

Oklahoma State University
2002 Graduate Student Satisfaction Survey

A project of the

OSU Graduate College

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Executive Summary

The 2002 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 2002, with the audience of participants composed of OSU graduate students in Stillwater and Tulsa who were enrolled in January 2002. The OSU Bureau for Social Research administered the survey. The Bureau sent all potential participants an email message that explained the purpose of the survey and provided a direct link to the Internet survey.

- ◆ *Response Rate.* A total of 908 graduate students completed the survey, resulting in a response rate of 25%.
- ◆ *Overall Satisfaction.* Forty-six percent of graduate students stated that they were satisfied with their educational experiences at OSU, and an additional 41.5% indicated that they were somewhat satisfied. About 12% of students indicated some dissatisfaction with their overall educational experience at OSU ['somewhat dissatisfied', or 'dissatisfied'].
- ◆ *Travel Monies.* Twenty-five percent of students surveyed indicated that *departmental* travel monies for the presentation of conference papers met their needs, while about 30% indicated that these monies did not meet their needs ['disagree somewhat' or 'disagree'], and 45% indicated that these monies were 'not applicable'. Similarly, 16% of students indicated that GPSA travel monies met their needs, with 29% stating that the monies did not meet their needs ['disagree somewhat' or 'disagree'], and 55% indicated that GPSA travel monies were 'not applicable'.
- ◆ *Preparation for Careers.* Ninety percent of students indicated that their education at OSU is adequately preparing them for a career in academia, while 10% indicated that their education is not adequately preparing them for a career in academia. As for non-academic careers, 83% of students indicated that their education at OSU is adequately preparing them for a non-academic career, and 7% stated that their education was not adequately preparing them for a non-academic career.
- ◆ *Academic Program Climate.* A majority of students surveyed indicated that they were satisfied with their relationships and interactions in their department, and that they have received support from faculty to conduct their own research. Additionally, a majority indicated that they were very/somewhat satisfied with their relationship with other graduate students in their department. Eighty-two percent of students indicated that their department provides a supportive environment for underrepresented groups.

- ◆ *Relationships with Advisors.* Overall students were satisfied with their advisors. Ninety-two percent of students indicated that their advisor is approachable; 82% indicated that their advisor takes sufficient time to address their concerns; 86% agreed that their advisor provides constructive and informative feedback on their work; and 79% agreed that their advisor encourages professional development [participation in professional meetings, submitting publications, etc.]. Eighty percent indicated that their advisory committee provides supportive and helpful guidance.

- ◆ *Assistantships.* Of the students surveyed, 23% are teaching assistants, 28% are research assistants, 11% have ‘other’ types of assistantships, 7% do not currently have assistantships, and 30% indicated that they ‘never had an assistantship’. Forty-five percent of students agreed that assistantship salaries are adequate, while 55% disagreed with this statement. Ninety-two percent believe teaching assistants should be eligible for faculty/staff parking permits.

- ◆ *Teaching Assistantships.* Overall, teaching assistants were satisfied with the preparation they received prior to entering the classroom, and ‘agree/agree somewhat’ that they receive support and direction to improve their teaching skills. Regarding resources provided to perform teaching responsibilities, 85% agreed that the resources provided are adequate, while 15% indicated that the resources provided are less than adequate.

- ◆ *Health Insurance.* Forty-six percent of students indicated that they are satisfied/somewhat satisfied with the health insurance benefits available to TA/GA/RAs, with 39% expressing dissatisfaction with the benefits, and 15% indicating that they were unaware of the insurance. Regarding the process of filing claims on the insurance, 28% indicated they were satisfied/somewhat satisfied with this process, 19% indicating dissatisfaction, and 52% maintaining that they have never filed a claim on this insurance.

- ◆ *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 satisfied/somewhat satisfied with those services. With respect to administrative offices, students were also generally satisfied/somewhat satisfied with the helpfulness of the offices in responding to their concerns or questions.

- ◆ *Graduate Student Resources.* Seventy-eight percent of graduate students were satisfied/somewhat satisfied with computer resources available in their academic department; 74% of students were satisfied/somewhat satisfied with the email services available to them on this campus; 89% of students agreed/agreed somewhat that the library resources had met their needs as graduate students; and 80% of students agreed/agreed somewhat that the research resources at OSU had met their needs as graduate students.

- ◆ *Campus Climate & Diversity.* Eighty-eight percent of graduate students agreed/agreed somewhat that OSU is a friendly campus towards those with culturally diverse backgrounds. Additionally, 68% of students stated that they have not *experienced* discrimination at OSU and 59% stated that they have not *observed* discrimination at OSU. Various levels of experienced and observed discrimination on campus are indicated in the survey, but in each

case, fewer than 21% of students experienced or observed each type of discrimination.

- ◆ *Graduate College.* Overall students indicated satisfaction with the Graduate College, with 82% satisfied/somewhat satisfied with the admissions process upon entering OSU, 62% satisfied/somewhat satisfied with the information they received from the Graduate College regarding campus services and programs; and finally, 78% of students indicating satisfaction with the helpfulness and responsiveness of the Graduate College staff.
- ◆ *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.

Introduction

Assessment is recognized at OSU as an important tool for facilitating dialogue about the quality of educational programs and encouraging continuous improvement. To obtain useful assessment information, it is best to listen to the voices of the students themselves. 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. Most importantly, the data can be useful for making informed decisions about program improvements.

The 2002 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 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 and the Office of University Assessment, with assistance from the Bureau for Social Research developed the questionnaire.

The instrument consisted of 64 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 agreement or satisfaction using Likert-type scales. The survey also included seven questions that allowed additional comments about the survey topics. Survey questions were related to:

- ◆ overall satisfaction
- ◆ travel & scholarship monies
- ◆ resources available to graduate students
- ◆ relationships with advisors
- ◆ campus social climate
- ◆ preparation for careers
- ◆ graduate program climate/quality
- ◆ assistantships
- ◆ satisfaction with health insurance
- ◆ satisfaction with university services

The Target Population. The survey was sent via campus email to the OSU email accounts of all OSU graduate students enrolled in January 2002 [$n=3,610$].

Survey Administration. The OSU Bureau for Social Research administered the survey in February 2002. The Bureau sent all students in the target population an email message that explained the purpose of the survey and contained a password-encoded entry link to the Internet-based 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.

General Results

Response Rate. A total of 908 graduate students completed the survey, resulting in a **response rate of 25%**.

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.

- ◆ 58% of respondents are pursuing master's degrees, and 41% are pursuing doctoral degrees.
- ◆ 86% of respondents are full-time students [6-12 hours], and 14% are part-time students [<6 hours].
- ◆ About 52% are enrolled in mostly daytime classes, and 26% are enrolled in mostly evening/weekend classes, with 22% enrolled in an even number of daytime/evening classes.
- ◆ 89% of respondents take classes primarily on the Stillwater campus, 9% take classes primarily on the Tulsa campus, and 2% take an equal number of classes on both Stillwater and Tulsa campuses.
- ◆ About 62% said they have a teaching or research assistantship.
- ◆ The highest number of survey respondents is between 25 to 29 years of age.
- ◆ 37% of graduate students in the survey identified themselves as international students, compared to enrollment data that indicates that 25% of graduate students are international.
- ◆ Among U.S. students, 88% identified themselves as White [non-Hispanic], 5% identified themselves as American Indian or Alaskan, 3% identified themselves as African-American, 2% identified themselves as Asian-American, and another 2% identified themselves as Hispanic-American.
- ◆ 96% of students provided the name of their degree program. Of these, 24% are from programs in CAS, 12% are from CASNR, 17% are from CBA, 21% are from CEAT, 17% are from COE, 5% are from CHES, and 4% are from interdisciplinary programs.

Table 1. Student Demographics.

Demographic characteristics of students who responded to the 2002 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	<i>N</i>				
	58.7%	41.1%	0.2%	874				
2. Do you consider yourself a full- or part-time student?	Full-Time [6-12 Hours]		Part-Time [<6 Hours]		<i>N</i>			
	85.9%		14.1%		877			
3. While at OSU, have most of your graduate classes been:	Daytime Classes	Evening Classes	Equal Numbers Of Day/Evening Classes		<i>N</i>			
	51.9%	26.4%	21.6%		874			
4. Have your graduate classes been primarily on the Stillwater or Tulsa campus?	Stillwater	Tulsa	An Even Number On Both Stillwater And Tulsa Campuses		<i>N</i>			
	88.5%	8.9%	2.6%		875			
5. With which of the following groups do you identify yourself?*	Inter-National	African American	American Indian/Alaskan	Asian American	Hispanic American	White [non-Hispanic]		
	37.1%	1.7%	1.4%	3.0%	1.4%	55.4%		
<i>*Percent in each ethnic group does not include international students.</i>								
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	<i>n</i>
	25.5%	32.5%	16.5%	10.2%	11.1%	3.7%	0.5%	871
7. What is your gender?	Male			Female		<i>N</i>		
	59.2%			40.8%		871		
8. If you have a graduate assistantship, what are your primary responsibilities?	Do Not Have An Ass'tship	Teaching Ass'tship	Research Ass'tship	Other	Never Had An Ass'tship	<i>n</i>		
	7.3%	23.2%	28.1%	11.3%	30.1%	904		

Table 2. Degree Programs Of Respondents.

Note that only 870 of the 908 students who completed the survey provided the name of their degree program.

College of Agricultural Sciences and Natural Resources		<i>n=102</i>	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Agricultural Economics	18	Forest Resources	2
Agricultural Education	12	Horticulture	1
Agriculture	2	Plant & Soil Sciences	18
Animal Science	20	Degree Not Specified	3
Biochemistry & Molecular Biology	10		
Entomology & Plant Pathology	16		

College of Arts & Sciences		<i>n=207</i>	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Botany	5	Microbiology & Molecular Genetics	5
Chemistry	16	Music	3
Communication Sciences & Disorders	2	Philosophy	7
Computer Science	32	Physics	10
English	21	Political Science	2
Fire & Emergency Management	5	Psychology	15
Geography	7	Sociology	12
Geology	8	Statistics	9
History	7	Theatre	1
Journalism & Broadcasting	8	Zoology	26
Mathematics	5	Degree Not Specified	1

College of Business Administration		<i>n=145</i>	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Accounting	8	MIS/AIS	16
Business Administration	69	Marketing	3
Economics	13	Telecommunications Management	21
Finance	7		
Management/Management Science	8		

Table 2, cont.

College of Education		n=148	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Educational & School Psychology	15	Higher Education	12
Aviation & Space Education	4	Human Resources & Adult Education	18
Counseling & Counseling Psychology	29	Leisure Studies	4
Curriculum & Leadership Studies	17	Occupational Education Studies	5
Curriculum & Social Foundations	6	Professional Education Studies	4
Educational Administration	5	Reading & Literacy	6
Elementary, Middle, Secondary, and K-12 Education	4	Research & Evaluation	5
Health & Human Performance	2	Student Personnel Services	11
		Degree Not Specified	1

College of Engineering, Architecture and Technology		n=179	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Architecture	1	Industrial Engineering & Management	46
Biosystems & Ag Engineering	5	Mechanical & Aerospace Engineering	36
Chemical Engineering	20	Degree Not Specified	1
Civil & Environmental Engineering	10		
Electrical & Computer Engineering	60		

College of Human Environmental Sciences		n=46	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Design, Housing & Merchandising	5	Hotel & Restaurant Administration	7
Family Relations & Child Development	20	Nutritional Sciences	14

Interdisciplinary Degrees*		n=43	
<u>Name of Department / Degree:</u>	<u># of Respondents</u>	<u>Name of Department / Degree:</u>	<u># of Respondents</u>
Environmental Science	11	Natural Science	7
Engineering & Tech. Mgmt	5	Photonics	4
Gerontology	3	Plant Science	9
Int'l Studies	3	Degree Not Specified	1

**Information on some interdisciplinary degrees will be included both with the Interdisciplinary Degree results and with the results of colleges with which the students indicated affiliation.*

Table 3: Demographic Comparisons Between OSU Population and Survey Sample

OSU Population Data is from the Fall 2001 Student Profile provided by the Office of Planning, Budget, and Institutional Research. These data, collected by different means, do not always match exactly, and these comparisons, therefore are made only casually for the reader's benefit.

Degree Plan	Population		Masters	Doctoral	Special Student		
	OSU		2649	1204	519		
	Survey		513	359	—		

Campus: Stillwater vs. OSU-Tulsa	Population		Stillwater	Tulsa	Both Equally		
	OSU		3737	846	78		
	Survey		774	78	23		

Ethnicity	Population	Inter-national	African American	American Indian/Alaskan	Asian American	Hispanic American	White [non-Hispanic]
	OSU	1158	151	200	92	68	2703
	Survey	323	15	26	12	12	482

**Percent in each ethnic group does not include international students.*

Gender	Population		Male	Female
	OSU		2432	1940
	Survey		516	355

College	Population	CASNR	CAS	CBA	COE	CEAT	CHES	INTER.
	OSU	329	889	486	883	756	207	822*
	Survey	102	207	145	148	179	46	43

** Interdisciplinary category here also represents special students*

Topic-Specific Results

Results from the Graduate Student Satisfaction Survey are listed in the following pages by topic:

I.	Overall Satisfaction	15
II.	Academic Program Climate/Quality	16
III.	Relationships with Advisors & Committee	18
IV.	Assistantships & Teaching Assistantships	20
V.	Travel Monies	22
VI.	Preparation For Careers	24
VII.	Health Insurance	26
VIII.	Experiences With OSU Services For Students	28
IX.	Campus Climate & Diversity	33
X.	Satisfaction with the Graduate College	36
XI.	Comparison Of Student Sub-Populations	38

I. Overall Satisfaction

Eighty-eight percent of graduate students stated that they were satisfied or somewhat satisfied with their educational experiences at OSU. About 12% of students indicated some dissatisfaction with their overall educational experience at OSU [‘somewhat dissatisfied’ or ‘dissatisfied’].

Eighty-nine percent of graduate students indicate that they were satisfied or somewhat satisfied with the overall quality of their academic program. About 11% of students indicated a measure of dissatisfaction with the overall quality of their academic program.

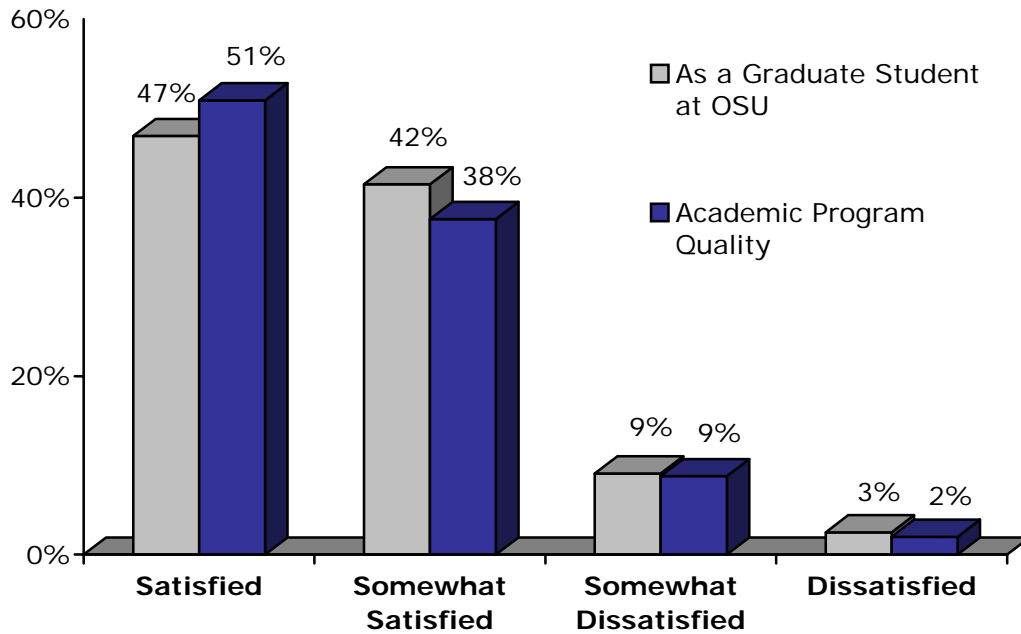


Figure 1: Overall Graduate Student Satisfaction

II. Academic Program Climate/Quality

Data from the questions related to academic program climate and quality are summarized in [Table 4](#). Individual comments related to this topic are given in [Appendix A](#).

- ◆ 50.9% of graduate students were satisfied with the overall quality of their academic program; 37.6% were somewhat satisfied.
- ◆ 57.1% of students were satisfied with their relationships and interactions with faculty; 29.3% were somewhat satisfied.
- ◆ 46.3% of students have been very satisfied with their connections and relationships with other students in their department; 47.2% have been somewhat satisfied or ambivalent about these relationships.
- ◆ 71.2% agreed/agreed somewhat that they have received encouragement from faculty to conduct the students' own research, 17.1% disagreed somewhat/disagreed, and 11.7% indicated "not applicable".
- ◆ 82.3% agreed/agreed somewhat that their department provides support for underrepresented groups, and 17.8% disagreed somewhat/disagreed with this statement.

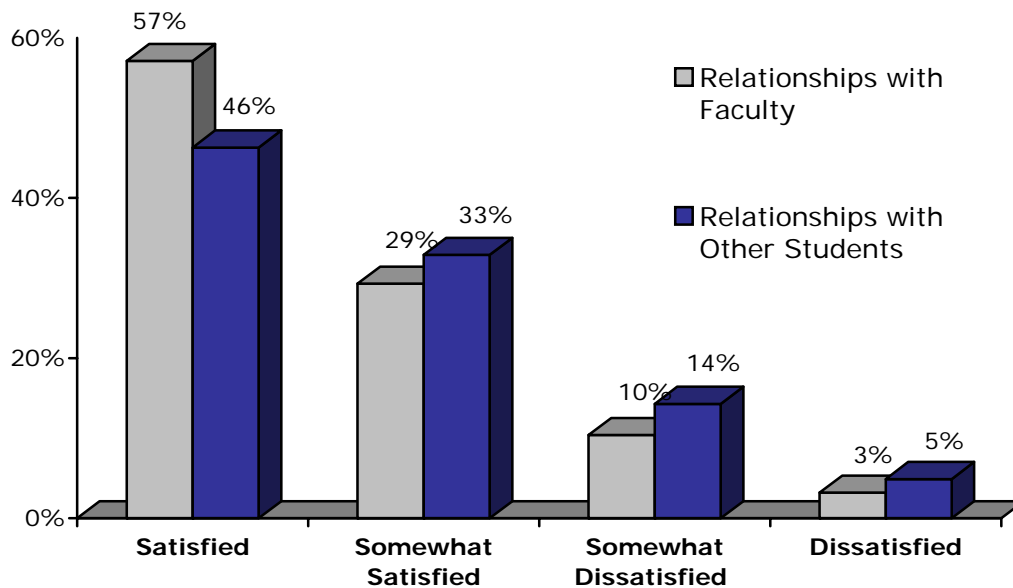


Figure 2: Departmental Relationships

Table 4. Academic Program Climate/Quality

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

	<i>n</i>	Not Applicable	Average Satisfaction Score	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
1. Your relationships and interactions with faculty in your department.	904	—	3.4	516 [57.1%]	265 [29.3%]	94 [10.4%]	29 [3.2%]
2. The overall quality of your academic program.	874	—	3.4	445 [50.9%]	329 [37.6%]	77 [8.8%]	23 [2.6%]
3. How satisfied are you with the computer resources available to you in your program?	907	—	3.1	403 [44.4%]	302 [33.3%]	108 [11.9%]	94 [10.4%]

	<i>n</i>	Not Applicable	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
4. My department provides a supportive environment for underrepresented groups.	885	—	3.2	420 [47.5%]	308 [34.8%]	98 [11.1%]	59 [6.7%]
5. I have received encouragement from faculty to conduct my own research.	904	106 [11.7%]	3.2	411 [45.5%]	232 [25.7%]	78 [8.6%]	77 [8.5%]

6. Choose the option which best describes your feelings about your relationships with other graduate students in your department:

	<i>n</i>	%
I have been very satisfied with my connections and relationships with other graduate students in my department.	419	46.3
I have been somewhat satisfied.	297	32.9
I am ambivalent about my relationships with graduate students in my program.	129	14.3
I have been somewhat dissatisfied.	44	4.9
I have been very dissatisfied.	15	1.7
Total :	904	100

Average Agreement Score : 4.1
(on a scale of 5-1, with 5 highest, 1 lowest)

III. Relationships with Advisors & Committee

Data from the questions related to advisors and advisory committees are summarized in [Table 5](#). Individual comments related to advisors are given in [Appendix B](#).

- ◆ Students were generally very pleased with their relationship with their advisors: 92.2% of graduate students agreed/agreed somewhat that their advisor was approachable; 89.6% agreed/agreed somewhat that their advisor takes sufficient time to address questions or concerns; and 85.6% agreed/agreed somewhat that their advisor provided constructive and informative feedback on their work.
- ◆ As for professional development, 79.0% of students agreed/agreed somewhat that their advisor encouraged activities such as participation in professional meetings, publishing in scholarly journals, etc.; 21% disagreed somewhat/disagreed that they are encouraged to participate in these activities.
- ◆ 86.4% of graduate students indicated that their advisor provides them with accurate information regarding degree requirements, and 13.6% disagreed with this statement.
- ◆ 80.2% of students agreed/agreed somewhat that their advisory committee provides supportive and helpful guidance; the experience of 19.8% of students differed with this statement.

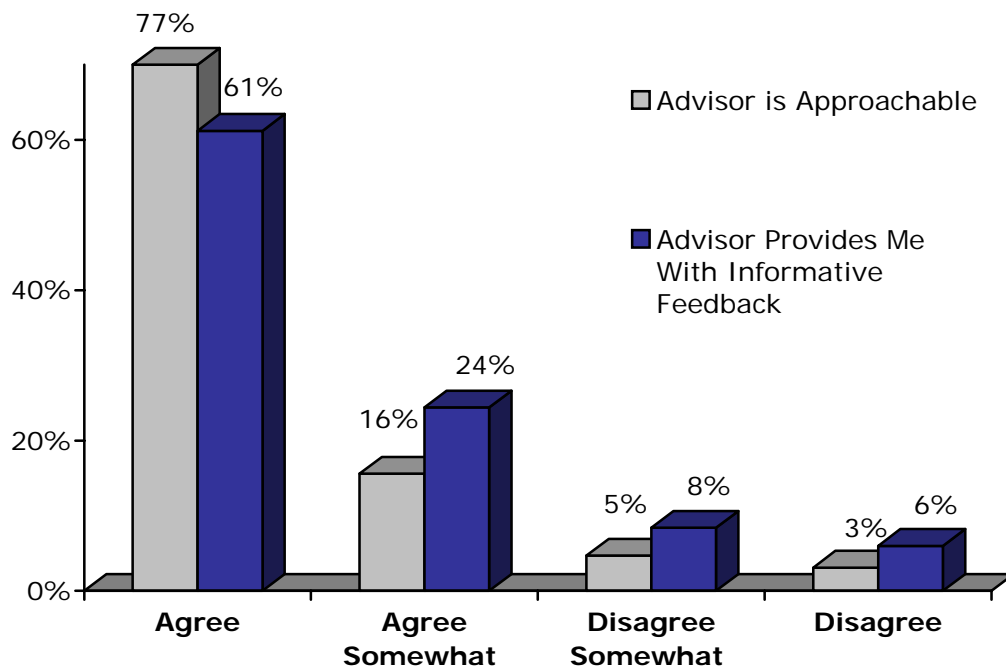


Figure 3: Relationships with Advisors

Table 5. Advisors/Advisory Committees

Students were asked to indicate their level of agreement with the following items on a 4-point scale where 4 indicated highest agreement and 1 indicated lowest agreement.

	<i>n</i>	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1. My advisor is approachable.	903	3.7	692 [76.6%]	141 [15.6%]	42 [4.7%]	28 [3.1%]
2. My advisor takes sufficient time to address my questions or concerns.	904	3.5	610 [67.5%]	200 [22.1%]	60 [6.6%]	34 [3.8%]
3. My advisor has provided me with accurate information regarding degree requirements.	904	3.4	569 [62.9%]	212 [23.5%]	79 [8.7%]	44 [4.9%]
4. My advisor provides constructive & informative feedback on my work.	903	3.4	553 [61.2%]	220 [24.4%]	76 [8.4%]	54 [6.0%]
5. My advisor encourages my professional development [e.g., participation in professional meetings, publishing in scholarly journals, etc.].	904	3.3	492 [54.4%]	222 [24.6%]	115 [12.7%]	75 [8.3%]
6. My advisory committee provides supportive and helpful guidance.	904	3.2	410 [45.4%]	315 [34.8%]	98 [10.8%]	81 [9.0%]

IV. Assistantships & Teaching Assistantships

Data from the questions related to assistantships and teaching assistantships are summarized in [Table 6](#).

- ◆ Sixty-two percent of students said they had an assistantship. Twenty-eight percent of students had a research assistantship; 23% had a teaching assistantship; and 11% had some other type of assistantship.
- ◆ Of those with teaching assistantships, 85% agreed/agreed somewhat that they were provided with adequate information and resources to perform their teaching responsibilities. [Individual comments related to assistantships are given in Appendix C](#).

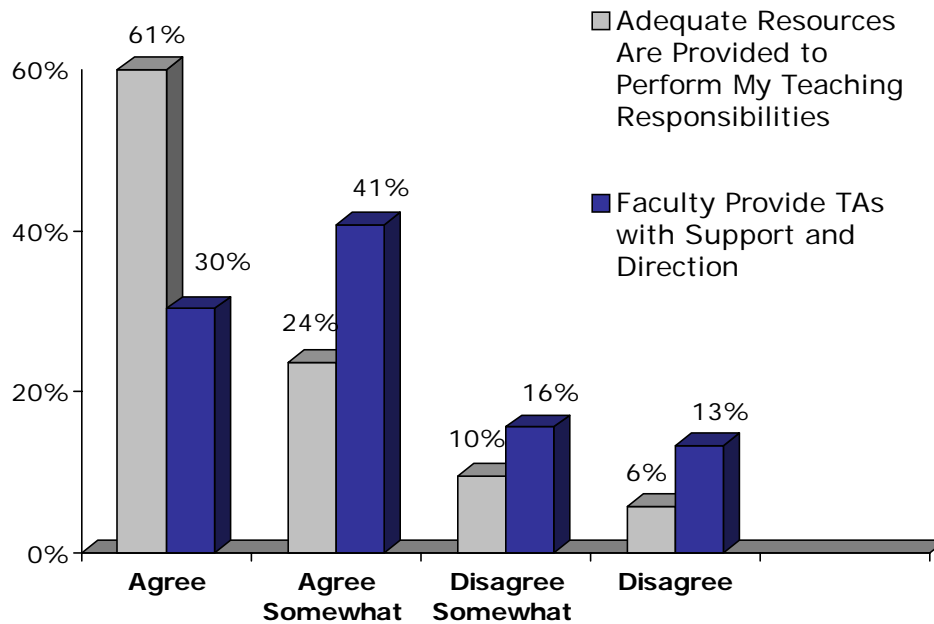


Figure 4: Assistantships: Support, Direction, & Resources

Table 6. Assistantships

Students with teaching assistantships were asked to indicate their level of agreement with the following items on a 4-point scale where 4 indicated highest agreement and 1 indicated lowest agreement.

	<i>n</i>	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1. Faculty in my department provide teaching assistants with support and direction so they can improve their teaching skills.	211	2.9	64 [30.3%]	86 [40.8%]	33 [15.6%]	28 [13.3%]
2. I am provided with adequate resources [copies, equipment, computer access, printing, etc.] to perform my teaching responsibilities.	211	3.4	129 [61.1%]	50 [23.7%]	20 [9.5%]	12 [5.7%]
3. Teaching assistants should be eligible for faculty/staff parking permits.	211	3.7	166 [78.7%]	29 [13.7%]	8 [3.8%]	8 [3.8%]
4. I think TA/GA/RA salaries are adequate.	633	2.3	90 [14.2%]	193 [30.5%]	160 [25.3%]	190 [30.0%]

5. Classroom Preparation:

How would you describe the amount of preparation you received before entering the classroom?	<i>n</i>	%
I received excellent preparation.	39	18.5
I received adequate preparation.	90	42.7
I received little preparation.	42	19.9
I received no preparation.	27	12.8
I did not need preparation prior to teaching.	13	6.2
Total :	211	100
Average Score*:	2.7	

* Average Score is calculated on a scale from 4-1, with 4 as the highest value. This score does not include respondents who indicated they "did not need preparation prior to teaching."

V. Travel Monies

Data from the questions related to travel monies provided by individual departments and the GPSA are summarized in [Table 7](#). Individual comments related to this topic are given in [Appendix A, OEQ1 and OEQ2](#).

- ◆ 24.7% of students indicated that the departmental travel monies met their needs, and 30.5% indicated that departmental travel monies did not meet their needs.
- ◆ 44.5% of the students thought that departmental travel monies did not apply to them.
- ◆ Regarding GPSA travel awards, 15.9% of students agreed the monies met their needs, and 29.1% disagreed with this statement.
- ◆ 55.1% of students indicated that, in a pattern similar to the departmental travel awards, students thought that GPSA travel awards did not apply to them.

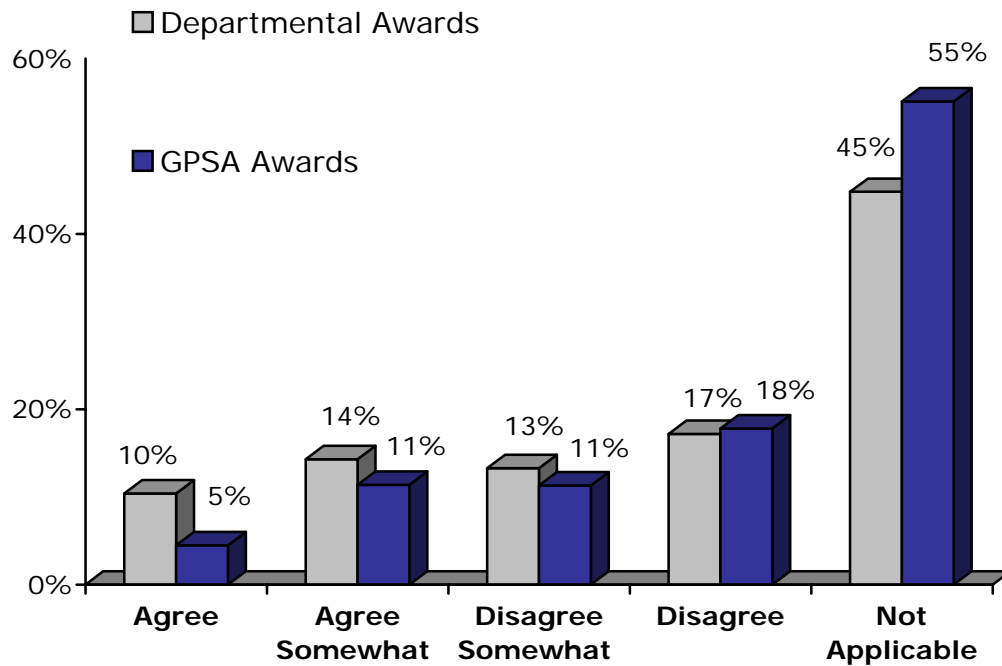


Figure 5: Travel Monies

Table 7: Travel Monies

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

	<i>n</i>	Not Applicable	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1. Departmental travel monies for the presentation of conference papers meet my needs as a graduate student.	908	407 [44.8%]	2.3	94 [10.4%]	130 [14.3%]	121 [13.3%]	156 [17.2%]
2. Graduate and Professional Student Association travel awards meet my needs as a graduate student.	906	499 [55.1%]	2.0	41 [4.5%]	103 [11.4%]	102 [11.3%]	161 [17.8%]

VI. Preparation for Careers

Data from the questions related to students' education at OSU preparing them for academic vs. non-academic careers are summarized in [Table 8](#). Individual comments related to this topic are given in [Appendix A, OEQ1, OEQ2, OEQ3, and OEQ4](#).

- ♦ 90.3% of students indicated that their education at OSU is adequately preparing them for a career in academia, and 9.7% indicated that their education at OSU is not adequately preparing them for a career in academia.
- ♦ 82.7% of students indicated that their education at OSU is adequately preparing them for a career outside of academia, and 17.3% indicated that their education at OSU is not adequately preparing them for a career outside of academia.

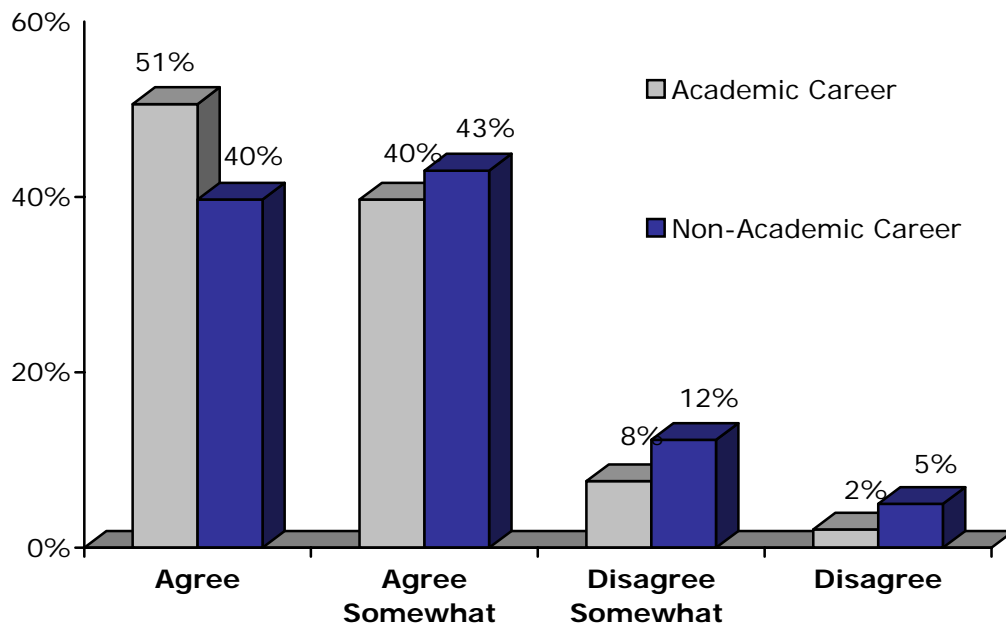


Figure 6: Career Preparation at OSU

Table 8: Careers in Academia vs Careers Outside of Academia

Students were asked to indicate their level of satisfaction or agreement with the following items on a 4-point scale where 1 indicated highest satisfaction/agreement and 4 indicated lowest satisfaction/agreement.

	<i>n</i>	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1. My education at OSU is adequately preparing me for an academic career.	904	3.4	457 [50.6%]	359 [39.7%]	69 [7.6%]	19 [2.1%]
2. My education at OSU is adequately preparing me for a career outside of academia.	904	3.2	359 [39.7%]	389 [43.0%]	111 [12.3%]	45 [5.0%]

VII. Health Insurance

Data from the questions related to health insurance provided by OSU for graduate assistants are summarized in [Table 9](#). Individual comments related to health insurance are given in [Appendix A](#).

- ◆ A bimodal distribution of responses was evident in the data regarding satisfaction with the insurance available to graduate students through OSU. Forty-six percent of graduate students with assistantships were satisfied/somewhat satisfied with the insurance available to them through OSU, and 39% indicated that they were somewhat dissatisfied/dissatisfied with this insurance.
- ◆ Approximately 15% of students with an assistantship indicated that they were not aware that insurance was available to them.
- ◆ Fifty-two percent of students indicated that they have never filed a claim on the insurance available to them.
- ◆ Twenty-eight percent of students stated that they are satisfied with the process of filing claims on the insurance, while 19% indicated some level of dissatisfaction.

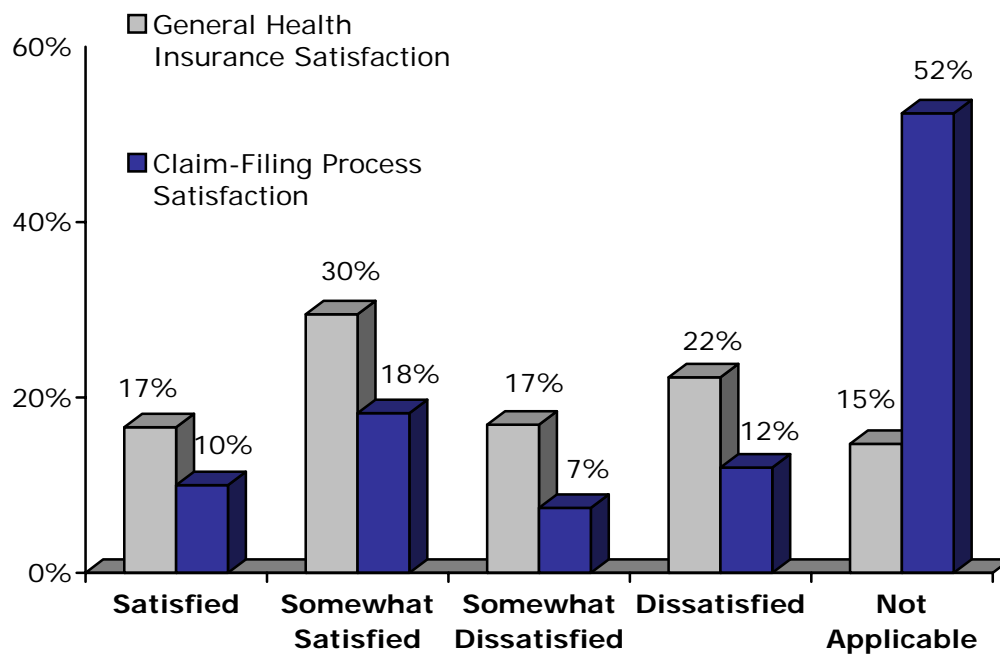


Figure 7: Health Insurance

Table 9. Health Insurance

Students with assistantships were asked to indicate their level of agreement with the following items on a 4-point scale where 4 indicated highest agreement and 1 indicated lowest agreement. The average satisfaction/agreement score and percentages were calculated omitting “not applicable” responses.

	<i>n</i>	Average Satisfaction Score	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Unaware Insurance is Available
1. How satisfied are you with the health insurance benefits available to TAs/GAs/RAs?	633	2.5	105 [16.6%]	187 [29.5%]	107 [16.9%]	141 [22.3%]	93 [14.7%]

	<i>n</i>	Average Satisfaction Score	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied	Never Filed Claim
2. How satisfied are you with the process of filing claims on the insurance provided to TAs/GAs/RAs?	632	2.6	63 [10.0%]	115 [18.2%]	47 [7.4%]	76 [12.0%]	331 [52.4%]

IIX. Experiences with OSU Services for Students

Data from the questions related to student services and administrative offices are summarized in **Table 10**. Individual comments related to student services are given in **Appendix A**.

Regarding computer services on campus:

- ◆ 94% of students agree/agree somewhat that the OSU website [www.okstate.edu] is helpful when they need information.
- ◆ 74% of students agree/agree somewhat that the email services at OSU have met their needs as a graduate student.

For students who are aware of and use the various services on campus:

- ◆ 44% of students [of those who thought that financial aid was applicable] have received adequate information regarding financial assistance.
- ◆ 60% of students indicated that they are satisfied/somewhat satisfied with the student health services available on this campus.
- ◆ 68% of students believe that OSU transit services should be expanded.
- ◆ 81% of students believe that the research resources on campus have met their needs as a graduate student.
- ◆ 89% believe that library resources at OSU have met their needs as a graduate student.
- ◆ 51% of students aware of career services believe that career services have met their needs.
- ◆ 32% of students with families believe that services for students with families at OSU have met their needs.
- ◆ 47% of students who used counseling services believe that these services have met their needs as a graduate student.
- ◆ 52% of students with disabilities thought that services for students with disabilities have met their needs as a graduate student.
- ◆ 34% of minority students believe that services for minority students have met their needs.
- ◆ 81% of international students believe that services for international students [ISS] have met their need as a graduate student.

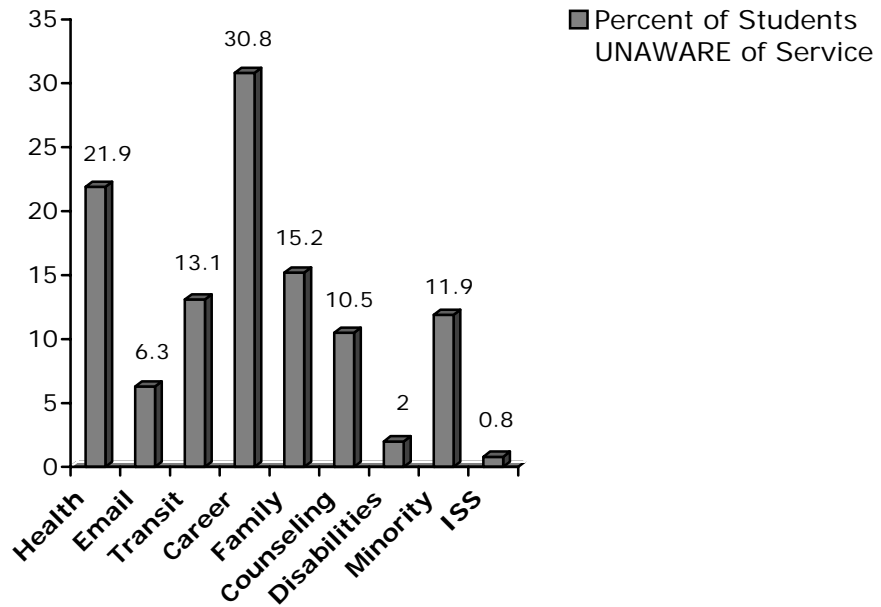


Figure 8: Comparison of Lack Of Awareness of Services at OSU*

** Only students who indicated that they were unaware of the service are included in this figure.*

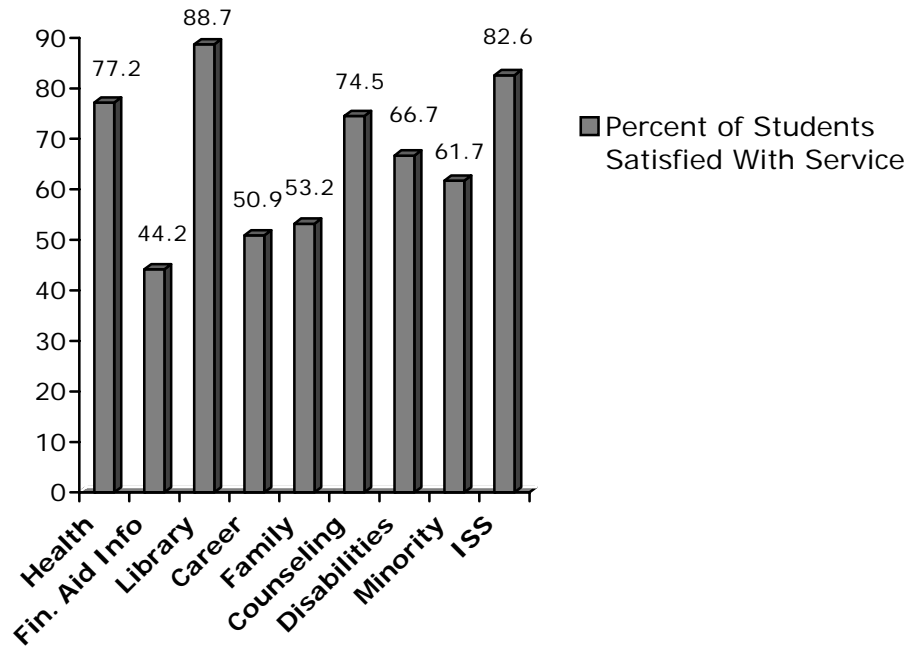


Figure 9: Comparison of Satisfaction With Services at OSU

** Only students who indicated that they utilize the service in question are included in this figure.*

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 by service in [Appendix A, OEQ 42](#). Most frequent comments were on Career Services, Computers, Email & Internet,

Examples of these comments are:

- ◆ *Transit service needs improvement. The buses are unreliable, at best.*
- ◆ *Career Services needs to coordinate more with the graduate programs to bring more employers to campus that are looking for advanced degrees. Graduate students currently compete on campus with undergraduates for entry-level jobs.*
- ◆ *Computer services at OSU are inconsistent. I need multiple logins and passwords to login to the myriad of computers on campus. I should have one account that works on all computers, with capabilities that are dependant upon my enrollment.*
- ◆ *I was unaware of the services for minorities... I wish more information would have been available to me.*
- ◆ *The people who are employed by OSU are here to meet the students' needs. When I go to seek out services from financial aid, personnel, and the bursar I have been treated with aloofness and coolness. They get paid to help me and its like I'm bothering them.*
- ◆ *The library has not had many of the scholarly research journals I have needed for my research and as a result many times I have to drive to Norman and use University of Oklahoma library to meet my research needs.*
- ◆ *The people who are employed by OSU are here to meet the students' needs. When I go to seek out services from financial aid, personnel, and the bursar I have been treated with aloofness and coolness. They get paid to help me and its like I'm bothering them.*
- ◆ *More specific Financial Aid for graduate students should be implemented and explained in great detail.*

Table 10: Student Services

Students were asked to indicate their level of satisfaction or agreement with the following items on a 4-point scale where 4 indicated highest satisfaction/agreement and 1 indicated lowest satisfaction/agreement. The average satisfaction/agreement score and percentages were calculated omitting “not applicable” and “not aware of this service” responses.

	<i>n</i>	Not Aware Of This Service	Not Applicable	Average Satisfaction Score	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
1. How satisfied are you with the health services available to you on this campus?	904	198 [21.9%]	—	3.0	240 [26.5%]	305 [33.7%]	98 [10.8%]	63 [7.0%]
	<i>n</i>	Not Aware Of This Service	Not Applicable	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
2. I have received adequate information regarding financial assistance available to graduate students.	904	—	124 [13.7%]	2.3	129 [14.3%]	216 [23.9%]	196 [21.7%]	239 [26.4%]
3. OSU should expand transit services on campus.	908	119 [13.1%]	—	3.2	385 [42.4%]	229 [25.2%]	105 [11.6%]	70 [7.7%]
4. Research resources at OSU have met my needs as a graduate student.	908	—	—	3.1	359 [39.5%]	371 [40.9%]	119 [13.1%]	59 [6.5%]
5. The library resources at OSU have met my needs as a graduate student.	908	—	—	3.4	491 [54.1%]	314 [34.6%]	75 [8.3%]	28 [3.1%]
6. Career services at OSU have met my needs as a graduate student.	906	279 [30.8%]	—	2.4	85 [9.4%]	234 [25.8%]	139 [15.3%]	169 [18.7%]
7. Services for students with families at OSU have met my needs as a graduate student.	904	137 [15.2%]	564 [62.4%]	2.5	47 [5.2%]	61 [6.7%]	48 [5.3%]	47 [5.2%]
8. Counseling services available at OSU have met my needs as a graduate student.	902	95 [10.5%]	642 [71.2%]	3.0	65 [7.2%]	58 [6.4%]	22 [2.4%]	20 [2.2%]
9. Services for students with disabilities at OSU have met my needs as a graduate student.	901	18 [2.0%]	817 [90.7%]	3.0	34 [3.8%]	10 [1.1%]	10 [1.1%]	12 [1.3%]
10. Services for minority students at OSU have met my needs as a graduate student.	899	107 [11.9%]	659 [73.3%]	2.7	37 [4.1%]	45 [5.0%]	21 [2.3%]	30 [3.3%]
11. Services for international students at OSU have met my needs as a graduate student.	898	7 [0.8%]	551 [61.4%]	3.2	156 [17.4%]	125 [13.9%]	34 [3.8%]	25 [2.8%]

Table 10: Student Services (cont.)

	<i>n</i>	Not Aware Of This Service	Not Applicable	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
12. The email services at OSU have met my needs as a graduate student.	908	57 [6.3%]	–	3.1	397 [43.7%]	273 [30.1%]	73 [8.0%]	108 [11.9%]

	<i>n</i>	Not Aware Of This Service	Never Used the OSU Website	Average Agreement Score	Very Helpful	Helpful	Not Helpful
13. How helpful is the OSU website [www.okstate.edu] when you need information?	908	–	10 [1.1%]	2.4*	436 [48.0%]	415 [45.7%]	47 [5.2%]

* On a scale of 1-3, with 3 as the highest possible value.

IX. Campus Climate & Diversity

Data from the questions related to campus climate/diversity are summarized in [Tables 11, 12, and 13](#). Individual comments related to discrimination are given in [Appendix D](#); [Appendix A](#) also contains some comments related to campus climate/diversity.

- ◆ 88.3% of graduate students agreed/agreed somewhat that OSU is a friendly campus towards those with culturally diverse backgrounds; 11.7% disagreed somewhat/disagreed with this statement.
- ◆ 31.9% of graduate students stated that they had *experienced* some type of discrimination at OSU. The most frequent bases of experienced discrimination were cited as nationality [13.3%], race [13.2%], and gender [8.4%].
- ◆ 41.2% of graduate students stated that they had *observed* discrimination at OSU. The most frequent bases of observed discrimination were nationality [20.9%], race [18.8%], and gender [13.4%].

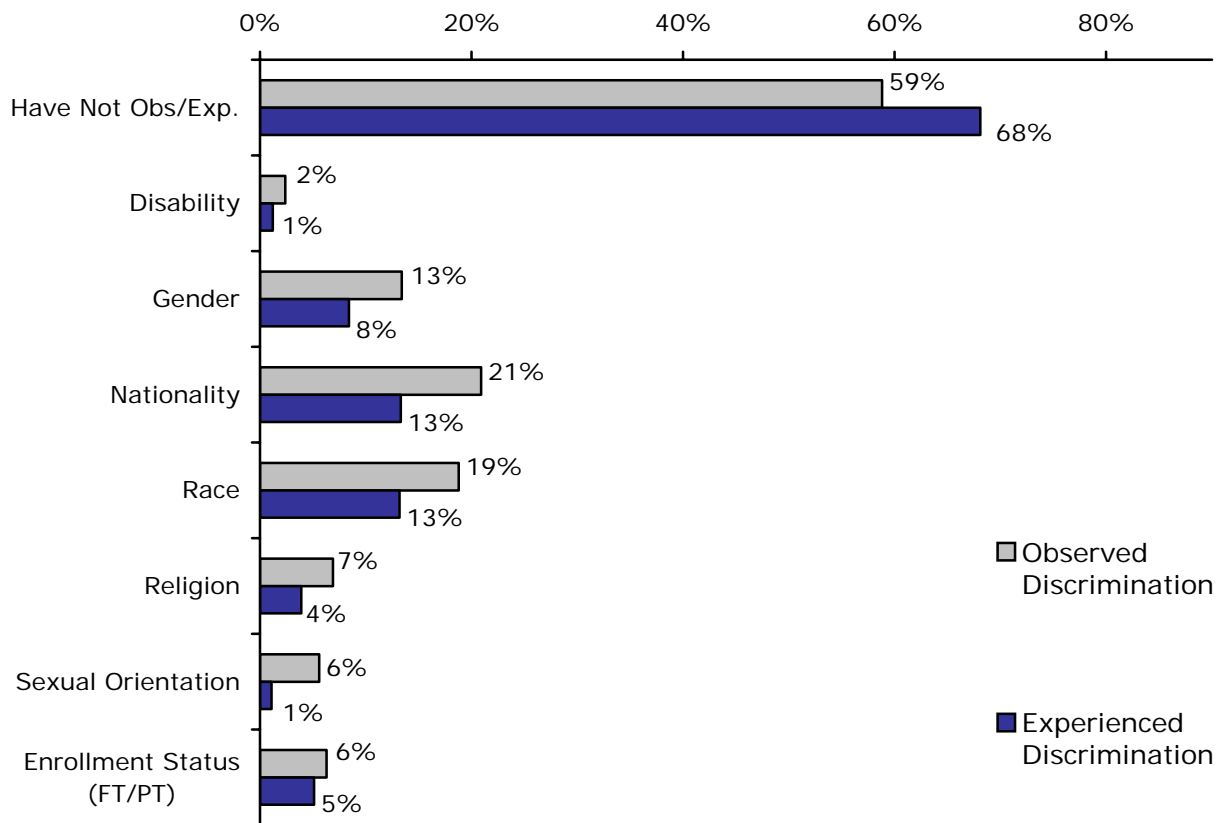


Figure 10: Observed vs. Experienced Discrimination By Types

Table 11: Experienced Discrimination at OSU

	Experienced discrimination based on:								
	<i>n</i>	Disability	Gender	Nationality	Race	Religion	Sexual Orientation	Enrollment Status	Have Not Experienced Discrimination @ OSU
International Students	323	<1%	3%	31%	27%	7%	<1%	2%	56%
African American	15	0%	6%	0%	26%	0%	6%	6%	66%
Hispanic American	12	0%	50%	25%	42%	8%	8%	8%	33%
American Indian/ Alaskan	26	0%	27%	4%	19%	0%	0%	4%	62%
Asian American	12	0%	0%	25%	33%	33%	0%	0%	58%
White, non-Hispanic	482	1%	10%	2%	2%	1%	1%	7%	80%
Total	870	1%	8%	13%	13%	4%	1%	5%	68%

Table 12: Observed Discrimination at OSU

	Observed Discrimination Based On:								
	<i>n</i>	Disability	Gender	Nationality	Race	Religion	Sexual Orientation	Enrollment Status	Have Not Observed Discrimination @ OSU
International Students	323	<1%	5%	4%	3%	8%	1%	3%	50%
African American	15	0%	13%	0%	27%	0%	0%	6%	66%
Hispanic American	12	0%	50%	25%	50%	8%	8%	0%	33%
American Indian/ Alaskan	26	4%	31%	15%	31%	0%	12%	15%	54%
Asian American	12	0%	8%	17%	25%	0%	8%	16%	67%
White, non-Hispanic	482	3%	12%	12%	10%	7%	8%	8%	67%
Total	870	2%	13%	21%	19%	7%	6%	6%	59%

Table 13: Campus Climate

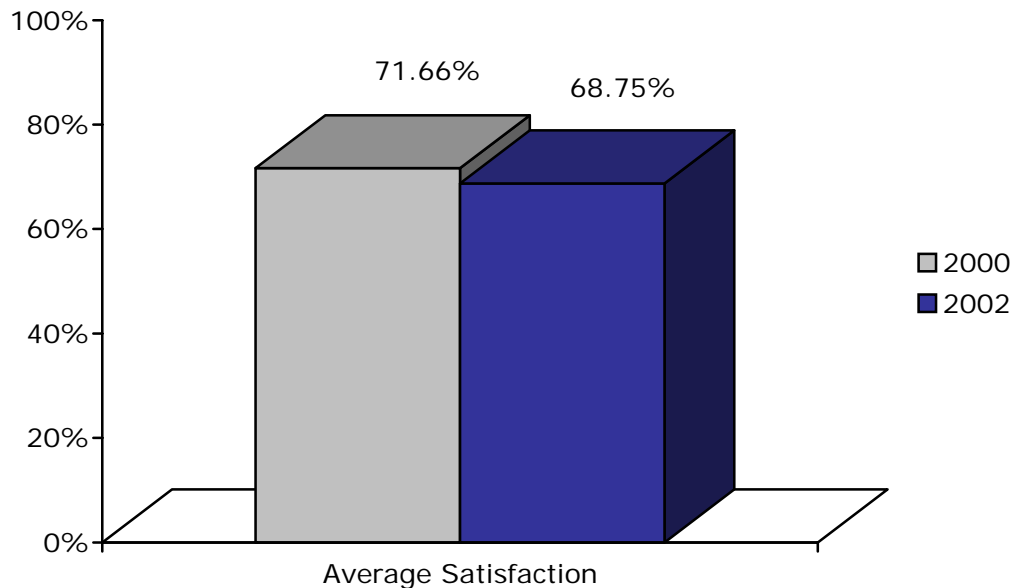
Students were asked to indicate their level of satisfaction or agreement with the following items on a 4-point scale where 4 indicated highest satisfaction/agreement and 1 indicated lowest satisfaction/agreement.

	<i>n</i>	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1 OSU is a friendly campus towards those with culturally diverse backgrounds.	885	3.4	458 [51.8%]	323 [36.5%]	69 [7.8%]	35 [4.0%]
2. I feel safe as a graduate student at OSU.	884	3.7	685 [77.5%]	172 [19.5%]	19 [2.1%]	8 [0.9%]
3. I feel that OSU provides adequate protection against intimidation, harassment, and/or discrimination for international students.	883	3.4	488 [55.3%]	314 [35.6%]	56 [6.3%]	25 [2.8%]

X. Satisfaction with the Graduate College

Data from the questions related to the Graduate College at OSU are summarized in **Table 14**.

- ◆ 81.6% of graduate students surveyed reported that they were satisfied/somewhat satisfied with the admission process to OSU graduate studies.
- ◆ 61.8% of students indicated that they received adequate information from the Graduate College regarding campus programs and services. 38.2% disagreed/disagreed somewhat with this statement.
- ◆ 77.5% of students are satisfied with the helpfulness of the Graduate College staff in responding to their concerns and questions



**Figure 11: Comparison of Responses to Q 51*
Between 2000 and 2002 Survey Data**

*Q 51: When I began my graduate studies at OSU I received adequate information from the Graduate College regarding campus programs and services.

Table 14: Graduate College

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

	<i>n</i>	Average Agreement Score	Agree	Agree Somewhat	Disagree Somewhat	Disagree
1. When I began graduate studies at OSU I received adequate information from the Graduate College regarding campus programs and services.	878	2.8	253 (28.8%)	290 (33.0%)	199 (22.7%)	136 (15.5%)
	<i>n</i>	Average Satisfaction Score	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
2. How satisfied were you with the admissions process when you entered graduate school at OSU?	878	3.3	455 (51.8%)	262 (29.8%)	93 (10.6%)	68 (7.7%)
3. How satisfied are you with the helpfulness of the Graduate College staff in responding to your concerns and questions?	877	3.1	335 [38.2%]	345 [39.3%]	128 [14.6%]	69 [7.9%]

XI. 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 323 students identified themselves as international students on the questionnaire and 547 identified themselves as domestic [U.S.] students. Responses for these populations are summarized and compared in Tables 15 and 16. 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 *more satisfied* with the computer resources available to them in their program, and likewise significantly *more satisfied* with the email services available at OSU.
- ◆ International students were significantly *less satisfied* with their department's support for underrepresented groups.
- ◆ With respect to student life, international students are significantly *more interested* than domestic students in the expansion of transit services on campus, and significantly *more satisfied* with the services available to families at OSU.
- ◆ International students were significantly *more satisfied* with the information received from the Graduate College about campus programs and services.
- ◆ International students are significantly *more satisfied* with the direction and support given teaching assistants for the improvement of their teaching skills.
- ◆ Regarding the students' education at OSU, international students are significantly *more confident* that their education is preparing them for a career *outside of academia*, however scores did not differ significantly between international and domestic students regarding preparation for careers *in academia*.
- ◆ Comparisons of experienced and observed discrimination at OSU between international and domestic students showed variation in observed *and* experienced discrimination between the two cohorts.
 - International students were *more likely* than U.S. students to have experienced and observed discrimination on the bases of nationality and race.
 - A significantly greater number of domestic students reported *not* experiencing or observing discrimination at OSU.
 - Domestic students experienced and observed *significantly more* discrimination on the bases of gender and sexual orientation.

Table 15. Average Scores on Items for International & Domestic Graduate Students

A * indicates mean scores are significantly different at $p < 0.01$.

	International Students	U.S. Students
I. Overall Satisfaction		
<i>[4= satisfied 3=somewhat satisfied 2= somewhat dissatisfied 1=dissatisfied]</i>		
How would you rate your overall satisfaction with your experience as a graduate student at OSU?	3.2	3.4
II. Academic Program Climate/Quality		
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>		
How satisfied are you with your relationships and interactions with faculty in your department?	3.4	3.4
How would you rate your satisfaction with the overall quality of your academic program?	3.3	3.4
How satisfied are you with the computer resources available to you in your program?	3.3	3.0 *
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>		
Research resources (facilities, equipment, computers, etc.) at OSU have met my needs as a graduate student.	3.2	3.1
My department provides a supportive environment for underrepresented groups.	3.0	3.3 *
I have received encouragement from faculty to conduct my own research.	3.4	3.4
<i>[5=very satisfied 4=somewhat satisfied 3=ambivalent 2=somewhat dissatisfied 1=very dissatisfied]</i>		
Choose the option which best describes your feelings about your relationships with other graduate students in your department.	4.0	4.3
III. Relationships with Advisors & Committee		
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>		
My advisor is approachable.	3.7	3.6
My advisor takes sufficient time to address my questions or concerns.	3.6	3.5
My advisor has provided me with accurate information regarding degree requirements.	3.6	3.4
My advisor provides constructive & informative feedback on my work.	3.5	3.4
My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals, etc.).	3.3	3.2
My advisory <i>committee</i> provides supportive and helpful guidance.	3.2	3.1

Table 15, cont.

IV. Assistantships & Teaching Assistantships	International Students	U.S. Students	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
Faculty in my department provide teaching assistants with support and direction so they can improve their teaching skills.	3.3	2.7	*
I am provided with adequate resources (copies, equipment, computer access, printing, etc.) to perform my teaching responsibilities.	3.6	3.3	
Teaching assistants should be eligible for faculty/staff parking permits.	3.6	3.7	
I think TA, RA, and GA salaries are adequate.	2.3	2.3	
<i>[4=excellent preparation 3=adequate preparation 2=little preparation 1=no preparation]</i>			
How would you describe the amount of preparation you received before entering the classroom or lab as an instructor?	3.0	2.5	
V. Travel Monies			
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
Departmental travel monies for the presentation of conference papers meet my needs as a graduate student.	2.5	2.2	
Graduate and Professional Student Association travel awards meet my needs as a graduate student.	2.2	1.9	
VI. Preparation For Careers			
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
My education at OSU is adequately preparing me for an <i>academic career</i> .	3.3	3.4	
My education at OSU is adequately preparing me for a career <i>outside of academia</i> .	3.0	3.3	*
VII. Health Insurance			
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>			
How satisfied are you with the health insurance benefits available to TAs/GAs/RAs?	2.8	2.3	
How satisfied are you with the process of filing claims on the insurance provided to TAs/GAs/RAs?	2.8	2.4	
VIII. Experiences with Services for Students			
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>			
How satisfied are you with student health services available to you on this campus?	3.0	3.0	
The library resources at OSU have met my needs as a graduate student.	3.5	3.4	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
I have received adequate information regarding financial assistance available to graduate students.	2.3	2.3	
OSU should expand transit services on campus.	3.6	2.8	*
Career services at OSU have met my needs as a graduate student.	2.3	2.5	
Services for students with families at OSU have met my needs as a graduate student.	2.9	2.0	*

Table 15, cont.

	International Students	U.S. Students	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
Counseling services available at OSU have met my needs as a graduate student.	2.8	3.2	
Services for students with disabilities at OSU have met my needs as a graduate student.	3.3	2.7	
Services for minority students at OSU have met my needs as a graduate student.	2.7	2.6	
Services for international students (<i>specifically, the Office of International Students and Scholars</i>) at OSU have met my needs as a graduate student.	3.2	3.1	
The e-mail services at OSU have met my needs as a graduate student.	3.3	3.0	*
There is enough scholarship money available to graduate students.	1.9	1.9	
<i>[3=helpful 2=slightly helpful 1=not helpful]</i>			
How helpful is the OSU website (www.okstate.edu) when you need information?	2.5	2.4	

IX. Campus Climate / Diversity

	International Students	U.S. Students	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
OSU is a friendly campus toward those with culturally diverse backgrounds.	3.4	3.3	
I feel safe as a graduate student at OSU.	3.7	3.8	
I feel that OSU provides adequate protection against intimidation, harassment, and/or discrimination for international students.	3.4	3.4	

X. Graduate College: Satisfaction

	International Students	U.S. Students	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
When I began my graduate studies at OSU, I received adequate information from the Graduate College regarding campus programs and services.	3.0	2.6	*
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>			
How satisfied were you with the admissions process when you entered graduate school at OSU?	3.2	3.3	
How satisfied are you with the helpfulness of the Graduate College staff in responding to your concerns and questions?	3.2	3.0	

Table 16: Comparisons Of International Students to U.S. Graduate Students Who Had Experienced Or Observed Discrimination At OSU.

If you have <i>experienced</i> discrimination at OSU, on what basis did it occur?			
		International Students	U.S. Students
I have not experienced discrimination at OSU.	*	50.8%	65.1%
Disability		1.2%	3.1%
Gender	*	5.6%	18.6%
Nationality	*	37.2%	11.9%
Race	*	30.3%	13.0%
Religion		8.0%	6.3%
Sexual Orientation	*	1.5%	7.9%
Enrollment Status [full- or part-time enrollment]	*	3.4%	8.0%

If you have <i>observed</i> discrimination at OSU, on what basis did it occur?			
		International Students	U.S. Students
I have not observed discrimination at OSU.	*	55.7%	77.5%
Disability		<1%	1.6%
Gender	*	3.1%	12.1%
Nationality	*	31.3%	3.1%
Race	*	27.2%	5.7%
Religion	*	7.1%	1.8%
Sexual Orientation		<1%	1.3%
Enrollment Status [full- or part-time enrollment]		2.5%	6.9%

A * indicates significant difference at $p < 0.01$ based on chi-square comparison of *experienced* and *observed* frequencies.

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 547 students identified themselves as U.S. students. Of these, 15 identified themselves as African American, 26 identified themselves as American Indian or Alaskan, 12 identified themselves as Asian American, 12 identified themselves as Hispanic, and 482 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 17 and 18.

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:

- ◆ Experienced and observed discrimination was significantly higher on the basis of race. No other forms of observed discrimination differed significantly between ethnic groups.
- ◆ Experienced discrimination differed significantly between ethnic groups on the basis of gender, nationality, and race.
- ◆ Hispanic students expressed significantly lower responses to the statement regarding departments and their support of underrepresented groups. White, non-Hispanic students rated this statement significantly higher than other ethnic groups.
- ◆ Identical ratings were marked across the board among ethnic groups regarding the students' relationships with other graduate students in their department, with a rating between "satisfied" and "very satisfied".
- ◆ There were marked differences among ethnic groups in response to the statement, "OSU is a friendly campus towards those with culturally diverse backgrounds", with Hispanic students marking significantly lower responses than other ethnic groups, and white, non-Hispanic students marking significantly higher responses.

Table 17. 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.

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
I. Overall Satisfaction					
<i>[4= satisfied 3=somewhat satisfied 2= somewhat dissatisfied 1=dissatisfied]</i>					
How would you rate your overall satisfaction with your experience as a graduate student at OSU?	3.4	3.3	3.3	3.3	3.4
II. Academic Program Climate/Quality					
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>					
How satisfied are you with your relationships and interactions with faculty in your department?	3.4	3.3	3.6	3.1	3.4
How would you rate your satisfaction with the overall quality of your academic program?	3.6	3.4	3.5	3.1	3.4
How satisfied are you with the computer resources available to you in your program?	3.5	3.2	3.5	3.1	3.0
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
Research resources (facilities, equipment, computers, etc.) at OSU have met my needs as a graduate student.	3.6	3.2	3.0	2.8	3.1
My department provides a supportive environment for underrepresented groups.	3.1	3.1	3.0	2.5 ↓	3.4 ↑
I have received encouragement from faculty to conduct my own research.	3.2	3.4	3.3	3.3	3.2
<i>[5=very satisfied 4=somewhat satisfied 3=ambivalent 2=somewhat dissatisfied 1=very dissatisfied]</i>					
Choose the option which best describes your feelings about your relationships with other graduate students in your department.	4.3	4.3	4.3	4.3	4.3

Table 17, cont.

III. Relationships with Advisors & Committee

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
My advisor is approachable.	3.7	3.6	3.7	3.7	3.6
My advisor takes sufficient time to address my questions or concerns.	3.5	3.4	3.8	3.6	3.5
My advisor has provided me with accurate information regarding degree requirements.	3.4	3.1	3.8	3.1	3.4
My advisor provides constructive & informative feedback on my work.	3.5	3.4	3.6	3.4	3.4
My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals, etc.).	3.1	3.4	3.2	3.6	3.2
My advisory <i>committee</i> provides supportive and helpful guidance.	2.8	3.3	3.3	3.4	3.1

IV. Assistantships & Teaching Assistantships

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
Faculty in my department provide teaching assistants with support and direction so they can improve their teaching skills.	2.8	2.9	3.0	3.0	2.7
I am provided with adequate resources (copies, equipment, computer access, printing, etc.) to perform my teaching responsibilities.	4.0	2.9	4.0	3.3	3.3
Teaching assistants should be eligible for faculty/staff parking permits.	4.0	3.6	3.5	3.3	3.7
I think TA, RA, and GA salaries are adequate.	2.3	2.3	1.8	2.3	2.3
<i>[4=excellent preparation 3=adequate preparation 2=little preparation 1=no preparation]</i>					
How would you describe the amount of preparation you received before entering the classroom or lab as an instructor?	2.0	2.3	3.5	2.8	2.6

V. Travel Monies

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
Departmental travel monies for the presentation of conference papers meet my needs as a graduate student.	1.9	2.6	2.2	2.2	2.2
Graduate and Professional Student Association travel awards meet my needs as a graduate student.	1.6	2.2	2.4	2.0	1.9

VI. Preparation For Careers

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
My education at OSU is adequately preparing me for an <i>academic career</i> .	3.5	3.4	3.3	3.3	3.4
My education at OSU is adequately preparing me for a career <i>outside of academia</i> .	3.5	3.1	3.3	3.3	3.3

Table 17, cont.

VII. Health Insurance

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>					
How satisfied are you with the health insurance benefits available to TAs/GAs/RAs?	2.1	2.6	2.5	2.3	2.2
How satisfied are you with the process of filing claims on the insurance provided to TAs/GAs/RAs?	2.7	2.8	2.3	2.3	2.3

VIII. Experiences with Services for Students

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>					
How satisfied are you with student health services available to you on this campus?	3.0	3.5	3.0	2.7	3.0
The library resources at OSU have met my needs as a graduate student.	3.4	3.4	3.3	2.9	3.4
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
I have received adequate information regarding financial assistance available to graduate students.	2.2	2.3	2.3	2.7	2.3
OSU should expand transit services on campus.	2.9	3.3	3.4	2.9	2.8
Career services at OSU have met my needs as a graduate student.	2.3	2.6	2.3	1.9	2.5
Services for students with families at OSU have met my needs as a graduate student.	2.0	1.5	2.3	1.0	2.1
Counseling services available at OSU have met my needs as a graduate student.	4.0	3.1	3.5	1.0	3.2
Services for students with disabilities at OSU have met my needs as a graduate student.	—	3.0	4.0	1.0	2.8
Services for minority students at OSU have met my needs as a graduate student.	2.2	3.0	2.9	1.9	2.6
Services for international students (<i>specifically, the Office of International Students and Scholars</i>) at OSU have met my needs as a graduate student.	—	3.7	2.5	2.0	3.2
The e-mail services at OSU have met my needs as a graduate student.	3.5	3.0	3.2	2.8	3.0
There is enough scholarship money available to graduate students.	1.8	1.9	1.8	2.4	1.9
<i>[3=helpful 2=slightly helpful 1=not helpful]</i>					
How helpful is the OSU website (www.okstate.edu) when you need information?	2.6	2.4	2.7	2.6	2.4

IX. Campus Climate / Diversity

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
OSU is a friendly campus toward those with culturally diverse backgrounds.	3.2	2.9	3.0	2.6 ↓	3.4 ↑
I feel safe as a graduate student at OSU.	2.0	3.6	3.8	3.3	3.8
I feel that OSU provides adequate protection against intimidation, harassment, and/or discrimination for international students.	3.3	3.2	3.0	2.7	3.5

Table 17, cont.

X. Graduate College: Satisfaction

	African American [n=15]	American Indian [n=26]	Asian [n=12]	Hispanic [n=12]	White, non-Hispanic [n=482]
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>					
When I began my graduate studies at OSU, I received adequate information from the Graduate College regarding campus programs and services.	2.9	2.8	3.4	2.3	2.5
<i>[4= satisfied 3=somewhat satisfied 2=somewhat dissatisfied 1=dissatisfied]</i>					
How satisfied were you with the admissions process when you entered graduate school at OSU?	3.5	3.4	3.4	3.3	3.3
How satisfied are you with the helpfulness of the Graduate College staff in responding to your concerns and questions?	3.4	3.4	3.3	3.1	3.0

Table 18: Percent Of Students From Ethnic Groups Who Had Experienced Or Observed Discrimination At OSU.

Responses of African-American, Hispanic, American Indian and Asian-American students were compared with responses of White, non-Hispanic students. An * indicates significant difference at $p < 0.01$ based on chi-square comparison of expected and observed frequencies.

If you have <u>observed</u> discrimination at OSU, on what basis did it occur?						
		African American [n=15]	Hispanic [n=12]	American Indian [n=26]	Asian [n=12]	White, non-Hispanic [n=482]
I have not observed discrimination at OSU.		66.7%	33.3%	53.8%	66.7%	66.4%
Disability		—	—	3.8%	—	3.3%
Gender		13.3%	50.0%	30.8%	8.3%	17.6%
Nationality		—	25.0%	15.4%	16.7%	11.6%
Race	*	26.7%	50.0%	30.8%	25.0%	10.4%
Religion		—	8.3%	—	—	6.8%
Sexual Orientation		—	8.3%	11.5%	8.3%	7.9%
Enrollment Status [full- or part-time enrollment]		6.7%	—	15.4%	16.7%	7.7%

If you have <u>experienced</u> discrimination at OSU, on what basis did it occur?						
		African American [n=15]	Hispanic [n=12]	American Indian [n=26]	Asian [n=12]	White, non-Hispanic [n=482]
I have not experienced discrimination at OSU.	*	66.7%	33.3%	61.5%	58.3%	80.3%
Disability		—	—	—	—	1.9%
Gender	*	6.7%	50.0%	26.9%	—	10.8%
Nationality	*	—	33.3%	3.8%	25.0%	2.1%
Race	*	26.7%	41.7%	19.2%	33.3%	2.7%
Religion		—	8.3%	—	—	1.9%
Sexual Orientation		6.7%	8.3%	—	—	1.0%
Enrollment Status [full- or part-time enrollment]		6.7%	8.3%	3.8%	16.7%	6.8%

A * indicates significant difference at $p < 0.01$ based on chi-square comparison of *experienced* and *observed* frequencies.

Responses of Masters Students compared with Doctoral Students

A total of 513 students stated that they were seeking a master’s degree and 359 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 [average score 3.4] agreed at a *significantly higher* rate than masters students [3.1] with the statement, “I have received encouragement from faculty to conduct my own research.”
- ◆ Items relating to the approachability of advisors did not differ significantly between groups, however the item about advisors giving students constructive and informative feedback about their work did differ, with doctoral students agreeing at a higher rate than masters students.
- ◆ Master’s students believed that their advisors encourage their professional development *significantly less* than do doctoral students.
- ◆ Doctoral students indicated *significantly higher agreement* than masters students regarding the amount of supportive and helpful guidance they receive from their advisory committee.

Table 19. Comparison of Masters Students and Doctoral Students Relationships with Advisors & Committee

A * indicates mean scores are significantly different at p<0.01.

	Masters Students [n=513]	Doctoral Students [n=359]	
<i>[4=agree 3=agree somewhat 2=disagree somewhat 1=disagree]</i>			
My advisor is approachable.	3.6	3.7	
My advisor takes sufficient time to address my questions or concerns.	3.5	3.6	
My advisor has provided me with accurate information regarding degree requirements.	3.5	3.4	
My advisor provides constructive & informative feedback on my work.	3.3	3.6	*
My advisor encourages my professional development (e.g., participation in professional meetings, publishing in scholarly journals, etc.).	3.1	3.5	*
My advisory <i>committee</i> provides supportive and helpful guidance.	3.1	3.4	*
I have received encouragement from faculty to conduct my own research.	3.1	3.4	*

Appendix: Open-Ended Questions

OSU Meeting the Needs of Graduate Students

“What specific actions do you think OSU should take 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 666 individual responses are given in the Appendix, OEQ 7.

The most common issues students raised in response to this question were:

- ◆ 16% of responses were comprised of requests for financial aid, scholarships, and grants.
- ◆ 13% of responses were made regarding graduate course requirements, course selections, and courses offered in specific programs.
- ◆ 10% had comments about distance-learning, OSU-Tulsa, and non-traditional students, and the division between campuses which inconveniences students.
- ◆ 8% had suggestions regarding courses and graduate study.
- ◆ 8% expressed concerns about funding for, distribution of, and payment of assistants.
- ◆ 6% of responses were made regarding faculty, staff, and selection of student advisors.
- ◆ 6% made statements regarding career preparation and career opportunities after graduation, including requests for career fairs.

Important Issues for GPSA

“What issue[s] of importance should the OSU Graduate & Professional Student Association [GPSA] address?”

The survey also included an open-ended question asking students what issues they thought OSU GPSA should address. The 416 individual responses are given in the Appendix, OEQ 8.

The most common issues students raised in response to this question were:

- ◆ 15% of respondents expressed a lack of knowledge of the GPSA, its purpose, and how to join the organization.
- ◆ 9% of the comments made were on the topics of fee waivers, financial aid, and requests for the GPSA to centralize scholarship information.
- ◆ 8% of respondents insisted the GPSA should improve benefits and working conditions for students with assistantships.
- ◆ 8% of respondents asked for assistance with job placement after graduation.
- ◆ 8% expressed praise for the GPSA, and suggestions for improvement of the GPSA’s policies.
- ◆ 6% of respondents expressed concern about the insurance benefits available to graduate students with assistantships.
- ◆ 4% asked for more money for travel expenses.
- ◆ 3% of respondents expressed concerns about parking and transit.

Advisors & Advisory Committee

“If you have any additional comments about your advisor or advisory committee, please provide them below.”

The survey included an open-ended question asking students about their advisors and advisory committee. The 238 individual responses are given in the Appendix, OEQ 18.

The most common issues students raised in response to this question were:

- ◆ 45% of responses were positive statements regarding advisors and advisory committees.
- ◆ 39% of responses were negative comments regarding advisors and advisory committees.
- ◆ 6% of comments made were regarding distance-learning/OSU-Tulsa/non-traditional students and their concerns about advisors.

Assistantship Experiences

If you have any additional comments about your experiences as a TA/GA/RA, please provide them below:

The survey included an open-ended question asking students what experiences they had as a TA/GA/RA that they wanted to comment about. The 192 individual responses are given in the Appendix, OEQ 27.

The most common issues students raised in response to this question were:

- ◆ 22% of respondents had comments to make regarding the insurance available to graduate assistants, specifically the coverage available and the cost of the insurance to graduate students with families.
- ◆ 20% of responses were suggestions that the salaries offered to assistants were somehow unfair, unequal across departments, or insufficient.
- ◆ 17% of comments made in response to this question concerned working conditions assistants have to deal with, often concerning office space available, computers, class sizes, and research pressures.
- ◆ 15% of the comments student respondents made concerned departmental preparation for teaching in the classroom, or other teaching experiences.
- ◆ 5% of students insisted that all graduate student tuition be waived, or that non-resident tuition waivers offered are somehow unfair.

Student Services

“If you have any comments about student services at OSU, please choose a service named in the previous questions. How, specifically, can this service be improved?”

This open-ended question allowed students to respond regarding services provided by OSU. The 167 individual responses are given in the Appendix, OEQ 42.

The most common issues students raised in response to this question were:

- ◆ 13% of respondents were dissatisfied with career services and had suggestions to make regarding improvements to career services.
- ◆ 12% of students had similar comments regarding student email services and internet access.
- ◆ 11% of respondents are displeased with the computer resources available to them on campus and in specific departments.
- ◆ 10% of students believed there should be more parking options available on campus for teaching assistants, or that transit services on campus could be improved.
- ◆ 9% of students expressed displeasure with the International Students and Scholars office.
- ◆ 8% of students had suggestions to make regarding the Library.
- ◆ 5% of students believed that minority student services could be improved.
- ◆ 2% believed that services for students with disabilities were insufficient.

Campus Climate & OSU Policies

“If you have any concerns, questions, or statements about OSU’s policies and/or methods for dealing with discrimination, harassment, treatment of international students, etc., please list them below:”

This question was intended to probe student feelings about the social climate of OSU’s campus, as well as address concerns about international students and their treatment stemming from the September 11th terrorist attacks. The 100 individual responses are given in the Appendix.

The most common issues students raised in response to this question were:

- ◆ 22% of responses indicated OSU faculty/staff/administrators committed discriminatory actions (favoritism, racism, inclusionary or exclusionary practices).
- ◆ 14% of responses indicated OSU students and the Stillwater community committed discriminatory actions (favoritism, racism, inclusionary or exclusionary practices).
- ◆ 14% of responses to this question were suggestions as to how OSU can improve their policies, or types of discrimination (such as age discrimination) that were not explicitly addressed in this survey.
- ◆ 12% of students expressed concerns about reverse discrimination, stating that international/minority students have more advantages than do students of the majority.
- ◆ 9% of students had positive comments to make regarding OSU’s campus climate.

Graduate College Orientation

“What information/programs that could be provided by the Graduate College would have been helpful to you during orientation?”

This item was written to determine what information graduate students thought it was important to receive during orientation. The 207 individual responses are given in the Appendix.

The most common issues students raised in response to this question were:

- ◆ 26% of respondents either stated that they had not been informed of an orientation or that there was no orientation available when they first attended OSU.
- ◆ 19% of respondents requested information regarding courses, studies at OSU, tuition costs, and other academic concerns.
- ◆ 16% of students expressed opinions about the Graduate College itself, the Graduate College staff, and Graduate College policies.
- ◆ 7% of respondents requested information about financial aid, employment opportunities, and other forms of financial assistance.
- ◆ 7% of respondents had positive comments to make about orientation, or suggestions as to how to improve orientation overall.
- ◆ 6% of respondents requested information regarding student life at OSU, such as housing opportunities, community and university services, and organizations at OSU.
- ◆ 2% of respondents asked for changes to the orientation schedule.

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