

Analysis, Assessment & Accreditation

**School of Graduate Studies
Student Survey
2005**

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EXECUTIVE SUMMARY

This survey is distributed each year by the School of Graduate Studies when graduate students make application for graduation. Completed surveys are collected when students turn in their completed graduation applications. The objective of the survey is to determine the opinions of the graduating graduate students with respect to important aspects of their USU educations. The School of Graduate Studies survey was distributed to 880 post-baccalaureate graduates of the class of 2005. There were 748 usable surveys returned – a return rate of 85%.

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

SUMMARY OF RESPONDENT CHARACTERISTICS

Degrees/Programs

- 93% received Masters degrees; 7% received PhDs
- 53.1% of the respondents were from the Colleges of Business and Education
- 59 graduate programs were represented
- 57.1% of Masters respondents did a Plan C program
- 51.3% had prior degrees from USU

Demographics

- 25.2% of the respondents were 35 or older
- 58.8% were males, 41.2% were females
- 18.8% were international students (this was 44.9% of the PhD recipients)
- 20.8% were minority students
- 65.1% were married
- 72% lived in Utah/Idaho before beginning graduate study

Financial Aid

- 34.5% had no financial assistance during the year of the survey
- 24.6% had no financial assistance over the entire course of their studies

SUMMARY OF FINDINGS

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

Overall Perceptions of USU

- Overall quality of graduate programs = 94.3% satisfied*
- Overall quality of graduate courses taken *inside* department = 93.9% satisfied*
- Overall quality of graduate courses taken *outside* department = 93.0% satisfied*
- USU is a good choice for graduate study = 85.9% agree*
- Would recommend program to others = 80.6% agree*

Department and Major Professor

- Information received from department regarding degree requirements = 87.6% satisfied*
- Helpfulness of non-faculty and staff in department = 95.2% satisfied*
- Helpfulness of faculty in department = 94.6% satisfied*
- Helpfulness of major professor = 93.5% satisfied*
- Advisor/major professor was an effective mentor = 79.3% agree*
- Department has a humane environment for studies = 85.7% agree*

- Department has done a good job providing for professional opportunities = 62.8% agree*
- Department has been helpful in assisting with finding employment = 59.0% agree*
- Availability of research resources in department = 89.3% satisfied*

Financial Aid

- Availability of assistantships/fellowships during graduate education = 69.1% satisfied*
- Decisions about financial aid in department are fair = 56.6% agree*
- Funding level of assistantships is adequate = 45.4% agree*

Technology and Library

- Program included some live instruction in locales other than main campus = 46.6%
- Program included ed-net instruction = 30.3%
- Program included web-based instruction = 30.5%
- Availability of library collections in field of study = 90.7% satisfied*
- Availability of electronic databases = 92.1% satisfied*
- Helpfulness of library/learning resources staff = 94.8% satisfied*
- Satisfied with computer facilities available to graduate students = 69.8% agree*

School of Graduate Studies

- Information received regarding degree requirements = 86.2% satisfied*
- Helpfulness of staff = 89.2% satisfied*
- Satisfied with thesis/dissertation review guidelines/procedures = 57.6% agree*
- Provides good information for candidacy, program of study, etc. = 57.8% agree*
- TA workshop provides needed content = 54.9% agree*

*Excludes respondents who marked "Not Applicable"

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THE REPORT

Objectives and History of the Survey

The objective of the School of Graduate Studies Student Survey is to gather the opinions of graduate students who are applying for graduation. The survey was designed to cover a broad range of experiences and attitudes including:

- Demographic characteristics
- Financial assistance received
- Overall perceptions of USU
- Satisfaction with students' department and major professor
- Satisfaction with technology and the library
- Satisfaction with the School of Graduate Studies

Analyzing the resultant data base permits the School of Graduate Studies to focus on its consumers. The survey was initially administered to the graduating class of 2001 making this the fifth iteration of the survey.

Survey Administration

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

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

Response rate. From June 2004 through May 2005 there were 880 individuals who received graduate degrees at USU. 748 completed, usable, surveys were received from the School of Graduate Studies, a response rate of 85%. The Office of Analysis, Assessment, and Accreditation had asked that completion of the survey be made contingent on the completion of processing for graduation. Given the response rate, it is clear that this does not always occur.

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

RESPONDENT CHARACTERISTICS (See Table 1)

A majority of respondents were graduating from the Colleges of Business and Education. A majority of respondents (50%) received Masters of Science degrees. The modal age range was 25 – 29 years, with a majority of respondents being between 25 and 34 years of age. A plurality of graduating students in the College of Education – both from Master of Education and Master of Rehabilitation Counseling degree programs – were 40 years of age and older. Over half of the total respondents (58.8%) were males, although females represented 70% of the Masters of Education and Master of Rehabilitation recipients. This is representative of the USU graduate student population. About two-thirds of the respondents were married.

Eighty-one percent were U.S. citizens; the remainder of the respondents were international students. Forty-five percent of PhD graduates were international students. After White (non-Hispanic) students—a substantial majority –the biggest minority of graduate student respondents (15.7%) were Asians or Pacific Islanders. The majority of respondents (70.7%) were from Utah. Only 15.9% of the respondents resided outside the United States prior to starting graduate school at USU. A majority of all respondents (51.3%) had received a prior degree from USU, but nearly 70% of MBA students had a prior USU degree. Over 60% of the respondents had been enrolled for two to three years in USU graduate programs at the time they completed the survey. Most respondents who completed a master's degree did so under Plan C.

Table 1. RESPONDENT CHARACTERISTICS

	Masters of Accounting (Macc) % (freq.)	Masters of Bus. Admin. (MBA) % (freq.)	Masters of Education (MEd) % (freq.)	Masters of Engineering (ME) % (freq.)	Masters of Rehabilitation (MRC) % (freq.)	Masters of Science (MS) % (freq.)	Other Masters % (freq.)	PhD % (freq.)	% of Total
College									
Agriculture	0.0%	0.0%	0.0%	0.0%	0.0%	7.6% (28)	2.1% (1)	11.8% (6)	4.8% (35)
Business	100% (21)	100% (75)	0.0%	0.0%	0.0%	13.3% (49)	0.0%	5.9% (3)	20.1% (148)
Education	0.0%	0.0%	100% (114)	2.5% (1)	100% (20)	24.5% (90)	6.4% (3)	27.5% (14)	32.9% (242)
Engineering	0.0%	0.0%	0.0%	97.5% (39)	0.0%	25.3% (93)	0.0%	29.4% (15)	20% (147)
HASS	0.0%	0.0%	0.0%	0.0%	0.0%	8.7% (32)	66% (31)	5.9% (3)	9.0% (66)
Natural Resources	0.0%	0.0%	0.0%	0.0%	0.0%	6.3% (23)	4.3% (2)	7.8% (4)	3.9% (29)
Science	0.0%	0.0%	0.0%	0.0%	0.0%	14.4% (53)	21.3% (10)	11.8% (6)	9.4% (69)
Total Percent/Frequency USU	2.9% (21)	10.2% (75)	15.5% (114)	5.4% (40)	2.7% (20)	50.0% (368)	6.4% (47)	6.9% (51)	100% (736)
Age									
<25	25.0%	8.2%	12.7%	17.5%	0.0%	19.3%	13.3%	0.0%	15.0%
25-29	70.0%	46.6%	20.0%	77.5%	15.0%	46.0%	37.8%	29.4%	42.0%
30-34	5.0%	30.1%	14.5%	0.0%	10.0%	16.9%	26.7%	27.5%	17.8%
35-39	0.0%	2.7%	11.8%	2.5%	25.0%	6.3%	11.1%	19.6%	8.1%
40-49	0.0%	11.0%	23.6%	2.5%	25.0%	5.7%	8.9%	15.7%	10.1%
> = 50	0.0%	1.4%	17.3%	0.0%	25.0%	5.7%	2.2%	7.8%	7.0%
Sex									
Male	55.0%	78.1%	30.0%	87.5%	30.0%	61.0%	64.4%	62.7%	58.8%
Female	45.0%	21.9%	70.0%	12.5%	70.0%	39.0%	35.6%	37.3%	41.2%
Marital Status									
Single	20.0%	11.0%	13.6%	45.0%	10.0%	36.1%	44.4%	36.0%	30.0%
Married	75.0%	84.9%	79.1%	52.5%	70.0%	60.1%	51.1%	58.0%	65.1%
Divorced	5.0%	2.7%	7.3%	2.5%	20.0%	3.6%	2.2%	6.0%	4.6%
Widowed	0.0%	1.4%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.0%	0.1%
Citizenship									
U.S. Citizen	95.0%	95.9%	99.1%	75.0%	95.0%	76.3%	75.0%	55.1%	81.2%
International	5.0%	4.1%	0.9%	25.0%	5.0%	23.7%	25.0%	44.9%	18.8%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Race/Ethnicity									
American Indian/Native American	0.0%	0.0%	0.0%	2.5%	0.0%	0.6%	0.0%	2.0%	0.6%
Asian or Pacific Islander	5.0%	2.7%	1.8%	20.0%	5.0%	21.8%	20.0%	22.4%	15.7%
Black (non-Hispanic)	0.0%	0.0%	0.0%	5.0%	0.0%	0.3%	2.2%	4.1%	0.8%
White (non-Hispanic)	95.0%	94.5%	95.4%	67.5%	95.0%	73.5%	75.6%	61.2%	79.1%
Hispanic	0.0%	0.0%	1.8%	2.5%	0.0%	1.4%	0.0%	6.1%	1.5%
Other	0.0%	2.7%	0.9%	2.5%	0.0%	2.5%	2.2%	4.1%	2.2%
Location Prior to Starting Grad Degree									
Cache Valley	70.0%	21.9%	15.0%	65.0%	35.0%	41.0%	22.2%	4.0%	33.4%
Utah, no Cache Valley	15.0%	68.5%	79.4%	12.5%	35.0%	25.5%	31.1%	22.0%	37.3%
Idaho	5.0%	2.7%	0.9%	0.0%	5.0%	0.8%	0.0%	2.0%	1.3%
Elsewhere in U.S.	5.0%	2.7%	4.7%	2.5%	25.0%	13.0%	22.2%	32.0%	12.2%
Outside the U.S.	5.0%	4.1%	0.0%	20.0%	0.0%	19.7%	24.4%	40.0%	15.9%
Prior Degrees at USU									
None	28.6%	68.0%	51.8%	25.0%	45.0%	45.5%	59.6%	56.3%	48.8%
Bachelors	71.4%	30.7%	48.2%	75.0%	55.0%	51.8%	36.2%	10.4%	47.3%
Masters	0.0%	1.3%	0.0%	0.0%	0.0%	2.7%	4.3%	33.3%	4.0%
Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Years Enrolled as a Grad Student at USU									
< One year	19.0%	2.7%	1.8%	7.5%	0.0%	1.1%	4.3%	0.0%	2.3%
One year	38.1%	22.7%	10.5%	45.0%	15.0%	16.2%	23.4%	0.0%	17.5%
Two years	19.0%	68.0%	62.3%	30.0%	40.0%	47.3%	29.8%	0.0%	45.5%
Three years	9.5%	2.7%	13.2%	5.0%	15.0%	19.8%	21.3%	12.2%	15.3%
Four years	4.8%	1.3%	8.8%	7.5%	20.0%	8.5%	10.6%	32.7%	9.7%
Five years	9.5%	2.7%	1.8%	2.5%	5.0%	3.3%	4.3%	28.6%	4.9%
Six years or more	0.0%	0.0%	1.8%	2.5%	5.0%	3.8%	6.4%	26.5%	4.7%
Masters Students Only: Plan A, B, or C									
Plan A	0.0%	18.8%	0.0%	4.3%	14.3%	35.0%	28.0%	0.0%	24.0%
Plan B	0.0%	6.3%	10.5%	8.7%	0.0%	2.0%	56.0%	0.0%	18.9%
Plan C	100.0%	75.0%	89.5%	87.0%	85.7%	45.0%	16.0%	0.0%	57.1%

FINDINGS: OVERALL PERCEPTIONS OF USU (See Table 2)

In general, large majorities of respondents were very, mostly, or somewhat satisfied with their programs, with all degree types reporting satisfaction levels of 90% or higher. Master of Accounting respondents reported the highest level of satisfaction at 100%.

Overall, a large majority of respondents were satisfied with courses taken inside their academic departments; satisfaction levels by degree types ranged from 87% to 100%. A majority of respondents rated courses taken outside their academic departments at satisfaction levels ranging from 88% to 100%. Master of Accounting respondents reported the highest level of satisfaction (100%).

A large majority of respondents (78% to 95%) agreed or strongly agreed that USU was a good choice for graduate study. As far as recommending their graduate program to others, large majorities of respondents (70% to 90%) agreed or strongly agreed with this statement. Master of Rehabilitation respondents reported the highest level of satisfaction (90%).

Few respondents (0% to 7%) planned to get additional training at USU after finishing their current USU graduate program. Eighty-seven percent of the Master of Engineering respondents and 80% of the Master of Accounting respondents planned a career in the private sector, while 63% of the Master of Rehabilitation respondents planned a career in a government agency. Fifty-five percent of the PhD respondents planned a career in an educational institution.

Table 2. FINDINGS: OVERALL PERCEPTIONS OF USU

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Overall Quality of Graduate Programs at USU									
Very Satisfied	20.0%	23.6%	34.3%	12.5%	60.0%	25.8%	17.8%	27.5%	26.5%
Mostly Satisfied	65.0%	54.2%	47.2%	62.5%	35.0%	52.7%	55.6%	60.8%	53.2%
Somewhat Satisfied	15.0%	20.8%	13.9%	15.0%	0.0%	14.6%	17.8%	9.8%	14.6%
Somewhat Dissatisfied	0.0%	1.4%	2.8%	7.5%	0.0%	4.8%	8.9%	0.0%	3.9%
Mostly Dissatisfied	0.0%	0.0%	1.9%	2.5%	0.0%	0.6%	0.0%	0.0%	0.7%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	5.0%	1.7%	0.0%	2.0%	1.1%
Overall Quality of Graduate Courses Taken Inside Dept.									
Very Satisfied	25.0%	31.0%	38.7%	15.8%	60.0%	30.4%	20.5%	28.0%	30.8%
Mostly Satisfied	65.0%	53.5%	47.2%	55.3%	30.0%	48.2%	61.4%	48.0%	49.7%
Somewhat Satisfied	10.0%	14.1%	10.4%	15.8%	5.0%	13.8%	11.4%	20.0%	13.4%
Somewhat Dissatisfied	0.0%	1.4%	2.8%	13.2%	0.0%	4.5%	2.3%	2.0%	3.8%
Mostly Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	4.5%	0.0%	1.0%
Very Dissatisfied	0.0%	0.0%	0.9%	0.0%	5.0%	1.7%	0.0%	2.0%	1.3%
Overall Quality of Graduate Courses Taken Outside Dept.									
Very Satisfied	6.3%	28.8%	21.9%	19.0%	50.0%	28.4%	17.9%	7.7%	24.2%
Mostly Satisfied	50.0%	48.1%	53.1%	66.7%	25.0%	42.2%	51.3%	66.7%	48.2%
Somewhat Satisfied	43.8%	17.3%	14.1%	9.5%	12.5%	21.6%	25.6%	23.1%	20.6%
Somewhat Dissatisfied	0.0%	1.9%	7.8%	4.8%	0.0%	4.3%	0.0%	2.6%	3.8%
Mostly Dissatisfied	0.0%	3.8%	1.6%	0.0%	0.0%	1.0%	0.0%	0.0%	1.5%
Very Dissatisfied	0.0%	0.0%	1.6%	0.0%	12.5%	1.7%	5.1%	0.0%	1.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
For Me, USU has Been a Good Choice for Graduate Study									
Strongly Agree	42.9%	30.0%	51.4%	22.5%	70.0%	38.8%	24.4%	44.9%	39.4%
Agree	38.1%	62.9%	39.3%	57.5%	25.0%	45.6%	53.3%	42.9%	46.5%
Neutral	19.0%	5.7%	7.5%	20.0%	0.0%	11.3%	17.8%	8.2%	10.8%
Disagree	0.0%	1.4%	1.9%	0.0%	0.0%	3.1%	2.2%	2.0%	2.3%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	5.0%	1.1%	2.2%	2.0%	1.0%
Would Recommend Program to Prospective Students									
Strongly Agree	47.6%	32.9%	51.4%	32.5%	70.0%	39.2%	32.6%	41.7%	40.9%
Agree	33.3%	52.9%	35.5%	37.5%	20.0%	38.9%	39.5%	47.9%	39.7%
Neutral	19.0%	12.9%	6.5%	25.0%	5.0%	14.8%	20.9%	6.3%	13.6%
Disagree	0.0%	0.0%	4.7%	5.0%	0.0%	4.0%	4.7%	2.1%	3.4%
Strongly Disagree	0.0%	1.4%	1.9%	0.0%	5.0%	3.1%	2.3%	2.1%	2.4%
Plans After Finishing Current USU Graduate Program									
Additional Training at USU	0.0%	0.0%	7.0%	2.5%	5.3%	7.4%	2.2%	2.0%	5.4%
Additional Training at Another Institution	5.0%	2.8%	5.0%	0.0%	0.0%	8.3%	11.1%	0.0%	6.1%
Begin Professional Career in an Education Inst.	0.0%	5.6%	36.0%	0.0%	0.0%	13.5%	31.1%	55.1%	18.4%
Begin Professional Career in Government Agency	5.0%	1.4%	3.0%	5.0%	63.2%	10.7%	6.7%	8.2%	9.2%
Begin Professional Career in Private Sector	80.0%	66.7%	4.0%	87.5%	5.3%	45.5%	26.7%	20.4%	41.1%
Other Plans	5.0%	13.9%	34.0%	0.0%	21.1%	9.6%	11.1%	6.1%	13.0%
Uncertain	5.0%	9.7%	11.0%	5.0%	5.3%	5.0%	11.1%	8.2%	6.9%

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

FINDINGS: ACADEMIC DEPARTMENT AND MAJOR PROFESSOR (See Table 3)

A majority of respondents from the Masters of Accounting, Education, Rehabilitation, Science, Other, and PhD programs, cited their major professors or departments' graduate advisors as the major source of information used to plan the graduate program of studies.

A clear majority of respondents for each degree type (84% to 95%) were very, mostly, or somewhat satisfied with the information they received from their academic departments about program requirements. Masters of Rehabilitation respondents were the most satisfied at 95%. It should be noted however, that higher proportions of degree respondents from Accounting, Business Administration, Engineering, Science, and Other (13% to 16%) were somewhat, mostly, or very dissatisfied with the information received about program requirements from their department.

An overwhelming majority of respondents (92% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of non-faculty and staff in their academic departments. All of the Master of Accounting and PhD respondents were satisfied with the helpfulness of non-faculty and staff.

A large majority of respondents (89% to 99%) were very, mostly or somewhat satisfied with the helpfulness of faculty in their departments. Master of Business Administration respondents (98.7%) ranked this item the highest. Higher proportions of respondents from Master of Education (11.1%) and Master of Engineering (10%) were somewhat, mostly, or very dissatisfied with the helpfulness of faculty in their department.

A substantial majority of respondents (87% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of their major professor. Master of Accounting respondents marked this item the highest. It should be noted however, that a higher proportion of Master of Education respondents (13.5%) were somewhat, mostly, or very dissatisfied with their major professor. When asked if their major professor was in effective mentor, a majority of respondents (51% to 96%) agreed or strongly agreed.

Seventy percent to 97% of the respondents from the various degree types agreed or strongly agreed that their department had a humane environment with mutual respect between students and professors. PhD respondents ranked this item the highest (97.1%). It should be noted however, that higher proportions of respondents from Master of Engineering (15%) and Master of Rehabilitation (10%) disagreed or strongly disagreed that the department had a humane environment with mutual respect.

When asked if the department had done a good job in providing opportunities for professional development, agreement dropped somewhat (62.8% overall). A majority of respondents in the Master of Accounting, Education, Engineering, Rehabilitation, Science, Other, and PhD degrees agreed or strongly agreed with this item. But 41.7% of the Master of Business Administration respondents disagreed or strongly disagreed.

A majority of most degree type respondents (56% to 89%) agreed or strongly agreed that the department had been helpful in assisting graduates find employment. Master of Rehabilitation respondents marked this item the highest (88.9%). But the respondents in the Master of Business Administration program (25%) disagreed or strongly disagreed their department helped them find employment.

When asked about the availability of research facilities in their departments, a large majority of all degree types were very, mostly or somewhat satisfied (88% to 100%). Master of Accounting respondents marked this item the highest (100%). Dissatisfaction ranged from 0% to 12.5%.

Table 3. FINDINGS: ACADEMIC DEPARTMENT AND MAJOR PROFESSOR

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Major Source of Information Used to Plan Graduate Program									
Major Professor	19.0%	2.9%	21.1%	30.0%	35.0%	40.6%	39.1%	64.7%	34.3%
Dept. Graduate Advisor	52.4%	34.8%	33.9%	17.5%	20.0%	24.0%	15.2%	3.9%	24.9%
Other Faculty	4.8%	1.4%	3.7%	7.5%	10.0%	4.7%	8.7%	2.0%	4.6%
Dept. Requirement Sheets	14.3%	13.0%	26.6%	17.5%	15.0%	14.6%	19.6%	7.8%	16.3%
Gradute Catalog	4.8%	5.8%	1.8%	5.0%	0.0%	3.9%	2.2%	5.9%	3.8%
School of Grad Studies Staff	0.0%	11.6%	1.8%	0.0%	0.0%	1.7%	0.0%	3.9%	2.5%
Other Students	0.0%	13.0%	7.3%	17.5%	0.0%	6.6%	6.5%	7.8%	7.7%
Other	4.8%	17.4%	3.7%	5.0%	20.0%	3.9%	8.7%	3.9%	6.0%
Information Received From Department About Degree Program Requirements									
Very Satisfied	55.0%	43.7%	29.6%	30.0%	70.0%	34.2%	24.4%	27.5%	34.7%
Mostly Satisfied	25.0%	25.4%	39.8%	45.0%	10.0%	32.2%	42.2%	43.1%	34.0%
Somewhat Satisfied	5.0%	16.9%	21.3%	12.5%	15.0%	19.7%	17.8%	23.5%	18.9%
Somewhat Dissatisfied	5.0%	9.9%	5.6%	5.0%	0.0%	7.8%	8.9%	3.9%	7.0%
Mostly Dissatisfied	5.0%	1.4%	2.8%	5.0%	0.0%	3.3%	4.4%	0.0%	2.9%
Very Dissatisfied	5.0%	2.8%	0.9%	2.5%	5.0%	2.8%	2.2%	2.0%	2.5%
Helpfulness of Non-Faculty and Staff in Department									
Very Satisfied	65.0%	32.8%	30.9%	42.1%	80.0%	46.4%	39.5%	50.0%	44.1%
Mostly Satisfied	25.0%	40.6%	42.6%	47.4%	15.0%	31.7%	41.9%	44.0%	35.8%
Somewhat Satisfied	10.0%	21.9%	18.1%	7.9%	0.0%	16.9%	14.0%	6.0%	15.3%
Somewhat Dissatisfied	0.0%	3.1%	5.3%	0.0%	0.0%	2.4%	2.3%	0.0%	2.4%
Mostly Dissatisfied	0.0%	1.6%	3.2%	2.6%	0.0%	1.8%	2.3%	0.0%	1.8%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	5.0%	0.9%	0.0%	0.0%	0.6%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Helpfulness of Faculty in Department									
Very Satisfied	55.0%	38.9%	41.7%	27.5%	70.0%	46.4%	46.7%	51.0%	45.1%
Mostly Satisfied	40.0%	43.1%	32.4%	45.0%	25.0%	33.8%	33.3%	36.7%	35.3%
Somewhat Satisfied	5.0%	16.7%	14.8%	17.5%	0.0%	15.1%	13.3%	10.2%	14.2%
Somewhat Dissatisfied	0.0%	1.4%	8.3%	5.0%	0.0%	3.4%	4.4%	0.0%	3.7%
Mostly Dissatisfied	0.0%	0.0%	2.8%	5.0%	0.0%	0.3%	2.2%	2.0%	1.1%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	5.0%	1.1%	0.0%	0.0%	0.7%
Helpfulness of Major Professor									
Very Satisfied	58.8%	40.4%	43.3%	33.3%	75.0%	60.3%	66.7%	62.0%	55.7%
Mostly Satisfied	35.3%	40.4%	31.7%	43.6%	20.0%	24.9%	24.4%	32.0%	28.7%
Somewhat Satisfied	5.9%	14.9%	11.5%	15.4%	0.0%	9.1%	4.4%	2.0%	9.1%
Somewhat Dissatisfied	0.0%	4.3%	4.8%	5.1%	0.0%	3.4%	0.0%	4.0%	3.4%
Mostly Dissatisfied	0.0%	0.0%	2.9%	2.6%	0.0%	1.4%	4.4%	0.0%	1.6%
Very Dissatisfied	0.0%	0.0%	5.8%	0.0%	5.0%	0.9%	0.0%	0.0%	1.5%
Advisor/Major Professor is an Effective Mentor									
Strongly Agree	47.4%	24.4%	32.0%	28.9%	60.0%	52.8%	64.4%	60.4%	47.8%
Agree	21.1%	26.8%	34.0%	47.4%	30.0%	29.6%	31.1%	35.4%	31.5%
Neutral	15.8%	39.0%	18.4%	10.5%	5.0%	10.9%	2.2%	2.1%	12.5%
Disagree	15.8%	4.9%	8.7%	5.3%	0.0%	4.4%	2.2%	0.0%	4.9%
Strongly Disagree	0.0%	4.9%	6.8%	7.9%	5.0%	2.3%	0.0%	2.1%	3.4%
Department Has Humane Environment with Mutual Respect Between Students and Professors									
Strongly Agree	61.9%	38.2%	45.1%	12.5%	55.0%	41.6%	37.8%	43.8%	41.0%
Agree	33.3%	50.0%	45.1%	57.5%	35.0%	41.6%	53.3%	50.0%	44.7%
Neutral	4.8%	7.4%	7.8%	15.0%	0.0%	12.5%	6.7%	6.3%	10.1%
Disagree	0.0%	4.4%	2.0%	12.5%	5.0%	3.4%	2.2%	0.0%	3.5%
Strongly Disagree	0.0%	0.0%	0.0%	2.5%	5.0%	0.9%	0.0%	0.0%	0.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Department Has Done a Good Job in Providing Opportunities for Professional Development									
Strongly Agree	52.4%	18.3%	22.2%	15.8%	47.4%	30.7%	23.8%	50.0%	29.8%
Agree	42.9%	20.0%	34.6%	39.5%	36.8%	32.5%	42.9%	30.4%	33.0%
Neutral	4.8%	20.0%	23.5%	18.4%	10.5%	19.4%	11.9%	13.0%	18.2%
Disagree	0.0%	25.0%	14.8%	21.1%	0.0%	11.6%	16.7%	4.3%	12.9%
Strongly Disagree	0.0%	16.7%	4.9%	5.3%	5.3%	5.7%	4.8%	2.2%	6.1%
Department Has Been Helpful in Assisting Graduates Find Employment									
Strongly Agree	47.6%	16.7%	28.6%	20.5%	77.8%	23.3%	22.0%	31.8%	26.0%
Agree	28.6%	31.7%	34.9%	46.2%	11.1%	32.5%	36.6%	31.8%	33.0%
Neutral	19.0%	26.7%	27.0%	17.9%	5.6%	27.1%	36.6%	29.5%	26.4%
Disagree	4.8%	16.7%	4.8%	10.3%	0.0%	12.3%	2.4%	0.0%	9.6%
Strongly Disagree	0.0%	8.3%	4.8%	5.1%	5.6%	4.7%	2.4%	6.8%	5.0%
Availability of Research Facilities in Department									
Very Satisfied	21.1%	30.2%	32.1%	28.9%	42.9%	29.8%	16.3%	22.9%	28.6%
Mostly Satisfied	52.6%	32.6%	46.4%	44.7%	50.0%	39.5%	41.9%	43.8%	41.5%
Somewhat Satisfied	26.3%	25.6%	11.9%	18.4%	0.0%	19.1%	30.2%	20.8%	19.2%
Somewhat Dissatisfied	0.0%	7.0%	3.6%	2.6%	0.0%	7.1%	7.0%	10.4%	6.2%
Mostly Dissatisfied	0.0%	4.7%	2.4%	5.3%	0.0%	2.6%	0.0%	0.0%	2.3%
Very Dissatisfied	0.0%	0.0%	3.6%	0.0%	7.1%	1.9%	4.7%	2.1%	2.2%

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

FINDINGS: FINANCIAL AID (See Table 4)

Ten percent to 49.5% of the respondents by degree category received no financial assistance during the year of the survey. Moreover, 5.3% to 49.1% of masters respondents, by degree category, received no financial assistance at any time during their graduate programs. These results make the dissatisfaction of respondents with the non-availability of financial assistance to them in the form of assistantships or fellowships understandable. Sixty-nine percent of the total number of respondents evaluating availability of assistantships were very, mostly, or somewhat satisfied. Satisfaction by degree type ranged from 52% (Engineering) to 83.3% (PhD respondents). Dissatisfaction ranged from 14.2% (Master of Rehabilitation) to 48.5% (Master of Engineering).

When respondents were asked if procedures and criteria used by their department to make decisions regarding the allocation of assistantships were fair and equitable, 56.6% agreed or strongly agreed. Agreement by degree type ranged from 46.2% (Engineering) to 78.6% (Rehabilitation). Disagreement ranged from 0% (Business Administration) to 23% (Engineering).

Forty-five percent of the respondents agreed or strongly agreed that funding provided by the department was adequate to meet the needs of students receiving funding. Agreement by degree category ranged from 19% (Accounting) to 75% (Rehabilitation). Disagreement ranged from 8.3% (Rehabilitation) to 38.9% (Other Masters).

Table 4. FINDINGS: FINANCIAL AID

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Sources of Financial Aid Received During the Current Academic Year									
Research Assistantship	0.0%	1.5%	0.9%	10.3%	0.0%	23.5%	8.9%	44.9%	16.5%
Teaching Assistantship	20.0%	1.5%	1.8%	10.3%	0.0%	7.7%	26.7%	6.1%	7.6%
General Assistantship	10.0%	3.0%	0.9%	0.0%	5.0%	6.6%	2.2%	6.1%	4.8%
Graduate Instructor	0.0%	0.0%	1.8%	0.0%	0.0%	0.6%	4.4%	6.1%	1.3%
Graduate Fellowship	5.0%	1.5%	0.9%	2.6%	0.0%	0.3%	0.0%	0.0%	0.7%
Departmental/College Fellowship or Scholarship	15.0%	4.5%	3.7%	2.6%	45.0%	8.0%	8.9%	10.2%	8.2%
Student Loan	25.0%	37.3%	23.9%	41.0%	25.0%	14.9%	15.6%	2.0%	19.5%
Other	10.0%	3.0%	16.5%	0.0%	15.0%	5.2%	2.2%	10.2%	7.0%
No Grad Financial Assistance	15.0%	47.8%	49.5%	33.3%	10.0%	33.1%	31.1%	14.3%	34.5%
Sources of Financial Aid Received Sometime During Graduate Studies									
Research Assistantship	0.0%	0.0%	0.0%	20.0%	0.0%	30.3%	9.1%	57.1%	21.2%
Teaching Assistantship	10.0%	1.5%	3.8%	5.0%	0.0%	10.1%	27.3%	12.2%	9.0%
Graduate Fellowship	5.0%	1.5%	0.9%	0.0%	0.0%	1.1%	2.3%	8.2%	1.7%
Department/College Fellowship or Scholarship	35.0%	7.7%	5.7%	2.5%	52.6%	9.6%	11.4%	14.3%	10.7%
Student Loan	25.0%	44.6%	25.5%	47.5%	21.1%	19.7%	29.5%	2.0%	24.0%
Other	0.0%	4.6%	15.1%	5.0%	21.1%	7.9%	11.4%	6.1%	8.7%
No Grad Financial Assistance	25.0%	40.0%	49.1%	20.0%	5.3%	21.3%	9.1%	0.0%	24.6%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Availability of Assistantships or Fellowships To Help Cover Costs of Graduate Education									
Very Satisfied	11.1%	24.2%	27.3%	12.1%	64.3%	27.0%	17.1%	35.4%	26.4%
Mostly Satisfied	38.9%	18.2%	22.7%	24.2%	21.4%	24.2%	25.7%	33.3%	25.1%
Somewhat Satisfied	22.2%	27.3%	15.9%	15.2%	0.0%	18.1%	17.1%	14.6%	17.6%
Somewhat Dissatisfied	16.7%	6.1%	9.1%	24.2%	0.0%	14.0%	28.6%	8.3%	13.9%
Mostly Dissatisfied	5.6%	15.2%	11.4%	6.1%	7.1%	7.5%	8.6%	4.2%	7.9%
Very Dissatisfied	5.6%	9.1%	13.6%	18.2%	7.1%	9.2%	2.9%	4.2%	9.1%
Procedures Used by Department to Make Decisions About Financial Aid are Fair									
Strongly Agree	29.4%	14.3%	27.0%	7.7%	64.3%	19.9%	6.1%	18.2%	20.1%
Agree	17.6%	38.1%	35.1%	38.5%	14.3%	35.0%	54.5%	45.5%	36.5%
Neutral	35.3%	47.6%	24.3%	30.8%	14.3%	28.9%	21.2%	27.3%	28.5%
Disagree	5.9%	0.0%	13.5%	19.2%	0.0%	10.6%	6.1%	4.5%	9.4%
Strongly Disagree	11.8%	0.0%	0.0%	3.8%	7.1%	5.7%	12.1%	4.5%	5.5%
Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving Funding									
Strongly Agree	6.3%	21.7%	17.6%	11.1%	50.0%	16.2%	5.6%	17.0%	16.1%
Agree	12.5%	30.4%	26.5%	33.3%	25.0%	30.5%	27.8%	29.8%	29.3%
Neutral	43.8%	34.8%	35.3%	22.2%	16.7%	25.5%	27.8%	29.8%	27.5%
Disagree	25.0%	4.3%	14.7%	18.5%	8.3%	16.6%	27.8%	17.0%	17.0%
Strongly Disagree	12.5%	8.7%	5.9%	14.8%	0.0%	11.2%	11.1%	6.4%	10.1%

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

FINDINGS: TECHNOLOGY AND LIBRARY (See Table 5)

A majority of respondents (53.4%) received all of their instruction on the Logan campus, while 24.9% received at least three-fourths of their instruction at other locations. Moreover, while 69.7% received no instruction via the Ed-Net System, 9% received at least three-fourths of their instruction via Ed-Net. About 70% of the respondents indicated they had not received instruction via the web. Considerable variation did occur between degree types.

An overwhelming majority of respondents (90.7%) were very, mostly, or somewhat satisfied with the availability of library collections (books and journals) in their fields of study. Satisfaction by degree type ranged from 84.4% (Other Masters) to 100% (Engineering). Dissatisfaction on this item ranged from 0% to 15.5%. A majority of respondents (92.1%) were very, mostly, or somewhat satisfied with the availability of materials through interlibrary loan. There was some variation in satisfaction among degree types with ranges from 87.6% (Rehabilitation) to 100% (Accounting). Dissatisfaction on this item ranged from 0% to 12.5%. Ninety-two percent of the respondents were very, mostly, or somewhat satisfied with the availability of electronic databases. Satisfaction by degree type ranged from 88.1% (Other Masters) to 100% (Accounting). Dissatisfaction ranged from 0% to 11.9%.

Over 94% of the respondents were very, mostly, or somewhat satisfied with the helpfulness of library/learning resources staff. Variation in satisfaction ranged from 88.9% (Accounting) to 97.6% (Science). Dissatisfaction ranged from 0% to 11.2%.

A majority of respondents (69.8%) agreed or strongly agreed that they were satisfied with the computer facilities available to graduate students. Satisfaction by degree type ranged from 65.2% (Science) to 90% (Accounting). Disagreement ranged from 0% (Accounting) to 15.8% (Business Administration).

Table 5. FINDINGS: TECHNOLOGY AND LIBRARY

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Percent Instruction That Was "Face to Face" at Other than Logan Campus									
None	76.2%	21.9%	20.2%	72.5%	57.9%	63.5%	58.1%	68.0%	53.4%
1 - 10%	4.8%	4.1%	28.4%	10.0%	31.6%	9.6%	4.7%	2.0%	11.5%
11 - 25%	0.0%	0.0%	17.4%	0.0%	0.0%	3.3%	2.3%	0.0%	4.5%
26 - 50%	0.0%	1.4%	14.7%	0.0%	0.0%	1.9%	4.7%	0.0%	3.6%
51 - 75%	0.0%	0.0%	7.3%	0.0%	0.0%	1.4%	0.0%	4.0%	2.1%
76 - 100%	19.0%	72.6%	11.9%	17.5%	10.5%	20.3%	30.2%	26.0%	24.9%
Percent of Graduate Instruction That Involved "Ed Net" system									
None	90.5%	89.0%	15.5%	97.5%	60.0%	74.2%	86.7%	86.0%	69.7%
1 - 10%	9.5%	9.6%	10.0%	2.5%	5.0%	10.4%	6.7%	10.0%	9.4%
11 - 25%	0.0%	1.4%	18.2%	0.0%	10.0%	3.0%	2.2%	2.0%	5.0%
26 - 50%	0.0%	0.0%	17.3%	0.0%	5.0%	0.5%	0.0%	2.0%	3.2%
51 - 75%	0.0%	0.0%	18.2%	0.0%	10.0%	1.4%	0.0%	0.0%	3.7%
76 - 100%	0.0%	0.0%	20.9%	0.0%	10.0%	10.4%	4.4%	0.0%	9.0%
Percent of Graduate Instruction That Involved Web-Based Courses									
None	81.0%	87.5%	27.3%	92.5%	20.0%	74.9%	82.2%	83.3%	69.5%
1 - 10%	19.0%	6.9%	30.0%	2.5%	10.0%	14.4%	6.7%	6.3%	14.3%
11 - 25%	0.0%	2.8%	18.2%	0.0%	5.0%	3.0%	2.2%	8.3%	5.4%
26 - 50%	0.0%	1.4%	9.1%	2.5%	10.0%	1.7%	2.2%	0.0%	2.9%
51 - 75%	0.0%	1.4%	3.6%	2.5%	5.0%	2.5%	2.2%	0.0%	2.4%
76 - 100%	0.0%	0.0%	11.8%	0.0%	50.0%	3.6%	4.4%	2.1%	5.4%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Availability of Library Collections (Books and Journals) in Field of Study									
Very Satisfied	42.1%	38.5%	34.0%	33.3%	44.4%	28.9%	31.1%	14.6%	30.6%
Mostly Satisfied	31.6%	36.5%	44.7%	48.7%	38.9%	37.4%	31.1%	41.7%	38.8%
Somewhat Satisfied	21.1%	15.4%	16.0%	17.9%	11.1%	22.8%	22.2%	33.3%	21.3%
Somewht Dissatisfied	5.3%	5.8%	5.3%	0.0%	0.0%	6.1%	13.3%	6.3%	5.9%
Mostly Dissatisfied	0.0%	3.8%	0.0%	0.0%	0.0%	3.0%	2.2%	2.1%	2.2%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	5.6%	1.8%	0.0%	2.1%	1.2%
Availability of Materials Through Inter-Library Loan									
Very Satisfied	30.0%	35.3%	30.9%	36.4%	56.3%	34.8%	35.1%	57.4%	37.5%
Mostly Satisfied	40.0%	32.4%	41.8%	40.9%	25.0%	39.1%	37.8%	31.9%	37.7%
Somewhat Satisfied	30.0%	20.6%	16.4%	18.2%	6.3%	18.7%	16.2%	6.4%	16.9%
Somewht Dissatisfied	0.0%	8.8%	10.9%	4.5%	0.0%	4.8%	10.8%	4.3%	6.0%
Mostly Dissatisfied	0.0%	2.9%	0.0%	0.0%	0.0%	1.7%	0.0%	0.0%	1.1%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	12.5%	0.9%	0.0%	0.0%	0.9%
Availability of Electronic Databases Through USU Libraries									
Very Satisfied	33.3%	50.0%	32.0%	28.1%	55.0%	28.8%	33.3%	28.3%	32.4%
Mostly Satisfied	44.4%	27.6%	46.4%	50.0%	25.0%	35.3%	28.6%	54.3%	37.9%
Somewhat Satisfied	22.2%	17.2%	17.5%	18.8%	10.0%	25.9%	26.2%	10.9%	21.8%
Somewht Dissatisfied	0.0%	3.4%	4.1%	3.1%	0.0%	6.9%	11.9%	2.2%	5.5%
Mostly Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	0.9%
Very Dissatisfied	0.0%	1.7%	0.0%	0.0%	10.0%	1.3%	0.0%	4.3%	1.4%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Helpfulness of Library/Learning Resources Staff									
Very Satisfied	33.3%	36.8%	38.4%	27.3%	55.6%	35.5%	20.9%	31.8%	34.6%
Mostly Satisfied	38.9%	34.2%	39.7%	51.5%	22.2%	39.8%	55.8%	31.8%	40.1%
Somewhat Satisfied	16.7%	21.1%	17.8%	21.2%	16.7%	19.4%	20.9%	29.5%	20.1%
Somewhat Dissatisfied	5.6%	7.9%	4.1%	0.0%	5.6%	3.2%	2.3%	4.5%	3.7%
Mostly Dissatisfied	5.6%	0.0%	0.0%	0.0%	0.0%	2.2%	0.0%	2.3%	1.5%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Satisfied with Computer Facilities Available to Graduate Students									
Strongly Agree	55.0%	23.7%	28.9%	25.6%	60.0%	27.2%	32.6%	21.7%	28.8%
Agree	35.0%	42.1%	48.2%	48.7%	26.7%	38.0%	37.2%	52.2%	41.0%
Neutral	10.0%	18.4%	10.8%	17.9%	6.7%	20.8%	20.9%	13.0%	17.8%
Disagree	0.0%	10.5%	9.6%	7.7%	6.7%	9.9%	4.7%	10.9%	9.0%
Strongly Disagree	0.0%	5.3%	2.4%	0.0%	0.0%	4.2%	4.7%	2.2%	3.4%

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

FINDINGS: SCHOOL OF GRADUATE STUDIES (See Table 6)

A substantial majority of respondents (86.2%) were very, mostly, or somewhat satisfied with information received from the School of Graduate Studies regarding degree requirements. Variation of satisfaction by degree ranged from 77.8% (Other Masters) to 95% (Rehabilitation). Very similar responses were seen when students were asked about the helpfulness of the School of Graduate Studies staff. Again, a substantial majority (89.2%) were very, mostly, or somewhat satisfied with the staff. Variation between degree types on satisfaction ranged from 81.4% (Other Masters) to 95% (Rehabilitation). Dissatisfaction ranged from 5% to 18.7%.

When students were asked if they were satisfied with the thesis/dissertation review guidelines and procedures, a majority (57.6%) agreed or strongly agreed. Agreement by degree type ranged from 33.3% (Accounting) to 73.4% (Engineering). Disagreement ranged from 0% to 22.4%.

A majority of respondents (57.8%) agreed or strongly agreed that the School of Graduate Studies provided them with the information they needed to adhere to deadlines for filing for candidacy. Agreement ranged from 44.5% (Accounting) to 80% (Rehabilitation). Disagreement ranged from 3.8% (Business Administration) to 28.5% (Other Masters). A slim majority (54.9%) agreed or strongly agreed that the content of the Teaching Assistant Workshop helped them be better graduate assistants and instructors. Agreement ranged from 33.3% (Accounting) to 75% (Rehabilitation). Disagreement ranged from 0% to 19.5%.

Table 6. FINDINGS: SCHOOL OF GRADUATE STUDENTS

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Information Received From School of Graduate Studies Regarding Degree Requirements									
Very Satisfied	25.0%	31.9%	23.4%	22.5%	55.0%	19.7%	8.9%	10.2%	21.5%
Mostly Satisfied	35.0%	30.6%	45.8%	50.0%	20.0%	34.1%	40.0%	49.0%	37.4%
Somewhat Satisfied	30.0%	27.8%	24.3%	15.0%	20.0%	28.5%	28.9%	34.7%	27.3%
Somewhat Dissatisfied	0.0%	6.9%	4.7%	5.0%	0.0%	9.3%	8.9%	2.0%	7.1%
Mostly Dissatisfied	0.0%	0.0%	1.9%	5.0%	0.0%	4.5%	4.4%	2.0%	3.2%
Very Dissatisfied	10.0%	2.8%	0.0%	2.5%	5.0%	3.9%	8.9%	2.0%	3.5%
Helpfulness of School of Graduate Studies Staff									
Very Satisfied	22.2%	39.1%	24.5%	27.8%	70.0%	25.5%	18.6%	21.6%	27.4%
Mostly Satisfied	44.4%	31.9%	48.9%	47.2%	10.0%	38.1%	37.2%	52.9%	39.9%
Somewhat Satisfied	27.8%	18.8%	21.3%	13.9%	15.0%	23.5%	25.6%	19.6%	21.9%
Somewhat Dissatisfied	5.6%	5.8%	2.1%	2.8%	0.0%	6.5%	7.0%	2.0%	5.1%
Mostly Dissatisfied	0.0%	2.9%	3.2%	8.3%	0.0%	2.9%	4.7%	2.0%	3.1%
Very Dissatisfied	0.0%	1.4%	0.0%	0.0%	5.0%	3.5%	7.0%	2.0%	2.7%
Thesis/Dissertation Review Guidelines/Procedures by School of Graduate Studies									
Strongly Agree	0.0%	25.0%	23.5%	26.7%	33.3%	20.5%	21.6%	6.1%	19.6%
Agree	33.3%	37.5%	43.1%	46.7%	33.3%	35.5%	29.7%	49.0%	38.0%
Neutral	66.7%	37.5%	27.5%	26.7%	33.3%	20.8%	35.1%	22.4%	30.1%
Disagree	0.0%	0.0%	3.9%	0.0%	0.0%	8.1%	8.1%	20.4%	8.3%
Strongly Disagree	0.0%	0.0%	2.0%	0.0%	0.0%	5.1%	5.4%	2.0%	3.9%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Information from School of Graduate Studies on Things Like Filing Candidacy, Deadlines, etc.									
Strongly Agree	27.8%	21.2%	20.6%	7.9%	35.0%	15.6%	9.5%	8.2%	16.3%
Agree	16.7%	38.5%	49.5%	55.3%	45.0%	36.0%	40.5%	65.3%	41.5%
Neutral	33.3%	36.5%	15.5%	23.7%	5.0%	30.4%	21.4%	16.3%	26.0%
Disagree	22.2%	3.8%	10.3%	5.3%	5.0%	13.0%	21.4%	8.2%	11.6%
Strongly Disagree	0.0%	0.0%	4.1%	7.9%	10.0%	5.0%	7.1%	2.0%	4.6%
Teaching Assistant Workshop Sponsored by School of Graduate Studies									
Strongly Agree	0.0%	29.4%	19.0%	15.4%	0.0%	21.1%	8.0%	5.6%	16.7%
Agree	33.3%	41.2%	42.9%	53.8%	75.0%	33.3%	32.0%	44.4%	38.2%
Neutral	66.7%	23.5%	3.3%	15.4%	25.0%	36.0%	56.0%	30.6%	35.2%
Disagree	0.0%	5.9%	4.8%	15.4%	0.0%	5.3%	4.0%	16.7%	7.3%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%	0.0%	2.8%	2.6%

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

NARRATIVE COMMENTS (See Appendix B)

Appendix B provides a list of respondents' written comments to the question: "What do you think USU should do to better meet the needs of graduate students?" Comments are arranged by the following headings:

- Advising
- Communication
- Complements to USU
- Course/Programs
- Distance Learning
- Facilities/Equipment
- Faculty
- Fees/Tuition
- Funding
- Graduate School Office/Staff/Procedures
- Graduate Students
- Graduate Student Senate
- Health Insurance/Care
- International Students
- Jobs/Career Opportunities
- Library
- Registration
- Requirements
- Research
- Residency
- The School of Graduate Studies Survey

Some respondents indicated that they had no suggestions for bettering the program because they had a good experience. Many comments asked for better communication, particularly with respect to communication between the graduate school and the departments, and with the distance education programs. Predictably, respondents wanted more of everything: more funding, more scholarships, more assistantships, more benefits, more course offerings, more times when courses are offered, more library holdings, more electronic databases, more services for distance education students, better health insurance coverage to name a few. They also wanted less paperwork from the graduate school, and better checklists for graduate school and department deadlines.

SUMMARY (See Table 7 and 8)

Overall, respondents seemed satisfied with the quality of their graduate educational programs at USU. In most instances numbers of dissatisfied students were small, with the exception of financial aid. Respondents wanted more and better funded assistantships and fellowships. Some seemed disappointed with the thesis/dissertation review process.

Tables 7 and 8 show survey items arranged from highest to lowest with respects to level of satisfaction and extent of agreement. As a final summary, Appendix C shows a graphical comparison of the School of Graduate Studies Student Survey for 2004 and 2005. Overall, proportions of responses between the two years are very similar.

ADDITIONAL INFORMATION

This report plus raw data for all items in the study appear as appendices on USU's Facts and Figures website at <http://aaa.usu.edu/FactsFigures/surveys.asp>. Appendices there include all frequency tables and cross-tabulations.

APPENDIX A
UTAH STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES STUDENT SURVEY

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.)

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

WRITTEN RESPONSES

“WHAT DO YOU THINK USU SHOULD DO BETTER TO MEET THE NEEDS OF GRADUATE STUDENTS?”

ADVISING
Be more clear with the students as to what is the graduate advisors responsibility. (MS)
Better informed advisors and lower case load per advisor. (MEd)
Department graduate advisor is a good idea, especially for ed-net students (2 contacts/student is good). (MEd)
Get a better advisor in the department. (MS)
Have a more helpful and involved advisor. She never helped me much at all! (MBA)
Have set meeting times with advisor throughout the program. (MEd)
Improve department advising through communication! (MRC)
Improve the international student office. MS)
Make advising available periodically to off campus programs. (MBA)
Make advising/graduating requirements clear as student proceeds through program, not rely on mailings. Have graduate advisor contact student at least annually. (MEd)
More contact and guidance after coursework, prior to graduation and completion of internship. (MS)
More support and guidance from my faculty advisor. (MEd)
They need a better advisor for MBA's. The current advisor doesn't seem to know what is going on. She also did not even seem to know what the requirements were for my field of study. (MBA)
COMMUNICATION
All USU employees need to be equipped with the same information. Different staff members gave me different information. It was very confusing! Often I was told that I needed to talk to someone else about my questions. (MS)
At the beginning of graduate school, educate students how to access the many varied resources needed, especially in the extension programs. ((MS)
At the beginning of the program when I knew nothing or no one, I could have used better communication and out reach to guide me through the process. (MEd)
Be more helpful with explaining deadlines. (MS)
Better articulation of transcripts from universities from other countries that do not have GPA system. (MS)
Better communication of requirements. Easily access check lists and deadlines. (MS)
Better communication with resources available to grad students, especially with school of grad studies. (Macc)
Better communication. (MS)
Clear and easily accessible information needed throughout course of study. (Other Masters)
Clear communication with prospective students. (MS)
Communicate between departments. A lot of information gets lost between each group. (Other Masters)
Communicate between graduate office, graduation plans, and departments. (MS)
Communicate more often. (MEd)
Coordinate between grad dept. and my school for graduating was terrible. QUAD was frequently down. Use 21st century technology not 20th. (MS)
Current semester updates of progress via email. (MS)
Do not assume we already know what needs to be done and how. (MS)
Expectations should be clearly understood. No one knows what the process is to get everything done. (MS)
Have better communication about the resources available to students. (Other Masters)
Have more reliable face to face contact to answer questions promptly. (MS)
Inform them of available resources, health insurance, etc. (ME)
Let students know of the services and programs available. (Macc)

Making programs such as health care known to students, could use information on options available. (MRC)
More communication before the program starts so there are fewer surprises (tuition hikes, extra fees, etc.) (MBA)
More frequent information. (MS)
More information from outside the department. (MEd)
Provide better communication. Have an informed faculty. It's sad when the faculty member over your final project can't tell you the requirement after four months of asking. (MEd)
Value white students as much as non-white students. Treat all students the same! (PhD)
Provide more information as to whom to contact with questions. (MS)
Students need more information when they first enter to help them plan. (MS)
Talk to people face-to-face instead of referring them to a webpage. (Other Masters)
When changing degree requirements, inform all students. (Macc)
When the semester ends, the instructors should clarify when registration for the next semester starts. (MEd)
COMPLEMENTS TO USU
Good overall experience. (MRC)
Graduate studies is wonderful. (MS)
I had a great experience at USU. I wish the local districts would offer more opportunities for educators to do the masters apprentice course. (MEd)
I had a wonderful experience. Can't think of any suggestions. (MS)
I have been very satisfied. No suggestions at this time. (Other Masters)
I don't have any suggestions--it's more what you (the student) make of it. (MEd)
I think all is ok. (MS)
I think the program was fine. (MBA)
I think USU did pretty good. (MBA)
I thoroughly enjoyed my graduate program at USU and would highly recommend it to anyone! (MS)
I was overall very satisfied with the program. (MS)
I was pleased with my experience and can't think of a specific aspect of the program or university that cries out for improvement. (MS)
It is great already, no changes needed. (MS)
It was an excellent program. I wish I could continue with more classes. ((MS)
Keep up the good work! (MS)
Meets needs well. (MRC)
My experience has been very positive--alas, I cannot think of anything. (MS)
My experience was great--I can't think of an improvement. (MS)
My needs were met through an "on the ball" and thorough department graduate advisor. He made it easy for me to concentrate on my classes rather than registering for classes, other paperwork, etc. (MEd)
No suggestions. I had a very good experience at USU. (MEd)
Now that PSY 6660 is not in our program, I would say that you are doing a great job. (MS)
So far so good. (MBA)
USU is doing a good job. (MS)
USU Rocks!! (PhD)

COURSE/PROGRAMS
Address student concerns on course evaluations and make the necessary changes to improve the courses offered. (MBA)
Advertise the MSLT program and get more students, more diversity into the program. (Other Masters)
Be more clear about portfolios from the first class on. I wish someone would have showed us before our last semester. I took a long time to gather all the information from different computers, etc. (MEd)
Build thesis into program. (MS)
Classes with more hands on activities, less pressure on faculty for overseas projects. More time for feedback early in the program. Teach how to write dissertations and journal papers. (PhD)
Clone Dr. Mark W. Brunson. Every department should have a top-notch advisor who is capable of providing graduate students with the best possible mentor. Dr. Burnson's support, patience and advice were essential with this students success at USU. (MS)
Committee members need to meet more with grad students. (MS)
Coordinate the MBA program with other programs to obtain professional designations, e.g. CPA, CMA, CFA, CTP, etc. (MBA)
Created a format for learning that carries from class to class (e.g. group projects in all classes with groups of the same sizes, learning groups, etc. (MBA)
Drop concurrent masters program. (ME)
Ensure that even if a department is disbanded that the graduate students still have an opportunity to easily finish their current degree. (MS)
Flexibility. (MS)
Give them the ability to choose or vote on elective courses. (MBA)
Don't kill programs, you lose respect in those fields, create discontent, and most importantly, great faculty members are lost. ((PhD)
Help with the planning of when courses are to be taken. (Macc)
More rigorous coursework. (MS)
I had too many classes that had both graduate students and undergraduate students in them. (Macc)
I think that the Logan campus needs more classes that are flexible to full time workers (MBA courses). (MBA)
I will talk only about CS department. They need to replace department head; I guess too much of paperwork; better coordination between committee members. (MS)
I would have appreciated more evening course offerings since I work full time during the day. (MBA)
I would like more public exposure to those in my field. (ME)
If only USU could provide more faculty for certain areas of concentration in the Electrical Department it would be great. Apart from that it has been an enjoyable experience doing graduate coursework here. (MS)
Improve the department. (PhD)
In my program, plan B students need to be taught how to prepare a literature review. This is something my research class did not help me with; I had to learn on my own. (MS)
In order for USU to move to the next level in terms of graduate school, it must bring in more money than it currently does. (MS)
Increase the number of entrepreneurial classes offered. (MBA)
Increase the spectrum of courses offered. (MS)
It is ridiculous to have to many students, mostly international ones that ask repetitive questions in graduate class. Some had over 60 students! The professors are spread too thin with so many students. (MS)
LAEP Department needs more research money for graduates. Also better TA stipend. (Other Masters)
Less boring professors. (MEd)
Don't schedule a five-week class for accountants in March-April. (MBA)
Make sure every program is outlined correctly and every class needed for the program is taught. (MS)
Make sure scheduling doesn't overlap required courses in the summer. (MEd)

More detailed instruction with planning programs of study. (ME)
More face to face support in internships. We need an advisor on site/available to discuss issues (like we had during the practicum class). (MS)
Wider range of courses/topics of study. (Other Masters)
More follow-up from the department. (MS)
More invited/talks on scientific subjects. (MS)
More graduate courses are needed for improving overall quality. (PhD)
More hands-on opportunities like internships, projects in real world. More intensive and updated coursework to meet the market needs. (MS)
More one on one help in determining course work. Courses need to be better focused on what industry wants or needs. (MS)
More professional organizations. (PhD)
More competitive courses. (MS)
More flexibility in programs of study to tailor them to meet the needs and career goals of the student. (Other Masters)
Need a handbook for each department laying out step by step what a grad student needs to do, including names, offices, locations, and phone numbers of the people he/she needs to conduct a bit of business with. (MS)
Need to teach more advanced classes and laboratories. More interaction between same-department students/faculty. (PhD)
Needs to promote the program better, increasing the value of the degree in the professional world. (MS)
Never teach e-commerce over the internet you need to make it a real class with a real professor. That class was a joke. (MBA)
Offer a class in strategic decision making. Less rhetoric more practical applications. (MS)
Offer classes more than once a year. (MEd)
Encourage students to participate in conferences and give presentations. (PhD)
Offer more summer workshop classes. (MS)
Our department is such a small one that I feel like the Deaf Education professors really helped more than USU on a larger scale. I felt great about our system other than the lack of funding issue. (MEd)
Provide a "best order to take classes" for each program. I could have gotten more out of classes had I had other classes first. (MS)
Provide a high consistency in program requirements, etc. I was told different requirements when I applied than after my first semester. No one told me they changed and it threw off my schedule somewhat. (MBA)
Provide committed, professional, and organized chair persons. (PhD)
Provide graduate-only level classes instead of mixed undergrad/grad classes. (MS)
Provide more assistance (administrative) to your MEd students. Treated like second-class citizens. (MEd)
Quit changing classes around so much. I was unable to take at least 4 classes that I desired to take, because the department changed or cancelled them at the last second. Very, very, frustrating! (ME)
Reduce troublesome rules, teach things really useful. (MS)
Regarding IT, keep the website a little more organized and send out class information earlier. Spring 05 was much better than the previous semesters. (MEd)
Schedule the classes either all in the morning or all in the afternoon. By doing both it doesn't allow for people who work. (MBA)
Should have more computer engineering courses in electrical engineering department. (ME)
Should improve the quality of programs and courses by giving good projects and facilities to the students. The graduate courses were not that satisfactory. (MBA)
Within the department more focus on the status and progress of the student would help. An MFA is a 3-year terminal degree. (Other Masters)
Stop grading on an artificial curve! (MBA)
Tell the dean to stop emphasizing engineering research so much that the professors are forced to neglect their students to keep him appeased. (ME)
The fall class was really not helpful. I have two unused large books that were required. The first half repeated HTML, but poorly (we'd already had it) and the next half semester was on Dreamweaver--poorly constructed class! (MEd)

The only difference that would have helped me would be to hold classes on Tuesday/Thursday. The Friday/Saturday burned me out towards the end. But other than that, it was a great experience. (MBA)
The professors from Human Resources were very bad at outlining course objectives and expectations. None were well received by the students due to their arrogant demeanor. (MBA)
The publication is cryptic at times. Many professors do not understand the process to graduate. (MS)
The transportation department should have an additional faculty (compared to the work environmental and water resource, the research work in transportation department is better reason.) (MS)
There needs to be regular meetings between grad students and faculty. Having committee members and major professors actually show concern, set agendas, check progress. (MS)
Try to help students get more internship or practice opportunities. (MS)
More teaching opportunities extended to grad students in MFS dept. rather than just for specific major areas or undergrads. (MS)
DISTANCE LEARNING
A better kind of orientation for distance ed students addressing scheduling, financial aid, summer housing, etc. (MEd)
Better communication to distance learning students about individual graduate tract. (MS)
Better tracking of students to make sure they take classes when they should, especially distance students. (MS)
Closer monitoring of distance ed students. I had two advisors, one enrolled me in the wrong program and I couldn't get anyone to respond to email. (MEd)
Communicate more with distance education students. (MEd)
Consider Ednet students real USU students--give us feedback and information, keep us up to date, and let us know what resources are available to us. (MS)
Distance education graduate students get a "closed by restriction" message when trying to register for on-campus classes. We want to know what it means and who to call to get it changed so we can register. My graduation was delayed because I was clueless and misled. (MEd)
Distance students are second class learners. There needs to be better advising. (MEd)
For distance students, make campus an option. I have never know of anything that I could have done to be involved with the campus. (MBA)
The distance ed classes are hard for obvious reasons. (MS)
Improve online distance education procedures, including dissemination of information to distance students (I never really felt a connection with the USU school as an institution) and fee payment. Credit card transactions and class registration systems. (MS)
Increase communication between the distance education in Ogden and the campus. They sold us a MPA and instead I am being given a MSSPA. Not quite the same thing. (Other Masters)
Increase the quantity of student/potential student support services via the USU Distance Education website (e.g. 'learning readiness test', 'what's a virtual classroom?', 'Using a discussion forum', etc.) (MS)
It was difficult to find someone in the Uintah Basin that could answer questions regarding my program. I registered for classes and hoped I was going in the right direction. (MEd)
Make the UVSC extension more easy to find information on and apply for. (MBA)
More communication with distance students. (MS)
More effort to make distance students feel part of USU. (MS)
Offer a wider variety of classes to students off campus. (MEd)
Provide more feedback, continuing education, and information to students who are not at the Logan, UT campus. (MS)
Satellite location must have computer labs and/or connections like the main campus has. (MBA)
Turn the Ed-Net program into a full-time program. (MS)

FACILITIES/EQUIPMENT

- An easily accessible copy machine in the engineering building would be nice. Not a coin operated one, something that works off of library card or Aggie Express account. (MS)
- Better computer facilities in the graduate research office for hydraulics students. (MS)
- Better facilities in the HPER Building. (MS)
- Better lab and printing facilities. (MS)
- More computers in the Family Life Center/FCHD. (MS)
- Computer labs need to be open later during the summer. Access to copy machines needs to be better during summer. (MEd)
- Computer labs open later during the semester. (MEd)
- Give MBA students their own computer lab area like the ECON department has. (MBA)
- More graduate only office space and computer resources. (MS)
- Improve internet capabilities, especially web servers. Should increase the computer lab timings. Those labs should be open 24/7 for students. (MS)
- More access to resources like laptops. Involve more interaction with the industries for most practical experience. Make labs open 24 hours. More accessible graduate offices. (ME)
- Better computers for TA's and RA's. (ME)
- More labs, less computer viruses. (MS)
- More parking for students. Have computer labs open 24 hours and give access to enrolled students via an electronic card to enter into these labs. (MS)
- Overnight open access labs. (MS)
- Parking. (MEd)
- Personal computers while attending grad school. (MS)
- Better paths to get across campus (less construction all at once!). (Other Masters)
- Provide a computer for each graduate student. (MS)
- Improve laboratory facilities (remodel buildings). (PhD)
- Provide more graduate student rooms with personal computers. (MS)
- Provide needed high-speed internet connections for off-campus students. (MS)
- Graduate computer lab with SPSS computer program, open early and late and weekends. (MS)

FACULTY

- Better screening of faculty members. (MS)
- Bring in more faculty and offer variety of courses. (MS)
- Bring 'world class' faculties--recognized in their respective field of studies. More faculties than we have. (PhD)
- Did I have a "major professor?" (MBA)
- Faculty needs to have more concern for the well being of students. Choose appropriate faculty members who have concern for students. (MS)
- For the professor, place less emphasis on publishing and bringing in money and more emphasis on the quality of teaching. (MS)
- Hire more and better published professors in Instructional Technology and Information Architecture. (MS)
- Hire more professors in various other sub divisions. (MS)
- Hire teachers with actual working experience! Not just education and the ability to write grants. (MRC)
- I definitely could have used better mentoring for planning out a program of study. (ME)
- Ensure that only highly qualified individuals are permitted to teach graduate level courses. Reward major professors who are excellent. (PhD)
- Increase faculty number. (MS)

Make department faculty members aware of Graduate School policy changes and graduation process changes. (MS)
Make sure major professors know the requirements and deadlines and other information so they can adequately mentor graduate students. (MS)
Make sure professors know graduate process better. (MS)
More feedback from professors. (MS)
Awake and alert professors during defenses. (MS)
Prohibit department heads from stealing pre-scheduled defense rooms. (MS)
My major professor was not informed of changes to the program while he was gone and consequently gave me bad information. Now I will finish in summer and not spring. (MS)
Professors that have enough time for graduate students needs. (Other Masters)
Provide more practical and upper degree professor interactions. (MEd)
Retain faculty, recruit additional graduate students, and have a more transparent rather than closed door/mind decision making process at the University Administrative level. (PhD)
Some professors are on a personal trip during semesters and it was hard to contact them. And some professors don't give feedback quickly and they tend to forget about it after a couple of weeks later. (MS)
Take some of the unnecessary work load off the professors so that they will have more time for research and helping their graduate students. (MS)
FEES/TUITION
Activity fees were high considering my personal use of facilities and activities as I did not live on campus and had to travel considerable distance. I would suggest prorating according to use. (MEd)
Hike the tuition to create an even better learning environment. (MS)
Charge less for student fees-we don't have time to go to activities. (MS)
Financial support--waive instate tuition. (MS)
Graduate students rarely go to sporting events, the costs of which should not be included in our tuition. (MS)
Implement summer tuition waivers for part-time study. Implement tuition waivers during internship year. (PhD)
Lower fees for students who are finishing thesis away from campus. (MS)
Lower tuition. (MS)
Communicate better about tuition costs and schedules. (MBA)
Less difference between instate and out-of-state tuition. (MS)
Publish fees for tuition for online classes on internet. Maybe create a special place to gather all online or a help line just for online student information. (MS)
Reduce tuition and insurance costs for grad students. (MS)
Reduce tuition. (MS)
FUNDING
A better teaching assistantship we're at the bottom of the barrel. (Other Masters)
More assistantships and fellowships. (MS)
Better tuition assistance in funding opportunities. (Other Masters)
Communication for more scholarships/job fairs. (MS)
Continue to ensure assistantship funding. (MS)
More financial opportunities. (MS)
Graduate research assistantships and financial support to international students should be increased. Employment opportunities and student internships should be made available from the department. (MS)

Help international students get full assistantships, both instate and out-state. (Other Masters)
Higher stipends for qualified students. (MS)
I wish there would have been some scholarships available. (MS)
Increase the funding for research and research presentations at conferences. (PhD)
Increase assistantships for international students. (MS)
Less expensive. (MS)
More advertising of financial aid available. (MRC)
More assistantships. (PhD)
More financial aid. (Other Masters)
More financial assistance (assistantships, scholarships, etc.) (MS)
More financial assistance: scholarships, grants, etc. (MS)
More financial support for graduate students. (PhD)
More funding for attending relevant seminars/meetings. (MS)
More grants. (MS)
More scholarships and information about internship opportunities for my area of study. (MS)
More scholarships. More sources of funding available to students. (ME)
More TA positions. (Other Masters)
Offer free health insurance to TA's; cover all tuition for TA's. (Other Masters)
Offer students at least one semester of financial assistance (graduate students). (MS)
Provide more assistantship opportunities or other financial aid. (MEd)
Provide more assistantships and financial aid. (MS)
Provide more funding within the department. I'm tired of hearing there is never enough money for higher education. Granted, that is money that comes from the government, but paying for out-of-state tuition is terrible. (MS)
Provide more opportunities for assistantships. (MS)
Provide more opportunities for tuition waivers and assistantships. (MS)
Provide more tuition assistance. (MS)
More graduate stipends. (MS)
Provide tuition waivers more readily and help support programs with less funding. (MS)
Raise salary for assistantships. (MS)
The availability of assistantships or fellowship support to help cover the costs of graduate education at USU for international students. (ME)
There should be some assistantships for ME students. (ME)
To provide more assistantships to international students. (MS)
USU needs to find more money to pay their grad students. Assistantships are not up to par with cost of living. (MS)
GRADUATE SCHOOL OFFICE/STAFF/PROCEDURES
Be more clear on the requirements of a plan B project. (MS)
Be more specific at the school of graduate studies so we as students know what is going on and when to submit things, etc. (MS)
Clarify deadlines such as the graduate school thesis reading requirement as EARLIER than April 8 so students can get their name in the commencement program. I think the single person review process is inadequate and unfair to students who have worked so hard. (MS)
College of Graduate Studies should be more student oriented. (PhD)

Consolidate and simplify the paperwork. (MS)
Give more detailed information on the process of drafting, defending, and publishing a thesis. I had to do a lot of leg work that was unnecessary. ((MS)
Graduate school could be more helpful communicating deadlines and more timely in processing paperwork. (PhD)
Graduate school should act as a facilitator in learning rather than imposing the impossible, bureaucratic acts almost always. (MS)
Graduate School office should provide a packet of forms at the beginning of your career at USU. (MS)
Guidelines for thesis/dissertation format are long and unnecessary. Hard to answer as I am a distance education student. Had little interaction. ((MS)
Have a more friendly staff in the front office of graduate studies. (Other Masters)
Have more customer oriented administrative staff. (Other Masters)
More helpful and responsive school of graduate studies staff. (MS)
I did not get these papers until 4 days before they were due. I still don't know about caps and gowns. So make the graduation process easier and more understandable. (MS)
I only received one mailing from school of graduate studies. No real communication offered. (Other Masters)
I think a little leniency with some of the required thesis dates for concurrent students would be nice. (MS)
I think the school of graduate studies and department should provide a clear, concise checklist of all requirements for degree completion. (Other Masters)
Better awareness of deadlines for thesis etc. for graduation. (MS)
Some of the procedures could be more clear. (MS)
I would have liked a clearer presentation of the process from start to finish, especially what forms needed to be turned in when. (MS)
Improve the teaching assistant workshop. Provide more teaching opportunities. (PhD)
In my case I was out of town when I was mailed information about orientation programs. We need more information as we go through the program to keep us informed. (MEd)
Increase the information flow from the graduate school. I did not feel as if I received help from them. Every time I asked a questions I was directed to my department who could not do anything because of policy (university's not theirs). (MS)
Inform the students about all requirements and procedures as soon as they are accepted into the graduate school. (MS)
It has been confusing what forms and how many need to be filled out, there are too many deadlines. (ME)
It would have been helpful to receive periodic information through the mail concerning dates, deadlines, and approximate lengths of time to complete required segments of the program. (MEd)
Less cumbersome graduation process. (MS)
Less forms. (MS)
Make all/most paperwork electronic. (MS)
Make deadlines easier to find online. It took me a long time to find them. I also had trouble getting in touch with someone in graduate studies and I was told she couldn't call long-distance to Salt Lake. That shouldn't be an issue for an "extension" student. (MEd)
More contact to school of graduate studies. (MS)
More on top of helping us with requirements. (MS)
Less hassle for doing a plan A thesis. (MS)
My one complaint is that I was not informed that I could walk for 2004 graduation until the middle of April. On top of that, we were given one week to get all the paperwork turned in. Due to all of the above, I was not able to walk with the people would have gone with.
My only complaint was that two times I called the School of Graduate Studies and both times I was not treated with a "service-oriented" attitude. Their job is to assist graduate students, and I felt that I was a bother to them. (MEd)
Need more defined standards for acceptance of thesis. Need more control of committees. My committee was difficult to work with. (MS)
Need more staff in the graduate office to handle the paperwork in a more timely fashion. (Other Masters)

Online graduate students are given very little information from the School of Graduate Studies. It would also be nice to have online teaching assistantships for online students. (MS)
Provide a checklist of paperwork/process to go through entire graduate program. From choosing committee members to turning in appropriate paperwork for thesis. (MS)
Provide a full information packet about the requirements for graduation (forms and deadlines) at the time of admission. (MS)
Provide a list of things necessary for graduation, such as practicum requirements, forms required, etc. For students at extension sites in particular. This may help communication. (MS)
Provide an outline of degree requirements that is sent out right after an examination for defense form is submitted. (MS)
Make thesis guide more clear on headings/subheadings, formatting. (MS)
Provide deadline dates in the graduate degree checklist. (MS)
Provide graduation information before dates happen i.e. graduation fair has passed, and I was unaware until after it was over. (MRC)
Make graduation requirements more clear. (MS)
Provide relevant information pertaining to my degree. (MEd)
Sometimes the graduate studies office personnel were harsh and unhelpful with questions. Refused questions until paperwork was turned in. (Other Masters)
Staff of graduate studies office should be more friendly and more helpful. (MS)
Streamline the application process. Have better record keeping so program transfers are simpler and less cumbersome. (MS)
The deadlines were very unclear to me and I received a lot of mixed information from the department of graduate studies and my department. This can be improved. (MS)
The grad school is a big hurdle. They are inconsistent with information provided to graduate. (Other Masters)
The most difficult thing about graduate school is the amount of paperwork necessary for application, defense, and every step in-between. (MS)
The people in graduate studies office could be nicer to students. (MS)
The school of graduate studies needs to be able to process paperwork faster. Example: It took two months to get my course of study approved. That is too long of a delay. (MS)
GRADUATE STUDENTS
Diversity. (Other Masters)
GRADUATE STUDENT SENATE
More available travel funds from GSS. (MS)
I never heard anything at all from the graduate student senate. What do they even do? They need to publicize more and get students more involved. (MS)
I would like to know more about who represents graduate students (graduate student council, graduate senate) at this university. (MS)
Maybe inform graduate students about the new USU graduate students senate. I never really knew what this was about, what do they do? (MS)
Make better use of the graduate student senate. (MS)
HEALTH INSURANCE/CARE
Affordable health insurance (MS)
Better health care options. (MS)
Better health insurance. (MS)
Better options for health insurance. (MS)
Create health insurance scholarship. (MS)

Have cheaper health insurance. (Macc)
Health insurance buy in option for graduate students on the university policy, not third party policies. ((PhD)
Improve health insurance. (MS)
Affordable health insurance for graduate students and their families. (MS)
I think everything is great except health insurance costs, which are very expensive. Students have to be given flexible choice through the administration. (PhD)
I think that health insurance for students with research assistantships should be provided by the major professor. Most grad students cannot afford health insurance (MS)
I think there needs to be a health care plan similar to our peer institutions. (MS)
More funding, health insurance. (ME)
Offer an affordable health insurance plan that includes dental. (MRC)
Please get us real insurance! The insurance available to us now is outrageously expensive and essentially worthless. It covers almost nothing, not even preventative
More affordable health care. (Other Masters)
Provide better insurance that covers preventative care and will cover both doctor's visits and pharmacy claims. (MS)
Provide health care benefits to RA's and TA's. (PhD)
Provide health insurance. (MS)
Let grad students buy into the USU employee health insurance plan. (PhD)
A better insurance program would be nice. (MS)
Provide health insurance to all grad students--the optional health insurance is approximately 1/3 of what our assistantships are. (MS)
INTERNATIONAL STUDENTS
Control the intake of international graduate students based on funds in the department, to provide assistantships. (MS)
Encourage more international students to come in, interact more with them. (MS)
JOBS/CAREER OPPORTUNITIES
Be more active in the help of AG students for getting jobs. (MS)
Discuss career outlook/options. (MS)
Increase job assistance programs, increase networking. (MBA)
Job placement. (MS)
More opportunities for jobs.
More help in career placement once the term of education is complete. (MS)
More help finding employment after graduation. (Macc)
More help transitioning from the academic to the professional world. Most faculty members know a lot about academic jobs, but have very limited knowledge of professional jobs career services in each course. (MS)
More help with the transition to profession following graduate school. (MBA)
Offer more career opportunities to social sciences graduates that do not stem only from the public service. (Other Masters)
Improve relations to place students after graduation. (PhD)
Try to offer a kind of jobs (even if they are temporary) at the time of graduation because it is problematic to graduates to sit doing nothing. (PhD)
LIBRARY
A better library would be helpful. (PhD)

Advance the Library!!! (PhD)
More subscriptions to electronic journals. (MS)
Better library resources. (MS)
Better library resources--additional periodicals, books, journals, etc.
Access to the complete IEEE electronic library through USU, we have access only to publications after 1998. (MS)
Interlibrary loan might be made available or more accessible to DL students. (MRC)
Have more journals that are required for research. (MS)
I have not been successful in accessing electronic journals. I am not available during daytime hours to call and get help so that I can do research from home. (MEd)
Improve availability and accessibility of library resources for online use. (MRC)
Improve library database online for distance ed students. (MEd)
Improve library holdings. (PhD)
Improve access to online journals. (MS)
In the beginning I struggled with the availability to access the online journals through USU but that was resolved winter 2004 semester. (MEd)
Increase the number of subscribed journals. (MS)
Library facilities must be improved. Books are to be added. (MS)
Make library internet services easier to access from home. (MS)
Make more materials (library research) fully accessible online. (MS)
More extensive journal collection. (MS)
More online journals. (MS)
More resources at the libraries--more electronic databases specifically. (MS)
Offer more complete journals in Environmental Engineering. (PhD)
Online journal access should be longer than 1 year in the PAA. (PhD)
Library open on weekends for longer. (MS)
Should improve the library collections as well as the electronic journals. (PhD)
Up number of online journals. (MS)
REGISTRATION
Easy admission process, requirements, and constant interaction with students. (MS)
You need at lot of work at the registrar's office! (MS)
Have QUAD system be able to recognize whether our prior education includes coursework to satisfy requirements ("pre-requirements") for graduate courses taken at USU. (MS)
Less run-around for registration, payment, paperwork, etc. Enable online registration of ALL courses. (MS)
More organized registration process. Frequently classes are offered, but not advertised. (MS)
The computers were always messing up my admission and fee information. (MS)
REQUIREMENTS
Greater clarity what exactly is included in candidacy, participation, ceremonies, etc. (MS)
Be more forthcoming with requirements for graduate studies. (MS)
For all information I have of other programs at USU and other universities my program (masters) was a PhD program, requiring much more than other masters programs. (MS)

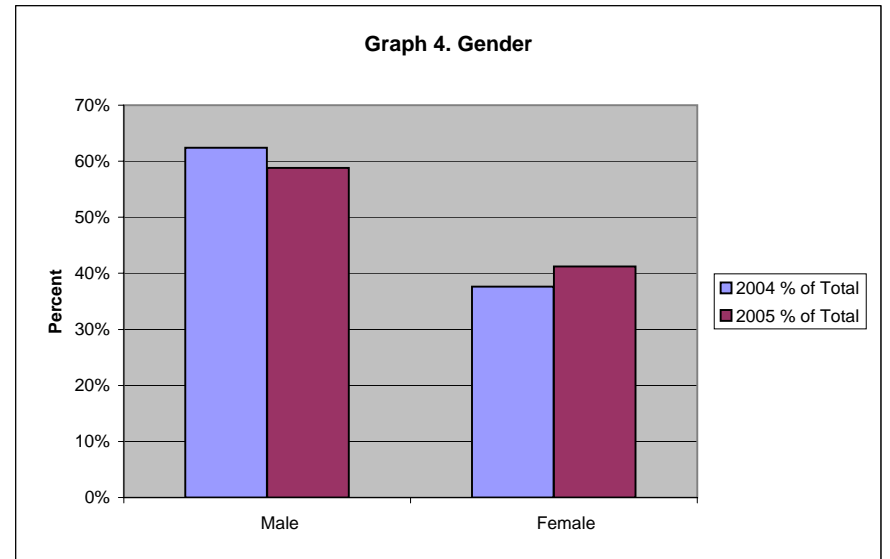
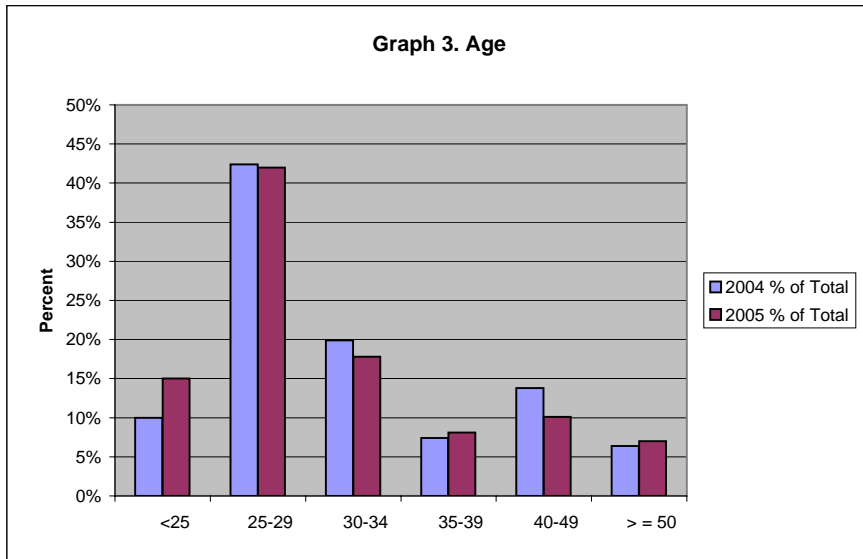
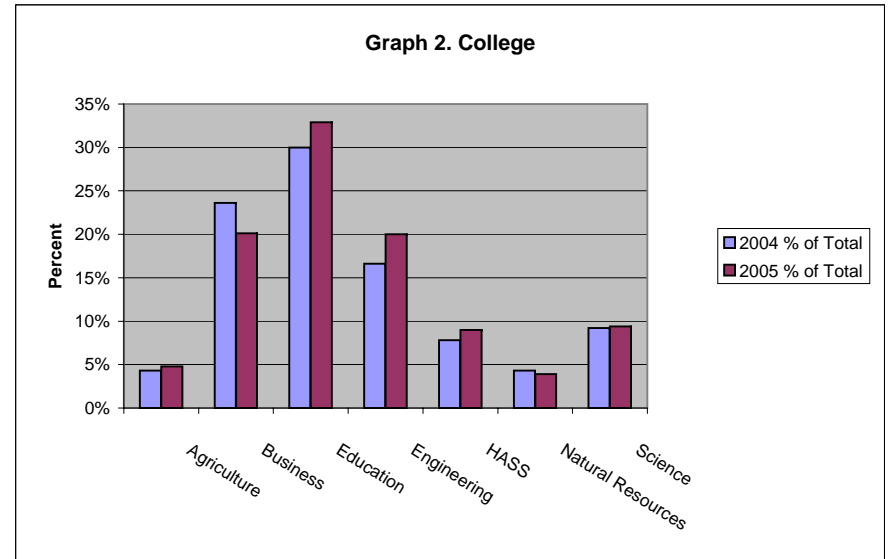
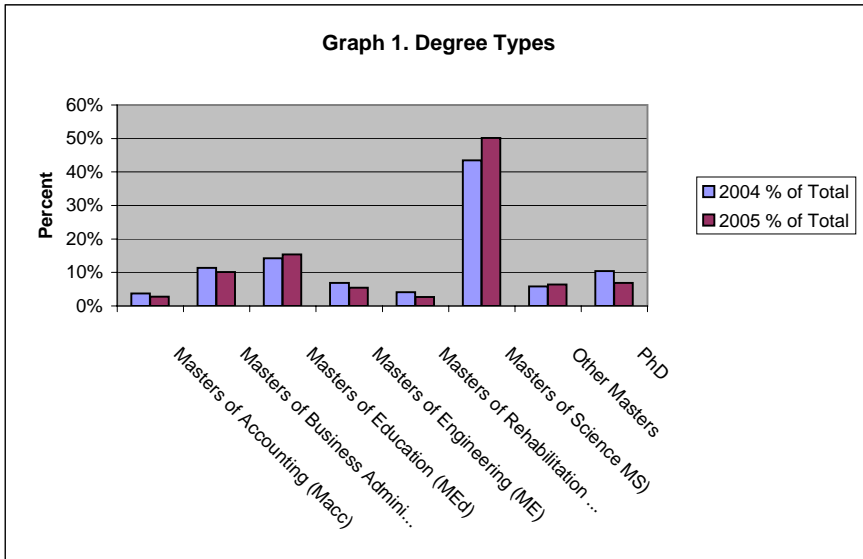
APPENDIX C

GRAPH COMPARISON 2004 -2005 SCHOOL OF GRADUATE STUDIES

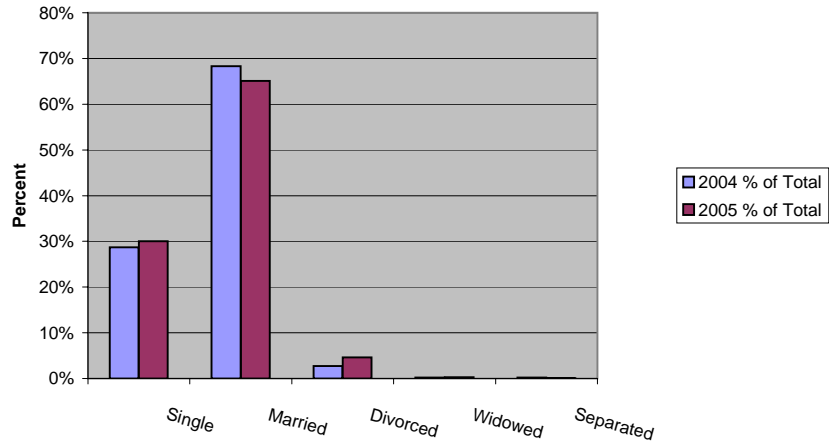
STUDENT SURVEY

APPENDIX C. COMPARISON OF 2004 - 2005 SCHOOL OF GRADUATE STUDIES STUDENT SURVEY

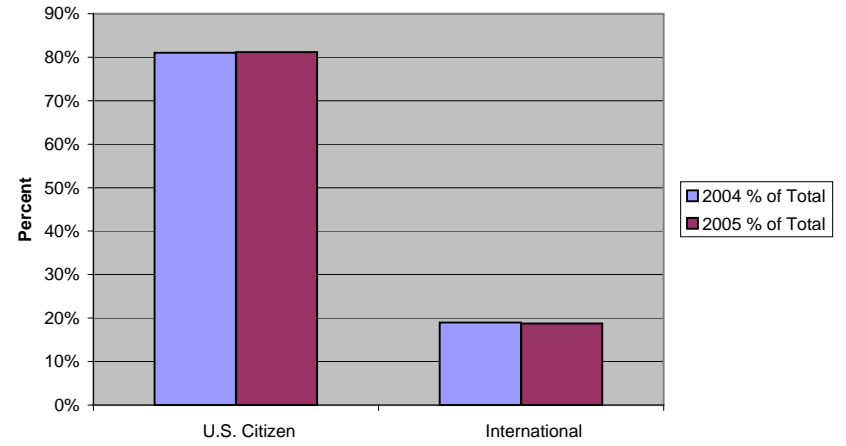
RESPONDENT CHARACTERISTICS



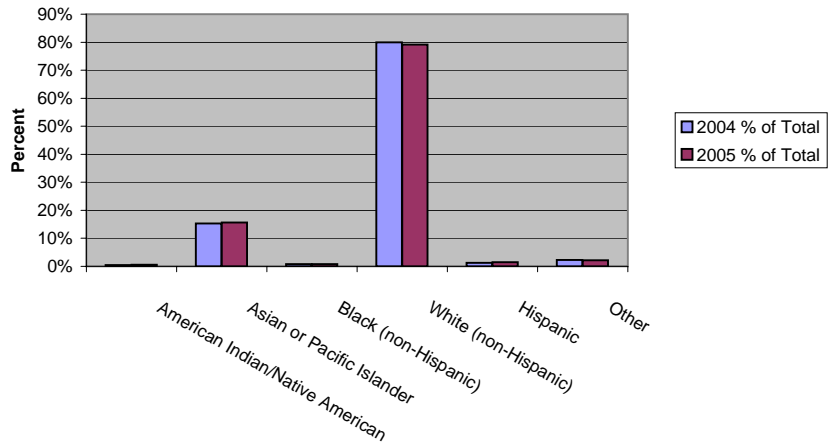
Graph 5. Marital Status



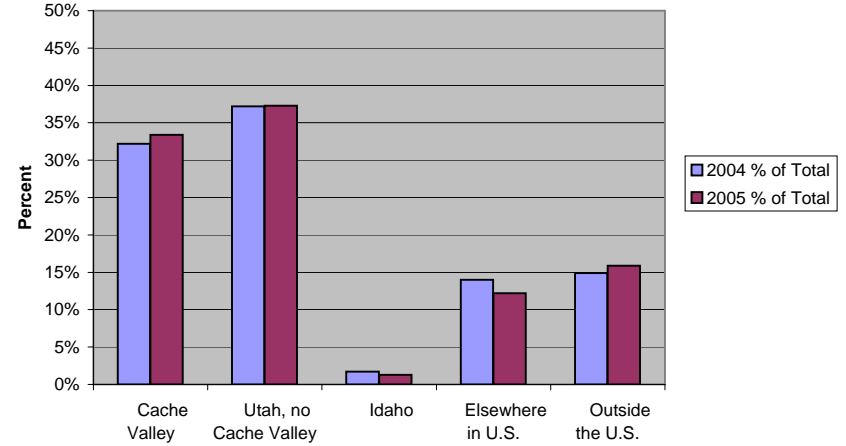
Graph 6. Citizenship



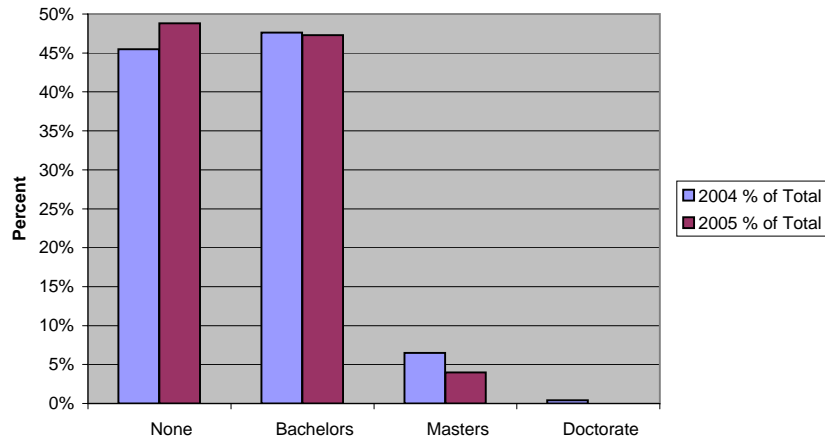
Graph 7. Race/Ethnicity



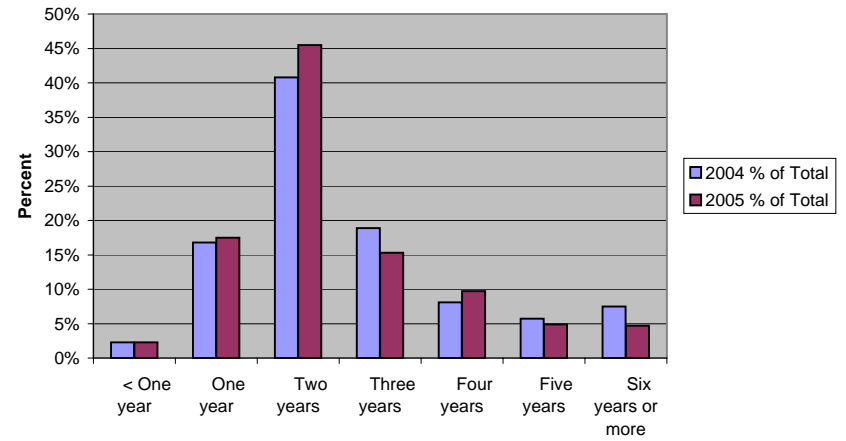
Graph 8. Location Prior to Starting at USU



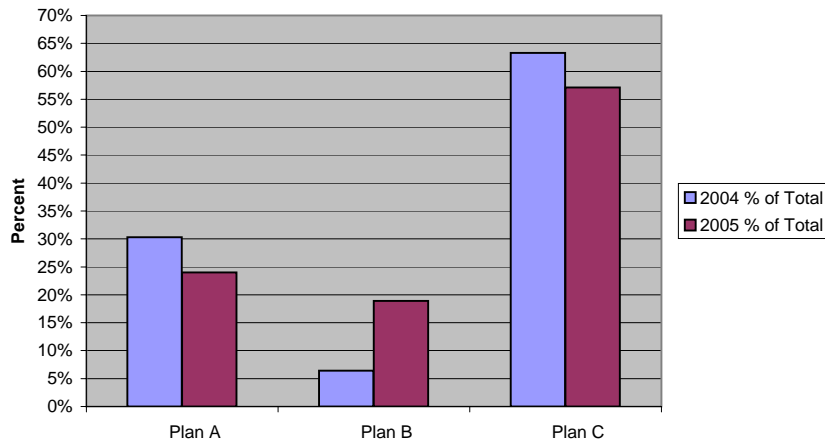
Graph 9. Prior Degrees at USU



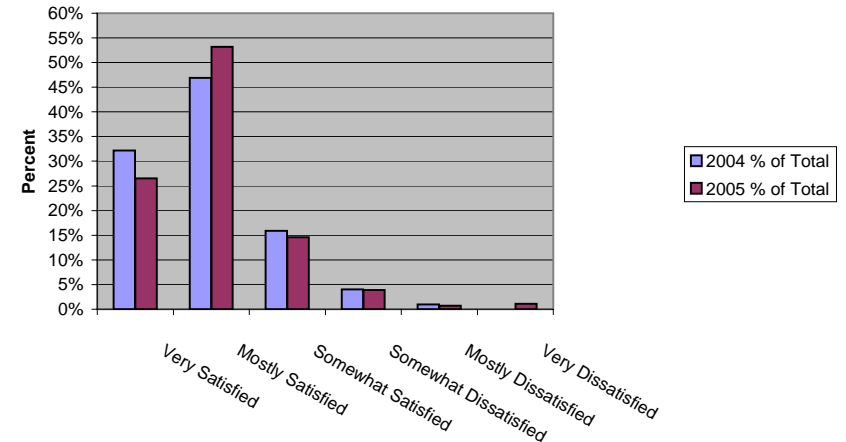
Graph 10. Years Enrolled as a Grad Student at USU



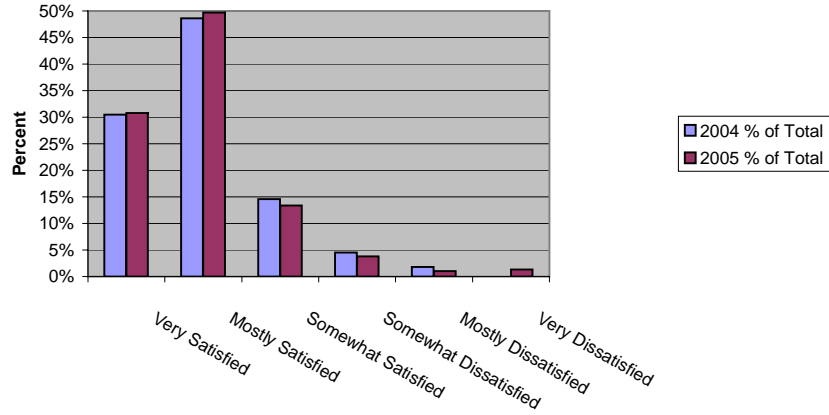
Graph 11. Masters Students Only: Plan A, B, or C



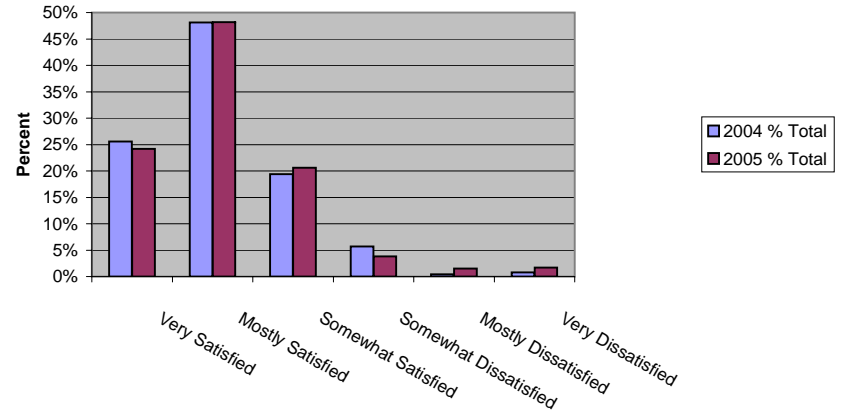
Graph 12. Overall Quality of Graduate Programs at USU



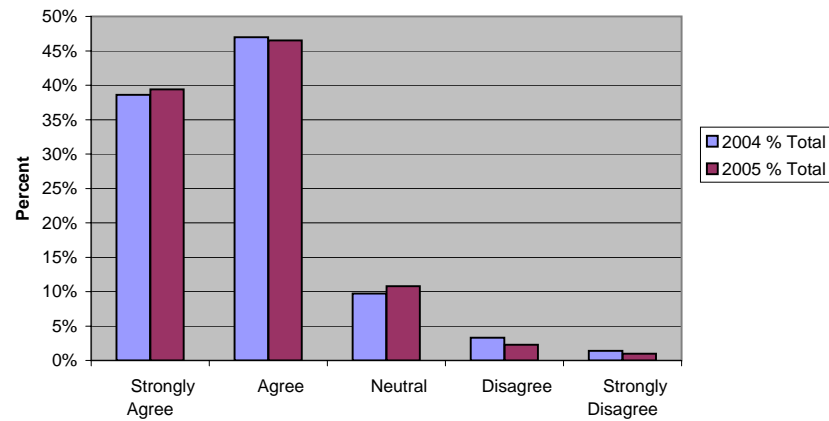
Graph 13. Overall Quality of Graduate Courses Taken Inside Department



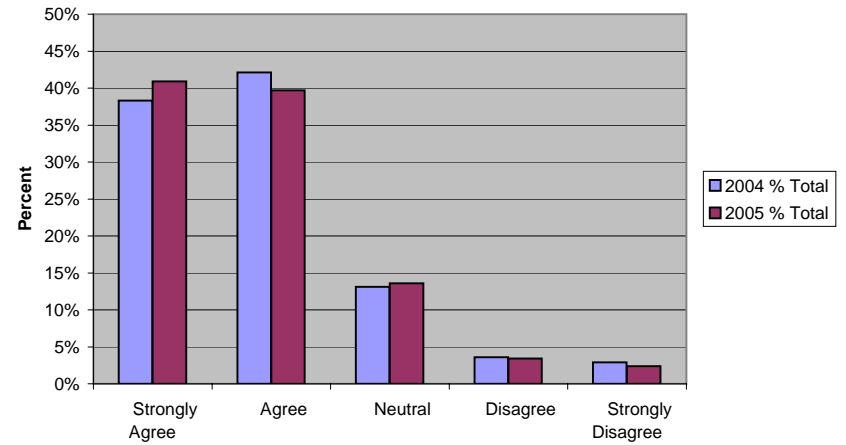
Graph 14. Overall Quality of Graduate Courses Taken Outside Department



Graph 15. For Me, USU Has Been A Good Choice For Graduate Study

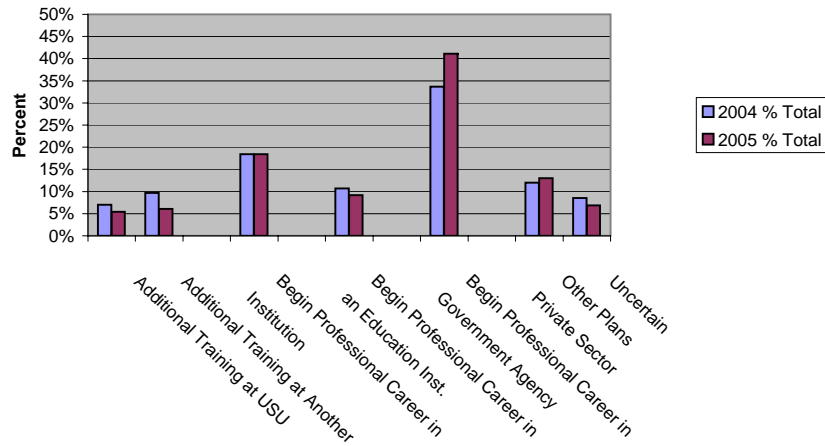


Graph 16. Would Recommend Program to Prospective Students

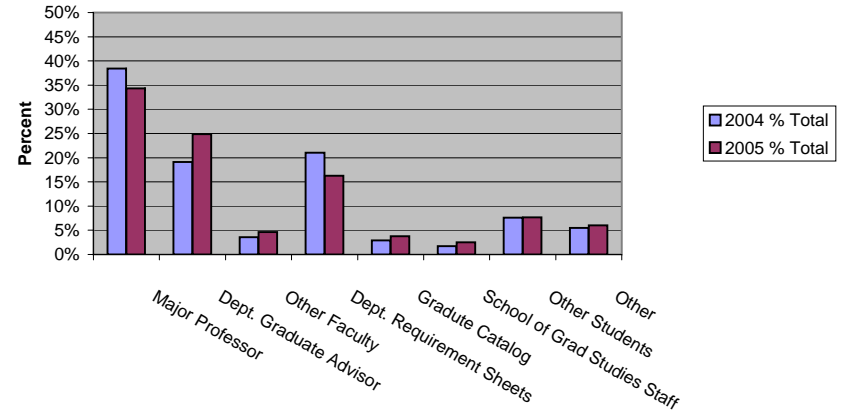


ACADEMIC DEPARTMENT AND MAJOR PROFESSOR

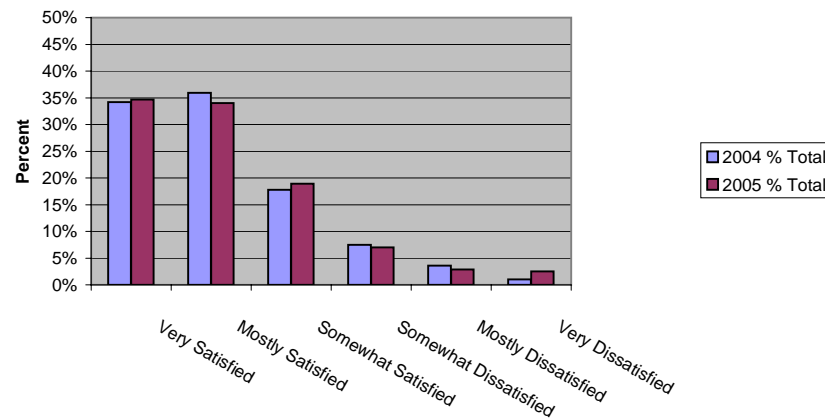
Graph 17. Plans After Finishing Current USU Graduate Program



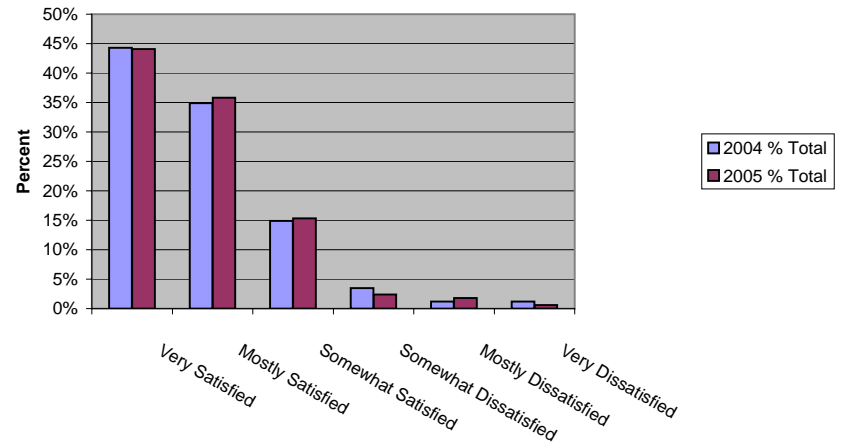
Graph 18. Major Source of Information Used to Plan Graduate Program



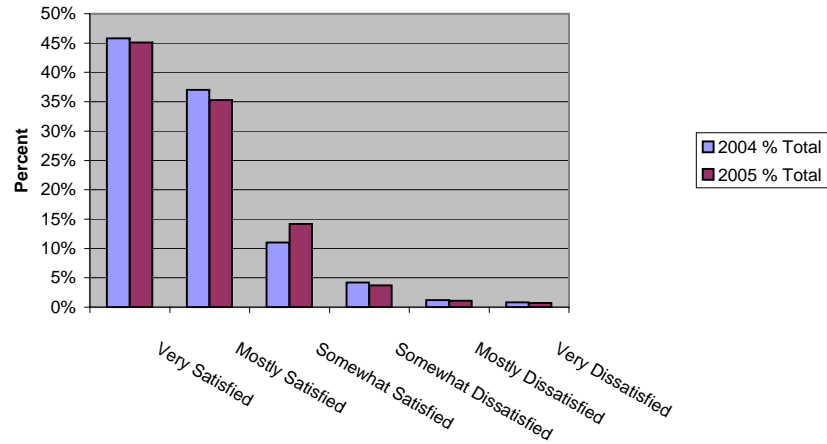
Graph 19. Information Received From Department About Degree Program Requirements



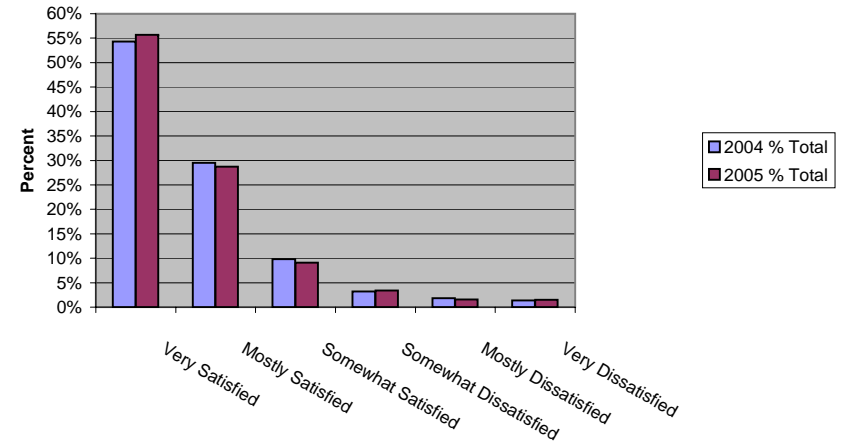
Graph 20. Helpfulness of Non-Faculty and Staff in Department



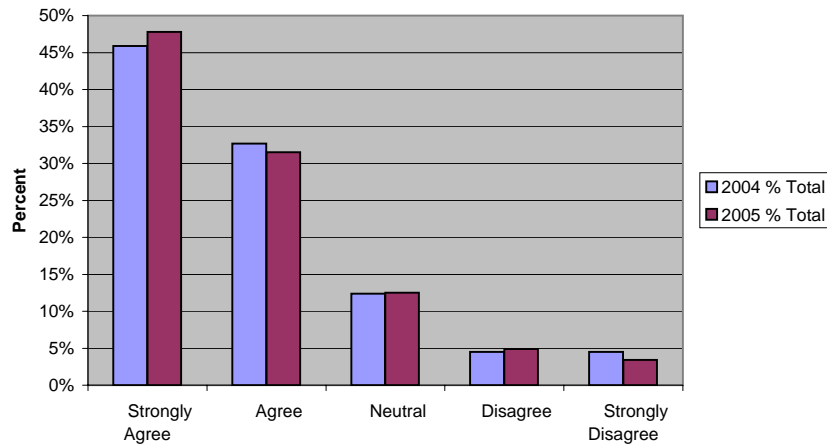
Graph 21. Helpfulness of Faculty in Department



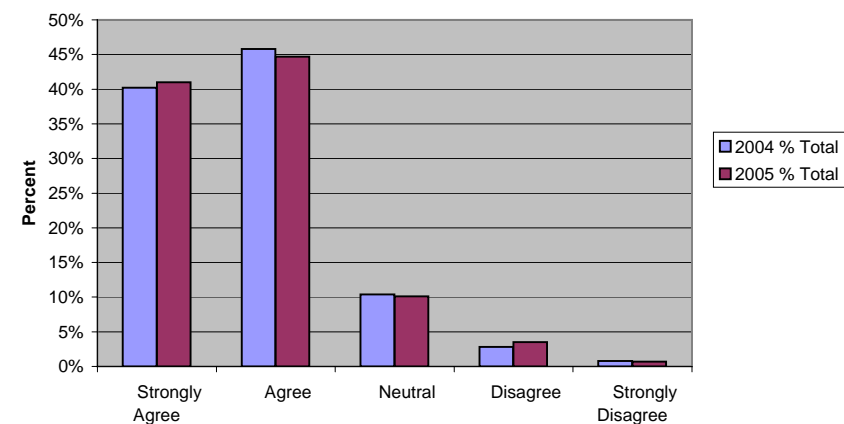
Graph 22. Helpfulness of Major Professor



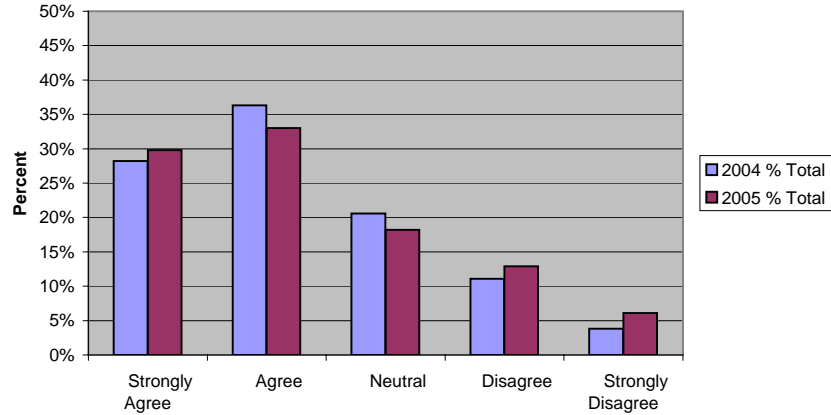
Graph 23. Advisor/Major Professor is an Effective Mentor



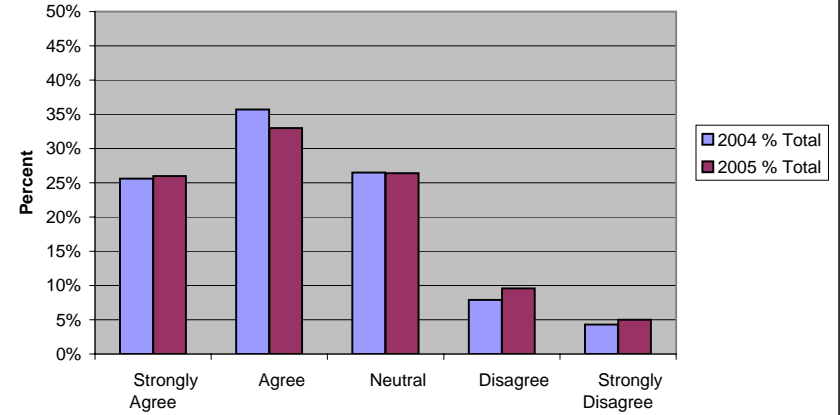
Graph 24. Department Has Humane Environment with Mutual Respect Between Students and Professors



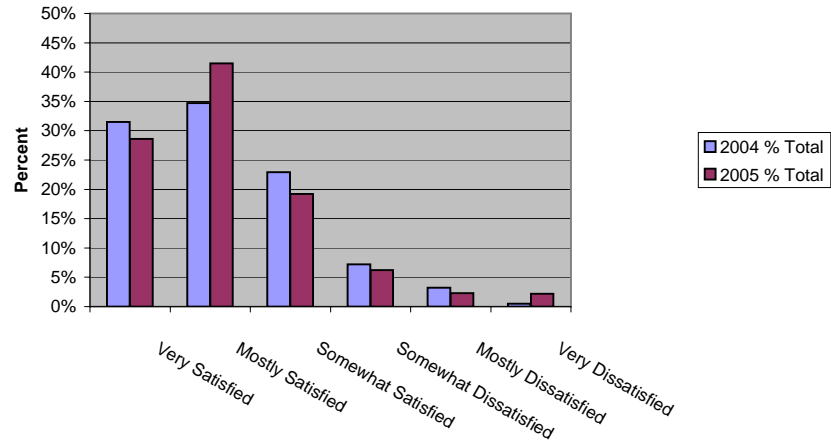
Graph 25. Department Has Done a Good Job in Providing Opportunities for Professional Development



Graph 26. Department Has Been Helpful in Assisting Graduates Find Employment

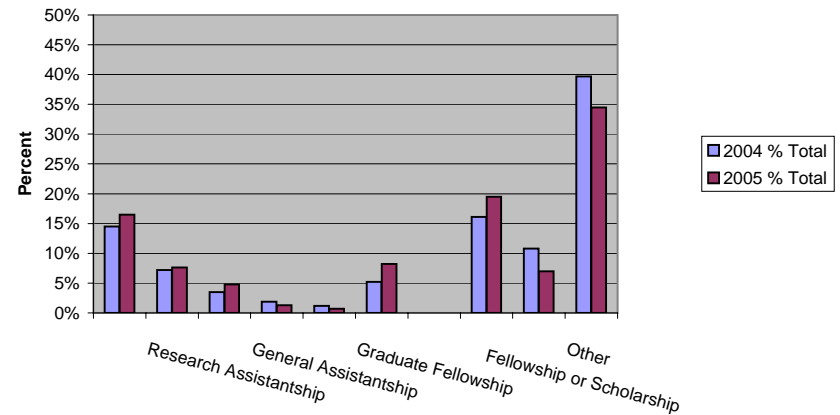


Graph 27. Availability of Research Facilities in Department

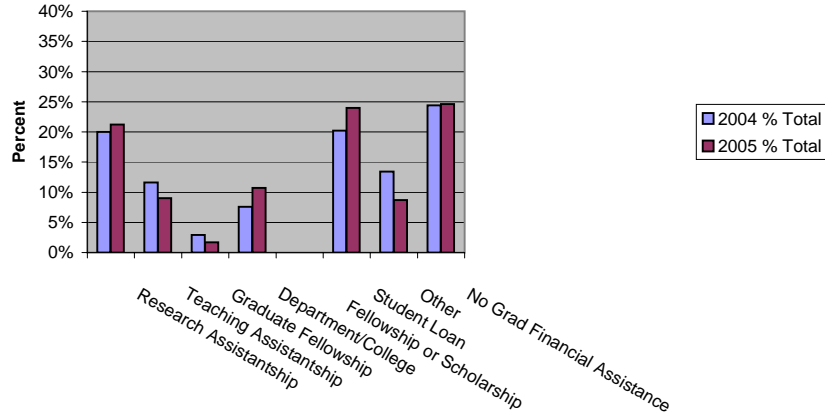


FINANCIAL AID

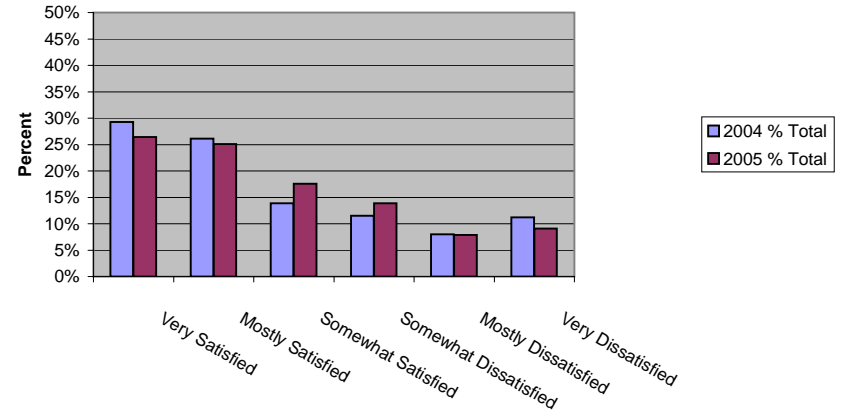
Graph 28. Sources of Financial Aid Received During Current Academic Year



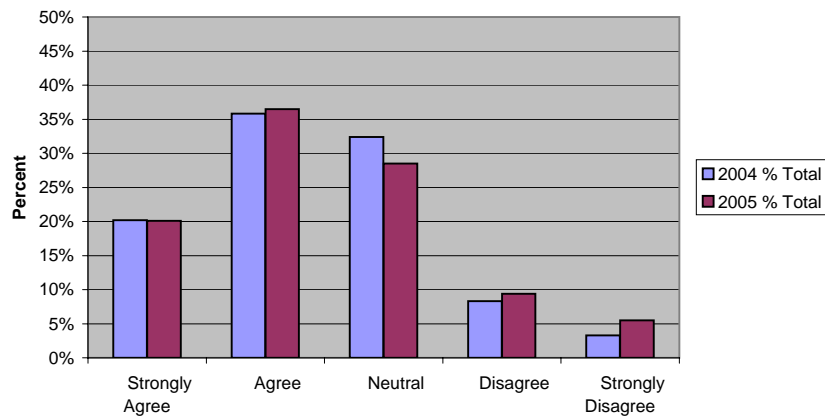
Graph 29. Sources of Financial Aid Received Sometime During Graduate Studies



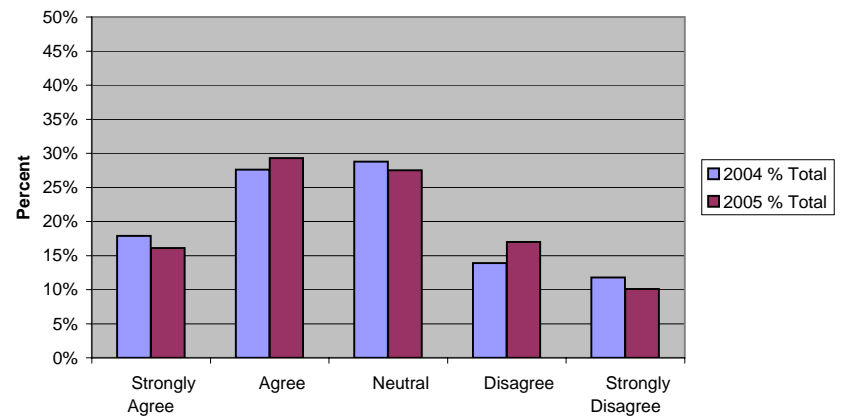
Graph 30. Availability of Assistantships or Fellowships To Help Cover Costs of Graduate Education



Graph 31. Procedures Used by Department to Make Decisions About Financial Aid Are Fair

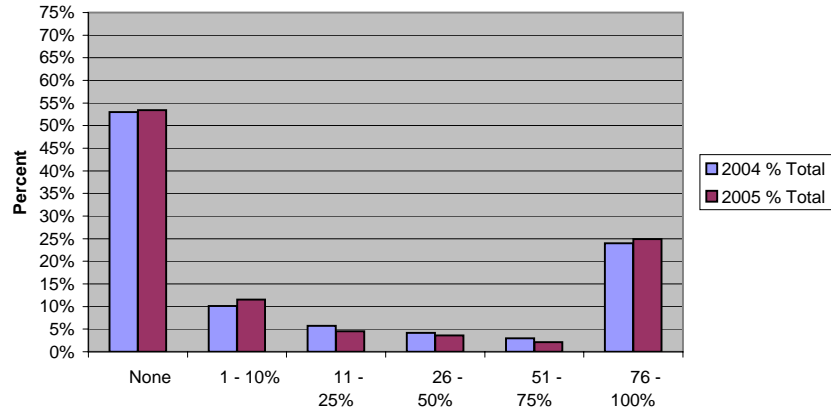


Graph 32. Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving Funding

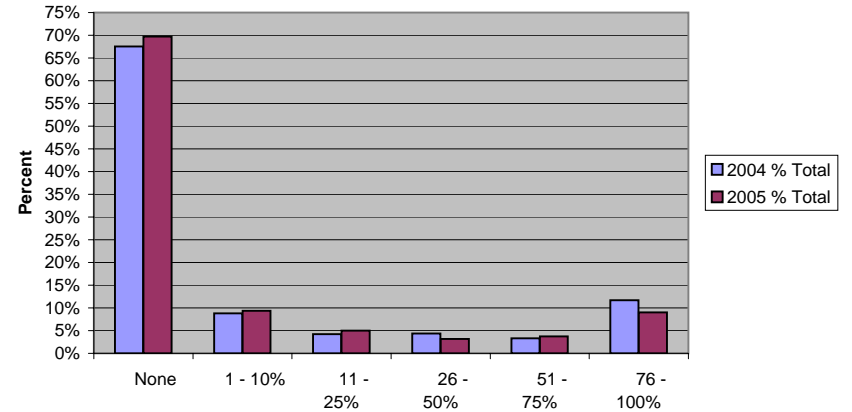


TECHNOLOGY AND LIBRARY

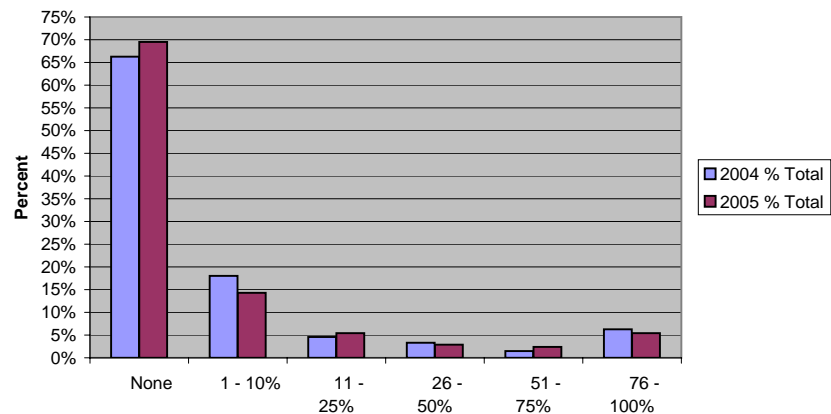
Graph 33. Percent Instruction That Was "Face to Face" at Other Than Logan Campus



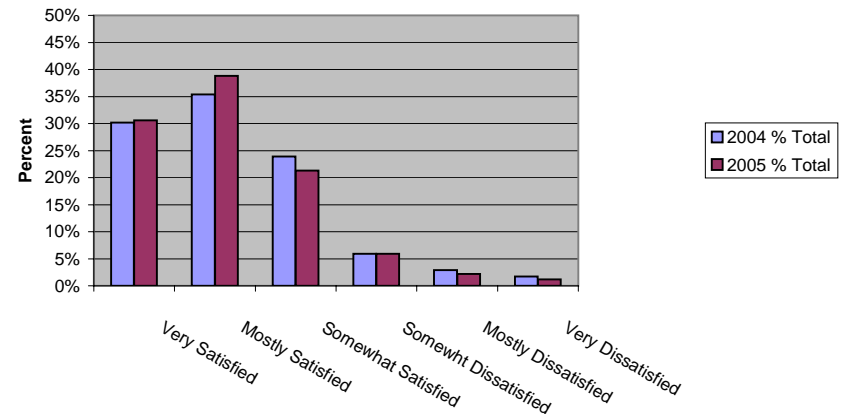
Graph 34. Percent of Graduate Instruction That Involved "Ed Net" System



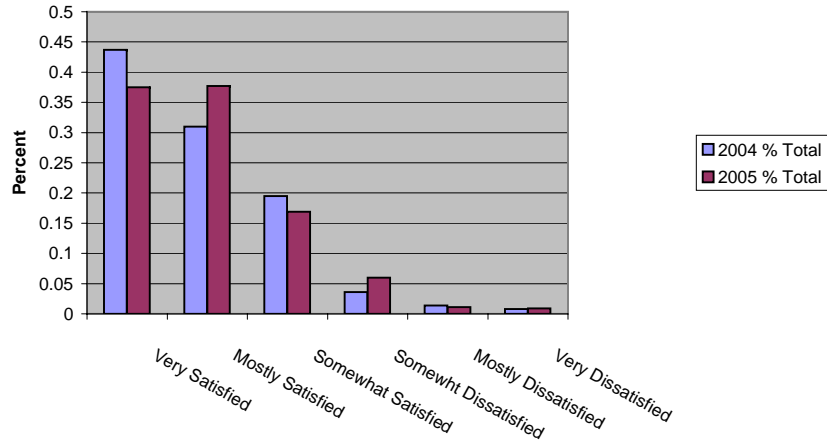
Graph 35. Percent of Graduate Instruction That Involved Web-Based Courses



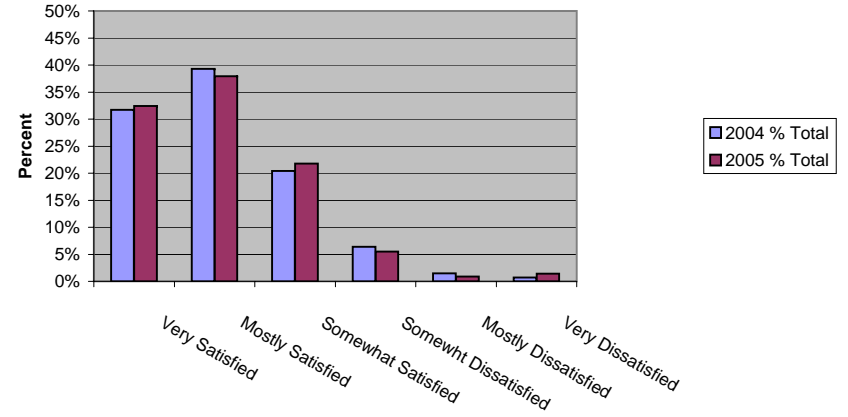
Graph 36. Availability of Library Collections (Books & Journals) in Field of Study



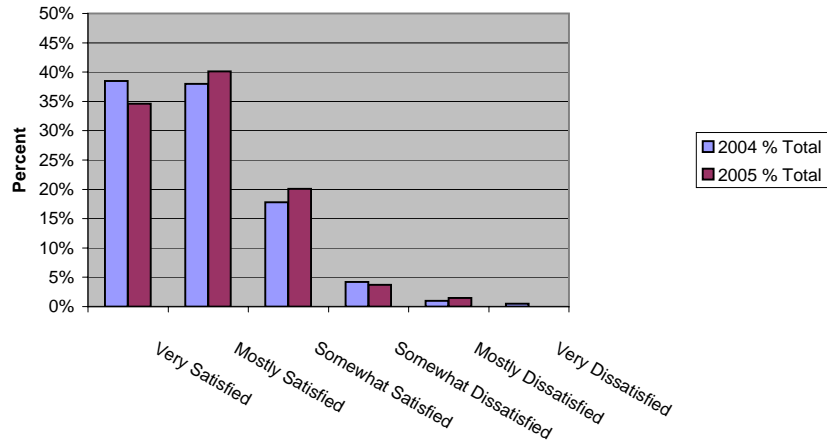
Graph 37. Availability of Materials Through Inter-Library Loan



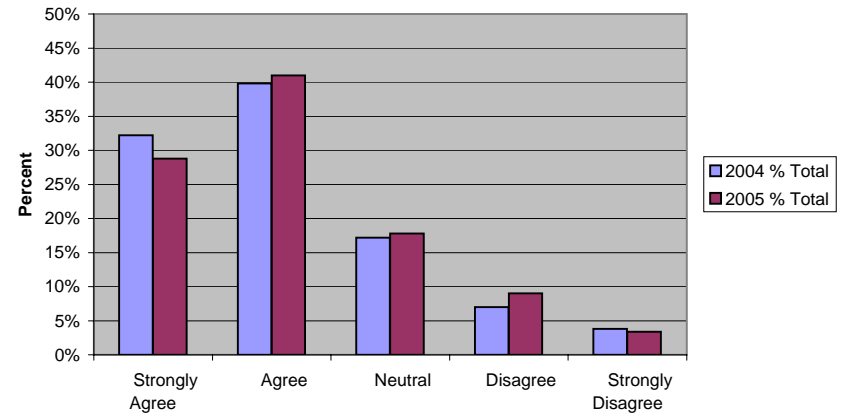
Graph 38. Availability of Electronic Databases Through USU Libraries



Graph 39. Helpfulness of Library/Learning Resources Staff

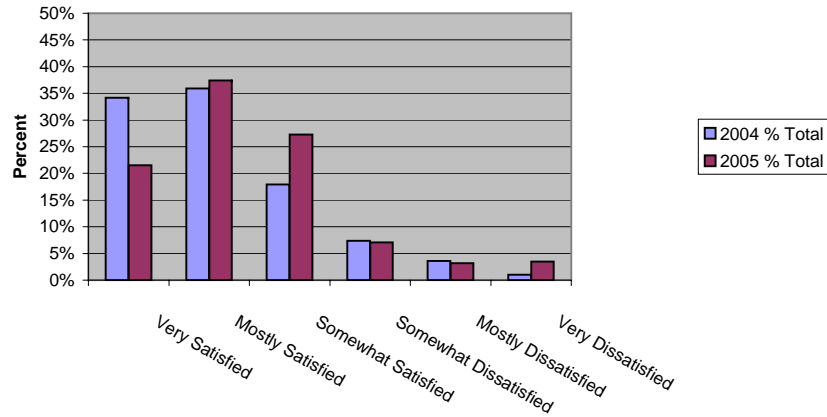


Graph 40. Satisfied with Computer Facilities Available to Graduate Students

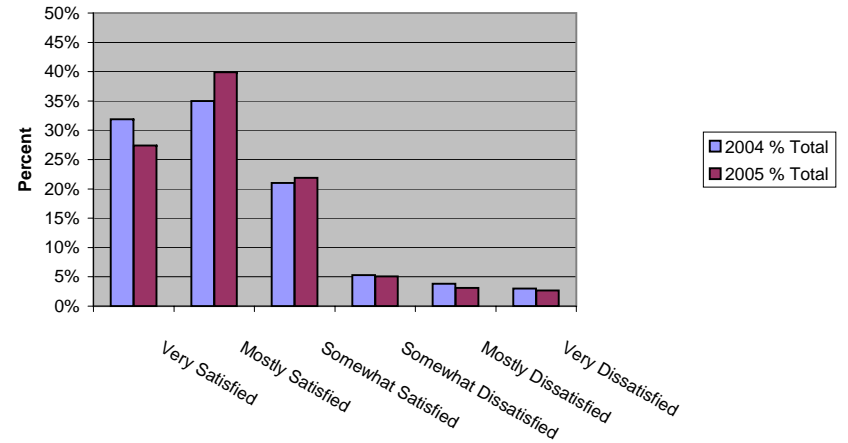


SCHOOL OF GRADUATE STUDIES

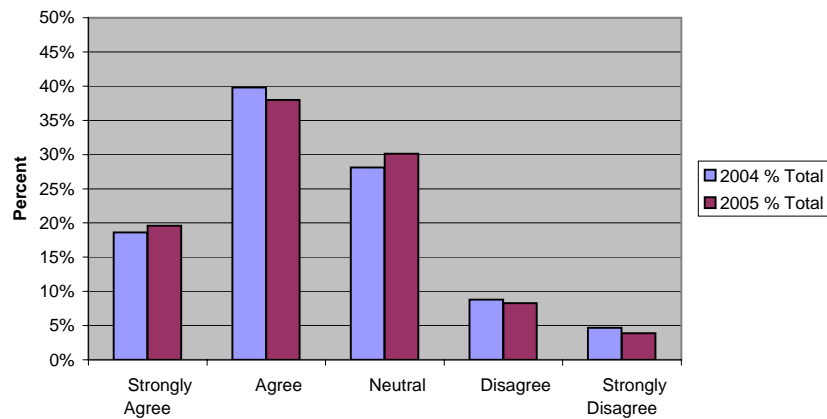
Graph 41. Information Received From School of Graduate Studies Regarding Degree Requirements



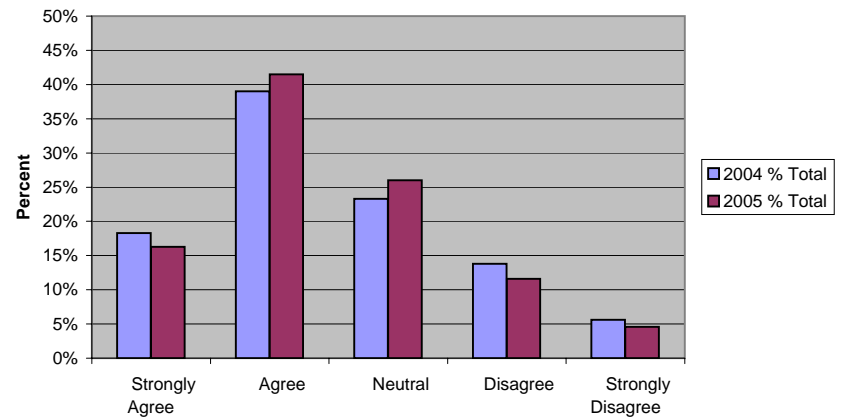
Graph 42. Helpfulness of School of Graduate Studies Staff



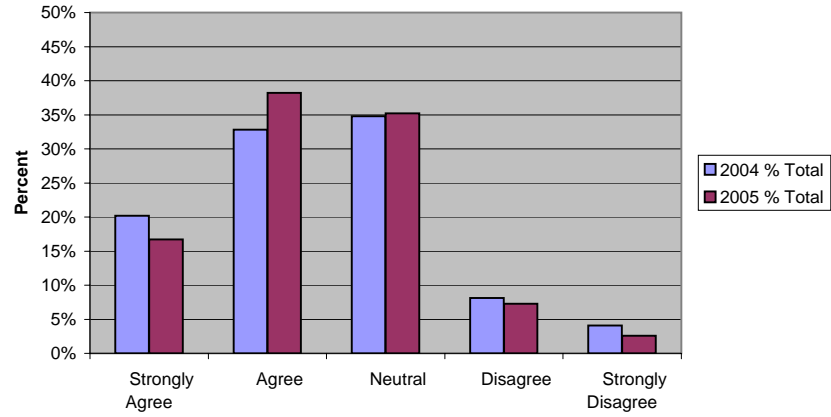
Graph 43. Thesis/Dissertation Review Guidelines/Procedures by School of Graduate Studies



Graph 44. Information from School of Graduate Studies on Things Like Filing Candidacy, Deadlines, etc.



Graph 45. Teaching Assistant Workshop Sponsored by School of Graduate Studies



APPENDIX D

FREQUENCY TABLES

School of Graduate Studies 2005 - Frequency Table

Table 1. Year you plan to graduate?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2004	396	52.9	52.9	52.9
2005	352	47.1	47.1	100.0
Total	748	100.0	100.0	

Table 2. Degree you are pursuing?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Master of Accounting (MAcc)	21	2.8	2.8	2.8
Master of Atts (MA)	9	1.2	1.2	4.1
Master of Business	75	10.0	10.1	14.2
Master of Computer	10	1.3	1.4	15.6
Master of Education (MEd)	114	15.2	15.4	31.0
Master of Engineering (ME)	39	5.2	5.3	36.3
Master of Fine Arts (MFA)	4	.5	.5	36.8
Master of Food Microbiology	1	.1	.1	36.9
Master of Landscape	5	.7	.7	37.6
Master of Natural Resources	2	.3	.3	37.9
Master of Rehabilitation	20	2.7	2.7	40.6
Master of Science (MS)	371	49.6	50.2	90.8
Master of Second Language	13	1.7	1.8	92.6
Master of Social Sciences (MSS)	3	.4	.4	93.0
Civil Engineering	1	.1	.1	93.1
Doctor of Philosophy (PhD)	51	6.8	6.9	100.0
Total	739	98.8	100.0	
Missing System	9	1.2		
Total	748	100.0		

Table 3. College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agriculture	39	5.2	5.2	5.2
	Business	148	19.8	19.9	25.1
	Education	247	33.0	33.2	58.3
	Engineering	147	19.7	19.7	78.0
	Humanities, Arts, Social Science	66	8.8	8.9	86.8
	Natural Resources	29	3.9	3.9	90.7
	Science	69	9.2	9.3	100.0
	Total	745	99.6	100.0	
Missing	System	3	.4		
Total		748	100.0		

Table 4. Agriculture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agricultural Systems Tech	9	1.2	31.0	31.0
	Animal Science	5	.7	17.2	48.3
	Applied Economics	2	.3	6.9	55.2
	Bioveterinary Science	1	.1	3.4	58.6
	Biometeorology	1	.1	3.4	62.1
	Dairy Science	1	.1	3.4	65.5
	Plant Science	7	.9	24.1	89.7
	Soil Science	2	.3	6.9	96.6
	Toxicology	1	.1	3.4	100.0
	Total	29	3.9	100.0	
Missing	System	719	96.1		
Total		748	100.0		

Table 5. Business

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Accounting	26	3.5	18.8	18.8
	Business Administration	69	9.2	50.0	68.8
	BISE	25	3.3	18.1	87.0
	Economics	12	1.6	8.7	95.7
	Social Sciences	6	.8	4.3	100.0
	Total	138	18.4	100.0	
Missing	System	610	81.6		
Total		748	100.0		

Table 6. Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Communicative Disorders & Deaf Ed	40	5.3	18.9	18.9
	Education	3	.4	1.4	20.3
	Elementary Education	30	4.0	14.2	34.4
	Health, Physical Ed & Rec	8	1.1	3.8	38.2
	Instructional Technology	54	7.2	25.5	63.7
	Psychology	35	4.7	16.5	80.2
	Rehabilitation Counseling	18	2.4	8.5	88.7
	Secondary Education	14	1.9	6.6	95.3
	Special Education	10	1.3	4.7	100.0
	Total	212	28.3	100.0	
Missing	System	536	71.7		
Total		748	100.0		

Table 7. Engineering

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Biological & Agricultural Engineering	5	.7	3.4	3.4
	Civil & Environmental Engineering	68	9.1	46.6	50.0
	Electrical Engineering	35	4.7	24.0	74.0
	Industrial Technology	6	.8	4.1	78.1
	Irrigation Engineering	5	.7	3.4	81.5
	Mechanical Engineering	27	3.6	18.5	100.0
	Total	146	19.5	100.0	
Missing	System	602	80.5		
Total		748	100.0		

Table 8. Family Life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Family & Human Development	24	3.2	61.5	61.5
	Human Environments	5	.7	12.8	74.4
	Nutrition and Food Sciences	10	1.3	25.6	100.0
	Total	39	5.2	100.0	
Missing	System	709	94.8		
Total		748	100.0		

Table 9. Human

		Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	American Studies	4	.5	6.6	6.6	
	Art	2	.3	3.3	9.8	
	Communication	1	.1	1.6	11.5	
	English	19	2.5	31.1	42.6	
	History	2	.3	3.3	45.9	
	Landscape Architecture	5	.7	8.2	54.1	
	Political Science	8	1.1	13.1	67.2	
	Second Language Teaching	9	1.2	14.8	82.0	
	Social Sciences	3	.4	4.9	86.9	
	Sociology	6	.8	9.8	96.7	
	Theatre Arts	2	.3	3.3	100.0	
	Total	61	8.2	100.0		
	Missing	System	687	91.8		
	Total		748	100.0		

Table 10. Natural Resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ecology	7	.9	29.2	29.2
	Geography	2	.3	8.3	37.5
	Natural Resources	1	.1	4.2	41.7
	Range Science	5	.7	20.8	62.5
	Watershed Science	3	.4	12.5	75.0
	Wildlife Biology	6	.8	25.0	100.0
	Total	24	3.2	100.0	
Missing	System	724	96.8		
Total		748	100.0		

Table 11. Science

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Biology	7	.9	10.1	10.1
	Chemistry	1	.1	1.4	11.6
	Computer Science	47	6.3	68.1	79.7
	Ecology	1	.1	1.4	81.2
	Geology	2	.3	2.9	84.1
	Mathematics	2	.3	2.9	87.0
	Mathematical Sciences	2	.3	2.9	89.9
	Physics	3	.4	4.3	94.2
	Statistics	4	.5	5.8	100.0
	Total	69	9.2	100.0	
	Missing	System	679	90.8	
Total		748	100.0		

Table 12. What Master's plan?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Plan A Masters	75	10.0	23.8	23.8
	Plan B Masters	60	8.0	19.0	42.9
	Plan C Masters	180	24.1	57.1	100.0
	Total	315	42.1	100.0	
Missing	System	433	57.9		
Total		748	100.0		

Table 13. GPA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00 - 3.8	370	49.5	51.9	51.9
	3.79 - 3.60	186	24.9	26.1	78.0
	3.59 - 3.40	99	13.2	13.9	91.9
	3.39 - 3.20	37	4.9	5.2	97.1
	3.19 - 3.00	19	2.5	2.7	99.7
	<3.00	2	.3	.3	100.0
	Total	713	95.3	100.0	
Missing	System	35	4.7		
Total		748	100.0		

Table 14. Prior degrees you have completed at USU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No prior USU degrees	360	48.1	48.7	48.7
	Bachelors Degree	349	46.7	47.2	95.9
	Masters Degree	30	4.0	4.1	100.0
	Total	739	98.8	100.0	
Missing	System	9	1.2		
Total		748	100.0		

Table 15. How many years have you been enrolled as a graduate student at USU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<1 yr.	18	2.4	2.4	2.4
	1 yr.	129	17.2	17.5	19.9
	2 yrs.	338	45.2	45.7	65.6
	3 yrs.	113	15.1	15.3	80.9
	4 yrs.	71	9.5	9.6	90.5
	5 yrs.	36	4.8	4.9	95.4
	6 yrs. or more	34	4.5	4.6	100.0
Total	739	98.8	100.0		
Missing	System	9	1.2		
Total		748	100.0		

Table 16. Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	<25	110	14.7	15.0	15.0
	25- 29	306	40.9	41.6	56.6
	30 - 34	131	17.5	17.8	74.4
	35 - 39	60	8.0	8.2	82.6
	40 - 49	75	10.0	10.2	92.8
	>= 50	53	7.1	7.2	100.0
	Total	735	98.3	100.0	
Missing	System	13	1.7		
Total		748	100.0		

Table 17. Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	429	57.4	58.4	58.4
	Female	306	40.9	41.6	100.0
	Total	735	98.3	100.0	
Missing	System	13	1.7		
Total		748	100.0		

Table 18. Citizenship

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	U.S.	592	79.1	81.3	81.3
	International	136	18.2	18.7	100.0
	Total	728	97.3	100.0	
Missing	System	20	2.7		
Total		748	100.0		

Table 19. Utah Resident?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	546	73.0	75.6	75.6
	No	176	23.5	24.4	100.0
	Total	722	96.5	100.0	
Missing	System	26	3.5		
Total		748	100.0		

Table 20. Marital Status?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	220	29.4	30.0	30.0
	Married	477	63.8	65.1	95.1
	Divorced	33	4.4	4.5	99.6
	Widowed	2	.3	.3	99.9
	Separated	1	.1	.1	100.0
	Total	733	98.0	100.0	
Missing	System	15	2.0		
Total		748	100.0		

Table 21. Number of dependents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Zero	164	21.9	22.6	22.6
	One	191	25.5	26.3	48.8
	Two	91	12.2	12.5	61.3
	Three	97	13.0	13.3	74.7
	Four	83	11.1	11.4	86.1
	Five	56	7.5	7.7	93.8
	>= Six	45	6.0	6.2	100.0
	Total	727	97.2	100.0	
Missing	System	21	2.8		
Total		748	100.0		

Table 22. Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Indian/Native American	4	.5	.6	.6
	Asian or Pacific Islander	114	15.2	15.7	16.2
	Black (non-Hispanic)	6	.8	.8	17.1
	White (non-Hispanic)	575	76.9	79.1	96.1
	Hispanic	12	1.6	1.7	97.8
	Other	16	2.1	2.2	100.0
	Total	727	97.2	100.0	
Missing	System	21	2.8		
Total		748	100.0		

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cache Valley (Logan & vicinity)	240	32.1	33.1	33.1
	Elsewhere in Utah	273	36.5	37.7	70.8
	Elsewhere in Idaho	9	1.2	1.2	72.0
	Elsewhere in the USA	88	11.8	12.1	84.1
	OUtside the USA	115	15.4	15.9	100.0
	Total	725	96.9	100.0	
Missing	System	23	3.1		
Total		748	100.0		

Table 24. Type of graduate financial assistance received during current academic year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Research Assistantship	117	15.6	16.3	16.3
	Teaching Assistantship	54	7.2	7.5	23.8
	General Assistantship	35	4.7	4.9	28.6
	Graduate Instructor	9	1.2	1.3	29.9
	Graduate Fellowship (thru Grad Studies)	5	.7	.7	30.6
	Departmental/College Fellowship or scholarship	58	7.8	8.1	38.6
	Student Loan	144	19.3	20.0	58.6
	Other	52	7.0	7.2	65.8
	No graduate Financial Assistance Received	246	32.9	34.2	100.0
	Total	720	96.3	100.0	
Missing	System	28	3.7		
Total		748	100.0		

Table 25. Other, Financial assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		693	92.6	92.6	92.6
	afs scholarsh	1	.1	.1	92.8
	Air Force	1	.1	.1	92.9
	air force spo	1	.1	.1	93.0
	army assistan	1	.1	.1	93.2
	aspir grant	1	.1	.1	93.3
	Athletic	1	.1	.1	93.4
	DVR	1	.1	.1	93.6
	EHPLOYMENT	1	.1	.1	93.7
	EMPLOYEr	1	.1	.1	93.9
	EmPLOYEe waiv	1	.1	.1	94.0
	employer paid	1	.1	.1	94.1
	Facultyspouse	1	.1	.1	94.3
	Facultywaiver	1	.1	.1	94.4
	Family	1	.1	.1	94.5
	GA ATHLETICS	1	.1	.1	94.7
	gi bill	1	.1	.1	94.8

Table 25. Other, Financial assistance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid GI bill	1	.1	.1	94.9
GI BILL	1	.1	.1	95.1
govt scholars	1	.1	.1	95.2
grant	1	.1	.1	95.3
Grant	2	.3	.3	95.6
GRAnT	1	.1	.1	95.7
grants	1	.1	.1	95.9
JAY PRice sch	1	.1	.1	96.0
JOB reimburse	1	.1	.1	96.1
JOE Sevices	1	.1	.1	96.3
nat'l fellows	1	.1	.1	96.4
nonusu grant	1	.1	.1	96.5
OUT ST WAIVER	1	.1	.1	96.7
outreach prog	1	.1	.1	96.8
PEJE	1	.1	.1	96.9
Private fellw	1	.1	.1	97.1
reimbursement	1	.1	.1	97.2
RSA GranT	1	.1	.1	97.3
Rsa scholarsh	1	.1	.1	97.5
RSA scholarsh	1	.1	.1	97.6
RSA Scholarsh	1	.1	.1	97.7
Salary employ	1	.1	.1	97.9
scholarship	1	.1	.1	98.0
Scholarship	1	.1	.1	98.1
Staff tuition	1	.1	.1	98.3
State Assista	1	.1	.1	98.4
TH Bell grant	1	.1	.1	98.5
THAI gov schl	1	.1	.1	98.7
tuition reimb	1	.1	.1	98.8
Tuition reimb	2	.3	.3	99.1
tuition waive	2	.3	.3	99.3
Tuition waive	1	.1	.1	99.5
Tuitionwaiver	1	.1	.1	99.6
Uintah schola	1	.1	.1	99.7
USOR	1	.1	.1	99.9
Work	1	.1	.1	100.0
Total	748	100.0	100.0	

Table 26. Type of financial assistance received over the course of graduate studies at USU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Research Assistantship	149	19.9	21.0	21.0
	Teaching Assistantship	63	8.4	8.9	29.9
	Graduate Fellowship (Thru Grad Studies)	12	1.6	1.7	31.6
	Deparatmental/College Fellowship or Scholarship	76	10.2	10.7	42.4
	Student Loan	172	23.0	24.3	66.7
	Other	63	8.4	8.9	75.6
	No Graduate financial assistance	173	23.1	24.4	100.0
	Total	708	94.7	100.0	
Missing	System	40	5.3		
Total		748	100.0		

Table 27. Other, Financial Assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		664	88.8	88.8	88.8
	OUt st waiver	1	.1	.1	88.9
	af afit spons	1	.1	.1	89.0
	Air force	1	.1	.1	89.2
	americorps	1	.1	.1	89.3
	aspire grant	1	.1	.1	89.4
	Athletic	1	.1	.1	89.6
	AWMA scholars	1	.1	.1	89.7
	BRAnT	1	.1	.1	89.8
	CAPES-BRAZIL	1	.1	.1	90.0
	Colo voc rehb	1	.1	.1	90.1
	DVR	1	.1	.1	90.2
	Employee waiv	1	.1	.1	90.4
	employer	1	.1	.1	90.5
	employeR	1	.1	.1	90.6
	employer fund	1	.1	.1	90.8
	EMployergrant	1	.1	.1	90.9
	Employment	1	.1	.1	91.0
	FACultySPOUSE	1	.1	.1	91.2
	Facultywaiver	1	.1	.1	91.3
	GA	2	.3	.3	91.6
	GA ATHLETICS	1	.1	.1	91.7
	gen assistant	2	.3	.3	92.0
	general-ga	1	.1	.1	92.1
	general	1	.1	.1	92.2
	general assis	1	.1	.1	92.4
	GENERAL ASSIS	1	.1	.1	92.5
	GI bill	1	.1	.1	92.6
	GI BILL	1	.1	.1	92.8
	governeraward	1	.1	.1	92.9
	govt scholars	1	.1	.1	93.0
	grad instruct	1	.1	.1	93.2
	Grader	1	.1	.1	93.3

Table 27. Other, Financial Assistance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid graduate	1	.1	.1	93.4
Graduate	1	.1	.1	93.6
graduate assi	1	.1	.1	93.7
GRADUATE ASSi	1	.1	.1	93.9
Graduate asst	1	.1	.1	94.0
Graduate lust	1	.1	.1	94.1
Grant	1	.1	.1	94.3
grant assista	1	.1	.1	94.4
grants	2	.3	.3	94.7
instructor	1	.1	.1	94.8
JOB REimBURSE	1	.1	.1	94.9
JOB services	1	.1	.1	95.1
NAsA GRANTS	1	.1	.1	95.2
OAS scholarsh	1	.1	.1	95.3
outreach prog	1	.1	.1	95.5
PEJE	1	.1	.1	95.6
Pell grant	1	.1	.1	95.7
Priv fellowsh	1	.1	.1	95.9
reimbursement	2	.3	.3	96.1
research gran	1	.1	.1	96.3
RESEARCH GRAN	1	.1	.1	96.4
RSA Grant	1	.1	.1	96.5
Rsa scholarsh	1	.1	.1	96.7
RSA scholarsh	2	.3	.3	96.9
RSA Scholarsh	1	.1	.1	97.1
Rural scholar	1	.1	.1	97.2
schldist help	1	.1	.1	97.3
scholarship	2	.3	.3	97.6
Scholarship	2	.3	.3	97.9
SCHool distri	1	.1	.1	98.0
SEP	1	.1	.1	98.1
Staff tuition	1	.1	.1	98.3
State ASSISta	1	.1	.1	98.4
teacher grant	1	.1	.1	98.5
TH Bell grant	1	.1	.1	98.7
thai gov schl	1	.1	.1	98.8
tuition reimb	1	.1	.1	98.9
tuition waive	3	.4	.4	99.3
Tuitionwaiver	1	.1	.1	99.5
WAIVER	1	.1	.1	99.6
Work	1	.1	.1	99.7
WORk	1	.1	.1	99.9
work assistan	1	.1	.1	100.0
Total	748	100.0	100.0	

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree requirements completed	209	27.9	28.9	28.9
	At the end of the current semester	494	66.0	68.2	97.1
	Within one year from now	15	2.0	2.1	99.2
	1-2 years from now	5	.7	.7	99.9
	3 or more years from now	1	.1	.1	100.0
	Total	724	96.8	100.0	
Missing	System	24	3.2		
Total		748	100.0		

Table 29. What do you expect to do when you finish your degree program?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pursue additional graduate training at USU	39	5.2	5.4	5.4
	Pursue additional graduate training at another institution	43	5.7	6.0	11.4
	Begin professional career in education	130	17.4	18.1	29.6
	Begin professional career in government agency	66	8.8	9.2	38.8
	Begin professional career in private sector	294	39.3	41.0	79.8
	Other plans	96	12.8	13.4	93.2
	Uncertain	49	6.6	6.8	100.0
	Total	717	95.9	100.0	
Missing	System	31	4.1		
Total		748	100.0		

Table 30. Other, specify

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		649	86.8	86.8	86.8
	Air force	1	.1	.1	86.9
	Be a mom!	1	.1	.1	87.0
	CDNT/NUE WORK	1	.1	.1	87.2
	cont air forc	1	.1	.1	87.3
	cont at SLCC	1	.1	.1	87.4
	cont career	4	.5	.5	88.0
	Cont career	1	.1	.1	88.1
	cont curr car	1	.1	.1	88.2
	cont curr job	6	.8	.8	89.0
	Cont curr job	2	.3	.3	89.3
	cont educatio	1	.1	.1	89.4
	cont in educ	2	.3	.3	89.7
	Cont in EDUC	1	.1	.1	89.8
	cont job w/ut	1	.1	.1	90.0
	cont prof car	5	.7	.7	90.6

Table 30. Other, specify

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid cont profess`	1	.1	.1	90.8
cont professi	2	.3	.3	91.0
cont teach HS	1	.1	.1	91.2
cont teaching	6	.8	.8	92.0
Cont teaching	3	.4	.4	92.4
cont w CVReha	1	.1	.1	92.5
cont w/career	1	.1	.1	92.6
cont w/govt	1	.1	.1	92.8
cont w/state	1	.1	.1	92.9
cont w/USOR	1	.1	.1	93.0
cont working	2	.3	.3	93.3
Cont working	1	.1	.1	93.4
continue care	1	.1	.1	93.6
Continue Care	1	.1	.1	93.7
continue curr	1	.1	.1	93.9
continue educ	1	.1	.1	94.0
Continue empl	1	.1	.1	94.1
continue rese	1	.1	.1	94.3
Continue same	1	.1	.1	94.4
Continue teac	2	.3	.3	94.7
Continue TEAC	1	.1	.1	94.8
Continue work	1	.1	.1	94.9
CONTINUE WORK	1	.1	.1	95.1
ContinueFarm,	1	.1	.1	95.2
contprofcaree	1	.1	.1	95.3
curr career	1	.1	.1	95.5
CURR in field	1	.1	.1	95.6
current caree	2	.3	.3	95.9
CUrrent emplo	1	.1	.1	96.0
current job	3	.4	.4	96.4
Current job	2	.3	.3	96.7
keep job	1	.1	.1	96.8
keep teaching	2	.3	.3	97.1
LEGAL	1	.1	.1	97.2
lookotheropps	1	.1	.1	97.3
Military iraq	1	.1	.1	97.5
mom	1	.1	.1	97.6
NEW JOB	1	.1	.1	97.7
no change	1	.1	.1	97.9
PEACE CORPS	1	.1	.1	98.0
present job	1	.1	.1	98.1
pub corp Japa	1	.1	.1	98.3
raise curr jb	1	.1	.1	98.4
research folk	1	.1	.1	98.5
return to cla	1	.1	.1	98.7
startbusiness	1	.1	.1	98.8
Tch seminary	1	.1	.1	98.9
teacb School	1	.1	.1	99.1
teach	1	.1	.1	99.2
Teach LDS CES	1	.1	.1	99.3
teach still	1	.1	.1	99.5

Table 30. Other, specify

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher	1	.1	.1	99.6
vet school	1	.1	.1	99.7
webct med prg	1	.1	.1	99.9
work then phd	1	.1	.1	100.0
Total	748	100.0	100.0	

Table 31. During you enrollment as a graduate student have you changed departments or program?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No	692	92.5	95.1	95.1
Yes	36	4.8	4.9	100.0
Total	728	97.3	100.0	
Missing System	20	2.7		
Total	748	100.0		

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

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	715	95.6	95.6	95.6
ASE	1	.1	.1	95.7
better availa	1	.1	.1	95.9
better fit	1	.1	.1	96.0
co-degrees	1	.1	.1	96.1
compltd progr	1	.1	.1	96.3
DEGREE FOCus	1	.1	.1	96.4
DiD NOT LIKE	1	.1	.1	96.5
Disinterest	1	.1	.1	96.7
FACulty advic	1	.1	.1	96.8
folklore fit	1	.1	.1	96.9
Geoaraph4 dis	1	.1	.1	97.1
HDESM Degree	1	.1	.1	97.2
HENV gone	1	.1	.1	97.3
I LIKE plants	1	.1	.1	97.5
interest chan	4	.5	.5	98.0
laep lacked	1	.1	.1	98.1
Location	1	.1	.1	98.3
LOW GPA	1	.1	.1	98.4
MBA	1	.1	.1	98.5
MEDICAL	1	.1	.1	98.7
More interes	1	.1	.1	98.8
more options	1	.1	.1	98.9
MS is BIS	1	.1	.1	99.1
prof interest	1	.1	.1	99.2
Pursue diff d	1	.1	.1	99.3
qualify diffj	1	.1	.1	99.5
SGCOND	1	.1	.1	99.6
MASTER	1	.1	.1	99.6
stats degree	1	.1	.1	99.7
two degrees	1	.1	.1	99.9
wanted col NR	1	.1	.1	100.0
Total	748	100.0	100.0	

Table 33. Have you ever attended the Teaching Assistant or International Teaching Assistant workshop?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
No	624	83.4	85.5	85.5
Yes	106	14.2	14.5	100.0
Total	730	97.6	100.0	
Missing				
System	18	2.4		
Total	748	100.0		

Table 34. Kinds of instructions formats that you have experienced in courses completed at USU?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entirely on-campus courses on Logan campus	400	53.5	54.7	54.7
	Primarily on-campus courses some "distance ed. other locatio	105	14.0	14.4	69.1
	Primarily distance ed. other locations	111	14.8	15.2	84.3
	Entirely distance ed other locations	115	15.4	15.7	100.0
	Total	731	97.7	100.0	
Missing	System	17	2.3		
Total		748	100.0		

Table 35. Percentage of your graduate course work involving face-to-face instruction at locations other than main campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	390	52.1	53.6	53.6
	1 - 10%	84	11.2	11.6	65.2
	11 - 25%	32	4.3	4.4	69.6
	26 - 50%	26	3.5	3.6	73.2
	51 - 75%	15	2.0	2.1	75.2
	76 - 100%	180	24.1	24.8	100.0
	Total	727	97.2	100.0	
Missing	System	21	2.8		
Total		748	100.0		

Table 36. Percentage of graduate course work involving "Ed Net" system to off-campus locations?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	508	67.9	69.5	69.5
	1 - 10%	68	9.1	9.3	78.8
	11 - 25%	36	4.8	4.9	83.7
	26 - 50%	23	3.1	3.1	86.9
	51 - 75%	27	3.6	3.7	90.6
	76 - 100%	69	9.2	9.4	100.0
	Total	731	97.7	100.0	
Missing	System	17	2.3		
Total		748	100.0		

Table 37. Percentage of your graduate course work involving internet or web-based instruction access from other locations than main campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	504	67.4	69.4	69.4
	1 - 10%	105	14.0	14.5	83.9
	11 - 25%	39	5.2	5.4	89.3
	26 - 50%	21	2.8	2.9	92.1
	51 - 75%	17	2.3	2.3	94.5
	76 - 100%	40	5.3	5.5	100.0
	Total	726	97.1	100.0	
Missing	System	22	2.9		
Total		748	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	402	53.7	55.6	55.6
	Probably yes	241	32.2	33.3	88.9
	Uncertain	54	7.2	7.5	96.4
	Probably no	20	2.7	2.8	99.2
	Definitely no	6	.8	.8	100.0
	Total	723	96.7	100.0	
Missing	System	25	3.3		
Total		748	100.0		

Table 39. The admissions process when you first entered graduate school at USU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	237	31.7	32.7	32.7
	Mostly Satisfied	329	44.0	45.4	78.1
	Somewhat Satisfied	110	14.7	15.2	93.2
	Somewhat Dissatisfied	23	3.1	3.2	96.4
	Mostly Dissatisfied	8	1.1	1.1	97.5
	Very Dissatisfied	15	2.0	2.1	99.6
	Not Applicable	3	.4	.4	100.0
	Total	725	96.9	100.0	
Missing	System	23	3.1		
Total		748	100.0		

Table 40. The information you received from the School of Grad Studies regarding degree requirements and how to meet them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	155	20.7	21.4	21.4
	Mostly Satisfied	267	35.7	36.9	58.3
	Somewhat Satisfied	194	25.9	26.8	85.1
	Somewhat Dissatisfied	52	7.0	7.2	92.3
	Mostly Dissatisfied	23	3.1	3.2	95.4
	Very Dissatisfied	25	3.3	3.5	98.9
	Not Applicable	8	1.1	1.1	100.0
	Total	724	96.8	100.0	
Missing	System	24	3.2		
Total		748	100.0		

Table 41. The information you received from your department regarding degree requirements and how to meet them.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	251	33.6	34.6	34.6
	Mostly Satisfied	246	32.9	33.9	68.5
	Somewhat Satisfied	136	18.2	18.7	87.2
	Somewhat Dissatisfied	51	6.8	7.0	94.2
	Mostly Dissatisfied	21	2.8	2.9	97.1
	Very Dissatisfied	18	2.4	2.5	99.6
	Not Applicable	3	.4	.4	100.0
	Total	726	97.1	100.0	
Missing	System	22	2.9		
Total		748	100.0		

Table 42. The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	186	24.9	25.7	25.7
	Mostly Satisfied	270	36.1	37.3	63.1
	Somewhat Satisfied	147	19.7	20.3	83.4
	Somewhat Dissatisfied	36	4.8	5.0	88.4
	Mostly Dissatisfied	21	2.8	2.9	91.3
	Very Dissatisfied	18	2.4	2.5	93.8
	Not Applicable	45	6.0	6.2	100.0
	Total	723	96.7	100.0	
Missing	System	25	3.3		
Total		748	100.0		

Tabel 43. 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	296	39.6	40.8	40.8
	Mostly Satisfied	241	32.2	33.2	74.1
	Somewhat Satisfied	103	13.8	14.2	88.3
	Somewhat Dissatisfied	16	2.1	2.2	90.5
	Mostly Dissatisfied	12	1.6	1.7	92.1
	Very Dissatisfied	4	.5	.6	92.7
	Not Applicable	53	7.1	7.3	100.0
	Total	725	96.9	100.0	
Missing	System	23	3.1		
Total		748	100.0		

Table 44. The helpfulness of faculty members in your adademic department in responding to your concerns and questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	326	43.6	45.1	45.1
	Mostly Satisfied	253	33.8	35.0	80.1
	Somewhat Satisfied	102	13.6	14.1	94.2
	Somewhat Dissatisfied	26	3.5	3.6	97.8
	Mostly Dissatisfied	8	1.1	1.1	98.9
	Very Dissatisfied	5	.7	.7	99.6
	Not Applicable	3	.4	.4	100.0
	Total	723	96.7	100.0	
Missing	System	25	3.3		
Total		748	100.0		

Table 45. The helpfulness of your major professor in responding to your concerns and questions.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	379	50.7	52.6	52.6
	Mostly Satisfied	195	26.1	27.0	79.6
	Somewhat Satisfied	62	8.3	8.6	88.2
	Somewhat Dissatisfied	23	3.1	3.2	91.4
	Mostly Dissatisfied	11	1.5	1.5	92.9
	Very Dissatisfied	10	1.3	1.4	94.3
	Not Applicable	41	5.5	5.7	100.0
	Total	721	96.4	100.0	
Missing	System	27	3.6		
Total		748	100.0		

Table 46. The overall quality of the graduate training that you have received at USU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	230	30.7	31.8	31.8
	Mostly Satisfied	343	45.9	47.4	79.3
	Somewhat Satisfied	112	15.0	15.5	94.7
	Somewhat Dissatisfied	19	2.5	2.6	97.4
	Mostly Dissatisfied	8	1.1	1.1	98.5
	Very Dissatisfied	7	.9	1.0	99.4
	Not Applicable	4	.5	.6	100.0
	Total	723	96.7	100.0	
Missing	System	25	3.3		
Total		748	100.0		

Table 47. The overall quality of graduate courses that you have taken inside your department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	220	29.4	30.6	30.6
	Mostly Satisfied	354	47.3	49.2	79.8
	Somewhat Satisfied	95	12.7	13.2	93.0
	Somewhat Dissatisfied	27	3.6	3.8	96.8
	Mostly Dissatisfied	7	.9	1.0	97.8
	Very Dissatisfied	9	1.2	1.3	99.0
	Not Applicable	7	.9	1.0	100.0
	Total	719	96.1	100.0	
Missing	System	29	3.9		
Total		748	100.0		

Table 48. The overall quality of graduate courses that you have taken outside your department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	115	15.4	16.0	16.0
	Mostly Satisfied	231	30.9	32.1	48.1
	Somewhat Satisfied	97	13.0	13.5	61.5
	Somewhat Dissatisfied	18	2.4	2.5	64.0
	Mostly Dissatisfied	7	.9	1.0	65.0
	Very Dissatisfied	8	1.1	1.1	66.1
	Not Applicable	244	32.6	33.9	100.0
	Total	720	96.3	100.0	
Missing	System	28	3.7		
Total		748	100.0		

Table 49. 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	320	42.8	44.3	44.3
	Mostly Satisfied	246	32.9	34.1	78.4
	Somewhat Satisfied	76	10.2	10.5	88.9
	Somewhat Dissatisfied	22	2.9	3.0	92.0
	Mostly Dissatisfied	6	.8	.8	92.8
	Very Dissatisfied	5	.7	.7	93.5
	Not Applicable	47	6.3	6.5	100.0
	Total	722	96.5	100.0	
Missing	System	26	3.5		
Total		748	100.0		

Table 50. The availability of library collections (books and journals) in your fields of study at USU.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	198	26.5	27.5	27.5
	Mostly Satisfied	253	33.8	35.2	62.7
	Somewhat Satisfied	138	18.4	19.2	81.9
	Somewhat Dissatisfied	40	5.3	5.6	87.5
	Mostly Dissatisfied	14	1.9	1.9	89.4
	Very Dissatisfied	8	1.1	1.1	90.5
	Not Applicable	68	9.1	9.5	100.0
	Total	719	96.1	100.0	
Missing	System	29	3.9		
Total		748	100.0		

Table 51. The ability to obtain library resource materials through nterlibrary loan when those materials are no available in the USU library collection.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	171	22.9	23.9	23.9
	Mostly Satisfied	171	22.9	23.9	47.8
	Somewhat Satisfied	77	10.3	10.8	58.5
	Somewhat Dissatisfied	29	3.9	4.1	62.6
	Mostly Dissatisfied	5	.7	.7	63.3
	Very Dissatisfied	4	.5	.6	63.8
	Not Applicable	259	34.6	36.2	100.0
	Total	716	95.7	100.0	
Missing	System	32	4.3		
Total		748	100.0		

Table 52. 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	208	27.8	29.0	29.0
	Mostly Satisfied	242	32.4	33.7	62.7
	Somewhat Satisfied	139	18.6	19.4	82.0
	Somewhat Dissatisfied	36	4.8	5.0	87.0
	Mostly Dissatisfied	6	.8	.8	87.9
	Very Dissatisfied	9	1.2	1.3	89.1
	Not Applicable	78	10.4	10.9	100.0
	Total	718	96.0	100.0	
Missing	System	30	4.0		
Total		748	100.0		

Table 53. 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	191	25.5	26.5	26.5
	Mostly Satisfied	220	29.4	30.5	57.0
	Somewhat Satisfied	113	15.1	15.7	72.7
	Somewhat Dissatisfied	20	2.7	2.8	75.5
	Mostly Dissatisfied	8	1.1	1.1	76.6
	Not Applicable	169	22.6	23.4	100.0
	Total	721	96.4	100.0	
Missing	System	27	3.6		
Total		748	100.0		

Table 54. 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	181	24.2	25.2	25.2
	Mostly Satisfied	245	32.8	34.2	59.4
	Somewhat Satisfied	97	13.0	13.5	72.9
	Somewhat Dissatisfied	22	2.9	3.1	76.0
	Mostly Dissatisfied	10	1.3	1.4	77.4
	Very Dissatisfied	2	.3	.3	77.7
	Not Applicable	160	21.4	22.3	100.0
	Total	717	95.9	100.0	
Missing	System	31	4.1		
Total		748	100.0		

Table 55. 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	171	22.9	23.8	23.8
	Mostly Satisfied	251	33.6	35.0	58.9
	Somewhat Satisfied	115	15.4	16.0	74.9
	Somewhat Dissatisfied	37	4.9	5.2	80.1
	Mostly Dissatisfied	15	2.0	2.1	82.1
	Very Dissatisfied	13	1.7	1.8	84.0
	Not Applicable	115	15.4	16.0	100.0
	Total	717	95.9	100.0	
Missing	System	31	4.1		
Total		748	100.0		

Table 56. 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	252	33.7	34.9	34.9
	Mostly Satisfied	263	35.2	36.4	71.3
	Somewhat Satisfied	121	16.2	16.8	88.1
	Somewhat Dissatisfied	33	4.4	4.6	92.7
	Mostly Dissatisfied	14	1.9	1.9	94.6
	Very Dissatisfied	11	1.5	1.5	96.1
	Not Applicable	28	3.7	3.9	100.0
	Total	722	96.5	100.0	
Missing	System	26	3.5		
Total		748	100.0		

Table 57. The level of interaction with and feedback provided by your major professor.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	338	45.2	47.0	47.0
	Mostly Satisfied	191	25.5	26.6	73.6
	Somewhat Satisfied	89	11.9	12.4	86.0
	Somewhat Dissatisfied	23	3.1	3.2	89.2
	Mostly Dissatisfied	12	1.6	1.7	90.8
	Very Dissatisfied	15	2.0	2.1	92.9
	Not Applicable	51	6.8	7.1	100.0
	Total	719	96.1	100.0	
Missing	System	29	3.9		
Total		748	100.0		

Table 58. The relevance of your USU graduate studies to your career goals.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	322	43.0	44.7	44.7
	Mostly Satisfied	279	37.3	38.8	83.5
	Somewhat Satisfied	90	12.0	12.5	96.0
	Somewhat Dissatisfied	15	2.0	2.1	98.1
	Mostly Dissatisfied	6	.8	.8	98.9
	Very Dissatisfied	6	.8	.8	99.7
	Not Applicable	2	.3	.3	100.0
	Total	720	96.3	100.0	
Missing	System	28	3.7		
Total		748	100.0		

Table 59. The range of information and services provided by the USU Graduate Students Senage (GSS).

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Satisfied	54	7.2	7.5	7.5
	Mostly Satisfied	102	13.6	14.2	21.7
	Somewhat Satisfied	129	17.2	18.0	39.7
	Somewhat Dissatisfied	59	7.9	8.2	47.9
	Mostly Dissatisfied	27	3.6	3.8	51.7
	Very Dissatisfied	35	4.7	4.9	56.5
	Not Applicable	312	41.7	43.5	100.0
	Total	718	96.0	100.0	
Missing	System	30	4.0		
Total		748	100.0		

Table 60. 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	137	18.3	19.0	19.0
	Mostly Satisfied	131	17.5	18.2	37.2
	Somewhat Satisfied	91	12.2	12.6	49.9
	Somewhat Dissatisfied	72	9.6	10.0	59.9
	Mostly Dissatisfied	42	5.6	5.8	65.7
	Very Dissatisfied	47	6.3	6.5	72.2
	Not Applicable	200	26.7	27.8	100.0
	Total	720	96.3	100.0	
Missing	System	28	3.7		
Total		748	100.0		

Table 61. 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	46	6.1	6.4	6.4
	Mostly Satisfied	72	9.6	10.0	16.4
	Somewhat Satisfied	61	8.2	8.5	24.9
	Somewhat Dissatisfied	59	7.9	8.2	33.1
	Mostly Dissatisfied	43	5.7	6.0	39.0
	Very Dissatisfied	84	11.2	11.7	50.7
	Not Applicable	355	47.5	49.3	100.0
	Total	720	96.3	100.0	
Missing	System	28	3.7		
Total		748	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	191	25.5	26.4	26.4
	Mostly Satisfied	384	51.3	53.0	79.4
	Somewhat Satisfied	105	14.0	14.5	93.9
	Somewhat Dissatisfied	28	3.7	3.9	97.8
	Mostly Dissatisfied	5	.7	.7	98.5
	Very Dissatisfied	8	1.1	1.1	99.6
	Not Applicable	3	.4	.4	100.0
	Total	724	96.8	100.0	
Missing	System	24	3.2		
Total		748	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	252	33.7	34.7	34.7
	Departmental graduate advisor	181	24.2	24.9	59.6
	Other faculty	33	4.4	4.5	64.1
	Department graduate requirement sheet/handbook	118	15.8	16.2	80.3
	Graduate Catalog	27	3.6	3.7	84.0
	School of Graduate Studies staff	18	2.4	2.5	86.5
	Other students	55	7.4	7.6	94.1
	Other	43	5.7	5.9	100.0
	Total	727	97.2	100.0	
	Missing	System	21	2.8	
Total		748	100.0		

Table 64. I would like to receive more feedback on my academic progress.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	103	13.8	14.6	14.6
	Agree	219	29.3	31.0	45.5
	Neutral	266	35.6	37.6	83.2
	Disagree	64	8.6	9.1	92.2
	Strongly Disagree	18	2.4	2.5	94.8
	Not Applicable	37	4.9	5.2	100.0
	Total	707	94.5	100.0	
Missing	System	41	5.5		
Total		748	100.0		

Table 65. 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	204	27.3	28.6	28.6
	Agree	404	54.0	56.6	85.2
	Neutral	74	9.9	10.4	95.5
	Disagree	20	2.7	2.8	98.3
	Strongly Disagree	7	.9	1.0	99.3
	Not Applicable	5	.7	.7	100.0
	Total	714	95.5	100.0	
Missing	System	34	4.5		
Total		748	100.0		

Table 66. My department has a humane environment characterized by mutual respect between students and professors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	288	38.5	40.4	40.4
	Agree	317	42.4	44.5	85.0
	Neutral	70	9.4	9.8	94.8
	Disagree	24	3.2	3.4	98.2
	Strongly Disagree	5	.7	.7	98.9
	Not Applicable	8	1.1	1.1	100.0
	Total	712	95.2	100.0	
Missing	System	36	4.8		
Total		748	100.0		

Table 67. My department provides an intellectually stimulating atmosphere.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	258	34.5	36.3	36.3
	Agree	353	47.2	49.6	85.9
	Neutral	69	9.2	9.7	95.6
	Disagree	19	2.5	2.7	98.3
	Strongly Disagree	6	.8	.8	99.2
	Not Applicable	6	.8	.8	100.0
	Total	711	95.1	100.0	
Missing	System	37	4.9		
Total		748	100.0		

Table 68. My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, etc.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	192	25.7	27.0	27.0
	Agree	214	28.6	30.1	57.0
	Neutral	121	16.2	17.0	74.0
	Disagree	85	11.4	11.9	86.0
	Strongly Disagree	39	5.2	5.5	91.4
	Not Applicable	61	8.2	8.6	100.0
	Total	712	95.2	100.0	
Missing	System	36	4.8		
Total		748	100.0		

Table 69. 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	181	24.2	25.3	25.3
	Agree	309	41.3	43.2	68.5
	Neutral	132	17.6	18.5	87.0
	Disagree	64	8.6	9.0	95.9
	Strongly Disagree	24	3.2	3.4	99.3
	Not Applicable	5	.7	.7	100.0
	Total	715	95.6	100.0	
Missing	System	33	4.4		
Total		748	100.0		

Table 70. There is satisfactory communication between faculty and graduate students in my department.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	215	28.7	30.0	30.0
	Agree	322	43.0	45.0	75.0
	Neutral	105	14.0	14.7	89.7
	Disagree	52	7.0	7.3	96.9
	Strongly Disagree	18	2.4	2.5	99.4
	Not Applicable	4	.5	.6	100.0
	Total	716	95.7	100.0	
Missing	System	32	4.3		
Total		748	100.0		

Table 71. My department provides satisfactory advising and program counseling to graduate students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	197	26.3	27.7	27.7
	Agree	300	40.1	42.2	69.9
	Neutral	116	15.5	16.3	86.2
	Disagree	61	8.2	8.6	94.8
	Strongly Disagree	21	2.8	3.0	97.7
	Not Applicable	16	2.1	2.3	100.0
	Total	711	95.1	100.0	
Missing	System	37	4.9		
Total		748	100.0		

Table 72. 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	314	42.0	44.2	44.2
	Agree	226	30.2	31.8	76.1
	Neutral	72	9.6	10.1	86.2
	Disagree	30	4.0	4.2	90.4
	Strongly Disagree	16	2.1	2.3	92.7
	Not Applicable	52	7.0	7.3	100.0
	Total	710	94.9	100.0	
Missing	System	38	5.1		
Total		748	100.0		

Table 73. 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	316	42.2	44.3	44.3
	Agree	211	28.2	29.6	73.8
	Neutral	83	11.1	11.6	85.4
	Disagree	32	4.3	4.5	89.9
	Strongly Disagree	22	2.9	3.1	93.0
	Not Applicable	50	6.7	7.0	100.0
	Total	714	95.5	100.0	
Missing	System	34	4.5		
Total		748	100.0		

Table 74. 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	264	35.3	36.9	36.9
	Agree	296	39.6	41.4	78.3
	Neutral	107	14.3	15.0	93.3
	Disagree	26	3.5	3.6	96.9
	Strongly Disagree	11	1.5	1.5	98.5
	Not Applicable	11	1.5	1.5	100.0
	Total	715	95.6	100.0	
Missing	System	33	4.4		
Total		748	100.0		

Table 75. My department is helpful and supportive in graduates' search for professional employment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	157	21.0	22.1	22.1
	Agree	201	26.9	28.3	50.4
	Neutral	162	21.7	22.8	73.1
	Disagree	59	7.9	8.3	81.4
	Strongly Disagree	30	4.0	4.2	85.7
	Not Applicable	102	13.6	14.3	100.0
	Total	711	95.1	100.0	
Missing	System	37	4.9		
Total		748	100.0		

Table 76. I am satisfied with the computer facilities available to graduate students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	172	23.0	24.1	24.1
	Agree	250	33.4	35.0	59.0
	Neutral	108	14.4	15.1	74.1
	Disagree	55	7.4	7.7	81.8
	Strongly Disagree	21	2.8	2.9	84.8
	Not Applicable	109	14.6	15.2	100.0
	Total	715	95.6	100.0	
Missing	System	33	4.4		
Total		748	100.0		

Table 77. I am satisfied with the University library holdings for my field.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	119	15.9	16.8	16.8
	Agree	256	34.2	36.1	52.9
	Neutral	138	18.4	19.5	72.4
	Disagree	57	7.6	8.0	80.4
	Strongly Disagree	20	2.7	2.8	83.2
	Not Applicable	119	15.9	16.8	100.0
	Total	709	94.8	100.0	
Missing	System	39	5.2		
Total		748	100.0		

Table 78. 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	80	10.7	11.3	11.3
	Agree	159	21.3	22.4	33.7
	Neutral	125	16.7	17.6	51.3
	Disagree	34	4.5	4.8	56.1
	Strongly Disagree	16	2.1	2.3	58.4
	Not Applicable	295	39.4	41.6	100.0
	Total	709	94.8	100.0	
Missing	System	39	5.2		
Total		748	100.0		

Table 79. 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	107	14.3	15.0	15.0
	Agree	276	36.9	38.8	53.9
	Neutral	172	23.0	24.2	78.1
	Disagree	78	10.4	11.0	89.0
	Strongly Disagree	30	4.0	4.2	93.2
	Not Applicable	48	6.4	6.8	100.0
	Total	711	95.1	100.0	
Missing	System	37	4.9		
Total		748	100.0		

Table 80. 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	39	5.2	5.5	5.5
	Agree	91	12.2	12.8	18.3
	Neutral	84	11.2	11.8	30.2
	Disagree	17	2.3	2.4	32.6
	Strongly Disagree	6	.8	.8	33.4
	Not Applicable	472	63.1	66.6	100.0
	Total	709	94.8	100.0	
Missing	System	39	5.2		
Total		748	100.0		

Table 81. 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	88	11.8	12.4	12.4
	Agree	162	21.7	22.8	35.3
	Neutral	129	17.2	18.2	53.5
	Disagree	41	5.5	5.8	59.2
	Strongly Disagree	24	3.2	3.4	62.6
	Not Applicable	265	35.4	37.4	100.0
	Total	709	94.8	100.0	
Missing	System	39	5.2		
Total		748	100.0		

Table 82. The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	73	9.8	10.2	10.2
	Agree	134	17.9	18.8	29.0
	Neutral	127	17.0	17.8	46.8
	Disagree	79	10.6	11.1	57.8
	Strongly Disagree	47	6.3	6.6	64.4
	Not Applicable	254	34.0	35.6	100.0
	Total	714	95.5	100.0	
Missing	System	34	4.5		
Total		748	100.0		

Table 83. 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	73	9.8	10.2	10.2
	Agree	166	22.2	23.2	33.5
	Neutral	142	19.0	19.9	53.4
	Disagree	66	8.8	9.2	62.6
	Strongly Disagree	33	4.4	4.6	67.2
	Not Applicable	234	31.3	32.8	100.0
	Total	714	95.5	100.0	
Missing	System	34	4.5		
Total		748	100.0		

Table 84. For me, USU has been a good choice for graduate study.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	281	37.6	39.3	39.3
	Agree	334	44.7	46.7	86.0
	Neutral	76	10.2	10.6	96.6
	Disagree	16	2.1	2.2	98.9
	Strongly Disagree	7	.9	1.0	99.9
	Not Applicable	1	.1	.1	100.0
	Total	715	95.6	100.0	
Missing	System	33	4.4		
Total		748	100.0		

Table 85. I would recommend my department and graduate program to prospective graduate students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	291	38.9	40.8	40.8
	Agree	283	37.8	39.7	80.5
	Neutral	95	12.7	13.3	93.8
	Disagree	24	3.2	3.4	97.2
	Strongly Disagree	17	2.3	2.4	99.6
	Not Applicable	3	.4	.4	100.0
	Total	713	95.3	100.0	
Missing	System	35	4.7		
Total		748	100.0		

Table 86. What do you think that USU should do better to meet the needs of graduate students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		376	50.3	50.3	50.3
	A better kind of orientation for distance ed students addressing scheduling, financial aid, summer housing, etc.	1	.1	.1	50.4
	A better library would be helpful.	1	.1	.1	50.5
	A better teaching assistantship were are the bottom of the barrel.	1	.1	.1	50.7
	Activity fees were high considering my personal use of facilities and activities as I did not live on campus and had to travel considerable distance. I would suggest pro-rating according to use.	1	.1	.1	50.8
	Address student concerns on course evaluations and make the necessary changes to improve the courses offered.	1	.1	.1	50.9
	Advance the Library!!!	1	.1	.1	51.1
	Advertise the MSLT program and get more students, more diversity, into the program.	1	.1	.1	51.2
	Affordable health insurance. Greater clarity what exactly is included in candidacy, participation, ceremonies, etc.	1	.1	.1	51.3

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid All USU employees need to be equipped with the same information. Different staff members gave me different information. It was very confusing! Often I was told that I needed to talk to someone else about my questions. When I called "the other person"	1	.1	.1	51.5
Allow graduate students to be in-state students quicker. I think it's a real mark against USU for future grad students to have to go through such ridiculous requirements.	1	.1	.1	51.6
An easily accessible copy machine in the engineering building would be nice. Not a coin operated one, something that works off of library card or Aggie Express account.	1	.1	.1	51.7
At the beginning of graduate school, educate students how to access the many varied resources needed especially in the extension programs.	1	.1	.1	51.9
At the beginning of the program when I knew nothing or no one, I could have used better communication and out reach to guide me through the process.	1	.1	.1	52.0
Be clear about residency requirements. Give each new grad student a disk with all the requirements and forms needed.	1	.1	.1	52.1
Be more active in the help of AG students get jobs.	1	.1	.1	52.3
Be more clear about portfolios from the first class on. I wish someone would have showed us before our last semester. I took a long time to gather all the information from different computers, etc.	1	.1	.1	52.4
Be more clear on the requirements of a plan B project.	1	.1	.1	52.5

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Be more clear to the student of what is the graduate advisors responsibilities.	1	.1	.1	52.7
Be more forthcoming with requirements for graduate studies.	1	.1	.1	52.8
Be more helpful with explaining deadlines.	1	.1	.1	52.9
Be more specific at the school of graduate studies so we as students know what is going on and when to submit things, etc.	1	.1	.1	53.1
Become a more research-oriented university. Hike the tuition to create an even better learning environment.	1	.1	.1	53.2
Better articulation of transcripts from universities from other countries that do not have a GPA system.	1	.1	.1	53.3
Better communication of requirements. Easily accessed check lists and deadlines.	1	.1	.1	53.5
Better communication to distant learning students about individual graduate tract.	1	.1	.1	53.6
Better communication with resources available to grad students, especially with school of grad studies.	1	.1	.1	53.7
Better communication.	1	.1	.1	53.9
Better computer facilities in the graduate research office for hydraulics students.	1	.1	.1	54.0
Better facilities for doing research and conducting experiments in the EE department.	1	.1	.1	54.1
Better facilities in the HPER Buiding.	1	.1	.1	54.3
Better health care options. More subscriptions to electronic journals.	1	.1	.1	54.4
Better health insurance, more assistantships, and fellowships.	1	.1	.1	54.5
Better informed advisors and lower case load per advisor.	1	.1	.1	54.7

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Better lab and printing facilities. Better library resources.	1	.1	.1	54.8
Better library resources--additional periodicals, books, journals, etc. More computers in the Family Life Center/FCHD.	1	.1	.1	54.9
Better options for health insurance.	1	.1	.1	55.1
Better screening of faculty members.	1	.1	.1	55.2
Better tracking of students to make sure they take classes when they should, especially distance students.	1	.1	.1	55.3
Better tuition assistance in funding opportunities clear and easily accessible information needed throughout course of study.	1	.1	.1	55.5
Bring 'world class' faculties--recognized in their respective field of studies. More faculties than we have.	1	.1	.1	55.6
Bring in more faculty and offer variety of courses.	1	.1	.1	55.7
Build thesis into program.	1	.1	.1	55.9
Charge less for student fees-we don't have time to go to activities.	1	.1	.1	56.0
Clarify deadlines such as the gradu school thesis reading requirement as EARLIER than April 8 so students can get their name in the commencement program.	1	.1	.1	56.1
I think the single person review process is inadequate and unfair to students who have worked so ha				
Classes with more hands on activities, less pressure on faculty for overseas projects. More time for feedback early in the program. Teach how to write dissertations and journal papers.	1	.1	.1	56.3
Clear communication with prospective students.	1	.1	.1	56.4

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Clone Dr. Mark W. Brunson. Every department should have a top-notch advisor who is capable of providing graduate students with the best possible mentor. Dr. Brunson's support, patience and advise were essential with this students success at USU.	1	.1	.1	56.6
Closer monitoring of distance ed students. I had 2 advisors, one enrolled me in the wrong program and I couldn't get anyone to respond to email.	1	.1	.1	56.7
College of Graduate Studies should be more student oriented.	1	.1	.1	56.8
Committee members need to meet more with grad students.	1	.1	.1	57.0
Communicate between departments. A lot of information gets lost between each group.	1	.1	.1	57.1
Communicate between graduate office, graduation plans, and departments.	1	.1	.1	57.2
communicate more often.	1	.1	.1	57.4
Communicate more with dist ed students.	1	.1	.1	57.5
Communication for more scholarships/job fairs.	1	.1	.1	57.6
Computer labs need to be open later during the summer. Access to copy machines needs to be better during summer.	1	.1	.1	57.8
Computer labs open later during the semester.	1	.1	.1	57.9
Consider Ednet students real USU students--give us feedback and information, keep us up to date, and let us knwo what resources are available to us.	1	.1	.1	58.0
Consolidate and simplify the paperwork.	1	.1	.1	58.2
Continue to ensure assistantship funding.	1	.1	.1	58.3

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Control the intake of international graduate students based on funds in the department, to provide assistantships. Access to the complete IEEE electronic library through USU. (We have access only to publications after 1998.)	1	.1	.1	58.4
Coordinate the MBA program with other programs to obtain professional designations, e.g. CPA, CMA, CFA, CTP, etc.	1	.1	.1	58.6
Coordination between grad dept. and my school for graduation was terrible. QUAD was frequently down. Use 21st century technology not 20th.	1	.1	.1	58.7
Create a format for learning that carrier through from class to class (e.g. group projects in all classes with groups of the same sizes, learning groups, etc.)	1	.1	.1	58.8
Create a health insurance scholarship.	1	.1	.1	59.0
Current semester updates of progress via email.	1	.1	.1	59.1
Department graduate advisor is a good idea, especially for ed-net students (2 contacts/student is good.)	1	.1	.1	59.2
Did I have a "major professor?"	1	.1	.1	59.4
Discuss career outlook/options.	1	.1	.1	59.5
Distance ed grad students get a "closed by restriction" message when trying to register for on-campus classes. We ened to know what it means and who to call to get it changed so we can register. My graduation was delayed because I was clueless and misl	1	.1	.1	59.6
Distance students are second class learners. There needs to be better advising.	1	.1	.1	59.8
Diversity.	1	.1	.1	59.9

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Do not assume we already know what needs to be done and how. More financial opportunities.	1	.1	.1	60.0
More teaching opportunities extended to grad students in NFS dept rather than just for specific major areas or undergrads.	1	.1	.1	60.2
Drop concurrent masters program.	1	.1	.1	60.3
Easy admission process, requirements, and constant interaction with students!	1	.1	.1	60.4
Encourage more international students to come in, interact more with them.	1	.1	.1	60.6
Ensure that even if a department is disbanded that the graduate students still have an opportunity easily finish their current degree.	1	.1	.1	60.7
Expectations should be clearly understood. No one knows what the process is to get everything done.	1	.1	.1	60.8
Faculty needs to have more concern for the well being of students.	1	.1	.1	61.0
Choose appropriate faculty members who have concern for students.	1	.1	.1	61.1
Financial support--waive instate tuition.	1	.1	.1	61.2
Flexibility.	1	.1	.1	61.4
For distance students, make campus an option. I have never know of anything that I could have done to be involved with the campus.	1	.1	.1	61.5
For the professors, place less emphasis on publishing and bringing in money and more emphasis on the quality of teaching.	1	.1	.1	
From all information I have of other programs at USU and other universities my program (masters) was a PhD program, requiring much more than other masters programs.	1	.1	.1	

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Get a better advisor in the dept.	1	.1	.1	61.6
Give MBA students their own computer lab area like the ECON dept has.	1	.1	.1	61.8
Give more detailed information on the process of drafting, defending, and publishing a thesis. I had to do a lot of leg work that was unnecessary.	1	.1	.1	61.9
Give them the ability to choose or vote on elective courses.	1	.1	.1	62.0
Good overall experience. Interlibrary loan might be made available or more accessible to DL students.	1	.1	.1	62.2
Graduate research assistanships and financial support to international students should be increased.	1	.1	.1	62.3
Employment opportunities and student internships should be made available from the department.				
Graduate school could be more helpful communicating deadlines and more timely in processing paperwork.	1	.1	.1	62.4
Graduate school should act as a facilitator in learning rather than imposing an impossible, buerocratic acts almost always.	1	.1	.1	62.6
Graduate studies is wonderful. You need a lot of work at the registrar's office!	1	.1	.1	62.7
GS office should provide a packet of forms at the beginning of your career at USU.	1	.1	.1	62.8
Guidelines for the thesis/dissertation format are long and unnecessary.	1	.1	.1	63.0
Hard to answer as I am distance ed. Had little interaction.	1	.1	.1	63.1
Have a more helpful and involved advisor. She never helped me much at all!	1	.1	.1	63.2

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Have better communication about the resources available to graduate students. A more friendly staff in the front office of grad studies.	1	.1	.1	63.4
Have cheaper health insurance.	1	.1	.1	63.5
Have more "customer oriented" administrative staff!	1	.1	.1	63.6
Have more journals that are required for research.	1	.1	.1	63.8
Have more reliable face to face contact to answer questions promptly.	1	.1	.1	63.9
Have QUAD system be able to recognize whether our prior education includes coursework to satisfy requirements ("pre-reqs") for graduate courses taken at USU.	1	.1	.1	64.0
Graduate students rarely go to sporting events, the costs of which should not be included in our				
Have set meet times with advisor throughout the program.	1	.1	.1	64.2
Health insurance buy in option for grad students on the university policy, not third party policies.				
Don't kill programs, you lose respect in those fields, create discontent, and most importantly, great faculty members are lost.	1	.1	.1	64.3
Health insurance, more graduate only office space and computer resources.	1	.1	.1	64.4
Help international students get full assistantships, both instate and outstate.	1	.1	.1	64.6
Help with the planning of when courses are to be taken.	1	.1	.1	64.7

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Higher stipends for qualified students. Affordable health insurance for graduate students and their families. More rigorous coursework. More helpful and responsive school of graduate studies staff. More available travel funds from GSS.	1	.1	.1	64.8
Hire more and better published professors in Instructional Technology and Information Architecture.	1	.1	.1	65.0
Hire more professors in various other sub divisions.	1	.1	.1	65.1
Hire teachers with actual working experience! Not just education and the ability to write grants.	1	.1	.1	65.2
I definitely could have used better mentoring for planning out a program of study.	1	.1	.1	65.4
I did not get these papers until 4 days before they were due. I still don't know about caps and gowns. So make the graduation process easier and more understandable.	1	.1	.1	65.5
I had a great experience at USU. I wish the local districts would offer more opportunities for educators to do the masters apprentice course.	1	.1	.1	65.6
I had a wonderful experience. Can't think of any suggestions.	1	.1	.1	65.8
I had too many classes that had both graduate students and undergraduate students in them.	1	.1	.1	65.9
I have been very satisfied. No suggestions at this time.	1	.1	.1	66.0
I have no input.	1	.1	.1	66.2
I have not been successful in accessing electronic journals. I am not available during daytime hours to call and get help so that I can do research from home.	1	.1	.1	66.3

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I never heard anything at all from the graduate student senate. What do they even do? They need to publicize more and get students more involved.	1	.1	.1	66.4
I only received 1 mailing from school of graduate studies. No real communication offered.	1	.1	.1	66.6
I really don't have any--it's more what you (the student) make of it.	1	.1	.1	66.7
I think a little leniency with some of the required thesis dates for concurrent students would be nice.	1	.1	.1	66.8
I think all is ok.	1	.1	.1	67.0
I think everything is great except health insurance costs, which are very expensive. Students have to be given flexible choices through the admin.	1	.1	.1	67.1
I think that health insurance for students with research assistantships should be provided by the major professor. Most grad students cannot afford health insurance.	1	.1	.1	67.2
I think that the Logan campus needs more calsses that are flexible to full time workers (MBA courses).	1	.1	.1	67.4
I think that the program was fine.	1	.1	.1	67.5
I think the school of graduate studies and dept should provide a clear, concise checklist of all requirements for degree completion.	1	.1	.1	67.6
I think there needs to be a health care plan similar to our peer institutions. Also, better awareness of deadlines for thesis etc. for graduation.	1	.1	.1	67.8
I think USU did pretty good. Some of the procedures could be more clear.	1	.1	.1	67.9
I thoroughly enjoyed my graduate program at USU and would highly recommend it to anyone!	1	.1	.1	68.0

Table 86. 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 overall very satisfied with the program. The distance ed classes are hard for obvious reasons.	1	.1	.1	68.2
I was pleased with my experience and can't think of a specific aspect of the program or university that cries out for improvement.	1	.1	.1	68.3
I will talk only about CS department. They need to replace department head; I guess too much of paperwork; better coordination between committee members.	1	.1	.1	68.4
I wish there would have been some scholarships available.	1	.1	.1	68.6
I would have appreciated more evening course offerings since I work full time during the day.	1	.1	.1	68.7
I would have liked a clearer presentation of the process from start to finish, especially what forms needed to be turned in when.	1	.1	.1	68.9
I would like more public exposure to those in my field.	1	.1	.1	69.0
I would like to know more about who represents graduate students (graduate student council, graduate senate) at this university.	1	.1	.1	69.1
If only USU could provide more faculty for certain areas of concentration in the Electrical Department it would be great. Apart from that, it has been an enjoyable experience doing graduate coursework here.	1	.1	.1	69.3
Implement summer tuition waivers for part-time study. Implement tuition waivers during intership year.	1	.1	.1	69.4
Improve availability and accessibility of library resources for online use.	1	.1	.1	69.5
Improve department advising through communication!	1	.1	.1	69.7

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Improve its internet capabilities, especially its web servers. It should increase the computer lab timings. Those labs should be open 24/7 for students.	1	.1	.1	69.8
Improve library database online for distance ed students.	1	.1	.1	69.9
Improve online distance education procedures, including dissemination of information to distance students (I never really felt a connection with the USU school as an institution) and fee payment. Credit card transactions and class registration systems is	1	.1	.1	70.1
Improve the department.	1	.1	.1	70.2
Improve the international student office.	1	.1	.1	70.3
Improve the teaching assistant workshop.				
Provide more teaching opportunities. Improve library holdings. Ensure that only highly qualified individuals are permitted to teach graduate level courses. Reward major professors who are excellent. Provide h	1	.1	.1	70.5
Improved access to online journals.	1	.1	.1	70.6
In my case I was out of town when I was mailed information about orientation programs. We need more information as we go through the program to keep us informed.	1	.1	.1	70.7
In my program, plan B students need to be taught how to prepare a literature review. This is something my research class did not help me with; I had to learn on my own.	1	.1	.1	70.9
In order for USU to move to the next level in terms of graduate school, it must bring in more money than it currently does.	1	.1	.1	71.0

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid In the beginning I struggled with the availability to access the online journals through USU but that was resolved winter 2004 semester.	1	.1	.1	71.1
Increase communication between the distance education in Ogden and the on campus departments. They sold us a MPA and instead I am being given a MSSPA. Not quite the same thing.	1	.1	.1	71.3
Increase funding for research and research presentations at conferences.	1	.1	.1	71.4
Increase job assistance programs, increase networking, and increase the number of euntrepreneurial classes offered.	1	.1	.1	71.5
Increase the information flow from the graudate school. I did not feel as if I received help from them. Every time I asked a question I was directed to my department who could not do anything because of policy (universities not theirs).	1	.1	.1	71.7
Increase the number of subscribed journals.	1	.1	.1	71.8
Increase the quantity of student/potential student support services via the USU Dist. Ed website. E. g.: 'learning readiness test', 'What's a virtual classroom?', 'Using a discussion forum', etc.	1	.1	.1	71.9
Increase the spectrum of courses offered, increase assistantships for international students, increase faculty number.	1	.1	.1	72.1
Inform the students about all requirements and procedures as soon as they are accepted into the graduate school.	1	.1	.1	72.2
Inform them of available resources, health insurance, etc.	1	.1	.1	72.3

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid It has been confusing what forms and how many need to be filled out, there are too many deadlines.	1	.1	.1	72.5
It is great already, no changes needed.	1	.1	.1	72.6
It is ridiculous to have so many students, mostly international ones that ask repetitive questions in graduate class. Some had over 60 students! The professors are spread too thin with so many students.	1	.1	.1	72.7
It was an excellent program. I wish I could continue with more classes.	1	.1	.1	72.9
It was very difficult to find someone in the Uintah Basin that could answer questions regarding my program. I registered for classes and hoped I was going in the right direction.	1	.1	.1	73.0
It would have been helpful to receive periodic information through the mail concerning dates, deadlines, and approximate lengths of time to complete required segments of the program.	1	.1	.1	73.1
Job placement.	1	.1	.1	73.3
Keep up the good work!	1	.1	.1	73.4
LAEP Dept needs more research money for graduates. Also better TA stipend.	1	.1	.1	73.5
Less boring professors.	1	.1	.1	73.7
Less cumbersome graduation process.	1	.1	.1	73.8
Less expensive.	1	.1	.1	73.9
Less forms.	1	.1	.1	74.1
Let students know of the services and programs available.	1	.1	.1	74.2
Library facilities must be improved. Books are to be added.	1	.1	.1	74.3
Lower fee for students who are finishing thesis away from campus.	1	.1	.1	74.5
Lower tuition.	1	.1	.1	74.6

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Make advising available periodically to offcampus programs. Communicate better about tuition costs and schedules. Don't schedule a five-week class for accountants in March-April.	1	.1	.1	74.7
Make advising/graduating requirements clear as student proceeds through program, not rely on mailings. Have grad advisor contact student at least annually.	1	.1	.1	74.9
Make all necessary requirement forms and procedures located in one resource. Improve this questionnaire by removing double-barrelled questions (e.g. 73).	1	.1	.1	75.0
Make all/most paperwork electronic.	1	.1	.1	75.1
Make deadlines easier to find online. It took em a long time to find them. I also had trouble getting in touch with someone in graduate studies and I was told she couldn't call long-distance to Salt Lake. That shouldn't be an issue for an "extension"	1	.1	.1	75.3
Make department faculty members aware of Graduate School policy changes and graduation process changes.	1	.1	.1	75.4
Make graduation requirements and timeline/dates easier to find on the internet.	1	.1	.1	75.5
Make library internet services easier to access from home.	1	.1	.1	75.7
Make more materials (library research) fully accessible online.	1	.1	.1	75.8
Make sure every program is outlined correctly and every class needed for the program is taught.	1	.1	.1	75.9
Make sure major professors know the requirements and deadlines and other info so they can adequately mentor grad students.	1	.1	.1	76.1

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Make sure professors know graduate process better.	1	.1	.1	76.2
Make sure scheduling doesn't overlap required courses in the summer.	1	.1	.1	76.3
Make the UVSC extension more easy to find information on and apply for.	1	.1	.1	76.5
Making programs such as health care known to students, could use information on options available.	1	.1	.1	76.6
Maybe inform graduate students about the new USU graduate students senate. I never really knew what this was about, what do they do?	1	.1	.1	76.7
Meets needs well.	1	.1	.1	76.9
More access to resources like laptops. Involve more interaction with the industries for more practical experience.	1	.1	.1	77.0
Make labs open 24 hours.	1	.1	.1	77.1
More accessible graduate offices.	1	.1	.1	77.1
More activities to motivate academic research involvement.	1	.1	.1	77.3
More advertising of financial aid available.	1	.1	.1	77.4
More assistantships.	1	.1	.1	77.5
More communication before the program starts so there are fewer surprises (tuition hikes, extra fees, etc.)	1	.1	.1	77.7
More communication with distance students.	1	.1	.1	77.8
More contact and guidance after coursework, prior to graduation and completion of internship.	1	.1	.1	77.9
More contact to school of graduate studies.	1	.1	.1	78.1
More detailed instruction with planning programs of study.	1	.1	.1	78.2
More exposure to research areas of professors. It is there, but need to highlight them more.	1	.1	.1	78.3

Table 86. What do you think that USU should do better to meet the needs of graduate students?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More extensive journal collection.	1	.1	.1	78.5
	More face to face support in internships. We need an advisor on site/available to discuss issues (like we had during the practicum class).	1	.1	.1	78.6
	More feedback from professors.	1	.1	.1	78.7
	More financial aid. My graduate program does not provide assistantships.	1	.1	.1	78.9
	More financial aid. Wider range of courses/topics of study.	1	.1	.1	79.0
	More financial assistance (assistantships, scholarships, etc.)	1	.1	.1	79.1
	More financial assistance: scholarships, grants, etc.	1	.1	.1	79.3
	More financial support for graduate students.	1	.1	.1	79.4
	More follow-up from the department. More effort to make distance students feel part of USU.	1	.1	.1	79.5
	More frequent information.	1	.1	.1	79.7
	More funding for attending relevant seminars/meetings. More invited talks on scientific subjects.	1	.1	.1	79.8
	More funding, health insurance, better computers for TAs and RAs.	1	.1	.1	79.9
	More graduate courses are needed for improving overall quality.	1	.1	.1	80.1
	More grants; less difference between in-state and out-of-state tuition.	1	.1	.1	80.2
	More hands-on opportunities like internships, projects in real world. More intensive and updated coursework to meet the market needs.	1	.1	.1	80.3
	More opportunities for jobs.	1	.1	.1	80.3
	More help in career placement once the term of education is complete.	1	.1	.1	80.5
	More help in finding employment after graduation.	1	.1	.1	80.6

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More help transitioning from the academic to the professional world. Most faculty members know a lot about academic jobs, but have very limited knowledge of professional jobs career services in each course.	1	.1	.1	80.7
More help with the transition to profession following graduate school.	1	.1	.1	80.9
More information from outside the department.	1	.1	.1	81.0
More labs, less computer viruses; awake and alert professors during defenses; less run-around for registration, payment, paperwork, etc. Enable online registration for ALL courses; prohibit department heads from stealing pre-scheduled defense rooms; in	1	.1	.1	81.1
More on top of helping us with eneded dates and requirements.	1	.1	.1	81.3
More one on one help in determining course work. Courses need to be better focused on what industry wants or needs.	1	.1	.1	81.4
More online journals. Less hassle for doing a plan A thesis.	1	.1	.1	81.6
More organized registration process. Frequently classes are offered, but not advertised.	1	.1	.1	81.7
More parking for students. Have computer labs open 24 hours and give access to enrolled students via an electronic card to enter into these labs.	1	.1	.1	81.8
More professional organization.	1	.1	.1	82.0
More research-oriented projects.	1	.1	.1	82.1
More research funding and competitive courses.	1	.1	.1	82.2
More research funding and opportunities for in depth course work.	1	.1	.1	82.4
More research opportunities.	1	.1	.1	82.5

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid More resources at the libraries--more electronic databases specifically.	1	.1	.1	82.6
More scholarships and information about internship opportunities for my area of study.	1	.1	.1	82.8
More scholarships.	1	.1	.1	82.9
more sources of funding available to students.				
More flexibility in programs of study to tailor them to meet the needs and career goals of the student.	1	.1	.1	83.0
More support and guidance from my faculty advisor.	1	.1	.1	83.2
More TA positions.	1	.1	.1	83.3
My experience has been very positive--alas, I cannot think of anything.	1	.1	.1	83.4
My experience was great--I can't think of an improvement.	1	.1	.1	83.6
My major professor was not informed of changes to the program while he was gone and consequently gave me bad information. Now I will finish in summer and not spring.	1	.1	.1	83.7
My needs were met through a "on the ball" and thorough department graduate advisor. He made it easy for me to concentrate on my classes rather than registering for classes, other paperwork, etc.	1	.1	.1	83.8
My one complaint is that I was not informed that I could walk for 2004 graduation until the middle of April. On top of that, we were given one week to get all the paperwork turned in. Due to all of the above, I was not able to walk with the people I wo	1	.1	.1	84.0

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid My only complaint was that two times I called the School of Graduate Studies and both times I was not treated with a "service-oriented" attitude. Their job is to assist graduate students, and I felt that I was a bother to them.	1	.1	.1	84.1
Need a handbook for each department laying out step by step what a grad student needs to do, including names, offices, locations, and phone numbers of the people he/she needs to conduct a bit of business with.	1	.1	.1	84.2
Need more defined standards for acceptance of thesis. Need more control of committees. My committee was difficult to work with.	1	.1	.1	84.4
Need more staff in the graduate office to handle the paperwork in a more timely fashion.	1	.1	.1	84.5
Need to teach more advanced classes and laboratories. More interaction between same-department students/faculty.	1	.1	.1	84.6
Needs to promote the program better, increasing the value of the degree in the professional world.	1	.1	.1	84.8
Never teach e-commerce of ir you need to make it a real class with a real professor. That class was a joke.	1	.1	.1	84.9
no comments.	2	.3	.3	85.2
No suggestions.	1	.1	.1	85.3
None--I had a very good experience at USU.	1	.1	.1	85.4
Not sure.	1	.1	.1	85.6
Nothing.	4	.5	.5	86.1
Now that PSY 6660 with Gee is not in our progra, I would say that you are doing a great job.	1	.1	.1	86.2
Offer a wider variety of calsses to students off campus.	1	.1	.1	86.4

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Offer an affordable health insurance plan that includes dental.	1	.1	.1	86.5
Offer class in strategic decision making. Less rhetoric more practical applications.	1	.1	.1	86.6
Offer classes more than once a year.	1	.1	.1	86.8
Offer free health insurance to TAs; cover all tuition for TAs.	1	.1	.1	86.9
Offer more career opportunities to social sciences graduates that do not stem only from the public service.	1	.1	.1	87.0
Offer more complete journals in Environmental Engineering. Encourage students to participate in conferences and give presentations.	1	.1	.1	87.2
Offer more summer workshop classes.	1	.1	.1	87.3
Offer students at least one semester of financial assistance (graduate students). Have more research opportunities for students.	1	.1	.1	87.4
Online graduate students are given very little information from the school of graduate studies. I would also be nice to have online teaching assistantships for online students.	1	.1	.1	87.6
Online journal access should be longer than 1 year in the PAA.	1	.1	.1	87.7
Our communication of requirements.	1	.1	.1	87.8
Our departments such a small one that I feel like the Deaf Ed professors really helped more than USU on a larger scale. I felt great about our system other than the lack of funding issue.	1	.1	.1	88.0
Overnight open access labs.	1	.1	.1	88.1
Parking.	1	.1	.1	88.2
Personal computers while attending grad school.	1	.1	.1	88.4

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Please get us real insurance! The insurance available to us now is outrageously expensive and essentially worthless. It covers almost nothing, not even preventative care!	1	.1	.1	88.5
Professors that have enough time for graduate students needs. More affordable health care. Better paths to get across campus (less construction all at once!).	1	.1	.1	88.6
Proofread your graduation survey--there are a ton of mistakes!	1	.1	.1	88.8
Provide a "best order to take classes" for each program. I could have gotten more out of classes had I had other classes first.	1	.1	.1	88.9
Provide a checklist of paperwork/process to go through entire graduate program. From choosing committee members to turning in appropriate paperwork for thesis.	1	.1	.1	89.0
Provide a computer for each graduate student.	1	.1	.1	89.2
Provide a full information packet about the requirements for graduation (forms and deadlines) at the time of admission.	1	.1	.1	89.3
Provide a higher level of consistency in program requirements, etc. I wasx told different requirements when I applied than after my first semester. No one told me they changed and it threw off my schedule somewhat.	1	.1	.1	89.4
Provide a list of things necessary for graduation, such as practicum requirements, forms required, etc. For students at extension sites in particular. This may help communication.	1	.1	.1	89.6

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Provide an outline of degree requirements that is sent out right after an examination for defense form is submitted.	1	.1	.1	89.7
Provide better communication. Have an informed faculty. It's sad when the faculty member over your final project can't tell you the requirement after four months of asking.	1	.1	.1	89.8
Provide better insurance that covers preventative care and will cover both doctor's visits and pharmacy claims. Make thesis guide more clear on headings/subheadings, formatting. Allow graduate students to get benefits as students so we don't have to be	1	.1	.1	90.0
Provide committed, professional, and organized chair persons. Provide opportunities for research, conf. presentations, and grant writing opportunities. Funding too! Value white students as much as non-white students. Treat all students the same! And	1	.1	.1	90.1
Provide deadlines dates in the graduate degree checklist.	1	.1	.1	90.2
Provide graduate-only level classes instead of mixed undergrad/grad classes.	1	.1	.1	90.4
Provide graduation information before dates happen i.e. graduation fair has passed, and I was unaware until after it was over.	1	.1	.1	90.5
Provide health care benefits to RA's and TA's. Improve laboratory facilities (remodel buildings). Improve industry-academic relations to place students after graduation.	1	.1	.1	90.6
Provide health insurance.	1	.1	.1	90.8

Table 86. 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 assistance (administrative) to your MED students. Treated like second-class citizens.	1	.1	.1	90.9
provide more assistantship opportunities or other financial aid.	1	.1	.1	91.0
Provide more assistantships and financial aid.	1	.1	.1	91.2
Provide more feedback, continuing education, and information to students who are not at the Logan, UT campus.	1	.1	.1	91.3
Provide more funding within the department. I'm tired of hearing there is never enough money for higher education. Granted, that is money that comes from the government, but paying for out-of-state tuition is terrible.	1	.1	.1	91.4
Provide more graduate student rooms with personal computers.	1	.1	.1	91.6
Provide more information as to whom to contact with questions.	1	.1	.1	91.7
provide more opportunities for assistantships.	1	.1	.1	91.8
Provide more opportunities for tuition waivers and assistantships. Make graduation requirements more clear. This form needs to be edited. Lots of typos.	1	.1	.1	92.0
Provide more practical and upper degree professor interactions.	1	.1	.1	92.1
Provide more tuition assistance.	1	.1	.1	92.2
Provide neede high-speed internet connections for off-campus students.	1	.1	.1	92.4
More graduate stipends. Provide relevant information pertaining to my degree.	1	.1	.1	92.5

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Provide tuition waivers more readily and help support programs with less funding. Make better use of the graduate student senate.	1	.1	.1	92.6
Publish fees for tuition for online classes on internet. Maybe create a special place to gather all online or a help line just for online student info.	1	.1	.1	92.8
Quit changing classes around so much. I was unable to take at least 4 classes that I desired to take, because the department changed or cancelled them at the last second. Very, very frustrating!	1	.1	.1	92.9
Raise salary for assistantships. Graduate computer lab with SPSS computer program, open early and late and weekends. Library open on weekends for longer.	1	.1	.1	93.0
Reduce insurance and tuition for grad students.	1	.1	.1	93.2
Reduce troublesome rules, teach things really useful.	1	.1	.1	93.3
Reduce tuition.	1	.1	.1	93.4
Regarding IT, keep the website a little more organized and send out class info earlier. Spring 05 was much better than the previous semesters.	1	.1	.1	93.6
Retain faculty, recruit additional graduate students, and have a more transparent rather than closed door/mind decision making process at the University Administrative level. LEt grad students buy into the USU employee health insurance plan.	1	.1	.1	93.7
Satellite location must have computer labs and/or connections like the main campus has.	1	.1	.1	93.9
Schedule the classes either all in the morning or all in the afternoon. By doing both it doesn't allow for people who work.	1	.1	.1	94.0

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Should have more computer engineering courses in electrical engineering department.	1	.1	.1	94.1
Should improve the library collections as well as the electronic journals.	1	.1	.1	94.3
Should improve the quality of programs and courses by giving good projects and facilities to the students. The graduate courses were not that satisfactory.	1	.1	.1	94.4
So far so good.	1	.1	.1	94.5
Some professors are on a personal trip during semesters and it was hard to contact them. And some professors don't give feedbacks quickly and they tend to forget about it after a couple of weeks later.	1	.1	.1	94.7
Sometimes the graduate studies office personnel was harsh and unhelpful with questions. Refused questions until paperwork was turned in. Within the department more focus on the status and progress of the student would help.	1	.1	.1	94.8
An MFA is a 3-year terminal				
Staff at Graduate studies office should be more friendly and more helpful.	1	.1	.1	94.9
Stop grading on an artificial curve!	1	.1	.1	95.1
Streamline the application process. Have better record keeping so program transfers are simpler and less cumbersome.	1	.1	.1	95.2
Students need more information when they first enter to help them plan.	1	.1	.1	95.3
TA or RA positions for international students at the IT department.	1	.1	.1	95.5
Take some of the unnecessary work load off the professors so that they will have more time for research and helping their graduate students.	1	.1	.1	95.6

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Talk to people face to face instead of referring them to a webpage.	1	.1	.1	95.7
Technical Comm PhD program.	1	.1	.1	95.9
Tell Dean Hinton to stop emphasizing engineering research so much that the professors are forced to neglect their students to keep him appeased.	1	.1	.1	96.0
The availability of assistantship or fellowship support to help cover the costs of graduate education at USU for international students.	1	.1	.1	96.1
The computers were always messing up my admission and fee information.	1	.1	.1	96.3
The deadlines were very unclear to me and I received a lot of mixed information from the department of graduate studies and my department. This can be improved.	1	.1	.1	96.4
The department has very little research going on. Give more opportunity for the students to participate in research.	1	.1	.1	96.5
The fall class (Prof Mimi Rucker) was really not helpful. I have two unused large books that were required. The first half repeated HTML, but poorly (we'd already had it) and the next half semetser was on Dreamweaver--poorly constructed class!! Tech su	1	.1	.1	96.7
The Grad School is a big hurdle. They are inconsistent with information provided to graduate.	1	.1	.1	96.8
The most difficult thing about graduate school is the amount of paperwork necessary for application, defense, and every step in between.	1	.1	.1	96.9

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
The only difference that would have helped me would be to hold classes on Tuesday/Thursday. The Friday/Saturday burned me out towards the end. But other than that, it was a great experience.	1	.1	.1	97.1
The people in the graduate studies office could be nicer to students. A better insurance program would be nice.	1	.1	.1	97.2
The professors from Human Resources were VERY bad at outlining course objectives and expectations. None were well received by the students due to their arrogant demeanor.	1	.1	.1	97.3
The publication is cryptic at times. Many professors do not understand to process to graduate.	1	.1	.1	97.5
The school of graduate studies needs to be able to process paperwork faster. Example: It took two months to get my course of study approved. That is too long of a delay.	1	.1	.1	97.6
The transportation department should have an additional faculty (compared to the work environmental and water resource, the research work in transportation department is better reason.)	1	.1	.1	97.7
There's nothing that I can think of.	1	.1	.1	97.9
There are lot of rules for international students which makes it very difficult for us to keep track of them. I think more workshops need to be performed.	1	.1	.1	98.0
There needs to be regular meetings between grad students and faculty. Having committee members and major prof actually show concern, set agendas, check progress.	1	.1	.1	98.1

Table 86. What do you think that USU should do better to meet the needs of graduate students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid There should be some assistantship for ME students as well.	1	.1	.1	98.3
They are already doing an excellent job.	1	.1	.1	98.4
They need a better advisor for the MBAs. The current advisor doesn't seem to know what is going on. She also did not even seem to know what the requirements were for my field of study.	1	.1	.1	98.5
To provide more assistantships to international students.	1	.1	.1	98.7
Try to help students to get more internship or practice opportunity.	1	.1	.1	98.8
Try to offer a kind of jobs (even if they are temporary) at the time of graduation because it is problematic to graduates to set doing nothing.	1	.1	.1	98.9
Turn the ed-net program into a fulltime program.	1	.1	.1	99.1
unsure.	1	.1	.1	99.2
Up number of online journals.	1	.1	.1	99.3
USU is doing a good job.	1	.1	.1	99.5
USU needs to find more money to pay their grad students. Assistantships are not up to par with cost of living. Also, provide health insurance to all grad students--the optional health insurance is approx 1/3 of what our assistantships are--how do we a	1	.1	.1	99.6
USU Rocks!!	1	.1	.1	99.7
When changing degree requirements, inform all students.	1	.1	.1	99.9
When the semester ends, the instructors should clarify when registration for the next semester starts.	1	.1	.1	100.0
Total	748	100.0	100.0	

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agricultural Systems Tech	10	1.3	1.3	1.3
	Animal Science	5	.7	.7	2.0
	Applied Economics	2	.3	.3	2.3
	Bioveterinary Science	1	.1	.1	2.4
	Biometeorology	1	.1	.1	2.6
	Dairy Science	1	.1	.1	2.7
	Plant Science	7	.9	.9	3.6
	Soil Science	2	.3	.3	3.9
	Toxicology	1	.1	.1	4.0
	Accounting	27	3.6	3.6	7.7
	Business Administration	71	9.5	9.6	17.3
	BISE	27	3.6	3.6	20.9
	Economics	11	1.5	1.5	22.4
	Social Sciences (MHR)	10	1.3	1.3	23.7
	Communicative Disorders & Deaf Education	41	5.5	5.5	29.2
	Education	3	.4	.4	29.6
	Elementary Education	31	4.1	4.2	33.8
	Health, Physical Ed & Rec	8	1.1	1.1	34.9
	Instructional Technology	55	7.4	7.4	42.3
	Psychology	36	4.8	4.9	47.2
	Rehabilitation Counseling	22	2.9	3.0	50.1
	Secondary Education	14	1.9	1.9	52.0
	Special Education	10	1.3	1.3	53.4
	Biological & Agricultural Engineering	4	.5	.5	53.9
	Civil & Environmental Engineering	68	9.1	9.2	63.1
	Electrical Engineering	35	4.7	4.7	67.8
	Industrial Technology	7	.9	.9	68.7
	Irrigation Engineering	5	.7	.7	69.4
	Mechanical Engineering	27	3.6	3.6	73.0
	Family & Human Development	24	3.2	3.2	76.3
	Human Environments	4	.5	.5	76.8
	Nutrition and Food Sciences	10	1.3	1.3	78.2
	American Studies	4	.5	.5	78.7
	Art	3	.4	.4	79.1
	Communication	1	.1	.1	79.2
	English	19	2.5	2.6	81.8
	History	2	.3	.3	82.1
	Landscape Architecture	6	.8	.8	82.9
	Political Science	8	1.1	1.1	84.0
	Second Language Teaching	11	1.5	1.5	85.4
	Social Sciences	3	.4	.4	85.8
	Sociology	6	.8	.8	86.7
	Theatre Arts	2	.3	.3	86.9
	Ecology	7	.9	.9	87.9
	Geography	2	.3	.3	88.1
	Natural Resources	6	.8	.8	88.9

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Range Science	5	.7	.7	89.6
	Watershed Science	3	.4	.4	90.0
	Wildlife Biology	6	.8	.8	90.8
	Biology	7	.9	.9	91.8
	Chemistry	1	.1	.1	91.9
	Computer Science	46	6.1	6.2	98.1
	Ecology	1	.1	.1	98.2
	Geology	2	.3	.3	98.5
	Mathematics	2	.3	.3	98.8
	Mathematical Sciences	2	.3	.3	99.1
	Physics	3	.4	.4	99.5
	Statistics	4	.5	.5	100.0
	Total	742	99.2	100.0	
	Missing	System	6	.8	
Total		748	100.0		

APPENDIX E

CROSS TABULATIONS BY COLLEGE

School of Graduate Studies Survey 2005 - Crosstabulations by Degree Type

Table 1. College

			DegreeGP							Total	
			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
College	Agriculture	Count	0	0	0	0	0	28	1	6	35
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	7.6%	2.1%	11.8%	4.8%
		% of Total	.0%	.0%	.0%	.0%	.0%	3.8%	.1%	.8%	4.8%
		Std. Residual	-1.0	-1.9	-2.3	-1.4	-1.0	2.5	-.8	2.3	
Business	Business	Count	21	75	0	0	0	49	0	3	148
		% within DegreeGP	100.0%	100.0%	.0%	.0%	.0%	13.3%	.0%	5.9%	20.1%
		% of Total	2.9%	10.2%	.0%	.0%	.0%	6.7%	.0%	.4%	20.1%
		Std. Residual	8.2	15.4	-4.8	-2.8	-2.0	-2.9	-3.1	-2.3	
Education	Education	Count	0	0	114	1	20	90	3	14	242
		% within DegreeGP	.0%	.0%	100.0%	2.5%	100.0%	24.5%	6.4%	27.5%	32.9%
		% of Total	.0%	.0%	15.5%	.1%	2.7%	12.2%	.4%	1.9%	32.9%
		Std. Residual	-2.6	-5.0	12.5	-3.4	5.2	-2.8	-3.2	-.7	
Engineering	Engineering	Count	0	0	0	39	0	93	0	15	147
		% within DegreeGP	.0%	.0%	.0%	97.5%	.0%	25.3%	.0%	29.4%	20.0%
		% of Total	.0%	.0%	.0%	5.3%	.0%	12.6%	.0%	2.0%	20.0%
		Std. Residual	-2.0	-3.9	-4.8	11.0	-2.0	2.3	-3.1	1.5	
Humanities, Arts, Social Science	Humanities, Arts, Social Science	Count	0	0	0	0	0	32	31	3	66
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	8.7%	66.0%	5.9%	9.0%
		% of Total	.0%	.0%	.0%	.0%	.0%	4.3%	4.2%	.4%	9.0%
		Std. Residual	-1.4	-2.6	-3.2	-1.9	-1.3	-.2	13.0	-.7	
Natural Resources	Natural Resources	Count	0	0	0	0	0	23	2	4	29
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	6.3%	4.3%	7.8%	3.9%
		% of Total	.0%	.0%	.0%	.0%	.0%	3.1%	.3%	.5%	3.9%
		Std. Residual	-.9	-1.7	-2.1	-1.3	-.9	2.2	.1	1.4	
Science	Science	Count	0	0	0	0	0	53	10	6	69
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	14.4%	21.3%	11.8%	9.4%
		% of Total	.0%	.0%	.0%	.0%	.0%	7.2%	1.4%	.8%	9.4%
		Std. Residual	-1.4	-2.7	-3.3	-1.9	-1.4	3.1	2.7	.6	
Total	Total	Count	21	75	114	40	20	368	47	51	736
		% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.9%	10.2%	15.5%	5.4%	2.7%	50.0%	6.4%	6.9%	100.0%

Table 2. Age

			DegreeGP							Total	
			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
Age	<25	Count	5	6	14	7	0	71	6	0	109
		% within DegreeGP	25.0%	8.2%	12.7%	17.5%	.0%	19.3%	13.3%	.0%	15.0%
		% of Total	.7%	.8%	1.9%	1.0%	.0%	9.8%	.8%	.0%	15.0%
		Std. Residual	1.2	-1.5	-.6	.4	-1.7	2.1	-.3	-2.8	
25 - 29	Count	Count	14	34	22	31	3	169	17	15	305
		% within DegreeGP	70.0%	46.6%	20.0%	77.5%	15.0%	46.0%	37.8%	29.4%	42.0%
		% of Total	1.9%	4.7%	3.0%	4.3%	.4%	23.3%	2.3%	2.1%	42.0%
		Std. Residual	1.9	.6	-3.6	3.5	-1.9	1.2	-.4	-1.4	
30 - 34	Count	Count	1	22	16	0	2	62	12	14	129
		% within DegreeGP	5.0%	30.1%	14.5%	.0%	10.0%	16.9%	26.7%	27.5%	17.8%
		% of Total	.1%	3.0%	2.2%	.0%	.3%	8.5%	1.7%	1.9%	17.8%
		Std. Residual	-1.4	2.5	-.8	-2.7	-.8	-.4	1.4	1.6	
35 - 39	Count	Count	0	2	13	1	5	23	5	10	59
		% within DegreeGP	.0%	2.7%	11.8%	2.5%	25.0%	6.3%	11.1%	19.6%	8.1%
		% of Total	.0%	.3%	1.8%	.1%	.7%	3.2%	.7%	1.4%	8.1%
		Std. Residual	-1.3	-1.6	1.4	-1.2	2.6	-1.2	.7	2.9	
40 - 49	Count	Count	0	8	26	1	5	21	4	8	73
		% within DegreeGP	.0%	11.0%	23.6%	2.5%	25.0%	5.7%	8.9%	15.7%	10.1%
		% of Total	.0%	1.1%	3.6%	.1%	.7%	2.9%	.6%	1.1%	10.1%
		Std. Residual	-1.4	.2	4.5	-1.5	2.1	-2.6	-.2	1.3	
>= 50	Count	Count	0	1	19	0	5	21	1	4	51
		% within DegreeGP	.0%	1.4%	17.3%	.0%	25.0%	5.7%	2.2%	7.8%	7.0%
		% of Total	.0%	.1%	2.6%	.0%	.7%	2.9%	.1%	.6%	7.0%
		Std. Residual	-1.2	-1.8	4.1	-1.7	3.0	-.9	-1.2	.2	
Total	Count	Count	20	73	110	40	20	367	45	51	726
		% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.8%	10.1%	15.2%	5.5%	2.8%	50.6%	6.2%	7.0%	100.0%

Table 3. Gender

			DegreeGP							Total	
			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
Sex	Male	Count	11	57	33	35	6	224	29	32	427
		% within DegreeGP	55.0%	78.1%	30.0%	87.5%	30.0%	61.0%	64.4%	62.7%	58.8%
		% of Total	1.5%	7.9%	4.5%	4.8%	.8%	30.9%	4.0%	4.4%	58.8%
		Std. Residual	-.2	2.1	-3.9	2.4	-1.7	.6	.5	.4	
Sex	Female	Count	9	16	77	5	14	143	16	19	299
		% within DegreeGP	45.0%	21.9%	70.0%	12.5%	70.0%	39.0%	35.6%	37.3%	41.2%
		% of Total	1.2%	2.2%	10.6%	.7%	1.9%	19.7%	2.2%	2.6%	41.2%
		Std. Residual	.3	-2.6	4.7	-2.8	2.0	-.7	-.6	-.4	
Total		Count	20	73	110	40	20	367	45	51	726
		% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.8%	10.1%	15.2%	5.5%	2.8%	50.6%	6.2%	7.0%	100.0%

Table 4. Marital Status

			DegreeGP							Total	
			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
Marital Status?	Single	Count	4	8	15	18	2	132	20	18	217
		% within DegreeGP	20.0%	11.0%	13.6%	45.0%	10.0%	36.1%	44.4%	36.0%	30.0%
		% of Total	.6%	1.1%	2.1%	2.5%	.3%	18.2%	2.8%	2.5%	30.0%
		Std. Residual	-.8	-3.0	-3.1	1.7	-1.6	2.1	1.8	.8	
	Married	Count	15	62	87	21	14	220	23	29	471
		% within DegreeGP	75.0%	84.9%	79.1%	52.5%	70.0%	60.1%	51.1%	58.0%	65.1%
		% of Total	2.1%	8.6%	12.0%	2.9%	1.9%	30.4%	3.2%	4.0%	65.1%
		Std. Residual	.6	2.1	1.8	-1.0	.3	-1.2	-1.2	-.6	
	Divorced	Count	1	2	8	1	4	13	1	3	33
		% within DegreeGP	5.0%	2.7%	7.3%	2.5%	20.0%	3.6%	2.2%	6.0%	4.6%
		% of Total	.1%	.3%	1.1%	.1%	.6%	1.8%	.1%	.4%	4.6%
		Std. Residual	.1	-.7	1.3	-.6	3.2	-.9	-.7	.5	
	Widowed	Count	0	1	0	0	0	1	0	0	2
		% within DegreeGP	.0%	1.4%	.0%	.0%	.0%	.3%	.0%	.0%	.3%
		% of Total	.0%	.1%	.0%	.0%	.0%	.1%	.0%	.0%	.3%
		Std. Residual	-.2	1.8	-.6	-.3	-.2	.0	-.4	-.4	
Separated	Count	0	0	0	0	0	0	1	0	1	
	% within DegreeGP	.0%	.0%	.0%	.0%	.0%	.0%	2.2%	.0%	.1%	
	% of Total	.0%	.0%	.0%	.0%	.0%	.0%	.1%	.0%	.1%	
	Std. Residual	-.2	-.3	-.4	-.2	-.2	-.7	3.8	-.3		
Total	Count	20	73	110	40	20	366	45	50	724	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.2%	5.5%	2.8%	50.6%	6.2%	6.9%	100.0%	

Table 5. Citizenship

			DegreeGP							Total	
			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
Citizenship	U.S.	Count	19	70	109	30	19	277	33	27	584
		% within DegreeGP	95.0%	95.9%	99.1%	75.0%	95.0%	76.3%	75.0%	55.1%	81.2%
		% of Total	2.6%	9.7%	15.2%	4.2%	2.6%	38.5%	4.6%	3.8%	81.2%
		Std. Residual	.7	1.4	2.1	-.4	.7	-1.0	-.5	-2.0	
International		Count	1	3	1	10	1	86	11	22	135
		% within DegreeGP	5.0%	4.1%	.9%	25.0%	5.0%	23.7%	25.0%	44.9%	18.8%
		% of Total	.1%	.4%	.1%	1.4%	.1%	12.0%	1.5%	3.1%	18.8%
		Std. Residual	-1.4	-2.9	-4.3	.9	-1.4	2.2	1.0	4.2	
Total		Count	20	73	110	40	20	363	44	49	719
		% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.8%	10.2%	15.3%	5.6%	2.8%	50.5%	6.1%	6.8%	100.0%

Table 6. Ethnicity

			DegreeGP							Total	
			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
Ethnicity	American Indian/Native American	Count	0	0	0	1	0	2	0	1	4
		% within DegreeGP	.0%	.0%	.0%	2.5%	.0%	.6%	.0%	2.0%	.6%
		% of Total	.0%	.0%	.0%	.1%	.0%	.3%	.0%	.1%	.6%
		Std. Residual	-.3	-.6	-.8	1.6	-.3	.0	-.5	1.4	
Asian or Pacific Islander	Asian or Pacific Islander	Count	1	2	2	8	1	79	9	11	113
		% within DegreeGP	5.0%	2.7%	1.8%	20.0%	5.0%	21.8%	20.0%	22.4%	15.7%
		% of Total	.1%	.3%	.3%	1.1%	.1%	11.0%	1.3%	1.5%	15.7%
		Std. Residual	-1.2	-2.8	-3.7	.7	-1.2	2.9	.7	1.2	
Black (non-Hispanic)	Black (non-Hispanic)	Count	0	0	0	2	0	1	1	2	6
		% within DegreeGP	.0%	.0%	.0%	5.0%	.0%	.3%	2.2%	4.1%	.8%
		% of Total	.0%	.0%	.0%	.3%	.0%	.1%	.1%	.3%	.8%
		Std. Residual	-.4	-.8	-1.0	2.9	-.4	-1.2	1.0	2.5	
White (non-Hispanic)	White (non-Hispanic)	Count	19	69	104	27	19	266	34	30	568
		% within DegreeGP	95.0%	94.5%	95.4%	67.5%	95.0%	73.5%	75.6%	61.2%	79.1%
		% of Total	2.6%	9.6%	14.5%	3.8%	2.6%	37.0%	4.7%	4.2%	79.1%
		Std. Residual	.8	1.5	1.9	-.8	.8	-1.2	-.3	-1.4	
Hispanic	Hispanic	Count	0	0	2	1	0	5	0	3	11
		% within DegreeGP	.0%	.0%	1.8%	2.5%	.0%	1.4%	.0%	6.1%	1.5%
		% of Total	.0%	.0%	.3%	.1%	.0%	.7%	.0%	.4%	1.5%
		Std. Residual	-.6	-1.1	.3	.5	-.6	-.2	-.8	2.6	
Other	Other	Count	0	2	1	1	0	9	1	2	16
		% within DegreeGP	.0%	2.7%	.9%	2.5%	.0%	2.5%	2.2%	4.1%	2.2%
		% of Total	.0%	.3%	.1%	.1%	.0%	1.3%	.1%	.3%	2.2%
		Std. Residual	-.7	.3	-.9	.1	-.7	.3	.0	.9	
Total	Total	Count	20	73	109	40	20	362	45	49	718
		% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	2.8%	10.2%	15.2%	5.6%	2.8%	50.4%	6.3%	6.8%	100.0%

Table 7. Before you began graduate work at USU, where were you living?

			DegreeGP							Total	
			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
Before you began graduate work at USU, where were you living?	Cache Valley (Logan & vicinity)	Count	14	16	16	26	7	148	10	2	239
		% within DegreeGP	70.0%	21.9%	15.0%	65.0%	35.0%	41.0%	22.2%	4.0%	33.4%
		% of Total	2.0%	2.2%	2.2%	3.6%	1.0%	20.7%	1.4%	.3%	33.4%
		Std. Residual	2.8	-1.7	-3.3	3.5	.1	2.5	-1.3	-3.6	
	Elsewhere in Utah	Count	3	50	85	5	7	92	14	11	267
		% within DegreeGP	15.0%	68.5%	79.4%	12.5%	35.0%	25.5%	31.1%	22.0%	37.3%
		% of Total	.4%	7.0%	11.9%	.7%	1.0%	12.8%	2.0%	1.5%	37.3%
		Std. Residual	-1.6	4.4	7.1	-2.6	-2	-3.7	-.7	-1.8	
	Elsewhere in Idaho	Count	1	2	1	0	1	3	0	1	9
		% within DegreeGP	5.0%	2.7%	.9%	.0%	5.0%	.8%	.0%	2.0%	1.3%
		% of Total	.1%	.3%	.1%	.0%	.1%	.4%	.0%	.1%	1.3%
		Std. Residual	1.5	1.1	-.3	-.7	1.5	-.7	-.8	.5	
	Elsewhere in the USA	Count	1	2	5	1	5	47	10	16	87
		% within DegreeGP	5.0%	2.7%	4.7%	2.5%	25.0%	13.0%	22.2%	32.0%	12.2%
		% of Total	.1%	.3%	.7%	.1%	.7%	6.6%	1.4%	2.2%	12.2%
Std. Residual		-.9	-2.3	-2.2	-1.8	1.6	.5	1.9	4.0		
Outside the USA	Count	1	3	0	8	0	71	11	20	114	
	% within DegreeGP	5.0%	4.1%	.0%	20.0%	.0%	19.7%	24.4%	40.0%	15.9%	
	% of Total	.1%	.4%	.0%	1.1%	.0%	9.9%	1.5%	2.8%	15.9%	
	Std. Residual	-1.2	-2.5	-4.1	.6	-1.8	1.8	1.4	4.3		
Total	Count	20	73	107	40	20	361	45	50	716	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.2%	14.9%	5.6%	2.8%	50.4%	6.3%	7.0%	100.0%	

Table 8. Prior degrees you have completed at USU?

			DegreeGP								Total
			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	
Prior degrees you have completed at USU?	No prior USU degrees	Count	6	51	59	10	9	166	28	27	356
		% within DegreeGP	28.6%	68.0%	51.8%	25.0%	45.0%	45.5%	59.6%	56.3%	48.8%
		% of Total	.8%	7.0%	8.1%	1.4%	1.2%	22.7%	3.8%	3.7%	48.8%
		Std. Residual	-1.3	2.4	.5	-2.2	-.2	-.9	1.1	.7	
	Bachelors Degree	Count	15	23	55	30	11	189	17	5	345
		% within DegreeGP	71.4%	30.7%	48.2%	75.0%	55.0%	51.8%	36.2%	10.4%	47.3%
		% of Total	2.1%	3.2%	7.5%	4.1%	1.5%	25.9%	2.3%	.7%	47.3%
		Std. Residual	1.6	-2.1	.2	2.6	.5	1.3	-1.1	-3.7	
	Masters Degree	Count	0	1	0	0	0	10	2	16	29
		% within DegreeGP	.0%	1.3%	.0%	.0%	.0%	2.7%	4.3%	33.3%	4.0%
		% of Total	.0%	.1%	.0%	.0%	.0%	1.4%	.3%	2.2%	4.0%
		Std. Residual	-.9	-1.1	-2.1	-1.3	-.9	-1.2	.1	10.2	
Total	Count	21	75	114	40	20	365	47	48	730	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	10.3%	15.6%	5.5%	2.7%	50.0%	6.4%	6.6%	100.0%	

Table 9. How many years have you been enrolled as a graduate student at USU?

			DegreeGP							Total	
			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
How many years have you been enrolled as a graduate student at USU?	<1 yr.	Count	4	2	2	3	0	4	2	0	17
		% within DegreeGP	19.0%	2.7%	1.8%	7.5%	.0%	1.1%	4.3%	.0%	2.3%
		% of Total	.5%	.3%	.3%	.4%	.0%	.5%	.3%	.0%	2.3%
		Std. Residual	5.0	.2	-.4	2.1	-.7	-1.5	.9	-1.1	
	1 yr.	Count	8	17	12	18	3	59	11	0	128
		% within DegreeGP	38.1%	22.7%	10.5%	45.0%	15.0%	16.2%	23.4%	.0%	17.5%
		% of Total	1.1%	2.3%	1.6%	2.5%	.4%	8.1%	1.5%	.0%	17.5%
		Std. Residual	2.3	1.1	-1.8	4.1	-.3	-.6	1.0	-2.9	
	2 yrs.	Count	4	51	71	12	8	172	14	0	332
		% within DegreeGP	19.0%	68.0%	62.3%	30.0%	40.0%	47.3%	29.8%	.0%	45.5%
		% of Total	.5%	7.0%	9.7%	1.6%	1.1%	23.6%	1.9%	.0%	45.5%
		Std. Residual	-1.8	2.9	2.7	-1.5	-.4	.5	-1.6	-4.7	
	3 yrs.	Count	2	2	15	2	3	72	10	6	112
		% within DegreeGP	9.5%	2.7%	13.2%	5.0%	15.0%	19.8%	21.3%	12.2%	15.3%
		% of Total	.3%	.3%	2.1%	.3%	.4%	9.9%	1.4%	.8%	15.3%
		Std. Residual	-.7	-2.8	-.6	-1.7	.0	2.2	1.0	-.6	
	4 yrs.	Count	1	1	10	3	4	31	5	16	71
		% within DegreeGP	4.8%	1.3%	8.8%	7.5%	20.0%	8.5%	10.6%	32.7%	9.7%
		% of Total	.1%	.1%	1.4%	.4%	.5%	4.2%	.7%	2.2%	9.7%
		Std. Residual	-.7	-2.3	-.3	-.5	1.5	-.7	.2	5.1	
	5 yrs.	Count	2	2	2	1	1	12	2	14	36
		% within DegreeGP	9.5%	2.7%	1.8%	2.5%	5.0%	3.3%	4.3%	28.6%	4.9%
		% of Total	.3%	.3%	.3%	.1%	.1%	1.6%	.3%	1.9%	4.9%
		Std. Residual	.9	-.9	-1.5	-.7	.0	-1.4	-.2	7.5	
6 yrs. or more	Count	0	0	2	1	1	14	3	13	34	
	% within DegreeGP	.0%	.0%	1.8%	2.5%	5.0%	3.8%	6.4%	26.5%	4.7%	
	% of Total	.0%	.0%	.3%	.1%	.1%	1.9%	.4%	1.8%	4.7%	
	Std. Residual	-1.0	-1.9	-1.4	-.6	.1	-.7	.5	7.1		
Total	Count	21	75	114	40	20	364	47	49	730	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	10.3%	15.6%	5.5%	2.7%	49.9%	6.4%	6.7%	100.0%	

Table 10. What Master's plan?

			DegreeGP						Total	
			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
What Master's plan?	Plan A Masters	Count	0	3	0	1	1	63	7	75
		% within DegreeGP	.0%	18.8%	.0%	4.3%	14.3%	35.0%	28.0%	24.0%
		% of Total	.0%	1.0%	.0%	.3%	.3%	20.2%	2.2%	24.0%
		Std. Residual	-1.0	-.4	-3.7	-1.9	-.5	3.0	.4	
	Plan B Masters	Count	0	1	6	2	0	36	14	59
		% within DegreeGP	.0%	6.3%	10.5%	8.7%	.0%	20.0%	56.0%	18.9%
		% of Total	.0%	.3%	1.9%	.6%	.0%	11.5%	4.5%	18.9%
		Std. Residual	-.9	-1.2	-1.5	-1.1	-1.2	.3	4.3	
	Plan C Masters	Count	4	12	51	20	6	81	4	178
		% within DegreeGP	100.0%	75.0%	89.5%	87.0%	85.7%	45.0%	16.0%	57.1%
		% of Total	1.3%	3.8%	16.3%	6.4%	1.9%	26.0%	1.3%	57.1%
		Std. Residual	1.1	1.0	3.2	1.9	1.0	-2.1	-2.7	
Total	Count	4	16	57	23	7	180	25	312	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	1.3%	5.1%	18.3%	7.4%	2.2%	57.7%	8.0%	100.0%	

Table 11. The overall quality of the graduate training that you have received at USU.

			DegreeGP								Total
			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	
33 The overall quality of the graduate training that you have received at USU.	Very Satisfied	Count	4	20	41	5	10	118	10	19	227
		% within DegreeGP	20.0%	27.8%	37.6%	12.5%	50.0%	32.9%	22.7%	37.3%	31.7%
		% of Total	.6%	2.8%	5.7%	.7%	1.4%	16.5%	1.4%	2.7%	31.7%
		Std. Residual	-.9	-.6	1.1	-2.2	1.4	.4	-1.1	.7	
	Mostly Satisfied	Count	13	39	49	26	8	161	23	20	339
		% within DegreeGP	65.0%	54.2%	45.0%	65.0%	40.0%	44.8%	52.3%	39.2%	47.4%
		% of Total	1.8%	5.5%	6.9%	3.6%	1.1%	22.5%	3.2%	2.8%	47.4%
		Std. Residual	1.1	.8	-.4	1.6	-.5	-.7	.5	-.9	
	Somewhat Satisfied	Count	3	11	13	7	1	58	9	9	111
		% within DegreeGP	15.0%	15.3%	11.9%	17.5%	5.0%	16.2%	20.5%	17.6%	15.5%
		% of Total	.4%	1.5%	1.8%	1.0%	.1%	8.1%	1.3%	1.3%	15.5%
		Std. Residual	-.1	-.1	-1.0	.3	-1.2	.3	.8	.4	
	Somewhat Dissatisfied	Count	0	2	4	1	0	10	2	0	19
		% within DegreeGP	.0%	2.8%	3.7%	2.5%	.0%	2.8%	4.5%	.0%	2.7%
		% of Total	.0%	.3%	.6%	.1%	.0%	1.4%	.3%	.0%	2.7%
		Std. Residual	-.7	.1	.6	-.1	-.7	.1	.8	-1.2	
	Mostly Dissatisfied	Count	0	0	0	1	0	7	0	0	8
		% within DegreeGP	.0%	.0%	.0%	2.5%	.0%	1.9%	.0%	.0%	1.1%
		% of Total	.0%	.0%	.0%	.1%	.0%	1.0%	.0%	.0%	1.1%
		Std. Residual	-.5	-.9	-1.1	.8	-.5	1.5	-.7	-.8	
	Very Dissatisfied	Count	0	0	1	0	1	3	0	2	7
		% within DegreeGP	.0%	.0%	.9%	.0%	5.0%	.8%	.0%	3.9%	1.0%
		% of Total	.0%	.0%	.1%	.0%	.1%	.4%	.0%	.3%	1.0%
		Std. Residual	-.4	-.8	-.1	-.6	1.8	-.3	-.7	2.1	
Not Applicable	Count	0	0	1	0	0	2	0	1	4	
	% within DegreeGP	.0%	.0%	.9%	.0%	.0%	.6%	.0%	2.0%	.6%	
	% of Total	.0%	.0%	.1%	.0%	.0%	.3%	.0%	.1%	.6%	
	Std. Residual	-.3	-.6	.5	-.5	-.3	.0	-.5	1.3		
Total	Count	20	72	109	40	20	359	44	51	715	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.2%	5.6%	2.8%	50.2%	6.2%	7.1%	100.0%	

Table 12. The overall quality of graduate courses that you have taken inside your department.

			DegreeGP								Total
			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	
34 The overall quality of graduate courses that you have taken inside your department.	Very Satisfied	Count	5	22	41	6	12	108	9	14	217
		% within DegreeGP	25.0%	30.6%	38.0%	15.8%	60.0%	30.2%	20.5%	27.5%	30.5%
		% of Total	.7%	3.1%	5.8%	.8%	1.7%	15.2%	1.3%	2.0%	30.5%
		Std. Residual	-.4	.0	1.4	-1.6	2.4	-.1	-1.2	-.4	
	Mostly Satisfied	Count	13	38	50	21	6	171	27	24	350
		% within DegreeGP	65.0%	52.8%	46.3%	55.3%	30.0%	47.8%	61.4%	47.1%	49.2%
		% of Total	1.8%	5.3%	7.0%	3.0%	.8%	24.1%	3.8%	3.4%	49.2%
		Std. Residual	1.0	.4	-.4	.5	-1.2	-.4	1.1	-.2	
	Somewhat Satisfied	Count	2	10	11	6	1	49	5	10	94
		% within DegreeGP	10.0%	13.9%	10.2%	15.8%	5.0%	13.7%	11.4%	19.6%	13.2%
		% of Total	.3%	1.4%	1.5%	.8%	.1%	6.9%	.7%	1.4%	13.2%
		Std. Residual	-.4	.2	-.9	.4	-1.0	.2	-.3	1.3	
	Somewhat Dissatisfied	Count	0	1	3	5	0	16	1	1	27
		% within DegreeGP	.0%	1.4%	2.8%	13.2%	.0%	4.5%	2.3%	2.0%	3.8%
		% of Total	.0%	.1%	.4%	.7%	.0%	2.3%	.1%	.1%	3.8%
		Std. Residual	-.9	-1.0	-.5	3.0	-.9	.7	-.5	-.7	
	Mostly Dissatisfied	Count	0	0	0	0	0	5	2	0	7
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	1.4%	4.5%	.0%	1.0%
		% of Total	.0%	.0%	.0%	.0%	.0%	.7%	.3%	.0%	1.0%
		Std. Residual	-.4	-.8	-1.0	-.6	-.4	.8	2.4	-.7	
	Very Dissatisfied	Count	0	0	1	0	1	6	0	1	9
		% within DegreeGP	.0%	.0%	.9%	.0%	5.0%	1.7%	.0%	2.0%	1.3%
		% of Total	.0%	.0%	.1%	.0%	.1%	.8%	.0%	.1%	1.3%
		Std. Residual	-.5	-1.0	-.3	-.7	1.5	.7	-.7	.4	
	Not Applicable	Count	0	1	2	0	0	3	0	1	7
		% within DegreeGP	.0%	1.4%	1.9%	.0%	.0%	.8%	.0%	2.0%	1.0%
		% of Total	.0%	.1%	.3%	.0%	.0%	.4%	.0%	.1%	1.0%
		Std. Residual	-.4	.3	.9	-.6	-.4	-.3	-.7	.7	
Total	Count	20	72	108	38	20	358	44	51	711	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.2%	5.3%	2.8%	50.4%	6.2%	7.2%	100.0%	

Table 13. The overall quality of graduate courses that you have taken outside your department.

			DegreeGP							Total	
			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
35 The overall quality of graduate courses that you have taken outside your department.	Very Satisfied	Count	1	15	14	4	4	66	7	3	114
		% within DegreeGP	5.0%	21.1%	13.0%	10.3%	20.0%	18.4%	15.6%	6.0%	16.0%
		% of Total	.1%	2.1%	2.0%	.6%	.6%	9.3%	1.0%	.4%	16.0%
		Std. Residual	-1.2	1.1	-.8	-.9	.4	1.1	-.1	-1.8	
	Mostly Satisfied	Count	8	25	34	14	2	98	20	26	227
		% within DegreeGP	40.0%	35.2%	31.5%	35.9%	10.0%	27.3%	44.4%	52.0%	31.9%
		% of Total	1.1%	3.5%	4.8%	2.0%	.3%	13.8%	2.8%	3.7%	31.9%
		Std. Residual	.6	.5	-.1	.4	-1.7	-1.5	1.5	2.5	
	Somewhat Satisfied	Count	7	9	9	2	1	50	10	9	97
		% within DegreeGP	35.0%	12.7%	8.3%	5.1%	5.0%	13.9%	22.2%	18.0%	13.6%
		% of Total	1.0%	1.3%	1.3%	.3%	.1%	7.0%	1.4%	1.3%	13.6%
		Std. Residual	2.6	-.2	-1.5	-1.4	-1.0	.2	1.6	.8	
	Somewhat Dissatisfied	Count	0	1	5	1	0	10	0	1	18
		% within DegreeGP	.0%	1.4%	4.6%	2.6%	.0%	2.8%	.0%	2.0%	2.5%
		% of Total	.0%	.1%	.7%	.1%	.0%	1.4%	.0%	.1%	2.5%
		Std. Residual	-.7	-.6	1.4	.0	-.7	.3	-1.1	-.2	
	Mostly Dissatisfied	Count	0	2	1	0	0	4	0	0	7
		% within DegreeGP	.0%	2.8%	.9%	.0%	.0%	1.1%	.0%	.0%	1.0%
		% of Total	.0%	.3%	.1%	.0%	.0%	.6%	.0%	.0%	1.0%
		Std. Residual	-.4	1.6	-.1	-.6	-.4	.3	-.7	-.7	
	Very Dissatisfied	Count	0	0	1	0	1	4	2	0	8
		% within DegreeGP	.0%	.0%	.9%	.0%	5.0%	1.1%	4.4%	.0%	1.1%
		% of Total	.0%	.0%	.1%	.0%	.1%	.6%	.3%	.0%	1.1%
		Std. Residual	-.5	-.9	-.2	-.7	1.6	.0	2.1	-.7	
Not Applicable	Count	4	19	44	18	12	127	6	11	241	
	% within DegreeGP	20.0%	26.8%	40.7%	46.2%	60.0%	35.4%	13.3%	22.0%	33.8%	
	% of Total	.6%	2.7%	6.2%	2.5%	1.7%	17.8%	.8%	1.5%	33.8%	
	Std. Residual	-1.1	-1.0	1.2	1.3	2.0	.5	-2.4	-1.4		
Total	Count	20	71	108	39	20	359	45	50	712	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.2%	5.5%	2.8%	50.4%	6.3%	7.0%	100.0%	

Table 14. For me, USU has been a good choice for graduate study.

			DegreeGP							Total	
			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
72 For me, USU has been a good choice for graduate study.	Strongly Agree	Count	9	21	55	9	14	137	11	22	278
		% within DegreeGP	42.9%	30.0%	50.9%	22.5%	70.0%	38.8%	24.4%	44.9%	39.4%
		% of Total	1.3%	3.0%	7.8%	1.3%	2.0%	19.4%	1.6%	3.1%	39.4%
		Std. Residual	.3	-1.3	1.9	-1.7	2.2	-.2	-1.6	.6	
	Agree	Count	8	44	42	23	5	161	24	21	328
		% within DegreeGP	38.1%	62.9%	38.9%	57.5%	25.0%	45.6%	53.3%	42.9%	46.5%
		% of Total	1.1%	6.2%	5.9%	3.3%	.7%	22.8%	3.4%	3.0%	46.5%
		Std. Residual	-.6	2.0	-1.2	1.0	-1.4	-.2	.7	-.4	
	Neutral	Count	4	4	8	8	0	40	8	4	76
		% within DegreeGP	19.0%	5.7%	7.4%	20.0%	.0%	11.3%	17.8%	8.2%	10.8%
		% of Total	.6%	.6%	1.1%	1.1%	.0%	5.7%	1.1%	.6%	10.8%
		Std. Residual	1.2	-1.3	-1.1	1.8	-1.5	.3	1.4	-.6	
	Disagree	Count	0	1	2	0	0	11	1	1	16
		% within DegreeGP	.0%	1.4%	1.9%	.0%	.0%	3.1%	2.2%	2.0%	2.3%
		% of Total	.0%	.1%	.3%	.0%	.0%	1.6%	.1%	.1%	2.3%
		Std. Residual	-.7	-.5	-.3	-1.0	-.7	1.1	.0	-.1	
	Strongly Disagree	Count	0	0	0	0	1	4	1	1	7
		% within DegreeGP	.0%	.0%	.0%	.0%	5.0%	1.1%	2.2%	2.0%	1.0%
		% of Total	.0%	.0%	.0%	.0%	.1%	.6%	.1%	.1%	1.0%
		Std. Residual	-.5	-.8	-1.0	-.6	1.8	.3	.8	.7	
	Not Applicable	Count	0	0	1	0	0	0	0	0	1
		% within DegreeGP	.0%	.0%	.9%	.0%	.0%	.0%	.0%	.0%	.1%
		% of Total	.0%	.0%	.1%	.0%	.0%	.0%	.0%	.0%	.1%
		Std. Residual	-.2	-.3	2.2	-.2	-.2	-.7	-.3	-.3	
Total	Count	21	70	108	40	20	353	45	49	706	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.3%	5.7%	2.8%	50.0%	6.4%	6.9%	100.0%	

Table 15. I would recommend my department and graduate program to prospective graduate students.

			DegreeGP								Total
			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	
73 I would recommend my department and graduate program to prospective graduate students.	Strongly Agree	Count	10	23	55	13	14	138	14	20	287
		% within DegreeGP	47.6%	32.9%	50.9%	32.5%	70.0%	39.1%	32.6%	40.8%	40.8%
		% of Total	1.4%	3.3%	7.8%	1.8%	2.0%	19.6%	2.0%	2.8%	40.8%
		Std. Residual	.5	-1.0	1.7	-.8	2.0	-.5	-.8	.0	
	Agree	Count	7	37	38	15	4	137	17	23	278
		% within DegreeGP	33.3%	52.9%	35.2%	37.5%	20.0%	38.8%	39.5%	46.9%	39.5%
		% of Total	1.0%	5.3%	5.4%	2.1%	.6%	19.5%	2.4%	3.3%	39.5%
		Std. Residual	-.4	1.8	-.7	-.2	-1.4	-.2	.0	.8	
	Neutral	Count	4	9	7	10	1	52	9	3	95
		% within DegreeGP	19.0%	12.9%	6.5%	25.0%	5.0%	14.7%	20.9%	6.1%	13.5%
		% of Total	.6%	1.3%	1.0%	1.4%	.1%	7.4%	1.3%	.4%	13.5%
		Std. Residual	.7	-.1	-2.0	2.0	-1.0	.6	1.3	-1.4	
	Disagree	Count	0	0	5	2	0	14	2	1	24
		% within DegreeGP	.0%	.0%	4.6%	5.0%	.0%	4.0%	4.7%	2.0%	3.4%
		% of Total	.0%	.0%	.7%	.3%	.0%	2.0%	.3%	.1%	3.4%
		Std. Residual	-.8	-1.5	.7	.5	-.8	.6	.4	-.5	
	Strongly Disagree	Count	0	1	2	0	1	11	1	1	17
		% within DegreeGP	.0%	1.4%	1.9%	.0%	5.0%	3.1%	2.3%	2.0%	2.4%
		% of Total	.0%	.1%	.3%	.0%	.1%	1.6%	.1%	.1%	2.4%
		Std. Residual	-.7	-.5	-.4	-1.0	.7	.8	.0	-.2	
	Not Applicable	Count	0	0	1	0	0	1	0	1	3
		% within DegreeGP	.0%	.0%	.9%	.0%	.0%	.3%	.0%	2.0%	.4%
		% of Total	.0%	.0%	.1%	.0%	.0%	.1%	.0%	.1%	.4%
		Std. Residual	-.3	-.5	.8	-.4	-.3	-.4	-.4	1.7	
Total	Count	21	70	108	40	20	353	43	49	704	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.3%	5.7%	2.8%	50.1%	6.1%	7.0%	100.0%	

Table 16. What do you expect to do when you finish your degree program?

			DegreeGP								Total
			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	
What do you expect to do when you finish your degree program?	Pursue additional graduate training at USU	Count	0	0	7	1	1	27	1	1	38
		% within DegreeGP	.0%	.0%	7.0%	2.5%	5.3%	7.4%	2.2%	2.0%	5.4%
		% of Total	.0%	.0%	1.0%	.1%	.1%	3.8%	.1%	.1%	5.4%
		Std. Residual	-1.0	-2.0	.7	-.8	.0	1.7	-.9	-1.0	
	Pursue additional graduate training at another institution	Count	1	2	5	0	0	30	5	0	43
		% within DegreeGP	5.0%	2.8%	5.0%	.0%	.0%	8.3%	11.1%	.0%	6.1%
		% of Total	.1%	.3%	.7%	.0%	.0%	4.2%	.7%	.0%	6.1%
		Std. Residual	-.2	-1.1	-.4	-1.6	-1.1	1.7	1.4	-1.7	
	Begin professional career in education	Count	0	4	36	0	0	49	14	27	130
		% within DegreeGP	.0%	5.6%	36.0%	.0%	.0%	13.5%	31.1%	55.1%	18.4%
		% of Total	.0%	.6%	5.1%	.0%	.0%	6.9%	2.0%	3.8%	18.4%
		Std. Residual	-1.9	-2.5	4.1	-2.7	-1.9	-2.2	2.0	6.0	
	Begin professional career in government agency	Count	1	1	3	2	12	39	3	4	65
		% within DegreeGP	5.0%	1.4%	3.0%	5.0%	63.2%	10.7%	6.7%	8.2%	9.2%
		% of Total	.1%	.1%	.4%	.3%	1.7%	5.5%	.4%	.6%	9.2%
		Std. Residual	-.6	-2.2	-2.0	-.9	7.8	1.0	-.6	-.2	
	Begin professional career in private sector	Count	16	48	4	35	1	165	12	10	291
		% within DegreeGP	80.0%	66.7%	4.0%	87.5%	5.3%	45.5%	26.7%	20.4%	41.1%
		% of Total	2.3%	6.8%	.6%	4.9%	.1%	23.3%	1.7%	1.4%	41.1%
		Std. Residual	2.7	3.4	-5.8	4.6	-2.4	1.3	-1.5	-2.3	
	Other plans	Count	1	10	34	0	4	35	5	3	92
		% within DegreeGP	5.0%	13.9%	34.0%	.0%	21.1%	9.6%	11.1%	6.1%	13.0%
		% of Total	.1%	1.4%	4.8%	.0%	.6%	4.9%	.7%	.4%	13.0%
		Std. Residual	-1.0	.2	5.8	-2.3	1.0	-1.8	-.4	-1.3	
Uncertain	Count	1	7	11	2	1	18	5	4	49	
	% within DegreeGP	5.0%	9.7%	11.0%	5.0%	5.3%	5.0%	11.1%	8.2%	6.9%	
	% of Total	.1%	1.0%	1.6%	.3%	.1%	2.5%	.7%	.6%	6.9%	
	Std. Residual	-.3	.9	1.6	-.5	-.3	-1.4	1.1	.3		
Total	Count	20	72	100	40	19	363	45	49	708	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.2%	14.1%	5.6%	2.7%	51.3%	6.4%	6.9%	100.0%	

Table 17. What has been the major source of information you have used in planning your graduate program?

			DegreeGP							Total	
			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
What has been the major source of information you have used in planning your graduate program?	Major professor	Count	4	2	23	12	7	147	18	33	246
		% within DegreeGP	19.0%	2.9%	21.1%	30.0%	35.0%	40.6%	39.1%	64.7%	34.3%
		% of Total	.6%	.3%	3.2%	1.7%	1.0%	20.5%	2.5%	4.6%	34.3%
		Std. Residual	-1.2	-4.5	-2.3	-.5	.1	2.1	.6	3.7	
	Departmental graduate advisor	Count	11	24	37	7	4	87	7	2	179
		% within DegreeGP	52.4%	34.8%	33.9%	17.5%	20.0%	24.0%	15.2%	3.9%	24.9%
		% of Total	1.5%	3.3%	5.2%	1.0%	.6%	12.1%	1.0%	.3%	24.9%
		Std. Residual	2.5	1.6	1.9	-.9	-.4	-.3	-1.3	-3.0	
	Other faculty	Count	1	1	4	3	2	17	4	1	33
		% within DegreeGP	4.8%	1.4%	3.7%	7.5%	10.0%	4.7%	8.7%	2.0%	4.6%
		% of Total	.1%	.1%	.6%	.4%	.3%	2.4%	.6%	.1%	4.6%
		Std. Residual	.0	-1.2	-.5	.9	1.1	.1	1.3	-.9	
Department graduate requirement sheet/handbook	Count	3	9	29	7	3	53	9	4	117	
	% within DegreeGP	14.3%	13.0%	26.6%	17.5%	15.0%	14.6%	19.6%	7.8%	16.3%	
	% of Total	.4%	1.3%	4.0%	1.0%	.4%	7.4%	1.3%	.6%	16.3%	
	Std. Residual	-.2	-.7	2.7	.2	-.1	-.8	.5	-1.5		
Graduate Catalog	Count	1	4	2	2	0	14	1	3	27	
	% within DegreeGP	4.8%	5.8%	1.8%	5.0%	.0%	3.9%	2.2%	5.9%	3.8%	
	% of Total	.1%	.6%	.3%	.3%	.0%	1.9%	.1%	.4%	3.8%	
	Std. Residual	.2	.9	-1.0	.4	-.9	.1	-.6	.8		
School of Graduate Studies staff	Count	0	8	2	0	0	6	0	2	18	
	% within DegreeGP	.0%	11.6%	1.8%	.0%	.0%	1.7%	.0%	3.9%	2.5%	
	% of Total	.0%	1.1%	.3%	.0%	.0%	.8%	.0%	.3%	2.5%	
	Std. Residual	-.7	4.8	-.4	-1.0	-.7	-1.0	-1.1	.6		
Other students	Count	0	9	8	7	0	24	3	4	55	
	% within DegreeGP	.0%	13.0%	7.3%	17.5%	.0%	6.6%	6.5%	7.8%	7.7%	
	% of Total	.0%	1.3%	1.1%	1.0%	.0%	3.3%	.4%	.6%	7.7%	
	Std. Residual	-1.3	1.6	-.1	2.2	-1.2	-.7	-.3	.0		
Other	Count	1	12	4	2	4	14	4	2	43	
	% within DegreeGP	4.8%	17.4%	3.7%	5.0%	20.0%	3.9%	8.7%	3.9%	6.0%	
	% of Total	.1%	1.7%	.6%	.3%	.6%	1.9%	.6%	.3%	6.0%	
	Std. Residual	-.2	3.9	-1.0	-.3	2.6	-1.6	.8	-.6		
Total	Count	21	69	109	40	20	362	46	51	718	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	9.6%	15.2%	5.6%	2.8%	50.4%	6.4%	7.1%	100.0%	

Table 18. The information you received from your department regarding degree requirements and how to meet them.

			DegreeGP							Total	
			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
28 The information you received from your department regarding degree requirements and how to meet them.	Very Satisfied	Count	11	31	32	12	14	123	11	14	248
		% within DegreeGP	55.0%	43.1%	29.4%	30.0%	70.0%	34.1%	24.4%	27.5%	34.5%
		% of Total	1.5%	4.3%	4.5%	1.7%	1.9%	17.1%	1.5%	1.9%	34.5%
		Std. Residual	1.6	1.2	-.9	-.5	2.7	-.2	-1.2	-.9	
	Mostly Satisfied	Count	5	18	43	18	2	116	19	22	243
		% within DegreeGP	25.0%	25.0%	39.4%	45.0%	10.0%	32.1%	42.2%	43.1%	33.8%
		% of Total	.7%	2.5%	6.0%	2.5%	.3%	16.2%	2.6%	3.1%	33.8%
		Std. Residual	-.7	-1.3	1.0	1.2	-1.8	-.6	1.0	1.1	
	Somewhat Satisfied	Count	1	12	23	5	3	71	8	12	135
		% within DegreeGP	5.0%	16.7%	21.1%	12.5%	15.0%	19.7%	17.8%	23.5%	18.8%
		% of Total	.1%	1.7%	3.2%	.7%	.4%	9.9%	1.1%	1.7%	18.8%
		Std. Residual	-1.4	-.4	.6	-.9	-.4	.4	-.2	.8	
	Somewhat Dissatisfied	Count	1	7	6	2	0	28	4	2	50
		% within DegreeGP	5.0%	9.7%	5.5%	5.0%	.0%	7.8%	8.9%	3.9%	7.0%
		% of Total	.1%	1.0%	.8%	.3%	.0%	3.9%	.6%	.3%	7.0%
		Std. Residual	-.3	.9	-.6	-.5	-1.2	.6	.5	-.8	
	Mostly Dissatisfied	Count	1	1	3	2	0	12	2	0	21
		% within DegreeGP	5.0%	1.4%	2.8%	5.0%	.0%	3.3%	4.4%	.0%	2.9%
		% of Total	.1%	.1%	.4%	.3%	.0%	1.7%	.3%	.0%	2.9%
		Std. Residual	.5	-.8	-.1	.8	-.8	.4	.6	-1.2	
	Very Dissatisfied	Count	1	2	1	1	1	10	1	1	18
		% within DegreeGP	5.0%	2.8%	.9%	2.5%	5.0%	2.8%	2.2%	2.0%	2.5%
		% of Total	.1%	.3%	.1%	.1%	.1%	1.4%	.1%	.1%	2.5%
		Std. Residual	.7	.1	-1.0	.0	.7	.3	-.1	-.2	
Not Applicable	Count	0	1	1	0	0	1	0	0	3	
	% within DegreeGP	.0%	1.4%	.9%	.0%	.0%	.3%	.0%	.0%	.4%	
	% of Total	.0%	.1%	.1%	.0%	.0%	.1%	.0%	.0%	.4%	
	Std. Residual	-.3	1.3	.8	-.4	-.3	-.4	-.4	-.5		
Total	Count	20	72	109	40	20	361	45	51	718	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.2%	5.6%	2.8%	50.3%	6.3%	7.1%	100.0%	

Table 19. The helpfulness of non-faculty staff members in your academic department in responding to you concerns and questions.

			DegreeGP							Total	
			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
30 The helpfulness of non-faculty staff members in your academic department in responding to your concerns and questions.	Very Satisfied	Count	13	21	29	16	16	157	17	25	294
		% within DegreeGP	65.0%	29.2%	26.6%	40.0%	80.0%	43.5%	38.6%	49.0%	41.0%
		% of Total	1.8%	2.9%	4.0%	2.2%	2.2%	21.9%	2.4%	3.5%	41.0%
		Std. Residual	1.7	-1.6	-2.3	-.1	2.7	.7	-.2	.9	
	Mostly Satisfied	Count	5	26	40	18	3	107	18	22	239
		% within DegreeGP	25.0%	36.1%	36.7%	45.0%	15.0%	29.6%	40.9%	43.1%	33.3%
		% of Total	.7%	3.6%	5.6%	2.5%	.4%	14.9%	2.5%	3.1%	33.3%
		Std. Residual	-.6	.4	.6	1.3	-1.4	-1.2	.9	1.2	
	Somewhat Satisfied	Count	2	14	17	3	0	57	6	3	102
		% within DegreeGP	10.0%	19.4%	15.6%	7.5%	.0%	15.8%	13.6%	5.9%	14.2%
		% of Total	.3%	2.0%	2.4%	.4%	.0%	7.9%	.8%	.4%	14.2%
		Std. Residual	-.5	1.2	.4	-1.1	-1.7	.8	-.1	-1.6	
	Somewhat Dissatisfied	Count	0	2	5	0	0	8	1	0	16
		% within DegreeGP	.0%	2.8%	4.6%	.0%	.0%	2.2%	2.3%	.0%	2.2%
		% of Total	.0%	.3%	.7%	.0%	.0%	1.1%	.1%	.0%	2.2%
		Std. Residual	-.7	.3	1.6	-.9	-.7	.0	.0	-1.1	
	Mostly Dissatisfied	Count	0	1	3	1	0	6	1	0	12
		% within DegreeGP	.0%	1.4%	2.8%	2.5%	.0%	1.7%	2.3%	.0%	1.7%
		% of Total	.0%	.1%	.4%	.1%	.0%	.8%	.1%	.0%	1.7%
		Std. Residual	-.6	-.2	.9	.4	-.6	.0	.3	-.9	
	Very Dissatisfied	Count	0	0	0	0	1	3	0	0	4
		% within DegreeGP	.0%	.0%	.0%	.0%	5.0%	.8%	.0%	.0%	.6%
		% of Total	.0%	.0%	.0%	.0%	.1%	.4%	.0%	.0%	.6%
		Std. Residual	-.3	-.6	-.8	-.5	2.7	.7	-.5	-.5	
Not Applicable	Count	0	8	15	2	0	23	1	1	50	
	% within DegreeGP	.0%	11.1%	13.8%	5.0%	.0%	6.4%	2.3%	2.0%	7.0%	
	% of Total	.0%	1.1%	2.1%	.3%	.0%	3.2%	.1%	.1%	7.0%	
	Std. Residual	-1.2	1.3	2.7	-.5	-1.2	-.4	-1.2	-1.4		
Total	Count	20	72	109	40	20	361	44	51	717	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.2%	5.6%	2.8%	50.3%	6.1%	7.1%	100.0%	

Table 20. The helpfulness of faculty members in your academic department in responding to you concerns and questions.

			DegreeGP								Total
			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	
31 The helpfulness of faculty members in your adademic department in responding to your concerns and questions.	Very Satisfied	Count	11	28	45	11	14	166	21	25	321
		% within DegreeGP	55.0%	38.9%	41.3%	27.5%	70.0%	46.2%	46.7%	50.0%	44.9%
		% of Total	1.5%	3.9%	6.3%	1.5%	2.0%	23.2%	2.9%	3.5%	44.9%
		Std. Residual	.7	-.8	-.6	-1.6	1.7	.4	.2	.5	
	Mostly Satisfied	Count	8	31	35	18	5	121	15	18	251
		% within DegreeGP	40.0%	43.1%	32.1%	45.0%	25.0%	33.7%	33.3%	36.0%	35.1%
		% of Total	1.1%	4.3%	4.9%	2.5%	.7%	16.9%	2.1%	2.5%	35.1%
		Std. Residual	.4	1.1	-.5	1.1	-.8	-.4	-.2	.1	
	Somewhat Satisfied	Count	1	12	16	7	0	54	6	5	101
		% within DegreeGP	5.0%	16.7%	14.7%	17.5%	.0%	15.0%	13.3%	10.0%	14.1%
		% of Total	.1%	1.7%	2.2%	1.0%	.0%	7.6%	.8%	.7%	14.1%
		Std. Residual	-1.1	.6	.2	.6	-1.7	.5	-.1	-.8	
	Somewhat Dissatisfied	Count	0	1	9	2	0	12	2	0	26
		% within DegreeGP	.0%	1.4%	8.3%	5.0%	.0%	3.3%	4.4%	.0%	3.6%
		% of Total	.0%	.1%	1.3%	.3%	.0%	1.7%	.3%	.0%	3.6%
		Std. Residual	-.9	-1.0	2.5	.5	-.9	-.3	.3	-1.3	
	Mostly Dissatisfied	Count	0	0	3	2	0	1	1	1	8
		% within DegreeGP	.0%	.0%	2.8%	5.0%	.0%	.3%	2.2%	2.0%	1.1%
		% of Total	.0%	.0%	.4%	.3%	.0%	.1%	.1%	.1%	1.1%
		Std. Residual	-.5	-.9	1.6	2.3	-.5	-1.5	.7	.6	
	Very Dissatisfied	Count	0	0	0	0	1	4	0	0	5
		% within DegreeGP	.0%	.0%	.0%	.0%	5.0%	1.1%	.0%	.0%	.7%
		% of Total	.0%	.0%	.0%	.0%	.1%	.6%	.0%	.0%	.7%
		Std. Residual	-.4	-.7	-.9	-.5	2.3	.9	-.6	-.6	
	Not Applicable	Count	0	0	1	0	0	1	0	1	3
		% within DegreeGP	.0%	.0%	.9%	.0%	.0%	.3%	.0%	2.0%	.4%
		% of Total	.0%	.0%	.1%	.0%	.0%	.1%	.0%	.1%	.4%
		Std. Residual	-.3	-.5	.8	-.4	-.3	-.4	-.4	1.7	
Total	Count	20	72	109	40	20	359	45	50	715	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.2%	5.6%	2.8%	50.2%	6.3%	7.0%	100.0%	

Table 21. The helpfulness of your major professor in responding to your concerns and questions.

			DegreeGP								Total
			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	
32 The helpfulness of your major professor in responding to your concerns and questions.	Very Satisfied	Count	10	19	45	13	15	211	30	31	374
		% within DegreeGP	50.0%	26.8%	41.7%	32.5%	75.0%	58.8%	66.7%	62.0%	52.5%
		% of Total	1.4%	2.7%	6.3%	1.8%	2.1%	29.6%	4.2%	4.3%	52.5%
		Std. Residual	-.2	-3.0	-1.5	-1.7	1.4	1.7	1.3	.9	
	Mostly Satisfied	Count	6	19	33	17	4	87	11	16	193
		% within DegreeGP	30.0%	26.8%	30.6%	42.5%	20.0%	24.2%	24.4%	32.0%	27.1%
		% of Total	.8%	2.7%	4.6%	2.4%	.6%	12.2%	1.5%	2.2%	27.1%
		Std. Residual	.3	.0	.7	1.9	-.6	-1.0	-.3	.7	
	Somewhat Satisfied	Count	1	7	12	6	0	32	2	1	61
		% within DegreeGP	5.0%	9.9%	11.1%	15.0%	.0%	8.9%	4.4%	2.0%	8.6%
		% of Total	.1%	1.0%	1.7%	.8%	.0%	4.5%	.3%	.1%	8.6%
		Std. Residual	-.5	.4	.9	1.4	-1.3	.2	-.9	-1.6	
	Somewhat Dissatisfied	Count	0	2	5	2	0	12	0	2	23
		% within DegreeGP	.0%	2.8%	4.6%	5.0%	.0%	3.3%	.0%	4.0%	3.2%
		% of Total	.0%	.3%	.7%	.3%	.0%	1.7%	.0%	.3%	3.2%
		Std. Residual	-.8	-.2	.8	.6	-.8	.1	-1.2	.3	
	Mostly Dissatisfied	Count	0	0	3	1	0	5	2	0	11
		% within DegreeGP	.0%	.0%	2.8%	2.5%	.0%	1.4%	4.4%	.0%	1.5%
		% of Total	.0%	.0%	.4%	.1%	.0%	.7%	.3%	.0%	1.5%
		Std. Residual	-.6	-1.0	1.0	.5	-.6	-2	1.6	-.9	
	Very Dissatisfied	Count	0	0	6	0	1	3	0	0	10
		% within DegreeGP	.0%	.0%	5.6%	.0%	5.0%	.8%	.0%	.0%	1.4%
		% of Total	.0%	.0%	.8%	.0%	.1%	.4%	.0%	.0%	1.4%
		Std. Residual	-.5	-1.0	3.6	-.7	1.4	-.9	-.8	-.8	
Not Applicable	Count	3	24	4	1	0	9	0	0	41	
	% within DegreeGP	15.0%	33.8%	3.7%	2.5%	.0%	2.5%	.0%	.0%	5.8%	
	% of Total	.4%	3.4%	.6%	.1%	.0%	1.3%	.0%	.0%	5.8%	
	Std. Residual	1.7	9.9	-.9	-.9	-1.1	-2.6	-1.6	-1.7		
Total	Count	20	71	108	40	20	359	45	50	713	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.1%	5.6%	2.8%	50.4%	6.3%	7.0%	100.0%	

Table 22. My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.

			DegreeGP								Total
			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	
61 My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development.	Strongly Agree	Count	9	10	33	11	12	180	29	29	313
		% within DegreeGP	42.9%	14.3%	30.8%	27.5%	60.0%	50.8%	64.4%	60.4%	44.4%
		% of Total	1.3%	1.4%	4.7%	1.6%	1.7%	25.5%	4.1%	4.1%	44.4%
		Std. Residual	-.1	-3.8	-2.1	-1.6	1.0	1.8	2.0	1.7	
	Agree	Count	4	11	35	18	6	101	14	17	206
		% within DegreeGP	19.0%	15.7%	32.7%	45.0%	30.0%	28.5%	31.1%	35.4%	29.2%
		% of Total	.6%	1.6%	5.0%	2.6%	.9%	14.3%	2.0%	2.4%	29.2%
		Std. Residual	-.9	-2.1	.7	1.8	.1	-.2	.2	.8	
	Neutral	Count	3	16	19	4	1	37	1	1	82
		% within DegreeGP	14.3%	22.9%	17.8%	10.0%	5.0%	10.5%	2.2%	2.1%	11.6%
		% of Total	.4%	2.3%	2.7%	.6%	.1%	5.2%	.1%	.1%	11.6%
		Std. Residual	.4	2.8	1.9	-.3	-.9	-.7	-1.9	-1.9	
	Disagree	Count	3	2	9	2	0	15	1	0	32
		% within DegreeGP	14.3%	2.9%	8.4%	5.0%	.0%	4.2%	2.2%	.0%	4.5%
		% of Total	.4%	.3%	1.3%	.3%	.0%	2.1%	.1%	.0%	4.5%
		Std. Residual	2.1	-.7	1.9	.1	-1.0	-.3	-.7	-1.5	
	Strongly Disagree	Count	0	2	7	3	1	8	0	1	22
		% within DegreeGP	.0%	2.9%	6.5%	7.5%	5.0%	2.3%	.0%	2.1%	3.1%
		% of Total	.0%	.3%	1.0%	.4%	.1%	1.1%	.0%	.1%	3.1%
		Std. Residual	-.8	-.1	2.0	1.6	.5	-.9	-1.2	-.4	
	Not Applicable	Count	2	29	4	2	0	13	0	0	50
		% within DegreeGP	9.5%	41.4%	3.7%	5.0%	.0%	3.7%	.0%	.0%	7.1%
		% of Total	.3%	4.1%	.6%	.3%	.0%	1.8%	.0%	.0%	7.1%
		Std. Residual	.4	10.8	-1.3	-.5	-1.2	-2.4	-1.8	-1.8	
Total	Count	21	70	107	40	20	354	45	48	705	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.2%	5.7%	2.8%	50.2%	6.4%	6.8%	100.0%	

Table 23. My department has a humane environment characterized by mutual respect between students and professors.

			DegreeGP								Total
			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	
54 My department has a humane environment characterized by mutual respect between students and professors.	Strongly Agree	Count	13	26	46	5	11	146	17	21	285
		% within DegreeGP	61.9%	37.1%	43.8%	12.5%	55.0%	41.4%	37.8%	42.9%	40.5%
		% of Total	1.8%	3.7%	6.5%	.7%	1.6%	20.8%	2.4%	3.0%	40.5%
		Std. Residual	1.5	-.4	.5	-2.8	1.0	.2	-.3	.3	
	Agree	Count	7	34	46	23	7	146	24	24	311
		% within DegreeGP	33.3%	48.6%	43.8%	57.5%	35.0%	41.4%	53.3%	49.0%	44.2%
		% of Total	1.0%	4.8%	6.5%	3.3%	1.0%	20.8%	3.4%	3.4%	44.2%
		Std. Residual	-.8	.5	-.1	1.3	-.6	-.8	.9	.5	
	Neutral	Count	1	5	8	6	0	44	3	3	70
		% within DegreeGP	4.8%	7.1%	7.6%	15.0%	.0%	12.5%	6.7%	6.1%	10.0%
		% of Total	.1%	.7%	1.1%	.9%	.0%	6.3%	.4%	.4%	10.0%
		Std. Residual	-.8	-.7	-.8	1.0	-1.4	1.5	-.7	-.9	
	Disagree	Count	0	3	2	5	1	12	1	0	24
		% within DegreeGP	.0%	4.3%	1.9%	12.5%	5.0%	3.4%	2.2%	.0%	3.4%
		% of Total	.0%	.4%	.3%	.7%	.1%	1.7%	.1%	.0%	3.4%
		Std. Residual	-.8	.4	-.8	3.1	.4	.0	-.4	-1.3	
	Strongly Disagree	Count	0	0	0	1	1	3	0	0	5
		% within DegreeGP	.0%	.0%	.0%	2.5%	5.0%	.8%	.0%	.0%	.7%
		% of Total	.0%	.0%	.0%	.1%	.1%	.4%	.0%	.0%	.7%
		Std. Residual	-.4	-.7	-.9	1.3	2.3	.3	-.6	-.6	
	Not Applicable	Count	0	2	3	0	0	2	0	1	8
		% within DegreeGP	.0%	2.9%	2.9%	.0%	.0%	.6%	.0%	2.0%	1.1%
		% of Total	.0%	.3%	.4%	.0%	.0%	.3%	.0%	.1%	1.1%
		Std. Residual	-.5	1.3	1.7	-.7	-.5	-1.0	-.7	.6	
Total	Count	21	70	105	40	20	353	45	49	703	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	10.0%	14.9%	5.7%	2.8%	50.2%	6.4%	7.0%	100.0%	

Table 24. My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, etc.

			DegreeGP								Total
			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	
56 My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, etc.	Strongly Agree	Count	11	11	18	6	9	103	10	23	191
		% within DegreeGP	52.4%	15.5%	16.8%	15.0%	45.0%	29.2%	23.3%	47.9%	27.2%
		% of Total	1.6%	1.6%	2.6%	.9%	1.3%	14.7%	1.4%	3.3%	27.2%
		Std. Residual	2.2	-1.9	-2.1	-1.5	1.5	.7	-5	2.8	
	Agree	Count	9	12	28	15	7	109	18	14	212
		% within DegreeGP	42.9%	16.9%	26.2%	37.5%	35.0%	30.9%	41.9%	29.2%	30.2%
		% of Total	1.3%	1.7%	4.0%	2.1%	1.0%	15.5%	2.6%	2.0%	30.2%
		Std. Residual	1.1	-2.0	-.8	.8	.4	.2	1.4	-.1	
	Neutral	Count	1	12	19	7	2	65	5	6	117
		% within DegreeGP	4.8%	16.9%	17.8%	17.5%	10.0%	18.4%	11.6%	12.5%	16.6%
		% of Total	.1%	1.7%	2.7%	1.0%	.3%	9.2%	.7%	.9%	16.6%
		Std. Residual	-1.3	.1	.3	.1	-.7	.8	-.8	-.7	
	Disagree	Count	0	15	12	8	0	39	7	2	83
		% within DegreeGP	.0%	21.1%	11.2%	20.0%	.0%	11.0%	16.3%	4.2%	11.8%
		% of Total	.0%	2.1%	1.7%	1.1%	.0%	5.5%	1.0%	.3%	11.8%
		Std. Residual	-1.6	2.3	-.2	1.5	-1.5	-.4	.9	-1.5	
	Strongly Disagree	Count	0	10	4	2	1	19	2	1	39
		% within DegreeGP	.0%	14.1%	3.7%	5.0%	5.0%	5.4%	4.7%	2.1%	5.5%
		% of Total	.0%	1.4%	.6%	.3%	.1%	2.7%	.3%	.1%	5.5%
		Std. Residual	-1.1	3.1	-.8	-.1	-.1	-.1	-.2	-1.0	
	Not Applicable	Count	0	11	26	2	1	18	1	2	61
		% within DegreeGP	.0%	15.5%	24.3%	5.0%	5.0%	5.1%	2.3%	4.2%	8.7%
		% of Total	.0%	1.6%	3.7%	.3%	.1%	2.6%	.1%	.3%	8.7%
		Std. Residual	-1.3	1.9	5.5	-.8	-.6	-2.3	-1.4	-1.1	
Total	Count	21	71	107	40	20	353	43	48	703	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	10.1%	15.2%	5.7%	2.8%	50.2%	6.1%	6.8%	100.0%	

Table 25. My department is helpful and supportive in graduate' search for professional employment.

			DegreeGP								Total
			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	
63 My department is helpful and supportive in graduates' search for professional employment.	Strongly Agree	Count	10	10	18	8	14	74	9	14	157
		% within DegreeGP	47.6%	14.3%	16.8%	20.0%	70.0%	21.0%	20.5%	29.2%	22.4%
		% of Total	1.4%	1.4%	2.6%	1.1%	2.0%	10.5%	1.3%	2.0%	22.4%
		Std. Residual	2.4	-1.4	-1.2	-.3	4.5	-.5	-.3	1.0	
	Agree	Count	6	19	22	18	2	103	15	14	199
		% within DegreeGP	28.6%	27.1%	20.6%	45.0%	10.0%	29.3%	34.1%	29.2%	28.3%
		% of Total	.9%	2.7%	3.1%	2.6%	.3%	14.7%	2.1%	2.0%	28.3%
		Std. Residual	.0	-.2	-1.5	2.0	-1.5	.3	.7	.1	
	Neutral	Count	4	16	17	7	1	86	15	13	159
		% within DegreeGP	19.0%	22.9%	15.9%	17.5%	5.0%	24.4%	34.1%	27.1%	22.6%
		% of Total	.6%	2.3%	2.4%	1.0%	.1%	12.3%	2.1%	1.9%	22.6%
		Std. Residual	-.3	.0	-1.5	-.7	-1.7	.7	1.6	.6	
	Disagree	Count	1	10	3	4	0	39	1	0	58
		% within DegreeGP	4.8%	14.3%	2.8%	10.0%	.0%	11.1%	2.3%	.0%	8.3%
		% of Total	.1%	1.4%	.4%	.6%	.0%	5.6%	.1%	.0%	8.3%
		Std. Residual	-.6	1.8	-2.0	.4	-1.3	1.8	-1.4	-2.0	
	Strongly Disagree	Count	0	5	3	2	1	15	1	3	30
		% within DegreeGP	.0%	7.1%	2.8%	5.0%	5.0%	4.3%	2.3%	6.3%	4.3%
		% of Total	.0%	.7%	.4%	.3%	.1%	2.1%	.1%	.4%	4.3%
		Std. Residual	-.9	1.2	-.7	.2	.2	.0	-.6	.7	
	Not Applicable	Count	0	10	44	1	2	35	3	4	99
		% within DegreeGP	.0%	14.3%	41.1%	2.5%	10.0%	9.9%	6.8%	8.3%	14.1%
		% of Total	.0%	1.4%	6.3%	.1%	.3%	5.0%	.4%	.6%	14.1%
		Std. Residual	-1.7	.0	7.4	-2.0	-.5	-2.1	-1.3	-1.1	
Total	Count	21	70	107	40	20	352	44	48	702	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	10.0%	15.2%	5.7%	2.8%	50.1%	6.3%	6.8%	100.0%	

Table 26. The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate students.

			DegreeGP								Total
			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	
42 The availability of research resources (facilities, equipment, computers, etc.) in your academic department to meet your needs as a graduate student.	Very Satisfied	Count	4	13	27	11	6	92	7	11	171
		% within DegreeGP	20.0%	18.8%	25.0%	27.5%	30.0%	25.6%	15.6%	22.4%	24.1%
		% of Total	.6%	1.8%	3.8%	1.5%	.8%	13.0%	1.0%	1.5%	24.1%
		Std. Residual	-.4	-.9	.2	.4	.5	.6	-1.2	-.2	
	Mostly Satisfied	Count	10	14	39	17	7	122	18	21	248
		% within DegreeGP	50.0%	20.3%	36.1%	42.5%	35.0%	34.0%	40.0%	42.9%	34.9%
		% of Total	1.4%	2.0%	5.5%	2.4%	1.0%	17.2%	2.5%	3.0%	34.9%
		Std. Residual	1.1	-2.1	.2	.8	.0	-.3	.6	.9	
	Somewhat Satisfied	Count	5	11	10	7	0	59	13	10	115
		% within DegreeGP	25.0%	15.9%	9.3%	17.5%	.0%	16.4%	28.9%	20.4%	16.2%
		% of Total	.7%	1.5%	1.4%	1.0%	.0%	8.3%	1.8%	1.4%	16.2%
		Std. Residual	1.0	-.1	-1.8	.2	-1.8	.1	2.1	.7	
	Somewhat Dissatisfied	Count	0	3	3	1	0	22	3	5	37
		% within DegreeGP	.0%	4.3%	2.8%	2.5%	.0%	6.1%	6.7%	10.2%	5.2%
		% of Total	.0%	.4%	.4%	.1%	.0%	3.1%	.4%	.7%	5.2%
		Std. Residual	-1.0	-.3	-1.1	-.8	-1.0	.8	.4	1.5	
	Mostly Dissatisfied	Count	0	2	2	2	0	8	0	0	14
		% within DegreeGP	.0%	2.9%	1.9%	5.0%	.0%	2.2%	.0%	.0%	2.0%
		% of Total	.0%	.3%	.3%	.3%	.0%	1.1%	.0%	.0%	2.0%
		Std. Residual	-.6	.5	-.1	1.4	-.6	.3	-.9	-1.0	
	Very Dissatisfied	Count	0	0	3	0	1	6	2	1	13
		% within DegreeGP	.0%	.0%	2.8%	.0%	5.0%	1.7%	4.4%	2.0%	1.8%
		% of Total	.0%	.0%	.4%	.0%	.1%	.8%	.3%	.1%	1.8%
		Std. Residual	-.6	-1.1	.7	-.9	1.0	-.2	1.3	.1	
Not Applicable	Count	1	26	24	2	6	50	2	1	112	
	% within DegreeGP	5.0%	37.7%	22.2%	5.0%	30.0%	13.9%	4.4%	2.0%	15.8%	
	% of Total	.1%	3.7%	3.4%	.3%	.8%	7.0%	.3%	.1%	15.8%	
	Std. Residual	-1.2	4.6	1.7	-1.7	1.6	-.9	-1.9	-2.4		
Total	Count	20	69	108	40	20	359	45	49	710	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	9.7%	15.2%	5.6%	2.8%	50.6%	6.3%	6.9%	100.0%	

Table 27. Type of graduate financial assistance received during current academic year?

			DegreeGP								Total
			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	
Type of graduate financial assistance received during current academic year?	Research Assistantship	Count	0	1	1	4	0	85	4	22	117
		% within DegreeGP	.0%	1.5%	.9%	10.3%	.0%	23.5%	8.9%	44.9%	16.5%
		% of Total	.0%	.1%	.1%	.6%	.0%	12.0%	.6%	3.1%	16.5%
		Std. Residual	-1.8	-3.0	-4.0	-1.0	-1.8	3.3	-1.3	4.9	
	Teaching Assistantship	Count	4	1	2	4	0	28	12	3	54
		% within DegreeGP	20.0%	1.5%	1.8%	10.3%	.0%	7.7%	26.7%	6.1%	7.6%
		% of Total	.6%	.1%	.3%	.6%	.0%	3.9%	1.7%	.4%	7.6%
		Std. Residual	2.0	-1.8	-2.2	.6	-1.2	.1	4.6	-.4	
	General Assistantship	Count	2	2	1	0	1	24	1	3	34
		% within DegreeGP	10.0%	3.0%	.9%	.0%	5.0%	6.6%	2.2%	6.1%	4.8%
		% of Total	.3%	.3%	.1%	.0%	.1%	3.4%	.1%	.4%	4.8%
		Std. Residual	1.1	-.7	-1.8	-1.4	.0	1.6	-.8	.4	
Graduate Instructor	Count	0	0	2	0	0	2	2	3	9	
	% within DegreeGP	.0%	.0%	1.8%	.0%	.0%	.6%	4.4%	6.1%	1.3%	
	% of Total	.0%	.0%	.3%	.0%	.0%	.3%	.3%	.4%	1.3%	
	Std. Residual	-.5	-.9	.5	-.7	-.5	-1.2	1.9	3.0		
Graduate Fellowship (thru Grad Studies)	Count	1	1	1	1	0	1	0	0	5	
	% within DegreeGP	5.0%	1.5%	.9%	2.6%	.0%	.3%	.0%	.0%	.7%	
	% of Total	.1%	.1%	.1%	.1%	.0%	.1%	.0%	.0%	.7%	
	Std. Residual	2.3	.8	.3	1.4	-.4	-1.0	-.6	-.6		
Departmental/College Fellowship or scholarship	Count	3	3	4	1	9	29	4	5	58	
	% within DegreeGP	15.0%	4.5%	3.7%	2.6%	45.0%	8.0%	8.9%	10.2%	8.2%	
	% of Total	.4%	.4%	.6%	.1%	1.3%	4.1%	.6%	.7%	8.2%	
	Std. Residual	1.1	-1.1	-1.6	-1.2	5.8	-.1	.2	.5		
Student Loan	Count	5	25	26	16	5	54	7	1	139	
	% within DegreeGP	25.0%	37.3%	23.9%	41.0%	25.0%	14.9%	15.6%	2.0%	19.5%	
	% of Total	.7%	3.5%	3.7%	2.3%	.7%	7.6%	1.0%	.1%	19.5%	
	Std. Residual	.6	3.3	1.0	3.0	.6	-2.0	-.6	-2.8		
Other	Count	2	2	18	0	3	19	1	5	50	
	% within DegreeGP	10.0%	3.0%	16.5%	.0%	15.0%	5.2%	2.2%	10.2%	7.0%	
	% of Total	.3%	.3%	2.5%	.0%	.4%	2.7%	.1%	.7%	7.0%	
	Std. Residual	.5	-1.2	3.7	-1.7	1.3	-1.3	-1.2	.8		
No graduate Financial Assistance Received	Count	3	32	54	13	2	120	14	7	245	
	% within DegreeGP	15.0%	47.8%	49.5%	33.3%	10.0%	33.1%	31.1%	14.3%	34.5%	
	% of Total	.4%	4.5%	7.6%	1.8%	.3%	16.9%	2.0%	1.0%	34.5%	
	Std. Residual	-1.5	1.9	2.7	-.1	-1.9	-.4	-.4	-2.4		
Total	Count	20	67	109	39	20	362	45	49	711	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	9.4%	15.3%	5.5%	2.8%	50.9%	6.3%	6.9%	100.0%	

Table 28. Type of financial assistance received over the course of graduate studies at USU?

			DegreeGP								Total
			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	
Type of financial assistance received over the course of graduate studies at USU	Research Assistantship	Count	0	0	0	8	0	108	4	28	148
		% within DegreeGP	.0%	.0%	.0%	20.0%	.0%	30.3%	9.1%	57.1%	21.2%
		% of Total	.0%	.0%	.0%	1.1%	.0%	15.5%	.6%	4.0%	21.2%
		Std. Residual	-2.1	-3.7	-4.7	-.2	-2.0	3.8	-1.7	5.5	
	Teaching Assistantship	Count	2	1	4	2	0	36	12	6	63
		% within DegreeGP	10.0%	1.5%	3.8%	5.0%	.0%	10.1%	27.3%	12.2%	9.0%
		% of Total	.3%	.1%	.6%	.3%	.0%	5.2%	1.7%	.9%	9.0%
		Std. Residual	.1	-2.0	-1.8	-.8	-1.3	.7	4.0	.8	
	Graduate Fellowship (Thru Grad Studies)	Count	1	1	1	0	0	4	1	4	12
		% within DegreeGP	5.0%	1.5%	.9%	.0%	.0%	1.1%	2.3%	8.2%	1.7%
		% of Total	.1%	.1%	.1%	.0%	.0%	.6%	.1%	.6%	1.7%
		Std. Residual	1.1	-.1	-.6	-.8	-.6	-.9	.3	3.4	
	Deperatmental/College Fellowship or Scholarship	Count	7	5	6	1	10	34	5	7	75
		% within DegreeGP	35.0%	7.7%	5.7%	2.5%	52.6%	9.6%	11.4%	14.3%	10.7%
		% of Total	1.0%	.7%	.9%	.1%	1.4%	4.9%	.7%	1.0%	10.7%
		Std. Residual	3.3	-.7	-1.6	-1.6	5.6	-.7	.1	.8	
	Student Loan	Count	5	29	27	19	4	70	13	1	168
		% within DegreeGP	25.0%	44.6%	25.5%	47.5%	21.1%	19.7%	29.5%	2.0%	24.0%
		% of Total	.7%	4.1%	3.9%	2.7%	.6%	10.0%	1.9%	.1%	24.0%
		Std. Residual	.1	3.4	.3	3.0	-.3	-1.7	.7	-3.1	
	Other	Count	0	3	16	2	4	28	5	3	61
		% within DegreeGP	.0%	4.6%	15.1%	5.0%	21.1%	7.9%	11.4%	6.1%	8.7%
		% of Total	.0%	.4%	2.3%	.3%	.6%	4.0%	.7%	.4%	8.7%
		Std. Residual	-1.3	-1.1	2.2	-.8	1.8	-.6	.6	-.6	
No Graduate financial assistance	Count	5	26	52	8	1	76	4	0	172	
	% within DegreeGP	25.0%	40.0%	49.1%	20.0%	5.3%	21.3%	9.1%	.0%	24.6%	
	% of Total	.7%	3.7%	7.4%	1.1%	.1%	10.9%	.6%	.0%	24.6%	
	Std. Residual	.0	2.5	5.1	-.6	-1.7	-1.2	-2.1	-3.5		
Total	Count	20	65	106	40	19	356	44	49	699	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	9.3%	15.2%	5.7%	2.7%	50.9%	6.3%	7.0%	100.0%	

Table 29. The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.

			DegreeGP							Total	
			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
47 The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.	Very Satisfied	Count	2	8	12	4	9	79	6	17	137
		% within DegreeGP	10.0%	11.1%	11.0%	10.0%	45.0%	22.2%	13.6%	33.3%	19.2%
		% of Total	.3%	1.1%	1.7%	.6%	1.3%	11.1%	.8%	2.4%	19.2%
		Std. Residual	-.9	-1.6	-2.0	-1.3	2.6	1.3	-.8	2.3	
	Mostly Satisfied	Count	7	6	10	8	3	71	9	16	130
		% within DegreeGP	35.0%	8.3%	9.2%	20.0%	15.0%	19.9%	20.5%	31.4%	18.3%
		% of Total	1.0%	.8%	1.4%	1.1%	.4%	10.0%	1.3%	2.2%	18.3%
		Std. Residual	1.8	-2.0	-2.2	.3	-.3	.7	.3	2.2	
	Somewhat Satisfied	Count	4	9	7	5	0	53	6	7	91
		% within DegreeGP	20.0%	12.5%	6.4%	12.5%	.0%	14.9%	13.6%	13.7%	12.8%
		% of Total	.6%	1.3%	1.0%	.7%	.0%	7.4%	.8%	1.0%	12.8%
		Std. Residual	.9	-.1	-1.9	.0	-1.6	1.1	.2	.2	
	Somewhat Dissatisfied	Count	3	2	4	8	0	41	10	4	72
		% within DegreeGP	15.0%	2.8%	3.7%	20.0%	.0%	11.5%	22.7%	7.8%	10.1%
		% of Total	.4%	.3%	.6%	1.1%	.0%	5.8%	1.4%	.6%	10.1%
		Std. Residual	.7	-2.0	-2.1	2.0	-1.4	.8	2.6	-.5	
	Mostly Dissatisfied	Count	1	5	5	2	1	22	3	2	41
		% within DegreeGP	5.0%	6.9%	4.6%	5.0%	5.0%	6.2%	6.8%	3.9%	5.8%
		% of Total	.1%	.7%	.7%	.3%	.1%	3.1%	.4%	.3%	5.8%
		Std. Residual	-.1	.4	-.5	-.2	-.1	.3	.3	-.5	
	Very Dissatisfied	Count	1	3	6	6	1	27	1	2	47
		% within DegreeGP	5.0%	4.2%	5.5%	15.0%	5.0%	7.6%	2.3%	3.9%	6.6%
		% of Total	.1%	.4%	.8%	.8%	.1%	3.8%	.1%	.3%	6.6%
		Std. Residual	-.3	-.8	-.4	2.1	-.3	.7	-1.1	-.7	
Not Applicable	Count	2	39	65	7	6	63	9	3	194	
	% within DegreeGP	10.0%	54.2%	59.6%	17.5%	30.0%	17.7%	20.5%	5.9%	27.2%	
	% of Total	.3%	5.5%	9.1%	1.0%	.8%	8.8%	1.3%	.4%	27.2%	
	Std. Residual	-1.5	4.4	6.5	-1.2	.2	-3.5	-.9	-2.9		
Total	Count	20	72	109	40	20	356	44	51	712	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.3%	5.6%	2.8%	50.0%	6.2%	7.2%	100.0%	

Table 30. 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.

			DegreeGP								Total
			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	
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.	Strongly Agree	Count	5	3	10	2	9	49	2	8	88
		% within DegreeGP	23.8%	4.3%	9.3%	5.0%	45.0%	14.0%	4.7%	16.3%	12.6%
		% of Total	.7%	.4%	1.4%	.3%	1.3%	7.0%	.3%	1.1%	12.6%
		Std. Residual	1.5	-1.9	-1.0	-1.4	4.1	.8	-1.5	.7	
	Agree	Count	3	8	13	10	2	86	18	20	160
		% within DegreeGP	14.3%	11.6%	12.0%	25.0%	10.0%	24.6%	41.9%	40.8%	22.9%
		% of Total	.4%	1.1%	1.9%	1.4%	.3%	12.3%	2.6%	2.9%	22.9%
		Std. Residual	-8	-2.0	-2.4	.3	-1.2	.7	2.6	2.6	
	Neutral	Count	6	10	9	8	2	71	7	12	125
		% within DegreeGP	28.6%	14.5%	8.3%	20.0%	10.0%	20.3%	16.3%	24.5%	17.9%
		% of Total	.9%	1.4%	1.3%	1.1%	.3%	10.1%	1.0%	1.7%	17.9%
		Std. Residual	1.2	-.7	-2.3	.3	-.8	1.1	-.2	1.1	
	Disagree	Count	1	0	5	5	0	26	2	2	41
		% within DegreeGP	4.8%	.0%	4.6%	12.5%	.0%	7.4%	4.7%	4.1%	5.9%
		% of Total	.1%	.0%	.7%	.7%	.0%	3.7%	.3%	.3%	5.9%
		Std. Residual	-.2	-2.0	-.5	1.7	-1.1	1.2	-.3	-.5	
	Strongly Disagree	Count	2	0	0	1	1	14	4	2	24
		% within DegreeGP	9.5%	.0%	.0%	2.5%	5.0%	4.0%	9.3%	4.1%	3.4%
		% of Total	.3%	.0%	.0%	.1%	.1%	2.0%	.6%	.3%	3.4%
		Std. Residual	1.5	-1.5	-1.9	-.3	.4	.6	2.1	.2	
	Not Applicable	Count	4	48	71	14	6	104	10	5	262
		% within DegreeGP	19.0%	69.6%	65.7%	35.0%	30.0%	29.7%	23.3%	10.2%	37.4%
		% of Total	.6%	6.9%	10.1%	2.0%	.9%	14.9%	1.4%	.7%	37.4%
		Std. Residual	-1.4	4.4	4.8	-.3	-.5	-2.4	-1.5	-3.1	
Total	Count	21	69	108	40	20	350	43	49	700	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.4%	5.7%	2.9%	50.0%	6.1%	7.0%	100.0%	

Table 31. The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.

			DegreeGP								Total
			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	
70 The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding.	Strongly Agree	Count	1	5	6	3	6	42	2	8	73
		% within DegreeGP	4.8%	7.1%	5.6%	7.5%	30.0%	11.9%	4.5%	16.3%	10.4%
		% of Total	.1%	.7%	.9%	.4%	.9%	6.0%	.3%	1.1%	10.4%
		Std. Residual	-.8	-.8	-1.5	-.6	2.7	.9	-1.2	1.3	
	Agree	Count	2	7	9	9	3	79	10	14	133
		% within DegreeGP	9.5%	10.0%	8.3%	22.5%	15.0%	22.4%	22.7%	28.6%	18.9%
		% of Total	.3%	1.0%	1.3%	1.3%	.4%	11.2%	1.4%	2.0%	18.9%
		Std. Residual	-1.0	-1.7	-2.5	.5	-.4	1.5	.6	1.6	
	Neutral	Count	7	8	12	6	2	66	10	14	125
		% within DegreeGP	33.3%	11.4%	11.1%	15.0%	10.0%	18.7%	22.7%	28.6%	17.7%
		% of Total	1.0%	1.1%	1.7%	.9%	.3%	9.4%	1.4%	2.0%	17.7%
		Std. Residual	1.7	-1.3	-1.6	-.4	-.8	.4	.8	1.8	
	Disagree	Count	4	1	5	5	1	43	10	8	77
		% within DegreeGP	19.0%	1.4%	4.6%	12.5%	5.0%	12.2%	22.7%	16.3%	10.9%
		% of Total	.6%	.1%	.7%	.7%	.1%	6.1%	1.4%	1.1%	10.9%
		Std. Residual	1.1	-2.4	-2.0	.3	-.8	.7	2.4	1.1	
	Strongly Disagree	Count	2	2	2	4	0	29	4	3	46
		% within DegreeGP	9.5%	2.9%	1.9%	10.0%	.0%	8.2%	9.1%	6.1%	6.5%
		% of Total	.3%	.3%	.3%	.6%	.0%	4.1%	.6%	.4%	6.5%
		Std. Residual	.5	-1.2	-1.9	.9	-1.1	1.2	.7	-.1	
	Not Applicable	Count	5	47	74	13	8	94	8	2	251
		% within DegreeGP	23.8%	67.1%	68.5%	32.5%	40.0%	26.6%	18.2%	4.1%	35.6%
		% of Total	.7%	6.7%	10.5%	1.8%	1.1%	13.3%	1.1%	.3%	35.6%
		Std. Residual	-.9	4.4	5.7	-.3	.3	-2.8	-1.9	-3.7	
Total	Count	21	70	108	40	20	353	44	49	705	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.3%	5.7%	2.8%	50.1%	6.2%	7.0%	100.0%	

Table 32. Percentage of your graduate course work involving face-to-face instruction at locations other than main campus?

			DegreeGP								Total
			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	
Percentage of your graduate course work involving face-to-face instruction at locations other than main campus?	None	Count	16	16	22	29	11	231	25	34	384
		% within DegreeGP	76.2%	21.9%	20.2%	72.5%	57.9%	63.5%	58.1%	68.0%	53.4%
		% of Total	2.2%	2.2%	3.1%	4.0%	1.5%	32.1%	3.5%	4.7%	53.4%
		Std. Residual	1.4	-3.7	-4.7	1.7	.3	2.6	.4	1.4	
	1 - 10%	Count	1	3	31	4	6	35	2	1	83
		% within DegreeGP	4.8%	4.1%	28.4%	10.0%	31.6%	9.6%	4.7%	2.0%	11.5%
		% of Total	.1%	.4%	4.3%	.6%	.8%	4.9%	.3%	.1%	11.5%
		Std. Residual	-.9	-1.9	5.2	-.3	2.6	-1.1	-1.3	-2.0	
	11 - 25%	Count	0	0	19	0	0	12	1	0	32
		% within DegreeGP	.0%	.0%	17.4%	.0%	.0%	3.3%	2.3%	.0%	4.5%
		% of Total	.0%	.0%	2.6%	.0%	.0%	1.7%	.1%	.0%	4.5%
		Std. Residual	-1.0	-1.8	6.4	-1.3	-.9	-1.0	-.7	-1.5	
	26 - 50%	Count	0	1	16	0	0	7	2	0	26
		% within DegreeGP	.0%	1.4%	14.7%	.0%	.0%	1.9%	4.7%	.0%	3.6%
		% of Total	.0%	.1%	2.2%	.0%	.0%	1.0%	.3%	.0%	3.6%
		Std. Residual	-.9	-1.0	6.1	-1.2	-.8	-1.7	.4	-1.3	
	51 - 75%	Count	0	0	8	0	0	5	0	2	15
		% within DegreeGP	.0%	.0%	7.3%	.0%	.0%	1.4%	.0%	4.0%	2.1%
		% of Total	.0%	.0%	1.1%	.0%	.0%	.7%	.0%	.3%	2.1%
		Std. Residual	-.7	-1.2	3.8	-.9	-.6	-.9	-.9	.9	
	76 - 100%	Count	4	53	13	7	2	74	13	13	179
		% within DegreeGP	19.0%	72.6%	11.9%	17.5%	10.5%	20.3%	30.2%	26.0%	24.9%
		% of Total	.6%	7.4%	1.8%	1.0%	.3%	10.3%	1.8%	1.8%	24.9%
		Std. Residual	-.5	8.2	-2.7	-.9	-1.3	-1.7	.7	.2	
Total	Count	21	73	109	40	19	364	43	50	719	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	10.2%	15.2%	5.6%	2.6%	50.6%	6.0%	7.0%	100.0%	

Table 33. Percentage of graduate course work involving "Ed Net" system to off-campus locations?

			DegreeGP							Total	
			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
Percentage of graduate course work involving "Ed Net" system to off-campus locations?	None	Count	19	65	17	39	12	270	39	43	504
		% within DegreeGP	90.5%	89.0%	15.5%	97.5%	60.0%	74.2%	86.7%	86.0%	69.7%
		% of Total	2.6%	9.0%	2.4%	5.4%	1.7%	37.3%	5.4%	5.9%	69.7%
		Std. Residual	1.1	2.0	-6.8	2.1	-.5	1.0	1.4	1.4	
	1 - 10%	Count	2	7	11	1	1	38	3	5	68
		% within DegreeGP	9.5%	9.6%	10.0%	2.5%	5.0%	10.4%	6.7%	10.0%	9.4%
		% of Total	.3%	1.0%	1.5%	.1%	.1%	5.3%	.4%	.7%	9.4%
		Std. Residual	.0	.1	.2	-1.4	-.6	.6	-.6	.1	
	11 - 25%	Count	0	1	20	0	2	11	1	1	36
		% within DegreeGP	.0%	1.4%	18.2%	.0%	10.0%	3.0%	2.2%	2.0%	5.0%
		% of Total	.0%	.1%	2.8%	.0%	.3%	1.5%	.1%	.1%	5.0%
		Std. Residual	-1.0	-1.4	6.2	-1.4	1.0	-1.7	-.8	-.9	
	26 - 50%	Count	0	0	19	0	1	2	0	1	23
		% within DegreeGP	.0%	.0%	17.3%	.0%	5.0%	.5%	.0%	2.0%	3.2%
		% of Total	.0%	.0%	2.6%	.0%	.1%	.3%	.0%	.1%	3.2%
		Std. Residual	-.8	-1.5	8.3	-1.1	.5	-2.8	-1.2	-.5	
	51 - 75%	Count	0	0	20	0	2	5	0	0	27
		% within DegreeGP	.0%	.0%	18.2%	.0%	10.0%	1.4%	.0%	.0%	3.7%
		% of Total	.0%	.0%	2.8%	.0%	.3%	.7%	.0%	.0%	3.7%
		Std. Residual	-.9	-1.7	7.8	-1.2	1.4	-2.3	-1.3	-1.4	
	76 - 100%	Count	0	0	23	0	2	38	2	0	65
		% within DegreeGP	.0%	.0%	20.9%	.0%	10.0%	10.4%	4.4%	.0%	9.0%
		% of Total	.0%	.0%	3.2%	.0%	.3%	5.3%	.3%	.0%	9.0%
		Std. Residual	-1.4	-2.6	4.2	-1.9	.2	.9	-1.0	-2.1	
Total	Count	21	73	110	40	20	364	45	50	723	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	10.1%	15.2%	5.5%	2.8%	50.3%	6.2%	6.9%	100.0%	

Table 34. Percentage of your graduate course work involving internet or web-based instruction access from other locations than main campus?

		DegreeGP									Total
		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		
Percentage of your graduate course work involving internet or web-based instruction access from other locations than main campus?	None	Count	17	63	30	37	4	271	37	40	499
		% within DegreeGP	81.0%	87.5%	27.3%	92.5%	20.0%	74.9%	82.2%	83.3%	69.5%
		% of Total	2.4%	8.8%	4.2%	5.2%	.6%	37.7%	5.2%	5.6%	69.5%
		Std. Residual	.6	1.8	-5.3	1.7	-2.7	1.2	1.0	1.1	
	1 - 10%	Count	4	5	33	1	2	52	3	3	103
		% within DegreeGP	19.0%	6.9%	30.0%	2.5%	10.0%	14.4%	6.7%	6.3%	14.3%
		% of Total	.6%	.7%	4.6%	.1%	.3%	7.2%	.4%	.4%	14.3%
		Std. Residual	.6	-1.7	4.3	-2.0	-5	.0	-1.4	-1.5	
	11 - 25%	Count	0	2	20	0	1	11	1	4	39
		% within DegreeGP	.0%	2.8%	18.2%	.0%	5.0%	3.0%	2.2%	8.3%	5.4%
		% of Total	.0%	.3%	2.8%	.0%	.1%	1.5%	.1%	.6%	5.4%
		Std. Residual	-1.1	-1.0	5.7	-1.5	-1	-2.0	-.9	.9	
	26 - 50%	Count	0	1	10	1	2	6	1	0	21
		% within DegreeGP	.0%	1.4%	9.1%	2.5%	10.0%	1.7%	2.2%	.0%	2.9%
		% of Total	.0%	.1%	1.4%	.1%	.3%	.8%	.1%	.0%	2.9%
		Std. Residual	-.8	-.8	3.8	-.2	1.9	-1.4	-.3	-1.2	
	51 - 75%	Count	0	1	4	1	1	9	1	0	17
		% within DegreeGP	.0%	1.4%	3.6%	2.5%	5.0%	2.5%	2.2%	.0%	2.4%
		% of Total	.0%	.1%	.6%	.1%	.1%	1.3%	.1%	.0%	2.4%
		Std. Residual	-.7	-.5	.9	.1	.8	.1	-.1	-1.1	
	76 - 100%	Count	0	0	13	0	10	13	2	1	39
		% within DegreeGP	.0%	.0%	11.8%	.0%	50.0%	3.6%	4.4%	2.1%	5.4%
		% of Total	.0%	.0%	1.8%	.0%	1.4%	1.8%	.3%	.1%	5.4%
		Std. Residual	-1.1	-2.0	2.9	-1.5	8.6	-1.5	-.3	-1.0	
Total	Count	21	72	110	40	20	362	45	48	718	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.9%	10.0%	15.3%	5.6%	2.8%	50.4%	6.3%	6.7%	100.0%	

Table 35. The availability of library collections (books and journals) in your fields of study at USU.

			DegreeGP							Total	
			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
37 The availability of library collections (books and journals) in your fields of study at USU.	Very Satisfied	Count	8	20	32	13	8	95	14	7	197
		% within DegreeGP	40.0%	28.2%	29.6%	32.5%	40.0%	26.5%	31.1%	14.3%	27.7%
		% of Total	1.1%	2.8%	4.5%	1.8%	1.1%	13.4%	2.0%	1.0%	27.7%
		Std. Residual	1.0	.1	.4	.6	1.0	-.4	.4	-1.8	
	Mostly Satisfied	Count	6	19	42	19	7	123	14	20	250
		% within DegreeGP	30.0%	26.8%	38.9%	47.5%	35.0%	34.4%	31.1%	40.8%	35.2%
		% of Total	.8%	2.7%	5.9%	2.7%	1.0%	17.3%	2.0%	2.8%	35.2%
		Std. Residual	-.4	-1.2	.7	1.3	.0	-.3	-.5	.7	
	Somewhat Satisfied	Count	4	8	15	7	2	75	10	16	137
		% within DegreeGP	20.0%	11.3%	13.9%	17.5%	10.0%	20.9%	22.2%	32.7%	19.3%
		% of Total	.6%	1.1%	2.1%	1.0%	.3%	10.5%	1.4%	2.3%	19.3%
		Std. Residual	.1	-1.5	-1.3	-.3	-.9	.7	.5	2.1	
	Somewhat Dissatisfied	Count	1	3	5	0	0	20	6	3	38
		% within DegreeGP	5.0%	4.2%	4.6%	.0%	.0%	5.6%	13.3%	6.1%	5.3%
		% of Total	.1%	.4%	.7%	.0%	.0%	2.8%	.8%	.4%	5.3%
		Std. Residual	-.1	-.4	-.3	-1.5	-1.0	.2	2.3	.2	
	Mostly Dissatisfied	Count	0	2	0	0	0	10	1	1	14
		% within DegreeGP	.0%	2.8%	.0%	.0%	.0%	2.8%	2.2%	2.0%	2.0%
		% of Total	.0%	.3%	.0%	.0%	.0%	1.4%	.1%	.1%	2.0%
		Std. Residual	-.6	.5	-1.5	-.9	-.6	1.1	.1	.0	
	Very Dissatisfied	Count	0	0	0	0	1	6	0	1	8
		% within DegreeGP	.0%	.0%	.0%	.0%	5.0%	1.7%	.0%	2.0%	1.1%
		% of Total	.0%	.0%	.0%	.0%	.1%	.8%	.0%	.1%	1.1%
		Std. Residual	-.5	-.9	-1.1	-.7	1.6	1.0	-.7	.6	
Not Applicable	Count	1	19	14	1	2	29	0	1	67	
	% within DegreeGP	5.0%	26.8%	13.0%	2.5%	10.0%	8.1%	.0%	2.0%	9.4%	
	% of Total	.1%	2.7%	2.0%	.1%	.3%	4.1%	.0%	.1%	9.4%	
	Std. Residual	-.6	4.8	1.2	-1.4	.1	-.8	-2.1	-1.7		
Total	Count	20	71	108	40	20	358	45	49	711	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.2%	5.6%	2.8%	50.4%	6.3%	6.9%	100.0%	

Table 36. The ability to obtain library resource materials through interlibrary loan when those materials are not available in the USU library collection.

			DegreeGP								Total
			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	
38 The ability to obtain library resource materials through nterlibrary loan when those materials are no available in the USU library collection.	Very Satisfied	Count	3	12	17	8	9	80	13	27	169
		% within DegreeGP	15.0%	17.1%	15.7%	20.0%	45.0%	22.5%	28.9%	54.0%	23.9%
		% of Total	.4%	1.7%	2.4%	1.1%	1.3%	11.3%	1.8%	3.8%	23.9%
		Std. Residual	-.8	-1.2	-1.7	-.5	1.9	-.5	.7	4.4	
	Mostly Satisfied	Count	4	11	23	9	4	90	14	15	170
		% within DegreeGP	20.0%	15.7%	21.3%	22.5%	20.0%	25.4%	31.1%	30.0%	24.0%
		% of Total	.6%	1.6%	3.2%	1.3%	.6%	12.7%	2.0%	2.1%	24.0%
		Std. Residual	-.4	-1.4	-.6	-.2	-.4	.5	1.0	.9	
	Somewhat Satisfied	Count	3	7	9	4	1	43	6	3	76
		% within DegreeGP	15.0%	10.0%	8.3%	10.0%	5.0%	12.1%	13.3%	6.0%	10.7%
		% of Total	.4%	1.0%	1.3%	.6%	.1%	6.1%	.8%	.4%	10.7%
		Std. Residual	.6	-.2	-.8	-.1	-.8	.8	.5	-1.0	
	Somewhat Dissatisfied	Count	0	3	6	1	0	11	4	2	27
		% within DegreeGP	.0%	4.3%	5.6%	2.5%	.0%	3.1%	8.9%	4.0%	3.8%
		% of Total	.0%	.4%	.8%	.1%	.0%	1.6%	.6%	.3%	3.8%
		Std. Residual	-.9	.2	.9	-.4	-.9	-.7	1.7	.1	
	Mostly Dissatisfied	Count	0	1	0	0	0	4	0	0	5
		% within DegreeGP	.0%	1.4%	.0%	.0%	.0%	1.1%	.0%	.0%	.7%
		% of Total	.0%	.1%	.0%	.0%	.0%	.6%	.0%	.0%	.7%
		Std. Residual	-.4	.7	-.9	-.5	-.4	.9	-.6	-.6	
	Very Dissatisfied	Count	0	0	0	0	2	2	0	0	4
		% within DegreeGP	.0%	.0%	.0%	.0%	10.0%	.6%	.0%	.0%	.6%
		% of Total	.0%	.0%	.0%	.0%	.3%	.3%	.0%	.0%	.6%
		Std. Residual	-.3	-.6	-.8	-.5	5.6	.0	-.5	-.5	
	Not Applicable	Count	10	36	53	18	4	125	8	3	257
		% within DegreeGP	50.0%	51.4%	49.1%	45.0%	20.0%	35.2%	17.8%	6.0%	36.3%
		% of Total	1.4%	5.1%	7.5%	2.5%	.6%	17.7%	1.1%	.4%	36.3%
		Std. Residual	1.0	2.1	2.2	.9	-1.2	-.3	-2.1	-3.6	
Total	Count	20	70	108	40	20	355	45	50	708	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	9.9%	15.3%	5.6%	2.8%	50.1%	6.4%	7.1%	100.0%	

Table 37. The availability through USU's library facilities of electronic databases that you need for graduate course work or research purposes.

			DegreeGP								Total
			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	
39 The availability through USU's library facilities of electronic databases that you need for graduate coursework or research purposes.	Very Satisfied	Count	6	29	31	9	11	92	14	13	205
		% within DegreeGP	30.0%	40.8%	28.7%	22.5%	55.0%	25.8%	31.1%	26.5%	28.9%
		% of Total	.8%	4.1%	4.4%	1.3%	1.5%	13.0%	2.0%	1.8%	28.9%
		Std. Residual	.1	1.9	.0	-.8	2.2	-1.1	.3	-.3	
	Mostly Satisfied	Count	8	16	45	16	5	113	12	25	240
		% within DegreeGP	40.0%	22.5%	41.7%	40.0%	25.0%	31.7%	26.7%	51.0%	33.8%
		% of Total	1.1%	2.3%	6.3%	2.3%	.7%	15.9%	1.7%	3.5%	33.8%
		Std. Residual	.5	-1.6	1.4	.7	-.7	-.7	-.8	2.1	
	Somewhat Satisfied	Count	4	10	17	6	2	83	11	5	138
		% within DegreeGP	20.0%	14.1%	15.7%	15.0%	10.0%	23.2%	24.4%	10.2%	19.4%
		% of Total	.6%	1.4%	2.4%	.8%	.3%	11.7%	1.5%	.7%	19.4%
		Std. Residual	.1	-1.0	-.9	-.6	-1.0	1.6	.8	-1.5	
	Somewhat Dissatisfied	Count	0	2	4	1	0	22	5	1	35
		% within DegreeGP	.0%	2.8%	3.7%	2.5%	.0%	6.2%	11.1%	2.0%	4.9%
		% of Total	.0%	.3%	.6%	.1%	.0%	3.1%	.7%	.1%	4.9%
		Std. Residual	-1.0	-.8	-.6	-.7	-1.0	1.0	1.9	-.9	
	Mostly Dissatisfied	Count	0	0	0	0	0	6	0	0	6
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	1.7%	.0%	.0%	.8%
		% of Total	.0%	.0%	.0%	.0%	.0%	.8%	.0%	.0%	.8%
		Std. Residual	-.4	-.8	-1.0	-.6	-.4	1.7	-.6	-.6	
	Very Dissatisfied	Count	0	1	0	0	2	4	0	2	9
		% within DegreeGP	.0%	1.4%	.0%	.0%	10.0%	1.1%	.0%	4.1%	1.3%
		% of Total	.0%	.1%	.0%	.0%	.3%	.6%	.0%	.3%	1.3%
		Std. Residual	-.5	.1	-1.2	-.7	3.5	-.2	-.8	1.7	
Not Applicable	Count	2	13	11	8	0	37	3	3	77	
	% within DegreeGP	10.0%	18.3%	10.2%	20.0%	.0%	10.4%	6.7%	6.1%	10.8%	
	% of Total	.3%	1.8%	1.5%	1.1%	.0%	5.2%	.4%	.4%	10.8%	
	Std. Residual	-.1	1.9	-.2	1.8	-1.5	-.3	-.9	-1.0		
Total	Count	20	71	108	40	20	357	45	49	710	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.0%	15.2%	5.6%	2.8%	50.3%	6.3%	6.9%	100.0%	

Table 38. The helpfulness of USU library/learning resource staff in helping you locate and access resource materials.

			DegreeGP								Total
			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	
40 The helpfulness of USU library/learning resource staff in helping you locate and access resource materials.	Very Satisfied	Count	6	14	28	9	10	99	9	14	189
		% within DegreeGP	30.0%	20.0%	25.9%	22.5%	50.0%	27.6%	20.0%	27.5%	26.5%
		% of Total	.8%	2.0%	3.9%	1.3%	1.4%	13.9%	1.3%	2.0%	26.5%
		Std. Residual	.3	-1.1	-.1	-.5	2.0	.4	-.8	.1	
	Mostly Satisfied	Count	7	13	29	17	4	111	24	14	219
		% within DegreeGP	35.0%	18.6%	26.9%	42.5%	20.0%	30.9%	53.3%	27.5%	30.7%
		% of Total	1.0%	1.8%	4.1%	2.4%	.6%	15.6%	3.4%	2.0%	30.7%
		Std. Residual	.3	-1.8	-.7	1.3	-.9	.1	2.7	-.4	
	Somewhat Satisfied	Count	3	8	13	7	3	54	9	13	110
		% within DegreeGP	15.0%	11.4%	12.0%	17.5%	15.0%	15.0%	20.0%	25.5%	15.4%
		% of Total	.4%	1.1%	1.8%	1.0%	.4%	7.6%	1.3%	1.8%	15.4%
		Std. Residual	.0	-.9	-.9	.3	.0	-.2	.8	1.8	
	Somewhat Dissatisfied	Count	1	3	3	0	1	9	1	2	20
		% within DegreeGP	5.0%	4.3%	2.8%	.0%	5.0%	2.5%	2.2%	3.9%	2.8%
		% of Total	.1%	.4%	.4%	.0%	.1%	1.3%	.1%	.3%	2.8%
		Std. Residual	.6	.7	.0	-1.1	.6	-.3	-.2	.5	
	Mostly Dissatisfied	Count	1	0	0	0	0	6	0	1	8
		% within DegreeGP	5.0%	.0%	.0%	.0%	.0%	1.7%	.0%	2.0%	1.1%
		% of Total	.1%	.0%	.0%	.0%	.0%	.8%	.0%	.1%	1.1%
		Std. Residual	1.6	-.9	-1.1	-.7	-.5	1.0	-.7	.6	
Not Applicable	Count	2	32	35	7	2	80	2	7	167	
	% within DegreeGP	10.0%	45.7%	32.4%	17.5%	10.0%	22.3%	4.4%	13.7%	23.4%	
	% of Total	.3%	4.5%	4.9%	1.0%	.3%	11.2%	.3%	1.0%	23.4%	
	Std. Residual	-1.2	3.9	1.9	-.8	-1.2	-.4	-2.6	-1.4		
Total	Count	20	70	108	40	20	359	45	51	713	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	9.8%	15.1%	5.6%	2.8%	50.4%	6.3%	7.2%	100.0%	

Table 39. I am satisfied with the computer facilities available to graduate students.

			DegreeGP								Total
			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	
64 I am satisfied with the computer facilities available to graduate students.	Strongly Agree	Count	11	9	24	10	9	85	14	10	172
		% within DegreeGP	52.4%	12.9%	22.2%	25.0%	45.0%	23.9%	31.8%	20.8%	24.4%
		% of Total	1.6%	1.3%	3.4%	1.4%	1.3%	12.0%	2.0%	1.4%	24.4%
		Std. Residual	2.6	-2.0	-.5	.1	1.9	-.2	1.0	-.5	
	Agree	Count	7	16	40	19	4	119	16	24	245
		% within DegreeGP	33.3%	22.9%	37.0%	47.5%	20.0%	33.5%	36.4%	50.0%	34.7%
		% of Total	1.0%	2.3%	5.7%	2.7%	.6%	16.9%	2.3%	3.4%	34.7%
		Std. Residual	-.1	-1.7	.4	1.4	-1.1	-.4	.2	1.8	
	Neutral	Count	2	7	9	7	1	65	9	6	106
		% within DegreeGP	9.5%	10.0%	8.3%	17.5%	5.0%	18.3%	20.5%	12.5%	15.0%
		% of Total	.3%	1.0%	1.3%	1.0%	.1%	9.2%	1.3%	.8%	15.0%
		Std. Residual	-.6	-1.1	-1.8	.4	-1.2	1.6	.9	-.4	
	Disagree	Count	0	4	8	3	1	31	2	5	54
		% within DegreeGP	.0%	5.7%	7.4%	7.5%	5.0%	8.7%	4.5%	10.4%	7.6%
		% of Total	.0%	.6%	1.1%	.4%	.1%	4.4%	.3%	.7%	7.6%
		Std. Residual	-1.3	-.6	-.1	.0	-.4	.7	-.7	.7	
	Strongly Disagree	Count	0	2	2	0	0	13	2	1	20
		% within DegreeGP	.0%	2.9%	1.9%	.0%	.0%	3.7%	4.5%	2.1%	2.8%
		% of Total	.0%	.3%	.3%	.0%	.0%	1.8%	.3%	.1%	2.8%
		Std. Residual	-.8	.0	-.6	-1.1	-.8	.9	.7	-.3	
	Not Applicable	Count	1	32	25	1	5	42	1	2	109
		% within DegreeGP	4.8%	45.7%	23.1%	2.5%	25.0%	11.8%	2.3%	4.2%	15.4%
		% of Total	.1%	4.5%	3.5%	.1%	.7%	5.9%	.1%	.3%	15.4%
		Std. Residual	-1.2	6.4	2.0	-2.1	1.1	-1.7	-2.2	-2.0	
Total	Count	21	70	108	40	20	355	44	48	706	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.3%	5.7%	2.8%	50.3%	6.2%	6.8%	100.0%	

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

			DegreeGP								Total
			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	
27 The information you received from the School of Grad Studies regarding degree requirements and how to meet them.	Very Satisfied	Count	5	23	25	9	11	70	4	5	152
		% within DegreeGP	25.0%	31.9%	22.9%	22.5%	55.0%	19.4%	8.9%	10.0%	21.2%
		% of Total	.7%	3.2%	3.5%	1.3%	1.5%	9.8%	.6%	.7%	21.2%
		Std. Residual	.4	2.0	.4	.2	3.3	-.7	-1.8	-1.7	
	Mostly Satisfied	Count	7	22	49	20	4	121	18	24	265
		% within DegreeGP	35.0%	30.6%	45.0%	50.0%	20.0%	33.6%	40.0%	48.0%	37.0%
		% of Total	1.0%	3.1%	6.8%	2.8%	.6%	16.9%	2.5%	3.4%	37.0%
		Std. Residual	-.1	-.9	1.4	1.4	-1.3	-1.1	.3	1.3	
	Somewhat Satisfied	Count	6	20	26	6	4	101	13	17	193
		% within DegreeGP	30.0%	27.8%	23.9%	15.0%	20.0%	28.1%	28.9%	34.0%	27.0%
		% of Total	.8%	2.8%	3.6%	.8%	.6%	14.1%	1.8%	2.4%	27.0%
		Std. Residual	.3	.1	-.6	-1.5	-.6	.4	.2	1.0	
	Somewhat Dissatisfied	Count	0	5	5	2	0	33	4	1	50
		% within DegreeGP	.0%	6.9%	4.6%	5.0%	.0%	9.2%	8.9%	2.0%	7.0%
		% of Total	.0%	.7%	.7%	.3%	.0%	4.6%	.6%	.1%	7.0%
		Std. Residual	-1.2	.0	-.9	-.5	-1.2	1.6	.5	-1.3	
	Mostly Dissatisfied	Count	0	0	2	2	0	16	2	1	23
		% within DegreeGP	.0%	.0%	1.8%	5.0%	.0%	4.4%	4.4%	2.0%	3.2%
		% of Total	.0%	.0%	.3%	.3%	.0%	2.2%	.3%	.1%	3.2%
		Std. Residual	-.8	-1.5	-.8	.6	-.8	1.3	.5	-.5	
	Very Dissatisfied	Count	2	2	0	1	1	14	4	1	25
		% within DegreeGP	10.0%	2.8%	.0%	2.5%	5.0%	3.9%	8.9%	2.0%	3.5%
		% of Total	.3%	.3%	.0%	.1%	.1%	2.0%	.6%	.1%	3.5%
		Std. Residual	1.6	-.3	-2.0	-.3	.4	.4	1.9	-.6	
Not Applicable	Count	0	0	2	0	0	5	0	1	8	
	% within DegreeGP	.0%	.0%	1.8%	.0%	.0%	1.4%	.0%	2.0%	1.1%	
	% of Total	.0%	.0%	.3%	.0%	.0%	.7%	.0%	.1%	1.1%	
	Std. Residual	-.5	-.9	.7	-.7	-.5	.5	-.7	.6		
Total	Count	20	72	109	40	20	360	45	50	716	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.2%	5.6%	2.8%	50.3%	6.3%	7.0%	100.0%	

Table 41. The helpfulness of School of Graduate Studies staff in responding to your concerns and questions.

			DegreeGP							Total	
			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
29 The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.	Very Satisfied	Count	4	27	23	10	14	87	8	11	184
		% within DegreeGP	20.0%	37.5%	21.3%	25.6%	70.0%	24.2%	17.8%	21.6%	25.7%
		% of Total	.6%	3.8%	3.2%	1.4%	2.0%	12.2%	1.1%	1.5%	25.7%
		Std. Residual	-.5	2.0	-.9	.0	3.9	-.6	-1.1	-.6	
	Mostly Satisfied	Count	8	22	46	17	2	130	16	27	268
		% within DegreeGP	40.0%	30.6%	42.6%	43.6%	10.0%	36.1%	35.6%	52.9%	37.5%
		% of Total	1.1%	3.1%	6.4%	2.4%	.3%	18.2%	2.2%	3.8%	37.5%
		Std. Residual	.2	-1.0	.9	.6	-2.0	-.4	-.2	1.8	
	Somewhat Satisfied	Count	5	13	20	5	3	80	11	10	147
		% within DegreeGP	25.0%	18.1%	18.5%	12.8%	15.0%	22.2%	24.4%	19.6%	20.6%
		% of Total	.7%	1.8%	2.8%	.7%	.4%	11.2%	1.5%	1.4%	20.6%
		Std. Residual	.4	-.5	-.5	-1.1	-.5	.7	.6	-.1	
	Somewhat Dissatisfied	Count	1	4	2	1	0	22	3	1	34
		% within DegreeGP	5.0%	5.6%	1.9%	2.6%	.0%	6.1%	6.7%	2.0%	4.8%
		% of Total	.1%	.6%	.3%	.1%	.0%	3.1%	.4%	.1%	4.8%
		Std. Residual	.1	.3	-1.4	-.6	-1.0	1.2	.6	-.9	
	Mostly Dissatisfied	Count	0	2	3	3	0	10	2	1	21
		% within DegreeGP	.0%	2.8%	2.8%	7.7%	.0%	2.8%	4.4%	2.0%	2.9%
		% of Total	.0%	.3%	.4%	.4%	.0%	1.4%	.3%	.1%	2.9%
		Std. Residual	-.8	-.1	-.1	1.7	-.8	-.2	.6	-.4	
	Very Dissatisfied	Count	0	1	0	0	1	12	3	1	18
		% within DegreeGP	.0%	1.4%	.0%	.0%	5.0%	3.3%	6.7%	2.0%	2.5%
		% of Total	.0%	.1%	.0%	.0%	.1%	1.7%	.4%	.1%	2.5%
		Std. Residual	-.7	-.6	-1.6	-1.0	.7	1.0	1.8	-.3	
Not Applicable	Count	2	3	14	3	0	19	2	0	43	
	% within DegreeGP	10.0%	4.2%	13.0%	7.7%	.0%	5.3%	4.4%	.0%	6.0%	
	% of Total	.3%	.4%	2.0%	.4%	.0%	2.7%	.3%	.0%	6.0%	
	Std. Residual	.7	-.6	2.9	.4	-1.1	-.6	-.4	-1.8		
Total	Count	20	72	108	39	20	360	45	51	715	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	2.8%	10.1%	15.1%	5.5%	2.8%	50.3%	6.3%	7.1%	100.0%	

Table 42. I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies.

			DegreeGP							Total	
			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
66 I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies.	Strongly Agree	Count	0	4	12	4	1	48	8	3	80
		% within DegreeGP	.0%	5.7%	11.2%	10.0%	5.3%	13.6%	19.0%	6.1%	11.4%
		% of Total	.0%	.6%	1.7%	.6%	.1%	6.9%	1.1%	.4%	11.4%
		Std. Residual	-1.5	-1.4	-.1	-.3	-.8	1.2	1.5	-1.1	
	Agree	Count	1	6	22	7	1	83	11	24	155
		% within DegreeGP	4.8%	8.6%	20.6%	17.5%	5.3%	23.6%	26.2%	49.0%	22.1%
		% of Total	.1%	.9%	3.1%	1.0%	.1%	11.9%	1.6%	3.4%	22.1%
		Std. Residual	-1.7	-2.4	-.3	-.6	-1.6	.6	.6	4.0	
	Neutral	Count	2	6	14	4	1	72	13	11	123
		% within DegreeGP	9.5%	8.6%	13.1%	10.0%	5.3%	20.5%	31.0%	22.4%	17.6%
		% of Total	.3%	.9%	2.0%	.6%	.1%	10.3%	1.9%	1.6%	17.6%
		Std. Residual	-.9	-1.8	-1.1	-1.1	-1.3	1.3	2.1	.8	
	Disagree	Count	0	0	2	0	0	19	3	10	34
		% within DegreeGP	.0%	.0%	1.9%	.0%	.0%	5.4%	7.1%	20.4%	4.9%
		% of Total	.0%	.0%	.3%	.0%	.0%	2.7%	.4%	1.4%	4.9%
		Std. Residual	-1.0	-1.8	-1.4	-1.4	-1.0	.5	.7	4.9	
	Strongly Disagree	Count	0	0	1	0	0	12	2	1	16
		% within DegreeGP	.0%	.0%	.9%	.0%	.0%	3.4%	4.8%	2.0%	2.3%
		% of Total	.0%	.0%	.1%	.0%	.0%	1.7%	.3%	.1%	2.3%
		Std. Residual	-.7	-1.3	-.9	-1.0	-.7	1.4	1.1	-.1	
	Not Applicable	Count	18	54	56	25	16	118	5	0	292
		% within DegreeGP	85.7%	77.1%	52.3%	62.5%	84.2%	33.5%	11.9%	.0%	41.7%
		% of Total	2.6%	7.7%	8.0%	3.6%	2.3%	16.9%	.7%	.0%	41.7%
		Std. Residual	3.1	4.6	1.7	2.0	2.9	-2.4	-3.0	-4.5	
Total	Count	21	70	107	40	19	352	42	49	700	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	10.0%	15.3%	5.7%	2.7%	50.3%	6.0%	7.0%	100.0%	

Table 43. 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.

			DegreeGP								Total
			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	
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.	Strongly Agree	Count	5	11	20	3	7	53	4	4	107
		% within DegreeGP	23.8%	15.9%	18.5%	7.5%	35.0%	15.1%	9.3%	8.2%	15.2%
		% of Total	.7%	1.6%	2.8%	.4%	1.0%	7.5%	.6%	.6%	15.2%
		Std. Residual	1.0	.1	.9	-1.3	2.3	-.1	-1.0	-1.3	
	Agree	Count	3	20	48	21	9	122	17	32	272
		% within DegreeGP	14.3%	29.0%	44.4%	52.5%	45.0%	34.7%	39.5%	65.3%	38.7%
		% of Total	.4%	2.8%	6.8%	3.0%	1.3%	17.4%	2.4%	4.6%	38.7%
		Std. Residual	-1.8	-1.3	1.0	1.4	.4	-1.2	.1	3.0	
	Neutral	Count	6	19	15	9	1	103	9	8	170
		% within DegreeGP	28.6%	27.5%	13.9%	22.5%	5.0%	29.3%	20.9%	16.3%	24.2%
		% of Total	.9%	2.7%	2.1%	1.3%	.1%	14.7%	1.3%	1.1%	24.2%
		Std. Residual	.4	.6	-2.2	-2	-1.7	1.9	-.4	-1.1	
	Disagree	Count	4	2	10	2	1	44	9	4	76
		% within DegreeGP	19.0%	2.9%	9.3%	5.0%	5.0%	12.5%	20.9%	8.2%	10.8%
		% of Total	.6%	.3%	1.4%	.3%	.1%	6.3%	1.3%	.6%	10.8%
		Std. Residual	1.1	-2.0	-.5	-1.1	-.8	1.0	2.0	-.6	
	Strongly Disagree	Count	0	0	4	3	2	17	3	1	30
		% within DegreeGP	.0%	.0%	3.7%	7.5%	10.0%	4.8%	7.0%	2.0%	4.3%
		% of Total	.0%	.0%	.6%	.4%	.3%	2.4%	.4%	.1%	4.3%
		Std. Residual	-.9	-1.7	-.3	1.0	1.2	.5	.9	-.8	
	Not Applicable	Count	3	17	11	2	0	13	1	0	47
		% within DegreeGP	14.3%	24.6%	10.2%	5.0%	.0%	3.7%	2.3%	.0%	6.7%
		% of Total	.4%	2.4%	1.6%	.3%	.0%	1.9%	.1%	.0%	6.7%
		Std. Residual	1.3	5.8	1.4	-.4	-1.2	-2.2	-1.1	-1.8	
Total	Count	21	69	108	40	20	352	43	49	702	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.8%	15.4%	5.7%	2.8%	50.1%	6.1%	7.0%	100.0%	

Table 44. 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.

			DegreeGP								Total
			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	
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.	Strongly Agree	Count	0	5	4	2	0	24	2	2	39
		% within DegreeGP	.0%	7.2%	3.7%	5.0%	.0%	6.8%	4.5%	4.2%	5.6%
		% of Total	.0%	.7%	.6%	.3%	.0%	3.4%	.3%	.3%	5.6%
		Std. Residual	-1.1	.6	-.8	-.2	-1.1	1.0	-.3	-.4	
	Agree	Count	1	7	9	7	3	38	8	16	89
		% within DegreeGP	4.8%	10.1%	8.4%	17.5%	15.0%	10.8%	18.2%	33.3%	12.7%
		% of Total	.1%	1.0%	1.3%	1.0%	.4%	5.4%	1.1%	2.3%	12.7%
		Std. Residual	-1.0	-.6	-1.2	.8	.3	-1.0	1.0	4.0	
	Neutral	Count	2	4	7	2	1	41	14	11	82
		% within DegreeGP	9.5%	5.8%	6.5%	5.0%	5.0%	11.7%	31.8%	22.9%	11.7%
		% of Total	.3%	.6%	1.0%	.3%	.1%	5.9%	2.0%	1.6%	11.7%
		Std. Residual	-.3	-1.4	-1.6	-1.2	-.9	.0	3.9	2.3	
	Disagree	Count	0	1	1	2	0	6	1	6	17
		% within DegreeGP	.0%	1.4%	.9%	5.0%	.0%	1.7%	2.3%	12.5%	2.4%
		% of Total	.0%	.1%	.1%	.3%	.0%	.9%	.1%	.9%	2.4%
		Std. Residual	-.7	-.5	-1.0	1.0	-.7	-.9	-.1	4.5	
	Strongly Disagree	Count	0	0	0	0	0	5	0	1	6
		% within DegreeGP	.0%	.0%	.0%	.0%	.0%	1.4%	.0%	2.1%	.9%
		% of Total	.0%	.0%	.0%	.0%	.0%	.7%	.0%	.1%	.9%
		Std. Residual	-.4	-.8	-1.0	-.6	-.4	1.1	-.6	.9	
	Not Applicable	Count	18	52	86	27	16	237	19	12	467
		% within DegreeGP	85.7%	75.4%	80.4%	67.5%	80.0%	67.5%	43.2%	25.0%	66.7%
		% of Total	2.6%	7.4%	12.3%	3.9%	2.3%	33.9%	2.7%	1.7%	66.7%
		Std. Residual	1.1	.9	1.7	.1	.7	.2	-1.9	-3.5	
Total	Count	21	69	107	40	20	351	44	48	700	
	% within DegreeGP	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	
	% of Total	3.0%	9.9%	15.3%	5.7%	2.9%	50.1%	6.3%	6.9%	100.0%	