Assessment of Student Learning

UNIVERSITY OF WYOMING

2008 Graduate Program Coordinator Survey Results

Office of Academic Affairs Technical Report

August 2009

Table of Contents

List of Tables

Introduction

Background: In fall 2008, the University of Wyoming conducted a survey of all graduate program coordinators to collect information about their perceptions of their graduate program(s). The main purpose of the survey was to inquire about specific issues related to a quality graduate educational experience in order to assist UW in preparing part of its institutional self-study for reaffirmation of accreditation by the Higher Learning Commission (HLC). This survey was a companion survey to the 2008 Graduate and Professional Student Survey.

Methods: The survey was designed by a subcommittee of the university-wide HLC Self-Study Steering Committee, which used the book entitled *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century* (Walker, G.E, Golde, C.M., Jones, L., Bueschel, A.C., and Hutchings, P., 2008) as a starting point for question development. The draft questions were reviewed and revised by the subcommittee, members of the Graduate School staff, and members of the Office of Academic Affairs.

All department chairs and graduate program coordinators including the Schools of Law and Pharmacy were surveyed in fall 2008. Forty-six of 56 completed the questionnaire for an 82% response rate.

Report Organization: The report includes both selected highlights which provides a quick overview of key results and a more detailed section of all descriptive results by item number.

Special Note: Some total percentages for individual items may add up to 99% or 101% due to rounding.

Selected Highlights

- Graduate program coordinators responding to the survey reported that the main reasons their students available of attend UW are funding/graduate assistantships (76 percent), quality of the faculty (57 percent), and the degrees offered by the program or department (55 percent).

- Eighty-three percent of departments or programs report they actively recruit graduate students. Websites (79 percent) and scholarships/fellowships/assistantship offers were reported as most effective at obtaining students.

- Forty-one percent of graduate program coordinators respondents indicated they were satisfied with their ability to recruit quality graduate students.

- Most departments or programs provide some kind of orientation information prior the start of classes including information on degree requirements (83 percent), graduate assistantship responsibilities (79 percent), and program of study (71 percent).

- Graduate program coordinators responding to the survey reported that students participate in a variety of activities including delivering presentations at conferences (88 percent) and on campus (78 percent) and joining professional organizations (73 percent), among other activities. The majority also indicated the importance of students participating in these activities.

- When asked about increasing the number of graduate assistantships and graduate assistantship stipends, graduate program coordinator responses varied by department or program. The range for suggested increases in the number of GAs was from none to 400 percent. The range for suggested increases in the stipend amount was from the same to 33 percent.

- If departments or programs were given 50 percent more funding, graduate program coordinators responding to the survey said that they would use additional funds to increase the number of students in their programs, increase the number of GAs, increase GA stipends, increase money for travel, increase recruiting and marketing efforts, and start new PhD programs.

- If departments or programs were given 50 percent less funding, graduate program coordinators said that they would have to eliminate programs, cut the number of GAs, limit enrollment, offer fewer courses, eliminate or decrease travel, and would be unable to attract students.

- Graduate program coordinators responding to the survey reported a number of barriers to student time-to-degree and degree completion including, but not limited to employment/work, GA workload, lack of graduate only courses, time-on-task and perseverance on dissertation or thesis work, incomplete research, personal issues, money, insufficient mentoring, and time management issues.

- Causes of student attrition according to graduate program coordinator respondents included not passing qualifying exams, not being able to complete thesis or dissertation, lack of funding, family and personal issues, securing employment, preparedness, and lack of successful transition from undergraduate to graduate studies.

- Most graduate program coordinator respondents were satisfied with UW library and information resources (70 percent) and access to technology to meet course expectations and to conduct research (68 percent). They reported being dissatisfied with their ability to deliver an array of courses that their departments or program desire (45 percent).

Descriptive Results

Q1: What are the primary reasons your students decide to attend the University of Wyoming? (Check up to three choices)

Table 1: Q1-Reasons for Attending UW

	N	*Percentage*
Availability of graduate assistantships or other funding	32	76%
Quality of faculty in your field	24	57%
Specialized degree program available	23	55%
Cost of attendance	17	40%
Location	16	38%
Reputation of university	6	14%
Athletics	0	-
Diversity of programs offered	0	-
Extracurricular activities	0	-
Other	4	10%

Other responses:

1. Distance delivery of C&I Master's program
2. Online availability
3. We have only a grad minor; students come because of whatever other program they are enrolled in
4. Reputation of our department for excellent faculty/student connections and mentoring

Q2: Does your department/program actively recruit students to UW?

Table 2: Q2-Actively Recruit

	N	*Percentage*
Yes	35	83%
No	7	17%

Q3: Which of the following are most effective in obtaining graduate/professional students to your department? (Check up to three choices)

Table 3: Q3-Most Effective in Obtaining Students

	N	*Percentage*
Websites	33	79%
Scholarships/fellowships/assistantship offers	32	76%
Personal email(s) from faculty or staff	19	45%
Personal phone call(s) from faculty or staff	10	24%
Visits to campus	13	31%
Brochures/mailings	9	21%
Other	5	12%

Other responses:

1. Student recruitment at professional meetings
2. Recruiting trips to K-12 Schools and Teton Science Schools
3. Personal contact
4. One recruitment tour successful; recommendations from colleagues at other universities
5. Brochures presented to incoming grads in other programs, word of mouth

Q4: How satisfied is your department/program with its ability to recruit qualified graduate/professional students?

Table 4: Q4-Satsified with Recruitment of Qualified Students

	N	*Percentage*
Very satisfied	1	2%
Satisfied	16	39%
Neutral	10	24%
Dissatisfied	12	29%
Very dissatisfied	2	5%

Q5: How satisfied is your department/program with its ability to recruit a diverse student population into your department/program(s)?

Table 5: Q5-Satisfied with Recruitment of Diverse Students

	N	*Percentage*
Very satisfied	1	2%
Satisfied	12	29%
Neutral	17	40%
Dissatisfied	12	29%
Very dissatisfied	0	-

Q6: What is your department/program's goal(s) for students upon completion of their degree program(s)? (Check all that apply)

Table 6: Q6-Goals for Students

	N	*Percentage*
Employment	40	95%
Continued graduate studies in the same field	30	71%
Continued graduate students in a different field	8	19%
Service work/volunteerism (e.g. AmeriCorps, Teach for America, NGO, etc.)	2	5%
Other	4	10%

Other responses:

1. Quality professional practice
2. Postdoctoral academic positions or jobs in industry and government
3. Critical thinking
4. Residencies and fellowships

Q7: If the goal of your students upon graduation is employment, what sector of the economy is generally their most preferred career choice?

Table 7: Q7-Preferred Employment Sector

	N	*Percentage*
For-profit business or private industry	14	35%
Post secondary or higher education	13	32%
Government	5	12%
Primary or secondary education (pre-k through high school)	2	5%
Non-profit	1	2%
Self-employment, consulting or freelance work	0	-
Other	5	12%

Other responses:

1. Non-profit and government
2. Health care, which can be public, private (non profit or profit)
3. Teaching or performing career
4. Preschools, hospitals, home healthcare, extended care facilities, private practice
5. Not enough graduates yet to say

Q8: Prior to the start of classes (or shortly thereafter), for what areas do you provide information to students? (Check all that apply)

Table 8: Q8-Information Provided to Students

	N	*Percentage*
Degree requirements	35	83%
Graduate assistantship responsibilities	33	79%
Program of study	30	71%
Thesis, Plan B, or dissertation requirements	26	62%
Graduate committee member selection	23	55%
Time to completion	19	45%
Classroom management/effective teaching	19	45%
Publication requirements	7	17%
Other	3	7%

Other responses:

1. Clinical experiences
2. How to be successful at science
3. This is a current significant weakness of our program - we have not had an orientation since at least 2005.

Q9: What processes/activities are in place to aid faculty in their roles as graduate student mentors? (Check all that apply)

Table 9: Q9-Processes to Aid Faculty Mentors

	N	*Percentage*
Department head/chair guidance	33	79%
Discussion or training at department meetings	24	57%
Formalized senior/junior faculty relationships	14	33%
On campus workshops	7	17%
Professional workshops	5	12%
Other	6	14%

Other responses:

1. SMTC has only affiliate faculty, so their departments are providing this
2. Informal guidance from colleagues re: thesis & Plan B projects; we have a designated Graduate Advisor for academic advising
3. Faculty mentor assigned
4. Other faculty mentorship
5. Graduate committee discusses issues in grad teaching
6. Informal senior/junior faculty relationships

Q10: In your department, how would you categorize the number of students per committee chair?

Table 10: Q10-# of Students Per Faculty

	N	*Percentage*
Excessive	6	14%
Appropriate	27	64%
Low	9	21%

Q 11: Which of the following activities do your graduate/professional students participate in? (Check all that apply)

Table 11: Q11-Student Participation in Activities

	N	*Percentage*
Deliver research or teaching presentations at conferences	36	88%
Deliver research or teaching presentations on campus	32	78%
Join professional or disciplinary organizations	30	73%
Help faculty and/or students develop research or funding proposals	24	59%
Join student chapters of professionals/disciplinary organizations	23	56%
Mentor other graduate/professional students	22	54%
Mentor undergraduate students	21	51%
Serve as graduate representative on department or university committees	21	51%
Participate in voluntary internships, clinical experiences, or outreach activities	18	44%
Volunteer to help arrange graduate student events or activities	18	44%
Serve as group leader or director (e.g. lab group, performance group, clinic research project)	16	39%
Serve on committees or as officers of an organization	15	37%
Participate in required internships, clinical experiences, or outreach activities	14	34%
Write reviews of books, articles, or conference presentations	12	29%
Join all-inclusive graduate student organizations (not disciplinary based)	9	22%
Serve as editors or staff of professional journals (e.g. law reviews, professional organizations, department-sponsored journals)	4	10%
Write legislation, give testimony or engage in lobbying activities	2	5%

Q 12: How important is student participation in the following activities to your graduate or professional degree program?

Table 12: Q12-Importance of Participation in Activities

	Very Important or Important	*Neutral*	*Unimportant*	*N*
Deliver research or teaching presentations at conferences	88%	7%	5%	41
Deliver research or teaching presentations on campus	78%	15%	8%	40
Join professional or disciplinary organizations	72%	23%	5%	39
Help faculty and/or students develop research or funding proposals	60%	18%	23%	40
Mentor other graduate/professional students	60%	28%	11%	40
Mentor undergraduate students	56%	31%	13%	39
Join student chapters of professionals/disciplinary organizations	45%	40%	14%	42
Participate in required internships, clinical experiences, or outreach activities	34%	20%	46%	41
Serve as graduate representative on department or university committees	34%	41%	24%	39
Write reviews of books, articles, or conference presentations	34%	37%	29%	38
Serve as group leader or director (e.g. lab group, performance group, clinic research project)	33%	40%	28%	40
Serve on committees or as officers of an organization	33%	35%	33%	40
Participate in voluntary internships, clinical experiences, or outreach activities	31%	34%	34%	41
Volunteer to arrange graduate student events or activities	23%	51%	26%	39
Join all-inclusive graduate student organizations (not disciplinary based)	10%	46%	44%	39
Serve as editors or staff of professional journals (e.g. law reviews, professional organizations, department-sponsored journals)	8%	46%	46%	39
Write legislation, give testimony or engage in lobbying activities	8%	26%	67%	39

Q 13: How do students receive instruction in your discipline's ethical issues? (Check all that apply)

Table 13: Q13-Ethics Instruction

	N	*Percentage*
One-on-one instruction via mentor, committee chair, or advisor	34	81%
Imbedded discussions in other courses	28	67%
Credit bearing course(s)	15	36%
Department sponsored workshops or presentations	7	17%
Students do not receive any instruction at the graduate level	2	5%
Other	1	2%

Other responses:

1. Embedded in clinical experiences

Q 14: What are the primary sources of funding for graduate/professional students in your department/program? (Check up to three choices)

Table 14: Q14-Primary Sources of Student Funding

	N	*Percentage*
State funded GAs	34	81%
Research grants	26	62%
Student-generated funding (savings, personal funds, employment, etc)	14	33%
Financial aid loans	12	29%
Scholarships	11	26%
Other	3	7%

Other responses:

1. Federal traineeships; employer sponsored tuition reimbursement
2. Endowment-supported GAs
3. None are OUR grad students; they are all funded by their main program, or not funded

Q 15: What percentage increase in GAs and GA stipend would satisfy your department/program's current needs?

1. 50%
2. The number of Graduate Assistantships is okay right now, but the stipends should be increased by 50%.
3. 50%
4. 30-40%; all graduate students in neuroscience - regardless of funding source- receive supplements to meet the NIH standards.
5. This program has 3.5 GAs allocated with two more received through the graduate school competitive process. Doubling the base allocation would be a great recruitment tool
6. The current push, which SMTC supports, to grow the PhD programs in Science Education and Mathematics Education are putting a strain on our Master of Science in Natural Sciences Degree programs. The SMTC currently has 2 GAs, we could use as many as 10 to support the MSNS programs and to collaborate with College of Education on the PhD programs in Science and Mathematics Education. This would be a 400% increase. The STEM Education master's and PhD programs are simply not supported at anywhere near a level that will promote growth of the programs.
7. 10%

8. Because our programs are primarily outreach, increases in traditional GAs would probably not be helpful. We need to explore other options for graduate student support.
9. 100% increase for # of GAs - we need twice as many as we have. 25% increase for GA stipend would make us competitive.
10. We badly need more GAs. To meet basic needs we should have at least 25% more. Stipends are not too bad, although we will do better with recruiting if we can get at least a 20% increase.
11. 50
12. 25%
13. Doubling of GAs from 5 to 10; stipend is less critical though 20% increase would be helpful.
14. The GA number of awards and amount of award are at a satisfactory level for us. It will be tighter when we move one GA over to the interdisciplinary PhD that we hope to achieve, but we think we can still manage at this level in combination with our division Foundation funding source that provides one additional GA and small scholarships.
15. 24%
16. We would could use a 100% increase in the number of GAs and a 20% increase in GA stipends.
17. 25% increase in GAs and/or dollars to augment their stipends.
18. About a 50% increase would be nice, but to really change the department's ability to dramatically improve graduate research 150% is more realistic.
19. 50%
20. We receive no stipend support from the state budget and matching funds for a limited number of tuition remissions. To satisfy current needs we would require 1) access to 4 state-funded GAs (2 in each year of study) or 12 tuition remissions (6 in each year of study).
21. 50% would be a realistic start. More would of course be useful.
22. 200 to 300%
23. 150-200% increase in the number of GAs. We are caught in a 40 year old allocation pattern that makes no sense. We need an increase in the number of months covered by the GA (we need 11-12 months) AND guaranteed five years duration for all grad students to be competitive with top schools.
24. 63% increase in the number of GAs. 33% increase in the GA stipend.
25. 50%. Currently receive 6 GA positions from College. An additional 3 positions are needed.
26. One additional GA (we currently have 5) and a 15% in GA stipend
27. 15%
28. 40%
29. Because our program has only a grad minor, we are not funding graduate students at all. Changing stipends will not change anything for us, really.
30. GAs: increase from 5 to 6, that is, 17%; GA stipend: increase to 13,500.
31. We currently receive one graduate assistantship that is divided among 4 clinical directors and one graduate assistantship that is divided among 4 legal writing teaching assistants. There is no external funding for tuition or stipends for these students. Each of these GAs should be funded.
32. Right now we only have 5 GA's, so 100% would satisfy our needs.
33. 75%-100%
34. Since we have no GAs and we need three the % would be 300%
35. 200%
36. I think our goal is to have 20 or so PhD students (2 per faculty or so). We only have 3 State funded GA's. I think we should have 5-10 State GA's and the rest from grants. Thus 200% increase in GAs. Increase in GA stipend will not make a big difference.
37. To satisfy our current needs (not projected needs) would require a 250% increase in State GAs, to support all of our graduate students on State GAs. I don't consider that feasible (although it would be nice) and would be happy with any increase. The stipend needs to be increased by 50% at least for us to be competitive with peer institutions.
38. Without being greedy, a 25% increase would allow us to do much of what we feel would be effective and productive.
39. 10%

40. An additional two GAs, or a 33% increase, would help our department as we implement a new degree program in Energy Systems Engineering. A 20% increase in MS/PhD stipends would increase the competitiveness of the assistantship packages we offer.
41. 30%
42. 40

Q 16: If you were suddenly given 50% more resources to support graduate/professional programs, what would you do with the money?

1. Increase stipend and number of GAs for Ph.D. students. Increase support for student travel to professional meetings. Increase faculty travel to meetings to recruit students.
2. Recruit and fund more graduate assistants.
3. We would start a Ph.D. program.
4. Output more and higher quality PhD students; re-design TA-ships to have more mentoring and professional development.
5. Increase stipends to be more competitive
6. I would use it to fund GAs.
7. The first priority would be funding more GA positions. The second priority would be supporting recruitment efforts and GA travel to present at professional meetings.
8. Bring in more PhD students or make larger offers to attract best PhD students
9. Our graduate program costs are associated with personnel, e.g., faculty and staff. If we were to have a big increase, I would put it to use to supplement those resources, through hiring of additional faculty or staff. For example, we could use an additional support person to help facilitate simulation in our graduate program.
10. Admit more grad students with GA funding.
11. Get 50% more GAs
12. Increase number of GAs.
13. We would increase the number of graduate students, especially doctoral students, and improve our ability to fund students during the summer period. We often lose the best students to other universities and an increase in GA support in the form of scholarships would enhance our ability to compete for these students. We also would like our students to give presentations at more national/international scientific meetings. Such presentations allow students to connect with the broader scientific community and greatly enhance the visibility of our graduate program.
14. We would accept more students and work towards a Ph.D. program proposal.
15. Those funds would fit well with our strategic plan to increase the size of our graduate classes. If the money could be used flexibly, we would either increase the number of graduate assistantships or put the money toward an additional AP clinical supervisor position.
16. GAs & RAs
17. We would fund more students. This would lead to larger enrollments, thereby increasing our Ph.D. production.
18. Bring potential students to campus for interviews; market the program including visits to other campuses, and increase GAs
19. Support more GAs, invest more in recruitment.
20. Recruit more outstanding graduate students
21. 1) Make more GAs. 2) Support our Peace Corps Fellow fully from state funds.3) Increase support for internships. 4) Increase mobility for our grad students (mobility stipends for international students and UW exchange students, enhanced support for students attending conferences or undertaking off-campus research).
22. 1) Increase stipends to make UW more competitive with other institutions
    2) Use the money to cushion/aid faculty that are experiencing difficulties in obtaining extramural support. Provide a safety net for students.
23. 1. Recruiting, 2. Reward productive faculty
24. Spend it on more active recruiting of PhD students.

25. Spend it on GA stipends and increasing the number of GAs
26. Fund GA positions for teaching and research purposes.
27. -- provide funding for student travel to conferences (perhaps mandating one conference presentation per year --provide funding for grad students (who are on really tight budgets) to join a student chapter in a professional organization of their choice
28. Use it to fund more GAs.
29. Offer 100% GAships. Enhance research funding. Boost recruiting.
30. Fund a couple of grad students who are in other programs and who intend to complete a WMST minor, and use their work to support faculty research.
31. i. Increase the number of GAs; ii. Increase the GA stipend; iii. Provide a travel fund for each GA.
32. We would fund the current positions, increase scholarships and clinical opportunities, and add more faculty and library resources.
33. Increase the number of PhD students and develop new facilities.
34. Increase the attractiveness of graduate student support packages. This is absolutely essential to our being able to recruit good students. We need two things: more GA'ships and better-funded GA'ships, including ideally provisions for summer funding.
35. Employ up to three GAs
36. Pay for more student travel to co-present with faculty at conferences; defray travel expenses for potential student applicants to visit UW and our department faculty/students
37. Get more high quality Ph.D students
38. Use it to create fellowships to recruit exceptional applicants.
39. We would sponsor more graduate students as a GAs, expand our recruiting/outreach efforts, and support more graduate student attendance at professional conferences.
40. Provide scholarships to support interns
41. Upgrade research laboratories that are shared among different faculty; purchase dept licenses for software to support graduate teaching and research; create/fund new graduate student fellowships
42. Provide 30% to already received applications for GA, ramp up advertisement for additional student positions
43. Provide for more graduate assistantships to further the department's research efforts.

Q 17: If your graduate/professional program budget were suddenly cut by 50%, how would your department/program cope?

1. Eliminate our Ph.D. program.
2. Eliminate programs if losses could not be compensated through increased extramural funding.
3. We would have to rely on scholarships and it would hurt our ability to attract students from outside UW to pursue graduate education.
4. Such a drastic cut would make it virtually impossible to meet our service demands without resorting to large lectures or self-paced courses. In addition, we would be unable to attract and keep high quality researchers.
5. Virtually all graduate students are presently funded by federal sources- this state money cut would have no impact on the students
6. I would probably have to cut GAs.
7. The SMTC only has 2 GAs at this time, so a 50% cut drops us to 1 GA. The point is that the support is so low that cutting it 50% is on a big drop. Lack of increase in the support is already becoming a problem in recruiting new students to STEM education graduate programs.
8. Externally funded research and teaching of undergraduates would suffer
9. If we experienced a significant budget cut, we would have to limit enrollments and potentially consider whether we would have to eliminate graduate program options.
10. Hire more undergraduate TAs, offer fewer graduate courses. We are already at a bare minimum for our graduate program, and cutting our budget by 50% would probably kill the program.
11. Reduce the number of undergraduate students allowed in our intro courses by 50%

12. Cut GAs
13. We would reduce the number of graduate students and likely not offer as many undergraduate courses with labs (which is where we use many graduate students as teaching assistantships).
14. We would likely drop our graduate program - it is understaffed and underfunded at present.
15. We would struggle even more to attract good students and to keep our own good undergraduate students. This would be a hardship, especially if we also lost a position to the interdisciplinary Ph.D.
16. Cut programs
17. We would cut enrollments, possibly accepting a class every other year. We would also cut sections of undergraduate classes taught by grad students, thereby increasing the size of our undergraduate classes.
18. Not well! We would not be able to recruit students if our assistantships were significantly cut, even with recent gains in grant-funded assistantships.
19. Good question. Probably cut support for student travel/conferences, faculty travel, etc., but also attempt to increase funding from soft sources.
20. It will not affect me because I recruit students from funded grants. It may affect faculty severely who's programs depend on state funded GAs
21. We would not have a graduate program.
22. Not sure, but I know that I'd quit the program and the university.
23. At our present low level of graduate program activity, it would not hurt us too much in terms of current enrollments. It would impede efforts to strengthen our program.
24. Poorly. You might as well close the graduate school.
25. We would probably have to eliminate our Ph.D. program and go to a M.S. program
26. Number of students admitted to the graduate program would be reduced. We would seek other avenues for funding the graduate program
27. --Eliminate all funding for student travel to conferences
    --Grant fewer full GAs; award more half-GAs
28. We would offer many fewer sections of the public speaking course that fills the O requirement for most students.
29. Current funding is absolutely essential to maintain MA program.
30. We have none, so the percentage of cut makes no difference.
31. We would be forced to discontinue our graduate program (we'd only have 2.5 GA slots).
32. We would be forced to compromise our graduation and accreditation standards, impose a hiring freeze, and abandon plans to expand the curriculum.
33. We would probably have to stop paying summer stipends. This could cause a lack of interest in our program and also could cause graduate students to leave UW.
34. We'd be in big trouble. Our graduate student numbers would shrink; the quality of students we could recruit would decline. We would put our heads together and maximize the effectiveness of our limited resources, but a 50% cut would be a disaster to programs that already lack sufficient GA support.
35. We would not be able to continue since we are "one-deep" in most courses and barely meet accreditation standards.
36. Painfully cope - we would put our faculty scholarly production on hold while trying to generate funds
37. We only have 3 state GA's out of 20 students. 50% cut in GAs will make it more challenge for us to maintain the size of our graduate program.
38. We would shift support to external funding. Some faculty would effectively be removed from graduate student supervision (those who have depended on State GA support).
39. We would be forced to reduce the overall number of graduate students in our program, and probably be forced to terminate or suspend one or more research areas for the remaining graduate students.
40. A budget cut would undermine not just certain aspects of our graduate program, but also our ability to support and effectively run undergraduate laboratory courses. In an extreme scenario, we would have to reduce the number of laboratory courses offered in a given semester, or consider eliminating certain laboratory courses. Either way, there would be a negative impact to our undergraduate program.
41. We would be forced to cut back on course offerings due to inability to support labs.
42. Reduce laboratory allocations; reduce travel funds more.

Q 18: What are the student barriers that affect time-to-degree and degree completion in your graduate/professional program(s)?

1. Need for employment--either outside or teaching part-time.
2. Student procrastination or inability to complete a project.
3. Our students work too many hours outside the classroom.
4. The work load on our GAs is too high. We are barely have the critical mass necessary to offer basic courses as well as research-level topics courses. The faculty teaching load is much higher than those at the departments we are striving to emulate.
5. The greatest barrier is the lack of graduate-only courses that would better mentor students and prepare them for their thesis project. I do not have the resources to teach such a course and must "borrow" from other depts and programs. They also have this challenge, however.
6. Our Master's of Science in Natural Sciences students are largely K-12 teachers with full time jobs. The barrier is continued support to complete the master's thesis and associated hours. For the Teton Science School students the barrier to completion is only having one year of funding support at UW. We need more support for these students.
7. Uncertain dissertation/thesis research outcomes and varying degrees of work ethic
8. Personal issues, clinical performance, academic performance
9. Developing as an independent scientist: formulating interesting problems and experiments to address them, writing papers for refereed journals.
10. Too many demands on them as TAs, in some cases inadequate preparation when students arrive
11. Students that have a full time job (K-12 teachers), financial problems
12. Having to simultaneously teach and do research slows some graduate students. Being able to have a semester of GA support not tied to teaching would allow students to complete their degree programs faster.
13. Funding, field work needs, a time devoted to theses work
14. None. Almost all our students finish in the prescribed time of 2 years for on-campus and 3 years for distance. Thesis students often take an extra semester, but with good mentoring, few of them take longer than that.
15. Money; lack of support to complete research requirement; many have full time jobs
16. Lack of funding. Personal issues.
17. Not forming a committee and filing a program of study in a timely fashion; insufficient mentoring.
18. Funding for research and assistantship
19. It takes time for students to formulate a thesis project and to begin writing. We have tried to address this by rearranging our requirements and focusing our second year seminar or the production of thesis material.
20. The vagaries of scientific research as well as the motivation and competence of the student and their adviser. Students need to be highly motivated and disciplined and not all students have this.
21. Lack of a cohort to encourage timely completion of degree program requirements. The word encourage implies friendly competition, peer pressure, and peer success.
22. The number of GAs available within the department. Funding is declining nationally and when available normally only covers 3 year blocks of time. PhD students require 5-6 years to finish.
23. Completion of the research is the rate limiting step in the degree
24. Because we have such few State GA positions, students who receive a State GA position have a heavy teaching load which does have some implications on time-to-degree.
25. -- Off-campus employment to supplement GA b/c of low GA stipends
    -- Not completing thesis by end of our 2-yr maximum financial support period; finishing thesis is very difficult while a full-time employee
26. The problem of completing a thesis in a timely manner.
27. Student professional careers.
28. Again, we have only a graduate minor. This is irrelevant to us.
29. Finishing the M.A. thesis
30. Financial difficulties and personal/family considerations.
31. Availability of research facilities.
32. Personal crises in students' lives; students' need to hold jobs outside of graduate school.

33. Academic difficulties that prevent or delay movement through the program.
34. Monetary, thus students are forced to take full-time jobs rather than complete degrees in a timely fashion
35. Student's undergraduate background.
36. The availability of doctoral level coursework is the key barrier for doctoral students (there are no barriers for motivated master's students who can complete their degrees quite quickly.)
37. Difficulty of the research topic (e.g., how long it takes to get good results), challenges of writing a thesis/dissertation, and overall time management skills are probably the biggest barriers.
38. Our students work full time so jobs are a huge barrier; a second barrier (related to the first) is that once the coursework is done, the students don't stay easily connected to UW and to their peers in their cohort groups
39. Typically completion of research is the final impediment.
40. This is a rare situation in our department. Unexpected problems with research will extend the time needed to complete a graduate degree, but completion is typically the outcome.

Q 19: What are the primary causes of student attrition in your graduate/professional program(s)?

1. Attrition is very low at MA level. This is mainly due to dissatisfaction with program, UW, or Laramie: cases where students go elsewhere. For Ph.D. students, the main hurdle is passing the qualifying exams and/or obtaining funding for dissertation project.
2. Some students have trouble transitioning from being undergraduate UW students to graduate UW students and therefore do not make the necessary grades.
3. Insufficient undergraduate preparation of students. Length of time to degree. Non-competitive salary for GAs.
4. Select to terminate their studies with a MS degree. We have a high success rate in students completing the PHD.
5. Student attrition seems to happen due to changes in the personnel that make up the adjunct faculty for the program. There has been great turnover. When students are delayed for this reason, or their own, then they move on to work overseas which makes it difficult for them to finish.
6. Completion of the master's thesis while holding full time jobs. The majority of our students complete the courses to get the endorsement, but then struggle to complete the thesis due to lack of support.
7. Failing qualifying exams
8. Personal issues
9. Not passing our qualifying exam.
10. We usually don't lose students except for failing to pass muster, but we have lost a few because of personality difficulties between students and faculty
11. Lack of commitment to finishing, lack of preparation
12. We have little attrition in our graduate program. When it does occur, it mainly reflects a loss of motivation and change in career priorities by the student.
13. Lack of funding; thesis work
14. Family issues or academic performance. Our distance students are non-traditionals who may drop due to family and time pressure concerns. We periodically lose a student in both on-campus and distance programs due to unsatisfactory academic or clinical performance.
15. Lack of time and support for research; job responsibilities; life decisions that affect continuing with graduate programs
16. Personal issues for students, particularly those that involve moving away from campus.
17. Students move on to jobs prior to completing their degree and don't see the value in completion.
18. Lack of proper mentoring
19. 1) The student does not graduate with his/her cohort and is left to finish the thesis on his/her own. 2) A job offer intervenes, for either the student or his/her partner.
20. We kick them out because they are not sufficiently motivated, disciplined, or competent. Also, some may find what they perceive to be greener pastures (better universities/programs), but this is more rare.
21. Not a big problem for us. Once we get students in the program, most finish in a timely fashion.

22. The number of GAs available within the department.
23. Failure to maintain a 3.0 GPA
24. Employment offer or acceptance into a professional health-related program (medical school, dental school, physical therapy school, etc.).
25. Securing full-time employment
26. Failure to complete the thesis after having completed the required coursework.
27. Job demands. At times personal motivation. Graduation rates have been high in recent years.
28. No evidence
29. i. Personal issues; ii. Inability to complete the M.A. thesis.
30. Financial difficulties, personal/family considerations, inadequate academic preparedness, student changes his or her career focus.
31. Our attrition rate is very low. We had one student leave because she had an interest in another program at another university and also her husband was there and she wanted to go to where he was at.
32. Personal crises in students' lives; students' need to hold jobs outside of graduate school.
33. Attrition is a small percentage but usually is due to health, financial or academic problems.
34. Master's level: partners move and student accompanies doctoral students: job opportunities lure them away from completion of their dissertation
35. ACADEMIC POTENTIAL.
36. We have a tiny doctoral program and so data on attrition of doctoral students is just not available. Master's student attrition is primarily caused by poor supervision and secondarily by student personal issues.
37. While our attrition rate is quite low, the few who do leave before graduating seem to do so because they either feel "burned out" or because their spouse or boyfriend/girlfriend is leaving the area.
38. Same as the previous response - they simply fail to complete
39. Poor undergraduate education
40. Receipt of suitable job offer before program/research completion.
41. Person issues, which are rare. More rare is the lack of intellectual ability.

Q 20: How satisfied is your department/program with the following:

Table 15: Q20-Satisfaction

	Very Satisfied or Satisfied	*Neutral*	*Very Dissatisfied or Dissatisfied*	*NA*	*N*
UW libraries/information resources	70%	18%	13%	-	40
Access to technology to meet course expectations and to conduct research	68%	10%	20%	3%	40
Physical access to UW buildings and facilities for people with disabilities	53%	20%	20%	8%	40
Classroom facilities	53%	20%	28%	-	40
Ability to deliver the array of courses your department/program desires	48%	8%	45%	-	40
Teaching labs	43%	13%	25%	20%	40
Research labs	35%	25%	20%	20%	40

Q 21: What department/program are you in?

1. Anthropology
2. Renewable Resources
3. Accounting
4. Mathematics
5. Graduate Neuroscience Program
6. International Studies
7. Science and Mathematics Teaching Center
8. Economics and Finance
9. Nursing
10. Physics & Astronomy
11. Statistics
12. Music
13. Department of Zoology & Physiology
14. Dept. of Geography
15. Communication Disorders
16. Curriculum and Instruction
17. Psychology
18. Family & Consumer Sciences
19. Renewable Resources/Water Resources
20. American Studies
21. Primarily Civil & Architectural Engineering/, affiliated with Haub School of Env. and Natural Resources
22. Botany
23. Chemistry
24. Kinesiology and Health
25. Sociology
26. Communication & Journalism
27. History
28. Women's Studies
29. Philosophy
30. College of Law

31. Chemical & Petroleum Engineering
32. English
33. School of Pharmacy
34. Counselor Education
35. ATSC
36. Civil and Architectural Engineering
37. Electrical and Computer Engineering
38. Educational leadership
39. Mechanical Engineering
40. Computer Science
41. Animal Science

Q 22: Do you have any other comments about issues related to graduate/professional education that we haven't addressed in this survey?

1. We are competing nationally and internationally for graduate students. GA stipends and other funding should be adjusted to reflect that. Our needs are much greater than those of an MA-only program, or one that recruits primarily from the state and region. Specifically related to international students, I would like to see a separate fund established to help entering students obtain housing and get situated in Laramie. This is often extremely difficult for them, and has led to situations where they are living with or borrowing money from faculty members.
2. Our biggest problem in our MS program is that most of our students were UW undergrads; therefore, their expectations about "graduate-level" work are not where many faculty believe the expectations should be.
3. This is a large interdisciplinary master's program that relies on courses from multiple departments. The greatest challenge is the offering of courses in these departments in a timely fashion for our graduate students. This is both a resource issue in partner departments, but also it becomes a matter of negotiation with departments.
4. The SMTC mission includes increasing graduate programs serving K-12 STEM teachers and informal science educators, as well as supporting the growth of the PhD programs in Science Education and Mathematics Education. This requires a substantial increase in GA support. With the addition of an Endowed Chair in Science Education and the search for an Endowed Chair in Mathematics Education, UW is poised to become a national leader in STEM education. For the SMTC to assist in this effort we need to add an Outreach Mathematics Educator to join our Outreach Science Educator, as well as increased GA positions.
5. No
6. The number one issue is more GAs. The number two issue is the failure of the university to recognize that recruitment is primarily online today. There is a vast gap between departmental web needs and university support of quality web development.
7. No
8. Clarification: We do not actively recruit graduate students because we receive sufficient applications to fill our limited number of GA slots. The quality of our applicants is very strong - we do not have sufficient funding to support even the top half of our applicants.
9. Only that we need access to a PhD program. We have good research faculty but a dearth of research-oriented students. Our master's degree is primarily a professional degree. An additional benefit of a PhD program would be that more of our master's students would do theses and continue on to doctoral studies if they were exposed to doctoral student activities.
10. Increase technology infrastructure; bring info tech into academics (not as a separate entity); need more technical support staff for on and off campus programs to help instructors use technology in the classrooms
11. I think that closely monitoring graduate faculty status and giving feedback to faculty regarding student mentoring and experiences is very important. I would also hope that comments by the graduate faculty committee member would be used to benefit the students and programs.
12. None
13. Graduate education and research is not given sufficient attention at the Univ. of Wyoming. We do not offer enough Ph.D. level courses to support some of our Ph.D. programs. We are understaffed in key areas.
14. No, but I can't stress the need for additional GAs. This, combined with the decline in funding opportunities will kill the PhD programs across the UW campus.

15. No
16. Doctoral program accessibility for research faculty who are in a department/college where a doctoral program is not offered is problematic. UW has multiple research faculty who can contribute to doctoral level education on-campus but are unable to because of this.
17. No
18. Very little outside funding is provided for recruitment of graduate students. The department could do a better job of outside recruiting if more funding is available. Right now, this need competes for resources with other needs in the department.
19. We desire to have greater understanding of the role and needs of professional students regarding individual financial support and the importance of the College of Law in the greater University system.
20. We would like to recommend adjusting the number of GA's allotted to each department according to the level of research activities in each department. Thanks!
21. I would simply reiterate the universal consensus in English that to run the dynamic graduate programs we want to run, we need more and better graduate assistantships. In house, we have put our money where our mouth is, this year dedicating substantial amounts of our department budget to fund two second-year GA'ships for students who would have otherwise been without funding.
22. No.
23. Our Counselor Education Training Clinic is in desperate need of renovation, remodeling, and expansion to support the training of our master's and doctoral student as well as faculty for the numerous (more than 200) clients we annually serve, including students of the Lab School, university community, plus couples and families. The department and college have given priority to this need in our academic plan. we invite you to visit and see for yourself! Thank you
24. A key challenge facing our Department is the historical emphasis on undergraduate education. This is driven in part by our ABET accreditation requirements. As we attempt to transition to more graduate education and accompanying research, we are limited by the number of faculty. Trying to mount a suitable suite of graduate coursework while also meeting the demanding undergraduate requirements for accreditation has left many faculty with little time to develop appropriate research programs, which should be a key educational component for our graduate students. If we could increase our faculty numbers by 30-50%, we would be better able to mount the coursework needed as well as develop the external funding needed to support graduate students.
25. We have a great many motivated and qualified applicants who can only come to UW if there is funding available for them, so increasing the number of GAs is probably the option that would have the greatest and most immediate positive effect on the graduate program.
26. The gradual erosion of departments in favor of theme-based programs that potentially eliminate a graduate student's identity with a department or specific faculty member; the restricted access of graduate assistantships by the various departments in favor of centralized control.