

Graduate Student Survey
at University of Missouri, 2002

(UM and UMR Data)

Fall 2002

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Graduate Student Survey at University of Missouri, 2002

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I. Introduction

The desired outcome of higher education is student learning and development, rather than the resources institutions have assembled (Kuh, 2001). The extent and quality of students' engagement in educationally purposeful activities is the single best predictor of undergraduate learning and development (Astin, 1993; Pascarella & Terenzini, 1991; Pace, 1980). Since 2001, the National Survey of Student Engagement (NSSE) model has been used extensively across the nation's undergraduate population to measure learning and development.

The Graduate Student Survey at University of Missouri, 2002 (GSS 2002) applied a similar conceptual framework to graduate students in an effort to effectively measure graduate student learning and development.

The GSS 2002 questionnaire was designed by a team of institutional research professionals at the University of Missouri System. When applying the NSSE model, each item was carefully verbalized in such a way so that it appropriately reflected the social and academic lives in graduate school. During the design process, we were able to consult with field experts regarding a variety of concerns. In addition, feedback from campus graduate deans were also reflected in the final product of the survey instrument.

The GSS 2002 investigated the seven areas of student engagement and graduate school outcomes:

- ◆ Level of Academic Challenge
- ◆ Active and Collaborative Learning
- ◆ Student Interaction with Faculty
- ◆ Enriching Learning Experience
- ◆ Supportive Campus Environment
- ◆ Career Preparation
- ◆ Academic and Personal Development
- ◆ Satisfaction with University Experience

In the spring of 2002, the Graduate Student Survey (GSS) was electronically distributed to a random sample of 6,097 graduate students at the University of Missouri. These students had been enrolled in both Fall 2001 AND Spring 2002 semesters and had ample university experiences to respond to the survey questionnaire. Three weeks following the initial delivery, 2,504 valid surveys were returned for data analysis, constituting an overall response rate of 41.1%.

II. Executive Summary (UM)

- ◆ The majority of the students (89%) rated the overall quality of their academic programs as excellent, very good, or good.
- ◆ Overall satisfaction level was relatively high among all the doctoral and master's students regardless of gender, ethnicity, full-time status, career aspiration, or citizenship. More than 67% of the students would definitely recommend their graduate program to a friend.
- ◆ There appeared to be more opportunities to work with other students during the class as opposed to outside the class (83% vs. 69%).
- ◆ 86% of the students reported satisfactory interaction with faculty. 74% had opportunities to work with faculty on research projects.
- ◆ 70% of the students realized opportunities for co-curricular activities, 64% were involved in interdisciplinary work.
- ◆ Students felt stronger academic support than social support (82% vs. 68%).
- ◆ Only a little more than half of the students (55%) expressed that they received quality advice on career options outside higher education.
- ◆ Of those students who expected teaching to be their career, only half reported that teaching was required in their graduate programs.
- ◆ Nearly 30% of the students thought it would take/took them longer to complete a degree than they had expected.
- ◆ Compared with master's students, doctoral students indicated higher levels of academic challenge as well as academic development, accompanied by more frequent interactions with faculty.
- ◆ International students felt a lower level of academic challenge, at the same time, they were less involved in such enriched learning experiences as practicum, internship, and interdisciplinary work.
- ◆ Those choosing a career as college/university faculty expressed stronger levels of academic challenge, and more interactions with faculty. These students were also more actively involved in enriched learning, and reported higher levels of development both academically and personally.

III. GSS 2002 and Respondents (UM)

Table 1 shows selected respondent characteristics. The first column represents GSS 2002 respondents; the second column shows the characteristics of students (population) as reflected by IPEDS 2001-2002 enrollment data at the University of Missouri. GSS 2002 mirrored the student profile in terms of masters or doctoral programs. Male, full-time, Asian, and international students are over-represented. With one out of three respondents being international students, the survey results have to be interpreted with extra caution.

Table 1: Comparison of GSS 2002 Respondents and Population

| | <u>GSS 2002</u> | <u>Population</u> | <u>GSS 2002</u> | <u>Population</u> | <u>GSS 2002</u> | <u>Population</u> | <u>GSS 2002</u> | <u>Population</u> | <u>GSS 2002</u> | <u>Population</u> |
|--------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|-----------------|-------------------|
| | <u>UMC</u> | | <u>UMKC</u> | | <u>UMR</u> | | <u>UMSL</u> | | <u>UM</u> | |
| <u>Program</u> | | | | | | | | | | |
| Masters | 50% | 46% | 69% | 59% | 60% | 73% | 69% | 80% | 57% | 59% |
| Doctors | 50% | 54% | 31% | 41% | 40% | 27% | 31% | 20% | 43% | 41% |
| <u>Ethnicity</u> | | | | | | | | | | |
| Afr.+Am.Ind. | 5% | 6% | 6% | 11% | 3% | 4% | 8% | 12% | 5% | 9% |
| Asian | 12% | 3% | 18% | 7% | 40% | 4% | 8% | 3% | 16% | 4% |
| White | 83% | 91% | 77% | 82% | 58% | 92% | 84% | 85% | 78% | 87% |
| <u>Citizenship</u> | | | | | | | | | | |
| U.S.&PR | 70% | 81% | 70% | 88% | 31% | 48% | 83% | 91% | 65% | 83% |
| International | 30% | 19% | 30% | 12% | 69% | 52% | 17% | 9% | 35% | 17% |

Note: GSS 2002 population is defined as all graduate students enrolled in the Fall of 2001.

Source: http://www.system.missouri.edu/planning/exec_ref/1_21.xls

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IV. Profile of GSS 2002 Respondents (UM)

Immediately prior to attending current graduate programs, about 58% of the doctoral students were either undergraduate or graduate students, 38% of the master's students were undergraduate students. One out of three students had been working in a related field (Table 2).

At the time of responding to the survey, 68% of the master's students, and 34% of the doctoral students were still taking courses. Twenty two percent of the doctoral students had completed their course work; 28% passed qualifying exams; and 16% had had their dissertation proposals accepted.

The majority of the doctoral students (63%) were in their first, second or third year of study in the program. For master's students, 84% were in their first or second year of study.

When doctoral students were asked about "What do you plan to do once you secure your degree?", 48% indicated their plans to be a faculty member in higher education; 17% would go for post-doctoral studies; 16% to industry/research; and only 4% implied they would work in a government.

Table 2: Profile of GSS 2002 Respondents

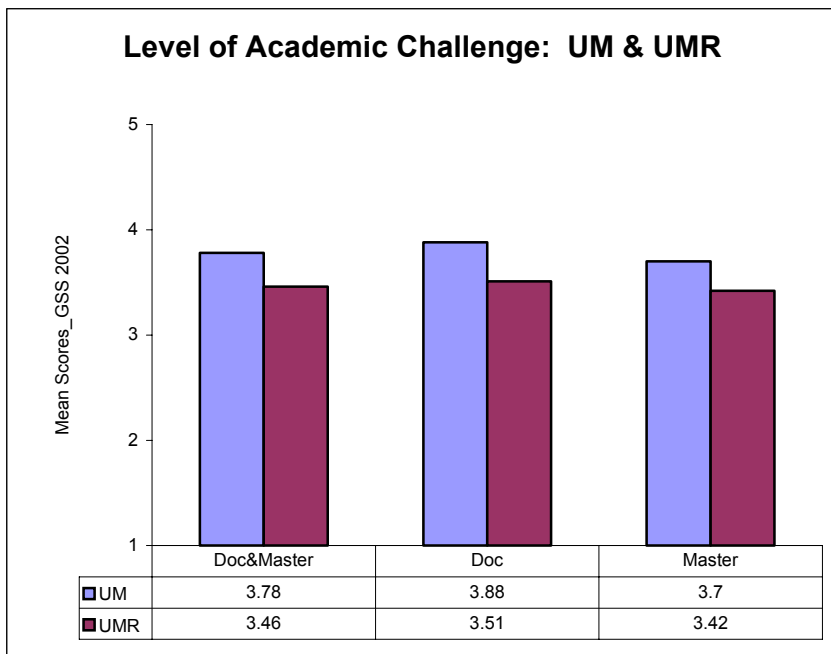
| | <u>Doctoral Students</u> | | | | | <u>Master's Students</u> | | | | |
|---|--------------------------|-------------|------------|-------------|-----------|--------------------------|-------------|------------|-------------|-----------|
| | <u>UMC</u> | <u>UMKC</u> | <u>UMR</u> | <u>UMSL</u> | <u>UM</u> | <u>UMC</u> | <u>UMKC</u> | <u>UMR</u> | <u>UMSL</u> | <u>UM</u> |
| <u>Prior Status</u> | | | | | | | | | | |
| Undergraduate | 19% | 20% | 10% | 20% | 18% | 45% | 25% | 48% | 17% | 38% |
| Graduate Student | 40% | 31% | 55% | 25% | 40% | 13% | 14% | 17% | 14% | 14% |
| Volunteer | 0% | 1% | 1% | 1% | 0% | 1% | 1% | 0% | 0% | 1% |
| Work/related fields | 33% | 35% | 29% | 48% | 34% | 27% | 46% | 26% | 48% | 34% |
| Work/unrelated fields | 8% | 13% | 5% | 6% | 8% | 14% | 15% | 9% | 21% | 14% |
| <u>Current Status in Prog</u> | | | | | | | | | | |
| Taking courses | 31% | 37% | 36% | 45% | 34% | 65% | 70% | 71% | 71% | 68% |
| Completed course work | 23% | 22% | 20% | 18% | 22% | 21% | 18% | 18% | 17% | 19% |
| Passed Qualifying | 28% | 22% | 34% | 23% | 28% | 7% | 8% | 5% | 11% | 7% |
| Proposals accepted | 17% | 19% | 10% | 14% | 16% | 7% | 3% | 7% | 1% | 5% |
| <u>Current Year of Study</u> | | | | | | | | | | |
| 1st | 22% | 19% | 25% | 25% | 22% | 40% | 35% | 42% | 43% | 40% |
| 2nd | 20% | 18% | 31% | 29% | 22% | 47% | 41% | 46% | 33% | 44% |
| 3rd | 19% | 20% | 19% | 19% | 19% | 9% | 19% | 9% | 15% | 12% |
| 4th | 17% | 15% | 16% | 14% | 16% | 2% | 4% | 2% | 7% | 3% |
| 5th | 11% | 12% | 7% | 5% | 10% | 1% | 1% | 0% | 1% | 1% |
| 6th | 5% | 8% | 1% | 8% | 5% | 0% | 0% | 0% | 0% | 0% |
| 7th | 2% | 5% | 1% | 1% | 2% | 0% | 1% | 0% | 1% | 0% |
| 8th | 2% | 4% | 1% | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| 9th or more | 2% | 0% | 1% | 0% | 1% | 0% | 0% | 0% | 1% | 0% |
| <u>Plan when complete degree</u> | | | | | | | | | | |
| Work in Government | 4% | 4% | 2% | 1% | 4% | 9% | 6% | 4% | 5% | 7% |
| Work in Hi_Ed administration | 5% | 9% | 22% | 6% | 8% | 6% | 8% | 1% | 5% | 5% |
| Work as Hi_Ed faculty | 49% | 29% | 58% | 49% | 48% | 13% | 8% | 3% | 13% | 10% |
| Work in industry/research | 14% | 29% | 13% | 16% | 16% | 41% | 50% | 77% | 36% | 50% |
| Postdoctoral | 20% | 14% | 4% | 18% | 17% | 3% | 1% | 1% | 3% | 2% |
| Other | 8% | 14% | 0% | 9% | 7% | 29% | 28% | 14% | 39% | 27% |

V. Response Rate

| | UMC | UMKC | UMR | UMSL | Total |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|
| Emailed Surveys | 3,208 | 2,411 | 892 | 566 | 6,263 |
| Undeliverable | 21 | 6 | 36 | 103 | 166 |
| Potential Response Pool | 3,187 | 2,405 | 856 | 463 | 6,097 |
| Returned Surveys | 1,362 | 454 | 429 | 259 | 2,504 |
| Response Rate | 42.7% | 18.9% | 50.1% | 55.9% | 41.1% |

VI. Benchmarks

The UM GSS 200 benchmark analysis are based on the 2,504 valid responses. Benchmarks are computed by averaging the mean scores on the corresponding items. All the items being on a five-Likert scale, a theoretical perfect score is five.



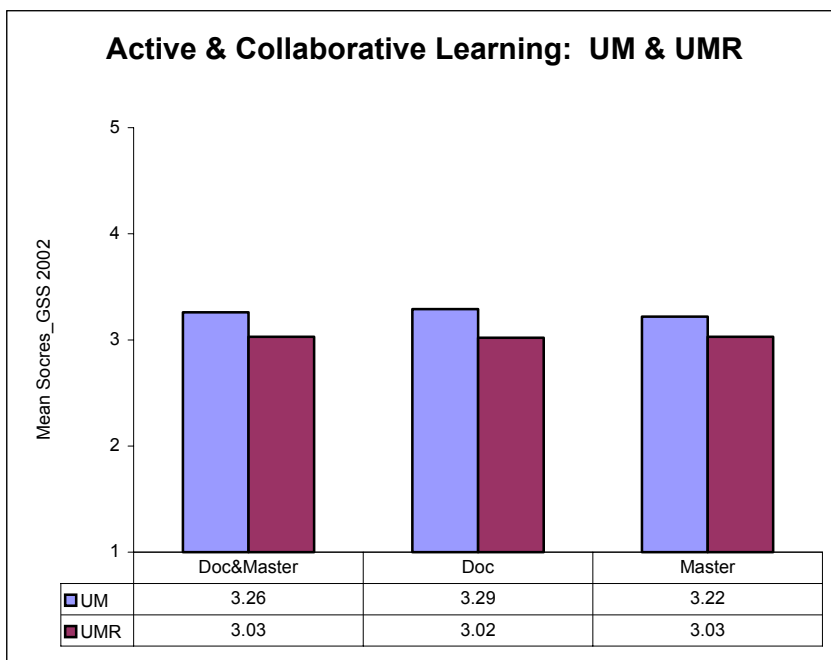
Level of academic challenge Items:

Level of academic challenge provided by my program

Ability of the program to keep pace with the new developments in my field

Opportunity to use high level thinking skills

Overall quality of my academic program

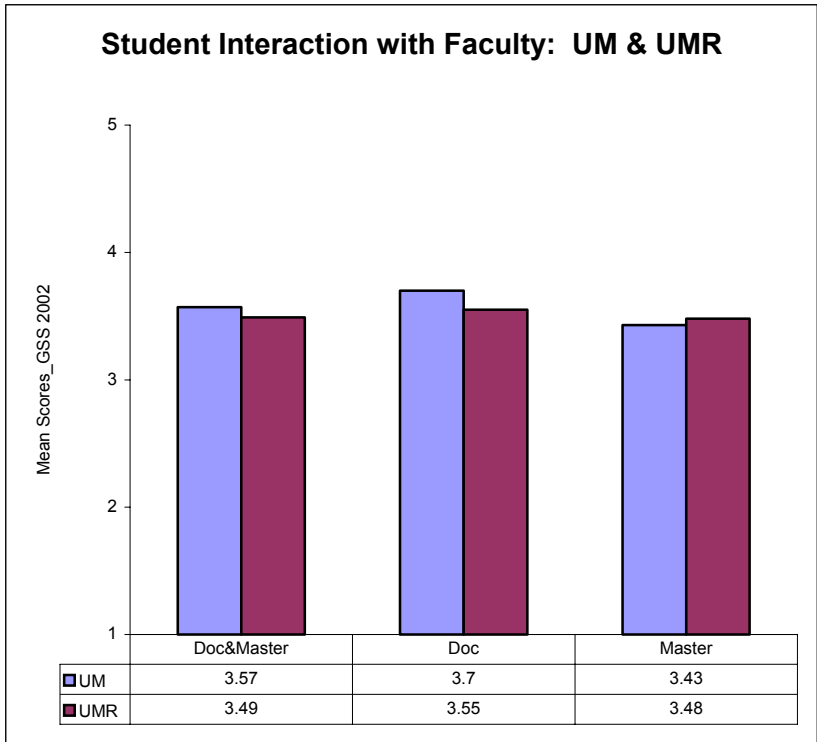


Active and Collaborative Learning Items:

Opportunity to work with other graduate students during class

Opportunity to work with other graduate students outside of class

Opportunity to tutor/teach other graduate students



Student Interactions with Faculty Items:

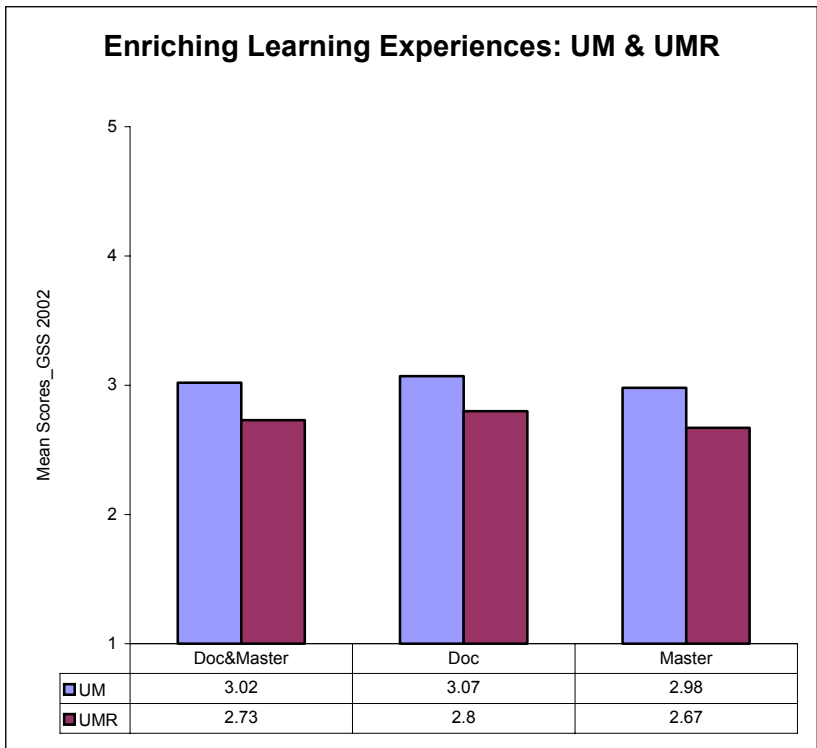
Opportunity for meaningful interaction with faculty

Opportunity to discuss ideas with faculty members outside of class

The quality of advising that I have received during my thesis/dissertation preparation

Opportunity to work with faculty on research/creative projects

The quality of feedback from faculty on my academic performance



Enriching Learning Experiences Items:

Quality of experiences such as practicum/internships in my graduate program

Opportunity to work with diverse groups of people

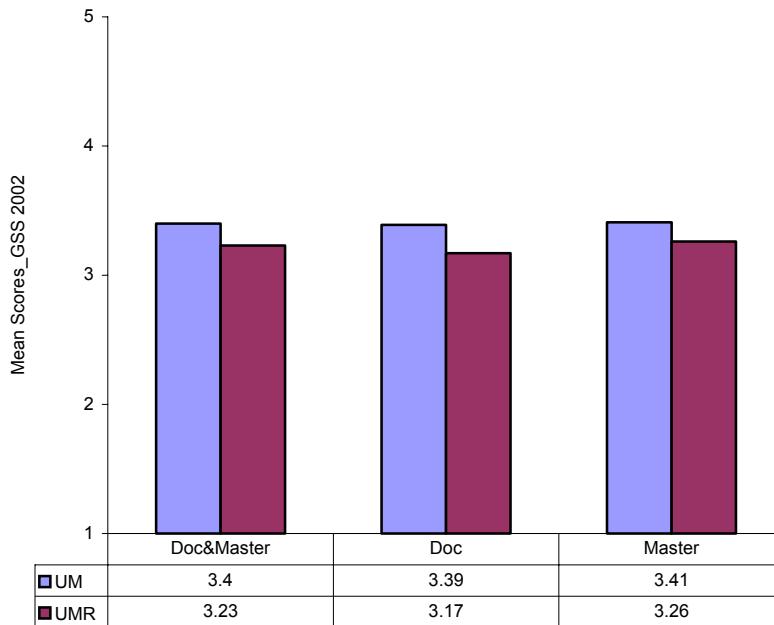
Opportunity for community/ civic/volunteer service while in graduate school

Opportunity to get involved in professional activities/ disciplinary societies

Opportunity to engage in interdisciplinary work

Opportunity to participate in co-curricular activities (graduate student organizations, graduate student government, etc.)

Supportive Campus Environment: UM & UMR



Supportive Campus Environment Items:

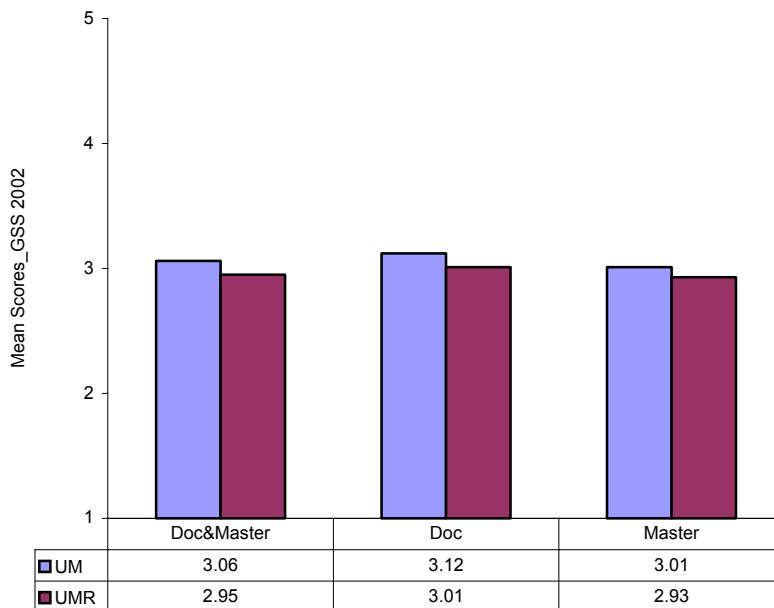
Campus environment as it relates to providing the support I need to succeed academically

Campus environment as it relates to providing the support I need to succeed socially

Quality of relationships with administrative personnel and offices

Quality of relationships with other graduate students

Career Preparation: UM & UMR



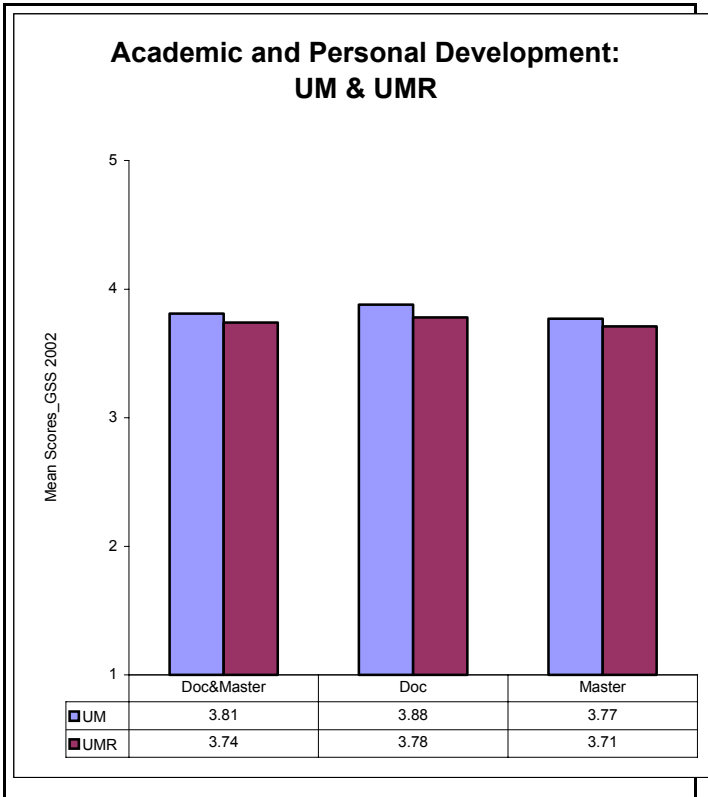
Career Preparation Items:

Advice I have received about career options

Overall quality of my preparation in graduate school for my chosen career

Overall quality of my preparation to conduct research in my field

Overall quality of my preparation to teach in a college or university



Academic and Personal Development Items:

I have learned more in graduate school than I thought possible

My graduate school experience has enhanced my ability to apply theories/ concepts.

I am comfortable using technology to manage information in my chosen field.

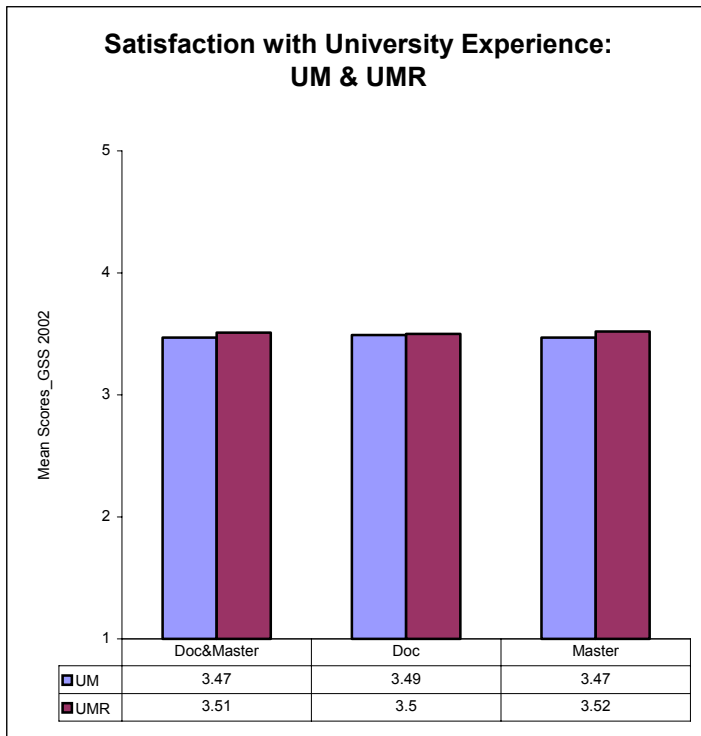
My oral and written skills have improved while in graduate school

My professional skills (such as public speaking, making presentations, interviewing etc.) have improved in graduate school

Working with others is a skill I have improved while in graduate school

Graduate school has contributed to my ability to learn on my own

I am more confident making decisions on professional ethics and responsibilities as a result of graduate school



Satisfaction with University Experience Items:

It has taken/will take me longer than I expected to complete my graduate degree

Computing support is adequate

Program requirements/deadlines are clearly communicated

Support resources (such as office space, equipment and supplies) are adequate

Library and information sources/support are adequate

If I ever perceive abuse or misconduct in my program, I know where to go to address the issue

I would recommend this program to a friend

VII: GSS 2002 Benchmarks by Demographic Variables: UM and UMR

| | | <u>Academic Challenge</u> | <u>Active Learning</u> | <u>Interact w/ Faculty</u> | <u>Enrich Learn</u> | <u>Support</u> | <u>Career Prep</u> | <u>Academic Develop</u> | <u>Personal Develop</u> | <u>Overall Develop</u> | <u>Satis- faction</u> |
|-----------------------------|-----|-------------------------------|----------------------------|--------------------------------|-------------------------|----------------|--------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|
| <u>Program</u> | | | | | | | | | | | |
| <i>Doctoral</i> | UM | 3.88 | 3.22 | 3.43 | 2.98 | 3.41 | 3.01 | 3.86 | 3.88 | 3.88 | 3.47 |
| | UMR | 3.51 | 3.02 | 3.55 | 2.8 | 3.17 | 3.01 | 3.72 | 3.89 | 3.78 | 3.5 |
| <i>Master's</i> | UM | 3.7 | 3.22 | 3.43 | 2.98 | 3.41 | 3.01 | 3.74 | 3.88 | 3.77 | 3.47 |
| | UMR | 3.42 | 3.03 | 3.48 | 2.67 | 3.26 | 2.93 | 3.68 | 3.83 | 3.71 | 3.52 |
| <u>Gender</u> | | | | | | | | | | | |
| <i>Male</i> | UM | 3.67 | 3.24 | 3.58 | 2.99 | 3.39 | 3.06 | 3.79 | 3.91 | 3.81 | 3.49 |
| | UMR | 3.44 | 3.03 | 3.53 | 2.71 | 3.22 | 2.97 | 3.68 | 3.85 | 3.73 | 3.53 |
| <i>Femal</i> | UM | 3.9 | 3.29 | 3.56 | 3.07 | 3.41 | 3.07 | 3.79 | 3.94 | 3.82 | 3.45 |
| | UMR | 3.52 | 3.01 | 3.37 | 2.89 | 3.25 | 2.85 | 3.7 | 3.85 | 3.73 | 3.43 |
| <u>Ethnicity</u> | | | | | | | | | | | |
| <i>Afr Am Ind Hisp</i> | UM | 3.98 | 3.46 | 3.67 | 3.35 | 3.43 | 3.03 | 3.88 | 3.98 | 3.86 | 3.62 |
| | UMR | 3.29 | n<5 | n<5 | n<5 | 3.39 | n<5 | 3.83 | 3.86 | 3.87 | 3.55 |
| <i>Asian</i> | UM | 3.42 | 2.91 | 3.33 | 2.71 | 3.24 | 2.91 | 3.7 | 3.92 | 3.77 | 3.42 |
| | UMR | 3.32 | 2.83 | 3.33 | 2.48 | 3.2 | 2.87 | 3.73 | 3.93 | 3.8 | 3.47 |
| <i>White</i> | UM | 3.93 | 3.43 | 3.61 | 3.22 | 3.46 | 3.09 | 3.82 | 3.91 | 3.82 | 3.47 |
| | UMR | 3.85 | 3.31 | 3.66 | 3.35 | 3.33 | 3.03 | 3.77 | 3.77 | 3.72 | 3.45 |
| <u>Full-Time St.</u> | | | | | | | | | | | |
| <i>Full-Time</i> | UM | 3.76 | 3.25 | 3.58 | 3 | 3.41 | 3.06 | 3.79 | 3.95 | 3.83 | 3.45 |
| | UMR | 3.45 | 3.03 | 3.52 | 2.75 | 3.24 | 2.96 | 3.7 | 3.87 | 3.75 | 3.51 |
| <i>Part-time</i> | UM | 3.92 | 3.32 | 3.51 | 3.26 | 3.37 | 3.06 | 3.79 | 3.82 | 3.76 | 3.58 |
| | UMR | 3.67 | 3.1 | 2.87 | 2.5 | 3.18 | 2.82 | 3.56 | 3.66 | 3.61 | 3.49 |
| <u>Citizenship</u> | | | | | | | | | | | |
| <i>U.S.</i> | UM | 3.94 | 3.44 | 3.59 | 3.2 | 3.42 | 3.09 | 3.81 | 3.9 | 3.81 | 3.46 |
| | UMR | 3.86 | 3.36 | 3.64 | 3.29 | 3.29 | 3.02 | 3.73 | 3.7 | 3.68 | 3.51 |
| <i>Non U.S.</i> | UM | 3.49 | 2.99 | 3.54 | 2.8 | 3.36 | 3.02 | 3.76 | 3.97 | 3.83 | 3.5 |
| | UMR | 3.27 | 2.88 | 3.44 | 2.6 | 3.2 | 2.92 | 3.67 | 3.92 | 3.77 | 3.51 |

VII: GSS 2002 Benchmarks by Demographic Variables: UM and UMR

| | | <u>Academic Challenge</u> | <u>Active Learning</u> | <u>Interact w/ Faculty</u> | <u>Enrich Learn</u> | <u>Support</u> | <u>Career Prep</u> | <u>Academic Develop</u> | <u>Personal Develop</u> | <u>Overall Develop</u> | <u>Satis- faction</u> |
|---------------------------------|-----|-------------------------------|----------------------------|--------------------------------|-------------------------|----------------|--------------------|-----------------------------|-----------------------------|----------------------------|---------------------------|
| <u>Career Aspiration</u> | | | | | | | | | | | |
| <u>Government</u> | UM | 3.91 | 3.21 | 3.61 | 3 | 3.44 | 3.07 | 3.88 | 3.94 | 3.86 | 3.49 |
| | UMR | 4.06 | 3.86 | 3.67 | 3.58 | 3.67 | 3.05 | 3.84 | 3.75 | 3.73 | 3.68 |
| <u>Hi_Ed Admin</u> | UM | 3.91 | 3.4 | 3.48 | 3.13 | 3.43 | 2.96 | 3.82 | 3.94 | 3.83 | 3.62 |
| | UMR | n<5 | n<5 | n<5 | n<5 | n<5 | n<5 n<5 | | n<5 n<5 | | 3.62 |
| <u>Hi_Ed Faculty</u> | UM | 3.96 | 3.32 | 3.75 | 3.14 | 3.41 | 3.09 | 3.87 | 4.01 | 3.89 | 3.47 |
| | UMR | 3.53 | 2.86 | 3.39 | 2.77 | 3.26 | 2.9 | 3.71 | 3.86 | 3.76 | 3.46 |
| <u>Industry/Research</u> | UM | 3.58 | 3.15 | 3.48 | 2.87 | 3.33 | 3.04 | 3.77 | 3.91 | 3.81 | 3.49 |
| | UMR | 3.43 | 3.03 | 3.5 | 2.79 | 3.22 | 3.01 | 3.72 | 3.89 | 3.78 | 3.56 |
| <u>Post_Doc</u> | UM | 3.76 | 3.18 | 3.59 | 2.89 | 3.34 | 3.18 | 3.81 | 3.96 | 3.83 | 3.48 |
| | UMR | 3.23 | 3.22 | 3.54 | 2.89 | 3.03 | 3.03 | 3.49 | 3.7 | 3.55 | 3.36 |
| <u>Status in Program</u> | | | | | | | | | | | |
| <u>Taking Courses</u> | UM | 3.78 | 3.23 | 3.52 | 3.01 | 3.41 | 3.06 | 3.77 | 3.88 | 3.78 | 3.47 |
| | UMR | 3.45 | 3.04 | 3.47 | 2.64 | 3.27 | 2.93 | 3.68 | 3.81 | 3.71 | 3.51 |
| <u>Completed Courses</u> | UM | 3.72 | 3.3 | 3.53 | 2.97 | 3.4 | 3.08 | 3.76 | 3.9 | 3.79 | 3.48 |
| | UMR | 3.33 | 2.85 | 3.42 | 2.74 | 3.07 | 2.94 | 3.64 | 3.87 | 3.71 | 3.5 |
| <u>Passed Qualify</u> | UM | 3.78 | 3.23 | 3.56 | 3.01 | 3.35 | 3.06 | 3.8 | 3.97 | 3.83 | 3.46 |
| | UMR | 3.44 | 3.01 | 3.44 | 2.79 | 3.11 | 2.95 | 3.67 | 3.85 | 3.73 | 3.44 |
| <u>Proposal Accepted</u> | UM | 3.86 | 3.37 | 3.71 | 3.15 | 3.43 | 3.07 | 3.9 | 4.08 | 3.94 | 3.49 |
| | UMR | 3.68 | 3.19 | 3.7 | 3.01 | 3.38 | 3.04 | 3.85 | 4.07 | 3.91 | 3.6 |

VIII: GSS 2002 Mean and Standard Deviation

| | Doctoral Students | | | | Master's Students | | | |
|--|-------------------|------|------|------|-------------------|------|------|------|
| | UMR | | UM | | UMR | | UM | |
| | Mean | Std | Mean | Std | Mean | Std | Mean | Std |
| 1 Level of aca. challenge | 3.57 | 0.87 | 3.89 | 0.90 | 3.53 | 0.92 | 3.74 | 0.90 |
| 2 Keep pace with new dev. | 3.50 | 0.97 | 3.82 | 0.97 | 3.26 | 1.04 | 3.62 | 1.00 |
| 3 Use thinking skills | 3.52 | 0.98 | 4.03 | 0.95 | 3.49 | 0.99 | 3.80 | 0.97 |
| 4 Overall quality | 3.46 | 0.91 | 3.80 | 0.93 | 3.40 | 0.95 | 3.62 | 0.94 |
| 5 Work w/ other students | 3.16 | 1.07 | 3.52 | 1.11 | 3.25 | 1.02 | 3.56 | 1.07 |
| 6 Work w/ students outside class | 2.86 | 1.06 | 3.23 | 1.20 | 2.85 | 1.24 | 3.14 | 1.20 |
| 7 Tutor other students | 2.86 | 0.98 | 2.95 | 1.16 | 2.74 | 1.08 | 2.79 | 1.13 |
| 8 Interaction w/ faculty | 3.57 | 1.09 | 3.78 | 1.09 | 3.54 | 1.01 | 3.62 | 1.05 |
| 9 Discuss w/ faculty outside class | 3.49 | 1.10 | 3.73 | 1.11 | 3.44 | 1.12 | 3.50 | 1.10 |
| 10 Quality of advising/thesis | 3.54 | 1.20 | 3.74 | 1.21 | 3.55 | 1.17 | 3.38 | 1.23 |
| 11 Work w/ faculty on research | 3.48 | 1.10 | 3.58 | 1.21 | 3.33 | 1.13 | 3.13 | 1.21 |
| 12 Feedback on aca. Performance | 3.39 | 0.98 | 3.55 | 1.11 | 3.24 | 1.01 | 3.33 | 1.06 |
| 13 Quality of practicums/internships | 2.54 | 1.14 | 3.15 | 1.27 | 2.05 | 1.28 | 3.06 | 1.41 |
| 14 Interact w/ ind. From different backgrounds | 3.02 | 1.16 | 3.18 | 1.23 | 3.07 | 1.27 | 3.30 | 1.21 |
| 15 Community/civic/volunteer services | 2.57 | 1.00 | 2.67 | 1.17 | 2.45 | 1.03 | 2.70 | 1.18 |
| 16 Professional activities/societies | 2.96 | 1.08 | 3.30 | 1.16 | 2.97 | 1.13 | 3.06 | 1.16 |
| 17 Engage in interdisciplinary work | 2.79 | 0.99 | 3.01 | 1.19 | 2.82 | 1.07 | 2.86 | 1.13 |
| 18 Co-curricular activities | 2.94 | 0.98 | 3.17 | 1.12 | 3.00 | 1.01 | 2.94 | 1.13 |
| 19 Support academically | 3.22 | 1.07 | 3.36 | 1.05 | 3.32 | 1.01 | 3.39 | 1.01 |
| 20 Support socially | 2.60 | 1.03 | 2.96 | 1.08 | 2.70 | 1.10 | 3.02 | 1.07 |
| 21 Relationship w/ admin. Personnel | 3.26 | 1.03 | 3.42 | 1.07 | 3.37 | 1.02 | 3.40 | 1.05 |
| 22 Relationship w/ students | 3.60 | 0.82 | 3.82 | 0.92 | 3.66 | 0.84 | 3.81 | 0.90 |
| 23 Advice about career options in Hi Ed | 2.79 | 1.06 | 3.13 | 1.17 | 2.72 | 1.09 | 2.85 | 1.19 |
| 24 Advice about career options outside Hi Ed | 2.72 | 1.01 | 2.58 | 1.17 | 2.54 | 1.12 | 2.74 | 1.20 |
| 25 Preparation for my chosen career | 3.12 | 1.03 | 3.50 | 1.02 | 3.25 | 0.92 | 3.37 | 0.99 |
| 26 Preparation to conduct research | 3.40 | 1.18 | 3.66 | 1.15 | 3.04 | 1.40 | 2.72 | 1.53 |
| 27 Preparation to teach | 2.88 | 1.02 | 2.67 | 1.16 | 3.01 | 1.07 | 3.02 | 1.10 |

VIII: GSS 2002 Mean and Standard Deviation

| | Doctoral Students | | | | Master's Students | | | |
|--|-------------------|------|------|------|-------------------|------|------|------|
| | UMR | | UM | | UMR | | UM | |
| | Mean | Std | Mean | Std | Mean | Std | Mean | Std |
| 28 Learned more than I thought | 3.31 | 0.80 | 3.30 | 0.78 | 3.20 | 0.85 | 3.17 | 0.84 |
| 29 Enhanced ability to apply theories | 3.87 | 0.84 | 4.18 | 0.73 | 3.97 | 0.76 | 3.98 | 0.81 |
| 30 Comfortable using tech in my field | 4.01 | 0.74 | 4.14 | 0.79 | 4.05 | 0.75 | 4.14 | 0.78 |
| 31 Oral and written skills improved | 3.87 | 0.83 | 4.14 | 0.81 | 3.79 | 0.96 | 3.91 | 0.92 |
| 32 Teaching to be my career | 3.74 | 0.86 | 3.99 | 0.99 | 3.28 | 1.01 | 3.37 | 1.16 |
| 33 Teaching is requirement of my program | 3.39 | 1.07 | 3.29 | 1.24 | 2.89 | 1.05 | 2.74 | 1.19 |
| 34 Professional skills improved | 3.97 | 0.79 | 4.12 | 0.80 | 3.81 | 0.94 | 3.87 | 0.89 |
| 35 Working w/ others | 3.69 | 0.84 | 3.75 | 0.87 | 3.70 | 0.91 | 3.75 | 0.90 |
| 36 Ability of learn on my own | 4.10 | 0.75 | 4.21 | 0.79 | 4.07 | 0.79 | 4.05 | 0.86 |
| 37 Making decisions on ethics | 3.78 | 0.79 | 3.90 | 0.89 | 3.75 | 0.97 | 3.85 | 0.91 |
| 38 Take longer to complete degree | 3.53 | 1.07 | 3.35 | 1.17 | 3.02 | 1.11 | 2.82 | 1.23 |
| 39 Computing support is adequate | 3.64 | 1.01 | 3.58 | 1.09 | 3.55 | 1.11 | 3.54 | 1.04 |
| 40 Deadlines are clearly communicated | 3.64 | 0.94 | 3.54 | 1.07 | 3.76 | 0.97 | 3.66 | 1.02 |
| 41 Support resources are adequate | 3.52 | 1.10 | 3.18 | 1.20 | 3.46 | 1.11 | 3.27 | 1.10 |
| 42 Library support adequate | 3.76 | 1.00 | 3.66 | 1.13 | 3.76 | 1.04 | 3.76 | 1.00 |
| 43 Know where to go address abuse issues | 3.24 | 1.04 | 3.33 | 1.12 | 3.53 | 0.93 | 3.37 | 1.09 |
| 44 Recommend this program to a friend | 3.49 | 0.93 | 3.71 | 1.04 | 3.65 | 0.98 | 3.73 | 1.00 |
| 45 Pursue graduate studies at this univ. | 3.17 | 1.09 | 3.58 | 1.09 | 3.42 | 1.07 | 3.58 | 1.08 |
| 54 Current year/program | 2.63 | 1.53 | 3.10 | 1.84 | 1.73 | 0.78 | 1.83 | 0.91 |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|---|--------------------------------|-----------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 1 | Level of aca. challenge | excellent | 24 | 14% | 277 | 27% | 38 | 15% | 269 | 20% |
| | | very good | 65 | 39% | 439 | 43% | 90 | 36% | 592 | 44% |
| | | good | 61 | 37% | 241 | 23% | 95 | 38% | 363 | 27% |
| | | fair | 16 | 10% | 64 | 6% | 24 | 10% | 115 | 9% |
| | | poor | 1 | 1% | 7 | 1% | 4 | 2% | 11 | 1% |
| | Total | 167 | 100% | 1,028 | 100% | 251 | 100% | 1,350 | 100% | |
| 2 | Keep pace with new dev. | excellent | 28 | 17% | 279 | 27% | 28 | 11% | 262 | 19% |
| | | very good | 55 | 33% | 403 | 39% | 77 | 31% | 536 | 40% |
| | | good | 60 | 36% | 248 | 24% | 92 | 37% | 362 | 27% |
| | | fair | 21 | 13% | 85 | 8% | 40 | 16% | 156 | 12% |
| | | poor | 3 | 2% | 15 | 1% | 14 | 6% | 33 | 2% |
| | Total | 167 | 100% | 1,030 | 100% | 251 | 100% | 1,349 | 100% | |
| 3 | Use thinking skills | excellent | 28 | 17% | 384 | 37% | 45 | 18% | 360 | 27% |
| | | very good | 57 | 34% | 374 | 36% | 72 | 29% | 506 | 38% |
| | | good | 59 | 36% | 199 | 19% | 99 | 40% | 351 | 26% |
| | | fair | 18 | 11% | 61 | 6% | 28 | 11% | 115 | 9% |
| | | poor | 4 | 2% | 11 | 1% | 6 | 2% | 17 | 1% |
| | Total | 166 | 100% | 1,029 | 100% | 250 | 100% | 1,349 | 100% | |
| 4 | Overall quality | excellent | 20 | 12% | 242 | 24% | 30 | 12% | 225 | 17% |
| | | very good | 60 | 36% | 436 | 43% | 89 | 35% | 583 | 43% |
| | | good | 65 | 39% | 259 | 25% | 87 | 35% | 365 | 27% |
| | | fair | 18 | 11% | 73 | 7% | 41 | 16% | 159 | 12% |
| | | poor | 3 | 2% | 14 | 1% | 4 | 2% | 17 | 1% |
| | Total | 166 | 100% | 1,024 | 100% | 251 | 100% | 1,349 | 100% | |
| 5 | Work w/ other students | excellent | 18 | 11% | 217 | 21% | 24 | 10% | 288 | 21% |
| | | very good | 44 | 26% | 333 | 33% | 82 | 33% | 443 | 33% |
| | | good | 63 | 38% | 288 | 28% | 91 | 36% | 405 | 30% |
| | | fair | 30 | 18% | 136 | 13% | 40 | 16% | 157 | 12% |
| | | poor | 12 | 7% | 49 | 5% | 14 | 6% | 54 | 4% |
| | Total | 167 | 100% | 1,023 | 100% | 251 | 100% | 1,347 | 100% | |
| 6 | Work w/ students outside class | excellent | 9 | 5% | 182 | 18% | 23 | 9% | 194 | 14% |
| | | very good | 38 | 23% | 257 | 25% | 66 | 26% | 372 | 28% |
| | | good | 60 | 36% | 283 | 28% | 52 | 21% | 348 | 26% |
| | | fair | 41 | 25% | 222 | 22% | 70 | 28% | 301 | 22% |
| | | poor | 19 | 11% | 82 | 8% | 40 | 16% | 133 | 10% |
| | Total | 167 | 100% | 1,026 | 100% | 251 | 100% | 1,348 | 100% | |
| 7 | Tutor other students | excellent | 5 | 4% | 85 | 11% | 9 | 5% | 66 | 8% |
| | | very good | 28 | 21% | 163 | 21% | 34 | 19% | 159 | 18% |
| | | good | 54 | 41% | 259 | 33% | 64 | 36% | 291 | 33% |
| | | fair | 33 | 25% | 192 | 24% | 46 | 26% | 230 | 26% |
| | | poor | 12 | 9% | 90 | 11% | 26 | 15% | 124 | 14% |
| | Total | 132 | 100% | 789 | 100% | 179 | 100% | 870 | 100% | |
| 8 | Interaction w/ faculty | excellent | 35 | 21% | 324 | 31% | 48 | 19% | 311 | 23% |
| | | very good | 58 | 35% | 318 | 31% | 83 | 33% | 464 | 34% |
| | | good | 49 | 30% | 249 | 24% | 82 | 33% | 367 | 27% |
| | | fair | 15 | 9% | 109 | 11% | 31 | 12% | 171 | 13% |
| | | poor | 9 | 5% | 29 | 3% | 6 | 2% | 36 | 3% |
| | Total | 166 | 100% | 1,029 | 100% | 250 | 100% | 1,349 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|----|---|-----------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 9 | Discuss w/ faculty outside class | excellent | 31 | 19% | 306 | 30% | 51 | 20% | 285 | 21% |
| | | very good | 60 | 36% | 326 | 32% | 71 | 28% | 421 | 31% |
| | | good | 43 | 26% | 231 | 22% | 78 | 31% | 383 | 28% |
| | | fair | 25 | 15% | 135 | 13% | 38 | 15% | 206 | 15% |
| | | poor | 8 | 5% | 29 | 3% | 12 | 5% | 54 | 4% |
| | Total | 167 | 100% | 1,027 | 100% | 250 | 100% | 1,349 | 100% | |
| 10 | Quality of advising/thesis | excellent | 39 | 27% | 304 | 35% | 46 | 27% | 161 | 22% |
| | | very good | 36 | 25% | 239 | 27% | 44 | 25% | 199 | 27% |
| | | good | 44 | 30% | 185 | 21% | 54 | 31% | 205 | 28% |
| | | fair | 16 | 11% | 96 | 11% | 18 | 10% | 106 | 14% |
| | | poor | 10 | 7% | 51 | 6% | 11 | 6% | 68 | 9% |
| | Total | 145 | 100% | 875 | 100% | 173 | 100% | 739 | 100% | |
| 11 | Work w/ faculty on research | excellent | 33 | 20% | 282 | 28% | 44 | 18% | 194 | 15% |
| | | very good | 53 | 32% | 303 | 30% | 65 | 26% | 333 | 25% |
| | | good | 47 | 28% | 229 | 22% | 81 | 33% | 399 | 30% |
| | | fair | 26 | 16% | 138 | 14% | 42 | 17% | 250 | 19% |
| | | poor | 7 | 4% | 69 | 7% | 15 | 6% | 149 | 11% |
| | Total | 166 | 100% | 1,021 | 100% | 247 | 100% | 1,325 | 100% | |
| 12 | Feedback on aca. Performance | excellent | 21 | 13% | 216 | 21% | 26 | 11% | 175 | 13% |
| | | very good | 55 | 33% | 362 | 35% | 71 | 29% | 451 | 34% |
| | | good | 62 | 37% | 280 | 27% | 98 | 40% | 433 | 32% |
| | | fair | 23 | 14% | 113 | 11% | 40 | 16% | 214 | 16% |
| | | poor | 5 | 3% | 58 | 6% | 12 | 5% | 73 | 5% |
| | Total | 166 | 100% | 1,029 | 100% | 247 | 100% | 1,346 | 100% | |
| 13 | Quality of practicums/internships | excellent | 6 | 6% | 105 | 16% | 8 | 6% | 156 | 19% |
| | | very good | 13 | 13% | 163 | 25% | 16 | 11% | 199 | 24% |
| | | good | 35 | 34% | 186 | 29% | 22 | 16% | 174 | 21% |
| | | fair | 26 | 25% | 93 | 15% | 23 | 16% | 118 | 14% |
| | | poor | 23 | 22% | 93 | 15% | 71 | 51% | 171 | 21% |
| | Total | 103 | 100% | 640 | 100% | 140 | 100% | 818 | 100% | |
| 14 | Interact w/ ind. From different backgrounds | excellent | 17 | 11% | 165 | 17% | 38 | 16% | 235 | 19% |
| | | very good | 32 | 21% | 221 | 23% | 48 | 21% | 351 | 28% |
| | | good | 61 | 40% | 292 | 31% | 71 | 31% | 357 | 28% |
| | | fair | 23 | 15% | 175 | 18% | 43 | 19% | 199 | 16% |
| | | poor | 20 | 13% | 103 | 11% | 32 | 14% | 119 | 9% |
| | Total | 153 | 100% | 956 | 100% | 232 | 100% | 1,261 | 100% | |
| 15 | Community/civic/volunteer services | excellent | 3 | 2% | 55 | 7% | 6 | 3% | 72 | 8% |
| | | very good | 18 | 14% | 127 | 17% | 20 | 11% | 173 | 18% |
| | | good | 50 | 38% | 235 | 31% | 59 | 33% | 280 | 29% |
| | | fair | 38 | 29% | 195 | 26% | 61 | 34% | 250 | 26% |
| | | poor | 21 | 16% | 145 | 19% | 35 | 19% | 176 | 19% |
| | Total | 130 | 100% | 757 | 100% | 181 | 100% | 951 | 100% | |
| 16 | Professional activities/societies | excellent | 13 | 8% | 164 | 17% | 22 | 10% | 145 | 12% |
| | | very good | 32 | 21% | 262 | 28% | 43 | 20% | 275 | 23% |
| | | good | 59 | 39% | 283 | 30% | 76 | 36% | 375 | 32% |
| | | fair | 34 | 22% | 167 | 18% | 50 | 23% | 263 | 22% |
| | | poor | 15 | 10% | 68 | 7% | 22 | 10% | 117 | 10% |
| | Total | 153 | 100% | 944 | 100% | 213 | 100% | 1,175 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|----|---|-----------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 17 | Engage in interdisciplinary work | excellent | 7 | 5% | 118 | 13% | 15 | 7% | 95 | 9% |
| | | very good | 26 | 17% | 199 | 21% | 39 | 18% | 216 | 19% |
| | | good | 61 | 40% | 294 | 32% | 75 | 35% | 381 | 34% |
| | | fair | 43 | 28% | 212 | 23% | 64 | 30% | 273 | 25% |
| | | poor | 14 | 9% | 107 | 12% | 22 | 10% | 144 | 13% |
| | Total | 151 | 100% | 930 | 100% | 215 | 100% | 1,109 | 100% | |
| 18 | Co-curricular activities | excellent | 9 | 6% | 114 | 13% | 14 | 7% | 87 | 8% |
| | | very good | 28 | 19% | 223 | 25% | 46 | 22% | 263 | 24% |
| | | good | 64 | 44% | 311 | 36% | 98 | 46% | 377 | 35% |
| | | fair | 35 | 24% | 156 | 18% | 34 | 16% | 226 | 21% |
| | | poor | 10 | 7% | 72 | 8% | 20 | 9% | 137 | 13% |
| | Total | 146 | 100% | 876 | 100% | 212 | 100% | 1,090 | 100% | |
| 19 | Support academically | excellent | 19 | 11% | 140 | 14% | 23 | 9% | 165 | 12% |
| | | very good | 48 | 29% | 352 | 34% | 94 | 38% | 480 | 36% |
| | | good | 60 | 36% | 332 | 32% | 85 | 34% | 462 | 35% |
| | | fair | 28 | 17% | 151 | 15% | 30 | 12% | 166 | 12% |
| | | poor | 11 | 7% | 53 | 5% | 15 | 6% | 63 | 5% |
| | Total | 166 | 100% | 1,028 | 100% | 247 | 100% | 1,336 | 100% | |
| 20 | Support socially | excellent | 4 | 2% | 82 | 8% | 13 | 5% | 118 | 9% |
| | | very good | 29 | 17% | 231 | 23% | 41 | 17% | 304 | 23% |
| | | good | 55 | 33% | 363 | 36% | 92 | 37% | 508 | 38% |
| | | fair | 52 | 31% | 250 | 24% | 58 | 24% | 292 | 22% |
| | | poor | 26 | 16% | 95 | 9% | 42 | 17% | 113 | 8% |
| | Total | 166 | 100% | 1,021 | 100% | 246 | 100% | 1,335 | 100% | |
| 21 | Relationship w/ admin. Personnel | excellent | 16 | 10% | 172 | 17% | 31 | 13% | 211 | 16% |
| | | very good | 57 | 34% | 331 | 32% | 87 | 36% | 423 | 32% |
| | | good | 57 | 34% | 322 | 31% | 78 | 32% | 441 | 33% |
| | | fair | 26 | 16% | 159 | 15% | 40 | 16% | 208 | 16% |
| | | poor | 10 | 6% | 44 | 4% | 9 | 4% | 54 | 4% |
| | Total | 166 | 100% | 1,028 | 100% | 245 | 100% | 1,337 | 100% | |
| 22 | Relationship w/ students | excellent | 21 | 13% | 264 | 26% | 35 | 14% | 317 | 24% |
| | | very good | 71 | 43% | 401 | 39% | 113 | 46% | 558 | 42% |
| | | good | 61 | 37% | 290 | 28% | 79 | 32% | 368 | 28% |
| | | fair | 12 | 7% | 59 | 6% | 17 | 7% | 75 | 6% |
| | | poor | 1 | 1% | 13 | 1% | 2 | 1% | 16 | 1% |
| | Total | 166 | 100% | 1,027 | 100% | 246 | 100% | 1,334 | 100% | |
| 23 | Advice about career options in Hi Ed | excellent | 5 | 4% | 118 | 13% | 11 | 5% | 98 | 9% |
| | | very good | 30 | 23% | 231 | 26% | 35 | 17% | 244 | 22% |
| | | good | 46 | 35% | 292 | 33% | 84 | 40% | 328 | 30% |
| | | fair | 33 | 25% | 163 | 18% | 47 | 22% | 266 | 24% |
| | | poor | 17 | 13% | 94 | 10% | 35 | 17% | 172 | 16% |
| | Total | 131 | 100% | 898 | 100% | 212 | 100% | 1,108 | 100% | |
| 24 | Advice about career options outside Hi Ed | excellent | 4 | 3% | 43 | 5% | 11 | 5% | 87 | 8% |
| | | very good | 28 | 21% | 161 | 19% | 27 | 13% | 225 | 20% |
| | | good | 44 | 33% | 235 | 27% | 73 | 34% | 336 | 30% |
| | | fair | 43 | 32% | 228 | 27% | 56 | 26% | 268 | 24% |
| | | poor | 15 | 11% | 188 | 22% | 45 | 21% | 210 | 19% |
| | Total | 134 | 100% | 855 | 100% | 212 | 100% | 1,126 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|----|------------------------------------|---------------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 25 | Preparation for my chosen career | excellent | 15 | 9% | 166 | 16% | 17 | 7% | 167 | 13% |
| | | very good | 42 | 25% | 382 | 37% | 80 | 33% | 440 | 33% |
| | | good | 65 | 39% | 314 | 31% | 104 | 43% | 492 | 37% |
| | | fair | 33 | 20% | 123 | 12% | 33 | 14% | 181 | 14% |
| | | poor | 10 | 6% | 39 | 4% | 10 | 4% | 50 | 4% |
| | Total | 165 | 100% | 1,024 | 100% | 244 | 100% | 1,330 | 100% | |
| 26 | Preparation to conduct research | excellent | 31 | 19% | 262 | 26% | 25 | 11% | 127 | 11% |
| | | very good | 48 | 30% | 358 | 36% | 85 | 38% | 352 | 31% |
| | | good | 57 | 36% | 271 | 27% | 73 | 33% | 366 | 32% |
| | | fair | 19 | 12% | 88 | 9% | 27 | 12% | 201 | 18% |
| | | poor | 5 | 3% | 25 | 2% | 11 | 5% | 88 | 8% |
| | Total | 160 | 100% | 1,004 | 100% | 221 | 100% | 1,134 | 100% | |
| 27 | Preparation to teach | excellent | 12 | 8% | 73 | 8% | 16 | 8% | 95 | 10% |
| | | very good | 25 | 16% | 156 | 16% | 44 | 23% | 211 | 22% |
| | | good | 60 | 39% | 278 | 29% | 77 | 40% | 351 | 37% |
| | | fair | 47 | 31% | 294 | 31% | 37 | 19% | 211 | 22% |
| | | poor | 10 | 6% | 162 | 17% | 19 | 10% | 87 | 9% |
| | Total | 154 | 100% | 963 | 100% | 193 | 100% | 955 | 100% | |
| 28 | Learned more than I thought | str. agree | 0 | 0% | 0 | 0% | 0 | 0% | 231 | 20% |
| | | agree | 72 | 48% | 403 | 47% | 89 | 43% | 461 | 39% |
| | | neutral | 58 | 39% | 317 | 37% | 81 | 39% | 329 | 28% |
| | | disagree | 14 | 9% | 114 | 13% | 28 | 13% | 121 | 10% |
| | | str. Disagree | 6 | 4% | 18 | 2% | 10 | 5% | 31 | 3% |
| | Total | 150 | 100% | 852 | 100% | 208 | 100% | 1,173 | 100% | |
| 29 | Enhanced ability to apply theories | str. agree | 31 | 19% | 340 | 33% | 54 | 22% | 323 | 24% |
| | | agree | 96 | 58% | 576 | 56% | 143 | 58% | 750 | 56% |
| | | neutral | 28 | 17% | 84 | 8% | 39 | 16% | 190 | 14% |
| | | disagree | 8 | 5% | 27 | 3% | 10 | 4% | 64 | 5% |
| | | str. Disagree | 3 | 2% | 5 | 0% | 1 | 0% | 11 | 1% |
| | Total | 166 | 100% | 1,032 | 100% | 247 | 100% | 1,338 | 100% | |
| 30 | Comfortable using tech in my field | str. agree | 40 | 24% | 346 | 34% | 68 | 28% | 454 | 34% |
| | | agree | 91 | 55% | 524 | 51% | 130 | 53% | 654 | 49% |
| | | neutral | 30 | 18% | 123 | 12% | 42 | 17% | 178 | 13% |
| | | disagree | 3 | 2% | 29 | 3% | 5 | 2% | 45 | 3% |
| | | str. Disagree | 1 | 1% | 8 | 1% | 1 | 0% | 2 | 0% |
| | Total | 165 | 100% | 1,030 | 100% | 246 | 100% | 1,333 | 100% | |
| 31 | Oral and written skills improved | str. agree | 36 | 22% | 380 | 37% | 59 | 24% | 362 | 27% |
| | | agree | 81 | 49% | 453 | 44% | 107 | 43% | 626 | 47% |
| | | neutral | 42 | 25% | 163 | 16% | 56 | 23% | 247 | 18% |
| | | disagree | 5 | 3% | 31 | 3% | 21 | 9% | 80 | 6% |
| | | str. Disagree | 2 | 1% | 4 | 0% | 4 | 2% | 23 | 2% |
| | Total | 166 | 100% | 1,031 | 100% | 247 | 100% | 1,338 | 100% | |
| 32 | Teaching to be my career | str. agree | 31 | 19% | 385 | 37% | 32 | 13% | 266 | 20% |
| | | agree | 75 | 45% | 349 | 34% | 64 | 26% | 346 | 26% |
| | | neutral | 46 | 28% | 218 | 21% | 103 | 42% | 434 | 32% |
| | | disagree | 14 | 8% | 61 | 6% | 36 | 15% | 197 | 15% |
| | | str. Disagree | 0 | 0% | 17 | 2% | 11 | 4% | 93 | 7% |
| | Total | 166 | 100% | 1,030 | 100% | 246 | 100% | 1,336 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|----|---------------------------------------|---------------|-------------------|------|-------|------|-------------------|------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 33 | Teaching is requirement of my program | str. agree | 25 | 15% | 199 | 19% | 15 | 6% | 127 | 10% |
| | | agree | 55 | 33% | 289 | 28% | 53 | 22% | 219 | 16% |
| | | neutral | 54 | 33% | 247 | 24% | 94 | 38% | 384 | 29% |
| | | disagree | 22 | 13% | 195 | 19% | 59 | 24% | 387 | 29% |
| | | str. Disagree | 9 | 5% | 99 | 10% | 25 | 10% | 219 | 16% |
| | | Total | 165 | 100% | 1,029 | 100% | 246 | 100% | 1,336 | 100% |
| 34 | Professional skills improved | str. agree | 40 | 24% | 349 | 34% | 53 | 21% | 303 | 23% |
| | | agree | 89 | 54% | 503 | 49% | 124 | 50% | 695 | 52% |
| | | neutral | 27 | 16% | 136 | 13% | 48 | 19% | 221 | 17% |
| | | disagree | 9 | 5% | 39 | 4% | 15 | 6% | 96 | 7% |
| | | str. Disagree | 0 | 0% | 3 | 0% | 7 | 3% | 20 | 1% |
| | | Total | 165 | 100% | 1,030 | 100% | 247 | 100% | 1,335 | 100% |
| 35 | Working w/ others | str. agree | 20 | 12% | 184 | 18% | 42 | 17% | 249 | 19% |
| | | agree | 93 | 56% | 501 | 49% | 120 | 49% | 648 | 49% |
| | | neutral | 38 | 23% | 263 | 26% | 55 | 22% | 306 | 23% |
| | | disagree | 12 | 7% | 66 | 6% | 27 | 11% | 118 | 9% |
| | | str. Disagree | 3 | 2% | 15 | 1% | 2 | 1% | 14 | 1% |
| | | Total | 166 | 100% | 1,029 | 100% | 246 | 100% | 1,335 | 100% |
| 36 | Ability of learn on my own | str. agree | 47 | 28% | 407 | 40% | 72 | 29% | 421 | 32% |
| | | agree | 94 | 57% | 471 | 46% | 133 | 54% | 650 | 49% |
| | | neutral | 18 | 11% | 118 | 11% | 33 | 13% | 187 | 14% |
| | | disagree | 5 | 3% | 29 | 3% | 6 | 2% | 63 | 5% |
| | | str. Disagree | 1 | 1% | 5 | 0% | 3 | 1% | 14 | 1% |
| | | Total | 165 | 100% | 1,030 | 100% | 247 | 100% | 1,335 | 100% |
| 37 | Making decisions on ethics | str. agree | 26 | 16% | 267 | 26% | 50 | 20% | 310 | 23% |
| | | agree | 89 | 54% | 468 | 46% | 119 | 48% | 642 | 48% |
| | | neutral | 41 | 25% | 222 | 22% | 48 | 20% | 268 | 20% |
| | | disagree | 9 | 5% | 57 | 6% | 23 | 9% | 91 | 7% |
| | | str. Disagree | 1 | 1% | 12 | 1% | 6 | 2% | 20 | 2% |
| | | Total | 166 | 100% | 1,026 | 100% | 246 | 100% | 1,331 | 100% |
| 38 | Take longer to complete degree | str. agree | 36 | 22% | 212 | 21% | 24 | 10% | 145 | 11% |
| | | agree | 48 | 29% | 262 | 25% | 65 | 26% | 289 | 22% |
| | | neutral | 55 | 33% | 293 | 28% | 68 | 28% | 276 | 21% |
| | | disagree | 22 | 13% | 207 | 20% | 71 | 29% | 435 | 33% |
| | | str. Disagree | 5 | 3% | 58 | 6% | 18 | 7% | 190 | 14% |
| | | Total | 166 | 100% | 1,032 | 100% | 246 | 100% | 1,335 | 100% |
| 39 | Computing support is adequate | str. agree | 27 | 16% | 177 | 17% | 43 | 17% | 191 | 14% |
| | | agree | 85 | 51% | 493 | 48% | 113 | 46% | 646 | 48% |
| | | neutral | 28 | 17% | 168 | 16% | 43 | 17% | 264 | 20% |
| | | disagree | 20 | 12% | 134 | 13% | 33 | 13% | 174 | 13% |
| | | str. Disagree | 6 | 4% | 59 | 6% | 15 | 6% | 63 | 5% |
| | | Total | 166 | 100% | 1,031 | 100% | 247 | 100% | 1,338 | 100% |
| 40 | Deadlines are clearly communicated | str. agree | 19 | 12% | 156 | 15% | 45 | 18% | 224 | 17% |
| | | agree | 96 | 58% | 493 | 48% | 137 | 55% | 706 | 53% |
| | | neutral | 29 | 18% | 174 | 17% | 35 | 14% | 190 | 14% |
| | | disagree | 14 | 8% | 159 | 15% | 21 | 9% | 161 | 12% |
| | | str. Disagree | 7 | 4% | 47 | 5% | 9 | 4% | 55 | 4% |
| | | Total | 165 | 100% | 1,029 | 100% | 247 | 100% | 1,336 | 100% |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|----|---------------------------------------|------------------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 41 | Support resources are adequate | str. agree | 24 | 14% | 123 | 12% | 38 | 15% | 134 | 10% |
| | | agree | 83 | 50% | 377 | 37% | 106 | 43% | 538 | 40% |
| | | neutral | 27 | 16% | 202 | 20% | 48 | 19% | 317 | 24% |
| | | disagree | 20 | 12% | 219 | 21% | 41 | 17% | 246 | 18% |
| | | str. Disagree | 12 | 7% | 109 | 11% | 14 | 6% | 98 | 7% |
| | Total | 166 | 100% | 1,030 | 100% | 247 | 100% | 1,333 | 100% | |
| 42 | Library support adequate | str. agree | 38 | 23% | 247 | 24% | 63 | 26% | 286 | 21% |
| | | agree | 75 | 45% | 430 | 42% | 101 | 41% | 658 | 49% |
| | | neutral | 32 | 19% | 160 | 16% | 50 | 20% | 211 | 16% |
| | | disagree | 17 | 10% | 138 | 13% | 26 | 11% | 140 | 10% |
| | | str. Disagree | 4 | 2% | 52 | 5% | 7 | 3% | 40 | 3% |
| | Total | 166 | 100% | 1,027 | 100% | 247 | 100% | 1,335 | 100% | |
| 43 | Know where to go address abuse issues | str. agree | 12 | 7% | 132 | 13% | 29 | 12% | 168 | 13% |
| | | agree | 66 | 40% | 402 | 39% | 112 | 45% | 552 | 41% |
| | | neutral | 50 | 30% | 237 | 23% | 72 | 29% | 302 | 23% |
| | | disagree | 26 | 16% | 182 | 18% | 28 | 11% | 239 | 18% |
| | | str. Disagree | 12 | 7% | 71 | 7% | 6 | 2% | 75 | 6% |
| | Total | 166 | 100% | 1,024 | 100% | 247 | 100% | 1,336 | 100% | |
| 44 | Recommend this program to a friend | str. agree | 16 | 10% | 218 | 21% | 41 | 17% | 281 | 21% |
| | | agree | 77 | 46% | 472 | 46% | 118 | 48% | 628 | 47% |
| | | neutral | 52 | 31% | 211 | 21% | 57 | 23% | 260 | 19% |
| | | disagree | 14 | 8% | 77 | 7% | 22 | 9% | 119 | 9% |
| | | str. Disagree | 7 | 4% | 50 | 5% | 9 | 4% | 46 | 3% |
| | Total | 166 | 100% | 1,028 | 100% | 247 | 100% | 1,334 | 100% | |
| 45 | Pursue graduate studies at this univ. | str. agree | 11 | 7% | 207 | 20% | 34 | 14% | 267 | 20% |
| | | agree | 60 | 36% | 405 | 39% | 96 | 39% | 525 | 39% |
| | | neutral | 60 | 36% | 258 | 25% | 73 | 30% | 327 | 24% |
| | | disagree | 14 | 8% | 100 | 10% | 27 | 11% | 151 | 11% |
| | | str. Disagree | 20 | 12% | 60 | 6% | 17 | 7% | 67 | 5% |
| | Total | 165 | 100% | 1,030 | 100% | 247 | 100% | 1,337 | 100% | |
| 46 | Undergraduate debt | \$0 | 94 | 65% | 628 | 65% | 117 | 55% | 736 | 59% |
| | | \$1-4,999 | 4 | 3% | 48 | 5% | 14 | 7% | 79 | 6% |
| | | \$5,000-9,999 | 4 | 3% | 57 | 6% | 15 | 7% | 91 | 7% |
| | | \$10,000-14,999 | 9 | 6% | 58 | 6% | 21 | 10% | 99 | 8% |
| | | \$15,000-19,999 | 8 | 6% | 55 | 6% | 14 | 7% | 88 | 7% |
| | | \$20,000-24,999 | 8 | 6% | 52 | 5% | 11 | 5% | 64 | 5% |
| | | \$25,000 or More | 17 | 12% | 65 | 7% | 21 | 10% | 100 | 8% |
| | Total | 144 | 100% | 963 | 100% | 213 | 100% | 1,257 | 100% | |
| 47 | Graduate debt | \$0 | 73 | 46% | 440 | 43% | 76 | 31% | 504 | 38% |
| | | \$1-9,999 | 32 | 20% | 159 | 16% | 73 | 30% | 302 | 23% |
| | | \$10,000-19,999 | 20 | 13% | 106 | 10% | 54 | 22% | 238 | 18% |
| | | \$20,000-29,999 | 12 | 8% | 95 | 9% | 29 | 12% | 142 | 11% |
| | | \$30,000-39,999 | 8 | 5% | 64 | 6% | 6 | 2% | 63 | 5% |
| | | \$40,000-49,999 | 1 | 1% | 32 | 3% | 5 | 2% | 43 | 3% |
| | | \$50,000 or More | 13 | 8% | 116 | 11% | 1 | 0% | 36 | 3% |
| | Total | 159 | 100% | 1,012 | 100% | 244 | 100% | 1,328 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|-----|------------------------------|------------------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 48a | Teaching assistantship as: | largest source | 48 | 40% | 239 | 14% | 58 | 36% | 226 | 11% |
| | | 2nd largest src. | 27 | 23% | 183 | 10% | 39 | 25% | 136 | 7% |
| | | 3rd largest src. | 24 | 20% | 142 | 8% | 17 | 11% | 80 | 4% |
| | | 4th largest src. | 5 | 4% | 56 | 3% | 8 | 5% | 42 | 2% |
| | | 5th largest src. | 6 | 5% | 44 | 3% | 9 | 6% | 33 | 2% |
| | | 6th largest src. | 9 | 8% | 72 | 4% | 28 | 18% | 173 | 9% |
| | Total | 119 | 100% | 1,748 | 100% | 159 | 100% | 2,018 | 100% | |
| 48b | Research assistantship as: | largest source | 87 | 58% | 287 | 12% | 104 | 54% | 288 | 10% |
| | | 2nd largest src. | 31 | 21% | 178 | 7% | 41 | 21% | 155 | 6% |
| | | 3rd largest src. | 15 | 10% | 94 | 4% | 14 | 7% | 77 | 3% |
| | | 4th largest src. | 9 | 6% | 58 | 2% | 9 | 5% | 41 | 1% |
| | | 5th largest src. | 5 | 3% | 39 | 2% | 5 | 3% | 34 | 1% |
| | | 6th largest src. | 2 | 1% | 64 | 3% | 18 | 9% | 156 | 6% |
| | Total | 149 | 100% | 2,468 | 100% | 191 | 100% | 2,769 | 100% | |
| 48c | Resident assistant/tutor as: | largest source | 8 | 12% | 24 | 1% | 9 | 9% | 35 | 1% |
| | | 2nd largest src. | 4 | 6% | 21 | 1% | 13 | 14% | 41 | 1% |
| | | 3rd largest src. | 10 | 15% | 36 | 1% | 12 | 13% | 53 | 2% |
| | | 4th largest src. | 5 | 8% | 33 | 1% | 8 | 8% | 40 | 1% |
| | | 5th largest src. | 5 | 8% | 29 | 1% | 4 | 4% | 25 | 1% |
| | | 6th largest src. | 33 | 51% | 150 | 5% | 49 | 52% | 229 | 7% |
| | Total | 65 | 100% | 2,761 | 100% | 95 | 100% | 3,192 | 100% | |
| 48d | Tuition waivers as: | largest source | 35 | 27% | 275 | 8% | 56 | 31% | 306 | 8% |
| | | 2nd largest src. | 41 | 32% | 239 | 7% | 56 | 31% | 195 | 5% |
| | | 3rd largest src. | 30 | 23% | 163 | 5% | 30 | 17% | 103 | 3% |
| | | 4th largest src. | 8 | 6% | 76 | 2% | 15 | 8% | 41 | 1% |
| | | 5th largest src. | 6 | 5% | 26 | 1% | 8 | 4% | 26 | 1% |
| | | 6th largest src. | 10 | 8% | 44 | 1% | 14 | 8% | 134 | 3% |
| | Total | 130 | 100% | 3,584 | 100% | 179 | 100% | 3,997 | 100% | |
| 48e | Univ. grant as: | largest source | 15 | 18% | 139 | 3% | 24 | 25% | 94 | 2% |
| | | 2nd largest src. | 15 | 18% | 75 | 2% | 10 | 10% | 54 | 1% |
| | | 3rd largest src. | 15 | 18% | 68 | 2% | 12 | 13% | 51 | 1% |
| | | 4th largest src. | 10 | 12% | 59 | 1% | 10 | 10% | 56 | 1% |
| | | 5th largest src. | 6 | 7% | 55 | 1% | 5 | 5% | 41 | 1% |
| | | 6th largest src. | 21 | 26% | 101 | 2% | 35 | 36% | 196 | 4% |
| | Total | 82 | 100% | 4,081 | 100% | 96 | 100% | 4,489 | 100% | |
| 48f | Government support as: | largest source | 16 | 25% | 94 | 2% | 7 | 9% | 69 | 1% |
| | | 2nd largest src. | 4 | 6% | 26 | 1% | 4 | 5% | 31 | 1% |
| | | 3rd largest src. | 7 | 11% | 29 | 1% | 6 | 8% | 31 | 1% |
| | | 4th largest src. | 5 | 8% | 26 | 1% | 7 | 9% | 36 | 1% |
| | | 5th largest src. | 5 | 8% | 23 | 1% | 5 | 7% | 47 | 1% |
| | | 6th largest src. | 26 | 41% | 123 | 3% | 46 | 61% | 226 | 5% |
| | Total | 63 | 100% | 4,402 | 100% | 75 | 100% | 4,929 | 100% | |
| 48g | Independent grants as: | largest source | 10 | 19% | 49 | 1% | 5 | 6% | 44 | 1% |
| | | 2nd largest src. | 5 | 9% | 31 | 1% | 3 | 4% | 33 | 1% |
| | | 3rd largest src. | 8 | 15% | 36 | 1% | 8 | 10% | 61 | 1% |
| | | 4th largest src. | 5 | 9% | 49 | 1% | 7 | 9% | 45 | 1% |
| | | 5th largest src. | 1 | 2% | 45 | 1% | 9 | 11% | 50 | 1% |
| | | 6th largest src. | 25 | 46% | 128 | 3% | 50 | 61% | 215 | 4% |
| | Total | 54 | 100% | 4,740 | 100% | 82 | 100% | 5,377 | 100% | |

IX: GSS 2002 Frequency Distributions

| | | | Doctoral Students | | | | Master's Students | | | |
|-----|---------------------------|------------------|-------------------|-------|-------|------|-------------------|-------|-------|------|
| | | | UMR | | UM | | UMR | | UM | |
| | | | Count | Col% | Count | Col% | Count | Col% | Count | Col% |
| 48h | Loans as: | largest source | 10 | 18% | 105 | 2% | 18 | 15% | 254 | 4% |
| | | 2nd largest src. | 6 | 11% | 56 | 1% | 15 | 12% | 111 | 2% |
| | | 3rd largest src. | 7 | 12% | 92 | 2% | 24 | 20% | 121 | 2% |
| | | 4th largest src. | 8 | 14% | 57 | 1% | 7 | 6% | 54 | 1% |
| | | 5th largest src. | 4 | 7% | 36 | 1% | 17 | 14% | 48 | 1% |
| | | 6th largest src. | 22 | 39% | 130 | 2% | 40 | 33% | 150 | 2% |
| | Total | 57 | 100% | 5,216 | 100% | 121 | 100% | 6,115 | 100% | |
| 48i | Employee benefit as: | largest source | 7 | 14% | 60 | 1% | 16 | 17% | 163 | 2% |
| | | 2nd largest src. | 3 | 6% | 26 | 0% | 8 | 9% | 61 | 1% |
| | | 3rd largest src. | 7 | 14% | 35 | 1% | 0 | 0% | 47 | 1% |
| | | 4th largest src. | 3 | 6% | 23 | 0% | 10 | 11% | 50 | 1% |
| | | 5th largest src. | 3 | 6% | 24 | 0% | 6 | 7% | 31 | 0% |
| | | 6th largest src. | 28 | 55% | 119 | 2% | 52 | 57% | 194 | 3% |
| | Total | 51 | 100% | 5,503 | 100% | 92 | 100% | 6,661 | 100% | |
| 48j | Savings as: | largest source | 11 | 12% | 90 | 1% | 31 | 22% | 199 | 3% |
| | | 2nd largest src. | 18 | 20% | 104 | 2% | 24 | 17% | 179 | 2% |
| | | 3rd largest src. | 27 | 29% | 132 | 2% | 30 | 21% | 160 | 2% |
| | | 4th largest src. | 12 | 13% | 109 | 2% | 19 | 14% | 116 | 2% |
| | | 5th largest src. | 8 | 9% | 69 | 1% | 11 | 8% | 77 | 1% |
| | | 6th largest src. | 16 | 17% | 96 | 2% | 25 | 18% | 120 | 2% |
| | Total | 92 | 100% | 6,103 | 100% | 140 | 100% | 7,512 | 100% | |
| 48k | Work outside of univ. as: | largest source | 4 | 6% | 68 | 1% | 11 | 10% | 137 | 2% |
| | | 2nd largest src. | 6 | 9% | 36 | 1% | 11 | 10% | 157 | 2% |
| | | 3rd largest src. | 11 | 16% | 54 | 1% | 16 | 14% | 143 | 2% |
| | | 4th largest src. | 8 | 11% | 69 | 1% | 16 | 14% | 84 | 1% |
| | | 5th largest src. | 10 | 14% | 65 | 1% | 7 | 6% | 71 | 1% |
| | | 6th largest src. | 31 | 44% | 150 | 2% | 51 | 46% | 165 | 2% |
| | Total | 70 | 100% | 6,545 | 100% | 112 | 100% | 8,269 | 100% | |

X. Reference

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XI. Survey Questionnaire:

University of Missouri Graduate Student Survey Winter 2002

Please complete by April 19, 2002

Learning Environment

*Directions: In this first part of the survey, we want to ask about the **learning environment** in your graduate program. When you answer, please consider your complete experience as a University of Missouri graduate student, rather than only a particular semester or year. Please read each item and select the one response, which best describes your graduate program.*

Level of Academic Challenge

1. Level of academic challenge provided by my program
 - excellent
 - very good
 - good
 - fair
 - poor
2. Ability of the program to keep pace with the new developments in my field
 - excellent
 - very good
 - good
 - fair
 - poor
3. Opportunity to use high level thinking skills
 - excellent
 - very good
 - good
 - fair
 - poor
4. Overall quality of my academic program
 - excellent
 - very good
 - good
 - fair
 - poor

Active and Collaborative Learning

5. Opportunity to work with other graduate students during class
 - excellent
 - very good
 - good
 - fair
 - poor
6. Opportunity to work with other graduate students outside of class
 - excellent
 - very good
 - good
 - fair
 - poor
7. Opportunity to tutor/teach other graduate students
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A

Student Interactions with Faculty

- 8. Opportunity for meaningful interaction with faculty
 - excellent
 - very good
 - good
 - fair
 - poor
- 9. Opportunity to discuss ideas with faculty members outside of class
 - excellent
 - very good
 - good
 - fair
 - poor
- 10. The quality of advising that I have received during my thesis/dissertation preparation
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A
- 11. Opportunity to work with faculty on research/creative projects
 - excellent
 - very good
 - good
 - fair
 - poor
- 12. The quality of feedback from faculty on my academic performance
 - excellent
 - very good
 - good
 - fair
 - poor

Enriching Learning Experiences

- 13. Quality of experiences such as practicum/internships in my graduate program
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A
- 14. Opportunity to interact with individuals from different economic, social and racial/ethnic background.
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A
- 15. Opportunity for community/civic/volunteer service while in graduate school
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A
- 16. The opportunity to get involved in professional activities/societies
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A
- 17. Opportunity to engage in interdisciplinary work
 - excellent
 - very good
 - good
 - fair
 - poor
 - N/A

18. Opportunity to participate in co-curricular activities (graduate student organizations, graduate student government, etc.)
- excellent
 - very good
 - good
 - fair
 - poor
 - N/A

Supportive Campus Environment

19. Campus environment as it relates to providing the support I need to succeed academically
- excellent
 - very good
 - good
 - fair
 - poor
20. Campus environment as it relates to providing the support I need to succeed socially
- excellent
 - very good
 - good
 - fair
 - poor
21. Quality of relationships with administrative personnel and offices
- excellent
 - very good
 - good
 - fair
 - poor
22. Quality of relationships with other graduate students
- excellent
 - very good
 - good
 - fair
 - poor

Career Preparation

Directions: In this part of the survey, we want to ask about career preparation in your entire University of Missouri graduate program experience rather than one particular semester or year. Please read each statement and select the one response which best describes your program.

23. Advice I have received about career options in higher education
- excellent
 - very good
 - good
 - fair
 - poor
 - N/A
24. Advice I have received about career options outside higher education
- excellent
 - very good
 - good
 - fair
 - poor
 - N/A
25. Overall quality of my preparation in graduate school for my chosen career
- excellent
 - very good
 - good
 - fair
 - poor
26. Overall quality of my preparation to conduct research in my field
- excellent
 - very good
 - good
 - fair
 - poor
 - N/A

27. Overall quality of my preparation to teach in a college or university

- excellent
- very good
- good
- fair
- poor
- N/A

Academic and Personal Development

Directions: In this part of the survey, we want to ask about academic and personal development over the entire length of your University of Missouri graduate program rather than one particular semester or year. Please read each statement and select the one response which best describes your agreement with the statement.

Academic Development

28. I have learned more in graduate school than I thought possible.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

29. My graduate school experience has enhanced my ability to apply theories/concepts.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

30. I am comfortable using technology to manage information in my chosen field.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

31. My oral and written skills have improved while in graduate school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

32. I expect teaching to be an integral aspect of my career.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

33. Teaching is a requirement of my program.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Personal Development

34. My professional skills (such as public speaking, making presentations, interviewing etc.) have improved in graduate school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

35. Working with others is a skill I have improved while in graduate school.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

36. Graduate school has contributed to my ability to learn on my own.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
37. I am more confident making decisions on professional ethics and responsibilities as a result of graduate school.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Satisfaction with University Experience

Directions: In this part of the survey, we want to ask about your university experience in your entire University of Missouri graduate program rather than one particular semester or year. Please read each statement and select one response, which best describes your agreement with the statement.

38. It has taken/will take me longer than I expected to complete my graduate degree.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
39. Computing support is adequate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
40. Program requirements/deadlines are clearly communicated.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
41. Support resources (such as office space, equipment and supplies) are adequate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
42. Library and information sources/support are adequate.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
43. If I ever perceive abuse or misconduct in my program, I know where to go to address the issue.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
44. I would recommend this program to a friend.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree
45. If I were going to do it again, I would pursue graduate studies at this university.
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Financial

Directions: For the following items, please select the one appropriate response.

46. Estimate the amount of undergraduate educational debt you will have when you have completed your graduate degree here.

- \$0
- \$1 to 4,999
- \$5,000-9,999
- \$10,000-14,999
- \$15,000-19,999
- \$20,000-24,999
- \$25,000 or more

47. Estimate the amount of graduate educational debt you will have when you have completed your graduate degree here.

- \$0
- \$1 to 9,999
- \$10,000-19,999
- \$20,000-29,999
- \$30,000-39,999
- \$40,000-49,999
- \$50,000 or more

48. Considering the total cost of your graduate education, rank the six largest sources by filling in 1, 2, or 3 etc. (With 1 being the largest, most important source, 2 being the next highest up to 6, leave the less important sources unmarked). There should only be one mark per column.

- a. Teaching assistantship
- b. Research assistantship
- c. Resident Assistant/Tutor
- d. Tuition waivers
- e. University grant/fellowship
- f. Government support/fellowships
- g. Independent grants/fellowships
- h. Loans
- i. Employee Benefit/Employer funding
- j. Savings/spouse/parent
- k. Work outside of University
- l. Other:

Demographics

49. Gender:

- Male
- Female

50. Please select the item that most closely corresponds to the department/field in which you are pursuing your degree. Please be sure to select your campus.

51. Your degree program:

- Arts and Sciences Master's Degree (MA, MS)
- Professional Master's Degree (MBA, MSW, MSN, MDiv, MEd, etc.)
- Ph.D.
- Professional Doctorate (EdD, D.Div, etc.)
- Other:

52. What status best characterizes your experience immediately prior to this program? (Select only one)

- Student (Undergraduate)
- Student (Graduate)
- Employed in a field related to that of current study
- Employed in a field unrelated to that of current study
- Volunteer/Community Service
- None of the above

53. Select ALL that apply concerning your current status in your graduate program:

- I am still taking courses
- I have completed course work
- I have passed qualifying exams/paper
- I have had my dissertation/thesis proposal accepted

54. Select your current year of graduate study in THIS program:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9 or more

55. What is your racial or ethnic identification? (Mark all that apply)

- Black or African American
- Asian American or Pacific Islander
- White
- American Indian or other Native American
- Other:

56. Citizenship status:

- U.S. citizen
- U.S. permanent resident
- Citizen of another country

57. What do you plan to do once you secure your degree? (For doctoral students only)

- Work in government
- Work in a college/university in administration
- Work in a college/university as faculty
- Work in industry/research
- Postdoctoral work
- Other:

58. During the major duration of your graduate studies at the University of Missouri, would you consider yourself primarily a full-time student or a part-time student?

- Full-time
- Part-time

Please use the space below to comment on any aspect of your University of Missouri graduate student experiences or to expand upon any of the questions asked. If there are university-related factors that assisted or hindered your progress, please write about those. If you have suggestions for improving the academic or social aspects of graduate student life, include those as well. Many thanks for taking the time to complete this survey!