

IMPROVING THE QUALITY OF LIFE FOR GRADUATE STUDENTS AT UNC



Fall
2018

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"I have had a wonderful experience as a graduate student. The online platform has allowed me to continue to work full time and has been an engaging learning experience."

"I think that the graduate opportunities offered at UNC are amazing."



Graduate School and
International Admissions

Introduction

In Fall 2018, the Graduate School and International Admissions Office conducted a survey to evaluate how well UNC meets the needs of current graduate students. Questions focused on areas that impact graduate students' quality of life. The results will guide improvements in Graduate School services.

Methods

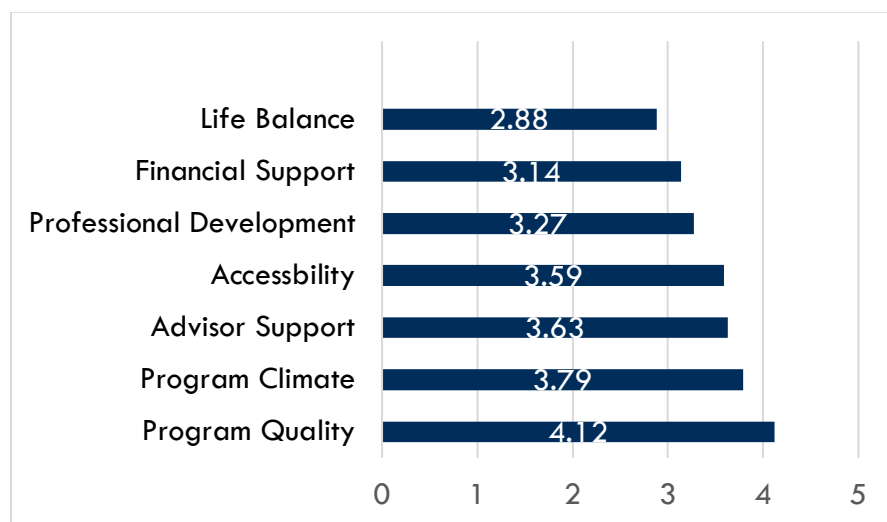
While most data contained in this report were based on student responses to the survey, some data, such as degree level, were retrieved from our institutional data system (Banner). Graduate students received an invitation to participate on October 24, 2018 and a link to the Qualtrics survey. Three reminder e-mails were sent to increase the response rate. In addition, all participants had the opportunity to enter into a raffle for a chance to win one of the 10 UNC gift baskets. Of the 2882 individuals who received the quality of life survey in Fall 2018, 798 graduate students completed the survey for an average response rate of 27.7%.

Demographics

Of the 798 graduate students, the majority of students were working towards a Master's or Specialist degree (67.5%), female (82.1%), White/Caucasian (73.2%), in-state residents (65.1%), enrolled part-time (52.2%), and in a program offered through extended campus (52.5%). The average age of the respondent was 34 years old ($SD = 9.78$). Forty percent of the graduate students indicated that they had completed less than half of their program at the time of the survey. This report describes the findings of the survey as well as an action plan to improve the graduate student experience.

Satisfaction

Respondents were asked to rate their satisfaction with 32 statements related to program quality, program climate, advisor support, accessibility, financial support, professional development, and life balance. If students indicated they had an advisor, an additional 12 questions were displayed related to advisor support. The satisfaction items were measured on a 5-point Likert scale (1 = strongly disagree – 5 = strongly agree). In order to calculate the mean of the dimensions, items that were negatively worded were reverse coded. Scores higher than 3.0 on the dimensions indicated that the student was satisfied with the area being asked about. Figure 1 displays the mean satisfaction scores of the seven dimensions of quality of life.



"I have loved it. My only wish is that my life hadn't taken some of the turns it has, which have affected my ability to be fully present and soak it all in. But that is not anything UNC could've done anything about, and I'm just grateful for the opportunities you provide and for the support of my advisor! 😊"

Figure 1. Mean scores for the seven dimensions of quality of life.

As shown in Figure 1, students were satisfied in all areas, but were least satisfied with their life balance and most satisfied with the quality of their program. For more detail, please see Table 1 below which displays the satisfaction scores of the items that made up the seven scales.

Table 1
Satisfaction Items

Dimension	Questions	M*	SD
Program Climate	Faculty members in my program have favorite students	2.65	1.14
	I don't always feel respected by my peers	2.12	1.06
	Some faculty take credit for my work	1.74	0.86
	In comparison to other students, I don't have an equal opportunity to work with faculty.	2.34	1.07
Financial Support	There are limited funding sources to travel to conferences	3.54	0.88
	It is difficult to find information concerning financial assistance	2.93	1.13
	I receive complete information on the availability of financial assistance.	3.15	1.07
	I know where to get assistantship information	2.98	1.13
	I don't know where to go when I have questions concerning financial assistance.	2.42	1.05
	I understand the process for obtaining financial aid	3.60	1.00
Accessibility	The courses I need to take to complete my program are offered when I need them so I can stay on track	3.77	1.09
	Classes are mostly offered in the format (online, weekend, evening, day) I prefer.	3.85	1.01
	Some classes I am interested in are not offered at UNC	2.85	1.03
	Some of the courses I need fill up too quickly	2.39	1.09
Professional Development	My program offers opportunities to work with faculty on scholarly projects	3.24	1.07
	There are many professional development opportunities to enhance my learning as a student	3.26	0.96
	It is a challenge to find faculty with whom to work on scholarly projects	2.70	0.90
Advisor Support	My advisor rarely points out resources (e.g., workshops, mailing lists, professional organizations, publications) of interest to me	2.79	1.23
	My advisor acts as a role model	3.87	1.00
	My advisor doesn't provide feedback that forces me to address my weakness	2.55	1.08
	My advisor is inconsistent in his/her advice	2.29	1.04
	My advisor provides feedback about my academic progress	3.45	1.11
	My advisor encourages me to produce scholarly works	3.49	1.10
	My advisor is mostly negative when we meet	1.81	0.90
	Finding time when my advisor is able to meet is difficult	2.55	1.14
	My advisor takes too long to respond to my questions	2.17	1.11
	I have a good relationship with my advisor	3.89	0.94
	My advisor utilizes Degree Works as an advising tool	3.14	1.04
	I am able to effectively communicate with my advisor	3.91	0.98

Table 1 (Continued)
Satisfaction Items

Dimension	Questions	M	SD
Program Quality	The faculty member in my program are supportive of my success and goals as a graduate student	4.25	0.91
	Faculty member are experts in their discipline area	4.43	0.75
	I am aware of the expectations faculty have for my performance	4.05	0.84
	I am unsure of my program will adequately prepare me for my career	2.23	1.11
	Faculty treat me with respect	4.30	0.86
	I feel like I am learning a significant amount of new knowledge	4.22	0.90
	I receive constructive feedback from faculty on individual assignments	3.95	0.88
	Faculty in my program have a good reputation	4.00	0.85
	Faculty grade fairly	4.05	0.84
Life Balance	I seem to have to over-extend myself in order to be able to finish everything I have to do	3.40	1.14
	I am able to handle the various demands on my time	3.61	0.93
	I have sufficient time for myself	2.70	1.14
	I feel I don't have enough time to get everything done	3.17	1.10
	I have enough energy to do all the things expected of me	3.08	1.06
	I need more hours in the day to do all the things which are expected of me	3.55	1.10

*Note. Items are not recoded in this table.

Figure 2 and 3 below are the mean satisfaction scores of the seven dimensions of quality of life by campus and degree type. Extended campus students were more satisfied than main campus students with program climate ($M_e = 3.99$ Vs $M_m = 3.58$), financial support ($M_e = 3.21$ Vs $M_m = 3.06$), accessibility ($M_e = 3.81$ Vs $M_m = 3.36$), program quality ($M_e = 4.19$ Vs $M_m = 4.05$), and life balance ($M_e = 2.99$ Vs $M_m = 2.75$).



On the other hand, main campus students were more satisfied than extended campus students with professional development ($M_m = 3.41$ Vs $M_e = 3.15$) and their advisor ($M_m = 3.67$ Vs $M_e = 3.59$) (see Figure 2). For program quality, master's and specialist students and certificate and licensure/endorsement students were the most satisfied. For professional development and advisor support, doctoral students were the most satisfied. For life balance, program climate, and accessibility, certificate and licensure/endorsement students were the most satisfied (see Figure 3).

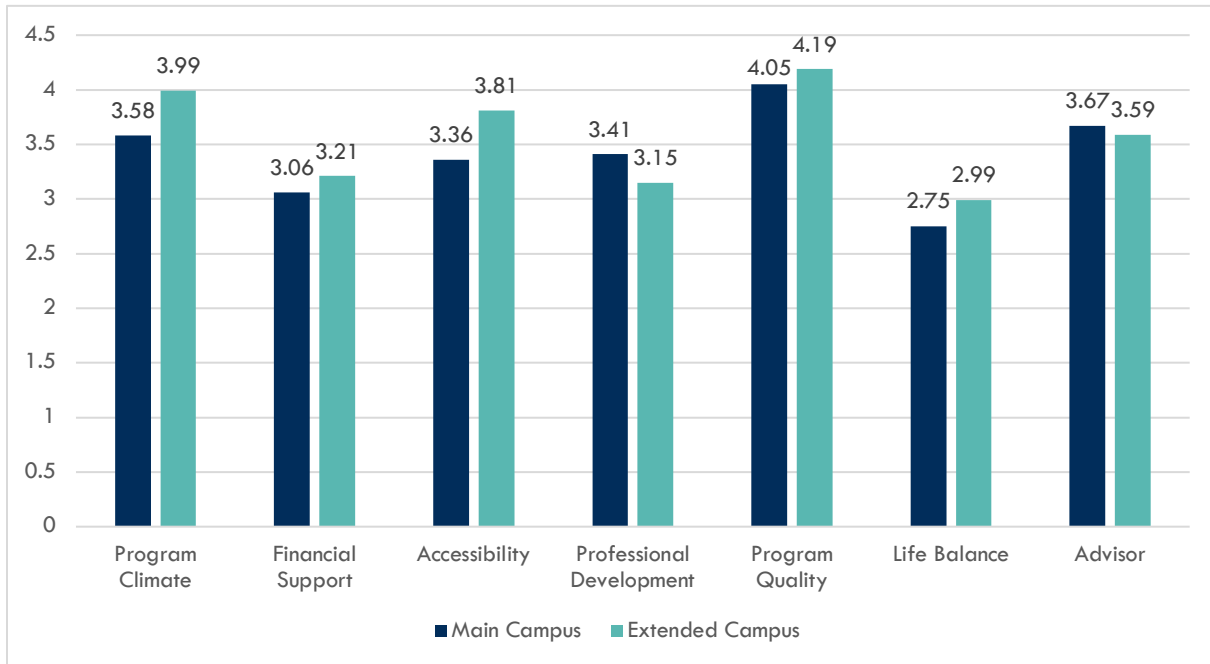


Figure 2. Mean scores for the seven dimensions of quality of life by campus.

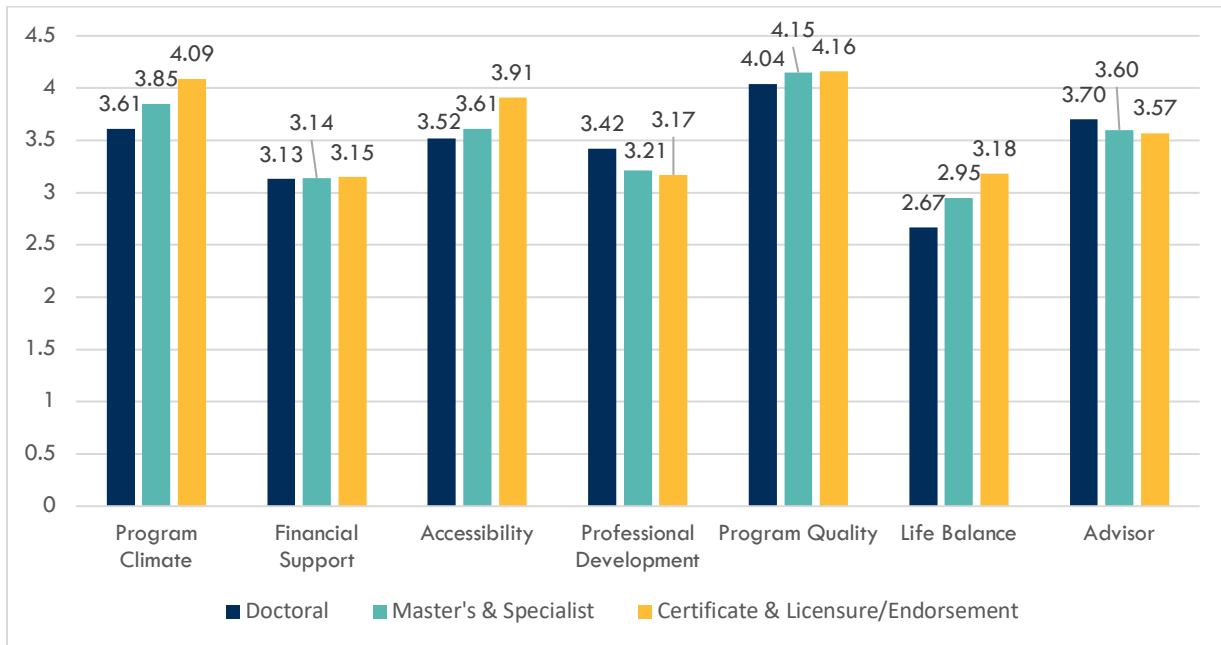


Figure 3. Mean scores for the seven dimensions of quality of life by degree type.

Advisor

Graduate students were asked if they had an academic advisor. Eighty-three percent of the students indicated they had an academic advisor (see Figure 4). The college with the highest percentage of students who had an academic advisor was the College of Education and Behavior Sciences (88.5%), followed by the College of Humanities and Social Sciences (87.5%), the College of Performing and Visual Arts (77.6%), the College of Natural and Health Sciences (74.9%), and Montfort College of Business (57.1%).

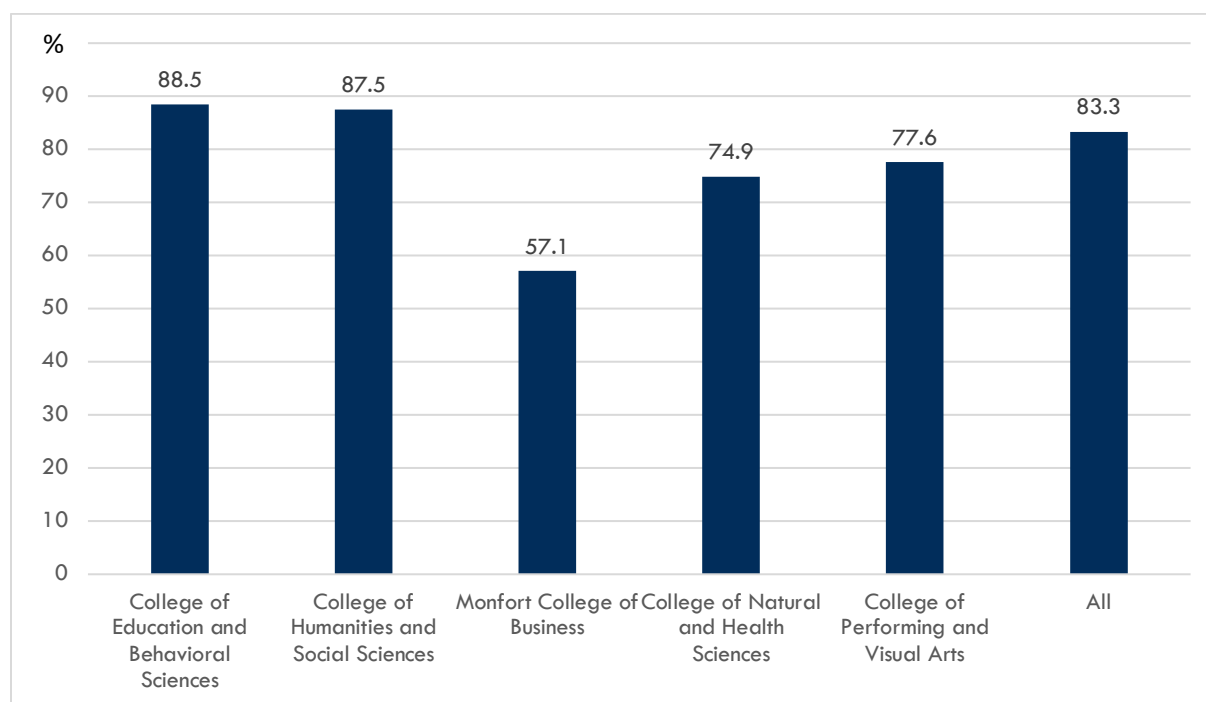


Figure 4. Academic Advisor.

Career

The majority of extended campus students (67.1%), master's and specialist students (71.7%), and certificate and licensure/endorsement students (58.1%) would like to pursue a professional career upon completion of their program. For doctoral students, pursuing a faculty position was the most popular career choice (47.4%) (see Figure 5 and 6).

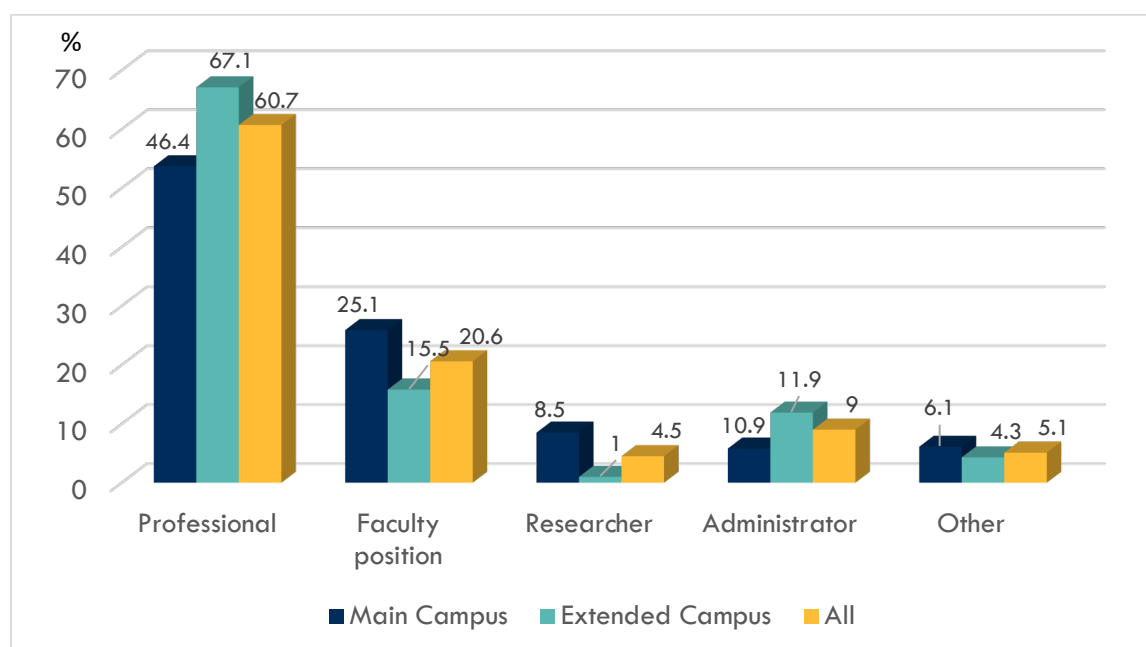


Figure 5. Career student would like to pursue upon completion of their program by campus.

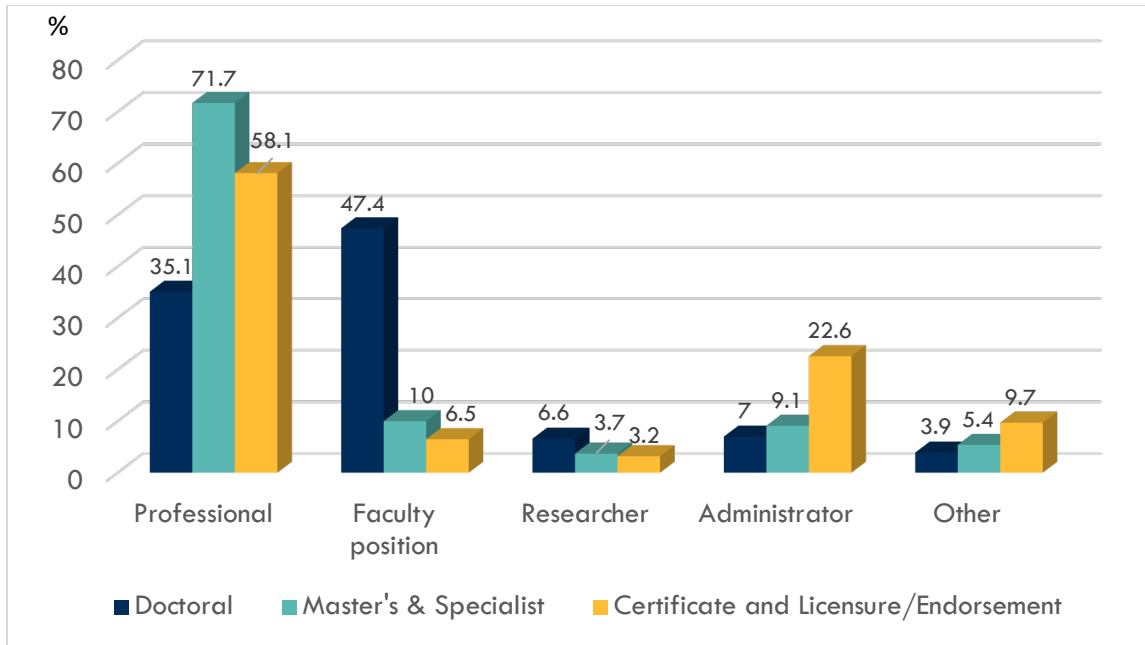


Figure 6. Career student would like to pursue upon completion of their program by degree type.

Scholarly Works

Graduate students were asked to report the number of scholarly works they published so far. As shown in Figure 7 and 8, the majority of respondents reported they had never published a scholarly work (main campus students, 77.6%; extended campus student, 91.9%; doctoral students, 68.1%; master's and specialist students, 92.2%; certificate and licensure/endorsement, 87.1%). Twenty-five percent of the doctoral students had published 1 or 2 scholarly works and 7.0% had published 3 or more works (see Figure 7 and 8).

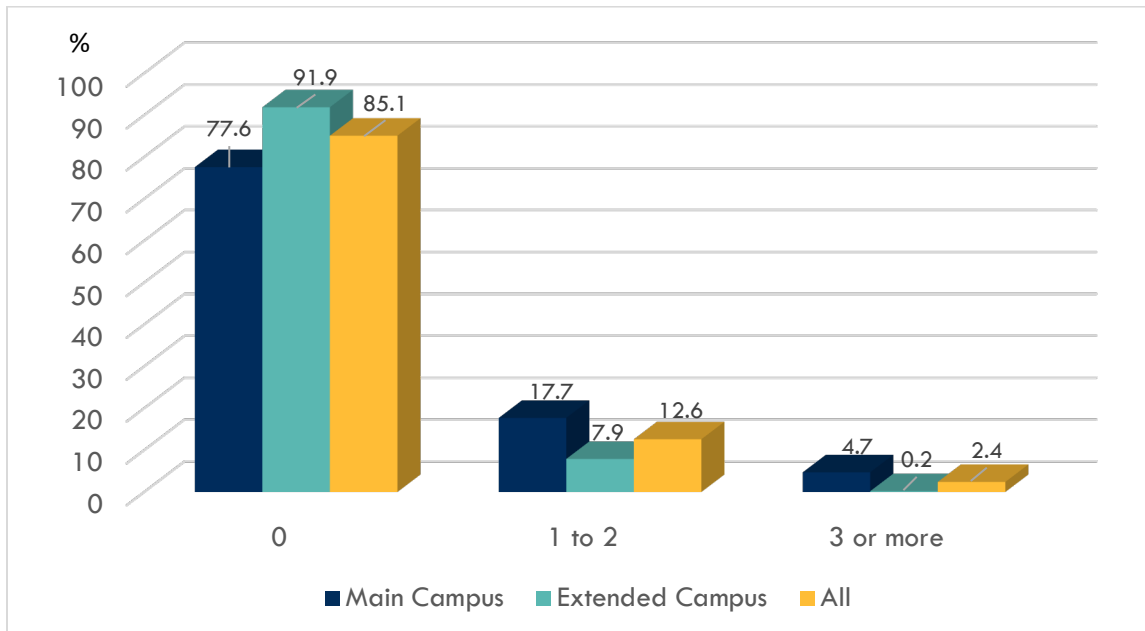


Figure 7. Number of published scholarly work by campus.

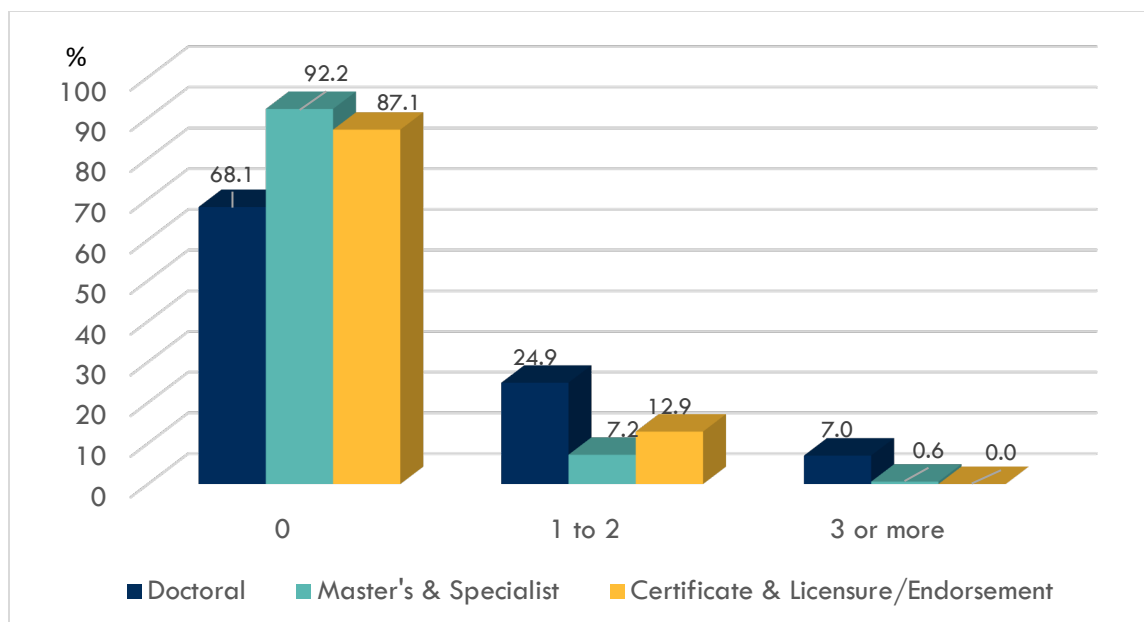


Figure 8. Number of published scholarly work by degree type.

Assistantship

Twenty-six percent of the respondents ($n = 206$) indicated that they had some type of assistantship (teaching assistantship, graduate assistantship, or graduate research assistantship). Of those 206 respondents, 125 were doctoral students (60.7%), and 81 were master's and specialist students (39.3%). Certificate and Licensure/Endorsement students are not eligible to receive an assistantship. Students who had an assistantship were asked several questions related to their work duties. Overall, 81.5% of the graduate students expressed that their duties matched what was on the assistantship position description (doctoral, 81.6%; master's and specialist, 81.5%), 73.1% of the students indicated that their supervisor set clear expectations for them (doctoral, 72.6%; master's and specialist, 74.0%), and 69.4% of the students who completed this question agreed or strongly agreed that they received constructive feedback from their supervisor (doctoral, 65.6%; master's and specialist, 75.3%).



Petition for Exception

Almost seven percent of the graduate students had filed a petition for exception as a graduate student at UNC. Respondents who indicated that they filed a petition were asked to rate their satisfaction with four statements related to the petition for exception process (see Table 2)

Table 2

Satisfaction with Petition for Exception Process

Statements	(Strongly) Disagree (%)	Neither Agree nor Disagree (%)	(Strongly) Agree (%)
My program provided me with the necessary information to file the petition for exception.	20.7	9.4	69.8
The Graduate School reviewed and processed my petition for exception request in a timely manner.	5.7	17.0	77.3
The Graduate School provided up-to-date information on the status of my petition for exception.	9.4	22.6	68.0
It was difficult to find the form to file the petition for exception.	62.3	20.8	17.0

Overall Satisfaction and likelihood to re-enroll

Respondents were asked to rate their overall satisfaction with their graduate experience at UNC thus far on a ten-point scale. The majority of the respondents (**82.0%**) indicated they were satisfied (had a score of 6 or above) with their overall graduate experience at UNC (doctoral, 76.5%; master's and specialist, 84.2%; certificate and licensure/endorsement, 87.1%). In addition, extended campus students (88.6%) seem to be more satisfied than main campus students (74.9%) (see Figure 9 and 10).

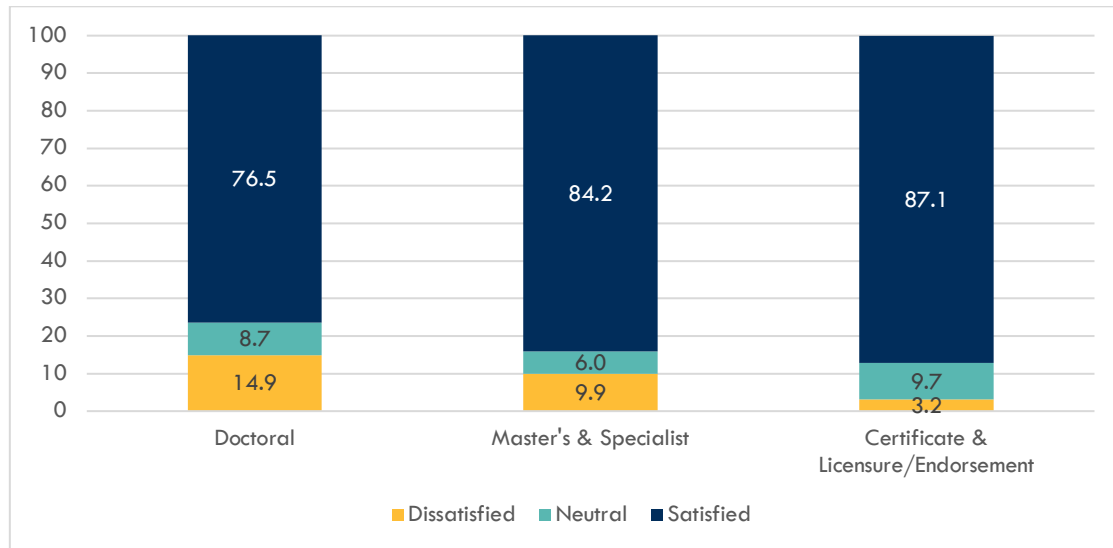


Figure 9. Percentage of students who are satisfied by degree type.

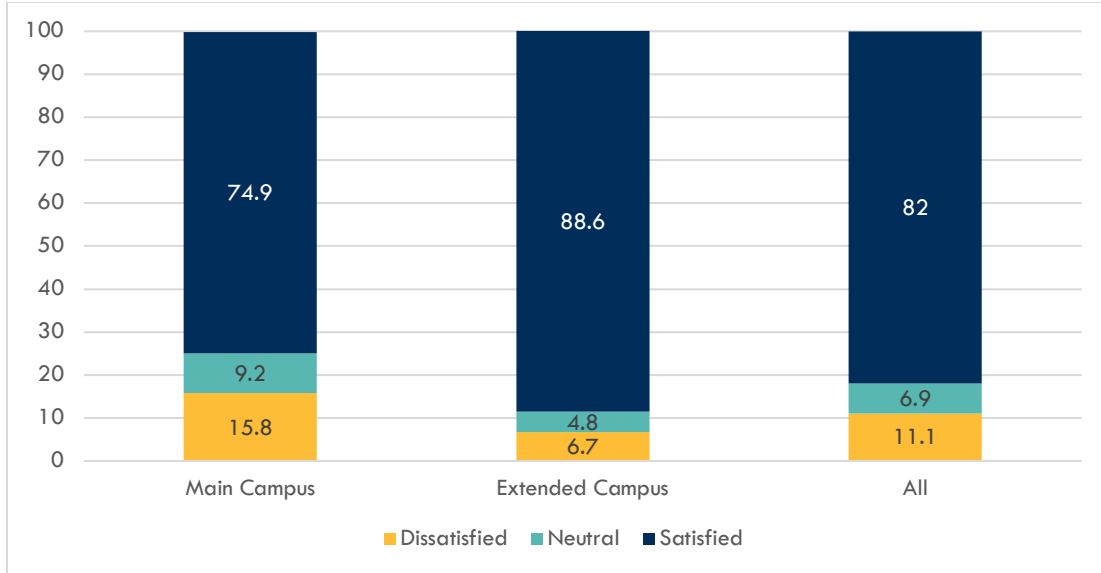


Figure 10. Percentage of students who are satisfied by campus.

Students were also asked if they would enroll at UNC again. Seventy-six percent (**75.5%**) of the students indicated they would (very) likely enroll at UNC again if they had to do it over again (doctoral, 66.4%; master's and specialist, 78.8%; certificate and licensure/endorsement, 83.8%). In addition, extended campus students (81.4%) seem to be more satisfied than main campus students (68.9%) (See Figure 11 and 12).

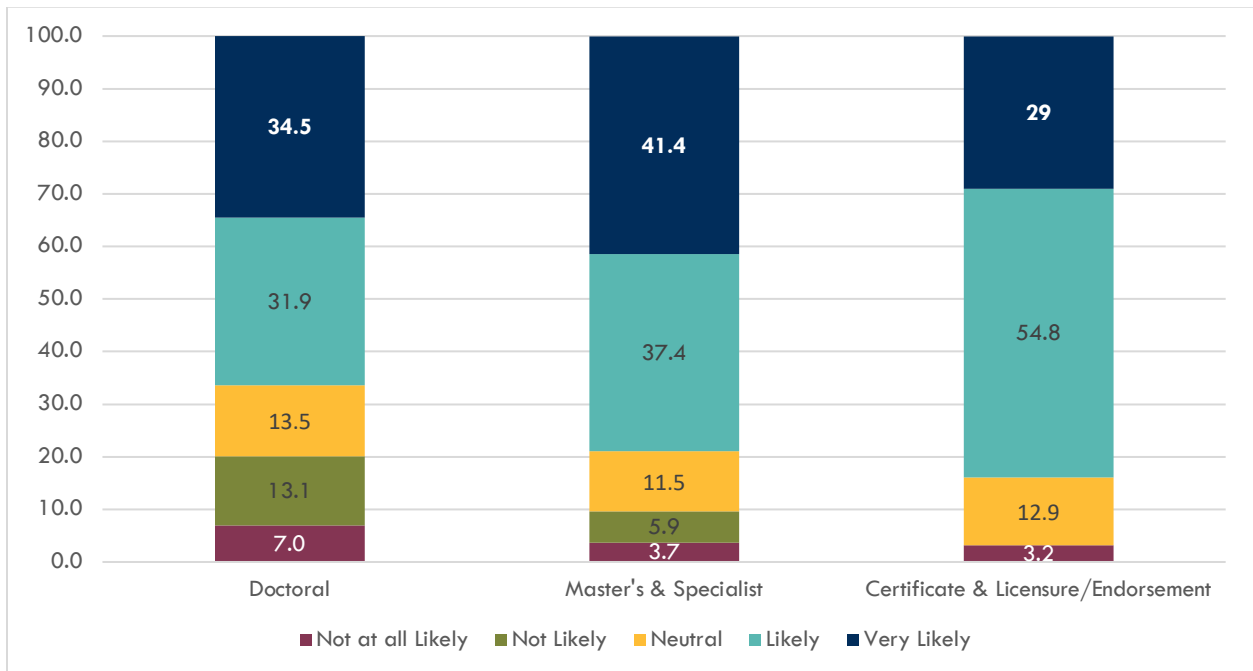


Figure 11. Percentage of students who would enroll again by degree type.

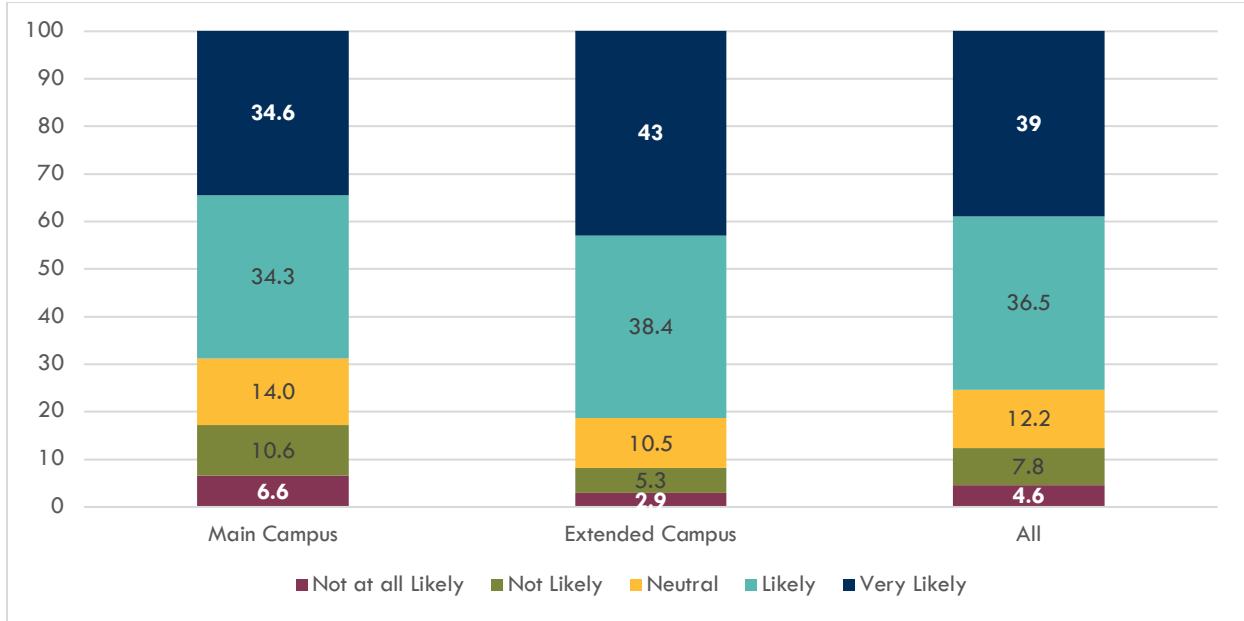


Figure 12. Percentage of students who would enroll again by campus.

Consideration of leaving UNC

Respondents were asked if they had seriously considered leaving UNC during the semester. A five-point Likert scale (not at all likely – 1, neutral – 3, and very likely – 5) was used to measure students' likelihood to leave. Only fourteen percent of the students indicated that they had considered leaving UNC (likely or very likely to leave UNC). As shown in Figure 13 and 14, 20.3% of the main campus students and 8.9% of the extended campus students considered leaving UNC. The results by degree level showed that 17.9% of the doctoral students, 13.1% of the master's and specialist students and 9.7% of the certificate and licensure/endorsement students considered leaving UNC.

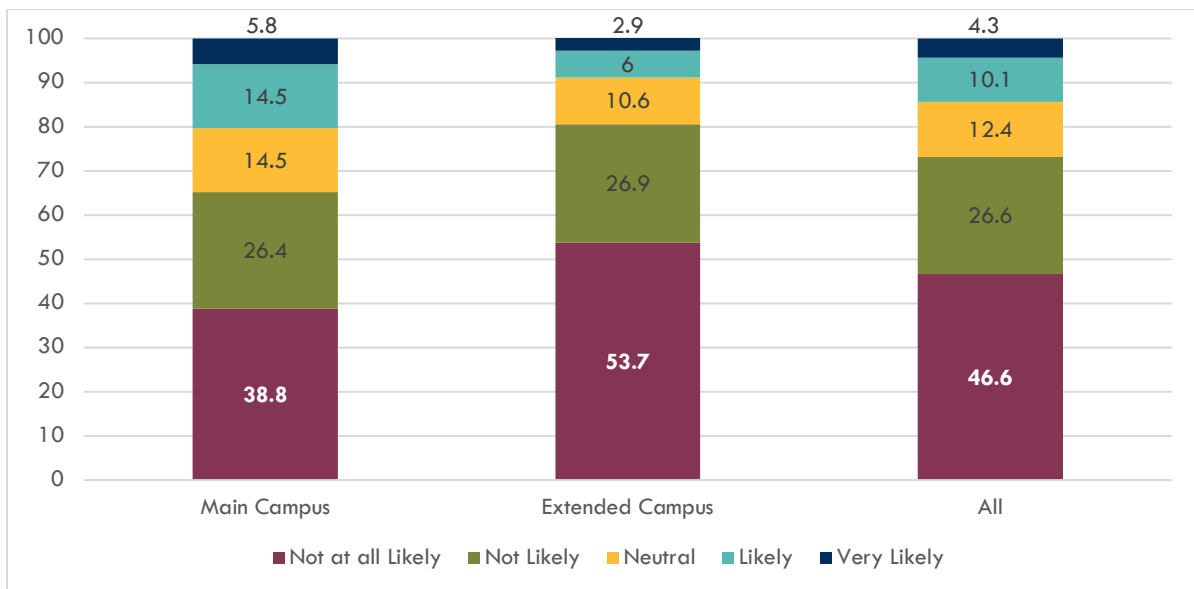


Figure 13. Percentage of students who considered leaving UNC by campus.

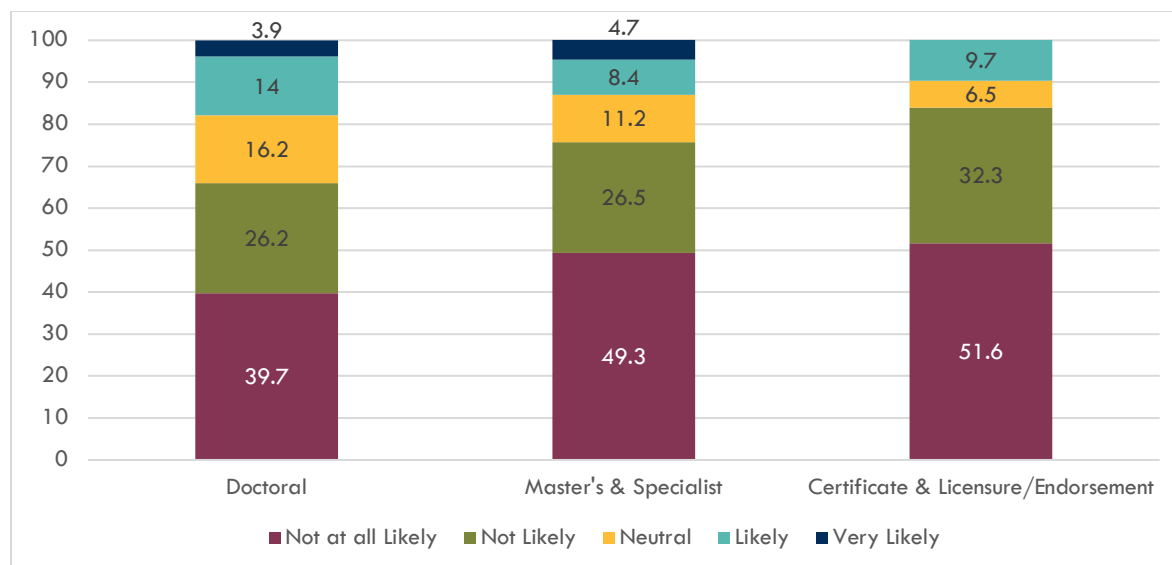


Figure 14 Percentage of students who considered leaving UNC by degree type.

Factors that are contributing to ability to complete degree

Students were also asked which factors are contributing to their ability to complete their degree. They could check all answers that applied. Students listed financial support (60.1%), program quality (48.7%), family (non-financial) support (47.1%), program delivery (43.1%), and classes offered at convenient times (40.8%), as the top five reasons they are able to complete their degree at UNC (see Figure 5). Five percent of the respondents chose “Other”. The responses for this category included: “Clinical site availability”, “accessibility of counseling services”, “I just love my program and staff”, “our cohort communicates well and we all support each other”, “personal stubbornness”, “it is a fast, inexpensive program to meet my goal”, and “I don’t want to start over somewhere else” (see Figure 15 and Table 3).

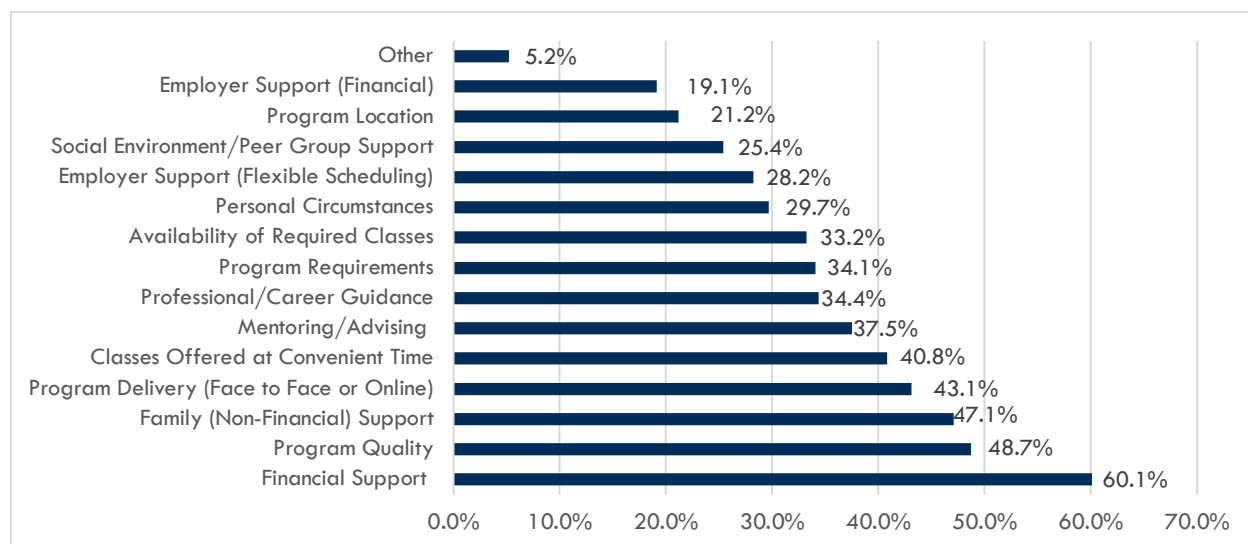


Figure 15. Factors that contribute to degree completion.

Table 3

Factors that are Contributing to Ability to Complete Degree

TOP 5 FACTORS THAT ARE CONTRIBUTING TO ABILITY TO COMPLETE DEGREE	
Degree type	Campus
Doctoral (n=227) Financial support: 61.2% Mentoring/advising: 53.3% Program quality: 48.0% Family (non-financial) support: 47.6% Social environment/peer group support: 32.6%	Main Campus (n=376) Financial support: 67.6% Mentoring/advising: 50.0% Program quality: 49.7% Family (non-financial) support: 44.9% Professional/career guidance: 44.7%
Master's and Specialist (n=536) Financial support: 60.8% Program quality: 49.8% Family (non-financial) support: 47.6% Program delivery (face to face or online): 47.4% Classes offered at convenient times: 46.5%	Extended Campus (n=418) Program delivery (face to face or online): 58.1% Financial support: 53.3% Family (non-financial) support: 49.0% Program quality and Classes offered at convenient times: 47.8% Program requirements: 37.8%
Certificate and Licensure/Endorsement (n=31) Program delivery (face to face or online) (67.7%) Classes offered at convenient times (51.6%) Program requirement (45.2%) Financial support (38.7%) Family (non-financial) support and Program quality (35.5%)	



Importance of Graduation from UNC

Students were asked to report the importance of their graduation from UNC. A five-point Likert scale was used (1-not at all importance, 2-slightly important, 3-moderately importance, 4-very important, and 5-extremely important). Eighty-five percent of the respondents indicated that it was important (very important or extremely important) for them to graduate from UNC (main campus students, 82.3%; extended campus student, 87.4%; doctoral students, 80.3%; master's and specialist students, 87.0%; certificate and licensure/endorsement, 83.3%) (see Figure 16 and 17).

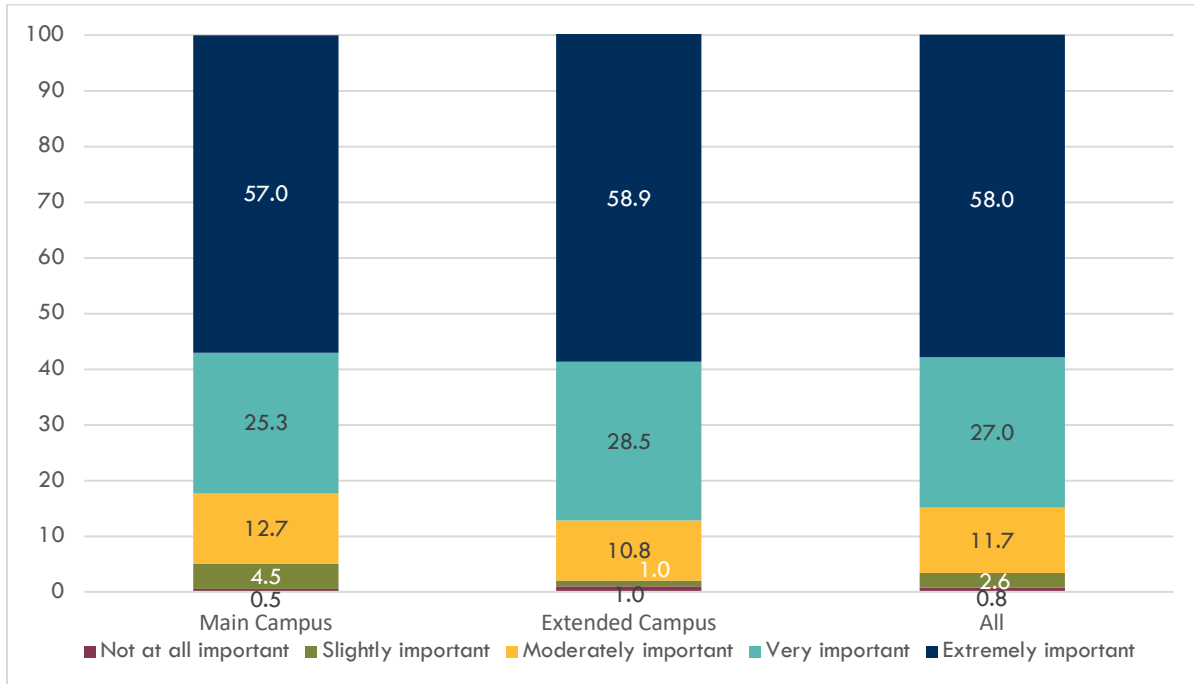


Figure 16. Importance of graduation from UNC by campus.

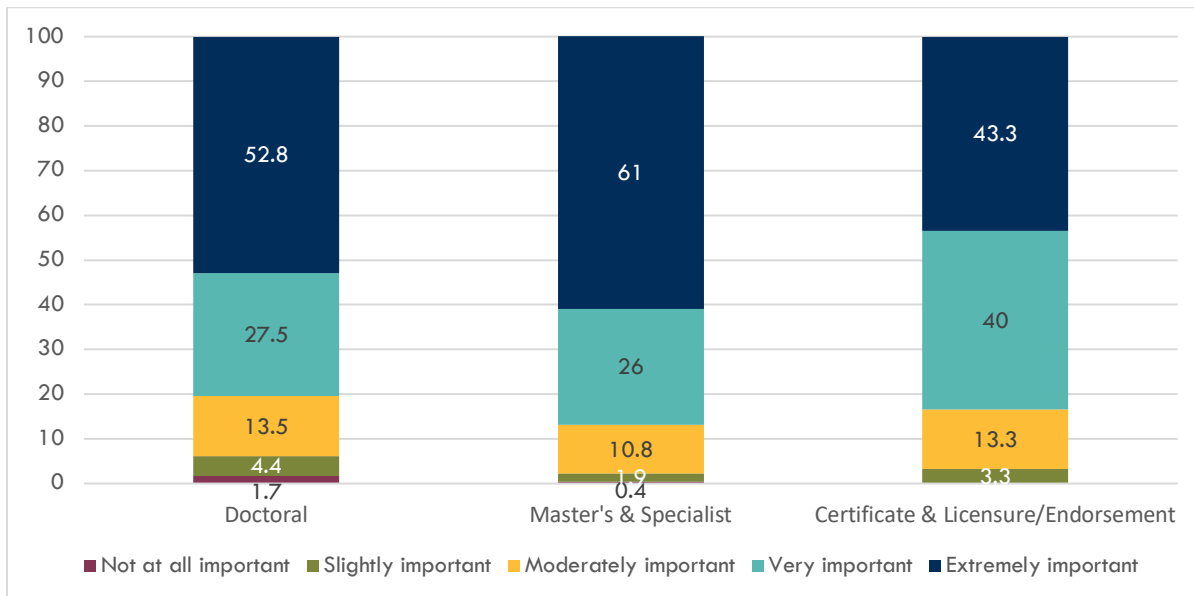


Figure 17. Importance of graduation from UNC by degree type.

Satisfaction with Transferrable Skills

Besides academic skills (subject matter, research, and teaching skills), employers find the following “transferrable skills” necessary to be successful in the workforce: writing, speaking, presentation, cross-disciplinary and cross cultural communication, teamwork, time and project management, leadership, and problem solving. The students were asked to rate how satisfied they were with the opportunities offered at UNC to acquire these skills. Students were most satisfied with writing opportunities (79.2%), followed by presentation skills (78.2%). Students were the least satisfied with the opportunities to acquire cross-disciplinary and cross-cultural communication skills. For more details, please see table 4 and 5.

Table 4
Transferrable Skills

Skills		(Very) Dissatisfied (%)	OK (%)	(Very) Satisfied (%)
Writing	Main Campus	6.8	17.3	75.8
	Extended Campus	1.3	16.5	82.2
	All	3.9	16.9	79.2
Presentation	Main Campus	2.8	16.9	80.4
	Extended Campus	5.3	18.7	76.0
	All	4.1	17.8	78.2
Problem Solving	Main Campus	6.5	20.1	73.4
	Extended Campus	3.1	19.8	77.1
	All	4.8	19.9	75.3
Teamwork	Main Campus	5.6	23.8	70.6
	Extended Campus	4.4	17.6	78.1
	All	4.9	20.6	74.5
Time and Project Management	Main Campus	10.1	21.1	68.8
	Extended Campus	5.2	20.8	74.0
	All	7.5	20.9	71.5
Speaking	Main Campus	4.2	20.1	75.7
	Extended Campus	6.9	30.3	62.8
	All	5.6	25.2	69.2
Leadership	Main Campus	9.9	26.1	64.0
	Extended Campus	4.6	22.0	73.5
	All	7.2	24.0	68.8
Cross-disciplinary and cross-cultural communication	Main Campus	18.8	26.2	55.0
	Extended Campus	9.6	27.1	63.3
	All	14.1	26.7	59.2

Table 5
Transferrable Skills

Skills		(Very) Dissatisfied (%)	OK (%)	(Very) Satisfied (%)
Writing	Doctoral	5.5	19.4	75.1
	Master's & Specialist	3.6	15.2	81.2
	Certificate & Licensure/Endorsement	0.0	27.6	72.4
Presentation	Doctoral	4.8	18.7	76.6
	Master's & Specialist	4.0	16.6	79.4
	Certificate & Licensure/Endorsement	0.0	32.1	67.8
Problem Solving	Doctoral	6.3	24.0	69.7
	Master's & Specialist	4.2	17.6	78.2
	Certificate & Licensure/Endorsement	3.4	31.0	65.5
Teamwork	Doctoral	5.6	23.9	70.5
	Master's & Specialist	5.0	18.5	76.5
	Certificate & Licensure/Endorsement	0.0	32.1	67.9
Time and Project Management	Doctoral	9.1	27.8	63.2
	Master's & Specialist	7.1	17.9	75.0
	Certificate & Licensure/Endorsement	3.4	24.1	72.4
Speaking	Doctoral	5.8	27.7	66.5
	Master's & Specialist	5.8	23.5	70.7
	Certificate & Licensure/Endorsement	0.0	37.0	62.9
Leadership	Doctoral	11.6	29.0	59.4
	Master's & Specialist	5.7	21.1	73.2
	Certificate & Licensure/Endorsement	0.0	37.9	62.1
Cross-disciplinary and cross-cultural communication	Doctoral	25.2	29.1	45.6
	Master's & Specialist	10.0	25.1	65.0
	Certificate & Licensure/Endorsement	3.7	37.0	59.2

Degree Works

Half of the students (50.9%) who completed the survey indicated that they use Degree Works to track their academic progress and 49.9% indicated that Degree Works is an effective tool for assessing degree information. Thirty-two percent of the students requested more information about how to use this tool.

Summary of Qualitative Findings

The qualitative comments indicated several areas that UNC can improve to better the experience for graduate students:

- Additional money for assistantships, scholarships, and other financial aid resources
- The selection process for graduate and teaching assistantships
- Advising for Masters-level students
- Responsiveness of online faculty
- Ease of access to university resources for extended campus students
- Increased financial support for student research and professional conferences
- Assistance with balancing priorities between workload, academics, and family

ACTION STEPS

In response to the quantitative and qualitative responses of graduate students who completed this survey, the Graduate School will:

- Provide additional publicity about financial resources, assistantship positions, and paid employment opportunities available to graduate students.
- Ensure that graduate programs have transparent criteria and processes for selection of teaching assistants and graduate assistants
- Continue developing the Graduate Student Professional Development shell on Canvas by adding more on-demand resources on topics suggested by students
- Develop a publicity campaign to graduate students about the professional development resources available on Canvas
- Work with Extended Campus and program faculty, including adjuncts, to address concerns about communication, responsiveness, and quality of instruction
- Consult with graduate programs and Extended Campus on course scheduling
- Support Extended Campus efforts to bring university resources to off-campus students
- Partner with Extended Campus and GSA to offer social events (physical and virtual) for Extended Campus students

Thank you to all graduate students who took the time to complete the Quality of Life Survey. We appreciate your feedback and will continue to improve the quality of life of graduate students at UNC.

Year to Year Comparison

Mean Scores for the Seven Dimensions of Quality of Life

	Fall 2018	Fall 2017
Seven Dimensions of Quality of Life	Mean	Mean
Life Balance	2.88	2.94
Financial Support	3.14	3.29
Professional Development	3.27	3.26
Accessibility	3.59	3.53
Advisor Support	3.63	3.57
Program Climate	3.79	3.73
Program Quality	4.12	4.10

Note. Measured on a 5-point Likert scale (1 = strongly disagree – 5= strongly agree)

Mean Scores for the Seven Dimensions of Quality of Life by Campus

	Fall 2018		Fall 2017	
Seven Dimensions of Quality of Life	Mean		Mean	
	Main Campus	Extended Campus	Main Campus	Extended Campus
Life Balance	2.75	2.99	2.88	3.01
Financial Support	3.06	3.21	3.25	3.34
Professional Development	3.41	3.15	3.36	3.15
Accessibility	3.36	3.81	3.32	3.72
Advisor Support	3.67	3.59	3.58	3.54
Program Climate	3.58	3.99	3.56	3.92
Program Quality	4.05	4.19	4.01	4.20

Note. Measured on a 5-point Likert scale (1 = strongly disagree – 5= strongly agree)

Mean Scores for the Seven Dimensions of Quality of Life by Degree

	Fall 2018			Fall 2017		
	Mean			Mean		
Seven Dimensions of Quality of Life	Doctoral	Master's & Specialist	Certificate & Licensure/ Endorsement	Doctoral	Master's & Specialist	Certificate & Licensure/ Endorsement
Life Balance	2.67	2.95	3.18	2.83	2.97	3.32
Financial Support	3.13	3.14	3.15	3.31	3.28	3.31
Professional Development	3.42	3.21	3.17	3.44	3.19	3.14
Accessibility	3.52	3.61	3.91	3.50	3.54	3.68
Advisor Support	3.70	3.60	3.57	3.64	3.54	3.63
Program Climate	3.61	3.85	4.09	3.61	3.79	3.63
Program Quality	4.04	1.15	4.16	4.08	4.11	4.13

Note. Measured on a 5-point Likert scale (1 = strongly disagree – 5= strongly agree)

Percentage of Graduate Students who had an Academic Advisor

	Fall 2018	Fall 2017
Academic Advisor	%	%
College of Education and Behavioral Sciences	88.5	86.4
College of Humanities and Social Sciences	87.5	78.1
Monfort College of Business	57.1	75.0
College of Natural and Health Sciences	74.9	76.9
College of Performing and Visual Arts	77.6	77.1
All	83.3	82.6

Career Student would like to Pursue upon Completion of their Program by Campus

	Fall 2018			Fall 2017		
Career	%			%		
	Main Campus	Extended Campus	All	Main Campus	Extended Campus	All
Professional	46.4	67.1	60.7	46.4	66.3	56.9
Faculty position	25.1	15.5	20.6	25.1	15.5	20.0
Researcher	8.5	1.0	4.5	8.5	1.1	4.6
Administrator	10.9	11.9	9.0	10.9	8.5	9.6
Other	6.1	4.3	5.1	9.0	8.7	8.8

Career Student would like to Pursue upon Completion of their Program by Degree Level

	Fall 2018			Fall 2017		
Career	%			%		
	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement
Professional	35.1	71.7	58.1	28.2	66.6	84.2
Faculty position	47.4	10.0	6.5	44.0	11.9	0.0
Researcher	6.6	3.7	3.2	6.4	4.1	0.0
Administrator	7.0	9.1	22.6	12.8	8.6	5.3
Other	3.9	5.4	9.7	8.5	8.9	10.5

Number of Published Scholarly Works by Campus

	Fall 2018			Fall 2017		
Number of published scholarly works	%			%		
	Main Campus	Extended Campus	All	Main Campus	Extended Campus	All
0	77.6	91.9	85.1	83.0	95.8	89.7
1 to 2	17.7	7.9	12.6	13.5	4.0	8.6
3 or more	4.7	0.2	2.4	3.3	0.2	1.6

Number of Published Scholarly Works by Degree Level

	Fall 2018			Fall 2017		
Number of published scholarly works	%			%		
	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement
0	68.1	92.2	87.1	74.9	95.0	94.7
1 to 2	24.9	7.2	12.9	20.0	4.5	5.3
3 or more	7.0	0.6	0.0	5.1	0.5	0.0

Assistantships

	Fall 2018			Fall 2017		
Assistantships	%			%		
	Doctoral (n=125)	Master's & Specialist (n=81)	All (n=206)	Doctoral (n=129)	Master's & Specialist (n=106)	ALL (n=235)
Duties matched what was on the assistantship position description	81.6	81.5	81.5	86.8	83.1	85.1
Supervisor set clear expectations for me	72.6	74.0	73.1	70.3	70.7	70.6
Received constructive feedback from their supervisor	65.6	75.3	69.4	68.2	67.6	68.0

Satisfaction with Petition for Exception

	Fall 2018	Fall 2017
	(Strongly) Agree %	(Strongly) Agree %
My program provided me with the necessary information to file the petition for exception.	69.8	63.0
The Graduate School reviewed and processed my petition for exception request in a timely manner.	77.3	63.0
The Graduate School provided up-to-date information on the status of my petition for exception.	68.0	56.5
It was difficult to find the form to file the petition for exception.	17.0	21.7

Overall Satisfaction and Likelihood to Re-Enroll by Degree Level

	Fall 2018			Fall 2017		
	%			%		
	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement	Doctoral	Master's & Specialist	Certificate & Licensure/Endorsement
Overall satisfaction	76.5	84.2	87.1	80.0	83.3	84.2
Would enroll at UNC again	66.4	78.8	83.8	72.6	76.7	73.7
Consideration of leaving UNC	17.9	13.1	9.7	18.3	15.6	0.0
Importance of graduation	80.3	87.0	83.3	84.3	84.5	78.9

Overall Satisfaction, Likelihood to Re-Enroll by Campus, Consideration of Leaving, and Importance of Graduation

	Fall 2018			Fall 2017		
	%			%		
	Main Campus	Extended Campus	All	Main Campus	Extended Campus	All
Overall satisfaction	74.9	88.6	82.0	77.8	86.7	82.4
Would enroll at UNC again	68.9	81.4	75.5	73.1	77.9	75.6
Consideration of leaving UNC	20.3	8.9	14.4	18.0	14.6	16.2
Importance of graduation	82.3	87.4	85.0	83.7	84.9	84.4

Factors that are Contributing to the Ability to Complete Degree

	Fall 2018	Fall 2017
Factors that are contributing to ability to complete degree	%	%
Financial support	60.1	61.7
Program quality	48.7	48.1
Family (non-financial) support	47.1	49.7
Program delivery (face to face or online)	43.1	39.1
Classes offered at convenient times	40.8	40.7
Mentoring/advising	37.5	35.1
Professional/career guidance	34.4	34.4
Program requirements	34.1	34.7
Availability of required classes	33.2	34.5
Personal circumstances	29.7	31.1
Employer support (flexible scheduling)	28.2	30.2
Social environment/peer group support	25.4	26.9
Program location	21.2	23.5
Employer support (financial)	19.1	23.1
Other	5.2	6.6

Transferrable Skills by Campus

Skills		Fall 2018 (Very) Satisfied %	Fall 2017 (Very) Satisfied %
Writing	Main Campus	75.8	77.4
	Extended Campus	82.2	82.8
	All	79.2	80.2
Presentation	Main Campus	80.4	74.5
	Extended Campus	76.0	79.8
	All	78.2	77.2
Problem Solving	Main Campus	73.4	68.7
	Extended Campus	77.1	78.9
	All	75.3	73.9
Teamwork	Main Campus	70.6	69.5
	Extended Campus	78.1	82.8
	All	74.5	76.3
Time and Project Management	Main Campus	68.8	62.4
	Extended Campus	74.0	76.2
	All	71.5	69.5
Speaking	Main Campus	75.7	69.1
	Extended Campus	62.8	69.9
	All	69.2	69.5
Leadership	Main Campus	64.0	60.4
	Extended Campus	73.5	75.0
	All	68.8	67.8
Cross-disciplinary and cross-cultural communication	Main Campus	55.0	51.8
	Extended Campus	63.3	67.7
	All	59.2	60.0

Transferrable Skills by Degree Level

Skills		Fall 2018 (Very) Satisfied %	Fall 2017 (Very) Satisfied %
Writing	Doctoral	75.1	78.3
	Master's & Specialist	81.2	80.5
	Certificate & Licensure/Endorsement	72.4	94.5
Presentation	Doctoral	76.6	73.4
	Master's & Specialist	79.4	78.6
	Certificate & Licensure/Endorsement	67.8	77.8
Problem Solving	Doctoral	69.7	24.5
	Master's & Specialist	78.2	19.7
	Certificate & Licensure/Endorsement	65.5	77.7
Teamwork	Doctoral	70.5	68.3
	Master's & Specialist	76.5	79.1
	Certificate & Licensure/Endorsement	67.9	82.3
Time and Project Management	Doctoral	63.2	62.1
	Master's & Specialist	75.0	72.4
	Certificate & Licensure/Endorsement	72.4	61.1
Speaking	Doctoral	66.5	68.1
	Master's & Specialist	70.7	70.1
	Certificate & Licensure/Endorsement	62.9	66.7
Leadership	Doctoral	59.4	62.5
	Master's & Specialist	73.2	70.0
	Certificate & Licensure/Endorsement	62.1	60.0
Cross-disciplinary and cross-cultural communication	Doctoral	45.6	48.0
	Master's & Specialist	65.0	63.6
	Certificate & Licensure/Endorsement	59.2	81.3