

Office of Analysis, Assessment & Accreditation

School of Graduate Studies Student Survey 2008

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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 952 post-baccalaureate graduates of the class of 2008. There were 828 usable surveys returned – a return rate of 86.9%.

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

- 69 graduate programs were represented.
- 89.5% received Masters Degrees; 10.5% received Doctorates.
- 42.7% of the respondents were from the College of Education and Human Services.
- 66.6% of the master's respondents did a Plan C program.
- 53.9% had prior degrees from USU.

Demographics

- 32.3% of the respondents were age 35 or older.
- 52.5% were males, 47.5% females.
- 12.6% were international students (34.9% of the Doctoral degree recipients).
- 5.8% were minority students.
- 79.6% lived in Utah/Idaho before beginning graduate study.

Financial Aid

- 24.3% 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 = 91.2% satisfied*
- Overall quality of the courses I took *inside* my department = 87.3% satisfied*
- Overall quality of the courses I took outside my department = 79.2% satisfied*
- My graduate program adequately prepared me for my future career = 80.5% agree*
- I would recommend USU to a friend who is a prospective graduate student in my program = 83.3% agree*

Department and Major Professor

- Helpfulness of my major professor in responding to my questions and/or concerns = 85.3% satisfied*
- Availability and amount of interaction with my major professor = 80% satisfied*
- My advisor/major professor was an effective mentor = 79.1% agree*
- There was good communication between faculty and graduate students = 74.6% agree*

- My department was helpful and supportive in graduates' search for professional employment = 51.5% agree*
- Students were respected and treated fairly in my department = 84.6% agree*
- Helpfulness of staff members in my department in responding to my questions and/or concerns = 85.9% satisfied*
- Overall quality of research facilities available in my department = 68.3% satisfied*

Financial Aid

- Availability of financial assistance to help cover the costs of my graduate program = 58.6% satisfied*
- The procedures and criteria used by my department for allocating financial aid were fair and equitable = 59.2% agree*
- The level of assistantship funding was adequate = 46.4% agree*

Technology and Library

- Respondent's program included some "face-to-face" instruction at locations other than the Logan campus = 12.7%
- Respondent's program included televised (UEN) courses = 13%
- Respondent's program included online courses = 8.8%
- Overall quality of library collections of books and journals in my field of study = 70.1% satisfied*
- Overall quality of library collections of electronic journals in my field of study = 71.5% satisfied*
- Overall quality of obtaining library resources through interlibrary loan = 71.7% satisfied*
- Overall quality of computer access available in my department = 76.6% satisfied*

School of Graduate Studies

- Available information provided about degree requirements = 75.7% satisfied*
- Helpfulness in responding to my questions and/or concerns = 71.6% satisfied*
- Thesis/dissertation guidelines and procedures were clear and reasonable = 55.3% agree*
- Provided good information about filing for candidacy, program of study forms, meeting deadlines, etc. = 55% agree*
- TA workshop provided content needed to help be an effective TA = 36.4% 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. Each year this survey is revised to update degrees and programs.

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

Response rate. From June 2007 through May 2008 there were 952 individuals who received graduate degrees at USU. 828 completed, usable surveys were received from the School of Graduate Studies resulting in a response rate of 86.9%. The Office of Analysis, Assessment, and Accreditation had asked that processing for graduation be made contingent on the completion of the survey.

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 Dietetics Administration, Master of Family and Human Development, Master of Fine Arts, Master of Landscape Architecture, Master of Mathematics, Master of Natural Resources, Master of Professional Studies in Horticulture, Master of Second Language Teaching, and Master of Social Science. When reporting the data, 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 plurality of respondents (42.7%) graduated from the College of Education and Human Services. About 20% of the respondents graduated from the College of Business. A plurality of respondents (37.2%) received Master of Science degrees. The modal age range was 25 to 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 the Master of Education and Master of Rehabilitation Counseling degree programs, - were 40 years of age and older. Over half of the total respondents (52.5%) were males, although females represented 77.5% of the Master of Education and 58.8% of the Master of Rehabilitation recipients. Seventy percent of the respondents were married. Fifty-six percent of the respondents had one or more children.

Eighty-seven percent of all respondents were U.S. citizens. However, 40.5% of the Master of Engineering graduates and 34.9% of the Doctoral graduates were international students. An overwhelming majority of respondents (94.3%) were white (non-Hispanic). When students were asked where they were living before they began graduate work, a plurality of respondents (44.5%) were from Cache Valley and another 33.6% were from Utah, outside of Cache Valley. Only 9.6% of the respondents resided outside the United States prior to starting graduate school at USU. A majority of respondents (53.9%) had received a prior degree from USU, but 72% of the respondents receiving a Master of Accounting degree had received their Bachelors degree from USU. Sixty-five 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 (66.6%) who completed a master's degree did so under Plan C.

Only 3.4% of the respondents changed departments or programs while enrolled as a graduate student. A majority of respondents (56.3%) reported having a GPA of 3.8 to 4.0 for their graduate studies at USU. Only 11.2% 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%	10.4%(35)	8.1%(5)	8.2%(7)	5.3(44)%
Business	100%(26)	100%(96)	0.0%	0.0%	0.0%	12.4%(38)	0.0%	2.4%(2)	19.6%(162)
Education & Human Services	0.0%	0.0%	100%(194)	0.0%	100%(18)	28.3%(87)	32.3%(20)	40%(34)	42.7%(353)
Engineering	0.0%	0.0%	0.0%	100%(38)	0.0%	17.3%(53)	0.0%	27.1%(23)	13.8%(114)
HASS	0.0%	0.0%	0.0%	0.0%	0.0%	12.1%(37)	46.8%(29)	0.0%	8%(66)
Natural Resources	0.0%	0.0%	0.0%	0.0%	0.0%	7.2%(22)	6.5%(4)	10.6%(9)	4.2%(35)
Science	0.0%	0.0%	0.0%	0.0%	0.0%	12.4%(38)	6.5%(4)	11.8%(10)	6.3%(52)
USU Total Percent	3.1%(26)	11.6%(96)	23.5%(194)	4.6%(38)	2.2%(18)	37.2%(307)	7.5%(62)	10.3%(85)	100%(826)
Age									
<25	26.9%	16.7%	4.7%	28.9%	5.9%	14.6%	16.1%	1.2%	12.1%
25-29	50.0%	38.5%	20.8%	63.2%	17.6%	46.0%	45.2%	21.4%	37.0%
30-34	15.4%	25.0%	14.1%	5.3%	17.6%	19.4%	14.5%	28.6%	18.6%
35-39	0.0%	13.5%	15.1%	0.0%	23.5%	8.4%	9.7%	14.3%	10.9%
40-49	3.8%	4.2%	21.9%	2.6%	17.6%	7.8%	8.1%	25.0%	12.3%
> = 50	3.8%	2.1%	23.4%	0.0%	17.6%	3.9%	6.5%	9.5%	9.1%
Sex									
Male	69.2%	74.7%	22.5%	86.8%	41.2%	56.2%	50.0%	65.5%	52.5%
Female	30.8%	25.3%	77.5%	13.2%	58.8%	43.8%	50.0%	34.5%	47.5%
Marital Status									
Single	30.8%	17.0%	13.6%	55.3%	17.6%	31.7%	33.9%	26.2%	26.2%
Married	65.4%	80.9%	78.0%	44.7%	70.6%	66.0%	64.5%	69.0%	69.8%
Divorced	3.8%	2.1%	7.3%	0.0%	5.9%	1.6%	1.6%	3.6%	3.3%
Widowed	0.0%	0.0%	0.5%	0.0%	5.9%	0.0%	0.0%	0.0%	0.2%
Separated	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%	0.0%	1.2%	0.5%
How many children do you have?									
None	69.2%	43.6%	25.0%	73.0%	23.5%	50.8%	46.8%	45.1%	44.0%
One	7.7%	16.0%	12.5%	8.1%	17.6%	14.2%	21.0%	17.1%	14.4%
Two	7.7%	22.3%	16.1%	10.8%	17.6%	16.5%	19.4%	22.0%	17.3%
Three	3.8%	8.5%	17.2%	5.4%	29.4%	8.6%	3.2%	7.3%	10.2%
Four	7.7%	6.4%	16.1%	2.7%	11.8%	5.3%	4.8%	3.7%	7.9%
Five	0.0%	2.1%	7.3%	0.0%	0.0%	3.0%	3.2%	1.2%	3.4%
Six or more	3.8%	1.1%	5.7%	0.0%	0.0%	1.7%	1.6%	3.7%	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
Citizenship									
U.S. Citizen	92.3%	95.8%	99.5%	59.5%	100.0%	86.0%	85.2%	65.1%	87.4%
International	7.7%	4.2%	0.5%	40.5%	0.0%	14.0%	14.8%	34.9%	12.6%
Race/Ethnicity									
American Indian/Native American	0.0%	0.0%	0.5%	0.0%	5.9%	1.1%	0.0%	3.6%	1.0%
Asian or Pacific Islander	0.0%	1.1%	0.5%	0.0%	0.0%	3.0%	1.9%	1.8%	1.7%
Black (non-Hispanic)	0.0%	0.0%	0.5%	4.0%	5.9%	0.4%	0.0%	0.0%	0.6%
White (non-Hispanic)	100.0%	95.6%	96.3%	88.0%	88.2%	94.0%	94.2%	89.3%	94.3%
Hispanic	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%	3.8%	3.6%	0.8%
Other	0.0%	3.3%	1.6%	8.0%	0.0%	1.1%	0.0%	1.8%	1.7%
Location Prior to Starting Grad Degree									
Cache Valley	56.0%	46.7%	18.2%	39.5%	14.3%	42.4%	35.5%	13.8%	33.6%
Utah, not Cache Valley	28.0%	50.0%	78.1%	21.1%	71.4%	33.4%	35.5%	20.0%	44.5%
Idaho	8.0%	0.0%	0.5%	0.0%	0.0%	2.0%	3.2%	1.2%	1.5%
Elsewhere in U.S.	0.0%	2.2%	3.2%	0.0%	14.3%	12.3%	16.1%	36.2%	10.8%
Outside the U.S.	8.0%	1.1%	0.0%	39.5%	0.0%	9.9%	9.7%	28.8%	9.6%
Prior Degrees at USU									
None	28.0%	51.1%	53.9%	39.5%	40.0%	42.1%	40.3%	51.2%	46.1%
Bachelors	72.0%	47.9%	45.5%	60.5%	53.3%	55.3%	56.5%	17.1%	49.1%
Masters	0.0%	0.0%	0.5%	0.0%	6.7%	2.6%	3.2%	30.5%	4.6%
Doctorate	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.2%
Years Enrolled as a Grad Student at USU									
< One year	23.1%	20.0%	4.2%	5.4%	0.0%	1.0%	1.6%	0.0%	4.8%
One year	53.8%	17.9%	6.3%	32.4%	0.0%	10.1%	6.5%	0.0%	11.0%
Two years	15.4%	56.8%	53.4%	45.9%	76.5%	48.9%	51.6%	1.2%	45.5%
Three years	3.8%	5.3%	17.8%	8.1%	17.6%	27.4%	27.4%	17.6%	19.8%
Four years	3.8%	0.0%	13.6%	2.7%	0.0%	6.2%	1.6%	25.9%	8.5%
Five years	0.0%	0.0%	2.1%	5.4%	5.9%	1.6%	6.5%	29.4%	5.0%
Six years or more	0.0%	0.0%	2.6%	0.0%	0.0%	4.9%	4.8%	25.9%	5.5%
Masters Students Only: Plan A, B, or C									
Plan A	0.0%	0.0%	0.5%	5.3%	0.0%	33.7%	25.4%	40.0%	16.8%
Plan B	0.0%	1.1%	13.2%	5.3%	6.7%	19.1%	54.2%	40.0%	16.6%
Plan C	100.0%	98.9%	86.2%	89.5%	93.3%	47.2%	20.3%	20.0%	66.6%

	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
During the period of your enrollment as a graduate student at USU, have you changed departments or programs?									
Yes	0.0%	0.0%	2.1%	7.9%	0.0%	4.2%	6.6%	4.8%	3.4%
No	100.0%	100.0%	97.9%	92.1%	100.0%	95.8%	93.4%	95.2%	96.6%
What is your cumulative GPA for your graduate studies at USU?									
4.0 - 3.80	52.0%	12.4%	77.7%	41.7%	62.5%	52.2%	66.1%	71.2%	56.3%
3.79 - 3.60	44.0%	25.8%	15.8%	16.7%	25.0%	27.9%	20.3%	23.8%	23.8%
3.59 - 3.40	0.0%	32.6%	4.3%	19.4%	12.5%	9.6%	5.1%	3.8%	10.3%
3.39 - 3.20	4.0%	24.7%	2.2%	11.1%	0.0%	8.6%	6.8%	1.2%	7.8%
3.19 - 3.00	0.0%	4.5%	0.0%	11.1%	0.0%	1.3%	1.7%	0.0%	1.6%
<3.0	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.1%
Have you ever attended the Teaching Assistant or International Teaching Assistant workshop that is offered by the USU School of Graduate Studies?									
Yes	0.0%	1.1%	1.6%	2.6%	0.0%	15.6%	23.3%	28.4%	11.2%
No	100.0%	98.9%	98.4%	97.4%	100.0%	84.4%	76.7%	71.6%	88.8%

FINDINGS: OVERALL PERCEPTIONS OF USU (See Table 2)

A large majority of respondents (91.2%) were satisfied or very satisfied with their graduate education at USU, with all degree types reporting satisfaction levels of 77% or higher. Master of Education (95.2%), Other Masters (95%), Master of Science (92.8%) and Doctoral respondents (92.8%) reported the highest levels of satisfaction.

Overall, a large majority of respondents (87.3%) were satisfied or very satisfied with the quality of courses they took inside their department; satisfaction levels by degree type ranged from 73.1% (Master of Accounting) to 96.6% (Other Masters). Twenty-one percent of the Master of Engineering, 23.1% of the Master of Accounting, and 25% of the Master of Rehabilitation respondents marked neutral. Four percent of all the respondents were dissatisfied or very dissatisfied. A majority of respondents (79.2%) were satisfied or very satisfied with the courses they took outside their academic department. Satisfaction levels by degree type ranged from 45.5% (Master of Rehabilitation) to 87.3% (Other Masters). Neutral responses ranged from 8.5% (Other Masters) to 54.5% (Master of Rehabilitation).

When students were asked what they expected to do after they completed their degree, 34.8% of the respondents said they would continue in their current employment, another 25.9% said they would begin a professional career in the private sector. A large majority of Master of Accounting respondents (76.9%) would be working in the private sector. A majority of Master of Education respondents (61.8%) were continuing with their current employment. A plurality of doctoral respondents (27.7%) were planning to begin careers at an educational institution.

A large majority of respondents (88.8%) were satisfied or very satisfied that their USU graduate studies were relevant to their career goals. It should be noted that 10.5% of the Master of Engineering respondents marked this item dissatisfied.

A majority of the respondents (76.2%) said their career opportunities had improved significantly as a result of completing their graduate degree at USU. Master of Rehabilitation respondents (94.1%) and Master of Accounting respondents (92%) were the most satisfied.

A majority of respondents (83.1%) said that if they had to make the decision again, they would still come to USU. Master of Rehabilitation respondents (94.4%) and Master of Education respondents (93.6%) were the most satisfied. Eighty-three percent of all respondents said they would recommend USU to a friend who was a prospective student in their program. Ratings ranged from 68.5% (Master of Engineering) to 92.6% (Master of Education).

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	30.8%	21.1%	43.6%	18.4%	43.8%	32.2%	30.0%	30.1%	32.7%
Satisfied	46.2%	63.2%	51.6%	63.2%	37.5%	60.6%	65.0%	62.7%	58.5%
Neutral	15.4%	11.6%	3.2%	13.2%	12.5%	3.9%	3.3%	6.0%	5.8%
Dissatisfied	3.8%	4.2%	1.6%	2.6%	6.2%	3.3%	1.7%	1.2%	2.7%
Very Dissatisfied	3.8%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	0.2%
Overall quality of courses I took inside my department.									
Very Satisfied	30.8%	16.8%	39.6%	18.4%	31.2%	29.3%	43.3%	29.3%	30.8%
Satisfied	42.3%	63.2%	50.8%	57.9%	43.8%	59.6%	53.3%	58.5%	56.5%
Neutral	23.1%	15.8%	8.0%	21.1%	25.0%	5.9%	1.7%	7.3%	9.0%
Dissatisfied	0.0%	4.2%	1.6%	2.6%	0.0%	4.6%	1.7%	3.7%	3.2%
Very Dissatisfied	3.8%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	1.2%	0.5%
Overall quality of courses I took outside my department.									
Very Satisfied	28.6%	8.1%	34.8%	16.7%	27.3%	29.2%	27.7%	32.4%	27.9%
Satisfied	21.4%	54.8%	49.2%	41.7%	18.2%	55.9%	59.6%	48.6%	51.3%
Neutral	50.0%	32.3%	12.1%	41.7%	54.5%	12.3%	8.5%	16.2%	17.7%
Dissatisfied	0.0%	4.8%	3.8%	0.0%	0.0%	2.6%	2.1%	1.4%	2.7%
Very Dissatisfied	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	1.4%	0.4%

	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
What do you expect to do after you finish this graduate degree?									
Additional Training at USU	0.0%	0.0%	7.3%	5.3%	0.0%	6.8%	5.0%	3.6%	5.3%
Additional Training at Another Institution	0.0%	3.2%	4.7%	0.0%	0.0%	7.8%	11.7%	0.0%	5.3%
Begin Professional Career in an Education Inst.	3.8%	2.1%	15.7%	0.0%	0.0%	13.6%	20.0%	27.7%	13.4%
Begin Professional Career in Government Agency	7.7%	1.1%	0.0%	15.8%	29.4%	6.1%	5.0%	16.9%	6.1%
Begin Professional Career in Private Sector	76.9%	37.2%	2.6%	57.9%	5.9%	31.4%	20.0%	24.1%	25.9%
Continue current employment	11.5%	50.0%	61.8%	15.8%	58.8%	22.7%	28.3%	16.9%	34.8%
Other Plans	0.0%	2.1%	4.7%	0.0%	5.9%	2.6%	3.3%	6.0%	3.3%
Uncertain	0.0%	4.3%	3.1%	5.3%	0.0%	9.1%	6.7%	4.8%	5.9%
Relevance of my USU graduate studies to my career goals.									
Very Satisfied	46.2%	31.9%	53.8%	23.7%	53.3%	39.6%	45.0%	47.6%	42.9%
Satisfied	42.3%	50.0%	40.9%	44.7%	33.3%	48.7%	46.7%	45.1%	45.9%
Neutral	7.7%	12.8%	4.3%	21.1%	13.3%	9.1%	8.3%	7.3%	8.8%
Dissatisfied	0.0%	4.3%	1.1%	10.5%	0.0%	1.6%	0.0%	0.0%	1.9%
Very Dissatisfied	3.8%	1.1%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.6%
My career opportunities have improved significantly as a result of completing my graduate degree at USU.									
Strongly Agree	56.0%	18.0%	31.4%	15.8%	35.3%	29.1%	31.6%	40.5%	30.0%
Agree	36.0%	51.7%	39.5%	52.6%	58.8%	47.8%	50.9%	43.0%	46.2%
Neutral	8.0%	29.2%	26.2%	23.7%	5.9%	18.0%	15.8%	16.5%	20.5%
Disagree	0.0%	1.1%	1.7%	2.6%	0.0%	4.2%	1.8%	0.0%	2.3%
Strongly Disagree	0.0%	0.0%	1.2%	5.3%	0.0%	1.0%	0.0%	0.0%	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	52.0%	26.4%	56.5%	28.9%	44.4%	38.7%	36.7%	38.8%	41.4%
Agree	24.0%	54.9%	37.1%	36.8%	50.0%	40.4%	51.7%	41.2%	41.7%
Neutral	4.0%	13.2%	6.5%	18.4%	0.0%	14.6%	10.0%	15.3%	11.8%
Disagree	12.0%	4.4%	0.0%	2.6%	5.6%	3.6%	0.0%	4.7%	3.0%
Strongly Disagree	8.0%	1.1%	0.0%	13.2%	0.0%	2.6%	1.7%	0.0%	2.1%
I would recommend USU to a friend who is a prospective graduate student in my program.									
Strongly Agree	44.0%	26.4%	59.6%	21.1%	44.4%	38.5%	35.0%	35.3%	40.9%
Agree	36.0%	52.7%	33.0%	47.4%	44.4%	42.5%	55.0%	42.4%	42.4%
Neutral	8.0%	15.4%	5.9%	21.1%	5.6%	12.0%	5.0%	15.3%	10.9%
Disagree	8.0%	2.2%	1.6%	7.9%	5.6%	2.7%	5.0%	5.9%	3.3%
Strongly Disagree	4.0%	3.3%	0.0%	2.6%	0.0%	4.3%	0.0%	1.2%	2.4%

(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 (60%) and a majority of Master of Accounting respondents (69.2%) cited their major professor or departments' graduate advisor as the major source of information used to plan their graduate program of studies. A plurality of all respondents (33.3%) used their major professor to plan their program of studies.

A clear majority of respondents for each degree type (75% to 88.4%) 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 were: Other Masters (16.7%) and Doctoral respondents (10.8%).

A large majority of respondents (75.5% to 89.2%) were satisfied or very satisfied with the helpfulness of staff members in their department in responding to their questions and/or concerns. Doctoral respondents rated this item the highest.

A majority of respondents (65.8% to 93.8%) 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 Master of Rehabilitation respondents, the lowest from Master of Engineer respondents. It should be noted that 25.7% of the Master of 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 (57% to 93.7%) were satisfied or very satisfied. Master of Rehabilitation respondents were the most satisfied. Business Administration respondents were the least satisfied. It should be noted that 40.3% of the Business Administration respondents marked this item neutral.

Satisfaction with the overall quality of research facilities available in departments ranged from 57.1% (Business Administration) to 81.8% (Engineering). Many respondents marked this item neutral. Other Masters respondents (14.9%) were the most dissatisfied with research facilities.

When responding to the questions "I would like to receive better feedback on my academic progress", agreement rankings ranged from 33% to 52.1%. Master of Engineering and Master of Accounting respondents seemed to be in the most need of more feedback.

Overall, a majority of respondents (80.5%) agreed or strongly agreed that their graduate program adequately prepared them for their future career. Rankings ranged from 68.4% (Engineering) to 88.6% (Education).

Eighty-four percent of the respondents from the various degree types agreed or strongly agreed that their department provided an intellectually stimulating environment. Other Masters respondents (95%) marked this item the highest.

A large majority of all respondents (84.6%) said students were respected and treated fairly by their department. Rankings ranged from 63.1% (Engineering) to 94.5% (Rehabilitation).

When asked if the department had done a good job in providing opportunities for professional development, overall 69.3% of all respondents were in agreement. But 92% of the Master of Accounting respondents strongly agreed or agreed. Disagreement rankings ranged from 4% (Accounting) to 16% (Other Masters).

A majority of respondents from all degree types (70.3%) 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. Master of Rehabilitation respondents (88.9%) marked this item the highest. Disagreement ranged from 0% (Rehabilitation) to 15.8% (Engineering).

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 (79.1%) agreed or strongly agreed. Master of Rehabilitation respondents (88.9%) marked this item the highest and Master of Business Administration (57.8%) marked it the lowest. Disagreement ranged from 0% (Rehabilitation) to 18.5% (Engineering).

A clear majority of all respondents (74.6%) agreed or strongly agreed that there was good communication between faculty and graduate students in their department. Master of Accounting respondents (92%) marked this item the highest. Master of Business Administration respondents (12.1%) had the largest number of respondents that disagreed or strongly disagreed with this item.

A substantial majority of all respondents (83.5%) agreed or strongly agreed that faculty members in their department were interested in their welfare and success. Other Masters respondents (98.3%) marked this item the highest; Master of Engineer respondents (68.5%) marked it the lowest.

When asked if their department was helpful and supportive in the graduates' search for professional employment, ratings ranged from 30.1% (Business Administration) to 76.5% (Rehabilitation and Accounting [76%]). Dissatisfaction ranged from 0% (Rehabilitation) to 26% (Business Administration).

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	7.7%	3.2%	26.0%	26.3%	22.2%	40.8%	45.8%	60.0%	33.3%
Graduate Committee	0.0%	1.1%	2.6%	0.0%	0.0%	4.9%	5.1%	8.2%	3.8%
Other Faculty	3.8%	5.3%	3.1%	2.6%	11.1%	4.2%	6.8%	4.7%	4.4%
Other Students	7.7%	23.4%	20.3%	23.7%	27.8%	12.1%	15.3%	7.1%	15.8%
Dept. Graduate Advisor	69.2%	38.3%	18.2%	34.2%	16.7%	18.6%	16.9%	7.1%	21.8%
Dept. Requirement Sheets	3.8%	5.3%	20.8%	5.3%	16.7%	10.8%	8.5%	7.1%	11.6%
Graduate Catalog	3.8%	0.0%	0.5%	5.3%	0.0%	2.0%	0.0%	1.2%	1.3%
School of Grad Studies Staff	0.0%	8.5%	3.1%	0.0%	5.6%	1.3%	1.7%	1.2%	2.6%
Other	3.8%	14.9%	5.2%	2.6%	0.0%	5.2%	0.0%	3.5%	5.5%
Available information provided by my department about degree requirements.									
Very Satisfied	53.8%	24.5%	37.8%	26.3%	37.5%	30.5%	23.3%	22.9%	30.9%
Satisfied	34.6%	56.4%	50.0%	57.9%	43.8%	50.0%	51.7%	53.0%	50.9%
Neutral	3.8%	16.0%	9.0%	10.5%	18.8%	12.0%	8.3%	13.3%	11.4%
Dissatisfied	3.8%	2.1%	2.7%	5.3%	0.0%	5.2%	15.0%	7.2%	5.0%
Very Dissatisfied	3.8%	1.1%	0.5%	0.0%	0.0%	2.3%	1.7%	3.6%	1.7%
Helpfulness of staff members in my department in responding to my questions and/or concerns.									
Very Satisfied	60.0%	28.7%	49.2%	36.8%	37.5%	43.8%	43.3%	45.8%	43.5%
Satisfied	28.0%	46.8%	37.8%	42.1%	50.0%	44.1%	43.3%	43.4%	42.4%
Neutral	4.0%	19.1%	9.2%	10.5%	6.2%	9.9%	11.7%	7.2%	10.4%
Dissatisfied	8.0%	4.3%	3.8%	2.6%	6.2%	2.0%	1.7%	3.6%	3.1%
Very Dissatisfied	0.0%	1.1%	0.0%	7.9%	0.0%	0.3%	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
Helpfulness of my major professor in responding to my questions and/or concerns.									
Very Satisfied	66.7%	23.0%	52.7%	34.2%	43.8%	54.5%	66.7%	60.5%	51.8%
Satisfied	19.0%	50.0%	34.6%	31.6%	50.0%	32.1%	25.0%	28.4%	33.5%
Neutral	4.8%	25.7%	9.9%	21.1%	6.2%	8.7%	3.3%	7.4%	10.5%
Dissatisfied	9.5%	1.4%	2.7%	7.9%	0.0%	3.0%	3.3%	1.2%	3.0%
Very Dissatisfied	0.0%	0.0%	0.0%	5.3%	0.0%	1.7%	1.7%	2.5%	1.3%
Availability and amount of interaction with my major professor.									
Very Satisfied	61.9%	16.7%	36.5%	34.2%	37.5%	51.4%	46.6%	61.7%	44.4%
Satisfied	19.0%	40.3%	43.1%	31.6%	56.2%	31.5%	43.1%	25.9%	35.6%
Neutral	19.0%	40.3%	14.9%	18.4%	6.2%	12.7%	5.2%	6.2%	14.9%
Dissatisfied	0.0%	2.8%	5.0%	10.5%	0.0%	3.4%	3.4%	6.2%	4.2%
Very Dissatisfied	0.0%	0.0%	0.6%	5.3%	0.0%	1.0%	1.7%	0.0%	0.9%
Overall quality of research facilities available in my department.									
Very Satisfied	40.0%	19.0%	28.0%	18.2%	14.3%	28.4%	25.5%	22.5%	25.9%
Satisfied	40.0%	38.1%	41.5%	63.6%	42.9%	40.7%	34.0%	48.8%	42.4%
Neutral	15.0%	34.9%	28.0%	9.1%	35.7%	22.5%	25.5%	21.2%	24.2%
Dissatisfied	0.0%	4.8%	1.7%	6.1%	0.0%	6.4%	14.9%	6.2%	5.6%
Very Dissatisfied	5.0%	3.2%	0.8%	3.0%	7.1%	2.1%	0.0%	1.2%	2.0%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
I would like to receive better feedback on my academic progress.									
Strongly Agree	20.0%	6.7%	7.1%	8.3%	5.9%	7.5%	5.4%	6.2%	7.4%
Agree	28.0%	33.7%	18.1%	44.4%	29.4%	25.5%	32.1%	29.6%	26.7%
Neutral	32.0%	42.7%	37.4%	27.8%	35.3%	35.0%	30.4%	28.4%	35.0%
Disagree	16.0%	13.5%	25.8%	13.9%	23.5%	24.8%	23.2%	19.8%	22.3%
Strongly Disagree	4.0%	3.4%	11.5%	5.6%	5.9%	7.1%	8.9%	16.0%	8.6%
My graduate program adequately prepared me for my future career.									
Strongly Agree	16.7%	9.8%	34.8%	10.5%	44.4%	23.4%	14.0%	29.8%	24.1%
Agree	54.2%	60.9%	53.8%	57.9%	38.9%	56.2%	70.2%	52.4%	56.4%
Neutral	25.0%	23.9%	8.7%	26.3%	11.1%	16.7%	14.0%	16.7%	16.1%
Disagree	0.0%	4.3%	2.2%	5.3%	5.6%	1.7%	1.8%	1.2%	2.3%
Strongly Disagree	4.2%	1.1%	0.5%	0.0%	0.0%	2.0%	0.0%	0.0%	1.1%
My department provided an intellectually stimulating environment.									
Strongly Agree	24.0%	17.4%	36.7%	13.2%	50.0%	30.5%	43.3%	28.6%	30.6%
Agree	48.0%	59.8%	52.7%	57.9%	38.9%	53.0%	51.7%	54.8%	53.5%
Neutral	12.0%	18.5%	9.6%	26.3%	0.0%	11.3%	5.0%	11.9%	11.8%
Disagree	12.0%	4.3%	1.1%	2.6%	11.1%	4.0%	0.0%	2.4%	3.2%
Strongly Disagree	4.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	2.4%	0.9%
Students were respected and treated fairly in my department.									
Strongly Agree	48.0%	23.9%	39.4%	10.5%	55.6%	40.4%	41.4%	34.1%	36.8%
Agree	32.0%	64.1%	47.9%	52.6%	38.9%	44.0%	43.1%	50.6%	47.8%
Neutral	8.0%	9.8%	11.7%	31.6%	0.0%	10.6%	12.1%	8.2%	11.3%
Disagree	8.0%	2.2%	1.1%	2.6%	5.6%	4.0%	3.4%	7.1%	3.5%
Strongly Disagree	4.0%	0.0%	0.0%	2.6%	0.0%	1.0%	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
My department has done a good job of providing me opportunities for professional development.									
Strongly Agree	68.0%	12.4%	28.7%	10.5%	33.3%	26.1%	25.0%	41.5%	27.4%
Agree	24.0%	42.7%	43.1%	55.3%	44.4%	43.6%	39.3%	32.9%	41.9%
Neutral	4.0%	30.3%	22.2%	23.7%	16.7%	21.0%	19.6%	17.1%	21.3%
Disagree	4.0%	11.2%	4.2%	7.9%	5.6%	6.5%	8.9%	8.5%	6.9%
Strongly Disagree	0.0%	3.4%	1.8%	2.6%	0.0%	2.7%	7.1%	0.0%	2.5%
During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.									
Strongly Agree	36.0%	17.8%	25.0%	18.4%	22.2%	28.8%	11.9%	20.0%	24.1%
Agree	48.0%	58.9%	41.8%	39.5%	66.7%	41.7%	57.6%	48.2%	46.2%
Neutral	8.0%	17.8%	24.5%	26.3%	11.1%	16.6%	15.3%	17.6%	18.6%
Disagree	4.0%	3.3%	6.0%	10.5%	0.0%	9.6%	11.9%	10.6%	8.0%
Strongly Disagree	4.0%	2.2%	2.7%	5.3%	0.0%	3.3%	3.4%	3.5%	3.1%
My advisor/major professor was an effective mentor who provided useful and supportive guidance.									
Strongly Agree	43.5%	23.4%	41.4%	21.1%	33.3%	49.1%	46.7%	56.0%	43.7%
Agree	39.1%	34.4%	36.0%	36.8%	55.6%	33.4%	41.7%	31.0%	35.4%
Neutral	8.7%	32.8%	17.2%	23.7%	11.1%	11.3%	6.7%	7.1%	14.2%
Disagree	4.3%	9.4%	2.7%	13.2%	0.0%	3.4%	3.3%	3.6%	4.2%
Strongly Disagree	4.3%	0.0%	2.7%	5.3%	0.0%	2.7%	1.7%	2.4%	2.5%
There was good communication between faculty and graduate students in my department.									
Strongly Agree	40.0%	16.5%	30.4%	21.1%	38.9%	32.6%	25.4%	30.6%	29.3%
Agree	52.0%	47.3%	41.8%	52.6%	50.0%	43.5%	55.9%	43.5%	45.3%
Neutral	4.0%	24.2%	20.1%	15.8%	5.6%	15.0%	16.9%	17.6%	17.1%
Disagree	0.0%	8.8%	6.5%	7.9%	0.0%	7.0%	1.7%	7.1%	6.4%
Strongly Disagree	4.0%	3.3%	1.1%	2.6%	5.6%	2.0%	0.0%	1.2%	1.9%

	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
Faculty members in my department were interested in the welfare and success of graduate students.									
Strongly Agree	56.0%	13.2%	37.1%	21.1%	50.0%	37.4%	48.3%	36.5%	35.4%
Agree	20.0%	68.1%	47.8%	47.4%	44.4%	46.0%	50.0%	42.4%	48.1%
Neutral	20.0%	14.3%	13.4%	21.1%	0.0%	12.9%	1.7%	17.6%	13.2%
Disagree	4.0%	4.4%	1.6%	5.3%	5.6%	2.3%	0.0%	3.5%	2.6%
Strongly Disagree	0.0%	0.0%	0.0%	5.3%	0.0%	1.3%	0.0%	0.0%	0.7%
My department was helpful and supportive in graduates' search for professional employment.									
Strongly Agree	56.0%	4.1%	20.7%	11.4%	35.3%	19.7%	6.4%	18.2%	18.2%
Agree	20.0%	26.0%	32.2%	34.3%	41.2%	38.1%	31.9%	28.8%	33.3%
Neutral	20.0%	43.8%	41.4%	31.4%	23.5%	26.8%	40.4%	37.9%	33.3%
Disagree	4.0%	16.4%	3.4%	11.4%	0.0%	8.8%	19.1%	13.6%	10.0%
Strongly Disagree	0.0%	9.6%	2.3%	11.4%	0.0%	6.7%	2.1%	1.5%	5.3%

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

FINDINGS: FINANCIAL AID (See Table 4)

Zero percent (Master of Rehabilitation) to 32.5% (Master of Education) received no financial assistance while pursuing their graduate degree. When student were asked to indicate the percentage of the sources of their financial support for school (tuition, books, housing, etc.) most of their support came from employment, followed by loans, then personal savings and assistantships.

Overall, a slight majority of all respondents (58.6%) were satisfied or very satisfied with the availability of financial assistance to help cover the costs of their graduate program. Satisfaction levels ranged from 32.4% (Engineering) to 75% (Rehabilitation). Dissatisfaction ranged from 6.2% (Rehabilitation) to 41.1% (Engineering).

A majority of all respondents (59.2%) agreed or strongly agreed that the procedures used by their department for allocating financial aid were fair and equitable. Master of Business Administration respondents (48.3%) rated this item the lowest, and Master of Rehabilitation respondents (70.6%) rated it the highest. Dissatisfaction ranged from 2.8% (Doctorate) to 19.4% (Engineering).

When asked if the level of assistantship funding provided by their department was adequate to meet the needs of students being supported, a plurality of all respondents (46.4%) agreed or strongly agreed. Agreement ranged from 29.5% (Other Masters) to 53.4% (Rehabilitation). Disagreement ranged from 0% (Rehabilitation) to 48.2% (Engineering).

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%	2.1%	0.5%	23.7%	0.0%	33.3%	14.5%	65.9%	21.7%
Teaching Assistantship	3.8%	1.0%	1.0%	18.4%	0.0%	17.2%	25.8%	29.4%	12.7%
General Assistantship	19.2%	3.1%	1.5%	21.1%	0.0%	10.7%	11.3%	9.4%	8.1%
Graduate Instructor	0.0%	0.0%	0.0%	0.0%	0.0%	3.9%	16.1%	18.8%	4.6%
Graduate Fellowship	15.4%	4.2%	1.0%	0.0%	0.0%	2.3%	4.8%	17.6%	4.2%
Departmental/College Fellowship or Scholarship	53.8%	3.1%	5.2%	5.3%	66.7%	15.5%	22.6%	16.5%	14.1%
Student Loan	34.6%	45.8%	25.3%	21.1%	44.4%	31.4%	43.5%	21.2%	31.4%
Other	11.5%	21.9%	43.8%	10.5%	22.2%	17.5%	19.4%	17.6%	23.9%
No Grad Financial Assistance	15.4%	30.2%	32.5%	28.9%	0.0%	23.9%	17.7%	10.6%	24.3%
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	10.9%	6.9%	3.6%	23.2%	0.0%	6.5%	7.2%	2.5%	6.3%
Spouse	4.0%	3.7%	9.7%	4.9%	0.5%	7.7%	7.3%	2.8%	6.8%
Personal savings	21.7%	20.1%	23.6%	15.7%	13.6%	13.3%	14.0%	7.1%	16.4%
Employment	18.5%	32.3%	20.9%	18.2%	20.4%	27.4%	24.1%	17.7%	24.4%
Scholarships or fellowships	16.9%	7.3%	13.5%	9.9%	46.2%	8.2%	11.9%	19.4%	11.9%
Research/teaching assistantship	5.3%	1.0%	0.3%	12.6%	1.2%	17.7%	12.2%	42.0%	12.8%
Loans	20.6%	23.8%	17.4%	14.1%	16.4%	15.5%	20.8%	6.7%	16.5%
Other	2.9%	2.7%	9.1%	1.2%	1.8%	3.0%	0.8%	1.9%	4.0%

(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	16.0%	19.5%	38.1%	11.8%	37.5%	22.7%	21.2%	36.4%	26.5%
Satisfied	52.0%	37.7%	25.2%	20.6%	37.5%	33.1%	30.8%	33.8%	32.1%
Neutral	24.0%	24.7%	17.3%	26.5%	18.8%	20.8%	30.8%	19.5%	21.5%
Dissatisfied	0.0%	10.4%	8.6%	23.5%	0.0%	16.5%	11.5%	5.2%	11.9%
Very Dissatisfied	8.0%	7.8%	10.8%	17.6%	6.2%	6.9%	5.8%	5.2%	8.1%
The procedures and criteria used by my department for allocating financial aid were fair and equitable.									
Strongly Agree	30.4%	5.0%	24.5%	6.5%	29.4%	27.3%	13.0%	22.5%	21.7%
Agree	30.4%	43.3%	37.2%	32.3%	41.2%	34.7%	34.8%	46.5%	37.5%
Neutral	30.4%	38.3%	31.9%	41.9%	17.6%	25.5%	39.1%	28.2%	30.3%
Disagree	4.3%	8.3%	1.1%	9.7%	0.0%	8.3%	10.9%	1.4%	6.1%
Strongly Disagree	4.3%	5.0%	5.3%	9.7%	11.8%	4.2%	2.2%	1.4%	4.5%
The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.									
Strongly Agree	10.0%	0.0%	16.4%	6.9%	26.7%	17.6%	4.5%	16.4%	13.8%
Agree	30.0%	36.2%	26.0%	24.1%	26.7%	33.2%	25.0%	45.2%	32.6%
Neutral	35.0%	42.6%	45.2%	20.7%	46.7%	27.8%	38.6%	21.9%	32.2%
Disagree	10.0%	8.5%	6.8%	31.0%	0.0%	15.6%	20.5%	9.6%	13.4%
Strongly Disagree	15.0%	12.8%	5.5%	17.2%	0.0%	5.9%	11.4%	6.8%	7.9%

(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, Business Administration, Engineering, Science, Other Masters, and Doctoral respondents took their courses “face-to-face” on the Logan campus. Master of Education respondents were almost equally divided among on campus courses, courses at other USU locations, televised courses, and online courses. A majority of Master of Rehabilitation respondents took their courses online.

A majority of all respondents (70.1%) were satisfied or very satisfied with the overall quality of library collections of books and journals in their field of study. Masters of Accounting respondents (77.8%) marked this item the highest, and Master of Rehabilitation respondents (53.5%) marked it the lowest. Neutral responses on this item ranged from 14.5% (Other Masters) to 33.3% (Master of Rehabilitation).

Satisfaction with the overall quality of library collections of electronic journals in students' fields of study was ranked from 63.6% (Engineering) to 87% (Accounting). Notice that 26.7% of the Master of Rehabilitation respondents were dissatisfied or very dissatisfied with the electronic journals collection.

Satisfaction with the overall quality of obtaining library resource materials through interlibrary loan was rated from 50% (Accounting) to 86% (Doctoral). Thirty-one percent of the Master of Rehabilitation respondents were very dissatisfied or dissatisfied with this service.

A majority of all respondents (76.6%) were satisfied or very satisfied with the overall quality of computer access available in their department. Master of Accounting respondents (92.3%) rated this item the highest and Master of Rehabilitation respondents (63.7%) rated it the lowest. Dissatisfaction levels ranged from 0% (Rehabilitation) to 11.8% (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	96.6%	50.6%	20.3%	93.5%	33.7%	71.9%	70.6%	85.2%	59.7%
"Face-to-face" at other USU location	0.7%	42.2%	26.5%	0.0%	6.5%	3.2%	3.3%	0.6%	12.7%
Televised courses (JEN)	0.0%	3.7%	24.2%	3.3%	0.0%	14.6%	12.9%	2.9%	13.0%
Online courses	0.0%	1.3%	19.7%	0.4%	59.2%	6.1%	5.2%	1.5%	8.8%
Independent study courses	0.0%	2.1%	1.4%	2.2%	0.6%	1.6%	4.7%	4.8%	2.1%
Othter	2.7%	0.1%	7.0%	0.5%	0.0%	2.7%	2.1%	2.7%	3.2%
(This is a means report.)									
Overall quality of library collections of books and journals in my field of study.									
Very Satisfied	38.9%	19.7%	21.2%	9.1%	20.0%	21.3%	21.8%	27.7%	21.8%
Satisfied	38.9%	47.4%	50.3%	57.6%	33.3%	47.9%	56.4%	42.2%	48.3%
Neutral	16.7%	28.9%	23.8%	24.2%	33.3%	19.1%	14.5%	21.7%	21.6%
Dissatisfied	5.6%	3.9%	3.3%	6.1%	6.7%	9.0%	7.3%	6.0%	6.4%
Very Dissatisfied	0.0%	0.0%	1.3%	3.0%	6.7%	2.6%	0.0%	2.4%	1.9%
Overall quality of library collections of electronic journals in my field of study.									
Very Satisfied	43.5%	21.4%	24.7%	9.1%	13.3%	23.4%	22.8%	23.2%	23.2%
Satisfied	43.5%	51.2%	47.0%	54.5%	53.3%	49.5%	47.4%	42.7%	48.3%
Neutral	8.7%	26.2%	21.7%	27.3%	6.7%	16.8%	21.1%	23.2%	20.1%
Dissatisfied	4.3%	1.2%	5.4%	9.1%	20.0%	8.1%	8.8%	9.8%	7.1%
Very Dissatisfied	0.0%	0.0%	1.2%	0.0%	6.7%	2.2%	0.0%	1.2%	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
Overall quality of ability of obtaining library resource materials through interlibrary loan.									
Very Satisfied	33.3%	18.3%	21.7%	17.9%	15.4%	34.1%	38.0%	46.8%	30.8%
Satisfied	16.7%	43.3%	40.9%	53.6%	38.5%	42.9%	32.0%	39.2%	40.9%
Neutral	50.0%	35.0%	30.4%	28.6%	15.4%	19.5%	26.0%	10.1%	23.7%
Dissatisfied	0.0%	1.7%	5.2%	0.0%	7.7%	2.9%	4.0%	2.5%	3.2%
Very Dissatisfied	0.0%	1.7%	1.7%	0.0%	23.1%	0.5%	0.0%	1.3%	1.4%
Overall quality of computer access available in my department.									
Very Satisfied	42.3%	24.3%	35.4%	39.5%	36.4%	37.7%	31.4%	38.2%	35.6%
Satisfied	50.0%	51.4%	33.9%	47.4%	27.3%	38.8%	49.0%	40.8%	41.0%
Neutral	3.8%	18.9%	24.4%	7.9%	36.4%	15.4%	7.8%	13.2%	16.1%
Dissatisfied	3.8%	2.7%	4.7%	2.6%	0.0%	6.2%	11.8%	7.9%	5.7%
Very Dissatisfied	0.0%	2.7%	1.6%	2.6%	0.0%	1.9%	0.0%	0.0%	1.5%

(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 all respondents (75.7%) were satisfied or very satisfied with available information provided by the School of Graduate Studies about degree requirements. Levels of satisfaction among degree types ranged from 64.4% (Other Masters) to 87.5% (Master of Rehabilitation). Dissatisfaction ranged from 0% (Rehabilitation) to 17% (Other Masters).

When rating the helpfulness of the School of Graduate Studies in responding to students' questions and/or concerns, respondents rated them from 52.4% (Accounting) to 82.7% (Doctoral). Dissatisfaction ranged from 0% (Rehabilitation) to 19.1% (Accounting).

When students were asked if the thesis/dissertation guidelines and procedures were clear and reasonable, agreement ranged from 0% (Master of Accounting) to 62.4% (Master of Science). Disagreement ranged from 0% (Accounting, Business Administration, and Education) to 22.2% (Other Masters).

Seventy-six percent (Engineering) to 85.6% (Education) of the respondents were satisfied or very satisfied with the process of applying for graduate school at USU. Dissatisfaction ranged from 0% (Accounting and Rehabilitation) to 8.6% (Other Masters).

When asked about their satisfaction with the information and services provided by the Graduate Student Senate (GSS), respondents reported satisfaction levels ranging from 27.3% (Engineering) to 47.6% (Accounting). Dissatisfaction ranged from 3% (Education) to 19% (Accounting). Neutral ratings were high, 33.3% (Accounting) to 60.6% (Engineering). It would appear that either respondents were not familiar with the Graduate Student Senate and their functions or were not very impressed with them. There is obviously need for improvement here.

A majority of all respondents (55%) indicated that the School of Graduate Studies provided good information about filing for candidacy, program of study forms, and meeting deadlines, etc. The agreement levels ranged from 42.1% (Accounting) to 60.9% (Education). Dissatisfaction ranged from 5.6% (Rehabilitation) to 31.6% (Accounting).

When looking at satisfaction levels for the Teaching Assistant Workshop, it should be noted that only 90 respondents participated in the workshop. Of those respondents who participated in the workshop, only 82 rated the workshop. Of those who rated the workshop, a plurality of respondents (42.7%) agreed or strongly agreed that the workshop provided the content needed to help graduate students be effective teaching assistants or course instructors. Thirty-three percent of these respondents disagreed or strongly disagreed that the workshop provided the needed content.

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	30.8%	21.3%	29.9%	26.3%	25.0%	23.5%	23.7%	15.7%	24.4%
Satisfied	38.5%	51.1%	51.3%	55.3%	62.5%	50.3%	40.7%	62.7%	51.3%
Neutral	23.1%	23.4%	15.0%	13.2%	12.5%	17.3%	18.6%	14.5%	17.2%
Dissatisfied	0.0%	3.2%	2.7%	5.3%	0.0%	5.2%	13.6%	6.0%	4.8%
Very Dissatisfied	7.7%	1.1%	1.1%	0.0%	0.0%	3.6%	3.4%	1.2%	2.3%
Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.									
Very Satisfied	28.6%	25.3%	27.6%	23.3%	25.0%	22.0%	30.5%	29.6%	25.5%
Satisfied	23.8%	42.9%	48.1%	43.3%	43.8%	47.5%	39.0%	53.1%	46.1%
Neutral	28.6%	25.3%	20.4%	30.0%	31.2%	26.1%	23.7%	13.6%	23.5%
Dissatisfied	14.3%	5.5%	3.3%	3.3%	0.0%	2.4%	6.8%	3.7%	3.7%
Very Dissatisfied	4.8%	1.1%	0.6%	0.0%	0.0%	2.0%	0.0%	0.0%	1.2%
School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable. (for PhD & Plan A only)									
Strongly Agree	0.0%	0.0%	19.4%	12.5%	42.9%	19.6%	3.7%	7.3%	14.3%
Agree	0.0%	25.0%	32.3%	25.0%	0.0%	42.8%	51.9%	46.3%	41.0%
Neutral	100.0%	75.0%	48.4%	50.0%	42.9%	23.2%	22.2%	28.0%	30.6%
Disagree	0.0%	0.0%	0.0%	0.0%	14.3%	9.4%	18.5%	12.2%	9.4%
Strongly Disagree	0.0%	0.0%	0.0%	12.5%	0.0%	5.1%	3.7%	6.1%	4.6%

	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	23.1%	23.2%	34.8%	18.9%	26.7%	26.3%	19.0%	20.7%	26.4%
Satisfied	57.7%	55.8%	50.8%	56.8%	53.3%	57.5%	65.5%	59.8%	56.4%
Neutral	19.2%	16.8%	11.2%	16.2%	20.0%	11.7%	6.9%	17.1%	13.0%
Dissatisfied	0.0%	3.2%	2.7%	8.1%	0.0%	2.9%	3.4%	2.4%	3.0%
Very Dissatisfied	0.0%	1.1%	0.5%	0.0%	0.0%	1.6%	5.2%	0.0%	1.2%
Information and services provided by the Graduate Student Senate (GSS).									
Very Satisfied	9.5%	8.3%	22.0%	6.1%	21.4%	11.7%	14.9%	15.7%	13.6%
Satisfied	38.1%	27.8%	25.0%	21.2%	21.4%	25.7%	25.5%	31.4%	26.6%
Neutral	33.3%	47.2%	50.0%	60.6%	42.9%	48.6%	46.8%	44.3%	48.0%
Dissatisfied	9.5%	12.5%	2.0%	6.1%	14.3%	9.0%	8.5%	4.3%	7.6%
Very Dissatisfied	9.5%	4.2%	1.0%	6.1%	0.0%	5.0%	4.3%	4.3%	4.1%
The School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc.									
Strongly Agree	5.3%	7.1%	20.1%	10.8%	22.2%	14.4%	8.5%	9.4%	13.8%
Agree	36.8%	42.9%	40.8%	37.8%	33.3%	39.9%	45.8%	45.9%	41.2%
Neutral	26.3%	35.7%	22.5%	43.2%	38.9%	28.2%	23.7%	31.8%	28.6%
Disagree	21.1%	11.4%	11.2%	5.4%	5.6%	11.3%	16.9%	7.1%	11.1%
Strongly Disagree	10.5%	2.9%	5.3%	2.7%	0.0%	6.2%	5.1%	5.9%	5.3%
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	0.0%	100.0%	0.0%	100.0%	0.0%	11.4%	7.7%	8.7%	12.2%
Agree	0.0%	0.0%	0.0%	0.0%	0.0%	25.0%	38.5%	39.1%	30.5%
Neutral	0.0%	0.0%	0.0%	0.0%	0.0%	20.5%	23.1%	34.8%	24.4%
Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%	23.1%	8.7%	20.7%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	15.9%	7.7%	8.7%	12.2%

(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 "Utah State 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 experiences as a graduate student at USU, what did the university or your department do well?" Comments are arranged by the following topics:

- Advising/Graduate Committee
- Courses/Program
- Department
- Distance Education
- Education
- Environment
- Faculty
- Financial Aid
- Requirements
- Research
- Resources
- School of Graduate Studies
- Staff

The majority of comments centered on the topics: Faculty, Department, Courses/Programs, Advising, Distance Education, Education and Environment. Numerous respondents indicated that faculty were high quality, world renowned, supportive, helpful, kind, very knowledgeable, etc. Many thought professors were very involved with them as students and were great mentors. They said professors were easy to contact and responsive to their questions. Many were impressed with faculty members credentials. Many said that professors presented them with "real world projects". Numerous times respondents commented on how willing professors were to help them.

Many respondents indicated that their department was supportive, informative, helpful, etc. Respondents also compliment department staff for their kind and helpful manner. Many said communication was good.

When talking about courses/programs, respondents thought programs were flexible and they were able to work their courses around the busy demands on students' lives, especially "unforeseen life situations". Respondents thought courses were rigorous and challenging. They said that courses were well taught. They indicated that classes were offered when they needed them. Many respondents said their courses had "real life application".

Distance Education was praised for making programs accessible to student outside of Logan. Respondents were happy with the "expanding availability of courses off-campus". Respondents said that Distance Education had "great evening/weekend programs for full time working students". Many respondents were "impressed with the cohort training before the first semester and they enjoyed their cohort group". Respondents said they "provided quality education in my rural setting."

Comments on respondents' education in general were numerous. Many felt that the University provided a "well-rounded academic experience", or said they received a "great education" from "dedicated professors".

When talking about the University environment many respondents' complimented the facilities, the helpfulness of the staff, the accessibility of information, the comfortable atmosphere, etc. Respondents thought that it was "a good environment to excel".

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

- Advising
- Career Placement Service
- Communication
- Courses
- Department/Program
- Distance Education
- Excellent Experience
- Facilities
- Faculty
- Financial Aid
- Forms/Deadlines/Requirements
- Health Care/Health Insurance
- Research
- School of Graduate Studies
- Services
- Technology
- Tuition
- Utah State University

The topics with the most number of comments were: Department/Program, Courses, Distance Education, and Forms/Deadlines/Requirements.

A number of students complained about program changes that affected them during their school tenure. Many respondents felt that the department could provide student jobs and better funding. Many respondents said that they need the departments to provide better information on dates, deadlines, and requirements. They wanted departments to offer more course options. Many respondents wanted departments to let them know sooner about the availability of courses so that they could plan ahead. Some said calls and emails to departments went unanswered. Several respondents wanted "better opportunity for thesis completion within coursework". Many respondents wanted better communication between the department and School of Graduate Studies.

Many respondents wanted more course offerings with a wider range of topics. Some respondents complained about classes being "just power-point presentations" with little teaching. Many felt that their courses were not applicable to the "real world and job knowledge". Some respondents were having a difficult time with course schedules as it related to the times classes were held and their need to be employed.

Many Distance Education respondents wanted more online courses. Many respondents had difficulty getting help over the phone when calling campus. Some respondents wanted to be included in employer recruiting, "I didn't know the Big 4 accounting firms visited the USU campus until it was too late". Ed-Net respondents wanted more classes. Some respondent said registration needed to be easier for Distance Education students. Many felt a need for better communication between the department, School of Graduate Studies, and faculty. Some said there was a need to "be more flexible and accommodating for students who can't run around to committee members and get signatures, look at electronic signatures". Some Distance Education respondents felt that some departments were "not set up at all to accommodate long distance full-time working students".

Forms/Deadlines/Requirements is an area that many respondents complained about. Many respondents wanted some type of a check list for all forms that needed to be turned and said the list should include deadlines. Many wanted forms and requirements to be made available on the web. Some respondents indicated offices needed to “better explain requirements, paperwork, where to get forms, and deadlines. This was especially important for those respondents as it related to thesis and graduation requirements. Some indicated that the “graduation requirement sheet is written poorly” and as such “each faculty has their own opinion of what it means”.

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)



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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.

APPENDIX B

WRITTEN COMMENTS

“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 graduate student at USU, what did the university or your department do well?
Advising/Graduate Committee
GREAT ACADEMIC ADVISOR. COULDN'T HAVE DONE IT WITHOUT MS RANSOM'S HELP.
THEY KEPT PUSHING ME TO FINISH.
ENCOURAGED AND SUPPORTED ME :)
SINCE YOUR EXPECTING MY FRANK OPINION, I'LL GIVE IT. MY DEPARTMENT CHAIR AND DISSERTATION CHAIR WERE PERSONALLY SUPPORTIVE, BUT MOST IMPORTANTLY THEY STAYED OUT OF MY WAY.
HELPED ME PLAN AND FIND WAYS TO REACH MY GRADUATION GOAL.
MY ADVISOR WAS EXCELLENT.
HELPFUL ADVICE ON OBTAINING THE DEGREE.
LOOKED AFTER ME AND HELPED ME NAVIGATE INTRICACIES OF BEING A FOREIGN STUDENT...WERE ALWAYS VERY HELPFUL!
GREAT MENTORING.
COURTEOUSNESS, PROMPT RESPONSES. THE INFORMATION I RECEIVED ON COURSES OFFERED AND WHAT I NEEDED TO DO EVERY STEP OF THE WAY WAS TIMELY AND CLEAR.
KEPT ME ON THE RIGHT PATH TO GRADUATE.
MADE INFORMATION AVAILABLE ABOUT MY PROGRAM OF STUDY. I ALSO HAD A GREAT ADVISOR.
HAD CONSTANT COMMUNICATION WITH ME ABOUT ALL ASPECTS OF MY PROGRAM.
MAKE SURE WE KNEW WHAT THE REQUIREMENTS WERE AND KEPT TRACK OF OUR PROGRESS EACH SEMESTER.
MARY LEE ANDERSON DID A GREAT JOB AT LETTING US KNOW WHAT NEEDED TO BE DONE TO HAVE EVERYTHING IN ORDER - SHE WAS ALWAYS A GREAT RESOURCE.
MY CHAIR WAS GREAT. I HAD COMMITTEE MEMBERS FROM SEVERAL DIFFERENT AREAS, AND AT THE END THEY WEREN'T QUITE ALL ON THE SAME PAGE WHEN I NEEDED THEM TO BE.
THE MBA ADVISOR WAS ABSOLUTELY AMAZING.
GREAT ADVISORS.
I HAD A GREAT ADVISOR.
MY ADVISOR, CAMILLE ODELL, WAS ACTIVELY INVOLVED IN ASSISTING ME THROUGH MY PROGRAM, HELPING ME SUCEED, WRITING RECOMMENDATION LETTERS FOR JOBS, AND COMPLETING NECESSARY REQUIREMENTS.
HELPED ME PLAN WHICH CLASSES TO TAKE AND WHEN TO TAKE THEM.
OPEN DOOR POLICY OF MY ADVISOR.
GUIDED ME THROUGH THE WHOLE PROCESS.
GREAT ADVISING.
HELPED ENSURE I TOOK THE RIGHT CLASSES TO GRADUATE.
MY COMMITTEE WAS VERY SUPPORTIVE & HELPFUL.
ADVISING.
MAJOR ADVISORS WERE VERY KNOWLEDGABLE AND HELPFUL.
THE DEPARTMENT ADVISOR WAS AWESOME! SHE REALLY CARES ABOUT STUDENTS AND IS CONTINUALLY CHECKING THEIR PROGRESS.
HAVING KATHY MCCONKIE AS AN ADVISOR WAS WONDERFUL. (AND GAYLA). IF I HAD ANY QUESTIONS SHE ANSWERED OR FOUND THE ANSWER FOR ME. THE DEPARTMENT CATERED TO THE MBA STUDENT NEEDS VERY WELL. ENJOYED THE PROGRAM MUCH MORE THAN MY BUSINESS UNDERGRAD.

SYLVIA BEAD, ADVISOR, HELPED.

I HAD A *GREAT* ADVISOR AND MOST OF MY CLASSES WERE AWESOME!

MY DEPARTMENT ADVISOR WAS ALWAYS FRIENDLY, AVAILABLE, AND HAD THE ADVICE AND ANSWERS I NEEDED.

DID WELL IN HELPING STUDENTS KNOW WHAT CLASSES TO SIGN UP FOR AND ADVISING THOSE THAT HAD PROBLEMS

PUT TOGETHER A COURSE OF STUDY WHICH ALLOWED ME TO MAXIMIZE MY TIME IN GETTING MY DEGREE (NIGHT AND SUMMER

ONE ON ONE GUIDANCE WAS VERY WELL DONE.

MY ADVISOR DEE CHILD WAS EASY TO CONTACT AND ALWAYS WAS HELPFUL. THEY ALSO PROVIDED MANY RESOURCES FOR ME NOW AND THE FUTURE!

MAKE SURE I WAS MEETING GRADUATE SCHOOL REQUIREMENT DEADLINES.

HAD CONSTANT INTERACTION WITH ME AND WARNED ME IF I WAS ABOUT TO MAKE MISTAKES, ALERTED ME WHEN I FORGOT DEADLINES.

IN GENERAL SHOWED ME HOW MUCH THEY CARED FOR ME AND GRAD STUDENTS.

RESPOND PROMPTLY AND THOROUGHLY TO QUESTIONS AND CONCERNS I HAD. THEY ALSO NOTIFIED ME OF REQUIREMENTS FOR MY FIELD OF STUDY.

HELPED ME TO TAKE A DIVERSITY OF CLASSES, CLASSES THAT HELPED DIRECTLY WITH MY PROFESSION.

INFORM ABOUT DEGREE REQUIREMENTS AND DEADLINES.

THEY EXPLAINED WHAT AND WHEN I NEEDED TO COMPLETE MY DEGREE.

KEPT ME NOTIFIED OF IMPENDING DEADLINES AND CURRENT SCHOOL COUNSELOR POSITIONS.

RUTH STRUYK AND TODD CAMPBELL HAVE BEEN GREAT AS ADVISORS.

KEPT ME INFORMED ABOUT DEPARTMENTAL/FACULTY CHANGES THAT WOULD AFFECT ME.

GET ME THROUGH QUICK.

ADVISOR WAS QUICK TO HELP W/QUESTIONS.

DAVID VERNON, THE ARL COORDINATOR, WAS GREAT. HE REALLY KEPT ME ON TRACK.

THE DEPARTMENT DID A GREAT JOB OF INFORMING ME WHAT CLASSES AND REQUIREMENTS I NEEDED TO FULFILL. JANET BRINGHURST WAS VERY HELPFUL AND RESPONSIVE. MADE ME FEEL AS THOUGH WE WERE A TEAM, WORKING TOGETHER.

THE AVAILABILITY OF EXTRA HELP OR INFORMATION FROM THE PROFESSORS AND ADVISOR WAS VERY GOOD.

MY ADVISOR WAS READILY AVAILABLE TO ANSWER QUESTIONS.

PROVIDED ME WITH AN AMAZING SUPERVISORY COMMITTEE TO HELP ME DO MY BEST.

MY MAJOR PROFESSOR AND GRADUATE COMMITTEE WERE EXTREMELY HELPFUL AND CONSIDERATE OF MY EFFORTS AND GOALS!

SINGLE-HANDEDLY, MY ADVISOR WAS ATTENTIVE AND WENT OUT OF HIS WAY TO ENSURE THAT I WAS EXPERIENCED IN MY FIELD.

THEY COMMUNICATED THE REQUIREMENTS EXTREMELY WELL!

KEPT US INFORMED OF ACTIVITIES AND DATES FOR REQUIREMENTS.

TAILORED THE PROGRAM FOR ME AND CLASSES WERE AVAILABLE.

MY GRADUATE DEPARTMENT ADVISOR WAS THE MOST HELPFUL: HE FOLLOWED THROUGH ON THINGS AND MADE SURE I WAS ON TRACK.

WORKED WITH THE STUDENTS WELL AND KEPT THEM INFORMED.

EMAIL REMINDERS.

MY ADVISOR WAS QUICK TO RESPOND TO MY NEEDS.

CLARITY IN THE DIRECTION TO BE GIVEN TO THE GRADUATE STUDENTS.

ANSWERED QUESTIONS.

PROCEDURE TO COMPLETE MS DEGREE VERY CLEARLY DEFINED. LIKE THIS QUALITY OF INSTRUCTION.

BONNIE OGDEN IS WONDERFUL - I COULD NOT BE HERE AND WOULDN'T EVEN HAVE GOTTEN INTO THE PROGRAM WITHOUT HER ADVICE.

SHE KNEW EVERYTHING ABOUT GRADUATE STUDY AND GAVE ME A DIRECTION.

THEY HELPED ME TOWARDS THE END OF THE PROGRAM IN DETERMINING WHAT COURSES WERE LEFT FOR ME TO TAKE.
MY GRADUATE ADVISOR, SYLVIA READ, WAS EXCELLENT IN PROVIDING ME WITH THE NECESSARY INFORMATION AND ENCOURAGEING ME TO GRADUATE.
ADVISOR DID A SUPERB JOB OF INFORMING ALL STUDENTS OF EVENTS, DEADLINES, PAPERWORK, ETC...
WALKED ME THROUGH THE PROCESS STEP BY STEP.
CONTINUED SUPPORT AND DIRECTION AS SOLICITED.
THEY DID A GREAT JOB OF GUIDING ME AND MAKING SURE I HAD A PLAN AND KNEW WHAT CLASSES TO TAKE.
I APPRECIATED THE HELPFULNESS OF MY ADVISORS AND PROFESSORS.
OUR ADVISOR WAS ORGANIZED AND ATTENTIVE TO PROBLEMS AND CONCERNS, WORKED WITH ME WELL.
Courses/Program
WONDERFUL CLASSES WITH EDUCATED AND PASSIONATE PROFESSORS!
PROVIDED A GREAT VARIETY OF COURSES TAUGHT BY PROFESSIONALS IN THE COUNSELING PROFESSION.
USU PROVIDED GOOD COURSE WORK PROGRAMS TO HELP ACTUAL RESEARCHERS.
FLEXIBILITY OF PROGRAM.
THE DEPARTMENT (MAE) OFFERED ME GREAT OPPORTUNITIES OF CONFERENCE ATTENDANCE BY TRAVEL FUND SUPPORT.
MY EXPERIENCE AS A GRADUATE STUDENT AT USU AND PARTICULARLY AT THE DEPARTMENT OF STATISTICS WAS WONDERFUL.
THEY COMMUNICATED WELL WITH STUDENTS ABOUT CLINICAL CLOCK HOURS. THEY MADE SURE EXTERNSHIP PLACEMENTS WERE SUCCESSFUL. THEY MADE SURE WE WERE COMPETENT IN ALL THE AREAS WE NEEDED TO BE TO BE CERTIFIED SPEECH LANGUAGE PATHOLOGISTS.
THE PROGRAM WAS FLEXIBLE AND DESIGNED FOR WORKING PROFESSIONALS. THE QUALITY OF INSTRUCTORS WAS MOSTLY EXCELLENT.
SEVERAL VERY WELL TAUGHT CLASSES AND GOOD PROFESSORS.
PROVIDED A FLEXIBLE PH.D. PROGRAM TO MEET MY NEEDS AND INTERESTS.
GIVEN THE SHORT DURATION OF MY PROGRAM, THE SCHOOL EXCELLED AT PROVIDING MANY COURSES THAT CATERED TO MY NEEDS AND OFFERED A GREAT IN DEPTH LOOK AT KEY BUSINESS CONCEPTS.
MOST CLASSES HAD GOOD INSTRUCTORS, KEPT SMALL CLASS SIZES AND INSTRUCTORS WERE AVAILABLE TO ANSWER QUESTIONS.
EXCELLENT, RELEVANT MFT CLASSES.
CLASSES WERE OFFERED ON CONSISTENT NIGHTS AT CONSISTENT TIMES. THE COURSE WE WOULD BE TAKING WERE LAID OUT WELL IN ADVANCE.
STARTING CLASSES THAT PROVIDED VARIOUS A SOLID BASE FOR PROFESSIONAL SKILLS.
PROVIDING PLENTY OF OPPORTUNITIES TO MEET WITH ACCOUNTING FIRMS.
GOOD CLASSES.
COURSE SELECTION IN RIF WAS SMALL BUT PROFESSORS WERE WILLING TO HELP ME FIND APPLICABLE SPECIAL TOPICS COURSES.
GOOD PROGRAM, EASILY DONE.
ENOUGH AVAILABLE COURSES.
COURSE WORK.
WELL PLANNED PROGRAM CONSIDERING I WAS IN THE FIRST COHORT. THE ORGANIZERS (DR.S BYRNES, STRAQUADINE, THOMAS) WERE ACCOMODATING AND LISTENED.

PROVIDED COURSEWORK IN A FLEXIBLE PROGRAM THAT WORKED WELL FOR BUSY PEOPLE. THEY WERE ALSO VERY FLEXIBLE IN CHOOSING COURSES NEEDED AND THE INSTRUCTORS WERE COMPASSIONATE AND FLEXIBLE REGARDING UNFORSEEN "LIFE" SITUATIONS.

THEY THOUGHT OUTSIDE THE BOX. CLASSES WERE NON-TRADITIONAL. THEY TRIED TO MAKE US LEARN BY DOING AND BY TEACHING EACH OTHER.

I FOUND THAT THE COURSES TAUGHT BY THE EL ED PROFESSORS WERE VERY WELL TAUGHT.

THE HR PROGRAM IS STAFFED WITH EXTREMELY KNOWLEDGABLE AND APPROACHABLE PEOPLE. I HAVE MUCH RESPECT FOR MY PROFESSORS.

GOOD COURSES.

GREAT CLASSES.

ALLOW FOR MORE LEARNING BY NOT SWAMPING WITH BUSY WORK.

CLASSES WERE EXTREMELY RIGOROUS AND CHALLENGING.

THE GROUP PROJECTS WERE VERY USEFUL.

DEPTH OF COURSES WAS ALSO QUITE GOOD AND THE MATERIAL CHALLENGING.

THE QUALITY OF THE COURSES WAS GOOD.

HAVE A WELL PLANNED PROGRAM.

GOOD PROGRAM FORMAT AND SCHEDULING FOR ACCELERATED PROGRAM. ALSO, VERY GOOD EXPERIENCE WITH "COHORT" STUDENT GROUP.

IT WAS WELL HANDLED AND I COULDN'T HAVE DONE THIS HAD THE PROGRAM NOT BEEN IN PLACE.

COURSEWORK WAS VERY UP-TO-DATE AND APPLICABLE TO THE INDUSTRY. GRADUATE LEVEL CLASS SIZES MADE IT POSSIBLE TO HAVE BETTER INTERACTION WITH THE PROFESSOR.

PROVIDED THE COURSES I NEEDED AS I NEEDED THEM.

THE UNIVERSITY OFFERED COURSES AT TIMES I COULD TAKE THEM AND STILL TEACH FULL TIME.

EXCELLENT SELECTION OF COURSES.

IMPROVE THE PROGRAM - FOR EXAMPLE, INCLUDE INTERNSHIP PREP COURSE.

THE CLASSES I NEEDED WERE OFFERED WHEN I NEEDED THEM.

I FEEL LIKE SOME OF THE COURSES WERE VERY INTERESTING AND STRUCTURED WELL.

THE FLEXIBILITY OF YOUR PROGRAMS/CLASSES ALLOWED ME TO GO AT MY OWN PACE. THE OPPORTUNITIES TO TAKE CLASSES OFF CAMPUS WAS ALSO ANOTHER WAY I WAS ABLE TO CUT DOWN ON TRAVEL AND THEREFORE COMPLETE MY CLASSES EASIER (MORE CONVIENENT).

THEY PROVIDED A BROAD RANGE OF CLASSES THAT WERE PREPARED WELL.

PROVIDE KNOWLEDGE THROUGH THEIR COURSES.

THE GRADUATE LEVEL COURSES WERE VERY GOOD WITH A MIX OF TEACHING STYLES AND REAL LIFE EXAMPLES.

THEY PROVIDED INTERESTING AND HELPFUL CLASSES THAT ALLOWED ME TO LEARN AND GAIN INTEREST IN MANY TOPICS OF COMPUTER SCIENCE.

EXCELLENT CLASSES.

THE CLASSES PROVIDED WERE EXCELLENT. ALL OF THE INFO WAS VERY APPLICABLE TO MY CAREER.

COURSES.

TIME OF CLASSES.

MATERIAL COVERED IN CLASSES WAS GOOD. SOME PROFESSORS WERE HELPFUL.

THE PRACTICUM WAS VERY HELPFUL.

PROVIDED CONVENIENT LOCATION FOR CLASSES.
BROAD, GENERAL APPLICATION OF COURSE CONCEPTS AND OBJECTIVES
EXCELLENT STUDY PROGRAM.
MOST OF THE COURSE WORK WAS OF A GOOD QUALITY.
PROVIDE TUESDAY-THURSDAY CLASSES TO ACCOMODATE STUDENTS WITH JOBS.
ARL PROGRAM AVAILABILITY.
WELL PLANNED PROGRAM.
ADAPT THE PROGRAM AND SCHEDULE OF STUDY TO ALLOW FOR WORKING PROFESSIONALS TO ATTEND--FLEXIBILITY WAS GOOD.
GREAT CLASS.
CREATED TIME SLOTS FOR CLASSES THAT WORKED WELL WITH MY SCHEDULE.
OFFERED A PROGRAM THAT MET MY NEEDS AT A REASONABLE PRICE.
STRUCTURED THE PROGRAM VERY WELL.
I LIKED THE CASE STUDIES INCLUDED IN THE CLASSES. I ESPECIALLY ENJOYED THE BRANDMAPS SIMULATION IN BA 6520.
OFFERED CLASSES AT A CONVENIENT DAY AND TIME FOR STUDENTS WHO WORK.
COURSEWORK, EMPLOYMENT, ASSIGNMENTS, PROJECTS.
LINK CLASS PROJECT WITH REAL-WORLD PROJECTS.
I AM VERY SATISFIED WITH EVERYTHING. IT WAS A GOOD PROGRAM.
COURSES OFFERED WHEN I NEEDED THEM.
THE COURSEWORK AND PROFESSORS WERE ALL EXCELLENT.
COURSES WERE RELEVANT TO THE TOPIC AND THE FACULTY IN THE FOLKLORE PROGRAM WERE VERY HELPFUL.
PROVIDED AN OUTREACH PROGRAM THAT ALLOWED ME TO OBTAIN MY DEGREE.
I FELT THE CLASSES WERE BENEFICIAL TO MY GROWTH AND WELL-BEING.
PROVIDE AMPLE CLASSES DURING SUMMER SO WE COULD GET OUR HOURS IN. FOR THE MOST PART, THE CLASSES WERE APPLICABLE TO MY CAREER.
ROPES COURSE - WE GOT TO KNOW EACH OTHER.
SUMMER COURSES (COMPACTED) AVAILABLE!
CLASSES WITH REAL LIFE APPLICATION, WORKING WITH REAL COMPANIES AS EXPERIENCED IN RANDY COOK'S CLASSES.
PROVIDED COURSES I NEEDED.
GOOD ORIENTATION AT THE BEGINNING OF THE PROGRAM.
OFFERING A WEEKEND MBA PROGRAM IN LOGAN WAS OUTSTANDING AND REALLY THE ONLY WAY I COULD HAVE PARTICIPATED DUE TO MY FULL-TIME JOB.
MAKE COURSE WORK APPLICABLE TO WORK RELATED GOALS. FOLLOW-UPS TO SEE IF COURSE WORK IS BEING USED IN FIELD.
FLEXIBLE DELIVERY SCHEDULE.
IT WAS A REALLY GOOD PROGRAM.
THE COURSE OF STUDIES, HELP ON MY MASTERS PROJECT.
OFFERED A FLEXIBLE PROGRAM FOR WORKING PROFESSIONALS.
VERY INFORMATIVE CLASSES.
PROVIDING ME WITH AN EXCELLENT PROJECT THAT HELPED DEVELOP MY SKILLS AS A SCIENTIST.
PROVIDING RELEVANT COURSEWORK AND MATERIALS TO DEEPEN STUDENT KNOWLEDGE.
EXCELLENT COURSEWORK AND GRADUATE COMMITTEE DIRECTION.
HAD REALLY INTERESTING COURSES.

THE EDUCATION COURSES WERE SUPERB - TOP LINE. I USE THE INFO GAINED FROM THOSE COURSES EVERY DAY.
THE PROGRAM WAS WELL ORGANIZED AND HAD USEFUL CLASSES.
CLASSWORK WAS GOOD. INSTRUCTOR FEEDBACK WAS HELPFUL.
PRESENT INFORMATION, COURSES THAT ARE RELEVANT TO MY PROFESSION.
MY COURSEWORK HAS BEEN WELL PLANNED OUT.
THEY TAUGHT CLASSES IN A VARIETY OF SUBJECTS THAT INCLUDED COURSEWORK RELATED TO MY FUTURE PROFESSION.
THEY HAD THE BEST PROGRAM.
READING ENDORSEMENT CLASSES WERE SUPER HELPFUL.
THE PROGRAM WAS OUTLINED VERY WELL.
THE FLEXIBILITY OF THE PROGRAM HAS BEEN VERY NICE.
Department
DEPARTMENT HEAD (DR. R. SIMS) AND DEPARTMENT SECRETARIES HELPED ME A LOT IN MATTERS RELATED TO ACADEMICS AS WELL AS IN MY FINANCIAL NEEDS.
MY DEPARTMENT HAS A PRGRAM CALLED "CONCURRENT" AND THIS PROGRAM HAS BEEN REALLY HELPFUL TO COMPLETE MY MS DEGREE, VERY HELPFUL.
MY DEPARTMENT HAS EXCELLENT PROFESSORS WHO MAKE THEMSELVES VERY AVAILABLE TO STUDENTS.
I FELT THAT THE DEPARTMENT WAS VERY SUPPORTIVE IN TERMS OF HELPING ME DO WHAT WAS MOST IMPORTANT - LEARNING HOW TO CONDUCT VERY SOLID RESEARCH - WHILE MINIMIZING DISTRACTIONS BY MAKING SURE THAT FUNDING WAS COVERED AND RED TAPE TAKEN CARE OF.
DEPARTMENT - VERY HELPFUL WITH THE WHOLE PROCESS, ENCOURAGED ME WHEN THINGS BECAME OVERWHELMING :)
COLLEGIAL DEPARTMENT. YOU COULD ASK ANYONE FOR HELP. BIOL DEPT HAS A GREAT SUPPORT STAFF.
I THINK MY DEPARTMENT WAS *VERY GOOD* AT MAKING SURE THEY GOT THE MOST MONEY FROM STUDENTS AND RESEARCH GRANTS WITHOUT PUTTING FORTH ANY EXTRA EFFORT ON THEIR PART.
FLEXIBLE AND LET ME TAKE CLASSES THAT WOULD BENEFIT ME RATHER THAN FORCING ME TO TAKE CLASSES I HAD ALREADY TOOK.
I ENJOYED OUR INITIAL INTRODUCTION/CLASS/ACTIVITY PRIOR TO THE START OF SCHEDULED CLASSES.
THE DEPARTMENT WAS UNITED. TREATED STUDENTS FAIRLY AND TREATED AS COLLEGUES. I APPRECIATED THE OPEN DOOR POLICY AND THE OPPORTUNITIES TO ASK QUESTIONS AND SEE CLARIFICATION. PREPARED ME FOR THE PROFESSIONAL WORLD.
THE DEPARTMENT DID AN EXCELLENT JOB OF PROVIDING A POSITIVE ATMOSPHERE FOR THE GRADUATE STUDENTS.
THE DEPARTMENT WAS VERY HELPFUL IN INFORMING ME OF REQUIREMENTS AND CLASSES, AND CHECKING WITH ME TO MAKE SURE I WAS ON TRACK FOR GRADUATION.
EVERYTHING. DEPARTMENT IS EXCELLENT!
THE DEPARTMENT WAS STUDENT FOCUSED.
MY DEPARTMENT PROVIDED ME WITH ANE EXCELLENT SCHOLARSHIP, A VARIETY OF EXTERNSHIPS, AND A WONDERFUL FACULTY. FROM MY EDUCATIONAL EXPERIENCES, I FEEL WELL-PREPARED TO ENTER THE JOB MARKET.
IN 5 YEARS OF WORKING WITH THE EDUCATION DEPARTMENT I HAVE NO COMPLAINTS. THE EXPERIENCE COULD NOT HAVE BEEN BETTER.
GREAT MENTORING. MADE ME FEEL LIKE AN INTEGRAL PART OF THE DEPARTMENT.
ORIENTING TO THE GRAD PROGRAM.
THE COURSEWORK AND ADVISING OF MY MAJOR PROFESSOR WAS EXCELLENT.
MY DEPARTMENT OFFERED A LOT OF INTERESTING CLASSES. THE OPPORTUNITY TO BE A GI WAS WONDERFUL.

THEY WERE ORGANIZED AND THERE SEEMED TO BE VERY FEW COMMUNICATION PROBLEMS. THE PEOPLE IN MY PROGRAM SHOWED A GREAT DEAL OF CONCERN FOR THE STUDENTS.
MY DEPARTMENT WAS VERY EFFECTIVE AND INFORMATIVE.
DEPARTMENT DID AN EXCELLENT JOB OF PREPARING ME FOR CLINICAL WORK.
THE DEPARTMENT WAS VERY GOOD AT LETTING ME KNOW WHAT I NEEDED TO TURN IN AND WHEN TO DO IT.
GREAT PROFESSORS IN THE MBA DEPARTMENT.
THE DEPARTMENT INFORMED ME OF DEADLINES.
MY AFFILIATION WITH THE CENTER FOR ADVANCED IMAGING LADAR AND SDL WERE GOOD EXPERIENCES.
I CHANGED FROM A PLAN A TO A PLAN C: I WAS SO GLAD THAT THE DEPARTMENT WAS SO FLEXIBLE.
THEY GAVE US A RUNDOWN OF THE ENTIRE PROGRAM AND FOLLOWED THROUGH IN NOTIFICATIONS NECESSARY.
THEY WORKED WELL WITH ME TO GET ME A SCHEDULE SO THAT I COULD FINISH IN TIME.
HELPFULNESS OF THE DEPARTMENT IN RESPONDING TO QUESTIONS AND CONCERNS.
THEY OUTLINED MY PROGRAM, SENT AN ADVISER TO HELP ANSWER QUESTIONS, WHENEVER I CALLED I WAS TREATED WITH CURTESY AND MY QUESTIONS WERE ANSWERED AND RETURNED IN A TIMELY MANNER. I ALSO FEEL THE STAFF IS EXCELLENT AND VERY QUALIFIED TO TEACH.
THE SPED DEPT SECRETARY WAS EXTREMELY HELPFUL AND MY MOST VALUABLE RESOURCE.
KEPT IN CONTACT WITH STUDENTS.
THE DEPARTMENT CREATED A VERY CLEAR ORDER OF OPERATIONS REQUIRED TO COMPLETE MY DEGREE. I ALWAYS KNEW WHAT WAS EXPECTED OF ME.
IT HAS BEEN FAIRLY STRAIGHT FORWARD (MEANING THE REQUIREMENTS). THE DEPARTMENT HAD BEEN PRETTY GOOD AT ADDRESSING STUDENT CONCERNS.
GOOD COMMUNICATION OF REQUIRED COURSES AND CREDITS DURING EACH SEMESTER.
WILLINGNESS TO HELP AND FACILITATE COURSES TO WORK INTO SCHEDULES OF THOSE THAT ARE ALREADY WORKING.
HELP ME FIX MY SCHEDULE WHEN I TEMPORARILY MOVED OUT OF STATE.
SEND ME TO TEXAS SCHOOL FOR DEAF FOR MY STUDENT TEACHING EXPERIENCE.
WHENEVER ANY MBA STUDENT HAD A CONCERN WITH CLASS RELEVANCE TO THE PROGRAM, CONCERNS WERE ALWAYS TAKEN SERIOUSLY AND ADDRESSED.
UTAH STATE IS AMAZING. THE PSYCHOLOGY DEPARTMENT IS WELL-RUN AND VERY PROFESSIONAL.
THEY MADE IT VERY EASY TO COMPLETE MY COURSEWORK WITHOUT WORRYING ABOUT INTRICATE PAPERWORK. THE PAPERWORK WAS EASY TO FILL OUT AND I WAS REMINDED MANY TIMES.
DEPARTMENT DID WELL IN PREPARING ME FOR CERTIFICATION IN MY FIELD OF STUDY.
THE ADMINISTRATION OF THE MBA PROGRAM WITHIN THE HUNTSMAN SCHOOL OF BUSINESS IS VERY EXCELLENTLY ORGANIZED AND VERY HELPFUL. GREAT TO TALK TO, VERY KNOWLEDGEABLE, WELCOMING.
I REALLY DIDN'T INTERACT MUCH WITH THE UNIVERSITY BUT MY DEPT. DID A GOOD JOB OF GETTING STUFF WHERE IT NEEDED TO GO AND HELPED CLEAR UP ANY MIX-UPS.
THE ACCOUNTING DEPARTMENT WAS EXCEPTIONAL IN EVERY ASPECT.
I FELT THAT OUR REQUIREMENTS WERE OUTLINED WELL FROM THE BEGINNING. I KNEW EXACTLY WHAT I NEEDED TO DO IN ORDER TO GRADUATE BY THE DATE I WANTED TO GRADUATE.
BROOKE SNYDER IN THE BIOLOGY DEPARTMENT IS ALWAYS WILLING TO HELP. IN FACT ALL OF THE STAFF IN THE BIOLOGY DEPT. ARE HELPFUL.

THE DEPARTMENT HELPED ME TO GET THE CLASSES I WANTED.
THE CURRICULUM IS WELL-FRAMED FOR THE COURSE BEING TAUGHT. MY CS DEPARTMENT HAS PROFESSORS WHO DEDICATE THEMSELVES WHOLE-HEARTEDLY FOR TEACHING.
THE DEPARTMENT INSTRUCTORS AND STAFF WERE ALWAYS HELPFUL AND FLEXIBLE TOWARDS AIDING A FULL-TIME WORKING PROFESSIONAL (ME) MEET MY PART-TIME GRADUATE STUDY REQUIREMENTS.
DEPARTMENTAL PROFESSORS ARE EXCELLENT AT TEACHING, HELPING, AND RELAYING EDUCATION TO STUDENTS. THEY TREAT STUDENTS LIKE COLLEAGUES.
THE DEPARTMENT GAVE THE CHANCE FOR ACHIEVING KNIFE EDGE RESEARCH.
MY DEPARTMENT WAS GOOD TO WORK WITH AND RESPONDED TO MOST E-MAILS IN A TIMELY MANNER.
THE QUALITY OF COURSES AVAILABLE AT MY DEPARTMENT IS EXCELLENT, I HAVE LEARNED A LOT IN THE LAST TWO YEARS.
WELL ORGANIZED AND LAID OUT. I KNEW EXACTLY WHAT WAS EXPECTED OF ME.
AS FOR THE DEPARTMENT, I THINK MY MAJOR PROFESSOR DOES EXCELLENT DIRECTION.
DEPARTMENT PROVIDES VERY OPEN COMMUNICATION AND VERY HELPFUL SOURCE.
PREPARE US TO BE EXCELLENT CLINICIANS.
WORKED AROUND MY WORK SCHEDULE.
PLANNED AN OUTREACH PROGRAM ALLOWING STUDENTS TO WORK IN THEIR FIELD WHILE GETTING THE MASTERS DEGREE.
I ALWAYS HAD THE INFORMATION THAT I NEEDED TO KEEP ME ON TRACK. MY DEPARTMENT WAS AWESOME!
WORK WITH ME IN FITTING EVERYTHING IN I NEEDED DURING THE BRIEF TIME I HAD.
GREAT TEACHERS IN THE HPER DEPT.
THE SCHOOL OF ACCOUNTANCY HAS WORKED HARD TO PROVIDE THE MOST BENEFICIAL AND UP-TO-DATE GRADUATE COURSES, SUCH AS INTERNATIONAL ACCOUNTING, FORENSIC ACCOUNTING AND IT SYSTEMS AUDIT.
ONE THING I REALLY APPRECIATED THAT MY DEPARTMENT DID WAS HOLD A THESIS SEMINARE THE FALL SEMESTER BEFORE THE STUDENT WAS TO GRADUATE. IT HELPED A LOT IN GETTING MY THESIS PREPARED.
THE DEPARTMENT IS A VERY CLOSE GROUP AND THE FACULTY ARE APPROACHABLE.
THE ART DEPARTMENT WAS FLEXIBLE IN ALLOWING ME TO MAKE A FEW ADJUSTMENTS.
THEY WERE HELPFUL IN RESOLVING CONCERNS AND INTERESTED IN SUCCESSFULLY TRAINING STUDENTS.
WELL ORGANIZED SCHEDULE AND REQUIREMENTS.
I HAD AN AMAZING MENTOR AND A VERY SUPPORTIVE DEPARTMENT. IT IS NOT FLAWLESS, BUT SOCIOLOGY WOULD BE AN EXCELLENT POSITIVE ROLE MODEL FOR OTHER CAMPUS GRAD PROGRAMS.
THE DEPARTMENT WAS CLEAR ON PROCESSES TO COMPLETE GRADUATION.
THE DEPARTMENT HAS MADE A GOOD START AT LISTENING TO STUDENTS, BUT WE NEED MORE.
THE DEPARTMENT WAS HELPFUL IN CLEARLY OUTLINING EXPECTATIONS AND DEADLINES.
I FEEL THAT THE BIS DEPT IS THE BEST AT USU AND ONE OF THE BEST AMONG OTHER SCHOOLS.
THE CURRICULUM, THE COURSE LOAD, AND THE PROF. ARE BALANCED.
DEPARTMENT STAFF WERE EXTREMELY HELPFUL & QUICK TO RESPOND TO ANY QUESTIONS OR CONCERNS.
I'M HAPPY THAT PROFESSORS IN THE HISTORY DEPARTMENT ARE ALWAYS WILLING AND AVAILABLE TO HELP OUT.
MY DEPARTMENT WAS GREAT IN CHALLENGING ME TO DO BETTER AND THEN WORKING WITH ME TO HELP ME SUCCEED.
THE DEPARTMENT DID VERY WELL AT SHOWING THE STUDENTS THAT THEIR FUTURE IS IMPORTANT TO THEM. THEY WERE VERY SUPPORTIVE AND WENT ABOVE AND BEYOND IN PROVIDING STUDENTS OPPORTUNITIES TO FIND EMPLOYMENT.
THE DEPARTMENT ALLOWED ME TO MAKE MY EDUCATION APPLICABLE TO MY CAREER BY ALLOWING PROJECTS AND PAPERS TO DEAL WITH MY CURRENT PROFESSIONAL DEVELOPMENT.

THE PEOPLE AT DEPT. ARE GOOD WHEN IT COMES TO PROMPT COMMUNICATION AND EXPLANATION.
 THE DEPT. FACULTY WAS ALWAYS WILLING TO ANSWER QUESTIONS AND GIVE ADVICE.
 THE DEPARTMENT PROVIDED COURSEWORK THAT REQUIRED HOMEWORK, LABS, PROGRAMMING ASSIGNMENTS WHICH EXERCISED OUR ABILITY TO APPLY OUR LEARNING SUFFICIENTLY
 YES, BOTH THE UNIVERISTY AND DEPARTMENT DID WELL.
 THE SCHOOL OF ACCOUNTANCY PROVIDED ME WITH NUMEROUS OPPORTUNITIES TO NETWORK WITH PROFESSIONALS AND HELPED ME TO OBTAIN A JOB UPON GRADUATION.
 MY PROFESSOR AND THE STAFF IN MY DEPARTMENT WERE ALWAYS PROMP IN ANSWERING ANY QUESTIONS OR CONCERNS AND HELPING ME THROUGH THE PROGRAM.
 MY DEPARTMENT WAS GREAT. ALWAYS WILLING TO HELP.
 CLEAR EXPECTATIONS, COMMUNICATED WELL, REASONABLY FLEXIBLE.
 PROVIDED EXPERIENCE BEYOND THE DEPARTMENT WITH TRAVEL AND CONFERENCES.
 OVERALL THE DEPARTMENT AND UNIVERSITY DID A GOOD JOB OF BRINGING IN HIGH QUALITY RESEARCHERS TO SPEAK @ SEMINARS. THE SCHOOL ALSO DID A GOOD JOB OF PROVIDING AN INTERDICIPLARY ENVIRONMENT.
 INDIVIDUAL ATTENTION WAS OUTSTANDING! THE GOAL OF TEACHING LATIN AT THE COLLEGE LEVEL WAS FOREMOST AND CREATING A PROJECT THAT REINFORCED WHAT I WAS ALREADY DOING AND YET TOOK AN INCREDIBLE AMOUNT OF TIME AND EFFORT TO PRODUCE AND TEST SERVED THE NEEDS.
 MY DEPARTMENT WAS ENTHUSIASTIC AND VERY HELPFUL THROUGHOUT MY GRADUATE EXPERIENCE. THEY PROVIDED GREAT FEEDBACK AND CONSTANTLY UPDATED ME ON MY PROGRESS TOWARD NATIONAL CERTIFICATION REQUIREMENTS.
 FLEXIBLE ASSISTANCE THROUGHOUT SEMESTER.
 AVAILABLE FOR FACE TO FACE DISCUSSIONS ON THE DEPARTMENT LEVEL. TIMELY RESPONSES TO QUESTIONS.

Distance Education

EXPANDING AVAILABILITY OF COURSES OFF-CAMPUS.
 USU/CEE PROVIDES AN EXCELLENT GRADUATE OFFICE.
 KEPT OUR COHORT WELL INFORMED AND WE HAD GOOD CONTACT WITH EACH OTHER AS CLASSMATES ACROSS UT AND WITH OUR CLASSES WERE MADE ACCESSIBLE (OGDEN COHORT, VIA SATELLITE, ONLINE).
 THE FACULTY OF THE ONLINE GRADUATE PROGRAM IN TECHNICAL WRITING WERE VERY GRACIOUS, AVAILABLE, WELCOMING, AND IT IS OBVIOUS THEY LOVE TO TEACH AND MAKE STUDENTS REACH BEYOND THE USUAL. VERY INVIGORATING AND INSPIRING! NEVER HAD ANY PROBLEM GETTING INTO A CLASS.
 THANK YOU FOR A DEDICATED ADVISOR FOR DISTANCE EDUCATION STUDENTS. IT MAKES A DIFFERENCE TO HAVE SOMEONE WHO UNDERSTANDS DISTANCE ED.
 BEING DISTANCE STUDENTS THEY TRIED TO KNOW US AND MAKE US FEEL LIKE ON CAMPUS GRAD STUDENTS.
 ADVISEMENT, CONVENIENCE OF EVENING EDNET PROGRAM.
 CLASS OFFERINGS AND AVAILABILITY THROUGHOUT THE YEAR. COURSES OFFERED IN SALT LAKE.
 DISTANCE EDUCATION OPPORTUNITY TO OBTAIN ANY DEGREE.
 SYLVIA READ HAS BEEN A TREMENDOUS HELP ANSWERING QUESTIONS AND DIRECTING ME THROUGH THE PROCESS. THROUGH ODGEN CITY SCHOOL DISTRICT AND READING FIRST I HAVE HAD THE OPPORTUNITY TO TAKE CLASS FROM LIVE PROFESSORS.

ACCOMMODATE OUR COHORT OF TEACHERS BRING THE CLASSES TO SLC. ALSO THE PROFESSORS WERE EXCELLENT AND THE INFO LEARNED WAS RELEVANT AND TOP QUALITY CUTTING EDGE!

THEY PROVIDED A VARIETY OF COURSES THROUGH DISTANT ED EACH SEMESTER.

PROVIDE NEEDED COURSES/PROFESSOR FOR ESL TO BE FACE TO FACE INSTRUCTION IN MY AREA! PROVIDE BROADCASTS TO MY AREA. EXCELLENT SATELLITE AND ONLINE COURSES. I WAS SURPRISED HOW CHALLENGING AND ENRICHING THEY WERE.

CONVENIENCE-- DISTANCE ED.

I TOOK CLASSES ON THE DISTANCE PROGRAM.

PROVIDE NECESSARY PAPERWORK IN A TIMELY WAY. BOOKSTORE/LIBRARY AND COURSE RESERVES HELPFUL. THE VERY BEST SERVICE USU PROVIDED WAS A WAY FOR STUDENTS TO COMPLETE THEIR DEGREE THROUGH DISTANCE EDUCATION. AS A HEBER RESIDENT, THE DEGREE WOULD NOT HAVE HAPPENED.

THE ENGLISH DEPT HAS AN EXCELLENT ONLINE PROGRAM. I FELT MY EXPERIENCE IN GENERAL AND THE EDUCATION I RECEIVED WAS BETTER THAN IF I HAD BEEN IN A FACE-TO-FACE ENVIRONMENT. THE CLASSES WERE EXCELLENT.

GREAT AVAILABILITY OF DISTANCE ED. COURSES.

WEEKEND MBA PROGRAM WAS GREAT.

FACE TO FACE COURSES AS WELL AS AVAILABILITY OF CLINICAL INTERNSHIPS WAS EXCELLENT.

WHEN INFORMATION WAS NOT RECEIVED FROM THE LOGAN CAMPUS, THE SATELLITE WAS VERY HELPFUL.

CONSIDERING THE DIFFICULTIES OF A DISTANCE LEARNING PROGRAM FOR THE MOST PART TEACHERS AND TEACHING WAS GOOD.

ACCESSIBILITY OF RESOURCES AND CLASSES VIA DISTANCE EDUCATION.

I REALLY DID ENJOY THE CLASSES AND THE INFORMATION THEY TAUGHT. I ENJOYED THE CLASSROOM TECHNOLOGY AND THE FACT THAT WE COULD INTERACT WITH OUR PROFESSOR AND OTHER STUDENTS VIA T.V.

VERY GOOD DISTANCE COURSES. THIS IS NEEDED FOR WORKING STUDENTS - VERY ORGANIZED COURSE WORK.

PROVIDE CLASS I COULD TAKE LOCALLY.

PROVIDE QUALITY AND AFFORDABLE EDUCATION NEAR WHERE I LIVE.

MAKING THE MBA PROGRAM ACCESSIBLE TO STUDENTS OUTSIDE LOGAN. IT WAS NICE TO HAVE AN EXTENSION PROGRAM THAT STILL ALLOWED FACE TO FACE TEACHING.

AS A DISTANCE EDUCATION STUDENT, THEY DID WELL IN MAKING CLOSE TO AN ON-CAMPUS EXPERIENCE. ACCESS TO MATERIALS THROUGH BLACKBOARD AND AVAILABILITY OF PROFESSORS WAS GREAT.

INCLUDED, RESPECTED, AND ACKNOWLEDGED DISTANCE STUDENTS AS MUCH AS ON CAMPUS STUDENTS. VERY FLEXIBLE AND UNDERSTANDING, INTERESTED AND CONCERNED FOR ALL STUDENTS - THAT THEY DO WELL AND MEET GOALS.

OVERALL, YES. WE DID HAVE REGULAR TECHNICAL DIFFICULTIES WITH THE DISTANCE LEARNING AT THE MIDVALE "CAMPUS" AND I REALLY OPPOSE THE COST OF EXPENSIVE TEXTBOOKS AND THE LACK OF GRADUATE FUNDING.

PEGGIE CLELLAND REALLY LOOKED AFTER US.

CREATED AN ATTAINABLE PROGRAM USING DISTANCE EDUCATION TECHNOLOGY.

COURSES REFLECTED CURRENT BEST PRACTICES AND RESEARCH IN THE FIELD OF EDUCATION. THE PROFESSORS WERE OUTSTANDING. THE UNIVERSITY MADE THIS POSSIBLE BY ARRANGING FOR ALL CLASSES TO BE TAUGHT IN SLC.

WELL ORGANIZED, EVERY HIGH QUALITY DISTANCE PROGRAM.

I PARTICIPATED IN AN OFF-CAMPUS MBA PROGRAM. THE PROFESSORS WERE GREAT. THEY ALL SEEMED EXCITED ABOUT THEIR MATERIAL AND HELPED MAKE THE PROCESS ENJOYABLE.

TEACHERS WERE GOOD. I ENJOYED MOST OF THEM EXTREMELY WELL! THE SATELLITE SYSTEM WAS WONDERFUL - IT MADE GAINING EDUCATION POSSIBLE IN PRICE! THANKS!

PROVIDE A UINTAH BASIN CAMPUS.
MADE IT POSSIBLE FOR ME TO SUCCEED BECAUSE MY SCHEDULE WOULD NOT HAVE PERMITTED REGULAR CLASS ATTENDANCE.
YOU BROUGHT THE CLASSES TO ME IN A TIMELY MANNER. I WASN'T PART OF A COHORT AND YOU UNDERSTOOD THAT.
I LOVE THAT THERE ARE SEVERAL SITES. ALSO I *LOVE* WEEKEND CLASSES! THEY ARE PERFECT FOR TEACHERS THAT WORK FULL TIME AND I GAINED THE MOST INFORMATION FROM THEM.
AS AN ONLINE COURSE IT CAN OFTEN BE DIFFICULT TO RELATE WITH OTHER STUDENTS. REQUIRING ALL STUDENTS IN THE COHORT TO COME TO THE "ORIENTATION" ON THE LOGAN CAMPUS WAS EXTREMELY USEFUL. THE OPPORTUNITY TO MEET THE OTHERS HELPED IN WORKING THROUGH COURSE.
UTILIZED TECHNOLOGY AND MADE THE PROGRAM ACCESSIBLE TO STUDENTS OUTSIDE THE LOGAN CAMPUS.
THEY KEPT THE MBA WEBSITE UP TO DATE FOR US WHO WERE AT SATELLITE LOCATIONS ACROSS THE STATE.
WERE UNDERSTANDING AND HELPFUL TO THOSE OF US WHO ALREADY HAD JOBS AND WERE TAKING CLASSES AWAY FROM LOGAN.
PROVIDED AN OUTREACH PROGRAM THAT ALLOWED ME TO OBTAIN MY DEGREE.
PROVIDE QUALITY EDUCATION IN MY RURAL SETTING.
ONLINE CLASSES.
THEY OFFERED COURSES THAT WERE APPLICABLE AND INTERESTING. USU MADE IT EASIER TO OBTAIN THRU EXTENSION CLASSES, THE PROFESSORS AND EXTENSION EMPLOYEES HAVE BEEN OVERLY HELPFUL. RESEARCH FACILITIES ARE EXCELLENT.
DR BARRY FRANKLIN MET WITH ME AND HELPED LAY OUT MY WHOLE PROGRAM OF CLASSES. USU DOES A GREAT JOB OF OFFERING THE NECESSARY CLASSES FOR STUDENTS OUTSIDE THE LOGAN AREA. THIS ALLOWED ME TO COMPLETE MY COURSE WORK WHILE WORKING FULL TIME.
MY PROGRAM WAS HUGELY ONLINE, WHICH WAS CONVENIENT.
CAME TO A LOCATION CLOSE TO MY HOME AND WORK PLACE.
TROY BECKERT WAS A VERY GOOD TEACHER AND WAS ABLE TO TEACH EFFECATAIVELY VIA DISTANCE EDUCATION.
YES - ONLINE COURSES WERE FINE.
GREAT TO HAVE THE EVENING/WEEKEND PROGRAM FOR FULL TIME WORKING STUDENTS; STUDENTS WITH FAMILIES, ETC.
KEPT UP WITH ONLINE SERVICES!
MY PROFESSORS SHOWED GENUINE CONCERN FOR ME AND MY COLLEAGUES. THEY DID WELL, IN SPITE OF THE DISTANCE LEARNING OBSTACLE.
I WAS MOST IMPRESSED WITH THE COHORT TRAINING BEFORE THE FIRST SEMESTER. WITHOUT THIS EXPERIENCE ON LINE CLASSES WOULD NOT HAVE BEEN AS SOCIAL. I KNEW THE FACES OF THE NAMES I SAW FREQUENTLY ON THE DISCUSSION BOARD.
I ENJOYED GOING THROUGH THE PROGRAM WITH COHORT GROUP.
AVAILABILTY OF MAJOR PROFESSOR, CLASSES I NEEDED AVAILABLE WHEN I NEEDED THEM. BEING ABLE TO DO THE WHOLE DEGREE OVER SATELLITE TV.
EXCELLENT STAFF AT USU AND VERNAL LOCATION. ALWAYS AVAILABLE TO ASSIST ME WITH MY PROGRAM. I'VE NEVER BEEN SERVED SO WELL AT ANOTHER COLLEGE!
Education
TAUGHT ME HOW TO BE A BETTER COMMUNICATOR AND HOW TO TRULY LEARN ABOUT PEOPLE .
PROVIDING A WELL-ROUNDED ACADEMIC EXPERIENCE.
TEACHING PRACTICAL ASPECTS.
ROUNDED MY PERSONALITY OFF BY TAKING ME OUT OF MY COMFORT ZONE.

WORKSHOPS; FOSTERING MY RESEARCH INTEREST; POSITIVE ATTITUDE.

I FACILITATED MENTORING RELATIONSHIPS & DEVELOPMENT OF THE STUDENT AS A PROFESSIONAL.

EXCELLENT TRAINING IN MY FIELD.

THEY PROVIDED A WELL-BALANCED CURRICULUM. THEY ALSO PROVIDED SUPPORT ALL ALONG THE WAY.

TRAINED ME WELL FOR THE FIELD I'M IN. GREAT EDUCATIONAL EXPERIENCE OVERALL. ATTENDED GREAT SEMINARS WHILE IN CLASS.

ADVISING, TEACHING, AND PROVIDING REAL LIFE EXPERIENCES.

I DID LOTS OF REAL PROJECTS HERE.

GAVE ME HANDS ON EXPERIENCE, GAVE ME WHAT I NEEDED TO EXCEL IN MY RESEARCH & LEARNING. INTRODUCED ME TO MANY OPTIONS AND PEOPLE FOR WHEN I'M DONE WITH EVERYTHING.

EVERYTHING. GREAT EXPERIENCE.

GREAT EDUCATION - DEDICATED PROFESSORS.

SOLID IDEAS AND AMPLE OPPORTUNITY AND ENCOURAGEMENT TO EVALUATE AND DISCUSS THOSE IDEAS FORMED THE BACKBONE OF MY GRADUATE EDUCATIONAL EXPERIENCE.

I WAS VERY PLEASED WITH MY EXPERIENCE AT USU.

EXPERIENCE - CAREER DEVELOPMENT. I HAD SOME AMAZING OUTSIDE-THE-BOX OPPORTUNITIES. VISIONARY MAJOR PROFESSOR WHO MOBILIZED IDEAS AND INCLUDED ME - PARTNERSHIP.

THE SERVICE AND PEOPLE AT USU ARE OUTSTANDING. FINANCIALLY, THE PROGRAM WAS CHEAP.

FOR THE MOST PART ALLOWED ME TO PERSONALIZE MY EDUCATION GOALS.

PROVIDED A LOT OF FREEDOM WITH REGARDS TO COURSE OF STUDY. GREAT DIVERSITY IN VIEW POINTS. RELEVANT OPPORTUNITIES TO PRACTICE SKILLS.

EXCELLENT CURRICULUM AND EXCELLENT PROFESSORS. I HAD ONLY ONE NEGATIVE EXPERIENCE.

OVERALL-SATISFIED.

QUALITY OF INSTRUCTION WAS EXCELLENT. I LEARNED SO MUCH.

OVERALL SATISFACTORY.

IT WAS A GOOD EXPERIENCE, I LEARN A LOT. NOT ONLY IN THE ACADEMIC PART, BUT ALSO IT WAS PERSONAL EXPERIENCE.

GAVE US OPPORTUNITIES TO GET REAL WORK EXPERIENCE BY BEING EMPLOYED IN A SCHOOL DISTRICT.

INTERACTION WITH STUDENTS, THE UNIVERSITY HAS PREPARED ME ADEQUATELY TO FACE ANY KIND OF SITUATION AND HANDLE PRESSURES EFFECTIVELY. MY STAY AT USU HAS BEEN A GREAT LEARNING EXPERIENCE.

PROVIDED REQUIRED RESOURCES AND GOOD FEEDBACK.

LOVED IT THEY DID GREAT.

GOOD ONLINE RESOURCES, CLEAR GOALS.

ON SCHEDULE AND TIMELY - VERY MUCH APPRECIATED.

COMMUNICATION, PATIENCE AND ADVICE.

EVERYTHING! I HAVE BEEN VERY PLEASED AND IMPRESSED!

I LEARNED TO COMPLETE DIFFICULT TASKS IN SPITE OF HOW MUCH I HATED THE PROCESS. IF I CAN SURVIVE GRADUATE SCHOOL, I CAN SURVIVE ANYTHING.

AND I AM COMPLETELY SATISFIED WITH THE QUALITY OF EDUCATION OFFERED.

STRETCHED ME, ENCOURAGE MY CURIOSITY, ASSISTED ME WHENEVER I NEEDED IT.

EVERYTHING!

GOOD COMMUNICATION, GOOD STAFF, CONVENIENT AND AFFORDABLE PROGRAM. THANK YOU!!!

VERY ACCOMMODATING TO NEEDS AND ADDRESSED CONCERNS WELL.

PROVIDE A GOOD EDUCATION.
HAVE A COMPACT SCHEDULE WHICH ALLOWS A STUDENT TO GET THE DEGREE IN A SHORTER PERIOD OF TIME.
THE UNIVERSITY DID WELL.
I BELIEVE MY EDUCATION HAS PROVIDED ME AN EXCELLENT PLATFORM TO ENTER MY FIELD OF WORK.
EXCELLENT EDUCATIONAL EXPERIENCE. EACH INSTRUCTOR WAS FAIR, HELPFUL, AND VERY KNOWLEDGEABLE WITH STUBJECTS.
THE UNIVERSITY PROVIDED THE RESOURCES, ENVIRONMENT, TEACHING, AND OPPORTUNITIES FOR A STUDENT TO EXPLORE AND MAKE SIGNIFICANT CONTRIBUTIONS IN THE FIELD OF INTEREST.
INCREASED MY CONFIDENCE IN RESEARCH AND WRITING.
THIS WAS A FABULOUS EXPERIENCE FOR ME ALL AROUND!
I HAVE BEEN VERY IMPRESSED WITH THE UNIVERSITY'S PROACTIVE INVOLVEMENT IN ISSUES RELATING TO READING (RESEARCH AND APPLICATION) AND EDUCATION. THE UNIVERSITY IS ON THE CUTTING EDGE OF THESE ISSUES.
PREPARED ME FOR CAREER.
IT HAD BEEN A GREAT EXPERIENCE.
Environment
OPEN DOOR POLICY. I KNEW THEY WERE ALWAYS THERE TO ANSWER MY QUESTIONS.
PROVIDE A GOOD ENVIRONMENT HELPFUL TOWARD COMPLETING MY DEGREE ,
EXCELLENT LEARNING FACILITIES AND CONDUCIVE ENVIRONMENT.
HELP STUDENTS AND ANSWER OUR QUESTIONS.
EASY TO GET INFORMATION, GOOD ENVIRONMENT TO STUDY, HELPFUL, AND SAFETY WAS GOOD.
THEY HELPED TO PROVIDE EASILY ACCESSIBLE INFORMATION.
KEEP US INFORMED.
GREAT NETWORKING OPPORTUNITIES AND APPLICABLE EXAMPLES AND CLASS PROJECTS.
MENTORING AND OPPORTUNITIES.
EVERYTHING.
ASSISTING IN ACADEMIC PAPERWORK.
I LOVED HOW ACCESSIBLE THE INFORMATION WAS FOR ME. I WAS ALWAYS PLEASED TO GET EMAILS ABOUT UPCOMING DATES AND EVENTS.
VERY PERSONAL WITH STUDENTS.
STUDENT-TEACHER INTERACTION.
EXCELLENT CULTURE AMONG GRAD STUDENTS & FACULTY. SUPPORTS SELF-MOTIVATED STUDENTS.
NICE FACILITIES.
SINCERLEY LOOKED AFTER THE NEEDS OF STUDENTS.
BEING AVAILABLE AND WILL TO HELP ANSWER QUESTIONS AND ADDRESS CONCERNS.
LETTING US KNOW FORMS WE NEEDED TO TURN IN. OVERALL ORGANIZATION, SUPPORT AND ENCOURAGEMENT.
REALIZE THAT SCHOOL ISN'T THE ONLY THING I NEED TO FOCUS ON IN LIFE.
ADMINISTRATIVE ASSISTANT WAS GREAT! HAVING DOCTORATE STUDENTS ASSIST GRAD STUDENTS & MAKE SUGGESTIONS.
SINCE COMING TO LOGAN--EVERYONE WAS VERY FRIENDLY.
TAYLOR TO THE NEEDS OF WORKING ADULTS.
CREATED A COMFORTABLE ATMOSPHERE FOR THEIR STUDENTS.

THEY WERE VERY FRIENDLY.
KEEP ME INFORMED.
THEY PROVIDED AN ATMOSPHERE THAT ENHANCED MY ABILITIES TO LEARN.
I LOVED IT-KIND, THOUGHTFUL, EXTRA MILE, TRYING TO BENEFIT ME, KNOWLEDGEABLE, PROFESSIONAL.
COMMUNICATION & SUPPORT.
I HAD A NICE CUBICLE FOR THE FIRST 5 YEARS, INTERNET ACCESS WAS SPLENDID, THE TWO CLASSES I WAS TA FOR WENT WELL.
THE UNIVERSITY IS EXTREMELY STUDENT FRIENDLY.
GREAT COMMUNICATION, COMRADERIE, SUPPORT, FUNDING, FACILITIES, ETC.
VERY PERSONABLE AND WILLING TO HELP.
PEOPLE ARE NICE.
EXCELLENT COMMUNICATION AND SUPPORT FOR NON-TRADITIONAL STUDENTS. FACULTY IS VERY ACCESSIBLE AND WILLING TO HELP.
MULTICULTURE ENVIRONMENT.
PROVIDE GOOD ACADEMIC ENVIRONMENT.
PROVIDED A GOOD ENVIRONMENT TO EXCEL.
STUDENT SUPPORT.
FACILITATE THE PROCESS, OFFER GUIDANCE WHEN NEEDED.
THEY MADE IT PERSONAL, THEY MADE IT APPLICABLE.
OUTLINE REQUIREMENTS; PROVIDE GUIDANCE, PAPERWORK, ETC.
I'M A LITTLE FRUSTRATED RIGHT NOW SO IT IS BEST NOT TO ASK.
MAKE THEMSELVES AVAILABLE FOR CONSULTATION.
CONVENIENCE CATERED TO OUR BUSY WORK & FAMILY SCHEDULES.
COMMUNICATION.
CONVENIENCE.
PERSONAL ATTENTION.
VERY ACCOMODATING.
PROVIDE INFORMATION.
HELPED WHEN I ASKED FOR IT.
FRIENDLY PEOPLE! IT WAS FUN :)
BOTH COULD USE STRUCTUAL/SUPPORT IMPROVEMENTS- TOO MUCH HAD TO BE DONE ON MY OWN.
KEEP IN TOUCH ABOUT UPCOMING REQUIREMENTS.
COMMUNICATED WILL WITH US ANY CHANGES/INFORMATION
EXCELLENT COMMUNICATION, AWESOME FACULTY.
THIS INSTITUTION MAKES THE STUDENT A HIGH PRIORITY. I HAVE BEEN VERY PLEASED WITH ATTITUDE OF ALL THOSE I ASKED
QUESTIONS OF, TALKED TO FOR ANY REASON.
EVERYONE WAS ABLE TO ADDRESS MY CONCERNS WHEN I HAD THEM.
GET OUR CADRE TOGETHER TO START RELATIONSHIPS.
Faculty
EDUCATED AND PASSIONATE PROFESSORS!
MOST OF THE FACULTY WERE EXCELLENT WITH LOTS OF INDUSTRY/RESEARCH EXPERIENCES

EXCELLENT COMMUNICATION WITH MAJOR PROFESSOR AND COMMITTEE; ALWAYS ACCESSIBLE TO ME.
 CAMILLE O'DELL KEPT US UPDATED ON MATERIALS AND INFORMATION. EASILY ACCESSIBLE AND CARES ABOUT OUR EXPERIENCE. GREAT PROFESSORS FOR MAJORITY OF THE CLASSES.
 SUPPORTIVE, KIND, HELPFUL, INTELLIGENT PROFESSORS
 HIGH QUALITY AND WORLD REKNOWNED FACULTY.
 HELPFUL FACULTY.
 THE FACULTY ARE FRIENDLY AND HELPFUL WHICH CREATES A CONDUCIVE ENVIRONMENT FOR LEARNING AND RESEARCHING. THE FACULTY HAVE DIVERSE EXPERTISE.
 IN PARTICULAR, I APPRECIATE THE HELP FROM MY MAJOR PROFESSOR, DR MIMI RECKER. SHE SUPPORTED ME DURING THESE YEARS (FINANCIAL SUPPORT).
 GREAT OPPORTUNITY FOR "OWNERSHIP" OF MY PROJECT AND COMRADERIE OF SOME FACULTY.
 SOME OF THE PROFESSORS WERE OUTSTANDING. LEARNING FROM THEIR EXPERIENCES WAS A REAL PLUS. DR HAILEY IN PARTICULAR. GOOD PROFESSORS.
 MY MAJOR PROFESSOR WAS AN INCREDIBLE MENTOR IN EVERY SENSE OF THE WORD.
 PROFESSORS AND THE CLASSES I TOOK WERE THE MOST BENEFICIAL
 EXCELLENT FACULTY AND COURSE.
 ALWAYS VERY HELPFUL IN ANSWERING QUESTIONS AND GETTING THINGS TAKEN CARE OF - FROM THE STANDPOINT OF DR GRANT-DIXIE AND OTHER PROGRAM INSTRUCTORS.
 MAJOR PROFESSOR ALWAYS HAD MY BACK, PUSHED ME TO EXCEL AND ENHANCE MY ABILITIES, AND HE WAS ALWAYS CANDID AND HONESET ABOUT ME PERFORMANCE.
 EXCELLENT RELATIONSHIPS BETWEEN THE FACULTY AND STUDENTS. EXCELLENT FACILITATION OF REL. BETWEEN COHORT MEMBERS. THE FIRST 2 YEARS I LEARNED SO MUCH FROM WELL KNOWN PROFESSORS BEFORE THEY RETIRED, WERE FIRED, OR MOVED ON. FEW ARE LEFT THERE NOW. ALL THE PROFESSORS HAD SESSIONS DURING OUR PRO-SEMINAR IN EARLY 2005 WHERE THEY SHARED INSIGHTS FROM THEIR LIVES.
 GREAT PROFESSORS AND TEACHING CONTENT.
 MY MAJOR PROFESSOR WAS EXTREMELY HELPFUL AND ENCOURAGING.
 PROVIDED EXCELLENT PROFESSORS.
 GOOD INSTRUCTORS.
 HELPFULNESS AND RESPONSIVENESS AND TEACHING EXCELLENCE OF FACULTY.
 PROFESSORS WERE VERY INVOLVED AND ALWAYS WILLING TO HELP.
 PROFESSORS WERE EASY TO CONTACT AND ASK QUESTIONS.
 SOME OF THE PROFESSORS WERE EXTREMELY HELPFUL AND KIND.
 MADE THEMSELVES AVAILABLE AND PROVIDED EXCELLENT INSTRUCTION AND ASSISTANCE.
 TEACHERS IN SIGNAL PROCESSING AND COMMUNICATIONS BEST IN EE.
 MY PROFESSOR WAS WONDERFUL.
 FACULTY INTERACTION AND INVOLVEMENT.
 THE PROFESSORS WERE VERY RESPONSIVE TO MY QUESTIONS AND CONCERNS.
 I FEEL THE TEACHERS ARE WELL VERSED IN THE FIELDS OF STUDY, AND THE INFORMATION THEY PASSED ON IS VALUABLE.
 PROVIDING QUALIFIED PROFESSORS.
 VERY KNOWLEDGABLE IN CONTENT AREAS.
 GOOD FACULTY - KATHIE MCKENSIE.

I WAS IMPRESSED WITH A HIGH LEVEL OF FACULTY INTEREST IN EACH STUDENT. THEY WANTED TO PREPARE US TO BE EDUCATED, WELL-RESEARCHED, AND CONFIDENT IN HUMAN DEVELOPMENT.

THE INSTRUCTORS WERE GOOD.

THEY HIRED EXCELLENT PROFESSORS WHO WORK HARD FOR STUDENTS AND SHARE THEIR LOVE AND PASSION FOR THE FIELD. IT IS THE PROFESSORS WHO TAKE THE TIME TO ENSURE STUDENT INVOLVEMENT AND SUCCESS.

HELPFULNESS!! TEACHING AND MENTORING.

PROFESSOR'S MOSTLY AVAILABLE FOR ADDITIONAL HELP.

GOOD FACULTY & MONEY.

MY MAJOR PROFESSOR, SHELLEY LINDAUER, ANSWERED ALL MY QUESTIONS, ENCOURAGED ME, AND HELPED ME WHENEVER NECESSARY.

DR READ ALWAYS RESPONDED IN A QUICKLY AND TIMELY MANNER TO ALL MY QUESTIONS. SHE WAS WONDERFUL.

THE PROFESSORS WERE INTELLIGENT, PREPARED, ORGANIZED, EMPATHETIC, UNDERSTANDING THAT WE TAUGHT SCHOOL EIGHT HOURS A DAY, HAD A FAMILY, TOOK CLASSES.

I HAD A GREAT MAJOR PROFESSOR.

THEY CHOSE GREAT INSTRUCTORS TO TEACH US.

MY MENTOR PROFESSOR WAS EXCELLENT.

MAINTAIN DR EUGENE SCHUPP AS A PROFESSOR.

MENTORSHIPS.

ADVISED TO BEGIN IMMEDIATELY ATTENDING PROFESSIONAL CONFERENCES AND PERSUING PUBLISHING PAPERS.

COMMUNICATION WITH PROFFESOR ABOUT DEGREE REQUIREMENTS.

PROVIDED PROFESSORS WITH REAL LIFE AND OCCUPATION EXPERIENCE.

TEACHING PROFESSORS WITH IMPRESSIVE CREDENTIALS.

TEACH RESEARCH SKILLS.

GOOD COMMUNICATIONS, GREAT INSTRUCTORS.

GREAT INSTRUCTORS.

PROFESSORS ARE DEDICATED.

I LIKED MY PROFESSORS THAT TAUGHT FOLKLORE (J. THOMAS AND L. GABBERT) AND ANTHROPOLOGY (R. CRAPO), ALL MEMBERS OF MY COMMITTEE WERE VERY HELPFUL (J. THOMAS, R. CRAPO, S. SIPORIN).

FACULTY WAS ACCESSABLE.

PERSONAL HELP FROM JOANNE BENTLY HAS BEEN SIGNIFICANT. SHE HAS SPENT MUCH EFFORT TO BENEFIT ME.

QUALITY PROFESSORS, CURRICULUM.

ACCESSIBILITY - THOSE TEACHERS THAT HAD REAL WORLD EXPERIENCE WERE ESPECIALLY HELPFUL.

I REALLY ENJOYED MY PROFESSORS. EACH ONE WAS VERY PERSONABLE AND EASY TO WORK WITH. THEY ALL MADE SURE WE UNDERSTOOD THEM CLEARLY AND THEY WERE ALL VERY EAGER, ABLE, AND WILLING TO BE OF ASSISTANCE INSIDE OR OUTSIDE OF CLASS.

PROFESSOR EASTMOND & PROFESSOR HADERLIE WERE GREAT IN ASSISTING WHEN QUESTIONS AROSE.

GOOD PROFESSORS, GREAT TIMING OF CLASSES (FRIDAY & SATURDAY) ACCOMODATED MY NEED FOR A LEAVE OF ABSENCE.

GOOD SUPPORT FROM PROFESSORS.

THE LEVEL OF EXPERTISE AND REAL-LIFE EXPERIENCE AMONG THE INSTRUCTORS WAS PHENOMENAL!

SELECT THEIR INSTRUCTORS.

THE PROFESSORS WERE GREAT AND OFFERED SOME WONDERFUL INSIGHTS.

WONDERFUL TEACHERS WHO WERE WILLING TO HELP WITH QUESTIONS, RESEARCH, AND JOB ADVICE.
 GOOD TEACHERS.
 PROFESSORS WERE ALWAYS WILLING TO MEET WITH STUDENTS.
 BART WEIVER TOOK ME ON AS MY MAJOR PROFESSOR AFTER MY FIRST ONE LEFT AND HE PROVIDED ME WITH EXCELLENT SUPPORT COMPARED TO MY FIRST ONE.
 TEACHING. THE PROFESSORS ARE VERY GOOD IN CONVEYING THE MATERIALS TO THE STUDENTS. MORE PRACTICAL AND PROFESSIONAL.
 GREAT INSTRUCTORS, NICE VARIETY OF CLASSES.
 PROVIDE EXCELLENT INSTRUCTION THAT IS VERY RELEVANT TO MY WORK.
 THE PROFESSORES HELPED ME UNDERSTAND WHAT I NEEDED TO DO.
 CAMILLE ODELL HAS DONE AN AMAZING JOB OF KEEPING STUDENTS UP TO-DATE AS WELL AS PROVIDING ASSISTANCE AND ANSWERING QUESTIONS.
 THE COURSEWORK AND PROFESSORS WERE ALL EXCELLENT.
 THE FACULTY IN THE FOLKLORE PROGRAM WERE VERY HELPFUL.
 PROFESSORS WERE VERY GOOD TO WORK WITH AND WERE WELL "TRAINED"/KNOWLEDGEABLE.
 MOST OF THE PROFESSORS WERE VERY GOOD
 HIGH QUALITY TEACHING.
 PROVIDE WELL-TRAINED PROFESSORS.
 THE DEPARTMENT (MAJOR PROFESSOR) WAS GREAT ABOUT PROVIDING INFORMATION AND BEING AVAILABLE TO ANSWER QUESTIONS.
 VERY AVAILABLE FOR QUESTIONS. MOST PROFESSORS WERE VERY COMPETENT IN SUBJECT MATTER.
 THE AVAILABILITY OF EXTRA HELP OR INFORMATION FROM THE PROFESSORS AND ADVISOR WAS VERY GOOD.
 DR. GELLER IS A FANTASTIC MAJOR PROFESSOR HE WORKS HARD TO MAKE SURE THE STUDENTS UNDERSTAND THE MATERIAL.
 GOOD TEACHERS AND GOOD SUBJECT MATTER.
 SHERI HADERLIE WAS FANTASTIC TO WORK WITH. SHE'S EXTREMELY APPROACHABLE AND AVAILABLE. THE ENTIRE DEPARTMENT WAS GREAT TO WORK WITH.
 QUALITY OF INSTRUCTION WAS EXCELLENT.
 PROFESSORS WILLING TO WORK W/SCHEDULES.
 PRESENTED ME WITH REAL WORLD PROJECTS.
 PROFESSORS ARE VERY WILLING TO HELP STUDENTS INDIVIDUALLY.
 EXCELLENT TEACHERS IN MY FOCUS AREA.
 EXCELLENT INSTRUCTION IN MY CLASSES. A WILLINGNESS TO CLARIFY INFORMATION.
 CAMILLE FOLLOWED ALL OF US AND KEPT US UP TO DATE ON EVERYTHING. SHE HELPED A LOT.
 EXCELLENT QUALITY PROFESSORS.
 MY DEPARTMENT FACULTY DR. SCOTT ENSIGN ALWAYS ENCOURAGED ME.
 MATERIALS PRESENTED WERE EXCELLENT, TEACHING STAFF GREAT!
 I WAS PLEASED WITH THE QUALITY AND KNOWLEDGE OF MOST OF THE PROFESSORS.
 QUALITY OF TEACHING STAFF EXCELLENT.
 VERY SUPPORTIVE AND ENCOURAGING.
 VERY, VERY FLEXIBLE WITH MY NEEDS AS A STUDENT. THE FACULTY REALIZED I AM ALSO A HUSBAND, FATHER, AND EMPLOYEE AND MUST MEET OTHER OBLIGATIONS. THIS WAS MOST APPRECIATED.
 DR PAUL BARR, DR MARV. HALLING, AND DR JIM BAY DID EVERYTHING EXACTLY HOW I WOULD HAVE WISHED IT.

GREAT PROFESSORS AND STUDENTS.
CAMILLE ODELL KEPT STUDENTS INFORMED, LISTENED TO CONCERNS, AND ADRESSED ISSUES APPROPRIATELY. I ALSO THOUGHT IT WAS GREAT THAT DR STEIN CAME AND HAD LUNCH AND WANTED FEEDBACK ABOUT THE PROGRAM.
GAVE ME AN OPPORTUNITY TO WORK WITH AN EXCELLENT PROFESSOR.
MY MAJOR PROFESSOR HAS DONE A SUPERB JOB.
KEITH GRANT DAVIS EXPLAINED THE REQUIREMENTS FOR THIS DEGREE AND WHENEVER I HAD A QUESTION, HE PROMPTLY ANSWERED IT. THE DEPARTMENT HIRED QUALITY TEACHERS FROM WHOM I HAVE LEARNED SO MUCH.
FACULTY MEMBERS WERE ALWAYS WILLING TO HELP BUT I ALSO HAD THE ABILITY TO BE INDEPENDENT IN MY RESEARCH.
THE FACULTY WERE SUPPORTIVE AND AVAILABLE AND THE ATMOSPHERE INSIDE THE HISTORY DEPT. WAS ALWAYS GREAT.
PROFESSOR ACCESS, TECHNOLOGY IS UP TO DATE.
INTERACTIONS WITH MAJOR PROFESSOR ARE GOOD.
EVERY PROFESSOR EXCEPT MY INTERNET PROFESSOR REALLY GAVE WONDERFUL LECTURES AND THE ASSIGNMENTS CORRELATED TO THE READING AND DISCUSSIONS. ASSIGNMENTS WERE FAIR AND APPROPRIATE FOR THE AMOUNT OF UNITS EARNED.
NURTURING AND MENTORING ME THROUGH.
AVAILABILITY OF PROFESSORS TO STUDENTS.
SYLVIA READ AND PARKER FAWSON WERE EXCEPTIONAL IN ANSWERING QUESTIONS AND GUIDING THROUGH THE WHOLE PROCESS.
TEACHERS ARE ALWAYS WILLING TO HELP AND SHARE.
HELP W/MY PROJECT.
PROFESSIONAL PEOPLE WHO KEPT ME INFORMED, PRAISED AND BUILT ME AS A STUDENT.
I THOUGH THE QUALITY OF INSTRUCTION WAS EXCELLENT, I LEARNED A LOT OF RELEVANT INFORMATION.
EXTREMELY GOOD ONE-ON-ONE TIME WITH MAJOR PROFESSOR. I REALLY LIKED THE SMALL NATURE OF THE DEPARTMENT. THE SMALL CLASSROOM SIZES AND OPPORTUNITY TO ASK QUESTIONS IN CLASSES.
MY MAJOR PROFESSOR WAS AWESOME! IN FACT, IF IT WASN'T FOR MY INVOLVEMENT WORKING AND DOING RESEARCH WITH HIM, I MAY NOT HAVE STAYED TO FINISH MY DEGREE HERE AT ALL.
AVAILABILITY OF PROFESSORS, STUDIO ACCESS INCLUDING MATERIALS AND OTHER DEVELOPMENTS PERTAINING TO OUR FIELD.
ENCOURAGEMENT OF PARTICIPATING IN PROFESSIONAL SHOWS AND CONFERANCES. OVERALL SUPPORT OF PROFESSORS.
THE GRADUATE COORDINATOR IN BIOLOGY WAS REALLY HELPFUL TO STUDY AT USU.
DEPT PROFESSORS AND FACULTY ADDRESSED CONCERNS WELL, INTERMEDIATED BETWEEN STUDENTS AND GRAD SCHOOL FOR REQUIREMENTS.
PROFESSORS WERE REALLY HELPFUL.
THE PROFESSORS WERE EXTREMELY KNOWLEDGABLE. I LEARNED A GREAT DEAL THAT WILL HELP ME BECOME A BETTER TEACHER. KRIS WENGREEN'S HELP WAS INCALCULABLE. I DON'T KNOW WHAT THE SPECIAL EDUCATION DEPARTMENT WOULD DO WITHOUT HER.
PROVIDED A CARING, PROFESSIONAL, KNOWLEDGABLE FACULTY AND POSITIVE EXPERIENCE DURING THIS VENTURE.
CATHY FERRARD BULLOCK (MAJOR PROFESSOR) TOOK THE TIME TO AID ME IN WHAT I NEEDED. UNIVERSITY RESOURCES WERE GREAT!
GREAT TEACHERS.
KATHERINE MCKONKIE IS GREAT! AS THE DIRECTOR OF THE PROGRAM SHE WAS REALLY THERE FOR US AND MADE SURE WE KNEW WHAT WAS GOING ON.
MOST TEACHERS WERE VERY PERSONABLE AND CARING.
EACH AND EVERY PROFESSOR PROVIDED GREAT AND APPLICABLE INFORMATION. EVERYONE WAS FRIENDLY AND ALWAYS WILLING TO HELP.

MOST OF MY PROFESSORS PROVIDED A VALUABLE EXPERIENCE IN THEIR COURSES. THE STAFF IN MY DEPARTMENT WAS VERY HELPFUL AND RESPONSIVE.

FACULTY AVAILABLE TO ASK QUESTIONS, WILLING TO HELP STUDENTS WHEN ASKED.

EXCELLENT, AVAILABLE, QUALIFIED PROFESSORS WHO I RESPECT. GOOD BASKETBALL TEAM; GO AGGIES!

THE PROFESSORS HAD REAL EXPERIENCE TO BACK UP THE MATERIAL.

Financial Aid

THE FINANCIAL ASSISTENCE WAS TERRIFIC AS WELL.

FAIRLY AVAILABLE FINANCIAL ASSISTANTSHIP.

FINANCIAL SUPPORT.

EXCELLENT FINANCIAL SUPPORT.

GREAT FINANCIAL SUPPORT (RESEARCH ASSISTANTSHIP).

PROVIDE FUNDING FOR TRAVEL TO CONFERENCES.

GOOD FUNDING FOR INTERNATIONAL STUDENTS.

PROVIDED ME FINANCIAL SUPPORT FOR DOING MY MS.

FINANCIAL ASSISTANCE, HELP WITH PROBLEMS, AND FLEXIBILITY OF STAFF.

HIRE MORE GRAD STUDENTS.

FINANCIAL AID.

Requirements

I APPRECIATED BEING ABLE TO RESUME MY GRADUATE STUDIES AFTER A 10 YEAR BREAK WITHOUT RETAKING TESTS OR A LOT OF HASSLE.

THEY FACILITATED AN INDEPENDENT STUDENT (MYSELF) TO CRAFT THEIR OWN PROGRAM, CONTINUE TO PROGRESS, AND MEET ALL THE USU'S REQUIREMENTS.

MEETING REQUIREMENTS FOR OBTAINING TWO DEGREES.

Research

LOTS OF INDUSTRY/RESEARCH EXPERIENCES

AVAILABILITY OF RESEARCH OPPORTUNITIES AND MATERIALS.

EXCELLENT RESEARCH FACILITIES.

PROVIDE GOOD OPPORTUNITY FOR RESEARCH ASSISTANTSHIP.

USU AND MY DEPARTMENT HELPED A LOT TO ACCOMPLISH MY RESEARCH WORK.

INTERACTION AND AID IN RESEARCH LOTS OF SUPPORT AND FREEDOM FOR RESEARCH CHOICES I MADE.

GAVE ME THE OPPORTUNITY TO GAIN EXPERIENCE THROUGH RESEARCH TO BEGIN A REWARDING CAREER.

PROVIDED EXCELLENT RESEARCH OPPORTUNITIES.

WIDE ARRAY OF TOPIC AREAS FOR RESEARCH.

EXCELLENT GUIDANCE IN RESEARCH DIRECTIONS AND SOURCES OF THE LITERATURE TO STUDY.

THE DEPARTMENT GAVE THE CHANCE FOR ACHIEVING KNIFE EDGE RESEARCH.

ENCOURAGED ME TO PURSUE RESEARCH.
GOOD OPPORTUNITY FOR RESEARCH ASSISTANTSHIPS.
HAD GOOD RESEARCH PROJECTS TO WORK ON.
CREATING GREAT ENVIRONMENT FOR RESEARCH AND STUDIES.

Resources

THE RESOURCE PROVIDED BY THE UNIVERSITY IS REALLY GOOD.
PROVIDED RESOURCES TO DO MY PROJECT IN TERMS OF KNOWLEDGABLE AND HELPFUL PEOPLE, EXCELLENT EQUIPMENT, AND FUNDING.
THE LIBRARY AND COMPUTER SERVICES WAS THE MOST USEFUL BECAUSE UNFORTUNEATELY THERE WERE NO FACULTY WITH MY PARTICULAR FIELD OF INTEREST.
VERY WILLING TO MEET MY NEEDS FOR RESOURCES AND OFFICE SPACE.
AS FOR THE UNIVERSITY, I FEEL LIBRARY COLLECTIONS AND FACILITIES ARE PARTICULARLY HELPFUL.
EXCELLENT OPEN-ACCESS COMPUTER ACCESS, AN INSPIRING LIBRARY, EQUIPPING GRADUATE STUDENTS TO A PROFESSIONAL OR REAL-WORLD; ASSIGNING STUDY SPACE OR CUBICLES FOR GRADUATE STUDENTS.
THE FACILITIES AND COURSES.
SUCH AS GOOD LIBRARY.
JOB FAIR.
COURSE WORK & RESEARCH PROJECTS.

School of Graduate Studies

PREPARING ALL MATERIALS FOR GRADUATION TO BE SIGNED THE FIRST DAY OF CLASS.
I FOUND THE GRAD SCHOOL OFFICE TO BE A USEFUL RESOURCE.
THEY WERE VERY HELPFUL WHEN RECEIVING QUESTIONS AND PROVIDING INFORMATION REGARDING CLEAR EXPECTATIONS AND CONTENT AS WELL AS GRADUATION REQUIREMENTS.
VERY HELPFUL IN THE THESIS WRITING AND FINALIZING PROCESS.
THE EASE OF HELPING STUDENT THROUGH THE WHOLE PROCESS FROM APPLICATION TO GRADUATION.
GUIDELINES AND REQUIREMENTS ARE STRAIGHTFORWARD AND ACCEPTABLE.
THEY PROVIDED ME WITH A DETAILED LIST OF REQUIREMENTS AND DEADLINES.
MEET MY NEEDS AND QUESTIONS ABOUT MY REQUIREMENTS.
THE ORGANIZATION OF GRADUATE STUDIES WERE VERY GOOD. GOOD RESOURCES WERE AVAILABLE AND THE QUALITY HAS BEEN WELL ORGANIZED AND LAID OUT. I KNEW EXACTLY WHAT WAS EXPECTED OF ME.
GRADUATION REQUIREMENTS VIA SUBSTITUTIONS OF ONE FORM OF SCHOOLWORK FOR ANOTHER.
WELL ORGANIZED SCHEDULE AND REQUIREMENTS.
GOOD STAFF IN THE GRADUATE SCHOOL.
THE THESIS PREPARATION CLASS WAS VERY GOOD.

Staff

MY DEPT. HAS EXCELLENT SUPPORT STAFF WHO HELPED ME THROUGH THE PAPERWORK MAZE - THEY WERE OUTSTANDING.
THEY WERE A GREAT SUPPORT IN ALL AREAS OF MY STUDIES.
SUPPORTIVE, KIND, HELPFUL, INTELLIGENT STAFF.
HELPFUL STAFF.
FRIENDLY, SUPPORTIVE STAFF.
STAFF WAS EXCELLENT AT ANSWERING QUESTIONS AND PROVIDING OPPORTUNITIES TO ANSWER QUESTIONS.
THE STAFF WERE VERY RESPONSIVE TO MY QUESTIONS AND CONCERNS.
SUPPORT FROM STAFF.
DIRECTING ME TO WHERE I NEEDED TO GO TO LOCATE INFORMATION CONCERNING EVERYTHING.
EXCELLENT STAFF WHO WERE WILLING TO ASSIST ME. THEY PRESENTED AMPLE OPPORTUNITY TO BE INVOLVED IN THE DEPARTMENT.
KATHY MCKONKIE AND TERI GUY WERE VERY GOOD AT ANSWERING QUESTIONS.
JOAN AND BONNIE HAVE DONE A GREAT JOB MAKING SURE THAT I WAS AWARE OF WHAT COURSES I NEEDED TO TAKE AND WHEN THOSE COURSES WERE AVAILABLE.
VERY ORGANIZED STAFF. KRIS WENGREN EXTREMELY HELPFUL - PROFESSORS ALWAYS ADDRESSED QUESTIONS - REFERRED QUESTIONS TO PERSONS BETTER ABLE TO ANSWER.
THEY WERE GOOD AT RESPONDING TO STUDENT CONCERNS.
THE UNIVERSITY EMPLOYEES KNEW THE PROCEDURES AND WERE ABLE TO HELP WITH THE QUESTIONS I HAD.
YOU EMPLOY TWO AMAZINGLY HELPFUL PEOPLE TANDEE SHAW AND MICHELLE (DR MICHAEL FREEMAN'S ASSISTANT).
GREAT SUPPORT, INSTRUCTION, AND ASSISTANCE ANYTIME I NEEDED HELP.
VERY KNOWLEDGABLE STAFF, WHO EITHER KNEW THE ANSWER TO MY QUESTION OR QUICKLY FOUND OUT ANSWER.
EVERYONE WAS EXTREMELY HELPFUL AND WILLING TO WORK WITH ME.

APPENDIX C

WRITTEN COMMENTS

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

How could the university or your department better meet the needs of graduate students?
ADVISING
MORE INTERACTION/GUIDANCE WITH MY ADVISOR.
STABLE ADVISOR. I HAD 3 DURING MY 3 YEAR PROGRAM.
MORE TIME FOR ADVISING.
HAVE OUR ASSIGNED ADVISOR MAKE CONTACT. UPDATE THE READING ENDORSEMENT BROCHURE ON WHEN CLASSES ARE TAUGHT. FOR EXAMPLE ELED 6230 SHOWED BEING TAUGHT THIS SUMMER. I PLANNED ON TAKING IT TO FINISH MY ENDORSEMENT. NOW I'LL JUST PICK IT UP LATER.
HELP WITH PLANNING MY COURSE WORK. DEPARTMENT BE ALL ON BOARD OR IN AGREEMENT ON COURSES AND COURSE WORK.
REQUIRE ADVISORS TO MEET WITH STUDENTS NO MATTER WHICH PROGRAM OF STUDY THE STUDENTS ARE PURSUING.
MORE CONSISTENT COMMUNICATION WITH ADVISOR. IT WOULD BE BETTER IF THEY CHOSE THE CHAIRPERSON AHEAD OF TIME AND COMMUNICATED END REGS FASTER AND CLEARER.
THERE WAS A VERY POOR MISCOMMUNICATION ABOUT WHAT IT WOULD TAKE TO GET AN ACCOUNTING EMPHASIS WITH THE UACPA VI MBA PROGRAM.
I NEVER HAD STUFF I NEEDED TO DO (LIKE SCHEDULING THESIS DEFENSE OR FILLING OUT GRADUATION PAPERWORK) EXPLAINED TO ME/ BROUGHT TO MY ATTENTION UNTIL THE LAST SECOND. ALSO I NEVER EVEN HEARD ABOUT THE TEACHING ASSISTANT WORKSHOP UNTIL TODAY.
HIRE A RELIABLE DEPARTMENT ADVISOR!
MORE COMMUNICATION BETWEEN THE TEMPORARY ADVISOR AND STUDENT CONCERNING REQUIREMENTS.
MORE CAREER GUIDANCE.
ADVISOR DIFFICULT TO COMMUNICATE WITH AT TIMES.
ADVISOR WASN'T VERY HELPFUL. GRAD OFFICE HAD MY GMAT SCORES AND APPLICATIONS BUT DID NOT PROCESS MY APPLICATION FOR 2 MONTHS BECAUSE THEY WERE WAITING FOR THE GRE. (I TOOK THE GMAT!!!)
REMIND/ENCOURAGE US TO BEGIN FULFILLING LANGUAGE REQUIREMENTS IN OUR 1ST SEMESTER.
TEACH MY MAJOR PROFESSOR HOW TO BE A BETTER ADVISOR.
BETTER RECRUITING ADVICE, SOME CLASSES OVERLAPPED SIGNIFICANTLY WITH OTHER CLASSES.
MY ADVISOR CHANGED AND NO ONE LET ME KNOW. NO ONE EVER FOLLOWED UP TO SEE HOW I WAS PROGRESSING AND I DIDN'T KNOW WHO TO CONTACT.
ADVISOR SHOULD KEEP IN TOUCH MORE OFTEN - TRACKING.
ONCE CLASSWORK DONE, MORE PROF INITIATED CONTACT WITH STUDENTS. ENCOURAGE, ADVISE INFORM. NOT ALWAYS STUDENT INITIATED.
HAVE AN ADVISOR THAT IS MORE AVAILABLE.
HELP ENCOURAGE ME TO FINISH QUARTER.
CONTACT ME REGULARLY TO ACERTAIN THAT I WAS MEETING MY DEADLINES AND COMPLETING REQUIRED PROCEDURES.
HELP STUDENTS BETTER UNDERSTAND GRADUATION AND OTHER REQUIREMENTS.
I WAS UNSURE OF THE GRADUATION PROCESS. I DIDN'T KNOW WHAT I NEEDED TO DO NEXT.

CAREER PLACEMENT SERVICES

PROVIDE OR GIVE INFORMATION FOR CAREER OPPORTUNITIES AND PLACEMENT.

BY INTERACTING WITH COMPANIES IN THE JURATE SECTOR, AND IMPROVING ON-CAMPUS PLACEMENTS.

JOB PLANNING/RECRUITING FOR UACPA CLASSES. SCHEDULE THE CLASSES FURTHER IN ADVANCE.

THERE NEEDS TO BE A BETTER NETWORK OF USU PROFESSORS AND/OR CAREER SERVICES WITH POTENTIAL EMPLOYERS; MUCH LIKE IN THE ACCOUNTING DEPARTMENT. CAREER FAIRS ARE ONLY FOR SALESMEN.

100% PLACEMENT UPON GRADUATION.

MORE CONNECTIONS TO BUSINESS AND INDUSTRY.

BETTER ALUMNI NETWORK FOR CAREER DEVELOPMENT AND PLACEMENT. GUEST LECTURES FROM BUSINESS LEADERS.

INCLUDE THE OFF-CAMPUS STUDENTS IN EMPLOYER RECRUITING. I DIDN'T KNOW THE BIG 4 ACCOUNTING FIRMS VISITED THE USU CAMPUS UNTIL IT WAS TOO LATE. I WOULD HAVE BENEFITED GREATLY BY DRIVING UP TO LOGAN. NOT ONLY WAS THIS INFO NOT ANNOUNCED, IT WAS DIFFICULT TO FIND.

I THINK THE UNIVERSITY COULD BE OF MORE ASSISTANCE IN JOB PLACEMENT.

DEVELOP MORE EFFECTIVE CAREER PLACEMENT PROGRAMS.

ALLOW MORE OPPORTUNITIES FOR STUDENTS TO MEET AND NETWORK WITH POTENTIAL EMPLOYERS.

JOB PLACEMENT! THE PROGRAM MAKES *NO* EFFORT TO HELP STUDENTS FIND QUALITY JOB PLACEMENT. CAREER SERVICES ARE NOT HELPFUL, OTHER SHOWING YOU HOW TO USE HOTJOBS, OR MONSTER, AND HANDSHAKING TECHNIQUES.

IMPROVE CAREER FAIR. GIVE MORE CHANCE FOR GRADUATE STUDENTS TO GET A JOB.

COMMUNICATION

THE UNIVERSITY AS A WHOLE NEEDS BETTER COMMUNICATION. MY ACCEPTANCE LETTER GOT LOST AND HAD TO BE RESENT, I GOT LETTERS SAYING MY GPA WAS BELOW 3.0 WHEN IN FACT IT WAS NOT, AND EVEN MORE.... BAD COMMUNICATION!

IF THERE ARE MEETINGS WITH THE GRADUATE STUDENTS PERIODICALLY WOULD BE BETTER.

I FELT THERE WERE A LOT OF PROBLEMS, IT SEEMS THAT PAPERWORK WAS LOST OR MISPLACED A LOT IN MY SITUATION. I THINK THERE NEEDS TO BE MORE COMMUNICATION BETWEEN THE STUDENTS AND GRAD SCHOOL.

BE MORE AVAILABLE TO CERTAIN STUDENTS SUCH AS MYSELF WHO HAD LITTLE TIME DUE TO OUR PROGRAMS. SO IT WAS HARD TO FIND PEOPLE WHO WERE WILLING TO WORK WITH ME.

GRADUATE SCHOOL HAVE NEVER CONTACTED ME WITH ANY INFORMATION. I LEARNED ABOUT THE PAPERS I HAVE TO PROVIDE OR FILL OUT FOR MY GRADUATION VERY LATE.

BETTER COMMUNICATION ON CLASS SCHEDULES.

FOR THOSE OF US WHO HAVE NOT BEEN TO SCHOOL IN A LONG TIME AND/OR LIVE AWAY FROM CAMPUS, BE MORE COMPASSIONATE/EXPLANATORY ON WHAT TO DO AND HOW TO DO IT AS IT RELATES TO GOING THROUGH THE SCHOOL PROCESSES.

COMMUNICATE IMPORTANT DATES AND INFO BETTER TO STUDENTS. CLEARER EXPECTATIONS.

MY NEEDS WERE MET. ALTHOUGH I JUST GOT ANOTHER UNDERGRADUATE TRANSCRIPT FOR USU. THIS WAS GIVEN TO THEM AT THE BEGINNING OF MY PROGRAM. NOW AT THE END THEY TOLD ME THEY DIDN'T HAVE ONE ON FILE, SO I HAD TO DO IT AGAIN.

LISTEN CAREFULLY TO OUR NEEDS AND GOALS. MANY OF US ARE NOT TRADITIONAL STUDENTS - OUR NEEDS ARE DIFFERENT.

BETTER COMMUNICATION BETWEEN THE MAJOR PROFESSOR, PRINCIPAL INVESTIGATOR, AND THE GRADUATE STUDENT.

MORE EFFECTIVE COMMUNICATION BETWEEN DEPARTMENT INSTRUCTORS AND STUDENTS. MOST OF MY INFORMATION CAME FROM STUDENTS RATHER THAN THE PROFESSORS I INQUIRED OF.
MORE OFTEN COMMUNICATE BY EMAIL.
IT WOULD BE HELPFUL FOR COMMUTING STUDENTS TO HAVE MORE INFORMATION PROVIDED BY MAIL VS. EMAIL.
GIVE US SOME ADVANCE INFORMATION OF COURSES WE SHOULD HAVE TAKEN IN THE LAST 5 YEARS OR EXPERIENCE WE SHOULD HAVE HAD. THEY DIDN'T LOOK AT US INDIVIDUALLY IN TERMS OF WHERE WE SHOULD BE UNTIL WE STARTED IN OUR COURSEWORK.
BETTER COMMUNICATION BETWEEN DEPARTMENTS.
IN MY CASE WHILE I WAS BEING RECRUITED I CAME IN UNDER THE IMPRESSION THAT I WAS TAKING 30 CREDITS TO GRADUATE. WHEN I SHOWED UP FOR ORIENTATION IT WAS CHANGED TO 33 CREDITS. OUR CLASS WAS NOT INFORMED OF THE CHANGE & WE WERE BLINDSIDED BY IT.
EVERYBODY INVOLVED NEEDS TO BE MORE FAMILIAR/KNOWLEDGABLE OF THE ENTIRE PROCESS, FROM APPLYING TO GRAD SCHOOL THROUGH THE PROCESS TO APPLYING FOR GRADUATION. INCLUDES THE SCHOOL OF GRADUATE STUDIES BEING FAMILIAR WITH ART DEPARTMENT REQUIREMENTS.
AT TIMES DID NOT RESPOND IN A TIMELY MANNER.
ANSWER EMAILS PROMPTLY. MOST DID. A FEW WERE VERY SLOW TO RESPOND.
BE MORE ACCESSIBLE FOR QUESTIONS.
GET IN CONTACT/RETURN CALLS/EMAILS QUICKER.
COMMUNICATION BETWEEN THE GRAD SCHOOL AND THE ADVS DEPARTMENT NEEDS TO BE IMPROVED.
BETTER COMMUNICATION.
COMMUNICATION.
I NEVER HAD STUFF I NEEDED TO DO (LIKE SCHEDULING THESIS DEFENSE OR FILLING OUT GRADUATION PAPERWORK) EXPLAINED TO ME/ BROUGHT TO MY ATTENTION UNTIL THE LAST SECOND. ALSO I NEVER EVEN HEARD ABOUT THE TEACHING ASSISTANT WORKSHOP UNTIL TODAY.
MY FIRST SEMESTER, SOMEONE DROPPED THE BALL AND I WASN'T "OFFICIALLY" IN MY MAJOR OF STUDY TILL THE SPRING. EVERYTHING'S GOOD NOW.
WHEN I ASKED, THEY HELPED. USU DOINT GREAT, STUDENT NEEDS TO BE PROACTIVE.
COMMUNICATION ONLINE EARLIER THAN IT HAS BEEN POSTED, ESPECIALLY SUMMER COURSES SO VACATIONS CAN BE PLANNED AROUND IT!
AS AN INTERNATIONAL STUDENT, I COULD HAVE MORE INFORMATION ABOUT DIFFERNT THINGS CONCERNING INTERNATIONAL STUDENTS, FOR EXAMPLE HEALTH CARE, GIVE FINANCIAL OPTIONS NOT JUST THE UNIVERSITIES. MORE COURSES ABOUT GRANT WRITING AND PROFESSIONAL DEVELOPMENT.
ANSWERING EMAILS IN A TIMELY MANNER .
RESPOND TO QUESTIONS AND CONCERNS IN A TIMELY MANNER EVEN IF BUSY, RESPOND THAT THE SITUATION WILL BE ADDRESSED AS SOON AS POSSIBLE. IT IS IMPORTANT TO HAVE THE STUDENT FEEL AS THOUGH THEIR QUESTIONS/CONCERNS ARE VALUED & WORTH A RESPONSE.
ANSWER QUESTIONS THAT STUDENTS HAVE INSTEAD OF TRANSFERRING THE STUDENT TO ANOTHER STAFF MEMBER.
I FELT THAT AS A PART TIME STUDENT I WAS OVERLOOKED WHEN IT CAME TO SENDING EMAILS TO THE ENTIRE STUDENT BODY.
BETTER COMMUNICATION.
MAKE INFORMATION MORE CLEAR AND AVAILABLE - WASN'T BAD THOUGH.
BE KIND WHEN ANSWERING PHONE CALLS.

COURSES
MORE RELEVANT CLASSES OFFERED, WIDER RANGE OF TOPICS.
BETTER COMMUNICATION OF COURSES UPCOMING/SCHEDULING.
BETTER COMMUNICATION ON CLASS SCHEDULES.
MORE SPECIALIZED COURSES IN MY FIELD -- COMPUTER NETWORKING.
MEET THE REQUIREMENTS BY REAL JOB MARKET.
ACADEMIC PROBLEMS ARE EXPLAINED AS CLEAR AS POSSIBLE. PROVIDE INFORMATION AS MUCH AS POSSIBLE TO INTERNATIONAL STUDENTS, BY MAKING THE GRADUATE STUDENTS HAVE AN INTERACTION WITH THE STUDENTS WHO HAVE ALREADY TAKEN THE
DIVERSIFY COURSES & APPOINT AT LEAST INSTRUCTORS IF YOU CAN'T FIND PROFESSORS.
PROVIDE COURSES WHICH ARE MORE RELEVANT TO INDUSTRY.
IT WOULD'VE BEEN NICE TO HAVE MORE CHOICE IN MY "ELECTIVE" CLASS - NO REPEAT TEACHERS.
ADDITIONAL TECHNICAL OPTIONS IN CLASSES.
DON'T HAVE CLASSES ON MONDAY & FRIDAY--CHANGE TO TUESDAY & THURSDAY.
JOB PLANNING/RECRUITING FOR UACPA CLASSES. SCHEDULE THE CLASSES FURTHER IN ADVANCE.
I KNOW ETHICS ARE VITALLY IMPORTANT...BUT ONE CLASS IS ENOUGH. I HAD ONE TEACHER WHO TAUGHT MULTIPLE CLASSES, INCLUDING ETHICS, WHO TAUGHT ETHICS IN OTHER CLASSES AND SKIPPED OUT REAL MEANING OF OTHER CLASSES.
ELIMINATE THE FOLLOWING SENTENCE FROM THE CURRICULUM: "YOU ARE GRADUATE STUDENTS, DON'T ASK."
I WOULD LIKE TO SEE MORE FORENSIC ACCOUNTING CLASSES, AND CLASSES GEARED TOWARDS ADVISORY (NOT JUST TAX AND AUDIT). THE ETHICS & COMMUNICATIONS CLASS SHOULD BE CHANGED OR DROP - EVERY TEACHER/PROFESSIONAL GIVES DIFFERENT ADVISE ON WHAT IS TOUGH.
ALLOW MORE FLEXIBILITY FOR WORKING STUDENTS TO ATTEND CLASS ON-CAMPUS DURING NORMAL HOURS. FOR THOSE STUDENTS ALREADY IN A CAREER THE BUS 6310 CAREERS CLASS WAS NOT APPLICABLE TO MOST OF OUR LIVES WITH ASSIGNMENTS DIFFICULT TO COMPLETE WHEN WE ARE ALREADY OVERWORKED.
ABOUT HALF THE CLASSES TAUGHT WERE JUST POWER-POINT AFTER POWER-POINT. AS A TEACHER/STUDENT, I DID NOT GAIN ANYTHING FROM THESE COURSES. ALSO, WHEN CALLING LOGAN I GOT TRANSFERRED SEVERAL TIMES BEFORE TALKING TO WHO I NEEDED. THIS IS FRUSTRATING.
MORE CHALLENGING COURSES.
ORGANIZE COURSE WORK IN A MANNER TO REFLECT AREAS OF HIGHEST PRIORITY IN RELATION TO JOB SKILLS. ASSIST WITH ADULT
MORE ADVANCED NOTICE OF UPCOMING CLASSES AND REQUIRED TEXTS. THE BOOKSTORE WAS OUT OF STOCK MORE THAN ONCE. WITH A CONDENSED CLASS TIME OF 6 WEEKS, ONE WEEK WITHOUT THE BOOK SLOWS EVERYONE DOWN.
OFFER MORE "OPTIONS" DURING SUMMER SEMESTER.
EMPHASIZE GRADES LESS. THE WHOLE "B+ IS GOOD WORK" GRADING STRUCTURE WAS JUST NOISE. FOCUS ON THE COURSEWORK, THINK LESS OF GRADING POLICIES.
UPDATE THE READING ENDORSEMENT BROCHURE ON WHEN CLASSES ARE TAUGHT. FOR EXAMPLE ELED 6230 SHOWED BEING TAUGHT THIS SUMMER. I PLANNED ON TAKING IT TO FINISH MY ENDORSEMENT. NOW I'LL JUST PICK IT UP LATER.
CREATE COURSES THAT ARE APPLICABLE TO THE I.T. FIELD. DO NOT RELY ON TEXTBOOKS TO DICTATE THE COURSE. I GREW VERY TIRED OF WATCHING POWERPOINTS ABOUT WHAT HAPPENED IN THE 90'S.

SOME OF THE COURSES NEED A RESTRUTURING TO HAVE MORE SPECIFIC OBJECTIVES OR OBJECTIVES THAT BETTER MATCH THE PROGRAM.
MORE FINISHED PROJECTS WE COULD USE IN THE CLASSROOM OR OFFER TO OTHER TEACHERS.
MAKE THE CURRICULUM MORE APPLICABLE AND LESS PHILOSOPHICAL.
ALLOW STUDENTS MORE FREEDOM IN PICKING SOME CLASSES, OFFER MORE CLASSES IN BUSINESS ADMINISTRATION, HAVE PROFESSORS WITH EXPERIENCE TEACH THE CLASSES.
IT WOULD HAVE BEEN NICE TO HAVE MORE PAPER PRESENTATIONS, OR AT LEAST BETTER INFORMATION ON PRESENTING, I ONLY HEARD ABOUT ONE.
DROP BUS 6310!! BY FAR, IT WAS THE MOST WORTHLESS CLASS IN MY COLLEGE CAREER--A COMPLETE *WASTE* OF TIME!!
ELIMINATE COURSES LIKE 6310. I FOUND THIS COURSE REQUIRED A LOT OF BUSY WORK THAT WAS NOT RELEVANT TO MY OBJECTIVES FOR GETTING MY MBA.
FOR ONLINE OR REGULAR COURSES, GET STUDENT EMAIL ADDRESSES AND SEND OUT AN INFORMATION EMAIL 2 WEEKS BEFORE CLASS BEGINS WITH INFO SUCH AS - HOW TO AND WHERE TO LOG ON, TEXTBOOKS, START DATE.
BETTER SCHEDULING (NEED FIRM SCHEDULES OF CLASSES AND SYLLABUSES MUCH SOONER).
AN UPDATE OF WHEN COURSES ARE OFFERED (SEMESTER/YEAR) WOULD BE HELPFUL.
THE SCHEDULING NEEDS TO BE DONE IN ADVANCE. STUDENTS SHOULD KNOW THE CLASSES AND DATES 1 YEAR IN ADVANCE...CERTAINLY NOT ONLY 2 WEEKS IN ADVANCE!
OFFER A LARGER VARIETY OF COURSES.
OFFER COURSES AT MORE CONVENIENT TIMES.
SOME COURSES PROVIDED TOO MUCH BUSY WORK & WERE NOT ON PAR WITH "REAL-LIFE" APPLICATIONS.
CONSISTENCY, MORE CLASS OPTIONS.
MORE OPTION IN THE COURSES OFFERED.
OFFER MORE COURSES RELEVANT TO THE STUDENTS RESEARCH.
MORE NUMBER OF COURSES OFFERED IN DIFFERENT DOMAINS.
PROVIDE MORE CLASSES IN SCIENCE EDUCATION.
BEING IN TOUCH WITH INDUSTRY, NOT JUST ACADEMIA. PROVIDE A GREATER VARIETY OF COURSES. GRADUATE SEMINAR IS A WASTE OF TIME. IT STINKS!
THE ORDER OF CLASSES COULD HAVE BEEN BETTER. FOR EXAMPLE, IT WOULD HAVE BEEN BETTER TO HAVE THE ACCOUNTING CLASS BEFORE THE MANAGERIAL FINANCE CLASS.
BRING BACK THE CPA REVIEW COURSE AND PROVIDE MORE TAX COURSES.
PROVIDE ADDITIONAL CLASSES DIFFERENT FROM UNDERGRAD.
I WOULD LIKE TO SEE MORE SEMINARS AND RESEARCH PAPERS/PRESENTATION AND LESS LECTURING/TESTING AT THE GRADUATE
OFFER MORE COURSES IN SUMMER.
HAVE A COURSE IN HRIS.
LESS CLASSES AND LESS BUSY WORK IN CLASSES. RATHER THAN REQUIRE A LARGE NUMBER OF CREDITS, ALLOW STUDENTS TO FOCUS ON ISSUES AND SKILLS. THIS WILL ALLOW STUDENTS TO ASSOCIATE CONCEPTS AND SKILLS TO THEIR RESEARCH AND THUS REALLY LEARN.
PROVIDE OPPORTUNITY FOR SPECIALIZATION (CURRENTLY NO ELECTIVE CLASSES ARE AVAILABLE IN EVENING/WEEKEND FORMAT).
I FELT MY DYSPHAGIA COURSEWORK DIDN'T PREPARE ME FOR CLINICAL APPLICATION AS MUCH AS MY OTHER CLASSES. ALSO, MY DEPARTMENT WASN'T AS HELPFUL IN UPDATING ME ABOUT GRADUATIONI REQUIREMENTS FOR THE GRAD SCHOOL AS I WENT ALONG.

OFFER A LARGER SELECTION OF GRADUATE CLASSES AND ERADICATE REQUIRED CLASSES, ESPECIALLY SEMINAR.
I FELT THE DIVERSITY CLASS REQUIRED OF EDUCATION GRADUATES WAS TAUGHT IN A BIASED MANNER - HAD AN AGENDA.
CONTINUE OFFERING NIGHT CLASSES.
SOMETIMES FASTER RESPONSES IN GRADING MAY HAVE BEEN HELPFUL.
COMMUNICATE WHERE THE CLASSES ARE HELD INSTEAD OF MAKING US SEARCH FOR THAT INFO. ALSO, WHEN CLASSES ARE CHANGED OR CANCELLED, IMMEDIATE NOTICE WOULD BE APPRECIATED.
NOT CHANGE SYLLABUSES.
MORE COURSE CHOICES.
PLEASE PROVIDE CLEAR INSTRUCTIONS FOR OUR COURSEWORK AND PRACTICUM. ENCOURAGE US TO SPECIALIZE.
MORE INFORMATION ON AVAILABLE ELECTIVES.
I THINK RE-ORDERING SOME OF THE CLASSES. STATS COURSES SHOULD BE TAKEN BEFORE RESEARCH METHODOLOGY COURSE.
HAVE A BETTER WAY OF SCHEDULING CLASSES SO THAT A STUDENT COULD GRADUATE IN A REASONABLE AMOUNT OF TIME AND BE ABLE TO PLAN OUT A COURSE OF STUDY IN ADVANCE.
I THOUGHT THE DESCRIPTION FOR HOW TO DO MY CREATIVE PROJECT WAS CONFUSING - 2 DIFFERENT DOCUMENTS WITH DIFFERENT INSTRUCTIONS.
STOP COMBINING CLASSES - UNDERGRADS AND GRAD STUDENTS SHOULD HAVE SEPARATE CLASSES.
MORE FLEXIBILITY IN CLASS OPTIONS.
FLEXIBILITY IN OFFERING CLASSES. ONE CLASS AT 9 PM AND ONE AT 3 PM MAKES ITS HARD TO WORK AND GO TO SCHOOL.
MORE APPLICATION IN BUSINESS ENVIRONMENT.
HAVE A CPA PREP CLASS & NOT AN ENGLISH CLASS. LESS PRESENTATION & MORE CLASS WORK.
THE ONLY SUGGESTION WOULD BE TO PROVIDE MORE COURSEWORK IN STATISTICS. PRACTICAL UNDERSTANDING IT SEEMED TO ME WAS LEFT TO THE MAJOR PROFESSOR.
OFFER MORE COURSES IN SCIENCE EVEN WHEN THERE ARE LESS THAN 10 STUDENTS & OFFER COURSES EVERY YEAR INSTEAD OF EVERY OTHER YEAR.
PROVIDE A BETTER SELECTION OF CLASSES. TRY TO GROUP CLASSES IN MORNING OR EVENING, NOT IN THE MIDDLE OF THE DAY, MAKES IT HARD TO WORK.
MORE CLASS SELECTION.
MORE CLASS OPTIONS.
BY LENDING MORE PRACTICAL REAL WORLD AND JOB KNOWLEDGE.
ADD POWER CURRICULUM.
OFFER MORE CLASSES.
MORE DIVERSE GRADUATE COURSES WOULD BE NICE.
BETTER COURSES OFFERED DESIGNED TOWARD OR NEAR TO THE REAL-WORLD WORK ENVIRONMENT AND THEIR REQUIREMENTS.
MAKE THE CURRICULUM MORE APPLICABLE AND LESS PHILOSOPHICAL.
DEPARTMENT/PROGRAM
EVALUATE ELECTIVES IN ADVANCE. PROVIDE SCHEDULE MORE IN ADVANCE. OFTEN TIMES WE WOULDN'T KNOW WHAT OUR UPCOMING SCHEDULE WAS UNTIL TWO WEEKS BEFORE CLASSES STARTED.
BE MORE PREPARED - THE PROGRAM SEEMED TO MAKE LAST MINUTE DECISIONS AND CHANGED WHILE I WAS IN THE PROGRAM (SUCH AS CLASS LOCATION OR WHAT CLASSES WOULD BE TAKEN DURING THE 2 YEAR PROGRAM).

THE DEPARTMENT COULD OFFER STUDENTS JOBS AND FUNDING BETTER.
NOT ALLOW ANYONE INTO ARL UNTIL THEY HAVE BEEN ACCEPTED TO GRAD SCHOOL AND PASSED THE MAT.
MAKE THE DEGREE REQUIREMENTS AND OPTIONS CLEARER. MAKE THE ENVIRONMENTAL ENGINEERING DEGREE OFFICIAL! TRAIN THE PROFESSORS ON STUDENT ADVISING.
PROVIDE MORE OPPORTUNITIES TO INTERN.
PROVIDE MORE STAFF AND FACULTY IN THE HYDROLOGICS DIVISION.
BETTER COMMUNICATION. THE DEPARTMENT WAS VERY UNCOORDINATED IN ADMINISTRATIVE MATTERS SUCH AS PREPARING CLASS SCHEDULES AND RELAYING INFORMATION.
DEPT. SHOULD STEER THE STUDENTS TOWARDS RESEARCH EARLY ON DURING GRADUATE PROGRAM. DESERVING STUDENTS WHO ARE GOOD RESEARCHERS BUT NOT NECESSARILY WITH GOOD GPA SHOULD ALSO BE AWARDED FINANCIAL ASSISTANCE FROM THE DEPT./GRAD SCHOOL. DOING ODD JOBS TO MANAGE.
THERE NEEDS TO BE A BETTER NETWORK OF USU PROFESSORS AND/OR CAREER SERVICES WITH POTENTIAL EMPLOYERS; MUCH LIKE IN THE ACCOUNTING DEPARTMENT. CAREER FAIRS ARE ONLY FOR SALESMEN.
MORE COURSE OPTIONS FOR ALLIANCE PROGRAM.
THE INST. TECH. DEPT. NEEDS TO HAVE BETTER COMMUNICATION WITH THEIR STUDENTS. THEY NEED TO RESPOND TO EMAILS MORE QUICKLY.
I DO NOT FEEL I IMPROVED MY ABILITY TO BE A BETTER P.E. TEACHER BY GETTING THIS DEGREE. I WAS VERY DISAPPOINTED IN THE CLASSES OFFERED. THE CLASSES NEED TO CHANGE, NOT JUST REPEAT EVERYTHING IN THE UNDERGRAD CLASSES. I HOPE MY OPINIONS ARE HEARD.
THE SCHOOL OF ACCOUNTANCY HAS STRUGGLED ON THE OTHER HAND TO MAINTAIN ADEQUATE INSTRUCTORS FOR THESE COURSES.
PROVIDE MORE RESEARCH ASSISTANTSHIP AND SCHOLARSHIP OPPORTUNITIES TO ENGLISH GRADUATE STUDENTS.
NO THESIS IN THE FCHD - MARRIAGE AND FAMILY THERAPY DEGREE. IT'S *TOO MUCH* .
EVERYBODY INVOLVED NEEDS TO BE MORE FAMILIAR/KNOWLEDGABLE OF THE ENTIRE PROCESS, FROM APPLYING TO GRAD SCHOOL THROUGH THE PROCESS TO APPLYING FOR GRADUATION. INCLUDES THE SCHOOL OF GRADUATE STUDIES BEING FAMILIAR WITH ART DEPARTMENT REQUIREMENTS.
STUDENTS NEED TO KNOW THE STATUS OF THEIR ACCEPTANCE MUCH EARLY THAN IS CURRENTLY DONE.
MANY COURSES WERE NOT REALLY APPLICABLE TO MY MAJOR AREA OF STUDY/INTEREST. PERHAPS THE DEPARTMENT TRYS TO COVER TOO MANY POSSIBLE MAJORS.
I WOULD ELIMINATE THE EDUCATION CLASSES, THEY WERE BORING AND INCLEMENT. I HAVE BEEN TEACHING FOR 15 YEARS, THOSE COURSES ESPECIALLY EDUCATION FOUNDATIONS, IS GEARED FOR UNDERGRADUATES.
IN CS DEPARTMENT COURSES NEED TO BE DEVELOPED WITH MORE SPECIALIZATIONS WITH MORE COURSES.
MAKE GOOD ON PROMISES DURING ORIENTATION, PUT MORE EMPHASIS ON SUBJECTS THAT ARE APPLICABLE TO THE MAJORITY OF STUDENTS IN THE PROGRAM, LISTEN TO INPUT OF STUDENTS BEFORE AND DURING THE PROGRAM, NOT JUST AFTER.
THE DEPARTMENT SHOULD FULFIL THE COMMITMENT. I DID NOT FIND THAT.
WHAT KIND OF REPORTING IS DONE ABOUT CLIENTS, CASE WORK LAID OUT ITEM BY ITEM, HOW TO DO IT, WHAT TO SAY.
MORE HANDS ON 'PAPERWORK' DONE IN FIELD IN THIS AREA, VDC EVAL TESTS, WHAT DO THEY TEST, HOW ARE THEY SCORED, WHAT DO SCORES MEAN IN LAYMANS TERMS.
AS OTHER MBA COURSES I HAVE ATTENDED. TOO MANY 'GROUP' PROJECTS.
FOLLOW THROUGH WITH COMMITMENTS. OFFER A SPECIALIZATION IN ACCOUNTING.

LAEP DEFINITELY IS STRUGGLING WITH FACULTY MY LAST YEAR HAS BEEN A COMPLETELY DIFFERENT EXPERIENCE AS MANY FACULTY POSITIONS HAVE BEEN REPLACED. MY MAJOR PROFESSOR IS AMAZING BUT HAS BEEN STRAPPED FOR TIME AS HE HAS TAKEN ON MANY DIFFERENT ROLES!
COMPUTER SCIENCE DEPT SHOULD COME UP WITH MORE INDUSTRY/SOFTWARE ORIENTED COURSEWORK. THEY SHOULD ALSO HAVE WELL DEFINED COURSEWORK FOR SUMMER. SO THAT STUDENTS CAN PLAN AHEAD.
MAKE THE COMPREHENSIVE EXAM INFORMATION AND EXPECTATION MORE CLEAR AND AVAILABLE FROM THE BEGINNING.
IN THIS PARTICULAR PROGRAM, THE ENGLISH DEPARTMENT DID A GREAT JOB. I DON'T KNOW REALLY WHAT THE GRADUATE OFFICES COULD HAVE DONE MORE FOR THIS PARTICULAR PROGRAM.
BETTER INFORM STUDENTS ON DATES OF DEADLINES AND REQUIREMENTS FOR THESIS. FOR EXAMPLE INFORMATION TO INCLUDE, ORDER OF WHAT NEEDS COMPLETED. ALSO, MORE HELP FROM THE DEPARTMENT WOULD BE HELPFUL FOR A THESIS.
MORE OPTIONS SHOULD BE GIVEN TO THE STUDENTS SO THAT THEY CAN SPECIALIZE IN THE AREAS THAT THEY WISH.
FOR THE SCHOOL COUNSELING PROGRAM, THERE SHOULD BE AT LEAST 1 CLASS FOCUSED ON GRAUDATION REQUIREMENTS (HIGH SCHOOL), SCHEDULING, ETC... THIS HAS BEEN 90% OF MY JOB AND I GOT ZERO TRAINING ON THIS.
IT WOULD BE NICE TO BE MORE EMPLOYABLE AFTER GRADUATION.
MAKE IT SO ADULT SUPERVISORS AND STUDENTS WERE BETTER INFORMED ABOUT THE GRADING PROCESS.
MY DEPARTMENT IS AN EXAMPLE OF WHAT SHOULD BE DONE BY EVERY DEPARTMENT.
AT THE BEGINNING, IT WOULD HAVE HELPED ME, AS A COM-SCI MAJOR, TO KNOW THAT I WOULD BE REQUIRED TO TAKE SO MANY UNDERGRADUATE COURSES.
PROVIDE MORE OPPORTUNITY TO INSTRUCT A COURSE AS A PHD STUDENT.
MORE "SYNCHRONOUS" LEARNING OPPORTUNITIES.
I THINK MY DEPARTMENT NEEDS TO KNOW MORE ABOUT USU'S POLICIES AND WAYS OF DOING THINGS. MANY TIMES WHEN I HAD QUESTIONS, I HAD TO FIND THE INFORMATION BECAUSE MY ADIVISOR DIDN'T KNOW AND DIDN'T SEEM VERY WILLING TO RESEARCH FOR ME.
I FELT MY DYSPHAGIA COURSEWORK DIDN'T PREPARE ME FOR CLINICAL APPLICATION AS MUCH AS MY OTHER CLASSES. ALSO, MY DEPARTMENT WASN'T AS HELPFUL IN UPDATING ME ABOUT GRADUATIONI REQUIREMENTS FOR THE GRAD SCHOOL AS I WENT ALONG.
THE DEPARTMENT COULD OFFER MORE COURSES RELATED TO STRUCTURES.
BETTER ORGANIZATION OF COURSES AND KNOWLEDGE OF THEM SOONER. MADE TO PLAN COURSES DIFFICULT WHEN NO KNOWLEDGE OF WHEN THEY WERE TAUGHT OR TAUGHT AT THE SAME TIME - REQUIRED COURSES TAUGHT AT SAME TIME. BAD WORK.
THE DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY SHOULD HIRE MORE PROFESSORS.
THE COMM DEPT. NEEDS MORE OVERSIGHT. THE GRAD PROGRAM SEEMS TO BE PRESENT FOR THE TEACHERS EGO AND SUBJECT AREA, EXPAND THE P.R. AND WRITING COURSES. RETRACT MASS MEDIA CRITICISM AND ITS USELESS COUNTERPARTS.
MY DEPARTMENT COULD FOCUS MORE ON INTERNATIONAL ISSUES AND USE QUICKBOOKS.
CALLS AND EMAILS TO THE DEPARTMENT WENT UNANSWERED - FRUSTRATING!
IT WOULD BE NICE TO KNOW WHICH CLASSES WOULD BE OFFERED IN LATER SEMESTERS, BEFORE IT COMES TIME TO REGISTER, LIKE A YEAR BEFORE OR SO!
COLLEGE OF NATURAL RESOURCES NEEDS A GRAD STUDENT HANDBOOK (THERE WAS ONE WHEN I STARTED IN 2000 BUT NO ONE KEPT IT UPDATED--IN FACT NO ONE EVEN REMEMBERS IT!)
MY PROGRAM IS NOT SET UP AT ALL TO ACCOMMODATE LONG DISTANT, FULL TIME WORKING STUDENTS. IT WAS VERY DIFFICULT TO KEEP MY JOB AND TO COMMUTE TO USU FROM OGDEN AND GET THIS DEGREE.
LITTLE COLLABORATION BETWEEN PROFESSORS. LACK OF PERMANENT DEPARTMENT HEAD HURT DEPARTMENT.

ACCESSIBLE COMPUTERS/INTERNET INSIDE DEPARTMENT.
BETTER CLASSES WITHIN THE PSB DEPARTMENT.
DEPARTMENT COULD HAVE MORE CLASS OPTIONS FOR STUDENTS WITH THERMAL INTERESTS. AND MORE RESEARCH OPPORTUNITIES.
MORE DETAILS CONCERNING CONCURRENT ENROLLMENT AND ITS EFFECT ON OBTAINING THE PE LICENSE.
THE DEPARTMENT HEAD HAS UNDONE YEARS OF WORK THE FACULTY HAS PUT IN TO UNIFY THE DIFFERENT DEPARTMENT EMPHASIS AREAS. I AM BITTERLY DISAPPOINTED THAT THOSE WHO FOLLOW WILL STRUGGLE TO EXPERIENCE THAT UNITY AND LEARN FROM ONE ANOTHER'S FIELDS.
PROVIDE BETTER OPPORTUNITY FOR THESIS COMPLETION WITHIN COURSEWORK.
MORE COURSES ARE NEEDED FOR STRUCTURAL ENGINEERING.
TAYLOR A BETTER AEROSPACE EDUCATION TRACK--DON'T TRY TO MAKE AEROSPACE ENGINEERS MECHANICAL ENGINEERS.
CNL MACHINE TOOLS FOR STUDENT USE, STUDENT LAB SPACE TRY LISTING TO STUDENTS.
ORGANIZED SCHEDULE OF COURSE OFFERINGS TO FOLLOW IN THE EDUCATION COURSES, LIKE THE ESL ENDORSEMENT PROGRAM THROUGH UINAH BASIN.
UPDATE FORMS AND CREATE A CHECKLIST FOR SHOWING DEPARTMENT REQUIREMENTS.
I BELIEVE THE NEW STEPS BEING TAKEN BY THE ENGLISH DEPARTMENT TO ENSURE THE FOCUS AND VIABILITY OF THESIS-RELATED INTENTIONS IS A VITAL STEP TO PREVENT THE STATE OF "FLOUNDERING" IN WHICH I FOUND MYSELF.
STRETCH OUT CLASSES SO THERE IS MORE TIME TO WORK ON THESIS WHILE TAKING CLASSES.
CREATE MORE CLASSES WITHIN THE DEPARTMENT AND ELIMINATE THOSE TAUGHT OUTSIDE OF THE DEPARTMENT.
BETTER QUALITY COURSE IN PSYCHOMETRICS AND CHILD BEHAVIORAL DISORDERS. MORE ASSISTANCE WITH FINDING PRACTICUM AND INTERNSHIP PLACEMENTS (HELP SEEMED TO COME TOO LATE).
MY DEPARTMENT WAS WONDERFUL, HOWEVER ONE OF MY ASSIGNED EXTERNSHIPS DID NOT PROVIDE ME WITH ENOUGH CLINICAL HOURS. IT WOULD BE BETTER IF THEY MADE SURE EACH STUDENT GOT MORE SIMILAR HOURS.
BETTER COMMUNICATION BETWEEN THE DEPARTMENT AND GRADUATE SCHOOL (SCHOOL OF GRAD. STUDIES). BETTER COMMUNICATION WITH FACULTY WHILE FULFILLING REQUIREMENTS OFF-CAMPUS.
MANY OF THE REQUIRED COURSES WERE TAUGHT BY SECONDARY ED PROFESSORS. MANY TIMES THEY BECAME VERY IRRELEVANT FOR EL ED MAJORS. MAYBE HAVE MORE EL ED PROFESSORS TEACH OR SPLIT THE SECTIONS.
BETTER DEFINE REQUIREMENTS AND DEADLINES. THEY NEED TO BE UNDERSTANDABLE AND WHERE STUDENTS CAN READ THEM.
BETTER OFF-SITE EXTERNSHIPS (MORE MEDICAL - INTEROPERATIVE MONIORING AND CI). MORE COCHLEAR TRAINING.
MORE FUNDING FOR BUS. GRAD. STUDENTS. IN FUTURE ONLY GTA'S GET INSURANCE. ONLY 8 GTAS IN ALL OF COB, ONLY ONE THIS YEAR IN MBA PROGRAM. HOW WILL INSURANCE BENEFIS MBA'S?
END FICTION THAT OUR PH.D IS PART OF COLLEGE OF EDUCATION. MORE REALISTIC COURSES TOO WATERED DOWN. CURRENT GRADUATE ADVISOR IS INCOMPETENT.
THE DEPARTMENT COULD IMPROVE ITS KNOWLEDGE OF THE GRADUATE SCHOOL'S POLICIES AND PROCEDURES.
PROVIDE MORE HANDS ON CLINICAL EXPERIENCES - ESPECIALLY WITH SWALLOWING (BESIDES EXAMS/MBS ETC.) ALSO SPEND MORE TIME IN AREAS OF APRAXIA NON-VERBAL CHILDREN ETC. AND SPEND MORE FOCUS ON WRITING. PROVIDE MORE OPPORTUNITIES TO WRITE.
MORE PRACTICE SESSIONS, EARLIER ON, WITH ACTUAL COUNSELOR-STUDENT SITUATIONS.
IMPROVE VARIABILITY OF CLINICAL EXPERIENCES ON CAMPUS. MORE ABR'S-ENGR-ECOG.
I DID NOT FIND THE BIOLOGY DEPT. TO BE A WELCOMING AND SUPPORTIVE ENVIRONMENT FOR GRAD STUDENTS IN GENERAL.

THEY NEED TO FOCUS ON GIVING PRACTICAL TRAINING FOR THEIR GRADUATES SO THAT THEY CAN PLACE THEM IN JOBS & PHD PROGRAMS.
MY DEGREE PROGRAM PREPARED ME TO BE A RESEARCHER AT AN R1 UNIVERSITY. MY PROGRAM DID A POOR JOB OF PREPARING ME FOR ANYTHING ELSE. VERY FEW OF US WILL BE WORKING AT THE R1 LEVEL POST GRADUATION. THERE WAS NO PREPARATION (BESIDES MY ADVISORS HELP) ON HOW.
HAVE MORE PROFESSORS AVAILABLE TO CHOOSE FROM FOR COMMITTEES. I EXPECTED THAT I WOULD GET TO HAVE CONVERSATIONS, LEARN FROM MY CHAIR & MY COMMITTEE IN THE DISSERTATION WRITING PROCESS. (THIS IS WHAT HAPPENS IN OTHER PHD PROGRAMS) MY CHAIR SAID.
HAVE OPTIONS AT THE END; TEST, CAUSES, THESIS, PROJECT.
A COMMITTEE MEMBER OF MINE COULD HAVE RETURNED REVISED THESIS BEFORE DEFENSE SO I COULD BE BETTER PREPARED FOR MY DEFENSE AND NOT BE BERATED FOR NOT KNOWING THOSE PROBLEMS BEFOREHAND.
THE CEE DEPARTMENT IS VERY DISORGANIZED WITH PLANNING AND ANNOUNCING DEFENSE PRESENTATIONS. ALSO, THERE SHOULD BE A CONSISTENT STANDARD FOR THE COMPREHENSIVE EXAM.
THE DEPARTMENT COULD OFFER MORE INFORMATION ON ENTREPRENEURSHIP AND BE MORE ORGANIZED. FOR EXAMPLE, THE DEPARTMENT ENTERED MY GRE SCORE INCORRECTLY AND COST ME A SCHOLARSHIP I QUALIFIED FOR.
I CAN'T THINK OF ANY. THERE WERE A LOT LESS HURDLES TO GET THE GRADUATE DEGREE THAN THE BACHELOR'S BECAUSE THE DEPARTMENT MADE IT VERY CLEAR. THEY WERE VERY HELPFUL.
BE AWARE OF OUR WORK LOAD FROM EMPLOYMENT, FAMILY ETC WHEN ASSIGNING WORK LOAD.
MORE CLEARER CHOICE INFORMATION. THE ABILITY TO TAKE CLASSES OUTSIDE MY MAIN AREA OF STUDY WOULD HAVE BEEN NICE.
CHANGE THE ME PROGRAM TO A MS (PLAN C).
THEY COULD HAVE SCHEDULED CLASSES MORE APPROPRIATELY.
A BETTER ORGANIZED ORIENTATION.
MORE FLEXIBLE STUDY PROGRAMS AND PROCESSES.
1. ADAPT THE CURRICULUM ACCORDING TO GRADUATE STUDENTS' NEED 2. PROVIDE MORE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT ASSOCIATED WITH FUTURE EMPLOYMENT.
REDUCE THE COURSE LOAD FOR GRAD STUDENTS AND GIVE THEM MORE TIME ON RESEARCH, AT LEAST IN THE ECONOMICS
ORAL COMPREHENSIVE EXAMS SHOULD DEFINE WHAT EXACTLY IS BEING TESTED.
CONSIDER MORE PRACTICAL ORIENTED CLASSES.
THE DEPARTMENT WOULD BE BETTER IF IT CAN PROVIDE A CONSTANT DEPARTMENT POLICY.
WITH PRACTICAL KNOWLEDGE IN ORDER TO ACTUALLY DESIGN AND BUILD INSTRUCTIONAL TECHNOLOGIES. AND FURTHERMORE, THEY SHOULD HIRE MORE PROFESSORS WITH SKILLS IN RESEARCH DESIGN.
DISTANCE EDUCATION
MORE ONLINE COURSES! GAS IS EXPENSIVE!
IT WOULD HAVE BEEN *WAY* MORE HELPFUL TO COME FOR A CAMPUS VISIT AND EXPLANATION OF THE PROGRAM AT THE *BEGINNING* OF THE PROGRAM INSTEAD OF 1/2 WAY THROUGH.
BESIDES TEACHING ASSISTANTSHIPS, THERE DIDN'T SEEM TO BE A LOT OF TUITION ASSISTANCE FOR DISTANCE STUDENTS.
TREAT US LIKE WE ARE ON-CAMPUS USU STUDENTS. I REALLY DON'T THINK MY MAJOR PROFESSOR HAS A CLUE AS TO WHAT I AM DOING FOR MY PRACTICUM.

WOULD LIKE TO SEE OTHER PROGRAMS ADAPTED TO A DISTANCE DEGREE - MAYBE ADDITIONAL PHD PROGRAMS.
A BETTER SELECTION OF COURSE OBJECTIVES - HOWEVER DISTANCE LEARNING (UVSC CAMPUS) MAKES THIS A DIFFICULT TASK.
THE UNIVERSITY SHOULD PROVIDE RSA FUNDING TO DISTANCE STUDENTS.
MORE INFO ON COMMENCEMENT CEREMONY REQUIREMENTS AND DEADLINES SOONER FOR OUTREACH STUDENTS.
REINSTATE THE HUMAN RESOURCES DISTANT LEARNING PROGRAM.
FOR LONG DISTANCE STUDENTS IT IS VERY TIME CONSUMING TO TYPE QUESTIONS AND GET RESPONSES. PERHAPS AN AUDIO CONVERSATION/DIALOG WITH LD STUDENTS VERSES TYPED Q AND A.
MORE VARIETY OFFERED. AS PART OF THE OFFSITE PROGRAM, WE HAD LITTLE OR NO INPUT ON THE ELECTIVES.
ALTHOUGH EVERYTHING WORKED OUT OKAY FOR ME, I THINK THERE CAN BE MORE FLEXIBILITY AND EFFORT TO MAKE THE PROGRAM MORE USER FRIENDLY FOR FULL TIME WORKING ADULTS WITH FAMILIES - AND FOR THOSE OUTSIDE OF THE LOGAN AREA!
DOING DISTANCE LEARNING, IT FELT THAT SOME PROFESSORS DID NOT SEEM TOO INTERESTED IN THEIR JOB. BUT FOR THE MOST PART IT WAS GREAT.
MORE OPTIONS FOR THE SALT LAKE CENTER (I.E. SELECTION OF CLASSES).
CONTINUE THE MIS PROGRAM THROUGH DISTANCE EDUCATION. IT'S A SHAME THIS PROGRAM WILL NO LONGER BE OFFERED OUTSIDE THE LOGAN CAMPUS.
WHEN I WOULD CALL WITH QUESTIONS, GENERALLY THE STAFF WAS CONFUSED ABOUT HOW TO DIRECT ME, AS I WAS AN ED-NET EXTENSION STUDENT. OFTEN REFUSED TO HELP ME OVER THE PHONE.
DISTANCE EDUCATION HAS A LOT OF COMMUNICATION DIFFICULTIES. I HAD A HARD TIME REGISTERING EVERY SEMESTER.
MEET FACE-TO-FACE MORE OFTEN.
KEEP FINDING BETTER WAYS TO HELP DISTANCE LEARNERS. KEEP IN TOUCH WITH DISTANCE LEARNERS, MORE OFTEN.
HAVE SOMEONE IN UINTAH BASIN USU TO HELP WITH QUESTIONS.
HAVE LESS TECHNICAL DIFFICULTIES OVER THE ED-NET PROGRAM.
FINDING COURSES I COULD TAKE WAS SOMETIMES CONFUSING - THE CONTINUING EDUCATION AND TELEVISED COURSES WEREN'T COORDINATED WITH THE REGULAR COURSE LISTINGS.
THE DISTANCE ED. PROGRAM MADE ME FEEL VERY DISCONNECTED FROM OPPORTUNITIES AND GUIDANCE.
INCLUDE THE OFF-CAMPUS STUDENTS IN EMPLOYER RECRUITING. I DIDN'T KNOW THE BIG 4 ACCOUNTING FIRMS VISITED THE USU CAMPUS UNTIL IT WAS TOO LATE. I WOULD HAVE BENEFITED GREATLY BY DRIVING UP TO LOGAN. NOT ONLY WAS THIS INFO NOT ANNOUNCED, IT WAS DIFFICULT TO FIND.
CORRELATION WITH UVSC (TUITION, STUDENT ID, LAB ACCESS, PARKING PERMIT) *VERY* POOR. CORRELATION WITH USU IN ABOVE AREAS, AND LIBRARY ACCESS, COMPUTER ACCESS, STUDENT ID, FINANCIAL AID ALSO *VERY* POOR. ACCESS TO CLASS SYLLABI MEDIOCRE.
OFFER A GREATER VARIETY OF COURSES OVER THE COURSE OF 3 YEARS TO ALLOW THOSE WHO DONT LIVE IN LOGAN THE OPPORTUNITY TO TAKE MORE CLASSES.
WITH AN EDNET SYSTEM THINGS WORKED A LOT BETTER THAN I THOUGHT THEY WOULD. THE ONLY SUGGESTION WOULD BE TO USE BLACKBOARD MORE OR BE ABLE TO EMAIL ALL ASSIGNMENTS.
CHOICES FOR EDNET STUDENTS (CLASSES).
THE DISTANCE ED ASPECT MAKES IT HARD TO KNOW FOR SURE IF YOU ARE DOING THE PROCEDURE CORRECTLY. SOMETIMES I WASN'T SURE IF I DID SOMETHING OR SOMEONE ELSE HANDLED IT. THANK GOODNESS FOR MY ADVISOR.
PROFESSORS SHOULD BE ABLE TO VISIT THE OFF SITES, AND THE DISTANCE LEARNING EQUIPMENT NEEDS TO BE BETTER, I.E., BETTER CAMERA, SPEAKERS, AND MICROPHONES, BETTER MAIL SYSTEM (INTERCAMPUS).

THE FINAL INTERNET CLASS I TOOK HAD VERY LITTLE INPUT FROM THE PROFESSOR OR COMMENTS. WE WERE REALLY ON OUR OWN AND STRUGGLED ON OUR OWN THROUGHOUT THE COURSE. IT WAS VERY FRUSTRATING AND DIFFICULT TO KEEP GOING WITHOUT PROPER FEEDBACK FROM THE PROFESSOR.
OFFER MORE ONLINE AND SUMMER ED/NET CLASSES.
ENSURE BOOKSTORE SENDS CORRECT ORDERS.
MAKE REGISTERING FOR OFF CAMPUS COURSES EASIER--GET COURSE INFO OUT.
FOR DISTANCE LEARNING STUDENTS THERE NEEDS TO BE MORE OPPORTUNITIES TO TALK TO AN ADVISOR WITHOUT HAVING TO DRIVE TO LOGAN.
WORKING THROUGH THE SATELLITE SYSTEM HAS BEEN A STRUGGLE. IT SEEMS LIKE THERE WAS A GLITCH EVERY DAY WHICH MADE LEARNING AND COMMUNICATING DIFFICULT.
IMPROVE QUALITY OF TEACHERS AND THE TECHNICAL DIFFICULTIES OF THE ED/NET PROGRAM.
AS A DISTANCE ED STUDENT, I FELT NEGLECTED BY MY ADVISOR AND THE BIS DEPARTMENT. COURSES REQUIRED FOR MY PROGRAM OF STUDY WERE DROPPED FROM THE SCHEDULE - I WASN'T NOTIFIED. MY ADVISOR WAS *EXTREMELY* DIFFICULT TO CONTACT. I DON'T EVEN KNOW WHO MY MAJOR PROFESSOR IS.
MAKE IT EASIER FOR A DISTANCE STUDENT TO GET REGISTERED FOR CLASSES.
COMMUNICATE BETTER WITH STUDENTS AT OFF CAMPUS SITES.
PLEASE ASSIGN AN ADVISOR TO THE VERNAL CAMPUS.
I WOULD HAVE LIKED MORE FEEDBACK FROM MY PROFESSORS. THE UINTAH BASIN BOOKSTORE OFTEN DIDN'T HAVE THE BOOKS WE HAD TO HAVE FOR CLASSES. WE HAD TO *FIGHT* TO GET INTO THE CLASSES WE NEEDED.
MORE PERSONAL INTERACTION WITH STUDENTS, FACE-TO-FACE WHEN FEASIBLE.
SUMMER DISTANCE ED COURSES AT UVSC.
I WAS FRUSTRATED WITH THE ACADEMIC JOURNAL SEARCH ONLINE (THROUGH USU LIBRARY PROXY). I HAD A REALLY HARD TIME ACCESSING THE JOURNAL ARTICLES I NEEDED FOR PAPERS. FOR ONLINE STUDENTS, THAT'S A BIG FRUSTRATION.
THE COURSE OFFERINGS THROUGH DISTANCE ED. COULD BETTER MAPPED OUT IN ADVANCE. AFTER MY 1ST YEAR, I WAS NEVER SURE WHAT COURSES WOULD BE OFFERED AND WHEN SO I COULD PLAN MY OTHER OBLIGATIONS AROUND THEM.
MORE GRADUATE DEGREES OFFERED IN DISTANCE ED.
ORGANIZED SCHEDULE OF COURSE OFFERINGS TO FOLLOW IN THE EDUCATION COURSES, LIKE THE ESL ENDORSEMENT PROGRAM THROUGH UINTAH BASIN.
MAINTAIN A SLC CENTER WITH PROFESSORS FACE-TO-FACE.
BETTER COMMUNICATION BETWEEN THE DEPARTMENT AND GRADUATE SCHOOL (SCHOOL OF GRAD. STUDIES). BETTER COMMUNICATION WITH FACULTY WHILE FULFILLING REQUIREMENTS OFF-CAMPUS.
I FEEL THAT MY DEPARTMENT HAS MET ALL MY NEEDS. I WAS IN READING FIRST COHORT SO WE HAD A LOT OF SUPPORT.
CONTINUE LONG DISTANCE OPTIONS.
BE MORE FLEXIBLE AND ACCOMMODATING FOR DISTANCE ED STUDENTS WHO CAN'T RUN AROUND TO COMMITTEE MEMBERS AND GET SIGNATURES. LOOK AT ELECTRONIC SIGNATURES.
THE ONLINE CLASSES NEED BE MANAGED MORE EFFICIENTLY.
IT WOULD BE NICE TO HAVE THE CAPACITY FOR PROFESSORS TO COME ON-SITE AT THE DIFFERENT SATELLITE LOCATIONS AND TEACH FROM THERE AT LEAST ONCE THROUGHOUT THE SEMESTER.

THE FIRST YEAR AND 1/2 OF MY PROGRAM, I WAS VERY CONFUSED ABOUT THE ROLE THAT DISTANCE EDUCATION PLAYED IN REGISTRATION AND PAYMENT IN MY ONLINE PROGRAM. IT WOULD GREATLY HELP IF THIS DEPARTMENT HAD A ROLE IN WELCOMING THE ONLINE STUDENT.

MAKE A BETTER BRIDGE BETWEEN EXTENSION CAMPUSES AND MAIN CAMPUS.

SOMETIMES THE CONTINUING ED OFFICE WAS HARD TO GET A HOLD OF, EG I HAD TO CALL AROUND TO SEVERAL DEPARTMENTS TO GET HELP. THE COURSE REGISTRATION PROCESS IS VERY DIFFICUL TO USE. I CAN'T REMEMBER A SEMESTER WHERE I DIDN'T HAVE TROUBLE GETTING REGISTERED.

I REALLY LIKED THE ONE-WEEK SUMMER COURSES OFFERED AT THE USU LOGAN CAMPUS.

SOMETIMES THE PROFESSIONALS TEACHING CLASSES WERE COUNSELORS, BUT NOT GREAT TEACHERS. PROVIDE SOME SORT OF TRAINING ON TEACHING WITH DISTANCE ED.

DISTANCE ED WAS VERY DIFFICULT WITH 11 SITES - MOSTLY COMMUNICATION PROBLEMS BETWEEN SITES.

EXCELLENT EXPERIENCE

MY NEEDS WERE MET. I CAN'T THINK OF ANY OTHERS.

YOU ARE DOING A GOOD JOB.

I AM PLEASED W/THE PROCESS AND DO NOT SEE A NEED FOR CHANGE.

I THINK EVERYTHING IS GOOD.

KEEP UP THE GREAT WORK!

THEY DID A GREAT JOB.

IT'S ALREADY THE BEST!

VERY SATISFIED WITH EXPERIENCE.

YOU GUYS ARE DOING A GREAT JOB.

I BELIEVE THAT THEY DID A FINE JOB!

THEY DID A GREAT JOB.

I THINK THE UNIVERSITY HAS DONE AN EXCELLING JOB.

EVERYTHING WAS GREAT.

OVERALL I DON'T HAVE MUCH HERE TO SAY. AS OF YET, THIS PROCESS HAS BEEN VERY SMOOTH FOR ME.

THEY'RE WONDERFUL!

I THINK MY DEPARTMENT IS GREAT, SO I DON'T HAVE ANY OPINIONS I WANT THEM TO CHANGE.

THEY DO WELL AND STILL THINK HOW TO GIVE STUDENTS MORE. THAT IS GOOD THING.

MY DEPARTMENT DID VERY WELL BY HELPING ME TO GET MY DEGREE. I WANT THE DEPARTMENT TO KEEP IT THIS WAY.

I'M SATISFIED WITH THE HELP PROVIDED BY MY DEPARTMENT.

I AM VERY SATISFIED - THE TECH COMM PEOPLE ARE GREAT!

FACILITIES

IT WOULD BE NICE IF WE HAD A LARGER STAFF AND BETTER FACILITIES. THEY DO AN EXCELLENT JOB WITH WHAT THEY HAVE.

ADD A GRADUATE LOUNGE.

SPECIFIC STUDY AREA/LOUNGE FOR GRAD STUDENTS.

INFRASTRUCTURE NEEDS IMPROVEMENT-CLASSROOM SEATS WERE PARTICULARLY POOR.

THE LIBRARY NEEDS TO SIGNIFICANTLY EXPAND ITS RESOURCES FOR ADOLESCENT LITERACY.
MAYBE A LOUNGR IN THE BUSINESS BUILDING SINCE WE ARE UP ON CAMPUS ALL DAY, WITH A FRIDGE AND MICROWAVE.
GRAD STUDENTS DO A LOT OF TEAM PAPERS AND PRESENTATIONS. WOULD HAVE BEEN HELPFUL TO HAVE GRADUATE GROUP ROOMS TO HELP WITH SCHEDULING.
THE FACILITIES WERE BELOW AVERAGE. THE ROOMS WERE TOO CROWDED AND LACKED THE ELECTRICAL CAPACITY THAT LAPTOPS IN TODAY'S ENVIRONMENT REQUIRES.
GIVE GI'S BETTER CLASSROOM (MORE A/V EQUIPMENT, DECENT LIGHTING, MOVABLE DESKS) AND MORE SAY IN TEACHING SCHEDULES.
MORE PARKING LOTS ARE REQUIRED.
FACULTY
FOLLOW UP ON STUDENTS RECOMMENDATIONS ABOUT THE TEACHING OF SOME PROFESSORS.
I FELT THAT I HAD NO SUBSTANTIAL FEEDBACK FROM MY MAJOR PROFESSOR. I DON'T NEED SOMEONE TO HOLD MY HAND ALONG THE WAY, BUT IT WOULD HAVE BEEN NICE TO HAVE SOME FEEDBACK ALONG THE WAY.
CONTINUE TO IMPROVE THE FACULTY QUALITY.
A CONSISTANT TRACKING SYSTEM AMONG PROFESSORS.
IMPROVED QUALITY OF SOME INSTRUCTION.
SOMETIMES PROFESSORS GET ANNOYED WHEN STUDENTS DON'T KNOW EXACTLY WHAT IS EXPECTED AND SOMETIMES THE TEACHERS ARE NOT CLEAR - BUT WE ARE ALL GROWING.
SOME FACULTY MEMBERS MAKE OFF-HAND COMMENTS ABOUT THE LOW VALUE OF AN MBA RELATIVE TO OTHER DEGREES IN THE BUSINESS WORLD. IF THIS IS SO, WHAT CAN BE DONT TO CHANGE THIS?
GET BETTER TEACHERS.
TRAIN ALL FACULTY ON THESIS. MAKE IT UNIFORM FOR ENTIRE SCHOOL.
SOME OF THE FACULTY MEMBERS MISCONDUCTED. THEY SHOULD KNOW WHAT THEIR DUTIES ARE. I WAS TOP IN SEVERAL CLASSES, BUT SOME FACULTY MEMBERS TOLD ME THAT I GOT THE POSITION MY *MEMORIZATION*.
THE FINAL INTERNET CLASS I TOOK HAD VERY LITTLE INPUT FROM THE PROFESSOR OR COMMENTS. WE WERE REALLY ON OUR OWN AND STRUGGLED ON OUR OWN THROUGHOUT THE COURSE. IT WAS VERY FRUSTRATING AND DIFFICULT TO KEEP GOING WITHOUT PROPER FEEDBACK FROM THE PROFESSOR.
I DON'T KNOW IF THIS IS POSSIBLE, BUT PROVIDE OPPORTUNITIES TO COME TO KNOW PROFESSORS AND FACULTY OUTSIDE THE CLASSROOM ENVIRONMENT. THIS MAY ALLOW A MORE NATURAL WAY FOR COLLABORATION.
GET RID OF THE TEACHERS THAT DON'T PREPARE OR TEACH US ANYTHING IN THEIR CLASSES--HALF OF MY COURSES WERE A COMPLETE WASTE OF TIME AND MONEY.
I WAS LESS THAN IMPRESSED W/SOME OF THE FACULTY. SOME COURSES I REALLY DIDN'T LEARN MUCH IN.
HAVE MORE INDIVIDUALS LIKE DR. SCHUPP.
MORE FACULTY MEMBERS, BETTER TRAINED FACULTY.
I FELT LIKE SEVERAL OF THE PROFESSORS WERE VEYR UNDERPREPARED AND NOT VERY HELPFUL/KNOWLEDGEABLE.
I AM NOT SUPERMAN! THE PROFESSORS ARE OFTEN REQUIRING TOO MUCH FROM US STUDENTS AT ONCE. THERE IS ONLY SO MUCH TIME IN ONE DAY!
PROFESSORS SHOULD TRY TO NOT TAKE ON SUCH A HIGH WORK LEVEL.
GET MORE PROFESSORS TO TEACH EM COURSES.

DR (NAME) NEEDS TO BE MORE INVOLVED WITH THE STUDENTS IN THE WAY THAT CAMILLE ODELL IS.
HAVE PROFESSORS TEACH CLASES THEY ARE QUALIFIED TO *TEACH*! GIVE STUDENTS INFORMATION ABOUT FINDING A JOB AFTER BE CONSISTENT WITH ATTENDANCE POLICIES ACROSS INSTRUCTORS.
MORE UP-TO-DATE INSTRUCTORS. SOME WERE EXCELLENT AND OTHERS WERE SERIOUSLY LACKING.
CONSIDER FEEDBACK ON QUALITY OF INSTRUCTORS FOR SPECIFIC CLASSES.
DON'T LET POLITICS GET IN THE WAY OF EDUCATION. EX: A PROFESSOR WHO SHOULDN'T BE IN PROGRAM BUT IS BECAUSE OF POLITICS - IT HINDERS THE PROGRAM JUST SO FACULTY CAN BE AT PEACE.
PROFESSORS SHOULD SPEND MORE TIME WITH THEIR STUDENTS.
NOT EVERY PROFESSOR PROVIDED A SYLLABUS. THIS SHOULD BE A REQUIREMENT FOR EVERY ONLINE COURSE. MANY OF US ARE WORKING ADULTS WHO TRAVEL FOR BUSINESS - WE NEED THE ABILITY TO WORK AHEAD IN ORDER TO MEET COURSE DEADLINES.
FINANCIAL AID
PROVIDE MORE SCHOLARSHIP.
BETTER STIPENDS.
THE DEPARTMENT COULD OFFER STUDENTS JOBS AND FUNDING BETTER.
CHANGE POLICY THAT TAXES SCHOLARSHIPS FOR EMPLOYEES OUT OF PAYCHECK AND DOESN'T REPORT ANY AMOUNT ON W-2.
BETTER ARRANGEMENTS FOR REASONABLE TEXTBOOK ACCESS AND MORE OPTIONS FOR FUNDING GRADUATE STUDIES.
ESTABLISH RELATIONS WITH ALUMNI. GET FUNDING DONATIONS FROM THEM TO ASSIST THE POOR STUDENTS. IT IS DIFFICULT TO BE A STUDENT, FINANCIALLY.
MAKE MORE FINANCIAL AID AVAILABLE FOR THOSE BARELY MISSING OTHER FORMS OF AID AND CAN'T HELP AT THE UNIVERSITY.
PROVIDE MORE RESEARCH ASSISTANTSHIP AND SCHOLARSHIP OPPORTUNITIES TO ENGLISH GRADUATE STUDENTS.
INCREASE FUNDING AND PAY. MOST GRADUATE STUDENTS I KNOW ARE BEING PAID SIGNIFICANTLY LESS THAN WHAT THEY NEED TO SUPPORT THEMSELVES. IN MOST CASES THE RESEARCH THEY ARE DOING DESERVES SIGNIFICANTLY MORE FUNDING.
OFFER MORE OPPORTUNITIES FOR SCHOLARSHIPS AND TUITION HELP.
MORE FUNDS TO PAY TUTION.
THE IDEA OF PROVIDING FULL ASSISTANTSHIP TO R.A. STUDENTS AS IS THE NORM IN OTHER SCHOOLS.
MORE FINANCIAL SUPPORT.
PROVIDE MORE SCHOLARSHIPS FOR TRAVEL.
PROVIDE FINANCIAL AID, SCHOLARSHIPS, FELLOWSHIPS, ASSISTANTSHIPS, EXTRA.
SHOULD DEFINE A MINIMUM PAY SCALE OVER \$1200 FOR PHD STUDENTS. IT SHOULD ALSO PAY A PART OF OUR HEALTH INSURANCE.
INFORM GRADUATE STUDENTS BEFORE ACCEPTANCE THAT TUTION WAIVERS WILL NOT COVER ALL 90 CREDITS!!
MORE GRAD INSTRUCTORSHIPS!
PROVIDE AND BETTER ADVERTISE MORE FUNDING.
PAY ASSISTANTSHIP BETTER \$.
FUNDING.
I WOULD LOVE TO SEE MORE GRADUATE SCHOLARSHIPS MADE AVAILABLE BY THE DEPARTMENT AND THE UNIVERSITY.
MORE FINANCIAL AID.
INCREASE TA STIPEND AMOUNT.
BETTER FINANCIAL AID OPPORTUNITIES.
PAY GI'S MORE OR COVER TUITION AND FEES FOR GI'S.

MORE FINANCIAL AID OPTIONS (BESIDES LOANS).
MAKE THE PROCESS OF ATTAINING FINANCIAL AID IN THE FORM OF T.A.'S AND SCHOLARSHIPS MORE TRANSPARENT AND TIMELY (NO SCHOLARSHIPS WERE AWARDED FOR FALL UNTIL MID-JULY; NO T.A.'S UNTIL AUGUST).
MORE FINANCIAL SUPPORT THAT DOES NOT REQUIRE TEACHING.
HIGHER STIPENDS SO THE STUDENTS DON'T HAVE TO TAKE OUT STUDENT LOANS TO PAY FOR HEALTH INSURANCE.
THEY NEED TO HAVE BETTER CRITERIA FOR GIVING SCHOLARSHIPS.
BY BEING MORE GENEROUS WITH OUT OF STATE TUITION WAIVERS, BECAUSE MY RESEARCH PROJECT WAS LOCATED 1000 MILES FROM USU, I COULD ONLY BE ON CAMPUS 1 SEMESTER/YEAR AND USED UP TOO MANY OF WAIVED HOURS ON DISSERTATION RESEARCH CREDITS AND WAS UNABLE TO TAKE.
MORE FINANCIAL ASSISTANCE FOR MASTERS STUDENTS.
MORE FINANCIAL HELP, WHILE REQUIRING GRAD STUDENTS TO WORK LESS HOURS AS PART OF ASSISTANTSHIPS.
MORE SCHOLARSHIP MONEY TO RELIEVE TEACHING DUTIES, HIGHER TA/RA STIPENDS.
THEY COULD HELP PAY SOME OF THE TUITION OF MASTERS' STUDENTS.
NEW FINANCIAL SOURCES FOR OTHER STUDENTS.
INCREASE IN ASSISTANTSHIP FUNDS.
INCREASED FUNDING FOR ASSISTANTSHIPS AND RESEARCH.
MORE MONEY FOR FINISHING STUDENTS; BETTER SUPPORT (TUITION WAIVERS) FOR OUT-OF-STATE STUDENTS.
FORMS/DEADLINES/REQUIREMENTS
PROVIDE A LIST OF ALL FORMS THAT NEED TO BE TURNED IN AND WHEN.
IF YOU CHANGE PHYSICAL ADDRESSES WHILE A GRAD STUDENT OR EMAIL ADDRESSES YOU HAVE TO CHANGE THIS INFORMATION AT SEVERAL LOCATIONS (BIS. DEPARTMENT, GRADUATE SCHOOL, BANNER, ETC.) --> STREAMLINE THIS PROCESS.
BETTER INFORMATION ON WHAT STEPS/FORMS/ETD. NEED TO BE TAKEN TO COMPLETE THESIS. ALSO A GENERAL GUIDELINE OF THESIS AND PROPOSAL WOULD BE HELPFUL.
MAKE ALL FORMS AVAILABLE ON THE WEB.
FOLLOWING GRADUATION PROCEDURES WAS NOT CONVEYED WELL TO ME.
MAYBE SEND OUT GRADUATE FORM INFORMATION SOONER.
THE DECEMBER 7TH DEADLINE FOR FORMS TURNED IN SHOULD BE MORE APPARENT.
BETTER EXPLAIN REQUIREMENTS, PAPERWORK, WHERE TO GET FORMS, DEADLINES, ETC.
HAVE THE INFORMATION ABOUT DEADLINES AND STEPS IN ONE PLACE ALL TOGETHER, AND EASY TO ACCESS.
BETTER INFORM STUDENTS ON DATES OF DEADLINES AND REQUIREMENTS FOR THESIS. FOR EXAMPLE INFORMATION TO INCLUDE, ORDER OF WHAT NEEDS COMPLETED. ALSO, MORE HELP FROM THE DEPARTMENT WOULD BE HELPFUL FOR A THESIS.
STREAMLINE THE PROCESS. TOO MUCH PAPER WORK AND UNECESSARY HOOPS TO JUMP THROUGH, NAMELY ALL THE PAPERWORK FOR THE THESIS APPROVALS AND GRADUATION FORMS.
NEED EMAIL REMINDERS ABOUT REQUIRED/MISSING FORMS AND INFO.
BE MORE CLEAR ABOUT THE DEADLINES AFTER WHICH A STUDENT MUST REGISTER FO THE NEXT SEMESTER IN ORDER TO COMPLETE THESIS REQUIREMENTS.
BETTER LAY OUT REQUIREMENTS FOR THESIS/GRADUATION (FORMS, DATES, ETC.)
EMPLOY A CHECKLIST TO GRADUATE STUDENTS FOR MEETING ALL REQUIREMENTS TO ENROLL IN A GRADUATE PROGRAM.
PROVIDE AN OUTLINE OF THE COMPLETE PROGRAM WITH ALL REQUIREMENTS AND RESTRICTIONS ON DAY 1 OF A STUDENT'S CAREER.

IT WOULD HAVE BEEN NICE TO HAVE EASIER ACCESS TO (ONLINE) REQUIREMENTS FOR THE PROGRAM.
HAVE BETTER RESOURCES ONLINE ABOUT COURSE REQUIREMENTS AND WHEN THEY ARE TAUGHT.
MAJOR PROFESSOR WAS NOT VERY KNOWLEDGABLE ON INFORMATION FOR GRADUATION AND HARD TO GET THINGS DONE THROUGH HER. THIS WOULD HELP IF THE REQUIREMENTS WERE GIVEN FROM THE GET GO!
LET STUDENTS KNOW EXACTLY WHAT NEEDS TO BE DONE TO FINISH PROGRAM AT THE BEGINNING AND WHEN.
CLEARER RULES TO APPLY AND PROCEED THROUGH GRAD SCHOOL.
IN MY CASE WHILE I WAS BEING RECRUITED I CAME IN UNDER THE IMPRESSION THAT I WAS TAKING 30 CREDITS TO GRADUATE. WHEN I SHOWED UP FOR ORIENTATION IT WAS CHANGED TO 33 CREDITS. OUR CLASS WAS NOT INFORMED OF THE CHANGE & WE WERE BLINDSIDED BY IT.
THE APPLICATION PROCESS IS EXCRUCIATINGLY SLOW. THE PROCESS AND REQUIREMENTS FOR A GRADUATE DEGREE ARE UNCLEAR AND NOT UPFRONT. MAYBE A LIST OF REQUIREMENTS AND TIMELINE COULD BE GIVEN WHEN STUDENT IS ACCEPTED.
BETTER OUTLINE OF REQUIREMENTS.
THE GRADUATION REQUIREMENT SHEET IS WRITTEN POORLY AND EACH FACULTY HAS THEIR OWN OPINION OF WHAT IT MEANTS.
THERE SHOULD BE ONE PLACE TO GET INFORMATION.
PROVIDING ALL THE INFORMATION AND THE REQUIREMENTS TO COMPLETE THE DEGREE IN ONE PACKAGE AT THE BEGINNING OF THE COURSE.
PUBLISHED GRADUATION REQUIREMENTS, THE WEBSITE WAS INNACCURATE UNDER CONSTANT CHANGE.
ORGANIZED SHEET/CHECKLIST FOR GRAD REQUIREMENTS FOR THE AU.D. --> THE UNIVERSITY SEEMS TO GET CONFUSED BY THIS DEGREE HAVING IT AS A MASTERS, OR A DOCTORATE?
PROVIDE A CLEARER UNDERSTANDING OF THE GRADUATE PROCESS E.G. FORMAT, PAPERWORK, DEADLINES, CONCURRENT PROGRAM.
GUIDELINES FOR DEPARTMENT GRADUATION REQUIREMENTS ARE NEEDED.
MORE DETAILED INFORMATION ON PROCESS OF GRADUATING.
BETTER INFORMATION PROVIDED REGARDING *ALL* DEADLINES AND REQUIREMENTS FOR THESIS DEFENSE AND COMPLETION (NOT JUST THE ONES THEY THINK ARE IMPORTANT).
BE CLEARER ON EXPECTATIONS ON BOTH ENDS, FOLLOW UP AND THROUGH ON THESE.
MAKE THE GUIDELINES AND REQUIREMENTS MORE EASILY ACCESSIBLE.
HAVE THE REQUIREMENTS WRITTEN AND ORGANIZED SO YOU KNOW WHAT IS EXPECTED. PROVIDE INFORMATION.
A LOT OF CONFUSION OCCURRED AS TO WHAT ACTUAL REQUIREMENTS WERE. (GRADUATE DIRECTOR: 4 IN 3 YEARS) THEY NEED TO BE WRITTEN DOWN (THEY WERE) AND UPHELD (SOME CONFUSION AND EXTRANEIOUS "REQUIREMENTS").
UPDATE FORMS AND CREATE A CHECKLIST FOR SHOWING DEPARTMENT REQUIREMENTS.
DON'T CHANGE THE REQUIREMENTS.
SEND OUT DATES AND DEADLINES.
FORMS AND PAPERWORK COULD BE MORE ACCESSIBLE AND EASY TO LOCATE.
IT WAS ALMOST IMPOSSIBLE TO GET THE COMPLETE STORY ABOUT DATES AND REQUIREMENTS NECESSARY TO GRADUATE. I WOULD HEAR THINGS FROM OTHER GRADUATE STUDENTS ABOUT DATES THAT WERE SIGNIFICANT THAT HAD ALREADY PASSED. A COMPLETE STORY W/O NEEDING TO ASK.
BETTER COMMUNICATION IN ADVANCE, NOTIFICATION OF DEADLINES WITH ADVANCED WARNING.
EASIER ACCESS TO INFORMATION...CHECKLIST ONLINE OF DATES AND REQUIRED FORMS LEADING TO PHD.
MORE INFORMATION ADVERTISED ABOUT THE PROGRAMS AVAILABLE - BETTER WEBSITES/EASIER TO FIND COURSE REQUIREMENTS AND CONTENT.

MAKE PROCEDURES, FORMS, ETC. MUCH MORE CLEAR AND ACCESSIBLE. THIS ACTUALLY HAS IMPROVED QUALITY OVER THE LAST SEVERAL YEARS.
TRY TO CONTINUALLY MAKE THINGS LESS COMPLEX (PAPERWORK, REQUIREMENTS, ETC) AND CONTINUE TO SEEK STUDENT INPUT AT ALL LEVELS OF DECISION MAKING.
HEALTH CARE/HEALTH INSURANCE
PROVIDE A QUALITY HEALTH INSURANCE PROGRAM FOR GRADUATE STUDENTS.
HEALTH INSURANCE - NOTHING IS AVAILABLE.
OFFER HEALTH INSURANCE AS PART OF THE ASSISTANTSHIP PACKAGE. I COULDN'T AFFORD IT ON MY OWN AND WENT WITHOUT.
MAKE INSURANCE AVAILABLE.
HEALTH INSURANCE.
RESEARCH
ENCOURAGE MORE RESEARCH, MORE LABS.
I WAS CONFUSED ABOUT THE EXPECTATIONS ON THE RESEARCH SIDE OF MY WORK. MY CLASSWORK WENT VERY WELL BUT I DIDN'T KNOW WHAT I WAS DOING WITH THE RESEARCH.
CONTINUE TO EXPAND OPPORTUNITIES FOR THE STUDENTS TO DO RESEARCH RATHER THAN ONLY WORK AS A TA.
RESEARCH FACILITIES NEED TO BE IMPROVED.
RESEARCH FUNDING IS LACKING.
MY RESEARCH DIDN'T REALLY FALL UNDER WATERSHED SCIENCE BUT THAT IS THE DEPARTMENT MY ADVISOR IS IN.
OFFER MORE COURSES RELEVANT TO THE STUDENTS RESEARCH.
IMPROVE THE PROCESS OF PUSHING GRANTS THROUGH. I HAD SERIOUS BABYSITTING ISSUES WITH CONTRACTS & GRANTS, THEY WOULD SIMPLY NOT PAY ATTENTION TO THE DEADLINE FOR GRANTS.
PROVIDE MORE EXPERIENCE OPPORTUNITIES IN PRESENTING WORK/RESEARCH.
MORE RESEARCH FUNDING MAYBE.
GET RESEARCH PROJECTS, GRANTS, ETC TO GET PAID FOR DOING RESEARCH VALID FOR DISSERTATION.
SCHOOL OF GRADUATE STUDIES
IT SEEMED AS THOUGH THE SCHOOL OF GRADUATE STUDIES WAS INEFFICIENT AND SLOW TO RESPONDING TO MY MESSAGES AND INQUIRIES - ESPECIALLY DURING THE APPLICATION PROCESS.
GRADUATE SCHOOL IS BOTH INCOMPETANT AND UNHELPFUL. NO REAL SUPPORT.
EVERYBODY INVOLVED NEEDS TO BE MORE FAMILIAR/KNOWLEDGABLE OF THE ENTIRE PROCESS, FROM APPLYING TO GRAD SCHOOL THROUGH THE PROCESS TO APPLYING FOR GRADUATION. INCLUDES THE SCHOOL OF GRADUATE STUDIES BEING FAMILIAR WITH ART DEPARTMENT REQUIREMENTS.
GET RID OF PLAN C! A & B ARE THE ONLY REALLY USEFUL WAYS TO GET A MASTERS. IF YOU CAN'T WIRTE YOU SHOULDN'T HAVE A MASTERS, AND I DON'T MEAN PENMANSHIP.
PROVIDE MORE RESOURCES AND HELP FOR THE GRADUATE STUDENTS.
STUDENTS NEED TO KNOW THE STATUS OF THEIR ACCEPTANCE MUCH EARLY THAN IS CURRENTLY DONE.

BETTER ORGANIZATION!
THE TA WORKSHOP WAS A WASTE OF TIME.
OVEREMPHASIS ON BEING A GRADUATE INSTRUCTOR NOT ENOUGH SUPPORT IN BEING A GRADUATE STUDENT.
IN THIS PARTICULAR PROGRAM, THE ENGLISH DEPARTMENT DID A GREAT JOB. I DON'T KNOW REALLY WHAT THE GRADUATE OFFICES COULD HAVE DONE MORE FOR THIS PARTICULAR PROGRAM.
HIRE MORE PROFICIENT STAFF ASSISTANTS.
STREAMLINE THE PROCESS. TOO MUCH PAPER WORK AND UNNECESSARY HOOPS TO JUMP THROUGH, NAMELY ALL THE PAPERWORK FOR THE THESIS APPROVALS AND GRADUATION FORMS.
THE GRADUATE SCHOOL SHOULD MAKE IT EASIER TO KNOW WHAT DEGREE REQUIREMENTS AND DEADLINES ARE TO GRADUATE.
INFORM GRADUATE STUDENTS BEFORE ACCEPTANCE THAT TUITION WAIVERS WILL NOT COVER ALL 90 CREDITS!!
THE PROCEDURE FOR THESIS IS TOO COMPLICATED. CAN YOU MAKE IT SIMPLE?
THEY COULD HAVE GIVEN MORE DIRECTION IN PREPARING FOR THE PLAN C THESIS.
DROP THE \$100 FEE FOR ORIENTATION, WHAT A CROCK. GET SERIOUS WITH THEIR "CAREERS" COURSE.
MORE INFORMATION ON WHAT ME PROGRAM IS ABOUT BEFORE ACCEPTANCE.
I WASN'T GIVEN THIS FORM UNTIL A MONTH AFTER I DEFENDED. SO NOW I CAN NOT PARTICIPATE FULLY WITH COMMENCEMENT.
FOR PROBLEMS THAT EXTENDED BEYOND MY DEPARTMENT, THE RESPONSIBILITY WAS RARELY ACCEPTED. IT TOOK 6 MONTHS TO RESOLVE ONE ISSUE THAT SHOULD HAVE TAKEN 5 MINUTES. I DESPISE THE ADMINISTRATION AND STAFF AT THE UNIVERSITY LEVEL.
ADVISOR WASN'T VERY HELPFUL. GRAD OFFICE HAD MY GMAT SCORES AND APPLICATIONS BUT DID NOT PROCESS MY APPLICATION FOR 2 MONTHS BECAUSE THEY WERE WAITING FOR THE GRE. (I TOOK THE GMAT!!!)
HAVE MORE INFORMATION AVAILABLE ON THE WHOLE PROCESS OF APPLYING FOR GRADUATE SCHOOL AND ALL THE PAPERWORK REQUIRED. I STILL DON'T KNOW IF I HAVE EVERYTHING I NEED.
MORE COMMUNICATION WITH THE GRAD STUDIES STAFF.
BETTER COMMUNICATION BETWEEN DEPT. AND GRADUATE SCHOOL.
THE LOGAN CAMPUS COULD HAVE GIVEN MORE INFORMATION ABOUT WHAT TO DO TO GRADUATE.
ALSO WOULD HAVE BEEN NICE TO COMBINE TWO SUMMER SEMESTERS INTO ONE. PUTS STUDENTS IN WORKFORCE ONE MONTH SOONER.
I WAS PENALIZED FINANCIALLY BY THE GRADUATE SCHOOL FOR TAKING 6000 LEVEL CLASSES AS AN UNDERGRAD. THAT POLICY DISCOURAGES STUDENTS FROM MOVING AHEAD.
COMMUNICATE MASTERS THESIS OR PROJECT PROCESS MORE THOROUGHLY PRIOR TO BEGINNING THE PROCESS.
SIMPLIFY GRADUATION PROCESS BY CONSOLIDATING DOCUMENTS AND THESIS COMPLETION PROCESS IF POSSIBLE.
BETTER DEFINE DEGREE REQUIREMENTS.
PUT THE DISSERTATION PROCESS AND SIGNATURES ONLINE PLEASE, PLEASE, *PLEASE*!!
I THINK IT WOULD BE HELPFUL TO HAVE MORE INFORMATION PROVIDED ON THE EXPECTATIONS AND RUBRIC OF A PLAN C.
THE GRADUATE DEPARTMENT COULD PROVIDE MORE ASSISTANCE OR UPDATE THEIR WEBPAGE SO INFORMATION IS EASIER TO FIND.
CUT DOWN PAPERWORK - RED TAPE. SMOOTH THE PROCESS.
THE GRADUATE HEAD WAS NOT NEARLY AS INVOLVED AS I WOULD HAVE HOPED.
ALSO ACTUALLY HAVE A THESIS CLASS TEACHING ON HOW TO DO IT AND SETTING DEADLINES FOR SECTIONS
MAKE GRADUATION INFORMATION MORE ACCESSIBLE AND CLEAR ON THE USU WEBSITE.
THE GRADUATE SCHOOL IS CONFUSING ON STEPS, REQUIREMENTS, COMMUNICATION, ETC.
SOME OF MY FORMS WERE LOST BY THE GRADUATE STUDIES OFFICE AND HAD TO BE RE-SIGNED BY MY COMMITTEE. PROMPT FILING OF FORMS MAY PREVENT THIS IN THE FUTURE.

CREATE MORE CLASSES WITHIN THE DEPARTMENT AND ELIMINATE THOSE TAUGHT OUTSIDE OF THE DEPARTMENT.
I NEVER REALLY HEARD FROM THE GRAD OFFICE.
BETTER COMMUNICATION BETWEEN THE DEPARTMENT AND GRADUATE SCHOOL (SCHOOL OF GRAD. STUDIES). BETTER COMMUNICATION WITH FACULTY WHILE FULFILLING REQUIREMENTS OFF-CAMPUS.
BETTER DEFINE REQUIREMENTS AND DEADLINES. THEY NEED TO BE UNDERSTANDABLE AND WHERE STUDENTS CAN READ THEM.
THE GRADUATION REQUIREMENT/CHECKLIST COULD BE BETTER ORGANIZED AND SPECIFIC TO GRADUATE PLAN (A, B, OR C).
THE GRADUATE SCHOOL COULD MAKE GRADUATION REQUIREMENTS AND UNDERSTANDING THE PROCESS MORE CLEAR.
COURSE REQUIREMENTS AND PAPERS NEEDED FOR GRADUATION WERE CONFUSING AND HARD TO FIND.
IT TOOK WAY TOO LONG AND A LOT OF HOUNDING TO GET ME CODED AS A GRADUATE STUDENT, WHICH ENDED UP CAUSING A BIG HASSLE WITH FINANCIAL AID.
MAKE THE DISSERTATION/GRADUATION PROCESS ADMINISTRATIVELY EASIER TO ACCOMMODATE WHILE STUDENTS ARE AWAY FOR A YEAR OR MORE FOR THEIR INTERNSHIP.
MORE EXAMPLES IN THE GRADUATE STUDIES DISSERTATION GUIDE.
MORE INFORMATION ADVERTISED ABOUT THE PROGRAMS AVAILABLE - BETTER WEBSITES/EASIER TO FIND COURSE REQUIREMENTS AND CONTENT.
REQUIRE DEADLINES FOR THESIS AND MORE HELP AT THE FRONT END OF THAT PROCESS.
LESS PAPERWORK AND CONSTANT JUMPING THROUGH HOOPS. PROVIDE ASSISTANCE FOR ME STUDENTS! JUST BECAUSE WE'RE NOT DOING A THESIS...WE SHOULD BE ABLE TO STILL DO ASSISTANCE SHIPS.
THE GENERAL TIME LINE OF THE GRADUATE PROGRAM AND OTHER INFORMATION NEEDS TO BE PLACED AT ONE PLACE IN THE GRADUATE WEBSITE. EX) STUDY OF PROGRAM AND OTHER INFORMATION TO COMPLETE THESIS OR DISSERTATION.
BETTER SCHEDULING OF STEPS FOR THE APPLICATION PROCESS.
I WAS UNSURE OF THE GRADUATION PROCESS. I DIDN'T KNOW WHAT I NEEDED TO DO NEXT.
MORE DETAIL INFORMATION ABOUT GRADUATION PROCESS IS REQUIRED.
THERE COULD BE A BETTER SYSTEM IN PLACE FOR GRADUATE STUDENTS WHO ARE WORKING FULL TIME AND TAKE LONGER THAN ONE YEAR TO COMPLETE THE PROGRAM. EVENING OR ONLINE CLASSES WOULD BE NICE.
HAVE A 2 TRACK MASTERS PROGRAM. ONE THAT IS FOR THOSE WHO WISH A PHD AND ONE WITH MORE CURRENT APPLICABLE INFORMATION. TEACHING STYLES SHOULD BE LIKE THOSE *WE* SHOULD ADOPT IN OUR CLASSROOMS.
SERVICES
THE REGISTRAR, ADMISSIONS, AND FINANCIAL AID WERE A CONSTANT SOURCE OF FRUSTRATION, ESPECIALLY WHEN IT WAS TIME TO REGISTER CLASSES. EVERY SEMESTER I EXPERIENCED SOME SORT OF DIFFICULTY FROM ONE OF THE ABOVE DEPARTMENTS.
THE REGISTRARS OFFICE SHOULD NOT JERK PEOPLE AROUND AND SHOULD BE MORE STUDENT FRIENDLY. THEY GAVE VERY POOR SERVICE AND COULD NEVER GET THE TUITION WAIVER RIGHT.
I WAS FRUSTRATED WITH THE ACADEMIC JOURNAL SEARCH ONLINE (THROUGH USU LIBRARY PROXY). I HAD A REALLY HARD TIME ACCESSING THE JOURNAL ARTICLES I NEEDED FOR PAPERS. FOR ONLINE STUDENTS, THAT'S A BIG FRUSTRATION.
IT WAS VERY DIFFICULT TO GET REGISTERED FOR COURSES I NEEDED FOR THE STATE READING ENDORSEMENT BEFORE I DECIDED TO MATRICULATE AT USU. IT WAS DIFFICULT TO REGISTER ON CAMPUS AFTER I HAD BEEN REGISTERING AT THE SALT LAKE SITE.
BETTER LIBRARY CATALOGUE. BETTER SUBSCRIPTIONS TO JOURNALS.
LIBRARY CAN ALWAYS IMPROVE MORE.

MOVE SUBSCRIPTIONS TO RESEARCH JOURNALS AND MATERIALS.
MORE ELECTRONIC JOURNALS.

TECHNOLOGY

BE UNDERSTANDING OF TECHNICAL GLITCHES.

I DIDN'T LIKE THE SET-UP OF THE ONLINE CLASSES THROUGH BREEZE. IT WAS FRUSTRATING WHEN THE INTERNET WOULD NOT BE WORKING. I DON'T KNOW WHAT COULD BE DONE TO CHANGE THAT.

IMPROVE THE TECH AND STREAMLINE THE REQUIREMENTS AND THE COMMUNICATION LINES. ONLINE SOFTWARE/PROGRAM.

I HAD DIFFICULTY LINKING INTO THE USU LIBRARY, SO USED OTHER LOCAL UNIVERSITIES FOR RESEARCH, OR ONLINE RESOURCES. I DID REGULARLY USE THE COURSE RESERVES TO DOWNLOAD MATERIAL FROM PROFESSORS.

IMPROVE THE USABILITY OF THE ON-LINE REGISTRATION PROCESS. USING TWO DIFFERENT WEBSITES JUST TO LOOK UP COURSE CODES WAS A BIT CONFUSING. THINGS SHOULD BE CONSOLIDATED BETTER.

HAVE LESS TECHNICAL DIFFICULTIES OVER THE ED-NET PROGRAM.

BANNER IS BROKEN AND REQUIRES SEVERAL IMPROVEMENTS.

TUITION

NO IN-STATE TUITION WAIVER FOR MASTERS STUDENTS.

CHEAPER TUITION.

LESS FEES, STUDENTS PAY ENOUGH FOR SCHOOL, THERE IS ALWAYS MORE AND MORE FEES!!

COSTS ARE TOO HIGH.

LOWER/LESS FEES (ALLOW GRADUATE STUDENTS TO AVOID ATHLETIC FEES).

LOWER TUITION.

UTAH STATE UNIVERSITY

MAINTAIN STATUS QUO.

THE UNIVERSITY NEEDS TO BETTER SUPPORT THE MATH FACULTY SO THAT THE MATH DEPARTMENT IS ABLE TO INVEST MORE TIME INTO ENHANCING ITS STUDENTS. **THE UNIVERSITY MUST <STOP> TREATING THE MATH DEPT AS A SERVICE DEPT.**

KEEP UP THE CONTINUOUS IMPROVEMENT!

KEEP IN MIND CHANGING DYNAMICS OF WHO STUDENTS ARE; PERSONS WHO ARE EMPLOYED FULL-TIME, I.E. NON-TRADITIONAL

USU NEEDS TO PROVIDE MORE FLIXIBILITY TO ALLIANCE PROGRAM STUDENTS. THE INITIAL ASSOCIATE DEAN IN CHARGE OF MBA'S MADE POLITICAL, UNNECESARY DECISIONS WITH STUDENTS. VERY ANNOYING!

BETTER ORGANIZATION - RECEIVED BAD INFO ON A NUMBER OF OCCASIONS WHICH CAUSED ME TO SPEND MORE ON TUITION.

ALLOWING PEOPLE TO JOIN PARTWAY THROUGH WOULD HAVE HELPED WITH THE PROBLEM OF ATTRITION.

VERY ACCOMODATING.

PROVIDE MORE OF AN INTELLECTUALLY STIMULATING ENVIRONMENT.

I'M SURE THERE'S ROOM FOR IMPROVEMENT SOMEWHERE, BUT I CAN'T THINK OF ANYTHING.

CONTINUE ON THE PATH THAT HAS BEEN SET FORTH.

GET INTO USU LIB.

HAVE THESE WITHIN EACH BRANCH, WHO ARE SUPPOSE TO SUPERVISE KNOW WHAT THEY ARE DOING (ADMINS HELP).
SHOW TRUE CONCERN FOR STUDENTS .
LATE NIGHT HOURS?

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.	91.2%
Relevance of my USU graduate studies to my career goals.	88.8%
The overall quality of courses I took inside my department.	87.3%
Helpfulness of staff members in my department in responding to my questions and/or concerns.	85.9%
Helpfulness of my major professor in responding to my questions and/or concerns.	85.3%
The process of applying to graduate school at USU.	82.8%
Available information provided y my department about degree requirements.	81.8%
Availability and amount of interaction with my major professor.	80.0%
The overall quality of courses I took outside my department.	79.2%
The overall quality computer access available in my department.	76.6%
Available information provided by the School of Graduate Studies about degree requirements.	75.7%
The overall quality of ability of obtaining library resource materials through interlibrary loan.	71.7%
Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.	71.6%
The overall quality of library collections of electronic journals in my field of study.	71.5%
The overall quality of library collections of books and journals in my field of study.	70.1%
The overall quality of research facilities available in my department.	68.3%
Availability of financial assistance to help cover the costs of my graduate program.	58.6%
Information and services provided by the Graduate Student Senate (GSS).	40.2%

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.	84.6%
My department provided an intellectually stimulating environment.	84.1%
Faculty members in my department were interested in the welfare and success of graduate students.	83.5%
I would recommend USU to a friend who is a prospective graduate student in my program.	83.3%
If I had to make the decision again, I would still come to USU.	83.1%
My graduate program adequately prepared me for my future career.	80.5%
My advisor/major professor was an effective mentor who provided useful and supportive guidance.	79.1%
My career opportunities have improved significantly as a result of completing my graduate degree at USU.	76.2%
There was good communication between faculty and graduate students in my department.	74.6%
During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.	70.3%
My department has done a good job of providing me opportunities for professional development (attending meetings, presenting papers, networking with others, etc.)	69.3%
The procedures and criteria used by my department for allocating financial aid were fair and equitable.	59.2%
School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable.	55.3%
The School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc.	55.0%
My department was helpful and supportive in graduates' search for professional employment.	51.5%
The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.	46.4%
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.	36.4%
I would have liked to receive better feedback on my academic progress.	34.1%