

Graduate Student Survey
at University of Missouri, 2002

(UM and UMSL Data)

Fall 2002

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Graduate Student Survey at University of Missouri, 2002

Table of Contents

- I. Introduction
- II. Executive Summary
- III. GSS 2002 and Respondents
- IV. Profile of GSS 2002 Respondents
- V. Response Rate
- VI. Benchmarks
- VII. Benchmarks by Demographic Variables
- VIII. Item Mean and Standard Deviation
- IX. Frequency Distribution
- X. Reference
- XI. Survey Questionnaire

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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

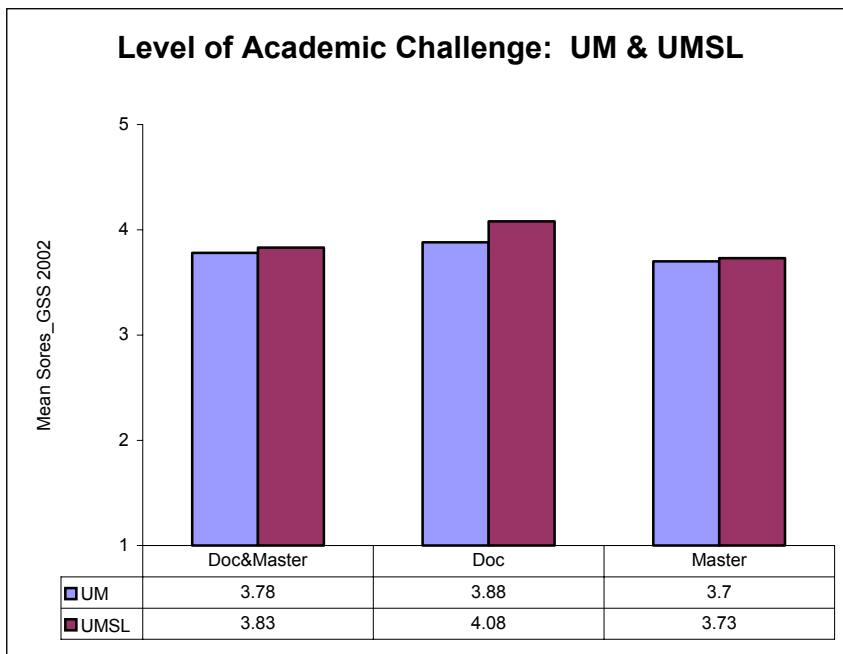
	<u>Doctoral Students</u>					<u>Master's Students</u>				
	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>
<u>Prior Status</u>										
Undergraduate	19%	20%	10%	20%	18%	45%	25%	48%	17%	38%
Graduate Student	40%	31%	55%	25%	40%	13%	14%	17%	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.



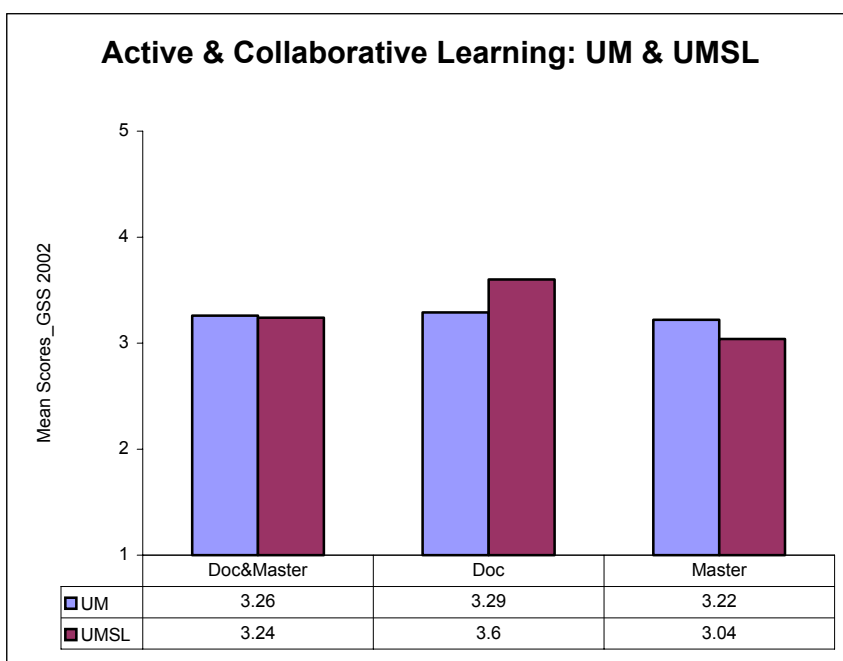
Level of academic challenge Items:

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

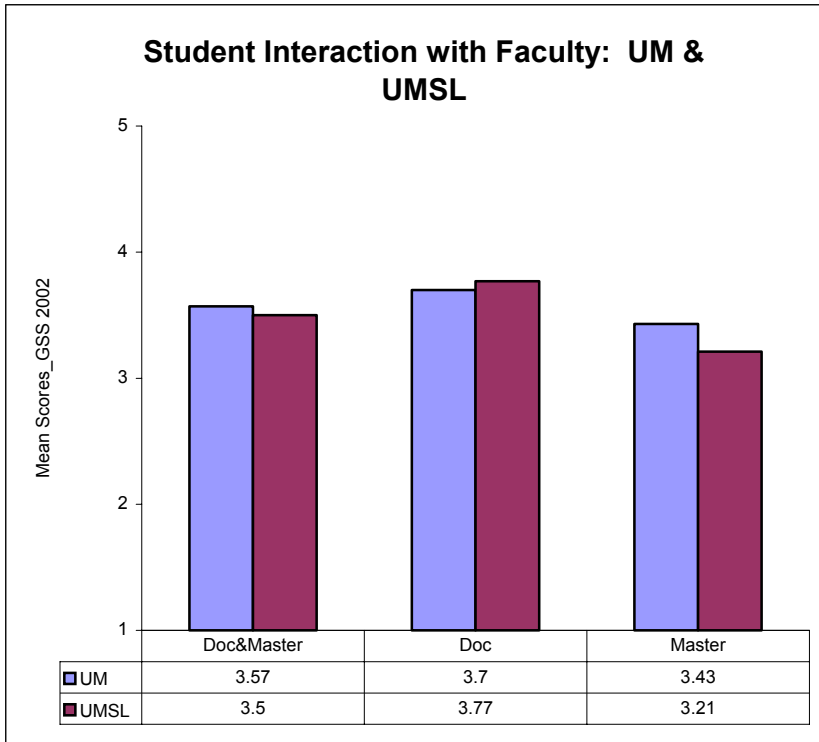


Active and Collaborative Learning Items:

Opportunity to work with other graduate students during class

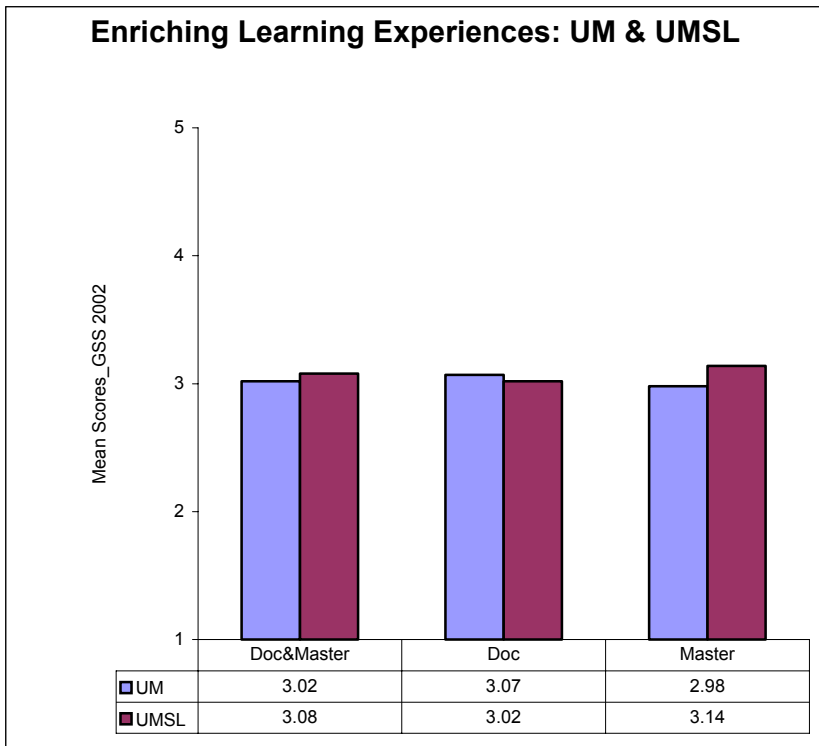
Opportunity to work with other graduate students outside of class

Opportunity to tutor/teach other graduate students



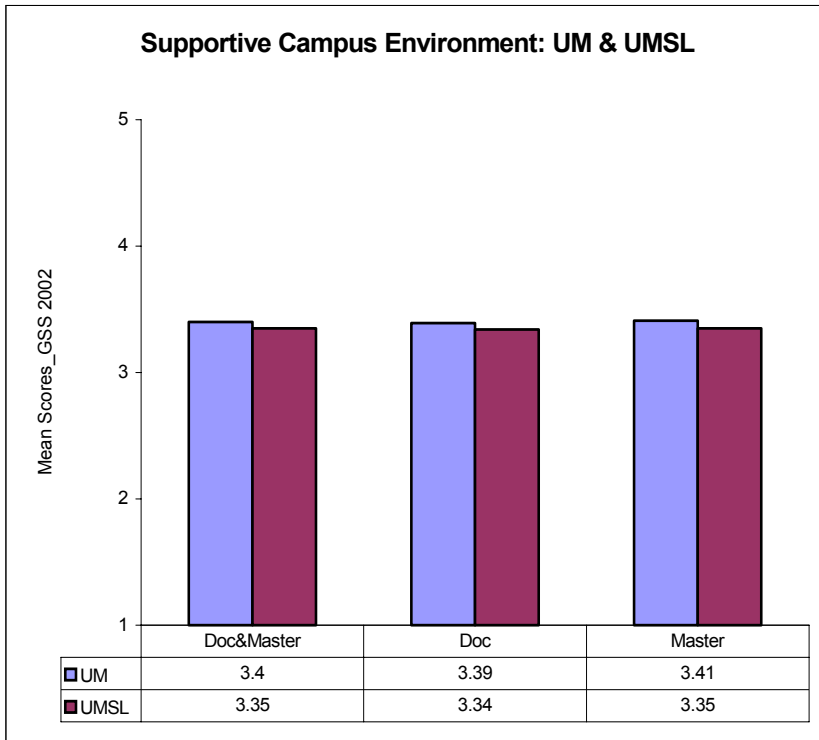
Student Interactions with Faculty Items:

- 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.)



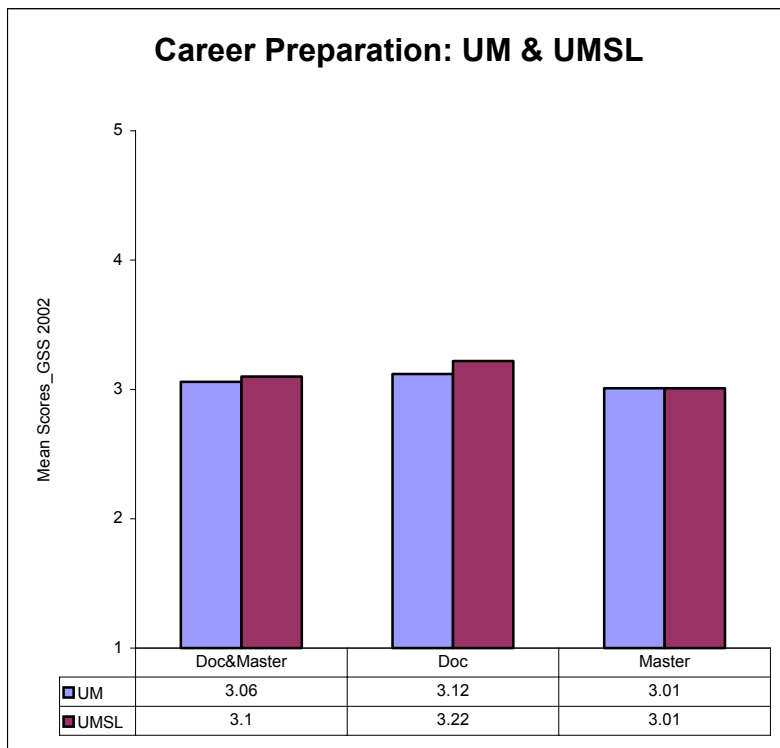
Supportive Campus Environment Items:

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 Items:

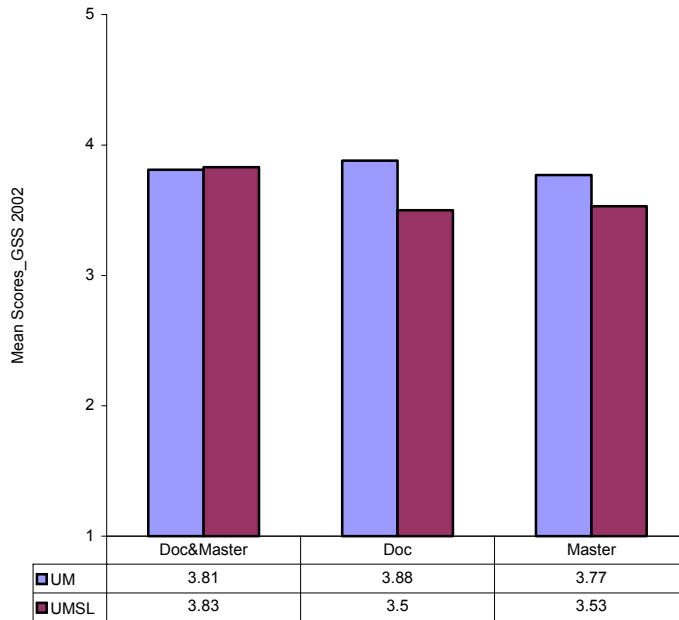
Advice I have received about career options

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: UM & UMSL



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

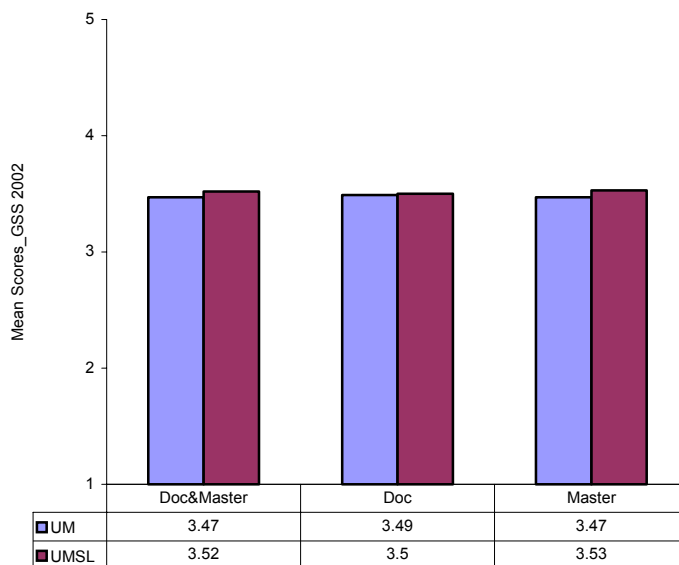
My professional skills (such as public speaking, making presentations, interviewing etc.) have improved in graduate school

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: UM & UMSL



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 UMSL

		<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
	UMSL	4.08	3.6	3.77	3.02	3.34	3.22	3.89	4	3.88	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
	UMSL	3.73	3.04	3.21	3.14	3.35	3.01	3.81	3.88	3.82	3.53
<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
	UMSL	3.75	3.3	3.62	3.26	3.49	3.03	3.88	3.97	3.87	3.57
<i>Femal</i>	UM	3.9	3.29	3.56	3.07	3.41	3.07	3.79	3.94	3.82	3.45
	UMSL	3.88	3.22	3.44	3.02	3.29	3.13	3.81	3.88	3.81	3.5
<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
	UMSL	4.03	3.37	3.73	3.71	3.54	3.05	3.91	4.08	3.94	3.78
<i>Asian</i>	UM	3.42	2.91	3.33	2.71	3.24	2.91	3.7	3.92	3.77	3.42
	UMSL	3.53	2.79	3.45	2.82	3.54	2.97	4.03	4.13	4.05	3.6
<i>White</i>	UM	3.93	3.43	3.61	3.22	3.46	3.09	3.82	3.91	3.82	3.47
	UMSL	3.87	3.27	3.55	3.1	3.34	3.13	3.8	3.88	3.79	3.5
<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
	UMSL	3.82	3.32	3.54	2.96	3.31	3.08	3.86	3.98	3.87	3.44
<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
	UMSL	3.84	3.09	3.39	3.37	3.41	3.13	3.8	3.8	3.77	3.63
<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
	UMSL	3.89	3.28	3.57	3.16	3.34	3.14	3.86	3.91	3.86	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
	UMSL	3.57	3.1	3.34	2.83	3.41	2.91	3.82	3.92	3.82	3.56

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

		<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>											
<i><u>Government</u></i>	UM	3.91	3.21	3.61	3	3.44	3.07	3.88	3.94	3.86	3.49
	UMSL	4.08	3.17	4.5	2.61	3.38	3.04	3.9	3.88	3.78	3.6
<i><u>Hi_Ed Admin</u></i>	UM	3.91	3.4	3.48	3.13	3.43	2.96	3.82	3.94	3.83	3.62
	UMSL	4.42	3.25	3.76	n<5	3.81	n<5	3.9	4	4	3.76
<i><u>Hi_Ed Faculty</u></i>	UM	3.96	3.32	3.75	3.14	3.41	3.09	3.87	4.01	3.89	3.47
	UMSL	3.96	3.33	3.85	3.03	3.35	3.16	3.84	3.94	3.85	3.47
<i><u>Industry/Research</u></i>	UM	3.58	3.15	3.48	2.87	3.33	3.04	3.77	3.91	3.81	3.49
	UMSL	3.74	3.31	3.31	3.58	3.26	3.05	3.79	3.92	3.8	3.6
<i><u>Post_Doc</u></i>	UM	3.76	3.18	3.59	2.89	3.34	3.18	3.81	3.96	3.83	3.48
	UMSL	3.36	3.07	3.37	2.47	2.97	3	3.63	3.78	3.63	3.3
<u>Status in Program</u>											
<i><u>Taking Courses</u></i>	UM	3.78	3.23	3.52	3.01	3.41	3.06	3.77	3.88	3.78	3.47
	UMSL	3.8	3.09	3.35	3.07	3.36	3.04	3.81	3.83	3.8	3.51
<i><u>Completed Courses</u></i>	UM	3.72	3.3	3.53	2.97	3.4	3.08	3.76	3.9	3.79	3.48
	UMSL	3.91	3.24	3.92	2.83	3.46	3.32	3.84	4.03	3.84	3.58
<i><u>Passed Qualify</u></i>	UM	3.78	3.23	3.56	3.01	3.35	3.06	3.8	3.97	3.83	3.46
	UMSL	3.84	3.57	3.6	3.19	3.32	3.17	3.85	4.02	3.88	3.61
<i><u>Proposal Accepted</u></i>	UM	3.86	3.37	3.71	3.15	3.43	3.07	3.9	4.08	3.94	3.49
	UMSL	4	3.82	3.78	3.28	3.18	3.05	3.96	4.1	3.94	3.27

VIII: GSS 2002 Mean and Standard Deviation

	Doctoral Students				Master's Students			
	UMSL		UM		UMSL		UM	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
1 Level of aca. challenge	3.99	0.82	3.89	0.90	3.76	0.90	3.74	0.90
2 Keep pace with new dev.	4.05	0.84	3.82	0.97	3.63	1.01	3.62	1.00
3 Use thinking skills	4.28	0.73	4.03	0.95	3.86	0.93	3.80	0.97
4 Overall quality	3.99	0.79	3.80	0.93	3.66	0.89	3.62	0.94
5 Work w/ other students	3.97	0.91	3.52	1.11	3.47	1.10	3.56	1.07
6 Work w/ students outside class	3.47	1.16	3.23	1.20	3.00	1.15	3.14	1.20
7 Tutor other students	3.16	1.20	2.95	1.16	2.60	1.23	2.79	1.13
8 Interaction w/ faculty	3.95	1.03	3.78	1.09	3.57	1.09	3.62	1.05
9 Discuss w/ faculty outside class	3.94	1.07	3.73	1.11	3.46	1.12	3.50	1.10
10 Quality of advising/thesis	3.72	1.17	3.74	1.21	2.98	1.36	3.38	1.23
11 Work w/ faculty on research	3.51	1.18	3.58	1.21	2.83	1.23	3.13	1.21
12 Feedback on aca. performance	3.70	1.01	3.55	1.11	3.39	1.07	3.33	1.06
13 Quality of practicums/internships	3.47	1.10	3.15	1.27	3.37	1.37	3.06	1.41
14 Interact w/ ind. from different backgrounds	3.61	1.06	3.18	1.23	3.45	1.23	3.30	1.21
15 Community/civic/volunteer services	2.68	1.18	2.67	1.17	2.62	1.38	2.70	1.18
16 Professional activities/societies	3.39	1.11	3.30	1.16	2.84	1.24	3.06	1.16
17 Engage in interdisciplinary work	2.89	1.15	3.01	1.19	2.90	1.23	2.86	1.13
18 Co-curricular activities	2.87	1.22	3.17	1.12	2.58	1.21	2.94	1.13
19 Support academically	3.29	0.98	3.36	1.05	3.39	1.02	3.39	1.01
20 Support socially	2.70	1.06	2.96	1.08	2.77	1.04	3.02	1.07
21 Relationship w/ admin. Personnel	3.28	1.02	3.42	1.07	2.37	1.11	3.40	1.05
22 Relationship w/ students	4.14	0.75	3.82	0.92	3.85	0.89	3.81	0.90
23 Advice about career options in Hi Ed	3.21	1.06	3.13	1.17	2.82	1.27	2.85	1.19
24 Advice about career options outside Hi Ed	2.79	1.08	2.58	1.17	2.64	1.24	2.74	1.20
25 Preparation for my chosen career	3.77	0.84	3.50	1.02	3.35	1.09	3.37	0.99
26 Preparation to conduct research	3.84	0.90	3.66	1.15	2.42	1.69	2.72	1.53
27 Preparation to teach	2.46	0.89	2.67	1.16	3.01	1.14	3.02	1.10

VIII: GSS 2002 Mean and Standard Deviation

	Doctoral Students				Master's Students			
	UMSL		UM		UMSL		UM	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
28 Learned more than I thought	3.28	0.72	3.30	0.78	3.14	0.89	3.17	0.84
29 Enhanced ability to apply theories	4.36	0.60	4.18	0.73	4.02	0.87	3.98	0.81
30 Comfortable using tech in my field	4.18	0.78	4.14	0.79	4.33	0.76	4.14	0.78
31 Oral and written skills improved	4.11	0.76	4.14	0.81	3.92	0.82	3.91	0.92
32 Teaching to be my career	4.10	0.98	3.99	0.99	3.49	1.25	3.37	1.16
33 Teaching is requirement of my program	3.28	1.33	3.29	1.24	2.75	1.27	2.74	1.19
34 Professional skills improved	4.01	0.78	4.12	0.80	3.89	0.85	3.87	0.89
35 Working w/others	3.72	0.82	3.75	0.87	3.68	0.92	3.75	0.90
36 Ability to learn on my own	4.27	0.84	4.21	0.79	4.08	0.92	4.05	0.86
37 Making decisions on ethics	3.89	0.93	3.90	0.89	3.90	0.92	3.85	0.91
38 Take longer to complete degree	3.04	1.13	3.35	1.17	2.82	1.22	2.82	1.23
39 Computing support is adequate	3.48	1.21	3.58	1.09	3.75	0.89	3.54	1.04
40 Deadlines are clearly communicated	3.56	1.15	3.54	1.07	3.68	1.02	3.66	1.02
41 Support resources are adequate	3.11	1.17	3.18	1.20	3.44	1.04	3.27	1.10
42 Library support adequate	3.44	1.29	3.66	1.13	3.77	0.91	3.76	1.00
43 Know where to go address abuse issues	3.68	1.06	3.33	1.12	3.27	1.21	3.37	1.09
44 Recommend this program to a friend	3.98	0.93	3.71	1.04	3.81	1.02	3.73	1.00
45 Pursue graduate studies at this univ.	3.78	1.02	3.58	1.09	3.65	1.05	3.58	1.08
54 Current year/program	2.73	1.57	3.10	1.84	1.94	1.16	1.83	0.91

IX: GSS 2002 Frequency Distributions

		Doctoral Students				Master's Students				
		UMSL		UM		UMSL		UM		
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	
1	Level of aca. challenge	excellent	20	25%	277	27%	34	20%	269	20%
		very good	45	56%	439	43%	82	47%	592	44%
		good	9	11%	241	23%	42	24%	363	27%
		fair	6	8%	64	6%	14	8%	115	9%
		poor	0	0%	7	1%	2	1%	11	1%
	Total	80	100%	1,028	100%	174	100%	1,350	100%	
2	Keep pace with new dev.	excellent	25	31%	279	27%	32	18%	262	19%
		very good	38	48%	403	39%	77	44%	536	40%
		good	14	18%	248	24%	39	22%	362	27%
		fair	2	3%	85	8%	21	12%	156	12%
		poor	1	1%	15	1%	5	3%	33	2%
	Total	80	100%	1,030	100%	174	100%	1,349	100%	
3	Use thinking skills	excellent	34	43%	384	37%	46	26%	360	27%
		very good	35	44%	374	36%	73	42%	506	38%
		good	10	13%	199	19%	41	24%	351	26%
		fair	1	1%	61	6%	12	7%	115	9%
		poor	0	0%	11	1%	2	1%	17	1%
	Total	80	100%	1,029	100%	174	100%	1,349	100%	
4	Overall quality	excellent	22	28%	242	24%	25	14%	225	17%
		very good	37	46%	436	43%	86	49%	583	43%
		good	19	24%	259	25%	45	26%	365	27%
		fair	2	3%	73	7%	15	9%	159	12%
		poor	0	0%	14	1%	3	2%	17	1%
	Total	80	100%	1,024	100%	174	100%	1,349	100%	
5	Work w/ other students	excellent	25	32%	217	21%	30	17%	288	21%
		very good	32	41%	333	33%	62	36%	443	33%
		good	15	19%	288	28%	51	29%	405	30%
		fair	6	8%	136	13%	19	11%	157	12%
		poor	0	0%	49	5%	11	6%	54	4%
	Total	78	100%	1,023	100%	173	100%	1,347	100%	
6	Work w/ students outside class	excellent	19	24%	182	18%	18	10%	194	14%
		very good	21	27%	257	25%	43	25%	372	28%
		good	19	24%	283	28%	52	30%	348	26%
		fair	18	23%	222	22%	43	25%	301	22%
		poor	2	3%	82	8%	18	10%	133	10%
	Total	79	100%	1,026	100%	174	100%	1,348	100%	
7	Tutor other students	excellent	8	15%	85	11%	7	8%	66	8%
		very good	13	24%	163	21%	14	16%	159	18%
		good	21	38%	259	33%	23	26%	291	33%
		fair	6	11%	192	24%	23	26%	230	26%
		poor	7	13%	90	11%	20	23%	124	14%
	Total	55	100%	789	100%	87	100%	870	100%	
8	Interaction w/ faculty	excellent	31	39%	324	31%	37	21%	311	23%
		very good	23	29%	318	31%	64	37%	464	34%
		good	17	21%	249	24%	40	23%	367	27%
		fair	9	11%	109	11%	27	16%	171	13%
		poor	0	0%	29	3%	6	3%	36	3%
	Total	80	100%	1,029	100%	174	100%	1,349	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
9	Discuss w/ faculty outside class	excellent	31	39%	306	30%	34	20%	285	21%
		very good	22	28%	326	32%	55	32%	421	31%
		good	17	22%	231	22%	52	30%	383	28%
		fair	8	10%	135	13%	23	13%	206	15%
		poor	1	1%	29	3%	10	6%	54	4%
	Total	79	100%	1,027	100%	174	100%	1,349	100%	
10	Quality of advising/thesis	excellent	22	32%	304	35%	10	18%	161	22%
		very good	21	30%	239	27%	10	18%	199	27%
		good	14	20%	185	21%	15	27%	205	28%
		fair	9	13%	96	11%	11	20%	106	14%
		poor	3	4%	51	6%	10	18%	68	9%
	Total	69	100%	875	100%	56	100%	739	100%	
11	Work w/ faculty on research	excellent	17	22%	282	28%	17	10%	194	15%
		very good	26	34%	303	30%	33	20%	333	25%
		good	18	23%	229	22%	56	33%	399	30%
		fair	11	14%	138	14%	31	18%	250	19%
		poor	5	6%	69	7%	32	19%	149	11%
	Total	77	100%	1,021	100%	169	100%	1,325	100%	
12	Feedback on aca. Performance	excellent	17	21%	216	21%	27	16%	175	13%
		very good	33	41%	362	35%	55	32%	451	34%
		good	23	29%	280	27%	61	35%	433	32%
		fair	3	4%	113	11%	21	12%	214	16%
		poor	4	5%	58	6%	10	6%	73	5%
	Total	80	100%	1,029	100%	174	100%	1,346	100%	
13	Quality of practicums/internships	excellent	8	17%	105	16%	20	24%	156	19%
		very good	16	34%	163	25%	25	30%	199	24%
		good	17	36%	186	29%	19	23%	174	21%
		fair	2	4%	93	15%	6	7%	118	14%
		poor	4	9%	93	15%	14	17%	171	21%
	Total	47	100%	640	100%	84	100%	818	100%	
14	Interact w/ ind. From different backgrounds	excellent	17	22%	165	17%	39	24%	235	19%
		very good	25	33%	221	23%	47	28%	351	28%
		good	24	32%	292	31%	42	25%	357	28%
		fair	7	9%	175	18%	23	14%	199	16%
		poor	3	4%	103	11%	14	8%	119	9%
	Total	76	100%	956	100%	165	100%	1,261	100%	
15	Community/civic/volunteer services	excellent	3	7%	55	7%	13	14%	72	8%
		very good	7	16%	127	17%	12	13%	173	18%
		good	16	36%	235	31%	23	24%	280	29%
		fair	9	20%	195	26%	20	21%	250	26%
		poor	9	20%	145	19%	27	28%	176	19%
	Total	44	100%	757	100%	95	100%	951	100%	
16	Professional activities/societies	excellent	13	20%	164	17%	15	11%	145	12%
		very good	16	24%	262	28%	29	21%	275	23%
		good	24	36%	283	30%	38	27%	375	32%
		fair	10	15%	167	18%	35	25%	263	22%
		poor	3	5%	68	7%	23	16%	117	10%
	Total	66	100%	944	100%	140	100%	1,175	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
17	Engage in interdisciplinary work	excellent	6	9%	118	13%	15	12%	95	9%
		very good	11	17%	199	21%	25	20%	216	19%
		good	30	45%	294	32%	36	29%	381	34%
		fair	8	12%	212	23%	31	25%	273	25%
		poor	11	17%	107	12%	18	14%	144	13%
	Total	66	100%	930	100%	125	100%	1,109	100%	
18	Co-curricular activities	excellent	6	11%	114	13%	8	7%	87	8%
		very good	10	18%	223	25%	22	18%	263	24%
		good	19	35%	311	36%	31	25%	377	35%
		fair	11	20%	156	18%	33	27%	226	21%
		poor	9	16%	72	8%	28	23%	137	13%
	Total	55	100%	876	100%	122	100%	1,090	100%	
19	Support academically	excellent	3	4%	140	14%	23	13%	165	12%
		very good	38	48%	352	34%	59	34%	480	36%
		good	24	30%	332	32%	62	36%	462	35%
		fair	9	11%	151	15%	21	12%	166	12%
		poor	6	8%	53	5%	8	5%	63	5%
	Total	80	100%	1,028	100%	173	100%	1,336	100%	
20	Support socially	excellent	3	4%	82	8%	11	6%	118	9%
		very good	13	17%	231	23%	25	14%	304	23%
		good	32	42%	363	36%	69	40%	508	38%
		fair	16	21%	250	24%	49	28%	292	22%
		poor	13	17%	95	9%	19	11%	113	8%
	Total	77	100%	1,021	100%	173	100%	1,335	100%	
21	Relationship w/ admin. Personnel	excellent	9	11%	172	17%	31	18%	211	16%
		very good	24	30%	331	32%	48	28%	423	32%
		good	30	38%	322	31%	55	32%	441	33%
		fair	12	15%	159	15%	30	17%	208	16%
		poor	4	5%	44	4%	8	5%	54	4%
	Total	79	100%	1,028	100%	172	100%	1,337	100%	
22	Relationship w/ students	excellent	28	35%	264	26%	44	26%	317	24%
		very good	34	43%	401	39%	69	40%	558	42%
		good	17	22%	290	28%	47	27%	368	28%
		fair	0	0%	59	6%	10	6%	75	6%
		poor	0	0%	13	1%	1	1%	16	1%
	Total	79	100%	1,027	100%	171	100%	1,334	100%	
23	Advice about career options in Hi Ed	excellent	8	13%	118	13%	12	9%	98	9%
		very good	15	24%	231	26%	32	25%	244	22%
		good	26	41%	292	33%	30	23%	328	30%
		fair	10	16%	163	18%	29	23%	266	24%
		poor	4	6%	94	10%	25	20%	172	16%
	Total	63	100%	898	100%	128	100%	1,108	100%	
24	Advice about career options outside Hi Ed	excellent	3	5%	43	5%	12	10%	87	8%
		very good	11	19%	161	19%	18	15%	225	20%
		good	22	39%	235	27%	33	27%	336	30%
		fair	13	23%	228	27%	34	28%	268	24%
		poor	8	14%	188	22%	26	21%	210	19%
	Total	57	100%	855	100%	123	100%	1,126	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
25	Preparation for my chosen career	excellent	14	18%	166	16%	23	13%	167	13%
		very good	38	49%	382	37%	62	36%	440	33%
		good	20	26%	314	31%	52	30%	492	37%
		fair	6	8%	123	12%	23	13%	181	14%
		poor	0	0%	39	4%	12	7%	50	4%
	Total	78	100%	1,024	100%	172	100%	1,330	100%	
26	Preparation to conduct research	excellent	20	25%	262	26%	20	15%	127	11%
		very good	31	39%	358	36%	34	25%	352	31%
		good	24	30%	271	27%	36	27%	366	32%
		fair	3	4%	88	9%	29	22%	201	18%
		poor	1	1%	25	2%	15	11%	88	8%
	Total	79	100%	1,004	100%	134	100%	1,134	100%	
27	Preparation to teach	excellent	2	3%	73	8%	13	12%	95	10%
		very good	6	8%	156	16%	20	19%	211	22%
		good	27	35%	278	29%	36	34%	351	37%
		fair	34	44%	294	31%	27	26%	211	22%
		poor	9	12%	162	17%	9	9%	87	9%
	Total	78	100%	963	100%	105	100%	955	100%	
28	Learned more than I thought	str. agree	0	0%	0	0%	0	0%	231	20%
		agree	28	43%	403	47%	67	43%	461	39%
		neutral	27	42%	317	37%	51	33%	329	28%
		disagree	10	15%	114	13%	31	20%	121	10%
		str. Disagree	0	0%	18	2%	7	4%	31	3%
	Total	65	100%	852	100%	156	100%	1,173	100%	
29	Enhanced ability to apply theories	str. agree	34	43%	340	33%	48	28%	323	24%
		agree	41	51%	576	56%	96	55%	750	56%
		neutral	5	6%	84	8%	15	9%	190	14%
		disagree	0	0%	27	3%	12	7%	64	5%
		str. Disagree	0	0%	5	0%	2	1%	11	1%
	Total	80	100%	1,032	100%	173	100%	1,338	100%	
30	Comfortable using tech in my field	str. agree	30	38%	346	34%	83	48%	454	34%
		agree	36	45%	524	51%	66	38%	654	49%
		neutral	12	15%	123	12%	19	11%	178	13%
		disagree	2	3%	29	3%	4	2%	45	3%
		str. Disagree	0	0%	8	1%	0	0%	2	0%
	Total	80	100%	1,030	100%	172	100%	1,333	100%	
31	Oral and written skills improved	str. agree	25	31%	380	37%	42	24%	362	27%
		agree	42	53%	453	44%	85	49%	626	47%
		neutral	10	13%	163	16%	36	21%	247	18%
		disagree	3	4%	31	3%	10	6%	80	6%
		str. Disagree	0	0%	4	0%	0	0%	23	2%
	Total	80	100%	1,031	100%	173	100%	1,338	100%	
32	Teaching to be my career	str. agree	35	44%	385	37%	49	28%	266	20%
		agree	24	30%	349	34%	38	22%	346	26%
		neutral	16	20%	218	21%	45	26%	434	32%
		disagree	4	5%	61	6%	28	16%	197	15%
		str. Disagree	1	1%	17	2%	12	7%	93	7%
	Total	80	100%	1,030	100%	172	100%	1,336	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
33	Teaching is requirement of my program	str. agree	16	20%	199	19%	20	12%	127	10%
		agree	26	33%	289	28%	31	18%	219	16%
		neutral	12	15%	247	24%	39	23%	384	29%
		disagree	16	20%	195	19%	51	29%	387	29%
		str. Disagree	10	13%	99	10%	32	18%	219	16%
	Total	80	100%	1,029	100%	173	100%	1,336	100%	
34	Professional skills improved	str. agree	21	27%	349	34%	38	22%	303	23%
		agree	41	52%	503	49%	92	53%	695	52%
		neutral	14	18%	136	13%	30	17%	221	17%
		disagree	3	4%	39	4%	12	7%	96	7%
		str. Disagree	0	0%	3	0%	1	1%	20	1%
	Total	79	100%	1,030	100%	173	100%	1,335	100%	
35	Working w/ others	str. agree	13	17%	184	18%	32	18%	249	19%
		agree	35	45%	501	49%	74	43%	648	49%
		neutral	25	32%	263	26%	47	27%	306	23%
		disagree	5	6%	66	6%	19	11%	118	9%
		str. Disagree	0	0%	15	1%	1	1%	14	1%
	Total	78	100%	1,029	100%	173	100%	1,335	100%	
36	Ability of learn on my own	str. agree	38	48%	407	40%	62	36%	421	32%
		agree	27	34%	471	46%	77	45%	650	49%
		neutral	11	14%	118	11%	21	12%	187	14%
		disagree	3	4%	29	3%	11	6%	63	5%
		str. Disagree	0	0%	5	0%	2	1%	14	1%
	Total	79	100%	1,030	100%	173	100%	1,335	100%	
37	Making decisions on ethics	str. agree	23	30%	267	26%	46	27%	310	23%
		agree	27	36%	468	46%	78	45%	642	48%
		neutral	22	29%	222	22%	35	20%	268	20%
		disagree	3	4%	57	6%	10	6%	91	7%
		str. Disagree	1	1%	12	1%	3	2%	20	2%
	Total	76	100%	1,026	100%	172	100%	1,331	100%	
38	Take longer to complete degree	str. agree	9	11%	212	21%	21	12%	145	11%
		agree	19	24%	262	25%	32	18%	289	22%
		neutral	24	30%	293	28%	36	21%	276	21%
		disagree	22	28%	207	20%	63	36%	435	33%
		str. Disagree	6	8%	58	6%	21	12%	190	14%
	Total	80	100%	1,032	100%	173	100%	1,335	100%	
39	Computing support is adequate	str. agree	13	16%	177	17%	30	17%	191	14%
		agree	38	48%	493	48%	88	51%	646	48%
		neutral	10	13%	168	16%	39	23%	264	20%
		disagree	10	13%	134	13%	13	8%	174	13%
		str. Disagree	8	10%	59	6%	3	2%	63	5%
	Total	79	100%	1,031	100%	173	100%	1,338	100%	
40	Deadlines are clearly communicated	str. agree	16	20%	156	15%	32	18%	224	17%
		agree	36	45%	493	48%	88	51%	706	53%
		neutral	8	10%	174	17%	23	13%	190	14%
		disagree	17	21%	159	15%	26	15%	161	12%
		str. Disagree	3	4%	47	5%	4	2%	55	4%
	Total	80	100%	1,029	100%	173	100%	1,336	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
41	Support resources are adequate	str. agree	9	11%	123	12%	23	13%	134	10%
		agree	23	29%	377	37%	72	42%	538	40%
		neutral	23	29%	202	20%	43	25%	317	24%
		disagree	16	20%	219	21%	28	16%	246	18%
		str. Disagree	8	10%	109	11%	7	4%	98	7%
	Total	79	100%	1,030	100%	173	100%	1,333	100%	
42	Library support adequate	str. agree	20	26%	247	24%	34	20%	286	21%
		agree	21	27%	430	42%	84	49%	658	49%
		neutral	17	22%	160	16%	34	20%	211	16%
		disagree	13	17%	138	13%	18	11%	140	10%
		str. Disagree	7	9%	52	5%	1	1%	40	3%
	Total	78	100%	1,027	100%	171	100%	1,335	100%	
43	Know where to go address abuse issues	str. agree	16	20%	132	13%	26	15%	168	13%
		agree	38	48%	402	39%	61	35%	552	41%
		neutral	12	15%	237	23%	36	21%	302	23%
		disagree	10	13%	182	18%	32	19%	239	18%
		str. Disagree	3	4%	71	7%	17	10%	75	6%
	Total	79	100%	1,024	100%	172	100%	1,336	100%	
44	Recommend this program to a friend	str. agree	23	29%	218	21%	46	27%	281	21%
		agree	40	50%	472	46%	73	42%	628	47%
		neutral	11	14%	211	21%	34	20%	260	19%
		disagree	4	5%	77	7%	15	9%	119	9%
		str. Disagree	2	3%	50	5%	5	3%	46	3%
	Total	80	100%	1,028	100%	173	100%	1,334	100%	
45	Pursue graduate studies at this univ.	str. agree	19	24%	207	20%	39	23%	267	20%
		agree	36	45%	405	39%	66	38%	525	39%
		neutral	16	20%	258	25%	43	25%	327	24%
		disagree	6	8%	100	10%	19	11%	151	11%
		str. Disagree	3	4%	60	6%	6	3%	67	5%
	Total	80	100%	1,030	100%	173	100%	1,337	100%	
46	Undergraduate debt	\$0	53	73%	628	65%	100	59%	736	59%
		\$1-4,999	3	4%	48	5%	11	6%	79	6%
		\$5,000-9,999	6	8%	57	6%	8	5%	91	7%
		\$10,000-14,999	6	8%	58	6%	11	6%	99	8%
		\$15,000-19,999	1	1%	55	6%	13	8%	88	7%
		\$20,000-24,999	2	3%	52	5%	14	8%	64	5%
		\$25,000 or More	2	3%	65	7%	13	8%	100	8%
	Total	73	100%	963	100%	170	100%	1,257	100%	
47	Graduate debt	\$0	36	47%	440	43%	82	47%	504	38%
		\$1-9,999	16	21%	159	16%	26	15%	302	23%
		\$10,000-19,999	10	13%	106	10%	25	14%	238	18%
		\$20,000-29,999	5	6%	95	9%	23	13%	142	11%
		\$30,000-39,999	6	8%	64	6%	10	6%	63	5%
		\$40,000-49,999	1	1%	32	3%	4	2%	43	3%
		\$50,000 or More	3	4%	116	11%	3	2%	36	3%
	Total	77	100%	1,012	100%	173	100%	1,328	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
48a	Teaching assistantship as:	largest source	22	47%	239	14%	11	19%	226	11%
		2nd largest src.	5	11%	183	10%	8	14%	136	7%
		3rd largest src.	11	23%	142	8%	3	5%	80	4%
		4th largest src.	4	9%	56	3%	3	5%	42	2%
		5th largest src.	4	9%	44	3%	4	7%	33	2%
		6th largest src.	1	2%	72	4%	28	49%	173	9%
	Total	47	100%	1,748	100%	57	100%	2,018	100%	
48b	Research assistantship as:	largest source	11	29%	287	12%	17	28%	288	10%
		2nd largest src.	11	29%	178	7%	7	11%	155	6%
		3rd largest src.	6	16%	94	4%	7	11%	77	3%
		4th largest src.	4	11%	58	2%	1	2%	41	1%
		5th largest src.	2	5%	39	2%	5	8%	34	1%
		6th largest src.	4	11%	64	3%	24	39%	156	6%
	Total	38	100%	2,468	100%	61	100%	2,769	100%	
48c	Resident assistant/tutor as:	largest source	1	13%	24	1%	1	2%	35	1%
		2nd largest src.	1	13%	21	1%	4	9%	41	1%
		3rd largest src.	0	0%	36	1%	5	11%	53	2%
		4th largest src.	2	25%	33	1%	2	4%	40	1%
		5th largest src.	0	0%	29	1%	4	9%	25	1%
		6th largest src.	4	50%	150	5%	30	65%	229	7%
	Total	8	100%	2,761	100%	46	100%	3,192	100%	
48d	Tuition waivers as:	largest source	13	27%	275	8%	17	30%	306	8%
		2nd largest src.	21	44%	239	7%	6	11%	195	5%
		3rd largest src.	5	10%	163	5%	6	11%	103	3%
		4th largest src.	2	4%	76	2%	3	5%	41	1%
		5th largest src.	2	4%	26	1%	2	4%	26	1%
		6th largest src.	5	10%	44	1%	23	40%	134	3%
	Total	48	100%	3,584	100%	57	100%	3,997	100%	
48e	Univ. grant as:	largest source	12	46%	139	3%	4	8%	94	2%
		2nd largest src.	4	15%	75	2%	4	8%	54	1%
		3rd largest src.	3	12%	68	2%	7	13%	51	1%
		4th largest src.	2	8%	59	1%	7	13%	56	1%
		5th largest src.	3	12%	55	1%	3	6%	41	1%
		6th largest src.	2	8%	101	2%	28	53%	196	4%
	Total	26	100%	4,081	100%	53	100%	4,489	100%	
48f	Government support as:	largest source	6	46%	94	2%	7	12%	69	1%
		2nd largest src.	3	23%	26	1%	5	9%	31	1%
		3rd largest src.	1	8%	29	1%	4	7%	31	1%
		4th largest src.	2	15%	26	1%	2	3%	36	1%
		5th largest src.	0	0%	23	1%	7	12%	47	1%
		6th largest src.	1	8%	123	3%	33	57%	226	5%
	Total	13	100%	4,402	100%	58	100%	4,929	100%	
48g	Independent grants as:	largest source	6	26%	49	1%	2	4%	44	1%
		2nd largest src.	5	22%	31	1%	3	6%	33	1%
		3rd largest src.	2	9%	36	1%	8	15%	61	1%
		4th largest src.	6	26%	49	1%	2	4%	45	1%
		5th largest src.	1	4%	45	1%	7	13%	50	1%
		6th largest src.	3	13%	128	3%	32	59%	215	4%
	Total	23	100%	4,740	100%	54	100%	5,377	100%	

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMSL		UM		UMSL		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
48h	Loans as:	largest source	1	3%	105	2%	47	51%	254	4%
		2nd largest src.	5	16%	56	1%	6	7%	111	2%
		3rd largest src.	13	41%	92	2%	11	12%	121	2%
		4th largest src.	4	13%	57	1%	6	7%	54	1%
		5th largest src.	2	6%	36	1%	5	5%	48	1%
		6th largest src.	7	22%	130	2%	17	18%	150	2%
	Total	32	100%	5,216	100%	92	100%	6,115	100%	
48i	Employee benefit as:	largest source	10	50%	60	1%	38	41%	163	2%
		2nd largest src.	4	20%	26	0%	14	15%	61	1%
		3rd largest src.	2	10%	35	1%	11	12%	47	1%
		4th largest src.	1	5%	23	0%	7	8%	50	1%
		5th largest src.	1	5%	24	0%	1	1%	31	0%
		6th largest src.	2	10%	119	2%	22	24%	194	3%
	Total	20	100%	5,503	100%	93	100%	6,661	100%	
48j	Savings as:	largest source	11	28%	90	1%	25	23%	199	3%
		2nd largest src.	8	20%	104	2%	27	25%	179	2%
		3rd largest src.	8	20%	132	2%	21	19%	160	2%
		4th largest src.	10	25%	109	2%	12	11%	116	2%
		5th largest src.	3	8%	69	1%	10	9%	77	1%
		6th largest src.	0	0%	96	2%	15	14%	120	2%
	Total	40	100%	6,103	100%	110	100%	7,512	100%	
48k	Work outside of univ. as:	largest source	8	24%	68	1%	33	29%	137	2%
		2nd largest src.	7	21%	36	1%	33	29%	157	2%
		3rd largest src.	3	9%	54	1%	24	21%	143	2%
		4th largest src.	10	30%	69	1%	5	4%	84	1%
		5th largest src.	3	9%	65	1%	4	4%	71	1%
		6th largest src.	2	6%	150	2%	15	13%	165	2%
	Total	33	100%	6,545	100%	114	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!