

Graduate Student Survey
at University of Missouri, 2002

(UM and UMR Data)

Fall 2002

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Graduate Student Survey at University of Missouri, 2002

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I. Introduction

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

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

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

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

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

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

II. Executive Summary (UM)

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

III. GSS 2002 and Respondents (UM)

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

Table 1: Comparison of GSS 2002 Respondents and Population

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

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

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

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IV. Profile of GSS 2002 Respondents (UM)

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

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

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

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

Table 2: Profile of GSS 2002 Respondents

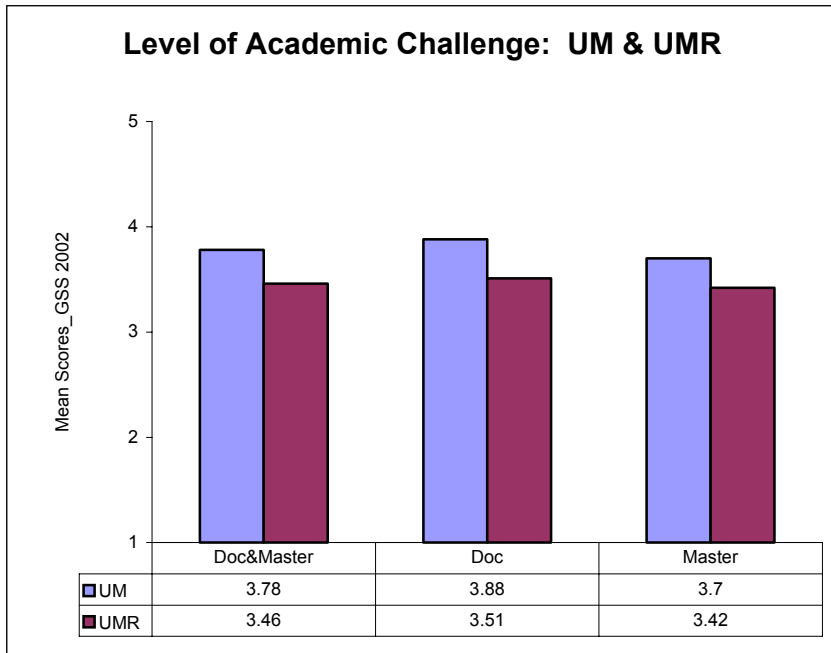
	<u>Doctoral Students</u>					<u>Master's Students</u>				
	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>	<u>UMC</u>	<u>UMKC</u>	<u>UMR</u>	<u>UMSL</u>	<u>UM</u>
<u>Prior Status</u>										
Undergraduate	19%	20%	10%	20%	18%	45%	25%	48%	17%	38%
Graduate Student	40%	31%	55%	25%	40%	13%	14%	17%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

V. Response Rate

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

VI. Benchmarks

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



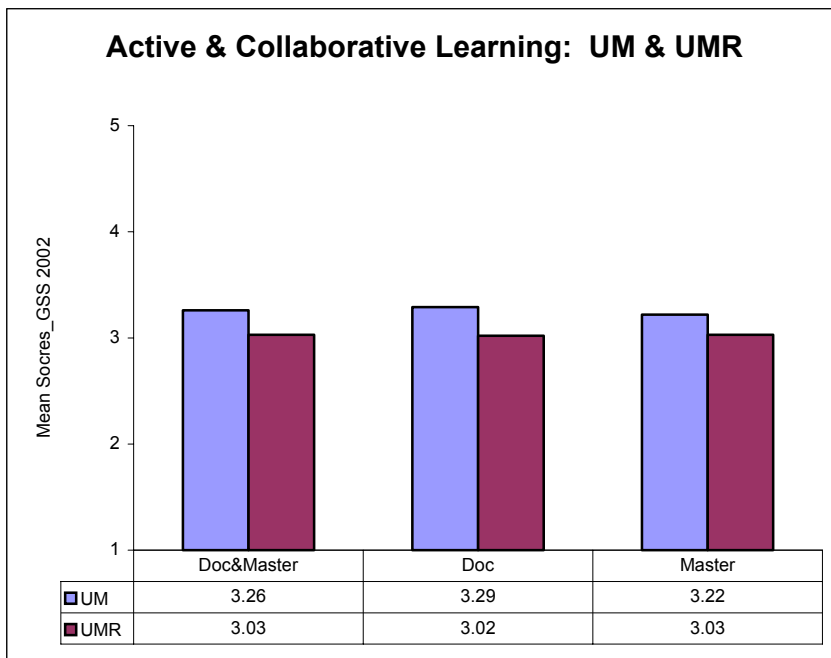
Level of academic challenge Items:

Level of academic challenge provided by my program

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

Opportunity to use high level thinking skills

Overall quality of my academic program



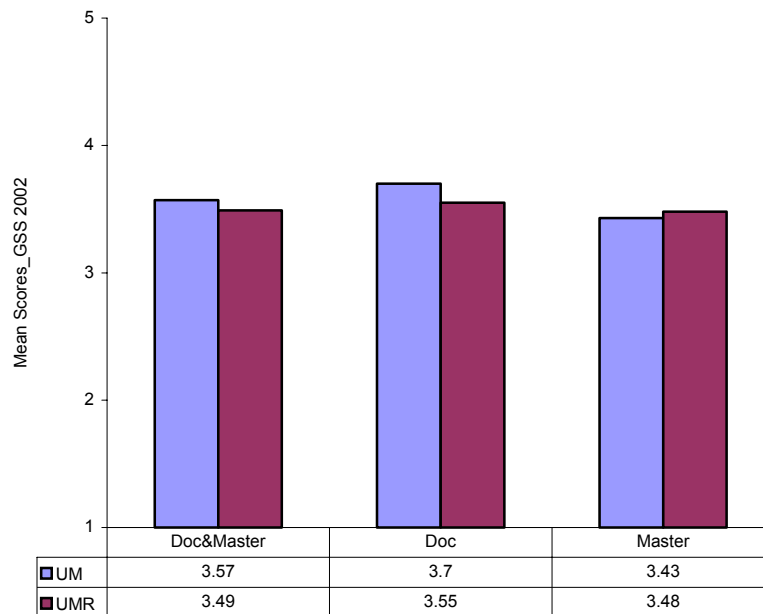
Active and Collaborative Learning Items:

Opportunity to work with other graduate students during class

Opportunity to work with other graduate students outside of class

Opportunity to tutor/teach other graduate students

Student Interaction with Faculty: UM & UMR



Student Interactions with Faculty Items:

Opportunity for meaningful interaction with faculty

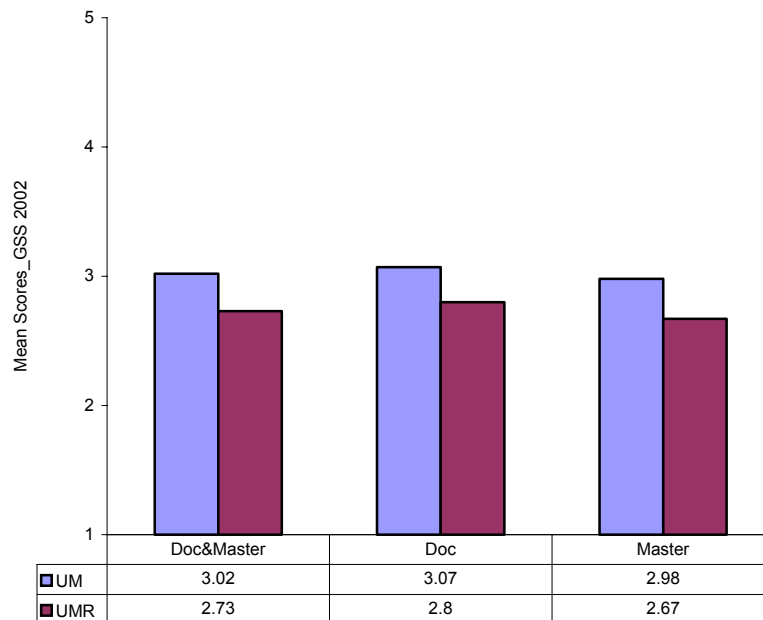
Opportunity to discuss ideas with faculty members outside of class

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 & UMR



Enriching Learning Experiences Items:

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

Opportunity to work with diverse groups of people

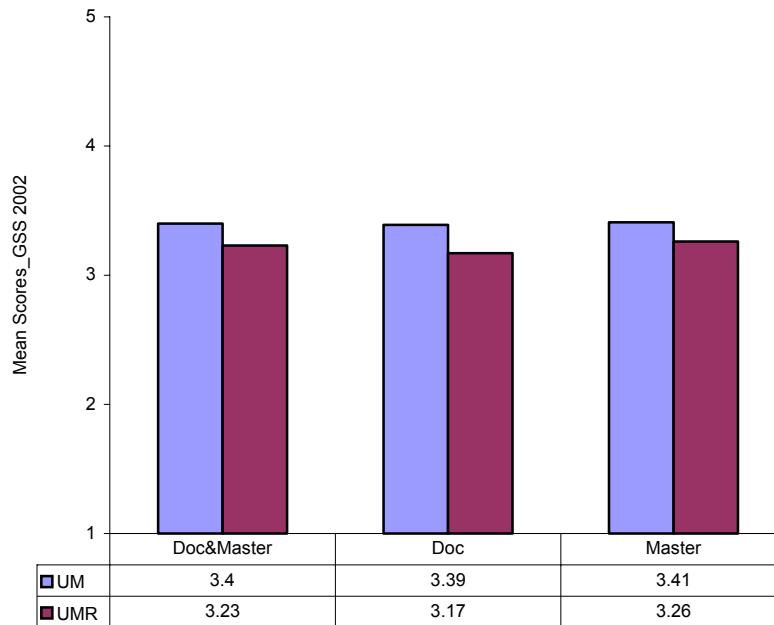
Opportunity for community/ civic/volunteer service while in graduate school

Opportunity to get involved in professional activities/ disciplinary societies

Opportunity to engage in interdisciplinary work

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

Supportive Campus Environment: UM & UMR



Supportive Campus Environment Items:

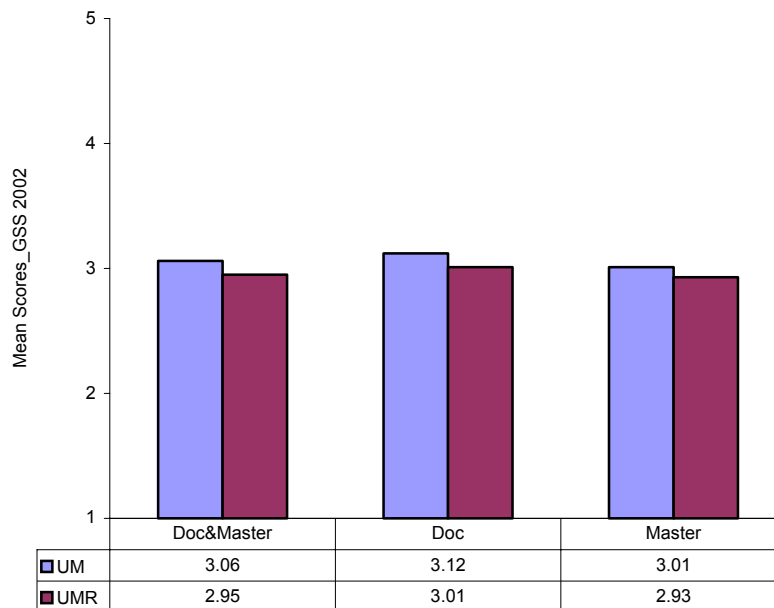
Campus environment as it relates to providing the support I need to succeed academically

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

Quality of relationships with administrative personnel and offices

Quality of relationships with other graduate students

Career Preparation: UM & UMR



Career Preparation Items:

Advice I have received about career options

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

Overall quality of my preparation to conduct research in my field

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

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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

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Satisfaction with University Experience Items:

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

Computing support is adequate

Program requirements/deadlines are clearly communicated

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

Library and information sources/support are adequate

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

I would recommend this program to a friend

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

		<u>Academic Challenge</u>	<u>Active Learning</u>	<u>Interact w/ Faculty</u>	<u>Enrich Learn</u>	<u>Support</u>	<u>Career Prep</u>	<u>Academic Develop</u>	<u>Personal Develop</u>	<u>Overall Develop</u>	<u>Satis- faction</u>
<u>Program</u>											
<i><u>Doctoral</u></i>	UM	3.88	3.22	3.43	2.98	3.41	3.01	3.86	3.88	3.88	3.47
	UMR	3.51	3.02	3.55	2.8	3.17	3.01	3.72	3.89	3.78	3.5
<i><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
	UMR	3.42	3.03	3.48	2.67	3.26	2.93	3.68	3.83	3.71	3.52
<u>Gender</u>											
<i><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
	UMR	3.44	3.03	3.53	2.71	3.22	2.97	3.68	3.85	3.73	3.53
<i><u>Femal</u></i>	UM	3.9	3.29	3.56	3.07	3.41	3.07	3.79	3.94	3.82	3.45
	UMR	3.52	3.01	3.37	2.89	3.25	2.85	3.7	3.85	3.73	3.43
<u>Ethnicity</u>											
<i><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
	UMR	3.29	n<5	n<5	n<5	3.39	n<5	3.83	3.86	3.87	3.55
<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
	UMR	3.32	2.83	3.33	2.48	3.2	2.87	3.73	3.93	3.8	3.47
<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
	UMR	3.85	3.31	3.66	3.35	3.33	3.03	3.77	3.77	3.72	3.45
<u>Full-Time St.</u>											
<i><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
	UMR	3.45	3.03	3.52	2.75	3.24	2.96	3.7	3.87	3.75	3.51
<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
	UMR	3.67	3.1	2.87	2.5	3.18	2.82	3.56	3.66	3.61	3.49
<u>Citizenship</u>											
<i><u>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
	UMR	3.86	3.36	3.64	3.29	3.29	3.02	3.73	3.7	3.68	3.51
<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
	UMR	3.27	2.88	3.44	2.6	3.2	2.92	3.67	3.92	3.77	3.51

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

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

VIII: GSS 2002 Mean and Standard Deviation

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

VIII: GSS 2002 Mean and Standard Deviation

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

IX: GSS 2002 Frequency Distributions

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

X. Reference

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XI. Survey Questionnaire:

University of Missouri Graduate Student Survey

Winter 2002

Please complete by April 19, 2002

Learning Environment

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

Level of Academic Challenge

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

Active and Collaborative Learning

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

Student Interactions with Faculty

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

Enriching Learning Experiences

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

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

Supportive Campus Environment

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

Career Preparation

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

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

27. Overall quality of my preparation to teach in a college or university
- excellent
 - very good
 - good
 - fair
 - poor
 - N/A

Academic and Personal Development

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

Academic Development

28. I have learned more in graduate school than I thought possible.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
29. My graduate school experience has enhanced my ability to apply theories/concepts.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
30. I am comfortable using technology to manage information in my chosen field.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
31. My oral and written skills have improved while in graduate school.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
32. I expect teaching to be an integral aspect of my career.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
33. Teaching is a requirement of my program.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

Personal Development

34. My professional skills (such as public speaking, making presentations, interviewing etc.) have improved in graduate school.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
35. Working with others is a skill I have improved while in graduate school.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

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

Satisfaction with University Experience

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

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

Financial

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

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

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

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

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

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

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

Demographics

49. Gender:

- Male
- Female

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

51. Your degree program:

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

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

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

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

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

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

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

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

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

56. Citizenship status:

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

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

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

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

Full-time Part-time

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