

Fall 2015

Thinking About Graduate Student Support *Through* Completion

A Project Report of
The Graduate College
Texas State University

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Thinking About Graduate Student Support Through Completion

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Partial support for this project was provided by the Office of Equity and Access, Texas State University.

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Executive Summary

The Graduate College at Texas State University maintains a concerted interest in better understanding graduate student experiences and in how that understanding can be used to plan and implement a range of services and professional development that can directly support graduate students. Toward that overall goal, we implemented a project designed to better understand students' own thoughts and perceptions about their graduate program experiences.

The project included two types of data collection: a widely-distributed graduate student survey and a series of focus groups. When planning survey-item construction and focus-group discussions, we included questions from several general areas supported by the literature on graduate student education as impacting students' experience during their degrees. These areas centered on program support, academic advising and mentoring, economic and financial factors, department resources, events, and environment, the overall university climate, resources, and services, personal circumstances and time management, and social interaction and engagement, as well as general demographic information.

Four versions of the survey were designed for four distinct groups of students: 1) current master's degree students; 2) current doctoral students; 3) master's alumni; and 4) doctoral alumni. Our subsequent focus groups included diverse groups of students from a variety of programs.

In this report, we describe the study and focus on analysis from several key areas:

- Factors that impact students' feelings of preparation as a result of their graduate degree;
- Factors that impact students' experiences with advising and other supports during their graduate degree program;
- Factors that impact students' experiences with the availability of resources they need to succeed in their graduate degree program; and
- Other trends that emerged during data collection and analysis.

In each area, we report results and analysis of our data using a range of analysis tools; Appendix I includes responses to each survey item, and Appendix II includes further details of statistical output referenced in the report. Our primary focus is to use these data as the starting point for discussions of practicable outcomes of the project, including what kinds of actions can be taken at different levels of the university community to provide our graduate students with opportunities that – as understood through this project – can enhance and improve their graduate program experiences and outcomes.

Introduction

While not always receiving the same attention as their undergraduate counterparts, the educational experiences of graduate students have been a growing focus in recent years. Often centering on retention issues or degree completion difficulties, a series of national studies has emerged that focus on master's and doctoral students' experiences in graduate school¹.

The Graduate College at Texas State University shares these researchers' interest in better understanding the graduate student experience. However, while these large-scale studies have been valuable in promoting general best practices and providing baseline data about student experiences across a wide variety of institutions, the differences between any single university's graduate education context and the national average may be considerable.

For these reasons – the need to understand graduate students' experiences and the need to study the local context at Texas State University – The Graduate College launched a project designed to better understand graduate student experiences. The goal of the project is to use those findings to construct or fine-tune services and professional development that can directly support graduate students. We look at the title of this report – *Thinking About Graduate Student Support Through Completion* – as indicating that we are (1) interested in supporting graduate students chronologically from admission all the way through completion and (2) focused on supporting students by working toward their completion goals. In order to work toward these aims, we first needed to better understand students' own thoughts and perceptions about their graduate program experiences. That understanding is the purpose of the survey and focus group data described in this report.

The project included two types of data collection: a survey and a series of focus groups. When planning survey item construction and focus group discussions, we included questions from several general areas supported by the literature on graduate student education as impacting students' experience during their degrees. These areas centered on program support, academic advising and mentoring,² economic and financial factors,³ department resources, events, and environment,⁴ the overall university climate, resources, and services,⁵ personal circumstances and time management,⁶ and social interaction and engagement,⁷ as well as general demographic information. Since these factors are not mutually exclusive,⁸ analysis in this report will focus on identifying predictors and associations for several key areas that touch on many of those overlapping areas, as described below.

Survey

The survey was comprised of 36 questions and groupings of questions that reflected the areas described previously. Where possible, survey items were aligned with national surveys with similar purposes⁹ and novel items were also constructed as needed. Most questions were structured as 5-point Likert scale items with additional *Don't Know* or *Not Applicable* choices and open text responses where appropriate. Question logic was used to customize question types so that, for example, if a master's student was not in a thesis option, they did not see questions about their thesis experience. Where appropriate, questions phrased in present tense for current students were phrased in past tense for alumni. Four versions of the survey were thus designed for four groups of students: 1) current master's degree students; 2) current doctoral students; 3) master's alumni; and 4) doctoral alumni. Survey drafts were field tested with volunteer graduate student participants and members of the Graduate House of Representatives (the graduate education branch of student government). Those who field tested drafts of the survey were not eligible to take the final version. The survey was electronically administered through the university's SNAP survey platform in November and December of 2014 to all current master's and doctoral students and recent master's and doctoral alumni who graduated between 2010 and 2014. As an incentive for completing the survey, interested respondents were entered into a random drawing for an iPad tablet. Respondents returned 1,826 completed surveys, for a response rate of approximately 22%.

Respondents

Table 1 presents some demographic information about the respondents to the survey:

Table 1: Survey Demographics

	Demographics	Percentage
Sex	<i>Female</i>	64.4%
	<i>Male</i>	35.6%
Citizenship	<i>Non-U.S. Citizen (Citizen of another country; F1, J1, H1B etc.)</i>	9%
	<i>U.S. Citizen or Permanent Resident of U.S</i>	91%
Do you have a spouse or domestic partner?	<i>No</i>	50.6%
	<i>Yes</i>	49.4%
Do you have any dependents living with you (children or elderly relatives)	<i>No</i>	78.7%
	<i>Yes</i>	21.3%
Respondents' Degree Type	<i>Current Doctoral</i>	6.8%
	<i>Current Master's</i>	45.5%
	<i>Doctoral Alumni</i>	2.8%
	<i>Master's Alumni</i>	44.8%
Current or Alumni, Overall	<i>Current Students</i>	52.4%
	<i>Alumni</i>	47.6%
Ethnicity	<i>American Indian or Alaskan Native</i>	0.61%
	<i>Asian</i>	2.80%
	<i>Black or African American</i>	5.54%
	<i>Hispanic / Latina / Latino</i>	18.75%
	<i>Multi-racial</i>	4.75%
	<i>Native Hawaiian or Other Pacific Islander</i>	0.12%
	<i>Other</i>	2.13%
	<i>White</i>	65.31%

Focus Groups

We initiated focus group interviews subsequent to the completion of the survey stage, and held six focus group sessions with the following participants: 1) current master's degree students; 2) current doctoral degree students; 3) master's and doctoral alumni; 4) current master's and doctoral degree students; 5) master's alumni, and 6) international students. There was a mix of ethnicities (13 White, 4 Hispanic/Latina/Latino, 4 International, and 3 Black or African American), full-time and part-time students, students from both the San Marcos and Round Rock campuses, and students in traditional and online programs represented.

Analysis Approach

In addition to straight descriptive statistics (see Appendix I), the variety of question types in the survey required a range of analysis tools. ANOVA, multiple regression, binomial logistic regression, and multinomial regression, as well as a range of post-hoc tests, were used depending on the item structure and analysis needs. In addition, the responses of key survey groups—degree type, ethnicity, full/part-time status, and so on—were analyzed for statistically significant departures from the overall sample. Outcomes of statistical tests are provided throughout the report and in Appendix II. The focus group data and were transcribed and categorized; Nvivo was used to organize and classify those data. Open-text responses from the survey were organized and classified similarly.

Results

In this results section we focus on several areas of interest, including:

- A. A presentation of all responses to the survey questions;
- B. Factors that impact students' feelings of preparation as a result of their graduate degree;
- C. Factors that impact students' experiences with advising and other supports during their graduate degree program;
- D. Factors that impact students' experiences with the availability of resources they need to succeed in their graduate degree program; and
- E. Other trends that the data presented.

Each of the major sections above also includes what we are terming *recommendations* that stem from the participants' responses. In those areas, we hope to provide directions that programs and departments might consider discussing as ways to further support their students. Not all recommendations will apply to all programs or departments, and in every case the recommendations should be filtered through local contexts. We offer them as implications from our analysis of the data that may be useful as discussion starters.

A. All Responses

Most survey items were phrased as statements (e.g., "EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED") to which respondents were asked whether they agreed or disagreed (on a Likert scale, where 1=*Strongly Disagree* and 5=*Strongly Agree*) or as topics (e.g., "QUALITY OF GRADUATE CURRICULUM")

to which they were asked to rate (on a Likert scale, where 1=*Poor* and 5=*Excellent*; some questions also had a *Don't Know* or *N/A* category). The most frequent response to those items by respondents to this survey was in the *Strongly Agree / Excellent* category¹⁰. On questions where a *Don't Know* or *Not Applicable* choice was available (e.g., "FINANCIAL SUPPORT FOR STUDENTS IN MY DEPARTMENT IS DISTRIBUTED FAIRLY") the most frequent response was again *Strongly Agree / Excellent*, followed closely by *Don't Know* or *N/A*¹¹. The frequency of *Don't Know* responses especially may be indicative of the need to raise awareness of university or program resources and functions.

Appendix I provides a full description of all responses to each survey item. Each item includes the percentage of responses in each Likert scale area, including an overall measure as well as a breakdown by respondent's degree status (current or alumni, doctoral or master's). Though we have run several analyses of student responses in the sections below, we feel the straightforward descriptive set of survey statements and percentages of responses in each of the Likert scale categories for each survey statement provided in Appendix I is itself interesting and informative and we encourage readers to explore those data presentations.

B. Factors that Impact Students' Feelings of Preparation as a Result of Their Graduate Degree

Level of preparation is a concern often expressed by graduate students; as one of the students in a focus group described, *"One of the challenges for me was that I knew that I wanted to become a professor after being a doctoral student, and I didn't have enough opportunities to publish or to teach while I was a doctoral student. That made me ill-prepared to go into the job market after graduating. ...Knowing that my program was not preparing me for the job market put a lot of stress on me, as a doctoral student."* Another student noted similar concern in terms of preparation for the next level of education: *"I actually had to go to a different department in order to teach something, to have experience that'd be worthwhile on my Ph.D. application."* However, other students noted the high level of preparation they experienced, saying *"According to people at the approved internship sites, the [program] at Texas State University prepares students far better than other similar programs in the Austin- or San Antonio-area."* and *"The [graduate program] was especially progressive & prepared me for my current career."* One student said that in comparison, *"I have felt better prepared than peers that went through other programs at other colleges."* and another student related preparation to further educational goals, saying: *"I'm pursuing my PhD at another institution. In retrospect, my department and program at Texas State did so much to prepare me. I'm grateful for their training, acuity and professionalism in general."* However, another student noted where good levels of preparation could be enhanced, saying

"My experience and preparation at Texas State were excellent! The single thing that could have been brought with more urgency to my attention during my doctoral studies was the issue of publication. If I had known the extent to which I would be expected to publish after doctoral studies and if I had known that I could have submitted manuscripts during grad school and gotten them published, --this would have set me at an even greater advantage and preparation."

Others are simply unsure if they were well-prepared; as one noted, *"I have invested in this program and I don't know if I will even be prepared for the job market."* Preparation is an important topic and one that most students view as central to their decisions to enroll in a graduate program.

Survey Results

We asked students whether they feel adequately prepared as a result of their graduate degree, and the majority response for that question was *Agree* (39.6%) & *Strongly Agree* (38.8%) (the total for those two response choices was 78.4%). We ran a multiple regression to predict responses to the survey item

for all the respondents based on 35 independent variables. Overall, 12 survey items statistically significantly¹² predicted responses to the survey item, *“I feel adequately prepared as a result of my graduate degree”*. Those responses are presented below, arranged by category.

Research aspects. A key area included survey items connected to research access and action. Students who felt prepared by their graduate program tended to agree that they had access to information on research ethics as well as access to research opportunities. Specifically, they agreed with the statements I HAVE ACCESS TO ADEQUATE INFORMATION ON RESEARCH ETHICS AND RESPONSIBLE CONDUCT OF RESEARCH PERTINENT TO MY FIELD OF STUDY¹³ and I HAVE ACCESS TO RESEARCH OPPORTUNITIES TO PREPARE ME FOR DISSERTATION/THESIS OR OTHER RESEARCH¹⁴ at a significantly greater rate than those who did not feel prepared by their graduate degree. Another area had an inverse predictive relationship: disagreement with the survey item I FEEL THAT I NEED TO GET WORK EXPERIENCE IN ADDITION TO RESEARCH EXPERIENCE¹⁵ was a predictor for a higher feeling of preparedness. That is, students who did not feel that they needed outside-of-the-university work experience in addition to their research experience tended to predict a greater feeling of preparedness by the program.

Program progress. Items focused on understanding evaluations of their coursework or research were factors in whether they felt prepared. Students who agreed with the statements I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK¹⁶ and PROGRAM EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM¹⁷ tended to agree that their graduate program prepared them well.

Social and personal aspects. Respondents noted social and motivational issues related to their graduate experience. Specifically, when students felt that their voice was heard by the program – measured by agreement with the survey item I HAVE OPPORTUNITIES TO PROVIDE FEEDBACK TO THE PROGRAM¹⁸ – they also tended to feel prepared by the program. This area of analysis is complex, however. One of the predictors for feeling prepared by the program also included students’ own evaluation of their degree of “perfectionism,” as agreement with the statement I CAN BE OVERLY CONCERNED ABOUT ATTAINING PERFECTION¹⁹ tended to predict agreement with feelings of preparation.

Many of the predictors bear closer examination than the scope of this report allows. For example, one of the predictors for feeling prepared by the program included respondents’ reported difficulties managing long-distance relationships (as measured by the survey item I HAVE FOUND IT DIFFICULT TO MANAGE A LONG-DISTANCE RELATIONSHIP WITH MY SIGNIFICANT OTHER²⁰). Another of the predictors in this areas was an inverse predictor: for the survey item I SOMETIMES LOSE THE MOTIVATION TO UNDERTAKE MY RESEARCH²¹, higher scores were accompanied by feelings of less preparedness. So if a student noted that they agree that

they lose motivation to undertake their research, they tended to disagree that they felt prepared by the program. Clearly, motivation plays an important role here.

General experiences. The survey offered opportunities for respondents to provide information about general experiences. Overall, students who rated overall instruction and academics at the university highly tended to agree that they felt prepared by their program. Specifically, rating the survey items ACADEMIC EXPERIENCE AT TEXAS STATE²², QUALITY OF COURSE INSTRUCTION²³, and QUALITY OF GRADUATE CURRICULUM²⁴ highly predicted agreement that the program prepared them well.

Overall. The strongest predictors overall were participants' ranking and responses to the survey items QUALITY OF GRADUATE CURRICULUM²⁵ and PROGRAM EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM.²⁶ In both of those cases, respondents who agreed with, or ranked highly, one or both of those statements also tended to agree that they felt prepared by their graduate program work. The highest impact *inverse* relationship involved the survey item I SOMETIMES LOSE THE MOTIVATION TO UNDERTAKE MY RESEARCH.²⁷ Respondents who agreed with the statement about losing motivation tended to disagree that they felt prepared by their graduate degree, and vice-versa.

Of those statistically significant predictors presented above, there were some that also had statistically significant differences between groups. Table 2 presents those survey items and the differences in responses between some groups:

Table 2: Significant Differences in Responses to Key Survey Items Centering on Perceptions of Preparation

For this survey item...	...responses significantly differed in this way:
I HAVE ACCESS TO ADEQUATE INFORMATION ON RESEARCH ETHICS AND RESPONSIBLE CONDUCT OF RESEARCH PERTINENT TO MY FIELD OF STUDY	Master's alumni tended to agree with this statement to a greater degree than did current master's students ²⁸ .
	White students ²⁹ and Hispanic/Latina/Latino ³⁰ students tended to agree with this statement to a greater degree than did international students.
I SOMETIMES LOSE THE MOTIVATION TO UNDERTAKE MY RESEARCH	Full-time students tended to agree with this statement to a greater degree than did part-time students ³¹ .
EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM	Master's alumni tended to agree with this statement to a greater degree than did current master's students ³² .
	Students in online programs tended to disagree with this statement to a greater degree than did other students. ³³
ACADEMIC EXPERIENCE AT TEXAS STATE	Hispanic/Latina/Latino students tended to rate this area higher than did international students ³⁴ .
I HAVE ACCESS TO RESEARCH OPPORTUNITIES TO PREPARE ME FOR DISSERTATION/THESIS OR OTHER RESEARCH	Master's alumni tended to agree with this statement to a greater degree than did current master's students ³⁵ .
	Full-time students tended to agree with this statement to a greater degree than did part-time students ³⁶ .
	Students identifying as veterans tended to agree with this statement to a greater degree than did non-veterans ³⁷ .
QUALITY OF COURSE INSTRUCTION	Hispanic/Latina/Latino ³⁸ and Other / Grouped ³⁹ students tended to rate this area higher than did international students and White students.

These differences present some very interesting areas for future inquiry; for example, while full-time students tended to agree that they have access to research opportunities they also more frequently reported losing motivation to conduct that research than did part-time students. Another area that bears more examination is in the experiences of online students, specifically. For example, online students disagreed with the appropriateness of expectations significantly more than did other students. More work in this area would be very useful.

Recommendations: Student Experiences and Preparation by the Degree Program

Students' experiences with several domains influenced whether they felt prepared by their graduate degree, ranging from access to information on research ethics to constructive feedback on their

coursework to issues of motivation. Figure 1 presents actions that all levels of the university can focus on to increase students' experiences of preparation:

Figure 1: From Findings to Suggestions for Supporting Students: Preparation by the Graduate Program

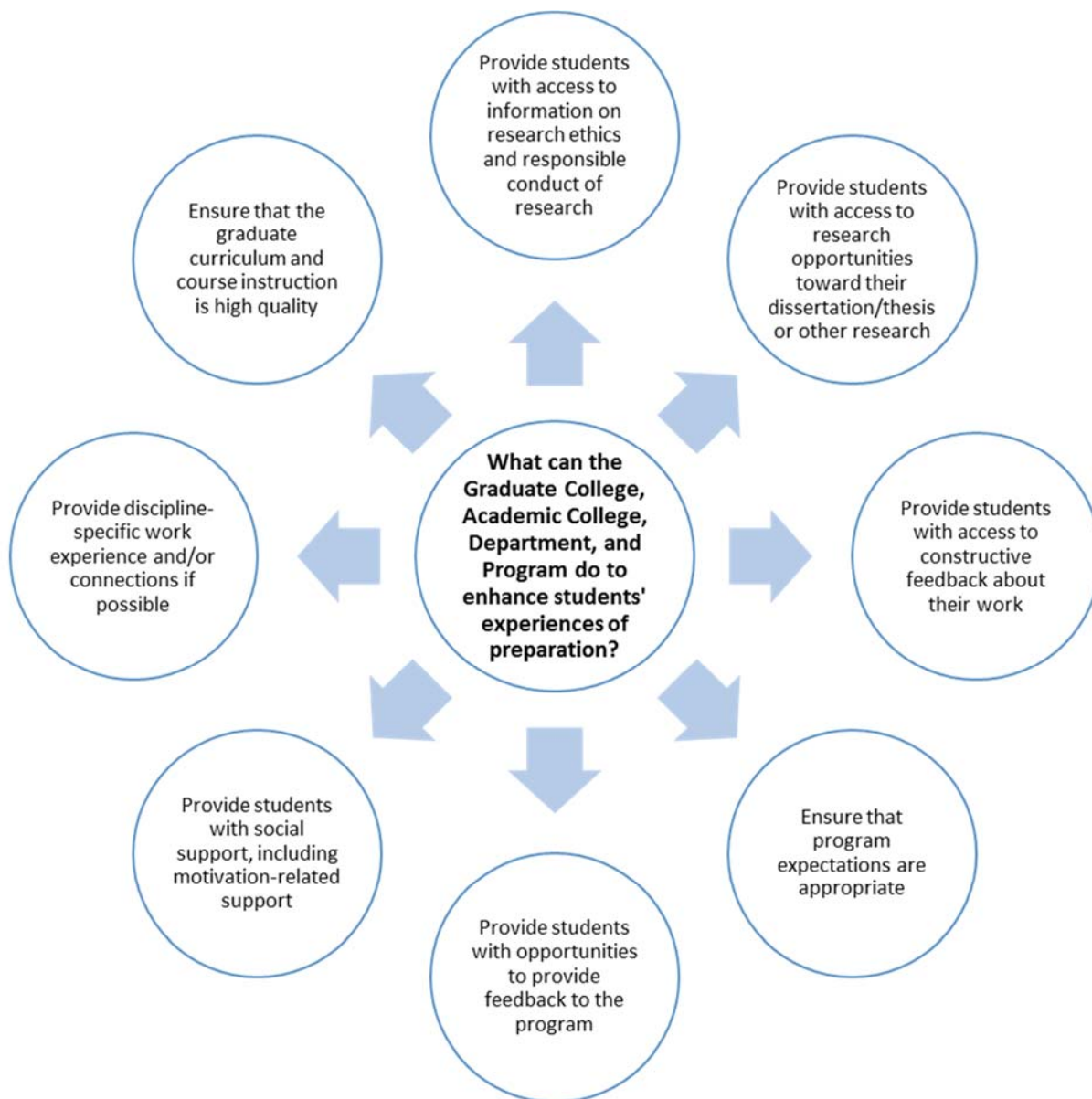


Figure note: The suggestions in the figure are based on the analysis results of this section: statistically significant factors that we are looking at through the lens of potential student supports and/or professional development topics.

The strongest predictors are perhaps two factors that carry immediate face validity on the question of preparation: students who ranked the quality of the graduate curriculum and the appropriateness of

program expectations highly also felt well-prepared by their program. But in addition to those two factors, it is important to note the variety of other factors that may not be as anticipated. That motivation, and perfectionism, comes into play, as well as factors like the opportunity to provide feedback to the program and the difficulty of long-distance relationships, makes this “preparation” a complex construct. In terms of students’ experiences, it is much more than the acquisition and generation of knowledge and skills and seems to encompass more holistic aspects of the students’ experience while in the degree program. Some programs focus aspects of their discussions and professional development on “soft skills”, those culturally and contextually appropriate ways of being and doing within a field. That kind of focus may augment the level of preparation that students experience while in their degree program.

C. Factors that Impact Students' Experiences with Advising and Other Supports during Their Graduate Degree Program

In both the focus groups and open text aspects of the survey, students noted the great importance that advising relationships play in their graduate education experience. Some of those advising supports were specific to research development, as one student described: *"They [faculty] pull me in on their research. I feel very much like they're supportive of my individual interests and helping me advance them, and opening my eyes to other ways that I might do that."* Another student noted the general support received during the program as *"The professors are very supportive. It's a family. I got adopted into their cohort vicariously."* Students were clear about the power of advising, both the good – *"Dr. [name] is a phenomenal advisor and mentor who has meant everything in my success and satisfaction at Texas State"* – and the not-so-good: *"As a student, I feel lost in my degree path and what classes to take. I have reached out to program director and advisor and receive little help. This area can be vastly improved."* In addition, there can be a lack of contact in general, as some students noted when they said, *"I never met my advisor & only communicated with her through a few emails."* and *"I don't recall having an advisor. I'm assuming I did."* In contrast, too much advising may not be useful either, as one student noted:

"I was assigned the program advisor, a research advisor, a teaching advisor, and an academic advisor—which is too many advisors. ...it's unclear to me who I ought to go to for what. I know that there is a flow chart of who I'm supposed to see for what, but instead, I just go to whoever I want to go to. ... I do get a lot of advising, just not necessarily from my advisor."

And of course the advising experience can be excellent, as one student notes:

"My advisor, [name] truly made my Texas State experience great. Because of [name] I got to travel for my research and my thesis is going to be published in a journal soon. [Name's] personal interest in his advisees really makes the whole process much smoother."

While comments like that of one student, who said *"My graduate advisor was amazing!"* are certainly indicative of a good experience, at issue is not just whether the advising experience is useful, but also what it is that plays a role in making that advising experience useful. Through this project, we attempted to come to a better understanding of what factors predicted a useful advising experience.

Survey Results

Several questions in the survey potentially relate to advising-type categories. We employed factor analysis to identify survey items that centered on advising and other supports experienced by graduate

students. Using principal component analysis with Varimax (orthogonal) rotation and Kaiser Normalization, the following items were identified⁴⁰:

- 1) ACADEMIC ADVISING IS AVAILABLE WHEN NEEDED (IN-PERSON AND / OR VIA EMAIL, OTHER).⁴¹
- 2) EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED.⁴²
- 3) EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE REASONABLE.⁴³
- 4) I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK.⁴⁴
- 5) I HAVE ACCESS TO REGULAR FEEDBACK ABOUT MY PROGRESS IN THE PROGRAM.⁴⁵
- 6) I HAVE OPPORTUNITIES TO DISCUSS MY RESEARCH ON A REGULAR BASIS.⁴⁶

Multiple regression was used in order to understand what experiences predicted each of those survey items. In the sections below, each of the survey items is analyzed for factors that predict responses to that survey item. Unless otherwise noted, each factor is positively related to the item in that the higher the respondent rated the factor, the higher the respondent rated the item. Conversely, if the factor notes an inverse relationship, than the higher the respondent rated the factor the lower the respondent rated the item, and vice-versa. Some of the relationships between the factors and the survey items are counter-intuitive and illustrate not only the interrelatedness of many of these factors but also the complex nature of advising in general. The numbered items below refer to the factors identified by the factor analysis, above.

- 1) ACADEMIC ADVISING IS AVAILABLE WHEN NEEDED (IN-PERSON AND / OR VIA EMAIL, OTHER). The majority response for this item was *Strongly Agree* (54.3% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:
 - I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK.⁴⁷
 - EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED.⁴⁸
- 2) EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED. The majority response for this item was *Strongly Agree* (48.5% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:
 - EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE REASONABLE.⁴⁹
 - PROGRAM EXPECTATIONS ARE CLEARLY ARTICULATED DURING ALL THE MAJOR STAGES OF THE PROGRAM.⁵⁰
- 3) EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE REASONABLE. The majority response for this item was *Strongly Agree* (52.5% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:

- EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED.⁵¹
 - PROGRAM EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM.⁵²
- 4) I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK. The majority response for this item was *Strongly Agree* (48.3% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:
- I HAVE ACCESS TO REGULAR FEEDBACK ABOUT MY PROGRESS IN THE PROGRAM.⁵³
 - I HAVE OPPORTUNITIES TO DISCUSS MY RESEARCH ON A REGULAR BASIS.⁵⁴
- 5) I HAVE ACCESS TO REGULAR FEEDBACK ABOUT MY PROGRESS IN THE PROGRAM. The majority response for this item was *Strongly Agree* (42.3% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:
- I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK.⁵⁵
 - EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE CLEARLY STATED.⁵⁶
- 6) I HAVE OPPORTUNITIES TO DISCUSS MY RESEARCH ON A REGULAR BASIS. The majority response for this item was *Strongly Agree* (43.9% of respondents). A multiple regression was run to predict responses to this statement for all respondents; the top two significant predicting factors are:
- I HAVE ACCESS TO REGULAR FEEDBACK ABOUT MY PROGRESS IN THE PROGRAM.⁵⁷
 - I HAVE ACCESS TO CONSTRUCTIVE FEEDBACK ABOUT MY WORK.⁵⁸

Overall. As presented above, each of the six survey items that the factor analysis revealed to be centered on advising issues has a number of factors that predicts students' responses to that survey item. Clearly, these are not mutually exclusive factors; there are overlapping areas and repetition across the factors predicting the six survey items. Two general trends bear mentioning here, that of *access* and *expectations*. Items that relate to access to feedback about coursework and about progress in the program appear in several places, as do items that relate to expectations about progress – both in terms of clarity and reasonableness of expectations – and program benchmarks. Thinking about respondents' message here about good advising including access and clear/reasonable expectations is important.

Recommendations: Student Experiences and Advising

As our focus groups and open text survey responses made clear, advising is one of the most important aspects of any degree program. Students' responses in this area note the importance they place on advising relationships. Taking the six factors identified above, and the top predictors from each,

provides several key aspects of good advising that emerged from this survey. Those are presented in the figure below:

Figure 2: From Findings to Suggestions for Supporting Students: Advising and other Support



Figure note: The suggestions in the figure are based on the analysis results of this section: statistically significant factors that we are looking at through the lens of potential student supports and/or professional development topics.

These top predictors make a good checklist for advisors at all levels. The advice might best be characterized as: communication, communication, communication.

D. Factors that Impact Students' Experiences with the Availability of the Resources They Need to Succeed in Their Graduate Degree Program

One student's comment on an open text response portion of the survey pulled together several types of resource support needed for successful graduate experience: *"Please consider helping out your graduate students more in providing resources for keeping them (and their thesis advisor) on track to graduate, financial support or tuition waivers, and health insurance."* Other students recognized that while there are support structures in place in the university, they may not be widely used by graduate students: *"There are lot of resources in the library, which many graduate students are not aware of. I believe the university should create more awareness of the useful resources that they have and can be used by the students for their research and class projects."* Similarly, an international student noted very positive experiences in the Writing Center: *"I had a real big help from the Writing Center because when I first got here, I was not familiar with speaking and writing in English, so the first thing I did is to go to the writing center and get some help from the tutors. It worked really well."* Other students brought up varied non-academic support structures as well, generally with good reports; as one student said, *"I've also used the counseling center, which I had a very good experience with...I think that here they really work towards finding a good fit for you, which I appreciate."*

Both the student's department and classmates are perceived as potential resources; one student said *"I just feel like my department has been the support I've appreciated most...and my fellow students."* Faculty are also positive resources, especially when viewed as agents of change working on behalf of their students: *"Faculty are really approachable. If we give them any suggestion what we want to change, they will change it...Each of our suggestions, they try to implement."* Students also noted the complex relationship between the existence of useful resources and their own wherewithal in making use of those resources: *"For the most part, I know there's a lot—it seems like there's a rich amount of resources here, but you don't really reach out for them until you need them. You're like, oh, I need to do this now. I need to go to the IRB meeting because I'm writing my IRB and I have to figure it out. In some ways, it was almost—the amount of support was overwhelming, and just have to weed through all the emails and delete them until you need it, and you go back. That's been my experience."* Resources that support graduate education are multi-faceted and we explored this topic through our survey data.

Survey Results

We looked to the survey item "I HAVE THE RESOURCES TO SUCCEED IN MY MASTER'S/DOCTORAL PROGRAM" as a way to get at the construct of resources. The item had a 5-point Likert scale set of responses, where

1=*Strongly Disagree* and 5=*Strongly Agree*. Because we included the additional choice of *Don't Know*, which rendered the variable a nominal scale variable, we used multinomial regression to analyze factors predicting responses to that survey item. That analysis allowed a look at predictions on the response level; that is, we are able to understand whether a "*Strongly Agree*" response to a particular item predicted a "*Strongly Agree*" – or other response – to the "I HAVE THE RESOURCES TO SUCCEED IN MY MASTER'S/DOCTORAL PROGRAM" survey item focused on in this section. The table below presents the outcome of that analysis:

Table 3: Experiences with Resources: Multinomial Regression Outcomes

For this survey Item...	...these responses...	...were predicted by these responses...	...on these items:
I HAVE THE RESOURCES TO SUCCEED IN MY MASTER'S/DOCTORAL PROGRAM	<i>Don't Know</i>	<i>Don't Know</i>	MY DEPARTMENT'S PROCEDURES ARE FAIR AND EQUITABLE TO ALL ⁵⁹
		<i>Don't Know</i>	I AM COMFORTABLE VOICING MY FEELINGS AND OPINIONS IN FRONT OF OTHERS IN MY DEPARTMENT ⁶⁰
		<i>Strongly Disagree/Disagree</i>	FINANCIAL SUPPORT FOR STUDENTS IN MY DEPARTMENT IS DISTRIBUTED FAIRLY ⁶¹
	<i>Strongly Disagree/Disagree</i>	<i>Strongly Disagree/Disagree</i>	I FEEL ACCEPTED AT TEXAS STATE ⁶²
		<i>Neutral</i>	<i>Neutral</i>
	<i>Strongly Agree/Agree</i>		<i>Strongly Agree/Agree</i>
		EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE REASONABLE ⁶⁵	
		<i>Excellent/Good</i>	I HAVE ACCESS TO RESEARCH OPPORTUNITIES TO PREPARE ME FOR THESIS/DISSERTATION ⁶⁶
			I HAVE OPPORTUNITIES TO DISCUSS MY RESEARCH ON A REGULAR BASIS ⁶⁷
		<i>Excellent/Good</i>	OVERALL EXPERIENCE AT TEXAS STATE ⁶⁸

Overall, the greatest predictor for this statement is when participants responded *Strongly Disagree/Disagree* to the statement, "FINANCIAL SUPPORT FOR STUDENTS IN MY DEPARTMENT IS DISTRIBUTED FAIRLY"⁶⁹. Clearly, financial support is important to feeling supported. But there are other elements as well, as presented by this analysis. Students were less apt to agree that they had appropriate resources if they were unsure about voicing their feelings in front of others in their department or if they did not feel accepted at Texas State in general. There were other links between students' feelings of equitable procedures at the department level and their feelings of resource support. Positive perceptions of

resource availability tracked with agreement in some key areas of expectations, access to research opportunities, and the opportunities to discuss research.

Recommendations: Student Experiences and Resources

The figure below presents possible program, college, and university approaches to increasing students' positive experiences vis-à-vis resources in their graduate program:

Figure 3: From Findings to Suggestions for Supporting Students: Experiences with Resources



Figure note: The suggestions in the figure are based on the analysis results of this section: statistically significant factors that we are looking at through the lens of potential student supports and/or professional development topics.

The strongest predictor of whether students experienced the resources they need while in their degree program was financial. This is not surprising, as resources usually need funding. Interestingly, that particular survey item dealt not just with finances but also with whether those finances are distributed fairly, and that sense of equity relating to resources was a trend in this analysis.

Students who agreed that they had adequate resources in their degree program also agreed with two research-focused items that involved access and opportunity to be involved with research experiences. Resources in this vein were less financial (though finances could come into play with grant-supported projects) and in some sense less dependent on institutional structure (though institutional structure faculty and student research is also necessary). Rather, these items seemed linked to advising and a departmental context in which research is a core focus.

In contrast, when students disagreed that they had adequate resources in their degree program, they focused less on research experiences and more on social interaction, noting that they did not feel accepted at the university and that they were not comfortable voicing their feelings and opinions to the department. Similarly, when students marked that they did not know if they had adequate resources, they were also unsure whether their department's procedures were equitable to all. This result points strongly to the idea that students' social integration into the department and university culture is vitally important in a number of key areas, including whether they feel they have access to resources to support them during their time in their degree program.

E. Other Trends

In this section we present additional trends that emerged during analysis of our data.

Current Students and Alumni

A trend throughout the survey responses was the difference between how current master's students and master's alumni responded to survey items. Table 4, below, delineates the statistically significant differences in responses between those two groups for different survey items⁷⁰:

Table 4: Master's Alumni: Response Differences

Master's Alumni vs. Current Master's Students	Survey Item
For these survey items, master's alumni tended to agree with them more, or rank them higher, than did current master's students	PROGRAM EXPECTATIONS ARE CLEARLY ARTICULATED DURING ALL THE MAJOR STAGES OF THE PROGRAM. ⁷¹
	PROGRAM EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM. ⁷²
	I HAVE ACCESS TO RESEARCH OPPORTUNITIES TO PREPARE ME FOR THESIS OR OTHER RESEARCH. ⁷³
	I HAVE ACCESS TO ADEQUATE INFORMATION ON RESEARCH ETHICS AND RESPONSIBLE CONDUCT OF RESEARCH PERTINENT TO MY FIELD OF STUDY. ⁷⁴
	QUALITY OF GRADUATE CURRICULUM. ⁷⁵
	EXPECTATIONS ARE CLEARLY ARTICULATED DURING ALL THE MAJOR STAGES OF THE PROGRAM. ⁷⁶
	EXPECTATIONS ARE APPROPRIATE DURING ALL THE MAJOR STAGES OF THE PROGRAM. ⁷⁷
	ACADEMIC EXPERIENCE AT TEXAS STATE. ⁷⁸
	STUDENT LIFE EXPERIENCE AT TEXAS STATE. ⁷⁹
OVERALL EXPERIENCE AT TEXAS STATE. ⁸⁰	
For these survey items, master's alumni tended to agree with them less, or rank them lower, than did current master's students:	I HAVE DIFFICULTIES DECIDING ON A GENERAL RESEARCH AREA. ⁸¹
	I HAVE DIFFICULTIES WRITING UP ASPECTS OF MY RESEARCH. ⁸²

The table lends itself to an interpretation of alumni generally being more pleased with their degree program than current students. One way to think about this finding is in terms of how experiences take on a rosy hue years after they have concluded. However, these alumni all graduated only 1-4 years before taking this survey; they are not looking back across decades to remember their experiences and those experiences will still be quite fresh. Another, likely more accurate, way to interpret this finding is that once a degree program has concluded for a student, that student is more apt to understand how the entire program came together. Classes gel with research experiences, which gel with capstone

projects and theses, and so on; as one student asked, “How do you help connect the courses with the experience of research?” While it is generally positive that alumni are able to see the connections between the different aspects of their degree once they complete the degree, it is also apparent that we can improve the educational experiences of our current students by working to raise their awareness of the connections between the different parts of their program while they are still current and active students. As one student noted,

That’s the strangest part about it, is seeing that, even though we were in the classes, it didn’t seem like—you were very confused because you weren’t sure if you were actually learning anything. Three months later, you realized that you could apply what you had just learned, and you’d go, ‘Well, I now know how to do that.’ “

Similarly, another noted that “when you’re taking the research classes, it’s hard to know how much you’re going to use that later” until actively involved in research itself. By the time students complete their degree, they can more clearly see those connections.

Ethnicity and International Status

We looked at differences in responses to survey items by ethnicity⁸³. We used Texas State University official ethnic categories, which are:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic / Latina / Latino
- Native Hawaiian or Other Pacific Islander
- White
- Multi-racial
- Other

In addition, we included international students as a category in this analysis. Some of the categories – Black, Native Hawaiian, and Multi-racial – had low numbers, and for that reason we grouped some of them together in order to run selected statistical approaches. Table 5 presents the statistically significant differences between those groups on several survey items.

Table 5: Ethnicity: Response Differences

Survey Item	Significant Difference
I HAVE ACCESS TO ADEQUATE INFORMATION ON RESEARCH ETHICS AND RESPONSIBLE CONDUCT OF RESEARCH PERTINENT TO MY FIELD OF STUDY	The White category ⁸⁴ and the Hispanic/Latina/Latino category ⁸⁵ agreed with this statement significantly more than did the International Students category.
QUALITY OF COURSE INSTRUCTION	The Other / Grouped ⁸⁶ category ranked this statement significantly higher than did the International Students category. ⁸⁷
	The Hispanic/Latina/Latino category ranked this statement significantly higher than did the International Students category ⁸⁸ and the White category. ⁸⁹
QUALITY OF GRADUATE CURRICULUM	The Other / Grouped category ranked this statement significantly higher than did the International Student category. ⁹⁰
	The Hispanic/Latina/Latino category ranked this statement significantly higher than did the International Student category ⁹¹ and the White category. ⁹²
EXPECTATIONS FOR MY ACADEMIC PROGRESS ARE REASONABLE	The White category ⁹³ , the Hispanic/Latina/Latino category ⁹⁴ , and the Other / Grouped ⁹⁵ category all agreed with this statement significantly more than did the International Student category.
ACADEMIC EXPERIENCE AT TEXAS STATE	The Hispanic/Latina/Latino category ranked this statement significantly higher than did the International Student category. ⁹⁶
STUDENT LIFE EXPERIENCE AT TEXAS STATE	The International Student category ranked this statement significantly higher than did the Other / Grouped category ⁹⁷ and the White category. ⁹⁸
OVERALL EXPERIENCE AT TEXAS STATE	The Hispanic/Latina/Latino category ranked this statement significantly higher than did the International Student category ⁹⁹ and the Other / Grouped category. ¹⁰⁰
I HAVE DIFFICULTIES DECIDING ON A GENERAL RESEARCH AREA	The International Student category ranked this statement significantly higher than did the White category ¹⁰¹ , the Hispanic/Latina/Latino category ¹⁰² , and the Other / Grouped category. ¹⁰³
I HAVE DIFFICULTIES WRITING UP ASPECTS OF MY RESEARCH	The International Student category ranked this statement significantly higher than did the White category ¹⁰⁴ , the Hispanic/Latina/Latino category ¹⁰⁵ , and the Other / Grouped category. ¹⁰⁶

The clear trend in this analysis is that international students who responded to this survey feel underserved or undersupported in some aspects of their graduate degree experience, relative to domestic students. International students who took part in the focus groups described similar experiences. As one student noted, *“Being a Hispanic serving institution, and having a growing*

international student community, I would like to see more resources in the Writing Center or similar initiatives/programs particularly for graduate students for whom English is not their native language.”

Another student noted some lack of opportunities for peer-to-peer mentoring by international students: *“It’s disheartening for me because as international students, you just have to find your way and do it ... I must say the faculty, the lecturers, the professors, they’re doing their best, but among the students ...we don’t support and help each other. It makes the whole program look so difficult and not interesting ...When you’re listening to yourself alone, you’re not growing.* International students also noted that while faculty are well-meaning, they don’t always know the rules and regulations pertaining to international students: *“At least they try to, but some faculty members—they were not aware of all the rules that relate to international student. All the time, I have to remind them, I cannot do this, I cannot do that. Generally, they’re trying.”* Another student noted that support for international students tapered off after recruitment efforts, saying *“...once the international students were there, they were treated the same as everyone else. There wasn’t a special effort to help them integrate.”*

Areas where international students’ responses differed from domestic students ranged from the quality of courses to access to information to difficulties in undertaking research. Except for one area – overall student life experience – international students’ experiences were less positive than those of domestic students. As one student in the focus groups said, *“I’m an international student, so all the time, we have the obstacles when we are looking for a job, and even searching for graduate degree. All the time, you have those obstacles, and when you have...some better skills and better educational qualification, then your life is easier.”* This analysis has helped spotlight the need to provide those kinds of professional development skills support specifically for international students.

Summary

Our reasons for terming this project *Thinking About Support Through Completion* were two-fold. We are interested in supporting graduate students from admission all the way through completion and graduation from their program. We also hope to support students by working to help them complete their program – we are interested in better understanding the kinds of support students need in order to move successfully through their program. In order to reach those goals, we first needed to better understand students' own thoughts and perceptions about their graduate program experiences. The survey and focus group data described in this report moved our understanding of the impact of students' experiences forward.

Where appropriate, we presented areas where the responses of select student groups differed significantly from the entire sample: the responses of current master's students compared to master's alumni, for example, or international students' responses compared to other student groups, or part-time versus full-time, and so on helped us understand the graduate school experiences shared by different groups of students.

We asked whether students felt adequately prepared as a result of their graduate degree, and found factors such as research opportunities, feedback about their academic work, general academic experiences at the university, and social engagement all impacted students' perception of preparation. The strongest predictors of preparation were students' experiences with quality graduate curriculum and appropriate program expectations.

Issues of advising and support were a key focus. We found that issues of availability of advising, reasonable and clear expectations of student progress, feedback about student work, and access to research experiences were all factors in how students perceived advising support throughout their program.

When we asked about resources that students needed to be successful in their program, we found factors like finances, social issues and a sense of belonging, and access to advising and research experiences all played a role. Equity came through clearly; even when financial aspects were a focus, the fairness of distribution of those finances was part of the concern.

After discussion of the findings in each of those major sections, we made some recommendations for topics and actions that units on campus –including The Graduate College, academic colleges, departments, and programs – can consider focusing on in professional development or other contexts with graduate students. For example, some of those findings indicate that the institution can benefit

from greater awareness of students' needs, and that students can benefit from greater awareness of existing institutional resources. For this reason, one direction The Graduate College will pursue will include initiatives that revolve around increasing such awareness. By thinking about how these data can be transformed into recommendations for supporting students, we hope to make this report one that is seen as both informative and potentially practicable.

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Appendix I: All Survey Responses

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p>Program expectations are clearly articulated during all the major stages of the program.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	2.3%	5.5%	12.0%	36.0%	44.2%	
	Current Doctoral	2.4%	4.8%	11.3%	38.7%	42.7%	
	Current Master's	2.0%	7.2%	15.8%	39.5%	35.4%	
	Alumni Doctoral	0.0%	5.8%	15.4%	26.9%	51.9%	
	Alumni Master's	2.7%	3.9%	8.1%	32.5%	52.8%	
<p>Program expectations are appropriate during all the major stages of the program.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	1.9%	4.8%	12.5%	33.7%	47.1%	
	Current Doctoral	2.4%	6.5%	12.1%	34.7%	44.4%	
	Current Master's	1.8%	5.8%	16.1%	36.1%	40.1%	
	Alumni Doctoral	0.0%	5.8%	17.3%	17.3%	59.6%	
	Alumni Master's	2.0%	3.4%	8.6%	32.2%	53.9%	
<p>I have access to research opportunities to prepare me for dissertation/thesis or other research.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	3.2%	7.3%	18.1%	28.8%	42.7%	
	Current Doctoral	3.2%	15.2%	12.0%	29.6%	40.0%	
	Current Master's	3.0%	7.1%	20.7%	31.5%	37.6%	
	Alumni Doctoral	3.8%	1.9%	17.3%	23.1%	53.8%	
	Alumni Master's	3.3%	6.6%	16.4%	26.2%	47.5%	
<p>I have access to adequate information on research ethics and responsible conduct of research pertinent to my field of study</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree.</p>	Overall	1.9%	3.9%	12.8%	33.0%	48.3%	
	Current Doctoral	0.0%	3.2%	9.7%	38.7%	48.4%	
	Current Master's	1.8%	4.5%	14.9%	34.8%	44.0%	
	Alumni Doctoral	1.9%	1.9%	9.6%	26.9%	59.6%	
	Alumni Master's	2.4%	3.6%	11.4%	30.7%	51.9%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p><i>I feel adequately prepared as a result of my graduate degree.</i></p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	2.1%	6.1%	13.5%	39.6%	38.8%	
	Current Doctoral	0.0%	6.5%	12.9%	41.9%	38.7%	
	Current Master's	2.2%	7.2%	16.2%	42.6%	31.8%	
	Alumni Doctoral	3.8%	1.9%	9.6%	30.8%	53.8%	
	Alumni Master's	2.2%	5.1%	11.1%	36.7%	44.8%	
<p><i>I have opportunities to provide feedback to the program.</i></p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	5.3%	10.2%	17.8%	28.9%	37.8%	
	Current Doctoral	6.4%	13.6%	20.8%	26.4%	32.8%	
	Current Master's	5.1%	10.5%	19.6%	29.4%	35.4%	
	Alumni Doctoral	9.8%	5.9%	23.5%	25.5%	35.3%	
	Alumni Master's	5.0%	9.7%	15.2%	29.0%	41.1%	
<p><i>Quality of course instruction</i></p> <p>Scale of 1-5, where 1=Very Unsatisfied and 5=Very Satisfied</p>	Overall	1.6%	3.9%	11.6%	40.8%	42.0%	
	Current Doctoral	0.0%	3.2%	19.2%	40.8%	36.8%	
	Current Master's	2.1%	5.2%	13.6%	40.7%	38.5%	
	Alumni Doctoral	1.9%	7.7%	5.8%	42.3%	42.3%	
	Alumni Master's	1.5%	2.4%	8.8%	41.0%	46.3%	
<p><i>Quality of graduate curriculum</i></p> <p>Scale of 1-5, where 1=Very Unsatisfied and 5=Very Satisfied</p>	Overall	2.0%	5.1%	15.4%	39.6%	37.9%	
	Current Doctoral	0.0%	5.6%	20.8%	40.8%	32.8%	
	Current Master's	2.7%	6.2%	16.4%	40.6%	34.1%	
	Alumni Doctoral	0.0%	13.7%	3.9%	41.2%	41.2%	
	Alumni Master's	1.8%	3.3%	14.1%	38.3%	42.4%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p>If applicable, availability of advising at this stage: Coursework</p> <p>Scale of 1-5, where 1=Not Available and 5=Readily Available</p>	Overall	3.8%	4.0%	10.1%	25.2%	56.8%	
	Current Doctoral	1.7%	3.4%	10.3%	19.8%	64.7%	
	Current Master's	3.8%	4.4%	10.8%	25.4%	55.6%	
	Alumni Doctoral	4.0%	6.0%	8.0%	18.0%	64.0%	
	Alumni Master's	4.1%	3.6%	9.5%	26.4%	56.4%	
<p>If applicable, availability of advising at this stage: Comprehensive examinations</p> <p>Scale of 1-5, where 1=Not Available and 5=Readily Available</p>	Overall	3.8%	4.9%	11.7%	24.8%	54.7%	
	Current Doctoral	0.0%	2.8%	15.5%	22.5%	59.2%	
	Current Master's	4.9%	6.1%	12.9%	25.3%	50.8%	
	Alumni Doctoral	2.1%	4.2%	8.3%	16.7%	68.8%	
	Alumni Master's	3.6%	4.3%	10.6%	25.3%	56.1%	
<p>If applicable, availability of advising at this stage: Dissertation/Thesis writing</p> <p>Scale of 1-5, where 1=Not Available and 5=Readily Available</p>	Overall	5.7%	4.7%	12.1%	19.7%	57.8%	
	Current Doctoral	1.7%	3.4%	10.3%	19.0%	65.5%	
	Current Master's	5.6%	6.4%	16.1%	19.5%	52.4%	
	Alumni Doctoral	0.0%	2.1%	4.2%	18.8%	75.0%	
	Alumni Master's	7.7%	3.7%	10.0%	20.3%	58.3%	
<p>If applicable, availability of advising at this stage: Dissertation/Thesis defense</p> <p>Scale of 1-5, where 1=Not Available and 5=Readily Available</p>	Overall	6.6%	5.0%	11.7%	20.3%	56.4%	
	Current Doctoral	2.1%	2.1%	6.4%	19.1%	70.2%	
	Current Master's	7.5%	7.5%	16.8%	19.6%	48.6%	
	Alumni Doctoral	0.0%	8.2%	2.0%	20.4%	69.4%	
	Alumni Master's	7.9%	2.8%	10.3%	21.0%	57.9%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p>Expectations for my academic progress are clearly stated.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	2.1%	4.7%	10.8%	33.8%	48.5%	
	Current Doctoral	1.6%	4.9%	11.5%	34.4%	47.5%	
	Current Master's	1.9%	6.3%	13.3%	35.3%	43.2%	
	Alumni Doctoral	0.0%	5.8%	9.6%	17.3%	67.3%	
	Alumni Master's	2.6%	3.1%	8.2%	33.3%	52.9%	
<p>Expectations for my academic progress are reasonable.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	1.7%	2.6%	8.9%	34.3%	52.5%	
	Current Doctoral	1.6%	3.3%	8.2%	36.9%	50.0%	
	Current Master's	1.5%	3.3%	12.5%	35.6%	47.3%	
	Alumni Doctoral	0.0%	2.0%	9.8%	25.5%	62.7%	
	Alumni Master's	2.0%	2.0%	5.3%	33.3%	57.5%	
<p>Academic advising is available when needed (in-person and / or via email, other).</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	3.2%	4.8%	10.7%	27.0%	54.3%	
	Current Doctoral	0.8%	4.1%	8.3%	26.4%	60.3%	
	Current Master's	3.1%	5.0%	12.1%	26.2%	53.6%	
	Alumni Doctoral	0.0%	7.7%	3.8%	25.0%	63.5%	
	Alumni Master's	3.8%	4.5%	10.1%	28.1%	53.4%	
<p>I have access to constructive feedback about my work.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree</p>	Overall	1.9%	5.6%	13.3%	31.0%	48.3%	
	Current Doctoral	0.0%	5.8%	12.5%	29.2%	52.5%	
	Current Master's	1.8%	7.3%	15.7%	32.2%	43.1%	
	Alumni Doctoral	0.0%	5.8%	11.5%	19.2%	63.5%	
	Alumni Master's	2.3%	3.8%	11.1%	30.9%	51.9%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I have access to regular feedback about my progress in the program.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	3.5%	7.3%	18.0%	28.9%	42.3%	
	Current Doctoral	1.7%	8.3%	20.7%	26.4%	43%	
	Current Master's	3.4%	7.9%	21.2%	30.4%	37.2%	
	Alumni Doctoral	0.0%	5.8%	17.3%	23.1%	53.8%	
	Alumni Master's	4.1%	6.6%	14.5%	28.1%	46.7%	
<i>I have opportunities to discuss my research on a regular basis.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	3.0%	6.7%	18.9%	27.4%	43.9%	
	Current Doctoral	0.0%	9.1%	17.4%	27.3%	46.3%	
	Current Master's	3.0%	7.8%	21.6%	28.5%	39.2%	
	Alumni Doctoral	0.0%	5.8%	15.4%	17.3%	61.5%	
	Alumni Master's	3.7%	5.3%	16.8%	27.1%	47.1%	
<i>If applicable, how helpful was this to your professional development: Graduate Teaching Assistant (instructor of record)</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	2.0%	2.8%	8.1%	12.1%	75.0%	
	Current Doctoral	3.3%	3.3%	3.3%	10.0%	80.0%	
	Current Master's	3.1%	5.2%	10.4%	12.5%	68.8%	
	Alumni Doctoral	0.0%	0.0%	6.7%	13.3%	80.0%	
	Alumni Master's	0.9%	0.9%	7.5%	12.1%	78.5%	
<i>If applicable, how helpful was this to your professional development: Graduate Instructional Assistant (lab instructor / assisting faculty in class)</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	1.7%	2.3%	8.5%	21.0%	66.5%	
	Current Doctoral	3.6%	1.8%	12.5%	19.6%	62.5%	
	Current Master's	1.8%	3.1%	8.8%	21.9%	64.5%	
	Alumni Doctoral	0.0%	0.0%	4.5%	27.3%	68.2%	
	Alumni Master's	1.2%	1.8%	7.2%	19.3%	70.5%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
If applicable, how helpful was this to your professional development: Graduate Research Assistant? Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	3.8%	2.7%	10.8%	19.9%	62.8%	
	Current Doctoral	6.7%	0.0%	13.3%	20.0%	60.0%	
	Current Master's	3.5%	3.5%	9.9%	17.4%	65.7%	
	Alumni Doctoral	0.0%	8.7%	13.0%	26.1%	52.2%	
	Alumni Master's	3.8%	1.5%	10.7%	22.1%	61.8%	
If you were employed as a graduate assistant, Did your assistantship affect your time to degree? 1= Accelerates time to degree completion 2=Delays time to degree completion 3=Don't know / not sure 4=Has no effect on time to degree completion	Overall	13.8%	7.6%	11.0%	67.6%		
	Current Doctoral	25.9%	16.5%	17.6%	40.0%		
	Current Master's	9.2%	7.4%	15.5%	67.9%		
	Alumni Doctoral	45.5%	6.1%	6.1%	42.4%		
	Alumni Master's	12.2%	5.2%	4.2%	78.3%		
If you were employed in a non-assistantship job during your degree, was / is the non-assistantship work related to your research 1=Yes 2=No	Overall	41.0%	59.0%				
	Current Doctoral	72.1%	27.9%				
	Current Master's	57.6%	42.4%				
	Alumni Doctoral	81.3%	18.8%				
	Alumni Master's	57.5%	42.5%				
If you were employed in a non-assistantship job during your degree, did your non-assistantship job affect your time to degree? 1= Accelerates time to degree completion 2=Delays time to degree completion 3=Don't know / not sure 4=Has no effect on time to degree completion	Overall	1.9%	32.1%	7.4%	58.6%		
	Current Doctoral	1.5%	39.7%	8.8%	50.0%		
	Current Master's	0.8%	34.1%	10.9%	54.2%		
	Alumni Doctoral	12.9%	32.3%	3.2%	51.6%		
	Alumni Master's	2.2%	29.6%	4.7%	63.4%		

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
Do you currently have any student loan debt from your previous degree? 1=Yes, 2=No	Overall	47.3%	52.7%				
	Current Doctoral	60%	40.0%				
	Current Master's	51.8%	48.2%				
	Alumni Doctoral	50.0%	50.0%				
	Alumni Master's	52.8%	47.2%				
Did you obtain a private or student loan at any point during your degree program? 1=Yes 2=No	Overall	44.6%	55.4%				
	Current Doctoral	45.6%	54.4%				
	Current Master's	52.8%	47.2%				
	Alumni Doctoral	48.1%	51.9%				
	Alumni Master's	59.9%	40.1%				
Do you consider the loan you took a worthy investment? 1=Yes 2=Not certain 3=No	Overall	11.5%	28.1%	60.4%			
	Current Doctoral	58.9%	33.9%	7.1%			
	Current Master's	61.2%	31.5%	7.3%			
	Alumni Doctoral	76.0%	12.0%	12.0%			
	Alumni Master's	59.0%	25.2%	15.8%			
Office space How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable	Overall	28.0%	7.1%	11.6%	12.8%	30.7%	9.8%
	Current Doctoral	13.9%	4.1%	7.4%	19.7%	54.9%	0.0%
	Current Master's	18.5%	5.5%	10.6%	13.4%	31.1%	21.0%
	Alumni Doctoral	30.6%	4.1%	2.0%	8.2%	55.1%	0.0%
	Alumni Master's	40.3%	9.5%	14.0%	11.4%	24.8%	0.0%

<i>Survey Question/Stem</i>	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>Students' mailboxes</i> How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable	Overall	42.3%	11.7%	12.3%	10.5%	11.2%	12.0%
	Current Doctoral	21.5%	17.4%	14.9%	26.4%	19.8%	0.0%
	Current Master's	30.4%	10.5%	11.4%	9.6%	12.7%	25.4%
	Alumni Doctoral	36.2%	6.4%	21.3%	25.5%	10.6%	0.0%
	Alumni Master's	59.1%	12.4%	12.2%	8.1%	8.2%	0.0%
<i>Student lounge</i> How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable	Overall	19.0%	11.2%	19.2%	20.5%	22.0%	8.0%
	Current Doctoral	19.0%	14.0%	24.8%	24.8%	17.4%	0.0%
	Current Master's	11.2%	7.9%	16.8%	19.8%	27.2%	17.1%
	Alumni Doctoral	34.8%	17.4%	17.4%	19.6%	10.9%	0.0%
	Alumni Master's	26.5%	13.9%	21.1%	20.7%	17.8%	0.0%
<i>Informal events open to all students</i> How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable	Overall	12.2%	8.6%	25.9%	26.9%	21.6%	4.8%
	Current Doctoral	6.5%	8.1%	25.0%	36.3%	24.2%	0.0%
	Current Master's	7.7%	6.9%	21.7%	27.2%	26.1%	10.4%
	Alumni Doctoral	11.8%	3.9%	25.5%	37.3%	21.6%	0.0%
	Alumni Master's	18.0%	10.8%	30.5%	24.3%	16.3%	0.0%
<i>Availability of guest speakers from outside the department or university</i> How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable	Overall	6.7%	5.5%	19.8%	32.5%	30.9%	4.6%
	Current Doctoral	0.8%	3.2%	10.5%	43.5%	41.9%	0.0%
	Current Master's	4.1%	4.0%	19.0%	29.6%	33.2%	10.0%
	Alumni Doctoral	6.1%	2.0%	16.3%	44.9%	30.6%	0.0%
	Alumni Master's	10.3%	7.6%	22.3%	32.9%	26.8%	0.0%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p>Sponsored events allowing informal interaction among students</p> <p>How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable</p>	Overall	10.4%	8.1%	23.3%	27.3%	25.2%	5.6%
	Current Doctoral	5.6%	9.7%	18.5%	34.7%	31.5%	0.0%
	Current Master's	6.3%	5.2%	21.1%	26.4%	28.9%	12.1%
	Alumni Doctoral	8.2%	2.0%	26.5%	42.9%	20.4%	0.0%
	Alumni Master's	15.8%	11.2%	26.3%	26.1%	20.6%	0.0%
<p>Sponsored events allowing informal interaction between faculty and students</p> <p>How important is this resource to you on a scale of 1-5, where 1=Not Important and 5=Very Important; 6=Not Applicable</p>	Overall	8.3%	5.4%	20.6%	29.0%	31.1%	5.5%
	Current Doctoral	3.2%	2.4%	19.4%	31.5%	43.5%	0.0%
	Current Master's	4.9%	4.0%	17.4%	27.8%	34.0%	11.9%
	Alumni Doctoral	6.3%	2.1%	12.5%	35.4%	43.8%	0.0%
	Alumni Master's	12.8%	7.7%	24.8%	29.4%	25.3%	0.0%
<p>My department's programs for supporting historically underrepresented groups are effective.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know</p>	Overall	2.9%	3.0%	7.6%	13.5%	18.7%	54.3%
	Current Doctoral	4.8%	2.4%	8.1%	14.5%	21.8%	48.4%
	Current Master's	2.7%	3.2%	8.1%	14.2%	18.8%	53.1%
	Alumni Doctoral	1.9%	5.8%	3.8%	19.2%	21.2%	48.1%
	Alumni Master's	2.8%	2.8%	7.4%	12.3%	17.9%	56.9%
<p>Faculty in my department support students from historically underrepresented groups.</p> <p>Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know</p>	Overall	1.6%	2.4%	6.7%	16.4%	29.0%	43.9%
	Current Doctoral	1.6%	2.4%	6.5%	18.5%	33.1%	37.9%
	Current Master's	1.2%	2.4%	8.1%	16.2%	28.8%	43.2%
	Alumni Doctoral	1.9%	1.9%	3.8%	25.0%	32.7%	34.6%
	Alumni Master's	2.0%	2.5%	5.4%	15.6%	28.3%	46.3%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
Financial support for students in my department is distributed fairly. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	4.1%	4.6%	6.7%	11.5%	14.0%	59.2%
	Current Doctoral	3.3%	7.3%	4.9%	16.3%	24.4%	43.9%
	Current Master's	5.0%	5.4%	8.0%	12.1%	12.3%	57.1%
	Alumni Doctoral	3.8%	7.7%	3.8%	13.5%	30.8%	40.4%
	Alumni Master's	3.3%	3.1%	5.8%	10.0%	13.1%	64.7%
I am comfortable voicing my feelings and opinions in front of others in my department. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	5.1%	7.2%	14.1%	31.4%	38.2%	3.9%
	Current Doctoral	5.6%	8.9%	13.7%	36.3%	32.3%	3.2%
	Current Master's	5.9%	8.5%	16.8%	30.6%	34.6%	3.5%
	Alumni Doctoral	3.8%	3.8%	15.4%	32.7%	42.3%	1.9%
	Alumni Master's	4.3%	5.9%	11.4%	31.3%	42.6%	4.5%
I feel included in informal networks in my department. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	7.5%	10.2%	18.1%	26.1%	28.2%	9.9%
	Current Doctoral	6.5%	11.3%	11.3%	34.7%	29.8%	6.5%
	Current Master's	8.1%	11.5%	19.1%	26.0%	24.5%	10.8%
	Alumni Doctoral	3.8%	5.8%	21.2%	11.5%	53.8%	3.8%
	Alumni Master's	7.2%	9.1%	17.9%	25.8%	30.1%	9.8%
I have the resources I need to succeed in my program. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	2.0%	3.9%	12.0%	30.6%	49.8%	1.8%
	Current Doctoral	2.4%	4.1%	13.0%	34.1%	45.5%	0.8%
	Current Master's	2.3%	4.5%	15.6%	32.1%	43.8%	1.7%
	Alumni Doctoral	0.0%	0.0%	11.5%	26.9%	59.6%	1.9%
	Alumni Master's	1.7%	3.4%	8.2%	28.8%	55.8%	2.1%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I have to work harder than some of my peers to be perceived as a legitimate scholar.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	23.4%	17.8%	16.2%	16.1%	16.7%	9.7%
	Current Doctoral	18.5%	18.5%	14.5%	16.9%	23.4%	8.1%
	Current Master's	18.9%	17.6%	17.4%	16.8%	19.0%	10.3%
	Alumni Doctoral	25.0%	11.5%	15.4%	21.2%	15.4%	11.5%
	Alumni Master's	28.6%	18.4%	15.3%	15.0%	13.5%	9.3%
<i>My department is responsive to student concerns.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	3.4%	6.4%	15.6%	28.9%	34.0%	11.7%
	Current Doctoral	0.8%	5.6%	18.5%	31.5%	39.5%	4.0%
	Current Master's	4.2%	7.2%	16.4%	26.1%	33.6%	12.4%
	Alumni Doctoral	3.8%	5.8%	21.2%	28.8%	32.7%	7.7%
	Alumni Master's	2.8%	5.8%	14.0%	31.3%	33.7%	12.4%
<i>My department's procedures are fair and equitable to all.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	3.1%	4.5%	12.0%	29.8%	37.6%	12.9%
	Current Doctoral	4.1%	7.4%	7.4%	34.7%	32.2%	14.0%
	Current Master's	3.0%	4.4%	13.2%	27.6%	38.0%	13.8%
	Alumni Doctoral	3.8%	9.6%	5.8%	32.7%	32.7%	15.4%
	Alumni Master's	3.1%	3.9%	11.9%	31.2%	38.3%	11.5%
<i>My own relationships and interactions with faculty are positive.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.2%	1.2%	8.2%	28.8%	58.6%	2.0%
	Current Doctoral	0.8%	0.0%	9.7%	22.6%	62.1%	4.8%
	Current Master's	1.2%	1.3%	8.4%	31.4%	56.2%	1.5%
	Alumni Doctoral	0.0%	0.0%	13.5%	21.2%	65.4%	0.0%
	Alumni Master's	1.3%	1.2%	7.5%	27.6%	60.0%	2.3%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
My peers value my research / scholarship. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.7%	2.8%	11.2%	29.1%	34.8%	20.5%
	Current Doctoral	0.0%	1.6%	9.7%	37.1%	35.5%	16.1%
	Current Master's	2.3%	2.8%	11.7%	29.2%	30.3%	23.8%
	Alumni Doctoral	3.8%	1.9%	5.8%	26.9%	50.0%	11.5%
	Alumni Master's	1.1%	3.1%	11.3%	27.9%	38.3%	18.4%
Students in my department are collegial. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.4%	4.1%	11.5%	34.6%	43.1%	5.3%
	Current Doctoral	1.6%	3.2%	10.5%	29.0%	49.2%	6.5%
	Current Master's	1.6%	5.1%	11.4%	37.5%	37.9%	6.5%
	Alumni Doctoral	0.0%	3.8%	15.4%	30.8%	50.0%	0.0%
	Alumni Master's	1.2%	3.3%	11.4%	32.9%	46.9%	4.3%
Students in my department are treated with respect by faculty. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.2%	1.7%	8.5%	30.6%	54.6%	3.3%
	Current Doctoral	1.6%	2.4%	8.1%	31.5%	52.4%	4.0%
	Current Master's	0.8%	1.6%	9.4%	31.6%	53.2%	3.4%
	Alumni Doctoral	0.0%	0.0%	11.5%	36.5%	51.9%	0.0%
	Alumni Master's	1.6%	1.8%	7.5%	29.2%	56.5%	3.4%
If applicable, how helpful is info you received for: Academic career planning Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	8.7%	10.5%	17.2%	27.6%	36.0%	
	Current Doctoral	4.3%	6.9%	17.2%	42.2%	29.3%	
	Current Master's	7.4%	8.9%	17.1%	29.6%	37.0%	
	Alumni Doctoral	18.6%	7.0%	4.7%	25.6%	44.2%	
	Alumni Master's	10.2%	13.1%	18.2%	23.0%	35.5%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>If applicable, how helpful is info you receive for: Balancing work / life</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	11.3%	13.5%	24.9%	27.6%	22.7%	
	Current Doctoral	6.4%	20.2%	26.6%	26.6%	20.2%	
	Current Master's	11.8%	13.6%	25.5%	27.6%	21.5%	
	Alumni Doctoral	17.1%	14.6%	17.1%	24.4%	26.8%	
	Alumni Master's	11.2%	12.1%	24.5%	28.1%	24.1%	
<i>If applicable, how helpful is info you receive for: Thesis /Dissertation writing</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	4.6%	6.2%	16.9%	29.5%	42.8%	
	Current Doctoral	3.2%	4.3%	18.1%	42.6%	31.9%	
	Current Master's	4.7%	8.5%	21.2%	28.2%	37.3%	
	Alumni Doctoral	2.0%	2.0%	11.8%	29.4%	54.9%	
	Alumni Master's	5.4%	5.0%	12.5%	26.5%	50.5%	
<i>If applicable, how helpful is info you receive for: Government, industry / corporate, non-profit career planning</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	17.3%	17.4%	23.1%	23.6%	18.7%	
	Current Doctoral	24.0%	18.7%	26.7%	17.3%	13.3%	
	Current Master's	14.2%	16.4%	23.1%	25.3%	21.0%	
	Alumni Doctoral	35.7%	17.9%	21.4%	17.9%	7.1%	
	Alumni Master's	18.0%	18.0%	22.7%	23.2%	18.0%	
<i>If applicable, how helpful is info you received for: Identifying a mentor / academic advisor / committee member</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	8.5%	10.2%	18.3%	26.4%	36.7%	
	Current Doctoral	6.8%	9.3%	13.6%	25.4%	44.9%	
	Current Master's	8.2%	11.0%	18.8%	28.2%	33.8%	
	Alumni Doctoral	8.2%	2.0%	14.3%	34.7%	40.8%	
	Alumni Master's	9.1%	10.2%	18.9%	24.0%	37.7%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>If applicable, how helpful is info you received for: Oral communication / presentation skills</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	3.8%	5.4%	17.0%	34.3%	39.5%	
	Current Doctoral	2.5%	2.5%	19.2%	31.7%	44.2%	
	Current Master's	4.4%	6.6%	18.3%	35.9%	34.8%	
	Alumni Doctoral	3.9%	7.8%	9.8%	33.3%	45.1%	
	Alumni Master's	3.4%	4.5%	15.8%	33.3%	43.1%	
<i>If applicable, how helpful is info you received for: Preparing articles for publication</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	8.9%	11.7%	18.7%	27.5%	33.2%	
	Current Doctoral	6.4%	10.9%	19.1%	29.1%	34.5%	
	Current Master's	8.9%	10.9%	20.0%	27.8%	32.3%	
	Alumni Doctoral	14.3%	8.2%	8.2%	16.3%	53.1%	
	Alumni Master's	8.8%	12.9%	18.4%	28.0%	31.9%	
<i>If applicable, how helpful is info you received for: Skills for working successfully with a mentor</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	10.0%	10.7%	20.7%	26.8%	31.9%	
	Current Doctoral	9.2%	9.2%	25.7%	29.4%	26.6%	
	Current Master's	11.1%	10.9%	21.9%	25.8%	30.4%	
	Alumni Doctoral	8.7%	10.9%	15.2%	19.6%	45.7%	
	Alumni Master's	9.1%	10.7%	18.9%	27.9%	33.3%	
<i>If applicable, how helpful is info you received for: Teaching</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	6.9%	7.7%	17.1%	28.6%	39.7%	
	Current Doctoral	8.8%	6.2%	12.4%	36.3%	36.3%	
	Current Master's	7.3%	8.0%	20.2%	27.0%	37.5%	
	Alumni Doctoral	10.6%	10.6%	8.5%	23.4%	46.8%	
	Alumni Master's	5.7%	7.5%	15.7%	29.1%	42.1%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>If applicable, how helpful is info you received for: Working with committee members</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	7.8%	8.5%	18.4%	29.3%	36.1%	
	Current Doctoral	6.2%	5.2%	19.6%	29.9%	39.2%	
	Current Master's	8.0%	9.5%	20.9%	27.6%	34.0%	
	Alumni Doctoral	3.9%	3.9%	9.8%	33.3%	49.0%	
	Alumni Master's	8.4%	8.6%	16.6%	30.3%	36.2%	
<i>How helpful is info you received for: Writing grant or fellowship proposals</i> Scale of 1-5, where 1=Not Helpful and 5=Very Helpful	Overall	19.4%	15.5%	20.5%	19.7%	24.9%	
	Current Doctoral	17.2%	12.9%	21.5%	21.5%	26.9%	
	Current Master's	16.1%	14.6%	20.8%	21.9%	26.6%	
	Alumni Doctoral	22.7%	11.4%	18.2%	22.7%	25.0%	
	Alumni Master's	23.2%	17.8%	20.1%	16.3%	22.6%	
<i>I feel accepted at Texas State.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.6%	2.4%	8.0%	25.5%	61.5%	1.0%
	Current Doctoral	0.8%	1.6%	8.9%	29.0%	58.9%	0.8%
	Current Master's	1.9%	2.7%	9.0%	28.1%	57.0%	1.3%
	Alumni Doctoral	0.0%	1.9%	9.6%	21.2%	67.3%	0.0%
	Alumni Master's	1.5%	2.2%	6.7%	22.5%	66.2%	0.9%
<i>I feel safe at Texas State.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.6%	2.9%	9.2%	26.3%	59.2%	0.8%
	Current Doctoral	0.0%	1.6%	15.2%	30.4%	52.0%	0.8%
	Current Master's	1.8%	5.1%	12.0%	28.6%	51.9%	0.6%
	Alumni Doctoral	0.0%	1.9%	3.8%	23.1%	71.2%	0.0%
	Alumni Master's	1.7%	1.0%	5.6%	23.7%	67.0%	1.0%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I feel valued at Texas State.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	2.4%	5.0%	13.8%	27.3%	48.9%	2.6%
	Current Doctoral	0.8%	3.2%	16.0%	36.0%	42.4%	1.6%
	Current Master's	3.0%	6.9%	15.7%	27.4%	44.4%	2.5%
	Alumni Doctoral	1.9%	3.8%	15.4%	19.2%	57.7%	1.9%
	Alumni Master's	2.1%	3.4%	11.3%	26.3%	53.9%	3.0%
<i>Texas State is a community whose members seek to counter overt acts of bias.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	2.6%	3.2%	11.5%	21.5%	32.7%	28.5%
	Current Doctoral	0.8%	4.8%	11.2%	29.6%	24.8%	28.8%
	Current Master's	2.4%	3.2%	11.9%	23.0%	31.0%	28.5%
	Alumni Doctoral	0.0%	7.7%	9.6%	17.3%	34.6%	30.8%
	Alumni Master's	3.3%	2.8%	11.3%	18.9%	35.5%	28.2%
<i>Texas State is a community whose members seek to counter subtle forms of bias.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	3.2%	5.0%	12.2%	20.4%	28.9%	30.3%
	Current Doctoral	2.4%	9.6%	8.0%	28.0%	20.8%	31.2%
	Current Master's	3.0%	5.1%	13.6%	20.7%	27.5%	30.1%
	Alumni Doctoral	1.9%	13.5%	7.7%	21.2%	26.9%	28.8%
	Alumni Master's	3.6%	3.6%	11.8%	18.8%	31.7%	30.5%
<i>Texas State is committed to creating a positive environment for members of historically underrepresented groups.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.8%	2.8%	8.0%	20.8%	32.4%	34.2%
	Current Doctoral	0.8%	4.8%	12.0%	24.0%	28.0%	30.4%
	Current Master's	1.6%	2.4%	8.1%	23.0%	33.3%	31.6%
	Alumni Doctoral	1.9%	5.8%	3.8%	21.2%	36.5%	30.8%
	Alumni Master's	2.2%	2.6%	7.5%	18.1%	31.9%	37.7%

<i>Survey Question/Stem</i>	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>The administration of Texas State responds in a timely and appropriate manner to unethical behavior targeting students.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	1.6%	2.1%	6.3%	14.1%	23.6%	52.3%
	Current Doctoral	1.6%	3.2%	6.4%	12.0%	24.8%	52.0%
	Current Master's	1.9%	2.4%	7.4%	16.8%	25.3%	46.2%
	Alumni Doctoral	1.9%	7.7%	1.9%	17.3%	15.4%	55.8%
	Alumni Master's	1.3%	1.3%	5.4%	11.4%	22.2%	58.3%
<i>University-level programs and goals for supporting students of color, women, and other historically underrepresented groups are effective.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	2.3%	3.6%	6.4%	15.6%	26.8%	45.2%
	Current Doctoral	0.8%	8.0%	4.0%	16.8%	21.6%	48.8%
	Current Master's	2.5%	3.6%	7.9%	19.3%	26.2%	40.4%
	Alumni Doctoral	1.9%	5.8%	3.8%	19.2%	25.0%	44.2%
	Alumni Master's	2.2%	2.8%	5.5%	11.5%	28.3%	49.6%
<i>The Graduate College serves as an advocate for graduate students at Texas State.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	3.2%	4.5%	10.8%	21.3%	28.4%	31.7%
	Current Doctoral	1.6%	4.0%	6.4%	25.6%	28.0%	34.4%
	Current Master's	2.8%	3.9%	12.1%	22.6%	29.5%	29.1%
	Alumni Doctoral	3.8%	9.6%	11.5%	23.1%	34.6%	17.3%
	Alumni Master's	3.8%	4.9%	10.2%	19.2%	27.0%	34.9%
<i>The Graduate House of Student Government effectively represents the concerns of graduate students in my field.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	4.2%	5.0%	6.9%	9.9%	12.3%	61.6%
	Current Doctoral	1.6%	4.0%	7.2%	8.0%	12.0%	67.2%
	Current Master's	3.5%	5.2%	8.1%	10.8%	13.0%	59.3%
	Alumni Doctoral	5.8%	5.8%	3.8%	11.5%	13.5%	59.6%
	Alumni Master's	5.3%	4.9%	5.8%	9.1%	11.7%	63.2%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
The administration at Texas State is committed to addressing issues of importance to graduate students. Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree; 6=Don't Know	Overall	4.0%	5.5%	10.5%	19.5%	23.5%	37.1%
	Current Doctoral	1.6%	4.8%	4.8%	26.4%	20.0%	42.4%
	Current Master's	4.0%	5.2%	11.5%	21.1%	24.3%	33.9%
	Alumni Doctoral	5.8%	9.6%	5.8%	26.9%	26.9%	25.0%
	Alumni Master's	4.3%	5.5%	10.6%	16.4%	22.9%	40.3%
Availability of athletic facilities at Texas State (pool, basketball courts, etc.) for student use Scale of 1-5, where 1=Poor and 5=Excellent; 6=Don't Know	Overall	2.5%	2.1%	5.5%	17.7%	33.1%	39.1%
	Current Doctoral	1.6%	2.4%	8.1%	15.4%	39.0%	33.3%
	Current Master's	2.9%	1.7%	7.0%	18.1%	32.2%	38.1%
	Alumni Doctoral	1.9%	3.8%	3.8%	25.0%	36.5%	28.8%
	Alumni Master's	2.2%	2.5%	3.6%	17.2%	32.9%	41.6%
Availability of extramural or intramural sports and exercise classes Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	2.8%	2.6%	5.6%	15.9%	23.7%	49.4%
	Current Doctoral	1.6%	2.4%	6.5%	19.4%	25.8%	44.4%
	Current Master's	3.4%	2.4%	7.0%	16.3%	22.1%	48.7%
	Alumni Doctoral	1.9%	1.9%	3.8%	13.5%	25.0%	53.8%
	Alumni Master's	2.3%	2.8%	4.2%	15.2%	24.9%	50.5%
Availability of fitness center facilities at Texas State for student use Scale of 1-5, where 1=Poor and 5=Excellent; 6=Don't Know	Overall	2.6%	2.5%	5.2%	17.4%	37.6%	34.7%
	Current Doctoral	0.8%	3.2%	5.6%	20.2%	39.5%	30.6%
	Current Master's	3.0%	2.3%	6.8%	18.2%	35.8%	33.9%
	Alumni Doctoral	3.8%	3.8%	3.8%	17.3%	46.2%	25.0%
	Alumni Master's	2.5%	2.6%	3.6%	16.1%	38.7%	36.6%

<i>Survey Question/Stem</i>	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>Campus health care services</i> Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	2.2%	2.4%	7.0%	18.0%	29.4%	41.0%
	Current Doctoral	2.4%	4.0%	9.7%	20.2%	24.2%	39.5%
	Current Master's	2.5%	2.3%	8.0%	17.7%	27.3%	42.1%
	Alumni Doctoral	0.0%	1.9%	5.8%	19.2%	38.5%	34.6%
	Alumni Master's	2.0%	2.2%	5.7%	17.9%	31.8%	40.5%
<i>Campus day care services</i> Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	2.5%	1.7%	2.7%	4.5%	8.1%	80.5%
	Current Doctoral	6.5%	1.6%	4.0%	4.0%	5.6%	78.2%
	Current Master's	2.7%	1.7%	3.5%	5.2%	8.6%	78.3%
	Alumni Doctoral	0.0%	1.9%	0.0%	1.9%	9.6%	86.5%
	Alumni Master's	1.9%	1.7%	1.9%	4.0%	7.9%	82.7%
<i>Funding provided for aspects of graduate study like tuition and health insurance</i> Quality of support/services provided on a scale of 1-5, where 1=Poor and 5=Excellent; 6=Don't Know	Overall	9.5%	8.7%	10.2%	12.1%	13.9%	45.6%
	Current Doctoral	9.7%	11.3%	19.4%	13.7%	12.1%	33.9%
	Current Master's	10.0%	10.1%	11.7%	13.2%	13.6%	41.4%
	Alumni Doctoral	17.3%	5.8%	9.6%	15.4%	15.4%	36.5%
	Alumni Master's	8.5%	7.0%	7.4%	10.6%	14.3%	52.3%
<i>Health insurance provided by Texas State</i> Quality of support/services provided on a scale of 1-5, where 1=Poor and 5=Excellent; 6=Don't Know	Overall	7.8%	4.4%	8.1%	8.8%	10.1%	60.8%
	Current Doctoral	16.9%	7.3%	13.7%	10.5%	10.5%	41.1%
	Current Master's	8.5%	5.4%	9.2%	9.3%	11.0%	56.6%
	Alumni Doctoral	11.8%	7.8%	3.9%	17.6%	15.7%	43.1%
	Alumni Master's	5.4%	2.7%	6.3%	7.5%	8.8%	69.3%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
Information Technology resources Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	0.6%	2.2%	9.7%	28.7%	41.6%	17.3%
	Current Doctoral	0.8%	4.8%	9.7%	33.9%	39.5%	11.3%
	Current Master's	0.5%	1.6%	11.3%	28.7%	39.9%	18.1%
	Alumni Doctoral	1.9%	0.0%	1.9%	38.5%	46.2%	11.5%
	Alumni Master's	0.6%	2.5%	8.5%	27.2%	43.3%	17.9%
Laboratories, clinics, studios, or other physical facilities Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	1.3%	2.5%	7.7%	18.2%	22.0%	48.3%
	Current Doctoral	1.6%	2.4%	10.5%	19.4%	20.2%	46.0%
	Current Master's	1.3%	2.8%	8.3%	19.5%	24.1%	44.0%
	Alumni Doctoral	0.0%	1.9%	15.4%	23.1%	19.2%	40.4%
	Alumni Master's	1.4%	2.2%	6.3%	16.4%	20.3%	53.5%
Library and electronic research resources Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	0.7%	1.5%	6.8%	24.9%	60.6%	5.5%
	Current Doctoral	0.8%	0.8%	4.0%	27.4%	65.3%	1.6%
	Current Master's	1.0%	2.4%	6.9%	24.8%	59.9%	5.0%
	Alumni Doctoral	0.0%	0.0%	7.7%	19.2%	73.1%	0.0%
	Alumni Master's	0.5%	0.7%	7.1%	24.8%	59.9%	6.9%
Programs and services for international students Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know	Overall	1.4%	1.0%	3.6%	7.3%	12.3%	74.3%
	Current Doctoral	2.4%	1.6%	6.5%	12.1%	16.1%	61.3%
	Current Master's	1.8%	1.5%	4.5%	8.1%	12.7%	71.4%
	Alumni Doctoral	0.0%	0.0%	3.8%	17.3%	13.5%	65.4%
	Alumni Master's	0.9%	0.6%	2.3%	5.2%	11.3%	79.7%

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<p>Psychological counseling services</p> <p>Scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know</p>	Overall	1.6%	1.3%	4.4%	9.6%	15.9%	67.1%
	Current Doctoral	1.6%	0.0%	4.1%	12.2%	15.4%	66.7%
	Current Master's	1.6%	1.6%	6.1%	10.9%	16.7%	63.1%
	Alumni Doctoral	3.8%	0.0%	3.8%	11.5%	9.6%	71.2%
	Alumni Master's	1.5%	1.4%	2.8%	7.8%	15.6%	71.0%
<p>Shuttle buses / Transportation / Parking</p> <p>Quality of support/services provided on a scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know</p>	Overall	12.5%	13.7%	16.9%	20.6%	23.2%	13.2%
	Current Doctoral	20.5%	18.0%	20.5%	14.8%	13.9%	12.3%
	Current Master's	15.6%	12.2%	16.8%	20.5%	21.2%	13.7%
	Alumni Doctoral	9.6%	15.4%	21.2%	17.3%	26.9%	9.6%
	Alumni Master's	8.2%	14.5%	16.1%	21.8%	26.3%	13.0%
<p>Your personal workspace (e.g., desk or office)</p> <p>Quality of support/services provided on a scale of 1-5, where 1=Poor and 5= Excellent; 6=Don't Know</p>	Overall	7.5%	6.2%	12.6%	18.2%	22.8%	32.7%
	Current Doctoral	6.5%	4.8%	19.4%	23.4%	30.6%	15.3%
	Current Master's	7.9%	6.8%	11.7%	18.6%	22.5%	32.4%
	Alumni Doctoral	5.9%	0.0%	9.8%	21.6%	37.3%	25.5%
	Alumni Master's	7.3%	6.3%	12.7%	16.7%	21.0%	36.0%
<p>Academic experience at Texas State</p> <p>Scale of 1-5, where 1=Poor and 5=Excellent</p>	Overall	1.2%	2.8%	12.9%	38.7%	44.4%	
	Current Doctoral	0.8%	0.8%	16.9%	32.3%	49.2%	
	Current Master's	1.2%	3.7%	15.0%	41.3%	38.8%	
	Alumni Doctoral	1.9%	0.0%	11.5%	25.0%	61.5%	
	Alumni Master's	1.1%	2.3%	10.3%	38.0%	48.2%	

<i>Survey Question/Stem</i>	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>Student life experience at Texas State</i> Scale of 1-5, where 1=Poor and 5=Excellent	Overall	4.1%	7.7%	23.4%	31.6%	33.1%	
	Current Doctoral	2.4%	5.7%	34.1%	32.5%	25.2%	
	Current Master's	4.6%	9.3%	23.9%	33.1%	29.0%	
	Alumni Doctoral	3.8%	1.9%	26.9%	26.9%	40.4%	
	Alumni Master's	3.8%	6.8%	21.0%	30.3%	38.1%	
<i>Overall experience at Texas State</i> Scale of 1-5, where 1=Poor and 5=Excellent	Overall	0.9%	2.4%	15.5%	38.8%	42.3%	
	Current Doctoral	0.8%	1.6%	16.9%	42.7%	37.9%	
	Current Master's	1.0%	3.3%	19.1%	39.8%	36.8%	
	Alumni Doctoral	0.0%	1.9%	15.4%	25.0%	57.7%	
	Alumni Master's	1.0%	1.7%	11.6%	38.1%	47.6%	
<i>I have difficulties deciding on a general research area.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	36.2%	22.5%	19.9%	15.9%	5.5%	
	Current Doctoral	31.2%	32.8%	15.2%	15.2%	5.6%	
	Current Master's	30.9%	19.2%	24.4%	18.4%	7.1%	
	Alumni Doctoral	55.8%	19.2%	9.6%	9.6%	5.8%	
	Alumni Master's	41.1%	24.5%	16.8%	13.9%	3.8%	
<i>I have difficulties writing up aspects of my research.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	28.8%	25.3%	23.7%	16.1%	6.1%	
	Current Doctoral	16.1%	33.9%	24.2%	17.7%	8.1%	
	Current Master's	23.8%	22.7%	26.5%	19.7%	7.3%	
	Alumni Doctoral	30.8%	28.8%	13.5%	21.2%	5.8%	
	Alumni Master's	35.7%	26.3%	21.5%	11.9%	4.6%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I sometimes lose the motivation to undertake my research.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	25.3%	23.1%	21.8%	20.2%	9.7%	
	Current Doctoral	19.4%	29.0%	19.4%	20.2%	12.1%	
	Current Master's	19.4%	19.0%	23.6%	25.6%	12.5%	
	Alumni Doctoral	36.5%	25.0%	5.8%	21.2%	11.5%	
	Alumni Master's	31.4%	26.3%	21.4%	14.6%	6.4%	
<i>I can be overly concerned about attaining perfection.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	14.5%	15.9%	23.5%	28.0%	18.0%	
	Current Doctoral	9.7%	12.9%	31.5%	26.6%	19.4%	
	Current Master's	9.0%	12.6%	22.2%	33.9%	22.2%	
	Alumni Doctoral	30.8%	15.4%	26.9%	19.2%	7.7%	
	Alumni Master's	19.8%	19.8%	23.4%	22.8%	14.1%	
<i>I feel that I need to get work experience in addition to research experience.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	15.6%	10.6%	16.3%	26.7%	30.9%	
	Current Doctoral	10.5%	16.1%	15.3%	23.4%	34.7%	
	Current Master's	11.1%	7.2%	17.1%	30.3%	34.3%	
	Alumni Doctoral	34.6%	17.3%	15.4%	21.2%	11.5%	
	Alumni Master's	19.7%	12.8%	15.7%	23.8%	28.0%	
<i>I sometimes feel homesick / I want to be near family elsewhere.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	54.3%	17.6%	12.0%	9.1%	7.0%	
	Current Doctoral	51.2%	19.2%	12.8%	7.2%	9.6%	
	Current Master's	47.4%	18.5%	13.1%	12.3%	8.7%	
	Alumni Doctoral	73.1%	9.6%	11.5%	3.8%	1.9%	
	Alumni Master's	60.5%	17.0%	10.8%	6.6%	5.1%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I feel socially isolated.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	50.9%	16.3%	14.6%	12.1%	6.0%	
	Current Doctoral	52.4%	25.0%	10.5%	6.5%	5.6%	
	Current Master's	45.4%	15.5%	16.4%	15.8%	7.0%	
	Alumni Doctoral	61.5%	13.5%	11.5%	11.5%	1.9%	
	Alumni Master's	55.7%	16.0%	13.7%	9.3%	5.3%	
<i>I have health concerns that can affect my work.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	65.4%	13.3%	9.2%	6.7%	5.4%	
	Current Doctoral	66.1%	11.3%	8.9%	8.9%	4.8%	
	Current Master's	60.7%	15.3%	11.2%	7.0%	5.9%	
	Alumni Doctoral	59.6%	7.7%	9.6%	9.6%	13.5%	
	Alumni Master's	70.6%	11.9%	7.2%	5.8%	4.5%	
<i>I have found it difficult to manage a long-distance relationship with my significant other.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	63.0%	12.8%	11.4%	6.0%	6.8%	
	Current Doctoral	64.5%	11.3%	11.3%	6.5%	6.5%	
	Current Master's	59.0%	13.7%	13.3%	6.5%	7.5%	
	Alumni Doctoral	68.6%	11.8%	7.8%	3.9%	7.8%	
	Alumni Master's	66.5%	12.3%	9.8%	5.5%	6.0%	
<i>break big projects down into smaller steps.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	2.0%	4.7%	21.9%	37.5%	33.9%	
	Current Doctoral	0.8%	0.8%	21.8%	44.4%	32.3%	
	Current Master's	2.2%	6.0%	24.2%	35.7%	31.9%	
	Alumni Doctoral	0.0%	5.8%	13.5%	50.0%	30.8%	
	Alumni Master's	2.1%	4.0%	20.1%	37.5%	36.3%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I can accurately estimate how much time it is going to take me to complete a specific task.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	3.4%	9.9%	22.6%	40.6%	23.5%	
	Current Doctoral	1.6%	13.7%	21.8%	45.2%	17.7%	
	Current Master's	5.1%	11.7%	24.5%	38.5%	20.2%	
	Alumni Doctoral	3.8%	7.7%	21.2%	51.9%	15.4%	
	Alumni Master's	2.0%	7.6%	20.8%	41.3%	28.2%	
<i>I complete tasks on or just before the deadline.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	3.7%	10.3%	20.0%	35.2%	30.8%	
	Current Doctoral	3.2%	13.7%	18.5%	34.7%	29.8%	
	Current Master's	3.1%	8.8%	20.4%	37.5%	30.3%	
	Alumni Doctoral	5.8%	11.5%	19.2%	32.7%	30.8%	
	Alumni Master's	4.2%	11.3%	19.8%	33.1%	31.5%	
<i>I create schedules for all the tasks I need to complete.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	6.9%	13.5%	22.2%	30.0%	27.4%	
	Current Doctoral	3.2%	12.1%	25.0%	32.3%	27.4%	
	Current Master's	7.1%	12.8%	23.8%	30.5%	25.9%	
	Alumni Doctoral	1.9%	11.5%	25.0%	30.8%	30.8%	
	Alumni Master's	7.5%	14.6%	20.0%	29.2%	28.6%	
<i>I find myself rushing to get things done at the last minute.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	14.1%	24.9%	25.8%	22.2%	12.9%	
	Current Doctoral	12.1%	22.6%	26.6%	25.8%	12.9%	
	Current Master's	11.5%	22.3%	26.1%	24.9%	15.2%	
	Alumni Doctoral	23.1%	25.0%	25.0%	13.5%	13.5%	
	Alumni Master's	16.5%	27.9%	25.4%	19.6%	10.6%	

Survey Question/Stem	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I have no qualms about telling others that I don't have the time to do something for them.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	14.8%	20.1%	28.6%	23.4%	13.0%	
	Current Doctoral	9.7%	20.2%	26.6%	27.4%	16.1%	
	Current Master's	11.1%	21.9%	28.9%	24.1%	14.0%	
	Alumni Doctoral	17.3%	15.4%	30.8%	25.0%	11.5%	
	Alumni Master's	19.1%	18.7%	28.5%	22.1%	11.6%	
<i>I manage to complete everything on my "to-do" list.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	6.5%	16.3%	30.1%	31.6%	15.5%	
	Current Doctoral	4.9%	18.7%	33.3%	28.5%	14.6%	
	Current Master's	7.8%	17.5%	29.8%	31.1%	13.8%	
	Alumni Doctoral	7.7%	17.3%	34.6%	21.2%	19.2%	
	Alumni Master's	5.4%	14.6%	29.6%	33.3%	17.0%	
<i>I prioritize my tasks when I have a lot to get done.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	1.3%	2.4%	12.2%	40.6%	43.5%	
	Current Doctoral	1.6%	3.2%	13.7%	41.1%	40.3%	
	Current Master's	1.1%	1.6%	12.6%	39.7%	45.1%	
	Alumni Doctoral	0.0%	0.0%	17.3%	38.5%	44.2%	
	Alumni Master's	1.6%	3.2%	11.3%	41.6%	42.3%	
<i>I use a daily planner to keep track of the things I need to do.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	14.3%	10.5%	16.3%	24.7%	34.2%	
	Current Doctoral	12.1%	11.3%	25.0%	25.0%	26.6%	
	Current Master's	13.5%	11.3%	17.1%	25.0%	33.1%	
	Alumni Doctoral	28.8%	5.8%	17.3%	17.3%	30.8%	
	Alumni Master's	14.5%	9.7%	14.2%	24.8%	36.7%	

<i>Survey Question/Stem</i>	Group	Likert Scale Responses					
		The majority of questions had a 1-5 Likert scale to choose from; some questions had an additional N/A or Don't Know choice					
		1	2	3	4	5	N/A Don't Know
<i>I set deadlines for myself.</i> Scale of 1-5, where 1=Strongly Disagree and 5=Strongly Agree	Overall	2.3%	5.0%	16.9%	35.9%	39.8%	
	Current Doctoral	1.6%	5.6%	18.5%	41.9%	32.3%	
	Current Master's	2.4%	6.0%	17.8%	35.5%	38.3%	
	Alumni Doctoral	0.0%	1.9%	13.5%	28.8%	55.8%	
	Alumni Master's	2.5%	4.2%	16.0%	35.8%	41.5%	

Appendix II: Statistical Output, Additional Details

Survey Statement	Output	Post Hoc U	Adj. Sig	Groups
<i>I have access to adequate information on research ethics and responsible conduct of research pertinent to my field of study.</i>	H(3, N = 1790) = 11.865, p = 0.008, with a mean rank score of 775.91 for International Students (N = 163), 924.44 for Hispanic/Latina/Latino (N = 307), 896.18 for Other/Grouped (N = 258) and 905.32 for White (N = 1062).	-129.412	.007	International Students / White
		-148.529	.008	International Students / Hispanic/Latina /Latino
<i>Quality of course instruction</i>	H(3, N = 1806) = 20.076, p < 0.001, with a mean rank score of 790.55 for International Students (N = 164), 987.62 for Hispanic/Latina/Latino (N = 308), 931.24 for Other/Grouped (N = 261) and 889.87 for White (N = 1073).	-140.695	.021	International Students / Other/Grouped
		-197.068	.000	International Students / Hispanic/Latina /Latino
		97.747	.01	White / Hispanic/Latina /Latino
<i>Quality of graduate curriculum</i>	H(3, N = 1799) = 18.123, p < 0.001, with a mean rank score of 789.16 for International Students (N = 164), 978.42 for Hispanic/Latina/Latino (N = 306), 929.62 for Other/Grouped (N = 261) and 887.31 for White (N = 1068).	-140.463	.023	International Students / Other/Grouped
		-189.263	.000	International Students / Hispanic/Latina /Latino
		91.114	.023	White / Hispanic/Latina /Latino
<i>Expectations for my academic progress are reasonable.</i>	H(3, N = 1797) = 13.581, p = 0.004, with a mean rank score of 777.05 for International Students (N = 161), 932.64 for Hispanic/Latina/Latino (N = 308), 929.05 for Other/Grouped (N = 260) and 900.37 for White (N = 1068).	-123.316	.011	International Students / White
		-152.002	.007	International Students / Other/Grouped
		-155.593	.004	International Students / Hispanic/Latina /Latino

<i>Academic experience at Texas State</i>	H(3, N = 1799) = 10.632, p = 0.014, with a mean rank score of 813.34 for International Students (N = 161), 962.88 for Hispanic/Latina/Latino (N = 307), 897.54 for Other/Grouped (N = 261) and 895.60 for White (N = 1070).	-149.541	.008	International Students / Hispanic/Latina /Latino
<i>Student life experience at Texas State</i>	H(3, N = 1791) = 12.410, p = 0.006, with a mean rank score of 998.99 for International Students (N = 160), 936.94 for Hispanic/Latina/Latino (N = 305), 848.83 for Other/Grouped (N = 260) and 880.33 for White (N = 1066).	150.155	.015	Other/Grouped / International Students
		118.654	.028	White / International Students
<i>Overall experience at Texas State</i>	H(3, N = 1797) = 8.959, p = 0.03, with a mean rank score of 851.22 for International Students (N = 161), 969.26 for Hispanic/Latina/Latino (N = 306), 875.39 for Other/Grouped (N = 261) and 891.85 for White (N = 1069).	-118.035	.012	International Students / Hispanic/Latina /Latino
		93.864	.021	Other/Grouped – Hispanic/Latina /Latino
<i>I have difficulties deciding on a general research area.</i>	H(3, N = 1777) = 25.323, p < 0.001, with a mean rank score of 1071.57 for International Students (N = 160), 881.92 for Hispanic/Latina/Latino (N = 305), 898.47 for Other/Grouped (N = 258) and 861.02 for White (N = 1054).	210.547	.000	White / International Students
		189.649	.001	Hispanic/Latina /Latino / International Students
		173.1	.003	Other/Grouped / International Student
<i>I have difficulties writing up aspects of my research.</i>	H(3, N = 1771) = 15.620, p = 0.001, with a mean rank score of 1027.90 for International Students (N = 159), 891.46 for Hispanic/Latina/Latino (N = 304), 891.94 for Other/Grouped (N = 256) and 861.53 for White (N = 1052).	166.364	.000	White / International Students
		136.439	.030	Hispanic/Latina /Latino / International Students
		135.961	.040	Other/Grouped / International Students

Survey Statement	Output
<i>Program expectations are clearly articulated during all the major stages of the program.</i>	U = 273836.0, n1 = 830, n2 = 818, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 740075.0$), sum of ranks for current master's ($\Sigma R1 = 618701.0$)
<i>Program expectations are appropriate during all the major stages of the program.</i>	U = 284597.0, n1 = 830, n2 = 817, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 727666.0$), sum of ranks for current master's ($\Sigma R1 = 629462.0$)
<i>I have access to research opportunities to prepare me for thesis or other research.</i>	U = 300373.5, n1 = 821, n2 = 806, p = 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 686573.5$), sum of ranks for current master's ($\Sigma R1 = 637804.5$)
<i>I have access to adequate information on research ethics and responsible conduct of research pertinent to my field of study.</i>	U = 305604.5, n1 = 825, n2 = 807, p < 0.002. Sum of ranks for master's alumni ($\Sigma R2 = 686198.5$), sum of ranks for current master's ($\Sigma R1 = 646329.5$)
<i>Quality of graduate curriculum.</i>	U = 301221.5, n1 = 827, n2 = 814, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 703661.5$), sum of ranks for current master's ($\Sigma R1 = 643599.5$)
<i>Expectations are clearly articulated during all the major stages of the program.</i>	U = 297838.0, n1 = 828, n2 = 815, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 709502.0$), sum of ranks for current master's ($\Sigma R1 = 641044.0$).
<i>Expectations are appropriate during all the major stages of the program.</i>	U = 295117.0, n1 = 827, n2 = 815, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 711408.0$), sum of ranks for current master's ($\Sigma R1 = 637495.0$)
<i>Academic experience at Texas State.</i>	U = 298498.5, n1 = 828, n2 = 813, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 705556.5$), sum of ranks for current master's ($\Sigma R1 = 641704.5$)
<i>Student life experience at Texas State.</i>	U = 298656.0, n1 = 824, n2 = 809, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 695605.0$), sum of ranks for current master's ($\Sigma R1 = 638556.0$).
<i>Overall experience at Texas State.</i>	U = 288826.0, n1 = 826, n2 = 813, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 713603.0$), sum of ranks for current master's ($\Sigma R1 = 630377.0$)
<i>I have difficulties deciding on a general research area.</i>	U = 273794.0, n1 = 816, n2 = 800, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 712342.0$), sum of ranks for graduated master's ($\Sigma R1 = 594194.0$)
<i>I have difficulties writing up aspects of my research.</i>	U = 263442.0, n1 = 811, n2 = 799, p < 0.001. Sum of ranks for master's alumni ($\Sigma R2 = 713813.0$), sum of ranks for graduated master's ($\Sigma R1 = 583042.0$)

Survey Statement	# of Predictors	R value	R square	Adj. R square	Output
<i>I feel adequately prepared as a result of my graduate degree work.</i>	12	.759	.592	.589	$F(12, 1651) = 199.314, p < .001, R^2 = .592, \text{Adj. } R^2 = .589.$
<i>Academic advising is available when needed in person and or via email.</i>	11	.760	.577	.575	$F(11, 1652) = 205.215, p < .001, R^2 = .577, \text{Adj. } R^2 = .575.$
<i>I have access to constructive feedback about my work.</i>	10	.834	.695	.693	$F(10, 1653) = 110.702, p < .001, R^2 = .695, \text{Adj. } R^2 = .693.$
<i>I have access to regular feedback about my progress in the program.</i>	10	.841	.707	.706	$F(10, 1653) = 399.718, p < .001, R^2 = .592, \text{Adj. } R^2 = .589.$
<i>I have opportunities to discuss my research on a regular basis.</i>	6	.760	.578	.576	$F(6, 1657) = 184.602, p < .001, R^2 = .592, \text{Adj. } R^2 = .589.$
<i>Expectations for my academic progress are clearly stated.</i>	8	.834	.696	.694	$(F(8, 1654) = 473.538, p < .001, R^2 = .696, \text{Adj. } R^2 = .694).$
<i>Expectations for my academic progress are reasonable.</i>	10	.802	.643	.641	$(F(10, 1652) = 297.877, p < .001, R^2 = .643, \text{Adj. } R^2 = .641).$
<i>I have opportunities to discuss my research on a regular basis.</i>	6	.760	.578	.576	$F(6, 1657) = 184.602, p < .001, R^2 = .592, \text{Adj. } R^2 = .589.$
<i>I have difficulties deciding on a general research area.</i>	6	.715	.512	.510	$F(6, 1657) = 289.465, p < .001, R^2 = .512, \text{Adj. } R^2 = .510.$
<i>I have difficulties writing up aspects of my research.</i>	4	.768	.589	.588	$F(4, 1659) = 595.091, p < .001, R^2 = .589, \text{Adj. } R^2 = .588.$
<i>I sometimes lose the motivation to undertake my research.</i>	9	.704	.495	.492	$F(9, 1654) = 180.177, p < .001, R^2 = .495, \text{Adj. } R^2 = .492.$
<i>Academic experience at Texas State</i>	8	.841	.708	.706	$F(8, 1655) = 500.593, p < .001, R^2 = .708, \text{Adj. } R^2 = .706.$

Rotated Component Matrix^a

	Component							
	1	2	3	4	5	6	7	8
Program expectations are clearly articulated during all the major stages of the program.	.730	.303	.034	-.063	.070	-.017	-.027	.037
Program expectations are appropriate during all the major stages of the program.	.783	.248	.037	-.057	.103	-.070	-.033	.001
I have access to research opportunities to prepare me for dissertation/thesis or other research.	.715	.208	.028	-.012	-.013	-.060	-.009	.009
I have access to adequate information on research ethics and responsible conduct of research pertinent to my field of study.	.754	.222	.033	-.024	-.113	-.081	.017	-.021
I feel adequately prepared as a result of my graduate degree work.	.765	.198	.060	-.145	.177	-.016	.013	.006
I have opportunities to provide feedback to the program.	.612	.282	.024	-.035	.233	-.050	-.038	.137
Quality of course instruction	.684	.211	.069	-.015	.317	.007	.051	-.034
Quality of graduate curriculum	.729	.182	.065	-.058	.317	.005	.055	-.008
Expectations for my academic progress are clearly stated.	.417	.721	.088	-.017	.077	-.007	.009	.019
Expectations for my academic progress are reasonable.	.459	.636	.077	-.048	.078	-.083	.016	-.035
Academic advising is available when needed (in-person and / or via email, other).	.245	.803	.031	.057	.123	-.006	.006	-.011
I have access to constructive feedback about my work.	.363	.771	.031	-.019	.171	-.026	.014	-.020
I have access to regular feedback about my progress in the program.	.328	.805	.042	-.059	.163	-.007	.019	.029
I have opportunities to discuss my research on a regular basis.	.347	.707	.036	-.017	.128	-.020	.036	.030

Academic experience at Texas State	.510	.273	.108	-.044	.630	-.040	.069	-.032
Student life experience at Texas State	.206	.223	.075	-.006	.773	-.098	-.014	.026
Overall experience at Texas State	.420	.258	.079	-.019	.766	-.089	.039	.008
I have difficulties deciding on a general research area.	-.084	-.056	-.090	.795	.058	.126	-.042	.173
I have difficulties writing up aspects of my research.	-.102	-.026	-.145	.836	.018	.097	.020	.127
I sometimes lose the motivation to undertake my research.	-.120	-.060	-.172	.742	-.074	.145	.184	.020
I can be overly concerned about attaining perfection.	.048	.045	.117	.601	-.049	.156	.130	-.303
I feel that I need to get work experience in addition to research experience.	-.037	.037	.090	.473	-.044	.224	-.022	-.177
I sometimes feel homesick / I want to be near family elsewhere.	-.043	.042	-.010	.160	.082	.766	-.014	.007
I have found it difficult to manage a long-distance relationship with my significant other.	-.092	.022	-.031	.143	.116	.755	-.015	.025
I feel socially isolated.	-.063	-.063	-.047	.184	-.333	.696	.012	-.007
I have health concerns that can affect my work.	-.010	-.114	-.036	.143	-.183	.595	.104	-.023
I break big projects down into smaller steps.	.045	.080	.620	-.037	.067	-.077	-.101	.214
I can accurately estimate how much time it is going to take me to complete a specific task.	.035	.092	.526	-.201	.082	-.056	-.128	.431
I complete tasks on or just before the deadline.	.018	.060	.066	-.016	.012	-.028	.778	.103
I create schedules for all the tasks I need to complete.	.018	.035	.746	-.049	.015	.075	.042	.043
I find myself rushing to get things done at the last minute.	.007	-.001	-.250	.241	.051	.114	.744	.011

I have no qualms about telling others that I don't have the time to do something for them.	.040	-.012	.158	.070	-.055	.059	.279	.668
I manage to complete everything on my daily "to-do" list.	.063	-.008	.506	-.119	.153	-.044	-.270	.393
I prioritize my tasks when I have a lot to get done.	.062	.039	.729	.047	-.002	-.098	-.024	.087
I use a daily planner to keep track of the things I need to do.	.063	-.037	.662	-.036	.005	.056	.146	-.287
I set deadlines for myself.	.046	.058	.819	-.014	.035	-.026	-.042	-.067

Component 2 = Advising

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a

a. Rotation converged in 7 iterations.

¹ e.g., Bourke, Holbrook, Lovat, & Farley, 2004; Council of Graduate Schools, 2009, 2013; Nettles & Millet, 2006

² see Bell-Ellison & Dedrick, 2008; Council of Graduate Schools, 2009, 2013; Malone, Nelson, & Nelson, 2004; Miller, 2013; Mwenda, 2010;

³ see Council of Graduate Schools, 2009, 2013; Miller, 2013; Mwenda, 2010;

⁴ see Council of Graduate Schools, 2009, 2013; Malone, Nelson, & Nelson, 2004; Miller, 2013; Mwenda, 2010;

⁵ see Council of Graduate Schools, 2009, 2013; Miller, 2013; Malone, Nelson, & Nelson, 2004; Sowell, Allum, & Okahana, 2015

⁶ Council of Graduate Schools, 2013; Kohun & Ali, 2005; Miller, 2013

⁷ Baker & Pifer, 2011; Kohun & Ali, 2005; Lovitts & Nelson, 2000

⁸ Wao & Onwuegbuzie, 2011

⁹ Council of Graduate Schools, 2013; Sowell, Allum, & Okahana, 2015

¹⁰ Likert scale: 1=3%, 2=5%, 3=14%, 4=32%, 5=46%, rounded to nearest whole number

¹¹ Likert scale: 1=3%, 2=4%, 3=9%, 4=20%, 5=32%, DK=31%, rounded to the nearest whole number

¹² $F(12, 1651) = 199.314, p < .001, R^2 = .592, \text{Adj. } R^2 = .589$

¹³ $\beta = 0.153, p < 0.001$

¹⁴ $\beta = 0.092, p < 0.001$

¹⁵ $\beta = -0.055, p = 0.001$

¹⁶ $\beta = 0.057, p = 0.05$

¹⁷ $\beta = 0.170, p < 0.001$

¹⁸ $\beta = 0.142, p < 0.001$

¹⁹ $\beta = 0.040, p = 0.025$

²⁰ $\beta = 0.033, p = 0.045$

²¹ $\beta = -0.105, p < 0.001$

²² $\beta = 0.073, p = 0.001$

²³ $\beta = 0.057, p = 0.027$

²⁴ $\beta = 0.219, p < 0.001$

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- ²⁵ $\beta=0.219, p < 0.001$
²⁶ $\beta=0.170, p < 0.001$
²⁷ $\beta= -0.105, p < 0.001$
²⁸ $p = 0.002$
²⁹ $p = 0.007$
³⁰ $p = 0.008$
³¹ $p = 0.004$
³² $p < 0.001$
³³ $p = 0.028$
³⁴ $p = 0.008$
³⁵ $p = 0.001$
³⁶ $p = 0.034$
³⁷ $p = 0.042$
³⁸ $p < 0.001$
³⁹ $p = 0.021$; Due to low numbers, some categories were grouped for the purposes of some ANOVA tests
⁴⁰ Each loaded over .500
⁴¹ 0.803
⁴² 0.721
⁴³ 0.636
⁴⁴ 0.771
⁴⁵ 0.805
⁴⁶ 0.707
⁴⁷ $\beta=0.232, p < 0.001$
⁴⁸ $\beta =0.230, p < 0.001$
⁴⁹ $\beta =0.454, p < 0.001$
⁵⁰ $\beta =0.294, p < 0.001$
⁵¹ $\beta =0.550, p < 0.001$
⁵² $\beta =0.269, p < 0.001$
⁵³ $\beta =0.419, p < 0.001$
⁵⁴ $\beta =0.180, p < 0.001$
⁵⁵ $\beta =0.386, p < 0.001$
⁵⁶ $\beta =0.188, p < 0.001$
⁵⁷ $\beta =0.248, p < 0.001$
⁵⁸ $\beta =0.242, p < 0.001$
⁵⁹ $B=2.965, \text{Exp}(B)=19.404, p = 0.001$
⁶⁰ $B=3.194, \text{Exp}(B)=24.395, p = 0.001$
⁶¹ $B=5.899, \text{Exp}(B)=364.573, p = 0.002$
⁶² $B=2.062, \text{Exp}(B)=7/861, p < 0.001$
⁶³ $B=1.034, \text{Exp}(B)=2.811, p = 0.015$
⁶⁴ $B=1.017, \text{Exp}(B)=2.764, p = 0.027$
⁶⁵ $B=.637, \text{Exp}(B)=1.891, p < 0.001$
⁶⁶ $B=.224, \text{Exp}(B)=1.728, p < 0.001$
⁶⁷ $B=.294, \text{Exp}(B)=1.341, p = 0.004$
⁶⁸ $B=.547, \text{Exp}(B)=1.728, p < 0.001$
⁶⁹ $B=5.899, \text{Exp}(B)=364.573, p = 0.002$
⁷⁰ Mann-Whitney U test.
⁷¹ $p < 0.001$
⁷² $p < 0.001$
⁷³ $p = 0.001$
⁷⁴ $p = 0.002$
⁷⁵ $p < 0.001$
⁷⁶ $p < 0.001$

⁷⁷ $p < 0.001$

⁷⁸ $p < 0.001$

⁷⁹ $p < 0.001$

⁸⁰ $p < 0.001$

⁸¹ $p < 0.001$

⁸² $p < 0.001$

⁸³ Kruskal-Wallis statistical test and Dunn-Bonferroni post hoc test

⁸⁴ $p = 0.007$

⁸⁵ $p = 0.008$

⁸⁶ As noted earlier, due to low numbers, some categories were grouped for the purposes of some ANOVA tests

⁸⁷ $p = 0.021$

⁸⁸ $p < 0.001$

⁸⁹ $p = 0.010$

⁹⁰ $p = 0.023$

⁹¹ $p < 0.001$

⁹² $p = 0.023$

⁹³ $p = 0.011$

⁹⁴ $p = 0.004$

⁹⁵ $p = 0.007$

⁹⁶ $p = 0.008$

⁹⁷ $p = 0.015$

⁹⁸ $p = 0.028$

⁹⁹ $p = 0.012$

¹⁰⁰ $p = 0.021$

¹⁰¹ $p < 0.001$

¹⁰² $p = 0.001$

¹⁰³ $p = 0.003$

¹⁰⁴ $p < 0.001$

¹⁰⁵ $p = 0.030$

¹⁰⁶ $p = 0.040$