

# Graduate Student Survey

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## Start of Block: Academic Advising

Q1 The following items are about your experiences with academic advising. Please rate the extent to which you agree with each item using the following scale.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
The academic advising I received helped me progress in my program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the academic advising I received. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q2 What did you like about the academic advising you received? Tell us in the text box below.

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Q16 If you were not satisfied with the academic advising you received, tell us why in the text box below.

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## End of Block: Academic Advising

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## Start of Block: Thesis/Dissertation

Q15 Are you doing a thesis/dissertation?

Yes (1)

No (2)

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*Display This Question:*

*If Are you doing a thesis/dissertation? = Yes*

Q4 The following questions ask about your thesis/dissertation advisor. Please rate the extent to which you agree with each item using the following scale.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	N/A (5)
Helps me identify a suitable research topic. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me develop my ideas into a workable proposal or prospectus. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me design and implement my research plan. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides feedback promptly on drafts of my thesis/dissertation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps with my transition into a role as a professional or academic in my field. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages me to submit my work for publication. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages me to present my work at conferences. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborates with me on research for presentation or publication. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Thesis/Dissertation

Start of Block: Primary Advisor

Q5 Please answer these questions as it pertains to your primary advisor, even if this person is the same as your thesis/dissertation advisor.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Gives the appropriate level of credit to me for my research contributions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages me to take on challenging opportunities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages me to attain my goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks me to co-author scientific publications (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Models good professional relationships (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates for me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps me to develop professional relationships (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information about academic career paths (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides information about nonacademic career paths (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 My advisor creates an environment where all group members are treated fairly

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- N/A (5)

End of Block: Primary Advisor

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Start of Block: Graduate Administration

Q7 Rate your level of satisfaction on your experiences with The Office of The Graduate School

	Very Satisfied (1)	Somewhat Satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat Dissatisfied (4)	Very Dissatisfied (5)
Thesis/Dissertation edit/review process (with Deanna Cobb) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsiveness of The Graduate School Administration (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admission Process (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall experience with The Graduate School Administration (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q9 Please rate your level of satisfaction with the graduation check process

- Very Satisfied (1)
  - Somewhat Satisfied (2)
  - Neither satisfied nor dissatisfied (3)
  - Somewhat Dissatisfied (4)
  - Very Dissatisfied (5)
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Q10 Why were you not satisfied with the graduation check process? Let us know in the textbox below.

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End of Block: Graduate Administration

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Start of Block: Library

Q11 Please indicate whether you agree or disagree with the following statements regarding USA libraries and their resources.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I find the electronic library full-text databases useful during my studies. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the library reference and interlibrary loan services useful during my studies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Library

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Start of Block: On-Campus/Off-Campus Obstacles

Q12 Below is a list of responsibilities that sometimes present obstacles or challenges for graduate students trying to progress through their programs. Please indicate for each one whether it has been or has not been a challenge for you.

	Not a Challenge (1)	A Minor Challenge (2)	A Major Challenge (3)	Not Applicable (4)
Work commitments, off-campus job (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work commitments, on-campus job (including assistantships) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family and parenting obligations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial stresses (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Problems with) faculty advisement or mentoring (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Problems with) program structure or requirements (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(Problems with) course scheduling (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 What could The Graduate School or your program do or have done better to help you meet these challenges?

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End of Block: On-Campus/Off-Campus Obstacles

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Start of Block: Program Climate

Q14 Please indicate whether you agree or disagree with the following statements about faculty and student relations in your program.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Faculty in my program treat graduate students with respect and collegiality. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in my program manage their methodological or ideological disagreements in a professional manner. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in my program sometimes allow their methodological or ideological disagreements to impact negatively on their relationships with students. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Program Climate

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