

Office of Analysis, Assessment & Accreditation

**School of Graduate Studies
Student Survey
2007**

Joan Kleinke

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EXECUTIVE SUMMARY

A 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 825 post-baccalaureate graduates of the class of 2007. There were 732 usable surveys returned – a return rate of 88.7%.

This Executive Summary reports aggregate data for all respondents to the survey. However, in many cases, response patterns differ significantly by graduate degree type. Additional detail is provided in the body of this report on responses by degree type.

SUMMARY OF RESPONDENT CHARACTERISTICS

Degrees/Programs

- 68 graduate programs were represented.
- 91% received Masters Degrees; 9% received Doctorates.
- 55.9% of the respondents were from the Colleges of Business and Education.
- 61.8% of master's respondents did a Plan C program.
- 59.7% had prior degrees from USU.

Demographics

- 20.6% of the respondents were age 35 or older.
- 59.4% were males, 40.6% were females.
- 10.8% were international students (20% of the Doctoral degree recipients).
- 5.5% were minority students.
- 79.4% lived in Utah/Idaho before beginning graduate study.

Financial Aid

- 19.4% of the total respondents received no financial assistance while pursuing their graduate degree. However, there were substantial variations by degree type.
- The majority of respondent's financial support came from employment, personal savings, spouse, and/or family.

SUMMARY OF FINDINGS

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

Overall Perceptions of USU

- Overall quality of graduate programs = 88.4% satisfied*
- Overall quality of the courses I took *inside* my department = 87.0% satisfied*
- Overall quality of the courses I took *outside* my department = 74.8% satisfied*
- My graduate program adequately prepared me for my future career = 80.4% agree*
- I would recommend USU to a friend who is a prospective graduate student in my program = 85.2% agree*

Department and Major Professor

- Helpfulness of my major professor in responding to my questions and/or concerns = 84.9% satisfied*
- Availability and amount of interaction with my major professor = 83.4% satisfied*
- My advisor/major professor was an effective mentor = 81% agree*

- There was good communication between faculty and graduate students = 80.1% agree*
- My department was helpful and supportive in graduates' search for professional employment = 62.9% agree*
- Students were respected and treated fairly in my department = 88.4% agree*
- Helpfulness of staff members in my department in responding to my questions and/or concerns = 83.9% satisfied*
- Overall quality of research facilities available in my department = 67.2% satisfied*

Financial Aid

- Availability of financial assistance to help cover the costs of my graduate program = 58.3% satisfied*
- The procedures and criteria used by my department for allocating financial aid were fair and equitable = 68.7% agree*
- The level of assistantship funding was adequate = 62.3% agree*

Technology and Library

- Respondent's program included some "face-to-face" instruction at locations other than the Logan campus = 11.9%
- Respondent's program included televised (UEN) courses = 8.6%
- Respondent's program included online courses = 8.4%
- Overall quality of library collections of books and journals in my field of study = 67.9% satisfied*
- Overall quality of library collections of electronic journals in my field of study = 67.1% satisfied
- Overall quality of obtaining library resources through interlibrary loan = 66.9% satisfied*
- Overall quality of computer access available in my department = 76.9% satisfied*

School of Graduate Studies

- Available information provided about degree requirements = 67.3% satisfied*
- Helpfulness in responding to my questions and/or concerns = 66.1% satisfied*
- Thesis/dissertation guidelines and procedures were clear and reasonable = 73.7% agree*
- Provided good information about filing for candidacy, program of study forms, meeting deadlines, etc. = 62.2% agree*
- TA workshop provided content needed to help be an effective TA = 64.7% 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 and was revised in 2006. A copy of the survey instrument 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 revised in this last year to update degrees and programs, and to make questions more concise. As such, some questions were reworded, eliminated, or likert response scales were changed making comparison of this year's survey data to previous years data inappropriate. In previous surveys the likert scales for satisfaction questions were denoted as very, mostly, or somewhat satisfied and very, mostly, or somewhat dissatisfied. This year the satisfaction likert scales were very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied.

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 2006 through May 2007 there were 825 individuals who received graduate degrees at USU. 732 completed, usable surveys were received from the School of Graduate Studies resulting in a response rate of 88.7%. The Office of Analysis, Assessment, and Accreditation had asked that completion of the survey be made contingent on the completion of processing for graduation.

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 respondents from the following degree programs: Master of Arts, Master of Computer Science, Master of Fine Arts, Master of Landscape Architecture, Master of Mathematics, Master of Natural Resources, Master of Second Language Teaching, and Master of Social Science. Since the likert scales were changed, neutral responses will be mentioned in the narrative where needed, to bring emphasis and more understanding to what might be perceived as lower satisfaction ratings.

RESPONDENT CHARACTERISTICS (See Table 1)

A majority of respondents (55.9%) graduated from the Colleges of Business and Education. A plurality of respondents (44.9%) 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 (59.4%) were males, although females represented 72.8% of the Masters of Education and 53.1% of the Masters of Rehabilitation recipients. Seventy-two percent of the respondents were married.

Eighty-nine percent of all respondents were U.S. citizens. However, thirty-three percent of Master of Engineering graduates and 20% of Doctoral graduates were international students. An overwhelming majority of respondents (94.5%) were white (non-Hispanic). A majority of respondents (77.2%) were from Utah. Only 8.8% of the respondents resided outside the United States prior to starting graduate school at USU. A majority of respondents (59.7%) had received a prior degree from USU, but 72.7% of respondents receiving a Master of Accounting degree had received their Bachelors degree from USU. Sixty-three 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 (61.8%) who completed a master's degree did so under Plan C.

Only 2.5% of the respondents changed departments or programs while enrolled as a graduate student. A majority of respondents (51.6%) reported having a GPA of 3.8 to 4.0 for their graduate studies at USU. Only 14.6% of the respondents reported attending the Teaching Assistant or International Teaching Assistant Workshop offered by the School of Graduate Studies.

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.)	Doctorate % (freq.)	% of Total % (freq.)
College									
Agriculture	0.0%	0.0%	0.0%	0.0%	0.0%	10.3%(34)	1.6%(1)	3.1%(2)	5.1%(37)
Business	100%(33)	100%(74)	0.0%	0.0%	0.0%	14.3%(47)	3.1%(2)	4.6%(3)	21.7%(159)
Education & Human Services	0.0%	0.0%	100%(104)	0.0%	100%(33)	22.5%(74)	18.8%(12)	41.5%(27)	34.2%(250)
Engineering	0.0%	0.0%	0.0%	100%(30)	0.0%	20.1%(66)	1.6%(1)	18.5%(12)	14.9%(109)
HASS	0.0%	0.0%	0.0%	0.0%	0.0%	12.2%(40)	57.8%(37)	0.0%	10.5%(77)
Natural Resources	0.0%	0.0%	0.0%	0.0%	0.0%	7.9%(26)	10.9%(7)	3.1%(2)	4.8%(35)
Science	0.0%	0.0%	0.0%	0.0%	0.0%	12.8%(42)	6.3%(4)	29.2%(19)	8.9%(65)
USU Total Percent	4.5%(33)	10.1%(74)	14.2%(104)	4.1%(30)	4.5%(33)	44.9%(329)	8.7%(64)	8.9%(65)	100%(732)
Age									
<25	33.3%	10.8%	8.7%	40.0%	3.0%	15.3%	9.4%	0.0%	13.3%
25-29	60.6%	55.4%	31.7%	53.3%	33.3%	56.3%	48.4%	21.5%	47.9%
30-34	0.0%	27.0%	14.4%	3.3%	12.1%	17.1%	26.6%	29.2%	18.1%
35-39	3.0%	4.1%	7.7%	0.0%	15.2%	3.4%	3.1%	13.8%	5.3%
40-49	3.0%	2.7%	17.3%	3.3%	24.2%	4.6%	7.8%	20.0%	8.6%
> = 50	0.0%	0.0%	20.2%	0.0%	12.1%	3.4%	4.7%	15.4%	6.7%
Sex									
Male	51.5%	81.1%	27.2%	83.3%	46.9%	64.3%	53.1%	66.2%	59.4%
Female	48.5%	18.9%	72.8%	16.7%	53.1%	35.7%	46.9%	33.8%	40.6%
Marital Status									
Single	30.3%	15.1%	16.5%	37.9%	15.2%	30.0%	32.8%	15.4%	25.2%
Married	66.7%	84.9%	76.7%	58.6%	78.8%	68.5%	62.5%	80.0%	71.8%
Divorced	3.0%	0.0%	5.8%	3.4%	6.1%	1.5%	3.1%	4.6%	2.8%
Widowed	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	0.0%	0.1%
How many children do you have?									
None	57.6%	39.7%	32.4%	63.3%	18.8%	56.5%	47.6%	36.5%	47.5%
One	21.2%	20.5%	10.8%	30.0%	18.8%	16.4%	15.9%	22.2%	17.4%
Two	15.2%	24.7%	15.7%	3.3%	21.9%	12.7%	12.7%	15.9%	14.7%
Three	3.0%	8.2%	15.7%	0.0%	21.9%	7.7%	12.7%	11.1%	9.7%
Four	0.0%	4.1%	14.7%	3.3%	9.4%	3.4%	7.9%	4.8%	5.7%
Five	0.0%	2.7%	5.9%	0.0%	3.1%	1.9%	3.2%	4.8%	2.8%
Six or more	3.0%	0.0%	4.9%	0.0%	6.3%	1.5%	0.0%	4.8%	2.2%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
Citizenship									
U.S. Citizen	90.9%	97.3%	99.0%	66.7%	100.0%	87.4%	85.9%	80.0%	89.2%
International	9.1%	2.7%	1.0%	33.3%	0.0%	12.6%	14.1%	20.0%	10.8%
Race/Ethnicity									
American Indian/Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	1.9%	0.3%
Asian or Pacific Islander	0.0%	1.4%	0.0%	0.0%	0.0%	2.1%	3.7%	1.9%	1.5%
Black (non-Hispanic)	0.0%	0.0%	0.0%	0.0%	3.0%	0.7%	0.0%	0.0%	0.5%
White (non-Hispanic)	100.0%	95.7%	98.1%	90.5%	97.0%	92.7%	92.6%	94.2%	94.5%
Hispanic	0.0%	2.9%	1.0%	4.8%	0.0%	1.4%	1.9%	0.0%	1.4%
Other	0.0%	0.0%	1.0%	4.8%	0.0%	3.1%	0.0%	1.9%	1.8%
Location Prior to Starting Grad Degree									
Cache Valley	66.7%	32.4%	19.4%	44.8%	31.3%	44.9%	33.9%	17.5%	37.0%
Utah, not Cache Valley	21.2%	60.8%	77.7%	24.1%	37.5%	30.5%	35.5%	27.0%	40.2%
Idaho	9.1%	0.0%	1.0%	0.0%	0.0%	2.8%	3.2%	1.6%	2.2%
Elsewhere in U.S.	0.0%	2.7%	1.9%	0.0%	31.3%	11.8%	16.1%	36.5%	11.9%
Outside the U.S.	3.0%	4.1%	0.0%	31.0%	0.0%	10.0%	11.3%	17.5%	8.8%
Prior Degrees at USU									
None	27.3%	47.3%	43.1%	27.6%	50.0%	37.5%	42.9%	46.9%	40.3%
Bachelors	72.7%	50.0%	52.9%	72.4%	50.0%	61.5%	55.6%	15.6%	55.0%
Masters	0.0%	2.7%	3.9%	0.0%	0.0%	0.9%	1.6%	37.5%	4.7%
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	15.2%	13.5%	3.9%	3.3%	0.0%	0.9%	3.1%	0.0%	3.4%
One year	66.7%	27.0%	10.7%	40.0%	18.2%	15.4%	10.9%	0.0%	17.6%
Two years	15.2%	58.1%	52.4%	50.0%	48.5%	52.6%	40.6%	3.1%	45.7%
Three years	3.0%	1.4%	23.3%	3.3%	27.3%	19.4%	28.1%	14.1%	17.4%
Four years	0.0%	0.0%	4.9%	0.0%	6.1%	4.9%	9.4%	32.8%	6.9%
Five years	0.0%	0.0%	1.9%	0.0%	0.0%	4.3%	4.7%	12.5%	3.7%
Six years or more	0.0%	0.0%	2.9%	3.3%	0.0%	2.5%	3.1%	37.5%	5.2%
Masters Students Only: Plan A, B, or C									
Plan A	0.0%	0.0%	2.0%	3.4%	0.0%	38.8%	23.8%	83.3%	22.7%
Plan B	0.0%	1.4%	4.9%	0.0%	0.0%	19.7%	50.8%	0.0%	15.5%
Plan C	100.0%	98.6%	93.1%	96.6%	100.0%	41.5%	25.4%	16.7%	61.8%

	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	Doctorate	% of Total
During the period of your enrollment as a graduate student at USU, have you changed departments or programs?									
Yes	0.0%	2.7%	2.9%	13.3%	0.0%	2.1%	1.6%	1.5%	2.5%
No	100.0%	97.3%	97.1%	86.7%	100.0%	97.9%	98.4%	98.5%	97.5%
What is your cumulative GPA for your graduate studies at USU?									
4.0 - 3.80	43.8%	8.5%	79.6%	29.6%	54.5%	47.1%	65.1%	78.7%	51.6%
3.79 - 3.60	40.6%	22.5%	17.3%	33.3%	21.2%	25.0%	27.0%	16.4%	24.0%
3.59 - 3.40	9.4%	32.4%	2.0%	14.8%	12.1%	16.3%	4.8%	3.3%	13.2%
3.39 - 3.20	6.3%	21.1%	1.0%	14.8%	9.1%	8.3%	1.6%	1.6%	7.6%
3.19 - 3.00	0.0%	14.1%	0.0%	7.4%	3.0%	2.9%	1.6%	0.0%	3.3%
<3.0	0.0%	1.4%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%
Have you ever attended the Teaching Assistant or International Teaching Assistant workshop that is offered by the USU School of Graduate Studies?									
Yes	3.0%	0.0%	2.0%	0.0%	0.0%	16.8%	31.7%	42.9%	14.6%
No	97.0%	100.0%	98.0%	100.0%	100.0%	83.2%	68.3%	57.1%	85.4%

FINDINGS: OVERALL PERCEPTIONS OF USU (See Table 2)

A large majority of respondents (88.4%) were very satisfied or satisfied with their graduate education at USU, with all degree types reporting satisfaction levels of 74.3% or higher. Doctoral respondents (95.3%) and Master of Accounting respondents (93.8%) reported the highest levels of satisfaction. It should be noted that 21.6% of the Business Administration respondents marked neutral.

Overall, a large majority of respondents (87%) were satisfied or very satisfied with the quality of courses they took inside their department; satisfaction levels by degree ranged from 68.9% (Master of Business Administration) to 96.9% (Master of Accounting). Twenty-two percent of the Masters Business Administration respondents marked neutral, 10% were dissatisfied. A majority of respondents (74.8%) rated courses taken outside their academic department at satisfaction levels ranging from 64.7% (MBA) to 80% (Other Masters). Neutral responses ranged from 14.3% (Doctorate) to 29.4% (Business Administration).

When students were asked what they expected to do after they completed their degree, 31.4% of the respondents said they would begin a professional career in the private sector, another 30.2% said they would continue in their current employment. A large majority of Master of Accounting respondents (81.8%) would be working in the private sector. A majority of Master of Education respondents (66.3%) were continuing with their current employment. A plurality of doctoral respondents (35.9%) were planning to begin careers at an educational institution.

A majority of respondents (85.7%) were satisfied or very satisfied that their USU graduate studies were relevant to their career goals. One hundred percent of the Masters of Accounting respondents marked this item very satisfied or satisfied. It should be noted that 13.3% of the Engineering respondents marked this item dissatisfied.

A majority of respondents (80.3%) said their career opportunities had improved significantly as a result of completing their graduate degree at USU. Master of Accounting respondents (90.7%) were the most satisfied.

A large majority of respondents (84.4%) said that if they had to make the decision again, they would still come to USU. All degree types reported satisfaction levels of 81.9% or higher. Eighty-five percent of the respondents said they would recommend USU to a friend who was a perspective student in their program. All degree types reported satisfaction levels of 83.3% or higher.

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	Doctorate	% of Total
Overall quality of my graduate education at USU.									
Very Satisfied	34.4%	16.2%	39.8%	30.0%	45.5%	30.2%	23.8%	39.7%	31.3%
Satisfied	59.4%	58.1%	51.5%	50.0%	42.4%	59.4%	65.1%	55.6%	57.1%
Neutral	6.3%	21.6%	6.8%	13.3%	12.1%	8.9%	7.9%	3.2%	9.5%
Dissatisfied	0.0%	4.1%	1.0%	6.7%	0.0%	0.9%	1.6%	1.6%	1.5%
Very Dissatisfied	0.0%	0.0%	1.0%	0.0%	0.0%	0.6%	1.6%	0.0%	0.6%
Overall quality of courses I took inside my department.									
Very Satisfied	31.3%	13.5%	34.7%	33.3%	36.4%	31.6%	33.3%	29.0%	30.4%
Satisfied	65.6%	55.4%	54.5%	50.0%	57.6%	58.0%	52.4%	56.5%	56.6%
Neutral	3.1%	21.6%	7.9%	13.3%	6.1%	7.4%	11.1%	9.7%	9.4%
Dissatisfied	0.0%	9.5%	2.0%	3.3%	0.0%	2.8%	3.2%	1.6%	3.1%
Very Dissatisfied	0.0%	0.0%	1.0%	0.0%	0.0%	0.3%	0.0%	3.2%	0.6%
Overall quality of courses I took outside my department.									
Very Satisfied	13.3%	11.8%	23.9%	25.0%	28.6%	22.5%	20.0%	30.6%	22.1%
Satisfied	60.0%	52.9%	50.7%	50.0%	50.0%	52.3%	60.0%	49.0%	52.7%
Neutral	26.7%	29.4%	22.5%	20.0%	21.4%	18.8%	18.0%	14.3%	20.3%
Dissatisfied	0.0%	5.9%	2.8%	5.0%	0.0%	5.0%	2.0%	6.1%	4.3%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.6%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
What do you expect to do after you finish this graduate degree?									
Additional Training at USU	0.0%	0.0%	5.8%	0.0%	12.5%	4.3%	1.6%	3.1%	3.7%
Additional Training at Another Institution	3.0%	4.1%	0.0%	3.4%	3.1%	11.0%	14.1%	0.0%	7.0%
Begin Professional Career in an Education Inst.	0.0%	2.7%	10.6%	3.4%	0.0%	10.4%	18.8%	35.9%	11.4%
Begin Professional Career in Government Agency	0.0%	2.7%	3.8%	10.3%	28.1%	8.9%	9.4%	12.5%	8.4%
Begin Professional Career in Private Sector	81.8%	36.5%	1.9%	69.0%	9.4%	39.0%	20.3%	14.1%	31.4%
Continue current employment	12.1%	47.3%	66.3%	10.3%	43.8%	19.0%	25.0%	25.0%	30.2%
Other Plans	3.0%	2.7%	3.8%	0.0%	0.0%	2.5%	1.6%	4.7%	2.6%
Uncertain	0.0%	4.1%	7.7%	3.4%	3.1%	4.9%	9.4%	4.7%	5.2%
Relevance of my USU graduate studies to my career goals.									
Very Satisfied	65.6%	23.0%	48.0%	33.3%	54.5%	39.7%	33.9%	45.9%	40.8%
Satisfied	34.4%	55.4%	42.2%	33.3%	33.3%	47.7%	45.2%	39.3%	44.9%
Neutral	0.0%	14.9%	7.8%	20.0%	12.1%	10.5%	19.4%	13.1%	11.5%
Dissatisfied	0.0%	6.8%	1.0%	13.3%	0.0%	1.5%	0.0%	1.6%	2.2%
Very Dissatisfied	0.0%	0.0%	1.0%	0.0%	0.0%	0.6%	1.6%	0.0%	0.6%
My career opportunities have improved significantly as a result of completing my graduate degree at USU.									
Strongly Agree	71.9%	43.1%	37.9%	60.0%	36.4%	45.6%	43.3%	40.4%	45.0%
Agree	18.8%	34.7%	29.5%	20.0%	42.4%	38.9%	30.0%	43.9%	35.3%
Neutral	9.4%	13.9%	22.1%	13.3%	18.2%	13.3%	23.3%	14.0%	15.5%
Disagree	0.0%	8.3%	8.4%	6.7%	3.0%	1.6%	1.7%	0.0%	3.3%
Strongly Disagree	0.0%	0.0%	2.1%	0.0%	0.0%	0.6%	1.7%	1.8%	0.9%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
If I had to make the decision again, I would still come to USU.									
Strongly Agree	62.5%	47.3%	64.4%	60.0%	48.5%	51.4%	52.5%	39.0%	52.6%
Agree	25.0%	36.5%	24.8%	23.3%	39.4%	30.5%	34.4%	45.8%	31.8%
Neutral	9.4%	12.2%	9.9%	13.3%	9.1%	10.9%	9.8%	10.2%	10.7%
Disagree	3.1%	1.4%	1.0%	3.3%	0.0%	3.7%	1.6%	1.7%	2.5%
Strongly Disagree	0.0%	2.7%	0.0%	0.0%	3.0%	3.4%	1.6%	3.4%	2.4%
I would recommend USU to a friend who is a prospective graduate student in my program.									
Strongly Agree	59.4%	47.3%	63.4%	60.0%	45.5%	48.9%	50.8%	38.3%	50.8%
Agree	25.0%	37.8%	24.8%	23.3%	45.5%	34.8%	37.7%	45.0%	34.4%
Neutral	15.6%	6.8%	7.9%	10.0%	6.1%	9.4%	8.2%	13.3%	9.3%
Disagree	0.0%	5.4%	4.0%	0.0%	0.0%	4.7%	1.6%	1.7%	3.5%
Strongly Disagree	0.0%	2.7%	0.0%	6.7%	3.0%	2.2%	1.6%	1.7%	2.0%

(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 doctoral respondents (52.4%) and a majority of Master of Accounting respondents (60.6%) cited their major professor or departments' graduate advisor as the major source of information used to plan their graduate program of studies.

A clear majority of respondents for each degree type (67.6% to 93.8%) were satisfied or very satisfied with the available information provided by their departments about degree requirements. The Master of Accounting respondents were the most satisfied. The degrees with larger proportions of dissatisfied or very dissatisfied responses were: Master of Science (11.5%), Master of Engineering (10%), Master of Business Administration (9.5%), and Doctoral respondents (9.4%).

A large majority of respondents (70.2% to 96.9%) were very satisfied or satisfied with the helpfulness of staff members in their department in responding to their questions and/or concerns. The Master of Accounting respondents rated this item the highest.

A majority of respondents (56.5% to 100%) were very satisfied or satisfied with the helpfulness of their major professor in responding to their questions and/or concerns. The highest rating came from the Master of Accounting respondents, the lowest from the Business Administration respondents. It should be noted that 35.1% of the Business Administration respondents marked this item neutral.

When asked about the availability and amount of interaction students had with their major professor, a majority of respondents (54.4% to 98.4%) were very satisfied or satisfied. Doctoral respondents were the most satisfied followed by Master of Accounting respondents. Business Administration respondents were the least satisfied.

Satisfaction with the overall quality of research facilities available in departments ranged from 39.1% to 78.6%. Many respondents marked this item as neutral. The degrees with larger proportions of dissatisfied or very dissatisfied responses were: MBA respondents (17.4%), Other Masters (12.7%), and MRC respondents (11.1%).

When responding to the questions "I would like to receive better feedback on my academic progress", agreement rankings ranged from 32.7% to 70%. Master of Engineering and Master of Science respondents seemed to be in the most need of more feedback. Disagreement ratings ranged from 10% (Engineering) to 39.6% (Doctorate).

Overall, a majority of respondents (80.4%) agreed or strongly agreed that their graduate program adequately prepared them for their future career. Rankings ranged from 63.3% to 90.4%, with Accounting the highest and Engineering the lowest. Disagreement ratings ranged from 0% (Accounting) to 10.9% (Business Administration).

Seventy-eight percent to 93.8% of the respondents from the various degree types agreed or strongly agreed that their department provided an intellectually stimulating environment. Master of Accounting respondents marked this item the highest.

An overwhelming majority of respondents (88.4%) said students were respected and treated fairly by their department. Ranking ranged from 81.8% (Master of Rehabilitation) to 91.2% (Master of Education). Disagreement ranged from 0% (Accounting) to 6.6% (Engineering).

When asked if the department had done a good job in providing opportunities for professional development; overall 77% of the respondents were in agreement. But

12.5% of the Business Administration respondents, 11.3% of the Other Masters respondents, and 11.6% of the Doctoral respondents disagreed or strongly disagreed.

A majority of respondents from all degree types (62.2% to 90.3%) agreed or strongly agreed that during the first year of their graduate studies their department did a good job of helping them understand requirements, expectations, and procedures. Masters of Accounting respondents marked this item the highest. Disagreement ranged from 0% (Accounting) to 14.7% (Doctoral).

When it came to the effectiveness of their advisor/major professor as a mentor who provided useful and supportive guidance, a majority of respondents from all degree types (81%) agreed or strongly agreed. Doctoral respondents (91.8%) marked this item the highest and Master of Business Administration respondents (54.8%) marked it the lowest. Disagreement ranged from 0% (Accounting) to 25.8% (Business Administration).

A clear majority of respondents (68.1% to 93.8%) agreed or strongly agreed that there was good communication between faculty and graduate students in their department. Master of Accounting respondents marked this item the highest. Master of Business Administration had the largest number of respondents (16.7%) that disagreed or strongly disagreed.

A substantial majority of respondents (79.5% to 93.8%) agreed or strongly agreed that faculty members in their department were interested in their welfare and success. Master of Accounting respondents marked this item the highest. Disagreement ranged from 0% (Accounting) to 5.6% (Science).

When asked if their department was helpful and supportive in the graduates' search for professional employment, ratings ranged from 48.9% (Doctoral respondents) to 87.9% (Master of Rehabilitation). Thirty-four percent of the Master of Business Administration respondents disagreed or strongly disagreed.

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	Doctorate	% of Total
In planning your graduate program, what has been the single most important source of information for you?									
Major Professor	12.1%	5.4%	24.0%	33.3%	31.3%	42.4%	39.7%	52.4%	34.4%
Graduate Committee	0.0%	0.0%	1.0%	3.3%	3.1%	3.4%	6.3%	4.8%	2.9%
Other Faculty	0.0%	2.7%	1.0%	3.3%	6.3%	4.0%	11.1%	4.8%	4.0%
Other Students	12.1%	33.8%	21.2%	26.7%	9.4%	13.1%	12.7%	4.8%	16.0%
Dept. Graduate Advisor	60.6%	20.3%	21.2%	23.3%	18.8%	17.4%	23.8%	14.3%	20.8%
Dept. Requirement Sheets	15.2%	8.1%	20.2%	6.7%	9.4%	9.8%	4.8%	9.5%	10.7%
Graduate Catalog	0.0%	1.4%	1.0%	0.0%	3.1%	1.2%	1.6%	1.6%	1.2%
School of Grad Studies Staff	0.0%	12.2%	1.9%	0.0%	3.1%	1.8%	0.0%	0.0%	2.5%
Other	0.0%	16.2%	8.7%	3.3%	15.6%	7.0%	0.0%	7.9%	7.6%
Available information provided by my department about degree requirements.									
Very Satisfied	50.0%	23.0%	31.1%	26.7%	43.8%	23.6%	34.9%	20.3%	27.5%
Satisfied	43.8%	44.6%	52.4%	46.7%	46.9%	49.4%	49.2%	54.7%	49.3%
Neutral	3.1%	23.0%	13.6%	16.7%	6.3%	15.5%	11.1%	15.6%	14.7%
Dissatisfied	3.1%	8.1%	2.9%	6.7%	0.0%	6.8%	3.2%	7.8%	5.7%
Very Dissatisfied	0.0%	1.4%	0.0%	3.3%	3.1%	4.7%	1.6%	1.6%	2.8%
Helpfulness of staff members in my department in responding to my questions and/or concerns.									
Very Satisfied	75.0%	24.3%	45.1%	36.7%	54.5%	44.7%	42.9%	46.9%	44.2%
Satisfied	21.9%	45.9%	38.2%	43.3%	27.3%	40.7%	41.3%	42.2%	39.7%
Neutral	0.0%	17.6%	13.7%	10.0%	18.2%	9.0%	11.1%	6.3%	10.6%
Dissatisfied	3.1%	10.8%	1.0%	6.7%	0.0%	3.7%	4.8%	3.1%	4.0%
Very Dissatisfied	0.0%	1.4%	2.0%	3.3%	0.0%	1.9%	0.0%	1.6%	1.5%

	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	Doctorate	% of Total
Helpfulness of my major professor in responding to my questions and/or concerns.									
Very Satisfied	58.1%	24.2%	54.5%	57.1%	57.6%	56.9%	46.8%	71.9%	54.2%
Satisfied	41.9%	32.3%	33.3%	21.4%	30.3%	28.9%	41.9%	21.9%	30.7%
Neutral	0.0%	35.5%	10.1%	14.3%	12.1%	11.6%	6.5%	3.1%	11.9%
Dissatisfied	0.0%	8.1%	0.0%	0.0%	0.0%	1.6%	3.2%	3.1%	2.0%
Very Dissatisfied	0.0%	0.0%	2.0%	7.1%	0.0%	0.9%	1.6%	0.0%	1.1%
Availability and amount of interaction with my major professor.									
Very Satisfied	40.0%	15.8%	45.5%	44.8%	37.5%	53.5%	46.0%	75.0%	48.8%
Satisfied	50.0%	38.6%	34.3%	41.4%	46.9%	32.0%	39.7%	23.4%	34.6%
Neutral	10.0%	35.1%	13.1%	10.3%	12.5%	9.8%	6.3%	0.0%	11.3%
Dissatisfied	0.0%	10.5%	6.1%	0.0%	3.1%	3.2%	6.3%	0.0%	3.9%
Very Dissatisfied	0.0%	0.0%	1.0%	3.4%	0.0%	1.6%	1.6%	1.6%	1.3%
Overall quality of research facilities available in my department.									
Very Satisfied	30.8%	15.2%	27.6%	28.6%	25.9%	25.3%	23.6%	25.9%	25.1%
Satisfied	46.2%	23.9%	40.8%	50.0%	37.0%	46.0%	29.1%	48.3%	42.1%
Neutral	23.1%	43.5%	25.0%	21.4%	25.9%	20.4%	34.5%	17.2%	24.1%
Dissatisfied	0.0%	15.2%	3.9%	0.0%	7.4%	6.7%	12.7%	6.9%	7.0%
Very Dissatisfied	0.0%	2.2%	2.6%	0.0%	3.7%	1.8%	0.0%	1.7%	1.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
I would like to receive better feedback on my academic progress.									
Strongly Agree	25.8%	36.1%	25.0%	50.0%	12.9%	28.6%	34.4%	17.2%	28.5%
Agree	19.4%	12.5%	18.0%	20.0%	22.6%	24.4%	8.2%	15.5%	19.6%
Neutral	32.3%	27.8%	23.0%	20.0%	38.7%	26.7%	24.6%	27.6%	26.6%
Disagree	19.4%	20.8%	19.0%	6.7%	12.9%	16.2%	24.6%	29.3%	18.5%
Strongly Disagree	3.2%	2.8%	15.0%	3.3%	12.9%	4.1%	8.2%	10.3%	6.7%
My graduate program adequately prepared me for my future career.									
Strongly Agree	45.2%	37.0%	47.5%	53.3%	45.5%	40.8%	37.3%	37.5%	41.7%
Agree	45.2%	28.8%	30.7%	10.0%	39.4%	43.3%	39.0%	51.8%	38.7%
Neutral	9.7%	23.3%	17.8%	33.3%	15.2%	11.3%	22.0%	8.9%	15.2%
Disagree	0.0%	8.2%	3.0%	3.3%	0.0%	3.8%	0.0%	1.8%	3.3%
Strongly Disagree	0.0%	2.7%	1.0%	0.0%	0.0%	0.9%	1.7%	0.0%	1.0%
My department provided an intellectually stimulating environment.									
Strongly Agree	43.8%	39.7%	51.0%	53.3%	45.5%	46.1%	51.6%	45.9%	46.8%
Agree	50.0%	38.4%	38.0%	33.3%	45.5%	39.6%	32.3%	39.3%	39.0%
Neutral	6.3%	15.1%	8.0%	6.7%	9.1%	12.1%	14.5%	9.8%	11.2%
Disagree	0.0%	6.8%	2.0%	6.7%	0.0%	1.9%	1.6%	1.6%	2.4%
Strongly Disagree	0.0%	0.0%	1.0%	0.0%	0.0%	0.3%	0.0%	3.3%	0.6%
Students were respected and treated fairly in my department.									
Strongly Agree	59.4%	54.1%	54.9%	63.3%	60.6%	49.5%	54.8%	48.3%	52.7%
Agree	31.3%	33.8%	36.3%	23.3%	21.2%	38.9%	32.3%	40.0%	35.7%
Neutral	9.4%	8.1%	5.9%	6.7%	15.2%	8.4%	8.1%	6.7%	8.1%
Disagree	0.0%	2.7%	1.0%	3.3%	3.0%	1.9%	4.8%	3.3%	2.2%
Strongly Disagree	0.0%	1.4%	2.0%	3.3%	0.0%	1.2%	0.0%	1.7%	1.3%

	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	Doctorate	% of Total
My department has done a good job of providing me opportunities for professional development.									
Strongly Agree	62.5%	38.9%	39.1%	53.3%	42.4%	41.1%	45.2%	41.7%	42.6%
Agree	34.4%	31.9%	38.0%	26.7%	39.4%	32.9%	38.7%	36.7%	34.4%
Neutral	3.1%	16.7%	17.4%	13.3%	18.2%	17.1%	4.8%	10.0%	14.6%
Disagree	0.0%	6.9%	5.4%	6.7%	0.0%	7.6%	11.3%	8.3%	6.9%
Strongly Disagree	0.0%	5.6%	0.0%	0.0%	0.0%	1.3%	0.0%	3.3%	1.4%
During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.									
Strongly Agree	51.6%	40.5%	34.7%	56.7%	42.4%	34.8%	37.1%	31.1%	37.3%
Agree	38.7%	40.5%	37.6%	16.7%	33.3%	38.5%	29.0%	31.1%	36.0%
Neutral	9.7%	12.2%	13.9%	16.7%	21.2%	14.3%	22.6%	23.0%	15.7%
Disagree	0.0%	5.4%	10.9%	10.0%	3.0%	8.4%	9.7%	13.1%	8.4%
Strongly Disagree	0.0%	1.4%	3.0%	0.0%	0.0%	4.0%	1.6%	1.6%	2.7%
My advisor/major professor was an effective mentor who provided useful and supportive guidance.									
Strongly Agree	50.0%	43.5%	54.6%	55.2%	45.5%	56.8%	66.1%	70.5%	56.4%
Agree	37.5%	11.3%	25.8%	24.1%	21.2%	28.6%	14.5%	21.3%	24.6%
Neutral	12.5%	19.4%	10.3%	17.2%	21.2%	10.5%	9.7%	4.9%	11.6%
Disagree	0.0%	21.0%	7.2%	0.0%	9.1%	1.9%	8.1%	3.3%	5.2%
Strongly Disagree	0.0%	4.8%	2.1%	3.4%	3.0%	2.2%	1.6%	0.0%	2.2%
There was good communication between faculty and graduate students in my department.									
Strongly Agree	59.4%	38.9%	44.4%	56.7%	45.5%	42.4%	50.8%	39.3%	44.3%
Agree	34.4%	29.2%	31.3%	23.3%	30.3%	37.7%	34.4%	52.5%	35.8%
Neutral	6.3%	15.3%	18.2%	13.3%	21.2%	15.0%	6.6%	3.3%	13.5%
Disagree	0.0%	16.7%	3.0%	6.7%	3.0%	3.1%	6.6%	4.9%	4.9%
Strongly Disagree	0.0%	0.0%	3.0%	0.0%	0.0%	1.9%	1.6%	0.0%	1.4%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
Faculty members in my department were interested in the welfare and success of graduate students.									
Strongly Agree	59.4%	41.1%	47.5%	56.7%	51.5%	48.0%	52.5%	47.5%	48.6%
Agree	34.4%	38.4%	33.3%	26.7%	30.3%	37.0%	36.1%	34.4%	35.5%
Neutral	6.3%	16.4%	14.1%	13.3%	18.2%	9.4%	9.8%	14.8%	11.7%
Disagree	0.0%	4.1%	2.0%	3.3%	0.0%	4.7%	1.6%	1.6%	3.2%
Strongly Disagree	0.0%	0.0%	3.0%	0.0%	0.0%	0.9%	0.0%	1.6%	1.0%
My department was helpful and supportive in graduates' search for professional employment.									
Strongly Agree	61.3%	35.9%	44.6%	53.3%	48.5%	34.6%	46.2%	25.5%	39.0%
Agree	22.6%	14.1%	16.1%	16.7%	39.4%	27.3%	21.2%	23.4%	23.9%
Neutral	16.1%	15.6%	33.9%	23.3%	12.1%	22.5%	21.2%	34.0%	22.8%
Disagree	0.0%	23.4%	3.6%	6.7%	0.0%	11.1%	5.8%	6.4%	9.5%
Strongly Disagree	0.0%	10.9%	1.8%	0.0%	0.0%	4.5%	5.8%	10.6%	4.8%

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

FINDINGS: FINANCIAL AID (See Table 4)

Three percent to 40.4% of the respondents by degree type received no financial assistance while pursuing their graduate degree. When students were asked to indicate the percentages of the sources of their financial support for school (tuition, books, housing, food, etc.), most of their support came from employment, followed by loans, research/teaching assistantships, scholarships or fellowships, and personal savings.

Overall, a slight majority of respondents (58.3%) were satisfied or very satisfied with the availability of financial assistance to help cover the costs of their graduate program. Satisfaction levels ranged from 28.6% (Engineering) to 79.3% (Rehabilitation). Dissatisfaction ranged from 9.7% (Accounting) to 42.8% (Engineering).

A majority of respondents (59.2% to 86.6%) strongly agreed or agreed that the procedures used by their department for allocating financial aid were fair and equitable. Master of Business Administration respondents marked this item the lowest, and Master of Rehabilitation respondents marked it the highest. Neutral responses ranged from 6.7% (Rehabilitation) to 34.6% (Engineering).

When asked if the level of assistantship funding provided by their department was adequate to meet the needs of students being supported, a majority of all respondents (62.3%) strongly agreed or agreed. Agreement by degree type ranged from 52% (Business Administration) to 82.1% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 22.5% (Doctorate).

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	Doctorate	% of Total
While pursuing this graduate degree, which of the following types of financial assistance did you receive? (Mark all that apply)									
Research Assistantship	0.0%	1.4%	1.0%	10.0%	0.0%	38.0%	10.9%	56.9%	23.8%
Teaching Assistantship	9.1%	1.4%	1.0%	6.7%	0.0%	23.7%	32.8%	47.7%	18.7%
General Assistantship	12.1%	4.1%	1.0%	16.7%	3.0%	6.1%	4.7%	7.7%	5.7%
Graduate Instructor	0.0%	0.0%	0.0%	3.3%	0.0%	5.2%	20.3%	10.8%	5.2%
Graduate Fellowship	6.1%	4.1%	1.0%	0.0%	0.0%	3.0%	10.9%	16.9%	4.6%
Departmental/College Fellowship or Scholarship	48.5%	4.1%	8.7%	67.0%	33.3%	17.3%	17.2%	21.5%	16.8%
Student Loan	72.7%	51.4%	28.8%	33.3%	36.4%	38.9%	29.7%	30.8%	38.4%
Other	3.0%	17.6%	23.1%	23.3%	48.5%	16.4%	21.9%	23.1%	19.7%
No Grad Financial Assistance	3.0%	36.5%	40.4%	23.3%	9.1%	13.7%	17.2%	9.2%	19.4%
While pursuing this graduate degree, about what percent of your financial support for school (tuition, books, housing, food, etc.) came from each of the following sources?									
Parents or other relative	6.21%	2.41%	5.04%	9.83%	0.00%	7.42%	8.91%	1.18%	5.87%
Spouse	7.42%	8.59%	7.83%	11.03%	6.00%	7.16%	10.77%	5.82%	7.71%
Personal savings	5.58%	14.95%	18.98%	9.73%	9.03%	10.68%	9.58%	8.29%	11.64%
Employment	24.58%	35.88%	26.97%	30.07%	20.82%	24.23%	17.98%	22.36%	25.19%
Scholarships or fellowships	15.67%	9.13%	11.78%	18.07%	40.15%	9.05%	15.28%	11.63%	12.33%
Research/teaching assistantship	4.09%	0.66%	0.73%	7.57%	0.00%	22.39%	17.86%	39.32%	15.82%
Loans	36.15%	25.08%	18.62%	12.37%	16.67%	18.31%	16.03%	9.73%	18.56%
Other	0.30%	4.25%	8.99%	1.33%	7.33%	1.43%	3.67%	1.09%	3.18%

(Figures reported as means.)

	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	Doctorate	% of Total
Avaliability of financial assistance to help cover the costs of my graduate program.									
Very Satisfied	29.0%	15.3%	21.6%	14.3%	58.6%	23.8%	29.1%	36.0%	25.6%
Satisfied	41.9%	32.2%	39.2%	14.3%	20.7%	35.4%	29.1%	24.0%	32.7%
Neutral	19.4%	23.7%	20.3%	28.6%	10.3%	22.8%	23.6%	24.0%	22.3%
Dissatisfied	6.5%	13.6%	13.5%	32.1%	3.4%	12.6%	10.9%	14.0%	12.9%
Very Dissatisfied	3.2%	15.3%	5.4%	10.7%	6.9%	5.4%	7.3%	2.0%	6.5%
The procedures and criteria used by my department for allocating financial aid were fair and equitable.									
Strongly Agree	27.6%	48.1%	46.0%	50.0%	63.3%	38.6%	42.3%	40.0%	42.0%
Agree	37.9%	11.1%	17.5%	11.5%	23.3%	32.1%	21.2%	34.0%	26.7%
Neutral	24.1%	33.3%	31.7%	34.6%	6.7%	21.3%	25.0%	22.0%	23.9%
Disagree	6.9%	7.4%	4.8%	0.0%	6.7%	6.5%	7.7%	2.0%	5.9%
Strongly Disagree	3.4%	0.0%	0.0%	3.8%	0.0%	1.4%	3.8%	2.0%	1.5%
The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.									
Strongly Agree	25.0%	46.2%	42.1%	54.2%	57.1%	36.4%	40.8%	36.7%	39.6%
Agree	32.1%	5.8%	15.8%	8.3%	25.0%	26.4%	24.5%	26.5%	22.7%
Neutral	28.6%	32.7%	31.6%	29.2%	17.9%	18.6%	14.3%	14.3%	21.4%
Disagree	10.7%	9.6%	7.0%	8.3%	0.0%	13.8%	18.4%	14.3%	12.1%
Strongly Disagree	3.6%	5.8%	3.5%	0.0%	0.0%	4.8%	2.0%	8.2%	4.3%

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

FINDINGS: TECHNOLOGY AND LIBRARY (See Table 5)

A majority of the Masters of Accounting, Engineering, Science, Other Masters, and Doctoral respondents took their courses “face-to-face” on the Logan campus. Respondents from the Master of Education were almost equally divided among on campus courses, courses at other locations, televised courses, and online courses. The Master of Rehabilitation Counseling respondents were equally divided among on campus courses, and online courses. The Business Administration respondents had more respondents take courses at other locations than on campus courses.

A majority of respondents (60% to 80%) were satisfied or very satisfied with the overall quality of library collections of books and journals in their field of study. Master of Accounting respondents marked this the highest and Business Administration respondents marked it the lowest. It should be noted that 22.6% of the Doctoral respondents were very dissatisfied or dissatisfied with the library’s collections in their field of study. Neutral responses on this item ranged from 9.7% (Doctoral) to 32.7% (Business Administration).

The overall quality of library collections of electronic journals in students’ fields was ranked satisfied or very satisfied by 57.1% (Engineering) to 93.8% (Accounting) of the respondents. Notice that the 32.3% of the Doctoral respondents were dissatisfied or very dissatisfied.

Satisfaction with the overall quality of obtaining library resource materials through interlibrary loan was rated from 46.2% (Accounting) to 86.4% (Doctoral). Nineteen percent of the Masters of Rehabilitation respondents were dissatisfied or very dissatisfied with this service.

A majority of the respondents (61.6% to 100%) were satisfied or very satisfied with the overall quality of computer access available in their department. Master of Accounting respondents rated this item the highest and Master of Rehabilitation respondents rated it the lowest. Dissatisfaction levels ranged from 0% (Accounting) to 13% (Other Masters).

Table 5. FINDINGS: TECHNOLOGY AND LIBRARY

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
While pursuing this graduate degree, about what percent of your course-work has involved each of the following types of instruction?									
"Face-to-face" on Logan Campus	99.61%	41.37%	26.11%	96.00%	44.76%	78.18%	76.17%	85.86%	67.88%
"Face-to-face" at other USU location	0.00%	51.69%	20.80%	1.83%	4.85%	6.62%	2.29%	0.57%	11.95%
Televised courses (UEN)	0.00%	1.49%	23.65%	0.33%	3.45%	6.97%	13.71%	6.93%	8.61%
Online courses	0.09%	1.83%	21.88%	1.33%	44.03%	5.70%	1.33%	2.57%	8.38%
Independent study courses	0.18%	0.13%	1.06%	0.17%	2.61%	2.12%	3.74%	2.87%	1.81%
Other	0.12%	3.00%	6.30%	0.67%	0.00%	1.57%	4.78%	2.28%	2.55%
(This is a means report.)									
Overall quality of library collections of books and journals in my field of study.									
Very Satisfied	23.3%	16.4%	23.9%	25.0%	24.2%	20.6%	22.0%	21.0%	21.3%
Satisfied	56.7%	43.6%	42.0%	39.3%	48.5%	47.5%	49.2%	46.8%	46.6%
Neutral	20.0%	32.7%	29.5%	32.1%	18.2%	23.3%	16.9%	9.7%	23.0%
Dissatisfied	0.0%	5.5%	4.5%	0.0%	6.1%	8.0%	10.2%	9.7%	6.9%
Very Dissatisfied	0.0%	1.8%	0.0%	3.6%	3.0%	0.7%	1.7%	12.9%	2.1%
Overall quality of library collections of electronic journals in my field of study.									
Very Satisfied	31.3%	18.8%	25.3%	25.0%	27.3%	19.7%	22.4%	24.2%	22.1%
Satisfied	62.5%	42.2%	50.5%	32.1%	42.4%	45.5%	43.1%	37.1%	45.0%
Neutral	3.1%	31.3%	22.0%	35.7%	21.2%	23.2%	25.9%	6.5%	22.0%
Dissatisfied	3.1%	7.8%	2.2%	7.1%	6.1%	8.7%	8.6%	19.4%	8.3%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	3.0%	2.9%	0.0%	12.9%	2.7%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
Overall quality of ability of obtaining library resource materials through interlibrary loan.									
Very Satisfied	15.4%	16.7%	22.4%	28.6%	25.9%	31.7%	31.4%	35.6%	28.9%
Satisfied	30.8%	38.1%	35.8%	19.0%	29.6%	37.0%	45.1%	50.8%	38.0%
Neutral	53.8%	31.0%	35.8%	52.4%	25.9%	26.4%	21.6%	11.9%	27.6%
Dissatisfied	0.0%	11.9%	4.5%	0.0%	14.8%	3.7%	0.0%	1.7%	4.2%
Very Dissatisfied	0.0%	2.4%	1.5%	0.0%	3.7%	1.2%	2.0%	0.0%	1.3%
Overall quality of computer access available in my department.									
Very Satisfied	37.5%	19.6%	33.3%	53.6%	23.1%	39.4%	33.3%	31.6%	35.5%
Satisfied	62.5%	44.6%	39.7%	35.7%	38.5%	38.7%	38.9%	49.1%	41.4%
Neutral	0.0%	23.2%	23.1%	10.7%	34.6%	12.3%	14.8%	8.8%	14.7%
Dissatisfied	0.0%	10.7%	0.0%	0.0%	3.8%	5.6%	13.0%	8.8%	5.7%
Very Dissatisfied	0.0%	1.8%	3.8%	0.0%	0.0%	4.0%	0.0%	1.8%	2.7%

(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 majority of respondents (67.3%) were satisfied or very satisfied with available information provided by the School of Graduate Studies about degree requirements. Variation of satisfaction by degree type ranged from 60% (Engineering) to 78.7% (Education). Dissatisfaction ranged from 3% (Rehabilitation) to 14.1% (Doctorate).

Similar results were seen when students were asked about the helpfulness of School of Graduate Studies in responding to their questions and/or concerns. Again, a majority (66.1%) were satisfied or very satisfied with the helpfulness of staff. The range by degree type went from 55.1% (Accounting) to 78.1% (Education). Dissatisfaction ranged from 3.3% (Rehabilitation) to 10.7% (Engineering).

When students were asked if the thesis/dissertation guidelines and procedures were clear and reasonable, agreement ranged from 62.1% (Doctorate) to 81.8% (Other Masters). Disagreement ranged from 0% (Engineering & Rehabilitation) to 20.7% (Doctorate).

Sixty-nine percent (Rehabilitation) to 87.5% (Accounting) of the respondents were satisfied or very satisfied with the process of applying for graduate school at USU. Dissatisfaction ranged from 3.1% (Accounting & Science) to 9.5% (Business Administration).

The lowest rated service in the entire survey was about information and services provided by the Graduate Student Senate. Satisfaction ratings ranged from 23.3% (Business Administration) to 57.9% (Rehabilitation). Neutral rankings ranged from 31.6% (Rehabilitation) to 60.9% (Accounting). It would appear that either respondents were not familiar with the Graduate Student Senate and their functions or were not very impressed with them.

When asked if the School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc., 55.5% (Rehabilitation) to 73.3% (Accounting) strongly agreed or agreed. Disagreement ranged from 6.7% (Accounting) to 17.9% (Master of Science).

A majority of respondents (64.7%) strongly agreed or agreed that the Teaching Assistant Workshop offered by the School of Graduate Studies provided the content needed to help graduate students be effective teaching assistants/course instructors. Agreement ranged from 54.6% (Doctorate) to 77.7% (Other Masters). Disagreement ranged from 0 (Accounting, Engineering, Rehabilitation) to 18.2% (Doctorate).

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	Doctorate	% of Total
Available information provided by the School of Graduate Studies about degree requirements.									
Very Satisfied	19.4%	20.3%	27.2%	16.7%	33.3%	14.5%	23.0%	14.1%	18.8%
Satisfied	45.2%	41.9%	51.5%	43.3%	39.4%	47.5%	52.5%	60.9%	48.5%
Neutral	29.0%	29.7%	15.5%	30.0%	24.2%	26.2%	14.8%	10.9%	22.9%
Dissatisfied	6.5%	6.8%	5.8%	6.7%	0.0%	9.9%	8.2%	12.5%	8.3%
Very Dissatisfied	0.0%	1.4%	0.0%	3.3%	3.0%	1.9%	1.6%	1.6%	1.5%
Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.									
Very Satisfied	17.2%	20.9%	30.2%	21.4%	26.7%	22.0%	26.7%	30.6%	24.2%
Satisfied	37.9%	40.3%	47.9%	39.3%	33.3%	43.5%	38.3%	37.1%	41.9%
Neutral	41.4%	32.8%	12.5%	28.6%	36.7%	26.8%	25.0%	22.6%	26.0%
Dissatisfied	3.4%	6.0%	7.3%	7.1%	3.3%	6.4%	8.3%	9.7%	6.7%
Very Dissatisfied	0.0%	0.0%	2.1%	3.6%	0.0%	1.3%	1.7%	0.0%	1.2%
School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable. (for PhD & Plan A only)									
Strongly Agree	60.0%	71.0%	52.5%	68.4%	57.1%	43.0%	48.5%	20.7%	45.3%
Agree	10.0%	3.2%	17.5%	10.5%	14.3%	33.2%	33.3%	41.4%	28.4%
Neutral	20.0%	25.8%	27.5%	21.1%	28.6%	13.0%	15.2%	17.2%	17.1%
Disagree	10.0%	0.0%	2.5%	0.0%	0.0%	8.3%	0.0%	13.8%	6.6%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	3.0%	6.9%	2.6%

	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	Doctorate	% of Total
The process of applying for graduate school at USU.									
Very Satisfied	21.9%	21.6%	32.7%	20.0%	28.1%	19.9%	20.6%	24.2%	22.8%
Satisfied	65.6%	54.1%	51.5%	50.0%	40.6%	60.1%	54.0%	58.1%	56.5%
Neutral	9.4%	14.9%	9.9%	23.3%	25.0%	16.8%	20.6%	14.5%	16.1%
Dissatisfied	3.1%	5.4%	4.0%	3.3%	3.1%	1.9%	3.2%	1.6%	2.8%
Very Dissatisfied	0.0%	4.1%	2.0%	3.3%	3.1%	1.2%	1.6%	1.6%	1.8%
Information and services provided by the Graduate Student Senate (GSS).									
Very Satisfied	4.3%	5.4%	12.5%	16.7%	36.8%	11.6%	12.2%	13.5%	12.1%
Satisfied	21.7%	17.9%	25.0%	16.7%	21.1%	21.3%	20.4%	26.9%	21.6%
Neutral	60.9%	55.4%	53.6%	50.0%	31.6%	50.4%	53.1%	38.5%	50.1%
Dissatisfied	13.0%	12.5%	7.1%	12.5%	0.0%	10.1%	10.2%	15.4%	10.4%
Very Dissatisfied	0.0%	8.9%	1.8%	4.2%	10.5%	6.6%	4.1%	5.8%	5.8%
The School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc.									
Strongly Agree	33.3%	41.0%	40.6%	55.2%	29.6%	30.9%	35.0%	20.3%	33.8%
Agree	40.0%	16.4%	22.9%	24.1%	25.9%	29.0%	30.0%	42.4%	28.4%
Neutral	20.0%	26.2%	22.9%	10.3%	37.0%	22.1%	23.3%	23.7%	22.9%
Disagree	6.7%	16.4%	11.5%	3.4%	3.7%	13.0%	8.3%	11.9%	11.5%
Strongly Disagree	0.0%	0.0%	2.1%	6.9%	3.7%	4.9%	3.3%	1.7%	3.4%
The Teaching Assistant Workshop offered by the School of Graduate Studies provided the content needed to help graduate students be effective teaching assistants/course instructors.									
Strongly Agree	61.5%	57.9%	50.0%	62.5%	53.8%	44.6%	58.3%	36.4%	49.2%
Agree	7.7%	7.9%	10.9%	4.2%	15.4%	19.2%	19.4%	18.2%	15.5%
Neutral	30.8%	31.6%	37.0%	33.3%	30.8%	25.4%	22.2%	27.3%	28.2%
Disagree	0.0%	0.0%	2.2%	0.0%	0.0%	6.2%	0.0%	12.1%	4.2%
Strongly Disagree	0.0%	2.6%	0.0%	0.0%	0.0%	4.5%	0.0%	6.1%	2.9%

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

NARRATIVE COMMENTS (See Appendix B & C)

Appendices B and C provide respondents' written comments to two questions. Comments were assigned to categories topically or put under a category by the area that could best address the comments made. This was done because many might choose only to address categories they think are pertinent to them and disregard others. Comments under "University" contain responses that are more global in nature or accolades that are general without specific designation.

Appendix B provides a list of respondents' written comments to the question "As you think about your experience as a graduate student at USU, what did the university or your department do well?" Comments are arranged by the following topics:

- Advising
- Atmosphere
- Career Preparation
- Courses
- Department/Program/College
- Distance Education
- Facilities/Resources
- Financial Assistance
- Professors
- Questions/Information
- Research
- Students
- University

The majority of comments centered on the topics Department/Program/College, Professors, and Courses. Many respondents thought that many programs were good, organized, and had clear expectations. Several respondents said their programs were flexible and as such helped meet their individual needs. Many said their departments were responsive to their concerns and questions.

Many respondents indicated that professors were impressive, responsive, and good mentors. They were committed to their teaching and were caring and supportive. Many thought the quality of instruction was outstanding.

Respondents thought that there was a good balance of theory mixed with practical advice in many of their courses. Their overall experience with courses and faculty were enjoyable. The curriculum was relevant. Classes were top notch.

Appendix C provides a list of respondents' written comments to the questions "How could the university or your department better meet the needs of graduate students?" Comments are arranged by the following categories:

- Advising
- Alumni
- Career Services
- Courses
- Department/Program/College
- Distance Education
- Employment/Internships
- Facilities/Resources
- Faculty
- Financial Assistance
- Funding

Graduate Student Senate
Health Insurance
Procedures/Requirements/Deadlines
Research
School of Graduate Studies
Students
Technology
University
The Survey

The topics with the most number of comments were: Department/Program/College, Procedures/Requirements/Deadlines, and School of Graduate Studies.

Many students were concerned about departments making program changes without considering how it would affect current students. Many felt that more courses should be offered in their programs, especially elective courses. They wanted less changes in program requirements. They said departments could be clearer on format and styling of thesis/dissertations before the students' defense. Many said their departments were unorganized and did not communicate well. Some said there was a disconnect between departments and the School of Graduate Studies on information, requirements, and deadlines, etc. Departments needed to be more aware of the paperwork requirements of the School of Graduate Studies. Scheduling of courses was a issue to a number of students. Some respondents wanted to be able to plan their courses further in advance.

Many respondents wanted information about deadlines and procedures to be more available. They wanted both the departments and the School of Graduate Studies to be more proactive about notifying students of requirements. Many said forms and procedures were not laid out well. One person received forms after the defense that he/she was completely unaware of and that the forms was supposed to have been submitted before the defense. Many said that the School of Graduate Studies website was terrible and almost impossible to navigate. Too much red tape was reported by many respondents. They wanted the paperwork simplified and reduced.

ADDITIONAL INFORMATION

Appendices D and E show survey items arranged from highest to lowest with respect to levels of satisfaction and extent of agreement. This report appears on USU's Facts and Figures website at <http://aaa.usu.edu/FactsFigures/surveys.asp>

APPENDIX A
UTAH STATE UNIVERSITY
SCHOOL OF GRADUATE STUDIES STUDENT SURVEY



41332

Utah State UNIVERSITY

School of Graduate Studies Student Survey

Student "A" numbers are needed to understand these and other University data for purposes of University Assessment.

Please enter your A#

A							
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Section I: About You

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 Dietetics Administration (MDA)
- Master of Education (MEd)
- Master of Engineering (ME)
- Master of Family and Human Development (MFHD)
- 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 Professional Studies in Horticulture (MPSH)
- 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)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)
- Doctor of Audiology (AuD)

2. From what program will you receive your graduate degree?

Agriculture

- Agricultural Systems Technology
- Animal Science
- Applied Economics (AG)
- Biometeorology
- Bioveterinary Science
- Dairy Science
- Dietetics Administration
- Ecology (AG)
- Economics
- Food Microbiology and Safety
- Nutrition and Food Sciences
- Plant Science
- Professional Studies in Horticulture
- Soil Science
- Toxicology (AG)

Business

- Accounting
- Applied Economics (BUS)
- Business Administration
- Economics Education
- Human Resources
- Management Information Systems

Education & Human Services

- Audiology
- Communicative Disorders and Deaf Ed
- Disability Disciplines
- Education
- Education Specialist

- Elementary Education
- Family, Consumer, and Human Dev
- Family and Human Development
- Health, Physical Education and Rec
- Instructional Technology
- Psychology
- Rehabilitation Counseling
- Secondary Education
- Special Education

Engineering

- Biological Engineering
- Civil Engineering (CE)
- Civil and Environmental Engineering
- Electrical Engineering
- Engineering
- Engineering and Technology Education
- Irrigation Engineering
- Mechanical Engineering
- Toxicology (ENGR)

Humanities, Arts & Social Sciences

- American Studies
- Art
- Bioregional Planning (HASS)
- Communication
- English
- Fine Arts
- History
- Landscape Architecture
- Political Science

- Second Language Teaching
- Social Sciences
- Sociology
- Theatre Arts
- Theory and Practice of Professional Communication

Natural Resources

- Bioregional Planning (NR)
- Ecology (NR)
- Fisheries Biology
- Forestry
- Geography
- Human Dimensions of Ecosystem Science and Mgt
- Natural Resources
- Range Science
- Recreation Resource Management
- Watershed Science
- Wildlife Biology

Science

- Applied Environmental Geoscience
- Biochemistry
- Biology
- Chemistry
- Computer Science
- Ecology (SCI)
- Geology
- Industrial Mathematics
- Mathematical Sciences
- Mathematics
- Physics
- Statistics
- Toxicology (SCI)



41332

3. If you are pursuing a Master's degree, is it a :

- Plan A (thesis)
- Plan B (paper)
- Plan C (coursework)

4. How old are you?

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

5. Gender

- male
- female

6. Are you a U.S. Citizen?

- Yes
- No

7. If you are a U.S. Citizen, are you?

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

8. Marital Status:

- Single Widowed
- Married Separated
- Divorced

9. How many children do you have?

- None Four
- One Five
- Two Six or more
- Three

10. What prior degrees have you completed at USU?

- No prior USU degree
- Bachelor's Degree
- Master's Degree
- Doctorate

11. 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

Section II: About Your USU Graduate Program

12. How many years have you been enrolled as a graduate student while pursuing this degree at USU?

- <1 year 4 years
- 1 year 5 years
- 2 years 6 years or more
- 3 years

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

- Yes
- No

If yes, why did you change?

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

- 4.0-3.80 3.39-3.20
- 3.79-3.60 3.19-3.00
- 3.59-3.40 <3.00

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

- Yes
- No

16. While pursuing this graduate degree at USU, which of the following types of financial assistance did you receive? (Check all that apply)

- Research Assistantship
- Teaching Assistantship
- General Assistantship
- Graduate Instructor
- Graduate fellowship through School of Graduate Studies
- Department or college fellowship or scholarship
- Student Loan
- Other (Please specify): _____
- No graduate financial assistance was received

17. While pursuing this graduate degree at USU, about what percent of your financial support for school (tuition, books, housing, food, etc.) came from each of the following sources? (Write in the percent for each source. The total should add to 100%).

				Parents or other relative
				Spouse
				Personal savings
				Employment
				Scholarships or fellowships
				Research or teaching assistantships
				Loans
				Other
1 0 0 %				



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18. What do you expect to do after you finish this graduate degree?
- 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
 - Continue current employment
 - Other plans (please specify): _____
 - Uncertain

19. While pursuing this graduate degree at USU, about what percent of your coursework has involved each of the following types of instruction? (Write in the percent for each type of instruction. The total should add to 100%).

			"Face-to-face" on the USU Logan Campus
			"Face-to-face" at another USU location
			Televised courses (JEN)
			Online courses
			Independent study courses (not including thesis)
			Other
1	0	0	%

Section III: Your Experiences as a USU Graduate Student

For each item below, indicate how satisfied you are with that aspect of your experience as a graduate student at USU.

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Available information provided by the School of Graduate Studies about degree requirements.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Available information provided by my department about degree requirements.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. The process of applying to graduate school at USU.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Helpfulness of staff members in my department in responding to my questions and/or concerns.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Helpfulness of my major professor in responding to my questions and/or concerns.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Availability and amount of interaction with my major professor.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. The overall quality of :
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Courses I took <u>inside</u> my department.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Courses I took <u>outside</u> my department.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Computer access available in my department.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Research facilities available in my department.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Library collections of books and journals in my field of study
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	f. Library collections of electronic journals in my field of study.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	g. Ability of obtaining library resource materials through interlibrary loan.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Relevance of my USU graduate studies to my career goals.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Information and services provided by the Graduate Student Senate (GSS).
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Availability of financial assistance to help cover the costs of my graduate program.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. The overall quality of my graduate education at USU.



32. In planning your graduate program, what has been the single most important source of information for you?

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

33. As you think about your experience as a graduate student at USU, what did the university or your department do well?

34. How could the university or your department better meet the needs of graduate students?

Please indicate the extent to which you agree or disagree with each statement.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. I would have liked to receive better feedback on my academic progress.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. My graduate program adequately prepared me for my future career.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. My department provided an intellectually stimulating environment.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Students were respected and treated fairly in my department.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. My department has done a good job of providing me opportunities for professional development (attending meetings, presenting papers, networking with others, etc.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. My advisor/major professor was an effective mentor who provided useful and supportive guidance.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. There was good 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"/>	43. Faculty members in my department were interested in the welfare and success of graduate students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. The procedures and criteria used by my department for allocating financial aid were fair and equitable.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. My department was 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"/>	47. The Teaching Assistants Workshop offered by the School of Graduate Studies provided the content needed to help graduate students be effective teaching assistants and course instructors.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable. (for PhD and Plan A students only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. The School of Graduate Studies provided good information about filing for candidacy, 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"/>	50. My career opportunities have improved significantly as a result of completing my graduate degree at USU.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	51. If I had to make the decision again, I would still come to USU.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	52. I would recommend USU to a friend who is a prospective graduate student in my program.

APPENDIX B

WRITTEN RESPONSES

**“AS YOU THINK ABOUT YOUR EXPERIENCE AS A GRADUATE STUDENT AT USU,
WHAT DID THE UNIVERSITY OR YOUR DEPARTMENT DO WELL?”**

As you think about your experience as a gradate student at USU, what did the university or your department do well?

Advising

Have graduate advisors who really cared about their students as well as the department head. You are never just a student.
Plan curriculum--was not full time student but they assisted me in determining which classes were best for me.
My advisor was excellent!
We could have used more guidance in selecting electives.
Dr. Karin de Jonge-Kannan is a great advisor and professor. She helped me figure out what I needed to do.
The department (specifically my advisor) provided me with excellent research opportunities and allowed me to solve these problems largely from my own initiative.
My department advisor was an incredible resource with accurate, pertinent information.
Helped me to graduate at the expected time.
I liked having an "open door" policy with my major advisor.
Myra Cook (CS advisor) was wonderfully helpful.
Rebecca Monhardt was an outstanding support and help. She went out of her way to help as my advisor!
They were very helpful in providing excellent guidance in the graduate courses.
Set up a plan so I know what classes to take and when to take them to graduate on time.
Karolee Ransom of the physics department staff was an excellent and consistent help.
Helped me to finish all paperwork.
Helped me explore more scientific horizons.
Advisors were easily accessible.
Getting me started in the program, registered for classes, and answering my questions.
Get me through
My advisor & major professor were great to work with & helpful in completing requirements.
Kept me on track so I could graduate as I had initially planned
Made sure I was on track to graduate. Cared about me individually.
Dr. Karin de Jonge-Kannan is an exceptional advisor, teacher, faculty member. She is always prepared with the information we need.
Communicate a needed plan of study.
My graduate advisor was great.
Kathy Piercy was incredible at keeping us advised all throughout the program!

Atmosphere

I was provided a good clean learning environment.
Always available to help for anything.
I just felt like they understood that I am a wife, full time employee, caring for a home, and a student.
Very welcoming and helpful.
Providing good environment for study.

There was an open atmosphere which was conducive to sharing new ideas and opportunity for interaction on several levels.
Very helpful and accommodating.
The staff was great to work with. They were extremely easy to talk to and were very willing to accommodate to students needs.
They sincerely wanted every one of us to succeed.
They were very supportive and clearly cared for the individual success of each student. No one could "fall through the cracks."
They were also good at recommending resources and building rapport between other students and staff.
Take me seriously as a student although I am an older student.
Listened to the student and in some cases learned from the student.
Staff were very helpful and were always available.
I was treated better than when I was an undergraduate.
The atmosphere at USU is great. I liked the casual but serious attitude that the academic milieu had. Additionally, I loved the close interaction I had with my teachers

Career Preparation

They helped me relate the information I learned to my current employment.
They gave me tools to begin a great career!
They taught me how to be self-reliant and group oriented.
Got me in, got me out.
They offered creative interesting courses that will prepare me for my career.
The options for reading classes/reading endorsement were very helpful and helped me with the job I do in the classroom.

Prepare me to become a good and well-rounded teacher of deaf children!
 Providing a lot of opportunities to get trained both in academic and career.
 Made education very applicable to real world job standards and requirements for hire.
 Gave practical problems that will allow me to be a successful engineer.
 I really liked the classes to help prepare us for the career.
 They tried to gear the classes to help me and my fellow students when we get into professional practice.
 Provided me with multiple opportunities to participate in diverse and relevant real-world projects.
 They were concerned that we were learning the material for our careers and for the CPA exam.
 Small group training for on-the-job issues.
 Prepare me for the work I plan to do.
 Departmental requirements prepared me well through a balance of clinical research to be a productive entry level psychologist as I completed my predoc internship
 Prepare me to become a certified rehabilitation counselor
 Content applicable to my employment areas.
 Keep us connected to the professional realm
 I feel I am a much more qualified educator and have learned many things to help me in the classroom.
 I feel very prepared to go into the professional world.
 Providing real world experience.
 Great classes & preparation for future career with multiple internships

Courses

A good variety of practical classes as well as research.
 I really enjoyed most of my courses.
 Provide flexible scheduling.
 Provide good variety of classes and professors.
 Offered good classes.
 The schedule and classes are mapped out and grouped together (in time and relevancy) well.
 They taught excellent courses using current and applicable materials.
 I liked only Tuesday-Thursday classes.
 Lectures matched up nicely with exams.
 Taught a really good balance of theory mixed with practical advice with technical tool use.
 Made classes available so I could still work.
 Great courses or supervision.
 The field-work class was by far the most useful.
 Offered good courses.
 Dynamic courses that addressed actual hot issues in the field--Dr. Hailey's courses in particular.
 The overall course content was good.
 Solid class structure. There was only 10 classes in the program but you got to learn a wide variety. Case study structure was also very beneficial.
 Great course.
 Organized coursework.
 The hands-on courses were good.
 The overall experience with courses and faculty was enjoyable.
 Offered a wide variety of classes. Also the class to help you become familiar with getting a MS degree by Randy Jones.
 Excellent coursework.
 One-on-one concern.
 Lots of projects and hands on classes
 Provided current research in the field and tied it into the curriculum.
 Made classes accessible and convenient
 Excellent reading & research classes!
 Relevance of curriculum.
 Great classes offered. I do learn a lot with my master program.
 Offered a variety of courses.
 Reading endorsement courses
 Classes were top notch. Content was up-to-date and research based.
 I really liked the classes to help prepare us for the career.
 They provided a quality education through diversified courses and teaching styles.
 The classes were excellent.
 Teaching design classes
 Courses were well taught & contained applicable material.
 Provided interesting courses

Let me pursue my unique interests within courses offered.
Some good courses.
Enjoyed my classes very much.
Offered classes at workable times.
Department/Program/College
Good range of classes. I liked the 3 semester MBA program.
Options were provided to customize my program of study.
My department helped me a lot in finishing the paper work, the head of department provided an understanding environment and support for me and the advisor as well.
The program, overall, was well organized and had clear expectations
My department provided good hands on clinical experience.
Giving graduate students the chance to teach. Encouraging attendance at academic conferences.
Sent me information regarding requirements. Notified me if something was incorrect. Answered my questions quickly.
Work with me to help me graduate when I needed to.
The degree was planned out very well.
I was very impressed how many graduate courses were available for the Plan C M.E. option in the CEE department.
The professors I have counseled with have been informative and motivating. The ECE secretary and graduate secretary have been essential in helping me keep track of paperwork requirements. All in all, the process has run rather smoothly. Things sent by email such as these forms were sent enough time in advance to acquire and complete them by posted deadlines.
Great dept. with fun professors.
The MBA office is very efficient and helpful. They really took the time to get to know us personally and always have an answer for our questions, even if we have to wait a while for them to go out and get them. Most professors correct our work themselves. This is awesome because we get good feedback.
Clinical experience.
Created a program which could be taken by full-time working students.
They allowed me great freedom to design a program of study to meet my needs and match my research interests.
My department did an excellent job of helping students find internships and post-graduation employment.
The department was very willing to help in the process and were very kind.
My department did an excellent job creating a sense of community within the program.
The USU program seemed to be more well planned than others I was considering.
Mathematics department ran a good program and kept students well informed.
The helpfulness of the departmental staff.
Program was structured very well.
They provided the opportunity for me to be at graduate instructor where I learned a lot about the politics of academics.
AWER is an amazing department. It feels more like a family because of all the grad-prof activities. In addition, the staff are wonderful at handling all of the students "emergencies."
They put a good deal of effort towards investing in the new technologies to work with a wide range of student populations
Provide flexible training.
All forms and deadlines were provided and explained well by the ECE department.
They were flexible with my time and schedule, accommodating my particular circumstances.
The department has very competent, qualified and approachable professors. Very streamlined and organized department.
The program director, faculty, and staff provided individualized attention and catered to each student's individual needs.
Program was catered to my needs.
They helped relieve the burden of paperwork and gave the instruction for the degree I'm seeking.
Helped me through the process so that things went smoothly.
Help me fulfill requirements.
Flexibility.
Worked with students.
Finish out the education I received from my bachelors degree.
The School of Accountancy is amazing at keeping student well informed of deadlines and other important dates.
The education department instructors were excellent not only in their fields of expertise, but also in their online (EdNet) teaching technologies and abilities. Thank you Dr. Couparell and Dr. Whitaker for having the courage to try a new classroom format (EdNet)!
I appreciated the Ecology Center seminar series.
Department administration is efficient and well organized.
I feel overall requirements for my degree were well outlined and my department sought to keep me on path all the time.
A well-designed program that teaches HR in a way that has helped me further my career.
The program was well organized. Recognition of hard work.
I enjoyed the G and T endorsement program offered through Weber County Schools.

Good programs, good professors (mostly).
They had a true concern for my success
Provided a lot of personal interaction, guidance and assistance.
Good office staff
I would recommend this program to peers as one of the best values in the state (UACPA program \$9,100) for obtaining an MBA
Great mentoring & help from the department
The HPER dept helped me get everything including my thesis completed even though the info of deadlines and forms were not clearly identified to me.
College of Business allowed the students to voice their concerns. The concerns were considered seriously.
The paperwork always seemed to get done quickly and with little hassle
Online communication and resources
My department head was a huge help in obtaining my degree in the time I wished to
Communication, assistance, availability
They helped me tailor my program to my unique situation
The department staff answered every question I ever had.
The college of Education provided first rate courses, content & advisement.
Department provided great access to faculty and other resources
My department/program directors were well-organized and encouraging. The program was well-designed to help students meet requirements.
My department provided me this opportunity to expand my EFL teaching & learning knowledge
They allowed me great freedom to design a program of study to meet my needs and match my research interests.
Kept me informed on what was required to graduate
Structure of the program was good and the professors were overall very helpful.
Allow me to personalize or individualize my projects, courses, etc to fit my needs
They surveyed the students to learn from their program mistakes. They listened to our feedback and improved the curriculum schedules, summer student access on campus, and general respect for students by the second summer. Also, distance library access is great!
The department treated the students very well. From day one I have felt their respect for me.
Department was responsive to my concerns and questions
They provided general support as far as getting things done well!
The department was very much involved in helping it's students in teaching, advising and linking to employment opportunities.
Listen to students. Work together with students on curriculum
Provide the opportunity for me to learn
They were extremely helpful in getting me the classes I needed to graduate
They worked with me really well and were very informative.
Provided a great link to recruiters
Accounting Dept made great efforts helping me get my course done in Fall semester 2006
I was able to get through the program quickly
I have a great support staff in my department
Develop my knowledge and research skills
My department was very concerned with our education being applicable for us. This was a great help as a husband, father, and educator. At times, I was able to use course work in my own classes.
Department very willing to work with us. UACPA program was great.
I think the MBA Department did a good job of providing an opportunity to create social networks with professionals and other students.
Got, & kept, my enthusiasm up
The department kept me well informed as to what was required
Ensure classes were scheduled and information was available to keep the graduate experience smooth
The accounting department is extremely helpful. Everyone in that department has been willing to help me with my coursework, academic advisement, and job search as it applied to each individual's expertise, including the administrative assistants!
Small Dept easily accessible resources.
The department did a phenomenal job adequately preparing me for the field of tech writing. My practical skills increased 200%.
Don Cooley, Department Head of Computer Science, ran a good program. He was very available and approachable and made the program worthwhile.
They were concise about expectations and requirements for the program.
Had a good feedback system where students could voice concerns
The English department is wonderful. Great teachers
The department was willing to work to meet my needs

Flexible with the scheduling of events as my committee was out of town for a lot of the summer
The program as offered was very convenient and generally the professors were knowledgeable and well prepared
They showed encouragement to help me succeed. The secretaries in the graduate office were very helpful.
I am not sure about the university, but the department was helpful in trying to solve the problems I faced, and showed interest in resolving my academic and financial concerns
Chances to work on projects, get internships. Nice and helpful staff members. Suggestions from faculties.
My program was flexible and my major professor was absolutely fantastic in guiding me through the process.
The department has good courses to offer and also they have good advisors
My thesis committee was helpful & supportive.
The staff in the Biology Department was very helpful. They answered any questions I had & communicated well (deadlines, etc.) Also, the school of graduate studies staff was helpful in answering question I had about different forms, etc.
My department allowed me to think independently.
Department and graduate space/computer/office.
I loved my graduate committee. Really spectacularly close & nurturing environment.
Providing seminars, attending conferences, presenting, meetings
I was able to interact well with faculty in my department
I really appreciated the department's strong focus on mentorship & professional development
Quality program and dedication to providing an excellent education. Authentic assessments.
Communicate requirements.
I was grateful for the TA experience and also the office space.
The dept was very helpful in solving problems and clarifying the grad student process.
Responding to my emails quickly.
My department did a fantastic job of providing a challenging, well-rounded program as well as helpful advisors and dedicated professors. I would not have graduated without their enthusiasm and help.
I have been very pleased with USU and the ECE Department. Professors were always available for questions and answers.
Distance Education
Instructors had a caring and flexible attitude that was consistent with the working adult rather than a stringent attitude. Good use of distance ed. Materials and equipment; reasonable course work load.
They offered a distance education opportunity to those who cannot attend on campus.
Enjoyed the distance delivery--very understanding and accommodating of working adults.
I like the extensions. It was great to not have to go to campus to earn the Masters Degree.
Good interaction and info from my distance director Sheri Haderlie.
Having an extension site in rural Utah made this possible for me to get my degree at this time.
Provide opportunities for students to obtain a degree through multiple medias. We need this in our large, mostly rural state.
I think USU online education is brilliant. I've loved the online community
The extension program makes this degree possible all over the state
USU got the PhD's from Logan to come down and teach in SLC not just some dude they found to teach the class.
Made classes available off campus and worked to accommodate students needs
Classes were available to distant learners. I was able to complete my degree through satellite
Provided the Ed D at a distance
The ability to complete my degree in Salt Lake City via the UACPA. This was convenient and helpful. Also the structure of the program was very good.
Face to face classes (locally in Blanding) offered by USU Staff were great.
Facilities/Resources
They provided very good adequate office space around other students, along with computer access.
Cutting edge facility.
They provided assistance in analyzing material and providing workspace and facilities to complete the process.
Resources available including library, computer, statistical labs and assistance (EDU 660 and 7670 courses), and teaching assistantship opportunities.
Resources available including library, computer, statistical labs and assistance (EDU 660 and 7670 courses), and teaching assistantship opportunities.
Good lab facilities.
They did very well w/ supplying me with things I needed--work space, computer, software, greenhouse space, etc
Provided necessary resources.
Shared equipment, lab space, and expertise advise
The equipment was always available and classes were planned well.

Financial Assistance

Provided funding
 More opportunities and help in obtaining scholarships
 Grad support to attend national meetings
 They are very helpful with obtaining students financial assistance

Professors

Mostly good instructors
 The faculty was always available to answer any questions. Good job!
 Encouraging and available staff, professors, etc.
 The faculty were very helpful with the paperwork and putting things in order.
 The support of the faculty and staff was excellent.
 All the professors know your name and are there to help you.
 Quality of instruction and faculty were outstanding.
 Professors pushed us to learn on our own research. Most professors were open and easy to communicate with. Plenty of opportunities to bond with cohorts.
 The actual professors were fantastic and their assessment seemed fair. I wish more courses were taught by the professors and associate professors, NOT lecturers and adjunct!
 I was thoroughly impressed with Dr. Leigh Monhardt in keeping the lines of communication open. He responded quickly to my emails and answered all my questions.
 Approachable faculty.
 I was an assistant for Dr. Stowell and that was good.
 The professors were also great at helping us with our classes.
 Great Faculty.
 I particularly enjoyed the interactions with my professors both in and outside the classroom, and their genuine interest in my education and future.
 Very good instruction by the professors in the MSLT and Spanish department.
 Caring faculty.
 Provided excellent faculty support and mentoring.
 I was very impressed with the professors and the organization of the program.
 Help me with coursework.
 Teach, be flexible.
 Good level of teaching, equipment, research.
 Great staff and tech assistance.
 Open door policy with professors.
 The professors were good to work with.
 Professors generally were very willing to give time outside of class to assist students. Certain professors also went to great lengths to prepare for class and provide useful resources.
 Support of other faculty and staff.
 One on one contact with professors.
 Instructors were committed to teaching.
 My department professors were able to provide accommodations after a car accident.
 My major professor, Dr. Reutzel, was helpful and quickly responded to my questions and emails.
 Personal relationship, academic expectations.
 Encourage, support, mentor throughout the program.
 Great faculty.
 USU has a very good teaching staff.
 Great teachers!! Caring and supportive.
 Professors care about our success.
 Professors were well-prepared and up-to-date and passionate about education. They chose good texts. They tried to be responsive to needs.

 They were very receptive to our needs and concerns and always made sure we understood in depth what we were studying.
 The teachers who came from outside academics were great.
 Statistics with Dr. Kim, the database course, and the C#/VB class were good because of their practicality.
 Student-professor interaction. Professors are familiar with their field of expertise.
 My major professor is excellent. The department did well to hire him.
 The professors in the Rehab Counseling were very well qualified.
 They hired great people to teach my courses.
 My graduate professor was always available for me.

Paul Grossl helped me finish. You should give him a raise in pay.
Content information and instructors were very good
New women in science course
Overall pretty decent professors.
My last major professor (Niehuis) was dedicated and very helpful. My thesis committee was great Niehuis, Lindauer & Darrington
Communication--my major professor didn't wait for me to ask the needed questions, she just did what needed to be done (proactive)
Tried to put me first in all decisions-- very accommodating with coursework and criteria
My major professor Dr Furcla, was excellent. She really helped me get things in order to graduate after my first advisor left. The whole department was helpful.
Because I am already a teacher, I felt the instructors interacted with me as more of an equal. They were interested in my work just as much as they were theirs.
Janet Bringhurst has been very helpful, whenever I had questions
Wonderful professors!
The quality of instruction by the professors
Mary Jo Blahna was great to work with. Weekend courses made it possible to complete program with work travel commitments
Faculty and staff are quite helpful all the time; the department head, Dr. Sims, is very nice, my major professor, Dr. Britt, is also an excellent advisor!
Pretty good teachers great advisor
Prepare me for my dissertation
Quality of teachers was beyond my expectations. I also received consistent and prompt communication via email or phone as needed from the same person.
Quality of instruction.
The chairperson assigned to me was willing to help work out my schedule and answer any question I had
1. One professor gave immediate response and feedback while it was pertinent. 2. Professors prepared meaningful programs
Availability of professors to answer questions
The faculty who taught my courses were great to work with. they were very knowledgeable and willing to help
Hired Dr. Phillips
The professors did an excellent job encouraging new and original thought.
Professors available and easy to work with.
The professors were also great at helping us with our classes.
Professors were always available for additional help.
Faculty really got to know us and cared about how we did.
Well trained instructors, wealth of practical experience
They were very willing to help, provided ample feedback, most professor showed genuine concern for the students and treated us as equals in our field of expertise.
My major professor was on top of everything and really helped me through the last 2 years.
Provided competent, qualified instructors to teach the courses.
Be a friend
Major professor mentoring and other faculty on committee
Excellent faculty, knowledgeable and fair.
Major professor very helpful.
Be thorough and deep in their lessons--made me well prepared
My major professor truly guided me through the whole program including what classes I should take how I could improve my portfolio & how to be successful in my defense.
The professors, during class, had insight both into their specific discipline as well as what it would actually be like--working in the profession
I think they are very good at motivating the students to try hard and do well. They seem to enjoy teaching their classes & challenge students
I had a flexible major professor who worked well with me.
Teaching was amazing, opportunity for progress.
My major professor was very helpful for the success of each student
Great professors and training, great material. My professors challenged me and prepared me for the future
Professors were always great.
Excellent faculty, training, support.
Very willing to help me succeed & attain my goals especially Dr. Burnham
My major professor was always there to answer questions.
Instruction of courses and availability of committee members was very good.
I think the quality of professors employed by USU was the one thing I felt was best about the program.

There were plenty of opportunities to get teaching experience
 My individual instructors were excellent
 I love the faculty here.
 The best aspect of my graduate school experience has been working with the American Studies faculty, especially Jan Roush and Melody Granlich. They've been outstanding mentors.
 Professors all very good to work with.
 The faculty is extremely available and provided a wonderful learning environment.
 I received lots of personal attention, the faculty was very good at helping me network.
 Dr Vickmer, my major professor, was very helpful.
 Dr. Cooley's slides are fairly comprehensive in describing the requirements and pitfalls
 Don Cripps especially stood out as a teacher that cared about his students.
 Faculty were extremely helpful in getting to the end of my degree.
 Department professors are very willing to share expertise and offer assistance.

Questions/Information

Online information (i.e. publication guide/school of grad studies) was helpful.
 Helped with finalizing credit this last year.
 Ms. Teri Guy was able to answer almost any question.
 Keep us informed of upcoming events, classes, etc.
 They were usually available to help and answer questions. They were good at informing me of available jobs and upcoming conferences.
 Graduate tracking committee check my status every semester.
 Availability of information
 Very knowledgeable. Answered all my questions thoroughly and quickly.
 They provided some useful information about the requirements for graduation and information of available careers.
 Kept me informed as to what I need to accomplish in order to complete the program.
 Communicate expectations.
 Requirements and expectations were clearly communicated at the start of the program.
 They were always able to answer my questions
 The department responded to telephone and email questions and issues quickly and in a helpful manner.
 They were always available for questions
 Always ready to answer my questions
 Availability for questions/concerns
 List of course requirements for graduation, willingness to work with my chosen emphasis
 Many good sources for information, such as books and media, were used.
 Helped out with paperwork, answered questions well
 Good job answering questions when I ask. Fast work reading through thesis.

Research

Research advising.
 The ability to do research.
 There were many research opportunities, tools, and equipment to pursue any interest.
 Doing the research.
 Contact between grad students; research incentives.
 They provided research opportunities and gave me the support, financial and other, to complete my degree in the time I planned for.
 I had excellent opportunities to be involved in research.
 USU provides good environment overall for research.
 Provide research facilities and staff/faculty.
 Lots of research opportunities.
 Advance my own research interests.
 Creating a good environment to pursue research.
 Many opportunities to do research and projects with professors.
 Good at accommodating research needs
 Enjoyed doing research.
 Provided resources for research.
 Timely and constructive feedback with re: research projects (e.g., thesis/defense)

Students

Interaction with students.
 Formed relationships with the students that extended beyond the classroom

Freedom to go out on my own.
They work well with the grad students.
University
Organized, available for questions, easy registration process, students were respected and treated fairly by staff--excellent instructors! Outstanding!! Especially Troy Mumford and Alan Warnick.
Over all, I was disappointed with my experience.
Overall Utah State University has been an extreme academic and professional disappointment. I should have attended a different university.
Take care of on-campus detail.
I am satisfied with everything.
Kept in touch.
When individual needs arose, administration would respond quickly to their best abilities to solve the problem.
Great dialog with wonderful people! Many, many thanks!
They were flexible with my time frame and career goals. They were also very helpful in letting me work on campus
Good work environment, expert advisors, financial support, research facilities.
Provide instruction.
Personal attention, networking opportunities, great professors, excellent curriculum, personable staff.
Professionalism, support, encouragement, timely information.
Everything except they changed professors a few times which probably couldn't be helped.
I had a very good experience. Nothing to improve.
Take money--classes were well taught--much better than expected
Communication, assistance, availability
Provide a diploma
My experience as a graduate student has been good. I have no serious complaints about the university or the department.
Everything was satisfactory.
The university and my department treat students equally well no matter where they come from
University provided resources to women researchers to present their work in conferences and meeting
Everything :)
Everything was amazing
Support & interest were appreciated. Comments & suggestions were always welcome.
Good guidance to students Friendly, approachable people.
everything
In general the university faculty and staff are friendly and approachable. Everybody at all schools is competent, but approachability can be rare.
The university and department were willing to work with the students to meet their needs and get them through the course work.
Very student focused.
The university provided many summer classes which was wonderful for me.
Overall everything went very well.
Provide opportunities.
The application was not too difficult and there was adequate help available when planning my course of study
Make me feel appreciated and cared for. I had a real sense of belonging.
The easy of get re-admission.
Made it flexible enough so that I could excel in areas that interested me.
Emotional, intellectual, and financial support
Provided guidance & opportunities aware of students as individuals

APPENDIX C

WRITTEN RESPONSES

**“HOW COULD THE UNIVERSITY OR YOUR DEPARTMENT BETTER MEET THE
NEEDS OF GRADUATE STUDENTS?”**

How could the university or your department better meet the needs of graduate students?
Advising
More focus on first year experience and mentoring to keep students on track.
At least one required meeting with my advisor.
Have consistent advising.
No advisement except from major advisor. Committee has been irrelevant except at defense time
Assign an advisor to the graduate student to help them meet all the requirements on time
Better departmental advising.
Alumni
Better alumni support/networking.
More contact with Alumni and real world experience.
Career Preparation
Create more opportunities to use lab equipment that is organized and provides better understanding on real world problems.
It seemed a lot of jobs have started asking for skills not addressed within department courses (i.e. certain web programming skills like JavaScript, PHP, or Cold Fusion). Other departments offer courses like these, but they aren't necessarily well tailored to my field or background. Elective courses in some these areas would be nice.
Have program of study better fit workplace reality.
Offer diversified technical classes relevance to international students in order to help them in improving their
Infuse more actual or simulated real life job functions
Career Services
They could seriously improve the career services. I went in to receive some assistance with my resume, and they did not help me at all.
Providing more relative career information in & outside campus.
Courses
Don't cancel courses that are listed in the semester's catalog, or ones that are on a student's signed and approved program of study.
I feel that about 50% of the classes I took were very poor in quality. I.E. Professors who don't set expectations or high school teachers who were asked to take the place of a faculty member.
End classes by 10:00; more opportunities for face-to-face interaction; more cost effective textbooks; more interaction from USU Logan staff. Avoid "student instruction" and student presentations. They were disappointing. I paid to hear from instructors, not students.
Easier access to textbooks.
As the only land grant university in Utah, I thought the entomological classes were too few.
Ethics course needs help.
Try not to cancel classes last minute.
Offer more structural classes. Need more classes to choose from.
Infrastructure of student info course sign-up not very streamlined.
I learned a lot more in some of my undergraduate classes. Too much of the class work revolved around theories and not the application of the theories. I didn't feel like I was learning how to do something. I was learning about something. Professor (name) class was a waste of my time.
We need a greater diversity of classes along with faculty that are full-time professors (as opposed to research professors). I would do a PhD here, but I've already taken almost all of the classes.
Less garbage time in classes--more real work.
Give notice before purging from classes.
Explain in advance what the focus of the overall coursework is. Reduce amount of repetitive courses. 3 classes discussed the SAME learning theories. Organization of department as a whole needs to be improved.
Instruction in thesis writing.
The courses could be more challenging.

A set of classes that is stable throughout time and USU not adding hours 1/2 way through. Courses that follow the course catalog.
BIS 6200 is a good example. Signaling methodologies and techniques will only be used by networking hardware engineers, not BIS graduates. Our time would be better served in software development projects. MORE HANDS ON COURSES. Especially Enterprise Architecture and Design Applications.
More courses
Better class scheduling, offer more classes
Allow more flexibility in the courses taken. Variety of courses could have been better.
A few more American Studies courses could be offered each semester, but I am m happy with everything
Timing/scheduling of classes became quite an issue, as it constantly changed based on class votes, but no actual vote tallies were provided, I question whether the vote had any impact on the outcome.
An easy to read outline of when classes are offered-- classes that are offered during the summer are offered in the evenings & by satellite
Foundation courses were repetitive and not relevant
Some of the required courses could be offered more often.
More opportunities to take the required classes
Offer more classes in Logan. I drove to the SLC extension for almost all my classes.
Inform the "next semester" courses sooner.
Having a more defined schedule at the beginning of the program and not changing multiple times
better classes more clear with what classes to take.
More graduate level courses
They need to include more courses and give more options to students.
More classes to choose from.
To provide scientific lectures of the basic courses and background online, and to be accessible to students.
Diversify coursework.
Listen to students about their needs and attempt to improve in class teaching.
Better guidance on final project specifics.
Department/Program/College
When changes are made to the program, it is important to consider how this will affect students currently enrolled.
The department can be a little more aware of the students and what step they are on in becoming graduate students to their graduation.
None. As a distance learning student I was pleasantly surprised with my experience. Would do it again and recommend for others.
Provide a statistician for plants, soils, biometeorology (or make one available).
Don't require students to do a MS program in order to be eligible for an RA.
More choices for 6000 level electives. I also wanted to take the entrepreneurship concentration and couldn't and more marketing courses would fit in nicely.
Maybe the department supervisor over the student teaching in Deaf Ed. Could be more organized, respond to questions in a timely manner.
I felt it was a bit disorganized, but was very satisfied with those in the Psych and Ed programs compared to the HPER program.
Have things planned more carefully and arranged for students who are leaving to student teach in different states.
Make sure there are enough graduate level classes for my major to take!
People should know before signing up for the MSLT program that it is not an MA or MS.
Offer more course selections for major.
Organize the MED program.
More information on the website--centralized portals for TechComm majors.
Provide LPC option.
Make the program more friendly to working students. Offer some evening classes and/or online options.
More direct contact. It was very hard to communicate with my department because I was not a TA.
Provide schedule of classes 2 years in advance to allow for graduate planning. Work with off campus graduate students more effectively.
internships.

The offering of graduate courses in my department/college was rather poor. The college has a large faculty and they should be "encouraged" to offer a better choice of classes.
Provide more selections in graduate degree (i.e. conservation biology)
More challenging and relevant coursework is needed. Several courses I took were the same as undergraduate courses. I expected more training for professional BIS managers.
The FCHD dept. and the COMD-DE dept. should be on the same graduate program plan. FCHD has the grad coursework as senior classes so it's difficult for the grad students to find classes for the grad program.
Less change in program requirements.
The department could provide a handbook of information. When I started @ USU Jan 04 the dept. Said they were creating a handbook specifically for our dept. I haven't seen it yet.
MBA program should be more strategic in nature. Some of the course work we did was completely worthless. You really need to look at this issue to improve the program.
Listen & implement feedback when it's given in the MFT program
COMD department- provide better off campus clinical experience. It seems the on -campus students have a more varied clinical experience than those in the outreach program
The degree, major and college all have changed names and different people call the program different things. Clarify the name and purpose of the degree
Half of the MBA is about networking. Much of the perceived value of the degree is in those who are pursuing it.
I would have loved to have taken more of the department electives during the summer--but there weren't many
Be more attentive to the students when scheduling courses for the alliance programs. Schedules were set by the admin because "we thought the students wanted it that way" When in fact none of the students were happy & we weren't polled as to our preference.
Provide weekend MBA in Logan--which I understand they now have
Define inter-department and school relationships and boundaries. I am about to get an MS in Ag Systems Technology when I have never taken an Ag class this is dishonest
The only thing that comes to mind is scheduling. It was hard not knowing what our schedule would be a year in advance, but I also understand that is difficult implication with this type of program.
Open more classes in different field in EE
increase staff which would in turn improve interaction & contact between staff & faculty
beneficial to me
There is virtually no support beyond the classroom period. In the BIS Dept. there are only a few low-level teaching opportunities. There are many unqualified lecturers teaching courses that typically would be taught by doctoral students. To be fair, much of this imbalance is reflected in the information systems community generally, which suffers from an identity crisis.
The department could be more clear on format and styling of thesis/dissertation before the defense.
only a waste of my time, but they prevented me from taking classes in my desired field of study. They were the worst part of grad school at USU.
More classroom involvement in departments research areas...I only had 1 grad course that even took us to a lab. Give information about tuition waivers to those entering the program.
My department provided valuable courses, assignments, papers, and research projects to help me discovered ways to develop into an outstanding EFL teacher
Advertise for the MSHR program in other disciplines besides business. Why did they take away funds from this program? New students are missing out on vital educational opportunities e.g. outdoor lab
campus activities and events related to my major. This was important for me I was taking classes at UVSC through the satellite.
They were unorganized and changed our required courses without communicating in properly
Allow students more input on elective MBA courses (for extension programs)
Have the summer courses the prior year so that graduation can take place in May
There seems to be some great disconnect between grad school/HPER Dept/ students. I did not work in the HPER building, so a lot of knowledge was not passed on to me & others in athletics. Dates & requirements were never very clear. Also, the department did not have a good orientation for new students. Most of us in athletics did our undergrad work at other universities, so we did not know the ropes here. Procedures were not clearly explained & the confusion set several of us behind in our course work.
The department needs to be more aware about paperwork requirements of the grad school.

Being more aware of grad programs. I went to multiple offices looking for a new masters program after leaving the MBA and described my interests in teaching & second language & now one mentioned the MSLT I found a flyer on the ground.
The requirements have changed during the time I have been here, and the long-term outlook on when certain classes will be offered has not always been clear, and/or has changed one.
More management oriented courses and emphasis
I would improve the English grad pages on the website to look more professional and enticing to new prospects.
Provide added flexibility in the off campus MBA program for emphasis in certain area such as finance, global marketing, accounting, etc
I felt that certain courses that were required in my department were irrelevant to my particular field of study, particularly the fluid mechanics course.
The UACPA MBA program could have probably been a little better organized. Class schedules were changed a few different times during the course and even the class offerings were adjusted.
Department- Make & explain course & graduation expectations in more detail, UPFRONT
Offer more literature & English teaching seminars for literature & writing program. I would like more feedback on my critical writing.
I think they did a great job. Perhaps department could outline graduate requirements a little better.
The program is still developing They need to find a way to give the program and students more attention with respect to graduate classes and requirements.
My department is good at educating, but it is generally moving away from resource use and conservation emphasis to an emphasis dominated by environmentalism w/o resource use. This is detrimental to students seeking real-world educational experiences.
Distance Education
Encourage teachers to plan and prepare for their distance education classes. (Name) squeaked through week by week without a plan and (Name) was very disrespectful in his interactions with students.
Allow and plan for more classes to be done through the extension program.
Gain explicit commitment from potential dissertation chairs regarding their willingness to give substantive feedback, time, and effort for their distance doctoral candidates. My chair refused to use email which greatly complicated my life during this process.
Situation of distant doctoral students presents many challenges that may not be better met.
Not changing distance ed fees for all classes.
More face-to-face courses off main campus. Better satellite transmission. Give more information on using the library and research materials at the beginning of the program. Helping map out a plan of coursework. I felt very pressured not to take too much of the counselor's time because the appointments at the center were only 15 minutes long. Improve distance ed. with more face-to-face classes and advisement available.
The extension office was unhelpful, unprofessional, slow at responding to my questions and absolutely the worst group of people I have ever worked with!
More communication to off-campus students.
Provide more support financially to distance students.
Offer online PhD in English
More face to face classes--week long courses or whatever
1. The equipment at the Salt Lake Center went off line several times each class period. Can this be resolved? 2. Provide training for professors new to distance learning--Needs are not the same.
Secondary advisors at the Salt Lake extension were never provided. The elementary education advisors were incapable of addressing our inquiries & did not give us feedback as promised.
This was the first cohort for the distance doctoral program and the first summer our messed up housing and parking and long class hours marginalized our treatment and access to campus services. This was corrected thanks to Dr. Carlston! Regarding oral defense: Committee comments on dissertations ought to be submitted to the student electronically rather than on hard copy. This would save so much time when making revisions for
More support for research at a distance
As a member of 1st cohort of distance EdD students I encountered some "glitches" along the way. I trust these have been worked out e.g. getting required signatures on forms was left up to my chair as I was not on campus. This was time consuming.

Offer more graduate courses off campus or via internet.
Employment/Internships
Better networking by professors to help find internships and future employment opportunities.
Job placement, other than opportunities to network, could be better.
Help more in finding internships.
More employment opportunity notices.
Help students transition into jobs career searches
Have adequate job fairs for off-campus MBA students
Help graduates with their employment
Most students would benefit from outside internships and funding. Professors could provide more encouragement and assistance in finding sources on internships.
Help find more internship opportunities
Networking opportunities, professional interaction with work HR executives
It really would have been helpful to receive recruiters and contacts from other states (for employment).
Facilities/Resources
If they would better facilities. Ex. Comp. lab.
Better facility (lighting, seating, classroom).
New, up-to-date equipment.
Better and more resources available on campus and in the library. A computer lab in the HPER would be nice and also the capabilities to present power point presentations in the HPER.
Support libraries program.
Get better school-wide access to current journals.
More use of "WebCT." Excellent resource.
Allow the graduate program students to use the computers in Quinney Library.
Provide better classroom environments with needed resources (PCs, wireless connectivity, and power availability).
Better laboratory equipment.
Better access to electronic resources in the library in the areas where graduate majors are offered.
Parking (?) be nice
Better facilities for HPER
We have a very nice looking new library. It is a shame that there are so few electronic resources (e.g. journals) available. These journals that are available typically only have access to recent years. Improve this.
Better lab facilities in the area of VLSI.
Faculty
challenging
Not let (name) and (blank) teach. I loved all of my other professors, or at least appreciated what I learned. These two were not very likeable, I didn't learn a lot, and they didn't bother to give any feedback on the last couple assignments. Frustrating.
I had 4 courses from a single adjunct lecturer/executive in residence. For a graduate program, this is unacceptable! 4 of 12 courses from the same lecturer that, at best, was at par in his delivery!
The professor could be a little more understanding of travel. It was an executive MBA program.
Regularly meeting with graduate students, discussing the issues regarding the research, life.
More faculty, the dept. was short-staffed.
Have a consistent faculty.
Hire better faculty and instructors.
Faculty at USU are terrible at responding to students' emails!!!
Better access to professors, less politics.
Increase the strength of faculty members.
Faculty are over-extended. My major professor had very little time to help me with my thesis process. This was extremely frustrating.
Dr. (name) was the WORST teacher I have ever encountered. I would have liked learning objectives and initial course program laid out, rather than trying to negotiate/read the minds of advisors with only part of the necessary
Improve the tenure process for professors. It often impedes how professors can help or get involved in projects.

Have additional phone numbers where we can reach them more often than just office hours.
Despite the compliance of my major professor, overall I felt overlooked. I never met with the other member (outside member) of my graduate committee!
Get professors who really care about educating students and who know how to interact with other people.
Another issue was the prof's returning graded finals after class to allow the student to round out the learning process. Lastly, I would say 40% of the professors teach dated material from 1995 and prior. Very out dated and
Quarterly updates on Major Professor contact information. I'm not sure I ever know who my major professor is.
Treat them like real people instead of like a high school freshman who doesn't know what to do with their lives.
Get the right people, on the right bus, in the right seats. That is hire the right people. Questions 51 and 52 below would/could be changed to "strongly agree" by removing one teacher from the program.
Monitor professors more closely and address complaints more effectively.
Get more professors so I can take the classes I wanted to but were not offered.
meetings
More faculty.
Make sure committee chairs have good relationships with their students
Financial Assistance
Increased opportunities for financial aid in assistantships, scholarships, and fellowships.
Maybe offer more dept. scholarships.
More financial help resources.
They could offer teaching assistantships to each qualified student only once (one semester) so as to provide others with the opportunity.
They could offer assistantships to various students instead of giving the same students various semesters of teaching assistantships.
Increase of scholarship funding's base on high GPA.
Provide financial aid for concurrent graduate studies students.
More financial assistance. More flexible with graduate assistantships.
Provide more scholarships for students and international students.
Giving me more scholarships.
Provide more support financially to distance students.
Better stipends.
More scholarship money.
Better and/or more assistantships or scholarships
overlooked.
Offer more financial assistantships for attending conferences.
Make sure the Grad. Assistant receives the tuition waiver for both semesters (not punish them for others mistakes)
Provide more opportunities for financial aid
Offer more assistantship opportunities to graduate students
Tuition waivers
It is always a problem that your courses got dropped because waivers have not gone through; you end up paying late fees or having to get signatures
Require better financial assistance opportunities.
Equity in distribution of grants and scholarships.
Make scholarship options more visible because grad students are all quite busy.
The University could provide more full tuition coverage for Grad Students so as to reduce loans
Funding
I feel funding from the CEE department should allow a higher budget for the graduate courses.
More money!
Provide more funding
The more research funding the better
The university could give them the resources they need to run the program. They are understaffed and underpaid.
Both these problems need to be resolved or the quality of the program will decline.
Better funding

More funding for national meetings
Offer more funding through RAS.
Better funding of faculty.
Graduate Student Senate
No contact with GSS (that I knew off).
The only reason I knew about the GSS was my roommate was involved as a College of Business Senator. That needs to be better advertised as a viable resource to us.
Health Insurance
Provide health insurance for graduate students.
strapped during grad school. If the university could provide some less-expensive options for grad students, that would be great.
Health insurance should be part of any assistantship like grad programs at other schools.
Graduate student health insurance
Procedures/Requirements/Deadlines
1. There were several times I had to contact people for my matriculation to appear in the computer system. 2. I think it would be nice to receive an email notification when important things are sent by mail (because it takes me over a week longer to acquire things sent by mail) or even when due dates are approaching and requirements are
More information on processes and requirements-or where to get the info.
Sending information on deadlines and the graduation process.
Make information about deadlines and procedures more available.
More clearly outline the steps and requirements for each graduate program by having it available online and at the department offices.
Go over the requirements to complete your Plan C during first year semester.
Be more proactive in notifying students of requirements.
By not changing policies/requirements after beginning the program (dates when internship could be completed).
The university should provide flexible deadlines.
Needs to have more rigorous qualifying exam.
requirements.
Registration process needs drastic improvement. Too much senseless legwork required by students. PUT STUDENTS FIRST!
More information is needed in what is required for graduation (forms, deadlines, etc.)
Upon admittance, they should send a list of deadlines and requirements to the student and periodically check on the progress of the student toward graduation.
Students could be better informed up front about processes of what to do to complete the degree. My advisor should be able to respond to my questions rather than say "go to the webpage!"
Make a website/webpage dedicated to "step-by-step" guides to which forms to turn in first, second, etc. Not just links to the forms. Make it VERY clear what needs to be done along the way.
Working on formatting of my thesis for 6 months before everyone was satisfied was a bit ridiculous.
To inform better about deadlines and procedures related to graduation process at the beginning of the grad
Have a central source of information and requirements.
Develop and provide instruction on APA format of papers; publication of articles; and of course dissertation.
Provide training or offerings for professional development.
More detailed and comprehensive aides for dealing with the various forms, etc.
Provide more accessible information about graduation procedures.
Forms and procedures were not laid out very well. I received forms after my defense, that I was completely unaware of, that stated they were supposed to be submitted before the defense.
Flexible schedules-- online paperwork--portal (online) of graduation requirements
Communicate requirements for graduation/commencement.
Be more consistent with the information they provide about course requirements.
Making deadlines known.

Provide a step by step guide & timeline of the requirements of the dept. & grad school. I got a Master's here and still had to ask a lot of questions about what, when, & how things should be done.
Be more specific about formatting details for publication requirements since the publication guide was missing some things I wish I knew earlier
Fill out all paperwork ONLINE
My thesis defense is coming late because I didn't recognize implied deadlines for paperwork in time. Perhaps reasonable markers such as "schedule defense by x to walk" would be nice.
The requirements for my department were never clear and not accessible.
More knowledge on what paperwork needs to be done and when.
Better inform students of requirements. Make easily accessible and findable location with all graduate requirements and deadlines.
Make paper work like this online. Paper forms are outdated. This is especially difficult for students that have taken a job outside of Logan!
The department and graduate school could provide more detailed information on thesis procedures. For example, the checklist refers to scheduling the "examination" but it isn't clear that this refers to the thesis defense.
Providing a packet of all the forms needed for Plan C requirements.
Better communication of requirements (not courses) to graduate.
E-mail reminders when certain forms/applications are due.
Provide an official LaTeX template. Make the thesis writing part of Plan A less painful--or at least give a realistic warning of the time and anguish involved in the process. Be honest: rename the "5-year" program to the "6 1/2 year" program (since it requires summers).
Reduce the amount of paperwork Don't change the rules on a student midway through the program without providing some notification of rule changes (Ideally, grandfather in students who started under the old rules)
Some of the language regarding the differing deadlines and requirements for plan A or B or C were ambiguous. I feel I was also misinformed regarding the projected length of a Plan A.
Fewer Forms!!! And a streamlined system for all forms/binding -- no one stays in town for several months after their defense/class work is completed.
Don't let the students slip through the cracks. Help them complete their degrees by keeping in contact.
Research
Make more well known which research opportunities are available and how to find them.
Providing better support to research in terms of labs, equipment, and funding.
Higher research assistantships.
Maintain selective pursuit of relevant research projects.
get research mentors for individual graduate students.
More community sharing of research/what we are learning like the qualitative research group in Eled
Being more involved in the research--I needed to know better about what data to collect & how to analyze it.
Some statistical support would have been wonderful.
Better research availability.
Put higher priority on required research.
School of Graduate Studies
Grad School website is TERRIBLE! Almost impossible to actually find information I need!
The graduate school could have a more transparent, step-by-step process outlined for degree completion.
The Grad Studies office could be more organized with paperwork.
Better computers in Grad Office.
They could also make it a requirement to attend at least one defense prior to their own.
There could have been more of an effort to help integrate transfer students. The transition was a bit difficult and there were some prerequisites I was required to take before starting the program.
The School of Graduate Studies is a ridiculous bureaucracy that is fairly inaccessible (the secretaries of the grad school being a notable exception). Why can't you summarize your requirements/deadlines/required forms/etc. on a single sheet or two. You collect all kinds of personal information and share none easily. Why can't you be proactive with students instead of letting some axe fall....
Then I felt that many times a minor oversight (forms) turned into a major difficulty. They could work better with one on one situations in the graduate school.

There is too much red tape e.g. repeated committee signatures. There is also a lot of ambiguity in the information provided, within and between department and grad school.
Allow graduation/release of diploma as soon as the letter of completion is sent.
More outreach in helping students with program of studies changes, more expectations on math background for students allowed in the graduate program.
The graduate dept. graduation timeline could give some projected defense dates to shoot for to ensure that the finalized version of the thesis is submitted for binding by Nov. 15.
The TA workshop was a waste of time when I had already been teaching for a year. I took it because I was told they could not continue paying me until I did.
An orientation from the graduate school regarding time schedules & paper requirements would be helpful at the beginning of the program
Make access to requirement worksheets & endorsement requirements easier to locate on the USU website
Make finishing up easier and less complicated
There is so much red tape and worthless bull associated with defending/graduating...Increase the amount of School of graduate studies website needs to be updated.
The grad school needs to make it clear that in the final semester (when defending) that although the grad school only requires registration for 3 credit hours, federal financial aid rules require 6 credit hours to be considered full time. My loans went into repayment during my final semester because I didn't not register for enough credit hours.
Make a blanket 33 credits for graduation instead of 33 for some and 36 for others.
School of Graduate Studies be more organized! I have had to do everything twice!
They need to produce a graduate manual that walks a student through from 1st coming and writing a proposal to defense and graduation. It's sorely needed.
The tests GRE and TOEFL should be eliminated, they are too expensive and do not prove anything! The university should give their own test
Have a secretary who understands the process
Make the thesis optional.
Provide some kind of input as to what defense entails.
Better initiation of what & how to write/research/create a thesis
Have fewer forms. Who on earth looks at a blasted plan of study anyway?
The thesis process was frustrating. I would suggest that the department refine it more.
Loose some of the bureaucracy in the grad school. If a student defends in a semester the degree should be posted that semester not when the grad school gets around to it. Summer deadlines need to be posted as well, not just fall & spring.
I suggest: Organize and integrate information on the web. The graduate catalog published by the graduate school usually do not contain
Simplify the paperwork (reduce). For example: is it really necessary to have a graduate committee for a plan C? really liked it if the School of Graduate Studies had a Latex template for thesis format (Math one is out of date and forms hard to work with)
Graduation guidelines, comp. exam information, more scholarships/fellowships.
Tell us HOW TO GRADUATE! Even while researching the paper work, no one source gave complete, concise, clear directions. WE didn't know what to do until we realized we didn't do it.
Too many divisions between college, dept. & grad school. Unify process so that everything is done in dept then
Be available--I struggled to meet with my head professor as well as the graduate secretary--they had little time to help students
The school of Graduate Studies seemed to have tried hard to prevent students from attending or graduating. the staff is under-trained and unhelpful. I was recruited to attend grad school at USU but nearly turned the offer down because of the frustration I experienced at the Grad School when applying. I was even forced to reschedule my thesis defense because of their incompetence. Thank heaven I had a brilliant major professor and a committee
Students
More graduate student offices.
Attract higher caliber students to enroll.
Understand the needs of disabled students better
More student interaction Need to recruit more students
Also, I felt ostracized at times as a male in a female dominated field.

Take graduate coursework more seriously.
Better inclusion of graduate students who aren't graduate instructors, for social reasons but also because fellow students are so informative.
More parties & student activities.
Technology
Make the remote access to online journals easier.
Better technology when it comes to the satellite system. Our system went down quite regularly, especially in
High speed internet is extremely limited in my area so I am forced to use dial-up. In using any dial-up connection to access the library with the proxy server, actually getting access was hit & miss.
University
Doing an excellent job!
I think they did an excellent job with me.
Do well.
Follow through on commitments made during recruiting.
Be more available during summer months at least through email.
As a public school, make sure that all civil liberties are met. I have no direct experience with this, but other students I know do have direct experience.
Listen to concerns.
Remember to treat graduate students as adults and remember to be supportive of full-time working students.
Improve communication.
Be more organized.
Anything to do with the registrar's office is like pulling teeth. It really shouldn't be such a chore to do simple things such as getting transcripts, etc.
University has to have at least one good joint open till late hours, for students studying till late hours.
More personal assistance.
I had a great experience.
Need to accept VISA.
communication Meet students deadlines
Organization, things seemed to be compartmentalized between offices e.g.. If financial aid has this info, registrar or admissions may not.
Better planning and scheduling
I'm satisfied
I've had a really positive experience through my graduate experience--excellent professors many good classes,
Respond to questions, grades and feedback more consistently
Everything looks in place. I don't find anything that can be improved on!
I thought they did well
Thanks! :)
Everything was done very well
The university could provide the department with additional permanent faculty.
When I suffered personal tragedies I could have been helped more but it turned out alright so I am satisfied.
The registrar's office didn't ever have the information I needed (i.e., when I first enrolled, when I paid for my teaching independent (departmental) study)
I thought they did a fine job
Keep up the good work!
Practice Rogers: Unconditional positive regard
Cared more.
The Survey
Spell check the documents. Coming from an engineer, that means something. Filling out forms like this electronically would help me.
Well, first you could spell university right on the forms.

APPENDIX D

SUMMARY AND ORDERING OF PERCENT OF RESPONDENTS RESPONDING VERY SATISFIED OR SATISFIED IN ORDER FROM MOST TO LEAST.

Appendix D. Summary and ordering of percent of respondents responding very satisfied or satisfied in order from most to least.

Item	% Satisfaction*
The overall quality of my graduate education at USU.	88.4%
The overall quality of courses I took inside my department.	87.0%
Relevance of my USU graduate studies to my career goals.	85.7%
Helpfulness of my major professor in responding to my questions and/or concerns.	84.9%
Helpfulness of staff members in my department in responding to my questions and/or concerns.	83.9%
Availability and amount of interaction with my major professor.	83.4%
The process of applying to graduate school at USU.	79.3%
The overall quality computer access available in my department.	76.9%
Available information provided y my department about degree requirements.	76.8%
The overall quality of courses I took outside my department.	74.8%
The overall quality of library collections of books and journals in my field of study.	67.9%
Available information provided by the School of Graduate Studies about degree requirements.	67.3%
The overall quality of research facilities available in my department.	67.2%
The overall quality of library collections of electronic journals in my field of study.	67.1%
The overall quality of ability of obtaining library resource materials through interlibrary loan.	66.9%
Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.	66.1%
Availability of financial assistance to help cover the costs of my graduate program.	58.3%
Information and services provided by the Graduate Student Senate (GSS).	33.7%

APPENDIX E

**SUMMARY AND ORDERING OF AGREEMENT (STRONGLY AGREE + AGREE)
ITEMS.**

Appendix E. Summary and ordering of Agreement (Strongly Agree + Agree) items:

Item	% Agreement*
Students were respected and treated fairly in my department.	88.4%
My department provided an intellectually stimulating environment.	85.8%
I would recommend USU to a friend who is a prospective graduate student in my program.	85.2%
If I had to make the decision again, I would still come to USU.	84.4%
Faculty members in my department were interested in the welfare and success of graduate students.	84.1%
My advisor/major professor was an effective mentor who provided useful and supportive guidance.	81.0%
My graduate program adequately prepared me for my future career.	80.4%
My career opportunities have improved significantly as a result of completing my graduate degree at USU.	80.3%
There was good communication between faculty and graduate students in my department.	80.1%
My department has done a good job of providing me opportunities for professional development (attending meetings, presenting papers, networking with others, etc.)	77.0%
School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable.	73.7%
During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.	73.3%
The procedures and criteria used by my department for allocating financial aid were fair and equitable.	68.7%
The Teaching Assistants Workshop offered by the School of Graduate Studies provided the content needed to help graduate students be effective teaching assistants and course instructors.	64.7%
My department was helpful and supportive in graduates' search for professional employment.	62.9%
The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.	62.3%
The School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc.	62.2%
I would have liked to receive better feedback on my academic progress.	48.1%