

Oklahoma State University
2000 Graduate Student Satisfaction Survey

A joint project of the

The Office of University Assessment,

The OSU Graduate College, and

The OSU Graduate and Professional Student Association

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Executive Summary

The 2000 OSU Graduate Student Satisfaction Survey was conducted to obtain feedback from graduate students about a broad range of topics related to their educational experiences while enrolled in the Graduate College at OSU. The survey was intended to provide data to gauge student perceptions of various aspects of the graduate programs and services, to identify areas where improvements may be needed, and to satisfy State Regent's requirements for assessing current student satisfaction. The survey was conducted in February 2000 and targeted OSU-Stillwater graduate students who were enrolled in January 2000. The survey was administered by the OSU Bureau for Social Research. The Bureau sent all students in the target population an email message that explained the purpose of the survey and provided an entry code and a direct link to the internet survey.

- *Response Rate.* A total of 1,025 graduate students completed the survey, resulting in a response rate of 29%.
- *Overall Satisfaction.* Sixty-seven percent of graduate students stated that they were very satisfied/satisfied with their educational experiences at OSU, and an additional 22% indicated that they were somewhat satisfied. About 12% of students indicated some dissatisfaction with their overall educational experience at OSU ('somewhat dissatisfied', 'dissatisfied', or 'very dissatisfied').
- *Admissions / Orientation.* Over 70% of graduate students reported that they were very satisfied/satisfied with the admissions process when they entered graduate school at OSU. Fifty-four percent of graduate students strongly agreed/agreed that they received adequate information to help them become oriented to campus programs and services.
- *Student Services and Administrative Offices.* Overall, graduate students were satisfied with both student services and administrative offices. For those students who used specific student services, they were generally very satisfied/satisfied with those services. With respect to administrative offices, students were also generally very satisfied/satisfied with the helpfulness of the offices in responding to their concerns or questions.
- *Graduate Student Resources.* Fifty-three percent of graduate students were very satisfied/satisfied with computer resources available in their academic department; 56% of students were very satisfied/satisfied with the email services available to them on this campus; 63% of students strongly agreed/agreed that the library resources had met their needs as graduate students; and 52% of students strongly agreed/agreed that the research resources in their academic department had met their needs as graduate students.
- *Academic Program Climate / Quality.* Sixty-seven percent of graduate students were very satisfied/satisfied with the overall quality of their academic program. Seventy-five percent of students were very satisfied/satisfied with their relationships and interactions with faculty.
- *Relationships with Advisors.* Students were generally pleased with their relationship with their advisors; 85% of graduate students strongly agreed/agreed that their advisor

was approachable; 79% strongly agreed/agreed that their advisor takes sufficient time to address questions or concerns; and 74% strongly agreed/agreed that their advisor provided constructive feedback on their work.

- *Assistantships.* Eighty-six percent of graduate students said that they received some form of financial assistance. Seventy-three percent of students said they had an assistantship; 39% of students had a research assistantship; 35% had a teaching assistantship; and 13% had some other type of assistantship. Of those with teaching assistantships, 71% strongly agreed/agreed that they were provided with adequate information and resources to perform their teaching responsibilities.
- *Student Life.* Sixty-two percent of graduate students were very satisfied/satisfied with the recreational and fitness opportunities available to them; 46% were very satisfied/satisfied with the entertainment, arts, and music available to them; 57% were very satisfied/satisfied with their opportunities for involvement in campus organizations; 86% were very satisfied/satisfied with safety and security on campus; and 78% were very satisfied/satisfied with their relationships and interactions with other graduate students.
- *Campus Climate / Diversity.* Sixty-two percent of graduate students strongly agreed/agreed that OSU is a friendly campus towards those with culturally diverse backgrounds. However, 29% of students stated that they had *experienced* some type of discrimination at OSU and 45% stated that they had *observed* discrimination at OSU.
- *Health Insurance / Daycare.* Forty-three percent of graduate students strongly agreed/agreed that they had adequate health care coverage for themselves; however, 40% strongly disagreed/disagreed that they had adequate coverage. Sixty percent of graduate students strongly agreed/agreed that they have delayed or not sought health care due to cost. Of those who responded to the survey item related to daycare, 72% strongly agreed/agreed that they were concerned about finding good daycare for their children while attending graduate school.
- *Reasons for attending OSU.* The most important factors cited as reasons for attending OSU were cost (75% said this was very important/important), availability of financial assistance (70% said this was very important/important), and reputation of a particular degree program (66% said this was very important/important).
- *Comparison of Student Sub-Populations.* Data from the survey were used to compare responses of particular student sub-populations such as international students, students from different ethnic groups, and students pursuing different degrees.
- *Follow-up Survey.* In response to questions/discussion about the efficacy of reaching students via their campus email accounts, the OSU Bureau for Social Research administered a follow-up telephone survey in which 100 randomly selected graduate students were asked 10 brief questions about the online survey. Results of the telephone survey indicate that student use of campus email accounts was a major factor contributing to a lack of participation in the survey. Of those who checked their campus email and received the message regarding the survey, 64% completed the survey. Of the 45% of students who *did not* check their campus email, 73% reported having a personal email account and 99% reported having access to a computer where email could be received.

Introduction

Assessment is recognized at OSU as an important tool for facilitating dialogue about the quality of educational programs and encouraging continuous improvement. One means of obtaining useful assessment information is to listen to the voices of students themselves (Palomba and Banta, 1999). Student perceptions of their educational experiences can contribute valuable information about the strengths of academic programs and areas where changes may be needed. Data from student opinion surveys can be useful for demonstrating the best traits in a program to prospective students, alumni and benefactors and, most importantly, the data can be useful for making informed decisions about program improvements.

The 2000 OSU Graduate Student Satisfaction Survey was conducted to obtain feedback from graduate students about a broad range of topics related to their educational experiences while enrolled in the Graduate College at OSU. The survey was intended to provide data to gauge student perceptions of various aspects of the graduate programs and services, to identify areas where improvements may be needed, and to satisfy State Regent's requirements for assessing current student satisfaction.

Methods

The Survey Instrument. The survey was developed as an instrument that students could fill out and submit on the internet. A task group representing the Graduate College, the Graduate & Professional Student Association, the Office of University Assessment, the Assessment Council, the Graduate Faculty Council, and Student Affairs developed the questionnaire. The instrument consisted of 75 questions related to graduate student satisfaction with their educational experiences at OSU. Most survey items were topics or statements on which students were asked to indicate their level of satisfaction or agreement using Likert-type scales. The survey also included nine questions that allowed additional comments about the survey topics. Survey questions were related to:

- admissions and orientation
- experiences with student services
- resources available to graduate students
- academic program climate / quality
- relationships with advisors
- assistantships
- student life
- perceptions of campus climate
- health insurance / daycare concerns
- reasons for attending OSU

The Office of International Students and Scholars included nine additional items related to potential concerns of international students. These were included at the end of the survey, and only international students were asked to complete them.

The Target Population. The survey was sent via campus email to the OSU email accounts of all OSU-Stillwater graduate students who were enrolled in January 2000 (n=3,538).

Survey Administration. The OSU Bureau for Social Research administered the survey in February 2000. The Bureau sent all students in the target population an email message that explained the purpose of the survey and provided an entry code and a direct link to the internet survey. The entry code ensured that a student's responses were only entered into the database once. After the initial email invitation was sent, students who had not completed the survey were sent email reminders once per week for three weeks. The survey was also advertised by campus fliers, advertisements in the *O'Collegian*, and by information distributed by faculty and administrators. Graduate student participation in the survey was voluntary and completely anonymous.

Some academic units provided the personal email addresses of their students; the Bureau sent 202 survey invitations to personal email accounts in addition to the email messages sent to university-assigned email accounts. After adjusting for invalid email addresses, the survey was successfully electronically mailed to 3,536 student email accounts.

Results

Response Rate. A total of 1,025 graduate students completed the survey, resulting in a **response rate of 29%**.

The survey task group questioned whether this response rate reflected a lack of student willingness to participate in online surveys or, rather, was the result of students not using their university-assigned email accounts (or not reading email at all). Based on these questions, the task group developed a follow-up telephone survey to see if more information could be obtained regarding student email habits and willingness to participate in online surveys. Results of this survey are described in the section, **Follow-up Survey** (p. 46).

Demographics of the Survey Population. The characteristics of students who participated in this survey are described in Tables 1 and 2. Informal comparison of the Graduate College enrollment statistics and the survey demographics indicate that the survey population was representative of the total graduate student body on the OSU-Stillwater campus.

- 62% of respondents were pursuing master's degrees, and 38% were pursuing doctoral degrees.
- 64% of respondents were in the first or second year of their program, and 22% were in their third or fourth year; most respondents (79%) expected to complete their degree in 1-2 years.
- 87% of respondents were enrolled for six or more credit hours.
- About 60% were enrolled in mostly daytime classes, and 18% were enrolled in mostly evening / weekend classes.
- 86% of students said they received some form of financial assistance; about 75% said they had a teaching or research assistantship.
- The median age group for the survey respondents was 25 to 29 years old.
- 32% of graduate students in the survey identified themselves as international students, compared to enrollment data that indicates that 20% of graduate students are international.
- Among U.S. students, 80% identified themselves as White, 10% identified themselves as Asian or Pacific Islander, 7% identified themselves as American Indian or Alaskan, 4% identified themselves as African American, and 4% identified themselves as Hispanic. This compares with 85% White, 3% Asian or Pacific Islander, 5% Native American, 5% African American, and 2% Hispanic from Graduate College enrollment data. Survey respondents could mark more than one ethnic group.

- 59% of students provided the name of their degree program. Of these, 18% were from programs in CASNR, 30% were from CAS, 11% were from CBA, 12% were from COE, 18% were from CEAT, 5% were from CHES, and 6% were from multidisciplinary programs. This compares with 8% CASNR, 19% CAS, 11% CBA, 18% COE, 12% CEAT, 4% CHES, and 3% multidisciplinary from the Graduate College enrollment data.

Table 1. Demographic characteristics of students who responded to the 2000 Graduate Student Satisfaction Survey. Percentage of responses in each category is given; ‘n’ is the total number of individuals who answered the question.

1. What degree are you seeking?	Masters		Doctoral		Special Student		n		
	62%		38%		0.3%		1016		
2. In what year of this program are you?	First Semester	1st	2nd	3rd	4th	5th	6th or above	n	
	6%	29%	35%	15%	7%	4%	3%	1016	
3. When do you expect to complete your degree?	In ≤1 year	In 2 years	In 3 years	In 4 years	In 5 years	In >5 years	n		
	47%	32%	12%	7%	2%	0.6%	1018		
4. In how many credit hours are you currently enrolled?	0 to 5 hours		6 to 9 hours		more than 9 hours		n		
	13%		64%		23%		1014		
5. With which of the following groups do you identify yourself? *	Inter-national student	African American	American Indian or Alaskan	Asian or Pacific Islander	Hispanic	White (non-Hispanic)			
	32%	4%	7%	10%	4%	80%			
6. What is your age group?	20 to 24	25 to 29	30 to 34	35 to 39	40 to 49	50 to 59	60 or older	n	
	29%	36%	15%	8%	10%	3%	0%	1017	
7. While at OSU, have most of your classes been...	Day		Evening		Equal day and evening		n		
	58%		18%		24%		1012		
8. Do you receive financial assistance in the form of...	Do not receive financial assistance		Tuition waivers		Scholarships, fellowships, and grants		Student loans	Other	n
	13%		69%		31%		33%	8%	1571
9. If you have a graduate assistantship, what are your primary responsibilities?	Do not have an assistantship		Teaching assistantship		Research assistantship		Other		n
	26%		34%		38%		12%		1131

*Percent in each ethnic group does not include international students. Students could mark more than one ethnic group.

Table 2. Degree programs of respondents. Note that only 601 of the 1025 students who completed the survey provided the name of their degree program.

College of Agricultural Sciences and Natural Resources n=107			
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Ag Communication / Ag Education	15	Forestry	1
Agricultural Economics	17	Horticulture	5
Animal Science	28	Plant and Soil Sciences	25
Biochemistry & Molecular Biology	9	Unspecified	2
Entomology	5		

College of Arts & Sciences n=181			
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Botany	4	Music	4
Chemistry	17	Philosophy	5
Communication Sciences and Disorders	2	Physics	12
Computer Science	13	Political Science	6
English	13	Psychology	4
Geography	8	Sociology	4
Geology	6	Statistics	8
History	9	Theatre	7
Journalism & Broadcasting	5	Zoology	28
Mathematics	17	Unspecified	4
Microbiology & Molecular Genetics	5		

College of Business Administration n=80			
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
School of Accounting	9	Management Information Systems	2
Economics	3	MSTM	14
Management	4	Unspecified	47
Marketing	1		

College of Education n=71			
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
School of Applied Health & Ed Psych	31	School of Educational Studies	19
School of Curriculum & Ed Leadership	6	Unspecified	15

College of Engineering, Architecture and Technology n=110			
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Biosystems & Ag Engineering	17	Mechanical & Aerospace Engineering	20
Chemical Engineering	16	Mechanical Engineering	14
Civil & Environmental Engineering	5	School of Architecture	1
Electrical & Computer Engineering	15	Unspecified	7
Industrial Engineering & Mgmt	15		

College of Human Environmental Sciences n=33

<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Design, Housing & Merchandising	1	Nutritional Sciences	8
Family Relations & Child Development	13	Unspecified	4
Hotel & Restaurant Administration	7		

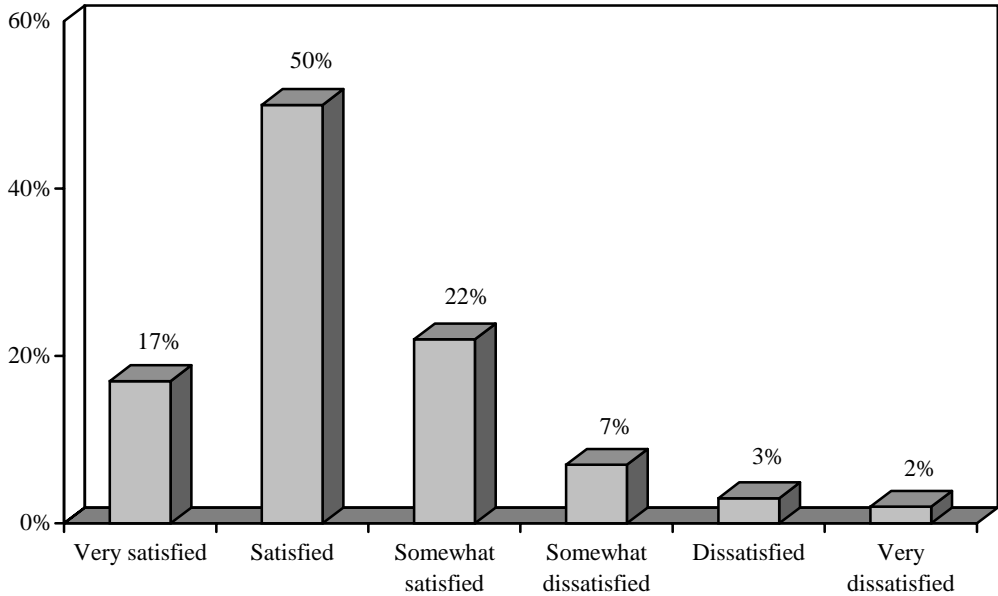
Multidisciplinary Degrees n=19

<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Environmental Science	5	Unspecified	1
MS in Eng/Tech Mgmt (MSETM)	13		

Overall Satisfaction

Sixty-seven percent of graduate students stated that they were very satisfied/satisfied with their educational experiences at OSU, and an additional 22% indicated that they were somewhat satisfied. About 12% of students indicated some dissatisfaction with their overall educational experience at OSU ('somewhat dissatisfied', 'dissatisfied', or 'very dissatisfied'). The average satisfaction score was 4.6 on a 6-point Likert scale where 6 indicated highest satisfaction.

Figure 1. Graduate student satisfaction with their "overall educational experience at OSU" (n=1,017)



Admissions / Orientation

Data from the questions related to student experiences with admissions and orientation are summarized in Table 3. Individual comments related to this topic are given in Appendix A.

- 71% of graduate students reported that they were very satisfied/satisfied with the admissions process when they entered graduate school at OSU.
- 55% stated that they were very satisfied/satisfied with the information they received regarding degree requirements; 26% were somewhat satisfied.
- 54% of graduate students strongly agreed/agreed that they received adequate information to help them become oriented to campus programs and services; 23% agreed somewhat.
- 34% of graduate students strongly agreed/agreed that they had received adequate information regarding financial assistance; 24% strongly disagreed/disagreed that they had received adequate information about financial assistance.

Figure 2. Graduate student responses to statements, **"I received adequate information about campus programs and services"** (n=1,024) **"I received adequate information about financial assistance"** (n=1,022)

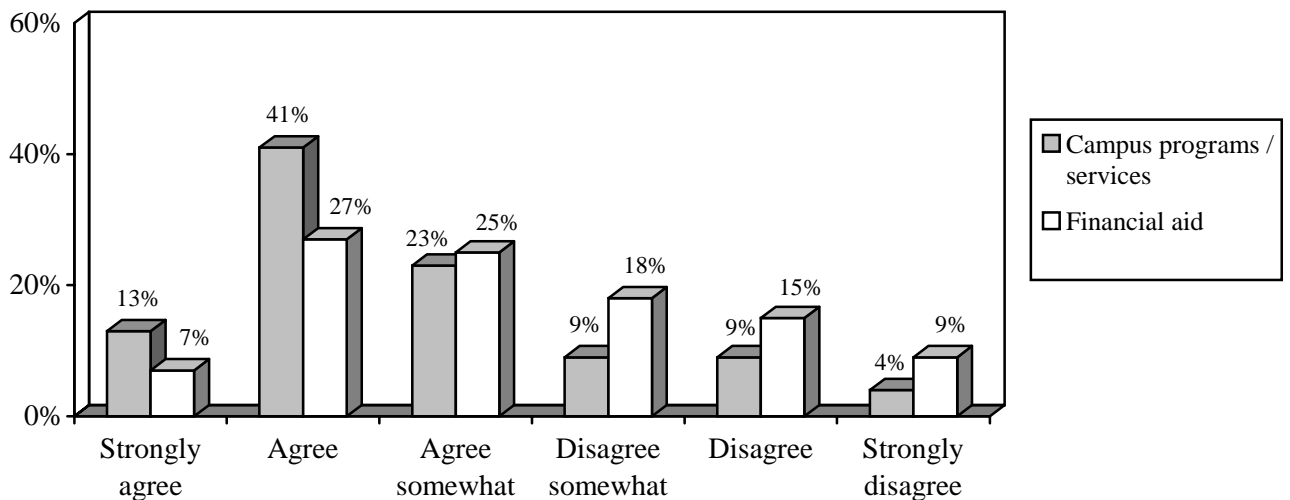


Table 3. Satisfaction or agreement with items related to **admissions and orientation**. Students were asked to indicate their level of satisfaction or agreement with the following items on a 6-point scale where 6 indicated highest satisfaction / agreement and 1 indicated lowest satisfaction / agreement. The average satisfaction / agreement score and percentages were calculated omitting “not applicable” responses.

Rate your satisfaction with...	n	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
1. The admissions process when you entered graduate school at OSU	1023	9	4.7	219 (22%)	501 (49%)	178 (18%)	56 (6%)	36 (4%)	24 (2%)
2. The information you have received regarding degree requirements	1021	2	4.4	138 (14%)	443 (43%)	260 (26%)	90 (9%)	54 (5%)	34 (3%)
Rate your agreement with...	n	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
3. When I first came to OSU as a graduate student, I received adequate information to help me become oriented to campus programs and services.	1024	87	4.3	123 (13%)	383 (41%)	215 (23%)	89 (9%)	87 (9%)	40 (4%)
4. I have received adequate information regarding financial assistance available to graduate students.	1022	88	3.7	63 (7%)	249 (27%)	236 (25%)	170 (18%)	136 (15%)	80 (9%)

Experiences with OSU Services for Students

Data from the questions related to student services and administrative offices are summarized in Table 4. Individual comments related to student services are given in Appendix A.

With respect to administrative offices,

- 63% of graduate students were very satisfied/satisfied with the helpfulness of the Graduate College staff in responding to their concerns or questions
- 61% were very satisfied/satisfied with the Registrar's Office / Sectioning staff
- 64% were very satisfied/satisfied with the Bursar's Office staff
- 53% were very satisfied/satisfied with the Office of Scholarships and Financial Aid staff
- 73% were very satisfied/satisfied with their academic department staff

For students who used these services,

- 53% were very satisfied/satisfied with student health services
- 66% were very satisfied/satisfied with counseling services
- 37% were very satisfied/satisfied with career services
- 68% were very satisfied/satisfied with services for international students
- 45% were very satisfied/satisfied with services for minority students
- 43% were very satisfied/satisfied with services for students with families
- 66% were very satisfied/satisfied with services for students with disabilities

In terms of hours of operation, 63% of students strongly agreed/agreed that the hours of operation of the service and business offices at OSU were convenient to them; 16% of students disagreed that business hours were convenient.

Student comments related to services and administrative offices (from Appendix A)

Students were given the opportunity to comment on their experiences with student services and administrative offices in three open-ended questions included in the survey. Individual responses are listed in Appendix A. Twenty-five percent of the comments in open-ended questions were related to student services and administrative offices. Students most frequently commented on office coordination, enrollment, and the admissions process. Examples of these comments are:

"Each individual office provides adequate service, but they do not coordinate with one another effectively."

"I don't understand why the undergraduate can enroll over the net but we have to go to the graduate college and get a rubber stamp to go back over to sectioning."

"The only problem that I have in regards to the questions about the department, bursar, and financial aid is that they do not work together. When fee waivers are applied by the department, it should automatically be updated to the bursar and financial aid departments. It takes at least a month after the waivers are applied for all departments to be aligned. With today's technology, it should not be that hard to integrate the system."

Table 4. Satisfaction or agreement with items related to **services for students**. Students were asked to indicate their level of satisfaction or agreement with the following items on a 6-point scale where 6 indicated highest satisfaction / agreement and 1 indicated lowest satisfaction / agreement. The average satisfaction / agreement score and percentages were calculated omitting “not applicable” responses.

Rate your satisfaction with...	n	Not aware of this service	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
1. The helpfulness of the Graduate College staff in responding to your concerns and questions.	1020	-	47	4.6	168 (17%)	447 (46%)	213 (22%)	78 (8%)	33 (3%)	34 (3%)
2. The helpfulness of the Registrar's Office / Sectioning staff in responding to your concerns and questions.	1021	-	67	4.5	129 (14%)	451 (47%)	232 (24%)	76 (8%)	38 (4%)	28 (3%)
3. The helpfulness of the Bursar's Office staff in responding to your concerns and questions.	1021	-	65	4.6	149 (16%)	457 (48%)	224 (23%)	64 (7%)	38 (4%)	24 (3%)
4. The helpfulness of the Office of Scholarships and Financial Aid staff in responding to your concerns and questions.	1016	-	362	4.3	98 (15%)	250 (38%)	149 (23%)	70 (11%)	49 (7%)	38 (6%)
5. The helpfulness of the staff in your academic department in responding to your concerns and questions.	1020	-	7	4.9	407 (40%)	330 (33%)	154 (15%)	72 (7%)	27 (3%)	23 (2%)
6. Student health services	1015	75	182	4.3	97 (13%)	306 (40%)	217 (29%)	64 (8%)	37 (5%)	37 (5%)
7. Counseling services	1015	220	496	4.6	70 (23%)	128 (43%)	47 (16%)	28 (9%)	15 (5%)	11 (4%)
8. Career Services	1011	127	396	3.7	51 (10%)	130 (27%)	113 (23%)	62 (13%)	60 (12%)	72 (15%)
9. Services for international students	1017	44	584	4.8	138 (35%)	128 (33%)	69 (18%)	25 (6%)	11 (3%)	18 (5%)

Table 4. (continued)	n	Not aware of this service	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
10. Services for minority students	1015	217	649	4.0	16 (11%)	51 (34%)	38 (26%)	18 (12%)	14 (9%)	12 (8%)
11. Services for students with families	1013	236	633	4.0	15 (10%)	48 (33%)	39 (27%)	21 (15%)	11 (8%)	10 (7%)
12. Services for students with disabilities	1008	94	814	4.4	17 (17%)	49 (49%)	13 (13%)	9 (9%)	4 (4%)	8 (8%)
Rate your agreement with...	n	Not aware of this service	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
13. The hours of operation of the service and business offices at OSU are convenient to me.	1023	.	26	4.5	99 (10%)	527 (53%)	218 (22%)	76 (8%)	49 (5%)	28 (3%)

Resources Available to OSU Graduate Students

Data from the questions related to resources available to graduate students (computer, email, library, and research resources) are summarized in Table 5. Individual comments related to resources are given in Appendix A.

- 53% of graduate students were very satisfied/satisfied with the computer resources available in their academic department; 16% were very dissatisfied/dissatisfied with these resources.
- 56% of students were very satisfied/satisfied with the email services available to them on this campus; 14% were very dissatisfied/dissatisfied with email services.
- 63% of students strongly agreed/agreed that the library resources at OSU had met their needs as graduate students; 20% agreed somewhat.
- 52% of students strongly agreed/agreed that the research resources in their academic department had met their needs as graduate students; 24% agreed somewhat.

Figure 3. Graduate student satisfaction responses to statements, "Computer resources available to you in your academic department" (n=1,022) and "Email services available to you on this campus" (n=1,021)

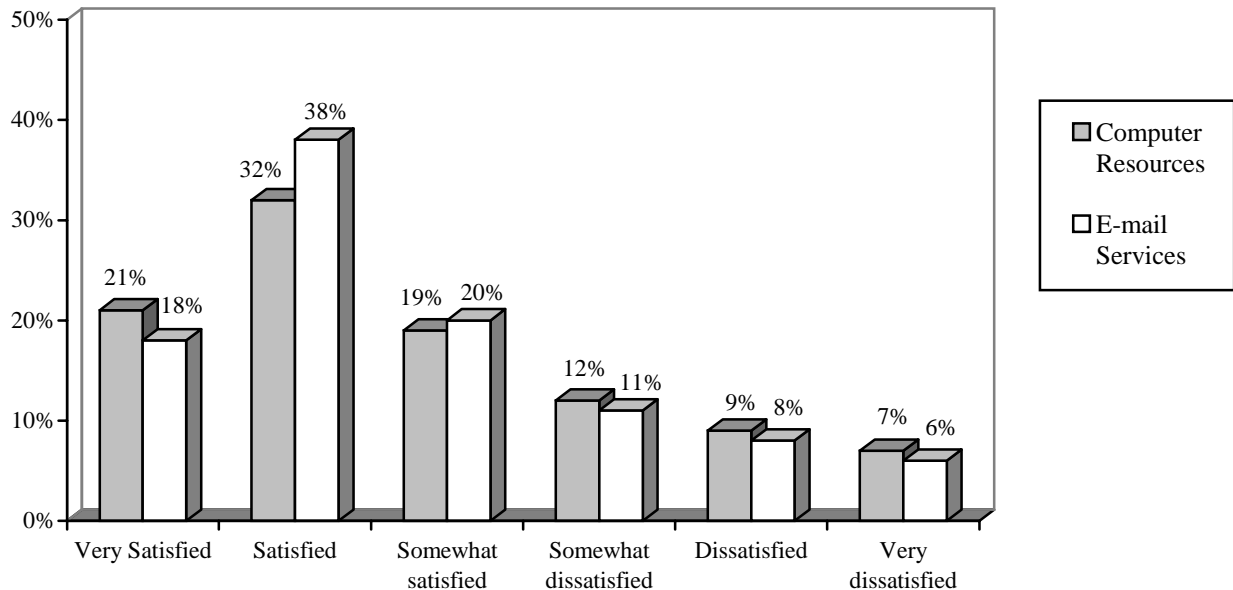


Table 5. Satisfaction or agreement with items related to **resources available to graduate students**. Students were asked to indicate their level of satisfaction or agreement with the following items on a 6-point scale where 6 indicated highest satisfaction / agreement and 1 indicated lowest satisfaction / agreement. The average satisfaction / agreement score and percentages were calculated omitting “not applicable” responses.

Rate your satisfaction with...	n	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
1. Computer resources available to you in your academic department	1022	65	4.2	205 (21%)	305 (32%)	179 (19%)	117 (12%)	85 (9%)	66 (7%)
2. Email services available to you on this campus	1021	42	4.3	174 (18%)	371 (38%)	192 (20%)	103 (11%)	78 (8%)	61 (6%)
Rate your agreement with...	n	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
3. The library resources at OSU have met my needs as a graduate student.	1020	24	4.5	195 (20%)	429 (43%)	199 (20%)	82 (8%)	46 (5%)	45 (5%)
4. Research resources in my academic department have met my needs as a graduate student.	1022	49	4.2	132 (14%)	365 (38%)	233 (24%)	111 (11%)	73 (8%)	59 (6%)

Academic Program Climate / Quality

Data from the questions related to academic program climate and quality are summarized in Table 6. Individual comments related to this topic are given in Appendix A.

- 67% of graduate students were very satisfied/satisfied with the overall quality of their academic program; 23% were somewhat satisfied.
- 75% of students were very satisfied/satisfied with their relationships and interactions with faculty; 15% were somewhat satisfied.
- Also related to faculty interaction with students, 72% of graduate students strongly agreed/agreed that faculty were available to meet with them when needed; 71% strongly agreed/agreed that faculty in their program treated graduate students with respect; and 62% strongly agreed/agreed that faculty in their program were fair and unbiased in their treatment of individual students.
- In the area of research, 67% of graduate students strongly agreed/agreed that they received support from faculty to conduct their own research; 17% agreed somewhat; 9% of students indicated this statement was not applicable to them.
- With regard to participation in administrative decisions, 29% of students strongly agreed/agreed that they had the opportunity to provide input, while 28% strongly disagreed/disagreed that they had this opportunity; 12% indicated this statement was not applicable to them.
- 74% of students strongly agreed/agreed that their experiences at OSU were relevant to their career goals.

Figure 4. Graduate student satisfaction with the "overall quality of your academic program" (n=1,015)

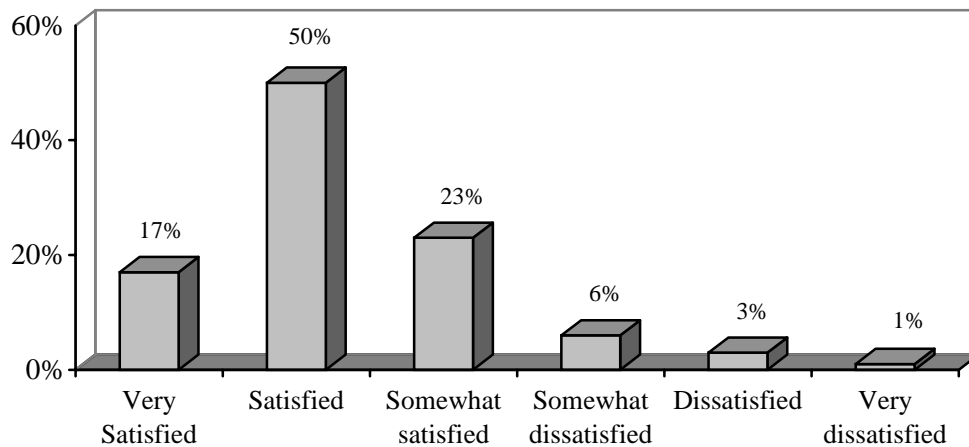


Table 6. Satisfaction or agreement with items related to **academic program climate / quality**. Students were asked to indicate their level of satisfaction or agreement with the following items on a 6-point scale where 6 indicated highest satisfaction / agreement and 1 indicated lowest satisfaction / agreement. The average satisfaction / agreement score and percentages were calculated omitting “not applicable” responses.

Rate your satisfaction with...	n	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
1. Your relationships and interactions with faculty	1022	2	4.9	347 (34%)	414 (41%)	158 (15%)	56 (5%)	26 (3%)	19 (2%)
2. The overall quality of your academic program	1015	-	4.7	172 (17%)	512 (50%)	232 (23%)	59 (6%)	27 (3%)	13 (1%)
Rate your agreement with...	n	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
3. I have received support from faculty to conduct my own research.	1021	95	4.7	264 (29%)	351 (38%)	162 (17%)	57 (6%)	59 (6%)	33 (4%)
4. My educational experiences at OSU have been relevant to my career goals.	1022	9	4.8	243 (24%)	502 (50%)	177 (17%)	55 (5%)	22 (2%)	14 (1%)
5. Faculty are available to meet with me when needed.	1022	5	4.8	286 (28%)	446 (44%)	178 (18%)	55 (5%)	31 (3%)	21 (2%)
6. Faculty in my program are fair and unbiased in their treatment of individual students.	1023	10	4.5	212 (21%)	417 (41%)	190 (19%)	76 (8%)	52 (5%)	66 (7%)
7. Faculty in my program treat graduate students with respect.	1023	2	4.8	292 (29%)	429 (42%)	185 (18%)	53 (5%)	31 (3%)	31 (3%)
8. Graduate students in my program are given the opportunity to provide input on administrative decisions.	1020	121	3.6	61 (7%)	202 (22%)	255 (28%)	130 (14%)	155 (17%)	96 (11%)

Relationships with Advisors

Data from the questions related to advisors and advisory committees are summarized in Table 7. Individual comments related to advisors are given in Appendix B.

- Students were generally very pleased with their relationship with their advisors: 85% of graduate students strongly agreed/agreed that their advisor was approachable; 79% strongly agreed/agreed that their advisor takes sufficient time to address questions or concerns; and 74% strongly agreed/agreed that their advisor provided constructive feedback on their work.
- As for professional development, 75% of students strongly agreed/agreed that their advisor encouraged activities such as participation in professional meetings, publishing in scholarly journals, etc.; 13% agreed somewhat that they are encouraged to participate in these activities.
- 67% of students strongly agreed/agreed that their advisory committee provided supportive and helpful guidance; 26% of students indicated this was not applicable to them.

Figure 5. Graduate student agreement with the statement, "My advisor is approachable." (n=1,015)

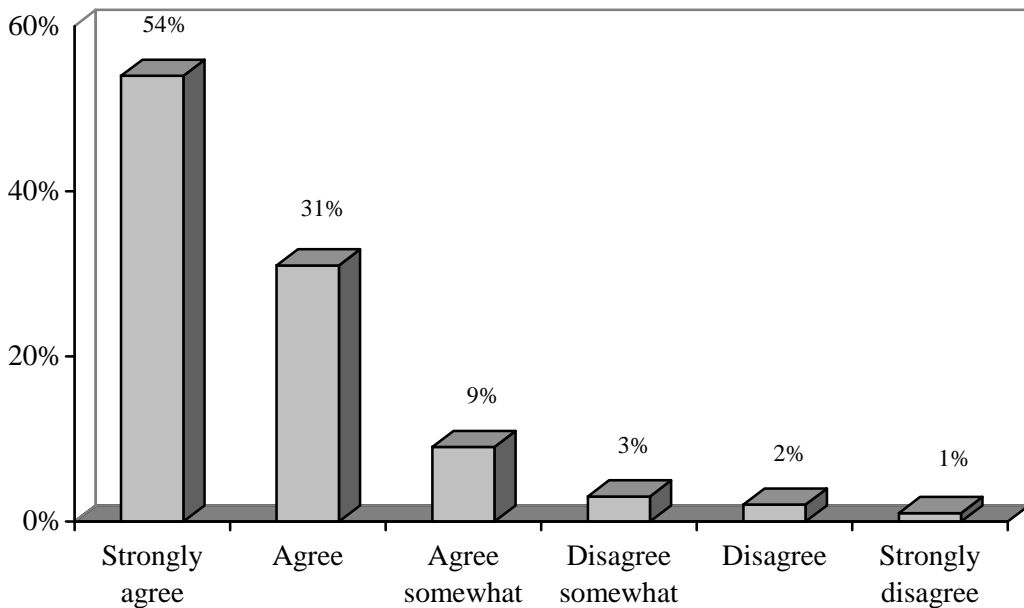


Table 7. Agreement with items related to **advisors / advisory committees**. Students were asked to indicate their level of agreement with the following items on a 6-point scale where 6 indicated highest agreement and 1 indicated lowest agreement. The Average Agreement score and percentages were calculated omitting “not applicable” responses.

Rate your agreement with...	n	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
1. My advisor is approachable.	1015	25	5.3	539 (54%)	303 (31%)	91 (9%)	26 (3%)	20 (2%)	11 (1%)
2. My advisor takes sufficient time to address my questions or concerns.	1015	27	5.1	454 (46%)	327 (33%)	120 (12%)	42 (4%)	24 (2%)	21 (2%)
3. My advisor provides constructive feedback on my work.	1015	64	4.9	386 (41%)	311 (33%)	149 (16%)	50 (5%)	34 (4%)	21 (2%)
4. My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals, etc.).	1011	88	5.0	404 (44%)	288 (31%)	117 (13%)	50 (5%)	39 (4%)	25 (3%)
5. My advisory committee provides supportive and helpful guidance.	1010	265	4.6	176 (24%)	318 (43%)	141 (19%)	51 (7%)	35 (5%)	24 (3%)

Assistantships

- Eighty-six percent of graduate students said that they received some form of financial assistance. Seventy-two percent of students said they received tuition waivers; 32% said they received some type of scholarship; and 34% said they had student loans.
- Seventy-three percent of students said they had an assistantship. Thirty-nine percent of students had a research assistantship; 35% had a teaching assistantship; and 13% had some other type of assistantship.
- Of those with assistantships, 71% strongly agreed/agreed that they were provided with adequate information and resources to perform their teaching responsibilities. Individual comments related to assistantships are given in Appendix C.

*Percentages do not total 100 in Figures 7 and 8 because a student could mark multiple response options.

Figure 6. Graduate students responses to, "Do you receive financial assistance in the form of..." (n=994) *

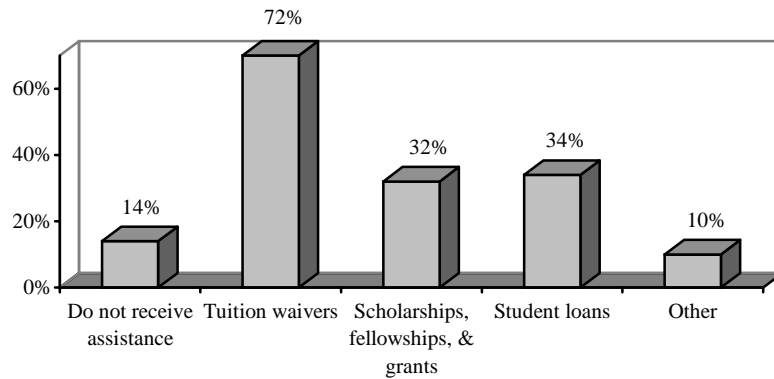


Figure 7. Graduate students responses to, "If you have a graduate assistantship, what are your primary responsibilities?" (n=979) *

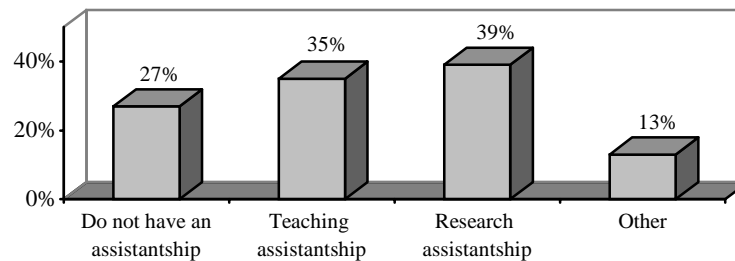
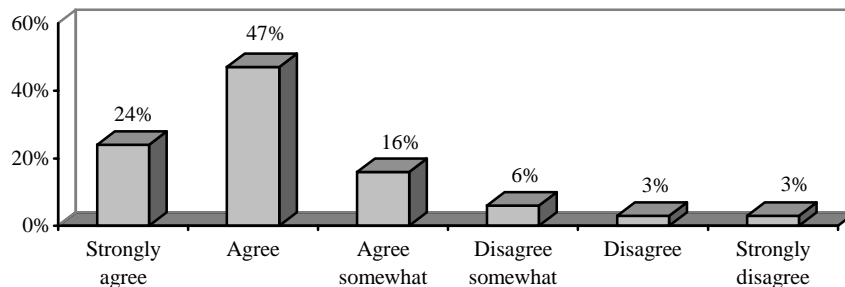


Figure 8. Graduate student agreement with the statement, "I am provided with adequate information and resources to perform my teaching responsibilities" (n=991)



Student Life

Data from the questions related to student life are summarized in Table 8. Individual comments related to student life are given in Appendix A.

- 62% of graduate students were very satisfied/satisfied with the recreational and fitness opportunities available on this campus; 20% were somewhat satisfied with these opportunities.
- 46% were very satisfied/satisfied with the entertainment, arts, and music available to OSU students; 30% were somewhat satisfied with these forms of entertainment.
- In the area of campus organizations, 57% of students were very satisfied/satisfied with their opportunities for involvement in campus organizations; 25% were somewhat satisfied with their opportunities for involvement.
- 86% of students were very satisfied/satisfied with the safety and security on this campus.
- 78% of students were very satisfied/satisfied with their relationships and interactions with other graduate students.

Figure 9. Graduate student satisfaction responses to statements, **"Recreational and fitness opportunities on this campus"** (n=1,019) **"Entertainment, arts, music available to OSU students"** (n=1,020)

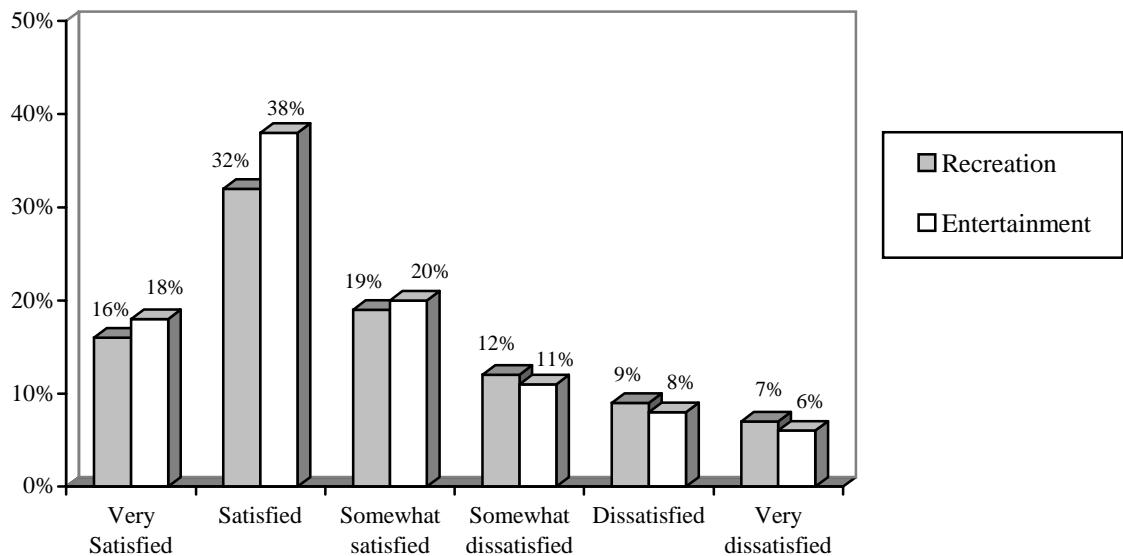


Table 8. Satisfaction with items related to **student life**. Students were asked to indicate their level of satisfaction with the following items on a 6-point scale where 6 indicated highest satisfaction and 1 indicated lowest satisfaction. The Average Satisfaction score was calculated omitting “not applicable” responses. The percentages given for each response option also do not include the ‘not applicable’ responses.

Rate your satisfaction with...	n	Not applicable	Average satisfaction score	6 Very satisfied	5 Satisfied	4 Somewhat satisfied	3 Somewhat dissatisfied	2 Dissatisfied	1 Very dissatisfied
1. Recreational and fitness opportunities on this campus	1019	124	4.4	139 (16%)	413 (46%)	180 (20%)	63 (7%)	51 (6%)	49 (5%)
2. Entertainment, arts, music available to OSU students	1020	179	4.2	71 (8%)	316 (38%)	254 (30%)	109 (13%)	52 (6%)	39 (5%)
3. Opportunities for involvement in campus organizations	1020	194	4.4	77 (9%)	396 (48%)	210 (25%)	85 (10%)	42 (5%)	16 (2%)
4. Safety and security on this campus	1022	48	5.2	327 (34%)	505 (52%)	115 (12%)	21 (2%)	3 (0%)	3 (0%)
5. Your relationships and interactions with other graduate students	1023	3	4.9	267 (26%)	526 (52%)	150 (15%)	53 (5%)	18 (2%)	6 (1%)

Campus Climate / Diversity

Data from the questions related to campus climate / diversity are summarized in Table 9. Individual comments related to discrimination are given in Appendix D; Appendix A also contains some comments related to campus climate / diversity.

- 62% of graduate students strongly agreed/agreed that OSU is a friendly campus towards those with culturally diverse backgrounds; 24% agreed somewhat with this statement.
- 29% of graduate students stated that they had *experienced* some type of discrimination at OSU. The most frequent basis of experienced discrimination was cited as nationality (13%), race (10%), and gender (5%).
- 45% of graduate students stated that they had *observed* discrimination at OSU. The most frequent basis of observed discrimination was nationality (27%), race (23%), and gender (13%).

Figure 10. Graduate student responses to the statements, "If you have *experienced* discrimination at OSU, on what basis did the discrimination occur?" "If you have *observed* discrimination at OSU, on what basis did the discrimination occur?"

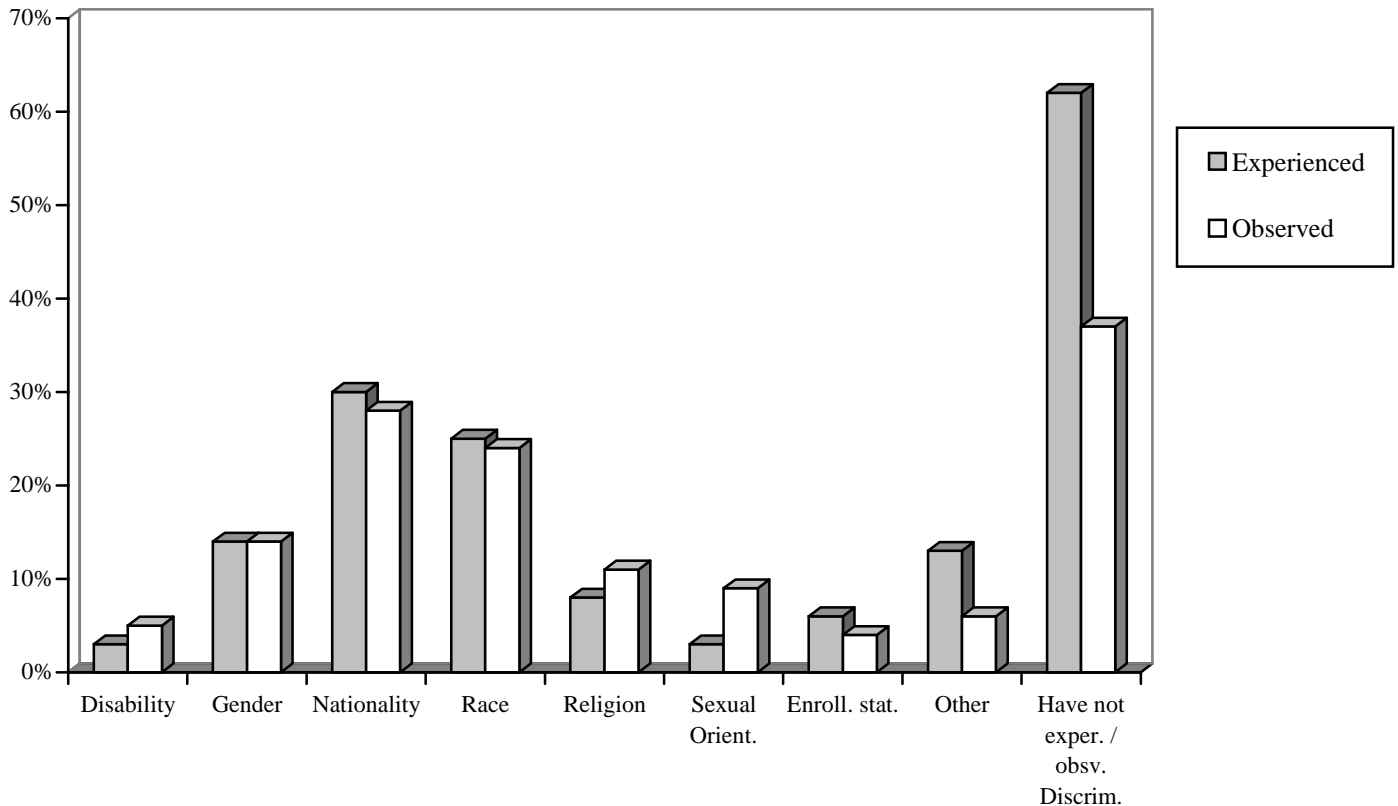


Table 9. Responses to questions related to campus climate / diversity.

OSU is a friendly campus towards those with culturally diverse backgrounds.

		Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
n	Not applicable							
1015	92	4.6	167 (18%)	403 (44%)	219 (24%)	75 (8%)	26 (3%)	33 (4%)

If you have *experienced* discrimination at OSU, on what basis did the discrimination occur?

	n	%
I have not experienced discrimination at OSU	695	71
If you have experienced discrimination, on what basis did it occur?		
	n	%*
Disability	12	1
Gender	59	6
Nationality	126	13
Race	104	10
Religion	32	3
Sexual Orientation	11	1
Enrollment Status (full- or part-time)	26	3
Other	54	5

If you have *observed* discrimination at OSU, on what basis did the discrimination occur?

	n	%
I have not observed discrimination at OSU	525	55
If you have observed discrimination, on what basis did it occur?		
	n	%*
Disability	42	4
Gender	125	13
Nationality	255	27
Race	217	23
Religion	96	10
Sexual Orientation	84	9
Enrollment Status (full- or part-time)	33	3
Other	58	6

* Percentages do not total 100 because a student could mark multiple types of discrimination experienced or observed.

Health Insurance / Daycare

Data from the questions related to health insurance / daycare are summarized in Table 10. Individual comments related to health insurance / daycare are given in Appendix A.

- There was a distinct bimodal distribution of responses when students were asked about their health insurance coverage. Forty-three percent of graduate students strongly agreed/agreed that they had adequate health care coverage for themselves; 40% strongly disagreed/disagreed that they had adequate coverage.
- When asked about adequate health coverage for a spouse and/or child(ren), 60% of graduate students stated that this was not applicable to them. Of those who thought the statement was applicable, 34% strongly agreed/agreed that they had adequate health coverage for their spouse and/or child(ren) and 46% strongly disagreed/disagreed with this statement.
- 60% of graduate students strongly agreed/agreed that they have delayed or not sought health care due to cost.
- Of those students who responded to the survey item related daycare, 72% strongly agreed/agreed that they were concerned about finding good daycare for their children while attending graduate school.

Figure 11. Graduate student responses to statements, "I have adequate health insurance coverage for myself." (n=877)

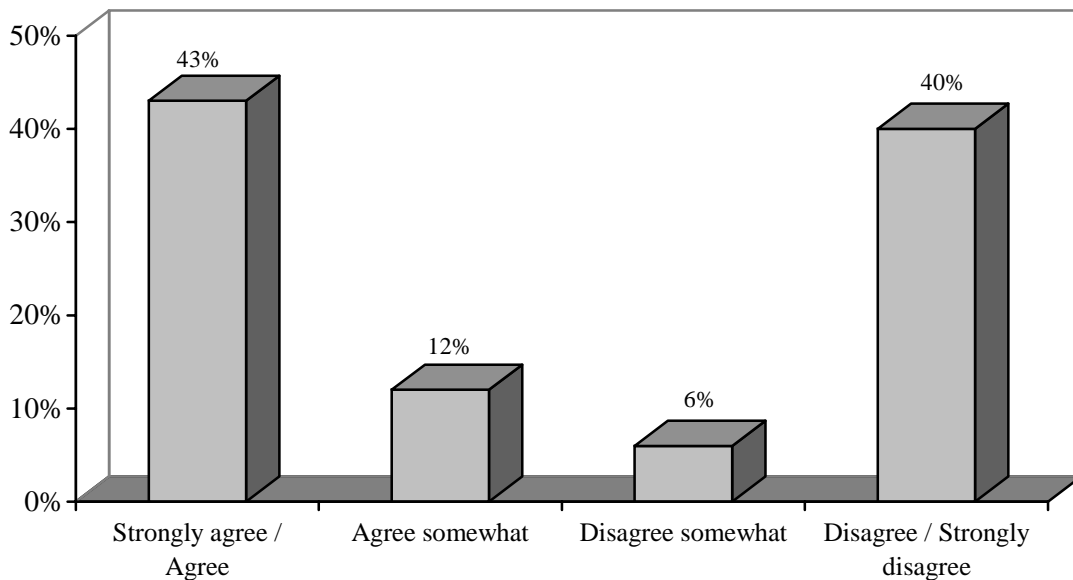


Table 10. Agreement with items related to **health insurance / daycare**. Students were asked to indicate their level of agreement with the following items on a 6-point scale where 6 indicated highest agreement and 1 indicated lowest agreement. The Average Agreement score was calculated omitting “not applicable” responses. The percentages given for each response option also do not include the ‘not applicable’ responses.

Rate your agreement with...	n	Not applicable	Average agreement score	6 Strongly agree	5 Agree	4 Agree somewhat	3 Disagree somewhat	2 Disagree	1 Strongly disagree
1. I have adequate health insurance coverage for myself.	1019	142	3.5	136 (16%)	236 (27%)	101 (12%)	54 (6%)	116 (13%)	234 (27%)
2. I have adequate health insurance for my spouse and/or child(ren).	1011	612	3.2	52 (13%)	84 (21%)	44 (11%)	36 (9%)	70 (18%)	113 (28%)
3. I have delayed or not sought health care due to cost.	1016	270	4.3	257 (34%)	192 (26%)	78 (10%)	30 (4%)	109 (15%)	80 (11%)
4. I am concerned about finding good daycare for my children while I attend graduate school.	1014	820	4.8	83 (43%)	57 (29%)	22 (11%)	5 (3%)	18 (9%)	9 (5%)

Reasons for Attending OSU

Data from the questions related to reasons for attending OSU are summarized in Table 11.

The most important factors cited as reasons for attending OSU were cost (75% said this was very important/important), availability of financial assistance (70% said this was very important/important), and reputation of a particular degree program (66% said this was very important/important).

Table 11. Importance of items related to **reasons for attending OSU**. Students were asked to indicate the level of importance with the following items on a 6-point scale where 6 indicated highest importance and 1 indicated lowest importance. The Average Importance score was calculated omitting “not applicable” responses.

Rate the importance of...	n	Average importance score	5 Very important	4 Important	3 Somewhat important	2 Not very important	1 Not important at all
1. Cost of attending this institution	1003	4.0	446 (44%)	307 (31%)	126 (13%)	49 (5%)	75 (7%)
2. Availability of financial assistance from OSU	1011	3.9	489 (48%)	222 (22%)	117 (12%)	61 (6%)	122 (12%)
3. Reputation of a particular graduate degree program	1014	3.7	299 (29%)	374 (37%)	175 (17%)	69 (7%)	97 (10%)
4. Reputation of OSU	1014	3.6	254 (25%)	364 (36%)	205 (20%)	95 (9%)	96 (9%)
5. Interaction with OSU faculty prior to enrollment	1010	3.6	324 (32%)	322 (32%)	147 (15%)	95 (9%)	122 (12%)
6. Encouragement from family / friends	1010	3.4	276 (27%)	284 (28%)	178 (18%)	108 (11%)	164 (16%)
7. Geographic location	1005	3.3	251 (25%)	256 (25%)	177 (18%)	160 (16%)	161 (16%)
8. Reputation of a particular OSU faculty member	1014	3.2	216 (21%)	293 (29%)	153 (15%)	136 (13%)	216 (21%)
9. Information/advertising about OSU graduate programs	1009	2.9	148 (15%)	268 (27%)	199 (20%)	153 (15%)	241 (24%)

What should OSU do to better meet the needs of graduate students?

The survey included an open-ended question asking students what they thought OSU should do to better meet the needs of graduate students. The 330 individual responses are given in Appendix E. The most common issues students raised in response to this question were:

- 19% of students expressed concerns about financial aid (loans, assistantships, awards, waivers, scholarships, etc.)
- 18% of students thought that health insurance should be addressed
- 9% of students indicated a concern about classes (the need for more classes and for quality classes)
- 8% of students expressed concerns about parking
- 7% of students reported problems or concerns with professors

What issues should the OSU Graduate & Professional Student Association address?

The survey also included an open-ended question asking students what issues they thought OSU GPSA should address. The 207 individual responses are given in Appendix F. The most common issues students raised in response to this question were:

- 44% of students thought that health insurance should be addressed
- 19% of students expressed concerns about financial aid issues
- 12% of students indicated a concern with parking
- 6% of students felt that GPSA should make themselves more known to the graduate student population
- 5% of students reported concerns with international student issues

Comparison of Student Sub-Populations

Data from this survey are useful for comparing responses of particular student sub-populations. Although many different sub-populations could be identified from the demographic variables, we focused on comparing responses of international and domestic students, students from different ethnic groups, and masters and doctoral students.

For the survey questions with Likert-scale responses of agreement or satisfaction (the majority of questions), average responses were compared among sub-populations using t-tests. The two survey questions related to discrimination, however, requested yes/no responses to whether discrimination was experienced/observed and if so, on what basis was the discrimination experienced/observed. For these two questions, responses of sub-populations were compared using chi-square tests of significance. For all analyses, responses were considered significantly different at $p < 0.01$.

Responses of International Students compared with U.S. Students

A total of 320 students identified themselves as international students on the questionnaire and 687 identified themselves as domestic (U.S.) students. Responses for these populations are summarized and compared in Tables 12 and 13. There was no significant difference in international students' *overall* satisfaction with their experiences at OSU. The primary differences in responses to individual items were:

- International students were significantly *less satisfied* with the overall quality of their academic program.
- International students were significantly *more satisfied* with their orientation to OSU, the helpfulness of the Registrar's and Bursar's Offices, and the business hours of student service offices.
- With respect to student life, international students were significantly *more satisfied* with safety and security and with recreational and fitness opportunities, but significantly *less satisfied* with entertainment available to students on this campus and opportunities for involvement in campus organizations.
- International students gave *high agreement scores, on average*, with respect to having adequate health insurance coverage for themselves, but they did not differ from U.S. students in their responses regarding health insurance for their spouse and/or child(ren).
- International students showed marked differences in their ratings of "reasons for attending OSU". Items that were *significantly more important* for international students were: reputation of a particular faculty member, information and advertising about OSU programs, encouragement from family and friends, availability of financial assistance, and cost of attending. Items that were

significantly less important for international students were geographic location and interaction with faculty prior to enrollment.

- International students were significantly *more likely* to state that they had experienced and observed discrimination at OSU. In particular, international students were more likely than U.S. students to have experienced and observed discrimination on the basis of nationality and race.
- International students were significantly *less likely* than U.S. students to state that they had experienced and observed discrimination at OSU on the basis of gender.

Table 12. Average scores on Likert-scale items for international (n=320) and domestic graduate students (n=687). A * indicates mean scores are significantly different at p<0.01.

	International Students	U.S. Students	
SECTION 2. Overall satisfaction			
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>			
How would you rate your overall satisfaction with your experience as a graduate student at OSU?	4.62	4.66	
SECTION 3. Admissions / Orientation			
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>			
The admissions process when you entered graduate school at OSU.	4.63	4.78	
The information you have received regarding degree requirements.	4.52	4.36	
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>			
When I first came to OSU as a grad student, I received adequate information to become oriented to campus programs and services.	4.67	4.08	*
I have received adequate information regarding financial assistance available to graduate students.	3.80	3.63	
SECTION 4. Experiences with OSU Student Services and Administrative Offices			
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>			
The helpfulness of the Graduate College staff in responding to your concerns and questions.	4.61	4.53	
The helpfulness of the Registrar's Office / Sectioning staff in responding to your concerns and questions.	4.69	4.41	*
The helpfulness of the Bursar's Office staff in responding to your concerns and questions.	4.77	4.48	*
The helpfulness of the Office of Scholarships and Financial Aid staff in responding to your concerns and questions.	4.35	4.22	
The helpfulness of the staff in your academic department in responding to your concerns and questions.	5.08	4.88	
Student health services	4.27	4.36	
Counseling services	4.50	4.69	
Career Services	3.53	3.77	
Services for international students	4.80	4.72	
Services for minority students	3.72	4.17	
Services for students with families	4.29	3.81	
Services for students with disabilities	4.71	4.37	
The hours of operation of the service and business offices at OSU are convenient to me.	4.74	4.35	*

Table 12. Continued.

	International Students	U.S. Students
SECTION 5. Resources Available to Graduate Students		
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>		
Computer resources available to you in your academic department	4.40	4.19
Email services available to you on this campus	4.43	4.23
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>		
The library resources at OSU have met my needs as a graduate student.	4.61	4.47
Research resources in my academic department have met my needs as a graduate student.	4.27	4.18
SECTION 6. Academic Program Climate / Quality		
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>		
Your relationships and interactions with faculty	4.89	4.95
The overall quality of your academic program	4.54	4.77 *
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>		
I have received support from faculty to conduct my own research.	4.83	4.77
My educational experiences at OSU have been relevant to my career goals.	4.61	4.40
Faculty are available to meet with me when needed.	4.61	4.67
Faculty in my program are fair and unbiased in their treatment of individual students.	4.91	4.80
Faculty in my program treat graduate students with respect.	3.65	3.52
Graduate students in my program are given the opportunity to provide input on administrative decisions.	4.83	4.84
SECTION 7. Advisors / Advisory Committees		
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>		
My advisor is approachable.	5.28	5.30
My advisor takes sufficient time to address my questions or concerns.	5.12	5.09
My advisor provides constructive feedback on my work.	4.95	4.95
My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals).	4.87	5.02
My advisory committee provides supportive and helpful guidance.	4.55	4.69
SECTION 8. Assistantships		
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>		
I am provided with adequate information and resources to perform my teaching responsibilities.	4.81	4.72

Table 12. Continued.

	International Students	U.S. Students	
SECTION 9. Student Life			
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>			
Safety and security on this campus	5.45	5.01	*
Recreational and fitness opportunities on this campus	4.61	4.34	*
Entertainment, arts, music available to OSU students	3.88	4.29	*
Opportunities for involvement in campus organizations	4.11	4.55	*
Your relationships and interactions with other graduate students	4.82	4.99	*
SECTION 10. Campus Climate / Diversity			
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>			
OSU is a friendly campus towards those with culturally diverse backgrounds.	4.56	4.56	
SECTION 11. Health Insurance / Daycare			
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>			
I have adequate health insurance coverage for myself.	3.82	3.30	*
I have adequate health insurance for my spouse and/or child(ren).	3.20	3.20	
I have delayed or not sought health care due to cost.	4.23	4.30	
I am concerned about finding good daycare for my child(ren) while I attend graduate school.	4.66	4.87	
SECTION 12. Reasons for Attending OSU			
<i>(1=not important at all, 2=not very important, 3=somewhat important, 4=important, 5=very important)</i>			
Reputation of a particular OSU faculty member	3.43	3.05	*
Reputation of a particular graduate degree program	3.85	3.65	
Reputation of OSU	3.72	3.53	
Interaction with OSU faculty prior to enrollment	3.32	3.77	*
Information/advertising about OSU graduate programs	3.45	2.71	*
Encouragement from family / friends	3.58	3.32	*
Availability of financial assistance from OSU	4.17	3.76	*
Cost of attending this institution	4.20	3.92	*
Geographic location	2.86	3.47	*

Table 13. Percent of international students (n=315) and U.S. graduate students (n=687) who stated that they had *experienced* or *observed* discrimination at OSU. A * indicates significant difference at $p < 0.01$ based on chi-square comparison of expected and observed frequencies.

	International Students	U.S. Students	
If you have <i>experienced</i> discrimination at OSU, on what basis did it occur?			
I have not experienced discrimination at OSU.	59%	73%	*
Disability	1%	1%	
Gender	1%	8%	*
Nationality	29%	5%	*
Race	18%	6%	*
Religion	3%	3%	
Sexual orientation	<1%	1%	
Enrollment status (full- or part-time enrollment)	2%	3%	
Other	3%	6%	
If you have <i>observed</i> discrimination at OSU, on what basis did it occur?			
I have not observed discrimination at OSU.	45%	55%	*
Disability	1%	5%	*
Gender	3%	16%	*
Nationality	37%	19%	*
Race	29%	17%	*
Religion	8%	10%	
Sexual orientation	3%	10%	*
Enrollment status (full- or part-time enrollment)	2%	4%	
Other	3%	7%	

Responses of Ethnic Minority Students compared with White, Non-Hispanic Students

For ethnic group comparisons, only U.S. (non-international) students were considered. A total of 687 students identified themselves as U.S. students. Of these, 28 identified themselves as African American, 48 identified themselves as American Indian or Alaskan, 66 identified themselves as Asian, 28 identified themselves as Hispanic, and 550 identified themselves as White, Non-Hispanic. Survey responses were compared among ethnic groups using ANOVA. Significant differences at $p < 0.01$ were reported. Responses for each ethnic group are summarized in Tables 14 and 15. There was no significant difference between students from ethnic minorities and white students in *overall* satisfaction with their experiences at OSU. The primary differences in responses to individual items were:

- Students from ethnic minorities were significantly more likely to state that they had experienced and observed discrimination at OSU, and discrimination on the basis of nationality and race were most commonly cited. For example, 36% of African American students, 29% of Asian students, 25% of Hispanic students, and 8% of American Indian students stated that they had experienced discrimination on the basis of race, compared with 1% of White students.
- Asian students more strongly agree that they received adequate orientation information than White or African American students.
- There were some differences among ethnic groups in their satisfaction with particular student services. For example, White students reported significantly lower satisfaction with the Registrar's and Bursar's Office than African American students. Also, Hispanic students reported significantly lower satisfaction with the Graduate College than African American or American Indian students.
- There were marked differences among ethnic groups in response to the statement, "OSU is a friendly campus towards those with culturally diverse backgrounds." White, Asian, and American Indian students gave significantly higher agreement scores to this statement than African American students.
- Students from different ethnic groups gave different importance ratings to "reasons for attending OSU". For example, Asian students ranked 'reputation of a particular faculty member' and 'information / advertising' with higher importance than white students. Also, American Indian graduate students ranked 'geographic location' significantly higher than Asian, Hispanic, or White students.

Table 14. Average scores on Likert-scale items for graduate students from various ethnic groups. Statements with bold type average scores had significant differences in responses among ethnic groups. Pairwise post hoc comparisons were conducted to determine which groups differed significantly from each other; means that were significantly higher are designated (↑) and means that were significantly lower are designated (↓). Ethnic group mean responses that are not in bold did not differ significantly from other ethnic group average responses.

	White, non-Hispanic (n=550)	African American (n=28)	Hispanic (n=28)	American Indian (n=48)	Asian (n=66)
SECTION 2. Overall satisfaction <i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
How would you rate your overall satisfaction with your experience as a graduate student at OSU?	4.70	4.43	4.32	4.60	4.51
SECTION 3. Admissions / Orientation <i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
The admissions process when you entered graduate school at OSU.	4.76	5.19	4.68	4.65	4.80
The information you have received regarding degree requirements. <i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>	4.29	5.00*	4.29	4.25	4.52
When I first came to OSU as a grad student, I received adequate information to become oriented to campus programs and services.	4.00↓	3.89↓	4.18	4.05	4.71↑
I have received adequate information regarding financial assistance available to graduate students.	3.55	3.93	3.72	3.54	4.03*
SECTION 4. Experiences with OSU Student Services and Administrative Offices <i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
The helpfulness of the Graduate College staff in responding to your concerns and questions.	4.51	4.89↑	3.74↓	4.75↑	4.51
The helpfulness of the Registrar's Office / Sectioning staff in responding to your concerns and questions.	4.33↓	5.16↑	4.19↓	4.46↓	4.61
The helpfulness of the Bursar's Office staff in responding to your concerns and questions.	4.41↓	5.11↑	4.44	4.43	4.62
The helpfulness of the Office of Scholarships and Financial Aid staff in responding to your concerns and questions.	4.18	4.65	3.90	4.20	4.24
The helpfulness of the staff in your academic department in responding to your concerns and questions.	4.86	4.74	4.68	4.75	4.98
Student health services	4.40	4.89	4.42	4.30	3.95
Counseling services	4.77	4.75	4.67	4.92	4.39
Career Services	3.76	4.20	3.86	3.77	3.58
Services for international students	5.08	4.67	5.20	5.33	4.49
Services for minority students	4.48	3.83	4.00	4.33	3.90
Services for students with families	3.95	3.33	4.60	3.25	3.67
Services for students with disabilities	4.35	5.00	3.50	4.71	4.14
The hours of operation of the service and business offices at OSU are convenient to me.	4.30	4.70	3.89	4.30	4.52

Table 14. Continued.

	White, non-Hispanic (n=550)	African American (n=28)	Hispanic (n=28)	American Indian (n=48)	Asian (n=66)
SECTION 5. Resources Available to Graduate Students					
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
Computer resources available to you in your academic department	4.10	4.76	4.38	3.95	4.46
Email services available to you on this campus	4.20	4.85	3.88	4.26	4.18
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
The library resources at OSU have met my needs as a graduate student.	4.46	4.93	4.38	4.30	4.46
Research resources in my academic department have met my needs as a graduate student.	4.14	4.38	4.50	3.87	4.35
SECTION 6. Academic Program Climate / Quality					
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
Your relationships and interactions with faculty.	4.97	4.89	4.96	4.90	4.73
The overall quality of your academic program.	4.78	5.04	4.61	4.70	4.63
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
I have received support from faculty to conduct my own research.	4.80	4.79	4.71	4.44	4.59
My educational experiences at OSU have been relevant to my career goals.	4.40	4.54	4.32	4.17	4.35
Faculty are available to meet with me when needed.	4.66	4.89	4.88	4.58	4.48
Faculty in my program are fair and unbiased in their treatment of individual students.	4.82	5.00	4.57	4.56	4.68
Faculty in my program treat graduate students with respect.	3.46	3.80	3.40	3.07	3.88
Graduate students in my program are given the opportunity to provide input on administrative decisions.	4.87	4.93	4.63	4.88	4.59
SECTION 7. Advisors / Advisory Committees					
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
My advisor is approachable.	5.30	5.59	5.07	5.35	5.32
My advisor takes sufficient time to address my questions or concerns.	5.07	5.46	4.93	5.15	5.21
My advisor provides constructive feedback on my work.	4.93	5.33	4.92	4.91	5.02
My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals).	4.99	5.04	5.04	5.29	5.10
My advisory committee provides supportive and helpful guidance.	4.66	4.86	4.86	4.73	4.73
SECTION 8. Assistantships					
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
I am provided with adequate information and resources to perform my teaching responsibilities.	4.73	4.50	4.36	4.18	4.72

Table 14. Continued.

	White, non-Hispanic (n=550)	African American (n=28)	Hispanic (n=28)	American Indian (n=48)	Asian (n=66)
SECTION 9. Student Life					
<i>(1=very dissatisfied, 2=dissatisfied, 3=somewhat dissatisfied, 4=somewhat satisfied, 5=satisfied, 6=very satisfied)</i>					
Safety and security on this campus	4.29	4.63	4.29	4.22	4.53
Recreational and fitness opportunities on this campus	4.31	3.88	4.09	4.45	4.11
Entertainment, arts, music available to OSU students	4.56	4.38	4.65	4.67	4.35
Opportunities for involvement in campus organizations	5.00	4.92	4.84	4.88	5.30
Your relationships and interactions with other graduate students	5.03	4.67	4.71	4.98	4.83
SECTION 10. Campus Climate / Diversity					
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
OSU is a friendly campus towards those with culturally diverse backgrounds.	4.62 ↑	3.44 ↓	4.04	4.40 ↑	4.53 ↑
SECTION 11. Health Insurance / Daycare					
<i>(1=strongly disagree, 2=disagree, 3=disagree somewhat, 4=agree somewhat, 5=agree, 6=strongly agree)</i>					
I have adequate health insurance coverage for myself.	3.26	2.78	4.00	3.07	3.59
I have adequate health insurance for my spouse and/or child(ren).	3.21	3.20	3.86	2.45	3.46
I have delayed or not sought health care due to cost.	4.26	4.14	3.89	4.82	4.42
I am concerned about finding good daycare for my child(ren) while I attend graduate school.	4.76	5.00	4.75	5.46	5.29
SECTION 12. Reasons for Attending OSU					
<i>(1=not important at all, 2=not very important, 3=somewhat important, 4=important, 5=very important)</i>					
Reputation of a particular OSU faculty member	2.98 ↓	3.04	2.96	3.21	3.71 ↑
Reputation of a particular graduate degree program	3.59	3.89	3.63	3.90	3.95
Reputation of OSU	3.46	3.50	3.68	3.75	3.94
Interaction with OSU faculty prior to enrollment	3.79	3.71	3.71	4.02	3.45
Information/advertising about OSU graduate programs	2.56 ↓	3.15	2.75	2.96	3.44 ↑
Encouragement from family / friends	3.23	3.56	3.21	3.33	3.82
Availability of financial assistance from OSU	3.66	4.18	3.71	4.10	4.02
Cost of attending this institution	3.85	3.79	3.70	4.15	4.27
Geographic location	3.51 ↓	3.36	2.89 ↓	4.04 ↑	3.08 ↓

Table 15. Percent of students from each ethnic group who stated that they had *experienced* or *observed* discrimination at OSU. Responses of African American, Hispanic, American Indian and Asian students were compared with responses of White, non-Hispanic students. A * indicates significant difference at $p < 0.01$ based on chi-square comparison of expected and observed frequencies.

	White, non-Hispanic (n=550)	African American (n=28)	Hispanic (n=28)	American Indian or Alaskan (n=48)	Asian or Pacific Islander (n=66)
If you have <i>experienced</i> discrimination at OSU, on what basis did it occur?					
* I have not experienced discrimination at OSU.	77%	50%	57%	67%	52%
Disability	1%	4%	4%	2%	0
Gender	8%	18%	11%	13%	5%
* Nationality	2%	0	0	0	29%
* Race	1%	36%	25%	8%	29%
Religion	3%	7%	7%	6%	8%
Sexual orientation	1%	0	4%	2%	3%
Enrollment status (full- or part-time enrollment)	4%	4%	4%	6%	0
Other	5%	7%	7%	8%	14%
If you have <i>observed</i> discrimination at OSU, on what basis did it occur?					
* I have not observed discrimination at OSU.	56%	50%	25%	54%	41%
Disability	5%	7%	11%	13%	5%
Gender	16%	18%	29%	25%	14%
* Nationality	17%	11%	39%	23%	30%
* Race	14%	36%	43%	17%	36%
Religion	9%	11%	14%	13%	17%
Sexual orientation	10%	14%	25%	10%	12%
Enrollment status (full- or part-time enrollment)	3%	11%	4%	15%	5%
Other	6%	7%	11%	4%	12%

Responses of Masters Students compared with Doctoral Students

A total of 630 students stated that they were seeking a master's degree and 386 students stated they were seeking a doctoral degree. Although master's and doctoral students did not differ significantly in most aspects of their experiences at OSU and did not differ significantly in terms of overall satisfaction, doctoral students appear to be significantly more satisfied than master's students in terms of their relationships with faculty and advisors.

- Doctoral students gave significantly higher agreement scores on all items related to their academic advisors. Doctoral students more strongly agreed that their advisor was approachable, that their advisor took sufficient time to address questions, that their advisor provided constructive feedback, and that their advisor encouraged their professional development. Doctoral students were also significantly more likely to agree that their advisory committee was supportive and helpful.
- Doctoral students were significantly more satisfied with relationships and interactions with faculty. Doctoral students were also significantly more likely to agree that faculty were fair and unbiased and that faculty were available to meet with them as needed.
- Doctoral students also ranked the reputation of particular faculty members as significantly higher in importance as a reason for attending OSU.

Follow-up Survey

Because this was the first campus-wide on-line survey administered at OSU, it raised discussion about the efficacy of reaching students via their campus email accounts. The task group charged with developing the survey questioned whether the response rate of 29% reflected a lack of student willingness to participate in an on-line survey or was the result of students not using their university-assigned email accounts (or not reading email at all). In response to this, the OSU Bureau for Social Research administered a follow-up telephone survey in which 100 randomly selected graduate students were asked 10 brief questions about the on-line survey. The phone interviews were conducted in late March, just a few weeks after the on-line survey period ended.

Results of the telephone survey indicate that student access to or use of campus email accounts was a major factor contributing to lack of participation in the survey. Of the 100 students interviewed, 45 students did not receive the email notifying them of the survey. Over 90% of these students said that they did not check their campus email accounts, although 75% had personal email accounts and 99% had access to a computer where they could access email.

Out of the 55 students who did receive the email notification about the survey via their campus email account, 64% completed the survey (Table 16). This suggests response rates could be greatly improved if students could be more effectively contacted via email. The primary reasons for not completing the survey, for those who received the email notification, were time constraints ("too busy") and frustration with using the campus email system.

The telephone interview ended with a request for suggestions on how student participation in satisfaction surveys might be improved. The most common response (n=9) was to use personal email accounts to contact graduate students. Using personal email accounts to contact OSU students is challenging, however, because this information is not maintained in the University's student records and because students frequently change their personal email addresses. Our attempts to develop a database of personal email accounts during the process of administering this survey were not successful. Other suggestions to improve response rates included improved advertising (n=8), making the survey shorter (n=6), and administering the survey via email and not the internet (n=5). Three students suggested that participation may be improved if the survey was distributed as several short surveys rather than one long survey, and two students suggested that rewards would provide incentive for completing the survey.

Based on this information, response rates to graduate student online surveys are likely to be improved with improved technology to facilitate student use of their campus email accounts and to compel students to access their campus email accounts more frequently. This could be accomplished by making it easier for students to forward messages from their campus email account to their personal email accounts and by increasing the use of campus email for other business-related correspondence and information pertinent to students.

Table 16. Responses to items from the **telephone follow-up survey** to the Graduate Student Satisfaction Survey (n=100).

1. Did you receive an email requesting that you participate in the OSU Graduate Student Satisfaction Survey?	n	%
Yes	55	55%
No	25	25%
Don't know	20	20%
2. If yes, did you complete the survey and submit it?		
Yes	35	64%
No	20	36%
3. If no, did you ever check your email account in February?		
Yes	3	7%
No	42	93%
4. If no, were you aware that a graduate student satisfaction survey was available online?		
Yes	3	7%
No	42	93%
5. Do you have a personal email account that you check regularly?		
Yes	73	73%
No	27	27%
6. Do you have access to a computer at school or work or home where you could receive email?		
Yes	99	99%
No	1	1%
7. Which of the following survey types are you most likely to complete?		
Internet	36	36%
Email	42	42%
U.S. mail	9	9%
Telephone	13	13%

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