

2003-2005 Graduate Student Exit Survey Summary Report

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EXECUTIVE SUMMARY

- The Graduate Student Exit Survey was completed by Ball State University Master's, Doctoral, and Specialist level students applying to graduate during the 2003-2004 and 2004-2005 academic years. The survey was designed to determine students' opinions about their experiences at the University and in their major departments. Of the 2,029 individuals receiving a graduate degree in 2003-2004 or 2004-2005, 970 graduate students completed the survey for a response rate of 48%.
- In both 2004-2005 and 2003-2004, more than 55% of respondents were between the ages of 21 and 30. At least 55% were enrolled in graduate studies full time.
- Approximately 68% of respondents reported they were employed while enrolled in graduate studies. About 7 out of 10 respondents in both academic years reported they received financial assistance while enrolled in graduate school.
- At least 93% of respondents in both years indicated that their general attitude toward Ball State was very positive or positive.
- Respondents in 2004-2005 were significantly more likely than respondents in 2003-2004 to indicate they would recommend Ball State to someone who wanted to major in their field.
- More than 88% of respondents in both years rated their academic experiences or the quality of their graduate education as excellent or good.
- At least 78% of respondents in both years reported that a very important reason for choosing Ball State was the availability of a specific program.
- More than 90% of respondents indicated they had used the registration procedure, Bursar's Office, and the university web site. Of those, at least 77% were satisfied with the services.
- In 2004-2005 at least 86% of respondents who had used the Office of Graduate Admissions were satisfied.
- Respondents in 2004-2005 were more likely than respondents in 2003-2004 to indicate they had used the Graduation Office.
- In both years, at least 46% of respondents reported that opportunities for interactions with classmates and faculty were excellent.
- More than 90% of respondents in 2004-2005 and 2003-2004 indicated that the professional expertise of faculty was excellent or good.

- At least 94% of respondents in both years strongly agreed or agreed that as a result of their graduate program they had extended their knowledge about their discipline; they were committed to the professional and ethical standards of their discipline; they could communicate effectively in ways appropriate for their discipline; and they could analyze, synthesize, and apply knowledge in their discipline.
- Fifty-six percent of full-time respondents with an assistantship, 38% of full-time respondents without an assistantship, and 6% of part-time respondents indicated that they were between 21 and 25 years of age. This difference was statistically significant.
- Part-time respondents were more likely than full-time respondents to report that they took classes at off-campus locations, via TV, or via the internet.
- Full-time respondents were more likely than part-time respondents to indicate they had used the Career Center, Counseling and Psychological Services, Library Services, the Office of Academic Research, recreational facilities, and Computing Services.
- Part-time respondents were more likely than full-time respondents to rate the quality of computer facilities and library holdings as excellent or good.

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INTRODUCTION

The 2003-2004 and 2004-2005 Graduate Student Exit Survey was completed by Ball State University Master's, Doctoral, and Specialist level respondents applying to graduate in December 2003, May 2004, July 2004, December 2004, May 2005, or July 2005. The Graduate Student Exit Survey was developed by the Office of Academic Assessment and Institutional Research and the Graduate School. The survey is designed to measure the respondents' opinions about their experiences at the University and in their major departments.

This report is a summary of responses from 2003-2004 and 2004-2005 graduate respondents who participated in the survey. Of the 2,029 respondents who received a graduate degree in 2003-2004 or 2004-2005, 970 graduate respondents completed the survey to give a response rate of forty-eight percent.

This report is presented in seven sections: Personal Characteristics of Respondents, Overall Opinions about Ball State, Reasons for Choosing Ball State, Evaluation and Use of Ball State Services, Department Ratings, Graduate Program Outcomes, and Comparison of Enrollment Groups for 2003-2004 and 2004-2005.

PERSONAL CHARACTERISTICS OF RESPONDENTS

Summary This section includes the personal and demographic characteristics of the 2003-2004 and 2004-2005 survey respondents. All personal and demographic information was obtained directly from responses to survey questions.

At least 55% of respondents in both years reported that they were attending Ball State full-time. More than nine out of ten respondents in 2003-2004 and 2004-2005 were completing a Master's degree. Approximately half of the respondents in both years were living in Muncie while working on their degree. In both years, at least 64% were employed and about seven out of ten had received funding. Approximately 70% of respondents in both years took the majority of their classes on campus. Forty-two percent of respondents in both years reported their plans for the next year included starting a new job.

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- At least 3 out of 10 respondents in both years indicated that they were between 21 and 30 years of age. (Table 1)
 - In both years, approximately 63% of respondents were female. (Table 1)
 - In 2003-2004 and 2004-2005, at least 92% of respondents reported being US

citizens and more than 6% reported that they were not. (Table 1)

- In both academic years, approximately 35% of respondents reported they had received a previous degree from Ball State. (Table 1)
- More than 55% of respondents in both years reported they were enrolled full-time while attending Ball State. (Table 1)
- In 2003-2004 and 2004-2005, at least 90% reported they were obtaining a Master's degree, and seven percent were completing a Doctorate. (Table 1)
- Of Master's degree respondents, more than 43% in both years reported that they had satisfied their research requirement with a research class. At least 18% of respondents in both years indicated that they had satisfied their research requirement with a thesis. (Figure 1)
- In both years, about 47% of respondents indicated they lived in Muncie. Of those in Muncie, at least 69% reported living in University housing. (Table 2)

TABLE 1
Demographics

	2003-2004	2004-2005
	<i>Percentages</i>	
Age		
21-25	30.5	32.6
26-30	26.0	22.9
31-35	12.5	15.9
36-40	8.3	9.9
41-45	9.2	8.1
46-50	6.1	6.0
More than 50	7.4	4.7
Gender		
Female	63.7	63.1
Male	36.3	36.9
Citizenship		
U.S. Citizen	93.2	92.2
Not U.S. Citizen	6.8	7.8
Received a previous degree from Ball State		
Yes	36.5	35.8
No	63.5	64.2
Attendance		
Full-time	55.9	56.5
Part-time	44.2	43.5
Degree		
Master's	90.2	92.4
Doctorate	8.4	6.8
Specialist	1.5	0.8

FIGURE 1
Method Used to Complete Master's Degree Research Requirement

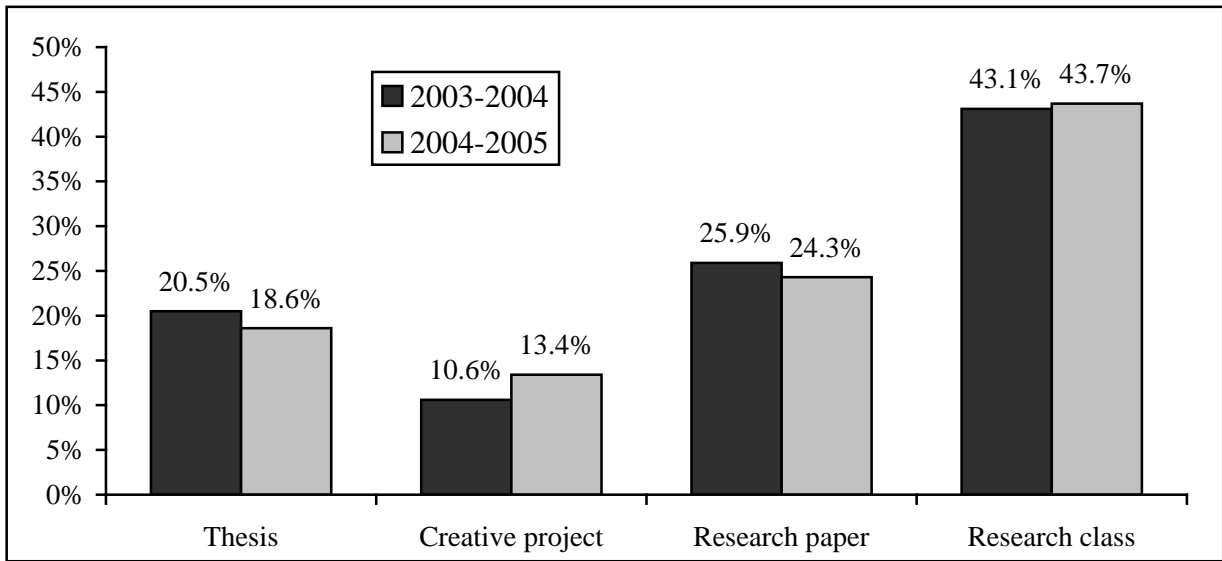


TABLE 2
Residence While Completing Graduate School

	2003-2004	2004-2005
	<i>Percentages</i>	
Residence		
Muncie	47.2	47.8
Outside Muncie	52.8	52.2
Muncie Residents*		
University Housing	69.4	73.7
Non-University Housing	30.6	26.3

* Of those indicating they lived in Muncie

- In both years, at least 64% of respondents reported being employed while enrolled in graduate school. (Table 3)
- At least 43% of employed respondents in both years reported working full-time off campus. (Table 3)
- Nineteen percent of 2003-2004 and 18% of 2004-2005 employed respondents indicated that they had a part-time off-campus job. (Table 3)
- More than 67% of respondents in both years indicated that they received funding while enrolled in graduate studies at Ball State. (Table 4)

- In both years, 14% of respondents who received funding indicated they had received a teaching assistantship. Approximately 11% in 2003-2004 and 10% in 2004-2005 reported they had received a research assistantship. (Table 4)
- One fourth of respondents in 2003-2004 and 24% of respondents in 2004-2005 indicated they had received other an assistantship. (Table 4)
- Respondents who had received funding in 2003-2004 were significantly more likely than respondents who had received funding in 2004-2005 to indicate that they had received a scholarship from Ball State (4% in 2003-2004 compared to 1% in 2004-2005). (Table 4)
- In both 2003-2004 and in 2004-2005 approximately one percent of respondents who received funding indicated they received a fellowship from Ball State. (Table 4)
- About 5% of respondents who received funding in 2003-2004 and 3% of respondents who received funding in 2004-2005 indicated that they received a grant from Ball State. (Table 4)
- Sixteen percent of 2003-2004 respondents with funding and 19% of 2004-2005 respondents with funding indicated that they had received a GSL/SLS loan. (Table 4)
- Of the respondents who received funding, 16% in 2003-2004 and 14% in 2004-2005 indicated that they received funding from an employer. (Table 4)

TABLE 3
Employment

	2003-2004	2004-2005
	<i>Percentages</i>	
Employed While Enrolled in Graduate School		
Yes	68.3	67.3
No	31.7	32.7
Type of Employment *		
Full-time Off Campus	43.6	45.4
Part-time Off Campus	18.9	17.8
Full-time On Campus	1.7	4.1
Part-time On Campus	5.7	3.6

* Respondents were asked to mark all that apply.

TABLE 4
Financial Assistance

	2003-2004	2004-2005
	<i>Percentages</i>	
Received funding		
Yes	73.2	71.9
No	26.8	28.1
Type of funding *		
Teaching Assistantship	14.4	14.4
Research Assistantship	11.0	9.8
Other Assistantship**	25.4	23.5
Scholarship from Ball State	3.8	1.0
Fellowship from Ball State	0.7	1.3
Grant from Ball State	4.8	2.6
GSL/SLS loan	15.5	18.6
Funding from employer	15.6	13.9
Other	8.8	10.2

* Respondents were asked to mark all that apply.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

- At least three-fourths of respondents in both years indicated that they had taken a class on campus in Muncie. (Table 5)
- Seventeen percent in 2003-2004 and 20% in 2004-2005 indicated they had taken a class via TV at an off-campus site. (Table 5)
- A significantly higher percentage of respondents in 2004-2005 indicated that they had taken a class via the internet (36% of respondents in 2004-2005 compared to 28% in 2003-2004). (Table 5)
- At least 13% of respondents in both years reported they had taken a class with an instructor at an off campus site. (Table 5)
- Seventy-three percent of respondents in 2003-2004 and 71% of respondents in 2004-2005 indicated that they had taken the majority of their classes on campus in Muncie. (Table 5)
- Approximately 11% of respondents in both years indicated that they took the majority of their classes via TV at an off-campus site. (Table 5)
- Eleven percent of respondents in 2003-2004 and 13% of respondents in 2004-2005 indicated that they took the majority of their classes via the internet. (Table 5)

TABLE 5
Location of Classes

	2003-2004	2004-2005
	<i>Percentages</i>	
Where did you take your classes? *		
On campus in Muncie	75.9	76.3
Via TV at an off-campus site	17.2	20.1
Via the internet **	27.5	35.6
With an instructor at an off-campus site	13.4	15.2
Where did you take the majority of your classes?		
On campus in Muncie	72.6	71.4
Via TV at an off-campus site	10.6	11.2
Via the internet	11.0	12.5
With an instructor at an off-campus site	5.8	4.9

* Respondents were asked to mark all that apply.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

- At least 50% of respondents in both years reported that their previous education and training was excellent preparation for graduate school and approximately 41% in both years reported it was good preparation. (Table 6)
- Twenty-one percent of 2003-2004 respondents and 7% of 2004-2005 respondents indicated that they began taking graduate courses at Ball State during the same academic year they completed the survey. This difference was statistically significant. (Table 7)

TABLE 6
Preparation for Graduate Study

	2003-2004	2004-2005
	<i>Percentages</i>	
How would you characterize your previous education and training as preparation for graduate study at Ball State?		
Excellent	50.6	52.2
Good	40.8	40.6
Fair	7.7	5.8
Poor	0.9	1.3

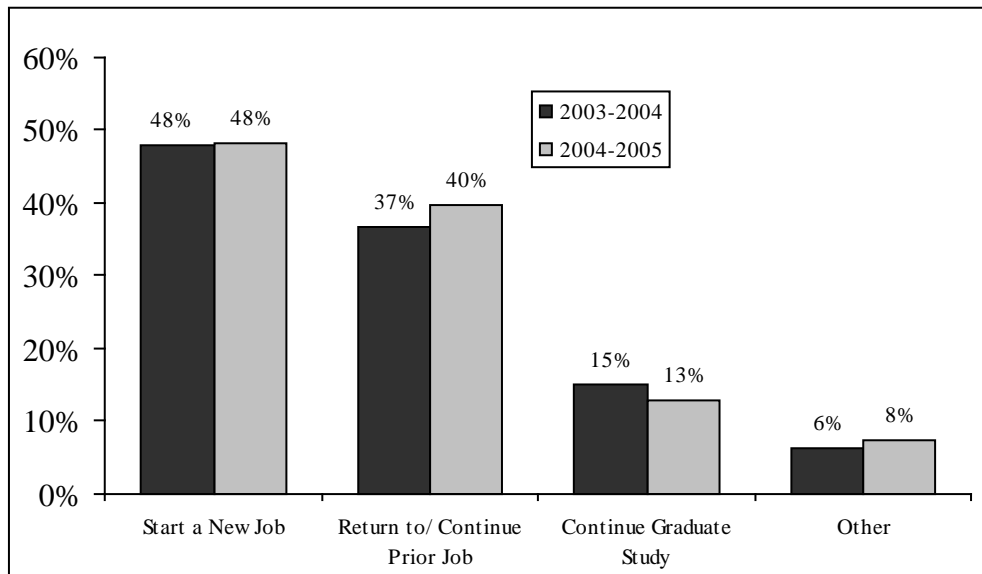
TABLE 7
Year When Started Taking Classes

	2003-2004	2004-2005
	<i>Percentages</i>	
When did you first start taking courses at Ball State?*		
Before last year	47.3	59.1
Last year	31.9	33.9
This academic year	20.9	7.0

*Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

- When respondents were asked to indicate their plans for the following year, 48% of respondents in 2003-2004 and 2004-2005 reported they planned to start a new job. (Figure 2)
- More than 36% of respondents in both years reported they would return to or continue their prior job. (Figure 2)
 - At least 12% of respondents in both years reported they planned to continue graduate studies. (Figure 2)

FIGURE 2
Plans for the Following Year *



*Respondents were asked to mark all that apply.

OVERALL OPINIONS ABOUT BALL STATE

Summary Respondents were asked about their general attitudes toward Ball State, including whether or not they would recommend Ball State. In both years, more than 93% of respondents rated their attitude toward Ball State as very positive or positive. Respondents in 2004-2005 were significantly more likely than respondents in 2003-2004 to report they would recommend Ball State to someone who wanted to major in their field.

- At least 93% of respondents in 2003-2004 and 2004-2005 reported that their general attitude toward Ball State was very positive or positive. (Table 8)
- Respondents in 2004-2005 were significantly more likely to indicate that they would recommend Ball State to a student considering their program (81% in 2004-2005 compared to 67% in 2003-2004). (Table 8)

More than 86% rated their academic experiences, personal enrichment, or quality of graduate education as either excellent or good. When asked about their assistantship, at least 83% of those with an assistantship in both years rated the experience as excellent or good.

TABLE 8
Overall Opinions

	2003-2004	2004-2005
<i>Percentages</i>		
What is your general attitude toward Ball State?		
Very positive	36.9	45.4
Positive	56.5	49.6
Negative	5.0	3.9
Very negative	1.6	1.0
Would you recommend Ball State to someone who wanted to major in your field? *		
Yes	67.0	87.3
No	24.4	6.0
Don't know	8.6	6.7

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

- More than ninety-two percent of respondents in both years reported that their overall academic experiences were either excellent or good. (Table 9)
- At least 86% of respondents in 2003-2004 and 2004-2005 rated their personal enrichment as excellent or good. (Table 9)
- Approximately 88% of respondents in both years rated the quality of their graduate education as excellent or good. (Table 9)
- Of the respondents with an assistantship, about 58% in 2003-2004 and 2004-2005 reported that their assistantship experience was excellent. Thirty percent in 2003-2004 and 32% in 2004-2005 reported it was good. (Table 10)
- In 2003-2004, 54% of respondents with an assistantship rated their stipend as excellent or good. In 2004-2005, 53% rated it as excellent or good. (Table 10)
- In both years, at least 78% of respondents with an assistantship indicated that the supervision and guidance they received for assistantship activities was excellent or good. (Table 10)

TABLE 9
Overall Ratings

	<i>N</i>	Excellent	Good	Fair	Poor
		<i>Percentages</i>			
Your academic experiences					
2003-2004	555	47.2	45.2	6.3	1.3
2004-2005	386	47.9	45.3	5.7	1.0
Your personal enrichment					
2003-2004	554	47.7	40.1	9.7	2.5
2004-2005	386	49.0	37.0	10.6	3.4
Quality of your graduate education					
2003-2004	555	43.6	44.9	9.5	2.0
2004-2005	386	47.2	42.7	8.5	1.6

TABLE 10
Assistantship Experience*

	<i>N</i>	Excellent	Good	Fair	Poor
		<i>Percentages</i>			
Assistantship experience					
2003-2004	338	57.9	30.2	7.3	4.6
2004-2005	213	58.5	31.5	7.3	2.7
Assistantship stipend					
2003-2004	338	20.4	33.1	31.0	15.4
2004-2005	214	17.7	34.2	25.1	23.1
Supervision and guidance for assistantship activities					
2003-2004	338	41.7	36.3	13.5	8.6
2004-2005	213	50.4	31.7	13.3	4.7

*Of respondents who held an assistantship.

REASONS FOR CHOOSING BALL STATE

Summary Respondents were asked about the number of universities to which they had applied, to rate the importance of a list of reasons for enrolling in graduate studies at Ball State, and to indicate their most important reason.

More than 61% of respondents in 2003-2004 and in 2004-2005 indicated they had not applied to any other universities.

More than 78% of respondents in both years reported that the availability of a specific program a very important reason for choosing Ball State was. At least 45% of respondents in both years indicated that an outstanding program, the reputation of the department, or the location were very important reasons for choosing Ball State.

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- At least 61% of respondents in both years reported that they had not applied to other universities besides Ball State. (Table 11)
 - More than one-fourth of respondents in 2003-2004 and in 2004-2005 indicated they had applied to between one and three schools other than Ball State. (Table 11)
 - At least 78% of respondents in both years indicated that a very important reason for enrolling at Ball State was the availability of a specific program. (Table 12)
 - More than 53% of respondents indicated that an outstanding program in their field was a very important reason in their decision to attend Ball State. (Table 12)
 - At least 45% of respondents in both years indicated that the reputation of the department or the location was a very important reason for choosing Ball State. (Table 12)
 - More than 38% of respondents in both years indicated that a very important reason for enrolling at Ball State the reputation of faculty in the department. (Table 12)
 - In 2003-2004, 39% of respondents reported that relatively low cost was very important for enrolling at Ball State and 37% reported that it was somewhat important. In 2004-2005, 37% indicated that a relatively low cost was very important and 43% indicated that it was somewhat important. (Table 12)
 - Approximately 81% of respondents in both years indicated that personal attention to respondents was either a very important or somewhat important reason for deciding to enroll at Ball State. (Table 12)
 - Thirty-one percent of respondents indicated that the reputation of Ball State was a very important reason in their decision to attend. (Table 12)
 - Attending Ball State as an undergraduate was a very important factor in deciding to enroll in graduate studies according to 22% of respondents in 2003-2004 and 25% of respondents in 2004-2005. (Table 12)

- About 31% of respondents in 2003-2004 and 38% in 2004-2005 indicated that the availability of distance education was a very important reason in their decision to attend Ball State. This difference was statistically significant. (Table 12)
- At least 25% of respondents in both years indicated that the fact that Ball State was recommended or the technology resources were very important reason in their decision to attend Ball State. (Table 12)

TABLE 11
To How Many Universities Did You Apply Besides Ball State?

	2003-2004	2004-2005
	<i>Percentages</i>	
0	61.1	63.2
1-3 other schools	29.6	31.0
4 or more other schools	9.2	5.8

TABLE 12
Reasons for Choosing To Enroll in Graduate Studies at Ball State

I chose to enroll in graduate studies at Ball State because...		Very Important	Somewhat Important	Not Important
	<i>N</i>	<i>Percentages</i>		
of the availability of a specific program.				
2003-2004	553	78.1	16.8	5.1
2004-2005	379	80.2	16.1	3.7
Ball State has an outstanding program in my field.				
2003-2004	548	53.8	36.3	9.9
2004-2005	376	55.1	37.2	7.7
of the reputation of my department.				
2003-2004	543	45.9	42.9	11.2
2004-2005	374	47.1	39.3	13.6
of location.				
2003-2004	537	45.4	25.1	29.4
2004-2005	367	46.6	25.1	28.3
Ball State gives personal attention to respondents.				
2003-2004	534	41.0	40.8	18.2
2004-2005	365	39.5	41.1	19.5

TABLE 12 (cont'd)
Reasons for Choosing To Enroll in Graduate Studies at Ball State

I chose to enroll in graduate studies at Ball State because...		Very Important	Somewhat Important	Not Important
	<i>N</i>	<i>Percentages</i>		
of its relatively low cost.				
2003-2004	530	39.4	36.4	24.2
2004-2005	365	37.0	42.7	20.3
I received an assistantship.				
2003-2004	526	38.8	9.5	51.7
2004-2005	355	35.2	6.8	58.0
of the reputation of faculty in my department.				
2003-2004	540	38.7	46.9	14.4
2004-2005	374	41.2	40.4	18.4
of the availability of distance education.*				
2003-2004	539	31.2	11.5	57.3
2004-2005	363	37.5	14.6	47.9
of the reputation of Ball State.				
2003-2004	554	30.9	54.2	15.0
2004-2005	380	31.1	51.8	17.1
of technology resources.				
2003-2004	536	26.1	35.3	38.6
2004-2005	362	29.8	36.7	33.4
it was recommended to me.				
2003-2004	535	25.4	28.0	46.5
2004-2005	362	28.5	27.9	43.6
I attended Ball State as an undergraduate student.				
2003-2004	519	22.2	10.2	67.6
2004-2005	354	25.4	8.5	66.1
I was personally recruited by my department.				
2003-2004	514	12.1	16.3	71.6
2004-2005	354	9.3	17.8	72.9

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 12 (cont'd)
Reasons for Choosing To Enroll in Graduate Studies at Ball State

I chose to enroll in graduate studies at Ball State because...	<i>N</i>	Very Important	Somewhat Important	Not Important
		<i>Percentages</i>		
a friend or spouse was also attending.				
2003-2004	521	9.4	10.4	80.2
2004-2005	354	12.4	13.0	74.6
other.				
2003-2004	157	32.5	2.5	65.0
2004-2005	106	21.7	4.7	73.6

- When asked about the most important reason for pursuing graduate studies at Ball State, 14% of respondents in 2003-2004 and 1% of respondents in 2004-2005 indicated that it was because of the reputation of Ball State. This difference was statistically significant. (Table 13)
- A significantly greater percentage of 2004-2005 respondents indicated that their most important reason for pursuing graduate studies at Ball State was the availability of distance education (21% of respondents in 2004-2005 compared to 12% of respondents in 2003-2004). (Table 13)

TABLE 13
Most Important Reason for Choosing Ball State

	2003-2004	2004-2005
	<i>Percentages</i>	
I chose to enroll in graduate studies at Ball State because...		
I attended Ball State as an undergraduate student.	16.7	5.4
of the availability of a specific program.	15.8	19.6
of the reputation of Ball State.	13.6	1.0
of the availability of distance education.	11.9	20.4
I received an assistantship.	11.3	15.2
of location.	8.9	9.5
Ball State has an outstanding program in my field.	6.5	10.8
other.	2.7	3.1
it was recommended to me.	1.9	2.1
I was personally recruited by my department.	1.5	0.5
of the reputation of my department.	1.2	3.4
a friend or spouse was also attending.	1.0	1.3
of the reputation of faculty in my department.	0.9	1.3
Ball State gives personal attention to respondents.	0.9	2.1
of its relatively low cost.	0.7	3.1
of technology resources.	0.0	0.3

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

EVALUATION AND USE OF BALL STATE SERVICES

Summary Respondents were asked whether they had used Ball State services and whether they were satisfied with the services. Table 14 includes the exact responses given. Table 15 outlines the percent of respondents who used the service, and of those, the percent who were satisfied.

- At least 94% of respondents in both years had used the Registration Procedure or the University Web Site. (Table 14)
- More than 94% of respondents in both years indicated they had used the Registration Procedure. Of those, at least 82% in both years were satisfied. (Table 15)
- Ninety-five percent of respondents in 2003-2004 and 91% in 2004-2005 indicated they had used the Bursar's Office. This difference was statistically significant. At least 77% of respondents who had used the Bursar's Office were satisfied. (Table 15)
- The University web site and library services were both used by more than 85% of respondents in both years. Of respondents who had used the University web site, at least 86% of respondents in both years reported being satisfied, while at least 88% reported being satisfied in both years with library services. (Table 15)
- At least 79% of respondents in both years reported using the Ball State Bookstore. Of those, at least 79% were satisfied. (Table 15)
- In both years, about 74% of respondents reported they had used University Computing Services and of those, more than 8 out of 10 were satisfied. (Table 15)
- Forty-one percent of respondents in 2003-2004 and 2004-2005 indicated that they had used recreational facilities. At least 80% of those were satisfied with the facilities. (Table 15)
- More than 26% of respondents in both years reported they had used the Career Center. Of those, 67% of respondents in both years were satisfied. (Table 15)
- Approximately two out of ten in both years indicated they had used the Office of Academic Research. Of those, 74% of respondents in 2003-2004 and 2004-2005 were satisfied. (Table 15)
- More than 9% of respondents in both years indicated they had used Counseling and Psychological Services and of those, at least 70% were satisfied. (Table 15)
- At least 83% of respondents in both years reported that they had used the Office of Graduate Admissions. Of those, at least 87% indicated they were satisfied with the services. (Table 15)
- Nine out of ten respondents in both years indicated that they had used the Graduate School Web Site. About 85% in both years were satisfied.

- Respondents in 2004-2005 were significantly more likely than respondents in 2003-2004 to use the Graduate Office (83% in 2004-2005 compared to 77% in 2003-2004). Of

those who had used the Graduation Office, more than 83% of respondents in both years were satisfied. (Table 15)

TABLE 14
Ball State Services

	<i>N</i>	I did not use this service.	I used this service and I was...		
			Satisfied	Undecided	Dissatisfied
			<i>Percentages</i>		
University Services					
Ball State Bookstore					
2003-2004	551	19.1	59.7	13.4	7.8
2004-2005	383	20.9	57.4	13.8	7.8
Bursar's Office					
2003-2004	551	5.3	73.1	13.6	8.0
2004-2005	383	8.9	73.4	13.6	4.2
Career Center					
2003-2004	550	73.5	17.8	4.9	3.8
2004-2005	382	71.5	19.1	5.8	3.7
Counseling and Psychological Services					
2003-2004	550	90.7	6.5	1.6	1.1
2004-2005	384	88.3	9.1	2.1	0.5
Library Services					
2003-2004	551	14.7	75.3	5.1	4.9
2004-2005	384	12.2	77.9	7.6	2.3
Office of Academic Research (Grant Support)					
2003-2004	552	79.5	15.2	3.3	2.0
2004-2005	384	80.2	14.6	2.9	2.3
Recreational Facilities					
2003-2004	548	59.3	32.8	4.6	3.3
2004-2005	384	58.9	34.4	5.5	1.3

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 14 (cont'd)
Ball State Services

		I did not use this service.	I used this service and I was...		
	<i>N</i>		Satisfied	Undecided	Dissatisfied
			<i>Percentages</i>		
University Services (cont'd)					
Registration Procedure					
2003-2004	553	3.4	79.6	11.4	5.6
2004-2005	382	5.5	78.0	11.5	5.0
University Computing Services					
2003-2004	551	25.8	60.1	8.9	5.3
2004-2005	383	25.1	63.2	7.6	4.2
University Web Site					
2003-2004	551	2.0	84.9	7.4	5.6
2004-2005	382	1.0	85.3	7.9	5.8
Graduate School Services					
The Graduation Office					
2003-2004	549	23.5	63.9	10.2	2.4
2004-2005	383	17.2	70.8	9.4	2.6
The Graduate School Web Site					
2003-2004	549	9.8	76.3	10.2	3.6
2004-2005	380	10.0	76.1	9.5	4.5
The Office of Graduate Admissions					
2003-2004	549	16.2	73.0	8.4	2.4
2004-2005	383	13.3	77.3	6.8	2.6

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 15
Use and Satisfaction with Ball State Services

	Used the Service	Was Satisfied *
	<i>Percentages</i>	
University Services		
Registration Procedure		
2003-2004	96.6	82.4
2004-2005	94.5	82.5
Bursar's Office		
	**	
2003-2004	94.7	77.2
2004-2005	91.1	80.5
University Web Site		
2003-2004	98.0	86.7
2004-2005	99.0	86.2
Library Services		
2003-2004	85.3	88.3
2004-2005	87.8	88.7
Ball State Bookstore		
2003-2004	80.9	73.8
2004-2005	79.1	72.6
University Computing Services		
2003-2004	74.2	80.9
2004-2005	74.9	84.3
Recreational Facilities		
2003-2004	40.7	80.7
2004-2005	41.1	83.5
Career Center		
2003-2004	26.5	67.1
2004-2005	28.5	67.0
Office of Academic Research (Grant Support)		
2003-2004	20.5	74.3
2004-2005	19.8	73.7

* Of those who used the service, percentages of respondents who were satisfied with the service.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 15 (cont'd)
Use and Satisfaction with Ball State Services

	Used the Service	Was Satisfied *
University Services (cont'd)	<i>Percentages</i>	
Counseling and Psychological Services		
2003-2004	9.2	70.6
2004-2005	11.7	77.8
Graduate School Services		
The Office of Graduate Admissions		
2003-2004	83.8	87.2
2004-2005	86.7	89.2
The Graduation Office		
	**	
2003-2004	76.5	83.6
2004-2005	82.8	85.5
The Graduate School Web Site		
2003-2004	90.2	84.6
2004-2005	90.0	84.5

* Of those who used the service, percentages of respondents who were satisfied with the service.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

DEPARTMENT RATINGS

Summary Respondents were asked to rate a number of experiences and opportunities in their respective departments. Overall, the majority of respondents in 2003-2004 and 2004-2005 rated their department experiences and opportunities as excellent or good.

At least 44% of respondents in both years indicated that opportunities for interactions with classmates and opportunities for interactions with faculty were excellent. More than 56% of respondents in both years indicated that the professional expertise of faculty was excellent.

-
- At least 86% of respondents in both years indicated that opportunities for interactions with classmates were excellent or good. (Table 16)
 - Eighty-five percent of respondents in 2003-2004 and 88% of respondents in 2004-2005 indicated that opportunities for interactions with faculty were excellent or good. This difference was statistically significant. (Table 16)
 - The professional expertise of faculty was rated as excellent or good by at least 90% of respondents in both years. (Table 16)
 - A significantly higher percentage of respondents in 2004-2005 indicated that their interactions with their faculty advisor were excellent (34% of respondents in 2003-2004 compared to 44% of respondents in 2004-2005). (Table 16)
 - More than 85% of respondents in both years reported that the availability of courses needed for graduation was excellent or good. (Table 16)
 - In both years, at least 71% of respondents indicated that opportunities for experiential learning were excellent or good. (Table 16)
 - Thirty-four percent of respondents in 2003-2004 and 44% of respondents in 2004-2005 indicated that the availability of faculty as mentors was excellent. This difference was statistically significant. (Table 16)
 - In both 2003-2004 and 2004-2005, 76% of respondents rated their consultations about a thesis, dissertation, research paper, or creative project as excellent or good. (Table 16)
 - At least 37% of respondents in both years reported that the quality of teaching was excellent. (Table 16)
 - Respondents in 2003-2004 were significantly more likely to indicate that their career preparation was excellent (47% of 2003-2004 respondents compared to 37% of 2004-2005 respondents). (Table 16)
 - The quality of courses taken was rated as excellent by 32% of respondents in 2003-2004 and 40% of respondents in 2004-2005. (Table 16)

- Thirty-two percent of respondents in 2003-2004 and 36% of respondents in 2004-2005 rated the academic ability of graduate respondents as excellent. (Table 16)
- At least three out of ten respondents in both years rated the opportunities for research as excellent. Forty-four percent in 2003-2004 and 43% in 2004-2005 rated them as good. (Table 16)
- Approximately 78% of respondents in 2003-2004 and 84% of respondents in 2004-2005 indicated that the quality of library holdings was excellent or good. (Table 16)
- Respondents in 2003-2004 were significantly more likely to indicate that the opportunities for teaching in their department were excellent (41% in 2003-2004 compared to 32% in 2004-2005). (Table 16)
- At least 79% of respondents rated the quality of computer facilities as excellent or good in both 2003-2004 and 2004-2005. (Table 16)
- Twenty-three percent of respondents in both 2003-2004 and 2004-2005 rated advice about their career plans as excellent. (Table 16)
- At least 71% of respondents in both years rated the quality of studio facilities in their department as excellent or good. (Table 16)
- In 2003-2004, 21% rated the quality of non-computer lab facilities as excellent and 52% rated the quality as good. Twenty-five percent of respondents in 2004-2005 rated the quality as excellent and 52% rated it as good. (Table 16)

TABLE 16
Opportunities and Experiences in Respondents' Department*

	<i>N</i>	Excellent	Good	Fair	Poor
		<i>Percentages</i>			
Opportunities for interactions with classmates					
2003-2004	553	46.5	41.5	10.3	1.6
2004-2005	385	48.1	38.4	11.0	2.3
Opportunities for interactions with faculty **					
2003-2004	556	44.5	43.4	9.5	2.5
2004-2005	386	52.3	33.0	13.7	1.0

* Of respondents who did not indicate "Not Applicable"

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 16 (cont'd)*
Opportunities and Experiences in Respondents' Department

		Excellent	Good	Fair	Poor
	<i>N</i>	<i>Percentages</i>			
Professional expertise of faculty					
2003-2004	554	62.0	29.2	6.9	2.0
2004-2005	386	56.5	33.7	8.5	1.3
Interactions with your faculty advisor **					
2003-2004	554	34.3	43.6	13.3	8.8
2004-2005	385	43.7	30.5	16.2	9.6
Availability of courses needed for graduation					
2003-2004	556	54.6	33.7	9.0	2.7
2004-2005	384	49.2	35.9	10.7	4.2
Opportunities for experiential learning through internships, practicums, etc.					
2003-2004	553	40.1	31.2	20.1	8.6
2004-2005	385	40.4	36.6	16.0	7.1
Availability of faculty as mentors **					
2003-2004	555	34.0	43.4	16.3	6.3
2004-2005	383	43.8	30.3	20.0	5.9
Consultations about thesis/dissertation/research paper/creative project					
2003-2004	550	42.4	33.9	15.7	7.9
2004-2005	383	38.4	37.8	17.1	6.7
Quality of teaching					
2003-2004	555	37.4	47.8	11.7	3.1
2004-2005	386	42.0	44.8	11.4	1.8
Career preparation **					
2003-2004	554	46.7	34.2	13.6	5.4
2004-2005	385	36.7	44.6	16.3	6.4

* Of respondents who did not indicate "Not Applicable"

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 16 (cont'd)*
Opportunities and Experiences in Respondents' Department

		Excellent	Good	Fair	Poor
	<i>N</i>	<i>Percentages</i>			
The courses you have taken					
2003-2004	556	32.3	56.4	8.6	2.7
2004-2005	381	39.9	51.7	6.6	1.8
The academic ability of graduate respondents					
2003-2004	554	32.3	52.1	12.6	3.0
2004-2005	383	36.1	45.7	13.4	4.8
Opportunities for research					
2003-2004	550	30.3	43.8	19.2	6.7
2004-2005	383	34.1	42.5	17.0	6.4
Quality of library holdings					
2003-2004	548	27.1	50.8	18.0	4.2
2004-2005	380	34.2	49.6	12.3	4.1
Opportunities for teaching **					
2003-2004	553	40.7	33.6	14.9	10.7
2004-2005	385	31.6	32.1	22.1	14.1
Quality of computer facilities					
2003-2004	548	29.7	49.1	13.2	8.0
2004-2005	383	34.1	47.3	13.1	5.4
Advice about your career plans					
2003-2004	553	22.7	43.3	21.3	12.6
2004-2005	385	23.3	41.5	23.8	11.2
Quality of studio facilities					
2003-2004	543	20.3	50.4	23.3	6.0
2004-2005	379	26.6	51.3	15.1	7.0
Quality of non-computer laboratory facilities					
2003-2004	549	21.1	52.1	18.6	8.2
2004-2005	381	24.5	52.4	18.3	4.8

* Of respondents who did not indicate "Not Applicable"

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

GRADUATE PROGRAM OUTCOMES

Summary Respondents were asked about outcomes of their graduate program. At least 94% respondents in both years strongly agreed or agreed that they had become committed to the professional and ethical standards of their discipline, become able to communicate effectively in ways that are appropriate to their discipline, or could analyze, synthesize, and apply knowledge in their discipline as a result of their graduate program.

graduate program, they were able to communicate effectively in ways that are appropriate to their discipline. (Table 17)

- Sixty-six percent of respondents in 2004-2005 and 52% of respondents in 2003-2004 indicated that they strongly agreed that they extended their knowledge of their discipline as a result of their graduate program. This difference was statistically significant. (Table 17)
- At least 96% of respondents in both years strongly agreed or agreed that as a result of their graduate program, they were committed to the professional and ethical standards of their discipline. (Table 17)
- In both years, about 62% of respondents strongly agreed that as a result of their graduate program, they were able to communicate effectively in ways that are appropriate to their discipline. (Table 17)
- At least 94% of 2003-2004 and of 2004-2005 respondents strongly agreed or agreed that as a result of their graduate program they could analyze, synthesize, and apply knowledge in their discipline. (Table 17)
- Eighty-eight percent of respondents in 2003-2004 and 93% in 2004-2005 of respondents in both years strongly agreed or agreed that as a result of their graduate program, they understood research and scholarship. (Table 17)
- A significantly larger percentage of respondents in 2004-2005 strongly agreed that they could engage in research or creative projects in their discipline as a result of their graduate program (48% of respondents in 2004-2005 compared to 38% of respondents in 2003-2004). (Table 17)

TABLE 17
Graduate Program Outcomes

As a result of my graduate program, I...	<i>N</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
		<i>Percentages</i>				
have extended my knowledge about the discipline. *						
2003-2004	554	52.2	41.3	4.2	1.6	0.7
2004-2005	384	65.9	31.8	0.8	1.6	0.0

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

TABLE 17 (cont'd)
Graduate Program Outcomes

As a result of my graduate program, I...		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	<i>N</i>	<i>Percentages</i>				
am committed to the professional and ethical standards of my discipline.						
2003-2004	549	67.8	28.4	1.8	1.3	0.7
2004-2005	381	66.1	30.4	1.8	1.3	0.3
am able to communicate effectively in ways that are appropriate to my discipline.						
2003-2004	549	61.6	33.2	3.1	1.6	0.5
2004-2005	384	62.0	35.9	1.3	0.8	0.0
can analyze, synthesize, and apply knowledge in my discipline.						
2003-2004	550	56.2	38.2	4.0	1.1	0.5
2004-2005	383	59.5	38.1	1.8	0.5	0.0
understand research/scholarship in my discipline.						
2003-2004	552	41.3	46.7	8.9	2.4	0.7
2004-2005	384	46.9	45.6	5.5	2.1	0.0
can engage in research or creative projects in my discipline.*						
2003-2004	549	37.7	50.1	8.4	3.5	0.4
2004-2005	382	48.2	44.8	5.5	1.6	0.0

* Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

COMPARISON OF ENROLLMENT GROUPS FOR 2003-2005

Summary Respondents in 2004-2005 were divided into three enrollment groups: full-time respondents with an assistantship (teaching, research, or other), full-time respondents without an assistantship, and part-time respondents. Significant differences that were found between the groups with respect to their demographic characteristics, employment, reasons for choosing Ball State, and use of Ball State services are listed below.

-
- Thirty-nine percent of respondents were enrolled full-time and had an assistantship. About 16% were enrolled full-time but did not have an assistantship. Forty-two percent were enrolled part-time. (Table 18)
 - Fifty-six percent of full-time respondents with an assistantship, 38% of full-time respondents without an assistantship, and 6% of part-time respondents indicated that they were between 21 and 25 years of age. This difference was statistically significant. (Table 19)
 - Ninety-nine percent of part-time respondents, 85% of full-time respondents with an assistantship and 84% of full-time respondents without an assistantship indicated they were U.S. citizens. This difference was statistically significant. (Table 19)
- Full-time respondents with an assistantship were significantly more likely than other respondents to indicate that they were completing their Doctorate (12% of full-time with assistantship compared to 6% of full-time without and assistantship and 4% of part-time respondents). (Table 19)
 - Full-time Master’s respondents with an assistantship were significantly more likely than other respondents to indicate they had used a thesis to complete their research requirement (35% respondents with an assistantship compared to 11% full-time without an assistantship and 5% part-time respondents). Part-time respondents were significantly more likely than full-time respondents to report they had used a research paper (29% of part-time respondents compared to 18% of full-time respondents with an assistantship, and 22% of full-time respondents without an assistantship). (Table 19)
 - Full-time respondents were significantly more likely than part-time respondents to indicate that they lived in Muncie during their graduate studies at Ball State (85% of full-time respondents with an assistantship and 52% of full-time respondents without an assistantship compared to 12% of part-time respondents). (Table 19)

TABLE 18
Enrollment Groups

	<i>N</i>	<i>Percentages</i>
Full-time with an assistantship	377	38.9
Full-time without an assistantship	150	15.5
Part-time	409	42.2

TABLE 19
Significant Differences in Demographics
by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
Age *			
21-25 years old	55.9	38.0	6.4
26-30 years old	25.3	24.7	24.2
31-35 years old	8.0	9.3	21.0
36-40 years old	4.0	10.0	13.2
41-45 years old	3.5	8.0	13.9
46-50 years old	1.3	4.7	11.0
51 years old and older	2.1	5.3	10.3
Citizenship *			
U.S. citizen	84.8	83.7	98.8
Not U.S. citizen	10.2	16.3	1.2
Degree*			
Masters'	86.3	93.3	94.6
Doctorate	12.1	6.0	4.4
Specialist	1.6	0.7	1.0
Method Used to Complete Research Requirement *			
Thesis	35.3	10.7	5.1
Creative Project	12.5	10.7	9.0
Research Paper	17.5	22.0	28.9
Research Class	28.9	45.3	47.4
Residence *			
In Muncie	84.6	52.0	12.2
Outside of Muncie	15.4	48.0	87.8

* Statistically significant differences exist between enrollment group percentages on this item. ($p \leq .05$).

- Ninety-eight percent of the part-time respondents reported that they were employed while enrolled in graduate school compared to 36% of full-time respondents with an assistantship and 66% of full-time respondents without an assistantship. This difference was statistically significant. (Table 20)
- Of those who were employed, 17% of full-time respondents with an assistantship, 49% of full-time respondents without an assistantship, and 88% of part-time respondents reported they were employed full-time in off campus jobs. This difference was statistically significant. (Table 20)
- About 65% of employed full-time respondents with an assistantship, 46% of employed full-time respondents without an assistantship, and 11% of employed part-time respondents

- reported they were employed part-time in off campus jobs. (Table 20)
- Of those who were employed, 21% of full-time respondents with an assistantship, 11% full-time respondents without an assistantship, and 1% of part-time respondents reported they were employed part-time in on campus jobs. This difference was statistically significant. (Table 20)
 - Respondents who were enrolled full-time with an assistantship were significantly more likely to indicate that they had received funding while working on their degree compared to other respondents (>99% of full-time respondents with an assistantship compared to 57% of full-time respondents without an assistantship and 54% of part-time respondents). (Table 21)
 - Of those with funding, 50% of full-time respondents without an assistantship indicated they received GSL/SLS loans. This percentage was significantly higher than the percentages of other enrollment groups (17% of full-time respondents with an assistantship compared to 10% of part-time respondents). (Table 21)
 - Part-time respondents who had received funding were significantly more likely than full-time respondents who had received funding to indicate that they had received funding from their employer (54% of part-time respondents compared to 2% of full-time respondents with an assistantship and 19% of full-time respondents without an assistantship). (Table 21)

TABLE 20
Employment by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
Employed *			
Yes	35.7	66.2	97.8
No	64.3	33.8	2.2
Of those employed, type of employment **			
Full-time Off Campus *	17.2	49.0	88.7
Part-time Off Campus *	64.9	45.9	11.3
Full-time On Campus	5.2	2.0	3.8
Part-time On Campus *	21.6	11.2	1.0

* Statistically significant differences exist between enrollment group percentages on this item. (p≤ .05).

** Respondents were asked to mark all that apply.

TABLE 21
Financial Assistance by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
Funding *			
Yes	99.7	57.1	53.8
No	0.3	42.9	46.2
Of those funded, type of funding **			
Teaching Assistantship *	36.4	0.0	0.9
Research Assistantship *	26.9	0.0	0.9
Other Assistantship *	62.0	0.0	2.7
GSL/SLS loan *	16.8	50.0	25.0
Funding from employer *	2.4	19.0	53.6
Other *	5.3	23.8	21.4

* Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

** Respondents were asked to mark all that apply.

- Part-time respondents were significantly more likely than full-time respondents to have begun taking classes before the year prior to completing the survey (78% of part-time respondents compared to 27% of full-time respondents with an assistantship and 42% of full-time respondents without). (Table 22)
- A significantly higher percentage of part-time respondents had indicated that they had taken a class via TV at an off-campus site (39% of part-time respondents compared to 1% of full-time respondents with an assistantship and 9% of full-time respondents without an assistantship). (Table 23)
- More than 99% of full-time respondents with an assistantship, 85% of full-time respondents without an assistantship, and 57% of part-time respondents indicated that they took classes on campus in Muncie. This difference was statistically significant. (Table 23)
- Twenty-four percent of part-time respondents, 14% of full-time respondents without an assistantship and 5% of full-time respondents with an assistantship indicated that they had taken a class with an instructor at an off-campus site. (Table 23)
- Part-time respondents were significantly more likely than full-time respondents to indicate that they had taken classes via the internet (54% of part-time respondents, compared to 9% of full-time respondents with an assistantship and 28% of full-time respondents without an assistantship). (Table 23)
- Full-time respondents were significantly more likely than part-time respondents to indicate that they took the majority of their classes on-campus in Muncie (99% of full-time with an assistantship and 83% of full-time without an assistantship compared to 43% of part-time). (Table 23)

TABLE 22
Year When Started Taking Classes by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
When did you first start taking courses at Ball State for this degree? *			
This year	26.7	24.8	1.2
Last year	46.1	32.9	20.6
Before last year	27.2	42.3	78.1

* Statistically significant differences exist between enrollment group percentages on this item (p≤ .05).

TABLE 23
Locations of Classes by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
Where did you take your classes? *			
On campus in Muncie **	99.7	84.7	57.0
Via the internet **	9.3	28.0	53.8
Via TV at an off-campus site **	1.1	8.7	39.4
With instructor at an off-campus site **	4.5	14.0	24.0
Where did you take the majority of your classes? **			
On campus in Muncie	99.2	83.2	43.0
Via the internet	0.5	10.1	22.2
Via TV at an off-campus site	0.0	5.4	23.0
With an instructor at an off-campus site	0.3	1.3	11.7

* Respondents were asked to mark all that apply.

** Statistically significant differences exist between enrollment group percentages on this item (p≤ .05).

- When asked about their plans for next year, part-time respondents were significantly more likely than full-time respondents to indicate their plans included returning to or continuing a prior job (71% of part-time compared to 10% of full-time with an assistantship and 26% of full-time without). (Table 24)
- Full-time respondents were significantly more likely to indicate their plans included starting a new job. (71% of full-time with assistantship and 61% of full-time without, compared to 25% of part-time). (Table 24)
- A significantly higher percentage of full-time respondents with an assistantship indicated that their plans for next year included continuing graduate study (21% of full-time with an assistantship and 13% of full-time without compared to 9% of part-time). (Table 24)

TABLE 24
Significant Differences in Plans for Next Year by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
What are your plans for next year? *			
Return to/continue prior job **	9.5	26.0	71.4
Start a new job **	71.6	61.3	24.9
Continue graduate study **	21.2	13.3	9.3
Other	6.1	8.7	7.1

* Respondents were asked to mark all that apply.

**Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

- Ninety-one percent of full-time respondents with an assistantship, 94% of full-time respondents without an assistantship, and 97% of part-time respondents indicated that their general attitude toward Ball State was very positive or positive. This difference was statistically significant. (Table 25)
- Fifty-three percent of part-time respondents, 43% of full-time respondents with an assistantship and 48% of full-time respondents without an assistantship rated their personal enrichment as excellent or good. This difference was statistically significant. (Table 26)
- Part-time respondents were significantly more likely than full-time respondents to indicate they would recommend Ball State to someone considering their major (81% of part-time respondents compared to 69% of full-time with an assistantship and 75% of full-time without). (Table 25)
- Part-time respondents were significantly more likely than full-time respondents to rate the quality of their graduate education as excellent or good (94% of part-time respondents compared to 87% of full-time respondents with an assistantship and 83% of full-time respondents without). (Table 26)
- A significantly higher percentage of part-time respondents rated their academic experiences as excellent or good (96% of part-time respondents compared to 90% of full-time with an assistantship and 91% without). (Table 26)
- Full-time respondents were significantly more likely to indicate that they had applied to four or more universities (14% of full-time with an assistantship and 11% of full-time without compared to 1% of part-time). (Table 27)

TABLE 25
Significant Differences in Overall Opinions by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
What is your general attitude toward Ball State? *			
Very positive	33.2	40.7	47.5
Positive	57.8	53.3	49.5
Negative	7.2	4.0	2.5
Very negative	1.9	2.0	0.5
Would you recommend Ball State to someone who wanted to major in your field? *			
Yes	69.1	75.3	81.2
No	21.3	13.3	13.6
Don't know	9.6	11.3	5.2

* Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

TABLE 26
Significant Differences in Overall Ratings by Enrollment Group

	Excellent	Good	Fair	Poor
	<i>Percentages</i>			
Your academic experiences *				
Full-time with an assistantship	42.8	47.3	8.5	1.3
Full-time without and assistantship	44.7	46.7	7.3	1.3
Part-time	52.8	43.2	3.2	0.7
Your personal enrichment *				
Full-time with an assistantship	42.7	42.4	10.7	4.3
Full-time without and assistantship	48.0	37.3	11.3	3.3
Part-time	53.1	36.5	9.1	1.2
Quality of your graduate education *				
Full-time with an assistantship	38.6	48.4	10.9	2.1
Full-time without and assistantship	44.0	38.7	14.7	2.7
Part-time	51.6	42.2	5.2	1.0

* Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

TABLE 27
Other University Applications by Enrollment Group*

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
0	47.5	55.1	77.8
1-3 other schools	38.7	33.5	21.3
4 or more other schools	13.8	11.4	1.0

* Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

- Part-time respondents were significantly more likely than full-time respondents to indicate that the availability of a specific program was a very important reason in their decision to attend Ball State (85% of part-time compared to 75% of full-time with an assistantship and 76% of full-time without). (Table 28)
- Fifty-nine percent of part-time respondents, 58% of full-time respondents without an assistantship, and 49% of full-time respondents with an assistantship indicated that the fact that Ball State has an outstanding program in their field was a very important reason in their decision to attend. This difference was statistically significant. (Table 28)
- A significantly greater percentage of part-time respondents indicated that location was a very important reason in their decision to attend Ball State (57% of part-time respondents compared to 34% of full-time with an assistantship and 45% of full-time without). (Table 28)
- Approximately 27% of full-time respondents with an assistantship, 22% of full-time respondents without an assistantship, and 28% of part-time respondents indicated that a very important reason in their decision to attend Ball State was a recommendation they received. This difference was statistically significant. (Table 28)
- One-fourth of full-time respondents with an assistantship, 26% of full-time respondents without an assistantship, and 39% of part-time respondents indicated that the reputation of Ball State was a very important reason in their decision to attend. This difference was statistically significant. (Table 28)
- Thirty-four percent of part-time respondents reported that technology resources were a very important reason for choosing Ball State. This percentage was significantly higher than the percentages of other enrollment groups (34% part-time respondents compared to 21% of full-time respondents with an assistantship and 26% of full-time respondents without an assistantship). (Table 28)

- Full-time respondents with an assistantship were significantly more likely than full-time respondents without an assistantship and part-time respondents to indicate that being personally recruited was a very important reason for attending Ball State (17% of full-time with an assistantship compared to 9% of full-time without and 5% of part-time). (Table 28)
- Part-time respondents were significantly more likely than full-time respondents to report that a very important reason for choosing Ball State was the availability of distance education (65% of part-time respondents compared to 3% of full-time respondents with an assistantship and 25% of full-time respondents without an assistantship). (Table 25)

TABLE 28
Significant Differences in Reasons for Choosing to Enroll in Graduate Studies at Ball State by Enrollment Group

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
<i>Percentages</i>			
I chose to enroll in graduate studies at Ball State because...			
I received an assistantship *			
Very important	81.3	8.8	2.5
Somewhat important	11.2	9.6	5.0
Not important	7.5	81.6	92.6
Of availability of a specific program *			
Very important	74.5	76.0	85.1
Somewhat important	20.1	17.8	12.1
Not important	5.4	6.2	2.7
Ball State has an outstanding program in my field *			
Very important	48.5	57.9	58.7
Somewhat important	40.7	32.4	34.3
Not important	10.8	9.7	7.0
Location*			
Very important	34.4	44.7	57.4
Somewhat important	33.3	24.8	17.2
Not important	32.2	30.5	25.4
it was recommended to me*			
Very important	26.8	22.4	28.1
Somewhat important	33.9	25.2	23.6
Not important	39.3	52.4	48.3

* Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

TABLE 28
Significant Differences in Reasons for Choosing to Enroll in Graduate Studies at Ball State
by Enrollment Group (cont.)

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
<i>Percentages</i>			
I chose to enroll in graduate studies at Ball State because...			
reputation of Ball State*			
Very important	25.1	25.9	38.9
Somewhat important	52.1	55.8	53.0
Not important	22.7	18.4	8.2
of the technology resources *			
Very important	21.0	26.1	34.1
Somewhat important	37.0	30.3	36.4
Not important	42.0	43.7	29.5
I was personally recruited *			
Very important	17.4	8.9	5.4
Somewhat important	21.3	19.3	11.9
Not important	61.3	71.9	82.7
of the availability of distance education *			
Very important	3.0	24.8	65.1
Somewhat important	10.0	20.6	12.2
Not important	87.0	54.6	22.6

* Statistically significant differences exist between enrollment group percentages on this item (p≤ .05).

- Full-time respondents were significantly more likely to indicate that they had used the Ball State Bookstore. Of those respondents that had used it, Part-time respondents were significantly more likely than full-time respondents to indicate that they were satisfied (84% of part-time respondents compared to 66% of full-time respondents with an assistantship and 68% of full-time without). (Table 29)
- Of those who used the Bursar's office, part-time respondents were significantly more likely to report they were satisfied with the service. (87% part-time respondents compared to 69% of full-time respondents with an assistantship and 79% of full-time respondents without). (Table 29)
- Full-time respondents were significantly more likely than full-time respondents to report that they had used the Career Center (42% of full-time with an assistantship and 39% of full-time without compared to 9% of part-time) or Counseling and Psychological Services (16% of full-time with an assistantship and 12% of full-time without compared to 4% of part-time). (Table 29)

- Full-time respondents were significantly more likely than part-time respondents to indicate that they had used Library Services. Of those who used Library Services, part-time respondents were significantly more likely than full-time respondents to report they were satisfied with the services. (93% of part-time respondents compared to 85% of full time respondents with an assistantship and 88% of full-time respondents without an assistantship). (Table 29)
- A significantly higher percentage of full-time respondents indicated that they had used the Office of Academic Research (33% of full time respondents with an assistantship and 20% of full-time respondents without compared to 8% of part-time respondents). (Table 29)
- Approximately 69% of full-time respondents with an assistantship and 52% of full-time respondents without an assistantship indicated that they had used Recreational Facilities compared to 11% of part-time respondents reported the same. (Table 29)
- Of those who had used the Registration Procedure, 89% of part-time respondents, 84% of full-time respondents without an assistantship, and 75% of full-time respondents with an assistantship indicated that they were satisfied with the service. This difference was statistically significant. (Table 29)
- Full-time respondents were significantly more likely than part-time respondents to report that they had used University Computing Services. Of those who had used the service, part-time respondents and full-time respondents without an assistantship were significantly more likely to indicate that they were satisfied (88% of part-time and 83% of full-time without compared to 78% of full-time with an assistantship). (Table 29)
- A significantly higher percentage of full-time respondents without an assistantship and part-time respondents who had used the University Web Site indicated that they were satisfied with the service (91% of full-time without and 90% of part-time compared to 81% of full-time with an assistantship). (Table 29)
- Part-time respondents and fulltime respondents without an assistantship who had used these services were significantly more likely than full time respondents with an assistantship to indicate that they were satisfied with the Graduation Office (89% of part-time and 87% of full-time without compared to 78% of full-time with an assistantship), or the Graduate School Web Site (90% of part time and 88% of full-time without compared to 78% of full-time with an assistantship). (Table 29)
- Ninety-three percent of part-time respondents, 90% of full-time respondents without an assistantship, and 82% of full-time respondents with an assistantship who had used the Office of Graduate Admissions indicated that they were satisfied. (Table 29)

TABLE 29
Significant Differences in Use and Satisfaction with Services by Enrollment Group

	Used the Service	Was Satisfied *
	<i>Percentages</i>	
University Services		
Ball State Bookstore	**	**
Full-time with an assistantship	87.8	65.6
Full-time without an assistantship	84.5	68.0
Part-time	71.7	84.2
Bursar's Office		**
Full-time with an assistantship	94.1	69.2
Full-time without an assistantship	95.3	78.7
Part-time	91.6	87.1
Career Center	**	
Full-time with an assistantship	42.4	66.0
Full-time without an assistantship	39.2	65.5
Part-time	9.1	73.0
Counseling and Psychological Services	**	
Full-time with an assistantship	16.2	78.7
Fulltime without an assistantship	12.2	66.7
Part-time	4.2	64.7
Library Services	**	**
Full-time with an assistantship	98.1	84.6
Full-time without an assistantship	92.6	88.3
Part-time	72.9	93.2
Office of Academic Research (Grant Support)	**	
Full-time with an assistantship	33.4	71.4
Full-time without an assistantship	20.3	70.0
Part-time	7.9	87.5
Recreational Facilities	**	
Full-time with an assistantship	68.7	80.3
Full-time without an assistantship	52.0	84.4
Part-time	10.9	86.4
Registration Procedure		**
Full-time with an assistantship	96.8	75.3
Full-time without an assistantship	94.6	83.6
Part-time	95.3	88.9

* Of those who used the service, percentages of respondents who were satisfied with the service.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item (p≤ .05).

TABLE 29
Significant Differences in Use and Satisfaction with Services by Enrollment Group (cont.)

	Used the Service	Was Satisfied *
	<i>Percentages</i>	
University Services (cont'd)		
University Computing Services	**	**
Full-time with an assistantship	89.1	78.2
Full-time without an assistantship	85.1	83.3
Part-time	57.4	87.6
University Web Site		
		**
Full-time with an assistantship	98.9	81.4
Full-time without an assistantship	98.0	91.0
Part-time	98.0	89.5
Graduate School Services		
The Graduation Office		
		**
Full-time with an assistantship	79.6	78.0
Fulltime without an assistantship	73.0	87.0
Part-time	80.7	89.3
The Graduate School Web Site		
		**
Full-time with an assistantship	90.6	77.9
Fulltime without an assistantship	86.5	87.5
Part-time	90.8	89.6
The Office of Graduate Admissions		
		**
Full-time with an assistantship	84.1	81.7
Fulltime without an assistantship	81.6	90.0
Part-time	87.1	92.9

* Of those who used the service, percentages of respondents who were satisfied with the service.

** Statistically significant differences exist between 2003-2004 and 2004-2005 percentages on this item ($p \leq .05$).

- Eighty-eight percent of part-time respondents, 83% of full-time respondents without an assistantship, and 79% of full-time respondents with an assistantship rated the academic ability of graduate students in their academic program as excellent or good. This difference was statistically significant. (Table 30)
- Part-time respondents were significantly more likely than full-time respondents to rate the availability of courses needed for graduation as excellent or good (91% of part-time compared to 84% of fulltime with or without an assistantship). (Table 30)
- A significantly higher percentage of part-time respondents rated their career preparation as excellent or good (85% of part-time compared to 78% of full-time with an assistantship and 72% of full-time without). (Table 30)

- Full-time respondents with an assistantship were significantly more likely to rate the opportunities for teaching as excellent or good (55% of full-time with an assistantship compared to 44% of full-time without and 46% of part-time). (Table 30)
- Part-time respondents were significantly more likely to rate the professional expertise of faculty as excellent or good (96% of part-time compared to 87% of full-time with or without an assistantship). (Table 30)
- Seventy-six percent of full-time respondents with an assistantship, 82% of full-time respondents without an assistantship, and 85% of part-time respondents rated the quality of computer facilities as excellent or good. This difference was statistically significant. (Table 30)
- Part-time respondents were significantly more likely than full-time respondents to rate the quality of library holdings for their department as excellent or good (87% of part-time compared to 75% of full-time with an assistantship and 81% of full-time without). (Table 30)
- A significantly higher percentage of part-time respondents rated the quality of teaching in their department as excellent or good (76% of part-time compared to 67% of full-time respondents with or without an assistantship). (Table 30)
- Ninety-five percent of part-time respondents, 85% of full-time respondents with an assistantship, and 89% of full-time respondents without an assistantship rated the courses they have taken as excellent or good. This difference was statistically significant. (Table 30)

TABLE 30
Significant Differences in Opportunities and Experiences in Respondents' Departments by Enrollment Group*

	Full-time With An Assistantship	Full-time Without An Assistantship	Part-time
	<i>Percentages</i>		
Academic ability of graduate students**	79.3	82.3	87.7
Availability of courses needed for graduation**	84.4	83.9	90.6
Career preparation**	77.5	72.0	84.5
Opportunities for teaching*	54.7	43.9	46.3
Professional expertise of faculty**	87.0	87.2	95.6
Quality of computer facilities**	75.8	81.7	84.7
Quality of library holdings**	75.0	81.1	86.6
Quality of teaching**	67.0	67.0	76.2
The courses you have taken**	85.4	88.6	94.6

* Of those rating as excellent or good

**Statistically significant differences exist between enrollment group percentages on this item ($p \leq .05$).

SUMMARY AND CONCLUSIONS

Overall, respondents to the 2003-2004 and 2004-2005 Graduate Student Exit Surveys had positive opinions about the University, their department, and their experiences. In both years, at least 93% reported that their general attitude toward Ball State was very positive or positive. A significantly higher percentage of respondents in 2004-2005 indicated that they would recommend Ball State to someone who wanted to major in their field.

More than nine out of ten respondents in 2003-2004 and 2004-2005 rated their academic experiences as excellent or good. In both years, at least 88% of respondents rated the quality of their graduate education as either excellent or good.

The majority of respondents, in both years, indicated they were satisfied with the University services they had used. Specifically, about 82% of those who had used the Registration Procedure were satisfied. Of those who used the Bursar's Office, 77% in 2003-2004 and 81% in 2004-2005 were satisfied. At least 83% of respondents who had used the Office of Graduate Admissions or the Graduation Office were satisfied. In 2004-2005, respondents were more likely than respondents in 2003-2004 to indicate they had used the Graduation Office.

At least 85% of respondents, in both years, rated their opportunities for interactions with classmates or opportunities for interactions with faculty as either excellent or good. More than 90% of respondents, in both years, indicated that the professional expertise of faculty was excellent or good.

At least 93% of respondents in both years strongly agreed or agreed that as a result of their graduate program, they had extended their knowledge about their discipline, become committed to the professional and ethical standards of their discipline, become able to communicate effectively in ways appropriate for their discipline; and learned to analyze, synthesize, and apply knowledge in their discipline.

In 2003-2005, full-time respondents with an assistantship, full-time respondents without an assistantship, and part-time respondents were significantly different in a number of demographic characteristics including age, citizenship status, employment status, residence, and year when they started taking classes. Part-time respondents were significantly more likely than full-time respondents to report that they took classes at either off-campus locations, via television, or via the internet. Full-time respondents were significantly more like than part-time respondents to indicate that they had used several Ball State services including the Career Center, Counseling and Psychological Services, Library Services, the Office of Academic Research, Recreational Facilities, and Computing Services.