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ABSTRACT

Graduate student characteristics and their program satisfaction at Miami University in 1972 are analyzed. Biographical characteristics of applicants were obtained from a sample of 96 applications. To answer questions concerning degree of satisfaction in their academic programs, a total of 131 questionnaires were sent to all students who had completed at least one year of graduate study while holding an assistantship or teaching fellowship. Results indicated: (1) two-thirds of the applicants to the Graduate School are residents of Ohio, while four-fifths are from the mid-west; (2) nearly one-third of the applicants are graduates of Miami with an additional 13% from universities in Ohio; (3) males have a slight edge in number of applicants over females, 54 to 46%; (4) grade-point average centers, around 2.90 with range from 2.00 to 3.90; and (5) the vast majority of graduate students are satisfied with their academic programs, and their personal relationships with faculty and fellow students. The appendix includes the graduate applicant questionnaire. (MJM)

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Graduate Student Characteristics and Their Program Satisfaction at Miami University

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This paper analyzes two broad aspects of graduate education at Miami University in 1972. The first deals with the nature of the students seeking graduate study. Specifically the following questions will be answered: What are their geographical origins? Where did they earn their undergraduate degree? What is their intended area of graduate study? Their grade point averages? The percentage of male and female applicants? What percentage will attend? How many applied for and how many received financial aid? How many will attend? What are the sources of information that lead to their formal application?

The second aspect of this study focuses on the degree of student satisfaction obtained in educational programs, their judgments about the quality of career and personal advice received from the faculty, and the kind of faculty model they identified with.

Methodology

The method used to describe biographical characteristics of applicants was to select a sample of 96 applications from the file on hand in late March 1972, by taking four applications from each letter of the alphabet except Q and X where there were no applications. The four applications within each letter represented a point equal to one fourth of the total number of applications within that letter. To answer questions related to motivation to apply for

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admission, financial aid, and the actual decision to attend, a ten-item questionnaire was sent to the sample. After two follow-up letters, 80 questionnaires were returned, an 83 percent return.

To answer questions concerning the degree of satisfaction in their academic programs, the helpfulness of the faculty in giving career and personal advice, and the perception of models of identification, all students who had completed at least one year of graduate study while holding an assistantship or teaching fellowship, a total of 131, were sent a questionnaire (see Appendix B). The number of students by academic division is as follows: 104 in Arts and Science, 18 in Education, 2 in Business Administration, 5 in Fine Arts, and 2 in Applied Science. After a follow-up letter, 80 questionnaires were returned, equalling a 61 percent return.

Results

Table 1 presents data that shows the largest number of applicants, 69.7 percent, are residents of Ohio. When the data is grouped in geographical patterns, students from the Mid-West account for 79 percent of the total applicants. Only 10 percent of the applicants are from states other than the Mid-West, with one applicant from a foreign country.

Table 1

Geographical Origins of Graduate Applicants

<u>Home State</u>	<u>N</u>	<u>%</u>
Ohio	67	69.7
Pennsylvania	4	4.1
New York	3	3.1
Indiana	3	3.1
Kentucky	2	2.0

Ten other states and one foreign country contributed one applicant each.

Nearly one third of the applicants hold the baccalaureate degree from Miami with an additional 13 percent from other universities in Ohio. Hanover, Indiana State, and Western Kentucky each contribute 2 percent of the applicants. Forty-five other colleges and universities had one applicant each. This data is found in Table 2.

Table 2

Origin of Undergraduate Degree

<u>Institution</u>	<u>N</u>	<u>%</u>
Miami	31	32
Ohio University	5	5.2
Ohio State	4	4.1
Hanover	3	3.1
Dayton	2	2.0
Indiana State	2	2.0
Bowling Green	2	2.0
Western Kentucky	2	2.0

Forty-five other colleges and universities contributed one applicant.

Table 3 presents the percentages of students and their intended field of graduate study. Almost one-third, 30.2 percent, are interested in Professional Education followed by 20.8 percent interested in Physical Science. A large group

of graduate applicants, a total of 22.8 percent, are non degree applicants; 14.5 percent at the post baccalaureate level and 8.3 percent post master's degree level. These students have no clear degree objective at the time of application, but plan to enroll in graduate courses for self fulfillment, to satisfy degree program deficiencies, or to meet state education requirements for various certificates. Three broad areas, Humanities Business Administration, and Social Sciences, account for 21.9 percent of the applicants each, while Fine Arts accounts for 3.1 percent.

Table 3

Intended Area of Graduate Study

<u>Field</u>	<u>N</u>	<u>%</u>
Education	29	30.5
Natural Science	20	21.5
Non degree beyond Bachelors	14	14.6
Humanities	8	8.4
Non degree beyond Master's	8	8.4
Business	7	7.3
Social Science	6	6.2
Fine Arts	3	3.1

The percentage of male and female applicants are shown in Table 4.

Table 4

Percentage of Applicants by Sex

	<u>N</u>	<u>%</u>
Male	52	54.1
Female	44	45.9

The range of grade point averages is from 2.00 to 3.90 with the median 2.90. The top 25 percent of applicants includes grade point averages from 3.1 to 3.9, while the lowest quartile of applicants includes grade point averages from 2.6 to 2.9. The interquartile range includes grade point averages from 2.6 to 3.1. Table 5 presents this data.

Table 5

Grade Point Averages	
Q 3	3.1
Mdn.	2.9
Q 1	2.6

Data found in Tables 6 through 9 are based on returns of the questionnaire.

Table 6

Percentage of Attendance		
	<u>N</u>	<u>%</u>
Will attend	28	35
Will not attend	52	65

Only 35 percent of the respondents to the questionnaire will attend the Graduate School. This data is presented in Table 6. Perhaps this percentage is a reflection of financial need and the number of financial awards given.

Tables 7 through 9 present data on the percentage of students applying for financial aid, (Table 7), the percentage receiving and accepting aid (Table 8), and the percentage of students attending with and without financial aid (Table 9).

Table 7

Percentage of Respondents Applying for Financial Aid

	<u>N</u>	<u>%</u>
Applied	39	48.7
Did not apply	41	51.3

Table 8

Percentage of Respondents Applying For and Receiving Financial Aid

Applied	39	48.7
Offered Aid	23	56.4
Denied Aid	17	43.5
Declined Aid	9	39.1 (included in group that were offered aid)

Table 9

Percentage of Respondents Who Will Attend

	<u>N</u>	<u>%</u>
With financial aid	14	50
Without financial aid	14	50

Only one of seventeen respondents who was denied financial aid will attend the Graduate School and she has taken a full time teaching position and will attend part time. Of the 14 respondents who are attending without financial aid, only one applied for financial aid. Nine of the 14 (or 64 percent) are Professional Education majors, three (or 21 percent) are Business Administration majors and two (or 15 percent) are Zoology majors.

The conclusion to be drawn from the data in Tables 7 through 9 is that the Graduate School is attracting and enrolling two large and unique groups of students. The first group hold assistantships and enroll in large part because of the support they receive. The second group are part time students, and never considered themselves as full time students as shown by the fact that only one of the respondents applied for financial aid. This second group is composed mostly of teachers.

How do students learn about the Graduate School? Table 10 presents data that shows three meaningful sources of information help influence students to apply while a fourth area, almost as large as the other three, can be described as a "mixed bag". Students learn about Miami and apply to the graduate school because of a friend, a professor at their college, from a Miami publication, or from a variety of sources such as students general knowledge, the school's reputation, relatives, or national publications.

Table 10

Sources of Graduate School Information

<u>Source</u>	<u>N</u>	<u>%</u>
Friend	20	25
Professor	20	25
Dean	0	0
Other administrator	1	0.012
Miami publication	16	20
Miami alumnus	5	0.062
Other*	18	22.5

* reputation, general knowledge, fellow teachers, national publication, former Miami student, and relative.

Table 11

Size of Sample and Percentage of Questionnaires
Return by Academic Division

	A & S	Educ.	Bus.	F. A.	Ap. Sc.	Total
N	104	18	2	5	2	131
N returned	61	13	2	3	1	80
%	58.6	72.2	100	60	50	61

Table 11 presents data showing the size of the group studied relative to program satisfaction and the percentage of responses for each academic division of the University. The 61 percent return for the total group is an adequate response for this type study. Because of the small number of second year students available to question in Business Administration, Fine Arts, and Applied Science, their data are not analyzed separately. Responses from students in Arts and Science and Education are analyzed separately.

In Table 12 are the judgments of students in the College of Arts and Science relative to their satisfaction with their academic program experiences. On 11 of the 15 questions, the percentage of "Thoroughly Satisfied" exceeds the percentage "Very Dissatisfied." The four questions which received higher ratings of "Very Dissatisfied" than "Thoroughly Satisfied" are related to gaining knowledge in a minor field, gaining knowledge in a broad field, knowledge in public affairs, and developing a satisfying philosophy of life. On 13 of 15 questions, the responses of "Very Satisfied" exceed the responses "Somewhat Dissatisfied." The two areas judged as "Somewhat Dissatisfied" are related to gaining knowledge in a broad and gaining greater understanding about public affairs.

Arts & Science Students Attitudes Toward Academic Program

	Thoroughly Satisfied	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
2. Attained thorough knowledge and understanding of my graduate <u>major</u> field.	13.1	50.8	26.2	8.2	1.6
3. Attained thorough knowledge and understanding in a <u>minor</u> graduate field.	4.9	21.3	34.4	19.7	19.7
4. Achieved knowledge and understanding in a <u>broad</u> field (e.g. social science, physical science, humanities, biological science).	11.5	16.4	34.4	19.7	18.1
5. Developed ability to do research or produce artistic creations.	24.6	24.6	27.9	16.4	6.5
6. Developed skills that can be used in teaching others.	19.7	34.4	36.1	6.6	3.2
7. Learned to use a wide variety of library resources.	23.0	23.0	34.4	9.8	9.8
8. Read a variety of journals in my graduate major field.	29.9	31.1	24.6	11.5	3.2
9. Learned to critically evaluate conflicting theories in my graduate major field (appraise the professional contribution of others).	23.0	27.9	37.7	8.2	3.3
10. Developed skills of organizing and presenting ideas to others who are competent in my field.	13.1	44.3	31.1	8.2	3.2
11. Learned about the code of ethics of my discipline or profession.	18.0	27.9	32.8	11.5	9.9
12. Had experiences that lead to improved self reliance and self confidence	19.7	36.1	21.3	13.1	9.8
13. Improved in my ability to work with others in a professional endeavor.	8.2	41.0	27.9	16.4	6.6
14. Gained greater knowledge and understanding about public affairs.	13.1	11.5	32.8	14.8	27.9
15. Developed a satisfying philosophy of life.	14.8	18.0	34.4	11.5	21.3
How satisfied were you with your total graduate school experience at Miami.	14.8	37.7	26.2	14.8	6.6

The rank order of the first eight academic experiences rated "Thoroughly Satisfied" are:

1.	Reading a variety of journals	29.9 %
2.	Developed research skills	24.6 %
3.	Using a variety of library resources	23 %
4.	Critically evaluating theories	23 %
5.	Improved self confidence and self reliance	19.7 %
6.	Developed teaching skills	19.7 %
7.	Learned a code of ethics	18 %
8.	Developed a philosophy of life	14.8 %

The rank order of the first eight educational experiences rated "Very Dissatisfied" are:

1.	Gained knowledge about public affairs	27.9 %
2.	Developed a satisfying philosophy of life	21.3 %
3.	Attained knowledge in minor field	19.7 %
4.	Attained knowledge in broad field	18.1 %
5.	Learned a code of ethics	9.9 %
6.	Improved in self reliance and confidence	9.8 %
7.	Used a variety of library resources	9.8 %
8.	Improved ability to work with others	6.6 %

Item 16 in Table 12 summarizes the degree of satisfaction of Arts & Science students with their total graduate school experiences. Twice as many responses are in the satisfied categories than in the dissatisfied categories.

Table 13 presents data on Arts and Science graduate student attitudes toward the inter-personal dimensions of their graduate education. The first five inter-personal experiences judged to be "Very Helpful" are:

Stimulating teachers in graduate major	52.5 %	
Conducting own research	52.4 %	
Feeling of belonging to department	47.6 %	
Meaningful personal relationship with faculty	42.6 %	
Current well organized courses	31.1 %	
Academic advice	31.1 %	(tied for fifth place)

The first five inter-personal experiences judged to be "Not Helpful" are:

Career planning advice	23 %
Personal advice	21.3 %
Current well organized courses	16.4 %
Academic advice	13.1 %
Meaningful relationships with faculty	13.1 %

Table 14 presents the model identification of students in Arts and Science. The majority, 37.1% identified with the Teacher-Researcher, 27.9% with the Teacher model, 11.5% with the Researcher, while 13.1% said they found no good model.

Data found in Tables 12, 13, and 14 indicate that over-all, Arts and Science students rate their graduate school experiences as much more satisfying than dissatisfying. Areas of concern involve personal and career advice and career planning.

Table 13

Arts & Science Students Attitudes Toward Advising and Personal Relationships

	Very Helpful	Helpful	Not Helpful	Did Not Have
17. Stimulating teachers in graduate major.	52.5	34.4	9.8	3.3
18. Current, well organized graduate courses.	31.1	50.8	16.4	1.6
19. Academic advice that helped me achieve my goals.	31.1	47.5	13.1	8.2
20. Personal advice that added meaning to my life.	19.6	26.2	21.3	32.8
21. Career planning advice that was realistic and helpful.	22.9	36.1	23	18
22. Meaningful personal relationships with the faculty.	42.6	29.5	13.1	14.8
23. Feeling of belonging in the department.	47.6	32.8	9.8	9.8
24. Teaching or working with a professor on a course as part of my assistantship.	29.5	29.5	9.8	31.1
25. Assisting faculty with their research.	19.6	27.9	8.2	44.3
26. Conducting my own research.	52.4	26.2	4.9	16.4

Table 14

Arts & Science Students Attitudes Toward Model Identification

	Teacher	Researcher	Consultant	Student Adviser	Administrator	Teacher- Researcher	No good model
27. If, as a graduate student, you identified with any faculty models, identify the primary occupational identification using the code below:	27.9	11.5	1.6	4.9	3.3	37.1	13.1

Table 15 presents data showing the degree of satisfaction expressed by students in the School of Education with their academic programs. In 14 of 15 program areas, the percentage of responses in the category "Thoroughly Satisfied" exceeds the percentage response in the category "Very Dissatisfied." In all but three academic areas, where the percentages are equal, the percentage responses for the "Very Satisfied" category exceeds the category, "Somewhat Dissatisfied." The 3 tied areas are: use of a variety of library resources, developing a code of ethics, and gaining knowledge about public affairs.

The rank order of the first 8 academic experiences rated "Thoroughly Satisfied" are:

1.	Developed teaching skills	38.5%
2.	Learned to use wide variety of library resources	30.8%
3.	Experiences that improved self reliance and self confidence	30.8%
4.	Attained knowledge in a minor field	23.1%
5.	Read a variety of journals	23.1%
6.	Learned to evaluate theories	23.1%
7.	Improved in ability to work with others	23.1%
8.	Developed satisfying philosophy of life	23.1%

The rank order of the first 8 academic experiences rated "Very Dissatisfied" are:

1.	Learned a code of ethics	20 %
2.	Developed a satisfying philosophy of life	15.4%
3.	Attained knowledge in a minor field	15.4%
4.	Achieved understanding in both major and minor field	7.7%

Education Students Attitudes Toward Academic Program

	Thoroughly Satisfied	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
2. Attained thorough knowledge and understanding of my graduate <u>major</u> field.	15.4	38.5	38.5	7.7	0
3. Attained thorough knowledge and understanding in a <u>minor</u> graduate field.	23.1	15.4	38.5	7.7	15.4
4. Achieved knowledge and understanding in a <u>broad</u> field (e.g. social science, physical science, humanities, biological science).	15.4	23.1	38.5	15.4	7.7
5. Developed ability to do research or produce artistic creations.	15.4	38.5	46.2	0	0
6. Developed skills that can be used in teaching others.	38.5	23.1	30.8	0	7.7
7. Learned to use a wide variety of library resources.	30.8	15.4	38.5	15.4	0
8. Read a variety of journals in my graduate major field.	23.1	30.8	38.5	7.7	0
9. Learned to critically evaluate conflicting theories in my graduate major field (appraise the professional contribution of others).	23.1	23.1	46.2	7.7	0
10. Developed skills of organizing and presenting ideas to others who are competent in my field.	15.4	15.4	61.5	7.7	0
11. Learned about the code of ethics of my discipline or profession.	14.3	20.8	12.5	20.0	20
12. Had experiences that lead to improved self reliance and self confidence	30.8	30.8	30.8	0	7.7
13. Improved in my ability to work with others in a professional endeavor.	23.1	23.1	46.2	7.7	0
14. Gained greater knowledge and understanding about public affairs.	15.4	23.1	30.8	23.1	7.7
15. Developed a satisfying philosophy of life.	23.1	15.4	38.5	7.7	15.4
How satisfied were you with your total graduate school experience at Miami.	30.8	23.1	46.2	0	0

5.	Developed skills to teach others	7.7%
6.	Developed self confidence and self reliance	7.7%
7.	Gained knowledge of public affairs	7.7%
8.	Learned to evaluate theories and read journals	7.7%

Item 16 in Table 15 shows the exceptionally high level of satisfaction students express toward their academic experiences in the School of Education. No dissatisfied responses are expressed by these respondents with their graduate experience. 30.8 percent are thoroughly satisfied.

Table 16 presents data on the interpersonal aspects of graduate education as judged by students in the School of Education. The 5 "Most Helpful" interpersonal experiences as judged by students are:

1.	Feeling of belonging in department	61.5%
2.	Meaningful relationship with faculty	53.8%
3.	Working with a professor on a course	53.8%
4.	Conducting own research	53.8%
5.	Stimulating teachers in graduate major	38.5%

The first 5 interpersonal experiences judged to be "Not Helpful" are:

1.	Personal advice	30.8%
2.	Career planning and advice	30.8%
3.	Academic advice	23.1%
4.	Meaningful relationship with faculty	23.1%
5.	Assisting faculty in research	23.1%

Table 17 presents the model identification of students in the School of Education. 46.2% identify with the teacher model, 23% with the Teacher-Researcher,

Table 16

16.

Education Students Attitude Toward Advising and Personal Relationships

	Very Helpful	Helpful	Not Helpful	Did Not Have
17. Stimulating teachers in graduate major.	38.5	61.5	0	0
18. Current, well organized graduate courses.	15.4	69.2	0	15.4
19. Academic advice that helped me achieve my goals.	15.4	53.8	23.1	7.7
20. Personal advice that added meaning to my life.	7.7	30.8	30.8	30.8
21. Career planning advice that was realistic and helpful.	15.4	30.8	30.8	23.1
22. Meaningful personal relationships with the faculty.	53.8	23.1	23.1	0
23. Feeling of belonging in the department.	61.5	23.1	15.4	0
24. Teaching or working with a professor on a course as part of my assistantship.	53.8	7.7	7.7	30.8
25. Assisting faculty with their research.	30.8	23.1	23.1	23.1
26. Conducting my own research.	53.8	23.1	7.7	15.4

Table 17

Education Students Attitudes Toward Model Identification

	Teacher	Researcher	Consultant	Student Adviser	Administrator	Teacher- Researcher	No good model
27. If, as a graduate student, you identified with any faculty models, identify the primary occupational identification using the code below:	46.2	0	0	7.7	23.1	23.1	0

23.1% Administrator, 7.7% with Student Advisor. No students identified with the "Researcher model and none reported they found no good model.

Tables 18, 19, and 20 present data based on responses from all graduate students who answered the questionnaire. The data is presented to give the total range of student attitudes concerning program satisfaction, advising and personal relationships and model identification and is intended to provide a broad background for understanding student opinion.

Discussion

A sizeable majority, over two-thirds of the applicants to the Graduate School, are residents of Ohio. When the applicants are grouped in terms of geographic region, four-fifths are from the midwest specifically states that border Ohio. Miami's Graduate School in 1972 is attracting applicants from Ohio with a few from nearby states.

Nearly one-third of the applicants were undergraduates at Miami. When the applicants from the state of Ohio are combined with Miami graduates, the total number of applicants from colleges and universities in Ohio increases to 45.3 percent.

The largest percentage of applicants, 30.2 percent are interested in Professional Education programs, while two other large groups, Non Degree beyond Bachelors and Non Degree beyond Masters, account for an additional 23 percent of the applicants. Most, if not all, of the non degree students are educators seeking enrichment in professional courses. When combined, education non degree students account for over one half the Graduate School applicants.

Table 18

Total Graduate Students Attitudes Toward
Academic Program

	Thoroughly Satisfied	Very Satisfied	Satisfied	Somewhat Dissatisfied	Very Dissatisfied
2. Attained thorough knowledge and understanding of my graduate <u>major</u> field.	12.5	48.8	27.5	10	1.3
3. Attained thorough knowledge and understanding in a <u>minor</u> graduate field.	7.5	20	33.8	20	18.8
4. Achieved knowledge and understanding in a <u>broad</u> field (e.g. social science, physical science, humanities, biological science).	11.3	18.8	35	18.8	16.2
5. Developed ability to do research or produce artistic creations.	21.3	27.5	31.3	15	5.1
6. Developed skills that can be used in teaching others.	23.8	31.3	33	6.3	3.8
7. Learned to use a wide variety of library resources.	23.8	25	33.8	10	9.6
8. Read a variety of journals in my graduate major field.	26.3	33.8	25.0	11.3	3.8
9. Learned to critically evaluate conflicting theories in my graduate major field (appraise the professional contribution of others).	21.3	30	36.3	10	2.5
10. Developed skills of organizing and presenting ideas to others who are competent in my field.	12.5	41.3	36.3	7.5	2.6
11. Learned about the code of ethics of my discipline or profession.	17.5	30	30	12.5	10.1
12. Had experiences that lead to improved self reliance and self confidence	22.5	35	22.5	10	10.8
13. Improved in my ability to work with others in a professional endeavor.	12.5	35	31.3	15	6.3
14. Gained greater knowledge and understanding about public affairs.	12.5	13.8	32.5	17.5	23.8
15. Developed a satisfying philosophy of life.	15	21.3	32.5	11.3	20.3
How satisfied were you with your total graduate school experience at Miami.	16.3	35	30	13.8	5

Table 19

19.

Total Graduate School Students Attitude
Toward Advising and Personal Relationships

	Very Helpful	Helpful	Not Helpful	Did Not Have
17. Stimulating teachers in graduate major.	48.8	38.8	8.8	3.8
18. Current, well organized graduate courses.	27.6	53.8	13.8	5
19. Academic advice that helped me achieve my goals.	28.3	47.5	13.8	10
20. Personal advice that added meaning to my life.	16.3	26.3	22.5	35
21. Career planning advice that was realistic and helpful.	20.1	33.8	25	21.3
22. Meaningful personal relationships with the faculty.	43.8	28.8	15	12.5
23. Feeling of belonging in the department.	48.5	28.8	13.8	8.8
24. Teaching or working with a professor on a course as part of my assistantship.	35	25	10	30
25. Assisting faculty with their research.	20.1	25	11.3	43.8
26. Conducting my own research.	50.1	27.5	5	17.5

Table 20

Total Graduate School Students Attitude
Toward Model Identification

	Teacher	Researcher	Consultant	Student Adviser	Administrator	Teacher- Researcher	No good model
27. If, as a graduate student, you identified with any faculty models, identify the primary occupational identification using the code below:	33.8	8.8	2.5	5	6.3	32.5	11.3

The largest percentage of applicants outside the field of professional education is in the natural sciences, where 21.5 percent of the sample show an interest. Other broad academic areas in the College of Arts and Science such as Humanities and Social Science account for 8.4 and 6.2 percent respectively. The combination of Arts and Science applicants account for approximately 35 percent. Business Administration and Fine Arts account for approximately 11 percent of the applicants.

The number of male and female applicants are separated by a 10 percent difference in favor of more male applicants.

The grade point averages for applicants are much higher than the current average required by the Graduate School for Regular Standing. The median average for the sample of applicants is 2.90 while the Graduate School requirement is 2.50: 25 percent of the applicants have grade point averages above 3.10 while an equal number have averages below 2.60.

35 percent of the applicants will attend the Graduate School and half of the group will attend with financial aid. It is interesting to note that of the group attending without financial aid, only one person applied for aid. This fact illustrates the nature of the two types of students that apply and attend the Graduate School, full-time students with financial aid from the university and part time students who are usually full time public school teachers.

The greatest sources of information about the Graduate School are personal interaction between the potential graduate student and his friends and professors. 20 percent of the applicants mentioned a Miami publication as a source of information with a variety of other sources involving people and media counting for remaining 22.5 percent of the applicants.

For all graduate students the academic experience that ranked highest in terms of the "Thoroughly Satisfactory" category is: "reading a variety of journals in the major field." The experience that ranked highest in terms of the "Very Dissatisfied" category is "gained greater knowledge and understanding about public affairs." Only 5 percent of the students questioned reported themselves as "Very Dissatisfied" with their total graduate school experience, while 16 percent were "Thoroughly Satisfied". Close to one half (48 percent) of the students reported they found stimulating teachers, a feeling of belonging, and 43 percent reported a meaningful personal relationship with faculty as "Very Helpful." The two greatest areas that were judged "Not Helpful" were related to personal advice and career planning.

When comparing attitudes of the different groups of students, students in the School of Education report higher percentages of satisfaction and lower percentages of dissatisfaction with their academic programs than students in the College of Arts and Science. 30.8 percent of the Education students are "Thoroughly Satisfied" while 14.8 percent of the Arts and Science students feel that way. In terms of the "Very Dissatisfied" category, 6.6 percent of the Arts and Science students feel this way, while no Education students report this attitude. In terms of identification the highest percentage of Arts and Science students, 37.7 percent, identify with the Teacher-Researcher model, 27.9 percent with the Teacher model, and 11.5 percent Researcher. By contrast 46.2 of the Education students identify with the Teacher, 23.1 percent with the Teacher-Researcher, and none with the Researcher.

Summary

Over two-thirds of the applicants to the Graduate School are residents of Ohio, while four-fifths of the applicants are from the midwest, specifically states that border Ohio. Nearly one-third of the applicants are graduates of Miami, with an additional 13 percent from universities in Ohio. Professional Education, Non Degree and the Physical Sciences account for nearly three-fourths of the intended majors with the remaining one-fourth distributed among Humanities, Business, Social Science, and Fine Arts in that order. Males have a slight edge in number of applicants over females, 54 to 46 percent. Grade point average center around 2.90 with range from 2.00 to 3.90. Slightly over one third of the respondents to our questionnaire will attend the Graduate School and of this group half will receive financial aid and half will not. Nearly three fourths learned about the Graduate School from a friend, a professor at their college, or from a Miami publication.

The vast majority of graduate students are satisfied with their academic programs, and their personal relationships with faculty and fellow students. Dissatisfaction centers on not gaining more knowledge and understanding about public affairs and not developing a satisfying philosophy of life. Students want more and better academic advice, and career information. The typical graduate student at Miami identifies with either the Teacher or Teacher-Researcher model.

Appendix A

GRADUATE APPLICANT QUESTIONNAIRE

1. Name _____
(Last) (First) (Middle)
2. Intended graduate major _____
3. I ___ will ___ will not attend Miami University Graduate School in September 1972.
4. I ___ did ___ did not apply for financial aid from Miami University.
5. I ___ was ___ was not given financial aid from Miami University.
6. I am attending an institution other than Miami because _____

7. Name of institution where you will pursue graduate study _____
8. I first learned about Miami's Graduate program from:
___ a friend ___ professor at my college ___ dean of my college ___ other admini-
stator at my college
___ Miami publication ___ Miami Alumnus ___ Other (specify) _____

9. Other comments you would like to make about application, admission, financial awards or graduate programs at Miami. (Use extra sheet if necessary) _____

10. What factors (information, events, persons (use titles), influenced you to apply to Miami?

Appendix B

Characteristics of Your Graduate School Experience

On the attached answer sheet, in response position 1, pencil in your academic division using the following scale: 0 Arts and Science; 1 Business; 2 Education; 3 Fine Arts; 4 Applied Science.

Questions 2 through 16 describe typical educational experiences of graduate students. Based on your Miami experiences indicate the degree of satisfaction you experienced using the following scale: 5 Thoroughly satisfied. Would definitely choose Miami again if starting graduate work over again. 4 Very satisfied. Would choose Miami again. 3 Satisfied. Would probably choose Miami again. 2 Some what dissatisfied. Would probably choose some other graduate school. 1 Very dissatisfied. Would definitely choose some other graduate school.

2. Attained thorough knowledge and understanding of my graduate major field.
3. Attained thorough knowledge and understanding in a minor graduate field.
4. Achieved knowledge and understanding in a broad field (e.g. social science, physical science, humanities, biological science).
5. Developed ability to do research or produce artistic creations.
6. Developed skills that can be used in teaching others.
7. Learned to use a wide variety of library resources.
8. Read a variety of journals in my graduate major field.
9. Learned to critically evaluate conflicting theories in my graduate major field (appraise the professional contribution of others.)
10. Developed skills of organizing and presenting ideas to others who are competent in my field.
11. Learned about the code of ethics of my discipline or profession.
12. Had experiences that lead to improved self reliance and self confidence.
13. Improved in my ability to work with others in a professional endeavor.
14. Gained greater knowledge and understanding about public affairs.
15. Developed a satisfying philosophy of life.
16. How satisfied were you with your total graduate school experience at Miami.

Appendix C

Listed below are a series of graduate school experience which might contribute to success and satisfaction in your future professional work. Rate the experience using the following scale: 3 Very helpful. 2 Helpful. 1 Not helpful. 0 Did not have the experience.

17. Stimulating teachers in graduate major.
18. Current, well organized graduate courses.
19. Academic advice that helped me achieve my goals.
20. Personal advice that added meaning to my life.
21. Career planning advice that was realistic and helpful.
22. Meaningful personal relationships with the faculty.
23. Feeling of belonging in the department.
24. Teaching or working with a professor on a course as part of my assistantship.
25. Assisting faculty with their research.
26. Conducting my own research.
27. If, as a graduate student, you identified with any faculty models, identify the primary occupational identification using the code below:

- | | |
|-------------------|-------------------------|
| 1 Teacher | 5 Administrator |
| 2 Researcher | 6 Teacher-Researcher |
| 3 Consultant | 7 I found no good model |
| 4 Student Adviser | |

Please return to 102 Roubidush Hall.