

UCCS Graduate School Survey, Spring 2021

Full Report

Executive Summary

Purpose: Graduate students represent an important population in the UCCS community, with 22 masters and 8 doctoral programs. However, to date, no systematic data have been collected from graduate students about their experiences. Subsequently, the purpose of this survey was to collect data from UCCS graduate students about their experiences related to a variety of areas. The Graduate School collected this information to provide an anonymous mechanism for graduate students to make their voices heard.

Methodology: Questions were generated following examination of other institutions' graduate surveys and based on input from graduate faculty. College deans were consulted for feedback prior to distribution. Additionally, Institutional Review Board (IRB) and Institutional Research (IR) approvals were received before survey distribution.

The Spring 2021 Graduate School Survey was open from February 23, 2021 to March 17, 2021. The survey was sent via email to all enrolled graduate students ($N = 1772$). A total of 392 graduate students opened the survey. Of these 392 students, 391 provided informed consent, and one denied informed consent. Of these 391 students, 322 completed 100% of the survey, and 69 terminated the survey before full completion.

Thirteen broad categories were surveyed: Demographics, Overall Impressions, Faculty Advising, Climate within Graduate Program, Obstacles to Degree Completion, Financial Support, Professional Development Opportunities and Needs, Research Experiences, Teaching Experiences, Practicum Experiences, Communication, Admission Process, and Physical and Mental Health.

Results: Overall, results are positive and encouraging. They largely suggest that UCCS graduate students have positive experiences within their program and report satisfaction in a variety of areas. We encourage a full read of the following report for more information. Additionally, frequency data for individual items are available as an Appendix.

A few areas for improvement have been identified. First, avenues for reporting concerns could be improved, with many graduate students feeling uncomfortable reporting concerns to faculty members and other campus leaders. They also reported experiencing uncertainty about who to report concerns to. Second, experiences with faculty advising varied. Many graduate students reported inconsistent relationships with their advisors that made navigating their program more difficult. Third, graduate students reported significant physical and mental health difficulties that impacted their degree progress, with stress being cited as a frequent experience. Lastly, graduate students identified several areas where they would like additional professional development support, with career planning, job searching/interviewing, and networking as the most cited areas of need.

Next Steps: Survey results for the entire population are posted on the Graduate School webpage. Each college and department with sufficient sample sizes (≥ 15 respondents) has received their own report with descriptive and frequency data. Please contact your college or department if you would like to receive those reports. Qualitative responses were provided to colleges and programs after removing information that might be used to identify students.

The Graduate School will explore the following areas in order to address student concerns.

- Distributing survey to colleges and departments and ask departments for 3-5 action steps.
- Posting full report on website and make announcement to programs and graduate students about availability.
- Creating additional professional development opportunities (e.g., workshops hosted by Graduate School/Career Center, community networking events, funding for additional trainings).
- Providing resources to graduate students for dealing with stress.
- Creating clear reporting structures for graduate students concerns.
- Encouraging departments to promote consistency in advising, with more regular meetings between student and advisor.
- Administering survey on an annual basis to identify ongoing areas of need and improvement.

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Demographics

Table 1.
Information about Program Representation in Survey

	<i>N</i>	Valid %
Degree Type		
Master's – Project or Capstone	129	33
Master's – Coursework Only	108	28
Master's – Thesis	77	20
Doctorate	64	17
Other	5	1
Prefer not to answer	4	1
College of Nursing and Health Sciences	39	10
Nurse Practitioner	27	71
Sport Nutrition	4	11
Health Promotion	3	8
Athletic Training	2	5
Doctorate of Nursing Practice	2	5
Physiology	0	0
Strength & Conditioning	0	0
Prefer not to answer	0	0
College of Business	56	14
Business Administration	51	93
Accounting	4	7
Prefer not to answer	0	0
College of Education	99	26
Leadership: Educational Leaderships, Research, and Policy	22	22
Clinical Mental Health Counseling	19	19
Leadership: Student Affairs in Higher Education	16	16
Curriculum and Instruction	12	12
School Counseling	10	10
Special Education	8	8
Teaching English to Speakers of Other Languages	4	4
Leadership: Education	4	4
Counseling & Leadership – Air Force Officer Command	2	2
Behavior Intervention	1	1
Science Teaching	1	1
Science Education	0	0
Teaching Mathematics	0	0
Prefer not to answer	0	0
College of Engineering and Applied Science	51	13
Computer Science	11	22
Electrical Engineering	8	16
Cybersecurity	7	14
Space Operations	7	14
Security – Engineering	5	10
Mechanical Engineering	4	8

Mechanical & Aerospace Engineering	3	6
Systems Engineering	2	4
Prefer not to answer	2	4
Software Engineering	1	2
Engineering Management	0	0
College of Letters, Arts, and Sciences	90	23
Psychology	42	48
History	10	11
Communication	9	10
Biology	7	8
Sociology	6	7
Biochemistry	4	5
Physics	3	3
Chemistry	2	2
Prefer not to answer	2	2
Mathematics	1	1
Geography – Applied	1	1
Sociology and Public Administration Dual Degree	1	1
Interdisciplinary – Applied Science PhD	0	0
School of Public Affairs	49	13
Public Administration	22	45
Social Work	12	25
Criminal Justice and Public Administration Dual Degree	10	20
Criminal Justice	3	6
Public Administration and Sociology Dual Degree	2	4
Prefer not to answer	0	0
Prefer not to answer	4	1

Table 2.
Respondent Demographic Information

Demographic Variable	<i>N</i>	%
Is English your first language?		
Yes	291	92
No	23	7
Do you identify as a first-generation student?		
No	203	65
Yes	108	35
Gender Identification		
Woman	195	63
Man	108	35
Gender fluid/Nonbinary	5	2
Transgender	0	0
Race & Ethnicity*		
White/Caucasian	250	
Hispanic, Latino, Latina, or Latinx	37	
African American or Black	19	
Asian	17	
Native American, American Indian, or Alaskan Native	14	
Other	5	
Hawaiian or Pacific Islander	3	
Middle Eastern	3	
Are you responsible for caring for children?		
No	220	70
Yes	96	30
If yes, what are the children's age range?*		
0-2	21	
3-5	22	
5-9	33	
10-14	36	
15-17	27	
Are you responsible for caring for other adults (age 18 and over)?		
No	272	89
Yes	35	11
If yes, how many?	1.55 (<i>M</i>)	0.75 (<i>SD</i>)
Have you ever served in the Armed Forces of the United States?		
No	266	85
Yes	48	15
Age (Range = 21 to 63)	33.37 (<i>M</i>)	9.60 (<i>SD</i>)

Note. *represents items that were “select all that apply” and therefore do not have a percentage.

Figure 1.
Percentage of Graduate Program Completed

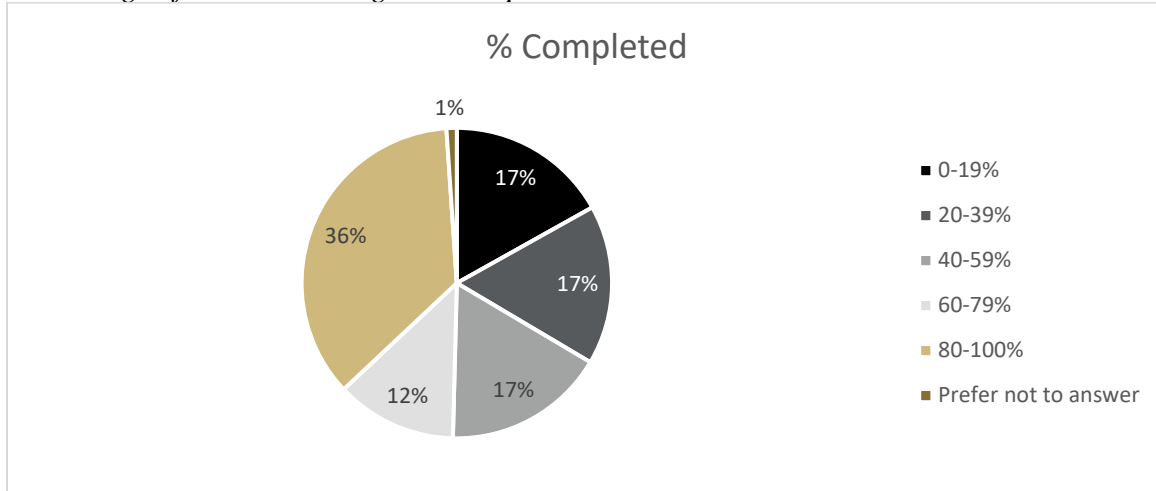


Figure 2.
Year of Entry into Graduate Program

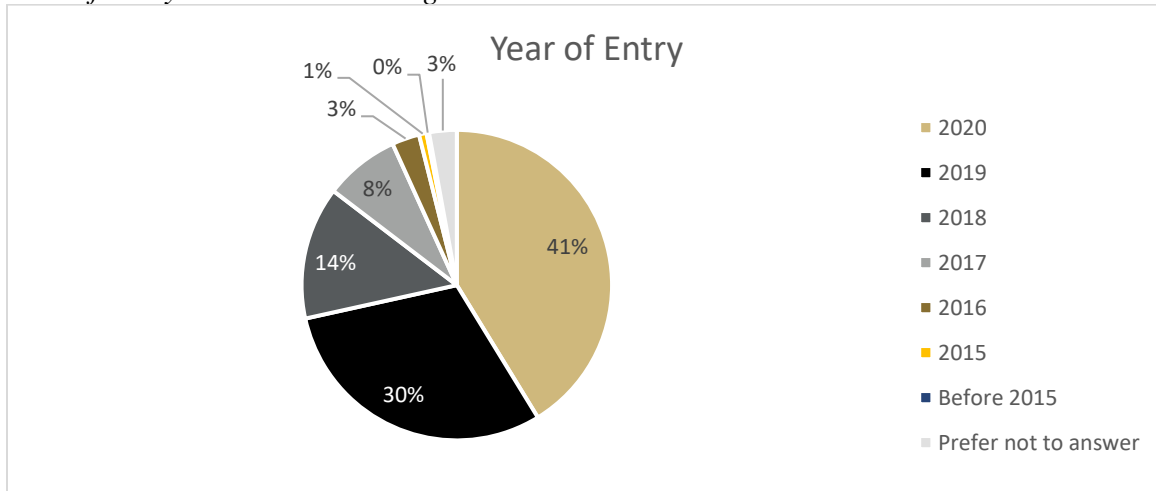


Figure 3.

In a typical year (when there is not a pandemic), what percentage of your courses would you prefer to take online?

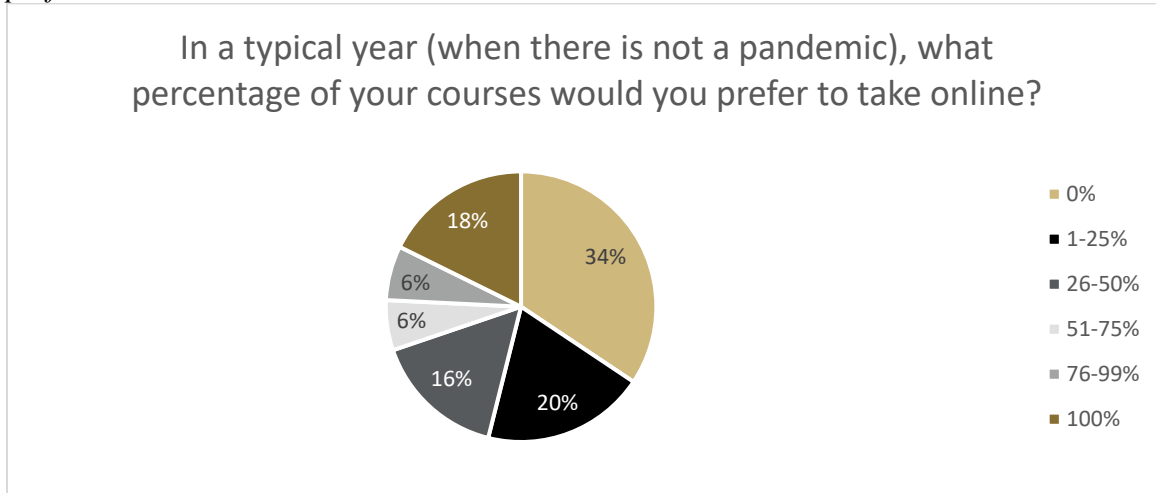
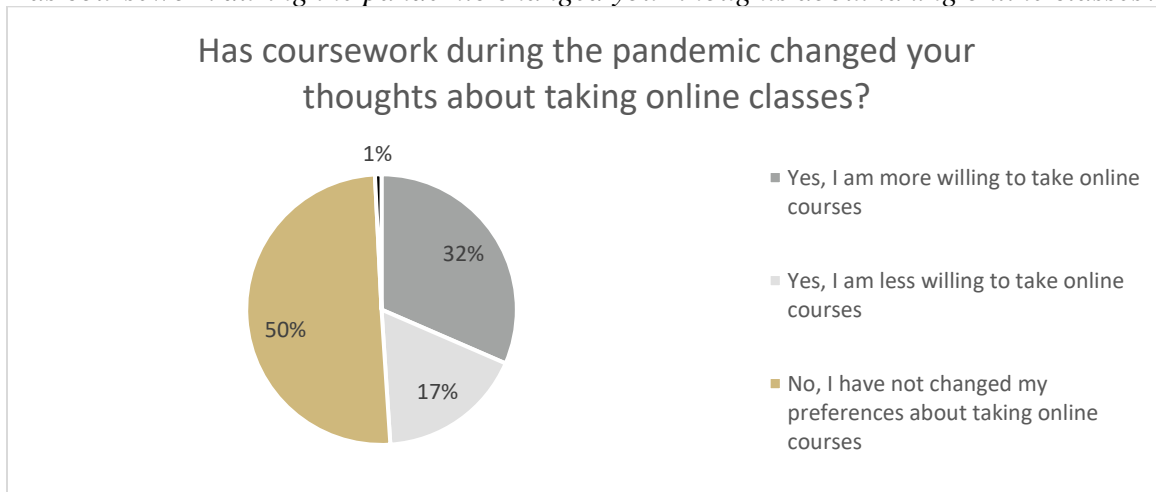


Figure 4.

Has coursework during the pandemic changed your thoughts about taking online classes?



Overall Impressions

Table 3.

Overall Impressions of Graduate Program

	<i>M</i>	<i>SD</i>	<i>N</i>
Knowledge gained ¹	4.20	0.93	372
Quality of instruction ¹	4.07	0.96	370
Your program helped you meet your professional goals. ²	4.01	0.90	359
Your research skills have improved as a result of your program. ²	4.01	1.06	345
Your program (coursework, faculty) is of high quality. ²	3.98	0.99	371
Your clinical skills have improved as a result of your program. ²	3.91	1.02	231
Quality of facilities and equipment ¹	3.87	0.98	311
Opportunities for research ¹	3.71	1.10	302
Value of the education you are getting for the money you are paying ¹	3.58	1.19	370
Opportunities with community/industry organizations ¹	3.44	1.06	304
Opportunities for teaching ¹	3.36	1.06	262

Note. ¹indicates items ranged from 1 (*very dissatisfied*) to 5 (*very satisfied*). ²indicates items ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

Figure 5.

Would you recommend your UCCS graduate program to a friend/family member?

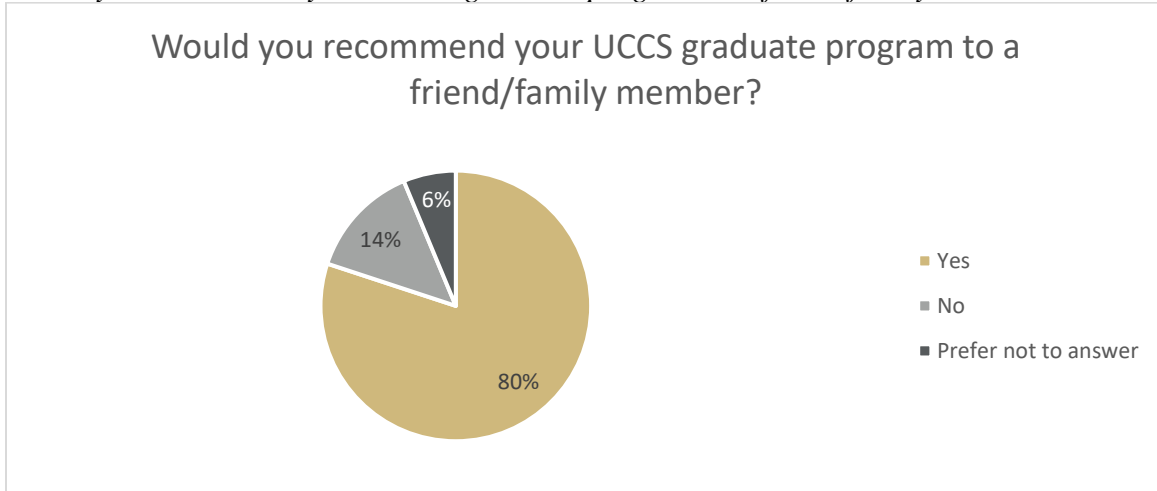
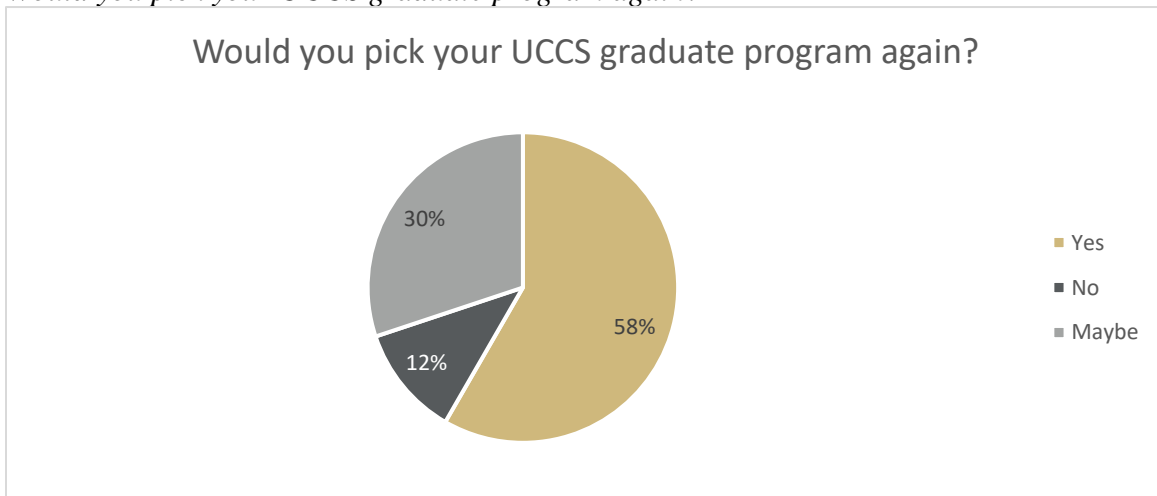


Figure 6.

Would you pick your UCCS graduate program again?



Faculty Advising

A total of 371 respondents answered this portion of the survey. A total of 304 respondents identified having a faculty advisor. When asked about how their advisor was determined, 184 students reported that their advisor was pre-selected by their department, 52 enrolled into the program to work with their specific faculty advisor, 23 selected their advisor before starting their program but after admittance, and 45 selected their advisor after starting their program. A total of 67 respondents reported not having a faculty advisor.

The following results are based on the 304 respondents who identified as having a faculty advisor.

Table 4.
Overall Advisor Impressions

	<i>M</i>	<i>SD</i>	<i>N</i>
My faculty advisor conveys confidence in my ability to do well.	5.48	1.82	293
My faculty advisor encourages me to ask questions.	5.35	1.88	293
My faculty advisor listens to how I would like to do things.	5.34	1.78	293
I feel understood by my faculty advisor.	5.19	1.90	294
I would recommend my faculty advisor to other students.	5.18	1.94	293
I feel that my faculty advisor provides me choices and options.	5.16	1.87	294
My faculty advisor tries to understand how I see things between suggesting a new way to do things.	5.09	1.78	292
I have an open and honest relationship with my faculty advisor.	5.06	1.93	293
My faculty advisor promotes a work/life balance.	5.05	1.78	293
My faculty advisor is open to feedback about our working relationships.	5.03	1.77	292
My faculty advisor encourages me to take breaks when needed.	4.89	1.75	293
I feel comfortable communicating to my faculty advisor when I am having a non-school related difficulty that is impacting my ability to fulfill my graduate student obligations.	4.75	1.97	292
I have considered leaving this department because of issues related to my faculty advisor.	2.19	1.87	293

Note. Response options ranges from 1 (*strongly disagree*) to 7 (*strongly agree*).

Table 5.
Perceived Advisor Assistance in Program Milestones

	<i>M</i>	<i>SD</i>	<i>N</i>
Writing and revising my dissertation/thesis/capstone	3.76	1.43	148
Planning for courses for degree and career goals	3.70	1.37	236
Dissertation/thesis defense or final oral qualifying exam	3.62	1.49	105
Preparing for academic career options	3.56	1.45	195
Preparing for oral qualifying exams	3.33	1.61	102
Preparing for nonacademic career options	3.20	1.51	182
Preparing for written qualifying exams	3.17	1.60	108

Note. Response options ranges from 1 (*not at all helpful*) to 5 (*extremely helpful*).

Climate within Graduate Programs

Respondents were asked to rate their overall satisfaction with the current climate within their department/graduate program, ranging from 1 (*very dissatisfied*) to 5 (*very satisfied*). Based on 346 responses, the mean rating of climate was 3.68 (SD = 1.07). 276 respondents denied considering leaving their program due to a negative climate. 58 identified that they had considered leaving their program due to negative climate, and 10 preferred not to answer.

Table 6.

Respondents were asked to rate their graduate program climate on the following items.

	<i>M</i>	<i>SD</i>	<i>N</i>
Accepting of diverse individuals	4.30	0.92	319
Respectful	4.27	0.84	335
Welcoming	4.19	0.91	337
Collegial	4.19	0.91	312
Encouraging	4.12	0.91	337
Supportive	4.04	1.04	337
Collaborative	4.00	0.99	332
Flexible	3.86	1.06	336
Diverse	3.56	1.18	326
Sexist	1.71	0.99	312
Threatening	1.59	0.98	324
Racist	1.51	0.86	305
Transphobic	1.42	0.75	280
Homophobic	1.41	0.74	290

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 7.

Frequencies for climate ratings.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Accepting of diverse individuals	5	13	31	101	169	25
Respectful	2	11	40	125	157	9
Welcoming	6	13	37	137	144	5
Collegial	8	9	28	137	130	32
Encouraging	4	14	55	128	136	7
Supportive	8	29	40	124	136	7
Collaborative	6	26	49	132	119	12
Flexible	10	31	61	128	106	8
Diverse	18	56	56	119	77	18
Sexist	172	91	24	18	7	32
Threatening	210	67	25	14	8	19
Racist	200	70	24	5	6	39
Transphobic	194	63	18	1	4	62
Homophobic	200	69	16	1	4	53

Table 8.

Respondents were asked to rate the social climate within their department/graduate program.

	<i>M</i>	<i>SD</i>	<i>N</i>
Graduate students in my program are friendly and supportive of each other.	4.28	0.75	330
I feel welcome and valued.	4.01	0.91	331
I am a part of a supportive student community.	3.94	1.03	326
I feel like I belong.	3.84	1.05	333
Experienced students mentor newer students.	3.34	1.27	293
I wish my department or program was more diverse.	3.01	1.31	320
Graduate students are competitive with one another.	2.98	1.11	308
I am reluctant to bring up my concerns about the behavior of faculty for fear of negative consequences.	2.36	1.43	321
I find unwritten rules about interaction with faculty to be problematic.	2.31	1.37	304
I feel under scrutiny in my department or program.	2.25	1.19	321
I feel ignored.	2.13	1.10	336

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 9.

Frequencies for social climate ratings.

	SD	D	N	A	SA	DK
Graduate students in my program are friendly and supportive of each other.	1	5	39	141	144	14
I feel welcome and valued.	2	19	67	130	113	11
I am a part of a supportive student community.	5	31	61	112	117	18
I feel like I belong.	6	32	80	105	110	9
Experienced students mentor newer students.	27	65	38	106	57	52
I wish my department or program was more diverse.	60	45	95	73	37	23
Graduate students are competitive with one another.	29	86	76	87	20	37
I am reluctant to bring up my concerns about the behavior of faculty for fear of negative consequences.	124	79	36	41	41	21
I find unwritten rules about interaction with faculty to be problematic.	115	81	42	30	36	37
I feel under scrutiny in my department or program.	102	116	43	42	18	24
I feel ignored.	118	114	57	37	10	8

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree, SA = Strongly Agree

Table 10.

Respondents were asked to rate their experiences with faculty in their department/program.

	<i>M</i>	<i>SD</i>	<i>N</i>
Treat students with respect.	4.30	0.84	341
Have high ethical standards.	4.29	0.87	324
Care about students.	4.21	0.90	341
Care about their teaching.	4.16	0.95	340
Help students grow as scholars.	4.16	0.89	337
Value my professional interests.	4.02	1.01	333
Are committed to creating a welcoming and inclusive environment for diverse students.	4.13	0.99	316
Are explicit in their expectations of students.	3.85	1.03	331
Are sometimes affected by departmental politics, which then negatively impacts students.	2.71	1.36	262
Appear to give most of the attention and resources to a select group of students.	2.49	1.35	318

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 11.

Frequencies for faculty ratings.

<i>Faculty in my program:</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Treat students with respect.	4	12	25	135	165	2
Have high ethical standards.	4	8	40	111	161	18
Care about students.	4	14	42	127	154	2
Care about their teaching.	6	18	39	129	148	3
Help students grow as scholars.	4	16	39	141	137	
Value my professional interests.	8	19	60	117	129	9
Are committed to creating a welcoming and inclusive environment for diverse students.	4	24	40	106	142	26
Are explicit in their expectations of students.	9	33	50	147	92	11
Are sometimes affected by departmental politics, which then negatively impacts students.	62	70	48	47	35	80
Appear to give most of the attention and resources to a select group of students.	88	108	42	39	41	24

Obstacles to Degree Completion

Table 12.

Respondents were asked to rate the extent to which the following factors have been obstacles to their degree progress.

	<i>M</i>	<i>SD</i>	<i>N</i>
Work/career responsibility or obligations	2.22	1.08	265
Inadequate financial support	2.17	1.18	210
COVID-19 related issues	2.10	1.03	239
Opportunities to fulfill curricular requirements outside your academic program (e.g., availability of internships, fieldwork logistics, ancillary support, etc.)	2.07	1.10	203
Course availability	2.02	1.05	263
Family responsibilities or obligations	1.98	1.04	265
Course load	1.93	0.91	285
Emotional health problems	1.88	1.05	228
Inadequate advising	1.84	1.07	216
Research load not related to your dissertation/thesis/capstone	1.71	0.96	143
Slow or inadequate feedback on submitted work	1.68	0.94	231
Poor relationship with my advisor	1.64	1.05	174
Physical health problems	1.59	0.90	190
Teaching load	1.53	0.84	135
Unsupportive or unfriendly environment for students	1.48	0.87	175
Diminished interest in the field of study	1.27	0.65	169
Immigration issues	1.24	0.68	90

Note. Response options ranges from 1 (*to a small extent*) to 4 (*to a very large extent*).

Financial Support

When asked to rate the extent to which they are satisfied with financial support/funding, 311 respondents answered. The mean satisfaction was 3.27 ($SD = 1.25$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*). When asked if they have considered leaving their program due to financial issues, 260 responded “no,” 62 responded “yes,” and 6 preferred not to answer.

Table 13.

Respondents were asked to identify if they used any of the following sources for financial planning assistance.

	<i>N</i>
Financial Aid office	168
Director of graduate program/advisor	62
Departmental assistant	49
Other	20
Veteran’s Administration	7

For those that indicated any type of on-campus financial planning support ($N = 184$), the mean satisfaction with the support was 3.68 ($SD = 1.13$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*).

Table 14.

Respondents were asked to identify sources of financial support during their graduate program during the current academic year (selecting all that apply).

	<i>N</i>
Personal, spouse/partner’s, family’s earnings or savings	142
Loans (from any source)	126
Grant(s)	93
University or department fellowship or scholarship	66
Other off-campus employment	58
Employer reimbursement/assistance	51
Research assistantship	48
Teaching assistantship	47
Military benefits	42
Other employment at this institution	39
Traineeship, internship, clinical residency	17
Non-university, nationally competitive fellowship or scholarship	14
Teaching or instructional position at this institution or other institutions	13
Other	13
Prefer not to answer	9
Foreign government (other than the host country) fellowship	0
Other foreign (non-national) support	0

When asked to rate their satisfaction with their financial aid from all sources during the current academic year, 305 respondents answered. The mean satisfaction was 3.44 ($SD = 1.22$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*).

When asked to rate concern about paying for graduate education next year, 78 reported planning to graduate and will no longer be paying for education. 236 respondents rated their concern. The mean concern rating was 2.50 ($SD = 1.46$), with a range of 1 (*not at all concerned*) to 5 (*extremely concerned*).

When asked to rate concern about paying off all loans upon degree completion, 303 respondents answered. The mean concern rating was 2.75 ($SD = 1.69$), with a range of 1 (*not at all concerned*) to 5 (*extremely concerned*).

When asked to rate the extent to which expected debt burden is influencing future career choices, 311 respondents answered. The mean concern rating was 2.41 ($SD = 1.23$), with range of 1 (*not at all concerned*) to 4 (*extremely concerned*).

Professional Development Opportunities and Needs

Table 15.

Respondents were asked to provide the number of presentation and publication opportunities.

	<i>M</i>	<i>SD</i>	Range	<i>N</i>
Off-campus scholarly presentations	1.10	3.30	0 – 25	286
On-campus scholarly presentations	0.70	1.56	0 – 10	286
Community presentations	0.58	2.13	0 – 25	277
Peer-reviewed publications	0.51	1.43	0 – 9	282
Other publications (e.g., trade magazines, newspaper articles, chapters)	0.26	1.51	0 – 23	281

Table 16.

Number of off-campus scholarly presentations.

	<i>N</i>	%
0	204	52.0
1	37	9.4
2	22	5.6
3	5	1.3
4	4	1.0
5	8	2.0
6	1	.3
7	1	.3
8	2	.5
9	1	.3
10	1	.3

Table 17.

Number of on-campus scholarly presentations.

	<i>N</i>	%
0	217	55.4
1	20	5.1
2	14	3.6
3	9	2.3
4	6	1.5
5	5	1.3
6	3	.8
7	3	.8
10	1	.3
12	1	.3
13	1	.3
15	1	.3
16	1	.3
18	1	.3
20	1	.3
24	1	.3
25	1	.3

Table 18.

Number of community presentations.

	<i>N</i>	%
0	218	55.6
1	25	6.4
2	19	4.8
3	8	2.0
4	2	.5
5	1	.3
10	2	.5
17	1	.3
25	1	.3

Table 19.

Number of peer-reviewed publications.

	<i>N</i>	%
0	230	58.7
1	21	5.4
2	13	3.3
3	2	.5
4	5	1.3
5	4	1.0
6	2	.5
7	2	.5
8	2	.5
9	1	.3

Table 20.

Number of other publications.

	<i>N</i>	%
0	252	64.3
1	16	4.1
2	5	1.3
3	3	.8
4	4	1.0
23	1	.3

Table 21.

Respondents were asked to identify sources of travel funding.

	<i>N</i>
Your program/department	19
Graduate School office	14
Research grant	9
Other institutional funds	6

Table 22.

Respondents identified what type of support they would want towards educational and career goals.

	<i>N</i>
Career planning	134
Job searching or interviewing	133
Networking	125
Grant writing	107
Data analysis (statistics)	102
Finding nonacademic career positions	94
Research design	92
Writing	90
Finding academic career positions	79
Developing teaching skills	76
Developing research skills	71
Preparing doctoral program applications	47
Changing jobs	40
Taking standardized tests	35

Research Experiences

A total of 323 respondents answered this portion of the survey. A total of 102 respondents identified as not engaging in research as part of their graduate program. A total of 221 respondents identified as participating in research as a requirement of their graduate program. 139 respondents reported that they had begun working research, and 82 identified not yet starting work on research.

The following results are based on the 139 respondents who identified as having begun to engage in research as part of their graduate program.

Table 23.

Respondents were asked to rate how well their graduate training has prepared them in the following:

	<i>M</i>	<i>SD</i>	<i>N</i>
Understanding the fundamentals of the ethical standards in conducting research	3.61	1.08	136
Critically evaluating existing scientific literature and data	3.58	1.00	137
Following best practices of integrity and reproducibility in scientific research	3.55	1.16	137
Identifying and applying appropriate research methods	3.43	1.08	137
Managing a research project to completion	3.27	1.12	136
Identifying a novel research question	3.25	1.08	138
Identifying standards in your discipline for sharing research findings (e.g., publication outlets, professional conferences, etc.)	3.12	1.26	136
Understanding what it means to be a member of the scholarly community	3.09	1.19	137
Effectively collaborating with other researchers and staff	3.03	1.20	137

Note. Response options ranges from 1 (*not at all well*) to 5 (*extremely well*).

Table 24.
Frequencies for research graduate training.

	Not at all well	Slightly well	Well	Very well	Extremely well
Understanding the fundamentals of the ethical standards in conducting research	7	11	41	47	31
Critically evaluating existing scientific literature and data	5	12	43	53	24
Following best practices of integrity and reproducibility in scientific research	8	17	37	42	33
Identifying and applying appropriate research methods	7	19	41	48	22
Managing a research project to completion	8	25	48	34	22
Identifying a novel research question	10	18	57	34	19
Identifying standards in your discipline for sharing research findings (e.g., publication outlets, professional conferences, etc.)	19	22	39	35	21
Understanding what it means to be a member of the scholarly community	14	30	40	34	18
Effectively collaborating with other researchers and staff	18	25	46	31	17

Table 25.
Respondents were asked to rate their internal motivation for research.

	<i>M</i>	<i>SD</i>	<i>N</i>
I enjoy doing research for its own sake.	5.20	1.85	138
Time seems to fly by when I'm conducting research.	4.79	1.95	136

Note. Response options ranges from 1 (*strongly disagree*) to 7 (*strongly agree*).
M = 5.00 (*SD* = 1.74)

137 respondents rated their overall satisfaction with their research experiences. The mean satisfaction was 3.63 (*SD* = 1.09), with a range from 1 (*very dissatisfied*) to 5 (*very satisfied*).

Teaching Experiences

A total of 304 respondents answered this portion of the survey. A total of 248 respondents identified as not holding a position that required them to teach students at this university: 79 stated that they did not teach because they did not want to and 169 identified that they did not teach because the experiences were not or have not yet been made available to them. A total of 56 respondents identified teaching students at UCCS during their graduate studies.

The following results are based on the 56 respondents who identified as having engaged in teaching during the graduate studies.

Table 26.

Respondents were asked to identify the type of teaching position they held.

	<i>N</i>
Teaching assistant	46
Reader/grader	10
Lecturer	7
Adjunct professor	1

Note. Respondents could select all that applied.

When asked if they received formal training from their program, department or university to teach, 18 respondents identified yes, 36 identified no, and 2 preferred not to answer. When asked about their satisfaction with formal teaching training, respondents ($N = 45$) reported a mean satisfaction of 3.38 ($SD = 1.05$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*).

Table 27.

Respondents were asked to rate their teaching competency within the following areas:

	<i>M</i>	<i>SD</i>	<i>N</i>
Holding office hours	3.47	0.74	55
Grading student work	3.38	0.71	55
Leading a discussion section	2.95	0.71	55
Lecturing	2.78	0.85	55
Teaching in multicultural classrooms	2.71	0.92	55
Teaching a laboratory class	2.67	1.12	55
Assessing student learning outcome	2.60	0.89	55
Understanding the challenges faced by underrepresented and marginalized students	2.56	0.94	55
Managing difficult classroom behaviors	2.36	0.87	55
Designing course curricula	2.25	1.00	55
Developing online courses	2.15	1.03	55

Note. Response options ranges from 1 (*not at all competent*) to 4 (*extremely competent*).

Table 28.

Respondents were asked to rate the following about their teaching experiences:

	<i>M</i>	<i>SD</i>	<i>N</i>
Was helpful with respect to my professional development	4.29	0.66	55
Enhanced my academic experience	4.02	0.99	55
Increased my interest in teaching in the future	3.96	1.00	55
Increased the length of my graduate/professional degree	2.42	1.30	55

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Practicum Experiences

A total of 321 respondents answered this portion of the survey. A total of 170 respondents identified as not having a practicum, internship, externship, or clinical rotation as required by their program. A total of 151 respondents identified as having a practicum requirement as part of their graduate program. 107 respondents identified that they had begun practicum, whereas 44 identified that they had not yet begun practicum.

The following results are based on the 107 respondents who identified as having engaged in practicum during the graduate studies.

Table 29.

Respondents rated the following statements about their practicum experiences:

	<i>M</i>	<i>SD</i>	<i>N</i>
The practicum experience was a necessary component for my professional development.	4.41	0.95	105
I received supervision and feedback about my performance at my practicum site that helped me develop professionally.	4.10	1.00	105
Experiences at practicum sites are high quality.	4.04	0.97	105
Expectations about practicum were communicated to me from my program.	3.83	1.11	105
My program provides guidance, referrals, and help to connect to a practicum site.	3.43	1.32	105
Quality sites for practicums are easy to find.	3.22	1.33	105

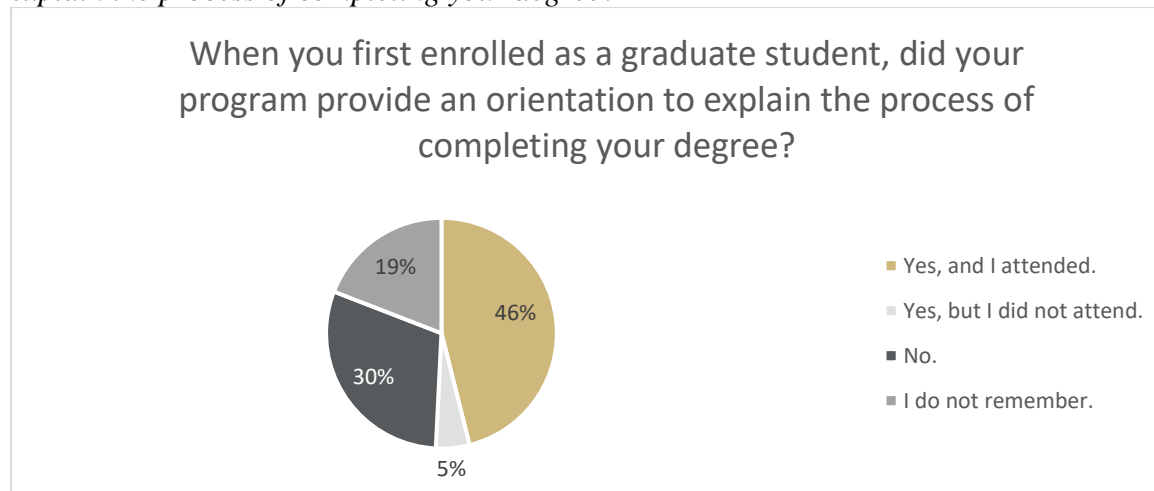
Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

When asked to rate their overall satisfaction with practicum experiences, respondents ($N = 103$) reported a mean of 4.16 ($SD = 0.89$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*).

Communication

Figure 7.

When you first enrolled as a graduate student, did your program provide an orientation to explain the process of completing your degree?



If participants did attend an orientation, they were asked to rate the effectiveness of this orientation in helping them understand the process of completing their degree. Respondents ($N = 145$) had a mean of 3.11 ($SD = 0.75$), with a range from 1 (*very ineffective*) to 4 (*very effective*).

Respondents were asked if their program provided a written set of expectations (physically or electronically) about academic requirements and expected progress. 259 identified yes, 53 identified no, and 7 preferred not to answer.

Table 30.

Respondents rated their experiences with the Graduate School.

	<i>M</i>	<i>SD</i>	<i>N</i>
I can find resources related to Graduate School policies and procedures.	3.97	0.92	261
The Graduate School is helpful in answering my questions.	3.89	1.02	254
The Graduate School provides professional development activities that are relevant to my professional growth.	3.58	1.11	241

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 31.

Respondents rated their experience communicating any teaching, research, advising, clinical, or other program-related concerns.

	<i>M</i>	<i>SD</i>	<i>N</i>
I feel comfortable raising concerns with faculty.	3.53	1.17	317
I feel comfortable raising concerns with department leaders.	3.41	1.16	317
I feel comfortable raising concerns with Graduate School leaders.	3.37	1.07	316
I feel comfortable raising concerns with college leaders (e.g., Dean, Associate Dean).	3.11	1.19	317
If I have a concern about my advisor, professor, or another faculty member, I know the appropriate UCCS leader to go with my concerns.	2.93	1.27	316

Note. Response options ranges from 1 (*strongly disagree*) to 5 (*strongly agree*).

Table 32.

Frequencies for communicating any teaching, research, advising, clinical, or other program-related concerns.

	I feel comfortable raising concerns with faculty.	I feel comfortable raising concerns with department leaders.	I feel comfortable raising concerns with Graduate School leaders.	I feel comfortable raising concerns with college leaders.	If I have a concern about my advisor, professor, or another faculty member, I know the appropriate UCCS leader to go with my concerns.
Strongly Disagree	20	24	31	16	45
Disagree	49	47	74	49	96
Neutral	58	77	82	100	47
Agree	122	114	89	105	92
Strongly Agree	68	55	41	46	36

Admission Process

Only respondents who had identified as entering their program in the 2020 calendar year ($N = 158$) were administered the following questions.

Table 33.

Respondents were asked to identify which of the following factors contributed to their decision to select their graduate program (selecting all that apply).

	<i>N</i>
Location	85
Program or university reputation	58
Cost	48
Completed a previous disagree at this institution	41
Online course offerings	29
The advice of a family member, friend, employer, or co-worker	26
Reputation of a faculty member or lab	25
Financial support	21
Family considerations	16
Completion rates	15
Job placement	14
Other	9
Prefer not to answer	2

Note. Respondents selected all answers that applied.

Overall, respondents ($N = 125$) rated their satisfaction with the application and admission process at UCCS as 4.06 ($SD = 0.97$), with a range of 1 (*very dissatisfied*) to 5 (*very satisfied*).

Table 34.

Respondents were asked to identify which of the following best describes their long-term career aspiration.

	<i>N</i>
Licensed professional	43
University faculty	23
Executive (e.g., director, CEO, CFO)	14
Administrator or manager	11
Research or science technician	10
Other	7
Work independently (e.g., entrepreneur, consultant, performer)	6
Unknown	6
Non-university teaching position	2
Prefer not to answer	2
Sale and marketing	1
IT professional	1

Note. Respondents selected all answered that applied.

Physical and Mental Health

Table 35.

Respondents were asked to identify which of the following factors affected their individual academic performance (selecting all that apply):

	<i>N</i>
Stress	196
Work obligations	133
Mental health conditions	127
Family obligations	126
Changes to course structures or program requirements due to campus adjustments to the pandemic.	95
Finances	77
Acute health conditions (e.g., allergies, flu, cold, strep throat, broken bones, COVID-19 diagnosis)	66
Chronic health conditions	33
Participation in extracurricular activities (on or off campus)	30
Other	19
Substance use	5
Prefer not to answer	2

When asked if they have been under the care of a mental health professional within the last 12 months, 93 respondents responded with “yes,” 214 responded with “no,” and 11 preferred not to answer.