



Office of Institutional Effectiveness

2014 BALL STATE GRADUATE ALUMNI SURVEY

SUMMARY REPORT

VISION

*We seek to become recognized for providing bright and curious students
a holistic learning experience that occurs both in and out of the classroom;
for being relentlessly focused on learning outcomes;
for embracing and solving today's greatest educational challenges;
and for bringing fresh and pragmatic thinking to the problems
facing communities, businesses, and governments in Indiana and beyond.*

OIE

Office of Institutional Effectiveness

June 2015

OIE No. ALU-S2-2015

2014 Ball State Graduate Alumni Survey Summary Report

Brian Pickerill

Karen Morgan
(Editor)

Office of Institutional Effectiveness
Ball State University
June 2015
OIE No. ALU-S2-2015

Executive Summary

- The Office of Institutional Effectiveness (OIE) developed the Ball State Graduate Alumni Survey to gather information about graduate alumni, including their current enrollment, and reflections of their graduate education experiences.
- Overall, 3,258 students completed graduate degrees—1,662 in the one-year cohort (academic year 2012-2013) and 1,596 in the five-year cohort (academic year 2008-2009). Of these 3,258 graduates, email addresses were available for only 55% of the alumni (81% for the one-year cohort and 28% for the five-year cohort).
- The 2014 Ball State Graduate Alumni Survey was conducted online and sent to 1,786 graduate alumni, 446 of whom graduated in the 2008-2009 academic year, and 1,340 of whom graduated in 2012-2013 academic year. (These cohorts include the summer term prior to fall and spring of the academic year, and are referred to as the five-year cohort and the one-year cohort.)
- A total of 410 graduate alumni responded to the survey; 233 respondents were one-year graduate alumni, and 177 were five-year graduate alumni. The response rate was 23% overall (17% for the one-year cohort and nearly 40% for the five-year cohort).
- Eighty-five percent of graduate alumni respondents reported being employed full-time.
- Nearly two out of three (64%) of all full-time employed respondents were working in Indiana, and nearly 18 percent were working elsewhere in the Midwest. About 17% were working elsewhere in the U.S. and nearly 2% were working outside the U.S.
- Of those employed full-time, 51% indicated their employment required a graduate degree.
- About 94% strongly agreed (48%) or agreed (46%) they were satisfied with their graduate program in general.
- Nearly nine out of ten respondents were satisfied or very satisfied with the teaching ability of faculty in their graduate program (89%), and with feedback from graduate faculty about their academic progress (85%).
- Over three-quarters of all respondents indicated they were satisfied or very satisfied with preparation for employment (78%), and with faculty advising in their graduate program (77%).
- More than 9 out of 10 graduate alumni rated the fact they received an assistantship as important or very important in their choice of graduate study.
- Respondents indicated the most important factors in their choice of a Ball State graduate program include receiving an assistantship (21.8%), the availability of distance education (18%), the availability of a specific program (15.2%), and the reputation of the graduate program (13.7%).
- Nearly 80% of all respondents rated consultations about theses, dissertations, research papers or creative projects, and the academic ability of other graduate students within the program as “Good” or “Excellent.”

- More than 95% of all respondents agree or strongly agree they have extended their knowledge of the discipline, can analyze, synthesize and apply knowledge in their discipline, are committed to the professional and ethical standards of their discipline, and can communicate effectively in ways that are appropriate to their discipline.
- About 7 out of 10 respondents indicated they used and were satisfied with the office of graduate admissions and the graduate school web site. Most respondents who were not satisfied users reported not using these services.
- Nearly 8 out of 10 respondents took some type of online graduate course as a part of their program.
- Nearly one-half of all respondents indicated they completed their Ball State graduate degree completely online.
- Nearly one-third of all respondents indicated they had a teaching assistantship.
- Over 20% indicated they had a research assistantship. Also, over 20% had an administrative assistantship.
- About 40% indicate they plan to complete an additional graduate or professional degree, or take professional development courses. Twenty-two percent indicate they have no plans to continue their education past their graduate degree.
- A majority of respondents indicated a very positive (49%) or positive (48%) attitude toward Ball State.
- The vast majority of respondents also indicated that Ball State had prepared them very well or satisfactorily for intellectual growth, personal growth, and preparation for further education.
- About 93 percent indicated they were very well (58%) or satisfactorily (34%) prepared for their careers.

Table of Contents

| | <u>Page</u> |
|---|-------------|
| Executive Summary | iii |
| Table of Contents | v |
| Demographic and Academic Characteristics of Respondents and Population | 1 |
| <i>Table 1. Contact Rate by Cohort</i> | <i>1</i> |
| <i>Table 2. Response Rate by Cohort</i> | <i>1</i> |
| <i>Table 3. Sex of Respondent and Population Groups</i> | <i>2</i> |
| <i>Table 4. Race/Ethnicity of Respondent and Population Groups</i> | <i>2</i> |
| <i>Table 5. Comparison of Overall GPA of Respondents, Non-Respondents and Population</i> | <i>3</i> |
| <i>Table 6. Response Rate by Degree Type*</i> | <i>3</i> |
| <i>Table 7. Response Rate by College and Department</i> | <i>4</i> |
| Employment | 7 |
| <i>Table 8. Employment Status</i> | <i>7</i> |
| <i>Table 9. Time Required to Find Full-Time Employment After Graduate School</i> | <i>8</i> |
| <i>Table 10. Geographic Location of Current Employment</i> | <i>8</i> |
| <i>Table 10a. Other Write-In Responses (See Table 10)</i> | <i>8</i> |
| <i>Table 11. Graduate Degree Requirement for Current Employment</i> | <i>8</i> |
| <i>Table 12. Listing of Current Job Title, Employer, and Location (Employed Graduates Whose Employment Required a Graduate Degree Only)</i> | <i>9</i> |
| Satisfaction with Graduate Degree Programs | 13 |
| <i>Table 13. Satisfaction with Graduate Programs</i> | <i>15</i> |
| <i>Table 14. Importance of Various Factors on Decision to Attend Graduate School at Ball State</i> | <i>16</i> |
| <i>Table 14a. Other write-in Responses (See Table 14)</i> | <i>16</i> |
| <i>Table 15. Frequency Distribution of Most Important Reasons for Choosing Ball State for Graduate School</i> | <i>17</i> |
| <i>Table 15a. Other Write-in Responses (See Table 15)</i> | <i>18</i> |
| <i>Table 16. Quality of Learning Opportunities and Academic Peers</i> | <i>18</i> |
| <i>Table 17. Graduate Program Outcomes</i> | <i>19</i> |
| <i>Table 18. Use and Satisfaction with Ball State Graduate School Services</i> | <i>19</i> |
| <i>Table 19. Reasons for Dissatisfaction with the Office of Graduate Admissions</i> | <i>20</i> |
| <i>Table 20. Reasons for Dissatisfaction with Graduate School Office</i> | <i>20</i> |
| <i>Table 21. Reasons for Dissatisfaction with Graduate School Web Site</i> | <i>21</i> |
| Ball State Experiences | 22 |
| <i>Table 22. Online Enrollment During Graduate Study</i> | <i>22</i> |
| <i>Table 23. Method for Fulfilling Research Requirement</i> | <i>22</i> |

| | | |
|--|---|-----------|
| Table 23a. | <i>Write-in Response Regarding Other Methods for Completing Research Requirements (See Table 23)</i> | 23 |
| Table 24. | <i>Types of Graduate Funding</i> | 24 |
| Table 24a. | <i>Other Write in Responses (See Table 24)</i> | 24 |
| Table 25. | <i>Did you Receive your Undergraduate Degree from Ball State?</i> | 25 |
| Table 26. | <i>Plans for Further Education</i> | 25 |
| Table 27. | <i>What is your general attitude toward Ball State?</i> | 25 |
| Table 28. | <i>Academic and Career Preparation</i> | 26 |
| Table 29. | <i>Academic Skills</i> | 26 |
| Table 30. | <i>Personal and Career Skills</i> | 26 |
| Statistically Significant Differences by Cohort, Gender, and Race | | 27 |
| Table 31. | <i>Employment Status by Gender and Race*</i> | 28 |
| Table 32. | <i>Geographic Location of Current Employment by Race*</i> | 29 |
| Table 33. | <i>Satisfaction with Graduate Programs by Gender*</i> | 30 |
| Table 34. | <i>Importance of the Availability of Specific Programs on the Decision to Attend Graduate School at Ball State by Gender*</i> | 30 |
| Table 35. | <i>Importance of Program Reputation on Decision to Attend Graduate School at Ball State by Cohort and Race*</i> | 31 |
| Table 36. | <i>Importance of the Availability of Distance Education on Decision to Attend Graduate School at Ball State by Cohort*</i> | 31 |
| Table 37. | <i>Importance of Recommendation of Ball State on Decision to Attend Graduate School at Ball State by Race*</i> | 32 |
| Table 38. | <i>Importance of Muncie Location on Decision to Attend Graduate School at Ball State by Cohort*</i> | 32 |
| Table 39. | <i>Importance of a Ball State Baccalaureate on Decision to Attend Graduate School at Ball State by Race*</i> | 33 |
| Table 40. | <i>Importance of the Appeal of Online Programs on the Decision to Attend Graduate School at Ball State by Cohort*</i> | 33 |
| Table 41. | <i>Online Course Enrollment by Cohort and Gender*</i> | 34 |
| Table 42. | <i>Most Important Reasons for Choosing Ball State for Graduate School by Cohort*</i> | 35 |
| Table 43. | <i>Quality of Consultations about Thesis, Dissertation, Research Papers or Creative Projects by Cohort*</i> | 36 |
| Table 44. | <i>Use and Satisfaction with the Graduate School Office by Race*</i> | 36 |
| Table 45. | <i>Use and Satisfaction with the Graduate School Web Site by Gender*</i> | 37 |
| Table 46. | <i>Types of Graduate Funding by Race*</i> | 37 |
| Table 47. | <i>Ball State Undergraduate Degree Attainment by Cohort and Race*</i> | 38 |
| Table 48. | <i>Plans for Further Education by Race*</i> | 39 |
| Comments | | 39 |
| Table 49. | <i>Additional Comments</i> | 39 |

Demographic and Academic Characteristics of Respondents and Population

Summary. Graduate alumni respondents are compared with the population of all graduates and the mailing list of all graduates with available email addresses, in terms of their demographic and educational characteristics.

In this section, one-year alumni (who completed their graduate programs from Summer 2012 through Spring 2013) and five-year alumni (who completed their graduate programs from Summer 2008 through Spring 2009) are broken out in Tables 1 and 2, while Tables 3 through 7 show both cohorts combined (no significant differences in sex, race or GPA were found by cohort).

As shown in Tables 1 and 2, many more email addresses were available for the one-year graduate alumni cohort, however, the response rate for the five-year cohort (40%) was much higher than that of the one-year cohort (17%). This suggests that while more email addresses were available for the one-year cohort, many of them were not reliable.

The overall response rate was 23%, among those we were able to contact. (To calculate the response rate among all graduates, the response rate from our mailing list is multiplied by the contact rate from Table 1.)

All graduates are shown in Tables 1 through 5. Tables 6 and 7 show only the relevant mailing list and respondent data.

Table 1. Contact Rate by Cohort

| Cohort | Number of Graduates | Available Email Addresses | Contact Rate |
|---------------|----------------------------|----------------------------------|---------------------|
| One Year | 1,662 | 1,340 | 80.6% |
| Five Year | 1,596 | 446 | 27.9% |
| Total | 3,258 | 1,786 | 54.8% |

Table 2. Response Rate by Cohort

| Cohort | Respondents | Non-Respondents | Mailing List | Response Rate* |
|---------------|--------------------|------------------------|---------------------|-----------------------|
| One Year | 233 | 1,107 | 1,340 | 17.4% |
| Five Year | 177 | 269 | 446 | 39.7% |
| Total | 410 | 1,376 | 1,786 | 23.0% |

*Based on available mailing list.

- The target population included all one- and five-year alumni. Email addresses (the survey was conducted online) were available for approximately 81% of one-year and 28% of five-year alumni (see Table 1).
- A total of 410 graduate alumni responded to the survey; 233 respondents were one-year graduate alumni, and 177 were five-year graduate alumni. Five-year alumni were much more likely to respond to the survey (40% response rate), than were one-year alumni (17% response rate).
- The response rate among those with available email addresses was 23%. (About 13% of all graduates.) The much higher response rate among five-year graduate alumni suggests that, while fewer email addresses were available for this group, the address quality was

higher (more of the addresses were correct or in use.)

- Females represented slightly less than two-thirds of respondents, the mailing list, and all graduates. No significant difference was found between these groups by sex (see Table 3).
- Regarding race/ethnicity, whites represented 82 to 83% of each group. Black graduate alumni did respond in slightly higher numbers than did other alumni, however the differences were not statistically significant overall (see Table 4).
- Respondents were also very similar to the mailing list and population of all

graduates by Overall GPA. The mean overall GPA for respondents was 3.78 as was the mean overall GPA for all graduates (see Table 5).

- Response rates (based on available email addresses) varied widely between degree types as shown in Table 6.
- Response rates by department varied from 0% through 100%. The lowest response rate by college was among College of Applied Sciences graduates (17%), while the highest response rates were among College of Communication, Information, and Media (35%) and College of Fine Arts (32%).

Table 3. Sex of Respondent and Population Groups

| Sex | Respondents | Mailing List | All Graduates |
|----------------|--------------------|---------------------|----------------------|
| Female | 64.1% | 65.9% | 65.3% |
| Male | 35.9% | 36.1% | 34.7% |
| Total N | 410 | 1,786 | 3,258 |

Table 4. Race/Ethnicity of Respondent and Population Groups

| Race/Ethnicity | Respondents | Mailing List | All Graduates |
|-----------------------|--------------------|---------------------|----------------------|
| White | 82.7% | 82.0% | 83.0% |
| Black | 4.6% | 3.2% | 2.6% |
| Other | 12.7% | 14.8% | 13.4% |
| Total N | 410 | 1,786 | 3,258 |

Table 5. Comparison of Overall GPA of Respondents, Non-Respondents and Population

| Overall GPA | Respondents | Non-Respondents | Mailing List | All Graduates |
|--------------------|--------------------|------------------------|---------------------|----------------------|
| <i>Mean:</i> | 3.78 | 3.77 | 3.77 | 3.78 |
| <i>StdDev:</i> | 0.23 | 0.22 | 0.22 | 0.23 |
| 3.6 or lower | 20.0% | 20.1% | 20.0% | 19.0% |
| 3.61 to 3.7 | 11.2% | 10.8% | 10.9% | 10.6% |
| 3.71 to 3.8 | 10.7% | 13.6% | 12.9% | 12.3% |
| 3.81 to 3.9 | 17.3% | 19.4% | 18.9% | 19.4% |
| 3.91 to 4.0 | 40.7% | 36.1% | 37.2% | 38.6% |
| Total N | 410 | 1,376 | 1,786 | 3,242 |

Table 6. Response Rate by Degree Type*

| Degree Type | Respondents | Non-Respondents | Total | Response Rate* |
|--------------------|--------------------|------------------------|--------------|-----------------------|
| | N | N | N | Percent |
| AUD | 1 | 9 | 10 | 10.0% |
| DA | 2 | 5 | 7 | 28.6% |
| DNP | 1 | 3 | 4 | 25.0% |
| EDD | 13 | 10 | 23 | 56.5% |
| EDS | 9 | 13 | 22 | 40.9% |
| MA | 176 | 587 | 763 | 23.1% |
| MAE | 61 | 359 | 420 | 14.5% |
| MAR | 13 | 39 | 52 | 25.0% |
| MBA | 28 | 70 | 98 | 28.6% |
| MLA | 5 | 3 | 8 | 62.5% |
| MM | 7 | 10 | 17 | 41.2% |
| MPA | 2 | 9 | 11 | 18.2% |
| MS | 57 | 218 | 275 | 20.7% |
| MUD | 4 | 3 | 7 | 57.1% |
| MUR | 10 | 17 | 27 | 37.0% |
| PhD | 21 | 21 | 42 | 50.0% |
| Total | 410 | 1,376 | 1,786 | 23.0% |

*Based on available mailing list.

Table 7. Response Rate by College and Department

| College & Department | Respondents | Non- Respondents | Total | Response Rate* |
|---------------------------------|-------------|---------------------|------------|-------------------|
| | N | N | N | Percent |
| CAST | | | | |
| Applied Gerontology | 4 | 3 | 7 | 57.1% |
| Career & Tech Education | 2 | 10 | 12 | 16.7% |
| Dietetics | 0 | 4 | 4 | 0.0% |
| Exercise Science | 1 | 27 | 28 | 3.6% |
| Family and Consumer Sciences | 2 | 10 | 12 | 16.7% |
| Nursing | 14 | 88 | 102 | 13.7% |
| Nutrition and Dietetics | 2 | 11 | 13 | 15.4% |
| Physical Education | 12 | 41 | 53 | 22.6% |
| Technology Education | 4 | 8 | 12 | 33.3% |
| Wellness Management | 2 | 3 | 5 | 40.0% |
| CAST subtotal | 43 | 205 | 248 | 17.3% |
| CAP | | | | |
| Architecture | 13 | 39 | 52 | 25.0% |
| Landscape Architecture | 5 | 3 | 8 | 62.5% |
| Urban & Regional Planning | 10 | 17 | 27 | 37.0% |
| Urban Design | 4 | 3 | 7 | 57.1% |
| CAP subtotal | 32 | 62 | 94 | 34.0% |
| CCIM | | | | |
| Communication Studies | 5 | 15 | 20 | 25.0% |
| Info Communication Sciences | 18 | 42 | 60 | 30.0% |
| Journalism | 2 | 3 | 5 | 40.0% |
| Public Relations | 7 | 9 | 16 | 43.8% |
| Telecommunications | 8 | 5 | 13 | 61.5% |
| CCIM subtotal | 38 | 71 | 109 | 34.9% |
| CFA | | | | |
| Music | 10 | 17 | 27 | 37.0% |
| Visual Arts Studio | 0 | 4 | 4 | 0.0% |
| CFA subtotal | 10 | 21 | 31 | 32.3% |
| CSH | | | | |
| Actuarial Science | 1 | 14 | 15 | 6.7% |
| Anthropology | 2 | 3 | 5 | 40.0% |
| Audiology | 1 | 9 | 10 | 10.0% |
| Biology | 7 | 16 | 23 | 30.4% |
| Chemistry | 1 | 1 | 2 | 50.0% |
| Clinical Psychology | 1 | 6 | 7 | 14.3% |
| Cognitive Social Process | 4 | 4 | 8 | 50.0% |
| Computer Science | 2 | 10 | 12 | 16.7% |
| English | 8 | 11 | 19 | 42.1% |
| Environmental Science | 0 | 1 | 1 | 0.0% |
| Geography | 1 | 3 | 4 | 25.0% |
| Geology | 2 | 0 | 2 | 100.0% |

Table 7. Response Rate by College and Department (Cont.)

| College & Department | Respondents | Non- Respondents | Total | Response Rate* |
|---|-------------|---------------------|------------|-------------------|
| | N | N | N | Percent |
| CSH (Cont.) | | | | |
| Historic Preservation | 2 | 13 | 15 | 13.3% |
| History | 2 | 6 | 8 | 25.0% |
| Human Bioenergetics | 0 | 2 | 2 | 0.0% |
| Linguistics | 1 | 0 | 1 | 100.0% |
| Mathematical Sciences | 1 | 2 | 3 | 33.3% |
| Mathematics, Teaching | 2 | 7 | 9 | 22.2% |
| Natural Resources and Environmental Management | 4 | 8 | 12 | 33.3% |
| Physics | 0 | 5 | 5 | 0.0% |
| Physiology | 2 | 15 | 17 | 11.8% |
| Political Science | 1 | 7 | 8 | 12.5% |
| Public Administration | 2 | 9 | 11 | 18.2% |
| Science | 1 | 3 | 4 | 25.0% |
| Science Education | 2 | 1 | 3 | 66.7% |
| Social Psychology Clinical Mental Health | 2 | 3 | 5 | 40.0% |
| Social Psychology | 0 | 2 | 2 | 0.0% |
| Sociology | 2 | 5 | 7 | 28.6% |
| Speech Language Pathology | 2 | 17 | 19 | 10.5% |
| Speech Pathology | 7 | 24 | 31 | 22.6% |
| Statistics | 1 | 6 | 7 | 14.3% |
| Teaching English Speakers of Other Languages | 2 | 1 | 3 | 66.7% |
| Teaching English Speakers of Other Languages and Linguistics | 1 | 3 | 4 | 25.0% |
| CSH Subtotal | 67 | 217 | 284 | 23.6% |
| MCOB | | | | |
| Accounting | 6 | 20 | 26 | 23.1% |
| Business Administration | 28 | 70 | 98 | 28.6% |
| Business Education | 1 | 10 | 11 | 9.1% |
| MCOB subtotal | 35 | 100 | 135 | 25.9% |
| TC | | | | |
| Adult, Higher and Community Education | 18 | 24 | 42 | 42.9% |
| Applied Behavior | 9 | 104 | 113 | 8.0% |
| Counseling | 3 | 3 | 6 | 50.0% |
| Counseling Psychology | 14 | 18 | 32 | 43.8% |
| Curriculum and Educational Tech | 6 | 31 | 37 | 16.2% |
| Early Childhood Education | 3 | 0 | 3 | 100.0% |
| Educational Administration | 40 | 166 | 206 | 19.4% |
| Educational Psychology School | 3 | 10 | 13 | 23.1% |
| Educational Psychology | 9 | 12 | 21 | 42.9% |

Table 7. Response Rate by College and Department (Cont.)

| College & Department | Respondents | Non-Respondents | Total | Response Rate* |
|--|--------------------|------------------------|--------------------|-----------------------|
| | <i>N</i> | <i>N</i> | <i>N</i> | Percent |
| TC (Cont) | | | | |
| Educational Studies | <i>1</i> | <i>0</i> | <i>1</i> | 100.0% |
| Elementary Education, Teaching | <i>22</i> | <i>189</i> | <i>211</i> | 10.4% |
| Executive Development for Public Service | <i>7</i> | <i>7</i> | <i>14</i> | 50.0% |
| School Counseling | <i>1</i> | <i>5</i> | <i>6</i> | 16.7% |
| School Psychology | <i>4</i> | <i>7</i> | <i>11</i> | 36.4% |
| School Superintendency | <i>7</i> | <i>7</i> | <i>14</i> | 50.0% |
| Secondary Education | <i>2</i> | <i>26</i> | <i>28</i> | 7.1% |
| Special Education | <i>14</i> | <i>75</i> | <i>89</i> | 15.7% |
| Student Affairs Administration for Higher Ed | <i>20</i> | <i>13</i> | <i>33</i> | 60.6% |
| <i>TC subtotal</i> | <i>185</i> | <i>700</i> | <i>885</i> | 20.9% |
| Total | <i>410</i> | <i>1376</i> | <i>1786</i> | 23.0% |

*Based on available mailing list.

Employment

Summary. Graduate alumni were asked about their employment status, the amount of time it took them to find employment, and whether a graduate degree was required for employment.

Respondents who indicated that their employment required a graduate degree were also asked to indicate their job title, employer, city, state and ZIP code.

Differences between employment status, time to employment, location of employment, and requirement of graduate degree for employment were not statistically significant by cohort. By gender, males (93%) were significantly more likely to be employed full time than were females (81%). By race, about two-thirds of Caucasians were employed in-state, compared with about one-half of students of other (or unknown) races. These differences were statistically significant.

- About 85% were employed full-time, while about 7% were employed part time, and 3% had a graduate assistantship, fellowship or student employment at the time of the survey.

About 5% were not employed (see Table 8).

- About 44 percent of full-time employed respondents indicated they held their jobs prior to graduation, while about 22% indicated they secured their job prior to graduation. Sixteen percent indicated they found their employment within three months of graduation. About 18% needed longer than three months to find employment (see Table 9).
- Nearly two-thirds (64%) of employed respondents indicated they are employed in Indiana. About 18% were employed in other Midwestern states. About 17 percent were employed elsewhere in the US and about 2% were employed outside the US (See Table 10).
- Slightly more than one-half of all respondents indicated that their employment required a graduate or professional degree (see Table 11).
- Table 12 lists the job titles, employers, and locations of respondents who indicated that their employment requires a graduate or professional degree.

Table 8. Employment Status

| Employment Status | Response | Percent |
|---|------------|---------------|
| Employed full-time | 351 | 85.4% |
| Employed part-time | 28 | 6.8% |
| Graduate assistantship, fellowship, or student employment | 12 | 2.9% |
| Not employed | 19 | 4.9% |
| Total | 410 | 100.0% |

Table 9. Time Required to Find Full-Time Employment After Graduate School

| Time to Full-Time Employment | Response | Percent |
|-------------------------------------|-----------------|----------------|
| Held job before graduation | 152 | 43.7% |
| Secured job before graduation | 75 | 21.6% |
| Within 3 months of graduation | 57 | 16.4% |
| 3 to 6 months after graduation | 25 | 7.2% |
| More than 6 months after graduation | 39 | 11.2% |
| Total | 348 | 100.0% |

Table 10. Geographic Location of Current Employment

| Geographic Location of Employment | Response | Percent |
|--|-----------------|----------------|
| Indiana | 248 | 63.8% |
| Elsewhere in Midwest | 69 | 17.7% |
| Southeast | 32 | 8.2% |
| Southwest | 11 | 2.8% |
| Northeast | 17 | 4.4% |
| Western USA, Hawaii or Alaska | 5 | 1.3% |
| Outside the US (Please specify) | 7 | 1.8% |
| Total | 389 | 100.0% |

Table 10a. Other Write-In Responses (See Table 10)

| Outside the US (Please specify)* |
|---|
| South Korea |
| San Pedro Sula, Honduras |
| Kenya |
| China |
| Bandung, Indonesia |
| Turkey |
| Northwest |

*N=7

Table 11. Graduate Degree Requirement for Current Employment

| Graduate Degree Required for Employment | Response | Percent |
|--|-----------------|----------------|
| Yes | 174 | 51.0% |
| No | 167 | 49.0% |
| Total | 341 | 100.0% |

Table 12. Listing of Current Job Title, Employer, and Location (Employed Graduates Whose Employment Required a Graduate Degree Only)

| Title | Employer | City | State | Zip |
|---|--|--------------|--------------|------------|
| (not specified) | Ball State University | Muncie | IN | 47306 |
| (not specified) | Ball State University | | | |
| 2nd grade Teacher | Mississinewa Community Schools | Gas City | IN | 46933 |
| addictions counselor | Rosecrance | Rockford | IL | 61107 |
| Adjunct | BSU | Muncie | IN | 47306 |
| Adjunct Faculty | Ball State University | Muncie | Indiana | 47303 |
| Administrator | Logansport Community Schools | Logansport | IN | 46947 |
| Administrator | Andrew J Brown Academy | Indianapolis | IN | 46235 |
| APN | St Vincent's heart hospital | Indianapolis | In | 47302 |
| Architect | arcDESIGN | Indianapolis | IN | 46204 |
| Assistant Director of Admissions and Orientation | Ball State University | Muncie | IN | 47303 |
| Assistant Director of Campus Life for Residential Operations and Student Responsibility | Concordia College | Moorhead | MN | 56562 |
| Assistant Director of Operations | Ball State University | Muncie | IN | 47306 |
| Assistant Director of the Writing Center | BSU English | Muncie | IN | 47306 |
| Assistant Director of Upper School | Park Tudor St Lucie County School District | Indianapolis | in | 46240 |
| Assistant Principal | District | Fort Pierce | FL | 34947 |
| Assistant Principal | Ball State University | Muncie | IN | 47306 |
| Assistant Principal | Taylor Community Schools | Kokomo | IN | |
| Assistant Professor | Youngstown State University | Youngstown | OH | 44555 |
| Assistant Professor | University of Arkansas at Little Rock | Little Rock | AR | 72212 |
| Assistant Professor | Sinclair Community College | Dayton | OH | 45042 |
| Assistant Professor | Ball State University | Muncie | Indiana | 47306 |
| Assistant Professor of English | Taylor University | Upland | IN | 46989 |

Table 12. Listing of Current Job Title, Employer, and Location (Employed Graduates Whose Employment Required a Graduate Degree Only) (Cont.)

| Title | Employer | City | State | Zip |
|--|--|------------------|--------------|------------|
| Assistant Research Scientist | Indiana University | Bloomington | IN | 47401 |
| Assistant Vice President of Student Services | Ohio Christian University | Circleville | Ohio | 43113 |
| Associate | Greenstreet Ltd | Indianapolis | IN | 46204 |
| Associate Director | Ball State University | Muncie | IN | 47306 |
| Associate Director of Student Activities for Peer Advising | Berklee College of Music | Boston | MA | 02215 |
| Associate Director of Student Engagement | National Louis University | Chicago | Illinois | 60603 |
| Associate Professor of Music | Indiana Wesleyan University | Marion | IN | 46953 |
| Asst to the VP | Ball State University | Muncie | IN | 47306 |
| Athletic Director | Randolph Central Schools | Winchester | Indiana | 47394 |
| Audiologist | VA Northern IN | Marion | IN | 46953 |
| Behavior Consultant | BehaviorWorksABA Environment & Archaeology, LLC | Indianapolis | Indiana | 46214 |
| Biologist/GIS Specialist | Positive Solutions Behavior Group and YMCA of Greater Cincinnati | Florence | KY | 41042 |
| Board Certified Behavior Analyst | Toledo Clinic Cancer Center | Cincinnati | Ohio | 45202 |
| Certified Nurse Practitioner | University of Wisconsin Health | Toledo | OH | 43623 |
| Chief Technology Officer | Baylor University | Madison | Wisconsin | 53563 |
| Coordinator of Greek Life | Michigan School of Professional Psychology | | | |
| Core Faculty | Big South Fork NRRRA | Farmington Hills | MI | 48334 |
| Cultural Resource Specialist | | Oneida | TN | 37841 |
| Director of Alumni Relations & Annual Giving | St. Louis Community College | St. Louis | MO | 63102 |
| DNP Coordinator | Indiana Wesleyan University | Marion | IN | 46953 |
| Dr. | Masinde Muliro University of Science and Technology (MMUST) | Kakamega | Kenya | |
| ELS Instructor | Intensive English Institute | Muncie | IN | 47303 |
| Executive Director | Trilogy Health Services | New Castle | IN | 47362 |
| Exhibits Coordinator | Purdue University | West Lafayette | IN | 47905 |
| Facilities & Operations Coordinator | Norfolk State University | Norfolk | VA | 23504 |
| Family nurse practitioner | Minute clinic | Anderson | Indiana | 46012 |
| Graduate Architect | CSO Architects | Indianapolis | IN | 46240 |
| Graduate Assistant | Michigan State University, Dept. of Communication | East Lansing | Michigan | 48824 |

Table 12. Listing of Current Job Title, Employer, and Location (Employed Graduates Whose Employment Required a Graduate Degree Only) (Cont.)

| Title | Employer | City | State | Zip |
|--|---------------------------------------|--------------------|--------------|------------|
| Historic Preservation Specialist | ARCH, Inc. | Fort Wayne | IN | 46802 |
| Instructor | Bridgewater state university | Bridgewater | MA | 02325 |
| Instructor | Ball State University | Muncie | In | 47338 |
| Instructor | Ball State University | Muncie | Indiana | 47306 |
| Instructor of Telecommunications and Assistant Director of Digital Sports Production | Ball State University | Muncie | IN | 47306 |
| Intern Project Architect | Quigley Architects | Minneapolis | MN | 55405 |
| IT application Analyst | | | VA | |
| Manager of Library Services | St. Vincent Hospital | Indianapolis | in | 46260 |
| Master Planner | City of Indianapolis | Indianapolis | Indiana | 46204 |
| Math Instructor | Ball State University | Muncie | IN | 47306 |
| Mental health counselor | Spartanburg area mental health center | Spartanburg | SC | 29303 |
| Molecular Biologist | Dow AgroSciences | Indianapolis | IN | 46268 |
| Nurse practitioner | | | | |
| Cardiology | Indiana University Health | Fishers | Indiana | 46037 |
| Pediatric Neuropsychology | Jefferson Neurobehavioral | New Orleans | Louisiana | 70116 |
| PhD Student | Seoul National University | Seoul | Seoul | 151742 |
| Policy Analyst | Indiana University | Indianapolis | IN | 46204 |
| Postdoctoral Fellow | University of Alabama at Birmingham | Birmingham | Alabama | 35294 |
| Professor | Polk State College | Lakeland | FL | 33803 |
| professor | Notre Dame | Notre Dame | IN | |
| Professor, Assistant | University of Indianapolis | Indianapolis | Indiana | 46227 |
| Program Director and Associate Professor | Ball State University | Muncie | IN | 47306 |
| Program Manager | Ball state | Muncie | IN | 47306 |
| Program Manager | L-3 Communications | Annapolis Junction | Maryland | 20755 |
| Project Manager | Keramida, Inc. | Indianapolis | Indiana | 46221 |
| Project manager | Gradison Design Build | Indianapolis | Indiana | 46240 |
| Reading Coach | The Bowman Leadership Academy El Ed | Gary | Indiana | 46402 |
| Residence Hall Director | Bowling Green State University | Bowling Green | OH | 43403 |
| Residence Hall Director | Macalester College | Saint Paul | MN | 55105 |
| Safe Routes to School Coordinator | Health by Design | Indianapolis | IN | 46202 |
| Scalability Engineer | Interactive Intelligence | Indianapolis | Indiana | 46278 |
| School Counselor | Franklin Central High School | Indianapolis | IN | 46259 |

Table 12. Listing of Current Job Title, Employer, and Location (Employed Graduates Whose Employment Required a Graduate Degree Only) (Cont.)

| Title | Employer | City | State | Zip |
|-------------------------------------|--|------------------|--------------|------------|
| School Psychologist | United Cerebral Palsy of New York City | Brooklyn | NY | 11215 |
| Senior Assistant Director | Ball State University Career Center | Muncie | IN | 47306 |
| Senior Nuclear Analyst | NextEra Energy | Juno Beach | Florida | 33408 |
| Senior Planner | City of Titusville | Titusville | Florida | 32780 |
| Senior Research Associate | Triton College | River Grove | IL | 60171 |
| Special Needs Coordinator | Escuela Internacional Sampedrana | San Pedro Sula | Cortes | 504 |
| Speech and Language Pathologist | Warsaw Community Schools | Warsaw | Indiana | 46580 |
| Speech Language Pathologist | NCA Therapy/Self | Anderson | IN | 46013 |
| Speech Language Pathologist | IEP Therapy | Rolling Prairie | IN | |
| speech-language pathologist | | | Indiana | |
| Sr. Biologist | Lilly | Indianapolis | Indiana | 46255 |
| Staff Accountant | A.L. Smith PC | Camby | Indiana | 46113 |
| Staff Therapist | Ball State University | Muncie | IN | 47304 |
| Strategic Tutor | University of Illinois, Urbana-Champaign | Urbana-Champaign | Illinois | 61820 |
| Student | Ball state University | Muncie | Indiana | 47304 |
| Study Abroad Coordinator | Auburn University | Auburn | Alabama | 36849 |
| Visiting Assistant Professor | Miami University | Oxford | Ohio | 45056 |
| Vocational rehabilitation counselor | State of Indiana | Anderson | Indiana | 46016 |

*N=166

Satisfaction with Graduate Degree Programs

Summary. In this section of the survey, respondents comment on their graduate program experiences. Respondents indicated their level of satisfaction with their graduate programs, the importance of specific factors in their choice of a graduate program, the most important factor in their choice of graduate program, satisfaction with their graduate program, graduate program outcomes, and satisfaction with graduate school services.

Specific topics of graduate program satisfaction include graduate faculty teaching ability, professional expertise, and the quality of faculty feedback and faculty advising. Other aspects of graduate program satisfaction or dissatisfaction include the availability of courses, preparation for employment, and the fairness of grading in graduate courses.

Respondents answered two similar questions about the importance of factors affecting their decision to choose Ball State as for their graduate study. First, they were asked about the importance of each of fourteen factors (they were also invited to write-in any factor that was not listed in the Table (these comments are included after each Table where respondents checked, “other, please specify.”) Then, as a follow-up, alumni were asked to indicate the one most important factor in their choice of graduate program.

Satisfaction with Graduate Program

- At least 9 out of 10 respondents agreed or strongly agreed they were satisfied with their graduate program in general (94%), with the professional expertise of faculty in their graduate program (93%), with the availability of required courses in their program (90%), and

with the fairness of grading in graduate courses (95%) (see Table 13).

- Nearly nine out of ten respondents were satisfied or very satisfied with the teaching ability of faculty in their graduate program (89%), and with feedback from graduate faculty about their academic progress (85%). (Table 13)
- Over three-quarters of all respondents indicated they were satisfied or very satisfied with preparation for employment (78%), and with faculty advising in their program (77%) (see Table 13).

Choice of Graduate Program

- The vast majority of graduate alumni rated the availability of a specific program as important or very important to their choice of graduate program. (96.7%) (see Table 14).
- More than 9 out of 10 graduate alumni rated the fact they received an assistantship (92.3%) important or very important in their choice of graduate study (see Table 14).
- Nearly 9 out of 10 graduate alumni rated the reputation of their graduate program (87.3%), or that they attended Ball State as an undergraduate important or very important in their choice of program. (88.3%) (see Table 14).
- At least 81% rated the reputation of Ball State (81.4%), Ball State's personal attention to students (82.4%), and relatively low cost as important or very important in their choice of graduate program. (84.7%) (see Table 14).

- At least 70% rated the quality of Ball State technology resources (70.1%), a recommendation of the program (73.6%), being personally recruited by their department (70.5%), and the appeal of online programs (73.5%) as important or very important in their choice of program (see Table 14).
- About 61% rated the availability of distance education as important or very important (60.5%) (see Table 14).
- Fifty-seven percent rated Ball State's location as an important or very important factor in their choice (see Table 14).
- Finally, 44% rated having a friend or spouse who was also attending important or very important in their choice of Ball State graduate study (see Table 14).

Most Important Factor in Choice of Graduate Program

- The most important factors in respondent's choice of Ball State graduate programs include receiving an assistantship (21.8%), the availability of distance education (18%), the availability of a specific program (15.2%), and the reputation of the graduate program (13.7%) (see Table 15).
- About 7% chose Ball State's Muncie location (7.4%), or having attended Ball State as an undergrad (6.6%) at the most important factor in their choice (see Table 15).
- Other write-in reasons (see Table 15a) included specific faculty members (five listed), additional mention of online options (two listed), reputation for employed graduates or relevance to

practice (two listed), value, rigor, employee tuition discount, and the availability of the Intensive English Institute (see Table 15a).

Graduate Program Learning Outcomes

- Nearly 80 percent of all respondents rated consultations about theses, dissertations, research papers or creative projects (78.8%), and the academic ability of other graduate students within the program (78.9%) as "Good" or "Excellent" (see Table 16).
- More than 7 out of 10 respondents rated opportunities for research as "good" (49%) or "excellent" (25%) (see Table 16).
- About 7 out of 10 respondents rated opportunities for teaching as "good" (40%) or "excellent" (30%) (see Table 16).

Graduate Program Outcomes

- More than 95% of all respondents agreed or strongly agreed they have extended their knowledge of the discipline (96.2%), can analyze, synthesize and apply knowledge in their discipline (95.7%), are committed to the professional and ethical standards of their discipline (97.2%), and can communicate effectively in ways that are appropriate to their discipline. (95.6%) (see Table 17).
- Nearly 90% agreed or strongly agreed they understand research and scholarship (87.2%), and can engage in research or creative projects in their disciplines. (89%) (see Table 17).
- Graduate alumni were asked about their use and satisfaction with four aspects of the graduate school: the office of

graduate admissions, the Graduate School Office, the graduate school web site and the graduate school recruitment event. (see Table 18).

- About 7 out of 10 respondents indicated they used and were satisfied with the office of graduate admissions (71%) and the graduate school web site. (67%) Most respondents who were not satisfied users reported not using these services (see Table 18).
- About 6 out of 10 respondents used and were satisfied with the Graduate School Office

while 4 out of 10 reported not using the Graduate School Office (see Table 18).

- The vast majority of respondents reported not attending the graduate school recruitment event (94%). (see Table 18).
- With 5% dissatisfaction, the graduate school web site had the highest level of dissatisfaction of any item in Table 18.
- Suggestions for improvement of the Graduate School Office, the graduate admissions office and the graduate school web site are shown in Tables 19 through 21.

Table 13. Satisfaction with Graduate Programs

| I am satisfied... | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Total Responses | Mean |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|------------------------|-------------|
| with my graduate program in general | 47.6% | 46.2% | 3.7% | 1.7% | 0.7% | 403 | 4.4 |
| with the teaching ability of faculty in my graduate program | 44.2% | 45.2% | 7.7% | 3.0% | 0.0% | 403 | 4.3 |
| with the professional expertise of faculty in my graduate program | 51.9% | 40.9% | 5.7% | 1.2% | 0.2% | 403 | 4.4 |
| with the availability of required courses in my program | 45.7% | 44.7% | 5.0% | 4.2% | 0.5% | 403 | 4.3 |
| that the courses in my graduate program prepared me for employment | 36.5% | 41.4% | 15.4% | 5.2% | 1.5% | 403 | 4.1 |
| with the fairness of grading in graduate courses | 46.7% | 47.9% | 3.0% | 2.5% | 0.0% | 403 | 4.4 |
| with feedback from graduate faculty about my academic progress | 42.0% | 43.3% | 9.7% | 4.7% | 0.2% | 402 | 4.2 |
| with faculty advising in my program | 42.6% | 33.9% | 13.7% | 8.5% | 1.2% | 401 | 4.1 |

Table 14. Importance of Various Factors on Decision to Attend Graduate School at Ball State

| I chose to enroll in graduate studies at Ball State because... | Very Important | Somewhat Important | Not Important | Total Responses | Mean |
|---|-----------------------|---------------------------|----------------------|------------------------|-------------|
| of the reputation of Ball State | 30.1% | 51.3% | 18.6% | 382 | 2.1 |
| of the availability of a specific program | 75.0% | 21.7% | 3.3% | 392 | 2.7 |
| of the reputation of my graduate program | 43.0% | 44.3% | 12.7% | 379 | 2.3 |
| of the availability of distance education | 49.8% | 10.7% | 39.4% | 327 | 2.1 |
| of the quality of Ball State technology resources | 26.4% | 43.7% | 29.9% | 375 | 2.0 |
| Ball State's personal attention to students | 32.3% | 50.1% | 17.6% | 375 | 2.1 |
| a friend or spouse was also attending | 19.8% | 24.2% | 55.9% | 227 | 1.6 |
| it was recommended to me | 29.3% | 44.3% | 26.4% | 273 | 2.0 |
| Muncie location | 31.7% | 25.3% | 43.0% | 300 | 1.9 |
| relatively low cost | 46.4% | 38.3% | 15.3% | 366 | 2.3 |
| I attended Ball State as an undergraduate student | 61.8% | 26.5% | 11.8% | 204 | 2.5 |
| I was personally recruited by my department | 27.5% | 43.0% | 29.6% | 142 | 2.0 |
| I received an assistantship | 76.2% | 16.1% | 7.6% | 223 | 2.7 |
| Online program appealed to me. | 54.1% | 19.4% | 26.6% | 222 | 2.3 |
| other (please specify) | 58.1% | 13.5% | 12.2% | 62 | 2.5 |

Table 14a. Other write-in Responses (See Table 14)

| Other (please specify) factors affecting choice of graduate program (write in)* |
|--|
| Accredited |
| Applicability of courses to my professional practice |
| Area of faculty expertise |
| Assistantship/Availability of Assistantship/Assistantship Funding (8) |
| Availability of intensive English Institute |
| Completed undergrad at BSU and received a graduate assistantship |
| Convenience/Convenient Location/Proximity (3) |
| Employed at BSU simultaneously with program/Working at BSU (2) |
| Faculty |
| Familiarity/undergrad completed here |
| Funding |
| Good undergraduate experience at BSU |
| Graduate Assistantship (12) |
| I attended BSU for my undergraduate studies (8) |
| I did not need to take a test for admittance as I was an alumnus |
| I got my BS in CS from Ball State too and so I knew getting an MS would be good because the teachers were good. |
| I had received Ball State credits through a teachers leadership academy program, so I chose to complete my grad degree since I had already earned a few grad credits |

Table 14a. Other write-in Responses (See Table 14) (Cont.)

| Other (please specify) factors affecting choice of graduate program (write in)* |
|---|
| Indianapolis Center |
| Indianapolis location. I would never go to Muncie |
| Late application for MA program and early admit for PhD |
| My wife was still completing her undergrad degree so I decided to get my masters while I waited for her to finish |
| Needed more credit hours to sit for CPA |
| Opportunities for Study Abroad programs |
| Professional development, credentialing |
| Received tuition remission by way of assistantship offer |
| Scholarships (2) |
| Specialization of professors in my discipline |
| Specific Faculty Member |
| Went through Vocational Rehabilitation Services. |

*N=59

Table 15. Frequency Distribution of Most Important Reasons for Choosing Ball State for Graduate School

| Most Important Reasons for Choosing Ball State for Graduate School | Response | Percent |
|---|-----------------|----------------|
| the reputation of my graduate program | 54 | 13.7% |
| the reputation of Ball State | 15 | 3.8% |
| the availability of a specific program | 60 | 15.2% |
| the availability of distance education | 71 | 18.0% |
| the quality of Ball State technology resources | 1 | 0.3% |
| personally recruited by my department | 6 | 1.5% |
| attended Ball State as an undergrad | 26 | 6.6% |
| received an assistantship | 86 | 21.8% |
| personal attention to students | 2 | 0.5% |
| friend or spouse attending | 6 | 1.5% |
| recommended to me | 5 | 1.3% |
| Muncie location | 29 | 7.4% |
| relatively low cost | 13 | 3.3% |
| Other | 20 | 5.1% |
| Total | 394 | 100.0% |

Table 15a. Other Write-in Responses (See Table 15)

| Other* |
|--|
| reputation of a specific faculty member |
| Studying with Mei Zhong |
| availability of a specific professor |
| received a fellowship |
| specific faculty |
| The education is an excellent value for the cost. |
| Previous grads were employed |
| Appropriately rigorous classes |
| Intensive English Institute and personal reasons related to location and assistantship |
| Applicability of courses to my professional practice |
| I already was working at BSU |
| Opportunity to study abroad at Politecnico di Milano |
| I was lied to about the low cost, told \$285 paid \$550 per credit hour |
| Online degree |
| Tuition Remission as Employee |
| Accepted with early admission |
| ONE Person: Faculty Member. |
| Academic achievement |
| Online courses |

*N=19

Table 16. Quality of Learning Opportunities and Academic Peers

| Quality of Learning Opportunities & Academic Peers | Excellent | Good | Fair | Poor | Total Responses | Mean |
|---|------------------|-------------|-------------|-------------|------------------------|-------------|
| Opportunities for teaching | 29.6% | 39.8% | 18.7% | 11.9% | 294 | 8.9 |
| Opportunities for research | 24.8% | 49.0% | 22.7% | 3.5% | 343 | 3.0 |
| Consultations about my thesis, dissertation, research papers or creative projects | 35.4% | 43.4% | 17.2% | 4.0% | 325 | 3.1 |
| The academic ability of other graduate students in the program | 27.0% | 51.9% | 16.7% | 4.4% | 366 | 3.0 |

Table 17. Graduate Program Outcomes

| Question | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree | Total Responses | Mean |
|--|-----------------------|--------------|------------------|-----------------|--------------------------|------------------------|-------------|
| I have extended my knowledge of the discipline | 56.1% | 40.1% | 2.8% | 1.0% | 0.0% | 387 | 4.5 |
| I understand research and scholarship in my discipline | 40.9% | 46.3% | 9.5% | 2.3% | 1.0% | 389 | 4.2 |
| I can engage in research or creative projects in my discipline | 44.0% | 45.0% | 9.3% | 1.0% | 0.8% | 389 | 4.3 |
| I can analyze, synthesize and apply knowledge in my discipline | 53.5% | 42.2% | 3.9% | 0.5% | 0.0% | 389 | 4.5 |
| I am committed to the professional and ethical standards of my discipline | 67.6% | 29.6% | 1.8% | 1.0% | 0.0% | 389 | 4.6 |
| I am able to communicate effectively in ways that are appropriate to my discipline | 65.0% | 30.6% | 3.1% | 1.3% | 0.0% | 389 | 4.6 |

Table 18. Use and Satisfaction with Ball State Graduate School Services

| Question | Did not use | Used and was satisfied | Used and was dissatisfied | Total Responses | Mean |
|---|--------------------|-------------------------------|----------------------------------|------------------------|-------------|
| The Office of Graduate Admissions | 27. % | 70.6% | 1.8% | 388 | 1.7 |
| The Graduate School Office | 39.7% | 58.2% | 2.1% | 388 | 1.6 |
| The Graduate School Web Site | 27.2% | 67.6% | 5.1% | 389 | 1.8 |
| Graduate School Recruitment Event (as an undergraduate) | 93.5% | 5.4% | 1.0% | 387 | 1.1 |

Table 19. Reasons for Dissatisfaction with the Office of Graduate Admissions

Reasons for Dissatisfaction with Office of Graduate Admissions*

I took graduate courses several years earlier. When I applied and was accepted, initially I was told that I could transfer 3 of the classes at 3 credits per class. I started in January 2010 and because of the credit transfer I planned to graduate in May 2012. I was notified by phone in March 2012 by the Dean of the School of Nursing that those credits would not transfer because I had taken the classes more than 6 years before and I would not be graduating in May. When I applied, my records from my prior classes was sent in for graduate school admission. The School of Nursing worked on my behalf with the graduate school so I could take independent study courses over the summer and I graduated in July 2012. In the end, it all worked out and I only graduated 2 months later, but the emotional upheaval I went through because someone didn't properly check my records was unnecessary.

There was a mix-up with paperwork and fees.

Unclear regarding the process no personal contact or encouragement unfriendly atmosphere

Difficulty understanding how I could get into the program

My paperwork for my dissertation committee was lost. There is a disconnect and a lack of communication between the grad school and the departments that makes paperwork not process in a timely manner. There was just a lot of anxiety without communication during the decision making process.

*N=5

Table 20. Reasons for Dissatisfaction with Graduate School Office

Reasons for Dissatisfaction with Graduate School Office*

I was dissatisfied with the restrictions on transferring course credit and counting classes toward a degree.

My diploma had a misspelled word on it and had to be issued a second time.

Enrolled in the wrong program and it was not caught until the last semester by me.

Lost paperwork and poor communication.

I was enrolled in 24 credit hours in order to learn the most during my time at Ball State. The Dean of the Graduate School commented that I was simply trying to take advantage of the institution. As a place of higher learning it was sad to see that the administration didn't believe some students actually want to learn. Unresponsive and employed undergraduate assistants who didn't know what was going on. But this was 6 years ago.

*N=6

Table 21. Reasons for Dissatisfaction with Graduate School Web Site

Reasons for Dissatisfaction with Graduate School Web Site*

Ability to find basic information was lacking, registration for classes could have been better spelled out, information on research paper requirements were all over the place.

Too time consuming to find what I need. Too many layers not updated often enough.

It was difficult to follow. Not intuitive.

The website was old, both as graphic and organization. Not very user friendly.

Difficult to navigate.

The biggest issue with the Graduate School Web Site was navigation. Occasionally, I needed to find my grades, information about classes, and billing information. I felt that each time I went to the site, I had to dig to find that which I was looking.

Pathways to certain information were difficult to navigate. Often I would find information I needed, but if I didn't bookmark the location, I would have difficulty finding the page again. I felt I had to click too many times to find some important information such as costs and important dates.

hard to find needed information; some information regarding dissertation submission process was unclear.

Difficult to navigate, visually unappealing

Somewhat confusing.

convoluted

Finding information is difficult and the format of the catalog is very bad

The website was fairly confusing. It wasn't easy to navigate.

It often seemed difficult to locate information I needed and was sometimes confusing. There could have been more use of online form submission as well.

A bit confusing then.

*N=15

Ball State Experiences

Summary. Graduate alumni were asked about the degree to which they took online courses, the method they choose to fulfill the research requirements of their graduate degree, funding for graduate work, if they completed a baccalaureate degree at Ball State, plans for further education, attitude toward Ball State, and about their achievement of key learning outcomes within their graduate programs.

- Nearly 8 out of 10 respondents (79%) took some type of online graduate

course as a part of their program (see Table 22).

- Nearly one-half (48%) of all respondents indicated they completed their Ball State graduate degree completely online (see Table 22).
- When asked about research requirements, nearly one-third (31%) indicated they took a research class. Nearly 40% indicated they completed a research paper (21%) or creative project (18%). Sixteen percent indicated completing a thesis (see Table 23).

Table 22. Online Enrollment During Graduate Study

| Online Enrollment | Response | Percent |
|--|------------|---------------|
| I did not take on-line courses | 47 | 20.7% |
| I took 1 on-line course | 12 | 5.3% |
| I took 6 or more online courses | 24 | 10.6% |
| I took 2-5 online courses | 36 | 15.9% |
| I completed my BSU graduate degree completely online | 108 | 47.6% |
| Total | 227 | 100.0% |

Table 23. Method for Fulfilling Research Requirement

| Method for Fulfilling Research Requirement | Response | Percent |
|--|------------|---------------|
| Thesis | 63 | 16.2% |
| Creative project | 71 | 18.3% |
| Research paper | 82 | 21.1% |
| Research class | 121 | 31.2% |
| Other (please specify) | 51 | 13.1% |
| Total | 388 | 100.0% |

Table 23a. Write-in Response Regarding Other Methods for Completing Research Requirements (See Table 23)

Other (please specify)*

Architecture Masters Thesis Project
 Did not have research requirement/None/Not Required (7)
 Dissertation/Doctoral dissertation (25)
 Don't know
 I have been hired as research assistant multiple times
 Internship (3)
 MBA capstone
 Portfolio (2)
 Research class for Ed.S. currently completing dissertation for Ed.D.
 Research Project for local company/Class
 Stats class
 Test
 Thesis Project

*N=46

Graduate School Funding Sources

- Nearly one-third (32%) of all respondents indicated they had a teaching assistantship (see Table 24).
- Over 20% indicated they had a research assistantship (22%), some other type of funding (listed in Table 24a), or an administrative assistantship (26%) (see Table 24).
- Seventeen percent indicated they had funding assistance provided by their employer (see Table 24).
- A total of about 16 percent indicated they had a scholarship from Ball State (6%), a grant from Ball State (5%), or a fellowship from Ball State (4%) (see Table 24).
- Nearly one-half (48%) of all respondents indicated they have

completed a Ball State undergraduate degree (see Table 25).

Plans for Further Education

- About 40% indicate they plan to complete an additional graduate or professional degree (38%), or take professional development courses. Twenty-two percent indicate they have no plans to continue their education (see Table 26).
- Ten to fifteen percent indicate they plan to obtain certification through college course work (10%), obtain certification through non-college work (15%), or take some additional college courses (13%) (see Table 26).
- Only about 1% indicated they plan to complete an additional baccalaureate degree (see Table 26).

Table 24. Types of Graduate Funding

| What types of funding, if any, did you receive for your graduate degree at Ball State? (Please check all that apply.)* | Response | Percent |
|---|-----------------|----------------|
| Teaching Assistantship | 87 | 32.2% |
| Research Assistantship | 58 | 21.5% |
| Scholarship from Ball State | 17 | 6.3% |
| Grant from Ball State | 14 | 5.2% |
| Fellowship from Ball State | 11 | 4.1% |
| Funding from Employer | 45 | 16.7% |
| Other (please specify) | 61 | 22.6% |
| Administrative Assistantship | 69 | 25.6% |

*N=227

Table 24a. Other Write in Responses (See Table 24)

| Other (please specify)* |
|--|
| \$1000 to help with an undergraduate blog site |
| AmeriCorps Scholarship |
| Child of a Disabled Veteran |
| Employee Assistance |
| Employee tuition remission |
| External grants for research |
| Father is a veteran |
| Federal financial aid |
| Federal Student Loans (4) |
| Fellowship from American Psychological Association |
| Financial Aid (4) |
| Fulbright Scholarship |
| G.I. Bill |
| GA Position with Fisher Institute running the Community Center for Vital Aging |
| Government |
| (Other) Graduate Assistantships (11) |
| GSA Research Grant |
| Loans (5) |
| Military |
| Received employee fee remission |
| Rehabilitation Services Administration Scholar |
| Saudi Government |
| Scholarship (3) |
| Some tuition reimbursement |
| Student Loans (8) |
| Student rates |
| Tuition reimbursement |
| Voc. Rehab. Services |

*N=57

Table 25. Did you Receive your Undergraduate Degree from Ball State?

| Undergraduate Degree from Ball State | Response | Percent |
|---|-----------------|----------------|
| Yes | 184 | 47.8% |
| No | 201 | 52.2% |
| Total | 385 | 100.0% |

Table 26. Plans for Further Education

| I plan eventually to... (Choose all that apply.)* | Response | Percent |
|--|-----------------|----------------|
| obtain another graduate or a professional degree. | 148 | 38.0% |
| obtain certification through college course work. | 40 | 10.3% |
| obtain certification through non-college work. | 60 | 15.4% |
| take some additional college courses. | 51 | 13.1% |
| obtain another bachelor's degree. | 5 | 1.3% |
| take professional development courses. | 154 | 39.6% |
| I have no plans to continue my education. | 85 | 21.9% |

*N=389

Table 27. What is your general attitude toward Ball State?

| Attitude Towards Ball State | Response | Percent |
|------------------------------------|-----------------|----------------|
| Very Positive | 189 | 48.6% |
| Positive | 187 | 48.1% |
| Negative | 12 | 3.1% |
| Very Negative | 1 | 0.3% |
| Total | 389 | 100.0% |

Attitude Toward Ball State

- The vast majority of respondents indicated a very positive (49%) or positive (48%) attitude toward Ball State (see Table 27).

Academic and Career Preparation

- The vast majority of respondents also indicated that Ball State had prepared them very well or satisfactorily for intellectual growth (99%), personal growth (97%), and preparation for further education (97%) (see Table 28).
- About 93 percent indicated they were very well (58%) or satisfactorily (34%) prepared for their careers (see Table 28).

- The vast majority of all respondents indicated they were very well or satisfactorily prepared in the academic skills of listening (99%), problem solving (99%), analyzing and evaluating ideas (99%), and critical thinking (99%) (see Table 29).

- At least 95% indicated they were very well or satisfactorily prepared in the following academic skill areas: writing (97%), speaking (95%), conducting research (95%), and lifelong learning. (97%) (see Table 29).

- About 85% of all respondents indicated they were very well or satisfactorily prepared in math (84.8%) (see Table 29).

- The vast majority of respondents indicated they were very well or satisfactorily prepared in the personal and career skills areas, recognizing diversity (97%), using computer technology (96%), providing leadership (97%), managing time (97%), planning and organizing (97%), and working cooperatively (98%) (see Table 30).
- Over 90 percent of all respondents indicated they were very well (43%) or satisfactorily (51%) prepared in the skill area of resolving conflicts (94%) (see Table 30).
- Nearly 90 percent indicated they were very well (32%) or satisfactorily (57%) prepared with regard to achieving wellness (88%) (see Table 30).

Table 28. Academic and Career Preparation

| Ball State Experiences prepared me... | Very Well | Satisfactorily | Poorly | Total Responses | Mean |
|--|------------------|-----------------------|---------------|------------------------|-------------|
| Intellectual growth | 64.9% | 33.8% | 1.3% | 388 | 2.6 |
| Personal growth | 56.1% | 41.3% | 2.6% | 387 | 2.5 |
| Preparation for further education | 55.9% | 40.7% | 3.4% | 388 | 2.5 |
| Preparation for career | 58.4% | 34.4% | 7.2% | 389 | 2.5 |

Table 29. Academic Skills

| Ball State Experiences prepared me academically.... | Very Well | Satisfactorily | Poorly | Total Responses | Mean |
|--|------------------|-----------------------|---------------|------------------------|-------------|
| Writing | 56.0% | 41.2% | 2.8% | 386 | 2.5 |
| Speaking | 49.5% | 45.9% | 4.7% | 386 | 2.4 |
| Listening | 54.8% | 43.9% | 1.3% | 385 | 2.5 |
| Problem solving | 62.6% | 36.6% | 0.8% | 385 | 2.6 |
| Analyzing and evaluating ideas | 66.1% | 32.9% | 1.0% | 386 | 2.7 |
| Conducting research | 48.3% | 47.0% | 4.7% | 385 | 2.4 |
| Critical thinking | 67.0% | 32.2% | 0.8% | 385 | 2.7 |
| Lifelong learning | 60.5% | 36.9% | 2.6% | 385 | 2.6 |
| Math | 17.8% | 67.0% | 15.2% | 376 | 2.0 |

Table 30. Personal and Career Skills

| Ball State Experiences prepared me personally and for my career.... | Very Well | Satisfactorily | Poorly | Total Responses | Mean |
|--|------------------|-----------------------|---------------|------------------------|-------------|
| Achieving wellness | 31.5% | 56.8% | 11.7% | 384 | 1.8 |
| Recognizing diversity | 51.4% | 45.5% | 3.1% | 385 | 1.5 |
| Using computer technology | 44.8% | 50.8% | 4.5% | 382 | 1.6 |
| Providing leadership | 60.5% | 36.1% | 3.4% | 385 | 1.4 |
| Managing time | 59.0% | 38.4% | 2.6% | 385 | 1.4 |
| Planning and organizing | 58.2% | 39.2% | 2.6% | 385 | 1.4 |
| Resolving conflicts | 42.6% | 51.4% | 6.0% | 385 | 1.6 |
| Working cooperatively | 62.6% | 35.6% | 1.8% | 385 | 1.4 |

Statistically Significant Differences by Cohort, Gender, and Race

Summary. The following is a description of all statistically significant differences in response to survey items among three demographic groupings—cohort year (determined by graduation approximately one or five years prior to the survey), gender, and race. Race was divided into three groups—white, black, and ‘other.’ With regard to race, ‘other’ refers to all respondents who were not listed as white or black and included Hispanic, Asian, and international alumni.

Differences by Cohort Group

- Factors affecting choice of graduate program varied by cohort on three items. Ball State’s Muncie location was a very important factor in the choice of graduate program for 39% of five-year alumni, but for only 25% of one-year alumni. Other cohort group differences were related to online course availability, appeal, reputation of their intended graduate program, and experiences. Online courses were about twice as important to the choice of graduate program for one-year cohort respondents than they were to five-year cohort respondents.
- Similarly, the availability of distance education was chosen as the single most important factor in choice of graduate program for over twice as many one-year cohort respondents (24%) than five-year cohort respondents (11%). Distance education was most often chosen as the most important program choice factor for one-year alumni, whereas the most often chosen factor for five-year alumni was receiving an assistantship.

- Nearly three times as many respondents in the one-year cohort (64%) completed their graduate degree completely online than did five-year cohort respondents (23%).
- One-year cohort respondents were also more favorable in their assessment of consultations about theses, dissertations, research or creative papers than were five-year cohort respondents. Finally, five-year cohort respondents were more likely to have graduated from Ball State and were one-year cohort respondents.

Differences by Gender

- Females were less likely to report full time employment than were males, but more likely to report (at the time of the survey) a graduate assistantship, fellowship or other student employment.
- Females were more likely to disagree or strongly disagree they were satisfied with feedback from graduate faculty about academic progress or faculty advising, than were males. While nearly 7% of females were dissatisfied with feedback about progress, only two percent of males shared this view. Similarly, while over 12% of females were dissatisfied with faculty advising, less than 5% of males expressed dissatisfaction with faculty advising.
- Females were somewhat more likely than males to report that the availability of a specific program was very important, to have taken online courses while enrolled, or report use and satisfaction with the Graduate School web site.

Differences by Race

- While the survey only had 19 Black respondents, they were significantly more likely to report full-time employment than were other respondents. Minority respondents were more likely to report leaving the state for employment.
- When asked about the importance of several factors in the decision to choose Ball State for their graduate work, Black respondents were significantly more likely than were other respondents to indicate that the reputation of the specific program was very important to their choice, and minority respondents were more likely than White respondents to indicate that a recommendation was very important in their choice. While attending Ball State as an undergraduate also showed differences by race, most of the difference can be explained by the fact that some of the ‘other’ race respondents were international students.
- When asked about graduate school services, Black respondents were significantly less satisfied with the Graduate School Office than were White or other respondents.
- When asked about funding sources, White or ‘other’ (non-white, non-black) respondents were much more likely to report teaching or research assistantships than were Black respondents, who were much more likely to report administrative assistantships than were White or ‘other’ respondents. White respondents were most likely to report funding from an employer.
- White respondents were much more likely than were minority respondents to report having obtained their undergraduate degree at Ball State.
- Black and other (non-Black, non-White) alumni were also much more likely than White respondents to indicate they plan to obtain an additional graduate or professional degree than were White alumni.

Table 31. Employment Status by Gender and Race*

| Employment Status | Gender | | Race | | | Total |
|---|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| | Female | Male | White | Other | Black | |
| Employed full-time | 215 81% | 136 93% | 292 86% | 41 79% | 18 95% | 351 85% |
| Employed part-time | 23 9% | 5 3% | 26 8% | 1 2% | 1 5% | 28 7% |
| Graduate assistantship, fellowship, or student employment | 10 4% | 2 1% | 9 3% | 3 6% | 0 0% | 12 3% |
| Not employed | 15 6% | 4 3% | 12 4% | 7 13% | 0 0% | 19 5% |
| Total | 263 100% | 147 100% | 339 100% | 52 100% | 19 100% | 410 100% |

*Statistical significance at $p \leq .05$

Table 32. Geographic Location of Current Employment by Race*

| In which geographic location are you currently working? | Race | | | Total |
|---|---------------------------|--------------------------|--------------------------|---------------------------|
| | White | Other | Black | |
| Indiana | 217 67% | 21 47% | 10 53% | 248 64% |
| Elsewhere in Midwest | 58 18% | 6 13% | 5 26% | 69 18% |
| Southeast | 25 8% | 4 9% | 3 16% | 32 8% |
| Southwest | 9 3% | 1 2% | 1 5% | 11 3% |
| Northeast | 12 4% | 5 11% | 0 0% | 17 4% |
| Western USA, Hawaii or Alaska | 3 1% | 2 4% | 0 0% | 5 1% |
| Outside the US (Please specify) | 1 0% | 6 13% | 0 0% | 7 2% |
| Total | 325 100% | 45 100% | 19 100% | 389 100% |

*Statistical significance at $p \leq .05$

- Women were less likely to report full time employment (81%), than were men (93%). Women were at least three times more likely to report part time employment, or graduate assistantships, fellowships, or student employment than were men (see Table 31).
- Black respondents were most likely to report full time employment (95%), as compared to White respondents (86%) or respondents of other races (79%). All Black respondents were employed full or part time (see Table 31).
- White respondents were more likely to report employment within Indiana (67%), than were Black respondents (53%) or respondents of other races (47%) (see Table 32).

Table 33. Satisfaction with Graduate Programs by Gender*

| I am satisfied... with faculty advising in my program | Gender | | Total |
|---|---------------------------|---------------------------|---------------------------|
| | Female | Male | |
| Strongly Agree | 114 44% | 57 40% | 171 43% |
| Agree | 78 30% | 58 41% | 136 34% |
| Undecided | 35 14% | 20 14% | 55 14% |
| Disagree | 27 10% | 7 5% | 34 8% |
| Strongly Disagree | 5 2% | 0 0% | 5 1% |
| Total | 259 100% | 142 100% | 401 100% |

*Statistical significance at $p \leq .05$

Table 34. Importance of the Availability of Specific Programs on the Decision to Attend Graduate School at Ball State by Gender*

| I chose to enroll in graduate studies at Ball State because... - of the availability of a specific program | Gender | | Total |
|--|---------------------------|---------------------------|---------------------------|
| | Female | Male | |
| Very Important | 199 79% | 95 68% | 294 75% |
| Somewhat Important | 47 19% | 38 27% | 85 22% |
| Not Important | 6 2% | 7 5% | 13 3% |
| Total | 252 100% | 140 100% | 392 100% |

*Statistical significance at $p \leq .05$

- Female respondents were more likely to report dissatisfaction with faculty advising (12%) than were males (5%) (see Table 33).
- Seventy-nine percent of women, as compared with only 68% of men, reported that the availability of a specific program was a very important reason they choose to attend Ball State (see Table 34).

Table 35. Importance of Program Reputation on Decision to Attend Graduate School at Ball State by Cohort and Race*

| I chose to enroll in graduate studies at Ball State because... - of the reputation of my graduate program | Cohort | | Race | | | Total |
|---|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| | Five-Year | One-Year | White | Other | Black | |
| Very Important | 58 36% | 105 48% | 129 41% | 22 49% | 12 67% | 163 43% |
| Somewhat Important | 80 49% | 88 41% | 149 47% | 14 31% | 5 28% | 168 44% |
| Not Important | 24 15% | 24 11% | 38 12% | 9 20% | 1 6% | 48 13% |
| Total | 162 100% | 217 100% | 316 100% | 45 100% | 18 100% | 379 100% |

*Statistical significance at $p \leq .05$

- Black alumni, and one-year cohort alumni were more likely to indicate that the reputation of their graduate program was very important in their choice of graduate program, than were other race or five-year cohort counterparts. For example, nearly one-half (48%) of all one-year cohort graduate alumni indicated that the reputation of their graduate program was very important in their choice, compared with only 36% of five-year cohort alumni. Also, two-thirds (67%) of Black alumni indicated that the reputation of their graduate program was very important to their choice of program, compared with less than one-half of White alumni (41%) or alumni of other races (49%) (see Table 35).

Table 36. Importance of the Availability of Distance Education on Decision to Attend Graduate School at Ball State by Cohort*

| I chose to enroll in graduate studies at Ball State because... - of the availability of distance education | Cohort | | Total |
|--|---------------------------|---------------------------|---------------------------|
| | Five-Year | One-Year | |
| Very Important | 45 34% | 118 61% | 163 50% |
| Somewhat Important | 23 17% | 12 6% | 35 11% |
| Not Important | 65 49% | 64 33% | 129 39% |
| Total | 133 100% | 194 100% | 327 100% |

*Statistical significance at $p \leq .05$

Table 37. Importance of Recommendation of Ball State on Decision to Attend Graduate School at Ball State by Race*

| I chose to enroll in graduate studies at Ball State because... - it was recommended to me | Race | | | Total |
|---|---------------------------|--------------------------|--------------------------|---------------------------|
| | White | Other | Black | |
| Very Important | 58 26% | 16 43% | 6 40% | 80 29% |
| Somewhat Important | 99 45% | 14 38% | 8 53% | 121 44% |
| Not Important | 64 29% | 7 19% | 1 7% | 72 26% |
| Total | 221 100% | 37 100% | 15 100% | 273 100% |

* Statistical significance at $p \leq .05$

- One-year cohort alumni (61%) were nearly twice as likely as five-year cohort alumni (34%) to indicate that distance education options were very important to their choice of program. About one-half (49%) of five-year cohort alumni indicated that the availability of distance education options were not important to their choice of graduate program, compared with only one-third of all one-year cohort respondents (see Table 36).
- White respondents (26%) were less likely to indicate that a program recommendation was very important to their choice of graduate program, than were Black respondents (40%) or respondents of other races (43%). Similarly, White respondents were more likely than their counterparts of other races to indicate that a program recommendation was not important to their choice of program (see Table 37).

Table 38. Importance of Muncie Location on Decision to Attend Graduate School at Ball State by Cohort*

| I chose to enroll in graduate studies at Ball State because... - Muncie location | Cohort | | Total |
|--|---------------------------|---------------------------|---------------------------|
| | Five-Year | One-Year | |
| Very Important | 55 39% | 40 25% | 95 32% |
| Somewhat Important | 32 23% | 44 28% | 76 25% |
| Not Important | 54 38% | 75 47% | 129 43% |
| Total | 141 100% | 159 100% | 300 100% |

* Statistical significance at $p \leq .05$

Table 39 Importance of a Ball State Baccalaureate on Decision to Attend Graduate School at Ball State by Race*

| I chose to enroll in graduate studies at Ball State because... – I attended Ball State as an undergraduate student | Race | | | Total |
|---|---------------------------|--------------------------|-------------------------|---------------------------|
| | White | Other | Black | |
| Very Important | 118 65% | 4 25% | 4 57% | 126 62% |
| Somewhat Important | 46 25% | 6 38% | 2 29% | 54 26% |
| Not Important | 17 9% | 6 38% | 1 14% | 24 12% |
| Total | 181 100% | 16 100% | 7 100% | 204 100% |

*Statistical significance at $p \leq .05$

- Five-year cohort alumni (39%) were much more likely to list the Muncie location as very important to their choice of graduate program, than were one-year cohort alumni (25%) (see Table 38).
- White alumni (65%) and Black alumni (57%) were more likely to indicate that they chose Ball State graduate studies because they attended Ball State as an undergraduate, than were students of other races (25%) (see Table 39).

Table 40. Importance of the Appeal of Online Programs on the Decision to Attend Graduate School at Ball State by Cohort*

| I chose to enroll in graduate studies at Ball State because... - Online program appealed to me. * | Cohort | | Total |
|---|--------------------------|---------------------------|---------------------------|
| | Five-Year | One-Year | |
| Very Important | 32 36% | 88 66% | 120 54% |
| Somewhat Important | 22 25% | 21 16% | 43 19% |
| Not Important | 35 39% | 24 18% | 59 27% |
| Total | 89 100% | 133 100% | 222 100% |

*Statistical significance at $p \leq .05$

Table 41. Online Course Enrollment by Cohort and Gender*

| While earning your Ball State graduate degree, were you enrolled in any online courses? | Cohort | | Gender | | Total |
|---|--------------------------|---------------------------|---------------------------|--------------------------|---------------------------|
| | Five-Year | One-Year | Female | Male | |
| I did not take on-line courses | 27 29% | 20 15% | 23 16% | 24 30% | 47 21% |
| I took 1 on-line course | 8 9% | 4 3% | 5 3% | 7 9% | 12 5% |
| I took 6 or more online courses | 15 16% | 9 7% | 13 9% | 11 14% | 24 11% |
| I took 2-5 online courses | 21 23% | 15 11% | 27 18% | 9 11% | 36 16% |
| I completed my BSU graduate degree completely online | 21 23% | 87 64% | 79 54% | 29 36% | 108 48% |
| Total | 92 100% | 135 100% | 147 100% | 80 100% | 227 100% |

*Statistical significance at $p \leq .05$

- One-year cohort alumni (66%) were much more likely to indicate that an online program was very important to their choice of graduate program, than were five-year cohort alumni (36%) (see Table 40).
- Females (54%) and one-year cohort alumni (64%) were much more likely to have completed their programs entirely online than were males (36%) or five-year cohort alumni (23%) (see Table 41).

Table 42. Most Important Reasons for Choosing Ball State for Graduate School by Cohort*

| Which one reason for attending Ball State was most important? | Cohort | | Total |
|---|---------------------------|---------------------------|---------------------------|
| | Five-Year | One-Year | |
| the reputation of my graduate program | 16 9% | 38 17% | 54 14% |
| the reputation of Ball State | 6 4% | 9 4% | 15 4% |
| the availability of a specific program | 26 15% | 34 15% | 60 15% |
| the availability of distance education | 18 11% | 53 24% | 71 18% |
| the quality of Ball State technology resources | 1 1% | 0 0% | 1 0% |
| personally recruited by my department | 2 1% | 4 2% | 6 2% |
| attended Ball State as an undergrad | 19 11% | 7 3% | 26 7% |
| received an assistantship | 48 28% | 38 17% | 86 22% |
| personal attention to students | 1 1% | 1 0% | 2 1% |
| friend or spouse attending | 3 2% | 3 1% | 6 2% |
| recommended to me | 0 0% | 5 2% | 5 1% |
| Muncie location | 18 11% | 11 5% | 29 7% |
| relatively low cost | 7 4% | 6 3% | 13 3% |
| Other | 4 2% | 16 7% | 20 5% |
| Total | 169 100% | 225 100% | 394 100% |

*Statistical significance at $p \leq .05$

- When looking at the most important reason for selecting their graduate program, one-year cohort alumni were most likely to indicate the availability of distance education programs (24%), while five-year alumni were most likely

to indicate receiving their assistantship (28%) as the most important reason for choosing to pursue a graduate program at Ball State (see Table 42).

Table 43. Quality of Consultations about Thesis, Dissertation, Research Papers or Creative Projects by Cohort*

| Quality of Research Consultation | Cohort | | Total |
|----------------------------------|---------------------------|---------------------------|---------------------------|
| | Five Year | One Year | |
| Excellent | 39 29% | 76 40% | 115 35% |
| Good | 68 50% | 73 39% | 141 43% |
| Fair | 21 15% | 35 19% | 56 17% |
| Poor | 8 6% | 5 3% | 13 4% |
| Total | 136 100% | 189 100% | 325 100% |

*Statistical significance at $p \leq .05$

Table 44. Use and Satisfaction with the Graduate School Office by Race*

| The Graduate School Office | Race | | | Total |
|----------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| | White | Other | Black | |
| Did not use | 130 40% | 16 32% | 8 47% | 154 40% |
| Used and was satisfied | 185 58% | 34 68% | 7 41% | 226 58% |
| Used and was dissatisfied | 6 2% | 0 0% | 2 12% | 8 2% |
| Total | 321 100% | 50 100% | 17 100% | 388 100% |

*Statistical significance at $p \leq .05$

- One-year cohort alumni were more likely to describe consultations about their thesis, dissertation, research papers or creative projects as “excellent” (40%), than were five-year cohort alumni (29%). Overall, 79% of both cohort groups rated research consultation as “good” or “excellent,” but the modal response for one-year cohort alumni was “excellent” (40%), as compared with a modal response of “good” among five-year graduate alumni (50%) (see Table 43).
- While Black respondents most often indicated they didn’t use the Graduate School Office (47%), a clear majority of white respondents (58%) and over two-thirds of respondents of other races (68%) most often indicated that they used the graduate school and were satisfied (see Table 44).

Table 45. Use and Satisfaction with the Graduate School Web Site by Gender*

| The Graduate School Web Site | Gender | | Total |
|------------------------------|---------------------------|---------------------------|---------------------------|
| | Female | Male | |
| Did not use | 56 22% | 50 36% | 106 27% |
| Used and was satisfied | 183 73% | 80 58% | 263 68% |
| Used and was dissatisfied | 11 4% | 9 6% | 20 5% |
| Total | 250 100% | 139 100% | 389 100% |

*Statistical significance at $p \leq .05$

- Women reported considerably higher usage of and slightly higher satisfaction with the Graduate School Web site than did men. Eighty-eight percent of female respondents indicated using the Graduate School web site, as compared with only 64% of male respondents.

Among all females, 73% report satisfactory use of the Graduate School Web site (94% of all 194 reported female users), as compared with 58% of males reporting satisfactory use of the Graduate School web site (90% of all 89 reported male users) (see Table 45).

Table 46. Types of Graduate Funding by Race*

| What types of funding, if any, did you receive for your graduate degree at Ball State? (Please check all that apply.) | Race | | | Total |
|---|-----------|-----------|----------|-----------|
| | White | Other | Black | |
| Teaching Assistantship | 70 31% | 16 46% | 1 9% | 87 32% |
| Research Assistantship | 49 22% | 8 23% | 1 9% | 58 21% |
| Scholarship from Ball State | 11 5% | 6 17% | 0 0% | 17 6% |
| Grant from Ball State | 12 5% | 0 0% | 2 18% | 14 5% |
| Fellowship from Ball State | 9 4% | 2 6% | 0 0% | 11 4% |
| Funding from Employer | 40 18% | 4 11% | 1 9% | 45 17% |
| Other (please specify) | 45 20% | 12 34% | 4 36% | 61 23% |
| Administrative Assistantship | 61 27% | 3 9% | 5 45% | 69 26% |
| <i>N</i> of Respondents | 224 | 35 | 11 | 270 |
| Total | 100% | 100% | 100% | 100% |

*Statistical significance at $p \leq .05$. Total *N* refers to the total number of respondents in the group.

- Regarding types of funding, White alumni reported receiving the highest percentage of funding from employers (18%), and were second highest of the three racial groups to receive teaching assistantships (31%), research assistantships (22%), scholarships (5%), grants (5%), fellowships (4%), or administrative assistantships (27%).
- Blacks had the highest rate of grants from Ball State (18%) and administrative assistantships (45%) of the three groups. Alumni of other (non-Black, non-White) races reported the highest percentage of students receiving teaching assistantships (46%), research assistantships (23%), scholarships from Ball State (17%), and fellowships from Ball State (6%) (see Table 46).

Table 47. Ball State Undergraduate Degree Attainment by Cohort and Race*

| Did you receive an undergraduate degree from Ball State? | Cohort | | Race | | | Total |
|--|---------------------------|---------------------------|---------------------------|--------------------------|--------------------------|---------------------------|
| | Five Year | One Year | White | Other | Black | |
| Yes | 92 57% | 92 41% | 169 53% | 10 20% | 5 29% | 184 48% |
| No | 70 43% | 131 59% | 150 47% | 39 80% | 12 71% | 201 52% |
| Total | 162 100% | 223 100% | 319 100% | 49 100% | 17 100% | 385 100% |

*Statistical significance at $p \leq .05$

- Nearly six in ten respondents in the five-year cohort group (57%) report having received an undergraduate degree from Ball State, compared with about four in ten (41%) of the one-year cohort group (see Table 47).
- A majority (53%) of white graduate school alumni received an undergraduate degree from Ball State, as compared with 29% of black alumni and only 20% of alumni of other races (see Table 47).

Table 48. Plans for Further Education by Race*

| I plan eventually to... | Race | | | Total |
|--|---------------------------|--------------------------|--------------------------|---------------------------|
| | White | Other | Black | |
| obtain another graduate or professional degree | 110 34% | 27 55% | 11 65% | 148 38% |
| obtain certification through college course work | 35 11% | 0 0% | 5 29% | 40 10% |
| obtain certification through non-college work | 52 16% | 6 12% | 2 12% | 60 15% |
| take some additional college courses | 42 13% | 4 8% | 5 29% | 51 13% |
| obtain another bachelor's degree | 4 1% | 0 0% | 1 6% | 5 1% |
| take professional development courses | 136 42% | 12 24% | 6 35% | 154 40% |
| I have no plans to continue my education | 72 22% | 11 22% | 2 12% | 85 22% |
| Total | 323 100% | 49 100% | 17 100% | 389 100% |

*Statistical significance at $p \leq .05$

- Black (65%) and other (non-black, non-white) alumni (55%) were much more likely to indicate they plan to obtain

another graduate or professional degree than were White alumni. (34%) (see Table 48).

Comments

Table 49. Additional Comments

Please add any additional comments you may have below:

Text Response

I have only one negative experience with Ball State. At the time I addressed it with several letters, "up the chain of command" and only received a reply from my department chair. As part of my degree I was required to take 9 hours of "internship" a class using no physical facilities or requiring any Ball State resources. Those credit hours as an out of state student were phenomenally expensive. In fact, I ended up "paying" for the privilege of going on internship. This is really a problem that should be addressed.

The graduate website was confusing and sometimes had conflicting information about completing my final project and the paper work involved. Information was buried and hard to find.

I very much valued my time at BSU and have sent several former undergraduate students to Ball State for graduate work because of the quality of instruction and professional experiences I know they will receive. I do wish that the University would relax it's stance on refusing to hire former graduates, however, as a blanket policy like that results in a highly qualified and motivated person to be passed over. While I understand the import of maintaining academic diversity, being flexible and reviewing individuals on a case-by-case basis would allow programs to have strong mentors who understand the program, university, and community differently than other faculty for current and future students.

Fantastic counseling psych program, I brag about it every day! People in my field have come to recognize their excellence in this program of study.

What made my graduate experience so awesome was my advisor, Kathy Denker. I don't think my experiences would have been so positive without her. She went above and beyond to mentor and nurture me into the person and scholar I am today.

Chirp Chirp!

Great experience. I personally should have done more internships to gain real world experience, but the classes and Ball State offered experiences were excellent.

I was unemployed upon graduating with my masters degree and I had secured an internship so I could make a career change. This internship was part time, but I used it to build a portfolio so I would be able to enter my new industry. I began the internship just weeks after graduation and it ended when I received my job offer. My efforts were successful. I found the internship through a job board at Ball State.

There are some excellent faculty at Ball State who are very concerned about their students' academic careers

I feel there was too much group work in my program (CICS). This allowed for some students to pass that would not have made it on their own, thus weakening the reputation of my graduate program.

In several courses I had to work as part of a team. Because the entire program was online, we did a lot of emailing. I found that some fellow students were great to work with while others didn't seem to understand the kind of work expected at the graduate level. One student didn't know we needed to provide references for all our information. I would think at some point during the application process, this issue would present itself. If not, I suggest a requirement for applicants would be to submit some sort of scholarly article review or summary of an educational piece of material to gain perspective on the writing ability.

I am currently in a graduate program at Purdue, which is different than my current discipline. Therefore, I will no longer be in a field that actively uses the degree I obtained at Ball State.

Very proud of BSU. Suggestions for improvement would to focus more on public speaking and Microsoft Office for accounting masters program. These are what makes you successful in the career.

Thanks for asking!

Text Response

I had an excellent experience in the Biotechnology Certificate program. I valued the small class size and interaction with professors who became life-long mentors to me. I made life-long friends in the program. It was a wonderful experience that prepared me to enter the science research field due to the advanced technology we learned in class. I am a better person because of that experience. Specifically, Dr. Carolyn Vann and Dr. Susan McDowell provided me with a life-altering educational experience for which I am eternally grateful.

One of the main negative attributes of my experience at Ball State is that by achieving my Masters degree, I imprisoned myself in an insurmountable amount of debt.

BSU's Disability Services and Adaptive Computer Technology Specialist and lab were excellent resources along with the Learning and Writing Centers.

The Executive Development for Public Service program needs some serious evaluation. Many of the online courses are very weak and the students do not seem prepared at all for graduate level study.

I believe I would have been better prepared for my present position if I had had more opportunities to conduct and write about research with a professor. I also think that it would have been helpful to be able to teach either with a professor or have a class of my own.

The only thing I didn't like about the program was there weren't many courses available online or in the Indianapolis area so I was a commuter which at times was daunting and challenging; otherwise, NO complaints and Dr. Wessel was/is GREAT!!!

Academic standards for graduate students are needed. I have read other students' papers that were virtually illiterate and yet they got high enough grades to continue in the program. Imagine the level of a class discussion with these students. This policy lowers the level of education and cheapens the degree I received. This is BSU's dirty little secret and needs to be addressed honestly by both faculty and the grad school.

As part of my current job, I conduct research and publish. I did not learn much about this in my masters or doctorate here at Ball State, despite doing a dissertation. I did not have the mentor/student relationship with my advisor that others had. As a result, I have had to work extra hard the first few years out to catch up to my colleagues.

MUD was in Indy, and Bruce Race and Brad Beaubien were main reasons for attending. If program were in Muncie, I wouldn't even consider it.

There is a large disconnect between academic programs for architecture and real world practice. This is pretty common across schools. The class I took aimed at bridging the two was not well designed the semester I had it. I wasn't very impressed with the overall building/shop/student furniture and desks. I came from an undergraduate program at one of the best rated facilities in the country, so this is not a surprise. Overall, my Ball State experience was fine.

I left my graduate program with serious questions about the knowledge base and teaching ability of my primary professor; however, those concerns are moot at this point as that individual was not granted tenure and no longer works at BSU.

Text Response

My experience at Ball State- with one professor in particular early on set the stage for an experience that was incredibly unsatisfactory. My supervising professor- during my field experience- was unhelpful and made no effort to work around my classroom schedule. I enjoyed Dr. Quick and her application of technology to engage me as a student, as opposed to an online, faceless entity, which is how I felt from many professors. Many of the lectures have not been updated in years, and it shows, and the idea of not providing online students guidance when providing testing situations that are set up to "trap" students into not performing well is a ridiculous and below a graduate level application. Two specific examples include providing students with a 60 minute -timed test- consisting of 60 problems and not allowing best practice in answering those you know first and going back to those you are challenged with, instead setting a timer and having to answer them in sequential order. Furthermore, I had a family, hospital, emergency that prevented me from being able to log into the test with 60 minutes to complete, I contacted the professor and was told to complete it before the deadline or take a 0. As a result it is the only class I have ever received a C in - as the grade consisted of one set of short practice problems, and two timed tests. There was no flexibility, and the circumstances didn't warrant such a curt response. In the second instance, we were provided formative practice assessments, which would have been great in providing guidance in areas of weakness, yet the summative assessment contained none of the same questions or scenarios- again a "got you test" at a graduate level. I have since completed my MBA through Saint Francis.

N/A

I had little to no support from the Fisher Institute for Wellness and Gerontology advisory staff. I was told by [name removed] during an end of program course that involved constructing a portfolio, that she would not be inviting companies from anywhere outside of Indiana because it didn't serve her needs for the students to leave the state. To my knowledge, none of the students in the state are working in their field. I felt the advisory group was unrealistic with job opportunities and did not have long term goals for the institute or the graduating students. On a different note, it seems that some students were held to a higher standard and that other students skated by, both in their assistantships and their coursework and no repercussions were noted. Peter Ellery, who taught a technology course, was the most useful staff I worked with and taught me skills that I've used throughout my career since leaving BSU. Professor David Haber also was a credit to the institute and made sure to give realistic examples, push the students to learn more and dig deeper, while providing beneficial feedback to students that were dedicated to learning.

I wish I had received this survey a couple years ago. I earned my master's degree in 2009 and I will be honest, it was difficult to recall some things from more than 5 years ago!

The SAAHE program was amazing and I loved my experience. I often recommend students I currently work with look into the higher education program at BSU.

The ABA program did an excellent job of preparing for application in my career but did not prepare well for the BCBA licensing exam.

My education at BSU for my MS and EdD was excellent. The graduate assistantship stipend, especially for a doctorate program, was especially weak. I had to work outside of my assistantship during my master's degree and take out student loans during my doctorate.

The faculty and advising in the Student Affairs Administration in Higher Education program really prepared me for my career, and based on colleagues in other programs, I feel more confident and prepared from my educational experience in the program.

Thank you Ball State

I want to apply for my doctoral in Special Ed. .if you have any information on funding please let me know.

Text Response

The program was the best choice for my professional background, in this region. The courses in the program were relevant to my professional skill development needs. This was the best degree option for my educational and skill development goals. Faculty in my major were open to adapting assignments to meet real world needs and address real world problems. This constructivist approach to learning is consistent with successful adult learning practices and strategies. The program provided opportunities through internships, practicum, and independent studies to conduct research, educational programs evaluation, facilitate board and fund development in real business settings, outside of the classroom. I had the ability to select courses outside of the department that enhanced my professional skills. Majority of the faculty have only worked as professors and tend to track all doctoral students into the tenured track professoriate in classroom teaching and advising. Since the overwhelming majority of individuals with doctoral degrees will never work as a tenure track professor (due in part, to the low availability of openings), there needs to be increased awareness about the job opportunities beyond the university and course design to prepare students, appropriately. I learned more about the options available to me for selecting a cognate, course transfers, professors with unethical practices, etc., from current and former students than from academic advising. My advisor would not allow me to pursue a concurrent master degree even though I completed 16 credits above the requirement for my doctoral degree and could have easily accomplish my plan. Rather than telling me what I cannot do, I would have preferred to be provided options for accomplishing my educational goals. One size does not fit all. Ball State University has an undergraduate mentality in providing student support.. Administrative offices are open 8-5 pm (close at 4 pm in summer). If you were a nontraditional student (working full time and not living on campus or in Muncie), it was difficult to impossible to access services in those administrative offices outside of business hours. Ball State University had the most amazing array of technology at our fingertips. Faculty and staff had limited knowledge and expertise in using all of the technology and seemed to be stuck in the middle of the twentieth century. Some required you to come into the office to pick up a form, rather than having an electronic copy and using electronic signatures. Then the form has to be sent to numerous offices and inevitably gets lost and it takes forever to track it down or the process has to start over.

Overall, I was more than satisfied with the graduate program in which I attended. The main draw was the program and then the distance learning convenience; what I got was a quality education at a well-known school. There's always room for improvement, but I was and am able to apply my graduate degree experience in a multitude of careers.

I truly enjoyed my time at Ball State. After my family moved away during my second year in undergrad, it became home for me. Because of my time at Ball State, I enjoy learning and growing and hope to continue on that path for many years to come.

My ratio of income to college debt is not satisfactory. Found out late in the program that jobs in my discipline are scare (5 openings annually . . . nationwide!) Too much energy, time and resources had been committed by that time to alter the course. This revelation was very disappointing and found to be true. My employment, at this time, is based on experiences from my undergrad courses and my experience as a research assistant, not necessarily my graduate degrees.

I find it interesting that I am getting a survey about a my experiences in graduate school when I graduated over 5 years ago. What good will this information do now?

I loved my program, especially since it was all online with the exception of my practicum experiences which I was able to do near me. I had a great experience and definitely feel like I have gained a wealth of knowledge in relation to my field because of the program. I am looking into possibly getting my doctorate degree or an additional master's degree from Ball State.

Text Response

I would recommend that my department requires an internship or even two in order to graduate. The reason is that employers are very interested in work experience even from new graduates. This helps them determine whether they will hire new grads or not. There seems to be a little bit of a disconnect between the academic teachings and the required skills in the real world. For example, I think basic computer skills should be taught (not assumed as already mastered), such as Excel, Outlook, and Access. Many professional positions require these skills but they are not taught in grad school. I had to teach myself these skills after I graduated.

I enjoyed my Masters courses and my research at ball state

The speech and language pathology department was an amazing group of students and faculty while I was an undergraduate and graduate student. I am very proud of my BSU degree and display it proudly in my classroom!

Ball State University has shape me in countless ways personally and professionally. My success has been in direct relation to the educational experiences I received in my undergraduate and graduate programs.

Overall, a positive experience with Ball State and the faculty.

It was an excellent and very convenient program!

I am proud of earning my degree at BSU. I am also very satisfied with the caliber of professors and instructors.

I love my graduate school experience and would repeat it in a heartbeat!

Answers based on complete Ed.S. and ABD status on Ed.D.

Grateful for the education. On line students must be very motivated self driven. Only point of interest that could use improvement is assisting nurse practitioner students to obtain clinical sites, preceptorship and clinical faculty. Very tedious and at times near impossible. I saw classmates have to withdraw from classes due to lack of available resources. This is problematic not only at Ball State but many programs throughout the state.

Ball State tends to get in the way of doctoral students' ability to pursue the research they need to do in order to get their dissertations written and defended: Once they have finished coursework, students should not be required to take additional courses, just because they haven't yet taken and passed their comprehensive and oral exams. I can't recall if this was just applied to TA's, but, if so, that makes the requirement even worse, as teaching is already so time-intensive, and Ball State requires doctoral TA's to teach two classes per semester. Further, it would be more ethical to be upfront about the fees charged to students with assistantships--at my previous institution, no fees were charged to graduate assistants, so it was an unpleasant surprise to discover that Ball State charged substantial fees (which meant that I really wasn't getting the stipend I had expected). In its doctoral program, classes should work more toward publishable projects, so that students have a better idea of research expectations in the field--even teaching-oriented jobs today require more research than previously due to the tight job market.

Recognizing and embracing diversity at Ball State helped so much as an international student. It helped navigate through the challenges which international students face. I loved the caring and selfless attitude of most of the faculty who taught me. However, the student body still has a lot to achieve as far as embracing diversity at classroom level is concerned.

I was in the psych department. We generally had good training, though I would change a few things. They should push for more research. They should encourage students to apply for the NSF graduate fellowship - by the time I was out of the program, I was ineligible due to being in the program. The stats classes, though generally taught well by an informed scholar (Finch), should be more difficult. Psych dept. had a diversity class that was really good and I haven't gotten anything like it in my current PhD program. I can't say enough good things about the assistantship. It may also have been nice to have had some explicit teaching classes. In all, though, I really liked the program. Your survey's response items don't have coherent order; sometimes it's high-positive to low-positive and reversed in others. Sometimes it's even more flip-flopped.

I mentioned that I didn't feel prepared for my career, but in fairness, I don't think that means there was an issue with anything I experienced at BSU. I just don't think anything can quite prepare a person for the role of assistant principal. Some things you just have to learn by doing.

Text Response

The Executive Development in Public Service has been a useless degree!!!!!!!!!!!!!!!!!!!!!! This was under the Teacher's part of program and many who were pursuing this degree were not teachers!!!!!!

BALL STATE IS REALLY GOOD PLACE FOR UNDER GRADUATION STUDENTS, THERE IS NO LOTS ATTRACTIONS BUT GOOD FOR STUDY AND RESEARCH AND YOU CAN FOCUS ON YOUR STUDY FIELD. BUT STILL LACK OF PRACTICE, ESPECIALLY TO THE STUDENTS IN MY PROGRAM.

I feel my graduate degree was worth the cost. I don't feel the same about my undergraduate. I feel some programs should not be taught that have zero pull / influence in that industry.

would like additional information on recruitment for PhD or MBA opportunities. Once I was done in graduated, felt recruitment was not much after that.

The only complaint about my educational experiences is one professor who taught the majority of introductory and theory courses in CPSY. This professor was unprepared to teach at the graduate level, and I believe was hired due to her disability.

Having so many taught-with courses with undergraduates was a real downside that I did not expect. Often those classes felt more tedious and did not analyze information at the level I would have hoped for at the graduate level. I felt kind of held back - in a way like I was just doing undergrad again - it would have been nice to have more course offerings at a truly graduate level where the instructor-student relationship is more collaborative and flexible.

I loved my experience.

I am now at a highly selective institution and can see the differences in graduate student preparation. I am often comparing what these students experience with my Ed Psych program. The faculty was engaging and supportive when I was there. The statistical training I received was exceptional. I did not have many choices of graduate schools, as I was bound to Muncie, but I feel well prepared and enjoyed my graduate studies there. I wouldn't hesitate to recommend it to someone interested in many areas of research in educational psychology.

I am extremely satisfied with the academic formation that Ball State provided me.

I like ball state.

Thank you for a great experience. Proud to say I have a degree from BSU!

I want to be very clear that I am answering this survey as it pertains to the School Counseling Master's Program in the Counseling Psychology department. I also spent 2 years in the Clinical Psychology program in the general Psychology department, and that was a terrible experience. However, the School Counseling program was fantastic, allowed me to network with professionals across the country, and provided me with a career that I love. That experience was absolutely wonderful.

Overall I had a great experience with my graduate program at Ball State University. I encourage that more undergraduate students look into continuing their learning and grow their knowledge within a graduate program. My graduate studies taught me how to deal with heavy work loads and tight deadlines to meet my deliverables. It absolutely prepared me for entering the professional environment and gave me a head start over most of my peers.

I have completely enjoyed my classes and the positive challenges they presented to me. It has made me a more productive professional.

My experience at BSU prepared me to enter the work force using my graduate degree immediately after graduation. I am thankful for the opportunities my department provided in letting us pursue our own individualized goals rather than holding us to standards.

While I am employed in education I have not found a job in the area of my masters.

Master of Architecture Program: Include more real life design situations

I appreciated receiving grading rubrics for most assignments. It helps to know instructor expectations when completing assignments and projects.

Life would have been meaningless without me going through BSU. I have every confidence where ever I go and especially when it comes to my field of study, Urban and Regional Planning. I am so proud to be a product of this great University.

Text Response

Great Chemistry programs (undergraduate and graduate).

Theory-specific courses in counseling were lacking in my program.

Thanks for being there, your physical existence creates a learning environment I value and would not have experienced if it were not for the circumstance that I grew up in a neighboring county. The campus is looking great!

Culture of the University is too conservative. The faculty are the most important element of the school and there are too few of them so perhaps administrators are overpaid and faculty numbers and salaries are low. Faculty selection seems based upon choosing who conforms to the culture of the school/region etc., so that seems to be conservative rather than progressive, generally speaking. Most experience based upon school of Music.

Overall, I am very satisfied with the Educational Administration and Supervision program. My one complaint is that I was never advised by my advisor. In fact, I had no idea I had to apply for graduation. When I emailed someone from the program to inquire about graduation, knowing I had fulfilled all course requirements, I was told that I was a month too late to register and would have to wait to graduate until the summer semester in July. This was upsetting. I applied for jobs and reported to potential employers that I would have my degree in July, but I believe this put me at a disadvantage in applying for jobs that summer. In talking to a friend and a distant relative, both of whom also went through the program, I found out they too had the same issue. This is a concern that I hope is addressed. Our professors did a great job of preparing us for the School Administrator's exam and when to take it, but no one made it clear that there was an application deadline for graduation.

I was nervous about re-entering college at age 55 after a hiatus of more than 30 years. I felt intense pressure to perform at a high level. It took me "off the field" for more than three years but I finished with a 3.96 GPA, missing the 4.0 oddly, by receiving a B on the final paper along with a request from the Ph.D. Researcher and instructor to edit and submit as a secondary co-author. She then moved to another college on the east coast. She was an accomplished social science researcher and good teacher, but it ended strangely.

I was overall pleased with my program, but one has to be extremely self-motivated to complete it. I was fairly worried about completing all of the requirements as I received little guidance and had to initiate most on my own. Especially in a few classes, I felt like the professors were not concerned with the learning of students and their progress. They only taught with lectures (from another professor that were outdated) and did not actually teach how to do the work. In a few classes such as that, I essentially taught myself the content but paid for the tuition. There were a few professors that provided excellent instruction, but a few courses were quite frustrating.

Total Responses

81
