

Office of Analysis, Assessment & Accreditation

**School of Graduate Studies
Student Survey
2006**

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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 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 930 post-baccalaureate graduates of the class of 2006. There were 746 usable surveys returned – a return rate of 80.2%.

For the most part, this Executive Summary reports aggregate data for all respondents to the survey. However, 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 degree.

SUMMARY OF RESPONDENT CHARACTERISTICS

Degrees/Programs

- 93% received Masters Degrees; 7% received PhDs.
- 54.8% of the respondents were from the Colleges of Business and Education.
- 59 graduate programs were represented.
- 60.7% of Masters respondents did a Plan C program.
- 53.9% had prior degrees from USU.

Demographics

- 24.6% of the respondents were age 35 or older.
- 59.8% were males, 40.2% were females.
- 13.3% were international students (36.5% of the PhD recipients).
- 15.3% were minority students.
- 80.6% lived in Utah/Idaho before beginning graduate study.

Financial Aid

- 34.5% of the respondents had no financial assistance during the year of the survey.
- 23.4% of the respondents had no financial assistance over the entire course of their studies.

SUMMARY OF FINDINGS

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

Overall Perceptions of USU

- Overall quality of graduate programs = 95.7% satisfied*
- Overall quality of graduate courses taken *inside* department = 94.4% satisfied*
- Overall quality of graduate course taken *outside* department = 90.8% satisfied*
- USU is a good choice for graduate study = 86.1% agree*
- Would recommend program to others = 80.5% agree*

Department and Major Professor

- Information received from department regarding degree requirements = 89.1% satisfied*

- Helpfulness of non-faculty and staff in department = 94.6% satisfied*
- Helpfulness of faculty in department = 93.9% satisfied*
- Helpfulness of major professor = 93.9% satisfied*
- Advisor/major professor was an effective mentor = 79.5% agree*
- Department has a humane environment for studies = 83% agree*
- Department has done a good job providing for professional opportunities = 64.9% agree*
- Department has been helpful in assisting with finding employment = 61.9% agree*
- Availability of research resources in department = 85.9% satisfied*

Financial Aid

- Availability of assistantships/fellowships during graduate education = 69.7% satisfied*
- Decisions about financial aid in department are fair = 53.4% agree*
- Funding level of assistantships is adequate = 42.2% agree*

Technology and Library

- Program included some live instruction in locales other than main campus = 51.8%
- Program included ed-net instruction = 36.9%
- Program included web-based instruction = 34.9%
- Availability of library collections in field of study = 90.3% satisfied*
- Availability of electronic databases = 89.8% satisfied*
- Helpfulness of library/learning resources staff = 92.4% satisfied*
- Satisfied with computer facilities available to graduate students = 68.5% agree*

School of Graduate Studies

- Information received regarding degree requirements = 86.4% satisfied*
- Helpfulness of staff = 88.3% satisfied*
- Satisfied with thesis/dissertation review guidelines/procedures = 59.6% agree*
- Provides good information for candidacy, program of study, etc. = 60% agree*
- TA workshop provides needed content = 42.6% 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 sixth iteration of the survey. A copy of the survey can be found in Appendix A.

Survey Administration

Development of the survey instrument. In concert with the Dean of the School of Graduate Studies, the Graduate Council developed the initial draft of the survey, which was later refined by the Office of Analysis, Assessment, and Accreditation. This survey was a centralized response to the Northwest Commission on Colleges and Universities request for educational assessment of graduate programs.

Administration procedures. Personnel in the School of Graduate Studies pass out the survey in the packet 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 2005 through May 2006 there were 930 individuals who received graduate degrees at USU. 746 completed, usable surveys were received from the School of Graduate Studies resulting in a response rate of 80.2%. 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 offer better insight into student perceptions. The category "Other Masters" on all tables in this report is made up of the relatively small number of respondents from the following degree programs: Master of Arts (MA), Master of Computer Science (MCS), Master of Fine Arts (MFA), Master of Landscape Architecture (MLA), Master of Mathematics (MMath), Master of Natural Resources (MNR), Master of Second Language Teaching (MSLT), and Master of Social Science.

RESPONDENT CHARACTERISTICS (See Table 1)

A majority of respondents (54.8%) graduated from the Colleges of Business and Education. A plurality of respondents (37.6%) 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 respondents 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 (59.8%) were males, although females represented 59.5% of the Masters of Education and 60% of the Masters of Rehabilitation recipients. Seventy-one percent of the respondents were married.

Eighty-seven percent of all respondents were U.S. citizens. However, thirty-seven percent of PhD graduates were international students. After white (non-Hispanic) students – the biggest minority of graduate student respondents (9.8%) were Asians or Pacific Islanders. A majority of respondents (78.2%) were from Utah. Only 10.4% of the respondents resided outside the United States prior to starting graduate school at USU. A majority of respondents (53.9%) had received a prior degree from USU, but 81.6% of respondents receiving a Master of Accounting degree had received their Bachelors degree from USU. Sixty-two percent of the respondents had been enrolled for two to three years in USU graduate programs at the time they completed the survey. The majority of respondents (60.6%) 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%	10.3% (28)	0.0%	5.9% (3)	4.3% (31)
Business	100% (38)	100% (77)	0.7% (1)	0.0%	0.0%	11.7% (32)	1.3% (1)	5.9% (3)	20.9% (152)
Education	0.0%	0.0%	98.7% (151)	0.0%	100% (20)	22% (60)	2.6% (2)	25.5% (13)	33.9% (246)
Engineering	0.0%	0.0%	0.7% (1)	100% (37)	0.0%	24.2% (66)	0.0%	19.6% (10)	15.7% (114)
HASS	0.0%	0.0%	0.0%	0.0%	0.0%	7.3% (20)	80.5% (62)	2% (1)	11.4% (83)
Natural Resources	0.0%	0.0%	0.0%	0.0%	0.0%	8.4% (23)	3.9% (3)	15.7% (8)	4.7% (34)
Science	0.0%	0.0%	0.0%	0.0%	0.0%	11.7% (32)	10.4% (8)	23.5% (12)	7.2% (52)
USU Total Percent (Frequency)	5.2% (38)	10.6% (77)	21.1% (153)	5.1% (37)	2.8% (20)	37.6% (276)	10.6% (77)	7% (51)	100% (726)
Age									
<25	26.3%	15.4%	4.6%	18.4%	5.0%	13.6%	11.4%	0.0%	11.4%
25-29	68.4%	50.0%	19.6%	63.2%	35.0%	53.3%	43.0%	23.1%	43.4%
30-34	5.3%	23.1%	24.2%	10.5%	10.0%	17.3%	25.3%	42.3%	20.8%
35-39	0.0%	6.4%	12.4%	2.6%	10.0%	4.8%	8.9%	26.9%	8.4%
40-49	0.0%	3.8%	24.8%	5.3%	25.0%	7.0%	5.1%	3.8%	10.0%
> = 50	0.0%	1.3%	14.4%	0.0%	15.0%	4.0%	6.3%	3.8%	6.0%
Sex									
Male	57.9%	82.1%	40.5%	92.1%	40.0%	62.0%	54.4%	65.4%	59.8%
Female	42.1%	17.9%	59.5%	7.9%	60.0%	38.0%	45.6%	34.6%	40.2%
Marital Status									
Single	26.3%	23.1%	12.4%	39.5%	30.0%	34.2%	24.4%	15.4%	25.8%
Married	68.4%	74.4%	83.7%	60.5%	65.0%	63.2%	73.1%	80.8%	71.2%
Divorced	5.3%	2.6%	3.9%	0.0%	5.0%	2.6%	2.6%	3.8%	3.0%
Widowed	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Citizenship									
U.S. Citizen	92.1%	93.5%	99.3%	78.4%	85.0%	82.5%	87.3%	63.5%	86.7%
International	7.9%	6.5%	0.7%	21.6%	15.0%	17.5%	12.7%	36.5%	13.3%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Race/Ethnicity									
American Indian/Native American	0.0%	0.0%	0.7%	0.0%	0.0%	1.1%	0.0%	0.0%	0.6%
Asian or Pacific Islander	7.9%	2.6%	0.7%	16.2%	5.0%	14.0%	12.7%	20.0%	9.8%
Black (non-Hispanic)	0.0%	1.3%	0.7%	2.7%	0.0%	0.4%	0.0%	8.0%	1.1%
White (non-Hispanic)	89.5%	94.9%	96.0%	75.7%	80.0%	81.2%	79.7%	66.0%	84.7%
Hispanic	2.6%	1.3%	1.3%	2.7%	15.0%	1.5%	0.0%	4.0%	1.9%
Other	0.0%	0.0%	0.7%	2.7%	0.0%	1.8%	7.6%	2.0%	1.9%
Location Prior to Starting Grad Degree									
Cache Valley	71.1%	41.0%	21.6%	55.3%	20.0%	43.3%	25.0%	25.0%	36.7%
Utah, no Cache Valley	15.8%	50.0%	74.5%	18.4%	30.0%	30.2%	51.3%	15.4%	41.5%
Idaho	5.3%	1.3%	1.3%	5.3%	10.0%	1.9%	1.3%	3.8%	2.4%
Elsewhere in U.S.	7.9%	6.4%	2.0%	5.3%	25.0%	9.7%	14.5%	21.2%	9.1%
Outside the U.S.	0.0%	1.3%	0.7%	15.8%	15.0%	14.9%	7.9%	34.6%	10.4%
Prior Degrees at USU									
None	18.4%	44.2%	52.3%	24.3%	57.9%	46.3%	54.5%	48.0%	46.0%
Bachelors	81.6%	53.2%	47.7%	75.7%	36.8%	51.5%	44.2%	20.0%	50.3%
Masters	0.0%	2.6%	0.0%	0.0%	5.3%	2.2%	1.3%	32.0%	3.6%
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	15.8%	11.7%	0.7%	2.7%	0.0%	2.6%	1.3%	0.0%	3.4%
One year	44.7%	33.8%	8.5%	35.1%	25.0%	11.8%	12.8%	0.0%	16.0%
Two years	23.7%	42.9%	67.3%	48.6%	30.0%	46.7%	43.6%	2.0%	45.7%
Three years	7.9%	3.9%	11.1%	5.4%	15.0%	22.1%	34.6%	6.0%	16.3%
Four years	2.6%	1.3%	7.8%	0.0%	15.0%	8.8%	2.6%	28.0%	7.9%
Five years	2.6%	2.6%	3.3%	2.7%	5.0%	3.3%	3.8%	28.0%	5.0%
Six years or more	2.6%	3.9%	1.3%	5.4%	10.0%	4.8%	1.3%	36.0%	5.8%
Masters Students Only: Plan A, B, or C									
Plan A	14.3%	17.2%	4.1%	0.0%	28.6%	34.3%	18.9%	0.0%	20.8%
Plan B	0.0%	0.0%	6.8%	5.3%	0.0%	24.8%	51.4%	0.0%	18.6%
Plan C	85.7%	82.8%	89.2%	94.7%	71.4%	40.9%	29.7%	0.0%	60.6%

FINDINGS: OVERALL PERCEPTIONS OF USU (See Table 2)

In general, most respondents were very, mostly, or somewhat satisfied with their graduate programs, with all degree types reporting satisfaction levels of 89.4% or higher. Master of Engineering and Master of Rehabilitation Counseling respondents reported the highest level of satisfaction at 100%.

Overall, a large majority of respondents (94.4%) were satisfied with courses taken inside their academic departments; satisfaction levels by degree types ranged from 88.1% to 100%. A majority of respondents rated courses taken outside their academic departments at satisfaction levels ranging from 86.0% to 100%. Master of Engineering respondents reported the highest level of satisfaction (100%) for courses both inside and outside their department. Master of Rehabilitation Counseling respondents rated courses outside their department at 100%.

A majority of respondents (75.7% to 95.0%) agreed or strongly agreed that USU was a good choice for graduate study. A majority of respondents (64.8% to 92.1%) agreed or strongly agreed that they would recommend their program to a perspective student. Master of Accounting respondents reported the highest level of agreement.

Few respondents (0.0% to 15.2%) planned to get additional training at USU after finishing their current USU graduate program. Eighty-nine percent of the Master of Accounting respondents and 76% of the Master of Engineering respondents planned a career in the private sector, while 45% of the Master of Rehabilitation respondents planned a career in a government agency. Fifty 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	28.9%	14.7%	36.8%	8.1%	55.0%	26.2%	20.3%	24.0%	26.5%
Mostly Satisfied	60.5%	48.0%	53.3%	67.6%	40.0%	49.4%	48.1%	60.0%	51.9%
Somewhat Satisfied	5.3%	26.7%	8.6%	24.3%	5.0%	19.9%	24.1%	14.0%	17.3%
Somewhat Dissatisfied	5.3%	10.7%	1.3%	0.0%	0.0%	2.2%	3.8%	2.0%	3.1%
Mostly Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	1.3%	0.0%	0.7%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	2.5%	0.0%	0.6%
Overall Quality of Graduate Courses Taken Inside Dept.									
Very Satisfied	24.3%	18.4%	46.1%	22.2%	58.8%	29.9%	27.8%	37.3%	32.4%
Mostly Satisfied	64.9%	42.1%	46.7%	61.1%	29.4%	51.1%	49.4%	47.1%	49.4%
Somewhat Satisfied	8.1%	27.6%	4.6%	16.7%	5.9%	13.8%	12.7%	9.8%	12.6%
Somewhat Dissatisfied	2.7%	11.8%	2.0%	0.0%	5.9%	2.6%	3.8%	5.9%	3.8%
Mostly Dissatisfied	0.0%	0.0%	0.7%	0.0%	0.0%	1.9%	2.5%	0.0%	1.1%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	3.8%	0.0%	0.7%
Overall Quality of Graduate Courses Taken Outside Dept.									
Very Satisfied	14.3%	22.0%	35.8%	31.8%	50.0%	28.8%	17.2%	30.4%	27.9%
Mostly Satisfied	38.1%	36.0%	33.7%	45.5%	33.3%	44.6%	53.1%	41.3%	42.0%
Somewhat Satisfied	38.1%	28.0%	16.8%	22.7%	16.7%	19.6%	20.3%	19.6%	20.9%
Somewhat Dissatisfied	4.8%	14.0%	10.5%	0.0%	0.0%	4.9%	3.1%	8.7%	6.8%
Mostly Dissatisfied	4.8%	0.0%	0.0%	0.0%	0.0%	2.2%	3.1%	0.0%	1.4%
Very Dissatisfied	0.0%	0.0%	3.2%	0.0%	0.0%	0.0%	3.1%	0.0%	1.0%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
For Me, USU has Been a Good Choice for Graduate Study									
Strongly Agree	63.2%	31.6%	58.0%	21.6%	80.0%	40.2%	37.2%	46.9%	44.6%
Agree	31.6%	46.1%	37.3%	54.1%	15.0%	44.4%	38.5%	44.9%	41.5%
Neutral	5.3%	15.8%	4.7%	18.9%	5.0%	11.5%	17.9%	8.2%	10.9%
Disagree	0.0%	5.3%	0.0%	5.4%	0.0%	2.3%	3.8%	0.0%	2.1%
Strongly Disagree	0.0%	1.3%	0.0%	0.0%	0.0%	1.5%	2.6%	0.0%	1.0%
Would Recommend Program to Prospective Students									
Strongly Agree	57.9%	22.4%	56.7%	29.7%	70.0%	41.8%	34.6%	42.9%	43.2%
Agree	34.2%	46.1%	35.3%	35.1%	15.0%	38.4%	37.2%	36.7%	37.3%
Neutral	7.9%	21.1%	8.0%	27.0%	15.0%	13.7%	12.8%	14.3%	13.6%
Disagree	0.0%	7.9%	0.0%	8.1%	0.0%	3.4%	6.4%	4.1%	3.5%
Strongly Disagree	0.0%	2.6%	0.0%	0.0%	0.0%	2.7%	9.0%	2.0%	2.4%
Plans After Finishing Current USU Graduate Program									
Additional Training at USU	0.0%	1.3%	15.2%	2.7%	5.0%	6.4%	3.8%	1.9%	6.5%
Additional Training at Another Institution	0.0%	2.6%	4.0%	0.0%	0.0%	12.7%	11.5%	1.9%	7.2%
Begin Professional Career in an Education Inst.	0.0%	0.0%	35.8%	5.4%	10.0%	18.0%	21.8%	50.0%	20.7%
Begin Professional Career in Government Agency	5.3%	3.8%	2.0%	10.8%	45.0%	9.0%	14.1%	11.5%	8.6%
Begin Professional Career in Private Sector	89.5%	67.9%	4.0%	75.7%	15.0%	38.6%	23.1%	26.9%	35.9%
Other Plans	0.0%	16.7%	31.1%	0.0%	25.0%	7.5%	14.1%	3.8%	13.6%
Uncertain	5.3%	7.7%	7.9%	5.4%	0.0%	7.9%	11.5%	3.8%	7.5%

(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 professor 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 (84.6% to 100%) were very, mostly, or somewhat satisfied with the information they received from their academic departments about degree program requirements. The Masters of Rehabilitation respondents were the most satisfied at 100%. It should be noted that Master of Science (13.8%), Other Masters (13.9%), and PhD (15.4%) respondents were somewhat, mostly, or very dissatisfied with the information received about program requirements from their department.

An overwhelming majority of respondents (92.7% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of non-faculty staff members in their academic departments. The Master of Accounting and Master of Rehabilitation respondents rated this item at a satisfaction level of 100%.

A large majority of respondents (87.2% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of faculty in their departments. Master of Accounting respondents and Master of Rehabilitation Counseling respondents ranked this item the highest (100%). Higher proportions of respondents from Other Masters (12.8%) were somewhat, mostly, or very dissatisfied with the helpfulness of faculty in their department.

A substantial majority of respondents (89.8% to 100%) were very, mostly, or somewhat satisfied with the helpfulness of their major professor. Master of Accounting respondents and Master of Rehabilitation Counseling respondents marked this item the highest (100%). When students were asked if their advisor/major professor was an effective mentor, 40.3% of the Business Administration respondents to 95.0% of the Master of Rehabilitation respondents agreed or strongly agreed. Sixteen percent of the Master of Business Administration respondents disagreed or strongly disagreed with this item.

Seventy-four percent to 95% 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. Master of Rehabilitation Counseling respondents marked this item the highest.

When asked if the department had done a good job in providing opportunities for professional development, overall 64.9% of the respondents were in agreement. A majority of respondents in the Master of Accounting, Education, Rehabilitation, Science, Other, and PhD degrees agreed or strongly agreed with this item. But 33.8% of the Master of Business Administration respondents, 20% of Other Masters respondents, 18.9% of Master of Engineering respondents, and 15.1% of Master of Education respondents disagreed or strongly disagreed.

A majority of respondents from most degree types (59.5% to 94.7%) agreed or strongly agreed that the department had been helpful in assisting graduates find employment. Master of Rehabilitation respondents marked this item the highest (94.7%). But the respondents in the Master of Business Administration program (40%) disagreed or strongly disagreed with this item. Disagreement by other degree types ranged from 0% to 15.5%.

When asked about the availability of research facilities in their departments, a large majority of all degree types were very, mostly, or somewhat satisfied (79.7% to 100%).

Master of Rehabilitation respondents marked this item the highest. But dissatisfaction ranged from 0% to 20.4%. Other Masters respondents were the most dissatisfied followed by Business Administration, Science, and PhD respondents.

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	8.1%	4.0%	26.8%	18.9%	20.0%	37.4%	36.7%	54.9%	29.9%
Dept. Graduate Advisor	59.5%	41.3%	28.8%	24.3%	30.0%	27.4%	20.3%	13.7%	28.9%
Other Faculty	0.0%	4.0%	2.6%	8.1%	0.0%	4.1%	3.8%	2.0%	3.5%
Dept. Requirement Sheets	16.2%	6.7%	28.8%	10.8%	45.0%	16.7%	16.5%	11.8%	18.3%
Gradute Catalog	8.1%	2.7%	2.0%	5.4%	0.0%	1.9%	2.5%	2.0%	2.5%
School of Grad Studies Staff	0.0%	5.3%	0.7%	0.0%	5.0%	1.9%	5.1%	0.0%	2.1%
Other Students	5.4%	16.0%	7.2%	24.3%	0.0%	7.0%	7.6%	7.8%	8.7%
Other	2.7%	20.0%	3.3%	8.1%	0.0%	3.7%	7.6%	7.8%	6.1%
Information Received From Department About Degree Program Requirements									
Very Satisfied	57.9%	28.6%	50.0%	37.8%	60.0%	29.1%	29.1%	17.3%	35.4%
Mostly Satisfied	28.9%	29.9%	34.7%	32.4%	35.0%	37.7%	29.1%	50.0%	35.4%
Somewhat Satisfied	10.5%	29.9%	8.7%	21.6%	5.0%	19.4%	27.8%	17.3%	18.3%
Somewhat Dissatisfied	2.6%	1.3%	4.7%	2.7%	0.0%	6.3%	6.3%	5.8%	4.9%
Mostly Dissatisfied	0.0%	6.5%	0.7%	5.4%	0.0%	2.6%	3.8%	7.7%	3.1%
Very Dissatisfied	0.0%	3.9%	1.3%	0.0%	0.0%	4.9%	3.8%	1.9%	3.1%
Helpfulness of Non-Faculty and Staff in Department									
Very Satisfied	70.6%	33.3%	48.9%	42.9%	57.9%	41.2%	46.7%	45.1%	45.0%
Mostly Satisfied	20.6%	43.5%	33.6%	31.4%	31.6%	35.1%	32.0%	45.1%	35.0%
Somewhat Satisfied	8.8%	15.9%	12.4%	22.9%	10.5%	17.1%	16.0%	3.9%	14.6%
Somewhat Dissatisfied	0.0%	4.3%	2.9%	2.9%	0.0%	4.1%	1.3%	3.9%	3.2%
Mostly Dissatisfied	0.0%	2.9%	2.2%	0.0%	0.0%	1.2%	0.0%	0.0%	1.2%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	4.0%	2.0%	1.1%

	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	68.4%	25.3%	50.0%	37.8%	70.0%	43.1%	37.2%	51.0%	44.4%
Mostly Satisfied	26.3%	46.7%	39.5%	29.7%	25.0%	39.0%	39.7%	35.3%	38.2%
Somewhat Satisfied	5.3%	21.3%	5.3%	24.3%	5.0%	11.9%	10.3%	9.8%	11.3%
Somewhat Dissatisfied	0.0%	4.0%	3.3%	8.1%	0.0%	2.2%	6.4%	0.0%	3.1%
Mostly Dissatisfied	0.0%	2.7%	1.3%	0.0%	0.0%	1.1%	3.8%	2.0%	1.5%
Very Dissatisfied	0.0%	0.0%	0.7%	0.0%	0.0%	2.6%	2.6%	2.0%	1.5%
Helpfulness of Major Professor									
Very Satisfied	65.6%	36.1%	58.0%	51.5%	73.7%	58.9%	62.0%	68.6%	58.1%
Mostly Satisfied	21.9%	36.1%	30.7%	36.4%	21.1%	24.9%	21.5%	19.6%	26.7%
Somewhat Satisfied	12.5%	21.3%	4.7%	9.1%	5.3%	9.4%	6.3%	9.8%	9.1%
Somewhat Dissatisfied	0.0%	1.6%	4.0%	0.0%	0.0%	3.4%	3.8%	0.0%	2.8%
Mostly Dissatisfied	0.0%	1.6%	1.3%	3.0%	0.0%	1.5%	3.8%	0.0%	1.6%
Very Dissatisfied	0.0%	3.3%	1.3%	0.0%	0.0%	1.9%	2.5%	2.0%	1.7%
Advisor/Major Professor is an Effective Mentor									
Strongly Agree	35.1%	11.3%	48.3%	30.6%	60.0%	46.4%	55.3%	60.0%	44.6%
Agree	45.9%	29.0%	34.9%	52.8%	35.0%	36.4%	22.4%	32.0%	34.9%
Neutral	13.5%	43.5%	10.7%	13.9%	5.0%	10.7%	13.2%	4.0%	13.6%
Disagree	5.4%	6.5%	2.7%	0.0%	0.0%	4.2%	2.6%	2.0%	3.5%
Strongly Disagree	0.0%	9.7%	3.4%	2.8%	0.0%	2.3%	6.6%	2.0%	3.5%
Department Has Humane Environment with Mutual Respect Between Students and Professors									
Strongly Agree	47.4%	19.7%	48.7%	24.3%	80.0%	35.6%	35.9%	44.0%	38.6%
Agree	39.5%	53.9%	36.7%	59.5%	15.0%	47.5%	43.6%	42.0%	44.4%
Neutral	13.2%	17.1%	10.7%	16.2%	5.0%	9.6%	12.8%	6.0%	11.1%
Disagree	0.0%	6.6%	2.7%	0.0%	0.0%	5.7%	2.6%	2.0%	3.8%
Strongly Disagree	0.0%	2.6%	1.3%	0.0%	0.0%	1.5%	5.1%	6.0%	2.1%

	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	50.0%	11.3%	26.2%	21.6%	60.0%	29.8%	26.7%	34.0%	28.7%
Agree	31.6%	33.8%	38.1%	27.0%	40.0%	36.3%	32.0%	50.0%	36.2%
Neutral	18.4%	21.1%	20.6%	32.4%	0.0%	22.6%	21.3%	12.0%	20.8%
Disagree	0.0%	18.3%	11.1%	16.2%	0.0%	8.5%	8.0%	2.0%	9.2%
Strongly Disagree	0.0%	15.5%	4.0%	2.7%	0.0%	2.8%	12.0%	2.0%	5.1%
Department Has Been Helpful in Assisting Graduates Find Employment									
Strongly Agree	54.1%	5.7%	28.6%	11.4%	52.6%	19.9%	16.9%	19.1%	21.9%
Agree	35.1%	24.3%	38.8%	60.0%	42.1%	46.6%	26.8%	40.4%	40.0%
Neutral	10.8%	30.0%	18.4%	17.1%	5.3%	19.9%	38.0%	31.9%	22.7%
Disagree	0.0%	27.1%	9.2%	5.7%	0.0%	9.3%	5.6%	6.4%	9.6%
Strongly Disagree	0.0%	12.9%	5.1%	5.7%	0.0%	4.2%	12.7%	2.1%	5.9%
Availability of Research Facilities in Department									
Very Satisfied	38.9%	23.1%	38.5%	22.9%	31.3%	29.5%	26.6%	24.5%	30.1%
Mostly Satisfied	41.7%	38.5%	34.9%	51.4%	50.0%	35.5%	29.7%	38.8%	37.0%
Somewhat Satisfied	13.9%	19.2%	15.6%	17.1%	18.8%	19.2%	23.4%	22.4%	18.8%
Somewhat Dissatisfied	2.8%	9.6%	7.3%	5.7%	0.0%	6.8%	14.1%	10.2%	7.7%
Mostly Dissatisfied	2.8%	5.8%	2.8%	0.0%	0.0%	5.1%	4.7%	4.1%	4.0%
Very Dissatisfied	0.0%	3.8%	0.9%	2.9%	0.0%	3.8%	1.6%	0.0%	2.4%

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

FINDINGS: FINANCIAL AID (See Table 4)

Thirteen percent to 46% of the respondents by degree type received no financial assistance during the year of the survey. Moreover, 3.9% to 37.2% of the respondents by degree type 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 understandable. Seventy percent of the total number of respondents was very, mostly, or somewhat satisfied. Satisfaction by degree type ranged from 58% (Business Administration) to 82.7% (Accounting). Dissatisfaction ranged from 0% (Rehabilitation) to 42% (Business Administration).

When respondents were asked if procedures and criteria used by their department to make decisions regarding the allocation of assistantships were fair and equitable, 53.4% of the total respondents agreed or strongly agreed. Agreement by degree type ranged from 31.8% (Engineering) to 63.7% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 22.7% (Engineering).

Forty-two percent of the total respondents agreed or strongly agreed that the funding provided by the department was adequate to meet the needs of students receiving funding. Agreement by degree type ranged from 17.5% (Business Administration) to 81.9% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 39.7% (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%	1.3%	1.3%	13.5%	5.0%	23.2%	7.8%	41.2%	13.6%
Teaching Assistantship	7.9%	0.0%	2.0%	2.7%	0.0%	6.5%	22.1%	11.8%	6.6%
General Assistantship	7.9%	5.2%	0.7%	5.4%	0.0%	3.4%	2.6%	0.0%	2.9%
Graduate Instructor	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	5.2%	2.0%	1.4%
Graduate Fellowship	5.3%	1.3%	0.0%	0.0%	0.0%	1.5%	2.6%	0.0%	1.3%
Departmental/College Fellowship or Scholarship	23.7%	6.5%	6.7%	0.0%	50.0%	8.0%	10.4%	5.9%	9.3%
Student Loan	42.1%	33.8%	30.0%	32.4%	5.0%	16.0%	15.6%	3.9%	21.9%
Other	0.0%	14.3%	13.3%	13.5%	20.0%	4.6%	7.8%	5.9%	8.6%
No Grad Financial Assistance	13.2%	37.7%	46.0%	32.4%	20.0%	35.0%	26.0%	29.4%	34.5%
Sources of Financial Aid Received Sometime During Graduate Studies									
Research Assistantship	0.0%	4.0%	0.0%	13.9%	5.0%	25.8%	12.0%	51.0%	15.9%
Teaching Assistantship	8.3%	4.0%	2.7%	5.6%	0.0%	9.5%	26.7%	11.8%	8.9%
Graduate Fellowship	8.3%	2.7%	0.0%	2.8%	0.0%	4.5%	4.0%	3.9%	3.3%
Department/College Fellowship or Scholarship	38.9%	8.0%	10.8%	5.6%	50.0%	10.2%	13.3%	11.8%	12.9%
Student Loan	30.6%	38.7%	37.2%	30.6%	5.0%	21.2%	16.0%	9.8%	25.5%
Other	0.0%	18.7%	12.2%	11.1%	20.0%	7.6%	9.3%	7.8%	10.1%
No Grad Financial Assistance	13.9%	24.0%	37.2%	30.6%	20.0%	21.2%	18.7%	3.9%	23.4%

	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 Assistantships or Fellowships To Help Cover Costs of Graduate Education									
Very Satisfied	31.0%	12.0%	27.6%	11.1%	61.5%	26.3%	29.0%	34.7%	26.6%
Mostly Satisfied	17.2%	22.0%	22.4%	33.3%	30.8%	25.4%	25.8%	34.7%	25.6%
Somewhat Satisfied	34.5%	24.0%	17.1%	25.9%	7.7%	17.2%	8.1%	12.2%	17.5%
Somewhat Dissatisfied	0.0%	14.0%	11.8%	3.7%	0.0%	11.0%	9.7%	12.2%	10.1%
Mostly Dissatisfied	10.3%	18.0%	9.2%	7.4%	0.0%	6.2%	9.7%	4.1%	8.2%
Very Dissatisfied	6.9%	10.0%	11.8%	18.5%	0.0%	13.9%	17.7%	2.0%	12.0%
Procedures Used by Department to Make Decisions About Financial Aid are Fair									
Strongly Agree	28.1%	11.9%	23.4%	4.5%	36.4%	15.0%	21.1%	20.0%	18.1%
Agree	31.3%	26.2%	37.5%	27.3%	27.3%	38.3%	31.6%	42.5%	35.3%
Neutral	25.0%	42.9%	31.3%	45.5%	36.4%	30.6%	26.3%	30.0%	31.7%
Disagree	12.5%	11.9%	3.1%	18.2%	0.0%	10.0%	8.8%	5.0%	8.9%
Strongly Disagree	3.1%	7.1%	4.7%	4.5%	0.0%	6.1%	12.3%	2.5%	6.0%
Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving Funding									
Strongly Agree	16.1%	10.0%	21.3%	3.8%	36.4%	10.4%	15.5%	19.0%	13.9%
Agree	25.8%	7.5%	24.6%	15.4%	45.5%	33.3%	24.1%	42.9%	28.3%
Neutral	38.7%	55.0%	34.4%	50.0%	18.2%	26.2%	20.7%	23.8%	31.0%
Disagree	16.1%	20.0%	11.5%	19.2%	0.0%	17.5%	13.8%	14.3%	15.7%
Strongly Disagree	3.2%	7.5%	8.2%	11.5%	0.0%	12.6%	25.9%	0.0%	11.1%

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

FINDINGS: TECHNOLOGY AND LIBRARY (See Table 5)

A plurality of the total respondents (48.1%) received all of their instruction on the Logan campus, while 25.3% received at least three-fourths of their instruction at other locations. Moreover, while 63.2% received no instruction via the Ed-Net System, 15.3% received at least three-fourths of their instruction via Ed-Net. Sixty-five percent of the total respondents indicated that they had not received instruction via the web. There was considerable variation between degree types.

An overwhelming majority of respondents (90.3%) 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% (PhD) to 97.2% (Accounting). Dissatisfaction on this item ranged from 2.9% (Accounting) to 15.7% (PhD). A majority of respondents (90.9%) were very, mostly, or somewhat satisfied with the availability of materials through interlibrary loan. There was a little variation in satisfaction among degree types with ranges from 84.7% (Education) to 100% (Accounting & Rehabilitation). Dissatisfaction on this item ranged from 0% (Accounting & Rehabilitation) to 15.4% (Education). Ninety percent of the respondents were very, mostly, or somewhat satisfied with the availability of electronic data bases. Satisfaction by degree type ranged from 85.7% (PhD) to 94.7% (Rehabilitation).

Over 92% of the respondents were very, mostly, or somewhat satisfied with the helpfulness of library/learning resources staff. Variation in satisfaction ranged from 88.7% (Other Masters) to 96% (Engineering). Dissatisfaction ranged from 0% (Rehabilitation) to 10% (Accounting).

A majority of respondents (68.5%) agreed or strongly agreed that they were satisfied with the computer facilities available to graduate students. Satisfaction by degree type ranged from 61.7% (PhD) to 100% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 20% (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	73.7%	26.9%	26.8%	64.9%	30.0%	57.4%	55.7%	58.8%	48.1%
1 - 10%	5.3%	11.5%	24.8%	10.8%	15.0%	14.0%	13.9%	3.9%	14.7%
11 - 25%	0.0%	0.0%	12.4%	2.7%	15.0%	3.7%	1.3%	0.0%	4.7%
26 - 50%	0.0%	0.0%	14.4%	0.0%	0.0%	0.7%	1.3%	0.0%	3.4%
51 - 75%	0.0%	1.3%	9.8%	0.0%	10.0%	1.8%	6.3%	0.0%	3.8%
76 - 100%	21.1%	60.3%	11.8%	21.6%	30.0%	22.4%	21.5%	37.3%	25.3%
Percent of Graduate Instruction That Involved "Ed Net" system									
None	97.4%	92.3%	8.6%	97.3%	55.0%	71.4%	67.1%	84.6%	63.2%
1 - 10%	2.6%	5.1%	11.2%	2.7%	15.0%	9.7%	3.8%	13.5%	8.6%
11 - 25%	0.0%	0.0%	13.2%	0.0%	0.0%	1.1%	1.3%	0.0%	3.3%
26 - 50%	0.0%	1.3%	23.7%	0.0%	10.0%	0.0%	1.3%	1.9%	5.7%
51 - 75%	0.0%	0.0%	15.1%	0.0%	10.0%	1.1%	1.3%	0.0%	4.0%
76 - 100%	0.0%	1.3%	28.3%	0.0%	10.0%	16.7%	25.3%	0.0%	15.3%
Percent of Graduate Instruction That Involved Web-Based Courses									
None	92.1%	76.9%	36.2%	83.8%	20.0%	70.5%	72.2%	78.8%	65.2%
1 - 10%	5.3%	19.2%	28.9%	13.5%	25.0%	17.3%	21.5%	13.5%	19.5%
11 - 25%	2.6%	1.3%	7.2%	2.7%	5.0%	4.4%	1.3%	5.8%	4.3%
26 - 50%	0.0%	0.0%	11.8%	0.0%	5.0%	1.1%	1.3%	1.9%	3.3%
51 - 75%	0.0%	2.6%	5.9%	0.0%	25.0%	2.2%	1.3%	0.0%	3.2%
76 - 100%	0.0%	0.0%	9.9%	0.0%	20.0%	4.4%	2.5%	0.0%	4.5%

	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	42.9%	24.6%	32.8%	32.3%	25.0%	25.5%	23.7%	21.6%	27.6%
Mostly Satisfied	40.0%	50.8%	47.3%	35.5%	45.0%	40.9%	40.8%	41.2%	42.9%
Somewhat Satisfied	14.3%	18.0%	12.2%	22.6%	25.0%	21.5%	27.6%	21.6%	19.8%
Somewht Dissatisfied	2.9%	3.3%	3.8%	6.5%	5.0%	5.7%	2.6%	9.8%	4.9%
Mostly Dissatisfied	0.0%	1.6%	3.1%	3.2%	0.0%	4.0%	1.3%	2.0%	2.8%
Very Dissatisfied	0.0%	1.6%	0.8%	0.0%	0.0%	2.4%	3.9%	3.9%	2.0%
Availability of Materials Through Inter-Library Loan									
Very Satisfied	29.4%	26.2%	36.3%	26.3%	26.7%	37.7%	28.3%	42.2%	34.6%
Mostly Satisfied	41.2%	42.9%	36.3%	52.6%	46.7%	32.2%	43.4%	48.9%	38.5%
Somewhat Satisfied	29.4%	21.4%	12.1%	10.5%	26.7%	21.3%	20.8%	4.4%	17.8%
Somewht Dissatisfied	0.0%	7.1%	13.2%	10.5%	0.0%	4.4%	3.8%	2.2%	6.0%
Mostly Dissatisfied	0.0%	0.0%	1.1%	0.0%	0.0%	3.3%	0.0%	2.2%	1.7%
Very Dissatisfied	0.0%	2.4%	1.1%	0.0%	0.0%	1.1%	3.8%	0.0%	1.3%
Availability of Electronic Databases Through USU Libraries									
Very Satisfied	44.4%	30.6%	40.3%	22.2%	26.3%	25.1%	22.7%	20.4%	29.3%
Mostly Satisfied	30.6%	43.5%	35.8%	44.4%	52.6%	41.4%	48.5%	46.9%	41.5%
Somewhat Satisfied	19.4%	16.1%	16.4%	22.2%	15.8%	21.3%	18.2%	18.4%	19.0%
Somewht Dissatisfied	5.6%	6.5%	5.2%	11.1%	5.3%	5.9%	6.1%	12.2%	6.5%
Mostly Dissatisfied	0.0%	3.2%	2.2%	0.0%	0.0%	3.8%	0.0%	0.0%	2.2%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	2.5%	4.5%	2.0%	1.6%

	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 Library/Learning Resources Staff									
Very Satisfied	33.3%	28.3%	39.2%	24.0%	47.1%	34.0%	32.4%	31.1%	33.9%
Mostly Satisfied	33.3%	32.6%	36.1%	52.0%	29.4%	38.8%	32.4%	53.3%	38.1%
Somewhat Satisfied	23.3%	30.4%	18.6%	20.0%	23.5%	19.1%	23.9%	11.1%	20.4%
Somewhat Dissatisfied	10.0%	6.5%	2.1%	4.0%	0.0%	5.3%	4.2%	2.2%	4.4%
Mostly Dissatisfied	0.0%	2.2%	4.1%	0.0%	0.0%	1.9%	5.6%	2.2%	2.6%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	1.4%	0.0%	0.6%
Satisfied with Computer Facilities Available to Graduate Students									
Strongly Agree	29.7%	23.6%	37.9%	13.9%	23.5%	26.1%	30.6%	19.1%	27.2%
Agree	54.1%	38.2%	35.0%	61.1%	76.5%	39.3%	32.3%	42.6%	41.3%
Neutral	8.1%	18.2%	18.4%	16.7%	0.0%	18.4%	17.7%	19.1%	17.1%
Disagree	5.4%	16.4%	6.8%	2.8%	0.0%	9.4%	9.7%	14.9%	9.1%
Strongly Disagree	2.7%	3.6%	1.9%	5.6%	0.0%	6.8%	9.7%	4.3%	5.2%

(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 (86.3%) were very, mostly, or somewhat satisfied with information received from the School of Graduate Studies regarding degree requirements. Variation of satisfaction by degree type ranged from 76% (Other Masters) to 97.2% (Accounting). Dissatisfaction with this item ranged from 2.7% (Accounting) to 24.1% (Other Masters). Similar results were seen when students were asked about the helpfulness of the School of Graduate Studies staff. Again, a substantial majority (88.3%) were very, mostly, or somewhat satisfied with the helpfulness of the staff. The range by degree type went from 79.7% (Other Masters) to 94.5% (Rehabilitation). Dissatisfaction ranged from 5.6% (Rehabilitation) to 20.3% (Other Masters).

When students were asked if they were satisfied with the thesis/dissertation review guidelines and procedures, a majority of respondents (59.6%) agreed or strongly agreed. Agreement by degree type ranged from 42.9% (PhD) to 100% (Rehabilitation). Disagreement ranged from 0% to 20.4%.

A majority of respondents (60%) 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 42.1% (Other Masters) to 76.6% (Education). Disagreement ranged from 2.9% (Engineering) to 25% (Other Masters).

A plurality of respondents (42.6%) agreed or strongly agreed that the content of the Teaching Assistant Workshop helped them to be better instructors and graduate assistants. Agreement ranged from 24% (Business Administration) to 60% (PhD). Disagreement ranged from 0% (Rehabilitation) to 23.2% (Science).

Table 6. FINDINGS: SCHOOL OF GRADUATE STUDIES

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	PhD	% of Total
Information Received From School of Graduate Studies Regarding Degree Requirements									
Very Satisfied	37.8%	25.0%	38.9%	13.5%	26.3%	20.4%	22.8%	22.0%	25.8%
Mostly Satisfied	40.5%	39.5%	40.3%	43.2%	63.2%	39.6%	20.3%	38.0%	38.3%
Somewhat Satisfied	18.9%	19.7%	14.8%	32.4%	5.3%	23.8%	32.9%	24.0%	22.2%
Somewhat Dissatisfied	0.0%	6.6%	2.7%	10.8%	5.3%	7.9%	8.9%	10.0%	6.6%
Mostly Dissatisfied	2.7%	5.3%	1.3%	0.0%	0.0%	4.2%	7.6%	4.0%	3.7%
Very Dissatisfied	0.0%	3.9%	2.0%	0.0%	0.0%	4.2%	7.6%	2.0%	3.4%
Helpfulness of School of Graduate Studies Staff									
Very Satisfied	25.0%	37.0%	42.1%	23.3%	27.8%	29.8%	24.3%	19.6%	31.3%
Mostly Satisfied	37.5%	31.5%	33.8%	36.7%	55.6%	38.9%	29.7%	47.1%	36.9%
Somewhat Satisfied	21.9%	23.3%	15.2%	30.0%	11.1%	19.8%	25.7%	19.6%	20.1%
Somewhat Dissatisfied	6.3%	5.5%	6.2%	6.7%	5.6%	4.8%	9.5%	5.9%	5.9%
Mostly Dissatisfied	3.1%	1.4%	1.4%	0.0%	0.0%	2.8%	2.7%	3.9%	2.2%
Very Dissatisfied	6.3%	1.4%	1.4%	3.3%	0.0%	4.0%	8.1%	3.9%	3.6%
Thesis/Dissertation Review Guidelines/Procedures by School of Graduate Studies									
Strongly Agree	33.3%	15.8%	33.8%	0.0%	50.0%	12.9%	24.5%	8.2%	18.5%
Agree	16.7%	47.4%	46.8%	54.5%	50.0%	41.6%	34.0%	34.7%	41.1%
Neutral	50.0%	26.3%	13.0%	27.3%	0.0%	30.3%	28.3%	36.7%	27.1%
Disagree	0.0%	10.5%	3.9%	9.1%	0.0%	6.7%	7.5%	16.3%	7.5%
Strongly Disagree	0.0%	0.0%	2.6%	9.1%	0.0%	8.4%	5.7%	4.1%	5.8%

	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
Information from School of Graduate Studies on Things Like Filing Candidacy, Deadlines, etc.									
Strongly Agree	17.2%	12.3%	29.1%	8.6%	23.5%	10.8%	15.8%	20.0%	16.6%
Agree	48.3%	50.8%	47.5%	51.4%	41.2%	42.2%	26.3%	46.0%	43.4%
Neutral	24.1%	27.7%	17.0%	37.1%	29.4%	29.3%	32.9%	18.0%	26.3%
Disagree	3.4%	4.6%	4.3%	2.9%	5.9%	11.6%	15.8%	16.0%	9.2%
Strongly Disagree	6.9%	4.6%	2.1%	0.0%	0.0%	6.0%	9.2%	0.0%	4.5%
Teaching Assistant Workshop Sponsored by School of Graduate Studies									
Strongly Agree	8.3%	8.0%	26.3%	11.1%	14.3%	11.6%	18.2%	26.7%	16.3%
Agree	25.0%	16.0%	28.9%	22.2%	28.6%	23.3%	33.3%	33.3%	26.3%
Neutral	58.3%	68.0%	36.8%	55.6%	57.1%	41.9%	36.4%	30.0%	43.3%
Disagree	8.3%	4.0%	7.9%	11.1%	0.0%	11.6%	6.1%	3.3%	7.9%
Strongly Disagree	0.0%	4.0%	0.0%	0.0%	0.0%	11.6%	6.1%	6.7%	6.3%

(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
- The School of Graduate Studies Survey

Some respondents indicated that they had no suggestions for bettering the program. A number of comments asked for better communication, particularly 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 were 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 educational programs at USU. In most instances numbers of dissatisfied students were small, with the exception of financial aid and health insurance. Respondents wanted more and better funded assistantships and fellowships. Some were unhappy with the thesis/dissertation review process.

Tables 7 and 8 show survey items arranged from highest to lowest with respect to levels of satisfaction and extent of agreement. For comparative purposes, Appendix C shows results of the School of Graduate Studies Student Survey for 2004, 2005, and 2006. Overall, proportions of responses between the three years are very similar.

ADDITIONAL INFORMATION

This report appears on USU's Facts and Figures website at <http://aaa.usu.edu/FactsFigures/surveys.asp>.

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

Item	% Satisfaction*
How would you rate your satisfaction with the overall quality of your graduate academic program at USU?	95.7%
The overall quality of the graduate training that you have received at USU.	95.0%
The relevance of your USU graduate studies to your career goals.	94.8%
The helpfulness of non-faculty staff members in your academic department in responding to questions & concerns.	94.6%
The overall quality of graduate courses that you have taken inside your department.	94.4%
The availability of and access to e-mail and internet services for graduate students at USU.	93.9%
The helpfulness of faculty members in your academic department in responding to your concerns & questions.	93.9%
The helpfulness of your major professor in responding to your concerns and questions.	93.9%
The level of interaction with and feedback provided by your major professor.	93.5%
The helpfulness of USU library/learning resource staff in helping you locate and access resource materials.	92.4%
The availability of faculty in your department to meet with you and provide feedback regarding your studies and research.	91.9%
The admissions process when you first entered graduate school at USU.	91.2%
The ability to obtain library resource materials through interlibrary loan when materials are not available at USU.	90.9%
The overall quality of graduate courses that you have taken outside your department.	90.8%
The availability of library facilities that provide an environment that is appealing and conducive to study.	90.7%
The availability of library collections (books, and journals) in your fields of study at USU.	90.3%
The availability through USU's library facilities of electronic databases that you need for graduate coursework.	89.8%
The information you received from your department regarding degree requirements and how to meet them.	89.1%
The helpfulness of School of Graduate Studies staff in responding to your concerns or questions.	88.3%
The information you received from the School of Graduate Studies regarding degree requirements & how to meet them.	86.3%
The availability of research resources (facilities, equipment, etc.) in your academic department.	85.9%
The availability of assistantship or fellowship support to help cover the costs of your graduate education at USU.	69.7%
The range of information and services provided by the USU Graduate Students Senate (GSS).	69.2%
The availability of optional health care insurance for graduate students that is adequate to meet your needs.	51.7%

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

Item	% Agreement*
For me, USU has been a good choice for graduate study.	86.1%
My department provides an intellectually stimulating atmosphere.	84.8%
I believe that my graduate program is providing me with satisfactory preparation for my future career.	83.2%
My department has a humane environment characterized by mutual respect between students and professors.	83.0%
My advisor/major professor can be relied upon to review and provide constructive criticism of my work.	80.8%
I would recommend my department and graduate program to prospective graduate students.	80.5%
Faculty members in my department are interested in the welfare and professional development of graduate students.	79.9%
My advisor/major professor is an effective mentor who provides effective and supportive guidance.	79.5%
There is satisfactory communication between faculty and graduate students in my department.	75.2%
During my first year of graduate studies my department did a good job of helping me understand requirements.	72.6%
My department provides satisfactory advising and program counseling to graduate students.	71.0%
I am satisfied with the computer facilities available to graduate students.	68.5%
My department has done a good job of providing me with opportunities for professional development.	64.9%
My department is helpful and supportive in graduates' search for professional employment.	61.9%
I am satisfied with the University library holdings for my field.	61.0%
The USU School of Graduate Studies provides the information I need to adhere to filing candidacy, deadlines, etc.	60.0%
I am satisfied with the thesis/dissertation review guidelines & procedures conducted by School of Graduate Studies.	59.6%
The procedures & criteria used by my department for allocating assistantships/grad funding are fair and equitable.	53.4%
Students in my department are able to access the resources needed to help support professional activities.	48.3%
I would like to receive more feedback on my academic progress.	47.1%
The Teaching Assistants Workshop provides content needed to help be and effective teaching assistant/instructor.	42.6%
The level of assistantship funding provided by my department is adequate to meet the needs of graduate students.	42.2%

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 college fellowship or scholarship
- Student loan
- Other (please specify):

No graduate financial assistance received during the current academic year

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

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

No graduate financial assistance

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

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

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

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

Uncertain

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

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

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

- No
- Yes

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

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

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

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

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

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

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

Section II: Assessment of USU Graduate Experiences

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

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

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

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

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

strongly agree
agree
neutral
disagree
strongly disagree
not applicable

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

- | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 52. I would like to receive more feedback on my academic progress. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 53. I believe that my graduate program is providing me with satisfactory preparation for my future career. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 54. My department has a humane environment characterized by mutual respect between students and professors. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 55. My department provides an intellectually stimulating atmosphere. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 56. My department has done a good job of providing me with opportunities for professional development through things like attending professional meetings, presenting papers at conferences, or networking with professionals in my field. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 57. During my first year of graduate studies at USU my department did a good job of helping me understand program requirements, expectations and procedures. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 58. There is satisfactory communication between faculty and graduate students in my department. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 59. My department provides satisfactory advising and program counseling to graduate students. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 60. My advisor/major professor can be relied upon to review and provide constructive criticism of my work. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 61. My advisor/major professor is an effective mentor who provides effective and supportive guidance in terms of my academic pursuits and professional development. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 62. Faculty members in my department are interested in the welfare and professional development of graduate students. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 63. My department is helpful and supportive in graduates' search for professional employment. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 64. I am satisfied with the computer facilities available to graduate students. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 65. I am satisfied with the University library holdings for my field. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 66. I am satisfied with the thesis/dissertation review guidelines and procedures that are conducted by the USU School of Graduate Studies. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 67. The USU School of Graduate Studies provides the information I need to adhere to things like filing candidacy and program of study forms, meeting deadlines, etc. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 68. The Teaching Assistants Workshop that is offered by the School of Graduate Studies provides the content that is needed to help graduate students be effective as teaching assistants or course instructors. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 69. The procedures and criteria used by my department when decisions are made regarding the allocation of assistantships or other types of graduate funding are fair and equitable. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 70. The level of assistantship funding provided in my department is adequate to meet the needs of graduate students who receive funding. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 71. Students in my department are able to access the resources needed to help support professional activities such as travel for attendance at professional meetings and conferences. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 72. For me, USU has been a good choice for graduate study. |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 73. I would recommend my department and graduate program to prospective graduate students. |

APPENDIX B

WRITTEN RESPONSES

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

What do you think USU should do to better meet the needs of graduate students?
Advising
A lot of us had to change advisors, due to a lack of caring and interest by some professors.
Continue to strengthen advisors understanding for extension programs.
Get a new graduate advisor since the old one left
Get better advisors
Have an advisor off site to help when you have questions or concerns. To have advisors no have so much additional involment outside of advising that takes up a huge
Have more one-on-one advising between the student and advisor.
I had same difficulty with advising
More than one advisor for my department would be nice. Helpful to both her & the plethors of students seeking her advice.
My advisor could have been a little more helpful. He was hard to get a hold of. My papers that needed to be filled out were never given to me on time. I didn't feel a lot of
Require a meeting between faculty advisor and student in the beginning of coursework to outline the course of study.
Some how make it possible for the graduate student to actually meet their advisor. I know that is tough for extension students.
When I would try to contact the advisor (person's name) she would take 1 week to respond.
Communication
Better communication
Better communication between logan campus and Salt Lake/other campuses.
Better communication with students.
Communicate more frequently and more effectively with all of the students.
Communicate with the extension and the students.
Communication with off-site students is terrible.
Communication.
Encourage more open and friendly interaction between faculty and students.
Follow UP With periodic face to face interaction
I would have like more communication between the graduate school and the studetns. I received good guidance from within my department but felt left to my own devices
Listen more to what the students say.
Make Sure the department of graduate studies and individual college departments are on the same page.
More communication.
Better communication between graduate school and -departments
The communication at this university is very poor. DEPARTMENTS, COLLEGES AND ADMISSIONS NEED TO COORDINATE BETTER
We find out about things accidentally. Better communication would help. We had a problem with title of degree that was not rectified.
Complements to USU
All is well
Everything is perfect for me.

Everything is well and good.
I think USU has done a great job meeting our needs.
I am happy with my experience at USU. Thanks.
I am very pleased with my experience at USU.
I believe that the current system works wonders and by having the opportunity to complete a degree through distance education is simply amazing. Thanks, USU.
I feel USU did a good job meeting my needs.
I fully enjoyed my experience.
I have been extremely pleased with coursework and the helpfulness of all staff at USU.
I have definitely noticed an improvement in the helpfulness of the graduate school staff as compared to my first few years at USU.
I Like the way the system runs
I think generally everything was fine.
I think it's the best.
I think it was a pretty good experience.
I think the way USU is presently working is at its best. No changes required.
I think they do a good job.
I think USU does an outstanding job.
I was very happy with USU in meeting my needs. Keep up the good work.
It has been great
It was fine
Keep it up
MY experience has been very worthwhile
My husband and I both sing your praises. I would just encourage you to keep up the great work.
Not much, I am satisfied with the overall environment.
It was great.
My experience has been great. Everyone has been very helpful and organized.
You're doing a good job.
You are doing a great job!
Very good!
Course/Programs
Ability to install programs on office computer without the assistance of the computer technician within the department.
Better access and info on the English department website.
Better computer science courses should be provided for specific degree specifications.
More grad stipend for Art students. This department is faced with a seriously neglectful attitude from the University.
Biology just started a class. I wish it would have been there before. Masters degree expectation seems to be increasing and not well defined, leaving professors trying to
Consult industry, government, etc, and inquire what characteristics they require/desire.
Courses that combine graduate and undergraduate students are generally less meaningful.

Deliver the program degree that was advertised and enlist instructors that are aware of the accelerated schedule and not just those who are available or who happen to
Develop a better program, including staff and future job offers.
Develop the biological engineering program very well by recruiting 2-3 more faculties.
Do More hands on assignments, real world assignments, some of the harvard cases are nice Of but more don't relate to us as MBA students at this point in our careers.
Don't change the rules of the program mid-stream and don't "forget" to communicate important graduation requirements until the last semester! Let me do a thesis!
Drop two professional ethics courses down to one and put in a DSMIV classes preferably before studetns start practicum and internships change student class in SMR to
Each department needs a guide book.
Education department needs better advisor support or transition when a faculty member moves.
Ensure that the Comm Chair is actively involved in developing thesis with student. If student is going in the wrong direction - chair needs to help redirect before presenting
Evening courses
First, the College of Engineering desparately needs some type of testing center. The fifty minute pressure situation that is currently used is a terrible way to test a student's knowledge of the subject material. Second, the School of Graduate Studies.
For business, more group study rooms for MBA students. Change (persons name) job---she fights for the program but not for the students.
For the M.E., USU should look to the needs of the industry and suggest classes that teach/use tools that meet these needs. Example: Auto Cadd is strongly used in the
Force departments to give shit about all students.
Get office secretaries (excluding chem. secretaries, they are great). TO FILE PAPERWORK, NOT LOSE IMPORTANT FORMS, AND COMPLETE PAPERWORK m tIN
Get rid of the B+ average. There should not be an overall average set before the course begins. Please don't let (person's name) teach anymore graduate courses. Keep
Give more oppotunity to build system completely from start to finish. IN MULTI-DISCIPLINARY TEAMS.
Graduate courses seldom seem to be taught/offered as scheduled. This causes significant problems in preparing and following a program of study.
Have a more set schedule so that students can plan ahead of time what classes to take and when they are offered.
Have more than one class taught per semester of classes that are in high demand and/or are required for completion of degree.
Higher standards (department), departmental mentorship, invest in grad students (department).
Hold all students to same academic standards. Instead of picking favorites. make sure mba advisor knows the program.
I'm really concerned about the range of courses available it is very limited
I should have done more research into the program because had I know that that the USU MBA had nearly no recruiting, I would chosen another school.
I think more hands on training would be valuable. The classes I have taken where we use the same applications as professionals have been excellent.
I think the school can take an even closer look at private industry and real careers out there and focus more class and course work on what its really like.
I was a CS major but I still had to take their BIS equivalent classes. Even though it was redundant. The course requirements changed several times and disrupted my course plan. They should inform grad students better.
I would have liked to be able to take one optional course while attending the UVSC MBA program. The group in our classes should be required to change during each
Improve mentoring.
Increase opportunities for internships/externships, improve physical facilitie (a desk on campus). Increase student interaction (place and time). REWARD STAFF FOR COMMITTEE PARTICIPATION OR INCREASE STAFF AVAILABLILITY FOR SUCH
Just keep with the most useful and applicable trends - nice work
Keep their word on how many credits a student should sign up for during their course of study. The amount of credits changed 2 weeks before school started in our
Less night classes for full time students.
Make a more cohensive, well-structured program that caters more to working students.

Make sure classes are worthwhile and not redundant.
MBA students should be required to participate in social activities outside of the classroom.
More applied real-life experiences by which to bounce learnings off of.
More classes offered in the field of specialization Also the department could be more helpful in passing along information
More classes that teach more skills and knowledge of tools.
More clear departmental guidelines.
More courses more professors, more research.
More diversity--more women and minorities need to be brought into the program.
More experiment oriented classes and guest lectures from professional fields.
More flexibility in when graduate classes are offered.
Most students in my department have a difficult time finishing their MS degrees when they planned. I guess either a more expedited process or better education would be
My major was Master of Second Language Teaching. Although 2 applied for teaching positions to gain some university level teaching experience, I couldn't get one. It would be great if opportunities are readily available for grad students.
My school schedule was so scattered that it was difficult to keep a normal work schedule. If there was a way to change that, that would have been helpful to me.
Not to invoke a B+ average policy. Professors should not be biased to get a B+ average.
Offer a wider selection of courses, encourage interdisciplinary programs, limit classroom strengths to under 20.
Offer an information session in which graduate students can learn more about the process required (timeline, papers, etc) for completion of a thesis or dissertation.
Offer classes in more areas
Offer more classes each semester
Our department has almost zero industrial collaboration. FIELD OF STUDY. ALSO IT IS NOT AT ALL HELPFUL AND SUPPORTIVE IN GRADUATES SEARCH FOR
Perhaps a better, more active internet website with course information, past info, contacts, etc.
Provide more on-campus graduate classes for students who live in Logan rather than making them take satellite courses.
Provide wider range of courses, USU courses in graphics field.
Separate coursework from clinical work so there is more confidence built in each area instead of an overwhelming feeling of chaos because of doing too many different
Should include more practical training or field trips in the program of accounting.
Teach a CFP review class for accounting students not interested in becoming a CPA.
The department could urge students earlier to begin thesis research and writing
The departments should keep more in touch and informed about their graduate students off campus.
The general mba track should emphasis more organizational behavior/management strategy courses and leave the accounting/finance courses in the accounting track.
Some professors would do well with updating material and incorporating more audio/visual
The math-stat grad. sec. needs to learn what the requirements for graduation and what the deadlines are and more importantly be willing and actively seeking to assist us.
The MBA program I was in was constrained by time and facilities to provide enough "practice". Things move fast, but the outcome could be better leveraged for additional
There should be more industry oriented courses being offered through special topics section. Also, students should be offered more options for web based internet
Update coursework to industrial requirements.
Wider variety of classes offered each semester; better overall communication.
Work more collaboratively with externship sites (eg school districts) by letting externship learn requirements to graduate and share applicable responsibility.

Distance Learning
At Unitah Basin Extension Provide academic advising for getting into the program. This was difficult and frustrating!
Be more accessible for distance ed students
Better speaker and devices at distance ed locations.
Care about distance ed--really care! Advertise what you offer!!!
Clarify options available for remote site programs (off campus)
Coordination with distance education in advertising, facilities, and equipment.
Distance education sites need to be more educated about the graduate school info. At least be able to explain the process and direct you to the POC for further details. It
Distance student need access to tools/technology ednet/polyccom stink - mostly a waste of time (site checks/failures) synchronous teaching not necessary. however, if
Doing an extension program felt like we were not included in the job fairs and university marketing of students for new employment.
For distance students there needs to be better lifelines provided by the department. It would also be nice to have an avenue of reporting sub standard/inadequate
Hire more employees, so that students off campus can possibly call the admin/registrar/fin aid offices and get a hold of people and get their questions answered and things
I've completed this degree through distance education. the final creative project this way was brutal! Very difficult
Improve alignment between USU and extension.
It is difficult at times from SLC to get answers to questions concerning class availability in order to plan a year's worth of classes, a hot line would be nice!
It seems like the people who are in charge of financial aid at the extension, the department heads, etc. have misinformation that makes simple things more difficult. The rest of the professors and staff have been exceptional. The others will probably i
Let distance ed students know about graduation more timely
Make distance ed students more aware of deadlines. reduce costs of fees for graduation. eliminate requirements of being enrolled for 3 credits in semester of graduation
More information needs to be sent to Distance Ed. students regarding library resources available to them and how to access other campus services.
More online courses for students from out of town.
Provide on-site advisement for dist ed students.
Provide on-site counseling practice in rural areas. Need more actual therapeutic metaphors, student worksheet, presentation ideas
Provide program counselor for students at distance education sites to ensure that student's needs are being met.
Remember to include extension students in information flow. i.e. recruiting efforts on campus, job fairs, etc. mainly applies to UVSC/UACPA students MBA Extension
The extension programs have aspects that need improvement. Departments should do a needs assessment at the end of each semester to better meet the needs of the students. It does not help doing it at the end of the program.
This program was falsely advertised by the Distance Ed staff. USU needs to bring Distance Ed back in so that these types of things do not happen.
Verify that distance education is marketing the degrees actually offered correctly.
Facilities/Equipment
A better facilities within BIE department. Assign dedicated graduate study area/space/cubicles one for each student. Computer facilities for Biol Engineering students does
Add a computer lab to HPER building. Increase availability of physical education material in library. Paying fees at the same time as undergrads was extremely stressful
Allow for private graduate students study areas and resources
Better web resources
Fix the technology.
Graduate student lounge for study/recreation

Graduate students should have unlimited internet access via the modem pool. Also grad students should have way more print outs at the computer labs. 30 is very
Have graduate individual desks/offices, have a 24/7 computer lab. Have course text books purchased by the library. Have places to purchase healthy food after 5pm on
Have individual study areas on campus with computer access, not shared with whole department
Improve facility - Ogden Weber State - lacks technology.
Improve lab equipment and increase funding for grad students (i.e. assistanceship, grants, etc.)
Make the resources available to graduate students. Printing papers should be free in open access computer lab for grad students like other schools.
Not much perhaps make on cite television higher quality. and definitely have facilitators during test times.
Provide more resources including a graduate student lounge/study area for college of business. Provide unlimited printouts for grad students. More education on
Provide study group areas for graduate students only.
Providing a better working space rather than cramminmg several graduate students in a room with many cubicles. Concentrating under such circumstances becomes
Update the printers and computers in teh CEE gematics lab make pring possible all hours.
Faculty
A few instructors are difficult to contact outside of class. Better accessibility to the instructor would help. One instructor in particular refused to accept or answer emails from students. 1 am not sure why. 2. Offer extra courses to distance ed
Be sure that all faculty practice what they teach
Dr. smart has professionally and exceptionally represented in USU in a remarkable manner. The rehabilitation counseling program does an outstanding job of meeting all
Ensure availability/recruitment of quality professors, especially for graduate level courses.
Have consistency among the professors in terms of expectations and feedback given.
Hire full-time qualified instructors that are available on campus
I really had a hard time wth one of my committee memebers. There should have been some way to tackle this.
Instruct professors about the critcial need for timely feedback
It has been the practice of some professors to have students conduct powerpoint presentation that would occupy most of class time. It is more beneficial for me to receive
More responsibility fo the major professor to help and to be available. QUESTIONS.
More scheduled one-on-one reviews of progress
Pay professors more. Offer more language classes. If these programs are important to the University, show it.
Pay them.
Recruit good faculty.
Please make sure professors do not have such thick accents that students cannot understand them.
Professors should alwasly return (or go over) assigned work when marked/ corrected so feedback can boost learning
Provide better training for major professors or student deadlines and requirements.
Provide more extensive training to professors who teach via syllabase. I have two professors new to Syllabase this semester and they absolutely have done a terrible job in teacing in the online, syllabase environment.
Quicker response. Provide student with numbers to professors regarding questions. Let us know of all payment options.
The strong emphasis on research and obtaining tenure often leaves professors with little time for students. As a paying customer I found this level of disservice very dissatisfying. A better balance needs to be struck.

Fees/Tuition
Devote student fees from graduate students to their needs rather than sports etc. Graduate students do not use those facilities nearly as much as undergraduates do .
Have more funding opportunities so students can get tuition waivers
I'd like to see tuition waived if we are teaching courses. Other than that, I really enjoyed the program.
Improve online interactive pages for payments, forms, etc for those off campus.
Invest our fees into lectures, conferences, travel funds and other opportunities relevant to grad students, not the big activities like the Howl or Mardi Gras that most grad
Make tuition costs the same as BG degree
TUITION REMISSION FOR EG. CONTINUE WITH THE PROGRAM UNTIL GRADUATION AND NOT LEAVE THEM IN THE MIDDLE OF THEIR STUDIES
Not make us pay fees if it is our "defense" semester when we have to register for the 3 "dummy credits. By this time in my degree I wasn't using any of the resources our fees paid for (BBall games, computer lab, etc.)
Rather than worry about student body activities for the graduate students, put more money into the academic research and assistance for the graduate students.
Reduce the student fees portion of the tuition. We don't have time for extra curricular activities.
Funding
Although I was well funded throughout graduate school vis RA & TA money, others in my department were not and funding should be provided to all students who are
As graduate school is expensive, more scholarships available to graduate students would help ease the burden.
Assistantships, scholarships, etc. to help with financial aid needs.
Budget cuts are no reason for not helping PhD students, but unfair distribution of funds. USU should review and help PhD students' assistantships to be distributed fairly. Since I am quitting my PhD program and earning a Master's in BIS dept. PL refer
Certain graduate programs receive way more money.
Decrease financial barriers for non-resident students.
Extend instate and outstate waivers to the students who have waivers and want to audit classes.
Fellowships/assistantships, insurance
Financial aid/graduate funding.
Financing
Find financial aid opportunities more department scholarships
Give scholarships to students based on factors other than GPA.
Grad students here are in desperate need of more funding. A reasonable health care package would also be nice.
Help students who have families that need more scholarships and more affordable health insurance.
Help with financial aid I begged for assistanceship for a summer and was told that wasn't an option. It should be.
Additional financial support for students is still needed.
I wonder if some kind of financial assistance could be put in place for students who decide to do grad school at the last minute. I got a 2290 on the GRE and couldn't get financial aid because I applied in May and started that August.
I would have liked to have knows more about assistantships available through the School of Graduate Studies. GSS AND NEWS
Increase funding opportunities; improve the services of the Women's Center in assisting a diversity of backgrounds in need of assistance.
Keep the department financially supported
Let them know about financial help (i.e. assistantship/fellowship) support before they graduate.

Make available more information on scholarships to help with cost hkeep computer lab in education building open longer in the summer -and clean up registration hassle with distance vs on campus clases it was a pain.
More finaincial aid for graduate students.
More financial help more help in program planning
More funding options. More campus interviews.
More funding/financial aid. more availability of classes
More graduate funding
More money would allow for more assistantships and would allow my department to pay for more instructors to provide more classes applicable to my field.
More travel funding and better health care benefits.
Offer more assistantships in College of Business.
Offer more scholarship opportunities
Offer more scholarships
Offer summer scholarships.
Post deadline application dates for financial aid for all departments
Provide financial aid and/or assistantships for students at branch campuses.
Provide more financial help in the form of scholarships and assistanceships.
Provide more opportunities for funding, so it is possible to focus 100% on school.
The amount of money provided for assistantships needs to be improved It is difficult to live on \$100 per week. Forces us to take multiple jobs while attempting to improve
The focus at USU is too much on non-intellectual "pragmatic" affairs. ,1Funding is of course highly inadequate although that is probably the afault of the legislature not
The greatest thing that could be done to improve departments across campus would be to distribute scholarships & stipends more. EVENLY THROUGHOUT THE COLLEGES. THERE IS HARDLY ANY SUPPORT FOR ART STUDENTS.
There should be more financial assistance to those who are majoring in business or at least some researches in which students may participate. So business students increase their opportunity to have assistantships and get prepared for the future.
There were only 2 graduates students (myself and one other). I feel bbecause of the high demand in the profession and the dedication devoted to this program, tuition assistance should be provided. O t n e R Scholarships offered.
Graduate School Office/Staff/Procedures
A clearer time line when things (like thesis proposal, drafts, and defense) need to happen. A better admissions process. I didn't know I'd been accepted until I called two weeks before school started because I hadn't heard either way.
A latex style file that meets the exact requirements imposed by graduate school.
Allow the flexibilty to publish the thesis or dessertation
At times I was confused about required paperwork and other requirements and Awhen everything was due. I feel due dates need to be communicated better
Back up plans when a project goes to pot
Better available online documentation for requierements and deadlines. Better planning of classes and when they will be taught.
Deadlines for graduation are quite poorly defined. Should have to define thesis so soon to get name in the program. When are the programs printed anyways?
Faster email responses to questions
Frequent updates and remidners through email about requirements, especially off campus students.

Friendlier staff at front desk.
Get Rid of the B+ policy - the attitude has been work hard and apply yourself get a B+ just do the minimum get a B+
Give more info
Give more information on graduate activities, computer labs, etc.
Have interviews at the application process to see what type of individual they are and inform them of any concerns they may have.
Have less hoops to jump through when compleing degree.
Have thorough, concise information about all available degrees available for customers on the SGS main office. I discovered my degree by accident after visiting the office, scouring the catalog, and finding nothing there.
Maybe it would be cool to automate and make paperwork available on line so I don't have to fill out redundant info so much. Automated, personalized checklists would be
I was unsure of the services available to me at first and also all the things I had to take care of (ID card, parking, etc.). A checklist would have been nice.
I would suggest a tracking system that sent out reminders to graduate students of upcoming requirements as appropriate to their programs.
If a thesis/disertation is required, make studetns get started on the project as soon as possible and give a wide range of research ideas.
Sending the message that B+ is what the class mean will be doesn't motivate those students who care about their grades - poor policy.
Improve the service provided by staff in the graduate school.
Improve the website. Allow graduate students to register for cont grad advisement without using the add/drop form after the deadline. Is an instructor signature really necessary for this class?? E-mail response from grad dept was excellent!
Information at a central source (website, catalog, etc) on everything of interest to grad students (RA's, TA's, course requirements, thesis info, etc) would be very helpful.
Information sharing--I barely found out about specialization options and spring graduation option, and it came through rumors from other students. This is just one example of a problem that has frustrated me all year.
It would be helpful if the paperwork requirements were clearer.
Mail graduate school packet of info offer compnhrensive exams i think i received my info at the beginning of year 2.
Major steps needed to be taken should be integrated and put in one place where it an accessed easily. Also, some regulations regarding the requirements for the degree
Make a template in MS Word tht is formatted correctly. THESIS REQUIREMENTS, SO IT IS RIGHT FROM THE BEGINNING. WHAT A PAIN! I SWITCHED TO LATEX
Make forms or paper work available on the home web page of usu.
Make graduate school website easier to naviage and find information.
Make sure all students are aware of the requirements for graduation.
Make sure requirements are understood. Difficult to follow at times.
Make the Grad School Web Page more user friendly and helpful.
Make the students more aware of the resources, services, and benifits that are available for them to use.
More e-mail correspondence of deadlines and requirements.
More help through the graduate studies department
More information about financial aide, offer more courses each semester.
More information sent and made more readily avaiable
More online application information and ability to pay via internet.
More timely and complete information.
No one in the college of graduate studies could/would answer my questions! VeVery, very frustrating working with the college of graduate studies. I I enjoyed the eng. dept. faculty/staff they have complained also about the college of grad studies.

Not lose their application twice!
Not make them fill out so many forms in order to graduate!
Outline in person everything needed from start to finish what to do to obtain a degree. Some of us haven't seen the inside of a college in years. All this computer stuff
Provide a prospectus with at least 2 years of courses listed so that graduate students can plan on when to take classes. It seems like all graduate's end up scrambling for their last classes because they are not able to plan ahead.
Provide an orientation especially for students that have not attended USU previously
Provide an orientation/training about expectations, requirements, and process of masters program right after admission (or give some sort of preview to undergraduates). Also departmental seminars were not very effective or relevant (directed to certain
Provide reliable information quicker
Streamline the graduation process.
Reduce dissertation processing time, better help from career planning, reduce time-lines for graduation/work needed.
Reduce the amount of paperwork (red tape) It seems quite ridiculous
Reduce the red tape and be more consistent -
Review grad applications better. Several of us were admitted as non-resident students, which is a hassle.
Send more emails informing us of important dates, etc.
Streamline the admissions/graduation process and update your technology.
The graduate is so slow. They many things to do and when you come they seem to be busy and I feel that I don't care them.
The graduate school needs to engage both the students and professors on the subject of effective academic supervision.
There are a ridiculous # of forms and obstacles to clear w/ the grad school Cfor a thesis. The process is very confusing and complicated. Writing it was the easy part.
Too many hoops required to jump through.
Graduate Students
Continue to recruit and advertise to folks from outside the immediate area. Diversity in students is extremely important!
Remember that many graduate students are almost as capable if not more so, than teachers/professors. give student real-life experiences with implementation and not just
Graduate Student Senate
Get them involved with school activities. Graduate students seem to know nothing about what USU student body is doing.
I don't believe I ever heard anything about the graduate student senate. USU should inform graduate students about what services are provided by the graduate student
Health Insurance/Health Care
Better health insurance
Better health insurance plans.
Better health plan! More financial support. Better financial management This school needs to plan better with the money it receives.
Graduate students need access to a better health insurance program.
Have more affordable health insurance if possible
Health coverage options for students doing field work off-campus.
Health insurance options that are affordable.

Healthcare that covers female annual exams and prescription birth control, not just pregnancy and infertility!
Insurance - affordable and worthwhile.
Insurance benefits are solely lacking
Make the students more aware of insurance options.
Please provide a good health insurance plan which can be covered by TA's/RA's or other funding. Most graduate schools pay for health insurance but USU does not.
Provide an affordable health care plan
Provide better health coverage. Also present financial options in a more transparent way
Provide health care, increase money received for assistantships, and provide a graduate student parking lot.
They should provide health care for graduate students.
International Students
Also make international graduate students aware about how to fight against injustice done by professors.
Fund more international students in the graduate level.
I hope USU considers offering more assistantships for international students. There are not many departments that have assistantships for international students.
It is really good especially for international students providing financial assistance. It can possibly offer more PhD programs.
But I suggest a separate division for international students to properly guide them in their employment opportunities.
Jobs/Career Opportunities
A little more help from the career center would be good
Better resources for obtaining a career after graduation.
Career service.
Definitely more effort to get students internships and jobs.
More opportunities to find work.
Help with finding jobs after graduation.
It would be nice if there was more of an effort made in lining up potential employers with grad students seeking employment
Provide more help with job searching for grad students. I felt like I had no one to go to for help. Career services wasn't much help.
Library
A good library and general environment.
Access to online journals needs major improvement.
Further expand electronic database.
The library needs better funding to provide access to more journals.
Have more books on communicative disorders in the library.
More books. Journal subscriptions. Subscribe pre 1992 ISI.
Increase library hours, especially during semester break. 2. Increase electronic journals like the journal of the American Dietetics Association.
Increasing the availability of electronic database for books & journal in library will be very helpful to research work.
Library holdings really should be increased

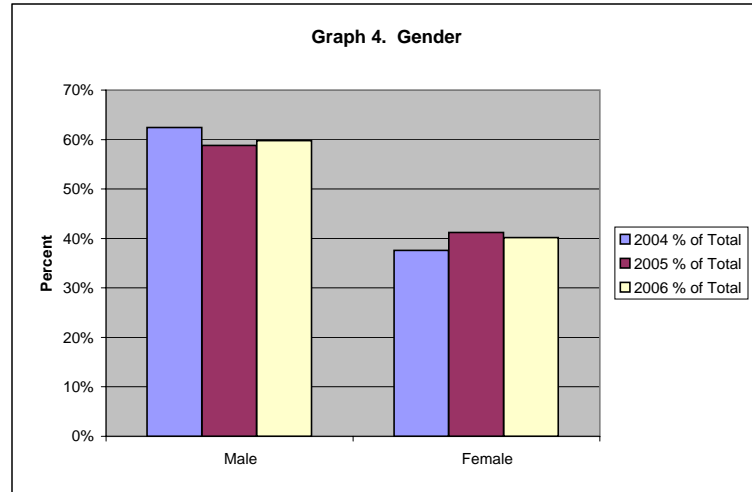
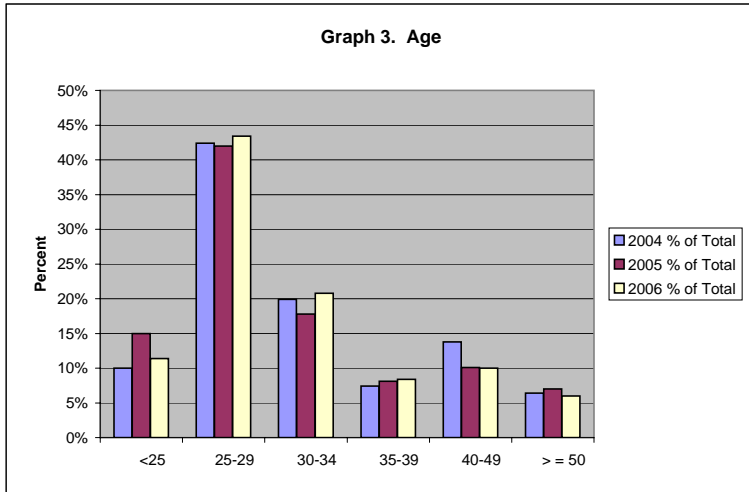
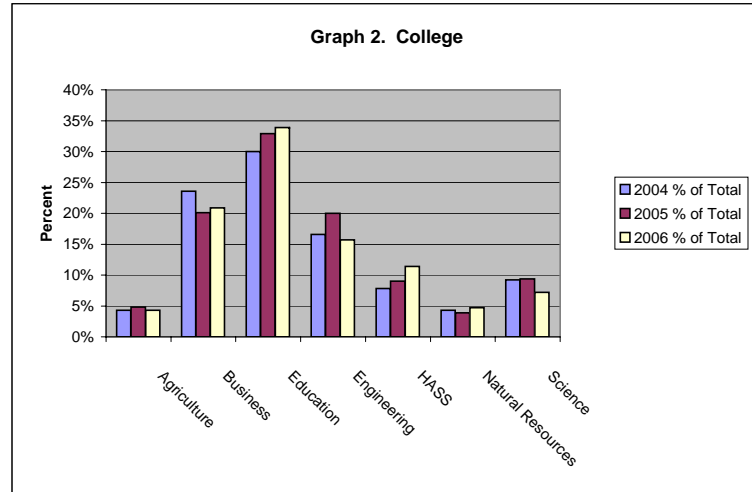
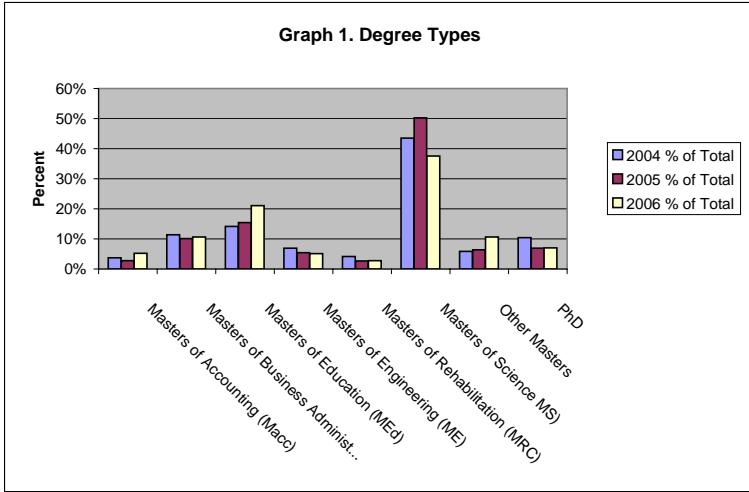
Library research online was frustrating because I didn't use a USU email account and didn't want to register for one. Also we had 1098-T problems, we recieved 3 with 2 different amounts two forms were received after deadline.
Make access to library material easier or have a more userfriendly tutorial
More academic journals (not buildings) when students are recruited under a certain program.
More electronic journals and more older/past journal (i.e. pre 1999).
Purchase new books for the library.
Registration
Be more flexible with transfer students.
The only suggestion I have is to reserve graduate classes for those who are admitted.
Integrate better with the registrar so that registration details can be completed all in one place.
Get graduate students register online without having to go to the registrars office every semester.
Make admissions much easier. One stop admissions. I got the run around for a couple of days until I met someone I knew.
One major problem I had was with the registration process. I am an extension student and every time I registered for an on-campus class I had to make several phone calls to get classes unblocked. Please, please fix this!!
Registration online every semester for me was a major problem. Every semester someone would have to pull all the restrictions and register me manually. Registration
Set up class schedules and class availability faster
Requirements
For my department especially, be more proactive in helping students to know requirements and get started on a degree plan.
Research
Better online research tools.
Better research facility.
Greater research element in 5000 and 6000 level coruses.
Improve department research facilities and have more number of professors and lab in field of VISI design and real time systems. Interaction with industry. very important
Increase research areas in computer science, and other engg branches. But present scenario Is also very very good.
More research funding
More research oriented
More research.
Research and evaluation course that are more specific to my program. A computer lab for graduate students only would be beneficial as well.
The hours on Friday and Saturday are not the best for a research institution. extension of hours would help.
The School of Graduate Studies Survey
Make these evaluations short.
Someone might want to run spell check before mass-producing a survey like this.

APPENDIX C

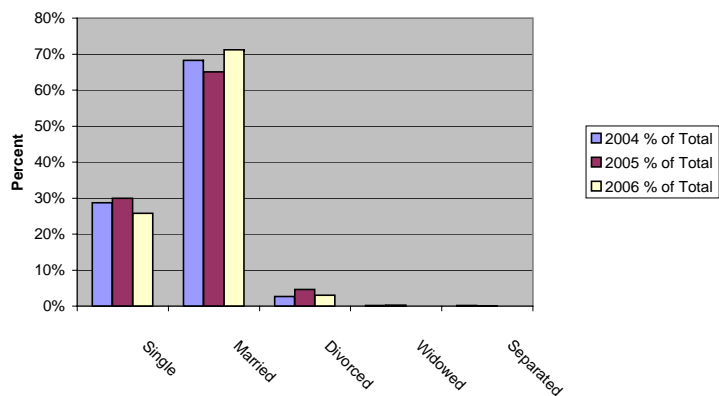
**GRAPH COMPARISON 2004 – 2005 – 2006 SCHOOL OF GRADUATE STUDIES
STUDENT SURVEY**

APPENDIX C. COMPARISON OF 2004-2005-2006 SCHOOL OF GRADUATE STUDIES STUDENT SURVEY

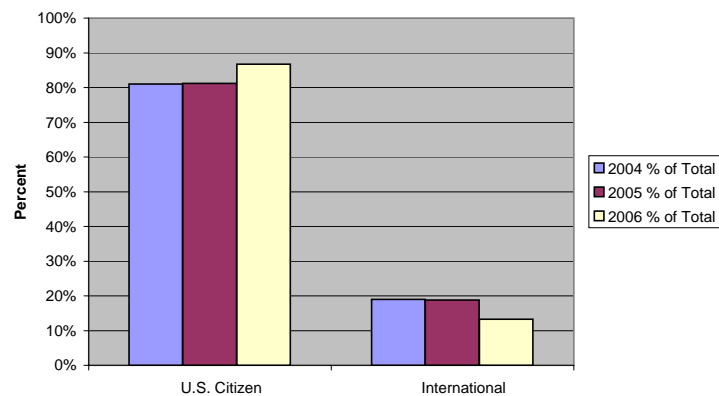
RESPONDENT CHARACTERISTICS



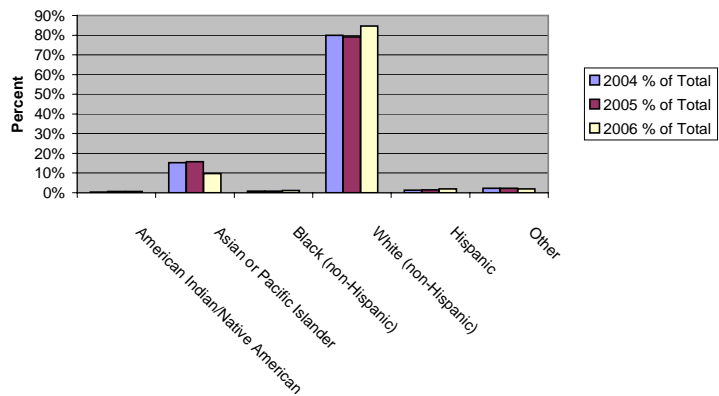
Graph 5. Marital Status



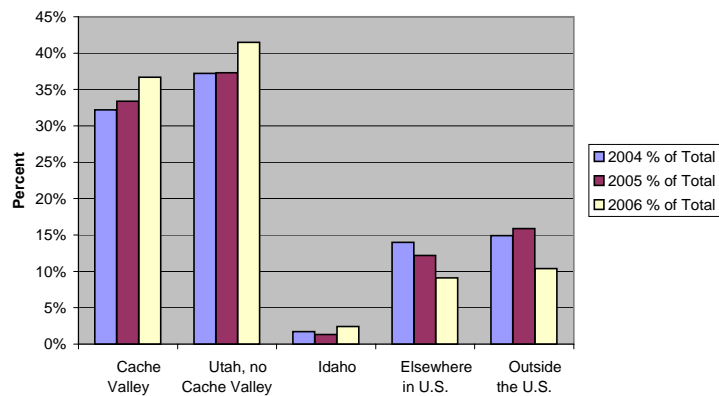
Graph 6. Citizenship



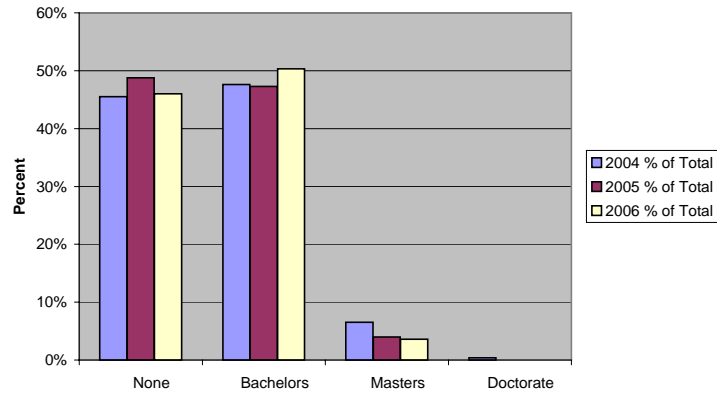
Graph 7. Race/Ethnicity



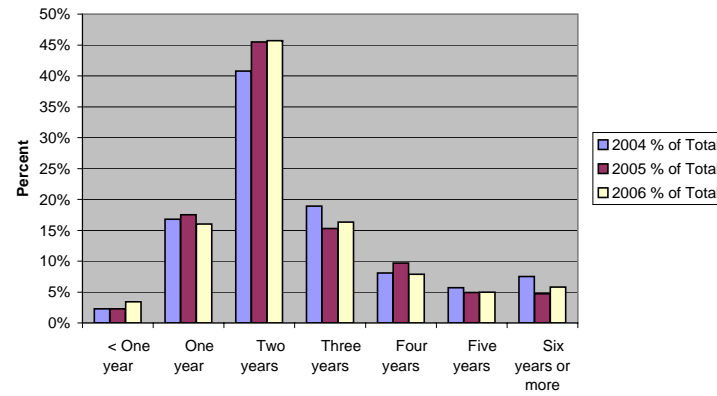
Graph 8. Location Prior to Starting at USU



Graph 9. Prior Degrees at USU

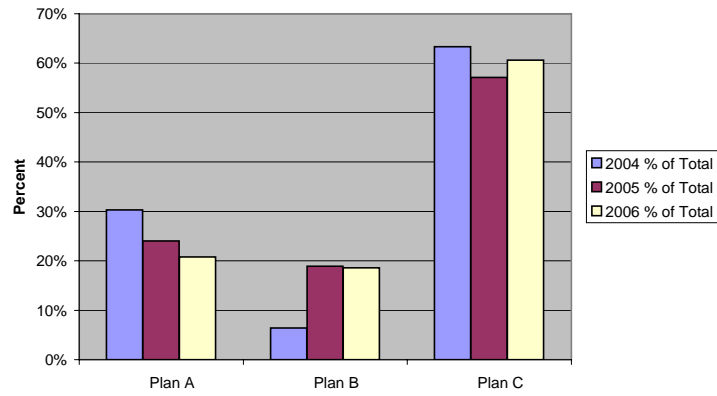


Graph 10. Years Enrolled as a Grad Student at USU

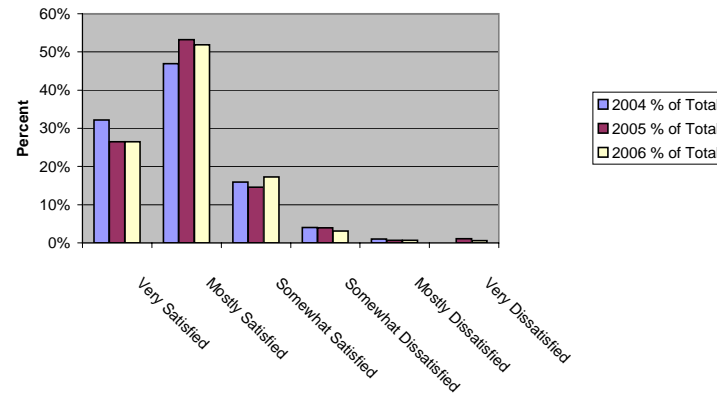


OVERALL PERCEPTIONS OF USU

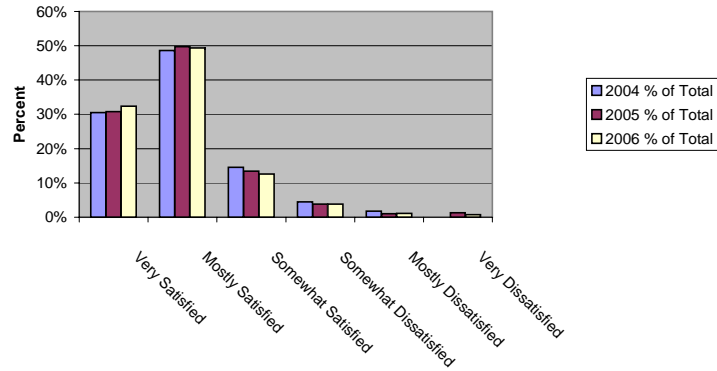
Graph 11. Masters Students Only: Plan A, B, or C



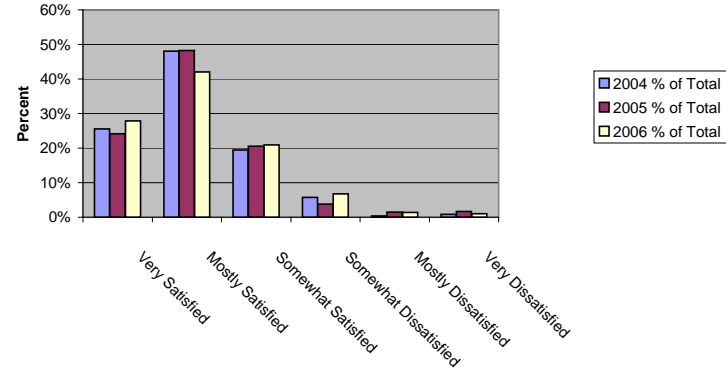
Graph 12. Overall Quality of Graduate Programs at USU



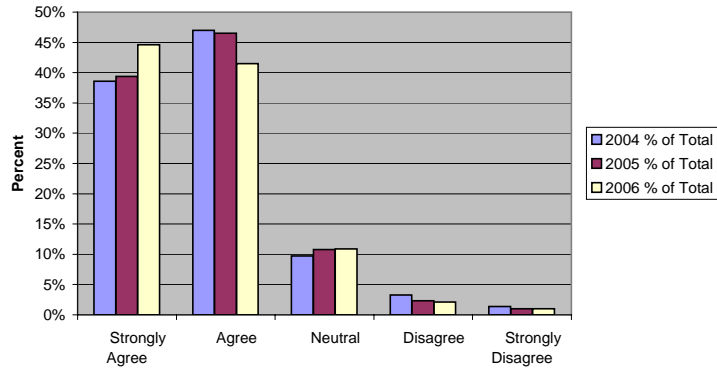
Graph 13. Overall Quality of Graduate Programs Taken Inside Department



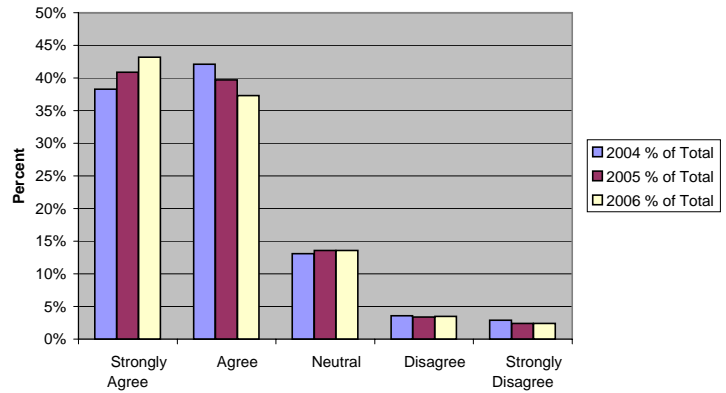
Graph 14. Overall Quality of Graduate Courses Taken Outside Department



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

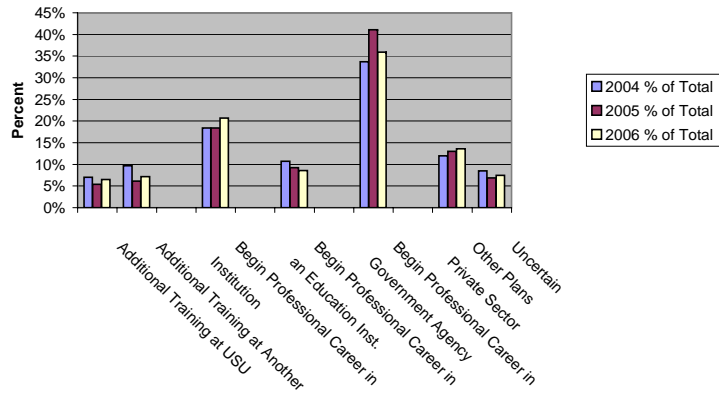


Graph 16. Would Recommend Program to Prospective Students

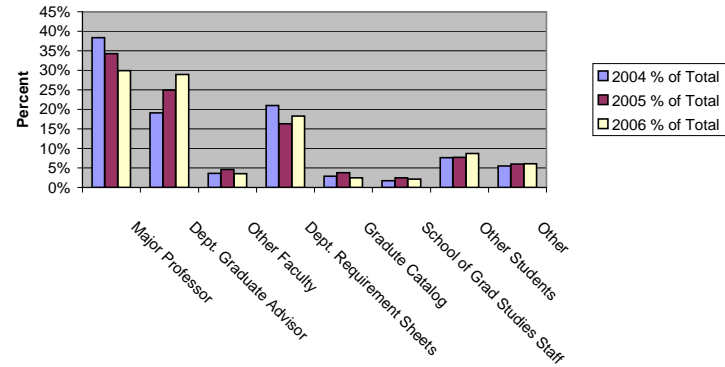


ACADEMIC DEPARTMENT AND MAJOR PROFESSOR

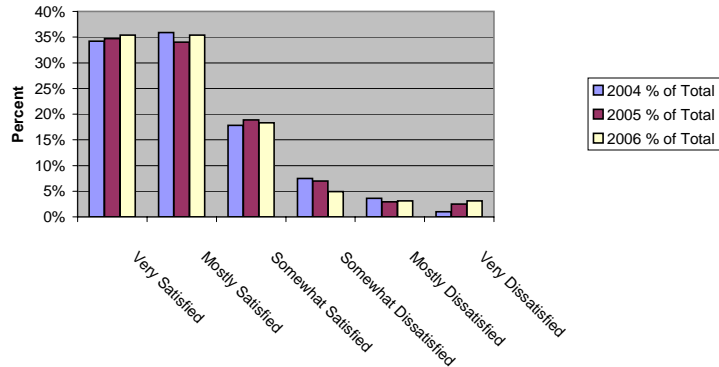
Graph 17. Plans After Finishing Current USU Graduate Program



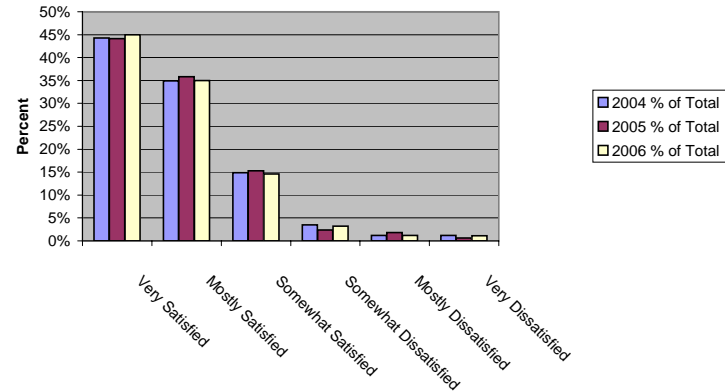
Graph 18. Major Source of Information Used to Plan Graduate Program



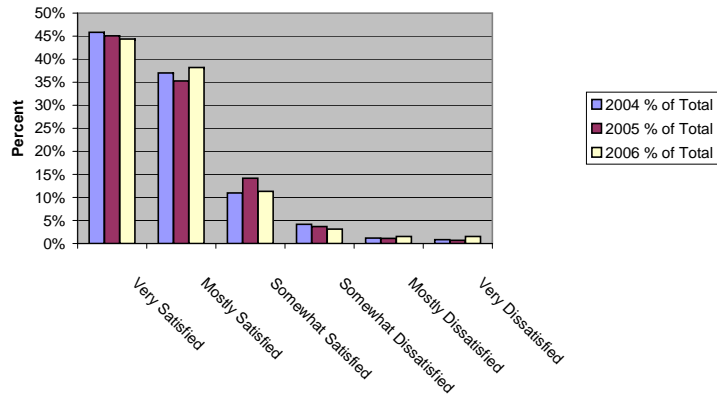
Graph 19. Information Received From Department About Degree Requirements



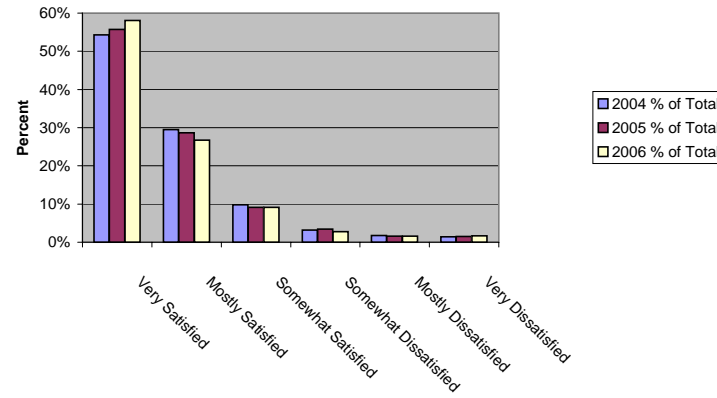
Graph 20. Helpfulness of Non-Faculty and Staff in Department



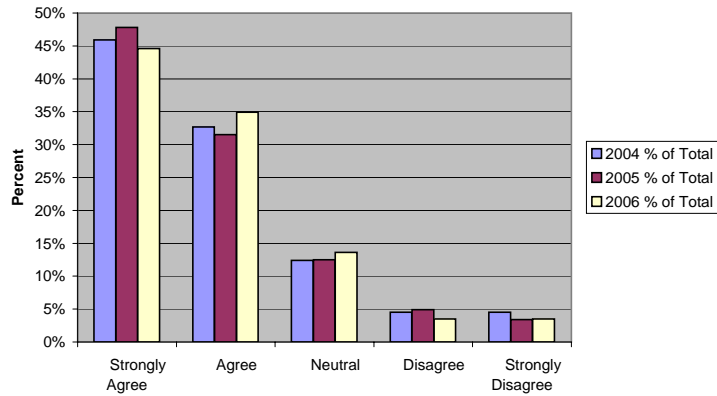
Graph 21. Helpfulness of Faculty in Department



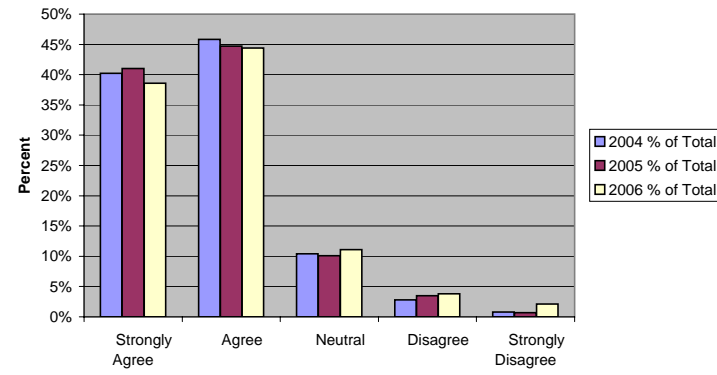
Graph 22. Helpfulness of Major Professor



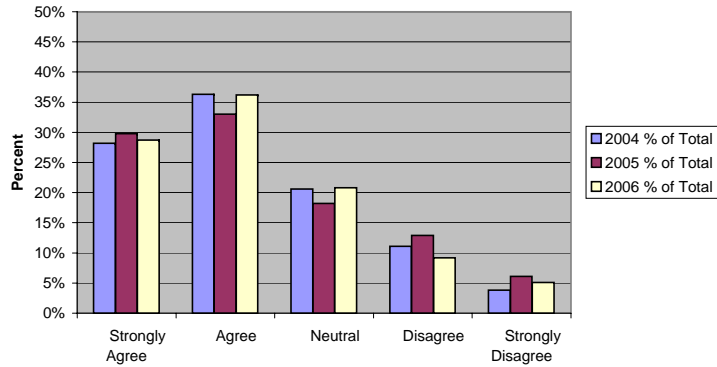
Graph 23. Advisor/Major Professor is an Effective Mentor



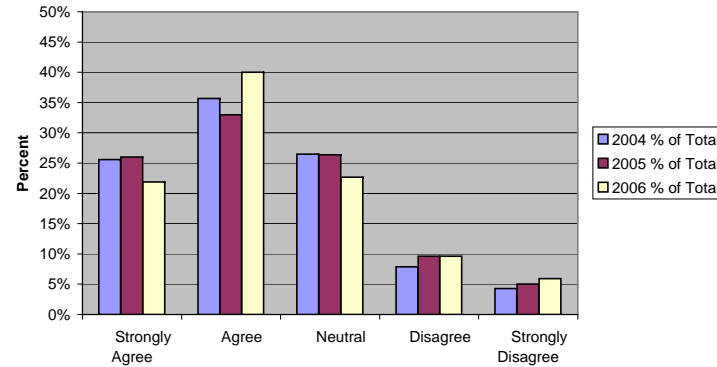
Graph 24. Department Has Humane Environment with Mutual Respect Between Students and Professors



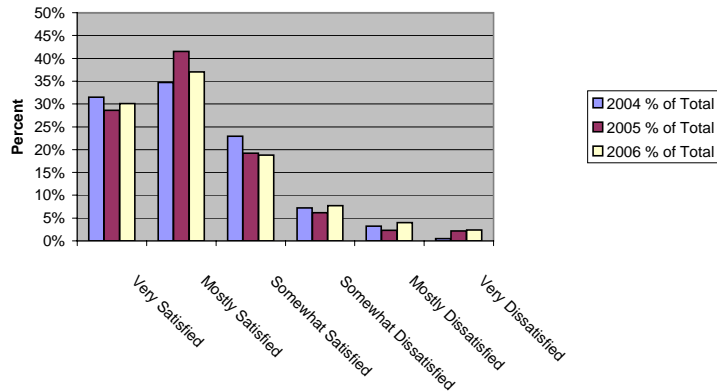
Graph 25. Department Has Done a Good Job in Providing Opportunities for Professional Development



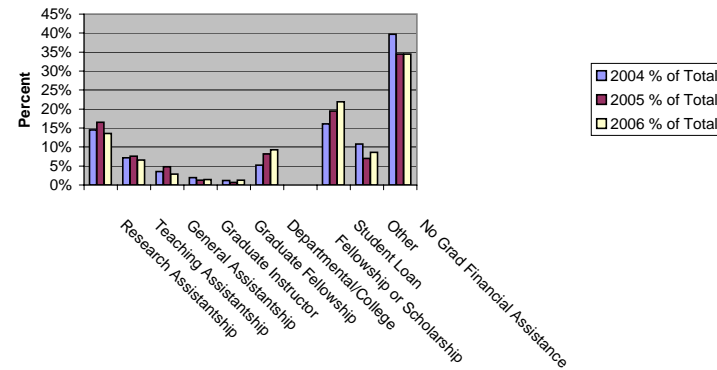
Graph 26. Department Has Been Helpful in Assisting Graduates Find Employment



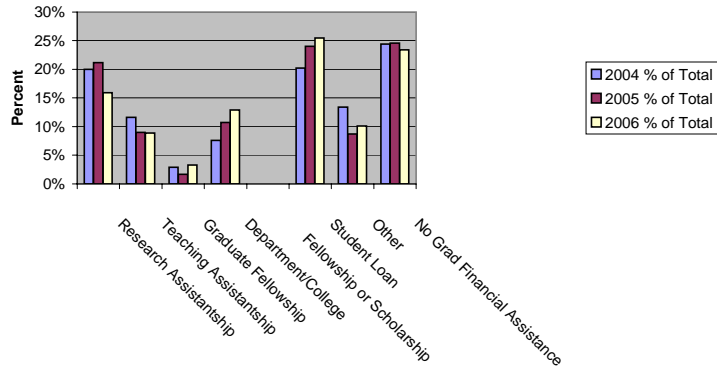
Graph 27. Availability of Research Facilities in Department



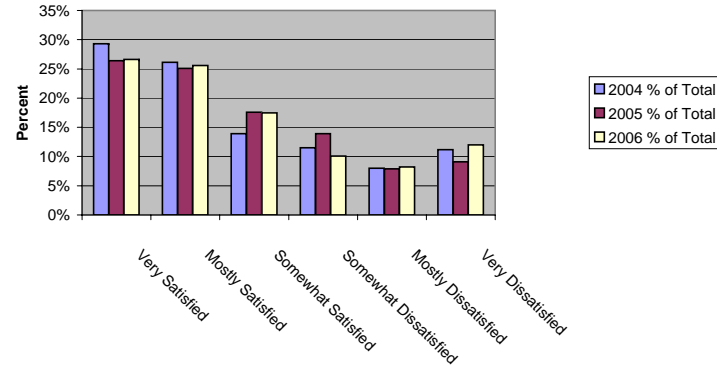
Graph 28. Sources of Financial Aid Received During Current Academic Year



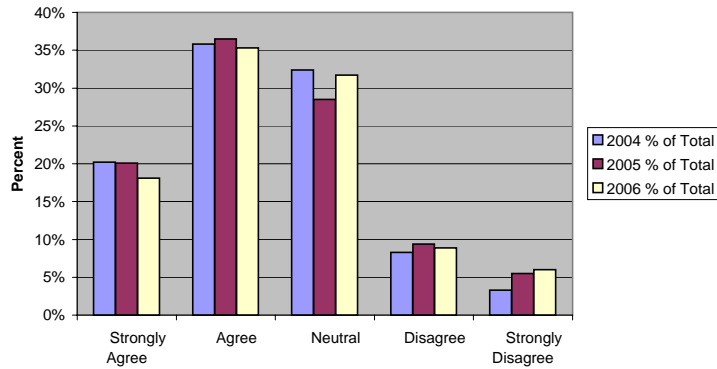
Graph 29. Sources of Financial Aid Received Sometime During Graduate Studies



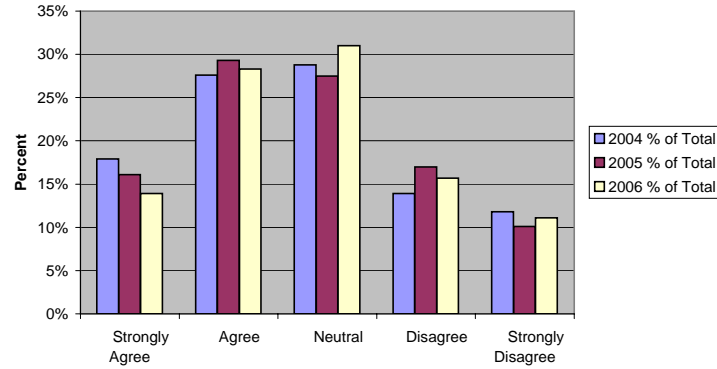
Graph 30. Availability of Assistantships or Fellowships To Help Cover Costs of Graduate Education



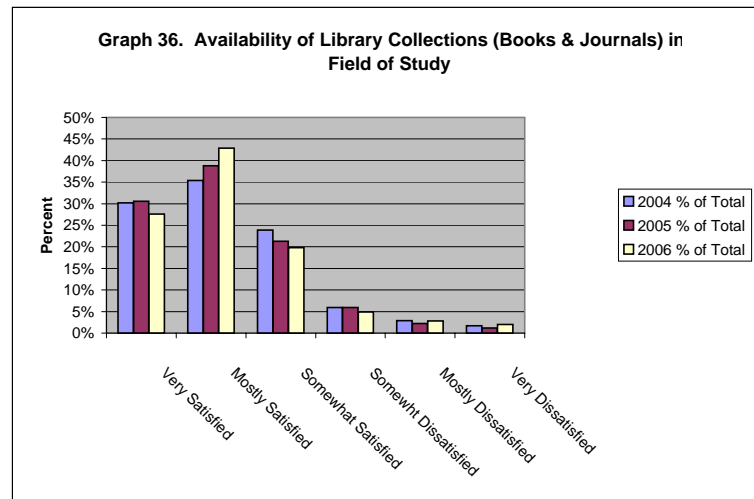
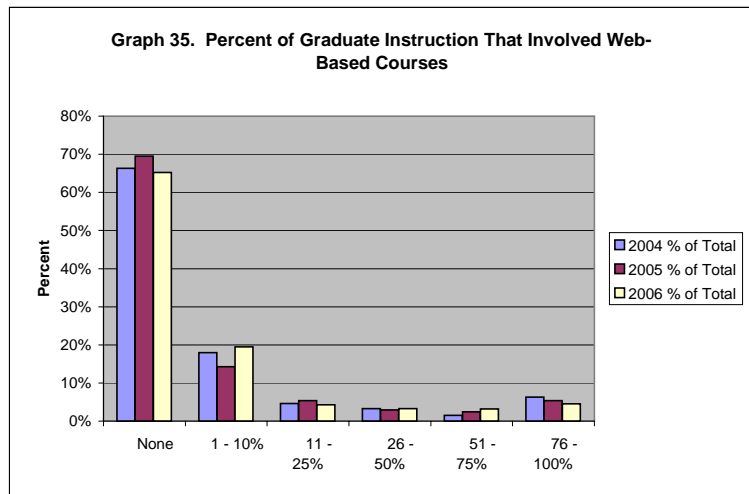
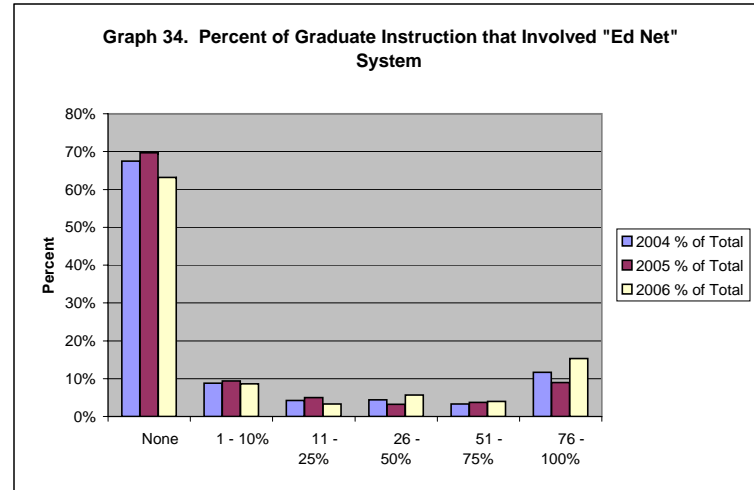
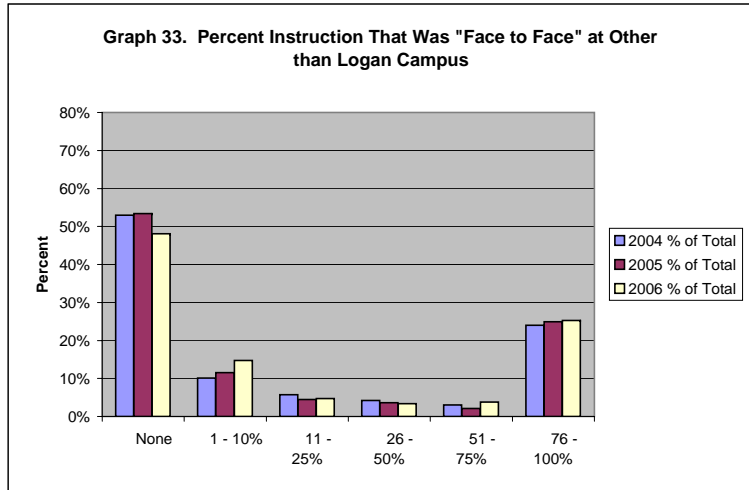
Graph 31. Procedures Used by Department to Make Decisions About Financial Aid Are Fair



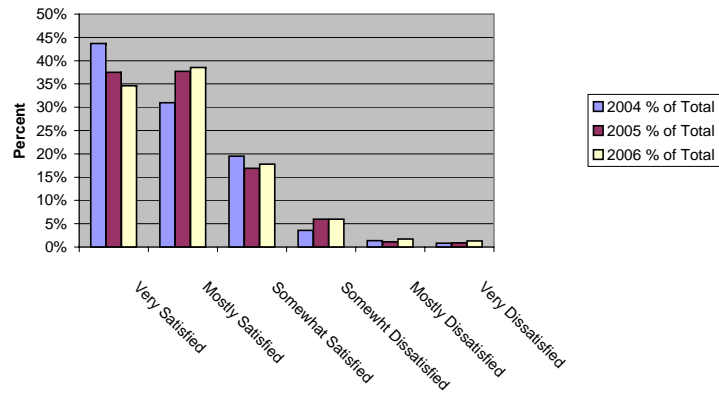
Graph 32. Funding Provided by the Department is Adequate to Meet the Needs of Students Receiving Funding



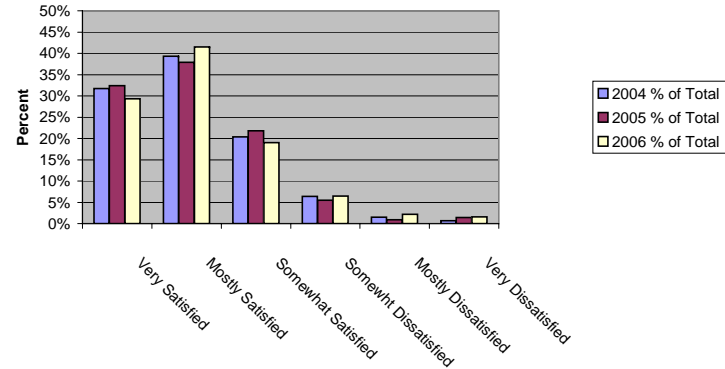
TECHNOLOGY AND LIBRARY



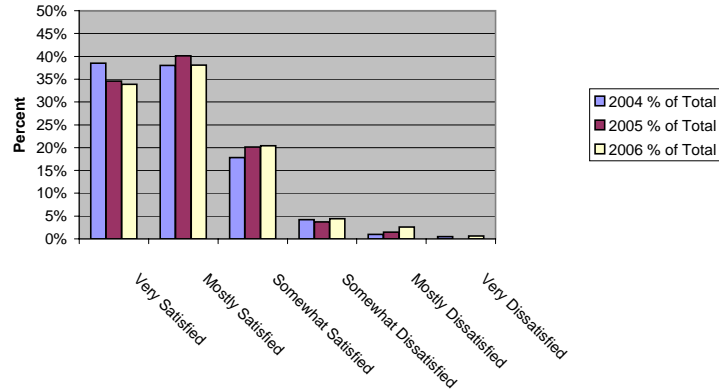
Graph 37. Availability of Materials Through Inter-Library Loan



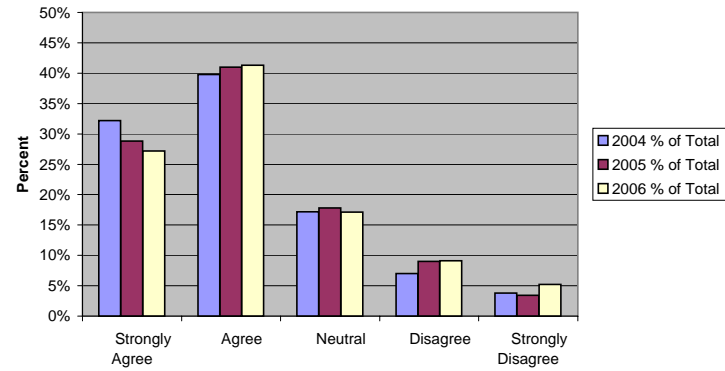
Graph 38. Availability of Electronic Databases Through USU Libraries



Graph 39. Helpfulness of Library/Learning Resources Staff

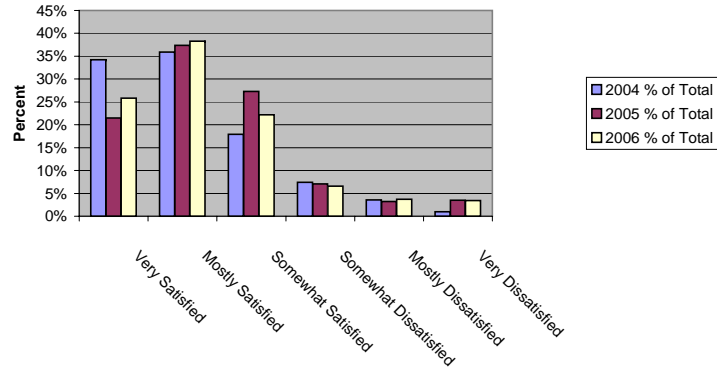


Graph 40. Satisfied with Computer Facilities Available to Graduate Students

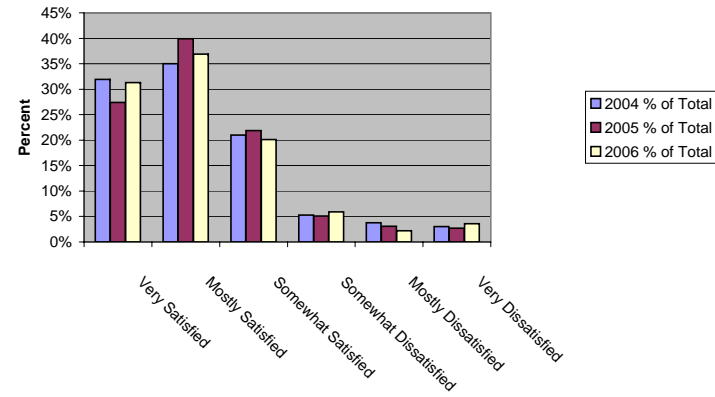


SCHOOL OF GRADUATE STUDIES

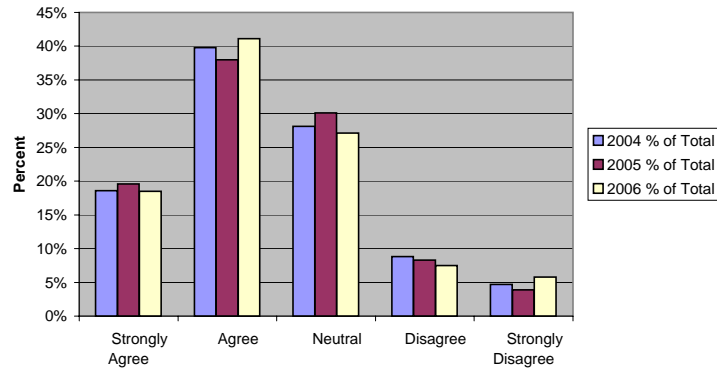
Graph 41. Information Received From School of Graduate Studies Regarding Degree Requirements



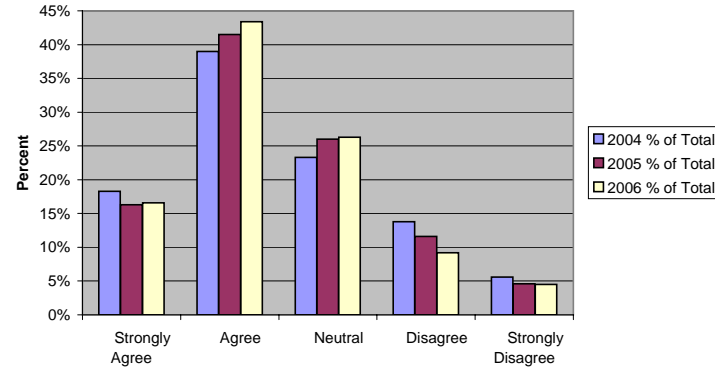
Graph 42. Helpfulness of School of Graduate Studies Staff



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

