

**Analysis, Assessment & Accreditation**

**School of Graduate Studies**

**Student Survey**

**2003**

## EXECUTIVE SUMMARY

The School of Graduate Studies survey was distributed to the 984 post-baccalaureate graduates of the class of 2003. There were 662 usable surveys returned—a return rate of 67%. This survey is distributed each year by the School of Graduate Studies when graduate students make application for graduation. The School of Graduate Studies collects the completed surveys when graduate students turn in their completed graduation applications. The objective of the survey is to determine the opinions of the graduating graduate students at USU with respect to important aspects of their respective educations at USU. The survey was composed by members of the Graduate Council in consultation with Analysis, Assessment & Accreditation. This is the third iteration of the survey, which commenced with the graduate class of 2001.

### SUMMARY OF RESPONDENT CHARACTERISTICS

#### Degrees/Programs

- 95.5% received Masters degrees; 4.5% received PhDs
- Master of Science was the modal degree
- A majority of respondents were from the Colleges of Business and Education
- 53 graduate programs were represented
- 75% of Masters respondents did a Plan C Masters
- 80% had a cumulative GPA of 3.6 or greater
- 49% had no prior degree from USU
- 69% had been at USU 2 yrs or less

#### Demographics

- 58% were between 25 and 34 yrs old
- 63% were males; 37% were females
- 86% were US citizens
- 83% were Utah residents (for tuition purposes)
- 70% were married
- 52% had between 1 and 3 dependents
- 84% were Caucasian
- 79% lived in Utah/Idaho before beginning graduate study

#### Financial Aid/Plans

- 48% had no graduate financial assistance during the year of the survey
- 9% had other support (employer; other grant/scholarship, family)
- 34% had no financial assistance over the entire course of their studies
- 62% expected to begin a professional career in education, government, or the private sector;
- 5% changed graduate programs during their enrollment

### SUMMARY OF FINDINGS

#### Overall Perceptions of USU

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

- overall quality of graduate program = 94.2% satisfied
- overall quality of graduate courses taken *inside* department = 92.9% satisfied
- overall quality of graduate courses taken *outside* department = 66.8% satisfied
- USU as a good choice for graduate study = 84.7% agree
- would recommend program to others = 79.1% agree

#### Department and Major Professor

- graduate advisor/major professor as major sources of information = 60%
- information received from department = 88.4% satisfied

- helpfulness of non-faculty and staff in department = 82.6% satisfied
- helpfulness of faculty in department = 94.3% satisfied
- helpfulness of major professor = 89.7% satisfied
- advisor/major professor as effective mentor = 68.4% agree
- department has humane environment = 84.7%
- department has done a good job providing for professional opportunities = 48.6% agree
- department has been helpful in assisting with finding employment = 44.4% agree
- availability of research resources in department = 67.3% satisfied

### **Financial Aid**

- financial aid received during the current year = 52.0%
- financial aid received sometime during graduate program = 66.5%
- availability of assistantships/fellowships during graduate education = 63.9% satisfied\*
- decisions about financial aid in department are fair = 52.3% agree\*
- funding level of assistantships is adequate = 37.1% agree\*

### **Technology and Library**

- some live instruction in locales other than main campus = 57.5%
- some ed-net instruction = 32.4%
- some web-based instruction = 35.9%
- access to email and internet = 85.5% satisfied
- availability of library collections in field of study = 77.8% satisfied
- availability of materials through interlibrary loan = 55.1% satisfied
- availability of electronic databases = 76.6% satisfied
- helpfulness of library/learning resources staff = 66.3%
- satisfied with computer facilities available to graduate students = 51.6% agree

### **School of Graduate Studies**

- information received regarding degree requirements = 86.0% satisfied
- helpfulness of staff = 87.7% satisfied
- satisfied with thesis/dissertation review guidelines/procedures = 30.8% agree
- provides information for candidacy, program of study, etc = 54.2% agree
- TA workshop provides needed content = 42.0% 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 on responses by graduate degree in the body of this report. Because many graduate degrees are unique to a college, implicitly, this detail also provides graduate program analysis by college.

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\*Excludes respondents who marked "Not Applicable"

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B. Frequency tables for the survey's items

C. Relative frequency tables that order and summarize the items on the survey on which the student was asked for her/his agreement or his/her satisfaction with the item.

D. Written responses to item, "What do you think USU should do better to meet the needs of graduate students?"

## THE REPORT

### Objectives and History of the Survey

The School of Graduate Studies Student Survey attempts to survey annually the opinions of each graduate student who is applying for graduation. It aims to determine who respondents are demographically, whether they have received financial assistance, and their satisfaction with their experiences at Utah State University. Analyzing the resultant database permits the School of Graduate Studies to focus its energies on its consumers. The survey was initially administered to the graduating class of 2001 making this year the third iteration of the survey.

### Survey Administration

**Development of survey instrument.** The Evaluation Committee of the Commission on Colleges and Universities of the Northwest Association of Schools, 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 first, centralized, response to this educational assessment. In concert with the Dean of the School of Graduate Studies, the Graduate Council developed an initial draft of the survey in 2000 at the prompting of Analysis, Assessment, and Accreditation (AAA). (The delayed start on this project owed to the Graduate Council's multi-year preoccupation with an analysis and disposition of low performing graduate programs, a response to the aforementioned Evaluation Committee's initial recommendation in regard to graduate education at USU.) The first iteration of the survey was not ready to be delivered to 2001 graduates during the academic year. Instead the School of Graduate Studies mailed the survey to graduates after graduation during summer, 2001. The second iteration of the survey was passed out by personnel of the School of Graduate Studies during 2001-2002.

**Administration procedures.** Personnel in the School of Graduate Studies continue to pass out the survey in the package that students receive when they apply for graduation. Thus, the survey is passed out and completed all year long as students either appear in the School of Graduate Studies offices or solicit graduation materials from afar. AAA has 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.

**Response rate.** From June 2002 through May 2003 there were 984 individuals who received graduate degrees. AAA received 662 completed, usable, surveys from the School of Graduate Studies, a response rate of 67%.

**Data analysis.** Data analysis was accomplished with the Statistical Program for the Social Sciences (SPSS) Version 11.1. All analyses are descriptive in terms of frequencies within variables and crosstabulations across variables. Inferences of differences from expected frequencies in the latter analyses utilized standardized residuals ( $\geq 2.0$ ;  $p < .05$ ).

## Results

### Respondent Characteristics

Table 1 depicts respondent characteristics by college. As might be expected, a large majority of respondents were graduating from the Colleges of Business and of Education. A plurality of respondents received Master of Science degrees. A large majority received masters degrees of some kind. Modal age range was 25-29 years with a majority of respondents being between 25 and 34 years of age. Interestingly, a plurality of graduating students in the College of Education—both from Master of Education and Master of Rehabilitation Counseling degree programs—were from the age category, 40-49 years. About two-thirds of respondents were males. This is representative of the graduate student population. About two-thirds of respondents were married. Eighty-five percent were U.S. citizens. After white (non-Hispanic) students—a substantial majority—the biggest minority of graduate student respondents (12%) were Asian or Pacific Islander. Belying USU's image as an international university, the majority of graduate student respondents (76%) were from Utah. Only 11 percent of respondents were from outside the U.S. Further evidence of parochialism is noted by the proportion of graduate student respondents who

received a prior degree from USU (50%). A near majority of respondents (330/662) had been enrolled for two years in USU graduate programs at the time they completed the survey. Most respondents who completed a masters degree did so under Plan C.

Table 1. CHARACTERISTICS OF RESPONDENTS

	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	Total
<b>College</b>									
Agriculture		1 <sup>a</sup>				5	4	2	12
Business	21	180				40	9	2	252
Education			118		27	76	4	6	231
Engineering				31		37		12	80
Family Life						12		4	16
HASS						14	14	1	29
Natural Resources						10	5		15
Science						21	3	3	27
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Age</b>									
<25	6	9	5	7		34	5		66
25-29	14	82	20	18	3	100	21	4	262
30-34	1	37	19	5	6	43	3	9	123
35-39		20	15	1	3	11	3	5	58
40-49		25	40		5	16	6	7	99
> = 50		7	19		10	10	1	5	52
No Response		1				1			2
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Sex</b>									
Male	10	149	52	27	11	120	22	22	413
Female	11	31	66	4	16	94	17	8	247
No Response		1				1			2
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Marital Status</b>									
Single	9	30	22	13	6	74	12	9	175
Married	12	147	86	18	17	135	26	19	460
Divorced		1	9		3	5	1		19
Widowed					1				1
Separated		1	1			1		2	5
No Response		2							2
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Citizenship</b>									
U.S. Citizen	14	164	117	23	26	172	33	15	564
International	7	13	1	8	1	40	5	14	89
No Response		4				3	1	1	9
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Race/Ethnicity</b>									
American Indian/Native American			1			2		1	4
Asian or Pacific Islander	7	13	3	7		34	5	8	77
Black (non-Hispanic)			2		1			1	4
White (non-Hispanic)	14	156	108	23	25	172	33	15	546
Hispanic		6	2		1		1	2	12
Other		2	2	1		1		2	8
No Response		4				6		1	11
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Location Prior to Starting Degree</b>									
Cache Valley	12	51	17	20	3	73	10	2	188
Utah, not Cache Valley	3	107	96	4	8	78	16	5	317
Idaho		1	1			6	1	1	10
Elsewhere in U.S.		8	4		15	23	7	8	65
Outside the U.S.	6	12		7		32	3	13	73
No Response		2			1	3	2	1	9
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>

	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	Total
<b>Prior Degrees at USU</b>									
None	8	99	62	8	22	85	20	18	322
Bachelors	13	80	51	23	5	121	17	4	314
Masters		1	1			5	1	7	15
Doctorate						1	1		2
No Response		1	4			3		1	9
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Years Enrolled as a Grad Student at USU</b>									
< One year	5	12	1	3		3	2		26
One year	7	37	12	9	1	23	6		95
Two years	5	113	76	10	15	95	15	1	330
Three years	2	7	12	2	8	39	7	4	81
Four years	1	7	5	1	3	24	3	8	52
Five years	1	2		4		12	1	6	26
Six years or more		1	9	2		15	5	10	42
No Reponse		2	3			4		1	10
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Masters Students Only: Plan A, B, or C</b>									
Plan A	1	9	2	1		27	2	NA	42
Plan B		1	5			10	5	NA	21
Plan C	6	37	47	16	11	62	11	NA	190
No Response	14	134	64	14	16	116	21	30	409
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>

a. One respondent simultaneously earned an MBA and an MS in Plant Science.

## Overall Perceptions of USU

Table 2 depicts responses to survey items that reflect respondents' overall perceptions of USU. In general, large majorities of respondents were very, mostly, or somewhat satisfied with their programs. Relatively speaking, however, there were systematic differences in satisfaction among respondents by degree program (and, therefore, by college). With exceptions, fewer College of Business and more College of Education respondents than expected were very satisfied or strongly agreed with the premises of the survey items in this section. More respondents of Masters degrees from the College of Engineering than expected were dissatisfied or disagreed with the premises of the items in this section. For example, more Masters of Education, Masters of Rehabilitation Counseling (and, the exception), more Masters of Business Administration, and more PhD candidates across colleges indicated they were very satisfied with respect to the overall quality of their graduate program at USU. Conversely, more Masters of Engineering respondents from the College of Engineering were somewhat satisfied, were somewhat dissatisfied, or were mostly dissatisfied. (The reader is cautioned to look carefully at the frequencies in these cases as they are sometimes small.)

Overall, a large majority of respondents were satisfied with courses taken inside their academic departments. Although still a majority, the size of the majority shrank when respondents rated courses taken outside their academic departments.

A large majority of respondents (546/645) agreed or strongly agreed that USU was a good choice for graduate study. Surprisingly, while the numbers were modest, more College of Business and College of Engineering respondents than expected were neutral or disagreed with this item.

As far as recommending their graduate program to others, a large majority of respondents (508/642) agreed or strongly agreed with this sentiment. While more respondents from the College of Education strongly agreed with this, fewer respondents from the Colleges of Business and Engineering did so. More respondents from the Colleges of Business and Engineering than expected were neutral or disagreed with this item.

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	Total
<b>Overall Quality of Graduate Program at USU</b>									
Very Satisfied	2	18 **	44 **	6	18 **	65	11	14 **	178
Mostly Satisfied	14	105	62	7 *	7	91	21	14	321
Somewhat Satisfied	4	42 **	7 *	11 **	1	43	3	2	113
Somewhat Dissatisfied	1	8	3	4 **		9			25
Mostly Dissatisfied		3		3 **		3	2		11
Very Dissatisfied							1 **		1
Not Applicable		1							1
<b>Total</b>	<b>21</b>	<b>177</b>	<b>116</b>	<b>31</b>	<b>26</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>650</b>
<b>Overall Quality of Graduate Courses Taken Inside Dept.</b>									
Very Satisfied	1 *	23 *	44 **	6	18 **	58	11	14 **	175
Mostly Satisfied	15	97	56	9	8	93	18	10	306
Somewhat Satisfied	5	43	13	9	1	38	5	6	120
Somewhat Dissatisfied		4	1	2		16 **	2		25
Mostly Dissatisfied		3	1	4 **		4			12
Very Dissatisfied				1 **			2 **		3
Not Applicable		6 **							6
<b>Total</b>	<b>21</b>	<b>176</b>	<b>115</b>	<b>31</b>	<b>27</b>	<b>209</b>	<b>38</b>	<b>30</b>	<b>647</b>
<b>Overall Quality of Graduate Courses Taken Outside Dept.</b>									
Very Satisfied	0 *	13 *	32 **	5	9	42	8	11 **	120
Mostly Satisfied	10	67	35	9	3 *	66	13	11	214
Somewhat Satisfied	6	36	9 *	8		28	6	6	99
Somewhat Dissatisfied	1	8		2		6	3		20
Mostly Dissatisfied	1 **	2						1	4
Very Dissatisfied		1	3 **						4
Not Applicable	3	50	35	7	15 **	69	7	1 *	187
<b>Total</b>	<b>21</b>	<b>177</b>	<b>114</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>37</b>	<b>30</b>	<b>648</b>
<b>For Me, USU has Been a Good Choice for Graduate Study</b>									
Strongly Agree	4	40 *	63 **	4 *	22 **	78	12	14	237
Agree	10	100	47	15	4 *	103	17	13	309
Neutral	6 **	37 **	3 *	7	1	24	3	2	83
Disagree		1	1	3 **		6	3		14
Strongly Disagree				1			1 **		2
<b>Total</b>	<b>20</b>	<b>178</b>	<b>114</b>	<b>30</b>	<b>27</b>	<b>211</b>	<b>36</b>	<b>29</b>	<b>645</b>
<b>Would Recommend Program to Prospective Students</b>									
Strongly Agree	4	42 *	57 **	2 *	21 **	81	11	12	230
Agree	11	89	48	12	6	83	17	12	278
Neutral	5	40 **	6 *	10 **	0 *	32	4	4	101
Disagree		6	2	3		9	3	1	24
Strongly Disagree				3 **		5	1		9
<b>Total</b>	<b>20</b>	<b>177</b>	<b>113</b>	<b>30</b>	<b>27</b>	<b>210</b>	<b>36</b>	<b>29</b>	<b>642</b>
<b>Plans After Finishing Current USU Graduate Program</b>									
Additional Training at USU		2	15	1		11			29
Additional Training at Another Institution		8	5	2	1	19	5	1	41
Begin Professional Career in an Educational Inst.	1	3	35	1	1	50	6	15	112
Begin Professional Career with Government Agency		10	4	4	12	29	8	2	69
Begin Professional Career in private sector or NGO	19	94	1	19	1	69	14	4	221
Other Plans	1	31	38	2	9	15	6	6	108
Uncertain		26	15	2	3	20		1	67
No Response		7	5			2		1	15
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>

\* fewer than expected

\*\* more than expected



### **Academic Department and Major Professor**

Table 3 depicts responses to survey items relative to respondents' feelings with respect to their academic departments and their major professors. For a clear majority of respondents (397/662) their major professors or the departments' graduate advisors constituted the major source of information used to plan the graduate program of studies. Indeed, a substantial majority (577/653) were very, mostly or somewhat satisfied with the information they had received from their academic departments about program requirements. Exceptions again were the Colleges of Business and Engineering who had more students than expected who indicated dissatisfaction.

A similar majority (536/649) were very, mostly or somewhat satisfied with the helpfulness of non-faculty and staff in their academic departments. Again, the Masters programs in the College of Engineering had a few more respondents than expected who were dissatisfied with this item. A very large majority of respondents (613/650) were very, mostly, or somewhat satisfied with the helpfulness of faculty in their departments. A few more respondents than expected from the College of Business were somewhat dissatisfied. A large majority of respondents overall (585/652) were very, mostly, or somewhat satisfied with the helpfulness of their major professors. More respondents than expected who were candidates for the Masters in Rehabilitation Counseling and who were candidates for the Ph.D. were very satisfied with the helpfulness of their major professors.

When asked if their major professor was an effective mentor, a majority of respondents (442/646) agreed or strongly agreed with more respondents than expected getting Masters of Science degrees strongly agreeing. More students in the MBA program than expected disagreed with this item. This may reflect the different levels of involvement by major professors in research versus professional degree programs.

A large majority of respondents (546/645) agreed or strongly agreed that their departments had humane environments. Exceptions—with more respondents than expected disagreeing with this item—were the MBA program, which had more respondents being neutral, the Masters of Engineering programs which had a couple respondents strongly disagreeing along with some of the miscellaneous masters programs category. However, less than a majority of respondents (312/642) agreed or strongly agreed that departments had done a good job in providing them with opportunities for professional development. But, more respondents than expected receiving Masters of Rehabilitation Counseling, Masters of Science, and the Ph.D. strongly agreed with this item, while more respondents than expected getting Masters of Engineering disagreed with this item.

Less than a majority of respondents (286/644) agreed that departments were helpful in assisting them in finding employment. More respondents than expected in the MBA program, the Masters of Engineering programs, and the miscellaneous masters degree category disagreed or strongly disagreed that departments had been helpful in finding employment for them. (This finding may reflect that more candidates in these programs already had jobs.) Conversely, more respondents than expected from the Masters of Science programs and the Masters of Rehabilitation Counseling program strongly agreed with this item. A majority of respondents (438/651) were very, mostly, or somewhat satisfied with the research facilities available to them in their departments; however, there were more respondents than expected in the Masters of Engineering programs and the miscellaneous masters programs who were mostly or very dissatisfied with the research facilities available to them.

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	Total
<b>Major Source of Information Used to Plan Graduate Program</b>									
Major Professor	5	23	56	17	7	88	18	24	238
Dept. Graduate Advisor	11	37	27	1	7	62	12	2	159
Other Faculty	1	5	2		2	7			17
Dept. Requirement Sheets	3	39	23	4	8	30	3	1	111
Graduate Catalog		10	3	1		8	1	2	25
School of Grad Studies Staff		11	1		1	1		1	15
Other Students		17	3	7		13	2		42
Other	1	36	2	1	2	5	1		48
No Response		3	1			1	2		7
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Information Received from Department About Degree Program Requirements</b>									
Very Satisfied	7	38 *	45	5	21 **	70	12	13	211
Mostly Satisfied	9	62	51	10	6	88	13	13	252
Somewhat Satisfied	1	46 **	12	7		33	11	4	114
Somewhat Dissatisfied	3	20 **	7	4		12			46
Mostly Dissatisfied		5	2	4 **		6	1		18
Very Dissatisfied		5		1		2	1		9
Not Applicable	1 **	2							3
<b>Total</b>	<b>21</b>	<b>178</b>	<b>117</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>653</b>
<b>Helpfulness of Non-Faculty and Staff in Department</b>									
Very Satisfied	9	28 *	43	9	20 **	87	13	15	224
Mostly Satisfied	6	55	40	8	6	65	11	11	202
Somewhat Satisfied	3	48 **	15	6	0 *	30	6	2	110
Somewhat Dissatisfied	2	12	2	4 **	1	7			28
Mostly Dissatisfied		3		1		4			8
Very Dissatisfied		1							1
Not Applicable	1	31 **	16	2		16	8	2	76
<b>Total</b>	<b>21</b>	<b>178</b>	<b>116</b>	<b>30</b>	<b>27</b>	<b>209</b>	<b>38</b>	<b>30</b>	<b>649</b>
<b>Helpfulness of Faculty in Department</b>									
Very Satisfied	10	41 *	52	7	20 **	102	17	18	267
Mostly Satisfied	6	79	54	14	7	66	12	8	246
Somewhat Satisfied	5	43 **	8 *	6	0 *	29	6	3	100
Somewhat Dissatisfied		11 **	1	3		6	1		22
Mostly Dissatisfied		2	1			6	1		10
Very Dissatisfied				1		2	1		4
Not Applicable		1							1
<b>Total</b>	<b>21</b>	<b>177</b>	<b>116</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>29</b>	<b>650</b>
<b>Helpfulness of Major Professor</b>									
Very Satisfied	10	43 *	61	11	23 **	109	18	26 **	301
Mostly Satisfied	6	57	44	10	4	71	12	2 *	206
Somewhat Satisfied	3	39 **	7	8 **		15 *	4	2	78
Somewhat Dissatisfied		8	3	2		5	1		19
Mostly Dissatisfied		4				2	2 **		8
Very Dissatisfied						3 **			3
Not Applicable	2	27 **	1 *			6	1		37
<b>Total</b>	<b>21</b>	<b>178</b>	<b>116</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>652</b>

	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	Total
<b>Advisor/Major Professor is an Effective Mentor</b>									
Strongly Agree	4	13 *	52	8	15	97 **	15	23 **	227
Agree	7	53	46	12	8	71	15	3 *	215
Neutral	6	47 **	8 *	6	3	27	1 *	3	101
Disagree	2	22 **	6	4		7	2		43
Strongly Disagree		7	2			7	2		18
Not Applicable	1	34 **	1	1	1	3 *	1		42
<b>Total</b>	<b>20</b>	<b>176</b>	<b>115</b>	<b>31</b>	<b>27</b>	<b>212</b>	<b>36</b>	<b>29</b>	<b>646</b>
<b>Department Has Humane Environment with Mutual Respect Between Students and Professors</b>									
Strongly Agree	9	38 *	57 **	7	22 **	85	11	12	241
Agree	11	101	50	15	4 *	95	17	12	305
Neutral		29 **	6	6	1	22	3	4	71
Disagree		3	2	1		8	3 **	1	18
Strongly Disagree				2 **			1 **		3
Not Applicable		5 **				2			7
<b>Total</b>	<b>20</b>	<b>176</b>	<b>115</b>	<b>31</b>	<b>27</b>	<b>212</b>	<b>35</b>	<b>29</b>	<b>645</b>
<b>Department Has Done a Good Job in Providing Opportunities for Professional Development</b>									
Strongly Agree	6	17 *	25	2	13 **	59 **	6	12 **	140
Agree	11 **	39	28	6	6	64	12	6	172
Neutral	2	53 **	28	10	3	36	6	6	144
Disagree	1	27	8 *	10 **		33	6	3	88
Strongly Disagree		10	7	3		12	3		36
Not Applicable		29 **	19		4	6 *	3	1	62
<b>Total</b>	<b>20</b>	<b>175</b>	<b>115</b>	<b>31</b>	<b>27</b>	<b>210</b>	<b>36</b>	<b>28</b>	<b>642</b>
<b>Department Has Been Helpful in Assisting Graduates Find Employment</b>									
Strongly Agree	4	6 *	20	1	14 **	49 **	5	7	106
Agree	11 **	44	37	7	8	60	7	6	180
Neutral	3	55	22	7	2	49	9	9	156
Disagree	1	30 **	3 *	5		23	9 **	3	74
Strongly Disagree	1	4	4	8 **		12	4		33
Not Applicable		37 **	29 **	2	3	18 *	2	4	95
<b>Total</b>	<b>20</b>	<b>176</b>	<b>115</b>	<b>30</b>	<b>27</b>	<b>211</b>	<b>36</b>	<b>29</b>	<b>644</b>
<b>Availability of Research Facilities in Department</b>									
Very Satisfied	3	24 *	33	2	6	49	8	9	134
Mostly Satisfied	9	43	30	9	7	65	12	9	184
Somewhat Satisfied	7	38	11 *	9	4	42	3	6	120
Somewhat Dissatisfied		7	6	3		20	1	4	41
Mostly Dissatisfied	1	4		3 **	1	5	1	1	16
Very Dissatisfied		1		3 **		6	6 **		16
Not Applicable	0 *	61 **	37 **	1 *	9	24 *	7	1 *	140
<b>Total</b>	<b>20</b>	<b>178</b>	<b>117</b>	<b>30</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>651</b>

\* fewer than expected  
\*\* more than expected

## Financial Aid

Table 4 depicts responses to selected survey items related to questions of financial aid. A substantial plurality of respondents received no financial assistance during the year of the survey (304/662). The next largest number (123/662) were aided by student loans during that time. Moreover, a substantial plurality (212/662) received no financial assistance at any time during their graduate programs. The foregoing makes understandable the dissatisfaction of students with the non-availability of financial assistance to them in the form of assistantships or fellowships. Of 651 responding, 244 stated that this item was not applicable to them. We can assume then that fully 1/3 of respondents were gainfully employed or at least that financial assistance to them was irrelevant. If the 244 not applicable respondents are subtracted to get a total of respondents who evaluated this item (651-244 = 407), more

accurate proportions of satisfaction/dissatisfaction can be calculated. 260 of 407 respondents were very, mostly, or somewhat satisfied (64%), leaving 147 of 407 respondents mostly or very dissatisfied (36%)—a rather substantial minority. A plurality of respondents (292/644) considered procedures used by departments to make decisions about financial aid did not apply to them. Of the remainder, 189/352 (54%) agreed or strongly agreed that such decisions were fair. More respondents than expected from the MBA and MEd programs considered this item not applicable to them (see above speculations on employment). And, more respondents than expected in MS degree programs strongly agreed with this item. These are respondents who most likely benefit from financial aid. 375 respondents evaluated the adequacy of funding provided them. Only 139 (38%) agreed or strongly agreed that such funding was adequate to meet the needs of most graduate students.

**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	Total
<b>Financial Aid Received During the Current Academic Year</b>									
Research Assistantship		3		4		33	3	10	53
Teaching Assistantship	4	3	1	2		15	1	2	28
General Assistantship	3	2	3	2		7		1	18
Graduate Instructor						2	3		5
Graduate Fellowship		2				1			3
Departmental or College Fellowship or Scholarship	6	6	11		6	9	5		43
Student Loan	3	29	37	9	2	34	6	3	123
Other	1	18	8	2	13	9	3	2	56
No Grad Financial Assistance	4	110	53	12	3	94	16	12	304
No Response		8	5		3	11	2		29
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Financial Aid Received Sometime During Graduate Studies</b>									
Research Assistantship		3		7		46	4	19	79
Teaching Assistantship	5	4	3	5		26	7	1	51
Graduate Fellowship		1				5			6
Departmental or College Fellowship or Scholarship	4	5	15	3	7	21	7	2	64
Student Loan	4	39	41	9	2	46	6	6	153
Other	3	26	8	1	13	11	3	2	67
No Grad Financial Assistance	4	92	45	5	3	53	10		212
No Response	1	11	6	1	2	7	2		30
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Availability of Assistantships or Fellowships To Help Cover Costs of Graduate Education</b>									
Very Satisfied	1	10 *	12	2	6	38 **	6	10 **	85
Mostly Satisfied	6	19	13	4	3	45 **	6	5	101
Somewhat Satisfied	7 **	16	4 *	4		30	5	8 **	74
Somewhat Dissatisfied	4 **	10	6	7 **		15	3	1	46
Mostly Dissatisfied	1	13	3	2		16	1	3	39
Very Dissatisfied	1	11	11	8 **		21	9 **	1	62
Not Applicable	1 *	99 **	68 **	4 *	18 **	45 *	7	2 *	244
<b>Total</b>	<b>21</b>	<b>178</b>	<b>117</b>	<b>31</b>	<b>27</b>	<b>210</b>	<b>37</b>	<b>30</b>	<b>651</b>

	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	Total
<b>Precedures Used by Department to Make Decisions About Financial Aid are Fair</b>									
Strongly Agree	2	6 *	9	1	4	31 **	2	5	60
Agree	7	24	15	5	4	46	13 **	10	124
Neutral	9 **	30	19	8	4	41	4	8	123
Disagree		8	1 *	4 **		16	1	2	32
Strongly Disagree		2	2	4		5			13
Not Applicable	2 *	107 **	69 **	8	15	71 *	16	4 *	292
<b>Total</b>	<b>20</b>	<b>177</b>	<b>115</b>	<b>30</b>	<b>27</b>	<b>210</b>	<b>36</b>	<b>29</b>	<b>644</b>
<b>Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving</b>									
Strongly Agree		7	6	2	5 **	23	3	4	50
Agree	6 **	20	10	4	4	33	5	7	89
Neutral	7	31	22	5	2	39	7	10	123
Disagree	4	12	6	4		37 **	4	5	72
Strongly Disagree	1	6	2 *	8 **		19	5		41
Not Applicable	2 *	100 **	69	7	16	61 *	12	3 *	270
<b>Total</b>	<b>20</b>	<b>176</b>	<b>115</b>	<b>30</b>	<b>27</b>	<b>212</b>	<b>36</b>	<b>29</b>	<b>645</b>

\* fewer than expected  
\*\* more than expected

### Technology and Library

Table 5 depicts the survey results in the area of technology and library. A plurality of respondents (280/662) received all of their instruction on the Logan campus, while another large proportion (240/662) received 76-100 percent of their instruction at other locations. Moreover, 2/3 of respondents (441/662) received no instruction via the Ed-Net System the remaining 1/3 did. Almost the same 2/3 (421/662) received no instruction via the web. A majority of those who did (133/241), received only a small proportion of their courses via the web, i.e., 1-10%. A large proportion (558/653) of respondents were very, mostly, or somewhat satisfied with their access to e-mail and internet resources, but levels of satisfaction differed with degree program. More MS respondents than expected were very satisfied; however, more MBA respondents than expected were somewhat or very dissatisfied or indicated this item was not applicable to them.

A substantial proportion of respondents (506/650) were very, mostly, or somewhat satisfied with the availability of library collections (books and journals) in their fields of study. Again, perhaps reflecting the professional nature of the MBA program, more respondents in that degree program than expected found this item not applicable to them. A plurality of respondents (254/650) found that interlibrary loan was not applicable to them. More than expected of these respondents were from the MBA program. From the research degrees (MS and Ph.D.) more respondents than expected were very or mostly satisfied with interlibrary loan.

**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	Total
<b>Instruction That Was "Face to Face" at Other than Logan Campus</b>									
None	15	48	18	26	16	121	19	17	280
1 - 10 %		9	41	1	3	24	2	1	81
11 - 25 %			20		4	6	1		31
26 - 50 %		1	8			2	1		12
51 - 75 %		5	8			2			15
76 - 100 %	6	118	22	4	4	58	16	12	240
No Response			1			2			3
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>

	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	Total
<b>Percentage of Graduate Instruction That Involved "Ed Net" System</b>									
None	19	155	21	29	18	148	25	26	441
1 - 10 %	1	17	11			24	3	2	58
11 - 25 %	1	5	9			3	3	1	22
26 - 50 %		2	16		1	3	1		23
51 - 75 %			23		4	2			29
76 - 100 %			38	1	1	33	6		79
No Response		2		1	3	2	1	1	10
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Percentage of Graduate Instruction That Involved Web-Based Courses</b>									
None	19	144	43	26	3	136	27	23	421
1 - 10 %	1	28	39	3	2	48	8	4	133
11 - 25 %	1	5	14		1	8	2	1	32
26 - 50 %		2	7			7			16
51 - 75 %		1	4		6	1			12
76 - 100 %		1	11	1	15	13	2		43
No Response				1		2		2	5
<b>Total</b>	<b>21</b>	<b>181</b>	<b>118</b>	<b>31</b>	<b>27</b>	<b>215</b>	<b>39</b>	<b>30</b>	<b>662</b>
<b>Access to E-Mail and Internet Resources for Graduate Students</b>									
Very Satisfied	9	42 *	50	14	18	110 **	18	17	278
Mostly Satisfied	7	48	46	12	8	56	11	8	196
Somewhat Satisfied	5	40 **	8	3		22	2	4	84
Somewhat Dissatisfied		12 **	1			8	2		23
Mostly Dissatisfied		5		1		1	1		8
Very Dissatisfied		5 **							5
Not Applicable		26 **	12	1	1	14	4	1	59
<b>Total</b>	<b>21</b>	<b>178</b>	<b>117</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>653</b>
<b>Availability of Library Collections (Books and Journals) in Field of Study</b>									
Very Satisfied	6	30 *	36	9	8	61	10	10	170
Mostly Satisfied	10	59	43	10	12	62	15	10	221
Somewhat Satisfied	4	38	14	6	4	35	6	8	115
Somewhat Dissatisfied	1	7	4	3	1	25 **	1	1	43
Mostly Dissatisfied		3	2	2		3	3 **	1	14
Very Dissatisfied		4				4	1		9
Not Applicable		36 **	16	1	2	21	2		78
<b>Total</b>	<b>21</b>	<b>177</b>	<b>115</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>30</b>	<b>650</b>
<b>Availability of Materials Through Inter-Library Loan</b>									
Very Satisfied	2	18 *	20	6	2	57 **	10	11 **	126
Mostly Satisfied	7	38	26	6	6	45	9	14 **	151
Somewhat Satisfied	2	27	9	5	2	28	4	4	81
Somewhat Dissatisfied		5	5	2	1	8			21
Mostly Dissatisfied		2	5			4	2		13
Very Dissatisfied		1		1		1	1		4
Not Applicable	10	86 **	51	11	16	67	12	1 *	254
<b>Total</b>	<b>21</b>	<b>177</b>	<b>116</b>	<b>31</b>	<b>27</b>	<b>210</b>	<b>38</b>	<b>30</b>	<b>650</b>

	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	Total
<b>Availability of Electronic Databases Through USU Libraries</b>									
Very Satisfied	10 **	36	33	3	5	54	10	8	159
Mostly Satisfied	7	59	49	8	11	64	14	13	225
Somewhat Satisfied	2	34	14	5	6	42	4	6	113
Somewhat Dissatisfied	1	8	5	3	1	12		1	31
Mostly Dissatisfied	1	3	4	1	1	4	2		16
Very Dissatisfied		5				4			9
Not Applicable		32	12	11 **	3	29	7	2	96
<b>Total</b>	<b>21</b>	<b>177</b>	<b>117</b>	<b>31</b>	<b>27</b>	<b>209</b>	<b>37</b>	<b>30</b>	<b>649</b>
<b>Helpfulness of Library/Learning Resources Staff</b>									
Very Satisfied	8	31	27	3	7	59	10	16 **	161
Mostly Satisfied	8	33 *	29	11	12	57	11	9	170
Somewhat Satisfied	2	30	17	4	4	33	7	3	100
Somewhat Dissatisfied	1	2	1	1		5			10
Mostly Dissatisfied		3	2	1		1	2 **		9
Very Dissatisfied	1 **	1							2
Not Applicable	1 **	77 **	40	11	4	55	8	2 *	198
<b>Total</b>	<b>21</b>	<b>177</b>	<b>116</b>	<b>31</b>	<b>27</b>	<b>210</b>	<b>38</b>	<b>30</b>	<b>650</b>
<b>Computer Facilities Available to Graduate Students</b>									
Strongly Agree	5	22 *	25	7	11	61	8	9	148
Agree	11 **	36 *	33	10	6	67	15	6	184
Neutral	2	40	20	5	2	30	2	7	108
Disagree	1	12	1 *	5	1	23	3	6 **	52
Strongly Disagree		8	2	3		7	6 **	1	27
Not Applicable		59 **	34 **	0 *	7	23 *	2	0 *	125
<b>Total</b>	<b>19</b>	<b>177</b>	<b>115</b>	<b>30</b>	<b>27</b>	<b>211</b>	<b>36</b>	<b>29</b>	<b>644</b>

\* fewer than expected  
\*\* more than expected

A majority of respondents (497/649) were very, mostly, or somewhat satisfied with the availability of electronic databases through USU Libraries. More than expected Masters of Accounting respondents were very satisfied with the availability of electronic databases. A majority of respondents (431/650) were very, mostly, or somewhat satisfied with the helpfulness of Library/Learning Resource staff. More Ph.D. respondents than expected were very satisfied with the helpfulness of Library/Learning Resources staff. The greater than expected frequency of MBA respondents who selected Not Applicable on this item may reflect non-involvement with the libraries.

A majority (332/644) agreed or strongly agreed that computer facilities were available to graduate students with more than expected numbers of Masters of Accounting students agreeing; however, in the same college, fewer MBA respondents agreed or strongly agreed and more than expected indicated the item was not applicable. Similar greater than expected frequencies selecting Not Applicable occurred in the Masters of Education and Masters of Science degree programs.

### School of Graduate Studies

A substantial majority of respondents (559/650) were satisfied with information received from the School of Graduate Studies (SGS) regarding degree requirements. Differences from expectation were small in number except for the Masters programs in Engineering where more respondents than expected were somewhat dissatisfied. Similar outcomes occurred for the helpfulness of SGS staff. A substantial majority of respondents (568/648) were satisfied with SGS staff performance. More respondents from the MBA and MEd programs than expected were very satisfied. A plurality of respondents (275/642) found an evaluation of thesis/dissertation review guidelines not applicable to them. Of those who did, a bare majority (198/367), that is, 54 percent agreed or strongly agreed with this item. More Ph.D. candidates than expected strongly agreed, while more MBA respondents than expected were neutral or disagreed.

A slim majority of respondents (350/598), agreed or strongly agreed that they received information from SGS that would permit them to adhere to deadlines for filing for candidacy and the like. Finally, a majority of respondents (419/643) found an evaluation of the teaching assistants workshop not

applicable to them, suggesting they were not teaching assistants and did not attend. Of the remainder who did, that is, 224, less than a majority (94/224) agreed or strongly agreed that the content of the workshop helped them be better assistants or instructors.

**Table 6. FINDINGS: SCHOOL OF GRADUATE STUDIES**

	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	Total
<b>Information Received From School of Graduate Studies Regarding Degree Requirements</b>									
Very Satisfied	1	35	40	3	15 **	55	10	12	171
Mostly Satisfied	12	65	51	10	10	76	13	14	251
Somewhat Satisfied	2	45	18	7	1 *	49	12	3	137
Somewhat Dissatisfied	3	19	2 *	8 **	1	19		1	53
Mostly Dissatisfied	1	9	3	3		6			22
Very Dissatisfied		4	2			3	3 **		12
Not Applicable	2 **	1				1			4
<b>Total</b>	<b>21</b>	<b>178</b>	<b>116</b>	<b>31</b>	<b>27</b>	<b>209</b>	<b>38</b>	<b>30</b>	<b>650</b>
<b>Helpfulness of School of Graduate Studies Staff</b>									
Very Satisfied	3	33 **	44 **	9	13	68	7	11	188
Mostly Satisfied	7	65	48	10	9	69	17	13	238
Somewhat Satisfied	6	58 **	11 *	5	3	47	8	4	142
Somewhat Dissatisfied	2	10	3	5 **	2	10	1		33
Mostly Dissatisfied	1	2		2		5	3 **	1	14
Very Dissatisfied	1	5	1			3	1		11
Not Applicable	1	5	6			9	1		22
<b>Total</b>	<b>21</b>	<b>178</b>	<b>113</b>	<b>31</b>	<b>27</b>	<b>211</b>	<b>38</b>	<b>29</b>	<b>648</b>
<b>Thesis/Dissertation Review Guidelines/Procedures by School of Graduate Studies</b>									
Strongly Agree		8 *	12			24	4	8 **	58
Agree	1	41	28	2	3	48	6	11	140
Neutral	7	44 **	15	3	1	38	6	5	119
Disagree		15 **	1 *	1		12	1	2	32
Strongly Disagree		5	1	1		8	1	2	18
Not Applicable	12	63	57	23 **	21 **	80	18	1 *	275
<b>Total</b>	<b>20</b>	<b>176</b>	<b>114</b>	<b>30</b>	<b>27</b>	<b>210</b>	<b>36</b>	<b>29</b>	<b>642</b>
<b>Information from School of Graduate Studies on Things Like Filing Candidacy, Deadlines, etc.</b>									
Strongly Agree	1	17 *	22	5	13 **	41	4	8	111
Agree	9	56	55	9	7	79	11	13	239
Neutral	7	49	21	10	3	57	11	6	164
Disagree		22	5	6		20	7	2	62
Strongly Disagree	1	7	3			8	3		22
Not Applicable	2	26 **	9		4	7 *			48
<b>Total</b>	<b>20</b>	<b>177</b>	<b>115</b>	<b>30</b>	<b>27</b>	<b>212</b>	<b>36</b>	<b>29</b>	<b>646</b>
<b>Teaching Assistant Workshop Sponsored by School of Graduate Studies</b>									
Strongly Agree	1	4	4		1	18 **	3	2	33
Agree	1	15	10	2	3	19	5	6 **	61
Neutral	5	29	23	2	3	35	4	5	106
Disagree		3		1		6		2 **	12
Strongly Disagree		2	2			5	2	1	12
Not Applicable	13	124	75	25	20	127	22	13	419
<b>Total</b>	<b>20</b>	<b>177</b>	<b>114</b>	<b>30</b>	<b>27</b>	<b>210</b>	<b>36</b>	<b>29</b>	<b>643</b>

\* fewer than expected

\*\* more than expected

### Narrative Comments

Table 7 depicts a rough frequency count and content analysis of respondents' written comments to the item: "What do you think USU should do to better meet the needs of graduate students?" Respondent comments were predictable. A good number were laudatory either of USU in general or specific services in particular. Many comments asked for better communications particularly with respect to the distance education programs. Respondents wanted more of everything: more funding, more





**Summary**

Respondents seemed satisfied with the quality of their graduate educational programs at USU. In most cases numbers of dissatisfied students were small. Exceptions were reserved for financial aid. Respondents wanted more and better funded assistantships and fellowships. They also wanted better benefits, especially in terms of health insurance. Some seemed disappointed with the thesis/dissertation review process, but those most affected, the MS and Ph.D. candidates, seemed satisfied with it.

## 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 collegefellowship 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 fellowshipthrough the School of Graduate Studies (Presidential fellowship, Vice President for Research fellowship, etc.)
- Departmental or college fellowship or scholarship
- Student loan
- Other (please specifv):

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

- |                       |                       |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 52. I would like to receive more feedback on my academic progress.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 53. I believe that my graduate program is providing me with satisfactory preparation for my future career.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 54. My department has a humane environment characterized by mutual respect between students and professors.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 55. My department provides an intellectually stimulating atmosphere.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 58. There is satisfactory communication between faculty and graduate students in my department.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 59. My department provides satisfactory advising and program counseling to graduate students.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 60. My advisor/major professor can be relied upon to review and provide constructive criticism of my work.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 61. My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 62. Faculty members in my department are interested in the welfare and professional development of graduate students.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 63. My department is helpful and supportive in graduates' search for professional employment.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 64. I am satisfied with the computer facilities available to graduate students.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 65. I am satisfied with the University library holdings for my field.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 66. I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.                            |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 70. The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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.  |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 72. For me, USU has been a good choice for graduate study.   |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 73. I would recommend my department and graduate program to prospective graduate students.   |

## Appendix B



# School of Graduate Studies Student Survey - 2003

## Frequency Tables

**Table 1. Plan to graduate when? (year)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2002	337	50.9	51.0	51.0
	2003	324	48.9	49.0	100.0
	Total	661	99.8	100.0	
Missing	System	1	.2		
Total		662	100.0		

**Table 2. "What graduate degree are you currently pursuing at USU?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Master of Accounting (MAcc)	21	3.2	3.2	3.2
	Master of Arts (MA)	9	1.4	1.4	4.5
	Master of Business	181	27.3	27.3	31.9
	Master of Computer	3	.5	.5	32.3
	Master of Education (MEd)	118	17.8	17.8	50.2
	Master of Engineering (ME)	31	4.7	4.7	54.8
	Master of Fine Arts (MFA)	2	.3	.3	55.1
	Master of Landscape	3	.5	.5	55.6
	Master of Natural Resources	5	.8	.8	56.3
	Master of Rehabilitation	27	4.1	4.1	60.4
	Master of Science (MS)	215	32.5	32.5	92.9
	Master of Second Language	3	.5	.5	93.4
	Master of Social Sciences (MSS)	10	1.5	1.5	94.9
	Doctor of Philosophy (PhD)	30	4.5	4.5	99.4
	Master of Professional Studies: Horticulture	4	.6	.6	100.0
Total		662	100.0	100.0	

**Table 3. The number of respondents by college.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agriculture	13	2.0	2.0	2.0
	Business	251	37.9	37.9	39.9
	Education	232	35.0	35.0	74.9
	Engineering	80	12.1	12.1	87.0
	Family Life	15	2.3	2.3	89.3
	Humanities, Arts & Natural Resources	29	4.4	4.4	93.7
	Science	15	2.3	2.3	95.9
	Science	27	4.1	4.1	100.0
Total		662	100.0	100.0	

**Table 4. The number of respondents in the College of Agriculture by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	648	97.9	97.9	97.9
Agricultural Systems Tech	4	.6	.6	98.5
Biometeorology	1	.2	.2	98.6
Plant Science	6	.9	.9	99.5
Soil Science	2	.3	.3	99.8
Toxicology	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 5. The number of respondents in the College of Business by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	409	61.8	61.8	61.8
Accounting	29	4.4	4.4	66.2
Business Administration	172	26.0	26.0	92.1
BISE	36	5.4	5.4	97.6
Economics	4	.6	.6	98.2
Social Sciences	12	1.8	1.8	100.0
Total	662	100.0	100.0	

**Table 6. The number of respondents in the College of Education by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	431	65.1	65.1	65.1
Communicative Disorders	17	2.6	2.6	67.7
Education	7	1.1	1.1	68.7
Elementary Education	31	4.7	4.7	73.4
Health, Physical Ed & Rec	13	2.0	2.0	75.4
Instructional Technology	74	11.2	11.2	86.6
Psychology	38	5.7	5.7	92.3
Rehabilitation Counseling	27	4.1	4.1	96.4
Secondary Education	18	2.7	2.7	99.1
Special Education	6	.9	.9	100.0
Total	662	100.0	100.0	

**Table 7. The number of respondents in the College of Engineering by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	582	87.9	87.9	87.9
Biological & Agricultural	4	.6	.6	88.5
Civil & Environmental	33	5.0	5.0	93.5
Electrical Engineering	19	2.9	2.9	96.4
Industrial Technology	2	.3	.3	96.7
Irrigation Engineering	4	.6	.6	97.3
Mechanical Engineering	18	2.7	2.7	100.0
Total	662	100.0	100.0	

**Table 8. The number of respondents in the College of Family Life by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	646	97.6	97.6	97.6
Family & Human Development	7	1.1	1.1	98.6
Food Microbiology & Safety	1	.2	.2	98.8
Human Environments	5	.8	.8	99.5
Nutrition and Food Sciences	3	.5	.5	100.0
Total	662	100.0	100.0	

**Table 9. The number of respondents in the College of Humanities, Art, and Social Sciences by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	633	95.6	95.6	95.6
American Studies	6	.9	.9	96.5
Art	2	.3	.3	96.8
English	10	1.5	1.5	98.3
History	4	.6	.6	98.9
Landscape Architecture	4	.6	.6	99.5
Second Language Teaching	2	.3	.3	99.8
Sociology	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 10. The number of respondents in the College of Natural Resources by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	647	97.7	97.7	97.7
Ecology	3	.5	.5	98.2
Fisheries Biology	2	.3	.3	98.5
Geography	1	.2	.2	98.6
Natural Resources	2	.3	.3	98.9
Range Science	4	.6	.6	99.5
Watershed Science	2	.3	.3	99.8
Wildlife Biology	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 11. The number of respondents in the College of Science by degree program.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	635	95.9	95.9	95.9
Biology	4	.6	.6	96.5
Biochemistry	1	.2	.2	96.7
Chemistry	1	.2	.2	96.8
Computer Science	9	1.4	1.4	98.2
Ecology	1	.2	.2	98.3
Geology	4	.6	.6	98.9
Mathematics	1	.2	.2	99.1
Physics	3	.5	.5	99.5
Statistics	2	.3	.3	99.8
Toxicology	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 12. "If you are pursuing a Master's degree, what plan?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Plan A Masters	42	6.3	16.6	16.6
Plan B Masters	21	3.2	8.3	24.9
Plan C Masters	190	28.7	75.1	100.0
Total	253	38.2	100.0	
Missing				
System	409	61.8		
Total	662	100.0		

**Table 13. "What is your cumulative GPA for graduate studies at USU?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
4.00-3.80	310	46.8	49.0	49.0
3.79-3.60	195	29.5	30.8	79.8
3.59-3.40	80	12.1	12.6	92.4
3.39-3.20	36	5.4	5.7	98.1
3.19-3.00	12	1.8	1.9	100.0
Total	633	95.6	100.0	
Missing				
System	29	4.4		
Total	662	100.0		

**Table 14. "What prior degrees have you completed at USU?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No prior USU degrees	322	48.6	49.3	49.3
Bachelors degree	314	47.4	48.1	97.4
Masters degree	15	2.3	2.3	99.7
Doctorate	2	.3	.3	100.0
Total	653	98.6	100.0	
Missing				
System	9	1.4		
Total	662	100.0		

**Table 15. "For how many years have you been enrolled as a graduate student at USU?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 yr.	26	3.9	4.0	4.0
	1 yr.	95	14.4	14.6	18.6
	2 yrs.	330	49.8	50.6	69.2
	3 yrs.	81	12.2	12.4	81.6
	4 yrs.	52	7.9	8.0	89.6
	5 yrs.	26	3.9	4.0	93.6
	6 yrs. or more	42	6.3	6.4	100.0
	Total	652	98.5	100.0	
Missing	System	10	1.5		
Total		662	100.0		

**Table 16. "What is your current age?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25 yrs.	66	10.0	10.0	10.0
	25-29 yrs.	262	39.6	39.7	49.7
	30-34 yrs.	123	18.6	18.6	68.3
	35-39 yrs.	58	8.8	8.8	77.1
	40-49 yrs.	99	15.0	15.0	92.1
	>= 50 yrs.	52	7.9	7.9	100.0
	Total	660	99.7	100.0	
Missing	System	2	.3		
Total		662	100.0		

**Table 17. "What is your sex?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	413	62.4	62.6	62.6
	Female	247	37.3	37.4	100.0
	Total	660	99.7	100.0	
Missing	System	2	.3		
Total		662	100.0		

**Table 18. "What is your citizenship?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U.S.	564	85.2	86.4	86.4
	International	89	13.4	13.6	100.0
	Total	653	98.6	100.0	
Missing	System	9	1.4		
Total		662	100.0		

**Table 19. "For tuition purposes, are you currently a Utah resident?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	533	80.5	82.6	82.6
	No	112	16.9	17.4	100.0
	Total	645	97.4	100.0	
Missing	System	17	2.6		
Total		662	100.0		

**Table 20. "What is your current marital status?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	175	26.4	26.5	26.5
	Married	460	69.5	69.7	96.2
	Divorced	19	2.9	2.9	99.1
	Widowed	1	.2	.2	99.2
	Separated	5	.8	.8	100.0
	Total	660	99.7	100.0	
	Missing	System	2	.3	
Total		662	100.0		

**Table 21. "Including yourself, how many dependents do you have?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zero	118	17.8	18.0	18.0
	One	147	22.2	22.4	40.4
	Two	96	14.5	14.6	55.0
	Three	100	15.1	15.2	70.3
	Four	91	13.7	13.9	84.1
	Five	58	8.8	8.8	93.0
	>= Six	46	6.9	7.0	100.0
	Total	656	99.1	100.0	
Missing	System	6	.9		
Total		662	100.0		

**Table 22. "Which of the following best represents your race/ethnicity?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Indian/Native American	4	.6	.6	.6
	Asian or Pacific Islander	77	11.6	11.8	12.4
	Black (Non-Hispanic)	4	.6	.6	13.1
	White (Non-Hispanic)	546	82.5	83.9	96.9
	Hispanic	12	1.8	1.8	98.8
	Other	8	1.2	1.2	100.0
	Total	651	98.3	100.0	
	Missing	System	11	1.7	
Total		662	100.0		

**Table 23. "Before you began graduate work at USU, where were you living?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	In Cache Valley (Logan and vicinity)	188	28.4	28.8	28.8
	Elsewhere in Utah	317	47.9	48.5	77.3
	Elsewhere in Idaho	10	1.5	1.5	78.9
	Elsewhere in the USA	65	9.8	10.0	88.8
	Outside the USA	73	11.0	11.2	100.0
	Total	653	98.6	100.0	
Missing	System	9	1.4		
Total		662	100.0		

**Table 24. "During the current academic year, have you received any of the following types of graduate financial assistance?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Research assistantship	53	8.0	8.4	8.4
	Teaching assistantship	28	4.2	4.4	12.8
	General assistantship	18	2.7	2.8	15.6
	Graduate instructor	5	.8	.8	16.4
	Graduate fellowship	3	.5	.5	16.9
	Departmental or college fellowship or scholarship	43	6.5	6.8	23.7
	Student loan	123	18.6	19.4	43.1
	Other (please specify):	56	8.5	8.8	52.0
	No graduate financial assistance	304	45.9	48.0	100.0
	Total	633	95.6	100.0	
Missing	System	29	4.4		
Total		662	100.0		

**Table 25. Other forms of assistance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	606	91.5	91.5	91.5
Assistantship	1	.2	.2	91.7
Athletic	1	.2	.2	91.8
Company	20	3.0	3.0	94.9
District fund	1	.2	.2	95.0
Family	2	.3	.3	95.3
Fish and Wild	1	.2	.2	95.5
Grant	5	.8	.8	96.2
Internship	1	.2	.2	96.4
NYS CSPD	1	.2	.2	96.5
Refinance car	1	.2	.2	96.7
Reimbursement	1	.2	.2	96.8
Scholarship	12	1.8	1.8	98.6
Sponsored	1	.2	.2	98.8
Tutor	1	.2	.2	98.9
Waivers	4	.6	.6	99.5
Work Force	1	.2	.2	99.7
Work study	1	.2	.2	99.8
YETC Staff	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 26. "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.)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Research assistantship	79	11.9	12.5	12.5
Teaching assistantship	51	7.7	8.1	20.6
Graduate fellowship	6	.9	.9	21.5
Departmental or college fellowship or scholarship	64	9.7	10.1	31.6
Student loan	153	23.1	24.2	55.9
Other (please specify):	67	10.1	10.6	66.5
No graduate financial assistance	212	32.0	33.5	100.0
Total	632	95.5	100.0	
Missing				
System	30	4.5		
Total	662	100.0		



**Table 27. Other forms of assistance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	590	89.1	89.1	89.1
Assistantship	8	1.2	1.2	90.3
Company	26	3.9	3.9	94.3
Consulting	1	.2	.2	94.4
District fund	1	.2	.2	94.6
Family	2	.3	.3	94.9
Fellowship	2	.3	.3	95.2
Fish and Wild	1	.2	.2	95.3
Grant	7	1.1	1.1	96.4
Instuctorship	1	.2	.2	96.5
NYS CSPD	1	.2	.2	96.7
Refinance car	1	.2	.2	96.8
Scholarship	12	1.8	1.8	98.6
Stipend	1	.2	.2	98.8
Tutor	1	.2	.2	98.9
Waivers	5	.8	.8	99.7
Work study	1	.2	.2	99.8
YETC Staff	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 28. "When do you expect to complete all requirements for your USU graduate degree program?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Degree requirements have been completed	195	29.5	30.0	30.0
At the end of the current semester	437	66.0	67.2	97.2
Within one year from now	10	1.5	1.5	98.8
1-2 years from now	4	.6	.6	99.4
3 or more years from now	4	.6	.6	100.0
Total	650	98.2	100.0	
Missing System	12	1.8		
Total	662	100.0		

**Table 29. "What do you expect to do when you finish your current USU graduate program?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pursue additional graduate training at USU	29	4.4	4.5	4.5
	Pursue additional graduate training at another institution	41	6.2	6.3	10.8
	Begin a professional career in an educational institution	112	16.9	17.3	28.1
	Begin a professional career with a government agency	69	10.4	10.7	38.8
	Begin a professional career in the private sector or NGO	221	33.4	34.2	73.0
	Other plans (please specify):	108	16.3	16.7	89.6
	Uncertain	67	10.1	10.4	100.0
	Total	647	97.7	100.0	
Missing	System	15	2.3		
Total		662	100.0		

**Table 30. Other plans**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		566	85.5	85.5	85.5
	Advance job	1	.2	.2	85.6
	Back to work	1	.2	.2	85.8
	Begin career	1	.2	.2	86.0
	Consulting	1	.2	.2	86.1
	CPA	1	.2	.2	86.3
	Employer	1	.2	.2	86.4
	Employment	1	.2	.2	86.6
	Housewife	1	.2	.2	86.7
	Industry	1	.2	.2	86.9
	Keep working	80	12.1	12.1	98.9
	Motherhood	1	.2	.2	99.1
	Publish	1	.2	.2	99.2
	Raise family	1	.2	.2	99.4
	Rest	1	.2	.2	99.5
	Retire	1	.2	.2	99.7
	Teach	1	.2	.2	99.8
	Training	1	.2	.2	100.0
	Total	662	100.0	100.0	

**Table 31. "During the period of your enrollment as a graduate student at USU, have you changed departments or programs?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	619	93.5	95.4	95.4
	Yes	30	4.5	4.6	100.0
	Total	649	98.0	100.0	
Missing	System	13	2.0		
Total		662	100.0		

**Table 32. "If yes, why did you do so?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		642	97.0	97.0	97.0
	Assistantship	1	.2	.2	97.1
	Better degree	1	.2	.2	97.3
	Better jobs	1	.2	.2	97.4
	Better option	1	.2	.2	97.6
	Changed major	2	.3	.3	97.9
	College gone	1	.2	.2	98.0
	Courses	1	.2	.2	98.2
	Diff degree	1	.2	.2	98.3
	Financial	1	.2	.2	98.5
	Fun	1	.2	.2	98.6
	Interest	7	1.1	1.1	99.7
	Plan B to C	1	.2	.2	99.8
	Thesis rejected	1	.2	.2	100.0
Total		662	100.0	100.0	

**Table 33. "Have you ever attended the Teaching Assistant or International Teaching Assistant workshop that is offered by the USU School of Graduate Studies?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	581	87.8	89.0	89.0
	Yes	72	10.9	11.0	100.0
	Total	653	98.6	100.0	
Missing	System	9	1.4		
Total		662	100.0		

**Table 34. "Which of the following best describes the kinds of instructional formats that you have experienced in graduate courses completed for your USU degree program?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entirely on-campus courses taught at the Logan campus	294	44.4	44.8	44.8
	Primarily on-campus courses, with some "distance education"	73	11.0	11.1	55.9
	Primarily "distance education" (other locales/satellite)	103	15.6	15.7	71.6
	Entirely "distance education" (other locales/satellite)	186	28.1	28.4	100.0
	Total	656	99.1	100.0	
Missing	System	6	.9		
Total		662	100.0		

**Table 35. "Approximately what percentage of your graduate course work at USU has involved face-to-face 'live' instruction at locations other than the main campus in Logan?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	280	42.3	42.5	42.5
	1-10%	81	12.2	12.3	54.8
	11-25%	31	4.7	4.7	59.5
	26-50%	12	1.8	1.8	61.3
	51-75%	15	2.3	2.3	63.6
	76-100%	240	36.3	36.4	100.0
	Total	659	99.5	100.0	
Missing	System	3	.5		
Total		662	100.0		

**Table 36. "Approximately what percentage of your graduate course work at USU has involved the university's 'Ed Net' system electronic delivery through televised broadcasts of courses to off-campus locations?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	441	66.6	67.6	67.6
	1-10%	58	8.8	8.9	76.5
	11-25%	22	3.3	3.4	79.9
	26-50%	23	3.5	3.5	83.4
	51-75%	29	4.4	4.4	87.9
	76-100%	79	11.9	12.1	100.0
	Total	652	98.5	100.0	
Missing	System	10	1.5		
Total		662	100.0		

**Table 37. "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/"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	421	63.6	64.1	64.1
	1-10%	133	20.1	20.2	84.3
	11-25%	32	4.8	4.9	89.2
	26-50%	16	2.4	2.4	91.6
	51-75%	12	1.8	1.8	93.5
	76-100%	43	6.5	6.5	100.0
	Total	657	99.2	100.0	
Missing	System	5	.8		
Total		662	100.0		

**Table 38. "Do you anticipate that your career opportunities will improve significantly as a result of your completion of a graduate degree at USU?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Definitely yes	273	41.2	41.6	41.6
	Probably yes	264	39.9	40.2	81.7
	Uncertain	88	13.3	13.4	95.1
	Probably no	25	3.8	3.8	98.9
	Definitely no	7	1.1	1.1	100.0
	Total	657	99.2	100.0	
Missing	System	5	.8		
Total		662	100.0		

**Table 39. Level of Satisfaction with: The admissions process when you first entered graduate school at USU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	212	32.0	32.5	32.5
	Mostly Satisfied	280	42.3	42.9	75.3
	Somewhat Satisfied	115	17.4	17.6	93.0
	Somewhat Dissatisfied	18	2.7	2.8	95.7
	Mostly Dissatisfied	11	1.7	1.7	97.4
	Very Dissatisfied	12	1.8	1.8	99.2
	Not Applicable	5	.8	.8	100.0
	Total	653	98.6	100.0	
Missing		9	1.4		
Total		662	100.0		

**Table 40. Level of Satisfaction with: The information you received from the School of Graduate Studies regarding degree requirements and how to meet them.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	171	25.8	26.3	26.3
	Mostly Satisfied	251	37.9	38.6	64.9
	Somewhat Satisfied	137	20.7	21.1	86.0
	Somewhat Dissatisfied	53	8.0	8.2	94.2
	Mostly Dissatisfied	22	3.3	3.4	97.5
	Very Dissatisfied	12	1.8	1.8	99.4
	Not Applicable	4	.6	.6	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 41. Level of Satisfaction with: The information you received from your department regarding degree requirements and how to meet them.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	211	31.9	32.3	32.3
	Mostly Satisfied	252	38.1	38.6	70.9
	Somewhat Satisfied	114	17.2	17.5	88.4
	Somewhat Dissatisfied	46	6.9	7.0	95.4
	Mostly Dissatisfied	18	2.7	2.8	98.2
	Very Dissatisfied	9	1.4	1.4	99.5
	Not Applicable	3	.5	.5	100.0
	Total	653	98.6	100.0	
Missing		9	1.4		
Total		662	100.0		

**Table 42. Level of Satisfaction with: The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	188	28.4	29.0	29.0
	Mostly Satisfied	238	36.0	36.7	65.7
	Somewhat Satisfied	142	21.5	21.9	87.7
	Somewhat Dissatisfied	33	5.0	5.1	92.7
	Mostly Dissatisfied	14	2.1	2.2	94.9
	Very Dissatisfied	11	1.7	1.7	96.6
	Not Applicable	22	3.3	3.4	100.0
	Total	648	97.9	100.0	
Missing		14	2.1		
Total		662	100.0		

**Table 43. Level of Satisfaction with: The helpfulness of non-faculty staff members in your academic department in responding to your concerns and questions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	224	33.8	34.5	34.5
	Mostly Satisfied	202	30.5	31.1	65.6
	Somewhat Satisfied	110	16.6	16.9	82.6
	Somewhat Dissatisfied	28	4.2	4.3	86.9
	Mostly Dissatisfied	8	1.2	1.2	88.1
	Very Dissatisfied	1	.2	.2	88.3
	Not Applicable	76	11.5	11.7	100.0
	Total	649	98.0	100.0	
Missing	13	2.0			
Total	662	100.0			

**Table 44. Level of Satisfaction with: The helpfulness of faculty members in your academic department in responding to your concerns and questions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	267	40.3	41.1	41.1
	Mostly Satisfied	246	37.2	37.8	78.9
	Somewhat Satisfied	100	15.1	15.4	94.3
	Somewhat Dissatisfied	22	3.3	3.4	97.7
	Mostly Dissatisfied	10	1.5	1.5	99.2
	Very Dissatisfied	4	.6	.6	99.8
	Not Applicable	1	.2	.2	100.0
	Total	650	98.2	100.0	
Missing	12	1.8			
Total	662	100.0			

**Table 45. Level of Satisfaction with: The helpfulness of your major professor in responding to your concerns and questions.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	301	45.5	46.2	46.2
	Mostly Satisfied	206	31.1	31.6	77.8
	Somewhat Satisfied	78	11.8	12.0	89.7
	Somewhat Dissatisfied	19	2.9	2.9	92.6
	Mostly Dissatisfied	8	1.2	1.2	93.9
	Very Dissatisfied	3	.5	.5	94.3
	Not Applicable	37	5.6	5.7	100.0
	Total	652	98.5	100.0	
Missing	10	1.5			
Total	662	100.0			

**Table 46. Level of Satisfaction with: The overall quality of the graduate training that you have received at USU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	178	26.9	27.4	27.4
	Mostly Satisfied	321	48.5	49.4	76.8
	Somewhat Satisfied	113	17.1	17.4	94.2
	Somewhat Dissatisfied	25	3.8	3.8	98.0
	Mostly Dissatisfied	11	1.7	1.7	99.7
	Very Dissatisfied	1	.2	.2	99.8
	Not Applicable	1	.2	.2	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 47. Level of Satisfaction with: The overall quality of graduate courses that you have taken inside your department.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	175	26.4	27.0	27.0
	Mostly Satisfied	306	46.2	47.3	74.3
	Somewhat Satisfied	120	18.1	18.5	92.9
	Somewhat Dissatisfied	25	3.8	3.9	96.8
	Mostly Dissatisfied	12	1.8	1.9	98.6
	Very Dissatisfied	3	.5	.5	99.1
	Not Applicable	6	.9	.9	100.0
	Total	647	97.7	100.0	
Missing		15	2.3		
Total		662	100.0		

**Table 48. Level of Satisfaction with: The overall quality of graduate courses that you have taken outside your department.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	120	18.1	18.5	18.5
	Mostly Satisfied	214	32.3	33.0	51.5
	Somewhat Satisfied	99	15.0	15.3	66.8
	Somewhat Dissatisfied	20	3.0	3.1	69.9
	Mostly Dissatisfied	4	.6	.6	70.5
	Very Dissatisfied	4	.6	.6	71.1
	Not Applicable	187	28.2	28.9	100.0
	Total	648	97.9	100.0	
Missing		14	2.1		
Total		662	100.0		



**Table 49. Level of Satisfaction with: The availability of and access to e-mail and internet services for graduate students at USU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	278	42.0	42.6	42.6
	Mostly Satisfied	196	29.6	30.0	72.6
	Somewhat Satisfied	84	12.7	12.9	85.5
	Somewhat Dissatisfied	23	3.5	3.5	89.0
	Mostly Dissatisfied	8	1.2	1.2	90.2
	Very Dissatisfied	5	.8	.8	91.0
	Not Applicable	59	8.9	9.0	100.0
	Total	653	98.6	100.0	
Missing		9	1.4		
Total		662	100.0		

**Table 50. Level of Satisfaction with: The availability of library collections (books and journals) in your fields of study at USU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	170	25.7	26.2	26.2
	Mostly Satisfied	221	33.4	34.0	60.2
	Somewhat Satisfied	115	17.4	17.7	77.8
	Somewhat Dissatisfied	43	6.5	6.6	84.5
	Mostly Dissatisfied	14	2.1	2.2	86.6
	Very Dissatisfied	9	1.4	1.4	88.0
	Not Applicable	78	11.8	12.0	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 51. Level of Satisfaction with: The ability to obtain library resource materials through interlibrary loan when those materials are not available in the USU library collection.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	126	19.0	19.4	19.4
	Mostly Satisfied	151	22.8	23.2	42.6
	Somewhat Satisfied	81	12.2	12.5	55.1
	Somewhat Dissatisfied	21	3.2	3.2	58.3
	Mostly Dissatisfied	13	2.0	2.0	60.3
	Very Dissatisfied	4	.6	.6	60.9
	Not Applicable	254	38.4	39.1	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 52. Level of Satisfaction with: The availability through USU's library facilities of electronic databases that you need for graduate coursework or research purposes.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	159	24.0	24.5	24.5
	Mostly Satisfied	225	34.0	34.7	59.2
	Somewhat Satisfied	113	17.1	17.4	76.6
	Somewhat Dissatisfied	31	4.7	4.8	81.4
	Mostly Dissatisfied	16	2.4	2.5	83.8
	Very Dissatisfied	9	1.4	1.4	85.2
	Not Applicable	96	14.5	14.8	100.0
	Total	649	98.0	100.0	
Missing		13	2.0		
Total		662	100.0		

**Table 53. Level of Satisfaction with: The helpfulness of USU Library/Learning resource staff in helping you locate and access resource materials.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	161	24.3	24.8	24.8
	Mostly Satisfied	170	25.7	26.2	50.9
	Somewhat Satisfied	100	15.1	15.4	66.3
	Somewhat Dissatisfied	10	1.5	1.5	67.8
	Mostly Dissatisfied	9	1.4	1.4	69.2
	Very Dissatisfied	2	.3	.3	69.5
	Not Applicable	198	29.9	30.5	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 54. Level of Satisfaction with: The availability of library facilities that provide an environment that is appealing and conducive to study.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	145	21.9	22.3	22.3
	Mostly Satisfied	186	28.1	28.6	50.9
	Somewhat Satisfied	104	15.7	16.0	66.9
	Somewhat Dissatisfied	20	3.0	3.1	70.0
	Mostly Dissatisfied	13	2.0	2.0	72.0
	Very Dissatisfied	4	.6	.6	72.6
	Not Applicable	178	26.9	27.4	100.0
	Total	650	98.2	100.0	
Missing		12	1.8		
Total		662	100.0		

**Table 55. Level of Satisfaction with: The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate student.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	134	20.2	20.6	20.6
	Mostly Satisfied	184	27.8	28.3	48.8
	Somewhat Satisfied	120	18.1	18.4	67.3
	Somewhat Dissatisfied	41	6.2	6.3	73.6
	Mostly Dissatisfied	16	2.4	2.5	76.0
	Very Dissatisfied	16	2.4	2.5	78.5
	Not Applicable	140	21.1	21.5	100.0
	Total	651	98.3	100.0	
Missing		11	1.7		
Total		662	100.0		

**Table 56. Level of Satisfaction with: The availability of faculty in your department to meet with you and provide feedback regarding your graduate studies or your research.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	210	31.7	32.2	32.2
	Mostly Satisfied	224	33.8	34.4	66.6
	Somewhat Satisfied	133	20.1	20.4	87.0
	Somewhat Dissatisfied	35	5.3	5.4	92.3
	Mostly Dissatisfied	14	2.1	2.1	94.5
	Very Dissatisfied	7	1.1	1.1	95.6
	Not Applicable	29	4.4	4.4	100.0
	Total	652	98.5	100.0	
Missing		10	1.5		
Total		662	100.0		

**Table 57. Level of Satisfaction with: The level of interaction with and feedback provided by your major professor.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	262	39.6	40.2	40.2
	Mostly Satisfied	194	29.3	29.8	70.0
	Somewhat Satisfied	106	16.0	16.3	86.3
	Somewhat Dissatisfied	23	3.5	3.5	89.9
	Mostly Dissatisfied	9	1.4	1.4	91.2
	Very Dissatisfied	9	1.4	1.4	92.6
	Not Applicable	48	7.3	7.4	100.0
	Total	651	98.3	100.0	
Missing		11	1.7		
Total		662	100.0		

**Table 58. Level of Satisfaction with: The relevance of USU graduate studies to your career goals.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	268	40.5	41.3	41.3
	Mostly Satisfied	254	38.4	39.1	80.4
	Somewhat Satisfied	95	14.4	14.6	95.1
	Somewhat Dissatisfied	20	3.0	3.1	98.2
	Mostly Dissatisfied	3	.5	.5	98.6
	Very Dissatisfied	4	.6	.6	99.2
	Not Applicable	5	.8	.8	100.0
	Total	649	98.0	100.0	
Missing		13	2.0		
Total		662	100.0		

**Table 59. Level of Satisfaction with: The range of information and services provided by the USU Graduate Students Senate (GSS).**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	61	9.2	9.4	9.4
	Mostly Satisfied	97	14.7	15.0	24.5
	Somewhat Satisfied	96	14.5	14.9	39.3
	Somewhat Dissatisfied	30	4.5	4.6	44.0
	Mostly Dissatisfied	22	3.3	3.4	47.4
	Very Dissatisfied	31	4.7	4.8	52.2
	Not Applicable	309	46.7	47.8	100.0
	Total	646	97.6	100.0	
Missing		16	2.4		
Total		662	100.0		

**Table 60. Level of Satisfaction with: The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	85	12.8	13.1	13.1
	Mostly Satisfied	101	15.3	15.5	28.6
	Somewhat Satisfied	74	11.2	11.4	39.9
	Somewhat Dissatisfied	46	6.9	7.1	47.0
	Mostly Dissatisfied	39	5.9	6.0	53.0
	Very Dissatisfied	62	9.4	9.5	62.5
	Not Applicable	244	36.9	37.5	100.0
	Total	651	98.3	100.0	
Missing		11	1.7		
Total		662	100.0		

**Table 61. Level of Satisfaction with: The availability of optional health care insurance for graduate students that is adequate to meet your needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	49	7.4	7.6	7.6
	Mostly Satisfied	64	9.7	9.9	17.4
	Somewhat Satisfied	70	10.6	10.8	28.2
	Somewhat Dissatisfied	34	5.1	5.2	33.4
	Mostly Dissatisfied	26	3.9	4.0	37.4
	Very Dissatisfied	42	6.3	6.5	43.9
	Not Applicable	364	55.0	56.1	100.0
	Total	649	98.0	100.0	
Missing		13	2.0		
Total		662	100.0		

**Table 62. "How would you rate your satisfaction with the overall quality of your graduate academic program at USU?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	154	23.3	23.6	23.6
	Mostly Satisfied	331	50.0	50.8	74.4
	Somewhat Satisfied	136	20.5	20.9	95.2
	Somewhat Dissatisfied	21	3.2	3.2	98.5
	Mostly Dissatisfied	8	1.2	1.2	99.7
	Very Dissatisfied	1	.2	.2	99.8
	Not Applicable	1	.2	.2	100.0
	Total	652	98.5	100.0	
Missing		10	1.5		
Total		662	100.0		

**Table 63. "What has been the major source of information you have used in planning your graduate program?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Major professor	238	36.0	36.3	36.3
	Departmental graduate advisor	159	24.0	24.3	60.6
	Other faculty	17	2.6	2.6	63.2
	Department graduate requirement sheet/handbook	111	16.8	16.9	80.2
	Graduate catalog	25	3.8	3.8	84.0
	School of Graduate Studies staff	15	2.3	2.3	86.3
	Other students	42	6.3	6.4	92.7
	Other	48	7.3	7.3	100.0
	Total	655	98.9	100.0	
	Missing	System	7	1.1	
Total		662	100.0		

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Comment	356	53.8	53.8	53.8
	A website that is more informative.	1	.2	.2	53.9
	Additional scholarships are always helpful!	1	.2	.2	54.1
	Advising needs to be friendly and helpful. Never even knew there was a student senate for graduate students.	1	.2	.2	54.2
	Advisors need to be more interested in Distance Ed. students. I had three temporary advisors and none at the end.	1	.2	.2	54.4
	Allow for course and professor critique via a consistent standard format.	1	.2	.2	54.5
	An online database so that students can check the status of paperwork and graduation requirements.	1	.2	.2	54.7
	As a networking major I would have liked more depth and range in the area of networking. As is present networking courses are no match for industrial careers.	1	.2	.2	54.8
	Assist each one in deciding which classes to take that would be most valuable to him/her.	1	.2	.2	55.0
	Availability of resources only for use by graduate students.	1	.2	.2	55.1
	Be more consistent when courses are offered. Schedule either afternoon or night classes.	1	.2	.2	55.3
	Begin a program to help graduate students see their progress at the end of each semester so that they can remain on track.	1	.2	.2	55.4
	Benefits for grad. instructors. Expand library holdings in the humanities. Less paperwork and administrative.	1	.2	.2	55.6
	Better advising for the grad student. Clearly defined steps. Better informed professors.	1	.2	.2	55.7
	Better advising.	1	.2	.2	55.9
	Better communication	1	.2	.2	56.0

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Better communication between department and extension offices.	1	.2	.2	56.2
	Better communication between graduate departments and colleges.	1	.2	.2	56.3
	Better counseling and they should track student progress to help them avoid problems.	1	.2	.2	56.5
	Better course design, better resource usage.	1	.2	.2	56.6
	Better customer service.	1	.2	.2	56.8
	Better facilities, laboratory work, hands on.	1	.2	.2	56.9
	Better financial assistance to those with families, lower health care costs, better loans, and lower cost for spouse event attendance.	1	.2	.2	57.1
	Better friendly advising, classes that are not identical to USU undergraduate courses.	1	.2	.2	57.3
	Better info on how to access student information online as well as electronic libraries.	1	.2	.2	57.4
	Better interaction with major professor for distance learning.	1	.2	.2	57.6
	Better organization of how to complete and process for Dept., Grad School.	1	.2	.2	57.7
	Better pay, subsidized health insurance, get rid of the thesis coordinator.	1	.2	.2	57.9
	Better planning for satellite programs.	1	.2	.2	58.0
	By becoming more organized USU would have fewer disgruntled graduate students.	1	.2	.2	58.2
	Communicate with them.	1	.2	.2	58.3
	Computer access in classes that are BIS related. Do not overfill classes. More evening classes for those who are employed.	1	.2	.2	58.5
	Continue the offsite MBA program.	1	.2	.2	58.6
	Continue to improve courses.	1	.2	.2	58.8

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Continue to provide and upgrade opportunities for graduate students in rural areas throughout the state.	1	.2	.2	58.9
Continue to provide graduate programs at the distance education sites.	1	.2	.2	59.1
Cut all the beauocracy and petty fees. Ease up on the silly parking tickets. Stop spending our tuition money on \$40,000 tables for the Dean.	1	.2	.2	59.2
Cut the red tape	1	.2	.2	59.4
Distance Ed facilities are terrible. Some of the exorbitant fees we pay should go toward new computers and basic classroom supplies.	1	.2	.2	59.5
Distance PhD in English	1	.2	.2	59.7
Do not change requirements mid semester and or mid year.	1	.2	.2	59.8
Doing a good job. Keep it up.	1	.2	.2	60.0
Don't know, haven't had many problems.	1	.2	.2	60.1
Eliminate the MHR department and offer more BA type classes. My worst graduate level classes were MHR classes.	1	.2	.2	60.3
Encourage students to take the research class during their first semester. More live classes at extension sites.	1	.2	.2	60.4
Everything was fine.	1	.2	.2	60.6
Everything was great.	1	.2	.2	60.7
Expand library sources.	1	.2	.2	60.9
Expectations for workload seemed extremely high when trying to be a full time teacher and a parent. Provide more info on requirements.	1	.2	.2	61.0
Explain to off campus students what resources are available to them and follow up on the feed back you get from such program students. Did we have advisors?	1	.2	.2	61.2



**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Financial Assistance; offer campus benefits even to extension program students.	1	.2	.2	61.3
Financial considerations; don't require fees for services not used.	1	.2	.2	61.5
For our program, sponsored by PacifiCorp, a course schedule published on a more timely basis would have been helpful.	1	.2	.2	61.6
For remote location, long-term scheduling needs to be made known to the students.	1	.2	.2	61.8
For students engaging in off campus programs, set them up initially with an email address and other online accesses.	1	.2	.2	61.9
For the traveling course provide a longer time frame for classes, instead of four weeks. Too much material to finish in a four week class.	1	.2	.2	62.1
Form a better organization of graduate students for support and assistance. Organize Graduate School staff and retrain.	1	.2	.2	62.2
Free health care, graduate tuition waivers for research/grant funded departments.	1	.2	.2	62.4
Fund them. For goodness sake, at least give them tuition waivers. All other reputable universities waive graduate tuition to be competitive.	1	.2	.2	62.5
Funding opportunities is a huge dilemma.	1	.2	.2	62.7
Get call number and courses ready on time for registration.	1	.2	.2	62.8
Get rid of [Blank].	1	.2	.2	63.0
Give more detailed guidelines for finishing a degree program and remind students regularly.	1	.2	.2	63.1
Give more information about graduation requirements sooner.	1	.2	.2	63.3

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Giving specific options for career opportunities upon graduation, resources, phone numbers, people to contact.	1	.2	.2	63.4
Good enough.	1	.2	.2	63.6
Graduate office should organize same informal feedback sessions for graduate students to listen to our comments, views and opinions.	1	.2	.2	63.7
Graduate office should work the information on student's file into much more detail.	1	.2	.2	63.9
Graduate office staff could be more informative and friendly. Financial assistance information should be provided.	1	.2	.2	64.0
Graduate students need jobs when they graduate. Teachers need to take a more proactive approach in helping the students find and get jobs.	1	.2	.2	64.2
Have a better way to get class schedule when you are not on campus.	1	.2	.2	64.4
Have a new graduate student orientation that is run by the graduate student senate.	1	.2	.2	64.5
Have at least one advisor like Dr. [Blank] for each department.	1	.2	.2	64.7
Have dial up numbers (modem) for students outside of the Logan area. If these numbers already exist make students aware of them.	1	.2	.2	64.8
Have faculty advisement more accessible to off-campus students and more live instructors at off-campus sites.	1	.2	.2	65.0
Have individual departments verify that instructors are qualified to teach courses.	1	.2	.2	65.1
Have more assistance available to students at distant sites. There was no help available and were difficult to track down.	1	.2	.2	65.3

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Have more available classes throughout each semester. Do not limit certain classes to only Fall or Spring or Summer.	1	.2	.2	65.4
Have more opportunities to network with companies, this [creates?] opportunities for jobs.	1	.2	.2	65.6
Have more scholarships and better resources in the library.	1	.2	.2	65.7
Have online programs available at beginning of semesters. Allow early payment of tuition.	1	.2	.2	65.9
Have online registration available for all classes.	1	.2	.2	66.0
Have the program more organized with specific handouts for internship requirements and how to track hours.	1	.2	.2	66.2
Have well defined rules regarding comprehensive exams.	1	.2	.2	66.3
Health insurance	1	.2	.2	66.5
Help international students in understanding very well about the processes employed at USU. Help them identify opportunities.	1	.2	.2	66.6
Help more international students in getting financial aid.	1	.2	.2	66.8
Help the distance education program. Classes have too many people throughout the state for proper communication. Full classes need more than two microphones.	1	.2	.2	66.9
Higher salary or assistantships and more activities especially for the international students.	1	.2	.2	67.1
I attended an off campus program. I would suggest having input to what the students want to learn.	1	.2	.2	67.2
I believe that the one thing that would improve the program the most would be smaller class sizes.	1	.2	.2	67.4

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I could have used more clarity in learning the requirements and goals of my degree program.	1	.2	.2	67.5
I feel they have done a very effective job.	1	.2	.2	67.7
I felt helped when I needed help.	1	.2	.2	67.8
I felt that graduate students were almost treated as second class citizens compared to undergrads.	1	.2	.2	68.0
I felt the program was very well done. Some of the professors could have been easier to reach.	1	.2	.2	68.1
I found it difficult to get information on graduate requirements for my department. No one seemed to know where to get it.	1	.2	.2	68.3
I got a good fellowship but most others in my program didn't. More funding for students.	1	.2	.2	68.4
I have been continually impressed by my Masters Program.	1	.2	.2	68.6
I have been very happy with my classes, professors and the helpfulness of all staff. I have been well taken care of.	1	.2	.2	68.7
I know times are hard but you have to be more proactive in helping students with jobs.	1	.2	.2	68.9
I think that it would be helpful and rewarding if the Dean of Graduate Studies would make an appearance at least once each year.	1	.2	.2	69.0
I think that the most important area is to always look at improving the faculty.	1	.2	.2	69.2
I think they are doing well.	1	.2	.2	69.3
I thought everything was well planned.	1	.2	.2	69.5
I was happy with my experience.	1	.2	.2	69.6

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I was involved in the traveling MBA program. I thought the schedule could have been more flexible. I also feel the HR content was too high.	1	.2	.2	69.8
I was mainly happy to be at USU because of my major prof. I feel very lucky compared to rest of the students. USU has limited number of world class researchers.	1	.2	.2	69.9
I was very pleased with USU and the help provided.	1	.2	.2	70.1
I would have preferred that the Graduate School give more feedback on my thesis than just citations.	1	.2	.2	70.2
I would like to see better medical insurance coverage and a library environment that is more conducive to academic concentration.	1	.2	.2	70.4
I would like to see more interaction with alumni in the field. I see alumni as a great resource for current students.	1	.2	.2	70.5
I would like to see the admissions approach include a personal interview and assessment.	1	.2	.2	70.7
There were students in our program who should have been weeded out.				
If the students can get financial support it would be very helpful to them and avoid them the change of program.	1	.2	.2	70.8
If tuition is not due till three weeks into the semester make it more clear that if the student pays before the deadline, and withdraws, funds are not 100% refundable.	1	.2	.2	71.0
Improve the main library facilities, and build a real student center.	1	.2	.2	71.1
Improve the quality and quantity of research projects; make them available to BISE masters students who intend an advanced degree such as PhD in the BIS field.	1	.2	.2	71.3

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improve the quality of its departmental graduate advisors.	1	.2	.2	71.5
In the case of BISE there is a great need for study facilities, copiers, and computers.	1	.2	.2	71.6
Increase financial aid with internships and assistantships.	1	.2	.2	71.8
Increase the credibility of a degree from USU.	1	.2	.2	71.9
Increase the funding to faculty and more funding to library.	1	.2	.2	72.1
Increase the Libraries open hours.	1	.2	.2	72.2
Increase the number of assistantship opportunities offered to students.	1	.2	.2	72.4
Increase the number of distance ed courses.	1	.2	.2	72.5
Increased opportunities for financial support.				
Increased information on expectations and requirements.	1	.2	.2	72.7
Indicate more clearly when forms are due.	1	.2	.2	72.8
Inform students about requirements and deadlines as they are finishing their program. Particularly those who are studying elsewhere, abroad.	1	.2	.2	73.0
Inform students of requirements. Info is not getting to students. Major professors do not give the info to the students.	1	.2	.2	73.1
Involve students at distance sites more fully. Improve technology and method of delivery.	1	.2	.2	73.3
It's all good.	1	.2	.2	73.4
It has been great.	1	.2	.2	73.6
It would be nice to have a local counselor available to help graduate students map out their schedules.	1	.2	.2	73.7
It would be nice to have a regular check up with an advisor and student to discuss progress, concerns and needs.	1	.2	.2	73.9
Job placement program.	1	.2	.2	74.0

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Just great. Don't need to change.	1	.2	.2	74.2
	Just keep doing a good job.	1	.2	.2	74.3
	Keep in better contact with those students in the extension programs.	1	.2	.2	74.5
	LAEP needs more computers and software plus training for these programs.	1	.2	.2	74.6
	Less paperwork and hoops to jump through. Also, the amount of time to get your thesis reviewed is ridiculous.	1	.2	.2	74.8
	Library facilities/resources could be expanded.	1	.2	.2	74.9
	Limit the number of students in the Ogden program.	1	.2	.2	75.1
	Longer library hours. More services for science research.	1	.2	.2	75.2
	Lower class sizes.	1	.2	.2	75.4
	Lower student body fees.	1	.2	.2	75.5
	Lower the cost.	1	.2	.2	75.7
	Make a professional paper a group project to come up with a business idea.	1	.2	.2	75.8
	Make it more flexible with work schedules.	1	.2	.2	76.0
	Make online Distance Ed classes two hours or more so that dialogue can occur.	1	.2	.2	76.1
	Make scholarships available.	1	.2	.2	76.3
	Make sure all classes for emphasis are offered. BA 6740 was never offered and I didn't find out until it was too late.	1	.2	.2	76.4
	Make sure courses are offered often enough so that continual progress toward completion can be made.	1	.2	.2	76.6
	Make sure professors are concerned about students individually and act like it. It should at least appear that departments realize that students are the customers.	1	.2	.2	76.7
	Make the student survey shorter.	1	.2	.2	76.9

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Make this form shorter. I am tired of filling out forms.	1	.2	.2	77.0
	Many papers do not receive constructive criticism. They just get a completion mark by the instructor and no detailed comments.	1	.2	.2	77.2
	MBA program offered at WSU should consider COHORT approach. Some classes were too large.	1	.2	.2	77.3
	Mentorship needs to be emphasized to professors. Students should have some kind of orientation seminar.	1	.2	.2	77.5
	MFT Program needs some serious help. The [blank] is unstable and arbitrary, and other faculty over worked and unable to devote sufficient time to students.	1	.2	.2	77.6
	More academic journals or access to them on the internet.	1	.2	.2	77.8
	More active graduate student senate. More face-to-face events where informal feedback could get passed along.	1	.2	.2	77.9
	More assistantships to help pay for graduate school costs.	1	.2	.2	78.1
	More assistantships.	1	.2	.2	78.2
	More bandwidth for better and faster internet access.	1	.2	.2	78.4
	More class information available online. Also, advisor should initiate some contact with the students.	1	.2	.2	78.5
	More classes offered through the extensions. Extension students need more access to main campus facilities and resources.	1	.2	.2	78.7
	More communication for distance ed students, as well as advisement is needed.	1	.2	.2	78.9
	More communication for distance ed students.	1	.2	.2	79.0



**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More connection with campus activities with extension students.	1	.2	.2	79.2
	More email or web based communication to off campus graduate students.	1	.2	.2	79.3
	More engaged professors. Four courses out of the ten were done by instructors who broadened your vision; the other six varied from poor to very mediocre.	1	.2	.2	79.5
	More expectations for thesis.	1	.2	.2	79.6
	More financial assistance.	1	.2	.2	79.8
	More flexible scheduling, more online classes.	1	.2	.2	79.9
	More funding for assistantships etc.	1	.2	.2	80.1
	More funding for graduate students in the way of tuition waivers or the like.	1	.2	.2	80.2
	More funding.	1	.2	.2	80.4
	More graduate assistantship (financial aid) especially for international students.	1	.2	.2	80.5
	More hands on training. The LAN management class I took would have been great if we could have done more hands on.	1	.2	.2	80.7
	More information needs to be given to undergrad students.	1	.2	.2	80.8
	More information on graduation.	1	.2	.2	81.0
	More information on job opportunities for grads and information on PhD programs.	1	.2	.2	81.1
	More journals and more computer printouts.	1	.2	.2	81.3
	More library holdings, more opportunities to attend meetings. Health insurance should be covered by USU for PhD students.	1	.2	.2	81.4
	More money and benefits.	1	.2	.2	81.6
	More money for audiology equipment, assistantships, and professional conferences.	1	.2	.2	81.7

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More money for graduate students to attend conferences. Compulsory internships.	1	.2	.2	81.9
	More online reading of required textbooks. Have students pay a fee to receive password for online reading.	1	.2	.2	82.0
	More organized approach to presenting requirements for both department and graduate office.	1	.2	.2	82.2
	More organized registration and coordination with locations. Of all the universities I have attended the registration process at USU has been the worst.	1	.2	.2	82.3
	More organized, better help resolving problems that arise.	1	.2	.2	82.5
	More real world case studies, solve problems that we are really going to see and don't focus so much on theory but true applications in life.	1	.2	.2	82.6
	More scholarships and better health insurance.	1	.2	.2	82.8
	More scholarships.	1	.2	.2	82.9
	More support by major professor.	1	.2	.2	83.1
	Most everything was great. The very nature of distance ed is challenging like library resouces and access to professors.	1	.2	.2	83.2
	My department is relatively small. If there are more faculties, students will have more opportunity to gain knowledge from multiple areas.	1	.2	.2	83.4
	My only complaint is with respect to the delay in approving my program of study.	1	.2	.2	83.5
	Need to have more advisors. Dr. [Blank] is overloaded.	1	.2	.2	83.7
	No complaints. Program exceeded my expectations.	1	.2	.2	83.8

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not have so many forms to fill out. Do one form and put it in the computer however many times you need it.	1	.2	.2	84.0
Nothing, USU did a great job.	1	.2	.2	84.1
Offer a more tailored off campus graduate program. One with more customization.	1	.2	.2	84.3
Offer additional undergraduate and graduate programs via distance ed.	1	.2	.2	84.4
Offer classes more often at SL center. More financial assistance.	1	.2	.2	84.6
Offer enough sections of classes especially required courses.	1	.2	.2	84.7
Offer more applicable courses.	1	.2	.2	84.9
Offer more classes, electives, more variety. Offer more sections of required classes.	1	.2	.2	85.0
Offer more financial assistance to needy students. Provide appropriate facilities and teaching development opportunities to TAs.	1	.2	.2	85.2
Offer more graduate assistanships, need more interaction between student and major professor.	1	.2	.2	85.3
Offer more scholarship opportunities. Offer more privileges to graduates. Parking, more programs.	1	.2	.2	85.5
Offer more scholarships.	1	.2	.2	85.6
Offer more sections of the required courses.	1	.2	.2	85.8
Offering more funding to have more quality graduate students.	1	.2	.2	86.0
Online checklist of exact forms to fill out, step by step instructions.	1	.2	.2	86.1
Operations management BA 6720 should include a project using lean tools and techniques. Marketing should require a marketing plan to be completed or reviewed.	1	.2	.2	86.3

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Partner with businesses or organizations that would be able to offer real experiences to students or require students to have at least two years experience out of school.	1	.2	.2	86.4
Pay attention to them and their concerns and ideas.	1	.2	.2	86.6
Perhaps more scholarship and grant programs to be available.	1	.2	.2	86.7
Please improve the process of applying for graduation. I hunted for information and nearly missed graduation.	1	.2	.2	86.9
Please rebuild library system and remind all professors who teach distance ed to use their emails.	1	.2	.2	87.0
Prepare more assistantships and more varieties of the degrees.	1	.2	.2	87.2
Provide a thesis format and training on how to use the advanced functions in Word, Equation Writer and graphics manipulation.	1	.2	.2	87.3
Provide a true operations management course and business law course for the traveling MBA program.	1	.2	.2	87.5
Provide additional socializing opportunities.	1	.2	.2	87.6
Provide advisement times in Salt Lake Center for an evening appointment for those students like me who work eight hours in day shift.	1	.2	.2	87.8
Provide better degree requirement information.	1	.2	.2	87.9
Provide better financial assistance.	1	.2	.2	88.1
Provide complete schedule and requirements for program at the onset.	1	.2	.2	88.2
Provide computers in department buildings for academic use.	1	.2	.2	88.4

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Provide data for research. Provide insurance so one can study and not just work. Provide major professors training on what is required.	1	.2	.2	88.5
Provide detailed information about requirements and procedures.	1	.2	.2	88.7
Provide experienced teachers and not grad. students. Help us financially so we don't have to get in so much debt.	1	.2	.2	88.8
Provide financial help. Allow students to become more educated in their specific interests. Have professors utilize the time on the Ednet system.	1	.2	.2	89.0
Provide grades faster.	1	.2	.2	89.1
Provide library access from remote locations. Distance learning should include access to library and databases.	1	.2	.2	89.3
Provide more assistance with scholarships or grants. To be able to register more in advance for EdNet courses.	1	.2	.2	89.4
Provide more assistanships for graduate students.	1	.2	.2	89.6
Provide more distance learning classes. If classes are only offered on campus, have multiple classes on one date or longer classes to accommodate commuters.	1	.2	.2	89.7
Provide more funding assistance.	1	.2	.2	89.9
Provide more funding.	1	.2	.2	90.0
Provide more info concerning the program such as what classes are required.	1	.2	.2	90.2
Provide more information to distance education students regarding on campus events.	1	.2	.2	90.3
Provide more online research resources so that students do not have to pay for sources found in the research indexes.	1	.2	.2	90.5

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Provide more opportunities for student interaction and accountability via distance ed learning.	1	.2	.2	90.6
Provide more opportunity to help pay for tuition costs. Allow more flexibility in the selection of classes.	1	.2	.2	90.8
Provide more research and reference materials to distance ed students.	1	.2	.2	90.9
Provide more scholarships.	1	.2	.2	91.1
Provide more structured degree programs such as cohort groups or set order for classes.	1	.2	.2	91.2
Provide special parking permits.	1	.2	.2	91.4
Quicker response through e-mail when questions and concerns, and possible disagreements arise.	1	.2	.2	91.5
Quit wasting time with obsolete requirements and allow students to do something worthwhile.	1	.2	.2	91.7
Adapt to changing needs. The school of grad studies is a dinosaur.				
Raising the bar is a nice thought, however, the quality and applicability of classes should be improved and workloads should not be increased.	1	.2	.2	91.8
Reach out to Alumni not for money only; seek out mentor building relationships between alumni and current students.	1	.2	.2	92.0
Requested electronic library journals came 3 weeks after course ended. I had requested faxed copies and they came by mail.	1	.2	.2	92.1
Research resources were very difficult to find and access via internet.	1	.2	.2	92.3
Review professors' teaching abilities and their ability to interact with their students.	1	.2	.2	92.4
Satisfied with program.	1	.2	.2	92.6

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sci-tech library collection and copy machines are often not up to par, it can be quite frustrating. I recommend more frequent reshelving and making sure toner is full.	1	.2	.2	92.7
Send students info on what the School of Graduate studies has to offer. No one sent me anything about the teaching assistants workshop.	1	.2	.2	92.9
Set specific deadlines for all required paperwork for each semester and for each planned date of graduation.	1	.2	.2	93.1
Set up a logical schedule for students so we don't have classes at 7:30 in the morning and a night class at 6:00	1	.2	.2	93.2
Smaller graduate classes, more discussion and less projects.	1	.2	.2	93.4
Some professors are excellent but some just way off. USU should be more strict to low performing professors.	1	.2	.2	93.5
Sometimes other relevant courses are offered by other departments. As a newcomer it is not easy to know about those.	1	.2	.2	93.7
Specifically for NFS Dairy programs-More hands on training in Dairy Plnt; Labs have been scaled back too far to really provide experience.	1	.2	.2	93.8
Specify when classes should be taken, which semesters.	1	.2	.2	94.0
Standardize, relax and simplify thesis formats. Make health insurance optional for those who have other health insurance.	1	.2	.2	94.1
Stop using social security number as student ID.	1	.2	.2	94.3

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Students should be able to take courses not on the program of study and be able to get out of state tuition waiver for these courses if student has the assistantship.	1	.2	.2	94.4
Textbooks and syllabus information available sooner.	1	.2	.2	94.6
The college of civil and environmental engineering could offer additional structural courses.	1	.2	.2	94.7
The departments need more faculty so more classes can be offered.	1	.2	.2	94.9
The distance ed. school counseling MS program should be cancelled until there is again sufficient need for new counselors in the work force.	1	.2	.2	95.0
The ED Tech program needs to be more unified and not so repetitive.	1	.2	.2	95.2
The engineering dept. needs to pay equal attention to the international students. A strong sense of racial discrimination was experienced from the secretary.	1	.2	.2	95.3
The English department has been very supportive.	1	.2	.2	95.5
The graduate school has accomplished this task by adding custom friendly service to their main counter. Great ladies and friendly smiles.	1	.2	.2	95.6
The MBA office seems to be very confused as to what is going on and they just keep referring you back to the graduate office.	1	.2	.2	95.8
The only thing that was hard was the lack of electronic education journals available through internet library access at USU.	1	.2	.2	95.9
The services at the school of graduate studies are very dissatisfied. The work is very slow and staff is very rude.	1	.2	.2	96.1



**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The special education department should be more accommodating and kind.	1	.2	.2	96.2
The USU website is somewhat confusing to navigate through. It is not as easy as it could be to find the log on site for syllabi.	1	.2	.2	96.4
The Weber state extension of the MBA program was of no help at all. I had to contact the Logan office for anything helpful.	1	.2	.2	96.5
There needs to be better communication to the students, especially the students at other locations besides Logan.	1	.2	.2	96.7
There needs to be more communication between students and professors outside class. Working full time makes it hard to call during limited office hours.	1	.2	.2	96.8
They are doing a fine job.	1	.2	.2	97.0
They are doing a good job. Nothing needs to be changed.	1	.2	.2	97.1
To offer more quality courses. But generally speaking the program is pretty good.	1	.2	.2	97.3
To provide information as to the type of jobs available early in the curriculum.	1	.2	.2	97.4
Too many students in all of my classes.	1	.2	.2	97.6
Train professors to do better job. Even high educated teacher did not give students good lecture.	1	.2	.2	97.7
Transfer credits should be determined as to what their value will be early in the program.	1	.2	.2	97.9
Two weeks overseas trip like BYU to offer opportunity to apply new principles learned.	1	.2	.2	98.0
USU has provided excellent services and has provided me with an excellent media to earn my MRC.	1	.2	.2	98.2

**Table 64. "What do you think that USU should do better to meet the needs of graduate students?"**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid USU housing is low in my book. Forced to pay for services you don't need, don't want, won't use.	1	.2	.2	98.3
USU is doing great.	1	.2	.2	98.5
USU needs more competitive fellowship appointments compared to other universities. USU needs to shift more power to the departments from the Grad School.	1	.2	.2	98.6
USU should provide more faculty, more course openings to meet the needs of the students.	1	.2	.2	98.8
USU should seek more professional associations and contacts for students networking opportunities and professional development.	1	.2	.2	98.9
USU should select graduate students more strictly.	1	.2	.2	99.1
USU should use more caution in using adjunct professors. Some of these professors don't have sufficient time or invest well in planning their courses.	1	.2	.2	99.2
Waive tuition, increase staff, help with jobs after graduating.	1	.2	.2	99.4
When taking program over satellite, need an advisor closer.	1	.2	.2	99.5
While I was attending Dr. [Blank] was in charge of the MBA office. It was very poorly run and communication and help was basically nonexistent.	1	.2	.2	99.7
Work faster, more people.	1	.2	.2	99.8
You are doing a great job.	1	.2	.2	100.0
Total	662	100.0	100.0	

**Table 65. "I would like to receive more feedback on my academic progress."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	96	14.5	14.9	14.9
	Agree	223	33.7	34.7	49.6
	Neutral	222	33.5	34.5	84.1
	Disagree	50	7.6	7.8	91.9
	Strongly Disagree	22	3.3	3.4	95.3
	Not Applicable	30	4.5	4.7	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 66. "I believe that my graduate program is providing me with satisfactory preparation for my future career."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	144	21.8	22.3	22.3
	Agree	382	57.7	59.2	81.6
	Neutral	83	12.5	12.9	94.4
	Disagree	26	3.9	4.0	98.4
	Strongly Disagree	7	1.1	1.1	99.5
	Not Applicable	3	.5	.5	100.0
	Total	645	97.4	100.0	
Missing		17	2.6		
Total		662	100.0		

**Table 67. "My department has a humane environment characterized by mutual respect between students and professors."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	241	36.4	37.4	37.4
	Agree	305	46.1	47.3	84.7
	Neutral	71	10.7	11.0	95.7
	Disagree	18	2.7	2.8	98.4
	Strongly Disagree	3	.5	.5	98.9
	Not Applicable	7	1.1	1.1	100.0
	Total	645	97.4	100.0	
Missing		17	2.6		
Total		662	100.0		

**Table 68. "My department provides an intellectually stimulating atmosphere."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	204	30.8	31.8	31.8
	Agree	311	47.0	48.4	80.2
	Neutral	101	15.3	15.7	96.0
	Disagree	16	2.4	2.5	98.4
	Strongly Disagree	7	1.1	1.1	99.5
	Not Applicable	3	.5	.5	100.0
	Total	642	97.0	100.0	
Missing		20	3.0		
Total		662	100.0		

**Table 69. "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."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	140	21.1	21.8	21.8
	Agree	172	26.0	26.8	48.6
	Neutral	144	21.8	22.4	71.0
	Disagree	88	13.3	13.7	84.7
	Strongly Disagree	36	5.4	5.6	90.3
	Not Applicable	62	9.4	9.7	100.0
	Total	642	97.0	100.0	
Missing		20	3.0		
Total		662	100.0		

**Table 70. "During my first year of graduate studies at USU my department did a good job of helping me understand program requirements, expectations and procedures."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	152	23.0	23.5	23.5
	Agree	262	39.6	40.5	64.0
	Neutral	133	20.1	20.6	84.5
	Disagree	69	10.4	10.7	95.2
	Strongly Disagree	26	3.9	4.0	99.2
	Not Applicable	5	.8	.8	100.0
	Total	647	97.7	100.0	
Missing		15	2.3		
Total		662	100.0		

**Table 71. "There is satisfactory communication between faculty and graduate students in my department."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	161	24.3	24.9	24.9
	Agree	305	46.1	47.2	72.1
	Neutral	116	17.5	18.0	90.1
	Disagree	49	7.4	7.6	97.7
	Strongly Disagree	12	1.8	1.9	99.5
	Not Applicable	3	.5	.5	100.0
	Total	646	97.6	100.0	
Missing		16	2.4		
Total		662	100.0		

**Table 72. "My department provides satisfactory advising and program counseling to graduate students."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	144	21.8	22.4	22.4
	Agree	275	41.5	42.8	65.2
	Neutral	125	18.9	19.4	84.6
	Disagree	55	8.3	8.6	93.2
	Strongly Disagree	24	3.6	3.7	96.9
	Not Applicable	20	3.0	3.1	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 73. "My advisor/major professor can be relied upon to review and provide constructive criticism of my work."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	208	31.4	32.2	32.2
	Agree	237	35.8	36.7	69.0
	Neutral	105	15.9	16.3	85.3
	Disagree	34	5.1	5.3	90.5
	Strongly Disagree	16	2.4	2.5	93.0
	Not Applicable	45	6.8	7.0	100.0
	Total	645	97.4	100.0	
Missing		17	2.6		
Total		662	100.0		

**Table 74. "My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	227	34.3	35.1	35.1
	Agree	215	32.5	33.3	68.4
	Neutral	101	15.3	15.6	84.1
	Disagree	43	6.5	6.7	90.7
	Strongly Disagree	18	2.7	2.8	93.5
	Not Applicable	42	6.3	6.5	100.0
	Total	646	97.6	100.0	
Missing		16	2.4		
Total		662	100.0		

**Table 75. "Faculty members in my department are interested in the welfare and professional development of graduate students."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	203	30.7	31.6	31.6
	Agree	276	41.7	42.9	74.5
	Neutral	119	18.0	18.5	93.0
	Disagree	26	3.9	4.0	97.0
	Strongly Disagree	10	1.5	1.6	98.6
	Not Applicable	9	1.4	1.4	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 76. "My department is helpful and supportive in graduates' search for professional employment."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	106	16.0	16.5	16.5
	Agree	180	27.2	28.0	44.4
	Neutral	156	23.6	24.2	68.6
	Disagree	74	11.2	11.5	80.1
	Strongly Disagree	33	5.0	5.1	85.2
	Not Applicable	95	14.4	14.8	100.0
	Total	644	97.3	100.0	
Missing		18	2.7		
Total		662	100.0		

**Table 77. "I am satisfied with the computer facilities available to graduate students."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	148	22.4	23.0	23.0
	Agree	184	27.8	28.6	51.6
	Neutral	108	16.3	16.8	68.3
	Disagree	52	7.9	8.1	76.4
	Strongly Disagree	27	4.1	4.2	80.6
	Not Applicable	125	18.9	19.4	100.0
	Total	644	97.3	100.0	
Missing		18	2.7		
Total		662	100.0		

**Table 78. "I am satisfied with the University library holdings for my field."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	103	15.6	16.0	16.0
	Agree	203	30.7	31.6	47.6
	Neutral	144	21.8	22.4	70.0
	Disagree	42	6.3	6.5	76.5
	Strongly Disagree	16	2.4	2.5	79.0
	Not Applicable	135	20.4	21.0	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 79. "I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	58	8.8	9.0	9.0
	Agree	140	21.1	21.8	30.8
	Neutral	119	18.0	18.5	49.4
	Disagree	32	4.8	5.0	54.4
	Strongly Disagree	18	2.7	2.8	57.2
	Not Applicable	275	41.5	42.8	100.0
	Total	642	97.0	100.0	
Missing		20	3.0		
Total		662	100.0		

**Table 80. "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."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	111	16.8	17.2	17.2
	Agree	239	36.1	37.0	54.2
	Neutral	164	24.8	25.4	79.6
	Disagree	62	9.4	9.6	89.2
	Strongly Disagree	22	3.3	3.4	92.6
	Not Applicable	48	7.3	7.4	100.0
	Total	646	97.6	100.0	
Missing		16	2.4		
Total		662	100.0		

**Table 81. "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."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	33	5.0	5.1	5.1
	Agree	61	9.2	9.5	14.6
	Neutral	106	16.0	16.5	31.1
	Disagree	12	1.8	1.9	33.0
	Strongly Disagree	12	1.8	1.9	34.8
	Not Applicable	419	63.3	65.2	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 82. "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."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	60	9.1	9.3	9.3
	Agree	124	18.7	19.3	28.6
	Neutral	123	18.6	19.1	47.7
	Disagree	32	4.8	5.0	52.6
	Strongly Disagree	13	2.0	2.0	54.7
	Not Applicable	292	44.1	45.3	100.0
	Total	644	97.3	100.0	
Missing		18	2.7		
Total		662	100.0		



**Table 83. "The level of assistantship funding provided by my department is adequate to meet the needs of graduate students who receive funding."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	50	7.6	7.8	7.8
	Agree	89	13.4	13.8	21.6
	Neutral	123	18.6	19.1	40.6
	Disagree	72	10.9	11.2	51.8
	Strongly Disagree	41	6.2	6.4	58.1
	Not Applicable	270	40.8	41.9	100.0
	Total	645	97.4	100.0	
Missing		17	2.6		
Total		662	100.0		

**Table 84. "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."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	52	7.9	8.1	8.1
	Agree	121	18.3	18.8	26.9
	Neutral	144	21.8	22.4	49.3
	Disagree	47	7.1	7.3	56.6
	Strongly Disagree	39	5.9	6.1	62.7
	Not Applicable	240	36.3	37.3	100.0
	Total	643	97.1	100.0	
Missing		19	2.9		
Total		662	100.0		

**Table 85. "For me, USU has been a good choice for graduate study."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	237	35.8	36.7	36.7
	Agree	309	46.7	47.9	84.7
	Neutral	83	12.5	12.9	97.5
	Disagree	14	2.1	2.2	99.7
	Strongly Disagree	2	.3	.3	100.0
	Total	645	97.4	100.0	
Missing		17	2.6		
Total		662	100.0		

**Table 86. "I would recommend my department and graduate program to prospective graduate students."**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	230	34.7	35.8	35.8
	Agree	278	42.0	43.3	79.1
	Neutral	101	15.3	15.7	94.9
	Disagree	24	3.6	3.7	98.6
	Strongly Disagree	9	1.4	1.4	100.0
	Total	642	97.0	100.0	
Missing		20	3.0		
Total		662	100.0		

## Appendix C

**Table i.** Satisfaction (very + mostly + somewhat) with:

<b>Items with greater than 90% satisfaction</b>	<b>% Satisfaction</b>
“How would you rate your satisfaction with the overall quality of your graduate academic program at USU?”	95.2
The relevance of USU graduate studies to your career goals.	95.1
The helpfulness of faculty members in your department in responding to your concerns and questions.	94.3
The overall quality of graduate training that you have received at USU.	94.2
The admissions process when you first entered graduate school at USU.	93.0
The overall quality of graduate courses that you have taken inside your department.	92.9

**Table ii.** Satisfaction (very + mostly + somewhat) with:

<b>Items with less than 50% satisfaction</b>	<b>% Satisfaction</b>
The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.	39.9
The range of information and services provided by the USU Graduate Student Senate (GSS).	39.3
The availability of optional health care insurance for graduate students that is adequate to meet your needs.	28.2

**Table iii.** Items with agreement (strongly agree + agree) over 80%

<b>Items</b>	<b>% Agree*</b>
For me, USU has been a good choice for graduate study.	84.7
My department has a human environment characterized by mutual respect between students and professors.	84.7
I believe that my graduate program is providing me with satisfactory preparation for my future career.	81.6
My department provides an intellectually stimulating atmosphere.	80.2

\*The agreement figures are all somewhat lower this year because those who responded Not Applicable have been left in the totals.

**Table iv.** Items with agree (strongly agree + agree) under 30%

Items	%Agree*
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.	28.6
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.	26.9
The level of assistantship funding provided by my department is adequate to meet the needs of graduate students who receive funding.	21.6
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.	14.6

\*The agreement figures are all somewhat lower this year because those who responded Not Applicable have been left in the totals.

**Table v.** Summary and ordering of Agreement (strongly + agree) items:

Items	% Agree*
For me, USU has been a good choice for graduate study.	84.7
My department has a human environment characterized by mutual respect between students and professors.	84.7
I believe that my graduate program is providing me with satisfactory preparation for my future career.	81.6
My department provides an intellectually stimulating atmosphere.	80.2
I would recommend my department and graduate program to prospective graduate students.	79.1
Faculty members in my department are interested in the welfare and professional development of graduate students.	74.5
There is satisfactory communication between faculty and graduate students in my department.	72.1
My advisor/major professor can be relied upon to review and provide constructive criticism of my work.	69.0
My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.	68.4
My department provides satisfactory advising and program counseling to graduate students.	65.2

During my first year of graduate studies at USU my department did a good job of helping me understand program requirements, expectations and procedures.	64.0
The USU School of Graduate Studies provides the information I need to adhere to thinks like filing candidacy and program of study forms, meeting deadlines, etc.	54.2
I am satisfied with the computer facilities available to graduate students.	51.6
I would like to receive more feedback on my academic progress.	49.6
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.	48.6
I am satisfied with the University library holdings for my field.	47.6
My department is helpful and supportive in graduates' search for professional employment.	44.4
I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies.	30.8
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.	28.6
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.	26.9
The level of assistantship funding provided by my department is adequate to meet the needs of graduate students who receive funding.	21.6
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.	14.6

\*The agreement figures are all somewhat lower this year because those who responded Not Applicable have been left in the totals.

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

Item	% Satisfaction
"How would you rate your satisfaction with the overall quality of your graduate academic program at USU?"	95.2
The relevance of USU graduate studies to your career goals.	95.1
The helpfulness of faculty members in your department in responding to your concerns and questions.	94.3
The overall quality of graduate training that you have received at USU.	94.2

The admissions process when you first entered graduate school at USU.	93.0
The overall quality of graduate courses that you have taken inside your department.	92.9
The helpfulness of your major professor in responding to your concerns and questions.	89.7
The information you received from your department regarding degree requirements and how to meet them.	88.4
The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.	87.7
The availability of faculty in your department to meet with you and provide feedback regarding your graduate studies or your research.	87.0
The level of interaction with and feedback provided by your major professor.	86.3
The information you received from the School of Graduate Studies regarding degree requirements and how to meet them.	86.0
The availability of and access to e-mail and internet services for graduate students at USU.	85.5
The helpfulness of non-faculty staff members in your academic department in responding to your concerns and questions.	82.6
The availability of library collections (books and journals) in your fields of study at USU.	77.8
The availability through USU's library facilities of electronic databases that you need for graduate coursework or research purposes.	76.6
The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate student.	67.3
The availability of library facilities that provide an environment that is appealing and conducive to study.	66.9
The overall quality of graduate courses that you have taken outside your department.	66.8
The helpfulness of USU library/learning resource staff in helping you locate and access resource materials.	66.3
The ability to obtain library resource materials through interlibrary loan when those materials are not available in the USU library collection.	55.1
The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.	39.9
The range of information and services provided by the USU Graduate Student Senate (GSS).	39.3
The availability of optional health care insurance for graduate students that is adequate to meet your needs.	28.2

## Appendix D

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

(The following language has been edited for spelling, grammar and identification of faculty and/or staff.)

A website that is more informative.  
Additional scholarships are always helpful!  
Advising needs to be friendly and helpful. Never even knew there was a student senate for graduate students.  
Advisors need to be more interested in Distance Ed. students. I had three temporary advisors and none at the end.  
Allow for course and professor critique via a consistent standard format.  
An online database so that students can check the status of paperwork and graduation requirements.  
As a networking major I would have liked more depth and range in the area of networking. At present networking courses are no match for industrial careers.  
Assist each one in deciding which classes to take that would be most valuable to him/her.  
Availability of resources only for use by graduate students.  
Be more consistent when courses are offered. Schedule either afternoon or night classes.  
Begin a program to help graduate students see their progress at the end of each semester so that they can remain on track.  
Benefits for graduate instructors. Expand library holdings in the humanities. Less paperwork and administrative.  
Better advising for the graduate student. Clearly defined steps. Better informed professors.  
Better advising.  
Better communication  
Better communication between department and extension offices.  
Better communication between graduate departments and colleges.  
Better counseling and they should track student progress to help them avoid problems.  
Better course design, better resource usage.  
Better customer service.  
Better facilities, laboratory work, hands on.  
Better financial assistance to those with families, lower health care costs, better loans, and lower cost for spouse event attendance.  
Better friendly advising, classes that are not identical to USU undergraduate courses.  
Better information on how to access student information online as well as electronic libraries.  
Better interaction with major professor for distance learning.  
Better organization of how to complete and process for Department. [and] Graduate School.  
Better pay; subsidized health insurance; get rid of the thesis coordinator.  
Better planning for satellite programs.  
By becoming more organized USU would have fewer disgruntled graduate students.  
Communicate with them.  
Computer access in classes that are BIS related. Do not overfill classes. More evening classes for those who are employed.  
Continue the offsite MBA program.  
Continue to improve courses.  
Continue to provide and upgrade opportunities for graduate students in rural areas throughout the state.  
Continue to provide graduate programs at the distance education sites.  
Cut all the bureaucracy and petty fees. Ease up on the silly parking tickets. Stop spending our tuition money on \$40,000 tables for the Dean.  
Cut the red tape  
Distance Education facilities are terrible. Some of the exorbitant fees we pay should go toward new computers and basic classroom supplies.  
Distance PhD in English  
Do not change requirements mid semester and or midyear.



Doing a good job. Keep it up.  
Don't know, haven't had many problems.  
Eliminate the MHR department and offer more BA type classes. My worst graduate level classes were MHR classes.  
Encourage students to take the research class during their first semester. More live classes at extension sites.  
Everything was fine.  
Everything was great.  
Expand library sources.  
Expectations for workload seemed extremely high when trying to be a full time teacher and a parent.  
Provide more information on requirements.  
Explain to off campus students what resources are available to them and follow up on the feed back you get from such program students. Did we have advisors?  
Financial Assistance, offer campus benefits even to extension program students.  
Financial considerations don't require fees for services not used.  
For our program, sponsored by PacifiCorp, a course schedule published on a more timely basis would have been helpful.  
For remote location, long-term scheduling needs to be made known to the students.  
For students engaging in off campus programs, set them up initially with an email address and other online accesses.  
For the traveling course provide a longer time frame for classes, instead of four weeks. Too much material to finish in four week class.  
Form a better organization of graduate students for support and assistance. Organize Graduate school staff and retrain.  
Free health care, graduate tuition waivers for research/grant funded departments.  
Fund them. For goodness sake, at least give them tuition waivers. All other reputable universities waive graduate tuition to be competitive.  
Funding opportunities is a huge dilemma.  
Get call number and courses ready on time for registration.  
Get rid of [person's n  
Give more detailed guidelines for finishing a degree program and remind students regularly.  
Give more information about graduation requirements sooner.  
Giving specific options for career opportunities upon graduation, resources, phone numbers, people to contact.  
Good enough.  
Graduate office should organize same informal feedback sessions for graduate students to listen to our comments, views and opinions.  
Graduate office should work into the information on students' file(s) into much more detail.  
Graduate office staff could be more informative and friendly. Financial assistance information should be provided.  
Graduate students need jobs when they graduate. Teachers need to take a more proactive approach in helping the students find and get jobs.  
Have a better way to get class schedule when you are not on campus.  
Have a new graduate student orientation that is run by the graduate student senate.  
Have at least one advisor like [person's name deleted] for each department.  
Have dial up numbers (modem) for students outside of the Logan area. If these numbers already exist make students aware of them.  
Have faculty advisement more accessible to off-campus students and more live instructors at off-campus sites.  
Have individual departments verify that instructors are qualified to teach courses.  
Have more assistance available to students at distant sites. There was no help available and [help was] difficult to track down.  
Have more available classes throughout each semester. Do not limit certain classes to only Fall or Spring or Summer.

Have more opportunities to network with companies, this finds opportunities for jobs.  
Have more scholarships and better resources in the library.  
Have online programs available at beginning of semesters. Allow early payment of tuition.  
Have online registration available for all classes.  
Have the program more organized with specific handouts for internship requirements and how to track hours.  
Have well defined rules regarding comprehensive exams.  
Health insurance  
Help international students in understanding very well the processes employed at USU. Help them identify opportunities.  
Help more international students in getting financial aid.  
Help the distance ed program. Classes have too many people throughout the state for proper communication. Full classes need more than two microphones.  
Higher salary or assistantship and more activity especially for the international students.  
I attended an off campus program. I would suggest having input to what the students want to learn.  
I believe that the one thing that would improve the program the most would be smaller class sizes.  
I could have used more clarity in learning the requirements and goals of my degree program.  
I feel they have done a very effective job.  
I felt helped when I needed help.  
I felt that graduate students were almost treated as second class citizens compared to undergraduates.  
I felt the program was very well done. Some of the professors could have been easier to reach.  
I found it difficult to get information on graduate requirements for my department. No one seemed to know where to get it.  
I got a good fellowship but most others in my program didn't. More funding for students.  
I have been continually impressed by my Masters Program.  
I have been very happy with my classes, professors and the helpfulness of all staff. I have been well taken care of.  
I know times are hard but you have to be more proactive in helping students with jobs.  
I think that it would be helpful and rewarding if the Dean of Graduate Studies would make an appearance at least once each year.  
I think that the most important area is to always look at improving the faculty.  
I think they are doing well.  
I thought everything was well planned.  
I was happy with my experience.  
I was involved in the traveling MBA program. I thought the schedule could have been more flexible. I also feel the HR content was too high.  
I was mainly happy to be at USU because of my major prof. I feel very lucky compared to rest of the students. USU has limited number of world class researchers.  
I was very pleased with USU and the help provided.  
I would have preferred that the Graduate School give more feedback on my thesis than just citations.  
I would like to see better medical insurance coverage and a library environment that is more conducive to academic concentration.  
I would like to see more interaction with alumni in the field. I see alumni as a great resource for current students.  
I would like to see the admissions approach include a personal interview and assessment. There were students in our program who should have been weeded out.  
If the students can get financial support it would be very helpful to them and avoid them changing programs.  
If tuition is not due till three weeks into the semester make it more clear that if the student pays before the deadline, and withdraws funds are not 100% refundable.  
Improve the main library facilities, and build a real student center.  
Improve the quality and quantity of research projects, make them available to BISE master students who intend an advanced degree such as a PhD in the BIS field.  
Improve the quality of its departmental graduate advisors.

In the case of BIE there is a great need for study facilities, copiers, and computers.  
Increase financial aid with internships and assistantships.  
Increase the credibility of a degree from USU.  
Increase the funding to faculty and more funding to library.  
Increase the libraries open hours.  
Increase the number of assistantship opportunities offered to students.  
Increase the number of distance education courses.  
Increased opportunities for financial support. Increased information on expectations and requirements.  
Indicate more clearly when forms are due.  
Inform students about requirements and deadlines as they are finishing their program. Particularly those who are studying elsewhere, abroad.  
Inform students of requirements. Information is not getting to students. Major professors do not give the information to the students.  
Involve students at distance sites more fully. Improve technology and method of delivery.  
It has been great.  
It would be nice to have a local counselor available to help graduate students map out their schedules.  
It would be nice to have a regular check up with an advisor and student to discuss progress, concerns and needs.  
It's all good.  
Job placement program.  
Just great. Don't need to change.  
Just keep doing a good job.  
Keep in better contact with those students in the extension programs.  
LAEP needs more computers and software plus training for these programs.  
Less paperwork and hoops to jump through. Also, the amount of time to get your thesis reviewed is ridiculous.  
Library facilities/resources could be expanded.  
Limit the number of students in the Ogden program.  
Longer library hours. More services for science research.  
Lower class sizes.  
Lower student body fees.  
Lower the cost.  
Make a professional paper a group project to come up with a business idea.  
Make it more flexible with work schedules.  
Make online Distance Education classes two hours or more so that dialogue can occur.  
Make scholarships available.  
Make sure all classes for emphasis are offered. BA 6740 was never offered and I didn't find out until it was too late.  
Make sure courses are offered often enough to ensure continual progress toward completion can be made.  
Make sure professors are concerned about students individually and act like it. It should at least appear that departments realize that students are the customer.  
Make the student survey shorter.  
Make this form shorter. I am tired of filling out forms.  
Many papers do not receive constructive criticism. They just get a completion mark by the instructor and no detailed comments.  
MBA program offered at WSU should consider COHORT approach. Some classes were too large.  
Mentorship needs to be emphasized to professors. Students should have some kind of orientation seminar.  
MFT Program needs some serious help. The [person/position named] is unstable and arbitrary, and other faculty over worked and unable to devote sufficient time to students.  
More academic journals or access to them on the internet.  
More active graduate student senate. More face-to-face events where informal feedback could get passed along.

More assistantships to help pay for graduate school costs.  
More assistantships.  
More bandwidth for better and faster internet access.  
More class information available online. Also, advisor should initiate some contact with the students.  
More classes offered through extension. Extension students need more access to main campus facilities and resources.  
More communication for distance education students, as well as advisement is needed.  
More communication for distance education students.  
More connection with campus activities with extension students.  
More email or web based communication to off campus graduate students.  
More engaged professors. four courses out of the ten were done by instructors who broadened your vision, the other six varied from poor to very mediocre.  
More expectations for thesis.  
More financial assistance.  
More flexible scheduling, more online classes.  
More funding for assistantships etc.  
More funding for graduate students in the way of tuition waivers or the like.  
More funding.  
More graduate assistantship (financial aid) especially for international students.  
More hands on training. The LAN management class I took would have been great if we could have done more hands on.  
More information needs to be given to undergraduate students.  
More information on graduation.  
More information on job opportunities for graduates and information on PhD programs.  
More journals and more computer printouts.  
More library holdings, more opportunities to attend meetings. Health insurance should be covered by USU for PhD students.  
More money and benefits.  
More money for audiology equipment, assistantships, and professional conferences.  
More money for graduate students to attend conferences. Compulsory internships.  
More online reading of required textbooks. Have students pay a fee to receive password for online reading.  
More organized approach to presenting requirements for both department and graduate office.  
More organized registration and coordination with locations. Of all the universities I have attended the registration process at USU has been the WORST.  
More organized, better help resolving problems that arise.  
More real world case studies, solve problems that we are really going to see and don't focus so much on theory but true applications in life.  
More scholarships and better health insurance.  
More scholarships.  
More support by major professor.  
Most everything was great. The very nature of distance education is challenging like library resources and access to professors.  
My department is relatively small. If there are more faculty [members], students will have more opportunity to gain knowledge from multiple areas.  
My only complaint is with respect to the delay in approving my program of study.  
Need to have more advisors. [Person named] is overloaded.  
No complaints. Program exceeded my expectations.  
Not have so many forms to fill out. Do one form and put it in the computer however many times you need it.  
Nothing, USU did a great job.  
Offer a more tailored off campus graduate program. One with more customization.  
Offer additional undergraduate and graduate programs via distance education.  
Offer classes more often at SL center. More financial assistance.

Offer enough sections of classes especially required courses.  
Offer more applicable courses.  
Offer more classes, electives, more variety. Offer more sections of required classes.  
Offer more financial assistance to needy students. Provide appropriate facilities and teaching development opportunities to TAs.  
Offer more graduate assistanships, need more interaction between student and major professor.  
Offer more scholarships.  
Offer more sections of the required courses.  
Offer more scholarship opportunities. Offer more privileges to graduates. Parking, more programs.  
Offering more funding to have more quality graduate students.  
Online checklist of exact forms to fill out, step by step instructions.  
Operations management BA 6720 should include a project using lean tools and techniques. Marketing should require a marketing plan to be completed or reviewed.  
Partner with businesses or organizations that would be able to offer real experiences to students or require students to have at least two years experience out of school.  
Pay attention to them and their concerns and ideas.  
Perhaps more scholarship and grant programs to be available.  
Please rebuild library system and remind all professors who teach distance education to use their email.  
Please improve the process of applying for graduation. I hunted for information and nearly missed graduation.  
Prepare more assistantships and more varieties of the degrees.  
Provide a thesis format and training on how to use the advanced functions in Word, Equation Writer and graphics manipulation.  
Provide a true operations management course and business law course for the traveling MBA program.  
Provide additional socializing opportunities.  
Provide advisement times in Salt Lake Center for an evening appointment for those students like me who work eight hours in day shift.  
Provide better degree requirement information.  
Provide better financial assistance.  
Provide complete schedule and requirements for program at the onset.  
Provide computers in department buildings for academic use.  
Provide data for research. Provide insurance so one can study and not just work. Provide major professors training on what is required.  
Provide detailed information about requirements and procedures.  
Provide experienced teachers and not graduate students. Help us financially so we don't have to get in so much debt.  
Provide financial help. Allow students to become more educated in their specific interests. Have professors utilize the time on the Ed Net system.  
Provide grades faster.  
Provide library access from remote locations. Distance learning should include access to library and databases.  
Provide more assistance with scholarships or grants. To be able to register more in advance for Ed Net courses.  
Provide more distant learning classes. If classes are only offered on campus, have multiple classes on one day or longer classes to accommodate commuters.  
Provide more funding assistance.  
Provide more funding.  
Provide more information concerning the program such as what classes are required.  
Provide more information to distance education students regarding on campus events.  
Provide more online research resources so that students do not have to pay for sources found in the research indexed.  
Provide more opportunity to help pay for tuition costs. Allow more flexibility in the selection of classes.  
Provide more research and reference materials to distance education students.  
Provide more scholarships.

Provide more structured degree programs such as cohort groups or set order for classes.  
Provide more assistantships for graduate students.  
Provide more opportunities for student interaction and accountability via distance education learning.  
Provide special parking permits.  
Quicker response through e-mail when questions and concerns, and possible disagreement arise.  
Quit wasting time with obsolete requirements and allow students to do something worthwhile. Adapt to changing needs. The school of graduate studies is a dinosaur.  
Raising the bar is a nice thought, however, the quality and applicability of classes should be improved and workloads should not be increased.  
Reach out to alumni not for money only, seek out mentor building relationships between alumni and current students.  
Requested electronic library journals came 3 weeks after course ended. I had requested faxed copies and they came by mail.  
Research resources were very difficult to find and access via internet.  
Review professors teaching abilities and their ability to interact with their students.  
Satisfied with program.  
Sci-tech library collection and copy machines are often not up to par, it can be quite frustrating. I recommend more frequent reshelving and making sure toner is full.  
Send students information on what the school of graduate studies has to offer. No one sent me anything about the teaching assistants workshop.  
Set specific deadlines for all required paperwork for each semester and for each planned date of graduation.  
Set up a logical schedule for students so we don't have classes at 7:30 in the morning and a night class at 6:00  
Smaller graduate classes, more discussion and less projects.  
Some professors are excellent but some just way off. USU should be more strict to low performing professors.  
Sometimes other relevant courses are offered by other departments. As a new comer it is not easy to know about those.  
Specifically for NFS Dairy programs-More hands on training in Dairy Plant. Labs have been scaled back too far to really provide experience.  
Specify when classes should be taken, which semesters.  
Standardize, relax and simplify thesis formats. Make health insurance optional for those who have other health insurance.  
Stop using social security number as student ID.  
Students should be able to take courses not on the program of study and be able to get out of state tuition waiver for these courses if student has the assistantship.  
Textbooks and syllabus information available sooner.  
The college of civil and environmental engineering could offer additional structural courses.  
The departments need more faculty so more classes can be offered.  
The distance education school counseling MS program should be cancelled until there is again sufficient need for new counselors in the work force.  
The Ed Tech program needs to be more unified and not so repetitive.  
The engineering department needs to pay equal attention to the international students. A strong sense of racial discrimination was experienced from the secretary.  
The English department has been very supportive.  
The graduate school had accomplished this task by adding custom friendly service to their main counter. Great ladies and friendly smiles.  
The MBA office seems to be very confused as to what is going on and they just keep referring you back to the graduate office.  
The only thing that was hard was the lack of electronic education journals available through internet library access at USU.  
The services at the school of graduate studies are very unsatisfactory. The work is very slow and staff is very rude.

The special education department should be more accommodating and kind.  
The USU website is somewhat confusing to navigate through. It is not as easy as it could be to find the log on site for syllabi.  
The Weber state extension of the MBA program was of no help at all. I had to contact the Logan office for anything helpful.  
There needs to be better communication to the students, especially the students at other locations besides Logan.  
There needs to be more communication between students and professors outside class. Working full time makes it hard to call during limited office hours.  
They are doing a fine job.  
They are doing a good job. Nothing needs to be changed.  
To offer more quality courses. But generally speaking the program is pretty good.  
To provide information as to the type of jobs available early in the curriculum.  
Too many students in all of my classes.  
Train professors to do better job. Even a highly educated teacher did not give students good lecture.  
Transfer credits should be determined as to what their value will be early in the program.  
Two weeks overseas trip like BYU to offer opportunity to apply new principles learned.  
USU has provided excellent services and has provided me with an excellent media to earn my MRC  
USU housing is low on my book. Forced to pay for services you don't need, don't want, won't use.  
USU is doing great.  
USU needs more competitive fellowship appointments compared to other universities. USU needs to shift more power to the departments from the Grad School.  
USU should provide more faculty, more course openings to meet the needs of the students.  
USU should seek more professional associations and contacts for students networking opportunities and professional development.  
USU should select graduate students more strictly.  
USU should use more caution in using adjunct professors. Some of these professors don't have sufficient time or invest well in planning their courses.  
Waive tuition, increase staff, help with jobs after graduating.  
When taking program over satellite need an advisor closer.  
While I was attending [person named] was in charge of the MBA office. It was very poorly run and communication and help were basically [absent].  
Work faster, more people.  
You are doing a great job.