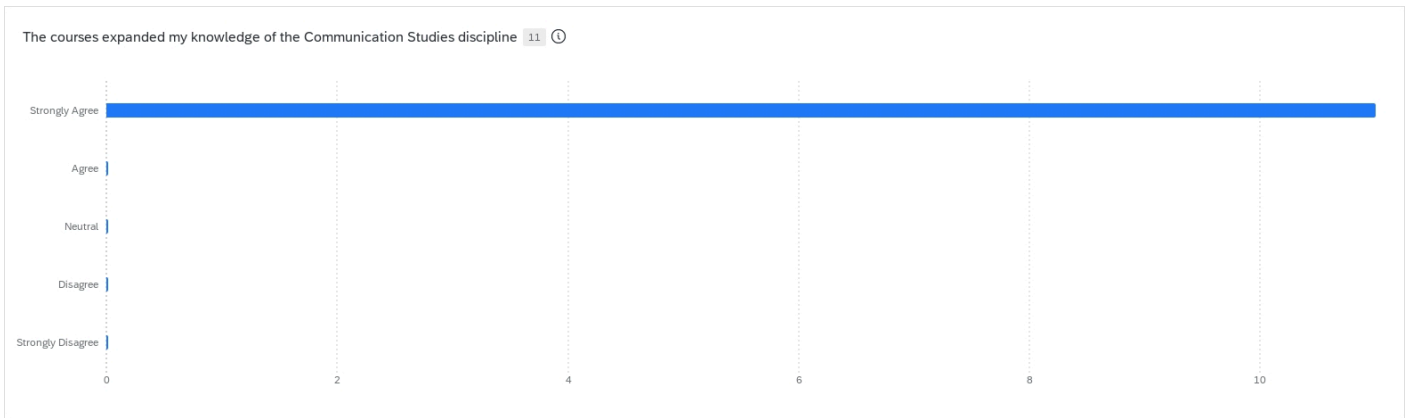


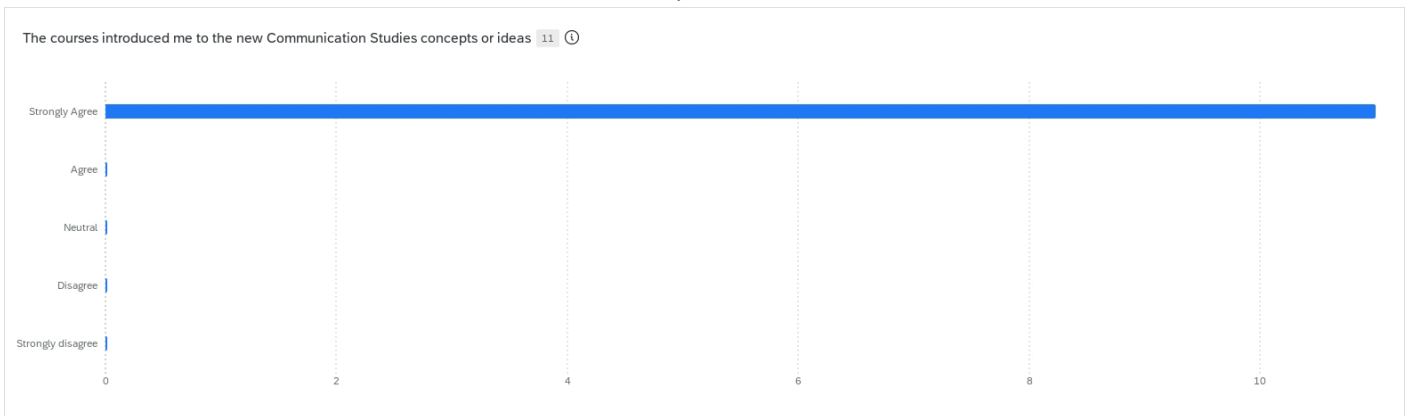
What year did you join the graduate program?

- 2021
- 2021
- 2021
- 2019
- 2021
- 2020
- 2020
- 2019
- 2020
- 2019

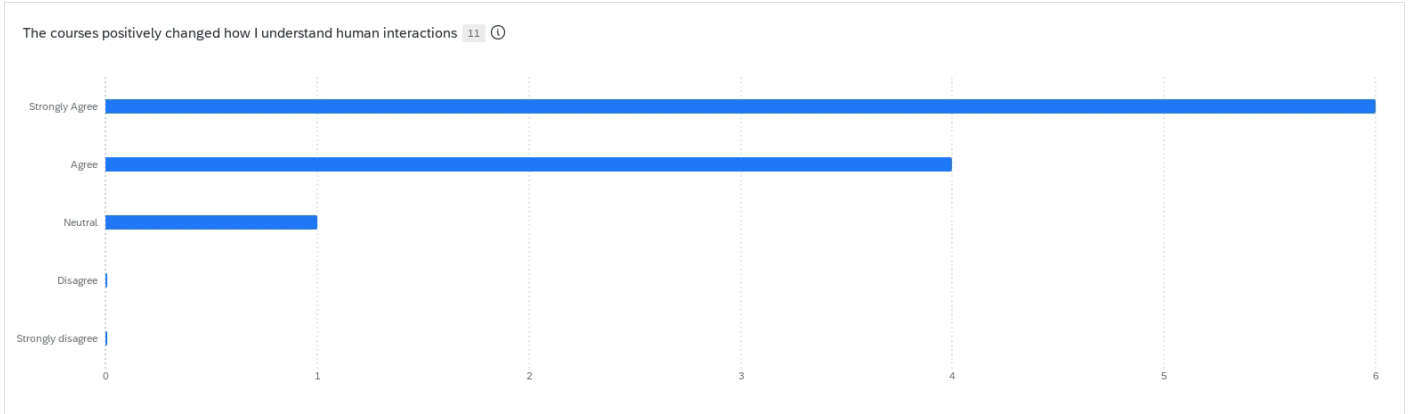
The courses expanded my knowledge of the Communication Studies discipline



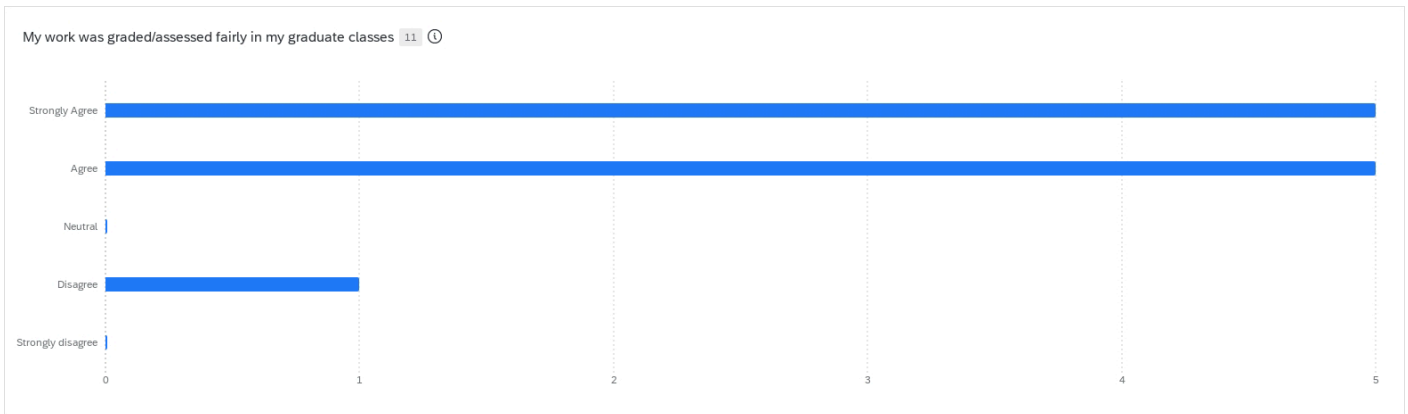
The courses introduced me of the Communication concepts or ideas



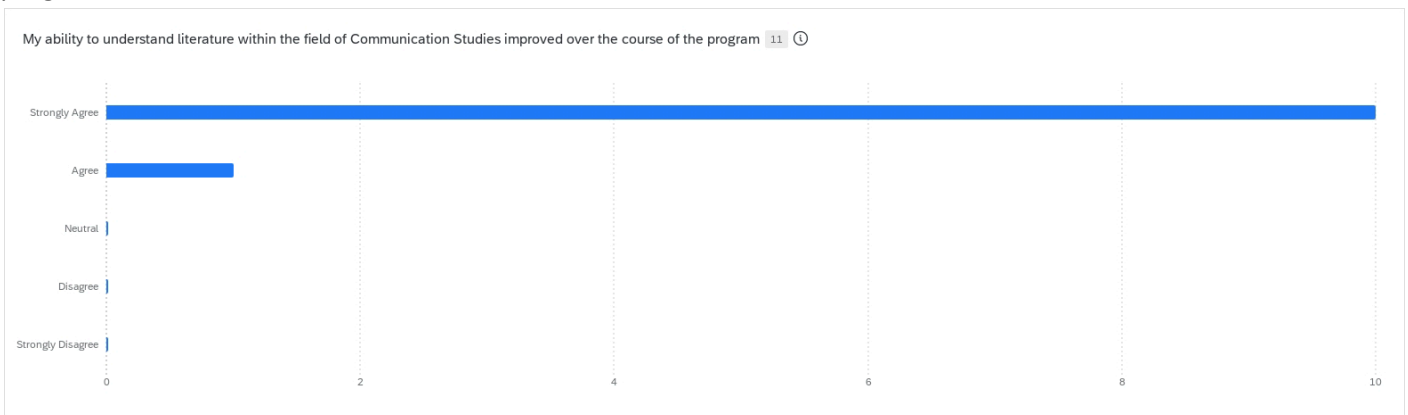
The courses positively changed how I understand human interactions



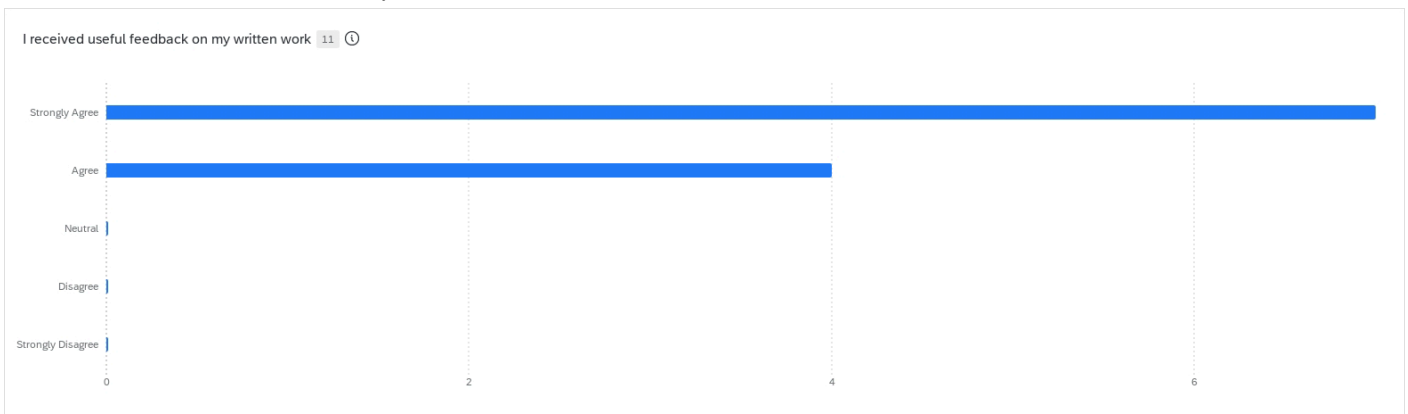
My work was graded/assessed fairly in my graduate classes



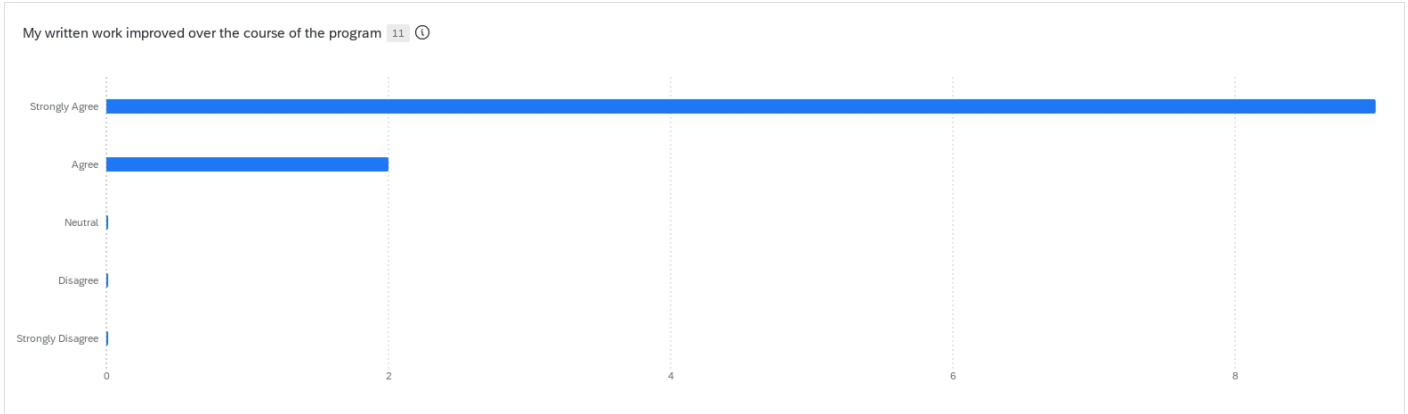
My ability to understand literature within the field of Communication Studies improved over the course of the program



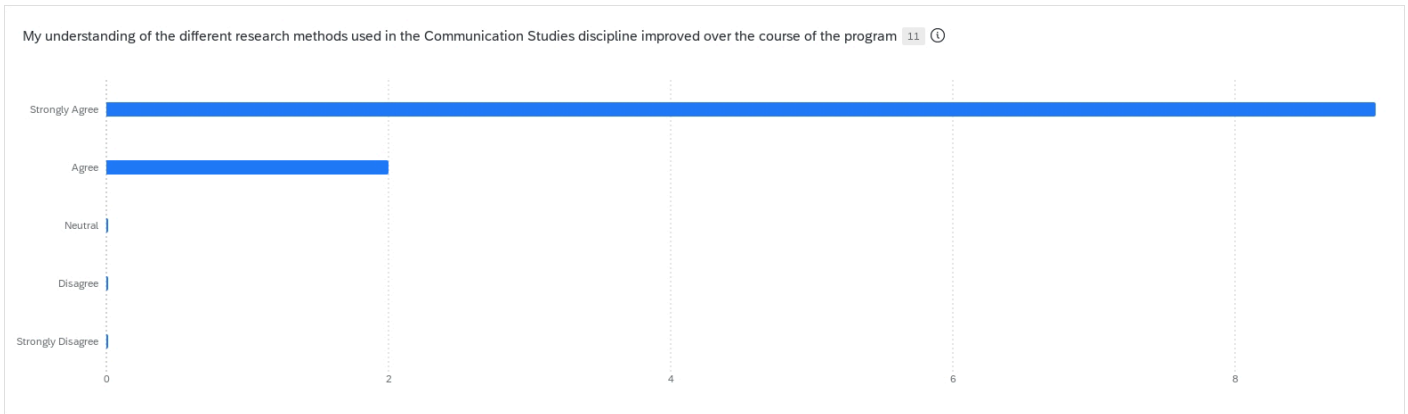
I received useful feedback on my written work



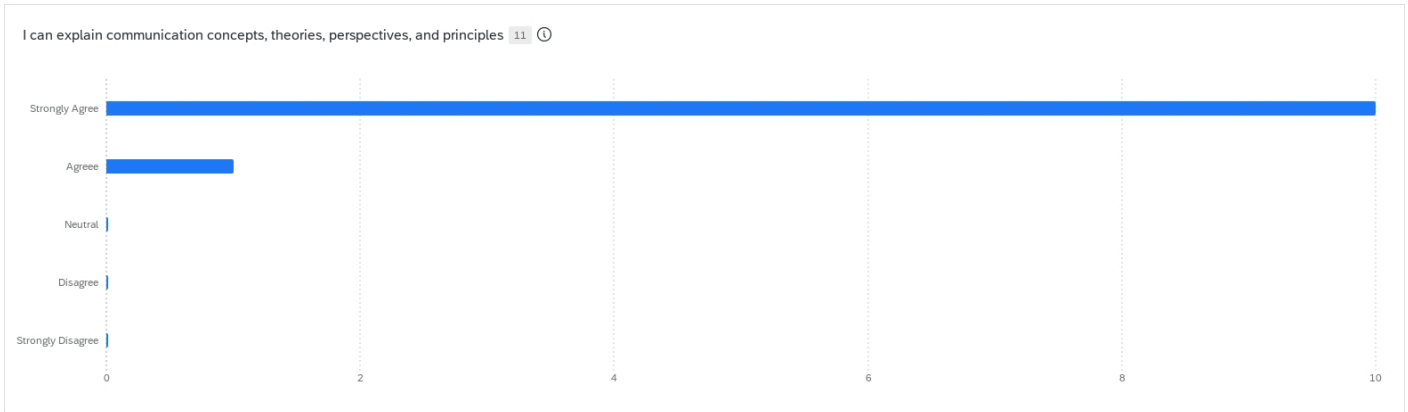
My written work improved over the course of the program



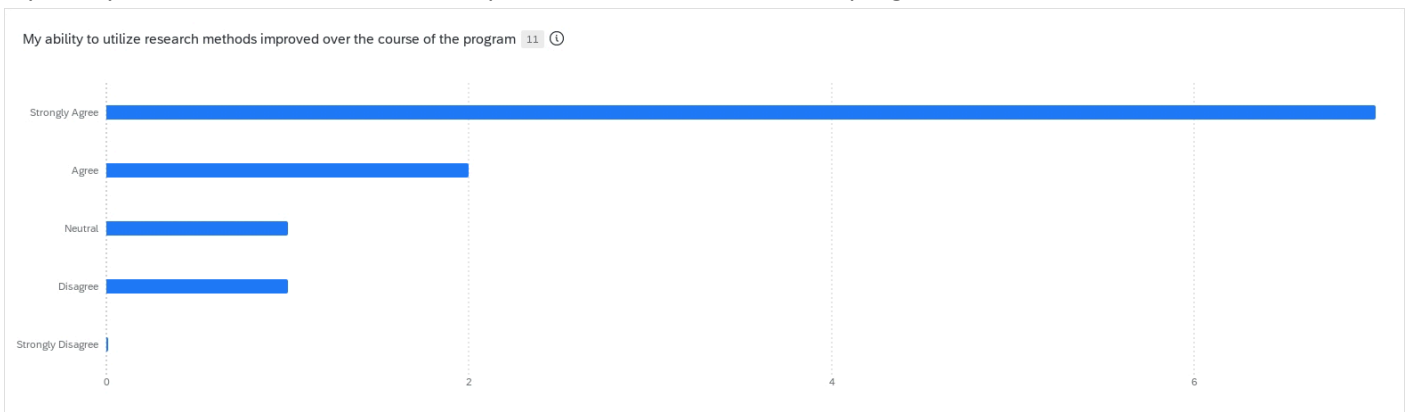
My understanding of the different research methods used in the Communication Studies discipline improved over the course of the program



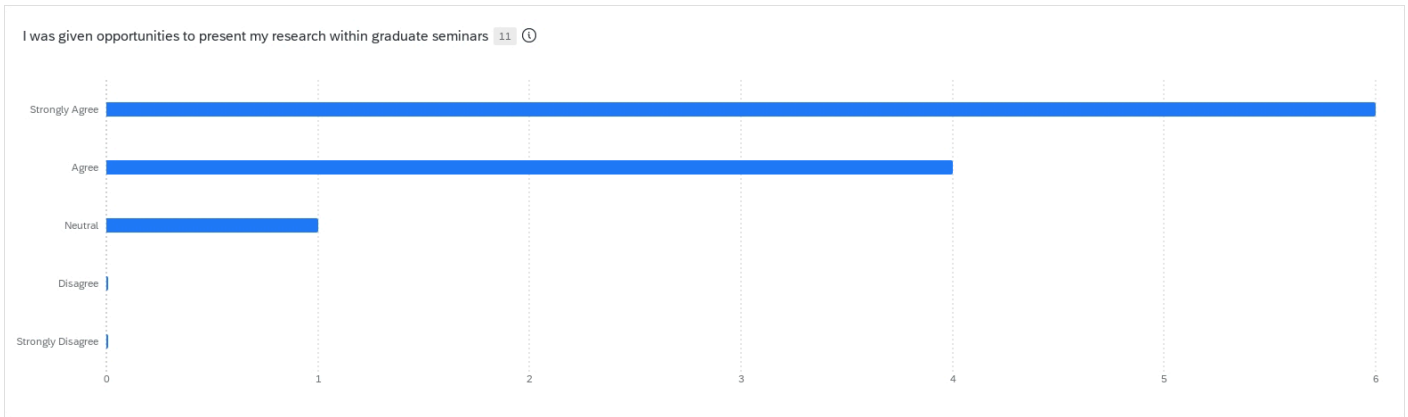
I can explain communication concepts, theories, perspectives and principles



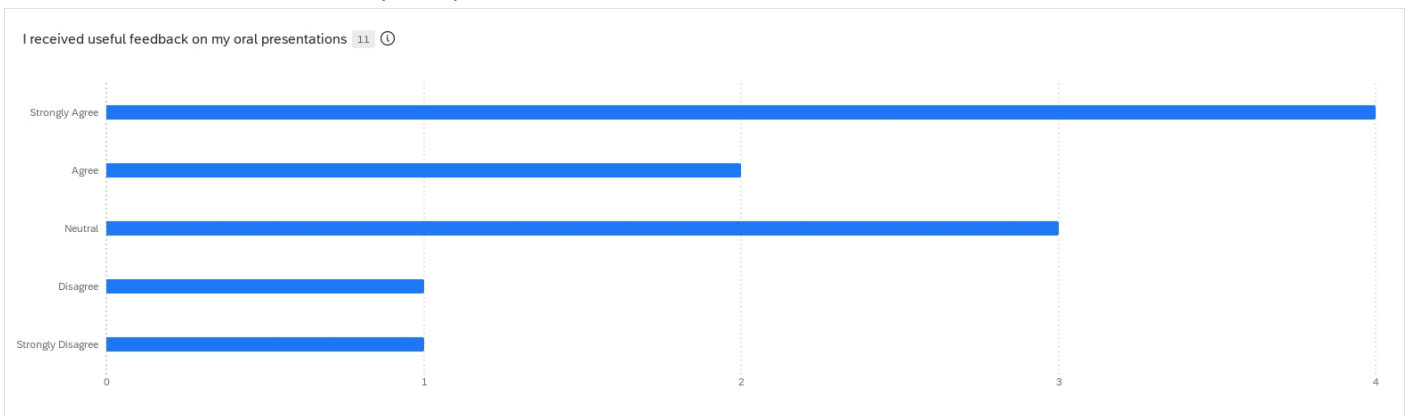
My ability to utilize research methods improved over the course of the program



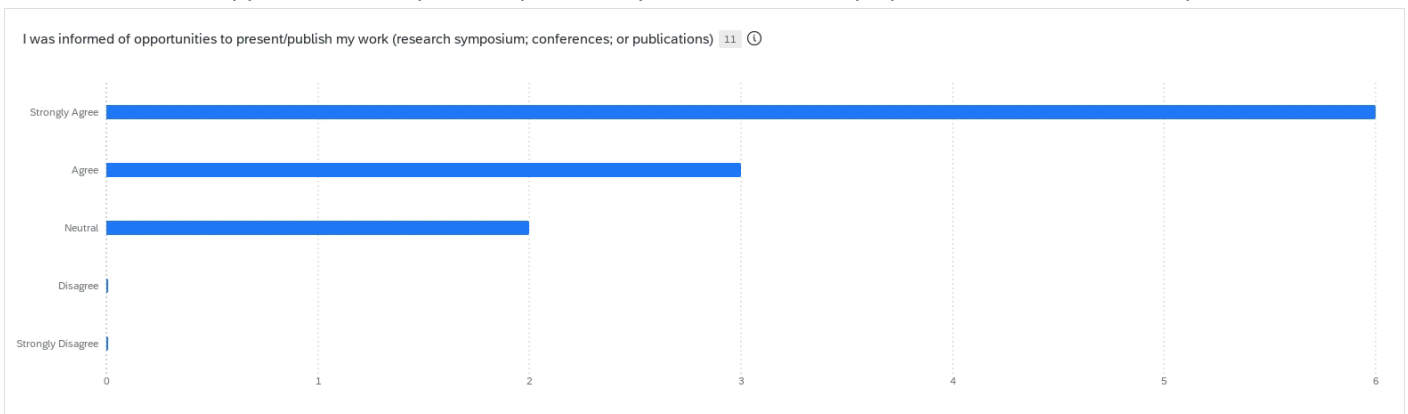
I was given opportunities to present my research within graduate seminars



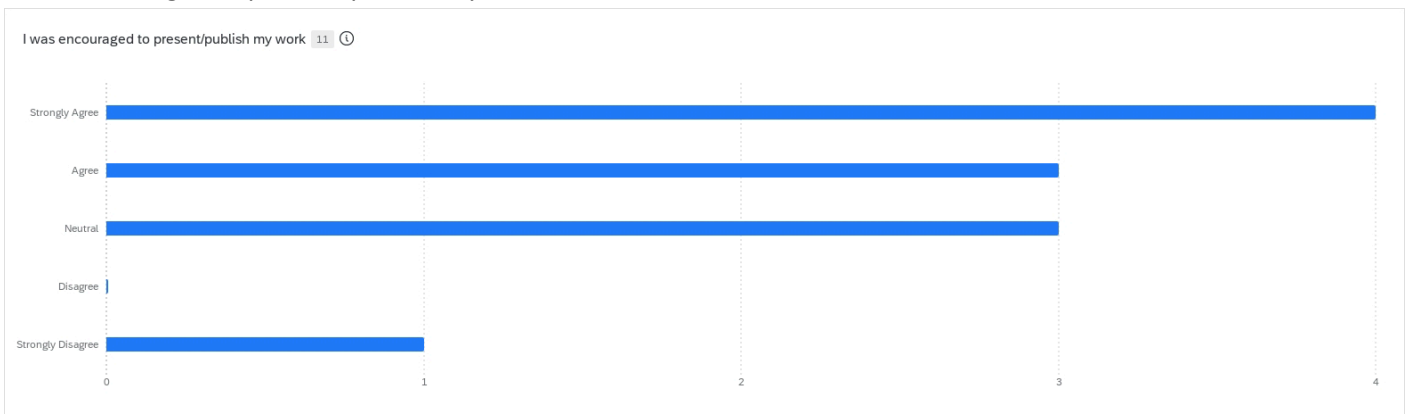
I received useful feedback on my oral presentations



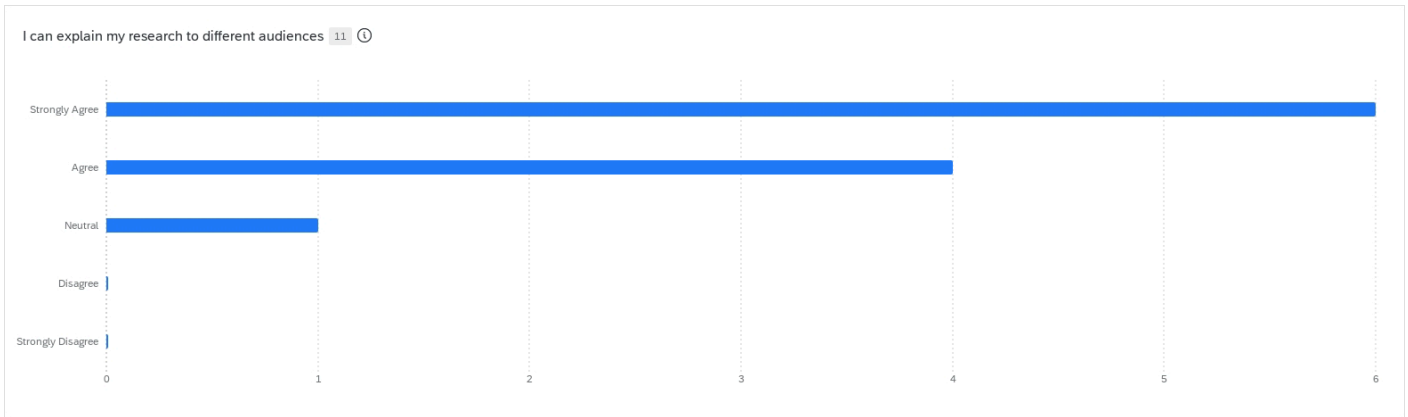
I was informed of opportunities to present/publish my work (research symposium; conferences; or publications)



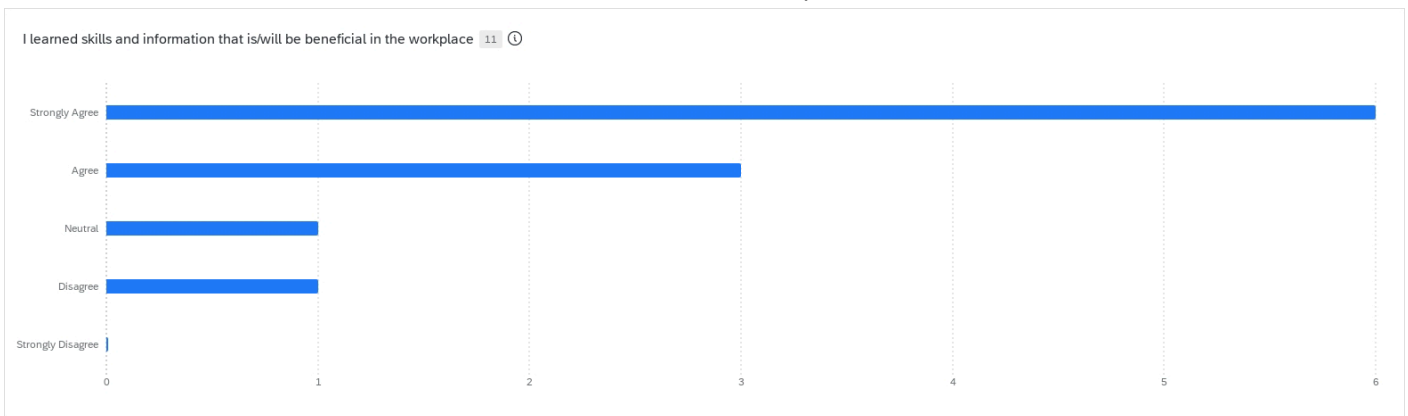
I was encouraged to present/publish my work



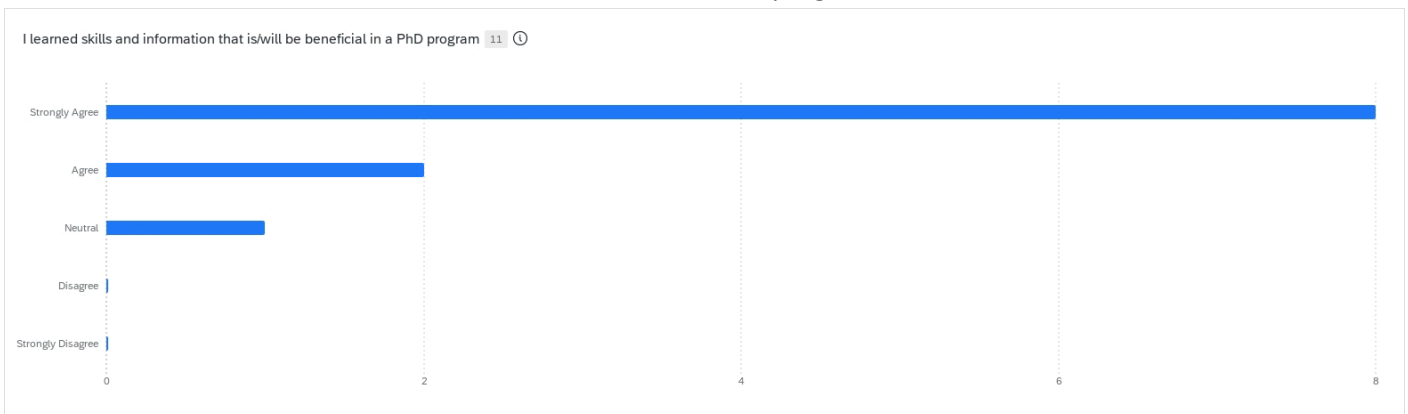
I can explain my research to different audiences



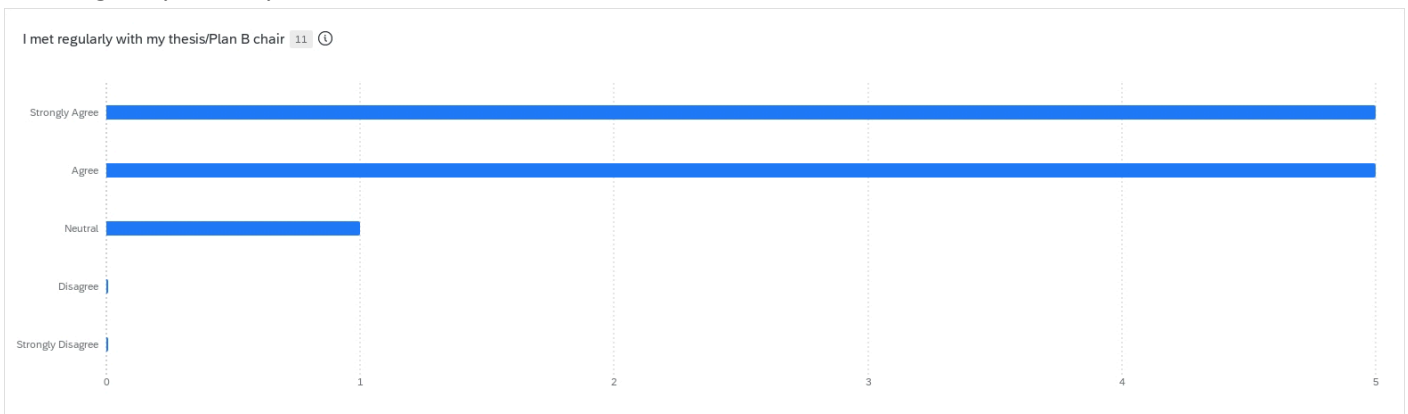
I learned skills and information that is/will be beneficial in the workplace



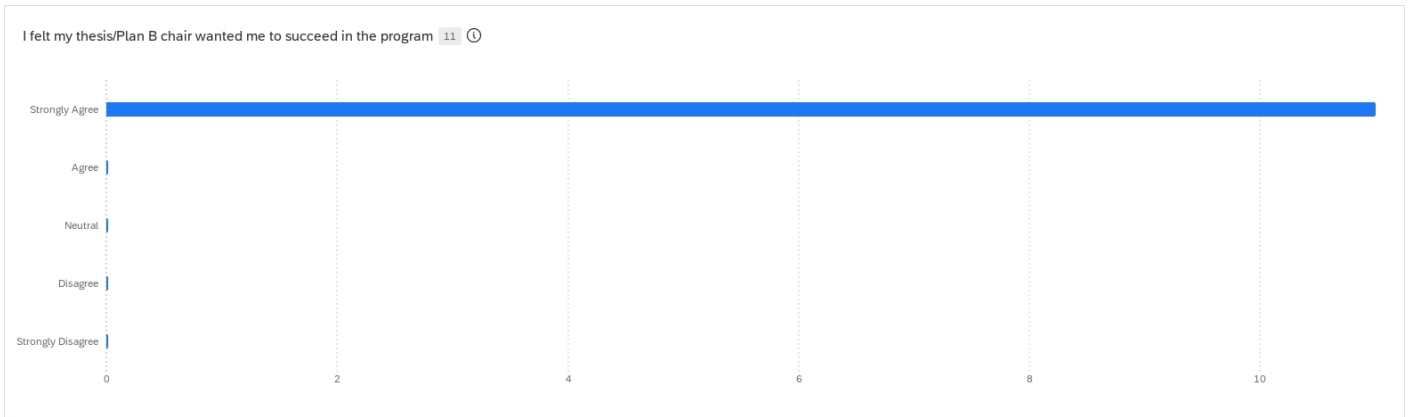
I learned skills and information that is/will be beneficial in a PhD program



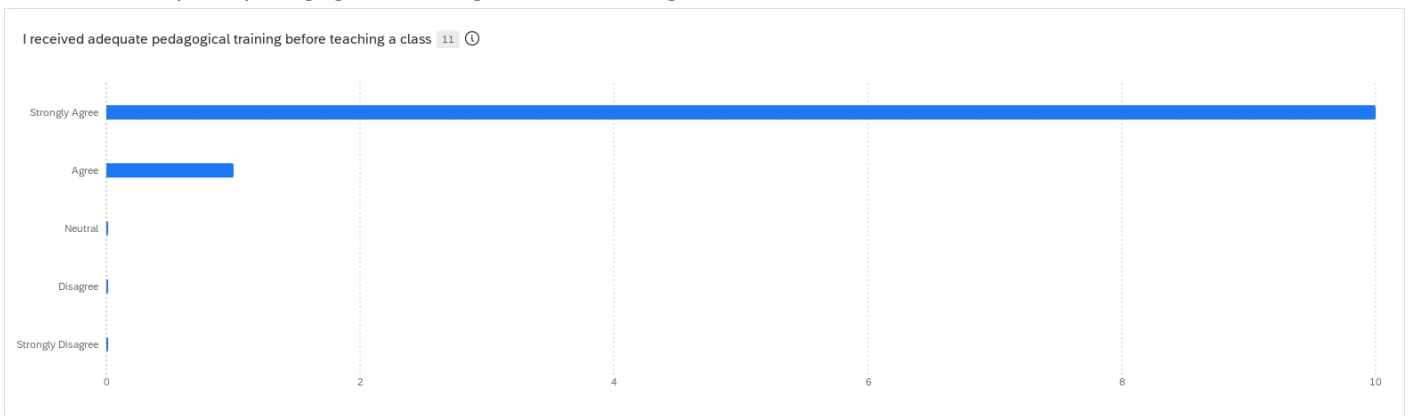
I met regularly with my thesis/Plan B chair



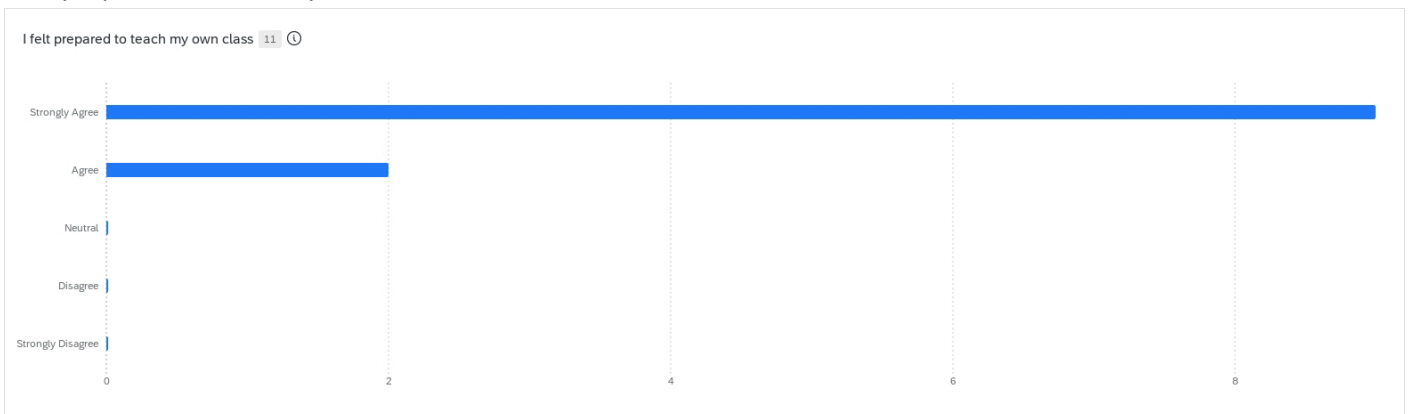
I felt my thesis/Plan B chair wanted me to succeed in the program



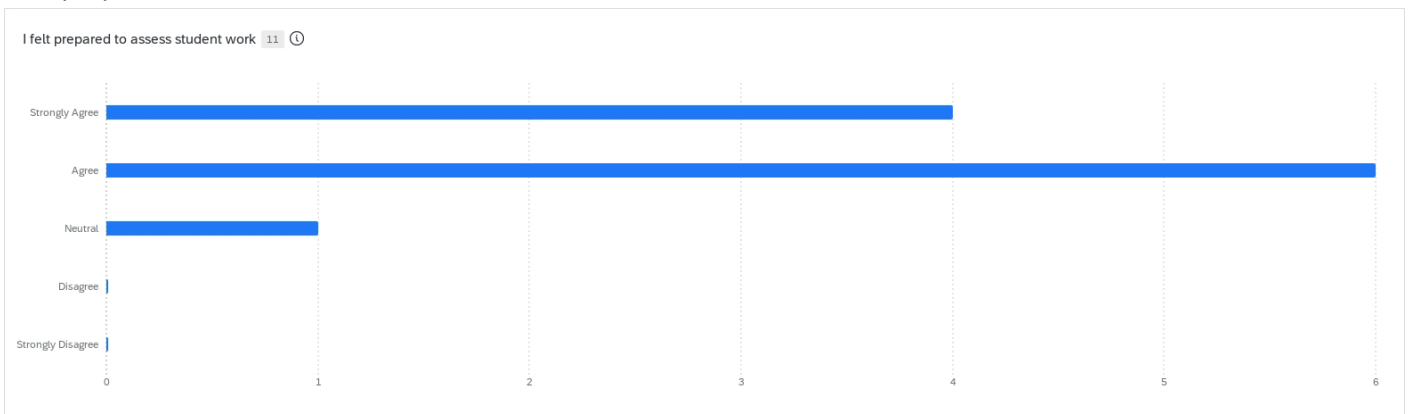
I received adequate pedagogical training before teaching a class



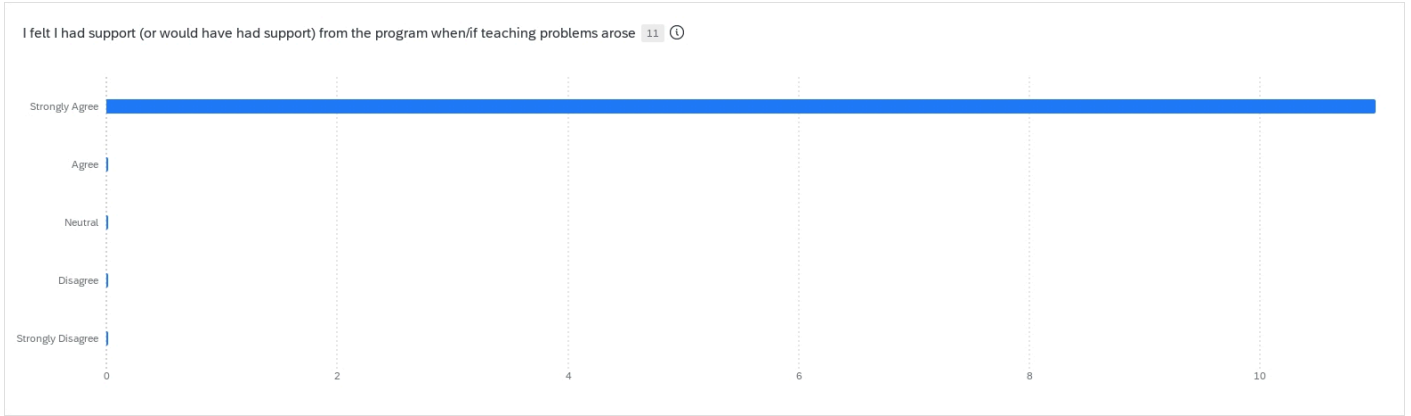
I felt prepared to teach my own class



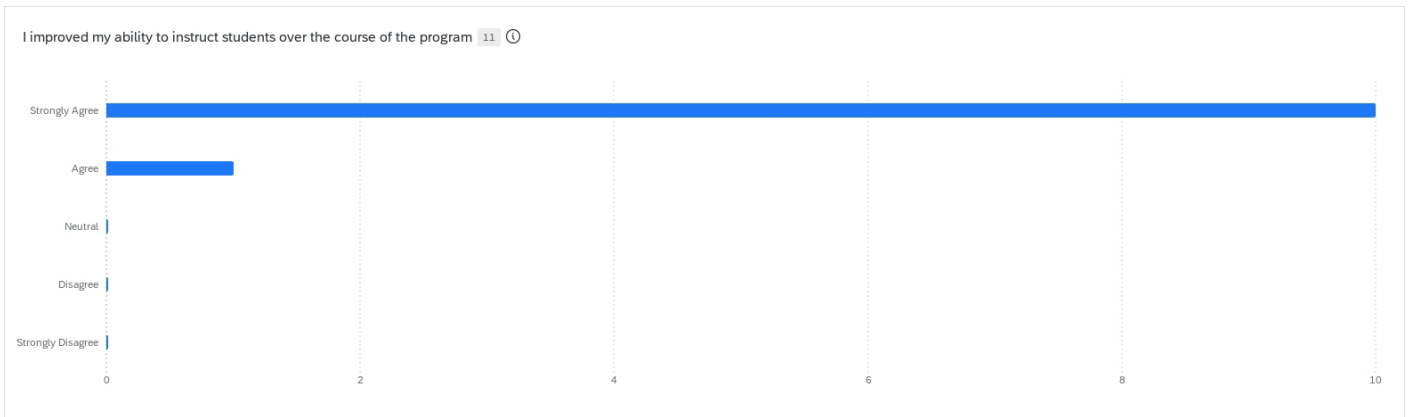
I felt prepared to assess student work



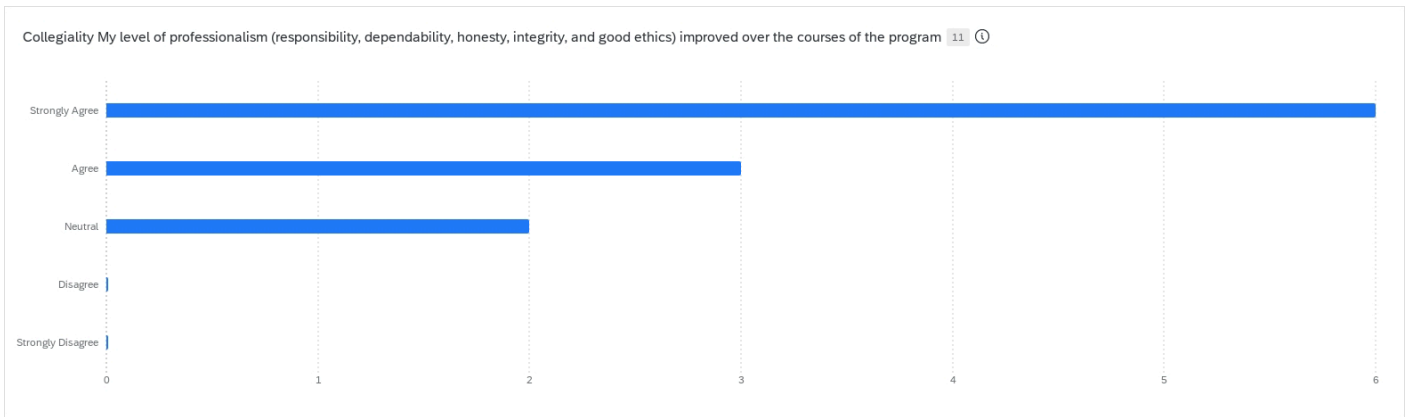
I felt I had support (or would have had support) from the program when/if teaching problems arose



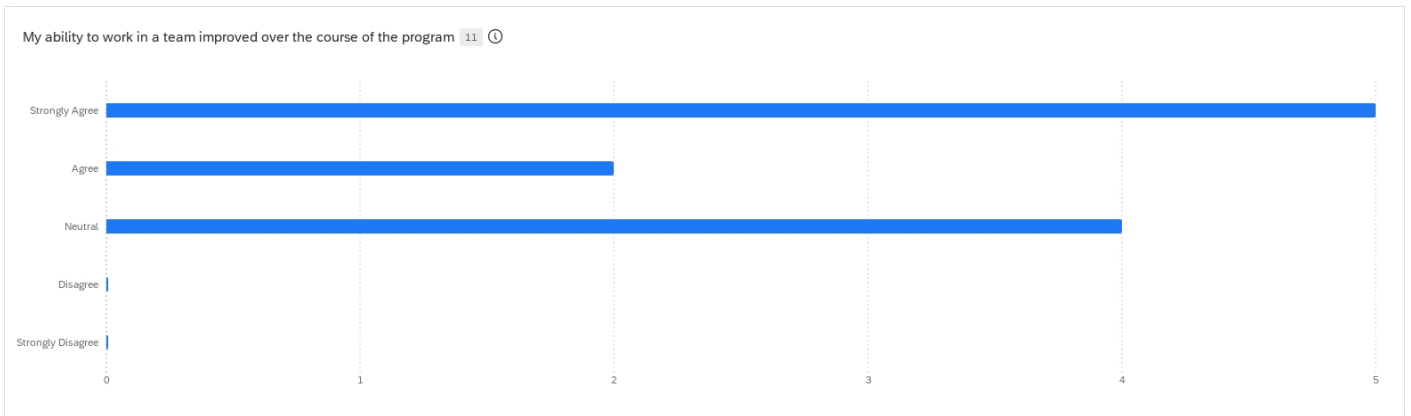
I improved my ability to instruct students over the course of the program



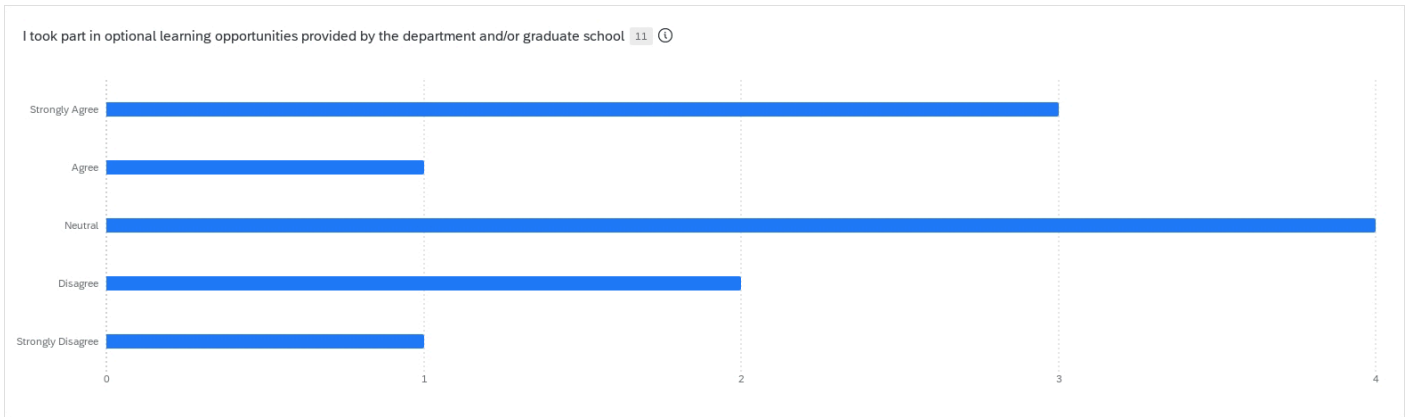
Collegiality My level of professionalism (responsibility, dependability, honesty, integrity, and good ethics) improved over the courses of the program



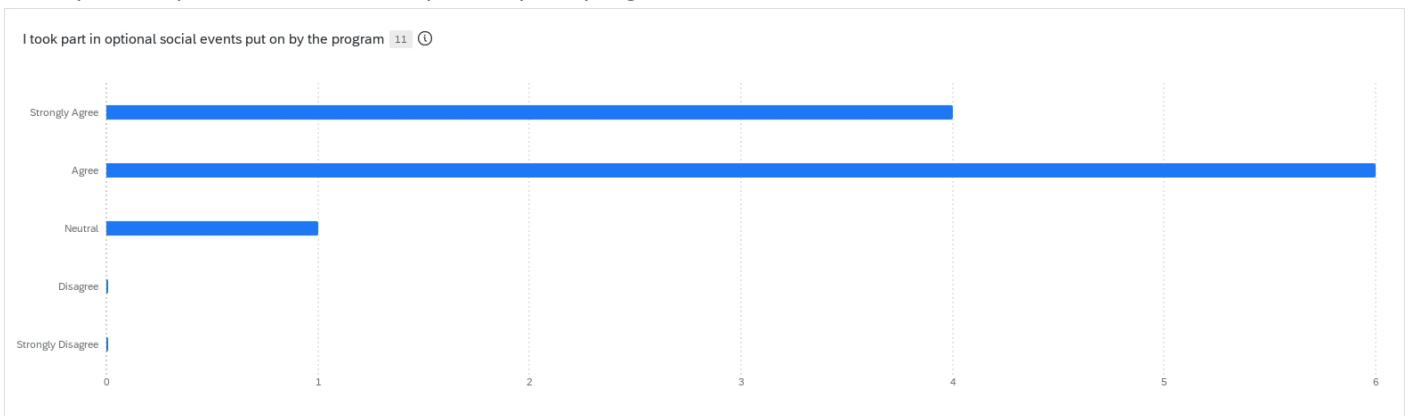
My ability to work in a team improved over the course of the program



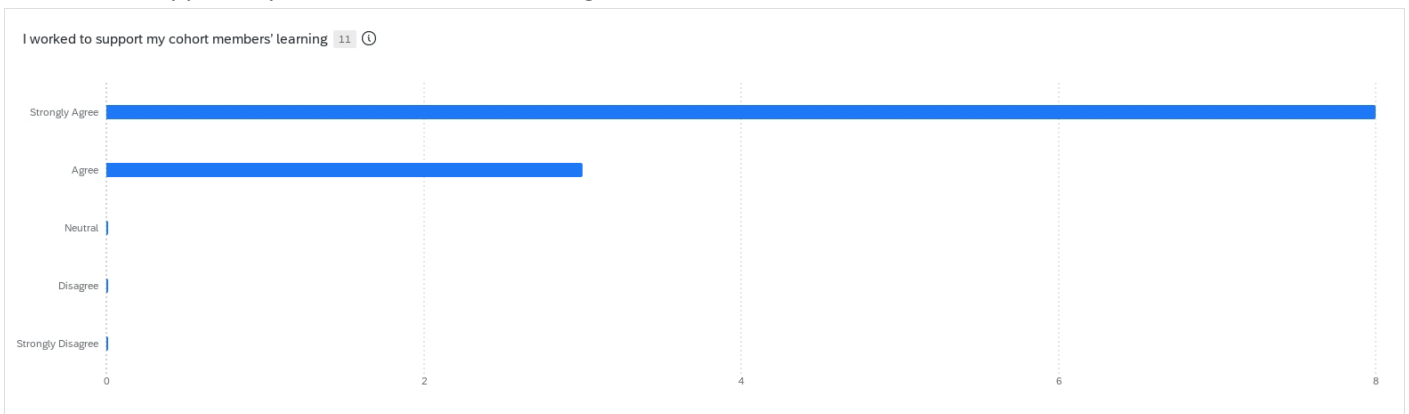
I took part in optional learning opportunities provided by the department and/or graduate school



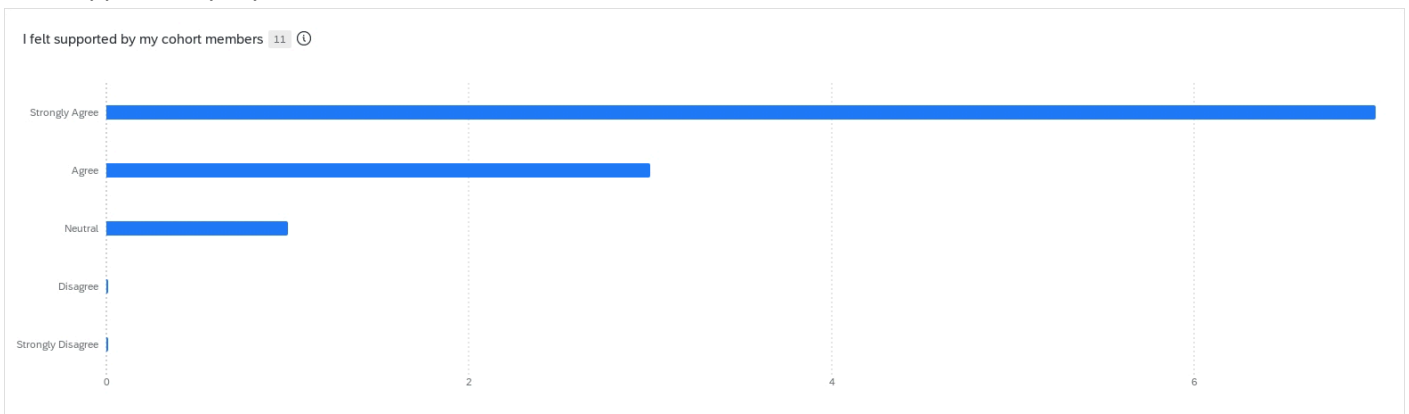
I took part in optional social events put in by the program



I worked to support my cohort members' learning



I felt supported by my cohort members



Overall

What do you feel were the strengths of the CMST graduate program?

- The CMST graduate program boasts a multitude of strengths that have significantly enriched my educational journey. Chief among these strengths is the program's unwavering commitment to academic rigor. Throughout my time in the program, I found myself consistently challenged in the classroom, engaging in thought-provoking discussions that demanded rigorous critical thinking. This constant intellectual stimulation pushed me to cultivate and articulate my thoughts and arguments with precision and clarity. A standout feature of the program is its adept use of course readings and writing assignments to enhance my understanding of the discipline and the broader field of study. These materials not only expanded my knowledge but also honed my ability to synthesize intricate concepts, equipping me with the skills necessary to tackle complex subject matter effectively. One aspect that pleasantly surprised me was the remarkable improvement in my writing capabilities. The program equipped me with invaluable insights into crafting written work that possesses the potential for publication. Undoubtedly, one of the program's crowning achievements is its creation of an exceptional learning environment. The approachability and responsiveness of the professors fostered an atmosphere where open dialogue and feedback were not only encouraged but also integral to our growth. I consistently felt at ease engaging with each professor, and their constructive feedback consistently aided me in enhancing both my academic work and personal skills. In essence, the CMST graduate program stands as a testament to the convergence of academic rigor, comprehensive knowledge enrichment, advanced writing proficiency, and a nurturing learning environment. These strengths collectively have played a pivotal role in shaping my educational experience and equipping me for success in my future endeavors.
- I have only positive things to say about this program. The faculty is definitely one of its strengths. I always felt supported and cared about. I also enjoyed getting to know them on a more personal level at social events which I think is important for grad students because it helped me at least to build my relationships with the faculty outside of the classroom. I also think the courses offered were amazing and have definitely prepared me to start my PhD program.
- Direct engagement with tenured professors who seemed to really care about our learning and growth. Chosen readings were also well selected and provided a deeper understanding of communication concepts.
- I LOVED the seminars. I was pushed to think, reflect, and create new work in completely new ways. My interactions with the faculty were so positive and helpful. I always felt like the professors wanted me to succeed and were ready and eager to help. The opportunity to teach was also amazing.
- -accessible to first-generation students -outstanding support for TA's -helpful for those pursuing a PhD or industry -small cohorts provided opportunities to form close relationships with advisor/committee -supportive instructors and rigorous environment — both equally important for PhD endeavors
- I think the size of the graduate program was great! I loved that I was able to get to know everyone and feel like the instructors really got to know me. I also felt that the faculty had expertise that was able to help me excel in the program.
- I liked that there was an option of a plan b. I think the faculty, overall, is amazing at USU. I thought the amount of teaching preparation given to me was excellent. Even after the classes, I knew I could reach out to John, Jen, Matt, and Kaitlin for help whenever I needed it. I also loved the opportunity to teach interpersonal, rather than public speaking.
- How supportive the faculty was! And the quality of education we received
- The faculty being willing to talk about our experiences and questions with us. I felt supported. I felt like they cared. This was the case with almost every single faculty member. I loved just getting to learn from who they all were as people, how they taught, how they saw the world, etc. I still have words of wisdom and conversations that stick in my mind from several of them and I continue to benefit from that. The cohort experience- we had an awesome group of individuals who enhanced the experience. Super supportive, non-competitive, lovely people I'm still friends with. I liked the faculty's variety of interests and expertise and class subjects so we got a varied exposure to ideas and methods. I think there was a lot of flexibility in me being able to tailor my thesis/plan b to what I was really passionate about. Loved getting to teach my own sections of interpersonal. This was one of the highlights of the whole program for me. I do think in the pedagogy class there could be more practice teaching added in there.
- The true strength of this program stems from the staff. They were phenomenal in every aspect of their professions. They are caring, supportive, intelligent, and so much more.
- *Genuine, caring, and capable Faculty! *The emphasis on and support for teaching quality. *Support for adapting end of term assignments to student interest/thesis topic. *Exposure to key scholars/seminal works and theories.

What do you feel could be improved?

- While the CSMT graduate program certainly offers a solid foundation, there are notable areas where improvements could enhance the overall experience. One significant aspect lies in the program's promise of a balance between theoretical knowledge and practical application, which, in my experience, could be further refined. The program was promoted as a harmonious fusion of theory and practice, yet I often found this ideal to be somewhat disconnected from the actual classroom and reading experiences. While the program effectively prepared me for pursuing a PhD, there was a discernible gap when it came to practical learning opportunities. The path to practical application often felt unclear, leaving me uncertain about how to effectively bridge the gap between academic studies and real-world implementation. In addition, while the professional development course did explore careers outside of academia, I'd loved to have seen more course opportunities to refine those skills. It's worth acknowledging that many program graduates tend to pursue careers in academia. However, the advertising of the USU program seemed to create expectations that were not always aligned with this reality. This discrepancy between expectation and outcome could potentially be addressed to ensure that future students have a more accurate understanding of the program's intended outcomes. While I appreciated having access to supportive individuals with whom I could discuss these concerns outside of the classroom, it was

disheartening to encounter discouragement or deviation from the main focus of the classroom and written assignments when attempting to engage in these practical conversations. Encouraging and integrating these discussions could contribute to a more well-rounded and holistic learning experience. Again, if this is not the direction the program wants to focus on, I think a simple adjustment to the advertising upfront could suffice. In essence, by further integrating practical components into the curriculum, aligning program advertising with actual outcomes, and fostering an environment that embraces open discussions about career paths and practical applications, the CSMT graduate program could further evolve to meet the diverse needs and expectations of its students.

- I think that method classes should be taken during the first semester of the first year. Qualitative/quantitative and rhetoric are so different I don't think that learning all three in one semester would be too challenging.
- More application in grading and evaluation during pedagogy focuses classes. It really was the one area where I felt underprepared for my teaching responsibilities.
- I'm not sure how to change this on a faculty-level as it is so student-centric, but I would have loved to feel closer to my cohort. The faculty emphasized that we were a team, but there was a lot of backstabbing and gossip that made people feel unsafe or unwanted. I wish I knew how to help with that.
- -to match public speaking taught at other universities -to match public scholarship seminar taught at other universities -remind cohorts to be inclusive of non-LDS/non-religious folks | show resources for non-LDS/non-religious folks
- I would have loved to have seen more professional development opportunities that are tailored to life outside of academia. We had some meetings that talked about resumes however, the instructor was most familiar with creating a resume/CV for academic audiences. Perhaps it could be beneficial to outsource to the business school or other professionals who are proficient in building resumes, interviewing, LinkedIn, etc.
- While the option of a plan b was great, it felt like a lesser choice. I also felt like there weren't as many resources for the plan b students. In general, this program is geared more towards students who are interested in a PhD. I don't think that is a bad thing, except for the fact that I think the plan b students sometimes feel less important/left behind. I know this is tricky because the faculty is predominantly PhD-ers, so it makes sense that they would be more familiar, excited, and engaged with the students who wish to follow in their footsteps. In two of my seminars (which also happened to be my two favorite, most impactful, and greatest learning outcomes) we had several guest speakers. All of these guest speakers were fellow professors who were experts in a particular theory. Besides offering more seminars that are geared toward professional development, I think finding guest speakers who use comm skills/principles/degrees in the real world would make a great impact on the students who are not interested in more schooling. We had 1 colloquium with professionals like this, and it was my favorite colloquium. Kaitlin organized it, and I believe it was friends of hers from TCU.
- Connecting us to graduate students across the university. And I wish it would have been clearer I could have done an independent study course.
- I felt that the program was advertised as being focused a lot on facilitating change and having a practical focus as well as academic. It seemed that most of the faculty had more experience with the academic side and so the program leaned more heavily that way. I would say either try to gain more of a balance between the practical and academic or just advertise and make it clear if it does lean more academic. Perhaps more support for those going a non academic route for finding employment or even just imagining the possibilities of what you could do with a comm. studies master's degree. The professional development class helped a bit with this, but I felt I needed more support. Or more help knowing what my degree opened the door to and how to talk about my degree with potential employers. The first semester before we taught a class ourselves- we were TAs in another teacher's classroom. I know it's changed a few times since what happens in this semester. I felt like I was ready to be more involved than just being a TA that sat in on class and taught once or twice. But things have changed now, and it seems like the students get much more experience teaching that first semester. I felt the classes that had a quiz or assignment with weekly readings was nice because then it seemed like everyone would actually read. There were some classes where some of us would do the readings and others could just kind of slip by without doing them and that felt like it lessened the overall learning experience for me.
- I could have benefited from more guidance about recognizing and overcoming the obstacles that arise in doing the work of research: ie anxiety, procrastination, discouragement, imposter syndrome etc. Normalizing the experience, hearing about different professors' journeys encountering it, and strategies to move through it. But perhaps that is ultimately an individual journey. Would love for the program to equally weigh a community/industry route and the academic, but recognize the difficulty when the faculty is necessarily academic and without a large pool of graduates to model or discuss other directions.

Is there anything else you would like us to know about your experience in the program?

- This program has had a profound and far-reaching impact on every facet of my life. It has elevated my role as a community member, sharpened my critical thinking abilities, strengthened my advocacy skills, deepened my commitment as an ally, enhanced my performance as an employee, empowered me as an instructor, and enriched my scholarly pursuits. I wholeheartedly consider this experience to be a pivotal turning point, and its transformative influence can be attributed to the solid groundwork laid by the esteemed professors at USU. My gratitude for the profound impact of the CMST graduate program knows no bounds, and I often find myself reminiscing about the engaging seminar discussions that fueled my intellectual growth and the invigorating challenges that constantly pushed the boundaries of my mind.
- I loved it! I have nothing but great things to say about this program. I miss it already!
- It helped me to decide that pursuing a PhD was the next step in my academic and career goals.
- I had an amazing, life-changing experience. I am so grateful for all that I learned and how it has made me a better critical thinker and more empathetic person.
- The best master's program. I can confidently say that as a PhD student that is around lots of people from different ma/ms programs. :-)
- First and foremost, being in the Graduate program was one of the best experiences of my life. I was able to expand my mind and really get to understand how I can make a difference in the world. I am infinitely more confident in myself and I was able to find my passion.
- One of the questions asked if I attended events put on by the department. I only remember there being one, maybe two social events. That could've been the product of covid.
- It was great! I don't miss the work but I miss the learning :)
- I REALLY loved my experience and feel like my life is better because of knowing all the people involved in it. So glad this was created and think it will just continue to get better and better!
- [A professor who is no longer at USU] was a toxic individual and delighted in seeing us struggle.
- I am deeply grateful for my experiences at USU and will always admire the Communication Studies Faculty! Thank you.