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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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

II. Executive Summary (UM)

◆ The majority of the students (89%) rated the overall quality of their academic programs as excellent, very good, or good.

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III. GSS 2002 and Respondents (UM)

Table 1: Comparison of GSS 2002 Respondents and Population

	GSS 2002	Population	GSS 2002	<u>Population</u>	GSS 2002	Population	GSS 2002	Population	GSS 2002	Population
	<u> </u>	<u>JMC</u>	<u>u</u>	<u>MKC</u>	<u>!</u>	<u>JMR</u>	U	MSL		
<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%
Ethnicity										
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%
Citizenship										
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

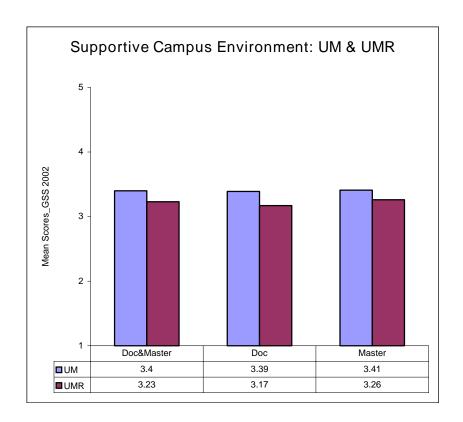
$\underline{\mathsf{UMC}} \ \ \underline{\mathsf{UMKC}} \ \ \underline{\mathsf{UMR}} \ \ \underline{\mathsf{UMSL}} \ \ \underline{\mathsf{UM}} \ \ \ \underline{\mathsf{UMC}} \ \ \underline{\mathsf{UMKC}} \ \ \underline{\mathsf{UMR}} \ \ \underline{\mathsf{UMSL}} \ \ \underline{\mathsf{UM}}$

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



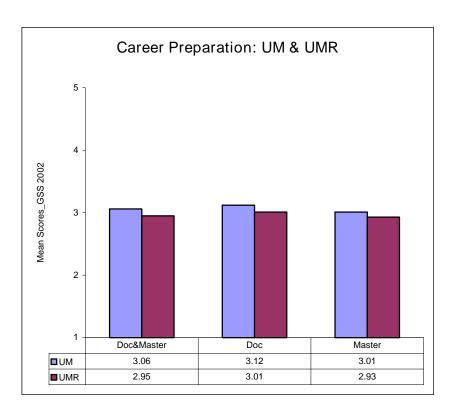
Supportive Campus Environment Items:

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

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

Quality of relationships with administrative personnel and offices

Quality of relationships with other graduate students



Career Preparation Items:

Advice I have received about career options

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

Overall quality of my preparation to conduct research in my field

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

Academic and Personal Development

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:

		<u>Academic</u>	Active	Interact w/	Enrich	Cummant	Career Bren	Academic	Personal	Overall Dayslan	Satis-
Drogram		<u>Challenge</u>	<u>Learning</u>	<u>Faculty</u>	<u>Learn</u>	<u>Support</u>	Career Prep	<u>Develop</u>	<u>Develop</u>	<u>Develop</u>	faction
<u>Program</u>	1 18.4	2.00	2.22	2.42	2.00	2 44	2.01	2.06	2.00	2.00	2.47
	UM	3.88	3.22		2.98	3.41		3.86	3.88	3.88	3.47
	JMR	3.51	3.02		2.8	3.17		3.72	3.89	3.78	3.5
	UM	3.7	3.22		2.98	3.41		3.74	3.88	3.77	3.47
	JMR	3.42	3.03	3.48	2.67	3.26	2.93	3.68	3.83	3.71	3.52
<u>Gender</u>											
	UM	3.67	3.24	3.58	2.99	3.39	3.06	3.79	3.91	3.81	3.49
U	JMR	3.44	3.03	3.53	2.71	3.22	2.97	3.68	3.85	3.73	3.53
	UM	3.9	3.29	3.56	3.07	3.41	3.07	3.79	3.94	3.82	3.45
U	JMR	3.52	3.01	3.37	2.89	3.25	2.85	3.7	3.85	3.73	3.43
Ethnicity											
	UM	3.98	3.46	3.67	3.35	3.43	3.03	3.88	3.98	3.86	3.62
U	JMR	3.29	n<5	n<5	n<5	3.39	n<5	3.83	3.86	3.87	3.55
	UM	3.42	2.91	3.33	2.71	3.24	2.91	3.7	3.92	3.77	3.42
Ľ	JMR	3.32	2.83		2.48	3.2		3.73	3.93	3.8	3.47
	UM	3.93	3.43		3.22	3.46		3.82	3.91	3.82	3.47
	JMR	3.85	3.31		3.35	3.33		3.77	3.77	3.72	3.45
Full-Time St.											
· · · · · · · · · · · · · · · · · · ·	UM	3.76	3.25	3.58	3	3.41	3.06	3.79	3.95	3.83	3.45
U	JMR	3.45	3.03	3.52	2.75	3.24	2.96	3.7	3.87	3.75	3.51
	UM	3.92	3.32	3.51	3.26	3.37	3.06	3.79	3.82	3.76	3.58
U	JMR	3.67	3.1	2.87	2.5	3.18	2.3.92	2 3.32	3.82	3.76	3.45n9.823.795.235.034

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

		Academic Challenge	Active Learning	Interact w/ Faculty	Enrich Learn	Support	Career Prep	Academic Develop	Personal Develop	Overall Develop	Satis- faction
Career Aspiration											
Government	UM	3.91	3.21	3.61	3	3.44	3.07	3.88	3.94	3.86	3.49
Covernment	UMR	4.06	3.86	3.67	3.58	3.67	3.05	3.84	3.75	3.73	3.68
Hi Ed Admin	UM	3.91	3.4	3.48	3.13	3.43	2.96	3.82	3.94	3.83	3.62
III La Aaiiiii	UMR	n<5	n<5	n<5	n<5	n<5	n<5	n<5	n<5 r	1<5	3.62
Hi_Ed Faculty	UM	3.96	3.32	3.75	3.14	3.41	3.09	3.87	4.01	3.89	3.47
TII_La Faculty	UMR	3.53	2.86	3.39	2.77	3.26	2.9	3.71	3.86	3.76	3.46
Industry/Research	UM	3.58	3.15	3.48	2.87	3.33	3.04	3.77	3.91	3.81	3.49
industry/research	UMR	3.43	3.03	3.5	2.79	3.22	3.01	3.72	3.89	3.78	3.56
Post Doc	UM	3.76	3.18	3.59	2.89	3.34	3.18	3.81	3.96	3.83	3.48
<u>FOST DOC</u>	UMR	3.23	3.22	3.54	2.89	3.03	3.03	3.49	3.7	3.55	3.36
Status in Program											
Taking Courses	UM	3.78	3.23	3.52	3.01	3.41	3.06	3.77	3.88	3.78	3.47
Taking Courses	UMR	3.45	3.04	3.47	2.64	3.27	2.93	3.68	3.81	3.71	3.51
Completed Courses	UM	3.72	3.3	3.53	2.97	3.4	3.08	3.76	3.9	3.79	3.48
Completed Courses	UMR	3.33	2.85	3.42	2.74	3.07	2.94	3.64	3.87	3.71	3.5
Doggod Qualify	UM	3.78	3.23	3.56	3.01	3.35	3.06	3.8	3.97	3.83	3.46
Passed Qualify	UMR	3.44	3.01	3.44	2.79	3.11	2.95	3.67	3.85	3.73	3.44
Proposal Accepted	UM	3.86	3.37	3.71	3.15	3.43	3.07	3.9	4.08	3.94	3.49
i Toposai Accepteu	UMR	3.68	3.19	3.7	3.01	3.38	3.04	3.85	4.07	3.91	3.6

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VIII: GSS 2002 Mean and Standard Deviation

Doctoral Students Master's Students

Mean Std Mean Std Mean Std

		Doctoral Students			Master's Students				
		UN	/IR	U	М	UN	1R	U	М
		Count	Col%	Count	Col%	Count	Col%	Count	Col
1 Level of aca. challenge	excellent	24	14%	277	27%	38	15%	269	209
	very good	65	39%	439	43%	90	36%	592	449
	good	61	37%	241	23%	95	38%	363	279
	fair	16	10%	64	6%	24	10%	115	99
	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		250	100%	1,349	100
4 Overall quality	excellent	20	12%	242	24%	30	12%	225	17
	very good	60	36%	436		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		4	2%	17	1'
	Total	166	100%		1% 100%	251	100%	1,349	100
5 Work w/ other students	excellent	18	11%	1,024 217	21%	231	100%	288	21
	very good	44	26%	333	33%	82	33%	443	33
	good	63	38%	288	28%	91	36%	405	30
	fair	30		136	13%	40	16%	157	12
	poor	12	18% 7%	49	5%	14	6%	54	4
	Total					251			
6 Work w/ students outside	excellent	167	100%	1,023	100%		100%	1,347	100
class	very good	9	5%	182	18%	23	9%	194	14
	good	38	23%	257	25%	66	26%	372	28
	fair	60	36%	283			21%	348	26
	poor	41	25%	222	22%	70	28%	301	22
	Total	19	11%	82	8%	40	16%	133	10
7 Tutor other students	excellent	167	100%	1,026		251	100%	1,348	100
7 Tutor other students	very good	5	4%	85		9	5%	66	8
		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
O leatenerate of the tr	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

			Doctoral Students			ts	Master's Students			
			UN	1R	U	M	UM	1R	UI	М
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
9	Discuss w/ faculty outside	excellent	31	19%	306	30%	51	20%	285	219
	class	very good	60	36%	326	32%	71	28%	421	319
		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	49
		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	279
		good	44	30%	185	21%	54	31%	205	289
		fair	16	11%	96	11%	18	10%	106	149
		poor	10	7%	51	6%	11	6%	68	99
Ì		Total	145	100%	875	100%	173	100%	739	1009
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	309
		fair	26	16%	138	14%	42	17%	250	199
		poor	7	4%	69	7%	15	6%	149	119
İ		Total	166	100%	1,021	100%	247	100%	1,325	1009
12	Feedback on aca.	excellent	21	13%	216		26	11%	175	139
	Performance	very good	55	33%	362	35%	71	29%	451	349
		good	62	37%	280	27%	98	40%	433	329
		fair	23	14%	113	11%	40	16%	214	169
		poor	5	3%	58		12	5%	73	5%
ŀ		Total	166	100%	1,029	100%	247	100%	1,346	100%
13	Quality of	excellent	6	6%	105		8	6%	156	199
	practicums/internships	very good	13	13%	163	25%	16	11%	199	249
		good	35	34%	186		22	16%	174	219
		fair	26	25%	93	15%	23	16%	118	149
		poor	23	22%	93	15%	71	51%	171	219
ŀ		Total	103	100%	640	100%	140	100%	818	1009
14	Interact w/ ind. From different	excellent	17	11%	165		38	16%	235	199
	backgrounds	very good	32	21%	221	23%	48	21%	351	289
		good	61	40%	292			31%	357	289
		fair	23	15%	175		43	19%	199	169
		poor	20	13%	103		32	14%	119	99
ŀ		Total	153	100%	956		232	100%	1,261	1009
15	Community/civic/volunteer	excellent	3	2%	956 55		6	3%	72	89
	services	very good	3 18	14%	127	17%	20	11%	173	18
		good	50	38%	235		59	33%	280	299
		fair	1	38% 29%					280 250	
		poor	38		195		61	34%		269
ŀ		Total	21	16%	145		35	19%	176	199
16	Professional	excellent	130	100%	757		181	100%	951	1009
	activities/societies	very good	13	8%	164		22	10%	145	129
		good	32	21%	262	28%	43	20%	275	23
		fair	59	39%	283	30%	76	36%	375	32
		ian	34	22%	167	18%	50	23%	263	229
		poor	15	10%	68	7%	22	10%	117	109

IX: GSS 2002 Frequency Distributions

	Do	ctoral	Student	s	Ма	ster's S	tudents	
	UMF	₹	UN	Л	UMF	₹	UM	
	Count	Col%	Count	Col%	Count	Col%	Count	Col%
excellent	7	5%	118	13%	15	7%	95	9%
very goo	d 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%
	151	100%	930	100%	215	100%	1,109	100%
excellent	9	6%	114	13%	14	7%	87	8%
very goo	d 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%
	146	100%	876	100%	212	100%	1,090	100%
excellent	19	11%	140	14%	23	9%	165	12%
very goo	d 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%
	166	100%	1,028	100%	247	100%	1,336	100%
excellent	4	2%	82	8%	13	5%	118	9%
very goo	d 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%
	166	100%	1,021	100%	246	100%	1,335	100%
excellent	16	10%	172	17%	31	13%	211	16%
very goo	d 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%
	166	100%	1,028	100%	245	100%	1,337	100%
excellent	21	13%	264	26%	35	14%	317	24%
very goo	d 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%
	166	100%	1,027	100%	246	100%	1,334	100%
excellent		4%	118	13%	11	5%	98	9%
very goo	d							

D	octoral	Studen	ts	Ма	ster's	Students	
UM	1R	U	М	UMF	₹	UM	
Count	Col%	Count	Col%	Count	Col%	Count	Col%

			D	Doctoral Students			Master's Students			
			UN	/IR	U	М	UN	1R	U	М
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
41	Support resources are	str. agree	24	14%	123	12%	38	15%	134	10%
	adequate	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	str. agree	12	7%	132	13%	29	12%	168	13%
	abuse issues	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		247	100%	1,336	100%
44	Recommend this program to a	str. agree	16	10%	218		41	17%	281	21%
	friend	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	str. agree	11	7%	207	20%	34	14%	267	20%
	this univ.	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%	730	6%
		\$5,000-9,999	4	3%	57			7%	91	7%
		\$10,000-14,999	9	6%	58		21	10%	99	
		\$15,000-19,999	8		55		14			8%
		\$20,000-24,999		6%				7%	88	7%
		\$25,000 or More	8	6%	52		11	5%	64	5%
		Total	17	12%	65		21	10%	100	8%
⊿ 7	Graduate debt	\$0	144	100%	963	100%	213	100%	1,257	100%
71	Oraduato dobi	\$1-9,999	73	46%	440	43%	76	31%	504	38%
		\$10,000-19,999	32	20%	159	16%	73	30%	302	23%
		\$20,000-19,999	20	13%	106	10%	54	22%	238	18%
		\$30,000-29,999	12	8%	95		29	12%	142	11%
			8	5%	64		6	2%	63	5%
		\$40,000-49,999	1	1%	32		5	2%	43	3%
		\$50,000 or More	13	8%	116		1	0%	36	3%
		Total	159	100%	1,012	100%	244	100%	1,328	100%

			D	octoral	Student	s	Ма	ster's	Students	S	
			UN	1R	UN	M	UMF	₹	UM	1	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%	
l8a	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%	
۵.			otal 119	100%	1,748	100%	159	100%	2,018	100%	
8b	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%	
							5	3%	34	1%	
							18	9%	156	6%	
							191	100%	2,769	100%	
							9	9%	35	1%	
							13	14%	41	1%	
							12	13%	53	2%	
							8	8%	40	1%	
							4	4%	25	19	
							49	52%	229	79	
							95	100%	3,192	100%	
							56	31%	306	8%	
							56	31%	195	5%	
							30	17%	103	3%	
							15	8%	41	1%	
							8	4%	26	1%	
							14	8%	134	3%	
							179	100%	3,997	100%	
							24	25%	94	2%	
							10	10%	54	19	
							12	13%	51	1%	
							10	10%	56	1%	
							5	5%	41	1%	
							35	36%	196	4%	
							96	100%	4,489	100%	
							7	9%	69	1%	
							4	5%	31	1%	
							6	8%	31	1%	
							7	9%	36	1%	
							5	7%	47	1%	
							46	61%	226	5%	
							75	100%	4,929	100%	
							5	6%	44	1%	
							3	4%	33	1%	
							8	10%	61	1%	
							7	9%	45	1%	
							9	11%	50	1%	
							50	61%	215	4%	
							82	100%	5 377	1009	

215 5,377

Doctoral Students			Master's Students				
UMR		UM		UMR		UM	
Col%	Count	Col%	Count	Col%	Count	Col%	
-	<u> </u>	<u>UM</u>	UM	UM UMF	UM UMR	UMR UMR UM	

X. Reference

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

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

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

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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

```
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 exps42(n)-5.7(i)-1.2(ng)-5.7(Expe)-7.9(r)5.2(i)-1.2(en)-5.7(ces) JET74.88 404.22 122.22 -0.9 refBT7.9999 0 0 7.9999 197.1 405.12 Tm0

```
18. Opportunity to participate in co-curricular activities (graduate student organizations, graduate student government, etc.)
          excellent
          very good
          good
          fair
          poor
          N/A
<u>Supportive Campus Environment</u>
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

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.

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

Strongly Agree Agree Neutral Disagree Strongly Disagree

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

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