

**SURVEY OF RECENT GRADUATES
RECIPIENTS OF GRADUATE DEGREES
FALL 2003**

This survey is administered each semester to all recipients of graduate degrees.

N = 267

Response rate = 46.1 percent

Respondent percentages compare favorably in ethnicity and gender with those of Fall 2003 recipients of graduate degrees.

Table 1

Competency entering and exiting Georgia State University	Very weak competency		2		3		4		Very strong competency		Total N
	N	%	N	%	N	%	N	%	N	%	
Ability to articulate ideas in a clear and concise manner (entering)	2	.8%	17	6.5%	107	40.8%	86	32.8%	50	19.1%	262
Ability to articulate ideas in a clear and concise manner (exiting)	2	.8%	1	.4%	11	4.2%	139	52.5%	112	42.3%	265
Organize and interpret data appropriately (entering)	7	2.7%	27	10.3%	81	31.0%	99	37.9%	47	18.0%	261
Organize and interpret data appropriately (exiting)	1	.4%			11	4.2%	123	46.4%	130	49.1%	265
Ability to locate and organize information (entering)	4	1.5%	29	11.1%	96	36.6%	94	35.9%	39	14.9%	262
Ability to locate and organize information (exiting)	2	.8%			16	6.0%	115	43.4%	132	49.8%	265
Effectively use technology (entering)	11	4.2%	18	6.9%	59	22.5%	104	39.7%	70	26.7%	262
Effectively use technology (exiting)	1	.4%	2	.8%	15	5.7%	111	42.0%	135	51.1%	264
Work effectively with others (entering)	2	.8%	10	3.8%	58	22.1%	107	40.8%	85	32.4%	262
Work effectively with others (exiting)	2	.8%	1	.4%	21	7.9%	99	37.4%	142	53.6%	265
Work effectively on your own (entering)	1	.4%	7	2.7%	36	13.8%	102	39.2%	114	43.8%	260
Work effectively on your own (exiting)	1	.4%			9	3.4%	90	34.2%	163	62.0%	263

Table 2**Paired Samples Statistics(a,b)**

		Mean	N	Std. Deviation
Pair 1	Ability to articulate ideas in a clear and concise manner (entering)	3.63	261	.892
	Ability to articulate ideas in a clear and concise manner (exiting)	4.36	261	.651
Pair 2	Organize and interpret data appropriately (entering)	3.58	260	.989
	Organize and interpret data appropriately (exiting)	4.45	260	.597
Pair 3	Ability to locate and organize information (entering)	3.51	261	.931
	Ability to locate and organize information (exiting)	4.43	261	.673
Pair 4	Effectively use technology (entering)	3.78	260	1.053
	Effectively use technology (exiting)	4.43	260	.674
Pair 5	Work effectively with others (entering)	4.00	261	.877
	Work effectively with others (exiting)	4.44	261	.718
Pair 6	Work effectively on your own (entering)	4.23	259	.817
	Work effectively on your own (exiting)	4.58	259	.601

a Range: 1=very weak competency to 5=very strong competency.

b $p < .01$ (all pairs)

Table 3

Competency entering and exiting Georgia State University	Very weak competency		2		3		4		Very strong competency		Total
	N	%	N	%	N	%	N	%	N	%	N
	Apply scientific reasoning in problem-solving (entering)	3	1.2%	25	9.7%	98	38.1%	84	32.7%	47	18.3%
Apply scientific reasoning in problem-solving (exiting)			3	1.1%	33	12.5%	135	51.3%	92	35.0%	263
Ability to integrate new information with past knowledge (entering)	2	.8%	7	2.7%	86	33.1%	114	43.8%	51	19.6%	260
Ability to integrate new information with past knowledge (exiting)	2	.8%	2	.8%	8	3.0%	131	49.6%	121	45.8%	264
Analyze problems from different points of view (entering)	2	.8%	15	5.7%	98	37.4%	102	38.9%	45	17.2%	262
Analyze problems from different points of view (exiting)			3	1.1%	11	4.2%	125	47.2%	126	47.5%	265
Develop original ideas (entering)	5	1.9%	11	4.3%	100	38.9%	94	36.6%	47	18.3%	257
Develop original ideas (exiting)			2	.8%	21	8.1%	129	49.8%	107	41.3%	259
Ability to set goals, prioritize tasks, and meet deadlines (entering)	2	.8%	15	5.7%	68	26.1%	95	36.4%	81	31.0%	261
Ability to set goals, prioritize tasks, and meet deadlines (exiting)	1	.4%	2	.8%	13	4.9%	101	38.3%	147	55.7%	264
Get along with people of other racial/ethnic backgrounds (entering)	2	.8%	6	2.3%	30	11.5%	87	33.2%	137	52.3%	262
Get along with people of other racial/ethnic backgrounds (exiting)	2	.8%	1	.4%	7	2.6%	69	26.0%	186	70.2%	265
Understanding of values and ethical standards (entering)			1	.4%	43	16.4%	99	37.8%	119	45.4%	262
Understanding of values and ethical standards (exiting)	1	.4%	2	.8%	6	2.3%	80	30.2%	176	66.4%	265

Table 4**Paired Samples Statistics(a,b)**

		Mean	N	Std. Deviation
Pair 1	Apply scientific reasoning in problem-solving (entering)	3.57	255	.936
	Apply scientific reasoning in problem-solving (exiting)	4.20	255	.695
Pair 2	Ability to integrate new information with past knowledge (entering)	3.78	258	.813
	Ability to integrate new information with past knowledge (exiting)	4.40	258	.665
Pair 3	Analyze problems from different points of view (entering)	3.66	261	.853
	Analyze problems from different points of view (exiting)	4.42	261	.625
Pair 4	Develop original ideas (entering)	3.65	255	.896
	Develop original ideas (exiting)	4.32	255	.651
Pair 5	Ability to set goals, prioritize tasks, and meet deadlines (entering)	3.91	259	.934
	Ability to set goals, prioritize tasks, and meet deadlines (exiting)	4.49	259	.667
Pair 6	Get along with people of other racial/ethnic backgrounds (entering)	4.34	261	.828
	Get along with people of other racial/ethnic backgrounds (exiting)	4.66	261	.622
Pair 7	Understanding of values and ethical standards (entering)	4.28	261	.746
	Understanding of values and ethical standards (exiting)	4.63	261	.604

a Range: 1=very weak competency to 5=very strong competency.

b $p < .01$ (all pairs)

Table 5

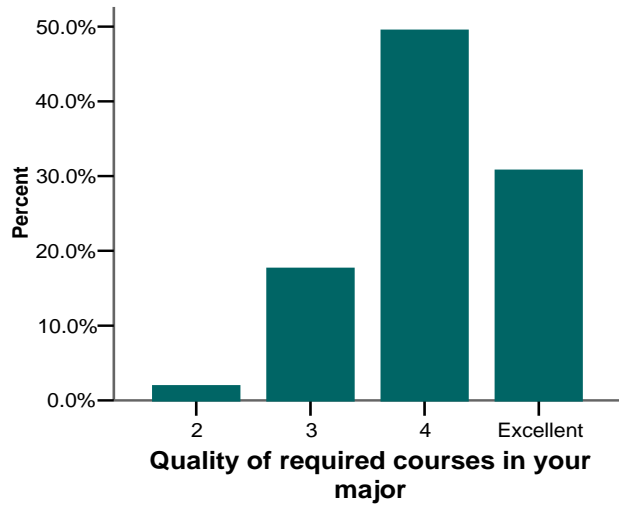
	Poor		2		3		4		Excellent		Not applicable		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
Quality of required courses in your major			5	1.9%	47	17.6%	132	49.4%	82	30.7%	1	.4%	267
Quality of required courses outside of your major	3	1.1%	9	3.4%	55	20.6%	102	38.2%	42	15.7%	56	21.0%	267
Quality of elected courses			11	4.1%	60	22.6%	111	41.7%	64	24.1%	20	7.5%	266
Availability of courses	6	2.3%	34	12.8%	65	24.4%	104	39.1%	56	21.1%	1	.4%	266
Quality of instruction in your major program	1	.4%	7	2.6%	47	17.7%	109	41.1%	99	37.4%	2	.8%	265
Interaction with faculty in your major program	6	2.2%	14	5.2%	60	22.5%	86	32.2%	97	36.3%	4	1.5%	267
Scholarly competency of faculty in your major program	1	.4%	6	2.2%	35	13.1%	89	33.3%	133	49.8%	3	1.1%	267
Academic support services	10	3.8%	18	6.8%	49	18.6%	53	20.1%	26	9.8%	108	40.9%	264

Table 6**Descriptive Statistics(a)**

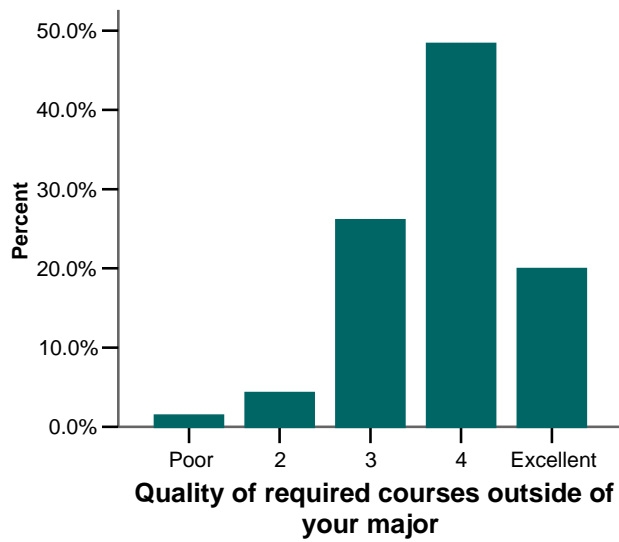
	N	Mean	Std. Deviation
Quality of required courses in your major	266	4.09	.744
Quality of required courses outside of your major	211	3.81	.852
Quality of elected courses	246	3.93	.825
Availability of courses	265	3.64	1.024
Quality of instruction in your major program	263	4.13	.825
Interaction with faculty in your major program	263	3.97	1.009
Scholarly competency of faculty in your major program	264	4.31	.815
Academic support services	156	3.43	1.096

a Range: 1=poor to 5=excellent. Not applicable excluded from analysis.

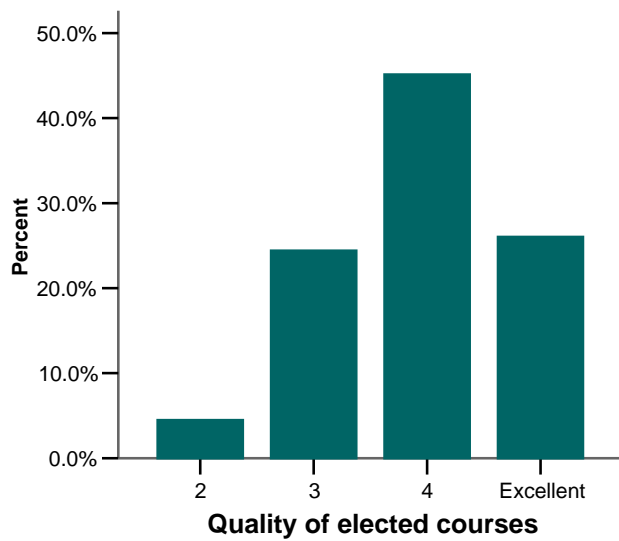
Graph 1



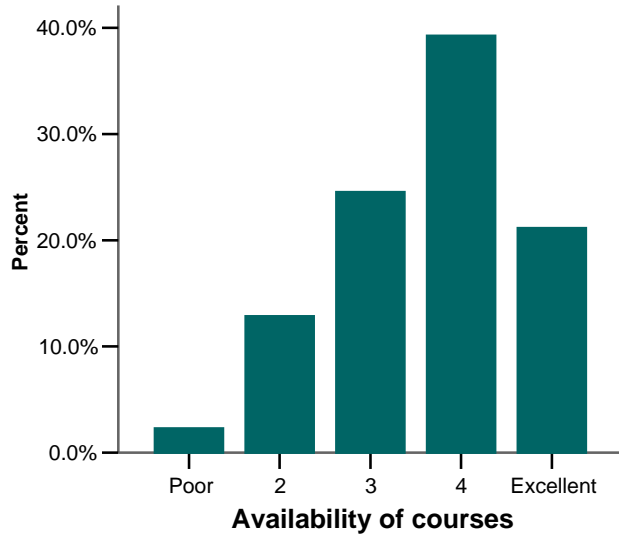
Graph 2



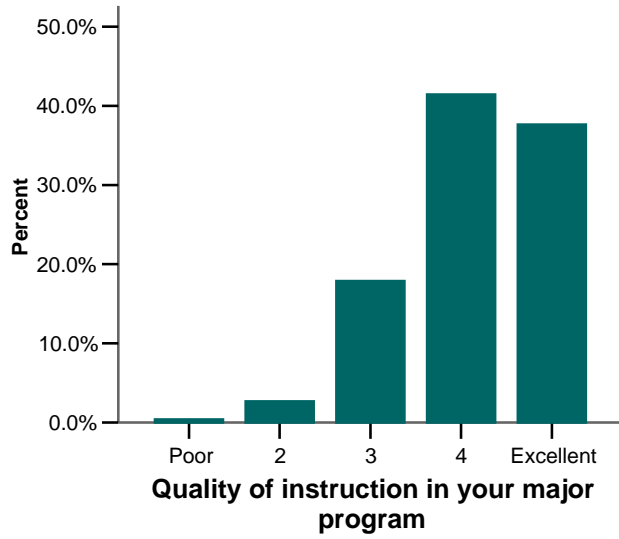
Graph 3



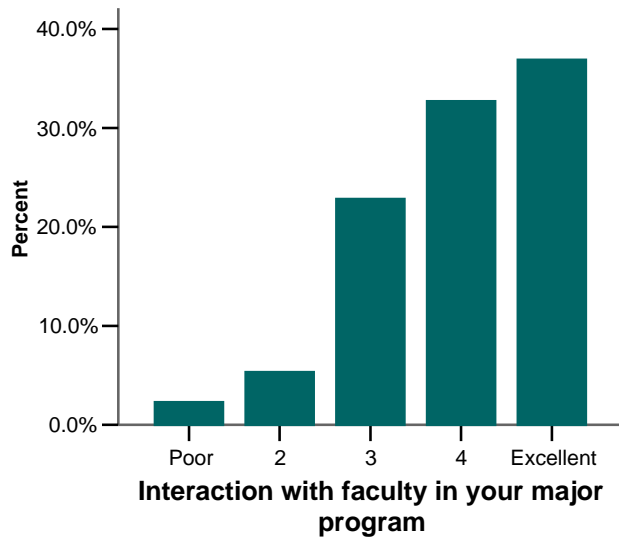
Graph 4



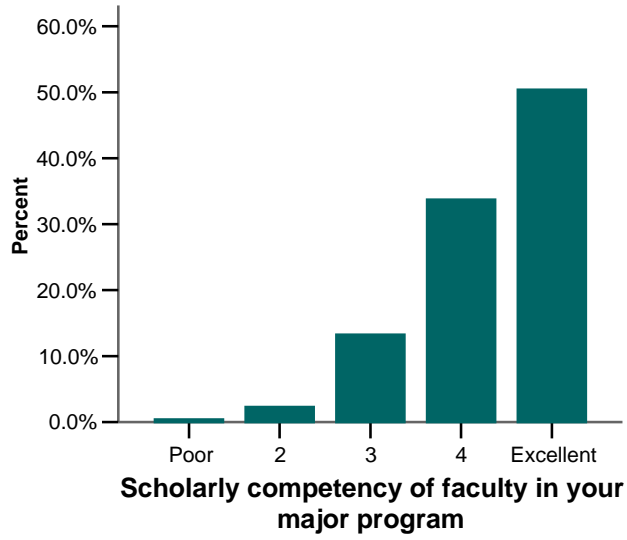
Graph 5



Graph 6



Graph 7



Graph 8

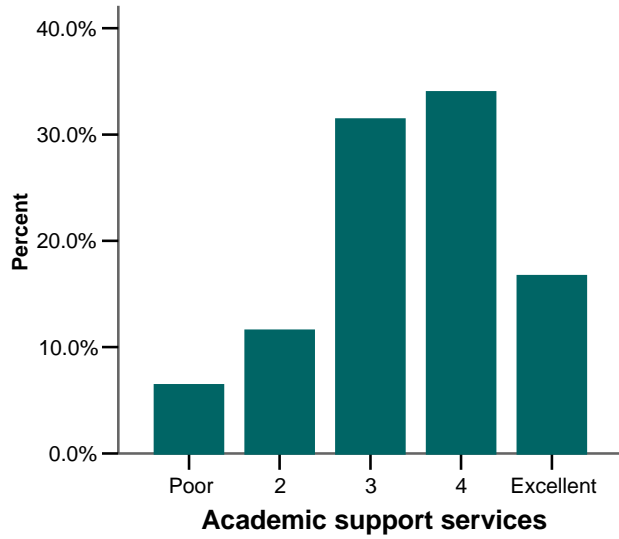
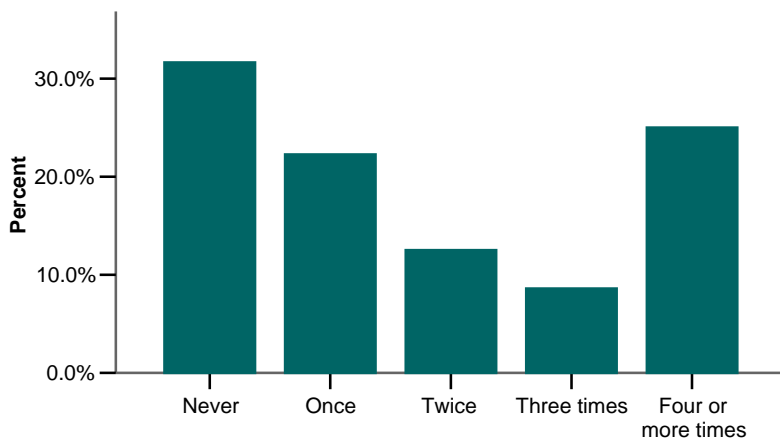


Table 7

		While a student at GSU, how many times per year did you meet with an advisor in your major department?
Never	N	81
	%	31.6%
Once	N	57
	%	22.3%
Twice	N	32
	%	12.5%
Three times	N	22
	%	8.6%
Four or more times	N	64
	%	25.0%
Total	N	256

Graph 9



While a student at GSU, how many times per year did you meet with an advisor in your major department?

Table 8

	Strongly disagree		2		3		4		Strongly agree		Total N
	N	%	N	%	N	%	N	%	N	%	
My major advisor provided me with accurate information regarding my degree program.	35	13.6%	20	7.8%	54	21.0%	60	23.3%	88	34.2%	257
Faculty members were genuinely interested in my academic success.	5	1.9%	20	7.6%	53	20.2%	94	35.7%	91	34.6%	263
My academic program has prepared me for advanced study.	4	1.5%	9	3.4%	39	14.8%	109	41.3%	103	39.0%	264
My academic program provided good preparation for my career.	4	1.5%	11	4.2%	46	17.4%	90	34.0%	114	43.0%	265
For the courses I took, the instructors stressed high quality work from students.	3	1.1%	9	3.4%	43	16.2%	105	39.6%	105	39.6%	265
I would recommend GSU to a close friend or relative.	11	4.1%	13	4.9%	33	12.4%	85	32.0%	124	46.6%	266

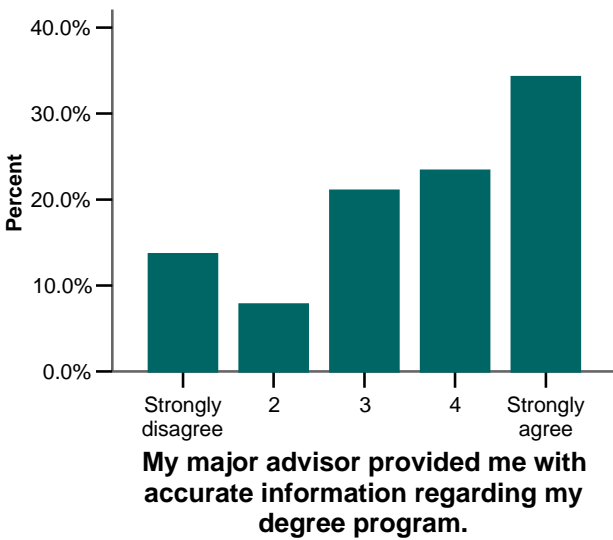
Table 9

Descriptive Statistics(a)

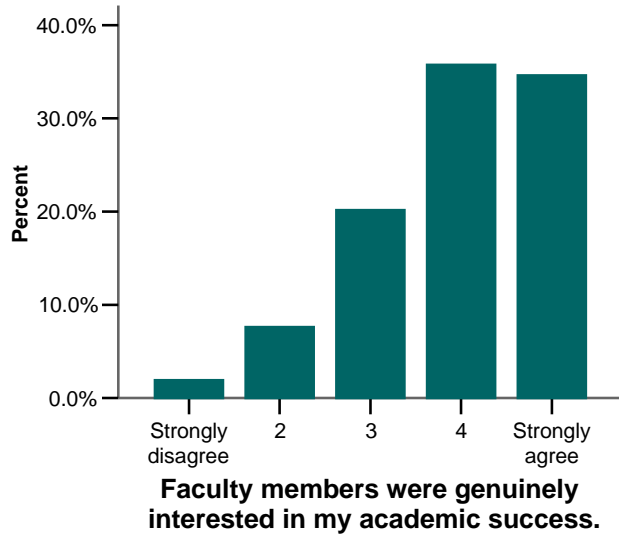
	N	Mean	Std. Deviation
While a student at GSU, how many times per year did you meet with an advisor in your major department?	256	2.73	1.585
My major advisor provided me with accurate information regarding my degree program.	257	3.57	1.382
Faculty members were genuinely interested in my academic success.	263	3.94	1.011
My academic program has prepared me for advanced study.	264	4.13	.893
My academic program provided good preparation for my career.	265	4.13	.945
For the courses I took, the instructors stressed high quality work from students.	265	4.13	.884
I would recommend GSU to a close friend or relative.	266	4.12	1.071

a Range: 1=strongly disagree to 5=strongly agree. Missing data excluded from analysis.

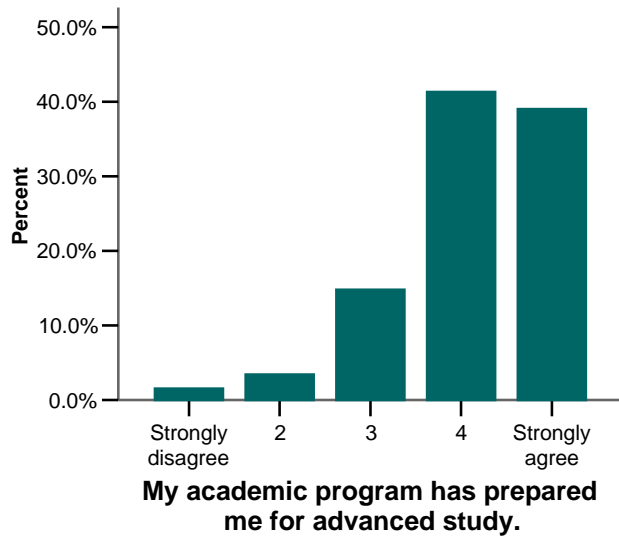
Graph 10



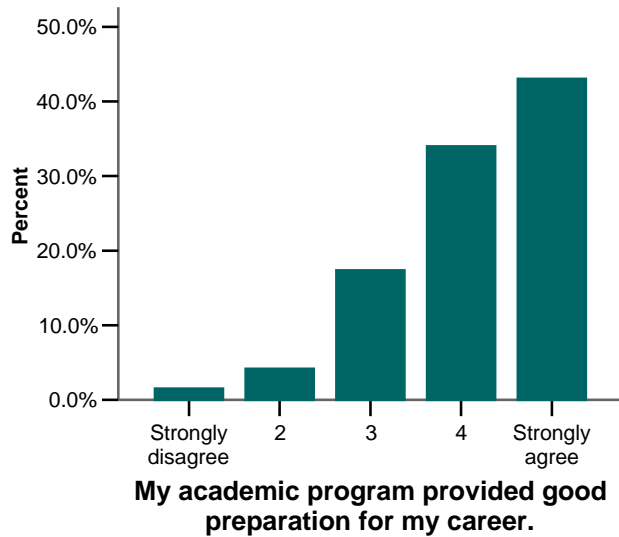
Graph 11



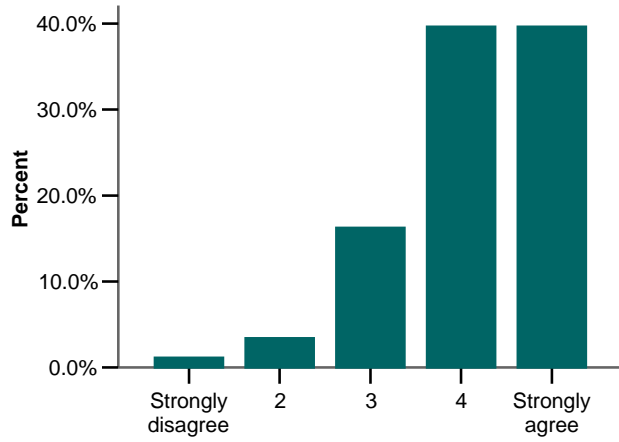
Graph 12



Graph 13

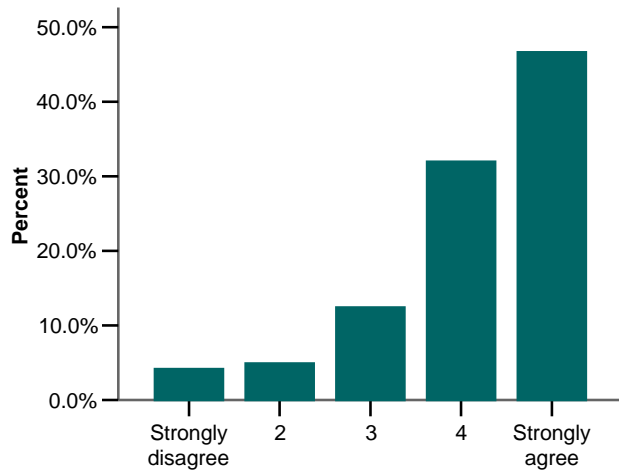


Graph 14



For the courses I took, the instructors stressed high quality work from students.

Graph 15



I would recommend GSU to a close friend or relative.

Table 10

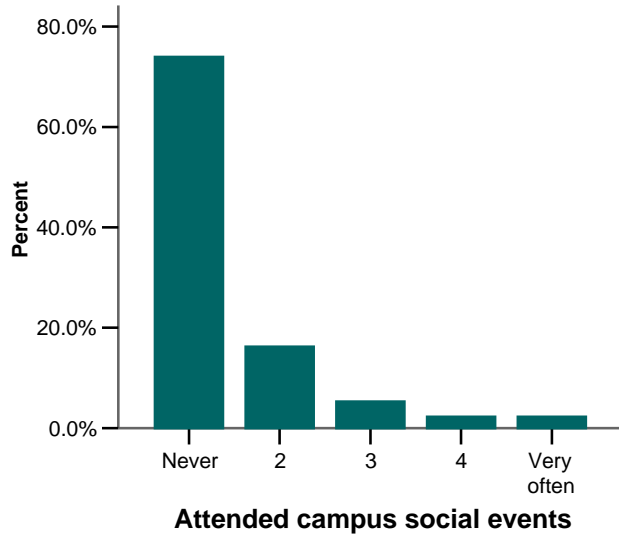
	Never		2		3		4		Very often		Total N
	N	%	N	%	N	%	N	%	N	%	
Attended campus social events	196	74.0%	43	16.2%	14	5.3%	6	2.3%	6	2.3%	265
Attended campus meetings focused on personal interests	186	70.2%	43	16.2%	20	7.5%	12	4.5%	4	1.5%	265
Attended campus meetings focused on professional interests	119	44.9%	58	21.9%	51	19.2%	26	9.8%	11	4.2%	265
Attended athletic events at GSU	229	86.4%	25	9.4%	7	2.6%			4	1.5%	265
Worked with faculty members on activities other than coursework	156	58.9%	34	12.8%	31	11.7%	24	9.1%	20	7.5%	265
Performed volunteer work	194	73.2%	33	12.5%	16	6.0%	14	5.3%	8	3.0%	265
Utilized the Student Recreation Center facilities	149	56.2%	40	15.1%	27	10.2%	25	9.4%	24	9.1%	265

Table 11**Descriptive Statistics(a)**

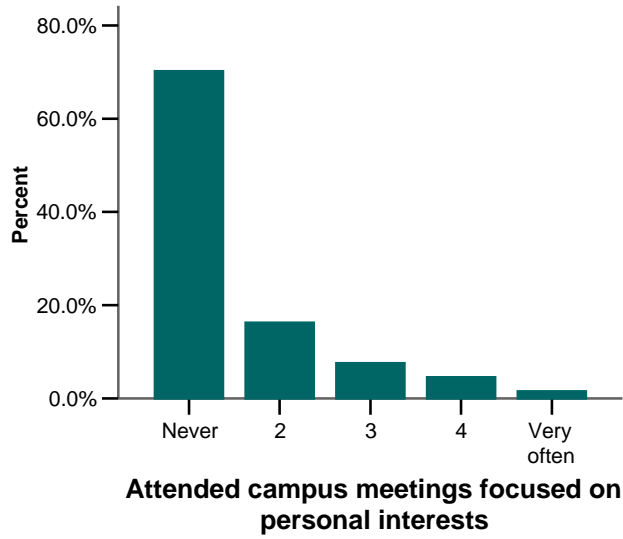
	N	Mean	Std. Deviation
Attended campus social events	265	1.43	.872
Attended campus meetings focused on personal interests	265	1.51	.926
Attended campus meetings focused on professional interests	265	2.06	1.187
Attended athletic events at GSU	265	1.21	.632
Worked with faculty members on activities other than coursework	265	1.94	1.323
Performed volunteer work	265	1.52	1.026
Utilized the Student Recreation Center facilities	265	2.00	1.365

a Range: 1=never to 5=very often. Missing data excluded from analysis.

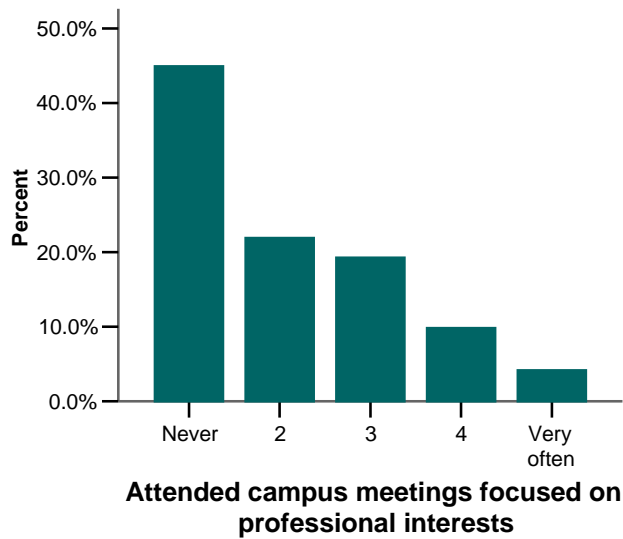
Graph 16



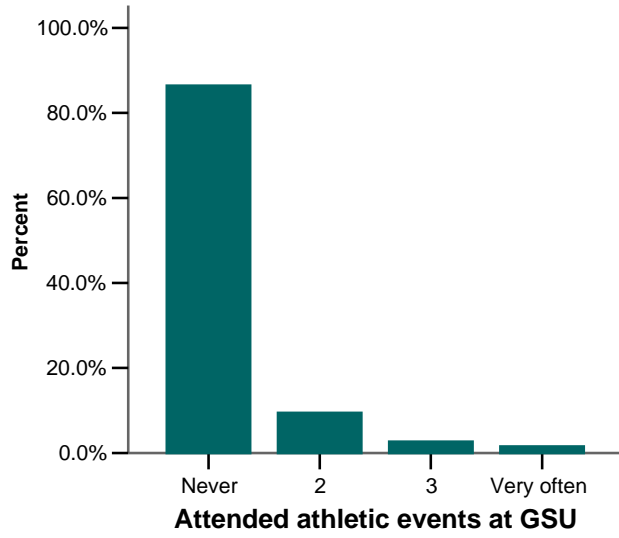
Graph 17



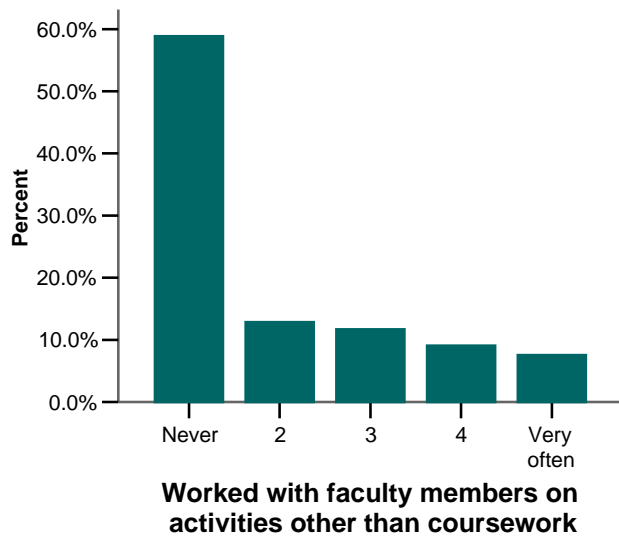
Graph 18



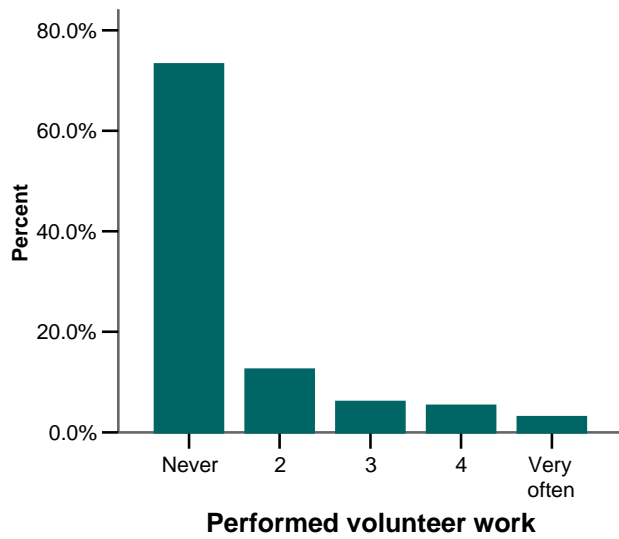
Graph 19



Graph 20



Graph 21



Graph 22

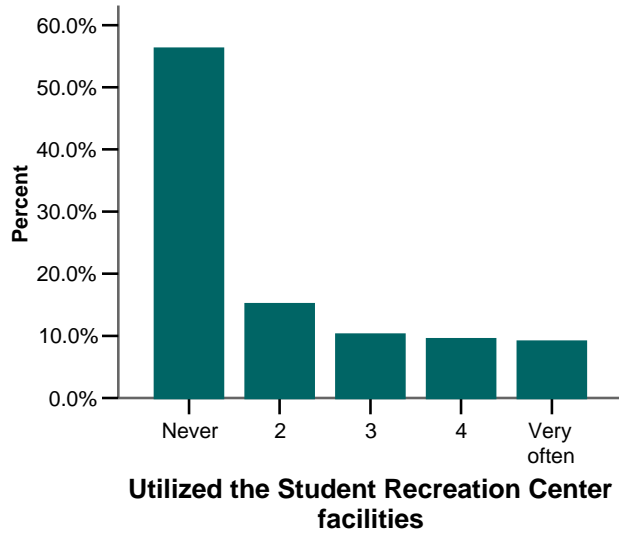


Table 12

	Day		Night		Total
	N	%	N	%	N
While enrolled at GSU, did you attend primarily day or night classes?	39	14.9%	223	85.1%	262

Graph 23

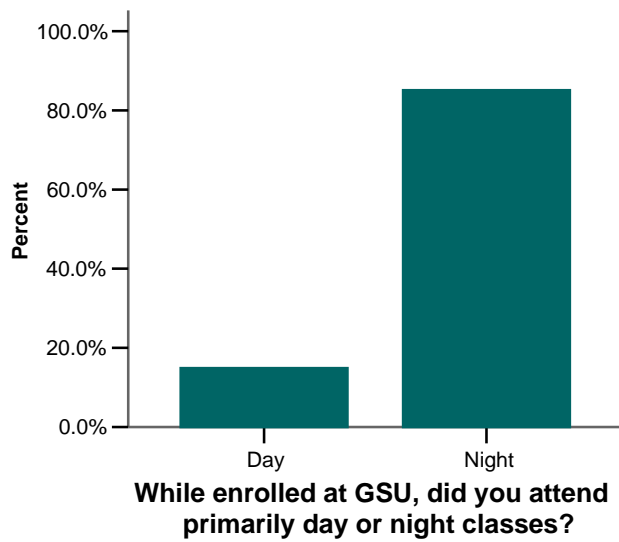


Table 13

	Full-time		Part-time		Total
	N	%	N	%	N
Did you consider yourself primarily a full-time or part-time student?	129	49.0%	134	51.0%	263

Graph 24

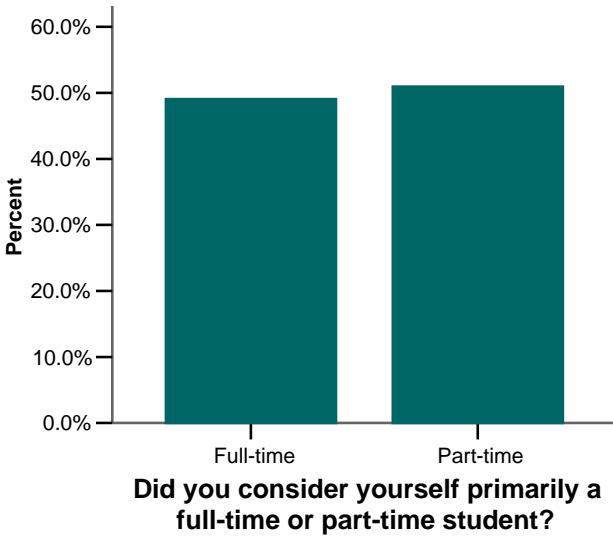


Table 14

		Employment
Employed full-time	N	197
	%	74.9%
Employed part-time	N	23
	%	8.7%
Unemployed and looking for work	N	37
	%	14.1%
Unemployed and not looking for work	N	6
	%	2.3%
Total	N	263

Graph 25

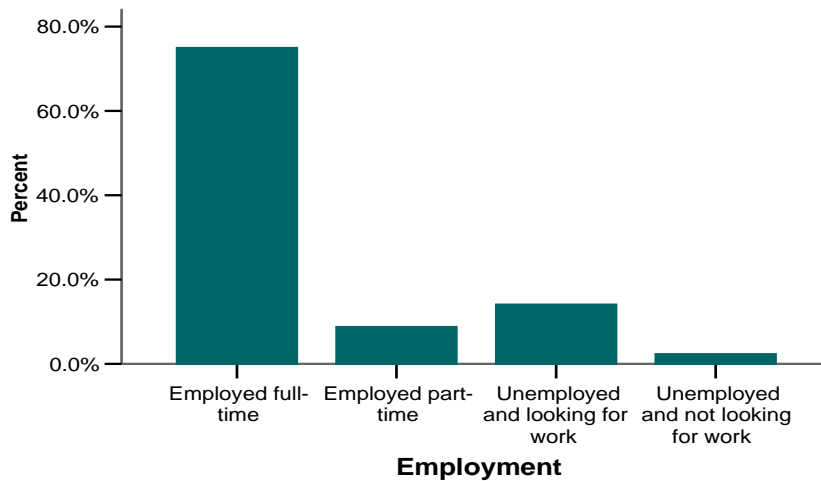


Table 15

		Employment
Not applicable	N	40
	%	15.5%
Accounting/Banking/Finance/Insurance	N	31
	%	12.0%
Agriculture/Forestry/Mining	N	1
	%	.4%
Computer/Systems	N	13
	%	5.0%
Construction	N	2
	%	.8%
Education/Arts/Social Services	N	62
	%	24.0%
Engineering/Architecture	N	4
	%	1.6%
Entertainment/Recreation	N	5
	%	1.9%
Government/Non-Profit	N	20
	%	7.8%
Hospital/Health Services	N	21
	%	8.1%
Legal Services	N	7
	%	2.7%
Manufacturing/Production	N	9
	%	3.5%
Merchandising/Retailing	N	3
	%	1.2%
Military	N	2
	%	.8%
Personal Services	N	1
	%	.4%
Real Estate	N	4
	%	1.6%
Self-employed	N	7
	%	2.7%
Telecommunications	N	14
	%	5.4%
Travel/Hospitality/Food	N	8
	%	3.1%
Utilities	N	2
	%	.8%
Wholesale Trade	N	2
	%	.8%
Total	N	258

Graph 26

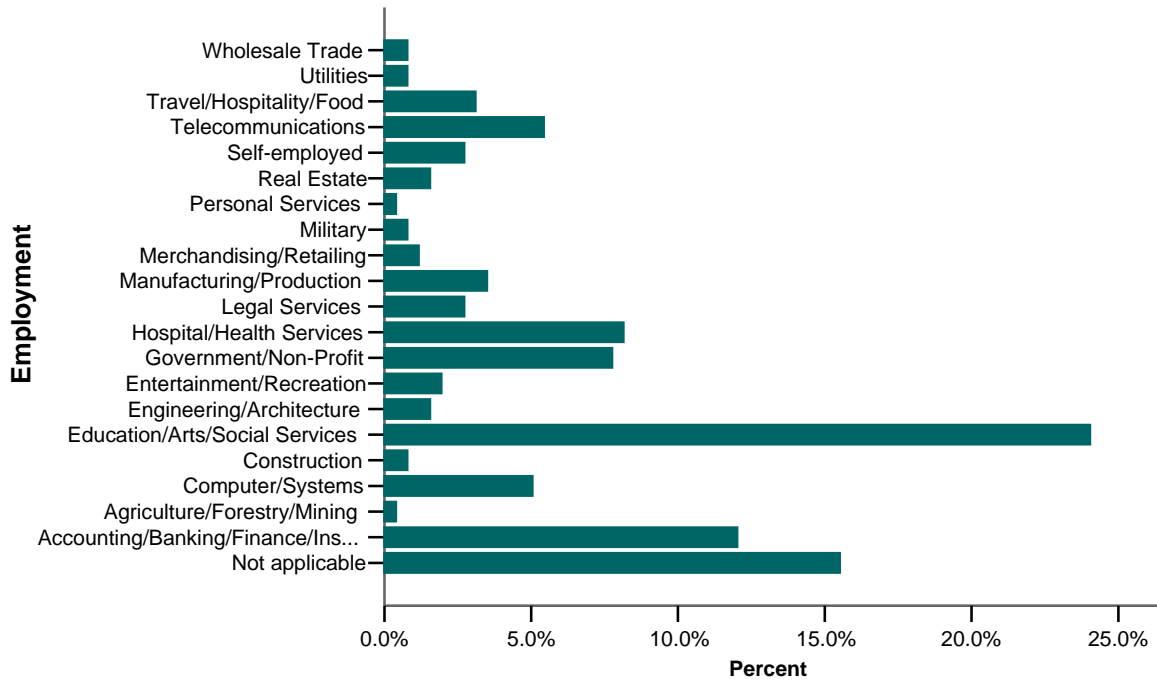


Table 16

		How closely is this position related to the field you studied at GSU?
Not at all related	N	23
	%	9.9%
Somewhat related	N	51
	%	22.0%
Closely related	N	158
	%	68.1%
Total	N	232

Graph 27

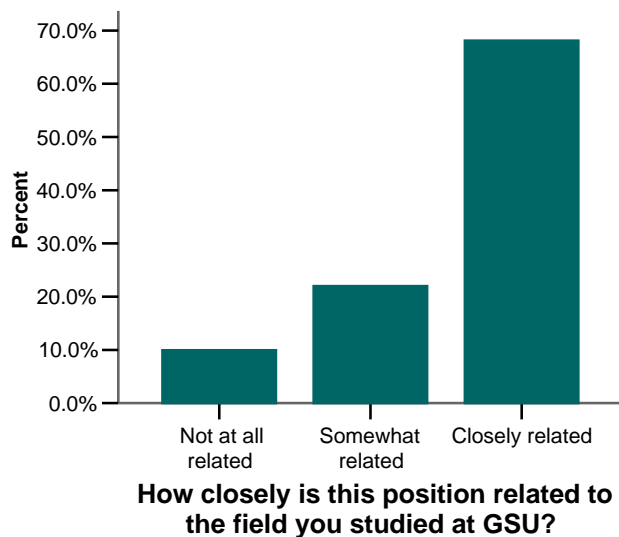


Table 17

		Annual salary
\$19,999 or less	N	20
	%	9.1%
\$20,000 to 29,999	N	15
	%	6.8%
\$30,000 to 39,999	N	33
	%	15.0%
\$40,000 to 49,999	N	48
	%	21.8%
\$50,000 to 59,999	N	22
	%	10.0%
\$60,000 to 69,999	N	35
	%	15.9%
\$70,000 to 79,999	N	13
	%	5.9%
\$80,000 and over	N	34
	%	15.5%
Total	N	220

Graph 28

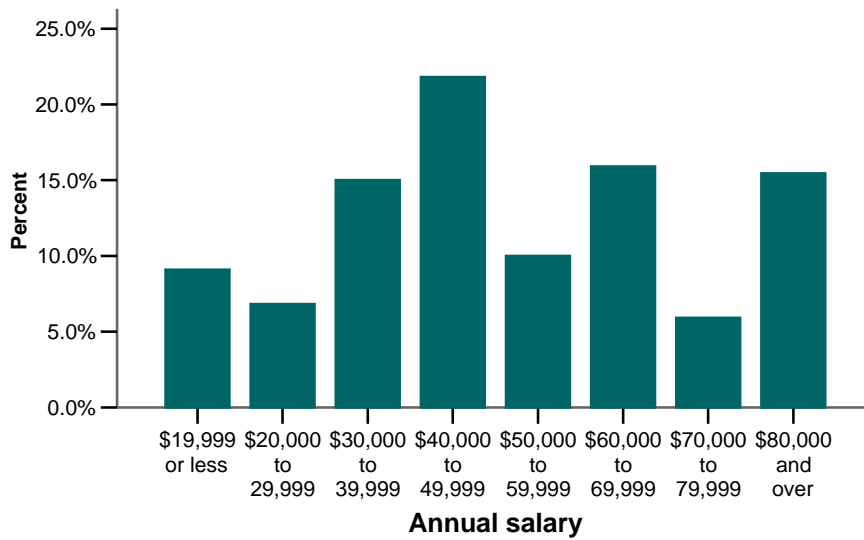


Table 18

		College
Arts and Sciences	N	38
	%	14.2%
Education	N	59
	%	22.1%
Health & Human Sciences	N	18
	%	6.7%
Law	N	5
	%	1.9%
Robinson College of Business	N	133
	%	49.8%
Policy Studies	N	14
	%	5.2%
Total	N	267

Graph 29

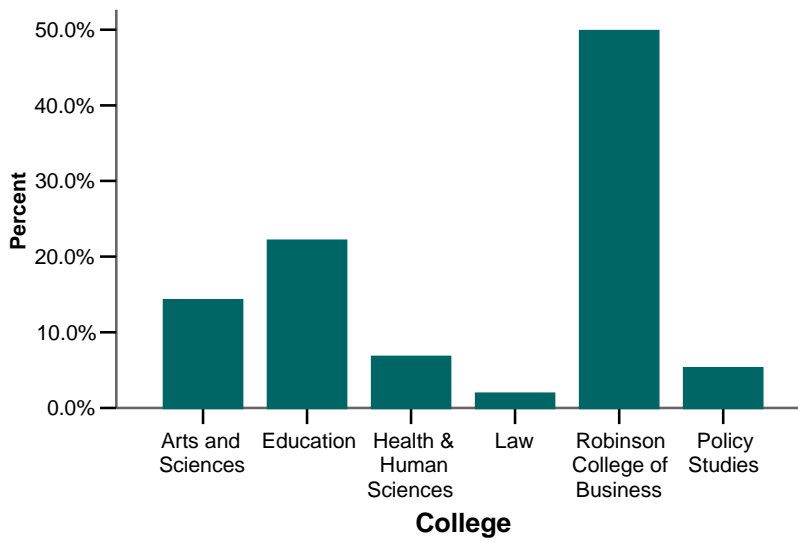


Table 19

		Degree
EDS	N	9
	%	3.4%
JD	N	5
	%	1.9%
MA	N	15
	%	5.6%
MAS	N	2
	%	.7%
MBA	N	98
	%	36.7%
MED	N	25
	%	9.4%
MFA	N	3
	%	1.1%
MGA	N	6
	%	2.2%
MHA	N	4
	%	1.5%
MHP	N	1
	%	.4%
MMU	N	1
	%	.4%
MPA	N	7
	%	2.6%
MPT	N	3
	%	1.1%
MS	N	63
	%	23.6%
MTX	N	5
	%	1.9%
PHD	N	20
	%	7.5%
Total	N	267

Graph 30

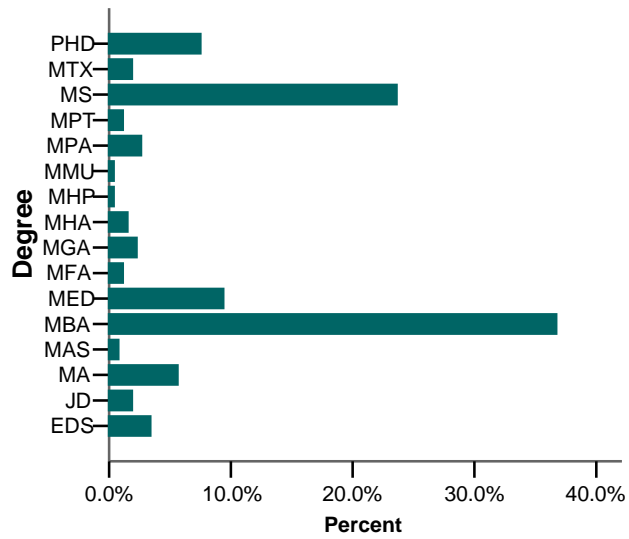


Table 20

		Ethnicity	
Asian	N	35	
	%	13.1%	
Black	N	36	
	%	13.5%	
Latino	N	4	
	%	1.5%	
Mixed	N	8	
	%	3.0%	
Other	N	11	
	%	4.1%	
White	N	173	
	%	64.8%	
Total	N	267	

Graph 31

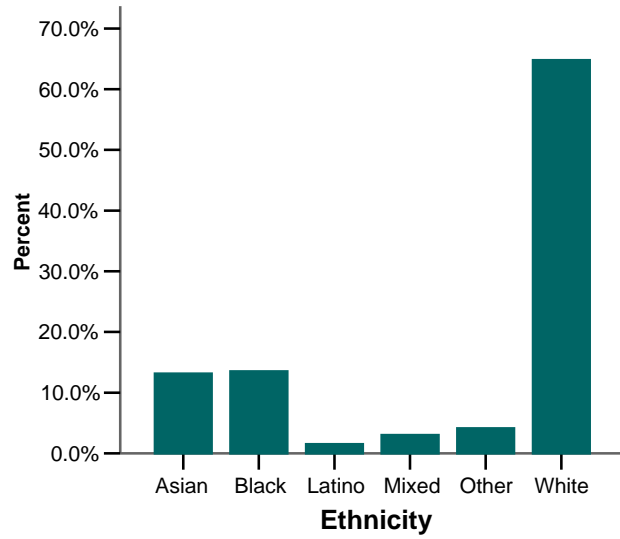


Table 21

	Female		Male		Total
	N	%	N	%	N
Gender	157	58.8%	110	41.2%	267

Graph 32

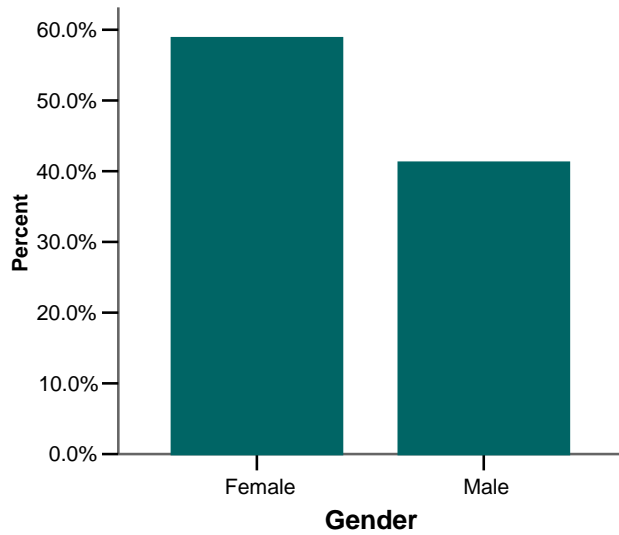


Table 22

		GPA
3.90 to 4.0	N	77
	%	29.4%
3.7 to 3.89	N	74
	%	28.2%
3.5 to 3.69	N	32
	%	12.2%
3.0 to 3.49	N	79
	%	30.2%
Total	N	262

Graph 33

