

SCHOOL OF GRADUATE STUDIES STUDENT SURVEY 2013

OBJECTIVES AND HISTORY OF THE SURVEY

The School of Graduate Studies Survey seeks to gather information from graduate students who are candidates for graduation each year. The survey covers a broad range of graduate student characteristics, experiences, and attitudes including:

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

By analyzing the data gathered through this survey, the university receives information and feedback that can inform efforts to improve Utah State University's service to graduate students.

SURVEY ADMINISTRATION

Development of the survey instrument. The initial draft of this survey was first developed in concert with the Dean of the School of Graduate Studies and the Graduate Council. The draft was further refined by the Office of Analysis, Assessment, and Accreditation. Each year the survey is reviewed and revised, as needed, to update degrees and programs and maximize the value of the information collected.

Administration procedures. Personnel in the School of Graduate Studies distribute the survey as part of the graduation application packet. Thus, the survey is distributed on a continuous basis, as students come to the School of Graduate Studies Office or solicit graduation materials by mail.

Response rate. From June 2012 through August 2013 there were 1,004 students who received graduate degrees at USU. 784 completed, usable surveys were received from the School of Graduate Studies resulting in a response rate of 78.1%.

Data analysis. Frequencies were run for all questions, and graphs are available below. It should be noted that respondents have the option of marking "Not Applicable" on items asking for ratings, or on other questions where participation may not have applied to the students' situation. "Not Applicable" responses have been removed to ensure the ratings reflect only those who had relevant experiences with the situations being described.

RESPONDENT CHARACTERISTICS

A plurality of the respondents (32.5%) graduated from the College of Education and Human Services. Twenty-five percent of the respondents graduated from the College of Business and 17.8% from the College of Engineering. A plurality of respondents (41.5%) received Master of Science degrees. The program with the most graduates (12.6%) was Business Administration. The majority of respondents (66.3%) who completed a master's degree did so under Plan C.

The modal age range of the respondents was 25-29 years, with a majority of respondents (66.6%) being between 25 and 34 years of age. Over half of the respondents (61.1%) were males. Eighty-six percent of the respondents were U. S. citizens. An overwhelming majority of respondents (92.4%) were White. Sixty-one percent of the respondents were married. Forty-six percent of the respondents had one or more children.

A majority of respondents (56.8%) reported receiving a prior degree from USU. Fifty-two percent of those respondents had received their Bachelor's degree from USU.

When students were asked where they were living prior to starting their graduate degree, a plurality of respondents (37.4%) said they were from elsewhere in Utah and another 34.1% said they were from Cache Valley. Eleven 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.

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. Only 2.9% of the respondents changed departments or programs while enrolled as a graduate student. Respondent's reasons for changing departments or programs varied and appear in the graphs below. A majority of respondents (56.5%) reported having a GPA between 3.8 and 4.0 for their graduate work at USU. Eleven percent of the respondents reported attending the Teaching Assistant or International Teaching Assistant Workshop offered by the School of Graduate Studies.

FINDINGS: OVERALL PERCEPTIONS OF USU

A majority of respondents (87.7%) were satisfied or very satisfied with the overall quality of their graduate education at USU. Only 4.2% of the respondents were dissatisfied or very dissatisfied. Eighty-five percent of the respondents were satisfied or very satisfied with the quality of courses that they took inside their department, and 4.6% of the respondents were not. Seventy-seven percent of the respondents were satisfied or very satisfied with the courses they took outside their department, and 3.6% were not.

A majority of respondents (88.1%) were very satisfied or satisfied with the relevance of their USU graduate studies to their career goals. Only 3.3% of the respondents were dissatisfied or very dissatisfied with the relevance of their studies to their career goals. A majority of respondents (73.2%) agreed or strongly agreed that their career opportunities had improved significantly as a result of completing their graduate degree at USU. Six percent of the respondents disagreed or strongly disagreed that their career opportunities had significantly improved.

When students were given the statement "If I had to make the decision again, I would still come to USU, 81.7% of the respondents strongly agreed or agreed that they would. Eight percent of the respondents disagreed or strongly disagreed that they would still come to USU. Eighty-two percent of the respondents strongly agreed or agreed that they would recommend USU to a friend who is a prospective graduate student in their program. Seven percent of the respondents disagreed or strongly disagreed that they would recommend USU to a friend.

FINDINGS: ACADEMIC DEPARTMENT AND MAJOR PROFESSOR

When asked what the most important source of information was in planning students' graduate programs, a plurality of respondents (37.4%) said their Major Professor. Twenty-two percent said it was their department graduate advisor. Twelve percent of the respondents relied on other students for their planning information. Ten percent used the department graduate requirement sheet/handbook.

A majority of respondents (82.7%) were satisfied or very satisfied with the available information provided by their departments about degree requirements. Six percent of the respondents were dissatisfied or very dissatisfied with the available information provided by their departments. Eighty-seven percent of the respondents were very satisfied or satisfied with the helpfulness of staff members in their department in responding to their questions and/or concerns. Four percent of the respondents were dissatisfied or very dissatisfied with the helpfulness of staff members regarding their questions and/or concerns.

Eighty-six percent of the respondents were very satisfied or satisfied with the helpfulness of their major professor in responding to their questions and/or concerns. Five percent of the respondents were dissatisfied or very dissatisfied with the helpfulness of their major professors. When asked about the availability and amount of interaction students had with their major professor, 80.7% of the respondents were very satisfied or satisfied. Five percent of the respondents were dissatisfied or very dissatisfied with the availability and amount of interaction they had with their major professor.

When asked about the overall quality of research facilities available in their department, 75.8% of the respondents were satisfied or very satisfied. Four percent of the respondents were dissatisfied or very dissatisfied with the quality of the research facilities available in their departments. When responding to the questions, "I would have liked to receive better feedback on my academic progress", 31.9% of the respondents agreed or strongly agreed with this statement. Thirty-six percent of the respondents disagreed or strongly disagreed that they would have liked to receive better feedback on their academic progress.

A majority of respondents (80.3%) agreed or strongly agreed that their graduate program adequately prepared them for their future career. Five percent of the respondents disagreed or strongly disagreed their program adequately prepared them for their career. Eighty-five percent of the respondents agreed or strongly agreed that their department provided an intellectually stimulating environment. Five percent of the respondents disagreed or strongly disagreed that their department provided an intellectually stimulating environment.

When asked if students were respected and treated fairly in their department, 87.1% of the respondents strongly agreed or agreed that they were treated fairly. Four percent of the respondents disagreed or strongly disagreed that students were respected and treated fairly. Students were then asked if their department had done a good job in providing opportunities for professional development. Seventy-one percent of the respondents agreed or strongly agreed that their department provided opportunities for professional development, while 9% of the respondents disagreed or strongly disagreed.

A majority of respondents (71.4%) 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". Eleven percent of the respondents disagreed or strongly disagreed with this statement. When it came to effectiveness of their advisor/major professor as a mentor who provided useful and supportive guidance, 79.3% of the respondents strongly agreed or agreed that their advisor/major professor was an effective mentor. Eight percent of the respondents disagreed or strongly disagreed that their advisor/major professor was an effective mentor.

A majority of respondents (79.3%) agreed or strongly agreed that there was good communication between faculty and graduate students in their department. Six percent of the respondents disagreed or strongly disagreed that there was good communication in their department. Eighty-three percent of the respondents strongly agreed or agreed that faculty members in their department were interested in their welfare and success. Five percent of the respondents disagreed or strongly disagreed that faculty were interested in their welfare and success.

When asked if their department was helpful and supportive in graduates' search for professional employment, 56.3% of the respondents agreed or strongly agreed. Nearly 18% of the respondents disagreed or strongly disagreed that their department was helpful in their search for employment.

FINDINGS: FINANCIAL AID

When students were asked about the type of financial assistance they received while pursuing their graduate degree, a plurality of respondents (40.5%) had student loans, while 22.2% of the respondents had research assistantships. Nineteen percent received Teaching Assistantships, 16.2% other assistance, 15.3% department or college fellowships or scholarships, 7.6% general assistantships, 6.7% were graduate instructors, and 3.9% received graduate fellowships through the School of Graduate studies. Twenty-one percent of the respondents did not receive any financial assistance. Note that the total percentage for these questions is 152.8% since the students were asked to mark of the types of financial assistance that applied. When asked to indicate the percentage of the sources of financial support for school (tuition, books, housing, etc.) most of the respondents support came from loans, followed by employment, personal savings, research/teaching assistantships, and scholarships/fellowships.

Overall, a slight majority of respondents (56.7%) were very satisfied or satisfied with the availability of financial assistance to help cover the costs of their graduate program. Twenty-one percent of the respondents were dissatisfied or very dissatisfied with the financial assistance they received. The remainder of the respondents were neutral in their rating of this item.

A majority of respondents (62%) agreed or strongly agreed that the procedures used by their department for allocating financial aid were fair and equitable. Nine percent of the respondents disagreed or strongly disagreed that allocation of aid was fair and equitable.

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 (49%) agreed or strongly agreed. Nineteen percent of the respondents disagreed or strongly disagreed that funding was adequate to meet student's needs.

FINDINGS: TECHNOLOGY AND LIBRARY

Students were asked to indicate the percentage of coursework they took that involved various modalities of delivery (e.g. "face-to-face on the Logan Campus, face-to-face at another USU location, Broadcast courses, Online courses, Independent study courses [not including thesis], and Other"). Mean percentages were as follows: 61.9% face-to-face on the Logan campus, 13.2% Broadcast courses, 11.3% online courses, 10.6% face-to-face courses at other USU locations. See the graph below for the entire breakdown.

When asked if they were satisfied with the quality of the library collections of books and journals in their field of study, 76.3% of the respondents were satisfied or very satisfied, while 3.5% were dissatisfied or very dissatisfied. Students were then asked about the quality of library collections of electronic journals in their field of study. Eighty percent of the respondents were satisfied or very satisfied with the collections of electronic journals, while 4.1% were dissatisfied or very dissatisfied. When reporting their satisfaction with the ability of obtaining library resource materials through interlibrary loan, 76.2% of the respondents were satisfied or very satisfied. Four percent of the respondents were dissatisfied or very dissatisfied with their ability to obtain resource materials through interlibrary loan.

A majority of respondents (82.5%) were very satisfied or satisfied with the quality of computer access available in their department. Four percent of the respondents were dissatisfied or very dissatisfied with the availability of computer access in their department.

FINDINGS: SCHOOL OF GRADUATE STUDIES

A majority of respondents (77%) were satisfied or very satisfied with available information provided by the School of Graduate Studies about degree requirements. Four percent of the respondents were dissatisfied or very dissatisfied with the available information provided. When rating the helpfulness of the School of Graduate Studies in responding to students' questions and/or concerns, 74.6% of the respondents were satisfied or very satisfied. Four percent of the respondents were dissatisfied or very dissatisfied with the helpfulness of the School of Graduate Studies in responding to their questions and/or concerns.

When students were asked if the thesis/dissertation guidelines and procedures were clear and reasonable, 61.3% of the respondents agreed or strongly agreed. Twelve percent of the respondents disagreed or strongly disagreed that procedures were clear and reasonable. In reporting satisfaction with the process of applying for graduate school at USU, 82.3% of the respondents were satisfied or very satisfied, while 3.4% were dissatisfied or very dissatisfied with the application process.

When asked about satisfaction with the information and services provided by the ASUSU Graduate Student Representative, 43.6% of the respondents were satisfied or very satisfied. Sixteen percent of the respondents were dissatisfied or very dissatisfied with the information and service provided by this representative. It would appear that either respondents were not familiar with the ASUSU Graduate Student Representative and their functions or were not very impressed. Note that 84.3% of the respondents were neutral in their response to this question. There is obviously room for improvement here.

A majority of 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. But, 13.7% of the respondents disagreed or strongly disagreed that there was good information.

When looking at student satisfaction with the Teaching Assistant Workshop, it should be noted that only 11% (85 respondents) reported attending the workshop, but only 71 respondents rated the question as to whether the workshop provided the needed help for graduate students to be effective teaching assistants or course instructors. A bare majority of respondents (54.9%) who took the Teaching Assistant Workshop agreed or strongly agreed that it provided what they needed to be effective in their teaching roles. Twenty-three percent of the respondents disagreed or strongly disagreed that the workshop helped them.

FINDINGS: FUTURE PLANS

When students were asked “After graduation, what are your plans for the next year?” a majority of the respondents (55.2%) said begin a professional career. Thirty-three percent of the respondents were going to continue with their current employment. Three percent were going to pursue additional education at USU, and 4.6% were going to pursue additional education at another institution. For those respondents who specified “Other” for this question the other plans constituted: advance career, continue professional career, change my professional career, continue full-time employment, continue teaching, engineering consultant, travel internship, marriage, start a business and work, study for CPA exam, teach part-time, and teach summer courses.

When asked if they were looking for a full-time job, 23 respondents or 2.9% said the question was not applicable (the graphs presented below do not include “Not Applicable”). When the “not applicable” responses were removed from the database and we just look at the respondents remaining 50.9% said that they were looking for full-time employment. When the respondents who were looking for employment reported how many job offers they had received, a majority of respondents (51.4%) had not received any job offers. Twenty-seven percent of the respondents looking for employment had received one job offer, and 13.5% had received two job offers. Six percent of these respondents had received three job offers, while 2.7% had received four job offers.

When students were asked if they had already secured employment, 59.4% of the respondents said they had. Of those respondents who said they had already secured employment, 42.3% reported they were working in business or industry, 34.3% said they were working in Education either public or private, and 13.6% said they were working in a government agency. When asked if their employment was related to their degree, 94.5% of the respondents who indicated they had already secured employment said yes that their employment was related to their degree.

When students were asked what their expected salary would be in thousands, 15.7% of the respondents reported their expected salary to be between \$40,000 and \$44,000. Eleven percent of the respondents expected between \$35,000 and \$39,000, and 10.7% of the respondents expected between \$50,000 and \$54,000. See the graphs below for the total breakout by expected salary. When asked where they would be working, 217 respondents did not answer the question and the locations indicated by the remainder of the respondents ranged from Alaska on the north, to Texas on the South, from California and Washington on the west coast, to New York and Florida on the east coast. Approximately 345 respondents said they would be working in Utah. Approximately 13 respondents would be working abroad.

FINDINGS: WRITTEN COMMENTS

Students were asked to respond to two open ended questions: 1) “*As you think about your experiences 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?*” Students were asked in each question to specify the department or program when making their comments. Because many of the respondents did not indicate which program they were talking about, a simple sorting of the comments by question #2, “*From what program will you receive your graduate degree?*” allowed researchers to give departments and programs the specific feedback that respondents made about their areas. All comments can be found in the PDF provided.

Agriculture Systems Technology

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

ASTE I FELT THAT THE PROFESSORS REALLY CARED ABOUT THEIR STUDENTS EDUCATION AND WELL-BEING

EXCELLENT SUPPORT AND COMMUNICATION

KEPT ME ON SCHEDULE WITH ALL MY DUE DATES

MY PROFESSOR HELPED ME ALONG THE WAY BRIDGING THE GAPS

THE ASTE DEPARTMENT HAS A COUPLE OF GREAT TEACHERS WHO SEEM TO CARE ABOUT STUDENTS . THEY DO WELL AT COMMUNICATING

THE ASTE FACULTY DID AN AMAZING JOB OF PROVIDING RELEVANT COURSES WHICH WERE TAUGHT USING EXCELLENT INSTRUCTIONAL METHODS.

THEY OFFERED COURSES THAT WERE RELEVANT AND COULD BE APPLIED TO MY CAREER AS A TEACHER

How could the university/department better meet the needs of graduate students?

ASTE I FEEL MANY OF THE INSTRUCTORS DID NOT KNOW WELL ENOUGH THE MATERIALS THEY WERE TRYING TO TEACH. IT WAS LIKE THEY WERE READING STRAIGHT FROM THE MANUAL ONLY.

MORE INFORMATION ON THESIS STEPS PROCESS AND WHAT TO EXPECT. HAD NO CLUE AS I DEFEND!

ORIENTATION ABOUT THE THESIS PROJECT. MANY OF MY FRIENDS IN OTHER DEPARTMENTS HAD A LOT OF SUPPORT WHEN WRITING THEIR THESIS. ASTE SEEMS TO BE LESS EXPERIENCED IN ADVISING THESIS STUDENTS

THERE WAS A LACK OF BOTH INFORMATION AND COMMUNICATION FROM THE SCHOOL OF GRADUATE STUDIES. APPLICATION PROGRESSION, AND COMPLETION REQUIREMENTS COULD BE STATED MORE CLEARLY.

Animal, Dairy & Veterinary Science

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

EXCELLENT RESEARCH FACILITIES AVAILABLE

GOOD OPPORTUNITIES FOR RESEARCH

MY ADVISOR DR. CLAY ISOM AND MY HEAD DEPARTMENT DR. BONCH WERE MY MOST HELPFUL RESOURCES TO COMPLETE THIS DEGREE

PROVIDE AN OPPORTUNITY TO BE PAID FOR AN ASSISTANTSHIP

THE ADVS DEPT. HAS A VERY STRONG REPRODUCTIVE BIOLOGY GROUP. I REALLY ENJOYED COLLABORATING WITH OTHER GROUPS ON THEIR PROJECTS AND LEARNING FROM OTHER STUDENTS/FACULTY. THE FACILITIES ON CAMPUS ARE GREAT FOR THE COA & ALL THE NEW LAB SPACE.

How could the university/department better meet the needs of graduate students?

DEPARTMENT NEEDS MORE COURSES DIRECTLY RELATED TO MY SPECIALIZATION

I FEEL THE ADVS DEPT. SHOULD LOOK TO STRENGTHEN THEIR GRAD STUDENT COURSES AND BROADEN THE SUBJECTS

MORE INTERACTION WITH MAJOR PROFESSOR

MY PROFESSOR FORGOT HOW LONG I HAVE BEEN HERE. THE SCHOOL NEEDS TO TRY HARDER TO HELP THE STUDENT FINISH.

TO BE MORE SPECIFIC WHAT NEEDS TO BE COMPLETED DURING EACH YEAR AS A GRADUATE STUDENT, A PRINTOUT WOULD HELP.

Applied Economics

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

GOOD CLASS WORK WITH KNOWLEDGEABLE PROFESSORS.

KNOWLEDGEABLE STAFF (BOTH FACULTY AND ADMINISTRATIVELY) AVAILABILITY WITH NECESSARY INFORMATION

MY PROFESSORS WERE VERY EXPERT IN THEIR RESPECTIVE TOPICS, CLEAR IN THEIR EXPECTATIONS, AND MADE TIME TO MEET WITH ME.

THE DEPARTMENT THROUGH THE PROFESSORS ARE ALL WILLING TO HELP AND GUIDE ME IN ALL MY QUESTIONS AND CONCERNS

How could the university/department better meet the needs of graduate students?

HAVE A MORE EXPERIENCED TEACHER TEACH ECONOMETRICS I & II

I THINK APEC DEPARTMENT SHOULD OFFER SOME MACRO ECONOMICS RELATED CLASSES

MY DEPARTMENT HAD VERY CONTACTS FOR FUTURE EMPLOYERS

THE DEPARTMENT SHOULD CREATE AN AVENUE TO CHALLENGE MASTERS DEGREE STUDENT TO PARTICIPATE IN REGULAR CONFERENCES AND WORKSHOPS

Biometeorology (no Cases)

Bioregional Planning (no cases)

Dietetics Administration

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

GIVE ME AUTONOMY, REGULAR PHONE MEETINGS, THOROUGH FEEDBACK

THE MAJOR PROFESSOR FOR THE NDFS DEPT. RESPONDS QUICKLY-EVEN ON THE WEEKEND AND ENCOURAGES FEED BACK ABOUT RELEVANCE OF ASSIGNMENTS

How could the university/department better meet the needs of graduate students?

I HAVE NO ADDITIONAL COMMENTS

Ecology (AG) no comments

Economics (PhD) no cases

Economics & Statistics (AG) no comments

Food, Microbiology & Safety (no comments)

International Food & Agribusiness (no comments)

Landscape Architecture

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

LAEP PROVIDED SOME GOOD RESOURCES AND CASE WORK TO AUGMENT THE ACADEMIC WORK LOAD.

SUPPORT AND AVAILABILITY OF FACULTY (LAEP)

How could the university/department better meet the needs of graduate students?

CONSIDER NON-THESIS OPTION FOR STUDENTS LOOKING FOR A BROAD SKILL SET TO APPLY IN PRACTICE.

DEVELOP A MORE QUALIFIED AND MORE EXPERIENCED FACULTY

LAEP NEEDS TO ALLOW MORE AUTONOMY TO STUDENTS (ESPECIALLY GOOD STUDENTS) WHEN CHOOSING COURSE WORK. LAEP COULD HAVE BEEN MORE HELPFUL WHEN CHOOSING THESIS TOPICS

Nutrition & Food Sciences

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

ADVISING ON A PLAN TO COMPLETE MY DEGREE QUICKLY WITHOUT SPENDING MORE MONEY THAN NEEDED (NDFS)

ALLOW ME TO WORK ON MY MASTERS WHILE WORKING FULL TIME

DEPARTMENT OF FOOD SCIENCE AND NUTRITION - THEY PROVIDE ME GOOD SOURCE OF INFORMATION ABOUT THE COURSE THAT I TOOK. BESIDES THEY EXPOSED ME TO THE REAL CULTURE OF AMERICAN STUDY STYLE AND LECTURE

EDUCATING AND INSTRUCTING ON HOW GRADUATE WRITING AND RESEARCH PAPERS SHOULD BE COMPLETED.

HELPED IN ALL ASPECTS. REALLY LIKE NDFS DEPT.

I LIKE MY DEPARTMENT, FACULTY AND THE COURSES. THE DEPARTMENT HAVE VERY GOOD PROFESSORS. THIS IS THE REASON MY DEPARTMENTS DO WELL IN THE FUTURE ALSO. (APPLIED ECON)

MY DEPARTMENT (DIETETICS) FACILITATED ONLINE LEARNING THROUGH TEAMWORK AND MY PROFESSORS WERE VERY AVAILABLE

MY DEPARTMENT OFFERED ME A GOOD AMOUNT OF FINANCIAL ASSISTANCE THAT I APPRECIATED

| |
|---|
| THE DEGREE IS AN INEXPENSIVE AND PRACTICAL CHOICE |
| THE DEPARTMENT WAS HELPFUL IN ALL THE AREAS OF MY DEGREE |
| THE STAFF IN NDFS HELP GRADUATE STUDENTS WITH UPDATED INFORMATION (PROGRAM OF STUDY, SUPERVISORY COMMITTEE) AND RESERVING ROOM FOR MEETINGS |
| TIMELINESS IN ANSWERING QUESTIONS IN MDA PROGRAM |
| |
| How could the university/department better meet the needs of graduate students? |
| 1. OISS & DEPT. NEED TO KNOW RULES BETTER FOR INTERNATIONAL STUDENTS. 2. OISS WAS HELPFUL |
| BETTER COMMUNICATION BETWEEN PROFESSORS AND DISTANCE STUDENTS |
| CANNOT THINK OF ANYTHING |
| I DID NOT RECEIVE A PLAN B CHECKLIST UNTIL LATE IN DEGREE. IT WOULD HAVE BEEN HELPFUL TO HAVE EARLIER. |
| I FOUND THE DEPARTMENT OF APPLIED ECONOMICS MET THE NEEDS OF GRADUATE STUDENTS |
| OUTLINE THE WHOLE PROCESS - FROM START TO THESIS SUBMISSION, AFTER EDITS |
| THEY HAVE HAD MAJOR TURNOVER IN STAFF THAT WILL ALLOW FOR A LOT OF GOOD CHANGES. MOST OF THE ISSUES I HAD WERE RELATED TO THE OLD STAFF, OR WERE SPECIFICALLY RELATED TO MY PROJECT THAT WAS CANCELLED. |
| UTAH STATE UNIVERSITY - PROBABLY MORE DIVERSITY THE PROGRAM OFFERED. AVAILABLE SOURCE OF FINANCIAL SUPPORT. |
| |
| |
| Plant Science |
| |
| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| FREE INTERNET ACCESSIBILITY IS VERY GOOD. PROGRAM INFORMATION SENT OUT FROM THE DEPARTMENT IS VERY USEFUL |
| PROFESSOR AVAILABILITY |
| |
| How could the university/department better meet the needs of graduate students? |
| FINANCIAL ASSISTANCE; REDUCED COSTS; MORE TEACHING ASSISTANTSHIPS; IMPROVE CAREER SERVICES |
| KNOWLEDGE OF FUNDING AVAILABLE FOR RESEARCH PROJECTS |
| PROVIDE MORE PRIVATE STUDYING AREAS (SPACE) FOR GRADUATE STUDENTS |
| |
| |
| Professional Studies in Horticulture |
| |
| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| PSC MY DEPARTMENT DID A GOOD JOB OF WORKING WITH ME TO SET REQUIREMENTS FOR MY PROGRAM |
| |
| How could the university/department better meet the needs of graduate students? |
| PSC MY DEPARTMENT COULD HAVE MORE CLASSES RELATED TO MY PROGRAM |

Soil Science

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

TAKE THE RISK

THE UNIVERSITY PROVIDED SOUND AND AMAZING PROFESSORS, LIBRARY AND COLLEGE BASKETBALL AND FOOTBALL TEAMS. MY DEPARTMENT (PSC) PROVIDED EVERY OTHER SUPPORT FROM RESEARCH FACILITIES TO ENABLING WORKING ENVIRONMENTS.

How could the university/department better meet the needs of graduate students?

BY CONTINUING TO REACH OUT TO YOUNG, SKILLFUL, AND INTELLIGENT STUDENTS, BY WAY OF SCHOLARSHIP AND GRANTS, TO HELP EDUCATE THEM.

Technology & Engineering Education

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

HI QUALITY INSTRUCTION. GREAT PROFESSORS. ACCOMMODATING SCHEDULES (SUMMER PROGRAM) ENGINEERING AND TECH ED/TECHNOLOGY AND ENGINEERING ED

How could the university/department better meet the needs of graduate students?

MY DEGREE CHANGED FROM A M.S. IN ENGINEERING AND TECH. ED TO TECHNOLOGY AND ENGR. ED. HALF WAY THROUGH THIS WAS NOT A BIG DEAL, BUT MY DIPLOMA SHOULD REFLECT WHAT WAS IN THE CATALOG WHEN I BEGAN

Toxicology (AG) no cases

Art

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

FLEXIBILITY FOR MY SCHEDULE. ABLE TO WORK AND ATTEND SCHOOL AS MOST CLASSES WERE AVAILABLE AT NIGHT

I WAS ALWAYS PUSHED TOWARDS MY GOALS RATHER THAN THE GOALS OF MY GRADUATE COMMITTEE. I FELT SUPPORTED AND NOURISHED

IT PROVIDED A SYSTEMATIC APPROACH TO CONCLUDING MY MASTERS PROGRAM

MY MAJOR PROFESSOR WAS VERY GOOD. EQUIPMENT WAS GREAT, PEOPLE WERE GREAT. NOT ENOUGH VISITING ARTISTS

THE ART DEPARTMENT IS A MESS. THE UNIVERSITY OUTSIDE OF THAT DEPARTMENT WENT WELL IN MY EXPERIENCE

THE DEPARTMENT WAS VERY SUPPORTIVE AND ACCEPTING OF MY PERSONAL VISION.

How could the university/department better meet the needs of graduate students?

A BETTER ADVISING SYSTEM IN PHOTOGRAPHY

MORE FINANCIAL HELP FOR THE DEPT. OF ART GRADUATE STUDENTS PLEASE!

MORE FUNDING FOR MFA STUDENTS! I HAD A TUITION WAIVER MY LAST YEAR HERE BUT NOT THE FIRST TWO. THE TEACHING ASSISTANTS WORKSHOP WAS NOT EVEN REMOTELY GEARED TOWARDS TEACHING ART.

MORE FUNDING, TUITION WAIVER FOR GRAD STUDENTS, MORE VISITING ARTISTS

SHOW UP AND STOP COMPLAINING, OR QUIT. PAINTING AND DRAWING PROFESSORS NEED TO REEVALUATE WHY THEY ARE THERE.

Human Environments (no cases)

Music

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

ABSOLUTELY I FELT ALL OF MY PROFESSORS WERE DIRECTLY INVESTED IN MY SUCCESS.

MY DEPARTMENT PROVIDED ME WITH MULTIPLE OPPORTUNITIES TO EXPAND MY KNOWLEDGE BY LEARNING THROUGH TEACHING

MY PRIVATE INSTRUCTION AND THE SEMINARS WERE GOOD. I LEARNED A LOT.

PIANO PERFORMANCE AND PEDAGOGY PROGRAM IN MUSIC DEPARTMENT GREAT PROGRAM. AMAZING PROFESSOR, EXCELLENT FACULTY, BEST PIANO AVAILABLE

THE PIANO DEPARTMENT SHOWED MUCH DEDICATION TO ME AS A GRAD STUDENT. THE GUIDANCE FROM FACULTY MEMBERS WAS WONDERFUL AND CRUCIAL IN GETTING ME TO THIS POINT.

How could the university/department better meet the needs of graduate students?

MAYBE MORE FOCUS ON THE AREA OF STUDY AND A LITTLE LESS ON THE OTHER THINGS

MORE PIANO FACULTY. PIANO PERFORMANCE MAJOR

PIANO DEPT. I WOULD LIKE MORE COMMUNITY INVOLVEMENT AND PERFORMANCE OPPORTUNITIES. I HAD TO DO IT ALL ON MY OWN. THEY ARE BAD AT HELPING ME ACTUALLY BUILD A CAREER.

THE MUSIC HISTORY SEMINAR IS TOO MUCH OF THE COURSE REQUIREMENTS

Theatre Arts

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

THE PROFESSORS ARE VERY EXPERIENCED AND ARE CURRENTLY WORKING IN THE AREAS THEY ARE TEACHING EVERYTHING IS VERY CURRENT AND APPLICABLE

THEATRE DEPARTMENT HAS ALREADY REWORKED THEIR CURRICULUM TO CREATE A PROGRESSION IN COURSES

How could the university/department better meet the needs of graduate students?

MORE INFORMATION. I DIDN'T KNOW THERE WAS UNIVERSITY PUBLICATION GUIDE UNTIL THE DAY OF MY DEFENSE

THE PROGRAM COULD BE A LITTLE MORE ORGANIZED SO THAT PAPERWORK WOULD BE AVAILABLE TO STUDENTS THAT TELLS WHAT IS EXPECTED OF THEM

Accounting

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

CLASS SCHEDULE LAYOUT

GREAT SUPPORT FROM SCHOOL OF ACCOUNTING FACULTY AND STAFF

MAINTAINED AN OPEN DOOR POLICY - PROFESSORS WERE ALWAYS AVAILABLE TO TALK ABOUT ANYTHING (SCHOOL, CAREERS ETC.)

MAKING THE PROGRAM AS EASY AS POSSIBLE IN THE WORDS OF THE ADVISOR "IT WAS HERE TO FULFILL THE CREDIT REQUIREMENTS"

MY DEPARTMENT WAS ORGANIZED AND ALWAYS ANSWERED ANY QUESTIONS I HAD

SCHOOL OF ACCOUNTANCY HAS GREAT PROFESSORS WHO SINCERELY CARE ABOUT THE SUCCESS OF STUDENTS

THE ACCOUNTING DEPARTMENT MADE SURE I WAS ON TRACK FOR GRADUATION AND WERE ALWAYS WILLING TO ANSWER QUESTIONS

THE ACCOUNTING DEPARTMENT WAS ALWAYS AVAILABLE TO ANSWER MY QUESTIONS

THE ACCOUNTING DEPARTMENT WAS VERY QUICK TO RESPOND TO QUESTIONS

THE ACCOUNTING STAFF WERE REALLY HELPFUL WITH QUESTIONS

THE DEPARTMENT WAS FLEXIBLE IN ALLOWING ME TO TAKE COURSES THAT WERE APPLICABLE TO MY INTENDED CAREER PATH

THE PROFESSORS WERE GREAT IN THE ACCOUNTING PROGRAM

THE REQUIREMENTS WERE CLEAR AND COMMUNICATION WAS VERY GOOD. BOTH FROM THE DEPARTMENT

THE SCHOOL OF ACCOUNTANCY PROVIDED EXCELLENT NETWORKING AND CAREER OPPORTUNITIES. WITH EVENTS LIKE MEET THE FIRMS AND THE GOLF TOURNAMENT, ACCOUNTING PROFESSIONALS COME TO USU TO HIRE AND NETWORK.

THE TEACHERS AND THE STAFF OF SCHOOL OF ACCOUNTANCY GAVE MUCH ATTENTION ON MY STUDY HERE AND HELPED ME A LOT WITH THE DIFFICULTY I HAVE MET DURING SCHOOL AND LIFE.

VERY GOOD FACULTY MENTORING FROM THE ECON FINANCE DEPARTMENT

VERY WILLING TO HELP IN SEARCH FOR EMPLOYMENT. PROVIDED MANY OPPORTUNITIES TO NETWORK/MEET WITH POTENTIAL EMPLOYERS

YES THE DEPARTMENT HELPED ME GET FUNDING, MY DEGREE, AND A JOB

How could the university/department better meet the needs of graduate students?

COMMUNICATE NEEDED GRADUATION PAPERWORK AND DEADLINES BETTER.

GET BETTER TEACHERS WITH ACTUAL BUSINESS EXPERIENCE. ITS HARD WHEN YOU HAVING JUST AN INTERNSHIP HAVE MORE EXPERIENCE IN THE FIELD THAN THE PROFESSOR. CAREER ACADEMICS HAS ITS PLACE, BUT TO PREPARE SOMEONE FOR A CAREER GET SOMEONE WHO HAS ACTUALLY WORKED

GIVE STUDENTS ADVANCE NOTICE OF THE ABILITY TO SELECT COURSEWORK THAT IS APPLICABLE TO THEIR INTENDED CAREER PATHS (MORE TIME TO PLAN).

I WOULD HAVE LIKED MORE INTERACTION AND INFORMATION FROM THE SCHOOL OF GRADUATE STUDIES SPECIFICALLY RELATED TO GRADUATION

INTEGRATE THE MACC INTO THE UNDERGRAD PROGRAM AS A 5 YEAR PROGRAM

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| IT WOULD BE NICE TO HAVE A FEW MORE LARGE SCHOLARSHIP OPTIONS |
| MORE SCHOLARSHIP INFORMATION OTHER SOURCES OF FUNDING |
| SOME OF THE COURSES WERE NOT UP TO PAR FOR A GRADUATE DEGREE |
| TEACH MATERIAL THAT WILL HELP US IN OUR CAREER. SEEMS IRRELEVANT THE MATERIAL TAUGHT |
| THE ACCOUNTING PROFESSORS - (NAME)- TREATS THE HOMEWORK AS JUMPING THROUGH HOOPS TO GET A PIECE OF PAPER. THE ECON/FINANCE PROFESSORS FOCUS ON ADDING VALUE TO YOUR EDUCATION |
| THE DEPARTMENT DIFFERENTIAL TUITION IS RIDICULOUS. I PAID MORE IN DIFFERENTIAL TUITION THAN REGULAR TUITION FOR MY MACC |
| THE DEPARTMENT SHOULD HAVE HOLD ON ORIENTATION BEFORE THE SCHOOL BEGINS, ESPECIALLY FOR THE INTERNATIONAL STUDENTS. TO KNOW MORE ABOUT THE RESOURCES AT THE FIRST HAND WOULD BE MUCH MORE HELPFUL. |
| THE SCHOOL OF ACCOUNTANCY COULD PROVIDE BETTER INFORMATION ON REGISTERING AND STUDYING FOR THE CPA EXAM. IT WOULD ALSO BE HELPFUL TO OFFER MORE TAX ELECTIVES, SUCH AS STATE AND LOCAL TAX. |
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| Business Administration |
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| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| 24/7 AVAILABILITY. FAST RESPONSE TO INQUIRIES, EXCELLENT ORGANIZATION AND FOLLOW-UPS PROCESS (MBA) |
| 3 CLASSES WERE RELEVANT AND USEFUL BUT 1 OF THEM I HAD TO PURSUE IN A DIFFERENT (MSHR) USU GRADUATE PROGRAM. |
| ANY QUESTION I HAD I KNEW I COULD CONTACT LINDI BROWN AND GET AN ANSWER VERY FAST. SHE IS VERY GOOD AT HER JOB AND YOU CAN TELL SHE ENJOYS IT |
| AVAILABILITY OF THE OGDEN EVENING PROGRAM (THAT IT EXISTS) |
| BOTH THE MSHR AND MBA FACULTY WERE VERY ACCESSIBLE AND UNDERSTANDING. I ALWAYS FELT LIKE THEY HAD MY BEST INTEREST IN MIND. |
| BUSINESS DEPARTMENT DID A GREAT JOB OF HELPING US FEEL INVOLVED AND INVITING FEEDBACK |
| BUSINESS MBA PREPARING US FOR THE CLASSES. NOTIFYING OF POSSIBLE JOB OFFERINGS AND JOB WORKSHOPS. KEEPING STUDENTS INFORMED OF DATES AND EVENTS |
| CLASS SELECTION WAS AUTOMATED. CLASSES WERE PRE-SELECTED. |
| CLASSES AVAILABLE IN SALT LAKE CITY EASY TO REGISTER, FAIR PRICE |
| DEPARTMENT STAFF (HUNTSMAN MBA) WAS VERY GOOD AT COMMUNICATION INFORMATION AND NECESSITIES |
| EVERY DEPARTMENT BROUGHT IN REAL LIFE APPLICATION FOR THE CURRICULUM |
| FAIR VALUE FOR PROGRAM. MBA STAFF HELPFUL |
| FRIENDLY STAFF, VERY GOOD ADVISORS. MOST MEMBERS AT THE DEPARTMENT SEEMED TO HAVE BEST INTEREST IN STUDENTS SUCCESS IN STUDIES AND FUTURE CAREER. |
| GIVING INFORMATION OUT |
| GOOD DISCUSSION COURSE WORK. TEACHERS WERE VERY EXPERIENCED IN THEIR LINE OF TEACHING. |
| GOOD VISION, GOOD CONCEPT OF CLASSES, GOOD STRUCTURE |
| GREAT PROGRAM! |
| HAVE GREAT TEACHERS. ORGANIZATION AND PLANNING WERE LACKING AS WE HAD A REPEAT COURSE OF SUPPLY CHAIN. |
| HAVING A GOOD COMFORTABLE WORKING PROFESSIONAL RELATIONSHIP WITH PROFESSORS AND THE SCHOOL OF GRADUATE STUDIES STAFF, ESPECIALLY THE MBA STAFF |

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| HELPING ME GRADUATE WHEN I HAD CONFLICTS, WE FOUND WAYS TO WORK AROUND IT |
| HUNTSMAN WEBSITE |
| I HAD THE BEST ADVISOR EVER |
| KATHY & LINDI WERE VERY HELPFUL. SOME OF THE PROFESSORS WERE ALSO GREAT PEOPLE. |
| KATHY AND LINDI BOTH ARE GOOD COMMUNICATORS. KEEPING EVERYONE UPDATED |
| KATHY MCCONKIE AND LINDI BROWN - PROGRAM WOULD BE NOTHING WITHOUT THEM! |
| KATHY MCCONKIE AND LINDI BROWN DID AMAZING JOBS HELPING ME THROUGH ANY AND ALL DIFFICULTIES WHILE WORKING THROUGH THE PROGRAM. |
| KATHY MCCONKIE IS SUCH A GREAT EMPLOYEE. |
| KATHY MCCONKIE! SOME GREAT PROFESSORS MOSTLY RELEVANT COURSEWORK |
| KATHY MCKONKIE AND LINDI BROWN WERE PERFECT SUPPORT FOR OUR PROGRAM. I MOSTLY INTERACTED WITH LINDI AFTER ACCEPTANCE BUT THEY RAN THE PROGRAM SEAMLESSLY! THEY ARE FANTASTIC! |
| KATHY MCKONKIE IS ONE OF THE BEST THINGS THAT HAPPENED TO THE MBA PROGRAM AT USU |
| KEPT EVERYONE INFORMED |
| LINDI AND KATHY PROVIDED MOST ALL ASSISTANCE TO THE STUDENTS. THE REST OF THE DEPT. LACKED. |
| LINDI BROWN AND KATHERINE MCCONKIE WERE AMAZING AT THE BEHIND THE SCENE STUFF SO I COULD FOCUS MORE ON MY STUDIES. PROFESSORS SEEMED KNOWLEDGEABLE AND DEDICATED (MBA OGDEN PROGRAM) |
| LINDI BROWN DID A FANTASTIC JOB OF GIVING INFORMATION TO STUDENTS AND HELPING RESOLVE PROBLEMS FOR THE BUSINESS DEPARTMENT. |
| LINDI WAS EXTREMELY HELPFUL IN PASSING ALONG INFORMATION FOR UPCOMING CLASSES AS WELL AS STATUS UPDATES ON MY SCHEDULE. THE PROFESSORS WERE ALL EXCELLENT. |
| MADE PROGRAM QUICK AND INTERESTING. THE NEW MBA PROGRAM WAS GREAT |
| MADE THE PROGRAM A YEAR AND PROVIDED QUALITY INSTRUCTORS |
| MANAGEMENT DEPARTMENT - I LOVED THE FOCUS ON ENTREPRENEURSHIP AND CREATING VALUE. |
| MARKETING, HTC/OB AND BUSINESS ANALYTICS COURSES WERE VERY GOOD IN THE DISTANCE MBA |
| MATCH PROFESSORS WITH COURSEWORK IN A FIELD THEY WERE BOTH KNOWLEDGEABLE AND PASSIONATE ABOUT. (E.G.. MARKETING, FINANCE, ACCOUNTING, MG 6640) |
| MBA DEPARTMENT PROVIDE INFORMATION PROMPTLY WHEN REQUIRED |
| MBA DEPARTMENT WAS VERY HELPFUL. ALWAYS PROVIDED INFO WHEN NEEDED. SELECTED EXCELLENT PROFESSORS LIKE PROF BONE AND PROF FOSS WHO HAD REAL WORLD EXPERIENCE AND WHO CARED ABOUT OUR SUCCESS IN OUR CAREERS |
| MBA PROGRAM: CONVENIENT OGDEN, UTAH LOCATION AND GOOD VALUE (REASONABLE TUITION WITH QUALITY EDUCATION). SEVERAL GOOD PROFESSORS WITHIN THE OGDEN PROGRAM HUNTSMAN SCHOOL MBA DEPARTMENT: EXCELLENT SUPPORT STAFF (FRIENDLY, RESPONSIVE & KNOWLEDGEABLE). |
| MBA STAFF IS GREAT AND VERY HELPFUL |
| MOST PROFESSORS WERE GREAT AND SEEMED TO BE DEDICATED TO THE STUDENTS |
| MSHR PERSONAL TOUCH. |
| MY DEPARTMENT ALWAYS KNEW WHAT WAS GOING ON, ANSWERED QUESTIONS PROMPTLY AND WAS THERE TO HELP. SUGGESTIONS WERE TAKEN INTO CONSIDERATION. |
| MY DEPARTMENT IN THE OFFICE |
| OBTAINING PROFESSORS WITH REAL WORK EXPERIENCE |
| ORIENTATION, GLOBAL TRIP |
| PROFESSORS WITH REAL BUSINESS WORLD EXPERIENCE TAUGHT THE CLASSES |
| REALLY GOOD COMMUNICATION |
| SCHEDULE OF CLASSES - STAFF HELPED STUDENTS KNOW WHAT WAS NEXT |

SCHEDULE WEEKEND MBA WAS CONVENIENT FOR WORKING ADULTS

SCHEDULING AND PLANNING COURSES

SCHOOL OF BUSINESS - AWESOME ORIENTATION WEEK, ORGANIZATION OF CATHY & LINDI, THEY'RE AMAZING.

SIZE OF CLASSES (NUMBER OF STUDENTS) - BUSINESS SCHOOL

SOME OF THE TEACHERS WERE AWESOME, SUCH AS STERLING BONE, PETER FOSS, CHRIS FAWSON, ?THE BYU PROFESSOR. BONE DID A LOT OF THINGS (GETTING US DOING REAL WORK FOR BUSINESS, NETWORKING, ETC.) THAT THE ENTIRE DEPARTMENT SHOULD REPLICATE.

SPECIFY PROGRAM GUIDELINES, REQUIREMENTS AND EXPECTATIONS

THE ADVISOR OF THE MBA, CATHERINE MCCONKIE WAS EXTREMELY HELPFUL AND EFFICIENT IN PROVIDING ASSISTANCE

THE BUSINESS ADMIN DEPT. DID A FANTASTIC JOB IN CONDUCTING THE COURSE WORK OF THE MBA PROGRAM INTO A 3 WEEK PROGRAM ALLOWING WORKING PROFESSIONALS THE OPPORTUNITY TO ATTEND.

THE DEPARTMENT (MBA OFFICE) DID AN EXCELLENT JOB IN KEEPING US WELL INFORMED ON EVERYTHING WE NEEDED TO KNOW

THE INTEREST OF THE STAFF ON MY SUCCESS

THE MBA COORDINATOR WAS ALWAYS HELPFUL, HER ASSISTANT ALWAYS FOUND WAYS TO HELP ME WITH EVERYTHING

THE MBA DEPARTMENT STAFF WERE VERY HELPFUL. THEY WERE FRIENDLY AND ALWAYS RESPONDED PROMPTLY TO MY EMAILS AND PHONE MESSAGES

THE MBA OFFICE WAS HELPFUL AND VERY KNOWLEDGEABLE. LINDI AND KATHY ARE PRICELESS. THE PROFESSORS WERE VERY HELPFUL.

THE MSHR PROGRAM PROVIDED GREAT HELP

THE TUITION WAS REASONABLE THE LOCATION IS ACCOMMODATING AND THE DEPARTMENT IN GENERAL COMMUNICATED WELL.

THEY WERE ABLE TO COVER A LOT OF MATERIAL IN A SHORT PERIOD OF TIME

TOTAL SUPPORT; QUESTIONS ANSWERED, VERY COOPERATIVE

VERY GOOD PERSONAL INTERACTION WITH DEPARTMENT STAFF

WORK LOAD WAS VERY MANAGEABLE

How could the university/department better meet the needs of graduate students?

(BUSINESS DEPARTMENT) I FEEL THAT THE DEPT. COULD BE MUCH MORE ORGANIZED AND ON TOP OF THINGS. I ALSO FEEL THE PROFESSORS COULD STEP IT UP FOR A GRADUATE LEVEL PROGRAM

A COMMON FRUSTRATION AMONG MY PEERS WAS A LACK OF COURSE WORK THAT BUILT UPON ITSELF AND DID NOT DUPLICATE TEACHINGS (MBA PROGRAM) A SUGGESTION THAT COULD HELP AVOID THIS IS TO HAVE A SCHEDULE THAT THE STUDENTS CAN FOLLOW AND IS DISCUSSED WITH EVERY INSTRUCTOR

BETTER INTERNET CONNECTION

BETTER MORE CONSISTENT PROFESSORS

BETTER ORGANIZATION OF COURSEWORK BLOCKS

BIGGEST NEGATIVE, HELPING FIND A CAREER

BUSINESS GRAD STUDIES DON'T GET ENOUGH HELP FROM SCHOOL OF GRADUATE STUDIES

BUSINESS MBA - I THINK IT WOULD HAVE BEEN BETTER IF WE COULD HAVE DATES AND TIMES FOR OUR CLASSES OFTEN THE SCHEDULES WERE SWITCHED WHICH MESSED UP SCHEDULES

CLASSES MORE APPLICABLE TO WORKING ADULTS AND THEIR EXPERIENCES-BROADER RANGE OF COURSES

DO NOT FOCUS SO MUCH ON LEAN OPERATIONS. ONE CLASS WOULD SUFFICE

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| DON'T BE AFRAID TO CHANGE THINGS UP. THERE ARE SOME PROFESSORS THAT HAVE BEEN THERE A WHILE, THEY NEED NEW ONES. FOCUS ON PASSIONATE PEOPLE WHO WANT TO MAKE A DIFFERENCE TO TEACH. |
| EXPECT EXCELLENCE. CHALLENGE STUDENTS. INCREASE DIFFICULTY |
| FINANCIAL AID AND FUNDING TO THE BUSINESS SCHOOL |
| GET BETTER PROFESSORS. TEACH INFORMATION THAT ISN'T TERRIBLY OUTDATED. DO NOT TEACH GRADUATE STUDENTS UNDERGRADUATE MATERIAL. ANY CAREER PLACEMENT OR PARTNERSHIP WOULD ALSO BE GREAT. |
| GETTING INFORMATION TO US EARLIER (ORIENTATION ETC.) |
| HAVE MORE RESOURCES AVAILABLE TO ASSIST STUDENTS WITH POST GRADUATION EMPLOYMENT/ INTERNSHIP PLACEMENT |
| HAVE PROFESSORS RELATE/USE MORE REAL-LIFE EXAMPLES TO EXPLAIN THE MATERIAL BETTER |
| HELP STUDENTS BE MORE AWARE OF OPTIONS THAT CAN HELP PROVIDE FINANCIAL ASSISTANCE. |
| I DON'T THINK THE PROGRAM WAS CHALLENGING ENOUGH. JOB OPPORTUNITIES ARE KIND OF "ON YOUR OWN". I WOULD LIKE MORE ALUMNI AND RECRUITING, AND NOT FOR UNPAID INTERNSHIPS. WE ARE DONE DOING UNPAID INTERNSHIPS! WE NEED PAID INTERNSHIPS OR JOB OFFERS! |
| I FEEL THE ACCOUNTING CLASS AND THE FINANCE CLASS SHOULD BE EXTENDED TO ALLOW STUDENTS TO GRASP CONCEPTS MAYBE SHORTEN A COUPLE OF OTHER CLASSES |
| I FELT SOME SUBJECTS COULD HAVE BEEN BALANCED BETTER, AND THERE WAS A HIGH LEVEL OF SUBJECTIVITY. BUT I WAS OVERALL VERY PLEASED. (MBA-OGDEN PROGRAM) |
| I PREFER PROFESSORS THAT HAVE A LOT OF WORK EXPERIENCE AND THAT CAN UPDATE TOPICS TO WHAT I'M DOING OR INTERESTED IN. I WOULD SUGGEST DROPPING ONE OF THE STRATEGY CLASSES AND DOING SOMETHING ON SEO OR MORE APPLICABLE BUSINESS SKILLS OF TODAY |
| I REALIZE MY COLLEGE DOESN'T HAVE PHD PROGRAMS BUT WE BRING IN SO MUCH REVENUE TO THE UNIVERSITY WE STILL DESERVE TO GET SGS \$ FOR SCHOLARSHIPS & FELLOWSHIPS |
| I THINK THE DEPARTMENT FOCUS WAS LEAN MANUFACTURING BUT MOST OF MY CLASSMATES WORK ON SERVICES INDUSTRIES |
| IMPROVE MATERIAL & COURSEWORK FOR SOME CLASSES - NO LONGER CURRENT TO BUSINESS WORLD |
| IN THE THANKSGIVING POINT MBA PROGRAM WE HAD A COUPLE COURSES THAT WERE IRRELEVANT TO MYSELF. NAMELY THE COURSE FOCUSED AROUND OPERATIONS MANAGEMENT, MORE OF A MANUFACTURING TOUCH |
| INCREASING THE QUALITY OF PROFESSORS WHILE ALSO INCREASING LEARNING AND TEACHING STANDARDS. ALSO REMOVE PROFESSORS WHO HAVE BEEN THERE FOR YEARS TEACHING THE SAME EXAMS AND MATERIALS WITHOUT IMPROVEMENTS, EVEN AS ALL ELSE HAS IMPROVED. SPECIFICALLY CLIF |
| IT IS GOOD AS IT IS |
| ITS ALREADY BEEN FIXED |
| LESS EXPENSIVE OR MORE ASSISTANCE. A MUCH BETTER NETWORK OPPORTUNITY TO HELP PLACE RECENT GRADS |
| LESS INTENSE COURSES |
| MAKE SURE THAT PROFESSORS TEACHING COURSES ARE BOTH KNOWLEDGEABLE AND PASSIONATE ABOUT THE SUBJECT MATTER THEY ARE ASSIGNED TO TEACH (E.G.. GLOBAL STRATEGY, ECONOMETRICS) |
| MANY OF THE PROFESSORS RELIED HEAVILY ON CASE STUDIES, ESSAYS, OR MULTIPLE CHOICE EXAMS. IN MY OPINION PROJECTS ARE A MORE EFFECTIVE WAY TO LEARN AND GAGE LEARNING. |
| MAYBE ON CAMPUS EVENTS BEYOND GRADUATION TO FEEL CONNECTED MORE. UNAWARE OF CAREER SERVICES FOR OFFSITE STUDENTS (LIKE RESUME BUILDING, COUNSEL) |
| MBA DEPARTMENT SHOULD REPLACE PROFESSORS LIKE (NAME) WHO WASTE OUR TIME SHOWING US RANDOM THINGS INSTEAD OF TEACHING US |
| MBA PROGRAM: ENSURE THAT PROFESSORS ARE THE VERY BEST POSSIBLE. DURING MY DEGREE, I HAD A FEW PROFESSORS WHO WERE NOT GOOD: THEY WERE NOT ENTHUSIASTIC ABOUT THE SUBJECT MATTER, THEY WERE NOT USING CURRENT RELEVANT MATERIAL OR THE SUBJECT MATTER |
| MORE ACTIVE JOB PLACEMENT PROGRAM |

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| MORE EMPHASIS FROM DAY #1 ON PLACEMENT & JOB SEARCHING ASSISTANCE. MORE HANDS ON USEFUL APPLICATION OF MATERIAL. |
| MORE OPTIONS, BETTER INSTRUCTORS, MORE INTERACTION WITH REAL COMPANIES |
| MORE RECRUITING OPPORTUNITIES/JOB PLACEMENT |
| MOST OF THE COURSEWORK IN THE DISTANCE BA WAS IRRELEVANT OR LOW VALUE |
| MSHR - INCREASE SPEED OF NEEDED CHANGE. MBA - CARE ABOUT JOB PLACEMENT |
| MY PROGRAM HAD A LOT OF OPERATIONS MANAGEMENT COURSES MAYBE OFFER A WIDER VARIETY |
| PARKING HAD DIFFICULTY FINDING A PLACE TO PARK, EVEN WITH A BLUE PASS. |
| PERHAPS GIVE STUDENTS AN OPTION OF WHICH CLASSES THEY WOULD FIND MOST RELEVANT |
| PERMANENTLY RECEIVE FEEDBACK |
| POLISH ONE OR TWO OF THE CLASSES PROFESSORS. |
| REALLY FOCUS ON PROVIDING CLASSES THAT ARE RELEVANT TO THE CURRENT BUSINESS INDUSTRY, A FEW CLASSES SEEMED TO BE JUST FLUFF TO FILL A SPACE |
| REPLACE (NAME) HE IS UNBELIEVABLY PRIDEFUL AND MAKES UP INFORMATION HE TEACHES. HE NEVER THINKS HE IS WRONG, EVEN WHEN HE IS. HE TOLD US HE IS SMARTER THAN EVERY OTHER TEACHER ON CAMPUS. HE IS DEGRADING TO STUDENTS. HE WAS EXTREMELY DISLIKED |
| SOME OF THE CLASSES NEEDED TO BE TAUGHT OVER THE SEMESTER AND NOT IN BLOCKS |
| SOME OF THE PROFESSORS (LESS THAN 1/3) HAD A HARD TIME RELATING TO THE REAL BUSINESS WORLD. TOO THEORETICAL W/ NO PRACTICAL APPLICATION. I HATED WHEN SOMEONE WOULD ASK THEM A QUESTION AND THEY WOULD RESPOND THAT IT WAS THE MOST BASIC CONCEPT |
| SOME TEACHERS NEED HELP! NEED SOME TRAINING AND TIME SPENT WITH THEM, SOME CLASSES WERE NOT UP TO GRADUATE LEVEL |
| START THE PROGRAM IN JANUARY AND END IN DECEMBER SO WE CAN DO AN INTERNSHIP |
| STICK TO THE POSTED SCHEDULE WITHOUT MAKING LAST MINUTE CHANGES |
| THANKSGIVING POINT II - MORE VARIETY IN COURSE SELECTION |
| THE BUSINESS DEPARTMENT NEEDS TO REVIEW TEACHING PLANS AND EVALUATE THE COURSES IN THE MBA. TOO MUCH OF THIS DEGREE WAS OUT DATED AND UNRELATED TO INDUSTRY. |
| THE BUSINESS SCHOOL DOES NOT FOCUS ON JOB PLACEMENT AT ALL (EVEN IF THEY SAY THEY DO). THEY NEED TO HIRE PEOPLE FULL TIME TO BUILD RELATIONSHIPS WITH BIG NAME COMPANIES. NOT EVERYBODY WANTS TO STAY IN CACHE VALLEY |
| THE GSS IS A JOKE THAT FAVORS ACADEMIA OVER THOSE OF US GAINING "PROFESSIONAL" DEGREES. THIS IS EVIDENT IN GRANTS, SCHOLARSHIPS, ASUSU & FROM ADMIN |
| THE MBA PROGRAM SHOULD AVOID REDUNDANCY IN THE COURSEWORK, AND NOT HAVE SO MANY ENTREPRENEURSHIP AND HUMAN RESOURCES CLASSES. AFTER ALL, THERE ARE ENTREPRENEURSHIP AND HR MASTERS AVAILABLE FOR THOSE WHO ARE INTERESTED IN THEM. |
| THEY ARE WORKING ON IT BY DOING EACH YEAR BETTER |
| TWO THINGS: FIRST, IN THE OGDEN PROGRAM WE HAD SOME AWESOME PROFESSORS (STERLING BONE, PETER FOSS) BUT WE HAD SOME REAL LAME TEACHERS (NAME). SECOND, I FELT THERE WAS VERY LITTLE TO ENABLE MBA STUDENTS TO NETWORK OR FIND BETTER CAREERS |
| USE LESS TENURED PROFESSORS AND USE MORE ADJUNCT FACULTY WHO WORK OUTSIDE THE UNIVERSITY IN THE FIELD OF STUDY, THERE ARE MANY PROFESSIONALS WHO WOULD ADD VALUE AND THE SLC MBA SITE |
| USE MORE ADJUNCT PROFESSOR. HAVE RELEVANT CURRICULUM TAUGHT NOT TEACH SAME CLASS TWICE (AND CALL IT SOMETHING DIFFERENT). USE NATIVE ENGLISH SPEAKING PROFESSORS CURRICULUM SHOULD BE HIGH LEVEL, NOT MINORITY SPECIFIC |
| WEBINARS FOR BUSINESS LUNCHES FOR LONG DISTANCE STUDENTS. ASSISTANCE WITH POLISHING RESUME. INTERVIEW TIPS AND CAREER GUIDANCE FOR LONG-DISTANCE STUDENTS |

Economics (MS)

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

THE ECON DEPARTMENT PROVIDED RIGOROUS COURSES TO PREPARE ME FOR FUTURE GRADUATE STUDIES

THE NDFS DEPARTMENT IS VERY SUPPORTIVE. THE NEW COURSE REQUIREMENT FORM WAS GREAT. SUPPORT FOR TRAVEL WAS VERY HELPFUL.

How could the university/department better meet the needs of graduate students?

I WOULD HAVE BENEFITED FROM MORE INSTRUCTIONS/REMINDERS ABOUT POLICIES AND DEADLINES. I WISH THE GRAD STUDENT SEMINAR PROVIDED THAT INSTRUCTION. MORE NDFS GRAD COURSES. NDFS OPEN ACCESS COMPUTER LAB OR AT LEAST SOMEWHERE TO PRINT.

THE ECON DEPARTMENT COULD PROVIDE MORE INSTRUCTION ON HOW TO RESEARCH PRIOR TO WRITING A THESIS IN ORDER TO BETTER MEET THE NEEDS OF THE GRADUATE STUDENTS.

Financial Economics

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

FINANCE DEPARTMENT REALLY APPLIED COURSES TO THE REAL WORLD AND THE USEFULNESS OF THE SKILLS THEY TAUGHT

INTERPERSONAL RELATIONSHIPS AND ONE ON ONE INTERACTION WAS FANTASTIC. THE FINANCE FACULTY WAS VERY HELPFUL WITH SCHOLASTIC, RESEARCH, AND OTHER CONCERNS

INVITE STUDENTS TO SEMINARS

PROFESSORS WERE EXTREMELY ACCESSIBLE

THE PROFESSORS ARE GREAT. THEY WORKED HARD TO HELP ME ACHIEVE MY GOALS

THEY WERE PERSONALLY INVOLVED

How could the university/department better meet the needs of graduate students?

ECONOMICS DEPARTMENT BETTER APPLY COURSES TO THE REAL WORLD EVERYTHING SEEMED TO JUST BE THEORY AND NOT APPLICABLE

EXPLAIN EXPECTATIONS AND REQUIREMENTS BETTER FROM THE BEGINNING

HAVE A MORE STRUCTURED PROGRAM

LESS ECON IN THE MSFE. DON'T MAKE MSFE STUDENTS PAY DIFFERENTIAL TUITION FOR CLASSES WHERE APEC STUDENTS DO NOT.

MOST OF THE FINANCE CLASSES WERE VERY STIMULATING, BUT A COUPLE WERE NOT WELL ORGANIZED AND LARGELY A WASTE OF TIME

Human Resources

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

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| APPLICABLE INFORMATION & COURSE WORK. PERSONAL INVESTMENT |
| BRAD WINN HELPED PERSONALLY THROUGH THE ENTIRE APPLICATION PROCESS |
| BROUGHT IN WELL QUALIFIED INSTRUCTORS |
| COURSE CONTENT WAS APPLICABLE AND RELEVANT TO MY PROFESSION. INSTRUCTORS WERE EXCELLENT. |
| EVERYONE IN THE DEPARTMENT WAS MORE THAN WILLING TO GIVE OF THEIR TIME AND EXPERTISE EVERY TIME I HAD A QUESTION OR CONCERN. MSHR |
| FACULTY WAS SUPERB FOR MAJOR. ENJOYED CANVAS SUPPORTIVE MATERIALS - DISTANCE ED. COMMUNICATION WAS APPROPRIATE. |
| GREAT FACULTY |
| GREAT FACULTY, BRAD WINN, STEVE HANKS, AL WARNICK |
| GREAT PROFESSORS WHO WERE DEDICATED TO HELPING STUDENTS LEARN AND GOING ABOVE AND BEYOND FOR THEIR STUDENTS |
| GREAT SUPPORT FROM BRAD WINN |
| GUEST SPEAKERS |
| I ENJOYED MY EXPERIENCE. THE EXPECTATIONS OF THE PROGRAM WERE CLEAR AND EASY TO FIND. I ENJOYED MY TEACHERS AND FELT THAT THEY REALLY CARED ABOUT ME AND MY PERFORMANCE. ALSO ENJOYED THE WEEKEND CLASSES. |
| I LOVED THE EXECUTIVE BROADCAST PROGRAM AND HOPE IT CONTINUES |
| MSHR PERSONAL INTERACTION AND AVAILABILITY |
| MSHR PROGRAM PROFESSORS KEPT ME ENGAGED THROUGHOUT THE COURSE |
| PROFESSOR: THEY REALLY CARE ABOUT STUDENTS; LISTEN TO STUDENTS AND UNDERSTAND WHAT THEY NEED; HELP STUDENTS FIND JOBS AND SUCCEED IN THEIR CAREER. |
| PROFESSORS IN THE MSHR PROGRAM PROVIDED REAL LIFE EXAMPLES AND REAL WORLD EXPERIENCE. |
| STRONG BOND BETWEEN COHORT MEMBERS AND THE MAJOR PROFESSORS. GREAT JOB HAVING US USE REAL LIFE EXPERIENCES FOR ASSIGNMENTS IN CLASSES. THE PROJECTS IN MANY CLASSES REQUIRED REAL WORLD BUSINESS AND ORGANIZATIONS. |
| THE DEPARTMENT (MANAGEMENT - HUMAN RESOURCES) DID A GREAT JOB OF SHOWING THEY REALLY CARE ABOUT AND KNOW EACH OF THE STUDENTS INDIVIDUALLY. |
| THE FACULTY AND ADVISORS WERE VERY FRIENDLY AND WELCOMING. THE FACULTY WERE ACCESSIBLE TO US. THE PROGRAM ADMINISTRATORS EFFECTIVELY COORDINATED EVENTS SUCH AS ACTIVITIES AND BUSINESS EVENTS. ADEQUATE NOTICE WAS PROVIDED. |
| THE MSHR PROGRAM IS VERY STUDENT ORIENTED. |
| THE PROFESSORS IN MY PROGRAM MADE THEMSELVES VERY ACCESSIBLE. |
| THE PROGRAM DID WELL IN INCLUDING ASSIGNMENTS AND PROJECTS TO US THAT HAD ACTUAL MEANING TO OUR CAREERS. WORKING ON REAL PROJECTS THAT DIRECTLY RELATED TO OUR CAREERS WAS HELPFUL. |
| THEY GAVE ME PROJECTS THAT APPLY DIRECTLY TO THE REAL WORLD, SO I KNOW WHAT I AM UP AGAINST. |
| THEY WERE EXCELLENT AT ANSWERING QUESTIONS AND OVERALL CUSTOMER SERVICE |
| |
| How could the university/department better meet the needs of graduate students? |
| APPLICABLE INFO |
| DISTANCE ED IS EVOLVING - CONSTANT CHANGE IS SOMETIMES INCONVENIENT. FACULTY THAT BETTER UNDERSTOOD DISTANCE LEARNING. COURSES COULD EVOLVE TO MORE RELEVANT WORK-RELATED NEEDS. |
| DISTANCE EDUCATION MAKES IT HARD TO WORK WITH OTHER CLASSMATES. MOST TEACHERS DON'T UNDERSTAND STUDENTS AT DISTANCE LOCATIONS OR HOW TO STRUCTURE CLASS WORK IN GROUPS OUTSIDE SALT LAKE CITY |

ENSURING THAT SATELLITE SITES WERE MADE TO FEEL MORE PART OF THE COHORT.

GET RID OF THE DIVERSITY CLASS. ALL MATERIALS FOR EACH CLASS NEED TO BE PROVIDED TO STUDENTS IN THE MSHR PROGRAM AT THE BEGINNING OF THE SEMESTER SINCE CLASSES ARE SO BRIEF AND INTENSE.

HAVE THE MSHR BE A MASTERS OF SCIENCE IN HUMAN RESOURCES/ORGANIZATIONAL BEHAVIOR. BRING MORE MBA AND PROFESSORS TO SHORE UP THE BUSINESS ACUMEN ASPECT OF THE DEGREE.

I DON'T THINK I EVER HEARD FROM THE GRADUATE STUDENT SENATE. ALTHOUGH MY DEGREE IS FROM USU I FEEL VERY LITTLE CONNECTION.

IN THE MSHR PROGRAM THERE COULD HAVE BEEN A GREATER DIVERSITY OF FACULTY MEMBERS

LISTEN TO OUR FEEDBACK IN REGARDS TO SUGGESTIONS ON HOW TO RUN THE PROGRAM.

MAKE SURE THAT THE TEACHERS ARE TRAINED ON HOW TO TEACH DISTANCE SITES

MORE ORGANIZATION & MORE LEAD TIME ON COURSES

PROVIDE DONUTS AT CLASS :) CONTINUE TO INNOVATE AND MAKE PROGRAMS AVAILABLE

SOME COURSE DESIGN CAN BE MORE EXPERIENCE PRACTICES FOCUSED. I WANT TO LEARN SOME USEFUL KNOWLEDGE THAT WE CAN APPLY IN THE REAL BUSINESS ENVIRONMENT, NOT HOW TO STUDY WELL TO PASS THE EXAM.

THE BUSINESS SCHOOL (MGT DEPARTMENT) NEEDS TO WORK MUCH HARDER AT BRINGING BUSINESSES TO USU TO RECRUIT. THE COMPANIES THAT CURRENTLY COME ARE SMALL AND LOCAL, WHICH ISN'T HELPING MOST STUDENTS OR THE UNIVERSITY.

THE EXECUTIVE MSHR PROGRAM IS DIFFERENT THAN THE CAMPUS PROGRAM AND EVERY INSTRUCTOR SHOULD KNOW THAT WHEN TEACHING BROADCAST COURSES.

THE MSHR PROGRAM ADMINISTRATORS COULD HAVE PROVIDED INTERNSHIP REQUIREMENT INFORMATION AT THE BEGINNING OF THE PROGRAM. THE UNIVERSITY AND THE PROGRAM FACULTY COULD REQUIRE MORE ACADEMIC ACCOUNTABILITY AND RIGOR AND THE PROFESSORS COULD DO BETTER...

THE MSHR PROGRAM COULD SHOW MORE TRANSPARENCY IN THE INTERNATIONAL TRIP CHARGES. IT WAS OVER \$4000 AND QUITE AN INVESTMENT TO NOT KNOW WHAT THE CHARGES ARE GOING TO BE.

THE PROGRAM COULD DO BETTER BY ASSISTING ALL OF THEIR STUDENTS IN THEIR INTERNSHIP SEARCH AS OPPOSED TO FOCUSING SOLELY ON 2 OR 3 STUDENTS.

Management Information Systems

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

A VERY FLEXIBLE COURSEWORK

AVAILABILITY OF MAJOR PROF AND ADVISING OF MAJOR PROF.

DEPARTMENT TAUGHT ME MANY NEW THINGS, NEW WAY OF LEARNING AND DOING THINGS

FLEXIBLE WITH ALLOWING ME TO STUDY WHAT I WANTED

GREAT AT WORKING WITH THE STUDENTS. THEY REALLY CARE ABOUT THE STUDENTS

I LIKE HOW THE MIS DEPARTMENT IS FOCUSED ON JOBS AND HELPING STUDENTS FIND OPPORTUNITIES FOR EMPLOYMENT

MIS THE PROFESSORS ARE NICE

MIS, MY DEPARTMENT FOCUSES ON OUR CAREER VERY SERIOUS.

MY DEPARTMENT DID A GOOD JOB OF TEACHING US SKILLS THAT WILL BE APPLICABLE IN OUR FUTURE CAREERS

PROVIDED DR HAYDEN AS THE MIS GRADUATE ADVISOR ERIC HOWLEY AS A TEACHER WHO ALSO WORKS FULL TIME

STUDENT - PROFESSOR RELATIONSHIP AND PROFESSOR'S KINDNESS AND HELPFULNESS ARE AMAZING

THE INSTRUCTORS WERE GREAT. THEY WANTED US AS STUDENTS TO SUCCEED AND BUILD SKILLS THAT WOULD HELP US FIND EMPLOYMENT

UNIVERSITY - NOTHING DEPT. (MIS) VERY HELPFUL PEOPLE

How could the university/department better meet the needs of graduate students?

BETTER GUIDES ON HOW TO WRITE A DISSERTATION. CREATE LIST OF KNOWN EDITORS TO HELP WRITE DISSERTATION

FOCUSING MORE ON CAREER SERVICES AND HELP US IMPROVE OUR CONTACTS WITH MANY MORE COMPANIES

I WOULD HAVE LIKED TO SEE DUEL MONITORS IN THE COMPUTER LABS. IT WOULD HAVE HELPED WITH PROGRAMMING COURSES

IMPROVE THE QUALITY OF COURSEWORK AND ADD BETTER COURSES

MAKE SURE THAT THE DEPARTMENT/ GRAD SCHOOL DON'T GIVE OUT CONTRADICTIONARY INFORMATION. MAKE SURE BOTH (ABOVE MENTIONED) ACT IN THE INTEREST OF STUDENTS

MAYBE STUDENTS AND ADVISORS SHOULD MEET MORE OFTEN

MIS, WE'D BETTER MAKE IT MORE FLEXIBLE FOR COURSE SELECTING

MIS. OFFER MORE CAREER OPPORTUNITIES

MORE FLEXIBLE WITH REQUIRED CLASSES. I LIKED IT, BUT THERE WERE STILL CLASSES I WOULDN'T HAVE TAKEN

MY DEPARTMENT CAN DO A BETTER JOB OF INFORMING STUDENTS ABOUT FINANCIAL ASSISTANCE

UPGRADE/UPDATE COURSES MORE OFTEN SUCH AS OFFERING "BIG DATA" CLASSES

WITH MORE PRACTICAL ASSIGNMENTS AND EXAMS (MIS)

Audiology

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

MADE ME FEEL IMPORTANT AND ALWAYS WERE SUPPORTIVE AND WANTED ME TO SUCCEED. THEY PROVIDED AN EXCELLENT EDUCATION WITH EXCELLENT STAFF, PROFESSORS AND FACILITIES.

How could the university/department better meet the needs of graduate students?

IT WAS A FABULOUS AND GREAT EXPERIENCE AND I HAVE NO SUGGESTIONS

Communicative Disorders & Deaf Education

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

COMM DISORDERS & DEAF ED. - PROFESSORS AND FACULTY MADE THEMSELVES READILY AVAILABLE FOR MEETING OUTSIDE CONSISTENTLY ENCOURAGED QUESTIONS AND DISCUSSIONS.

COMMUNICATION DISORDERS AND DEAF EDUCATION DEPARTMENT PROVIDED EXCELLENT RESOURCES FOR THERAPY MATERIALS AND DIAGNOSTIC INSTRUMENTS

DID A GREAT JOB SUPPORTING AND ENCOURAGING ME.

MY GRADUATE COMMITTEE HELPED PREPARE ME FOR INFORMATION I WOULD NEED FOR MY COMPS AND MY INTERNSHIP. THEY ALSO GAVE ME THE SUPPORT NEEDED.

MY PROFESSOR ALL HELPED IN PREPARING ME ON WHAT TO EXPECT ONCE I AM OUT IN THE FIELD AND WHERE TO LOOK FOR RESOURCES

PROVIDED EXCEPTIONAL INSTRUCTION AND MENTORSHIP

PROVIDED WIDE RANGE OF EXPERIENCES (CLINICALLY) MS SPEECH LANGUAGE PATHOLOGY

PROVIDING SCHOLARSHIPS TO THOSE IN NEED

THE COMD-DE IS VERY STUDENT ORIENTED AND EXCELLENT AT ARRANGING OFF CAMPUS EXPERIENCES FOR STUDENTS

THE DEPT. CARES INDIVIDUALLY FOR EACH STUDENT

THE FACULTY AND STAFF IN THE COMMUNICATION DISORDERS AND DEAF EDUCATION WERE VERY SUPPORTIVE WILLING TO ANSWER QUESTIONS, GO OVER PAPERWORK, AND CARE ABOUT ME AS A PERSON AS WELL AS A STUDENT

How could the university/department better meet the needs of graduate students?

(NAME) SHOULD BE FIRED. DEPARTMENT (OVERALL) WAS VERY NEGATIVE AND NOT ENCOURAGING (MS SPEECH LANGUAGE PATHOLOGY)

APPLY FOR MORE GRANTS TO FUND STUDENTS

BY PROVIDING MORE OPPORTUNITIES FOR FUNDING EDUCATION. LET STUDENTS OPT-OUT OF CERTAIN FEES (LIKE SPORTS) BECAUSE SOME OF US DON'T WANT TO USE ALL OF THE FACILITATES

COMD COULD HAVE PROVIDED MORE SUPPORT AND INSTRUCTION DURING THE FIRST CLINICAL EXPERIENCE. (COMMUNICATION DISORDERS AND DEAF EDUCATION)

DON'T LOSE OUR PAPERWORK! (SCHOOL OF GRADUATE STUDIES)

KEEPING TRACK OF MY RECORDS. THERE WERE MULTIPLE INSTANCES WHERE ADMISSION OFFICE AND THE REGISTRARS OFFICE LOST MY FILE/DOCUMENTS

MORE SCHOLARSHIPS/FUNDING WOULD BE GREAT

MORE USE OF VIDEO TECHNOLOGY TO DEMONSTRATE EXAMPLES OF CLIENT DISORDERS THROUGH ACTUAL OBSERVATION BEFORE TRAINING DIAGNOSIS/TREATMENT. MORE CONSISTENT EVALUATION OF WRITTEN REPORTS BETWEEN SUPERVISORS.

Disability Disciplines

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

50% TUITION FOR FULL TIME EMPLOYEES

SPECIAL EDUCATION AND REHABILITATION, INTERDISCIPLINARY EDUCATION

THE SPED DEPARTMENT WAS VERY SUPPORTIVE IN HELPING STUDENTS ATTEND WORKSHOPS AND SEMINARS FOR CONTINUING AND PRESENTATION OPPORTUNITIES

VERY COLLABORATIVE AND SUPPORTIVE

How could the university/department better meet the needs of graduate students?

MORE OUTREACH FOR OLDER WORKING STUDENTS FOR FINANCIAL AID RESOURCES

MORE RESEARCH OPPORTUNITIES IN OTHER LABS

Education

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

ACCESSIBILITY. THE DEPARTMENT ALWAYS HAD SOMEONE AVAILABLE TO ANSWER QUESTIONS AND ASSIST ME IN ANY WAY.

ADVISORS WERE VERY HELPFUL, I ESPECIALLY LOVED WHEN THEY CAME TO OBSERVE ME

DAVID VERNON WAS EXTREMELY HELPFUL. HE HELPED ME PLAN, SCHEDULE CLASSES ETC. HE WAS VERY UNDERSTANDING OF MY SITUATION (PARENT, FULL TIME WORK, AND GRADUATE SCHOOL.) HE MADE EARNING THIS DEGREE POSSIBLE.

DEPARTMENT - COMMUNICATION, MOTIVATION, GUIDANCE

DR SCOTT HUNSAKER WORKED DILIGENTLY TO ENSURE MY DISSERTATION WAS READY TO DEFEND, ESPECIALLY WHEN MY DEADLINE FOR COMPLETION WAS APPROACHING

EXCELLENT MAJOR PROFESSOR AND EXCELLENT SUPPORT FROM FACULTY IN DISTANCE ED FACULTY

EXCELLENT PERSONABLE PROFESSORS

I FEEL THAT I HAVE BEEN VERY WELL PREPARED FOR THE FIELD I HOPE TO PURSUE

IF THE UNIVERSITY COULD PROVIDE MORE SOURCES FOR FINANCIAL SUPPORT. IT COULD BETTER HELP STUDENTS FOCUSED ON THEIR STUDY & RESEARCH. SOMETIMES, EVEN SOME LITTLE MONEY MEANS A LOT TO A STUDENT.

INSTRUCTION

KEEPING ME ON TRACK AND LAYING OUT THE PROGRAM FOR FAST COMPLETION

KRISTA TERRELL WAS QUICK TO RESPOND TO EMAILS AND TELEPHONE MESSAGE. DR LAING WAS VERY HELPFUL ON COURSE RELATED QUESTIONS AND PERSONAL INQUIRIES

MY ADVISOR, DAVID VERNON, WAS VERY HELPFUL IN ANSWERING ALL MY QUESTIONS AND KEEPING ME INFORMED ABOUT DEADLINES AND REQUIREMENTS

PROFESSORS WORKED WELL WITH STUDENTS BEING IN A FULL TIME JOB AND PARENTS.

PROGRAM WAS WELL LAID OUT AND UNDERSTANDABLE, NO SURPRISES AS WE WENT ALONG.

PUT ALL GRADUATION FORMS ONLINE INCLUDING THIS SURVEY

SPED DEPT. - PERSONALIZED EDUCATION; AVAILABILITY FOR HELP AND ASSISTANT CONDUCTING HIGH QUALITY OF EXPERTISE AND INSTRUCTION LIBRARY SERVICES ARE EXCELLENT

STATISTICS CLASS WERE GREAT

TEAL - INSTRUCTION EXCELLENT, MAJOR PROFESSOR EXCELLENT

TEAL DEPARTMENT WAS VERY GOOD AT WALKING ME THROUGH THE STEPS OF SUCCESSFUL DEGREE COMPLETION.

THE BEST THING THAT HAPPENED TO ME WAS DEBORAH BRYNES. SHE IS A TREMENDOUS ASSET TO USU. I HOPE USU REALIZES THE STRENGTH IN HER ADVISEMENT OF DISSERTATION WORK.

THE ELEMENTARY EDUCATION ADVISOR WAS ALWAYS QUICK TO EMAIL ME BACK AND TO ANSWER MY QUESTIONS. SHE WAS ALWAYS WILLING TO HELP ME

THEY PROVIDE ME WITH VERY GOOD EDUCATIONAL BOUT MY FIELD AND I HAD MANY OPPORTUNITIES TO APPLY WHAT I LEARNED IN CLINICAL EXPERIENCES.

THEY WERE GREAT TO GIVE US EXPERIENCE TEACHING CLASSES. I LEARNED A LOT TEACHING

THEY WERE VERY STUDENT FOCUSED AND MOTIVATED TO HELP ME SUCCEED. THE TEAL DEPARTMENT FACULTY WERE VERY KNOWLEDGEABLE AND SUPPORTIVE!

WHEN THE EDUCATION DEPARTMENT WAS CONTACTED REGARDING QUESTIONS OR CONCERN I HAD THEY WERE VERY PLEASANT AND ACCOMMODATING TO WORK WITH. I WORKED WITH KRISTA TERRELL AND DR. MICHAEL FREEMAN

WHOEVER HIRED DAVID VERNON DID WELL! HE HAS ALWAYS BEEN MORE THAN HELPFUL, AND REALLY HELPED ME TO UNDERSTAND WHAT WAS EXPECTED. ALSO, GAYLE AND SUSAN @ THE KAYSVILLE LOCATION WERE ALWAYS QUICK TO ANSWER MY QUESTIONS AND TAKE CARE OF ME. THEY WERE GREAT

How could the university/department better meet the needs of graduate students?

ELIMINATE THE RESIDENCY REQUIREMENT FOR PHD'S I BELIEVE THAT CHANGE IS UNDERWAY

BETTER COMMUNICATION BETWEEN MAJOR PROF AND STUDENTS

BETTER COMMUNICATION REGARDING THE REQUIREMENTS NEEDED TO COMPLETE GRADUATION. I WOULD HAVE APPRECIATED INFORMATION ON ANY SCHOLARSHIP THAT COULD BE AWARDED. I WAS ALWAYS INFORMED SCHOLARSHIPS WERE NOT AVAILABLE.

COMMUNICATION DISORDERS: THERE WERE A FEW SUPERVISORS WHO DID NOT PROVIDE THE STUDENTS WITH THE SUPPORT OR DIRECTION THEY NEEDED.

DEVELOP A SCHOLARSHIP SPECIFICALLY FOR STUDENTS WHO ARE IN THE DISTANCE DOCTORAL PROGRAM

DISTANCE EDUCATION PROGRAM IS NOT PERFECT YET. STILL NEEDS IMPROVEMENT ON HAVING BETTER CLASS INTERACTION

I WAS DISCOURAGED ABOUT THE LACK OF OPPORTUNITIES AVAILABLE TO FULL TIME PLAN C STUDENTS. I ALSO DIDN'T FEEL TAKEN CARE OF BY MY INITIAL ADVISOR, AND HAD TO FIGURE THINGS OUT ON MY OWN

I'D RECOMMEND CHANGES IN 3 COURSES: SPED 4000 WAS TERRIBLY DRY; IT SOUNDED LIKE THE PROFESSORS WERE READING SOMETHING THEY DIDN'T WRITE DURING THE ONLINE LECTURES. TEAL 6010 WAS DRY AS WELL, BUT IT SOUNDS LIKE (NAME) IS RETIRING ANYWAY. TEAL 6900

MANY OF MY CLASSES SWITCHED TO OFFERED EVERY 2 INSTEAD OF EVERY YEAR SO I MISSED OUT ON IMPORTANT CLASSES FOR MY MAJOR AND HAD TO FIND CREDITS & LESS USEFUL CLASSES TO GRADUATE ON TIME

MEET WITH STUDENTS BEFORE THEY START AND MAKE A PLAN FOR CLASSES

MORE CHOICE OF COURSES

NEED TO FIGURE OUT HOW DISTANCE STUDENTS CAN CREATE RELATIONSHIPS WITH FACULTY TO MAKE COMMITTEES EFFECTIVE

PUT ALL GRADUATION FORMS ONLINE INCLUDING THIS SURVEY

TEAL - ROOM FOR GRADUATE STUDENTS WHO AREN'T GA'S

THE PROGRAM HAS CHANGED SINCE WE STARTED AND HAS MADE THINGS A LITTLE MORE DIFFICULT.

THE QUALITY OF ADVISEMENT IS THE SINGLE MOST IMPORTANT FACTOR FOR STUDENTS. DON'T ALLOW UNQUALIFIED OR NOT-EFFECTIVE FACULTY TO CHAIR DISSERTATION COMMITTEES.

Elementary Education

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

COURSES WERE VERY GOOD AND THE INSTRUCTORS MAINTAINED HIGH EXPECTATIONS

DISCUSSION OF RESEARCH BASED PRACTICE IN EDUCATION

EDUCATION - THEY WERE HIGHLY PROFESSIONAL AND KNOWLEDGEABLE. THEY HAD A PASSION FOR WHAT THEY TAUGHT THEY HELD RIGOROUS STANDARDS

GREAT PROFESSORS OF CLASSES QUALITY INSTRUCTION OF LEARNING

IN GENERAL THE TEAL PROGRAM HAS WELL ORGANIZED. I ENJOYED THE COURSE WORK

INSTRUCTORS WERE WELL ORGANIZED AND KNOWLEDGEABLE.

KRISTA TERRELL HAS FIELDDED ANY CONCERN I HAVE EVER HAD

KRISTA TERRELL IN THE TEAL DEPARTMENT WAS MY LIFELINE. SHE WAS ALWAYS HELPFUL AND COURTEOUS

MY DEPARTMENT (TEAL) OFFERED COURSES AFTER SCHOOL HOURS SO I COULD TAKE CLASSES AND WORK. THEY WERE ENCOURAGING AS A DEPARTMENT AND INDIVIDUAL PROFESSORS WERE ALL FRIENDLY ALWAYS WILLING TO HELP AND TREATED ME WITH RESPECT. THEY PREPARED WELL

OFFER A PLAN C OPTION WHICH INCLUDES ENDORSEMENT OPTIONS

SECRETARY TO TEAL DEPT. RETURNED EMAILS IN A TIMELY MANNER AND WAS VERY INFORMATIVE QUALITY OF INSTRUCTION AND AVAILABILITY OF INSTRUCTORS WAS ALSO EXCELLENT.

THE CLASSES COMBINED GAVE A VERY BALANCED COMPREHENSIVE VIEW OF EDUCATION

THE DEPARTMENT HAD A WEBSITE THAT WAS KEPT UP TO DATE

THE ELEMENTARY EDUCATION DEPARTMENT DID A GOOD JOB OF PROVIDING RELEVANT ELECTIVE COURSES. I WAS ABLE TO FIND COURSES AND TOPICS THAT INTEREST ME EACH SEMESTER.

WORKED WITH MY NEEDS AND SCHEDULE, ALWAYS AVAILABLE TO ANSWER QUESTIONS I HAD

How could the university/department better meet the needs of graduate students?

ATTENDING A REGIONAL CAMPUS, I FELT VERY DISCONNECTED. BEFORE I MADE CONTACT WITH MS TERRELL, I REALLY FELT LIKE NO ONE WAS ABLE OR WILLING TO HELP ME. MY FIRST TWO SEMESTERS I WAS COMPLETELY LOST

BETTER COMMUNICATION BETWEEN ADVISORS & SECRETARY. BETTER KNOWLEDGE BASE ON TEACH GRANT FUNDING. MY FINANCIAL ADVISOR ADVISED ME INCORRECTLY WHICH LED TO ME HAVING TO COME UP WITH \$700 QUICKLY

CONTACT STUDENTS AND CHECK IN TO SEE HOW THEY'RE DOING, A LITTLE MORE GUIDANCE, DIRECTION OF INTERACTION WITH STUDENTS

COURSE SCHEDULE KEPT CHANGING WITHOUT INFORMING STUDENTS. SAME WITH SOME COURSE NAMES AND ENDORSEMENT REQUIREMENTS. COURSES NEED TO BE OFFERED MORE OFTEN. MANY ARE ONLY OFFERED ONCE A YEAR.

HAVE AN ADVISOR AT MAJOR SATELLITE CAMPUSES. MY ADVISOR HAD MOVED AND I NEVER KNEW UNTIL IT WAS TIME FOR ME TO GRADUATE. I HAD TO DO SOME SEARCHING TO FIND OUT WHO WAS MY NEW ADVISOR

MAKE SURE THEY UNDERSTAND CANVAS AND WELCOME THEM WITH A SHORT MEETING AND TOUR (I'M OLD - 42)

OFFER MORE EDUCATION CLASSES IN THE SUMMER, THAT'S WHEN TEACHERS HAVE MORE TIME TO TAKE CLASSES!

PROFESSORS SHOULD USE THEIR EXPERTISE TO TEACH AND NOT ASSIGN THEIR STUDENTS TO DO PRESENTATIONS FOR SUCH A LARGE PART OF CLASS TIME

PROVIDE AN OPPORTUNITY FOR ANY GRADUATE STUDENT TO TAKE THE TEACHING ASSISTANTS WORKSHOP

THE ELEMENTARY EDUCATION DEPARTMENT COULD COMMUNICATE MORE EFFECTIVELY WITH STUDENTS ABOUT THE IMPORTANCE OF THE PROGRAM OF STUDY FORM (IE DEADLINE OF WHEN IT MUST BE SUBMITTED, WHAT TO DO IF CHANGES IN COURSE WORK MUST BE MADE)

THE TEAL ADVISOR WAS SLOW TO RESPOND TO MY QUESTIONS

WE NEED SUBSCRIPTIONS TO MORE MATH EDUCATION JOURNALS. A SEQUENCE OF THE GENERAL CLASSES MIGHT BE HELPFUL

Family, Consumer & Human Development

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

MY NEW MAJOR ADVISOR & DEPARTMENT HEAD WERE VERY RESPONSIVE AND SUPPORTIVE. PREVIOUS STAFF AND ADVISOR WERE NOT. I DECIDED TO FINISH MY DEGREE BECAUSE OF SUPPORTIVE STAFF.

PROVIDED GOOD ONE ON ONE INTERACTIONS W/ PROFESSORS

THE FCHD DEPARTMENT WAS VERY SUPPORTIVE/ENCOURAGING AND INFORMATIVE. THEY WERE ALSO VERY AVAILABLE. THE UNIVERSITY GRADUATE STUDIES WEBSITE WAS VERY HELPFUL

How could the university/department better meet the needs of graduate students?

COULD HELP WITH NETWORKING AND JOB SEEKING OPPORTUNITIES MORE

GIVE THEM MORE OPPORTUNITIES TO INTERACT WITH DEPT. STAFF BEFORE FORCING THEM TO CHOOSE AN ADVISOR. GIVE MORE INFORMATION ABOUT OPTIONS FOR CHANGE

HAVE A CLEANER ORIENTATION PROCESS FROM START. THERE WAS A CLASS, I DID NOT KNOW UNTIL LATER. ESPECIALLY WITH UNDERSTANDING PROPOSAL, DEFENSE PROCESS - HOW TO PREPARE

Family & Human Development (no cases)

Health & Human Movement

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

GREAT COURSEWORK! GREAT FACULTY. PLENTY OF FINANCIAL ASSISTANCE (HPER)

HELP ME TO MOVE FORWARD TO GRADUATE

HPER DEPARTMENT - EXCELLENT AT RECRUITING STUDENTS

HPER DEPARTMENT PROVIDED QUALITY PROFESSORS

THE COMMUNITY HEALTH PROFESSORS INT HE HPER DEPARTMENT ARE VERY FRIENDLY AND FUN TO LEARN FROM

THE HPER DEPARTMENT TEACHES ITS GRADUATE STUDENTS HOW TO DO RESEARCH AND DESIGN PROJECTS VERY WELL.

THEY WERE AVAILABLE TO HELP WITH QUESTIONS AND GIVE ONE ON ONE ATTENTION

How could the university/department better meet the needs of graduate students?

COMMUNICATE MORE ABOUT FINANCIAL AID

HPER DEPARTMENT - THEY CATER COURSEWORK TO ALL STUDENTS WITH IN THE MASTERS PROGRAM WHICH HOLD BACK THE AMOUNT OF INFORMATION THAT CAN ACTUALLY BE LEARNED ON A TOPIC

I DIDN'T REALIZE I WOULD NEED TO BECOME A UTAH RESIDENT THE SECOND YEAR TO AVOID THOUSANDS OF DOLLARS IN TUITION. THE SECOND YEAR OF MY STUDIES WAS VERY VAGUE AND NOT VERY WELL EXPLAINED WHEN I FIRST CAME OUT HERE! (HPER)

I FELT LIKE A LOT OF THE CLASSES PUSHED FOR RESEARCH EVEN FOR THOSE THAT WERE DOING PLAN C. EXPERIENCE BASED ROUTE. I WOULD HAVE LIKED MORE HANDS ON EXPERIENCE RATHER THAN RESEARCH PREPARATION SINCE I WASN'T DOING A THESIS.

I FELT THERE WAS A LARGE DISCONNECT IN THE COURSE WORK REQUIRED FOR THE CORPORATE WELLNESS DEGREE AND THE KNOWLEDGE NEEDED TO BE SUCCESSFUL IN THE FIELD. MORE BUSINESS AND INSURANCE INTERACTION TYPE COURSES WOULD BE EXTREMELY HELPFUL.

MAKE CORE CLASSES MORE APPLICABLE TO THE REAL WORLD INSTEAD OF FOCUSING ON RESEARCH FOCUS ON HOW TO APPLY THAT RESEARCH

THE HPER DEPARTMENT NEEDS TO PROVIDE AND CORPORATE WELLNESS COURSE AND IT NEEDS TO MAKE IT EASIER FOR GRAD STUDENTS TO GET INTO THE FITNESS ASSESSMENT CLASS.

Health, Physical Education & Recreation

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

ALL OF THE PROFESSORS MADE IT EASY TO HAVE FACE TO FACE INTERACTION. ALSO THEY ALL MADE SURE I WAS ON TRACK WITH PROJECTS

COMMUNICATE, MENTOR, INSPIRE

DR DOLNY IS AN AMAZING HPER DEPARTMENT HEAD. HE IS VERY HELPFUL AND CARING

FOLLOW THROUGH WITH EMAILING

HPER MAKES SURE WE ARE ON TOP OF GRADUATE REQUIREMENTS. OFTEN REMIND US OF DUE DATES. DR KRAS IS GREAT THAT WAY

HPER PROVIDED SMALL CLASSES WITH A LOT OF INTERACTION WITH PROFESSORS

I REALLY FELT LIKE THE PROFESSORS WERE INTERESTED IN ME AS A PERSON AND WHAT I WANTED AS A STUDENT.

MADE ME REALIZE WHAT I WAS PASSIONATE ABOUT. HELPED FURTHER MY NETWORKING

THE HPER DEPARTMENT AND STAFF MADE ADJUSTMENTS TO CLASSES QUICKLY WHEN NEEDED, THEY TOOK SUGGESTIONS FROM STUDENTS SERIOUSLY AND COURSES IMPROVED

THE HPER DEPARTMENT FLAT OUT TEACHES THE MOST CURRENT AND UP TO DATE STYLES FOR THE DEGREE. THE PRACTICAL APPLICATION OF MATERIAL MAKES THE MASTERS PROGRAM OUTSTANDING

THE HPER DEPT. WAS VERY HELPFUL IN MEETING ANY CONCERNS OR QUESTIONS I HAD

THEY WERE ALWAYS AVAILABLE FOR ASSISTANCE. THE PROFESSORS IN MY DEPARTMENT WERE FANTASTIC TO WORK WITH

How could the university/department better meet the needs of graduate students?

CURRENT UP TO DATE GRADE

HPER COULD HELP AND BETTER TRAIN TO GAIN MORE RESEARCH EXPERIENCE

HPER THE PROGRAM SHOULD BE MORE CHALLENGING

MAKE MORE PROGRAMS AVAILABLE TO EXTENSION SIGHTS

NOTHING I AM VERY SATISFIED WITH MY EXPERIENCE

THE HPER DEPT. COULD HELP THE GRADUATE STUDENTS FIND JOBS WHEN DONE AND/OR TELL STUDENTS ABOUT JOB OPENINGS

THE UNIVERSITY NEEDS A BETTER ORGANIZED AND TRAINED STAFF TO EASE THE APPLICATION PROCESS. THE APPLICATION PROCESS WAS THE WORST PART OF THE GRADUATE SCHOOL EXPERIENCE.

Instructional Leadership

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

CLASSES FOR INSTRUCTIONAL LEADERSHIP WERE HIGH QUALITY

EDUCATION - INSTRUCTIONAL LEADERSHIP. THE APPLICATION OF MY STUDIES TO REAL WORLD SITUATIONS AND MY PERSONAL CAREER GOALS WAS EXCELLENT.

INSTRUCTIONAL LEADERSHIP PROFESSORS ARE WANTING YOU TO SUCCEED SO THEY GO OUT OF THEIR WAY TO HELP

KRISTA TERRELL (TEAL) WAS WONDERFUL! SHE HELPED WITH REGISTRATION AND ANSWERED MY QUESTIONS

SUMMER HYBRID COURSES

TEAL DEPARTMENT PROVIDED EXCELLENT CLASSES AND PROFESSORS TO PREPARE GRADUATE STUDENTS IN EDUCATIONAL LEADERSHIP. THE CURRICULUM WAS RIGOROUS AND REPRESENTATIVE OF WHAT WE WILL FIND AND FACE IN SCHOOLS

TEAL DEPARTMENT SECRETARY KRISTA TERRELL IS AMAZING. SHE IS AN INCREDIBLE ASSET TO THE DEPARTMENT

THE PROFESSORS I HAD WERE ALL AMAZING AND VERY SUPPORTIVE

VERY EFFECTIVE ADAPTABLE PROGRAM REQUIREMENTS FOR THE WORKING PROFESSIONAL

VERY HELPFUL UPDATED ME WITH IMPORTANT INFORMATION

How could the university/department better meet the needs of graduate students?

DEPARTMENT WAS HARD TO GET A HOLD OF - EMAILS AND CALLS

HAVE A LIST OF OFFERED CLASSES EACH SEMESTER A YEAR IN ADVANCE. I WILL HAVE TO TAKE A SUMMER CLASS BECAUSE IT WASN'T OFFERED IN THE SPRING

INSTRUCTIONAL LEADERSHIP PROGRAM HAS PAPER WORK THAT REPEATS, CONSOLIDATE.

INTERNSHIP REQUIREMENTS KEPT CHANGING, MAKING PLANNING VERY DIFFICULT

MASTERS OF ED CLASSES NOT IN THE INSTRUCTIONAL LEADERSHIP AREA HAVE HAD ALMOST NO BENEFIT

MY FAVORITE CLASSES WERE THE INTENSE TWO WEEK FACE TO FACE COURSES WITH PROFESSORS. I WISH THERE HAD BEEN MORE OF THESE IN TEAL. THEY ARE ESPECIALLY HELPFUL FOR STUDENTS WHO LIVE FAR AWAY FROM USU

MY INTERN SUPERVISOR WAS NOT VERY ACCESSIBLE. IT WAS EXTREMELY DIFFICULT TO GET ANSWERS TO QUESTIONS. THERE WAS A GREAT DEAL OF STRESS FROM NOT RECEIVING ANSWERS WHICH ALMOST LED TO ME LEAVING THE PROGRAM AND GOING TO A DIFFERENT SCHOOL.

PLEASE ENSURE THAT THE VALUE OF FACE TO FACE INSTRUMENTATION IS NOT LOST IN THE ONLINE HYBRID COURSE FORMAT

SCHEDULE REGULAR MEETINGS WITH GRAD STUDENTS AND BE MORE ORGANIZED RE: REQUIREMENTS AND UPDATING STUDENTS OF CHANGES.

Instructional Technology & Learning Sciences

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

ABILITY TO COLLABORATE WITH OTHER STUDENTS

ALLOWED FLEXIBILITY IN THE TYPES OF COURSES I TOOK TO ACCOMMODATE MY CAREER ASPIRATIONS

AVAILABILITY TO ANSWER QUESTIONS ON ITLS DEPARTMENT

CLEAR INFORMATION CONCERNING COURSE REQUIREMENTS ITLS DEPT.

COHORTS. I LOVED WORKING WITH OTHERS. IT WAS GREAT TO MEET EVERYONE IN LOGAN SO WHEN WE WORKED TOGETHER, WE ALREADY SORT OF KNEW EACH OTHER

COMMUNICATE EXPECTATIONS & REQUIREMENTS

COMMUNICATE WITH ONLINE STUDENTS

| |
|---|
| COURSE OFFERINGS MET MY LEARNING NEEDS. THIS WAS A VALUABLE EXPERIENCE |
| DR. BELLARD DID AN OUTSTANDING JOB PROVIDING GUIDANCE AND ADVICE THROUGHOUT MY PROGRAM. |
| I APPRECIATED GETTING A CORE UNDERSTANDING OF THE ITLS INSTRUCTIONAL TECHNOLOGY COMMUNITY. I LIKED INTERACTING WITH OTHER STUDENTS AND A FEW PROFESSORS |
| I THINK MY DEPARTMENT (ITLS) DID VERY WELL ON COURSE ARRANGEMENT BECAUSE 24 OUR OF 36 CREDITS ARE ELECTIVE WHICH MEANS WE CAN REALLY CHOOSE WHAT WE WANT TO LEARN. |
| ITLS AMAZING SUPPORT, TIMELY FEEDBACK GREAT SENSE OF FAMILY AS A GROUP...EVEN AT A DISTANCE! |
| ITLS COMMUNICATED EVERYTHING VERY WELL WHICH WAS HELPFUL/NECESSARY FOR ME SINCE I AM AN ONLINE STUDENT |
| ITLS DEPARTMENT HAS GREAT ADVISING AND ACCESSIBILITY TO PROFESSORS IN PLANNING FOR GRADUATION. I FELT THE DEPARTMENT ALSO TRIED VERY HARD TO GIVE ITS STUDENTS EXPOSURE TO BUSINESSES AND RESEARCH. |
| ITLS THE FACULTY AND STAFF ALL WERE INCREDIBLY HELPFUL AND KNOWLEDGEABLE ABOUT COURSE THEORIES. THEY ALWAYS HAD TIME TO TALK. ENGLISH - I GREATLY APPRECIATED THE OPPORTUNITY TO BE A GRADUATE INSTRUCTOR. THE PASSION THE INSTRUCTORS HAD FOR THEIR SUBJECTS |
| MADE CLASSES ACCESSIBLE (I NEVER HAD TO FIGHT TO GET IN) |
| MULTIPLE PROJECTS, OPPORTUNITY TO WORK AS A TEAM, CANVAS EFFECTIVE COMMUNICATIONS AND FEEDBACK |
| MY COURSES WERE GENERALLY VERY GOOD. I FELT ALMOST NO DETRIMENT TO BEING AN ON-LINE AS OPPOSED TO AN IN-PERSON STUDENT. |
| POSITIVE. WORKED WITH MY NEEDS; QUALITY COURSES. SHERI HADERLIE GREAT; ADVISORS GREAT. |
| PROVIDE PROGRAM ONLINE. |
| THE DEPARTMENT CLASS REQUIREMENT HANDBOOK |
| THE DEPT. (ITLS) IS EXTREMELY ORGANIZED. FROM DAY 1 I HAD A DOUBLE TWO-YEAR PLAN. COURSES WERE OFFERED AS ADVERTISED. |
| THE ITLS DEPARTMENT DOES A GREAT JOB IN PROVIDING OPPORTUNITIES TO LISTEN TO PROFESSIONALS IN THE FIELD AND POTENTIAL JOB OPPORTUNITIES. |
| THE ITLS DEPARTMENT RUNS A VERY WELL ORGANIZED AND PROFESSIONAL ONLINE MS PROGRAM. ALL OF THE FACULTY WITH THE EXCEPTION OF ONE PROFESSOR WAS GREAT TO WORK WITH AND TRULY CARED ABOUT MY SUCCESS |
| THE ITLS DEPT. TRIED TO CREATE A COMMUNITY FOR MY COHORT, HALF OF WHICH WERE DISTANCE STUDENTS. I ENJOYED THE ORIENTATION. MY CLASSES WERE A MIX OF INTERESTING AND APPLICABLE AND NOT WELL DESIGNED. |
| THE ORIENTATION FOR NEW MASTERS STUDENTS IN INSTRUCTIONAL TECHNOLOGY WAS FABULOUS. GOOD COMRADELY AND ALL THE INFORMATION NEEDED. |
| THE PROFESSORS WITHIN THE DEPARTMENT WERE THE BEST I HAVE ENCOUNTERED. I WAS ABLE TO TAKE A LOT OF THE BETS PRACTICES AND APPLY THEM TO MY CLASSES. |
| THE USE OF CANVAS TO ORGANIZE AND ORCHESTRATE INSTRUCTIONAL MATERIALS. |
| THEY MADE THE REQUIREMENTS VERY CLEAR AND EASY TO UNDERSTAND, AS WELL AS THE INFORMATION VERY ACCESSIBLE |
| VERY PERSONABLE GOOD TO WORK WITH HELPFUL |
| WE'RE SPEAKING OF TWO DIFFERENT DEPARTMENTS HERE. BOTH HAD GOOD ASPECTS AS WELL AS BAD ONES. ITLS HAD VERY ORGANIZED CURRICULUM WITH SET EXPLANATIONS AND STANDARDS. APEC WAS A BIT HARDER TO NAVIGATE BUT COURSES WERE GOOD |
| |
| How could the university/department better meet the needs of graduate students? |
| ADDING ADDITIONAL ELECTRONIC JOURNALS TO THE ONLINE LIBRARY IN MY FIELD OF STUDY. STAYING UP TO DATE IN THE LATEST RESEARCH WILL BE KEY. UNABLE TO FIND SEVERAL JOURNAL ARTICLES |

ADVISING FOR ON-LINE STUDENTS IN MY DEPARTMENT NEEDS IMPROVEMENT. MORE DEADLINES REGARDING GRADUATION MATERIALS NEED TO BE SPECIFIED

APEC ENSURE EACH STUDENT ACTUALLY HAS A SIGNED PROGRAM OF STUDY TO START WITH (NO REASON NOT TO), EVEN IF THEY'RE NOT ON DEPARTMENT MONIES GOT FORGOTTEN OFTEN BECAUSE I WAS ON GI BILL.

BE BETTER AT RESPONDING TO EMAILS REGARDING GRADUATION REQUIREMENTS

COMMUNICATE BETTER WITH STUDENTS

EXPLAIN GRADUATION BETTER. REQUIRE MORE ELECTIVES TO BE TAKEN

HAVE ALL GRADUATE PROFESSORS BE FULL TIME PROFESSORS

I THINK TO BETTER MEET THE NEEDS OF GRADUATE STUDENTS, THE UNIVERSITY SHOULD PROVIDE MORE FINANCIAL SUPPORT FOR US. BECAUSE IT IS HARD FOR US INTERNATIONAL MS STUDENTS TO STUDY HERE WITHOUT ANY TUITION AWARDS.

I WOULD HAVE LIKED TO SEE MORE ASSIGNMENTS/COURSEWORK RELATING TO MY CAREER

MAKE ONLINE COURSE INFORMATION AVAILABLE ON BANNER AT THE SAME TIME AS FACE TO FACE COURSE INFORMATION

MORE RESOURCES AVAILABLE ONLINE ON THE DEPARTMENT WEBSITE

MORE SOFTWARE TOOLS SHOULD BE MADE AVAILABLE TO ONLINE STUDENTS EITHER VIA COURSES OFFERED OR THROUGH THE IT DEPARTMENT; PARTICULARLY SOFTWARE SUCH AS CAPTIVATE AND CAMPTASIA, NOW POPULAR IN INDUSTRY

NETWORK BETTER WITH COMPANIES TO HELP STUDENTS SEE HOW MUCH BETTER WORK THEY CAN DO IF THEY COLLABORATE BETWEEN DEPARTMENTS TO DO BETTER RESEARCH AND FINAL PROJECTS (EX INST DESIGN AND COMP SCI AND GRAPHIC DESIGN)

OVERALL QUALITY OF COURSES COULD IMPROVE

PROVIDE ADDITIONAL ACCESS TO RESOURCES ONLINE

PROVIDE MORE DESIGN COURSES (IE PHOTOSHOP, INDESIGN, DREAMWEAVER, AFTER EFFECTS, ETC.) THERE IS CONTRADICTING COURSEWORK THAT IS HARD FOR NEW STUDENTS TO MASTER

SOME OF MY COURSES ALTHOUGH THEY WERE MOSTLY ONLINE STUDENTS HAD VERY LITTLE INTERACTION WITH THE INSTRUCTORS

THE ADJUNCT PROFESSORS WERE NOT FAMILIAR WITH THE LEARNING MANAGEMENT SYSTEM AND HAD LESS THAN STELLAR CLASSES. OTHERWISE VERY IMPRESSED AND WOULD RECOMMEND THE PERSON STRONGLY.

THE UNIVERSITY SAYS THEY ARE PART OF ACE NET CREDIT TRANSFERS BUT DOES NOT DO ITS PART IN EVALUATING. DEPT. OF EDUCATION NEEDS TO GET WITH THE PROGRAM AND AWARD CREDIT FOR NATIONAL TEACHER CERTIFICATION. AS MY STUDENTS SAY "PRETTY LAME".

UPDATE CURRICULUM. COVER EMERGING TECHNOLOGIES. WHY DIDN'T WE EVER TALK ABOUT MOBILE TECHNOLOGY??? CANVAS COURSES WERE POORLY DESIGNED. COURSEWORK SHOULD HAVE BEEN MORE CHALLENGING

USU COULD OFFER MORE FINANCIAL ASSISTANCE (GRANTS, SCHOLARSHIPS) TO ONLINE STUDENTS. THE INTERNSHIP/ASSISTANTSHIPS OFFERED ALL REQUIRED ON CAMPUS ENROLLMENT

Marriage & Family Therapy

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

DEPARTMENT: DEPARTMENT HEAD WAS INVOLVED PROGRAM: HELPFUL PROFESSORS

GAVE AMPLE OPPORTUNITIES TO RECEIVE SUPERVISION AND GUIDANCE FROM PROFESSORS.

How could the university/department better meet the needs of graduate students?

DEPARTMENT: MAKE A POWER POINT OF REQUIREMENTS

I THINK THEY DID A GOOD JOB OVERALL.

Psychology

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

CAMILLE ODELL (SCHOOL COUNSELING) WAS EAGER TO HEAR FEEDBACK AND SEEMED TO DO EVERYTHING SHE COULD TO ADDRESS THOSE CONCERNS

CAMILLE ODELL WAS A WONDERFUL RESOURCE. NO QUESTION SEEMED TOO SIMPLE OR UNIMPORTANT. SHE ALWAYS GUIDED US THROUGH & ANSWERED OUR QUESTIONS, PROMPTLY.

COMMUNICATE DEADLINES, EXPECTATIONS, RESPONSIBILITIES

COURSES ARE SPECIFICALLY DESIGNED TO BE RELEVANT TO CURRENT SCHOOL COUNSELING PROGRAMS

FACULTY IN THE PSYCHOLOGY DEPARTMENT OFFERED ASSISTANCE AND EXCELLENT INSTRUCTION

FLEXIBLE IN GETTING PRE-REQUISITE COURSES FINISHED BEFORE PROGRAM BEGAN.

GOOD COMMUNICATION (EDS) ABOUT REQUIREMENTS

GOOD COMMUNICATION AND SET UP OF THE PROGRAM

GOOD PROFESSORS, GOOD GUEST SPEAKERS CLEAR EXPECTATIONS (USUALLY), LOTS OF COMMUNICATION.

GREAT FLEXIBILITY IN ALLOWING ME TO TAKE COURSES AT UNIV. OF UTAH AND PURSUE RESEARCH I WANTED TO DO

GREAT SUPPORT OF STUDENTS, AMPLE OPPORTUNITIES TO SECURE FUNDING THROUGH A VARIETY OF ASSISTANTSHIPS, GREAT MENTORSHIP, EXCELLENT CLASSES, LOTS OF SUPPORT TO ATTEND CONFERENCES TO PRESENT

HELPED ME TO FINISH MY DEGREE AND WORKED WITH ME TO FINISH MY PLAN B

I APPRECIATED THE WORK THAT SEVERAL PROFESSORS PUT INTO THEIR LECTURES. MANY OF THEM HAVE YEARS OF EXPERIENCE THAT THEY WERE WILLING TO SHARE WITH US.

IT WAS GREAT HAVING PROFESSORS WHO HAVE ACTUALLY WORKED IN THE FIELD AND COULD PROVIDE REAL LIFE EXAMPLES OF THINGS WE MAY ENCOUNTER

MAKING ME FEEL COMFORTABLE AND PROVIDING SUPPORT THROUGH OUT MY WHOLE EXPERIENCE

OPEN HELPFUL GREAT COURSES

PROFESSOR/ADVISOR- GUIDED ME WHENEVER NECESSARY, INCLUDING SELECTION OF RESEARCH. MAJOR DEPARTMENT GRADUATE FACULTY - ANSWERED ANY UNKNOWN. SPECIFIC QUESTION IN A TIMELY MANNER AND FACILITATED RECORD KEEPING.

STUDENT SUPPORT

TAKE MY TUITION

THE DEPARTMENT DIRECTOR, CAMILLE ODELL, KEPT US WELL INFORMED OF WHAT WE NEEDED TO DO BY SENDING EMAILS AND VISITING THE CLASS.

THE DEPARTMENT OF PSYCHOLOGY, PARTICULARLY CAMILLE O'DELL IS VERY COMMITTED TO THE GRADUATE STUDENTS IN SCHOOL COUNSELING AND WAS TIMELY WITH ALL COMMUNICATION

THE FAMILY ENVIRONMENT FOSTERED BY FACULTY AND STUDENTS MADE THIS AN INCREDIBLE EXPERIENCE

THE GRADUATION REQUIREMENTS SPECIFIED BY THE SCHOOL OF GRADUATE STUDIES WERE CLEAR. MY MAJOR PROFESSOR DID AN EXCELLENT JOB MENTORING ME

THE PROFESSIONALISM OF THE SCHOOL COUNSELING DEPARTMENT OVERALL IS EXCELLENT. A FEW CLASSES COULD BE REVISED, BUT OVERALL IT IS AN EXCELLENT PROGRAM.

| |
|--|
| THE REQUIREMENTS AND OUTLINE OF THE PROGRAM WAS PRESENTED WELL. SMOOTH TRANSITIONS BETWEEN SEMESTERS |
| THE SCHOOL COUNSELING PROGRAM IS EXCELLENT! THE PROFESSORS WERE KNOWLEDGEABLE AND TRULY PREPARED ME FOR MY CAREER. THEY ALWAYS PUT THE STUDENTS' NEEDS FIRST. |
| THE UNIVERSITY AND PSYCHOLOGY DEPARTMENT PROVIDED AUTONOMY AND FLEXIBILITY REGARDING CURRICULUM PLANNING |
| THEY WERE FLEXIBLE |
| |
| How could the university/department better meet the needs of graduate students? |
| BETTER JOB PLACEMENT PROGRAMS, MORE REAL-WORLD TRAINING. |
| A SIMPLE 1 CREDIT ORIENTATION CLASS GIVEN BY BOTH THE DEPARTMENT OF MAJOR AND SCHOOL OF GRADUATE STUDIES ON KEY POINTS IN THE GRADUATE PROCESS AND HOW TO COMPLETE THEM, WOULD BE VERY HELPFUL |
| ALLOW FOR LESS COURSEWORK AND MORE RESEARCH/INTERNSHIP EXPERIENCE FOR DOCTORAL STUDENTS (PSYCHOLOGY) |
| ALLOW MORE DIVERSITY WITHIN THE PROGRAM |
| HAVE A BETTER SYSTEM FOR ANSWERING STUDENTS. STAY ON TRACK TO COMPLETE RESEARCH IN A TIMELY FASHION |
| IT MIGHT BE NICE TO HAVE SOME SORT OF INTERVIEW BEFORE ACCEPTING STUDENTS IN TO THE SCHOOL COUNSELING PROGRAM. |
| IT SEEMS THAT FINANCIAL AID IS LIMITED FOR GRADUATE STUDENTS THIS AREA COULD HAVE BEEN IMPROVED IF THERE WERE SCHOLARSHIPS OR OTHER AID BESIDES STUDENT LOANS I DIDN'T KNOW ABOUT THEM |
| IT WOULD BE BEST IF ALL PROFESSORS/LECTURERS IN THE SCHOOL COUNSELING PROGRAM HAD PREVIOUSLY BEEN SCHOOL COUNSELORS THEMSELVES. MOST WERE BUT NOT ALL. |
| IT WOULD BE HELPFUL TO DISCUSS THE BRIDGE BETWEEN THEORY AND THE REAL WORLD. THERE IS A LARGE GAP THAT EXISTS THAT NEEDS TO BE CLOSED BY MORE DISCUSSION. |
| ITS JUST A SATURATED MARKET FOR SCHOOL COUNSELORS RIGHT NOW UNSURE HOW TO FIX OR ADDRESS THERE NOT BEING JOBS AVAILABLE UPON GRADUATION :(|
| LARGER STIPENDS FOR ASSISTANTSHIPS |
| MAKE OUR SUMMER PRACTICUM MORE APPLICABLE TO OUR DEGREE (EDS) POOR RESPONSE FROM SOME PROFESSORS IN TIMELY FASHION |
| MANY TIMES MY EMAILS TO THE PROGRAM ADVISOR WERE NOT ANSWERED AND I HAD TO TURN TO OTHER SOURCES FOR INFO |
| MORE COMMUNICATION OF TIMELINE OF THE PROGRAM. STUDENTS NEED TO KNOW WELL IN ADVANCE WHAT TO EXPECT FOR PRACTICUM AND INTERNSHIP. |
| MORE FUNDING, MORE FLEXIBILITY WITH CREDIT HOUR REQUIREMENTS FOR WAIVERS OR FUNDING PARTICULARLY WHEN COMPLETING INTERNSHIP AND DISSERTATION CREDITS |
| NOT AS COMPLICATED PROCESS FOR FINISHING |
| OPPORTUNITIES FOR SCHOLARSHIP MONEY (PSYCHOLOGY, SCHOOL COUNSELING) |
| PERHAPS PROVIDED MORE RESOURCES TO HELP PAY FOR OUR GRADUATE PROGRAM; SCHOLARSHIP OPPORTUNITIES OR TEACHING ASSISTANTSHIPS (I DIDN'T FIND OUT I COULD BE A TA TILL THE END OF MY PROGRAM) |
| PROVIDE MORE INFO AND OPTIONS FOR PURSUING DOCTORATE, JOINT DEGREES; AND CONTINUING EDUCATION INFO. |
| REMAIN FLEXIBLE |
| SOME CLASSES SEEMED USELESS WHILE SOME MORE RELEVANT CLASSES COULD HAVE BEEN IN PLACE |

THE REQUIREMENTS FOR MY EMPHASIS WERE A LITTLE UNCLEAR. THE DEPARTMENT HAS SINCE REVISED THE REQUIREMENTS BUT I WAS GRANDFATHERED INTO THE OLD REQUIREMENTS

Rehabilitation Counseling

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

ALL PROFESSORS AND STAFF WERE VERY HELPFUL. THE DEPARTMENT OF REHABILITATION MADE THE EXPERIENCE VALUABLE AND FUN

ALWAYS AVAILABLE FOR QUESTIONS, VERY FRIENDLY, GAVE KNOWLEDGE RESPONSES AND WERE VERY PATIENT.

CHRIS WENGREEN WAS EXCEPTIONALLY HELPFUL

DISABILITY SERVICES - EXCELLENT SERVICE AND RESPONSE TO PROBLEM SOLVING

EVERYTHING! THE ENTIRE PROGRAM, FACULTY, AND COURSEWORK WERE OF THE HIGHEST STANDARDS. FACULTY PROMOTED AND ENCOURAGED DISCUSSION AND COLLABORATION AMONG STUDENTS WHICH PROVIDED INVALUABLE INSIGHTS!

EXCELLENT COMMUNICATION! THE ENTIRE DEPARTMENT WAS VERY RESPONSIVE TO MY NEEDS

GREAT PROFESSORS WHO REALLY CARE ABOUT EACH INDIVIDUAL SUCCEEDING

I AM VERY SATISFIED WITH MY OVERALL EXPERIENCE IN THE REHABILITATION COUNSELING PROGRAM.

KRIS WENGREEN (REHABILITATION COUNSELING - SPECIAL ED & REHAB DEPT.) WORKS TIRELESSLY TO FACILITATE FOR THE PROGRAM. I FEEL THAT SHE IS THE GLUE THAT HOLDS THE STAFF/STUDENTS TOGETHER

KRIS WENGREEN HELPED ME THROUGHOUT MY ENTIRE SCHOOLING AND WAS ALWAYS AVAILABLE WITH QUESTIONS I HAD. ALL MY PROFESSORS TOOK THE TIME TO ANSWER QUESTIONS AS WELL. EVEN THOUGH I WAS ONLINE FOR THE MAJORITY OF MY CLASSES, I STILL FELT THEY LISTENED

PROVIDE AN ONLINE PROGRAM THAT ALLOWED ME TO OBTAIN DEGREE WHILE STILL WORKING

PROVIDING QUALITY LONG DISTANCE EDUCATION FOR WORKING PROFESSIONALS.

THEY DID EXTREMELY WELL AT PROVIDING A SUPPORTIVE ENVIRONMENT IN WHICH TO LEARN, GROW, EXPRESS ANY AND ALL IDEAS AND ALLOWING STUDENTS TO TAILOR THE PROGRAM TO INDIVIDUAL NEEDS AND GOALS

THEY WERE ALWAYS READY TO ANSWER QUESTIONS AND TOOK THE TIME TO DO SO

THEY WERE ALWAYS WILLING TO CORRESPOND AND COMMUNICATE

How could the university/department better meet the needs of graduate students?

I FELT I SHOULD HAVE BEEN ASSESSED A LOWER TUITION RATE BECAUSE I AM A UTAH RESIDENT, RATHER THAN PAYING THE ONLINE RATE THAT OUT OF STATE STUDENTS PAY.

I THINK ONLINE CLASSES ARE HARD BUT WHAT I FOUND AT USU IS THEY TRY TO INCLUDE YOU IN THE CLASSROOM AND DON'T LET THE ONLINE ASPECT TAKE AWAY FROM THE EDUCATION YOU ARE RECEIVING.

NO SUGGESTIONS AT THIS TIME

NOTHING. THE PROGRAM AND DEPARTMENT ARE EXCEPTIONAL

PROVIDE A MORE INFORMATIVE AMOUNT OF INFORMATION AND RESOURCES IDENTIFYING AREAS OF EMPLOYMENT, SALARY, HOURS ETC.

THE RESEARCH ASPECT AS WELL AS A COURSE ON PHARMACOLOGY COULD GREATLY IMPROVE THE PROGRAM. MY ONE AND ONLY COMPLAINT IS THE SUB STANDARD RESEARCH CLASS OFFERED IN THIS PROGRAM.

THE USE OF BETTER CAMERAS AND STUDIO SET UP FOR BROADCASTING ONLINE CLASSES. BETTER TRAINING AND TECHNICAL SUPPORT FOR ONLINE STUDENTS.

Secondary Education

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

DAVID VERNON MY ADVISOR WAS VERY HELPFUL AND A GOOD SOURCE OF INFORMATION

GAVE INFORMATION AND FEEDBACK, HIGH QUALITY PROGRAMS

I FELT THAT THE TEACHING IN THE MUSIC DEPARTMENT AND IN MY EDUCATION DEPARTMENT CLASSES WERE EXCELLENT

I WAS INSPIRED TO DO MY BEST AND KEEP GOING BY MY DEPARTMENT. I WAS ALSO TREATED VERY WELL BY ALL USU STAFF ANYTIME I HAD QUESTIONS OR A NEED.

KRISTA TERRELL WAS VERY ACCOMMODATING AS WAS MIRANDA PETERSON AND KIM DAVIS. I MOVED OUT OF UTAH ABOUT 3/4 OF THE WAY THROUGH MY PROGRAM AND THEY MADE IT POSSIBLE FOR ME TO FINISH FROM OUT OF STATE

MY ADVISOR DAVID VERNON, WAS VERY HELPFUL IN ADVISING AND COORDINATING MY PROGRAM. ALSO, I LIKED THE OPTION OF APPLYING ARL CLASSES TO MY MASTERS.

SOME TEAL FACULTY ARE EXCELLENT AND WELL VERSED IN TEACHING THEORY AND VERY CAPABLE WITH TECH REQUIRED OF DISTANCE CLASSES. ITLS PROGRAM COURSES I TOOK WERE VERY HELPFUL AND PRACTICAL FOR MY CAREER NEEDS.

TEAL- WELL ORGANIZED. PROFESSORS PREPARED, KNOWLEDGEABLE HELPFUL SUPPORTIVE

THE DEPARTMENT OF FIELD EXPERIENCE IS VERY GOOD AT HELPING WHENEVER YOU NEED IT. IF THEY DON'T KNOW THE ANSWERS THEY WILL FIND THEM FOR YOU.

THE EDUCATION DEPARTMENT COMMUNICATES DEADLINES AND OPPORTUNITIES VIA EMAIL AND PROMPTLY RESPONDS TO QUESTIONS. THE EDUCATION DEPARTMENT IS ALWAYS AVAILABLE.

THEY HELPED MAP OUT MY PROGRAM SO I COULD COMPLETE IN A TIMELY MANOR WITH THE COURSES BEST SUITED FOR ME.

THEY OFFERED A MASTERS PROGRAM THAT I COULD COMPLETE IN MY TOWN AND CONTINUE TO WORK

How could the university/department better meet the needs of graduate students?

DEVELOP A COHORT STYLE SCHEDULE FOR ALL REQUIRED COURSES

EDUCATIONAL FOUNDATIONS DID NOT RELATE TO TODAYS NEEDS. DIVERSITY IN EDUCATION WAS MORE A SOAPBOX FOR COMPLAINTS THAN A WAY TO BRIDGE SOCIO-ECONOMIC GAPS

FOR A PROGRAM FULL OF WORKING PROFESSIONALS SOME OF THE CLASSES HAD LITTLE REAL WORLD APPLICATION

I WAS/I AM A BIT CONFUSED WITH ALL THE PAPERWORK. FOR SOME REASON NOT BEING PHYSICALLY ON CAMPUS HAS MADE IT MORE DIFFICULT FOR ME TO GET ALL MY PAPERWORK ON TIME

I WOULD APPRECIATE MORE FINANCIAL HELP OPPORTUNITIES GETTING SOME SCHOLARSHIPS FOR GRL STUDENTS WOULD BE GREAT. ALSO ALLOWING THOSE WHO QUIT THEIR JOBS MORE FINANCIAL AID

MAKE COURSE CONTENT MORE RELEVANT TO CLASSROOM TEACHERS RATHER THAN THE AGENDAS/INTERESTS OF THE PROFESSORS

MAKE THE ASSIGNMENTS IN SOME OF THE COURSES MORE PRACTICAL FOR WHAT WE ARE TEACHING.

SOME TEAL FACULTY ARE NEARLY COMPUTER ILLITERATE MAKING DISTANCE COURSES QUITE FRUSTRATING. REQUIRED COURSES ARE TOO THEORETICAL (MOST OF THEM) AND LESS PRACTICAL THAN I WOULD HAVE LIKED.

THE GRADUATE STUDIES OFFICE REFERRED ME TO THEIR WEBSITE EVERY TIME I HAD A QUESTION, EVEN IF I JUST WANTED CLARIFICATION. THIS WAS LESS THAN HELPFUL.

WISHED THERE WERE MORE CLASSES OFFERED JULY-AUG INSTEAD OF MAY-JUNE DUE TO WORK LOAD OF TEACHERS IN MAY

Special Education

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

CLASS COURSEWORK

TERESA SIMONSEN DID A FANTASTIC JOB MAKING SURE ALL MY DOCUMENTS WERE SIGNED AND COMPLETED.

VERY CARING

WAS SUPPORTIVE AND LISTENED TO MY NEEDS AND QUESTIONS - SPED DEPARTMENT

How could the university/department better meet the needs of graduate students?

SPED MORE COMMUNICATION

Aerospace Engineering

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

FINDING A PROFESSOR (MAE) WAS FAIRLY EASY

MAE DEPARTMENT WAS VERY HELPFUL IN GUIDANCE AS TO WHAT PAPERWORK HAD TO BE DONE AND DEADLINES AND TIMELINE FOR DEGREE COMPLETION

SMALLER CLASS SIZES. RELEVANT COURSEWORK TO REAL LIFE APPLICATIONS

THE MAE DEPARTMENT GRADUATE ADVISOR WAS VERY HELPFUL IN HELPING ME PLAN AND ADOPT MY PLAN FOR GRADUATION

THE PREVIOUS COUNSELOR, BONNIE OGDEN, WAS AMAZING. MAE

How could the university/department better meet the needs of graduate students?

BETTER AVAILABILITY OF PROFESSORS

HELPING THE GRAD STUDENT DECIDE AND MATCH UP RESEARCH TOPICS

LACK OF FACULTY IN AEROSPACE AREAS ESPECIALLY AIRCRAFT. MAE

MORE FINANCIAL ASSISTANCE FROM SOURCES OTHER THAN PROFESSORS FUNDING FOR THEIR RESEARCH.

Biological Engineering

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

BIOLOGICAL ENGINEERING DEPT. PROVIDED A DIRECT PATH TO SUCCESS

MY DEPARTMENT (BIOLOGICAL ENGINEERING) SUPPLIED CLEAR AND NECESSARY GUIDE FOR GRADUATION INFORMATION

How could the university/department better meet the needs of graduate students?

THE UNIVERSITY SHOULD MORE FOCUS ON THE EDUCATION OF RESEARCH FOR GRADUATE STUDENTS RATHER THAN ONLY TAKING CLASSES. ALSO MORE FUNDING SHOULD BE BROUGHT IN TO SUPPORT STUDENTS ESPECIALLY THE TRAVELING AWARD FOR CONFERENCES.

Civil & Environmental Engineering

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

STUDENT AND PROFESSOR INTERACTION WAS GREAT

CEE DEPARTMENT WAS EFFECTIVE AT BUILDING A PLAN TO ACCOMPLISH MY GOALS

CEE HAD VERY GOOD LAB SET UPS AND MOST IMPORTANTLY EXCITING CUTTING EDGE RESEARCH TOPICS SUCH AS AUTOMATED ELECTRIC TRANSPORTATION.

CIVIL AND ENVIRONMENTAL ENGINEERING DEPT. SIMPLIFIED A LOT OF PAPERWORK. I GOT EXPEDITE ASSISTANCE W.R.T. INSURANCE, TUITION WAIVERS, EMPLOYMENT FORMS ETC.

CIVIL ENGINEERING DEPARTMENT - WELL ORGANIZED TO ASSIST ME IN LAYING OUT A PROGRAM OF STUDY QUICKLY

EXCELLENT FACILITATES AND EQUIPMENT AT UTAH WATER RESEARCH LABORATORY

EXPLAINING WHAT IS REQUIRED FOR THE CLASS AND THE FUTURE APPLICATION OF WHAT WE COULD BE SEEING IN THE REAL WORLD

FIELD TRIPS (CEE & GEOLOGY): TO TAKE TO PRACTICE WHAT WE LEARNED IN CLASS.

GAVE ME A DEGREE. PROVIDED A GOOD LEARNING ATMOSPHERE. THERE WERE PLENTY OF EXTRA ACTIVITIES AVAILABLE IF I WANTED TO JOIN CLUBS

GETTING PAPERS PUBLISHED AND GOING TO CONFERENCES

GRADUATE ADVISOR, MARLO BAILEY, WAS ALWAYS THERE TO GUIDE ME THROUGH THE PROCESS

I FEEL THAT THE CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT PROVIDED ME WITH ALL THE RESOURCES NEEDED TO SUCCEED.

I HAVE WORKED IN THE UWRL (UTAH WATER RESEARCH LAB). OUR FACULTY AND STAFF ARE REALLY KIND TO STUDENTS AND THEY PROVIDED HELPFUL INFORMATION FOR ME.

I LIKED THE HELPFULNESS OF MY GRADUATE ADVISOR AS WELL.

KEPT US INFORMED ABOUT WHAT IS REQUIRED TO GRADUATE

MY DEPARTMENT MADE SURE I KNEW WHAT WAS REQUIRED AND GAVE ME THE HELP I NEEDED TO ACCOMPLISH THOSE GOALS

MY MAJOR PROFESSOR DID REALLY WELL AT BEING AVAILABLE FOR QUESTIONS AND HELPED ME IN MY JOB SEARCH

OUR GRADUATE ADVISOR FOR CEE IS EXCELLENT! WAY TO GO MARLO!!

PROVIDING COURSES WHERE A DEEPER UNDERSTANDING OF CIVIL ENGINEERING CONCEPTS COULD BE LEARNED. THE OVERALL CLASSES WERE GREAT LEARNING EXPERIENCES (CIVIL ENGINEERING)

THE AVAILABILITY OF RESEARCH FACILITIES AT THE UTAH WATER RESEARCH LAB WAS GREAT. THE MAJOR PROFESSOR WAS ALSO VERY HELPFUL AND WILLING TO GIVE GUIDANCE WHEN NEEDED.

THE CEE DEPARTMENT HAS VERY HIGH STANDARDS. THIS IS MOST APPRECIATED

THE CIVIL AND ENVIRONMENTAL DEPARTMENT OFFERS QUALITY IN ALL THE COURSES AND THERE ARE PEOPLE WILLING TO HELP YOU ACHIEVE YOUR GOALS.

THE COURSES OFFERED AND THE WAY THEY WERE TAUGHT. THE ADVISING WAS VERY OPEN AND HELPFUL

THE EDUCATION QUALITY WAS OUTSTANDING

THE GEOTECHNICAL DEPARTMENT OF CIVIL ENGINEERING ARE VERY AVAILABLE AND HELPFUL TO STUDENTS

THE MOST IMPORTANT THING IS THE SELECTION OF OUTSTANDING PROFESSORS THAT HAVE GAVE US VALUABLE KNOWLEDGE FOR THE FUTURE (CEE)

THERE WAS ALWAYS PEOPLE WILLING TO HELP AROUND

THEY HELPED ME THROUGH THE WHOLE PROCESS, GUIDING ME TO DO THE RIGHT THING ALWAYS. DEPT. OF CEE

THEY WERE ALL VERY HELPFUL

THEY WERE HELPFUL IN INFORMING WHAT WAS NEEDED TO GRADUATE (CEE FACULTY AND STAFF)

How could the university/department better meet the needs of graduate students?

A BIG DIFFICULTY FOR MYSELF AND OTHERS IN THE LAB WAS IN GETTING TIMELY FEEDBACK FROM ADVISORS. REQUIRING PROFESSORS TO KEEP AND BE PRESENT DURING OFFICE HOURS MIGHT BE ONE SOLUTION.

BETTER ONLINE TIMELINE OF RESEARCH (CEE FACULTY)

CIVIL ENGINEERING DEPARTMENT - OFFER MORE HYDRAULICS AND FLUID MECHANICS RELATED COURSES SPRING SEMESTER

COMMUNICATION BETWEEN GRADUATE STUDENTS AND PROFESSORS

ENGINEERING CLASSES SHOULD START SOONER, I WAS IN MY JR YEAR BEFORE I WAS LEARNING APPLICABLE THINGS. SOME PROFESSORS DIDN'T CARE ABOUT THE QUALITY OF THE CLASSES

EXPLAIN DEADLINES BETTER AND DEADLINES FOR APPLICATIONS FOR GRADUATE SCHOOL

I DIDN'T FIND ANY PROBLEMS WHATSOEVER WITH THE DEPARTMENT

I DON'T KNOW. IT ALL WORKED VERY WELL. IMPROVEMENT MAY BE NEEDED ON THE FORMATTING PUBLICATIONS GUIDE. MAKE IT EASIER TO UNDERSTAND.

I THINK A GOOD WAY WOULD BE INCORPORATING MORE IN THE FIELD EXPERIENCES IN THE CEE ENVIRONMENT IN ORDER TO RELATE BETTER THE KNOWLEDGE GIVEN

I THINK CEE HAS SATISFACTORY FACILITIES

I THINK HAVING GRADUATE FINANCIAL ASSISTANCE AVAILABLE FOR THOSE STUDENTS WHO PURSUE MASTERS DEGREES IN COURSE WORK ONLY RIGHT NOW THERE IS NONE AVAILABLE IN COLLEGE OF ENGINEERING.

I THINK REMINDERS OF DEADLINES WOULD BE VERY NICE, EVEN IF THEY ARE SOMETIMES ROUGH ESTIMATES OF WHEN THINGS SHOULD BE DUE

IMPROVE PROGRAM, DEPARTMENT NEEDS MORE PROFESSORS

LESS STRUCTURE ON COURSES TAKEN FOR DEGREE

MAJOR PROFESSOR WAS NOT HELPFUL

MAKE THE REQUIREMENTS AND DEADLINES FOR GRADUATE STUDENTS MORE EASILY ACCESSIBLE RECEIVING A PACKET THAT INCLUDED ALL PERTINENT INFORMATION AND DEADLINES WOULD HAVE BEEN NICE.

MORE CLARITY IN THESIS REQUIREMENTS UPDATE DOCUMENT GUIDE

MOST STUDENTS ARE SATISFIED WITH THE FACULTY MEMBERS AND STAFF IN UWRL NOW.

OFFER MORE HYDRAULICS GRADUATE LEVEL COURSES, PAY MIKE JOHNSON TO TEACH HYDRAULICS. YOU'RE LOSING ONE OF YOUR BEST PROFESSORS WITH OUT HIM.

POOR INTERNET SPEEDS AT ENGINEERING COMPUTER LABS

PROVIDING OTHER COURSEWORK LIKE PAVEMENT DESIGN AND SO (CEE)

THE CEE DEPARTMENT (STRUCTURAL EMPHASIS) DID NOT HAVE AN UPDATED CLASS LIST. THERE WERE NOT ENOUGH OPPORTUNITIES TO HAVE A THESIS.

THE CEE DEPARTMENT NEEDS MORE STRUCTURAL PROFESSORS. IT WOULD ALSO BE GREAT IF BRIDGE ENGINEERING WAS TAUGHT MORE OFTEN THAN ONCE EVERY TWO YEARS.

THE CIVIL AND ENVIRONMENTAL ENGINEERING DEPARTMENT SHOULD DEFINE A COURSE PROGRAM FOR EACH SPECIALIZATION AND IT SHOULD BE AVAILABLE AT USU CATALOG; THE FACULTY MEMBERS QUANTITY SHOULD INCREASE IN ORDER TO OFFER MORE COURSES.

THE REQUIRED COURSES FOR THE MASTERS PROGRAM HADN'T BEEN UPDATED IN 5 YEARS SO AFTER 5 MONTHS OF ASKING IT FINALLY WAS COMPLETED A WEEK AFTER THE FALL SEMESTER REGISTRATION OPENED UP. NOT A BIG DEAL IT OPENED LATE, I JUST WANTED TO KNOW WHAT I NEEDED TO

THERE HAS BEEN A SEVER LACK OF PROFESSORS AND COURSES IN MY PARTICULAR AREA (STRUCTURAL ENGINEERING), I CANNOT IN GOOD CONSCIENCE RECOMMEND THIS PARTICULAR PROGRAM TO OTHER STUDENTS. YOU NEED MORE INSTRUCTORS!

THERE SEEMED TO BE A DISCONNECT AT TIMES ABOUT WHAT WAS REQUIRED (FORMS) AND WHEN

VIDEO BROADCAST COURSE WERE NOT AVAILABLE FOR ANY OF MY CLASSES. THOUGH I LIVE IN BRIGHAM CITY, NONE OF THE ENGINEERING PROGRAMS ARE AVAILABLE @ THE BC CAMPUS

Computer Engineering

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

MADE ONLINE CLASSES AVAILABLE FOR DISTANCE EDUCATION

PROVIDED GOOD QUALITY EDUCATION & RESOURCES

THE ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT PROVIDED HELPFUL COURSES AND LAB FACILITIES.

UNIVERSITY DID WELL IN THE FACILITIES IT PROVIDED. THE LIBRARY IS WELL STOCKED. ENOUGH CAFES TO GO TO GET FOOD ADEQUATE GYM AND RECREATIONAL FACILITIES.

How could the university/department better meet the needs of graduate students?

IN ELECTRICAL & COMPUTER ENGINEERING DEPARTMENT, INSTEAD OF GIVING A LOT OF WAIVER AND SALARY TO JUST ONE STUDENT, IT WOULD BE BETTER IF IT GIVEN OUT EQUALLY TO ALL STUDENTS.

PLEASE INCREASE THE NUMBER OF GOOD-LEVEL COURSES FOR MASTERS IN COMPUTER ENGINEERING FOCUS AREA, MORE SO IN COMPUTER ARCHITECTURE AREA. I HAD TO TAKE A FEW COURSES ONLY TO SATISFY THE NUMBER OF CREDIT REQUIREMENTS EVEN THOUGH THEY HAD NOTHING TO DO WITH MY MAJOR

PROVIDE MORE ONLINE COURSES

THE COURSES TAUGHT IN THE ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT WERE RESEARCH ORIENTED

Computer Science

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

BOTH GRADUATE STUDIES AND THE COMPUTER SCIENCE DEPARTMENT HAVE GREAT WEBSITES WHERE IT IS EASY TO FIND NECESSARY INFORMATION. THE FACULTY WERE GREAT TO WORK WITH AND DID A GOOD JOB TEACHING

COMPUTER SCIENCE DEPARTMENT ADDED TOPICS IN CS COURSES EVERY SEMESTER WITH LATEST TECHNOLOGIES WHICH WAS HELPFUL.

COMPUTER SCIENCE DEPARTMENT OFFERED A WIDE VARIETY OF CLASSES.

COURSEWORK IS GOOD

CS DEPT. HAS VERY GOOD PROGRAMMING COURSES. I LEARNED A LOT AFTER JOINING USU

GRADUATE SECRETARY KEPT CONSTANT COMMUNICATION FLOW ABOUT REQUIREMENTS

HAVE OFFICE TIME AVAILABLE TO MEET WITH STUDENTS

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| INTERACTION WITH STUDENTS AND GUIDING THE STUDENTS. GIVING GOOD SUGGESTIONS WAS BEST PART FROM THE PROFESSOR |
| IT IS WELL STRUCTURED PROGRAM AND WELL EXPERIENCED STAFF TO ASSIST US. |
| LOVE EVERYTHING ABOUT COMPUTER SCIENCE. DR STEPHEN CLYDE IS THE BEST PROFESSOR I EVER SAW AND WILL EVER SEE IN MY LIFE |
| MASTERS PROGRAM IN COMPUTER SCIENCE DON'T HAVE ENOUGH COURSE OPTIONS. MANY COURSES HAVE PRE-REQUISITES AND THERE IS A LIMIT ON 5000 LEVEL COURSES. THAT MAKES IT VERY DIFFICULT TO CHOOSE CLASSES |
| MIS/CS WELL STRUCTURED PROGRAM |
| MY DEPARTMENT PROVIDED ME GOOD FUNDING TO FUND MY STUDIES. THEY WERE CORDIAL AND ALWAYS HELPFUL. SOME OF THE COURSES OFFERED BY THE DEPARTMENT WERE AWESOME. |
| THE COMPUTER SCIENCE DEPARTMENT DID WELL AT OFFERING VARIED COURSES FOR GRAD STUDENTS. |
| THE COMPUTER SCIENCE DEPARTMENT ENCOURAGED ME WITH FINANCIAL FUNDING |
| THE COMPUTER SCIENCE DEPARTMENT WAS HELPFUL AND KNOWLEDGEABLE IN HELPING ME COMPLETE MY DEGREE |
| THE COURSE MATERIAL WAS VERY INTERESTING. A SELECT NUMBER OF PROFESSORS ARE EXCELLENT. |
| UNIVERSITY DID WELL IN PROVIDING RECORDER CLASSES. COMPUTER SCIENCE DEPARTMENT OFFERED GOOD COURSES. |
| |
| How could the university/department better meet the needs of graduate students? |
| AS A STUDENT AT DISTANCE EDUCATION SITES, I HAD FEW OPPORTUNITIES FOR FACE TO FACE INTERACTION WITH FACULTY. A COUPLE OF PROFESSORS CAME TO OUR CAMPUS ON OCCASION AND I FOUND IT TO BE VERY HELPFUL - I WOULD ENJOY MORE OF IT |
| BY INCREASING NUMBER OF GOOD LEVEL COURSES |
| BY OFFERING COURSES RELATED TO NEW TECHNOLOGIES |
| BY OFFERING MORE COURSES FOR GRADUATE STUDENTS IN 6000 LEVEL |
| BY PROVIDING BROAD RANGE OF COURSES |
| COMPUTER SCIENCE - MORE COURSES TO CHOOSE FROM, BETTER PROFESSORS |
| COMPUTER SCIENCE DEPARTMENT CAN OFFER MORE DISTANCE ED/BROADCAST COURSES EACH SEMESTER. |
| COMPUTER SCIENCE DEPARTMENT SHOULD REMOVE PRE-REQUISITES FROM SOME 6000 LEVEL COURSES OR INCREASE NUMBER OF 5000 LEVEL COURSES (CREDITS) |
| CONNECTING BETTER WITH DISTANCE STUDENTS |
| IF THERE WERE MORE COURSES AND MORE CHOICES OF COURSES FOR 6000 LEVEL COURSES. IT WOULD BE GREAT AND THAT WOULD ATTRACT A LOT OF GOOD STUDENTS AND PLAN C (37) CREDITS MUST BE REDUCED TO 32. |
| MAYBE HAVE AN ADVISOR |
| MORE OFFERINGS OF GRADUATE LEVEL COURSES IN THE CS DEPARTMENT |
| NO COMMENTS |
| PERHAPS THE COMPUTER SCIENCE DEPARTMENT COULD OFFER COURSES ON A MORE RELIABLE SCHEDULE SO THAT PLAN OF STUDY FORMS WOULD NOT HAVE TO BE REDONE EVERY SEMESTER |
| PROVIDE MORE COURSE OPTIONS |

PROVIDE MORE RESEARCH OPPORTUNITIES, ON-CAMPUS JOB INTERVIEWING ETC.

USE TODAY'S TECHNOLOGY INTEGRATED INTO THE CLASSES. USE UP TO DATE LANGUAGES AND/OR TOPICS TO KEEP UP WITH BUSINESS NEEDS. MOST TOPICS STUDIED WERE AGED.

Electrical Engineering

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

CLASSES WERE AWESOME

DEVELOPMENT OF INDEPENDENT THINKING DURING THE COURSE OF MY WORK

ECE - THERE ARE GREAT OPPORTUNITIES FOR INTERESTING RESEARCH; AS WELL AS OPPORTUNITIES TO CONNECT WITH POTENTIAL EMPLOYERS

ECE DEPARTMENT AND GRADUATED SCHOOL DID WELL IN CARRYING OUT THE COURSES

ECE DEPT. HAS BEEN VERY SUPPORTIVE TO SATISFY STUDENTS REASONABLE DEMANDS AND IMPROVE THE RESEARCH FACULTY

ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT PROVIDED GOOD LAB FACILITIES AND ACCESS TO INSTRUMENTS

ELECTRICAL ENGINEERING DEPT. WAS ALWAYS WELL ORGANIZED AND DID A GOOD JOB OF KEEPING STUDENTS INFORMED

FACULTY MEMBERS ARE VERY FRIENDLY TO STUDENTS. ECE DEPARTMENT

HANDS ON EXPERIENCE

I REALLY VALUED THE ECE DEPARTMENTS CHOICE OF OPENING NEW COURSES ON NEW TOPICS. THE CS DEPARTMENT STARTED A PROJECT CLASS THAT RESULTED IN A GREAT EXPERIENCE IN APPLIED KNOWLEDGE.

MY PROF DR. J. GUNTHER HELPED ME VERY MUCH IN MY RESEARCH. DEPT. COURSES WERE GOOD.

PROGRAMS FOCUS ON GETTING SKILLS FOR JOBS. LOTS OF CONTACTS WITH LOCAL EMPLOYERS. (ELECTRICAL ENGINEERING)

PROVIDED A LATEX THESIS TEMPLATE (CEE DEPARTMENT) ORGANIZED MONTHLY SEMINARS ABOUT EE RESEARCHERS (DEPARTMENT)

THE DEPARTMENT OF ELECTRICAL ENGINEERING IS WELL ORGANIZED. THE GRADUATE ADVISOR IS ALWAYS AVAILABLE TO PROVIDE THE INFORMATION NEEDED, AND ALSO THE DEADLINE FOR DOCUMENTS NECESSARY.

THE ECE DEPARTMENT DID AN EXCELLENT JOB RELATING REQUIREMENTS AND EXPECTATIONS.

How could the university/department better meet the needs of graduate students?

A SINGLE WEBSITE OR SHEET LISTING ALL REQUIREMENTS IN ONE EASY TO READ PLACE

BY BEING MORE EMPATHETIC TOWARDS INTERNATIONAL STUDENTS

CREATE MORE OPPORTUNITIES FOR STUDENTS TO BE INVOLVED WITH APPLIED PROJECTS. RIGHT NOW MOST ARE AVAILABLE FOR THOSE DOING RESEARCH ON THEM, AT LEAST IN THE ECE DEPARTMENT.

DON'T TEACH ONLINE ENGINEERING COURSES

ECE: DON'T LET THE BEST PROFESSORS IN YOUR DEPARTMENT LEAVE. THE QUALITY OF EDUCATION RELIES HEAVILY ON THE PROFESSORS IN THE PROGRAM. ECE HAS ADMINISTRATION ISSUES IN MY VIEW

LIST CLASSES IN ADVANCE SO THEY CAN PLAN WITHOUT HAVING TO CHANGE EVERY SEMESTER DUE TO DROPPED CLASSES OR TIME CONFLICTS. STOP WITH ALL THE FORMS! ALL THIS INFO IS ALREADY COLLECTED UNDER MY A#

MORE COURSES EACH SEMESTER (ELECTRICAL ENGINEERING) MORE STABILITY WITH TEACHING STAFF. MAKE 6930 COURSES INTO REGULAR COURSES SO I CAN TAKE MORE

MY RESEARCH FLOUNDERED AND IT WOULD HAVE HELPED IF PROFESSORS HAD FOLLOWED UP WITH ME A LITTLE MORE OFTEN

PROVIDE MORE CLEAR EXPLANATION OF NECESSARY PROCEDURES FOR DEPT. SCHOLARSHIPS

RECRUIT MORE FACULTY MEMBERS AND INCREASE LAB FACILITIES, ECE DEPARTMENT

RECRUITING MORE PROFESSORS

THE CURRENT DEPT. POLICY IS RIDICULOUS. STUDENTS SHOULD BE ALLOWED TO APPLY UP TO 90 DAYS PRIOR TO THE GRADUATION DATE. AND THE UNIVERSITY NEEDS TO FIND A BETTER WAY TO PREVENT STUDENTS FROM LEAVING WITHOUT COMPLETING THE DEGREE BY LEGAL AGREEMENT.

THE ELECTRICAL & COMP ENG ADMINISTRATIVE STAFF CAN BE MORE HELPFUL AND SENSITIVE TO STUDENTS NEEDS AND PROBLEMS

THE ELECTRICAL AND COMPUTER ENGINEERING DEPARTMENT WOULD BE BETTER IF IT WERE TO PROVIDE BETTER FUNDING AND EMPLOYMENT OPPORTUNITIES

THERE SHOULD BE A STRUCTURED GRADUATE STUDENT ASSOCIATION IN THE ELECTRICAL ENGINEERING DEPARTMENT THAT ORGANIZES SOCIAL AND ACADEMIC ACTIVITIES

WORK ON THE ONLINE PROGRAMS. TOO MANY TIMES I DID NOT RECEIVE CLASS BECAUSE OF LACK OF SUPPORT, TRAINING, AND/OR OTHER EXCUSE.

Engineering Education (no cases)

Irrigation Engineering

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

AVAILABILITY OF RESEARCH FUNDING AND FACILITIES AT THE UTAH WATER RESEARCH LABORATORY

How could the university/department better meet the needs of graduate students?

THE UNIVERSITY NEEDS TO INTENSIFY ON NEW GRADUATE STUDENT ORIENTATION. I THINK ONE ORIENTATION IS NOT ENOUGH SINCE TOO MUCH STUFF IS COVERED AND DIFFICULT FOR A NEW STUDENT TO GRASP.

Mechanical Engineering

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

DEPARTMENT GRADUATE PROVIDED GREAT INFORMATION THAT WAS NOT EASILY FOUND ON THE ONLINE RESOURCES

EVERYTHING

GOOD PROFESSORS, COURSES TAUGHT WELL

GREAT ADVISING ALL AROUND

HIRE COMPETENT PROFESSORS

HIRE QUALITY PROFESSORS WHO ARE DEDICATED TO RESEARCH AND EDUCATION

I AM IN THE DEPARTMENT OF MECHANICAL. ALMOST EVERYTHING HAS BEEN DONE PRETTY WELL HERE. I'M SPECIALLY SATISFIED/HAPPY FOR THE HELP FROM MY ADVISORS, OTHER PROFESSORS AND STAFF.

I DID PLAN C THE REQUIREMENTS OF WHICH WERE VERY CLEAR

I ENJOYED MY PROFESSORS, THEY CARED ABOUT MY EDUCATION

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| I FELT LIKE THE PROFESSORS CARED ABOUT ME AND FOR THE MOST PART I FELT LIKE THEY DID A GOOD JOB TEACHING (MAE DEPARTMENT) |
| I FELT THE COURSES I TOOK WERE VERY GOOD AND APPLICABLE TO MY DEGREE |
| I HAD AN EXCELLENT MAJOR PROFESSOR WHO WAS VERY HELPFUL AND GAVE GREAT FEEDBACK. OUR GRAD ACADEMIC ADVISOR WAS ALSO VERY HELPFUL AND ON TOP OF EVERYTHING |
| MAE DEPARTMENT HELPED ME A LOT DURING MY STAY HERE |
| MECH ENG/ GRADUATES HAD FULL ACCESS TO LAB EQUIPMENT WHEN NEEDED. MAJOR PROFESSOR WAS AN EXPERT IN THE FIELD OF RESEARCH. GREAT HELP FROM ACADEMIC ADVISOR TO PROCESS PAPERS AND PROGRAM. |
| MECHANICAL ENGINEERING - GOOD RESEARCH PROJECTS, WELL FUNDED, DECENT CLASSES |
| MECHANICAL ENGINEERING AMAZING PROFESSORS AND GRADUATE ADVISORS. UNIVERSITY SENDING ME EMAIL UPDATES TO KEEP ME AWARE OF WHAT WAS HAPPENING AT USU. |
| MECHANICAL ENGINEERING: VERY HELPFUL WITH TESTING AND DATA COLLECTION. ELECTRICAL ENGINEERING: VERY HELPFUL WITH TESTING/UNDERSTANDING CIRCUITS. PHOTO BIOLOGIST: VERY HELPFUL WITH TESTING AND UNDERSTANDING PLANT BIOLOGY. |
| MY DEPARTMENT GRADUATE ADVISOR WAS ALWAYS AVAILABLE TO ANSWER QUESTIONS AND RESOLVE MY PROBLEMS |
| MY DEPARTMENT HAS EXCELLENT PROFESSORS THAT DO WELL TO FOLLOW AN "OPEN DOOR" POLICY. THEY ARE AVAILABLE OFTEN TO HELP ANSWER QUESTIONS. THEY ARE GREAT RESEARCHERS AND TEACHERS AS WELL |
| MY MAJOR PROFESSOR WAS FANTASTIC AT HELPING ME FIND A PROJECT THAT I LOVED AND LEARNED A LOT FROM. |
| PROVIDED OPPORTUNITIES FOR RESEARCH |
| THE DEPARTMENT HAS A VERY CAPABLE GRADUATE ADVISOR |
| THE DEPARTMENT HAS PROVIDED GOOD ADVISORS THAT HELP STUDENTS UNDERSTAND WHAT WE NEED TO DO |
| THE GRADUATE ADVISORS CURRENT AND PAST WERE KNOWLEDGEABLE IN THEIR FIELD OF ADVISE |
| THE M.E. DEPARTMENT HAS VERY KNOWLEDGEABLE PROFESSORS |
| THEY MADE IT VERY CLEAR WHAT IS EXPECTED AND WHAT TYPE OF MASTERS (PLAN A, B, OR C) WOULD BE BEST FOR ME. |
| |
| How could the university/department better meet the needs of graduate students? |
| (MECHANICAL ENGINEERING) - MORE RESEARCH AND TOPIC DIVERSITY - PROFESSORS WITH MORE TIME TO SPEND WITH THEIR GRADUATE STUDENTS! |
| AT THE TIME I BEGAN MY DEGREE, THERE WERE FEW RESEARCH OPPORTUNITIES AVAILABLE. IF THERE HAD BEEN MORE OPPORTUNITIES AT THAT TIME, IT WOULD HAVE BEEN VERY BENEFICIAL IN PLANNING MY GRADUATE COURSEWORK |
| BE MORE BRUTAL TO UNDERGRADS. AS A GRADER I HAVE SEEN TOO MUCH APATHY FROM STUDENTS ABOUT BEING AN ENGINEER. SOME DON'T KNOW WHY THEY ARE PAYING FOR CLASSES TO GET A DEGREE. THEY THINK THEY DON'T HAVE TO DO WORK AND CAN JUST BARGAIN FOR A GRADE AT THE END |
| CLASS SELECTION AND AVAILABILITY, THERE WERE NOT MANY CLASSES OFFERED MY LAST SEMESTER OF SCHOOL. |
| I DON'T LIKE THE PARKING OFFICE/REGULATION AND HOUSING OFFICE IN USU. THE REGULATION IS NOT REASONABLE ENOUGH AND THE OFFICERS ARE VERY RUDE. |
| I FEEL PRETTY SATISFIED WITH MY GRADUATE EXPERIENCE |
| I FELT THE FORMAT GUIDELINES OF WHAT A THESIS WAS WERE NOT DEFINED WELL BY MY DEPARTMENT |
| I WOULD LIKE THEM TO BE MORE AIDING FOR THESIS WORK |
| LOWER TUITION |

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| MAE I GOT ALL THE ANSWERS ABOUT MY QUESTIONS |
| MAKE IT MORE AFFORDABLE |
| MAKING KNOWN TO THE STUDENTS THE RESOURCES AVAILABLE TO THEM, BOTH FINANCIAL AND SCHOLASTIC |
| ME MORE FEEDBACK IN HOW WELL I WAS PERFORMING |
| MECH ENG/ MORE STRUCTURE AS TO COURSES THAT SHOULD BE TAKEN, AND DEADLINE NOTICES |
| MORE FREQUENT REMINDERS ABOUT KEY MILESTONES TO MEET IN PREPARATION FOR GRADUATION |
| MORE FUNDING? GIVE GRAD STUDENTS THE OPPORTUNITY TO TEACH |
| MORE QUALITY PROJECTS TO CHOOSE FROM |
| SIMPLIFY AND REDUCE THE NUMBER OF FORMS, MAKE THE QUALIFICATION EXAMS (COMPREHENSIVE EXAMS) FAIRER. THE MATH EXAM IN PARTICULAR WAS VERY DIFFICULT TO STUDY FOR |
| THE COLLEGE OF ENGINEERING COULD OFFER MORE CLASSES IN THE FIELD OF MECHANICAL ENGINEERING |
| THE DEPARTMENT COULD POSSIBLY OFFER MORE GRADUATE LEVEL COURSES. |
| THE GRADUATE SCHOOL COULD STREAMLINE PAPERWORK REQUIREMENTS |
| THERE NEEDS TO BE MORE AEROSPACE CLASSES AVAILABLE |
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| |
| Toxicology (ENGR) no cases |
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| |
| American Studies |
| |
| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| I HAD AN EXCELLENT MAJOR PROFESSOR AND THE FACULTY DID WHAT THEY COULD TO MAKE THEMSELVES AVAILABLE TO HELP. |
| STEVE SIPORIN WAS A FANTASTIC ADVISOR. I COULDN'T HAVE ASKED FOR BETTER. |
| THE ENGLISH/AMERICAN STUDIES DEPARTMENT PROVIDED EXCELLENT COURSE WORK, WONDERFUL OPPORTUNITIES TO TEACH, AND GREAT FUNDING FOR ALL MY NEEDS. |
| |
| How could the university/department better meet the needs of graduate students? |
| ENGLISH DEPT. - BETTER ONLINE ACCESS TO INFORMATION ABOUT PROGRAMS. THEY HAVE A GRAD BLOG, BUT I SEE THAT DISCONNECT A PROBLEM FOR POTENTIAL STUDENTS INVESTIGATING THE DIFFERENT PROGRAMS |
| SIMPLIFY EXPECTATIONS REGARDING EACH PLAN. EXPLAIN WHAT EACH FORM IS, WHY IT MUST BE TURNED IN, WHO'S RESPONSIBLE FOR DOING IT AND THE DEPT. TO WHICH IT GOES. I FELT VERY ON MY OWN WHEN IT CAME TO THE PAPERWORK PROCESS (DEPT. OF GRADUATE STUDIES) EXAMPLE: |
| THERE NEEDS TO BE BETTER COMMUNICATION ABOUT IMPORTANT DATES AND REQUIRED FORMS, PERHAPS A SHORT GRAD SEMINAR FOR SECOND YEARS WOULD BE HELPFUL |
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| |
| Anthropology (no comments) |
| |
| |
| Communication (no cases) |
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| |
| English |

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| |
| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| CERTAIN PROFESSORS WERE KNOWLEDGEABLE ENGAGED ENCOURAGING AND ORGANIZED, RESPONDING TO AND LEADING COURSE DISCUSSIONS |
| DR HAILEY AND DR GRANT-DAVIE ARE AMAZING PROFESSORS. THEY PARTICIPATE ONLINE AS MUCH OR MORE THAN THE STUDENTS. THEY AR QUICK TO RESPOND TO QUESTIONS |
| DR KEITH GRANT DAVIE WAS ALWAYS AVAILABLE TO ANSWER QUESTIONS AND DID SO IN A VERY TIMELY MANNER |
| EDITING MY PAPER |
| ENGLISH LIT AND WRITING VARIETY OF COURSES, AVAILABILITY OF PROFESSORS |
| GRADUATE INSTRUCTORSHIP IN ENGLISH DEPT. FOR TWO REASONS: FINANCIAL SUPPORT AND TEACHING OPPORTUNITIES |
| HELPING THE GRADUATE STUDENTS FEEL APART OF THE DEPARTMENT |
| IN CLASS INSTRUCTION WAS EXCEPTIONAL IN THE ENGLISH DEPARTMENT. COMMITTED AWARE TEACHERS. |
| KEITH GRANT DAVIE AND DAVID HAILEY WERE GREAT AT EXPLAINING THE REQUIREMENTS AND EXPECTATIONS. IT WAS VERY CLEAR WHAT I NEEDED TO DO FROM BEGINNING TO END. |
| MY ADVISOR WAS VERY KNOWLEDGEABLE ABOUT THE PROGRAM AND VERY WILLING TO WORK WITH ME SO THAT I HAD THE BEST EXPERIENCE POSSIBLE |
| MY INSTRUCTORS AND ADVISORS WERE ALWAYS HELPFUL SO I COULD MEET MY PERSONAL AND PROFESSIONAL GOALS. DR JEFFREY SMITTEN WAS GREAT AS MY MAJOR PROFESSOR. DR EVELYN FUNDA IS AN AWESOME OGS AND MY THESIS COMMITTEE HELPED ME A TON |
| SUCH GREAT PROFESSORS! COURSE WORK WAS PROFESSIONALLY RELEVANT & COMPELLING |
| THE ENGLISH DEPARTMENT DOES WELL AT IMAGINING ITS STUDENTS IN A VARIETY OF ACADEMIC SITUATIONS AND PROFESSIONAL SITUATIONS. I FEEL LIKE THEY WERE OPEN TO ME BEING A PERSON WHO IS STILL EXPLORING AND LET ME DO THAT EXPLORING WITH NO WORRY |
| THE ENGLISH DEPARTMENT IS VERY HELPFUL WITH ANSWERING QUESTIONS, OFFERING TIMELY INFORMATION AND ADVICE, AND WATCHING OUT FOR THE WELFARE OF THE GRAD STUDENTS |
| THE ENGLISH DEPARTMENT STAFF ARE FRIENDLY AND WILLING TO ANSWER SPECIFIC QUESTIONS IF GIVEN ENOUGH PRIOR NOTICE. |
| THE FACULTY IN THE ENGLISH DEPARTMENT ARE FANTASTIC |
| THE ONLINE TECHNICAL WRITING PROGRAM (GRADUATE) IN THE ENGLISH DEPT. IS OUTSTANDING AND ITS JUST GETTING BETTER WITH PROFESSOR INNOVATIONS AND CUTTING EDGE RESEARCH THAT IS SO APPLICABLE TO INDUSTRY AS WELL AS AN OUTSTANDING NEW HIRE. |
| THE PROFESSORS MADE TIME TO SEE YOU AND ASSIST. DR GLASS-COFFIN, DR SIPORIN, DR MCNEEL, DR GABBORT ARE AMAZING PROFESSORS. WE NEED MORE FULL TIME FOLKLORE INSTRUCTORS, GRANT BULTARD OUGHT TO REMAIN AS ADJUST. DR MCNEIL AS FULL TIME |
| THE PROFESSORS TEACHING THE CLASSES WERE VERY ENGAGED AND INTERESTED IN STUDENT SUCCESS |
| |
| How could the university/department better meet the needs of graduate students? |
| ALL PARTIES COULD MAKE A BETTER EFFORT TO PROVIDE A UNIFIED UPDATED SET OF DEGREE REQUIREMENTS THAT IS COMPREHENSIVE AND EASY TO ACCESS FROM A SINGLE PLACE |
| BETTER COMMUNICATION OF GRADUATION REQUIREMENTS FOR STUDENTS NEARING COMPLETION OF THE PROGRAM |
| ENGLISH LIT AND WRITING - FEW CLASSES OFFERED, NO THEORY OFFERINGS |

HIRE MORE FACULTY IN TPPC PROGRAM IN ENGLISH DEPT. CURRENT FACULTY ARE STRETCHED TOO THIN AND STUDENTS HAVE FEW OPTIONS WHEN FORMING A COMMITTEE

I LOVE HOW THE ENGLISH DEPARTMENT INCLUDES THEIR INSTRUCTORS SO FULLY ALONG WITH THE REST OF THE FACULTY. I DO KNOW I NEEDED SOME FOCUS ON THE LAST SEMESTER AND PREPARING FOR POST-GRAD LIFE. BUT I KNOW THAT IS DIFFERENT FOR EVERYONE.

I RARELY RECEIVED FEEDBACK ON MY PAPERS. MOST PROFESSORS JUST HANDED OUT PERFECT SCORES WITHOUT FEEDBACK. (THIS EXCLUDES DR HAILEY AND DR GRANT-DAVIE.) SOME PROFESSORS BARELY PARTICIPATED IN CLASS. I DON'T FEEL THAT I GOT \$10,000 WORTH OF EDUCATION

MAKE (NAME) FULLTIME PROFESSOR. KEEP (NAME) ON STAFF. HAVE FUNDS FOR MORE SPEAKERS

MASSIVELY BETTER PROCEDURES FOR COMMUNICATING GRADUATION REQUIREMENTS, ESTABLISHING MENTOR RELATIONSHIPS FOR RESEARCH, MORE GUIDANCE THROUGHOUT THE PROCESS.

MORE INFORMATION ABOUT GRADUATION REQUIREMENTS AND DEADLINES ETC. WOULD HAVE BEEN HELPFUL

MY DEPARTMENT WAS WONDERFUL, BUT I FEEL LIKE THE GRADUATE SCHOOL SENATE WAS NOT HELPFUL OR AS ORGANIZED THIS YEAR AS THEY WERE LAST YEAR.

SWITCHING FROM BLACKBOARD TO CANVAS WAS IRRITATING. CANVAS ISN'T GREAT FOR DISCUSSION ORIENTED CLASSES. IT WAS OVERWHELMING AND TIME CONSUMING TO KEEP UP WITH DISCUSSION IN CANVAS.

THE COURSE OFFERINGS IN THE ENGLISH DEPT. WERE INCREDIBLY SLIM. I ENDED UP TAKING CLASSES THAT I HAD NO INTEREST IN. THE CLASSES WERE STILL GOOD QUALITY, BUT THE OFFERINGS WERE DISAPPOINTING

THE UNIVERSITY COULD PAY THE GRADUATION INSTRUCTORS MORE. THE ENGLISH DEPARTMENT IS ALREADY DOING WHAT IT CAN FOR US

UNFORTUNATELY, SOME PROFESSORS WERE NOT. THIS COULD BE IMPROVED UPON TO DELIVER AN ALL AROUND CONSISTENT HIGH QUALITY PROGRAM

WITH MY DEPT. THE ONLY THING THAT COULD BE IMPROVED IS TO MAKE ALL SUMMER CLASSES AS HIGH QUALITY AS DR WALTONS RECENT SUMMER CLASS

History

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

THE HISTORY DEPARTMENT AT USU IS A WONDERFUL PLACE. HELPFUL AND PLEASANT FACULTY MEMBERS MADE MY GRADUATE SCHOOL EXPERIENCE A NICE ONE.

How could the university/department better meet the needs of graduate students?

IT WILL BE NICE TO SEE THE DEPARTMENT EXPAND ITS RANGE OF COURSES TO INCLUDE SUBJECTS FROM OTHER PARTS OF THE WORLD.

Political Science

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

AVAILABILITY OF PROFESSORS FOR FACE - TO FACE INTERACTION WAS EXCELLENT

AVAILABILITY OF TEACHING ASSISTANTSHIPS, SMALL CLASS SIZES AND KNOWLEDGEABLE PROFESSORS.

EXTREMELY WILLING TO HELP WITH QUESTIONS

VERY HELPFUL WITH MY QUESTIONS

How could the university/department better meet the needs of graduate students?

KEEP BETTER TABS ON STUDENTS AS THEY START AND THROUGHOUT THE PROGRAM ON THESIS IDEAS AND IMPLEMENTATION, MORE FOLLOW THROUGH AS THEY GO ALONG

MAKE APPLICATION PROCESS CLEARER

MAKE REQUIREMENTS CLEAR (MA LANGUAGE REQUIREMENTS)

UNIVERSITY: REDUCE PAPERWORK

Second Language Teaching

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

I AM STUDYING IN LANGUAGE PHILOSOPHY & COMMUNICATION STUDIES DEPARTMENT, WHICH IS A GREAT PROGRAM TO PREPARE US WELL FOR FUTURE JOB. PROFESSOR ARE EXCELLENT AND PROFESSIONAL. ALSO THEY GIVE STUDENTS MANY GREAT OPPORTUNITIES TO APPLY THEORY INTO PRACTICE!

I FOUND A LOT OF SUPPORT IN MY PROFESSORS

THE MSLT PROGRAM WAS INCREDIBLE. THE PROFESSORS CHOSE LITERATURE AND TOPICS THAT WILL HELP US SUCCEED IN THE FIELD AND GAVE COUNTLESS OPPORTUNITIES FOR US TO PRACTICE AND APPLY THE THEORIES AND METHODS TO IMPROVE OUR TEACHING

THE OPPORTUNITIES TO WORK AS A GRADUATE INSTRUCTOR HELPED ME A LOT

THE PROFESSORS IN MY DEPARTMENT WERE VERY SUPPORTIVE OF MY COMING BACK TO FINISH THE DEGREE AFTER TAKING TIME OFF TO HAVE KIDS

THEY PROVIDED SOURCES AND IDEAS NECESSARY FOR MY PROGRAM

WITH ONLY THREE PROFESSORS INT HE PROGRAM I WAS INTRODUCED TO MANY PROFESSIONALS IN MY FIELD DUE TO THE EFFORTS OF MY PROFESSORS (MSLT)

How could the university/department better meet the needs of graduate students?

IF THE DEPARTMENT COULD HAVE MORE FUNDING FOR MORE STUDENTS

IT WOULD BE NICE FOR THE MSLT PROGRAM TO HAVE ITS OWN LIBRARY OF USEFUL BOOKS THAT STUDENTS COULD HAVE ACCESS TO. MOST OF US BECAME VERY FAMILIAR WITH INTER-LIBRARY LOAN OR HAD TO WAIT FOR BOOKS TO BE RETURNED TO MERRILL-CAZIER

ONLY ONE THING I WILL MENTION IS A MINOR THING. I WISH THERE WERE MORE RESOURCES IN THE LIBRARY WHETHER ONLINE OR HARD COPIES

THE MSLT PROGRAM IS EXCELLENT! THE TEACHERS WANTED ME TO SUCCEED

THEY DID NOT COMMUNICATE WELL THE IMPORTANCE OF HAVING MY PORTFOLIO BE ON TIME

THEY NEED MORE RESOURCES. (MSLT PROGRAM)

Social Sciences (no cases)

Social Work (no cases)

Sociology (no comments)

Theory & Practice of Professional Communication

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

TECHNICAL WRITING PROFESSORS WERE ALWAYS AVAILABLE TO ANSWER QUESTIONS AND RESPONDED QUICKLY

How could the university/department better meet the needs of graduate students?

Bioregional Planning (NR)

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

BECKY HIRST - ENVIS DEPT. - SHE IS A LIFESAVER IN NAVIGATING THE CONFUSION THAT IS GRADUATE WORK AT THIS INSTITUTION.

How could the university/department better meet the needs of graduate students?

SIMPLIFY THE PROCESS. ONLINE FORMS, REMINDERS, INFORMATION SHOULD BE MORE APPLICABLE.

Ecology (NR)

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

GREAT INCLUSIVE PROGRAM WITH TOP NOTCH SCIENTISTS WHO COLLABORATE AMONGST THEMSELVES AND WITH THE STUDENTS.

INTERDISCIPLINARY NATURE OF WATS DEPARTMENT IS AMAZING AND GREAT FACULTY AND STAFF

MY DEPARTMENT DID A GREAT JOB IN SUPPORTING ME WHILE I WAS PURSING MY DEGREE THERE. MY DEPARTMENT IS WATERSHED SCIENCES

RICH COURSE WORK, LOTS OF OPPORTUNITY TO NETWORK

How could the university/department better meet the needs of graduate students?

A BETTER GRADUATE STUDENT GUIDE BOOK WOULD HELP

WRITING COURSE SPECIFICALLY DESIGN FOR SCIENTIFIC WRITING

Fisheries Biology

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

ALMOST ANYTHING

How could the university/department better meet the needs of graduate students?

MORE FISH CLASSES. IMPROVE WATS SEMINARS

Forestry

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

PROVIDED ME WITH ASSISTANCE TO PRESENT MY RESEARCH AT PROFESSIONAL CONVENTIONS

How could the university/department better meet the needs of graduate students?

MY DEPARTMENT COULD CREATE A SEARCHABLE .PDF DOCUMENT WITH GRAD REQUIREMENTS

Geography (no comments)

Human Dimensions of Ecosystem Science and Management

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

MY DEPARTMENT HELPED ME PROVIDE FUNDING FOR MY GRADUATE STUDIES AND WAS VERY SUPPORTIVE FOR ACTIVITIES CONCERNING RESEARCH AND PROFESSIONAL DEVELOPMENT

THE DEPARTMENT OF ENVIRONMENT AND SOCIETY SHOWS GREAT RESPECT AND TAKES A PERSONAL INTEREST IN EACH STUDENT. THE FACULTY ARE KIND, CONCERNED AND WANT YOU TO SUCCEED, AND DO ALL THEY CAN TO ENSURE YOU DO.

How could the university/department better meet the needs of graduate students?

THE UNIVERSITY AND DEPT. OF ENVS COULD PROVIDE MORE HANDS ON EXPERIENCE TO THOSE DOING A PLAN B THESIS WHO'S FOCUS IS IN PRACTICAL APPLICATION AND NOT JUST FOCUSING ON RESEARCH.

Natural Resources

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

ALL WAS GOOD

JUDY KURTZMAN PROVIDED GREAT ADVISE ON WHAT TO TAKE AND HOW TO FINISH ON TIME

LAI D OUT THE REQUIREMENT AND SCHEDULING OPTIONS TO MEET MNR PROGRAM'S CORE OBJECTIVE/COMPETENCY REQUIREMENTS AND ELECTIVES IN AS SHORT AN AMOUNT OF TIME AS POSSIBLE.

ONLINE FORMAT THAT INCLUDED INTERACTION WITH PEERS. MY ADVISOR, JUDY KURTZMAN DID AN OUTSTANDING JOB IN ALL ASPECTS!

PROVIDE THE PROGRAM

THE DEGREE ITSELF IS SET UP FOR WORKING PROFESSIONALS. THIS MADE IT POSSIBLE TO COMPLETE AND WAS A BIG FACTOR IN CHOOSING USU. (MS IN NATURAL RECOURSES)

THEY PROVIDED FOR OPPORTUNITIES TO LEARN MATERIAL OUTSIDE THE NATURAL RESOURCES DEPARTMENT. THIS ENCOURAGEMENT CAME FROM SEVERAL EXCEPTIONAL PROFESSORS.

How could the university/department better meet the needs of graduate students?

FOCUS ON APPLICABILITY NOT JUST ACADEMICS

MAKE SURE THAT MAJOR PROFESSORS/COMMITTEE MEMBERS SATISFY THEIR OBLIGATION AND RESPONSIBILITIES TO THEIR GRADUATE STUDENTS, NO MATTER WHAT TYPE OF PLAN (A, B, C,) THE STUDENT IS SEEKING.

MY ADVISOR WAS UNCLEAR ON WHAT CLASSES I COULD TAKE TO FULFILL REQUIREMENT WHICH CAUSED ME TO TAKE CLASSES THAT DIDN'T ADVANCE ME TOWARD GRADUATION

MY DEPARTMENT (NATURAL RESOURCES) ADVISOR WAS HELPFUL BUT BECAME VERY DISORGANIZED DURING MY FINAL YEAR OF SCHOOL. IT WAS VERY STRESSFUL TO HAVE MISSING PAPERWORK DESPITE RECORDS OF COMMUNICATION AND MY OWN ORGANIZATION. A BETTER SYSTEM IS NECESSARY

PROVIDE BETTER FEEDBACK TO ONLINE GRADUATE STUDENTS. WE NEED ANOTHER JUDY KURTZMAN.

SOME PROFESSORS WERE NOT WELL ENGAGED. ONLY 2 - GIS AT USU AND ENVIRONMENTAL ECONOMICS AT OSU

Range Science

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

DEPARTMENT SECRETARY WAS GREAT ABOUT ANSWERING ALL OF MY QUESTIONS

DEPARTMENT STAFF WAS ALWAYS KNOWLEDGEABLE ABOUT ISSUES AND RESOLVED MY QUESTIONS

How could the university/department better meet the needs of graduate students?

INCENTIVES FOR STUDENT TO FINISH FASTER. MANY STUDENTS TAKE TOO LONG TO FINISH THEIR DEGREE AND TAKE UP SPACE ANOTHER PERSON COULD HAVE.

Recreation Resource Management (no comments)

Watershed Science

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

BRIAN BAILEY (STAFF ASSISTANT II) AND ENID KELLEY (STAFF ASSISTANT SR) OF THE WATERSHED SCIENCES DEPARTMENT WERE VERY HELPFUL AND PROVIDED EXCELLENT GUIDANCE FOR DEGREE COMPLETION

BRIAN BAILEY IN WATERSHED SCIENCE, WAS A GREAT RESOURCE FOR ALL THINGS DEALING WITH DEADLINES, FORMATTING AND SCHEDULING

THE QUALITY OF PROFESSORS IN THE WATERSHED SCIENCES DEPARTMENT IS VERY GOOD. LOTS OF OPPORTUNITY TO INTERACT

THE WATS DEPARTMENT IS FANTASTIC. THEY CREATE A COMMUNITY OF TEACHERS, FACULTY, AND STUDENTS THAT WORK AND PLAY WELL TOGETHER.

How could the university/department better meet the needs of graduate students?

BETTER HEALTH INSURANCE (EG. DENTAL, VISION)

I WAS SATISFIED

IT COULD HAVE HELPED TO HOLD MY DEPARTMENT TO ACADEMIC SCHEDULES MORE RIGOROUSLY. MAYBE AUTOMATIC EMAILS REMINDING OF DEADLINES FOR CERTAIN STEPS (EG PROPOSAL)

THE WATS DEPARTMENT COULD INCLUDE MORE ONLINE SOURCES FOR WATS SPECIFIC DEGREE REQUIREMENTS. NOTE THIS HAS IMPROVED SINCE I STARTED IN 2010.

Wildlife Biology

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

I ALWAYS FELT THAT THE STAFF WENT OUT OF THEIR WAY TO HELP AND SUPPORT ME

PREPARE ME TO BE A GOOD SCIENTIST

THE DEPARTMENT OF WILDLAND RESOURCES WAS VERY WELL ORGANIZED IN THEIR GRADUATE PROGRAM

WILDLAND RESOURCES THE OFFICE STAFF WERE INCREDIBLY KNOWLEDGEABLE AND HELPFUL. THEY KNOW MORE ABOUT THE PROCESS THAN THE FACULTY.

How could the university/department better meet the needs of graduate students?

I WISH THERE WAS MORE INPUT RECEIVED BY GRAD STUDENTS ABOUT THEIR MAJOR PROFESSORS. I HAVE MAJOR CONCERNS ABOUT MY ADVISORS CAPABILITIES AND HAVE NO GOOD AVENUE TO EXPRESS MY CONCERNS.

MORE FUNDING

THE PROCESS OF NAVIGATING DEGREE REQUIREMENTS WAS VERY UNCLEAR I WAS NOT INFORMED THAT I WOULD BE PAYING FOR 3K OF MY TUITION WHEN I INTERVIEWED FOR THE POSITION AND THIS BECAME A SIGNIFICANT FINANCIAL BURDEN FOR ME. MY ADVISOR WAS ILL-INFORMED

Applied Environmental Geoscience (no cases)

Biochemistry

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

I HAD THE RESOURCES AND SUPPORT I NEEDED TO COMPLETE MY DEGREE

THE CHEMISTRY AND BIOCHEMISTRY DEPARTMENT ASSISTED SIGNIFICANTLY IN IMPROVING MY ORAL PRESENTATION SKILLS AND WRITTEN SKILLS. THE PROFESSORS GAVE ME GREAT SUPPORT AND ADVICE WHENEVER I NEED THEM.

THEY HAVE BEEN HELPFUL IN GETTING ALL OF MY REQUIREMENTS FINISHED

How could the university/department better meet the needs of graduate students?

THE UNIVERSITY AND DEPARTMENT COULD DO A BETTER JOB PREPARING STUDENTS FOR ALTERNATE CAREERS (NOT ACADEMIC)

THERE SHOULD BE MORE TRAINING ON PREPARING STUDENTS FOR INDUSTRY CAREERS NOT JUST ACADEMIC

Biology

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

GOOD ACCESS TO TEACHING ASSISTANCE SHIP

THE BIOLOGY DEPARTMENT WAS REALLY GOOD AT PROVIDING TEACHING ASSISTANTSHIPS. THE STAFF WAS REALLY KNOWLEDGEABLE AND HELPFUL.

WILDLANDS DEPARTMENT: MARSH BAILEY WAS ALWAYS VERY HELPFUL WITH QUESTIONS. ACTIVITIES THAT PROMOTED PROFESSIONAL AND STUDENT MINGLING/INTERACTION.

How could the university/department better meet the needs of graduate students?

I CAN'T THINK OF ANYTHING.

MORE FACULTY MEMBERS IT SEEMED LIKE THE FEW FACULTY WE HAD WERE SPREAD VERY THIN. TOO MUCH WORK FOR A SINGLE PERSON. I KNOW BUDGETS ARE TIGHT, BUT 1-2 NEW FACULTY TO ADVISE GRAD STUDENTS SPECIFICALLY WOULD HAVE BEEN VERY HELPFUL.

SOME PROFESSORS TAKE ON TOO MANY RESPONSIBILITIES OR OBLIGATIONS THAT MAKES THEM MUCH LESS AVAILABLE TO STUDENTS UNDER THEIR GUIDANCE.

Chemistry

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

DEPT. OF CHEM AND BIOCHEMISTRY - DEPARTMENTAL SEMINARS BY GUEST SPEAKERS FROM OTHER INSTITUTES. SEMINARS BY STUDENTS ONCE IN A YEAR (GOOD OPPORTUNITY TO PRESENT)

GREAT ENVIRONMENT FOR LEARNING. EXPECTATION OF SUCCESS. EXCELLENT MENTORING

INTERACTION BETWEEN FACULTY AND STUDENTS (PH.D IN DEPARTMENT OF CHEMISTRY AND BIOCHEMISTRY)

LIBRARY IS FANTASTIC. DONT GO OVERBOARD WITH EXTRANEIOUS JOURNALS, BUT KEEP THE MAJOR CHEMISTRY JOURNALS AVAILABLE

How could the university/department better meet the needs of graduate students?

DEPT. OF CHEM & BIOCHEM - MORE INSTRUMENTAL FACILITIES FOR RESEARCH. I THINK IT COULD BE BETTER TO HAVE INDEPENDENT STUDY COURSE WORK.

NO EVERYTHING IS PERFECT I THINK

PROVIDE INFORMATION REGARDING EMPLOYMENT OUTSIDE ACADEMICS

TAKE AN INCOMING GRADUATE STUDENT AND TRAIN THEM IN THE DEPT. AND GRAD SCHOOL REQUIREMENTS. AFTER A WEEK GIVE THEM A WRITTEN TEST. THE PERSON WILL SHOW INFORMATION GAPS, FIX THE GAPS

Ecology (SCI)

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

BIOLOGY DEPARTMENT & THE ECOLOGY CENTER: GREAT AT PROVIDING FUNDING SUPPORT, COLLABORATIVE, POSITIVE ENVIRONMENT FOR RESEARCH

THE BIOLOGY DEPARTMENT OFTEN DID EVERYTHING IN ITS POWER TO OVERCOME THE SHORTCOMINGS OF THE SCHOOL OF GRADUATE STUDIES AND PREVENT NEGATIVE IMPACTS FOR GRADUATE STUDENTS

How could the university/department better meet the needs of graduate students?

CONSISTENT AND ACCURATE INFORMATION FROM THE SCHOOL OF GRADUATE STUDIES PRESENTED IN A CLEAR AND AVAILABLE WAY, SO THAT PROBLEMS WITH A STUDENT'S DEGREE PROGRAM ARE NOT DIRECTLY THE FAULT OF SGS

UNIVERSITY: POOR COMMUNICATION WITH DEPT. AND GRAD STUDENTS ON PAPERWORK, DEGREE REQUIREMENTS, AND PROGRESS. WHY AREN'T MORE FORMS FILLED OUT AND STORED ELECTRONICALLY?

Economics & Statistics (SCI) no cases

Geology

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

THE GEOLOGY DEPARTMENT PROVIDED ALL EQUIPMENT AND FACILITIES NECESSARY FOR COMPLETION OF MY DEGREE

How could the university/department better meet the needs of graduate students?

THE GEOLOGY DEPARTMENT COULD DO A BETTER JOB WITH COMMUNICATION BETWEEN STUDENTS AND FACULTY

Industrial Mathematics (no cases)

Mathematical Sciences

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

MY ADVISOR IN THE MATH DEPARTMENT, JAMES POWELL, IS AN EXCELLENT MENTOR

How could the university/department better meet the needs of graduate students?

MATH DEPARTMENT COULD BE MORE HELPFUL WITH THESIS PREPARATION, I.E. MAIN FOCUS ON UP TO DATE LATEX CLASS FILE.

Mathematics

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| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| ALL SEEMED LIKE THEY WANTED ME TO BE SUCCESSFUL |
| BROADCAST/TELEPRESENCE SITES STATE-WIDE, AVAILABILITY OF EVENING CLASSES |
| MY DEPARTMENT HAD EXCELLENT TEACHERS WHO WERE VERY HELPFUL |
| THE LIBRARY WAS VERY NICE RESOURCE. LOTS OF COMPUTERS AND SPACE TO WORK |
| WORKED WITH ME TO DO INDEPENDENT STUDIES CLASSES |
| |
| How could the university/department better meet the needs of graduate students? |
| MAKE THE MMATH PROGRAM TO INCLUDE THE POSSIBILITY OF GRL SO STUDENTS CAN RECEIVE A LICENSE UPON GRADUATION |
| OFFER MORE UPPER LEVEL DISTANCE ED MATH COURSES |
| PROFESSORS NEED TO REALIZE NOT ALL GRAD STUDENTS ARE 21. WE HAVE JOBS & FAMILIES. IT WAS HARD TO SCHEDULE CLASSES, MEET WITH ADVISORS, I WANTED TO TAKE CLASSES BUT OFTEN NON WERE AVAILABLE |
| PROFESSORS THEMSELVES NEED TO BE MORE AVAILABLE BY PHONE, EMAIL OR IN PERSON |
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| Physics |
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| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| WE HAVE A GREAT SECRETARY/ADVISOR AND GREAT FACULTY IN PHYSICS |
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| How could the university/department better meet the needs of graduate students? |
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| Statistics |
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| As you think about your experience as a graduate student at USU, what did the university/department do well? |
| IT WAS A VERY GOOD EXPERIENCE AS A GRADUATE STUDENT AT USU. I TURNED OUT TO BE A PERSON I NEVER IMAGED TO I GROWN UP MATURED, INDEPENDENT, WITH HAND-ON EXPERIENCES. |
| OUR SECRETARY CINDY MOULTON HAS BEEN EXTREMELY HELPFUL. WITHOUT HER I WOULDN'T BE ABLE TO COMPLETE THE PAPERWORK. (MATH AND STATS) |
| |
| How could the university/department better meet the needs of graduate students? |
| THE MAIN PROBLEM WITH OUR DEPARTMENT IS THAT OUR PROFESSORS ARE NOT ENGAGED IN ANY SERIOUS RESEARCH. MOST OF THEM JUST ENJOY MONEY OFFERED BY USU AND TEACH UNDERGRADUATE LEVEL COURSES, AND VERY LOW LEVEL GRADUATE COURSES |
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| Toxicology (SCI) no cases |