

Graduate Student Survey
at University of Missouri, 2002

(UM and UMC Data)

Fall 2002

Report prepared by Ming Wang, Ed. D.
Associate Analyst
wanghui@umsystem.edu

With Assistance from
Randy Sade

October 2002

P&B 2002, Report 10

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

Graduate Student Survey at University of Missouri, 2002

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

IR&P/MW 08/02

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 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

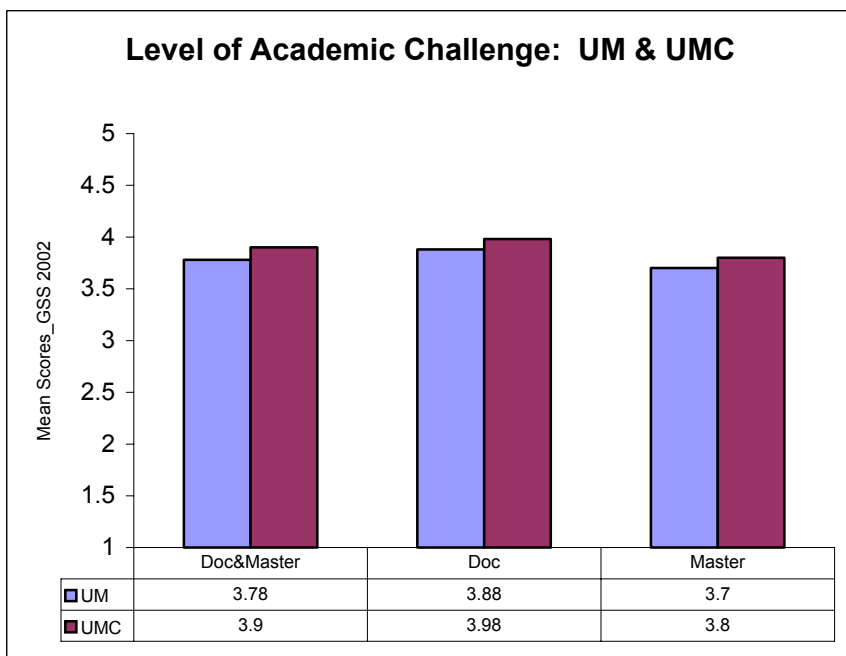
	<u>Doctoral Students</u>					<u>Master's Students</u>				
	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>
<u>Prior Status</u>										
Undergraduate	19%	20%	10%	20%	18%	45%	25%	48%	17%	38%
Graduate Student	40%	31%	55%	25%	40%	13%	14%	17%	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 2002 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.



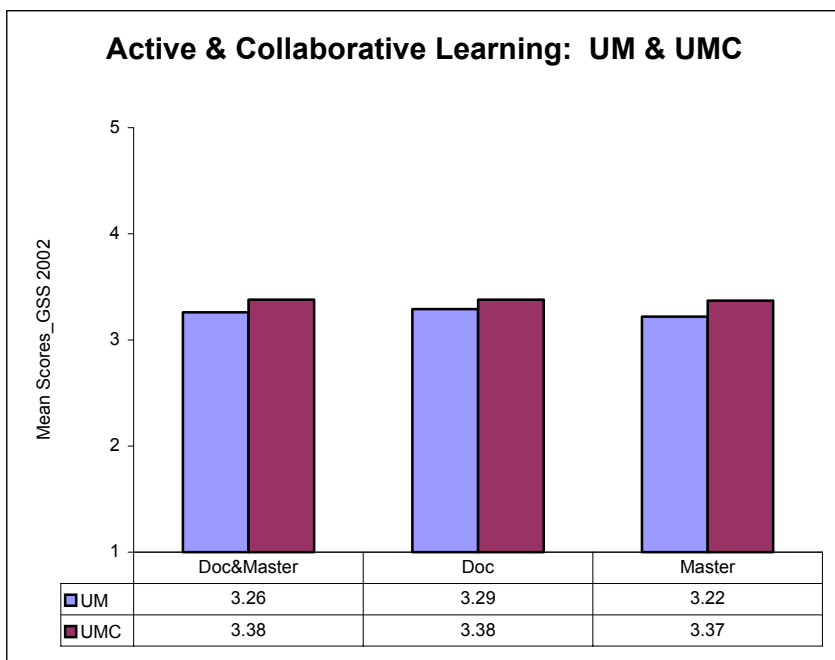
level of academic challenge Items:

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



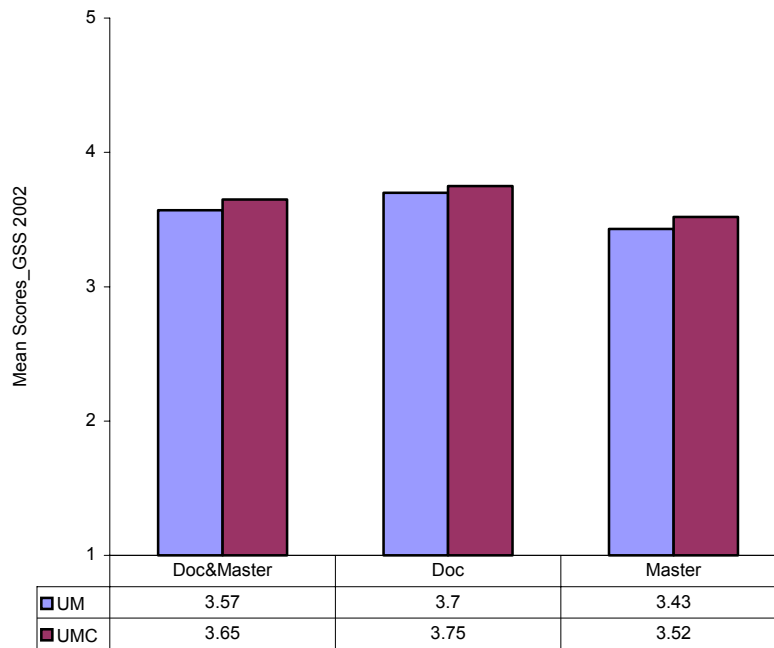
Active and Collaborative Learning Items:

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 Interaction with Faculty: UM & UMC



Student Interactions with Faculty Items:

Opportunity for meaningful interaction with faculty

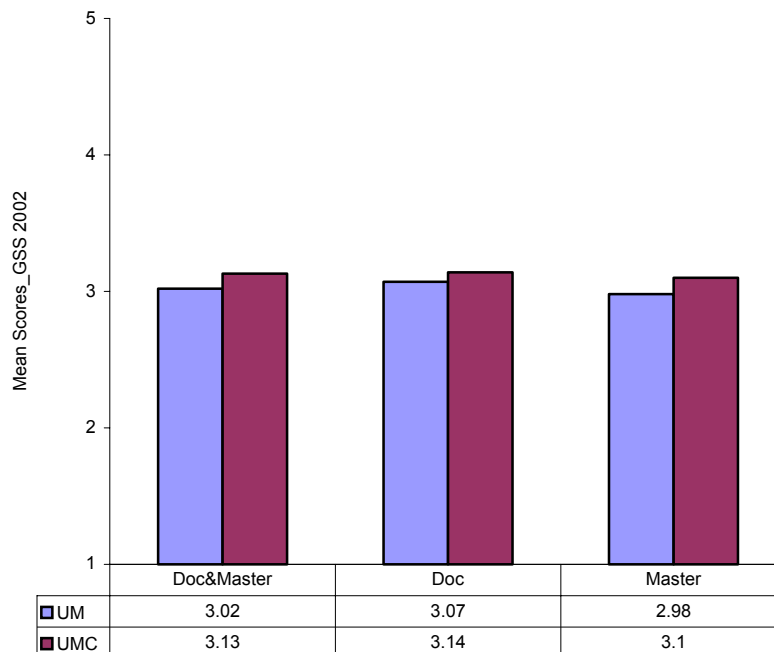
Opportunity to discuss ideas with faculty members outside of class

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: UM & UMC



Enriching Learning Experiences items:

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

Opportunity to work with diverse groups of people

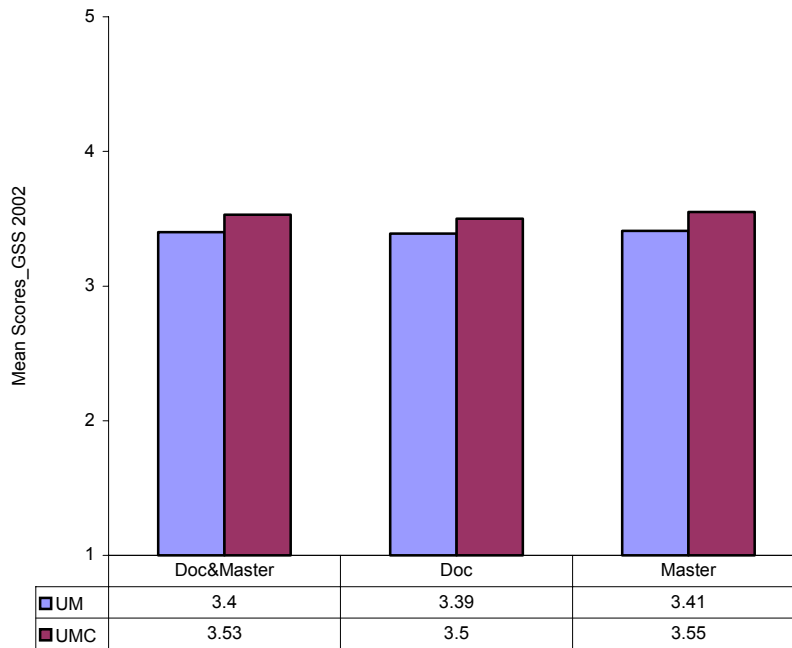
Opportunity for community/civic/volunteer service while in graduate school

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 & UMC



Supportive Campus Environment items:

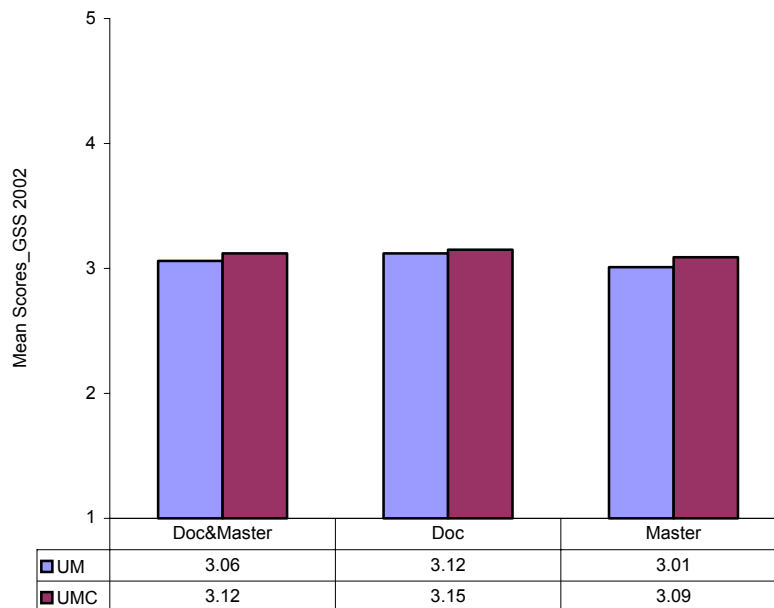
Campus environment as it relates to providing the support I need to succeed academically

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 & UMC



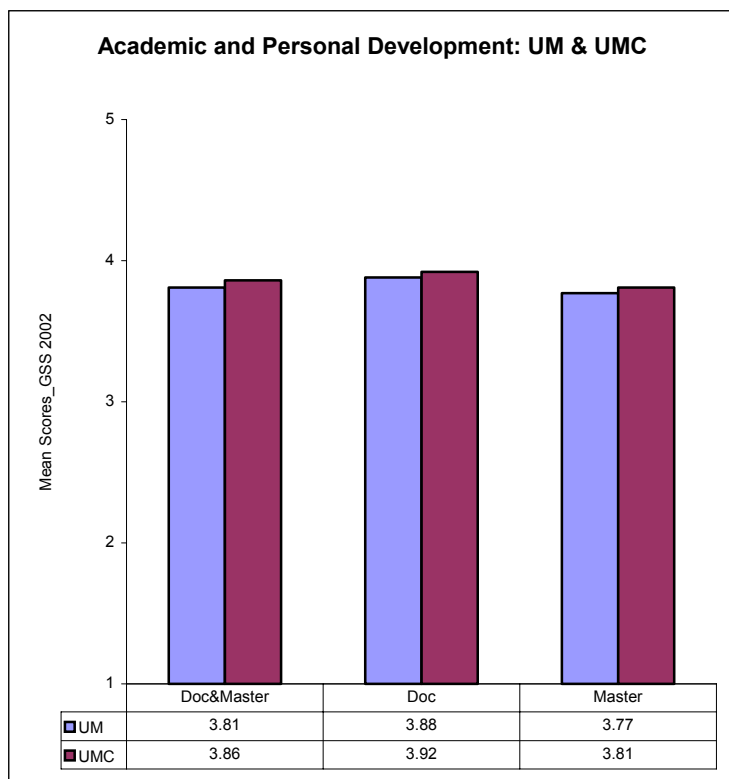
Career Preparation items:

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.

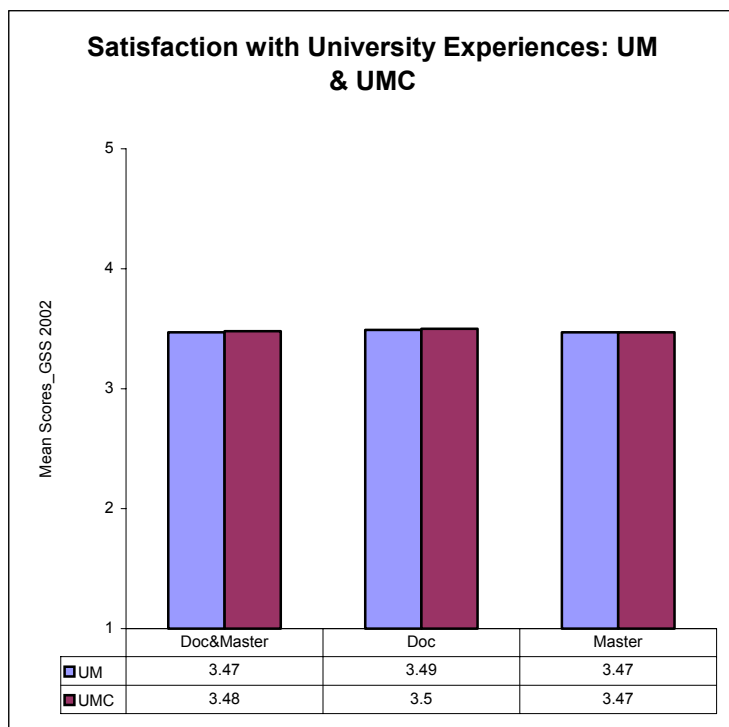
My oral and written skills have improved while in graduate school

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.

If I were going to do it again, I would pursue graduate studies at this university.

VII. GSS 2002 Benchmarks by Demographic Variables: UM and UMC

		<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><u>Doctoral</u></i>	UM	3.88	3.29	3.7	3.07	3.39	3.12	3.86	4	3.88	3.49
	UMC	3.98	3.38	3.75	3.14	3.5	3.15	3.9	4.04	3.92	3.5
<i><u>Master's</u></i>	UM	3.7	3.22	3.43	2.98	3.41	3.01	3.74	3.88	3.77	3.47
	UMC	3.8	3.37	3.52	3.1	3.55	3.09	3.76	3.92	3.81	3.47
<u>Gender</u>											
<i><u>Male</u></i>	UM	3.67	3.24	3.58	2.99	3.39	3.06	3.79	3.91	3.81	3.49
	UMC	3.81	3.38	3.64	3.15	3.54	3.14	3.85	3.97	3.87	3.5
<i><u>Female</u></i>	UM	3.9	3.29	3.56	3.07	3.41	3.07	3.79	3.94	3.82	3.45
	UMC	3.98	3.38	3.66	3.11	3.53	3.1	3.81	3.98	3.84	3.46
<u>Ethnicity</u>											
<i><u>Afr Am Ind Hisp</u></i>	UM	3.98	3.46	3.67	3.35	3.43	3.03	3.88	3.98	3.86	3.62
	UMC	4.13	3.56	3.74	3.34	3.53	3.12	3.93	3.93	3.86	3.61
<i><u>Asian</u></i>	UM	3.42	2.91	3.33	2.71	3.24	2.91	3.7	3.92	3.77	3.42
	UMC	3.47	3.01	3.36	2.86	3.31	2.96	3.69	3.93	3.76	3.4
<i><u>White</u></i>	UM	3.93	3.43	3.61	3.22	3.46	3.09	3.82	3.91	3.82	3.47
	UMC	3.97	3.52	3.65	3.24	3.56	3.11	3.83	3.96	3.86	3.45
<u>Full-Time St.</u>											
<i><u>Full-Time</u></i>	UM	3.76	3.25	3.58	3	3.41	3.06	3.79	3.95	3.83	3.45
	UMC	3.88	3.37	3.64	3.1	3.53	3.12	3.83	3.99	3.86	3.46
<i><u>Part-time</u></i>	UM	3.92	3.32	3.51	3.26	3.37	3.06	3.79	3.82	3.76	3.58
	UMC	4.04	3.47	3.71	3.49	3.52	3.14	3.86	3.88	3.83	3.65
<u>Citizenship</u>											
<i><u>U.S.</u></i>	UM	3.94	3.44	3.59	3.2	3.42	3.09	3.81	3.9	3.81	3.46
	UMC	3.98	3.52	3.63	3.23	3.53	3.11	3.81	3.95	3.84	3.45
<i><u>Non U.S.</u></i>	UM	3.49	2.99	3.54	2.8	3.36	3.02	3.76	3.97	3.83	3.5
	UMC	3.7	3.09	3.7	2.96	3.55	3.14	3.87	4.04	3.91	3.56

VII. GSS 2002 Benchmarks by Demographic Variables: UM and UMC

		<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
	UMC	3.91	3.19	3.64	3.02	3.47	3.01	3.91	3.99	3.89	3.52
<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
	UMC	3.93	3.54	3.58	3.13	3.52	2.95	3.79	3.89	3.76	3.6
<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
	UMC	4.02	3.41	3.77	3.2	3.48	3.1	3.88	4.06	3.92	3.47
<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
	UMC	3.73	3.35	3.62	2.97	3.56	3.17	3.86	3.98	3.89	3.48
<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
	UMC	3.93	3.2	3.64	2.89	3.48	3.23	3.9	4.02	3.92	3.55
<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
	UMC	3.9	3.36	3.63	3.15	3.54	3.14	3.8	3.93	3.81	3.48
<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
	UMC	3.87	3.54	3.59	3.01	3.59	3.15	3.81	3.92	3.84	3.47
<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
	UMC	3.89	3.3	3.65	3.1	3.5	3.1	3.84	4.01	3.87	3.45
<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
	UMC	3.93	3.43	3.73	3.22	3.52	3.08	3.94	4.11	3.9	3.5

VIII: GSS 2002 Mean and Standard Deviation

	Doctoral Students				Master's Students			
	UMC		UM		UMC		UM	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
1 Level of aca. challenge	3.98	0.90	3.89	0.90	3.82	0.91	3.74	0.90
2 Keep pace with new dev.	3.92	0.94	3.82	0.97	3.75	0.98	3.62	1.00
3 Use thinking skills	4.15	0.91	4.03	0.95	3.92	0.96	3.80	0.97
4 Overall quality	3.90	0.92	3.80	0.93	3.71	0.94	3.62	0.94
5 Work w/ other students	3.59	1.11	3.52	1.11	3.66	1.09	3.56	1.07
6 Work w/ students outside class	3.36	1.23	3.23	1.20	3.32	1.19	3.14	1.20
7 Tutor other students	3.01	1.19	2.95	1.16	2.89	1.14	2.79	1.13
8 Interaction w/ faculty	3.84	1.06	3.78	1.09	3.70	1.05	3.62	1.05
9 Discuss w/ faculty outside class	3.79	1.11	3.73	1.11	3.59	1.08	3.50	1.10
10 Quality of advising/thesis	3.81	1.20	3.74	1.21	3.45	1.22	3.38	1.23
11 Work w/ faculty on research	3.65	1.22	3.58	1.21	3.20	1.21	3.13	1.21
12 Feedback on aca. Performance	3.57	1.15	3.55	1.11	3.39	1.07	3.33	1.06
13 Quality of practicums/internships	3.27	1.30	3.15	1.27	3.34	1.33	3.06	1.41
14 Interact w/ ind. From different backgrounds	3.16	1.26	3.18	1.23	3.34	1.21	3.30	1.21
15 Community/civic/volunteer services	2.71	1.24	2.67	1.17	2.83	1.18	2.70	1.18
16 Professional activities/societies	3.41	1.19	3.30	1.16	3.21	1.16	3.06	1.16
17 Engage in interdisciplinary work	3.02	1.22	3.01	1.19	2.86	1.15	2.86	1.13
18 Co-curricular activities	3.30	1.14	3.17	1.12	3.06	1.13	2.94	1.13
19 Support academically	3.50	1.02	3.36	1.05	3.55	0.96	3.39	1.01
20 Support socially	3.13	1.07	2.96	1.08	3.31	1.00	3.02	1.07
21 Relationship w/ admin. Personnel	3.51	1.07	3.42	1.07	3.46	1.06	3.40	1.05
22 Relationship w/ students	3.87	0.95	3.82	0.92	3.88	0.91	3.81	0.90
23 Advice about career options in Hi Ed	3.20	1.19	3.13	1.17	2.97	1.19	2.85	1.19
24 Advice about career options outside Hi Ed	2.53	1.21	2.58	1.17	2.88	1.20	2.74	1.20
25 Preparation for my chosen career	3.58	1.01	3.50	1.02	3.42	0.99	3.37	0.99
26 Preparation to conduct research	3.73	1.15	3.66	1.15	2.78	1.51	2.72	1.53
27 Preparation to teach	2.64	1.20	2.67	1.16	3.03	1.10	3.02	1.10

VIII: GSS 2002 Mean and Standard Deviation

	Doctoral Students				Master's Students			
	UMC		UM		UMC		UM	
	Mean	Std	Mean	Std	Mean	Std	Mean	Std
28 Learned more than I thought	3.30	0.77	3.30	0.78	3.17	0.85	3.17	0.84
29 Enhanced ability to apply theories	4.25	0.67	4.18	0.73	3.98	0.82	3.98	0.81
30 Comfortable using tech in my field	4.16	0.79	4.14	0.79	4.15	0.80	4.14	0.78
31 Oral and written skills improved	4.20	0.79	4.14	0.81	3.97	0.93	3.91	0.92
32 Teaching to be my career	4.07	0.98	3.99	0.99	3.33	1.19	3.37	1.16
33 Teaching is requirement of my program	3.32	1.28	3.29	1.24	2.68	1.23	2.74	1.19
34 Professional skills improved	4.19	0.78	4.12	0.80	3.95	0.88	3.87	0.89
35 Working w/ others	3.78	0.89	3.75	0.87	3.81	0.89	3.75	0.90
36 Ability of learn on my own	4.24	0.78	4.21	0.79	4.03	0.88	4.05	0.86
37 Making decisions on ethics	3.95	0.90	3.90	0.89	3.90	0.87	3.85	0.91
38 Take longer to complete degree	3.33	1.21	3.35	1.17	2.76	1.30	2.82	1.23
39 Computing support is adequate	3.55	1.13	3.58	1.09	3.57	1.02	3.54	1.04
40 Deadlines are clearly communicated	3.51	1.08	3.54	1.07	3.62	1.06	3.66	1.02
41 Support resources are adequate	3.11	1.22	3.18	1.20	3.21	1.11	3.27	1.10
42 Library support adequate	3.74	1.08	3.66	1.13	3.89	0.94	3.76	1.00
43 Know where to go address abuse issues	3.31	1.14	3.33	1.12	3.35	1.11	3.37	1.09
44 Recommend this program to a friend	3.77	1.05	3.71	1.04	3.76	1.03	3.73	1.00
45 Pursue graduate studies at this univ.	3.69	1.07	3.58	1.09	3.66	1.07	3.58	1.08
54 Current year/program	3.20	1.90	3.10	1.84	1.77	0.83	1.83	0.91

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
1	Level of aca. challenge	excellent	207	32%	277	27%	149	23%	269	20%
		very good	268	41%	439	43%	285	45%	592	44%
		good	140	22%	241	23%	146	23%	363	27%
		fair	30	5%	64	6%	53	8%	115	9%
		poor	6	1%	7	1%	5	1%	11	1%
	Total		651	100%	1,028	100%	638	100%	1,350	100%
2	Keep pace with new dev.	excellent	197	30%	279	27%	150	24%	262	19%
		very good	268	41%	403	39%	265	42%	536	40%
		good	135	21%	248	24%	151	24%	362	27%
		fair	47	7%	85	8%	59	9%	156	12%
		poor	6	1%	15	1%	13	2%	33	2%
	Total		653	100%	1,030	100%	638	100%	1,349	100%
3	Use thinking skills	excellent	283	43%	384	37%	203	32%	360	27%
		very good	228	35%	374	36%	244	38%	506	38%
		good	106	16%	199	19%	141	22%	351	26%
		fair	31	5%	61	6%	43	7%	115	9%
		poor	5	1%	11	1%	8	1%	17	1%
	Total		653	100%	1,029	100%	639	100%	1,349	100%
4	Overall quality	excellent	178	27%	242	24%	123	19%	225	17%
		very good	282	43%	436	43%	291	46%	583	43%
		good	142	22%	259	25%	150	23%	365	27%
		fair	40	6%	73	7%	67	10%	159	12%
		poor	8	1%	14	1%	8	1%	17	1%
	Total		650	100%	1,024	100%	639	100%	1,349	100%
5	Work w/other students	excellent	154	24%	217	21%	166	26%	288	21%
		very good	215	33%	333	33%	202	32%	443	33%
		good	173	27%	288	28%	176	28%	405	30%
		fair	74	11%	136	13%	70	11%	157	12%
		poor	32	5%	49	5%	23	4%	54	4%
	Total		648	100%	1,023	100%	637	100%	1,347	100%
6	Work w/students outside class	excellent	145	22%	182	18%	115	18%	194	14%
		very good	166	26%	257	25%	192	30%	372	28%
		good	165	25%	283	28%	161	25%	348	26%
		fair	126	19%	222	22%	120	19%	301	22%
		poor	48	7%	82	8%	49	8%	133	10%
	Total		650	100%	1,026	100%	637	100%	1,348	100%
7	Tutor other students	excellent	66	13%	85	11%	41	10%	66	8%
		very good	106	21%	163	21%	74	18%	159	18%
		good	154	30%	259	33%	141	34%	291	33%
		fair	125	25%	192	24%	107	26%	230	26%
		poor	54	11%	90	11%	47	11%	124	14%
	Total		505	100%	789	100%	410	100%	870	100%
8	Interaction w/faculty	excellent	220	34%	324	31%	159	25%	311	23%
		very good	200	31%	318	31%	232	36%	464	34%
		good	150	23%	249	24%	157	25%	367	27%
		fair	71	11%	109	11%	74	12%	171	13%
		poor	11	2%	29	3%	16	3%	36	3%
	Total		652	100%	1,029	100%	638	100%	1,349	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
9	Discuss w/faculty outside class	excellent	218	33%	306	30%	146	23%	285	21%
		very good	192	29%	326	32%	212	33%	421	31%
		good	146	22%	231	22%	169	26%	383	28%
		fair	81	12%	135	13%	93	15%	206	15%
		poor	15	2%	29	3%	18	3%	54	4%
	Total		652	100%	1,027	100%	638	100%	1,349	100%
10	Quality of advising/thesis	excellent	204	37%	304	35%	88	23%	161	22%
		very good	155	28%	239	27%	116	30%	199	27%
		good	104	19%	185	21%	101	26%	205	28%
		fair	55	10%	96	11%	52	13%	106	14%
		poor	31	6%	51	6%	33	8%	68	9%
	Total		549	100%	875	100%	390	100%	739	100%
11	Work w/faculty on research	excellent	205	32%	282	28%	101	16%	194	15%
		very good	178	27%	303	30%	170	27%	333	25%
		good	142	22%	229	22%	175	28%	399	30%
		fair	81	13%	138	14%	119	19%	250	19%
		poor	42	6%	69	7%	64	10%	149	11%
	Total		648	100%	1,021	100%	629	100%	1,325	100%
12	Feedback on aca. performance	excellent	152	23%	216	21%	95	15%	175	13%
		very good	220	34%	362	35%	225	35%	451	34%
		good	171	26%	280	27%	186	29%	433	32%
		fair	66	10%	113	11%	103	16%	214	16%
		poor	43	7%	58	6%	30	5%	73	5%
	Total		652	100%	1,029	100%	639	100%	1,346	100%
13	Quality of practicums/internships	excellent	81	20%	105	16%	96	23%	156	19%
		very good	112	28%	163	25%	114	28%	199	24%
		good	102	25%	186	29%	91	22%	174	21%
		fair	56	14%	93	15%	55	13%	118	14%
		poor	55	14%	93	15%	56	14%	171	21%
	Total		406	100%	640	100%	412	100%	818	100%
14	Interact w/ind. from different backgrounds	excellent	115	19%	165	17%	115	19%	235	19%
		very good	128	21%	221	23%	176	29%	351	28%
		good	176	29%	292	31%	157	26%	357	28%
		fair	125	20%	175	18%	99	17%	199	16%
		poor	67	11%	103	11%	52	9%	119	9%
	Total		611	100%	956	100%	599	100%	1,261	100%
15	Community/civic/volunteer services	excellent	45	9%	55	7%	39	8%	72	8%
		very good	85	18%	127	17%	109	23%	173	18%
		good	133	28%	235	31%	145	30%	280	29%
		fair	121	25%	195	26%	111	23%	250	26%
		poor	98	20%	145	19%	78	16%	176	19%
	Total		482	100%	757	100%	482	100%	951	100%
16	Professional activities/societies	excellent	126	21%	164	17%	88	15%	145	12%
		very good	179	30%	262	28%	152	26%	275	23%
		good	163	27%	283	30%	190	33%	375	32%
		fair	94	16%	167	18%	103	18%	263	22%
		poor	44	7%	68	7%	50	9%	117	10%
	Total		606	100%	944	100%	583	100%	1,175	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
17	Engage in interdisciplinary work	excellent	81	14%	118	13%	47	9%	95	9%
		very good	133	22%	199	21%	111	20%	216	19%
		good	169	28%	294	32%	190	34%	381	34%
		fair	138	23%	212	23%	127	23%	273	25%
		poor	72	12%	107	12%	77	14%	144	13%
	Total		593	100%	930	100%	552	100%	1,109	100%
18	Co-curricular activities	excellent	92	16%	114	13%	52	10%	87	8%
		very good	157	28%	223	25%	150	28%	263	24%
		good	184	33%	311	36%	177	33%	377	35%
		fair	90	16%	156	18%	104	19%	226	21%
		poor	42	7%	72	8%	59	11%	137	13%
	Total		565	100%	876	100%	542	100%	1,090	100%
19	Support academically	excellent	111	17%	140	14%	96	15%	165	12%
		very good	229	35%	352	34%	254	40%	480	36%
		good	211	32%	332	32%	205	32%	462	35%
		fair	78	12%	151	15%	58	9%	166	12%
		poor	23	4%	53	5%	19	3%	63	5%
	Total		652	100%	1,028	100%	632	100%	1,336	100%
20	Support socially	excellent	72	11%	82	8%	78	12%	118	9%
		very good	164	25%	231	23%	191	30%	304	23%
		good	230	35%	363	36%	239	38%	508	38%
		fair	143	22%	250	24%	102	16%	292	22%
		poor	41	6%	95	9%	23	4%	113	8%
	Total		650	100%	1,021	100%	633	100%	1,335	100%
21	Relationship w/ admin. Personnel	excellent	130	20%	172	17%	111	17%	211	16%
		very good	209	32%	331	32%	207	33%	423	32%
		good	200	31%	322	31%	202	32%	441	33%
		fair	89	14%	159	15%	90	14%	208	16%
		poor	24	4%	44	4%	25	4%	54	4%
	Total		652	100%	1,028	100%	635	100%	1,337	100%
22	Relationship w/ students	excellent	188	29%	264	26%	170	27%	317	24%
		very good	245	38%	401	39%	265	42%	558	42%
		good	174	27%	290	28%	159	25%	368	28%
		fair	34	5%	59	6%	31	5%	75	6%
		poor	11	2%	13	1%	9	1%	16	1%
	Total		652	100%	1,027	100%	634	100%	1,334	100%
23	Advice about career options in Hi-Ed	excellent	89	15%	118	13%	55	10%	98	9%
		very good	159	27%	231	26%	141	26%	244	22%
		good	177	30%	292	33%	146	27%	328	30%
		fair	106	18%	163	18%	133	25%	266	24%
		poor	57	10%	94	10%	67	12%	172	16%
	Total		588	100%	898	100%	542	100%	1,108	100%
24	Advice about career options outside Hi-Ed	excellent	31	6%	43	5%	49	9%	87	8%
		very good	102	18%	161	19%	134	24%	225	20%
		good	136	24%	235	27%	164	29%	336	30%
		fair	148	27%	228	27%	122	22%	268	24%
		poor	140	25%	188	22%	89	16%	210	19%
	Total		557	100%	855	100%	558	100%	1,126	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
25	Preparation for my chosen career	excellent	119	18%	166	16%	87	14%	167	13%
		very good	251	39%	382	37%	217	34%	440	33%
		good	194	30%	314	31%	221	35%	492	37%
		fair	64	10%	123	12%	86	14%	181	14%
		poor	23	4%	39	4%	20	3%	50	4%
	Total		651	100%	1,024	100%	631	100%	1,330	100%
26	Preparation to conduct research	excellent	183	29%	262	26%	63	12%	127	11%
		very good	240	38%	358	36%	170	31%	352	31%
		good	143	22%	271	27%	177	32%	366	32%
		fair	57	9%	88	9%	93	17%	201	18%
		poor	16	3%	25	2%	43	8%	88	8%
	Total		639	100%	1,004	100%	546	100%	1,134	100%
27	Preparation to teach	excellent	46	8%	73	8%	49	11%	95	10%
		very good	108	18%	156	16%	102	22%	211	22%
		good	156	26%	278	29%	166	36%	351	37%
		fair	179	29%	294	31%	107	23%	211	22%
		poor	121	20%	162	17%	40	9%	87	9%
	Total		610	100%	963	100%	464	100%	955	100%
28	Learned more than I thought	str. agree	0	0%	0	0%	231	41%	231	20%
		agree	254	48%	403	47%	209	37%	461	39%
		neutral	186	35%	317	37%	93	17%	329	28%
		disagree	81	15%	114	13%	22	4%	121	10%
		str. Disagree	7	1%	18	2%	7	1%	31	3%
	Total		528	100%	852	100%	562	100%	1,173	100%
29	Enhanced ability to apply theories	str. agree	232	35%	340	33%	158	25%	323	24%
		agree	368	56%	576	56%	347	55%	750	56%
		neutral	40	6%	84	8%	90	14%	190	14%
		disagree	15	2%	27	3%	31	5%	64	5%
		str. Disagree	0	0%	5	0%	6	1%	11	1%
	Total		655	100%	1,032	100%	632	100%	1,338	100%
30	Comfortable using tech in my field	str. agree	231	35%	346	34%	225	36%	454	34%
		agree	330	50%	524	51%	306	49%	654	49%
		neutral	68	10%	123	12%	70	11%	178	13%
		disagree	19	3%	29	3%	28	4%	45	3%
		str. Disagree	6	1%	8	1%	1	0%	2	0%
	Total		654	100%	1,030	100%	630	100%	1,333	100%
31	Oral and written skills improved	str. agree	262	40%	380	37%	191	30%	362	27%
		agree	282	43%	453	44%	293	46%	626	47%
		neutral	90	14%	163	16%	102	16%	247	18%
		disagree	19	3%	31	3%	31	5%	80	6%
		str. Disagree	1	0%	4	0%	15	2%	23	2%
	Total		654	100%	1,031	100%	632	100%	1,338	100%
32	Teaching to be my career	str. agree	273	42%	385	37%	121	19%	266	20%
		agree	208	32%	349	34%	167	26%	346	26%
		neutral	131	20%	218	21%	197	31%	434	32%
		disagree	29	4%	61	6%	94	15%	197	15%
		str. Disagree	12	2%	17	2%	54	9%	93	7%
	Total		653	100%	1,030	100%	633	100%	1,336	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
33	Teaching is requirement of my program	str. agree	145	22%	199	19%	63	10%	127	10%
		agree	172	26%	289	28%	99	16%	219	16%
		neutral	146	22%	247	24%	159	25%	384	29%
		disagree	124	19%	195	19%	193	31%	387	29%
		str. Disagree	66	10%	99	10%	117	19%	219	16%
	Total		653	100%	1,029	100%	631	100%	1,336	100%
34	Professional skills improved	str. agree	247	38%	349	34%	162	26%	303	23%
		agree	312	48%	503	49%	334	53%	695	52%
		neutral	73	11%	136	13%	85	13%	221	17%
		disagree	21	3%	39	4%	42	7%	96	7%
		str. Disagree	2	0%	3	0%	8	1%	20	1%
	Total		655	100%	1,030	100%	631	100%	1,335	100%
35	Working w/others	str. agree	132	20%	184	18%	132	21%	249	19%
		agree	306	47%	501	49%	304	48%	648	49%
		neutral	164	25%	263	26%	145	23%	306	23%
		disagree	43	7%	66	6%	42	7%	118	9%
		str. Disagree	9	1%	15	1%	8	1%	14	1%
	Total		654	100%	1,029	100%	631	100%	1,335	100%
36	Ability to learn on my own	str. agree	272	42%	407	40%	198	31%	421	32%
		agree	289	44%	471	46%	300	48%	650	49%
		neutral	75	11%	118	11%	94	15%	187	14%
		disagree	17	3%	29	3%	32	5%	63	5%
		str. Disagree	2	0%	5	0%	7	1%	14	1%
	Total		655	100%	1,030	100%	631	100%	1,335	100%
37	Making decisions on ethics	str. agree	190	29%	267	26%	156	25%	310	23%
		agree	292	45%	468	46%	305	48%	642	48%
		neutral	128	20%	222	22%	128	20%	268	20%
		disagree	37	6%	57	6%	36	6%	91	7%
		str. Disagree	7	1%	12	1%	6	1%	20	2%
	Total		654	100%	1,026	100%	631	100%	1,331	100%
38	Take longer to complete degree	str. agree	142	22%	212	21%	72	11%	145	11%
		agree	154	24%	262	25%	136	22%	289	22%
		neutral	179	27%	293	28%	107	17%	276	21%
		disagree	136	21%	207	20%	197	31%	435	33%
		str. Disagree	44	7%	58	6%	118	19%	190	14%
	Total		655	100%	1,032	100%	630	100%	1,335	100%
39	Computing support is adequate	str. agree	118	18%	177	17%	89	14%	191	14%
		agree	298	45%	493	48%	316	50%	646	48%
		neutral	104	16%	168	16%	117	19%	264	20%
		disagree	93	14%	134	13%	85	13%	174	13%
		str. Disagree	42	6%	59	6%	25	4%	63	5%
	Total		655	100%	1,031	100%	632	100%	1,338	100%
40	Deadlines are clearly communicated	str. agree	99	15%	156	15%	105	17%	224	17%
		agree	303	46%	493	48%	323	51%	706	53%
		neutral	112	17%	174	17%	91	14%	190	14%
		disagree	107	16%	159	15%	80	13%	161	12%
		str. Disagree	32	5%	47	5%	31	5%	55	4%
	Total		653	100%	1,029	100%	630	100%	1,336	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
41	Support resources are adequate	str. agree	77	12%	123	12%	56	9%	134	10%
		agree	218	33%	377	37%	247	39%	538	40%
		neutral	132	20%	202	20%	152	24%	317	24%
		disagree	151	23%	219	21%	120	19%	246	18%
		str. Disagree	76	12%	109	11%	53	8%	98	7%
	Total		654	100%	1,030	100%	628	100%	1,333	100%
42	Library support adequate	str. agree	161	25%	247	24%	155	25%	286	21%
		agree	294	45%	430	42%	333	53%	658	49%
		neutral	92	14%	160	16%	75	12%	211	16%
		disagree	82	13%	138	13%	55	9%	140	10%
		str. Disagree	24	4%	52	5%	13	2%	40	3%
	Total		653	100%	1,027	100%	631	100%	1,335	100%
43	Know where to go address abuse issues	str. agree	86	13%	132	13%	79	13%	168	13%
		agree	249	38%	402	39%	259	41%	552	41%
		neutral	146	22%	237	23%	135	21%	302	23%
		disagree	122	19%	182	18%	121	19%	239	18%
		str. Disagree	48	7%	71	7%	38	6%	75	6%
	Total		651	100%	1,024	100%	632	100%	1,336	100%
44	Recommend this program to a friend	str. agree	159	24%	218	21%	143	23%	281	21%
		agree	292	45%	472	46%	297	47%	628	47%
		neutral	122	19%	211	21%	108	17%	260	19%
		disagree	47	7%	77	7%	55	9%	119	9%
		str. Disagree	32	5%	50	5%	25	4%	46	3%
	Total		652	100%	1,028	100%	628	100%	1,334	100%
45	Pursue graduate studies at this univ.	str. agree	155	24%	207	20%	140	22%	267	20%
		agree	260	40%	405	39%	261	41%	525	39%
		neutral	149	23%	258	25%	136	22%	327	24%
		disagree	63	10%	100	10%	66	10%	151	11%
		str. Disagree	28	4%	60	6%	28	4%	67	5%
	Total		655	100%	1,030	100%	631	100%	1,337	100%
46	Undergraduate debt	\$0	394	64%	628	65%	358	59%	736	59%
		\$1-4,999	39	6%	48	5%	37	6%	79	6%
		\$5,000-9,999	40	6%	57	6%	49	8%	91	7%
		\$10,000-14,999	31	5%	58	6%	44	7%	99	8%
		\$15,000-19,999	40	6%	55	6%	47	8%	88	7%
		\$20,000-24,999	37	6%	52	5%	27	4%	64	5%
		\$25,000 or More	38	6%	65	7%	44	7%	100	8%
	Total		619	100%	963	100%	606	100%	1,257	100%
47	Graduate debt	\$0	280	43%	440	43%	258	41%	504	38%
		\$1-9,999	98	15%	159	16%	133	21%	302	23%
		\$10,000-19,999	62	10%	106	10%	112	18%	238	18%
		\$20,000-29,999	64	10%	95	9%	55	9%	142	11%
		\$30,000-39,999	39	6%	64	6%	28	4%	63	5%
		\$40,000-49,999	23	4%	32	3%	26	4%	43	3%
		\$50,000 or More	82	13%	116	11%	17	3%	36	3%
	Total		648	100%	1,012	100%	629	100%	1,328	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
48a	Teaching assistantship as:	largest source	137	29%	239	14%	104	31%	226	11%
		2nd largest src.	120	26%	183	10%	69	21%	136	7%
		3rd largest src.	93	20%	142	8%	51	15%	80	4%
		4th largest src.	42	9%	56	3%	23	7%	42	2%
		5th largest src.	31	7%	44	3%	11	3%	33	2%
		6th largest src.	45	10%	72	4%	76	23%	173	9%
		Total	468	100%	1,748	100%	334	100%	2,018	100%
48b	Research assistantship as:	largest source	187	40%	287	12%	135	37%	288	10%
		2nd largest src.	111	24%	178	7%	82	22%	155	6%
		3rd largest src.	62	13%	94	4%	43	12%	77	3%
		4th largest src.	38	8%	58	2%	21	6%	41	1%
		5th largest src.	29	6%	39	2%	16	4%	34	1%
		6th largest src.	40	9%	64	3%	68	19%	156	6%
		Total	467	100%	2,468	100%	365	100%	2,769	100%
48c	Resident assistant/tutor as:	largest source	12	7%	24	1%	17	9%	35	1%
		2nd largest src.	14	8%	21	1%	14	8%	41	1%
		3rd largest src.	21	12%	36	1%	19	10%	53	2%
		4th largest src.	20	12%	33	1%	17	9%	40	1%
		5th largest src.	20	12%	29	1%	14	8%	25	1%
		6th largest src.	82	49%	150	5%	100	55%	229	7%
		Total	169	100%	2,761	100%	181	100%	3,192	100%
48d	Tuition waivers as:	largest source	200	37%	275	8%	179	43%	306	8%
		2nd largest src.	155	29%	239	7%	107	26%	195	5%
		3rd largest src.	103	19%	163	5%	45	11%	103	3%
		4th largest src.	51	9%	76	2%	14	3%	41	1%
		5th largest src.	15	3%	26	1%	14	3%	26	1%
		6th largest src.	16	3%	44	1%	56	13%	134	3%
		Total	540	100%	3,584	100%	415	100%	3,997	100%
48e	Univ. grant as:	largest source	88	28%	139	3%	37	17%	94	2%
		2nd largest src.	43	14%	75	2%	28	13%	54	1%
		3rd largest src.	40	13%	68	2%	21	10%	51	1%
		4th largest src.	41	13%	59	1%	26	12%	56	1%
		5th largest src.	38	12%	55	1%	20	9%	41	1%
		6th largest src.	59	19%	101	2%	84	39%	196	4%
		Total	309	100%	4,081	100%	216	100%	4,489	100%
48f	Government support as:	largest source	61	31%	94	2%	36	18%	69	1%
		2nd largest src.	17	9%	26	1%	16	8%	31	1%
		3rd largest src.	19	10%	29	1%	14	7%	31	1%
		4th largest src.	16	8%	26	1%	20	10%	36	1%
		5th largest src.	15	8%	23	1%	22	11%	47	1%
		6th largest src.	70	35%	123	3%	90	45%	226	5%
		Total	198	100%	4,402	100%	198	100%	4,929	100%
48g	Independent grants as:	largest source	25	12%	49	1%	18	9%	44	1%
		2nd largest src.	14	7%	31	1%	15	7%	33	1%
		3rd largest src.	26	12%	36	1%	32	16%	61	1%
		4th largest src.	34	16%	49	1%	30	15%	45	1%
		5th largest src.	36	17%	45	1%	25	12%	50	1%
		6th largest src.	75	36%	128	3%	81	40%	215	4%
		Total	210	100%	4,740	100%	201	100%	5,377	100%

IX: GSS 2002 Frequency Distributions

			Doctoral Students				Master's Students			
			UMC		UM		UMC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
48h	Loans as:	largest source	66	21%	105	2%	123	35%	254	4%
		2nd largest src.	38	12%	56	1%	64	18%	111	2%
		3rd largest src.	61	20%	92	2%	59	17%	121	2%
		4th largest src.	43	14%	57	1%	31	9%	54	1%
		5th largest src.	27	9%	36	1%	16	5%	48	1%
		6th largest src.	72	23%	130	2%	56	16%	150	2%
	Total		307	100%	5,216	100%	349	100%	6,115	100%
48i	Employee benefit as:	largest source	32	19%	60	1%	56	27%	163	2%
		2nd largest src.	15	9%	26	0%	20	10%	61	1%
		3rd largest src.	26	15%	35	1%	20	10%	47	1%
		4th largest src.	17	10%	23	0%	21	10%	50	1%
		5th largest src.	16	10%	24	0%	12	6%	31	0%
		6th largest src.	62	37%	119	2%	76	37%	194	3%
	Total		168	100%	5,503	100%	205	100%	6,661	100%
48j	Savings as:	largest source	50	13%	90	1%	93	23%	199	3%
		2nd largest src.	65	17%	104	2%	75	18%	179	2%
		3rd largest src.	84	21%	132	2%	82	20%	160	2%
		4th largest src.	74	19%	109	2%	62	15%	116	2%
		5th largest src.	50	13%	69	1%	44	11%	77	1%
		6th largest src.	68	17%	96	2%	50	12%	120	2%
	Total		391	100%	6,103	100%	406	100%	7,512	100%
48k	Work outside of univ. as:	largest source	40	15%	68	1%	40	12%	137	2%
		2nd largest src.	15	6%	36	1%	70	21%	157	2%
		3rd largest src.	35	13%	54	1%	71	21%	143	2%
		4th largest src.	42	16%	69	1%	44	13%	84	1%
		5th largest src.	44	17%	65	1%	49	14%	71	1%
		6th largest src.	90	34%	150	2%	67	20%	165	2%
	Total		266	100%	6,545	100%	341	100%	8,269	100%

X. Reference

Astin, A. W. (1991). Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education. New York: American Council on education/Macmillan.

Bowen, W. G., & Rudenstine, N. L., (1992), In pursuit of the PhD. Princeton University Press, New Jersey.

Education Commission of the States. (1995). Making quality count in undergraduate education. Denver, CO: Education Commission of the States.

Kuh, G. D., (2001). The national survey of student engagement: conceptual framework and overview of psychometric properties. Indiana University Center for Postsecondary Research & Planning, IN: Bloomington.

Kuh, G. D., Schuh, J.S., Whitt, E.J., & Associates. (1991). Involving colleges: successful approaches to fostering student learning and personal development outside the classroom. San Francisco: Jossey-Bass.

Pace, C. R. (1980). Measuring the quality of student effort. Current Issues in Higher Education, 2, 10-16.

Pascarella, E.T., & Terenzini, P.T. (1991). How college affects students: Findings and insights from twenty years of research. San Francisco: Jossey-Bass.

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!