

Graduate Student Survey  
at University of Missouri, 2002

(UM and UMR Data)

Fall 2002

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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.
- ◆

### **III. GSS 2002 and Respondents (UM)**

**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>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](http://www.system.missouri.edu/planning/exec_ref/1_21.xls)

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## **IV. Profile of GSS**

UMC UMKC UMR UMSL UM UMC UMKC UMR UMSL UM



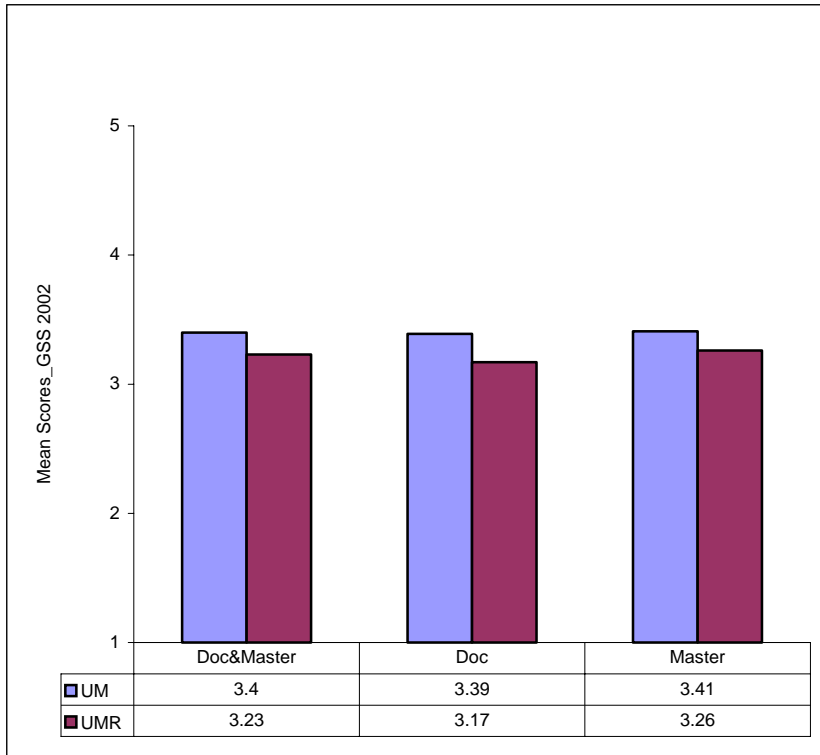
## V. Response Rate

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

## **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



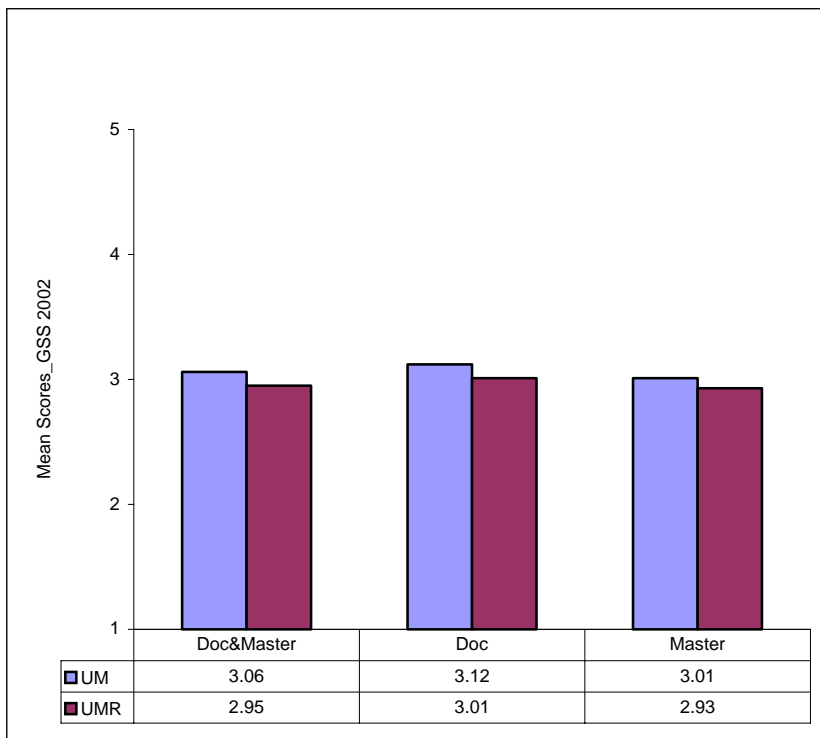


Campus environment as it relates to providing the support I need to succeed academically

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



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

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

Academic Challenge   Active Learning   Interact w/ Faculty   Enrich Learn   Support   Career Prep   Academic Develop   Personal Develop   Overall Develop   Satisfaction

Program

Gender

Ethnicity

Full-Time St.

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

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Academic   Active   Interact w/   Enrich   Support   Career Prep   Academic   Personal   Overall   Satis-  
Challenge   Learning   Faculty   Learn   Support   Career Prep   Develop   Develop   Develop   faction

**Career Aspiration**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Status in Program**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## VIII: GSS 2002 Mean and Standard Deviation

### Doctoral Students

### Master's Students

Mean	Std	Mean	Std	Mean	Std	Mean	Std
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**IX: GSS 2002 Frequency Distributions**

		Doctoral Students				Master's Students			



### IX: GSS 2002 Frequency Distributions

	Doctoral Students				Master's Students			

# IX: GSS 2002 Frequency Distributions

	Doctoral Students				Master's Students		











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

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

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

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

Kuh, G. D., Schuh, J.S., Whitt, E.J., & Associates. (1991). Involving colleges:

*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.*

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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

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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)JJJET74.88 404.22 122.22 -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

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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

*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

*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

*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

*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