

Report of the Results of the
BGSU Graduate Student Survey
 Graduate Student Senate and Office of Institutional Research
 December 2007

Abstract	1
Background and Methods	2
Results	
Demographics	4
Program Support and Satisfaction	23
Professional Development	36
Scholarship, Research, and Creative Activities	46
Teaching Experience	54
Practica, Internships, Clinical Experiences	61
Coursework	67
Student Life	73
University Resources and Support	95
Program Requirements	108
Additional Open-Ended Questions	122
Comparisons with Miami University	157
Discussion and Recommendations	162
References	165

Abstract

This report describes the results of the Spring 2007 administration of the BGSU Graduate Student Survey. This new survey was designed to collect information about the experiences and perceptions of graduate students at BGSU. The web-based survey was developed based upon a similar instrument at Miami University and suggestions by the Graduate Student Senate and other members of the BGSU community. A 15% response rate was obtained (n=454). Females, full-time students, doctoral students, and students in social sciences were over-represented in the sample, while male, part-time, masters, and education students were under-represented. A multitude of results were obtained, including students' demographic and educational characteristics; program support and satisfaction; professional development; scholarship, research, and creative activities; teaching experience; practica, internships, and clinical experiences; coursework; student life; University resources and support; and program requirements. Numerous significant

differences were found by demographic and educational groups. Results were also compared with those from a similar survey administered at Miami University. Themes were developed from open-ended responses. Despite the low response rate and over-representation/under-representation of some groups, some recommendations can be forwarded as a result of the survey results. Graduate students' preparation for college teaching needs attention. The availability of parking, low stipend levels, and lack of adequate and affordable health insurance are major issues affecting the quality of graduate students' experience at the University. The experiences of part-time graduate students, those in Business Administration, and those who do not live on campus warrant greater study. The numerous negative differences in survey results compared with Miami University suggest the need to learn from good practices in graduate education at other institutions.

Background and Methods

The quality of U. S. education is a topic of concern for higher education administrators and faculty as institutions are faced with increasing competition for students. Recruitment, retention, and student satisfaction are becoming increasingly important as public institutions face shrinking state and federal government support. Legislators want institutions to be responsive to changing economies and they demand accountability for the public's investment in higher education. As costs increase, parents and students want to know the practical outcome of their investments. In light of the enrollment and retention pressures, educators strive to deliver an experience that will meet the myriad outcomes expected from present day colleges and universities.

Higher education leaders seek to develop campus environments and programs that enhance student engagement and involvement at both the undergraduate and graduate level. Much has been written about factors that increase the quality of a student's educational experiences leading to the completion of a degree. Tinto (1988) argued the retention of students at today's colleges and universities is dependent on the students' interaction and involvement in the social aspects of college as much as their in-class learning. Though Tinto's research focused on the undergraduate experience, the same can be said for graduate students. As Dorn and Papalewis (1997) noted, the social integration of students in graduate-level work, found through a cohort-style curriculum, can provide vital support for a student's academic and personal commitments throughout his/her degree program.

The multifaceted relationship between college persistence and satisfaction and individual, institutional, and environmental factors has been the subject of numerous research projects. By examining the body of research on college students dropping out, we learn the reasons for leaving are quite complex. In his study of undergraduate students, Astin (1993) noted among the common causes of student departure are difficulties making the transition from high school to college, social isolation, and external obligations to family, jobs and personal health. Colleges cannot influence every aspect of a student's life but institutions have attempted to structure programs that respond to the aspects critical to student success: building academic skills, adjusting to a new environment, and facilitating interactions with peers and faculty.

Pascarella and Terenzini (1979) noted one important aspect of the college experience is the nature of the social and interpersonal environment. This included a peer social culture along with the frequency and the quality of his or her interaction with faculty. Chickering (1969) suggested informal interaction with faculty had a direct influence on a student's development of intellectual and general competence as well as on the student's sense of autonomy and purpose. It is thought that when students are increasingly exposed to faculty norms and values their level of motivation for academic achievement rises. This positive influence was enhanced when faculty interact with students outside of the classroom. Both Spady (1970) and Tinto (1975) suggested one important positive influence on students' levels of social and academic integration is the extent of their informal contact with faculty beyond the classroom. Research by Jaasma and Koper (1999) agreed, "... student-faculty interaction has an important and positive relationship to student persistence" (p. 41). Tinto (1987) suggested student-faculty interaction is crucial to college success and persistence. In fact, informal student-faculty interactions have been consistently shown to promote integration of students into the college environment and improve student persistence (Pascarella & Terenzini, 1977; Woodside, Wong, & Wiest, 1999).

Graduate education can be the most important time in a student's educational career. It is within their graduate education that students enhance their skills and knowledge to develop into better leaders, managers, and practitioners. Reasons for graduate student success may be as important to some institutions as first-year student retention and other indicators of student success. To that end, Golde and Dore (2001) encouraged colleges and universities to actively and critically examine their graduate programs. Previous studies (Hahs, 1998; Lovitts, 2005, as cited in Bakker & Krallman, 2005) have indicated that many of the same factors impacting undergraduate student satisfaction (connection with campus, sense of belonging, etc.) were linked with graduate student satisfaction and success.

Questions remain as to what makes "good" graduate education and what factors influence graduate student retention, satisfaction and success. Lovitts (2001) enumerated ten ways to keep graduate students from quitting. Among the author's suggestions were to: 1) prepare the student for the rigors and demands of graduate education; 2) for schools to provide balanced and accurate information about their program, curriculum, and requirements; 3) monitor and encourage effective advisor/advisee relationships; and, 4) create a positive departmental environment where students are comfortable discussing needs, concerns, and adjustment issues. Furthermore, the graduate student environment and support structure are essential in examining graduate student retention and satisfaction (Hahs, 1998).

It is with a desire to answer those questions, and explore the areas of graduate student satisfaction and success, that the BGSU Graduate Student Survey was developed. Before 2007, little or no institutional data were collected addressing issues pertinent to graduate students' satisfaction and success. No current comprehensive study existed that surveyed graduate students as to their experiences and satisfaction with their graduate education at BGSU. This study marks the most recent attempt to compile comprehensive information from graduate students on their experiences, satisfaction, and success at Bowling Green State University.

Throughout the Fall 2006 semester, the survey instrument, modeled after a similar one at Miami University and with the input of Graduate Student Senate, various administrators, and members of the Graduate Council, was constructed. BGSU's Graduate Student

Survey was a 102-question instrument intended to determine the levels of satisfaction with the following aspects of graduate education at BGSU: 1) program support and satisfaction; 2) professional development; 3) scholarship, research, and creative activities; 4) teaching experience; 5) practica, internships, and clinical experiences; 6) coursework; 7) student life; 8) university resources and support; and, 9) program requirements. The web-based survey was launched February 19, 2007 and data were collected until March 16, 2007. An email cover letter was sent to all currently registered BGSU graduate students (N = 3,095). Periodic reminder emails were sent to those students who had not completed the survey. When data collection was completed, 454 graduate students completed the Graduate Student Survey, representing a 15% response rate. Females, full-time students, doctoral students, and students in social sciences were over-represented in the sample, while male, part-time, masters, and education students were under-represented.

Data analysis occurred once data collection was complete. First, frequencies were computed for all survey items. Next, items were compared that were common to the BGSU and Miami University surveys. Third, cross-tabulations were computed for survey items against demographic variables (gender, race/ethnicity, age, relationship status, parent status, living location, year beginning degree program, area of study, degree, full-time/part-time status). Please note that race was recoded into students of color/white to ensure anonymity and simplify analyses. Finally, open-ended responses were analyzed; please note that comments were limited to 500 characters, so some may be truncated. Significant group differences and themes from open-ended responses are provided within each category of responses.

Results

Demographics

As noted above, females, full-time students, doctoral students, and students in social sciences were over-represented in the sample, while male, part-time, masters, and education students were under-represented. About 60% of the participants were single. Sixty-one percent lived in Bowling Green. The most frequently-cited reasons for attending graduate school were to advance one's knowledge, preparation for a professional or scholarly career, or getting a better job/making more money (Table 10). Principal reasons for choosing BGSU for graduate school included financial assistance that was offered, BGSU's academic reputation, and closeness to home (Table 11). Participants' most important reasons for choosing their academic programs at BGSU were program availability and reputation and financial support (Table 12). Forty percent of participants described their transition to graduate school as difficult (Table 13). The GradSTEP Program, departmental orientation sessions, and program faculty and staff members and other students were all described as helpful by the majority of participants as they began their programs (Table 14).

Table 1

Enrollment Status

	<u>Sample Frequency</u>	<u>Population Frequency</u>
Enrolled full-time	346 (76.3%)	1512 (48.9%)
Enrolled part-time	106 (23.3%)	1583 (51.1%)
Not enrolled as a grad. student	1 (0.2%)	-----

Table 2

Race/Ethnicity

	<u>Sample Frequency</u>	<u>Population Frequency</u>
African American/Black	31 (6.8%)	151 (4.9%)
American Indian	---	7 (0.2%)
Asian/Asian American/Pacific Islander	25 (5.5%)	34 (1.1%)
Hispanic/Latino	8 (1.7%)	56 (1.8%)
White/Caucasian	360 (80.0%)	2365 (76.4%)
Multiracial	9 (2.0%)	-----
Other/Unknown/Not Listed	17 (3.7%)	482 (15.6%)

Table 3

Citizenship

<u>Are You a U.S. Citizen?</u>	<u>Frequency</u>	<u>Population Frequency</u>
Yes	401 (88.7%)	2660 (86.0%)
No	51 (11.2%)	435 (14.0%)

Table 4

Gender

	<u>Sample Frequency</u>	<u>Population Frequency</u>
Male	131 (29.2%)	1105 (35.7%)
Female	317 (70.8%)	1990 (64.3%)

Table 5
Relationship Status

	Frequency
Married	149 (32.9%)
Single	261 (57.7%)
With Domestic Partner	25 (5.5%)
Divorced/Widowed	17 (3.8%)

Table 6
Living Situation

	Frequency
On-campus	18 (3.9%)
In City of Bowling Green	277 (61.4%)
Outside of BG, but in Wood County	37 (8.2%)
Outside of Wood County	119 (26.3%)

Table 7
Degree/Credential Pursuit

	Sample Frequency	Population Frequency
Master's	275 (64.7%)	2285 (73.8%)
Doctorate	142 (33.4%)	810 (26.2%)
Specialist	6 (1.4%)	-----
Certificate	2 (0.4%)	-----

(NDS = None Degree Seeking)

Table 8
Enrolled in On-line Degree Program

	Frequency
Yes	8 (1.7%)
No	444 (98.2%)

Table 9

Academic Area

	Frequency	
Arts and Humanities	76 (18.2%)	491 (15.9%)
Business/Business Administration	26 (6.2%)	235 (7.8%)
Education	125 (29.9%)	1522 (50.15)
Languages	12 (2.8%)	----
Science/Math	45 (10.8%)	307 (9.9%)
Social Science	107 (25.7%)	248 (8.0%)
Technology	13 (3.1%)	77 (2.5%)
Other	13 (3.1%)	113 (3.7%)

Table 10

Reasons for Choosing to Attend Graduate School

	Frequency
Advance my knowledge	317 (21.2%)
Prepare for a professional career	278 (18.6%)
Get a better job	229 (15.3%)
Make more money	206 (13.8%)
Pursue a scholarly career	192 (12.9%)
Interested in research	143 (9.5%)
Other	71 (4.8%)
Changing economy	30 (2.0%)
Couldn't find a job	25 (1.7%)

Why did you choose to attend graduate school?

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Preparation for a professional career		Full time				Single and Domestic Partner		On campus		< 25	
To make more money		Part time							Ed specialist		ED, TECH
Changing economy		Part time	Students of Color								
Couldn't find a job						Domestic Partner			Specialist		
Advance my knowledge										< 45, 55-59	
Interested in research		Full time	Students of Color	No				In BG	Doctoral		ARTS, HUM, SM, SS
Pursue a scholarly career	2001, 2003	Full time						In BG and Wood County	Doctoral		ARTS, HUM, TECH, SM, SS
Other		Part time								50-54	

If you answered “other” to question 14, what was your other reason for attending graduate school?

Personal

- I was unhappy at my former job, grad school gave me a graceful exit
- Enjoy learning (2)
- Personal Goal
- Love of learning
- Mentor recommendation
- Enjoy College
- To be able to better help children in schools.
- To prove I can
- Prepare for life transition
- To reach a goal of obtaining a Ph.D.

Family

- To provide a better life for my daughter through the other reasons. (better job, more money etc.)
- To be with my wife
- Brother has master's and sister has Doctoral
- Relationship
- My husband attends BG

Career Advancement

- Master's is required for my field (2)
- It is required for teachers.
- Advance my knowledge base
- Teach art history
- Gain licensure (2)
- Wanted to be a psychologist
- To become a professor and teach the future of (*subject*)
- Lost out on two very good jobs due to lack of administrative licensure
- To prepare for teaching in the academy
- Increase job options
- Career change (3)
- For better promotion at working place if you are highly qualified.
- Launch creative writing career
- Requirement in Washington state

Miscellaneous

- Couldn't think of what else to do
- Was burned out with undergrad degree topic
- To have education overseas
- Interested in organizational development
- Working with particular faculty
- My reasons were many and complicated
- The practical experience that complements the academic program
- Graduated from BGSU
- A friend's recommendation
- Best option for me at the time
- Centralized location between cities, assistantship, facilities

- To gain skills in a new area of interest
- Opportunity for a free degree
- The assistantship that was offered

Table 11
Reasons for Choosing to Attend Graduate School at BGSU

	Frequency
The financial assistance offered to me	281 (25.3%)
BGSU's academic reputation	159 (14.3%)
Close to home	152 (13.7%)
Other	100 (9.0%)
Recommendation from a friend	99 (8.9%)
Good undergraduate experience at BGSU	82 (7.4%)
Recommendation from BGSU faculty or staff member	69 (6.2%)
Recommendation of BGSU alumnus(a)	63 (5.8%)
BGSU's graduate get good jobs	42 (3.8%)
Institution size	34 (3.1%)
BGSU's rankings in national magazines	29 (2.6%)

Why did you choose to attend BGSU?

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Close to home		Part time	White/Caucasian	Yes		Married	Yes	In Wood County, Outside Wood county	Master's		HHS
Financial assistance offered me		Full time	Students of Color			Single, Partner	No	On campus, in BG		< 39	HHS
Recommendation from a friend			Students of Color	No				On campus			
Recommendation from BGSU faculty or staff	2000										
Institution Size								On campus			
BGSU's academic reputation			Students of Color					On campus, in Wood County			ED, ART
BGSU's graduates get good jobs					Male			On campus			
BGSU's rankings in national magazines								On campus			
Good undergraduate experience at BGSU		Part time		Yes				In Wood County, Outside Wood County	Specialist, Masters		TECH
Recommendation of BGSU alumnus(a)											
Other											

If you answered “other” to question 16, what was your other reason for choosing BGSU?

- Graduate Assistantship
- Talented researchers in my field of study
- I got to know the program through my supervisory experiences and felt very comfortable and welcomed. Had the program I wanted

Table 12

How important were each of the following factors in your decision to enroll in your graduate program at BGSU?

	Not Important	Somewhat Important	Very Important
Areas of specialization in the program match my interests	15 (3.3%)	117 (25.8%)	318 (70.0%)
Financial support package was the best of all others	52 (11.5%)	122 (26.9%)	269 (59.3%)
Graduate program’s reputation	33 (7.3%)	213 (46.9%)	203 (44.7%)
Encouragement by program faculty during the decision process	124 (27.3%)	185 (40.7%)	128 (28.2%)
Helpfulness of staff members	109 (24.0%)	200 (44.1%)	129 (28.4%)
Recommendation of a friend, acquaintance, colleague, or undergraduate administrator or faculty member	132 (29.1%)	191 (42.1%)	122 (26.9%)
Other	103 (22.7%)	31 (6.8%)	59 (13.0%)

How important were each of the following factors in your decisions to enroll in your graduate program at BGSU?
(more important)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Graduate program's reputation			Students of Color		Women			On campus			ARTS, ED
Areas of specialization in the program match my interests									Doctoral	All except 60+	ALL except HHS
Financial support package was the best of all offers.	1998, 2000, 2002-06	Full time				Single, Domestic partner	No	On campus		< 29, 55-59	HUM, SS
Recommendation of a friend, acquaintance, colleague, or undergraduate administrator or faculty member.				No							
Encouragement by program faculty during the decisions process		Part time						In Wood County	Specialist	40-44, 50-54	HHS
Helpfulness of staff members				No							
Other											

If you answered "other" to question 18, what were other important factors in your decision to enroll in your graduate program at Bowling Green State University?

Personal

- Personal
- My wife is from Ohio, so we wanted to live closer to family.
- Spouse on staff at BGSU
- My boyfriend enrolled as a graduate student also.
- Relationship
- Personal ambition

- My husband attend BG
- Met my needs
- Distance in relative to fiancé

Faculty, Institution, Department Reputation, Research

- For the opportunities and learning experience from a particular faculty member.
- Faculty/student engagement
- Study abroad program
- Research area of faculty members, (*professional*) accreditation, orientation of program (boulder model) etc.
- First year abroad in France/Quebec
- The reputation and fame of the BGSU (*program*) (2)
- Faculty's reputation
- Specific faculty members...I wouldn't have been interested in BG without one specific professor
- Reputation of BGSU (*program*) grads in professional field
- Research interests of specific faculty member matched my own
- Program was well suited to research interests
- Interested in the research project
- Program looked better than my undergrad program
- Quality and notoriety of my current graduate advisor
- The (*program*) professor I wanted to study with
- Faculty and facilities
- Research interests & reputation of my potential advisor
- Opportunities for experience with university administrators
- The opportunity to work with (*name*)
- Initially, I thought about (*institution*). However, their program had a bad reputation.
- Close to extended family, reputation of creative writing professors
- Reputation of advisor
- Full time, faculty research areas
- Size of my program, friendliness of faculty
- Availability of dual degree program
- A sound system of scrutiny on the working relations between faculty and graduate students

Location, Convenience

- Convenience / on-line
- Location (5)
- Proximity to home
- Close to Home
- Close to family
- Proximity of close friends
- Convenience (2) and didn't have to move.
- Closest math/stat program to (*city*)
- Evening and Web courses for working folks
- Evening program available
- Location, personal view
- Close to extended family, reputation of creative writing professors
- Convenience of the cohort by my house
- Cohort program at Firelands

Atmosphere, BGSU Undergraduate Related

- Sense of community within the program
- Friendliness of current graduate students, supportive program
- Atmosphere
- The nice people
- Cohort offered (4)
- Personality of students and faculty met during interviews
- Off campus cohort
- Cooperative atmosphere of the program, accessibility of faculty, opportunities offered by department
- The warm welcome I received when I visited campus, the city of Bowling Green
- Meeting faculty/staff/students that were so warm and welcoming
- Meeting the grad students in the program
- Feel during interview weekend
- I love BGSU- great undergrad experience
- I really liked BGSU as an undergrad.
- It was my back-up school, I went to BG for my undergrad.
- Continued collaborative work previously begun when I was an undergraduate at an external university.
- I am an alumni
- Good undergrad experience with current department staff

Financial

- Tuition remission
- Not accepted anywhere else with funding
- Tuition reimbursement/assistance program
- BGSU fee waiver
- Assistantship was offered (2)
- Tuition waver
- I work at BGSU and get tuition waiver

Miscellaneous

- How far it could advance my career goals in the future
- Production opportunities
- Friendly people in the office actually answer the phone
- Did not weigh heavily on GRE scores to get into the program
- I did not know I had a choice not to answer "other"
- I receive information from my principal
- Student diversity
- Necessity
- The first year abroad
- I didn't get accepted anywhere else
- To have an educational experience in a developed country
- Ohio
- The advertised "inter-disciplinary" program.
- To compare the educational structure between British and American.
- Salzburg program
- Early acceptance - partial recognition of previous graduate work
- Class choices
- Difficulty finding a job
- Residence Life
- I was accepted

Table 13
Transition to Graduate School

	SD	SoD	N	SA	StrA
The transition to my life as as a graduate student has been difficult	90 19.8%	104 22.9%	75 16.5%	143 31.5%	39 8.6%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree with the following statement: The transition to my life as a graduate student has been difficult.
(strongly agree)

Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
	Full time				Single					

Table 14
How Helpful Were Each of the Following as You Began Your Program?

	WNO	NH	SW	VH
The orientation session offered by department or program	87 (19.2%)	45 (9.9%)	221 (48.7%)	100 (22.0%)
The Graduate College's orientation (GradSTEP)	93 (20.5%)	114 (25.1%)	201 (44.3%)	43 (9.5%)
Program faculty	13 (2.9%)	31 (6.8%)	198 (43.6%)	208 (45.8%)
Program staff	30 (6.6%)	25 (5.5%)	208 (45.8%)	189 (41.6%)
Other graduate students in program	33 (7.3%)	23 (5.1%)	165 (36.3%)	224 (49.3%)

(WNO = Was Not Offered/Can Not Rate; NH = Not Helpful At All; SH = Somewhat Helpful; VH = Very Helpful)

How helpful were each of the following as you began your program?

(very/somewhat helpful)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
The orientation session offered by your department or program		Full time	Students of Color			Domestic partner	no	On campus	Doctoral	40-45	HHS, SS
The Graduate College's orientation for incoming students (GradSTEP)		Full time	Students of Color			Divorced/widowed	no	In BG, In Wood County	Master's, Doctoral, Specialist	30-34, 40-44, 50-54	ARTS, TECH
Program faculty		Full time							Master's Doctoral	All except 60+	ED, HHS, TECH, SS
Program staff		Full time				Single, Domestic partner	yes			All except 60+	BA, HHS
Other graduate students in your program		Full time							Master's, Doctoral, Specialist	All except 60+	HHS, SS

What else was helpful to you as you began your academic program?

Advisor, Faculty, Staff, Departments

- My advisor, staff and other graduate students.
- Past professors
- Advisor (2)
- Project Search Coordinator
- CIP
- Finding out the program director could not be trusted
- My advisor and instructors
- Support of others, including professors
- Post-doctoral fellows in my department
- All the staff I met was helpful
- Support from faculty

- Grad college
- GSW Group Leader
- Other professors, from my undergraduate program
- Faculty in departments other than my own.
- Staff in financial aid
- (*Name*) was extremely helpful
- Graduate college support
- Assistantship Supervisors/Staff
- Specifically, the Graduate Studies Coordinator of my department was extremely helpful
- Department functions during GradSTEP week.
- Wonderful staff & faculty - just some of them
- Knowing professors ahead of time, GSW day-long intro to instruction
- ESL Program

Students

- Sharing an office with others in my position.
- Cohort, was easy to apply and reregister each time
- Other graduate students in other graduate programs
- Assistantship colleagues, alumni
- Support from my cohort (7)
- Alumni of my program
- Assistantship
- Knowing other students who have taken this program in the past
- Spouse's experiences at BGSU
- Labmates' help
- The on-campus computers
- Off campus cohort options
- Learning about the program requirements from second year students in my program
- Having other good first years to confide in and getting an office

Family, Friends, Self

- Family support (2)
- Support of family and friends
- Friends
- My friend had completed her degree at BGSU online
- Support of fellow classmates
- Familiarity from being a Undergrad alumnus
- Family
- My husband's support
- The support of my husband (also a grad student here)
- Friends at BGSU
- Family support/timeline
- The support from my family

Financial

- Student loans
- The one-third tuition waiver for cohort programs
- Tuition reduction of cohort

On-line Resources

- Program website
- Website for (*department*).
- Website, 2nd Year Students
- Internet
- The online resources.
- Online information

Self

- Already having a master's degree
- Motivation of self
- My determination to get the program started
- No one helped me even though I sought help!
- Myself (2)

Previous Experience

- Previous knowledge of BGSU
- A visit to campus before classes started at the beginning of the summer
- Prior experience with the department and info from former graduate students
- Being at BGSU as an undergrad
- Undergraduate Experience
- Advice from my undergrad advisor, a BGSU alumnae
- Pre-knowledge.
- My familiarity with the University

Course Related

- The various times that classes were offered
- Evening Courses
- Knowing which classes to take and when
- Syllabus
- Small classes
- On-line program
- Registration
- My advisor's cooperation with my schedule
- One Night a week schedule
- Excellent course design
- The academic course study was clear and defined.
- Class times
- Times worked with work schedule

Miscellaneous

- It was actually a pretty rough start.
- Handouts
- Getting here in advance of Grad Step, time to settle
- The small campus
- Assistantship supervisor
- Correlation to my line of work
- The location of the program
- Understand the situation
- Administration

- I "settled in" to BG prior to the start of GradSTEP.
- It was rather confusing
- Practical job experience
- Communication before coming to BG
- Ample campus information
- Information sent from the university describing different aspects/processes as I transitioned here
- Its not really difficult
- Info from staff
- Variety of course offering
- Having built a relationship by supervising (*program*) interns was helpful.
- Overall kindness of BG community, positive atmosphere
- Believing that faculty would help me grow as a graduate student and critical scholar
- Reading offered material
- Library
- Support from family and friends
- Colleagues not at BGSU
- Convenient
- Picnics
- Having a few faculty who I could talk to openly
- BGSU website
- The availability of equipment for experiments/research
- The fact that my M.Ed. program was painless. The BG atmosphere was supportive and efficient.
- Location
- The BG community with whom I interacted
- Events with my department
- Nothing really
- Previous graduate experience
- My ability to read, list of classes to take for the program
- Knowing the faculty of my program before I came here.
- Advice from a professor in my undergraduate program
- Atmosphere
- Support from my Director
- Graduate Program Handbook
- Getting to know the offices and the campus well
- God

- Support of assigned mentor
- Type of degree

Program Support and Satisfaction

The considerable majority of participants had program advisors, faculty members, program environment, and program in general.

Table 15

Primary Advisor

Which of the following describes your PRIMARY ADVISOR?	
	Frequency
Your academic advisor	202 (44.5%)
Your thesis/dissertation chair	138 (30.4%)
Your graduate coordinator	97 (21.4%)
A faculty member in your graduate program	200 (44.1%)
A faculty member outside your graduate program	18 (4.0%)
Other	37 (8.1%)

Which of the following best describe your PRIMARY ADVISOR? (Please identify the faculty member that you feel best serves you as an advisor and not necessarily you “on paper” advisor). Please choose all that apply.

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
Your academic advisor			Students of Color	No				On Campus			TECH
Your thesis/ dissertation chair	2000, 2002, 2003	Full time		No				In BG	Doctoral	25-34	SS
Your graduate coordinator				No					Specialist		
A faculty member in your graduate program											
A faculty member in a graduate program other than your own	1998		Students of Color	No							
Other					Female						

If you answered "other" to question 23, please explain. (23. Which of the following best describe your PRIMARY ADVISOR? (Please identify the faculty member that you feel best serves you as an advisor and not necessarily you “on paper” advisor). Please choose all that apply.)

Students

- Fellow students helped much more than faculty in most cases.
- Other students (2)
- Students from the prior cohort

Staff, Faculty, Instructors

- I TA for (*name*) and she is a great mentor to me.
- I have had one instructor who has been more helpful than anyone else in the program (*name*)
- Secretaries and clinic advisor were most helpful, but was really no direct advisor
- Assistantship supervisor (4)
- Cohort program leader
- Cohort Advisor- (*name*)
- (*Program*) Coordinator
- Mentors throughout BGSU
- My undergraduate advisor
- Clinical supervisor
- Every professor is willing to help. They go out of their way for your success.
- (*Department*) secretary is a very helpful advisor.
- BGSU academic engagement program
- Department Chairperson
- I have changed my advisor from (*name A*) to (*name B*). Answer to Q25 is on (*name A*)

No One

- My research
- Nobody
- Truth be told, I'm pretty independent
- I do not have an advisor, I am a guest student, I am not currently pursuing a degree
- I don't feel anyone satisfies as an advisor
- Honestly I don't have anyone that can really help me in my career goals
- I do not have one
- Do not feel there is someone here I would describe as a true advisor, but graduate coordinator is closest.
- I don't have a real advisor in my area of interest...
- None yet
- Virtually unknown to me
- I did everything myself
- I don't have one currently, the one I had at BGSU as an undergrad has been out for health reasons
- Myself (2)
- My experience for finding advising/mentor during the first 2 years was poorly coordinated.
- Myself and the graduate student catalog

Table 16

Advisor, Program Faculty, and Program Environment Satisfaction

	SD	SoD	N	SA	StrA
	Frequency				
My advisor is sensitive to my needs and concerns	12 (2.6%)	17 (3.7%)	46 (10.1%)	149 (32.8%)	220 (48.5%)
My advisor promotes my professional advancement and development	16 (3.5%)	15 (3.3%)	52 (11.5%)	136 (30.0%)	224 (49.3%)
My advisor gives me constructive feedback	11 (2.4%)	18 (4.0%)	56 (12.3%)	132 (29.1%)	227 (50.0%)
My advisor gives me timely feedback	20 (4.4%)	24 (5.3%)	48 (10.6%)	131 (28.9%)	222 (48.9%)
Faculty are strongly interested in students' academic experiences and challenges	19 (4.2%)	38 (8.4%)	32 (7.0%)	178 (39.2%)	184 (40.5%)
Faculty are accessible	8 (1.8%)	32 (7.0%)	46 (10.1%)	162 (35.7%)	202 (44.5%)
Faculty are helpful	13 (2.9%)	30 (6.6%)	30 (6.6%)	174 (38.3%)	202 (44.5%)
Faculty in my program are fair and unbiased in their treatment of individual students	38 (8.4%)	44 (9.7%)	57 (12.6%)	154 (33.9%)	158 (34.8%)
There is a supportive student community in my program	16 (3.5%)	36 (7.9%)	66 (14.5%)	133 (29.3%)	200 (44.1%)
There is a person or office I would turn to if I had concerns about BGSU	33 (7.3%)	48 (10.6%)	69 (15.2%)	127 (28.0%)	174 (38.3%)
There is a person or office I would turn to if I perceived abuse or misconduct in my program	30 (6.6%)	41 (9.0%)	63 (13.9%)	142 (31.3%)	174 (38.3%)
There is a person or office I would turn to if I perceived abuse or misconduct by my advisor	27 (5.9%)	53 (11.7%)	76 (16.7%)	142 (31.3%)	152 (33.5%)
There is a person or office I would turn to if I perceived abuse or misconduct by a committee member	26 (5.7%)	44 (9.7%)	86 (18.9%)	143 (31.5%)	151 (33.3%)

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree)

Each of the following statements refers to your experience with the PRIMARY ADVISOR you identified above. Please indicate the extent to which you agree or disagree with each of the following statements.

(strongly agree)

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
My advisor is sensitive to my needs and concerns											ED, TECH
My advisor promotes my professional advancement and development		Full time									
My advisor gives me constructive feedback											HUM ARTS SM ED, HHS, SS
My advisor gives me feedback in a timely manner											

Each of the following statements refers to your overall experience with the FACULTY IN YOUR GRADUATE PROGRAM. Please indicate the extent to which you agree or disagree with each of the following statements.
 (strongly/somewhat agree except where noted *strongly/somewhat disagree)

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
Faculty are strongly interested in students' academic experiences and challenges	All agree except *1998			Yes				On campus			ED, HHS, TECH
Faculty are accessible	All agree except *1998										BA, ARTS, SM, ED, HHS
Faculty are helpful	1999, 2002, 2006										HHS
Faculty in my program are fair and unbiased in their treatment of individual students	2006					Married, Divorced			Master's, Specialist		BA, TECH, HHS

Each of the following statements refers to your thoughts about your GRADUATE PROGRAM. Please indicate the extent to which you agree or disagree with each of the following statements.
 (strongly/somewhat agree)

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
There is a supportive student community in my program			White/ Caucasian	Yes							BA, ED, HHS, TECH
There is a person or office I would turn to if I had concerns about BGSU.				Yes					Doctoral		TECH
There is a person or office I would turn to if I perceived abuse or misconduct in my program.									Doctoral		
There is a person or office I would turn to if I perceived abuse or misconduct in my advisor				Yes							HHS
There is a person or office I would turn to if I perceived abuse or misconduct by a committee member											

Table 17

Satisfaction with Various Aspects of BGSU and Graduate Program

	VD	SD	N	SS	VS
	Frequency				
Your primary advisor	19 (4.2%)	23 (5.1%)	42 (9.3%)	127 (28.0%)	238 (52.4%)
The faculty in your program	19 (4.2%)	39 (8.6%)	37 (8.1%)	180 (39.6%)	178 (39.2%)
The staff in your program	12 (2.6%)	18 (4.0%)	62 (13.7%)	128 (28.2%)	231 (50.9%)
Your graduate program	24 (5.3%)	34 (7.5%)	36 (7.9%)	185 (40.7%)	173 (38.1%)
Your department or school	24 (5.3%)	41 (9.0%)	52 (11.5%)	181 (39.9%)	155 (34.1%)
Bowling Green State University	18 (4.0%)	32 (7.0%)	53 (11.7%)	185 (40.7%)	165 (36.3%)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied)

Overall, how satisfied are you with each of the following?

(very/somewhat satisfied except where noted *very/somewhat dissatisfied)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Your primary advisor		Full time								30-34, 45+	
The faculty in your graduate program	All except *1998				Male						HHS
The staff in your graduate program											HHS
Your graduate program								On Campus			ED, HHS
Your department or school								All except On Campus			HHS
Bowling Green State University							Yes				ED, TECH, HHS

Please provide any other comments you would like to make on Program Support and Satisfaction.

Advisor, Faculty, Staff

- Advisors need to keep up with worldly trends and changes to truly be supportive
- A fair number of the profs are pretty lousy human beings
- Friendly, supportive staff
- With the exception of one faculty member, I have been very pleased with my program faculty. There is one person, however, who should not be teaching, but is responsible for a required, core class. All of the faculty appear aware of the problem.
- There are a few very talented and involved faculty members in my department, but there are also a number of uninterested self-involved faculty members that don't seem to care much about their students.
- Very difficult to average ratings of faculty.
- I'm not thrilled with the person who runs my program, or some of the requirements for it.
- I came here to study (*area*) and there is no one who is available to do that as t...
- My program needs more graduate faculty members and more accessible staff.
- On average, the faculty in my department are not very good teachers. I expected more from them. The courses are not very demanding.
- The department is severely understaffed. The faculty we have are great, but they are too busy to help students with professional development and creating a sense of community for part-time and full-time students.
- One faculty member was awful and I very much considered leaving the University after 1 day in his class, but everyone else has been amazing and reassured me about my choice in program and university
- Some faculty members obviously rate higher in these categories than others.
- Having an advisor who offered more direction, showed more willingness to be available would make quite a difference. Overall at BGSU, I have experienced quite a lack of communication and a lot of unanswered questions.
- I have had uneven experiences with faculty members, some have been terrific, others destructive and discouraging
- The chair of my department does not go out of his way to help students
- It is important to research with other grad students before selecting a dissertation advisor
- Being a grad student is tough and sometimes I don't think the right kinds of support are available
- Support staff in our department are amazing!
- I am extremely happy studying at BGSU
- My faculty members routinely break handbook rules and then intimidate students so that they will not report the problems. It is an egregious misuse of power.
- The few wonderful staff are extremely very helpful but since they are few compared to the rest of the department staff, the distribution seemed skewed. But the few that are helpful take you as a member of BGSU family
- I felt very misled and unsupported in many of the traditional academic endeavors needed to demonstrate "good" graduate student (conference support, application support, teaching services, critical faculty.

- When I say I am somewhat satisfied on overall departmental questions I do so because overall, the majority of profs are great but there are a few that I feel are problematic to the graduate students and are in essence a chink in a very strong chain.
- We just had a big conversation between students and faculty that I believe will be helpful and make things better
- Need more advisor input and communication
- My grad coordinator made my transition from housewife to grad student seamless!
- The staff in general at BGSU is extremely unhelpful and uncaring. Everyone has different answers to the same questions and I have to jump through hoops to ever have a question answered.
- I would be more satisfied with my program if professors would act as if they see graduate students as colleagues rather than saying they do and treating us as if we are not colleagues.
- Advisor mislead me during the interview process about research prospects in this program and his laboratory
- I came here for a specific focus and in the six months I've been here all but one professor in that specialty has left or is on leave.
- Honestly, there is a disease of APATHY the reigns in the veins of the BGSU faculty, it's a very modernist program. I worked with four different ones other than my own and witnesses this disease in them all. I hope this in some way assists in the cure.
- A meeting with faculty regarding overall requirements of the program and timing/due dates of requirements, a party, rather than a reception, for new grad students in the program at the beginning would have been helpful.

Specific to Departments

Positive

- My interim Cohort Coordinator is wonderful! (*Name*) has been a huge help to my transition into the cohort experience! He is always there to answer questions and replies in a very timely manner!
- The year abroad component of the (*program*) is invaluable and could never be substituted for another experience.
- I am thoroughly enjoying the fact that I am back in school and pursuing my Doctoral. I am having a great experience overall! I am also enjoying working with the faculty in my cognate area (*Department...Professor -name-* was terrific).
- The (*department*) faculty, staff, and students are top notch.

Needs Improvement

- I would never recommend the BGSU (*department*) graduate program.
- Level of graduate students allowed entry into BGSU (*department*) is somewhat low and often detracts from the level of the graduate program.
- The women in the (*office*) aren't very helpful or nice
- The (*department*) needs improvement. Too many classes not offered. Difficult to schedule 12 credit hours. Graduate assistants should not be required to take 12 credit hours.
- The (*college*) needs to evaluate the chair position for (*program*) and separate the position to best meet the needs of the Ph.D. students

- The poor selection of classes offered in the (*program*) is very discouraging
- There is a stunning lack of professionalism in the (*department*). The faculty is more concerned with their own petty needs than those of the students. Dean (*name*) treats students with contempt.
- BGSU needs to work harder to support the (*program*), especially when it comes to faculty hiring and retention.
- The politics in the (*department*) are hindering my growth and development as a student.
- The (*department*) Graduate Advisor is new, but ill prepared, unresponsive and has difficulty making necessary decisions.
- Graduate Coordinator in (*department*) is hard to get a hold of
- The (*department*) in the last couple years failed to provide the courses they require for students to complete masters degrees.

Online Resources, Technology

- On-line learning depends on an individual student's effort to learn. I do not see how the program ensures they are putting out quality graduates. Learning is often too self-directed - I'd like more teaching and sharing of professional knowledge.
- Website is helpful
- (*Program*) needs to be better organized - there is too much confusion about class offerings and actual requirements outside of coursework requirements.

Financial

- Funding issues are confusing and unclear, possibly misleading as you come into the program, especially when certain faculty leaves, it can be really unexpected but you deal with it and move on.
- I wish that my graduate program would require all collaborative sites to pay grad fees for student interns

Information Provided

- Even though I think they are very good, I believe there was not enough information given about the internship and practicum process.
- I realize the student must be proactive, but more guidance, particularly with scheduling courses would have been helpful. It seemed I was not going to have enough options for my cognate, and I was locked out of several courses in other departments.

Courses, Assistantships, Cohort

- Few/no choices for courses
- Interesting classes
- This semester assistantships were drastically changed without warning and many of us have double the workload we had last semester, this has caused some distrust and discontent, where I have been quite pleased previously
- Cohorts work well for working professional grad students
- The cohort was a "bait and switch" the program was "sold" as one day a week 5-8 instead 4-10pm, when students have put in honest concerns they have been told to leave the cohort, having the same professor for 2-6 classes is unacceptable

- Department bias towards full time students
- Need more evening classes!
- Fewer graduate courses to choose from during registration time.
- I always tell people I made a great choice. I was given a TDP and it was followed (M.Ed. & Ed.D)
- The offering of different classes needs to be seriously looked into. Just because there is a diverse set of students interested in different things should not dictate what courses are being offered. Students should be able to take courses that interest ...

Discrimination, Diversity

- There was much discrimination demonstrated
- I have a very hard time with professors that make sexual comments or act in a degrading manner in a professional setting (and I am currently in a class where that is the case)
- I feel the faculty and staff in this department DO NOT provide support for graduate students of color. There are limited staff and faculty to talk to about matters relating to college life. I would not recommend the graduate program to anyone.
- The university does not have many Asian Americans.

Facilities

- The gutting of the science library is an embarrassment to the university. This weakens the ability of the science programs to attract and keep talented graduate students. Also, some people are getting degrees that don't deserve them.
- The College of Technology building needs updating (2)

Miscellaneous

- I guess I just feel that although my program provides opportunities for my academic growth, there is very little to no known opportunities for my professional growth beyond graduation.
- There is always room for improvement
- BGSU does not do enough to make academics a priority.
- I would like more support
- Question 27 did not make any sense to me - "there" made no sense to me, did you mean "this"?
- I am actually in between somewhat and very on these questions.
- It has been a wonderful experience so far
- Why don't we get free health care? I work 60 hrs a week and barely make enough to pay my bills and pay for things like... food!
- I believe I am more satisfied because I am motivated and more focused.
- I am happy that I have had a lot of say in my educational experiences at BGSU.
- It would have been helpful to have had information about how to pick an advisor when I began grad school (such as during GradSTEP).
- Wish it was more individually tailor-fit

- There has been significant advances in quality since I began my program.
- Individuals behave differently when support is called for.
- Remember that there are part time students who work full time
- To me it seems good.
- It's good, overall
- Teachers I have had were unprofessional a couple of times mentioning the good and bad of other professors.
- The program I'm in is very traditional and not open to change and innovation even though that is what they preach. In essence they don't practice what they preach and therefore, I see them as hypocritical. I don't think the program should not have acc...
- There is currently a lot of animosity between the graduate students and faculty in my department.
- My on paper faculty advisor was not so helpful, however, others in the program were very sensitive to my needs and became my friends and mentors
- Some adjunct professors are terrible!!!
- Professors need to be more forthcoming with information. One often feels that professors answer questions before knowing the answer or have too much on their plates to give individual attention.
- Program support and satisfaction is critical to the success of the individual enrolled.
- I simply love the school as well as the opportunity to attend
- I feel that my program lacks a strong administration thus causing a trickle down effect to the professors. The programs are weak because the administration is weak.

Professional Development

The largest numbers of participants planned to move on to employment as college faculty members or administrators, K-12 educators, or professionals in business and industry. Most of the participants expected their future employment to be directly related to their BGSU graduate education. The majority felt they had received adequate training in professional ethics while at BGSU. Sixty percent were satisfied with their career preparation while students at BGSU. The majority of participants said they were likely to participate in program-sponsored professional development opportunities, conferences, and university-sponsored speaker events, but the majority of participants were not likely to participate in training offered by CEE or the CTLT.

Table 18
Preferred Employment Environment after Graduate Program

	Frequency
Higher education faculty member	144 (31.7%)
Higher education administrative staff member	82 (18.1%)
Teacher in an elementary, secondary, or special focus school	60 (13.2%)
Industry or business	54 (11.9%)
Government	23 (5.1%)
Other	23 (5.1%)
Nonprofit organization or foundation	19 (4.2%)
Administrator in an elementary, secondary, or special focus school	17 (3.7%)
Self-employed, private practice, or consultant	16 (3.5%)
Hospital or clinic	14 (3.1%)
Not applicable	1 (0.2%)

How would you categorize your preferred employment environment (employer you expect/hope to work for) immediately after you complete your graduate program at BGSU?

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Government											
Industry or business				No	Male						BA, TECH
Nonprofit organization or foundation											
Higher Education faculty member		Full time	Students of Color	No	Male			In BG	Doctoral		HUM, ARTS, SM TECH, HHS, SS
Higher education administrative staff member					Female			On campus			ED
Teacher in a elementary, secondary, or special focus school					Female		Yes				ED HHS
Administrator in an elementary, secondary, or special focus school									Specialist		
Self-employed, private practice, or consultant											
Hospital or clinic											HHS

If you answered "other" to question 30, please explain.

- Speech Language Pathologist in a school
- K-12 teacher and program coordinator
- School counselor k-12
- Mental Health Agency
- School Psychologist
- Elementary School Counselor
- Mother

- Just some job to earn money
 - I am leaving BG to attend KSU in their (*program*). I want a career as a high school teacher.
 - Teaching English as a Foreign Language (TEFL) career
 - Creative field, specifically television and popular literature.
 - Entertainment
 - Scientific researcher
 - Music industry
 - Athletics
 - Performance
 - Plan to attend PhD school
 - Going to PhD program at other school
 - Private or institutional research facility
 - Higher Ed Admin or Government equally
- Professional practitioner

Table 19

Employment After Graduate Education

Do you expect this preferred employment to be directly related to your graduate education at BGSU?	
Yes	365 (80.4%)
No	56 (12.3%)
Not applicable	20 (4.4%)

Do you expect this preferred employment to be directly related to your graduate education at Bowling Green State University?
(yes)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	Full time	Students of Color						Master's Doctoral, Specialist	All except 55-59	All except BA

Table 20

Adequacy of Instruction of Professional Ethics

	SD	SoD	N	SA	StrA
	Frequency				
I have received adequate instruction or experience in professional ethics while attending BGSU	46	57	81	133	125
	10.1%	12.6%	17.8%	29.3%	27.5%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree with the following statement: I have received adequate instruction or experience in professional ethics while attending BGSU.

(more likely agree except where noted *strongly disagree)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
*2001							On campus, In Wood County			
2002										
2004										
2005										
2006										

Table 21

Satisfaction with Career Preparation and Guidance

	VD	SD	N	SS	VS	NA
	Frequency					
To what extent are you satisfied with the overall career preparation and guidance you have received as a graduate student at BGSU?	25	64	70	161	111	11
	5.5%	14.1%	15.4%	35.5%	24.4%	2.4%

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied; NA = Not Applicable)

To what extent are you satisfied with the overall career preparation and guidance you have received as a graduate student at BGSU.

(more likely somewhat/very satisfied)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	Yes						On campus, Outside Wood County		< 25 25-29 30-34	ARTS, SM ED, TECH HHS, SS

Table 22

Likelihood of Participating in Professional Development Activities

	VU	SU	SL	VL
Likelihood to participate in:	Frequency			
Graduate program-sponsored activities	61 13.4%	76 16.7%	173 38.1%	137 30.2%
National & international conferences	64 14.1%	68 15.0%	128 28.2%	182 40.1%
Regional & state conferences	54 11.9%	61 13.4%	176 38.8%	158 34.8%
BGSU's Center for Teaching and Learning Technology	111 24.4%	160 35.2%	134 29.5%	45 9.9%
Training offered by Continuing & Extended Education	102 22.5%	148 32.6%	148 32.6%	51 11.2%
University-wide symposia & speakers	61 13.4%	104 22.9%	207 45.6%	80 17.6%

(VU = Very Unlikely; SU = Somewhat Unlikely; SL = Somewhat Likely; VL = Very Likely)

How likely are you to take part in the following professional development activities?

(somewhat/very likely except where noted *very/somewhat unlikely)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Graduate program-sponsored activities		Full time *Part time		No					Master's Doctoral Specialist	All	Everyone except *ARTS *TECH
National and international conferences	2001 and beyond	Full time		No				On campus, in BG	Master's Doctoral		HUM, ARTS, SM, SS
Regional and state conferences		Full time						All	Master's Doctoral		HUM, ARTS, SM, ED, HHS, SS
BGSU's Center for Teaching and Learning Technology			*White/ Caucasian	*Yes No							
Training offered by Continuing & Extended Education				*Yes No							
University-wide symposia and speakers		Full time	Students of Color	No				All, except outside *Wood County	Master's Doctoral		

In what other professional development activities are you likely to take part?

Conferences

- Conferences that are not expensive to attend, with more background information about the focus of the conference
- Conferences (4)
- Presenting at conferences.
- Attending conferences and presenting research findings.

Workshops

- Workshops (2)
- Workshops on statistical packages
- Workshops on teaching as an international student and visiting scholar
- Specialized summer courses. Workshops.

Research, Publishing

- Relates directly to my interests/research
- Publishing (4)
- Research-related training.
- Research courses (field courses)
- Publication and editing
- Academic Journal publishing

Job Search Related, Career Related, Employer

- Those sponsored by my employer
- Grant writing, resume, mock interviews
- Resume building
- Career Services events
- Conferences and writing grants
- Assistance offered by the Career Center related to interviewing techniques and resumes
- Career center
- Use of Career Center
- Job fairs (4)
- A student society devoted to my career within my department.

Department, Assistantship, Faculty

- Activities offered by my assistantship department
- Activities offered through my assistantship and with different committees here at BGSU and with national organizations
- Providing developmental activities for other units/programs on campus if invited or given the opportunity
- Research groups and meetings in my department, departmental programs
- Faculty led things
- Department specific
- Group Meeting ACM etc.
- Department/program sponsored activities

- Trainings in specific tasks related to my field (e.g., grant writing workshops)
- More PD for Education and Leadership
- Programs through my office
- NIRSA, ORSA
- Recreation Sports Conferences
- CFDR speakers, PAA and ASA conferences
- Guest speakers and topic specific interdepartmental symposiums

Outside Organizations

- Local chapters of SME and SPE
- Skills training workshops offered by other institutions that are not offered here
- Society of Plastics Engineers
- Community Organizations
- I would very much be interested in real life programs/activities like a speaker on retirement saving, future planning, and benefits because that is quite the shock once in the real world

Other

- BGSU conferences and events- opportunities to present or contribute
- Anything that offers a certificate
- GSS events
- I'd like to do more, but funding restricts my activities to those I am willing to pay for myself. Funding is too low!
- Brown bag luncheons
- None (8)
- Internships.
- Other courses post degree
- Technology department events
- Actually working!
- Seminar (2)
- Computer and teaching-related workshops
- TRAININGS
- Things at my job, or things that I can get time off from work for.
- Not aware of many - not on-campus often.
- Other universities events
- Committee involvement in professional associations
- Discussions with faculty, alumni

- Emerging technology and use of technology
- Not sure at this time
- Graduate Student Senate
- Research Cluster
- Alignment with course of study and career
- Education related topics
- Those related to professional development, ethics, and skills
- Colloquiums
- Teaching improvement (I'm not sure what the Centre for Teaching and Learning at BGSU offers for graduate TA's??)
- Auditions
- Training offered by the research librarians
- Women's center brown bag lunch & other speakers
- Leadership enhancement
- None that are not listed
- Professional organizations
- Computer program training sessions
- PhD applications
- Activities in the field of my major
- Professional development seminars on Saturday without conflict of classes
- Anything to do with Special Education particularly Autism
- Assistantship
- Skill-based, learning about the field
- Internship
- Education & technology

Please provide any other comments you would like to make on Professional Development.

Funding

- We need more money!
- My only disappointment is the limited amount of graduate professional development funds available for grads
- It would be nice to receive more funding for professional activities that the \$200 per year.
- Cost and time are big factors
- Would like more money to attend conferences
- Provide funds or make students more aware of scholarships for PD funding
- Would be better if all grad assistants received professional development funds (GSS funds are great, but tiny)
- The financial support for conferences is not what was promised during the decision making process
- There needs to be increased financial support for presentation and publication.
- There is not enough university funding to support graduate students in their professional development
- More funding is required for this area.
- Financial support from the Department and Grad Studies is very important for professional development
- I would attend more conferences if I was funded more money by the university and my department
- I'd be very likely to attend national & especially international conferences if money were available. Now that isn't so

Departments, Faculty

- A lot of professors talk big on pro development but haven't done a damn thing themselves in years
- More needs to be done especially at program level
- BGSU does a wonderful job bringing in speakers and planning a variety of workshops to advance student
- Staff in the Division of Student Affairs definitely promote involvement in professional associations
- I wish my department had a small course that focused on careers/professional development.
- Encouraged in my department, thumbs up for that

Other

- TOO MUCH! It's overkill.
- More information concerning career opportunity using my Master's Degree
- I have a 70 hour work week, not much time for extra activities
- My ability to participate is limited only by funding and time away from classes.
- Symposiums and speakers advertisements are not advertised well for grad students
- Encourage student chapters to these programs
- Again I am between somewhat and very on these questions
- I find that it is difficult/confusing to find out how to get professional development and get credit

- Need to sponsor student chapters of SPE or SME
- The programs at the Center for Teaching, Learning, and Technology are both helpful and free to grad students, but no one is informed of them.
- Many of the things scheduled I am unable to attend.
- The symposia seem to be during the day when we either have class or work. It makes attending hard
- Because I receive incredible support from my job, I do not need PD from Grad School
- Good
- Difficult to participate in these activities as a parent, fulltime worker, & commute 60+ miles to BG
- I have no idea what these are. Have they been available the time?
- I would like to see many more creative writers and maybe even publishers visiting campus
- I am from out of state, I would not do anything here.
- An inevitable program for all grad students
- Would like access to more advanced grant writing training
- I work on a cooperating campus for my assistantship. and this does not afford me the time to attend the Center for Teaching, Learning, and Technology
- Sometimes it just takes to much pre-planning to have time and money to attend these things.
- Please consider international students in the overall design of professional development

Scholarship, Research, and Creative Activities

Most participants have been involved in scholarship, research, or creative activities as graduate students at BGSU. The plurality of participants was satisfied with opportunities, facilities, and preparation for scholarship. Participants were more likely to have presented at conferences from among the scholarship, creative, and research activities listed in Table 26. The plurality of participants was also satisfied with preparation at BGSU for publication and presentation.

Table 23
Involvement in Scholarship, Research, and Creative Activities

	Have you been involved in scholarship, research, or creative activities since entering BGSU?
Yes	259 (57.0%)
No	194 (42.7%)

Have you been involved in scholarship, research, or creative activities since entering graduate school at BGSU?
 (yes except where noted *no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
1998-2005 *2006	Full time *Part time						In BG, In Wood County, *Outside Wood County	Doctoral *Specialist	25-29 30-34	HUM, ARTS, SM, SS, *BA, *ED

Table 24
 Satisfaction with Various Aspects of Scholarship, Research, and Creative Activities

	VD	SD	N	SS	VS	NA
<u>To what extent are you satisfied with:</u>						
	<u>Frequency</u>					
Research facilities available in your graduate program	11 (2.4%)	28 (6.2%)	46 (10.1%)	108 (23.8%)	45 (9.9%)	20 (4.4%)
Opportunities to engage in scholarship, research, and creative activities	8 (1.8%)	24 (5.3%)	35 (7.7%)	110 (24.2%)	77 (17.0%)	3 (0.7%)
How well your academic program is preparing you for scholarly research	16 (3.5%)	25 (5.5%)	31 (6.8%)	109 (24.0%)	72 (15.9%)	3 (0.7%)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied; NA = Not Applicable)

To what extent are you satisfied with ...
(somewhat/very satisfied)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Research facilities available in your graduate program											All
Opportunities to engage in scholarship, research, and creative activities			White/Caucasian							Younger	
How well your academic program is preparing you for scholarly research											

Table 25
Importance of Various Aspects of Scholarship, Research, and Creative Activities

	VU	SU	N	SI	VI	NA
<u>How important are the following:</u>	<u>Frequency</u>					
Research facilities available in your graduate program	2 (0.4%)	14 (3.1%)	17 (3.7%)	89 (19.6%)	125 (27.5%)	12 (2.6%)
Opportunities to engage in scholarship, research, and creative activities	1 (0.2%)	3 (0.7%)	11 (2.4%)	75 (16.5%)	168 (37.0%)	1 (0.2%)
How well your academic program is preparing you for scholarly research	1 (0.2%)	8 (1.8%)	15 (3.3%)	72 (15.9%)	160 (35.2%)	3 (0.7%)

(VU = Very Unimportant; SU = Somewhat Unimportant; N = Neutral; SI = Somewhat Important; VI = Very Important; NA = Not Applicable)

How important are the following to you as a graduate student?

(very/somewhat important)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Research facilities available in your graduate program				No					Master's Doctoral		
Opportunities to engage in scholarship, research, and creative activities				No					Master's Doctoral		All except HHS and TECH
How well your academic program is preparing you for scholarly research	1999, 2001, 2003, 2004			No					Master's Doctoral	All except 55+	

Table 26

Involvement in Scholarship, Research, or Creative Activities

	Please indicate the number of times you have been involved in the following activities since beginning graduate school at BGSU						
	0	1	2	3	4	5	6 or more times
Delivered a workshop or presented a poster at a national scholarly meeting/conference	162 35.7%	32 7.0%	21 4.6%	17 3.7%	11 2.4%	1 0.2%	13 2.9%
Delivered a workshop or presented a poster at a regional scholarly meeting/conference	157 34.6%	44 9.7%	34 7.5%	11 2.4%	6 1.3%	3 0.7%	3 0.7%
Presented or performed visual or performing arts at a national or international venue	242 53.3%	5 1.1%	7 1.5%	--	1 0.2%	--	2 0.4%
Presented or performed visual or performing arts at a state or regional venue	222 48.9%	19 4.2%	3 0.7%	1 0.2%	2 0.4%	--	6 1.3%
Published an article or book chapter as either a sole author or in collaboration with others	191 42.1%	31 6.8%	18 4.0%	7 1.5%	2 0.4%	1 0.2%	5 1.1%
Presented your research in a department or program seminar, colloquium, or other similar forum	130 50.3%	63 24.4%	21 8.1%	16 6.2%	12 4.7%	4 1.6%	12 4.7%

Please indicate the number of times you have been involved with each of the following activities since beginning graduate school at BGSU.

(0, *1-3)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Delivered a workshop or presented a poster at a national scholarly meeting/conference	*1998, *1999, 2005, 2006	Full time							Master's	25-29	
Delivered a workshop or presented a poster at a regional scholarly meeting/conference	2005, 2006	Full time						In BG, Outside BG but in Wood County	Master's	<25, 40-44	
Presented or performed visual or performing arts at a national or international venue					Male						Ars, SM,, Tech
Presented or performed visual or performing arts at a state or regional venue					Male						All except ARTS
Published an article or book chapter as either a sole author or in collaboration with others	2000, 2001, 2005, 2006	Full time							Master's		
Presented your research in a department/program seminar, colloquium, or other similar forum	*2003, *2004, 2005, 2006			Yes, *No					Master's, *Doctoral		BA, ED, *TECH

Table 27

Developing Skills to Compose Scholarship Publications and Present Papers

	SD	SoD	N	SA	StrA	NA
	Frequency					
While at BGSU I am developing the skills to compose scholarly publications (e.g. journal articles, book chapters) and other forms of academic writing	11 2.4%	28 6.2%	33 7.3%	99 21.8%	78 17.2%	10 2.2%
While at BGSU I am developing the skills to present papers effectively	13 2.9%	27 5.9%	38 8.4%	105 23.1%	70 15.4%	6 1.3%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree with the following statement: While at BGSU I am developing the skills to compose scholarly publications (e.g., journal articles, book chapters) and other forms of academic writing. ?
(strongly/somewhat agree)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
								Master's Doctoral		

Please provide any other comments you would like to make on Scholarship, Research, and Creative Activities.

Funding

- Grad students need more funding for conferences
- I would do more research/presentations with better funding
- More funding would open up more opportunities
- It seems hard to obtain scholarships, I have applied for many. I am a single parent raising 2 teens
- If more money was offered by the university or program, more conferences could be attended
- More scholarship opportunities and help about this

Publishing, Conferences

- I have been discouraged to submit a paper to an international conference a professor was submitting to
- It would be helpful to learn more about the publishing process.
- I have actually presented a paper at a national conference and have had 1 accepted for an international
- As an artist the pursuit of presenting papers is not 'seen' as being what an artist does, but
- Most of my presentation skills oral and poster were developed during my Masters degree.

Research

- I am not in a research intensive academic path.
- Mine is a "professional" program, thus scholarly presentation is not a major focus, prof. pres. is
- My program seems to focus more on practitioners than researchers
- Research grant writing is completely overlooked in my department...
- Again, Science library! Heavy teaching loads detract from research/grant writing/publishing !!!
- My advisor is open to search out other regional opportunities in research to support my individual. interests

Gained skills on own, Previous experience

- I think my Masters Program developed me in those areas more, here I developed my dissertation topic
- Have gained many of this skill but through my own experience and not through guidance of program
- I am doing it, but with little help from experts in my field
- I'd like to work more with faculty to develop my skills instead of having to learn on my own
- Preparing my masters project is preparing me more than anything.

Faculty

- The faculty in my department is really good in this area and I am gaining a lot
- Doctoral program was on par with my masters program, profs did very little different in course work
- I wish faculty would make more of an effort to include students on research efforts.
- Mentoring is very important in a graduate student's professional development

Other

- I wish certain computer programs were available for students to install on their personal computer.
- Creative writers don't have many "scholarship" opportunities

Teaching Experience

While about one-half of the participants had experience with college teaching at BGSU, only 41% indicated that their program provides training in teaching. Participants indicated concern about graduate students' preparation for college teaching, as highlighted in Tables 31 and 32.

Table 28
Teaching or Assisting to Teach Undergraduate Courses

Since entering your graduate program at BGSU, have you assisted with a faculty member's course or been the primary instructor for an undergraduate course?	
Yes	231 (50.9%)
No	221 (48.7%)

Since entering your graduate program at BGSU, have you assisted with a faculty member's course or been the primary instructor for an undergraduate course?

(yes except where noted *no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
2000 2002 2003 *2006						*Yes	In BG, *Outside Wood County	Doctoral, *Specialist, *Certificate	*40-44 *50-54	HUM, HHS, SS, *BA, *ED *TECH

Table 29

Semesters Assisting Faculty Member or as Primary Course Instructor

	Frequency	Min	Max	Mean	SD
How many semesters have you assisted a faculty member with courses?	219 (48.2%)	0	10	1.70	1.834
How many semester have you been the primary course instructor?	224 (49.3%)	0	10	1.78	2.091

How many semesters have you assisted a faculty member with courses?

(0, *1-2)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
1999, 2000, *2006										*BA, *ARTS, *TECH

How many semesters have you been the primary course instructor?

(0, *1-2, **3-4, ***5 or more)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
***1998 **1999 2004			*Yes No					*Specialist	*40-44	BA, *HUM, *ED, TECH, *HHS

Table 30

Department Training in Teaching Skills

Does your department or program provide training in teaching skills?	
Yes	186 (41.0%)
No	265 (58.4%)

When does your department or program provide training in teaching skills?

Prior to having full responsibility for a course	110 (24.2%)
During the first semester that you have full responsibility for a course	100 (22.0%)
After the first semester that you have full course responsibility (e.g. continuing training)	36 (7.9%)

Does your department or program provide training in teaching skills?

(yes except where noted * no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
										HUM, *BA, *ED

When does your department or program provide training in teaching skills (Please mark all that apply)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Prior to having full responsibility for a course											HUM, ED, HHS, SS
During the first semester that you have full responsibility for a course											HUM, ARTS, SM,
After the first semester that you have full course responsibility (e.g., continuing training)								In Wood County			

Table 31
Teaching Experience and Preparation

	SD	SoD	N	SA	StrA	NA
	Frequency					
Teaching assistants in my program are appropriately prepared and trained before entering the classroom	49 10.8%	60 13.2%	79 17.4%	78 17.2%	32 7.0%	153 33.7%
There are adequate opportunities in my program to get teaching experience	37 8.1%	56 12.4%	63 13.9%	107 23.6%	91 20.0%	96 21.1%
GradSTEP sessions related to teaching preparation were helpful	59 13.0%	45 9.9%	96 21.1%	47 10.4%	21 4.6%	181 39.9%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree; NA = Not Applicable)

Please indicate the extent to which you agree with each of the following statements.
 (strongly/somewhat agree except where noted *strongly/somewhat disagree, **not applicable)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Teaching assistants in my program are appropriately prepared and trained before entering the classroom	*2002 *2003 2004 2005	**Part time	Students of Color	**Yes			Yes	**On campus	**Specialist		HUM *ARTS *HHS *SS
There are adequate opportunities in my program to get teaching experience		**Part time				*Divorced/ widowed		On campus, In BG, **Outside Wood County	**Specialist		**BA, HUM, SM, TECH, HHS, SS
GradSTEP sessions related to teaching preparation were helpful.		**Part time	Students of Color	**Yes			*Yes	**On campus, **Outside Wood County			**BA, **ED, **TECH

Table 32
 Satisfaction with Preparation for College Teaching

	VD	SD	N	SS	VS	NA
	Frequency					
To what extent are you satisfied with how well, overall, your program is preparing you for college teaching?	40	50	92	80	54	132
	8.8%	11.0%	20.3%	17.6%	11.9%	29.1%

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied; NA = Not Applicable)

To what extent are you satisfied with how well, overall, your program is preparing you for college teaching? (very/somewhat satisfied except where noted * very/somewhat dissatisfied or **not applicable)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
2004, 2005, 2006	**Part time					**Yes	**On campus, **Outside Wood County	**Specialist		**BA **ED HUM TECH

Please provide any other comments you would like to make on Teaching Experience.

Not a focus

- Again, mine is a professional program, so teaching skills are not a focus
- I'm not teaching
- The faculty in my program did not encourage opportunities to teach. I did (1semester) b/c I asked!
- Is there a Teaching possibility in my Curriculum?
- GAs don't teach in (*department*)
- Not offered in program
- I teach the UNIV 131 class, which is not specifically directed towards my program
- I am not a TA but a GA, it is more of a supervision role than a teaching role

Training, Courses on How to Teach

- You aren't taught "how" to teach but are told just "to do it"
- If I had not been an education major as an undergrad, I do not think I would have been prepared.
- It would be nice if GradSTEP focused on areas aside from college teaching
- What I am learning is from my own experience, not from teaching courses/training
- The College Teaching Course in (*department*) is exceptional and should be made more widely available
- I have taught at another institution, but I felt the training here was completely inadequate
- I volunteered to take a course in college teaching through my department.
- (*Name*) is the worst teacher and should never teach anyone how to teach
- There is a definite need for training. Students are just flung into it.
- It was stressful, especially since I had never taken the course I had to teach!
- There are not enough field experience opportunities or even practice teaching opportunities
- I had teaching experience before entering grad school...the sessions I attended weren't great for me

- I am doing my professor's job as a GA
- Unless one is a teaching assistant it is not ample prep for teaching
- Teaching experiences can be sought as practicum, they are not provided by dept.
- My teaching experience did not involve my department.
- Getting to teach in the (learning community) did more than the department
- There is basically no instruction whatsoever on the actual process of teaching - "how" to teach.
- Need pedagogy classes, not class preparation classes
- Sometimes you only learn to swim by being thrown in the pond
- T/As need to be prepared to teach as others have never taught before.
- Grad STEP teacher training is not geared towards the sciences
- I personally already know how to teach, but those who did not were struggling for some time
- I desired a teaching assistantship, but there were no opportunities available during my 2 years.
- Pedagogical theory's more important than teaching one person's dissertation as a means of education.

Other

- Scenario and practice teaching modules - needed more direction from the instructor, and more discussion
- It is tricky for me because I have not had my own class
- TA's need to be engaged in more in actual teaching and research
- Too many PhD students who are teaching for the 1st time - bad career choice
- Generally not provided
- Not enough freedom to develop my own class
- I have taught in 3 departments and my experiences vary
- Although I have had pedagogy classes, the dept I teach in does not really teach us how to teach
- I do not know anything about the teaching experience except that it is provided.
- The buildings need to be technologically wired so that I can use all modes to teach the students
- Cohort does not provide opportunities to teach as a TA
- Grad students are generally crappy teachers
- All of the grads in my department were teaching in public school for at least three or more years
- I wasn't even familiar with the grading system when I first started teaching. Started with 90 student
- My teaching experience at BGSU does not relate to my graduate work
- Not sure about this, never heard anything on it till now
- Have not taught at BGSU
- Umm, I don't teach but would like to... I am stuck with web design
- (*Department*) faculty need to reach out to potentially interested future faculty members
- I think this section is exclusive to grad assistants.

- I have very little experience.
- I am unable to comment because I am in my first year and will teach a course next year
- I think (*department*) should teach two (*subject*) courses and only 2 (*subject*) courses
- (*Item*) is a waste of time
- TAs are not good teachers as a general rule. They should take required training/courses.
- I think we are doing students a disservice by not requiring training before teaching courses.
- It would be helpful to have some more formalized training on teaching college courses.
- If not for my undergraduate work, I would be in the dark as far as teaching skills.
- Teaching in a separate dept means that my program does well, but the others do not.
- Teaching assignments are made in a hierarchy, only the older students who have no funding teach
- Taught at a community college prior to beginning this grad program - some questions inapplicable
- Being only a 2 yr. program, (*department*) grads only get 2 semesters to teach. A 3rd year is needed to prepare!
- More specific support would be helpful, opportunities to teach more creative writing classes wished
- TAs teaching the basic course (*course*) would benefit from having the textbook & syllabus earlier

Practica, Internships, Clinical Experiences

Forty-one percent of the participants indicated that their programs offered professional internships or career placement. The plurality of them was satisfied with practicum, internship, and clinical opportunities.

Table 33
Objective of Graduate Program

	Is providing students with professional internships or career placement (on- or off-campus) an objective of your graduate program?
Yes	188 (41.4%)
No	264 (58.1%)

Is providing students with professional internships or career placements (on-campus OR off-campus) an objective of your graduate program?

(yes except where noted *no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
			*No				On campus			*BA *HUM *ARTS *SM *TECH HHS

Table 34

Skills and Preparation to Succeed in Profession

	SD	SoD	N	SA	StrA	NA
	Frequency					
Graduate students in my program are appropriately prepared and trained before entering the profession	3 0.7%	15 3.3%	17 3.7%	72 15.9%	75 16.5%	5 1.1%
There are adequate opportunities to acquire professional experience through supervised experience	4 0.9%	14 3.1%	16 3.5%	56 12.3%	94 20.7%	3 0.7%
I developed the administrative and human relations skills necessary for success in my profession	4 0.9%	10 2.2%	28 6.2%	66 14.5%	72 15.9%	6 1.3%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree; NA = Not Applicable)

Please indicate the extent to which you agree with each of the following statements.

(strongly/somewhat agree except where noted *strongly/somewhat disagree)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Graduate students in my program are appropriately prepared and trained before entering the profession											
There are adequate opportunities to acquire professional experience through supervised practice										<49	ARTS, SM, ED, HHS, SS
I developed the administrative and human relations skills necessary for success in my profession				Yes							

Table 35

Importance and Satisfaction with Practicum Opportunities and Career Placement

	VU	SU	N	SI	VI	NA
<u>How important are the following:</u>	<u>Frequency</u>					
Supervised practicum opportunities in your graduate program	1 0.2%	4 0.9%	16 3.5%	39 8.6%	120 26.4%	7 1.5%
How well the program is preparing you for your professional work	1 0.2%	--	5 1.1%	23 5.1%	157 34.6%	1 0.2%
Support for career placement	1 0.2%	4 0.9%	4 0.9%	38 8.4%	138 30.4%	1 0.2%
<u>How satisfied are you with:</u>	<u>VD</u>	<u>SD</u>	<u>N</u>	<u>SS</u>	<u>VS</u>	<u>NA</u>
Supervised practicum opportunities in your graduate program	4 0.9%	10 2.2%	31 6.8%	56 12.3%	65 14.3%	20 4.4%
How well the program is preparing you for your professional work	6 1.3%	13 2.9%	24 5.3%	52 11.5%	86 18.9%	6 1.3%
Support for career placement	9 2.0%	19 4.2%	33 7.3%	50 11.0%	60 13.2%	15 3.3%

(VU = Very Unimportant; SU = Somewhat Unimportant; N = Neutral; SI = Somewhat Important; VI = Very Important; NA = Not Applicable)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied; NA = Not Applicable)

How important are the following to you?

(very/somewhat important except where noted * very/somewhat unimportant)

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
Supervised practicum opportunities in your graduate program		Full time			Female					< 30	HUM, ARTS, SM, ED, HHS, SS
How well the program is preparing you for your professional work	All except 2000				Female					< 40, 45-49	
Support for career placement			White/ Caucasian	Yes					Master's		

To what extent are you satisfied with ...

(very/somewhat satisfied except where noted * very/somewhat dissatisfied)

	Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
Supervised practicum opportunities in your graduate program								On campus			ARTS, SM, ED, TECH, HHS
How well the program is preparing you for your professional work								On campus, Outside Wood County			
Support for career placement	2004, 2005, 2006										

Please provide any other comments you would like to make on Practica, Internships, Clinical Experiences.

- Have not completed my practicum
- Some of the internships have been ethically questionable
- Intern sites used students for clerical staff work
- More money for job searches and attending conferences would be nice
- Would prefer more opportunities to observe other professionals before doing the work myself
- TeachOHIO Program
- Special effort needs to be made to include students who have fellowships
- These programs need to be available to all
- My internship opportunities were in Austria, but this year none have been provided
- I think this is the strong pull of the (*program*).
- Graduate assistantship positions are very practical
- I would find it helpful to be able to try out different placement sites (i.e. doing four six-month p
- (*Department*) did more than my department
- I love the opportunities I have to gain practical experience in a variety of fields.
- Wasn't assigned an internship advisor until after I started my placement.
- We are not trained in paperwork prior to internships, which causes setbacks when internships start.
- My clinical supervisors have been EXCELLENT! I've learned more in clinic than in the classroom

Coursework

Most participants indicated that their curricula were sufficiently broad to meet their needs, and were satisfied with course availability, rigor of the curriculum, and quality of teaching in their programs. Mean reported cost of textbooks and other materials per semester was \$222.

Table 36
Satisfaction with Program’s Curriculum

	SD	SoD	N	SA	StrA
	Frequency				
My program’s curriculum is broad enough to meet my needs and prepare me for my career of choice	34	52	46	178	139
	7.5%	11.5%	10.1%	39.2%	30.6%

(SD = Strongly Disagree; SoD = Somewhat Disagree; N = Neutral; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree with the following statement: My program’s curriculum is broad enough to meet my needs and to prepare me for my career of choice.

(strongly/somewhat agree)

Year Began	Enrollment Status	Race/ Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/ Credential	Age	Academic Area
										ED, TECH, HHS, SS

Table 37

Importance and Satisfaction with Courses and Curriculum

<u>How important are the following:</u>	<u>VU</u>	<u>SU</u>	<u>N</u>	<u>SI</u>	<u>VI</u>	<u>NA</u>
	<u>Frequency</u>					
The availability or major courses you need to complete your program	3 0.7%	4 0.9%	9 2.0%	74 16.3%	358 78.9%	4 0.9%
The academic rigor of the curriculum in your program	3 0.7%	9 2.0%	26 5.7%	161 35.5%	253 55.7%	2 0.4%
The overall quality of teaching in your graduate program	3 0.7%	2 0.4%	10 2.2%	60 13.2%	375 82.6%	2 0.4%
The overall curriculum in your program	2 0.4%	1 0.2%	10 2.2%	88 19.4%	349 76.9%	2 0.4%
<u>How satisfied are you with:</u>	<u>VD</u>	<u>SD</u>	<u>N</u>	<u>SS</u>	<u>VS</u>	
The availability or major courses you need to complete your program	32 7.0%	75 16.5%	23 5.1%	181 39.9%	141 31.1%	
The academic rigor of the curriculum in your program	18 4.0%	37 8.1%	48 10.6%	187 41.2%	159 35.0%	
The overall quality of teaching in your graduate program	19 4.2%	55 12.1%	46 10.1%	178 39.2%	152 33.5%	
The overall curriculum in your program	21 4.6%	52 11.5%	50 11.0%	190 41.9%	135 29.7%	

(VU = Very Unimportant; SU = Somewhat Unimportant; N = Neutral; SI = Somewhat Important; VI = Very Important; NA = Not Applicable)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied)

How important are the following to you?

(very/somewhat important except where noted *very/somewhat unimportant, **not applicable)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
The availability of major courses you need to complete your program									All except Certificate	All except 60+	
The academic rigor of the curriculum in your program									Doctoral, Specialist	30-34, 40-44, 50-59	
The overall quality of teaching in your graduate program				Yes					Master's, Doctoral	All except **60+	
The overall curriculum in your program									All except Certificate	All except 45-49, 60+	

To what extent are you satisfied with ... (very/somewhat satisfied except where noted *very/somewhat dissatisfied)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
The availability of major courses you need to complete your program											HHS
The academic rigor of the curriculum in your program	2003-06,										HHS
The overall quality of teaching in your graduate program										45-49, 55-59 *60+	ED, TECH
The overall curriculum in your program								On campus, Outside Wood County	Specialist		HHS, TECH

Table 38

Cost of Textbook and Academic Materials

	Frequency	Min	Max	Mean	SD
What is the average amount you spend on textbooks and academic materials each semester?	307 (67.6%)	0	\$750	\$222.30	\$128.314
What is the greatest amount you have ever spent, in one semester, on textbooks and academic materials at BGSU?	305 (67.2%)	0	\$1000	\$341.53	\$181.468

What is the average amount you spend on textbooks and academic materials each semester?

(Percent of respondents who spent \$350 or more)

Academic Area	Degree/Credential
HUM 58%	Specialist 75%
BA 53%	Master's 21%
ARTS 23%	Doctoral 13%
ED 17%	
HHS 9%	
SM 9%	
SS 2%	
TECH 0%	

What is the greatest amount you have ever spent, in one semester, on textbooks and academic materials at BGSU? (% of respondents who spend \$500 or more)

HHS	50%
BA	35%
ARTS	34%
HUM	25%
SS	23%
SM	21%
ED	20%
TECH	13%

Please include any other comments you would like to make on Coursework.

Textbooks

- Too many books are required, and I cannot afford that
- Paying \$500 for books is outrageous!
- Amount varies by professor for section of course
- Being able to get digital textbooks would be cheaper and handy for students/grad students.
- Usually I get my books off the web at discounted rates
- Books need to be more affordable
- How am I supposed to remember how much I spent on textbooks each semester?
- Our books are too expensive, and half the time we don't use more than a chapter or two.
- Some of the books just aren't necessary.
- Make sure books are needed/will be used thoroughly before requiring them
- Some courses are over loaded with texts that are never used or used slightly
- Books are very expensive, graduate students need a much increased stipend.
- \$600 was for undergrad work
- Textbooks cost WAY too much. Only the rich can afford them. The rest go into major credit card debt
- For media studies I buy lots of DVDs which are expensive and otherwise not available
- I like that grad students get 10% discounts on books, this helps.
- Professors should put some thought into the chosen text. The newest version is not always needed.

Library, Ohio Link

- I use material from library
- I use Ohio link for all my resources
- Ohio link is helpful
- BGSU Library, in some cases, has a limited number of books that bothers students like me

On-line Courses, Time Offered

- Our department relies too heavily on seminars
- Need more evening or web courses for working students
- I am a part time student so I would like to see more classes outside the 8-5 timeframe.
- On line courses should begin and end with a face to face meeting
- Sometimes courses are not offered enough for working students
- I am a full time grad student and many of the class are only offered as night classes
- On line courses need an initial face to face meeting
- Please offer online courses in the part time (*program*).

Curriculum, Course Offerings, Requirements

- The handbook is deceiving because it lists many classes that were never offered
- Need to orient coursework to changing global trends
- Our dept has problems with inadequate course offerings, delaying graduation for some
- The course requirements in my department are too broad and many fail to apply to my program.
- This issue for me is identifying a cognate and coordinating classes outside my department.
- I am not satisfied with the unusually large class size in some of the core classes at this level!
- More graduate-level (*department*) courses need to be available, the offerings are shameful
- The curriculum needs to be reviewed to ensure we are remaining nationally competitive.
- Electives are essentially undergraduate courses in their approach and rigor.
- I was not conceptually challenged and feel this is the art programs weakness, outside of its apathy.
- Would like more courses offered more often
- Grad level courses are lacking in (*department*). Too many course are required for the PhD program in (*department*)
- Too much focus on literature courses and not enough on thesis development
- Need to incorporate new technologies into the curriculum, considering it's a technology program.
- Too much busy work-journaling and reflecting overkill
- The (*department*) does not offer enough graduate courses. Most end up overfilled.
- Some merged courses must be separated into at least 2

Other

- Teaching (preparation) seems to be a low priority for the faculty at the grad level
- Begin the course outlining exactly what the final project will be, I like to start immediately,
- It's my first semester. I started in spring 2007
- I am only taking one class
- I would NOT recommend entering PhD out of Bachelors. Difficult to earn credits and still do research

- I usually take one or two courses at a time
- I am taking one course at a time
- Teaching quality has been uneven
- Need more options
- As my program expands, I believe further opportunities will arise for my area of study
- Not enough variety
- Good
- It would be great to access more items on reserve (regular reserve or e-reserve)
- The (*department*) does not offer enough graduate courses. I had great difficulty finding enough classes
- Has improved, but there is more need
- Summer classes rather compressed
- I was full-time student first 3 years, now part-time -- expenses have changed
- I am taking all of my courses through a special education cohort
- Some teacher in department we great, others were terrible (worst ever)
- Real life projects are helpful
- I wish our profs were allowed to print copies of things for us!
- More funding is needed for graduate students to attend national and international conferences

Student Life

The majority of participants felt a sense of community at BGSU, are satisfied with the University's efforts to promote diversity, and agree that BGSU provides a positive academic climate. The majority did not experience discrimination. Most of the participants did not work off-campus. Social life on campus and shuttle service represented the only areas of student life that more than 40% of the participants described as unimportant. The areas with which more than 60% of the respondents expressed satisfaction were safety and security on campus, the Graduate College, and overall financial support. The areas where more than 30% expressed dissatisfaction were the availability of parking, stipend levels, and adequate and affordable health insurance (Table 42).

Table 39

Satisfaction with Various Aspects of Student Life at BGSU

	SD	SoD	SA	StrA
	Frequency			
I feel a sense of belonging to the BGSU community	51 (11.2%)	92 (20.3%)	201 (44.3%)	105 (23.1%)
My program actively recruits graduate students from underrepresented groups	29 (6.4%)	118 (26.0%)	188 (41.4%)	99 (21.8%)
BGSU students, staff, faculty, and administrators promote diversity	21 (4.6%)	54 (11.9%)	213 (46.9%)	149 (32.8%)
BGSU students, staff, and faculty actively support a collaborative work and academic environment	17 (3.7%)	45 (9.9%)	206 (45.4%)	177 (39.0%)
BGSU encourages creativity in the educational environment	18 (4.0%)	57 (12.6%)	225 (49.6%)	144 (31.7%)
BGSU actively engages students, staff, and faculty in the intellectual process	18 (4.0%)	40 (8.8%)	221 (48.7%)	165 (36.3%)
I have been encouraged to have pride in my work at BGSU	19 (4.2%)	59 (13.0%)	197 (43.4%)	171 (37.7%)
BGSU fosters an environment of respect for its students, staff, and faculty	23 (5.1%)	41 (9.0%)	220 (48.5%)	161 (35.5%)

(SD = Strongly Disagree; SoD = Somewhat Disagree; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree or disagree with the following statements about BGSU.
 (strongly/somewhat agree except where noted *strongly/somewhat disagree)

	Year Began	Enrol. Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
I feel a sense of belonging to the BGSU community									Specialist		HHS, TECH
My program actively recruits graduate students from underrepresented groups										<25, 50-54	
BGSU students, staff, faculty, and administrators promote diversity.	1998, 1999, 2001, 2002, 2004, 2005, 2006		White/Caucasian		Male		Yes				
BGSU students staff, and faculty actively support a collaborative work and academic environment	*1998 2001, 2002, 2003, 2004, 2005, 2006										BA, HUM, SM, ED, TECH, HHS, SS
BGSU encourages creativity in the educational environment											BA, HUM, SM, ED, SS, TECH, HHS,
BGSU actively engages students, staff, and faculty in the intellectual process										40-49, 60+	
I have been encouraged to have pride in my work at BGSU							Yes				BA, HUM, SM, ED, SS, TECH, HHS,
BGSU fosters an environment of respect for its students, staff, and faculty	All except 2000, 2003				Female						BA, HUM, SM, ED, TECH, HHS, SS

Table 40

Harassment and Discrimination at BGSU

	Never	Rarely	Sometimes	Frequently	NA
While at BGSU, has harassment or discrimination been a part of your graduate experience because of your:					
Race/Ethnicity	317 69.8%	34 7.5%	19 4.2%	5 1.1%	68 15.0%
Gender	290 63.9%	64 14.1%	32 7.0%	7 1.5%	49 10.8%
Sexual Orientation	320 70.5%	13 2.9%	9 2.0%	5 1.1%	94 20.7%
Physical Disability	280 61.7%	7 1.5%	7 1.5%	4 0.9%	141 31.1%
Religious/Spiritual Views	318 70.0%	25 5.5%	25 5.5%	2 0.4%	68 15.0%
Political Views	314 69.2%	33 7.3%	29 6.4%	5 1.1%	60 13.2%

While at BGSU, has harassment or discrimination been part of your graduate student experience because of your ...
 (never/not applicable, except where noted *sometimes/frequently)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Race/ethnicity			White/Caucasian	No							
Gender	*1998 2004		White/Caucasian		Female		No				TECH, HHS
Sexual Orientation			White/Caucasian								
Physical Disability			White/Caucasian	No							Arts
Religious/Spiritual Views							Yes			<34, 40-44, 50+	
Political Views	All except 1998 & 2002										

If you have been harassed or discriminated against, and you wish to do so, please explain the nature of the experience(s) here.

Disability, Accommodations

- Being denied grades and reasonable accommodations for assistantship.
- Yes discriminated against due to disability
- **I have see favoritism in the classroom. I have experienced intolerance and lack of compassion for my physical disabilities. I have experienced ageism.

** Statement is duplicated in another section

Religion

- As a Christian, and a member of The Church of Jesus Christ of Latter-day Saints, I am used to being harassed for my beliefs, but there are times when I expect, as a member of an academic community, to be surrounded by people who can at least respect
- A specific professor frequently makes crude comments about religion in the classroom.
- It's been odd being at a University with so few Jewish people. Not harassed or anything but lack of understanding.
- I have noticed that it is popular now among the BGSU professors to make fun of Christians or Christian church.
- Although there is a diversity of religious beliefs represented in my graduate program, both faculty and students often neglect to have respect for certain religious denominations, and classes or group meetings have at times consisted of denigrating c
- I'm a conservative Christian, neither of which are highly sought after in typical academic climate.

- Did not feel comfortable speaking out about religious views because of widespread relativistic thinking in the campus community.

Political

- Some profs have disliked me because I am not "liberal" enough in their estimation
- The (*Program*) treated me poorly when I expressed in interest in studying with them because I was too conservative!

Race, Ethnicity

- There is a student who was complaining about Blacks and feminist and being politically correct in a harsh way in our computer lab once, it was more than uncomfortable, and there is another student who never speaks to Black students even when you speak
- Casting aspersions on people of a certain color. Stereotyping based on color
- I was embarrassed in the class because of my race.
- A lecturer just assumed Black Africans do not understand the English language and were dumb
- Racially and ethnically biased comments have been made in the classroom, I have been racially profiled in the classroom environment, and faculty have said inappropriate comments about my racial and ethnic identity throughout my first year at BGSU.
- **Comments from faculty generalizing about members of my race/gender
- **I have been discriminated against due to my race and sex by faculty and office holders of the university, more or less shunned.

Gender

- I was told by another student from another country that women only go to school so they can socialize after they graduate, not for actually learning and gaining a reputable career/knowledge.
- Being male in a classroom in which the rest of the class was female or homosexual.
- Assistantship opportunities have been preferenced to individuals based on gender.
- They think girls are dumb we can only get job because of diversity
- **Comments from faculty generalizing about members of my race/gender
- I sometimes feel that my advisor (male) is unaware that it is awkward to have an all-male committee, and to attend conferences where there majority of presenters are also male. I would not say that I have been discriminated against or harassed in an
- The chilly climate the health insurance created was huge. Hearing women should not have adequate health coverage and hearing it from other students as well as high level administrators was horrible.
- **I have been discriminated against due to my race and sex by faculty and office holders of the university, more or less shunned.
- I'm not sure if it could be called "harassment", but I have been treated differently by international students who view women as second-class citizens. It is hard to work with these students.
- The main experience would be in the classroom with male teachers making inappropriate comments. These comments are not directed towards anyone in particular, but still not necessary.
- **Men in my program have a problem in general with women in my program. There have been rumors related to my sexual orientation that are untrue and unfounded since the first week of school.

- Comments from fellow graduate students. As a woman in the "soft" field of creative writing, I must constantly fight to be taken seriously.
- Sometimes I have been called out on being "girly" and felt like this was a weakness when it is not!

Age

- There is definite discrimination against nontraditional students
- **I have seen favoritism in the classroom. I have experienced intolerance and lack of compassion for my physical disabilities. I have experienced ageism.
- I was told teachers who have 31 years experience are most in need of student teaching. I thought this remark was uncalled for from a professor who has NO knowledge of me or my teaching ability. His remark was based on my age and his assumption that 56

Sexual Orientation

- **Men in my program have a problem in general with women in my program. There have been rumors related to my sexual orientation that are untrue and unfounded since the first week of school.

Overall climate

- Mostly seen in the form of indirect comments and treatment made by colleagues and faculty
- I have been discriminated against by having an international worldview. In my program, professors are very traditional and so are not open to other cultural perspectives. Basically, the American way is the only way.

Other

- Once was with a peer in my program and we handled it privately. Another instance was between two of my students - one discriminating against the other and I dealt with this through conferencing and an in-class speech.
- One faculty member has made inappropriate comments to me about my marriage and has singled me out in class unnecessarily. Another faculty member required my class to memorize and perform an African song, but didn't tell us the meaning of the translation
- Because I'm one of few (*ethnicity*) students in (*department*), I'm frequently asked to take on tasks that other students could easily do.
- I really don't care. Honestly.
- When I am unable to attend class or trips while abroad due to my medical conditions I am looked down upon and not given enough help later on. I am discriminated against and treated like I am lazy instead of having medical problems.
- I and another grad student were sexually harassed by a faculty member. We notified the appropriate people and despite the professor's long history of such behavior and his THICK file he was not terminated. I feel the university treated me like crap
- One graduate teacher, a male, consistently gave higher grades to males than to females, even when the males' work was substantially subpar

- I am not clear about this, just some feelings..
- The very fact that I am a victim of domestic violence known to the department took away my legitimate request for pursuing my academic interests and obtaining adequate intellectual resources at the department. Meantime, I was often reminded that my d

Table 41

Off-Campus Employment During BGSU Graduate Career

Have you worked off-campus (for pay) during your graduate career at BGSU?	
Yes	142 (31.3%)
No	305 (67.2%)
Was your work off-campus related to your graduate studies?	
Yes	74 (16.3%)
No	64 (14.1%)

Have you worked off-campus (for pay) during your graduate career at BGSU? (Please do NOT include internships, assistantships, supervised practica, non-contract summer employment, or other positions that are directly connected with your graduate program.) (No, go to Q69). (More likely no except where noted *yes)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	*Part time Full time	Students of Color	No		Single, Domestic Partner	No	On campus, In BG		<34, 40-49, *50+	HUM, ARTS, SM, HHS, SS

Was your work off-campus related to your graduate studies? (yes except where noted *no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	Part time *Full time				Married *Divorced/ Widowed	Yes	*In BG, Outside Wood County			

Table 42
Importance and Satisfaction with Student Life

	VU	SU	SI	VI	NE
How important are the following:	Frequency				
The opportunities to interact with students with different ideas and perspectives at BGSU	11 2.4%	52 11.5%	186 41.0%	182 40.1%	19 4.2%
The overall social life on campus	76 16.7%	110 24.2%	154 33.9%	58 12.8%	53 11.7%
The BGSU Shuttle Service	121 26.7%	82 18.1%	48 10.6%	42 9.3%	157 34.6%
The availability of housing on campus	162 35.7%	43 9.5%	27 5.9%	30 6.6%	187 41.2%

<u>How satisfied are you with:</u>	<u>VD</u>	<u>SD</u>	<u>SS</u>	<u>VS</u>	<u>NE</u>
The availability of housing in Bowling Green	48 10.6%	21 4.6%	116 25.6%	170 37.4%	96 21.1%
The overall cost of housing	40 8.8%	17 3.7%	84 18.5%	215 47.4%	94 20.7%
The availability of parking for students	22 4.8%	19 4.2%	122 26.9%	246 54.2%	41 9.0%
The availability of child care	102 22.5%	19 4.2%	20 4.4%	31 6.8%	276 60.8%
The cost of child care	100 22.0%	17 3.7%	20 4.4%	35 7.7%	278 61.2%
Safety and security on campus	13 2.9%	24 5.3%	156 34.4%	227 50.0%	28 6.2%
University funding for graduate student research/professional development (grants, travel, etc)	17 3.7%	17 3.7%	73 16.1%	302 66.5%	40 8.8%
Overall, the financial support you receive from BGSU	8 1.8%	4 0.9%	51 11.2%	367 80.8%	20 4.4%
Library services	5 1.1%	15 3.3%	149 32.8%	272 59.9%	8 1.8%
Career services	31 6.8%	66 14.5%	164 36.1%	128 28.2%	60 13.2%
Graduate student office space	36 7.9%	47 10.4%	133 29.3%	164 36.1%	71 15.6%

How satisfied are you with:	VD	SD	SS	VS	NE
Access to office equipment and Supplies	22 4.8%	24 5.3%	157 34.6%	192 42.3%	55 12.1%
Graduate student computer lab(s)	29 6.4%	43 9.5%	115 25.3%	208 45.8%	55 12.1%
Adequate and affordable health insurance	47 10.4%	21 4.6%	60 13.2%	216 47.6%	106 23.3%
Student counseling center	60 13.2%	65 14.3%	96 21.1%	79 17.4%	150 33.0%
Student Rec Center and other fitness/wellness opportunities	33 7.3%	47 10.4%	144 31.7%	144 31.7%	81 17.8%
BGSU's Graduate College	20 4.4%	79 17.4%	158 34.8%	154 33.9%	37 8.1%
SPAR	55 12.1%	59 13.0%	99 21.8%	57 12.6%	180 39.6%
CTLT	61 13.4%	88 19.4%	112 24.7%	40 8.8%	149 32.8%
Accessible on-campus parking	24 5.3%	14 3.1%	103 22.7%	256 56.4%	54 11.9%
Assistantship workloads	26 5.7%	15 3.3%	86 18.9%	251 55.3%	71 15.6%
On-campus graduate student Housing	110 24.2%	42 9.3%	42 9.3%	46 10.1%	211 46.5%
Stipends for graduate students	18 4.0%	9 2.0%	28 6.2%	340 74.9%	55 12.1%
The number of years of funding provided by BGSU	19 4.2%	17 3.8%	59 13.2%	294 65.6%	59 13.2%

How satisfied are you with:	VD	SD	SS	VS	NE
The thesis/dissertation process	21 4.6%	17 3.7%	65 14.3%	247 54.4%	100 22.0%
The opportunities to interact with students with different ideas and perspectives at BGSU	17 3.7%	62 13.7%	225 49.6%	99 21.8%	37 8.1%
The overall social life on campus	38 8.4%	62 13.7%	181 39.9%	47 10.4%	115 25.3%
The BGSU Shuttle Service	19 4.2%	26 5.7%	66 14.5%	32 7.0%	298 65.6%
The availability of housing on campus	27 5.9%	13 2.9%	28 6.2%	13 2.9%	360 79.3%
The availability of housing in Bowling Green	24 5.3%	36 7.9%	168 37.0%	75 16.5%	141 31.1%
The overall cost of housing	32 7.0%	60 13.2%	155 34.1%	62 13.7%	134 29.5%
The availability of parking for students	106 23.3%	120 26.4%	127 28.0%	31 6.8%	54 11.9%
The availability or child care	13 2.9%	12 2.6%	16 3.5%	5 1.1%	395 87.0%
The cost of child care	15 3.3%	14 3.1%	12 2.6%	4 0.9%	393 86.6%
Safety and security on campus	4 0.9%	24 5.3%	209 46.0%	142 31.3%	64 14.1%

<u>How satisfied are you with:</u>	<u>VD</u>	<u>SD</u>	<u>SS</u>	<u>VS</u>	<u>NE</u>
University funding for graduate student research/professional development (grants, travel, etc)	51 11.2%	94 20.7%	154 33.9%	51 11.2%	92 20.3%
Overall, the financial support you receive from BGSU	40 8.8%	60 13.2%	176 38.8%	124 27.3%	42 9.3%
Library services	17 3.7%	28 6.2%	202 44.5%	169 37.3%	27 5.9%
Career services	21 4.6%	29 6.4%	107 23.6%	59 13.0%	223 49.1%
Graduate student office space	47 10.4%	61 13.4%	146 32.2%	81 17.8%	107 23.6%
Access to office equipment and Supplies	38 8.4%	66 14.5%	166 36.6%	88 19.4%	83 18.3%
Graduate student computer lab(s)	41 9.0%	52 11.5%	129 28.4%	102 22.5%	119 26.2%
Adequate and affordable health insurance	70 15.4%	70 15.4%	91 20.0%	37 8.1%	175 38.5%
Student counseling center	11 2.4%	20 4.4%	62 13.7%	39 8.6%	308 67.8%
Student Rec Center and other fitness/wellness opportunities	21 4.6%	42 9.3%	155 34.1%	80 17.6%	145 31.9%
BGSU's Graduate College	16 3.5%	50 11.0%	216 47.6%	73 16.1%	84 18.5%
SPAR	8 1.8%	20 4.4%	57 12.6%	25 5.5%	330 72.7%

How satisfied are you with:	VD	SD	SS	VS	NE
CTLT	9 2.0%	16 3.5%	79 17.4%	41 9.0%	296 65.2%
Accessible on-campus parking	111 24.4%	114 25.1%	118 26.0%	25 5.5%	73 16.1%
Assistantship workloads	40 8.8%	63 13.9%	172 37.9%	68 15.0%	98 21.6%
On-campus graduate student Housing	34 7.5%	17 3.7%	21 4.6%	7 1.5%	362 79.7%
Stipends for graduate students	64 14.1%	85 18.7%	162 35.7%	42 9.3%	87 19.2%
The number of years of funding provided by BGSU	42 9.3%	52 11.5%	146 32.2%	87 19.2%	112 24.7%
The thesis/dissertation process	26 5.7%	48 10.6%	135 29.7%	35 7.7%	196 43.2%

(VU = Very Unimportant; SU = Somewhat Unimportant; N = Neutral; SI = Somewhat Important; VI = Very Important; NE = No Experience)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied)

How important are the following to you as a graduate student at BGSU?

(very/somewhat important except where noted *very/somewhat unimportant, **no experience/cannot rate)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
The opportunities to interact with students with different ideas and perspectives at BGSU		Full time				All except Divorced/Widowed				All except 60+	
The overall social life on campus		Full time	Students of Color	No		Single, Domestic Partner, *Married, *Divorced/Widowed		On campus, In BG	**Certificate	<25, *40-44, *50-54, **60+	BA, HUM
The BGSU Shuttle service		**Part time	**White/Caucasian	No			No **Yes	**Outside Wood County,			*BA, **HHS
The availability of housing on campus		**Part time	Students of Color	*Yes		Single **Divorced/Widowed	No **Yes	**In Wood County **Outside Wood County			
The availability of housing in Bowling Green		Full time, **Part time	Students of Color	No	Female	Single, with Domestic Partner	No **Yes	In BG, **Outside Wood County		< 34, **55-59 60+	HUM, ARTS, SM, HHS, SS
The overall cost of housing.		Full Time, **Part time	Students of Color	No		Single, with Domestic Partner	**Yes No	In BG, **Outside Wood County	Master's, Doctoral	< 34 **55-59 60+	HUM, ARTS, SM, HHS, SS
The availability of parking for students		Full time						All except On Campus			ARTS, *ED
The availability of child care				No **Yes		Married **Single, **Domestic Partner, **Divorced/Widowed	**No				

The cost of child care						Married	**No				
Safety and security on this campus		Full time	Students of Color			Domestic Partner	No	All except in BG		*50-59	
University funding for graduate student research/professional development (including research grants, travel funds, etc.)		Full time		No		Domestic Partner	No	On campus, In BG	Doctoral	All except **55 +	All except BA
Overall, the financial support you receive from BGSU		Full time				Single, with Domestic Partner	No	All except Outside Wood County	Doctoral, Specialist, **Certificate	All except **55 +	*TECH
Library services		Full time	White/Caucasian	No				All except On campus	Doctoral	*55-59	*TECH
Career services		Full time	Students of Color	No				On campus, In BG	Master's, **Certificate		
Graduate student office space		Full time **Part time		No		All except Married	No	On campus, In BG	Doctoral, **Certificate	< 34	HUM, ARTS, SM, SS
Access to office equipment and supplies		Full time **Part time	Students of Color	No		*Married	No	In BG	Doctoral, **Certificate	< 39 **55 +	*ED, TECH
Graduate student computer lab(s)		Full time	Students of Color	No		Single, with Domestic Partner		In BG	Doctoral, **Certificate	< 44 **60+	All except ED
Adequate and affordable health insurance		Full time **Part time		No		Single, Domestic Partner	No **Yes	In BG, **Outside Wood County	Doctoral, **Certificate	< 34 **55 +	HUM, ARTS, SM, SS
Student counseling center		**Part time	Students of Color	No	Female	Domestic Partner		**Outside Wood County			
Student Rec Center and other fitness and wellness opportunities		Full time **Part time	Students of Color	No		All except Married	**Yes No	On campus, In BG, **Outside Wood County	**Certificate	< 34 **55 +	BA, HUM, ARTS, SM, SS

BGSU's Graduate College		Full time	Students of Color	No				All except On campus			
Sponsored Programs and Research (SPAR)		**Part time	Students of Color, *White/Caucasian	**Yes, No					**Specialist, **Certificate		*BA, *HUM, *ARTS, *ED
Center for Teaching and Learning Technology (CTLT)		**Part time	Students of Color	No	Female					**55 +	*ED, *HHS
Accessible on-campus parking		Full time				Single, Domestic Partner	No	All except On campus	All except **Certificate		
Assistantship workloads		Full time **Part time				Single, Domestic Partner	No	On campus, In BG	Doctoral, **Certificate	< 44, **45 +	HUM, ARTS, SM, HHS, SS
On-campus graduate student housing		Full time	**White/Caucasian	**Yes		**Domestic Partner	**Yes	**In Wood County, **Outside Wood County			**TECH, **HHS
Stipends for graduate students		Full time				All except Married	No	On campus, In BG	Master's, Doctoral, **Certificate	< 44, **55 +	HUM, ARTS, SM, HHS, SS
The number of years funding provided for graduate students by BGSU		Full time		No		Single, Domestic Partner	No	On campus, In BG	Doctoral, **Certificate	< 44 **55 +	HUM, ARTS, SM, HHS, SS
The thesis/dissertation process	All except 2006	Full time						Outside BG, In Wood County	Doctoral,	30-34, 50-54 **60+	HUM, ARTS, SM, TECH, SS

To what extent are you satisfied with ...

(very/somewhat satisfied except where noted * very/somewhat dissatisfied, **no experience/cannot rate)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
The opportunities to interact with students with different ideas and perspectives at BGSU		Full time						On campus			
The overall social life on campus		**Part time				Domestic Partner	No	On campus, **Outside Wood County	**Certificate	< 29, **55 +	TECH
The BGSU Shuttle service		Full time **Part time	**White/ Caucasian	**Yes			No, **Yes	**All except On campus			**All except BA & SM
The availability of housing on campus			Students of Color	No **Yes				**All except On campus			
The availability of housing in BG		Full time **Part time		No		Single	**Yes	**Outside Wood County	**Specialist	*45+	SM
The overall cost of housing		**Part time	Students of color	No		**Married **Divorced/ Widowed	**Yes	**Outside Wood County		*35+	*ED, TECH
The availability of parking for students			Students of color			Married, Divorced/ Widowed	No	Outside BG, in Wood County			HHS, *Arts, *Hum
The availability of child care	**All	Part time	White/ Caucasian	No		Married	Yes				
The cost of child care	**All except 1999, 2000						Yes				
Safety and security on this campus		Full time		No				*Outside of Wood			

								County			
University funding for graduate student research/professional development (including research grants, travel funds, etc.)		Full time	Students of color			*Married	**Yes No	In BG, **Outside Wood County	**Specialist, **Certificate	*40+	SS, TECH
Overall, the financial support you receive from BGSU		Full time				All except Married	No	All except Outside Wood County	Specialist, **Certificate	All except 50+	TECH
Library services	All except 1999	Full time		No				Outside Wood County	Doctoral		
Career services		**Part time	Students of Color	No					**All except Master's		**ART S, **SS
Graduate student office space		**Part time				*Married	No	**Outside BG, **Outside Wood County	**Specialist, **Certificate	*40+	SM, TECH
Access to office equipment and supplies		Full time **Part time	Students of Color	No		All except Married	No	On Campus	**Certificate		BA, HUM, SM, SS
Graduate student computer lab(s)		Full time	Students of Color	No				**On Campus, **Outside Wood County	**Certificate		HUM, ARTS, SM, SS
Adequate and affordable health insurance	*2001 **2006	**Part time	**White/ Caucasian	Yes		**Married, ** Divorced/ Widowed	**Yes	**Outside Wood County	**Specialist, **Certificate	*35+	**BA, **ED, **TEC H*HHS
Student counseling center	1998, 2000, **2001, **2002, **2004, **2005, **2006	Full time	Students of Color	No				**On Campus, **Outside Wood County			

Student Rec Center and other fitness and wellness opportunities		**Part time		No	Male	Single	No	**Outside Wood County		< 34, **35+	SM
BGSU's Graduate College			Students of Color								
Sponsored Programs and Research (SPAR)			Students of Color	**Yes							**BA **HUM **ARTS **ED
Center for Teaching and Learning Technology (CTLT)		Full time	**White/ Caucasian	**Yes							
Accessible on-campus parking		*Full time					No	On Campus	*Certificate		
Assistantship workloads		Full time **Part time	Students of Color			Single, Domestic Partner	No	On Campus, In BG	**Certificate	< 34 **45+	HUM, SM, TECH, SS
On-campus graduate student housing		Full time	Students of Color	No				**All except On campus			
Stipends for graduate students		Full time **Part time	Students of Color			Single, Domestic partner	**Yes No	On campus	**Certificate	<29 **45-59	SM
The number of years funding provided for graduate students by BGSU	*1998 2001 2002	Full time **Part time				Single, Domestic partner, **Divorced/ Widowed	**Yes No	On campus, **Outside Wood County	**Certificate	< 29, **45 +	HUM, ARTS, SS
The thesis/dissertation process	2001, 2003, 2004, **2006							**On campus, **Outside Wood County	**Specialist, **Certificate		**BA, **HHS

Please include any other comments you would like to make on Student Life.

Parking

- Graduate parking in Teachers lots should be allowed.
- Parking is very problematic
- Parking lots for grad students only
- More parking is necessary!
- Over the past year, parking for commuter students has become an increasing problem.

Insurance

- DENTAL INSURANCE!!!
- If required to have health insurance, BGSU should pay for it like other employees. This is unconstitutional

Facilities

- The lack of library hours and difficulty accessing older materials is a major problem
- I would like at least part of the Library to be open 24 hours (bottom floor?)

Assistantship, Stipends, Funding

- Assistantship workloads have increased heavily, making degree progress especially hard
- There need to be more assistantships available to those with financial need.
- It doesn't seem like stipends have been raised since I was a master's student here.
- Stipends do not compete with most schools, they are too low
- Graduates should be rewarded for getting external funding, ie. provided with additional years of support
- Our program should be funded for five years.
- More money and another year!
- You don't know where your work will take you so an optional 3rd yr. w/assistantship needs 2B provided.
- Teaching loads are not equitably distributed in (*department*) Stipend is not particularly competitive
- I think that the stipends that are given really don't cover the living expenses
- Stipends do not let a student live on their own without assistance.
- More opportunity for part time funding should be for part time student, they have much to bring

Housing

- I would have really liked to have graduate housing
- Is there even on-campus graduate housing? - that would be pretty cool
- It was extremely hard to find good housing that accepts pets, need dental INSURANCE, not "savings"

- Affordable on-campus graduate housing would be great.
- Bowling Green as a city is not a good place to live
- There are not enough housing options for graduate students with pets.

Social

- Available activities for older students, families, and students of color in town..
- I'd like to see more programs to promote cross-department grad-student interaction
- I would very much like the opportunity to meet grad students from other departments
- There are no social clubs for grad students

Miscellaneous

- Considering how little I participate in these offerings, I think on-line students pay too much!
- Need special arrangements for commuter students
- Preliminary exam process - VERY dissatisfied
- The shuttles need to run both ways around campus, don't require health insurance
- Would strongly encourage change to 9 cr. hrs. for full-time grad student status, not 12
- Tough to answer for BGSU staff taking courses part time-67,68,
- Have not finished the thesis process to comment
- I wish there were meetings throughout the semester for help with portfolios
- (*Department*) comp lab is outdated, slow, and frustrating! Offices too cramped and poorly assigned
- GSS Travel Fund program is worthless, they are inconsistent in the process and award amount
- The (*office*) is excellent!
- Discounted rec membership for part-time students would nice, especially recreation students
- This section is worded improperly, the process itself is of little importance, the knowledge thereof
- More advertising for opportunities, though it has improved in the 2 years I've been here.
- I am very satisfied with my cohort experience
- Discount for Graduate students in Bookstore
- Some professors over work some of their grad assistants while under working other grad assistants

University Resources and Support

Creating a positive graduate student experience was perceived as a strong priority for BGSU or as its highest priority for 51% of the participants. The majority of participants either indicated that they were satisfied with sources of financial support or that the issue was not applicable for them. Participants estimated their student loan debt at graduation, on average, at about \$22,000; 18% estimated their debt at \$50,000 or greater. Fifty-four percent of participants indicated that they had some level of awareness of Graduate Student Senate (GSS); the plurality of them (41%) indicated that they did not have sufficient experience with GSS to be able to indicate whether it represents the interests of graduate students adequately.

Table 43
 Creating a Positive Graduate Student Experience at BGSU

To what extent do you think creating a positive graduate student experience is a priority for BGSU?	
Not a Priority	45 (9.9%)
Moderate Priority	173 (38.1%)
Strong Priority	181 (39.9%)
Highest Priority	49 (10.8%)

To what extent do you think creating a positive graduate student experience is a priority for BGSU?
 (highest/strong priority)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
		Students of Color	Both							HHS

Table 44

Importance and Satisfaction with Sources of Financial Support

	VU	SU	SI	VI	NE	
<u>How important are the following:</u>	<u>Frequency</u>					
University funded teaching/research/ graduate assistantships	6 (1.3%)	1 (0.2%)	25 (5.5%)	334 (73.6%)	83 (18.3%)	
University funded fellowships	10 (2.2%)	16 (3.5%)	52 (11.5%)	145 (31.9%)	224 (49.3%)	
Fellowship/assistantship funded by external (non-BGSU) sources	11 (2.4%)	18 (4.0%)	82 (18.1%)	97 (21.4%)	240 (52.9%)	
Placement or internship with external (non-BGSU) business or institution	24 (5.3%)	17 (3.7%)	54 (11.9%)	110 (24.2%)	239 (52.6%)	
Full or partial tuition scholarship or waiver	6 (1.3%)	4 (0.9%)	24 (5.3%)	350 (77.1%)	64 (14.1%)	
Personal funds	16 (3.5%)	17 (3.7%)	116 (25.6%)	235 (51.7%)	56 (12.3%)	
Student loans	18 (4.0%)	14 (3.1%)	91 (20.0%)	183 (40.3%)	135 (29.7%)	
Other	1 (0.2%)	2 (0.4%)	7 (1.5%)	31 (6.8%)	160 (35.2%)	
<u>How satisfied are you with:</u>	<u>VD</u>	<u>SD</u>	<u>N</u>	<u>SS</u>	<u>VS</u>	<u>NE</u>
University funded teaching/research/ graduate assistantships	26 5.7%	39 8.6%	24 5.3%	152 33.5%	105 23.1%	104 22.9%
University funded fellowships	17 3.7%	12 2.6%	30 6.6%	36 7.9%	23 5.1%	329 72.5%
Fellowship/assistantship funded by external (non-BGSU) sources	17 3.7%	10 2.2%	30 6.6%	24 5.3%	22 4.8%	341 75.1%
Placement or internship with external (non-BGSU) business or institution	18 4.0%	12 2.6%	28 6.2%	36 7.9%	21 4.6%	328 72.2%

How satisfied are you with:	VD	SD	N	SS	VS	NE
Full or partial tuition scholarship or Waiver	15 3.3%	14 3.1%	22 4.8%	74 16.3%	208 45.8%	114 25.1%
Personal funds	44 9.7%	53 11.7%	101 22.2%	86 18.9%	41 9.0%	113 24.9%
Student loans	32 7.0%	29 6.4%	72 15.9%	76 16.7%	54 11.9%	183 40.3%
Other	4 0.9%	3 0.7%	19 4.2%	5 1.1%	7 1.5%	158 34.8%

(VU = Very Unimportant; SU = Somewhat Unimportant; SI = Somewhat Important; VI = Very Important; NE = No Experience)

(VD = Very Dissatisfied; SD = Somewhat Dissatisfied; N = Neutral; SS = Somewhat Satisfied; VS = Very Satisfied)

How important are the following sources of financial support for you while in a graduate program at BGSU?

(very/somewhat important except where noted *very/somewhat unimportant, **no experience/cannot rate)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
University funded teaching/research/graduate assistantships		Full time **Part time				All	No			< 44 **50 +	HUM, ARTS, SM, HHS, SS
University funded fellowships (for example, a dissertation fellowship)	1998, 1999, 2002, 2003, 2004, **2005	**Part time	Students of Color	No							**BA, **ED, SS
Fellowship/assistantship funding by external (non-BGSU) sources (for example, NSF or NIH grants)	2001 and later			No							**BA, **ED, TECH **HHS

Placement or internship with an external (non-BGSU) business or institution	**2000, **2005	**Part time	Students of Color	No							
Full or partial tuition scholarships or waivers		Full time								All except **60+	
Personal funds		* Part time		Both							
Student loans				Yes, **No						< 39	

What was your other source of financial support?

Family

- Begging my parents occasionally
- Bank of Mom and Dad (10)
- Father
- Partner /spouse (4)
- Family (3)

Self

- Personal and Work Reimbursement
- Self /personal / savings (7)
- My teaching job
- Freelance -- Theatre
- Work (6)
- I have a part time job
- Money saved from summer work
- Family/savings
- Money saved up while an undergrad

Employer

- My job has tuition reimbursement.
- I am a BG administrative staff and faculty member
- School district

- Employer

Assistantship, internship

- Internship
- Program fellowship, outside job
- Small grad student grants in aide of research
- Graduate Assistantship

Loans, Scholarship

- Loans (4)
- Private education loans
- Fee waiver, student loans, and personal salary
- Private scholarship
- Assistantship / student loans
- GIBILL

Other

- Selling personal property
- Didn't have one, sorry about that
- None (7)

To what extent are you satisfied with the following sources of financial support for you while in a graduate program at BGSU?
 (very/somewhat satisfied except where noted * very/somewhat dissatisfied, **no experience/cannot rate)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
University funded teaching/research/graduate assistantships		Full time **Part time	Students of Color	No		Single, Domestic partner	No			<25, 25-29, 30-34, **45-49 **50-54 **55-59 **60+	HUM, ARTS, TECH, SM, HHS, SS
University funded fellowships (for example, a dissertation fellowship)	**1999 **2001 **2005 **2006			No							HHS, SM, SS. TECH
Fellowship/assistantship funding by external (non-BGSU) sources (for example, NSF or NIH grants)	**All			No							SM, SS, TECH
Placement or internship with an external (non-BGSU) business or institution		Full time				*Married					**All except HHS
Full or partial tuition scholarships or waivers				No							HUM, SS
Personal funds		Part time	Students of Color	**No							
Student loans				**No							

Table 45

Semesters Receiving Graduate Assistantship

	Frequency	Min	Max	Mean	SD
During your graduate career at BGSU, how many semesters, including the current semester, have you received an assistantship or fellowship to work in your own department or program?	428 (94.3%)	0	17	2.78	3.21
During your graduate career at BGSU, how many semesters, including the current semester, have you received an assistantship or fellowship to work in a department or office that is outside of your program?	421 (92.7%)	0	12	1.07	2.028

During your graduate career at BGSU, how many semesters, including the current semester, have you received an assistantship or fellowship to work in YOUR OWN DEPARTMENT OR PROGRAM? Please include summer sessions in your response.

(more likely 0, *1-3, **4-6, ***6+)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
***1998 *1999 *2006	*Full time		Yes *No							*BA, ED TECH *HHS

During your graduate career at BGSU, how many semesters, including the current semester, had you received an assistantship for fellowship to work in A DEPARTMENT OR OFFICE THAT IS OUTSIDE OF YOUR PROGRAM? Please include outside assistantships/fellowships that were arranged by your program. Please include summer sessions in your response.
(more likely 0, *1-3, **4-5, ***6+)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
*1999 2000-01 2003-06	Part time	Students of Color	No							

Please identify any offices or departments (other than your own department) that you have worked in for your assistantship/fellowship.

- Academic Enhancement (2)
- Academic Enhancement and Health and Sciences Residential Community
- Academic Outreach, President's Leadership Academy
- Applied Statistics
- ASOR (*Applied Statistics and Operations Research*)
- Athletics (2)
- BGeXperience
- Campus Involvement
- Center for Evaluation Services
- Center for Regional Development (2)
- Chapman Learning Community
- College of Business Administration
- College of Musical Arts
- College of Technology (2)
- Communications (4)
- COSMOS (*Center of Excellence in Science and Mathematics Education: Opportunities for Success*)
- Counseling Center
- Department of Education, Graduate College
- Dining Services
- Disability Student Services
- EDFI (*Educational Foundations and Inquiry*)

- EDFI, Housing
- ENGL, THFM (*Theatre and Film*)
- English Department
- Enrollment Services at Owens Community College--Findlay
- Ethnic Studies (2)
- Ethnic Studies, Political Science, History
- External practicum
- Family and Consumer Sciences
- Financial Aid (3)
- GEARUP(*Gaining Early Awareness and Readiness for Undergraduate Programs*), PCC (*Partners in Context and Community*)
- General Studies Writing
- German- I am a Dual Degree Student
- Graduate College
- GSW (3) (*General Studies Writing Program*)
- GSW...it was their training I was referring to before, not my department's!
- GSW, POPC (*Popular Culture*)
- HDFS (*Human Development and Family Studies*)
- Help-a-child/EDFI 420
- HESA (*Higher Education and Student Affairs*)
- Honors Program
- Information Technology Services
- Institute for Child & Family Policy
- IPC (3) (*Interpersonal Communication*)
- Library
- Living Learning Community (somewhat within my program)
- Math lab
- Music Education
- Music school
- Office of Campus Involvement
- Office of International Relations, University of Salzburg (Austria)
- Office of Research and Field Experiences
- Office of Student Life
- Office of Undergraduate Research
- Outside of BGSU, Sandco and St. Francis Hospital
- Owens Community College--Toledo Campus, Academic Enhancement

- Partnerships for Community Action (2)
- Partnerships for Community Action/CITE (*Center for Innovative & Transformative Education*)
- Partnerships for Community Action/Pop Culture
- President's Leadership Academy
- President's Leadership Academy, Graduate College, Office of the Executive Vice President
- Project EXCITE (*Environmental Health Science Explorations through Cross-disciplinary & Investigative Team Experiences*)
- REAL (*Regents Environmental Academy for Learning*)
- Recreational Sports
- Research and field experiences
- Residence Life (4)
- Sociology, theatre and film
- Springboard Office
- Student Life
- Student Publications
- Student Recreation Center (2)
- Technology
- TECS / IMS (*Technology Enhanced Classroom Support / Instructional Media Services*)
- Theatre & Film
- UMBS (Univ. Mich. Biological Station)
- University Honors Program
- University of Windsor - Biology Dept
- VPSA (*Vice President for Student Affairs*)
- Wellness Connection
- Wellness Connection, President's Leadership Academy
- Women's Center
- Women's Studies (2)
- Writing Center
- Writing Center and ESL Office (*English as a Second Language Program*)

Table 46

Total Educational Debt

Estimate the total educational debt you'll have to repay after you've completed your graduate degree at BGSU	
\$0-\$9,999	150 (33.0%)
\$10,000-\$19,999	68 (15.0%)
\$20,000-\$29,999	44 (9.7%)
\$30,000-\$39,999	40 (8.8%)
\$40,000-\$49,999	26 (5.7%)
\$50,000-\$59,999	24 (5.3%)
\$60,000-\$69,999	23 (5.1%)
\$70,000-\$79,999	11 (2.4%)
\$80,000-\$89,999	8 (1.8%)
\$90,000-\$99,999	4 (0.9%)
\$100,000 or greater	12 (2.6%)

Estimate the total educational debt you'll have to repay after you've completed your graduate degree at BGSU. (Includes both undergraduate and graduate debt).

(<\$10,000; *<\$20,000; **<40,000)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
			No **Yes							BA, *SM, *Ed, *TECH, **HUM **HHS **SS

Table 47

Awareness of Graduate Student Senate

How aware are you of Graduate Student Senate (GSS)?	
Very Unaware	125 (27.5%)
Somewhat Unaware	80 (17.6%)
Somewhat Aware	168 (37.0%)
Very Aware	75 (16.5%)

How aware are you of Graduate Student Senate (GSS) programs?

(very/somewhat aware except where noted *very /somewhat unaware)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	Full time *Part time				All except Married	No *Yes				HUM, TECH, SS

Table 48

Representation of Graduate Students by Graduate Student Senate

I believe GSS adequately represents the interests of graduate students	
No Experience with GSS	186 (41.0%)
Strongly Disagree	19 (4.2%)
Somewhat Disagree	29 (6.4%)
Neutral	87 (19.2%)
Somewhat Agree	93 (20.5%)
Strongly Agree	34 (7.5%)

I believe the Graduate Student Senate (GSS) adequately represents the interests of graduate students?

(strongly/somewhat agree except where noted *strongly /somewhat disagree, **no experience/cannot rate)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
	*Part time	**White/ Caucasian				*Yes				

Please include any other comments you would like to make on University Resources and Support.

Stipends, Financial

- I think nationwide, grad students are severely underpaid, not just BGSU
- Child care is too limited, and CANNOT be afforded on my stipend
- (*Department's*) GA stipends should not be lower than other depts, BGSU amts are lower than other schools.
- Larger stipend would be nice
- Stipends need to be larger, especially w/ other costs (e.g. health insurance)
- The stipend needs to be more to live adequately in BG
- School is expensive, but it is necessary to move up in a career
- Graduate Students are in desperate need of grants and scholarships, academic or otherwise.
- Financial support would be important to me if I were a young person starting out.
- More chances to get funded!!! I have too much student loans
- Total Educational Debt: \$20-29,000 (Q80 didn't show up when clicked)
- My biggest concern is the 5 year funding limit
- No debt but made sacrifices in loss of salary, benefits, ability to save that cannot be recaptured
- I wasn't able to finish my research due to the lack of support of the grad college, apathy!!!

Professional Development

- More funding for professional development, and make process more user-friendly
- I found professional development funding from GSS lacking.

GSS

- Aware of GSS as colleague is program rep, no other interaction with GSS.
- GSS assistance for professional development - not enough money for all who are doing prof. dev.
- GSS needs to do more social programming across programs.
- GSS provides a voice and avenue for students
- GSS has no teeth.
- What is GSS?
- I know GSS exists...that's all
- GSS needs to provide social events
- I appreciate the GSS funding for research.
- I am not aware of GSS. My program is off campus, so I don't hear about much that is going on campus.
- GSS was very paradigmatic and discipline biased
- Again, GSS is not a very well-run organization.

Other

- No knowledge of support available
- My workplace has paid for my education.
- Thanks for all you do!
- Very Good

Program Requirements

The majority of the participants felt their program requirements were clear and they have done as well academically as they expected to do. Most of them are following their expected time frame for graduation. The most often cited reasons for taking longer than expected to graduate (although these were only cited by a minority of the participants) were family obligations, experiencing difficulty in thesis or dissertation research, demands of the assistantship, financial problems, motivational problems, and lack of course availability. Thirty-one percent of participants considered they have considered leaving the University prior to graduating; “other,” and difficulty working with one’s advisor or other faculty members were the most frequently cited reasons for considering leaving. The plurality of participants had positive feelings about their qualifying/comprehensive exam and thesis/dissertation experiences.

Table 49

Amount of Time at Bowling Green State University

I expect to spend a total of --- years at BGSU for my graduate degree	
Less than 1	5 (1.1%)
1	15 (3.3%)
1.5	33 (7.3%)
2	142 (31.3%)
2.5	34 (7.5%)
3	42 (9.3%)
4	80 (17.6%)
5	42 (9.3%)
6	18 (4.0%)
7	6 (1.3%)
8	2 (0.4%)
9	2 (0.4%)
10 or more years	2 (0.4%)

I expect to spend a total of ____ years at BGSU for my graduate degree.

(more likely 1-2, *2.5-4, **5+)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
**2000 **2002 *2003 *2004 2005 2006	Full Time				*Single, *Domestic partner				< 29 *30-34 *45-54 60+	BA, HUM, ARTS, ED HHS *TECH *SS

Table 50
Program Requirements

	SD	SoD	N	SA	StrA
	Frequency				
My program requirements are unclear to me	186 41.0%	127 28.0%	46 10.1%	74 16.3%	17 3.7%
I have done as well academically at BGSU as I thought I would	7 1.5%	31 6.8%	37 8.1%	154 33.9%	220 48.5%
I have exceeded my academic expectations at BGSU	28 6.2%	63 13.9%	162 35.7%	96 21.1%	100 22.0%

(SD = Strongly Disagree; SoD = Somewhat Disagree; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree or disagree with the following statements.

(strongly/somewhat agree except where noted *strongly/somewhat disagree)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
My program requirements are unclear to me.											*BA, *SM, *ED, *TECH, *HHS
I have done as well academically at BGSU as I thought I would.	2000 and later	Part time									HHS, *Arts
I have exceeded my academic expectations at BGSU.											ED, HHS, *BA

Table 51
Time to Graduation

The amount of time needed for to graduate is:	
Less than I originally thought	24 (5.3%)
About the same as I originally thought	313 (68.9%)
More than I originally thought	94 (20.7%)
Unsure	17 (3.7%)

The amount of time needed for me to graduate is ...
(about the same as I originally thought, *more than I originally thought)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
*1998, *2000, *2001 2003, 2005 2006				*Female					< 34, 55-59	

Table 52
Reasons for Not Progressing as Rapidly

	NAA	AL	S	AGD	NA
	Frequency				
Family obligations	159 35.0%	63 13.9%	58 12.8%	35 7.7%	127 28.0%
Difficulty in completing comprehensive/ qualifying exam	201 44.3%	23 5.1%	14 3.1%	6 1.3%	196 43.2%
Difficulty in your thesis or dissertation research	113 24.9%	52 11.5%	38 8.4%	37 8.1%	199 43.8%
A lack of access to faculty	220 48.5%	78 17.2%	28 6.2%	17 3.7%	96 21.1%
The demands of your TA or GA position	148 32.6%	81 17.8%	50 11.0%	30 6.6%	131 28.9%
Financial problems	176 38.8%	78 17.3%	60 13.2%	32 7.0%	95 20.9%
Problems of motivation	190 41.9%	90 19.8%	45 9.9%	30 6.6%	83 18.3%
A unreasonable number of degree requirements	242 53.3%	49 10.8%	29 6.4%	15 3.3%	106 23.3%
A lack of course availability	193 42.5%	71 15.6%	58 12.8%	31 6.8%	89 19.6%
Other	18 4.0%	5 1.1%	11 2.4%	14 3.1%	128 28.2%

(NAA = Not at All; AL = A Little; S = Somewhat; AGD = A Great Deal; NA = Not Applicable)

How much, if any, have each of the following factors prevented you from progressing as rapidly as you would like?
(a great deal/somewhat, *not at all, **not applicable)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Family obligations	1998, *2003	*Full time				Married	Yes			40-49	
Difficulty in completing comprehensive/qualifying exams	*1999, **2000 *2001, *2003 *2004									**40-45	
Difficulty in your thesis or dissertation research	**2006									*35-39, 60+	**BA, **HHS
A lack of access to faculty	2001 2002 2003	*Full time									Arts, Hum
The demands of your TA or GA position		**Part time		No		*Married	No				**BA, *TECH
Financial problems	*2002, *2003	*Full time		*Yes						40-44	*SS
Problems of motivation	*2003	Full time								*45-49, 55+	*HHS, SM, TECH
An unreasonable number of degree requirements	*1999, *2001, *2003, *2005	Part time		*Yes							*TECH
A lack of course availability										*50-54, 60+	*ED, HHS, TECH

What other factors prevented you from progressing as rapidly as you would like?

Employment, Time

- Employment problems
- Time constraints with job
- Job demands (2)
- Work obligations (2)
- Possible change of employer
- My full time job outside of BGSU.
- Work, and a lack of variety of type of courses offered, (ie, online)
- Time constraints with employer, children and housing.
- I work full time as a (*position*) and commute. Part time is the best option for me right now.
- Full time job demands
- Would like more weekend classes offered for those of us who are working

Personal, Medical, Health

- Personal problems
- Trying to maintain a balance of school work and social life
- The Internet = procrastination
- Financial
- Medical condition/surgery
- Health (3)
- Health issues that BGSU's health insurance doesn't cover

Coursework, Program

- Courses not offered each term, but I will still graduate on time
- Too many required courses unrelated to my primary focus
- Being advised that 4 yr PhDs are more acceptable than 3 year ones without warnings of funding (argh)
- Lack of understanding the overall program early in the process of seeking Master's Degree
- They changed program requirements midstream which caused me to take two additional courses.
- Not knowing program expectations and change of program requirement and promises

Faculty, Advisor, Committee

- Difficulty in scheduling meetings with committee members due to their bulk of obligations
- The fact that the only advisor doing the research I am interested in is full for the next 2 years!
- I've had 2 dissertation advisors leave the University
- No standardized thesis proposal guidelines. My advisor has lofty standards.
- Lack of helpful faculty
- Unclear course expectations.
- Lack of advisor reply to questions
- Faculty did not follow rules or failed to provide adequate guidance
- Lack of support from my department
- Discouragement from lack of faculty support
- Faculty doesn't care
- Combination of lack of access to faculty and difficulty progressing with research
- The time allotted to finish quality work and lack of support from grad college & faculty.
- Misinformation from faculty, faculty laziness
- No communication between coordinators/advisors and me
- Non-required demands of advisor vis-a-vis his laboratory
- Misinformation from advisors and faculty
- Poor advising
- Advisor leaving university
- Lack of support from the program.

Other

- Unfairness and discrimination
- Malfunctions of equipment and lab space
- I am not working for a degree
- Lack of EVENING and online classes!!
- Difficult research
- One requirement not predetermined on course syllabus put me behind in following courses
- Access to trained professionals
- Amount of credit hours
- Length of time spent writing/revising
- Difficulty collecting from a particular group of subjects.
- Early advice
- There are things you can control and things you can't

- It took me a while to figure out my project
- Lack of motivation, responsiveness, and knowledge base of my advisor/chair
- Grades
- Lack of support as a non-traditional student
- Knowledge of the program
- None
- Unrealistic outlines of courses given in original program information.

Table 53

Leaving Prior to Degree Completion

Have you ever considered leaving your program prior to degree completion?

Yes	141 (31.1%)
No	300 (66.1%)

What was your primary reason for considering leaving your graduate program?

Family obligations	14 (3.1%)
Financial	17 (3.7%)
Work obligations	11 (2.4%)
Difficulty working with your advisor and/or other faculty	30 (6.6%)
Difficulty in completing comprehensive/ qualifying exams	1 (0.2%)
Difficulty in your thesis or dissertation research	8 (1.8%)
Difficulty in coursework	16 (3.5%)
Other	46 (10.1%)

Have you ever considered leaving your program prior to degree completion?

Yes (go to Q90)

No (go to Q92)

(no)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
										ED, TECH, HHS

What was your primary reason for considering leaving your graduate program? (please choose only one.)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Family obligations							Yes				HHS
Financial											TECH
Work obligations											
Difficulty working with your advisor and/or other faculty	2002, 2003, 2004										HUM, SS
Difficulty in completing comprehensive/qualifying exams											
Difficulty in your thesis or dissertation research	2000										
Difficulty of the coursework											BA
Other	2002, 2004, 2005	Full time					No				HUM, ARTS, SM, ED, SS

What was your other reason for considering leaving your academic program?

- Financial considerations
- Scientific reputation of BGSU seems to be declining.
- No support and professors I wanted to work with left the university
- Personal procrastination
- Poor career opportunities

Table 54
Stage of Graduate Program

	In what stage are you in your graduate program?
Coursework	268 (59.0%)
Full-time externship	14 (3.1%)
Prelims/Comps	34 (7.5%)
Dissertation/Thesis writing/research	122 (26.9%)
Other	12 (2.6%)

In what stage are you in your graduate program?

- Coursework (Go to Q98)
- Full-time externship (Go to Q98)
- Prelims/comps (Go to Q96a)
- Dissertation/thesis writing and/or research (Go to Q94a)
- Other (Go to Q93)

(More Likely Except * = Less Likely)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Coursework	2001, 2005, 2006							All about 50% except Outside Wood County 75%	Doctoral	< 25, 50-54	BA
Full-time externship	2003, 2004, 2005							On Campus	Specialist	< 35	ED, HHS
Prelims/comps	1999, 2000							On Campus	Doctoral	55-59	Arts, SM
Dissertation/thesis writing and/or research	1998, 2002							*On Campus	Doctoral	30-34	Hum
Other									Certificate		

In what other stage are you in your graduate program?

- I am a guest student and not in a program
- Last semester
- Coursework AND thesis writing
- 1 of 2 courses for to keep certification
- Final project
- Final class
- Course work/thesis
- Completing my final research for my comprehensive oral/written test (final month)
- Thesis, coursework and internship
- Practicum development
- Writing research proposal
- Finished with all requirements except comps
- I have completed prelims, currently taking last minor area course, then just dissertation

Table 55

Preparation for Qualifying Exams and Thesis/Dissertation

	SD	SoD	N	SA	StrA
	Frequency				
Coursework, seminars, labs, and reading courses adequately prepared me for my qualifying/comprehensive exams	14 3.1%	11 2.4%	40 8.8%	56 12.3%	34 7.5%
The qualifying/comprehensive exam was a good test of my knowledge and ability	12 2.6%	18 3.9%	47 10.3%	46 10.1%	33 7.3%
Coursework, seminars, labs, and reading courses adequately prepared me for my dissertation/thesis	9 2.0%	25 5.5%	21 4.6%	60 13.2%	19 4.2%
My own goals and research interests are incorporated into my dissertation/thesis	1 0.2%	3 0.7%	17 3.7%	32 7.0%	79 17.4%

(SD = Strongly Disagree; SoD = Somewhat Disagree; SA = Somewhat Agree; StrA = Strongly Agree)

Please indicate the extent to which you agree or disagree with each of the following statements.

(strongly/somewhat agree except where noted *strongly/somewhat disagree)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Coursework, seminars, labs, and reading courses adequately prepared me for my dissertation/ thesis		Both						Outside of Wood County		*40-44, 55+	
My own goals and research interests are incorporated into my thesis/dissertation									Doctoral	*<25	HUM, ARTS, SM, ED, TECH SS

Please indicate the extent to which you agree or disagree with each of the following statements.

(strongly/somewhat agree except where noted *strongly/somewhat disagree, **neutral)

	Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
Coursework, seminars, labs, and reading courses adequately prepared me for my qualifying/comprehensive examinations									Doctoral	*40-44, 55+	
The qualifying/comprehensive exam was a good test of my knowledge and ability.	2002 2004			No					Doctoral		

Table 56

Satisfaction with Faculty Advice on Qualifying/Comprehensive Exams

To what extent are you satisfied with your program faculty's advice on preparing for your comprehensive/qualifying exam?

Very Dissatisfied	12 (2.6%)
Somewhat Dissatisfied	18 (4.0%)
Neutral	47 (10.4%)
Somewhat Satisfied	46 (10.1%)
Very Satisfied	33 (7.3%)

To what extent are you satisfied with your program faculty’s advice on preparing for your comprehensive/qualifying exams?
 (very/somewhat satisfied except where noted *very/somewhat dissatisfied)

Year Began	Enrollment Status	Race/Ethnicity	US Citizen	Gender	Relationship status	Children under 18	Living Location	Degree/Credential	Age	Academic Area
		Students of Color	No					Doctoral		

Table 57

Satisfaction with Faculty Support on Thesis/Dissertation

To what extent are you satisfied with the support you received from program faculty on your thesis/dissertation?

Very Dissatisfied	13 (2.9%)
Somewhat Dissatisfied	20 (4.4%)
Neutral	13 (2.9%)
Somewhat Satisfied	49 (10.8%)
Very Satisfied	37 (8.1%)

Additional Open-Ended Questions

Other than graduate school, how else have you been involved in the BGSU community (student organizations, volunteer work, service learning projects, etc.)?

Student Organizations, On-Campus Activities

- Student organizations (17)
- Multiple student organizations (3)
- Member of The Culture Club--a student organization for graduate students studying various aspects of culture.
- Been involved in student organizations, both academic, professional and social. Been involved in a learning community
- Graduate Student Senate, Focus on Campus Life facilitator during Summer Orientation, volunteered for COPS program and BGeXperience "Building Community" sessions, served on numerous University-wide committees, commencement ceremonies volunteer.
- I have been involved in SAIN, Viewpoints, Cross Cultural Connection, and 4 practica
- Biology Graduate Student Association member and officer

- Assistant Director to the theatre department's production of Cabaret
- I was a staff member in Greek Life - an invaluable experience and one I am very glad that I participated in while completing my coursework and other assistantship responsibilities.
- I've attended talks at the women's center.
- BAP (*Beta Alpha Psi*)
- German club, vegetarian club, volunteer at Humane Society, international films
- Bowling Green Student Development Association, national committee member for my sorority, volunteer advisor for a sorority chapter on campus, campus drama performances, various undergrad training
- Served as commentator for graduate ceremonies, served as an officer for the doctoral student organization

Volunteer

- I volunteered for Martha's kitchen before, I was involved with African American Graduate Student Assoc., I tried to get a service learning grant that did not go through, however, I fundraised on campus and raised the money to bring a speaker on the same s
- I volunteer for my fraternity
- Volunteer (5)
- Student organizations and volunteer work (2)

Church, Religious

- Church
- I help to lead the fellowship of Christian Graduate Students ministry
- CRU, church
- Attending church, some volunteering at library.
- H2O Church on campus
- Student Christian Organizations and volunteer work.

Community

- Not one bloody thing - the community is only interested in my money
- I haven't really had time to be involved in the community, however I did attempt to be through the BG visitors' bureau, but even that was too time consuming just to volunteer. My program's requirements are very rapid and demanding, along with my assistants
- I volunteer in organizations that are not apart of BGSU
- Arts Expo
- I'm on two outside organizations

Graduate Student Senate and Other Organizations or Activities

- GSS (3)
- GSS, Caribbean Student Association, Beta Alpha Psi
- GSS, Grad step (this summer), Rock Band in BG, gone to many sports activities
- GSS, Big Brothers/Big Sisters, CRC Foster Parent
- GSS, Wood County Historical Society
- GSS, Culture Club, Battleground State Conference, Broadcast Advisory Committee
- GSS, Human Society, Toledo Boys and Girls Club
- GSS, University Committees
- SGSA, GSS
- GSS and other graduate organizations and clubs
- GSS, GSOT
- GSS, BGSU Curling Club, ICA committee, Freelance designer/stage manager - Dance Program & College of Musical Arts
- GSS and library advisory committee
- GSS senator, German Club
- I've gotten involved with GSS and I attend a number of events in the women's studies dept
- Asian Communities United, private tutoring, GSS, Rural Opportunities
- Student Budget Committee, Graduate Student Senate, Sociology Graduate Student Association
- Member/President Biology Graduate Student Association, invitor/host of well-known evolution/behavior seminar speaker, alternate GSS senator, grad rep on faculty committees, volunteer with BG City Parks, Toledo
- Primary advisor to Mortarboard Senior Honorary, president of BGSU chapter Omicron Delta Epsilon Intn'l Economics Honorary, member of Economics club, GSS senator, independent and free undergraduate tutor, BGSU Vocal Jazz Ensemble
- I work as a GA at the HSRC. I tried to be involved in GSS, but the times always conflicted with my schedule.
- GSS, ESL Programs, GradStep, Chinese Students & Scholars Association events emcee/volunteer, private writing tutor for students
- I attempted to be involved at the union and GSS but there were really no social gatherings.
- I wanted to be the representative for GSS but wasn't able to attend the meetings because I taught class at that time. Did not have time to be involved in anything else.
- Grad student senate 1 semester

Work

- I work for the university
- Work on some of the theatre production.
- Employee
- Work

- Working on campus

None

- Not at all (35)
- None - please, like I have time???
- Not at all -- I have family with 2 children, I am involved with them more than with BGSU community
- Not at all...no time with a full time teaching position 60 minutes from campus
- Live too far
- I have never been sure what opportunities are available to me as a graduate student, so unfortunately I have not been very involved on campus.
- Since I am a performance major, whenever I am not in class I am rehearsing so there is just no time for any outside projects
- Thats all.
- Very little
- Not have been involved
- N/A There is very little time with coursework & working on dissertation as well as my obligations as an RA
- I have not been engaged with any other things except my studies at BGSU
- I am not involved in anything else except getting my degree.

Undergraduate Related

- I was an undergrad here. During that time I was involved with Club Soccer. I play intramurals now.
- I run Cross Country and Track here and I have participated in numerous volunteer activities including Dance Marathon. I also previously worked in Dining Services and have done intramural sports and activities on-campus.
- Undergrad Alumnus
- Under grad alumnus - Nothing more
- Intramural sports, rec activities
- Former BGSU Undergraduate, Current student with the BGSU AYA Spain program, travel with the group
- I was an undergrad here, was an RA for 3 years
- As an undergrad: university activities organization, falcon marching band, athletic band, WBGU, Kappa Kappa Psi, VCTO
- I was very active on campus as an undergrad.

Other

- SCA (*Society for Commercial Archeology*), Habitat for Humanity, Amnesty International
- Grad student organization
- Member of APA and MSA
- I am the Assistant Director of a PCA-funded project, I served on the Academic Honesty Committee

- officer for BGSDA, volunteer for Big Playground
- Treasurer of Public Administration Student Association, Volunteer-Green Energy Ohio, Creating A culture of Peace, economic development study of downtown BG, Nature Deficit Disorder study,
- Served on search committee for new Dean of University Libraries. Member of our program's Student Org.
- Latino Student Union, helped to create Latino Dance Association
- Living, working and volunteering off-campus
- Theory research clusters, research teams
- Service-learning service in BG, Catholic Newman Club
- MBA Newsletter
- I was involved with graduate student group in my program. not much else though
- As a faculty wife
- Teach an intervention program of BGCS
- Coaching the club softball team, intramurals
- I'm involved in the Econ Club of Economics Department
- facilitated student enhancement workshops
- various committees on campus
- Graduate Student Activities, Tutoring, Sporting Events
- teaching 409 classes In OMEA student association
- CSSA
- Intramurals, SRC
- As a graduate hall director I have been involved on many committees and helped out with many service learning projects
- Springboard mentor, student org for program
- Upcoming GradSTEP departmental leader, member of ASQ
- Volunteer w/ educational programs
- Metroparks, The Nature Conservancy, Black Swamp
- Departmental committees
- Greek Affairs and Springboard
- Support the Alumni Drive
- Yes, help CIP welcome the new-comers in 2004 summer
- German club Japanese club German theater production
- President of Graduate Students of Technology.
- Student organization, Chair of awards committee, graduate student senate senator
- I participate in the University Choral Society
- Upward Bound Programs

- I have volunteered to help during BGSU hosted conferences, been a member of Pro Musica and volunteered to speak on overseas academic experiences
- I served as an officer in a departmental organization. I am participating in a research cluster that is doing community service.
- Advising Network, committees within my assistantship office
- Student organizations, regional and national conferences
- GWC
- Professional position on campus
- Some organizations are good
- ODSN
- Member of Culture Club (an interdisciplinary organization on campus)
- Biology Grad Student Assoc
- Cross Cultural Conversation Group
- Musician with student music groups in the music school - active in St. Thomas for awhile
- I took courses to maintain and attain a new license
- Student orgs, volunteer work, service-learning
- Assistantship in Student Union Programming, Student Affairs professional development, BG Student Development Association, CSP department functions, Downtown Expo Committee
- Intramurals
- Volunteer & Project research
- Teaching and Learning Community
- Student Organizations (ACM and ISA)
- Research assistantship
- Faculty, Committee, and Community Service at Chapman, and a Fraternity Chapter Adviser
- Volunteer during international student orientation
- Globle connection,ESL
- BGSDA
- Presented at several OCI/Res Life programs
- Volunteered at the humane society
- St. Thomas More: parishioner and choir member, Counseling Outreach Team, BGSDA
- CTLT, some volunteer work, some dance classes
- Volunteer work
- Started a colloquium series, Secretary of Culture Club
- Several student organizations and volunteer work for the city of Bowling Green.
- Graduate Communication Association
- Spent all of my academic career in Bowling Green. Born and raised a Falcon!

- Service learning project with Wood Lawn School
- Steering committees and dept function committees
- Helping international students with orientation when they come for their first time.
- Biology Grad Student association, Departmental committees
- Sorority, volunteer work
- Student Employee Board (Rec Sports), Dance Marathon, GAPD committee, Sibs and Kids committee, big playground committee
- Internship
- Graduate Communication Association (GCA)...not much time for more than that!
- Occasional German club activities
- I have worked at the local historical society & museum. I have also served on several program committees.
- Greek house staff, practicum work with students
- Chi Sigma Iota treasurer, brown bag lunches at women's center
- I was involved in theatre productions.
- Dance Marathon Dining Services
- Student organization, Counseling Center's Outreach Team
- Club sports
- Leadership academy, World Student union (practicum)
- Member Amnesty International
- All of my non-academic activities are unrelated to BGSU.
- Volunteer work
- Geology Club, volunteer to help boys scout program with geology
- Teaching cello lessons
- Advisor to Honors Student Association
- Administrator
- Graduate Communication Association
- Gamelan
- International Honor Society and Residence Life committees
- I've volunteered my time to talk to perspective students at orientations, etc.
- Graduate Students of Technology
- Greek House Staff
- Spring Festival for CSSA
- I also belong to CSSA, American Studies Association and American Anthropology Association
- Theatre department

What do you perceive as the greatest strength(s) of your graduate program?

Faculty, Staff

- Instructors are overall enthusiastic about their curriculums - faculty (esp. my chair & advisor) - support for students
- Faculty (21)
- The faculty and staff are very helpful and friendly
- Some very caring faculty.
- The caring and helpful staff. They also only select the best counseling students into the program, but still manage to not discriminate against others through disabilities, etc.
- A few members of the faculty in my program
- The faculty's support of the students
- Access to faculty and their willingness to help students they like
- Faculty Diversity (students) Collegiality
- Faculty commitment
- Supportive faculty and broad research focus
- My advisor (3)
- The access to faculty.
- Academic advisor
- The wonderful faculty
- Willingness of faculty to help with research
- Faculty commitment to the programs and students
- Experience of faculty
- Excellent faculty/staff
- Experienced professors
- Friendly Faculty, Good Classes
- The coordinator and the teachers
- The faculty's knowledge and true interest to see you succeed.
- Reputation, faculty, cohort
- Strong Faculty members
- (*Name*)
- The accessibility of faculty.
- Knowledgeable faculty members, curriculum
- Faculty interest in student development.
- Good Professors
- Faculty, reputation, and support

- The professors knowledge and enthusiasm of the subject.
- Faculty, cohort structure, assistantships
- Faculty's interest in seeing students succeed
- Faculty and staff
- Faculty, internships
- My advisor, good courses
- (*Name*), Chair of the (*department*). He keeps it alive.
- The faculty, the support, and the academic rigor.
- Great faculty/staff
- The faculty are very supportive and available.
- Access to faculty (2)
- Faculty, encouragement to research and conference participation, small town atmosphere
- Faculty support
- Reputation of select faculty members.
- Good faculty student ratio
- Faculty's knowledge
- Good Professors-personal.
- Two particular faculty members.
- Faculty experience, curriculum
- Teachers
- Strong faculties
- Faculty, financial compensation, assistantships, professional development
- The commitment of the faculty.
- It's small so classes are small and professors know who you are.
- THE PEOPLE WITHIN THE DEPARTMENT
- Faculty involvement
- The subject matter and faculty/staff
- Reputation of the faculty in my area, research area match with my interests, research tools (stat packages, Add Health access, etc.)
- Access to faculty, they are always in their offices when they are not teaching, usually available 9-5
- Faculty is very student oriented, interested in students doing what is necessary to complete degree
- One faculty member
- The current faculty
- Some fantastic faculty members.
- Helpful professors
- Experience of the faculty

- Some of the profs are excellent.
- Faculty support and program rigor
- Availability of faculty
- Professors who care about our success.
- Key faculty members
- Committed faculty, great collaboration between graduate students
- Faculty commitment to students
- The faculty and quality of their teaching and the people in my cohort
- My faculty advisor and the help she has given
- Good profs
- Communication with my advisor.
- Personable faculty
- (*Name*) is the best faculty member in my program. He is the strength of this program.
- A good number of talented faculty (though there are a number of useless ones too).
- The variety of expertise among faculty
- The staff being so involved and personable
- Faculty/staff was pretty amazing & encouraging
- Availability/friendliness of professors
- The faculty and staff...they know what they are talking about and prepare us appropriately with out any wasted time spent on trivial things
- Helpful and open faculty members and opportunities to present your work and get feedback from faculty and graduate students. Also availability of assistantships.
- The faculty, for the most part, care about the students' well-being and experiences.
- Caring faculty who want me to succeed, great fellow doctoral students
- (*Name*), she is the best. She knows how to motivate students and takes a genuine interest in who you are and what you do.
- Helpful faculty and staff
- Intelligent faculty
- Faculty with innovative ideas and passion.
- Some of the professors are really great and really want to teach students content that is useful in the field. They have a passion for teaching and it shows.
- The quality of teaching
- The quality of the faculty and the cordial atmosphere.
- Diverse faculty interests

Research

- Research (4)
- Nationally recognized for research contributions to the field
- Opportunities for research and clinical training
- The research process
- Research opportunity
- Abundance of resources and research opportunities
- Research facilities
- Importance of research

Reputation

- The strong sense of community among students and faculty. The program's national recognition. The knowledge and passion--and the willingness to share all of it with the students--of its faculty.
- The academic rigor and expectations.
- Its age and reputation
- A strong reputation for excellence
- Reputation (6)
- The reputation and balance of practical and academic work
- Famous center for photochemistry
- National ranking keeps everyone motivated to not drop from the national spotlight
- The reputable scholars and their experiences and of course my age and experience before entering graduate school
- Good reputation in local area

Size

- Small classes and personal attention
- Small classes
- Small size classes. Good staffs and faculties.
- Small number of students means a lot of individual attention
- Small class sizes and convenient locations off campus. Variety of faculty from local employers.
- The small number of students in my graduate program
- Small and focused
- Small size
- Small, intimate groups and classes

Other Students, Cohort

- My cohort programs keeps moving and is already and the course work is already plotted for me.
- Students (4)
- The support from fellow graduate students
- Students come form all over the country
- Cohort program for working students
- Close knit community
- Convenient cohort schedule
- Cohort model (7)
- The graduate students themselves
- The student community
- Fellow students have been helpful in answering questions and helping me choose courses, etc.
- Strong sense of collegiality
- Cohesion of students
- Networking with classmates and instructors
- Great student support (3)
- Cohort system, faculty availability
- Sense of community with our special education cohort
- Off-campus cohort
- Sense of community among the graduate students within the department
- Great colleagues
- The students are all interesting people, and I've learned quite a lot from interacting with them.
- Relationships among students
- Collaboration between students and faculty and a respect and closeness of graduate students
- The students I work with in the my program.
- Strong community of colleagues
- Lots of international students, small program, get to know each other on a personal basis including professors
- Strong diverse body of students from various backgrounds offering myriad diversity.
- The graduate students are very supportive of each other.
- The diversity of interests and students

Curriculum, Coursework, Environment

- Learning environment
- The flexibility in taking courses from other departments
- Variety of courses required

- Easy to access on-line courses - work into personal and full-time work schedule
- Flexibility of coursework.
- Curriculum
- The rigor of the coursework and the friendliness and supportiveness of the faculty, staff and students
- Coursework
- Flexibility in program design/implementation
- Flexibility with coursework and access to Graduate Studies Coordinator
- Flexibility, professional experience of the faculty
- Off-campus programs and tuition waivers
- Online coursework
- You have some flexibility in pursuing your own interests
- Flexibility, and depending on your advisor you can create your own project
- In-depth coursework
- Breadth of study
- The freedom to research at your own discretion.
- The coursework was very helpful.
- Flexibility in creating personalized curriculum
- Solid academics and scholarship.
- Balance of theory and practice
- BGSU has very high standards for quality education.
- Variety of courses given, quality of research
- Flexibility for electives outside the department.
- Interdisciplinary nature
- Quality faculty, program reputation, great cohort
- The caring, supportive environment.
- Curriculum structure
- Mostly on-line
- Caring faculty, practical curriculum
- One year program.
- Availability and flexibility of the course
- I really like that my program is even offered because it allows me to take a mix of mathematics and education classes for my master's
- The ability to enroll in cross disciplinary courses
- The diversity of the program, and the small number of people in the program
- Flexibility due to its online nature

Assistantship, Funding

- The requirement of an assistantship and opportunities for practica
- The year abroad in Salzburg
- ??? the assistantship funding, the study abroad program in Austria was wonderful
- The amount of fellowships and scholarships/funding available to us
- A year abroad to strengthen language ability and cultural knowledge related to my degree.
- The year abroad.
- Full academic year abroad
- The opportunity to study abroad.
- The stipend
- Amount of assistantships available
- Tuition waver and stipend. Great faculty.
- Internship program
- Financial support
- Our funding is a strength of our program and also the graduate student cohesiveness
- Internships with industry
- The faculty are excellent at research and bring in a lot of grant money. Plus my department gives us money for conferences, which is nice.
- Opportunities for external funding/assistantships
- The opportunity to teach gives us the professional experience we need, not only in the future, but as students we have a greater responsibility to the community, which is a very important component to the program.
- The assistantship component
- Teaching opportunities.
- The chance to make an internship what you want it.

Employment Related, Alumni, Future

- The large alumni network, excellent faculty, well-developed curriculum
- Hands on experience, real world material used in lectures and seminars
- Job placement
- Preparation for future career
- Faculty and alumni connections for job placement
- Relating material to my future career
- Preparedness for my interests in industry
- It is directly related to the life realities.

- I'm learning what I will use.
- Theory & practical experience

Location

- Close to home
- Convenient for a working person
- The convenience of the location.

None

- I haven't seen any strengths yet.
- Nothing really
- None (2)
- Don't know
- There aren't any

Other

- Diversity of interests
- (*Name*)
- Interactions with faculty and classmates in the classroom, reading assignments and discussions expanded my knowledge
- Sense of community, theory to practice orientation of program
- Creativity
- The faculty and students that I work with on a daily basis. The knowledge opportunities that I have to gain is endless.
- The use of the target language
- The (*program*) provides excellent resources for studying an under examined but very important field.
- Flexibility (2)
- Interdisciplinary
- Some of the basic courses in the graduate program
- Good people-students and faculty
- The cooperative spirit on the floor I reside
- Quality and diversity of faculty
- Faculty, student cohort model (builds community) and size of cohort, national reputation
- Diversity and professional preparation
- Variety
- Increasing my personal experiences and knowledge.

- Current and high tech equipment available
- The library resources, variety of teaching styles
- Flexibility/support
- The (*department*) and classes taught in this area
- Cohort teaching
- Atmosphere
- Support
- Comprehensive
- (*Program*) certificate
- Formative
- Support and close working relationships, freedom to pursue interests
- Comprehensive program
- Variety of opportunities within the program to allow it to meet your own needs
- Convenient
- Self-growth, professors like (*name*), at one point (*name*), (*name*), (*name*), (*name*)
- Available job positions
- The music library has many useful resources. The computer lab provides all the music programs necessary to use.
- It is unique.
- The quantity and quality of full-time faculty members, the quality of the students, the opportunities for practical experience
- The grad coordinator in our dept
- Integration of research experience and clinical training
- Caring, friendly, collaborative
- The number of faculty that are on leave due to fellowships.
- Open to new ideas
- Time to get everything done I need to
- Internship
- Diversity, support, academic community, and reputation.
- Practical experience gained through assistantship assignment
- Openness to communication
- It is highly competitive and practical
- Community and drive for excellent
- It is a very quantitative program
- Student's with diverse backgrounds, opportunities for hands-on experience, great faculty, strong program curriculum, nationally recognized by alums and great networking opportunities
- Diversity, lots of students from China

- The faculty are fantastic. The (*program*) many need a bit of help, but the professors are always there for you.
- Diversity of student and faculty interests
- The guidance provided by our department chair.
- Nice people (more or less), and caring individuals. Good people in general.
- The personal interactions with the faculty and staff. I would have quit if they had not been there for me--clinical supervisors!!
- Support and approachability
- Welcoming and supportive environment
- Everything is planned out for us, we don't have to worry about availability
- Openness of staff to new ideas. Willingness to help students.
- The program is a very tight knit and supportive environment to work with and learn from. I feel that the faculty and staff as well as other students are very welcoming and comforting as well as motivating with one another.

What do you perceive as the greatest weakness(es) of your graduate program?

Faculty, Staff

- We've lost several faculty and grad student funding lines over the past three years, so the faculty is stretched very thin & we need to hire 1-3 new faculty - as an MA student, often having to take Whatever undergrad classes were offered in a semester
- A professor is very rude and inconsiderate
- The faculty bias towards some students over others. I do not feel overly "connected" to most of the faculty, however I am "enough" to complete my coursework, pass my preliminary exams and continue my dissertation research. Some faculty have "favorites"..
- Some very UNCaring faculty.
- The director of my program's ability to do what is best for students beyond recruitment
- Not enough faculty
- Lack of faculty
- Teacher advisor
- Apathetic and arrogant faculty
- The inability of faculty to effectively communicate with graduate students about new policies imposed by the university.
- A couple bad teachers
- The rest of the faculty
- 1 faculty member who cannot and should not be teaching, need a coordinator specifically for doc pgm
- The rest of the faculty members, the dean included. They don't like ideas unless they came up with them.
- A FEW faculty do not allow "thinking outside of the box", this is in conflict with the very nature of what doctoral level learning is all about.

- Limited faculty and course offerings. Also, I think the department chair doesn't know who I am, and that's surprising considering the small number of people in my program. My contact with him was limited and not helpful.
- Some of the faculty
- Faculty not teaching
- Some professors are great, some are not.
- Strong faculty members unavailable because they are too busy. To few grad classes offered, have to take undergrad courses.
- Some of the faculty, and lack of organization in the office
- Certain faculty members
- Faculty engaging students in the research process.
- Faculty expectations
- Teaching style of professors and content
- Some professor are "too busy" to help or even respond to questions
- Lack of help from staff, faculty
- Lack of faculty and courses of my research interest.
- Faculty mentorship
- Clerical staff isn't always as friendly as I would have liked
- Other faculty not caring, not enough good courses
- Faculty that come and go.
- Arrogant, incompetent faculty who have to suck up to each other to get tenure and screw their students in the process
- Some faculty members are difficult to work with. I feel like some of the faculty could be more student oriented. Many of the students who come through our program leave before they complete their degrees.
- No coordinator solely devoted to doc program
- Key faculty members
- Not enough faculty. Existing faculty do not correspond with each other.
- The teachers
- Need more faculty members
- The graduate advisor
- No communication between staff and students / miscommunication between staff toward students
- The lack of respect from some of the professors to the graduate students
- Faculty who just want students to pass, rather than learn and be challenged. Advisors confused about program requirements and state requirements.
- Quality of the teacher
- Some of the faculty members seem very uninterested in teaching.
- Some of the teaching faculty aren't up to par
- Some Weak faculty

Research, Reputation

- Research
- Lack of graduate office space Lack of a PhD in the program affiliations, student placement and faculty/student publishing
- Limited opportunities to work on research projects outside of thesis
- Lack of reputation, quality of some students/faculty
- The programs inability to teach us real world skills such as grant writing and the lack of requirements for scientific publication

Curriculum, Coursework, Environment

Availability, Variety

- Unavailability of classes, unreasonable assistantship workload, students are not treated equally.
- Lack of applicable courses
- Availability of courses on campus
- Lack of course variety
- Summer course availability, need for a coordinator of our doctoral program (program)
- Lack of classes offerings that are of interest to me
- Lack of daytime courses
- Repetition of topics in several classes
- Lack of course availability (4)
- Poor course availability
- Lack of diversity in courses offered and faculty's interests
- Low availability of coursework, instructors are much more interested in publishing than teaching classes
- Lack of course selection. Cost of course materials.
- The non-specialty classes that are required of all graduate (program) students
- Not enough classes, too many faculty members left BGSU
- Lack of course choices for the program
- Course availability
- Not enough time to take all of the classes I would like!
- Our professors aren't able to teach as many courses as we might like due to having to teach undergraduate courses.

Evening Offerings

- Availability of Evening Courses for working Students (Commuters)
- Lack of Evening Classes

- Availability of night classes

Curriculum

- The rigidity of the required courses
- MANY IRRELEVANT COURSES
- Too few (*department*) faculty
- Additional Courses to encompass the what necessary needed for professional work environment.
- Course offerings on the Bowling Green campus is inadequate in my department (this semester there are only 3 graduate courses available, for example)
- The overall curriculum has gaps in content
- Coursework is weak--often seems like a waste of time.
- Subjectivity in grading, lack of good advisement for scheduling courses
- The lack of classes & availability of classes offered.
- Lack of diversity in terms of course work offering
- Not enough diverse courses are offered. I felt like I was taking the same class over and over and didn't get to study what I came here to study.

Focus

- Narrow range of specializations
- Too narrow of a focus, not enough introduction to other fields in the discipline.

Rigor

- It's not an "earth-shattering" program, but, hey this isn't Harvard either...
- Curriculum
- Lacks the teaching rigor I expected. Little growth through professional feedback (more like checking off the boxes that I complete work)
- Requirements can be difficult for adult learners
- In several classes, I learned very little. I thought the quality of teaching in those classes was very poor.
- Several classes where I felt I could gain valuable knowledge were a waste of time. It is disheartening when I can pass a class without ever opening a textbook and completing assignments with minimal effort. The professors obviously were not concerned wi...
- Too easy
- Lack of academic rigor bad professors courses do not flow/fit together
- Could actually be more demanding. More current technology practices in the curriculum. (*program*)

Course load

- Course load--4 hour courses
- Too much coursework to cover in the one year time period.
- Some courses are not applicable, it's in need of more real world application
- Lack of variety in course options
- Some of the courses are not what I have expected them to be.
- No introductory course in (*topic*), teaching level has been uneven, grading method is inconsistent within the department, only certain type of students are encouraged, lack of organization and consistency in the range of coursework, there is not enough
- Too much coursework

Size

- Too big classes
- Size.
- The number of students per class
- Very small, not broad enough -- very few students

Other

- Online coursework makes it somewhat difficult
- Poor Clinical Experience-lack of supervisors.
- I will not be able to use a lot of it in my career.
- Lack of research coursework, compared to other, peer institutions' programs.
- I think that in some areas, there is the need of alignment of courses, that builds up formative knowledge. Otherwise, it is excellent.
- Class scheduling
- The traditional nature. Unwillingness to be flexible and up-to-date.
- Understanding the internship process

Multiple Responsibilities

- The course load along with clinic and teaching becomes quite overwhelming at times.
- Graduate assistants are required to take 12 credit hours. I will have twice as many credits as I need to graduate by the time I finish.
- Keeps people too busy- balance is talked about but can't be practiced, no 15 hr/wk assistantships offered.
- The need to multi-task, I see clients in our clinic, conduct research, and TA for my 20 hours of assistantship, I often feel spread too thin.
- There is so much need for grad student labor that we our work loads inhibit progress
- The demands of the program with assistantships does not make options for research and thesis-writing very feasible
- Too many teaching obligations, takes away from thesis work.

- Teaching takes up too much time, so we can't fully take advantage of the time to complete our coursework and investigate other courses.
- Lack of clarity and lack of clear sense of identity

Program Specific

- The dis-community between (*program*) and (*program*) studies since they joined back together.
- Having to "share" a department chair with (*program*). As (*program*) students, we often get lost in the shuffle, the (*program*) is much larger and has students who need more frequent and direct interaction. In addition, the needs and expectations of the students in
- Interaction with other performing arts Depts
- Because of the friction between (*program*) and (*program*) there are not really any media studies/tv scholars to work with
- (*Name*)
- Lack of non-programming (*department*) courses.
- The faculty's fixation with the Master's program
- The (*program*) requirements.
- (*Program*) is suspended
- The very obvious shift from a (*program*) to a (*program*). Too many graduate students
- Lack of cohesiveness or interaction amongst faculty & labs - too much infighting - lack of support for (*program*) - too easy for professors to have gotten tenure - too easy for students to pass thesis or dissertation defense...
- As a part time evening (*program*) I found that often times professors expectations and workload might have been a little heavy especially when somebody is taking more than one class. A better understanding by professors of the rigors of 40 hour work weeks (somet
- There are too many course requirements which leave the performing student with less and less time to practice and perform their instrument. It becomes a choice between performing and completing course work.
- The lack of choices for classes. (*Program*) was offered in 1-2 classes. Would like to have more.
- Not enough preparation for clinic
- There is a major lack of communication within the (*program*). Many are unsure of who their actual advisor is, and have received poor advice from previous advisors. Head of (*department*) is a difficult personality not kind to work with.

Funding

- Lack of additional funding options for traveling and summer funding
- Low stipend amounts
- Not enough money...favoritism to certain students
- The deadlines for funding opportunities are not clearly stated in a form that is easily accessible.
- Lack of funding and organization

- Low stipend. Some times graduate students have more work and that can derail their early completion of their programs.
- Cost
- The pay is very, very low
- The stipend is the lowest of other creative writing programs of the same caliber.
- Small stipend

Program Requirements

- No specific program meets my expertise/interest
- Not enough information provided about the requirements at the onset of training
- Official rules and requirements aren't always enforced, and then there are other "unwritten" rules that are, seem to be having problems with personality conflicts between faculty members spilling over and affecting students, people in 2 out of 4 major are
- Confusion over requirements for progress.
- Unclear expectations and direction
- Lack of clarity in requirements for progress Lack of rigor of courses

Assistantship Related

- There is a lack of emphasis on training/teaching students
- TA work is not fairly divided among the body of graduate students-

Other

- There are too many to list
- None (11)
- Lack of support of part time students when we comprise the largest number of students in the program (and have for years)
- Needs to be more proactive in student life, so as to impart practical assistance
- Unwillingness to change
- They assume everyone wants to go into academia after graduation -- some just want to teach, not publish!
- Classroom spaces!! Too old and too small.
- I really don't see a weakness, other than maybe the advising of what classes/courses to take and in which semesters they are offered.
- Not enough communication between faculty, which results in mixed messages to grad students
- Can not choose professors
- The time frame. I feel that this program could fit into a year and a half time frame.
- Lack of organization: e.g. poor dissemination of important information, lack of foreknowledge into courses being offered etc.
- Little funding, hoops to jump through for prelims
- Placement within schools, communication of requirements, and funding/promises of funding

- Presenting a sometimes unrealistic view of what it means to be a practitioner in our field
- Internal strife, Lack of faculty to work with
- I haven't found any real problems.
- I think we shelter ourselves sometimes from other graduate students
- Unorganized
- Lack of organization, however that is changing
- The program tends to prepare us only for continuing education such as a doctoral degree. There is too much focus on literature and not enough emphasis on life applicable classes such as business or translating. The program assumes that we are all going
- Lack of motivation and interest in the students from some of the tenured faculty.
- The lack of agreement among the faculty regarding degree progress and goals of the program.
- Lack of supervision
- Not really having a student advisor, and the staff sometimes wanting to know and knowing too much personal information about students
- Thesis writers and research not focused upon as much as practical experience
- Lack of communication with the university and cohort, lack of communication with advisors of cohort
- Online classes
- Resources
- A foreign language requirement for teachers of writing in (*program*).
- I do have enough knowledge to answer
- Not sure
- Lack of technology in the psychology building classrooms
- Lack of access to University at times I need it
- Disorganization of department and requirements for the program as well as inability of students to finish the program in a reasonable amount of time
- Not many staff
- Sometimes a lack of creative teaching strategies
- Some professors are very smart, but have a hard time connecting with students on their level
- Organization of the program
- Caring about their students.
- Diversity...most students are Chinese
- Some of the faculty rely on the students too much to teach one another the course material.
- Lack of communication between faculty and assistantship sites
- Not having an adequate pedagogy program to learn the ins and outs of a being a Professor for the future.

- LACK OF TIME! Beyond what should be the "normal" workload many faculty and students are bogged down in teaching, paperwork, simple tasks, etc. that detract from research, literature reviews or professional development. Though some experience with teaching
- Terrible work environment
- Variety
- Limited course offerings-curriculum designed for full time cohorts, more difficult to plan as a part-time student
- The subjectivity involved in the evaluation of coursework and treatment of students
- Parking
- Inconsistencies in rules
- Program is underrated and underutilized
- Conflicts arising at times because of student personality differences
- A weakness is not getting much technical experience as I would like when working with computers.
- I feel that our preparation for our teaching assistantships is bad. The only reason that I felt prepared was because I had a background in education. However, most students do not.
- Came in mid-year, lack of orientation.
- Can't find any
- Need more experienced and good faculties
- The lack of flexibility on the part of the faculty to incorporate new dual degree programs
- Advisors...my first advisor never got back to me until long after my first semester had started. The new interim advisor is wonderful though.
- Not sure
- Too large
- Lack of varied teaching opportunities for grad students
- Somewhat inconsistent standards for graduate students.
- Information overlap - receives repetitive information
- Community among students
- The program shouldn't accept part-time students if they aren't going to treat them as full members of the department (eligible for awards, taken seriously by faculty as scholars, etc.)
- Organization
- Expectations for the program are a bit vague until we arrive on campus the second year.
- lack of understanding for specialization
- Tough one! Maybe doctoral student recruitment would be an area I would like to see enhanced.
- Specificity
- No answers to questions despite repeated contact with personnel
- Lack of research resources, certain course requirements, lack of access to some faculty

- The faculty is much more concerned with its needs than the students.
- Amount of credit hours and teaching assignments
- The competence of some students and the availability of interesting research opportunities. Also, the quality of classroom instruction is somewhat limited by the terrible chalkboards in Hayes Hall.
- Resistance to change
- N/A I am enjoying my experience.
- Provides little applied experience
- Schedules are very complex/busy
- Age and at times taking a wash-down from an instructor that may be the same age or younger
- Some professors' ability to teach
- Working fulltime as well as attending grad school
- Lack of student support
- No Doctoral Program offered
- Lack of motivation and encouragement from faculty
- Help motivation and support from faculty
- The fact that the administration doesn't bother to make an effort to keep important faculty members.
- Indistinction between personal and professional lives
- Lack of / not enough of individualization within the program
- Small department
- Access/Faculty with the interests and time to devote to graduate ed.
- sensitivity to diversity
- Unreliable clients at clinical sites
- Language
- Location
- High number of ABD's
- No graduate student voice, lack of course availability, work standards are not equally applied to everyone, power differentials and organizational politics make it nearly impossible to voice concerns without fear of negative consequences
- The politics of the department, also, the faculty act like the student's time is not important and they often put their needs above those of the student.
- The thesis program in the music theory department is fragile. There does not seem to be enough guidance or opportunities to work with others on the preparation procedures.
- Lack of diversity
- Residency requirement
- Program coordinators probably should not be advisors
- Few number of courses offered each semester on campus.

- Lack of required coursework in the tracks you can take (e.g. no required course classes if you pursue program)
- Lack of organization/communication between professors
- Competition between current students
- Poor advising, no faculty specific to me, i feel like an outcast in the (*department*) because I am also in the (*department*)
- Students recruited lack diversity
- Some instructors are not available or accommodating
- Favoritism
- No doctoral student director.
- Busy work versus substantive research
- Not great preparation for program in general. Some researchers made terrible teachers.
- Some of the non-core program professors. Many of them are poor teachers and do not relate to the counseling majors well.
- Poor teaching in some areas
- Faculty have too many commitments
- A few of the professors
- Small Graduate Assistants' office and Not that many equipments for research
- Discrimination based on gender, ethnic and racial belongings. Lack of respect for the intellectual choice of individual graduate students. Ineffective mentoring system, and unscrutinized advising assignments. Abuse of power in one word in many respects.
- Some of the professors are uninformative, even when asked to clarify. It appears that they are there to teach for themselves not their students.
- Lack of unity and interaction between students/specialties/faculty

What suggestions or additional comments would you like to share with us?

Facilities

- We desperately need new computers and better furniture. Parking is a major problem on campus
- The campus is not well lit. Bowling green is not a real social town so there needs to be programs for undergrads and grads for things to do instead of movies and cards and bars. Please refer to Ohio state's social activities. commuter parking should be

Stipends, Funding, Cost

- The cost is far too great for what the program provides.
- Funding/fellowships is good
- Stipends at BGSU are significantly lower than at other institutions. Health insurance cost is reasonable but it covers very little for the money.
- Offer more funding options, such as funding for conferences, raise our stipend so we don't have to accrue so much student loan debt just to do our work and to live.. Come on, we teach for this institution, pay us a little more. Also, help with health ins

- Financial assistance is too low. one thing I always have trouble with is spreading so little money around so far
- The salary of TA is the lowest I ever KNEW.
- Raise the stipend amounts.
- Stipends need to rise for graduate students to be competitive with other programs.
- The university and department needs to do more to promote pursuing outside grant funding. To be at all competitive the current reliance on state funding alone will have to change...we need outside funded research.
- More opportunities to get full fellowships and research monies would be helpful for students
- Living wage for assistantship would be helpful
- Credit Hour Rates are RIDICULOUS. I know private schools with costs that are half of those at BG. Wish I would've gone there.

Assistantship Related

- Greater care should be given to watching over the assistantships
- Reduce the maximum graduate assistant credit hour load.
- Professionalism in the work place should be stressed to employees
- I suggest that the department require all TA's to take a course prior to teaching any college level course.
- It would be good for graduate students to unionize so teaching requirements can be better handled. the loads are quite varied within certain departments and between departments. Some TA's just stand around and help a bit in a lab while others teach actu

Health Care

- I would really really really love to have the option of purchasing a dental insurance plan.
- Please, please, please... do something about the health care. I make less than \$10,000 a year. I really cannot afford it and either can anyone else. Its a problem.

GradSTEP

- Make GradSTEP optional or shorter!
- While I like the optional sign-up of GRAD-step, I think that the way it is set up now leads Grad Students to not take it very seriously. I'd like to see the program tighten its focus and purpose, and offer that mission to the graduate students. Also, it w

Other

- It is important to have students that also work full time bring their relevant personal experiences to the classroom to share
- BGSU in general, as well as individual depts, needs to recognize grad students are not all single, childless, 24-year-olds living in BG/Toledo area... have some understanding of the challenges faced by non-traditional learners at the graduate level
- Get more evening classes
- On line courses NEED to have an initial and final face to face meeting with all the students
- I will say that it is difficult to take care of paperwork issues while holding a full time job outside of my grad work.

- As an adult returning to school after many years, I appreciate the acceptance of the faculty and other students. Academically, I am very happy so far.
- My fellowship while beneficial for time in college, is hindrance for desired job after school. Was not explained well to me. 2. Very little support for non-traditional learner,40+. Little understanding and research done on how we learn and cope.
- As a mature student returning to graduate school, I find very little resources to help me adjust to the transition from a working life to an academic life. Most professor are my age and almost all of the students in my program are 15-20 years my junior. I

Overall Positive

- I feel that my overall experience has been wonderful, I just don't care for all the deadlines on stipends, since everyones research projects are not always completed in the allotted time frame.
- I find BGSU as a rewarding and gratifying atmosphere. I have learned all the basic necessary knowledge that will allow me to take it out into the world and apply it not only effectively but creatively as well. I will always owe a lot of thanks for all tha...
- BGSU continues to impress me. The faculty and programs are better than all schools I've been to (including top rated colleges). The funding is too low for stipends, though, and I find that I cannot afford the basics, let alone child care. This means th...
- I am happy here.
- I love BGSU and I am proud to be a member of this fine academic community
- So far, I feel that I have learned a good deal and begun to build some strong relationships here at BGSU. I am confident that when I graduate, I will be very prepared for a career in (*field*).
- Overall I have had some good experiences at BGSU. If I would have picked a better supervisor, my experiences may have been even better.
- BGSU is great for maintaining its diverse and the educational environment as well as educators are great.

Overall Negative

- There is always space for improvement.
- I have witnessed quite a bit of unfair treatment of students by faculty members driven by personality clashes, etc. rather than academic inadequacies, there needs to be a safe outlet for reporting these unfair practices
- There needs to be some sort of repercussions for faculty members that are inappropriate in one way or another, Professors should be expected to reply to emails and phone calls promptly
- I have had a terrible experience here. I have been ignored and when I sought help people were rude to me or dismissed me altogether.

Suggestions

- I have never understood why students with an on-campus assistantship have to take 12 credit hours when a full time student is only 9. Why put more work on those students who are already working overtime for the university?
- There is a lack of food available on campus for people with specific dietary needs. The only vegan meal available is a salad bar.

- There needs to be a comprehensive listing for graduate assistantships that are available.
- Perhaps create a brief outline of the two year program to share with the grads during their first year so they know what to expect when they arrive in BG.

Course Related

- As mentioned before, lowering full-time student status to 9 cr. hrs. per semester for grad students would be great. Many of us would still take 12, but it would be nice to have the option of only 9 sometimes. I have heard that in other graduate programs
- Course work should be made more relevant to today's business environment.
- I think that because of the course work load and performance schedule that graduate students in this program should be given 2.5 years to graduate with a full assistantship.
- Overall, I was pretty bored with the courses.
- There are too many pointless classes that teach us skills I thought were part of undergrad
- Ask for student input before creating class schedule
- The way you offer courses should be looked into!
- The method of teaching coursework needs to be improved.

Faculty

- The faculty in the department feel as though they have to impose the university's demands, such as restrictions on funding, class size requirements, etc. This puts undue pressure on the relationship between faculty and graduate students. I think the unive...
- I just don't feel as if I have adequate access to faculty that could help me with the job hunt. I have very nice, smart people on my committee, but they don't know my subject.
- I think faculty might find ways of 1. getting to know students better, introducing them to all aspects of their field through general introductory course in first semester, utilize each students specific skills within the context of the program and academe
- We need a checks and balances system that ensures faculty follow their own rules. The current procedures are inadequate in that they take too much time and require the student to risk his/her academic future.
- There are many good and talented professors and instructors. The bad ones for instance run student down and make them insecure. Students should be given a forum to report such instructors without being penalized apart from the evaluation forms that t
- Sometimes the faculty seems to be too busy with their own lives and do not care to listen to your problems or concerns or try to help you. This not only makes the student feel unwanted and unneeded, but also left the problem unsolved. Who else do we hav...
- If a professor is continually getting bad marks...FIRE THEM
- Faculty need to communicate with each other in order to standardize the expectations of the assistantship (syllabus, tests, etc.)
- I may not have always liked my BGSU undergrad profs but they were almost all good teachers. I can not say the same for the graduate teachers
- The department's chair position should not have ever been elected by graduate students as it was the case for our department

- Change graduate advisors
- Faculty generally get along/ co-operate / collaborate.
- Those who do not have the credentials to decipher whether or not the work of a student is right for a particular venue should not have the say so. The committee should have this control, & it should NEVER be left up to an external committee!!!!!!!!!!!!!!!!!!!!

Survey itself

Good

- Thank you for this opportunity. Very comprehensive survey. I look forward to hearing and/or reading the results. Thanks (*name*). You are a very special part of BGSU and many graduate student lives. Thanks! Keep up your important work.
- This is a good process to engage graduate students. Make use of the findings to make BGSU Graduate college one of the best, it can be.
- Thank you for conducting this survey
- Thanks for the survey!!!
- Thank you for asking about our needs/interests and opinions!
- I hope the information contained is actually used. Great questions asked
- Interesting survey, I hope it can help the development of the Graduate programs here at BGSU.

Suggestions

- Survey was very long
- Q80 and Q84 did not work with the pull down menus and this survey was difficult to complete at times due to the formatting. But, an overall very comprehensive sounding survey.
- Some questions were not worded well for me, good luck!
- This was awful long, although the warning was appreciated.
- This survey was not constructed well -- very difficult to complete and unprofessional in appearance and question/response formatting
- Some of the questions in this survey were misleading and with assumption that I was experiencing something I was not. please include "n/a" as a response option in all possible questions
- This survey was a little confusing. I forgot what some of the headings were as I kept scrolling down.
- Survey was way too long

Other

- None (15)
- Nothing really, I feel like I have shared too much.

- To clarify, because some of my responses may seem inconsistent: I'm in the masters, but planning on staying for the Ph.D. So no, I have no experience yet with preliminary exams, but I'm very anxious about them because everyone who took them this semester
- There is a good deal of role confusion for graduates students and programs/departments do not help students prioritize their responsibilities well.
- So Far so Good, Need more evening or web courses
- A more clear outline of deadlines and requirements.
- Unfortunately, it seems as though many grad students are apathetic to the state of their department and university. They seem to have no ambition to do more than they must. Further, it seems as though grads are sometimes viewed simply as employees (to t
- At first I was interested in a dual degree program, however now my only concern is to finish out my degree as planned in the spring. As for future educational endeavors, I will pursue them (if I choose to) at another institution.
- I am quite dissatisfied with the office employees in the (*college*) - they are EXTREMELY rude.
- Depending on what stage I am in the grad school process would have dictated my responses on this survey. I may have answered some questions differently if in my first or second year of grad school as opposed to my 4th (current year)
- Staying relevant is one of the most important things in the study of contemporary culture.
- There needs to be more advocacy for the rights of grad students. The faculty abuse their assistants and there is no administrative remedy.
- More graduate student social activities both on and off campus would be fun.
- More activities of GSS
- Keep on, keepin on
- The (*program*) is very inefficient in answering questions related to things after graduation.
- May be the graduate senate, the graduate college to have several meetings with graduate students to make them aware that these two offices are there for the students welfare.
- Make education graduate programs more specific to individual needs
- Students in cohorts don't really feel like they are part of the campus.
- More help with thesis process
- BGSU does a great job of offering functions for students, but they could do a better job of advertising those things. Sometimes I just find out too late to actually participate in things.
- Thesis wasn't approved by department until 5 weeks into final semester. At that point all the research had been done and 58 pages written.
- Administration should be stronger. I e-mailed the director of the department about concerns with a new professor and never got a response. Also, hiring of professors to teach classes should not be done the day after the first class. We sat for 20 minut...

Comparisons with Miami University

As noted earlier, the survey was modeled after a similar one at Miami University that was administered in the spring of 2005. Responses to items that were directly comparable are provided below. Most of the results were more positive at Miami than at BGSU except for feeling a sense of belonging to the university community, doing as well as expected academically, having opportunities to interact with students with different ideas and perspectives, social life on campus, housing, parking, child care, safety and security on campus, publishing articles or book chapters, and the graduate college's orientation for incoming students.

Table 58
BGSU and Miami Comparisons

	Agree Strongly or Somewhat	
	BGSU	Miami
My advisor is sensitive to my needs and concerns.	81%	87%
My advisor promotes my advancement and professional development.	79%	86%
Faculty are strongly interested in students' academic experiences and challenges.	80%	82%
Faculty in my program are fair and unbiased in their treatment of individual students.	69%	75%
There is a supportive student community in my program.	64%	78%
I have received adequate instruction or experience in professional ethics.	57%	73%
I developed the skills to compose scholarly publications (e.g., journal articles, book chapters) and other forms of academic writing.	39%	61%
I developed the skills to present papers effectively.	39%	61%
Teaching assistants in my program are appropriately		

prepared and trained before entering the classroom.	24%	48%
There are adequate opportunities in my program to get teaching experience.	54%	73%
Graduate students in my program are appropriately prepared and trained before entering the profession.	32%	80%
There are adequate opportunities to acquire professional experience through supervised practice.	33%	47%
I developed the administrative and human relations skills necessary for success in my profession.	30%	76%
My program's curriculum is broad enough to meet my needs and to prepare me for my career of choice.	70%	76%
I feel a sense of belonging to the _____ University community.	67%	61%
My program actively recruits graduate students from underrepresented groups.	63%	67%
The transition to my life as a graduate student has been difficult.	40%	40%
My program requirements are unclear to me.	20%	20%
I have done as well academically at this university as I thought I would.	82%	79%

Table 59
BGSU and Miami Comparisons

	Very or Somewhat Satisfied	
	BGSU	Miami
My primary advisor	77%	84%
The faculty in my graduate program	79%	84%
My graduate program	79%	79%
My department or school	74%	78%
The University	77%	78%
To what extent are you satisfied with the overall career preparation and guidance that you have received?	60%	68%
Research facilities available in your graduate program	34%	69%
Opportunities to engage in scholarship, research, and creative activities	41%	78%
Overall, how well my program is preparing me for scholarly research	40%	78%
The availability of area courses you need to complete your program	71%	69%
The academic rigor of the curriculum in your program	76%	81%
The overall quality of teaching in your graduate program	73%	81%
The overall curriculum in your program	72%	74%

The opportunities to interact with students with different ideas and perspectives	71%	50%
The overall social life on campus	50%	38%
The shuttle service	22%	35%
The availability of housing in town	54%	39%
The overall cost of housing	48%	30%
The availability of parking	35%	16%
The availability of child care	5%	2%
The cost of child care	4%	1%
Safety and security on campus	57%	43%

Table 60

BGSU and Miami Comparisons: Have you been involved in research since entering graduate school at ___?

	Very or Somewhat Satisfied	
	BGSU	Miami
	57%	76%

Table 61
BGSU and Miami Comparisons:

	None		Four+	
	BGSU	Miami	BGSU	Miami
Published an article or book chapter as either a sole author or in collaboration with others	42%	78%	2%	3%
Presented your research in a department or program seminar, colloquium, or other similar forum	50%	50%	11%	12%

Table 62
BGSU and Miami Comparisons: How helpful were ___ as you began your graduate program?

	Very or Somewhat Helpful	
	BGSU	Miami
The orientation session offered by your department or program	71%	73%
The Graduate School's orientation for incoming students	54%	49%
Other graduate students in your program	86%	91%

Discussion and Recommendations

The reasons that BGSU graduate students have enrolled in college are largely the same as for its undergraduate students: to advance their knowledge, prepare for a professional career, get a better job, and make more money. The reasons they have chosen BGSU are also similar to those of its undergraduates: the financial assistance offered, the University's academic reputation, and proximity to students' homes. Important factors in graduate students' decision to enroll here include the existence of desired academic programs, financial support, and the reputation of their programs. Other graduate students and faculty and staff members were most helpful in students' transition to graduate school.

The majority of the participants responded positively to all of the survey items concerning their advisors, program faculty members, and program environment. They were also satisfied or very satisfied with their advisors, faculty and staff members in their programs, and their program, department, and the University in general.

The largest numbers of participants planned to move on to employment as college faculty members or administrators, K-12 educators, or professionals in business and industry. Most of the participants expected their future employment to be directly related to their BGSU graduate education. The majority felt they had received adequate training in professional ethics while at BGSU. Sixty percent were satisfied with their career preparation while students at BGSU. The majority of participants said they were likely to participate in program-sponsored professional development opportunities, conferences, and university-sponsored speaker events, but the majority of participants were not likely to participate in training offered by Continuing and Extended Education or the Center for Teaching, Learning and Technology.

Most participants were involved in scholarship, research, or creative activities as graduate students at BGSU. The plurality of participants was satisfied with opportunities, facilities, and preparation for scholarship. Participants were more likely to have presented at conferences from among the scholarship, creative, and research activities listed in the survey. The plurality of participants was also satisfied with preparation at BGSU for publication and presentation.

While about one-half of the participants had experience with college teaching at BGSU, only 41% indicated their program provides training in teaching. Further, participants indicated concern about their preparation for college teaching. Forty-one percent of the participants indicated their programs offered professional internships or career placement. The plurality of them were satisfied with practicum, internship, and clinical opportunities. The plurality of participants agreed or strongly agreed that graduate students in their programs are appropriately prepared and trained, acquire professional experience through supervised experience, have adequate opportunities to acquire professional experience, and have developed the administrative and human relations skills necessary for success in their professions. The plurality were also satisfied or very satisfied with supervised practicum opportunities in their graduate programs, how well the program is preparing them for professional work, and support for career placement.

Most participants indicated their curricula were sufficiently broad to meet their needs, and were satisfied with course availability, rigor of the curriculum, and quality of teaching in their programs. Mean reported cost of textbooks and other materials per semester was \$222.

The majority of participants felt a sense of community at BGSU, are satisfied with the University's efforts to promote diversity, and agree that BGSU provides a positive academic climate. The majority did not experience discrimination. Most of the participants did not work off-campus. The only areas of student life that greater than 40% of the participants described as unimportant were social life on campus and shuttle service. The areas with which more than 60% of the respondents expressed satisfaction were safety and security on campus, the Graduate College, and overall financial support. The areas where more than 30% expressed dissatisfaction were the availability of parking, stipend levels, and adequate and affordable health insurance.

Creating a positive graduate student experience was perceived as a strong priority for BGSU or as its highest priority for 51% of the participants. The majority of participants either indicated they were satisfied with sources of financial support or the issue was not applicable for them. Participants estimated their student loan debt at graduation, on average, at about \$22,000; 18% estimated their debt at \$50,000 or greater. Fifty-four percent of participants indicated that they had some level of awareness of Graduate Student Senate (GSS); the plurality of them (41%) indicated that they did not have sufficient experience with GSS to be able to indicate whether it represents the interests of graduate students adequately.

The majority of the participants felt their program requirements were clear and they have done as well academically as they expected to do. Most of them are following their expected time frame for graduation. The most often cited reasons for taking longer than expected to graduate (although these were only cited by a minority of the participants) were family obligations, experiencing difficulty in thesis or dissertation research, demands of the assistantship, financial problems, motivational problems, and lack of course availability. Thirty-one percent of participants considered they have considered leaving the University prior to graduating; "other," and difficulty working with one's advisor or other faculty members were the most frequently cited reasons for considering leaving. The plurality of participants had positive feelings about their qualifying/comprehensive exam and thesis/dissertation experiences.

Numerous differences existed in responses across participant groups. Participants indicated greater degrees of engagement and satisfaction included those who were enrolled full-time, students of color, living on campus, enrolled in doctoral programs, and in Health and Human Services, Technology, science and mathematics, humanities, and social sciences.

Students' additional forms of involvement at BGSU included Graduate Student Senate and other student organizations, volunteer activities, and employment. Participants cited faculty and staff members, research, academic reputation size of their program and the University, other students, curriculum, funding, and employment prospects as the greatest strengths of their graduate programs. They also cited faculty and staff members, research, curriculum, narrow focus, lack of rigor, workload, funding, and class size as the

greatest weaknesses of their graduate programs. Additional comments concerned facilities, health care, GradSTEP, curriculum, and faculty members.

BGSU participants indicated they were less engaged and satisfied than Miami University participants on nearly all of the common survey items except for difficulty of the transition to graduate school, clarity of program requirements, exceeding one's own academic expectations, opportunities to interact with students with different perspectives, social life, shuttle service, the availability of housing in town, the overall cost of housing, the availability of parking, the availability and cost of child care, and safety and security on campus. The areas in which the responses of Miami graduate students most surpassed those of BGSU graduate students were feeling that there is a supportive community in one's program, receiving instruction/preparation in professional ethics, developing the skills to compose scholarly publications, developing the skills to present papers effectively, receiving adequate preparation and training for teaching, receiving adequate opportunities to acquire professional experience through supervised practice, developing the administrative and human relations skills necessary for success in their professions, adequacy of research facilities, opportunities to engage in scholarship, research, and creative activities, and preparation for scholarship and research.

This study represented the most recent, and perhaps most comprehensive, analysis of BGSU graduate students and their satisfaction with various elements of the university and their graduate experience. Despite the low response rate and over-representation/under-representation of some groups, some recommendations can be forwarded as a result of the survey results. Graduate students' preparation for college teaching needs attention, especially since many participants plan to be faculty members. Professional development activities available through CTLT and CEE should be better communicated. The availability of parking, low stipend levels, and lack of adequate and affordable health insurance are major issues affecting the quality of graduate students' experience at the University. The fact that family obligations, financial problems, and course availability are the areas that were cited most often by graduate students as reasons for not progressing toward degree completion more rapidly suggest that the University should explore ways to offer greater support in these areas. The experiences of part-time graduate students, those in Business Administration, and those who do not live on campus warrant greater study. The numerous negative differences in survey results compared with Miami University suggest the need to learn from good practices in graduate education at other institutions.

References

- Astin, A. W. (1993). What matters in college? *Liberal Education*, 79(4), 4-16.
- Bakker, A. I., & Krallman, D. (2005). *An exploratory survey of graduate student experiences and satisfaction*. Retrieved January 29, 2007, from Miami University of Ohio, Office of Institutional Research Web site:
<http://www.units.muohio.edu/oir/Surveys/GradSurvey.htm>
- Chickering, A. (1969). *Education and Identity*. San Francisco: Jossey-Bass.
- Dorn, S. M., & Papalewis, R. (1997, March). *Improving doctoral student retention*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Golde, C. M., & Dore, T. M. (2001). *At cross purposes: What the experiences of today's doctoral student reveal about doctoral education*. Philadelphia, PA: Pew Charitable Trusts (ERIC Document Reproduction Service No. ED450628).
- Hahs, D. L. (1998, January). *Creating "good" graduate students: A model for success*. Paper presented at the MSERA annual meeting, New Orleans, LA.
- Jaasma, M. A., & Koper, R. J. (1999). The relationship of student-faculty out-of-class communication to instructor immediacy and trust and to student motivation, *Communication Education*, 48, 41-47.
- Lovitts, B. E. (2001, June 29). 10 ways to keep graduate students from quitting. *The Chronicle of Higher Education*, p. B20.
- Lovitts, B. E. (2005). Being a good course-taker is not enough: A theoretical perspective on the transition to independent research. *Studies in Higher Education*, 30, 137-154.

- Pascarella, E. T. & Terenzini, P. T. (1977). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. *The Journal of Higher Education*, 48(5), 540-552.
- Pascarella, E. T., & Terenzini, P. T. (1979). Student-faculty informal contact and college persistence: A further investigation. *Journal of Educational Research*, 72(4), 214-218.
- Spady, W. (1970). Drop outs from higher education. *An interdisciplinary review and synthesis. Interchange*, 1, 64-85.
- Tinto, V. (1975). Dropout from higher education. A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125.
- Tinto, V. (1987). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago: University of Chicago Press.
- Tinto, V. (1988). Stages of student departure: Reflections of the longitudinal character of students leaving. *Journal of Higher Education*, 59, 438-455.
- Woodside, B. M., Wong, E. H. & Wiest, D. J. (1999). The effect of student-faculty interaction on college students' academic achievement and self concept. *Education*, 119(4), 730-734.