Graduate Student Survey at University of Missouri, 2002

(UM and UMKC Data)

#### 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

## II. Executive Summary (UM)

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

٠

#### 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.

	<u>GSS 2002</u>	<b>Population</b>	<u>GSS 2002</u>	<b>Population</b>	<u>GSS 2002</u>	<b>Population</b>	<u>GSS 2002</u>	<b>Population</b>	<u>GSS 2002</u>	<b>Population</b>
	UMC		<u>имкс</u>		UMR		UMSL			
<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. Asian White	12%	6% 3% 91%	6% 18% 77%	11% 7% 82%	3% 40% 58%	4% 4% 92%	8% 8% 84%	12% 3% 85%	5% 16% 78%	4%
<u>Citizenship</u>										
U.S.&PR	70%	81%	70%	88%	31%	48%	83%	91%	65%	83%
International	l 30%	19%	30%	12%	69%	52%	17%	9%	35%	17%

#### Table 1: Comparison of GSS 2002 Respondents and Population

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**

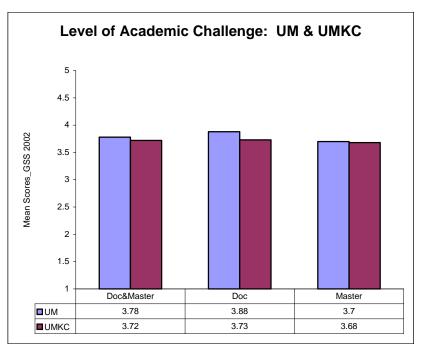
UMC UMKC UMR UMSL UM UMC UMKC UMR UMSL UM

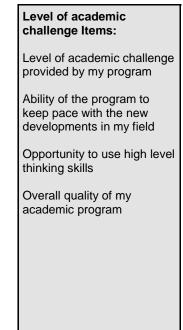
## V. Response Rate

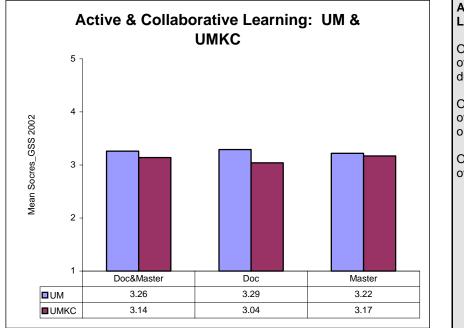
	UMC	UMKC	UMR	UMSL	Total
Emailed Surveys	3,208	2,411	892	566	6,263
Undeliverable	21	6	36	103	166
Potential Response Pool	3,187	2,405	856	463	6,097
r otentiar Response r oor	5,107	2,400	000	405	0,037
Returned Surveys	1,362	454	429	259	2,504
Response Rate	42.7%	18.9%	50.1%	55.9%	41.1%

#### 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.









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

# 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

	<u>Academic</u>	Active	Interact w/	Enrich			Academic	Personal	Overall	Satis-
	<u>Challenge</u>	Learning	Faculty	Learn	<u>Support</u>	Career Prep	Develop	<u>Develop</u>	Develop	faction
<u>Program</u>										
	UM									

Career Aspiration		<u>Academic</u> Challenge	<u>Active</u> Learning	Interact w/ Faculty	<u>Enrich</u> Learn	<u>Support</u>	Career Prep	<u>Academic</u> <u>Develop</u>	<u>Personal</u> Develop	<u>Overall</u> Develop	<u>Satis-</u> faction
	UM	3.91	3.21	3.61	3	3.44	3.07	3.88	3.94	3.86	3.49
<u>Government</u>	UMKC	3.73	2.92	3.18	2.93	3.23	3.31	3.77	3.93	3.84	3.2
<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
<u>nı_eu Aumin</u>	UMKC	3.72	3.22	3.08	2.97	3.06	2.88	3.82	3.98	3.86	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
	UMKC	3.92	3.13	3.85	3.21	3.2	3.14	3.96	3.88	3.85	3.5
Industry/Research	UM	3.58	3.15	3.48	2.87	3.33	3.04	3.77	3.91	3.81	3.49
musuymesearch	UMKC	3.5	2.97	3.18	2.66	3.12	2.86	3.68	3.82	3.74	3.33
Post Doc	UM	3.76	3.18	3.59	2.89	3.34	3.18	3.81	3.96	3.83	3.48
<u>1 031_D00</u>	UMKC	3.54	3.02	3.47	3.14	3.01	3.08	3.72	3.95	3.77	3.24
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	UMKC	3.78	3.17	3.36	2.95	3.24	2.97	3.75	3.86	3.77	3.37
Completed Courses	UM	3.72	3.3	3.53	2.97	3.4	3.08	3.76	3.9	3.79	3.48
<u>Completed Courses</u>	UMKC	3.54	3.09	3.28	3.13	3.11	2.92	3.67	3.82	3.69	3.42
Passed Qualify	UM	3.78	3.23	3.56	3.01	3.35	3.06	3.8	3.97	3.83	3.46
<u>Passeu Quality</u>	UMKC	3.74	3.11	3.31	2.87	3.05	2.99	3.81	3.89	3.81	3.43
Proposal Accepted	UM	3.86	3.37	3.71	3.15	3.43	3.07	3.9	4.08	3.94	3.49
	UMKC	3.65	3.09	3.54	2.95	3.14	3.02	3.74	3.91	3.76	3.41

# VII: GSS 2002 Benchmarks by Demographic Variables: UM and UMKC

IR&P/MW 10/02

	Mean	Std	Mean	Std	Mean	Std	Mean	Std
1 Level of aca. challenge	3.78	0.87	3.89	0.90	3.72	0.84	3.74	0.90
2 Keep pace with new dev.	3.58	1.08	3.82	0.97	3.64	0.93	3.62	1.00
3 Use thinking skills	3.90	0.98	4.03	0.95	3.75	0.95	3.80	0.97
4 Overall quality	3.64	0.96	3.80	0.93	3.60	0.93	3.62	0.94
5 Work w/ other students	3.35	1.08	3.52	1.11	3.67	1.01	3.56	1.07
6 Work w/ students outside class	2.90	1.10	3.23	1.20	3.09	1.17	3.14	1.20
7 Tutor other students	2.65	1.14	2.95	1.16	2.69	1.10	2.79	1.13
8 Interaction w/ faculty	3.62	1.21	3.78	1.09	3.57	1.07	3.62	1.05
9 Discuss w/ faculty outside class	3.57	1.10	3.73	1.11	3.39	1.13	3.50	1.10
10 Quality of advising/thesis	3.67	1.26	3.74	1.21	3.08	1.22	3.38	1.23
11 Work w/ faculty on research	3.38	1.29	3.58	1.21	2.98	1.20	3.13	1.21
12 Feedback on aca. Performance	3.56	1.12	3.55	1.11	3.22	1.07	3.33	1.06
13 Quality of practicums/internships	3.13	1.17	3.15	1.27	3.08	1.34	3.06	1.41
14 Interact w/ ind. From different backgrounds	3.19	1.21	3.18	1.23	3.34	1.13	3.30	1.21
15 Community/civic/volunteer services	2.64	1.07	2.67	1.17	2.64	1.17	2.70	1.18
16 Professional activities/societies	3.15	1.06	3.30	1.16	2.88	1.11	3.06	1.16
17 Engage in interdisciplinary work	<b>3328</b> -10	68 <b>\$lØ2</b> s	siobal1ac	:r-411.1109/f	ac@Ryofe	essional	rtg1680.6	δ≬.16]5D03e2iβ.18)168sIrfessiona

	Count	Col%	Count	Col%	Count	Col%	Count	Col%
excellent	26	20%	277	27%	48	17%	269	20%
very good	61	47%	439	43%	135	47%	592	44%
good	31	24%	241	23%	80	28%	363	27%
fair	12	9%	64	6%	24	8%	115	9%
poor	0	0%	7	1%	0	0%	11	1%
	130	100%	1,028	100%	287	100%	1,350	100%
excellent	29	22%	279	27%	52	18%	262	19%
very good	42	32%	403	39%	117	41%	536	40%
good	39	30%	248	24%	80	28%	362	27%
fair	15	12%	85	8%	36	13%	156	12%
poor	5	4%	15	1%	1	0%	33	2%
	130	100%	1,030	100%	286	100%	1,349	100%
excellent	39	30%	384	37%	66	23%	360	27%
very good	54	42%	374	36%	117	41%	506	38%
good	24	18%	199	19%	70	24%	351	26%
fair	11	8%	61	6%	32	11%	115	9%
poor	2	2%	11	1%	1	0%	17	1%
	130	100%	1,029	100%	286	100%	1,349	100%
excellent	22	17%	242	24%	47	16%	225	17%
very good	57	45%	436	43%	117	41%	583	43%
good	33	26%	259	25%	83	29%	365	27%

_			Do	octoral	Studen	ts	N	laster's S	Student	S
		ľ	UMł	(C	U	M	UN	IKC	U	М
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
9	Discuss w/ faculty outside class	excellent	26	20%	306	30%	54	19%	285	21%
		very good	52	40%	326	32%	83	29%	421	31%
		good	25	19%	231	22%	84	29%	383	28%
		fair	21	16%	135	13%	52	18%	206	15%
		poor	5	4%	29	3%	14	5%	54	4%
		Total	129	100%	1,027	100%	287	100%	1,349	100%
10	Quality of advising/thesis	excellent	39	35%	304	35%	17	14%	161	22%
		very good	27	24%	239	27%	29	24%	199	27%
		good	23	21%	185	21%	35	29%	205	28%
		fair	16	14%	96	11%	25	21%	106	14%
		poor	7	6%	51	6%	14	12%	68	9%
		Total	112	100%	875	100%	120	100%	739	100%
11	Work w/ faculty on research	excellent	27	21%	282	28%	32	11%	194	15%
		very good	46	35%	303	30%	65	23%	333	25%
		good	22	17%	229	22%	87	31%	399	30%
		fair	20	15%	138	14%	58	21%	250	19%
		poor	15	12%	69	7%	38	14%	149	11%
		Total	130	100%	1,021	100%	280	100%	1,325	100%
12	Feedback on aca. Performance	excellent	26	20%	216	21%	200	9%	175	13%
		very good	54	41%	362	35%	100	35%	451	34%
		good	24	18%	280	27%	88	31%	433	32%
		fair	21	16%	113	11%	50	17%	214	16%
		poor	6	5%	58	6%	21	7%	73	5%
		Total	131	100%	1,029	100%	286	100%	1,346	100%
13	Quality of	excellent	10	12%	105	16%	32	18%	156	19%
	practicums/internships	very good	22	26%	163	25%	44	24%	199	24%
		good	32	38%	186	29%	42	23%	174	21%
		fair	9	11%	93	15%	34	19%	118	14%
		poor	11	13%	93	15%	30	16%	171	21%
		Total	84	100%	640	100%	182	100%	818	100%
14	Interact w/ ind. From different	excellent	16	14%	165	17%	43	16%	235	19%
	backgrounds	very good	36	31%	221	23%	80	30%	351	28%
		good	31	27%	292	31%	87	33%	357	28%
		fair	20	17%	175	18%	34	13%	199	16%
		poor	13	11%	103	11%	21	8%	119	9%
		Total	116	100%	956	100%	265	100%	1,261	100%
15	Community/civic/volunteer	excellent	4	4%	55	7%	14	7%	72	8%
	services	very good	17	17%	127	17%	32	17%	173	18%
		good	36	36%	235	31%	53	27%	280	29%
		fair	27	27%	195	26%	58	30%	250	26%
		poor	17	17%	145	19%	36	19%	176	19%
		Total	101	100%	757	100%	193	100%	951	100%
16	Professional activities/societies	excellent	12	10%	164	17%	20	8%	145	12%
		very good	35	29%	262	28%	51	21%	275	23%
		good	37	31%	283	30%	71	30%	375	32%
		fair	29	24%	167	18%	75	30%	263	22%
		poor	29 6	24% 5%	68	7%	22	9%	117	10%
		Total	U	5%	00	1 70	22	970	117	10%

Total

119

100%

944

100%

239

100%

1,175

100%

		L	Do	ctoral	Student	ts	Ма	aster's S	tudents			
			UMK	С	U	М	UMK	(C	UM			
			Count	Col%	Count	Col%	Count	Col%	Count	Co		
Engage in interdisciplinary wor	kexcellent		24	20%	118	13%	18	8%	95	ç		
	very good		29	24%	199	21%	41	19%	216	19		
	good		34	28%	294	32%	80	37%	381	3		
	fair		23	19%	212	23%	51	24%	273	2		
	poor		10	8%	107	12%	27	12%	144	1		
		Total	120	100%	930	100%	217	100%	1,109	10		
Co-curricular activities	excellent		7	6%	114	13%	13	6%	87			
	very good		28	25%	223	25%	45	21%	263	2		
	good		44	40%	311	36%	71	33%	377	3		
	fair		20	18%	156	18%	55	26%	226	2		
	poor		11	10%	72	8%	30	14%	137			
		Total	110	100%	876	100%	214	100%	1,090			
Support academically	excellent		7	5%	140	14%	23	8%	165			
	very good		37	28%	352	34%	73	26%	480			
	good		37	28%	332	32%	110	39%	462			
	fair		36	28%	151	32 % 15%	57	20%	166			
	poor			10%			21	20% 7%				
	poor	Total	13		53	5%			63	4		
Support socially	excellent		130	100%	1,028	100%	284	100%	1,336	10		
ouppoint booldiny	very good		3	2%	82	8%	16	6%	118			
	good		25	20%	231	23%	47	17%	304	2		
	fair		46	36%	363	36%	108	38%	508	3		
			39	30%	250	24%	83	29%	292	2		
	poor	Tatal	15	12%	95	9%	29	10%	113			
Deletienskie/ educie		Total	128	100%	1,021	100%	283	100%	1,335	10		
Relationship w/ admin. Personnel	excellent		17	13%	172	17%	38	13%	211			
	very good		41	31%	331	32%	81	28%	423	3		
	good		35	27%	322	31%	106	37%	441	3		
	fair		32	24%	159	15%	48	17%	208	1		
	poor		6	5%	44	4%	12	4%	54			
	•	Total	131	100%	1,028	100%	285	100%	1,337	10		
Relationship w/ students	excellent		27	21%	264	26%	68	24%	317	2		
	very good		51	39%	401	39%	111	39%	558	4		
	good		38	29%	290	28%	83	29%	368	2		
	fair		13	10%	59	6%	17	6%	75			
	poor		1	1%	13	1%	4	1%	16			
		Total	130	100%	1,027	100%	283	100%	1,334	10		
Advice about career options in	excellent		16	14%	118	13%	20	9%	98			
Hi Ed	very good		27	23%	231	26%	36	16%	244	2		
	good		43	37%	292	33%	68	30%	328	3		
	fair		14	12%	163	18%	57	25%	266	2		
	poor		16	14%	94	10%	45	20%	172	1		
		Total	116	100%	898	100%	226	100%	1,108	10		
Advice about career options	excellent		5	5%	43	5%	15	6%	87	it		
outside Hi Ed	very good		5 20	5% 19%	43 161	5% 19%	46	20%	225	2		
	good											
	fair		33	31%	235	27%	66	28%	336	3		
	poor		24	22%	228 188	27% 22%	56 50	24% 21%	268 210	2		
			25	23%						1		

	Do	ctoral S	Students	6	Ма	ster's S	tudents	
	UMK		UM		UMK		UM	
	Count	Col%	Count	Col%	Count	Col%	Count	Col%
excellent	18	14%	166	16%	40	14%	167	13%
very good	51	39%	382	37%	81	29%	440	33%
good	35	27%	314	31%	115	41%	492	37%
fair	20	15%	123	12%	39	14%	181	14%
poor	6	5%	39	4%	8	3%	50	4%
	130	100%	1,024	100%	283	100%	1,330	100%
excellent	28	22%	262	26%	19	8%	127	11%
very good	39	31%	358	36%	63	27%	352	31%
good	47	37%	271	27%	80	34%	366	32%
fair	9	7%	88	9%	52	22%	201	18%
poor	3	2%	25	2%	19	8%	88	8%
	126	100%	1,004	100%	233	100%	1,134	100%
excellent	13	11%	73	8%	17	9%	95	10%
very good	17	14%	156	16%	45	23%	211	22%
good	35	29%	278	29%	72	37%	351	37%
fair	34	28%	294	31%	40	21%	211	22%
poor	22	18%	162	17%	19	10%	87	9%
	121	100%	963	100%	193	100%	955	100%
str. agree	0	0%	0	0%	0	0%	231	20%
agree	49	45%	403	47%	96	39%	461	39.1379 -1.431 TD <b>(</b> air <b>)⊺</b> j
				0				
	exce	lleree		49	14%	262	33%	

				Ма	ster's S	tudents	
UMK	С	UM				UM	
Count	Col%	Count	Col%	Count	Col%	Count	Col%

		Do	octoral	Studen	ts	Ma	aster's S	Students	•
		UMK	(C	U	М	UMł	<c< th=""><th colspan="2">UM</th></c<>	UM	
		Count	Col%	Count	Col%	Count	Col%	Count	Col
1 Support resources are	str. agree	13	10%	123	12%	17	6%	134	10
adequate	agree	53	40%	377	37%	113	40%	538	40
	neutral	20	15%	202	20%	74	26%	317	24
	disagree	32	24%	202	20%	57	20%	246	18
	str. Disagree	13	10%	109	11%	24	8%	240 98	10
	Total	13	10%		100%	24	100%		100
2 Library support adequate	str. agree			1,030		34		1,333	
	agree	28	22%	247	24%		12%	286	2'
	neutral	40	31%	430	42%	140	49%	658	49
	disagree	19	15%	160	16%	52	18%	211	16
		26	20%	138	13%	41	14%	140	1(
	str. Disagree	17	13%	52	5%	19	7%	40	:
	Total	130	100%	1,027	100%	286	100%	1,335	100
3 Know where to go address abuse issues	str. agree	18	14%	132	13%	34	12%	168	1:
	agree	49	38%	402	39%	120	42%	552	4
	neutral	29	23%	237	23%	59	21%	302	2
	disagree	24	19%	182	18%	58	20%	239	1
	str. Disagree	8	6%	71	7%	14	5%	75	
	Total	128	100%	1,024	100%	285	100%	1,336	10
4 Recommend this program to a friend	str. agree	20	15%	218	21%	51	18%	281	2
	agree	63	48%	472	46%	140	49%	628	4
	neutral	26	20%	211	21%	61	21%	260	1
	disagree	12	9%	77	7%	27	9%	119	
	str. Disagree	9	7%	50	5%	7	2%	46	
	Total	130	100%	1,028	100%	286	100%	1,334	10
5 Pursue graduate studies at this	str. agree	22	17%	207	20%	54	19%	267	2
univ.	agree	49	38%	405	39%	102	36%	525	3
	neutral	33	25%	258	25%	75	26%	327	2
	disagree	17	13%	100	10%	39	14%	151	- 1
	str. Disagree	9	7%	60	6%	16	6%	67	
	Total	130	100%	1,030	100%	286	100%	1,337	10
6 Undergraduate debt	\$0	87	69%	628	65%	161	60%	736	5
5	\$1-4,999	2	2%	48	5%	101	6%	79	5
	\$5,000-9,999	7	6%	57	5 % 6%	17	7%	91	
	\$10,000-14,999		9%						
	\$15,000-19,999	12		58	6%	23	9%	99	
	\$20,000-24,999	6	5%	55	6%	14	5%	88	
	\$25,000 or More	5	4%	52	5%	12	4%	64	
	\$23,000 of More	8	6%	65	7%	22	8%	100	
IZ Graduato dobt		127	100%	963	100%	268	100%	1,257	10
7 Graduate debt	\$0 \$1.0.000	51	40%	440	43%	88	31%	504	3
	\$1-9,999	13	10%	159	16%	70	25%	302	2
	\$10,000-19,999	14	11%	106	10%	47	17%	238	1
	\$20,000-29,999	14	11%	95	9%	35	12%	142	1
	\$30,000-39,999	11	9%	64	6%	19	7%	63	
	\$40,000-49,999	7	5%	32	3%	8	3%	43	
	\$50,000 or More	18	14%	116	11%	15	5%	36	
	Total	128	100%	1,012	100%	282	100%	1,328	10

IX: GSS 2002	Frequency	Distributions
--------------	-----------	---------------

			Doctoral Students				Master's Students			
			UMKC		UM		UMKC		UM	
			Count	Col%	Count	Col%	Count	Col%	Count	Col%
48h	Loans as:	largest source	28	35%	105	2%	66	38%	254	4%
		2nd largest src.	7	9%	56	1%	26	15%	111	2%
		3rd largest src.	11	14%	92	2%	27	15%	121	2%
		4th largest src.	2	3%	57	1%	10	6%	54	1%
		5th largest src.	3	4%	36	1%	10	6%	48	1%
		6th largest src.	29	36%	130	2%	37	21%	150	2%
		Total	80	100%	5,216	100%	176	100%	6,115	100%
48i	Employee benefit as:	largest source	11	23%	60	1%	53	34%	163	2%
		2nd largest src.	4	8%	26	0%	19	12%	61	1%
		3rd largest src.	0	0%	35	1%	16	10%	47	1%
		4th largest src.	2	4%	23	0%	12	8%	50	1%
		5th largest src.	4	8%	24	0%	12	8%	31	0%
		6th largest src.	27	56%	119	2%	44	28%	194	3%
		Total	48	100%	5,503	100%	156	100%	6,661	100%
48j	Savings as:	largest source	18	23%	90	1%	50	26%	199	3%
		2nd largest src.	13	17%	104	2%	53	27%	179	2%
		3rd largest src.	13	17%	132	2%	27	14%	160	2%
		4th largest src.	13	17%	109	2%	23	12%	116	2%
		5th largest src.	8	10%	69	1%	12	6%	77	1%
		6th largest src.	12	16%	96	2%	30	15%	120	2%
		Total	77	100%	6,103	100%	195	100%	7,512	100%
48k	Work outside of univ. as:	largest source	16	22%	68	1%	53	28%	137	2%
		2nd largest src.	8	11%	36	1%	43	23%	157	2%
		3rd largest src.	5	7%	54	1%	32	17%	143	2%
		4th largest src.	9	12%	69	1%	19	10%	84	1%
		5th largest src.	8	11%	65	1%	11	6%	71	1%
		6th largest src.	27	37%	150	2%	32	17%	165	2%
		Total	73	100%	6,545	100%	190	100%	8,269	100%

IR&P/MW 09/02

#### X. Reference

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

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

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

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

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

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

Pascarellan, E.T., & Terenzini, P.T. (1991). <u>How college affects students:</u> <u>Findings and insights from twenty years of research</u>. 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

#### 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

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. 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

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