

Final Report

June 11, 2008

North Carolina State University Department of Adult and Higher Education

Spring 2008 Alumni Survey

Nancy Whelchel, Ph.D.

Assistant Director for Survey Research

University Planning and Analysis

North Carolina State University

Nancy_wchelchel@ncsu.edu

Introduction

During the spring of 2008, the Department of Adult and Higher Education (AHE) at NC State University conducted surveys of both current students and alumni. The surveys asked respondents to provide a candid assessment of the department, its academic programs, and the impact of the department on the careers of the students. This effort was designed to use in comparisons with results from previous surveys, and to facilitate an in-depth self-assessment as the department undergoes its periodic graduate program review.

This report provides detailed results from the AHE Alumni Survey. Tables of results are presented for all questions, with responses broken down by degree level within each separate program (Adult Education, Higher Education Administration, and Training and Development). Verbatim responses from open-end questions are included in the Appendices.

Survey Methodology and Response Rates

Survey Population

The Alumni Survey population consisted of the 200 students who graduated from the AHE department from May 2004 through December 2007. A mail and/or email address was found for 178 of these alumni through either the Alumni Association or AHE department records.¹ An additional six alumni were later dropped from the survey population because mail to their address was returned as 'undeliverable,' and their email address was either unknown or undeliverable. Thus, the final survey population consists of the 172 alumni who are assumed to have been contacted about the survey either by US mail or email.²

Survey Announcements

On March 14, 2008 all alumni in the population with a known mailing address were mailed a letter, on AHE letterhead signed by the head of the department, explaining the purpose of the survey, and inviting them to participate in it. The letter included the URL for the online survey, and provided the recipient with his/her unique ID to log in to it. All alumni with a valid email address were emailed a similar message on March 18. Follow-up email reminders were sent to non-respondents on March 27, and again on April 3. (See Appendix A for examples of all correspondence.) The online survey closed on April 7.

Survey Administration

The survey was administered online, using *Qualtrics* survey software. The online procedures assured that only those in the survey population could access the survey, and that those in the population could submit only one survey. If necessary, respondents could submit a partial survey, then return to complete it at a later time.

Survey participants were initially directed to a common URL on the NC State website. From that page they were required to enter in their unique ID (typically their NC State Unity ID). After successfully entering their ID participants were redirected to the appropriate survey (student or alumni) on the NC State account at *Qualtrics*.

Questionnaire

The AHE Alumni Survey questionnaire consisted of a total of 25 closed-end questions (several of which included multiple items), and 13 open-end questions. The online questionnaire, however, was designed so that respondents were appropriately skipped over questions that were not relevant; as such, most respondents did not need to answer all possible questions. The survey took, on average, less than 15 minutes for respondents to complete.

The closed-end questions asked for background information on the students' status in the department (e.g., why they enrolled, their admission status, major course of study, etc.), their course-taking behavior (e.g., typical number of credits enrolled for per semester, distance education courses),

¹ Seven of the 178 had no known mailing address, and 25 had no known email address.

² 42 of the 172 alumni in the final population appeared to have undeliverable email addresses (e.g., 'recipient unknown,' or 'mailbox over quota'), but had a good mail address. 9 of these 42 completed the survey.

time to degree, and frequency of interaction with AHE faculty. A number of closed-end questions were geared toward obtaining detailed information about employment experiences (e.g., employment status, job title, type of organization, professional responsibilities, and salary), both when initially entering the program and currently. The survey also included a series of closed-end questions to get at satisfaction with the AHE program, and its impact on their professional lives. The questionnaire also asked respondents to provide detailed information on their professional activities and accomplishments. Finally, alumni were asked to comment on the influence of AHE on their professional career, the greatest obstacles they faced in getting their degree, and for suggestions for improving the program. See Appendix B for a copy of the questionnaire.

Response Rates (Table 1)

The overall response rate for the Department was 46%, with 79 of the 172 eligible alumni submitting the online survey.³ Response rates by program, and by degree level within program, varied widely. HED alumni were most likely to participate in the survey, and TDZ alumni least likely. Alumni who received a Doctoral degree were much more likely than those receiving a Master's degree to have participated in the survey.

Table 1 also provides the 'margin of error' or sampling error, for the overall results for each survey. The margin of error is a statistical measure indicating the range of values that contains the true population value in (in this case) 95 out of 100 possible random samples of the population. For example, the margin of error for the entire AHE department is +/-6.0, which means when looking at the results the reader should keep in mind that the 'real' result could be 6.0 percentage points higher or lower than the figure reported in the table. Because the margin of error gets larger as the population size and/or number of respondents gets smaller, even seemingly large differences between groups in their responses might not be statistically significant.

Table 1: Response Rates; Overall and by Department and Degree Level⁴

	Population N	Respondents N	Response Rate %	Margin of Error (+/-)
AHE	172	79	46%	6.0
Adult Education	63	28	44%	10.3
Master's	24	7	29%	26.2
Doctoral	39	21	54%	9.9
Higher Education Administration	79	41	52%	7.4
Master's	53	25	47%	10.3
Doctoral	26	16	62%	9.4
Training & Development	30	10	33%	20.1

³ Because 28 of the 200 alumni in the survey population had no opportunity to be invited to participate in the survey (i.e., they had both an unknown or 'bad' mailing and email address), they are not included among 'eligible' respondents.

⁴ Respondent program and degree level reported in Table 1 are based on official student records rather than self-reported data from the survey. Five alumni incorrectly identified the program from which they graduated in their response to the question on the survey.

Analyses

The data were analyzed using SAS version 9.1.3. Frequencies were generated for each variable, while means and standard deviations were calculated for the 19 items that were measured on a four-point Likert scale. Appropriate cross-tabulations were generated to identify patterns in the responses. Comments from questions asking respondents to provide responses in their own words were not analyzed, but are listed in the Appendices, as written. The program and degree level of the respondent is included with each individual comment.

Demographic Profile

Academic Year Graduated (Table 2):

Alumni who graduated in any semester during 2004 through 2007 were eligible to participate in the survey. The more recently the alumni had graduated the higher the response rate, with the majority of respondents graduating during Academic Years 2005-2006 and 2006-2007. One-third of the respondents completed the survey within about one year after receiving their degree, while about 15% completed it four years after graduating.

Table 2: Year and Semester Graduated⁵

	Fall		Spring		Summer		Total Respondents	AY Response Rate
	Pop N	Resp N	Pop N	Resp N	Pop N	Resp N		
AY03-04	NA	NA	25	8	10	4	12	34%
AY04-05	11	6	23	7	11	6	19	42%
AY05-06	15	6	27	16	1	0	22	51%
AY06-07	13	7	26	15	6	2	24	53%
AY07-08	4	2	NA	NA.	NA	NA.	2	50%

⁵ Because of missing data on self-reported graduation date, numbers in Table 2 are based on those found in official student records.

Admission Status (Table 3):

Respondents were asked to indicate if they had been admitted as a “post-baccalaureate student” (PBS), fully admitted to the Raleigh campus, fully-admitted to the Ashville program, admitted to the online TDZ program, or admitted on a conditional basis. Overall, half of alumni from the department indicated that they had been ‘fully-admitted’ to the Raleigh campus, and one-third said they had been admitted as a PBS. Admission status, however, varies by program and degree level. In contrast to all HED and ADE Master’s alumni, ADE Doctoral alumni were more likely to have been admitted as a PBS than to have been fully admitted to the Raleigh campus. And, half of the TDZ respondents said they had been admitted to the online T&D program.

Table 3: Admission Status; Overall and by Program and Degree Level

Admission Status	Adult Education				Higher Education Administration				Training & Development		Total	
	Master’s		Doctoral		Master’s		Doctoral		Master’s			
	N	%	N	%	N	%	N	%	N	%	N	%
PBS	2	29	9	53	5	20	6	38	2	22	24	32
Conditional	0	0	0	0	3	12	0	0	0	0	3	4
Fully-admitted (Raleigh)	4	57	5	29	17	68	10	62	2	22	38	51
Fully-admitted (Ashville)	0	0	3	18	0	0	0	0	0	0	3	4
Online T&D program	1	14	0	0	0	0	0	0	5	56	6	8

Primary Reason for Enrolling in Program (Table 4):

With the exception of HED Master’s alumni, the majority of AHE alumni indicated that the primary reason they had entered the program was to “advance in my current profession.” No ADE or TDZ alumni, and only one HED Doctoral alumni, said they had entered the program to “begin my career.” In contrast, more than half of the HED Master’s alumni said they entered the program to “begin my career,” with the remainder divided between saying they did so to either “advance in my current profession” or to “transition to a different professional area.”

Table 4: Primary Reason Entered Program; Overall and by Program and Academic Level

Primary Reason Entered Program	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Begin career	0	0	0	0	14	56	1	6	0	0	15	19
Advance in current career	4	57	14	67	5	20	10	62	7	70	40	51
Transition to different professional area	2	29	3	14	5	20	2	15	3	30	15	19
Other	1	14	4	19	1	4	3	19	0	0	9	11

Typical Enrollment Status (Table 5):

AHE alumni were most likely to report having taken six credit hours during a typical semester, with the remainder more likely to be taking more rather than fewer credits hours. Master's alumni, most notably those in HED, were more likely than Doctoral alumni to report taking more than six credit hours per semester. Among Doctoral alumni, those from HED were more likely than those from ADE report taking only three credit hours during a typical semester.

Table 5: Typical Credit Hours per Semester; Overall and by Program and Degree Level

Typical Number of Credits Enrolled per Semester	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Three	2	29	3	14	1	4	7	44	2	20	15	19
Six	3	43	17	81	4	16	5	31	7	70	36	45
Nine	1	14	1	5	19	76	3	19	1	10	25	32
Twelve	1	14	0	0	0	0	1	6	0	0	2	3
More than 12	0	0	0	0	1	4	0	0	0	0	1	1

Time to Degree (Table 6)

The large majority of AHE Master's alumni, regardless of program, finished their coursework in three years or less, and any final degree requirements in one year or less. The majority of ADE and HED Doctoral alumni reported that it took them four or more years to complete their coursework, and 2 or more years to complete their final degree requirements. Overall, one-in-ten alumni said it took them more than 6 years to complete their coursework, with a similar number saying it took them more than three years to complete their final degree requirements.

Table 6: Time to Degree; Overall and by Program and Degree Level

	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Time to complete coursework												
3 years or less	6	86	3	14	23	92	5	31	9	90	46	58
4 years	0	0	9	43	0	0	2	12	0	0	11	14
5 years or more	1	14	9	43	2	8	9	56	1	10	22	27
Time to complete degree requirements												
1 year or less	7	100	5	24	24	100	2	12	8	89	46	60
2 years	0	0	6	29	0	0	9	56	0	0	15	19
3 years or more	0	0	10	48	0	0	5	31	1	11	16	21

Distance Education (Table 7):

Survey respondents were asked whether they had ever taken an AHE online course, a video course, or a course through some other distance education format (e.g., teleconference). (The list of 'other' types of DE course taken is found in Appendix C.) Overall, half of the AHE alumni reported having taken an online course, and about one-in-five each a video course or some "other" type of distance education course. Virtually all TDZ alumni said they had taken an online course, but none reported taking any other kind of distance education course. The large majority of ADE Master's alumni also reported taking an online course, while about half said they had taken a video course. Although a sizeable number of HED alumni reported having taken distance education courses, they were less likely than those in either ADE or TDZ to have done so.

Table 7: Distance Education; Overall and by Program and Degree Level

DE Courses	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Online	6	86	9	43	9	36	5	31	10	100	39	48
Video	3	43	7	33	2	8	2	12	0	0	14	17
Other	0	0	8	38	4	16	4	25	0	0	16	20

Student Financial Support Positions (Table 8):

Three-fourths of the alumni from the HED Master's program reported having a graduate assistantship position while enrolled, as did about half of the ADE Master's alumni. Very few alumni from any of the Doctoral programs reported having any sort of student financial support position. And, while very few alumni said they had worked at an on-campus job while enrolled in the program, virtually none of the respondents said they had had a fellowship. (The location of campus jobs is listed in Appendix D.)

Table 8: Student Financial Support Positions; Overall and by Program and Academic Level

Position	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Graduate Assistantship	3	43	1	5	19	76	4	25	1	10	28	35
Fellowship	0	0	0	0	0	0	0	0	0	0	0	0
Campus job	1	14	1	4	1	4	1	6	1	10	4	5

Employment Experience

Respondents were asked a series of questions about their employment when they first entered the program, and the same series of questions about their current employment. Specifically, they were asked whether they work(ed) full- or part-time, the type of organization in which they work(ed), their job title, their professional responsibilities, and their salary.

Adult Education (Tables 9 and 10):

Overall, ADE alumni reported no change in their employment status from the time they entered the program to now (i.e, at the time they responded to the survey). Three-fourths of ADE Master's alumni said they were employed full-time at both points in time, as did almost all of Doctoral alumni.

When they first entered the program, ADE Master's alumni were slightly more likely to be working in business/industry than in other types of organizations. However, currently this group of alumni is slightly more likely to be working at a university or 4 year college than in another type of organization. Doctoral alumni, on the other hand, were most likely to be working at a university or 4 year college both when they entered the program and currently, with a sizable number working at a community college at both points in time. Regardless of the type of organization for which they work, alumni from the Master's program are more likely than those from the Doctoral program to say they are working for a different organization now than they were when they first started the program. Master's alumni were also slightly more likely to say they have a different job title now. For a complete list of initial and current job titles see Appendix E.

ADE Master's alumni reported having a number of different types of professional responsibilities, but were most likely to be responsible for instruction/training, both when they first enrolled in the program and currently. Similarly, when first enrolling in the program ADE Doctoral students were also most likely to have responsibility for instruction/training, but the number of alumni currently having such responsibility declined a bit. Compared to alumni from the Master's program, those from the Doctoral program were more likely to see their responsibilities include administration and program coordination, both when they began the program and currently. A sizeable number of both Master's and Doctoral alumni say they have different responsibilities now than they had when they first entered the program.

Alumni from the ADE Doctoral program reported higher salaries than did those from the Master's program, both for the positions they held when they first entered the program and with respect to their current job. Half of the Doctoral alumni say they currently have an annual salary of \$80,000 or more per year. However, compared to when they first entered the program, overall salaries notably increased for both Master's and Doctoral ADE alumni. When they first entered the program, for example, over half of the Master's alumni were earning \$30,000 or less, compared to more than half earning over \$40,000 in their current positions.

Table 9: Employment Profile; ADE by Degree Level

ADE: Employment When Entered Program & Current	Masters				Doctoral			
	When Entered		Current		When Entered		Current	
	N	%	N	%	N	%	N	%
Employment Status								
Full-time (40 hrs +)	5	71	5	71	20	95	20	95
Part-time (20-39 hrs)	2	29	2	29	0	0	0	0
Part-time (< 20 hrs)	0	0	0	0	0	0	0	0
Not employed	0	0	0	0	1	5	1	5
Organization								
Community College / 2 yr	1	14	1	14	6	30	5	25
University / 4 yr	2	29	3	43	8	40	11	55
Nonprofit	0	0	0	0	0	0	0	0
Healthcare	0	0	0	0	0	0	1	5
Extension Service	0	0	0	0	0	0	0	0
Business / Industry	3	43	2	29	2	10	2	10
Government	0	0	0	0	1	5	1	5
Self-Employed	1	14	1	14	0	0	0	0
Other	0	0	0	0	3	15	0	0
Professional Responsibilities*								
Administration	3	43	4	57	13	65	12	60
Instruction / Training	4	57	5	71	15	75	11	55
Program design	2	29	2	29	7	35	10	50
Program coordinator	1	14	1	14	10	50	7	35
Consultation	2	29	2	29	6	30	6	30
Other	2	29	2	29	2	10	4	20
Annual Before-Tax Income								
\$20,000 or less	1	14	1	14	0	0	0	0
\$20,001-\$30,000	3	43	0	0	1	5	0	0
\$30,001-\$40,000	0	0	1	14	1	5	0	0
\$40,001-\$50,000	1	14	3	43	6	30	1	5
\$50,001-\$65,000	0	0	0	0	4	20	6	30
\$65,001-\$80,000	2	29	1	14	5	25	3	15
\$80,001 or more	0	0	1	14	3	15	10	50

* Respondent could indicate more than one type of responsibility

Table 10: Change in Employment Since First Entered Program; ADE by Degree Level

Total # and % of students whose current employment experience is different now than it was when they first entered program	Adult Education			
	Master's		Doctoral	
	N	%	N	%
In a <u>different organization</u> now than when first entered program	6	86	6	32
Has a <u>different job title</u> now than when first entered program	5	71	11	58
Have <u>different responsibilities</u> now than when entered program	5	71	13	68

Higher Education Administration (Tables 11 and 12):

When they first entered the program, HED Master's alumni were evenly divided between being employed full-time, part-time (20 to 39 hours), and not being employed. Currently, all but one HED Master's alumni respondent reported being employed full-time. In comparison, all but one Doctoral alumni reported being employed full-time when they first entered the program, and all reported being currently employed full-time.

Three-fourths of those graduating from the Master's program in HED said they work in a different organization than when they first enrolled in the program. Doctoral alumni were less likely to have changed organizations, with about one-fourth saying they are now in a different organization. Regardless of any changes in the types of organizations for which they work, the majority of HED alumni report working at a University or 4 year college, both when they entered the program and currently. HED Doctoral alumni, however, were slightly more likely than those in the Master's program to say they are employed at a community college.

Virtually all HED Master's alumni responded that they have a different job title now than when they first enrolled in the program, as did about three-fourths of the Doctoral alumni. For a complete list of initial and current job titles see Appendix E.

The large majority of HED alumni, both Master's and Doctoral, said their current professional responsibilities are different from when they first entered the program. HED alumni reported a range of professional responsibilities, both with they first enrolled in the program and currently, but were/are most likely to be in administration. The area of responsibility experiencing the most growth for Master's alumni, however, was related to 'program coordination.' For those graduating from the Doctoral program, alumni were more likely than when they first enrolled to now have responsibility for instruction/training, program design, and consultation.

Alumni from the HED Doctoral program reported higher salaries than did those from the Master's program, both for the positions they held when they first entered the program and with respect to their current job. For example, none of the Doctoral alumni report having a current annual salary of \$40,000 or less, compared to more than half of the Master's alumni having such salaries in their current positions. However, compared to when they first entered the program, overall salaries notably increased for both Master's and Doctoral HED alumni. When they first entered the program, for example, only two Master's alumni reported earning more than \$40,000, compared to almost half earning over \$40,000 in their current positions.

Table 11: Employment Profile; HED by Degree Level

HED: Employment When Entered Program & Current	Masters				Doctoral			
	When Entered		Current		When Entered		Current	
	N	%	N	%	N	%	N	%
Employment Status								
Full-time (40 hrs +)	8	32	24	96	13	81	16	100
Part-time (20-39 hrs)	8	32	1	4	1	6	0	0
Part-time (< 20 hrs)	2	8	0	0	0	0	0	0
Not employed	7	28	0	0	2	12	0	0
Organization								
Community College / 2 yr	2	11	3	12	3	20	5	31
University / 4 yr	11	58	20	80	8	53	9	56
Nonprofit	1	5	0	0	0	0	0	0
Healthcare	0	0	0	0	0	0	0	0
Extension Service	0	0	0	0	0	0	0	0
Business / Industry	2	11	1	4	1	7	0	0
Government	0	0	0	0	1	7	1	6
Self-Employed	0	0	0	0	0	0	0	0
Other	3	16	1	4	2	13	1	6
Professional Responsibilities*								
Administration	13	68	19	76	8	57	7	44
Instruction / Training	7	37	7	28	5	36	9	56
Program design	2	11	8	32	1	7	4	25
Program coordinator	5	26	15	60	3	21	3	19
Consultation	4	22	5	20	0	0	3	19
Other	3	17	4	16	3	21	6	38
Annual Before-Tax Income								
\$20,000 or less	10	56	2	8	1	7	0	0
\$20,001-\$30,000	3	17	4	16	1	7	0	0
\$30,001-\$40,000	3	17	8	32	3	21	0	0
\$40,001-\$50,000	2	11	7	28	5	36	4	25
\$50,001-\$65,000	0	0	3	12	2	14	6	38
\$65,001-\$80,000	0	0	1	4	1	7	2	12
\$80,001 or more	0	0	0	0	1	7	4	25

* Respondent could indicate more than one type of responsibility

Table 12: Change in Employment Since First Entered Program; HED by Degree Level

Total # and % of students whose current employment experience is different now than it was when they first entered program	Higher Education Administration			
	Master's		Doctoral	
	N	%	N	%
In a <u>different organization</u> now than when first entered program	14	78	4	29
Has a <u>different job title</u> now than when first entered program	18	100	11	79
Have <u>different responsibilities</u> now than when entered program	17	94	12	86

Training and Development (Tables 13 and 14):

The employment status of TDZ alumni remained generally consistent from the time they enrolled, with 80% reporting fulltime employment both when they entered the program and currently. However, about one-fourth of the TDZ alumni said that they are currently working in a different organization than they were when they first enrolled in the program. These overall changes appear to be lateral moves, with no real growth or decline evident in any one particular type of organization. TDZ alumni are most likely to be working in 'business / industry.' The remaining employees are fairly evenly distributed in their current positions between the other types of organizations asked about.

TDZ alumni are more likely to report having a different job title now than when they first enrolled than to say they are in a different type of organization. For a complete list of initial and current job titles see Appendix E.

Half of TDZ alumni say their job responsibilities have changed since first entering the program. Alumni were most likely to report having responsibility for instruction/training, both when they entered the program and currently. Areas of responsibility that alumni are more likely to report in their current than initial jobs are related to program design and consultation.

Similar to alumni from the other programs, the current annual incomes of TDZ alumni are significantly higher than when they first enrolled in the program. However, TDZ alumni report notably higher incomes than do Master's alumni in ADE and HED, with about half earning more than \$50,000 per year in their current position.

Table 13: Employment Profile; TDZ by Degree Level

TDZ: Employment When Entered Program & Current	Masters			
	When Entered		Current	
	N	%	N	%
Employment Status				
Full-time (40 hrs +)	8	80	8	80
Part-time (20-39 hrs)	1	10	2	20
Part-time (< 20 hrs)	0	0	0	0
Not employed	1	10	0	0
Organization				
Community College / 2 yr	2	22	2	20
University / 4 yr	1	11	2	20
Nonprofit	0	0	1	10
Healthcare	0	0	1	10
Extension Service	0	0	0	0
Business / Industry	3	33	3	30
Government	2	22	0	0
Self-Employed	0	0	0	0
Other	1	11	1	10
Professional Responsibilities				
Administration	3	33	4	40
Instruction / Training	8	89	8	80
Program design	2	22	5	50
Program coordinator	3	33	2	20
Consultation	0	0	2	20
Other	0	0	2	20
Annual Before-Tax Income				
\$20,000 or less	0	0	0	0
\$20,001-\$30,000	0	0	0	0
\$30,001-\$40,000	1	12	0	0
\$40,001-\$50,000	2	25	3	33
\$50,001-\$65,000	3	38	1	11
\$65,001-\$80,000	2	25	2	22
\$80,001 or more	0	0	3	33
* Respondent could indicate more than one type of responsibility				

Table 14: Change in Employment Since First Entered Program; TDZ by Degree Level

Total # and % of students whose current employment experience is different now than it was when they first entered program	Training & Development	
	Master's	
	N	%
In a <u>different organization</u> now than when first entered program	2	22
Have a <u>different job title</u> now than when first entered program	6	67
Have <u>different responsibilities</u> now than when entered program	4	50

Professional Activities (Table 15)

In the survey alumni were queried about their professional activities and achievements. Specifically, they were asked to list their presentations, publications, awards, leadership roles in professional organizations, any workshops they had facilitated, and any programs they had developed or implemented. See Appendix F for the complete list of responses, reported separately for each program by type of activity.

Respondents were also asked whether or not they had made a presentation or co-authored an article with an NC State faculty member. Doctoral alumni from ADE were most likely to have done so, with about one-fourth of them saying they had co-authored an article with an NC State faculty member and one-fourth having made a presentation with an NC State faculty member. Doctoral alumni from HED were slightly less likely to have participated in such activities. Master's alumni in the department, regardless of the program, almost never reported working with faculty on presentations or publications.

Alumni were specifically asked about their participation in an NC State colloquium or poster session. A very small number of alumni from ADE and HED, and none from TDZ, said they had done so.

Table 15: Professional Activities; Overall and by Program and Degree Level

Professional Activities	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Made presentation w/ NCSU faculty at conference	1	14	5	24	0	0	3	19	0	0	9	11
Co-authored an article w/ an NCSU faculty member	1	14	6	29	1	4	1	6	0	0	9	11
Presented at NCSU colloquium or poster session	1	14	2	10	2	8	3	19	0	0	8	10

Interaction with Faculty (Table 16)

Survey participants were asked how frequently they had contact with their primary advisor and with their advisory committee members while they were working on their final requirements for their degree. The vast majority of AHE alumni reported meeting with their primary advisor at least once per semester, with about half saying they did so at least once a month.

Most alumni receiving a Master's degree earned an M.Ed., and therefore did not have an advisory committee. However, in looking just at the alumni who received their doctorate, we find that these respondents were less likely to report interacting with their advisory committee members on a regular basis than to meet with their primary advisor.

Alumni were also asked if they had ever asked an AHE faculty member for a letter of recommendation. Overall about one-third of the survey participants indicated they had done so. Alumni graduating with their Master's degree were slightly more likely than those graduating with a doctorate to have asked for a letter of recommendation.

Finally, alumni were asked how often they had been in contact with their chair since graduating from the department. Those graduating with a Doctoral degree were much more likely than those graduating with a Master's degree to have had a least some post-graduation contact with their advisor, with a majority having done so 2 or more times since graduation.

Table 16: Interaction with Faculty; Overall and by Program and Degree Level

Interaction with Faculty	Adult Education				Higher Education Administration				Training & Development		Total	
	Master's		Doctoral		Master's		Doctoral		Master's			
	N	%	N	%	N	%	N	%	N	%	N	%
Frequency of Contact with Advisor during final requirements												
Never	0	0	0	0	2	10	0	0	0	0	2	3
< Once a semester	1	14	0	0	1	5	0	0	1	10	3	4
1 –2 times a semester	3	43	10	48	12	60	4	25	3	30	32	43
Once a month or more	3	43	11	52	5	25	12	75	6	60	37	50
Frequency of Contact with Advisory Committee Members during final requirements												
Never	1	100	2	11	5	71	3	21	1	33	12	27
< Once a semester	0	0	6	32	1	14	4	29	0	0	11	25
1 –2 times a semester	0	0	8	42	0	0	6	43	0	0	14	32
Once a month or more	0	0	3	16	1	14	1	7	2	67	7	16
<i>(Not applicable/No answer)*</i>	6	86	2	10	18	72	2	12	7	70	33	42
Letters of Recommendation												
Asked faculty for letter of recommendation	2	29	5	24	12	48	6	38	4	40	29	37
Contact with Chair since graduating												
Never	6	86	3	14	11	44	2	12	2	20	24	30
Once	0	0	5	24	6	24	3	19	5	50	19	24
2 – 3 times	0	0	5	24	4	16	7	44	3	30	19	24
More than 3 times	1	14	8	38	4	16	4	25	0	0	17	22
*Only M.S. students have advisory committees; results reported here exclude any M.Ed. alumni self-reported contact with committee members.												

AHE Department Ratings (Tables 17, 18, and 19)

Survey respondents were asked to indicate the extent to which they agreed or disagreed with 15 statements designed to assess the experience of AHE students. (TDZ students were asked an additional four statements about their specific experiences and expectations for the department and their program in particular.) These items were measured on a four-point Likert scale (4 = 'strongly agree,' 3 = 'agree,' 2 = 'disagree,' and 1 = 'strongly disagree'). Tables 17, 18, and 19 present the means and standard deviations of students' ratings, separately for each program, by degree level. "Don't Know" responses are excluded from the analyses.

Overall, ratings for all items were very positive, regardless of program or degree level. With few exceptions each of the items had a rating of at least 3.0, meaning that a majority of respondents "agree" or "strongly agree" that the department is achieving the desired outcome. The items consistently rated among the highest for all groups were *"The degree I am receiving from the AHE program has been a valuable addition for my professional life,"* and *"I experienced good working relationships with other students in the AHE program."* There were no items that received an average rating of less than 3.0 for all groups (program by degree level).

In looking at overall differences in ratings between Master's programs, with a few notable exceptions TDZ Master's students gave consistently higher ratings than did Master's students in HED, and HED students gave higher ratings than did those in ADE. The TDZ ratings were especially high relative to the other programs for *"I use the research skills that I have gained in the AHE program in my current job,"* *"The courses I took in the AHE program were sufficiently rigorous,"* *"The AHE program helped me to attain knowledge and skills directly applicable to my career,"* and *"I would recommend the AHE program at NC State to others."*

In general, ADE Doctoral alumni gave slightly higher average ratings than HED Doctoral alumni to the various items. Differences were especially large for *"I would recommend the AHE program at NC State to others,"* and *"I am satisfied with my overall educational experience in AHE."*

Differences in average ratings between Doctoral and Master's alumni varied by program. In ADE, Doctoral alumni gave consistently higher ratings than Master's alumni. Differences were especially notable for *"I use the research skills that I gained in the AHE program in my current job,"* and *"The degree I received from the AHE program has been a valuable addition for my professional life."* Among HED alumni, with few exceptions Master's alumni gave higher ratings than Doctoral alumni. Similar to ADE Doctoral alumni, HED Doctoral alumni gave higher average rating than Master's alumni to *"I use the research skills that I gained in the AHE program in my current job,"* and *"The degree I received from the AHE program has been a valuable addition for my professional life."* However, HED Master's alumni gave notably higher average ratings than Doctoral alumni to *"Earning my AHE degree helped me qualify for promotion or a desired job change,"* *"If I had to do it over I would enroll in the AHE program at NC State,"* and *"I would recommend the AHE program at NC State to others."*

Table 17: Department Ratings; ADE by Degree Level

ADE Ratings <i>(4='strongly agree,' 3='agree,' 2='disagree,' 1='strongly disagree')</i>	Master's			Doctoral		
	N	Mean	StDev	N	Mean	StDev
AHE faculty were easily accessible to me during my graduate program	7	3.0	1.00	21	2.9	0.94
My permanent advisor/chair was easily accessible to me during my graduate program	7	2.4	1.27	21	3.7	0.73
My permanent advisor/chair provided helpful guidance throughout my studies	7	2.8	1.07	21	3.5	0.87
I experienced good working relationships with other students in the AHE program	7	3.4	0.53	21	3.5	0.68
The AHE program prepared me for leadership in my field	7	3.1	0.69	18	3.3	0.48
I use the research skills that I have gained in the AHE program in my current job	6	2.8	0.75	19	3.4	0.60
The AHE program helped me attain knowledge and skills directly applicable to my career	7	3.1	0.69	20	3.3	0.55
The degree I received from the AHE program has been a valuable addition for my professional life	7	3.1	0.69	20	3.6	0.51
Earning my AHE degree helped me qualify for promotion or a desired job change	7	3.3	0.49	18	3.2	0.94
I found the AHE program to be intellectually stimulating	7	3.1	0.69	21	3.4	0.59
The courses I took in the AHE program were sufficiently rigorous	7	3.1	0.69	21	3.3	0.78
The AHE program helped me to experience personal growth	7	3.3	0.76	21	3.4	0.60
If I had to do it over again, I would enroll in the AHE program at NC State	7	3.1	1.07	17	3.1	0.90
I would recommend the AHE program at NC State to others	7	3.1	1.07	20	3.5	0.60
I am satisfied with my overall educational experience in AHE	7	3.1	1.07	20	3.5	0.61

Table 18: Department Ratings; HED by Degree Level

HED Ratings <i>(4='strongly agree,' 3='agree,' 2='disagree,' 1='strongly disagree')</i>	Master's			Doctoral		
	N	Mean	StDev	N	Mean	StDev
AHE faculty were easily accessible to me during my graduate program	25	3.0	0.87	16	3.1	0.44
My permanent advisor/chair was easily accessible to me during my graduate program	25	3.1	10.8	16	3.4	0.89
My permanent advisor/chair provided helpful guidance throughout my studies	24	3.0	0.95	16	3.3	0.79
I experienced good working relationships with other students in the AHE program	25	3.5	0.71	15	3.3	0.49
The AHE program prepared me for leadership in my field	25	3.1	0.81	16	3.1	0.34
I use the research skills that I have gained in the AHE program in my current job	23	2.6	1.08	16	3.2	0.68
The AHE program helped me attain knowledge and skills directly applicable to my career	25	3.3	0.68	16	3.1	0.62
The degree I received from the AHE program has been a valuable addition for my professional life	25	3.5	0.71	16	3.3	0.60
Earning my AHE degree helped me qualify for promotion or a desired job change	23	3.5	0.79	14	3.1	0.92
I found the AHE program to be intellectually stimulating	25	3.3	0.68	16	3.1	0.77
The courses I took in the AHE program were sufficiently rigorous	25	3.1	0.73	16	3.2	0.66
The AHE program helped me to experience personal growth	25	3.3	0.80	16	3.3	0.48
If I had to do it over again, I would enroll in the AHE program at NC State	24	3.4	0.92	13	3.0	0.82
I would recommend the AHE program at NC State to others	24	3.3	1.04	15	2.9	0.88
I am satisfied with my overall educational experience in AHE	25	3.3	0.90	16	3.1	0.77

Table 19: Department Ratings; TDZ

TDZ Ratings	Master's		
	N	Mean	StDev
<i>(4='strongly agree,' 3='agree,' 2='disagree,' 1='strongly disagree')</i>			
AHE faculty were easily accessible to me during my graduate program	10	3.2	0.63
My permanent advisor/chair was easily accessible to me during my graduate program	10	2.9	1.29
My permanent advisor/chair provided helpful guidance throughout my studies	10	3.1	1.10
I experienced good working relationships with other students in the AHE program	10	3.9	0.31
The AHE program prepared me for leadership in my field	10	3.4	0.84
I use the research skills that I have gained in the AHE program in my current job	9	3.3	0.87
The AHE program helped me attain knowledge and skills directly applicable to my career	10	3.7	0.48
The degree I received from the AHE program has been a valuable addition for my professional life	10	3.8	0.42
Earning my AHE degree helped me qualify for promotion or a desired job change	8	3.2	1.16
I found the AHE program to be intellectually stimulating	10	3.4	0.70
The courses I took in the AHE program were sufficiently rigorous	10	3.6	0.52
The AHE program helped me to experience personal growth	10	3.5	0.53
If I had to do it over again, I would enroll in the AHE program at NC State	9	3.7	0.50
I would recommend the AHE program at NC State to others	9	3.8	0.44
I am satisfied with my overall educational experience in AHE	10	3.3	0.67
If I had to do it over again, I would enroll in an online program	8	3.2	1.04
The benefits of earning my Training and Development degree outweigh the costs	9	3.4	0.73
I would like to feel more connected to the Department of Adult and Higher Education	7	2.9	0.90
I would participate in an on-line student community so that I could stay in better touch and network with other AHE students	9	2.7	1.00

Trends in Department Ratings (Tables 20 and 21)

Similar surveys administered to AHE alumni in 2002 and 2004 provide some suggestive results with respect to changes in satisfaction with various departmental goals. Because of the variations in administrative procedures, survey population parameters, response rates, and the relatively small number of respondents, the following should be interpreted with caution, and seen as only suggestive.

Among graduates of the Master's program, there appears to be a slight increase in the proportion of alumni agreeing that *"I experienced good working relationships with other students in the AHE program,"* and that *"The degree I received from the AHE program has been a valuable addition to my professional life."* In contrast, there might be a slight decline in the proportion of Master's alumni agreeing with the statement *"I found the AHE program to be intellectually stimulating."*

Among Doctoral alumni, there appears to be a slight increase in the belief that *"The AHE program prepared me for leadership in my field,"* and *"I use the research skills that I have gained in the AHE program in my current job,"* and a slight decrease in the belief that *"If I had to do it over again, I would enroll in the AHE program at NC State."*

Table 20: Department Ratings: Survey Trends (Master's Alumni)

MASTERS (4='strongly agree,' 3='agree,' 2='disagree,' 1='strongly disagree')	2002 (N=39)		2004 (N=14)		2008 (N=42)	
	Mean	StDev	Mean	StDev	Mean	StDev
AHE faculty were easily accessible to me during my graduate program	3.2	0.59	3.1	0.83	3.0	0.82
I experienced good working relationships with other students in the AHE program	3.4	0.50	3.5	0.52	3.6	0.63
The AHE program prepared me for leadership in my field	3.0	0.69	3.0	0.78	3.2	0.79
I use the research skills that I have gained in the AHE program in my current job	2.9	0.79	3.2	0.70	2.8	1.02
The AHE program helped me attain knowledge and skills directly applicable to my career	3.4	0.71	3.1	1.10	3.6	0.66
The degree I received from the AHE program has been a valuable addition for my professional life	3.3	0.75	3.4	0.65	3.5	0.67
Earning my AHE degree helped me qualify for promotion or a desired job change	3.2	0.82	1.9	1.44	3.4	0.83
I found the AHE program to be intellectually stimulating	3.5	0.80	3.0	1.04	3.3	0.67
The AHE program helped me to experience personal growth	3.5	0.73	3.2	0.58	3.6	0.73
If I had to do it over again, I would enroll in the AHE program at NC State	3.3	0.77	2.8	1.37	3.4	0.87
I would recommend the AHE program at NC State to others	3.3	0.71	2.6	1.5	3.4	0.95
I am satisfied with my overall educational experience in AHE	3.3	0.84	3.3	0.73	3.3	0.86

Table 20: Department Ratings: Survey Trends (Doctoral Alumni)

<i>DOCTORAL</i>	2002 (N=86)		2004 (N=27)		2008 (N=37)	
<i>(4='strongly agree,' 3='agree,' 2='disagree,' 1='strongly disagree')</i>	Mean	StDev	Mean	StDev	Mean	StDev
AHE faculty were easily accessible to me during my graduate program	3.2	0.73	2.8	1.04	3.0	0.76
I experienced good working relationships with other students in the AHE program	3.5	0.55	3.2	0.72	3.4	0.61
The AHE program prepared me for leadership in my field	3.0	0.69	2.8	0.93	3.2	0.43
I use the research skills that I have gained in the AHE program in my current job	3.0	0.78	2.8	1.12	3.3	0.63
The AHE program helped me attain knowledge and skills directly applicable to my career	3.3	0.67	3.1	0.85	3.2	0.58
The degree I received from the AHE program has been a valuable addition for my professional life	3.4	0.7	3.0	1.06	3.4	0.56
Earning my AHE degree helped me qualify for promotion or a desired job change	3.0	0.85	2.6	1.33	3.2	0.92
I found the AHE program to be intellectually stimulating	3.2	0.62	3.2	0.66	3.2	0.68
The AHE program helped me to experience personal growth	3.4	0.55	3.2	0.99	3.4	0.55
If I had to do it over again, I would enroll in the AHE program at NC State	3.2	0.82	2.5	1.28	3.0	0.85
I would recommend the AHE program at NC State to others	3.2	0.78	2.4	1.39	3.2	0.77
I am satisfied with my overall educational experience in AHE	3.2	0.70	2.81	1.00	3.3	0.71