a Utah resident?

- Yes
- No

11. What is your current marital status?

- Single
- Married
- Divorced
- Widowed
- Separated

12. Including yourself, how many dependents do you have?

- Zero
- One
- Two
- Three
- Four
- Five
- > = Six

13. Which of the following best represents your race/ethnicity?

- American Indian/Native American
- Asian or Pacific Islander
- Black (non-Hispanic)
- White (non-Hispanic)
- Hispanic
- Other

14. Before you began graduate work at USU, where were you living?

- In Cache Valley (Logan and vicinity)
- Elsewhere in Utah
- Elsewhere in Idaho
- Elsewhere in the USA
- Outside the USA

15. During the current academic year, have you received any of the following types of graduate financial assistance? (Please check all that apply.)

- Research assistantship
- Teaching assistantship
- General Assistantship
- Graduate Instructor
- Graduate fellowship through the School of Graduate Studies (Presidential fellowship, Vice President for Research fellowship, etc.)
- Departmental or college fellowship or scholarship
- Student loan
- Other (please specify):

No graduate financial assistance received during the current academic year

16. Over the course of your graduate studies at USU, which of the following types of financial assistance have you received? (Please check all that apply)

- Research assistantship
- Teaching assistantship
- Graduate fellowship through the School of Graduate Studies (Presidential fellowship, Vice President for Research fellowship, etc.)
- Departmental or college fellowship or scholarship
- Student loan
- Other (please specify):

No graduate financial assistance

17. When do you expect to complete all requirements for your USU graduate degree program?

- Degree requirements have been completed
- At the end of the current semester
- Within one year from now
- 1-2 years from now
- 3 or more years from now

18. What do you expect to do when you finish your current USU graduate program?

- Pursue additional graduate training at USU
- Pursue additional graduate training at another institution
- Begin a professional career in an educational institution
- Begin a professional career with a government agency
- Begin a professional career in the private sector or with a non-government organization
- Other plans (please specify):

Uncertain

19. During the period of your enrollment as a graduate student at USU, have you changed departments or programs?

- No
- Yes If yes, why did you do so?

20. Have you ever attended the Teaching Assistant or International Teaching Assistant workshop that is offered by the USU School of Graduate Studies?

- No
- Yes

21. Which of the following best describes the kinds of instructional formats that you have experienced in graduate courses completed for your USU degree program?

- Entirely on-campus courses taught at the Logan campus
- Primarily on-campus courses, with some "distance education" courses taught at other locations or via electronic delivery systems
- Primarily "distance education" courses taught at other locations or via electronic delivery systems, with some on-campus courses
- Entirely "distance education" courses taught at other locations or via electronic delivery systems (e.g., Uintah Basin center, etc.)

22. Approximately what percentage of your graduate course work at USU has involved face-to-face "live" instruction at locations other than at the main campus in Logan?
- None
 - 1 - 10%
 - 11 - 25%
 - 26 - 50%
 - 51 - 75%
 - 76 - 100%

23. Approximately what percentage of your graduate course work at USU has involved the university's "Ed Net" system of electronic delivery through televised broadcasts of courses to off-campus locations?
- None
 - 1 - 10%
 - 11 - 25%
 - 26 - 50%
 - 51 - 75%
 - 76 - 100%

24. Approximately what percentage of your graduate course work at USU has involved internet or web-based instruction that you have accessed from locations other than the Logan campus?
- None
 - 1 - 10%
 - 11 - 25%
 - 26 - 50%
 - 51 - 75%
 - 76 - 100%

25. Do you anticipate that your career opportunities will improve significantly as a result of your completion of a graduate degree at USU?
- Definitely yes
 - Probably yes
 - Uncertain
 - Probably no
 - Definitely no

very satisfied
 mostly satisfied
 somewhat satisfied
 somewhat dissatisfied
 mostly dissatisfied
 very dissatisfied
 not applicable

Section II: Assessment of USU Graduate Experiences

For each of the following items, please select a response that best indicates your level of satisfaction with that aspect of your graduate experiences at USU

- | | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 26. The admissions process when you first entered graduate school at USU. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 27. The information you received from the School of Graduate Studies regarding degree requirements and how to meet them. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 28. The information you received from your department regarding degree requirements and how to meet them. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 29. The helpfulness of School of Graduate Studies staff in responding to your concerns or questions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 30. The helpfulness of non-faculty staff members in your academic department in responding to your concerns and questions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 31. The helpfulness of faculty members in your academic department in responding to your concerns and questions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 32. The helpfulness of your major professor in responding to your concerns and questions. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 33. The overall quality of the graduate training that you have received at USU. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 34. The overall quality of graduate courses that you have taken <i>inside</i> your department. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 35. The overall quality of graduate courses that you have taken <i>outside</i> your department. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 36. The availability of and access to e-mail and internet services for graduate students at USU. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 37. The availability of library collections (books and journals) in your fields of study at USU. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 38. The ability to obtain library resource materials through interlibrary loan when those materials are not available in the USU library collection. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 39. The availability through USU's library facilities of electronic databases that you need for graduate coursework or research purposes. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 40. The helpfulness of USU library/learning resource staff in helping you locate and access resource materials. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 41. The availability of library facilities that provide an environment that is appealing and conducive to study. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 42. The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate student. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 43. The availability of faculty in your department to meet with you and provide feedback regarding your graduate studies or your research. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 44. The level of interaction with and feedback provided by your major professor. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 45. The relevance of your USU graduate studies to your career goals. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 46. The range of information and services provided by the USU Graduate Students Senate (GSS). |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 47. The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 48. The availability of optional health care insurance for graduate students that is adequate to meet your needs. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 49. How would you rate your satisfaction with the <i>overall</i> quality of your graduate academic program at USU? |



50. What has been the **major** source of information you have used in planning your graduate program?

- Major professor
- Departmental graduate advisor
- Other faculty
- Department graduate requirement sheet/handbook
- Graduate Catalog
- School of Graduate Studies staff
- Other students
- Other

51. What do you think that USU should do better to meet the needs of graduate students? (Please print.)

strongly agree
agree
neutral
disagree
strongly disagree
not applicable

For the next set of items, please indicate the extent to which you agree or disagree with each statement

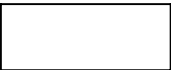
- 52. I would like to receive more feedback on my academic progress.
- 53. I believe that my graduate program is providing me with satisfactory preparation for my future career.
- 54. My department has a humane environment characterized by mutual respect between students and professors.
- 55. My department provides an intellectually stimulating atmosphere.
- 56. My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, presenting papers at conferences, or networking with professionals in my field.

- 57. During my first year of graduate studies at USU my department did a good job of helping me understand program requirements, expectations and procedures.
- 58. There is satisfactory communication between faculty and graduate students in my department.
- 59. My department provides satisfactory advising and program counseling to graduate students.
- 60. My advisor/major professor can be relied upon to review and provide constructive criticism of my work.
- 61. My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.

- 62. Faculty members in my department are interested in the welfare and professional development of graduate students.
- 63. My department is helpful and supportive in graduates' search for professional employment.
- 64. I am satisfied with the computer facilities available to graduate students.
- 65. I am satisfied with the University library holdings for my field.
- 66. I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies.

- 67. The USU School of Graduate Studies provides the information I need to adhere to things like filing candidacy and program of study forms, meeting deadlines, etc.
- 68. The Teaching Assistants Workshop that is offered by the School of Graduate Studies provides the content that is needed to help graduate students be effective as teaching assistants or course instructors.
- 69. The procedures and criteria used by my department when decisions are made regarding the allocation of assistantships or other types of graduate funding are fair and equitable.
- 70. The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.
- 71. Students in my department are able to access the resources needed to help support professional activities such as travel for attendance at professional meetings and conferences.

- 72. For me, USU has been a good choice for graduate study.
- 73. I would recommend my department and graduate program to prospective graduate students.



APPENDIX B

APPENDIX B. What do you think that USU should do to better meet the needs of graduate students?

Advising

Advisors that are easier to contact and easier to talk to. Advisors on-site maybe.

Better advising with advisors who take initiative to check up on my progress.

I think that advisors should be tenured professors who have the time to meet with you and who aren't always saying that they're too busy with their own research to talk with
More structured advising and graduate counseling.

Sit down with the student before the student signs up for any classes and make sure the student understands the requirements.

USU needs to make sure their advisors inform and remind students regularly of necessary requirements.

Communication

As part of the MBA program I feel like we have been in the dark too much. Improved communication and information about upcoming classes and graduation requirements would be very helpful.

Better communication between SGS and department advisors. Many times I received different answers from each place.

Better communication between the graduate school and the departments on campus.

Better communication for off campus students.

Better contact with/from Department to help in graduation requirements.

By the time I was awarded my MS degree from USU, I had already earned another one at another university, so perhaps the communication between the department and grad school should be improved.

Clearer communication between grad school and departments. I received a lot of misinformation.

Communicate more to the grad students other ways to help with tuition, such as fee waivers and assistanships.

Early in the process give them as much information as possible about the many opportunities available to them while persuing a graduate degree.

Give out more info. I didn't even know there was health insurance for graduate students.

I think that USU should do more to help graduate students before they start their 1st semester. More information about how to plan their program of study, how to get involved in research projects, how to find out about financial assistance, and general

I was not informed of any financial assistance programs for graduate students. It would have been helpful to receive information about possible options.

Improve communication between students and administrative/support staff personnel.

Keep students better informed about upcoming events and forms needed.

Keep them informed of changes--staff that is informed.

Let them know they need to be proactive and prepared to do things themselves.

Let them talk face to face with their chairperson more than once before their final semester.

More communication with advisors/major professors about academic progress and to address any issues or concerns. Also, it would've been nice to have just one female
More information provided by department.

More informational meetings or question/answer meeting inside the department.

More organization and communication in the office of the graudate school of studies. To a distant education person, some of the work and communication was poor.

Possibly conducting a quick seminar to explain the difference between undergraduate and graduate degrees. Explain the new attitude of self-discipline and motivation required, along with the new freedom and individual studies.

Promptness and accuracy of questions outside the major departments is very poor. Inaccuracy in fees was horrible, between extension offices and main campuses.

Provide workshops on availability of research resources. Keep building electronic access to full journal articles, especially from referred journals.

Quicker communication between advisor and student.

The communication between online students and Head of Department needs to improve.

The departments should correllate better between themselves. They should have each others information.

There needs to be greater communication on administrative policies, like graduate and other important information.

They also need to greatly improve organization and communication.

Try to help when questions are asked and don't play dumb.

Work closer with major professors to communicate information. Also, working with individuals who are out-of-state can be improved.

Compliments to USU

Continue to do what you are doing!!

Everything is good!

Excellent program, great staff.

Good enough.

I am happy with my experience and cannot think of anything.

I believe USU is superior to many graduate schools in helping students and providing top notch courses.

I do not see any changes need to be made.

I had a good experience at USU and have no recommendations.

I have been very pleased with my experiences. I have especially enjoyed the intensive summer courses.

I have enjoyed my experience here and helpfulness of all faculty in my field plus biology has been very helpful. No complaints.

I have no complaints

I loved my experience. The English Dept. has the most incredible, supportive faculty.

I think they do an excellent job!

I think they do fine here.

I think USU is doing a great job to meet the needs of grad students.

It's good now.

My experience was great! Remote students complained that advisors and contact with USU via phone was not well-handled. Rudeness, no answers to questions, etc.

My instruction was all provided in Salt Lake city for the convenience of students in this location through the UACPA. The program could not have been more professional.

The instructors were excellent and the program of study was properly chosen.

No concerns on my part.

None, I have enjoyed the graduate experience.

None. I felt it was a good experience overall.

Not really sure

Nothing.

Nothing. It was just fine. Perhaps the Grad School office could use more help, although with a couple of minor exceptions, they did fine by me.

Courses/Programs

Allow them to finish their administrative internship early in the program. Classes are better when there is experience to attach to it.

At the UACPa program the time between classes was loaded with work or tests. There was never enough time to breathe. Possibly lengthen the course out to help achieve homework for the working/family student!!!

Be more accurate in representing and/or advertising what the Rehabilitation Counseling program is about and what types of jobs are available with that degree. Course work currently does not match employment opportunities. The degree is very limiting.

Become better organized with curriculum. Better use of industry experience for pre-req requirements. One advisor told me I had to take 10 pre-req courses before starting MBA, then found out that those were not needed.

Challenge the students ability. Hold instructors responsible for courses taught. Revamp the program requirements.

COMD Department should have a notebook on expectations and process of graduate studies. Step by step process to earn a diploma.

Do not offer a class and then cancel it at the last minute.

Don't let undergraduates into the class. They did not seem as serious and slowed down the class.

For a PhD program of study, the enrolled student is already supposed to have a definite level of essential subject knowledge (width and breadth). The above "W" and "B" can still be trimmed so that the student can concentrate mostly on his research.

Have a better relationship with Public schools in the state so we can find internships and practicum sites without so much difficulty.

I had a hard time selecting the most appropriate courses when there was very little advance notice of course availability. I would have appreciated a list of course offerings for at least the next 2 years. I was also never able to access library material.

I would like more "tools" training.

Improve the quality of education (courses offered.)

Increase the breadth of courses in the ECE department.

Make sure courses offered do not conflict with each other. Allow students access to computers which can either email or download to disk research index results. Saves

Make sure the courses that are needed are being taught regularly. It was difficult to plan in advance. I never could find out what would be taught in the summer semester until just prior to that semester.

More classes to choose from.

More hands-on actual experience in applying the principles taught.

More hands-on course work needs to be provided to graduate students in preparation for professional jobs.

More hands on experience or practical teaching. Less deriving the theory.

More real applicable studies of real businesses instead of Warvarel Case Studies.

Must improve the quality of education.

My program is new to graduate studies at USU. There are many barriers that need attention to improve the overall quality of the program. Pol. Science department head, Randy Simmons, has been very supportive and willing to listen to students needs.

Offer a wider variety of classes (especially upper-level) in digital design and CMOS areas.

Offer more courses for a certain specialization. Had to take courses which are not relevant to my major to meet degree requirements.

Program needs overall improvement. Major Professor is getting better but needs to mature. This was a good program choice but the 1st cohort group has suffered. Hope it

Provide more classes late in the day and at night.

Provide more consistency when offering courses.

Provide more courses.

Provide more group and interactive learning and less lecture! Seek out a more diverse faculty (women would be nice!)

Start "creative project" in research class so you can ask questions and get help on format, etc. (Should be person to person help.)

The BIS graduate program could be more demanding. If it was, students would leave better prepared for the workplace and as better representatives of USU.

The BIS program is not a graduate program. All classes are with undergrads. If the program taught on a higher level it would be greatly improved.

The English Department does not offer enough Graduate seminars or a wide variety of choices. As a graduate instructor, I felt exploited and undervalued. Department can

The entire program has changed so much in the past few years that it has been confusing for us all. Getting the curriculum straightened out and the website consistent and updated with the correct and current info will be an important touch to another

The linguistic department needs to do something about their classes they offer for an ESL endorsement. No off campus or summer classes offered!

The MSA Alliance program met my needs.

The UACPA program needs to cut the busy work in the MHR classes. Classes have assignments before and after time period of the class (this makes double workload between classes and does not allow for breaks.) We should have been allotted more time for th

To help the atmosphere be more intellectually stimulating. More emphasis on developing students creativity of search and learning rather than their satisfaction with giving the answers that sound "right" to the professors.

Too many classes overlap one another. Better scheduling. Coordinated scheduling is a must. There are a lot of good classes, but you can't take very many of them.

Try and make the concurrent ME program a little smoother and more organized. Also need more coordination between CEE department and school of graduate studies. The graduate studies office has been mostly unaware of the department's actions.

Understand the needs and expectations of adult learners, plan better, analyze skills of instructors to ensure they have the language skills needed to deliver adequately. Don't
Very few science classes taught at the graduate level during summer.
Would like more courses offered (this is slowly improving in biology). Need tuition waivers for masters students as well as doctoral to compete with other institutions--larger
program--more money--more courses offered and happy masters students.

Distance Learning

Distance Ed could do better at scheduling courses that don't overlap when this problem is brought to their attention.
Enhance the satellite system used by Distance Education students.
Explain Plan A, B, and C, and make sure distance Ed students have options to do whichever one they want.
Explain the computer connections better for the distance learning students. Get a set program and make sure everyone understands it. I guess there was a shakeup in the
program head while I have been attending and at times it was unclear what we were supposed to do.
Extension students are "out of the loop." Unless I aggressively sought counsel, none was given. Most of my information I found useful came by rumors. All options, as they
For distance students, have an advisor available face-to-face at least once every semester. Due to no fault of her own, I got the distinct impression that my advisor was
For off-campus students, there needs to be a method of meeting and communicating with an advisor regularly. It was different to touch bases and know what was going on.
Have better coordination with remote campuses--advising, etc. Train and empower the "locals."
Have more personal classes with real-live professors. Each professor realizing that most of us are taking more than one class and having realistic expectations.
I was limited in elective options due to location. I would like to see more options via ed-net or internet or possible via correspondence.
Improve or discontinue satellite classes.
Make distance ed live two-way video.
More contact with Alliance MBA programs. People at USU graduate offices don't know we exist or how to assist us. Everything comes as though we were on-campus
More face-to-face classes (such as the traveling MBA program) for distant places with lots of demand.
Offer the availability to specialize in a particular field when studying at off campus facilities.
Thank goodness for distance ed! It would be great if we could meet at least once a year face to face with grad advisor and perhaps some faculty at our sites so they know us
in our sites and the pros and cons of distance ed!
There were just occasional problems with the ED-Net system, and at times it was difficult to get feedback from professors at a distance. Other than that, my experience was
Update satellite system!
Update text book on "Cognition and Learning" (Psych 6660). Ed Net communication was sometimes difficult to follow. Instructors in LD classes should be taught that they
are essentially speaking into a mic, not just the students in the classroom.
Work closer with UUSC on facilities. We have not had reply capabilities fall or winter semesters 2003-2004.

Facilities/Equipment

Better parking.
Have separate study areas and labs (computer.)
I could have used a little more computer access, the engineering server and campus email could have been more reliable.
Serve beer in the Hub.
USU should offer 24 hour computer access for graduate students.

Faculty

Mentoring. The kind of mentoring I received from my major professor was more than enough to destroy my professional development, personal integrity and confidence.

Better instructors over ed net system.

BUS faculty on sunday and 24 hour lab faculty.

Give professors raises and increase tuition.

Hire more professors like Dr. Daryll DeWald.

I did not have a major professor assigned. That would have been very helpful. I was not aware of all that library resources until my 4th semester.

Major professor assistance.

Pay Mary Joe Blahna more! She has been an exceptional resource for me.

Professors often provide little or no feedback on assignments, cases and tests turned in. These required a significant time commitment to do with very little rewarding

Professors are interested in grants and research--not students.

Provide a more competitive graduate program.

Funding (Assistantships, Scholarships, Tuition etc.)

Financial assistance. A lot needs to be done.

Better financial assistantship, waive in-state tuition.

Consider decreased fees. For example: While completing my clinical internship this year out-of-state, I was still expected to pay tuition and fees. I'd already completed my dissertation and academic requirements.

Financial assistantship to Graduate Studies has to be increased. More industry related courses in Electrical Engineering Dept.

Fixed rules and tuition fee from start to end of the program.

Free tuition

Give better funding options for international graduate students.

I constantly receive alumni letters from USU's college of education for scholarship donations. The lowest grade I have received in my masters program is an A-, yet I don't qualify for any scholarships. What is available to students?

Improved ease of contracts and grants coinciding with adequate department accounting.

Increase availability of travel funds.

Increase funding chances for international students.

It should have a better assistanship program for the College of Business. Also, the coop needs to work harder to place students in good companies.

Lower tuition.

More assistantships, especially equal treatment between in-state/out-of-state students for assistantships. In-state students get paid 1/3 of what out-of-state students receive for the same job description and hours.

More available assistantships needed.

More flexible rules and certainly more funds.

Assistantship was not that great.

More scholarship opportunities for research.

More scholarships, better libraries.

More teaching opportunities, assistantships, etc.

Needs more scholarship opportunities for graduate students--more flexibility with classes that are only offered one time every two years; would have liked an opportunity to be a teacher's assistant--none available unless doctorate.

Offer fellowships in human services research for MS and PhD students. Recognize that most of us need to work to make ends meet. Offer more support to non-traditional

Offer financial aid, notify distance ed students of registration times via email or letters (in advance).

Options, i.e. \$, to help finish dissertation (after coursework). I had to get a job to support my family and my dissertation took considerably longer to complete.

Provide better benefits (i.e. health care, insurance, etc.) Alternatives for funding, parking, lab, and office space.

Provide more financial assistance.

Research assistance.

Scholarships--the expense is a hardship. Clone Dr. Meeks and Dr. Grant-Davie because they are the best and you need more of them.

Stipends.

Try to get more research projects and more funding, especially computer science dept.

Try to provide assistantships to as many international students as possible.

Graduate School Office/Staff/Procedures

A single, widely available form listing the 200,000 forms that have to be completed over the course of attaining the degree.

After receiving notification of acceptance I never received any information about my program. I've never been given an advisor or even talked to one. I was never informed about my student organizations for grad students.

An improvement in the helpfulness of the graduate school's staff in helping address student questions/concerns. Also need to make more scholarships available so that students do not leave school in a great deal of debt.

Completely go through your graduate studies department and make it more customer oriented, because it sucks right now!

Correct administrative problems that cause grad students to be repeatedly dropped from classes while employment and tuition remission paperwork is being processed.

Develop a coherent guide for the paperwork needed throughout the whole experience.

Do not make those who have all but 1-2 requirements left wait to walk for graduation a whole year (unless they are students with thesis requirements).

Don't scatter where all the final paperwork should go across campus.

Get rid of the graduate school. There is little, if any, need for them as an oversight committee, and I often found that they expressed themselves for only procedural reasons

Grad school communication directly to students, not to major professor. She gave me grad stuff late and it caused me a lot of stress.

Have a better graduate school staff who know all of the deadlines and explain them well to students.

Having to have all thesis/dissertations checked by one person in grad school creates a major bottleneck and unnecessary stress for finished graduate students. The last thing we want to worry about is if one person is happy with our writing style.

Help the student with all the forms and paperwork that the school of Graduate Studies requires.

I had to have so many letters of recommendation--I ran out of people. (ASC program and Masters of Ed need to get together and get along.)

I often felt frustrated when working with the graduate school. The staff mostly. "No's" and "this is the way it is" are quick to come without really listening or working with

I was very disappointed with the level of help provided by (Name). She was rude and degrading. I felt alienated and avoided seeing her because of her attitude. It would be nice to have someone who is more helpful.

If you gave me the form I need to finish rather than telling me, erroneously, that I had completed everything when I ask you if there is anything that I need to do before I leave the county, this would help.

It just seems like if you talk to three people about a graduate program you get three different answers, close to the same, but not the same.

Less rules and less stupid deadlines. Decrease fees for grad students. Better help in assisting grad students, especially international.

Make resources available online and allow for electronic submittal of documentation. Also clarify programs for students.

More consistent documentation for Thesis requirements in computer science dept.

More explicit plans for Publication Guide.

More frequent graduation ceremonies.

More helpful staff and better communication at grad school.

More organization at Graduate School offices. Not dissolve my college and department in the middle of my degree.

Provide a check-list of all the paperwork and deadlines to be aware of throughout graduate school.

Provide a detailed outline of what must be done (including paperwork and fees) with a timeline of completion.

Provide a list of all forms that need to be filled out and signed for each step.

Provide detail program requirements for graduation.

Provide explanations letter of completion, exit paper, oral exam. More precise on dates. Publicize them more. We should be able to fill out all the paperwork at one time.
Provide graphic procedures of graduate studies and the requirements down to each step. Provide special requirement card for international students for each step. Balance the rights between major professor and the student.
Provide more information about timeliness for specific paperwork requirements over the course of the program.
Provide more information of when and where classes will be offered during the next 1-2 years. Provide better mentoring during registration. Offer more electives at extension
Recruiting help specifically for grad students.
Reduce bereaucracy.
Reduce paperwork. Get more books in Library.
Reduce the red tape!
Regulations need to be made clearer and the university needs to do more to support and educate its teaching assistants.
Relax alternative employment regulations for current graduate students. These regulations have caused me and others much heart ache and unnecessary hassle.
School of Graduate Studies should coordinate with Department all of requirements.
Systems should be more organized. It was difficult for me to have sufficient information from staff because staff are not well informed about the system of USU.
Take into consideration that some students are not "on campus full-time students." Some students take some courses at other institutions and should be able to use the
The grad school needs to be more organized. On several occasions they have misplaced several letters of reference and other documents of mine which caused some
The graduate office seems very disjointed from the rest of the university. I would like to see more involvement from the graduate office; at least show you care.
The graduating process needs to be set out clearer. What does a student due after coursework is completed.
They need to be more effective in the graduate school office for paper work organization.
Try hard to meet the graduate students needs.
Work with students more. I was handed all the graduate information, told to fill it out, and bring it back. Be a little more informative on the graduate process. What is a major

Graduate Students

Allow graduate students to either unionize or have a percentage of their time allowable to partial employment, especially those with a family. Otherwise work closely with local social services to provide services, for most grad students are at POVERTY LEVEL.
Approach and encourage young women to pursue graduate careers.
More teaching opportunities for PhD level students.
It would be nice to have access to or know what the other students are working on in other departments.

Graduate Student Senate

Grad student Senate needs to do better job of communicating, making information available.
Have the GSS communicate more with Grad students, perhaps a monthly newsletter. If one exists, I never got it.
I didn't ever hear about graduate student activities.

Health Insurance/Care

Affordable health insurance with a monthly payment option.
Cover health insurance for graduate students
Better and more affordable health care. Better environment for research/study at library, such as cooler temperatures, reduce noise levels of students.
Lower the rate of health insurance.
Have more affordable medical insurance.
Health benefits!
The health insurance on campus is worse than regular health insurance.

Provide health insurance, travel fund opportunities, and more fellowship opportunities.

Provide insurance and living arrangements for the partners of students, not just spouses, because this leaves a segment of the population being discriminated against.

Provide some sort of health care for graduate students

International Students

Should have a better website, highlighting the existing funding/admission scenario to international students.

The admissions and registration processes for international students in particular could be more efficient.

Jobs/Career Opportunities

Better career fair and better job placement opportunity.

Better employment opportunities

High interactions with the industry for graduate students to have first hand experience.

More career help and guidance.

Provide more career assistance.

They really need to work on placement programs for graduation.

Library

Accessing library databases from off-campus was sometimes challenging. I often found references, but was unable to get the full text.

Better library resources, conferences, more opportunities for practical experience. Overall, I have had a very good experience at USU.

Buy some more research data.

Electronic journal/conference papers from library.

Help with library access on the net.

I think that the library should have more material (journals) in second and foreign language learning. Also, the education department should offer more on the field of adult

Improve the availability of our libraries.

Increase number of collection of books in library. Stop increasing number of computers and save money. Seems lots of students use computer for non academic use

It will be much more helpful to buy more financial and economics data.

The library hours and etiquette at this university are terrible. The library should be a place of silence. It's like social hour here.

Make obtaining library materials easier for distance ed. Since I was a USU student no materials would be sent to SLC. Without Pioneer Online, I wouldn't have made it.

More information accessible to students such as journals.

More working computers, better online database (more journals, subscriptions).

Quieter study areas--including computer labs--are needed. The current ones are fine, the rules just need to be enforced. Increased national prestige of USU would be nice.

The most important thing would be to provide better library resources (journals and books). I ended up going to the U of U's library most of the time for my research.

USU library should provide graduate students with more academic resources and more access to electronic resources.

Registration

Be prompt in taking care of tuition remissions and registration problems.

Improve registration for classes

Improve registration for classes--always problems with waivers.

Redesign the registration process. It was awful. I enjoyed the classes, teachers and material. I just fought every semester to get registered for the correct classes.

The only problems I had were with the registrar's office.

They should educate the people working the registrars office as to how the concurrent bachelors/masters program works.

Requirements

Begin an immediate focus on thesis issues. Guide students to thesis topics that are manageable within the time frame.

Reduce the number of hoops to jump through.

Degree requirements need to be outlined and less subjected to personal interpretation.

Departments need to have a checklist for defending proposal and defending thesis.

Ensure that graduation requirements posted on the Graduate School website are current and accurate.

Give students a better checklist of items needed for graduation. The current checklist is incomplete. A running status of graduation requirements would be helpful.

Have a checklist so we know when we have completed all the paperwork.

Have departments provide a brief seminar explaining requirements, suggested timeline for graduate milestones, and advantages/disadvantages of the various thesis plans.

Have the information more clearly defined with dates from the beginning, so there isn't a problem later on.

I was misinformed by my major professor concerning some requirements and had to pay a \$100 fee to graduate. Keep major professors more informed.

Lower the residency requirements. Most graduate studies programs are less than the 45 credits needed for residency, this making it impossible for residency! Greedy!!! The health insurance was not even close to being affordable. I had to go with IHC.

Make every requirement for everything crystal clear. Department and Graduate School need help in this area.

Make graduation requirements clearer.

Make requirements and deadlines easily available. Get rid of all the paperwork and use an internet based forms and paperwork.

Make the exit requirements less time-consuming.

Maybe have a workshop for all grad students describing all the necessary steps for graduation. Keeping in mind all of the regulations and tracking the changes is hard.

More assistance in understanding and verifying which courses are required. Better follow-up with student.

More clarification on graduate studies requirements for matriculation and graduation requirements, especially for distance education students.

Research

As a research institution, sometimes professors are so tied up in obtaining research funds or writing papers that they neglect personally getting to know students. And rarely do they share what research they are working on.

Have researchers familiar with the statistical applications in each major field, not just Education.

The Survey

Make sure these surveys are typed up better. There are too many omitted letters at the end of multiple sentences during this survey. Not to be rude, it's just a pet peeve of