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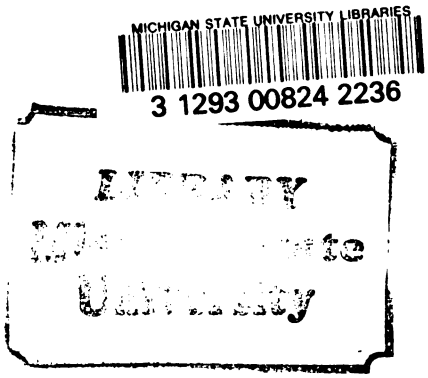

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presented by

Patricia A. McDonald Carter

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Administration in Higher Education

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GRADUATE STUDENTS' PERCEPTIONS OF THEIR GRADUATE PROGRAM AND THE CAMPUS ENVIRONMENT AT M.S.U.

By

Patricia A. McDonald Carter

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

GRADUATE STUDENTS' PERCEPTIONS OF THEIR GRADUATE PROGRAM AND THE CAMPUS ENVIRONMENT AT MICHIGAN STATE UNIVERSITY

By

Patricia A. McDonald Carter

The purpose of this study is to investigate the perceptions of first-year master's level minority and majority graduate students at Michigan State University. The students' perceptions towards their graduate program and the university were developed through the use of a questionnaire administered to the population.

The population from which the sample for this study was drawn consisted of all minority first-year master's level students who were enrolled in a master's degree program and 12 percent of the first-year majority master's level students enrolled in a degree program Fall 1979, Winter 1980 and Spring 1980. One hundred and thirty-six (136) students were selected for inclusion in the study. One hundred and one (101) students responded to the questionnaire. This represented a 75 percent return rate. The sample consisted of a total of 101 students: 40 minority students and 61 majority students.

A mailed questionnaire designed to measure graduate students' percpetions was used to test fifteen null hypotheses relating to five main environmental areas: (1) student and supportive services, (2) faculty-student relationships, (3) student-student relationships within the department, (4) student-student relationships at Michigan State University, and (5) the overall graduate education program. Students were asked to indicate their degree of satisfaction or dissatisfaction by responding to statements pertaining to their graduate education experience and the university environment. The questionnaire also solicited demographic information from the population. The response scale was from one to five. One was the highest level of satisfaction; five represents the highest level of dissatisfaction. A two-way multivariate analysis of variance was used to test each of the five measures to determine if differences existed between sex and race. A level of significance at the .05 level was used.

The following interpretations were developed as a result of the research findings:

1. Sex was found to make a significant difference in the perceptions of male and female students toward the student and supportive services program for graduate students. Female students were less satisfied than male students.

2. Race was found to make a significant difference in the perceptions of minority and majority graduate students towards the student-student measure within the department. Minority students were less satisfied than majority students.

3. Race was also a significant factor in the students' perceptions of their overall graduate education experience.

4. In the area of student and supportive services programs for graduate students, the population seems to be satisfied with the support system with the departments and dissatisfied with the student and supportive system of the university.

5. In the area of faculty-student relationships, the population did not have a positive perception of their interaction with the faculty.

6. In the areas of student-student relationships, the students were satisfied with their relationship with students within the department, and were not as satisfied with the student-student relationship at Michigan State University.

7. In the area of overall graduate education, the population was not satisfied with their overall graduate education experience.

Dedicated to the Memory of my Father

Jeff McDonald

1905-1978

Ships at a distance have every man's wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time . . .

--Zora Neale Hurston
Their Eyes Were
Watching God, 1937

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TABLE OF CONTENTS

		Page
LIST OF TABLES		ix
Chapter		
I.	INTRODUCTION	1
	Statement of the Problem	6
	Purpose of the Study	7
	Research Hypotheses	8
	Definition of Terms	8
	Limitation of the Study	9
	Organization of the Study	9
II.	REVIEW OF THE LITERATURE	10
	Introduction	10
	History of Graduate Education in the United States	11
	The University's Responsibility to Students	15
	Impact of the University Environment on Students	17
	Women and Minority Students' Perceptions	22
	Female Students in Graduate School	23
	Minority Students in Graduate School	26
	Summary	34
III.	DESIGN OF THE STUDY	36
	The Population and the Sample	37
	The Instrument	38
	Data Collection Procedures	42
	Analysis of Data	43
	Summary	46
IV.	ANALYSIS OF THE DATA	48
	Demographic Data	49
	Type of Undergraduate Institution Attended	50

Chapter Page

Percentage of Minority Group Students at Undergraduate Institutions 50
Student Enrollment at Undergraduate Institutions 53
Financial Resources 53
Degree Completion 58
Factors Which Influenced the Student's Decision to Attend Graduate School 61
Career Choice 68
Student and Supportive Services Programs for Graduate Programs . . 71
Faculty-Student Relationships . . . 76
Student-Student Relationships . . . 77
Overall Graduate Education Program . . 84
Summary 88

V. SUMMARY 90

Conclusions 95
Demographic Data 96
Student's Perceptions of the Environment 99
Recommendations 103
Implications for Further Research . . 104

Appendix

A. INITIAL LETTER 107

B. QUESTIONNAIRE LETTER 109

C. QUESTIONNAIRE 111

D. SATISFACTION COMMENTS FROM MAJORITY STUDENTS 121

E. DISSATISFACTION COMMENTS FROM MAJORITY STUDENTS 125

F. SATISFACTION COMMENTS FROM MINORITY STUDENTS 133

G. DISSATISFACTION COMMENTS FROM MINORITY STUDENTS 136

H. OTHER SOURCES OF INCOME AS REPORTED BY THE PARTICIPANTS 140

Appendix Page

I. OTHER REASONS FOR CONSIDERING LEAVING THE UNIVERSITY PRIOR TO COMPLETION OF THE DEGREE PROGRAM AS REPORTED BY THE PARTICIPANTS 142

J. OTHER CAREER CHOICES AS REPORTED BY THE PARTICIPANTS 144

K. MEAN AND STANDARD DEVIATION RESULTS FOR UNIVERSITY ENVIRONMENT MEASURES . . 146

BIBLIOGRAPHY 154

LIST OF TABLES

Table		Page
3.1	Racial and Sex Description of Respondents to the Questionnaire . .	39
3.2	Colleges in Which Respondents are Enrolled	40
4.1	Type of Undergraduate Institution Attended	51
4.2	Minority Students Attending Undergraduate Institution	52
4.3	Size of Enrollment at Undergraduate Schools	54
4.4	Sources of Income During Academic Year .	55
4.5	Adequacy of Finances to Meet Present Needs	57
4.6	Considered Leaving the University Prior to Degree Completion	59
4.7	Reasons for Considering Leaving the University Prior to Completion of Degree Program	60
4.8	Factors Which Influenced the Participant's Decision to Attend Graduate School	62
4.9	Occupations the Participants Expect to Enter Upon Completion of Degree Program	69
4.10	Multivariate Analysis of Variance Results for Tests of Main Effects of Sex for Student and Supportive Services Programs for Graduate Students' Measure	73

Table Page

4.11 Multivariate Analysis of Variance Results for Test of Main Effects of Race for Student-Student Relationships Within the Department Measure 80

4.12 Multivariate Analysis Results for Test of Main Effects of Race for Overall Graduate Education Program 86

CHAPTER I

INTRODUCTION

This study is an examination and assessment of perceptions of first-year master's level graduate students at Michigan State University (M.S.U.). During the 1979-80 academic year, Michigan State University had an enrollment of approximately 44,756. The first-year master's level graduate students numbered 1,299 during the 1978-79 academic year.

Various perceptions of the undergraduate population are frequently found in the literature, but the graduate student population, with its opinions, frustrations and anxiety level are seldom considered.

A major consideration of the University is to prepare the graduate student to meet the challenges of society. Thus, the training and experiences provided these students will determine their effectiveness and sensitivity in finding solutions to issues of the environment, urbanization, mass transportation, quality of life, educational needs of our society and the like.

These students vacillate between dependence and independence in that, on the one hand, more time is

required with the professor and, on the other, more time is given to being a teacher. Further, in this view, the student can contribute to the decision-making process which affects curriculum, availability of research facilities, entrance requirements for specific programs, and other pertinent areas.

It has only been during the last decade that institutions of higher education made a commitment to guarantee equal educational opportunity for all citizens. Hence, universities began recruiting and admitting a larger number of minority students to graduate school. Coming from different cultures and lifestyles, students' perceptions of the university will be at variance.

Once admitted, the university should challenge its students to realize their full educational potentials. Sewell (1971) states that a student from a high socio-economic status background has a nine-to-one advantage over a student from a low socio-economic status background in succeeding in graduate or professional education.

The National Board of Graduate Education, in Minority Group Participation in Graduate Education (1976), states that:

> . . . increased minority participation in graduate education is an important national goal to be realized for the social, economic, intellectual, and cultural well-being of all persons. It is for the collective benefit of

> society that the representation of minority group persons among those earning advanced degrees be increased . . . Graduate institutions have the primary responsibility for encouraging and assisting minority students in attaining a high-quality graduate education. Initiative must derive from the institutions themselves, since they have the fundamental responsibility for selecting those who will receive the benefits of advanced education and enable those persons to realize their educational goals.

Although universities have begun to admit minority graduate students and to develop special programs to meet their needs, some of these students have not found satisfaction with their graduate programs and campus environments. In most instances, special planning comes after the fact; there was no pre-planning. Duncan (1977) found that 50 percent of the minority students in his study did not like the manner in which they were treated by their respective departments. These students felt that graduate school had hurt their self-esteem. In another study, conducted at Stanford University (1974), it was found that, in its graduate school, minority students were not satisfied with the University's attitude toward them. Further, Madrid-Barela and Macias (1976) state that "Chicano students express some of the same psychological and social concerns as blacks in higher education."

Students' dissatisfaction with the university is not peculiar to the graduate level. Jones (1979),

Burrell (1979) and Smith (1979) also found that undergraduate black students at predominantly white universities were not pleased with the campus environment. But, in spite of the difficulties many of these students face, they still felt that the benefits of attending a predominantly white university were well worth the extra struggle.

If members of minorities plan to share in the profits from the social, economic and political system of the country, they must enroll in and complete courses of study at the master's and doctoral levels. To do so, according to Crossland (1971), these students must overcome financial, academic, motivational, racial and distance barriers. Majority students likewise have voiced similar concerns.

Cuzzort (1965) investigated the perceptions of second-year graduate students towards their academic environments, and found that 28 percent expressed complete dissatisfaction, while 20 percent were partially satisfied. On the other hand, Berelson (1960) found that about 90 percent of the graduate students in his sample were completely satisfied with their academic preparation and environment.

Astin (1968), Pace (1969), and Stern (1963) have studied the influence of the college environment on

student achievement. Pace (1969) describes the nature of the campus environment:

> Regardless of individual behavior, or assorted physical facts such as money or size, the environment, in a psychological sense, is what it is perceived to be by the people who live in it. Even if one grants the possibility of self-deception on a large scale, the perceived reality, whatever it is, influences one's behavior and response.

Jones (1979) summarizes his view of the environment for minority students:

> To minimize the pressures and problems of black students just because there are not open racial conflicts--or to assume no discrimination because the rules no longer permit such action--is to ignore the evidence that many black students feel isolated, ignored, and discriminated against on the predominantly white campus.

Studies by these and other scholars have found that environmental factors play an important role in development of student perceptions and behavior. The degree to which these environmental factors affect the student varies from one university to another, but are not unique.

Most of the research on students' perceptions of the university environment has not dealt with minority students. With the recent emergence of a minority graduate student population, and taking into account what has happened historically to minorities in higher education, it is appropriate that this population be included in evaluating the university environment.

There is a change in the complexion and an increase in the composition of the master's level graduate student population. Hence, it is essential that institutions of higher education plan to acquaint themselves with the different attitudes and perceptions of its new residents.

Statement of the Problem

During the last decade, America began implementing the principle of universal access to higher education. The issue of minority access to higher education became one of the major social concerns of the 1970s.

Michigan State University has indicated a desire to increase graduate minority enrollment during the next decade. With the projected increase in the number of minority graduate students at Michigan State University, the changing nature of the student population, and because of the unique needs of this group, it is essential that the University involve itself in the determination of how these students perceive the University, in comparison to majority graduate students.

These questions need to be addressed:

1. Do minority master's level graduate students perceive the University differently than majority master's level graduate students?

2. Is there a difference in the perceptions of male and female master's level graduate students towards the University environment?

Answers to these questions must be obtained if the University is to be cognizant of the environment and services graduate students seek, and begin to meet the needs of all its students.

Purpose of the Study

The purpose of this study is to investigate the perceptions of first-year master's level minority and majority graduate students of Michigan State University environment. The study is designed to provide the University with a measure of first-year graduate students' perceptions of their experience. This study is based on the assumption that the University environment can have an effect on the perceptions, academic tenure and success of students.

The nature of this study is such that it may serve to assist the University in addressing critical concerns of minority and majority graduate students in the areas of faculty-student relationships, student-student relationships, student and supportive services and the overall graduate education program. The

exploratory nature of this study is such that it may have relevant implications for future investigation and study.

Research Hypotheses

The following hypotheses are to be tested:

Hypothesis 1: There are no significant differences between master's level male and master's level female perceptions of the University environment.

Hypothesis 2: There are no significant differences between master's level minority students' and master's level white students' perceptions of the University environment.

Hypothesis 3: There is no significant interaction between sex and race on the measures of perception.

Definition of Terms

Minority students. These students included persons who are racially classified as Native American, Blacks, Chicano, Hispanic and Asian American.

First-year graduate students. The term refers to a student who was admitted to a master's degree program, fall 1979, and who has been enrolled at Michigan State University for three consecutive terms.

Majority students. These students included persons who are racially classified as caucasian Americans.

Limitation of the Study

The study is limited in that the sample was confined to master's level graduate students from only one campus, and the data for this research were gathered through the use of a questionnaire.

Organization of the Study

For the purpose of reporting the study, the author has divided the study into five chapters. Chapter I presents an introduction, the purpose of the study, the problem, and the basic research hypothesis. In Chapter II, literature related to this topic will be reviewed. The design of the study, methodology, instruments and procedures used in analyzing the data will be presented in Chapter III. Chapter IV presents the findings of the study. Chapter V will include a summary of the findings, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Most research on graduate students' perceptions focuses on the level and degree of satisfaction majority groups and female students have of the university's environment. Few studies have considered the minority graduate student's perception.

The review of the literature for this research will be presented in four sections: (1) A History of Graduate Education in the United States, (2) The University's Responsibility to Students, (3) Graduate Students' Perceptions of the Environment, and (4) Women and Minority Graduate Students' Perceptions.

This review will also examine the literature on majority women and minority students' perceptions of the university environment.

History of Graduate Education in the United States

Around 1876, Johns Hopkins University's graduate education program became the model in the United States. Established on the German model, the Johns Hopkins program focused on the faculty-centered ideal. As existing schools extended their offerings to higher education, the development of graduate school philosophy was less smooth and less predictable. No consistent pattern can be found. European and American educational influences were either complementary or in conflict (Mugler, 1974). As early as 1850, Harvard, Yale, Columbia, Michigan and others had active plans and programs to include graduate education in their academic offerings (Berelson, 1960). Cornell, founded in 1868, immediately announced that graduate education would be one of its major goals.

Each of these institutions had different ideas about how to develop the programs. These differences had been expressed before the programs were implemented:

> The hazy line between graduate education as pure learning and graduate education as professional training was in debate even before graduate study began. Partly this was due to the adaptation of the German model to American conditions. . . . Some characteristics and themes that pre-date the founding of graduate education are still active today:

1. The normal resistance to innovation and change by established faculties.

2. The tension between scholarship and professional practice as the primary objectives of graduate study.

3. The impact of a fast but unevenly growing body of knowledge.

4. The conflict between influences on educational policy from inside the academic community (the university and the disciplines) and from outside ("the needs of the times") (Berleson, 1960).

In spite of these concerns, graduate education was established at new private and public institutions. Major university presidents later began to push for institutions to provide only graduate training. President Gilman of Johns Hopkins University, along with President Harper of the University of Chicago, attempted to establish a separate institution offering graduate programs exclusively. However, due to economic reasons, they were unable to do so.

After much debate, the graduate school which incorporated the German model was developed and became a part of the undergraduate college. Many critics felt that this model lessened the distinction of the graduate degree because of the intermingling of the faculty and the economic resources.

As graduate education continued to grow and develop, institutions began to reorganize their subject

areas. They began to specialize; subject areas took on a "scientific approach." Berelson (1960) indicates:

> It is always well to remember that the graduate school came into being under the pressures of science and that it has lived its whole life in an increasingly scientific and technological age. It is no wonder that the major critics of graduate study have come from the humanities and certain parts of social sciences. . . .

Science and research became one of the major focuses of graduate education. The Morrill Act of 1862 added a new dimension to higher education in public and private institutions. Many institutions began addressing the needs of society and the role of the institution in meeting these needs. Berelson (1960) summarizes this attitude when he quotes from the remarks of President Gilman in his Johns Hopkins University inaugural remarks:

> The opening of the University means a wish for less misery among the poor, less ignorance in the schools, less bigotry in the Temple, less suffering in the hospital, less fraud in business, less folly in politics; and among other things it means . . . more security in property, more health in cities, more virtue in the country, more wisdom in legislation, more intelligence, more happiness, more religion.

This attitude became the new order of business for higher education. Many of these ideas are presently found in graduate schools today.

Graduate education continued to grow and develop. By 1900 approximately 150 institutions offered

graduate study and approximately 250 earned doctorates were awarded (Berelson, 1960); an undetermined number of master's degrees were awarded (Grigg, 1965). By 1920, the growth in higher education was faster than that of the population. In 1937, a formalized graduate admission testing procedure was implemented at Columbia, Harvard, Princeton, and Yale.

Between 1861 and 1970, 355,000 doctorates were awarded in the United States. Of these, 212,000 were awarded since 1958 (Baird, 1974).

More than one-half million graduate students were estimated to be enrolled in more than 650 institutions of higher education in 1965; enrollment by 1975 was projected to be around one million, and 1.2 million by 1980.

The concern for graduate study is exemplified by the founding of the Association of Graduate Schools in 1948 (within the American Association of Universities). By 1960, the need for a spokesperson to articulate graduate education concerns before congressional comittees caused the formation of the Council of Graduate Schools of the United States. By 1964, the council began to coordinate its activities with foundations and the American public (Walters, 1965).

While the graduate schools have only existed for 100 years in America, they have taken a leadership role

as a major institution in the 20th century. Degrees awarded are regular and unique, e.g. Ph.D.-Chemsitry, MLS-Master of Library Science, DF-Doctor of Forestry, DSM-Doctor of Sacred Music, and Ph.D.-Physical Education.

The University's Responsibility to Students

Americans, in general, hold a college education in high esteem. Business and industrial leaders consider higher education a new "growth industry." The university is expected to provide the economy with leaders (Heiss, 1970).

The function of the university is to further research and teaching for professional development and for the advancement of intellectual dialogue. Its scholars, because of their superior knowledge, are committed to solving social problems; thus, they assume the political, public, and ethnical responsibilities which follow (Heiss, 1970; Sanford, 1978; Baird, 1974).

As a teaching tool, the university was established as an extension of religious institutions; hence, it held special privileges. In the United States, the separation of church and state gave rise to the growth of public institutions of higher education; the separation also led to the demise, in some respects, of the teaching of moral standards.

The university is held responsible for curing many of society's ills because, in a democracy, it's viewed as the conscience of the society. It is also charged with building its image, programs, and expectations around the predominately Western, white, middle class culture; this focus widens the social distance between the white and other cultures. Another conflict arises when the university joins with industrial and military forces in research projects to produce products which threaten the environment and are used to make war against others (Heiss, 1970).

Carmichael, viewing the university similarly, refers to it as the "pace setter for the enterprise." It must supply the teaching profession along with business and government with workers who are trained in research (Carmichael, 1961).

The technical core (Sanford, 1978), the faculty, are charged with the responsibility for guiding students through learning and for evaluating subsequent progress (Duryea, 1974). The faculty also assist in leading holders of the baccalaureate and master's degrees toward doctoral degrees (Sanford, 1978).

On the other hand, many state graduate schools have actually set up barriers to entry for out-of-state students (out-of-state registration fees). State schools can only offer programs within their financial

and academic expertise instead of developing regional resource sharing programs which are free from such constraints. The highest caliber of expertise could be tapped by pooling these resources (Kaufman, 1978; Crossland, 1971).

Impact of the University Environment on Students

Doctoral students at ten leading universities were asked to appraise their respective programs (Heiss, 1970). Only the chemistry departments received more positive than negative comments. Tying for last place were the French, philosophy and sociology departments. The major areas of concern expressed by the graduate students were:

- the atmosphere of the department
- department's goals and policies
- faculty-student relationships
- the curriculum
- financial support

Heavy criticism was hurled at orientation programs for being vague, misleading and ineffectual. Students blamed poor orientation for many problems that developed later in their graduate study (Heiss, 1970). The quality of the orientation program for graduate students is an important factor in the progress of the student. Heiss (1970) found that entering graduate students felt they were "kept in the dark by design." Some students felt that they had to remain at the

institution longer because they had not received the appropriate orientation information. The problems faced by these students were taken from a random selection of student comments:

> . . . The department made no attempt to orient incoming students except for a brief speech by the adviser who quite frankly told us he expected to see only a quarter of us there the following year.
>
> . . . No advance orientation was given to me at all. I wrote in for "The Graduate Students' Guide," a handbook which should be received before entering graduate school. None were available until long after registration.
>
> . . . The best thing for the beginning student is to establish rapport with several older good students who know the ropes and can give the informal information that is otherwise unavilable.

Carmichael describes a study of students at Columbia between the years 1940 and 1956. Of the 4,725 students who began graduate work by 1958, only 1,705 had received the master's degree and only 151 earned the doctorate (about 39 percent, in total). Either the students were mistreated by the faculty or they were poorly selected (Carmichael, 1961).

Graduate students attending larger universities in the United States complained that there was too much pressure placed on them by the institution in which they were enrolled. If they had the opportunity to choose again they would choose smaller, less prestigious

universities. They viewed the professor as inaccessible and overall faculty-student relationships as the primary source of student dissatisfaction (Walters, 1965).

Students' complaints over the years have not changed significantly. Heading the list of concerns are the need for improved faculty-student relationships, orientation programs, academic environment, and the need for more accessible professors (Topp, 1977; Field et al., 1974; Seidman, 1977).

Welsh developed a longitudinal study compiling research studies on graduate students' first year at the university. These students were in institutions in the United States and Great Britain. Most students agreed that their lives were lonely and their status at the university was ill defined. As a consequence they felt ill at ease with staff members at regular informal meetings (Welsh, 1979).

Graduate students who serve as teaching assistants voiced a concern regarding the type guidance and direction given them by senior faculty members. Nowlis and Clark (1968) state that graduate students:

> . . . want better preparation, supervision, and evaluation, but usually do not know where to direct, or how to express, their request or how to invite faculty to become more involved in this part of their graduate training.

Nowlis and Clark (1968) also describe the teaching assistant's uncertainty about his status--or his certainty that his status is ambiguous:

> Although . . . he is assigned activities and responsibilities which are part of the role of teacher, he is granted few, if any, of the rights and privileges which properly pertain to the status of teacher.

Fidler (1968) investigated the perceptions of graduate assistants in Florida public institutions. He found that different groups held different views of the role and function of graduate assistants:

> Central administrative officials felt that the major purpose served by assistantships was one of recruiting outstanding students to their institution. Members of the State Budget Commission (presumably reflecting legislative opinion) viewed the primary purpose as that of meeting university obligations for undergraduate teaching, research, and public service. Faculty members thought of assistantships as a means of training future college teachers. The TA's themselves thought that the purpose was to provide them with the wherewithal to continue their graduate studies.

In 1968, Michigan State University, the University of California, and Cornell University released reports concerning the status of the teaching assistant. Each report included a concern for the improved status of the teaching assistant in the classroom and in the department.

Harvey (1972) also identifies problems unique to teaching assistants, women and part-time students. He

lists several concerns expressed by these groups. Harvey also found that students in different disciplines expressed different levels of dissatisfaction. He found a high correlation between financial resources available to the student and the degree of student satisfaction.

One university was charged with giving preferential treatment to students in one department over others. Seventy-eight percent of the Arts students were allocated no space for study and had to either work at home or in the university library. Only 2 percent of the Science students were similarly deprived (Welsh, 1979).

Baird (1974) observed that, while the graduate school was achieving its goal of training students for the intellectual and social tasks required by our civilization, it was only partially organized to provide training for the ultimate tasks.

> In the process of preparing students for their fields the schools create their own culture with their own pressures and expectations. The folkways and demands of the school do not always relate to the preparation of students for their ultimate roles.

Specific graduate schools establish role expectations for the student and can apply pressures, rewards and sanctions as appropriate. The student goes along with the organization of the graduate school; for instance, a student of psychology may have to engage in

work unrelated to the clinic before becoming a clinician (Baird, 1974). The student gives up all individual freedom and opportunities for development when entering the graduate program and agrees to do what she/he is told (Bellis, 1975; Ball et al., 1973).

Even though graduate education is charged with being restrictive (Bellis, 1975) and with causing neuroticism (Topp, 1977), frustration and alienation (Seidman, 1977) in students, it is awarded some positive attributes. Students at both Nebraska and Wisconsin State Universities reported that their advisors or chairmen were accessible, helpful, informed, and trustful (Steward, 1969).

Skipper, interviewing students at Miami University of Ohio, found that the satisfaction level far exceeded the dissatisfaction level for all groups of students (Skipper, 1972).

80 percent of graduates surveyed from the University of Alabama reported satisfaction with their employment; 87 percent of this group felt that their satisfaction was directly related to satisfaction with their educational experiences (Tirado, 1978).

Women and Minority Students' Perceptions

The university environment is a microcosm of the society from which the student comes. The same societal

attitudes, opportunities, images, roles, statuses, and discrimination exist within higher education.

Female Students in Graduate School

The graduate school environment reflects the dominance of males as faculty members, departmental chairpersons, deans, and students.

Women are often recruited into higher education in a selected number of academic disciplines. Upon receiving an advanced degree, they are hired into lower paying jobs and slowly promoted. Sandler (1972) feels that individuals should have equal access to education and positions regardless of one's class, skin color or the shape of one's skin. Consequently, female students tend to be deprived of valuable contacts and positive role models. The female student views her experiences differently from the male (Gregg, 1971; Solomon, 1976; Terborg et al., 1978).

Female graduate students at the University of Texas, Austin, stated that they felt more discrimination from academic advisors than did male students (Herford, 1975).

One private institution set sex quotas prior to accepting applicants each year. Solomon cites a report from the U.S. Office of Education that discrimination

against women is overt and socially acceptable (Solomon, 1976). Further proof is offered by the lack of child-care facilities, maternity leaves, and proper health services (Solomon, 1976; Executive Board Document, 1974).

The Higher Education Act, effective in 1972, outlawed discrimination against women in college admissions. The most up-to-date statistics reflect a change in the enrollment figures.

> The number of women attending college in the United States has surpassed that of men for the first time since World War II, the Census Bureau reported. . . . According to the census report, there were 5.9 million women of all ages enrolled full time in colleges in 1979, compared to 5.48 million men. Full-time students aged 34 or younger included 4.99 million men and 4.98 million women (Richmond Times-Dispatch, 8/24/80).

Fitzgerald, talking to women doctoral candidates on midwestern campuses, found that most of those encouraged to seek a higher degree were urged to do so by a female professor. Upon submission of the application and subsequent interview, many of the male professors expressed some concern about home and family relations and attempted to be "supportive" (Fitzgerald, 1976).

Baird's work somewhat complements that of Fitzgerald et al. Baird found that many women held a lower sense of confidence in their abilities to handle advanced academic work (Baird, 1974). The low salaries

received by women graduates could be the basis of this lowered sense of confidence (Tenopyr, 1977; Solomon, 1976).

Terborg and Zalesny surveyed graduate students at the University of Houston and the University of Illinois from Business, Sciences and Social Sciences Departments. Students in the Business Departments reported a higher incidence of stress and emotional problems than those in the Sciences or Social Sciences. First year females from the Business Departments revealed the lowest satisfaction with personal, social, and academic aspects of university life (Terborg and Zalesny, 1978).

Fitzgerald (1976) feels that the graduate school dean must change his/her perception towards women attending graduate school. She states:

> An essential element for future success in increasing the number of qualified women who will participate in graduate education might be a change in the self-concept of the graduate dean. A changed self-perception should be followed with a shift in focus and role. The foregoing notion stems from my fairly recent arrival within the dean ranks of graduate school and my attempts to read descriptive statements about the work of the graduate dean.

According to Heiss (1970), not excluding academic qualifications, sex is probably the most discriminatory factor applied in the decision whether to admit an

applicant to graduate school. If admitted, women will have greater difficulty being accepted than will men.

Their marital status also has an effect on their admission status and recognition within the department. Heiss (1970) further states:

> Among graduate men, marriage is generally seen by the admissions committee as a plus factor . . . but automatically rules out the possibility that marriage and scholarship can be compatible accomplishments in females.

Throughout the degree program, women traditionally experience greater stress and are not encouraged to fully develop their potential while in graduate studies.

Minority Students in Graduate School

> When attention is given to several minority groups simultaneously, the ever-present danger of categorization must be avoided. It is imperative to assert the distinctiveness of each of these groups--the blacks, Chicanos, Puerto Ricans and American Indians--and to stress that each has its own unique cultural heritage as well as its own distinct political experience as Americans (Blackwell, 1978).

Minority group students attend the university for different reasons than majority group students; hence, their expectations and orientations differ. Some see higher education as strengthening the family and the community. They go into higher education for preparation to take leadership roles in the community.

At issue are relevant and dynamic graduate programs which will reflect the developmental process taking place within minority communities. The university must develop the same relationship with minority communities it has developed and maintained with business, government, and agriculture. Concomitantly, minority communities must impact curriculum and programs (Eliezer, 1970).

Minority students tend to expect the university to be open and to provide opportunity for participation in matters that affect them. They feel that minority student participation should become university policy and not the result of special effort (Bush, 1975).

Heiss (1970) found that, of the ten universities she surveyed in her study:

> Seven deans reported that their institutions recognized that many of the common indexes of quality, such as the Graduate Record Examination, do not apply directly to students from diverse cultures; hence, now they depend largely upon letters from professors who know the applicant's intellectual promise and can attest to his potential.

Jones (1979) argues that admission to graduate school is determined by previous training of the individual rather than an assessment of the prospective student's potential:

> The primary concern is not the extent to which the graduate experience may enhance the life chances of prospective graduate students

> directly and the larger society indirectly, but rather the focus is upon the extent to which the previous training of those admitted enhances the image or standing of the graduate department (Jones, 1979).

These individuals will be processed to fit into already existing roles developed by business and industry. Jones believes that the prior training "has more or less specifically equipped the student to achieve such standards with minimum difficulty" (Jones, 1979). Such an environment is not conducive to the education of minority students (Bush, 1976). Perhaps that is why many Chicano students perceive the college campus as something akin to a foreign country (Brown & Stent, 1977).

New types of students require diverse subject matter, new styles of operating procedures, different administrative arrangements and relationships throughout and within the community. While the University continues to recruit the minority student, it has not made the necessary internal changes (Green, 1970).

When Carmichael (1961) found a large number of students who did not receive graduate degrees, he suggested that they were either poorly selected or mistreated by the faculty. Similarly, the WAGS-WICHI Committee suggests that many minority students are "counseled-out" by the standard counseling, advising

and guidance procedures. One alternative solution to this failure syndrome is to enlist the help of senior students already on the campus to serve as minority counselors (Bracey, 1971; Green, 1970; Eliezer, 1970).

An awareness of the shifts in interests and program preferences of minority students pursuing post-baccalaureate studies can be a directing tool for those with recruitment responsibilities. Likewise, fields where blacks and other minorities are underrepresented should be emphasized by the recruitment plan (Brooks & Mryares, 1977). A breakdown of the number of minority students in various specific fields of study reveals the American Indian is underrepresented across the board (El-Khawas & Kinzer, 1974; Brown & Stent, 1977).

Asian-American students tend to be under-represented in the humanities and social sciences and dominant in engineering, mathematics and physical sciences. Also, males do not enter "feminine" fields such as public school teaching (Yee, 1975). The positive results are in the valuable contacts and positive role models mentioned by Gregg (1971) and by Solomon et al. (1976).

The native-American student does not attend the university in order to become a part of the dominant American scene. Indian students are only attending in

order to understand an alien situation (Robbins, 1974). Colleges which were created for the Indian student "have in no instance been planned by, controlled by, or operated by Indians" (Forbes, 1970; Robbins, 1974). For the most part, native-Americans prefer to be left alone to work out a new life for themselves within the context of their tribal origins. In this respect, many native-Americans abhor total governmental control over their lives and often do not conceal their indifference to the events that have been and continue to occur around them (Robbins, 1974).

Diverse cultures are coupled with diverse emotional needs and expressions. While the majority society focuses on and rewards individual achievement, the traditional Mexican family and community structure focuses on achievements for the family. Individual competition is seen as destructive because it hurts the family. American education today represents the language, heritage values and teaching styles characteristic of Anglo-American, middle class society (Castaneda, 1978).

A nationwide survey of black students attending the major universities revealed the majority of these students hold positive reactions to their college experiences: 62 percent were satisfied with curriculum; 51 percent reported no racial discrimination; 53 percent

had no problem meeting their financial obligation. On the reverse side, 60 percent reported dissatisfaction with percentage of black student enrollment, the percentage of black faculty members, and of black administrators. 59 percent reported intense academic competition; within that group, 62 percent reported that the competition placed heavy emotional stress on them (Boyd, 1974).

Smith (1979), in his investigation of admission and retention problems of black students, found that black students feel the academic pressure from white peers:

> Students who have gone to primarily white or to racially mixed schools have never experienced the feeling expressed by one student that "my lab partner would cut my throat if it meant an 'A' grade for him." . . . Black students at the prestigious schools generally have both the intellectual ability and the academic skills to make it but they usually have no prior experience with such rigorous academic requirements and such ruthless peer attitude and practices. . . . The more quickly students learn the language, the behavioral codes, expectations and other social nuances of the university community, the smoother will their adjustment be to the new environment.

The adjustment process varies from institution to institution. Smith (1979) found that "black students at Michigan, Rutgers and UCLA are not subject to rigorous academic requirements as at the private schools studied.

Jones (1979) found that 88.6 percent strongly agreed or agreed that their institutions needed to give special consideration to the appointment of more black faculty and administration. He cites relatively strong disagreement that the institutions were making sincere efforts to recruit and retain minority faculty. Eighty-five percent felt that their university should give more attention to their interests, 57 percent did not feel that there was a vehicle for their input in planning and organizing programs which would serve their interests, and 70 percent agreed that their academic experiences, rather than social experiences, determine their attitude toward the institution (Jones, 1979).

Minority students often are in need of financial aid (Green, 1970; Bush, 1975; Eliezer, 1970).

> Financial support is probably the biggest barrier to more minority students attending graduate school. A university, therefore, must develop a strong financial support system along with its minority recruiting program (Carter, 1979).

Jones (1979) indicates that the most important factor in future recruiting of minority students is increased opportunity for financial aid. More than three-fourths of the students accorded high or extreme importance to this factor.

Ohio State University provides an example of what is needed to insure a successful and appropriate environment for minority students:

> The program begins with a commitment from decision-makers at the top, and was activated with a two-pronged program to recruit students: visits to black college campuses and other campuses with a concentration of minorities, and the sponsoring of an annual two-day graduate school visitation day program at Ohio State for 250 seniors from 50 black colleges and universities scattered throughout the country. Students learn firsthand about admission procedures, financial aid, housing, and academic departments. . . . Of the 250 scholars visiting the campus, about 200 apply each year, and about 150 are admitted. All receive some form of financial help either in the form of fellowships, or through assistantships, traineeships or other forms of financial support. . . . As of Summer 1979, more than 75 percent of those awarded fellowships have gone on to complete their master's or doctorate degree.
>
> . . . At Ohio State there are minority faculty members and an ambitious undergraduate recruiting program to bring 500 new minority freshmen to the university each year. There is tutorial assistance, and a Black Studies Program, which create a welcoming environment.

Burrell (1979) states that "the development of strong faculty-student relationships leads to increased student satisfaction and achievement."

Epps (1978) also expresses the need to have a sizable number of minority faculty, staff, and administrators employed on the campus. These faculty members should serve as role models for the students. The presence of minority staff members will have a positive

effect on the perceptions minority students have of the campus environment.

Summary

This review of the literature has examined the history of graduate education in America and the impact this growing movement has had on current graduate education. We have also reviewed the university's responsibility to the student, the impact of the university environment on the student, and the minority graduate student. Once the university and the department have admitted the student to a graduate program, every effort should be made to ensure that the student meets his goal. The university must create an environment which focuses on learning. Research on the perceptions of the students concerning the graduate environment indicates that students need to be totally involved in the educational process.

It is also essential that the department implement the "sociological-humanistic" model rather than the economic-administrative model (Heiss, 1970). The system should include space for interaction between students and faculty. These interactions can occur on an informal basis as well as in planned social activities for graduate students, their families, and the faculty.

Different patterns of interaction between graduate students and the University must take place in order to assist the graduate student in his development and to decrease his feeling of uncertainty as he enters a higher level of education.

CHAPTER III

DESIGN OF THE STUDY

This chapter provides an in-depth discussion of the population, the sample, the instrument, and the procedures for data collection and analysis. The primary purpose of this research study is to investigate the perceptions of first-year master's level graduate students at Michigan State University, focusing on (1) student and supportive services program for graduate students, (2) faculty-student relationships, (3) student-student relationships within the department, (4) student-student relationships at M.S.U., and (5) the overall graduate program. This study also examines levels of difference perceived by various groups within the sample population.

The basic components included in the design of the study are (1) the selection of two populations: one selected randomly from majority group first-year master's level students and the other composed of minority first-year master's level students who were enrolled at M.S.U. for three consecutive terms--fall 1979, winter 1980, and spring 1981; (2) the collection of the data through a questionnaire administered to the populations, (3) the

analysis of the data in relationship to the objectives of the study, and (4) the formation of conclusions and recommendations drawn from the research findings.

The Population and the Sample

The population for this research is defined as all male and female first-year master's level graduate students at M.S.U. who enrolled at M.S.U. fall term 1979. The sample was drawn from this population. The selection criteria used in the study are as follows: (1) first-year master's level students; (2) master's level students enrolled in a degree program; and (3) students enrolled at M.S.U. during the fall 1979, winter 1980, and spring 1980 terms. In order to be included in the sample, the student had to meet all three of the conditions listed above.

The majority group student sample was drawn from a random sample of 687 first-year master's level students. Every eighth first-year master's level majority student was selected for inclusion in the study. The sample represents 12 percent of the first year majority group master's level students enrolled at M.S.U. for three consecutive terms. The minority group population in this study consists of the University's total enrollment of first-year minority group master's level

students enrolled at M.S.U. for three consecutive terms.

The sample consists of the groups shown in Table 3.1. The first-year master's level students who participated in this study represent ten colleges at M.S.U. as shown in Table 3.2.

The Instrument

The questionnaire used for this study, shown in Appendix A, was originally developed by Gregg in 1972, and later revised by Mugler in 1974. The questionnaire was designed to measure graduate students' perceptions of the University's environment.

Questions which could provide the researcher with appropriate demographic data were revised from the original instrument and included in the survey. The instrument concentrates on five main environmental areas: (1) student and supportive services, (2) faculty-student relationships, (3) student-student relationships within the department, (4) student-student relationships at the University, and (5) the overall graduate education program. Students were asked to indicate their degree of satisfaction or dissatisfaction by responding to statements pertaining to their graduate education experience and the University's environment.

TABLE 3.1--Racial and Sex Description of Respondents to the Questionnaire.

Racial Classification	Number of Participants in Study	Male	Female	Percent in Study
White Americans	61	37	24	60.4
Minority	40	22	18	39.6
American Indians	2	2	-	2.0
Asian-Americans	12	7	5	11.9
Black-Americans	20	11	9	19.8
Hispanics (including Chicanos)	6	1	5	5.0
TOTALS	101	59	42	100

TABLE 3.2--Colleges in Which Respondents are Enrolled.

College	Minority		Majority		Total in Study	Percent in Study
	Male	Female	Male	Female		
Agriculture and Natural Sciences	3	0	5	0	8	8
Arts and Letters	0	2	2	2	6	6
Business	1	0	6	4	11	11
Communication Arts and Sciences	1	2	2	2	7	7
Education	6	6	11	6	29	29
Engineering	3	0	2	0	5	5
Human Ecology	0	4	0	1	5	5
Human Medicine	1	1	1	3	6	6
Natural Sciences	4	2	4	3	13	13
Social Sciences	3	1	4	3	11	11
TOTALS	22	18	37	24	101	100

The demographic section of the instrument asks for the following information: sex, college, type of undergraduate institution attended, the percentage of minority group student population at the undergraduate institution, financial resources, the adequacy of these resources, the student's desire to complete his academic program, the student's reason for attending the University, and the student's career plans upon completion of his/her degree program.

The second section of the instrument gathers information concerning the student's perception of the student and supportive services offerings for graduate students. This section covers such areas as overall graduate program, departmental communications system, faculty advising, interactions outside the classroom, University housing, placement services, graduate council, religious fellowship, political system, and the University and library orientation programs.

The third section of the questionnaire explores the perceptions graduate students have concerning their interactions with departmental faculty members. This section addresses such areas as social contact between graduate students and faculty members; graduate students' input into curriculum and course development; work assignments for graduate assistants; faculty members' concern for graduate students' academic, professional

and personal development; graduate students' participation on departmental committees, and the employment process for new departmental faculty members.

The fourth section of the questionnaire addresses the perceptions graduate students have of two groups of graduate students enrolled at the University: all graduate students at M.S.U., and the graduate students in the student's academic department. This section further investigates such areas as the student academic support system, social adjustment, assistance from advanced graduate students, social and recreational activities among the student body, and classroom competition.

The fifth section of the instrument examines the perceptions the graduate student has concerning the overall graduate education program. Students are asked to state their level of satisfaction with course evaluations, student competencies upon completion of the graduate education program, instructional methods, opportunities for success in graduate studies, departmental communication systems, and the student's commitment to his field of study.

Data Collection Procedures

The instrument was administered to the first-year master's level graduate students selected to

participate in the study. During the month of May 1980, the questionnaire was mailed to all subjects.

A cover letter was attached to each questionnaire giving the participant a brief explanation of the purpose of the research and soliciting the students' cooperation. The questionnaires were color coded in order to provide the researcher with race classifications of the respondents. Five colors were used to identify the different groups. White was used to gather information from white participants, blue for black Americans, yellow for American Indians, green for oriental Americans, and goldenrod for Chicanos and Hispanics.

Of the 136 first-year master's level students selected to participate in the study, 101 students returned completed instruments by May 30, 1980. This return provided a response rate of 74 percent. (See Table 3.1.)

Analysis of Data

Five sets of student perception variables were measured from data collected in the questionnaire: (1) student and supportive services programs for graduate students (15 questions), (2) faculty-student relationships (8 questions), (3) student-student relationships within the department (5 questions),

(4) student-student relationships at the University (10 questions), and (5) the overall graduate education program (11 questions).

A two-way multivariate analysis of variance was employed for each of the five measures to see if differences existed between sex and race. The null hypotheses for this study are:

Measure 1. Student and Supportive Services Programs for Graduate Students.

Hypothesis 1: No significant difference exists between the perceptions of minority group and majority group first-year master's level students in the area of student and supportive programs for graduate students.

Hypothesis 2: No significant differences exist between the perceptions of male and female first-year master's level students in the area of student and supportive services programs for graduate students.

Hypothesis 3: No significant interaction exists between race and sex of first-year master's level students in the area of student and supportive services programs for graduate students.

Measure 2. Faculty-Student Relationships.

Hypothesis 4: No significant differences exist between the perceptions of minority group and majority group first-year master's level students in the area of faculty-student relationships.

Hypothesis 5: No significant differences exist between the perceptions of male and female first-year master's level students in the area of faculty-student relationships.

Hypothesis 6: No significant interaction exists between race and sex of first-year master's level students in the area of faculty-student relationships.

Measure 3. Student-Student Relationships Within the Department.

Hypothesis 7: No significant differences exist between the perceptions of minority group and majority group first-year master's level students in the area of student-student relationships within the department.

Hypothesis 8: No significant differences exist between the perceptions of male and female first-year master's level students in the area of student-student relationships within the department.

Hypothesis 9: No significant interaction exists between race and sex of first-year master's level students in the area of student-student relationships within the department.

Measure 4. Student-Student Relationships at the University

Hypothesis 10: No significant differences exist between the perceptions of minority group and majority group first-year master's level students in the area of student-student relationships at the University.

Hypothesis 11: No significant differences exist between the perceptions of male and female first-year master's level students in the area of student-student relationships at the University.

Hypothesis 12: No significant interactions exist between race and sex of first-year master's level students in the area of student-student relationships at the University.

Measure 5. Overall Graduate Education Program.

Hypothesis 13: No significant differences exist between the perceptions of minority group and majority group first-year master's level students in the area of overall graduate program.

Hypothesis 14: No significant differences exist between the perceptions of male and female first-year master's level students in the area of overall graduate program.

Hypothesis 15: No significant interaction exists between race and sex of first-year master's level students in the area of overall graduate program.

Summary

This chapter presented the design of the study and methods used to collect the data. The population includes all minority group first-year master's level students and a random sample of majority group first-year master's level students all of whom enrolled at M.S.U. for three consecutive terms (fall 1979, winter

1980, and spring 1980). The sample consists of forty (40) minority group students and sixty-one (61) majority group students. The sex composition is forty-two (42) females and fifty-nine (59) males.

The instrument used to collect the data is Gregg's (1972) and Mugler's (1974) Graduate Education Survey.

The final section of this chapter provides a discussion of the analysis of the data. The methodology used to analyze the data is two-way multivariate analysis of variance. A level of significance at the .05 level is used.

CHAPTER IV

ANALYSIS OF THE DATA

The major purpose of this study was to investigate the perceptions of Michigan State University first-year master's level majority and minority group students towards the University environment. The study focused on these graduate students' perceptions of the student and supportive services programs, faculty-student relationships, student-student relationships within the department and at the University, and the overall graduate education program.

This chapter will present the results of the data analysis. The chapter is divided into five sections. The first section presents a summary of the demographic information collected on majority and minority group male and female students. The other four sections present the results of the two-way multivariate analysis of variances exhibited in separate tables for each variable found to be significant at the .05 level. These sections will be divided as follows:

1. The perceptions of the majority and minority group female and male first-year master's level students towards the University's student and supportive services programs.

2. The perceptions of the majority and minority group female and male first-year master's level students towards faculty-student relationships.

3. The perceptions of the majority and minority group female and male first-year master's level students towards student-student relationships within the department and in general.

4. The perceptions of the majority and minority group female and male first-year master's level students towards the overall graduate education program.

For the purpose of this study, the author will present only those independent variables found to be significant at the .05 level. A confidence level of .05 was established to reveal significant differences between sex, race, and interactions between groups. A discussion of these variables will be presented in this chapter.

Demographic Data

The demographic section of the questionnaire completed by the respondents was designed to gather a wide range of information from the sample population. The participants' sex, race and college enrollment data are reported in Tables 3.1 and 3.2. This section also includes other demographic data about the population studied.

Type of Undergraduate Institution Attended

The participants were asked to report the type undergraduate institution they attended: public, private, or both. Table 4.1 shows the results. An examination of Table 4.1 shows that 75 percent of the majority group females, 78.4 percent of the majority group males, 70.6 percent of the minority group females, and 77.3 percent of the minority group males attended public undergraduate institutions. The second most prevalent type of enrollment, reported by 23.5 of the minority group females, was attendance at a private undergraduate school.

Percentage of Minority Group Students at Undergraduate Institutions

The participants were asked to indicate the percentage of minority group students enrolled at their undergraduate institution. Table 4.2 presents these findings. A review of Table 4.2 indicates that 83.7 percent of the majority group females, 90.4 percent of the majority group males, 47.0 percent of the minority group females, and 71.4 of the minority group males attended undergraduate institutions whose minority group enrollments varied between 0 and 20 percent.

TABLE 4.1--Type of Undergraduate Institution Attended.

Type Institution	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Total (No.)
Public	18 (75.0)	29 (78.4)	12 (70.6)	17 (77.3)	76
Private	3 (12.5)	8 (21.6)	4 (23.5)	4 (18.2)	19
Both	3 (12.5)	0 (0.0)	1 (5.9)	1 (4.5)	5
Total	24	37	17	22	100

Number of missing observations - 1.

TABLE 4.2--Minority Students Attending Undergraduate Institution.

Percentage of Minority Undergraduate Students	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Total (No.)
0 - 5%	7 (33.3)	14 (37.6)	1 (5.9)	3 (14.3)	25
6 - 10%	5 (23.8)	14 (37.6)	4 (23.5)	10 (47.6)	33
11 - 20%	6 (26.6)	6 (15.2)	3 (17.6)	2 (9.5)	17
20 - 39%	3 (14.3)	3 (8.1)	1 (5.9)	1 (4.8)	8
40 - 59%	0 (0.0)	0 (0.0)	1 (5.9)	0 (0.0)	1
60 or more	0 (0.0)	0 (0.0)	7 (41.2)	5 (23.8)	12
Total	21	37	17	21	96

Number of missing observations - 5.

Student Enrollment at Undergraduate Institutions

The participants were asked to state the size of the undergraduate institutions where they received most of their undergraduate education. Table 4.3 summarizes these data. The majority of the student participants (54 percent) come from institutions whose undergraduate enrollment is between 10,000 and 20,000 or more students.

Financial Resources

Financial resources are often a major factor in deciding whether or not a student is able to attend graduate school. In order to determine the financial resources of the participants, they were asked to report their sources of income during the academic year. They were also asked to judge on the adequacy of their finances to meet present needs. Tables 4.4 and 4.5 summarize the participants' responses.

An examination of Table 4.4 indicates that, while 50 percent of the majority group females receive aid from their family, 41.7 percent depend on teaching or research assistantships. Of the male majority group respondents, 4.5 state their source of income is savings, investments, or aid from their family; 37.8 are teaching/ research assistants. Among minority group females, 50 percent report they receive aid from their family, 44.4

TABLE 4.3--Size of Enrollment at Undergraduate Schools.

Enrollment Size	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Total (No.)
Less than 500	0 (0.0)	1 (2.7)	0 (0.0)	0 (0.0)	1
500-999	0 (0.0)	0 (0.0)	0 (0.0)	0 (4.5)	1
1,000 - 1,499	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0
1,500 - 1,999	0 (0.0)	4 (10.8)	0 (0.0)	0 (0.0)	4
2,000 - 2,999	2 (8.7)	5 (13.5)	3 (16.7)	0 (0.0)	10
3,000 - 4,999	2 (8.7)	1 (2.7)	3 (16.7)	4 (18.2)	10
5,000 - 9,999	5 (21.7)	8 (21.6)	4 (22.2)	3 (13.6)	20
10,000 - 19,999	8 (34.8)	8 (21.6)	3 (16.7)	4 (18.2)	23
20,000 or more	6 (26.1)	10 (27.0)	5 (27.8)	10 (45.5)	31
Total	23	37	18	22	100

Number of missing observations - 1.

TABLE 4.4--Sources of Income During Academic Year.

Source of Income	Majority Female (%)	Majority Male (%)	Minority Female (%)	Minority Male (%)	Raw Totals (%)
Fellowship	4.2	8.1	33.3	45.5	19.8
Teaching/research assistantship	41.7	37.8	44.4	36.4	39.6
Non-academic job	29.2	29.7	0	31.8	24.8
Spouse's job	29.2	32.4	5.6	27.3	25.7
Savings or investment	20.8	45.9	27.8	27.3	32.7
Aid from family	50.0	45.9	50.0	36.4	45.5
Loans from family or friends	8.3	8.1	22.2	22.7	13.9
Government or institutional loans	37.5	21.6	22.2	18.2	24.8
Veteran's benefits	4.2	2.7	5.6	0	3.0
Other (see Appendix H)	4.2	16.2	16.7	0	9.9
Total cases	24	37	18	22	101

percent are teaching/research assistants. Of the minority group males, 45.5 receive income from a fellowship, while 36.4 percent receive income from teaching/research assistantships. Among the minority group males and females, 22.2 percent and 22.7 percent respectively report that they received loans from family or friends; however, only 8.3 percent and 8.1 percent respectively of the majority group females and males depend on such support. Minority group females receive the least financial support from their spouses' jobs. Spouse employment was cited as a financial resource by 29.2 percent of the majority group females, 32.4 percent of the majority group males, 5.6 percent of the minority group females, and 27.3 percent of the minority group males.

Students were also asked to judge on the adequacy of their financial resources. Table 4.5 presents these data. Of the students who felt their finances were either very inadequate or inadequate, 37.5 percent were majority group females, 13.5 were majority group males, 50 percent were minority group females, and 59 percent were minority group males. However, 62.5 percent of the majority group females, 86.5 percent of the majority group males, 50 percent of the minority group females, and 40.9 percent of the minority group

TABLE 4.5--Adequacy of Finances to Meet Present Needs.

Level of Finances	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Very inadequate	1 (4.2)	2 (5.4)	0 (0.0)	1 (4.5)	4
Inadequate	8 (33.3)	3 (8.1)	9 (50.0)	12 (54.5)	32
Adequate	15 (62.5)	28 (75.6)	9 (50.0)	9 (40.9)	61
Very adequate	0 (0.0)	4 (10.9)	0 (0.0)	0 (0.0)	4
Total	24	37	18	22	101

males reported that their finances were either adequate or very adequate.

Degree Completion

In order to identify obstacles to students' successful completion of master's degree programs, the respondents were asked (1) if they had ever considered leaving the University prior to completing their degree program, and (2) if they had considered leaving, what were the reason(s). Table 4.6 presents the students' responses concerning degree completion. Table 4.7 presents the reasons cited for considering leaving the University prior to completing a degree program. A review of Table 4.6 indicates that 47.8 percent of the majority group females, 45.9 percent of the majority group males, 77.8 percent of the minority group females, and 72.7 percent of the minority group males considered leaving the University prior to degree completion. The majority group females report that too much emotional strain and lack of finances were the two main reasons for considering leaving the University prior to completing degree requirements. Majority group males include too much emotional strain, lack of interest, a job offer, pressure from spouse or family, and unsatisfactory relationships with faculty member as their reasons for considering leaving the University. Minority group

TABLE 4.6--Considered Leaving the University Prior to Degree Completion.

Degree Completion	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Yes	1 (47.8)	17 (45.9)	14 (77.8)	16 (72.7)	58
No	12 (52.2)	20 (54.1)	4 (22.2)	6 (27.3)	42
Total	23	37	18	22	100

Number of missing observations - 1.

TABLE 4.7--Reasons for Considering Leaving the University Prior to Completion of Degree Program.

Reasons	Majority Female (%)	Majority Male (%)	Minority Female (%)	Minority Male (%)	Raw Totals (%)
Lack of interest	41.7	40.5	72.2	54.5	49.5
Lack of finances	45.8	37.8	61.1	59.1	48.5
A job offer	41.7	40.5	50.0	54.5	45.5
Inability to do the academic work	41.7	37.8	55.6	59.1	46.5
Too much emotional strain	50.0	43.2	61.1	63.6	52.5
Pressure from my spouse or family	41.7	40.5	55.6	54.5	46.5
Unsatisfactory relationships with faculty members	41.7	40.5	55.6	54.5	46.5
Unsatisfactory relationships with other graduate students	41.7	37.8	61.1	54.5	46.5
Other (See Appendix I)					
Total	24	37	18	22	101

females report lack of interest, lack of finances, too much emotional strain, and unsatisfactory relationships with other graduate students as their reasons for wanting to leave the University before completing their degree program. Minority group males cite too much emotional strain, lack of finances, and inability to do academic work as their reasons for leaving the University. The greatest difference between the groups is in the area of lack of finances: 45.8 of the majority group females, 37.8 of the majority group males, 61.1 percent of the minority group females, and 59.1 percent of the minority group males.

Factors Which Influenced the Student's Decision to Attend Graduate School

The respondents were asked to indicate the factors which were important in their decision to attend graduate school. Table 4.8 reports these data.

A review of Table 4.8 reveals the following factors which influenced the student's decision to attend graduate school:

1. Continue my intellectual growth. Ninety-five percent of the participants report this as their main reason for attending graduate school.

TABLE 4.8--Factors Which Influenced the Participant's Decision to Attend Graduate School.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Satisfy job requirements:					
Great deal	9 (37.5)	15 (41.7)	6 (33.3)	8 (36.4)	38
Somewhat	4 (16.7)	11 (30.6)	4 (22.2)	5 (22.2)	24
Relatively little	5 (20.8)	8 (22.2)	4 (22.2)	7 (31.8)	24
Very little	6 (25.0)	2 (5.6)	4 (22.2)	2 (9.1)	14
Total	24	36	18	22	100
Continue my intellectual growth:					
Great deal	16 (66.7)	21 (58.3)	11 (61.1)	18 (81.8)	66
Somewhat	8 (33.3)	12 (27.5)	5 (27.8)	4 (18.2)	29
Relatively little	0 (0.0)	1 (2.8)	1 (5.6)	0 (0.0)	2
Very little	0 (0.0)	2 (5.6)	1 (5.6)	0 (0.0)	3
Total	24	36	18	22	100

TABLE 4.8--Continued.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Obtain an occupation with high prestige:					
Great deal	7 (29.2)	16 (44.4)	7 (41.2)	9 (40.9)	39
Somewhat	11 (45.8)	12 (33.3)	2 (11.8)	6 (27.3)	31
Relatively little	2 (8.3)	6 (16.7)	4 (23.5)	5 (22.7)	17
Very little	4 (16.7)	2 (5.6)	4 (23.5)	2 (9.1)	12
Total	24	36	17	22	99
Increase my earning power:					
Great deal	9 (37.5)	20 (55.6)	10 (55.6)	14 (63.6)	53
Somewhat	9 (37.5)	11 (30.6)	2 (11.1)	6 (27.3)	28
Relatively little	5 (20.8)	3 (8.3)	5 (27.8)	1 (4.5)	14
Very little	1 (4.2)	1 (2.8)	1 (5.6)	1 (4.5)	4
Total	24	36	18	22	99

TABLE 4.8--Continued.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Prepare for an academic career:					
Great deal	6 (25.0)	7 (19.4)	4 (22.2)	3 (13.6)	20
Somewhat	3 (12.5)	9 (25.0)	5 (27.8)	7 (31.8)	24
Relatively little	9 (37.5)	14 (38.9)	5 (27.8)	8 (36.4)	36
Very little	6 (25.0)	6 (16.7)	4 (22.2)	3 (13.6)	19
Total	24	36	18	21	99
Find myself:					
Great deal	1 (4.2)	0 (0.0)	1 (5.9)	0 (0.0)	2
Somewhat	3 (12.5)	4 (11.4)	2 (11.8)	2 (9.1)	11
Relatively little	12 (50.0)	18 (51.4)	8 (47.1)	12 (54.5)	50
Very little	8 (33.3)	13 (37.1)	6 (35.3)	7 (31.8)	34
Total	24	35	17	21	97

TABLE 4.8--Continued.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
See whether I really like a particular field of study:					
Great deal	2 (8.3)	3 (8.3)	4 (22.2)	1 (4.5)	10
Somewhat	2 (8.3)	6 (16.7)	8 (44.4)	3 (13.6)	19
Relatively little	11 (45.8)	17 (47.2)	2 (11.1)	11 (50.0)	41
Very little	9 (37.5)	10 (27.8)	4 (22.2)	6 (27.3)	29
Total	24	36	18	21	99
Contribute to my ability to change society:					
Great deal	2 (8.3)	4 (11.1)	3 (17.6)	3 (13.6)	12
Somewhat	7 (29.2)	13 (36.1)	8 (47.1)	7 (31.8)	35
Relatively little	9 (37.5)	13 (36.1)	2 (11.8)	6 (27.3)	30
Very little	6 (25.0)	6 (16.7)	4 (23.5)	5 (22.7)	21
Total	24	36	17	22	98

TABLE 4.8--Continued.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Get a teaching credential:					
Great deal	3 (12.5)	0 (0.0)	0 (0.0)	0 (0.0)	3
Somewhat	4 (16.7)	7 (19.4)	0 (0.0)	2 (9.1)	13
Relatively little	4 (16.7)	16 (44.4)	7 (41.2)	11 (50.0)	38
Very little	12 (50.0)	12 (33.3)	10 (58.8)	8 (36.4)	42
Total	23	35	17	21	96
Better serve mankind:					
Great deal	4 (16.7)	4 (11.1)	3 (16.7)	3 (13.6)	14
Somewhat	10 (41.7)	14 (38.9)	10 (55.6)	11 (50.0)	45
Relatively little	5 (20.8)	11 (30.6)	2 (11.1)	4 (18.2)	22
Very little	5 (20.8)	7 (19.4)	3 (16.7)	3 (13.6)	18
Total	24	36	18	21	99

TABLE 4.8--Continued.

Factor/Degree of Influence	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Study my field for its intrinsic intent:					
Great deal	7 (29.2)	11 (30.6)	6 (35.3)	7 (31.8)	31
Somewhat	11 (45.8)	16 (44.4)	7 (41.2)	13 (59.1)	47
Relatively little	1 (4.2)	2 (5.6)	2 (11.8)	2 (9.1)	7
Very little	5 (20.8)	7 (19.4)	2 (11.8)	0 (0.0)	14
Total	24	36	17	22	99

2. Increase my earning power. Eighty-one percent of the participants report that they enrolled in graduate school for this reason.

3. Study my field for its intrinsic value. Seventy-eight percent of the participants report that they enrolled in graduate school for this reason.

4. Obtain an occupation with high prestige. Seventy percent of the participants report this item as one of their main reasons for enrolling in a graduate program.

5. Satisfy job requirements. Sixty-two percent of the participants indicate they were attending graduate school for this reason.

Career Choice

The participants were asked to indicate the occupation they expected to enter upon completion of their degree program. Table 4.9 summarizes these career choices. The most frequently selected career choice was teaching at the college or university level (14 percent) followed by executive or administrator in government or industry (13 percent) and executive or administrator in education (13 percent).

TABLE 4.9--Occupations the Participants Expect to Enter Upon Completion of Degree Program.

Occupations	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
Teaching at the elementary or secondary level	3 (12.5)	6 (16.2)	2 (12.5)	1 (4.5)	12
Teaching at the college or university level	5 (20.8)	5 (13.5)	1 (6.3)	3 (13.6)	14
Research at a university or with a non-profit organization	0 (0.0)	6 (16.2)	2 (12.5)	1 (4.5)	9
Research in industry	1 (4.2)	2 (5.4)	3 (18.8)	4 (18.2)	10
Self-employed business	1 (4.2)	1 (2.7)	0 (0.0)	2 (9.1)	4
Executive or administrator in government or industry	4 (16.7)	6 (16.2)	2 (12.5)	1 (4.5)	13
Executive or administrator in education	4 (16.7)	4 (10.8)	1 (6.3)	4 (18.2)	13
Peace Corps, VISTA or similar programs	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0
Military service	0 (0.0)	1 (2.7)	0 (0.0)	0 (0.0)	1

TABLE 4.9--Continued.

Occupations	Majority Female (No./%)	Majority Male (No./%)	Minority Female (No./%)	Minority Male (No./%)	Raw Totals (No.)
None	0 (0.0)	0 (0.0)	1 (6.3)	1 (4.5)	2
Other*	6 (25.0)	6 (16.2)	4 (25.0)	5 (22.7)	21
Total	24	37	16	22	99

*Twenty-two of the respondents indicated an occupational choice other than the careers listed. These other career choices are reported in Appendix J.

Number of missing observations - 2.

Student and Supportive Services Programs for Graduate Programs

The participants were asked to determine their degree of satisfaction or dissatisfaction with the student and supportive services programs for graduate students. Fifteen items under the category of student and supportive services for graduate students were surveyed.

The perceptions of first-year majority and minority group master's level students towards the student and supportive services programs for graduate students were determined by testing the following null hypotheses using a two-way multivariate analysis of variance test. The null hypotheses are stated in reverse order.

Measure 1. Student and Supportive Programs for Graduate Students

Hypothesis 1: No significant interaction exists between race and sex of first-year master's level students in the area of student and supportive service programs for graduate students.

No significant interaction was found to exist between race and sex of first-year master's level students in the area of student and supportive service programs for graduate students. The null hypothesis was not rejected.

Hypothesis 2: No significant differences exist between the perceptions of male and female first-year master's level students in the area of student and supportive service programs for graduate students.

The null hypothesis was rejected at the .05 level of significance.

Table 4.10 presents the results of the two-way multivariate analysis of variances for each univariate found to be significant. Five items (# 1, 2, 3, 5, and 15) showed significant differences between the responses of males and females at levels equal to or greater than .05. Analysis of data showed no other items approaching significance. The data reveal significant differences in the satisfaction levels of male and female graduate students in the area of student and supportive service programs for graduate students. Female students were less satisfied than male students with the University's student and supportive service programs. Female students were less satisfied with the overall graduate program, efforts made by the departmental chairmen and others concerning departmental matters, the degree of freedom, guidance from advisory committees and other faculty regarding the student's degree requirements, and the orientation experience to the library.

TABLE 4.10--Multivariate Analysis of Variance Results for Tests of Main Effects of Sex for Student and Supportive Services Programs for Graduate Students' Measure.

(Multivariate - F 15.77 = 1.85, $\rho < .05$)

Item/Category	Mean	S/D	Variance	N
12-1 How satisfied are you with: the overall graduate program in your department?				
Overall	2.56	1.11	1.24	100
Female	2.90	1.22	1.49	41
Male	2.32	.97	.95	59
(Univariate - F = 4.82, $\rho < .04$)				
12-2 How satisfied are you with: the efforts made by your departmental chairman and others to keep graduate students informed of departmental matters?				
Overall	2.70	1.19	1.43	101
Female	3.16	1.40	1.94	42
Male	2.37	.91	.82	59
(Univariate - F = 7.49, $\rho < .008$)				

TABLE 4.10--Continued.

Item/Category	Mean	S/D	Variance	N
12-3 How satisfied are you with: the amount of freedom you have as a graduate student to "do your own thing"?				
Overall	2.54	1.22	1.50	101
Female	2.92	1.28	1.63	42
Male	2.27	1.11	1.23	59
(Univariate - F = 6.40, $\rho < .007$)				
12-5 How satisfied are you with: the guidance and cooperation given to you by your advisory committee and/or other faculty members to complete your degree requirements?				
Overall	2.84	1.32	1.73	101
Female	3.28	1.38	1.92	42
Male	2.52	1.18	1.39	59
(Univariate - F = 7.92, $\rho < .007$)				

TABLE 4.10--Continued.

Item/Category	Mean	S/D	Variance	N
12-15 How satisfied are you with: your orientation experience to the library facilities and services?				
Overall	3.39	1.23	1.51	101
Female	3.83	1.18	1.41	42
Male	3.06	1.17	1.37	59
(Univariate - $F = 7.16$, $\rho < .009$				

Hypothesis 3: No significant differences exist between the perceptions of majority and minority group first-year master's level students in the area of student and supportive service programs for graduate students.

No significant differences were found between the perceptions of majority and minority group first-year master's level students in the area of student and supportive service programs for graduate students. The null hypothesis was not rejected.

Faculty-Student Relationships

The participants were asked about their degree of satisfaction or dissatisfaction with faculty-student relationships. Eight items were included in the category of faculty-student relationships.

The perceptions of first-year majority and minority group master's level students towards the faculty-student relationships were determined by testing the following null hypothesis using a two-way multivariate analysis of variance test. The null hypotheses are stated in reverse order.

Measure 2. Faculty-Student Relationships

Hypothesis 4: No significant interaction exists between race and sex among first-year master's level students in the area of faculty-student relationships.

No significant interaction was found to exist between race and sex among first-year master's level students in the area of faculty-student relationships. The null hypothesis was not rejected.

Hypothesis 5: No significant differences exist between the perceptions of male and female first-year master's level students in the area of faculty-student relationships.

No significant differences were found to exist between the perceptions of male and female first-year master's level students in the area of faculty-student relationships. The null hypothesis was not rejected.

Hypothesis 6: No significant differences exist between the perceptions of majority and minority group first-year master's level students in the area of faculty-student relationships.

Since no significant differences were found, the null hypothesis was not rejected.

Student-Student Relationships

The participants were asked to determine their degree of satisfaction or dissatisfaction with student-student relationships within the department and student-student relationships in general at Michigan State University. Five items are included in the category of student-student relationships within the department; ten items fall under the category of general student-student relationships at the University.

The perceptions of the students towards student-student relationships were tested by the following null hypothesss using a two-way multivariate analysis of variance test. The null hypotheses are stated in reverse order.

Measure 3. Student-Student Relationships Within the Department

Hypothesis 7: No significant interaction exists between race and sex among first-year master's level students in the area of student-student relationships within the department.

No significant interaction was found to exist between race and sex among first-year master's level students in the area of student-student relationships within the department. The null hypothesis was not rejected.

Hypothesis 8: No significant difference exists between the perceptions of male and female first-year master's level students in the area of student-student relationships within the department.

No significant difference was found to exist between the perceptions of male and female first-year master's level students in the area of student-student relationships within the department. The null hypothesis was not rejected.

Hypothesis 9: No significant difference exists between the perceptions of minority and majority group first-year master's level students in the area of student-student relationships within the department.

The null hypothesis was rejected at the .05 level of significance.

Table 4.11 presents the results of the two-way multivariate analysis of variances for each univariate found to be significant. Five items (14-1A, 14-2A, 14-3A, 14-4A, 14-5A) showed significant differences (at the .05 level or greater) in the responses of majority group and minority group first-year master's level students in the area of student-student relationships within the department. Data analysis revealed no additional items approaching significance.

The data reveal that there are significant differences in the satisfaction levels between majority and minority first-year master's level students in the area of student-student relationships within the department. Minority students were less satisfied than majority students with student-student relationships within the student's academic department. Minority students were less satisfied with the interaction among graduate students in the areas of examination preparation, advice from students concerning research problems,

TABLE 4.11--Multivariate Analysis of Variance Results for Test of Main Effects of Race for Student-Student Relationships Within the Department Measure.

(Multivariate - F 5, 92 = 2.86, $\rho < .05$)

Item/Category	Mean	S/D	Variance	N
14-1A In my department: graduate students often seek advice from each other on assignments, research problems, etc.				
Overall	1.95	.84	.70	101
Majority	1.77	.62	.37	61
Minority	2.22	1.05	1.10	40
(Univariate - F = 6.97, $\rho < .010$)				
14-2A In my department: preparation for examination such as prelims, qualifiers, and orals is often a cooperative effort among graduate students.				
Overall	2.45	.97	.95	100
Majority	2.23	.83	.69	60
Minority	2.77	1.09	1.20	40
(Univariate - F = 7.87, $\rho < .007$)				

TABLE 4.11--Continued.

Item/Category	Mean	S/D	Variance	N
14-3A In my department: the more advanced graduate students make a conscientious effort to help the new students adjust to graduate school.				
Overall	3.11	1.14	1.30	101
Majority	2.95	1.08	1.18	61
Minority	3.37	1.19	1.41	40
(Univariate - $F = 3.99$, $\rho < .05$)				
14-4A In my department: the individual graduate student has to look out pretty much for himself.				
Overall	2.89	1.19	1.42	101
Majority	3.11	1.18	1.40	61
Minority	2.55	1.13	1.28	40
(Univariate - $F = 5.91$, $\rho < .017$)				

TABLE 4.11--Continued.

Item/Category	Mean	S/D	Variance	N
14-5A In my department: I feel that I can rely upon other graduate students in times of personal difficulties of various kinds.				
Overall	2.63	1.07	1.15	101
Majority	2.36	.88	.77	61
Minority	3.05	1.21	1.48	40
(Univariate - F = 10.16, $\rho < .002$)				

reports, adjustment to graduate school, and the graduate student support system within the department.

Measure 4. Student-Student Relationships at the University

Hypothesis 10: No significant interaction exists between race and sex of first-year master's level students in the area of student-student relationships at the University.

No significant interaction was found to exist between race and sex of first-year master's level students in the area of student-student relationships at the University. The null hypothesis was not rejected.

Hypothesis 11: No significant difference exists between the perceptions of male and female first-year master's level students in the area of student-student relationships at the University.

No significant difference was found to exist between the perceptions of male and female first-year master's level students in the area of student-student relationships at the University. The null hypothesis was not rejected.

Hypothesis 12: No significant differences exist between the perceptions of minority and majority group first-year master's level students in the area of student-student relationships at the University.

No significant difference was found to exist between the perceptions of minority and majority group

first-year master's level students in the area of student-student relationships at the University. The null hypothesis was not rejected.

Overall Graduate Education Program

The participants were asked to report their degree of satisfaction or dissatisfaction with their overall graduate program. The participants were asked to respond to eleven items included in the overall graduate education program category.

The perceptions of first-year majority and minority group master's level students towards their overall graduate education program were determined by testing the following null hypotheses using a two-way multivariate analysis of variance test. The null hypotheses are stated in reverse order.

Measure 5. Overall Graduate Education Program

Hypothesis 13: No significant interaction exists between race and sex of first-year master's level students in the area of overall graduate education program.

No significant interaction was found to exist between race and sex of first-year master's level students in the area of overall graduate education program. The null hypothesis was not rejected.

Hypothesis 14: No significant difference exists between the perceptions of male and female first-year master's level students in the area of overall graduate education program.

No significant interaction was found to exist between the perceptions of male and female first-year master's level students in the area of overall graduate education program.

Hypothesis 15: No significant difference exists between the perceptions of minority and majority group first-year master's level students in the area of overall graduate education program.

The null hypothesis was rejected at the .05 level of significance. Table 4.12 presents the results of the two-way multivariate analysis of variances for each univariate found to be significant. Three items (15-7, 15-9, 15-10) showed significant differences at the .05 level or greater) in the responses of majority and minority group first-year master's level students in the area of overall graduate education program. The data analysis showed no additional items approached significance.

The data reveal that there are significant differences in the perceptions of majority and minority group first-year master's level students towards their overall graduate education. Minority group students were less satisfied with their overall graduate

TABLE 4.12--Multivariate Analysis of Variance Results for Test of Main Effects of Race for Overall Graduate Education Program.

(Multivariate - F_{11}, 81 = 2.48, $\rho < .05$)

Item/Category		Mean	S/D	Variance	N
15-7	One's personality traits have a great deal to do with chances for success in graduate school.				
	Overall	2.14	.89	.78	101
	Majority	2.37	.99	.97	61
	Minority	1.80	.56	.31	40
(Univariate - F = 13.74, $\rho < .0004$)					
15-9	In my department, graduate students are the last to be informed about departmental developments, changes, etc.				
	Overall	2.83	.94	.89	99
	Majority	3.01	.95	.91	59
	Minority	2.57	.81	.76	40
(Univariate - F = 5.38, $\rho < .023$)					

TABLE 4.12--Continued.

Item/Category		Mean	S/D	Variance	N
15-10	Graduate school seems to be more of an endurance test than anything else.				
	Overall	2.75	1.16	1.34	101
	Majority	3.00	1.26	1.3	61
	Minority	2.37	1.05	1.1	40
(Univariate - F = 7.03, $\rho < .010$)					

education program than majority group students. Minority group students felt that a student's personality traits would affect his/her success in graduate school, graduate students are the last to be informed about departmental matters, and graduate school seems to be more of an endurance test than anything else.

Summary

An analysis of the data and a report of the findings of the study have been presented in this chapter. To investigate the perceptions of Michigan State University's first-year master's level majority and minority group students towards the University environment, the study measured perceptions of these graduate students towards the student and supportive services program, faculty-student relationships, student-student relationships within the department and at the University, and the overall graduate education program. After a review of the results of the demographic survey of majority and minority group male and female students, four sections presented the mean scores, and the two-way multivariance analysis of variance results in separate tables for each variance found to be significant at the .05 level.

Of the fifteen hypotheses tested in this study, the null hypothesis was rejected in three cases. Two

differences were found when the data were analyzed by race and one difference was found when the data were analyzed by sex.

The importance of these findings and the conclusions are discussed in Chapter V.

CHAPTER V

SUMMARY

Studies of the perceptions of undergraduate students towards the University environment are frequently found in the literature. Few studies have focused on graduate students' perception of this environment. Hence, an investigation of the perceptions of first-year master's level minority and majority graduate students of Michigan State University is the primary purpose of this study. The study is designed to provide the University with a measure of first-year graduate students' perceptions of their graduate experience.

The population for this study was defined as all male and female first-year master's level graduate students at Michigan State University enrolled during fall term, 1979. The sample was drawn from this population. The selection criteria used in the study are: (1) first-year master's level students, (2) master's level students enrolled in a degree program, and (3) students enrolled at Michigan State University during the fall, 1979, winter, 1980, and spring, 1980,

terms. In order to be included in the sample, the student had to meet all three of these conditions.

The majority group student sample was drawn from a population of 687 first-year master's level students. Every eighth first-year master's level majority group student was selected for inclusion in the study. This sample represents 12 percent of the first-year majority group master's level students enrolled at Michigan State University during the three consecutive terms. The minority group population in the study consists of the University's total enrollment of first-year minority group master's level students enrolled during the three consecutive terms.

For the purpose of this study, majority group students include persons who are racially classified as Caucasian American. Minority group students include persons who are racially classified as Native American, Black, Chicano, Hispanic, and Asian American.

The racial composition of the participants in the study is as follows: 60.4 percent majority group American and 39.6 percent minority group American. The participants were enrolled in ten different colleges at the University. The Colleges of Education, Natural Sciences, Business, and Social Sciences yielded the largest number of participants.

A questionnaire designed to collect demographic data and to measure graduate students' perceptions of the University's environment was administered to the participants selected to participate in the study. During the month of May, 1980, the questionnaire was mailed to all subjects. A cover letter was attached to each questionnaire giving the participants a brief explanation of the purpose of the research and soliciting the students' cooperation. The questionnaires were color coded in order to provide the researcher with the race classification of the respondent. Five colors were used to identify the different groups: white for white Americans, blue for black Americans, yellow for American Indians, green for Oriental Americans, and goldenrod for Chicano and Hispanic Americans.

Of the 136 first-year master's level students selected for inclusion in the study, 101 returned completed instruments by May 30, 1980. This return provided a response rate of 74 percent.

Five sets of student perception variables were measured from data collected in the questionnaire: (1) student and supportive services programs for graduate students (15 questions), (2) faculty-student relationships (8 questions), (3) student-student relationships within the department (5 questions),

(4) student-student relationships at the University (10 questions), and (5) the overall graduate education program (11 questions).

A two-way multivariate analysis of variance was employed for each of the five measures to see if differences existed between sex and race. An .05 level of significance was used. The questionnaire was used to test the following null hypotheses:

Measure 1. Student and Supportive Services Programs for Graduate Students

Hypothesis 1: No significant difference exists between the percpetions of minority and majority group first-year master's level students in the area of student and supportive programs for graduate students.

Hypothesis 2: No significant differences exist between the perceptions of male and female first-year master's level students in the area of student and supportive service programs for graduate students.

Hypothesis 3: No significant interaction exists between race and sex of first-year master's level students in the area of student and supportive services programs for graduate students.

Measure 2. Faculty-Student Relationships

Hypothesis 4: No significant difference exists between the perceptions of minority group first-year master's level students in the area of faculty-student relationships.

Hypothesis 5: No significant differences exist between the perceptions of male and female first-year master's level students in the area of faculty-student relationships.

Hypothesis 6: No significant interaction exists between race and sex of first-year master's level students in the area of faculty-student relationships.

Measure 3. Student-Student Relationships Within the Department

Hypothesis 7: No significant difference exists between the perceptions of minority group and majority group first-year master's level students in the area of student-student relationships within the department.

Hypothesis 8: No significant difference exists between the perceptions of male and female first-year master's level students in the area of student-student relationships within the department.

Hypothesis 9: No significant interaction exists between race and sex of first-year master's level students in the area of student-student relationships within the department.

Measure 4. Student-Student Relationships at the University

Hypothesis 10: No significant difference exists between the perceptions of minority group and majority group first-year master's level students in the area of student-student relationships at the University.

Hypothesis 11: No significant difference exists between the perceptions of male and female first-year master's level students in the area of student-student relationships at the University.

Hypothesis 12: No significant interaction exists between race and sex of first-year master's level students in the area of student-student relationships at the University.

Measure 5. Overall Graduate Education Program

Hypothesis 13: No significant difference exists between the perceptions of minority group and majority group first-year master's level students in the area of overall graduate program.

Hypothesis 14: No significant difference exists between the perceptions of male and female first-year master's level students in the area of overall graduate program.

Hypothesis 15: No significant interaction exists between race and sex of first-year master's level students in the area of overall graduate program.

Conclusions

The conclusions developed from the study are based on inferences made within the framework of the limitations of the study (previously discussed in Chapter I). Taking these limitations into consideration, the following conclusions can be made:

Demographic Data

1. The racial composition of the participants is 60.4 percent white American and 39.6 percent minority group American. While black Americans represent 19.8 percent of the minority group sample, 11.9 percent are Asian Americans. The students in the study were enrolled in ten colleges at the University. The College of Education, with 29 percent of the students, had the highest percentage of participants.

2. Seventy-six percent of the students in the study attended a public, four-year institution.

3. Fifty-eight percent of the participants had attended undergraduate institutions with a minority group enrollment of between 0-10 percent. In view of the nationwide decrease in the number of minority group students attending undergraduate schools this low percentage can be expected.

4. Fifty-four percent of the participants came from undergraduate institutions where the enrollment was between 10-20,000 or more students.

5. Forty-five percent of the participants indicated that they received aid from family as a source of income; 39.9 relied upon research assistantships. Among the students receiving income from fellowships were 4.2 percent of the majority group females, 8.1 percent of the majority group males, 33.3 percent of the

minority group females, and 45.5 percent of the minority group males. Minority students tend to rely on fellowships in order to finance their graduate education at Michigan State University.

7. A higher percentage of majority group females and majority group males feel that their present finances were adequate to meet their present needs (62.5 percent of the majority group females and 75.6 of the majority group males). On the other hand, only 50 percent of the minority group females and 40.9 percent of the minority group males report their finances are adequate to meet present needs. Only one group, majority males, report that their finances are "very adequate." While the lack of financial support has always been one of the main barriers to graduate school attendance for minority students, these students still attempt to complete a graduate program.

8. A much higher percentage of minority group students than majority group students consider leaving the University prior to the completion of their program (47.8 of the majority group females and 45.9 percent of the majority group males as compared with 77.8 percent of the minority group females, and 72.7 percent of the minority group males). When asked the reasons for considering leaving the University prior to completion of their degree program, 50.0 percent of the majority

group females reported "too much emotional strain," and 45.8 percent reported "lack of finances." Majority group males reported "too much emotional strain" (43.2 percent); and 40.5 percent reported "lack of interest," "a job offer," "pressure from my spouse or family," and "unsatisfactory relationships with faculty members" as other reasons for considering leaving prior to completion of their degree program. Of the minority group females, 72.2 percent cited "lack of interest," "lack of finances," "too much emotional strain," and "unsatisfactory relationships with other graduate students" were other reasons given by 61.1 percent of this group as reasons why they considered leaving the University. Minority males reported "too much emotional strain" (63.6 percent), and 59.1 percent also cited "lack of finances," "inability to do academic work" as reasons for considering leaving the University prior to degree completion. Emotional stress, financial need, and lack of interest seem to be the main reasons students consider leaving the University.

9. Continued intellectual growth is cited by 66.7 percent of the majority group females, 58.3 percent of the majority group males, 61.1 percent of the minority group females, and 81.8 percent of the minority group males as the reason for their enrollment in graduate school. The majority group females yielded

the highest percentage (66.7 percent) of the participants who enrolled in graduate school to continue their intellectual growth. The minority group males yielded the highest percentage (63.6 percent) of the participants who enrolled in graduate school to increase earning power. The majority group males had the highest percentages of the participants who enrolled in graduate school to study a field for its own intrinsic value (35.3 percent) or to obtain an occupation with high prestige (44.4 percent), or to satisfy job requirements (41.7 percent).

9. Fourteen percent of the participants plan to teach at the college or university level. This is to be expected, since 29 percent of the students are enrolled in a graduate program in the College of Education.

Student's Perceptions of the Environment

10. On the basis of the data, it appears that female students perceived the student and supportive services program for graduate students differently from male students. Female students were less satisfied than male students. In view of the current expectations of women in institutions of higher education, and because, traditionally, women have not been considered "serious students," this apparent dissatisfaction is not surprising.

11. Minority group students were less satisfied than majority students with student-student relationships within their departments. Minority group students tend to feel isolated in the department. In view of the present conditions for minorities within society this level of dissatisfaction is expected.

12. In the area of overall graduate education program, minority group students were less satisfied than majority group students. Minority group students feel that personality has a great deal to do with success in graduate school, that they were the last to be informed about departmental changes; they view graduate school as an endurance test. Minority group students often feel that, if their style of behavior reflects the style of the dominant group in society, they will have a successful academic experience. Since these students are usually not included in the "in-group" within the department, they tend to be discluded when information is shared in a formal or informal setting.

13. In the area of student and supportive services for graduate students, on the average the population agreed that they were satisfied with the degree of freedom at the university, overall graduate program, departmental communication system and the guidance

received from faculty members. The areas in which they were most dissatisfied were the programs implemented by the Graduate Council, the orientations to the university, graduate housing, library orientation and the placement office. (See Appendices D, E, F, G, and K.)

14. In the area of faculty-student relationship measure, the overall relationship between students and faculty indicate a need for improvement. The population agreed that they often feel they are imposing on faculty members when they go to the office for assistance. They feel that they are involved in departmental matters through participation on committees and they have an opportunity to meet prospective faculty members when they visit the campus. The population took a neutral position on discussing problems with faculty members and on the task assigned to graduate assistants. The population also felt that faculty members do not seek their ideas in regards to course preparation, and social contact is initiated by students. (See Appendices D, E, F, G, and K.)

15. In the area of student-student relationships within the department, the population indicated that they were satisfied with the student-student relationship. Minority students were not as asatisfied with the student-student relationship as majority students. An area of concern is provisions made for the new students in

their adjustment to graduate school. The population was not satisfied with the support received from advanced graduate students in their adjustment to graduate school. (See Table 4.11 and Appendices D, E, F, G, and K.)

16. In the area of student-student relationships at Michigan State University, the population does not have a positive perception of the overall student-student relationship. The population was not satisfied with the social, recreational interaction of students on campus. (See Appendices D, E, F, G, and K.)

17. In the area of overall graduate education, on the average the population agreed that one's personality traits has a great deal to do with one's chances of success in graduate school; graduate school is an endurance test. They enrolled in graduate school to enable them to get a better paying job and that courses one regularly evaluated. The population disagreed that they would be far from competent upon completing their degree, female students were as committed to their degree as male students, and they do not plan to change their academic field. (See Table 4.12 and Appendices D, E, F. G, and K.)

Recommendations

The recommendations listed below are based on the findings of this study.

1. Michigan State University must increase the funding of the Equal Opportunity Fellowship Program for minority group students. A high percentage of minority group students tend to rely heavily on these fellowships in order to complete their graduate programs. The University should also secure funds from private foundations, industry, and government to improve the availability of funds for minority group graduate students.

2. The present financial needs analysis system for graduate students needs to be reassessed to determine if that system provides the maximum support needed by minority group students. Departments should do more than merely recruit minority group students; they should also provide financial support for graduate study.

3. The University should provide stress workshops for graduate students to assist them in adjusting to graduate school and in dealing with the high level of stress reported.

4. The University should develop orientation programs for graduate students at the University and at the departmental levels. The programs should introduce the students to the library and to other research facilities on campus.

5. Departments should host informal coffee hours, "brown bag" luncheons, and other informal gatherings to permit graduate students to interact with faculty members in informal settings.

6. Graduate students should be invited to attend departmental faculty meetings to provide them with the opportunity to give valuable input into policies and practices affecting them. In addition, graduate students should be better informed of departmental matters which affect them.

7. The academic departments should develop programs in which minority group students have the opportunity to meet continuing graduate students who can assist the former in their adjustment to the University. Both the University and the academic departments should foster a spirit of cooperation among the students.

Implications for Further Research

The findings of this study suggest the need for further research in the area of graduate students' perceptions of the University environment.

The following are some of the pertinent questions future research might focus upon.

1. Are the perceptions of graduate students who attended undergraduate school at Michigan State

University different from those who received their undergraduate degree from other institutions?

3. What are the qualitative and quantitative differences in the perceptions of graduate students enrolled in different colleges at Michigan State University?

4. What are the perceptions of graduate students at other Big-Ten institutions? Does a comparison of students' perceptions at different institutions point to common concerns among graduate students?

This study attempts to identify the perceptions of graduate students towards the University environment. While the research should be considered exploratory, the findings can be used as a basis for further research in this area.

APPENDICES

APPENDIX A

INITIAL LETTER

1544 E Spartan Village
East Lansing, Michigan 48825
April 24, 1980

Mr. Lynn Peltier, Assistant Director
Office of Institutional Research
328 Administration Bldg.
Michigan State University
East Lansing, Michigan 48824

Dear Mr. Peltier:

I am in the process of developing a proposal for my doctoral research in the College of Education, Administration and Higher Education. I will be attempting to assess first year minority graduate and professional students' perceptions of their program at Michigan State University.

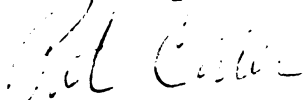
In order to collect the data for this study, I need the names, addresses, and telephone numbers of minority graduate students who were admitted to the University, Fall 1979, and who are currently enrolled in a graduate program at Michigan State.

I would be most appreciative if you would supply me with the information requested in order that I might gather the data during Spring term, 1980.

I am attaching a copy of the tentative proposal outline, and a copy of the questionnaire to be sent to this group. Let me assure you that the information requested will be used to collect the data mentioned above.

If you need further clarification, please feel free to contact me. Thanking you in advance for your cooperation and assistance.

Sincerely,



Pat Carter
Student Number 528137
Telephone: 355-3036

APPENDIX B

QUESTIONNAIRE LETTER

May 12, 1980

Dear Fellow Graduate Student:

I am a doctoral student in the College of Education, Administration, and Higher Education. As part of my dissertation work, I am attempting to assess graduate students' perceptions of their programs at Michigan State University. You have been selected for inclusion in a survey of first year Master's level students who were admitted to Michigan State University in the Fall of 1979.

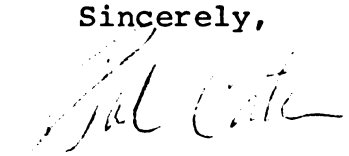
I would be most appreciative if you would assist me in this study by completing the enclosed questionnaire. The questionnaire takes about ten minutes to complete. Your response will remain confidential.

The study is designed to provide the University with an overview of the quality of graduate students' experiences at MSU. I am hopeful that the results of this study will lead to improved conditions for graduate students, benefiting you and those who will come after you.

Your prompt response will be most appreciated. Please return the form on or before May 20, 1980. At your request, I will be pleased to send you a copy of the results of the study.

I thank you in advance for your cooperation.

Sincerely,



Pat Carter
1544 E. Spartan Village
East Lansing, Michigan 48823

APPENDIX C

QUESTIONNAIRE

GRADUATE EDUCATION STUDY

Please mark your answer to each question on the line corresponding to that question.

1. Sex: 1. ____ Female
   2. ____ Male

2. Check the College you are presently enrolled in:

   1. ____ Agriculture and Natural Resources
   2. ____ Arts and Letters
   3. ____ Business
   4. ____ Communication Arts and Sciences
   5. ____ Education
   6. ____ Engineering
   7. ____ Human Ecology
   8. ____ Human Medicine
   9. ____ Natural Science
   10. ____ Social Science

3. What type of undergraduate institution did you attend?

   1. ____ Public 2. ____ Private 3. ____ Both

4. What was the percentage of minority students at your undergraduate institution?

   1. ____ 0 - 5%
   2. ____ 6 - 10%
   3. ____ 11 - 20%
   4. ____ 20 - 39%
   5. ____ 40 - 59%
   6. ____ 60% or more

5. What was the approximate enrollment of your undergraduate school (the institution at which you spent the most time)?

   1. ____ Less than 500
   2. ____ 500 - 999
   3. ____ 1,000 - 1,499
   4. ____ 1,500 - 1,999
   5. ____ 2,000 - 2,999
   6. ____ 3,000 - 4,999
   7. ____ 5,000 - 9,999
   8. ____ 10,000 - 19,999
   9. ____ 20,000 or more

6. Which of the following has been your source of income during the academic year? (You may answer more than one.)

1. ____ Fellowship
2. ____ Teaching/research assistantship
3. ____ Non-academic job
4. ____ Spouse's job
5. ____ Savings or investment
6. ____ Aid from family
7. ____ Loans from family or friends
8. ____ Government or institutional loans
9. ____ Veterans benefits
10. ____ Other (specify) _____

7. How adequate are your finances to meet your present needs?

1. ____ Very inadequate
2. ____ Inadequate
3. ____ Adequate
4. ____ Very adequate

8. Since enrolling in graduate school, have you ever considered leaving the University prior to completing your degree program?

1. ____ Yes
2. ____ No

9. If your response to Number 8 is yes, which of the following would have been your reason(s) for leaving the University?

1.	Lack of interest	YES	NO
2.	Lack of finances	YES	NO
3.	A job offer	YES	NO
4.	Inability to do the academic work	YES	NO
5.	Too much emotional strain	YES	NO
6.	Pressure from my spouse or family	YES	NO
7.	Unsatisfactory relationships with faculty members	YES	NO
8.	Unsatisfactory relationships with other graduate students	YES	NO
9.	Other (specify) _____		

10. To what extent did the following influence your decision to enroll in graduate school? Circle the appropriate response using the key below.

GD Great Deal RL Relatively Little

S Somewhat VL Very Little

A.	Satisfy job requirements.	GD	S	RL	VL
B.	Continue my intellectual growth.	GD	S	RL	VL
C.	Obtain an occupation with high prestige.	GD	S	RL	VL
D.	Increase my earning power.	GD	S	RL	VL
E.	Prepare for an academic career.	GD	S	RL	VL
G.	See whether I really like a particular field of study.	GD	S	RL	VL
H.	Contribute to my ability to change society.	GD	S	RL	VL
I.	Get a teaching credential.	GD	S	RL	VL
J.	Better serve mankind.	GD	S	RL	VL
K.	Study my field for its intrinsic intent.	GD	S	RL	VL

11. Which of the following occupations do you expect to enter when you complete your degree program? Select only <u>one</u> occupation.

1. ____ Teaching at the elementary or secondary level.
2. ____ Teaching at the college or university level.
3. ____ Research at a university or with a non-profit organization.
4. ____ Research in industry.
5. ____ Self-employed business.
6. ____ Executive or administrator in government or industry.
7. ____ Executive or administrator in education.
8. ____ Peace Corps, VISTA or similar programs.
9. ____ Military service.
10. ____ None.
11. ____ Other (specify) _____

Student and Supportive Services

12. The following questions refer to various aspects of the environment of graduate education with which you may be satisfied or dissatisfied. Please indicate how satisfied or dissatisfied you are by circling the appropriate symbols following each statement. The meaning of the symbols is as follows:

VS	Very Satisfied	SD	Somewhat Dissatisfied
SS	Somewhat Satisfied	VD	Very Dissatisfied
N	Neutral		

How satisfied are you with:

1.	the overall graduate program in your department?	VS	SS	N	SD	VD
2.	the effort made by your departmental chairman, committee chairman, and others to keep graduate students informed of departmental matters?	VS	SS	N	SD	VD
3.	the amount of freedom you have as a graduate student to "do your own thing?"	VS	SS	N	SD	VD
4.	the opportunity to get to know the graduate students and faculty members in other departments on campus?	VS	SS	N	SD	VD
5.	the guidance and cooperation given to you by your advisory committee and/or other faculty members to complete your degree requirements?	VS	SS	N	SD	VD
6.	the opportunities for organized social gatherings of students and/or faculty members in your department?	VS	SS	N	SD	VD
7.	the provisions made by the university for graduate housing?	VS	SS	N	SD	VD

8.	the assistance given to by the Placement Office?	VS	SS	N	SD	VD
9.	the orientation you received upon entering graduate school at Michigan State University?	VS	SS	N	SD	VD
10.	programs and facilities geared to graduate students by the Council of Graduate Students?	VS	SS	N	SD	VD
11.	the number of seminars and colloquia sponsored by the department or school in which you are enrolled?	VS	SS	N	SD	VD
12.	the number of social gatherings sponsored by the department or school in which you are enrolled?	VS	SS	N	SD	VD
13.	the availability of religious fellowship groups for graduate students?	VS	SS	N	SD	VD
14.	the power of the graduate student in affecting changes in the university as a whole?	VS	SS	N	SD	VD
15.	your orientation experience to the library facilities and services?	VS	SS	N	SD	VD

Faculty/Graduate Student Relationships

13. Please indicate how you feel about the following statements with reference to faculty/graduate student relationships in your department or program. Circle one symbol following each statement to indicate your feeling. The meaning of the symbols is as follows:

SA	Strongly Agree	D	Disagree
A	Agree	SD	Strongly Disagree
N	Neutral		

1.	Social contacts between graduate students and faculty in my department are almost always initiated by faculty members.	SA	A	N	D	SD
2.	In my department, faculty members often seek out graduate students' ideas in regard to course preparation and/or research.	SA	A	N	D	SD
3.	In my department, the major tasks of many graduate student appointments consist of doing "dirty work": in research and/or teaching for faculty members.	SA	A	N	D	SD
4.	Several faculty members in my department have a condescending attitude toward graduate students.	SA	A	N	D	SD
5.	When I go to a faculty member's office for assistance or advice, I usually feel that I'm imposing on him.	SA	A	N	D	SD
6.	When I encounter a problem in my academic work, I would rather take it to a fellow graduate student than to a faculty member.	SA	A	N	D	SD
7.	The graduate students in my department have representation on departmental committees.	SA	A	N	D	SD
8.	When prospective faculty members visit our department, graduate students are given the opportunity to talk with them.	SA	A	N	D	SD

Student/Student Relationships

14. Please indicate how you feel about the following statement with reference to student relationships and the environment at Michigan State University. Circle one symbol following each statement to indicate your feeling. The symbols have the same meaning as above.

In my department:

1. graduate students often seek advice from each other on assignments, research problems, etc.	SA	A	N	D	SD
2. preparation for examinations such as prelims, qualifiers, and orals is often a cooperative effort among graduate students.	SA	A	N	D	SD
3. the more advanced graduate students make a conscientious effort to help the new students adjust to graduate school.	SA	A	N	D	SD
4. the individual graduate student has to look out pretty much for himself.	SA	A	N	D	SD
5. I feel that I can rely upon other graduate students in times of personal difficulties of various kinds.	SA	A	N	D	SD

At Michigan State:

1. there are many dances, parties and social activities.	SA	A	N	D	SD
2. students are encouraged to criticize administrative policies and teaching.	SA	A	N	D	SD
3. many courses stress the speculative and the abstract, not the concrete.	SA	A	N	D	SD
4. big college events draw graduate students' enthusiasm.	SA	A	N	D	SD
5. informal athletics and intramural sports are structured so that graduate students can take part in them.	SA	A	N	D	SD
6. there are frequent informal social gatherings among graduate students.	SA	A	N	D	SD
7. most faculty members are interested in students' personal problems.	SA	A	N	D	SD

8.	the school helps everyone to get acquainted.	SA	A	N	D	SD
9.	channels for expressing students' complaints are accessible.	SA	A	N	D	SD
10.	most graduate courses are a real intellectual challenge.	SA	A	N	D	SD

Overall Graduate Education Program

15. Please indicate how you feel about each of the following statements by circling the appropriate symbol following each statement. The symbols have the same meaning as above.

1.	In my department, some kind of graduate course evaluation is conducted regularly for the courses that are offered.	SA	A	N	D	SD
2.	Female graduate students are not as committed as male graduate students to my field.	SA	A	N	D	SD
3.	I will still be far from being a highly competent professional upon completion of my graduate work.	SA	A	N	D	SD
4.	There is little competition among the graduate students in my department for things such as grades, honors, and other awards.	SA	A	N	D	SD
5.	Courses in graduate school are mostly of a seminar type.	SA	A	N	D	SD
6.	The major portion of graduate work consists of independent study.	SA	A	N	D	SD
7.	One's personality traits have a great deal to do with his chances for success in graduate school.	SA	A	N	D	SD
8.	I probably would not be in graduate school if I did not think it would enable me to get a better paying job.	SA	A	N	D	SD

9. In my department, graduate students are the last to be informed about departmental developments, changes, etc. SA A N D SD

10. Graduate school seems to be more of an endurance test than anything else. SA A N D SD

11. I would probably change fields if I had not already invested so much time and work in the one that I am in. SA A N D SD

16. With what have you been most dissatisfied in your graduate experience at Michigan State University?

17. With what have you been most satisfied in your graduate experience at Michigan State University?

18. Please feel free to address any concerns or elaborate on any of your responses in the space provided.

____ Please check here if you wish to receive the results of this study.

THANK YOU FOR ALL YOUR COOPERATION!

APPENDIX D

SATISFACTION COMMENTS FROM MAJORITY STUDENTS

SATISFACTION COMMENTS FROM MAJORITY STUDENTS

"The raising of my level of understanding of life processes."

"I quit smoking cigarettes."

"Most of the people in my program are friendly and willing to help one another. It isn't cut throat like I had expected. We don't do the other person's work, but will share the load at times. This many times is the only way anyone would be able to get the work done. The helping is especially needed in the young professor's classes. (They feel they have to prove something.)"

"The interpersonal relations with instructors and students."

"The Counseling Center."

"I feel that with one exception the professors have been very knowledgeable. Most classes have been very small, one with only four students, which certainly results in a much richer experience."

"I feel satisfied in the research and the program that I finally got into."

"The cooperation and assistance from faculty and grad students in the department."

"The opportunity to build my own program, to some extent."

"Despite the university and the teacher effort to prevent learning and create endless hassles, I have accomplished some learning in the courses."

"It is term hours and not semester."

"Ability to combine concept, theory, and practice. I am also appreciative of my professional growth here."

"Flexibility in graduate program development."

"I am pleased with the high quality of research facilities at M.S.U."

"The pertinence of the information I am learning about to my career goals."

"Freedom of selection of which courses you want to take each term--allows you to meet more people."

"The faculty--they seem to be very sensitive and caring."

"Comraderie among fellow students."

"In general, I have been satisfied with the courses offered, and the reading material required for each. Faculty members have been willing to give help outside of class."

"Learning about research has been great. I enjoy it, and this intellectual stimulation has served to help shape my goals. Enjoy interaction with faculty as a research assistant."

"Some of the professors have been great teachers who really made you learn."

"They really showed me how far yet I have to go concerning feeling competent in my field. I have also enjoyed meeting students from different parts of the country."

"The reputation of the program (although I don't feel it is entirely warranted); other graduate students; the beautiful campus."

"I feel that the quality of the education that I am receiving is good."

"Enthusiasm and friendship of fellow grad students."

"The chance to learn the skills I need to advance in my career."

"The wide range of facilities available to graduate students and wide variety of cultural and social activity."

"I have worthwhile research projects and find my graduate committee members to be very personable, helpful, and concerned about me and my academic curriculum."

"Several of my instructors have been sterling in their willingness to help me understand my course work and improve my grades."

"The friendliness and comraderie of the students."

"The courses--very stimulating."

APPENDIX E

DISSATISFACTION COMMENTS FROM MAJORITY STUDENTS

DISSATISFACTION COMMENTS FROM MAJORITY STUDENTS

"The program I was in did not seem to adequately prepare people for the positions they were to take after graduation."

"What orientation? What social gathering? I came out of state and there was no orientation whatsoever. I spent the entire first quarter just finding my way around. There have been, up to this point, absolutely no organized social gatherings or programs for graduate students in my program, college or campus-wide to my knowledge. I live off campus, and it is hard to meet people, especially graduate students my own age. Most of the people in my program are older, married, and pretty well settled. I think more organized social opportunities should be provided for graduate students approximately 22-26 so graduate single students can meet others their age in other departments."

"My advisor has too many students and not enough time to aid me in deciding what sort of research to do."

"Not enough presentations/speeches by businesses about real life experiences. Also, I feel the business school should have a separate placement/recruiting office."

"The grading scale seems to be inflated, i.e. one has to really "screw up" to get below a 3.0."

"Living at Owen Graduate Center."

"I was very disappointed with one particular course in Language Development and Disorders, an area of utmost importance in the field of speech pathology."

"A problem I have had not really related to grad school is the lack of political consciousness pervasive at the school. In terms of grad school, I was very surprised how social-political faculty and students are--the old contacts syndrome. Also, my department is largely male,

and this is frustrating at times having to contend with chauvinism. Part of the program is a terminal M.A., and there is less available for those of us Ph.D. bound."

"I thought that graduate school would have less required classes than undergrad and that there would be more opportunity to specialize. In my graduate program I thought there would be a greater emphasis on practical application of things learned at the undergrad level, but basically all I've seen is the abstract and the theoretical part of the program."

"Although I do want a more practical approach in some of my classes, it really hasn't hurt me to be exposed to the different things I've been studying these last three terms."

"The very structured course work and required courses, the pressure to obtain employment even before the student is oriented to graduate school. The tremendous amount of paper writing which is required along with very demanding reading assignments and exams. The feeling the school really is an endurance test rather than a learning experience."

"I am disgusted about the way they treat us like children."

"The major problem I had was with the associate director of my program. His orientation of the university and program was inadequate. He said I should take these certain classes, which turned out to be a nightmare, because I knew very little about them; and two of the three were the hardest courses offered in the program. There were other classes I could have taken which I knew a good deal about, which would have made the transition from a small university 500 miles away from here much easier. Some time reviewing my transcripts would have made the man aware that this type of schedule wasn't for me. What I later told him this he said, 'We just want to give you your money's worth.' Meaning the harder it was for me the better. WRONG!"

"The quarter system does not allow the instructor or student to examine topics in depth."

"Having returned to school after thirteen years of work experience, I find many of the 'normal' graduate school concerns expressed in the student newspaper to be irrelevant to the business of learning. Concerns

expressed by Student Government, the Council of Graduate Students, academic administration, are superficial and trifling."

"Performance of professors in agricultural economics and the School of Business. The business department's attitude toward non-MBA candidates."

"M.S.U. is a degree factory. Depth of most graduate courses I was exposed to was questionable at best, more akin to undergraduate programs. 'Beam me up, Scotty, no intelligent life down here.' Definitely not Harvard."

"I have been extremely unhappy with the records system. I have consistently had trouble with wrong addresses both for my wife and me, even after repeated corrections. Many offices use outdated student directories--example, my wife didn't receive first bill due to use of local address from when she was an undergraduate here in 1978! There is no uniform, centralized records system."

"I am very concerned with the SIRS form evaluation system. It appears that teachers receive the evaluations and read them before grades are submitted. This can and does lead to matching of handwriting, etc. At my undergraduate school, evaluations were taken by students to the Ad. Building where they were read and returned to teachers after the grades were in. THIS IS A SERIOUS PROBLEM!"

"I feel that major advisors and committees should be more helpful to students concerning the various procedures required of them--for instance, seeking a minor area of study, a minor area advisor, guidance on Plan A or B, etc."

"When I first came, I felt that no one was concerned with me surviving in grad school."

"I felt set adrift."

"The university administration."

"Poor prospects for my chosen job (teaching at college level) upon completion of degree program. These poor prospects cause a very real air of negativity among students in their first year. It makes you feel that society places a low level of importance on what you are doing. Grocery store cashiers make more money than post-docs."

"Quality of faculty I have come in contact with in my department. Not necessarily their knowledge in their field by their teaching ability, interest or lack of advising."

"My major professor does not seem to have my best interests at heart. He'd apparently sooner use me to do a fellow professor, a friend of his, a favor by insisting he be on my committee, when I feel he's not appropriate and psychologically a hindrance to my work. The final decision is of course mine, but if I'm to work with my major professor the only person suitable at this university, I should agree to have the other on my committee. He's done me other political/personality disfavors."

"My only major dissatisfaction is with my major professor. The rest of my graduate experience, except giving myself too heavy a work/teaching load, has been primarily positive."

"Overload of readings, expectations, etc. Too much to learn in too short a time. No time to carry on the rest of my life."

"The indifference of the faculty to problems and lack of sound advice, especially upon beginning the program. A great deal of information not given."

"I never felt that I had an adequate orientation to anything. My whole first term was spent trying to figure out what was going on. There was little support or advice offered."

"Upon completion of my first term, I had academic problems. The counseling department in the Business school was of little help. They basically said "do or die." This attitude bothered me."

"Students are quite cut-throat in regard to competition for grades. This has unfortunately rubbed off to some extent upon myself. However, apart from academics I've found fellow graduate students to be most helpful and congenial."

"The cooperation of the guidance staff (not my individual counselor--but the general guidance folks) in helping with my requests. They'd rather say "no" from the start and get me off their back. Possibly they're overworked--but that's no excuse."

"The inflexibility of core requirements in MBA program. Ths business world is becoming more specialized, yet the way the program is set up, you must take so many core requirement and then major concentration requirements that classes in related (relevent) areas must be side stepped."

"Some professors in school have long since stopped teaching; they are all going through the motions. This is a waste of human time and potential. The students we are here to learn, but we can't if information is not forthcoming."

"Some very far out professors."

"HPR 808 requirement in physical education."

"As a commuter this past year, I have not been informed of anything that goes on at M.S.U., example: activities, department changes, etc."

"The only complaint I have is the statistics requirement for Physical Education majors. A lot of students, including myself, didn't have any undergraduate courses in statistics. If I had, I'm sure my feelings would be different. I would also feel better about that class if it wasn't so complex."

"I am looking forward to completing my program at M.S.U. I wish I could do it while working on an assistantship."

"No one in any of the offices (admissions, registrar's, etc.) wants to give me any help. I feel I am on my own to sink or swim."

"University is so big no one knows what is going on or even cares."

"My personal opinion is that M.S.U. is probably a total embarrassment to other universities in this state that try to provide a quality education."

"Right now my only reason for continuing classes at M.S.U. is that it is close to my place of employment and other universities are too far away."

"The instructors give a lot of busy work."

"The instructors give little information on up-to-date practices in education."

"The instructors are too idealistic and not realistic in the field of education."

"My faculty is all old; about half seem to have lost the professional ability or desire to change."

"Course work is not all too relevant to current professional needs."

"My program is rated number one on reputation--reality does not support claim."

"Change and improvement is not a part of my faculty."

"Graduate students seem so caught up in getting good grades and pursuing connections that they have lost sight of the goals of a professional--internal change and helping to make society, themselves and their program better. This is the same as apathy when potential is not followed through. Where is the conviction for improvement?"

"Advisor does not take the development of his students seriously."

"Taking a course for undergraduates when I feel I have not had an adequate preparation in the basic sciences."

"The educational process in my field is piecemeal. There is no course which pulls all of the discrete pieces of information and knowledge together. An example of what I am proposing would be a course concerning contemporary development in the field which would bring it all together."

"There is a professor which piles on the work in my department. Their disregard for other course work causes a monopoly of our time on their course alone. This is unfair to students and other professors."

"The university bureaucracy. My overall feeling is that they don't care one bit about the student (me). Money is their only objective."

"Lack of guidance or counseling from so-called academic advisors."

"We are not informed about departmental changes."

"I have changed fields."

"The program I was in did not seem to adequately prepare people for the positions they were to take after graduation."

"Lack of guidance or counseling from so-called academic advisor."

APPENDIX F

SATISFACTION COMMENTS FROM MINORITY STUDENTS

SATISFACTION COMMENTS FROM MINORITY STUDENTS

"The knowledge that I am becoming more and more competent in my field of study."

"The willingness of several instructors to point out the student's weak points and give suggestions on how to improve on the weak points."

"Working with the faculty."

"The *in vivo* acquisition of a number of stress management techniques, and how to get along on my own."

"Some personal relationships with some faculty members and the chance to associate with grad students."

"The fact that you are free to choose what courses you want to take."

"Getting away from Virginia."

"Courses which emphasize my area of specialization."

"Relative freedom to do what I please as far as research is concerned."

"I have been most satisfied with my ability to enroll in evening courses."

"The friendly undergraduate students seek out grads for counseling and role models."

"Internship experience."

"Student-faculty relationship (mutual respect)."

"Seminars."

"The facilities available. M.S.U. has extensive land holdings."

"The academic work is relatively easy."

"Getting to know the people in my program, especially other first year grad students in the program."

"I really enjoy my classes and professors."

"I feel I have the opportunity to really learn the things I am interested in (though I'm required to learn some things I am not interested in)."

"Support department gives grad students."

"Department chairman helpful."

"The opportunity to choose my own direction (i.e. my own program) tailored to my needs."

"The intellectual stimulation and realizing the theoretical base to my discipline."

"I was fortunate to get one excellent instructor."

"I would recommend M.S.U. to my friends."

APPENDIX G

DISSATISFACTION COMMENTS FROM MINORITY STUDENTS

DISSATISFACTION COMMENTS FROM MINORITY STUDENTS

"The general coolness of the people here."

"The money allotted to graduate assistantships."

"Enthusiasm for teaching on the part of professors and degree of commitment, interest and excessibility of graduate advisors."

"The extent to which graduate students are encouraged to compete because of lack of departmental funds."

"The faculty takes little care in keeping students up-to-date on degree requirements, and graduate advisors are typically autocratic and manipulative or show little concern for what a student does."

"Practically no orientation from graduate office with regard to services, scholarships, activities, etc."

"The lack of advice concerning courses for students and future endeavors."

"The school."

"The lack of interesting men."

"The lack of true group association among graduate students."

"The lack of black radio stations."

"People trying to make me look stupid."

"Faculty relationships with grad students."

"The department's emphasis upon grades."

"The relatively small number of minorities accepted."

"The following questions are very difficult to answer for I had many personal hang-ups and an answer would probably be unfair and bias. Though I think the teachers should be more concerned with an individual, I also understand that with 40,000 students it can be quite difficult."

"I am most dissatisfied with the fact that some courses are offered once a year, thus limiting the area that an individual, whom is employed full time, can enter."

"I do not feel that M.S.U. meets the needs of the community it is supposed to serve in that regard."

"No formal direction from faculty members concerning my course of study."

"Coming from another university, I was just expected to adapt overnight without any type of orientation."

"Placement services: Those of us in our department must rely on professional conventions and periodicals only."

"Bureaucracy (caused me to lose a fellowship among other things)."

"Lack of advisory (my advisor left for Egypt before I arrived at school)."

"Range of graduate courses in the Fisheries and Wildlife Department."

"Lack of close contact with faculty members and among grad students."

"The physical environment of East Lansing."

"The structured program in my department."

"My dissatisfaction with the program has resulted in my decision to transfer to another university in the fall."

"I'm not getting very much practical experience to go along with the theory I'm learning."

"I'm in College Student Personnel, and, because I don't work in the halls, I feel I'm missing out on a lot of student contact that I need."

"Dislike of quarter system."

"Communication breakdowns."

"I expected to find an open intellectual environment that could deal with individual, national and international nature. On a more local U.S.A. level they paid lip service to having an understanding to what poverty does here. I was told by other graduate students that they felt uncomfortable when I told them I was from a 'proper N.Y.C. slum.' Those students who had been in the area were afraid to live there; faculty who were in the area had come out with the classic stereotype that they are poor, Black, Puerto Ricans (Spanish, Portuguese, Ureuguayan, etc.--they don't know the difference). Too insulted, I'm at a loss for words."

"Never thought about it. Maybe would like better office hours kept by faculty."

"That attitude of some profs who like to give two tons of work, watch people sweat it out, and reward those who sweat the most."

"Faculty members with terrible instructional abilities."

"Lack of effort on the part of some faculty to get to know their new students."

APPENDIX H

OTHER SOURCES OF INCOME AS REPORTED BY THE PARTICIPANTS

OTHER SOURCES OF INCOME AS REPORTED BY THE PARTICIPANTS

Majority Students

Federal agency fellowship. Includes regular salary and per diem plus tuition and books.
U.S. Navy sent me.
SEOG grant-institutional grant.
Athletic grant.
Full-time work.
Graduate advisor.
Traineeship.
Social Security.

Minority Students

Teacher.
Graduate advisor in MSU residence halls.
Social Security benefits.

APPENDIX I

OTHER REASONS FOR CONSIDERING LEAVING THE UNIVERSITY PRIOR TO COMPLETION OF THE DEGREE PROGRAM AS REPORTED BY THE PARTICIPANTS

OTHER REASONS FOR CONSIDERING LEAVING THE UNIVERSITY PRIOR TO COMPLETION OF THE DEGREE PROGRAM AS REPORTED BY THE PARTICIPANTS

Majority Students

Not satisfied with the quality of the program. The program I was in was too narrow and rigid in scope.
Impatience to "get out and do something."
The capital ties.
Job offered at University of Maryland.
Is MSU and my program the place for me?
Question of long-range goals.
Strain of a long commute and/or living apart from spouse.
Program not what was expected.
Personal life demands (other than family).

Minority Students

Change of academic interest.
Wife is starting medical career in another state.
Not enough social life--men.
Departmental demands a bit too high, rigid.
Uncertain career opportunities.
Unsatisfactory program.

APPENDIX J

OTHER CAREER CHOICES AS REPORTED BY THE PARTICIPANTS

OTHER CAREER CHOICES AS REPORTED BY THE PARTICIPANTS

Majority Students

Union staffer.
Public relations.
Coach at college level.
Already teaching secondary.
Missionary.
Research/practitioner in labor relations for a union or governmental agency.
Executive-administrator in personnel management-stress problems.
Trainee position in industry.
Nurse clinician.
Performer or director (theater).
Counselor with governmental agency.
Hospital laboratory management.
Management.

Minority Students

News reporter for a daily newspaper.
Undecided. May be military unless I find a husband.
Environmental consultant company.
Student affairs--not necessarily administration.
Biologist.
Journalist.
Law school.

APPENDIX K

MEAN AND STANDARD DEVIATION RESULTS FOR UNIVERSITY ENVIRONMENT MEASURES

MEAN AND STANDARD DEVIATION RESULTS FOR STUDENT AND SUPPORTIVE SERVICES FOR GRADUATE STUDENTS' MEASURE (FOR ENTIRE POPULATION)

Item	Category	Mean	S/D
	How satisfied are you with:		
*12-3	the amount of freedom you have as a graduate student to "do your own thing?"	2.54	1.22
*12-1	the overall graduate program in your department?	2.56	1.11
12-11	the number of seminars and colloquia sponsored by the department or school in which you are enrolled?	2.65	1.11
*12.2	the effort made by your departmental chairman, committee chairman, and others to keep graduate students informed of departmental matters?	2.70	1.19
*12-5	the guidance and cooperation given to you by your advisory committee and/or other faculty members to complete your degree requirements?	2.84	1.31
12-6	the opportunities for organized social gatherings of students and/or faculty members in your department?	2.98	1.16
12-12	the number of social gatherings sponsored by the department or school in which you are enrolled?	2.98	1.05
12-13	the availability of religious fellowship groups for graduate students?	3.00	.50
12-4	the opportunity to get to know the graduate students and faculty members in other deparrments on campus?	3.23	1.20
12-14	the power of the graduate student in affecting changes in the university as a whole?	3.29	.85

Item	Category	Mean	S/D
12-8	the assistance given by the Placement Office?	3.30	.85
*12-15	your orientation experience to the library facilities and services?	3.38	1.23
12-7	the provisions made by the university for graduate housing?	3.37	1.20
12-9	the orientation you received upon entering graduate school at Michigan State University?	3.47	1.23
12-10	programs and facilities geared to graduate students by the Council of Graduate Students?	3.67	1.26

*These items showed significant differences between the responses of male and female students at a level equal to or greater than .05. (See Table 4.10.)

MEAN AND STANDARD DEVIATION RESULTS FOR FACULTY-STUDENT RELATIONSHIPS MEASURE (FOR ENTIRE POPULATION)

Item	Category	Mean	S/D
	Please indicate how you feel about the following statements with reference to faculty/graduate student relationships in your department or program:		
13-5	When I go to a faculty member's office for assistance or advice, I usually feel that I'm imposing on him.	2.54	1.05
13-7	The graduate students in my department have representation on departmental committees.	2.71	.82
13-8	When prospective faculty members visit our department, graduate students are given the opportunity to talk with them.		
13-6	When I encounter a problem in my academic work, I would rather take it to a fellow graduate student than to a faculty member.	2.93	1.21
13-3	In my department, the major tasks of many graduate student appointments consist of doing "dirty work": in research and/or teaching for faculty members.	3.01	.78
13-2	In my department, faculty members often seek out graduate students' ideas in regard to course preparation and/or research.	3.52	1.00
13-1	Social contacts between graduate students and faculty in my department are almost always initiated by faculty members.	3.70	.92
13-4	Several faculty members in my department have a condescending attitude toward graduate students.	3.71	1.13

MEAN AND STANDARD DEVIATION RESULTS FOR STUDENT-STUDENT RELATIONSHIPS WITHIN THE DEPARTMENT (FOR ENTIRE POPULATION)

Item*	Category	Mean	S/D
	Please indicate how you feel about the following statement with reference to student relationships and the environment at Michigan State University:		
14-1.A	Graduate students often seek advice from each other on assignments, research problems, etc.	1.95	.84
14-2.A	Preparation for examinations such as prelims, qualifiers, and orals is often a cooperative effort among graduate students.	2.45	.97
14-5.A	I feel that I can rely upon other graduate students in times of personal difficulties of various kinds.	2.63	1.07
14-4.A	The individual graduate student has to look out pretty much for himself.	2.89	1.19
14-3.A	The more advanced graduate students make a conscientious effort to help the new students adjust to graduate school.	3.11	1.14

*All these items showed significant differences between the responses of minority and majority group students at a level equal to or greater than .05. (See Table 4.11.)

MEAN AND STANDARD DEVIATION RESULTS FOR STUDENT-STUDENT RELATIONSHIPS AT MICHIGAN STATE UNIVERSITY (FOR ENTIRE POPULATION)

Item	Category	Mean	S/D
14-10.B	Most graduate courses are a real intellectual challenge.	2.67	.97
14-3.B	Many courses stress the speculative and the abstract, not the concrete.	2.93	1.01
14-5.B	Informal athletics and intramural sports are structured so that graduate students can take part in them.	2.96	.74
14-9.B	Channels for expressing students' complaints are accessible.	3.05	1.00
14-2.B	Students are encouraged to criticize administrative policies and teaching.	3.39	.91
14-1.B	There are many dances, parties and social activities.	3.40	.92
14-1.B	Big college events draw graduate students' enthusiasm.	3.47	.80
14-6.B	There are frequent informal social gatherings among graduate students.	3.52	.87
14-7.B	Most faculty members are interested in students' personal problems.	3.63	.83
14-8.B	The school helps everyone to get acquainted.	3.67	.77

MEAN AND STANDARD DEVIATION RESULTS FOR
OVERALL GRADUATE EDUCATION MEASURE
(FOR ENTIRE POPULATION)

Item	Category	Mean	S/D
	Please indicate how you feel about each of the following statements:		
7.	One's personality traits have a great deal to do with his chances for success in graduate school.	2.14	.88
1.	In my department, some kind of graduate course evaluation is conducted regularly for the courses that are offered.	2.28	.86
10.	Graduate school seems to be more of an endurance test than anything else.	2.75	1.16
8.	I probably would not be in graduate school if I did not think it would enable me to get a better paying job.	2.77	1.22
9.	In my department, graduate students are the last to be informed about departmental developments, changes, etc.	2.83	.94
5.	Courses in graduate school are mostly of a seminar type.	3.53	.98
3.	I will still be far from being a highly competent professional upon completion of my graduate work.	3.55	1.02
6.	The major portion of graduate work consists of independent study.	3.55	1.02
4.	There is little competition among the graduate students in my department for things such as grades, honors, and other awards.	3.56	1.07
11.	I would probably change fields if I had not already invested so much time and work in the one that I am in.	3.85	1.00

Item	Category	Mean	S/D
2.	Female graduate students are not as committed as male graduate students to my field.	4.50	.65

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