

**Office of Analysis, Assessment & Accreditation**

**School of Graduate Studies Student Survey 2010**

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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 graduate students with respect to important aspects of their USU educations. The School of Graduate Studies Survey was distributed to 932 post-baccalaureate graduates of the class of 2010. There were 676 usable surveys completed – a return rate of 72.5%.

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.
- 89.9% received Masters Degrees; 10% received Doctorates.
- 36.7% of all respondents were from the College of Education and Human Services.
- 67% of the master's respondents did a Plan C program.
- 62% of the respondents had prior degrees from USU.

#### Demographics

- 44.3% of the respondents were ages 25 to 29; 20.1% of the respondents were age 35 or older.
- 52.9% were males, 47.1% females.
- 12.6% of the respondents were international students (35.3% of the Doctoral degree recipients).
- 6.6% were minority students.
- 80.4% of the respondents lived in Utah/Idaho before beginning graduate study.

#### Financial Aid

- 20.1% of the total respondents received no financial assistance while pursuing their graduate degree. However, there were substantial variations by degree type.
- 45.2% of the 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 my graduate education = 90.5% satisfied\*
- Overall quality of the courses I took *inside* my department = 87.1% satisfied\*
- Overall quality of the courses I took outside my department = 76.4% satisfied\*
- I would recommend USU to a friend who is a prospective graduate student in my program = 81.1% agree\*

#### Department and Major Professor

- My graduate program adequately prepared me for my future career = 78.6% agree\*
- Helpfulness of my major professor in responding to my questions and/or concerns = 90.5% satisfied\*
- Availability and amount of interaction with my major professor = 86.8% satisfied\*
- My advisor/major professor was an effective mentor = 83% agree\*
- There was good communication between faculty and graduate students = 77.9% agree\*

- My department was helpful and supportive in graduates' search for professional employment = 50.1% agree\*
- Students were respected and treated fairly in my department = 85.1% agree\*
- Helpfulness of staff members in my department in responding to my questions and/or concerns = 88.5% satisfied\*
- Overall quality of research facilities available in my department = 69.9% satisfied\*

#### **Financial Aid**

- Availability of financial assistance to help cover the costs of my graduate program = 56.7% satisfied\*
- The procedures and criteria used by my department for allocating financial aid were fair and equitable = 58.6% agree\*
- The level of assistantship funding was adequate = 47.9% agree\*

#### **Technology and Library**

- Respondent's program included some "face-to-face" instruction at locations other than the Logan campus = 9.4%
- Respondent's program included televised (UEN) courses = 8.9%
- Respondent's program included online courses = 8.1%
- Overall quality of library collections of books and journals in my field of study = 73.7% satisfied\*
- Overall quality of library collections of electronic journals in my field of study = 75.3% satisfied\*
- Overall quality of obtaining library resources through interlibrary loan = 72.9% satisfied\*
- Overall quality of computer access available in my department = 76.3% satisfied\*

#### **School of Graduate Studies**

- Available information provided about degree requirements = 76.6% satisfied\*
- Helpfulness in responding to my questions and/or concerns = 72.7% satisfied\*
- Thesis/dissertation guidelines and procedures were clear and reasonable = 65.9% agree\*
- Provided good information about filing for candidacy, program of study forms, meeting deadlines, etc. = 58.8% agree\*
- TA workshop provided content needed to help be an effective TA = 51.8% agree\*

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\*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 candidates 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. 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 May 2009 through June 2010 there were 932 individuals who received graduate degrees at USU. 676 completed, usable surveys were received from the School of Graduate Studies resulting in a response rate of 72.5%.

**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 Food Microbiology and Safety, Master of Landscape Architecture, Master of Mathematics, Master of Natural Resources, Master of Professional Studies in Horticulture, Master of Second Language Teaching, Master of Social Sciences, Master of Social Work, Civil Engineering, and Educational Specialist.

It should be noted that the number of respondents for each degree type varies greatly. There were only 15 Master of Rehabilitation respondents and 262 Master of Science respondents. This is a broad range in numbers and should be kept in mind as the report is read. The number of respondents for each degree type can be found in Table 1 under "College". 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. The numbers in the tables printed in red are subtotals for Strongly Agree plus Agree or Very Satisfied plus Satisfied. Subtotals in red for Disagree plus Strongly Disagree or Dissatisfied plus Very Dissatisfied are also included.

## **RESPONDENT CHARACTERISTICS (See Table 1)**

A plurality of respondents (36.7%) graduated from the College of Education and Human Services. Twenty percent of the respondents graduated from the College of Business. A plurality of respondents (38.8%) received Master of Science degrees. The modal age range was 25 to 29 years, with a majority of respondents (64%) being between 25 and 34 years of age. It should be noted that 26.7% of the Master of Rehabilitation respondents were over the age of 50. Over half of the total respondents (52.9%) were males, although females represented 82.2% of the Master of Education respondents. Sixty-three percent of the respondents were married. Forty-five percent of the respondents had one or more children.

Eighty-seven percent of all respondents were U.S. citizens. However, 35.3% of the Doctoral respondents were international students. An overwhelming majority of respondents (93.3%) were White. When students were asked where they were living prior to starting their graduate degree, a plurality of respondents (39.1%) said they were from Cache Valley and another 38% said they were from elsewhere in Utah. Ten percent of the respondents resided outside the United States prior to starting graduate school at USU. The percentage of respondents coming from Cache Valley could be inflated because many respondents indicated receiving a prior degree at USU. Respondents were probably here working on their bachelor's degree prior to their graduate work thus indicating their residence was Cache Valley before starting their graduate degree. A majority of respondents (62%) reported receiving a prior degree from USU; 56.7% of those respondents had received their Bachelors degree from USU. Sixty-four percent of the respondents had been enrolled in USU graduate programs for two to three years at the time they completed the survey. The majority of respondents (67%) who completed a master's degree did so under Plan C.

Only 4.4% of the respondents changed departments or programs while enrolled as a graduate student. A majority of respondents (58.3%) reported having a GPA between 3.8 and 4.0 for their graduate studies at USU. Thirteen percent 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.)
<b>College</b>									
Agriculture	0.0%	0.0%	1.0% (1)	0.0%	0.0%	8.8% (23)	5.6% (5)	7.4% (5)	5.0% (34)
Business	95.5% (21)	100.0% (87)	0.0%	0.0%	0.0%	8.8% (23)	0.0%	5.9% (4)	20.0% (135)
Education & Human Services	0.0%	0.0%	99.0% (103)	0.0%	100.0% (15)	32.8% (86)	20.0% (18)	39.7% (27)	36.7% (249)
Engineering	0.0%	0.0%	0.0%	100.0% (28)	0.0%	22.1% (58)	0.0%	22.1% (15)	15.0% (101)
Humanities, Arts, & Social Science	4.5% (1)	0.0%	0.0%	0.0%	0.0%	8.0% (21)	62.2% (56)	2.9% (2)	11.9% (80)
Natural Resources	0.0%	0.0%	0.0%	0.0%	0.0%	5.7% (15)	3.3% (3)	5.9% (4)	3.3% (22)
Science	0.0%	0.0%	0.0%	0.0%	0.0%	13.7% (36)	8.9% (8)	16.2% (11)	8.1% (55)
<b>USU Total Percent</b>	<b>100% (22)</b>	<b>100% (87)</b>	<b>100% (104)</b>	<b>100% (28)</b>	<b>100% (15)</b>	<b>100% (262)</b>	<b>100% (90)</b>	<b>100% (68)</b>	<b>100% (676)</b>
<b>Degree</b>									
Master of Accounting (Macc)	100% (22)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3% (22)
Master of Arts (MA)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.2% (11)	0.0%	1.6% (11)
Master of Business Administration (MBA)	0.0%	100% (87)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	12.9% (87)
Master of Computer Science (MCS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.6% (5)	0.0%	0.7% (5)
Master of Dietetics Administration (MDA)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2% (2)	0.0%	0.3% (2)
Master of Education (MEd)	0.0%	0.0%	100% (104)	0.0%	0.0%	0.0%	0.0%	0.0%	15.4% (104)
Master of Engineering (ME)	0.0%	0.0%	0.0%	96.4% (27)	0.0%	0.0%	0.0%	0.0%	4% (27)
Master of Family & Human Development (MFHD)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	14.4% (13)	0.0%	1.9% (13)
Master of Fine Arts (MFA)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.9% (8)	0.0%	1.2% (8)
Master of Food Microbiology & Safety (MFMS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1% (1)	0.0%	0.1% (1)
Master of Landscape Architecture (MLA)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4% (4)	0.0%	0.6% (4)
Master of Mathematics (MMath)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3% (3)	0.0%	0.4% (3)
Master of Natural Resources (MNR)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3% (3)	0.0%	0.4% (3)
Master of Professional Studies in Horticulture (MPSI)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2% (2)	0.0%	0.3% (2)
Master of Rehabilitation Counseling (MRC)	0.0%	0.0%	0.0%	0.0%	100% (15)	0.0%	0.0%	0.0%	2.2% (15)
Master of Science (MS)	0.0%	0.0%	0.0%	0.0%	0.0%	100% (262)	0.0%	0.0%	38.8% (262)
Master of Second Language Teaching (MSLT)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7% (6)	0.0%	0.9% (6)
Master of Social Science (MSS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2% (2)	0.0%	0.3% (2)
Master of Social Work (MSW)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	31.1% (28)	0.0%	4.1% (28)
Civil Engineering (CE)	0.0%	0.0%	0.0%	3.6% (1)	0.0%	0.0%	0.0%	0.0%	0.1% (1)
Educational Specialist (EdS)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2% (2)	0.0%	0.3% (2)
Doctor of Audiology (AuD)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.4% (5)	0.7% (5)
Doctor of Education (EdD)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9% (4)	0.6% (4)
Doctor of Philosophy (PhD)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	86.8% (59)	8.7% (59)

	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
<b>Age</b>									
<25	18.2%	16.1%	18.4%	28.6%	13.3%	19.6%	8.0%	2.9%	15.9%
25-29	72.7%	55.2%	34.0%	53.6%	26.7%	51.5%	34.1%	22.1%	44.3%
30-34	4.5%	20.7%	18.4%	14.3%	6.7%	13.8%	33.0%	35.3%	19.7%
35-39	0.0%	5.7%	10.7%	0.0%	13.3%	6.5%	9.1%	16.2%	8.0%
40-49	4.5%	2.3%	12.6%	3.6%	13.3%	5.4%	11.4%	11.8%	7.6%
> = 50	0.0%	0.0%	5.8%	0.0%	26.7%	3.1%	4.5%	11.8%	4.5%
<b>Sex</b>									
Male	81.8%	83.9%	17.8%	96.4%	33.3%	54.3%	36.8%	58.2%	52.9%
Female	18.2%	16.1%	82.2%	3.6%	66.7%	45.7%	63.2%	41.8%	47.1%
<b>Marital Status</b>									
Single	40.9%	32.2%	25.7%	37.0%	20.0%	37.7%	31.8%	20.9%	32.4%
Married	59.1%	66.7%	69.3%	63.0%	73.3%	58.0%	56.8%	70.1%	62.5%
Divorced	0.0%	1.1%	4.0%	0.0%	6.7%	3.9%	9.1%	7.5%	4.4%
Widowed	0.0%	0.0%	1.0%	0.0%	0.0%	0.4%	2.3%	0.0%	0.6%
Separated	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.2%
<b>How many children do you have?</b>									
None	72.7%	55.2%	48.0%	67.9%	40.0%	60.5%	50.6%	47.0%	55.5%
One	13.6%	13.8%	8.8%	17.9%	6.7%	14.3%	11.5%	13.6%	12.9%
Two	9.1%	16.1%	15.7%	7.1%	26.7%	11.6%	16.1%	16.7%	14.0%
Three	4.5%	12.6%	14.7%	7.1%	0.0%	7.4%	9.2%	1.5%	8.6%
Four	0.0%	2.3%	7.8%	0.0%	13.3%	2.7%	8.0%	12.1%	5.1%
Five	0.0%	0.0%	4.9%	0.0%	0.0%	1.6%	3.4%	3.0%	2.1%
Six or more	0.0%	0.0%	0.0%	0.0%	13.3%	1.9%	1.1%	6.1%	1.8%
<b>Citizenship</b>									
U.S. Citizen	100.0%	92.0%	99.0%	70.4%	100.0%	85.3%	93.2%	64.7%	87.4%
International	0.0%	8.0%	1.0%	29.6%	0.0%	14.7%	6.8%	35.3%	12.6%
<b>Race/Ethnicity</b>									
American Indian or Alaskan Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	1.2%	0.0%	0.3%
Asian	0.0%	3.7%	1.0%	0.0%	0.0%	3.1%	0.0%	2.1%	2.0%
Black, African-American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.3%
Hispanic	0.0%	2.4%	2.0%	0.0%	0.0%	1.3%	0.0%	4.3%	1.5%
Native Hawaiian/Pacific Islander	0.0%	1.2%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%
White	100.0%	92.7%	93.1%	100.0%	100.0%	93.0%	92.8%	89.4%	93.3%
Two or more races	0.0%	0.0%	2.0%	0.0%	0.0%	2.2%	6.0%	0.0%	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
<b>Location Prior to Starting Grad Degree</b>									
Cache Valley	50.0%	41.7%	26.2%	53.8%	20.0%	45.7%	42.5%	20.0%	39.1%
Elsewhere in Utah	40.9%	53.6%	67.0%	15.4%	53.3%	25.6%	35.6%	29.2%	38.0%
Elsewhere in Idaho	9.1%	2.4%	1.0%	0.0%	0.0%	3.9%	8.0%	0.0%	3.3%
Elsewhere in USA	0.0%	0.0%	5.8%	3.8%	26.7%	10.9%	10.3%	21.5%	9.4%
Outside the USA	0.0%	2.4%	0.0%	26.9%	0.0%	14.0%	3.4%	29.2%	10.2%
<b>Prior Degrees at USU</b>									
None	22.7%	40.0%	39.2%	11.1%	33.3%	34.9%	44.3%	54.4%	38.0%
Bachelors	77.3%	55.3%	60.8%	81.5%	46.7%	62.0%	53.4%	22.1%	56.7%
Masters	0.0%	4.7%	0.0%	7.4%	20.0%	3.1%	2.3%	22.1%	5.1%
Doctorate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.2%
<b>Years Enrolled as a Grad Student at USU</b>									
< One year	27.3%	20.7%	3.9%	11.5%	0.0%	2.7%	2.3%	0.0%	6.0%
One year	63.6%	24.1%	8.7%	26.9%	6.7%	11.6%	3.4%	0.0%	12.8%
Two years	9.1%	52.9%	62.1%	46.2%	66.7%	47.5%	69.3%	1.5%	47.9%
Three years	0.0%	0.0%	20.4%	11.5%	13.3%	23.6%	18.2%	9.1%	16.4%
Four years	0.0%	0.0%	1.9%	0.0%	13.3%	6.9%	4.5%	33.3%	7.2%
Five years	0.0%	2.3%	2.9%	0.0%	0.0%	3.5%	1.1%	21.2%	4.4%
Six years or more	0.0%	0.0%	0.0%	3.8%	0.0%	4.2%	1.1%	34.8%	5.4%
<b>Masters Students Only: Plan A, B, or C</b>									
Plan A	4.5%	0.0%	3.1%	0.0%	0.0%	42.2%	9.2%	50.0%	20.7%
Plan B	0.0%	0.0%	7.1%	0.0%	0.0%	14.7%	31.0%	16.7%	12.3%
Plan C	95.5%	100.0%	98.8%	100.0%	100.0%	43.0%	59.8%	33.3%	67.0%
<b>During the period of your enrollment as a graduate student at USU, have you changed departments or programs?</b>									
Yes	0.0%	3.4%	4.9%	10.7%	0.0%	5.0%	3.4%	3.1%	4.4%
No	100.0%	96.6%	95.1%	89.3%	100.0%	95.0%	96.6%	96.9%	95.6%

	<b>Masters of Accounting (Macc)</b>	<b>Masters of Bus. Admin. (MBA)</b>	<b>Masters of Education (MEd)</b>	<b>Masters of Engineering (ME)</b>	<b>Masters of Rehabilitation (MRC)</b>	<b>Masters of Science (MS)</b>	<b>Other Masters</b>	<b>Doctorate</b>	<b>% of Total</b>
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**What is your cumulative GPA for your graduate studies at USU?**

<b>4.0 - 3.80</b>	63.6%	18.1%	71.0%	25.9%	93.3%	57.4%	79.3%	69.2%	58.3%
<b>3.79 - 3.60</b>	22.7%	27.7%	23.0%	37.0%	6.7%	23.7%	12.6%	23.1%	22.7%
<b>3.59 - 3.40</b>	9.1%	30.1%	2.0%	18.5%	0.0%	10.0%	3.4%	3.1%	9.9%
<b>3.39 - 3.20</b>	0.0%	15.7%	2.0%	11.1%	0.0%	6.0%	3.4%	3.1%	5.9%
<b>3.19 - 3.00</b>	4.5%	7.2%	2.0%	7.4%	0.0%	2.8%	1.1%	0.0%	2.9%
<b>&lt;3.0</b>	0.0%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.3%

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

<b>Yes</b>	0.0%	1.2%	1.0%	3.7%	0.0%	17.3%	13.6%	40.0%	12.9%
<b>No</b>	100.0%	98.8%	99.0%	96.3%	100.0%	82.7%	86.4%	60.0%	87.1%

## **FINDINGS: OVERALL PERCEPTIONS OF USU (See Table 2)**

An overwhelming majority of respondents (90.5%) were satisfied or very satisfied with the overall quality of their graduate education at USU, with all degree types reporting satisfaction levels of 79% or higher. Masters of Engineering respondents reported the highest level of satisfaction (100%). Three percent of the respondents were dissatisfied or very dissatisfied with the quality of their graduate education at USU.

Overall, a majority of respondents (87.1%) were satisfied or very satisfied with the quality of courses they took inside their department; satisfaction levels by degree type ranged from 70.6% (Master of Business Administration) to 100% (Masters of Engineering). Four percent of all the respondents were dissatisfied or very dissatisfied with the quality of courses they took inside their department. A majority of respondents (76.4%) were satisfied or very satisfied with the courses they took outside their academic department. Satisfaction levels by degree type ranged from 58.3% (Master of Accounting) to 100% (Masters of Rehabilitation). Five percent of the respondents were dissatisfied or very dissatisfied with the quality of courses they took outside their department.

When students were asked what they expected to do after they completed their degree, 30.7% of the respondents said they will begin a professional career in the private sector, another 24.8% said they will continue in their current employment. A majority of Master of Accounting respondents (77.3%) and Master of Engineering respondents (59.3%) will be working in the private sector. A majority of Master of Education respondents (58.8%) will continue with their current employment. A plurality of doctoral respondents (41.2%) were planning to begin their careers at an educational institution.

A majority of respondents (88.9%) were satisfied or very satisfied with the relevance of their USU graduate studies to their career goals. Ratings by degree type ranged from 81.2% (Master of Business Administration) to 97.7% (Other Masters). Only 2.3% of the respondents were dissatisfied or very dissatisfied with the relevance of their studies to their career goals. A majority of the respondents (73.8%) agreed or strongly agreed that their career opportunities had improved significantly as a result of completing their graduate degree at USU. More Doctoral respondents (56.1%) strongly agreed that their career opportunities had significantly improved. Agreement ratings by degree type ranged from 56.1% (Master of Business Administration) to 80.3% (Doctorate). Six percent of the respondents disagreed or strongly disagreed that their career opportunities had significantly improved as a result of completing their degrees at USU.

A majority of respondents (80.9%) agreed or strongly agreed that if they had to make the decision again, they would still come to USU. Rating by degree type ranged from 69.8% (Master of Business Administration) to 93% (Master of Education). Five percent of the respondents disagreed or strongly disagreed that if they had to make the decision again they would still come to USU. Eighty-one percent of all respondents said they would recommend USU to a friend who was a prospective student in their program. Agreement ratings ranged from 73.3% (Masters of Rehabilitation) to 91% (Masters of Education). Seven percent of the respondents disagreed or strongly disagreed that they would recommend USU to a friend.

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
<b>Overall quality of my graduate education at USU.</b>									
<b>Very Satisfied</b>	31.8%	17.4%	40.2%	38.5%	33.3%	35.8%	43.7%	44.8%	36.0%
<b>Satisfied</b>	54.5%	61.6%	54.9%	61.5%	53.3%	53.1%	51.7%	50.7%	54.5%
	86.3%	79.0%	95.1%	100.0%	86.6%	88.9%	95.4%	95.5%	90.5%
<b>Neutral</b>	9.1%	12.8%	1.0%	0.0%	6.7%	9.1%	2.3%	4.5%	6.5%
<b>Dissatisfied</b>	4.5%	5.8%	3.9%	0.0%	6.7%	2.0%	2.3%	0.0%	2.7%
<b>Very Dissatisfied</b>	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%
	4.5%	8.1%	3.9%	0.0%	6.7%	2.0%	2.3%	0.0%	3.0%
<b>Overall quality of courses I took inside my department.</b>									
<b>Very Satisfied</b>	22.7%	15.3%	36.3%	25.9%	20.0%	31.0%	42.5%	44.8%	32.0%
<b>Satisfied</b>	63.6%	55.3%	56.9%	74.1%	73.3%	57.1%	47.1%	40.3%	55.1%
	86.3%	70.6%	93.2%	100.0%	93.3%	88.1%	89.6%	85.1%	87.1%
<b>Neutral</b>	9.1%	20.0%	3.9%	0.0%	0.0%	8.7%	8.0%	13.4%	9.3%
<b>Dissatisfied</b>	4.5%	5.9%	2.0%	0.0%	0.0%	2.8%	2.3%	0.0%	2.6%
<b>Very Dissatisfied</b>	0.0%	3.5%	1.0%	0.0%	6.7%	0.4%	0.0%	1.5%	1.1%
	4.5%	9.4%	3.0%	0.0%	6.7%	3.2%	2.3%	1.5%	3.7%
<b>Overall quality of courses I took outside my department.</b>									
<b>Very Satisfied</b>	0.0%	11.9%	30.8%	18.2%	100.0%	20.5%	34.0%	40.7%	25.5%
<b>Satisfied</b>	58.3%	59.5%	44.6%	59.1%	0.0%	53.8%	50.9%	40.7%	50.9%
	58.3%	71.4%	75.4%	77.3%	100.0%	74.3%	84.9%	81.4%	76.4%
<b>Neutral</b>	25.0%	28.6%	23.1%	13.6%	0.0%	17.9%	13.2%	16.9%	19.0%
<b>Dissatisfied</b>	8.3%	0.0%	1.5%	9.1%	0.0%	6.4%	1.9%	0.0%	3.6%
<b>Very Dissatisfied</b>	8.3%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	1.7%	1.0%
	16.6%	0.0%	1.5%	9.1%	0.0%	7.7%	1.9%	1.7%	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
<b>What do you expect to do after you finish this graduate degree?</b>									
Additional Training at USU	0.0%	1.1%	2.9%	7.4%	0.0%	7.0%	1.1%	1.5%	3.9%
Additional Training at Another Institution	4.5%	2.3%	3.9%	0.0%	6.7%	9.8%	6.8%	1.5%	6.0%
Begin Professional Career in an Education Inst.	4.5%	3.4%	14.7%	3.7%	6.7%	16.4%	12.5%	41.2%	15.3%
Begin Professional Career in Government Agency	0.0%	8.0%	6.9%	7.4%	26.7%	9.0%	8.0%	10.3%	8.6%
Begin Professional Career in Private Sector	77.3%	47.1%	4.9%	59.3%	6.7%	36.7%	21.6%	16.2%	30.7%
Continue current employment	9.1%	29.9%	58.8%	7.4%	46.7%	11.3%	29.5%	19.1%	24.8%
Other Plans	4.5%	3.4%	2.9%	7.4%	6.7%	2.3%	4.5%	2.9%	3.3%
Uncertain	0.0%	4.6%	4.9%	7.4%	0.0%	7.4%	15.9%	7.4%	7.4%
<b>Relevance of my USU graduate studies to my career goals.</b>									
Very Satisfied	54.5%	27.1%	60.8%	46.2%	46.7%	46.9%	58.6%	54.4%	49.0%
Satisfied	36.4%	54.1%	35.3%	42.3%	40.0%	38.6%	39.1%	35.3%	39.9%
	90.9%	81.2%	96.1%	88.5%	86.7%	85.5%	97.7%	89.7%	88.9%
Neutral	4.5%	14.1%	2.0%	11.5%	6.7%	12.6%	2.3%	7.4%	8.8%
Dissatisfied	4.5%	1.2%	1.0%	0.0%	6.7%	0.8%	0.0%	2.9%	1.2%
Very Dissatisfied	0.0%	3.5%	1.0%	0.0%	0.0%	1.2%	0.0%	0.0%	1.1%
	4.5%	4.7%	2.0%	0.0%	6.7%	2.0%	0.0%	2.9%	2.3%
<b>My career opportunities have improved significantly as a result of completing my graduate degree at USU.</b>									
Strongly Agree	31.8%	12.2%	30.5%	12.0%	26.7%	31.9%	35.2%	56.1%	31.2%
Agree	40.9%	43.9%	45.3%	56.0%	33.3%	45.2%	43.2%	24.2%	42.6%
	72.7%	56.1%	75.8%	68.0%	60.0%	77.1%	78.4%	80.3%	73.8%
Neutral	18.2%	34.1%	20.0%	28.0%	26.7%	16.9%	14.8%	16.7%	20.0%
Disagree	9.1%	6.1%	4.2%	4.0%	6.7%	4.4%	3.4%	1.5%	4.4%
Strongly Disagree	0.0%	3.7%	0.0%	0.0%	6.7%	1.6%	3.4%	1.5%	1.9%
	9.1%	9.8%	4.2%	4.0%	13.4%	6.0%	6.8%	3.0%	6.3%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>If I had to make the decision again, I would still come to USU.</b>									
<b>Strongly Agree</b>	36.4%	32.5%	54.0%	8.0%	28.6%	40.3%	48.9%	52.9%	42.3%
<b>Agree</b>	50.0%	37.3%	39.0%	72.0%	50.0%	36.8%	38.6%	27.9%	38.6%
	<b>86.4%</b>	<b>69.8%</b>	<b>93.0%</b>	<b>80.0%</b>	<b>78.6%</b>	<b>77.1%</b>	<b>87.5%</b>	<b>80.8%</b>	<b>80.9%</b>
<b>Neutral</b>	9.1%	19.3%	3.0%	12.0%	7.1%	18.6%	8.0%	17.6%	13.9%
<b>Disagree</b>	0.0%	7.2%	2.0%	8.0%	7.1%	2.8%	3.4%	1.5%	3.4%
<b>Strongly Disagree</b>	4.5%	3.6%	2.0%	0.0%	7.1%	1.6%	1.1%	0.0%	1.8%
	<b>4.5%</b>	<b>10.8%</b>	<b>4.0%</b>	<b>8.0%</b>	<b>14.2%</b>	<b>4.4%</b>	<b>4.5%</b>	<b>1.5%</b>	<b>5.2%</b>
<b>I would recommend USU to a friend who is a prospective graduate student in my program.</b>									
<b>Strongly Agree</b>	36.4%	27.7%	62.0%	11.5%	40.0%	39.4%	47.7%	50.0%	42.4%
<b>Agree</b>	50.0%	45.8%	29.0%	73.1%	33.3%	37.4%	38.6%	33.3%	38.7%
	<b>86.4%</b>	<b>73.5%</b>	<b>91.0%</b>	<b>84.6%</b>	<b>73.3%</b>	<b>76.8%</b>	<b>86.3%</b>	<b>83.3%</b>	<b>81.1%</b>
<b>Neutral</b>	9.1%	16.9%	4.0%	15.4%	6.7%	15.4%	10.2%	12.1%	12.4%
<b>Disagree</b>	0.0%	7.2%	2.0%	0.0%	6.7%	5.9%	2.3%	3.0%	4.3%
<b>Strongly Disagree</b>	4.5%	2.4%	3.0%	0.0%	13.3%	2.0%	1.1%	1.5%	2.3%
	<b>4.5%</b>	<b>9.6%</b>	<b>5.0%</b>	<b>0.0%</b>	<b>20.0%</b>	<b>7.9%</b>	<b>3.4%</b>	<b>4.5%</b>	<b>6.6%</b>

(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)**

When asked what the most important source of information was in planning students' graduate programs, a plurality of all respondents (38.6%) said their Major Professor. However, more Master of Accounting respondents (63.6%), and more Master of Business Administration respondents (43%) said it was their Department Graduate Advisor.

A majority of respondents (83.8%) were satisfied or very satisfied with the available information provided by their departments about degree requirements. The Master of Accounting respondents were the most satisfied (95.4%), and Master of Science respondents were the least satisfied (77.2%). Six percent of all the respondents were dissatisfied or very dissatisfied with the available information provided by their department on degree requirements.

A majority of respondents (88.5%) were satisfied or very satisfied with the helpfulness of staff members in their department in responding to their questions and/or concerns. Satisfaction ratings by degree type ranged from 85.1% (Master of Engineering) to 100% (Master of Accounting). Three percent of the respondents were dissatisfied or very dissatisfied with the helpfulness of staff members regarding their questions and/or concerns.

A majority of respondents (90.5%) 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 Doctoral respondents (95.5%), the lowest from Master of Engineer respondents (74%). Two percent of the respondents were dissatisfied or very dissatisfied with the way their major professors responded to their questions and/or concerns. Note that more Master of Engineering respondents (14.8%) were dissatisfied with the helpfulness of their major professors.

When asked about the availability and amount of interaction students had with their major professor, a majority of respondents (86.8%) were satisfied or very satisfied. Satisfaction ratings by degree type ranged from 66.6% (Master of Engineering) to 94.1% (Doctorate). Three percent of the respondents were dissatisfied or very dissatisfied with the availability and amount of interaction with their major professor.

Seventy percent of the respondents were satisfied or very satisfied with the overall quality of research facilities available in their department. Satisfaction ratings ranged from 50% (Master of Rehabilitation) to 85% (Master of Accounting). Neutral ratings on this item ranged from 14.3% to 30.6%. Six percent of the respondents were dissatisfied or very dissatisfied with the availability of departmental research facilities.

When responding to the questions "I would have liked to receive better feedback on my academic progress", 34% of the respondents agreed or strongly agreed with this statement. Agreement ratings ranged from 22.7% (Accounting) to 53.6% (Business Administration). Thirty-six percent of the respondents disagreed or strongly disagreed that they would have liked to receive more feedback. Neutral responses ranged from 20% to 40.9%.

Overall, a majority of respondents (78.6%) agreed or strongly agreed that their graduate program adequately prepared them for their future career. Agreement ratings ranged from 65.5% (Business Administration) to 86.7% (Rehabilitation). Five percent of the respondents disagreed or strongly disagreed their program adequately prepared them for their career. Neutral responses ranged from 6.7% to 23.8%.

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 (92%) marked this item the highest, Business Administration respondents (75%) marked it the lowest. Four percent of the respondents disagreed or strongly disagreed that their department provided an intellectually stimulating environment.

A majority of all respondents (85.1%) agreed or strongly agreed that students were respected and treated fairly by their department. Agreement ratings ranged from 81.1% (Master of Science) to 92.1% (Other Masters). Four percent of the respondents disagreed or strongly disagreed that students were respected and treated fairly.

When asked if the department had done a good job in providing opportunities for professional development, 72.8% of all respondents were in agreement. Agreement ratings ranged from 60.4% (Business Administration) to 95.5% (Accounting). Note that more Doctoral respondents (51.5%) strongly agreed that they were provided with professional development opportunities. Eight percent of the respondents disagreed or strongly disagreed that the department did a good job in providing them with professional development opportunities. Note that more Business Administration respondents (17.3%) disagreed.

A majority of respondents from all degree types (75.5%) 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". Agreement ratings ranged from 69% (Education) to 90.5% (Accounting). Nine percent of the respondents disagreed or strongly disagreed with this item.

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 (83%) agreed or strongly agreed advisors/major professors were effective mentors. Agreement ratings ranged from 56% (Engineering) to 94.1% (Doctorate). Five percent of the respondents disagreed or strongly disagreed that their advisor/major professor was an effective mentor. Neutral responses ranged from 4.4% to 28.1%.

A majority of all respondents (77.9%) agreed or strongly agreed that there was good communication between faculty and graduate students in their department. Agreement ratings ranged from 62.7% (Business Administration) to 95.4% (Accounting). Eight percent of the respondents disagreed or strongly disagreed that there was good communication in their department. Neutral responses ranged from 0% to 27.7%.

Eighty-four percent of all respondents agreed or strongly agreed that faculty members in their department were interested in their welfare and success. Agreement ratings ranged from 72.3% (Business Administration) to 100% (Accounting). Three percent of the respondents disagreed or strongly disagreed that faculty were interested in their welfare and success. Neutral responses ranged from 0% to 21.7%.

When asked if their department was helpful and supportive in the graduates' search for professional employment, 50.1% of the respondents agreed or strongly agreed. Agreement ratings ranged from 38.1% (Business Administration) to 85% (Accounting). Sixteen percent of the respondents disagreed or strongly disagreed that their department was helpful in their search for employment. Neutral responses ranged from 11.1% to 37.6%.



**Table 3. FINDINGS: ACADEMIC DEPARTMENT AND MAJOR PROFESSOR**

	<b>Masters of Accounting (Macc)</b>	<b>Masters of Bus. Admin. (MBA)</b>	<b>Masters of Education (MEd)</b>	<b>Masters of Engineering (ME)</b>	<b>Masters of Rehabilitation (MRC)</b>	<b>Masters of Science (MS)</b>	<b>Other Masters</b>	<b>Doctorate</b>	<b>% of Total</b>
<b>In planning your graduate program, what has been the single most important source of information for you?</b>									
<b>Major Professor</b>	9.1%	3.5%	35.3%	26.9%	28.6%	45.7%	46.7%	67.7%	38.6%
<b>Graduate Committee</b>	4.5%	1.2%	1.0%	0.0%	0.0%	2.3%	4.4%	4.6%	2.4%
<b>Other Faculty</b>	9.1%	2.3%	3.9%	7.7%	21.4%	2.3%	11.1%	3.1%	4.7%
<b>Other Students</b>	4.5%	22.1%	8.8%	19.2%	28.6%	13.7%	13.3%	9.2%	13.8%
<b>Dept. Graduate Advisor</b>	63.6%	43.0%	33.3%	30.8%	7.1%	19.1%	8.9%	4.6%	23.3%
<b>Dept. Requirement Sheets</b>	4.5%	7.0%	11.8%	11.5%	7.1%	9.0%	10.0%	4.6%	8.8%
<b>USU General Catalog</b>	0.0%	1.2%	1.0%	3.8%	0.0%	2.0%	0.0%	3.1%	1.5%
<b>School of Grad Studies Staff</b>	0.0%	15.1%	2.0%	0.0%	0.0%	1.2%	2.2%	3.1%	3.3%
<b>Other</b>	4.5%	4.7%	2.9%	0.0%	7.1%	4.7%	3.3%	0.0%	3.6%
<b>Available information provided by my department about degree requirements.</b>									
<b>Very Satisfied</b>	54.5%	37.2%	37.3%	18.5%	53.3%	32.9%	37.9%	35.3%	35.6%
<b>Satisfied</b>	40.9%	53.5%	50.0%	66.7%	40.0%	44.3%	51.7%	45.6%	48.2%
	<b>95.4%</b>	<b>90.7%</b>	<b>87.3%</b>	<b>85.2%</b>	<b>93.3%</b>	<b>77.2%</b>	<b>89.6%</b>	<b>80.9%</b>	<b>83.8%</b>
<b>Neutral</b>	4.5%	4.7%	10.8%	11.1%	6.7%	14.1%	8.0%	11.8%	10.7%
<b>Dissatisfied</b>	0.0%	4.7%	1.0%	3.7%	0.0%	6.3%	1.1%	5.9%	4.1%
<b>Very Dissatisfied</b>	0.0%	0.0%	1.0%	0.0%	0.0%	2.4%	1.1%	1.5%	1.4%
	<b>0.0%</b>	<b>4.7%</b>	<b>2.0%</b>	<b>3.7%</b>	<b>0.0%</b>	<b>8.7%</b>	<b>2.2%</b>	<b>7.4%</b>	<b>5.5%</b>
<b>Helpfulness of staff members in my department in responding to my questions and/or concerns.</b>									
<b>Very Satisfied</b>	63.6%	53.0%	51.0%	40.7%	46.7%	47.6%	60.0%	64.7%	52.4%
<b>Satisfied</b>	36.4%	37.3%	37.3%	44.4%	40.0%	39.0%	31.8%	23.5%	36.1%
	<b>100.0%</b>	<b>90.3%</b>	<b>88.3%</b>	<b>85.1%</b>	<b>86.7%</b>	<b>86.6%</b>	<b>91.8%</b>	<b>88.2%</b>	<b>88.5%</b>
<b>Neutral</b>	0.0%	9.6%	9.8%	14.8%	6.7%	9.4%	5.9%	7.4%	8.7%
<b>Dissatisfied</b>	0.0%	0.0%	2.0%	0.0%	6.7%	2.4%	1.2%	4.4%	2.0%
<b>Very Dissatisfied</b>	0.0%	0.0%	0.0%	0.0%	0.0%	1.6%	1.2%	0.0%	0.8%
	<b>0.0%</b>	<b>0.0%</b>	<b>2.0%</b>	<b>0.0%</b>	<b>6.7%</b>	<b>4.0%</b>	<b>2.4%</b>	<b>4.4%</b>	<b>2.8%</b>

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>Helpfulness of my major professor in responding to my questions and/or concerns.</b>									
<b>Very Satisfied</b>	55.6%	42.6%	59.6%	25.9%	42.9%	57.2%	62.2%	70.1%	56.5%
<b>Satisfied</b>	38.9%	45.9%	34.3%	48.1%	50.0%	31.6%	30.5%	25.4%	34.0%
	<b>94.5%</b>	<b>88.5%</b>	<b>93.9%</b>	<b>74.0%</b>	<b>92.9%</b>	<b>88.8%</b>	<b>92.7%</b>	<b>95.5%</b>	<b>90.5%</b>
<b>Neutral</b>	5.6%	11.5%	6.1%	11.1%	7.1%	8.0%	4.9%	4.5%	7.3%
<b>Dissatisfied</b>	0.0%	0.0%	0.0%	14.8%	0.0%	2.0%	1.2%	0.0%	1.6%
<b>Very Dissatisfied</b>	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	1.2%	0.0%	0.6%
	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>14.8%</b>	<b>0.0%</b>	<b>3.2%</b>	<b>2.4%</b>	<b>0.0%</b>	<b>2.2%</b>
<b>Availability and amount of interaction with my major professor.</b>									
<b>Very Satisfied</b>	47.1%	33.9%	53.1%	18.5%	35.7%	56.8%	55.4%	73.5%	53.2%
<b>Satisfied</b>	41.2%	38.7%	37.8%	48.1%	57.1%	30.8%	33.7%	20.6%	33.6%
	<b>88.3%</b>	<b>72.6%</b>	<b>90.9%</b>	<b>66.6%</b>	<b>92.8%</b>	<b>87.6%</b>	<b>89.1%</b>	<b>94.1%</b>	<b>86.8%</b>
<b>Neutral</b>	11.8%	24.2%	8.2%	18.5%	7.1%	8.8%	8.4%	5.9%	10.3%
<b>Dissatisfied</b>	0.0%	1.6%	1.0%	14.8%	0.0%	2.8%	2.4%	0.0%	2.4%
<b>Very Dissatisfied</b>	0.0%	1.6%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.5%
	<b>0.0%</b>	<b>3.2%</b>	<b>1.0%</b>	<b>14.8%</b>	<b>0.0%</b>	<b>3.6%</b>	<b>2.4%</b>	<b>0.0%</b>	<b>2.9%</b>
<b>Overall quality of research facilities available in my department.</b>									
<b>Very Satisfied</b>	35.0%	11.3%	20.3%	31.8%	16.7%	30.1%	32.8%	38.1%	27.9%
<b>Satisfied</b>	50.0%	50.0%	43.5%	40.9%	33.3%	41.1%	34.5%	41.3%	42.0%
	<b>85.0%</b>	<b>61.3%</b>	<b>63.8%</b>	<b>72.7%</b>	<b>50.0%</b>	<b>71.2%</b>	<b>67.3%</b>	<b>79.4%</b>	<b>69.9%</b>
<b>Neutral</b>	15.0%	30.6%	31.9%	27.3%	33.3%	23.0%	22.4%	14.3%	24.0%
<b>Dissatisfied</b>	0.0%	4.8%	2.9%	0.0%	16.7%	3.3%	8.6%	4.8%	4.1%
<b>Very Dissatisfied</b>	0.0%	3.2%	1.4%	0.0%	0.0%	2.4%	1.7%	1.6%	2.0%
	<b>0.0%</b>	<b>8.0%</b>	<b>4.3%</b>	<b>0.0%</b>	<b>16.7%</b>	<b>5.7%</b>	<b>10.3%</b>	<b>6.4%</b>	<b>6.1%</b>

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>I would have liked to receive better feedback on my academic progress.</b>									
<b>Strongly Agree</b>	0.0%	14.6%	5.1%	0.0%	6.7%	8.6%	5.9%	7.9%	7.7%
<b>Agree</b>	22.7%	39.0%	21.2%	38.5%	26.7%	26.3%	21.2%	20.6%	26.3%
	22.7%	53.6%	26.3%	38.5%	33.4%	34.9%	27.1%	28.5%	34.0%
<b>Neutral</b>	40.9%	28.0%	30.3%	38.5%	20.0%	29.2%	31.8%	31.7%	30.4%
<b>Disagree</b>	31.8%	17.1%	28.3%	23.1%	40.0%	28.4%	27.1%	28.6%	26.9%
<b>Strongly Disagree</b>	4.5%	1.2%	15.2%	0.0%	6.7%	7.4%	14.1%	11.1%	8.7%
	36.3%	18.3%	43.5%	23.1%	46.7%	35.8%	41.2%	39.7%	35.6%
<b>My graduate program adequately prepared me for my future career.</b>									
<b>Strongly Agree</b>	13.6%	6.0%	33.7%	11.1%	40.0%	24.5%	26.4%	40.3%	24.8%
<b>Agree</b>	63.6%	59.5%	52.5%	66.7%	46.7%	51.4%	57.5%	46.3%	53.8%
	77.2%	65.5%	86.2%	77.8%	86.7%	75.9%	83.9%	86.6%	78.6%
<b>Neutral</b>	22.7%	23.8%	8.9%	18.5%	6.7%	19.0%	13.8%	13.4%	16.6%
<b>Disagree</b>	0.0%	9.5%	4.0%	3.7%	6.7%	4.3%	2.3%	0.0%	4.1%
<b>Strongly Disagree</b>	0.0%	1.2%	1.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.6%
	0.0%	10.7%	5.0%	3.7%	6.7%	5.1%	2.3%	0.0%	4.7%
<b>My department provided an intellectually stimulating environment.</b>									
<b>Strongly Agree</b>	22.7%	13.1%	32.7%	16.0%	46.7%	32.9%	44.3%	44.1%	32.4%
<b>Agree</b>	59.1%	61.9%	56.4%	76.0%	33.3%	48.2%	47.7%	41.2%	51.5%
	81.8%	75.0%	89.1%	92.0%	80.0%	81.1%	92.0%	85.3%	83.9%
<b>Neutral</b>	13.6%	14.3%	7.9%	8.0%	13.3%	16.5%	5.7%	13.2%	12.6%
<b>Disagree</b>	0.0%	8.3%	2.0%	0.0%	0.0%	2.0%	1.1%	0.0%	2.3%
<b>Strongly Disagree</b>	4.5%	2.4%	1.0%	0.0%	6.7%	0.4%	1.1%	1.5%	1.2%
	4.5%	10.7%	3.0%	0.0%	6.7%	2.4%	2.2%	1.5%	3.5%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>Students were respected and treated fairly in my department.</b>									
<b>Strongly Agree</b>	40.9%	23.8%	41.6%	20.0%	26.7%	35.4%	43.2%	51.5%	37.0%
<b>Agree</b>	50.0%	59.5%	45.5%	64.0%	60.0%	45.7%	48.9%	36.8%	48.1%
	90.9%	83.3%	87.1%	84.0%	86.7%	81.1%	92.1%	88.3%	85.1%
<b>Neutral</b>	4.5%	11.9%	9.9%	8.0%	0.0%	14.2%	5.7%	7.4%	10.5%
<b>Disagree</b>	4.5%	3.6%	2.0%	4.0%	13.3%	2.0%	1.1%	2.9%	2.6%
<b>Strongly Disagree</b>	0.0%	1.2%	1.0%	4.0%	0.0%	2.8%	1.1%	1.5%	1.8%
	4.5%	4.8%	3.0%	8.0%	13.3%	4.8%	2.2%	4.4%	4.4%
<b>My department has done a good job of providing me opportunities for professional development.</b>									
<b>Strongly Agree</b>	45.5%	12.3%	26.3%	15.4%	26.7%	28.8%	32.2%	51.5%	29.2%
<b>Agree</b>	50.0%	48.1%	47.4%	61.5%	53.3%	42.4%	39.1%	32.4%	43.6%
	95.5%	60.4%	73.7%	76.9%	80.0%	71.2%	71.3%	83.9%	72.8%
<b>Neutral</b>	4.5%	21.0%	17.9%	19.2%	6.7%	22.4%	18.4%	11.8%	18.8%
<b>Disagree</b>	0.0%	17.3%	6.3%	3.8%	13.3%	5.6%	8.0%	1.5%	7.0%
<b>Strongly Disagree</b>	0.0%	1.2%	2.1%	0.0%	0.0%	0.8%	2.3%	2.9%	1.4%
	0.0%	18.5%	8.4%	3.8%	13.3%	6.4%	10.3%	4.4%	8.4%
<b>During my first year of graduate studies, my department did a good job of helping me understand requirements, expectations, and procedures.</b>									
<b>Strongly Agree</b>	38.1%	29.3%	29.0%	23.1%	14.3%	26.3%	37.9%	35.8%	29.6%
<b>Agree</b>	52.4%	50.0%	40.0%	61.5%	64.3%	45.9%	43.7%	40.3%	45.9%
	90.5%	79.3%	69.0%	84.6%	78.6%	72.2%	81.6%	76.1%	75.5%
<b>Neutral</b>	9.5%	13.4%	20.0%	7.7%	7.1%	18.4%	9.2%	13.4%	15.3%
<b>Disagree</b>	0.0%	6.1%	8.0%	7.7%	14.3%	7.1%	3.4%	7.5%	6.6%
<b>Strongly Disagree</b>	0.0%	1.2%	3.0%	0.0%	0.0%	2.4%	5.7%	3.0%	2.6%
	0.0%	7.3%	11.0%	7.7%	14.3%	9.5%	9.1%	10.5%	9.2%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>My advisor/major professor was an effective mentor who provided useful and supportive guidance.</b>									
<b>Strongly Agree</b>	21.1%	39.1%	53.0%	16.0%	33.3%	54.5%	53.5%	70.6%	51.3%
<b>Agree</b>	52.6%	28.1%	36.0%	40.0%	33.3%	30.4%	32.6%	23.5%	31.7%
	<b>73.7%</b>	<b>67.2%</b>	<b>89.0%</b>	<b>56.0%</b>	<b>66.6%</b>	<b>84.9%</b>	<b>86.1%</b>	<b>94.1%</b>	<b>83.0%</b>
<b>Neutral</b>	21.1%	28.1%	5.0%	28.0%	13.3%	11.1%	10.5%	4.4%	12.1%
<b>Disagree</b>	5.3%	1.6%	6.0%	16.0%	13.3%	3.2%	2.3%	1.5%	4.0%
<b>Strongly Disagree</b>	0.0%	3.1%	0.0%	0.0%	6.7%	0.8%	1.2%	0.0%	1.0%
	<b>5.3%</b>	<b>4.7%</b>	<b>6.0%</b>	<b>16.0%</b>	<b>20.0%</b>	<b>4.0%</b>	<b>3.5%</b>	<b>1.5%</b>	<b>5.0%</b>
<b>There was good communication between faculty and graduate students in my department.</b>									
<b>Strongly Agree</b>	31.8%	21.7%	33.0%	19.2%	33.3%	34.9%	31.8%	47.0%	33.0%
<b>Agree</b>	63.6%	41.0%	44.0%	61.5%	46.7%	41.2%	52.3%	42.4%	44.9%
	<b>95.4%</b>	<b>62.7%</b>	<b>77.0%</b>	<b>80.7%</b>	<b>80.0%</b>	<b>76.1%</b>	<b>84.1%</b>	<b>89.4%</b>	<b>77.9%</b>
<b>Neutral</b>	4.5%	27.7%	16.0%	3.8%	0.0%	16.5%	9.1%	6.1%	14.5%
<b>Disagree</b>	0.0%	8.4%	7.0%	11.5%	20.0%	6.3%	3.4%	4.5%	6.4%
<b>Strongly Disagree</b>	0.0%	1.2%	0.0%	3.8%	0.0%	1.2%	3.4%	0.0%	1.2%
	<b>0.0%</b>	<b>9.6%</b>	<b>7.0%</b>	<b>15.3%</b>	<b>20.0%</b>	<b>7.5%</b>	<b>6.8%</b>	<b>4.5%</b>	<b>7.6%</b>
<b>Faculty members in my department were interested in the welfare and success of graduate students.</b>									
<b>Strongly Agree</b>	40.9%	24.1%	40.0%	19.2%	40.0%	41.9%	54.5%	48.5%	40.8%
<b>Agree</b>	59.1%	48.2%	45.0%	57.7%	53.3%	40.3%	37.5%	41.2%	43.4%
	<b>100.0%</b>	<b>72.3%</b>	<b>85.0%</b>	<b>76.9%</b>	<b>93.3%</b>	<b>82.2%</b>	<b>92.0%</b>	<b>89.7%</b>	<b>84.2%</b>
<b>Neutral</b>	0.0%	21.7%	12.0%	19.2%	6.7%	15.4%	6.8%	5.9%	13.0%
<b>Disagree</b>	0.0%	2.4%	1.0%	0.0%	0.0%	1.2%	1.1%	4.4%	1.5%
<b>Strongly Disagree</b>	0.0%	3.6%	2.0%	3.8%	0.0%	1.2%	0.0%	0.0%	1.4%
	<b>0.0%</b>	<b>6.0%</b>	<b>3.0%</b>	<b>3.8%</b>	<b>0.0%</b>	<b>2.4%</b>	<b>1.1%</b>	<b>4.4%</b>	<b>2.9%</b>

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>My department was helpful and supportive in graduates' search for professional employment.</b>									
<b>Strongly Agree</b>	30.0%	9.9%	20.0%	8.3%	33.3%	19.0%	18.2%	32.2%	19.4%
<b>Agree</b>	55.0%	28.2%	31.7%	37.5%	44.4%	29.4%	27.3%	28.8%	30.7%
	85.0%	38.1%	51.7%	45.8%	77.7%	48.4%	45.5%	61.0%	50.1%
<b>Neutral</b>	15.0%	31.0%	36.7%	37.5%	11.1%	37.6%	35.1%	27.1%	33.8%
<b>Disagree</b>	0.0%	26.8%	8.3%	8.3%	0.0%	8.1%	14.3%	6.8%	10.9%
<b>Strongly Disagree</b>	0.0%	4.2%	3.3%	8.3%	11.1%	5.9%	5.2%	5.1%	5.2%
	0.0%	31.0%	11.6%	16.6%	11.1%	14.0%	19.5%	11.9%	16.1%

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

## **FINDINGS: FINANCIAL AID (See Table 4)**

When respondents were asked about the type of financial assistance they received while pursuing their graduate degree, a plurality of all respondents (36.2%) had student loans, while 25% of all respondents had research assistantships. Twenty percent of all respondents did not receive any financial assistance. Ranges by degree type varied greatly; columns may exceed 100% because students were asked to mark all answers that applied to them. When students 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 loans, followed by employment, research/teaching assistantships, scholarships or fellowships, and personal savings.

Overall, a slight majority of all respondents (56.7%) were satisfied or very satisfied with the availability of financial assistance to help cover the costs of their graduate program. Satisfaction levels ranged from 31.8% (Engineering) to 83.3% (Rehabilitation). Note that 42.9% of the Doctoral respondents were very satisfied with the financial assistance they received. Twenty percent of all respondents were dissatisfied or very dissatisfied with the financial assistance they received. Neutral responses ranged from 0% to 50%.

A majority of respondents (58.6%) agreed or strongly agreed that the procedures used by their department for allocating financial aid were fair and equitable. Master of Engineering respondents (40%) rated this item the lowest, and Doctoral respondents (78.1%) rated it the highest. Ten percent of the respondents were dissatisfied or very dissatisfied with procedures for allocating financial aid. Neutral responses ranged from 0% to 50%.

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 respondents (47.9%) agreed or strongly agreed. Agreement ratings ranged from 27.8% (Engineering) to 66.6% (Rehabilitation). Twenty-two percent of the respondents disagreed or strongly disagreed that funding was adequate to meet students needs. Neutral responses ranged from 11.1% to 50%.

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
<b>While pursuing this graduate degree, which of the following types of financial assistance did you receive? (Mark all that apply)</b>									
Research Assistantship	18.2%	5.7%	1.0%	3.6%	0.0%	39.3%	11.1%	66.2%	25.0%
Teaching Assistantship	4.5%	1.1%	3.8%	3.6%	0.0%	19.8%	15.6%	38.2%	14.6%
General Assistantship	18.2%	4.6%	1.0%	3.6%	0.0%	12.6%	6.7%	7.4%	8.0%
Graduate Instructor	0.0%	0.0%	1.9%	0.0%	0.0%	4.2%	12.2%	13.2%	4.9%
Graduate Fellowship	4.5%	1.1%	1.9%	0.0%	0.0%	4.2%	4.4%	14.7%	4.3%
Departmental/College Fellowship or Scholarship	31.8%	5.7%	8.7%	14.3%	26.7%	13.0%	11.1%	27.9%	13.6%
Student Loan	72.7%	56.3%	35.6%	25.0%	36.7%	26.0%	53.3%	23.5%	36.2%
Other	13.6%	18.4%	26.9%	14.3%	73.3%	17.6%	13.3%	22.1%	20.0%
No Grad Financial Assistance	4.5%	20.7%	36.5%	39.3%	6.7%	15.3%	22.2%	10.3%	20.1%
<b>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?</b>									
Parents or other relative	11.0%	5.9%	6.8%	11.3%	0.0%	8.9%	3.6%	3.3%	6.9%
Spouse	1.8%	1.4%	8.1%	6.7%	0.0%	7.2%	10.2%	4.1%	6.3%
Personal savings	8.6%	18.7%	18.8%	7.0%	6.3%	12.5%	13.3%	7.8%	13.4%
Employment	14.7%	24.7%	18.2%	33.8%	33.2%	16.9%	15.2%	13.6%	18.6%
Scholarships or fellowships	11.5%	8.5%	19.0%	17.1%	34.5%	13.3%	7.7%	20.9%	14.2%
Research/teaching assistantship	7.3%	0.8%	0.7%	3.2%	0.0%	23.0%	9.9%	34.4%	14.3%
Loans	41.0%	38.0%	21.6%	17.3%	7.6%	13.5%	37.3%	9.7%	21.6%
Other	5.0%	2.1%	6.0%	3.6%	18.3%	2.6%	2.2%	3.3%	3.5%

(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 (MS)	Other Masters	Doctorate	% of Total
<b>Avaliability of financial assistance to help cover the costs of my graduate program.</b>									
<b>Very Satisfied</b>	13.6%	16.0%	27.3%	4.5%	58.3%	23.6%	20.0%	42.9%	24.4%
<b>Satisfied</b>	40.9%	26.7%	19.5%	27.3%	25.0%	36.9%	38.7%	30.2%	32.3%
	54.5%	42.7%	46.8%	31.8%	83.3%	60.5%	58.7%	73.1%	56.7%
<b>Neutral</b>	9.1%	29.3%	29.9%	50.0%	0.0%	22.7%	24.0%	12.7%	23.7%
<b>Dissatisfied</b>	31.8%	18.7%	15.6%	13.6%	0.0%	11.6%	10.7%	9.5%	13.3%
<b>Very Dissatisfied</b>	4.5%	9.3%	7.8%	4.5%	16.7%	5.2%	6.7%	4.8%	6.4%
	36.3%	28.0%	23.4%	18.1%	16.7%	16.8%	17.4%	14.3%	19.7%
<b>The procedures and criteria used by my department for allocating financial aid were fair and equitable.</b>									
<b>Strongly Agree</b>	14.3%	14.3%	19.6%	5.0%	30.0%	20.9%	22.8%	43.6%	21.9%
<b>Agree</b>	52.4%	41.3%	32.1%	35.0%	40.0%	34.6%	40.4%	34.5%	36.7%
	66.7%	55.6%	51.7%	40.0%	70.0%	55.5%	63.2%	78.1%	58.6%
<b>Neutral</b>	28.6%	31.7%	37.5%	50.0%	0.0%	35.5%	26.3%	14.5%	31.4%
<b>Disagree</b>	4.8%	4.8%	3.6%	10.0%	10.0%	6.2%	5.3%	5.5%	5.7%
<b>Strongly Disagree</b>	0.0%	7.9%	7.1%	0.0%	20.0%	2.8%	5.3%	1.8%	4.3%
	4.8%	12.7%	10.7%	10.0%	30.0%	9.0%	10.6%	7.3%	10.0%
<b>The level of assistantship funding provided in my department was adequate to meet the needs of those students being supported.</b>									
<b>Strongly Agree</b>	15.0%	9.8%	23.4%	5.6%	33.3%	17.4%	13.6%	32.8%	18.3%
<b>Agree</b>	25.0%	27.5%	21.3%	22.2%	33.3%	32.4%	30.5%	31.0%	29.6%
	40.0%	37.3%	44.7%	27.8%	66.6%	49.8%	44.1%	63.8%	47.9%
<b>Neutral</b>	30.0%	37.3%	42.6%	50.0%	11.1%	31.9%	16.9%	20.7%	30.5%
<b>Disagree</b>	25.0%	13.7%	4.3%	16.7%	0.0%	13.0%	18.6%	6.9%	12.6%
<b>Strongly Disagree</b>	5.0%	11.8%	8.5%	5.6%	22.2%	5.3%	20.3%	8.6%	9.0%
	30.0%	25.5%	12.8%	22.3%	22.2%	18.3%	38.9%	15.5%	21.6%

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

## **FINDINGS: TECHNOLOGY AND LIBRARY (See Table 5)**

Respondents were asked to indicate the percentage of coursework they took that involved various modalities of delivery (e.g. "face-to-face" on Logan campus, televised courses, online courses, etc). On average, respondents from the Master of Accounting, Master of Business Administration, Master of Engineering, Master of Science, Other Masters, and Doctoral took the majority of their coursework "face-to-face" on the Logan campus. The Master of Education respondents used a variety of modalities in the following order: face-to face on the Logan campus, then online, televised, and face-to-face courses at other USU locations. Master of Rehabilitation respondents took the majority of their coursework online. As well, a number of Master of Business Administration respondents took 41.5% of their coursework face-to-face at other USU locations.

A majority of all respondents (73.7%) were satisfied or very satisfied with the overall quality of library collections of books and journals in their field of study. Master of Accounting respondents (95.5%) marked this item the highest, and Master of Rehabilitation respondents (61.6%) marked it the lowest. Seven percent of all respondents were dissatisfied or very dissatisfied with the quality of the library's collections in their field of study. Neutral ratings ranged from 4.5% to 33.8%.

Seventy-five percent of all respondents were satisfied or very satisfied with the overall quality of library collections of electronic journals in their fields of study. Satisfaction ratings ranged from 66.6% (Rehabilitation) to 95.5% (Accounting). Five percent of all respondents were dissatisfied or very dissatisfied with the library's collection of electronic journals in their field of study. Neutral responses ranged from 0% to 30.7%.

Seventy-three percent of all respondents were satisfied or very satisfied with the overall quality of obtaining library resource materials through interlibrary loan. Satisfaction ranged from 59.3% (Business Administration) to 90.9% (Rehabilitation). Three percent of the respondents were dissatisfied or very dissatisfied with interlibrary loan. Neutral responses ranged from 9.1% to 37.5%.

A majority of respondents (76.3%) were satisfied or very satisfied with the overall quality of computer access available in their department. Master of Accounting respondents (95.5%) rated this item the highest and Master of Education respondents (69.1%) rated it the lowest. Eight percent of the respondents were dissatisfied or very dissatisfied with availability of computer access in their department. Neutral responses ranged from 0% to 23.9%.

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
<b>While pursuing this graduate degree, about what percent of your course-work has involved each of the following types of instruction?</b>									
"Face-to-face" on Logan Campus	99.7%	54.9%	31.8%	84.7%	33.3%	79.8%	71.2%	88.9%	68.9%
"Face-to-face" at other USU location	0.0%	41.5%	14.6%	0.0%	0.0%	2.9%	3.6%	2.3%	9.4%
Televised courses (UEN)	0.0%	0.2%	21.3%	1.3%	5.0%	8.7%	14.2%	2.4%	8.9%
Online courses	0.0%	0.3%	25.9%	9.8%	54.0%	4.1%	5.8%	2.0%	8.1%
Independent study courses	0.2%	0.5%	1.1%	0.7%	1.1%	1.7%	1.3%	2.8%	1.4%
Other	0.0%	1.4%	6.7%	3.6%	5.9%	1.4%	1.8%	1.6%	2.0%
(This is a means report.)									
<b>Overall quality of library collections of books and journals in my field of study.</b>									
Very Satisfied	50.0%	12.7%	20.7%	19.2%	23.1%	23.8%	28.9%	31.3%	24.3%
Satisfied	45.5%	52.1%	58.6%	46.2%	38.5%	48.9%	44.7%	46.3%	49.4%
	95.5%	64.8%	79.3%	65.4%	61.6%	72.7%	73.6%	77.6%	73.7%
Neutral	4.5%	33.8%	18.4%	30.8%	23.1%	18.7%	17.1%	11.9%	19.6%
Dissatisfied	0.0%	0.0%	1.1%	0.0%	15.4%	6.8%	7.9%	9.0%	5.2%
Very Dissatisfied	0.0%	1.4%	1.1%	3.8%	0.0%	1.7%	1.3%	1.5%	1.5%
	0.0%	1.4%	2.2%	3.8%	15.4%	8.5%	9.2%	10.5%	6.7%
<b>Overall quality of library collections of electronic journals in my field of study.</b>									
Very Satisfied	59.1%	18.7%	26.9%	20.0%	13.3%	24.3%	32.5%	33.8%	26.9%
Satisfied	36.4%	50.7%	57.0%	56.0%	53.3%	48.1%	41.0%	44.1%	48.4%
	95.5%	69.4%	83.9%	76.0%	66.6%	72.4%	73.5%	77.9%	75.3%
Neutral	0.0%	30.7%	14.0%	20.0%	20.0%	21.4%	20.5%	13.2%	19.6%
Dissatisfied	4.5%	0.0%	1.1%	0.0%	13.3%	5.3%	3.6%	8.8%	4.2%
Very Dissatisfied	0.0%	0.0%	1.1%	4.0%	0.0%	0.8%	2.4%	0.0%	1.0%
	4.5%	0.0%	2.2%	4.0%	13.3%	6.1%	6.0%	8.8%	5.2%

	<b>Masters of Accounting (Macc)</b>	<b>Masters of Bus. Admin. (MBA)</b>	<b>Masters of Education (MEd)</b>	<b>Masters of Engineering (ME)</b>	<b>Masters of Rehabilitation (MRC)</b>	<b>Masters of Science (MS)</b>	<b>Other Masters</b>	<b>Doctorate</b>	<b>% of Total</b>
<b>Overall quality of ability of obtaining library resource materials through interlibrary loan.</b>									
<b>Very Satisfied</b>	31.3%	13.0%	30.6%	15.0%	18.2%	34.7%	49.2%	51.6%	34.5%
<b>Satisfied</b>	31.3%	46.3%	41.9%	50.0%	72.7%	36.2%	31.1%	34.4%	38.4%
	<b>62.6%</b>	<b>59.3%</b>	<b>72.5%</b>	<b>65.0%</b>	<b>90.9%</b>	<b>70.9%</b>	<b>80.3%</b>	<b>86.0%</b>	<b>72.9%</b>
<b>Neutral</b>	37.5%	37.0%	24.2%	35.0%	9.1%	25.0%	16.4%	12.5%	24.0%
<b>Dissatisfied</b>	0.0%	1.9%	1.6%	0.0%	0.0%	3.1%	1.6%	1.6%	2.1%
<b>Very Dissatisfied</b>	0.0%	1.9%	1.6%	0.0%	0.0%	1.0%	1.6%	0.0%	1.0%
	<b>0.0%</b>	<b>3.8%</b>	<b>3.2%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>4.1%</b>	<b>3.2%</b>	<b>1.6%</b>	<b>3.1%</b>
<b>Overall quality of computer access available in my department.</b>									
<b>Very Satisfied</b>	50.0%	34.3%	25.4%	50.0%	16.7%	32.2%	36.2%	46.0%	35.0%
<b>Satisfied</b>	45.5%	41.8%	43.7%	42.3%	66.7%	42.3%	34.5%	36.5%	41.3%
	<b>95.5%</b>	<b>76.1%</b>	<b>69.1%</b>	<b>92.3%</b>	<b>83.4%</b>	<b>74.5%</b>	<b>70.7%</b>	<b>82.5%</b>	<b>76.3%</b>
<b>Neutral</b>	4.5%	23.9%	22.5%	7.7%	0.0%	15.9%	19.0%	7.9%	16.1%
<b>Dissatisfied</b>	0.0%	0.0%	5.6%	0.0%	16.7%	6.6%	3.4%	9.5%	5.2%
<b>Very Dissatisfied</b>	0.0%	0.0%	2.8%	0.0%	0.0%	3.1%	6.9%	0.0%	2.4%
	<b>0.0%</b>	<b>0.0%</b>	<b>8.4%</b>	<b>0.0%</b>	<b>16.7%</b>	<b>9.7%</b>	<b>10.3%</b>	<b>9.5%</b>	<b>7.6%</b>

(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 (76.6%) 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 68.2% (Master of Accounting) to 85.7% (Master of Rehabilitation). Five percent of all respondents were dissatisfied or very dissatisfied with the available information provided. Neutral responses ranged from 10.9% to 27.3%.

When rating the helpfulness of the School of Graduate Studies in responding to students' questions and/or concerns, 72.7% of the respondents were satisfied or very satisfied with their interactions. Satisfaction ratings ranged from 57.2% (Accounting) to 81.9% (Doctorate). Four percent of the respondents were dissatisfied or very dissatisfied with how the School of Graduate Studies responded to their questions and concerns. Neutral responses ranged from 15.2% to 38.1%.

When students were asked if the thesis/dissertation guidelines and procedures were clear and reasonable, 65.9% agreed or strongly agreed that they were. Agreement ratings ranged from 50% (Accounting, Business Administration, Rehabilitation) to 81% (Doctorate). Ten percent of the respondents disagreed or strongly disagreed that procedures were clear and reasonable. Neutral responses ranged from 15.9% to 50%.

In reporting satisfaction with the process of applying for graduate school at USU, 83.2% of all respondents were satisfied or very satisfied. Levels of satisfaction among degree types ranged from 79.1% (Business Administration) to 93.4% (Rehabilitation). Three percent of all respondents were dissatisfied or very dissatisfied with the application process.

When asked about their satisfaction with the information and services provided by the Graduate Student Senate (GSS), a plurality of respondents (44.9%) were satisfied or very satisfied with the GSS. Satisfaction levels ranged from 15.8% (Accounting) to 71.5% (Rehabilitation). Eleven percent of all the respondents were dissatisfied or very dissatisfied with the Graduate Student Senate. Levels of dissatisfaction among degree types ranged from 0% to 31.6%. Overall, neutral ratings were high, 44.2% of all respondents. 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 need for improvement here.

A majority of all respondents (58.8%) 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 77.6% (Doctorate). Twelve percent of all respondents disagreed or strongly disagreed that there was good information. Neutral responses ranged from 10% to 38.5%.

When looking at satisfaction levels for the Teaching Assistant Workshop, it should be noted that only 85 respondents reported attending the workshop. Of those who attended the workshop, a majority of all respondents (51.8%) agreed or strongly agreed that the workshop provided the content needed to help graduate students be effective teaching assistants or course instructors. Twenty-three percent of the respondents who attended disagreed or strongly disagreed that the workshop provided the needed content. Neutral ratings ranged from 0% to 100%.

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
<b>Available information provided by the School of Graduate Studies about degree requirements.</b>									
<b>Very Satisfied</b>	22.7%	26.7%	28.7%	14.8%	21.4%	23.9%	28.6%	30.9%	25.9%
<b>Satisfied</b>	45.5%	46.5%	55.4%	63.0%	64.3%	47.5%	53.6%	51.5%	50.7%
	68.2%	73.2%	84.1%	77.8%	85.7%	71.4%	82.2%	82.4%	76.6%
<b>Neutral</b>	27.3%	23.3%	10.9%	18.5%	14.3%	21.6%	16.7%	14.7%	18.7%
<b>Dissatisfied</b>	4.5%	3.5%	5.0%	3.7%	0.0%	6.3%	1.2%	2.9%	4.4%
<b>Very Dissatisfied</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.3%
	4.5%	3.5%	5.0%	3.7%	0.0%	7.1%	1.2%	2.9%	4.7%
<b>Helpfulness of the School of Graduate Studies in responding to my questions and/or concerns.</b>									
<b>Very Satisfied</b>	28.6%	39.0%	34.1%	8.3%	21.4%	27.6%	35.1%	45.5%	32.0%
<b>Satisfied</b>	28.6%	42.7%	45.1%	66.7%	42.9%	38.3%	39.2%	36.4%	40.7%
	57.2%	81.7%	79.2%	75.0%	64.3%	65.9%	74.3%	81.9%	72.7%
<b>Neutral</b>	38.1%	17.1%	18.7%	20.8%	28.6%	27.6%	21.6%	15.2%	22.9%
<b>Dissatisfied</b>	0.0%	1.2%	2.2%	4.2%	0.0%	5.3%	2.7%	3.0%	3.4%
<b>Very Dissatisfied</b>	4.8%	0.0%	0.0%	0.0%	7.1%	1.2%	1.4%	0.0%	1.0%
	4.8%	1.2%	2.2%	4.2%	7.1%	6.5%	4.1%	3.0%	4.4%
<b>School of Graduate Studies thesis/dissertation guidelines and procedures were clear and reasonable. (for PhD &amp; Plan A only)</b>									
<b>Strongly Agree</b>	0.0%	0.0%	7.1%	20.0%	50.0%	15.7%	7.1%	28.6%	17.4%
<b>Agree</b>	50.0%	50.0%	50.0%	60.0%	0.0%	44.9%	64.3%	52.4%	48.5%
	50.0%	50.0%	57.1%	80.0%	50.0%	60.6%	71.4%	81.0%	65.9%
<b>Neutral</b>	50.0%	50.0%	28.6%	20.0%	50.0%	25.2%	21.4%	15.9%	24.5%
<b>Disagree</b>	0.0%	0.0%	14.3%	0.0%	0.0%	8.7%	7.1%	1.6%	6.2%
<b>Strongly Disagree</b>	0.0%	0.0%	0.0%	0.0%	0.0%	5.5%	0.0%	1.6%	3.3%
	0.0%	0.0%	14.3%	0.0%	0.0%	14.2%	7.1%	3.2%	9.5%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>The process of applying for graduate school at USU.</b>									
<b>Very Satisfied</b>	31.8%	29.1%	33.3%	7.7%	26.7%	27.4%	41.9%	42.4%	31.3%
<b>Satisfied</b>	59.1%	50.0%	52.9%	73.1%	66.7%	54.0%	40.7%	45.5%	51.9%
	90.9%	79.1%	86.2%	80.8%	93.4%	81.4%	82.6%	87.9%	83.2%
<b>Neutral</b>	9.1%	16.3%	11.8%	11.5%	6.7%	15.9%	15.1%	9.1%	13.9%
<b>Dissatisfied</b>	0.0%	3.5%	0.0%	7.7%	0.0%	2.4%	2.3%	1.5%	2.1%
<b>Very Dissatisfied</b>	0.0%	1.2%	2.0%	0.0%	0.0%	0.4%	0.0%	1.5%	0.8%
	0.0%	4.7%	2.0%	7.7%	0.0%	2.8%	2.3%	3.0%	2.9%
<b>Information and services provided by the Graduate Student Senate (GSS).</b>									
<b>Very Satisfied</b>	0.0%	10.4%	26.5%	8.0%	28.6%	11.8%	19.4%	27.4%	15.9%
<b>Satisfied</b>	15.8%	19.4%	25.0%	28.0%	42.9%	32.5%	28.4%	35.5%	29.0%
	15.8%	29.8%	51.5%	36.0%	71.5%	44.3%	47.8%	62.9%	44.9%
<b>Neutral</b>	52.6%	47.8%	41.2%	60.0%	28.6%	46.2%	44.8%	29.0%	44.2%
<b>Dissatisfied</b>	21.1%	14.9%	4.4%	4.0%	0.0%	4.7%	3.0%	4.8%	6.3%
<b>Very Dissatisfied</b>	10.5%	7.5%	2.9%	0.0%	0.0%	4.7%	4.5%	3.2%	4.6%
	31.6%	22.4%	7.3%	4.0%	0.0%	9.4%	7.5%	8.0%	10.9%
<b>The School of Graduate Studies provided good information about filing for candidacy, program of study forms, meeting deadlines, etc.</b>									
<b>Strongly Agree</b>	0.0%	12.3%	20.2%	9.1%	0.0%	15.5%	11.5%	23.9%	15.3%
<b>Agree</b>	42.1%	44.6%	43.8%	36.4%	70.0%	37.1%	52.6%	53.7%	43.5%
	42.1%	56.9%	64.0%	45.5%	70.0%	52.6%	64.1%	77.6%	58.8%
<b>Neutral</b>	31.6%	38.5%	23.6%	36.4%	10.0%	34.3%	23.1%	17.9%	29.4%
<b>Disagree</b>	21.1%	3.1%	10.1%	13.6%	10.0%	7.8%	10.3%	3.0%	8.1%
<b>Strongly Disagree</b>	5.3%	1.5%	2.2%	4.5%	10.0%	5.3%	2.6%	1.5%	3.7%
	26.4%	4.6%	12.3%	18.1%	20.0%	13.1%	12.9%	4.5%	11.8%

	Masters of Accounting (Macc)	Masters of Bus. Admin. (MBA)	Masters of Education (MEd)	Masters of Engineering (ME)	Masters of Rehabilitation (MRC)	Masters of Science (MS)	Other Masters	Doctorate	% of Total
<b>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.</b>									
<b>Strongly Agree</b>	0.0%	0.0%	0.0%	0.0%	0.0%	9.8%	9.1%	38.5%	18.5%
<b>Agree</b>	0.0%	100.0%	0.0%	100.0%	0.0%	36.6%	18.2%	30.8%	33.3%
	0.0%	100.0%	0.0%	100.0%	0.0%	46.4%	27.3%	69.3%	51.8%
<b>Neutral</b>	0.0%	0.0%	100.0%	0.0%	0.0%	29.3%	18.2%	19.2%	24.7%
<b>Disagree</b>	0.0%	0.0%	0.0%	0.0%	0.0%	14.6%	36.4%	0.0%	12.3%
<b>Strongly Disagree</b>	0.0%	0.0%	0.0%	0.0%	0.0%	9.8%	18.2%	11.5%	11.1%
	0.0%	0.0%	0.0%	0.0%	0.0%	24.4%	54.6%	11.5%	23.4%

(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: 1) "As you think about your experience as a graduate student at USU, what did the university or your department do well?", and 2) "How could the university or your department better meet the needs of graduate students?"

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 "USU in General" contain responses that are more global in nature or 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?" Approximately 450 respondents made comments on this question. Comments are arranged by the following topics:

- Advising
- Communication
- Courses
- Department/Program
- Distance Education
- Facilities
- Faculty
- Financial Aid
- Graduate School
- Research
- Staff
- Technology/Library
- USU in General

The majority of comments centered on the topics: Department/Program, and Faculty. Numerous respondents praised their departments and programs. Respondents indicated that their departments did a good job of informing them about requirements, and said that faculty and staff were accessible, personable and approachable. Many expressed how accommodating their departments were in helping them prepare their paper work and meet deadlines. Respondents were pleased with how departments addressed their questions and concerns. Many respondents praised faculty, staff, advisors, and department heads by name. Respondents were grateful for research opportunities, funding, and other opportunities for professional development. Many respondents enjoyed the breadth and depth of the curriculum in their departments. Some respondents praised their departments for scheduling courses in such a way as allow them to meet their work and family responsibilities while attending their graduate programs. Many respondents said their departments listened to them and cared about them as individuals, and even accommodated special circumstance that arouse in their lives. All in all, many respondents felt that their departments were supportive, encouraging, and went the extra mile to help them.

When respondents spoke of faculty they were impressed with how helpful and understanding they were. Many respondents expressed how qualified the faculty was and were grateful for their mentoring, help, and direction with research projects. Respondents said faculty were available, accessible, helpful friendly, and encouraging. Some respondents were please with how faculty made the curriculum applicable to the "real world". All in all, many respondents thought faculty were knowledgeable, good communicators and mentors, and went out of their way to help students.

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?" Approximately 487 respondents made comments on this question. Comments are arranged by the following categories:

Advising  
Communication  
Courses  
Department/Program  
Distance Education  
Facilities  
Faculty  
Financial Aid  
Graduate School  
Research  
Services  
Technology/Library  
USU in General

The topics with the majority of comments was: Department/Program, then Faculty and Graduate School. Many respondents said that they needed better information on forms and deadlines from both their department and the School of Graduate Studies. Several respondents indicated that their departments need better computer labs. Many students wanted more feedback, especially distance education students. Some students wanted better and more challenging classes in their departments. Some felt that the information given by departments and the School of Graduate Studies were not congruent and needed to be aligned more closely. Some respondents said programs needed more hands on practical instruction and real world applicability. Some wanted a departmental guide with formatting information for thesis and dissertations. Some felt they had very little direction from departments on how to approach their thesis. A number of respondents complained about courses they needed being cancelled, with little to no notification of the change. Many wanted more class choices or more rigorous classes. Many respondents wanted to be more involved in research but said they lacked help from their departments in finding appropriate graduate research projects.

When discussing faculty, many respondents wanted more feedback on their coursework, or more timely feedback on their work. Some respondents wanted professors to show more interest in their students. Some respondents felt that administrators and faculty did not pay attention to the feedback that was given on the course evaluation forms.

When commenting on the School of Graduate Studies, many respondents said they would like to receive reminders about important deadlines. There seemed to be a lot of confusion among respondents of the difference between Plan A, B, and C papers. Some respondents had problems with the process of changing their program of study. Some respondents pointed out discrepancies in the information given out by the School of Graduate Studies and their departments. Some felt like the processes for graduation were confusing.

## **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**



55248

## 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 Music
- 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)
- Master of Social Work (MSW)
- Civil Engineer (CE)
- Educational Specialist (EdS)
- Doctor of Audiology (AuD)
- Doctor of Education (EdD)
- Doctor of Philosophy (PhD)

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 (PhD)
- Food Microbiology and Safety
- Nutrition and Food Sciences
- Plant Science
- Professional Studies in Horticulture
- Soil Science
- Toxicology (AG)

- Family and Human Development
- Health, Physical Education and Rec
- Instructional Tech. & Learning Sciences
- Psychology
- Rehabilitation Counseling
- Secondary Education
- Special Education

#### Engineering

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

- 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)

#### Jon M. Huntsman School of Business

- Accounting
- Business Administration
- Economics (MS)
- Human Resources
- Management Information Systems

#### Humanities, Arts & Social Sciences

- American Studies
- Anthropology
- Art
- Bioregional Planning (HASS)
- Communication
- English
- History
- Human Environments
- Landscape Architecture
- Music
- Political Science
- Second Language Teaching
- Social Sciences
- Social Work
- Sociology

#### Emma Eccles Jones College of Education & Human Services

- Audiology
- Communicative Disorders and Deaf Ed
- Disability Disciplines
- Education
- Elementary Education
- Family, Consumer, and Human Dev



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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 or Alaskan Native
- Asian
- Black, African-American
- Hispanic
- Native Hawaiian/Pacific Islander
- White
- Two or more races

8. Marital Status:

- Single     Widowed
- Married     Separated
- Divorced

9. How many children do you have?

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

10. What prior degrees have you completed at USU?

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

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

- In Cache Valley (Logan and vicinity)
- Elsewhere in Utah
- Elsewhere in Idaho
- Elsewhere in the USA
- Outside the USA

**Section II: About Your USU Graduate Program**

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

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

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

- Yes
- No

If yes, why did you change?

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

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

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

- Yes
- No

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

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

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

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

1    0    0    %



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18. What do you expect to do after you finish this graduate degree?

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

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

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

**Section III: Your Experiences as a USU Graduate Student**

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

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



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

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

33. As you think about your experience as a graduate student at USU, what did the university or your department do well? (Please specify department or program when making comments about them.)

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34. How could the university or your department better meet the needs of graduate students? (Please specify department or program when making comments about them.)

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

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

**APPENDIX B**

**WRITTEN 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? (Please specify department or program when making comments about them.)**

**ADVISING**

ADVISING PROFESSIONAL DEVELOPMENT TEACHING SUPPORT

ADVISING WAS EXCELLENT IN THE MAE DEPT

ALL THE STEPS WERE VERY CLEAR, EXPLAINED AT THE BEGINNING OF THE DEGREE.

BONNIE OGDEN WAS A GREAT HELP, SHE IS VERY PROMPT AND DOES HER JOB VERY WELL.

BONNIE OGDEN WAS VERY HELPFUL

EXCELLENT ADVISING WITHIN THE MAE DEPT

GAVE GREAT GUIDANCE IN STUDIES

GRAD PROGRAM-MBA(EMPHASIS) HUMAN RESOURCES DEPT - GRAD ADVISOR KATHERINE MCCONKIE IS EXCEPTIONAL.

GRADUATE ADVISING

GRADUATE ADVISOR: SHE HELPED ME CHOOSE CLASSES THAT WOULD HELP ME REACH MY CAREER GOALS. ALSO HELPED ME TO KNOW EVERYTHING THAT I NEEDED TO GRADUATE

I AM IN THE ARL/MASTERS PROGRAM. DAVID VERNON IS MY ADVISOR. HE HAS BEEN WONDERFUL! HE HAS MADE SURE THAT I KNOW WHAT I NEED TO TAKE & WHEN ITS BEING TAUGHT. HE'S VERY ORGANIZED & HELPFUL. ITS BEEN A GREAT EXPERIENCE!

THROUGH MY STUDIES. MARY LEE WAS VERY HELPFUL WITH REQUIREMENTS TO COMPLETE

THE MECH ENG DEPT GRAD PROGRAM HAS ITS GREATEST ASSET IN BONNIE OGDEN. I KNOW OF AT LEAST ONE CEE MAJOR WHO SWITCHED MAJORS BECAUSE SHE HAD GRAD STUDIES EXPERTISE THAT HIS DEPT LACKED

THE MAE DEPT HAS A GREAT ADVISING TEAM ALWAYS WILLING TO HELP THE STUDENTS

THE HELP FROM THE STAFF IN PLANNING AND SCHEDULING THE DEGREE AND WHAT CLASSES TO TAKE FRIENDLY AND EASY TO TALK TO. AVAILABLE.

THE ADVISEMENT OFFICE WAS SO HELPFUL ON KEEPING US UP TO DATE ON WHAT WE NEEDED TO BE DOING. IT HELPED MAKE THE PROCESS SMOOTH.

THE ADVISORS OF THE PROGRAM WERE VERY HELPFUL IN HELPING

SHOWED ME EXACTLY WHAT I NEEDED TO DO

PROVIDED INFORMATION AND DIRECTION

MY ADVISOR FOUND GREAT RESEARCH OPPORTUNITIES

MY ADVISOR WAS EASY TO COMMUNICATE WITH AND VERY PROACTIVE ON MY BEHALF WHEN I NEEDED HIS SERVICES

MY ADVISOR WAS EXCELLENT. HE DID A GREAT JOB OF KEEPING ME INFORMED OF DEADLINES, CLASS OPPORTUNITIES AND REQUIREMENTS, AS WELL AS HELPING GUIDE MY COURSEWORK DECISIONS TO SUITE MY GOALS. I REALLY APPRECIATED THAT I WAS ABLE TO WORK ON AND COMPLETE MY DEGREE.

MOSTLY MY ADVISOR(TODD CAMPBELL) WHO WOULD EVEN GO THE EXTRA MILE AND COMMUNICATE WITH FACULTY FOR ME

MEGAN RALPHS WAS AN INVOLVED AND HELPFUL GRADUATE ADVISOR FOR HR. SHE REALLY GOES ABOVE AND BEYOND TO HELP STUDENTS TO BE SUCCESSFUL BOTH IN AND OUT OF SCHOOL

HELPED ME PLAN MY GRADUATE WORK

MBA ADVISOR AND SECRETARY ALWAYS DID AN AMAZING JOB AT KEEPING US INFORMED. (KATHY MCCONKIE & LINDI BROWN)

MADE SURE MY SCHEDULE WAS SET UP WELL AND I UNDERSTOOD WHAT I NEEDED TO DO

MADE DEADLINES CLEAR, AND MY DEPARTMENT HELPED WITH PROJECT QUESTIONS AND FUNDING

MADE INFORMATION ABOUT PERSONAL PROGRESS AVAILABLE

EXPLAINED PROCEDURES & HELPED ME GET THE CORRECT CLASSES

**COMMUNICATION**

ALWAYS WILLING TO LISTEN TO THE STUDENTS

COMMUNICATION WAS EASY

CONNECTION WITH STUDENTS AND FACULTY

EMAIL COMMUNICATION

EVERYTHING WAS NEATLY ORGANIZED AND COMMUNICATED CLEARLY

GIVE STUDENTS INFORMATION NEEDED FOR REGISTRATION GRADUATION ETC.

GOOD ON UPDATING US ON INFORMATION...HELPFUL AND ON THE BALL

THEY DID A GOOD JOB KEEPING US INFORMED AND MOVING FORWARD. WE ALWAYS KNEW WHAT WAS COMING NEXT

THEY ALWAYS GAVE ME ALL THE INFORMATION I NEEDED ALWAYS VERY HELPFUL

THEY ALL INTERACTED WELL WITH THE STUDENTS THEY WERE CONCERNED AND HELPFUL WITH COMPLETEING OUR GRADUATE REQUIREMENTS

THE MBA HAD GOOD FLOW OF COMMUNICATION TO THE STUDENTS

THE COMMUNICAITON OF AND ACCOMODATION OF CLASSES TO FIT MY SCHEDULE WERE CLEAR

RESPONDED QUICKLY TO ANY QUESTIONS I HAD

RESPONDED TO ALL QUESTIONS PROMPTLY

PSC GOOD COMMUNICATION AND GOOD ATTITUDE

OPEN DOOR POLICY VERY FRIENDLY PEOPLE

ORGANIZATION. I KNEW EXACTLY WHAT COURSES AND WHEN TO TAKE THEM. I WAS GIVEN INFORMATION IN A TIMELY MANNER OF REQUIREMENTS THAT WERE NEEDED FOR GRADUATION.

ORGANIZED WELL OUTLINED & CLEAR EXPECTATIONS

MBA DEPT: GOOD TRANSMISSION OF NOTIFICATIONS THROUGH EMAIL GOOD OPENESS TO SUGGESTIONS

MAKING THE REQUIREMENTS WELL KNOWN

LISTENED WELL TO MY CONCERNS, DEPT WASN'T ALWAYS ABLE TO ADDRESS THEM BUT THEY LISTENED WELL

KEPT ME INFORMED

KEPT US UP TO DATE ON DEADLINES AND CHANGES TO THE PROGRAM. THE ASTE DEPT IS ALSO VERY GOOD AT ONE ON ONE INTERACTION

LET ME KNOW THE REQ AND HELPED ME PLAN TO FINISH EFFICIENTLY

INDIVIDUAL ASSISTANCE & ANSWERS TO QUESTIONS WERE AVAILABLE WHEN REQUESTED

I KNEW WHAT WAS EXPECTED OF ME AND I HAD ALL MY QUESTIONS ANSWERED IN A TIMELY MANNER

**COURSES**

AMERICAN STUDIES

HAVING CURRENT COUNSELORS TEACH CLASSES IS A GREAT IDEA

WIDE RANGE OF CLASSES AVAILABLE TO ME AS A STUDENT

CASE STUDIES RELEVANT TO REAL LIFE SITUATIONS

CLASS SIZE

CLASSES NEVER CONFLICTED

CONVENIENT SCHEDULING OF CLASSES TO GIVE STUDENTS THE OPPORTUNITY TO WORK DURING THE WEEK

COURSES AVAILABLE AND APPLICABLE TO THE FIELD OF SW.

COURSES OFFERED

COURSES WERE PROGRAMMED TO ALLOW COMPLETION OF PROGRAM IN 2 YEARS

CREATING APPLICABLE PRACTICUM SITES

DESIGN COURSEWORK

ENV ENG CURRICULUM WAS OUTSTANDING

ECE CLASS OFFERINGS ARE VERY DIVERSE AND INTERESTING

GREAT GRAD LEVEL CLASSES IN THE STRUCTURES AND GEOTECH DEPARTMENTS OF CIVIL

I AM A BETTER TEACHER BECAUSE OF THE FCSE COURSES I COMPLETED. I FEEL MORE ORGANIZED AND PREPARED TO TEACH AND ADMINISTER APPROPRIATELY. THANK YOU

I ENJOYED THE COURSES I TOOK IN MY DEPARTMENT
RESEARCH SYMPOSIUM STEVE BECK'S FORMATTING CLASS, ETC
TO SCHEDULE CLASS THAT WAS ORIENTED TO WORKING ADULTS
THERE WAS A GOOD CLASS SCHEDULE I WAS ABLE TO KEEP WORKING WHILE PURSUING A MASTERS DEGREE
THE QUALITY OF THE ACCOUNTING COURSES I TOOK WERE GENERALLY EXCELLENT, QUALIFIED AND WELL PREPARED PROFESSORS TAUGHT MOST OF THEIR COURSES
THE MECHANICAL ENGINEERING COURSES WERE IMPARTED BY QULIFIED PROFESSORS
THE COURSES AVAILABLE WERE VERY GOOD. GOOD PROFESSORS
THE CLASSES GIVEN BY THE MATH DEPT ARE EXCELLENT OVERALL. THE TEACHING ASSISTANTSHIP WILL HELP ME IN MY FUTURE CAREER AND ALSO SUPPORTED ME THROUGH MY STUDIES
THE CLASSES OFFERED THAT I TOOK WERE EXCELLENT AND PROFESSORS WERE VERY NICE AND ALWAYS HAVE TIME FOR YOU
THE AMOUNT OF WORK INVOLVED WAS GOOD
SPACED THE CLASSES WELL, GIVING US GOOD INTERVALS BETWEEN CLASSES OR BREAKING UP CONSECUTIVE WEEKENDS TO PREVENT BURNING OUT
SOME COURSES WERE A LITTLE TOO TECHNICAL AND TOO MUCH LECTURE WHERE IT WAS TOO MUCH CONCEPT AND NOT ENOUGH APPLICATION
MS IN COMPUTER SCIENCE: GOOD COURSEWORK AND GREAT PROFESSORS
I WAS VERY PLEASED WITH THE QUALITY OF THE STRUCTURAL ENG COURSES.
I REALLY LIKE THE STATISTICS COURSE I TOOK (STAT 5200). MOST OTHER COURSES WERE NEUTRAL EXPERIENCE.
I REALLY ENJOYED THE MBA TRIP TO ENGLAND, DUBAI AND INDIA. THIS WAS A VALUABLE LEARNING EXPERIENCE NOT ONLY EDUCATIONAL BUT ALSO CULTURAL
I LOVED THE CLASSES BEING TAUGHT THEY WERE VERY WELL SETUP AND HELPED ME TO LEARN.
I LOVED THOSE CLASSES I COULD FLEXIBLY APPLY TO MY CURRENT TEACHING PRACTICE
I FELT THAT THERE WERE GOOD CLASSES RELATED TO MY FIELD OF STUDY. I ALSO FELT THAT I HAD GOOD CONNECTIONS TO PROFESSIONAL OPPORTUNITIES THAT LED TO GETTING A JOB.
<b>DEPARTMENT/PROGRAM</b>
ECE TEACHING A VARIETY OF SUBJECTS I APPRECIATE THE BREADTH OF THE CURRICULUM
(DEPT OF BIOLOGICAL ENG) THEY WERE VERY HELPFUL THANKS
THE ELECT AND COMP ENGINEERING DEPT HAS GOOD COURSES WHICH INVOLVE VERY PRACTICAL PROJECTS/ASSIGNMENTS
ACCOMODATED MY CRAZY SCHEDULE
ACCOUNTING DEPT IN JON M HUNTSMAN SCHOOL OF BUSINESS WAS VERY HELPFUL IN FACILITATING CONTACTS WITH PROFESSIONAL FIRMS AND EMPLOYMENT AFTER GRADUATION
ART DEPARTMENT PROVIDE RESEARCH MATERIAL. ALLOW EXPERIMENTATION
(DEPT OF INSTRUCTIONAL TECHNOLOGY) BE WILLING TO EXPLAIN NECESSARY REQUIREMENTS, ANSWER QUESTIONS, GIVE IDEAS, GREAT CLASSES. MAKING FINANCIAL AID AVAILABLE - RA, TUITION WAIVER, INSURANCE ACCESS, GREAT INSTRUCTORS, ACCESS TO JOBS, CONFERENCES WAS HIGH .
BECKY HIRST, ENVS DEPT SECRETARY WAS EXCEPTIONALLY HELPFUL IN CLEARING UP QUESTIONS I HAD ABOUT PAPER WORK GUIDELINES & OTHER GRAD SCHOOL REQUIREMENTS. SHE IS VERY KNOWLEDGABLE & QUICK TO ANSWER QUESTIONS
BIE DOES VERY WELL AT GETTING FUNDED PROJECTS FOR STUDENTS TO WORK ON FOR THEIR THESIS
BIO ENGINEERING, GETTING PEOPLE INVOLVED IN RESEARCH
BIOL DEPT MADE SURE THEY HAD FUNDING/POSITIONS FOR US
RIGHT MIX OF EVERY IMPORTANT ASPECTS NECESSARY TO SUCCEED IN PROFESSIONAL AND EDUCATIONAL FIELDS.
BIOLOGICAL ENGINEERING STAFF WAS ALWAYS HELPFUL AND FRIENDLY. MAJOR PROFESSOR WENT OUT OF HIS WAY TO ENSURE PROTOCOLS WERE FOLLOWED BUT COULD HAVE BEEN BETTER EDUCATED ABOUT THE PROCESS.

C DEPARTMENT PROVIDED VERY GOOD ENVIRONMENT FOR RESEARCH AND ADDRESSING ALL THE QUESTIONS THAT ANY GOOD STUDENTS HAVE.
CAROL AND MARY ANN IN THE ACCOUNTING DEPARTMENT ARE WONDERFUL! THEY ARE ALWAYS WILLING TO HELP AND KNOW WHAT THEY ARE DOING.
CEE GOOD COURSEWORK
COLLEGE OF BUSINESS -- THE DEPT DID EXTREMELY WELL AT ANSWERING MY QUESTIONS AND CONCERNS THAT I HAD
WELL INFORMED ALWAYS REGARDING DATES AND DEADLINES. MY TUITION WAIVER WAS ALWAYS DONE ON TIME
DEPARTMENT & PROGRAM IS VERY STUDENT FOCUSED AND CARES ABOUT THE STUDENTS
DEPARTMENT FACULTY, LIBRARY, ADVISING AND FUNDING.
DEPARTMENT MADE CLASSES AVAILABLE WHEN NEEDED
DEPARTMENT OF WILDLAND RESOURCES -> GREAT EXPOSURE TO RESEARCH DISIPLINES IN ECOLOGY, APPROACHABLE AND READILY AVAILABLE FACULTY. QUALITY AND HELPFUL ASSISTANTS
CEE DEPARTMENT PROVIDES ADEQUATE COURSES TO ENHANCE THE KNOWLEDGE ABOUT THE FIELD OF STUDY.
DEPARTMENT WAS VERY HELPFUL WITH THE GRAD/DEFENSE PROCESS AND MADE SURE ALL NECESSARY PAPERWORK ETC WAS RECEIVED ON TIME
DEPT HEAD FOR MASTERS OF REHAB COUNSELING WAS VERY KNOWLEDGABLE. SUPPORT STAFF WERE VERY HELPFUL-KRIS WENGREEN, BEN FORE, AND ZAN MERRIL
DEPT OF BUSINESS-KATHY MCCONCKIE WAS FANTASTIC IN PROVIDING ANY ASSISTANCE NEEDED
DEPT OF INCT FIELD TRIP
DEPT SOCIAL WORK INSTRUTORS INVOLVED IN THE WHOLE PROCESS
DISSEMINATED IMPORTANT INFO IN A TIMELY MANNER AND RESPONDED APPROPRIATELY AND IN A TIMELY MANNER TO QUESTIONS AND CONCERNS
CONNECTIONS TO INDUSTRY AND OTHER SCHOOLS
DUE TO THE FACT THIS WAS THE BEGINNING OF THE PROGRAM, THE DEPARTMENT/FACULTY HAVE BEEN EXTREMELY HELPFUL IN PROVIDING INFORMATION UPDATES TO STUDENTS AS WELL AS LISTENING TO CONCERNS AND CRITICISMS
THE ECOLOGY CENTER IS OUTSTANDING
ECE DEPT HAS GOOD COURSES IN COMP ENG AND THEY ARE ENOUGH TO FINISH YOUR DEGREE IN THE DESIRED SPECIALIZATION
ECE DEPT HAS MANY PROFESSORS THAT ARE VERY WELL PREPARED AND PROVIDE A LOT OF HELP TO STUDENTS IN UNDERSTANDING AND CLARIFYING CONCEPTS
ECE DEPT HELPED ME WITH MY CONCERNS AND QUESTIONS SPECIFICALLY MARY LEE ANDERSON AND DR PAUL WHEELER
ECE DEPT IS PRETTY DECENT AND HELPFUL
ECE DEPT-VERY GOOD RIGOROUS COURSE THEY WERE VERY HELPFUL IN MY JOB SEARCH
ELECTRICAL AND COMPUTER ENGINEERING THE UNIVERSITY WAS VERY HELPFUL IN ADJUSTING TO THE PLACE INITAILY
ELEM ED- PLANNED COURSES TO MEET TEACHERS NEEDS AND SCHEDULES
ENCOURAGING RESEARCH ACTIVITIES. ALLOW FREEDOM TO CONDUCT RESEARCH WITHIN MY INTERESTS
ENCOURAGING US TO MAKE OUR OWN PLAN AND TAILOR IT TO OUR OWN NEEDS
ENGINEERING AND TECH DEPARTMENT WAS EXTREMELY SUPPORTIVE AND WENT ABOVE AND BEYOND TO ENSURE THAT ALL OF MY EDUCATIONAL NEEDS WERE MET
ENGLISH DEPT: PROVIDED ME WITH EXCELLENT PROFESSORS TO WORK WITH, EXCELLENT SENSE OF COMRADERIE AND PLENTY OF STAFF AND FACULTY ALWAYS WILLING TO HELP AND SUPPORT EACH OTHER
ENVIRONMENTAL ENGINEERING DEPARTMENT WAS EXCEPTIONAL IN ALL ASPECTS OF MY GRADUATE STUDIES. HANDS ON WORK. ATTENDED CONFERENCES, OPPORTUNITIES FOR PUBLICATION ACCESS TO FACULTY, FOCUSED RESEARCH
ENVS ALLOWED ME TO TAILOR A PROGRAM THAT FIT MY NEEDS
EVERYTHING. OVERALL, I HAD A WONDERFUL EXPERIENCE IN THE NR DEPARTMENT
EXCELLANT INTERACTIONS WITH BIOLOGY DEPT FACULTY

ALLOW ME TO TEACH ONE ON ONE WITH STUDENTS
CHRISTMAS PARTIES ALWAYS HAVE GOOD FOOD
EXCELLENT AT ANSWERING QUESTIONS, DESIGNING EDUCATION TO FIT CAREER GOALS AND GREAT WITH RESEARCH
THE MBA PROGRAM TAUGHT AND WAS STRUCTURED IN A WAY THAT WAS FEASIBLE FOR A STUDENT WORKING FULL TIME WITH A FAMILY
FCHD - ACCEPTED ME INTO THE PROGRAM. HIRED YOON LEE. YOON LEE WAS AN AMAZING MAJOR PROFESSOR.
EXCELLENT ADVS (TOXICOLOGY) QUALITY OF EDUCATION WAS EXCELLENT AND ACCESS TO FACILITIES AS WELL
GEOLOGY DEPARTMENT HAD WEEKLY SEMINAR SPEAKERS
GIVING ME HANDS ON OPPORTUNITIES IN THE DEPT
MBA, THE RESOURCES AND THE FACULTY IS GREAT
HELPED ME FEEL OWNERSHIP AND INDEPENDANCE WITH MY PROGRAM OF STUDY
HELPED ME IDENTIFY MY AREA OF EXPERTISE(ITLS DEPT) THE STAFF AND FACULTY WERE VERY HELPFUL WITH ALL QUESTIONS OR CONCERNS THAT I HAD. GREAT TEAM!
HELPFUL PROMPT
HELPFUL! I'VE LOVED EVERYTHING ABOUT THE DEPT AND USU
HISTORY DEPT PROVIDED A STIMULATING ENVIRONMENT EXPLORE THE DISCIPLINE. PROVIDED REAL WORLD EXAMPLES
HPER DEPT WAS ALWAYS WILLING AND THOROUGH IN ANSWERING QUESTIONS OR CONCERNS OF MINE. HPER DEPT ALWAYS WILLING TO HELP WITH PAPERWORK WHILE I MOVED AWAY FROM LOGAN
HPER HAD GOOD COMMUNICATION
I FEEL THE EDUCATION I RECEIVED THROUGH THE COMMUNICATIVE DISORDERS DEPT WAS EXCELLENT. THE CLASSES WERE CHALLENGING BUT THE INFORMATION I LEARNED HAS AND WILL CONTINUE TO HELP ME AS AN SLP. ALSO DEE CHILD HAS BEEN EXTREMELY GOOD ABOUT KEEPING US ON TRACK.
I FEEL THE MIS DEPT IS MAKING STRIDES TO GET THE GRAD PROGRAM TO THE LEVEL OF THE UNDERGRAD PROGRAM
WILDLAND RESOURCES-HISTORICAL MEMORY WAS HELPFUL IN NAVIGATING THE GRAD SCHOOL MAZE(!) OF PAPERWORK
WHEN I DEFENDED MY PAPER THE FACULTY IN THE APEC DEPARTMENT PROVED TO BE VERY KNOWLEDGABLE AND PROFESSIONAL
WELL ORGANIZED PROGRAM ALLOWED STUDENTS TO COMPLETE THEIR DEGREE WHILE WORKING FULLTIME.
ASTE TRIED TO HELP AS MUCH AS POSSIBLE
TREAT ME AS A PROFESSIONAL
TOOK INTO ACCOUNT MY INDIVIDUAL CIRCUMSTANCES. THEY ALSO HELD A HIGH EDUCATIONAL STANDARD WHICH WILL HELP ME CONTINUE TO MEET MY GOALS
THEY WERE INTERESTED IN THE SUCCESS OF THEIR STUDENTS; WE WERE NOT JUST ANOTHER DRONE. (PSC DEPARTMENT)
THEY WERE ORGANIZED & APPROACHABLE.
THEY WERE CONSTANTLY IMPROVING THE PROGRAM THROUGH STUDENT FEEDBACK AND IMPROVING QUALITY OF MATERIAL AND CLINICAL EXPERIENCES IN CLASS
THEY MADE SURE I WASN'T FORGETING ANYTHING WHEN I ASKED
THEY PROVIDED HANDS ON LABS, AND PROFESSORS WERE AVAILABLE FOR HELP
THEY PROVIDED LEARNING EXPERIENCES, TAUGHT ME TO USE RESOURCES AND TAUGHT ME HOW TO THINK CRITICALLY
THEY TOLD US EXACTLY WHAT WE NEEDED TO TAKE FOR OUR COURSEWORK
THEY TOOK CARE OF EVERYTHING ALL I HAD TO DO WAS BUY MY BOOKS AND SHOW UP TO CLASS
THEY HAD RESOURCES AND CLASS SCHEDULE SET UP WELL
THEY DID AN EXCELLENT JOB OF PROVIDING FUNDING FOR THE PROGRAM AND OPPORTUNITIES FOR REAL LIFE EXPERIENCE & JOB PLACEMENT. ESPECIALLY COURSEWORK WAS VERY GOOD
THERE WAS FLEXIBILITY BUT HIGH EXPECTATIONS. INDIVIDUAL CONCERNS WERE LISTENED TO
THERE WAS A LOT OF ONE ON ONE FEEDBACK(COMD)