

**2004 Alumni Followup Survey  
of the  
MSA Program**

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August 2004

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## CEL Alumni Follow-up Survey

NAME \_\_\_\_\_

E-mail address: \_\_\_\_\_

### PURPOSE OF YOUR CMU EDUCATION

**1. What was your PRIMARY GOAL in attending CMU's College of Extended Learning?**

(Rank order all that apply: 1 = most important goal; 2 = next most important goal; etc.)

- |  |   |
|--|---|
| <input type="checkbox"/> To earn a degree  | <input type="checkbox"/> To prepare for a new career or field of work |
| <input type="checkbox"/> To get a salary increase                                | <input type="checkbox"/> To get a job promotion                       |
| <input type="checkbox"/> To improve my skills in my current job or field of work |   |
| <input type="checkbox"/> Other   |   |
- 

**2. Why did you choose the College of Extended Learning, instead of another school?**

(Rank order all that apply: 1 = most important reason; 2 = next most important reason; etc.)

- |  |  |
|--|--|
| <input type="checkbox"/> Cost                      | <input type="checkbox"/> Offered desired degree program                            |
| <input type="checkbox"/> Convenient location       | <input type="checkbox"/> Services provided   |
| <input type="checkbox"/> Flexibility in scheduling | <input type="checkbox"/> Credit for previous work through Prior Learning portfolio |
| <input type="checkbox"/> Other                     |  |
- 

### QUALITY OF YOUR CMU EDUCATION

**3. During my CEL program, overall, my instructors:**

	Strongly Agree	Moderately Agree	Slightly Agree	Slightly Disagree	Moderately Disagree	Strongly Disagree
Understood and respected individual students' differences						
Communicated clear expectations for classes						
Applied course content to real life, especially the workplace						
Used a variety of teaching methods and learning activities						
Encouraged students to be responsible for their own learning						
Helped students achieve course learning objectives						
Challenged students intellectually						
Encouraged students to summarize, synthesize, analyze and apply information						
Provided feedback to help students keep track of their learning						
Chose assessments of students' knowledge which were relevant to course learning objectives						

**4. To what extent did your program help improve your ability to:**

	Great Improvement	Moderate Improvement	Small Improvement	No Improvement
Apply management perspectives in your workplace				
Use quantitative methods and approaches to solve workplace problems				
Evaluate workplace problems and recommend strategies or tools to address them				
Take a position on an organizational issue, and defend it both orally and in writing				
Apply the concepts of finance, as practiced in your employer's organization.				
Apply the concepts of marketing, as they relate to your employer's organization.				
Use information systems to support decision-making				
Understand business and organizational practices in international settings				
Apply the principles of international economics in global settings				
Articulate and apply the principles of intercultural understanding				

**EMPLOYMENT**

**5. I am currently:** (check all that apply)

- Employed in a job RELATED to my CEL program       On active duty with the military  
 Employed in a job NOT RELATED to my CEL program       Continuing my education  
 Not employed, but seeking work       Not employed, not seeking work because:

**6. I am employed by:**

Name of Employer/School District:

\_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Job Title: \_\_\_\_\_

	YES	NO
7. Did you obtain your current position because you completed your most recent degree?		
8. Did you receive a promotion upon completion of your most recent degree?		
9. Did you receive a raise in income because of your completion of your most recent degree?		
10. Were you serving in the military while you were taking CEL courses?		

**ALUMNI**

	YES	NO
11. Have you participated in CMU alumni events?		
12. Would you like to be involved in future alumni events?		

**What services would you like to see offered to alumni?**

Dear \_\_\_\_\_ (first name) :

As an alumnus of the MSA program, ***you are the only person*** who can tell us about the impact of your learning experience at Central Michigan University! If we are to maintain a high level of quality in the MSA program, we need your input.

In the time since you graduated with the Master of Science in Administration, you may have experienced some positive changes in your career. It is our mission to continue serving adults who want to advance their professional lives with Masters-level education focused on Administration.

Would you please take a few minutes to help us? Please complete the enclosed survey, and use the business reply envelope to return it to us. As our way of thanking you for your help, we will place your name in a drawing for ***one of ten CMU sweatshirts***. The drawing will take place in May. Please be sure to put your name on the survey to be considered for the drawing.

Thanks very much for your help!

## **Data Analysis**

Introduction

Sample Profile

Question 1: Student Goals for Their Education

Question 2: Reasons for Choosing CMU

Question 3: Quality of Instruction

Question 4: Alumni Learning Outcomes

Alumni Employment Outcomes

## **2004 MSA Alumni Survey: Data Analysis**

### **Introduction**

During January and February 2004 a survey instrument was developed for the purpose of providing relevant data on ProfEd's numerous alumni. The Director of Organizational Research & Assessment collaborated with the Director of Marketing, the Director of Development & Alumni Relations, the academic Program Director, the then-Associate Dean, and the FIPSE Coordinator to better understand the kinds of data/information that would be most useful to their operations. Their data needs were developed as survey questions, and were combined with several specific questions on levels of student learning in the MSA programs.

The new Alumni Follow-up Survey, then, is an attempt to address ProfEd information needs at many levels. In particular, the instrument is geared to provide several measures of program quality.

### **Methodology**

In March 2004, the Alumni Follow-up Survey was distributed to 6,719 graduates of the MSA program who completed their degree since 1998. The distribution method chosen was first-class mail. A business reply envelope was provided for respondents. The survey instrument and cover letter are included in the Appendix.

By early May 2004, returned, usable surveys numbered 1,039. Although the response rate is just 15.5%, it was judged that a sample of more than one thousand surveys was sufficient to provide adequate data on the MSA program, and no follow-up mailings were undertaken.

Data were cleaned, and data fields constructed. The resulting database is available in MS Access, MS Excel, and SPSS for individuals who wish to perform data functions not included in this report.

### **Communication Plan**

Prior to data analysis, a communication plan was developed. Various stakeholders were identified who might benefit from receiving all or part of the Data Analysis:

- MSA Program Director and Council
- ProfEd Executive Director & Vice President
- ProfEd Marketing & Sales Office
- ProfEd Development & Alumni Relations Office
- ProfEd Program Directors Club
- Via ProfEd website:
  - Alumni, especially MSA alums
  - Current ProfEd students
  - ProfEd faculty
  - CMU Assessment Council

Distribution and communication of the Data Analysis will proceed with the groups and individuals identified.

### **Sample Profile**

Respondents in the sample (n = 1,039) are representative of the population of MSA alumni, on several variables. For instance, their geographic location and MSA concentration nearly mirror those of the population.

State of Residence	Sample		Population	
	Count	% of 1,039	Count	% of 6,719
Michigan	293	<b>28.2</b>	2004	<b>29.8%</b>
Virginia	78	<b>7.5</b>	638	<b>9.5%</b>
Ohio	71	<b>6.8</b>	509	<b>7.6%</b>
Georgia	54	<b>5.2</b>	547	<b>8.1%</b>
Maryland	40	<b>3.8</b>	408	<b>6.1%</b>
North Carolina	38	<b>3.7</b>	304	<b>4.5%</b>
Washington, D.C.	34	<b>3.3</b>	17	<b>0.3%</b>
New York	32	<b>3.1</b>	209	<b>3.1%</b>
Florida	27	<b>2.6</b>	200	<b>3.0%</b>
New Jersey	25	<b>2.4</b>	145	<b>2.2%</b>

MSA Concentration	Sample		Population	
	Count	% of 1,039	Count	% of 6,719
General Administration	390	<b>37.5</b>	2519	<b>37.5%</b>
Human Resource Administration	198	<b>19.1</b>	1220	<b>18.2%</b>
Health Services Administration	267	<b>25.7</b>	1647	<b>24.5%</b>
Information Resource Administration	87	<b>8.4</b>	645	<b>9.6%</b>
Public Administration	40	<b>3.8</b>	308	<b>4.6%</b>
International Administration	38	<b>3.7</b>	202	<b>3.0%</b>
Software Engineering Administration	14	<b>1.3</b>	135	<b>2.0%</b>
Leadership Administration	4	<b>0.4</b>	38	<b>0.6%</b>
Vehicle Design	1	<b>0.1</b>	3	<b>0.0%</b>

A group of 684 MSA alumni in the sample were matched with demographic variables. In terms of year of degree completion, gender, and age, the sample is a near-reflection of the population.

Characteristic	Sample		Population	
	Count	Percent	Count	Percent
Year of Degree Completion:				
1999	126	<b>18.4</b>	1,542	<b>23.0%</b>
2000	146	<b>21.4</b>	1,661	<b>24.7%</b>
2001	158	<b>23.1</b>	1,472	<b>21.9%</b>
2002	176	<b>25.8</b>	1,479	<b>22.0%</b>
2003	77	<b>11.3</b>	564	<b>8.4%</b>
Gender:				
Female	378	<b>55.3</b>	3,627	<b>54.0</b>
Male	306	<b>44.7</b>	3,092	<b>46.0</b>
Age:				
< 30	43	<b>6.3</b>	356	<b>7.2</b>
30 – 34	135	<b>19.7</b>	901	<b>18.2</b>
35 – 39	129	<b>18.9</b>	1065	<b>21.6</b>
40 – 44	149	<b>21.8</b>	986	<b>20.0</b>
45 – 49	110	<b>16.1</b>	798	<b>16.2</b>
50 – 54	73	<b>10.7</b>	497	<b>10.1</b>
55 – 59	40	<b>5.8</b>	268	<b>5.4</b>
60+	5	<b>0.07</b>	70	<b>1.4</b>

The sample encompassed 275 students who served in the U.S. military forces while taking MSA coursework (27.6%).

	YES		NO	
	Count	%	Count	%
10. Were you serving in the military while you were taking CEL courses?	275	<b>27.6</b>	723	<b>72.4</b>

### **Question 1: Student Goals for Their Education**

Respondents were emphatic in their goal statement for their MSA education: ***To earn the degree.*** Nearly two-fifths stated that goal as either most important or second most important; no other goal statement was close. What does that mean about student motivation in choosing the CMU MSA program? While the statement itself – ***to earn a degree*** – is a bit ambiguous, one cannot help but connect it to the well-worn phrase, “I need the piece of paper.” MSA students may well believe that they need the degree, and the MSA “fills the bill”. Other goals – ***salary increase, skills improvement, new career*** – are identified as less important more often than they are designated as most important.

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Goal	
	Count	% of 2,004	Count	% of 1,392	Count	% of 2838
To earn a degree	788	<b>39.3</b>	125	<b>9.0</b>	126	<b>4.4</b>
To get a salary increase	205	<b>10.2</b>	346	<b>24.9</b>	488	<b>17.2</b>
To improve my skills in my current job or field of work	372	<b>18.6</b>	295	<b>21.2</b>	372	<b>13.1</b>
To prepare for a new career or field of work	297	<b>14.8</b>	289	<b>20.8</b>	453	<b>16.0</b>
To get a job promotion	278	<b>13.9</b>	310	<b>22.3</b>	451	<b>15.9</b>
Other	64	<b>3.2</b>	27	<b>1.9</b>	948	<b>33.4</b>
<b>TOTALS</b>	<b>2,004</b>	<b>100.0</b>	<b>1,392</b>	<b>100.0</b>	<b>2,838</b>	<b>100.0</b>

These findings differed somewhat by MSA concentration, as shown in the table below:

“Primary Goal in attending the MSA program at CMU” – Responses of “most important” or “2 <sup>nd</sup> most important”	General Admin (n = 390)		HR Admin (n = 198)		Health Svcs Admin (n = 267)		Info Resource Admin (n = 87)	
	Freq	% of 390	Freq	% of 198	Freq	% of 267	Freq	% of 87
	To earn a degree	308	<b>79.0</b>	160	<b>80.8</b>	181	<b>67.8</b>	71
To get a salary increase	63	<b>16.1</b>	37	<b>18.7</b>	61	<b>22.8</b>	22	<b>25.8</b>
To improve my skills in my current job/field of work	122	<b>31.3</b>	78	<b>39.4</b>	115	<b>43.1</b>	21	<b>24.1</b>
To get a job promotion	122	<b>31.2</b>	32	<b>16.2</b>	75	<b>28.1</b>	18	<b>20.7</b>
To prepare for a new career/field of work	104	<b>26.7</b>	68	<b>34.3</b>	73	<b>27.3</b>	31	<b>35.6</b>
Other	23	<b>5.9</b>	13	<b>6.5</b>	16	<b>6.1</b>	5	<b>5.7</b>

Because of the large differences in numbers of respondents across the concentrations, only the four concentrations with the most returned surveys were used in the analysis above. For the following analysis, the six **primary goal** fields were recoded as individual dummy variables, with “1” meaning “rated most important or second most important”, or “0”. Cross-tabulations were performed using  $\chi^2$  analysis to determine observed and expected values, and possible differences between them. Differences that reached statistical significance are reported below. SPSS output is included in the Appendix.

- Health Service Administration concentration alumni may see their primary goals in a somewhat different light than those in other concentrations. A lower proportion of those alumni were focused upon **“to earn a degree”**, and a higher proportion on **“improve my skills in my current job”**.
- Information Resource Administration alumni were the least likely to see **“improve my skills in my current job”** as a primary goal, and the most likely to state **“to get a salary increase”** as a primary goal. (At the same time, these alumni were among the most emphatic in naming **“to earn a degree”** as a top goal.)

- General Administration concentration alumni were the most likely to cite **“to get a job promotion”** as their primary goal, and the least likely to state **“get a salary increase”** as the primary goal.

## **Question 2: Reasons For Choosing CMU**

Overall, two reasons emerged as clearly important to MSA alumni – **“convenient location”** and **“flexibility in scheduling”**. One other – **“offered desired degree program”** – was cited by about one-fifth of MSA alumni as very important. Perhaps surprisingly, **“cost”** was a distant fourth.

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Reason	
	Count	% of 2174	Count	% of 1392	Count	% of 2838
Cost	201	<b>9.2</b>	443	<b>22.8</b>	395	<b>12.5</b>
Convenient location	717	<b>33.0</b>	214	<b>11.0</b>	108	<b>3.4</b>
Flexibility in scheduling	649	<b>29.9</b>	256	<b>13.2</b>	134	<b>4.2</b>
Offered desired degree program	415	<b>19.1</b>	332	<b>17.1</b>	292	<b>9.3</b>
Services provided	67	<b>3.1</b>	392	<b>20.2</b>	580	<b>18.4</b>
Credit for previous work through Prior Learning portfolio	55	<b>2.5</b>	282	<b>14.5</b>	702	<b>22.2</b>
Other	70	<b>3.2</b>	24	<b>1.2</b>	945	<b>29.9</b>
<b>TOTALS</b>	<b>2174</b>	<b>100.0</b>	<b>1943</b>	<b>100.0</b>	<b>3156</b>	<b>99.9</b>

As in question 1, the alumnus’ reasons for choosing CMU differed somewhat by concentration. A similar procedure was used to construct dummy variables, perform cross-tabulations and test observed and expected values using  $X^2$  analysis. Statistically significant differences are reported below.

“Why did you choose CMU instead of another school” – Responses of “most important” or “2 <sup>nd</sup> most important”	General Admin (n = 390)		HR Admin (n = 198)		Health Svcs Admin (n = 267)		Info Resource Admin (n = 87)	
	Freq	% of 390	Freq	% of 198	Freq	% of 267	Freq	% of 87
Cost	65	<b>16.7</b>	32	<b>16.2</b>	61	<b>22.8</b>	23	<b>26.4</b>
Convenient location	299	<b>76.7</b>	134	<b>67.7</b>	168	<b>62.9</b>	53	<b>60.9</b>
Flexibility in scheduling	248	<b>63.6</b>	126	<b>63.6</b>	160	<b>59.9</b>	56	<b>64.4</b>
Offered desired degree program	106	<b>27.2</b>	97	<b>49.0</b>	133	<b>49.8</b>	34	<b>39.1</b>
Services provided	26	<b>6.7</b>	9	<b>4.5</b>	18	<b>6.7</b>	7	<b>8.0</b>
Credit for previous work through Prior Learning portfolio	29	<b>7.4</b>	8	<b>4.0</b>	9	<b>3.4</b>	6	<b>6.9</b>
Other	28	<b>7.2</b>	14	<b>7.1</b>	11	<b>4.1</b>	9	<b>10.3</b>

- General Administration alumni were less likely than alumni of other MSA concentrations to state that **“cost”** and **“offered desired degree program”** was the reason they chose CMU. They were the most likely to cite **“convenient location”** as the deciding factor.

- Human Resource Administration alumni were the least likely to cite **“cost”** as the over-riding factor in their decision, and much more likely than other alumni to see **“offered desired degree program”** as motivating their choice.
- Health Service Administration alumni were the most likely to cite **“offered desired degree program”** as the primary reason they chose CMU.
- Information Resource Administration alumni were more likely than other alumni to cite **“cost”** as very important in their decision, and the least likely to cite **“convenient location”**.

### Question 3: Quality of Instruction

On ten different measures of teaching effectiveness, MSA alumni overwhelmingly agree that their instructors were supportive, knowledgeable, and effective in their courses. Alumni responded between 84.0% and 97.3% that they “strongly agree or somewhat agree” to statements that directly reflect the ProfEd Maximizing Learning Principles. Mean scores and standard deviations indicate that, as a group, alumni were consistent in their responses. Not one mean score fell below the “somewhat agree” level, and standard deviations were not high.

	Strongly Agree/ Somewhat Agree		Descriptive Stats (6-pt. scale)	
	Count	Valid %	Mean	Std Dev
Understood and respected individual students' differences	1002	<b>96.9%</b>	<b>5.63</b>	0.57
Communicated clear expectations for classes	1008	<b>97.3%</b>	<b>5.63</b>	0.59
Applied course content to real life, especially the workplace	973	<b>94.0%</b>	<b>5.50</b>	0.69
Used a variety of teaching methods and learning activities	954	<b>92.1%</b>	<b>5.45</b>	0.69
Encouraged students to be responsible for their own learning	965	<b>93.2%</b>	<b>5.52</b>	0.70
Helped students achieve course learning objectives	978	<b>94.3%</b>	<b>5.48</b>	0.65
Challenged students intellectually	934	<b>90.0%</b>	<b>5.38</b>	0.78
Encouraged students to summarize, synthesize, analyze and apply information	928	<b>89.6%</b>	<b>5.43</b>	0.76
Provided feedback to help students keep track of their learning	870	<b>84.0%</b>	<b>5.23</b>	0.88
Chose assessments of students' knowledge which were relevant to course learning objectives	896	<b>86.7%</b>	<b>5.28</b>	0.80

The level of agreement among MSA alumni was such that only one statistically significant difference between concentrations was found. That difference is noted with highlighting in the appropriate cells of the table below. However, the difference seems somewhat artificial, since all percentage scores range from mid- to high-90 percent!

“During my MSA program, overall, my instructors:” (Responses of “strongly agree” and “somewhat agree”)	General Admin (n = 390)		HR Admin (n = 198)		Health Svcs Admin (n = 267)		Info Resource Admin (n = 87)	
	Freq	%	Freq	%	Freq	%	Freq	%
Understood and respected individual students' differences	385	<b>98.7</b>	189	<b>95.5</b>	254	<b>95.1</b>	82	<b>94.3</b>
Communicated clear expectations for classes	382	<b>97.9</b>	193	<b>97.5</b>	257	<b>96.3</b>	84	<b>96.6</b>
Applied course content to real life, especially the workplace	372	<b>95.4</b>	184	<b>92.9</b>	246	<b>92.1</b>	82	<b>94.3</b>
Used a variety of teaching methods and learning activities	356	<b>91.3</b>	180	<b>90.9</b>	251	<b>94.0</b>	81	<b>93.1</b>
Encouraged students to be responsible for their own learning	362	<b>92.8</b>	185	<b>93.4</b>	246	<b>92.1</b>	81	<b>93.1</b>
Helped students achieve course learning objectives	367	<b>94.1</b>	189	<b>95.5</b>	247	<b>92.5</b>	84	<b>96.6</b>
Challenged students intellectually	347	<b>89.0</b>	183	<b>92.4</b>	242	<b>90.6</b>	79	<b>90.8</b>
Encouraged students to summarize, synthesize, analyze and apply information	348	<b>89.2</b>	179	<b>90.4</b>	237	<b>88.8</b>	75	<b>86.2</b>
Provided feedback to help students keep track of their learning	321	<b>82.3</b>	168	<b>84.8</b>	230	<b>86.1</b>	75	<b>86.2</b>
Chose assessments of students' knowledge which were relevant to course learning objectives	333	<b>85.4</b>	176	<b>88.9</b>	227	<b>85.0</b>	77	<b>88.5</b>

#### **Question 4: Alumni Learning Outcomes**

Subjects were presented with seven questions that directly reflect the MSA program learning objectives. These questions posed a choice of “levels of improvement” in the alumnus’ learning in each objective. (Each concentration has its own learning objectives. Likewise, they were developed as questions, and included in the question #4 matrix. See the Appendix for analysis of concentration objectives.)

Between 59.2% and an overwhelming 86.2% of alumni stated they had experienced “great improvement” or “moderate improvement” in their understanding of these objectives during their MSA program. On a scale 0 (no improvement) – 4 (great improvement), no mean score fell below 2.69 (between “small” and “moderate” improvement), and standard deviations were not large

It is interesting to note that the three learning objectives that produced the lowest mean scores and positive responses – **“concepts of finance”**, **“concepts of marketing”**, and **“use of information systems”** might be regarded as among the most specific of the learning objectives, most connected to a specific body of knowledge. It might be useful to review curriculum with a focus on these bodies of knowledge, and whether or not they are consistently presented in coursework.

To what extent did your program help improve your ability to:	Stated "Great" or "Moderate" Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Std Dev
Apply management perspectives in your workplace	812	<b>86.2</b>	<b>3.28</b>	0.72
Use quantitative methods and approaches to solve workplace problems	731	<b>77.6</b>	<b>3.07</b>	0.80
Evaluate workplace problems and recommend strategies or tools to address them	787	<b>83.5</b>	<b>3.24</b>	0.77
Take a position on an organizational issue, and defend it both orally and in writing	755	<b>80.1</b>	<b>3.21</b>	0.83
Apply the concepts of finance, as practiced in your employer's organization.	588	<b>62.4</b>	<b>2.78</b>	0.91
Apply the concepts of marketing, as they relate to your employer's organization.	558	<b>59.2</b>	<b>2.69</b>	0.96
Use information systems to support decision-making	617	<b>65.5</b>	<b>2.91</b>	0.96

Statistically significant differences between alumni responses in various concentrations were minimal, reflecting the relatively low standard deviations.

- Alumni from Health Service Administration concentration appeared to have used the **"concepts of finance"** to a somewhat greater degree than other alumni.
- **"Using information systems to support decision-making"** was clearly emphasized for Information Resource Administration alumni. Human Resource Administration alumni were least likely to state that they made "great" or "moderate" improvement in that learning objective.

To what extent did your program help improve your ability to: (Stated "great" or "moderate" improvement)	General Admin (n = 390)		HR Admin (n = 198)		Health Svcs Admin (n = 267)		Info Resource Admin (n = 87)	
	Freq	% of 390	Freq	% of 198	Freq	% of 267	Freq	% of 87
	Apply management perspectives in your workplace	337	<b>86.4</b>	169	<b>85.4</b>	233	<b>87.3</b>	73
Use quantitative methods and approaches to solve workplace problems	293	<b>75.1</b>	159	<b>80.3</b>	214	<b>80.1</b>	65	<b>74.7</b>
Evaluate workplace problems; recommend strategies/tools to address them	320	<b>82.1</b>	169	<b>85.4</b>	230	<b>86.1</b>	68	<b>78.2</b>
Take a position on an organizational issue, and defend it both orally and in writing	303	<b>77.7</b>	159	<b>80.3</b>	224	<b>83.9</b>	69	<b>79.3</b>
Apply the concepts of finance, as practiced in your employer's organization.	225	<b>57.7</b>	124	<b>62.6</b>	187	<b>70.0</b>	52	<b>59.8</b>
Apply the concepts of marketing, as they relate to your employer's organization.	227	<b>58.2</b>	111	<b>56.1</b>	173	<b>64.8</b>	47	<b>54.0</b>
Use information systems to support decision-making	247	<b>63.3</b>	116	<b>58.6</b>	187	<b>70.0</b>	67	<b>77.0</b>

## Alumni Employment Outcomes

More than three-fifths of all MSA alumni are currently employed in a job that is related to their MSA program. About another one-fourth is employed in a position unrelated to their MSA work.

5. I am currently: (check all that apply)	YES		NO	
	Count	%	Count	%
Employed in a job RELATED to my MSA program	655	<b>63.0</b>	384	<b>37.0</b>
Employed in a job NOT RELATED to my MSA program	254	<b>24.4</b>	785	<b>75.6</b>
On active duty with the U.S. military	171	<b>16.5</b>	868	<b>83.5</b>
Continuing my education	68	<b>6.5</b>	971	<b>93.5</b>
Not employed, but seeking work	22	<b>2.1</b>	1017	<b>97.9</b>
Not employed, not seeking work, because	28	<b>2.7</b>	1011	<b>97.3</b>

These findings do not vary much by MSA concentration. The only statistically significant findings of differences between groups are as follows:

- Health Services Administration alumni appear to have the lowest rate of **employment by the U.S. military**, and General Administration alumni the highest.
- While the rates of **“not employed, but seeking work”** are very low in all concentrations, it appears that Health Services Administration has the lowest rate of all.
- Human Resource Administration alumni maintain a higher rate of **“not employed, not seeking work”** than alumni in other concentrations, although all rates are low.

I am currently:	General Admin (n = 390)		HR Admin (n = 198)		Health Svcs Admin (n = 267)		Info Resource Admin (n = 87)	
	Freq	% of 390	Freq	% of 198	Freq	% of 267	Freq	% of 87
Employed in a job RELATED to my MSA program	237	<b>60.8</b>	121	<b>61.1</b>	183	<b>68.5</b>	52	<b>59.8</b>
Employed in a job NOT RELATED to my MSA program	90	<b>23.1</b>	45	<b>22.7</b>	68	<b>25.5</b>	27	<b>31.0</b>
On active duty with the U.S. military	85	<b>21.8</b>	37	<b>18.7</b>	27	<b>10.0</b>	13	<b>14.9</b>
Continuing my education	26	<b>6.7</b>	13	<b>6.6</b>	17	<b>6.4</b>	5	<b>5.7</b>
Not employed, but seeking work	9	<b>2.3</b>	4	<b>2.0</b>	1	<b>0.4</b>	3	<b>3.4</b>
Not employed, not seeking work	8	<b>2.1</b>	12	<b>6.1</b>	5	<b>1.9</b>	1	<b>1.1</b>

CMU's MSA alumni have seen success in the most sought-after job outcomes: promotions, salary increases, and better jobs. More than one-third of MSA alumni indicate a raise in income because of degree completion; more than one-fifth have received a promotion; 27.5% landed their job because of the MSA degree.

	YES		NO	
	Count	%	Count	%
7. Did you obtain your current position because you completed your most recent degree?	277	<b>27.5</b>	731	<b>72.5</b>
8. Did you receive a promotion upon completion of your most recent degree?	218	<b>21.5</b>	796	<b>78.5</b>
9. Did you receive a raise in income because of your completion of your most recent degree?	348	<b>34.3</b>	667	<b>65.7</b>

### **Alumni Participation**

There appears to be a very large difference between those alumni who have participated in alumni events (**5.1%**), and those who state they would like to (**46.2%**). The accompanying disk contains an Excel spreadsheet of those alumni who indicated their desire to participate, along with addresses and e-mail contacts.

	YES		NO	
	Count	%	Count	%
11. Have you participated in CMU alumni events?	53	<b>5.1</b>	980	<b>94.9</b>
12. Would you like to be involved in future alumni events?	457	<b>46.2</b>	532	<b>53.8</b>

## **Data Mining**

“Engaged in Learning; Rewarded in Life”

MSA Learning Outcomes, by Cluster

Teaching Effectiveness in the MSA, by Cluster

Employment Outcomes in the MSA, by Cluster

Conclusions and Recommendations

## **Data Mining: “Engaged in Learning; Rewarded in Life”**

While descriptive statistics and tests of significant differences were informative, overall commonalities and/or profiles did not emerge satisfactorily from those “first-level” statistical manipulations. It was decided to undertake data mining of the sample of MSA alumni responses.

Using the categorical variables (“dummy variables”) which resulted from re-codes of questions #3 and #4, a Two Step Cluster Analysis was performed in SPSS. This procedure is an exploratory tool designed to reveal natural groupings (or clusters) within a data set that would otherwise not be apparent. The technique produces clusters of cases (MSA alumni).

Using Schwarz’s Bayesian Criterion (BIC) for clustering, the number of resulting clusters was left to the procedure to determine. Variable importance measures were requested, to be tested using  $X^2$  analysis, with a 95% confidence interval. Variables that were not statistically significant at the specified confidence level were identified. Descriptive statistics were requested for each cluster, and for each variable in the cluster. Cluster membership variables were created, such that further manipulations could be performed.

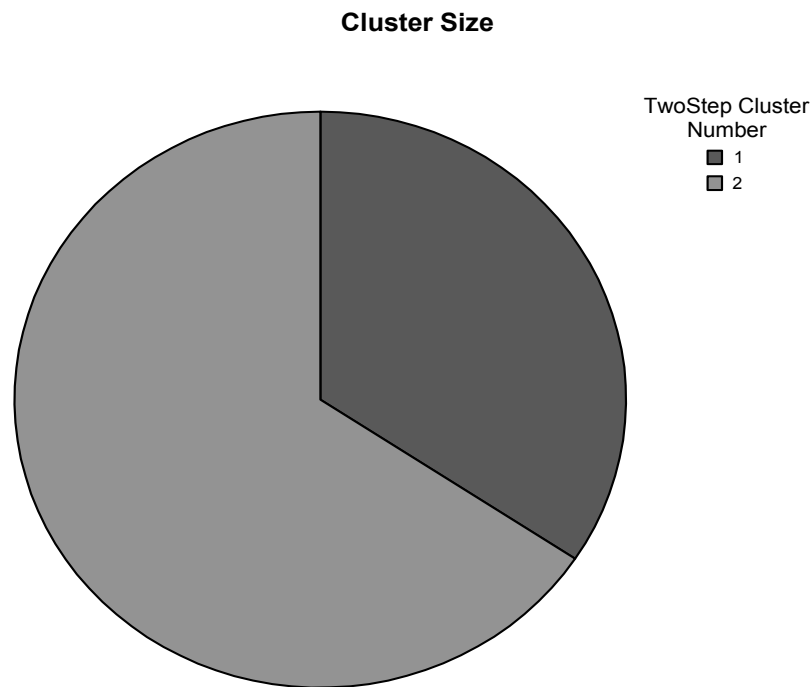
### **The Clusters**

Two clusters emerged from the SPSS routine, with the following distributions:

**Cluster Distribution**

	N	% of Combined	% of Total
Cluster 1	303	34.3%	29.2%
Cluster 2	580	65.7%	55.8%
Combined	883	100.0%	85.0%
Excluded Cases	156		15.0%
Total	1039		100.0%

Thus, 85.0% (883) of the 1,039 surveys in the sample were assigned to Cluster 1 or Cluster 2. The larger Cluster 2 was comprised of 580 surveys (cases). Both clusters are depicted in the pie chart shown on the following page.



**Cluster 2: “Engaged in Learning; Rewarded in Life”**

**Cluster 1: “Less Engaged; Less Satisfied”**

At 580 respondents, Cluster 2 is almost twice the size of Cluster 1 (303 respondents), And represents more than half (55.8%) of all MSA alumni respondents.

Cluster 2 is entitled “Engaged in Learning; Rewarded in Life”; Cluster 1 is entitled “Less Engaged; Less Satisfied” These titles are characterizations of the attitudes, opinions, and self-reports expressed by cluster members with regard to learning in the MSA program’s major outcomes, classroom instruction, and employment outcomes.

Although the clusters are similar in some ways – for instance, a clear majority of both groups cited “to earn a degree” as their main goal – cluster members differentiated themselves in the following specific ways:

**Learning in MSA program outcomes**

- “Engaged” cluster members averaged **47.4 percentage points** higher than the “Less Engaged” cluster members on these questions.
- “Engaged” cluster responses of “great improvement” or “moderate improvement” to these questions averaged **90.0%**.
- “Less Engaged” cluster responses of “great improvement” or “moderate improvement” to these questions averaged **42.5%**.

## MSA Learning Outcomes Questions, by Cluster

To what extent did your MSA program help you improve your ability to: (Responses of “Great improvement” or “Moderate improvement” only)	Cluster 2: “Engaged in Learning; Rewarded in Life”		Cluster 1: “Less Engaged; Less Satisfied”	
	Count	% of 580	Count	% of 303
<b>MSA Program Outcomes:</b>				
• Apply management perspectives in your workplace	566	<b>97.6</b>	201	<b>66.3</b>
• Use quantitative methods and approaches to solve workplace problems	543	<b>93.6</b>	143	<b>47.2</b>
• Evaluate workplace problems and recommend strategies or tools to address them	567	<b>97.8</b>	170	<b>56.1</b>
• Take a position on an organizational issue and defend it both orally and in writing	545	<b>94.0</b>	163	<b>53.8</b>
• Apply the concepts of finance as practiced in your employer’s organization.	485	<b>83.6</b>	71	<b>23.4</b>
• Apply the concepts of marketing as they relate to your employer’s organization	460	<b>79.3</b>	61	<b>20.1</b>
• Use information systems to support decision-making	486	<b>83.8</b>	93	<b>30.7</b>

The greatest difference between the two clusters was in their self-reported level of learning. (All differences rose to the level of statistical significance.) The seven statements presented to respondents in the matrix are, in fact, the MSA program’s learning outcomes, and reflect learning expectations of all MSA students.

Specific MSA concentration learning outcomes were not included in the overall cluster analysis, because, of course, they differ between concentrations. As a confirmatory analysis, each concentration’s learning outcomes were broken out by cluster. They appear in the table below. The results of this analysis appear to confirm the data from MSA program outcomes – that is, the “Engaged” cluster members felt much more positive about their learning in the MSA concentration

To what extent did your MSA program help you improve your ability to: (Responses of “Great improvement” or “Moderate improvement” only)	<b>Cluster 2: “Engaged in Learning; Rewarded in Life”</b>		<b>Cluster 1: “Less Engaged; Less Satisfied”</b>	
	Count	Valid %	Count	Valid %
<b>Concentration Learning Outcomes</b>				
<b>General Administration</b>				
• Apply principles of good administration in organizations operating in a global environment	194	<b>87.8</b>	77	<b>50.7</b>
• Integrate computer and production systems into administrative decision making	170	<b>76.9</b>	44	<b>28.9</b>
• Evaluate how the organization’s environment and processes affect the work behavior of employees	208	<b>94.1</b>	101	<b>66.4</b>
• Understand how legal and political systems impact the operation of organizations	196	<b>88.7</b>	68	<b>44.7</b>
• Understand how social and economic systems impact the effectiveness of organizations	197	<b>89.1</b>	85	<b>55.9</b>
• Improve communication of individual and groups within and between organizations	207	<b>93.7</b>	100	<b>65.8</b>
<b>Human Resource Administration</b>				
• Understand the theory and practices of human resource administration	122	<b>95.3</b>	40	<b>75.5</b>
• Utilize the principles of collective bargaining, labor law and negotiations in your organization	91	<b>71.1</b>	19	<b>35.8</b>
• Utilize negotiation skills in labor and employee relations	100	<b>78.1</b>	18	<b>34.0</b>
• Make staffing decisions using a broad range of evaluative measures such as compensation, economics, personnel psychology	114	<b>89.1</b>	25	<b>47.2</b>
<b>Health Services Administration</b>				
• Understand the role of directors, administrators and supervisors in health services organizations	161	<b>92.0</b>	46	<b>63.9</b>
• Utilize the broad range of skills required for directors, administrators and supervisors	162	<b>92.6</b>	46	<b>63.9</b>
• Apply financial analysis to decision-making in health services organizations	150	<b>85.7</b>	40	<b>55.6</b>
• Understand legal decisions appropriate to health services administration	157	<b>89.7</b>	28	<b>38.9</b>
<b>Information Resource Administration</b>				
• Comprehensive administration of information systems in your organization	54	<b>96.4</b>	9	<b>34.6</b>
• Identify and select appropriate solutions to information administration in your organization	54	<b>96.4</b>	9	<b>34.6</b>
• Apply systems analysis and design to administering information in your org’n	50	<b>89.3</b>	10	<b>38.5</b>

## Teaching Effectiveness

- “Engaged” cluster members averaged **20.4 percentage points** higher than the “Less Engaged” cluster members on these questions.
- “Engaged” cluster responses of “strongly agree” or “agree” to these questions averaged **98.3%**.
- “Less Engaged” cluster responses of “strongly agree” or “agree” to these questions averaged **77.9%**

Classroom Instruction “During my MSA program, overall, my instructors:” (Responses of “Strongly agree” or “Somewhat agree” only)	Cluster 2: “Engaged in Learning; Rewarded in Life”		Cluster 1: “Less Engaged; Less Satisfied”	
	Count	% of 580	Count	% of 303
<b>Maximizing Learning Principles</b>				
• Understood and respected individual students’ differences	577	<b>99.5</b>	274	<b>90.4</b>
• Communicated clear expectations for classes	576	<b>99.3</b>	281	<b>92.7</b>
• Applied course content to real list, especially the workplace	569	<b>98.1</b>	258	<b>85.1</b>
• Used a variety of teaching methods and learning activities	568	<b>97.9</b>	242	<b>79.9</b>
• Encouraged students to be responsible for their own learning	568	<b>97.9</b>	249	<b>82.2</b>
• Helped students achieve course learning objectives	573	<b>98.8</b>	257	<b>84.8</b>
• Challenged students intellectually	575	<b>99.1</b>	221	<b>72.9</b>
• Encouraged students to summarize, synthesize, analyze and apply information	575	<b>99.1</b>	209	<b>69.0</b>
• Provided feedback to help students keep track of their learning	559	<b>96.4</b>	178	<b>58.7</b>
• Chose assessments of students’ knowledge which were relevant to course learning objectives	562	<b>96.9</b>	193	<b>63.7</b>

## Employment Outcomes

- Nearly three-fourths (**73.3%**) of the “Engaged” cluster members reported working in a job related to their MSA degree. Fewer than half (**44.9%**) of the “Less Engaged” cluster members reported the same.
- Employment “rewards” for degree completion accrued to the “Engaged” cluster members at about twice the rate as that of the “Less Engaged”:
  - More than one-third (**35.3%**) of the “Engaged” cluster members reported they “obtained their job because of MSA degree completion”. Just **12.9%** of the “Less Engaged” reported the same thing.
  - More than one-quarter (**26.0%**) of the “Engaged” cluster members reported they were promoted because of MSA degree completion. Just **11.6%** of the “Less Engaged” reported the same.
  - More than two-fifths (**41.2%**) of the “Engaged” cluster members reported they received a salary increase because of MSA degree completion. Only **21.8%** of the “Less Engaged” reported the same thing.

	<b>Cluster 2: “Engaged in Learning; Rewarded in Life”</b>		<b>Cluster 1: “Less Engaged; Less Satisfied”</b>	
	Count	Percent	Count	Percent
Employed in a job related to my MSA program	425	<b>73.3</b>	136	<b>44.9</b>
Obtained current position because of degree completion	205	<b>35.3</b>	39	<b>12.9</b>
Received a promotion upon completion of degree	151	<b>26.0</b>	35	<b>11.6</b>
Received a raise in income because of degree completion	239	<b>41.2</b>	66	<b>21.8</b>
Have participated in CMU alumni events?	34	<b>5.9</b>	11	<b>3.6</b>
Would like to be involved in future alumni events	290	<b>52.6</b>	101	<b>34.8</b>

Similarly, multiple job rewards were disproportionately reported by alumni in the “Engaged” cluster. For instance, nearly one-fourth (**24.5%**) of “Engaged” alumni report experiencing **both** a salary increase **and** employment in their current job as a result of completing the MSA. In the “Less Engaged” group, just **5.9%** reported the same.

	<b>Cluster 2: “Engaged in Learning; Rewarded in Life”</b>		<b>Cluster 1: “Less Engaged; Less Satisfied”</b>	
	Count	% of 580	Count	% of 303
Obtained current position <b>and</b> received an income raise because of MSA completion	142	<b>24.5</b>	18	<b>5.9</b>
Received an income raise <b>and</b> received a promotion because of MSA completion	132	<b>22.8</b>	23	<b>7.6</b>
Obtained current position <b>and</b> received a promotion because of MSA completion	93	<b>16.0</b>	13	<b>4.3</b>
Experienced <b>all three</b> of the above	88	<b>15.2</b>	10	<b>3.3</b>

### **Conclusions and Recommendations**

The MSA Alumni Survey was distributed by first-class mail to the population of 6,719 alumni from 1998-2003. An excellent size sample of 1,039 surveys were returned and usable. The sample profile, as determined by state of residence, gender, graduation year, and MSA concentration, closely resembled the population proportions.

The following may be concluded from data analysis:

#### ***GOALS and REASONS for CHOOSING CMU***

- **“To earn a degree”** is by far the most commonly (**39.3%**) cited goal in attending the MSA program (“Most important” or “2<sup>nd</sup> most important”)
- The most important reasons cited for choosing CMU included **“convenient location” (33.0%)**, **“flexibility in scheduling” (29.9%)**, and, to a lesser degree, **“offered desired degree program” (19.1%)**.
- **“Cost”** was not among the most commonly cited reasons for choosing CMU.
- Statistically significant differences between MSA concentrations in the “goals” and “reasons for choosing” areas should be examined for better understanding of students.

#### ***INSTRUCTION***

- On ten measures of teaching effectiveness, which directly reflect the Maximizing Learning Principles, the overwhelming majority of MSA alumni stated they “strongly agree” or “agree” (**84.0% - 97.3%**)

- On the ten measures, using a 6-point scale (6 = strongly agree), mean responses ranged from **5.23 – 5.63**.
- Basic agreement across MSA concentrations; very few statistically significant differences.

### ***STUDENT LEARNING IN MSA PROGRAM OUTCOMES***

- On seven questions that directly reflect the MSA program learning objectives, the majority indicated they experienced “great improvement” or “moderate improvement” (**59.2% - 86.2%**).
- Alumni scored the following areas somewhat low:
  - **“Apply the concepts of finance . . .” (62.4%)**
  - **“Apply the concepts of marketing . . .” (59.2%)**
  - **“Use information systems . . .” (65.5%)**
- On the seven measures, using a 4-point scale (4 = great improvement), mean responses ranged from **2.69 – 3.28**.
- Statistically significant differences between concentrations were minimal.

### ***EMPLOYMENT OUTCOMES***

- More than three-fifths of MSA alumni are employed in a job related to their MSA program, with Health Services Administration alumni the highest at **68.5%**.
- More than one-fifth of General Administration alumni are on active duty with the U.S. military. That differs significantly from other concentrations.
- Human Resource Administration alumni stated that they are “not employed and not seeking work” at a rate that, while low, was more than twice that of other concentrations (**6.1%**).
- More than one-third of MSA alumni (**34.3%**) stated that they received a salary increase because of degree completion.
- More than one-fifth (**21.5%**) said they received a promotion, and **27.5%** stated they obtained their current job because of degree completion

## **ALUMNI OUTCOMES**

- Only **5.1%** stated they have participated in an alumni event; however, **46.2%** stated that they would like to.

### **“ENGAGED IN LEARNING; REWARDED IN LIFE”**

- The emergence of this natural data cluster provides a profile of the **engaged adult student**:
  - Employed in a position related to his/her MSA program
  - Almost unanimously happy with aspects of classroom instruction
  - Attests to solid learning in MSA program outcomes **and** concentration outcomes, much more so than Cluster 1 (“Less Engaged; Less Satisfied”)
  - Experiences job rewards at more than twice the rate of Cluster 1.
  - Much more anxious to participate in alumni events than Cluster 1.
- This profile is congruent with much research on adult students, particularly with regard to the **relevance of education**. Further investigation should be done to connect this cluster with demographic and socioeconomic factors
- The “Engaged” alumni cluster has implications for most aspects of ProfEd operations:
  - Course objectives should be tied to discipline practice, and the realities that practitioners must address.
  - Classroom teaching and learning activities should encompass the realities of the working adult student.
  - Academic advising, library research, and other student services that support degree programs should focus as nearly as possible on the connection between students’ degree programs and their professional lives.

## **APPENDIX**

Question 2: Other Reasons for Choosing CMU

Question 6: Name of Employer

Question 6: Job Title

What Services Would You Like to See Offered?

Other Comments

Detailed Data Tables

<b>Other Reasons for Choosing CMU</b>
Weekend program
weekend format
Weekend Courses
Weekend Classes
weekend classes
The way classes were designed(# of classes, # of weeks)
The cohort program worked well for me.
Staff kind, friendly attitude
Spectrum Health Cohort
Set schedule, Friday/Saturday, very important
School's reputation
Resident of Michigan and was in the Air Force stationed in Hawaii. Thought I would use a home state university.
reputation for the human resources program
Reputation
Referred by an associate.
Recommended by WPAFB personnel
Recommended by someone at work
Program offered for free by my Agency (DSAA). No other reason.
Program director is very good
Pressured by military dept. head
Presented to me by another student as a proposed package. 2. Accredited/reputation.
Pat King
Other people from my organization where taking classes at CMU
online masters program
Off-site library materials.
Offered through my company (cohort).
Offered through job and paid for by job.
Offered opportunity to test out of prerequisite requirements
Offered classes -extended learning and cohort groups
No pre-req exam
no pre GMAT
No pre exam
No GRE requirement
No GRE required
No GRE or GMAT
no GRE
No Graduate Entrance Exam
No GMAT required
no GMAT or other testing for entrance into program
No entrance exam
no admission exam required
National reputation vs. smaller - little known institutions.
My dad did the same program (10 years ago).
My brother was in the program.
MSA did not limit like MBA, offered more analytical skills I needed.
Modular 3 sessions per class approach.
Military financial support
Mentors gave good recommendations.
Location - Pentagon and other military sites

<b>Other Reasons for Choosing CMU</b>
Length of time to earn the degree
Length of program.
Know (sic) pre entrance exam GMAT or GRE
It was offered on military installations
It was better than any other option available.
Intensive Schedule.
Instructors and staff were professional and easy to deal with.
Instructors
I was travelling extensively when I got my degree.
I didn't have to take the GMAT test.
I attended CMU in 1981-82. I am from Michigan.
heard good things/reputation about the program
Got the Bachelor's through program and really enjoyed class participation from other professionals.
Good reference from others.
Good instructors with industry experience.
Gave me the chance to earn a master's degree without the prior ecademic record. Graduated with a 3.8 GPA
Friendly atmosphere
Faculty
Extended learning center
Every other weekend classes that didn't interfere with work.
Easy.
Earned BS
Distance Learning programs (Extended).
Didn't require testing.
Did not require GMAT
Did not have to take GMAT exam
Did not have to take GMAT
Degree program was highly recommended by an alumni
DCAA Director's Fellowship Program
DCAA Director Fellowship Program
Credit for previous and future work.
Concise programmed curriculum.
CMU employee
CMU did not require a GMAT and recommendation from a friend.
Class times & semester length.
Cater classes to what field/skills I wanted to develop.
Campuses throughout the USA - I relocate with my company regularly.
Best program Military offered in the Washington, DC area
Allowed flexibility to take masters courses from other schools and combine with business degree.
Accelerated programs and no GMAT test required
Ability to do courses outside of normally scheduled work time. Ability to obtain 3 credits in 3 weekends.
A boss I wanted to keep favor with suggested it; accepted in program; able to get financial aid.
5-week class schedule
(3) Friends went through entire program together (peer support).

Name of Employer	Count
	80
(1)Structure, LLC	1
20th Medical Group	1
377 Contracting Sqrn (USAF)	1
82nd Airborne Division Artillery	1
Aberdeen Proving Ground	1
Ac-Flint LLC	1
Administration for Childrens Services	1
Aerotek	1
Aetna	1
AFL-CIO	1
AgCountry Farm Credit Services	1
Alamance Regional Medical Center	1
Albert B. Liell Insurance Agency	1
Alcan Automotive	1
Alpena General Hospital	3
Alterra Healthcare	1
American Express	1
American Red Cross, Great Lakes Region	1
Americare CSS	2
Americhoice	1
AmSouth Bank	1
Anchor Bay Schools	1
Anchor Hocking Glass Co.	1
Anchorage School District	1
Applied Technology Systems, Inc.	1
ARCCPCF, Inc	1
Ares Corporation	1
Arvin Meritor, Inc.	1
ASR Corporation	1
Assurant Solutions	1
A-Team Security Services, Inc.	1
Atlanta VA Medical Center	1
Augusta Technical College	1
BAE	1
Baker College	2
Baker College/Accurate Medical	1
Baptist Memorial Health Care Org. (DeSoto)	1
Baptist Memorial Hospital	1
Barnesville Hospital Association	1
Battershell & Co.	1
Baylor University	1
Bayshore Community Health Services	1
BCBSM	2
BCBS-NC	1
Bearing Point Inc.	1
Behr Dayton Thermal	2
Bellsouth	1

Name of Employer	Count
Benzie-Leelanau District Health Dept.	1
Bert Fish Medical Center	1
Best Bank	1
Beth Israel Medical Center	1
Bethel-Tate Schools	1
Biokyewa, Inc	1
Bixby Hospital	1
Blough Inc.	1
Blue Cross Blue Shield	4
BMS	1
Boeing	1
Bon Secours Cottage Health Services	1
Bon Secours Health System	1
Booz Allen Hamilton	2
Bronx Center for Rehab & Healthcare	1
Brookdale Hospital Medical Center	1
Brooklyn Development Center	1
Burlington County College	1
Busch's, Inc	1
Business Owner - Lawn Doctor	1
Cambridge Health Alliance	1
Campbell-Ewald Advertising	1
CAN Insurance Company	1
Cape Health Plan	1
Capital Health System	1
Capital One	1
Caswell Center	1
Cecil Community College	2
Cedarville University	1
Celeste H. Sloop, DDS	1
Center for Strategic Management	1
Centers for Disease Control and Prevention Service	1
Central Carolina Community College	1
Champaign Co. Bd. Of MRLDD	1
Charles Schwab	1
Charter Communications	1
Charter Twp of Clinton	1
Chase Home Finance (a div. of J.P. Morgan Chase)	1
Chase Manhattan Mortgage Corp.	1
Chemical Biological Medical Systems (US Army)	1
Chesterfield Twp. Police Dept	1
Childrens Healthcare of Atlanta	2
Childrens Healthcare of Atlanta & Scottish Rite	1
Childrens Hospital	1
Children's Hospital	1
Childtime Learning Centers	1
CHKD	1
CHOA	1
CHOA @ Egleston	1

Name of Employer	Count
Christian (sp) Health System	1
Chronicles Healthcare Management Resource	1
Chugach Management Services Inc.	1
Cigna Healthcare	1
Cingular Wireless	1
Cinnabon Inc.	1
Citibank	1
Citigroup	1
City Mill Co. Ltd	1
City of Columbus, Division of Fire	1
City of Dearborn	1
City of Detroit	1
City of Kansas City Missouri	1
City of Lebanon, Ohio	1
City of Mankato, Blue Earth County	1
City of Midland	1
City of Oak Park	1
City of Royal Oak	1
City of Sanford	1
City of Traverse City	1
City of Trenton	2
City of Vineland	1
City of Virginia Beach	1
City of Ypsilanti	1
Civilian Human Resource Agency	1
Clarke County School District	1
Clayton County Public Schools	1
Cleveland Regional Medical Center	1
Clinton Memorial Hospital	1
Clinton Township	2
Coca Cola Bottling Company	1
Coca Cola Enterprises, Lakeshore Div.	1
Coca-Cola Bottling Consolidated	1
Collins & Aikman	1
Community Bank & Trust	1
Community Care Plan of Eastern NC	1
Computer Science Corp.	1
Concrete Sealants Inc.,	1
Consumers Energy	2
Continental Teves	1
Copart Inc.	1
Cornerstone Hospital	1
Creative Solutions	1
Crestline Hotels & Resorts	1
Crossroads Community Inc.	2
Crumbs Unlimited (self-employed)	1
CSC - U.S. Marshalls	1
Cubic Defense Applications Group	1
Daimler Chrysler	26

Name of Employer	Count
Dakota Boys and Girls Ranch	1
Daniel j. Hannon & Associates, Inc.	1
Dart Energy Corp.	1
Dayton Municipal Court	1
DB Consulting Group	1
DCMA Americas	1
DCX	1
Deborah Heart & Lung Center	2
Defense Contract Audit Agency	4
Defense Finance & Accounting Service	1
Defense Intelligence Agency	1
Defense Logistics Agency	1
Defense Supply Center	5
Dekalb County Board of Health	2
Dekalb Medical Center	1
Delaware State Police	1
Delphi	5
Delphi Automotive Systems	1
Denton Regional Medical Center	1
Dept of Air Force	1
Dept of Army	3
Dept of Defense	8
Dept of Education	2
Dept of Energy	1
Dept of Health & Human Services	1
Dept of Homeland Security	2
Dept of Human Services	1
Dept of Justice	2
Dept of Juvenile Justice	1
Dept of Navy	3
Dept of State	1
Dept of the Army	2
Dept of Veterans Affairs	5
Dept of Youth Services	1
Deptof Labor	1
Detroit Medical Center	1
Detroit Public Schools	2
DFAS	1
DHL Express	1
Digestive Healthcare of Georgia	1
Diocese of Phoenix	1
Doctors Hospital - Ohio Health	1
Donlan Fish Co.	1
Dow Chemical Company	1
DTE Energy	1
DTRA	1
Duke Univ. Health System Duke Health Raleigh Hosp.	1
Duval County Health Department	1
E.F. Slammon, DMD PA Home Town Family Dental Cente	1

Name of Employer	Count
E.I. DuPont	1
Eaton Corp.	2
Ebenezer Missionary Bapt. Church	1
ECI Telecom	1
Electronic Data Systems	4
EMC Mortgage Corp.	1
Emeril's Atlanta	1
Erickson Retirement Communities	1
ESIS/GM	1
Eurand, Inc.	1
FDA	1
Federal Court	1
Federal Government	2
Federal Reserve Bank of Atlanta	1
First Tennessee Bank	1
Fiserv IntegraSys	1
FISERV/GALAXYPLUS, Inc.	1
Fisher/Unitech	1
Flint Community Schools	3
Florence Darlington Technical College	1
Florence Honda	1
Florida Metropolitan University	1
Focus: Hope	1
Ford Credit	1
Ford Motor Company	17
Forsyth Medical Center	1
Forum Health	1
Franklin Public School District	1
Franklin Street Community Housing Corp	1
Frederick Memorial Hospital	1
Freeman Health Services	1
Freeman Health System	1
Fresenius Medical Care	1
GA Army National Guard	1
GE IT Solutions	1
Genentech, Inc	1
General Dynamics	1
General Electric	1
General Motors	37
Genesys Health System	1
Gentek Technologies	1
George P. Johnson Co.	1
Georgetown University Hospital	1
Georgia Congress of Parents & Teachers Inc.	1
Georgia Medical Care Foundation	1
Glaxo Smith Kline	1
Gloria Hankins	1
GMAC	1
Grady Health System	1

Name of Employer	Count
Grand Forks Police Department	1
Grater Detroit Area Health Council	1
Gratiot Health System	1
Great Lakes Mortgage and Investment	1
Guardsmark	1
Gwinnett County Public Schools	1
H & R Block	1
Hampton Newport News CSB	1
Havenwyck Hospital	1
Hayes Lemmerz Int'l	1
HCR ManorCare	2
Health & Hospital Coynatim, South Manhattan Networ	1
Health Alliance Plan	3
Health Plus of Michigan	2
Heartland Health	2
Heartland Rehabilitation/HCR Manor Care	1
Henkel Technologies	1
Henry County Public Schools System	1
Henry Ford Health System	2
Henry Medical Center	1
Hertz Corporation	1
Herzog Contracting Corp	1
Highfields, Inc.	1
Home Depot	3
HoneyBaked Ham Company	1
Honolulu Police Dept	2
Hornflower Marine Services - Florida	1
Hospice of Helping Hands, Inc	1
Hospices of the National Capital Region	1
Hospital Consolidated Labs/Providence Hospital	1
Houghton Lake Community School	1
Howe-Peterson, Inc. (funeral home)	1
HR Professional Services Inc	1
Hubbell Roth & Clark	1
Huntington National Bank	1
Hurley Medical Center	2
Hyperion Solutions	1
Imaging Resource Centers Ltd.	1
Inalfa Roof Systems	1
Independent, Self Employed	1
Ingham Regional Med Center/Lansing Comm College	1
Intelistaf Healthcare	1
Issa Wajeel	1
ITT Industries	1
ITT Technical Institute	1
Jewish Community Center	1
Jim's Appliance Heating & Cooling	1
Joint Visual Information Activity (JVIA)	1
Kaiser Permanent	1

Name of Employer	Count
Kansas City Community College	1
Karmanos Cancer Hospital	1
Kelleher Enterprises Inc.	1
Kelly Services	2
Kettering Medical Center	2
K-Mart Corp	2
KSJ & Associates, Inc.	1
Lander University	1
Landon Companies	1
Lawrence Technological University	2
Lear Corp	4
Leatherwoods	1
Legal Aid and Defender Association	1
Lenoir Community College	1
Lexis Nexis	1
Licking Memorial Health Systems	1
LifeSpan	1
Lithonia Lighting	1
Lockheed Martin Corp.	1
Longwood Elastomers Inc	1
Lowell General Hospital	1
LSU Health Sciences Center	1
Lutheran Social Services of Michigan	1
Macomb County	1
Magneti Marelli Powertrain	1
Maimonides Medical Center	1
Manistee Conservation District	1
Mann & Hummel USA	1
Mary Immaculate Hospital	1
Mary Washington Hospital	1
MCG Health, Inc.	1
McGuire VA Medical Center	1
McLaren Regional Medical Center	1
MCPS	1
Mead Westvaco	1
Measurement, Inc	1
Mecosta Health Services, Inc	1
Medical Advantage Group	1
Medical College of Georgia	1
MediCorp Health System	1
Melaleuca, Inc.	1
Mercer County Correction Center	1
Merck	1
Mercy Medical Center	1
Metaldyne	1
Methodist Healthcare	1
Metropolitan College of N.Y. and Mercy College	1
Miami County Educational System	1
Miami Valley Hospital	1

Name of Employer	Count
Michigan Adult Day Services Assn	1
Michigan Air National Guard	1
Michigan Assn of Homes & Services for the Aging	1
Michigan Center for Rural Health	1
Millward Brown	1
Minnesota Dehydrated Vegetables, Inc.	1
MMPC (Michigan Medical PC)	1
MO Dept. of Health & Senior Services	1
Molex	1
Monmouth County Vocational School District	1
Montgomery County Adult Probation Department	1
Morale, Welfare & Recreation - Fitness Department	1
Morehouse College	1
Morgal Machine Tool Co., Inc	1
Morgan Stanley	1
Motorola, Inc	1
Mott Community College	1
MPRI	1
Municipality of Juana Diaz	1
Municipio Autonomo de Aguadilla (Puerto Rico Gover	1
Munson Army Health Center	1
Nasa Community College	1
National Centers for Intiatives and Alternatives	1
National Contractors Pre-Licensing Services	1
National Council of LaRaza	1
National Job Corps Alumni Association	1
National Security Agency	1
Nationwide Insurance	2
Naval Submarine Support Center	1
New Jersey Dept of Corrections	1
New Jersey State Police	1
New York Board of Education	1
Nextel Communications	1
Noramco	1
North Carolina Community College System	1
North Carolina Dept of Revenue	1
North Carolina DHHS	1
North Carolina State University	1
North Oakland Medical Centers	1
North Ramsey Family Care	1
Northern Diecast Corporation	1
Northern Michigan Hospital	1
Northrop Grumman	3
Nova Southeastern University	1
NSA	1
NW Missouri Psych Rehab Center	1
NY Department of Education	1
NYC Health & Hospital Corp./Kings County Hospital	1
NYS Office of Alcoholism & Substance Abuse Service	1

Name of Employer	Count
Oakland Community College	1
Oakland University	1
O'Berry Center	1
Object Sciences Corporation	1
ODJFS-UCRC	1
Office of the Chief, Army Reserve	1
Officer Chief Army Reserve (Pentagon)	1
Ohio CDC Association	1
Ohio Dept of Health	1
Ohio Dept. of Youth Services	1
Ohio EPA	1
Ohio National Guard	1
Ohio Nurses Association	1
Ohio Public Employees Retirement System (OPERS)	1
Ohio State University	1
Omaha Public Schools	1
OMI Diagnostics	1
Opal's House	1
Operations Group, Combat Manuever Training Center	1
Orrick School District	1
Overton Brooks VA Medical Center/Monroe VA Outpati	1
Pavillion Family Practice, P.C.	1
Pepsi Bottling Group	1
Pfizer	1
Philips	1
PHNS	2
Plastipak Packaging	1
Plymouth Whalert (sp)	1
Porter Hills Rehabilitation, LLC	1
PPS	1
Pratt S. Whitney Auto Air	1
Premier Research	1
Premier, Inc.	1
Prince George's County Public Schools	1
PRO 356 and Presidential Properties	1
Progressive Insurance	1
Providence Hospital	1
Puerto Rico Army National Guard	3
R.S. Rosenbaum	1
Ralph H. Johnson VAMC	1
Raytheon	1
Rescare	1
Rescare - Brooklyn Job Corps	1
Research Foundation of CUNY at Hunter College	1
Richland School District 1	1
Richmond Metropolitan Sales	1
Richmond Public Schools	1
Riverside Regional Medical Center	1
RN Network	1

<b>Name of Employer</b>	<b>Count</b>
Rochester College and Baker College	1
Rockwell Automation, Inc.	1
Ron-Kare Co.	1
Roy Lester Schneider Hospital	1
RSDC of Michigan	1
S1	1
Saginaw County Community Mental Health Authority	1
Saginaw Township Community Schools	1
SAIC	1
Saint Vincent Catholic Medical Centers	1
Saluda Behavioral Health Systems	1
Sanderson Industries	1
Sartorius, Inc.	1
SBC	3
School District of Hillsborough County	1
Schoolcraft College	1
Science Application International Corp. (SAIC)	1
Select Health Management	1
Self employed - GMAC Real Estate The Kee Group	1
Self-employed	1
Sephardic Home	1
Shelby County Government Division of Public Works	1
Sinclair Community College	1
Social Security Administration	1
Society of Manufacturing Engineers	1
Software Engineering Center	1
South Carolina Dept of Juvenile Justics	1
Southside Regional Medical Center	1
Southtrust Bank	1
Southwest General Health Center	1
Special Olympics Michigan (CMU)	1
Spectrum Health	2
Spring (Long Distance)	1
Spring Arbor Univ., Schl of Adult Studies, Detroit	1
Springfield City School District	1
Sprint	1
SRA International, Inc	1
SSAB Hardtech Inc	1
St. John Detroit Riverview Hospital	2
St. John Health	1
St. John Macomb Hospital	1
St. Johns River Water Mgt District	1
St. Joseph Medical	1
St. Joseph Mercy Hospital	2
St. Joseph School District	1
St. Jude Children's Research Hospital	1
St. Luke's Hospital	2
St. Margaret's Episcopal School	1
St. Mary Mercy Hospital	1

<b>Name of Employer</b>	<b>Count</b>
Staffbuilders Homehealth	1
Standard Federal Bank	1
Starwood Hotels and Resorts	1
State of Florida	1
State of Michigan	5
State of New Jersey	1
State of North Carolina Superior Court District 8	1
State of Ohio - Job & Family Services	1
State University of New York-Downstate Medical Cen	1
Sterling & Tucker	1
Stonybrook University Hospital	1
Subcontractor to General Dynamics (self-employed)	1
Summer Brook Health Care Center	1
Sun Industries In	1
Sunrise Senior Living	1
Suntron	1
Suurmeyer & Associates	1
Synthes (USA)	1
Sytex, Inc.	1
Target	2
Technicolor	1
Tecstar LLC	1
Teksystems EF&I Solutions	1
Tetra Tech EMI	1
Texas Dept. of Public Safety - Div. of Emerging Mg	1
The Childrens Medical Center	1
The Floating Hospital	1
The Ginn Group	1
TheraCare	1
Thomas C. Jones CPA	1
Thyssen Krupp Automotive	1
Ticona	1
Tidewater Emergency Medical Care	1
Time Warner Cable	1
Tinker Company	1
Titan	1
Toledo Hospital	1
Tommy Hilfiger	1
Tower Automotive	2
Training Station	1
Trelleborg Automotive -Sandusky	1
Tri Care Regional Business Office	1
Tri-Cities Credit Union	1
Trinity Health Services	1
Tripler Army Medical Center	1
Triwest Healthcare Alliance	1
U.S. Agency for International Development	1
U.S. Air Force	48
U.S. Army	88

Name of Employer	Count
U.S. Army National Guard	6
U.S. Army Pentagon	1
U.S. Army Reserve	1
U.S. Army War College	1
U.S. Coast Guard	1
U.S. Dept of Transportation	3
U.S. Dept. of Agriculture	1
U.S. Dept. of Health & Human Services	1
U.S. Dept. of Navy	1
U.S. Farathane Corp.	1
U.S. General Accounting Office	1
U.S. General Services Administration	2
U.S. Government	4
U.S. Investigations Services, Inc	1
U.S. Manufacturing	1
U.S. Marine Corps	2
U.S. Marines	3
U.S. Military	2
U.S. Millitary	1
U.S. Navy	10
U.S. Navy Reserve	1
U.S. Postal Service	3
U.S. Public Health Service	2
U.S. Secret Service	1
U.S.. Army	1
UCB Pharma Inc.	1
UCLA	1
UGS PLM Solutions	1
United Cerebral Palsy	1
United Nursing Services	1
United States Army	1
United States Courts	1
Univ. of Massachusetts, Amherst - ROTC	1
Univ. of Michigan Business School	1
University of California, San Diego	1
University of Connecticut	1
University of Maryland	1
University of Maryland, Baltimore - School of Nurs	1
University of Michigan	2
University of Michigan Health System	1
University of Phoenix	1
University of Richmond	1
University of South Carolina	1
University Specialty Hospital	1
UPS	1
V.A. Medical Center	4
V.A..Medical Center	1
Valassis	1
Valmont Industries, Inc.	1

Name of Employer	Count
Vantage Human Resource Service, Inc	1
Verizon	1
Veteran Administration-Boston Healthcare System	1
Veterans Administration	1
Veterans Affairs Kansas City Medical Center	1
Veterans Affairs Medical Center	1
Village Pharmacy	1
Virginia Beach Health Care - Rehabilitation	1
Virginia Dept. of Corrections	1
Virginia Union University	1
Visiting Nurse Service	1
Visteon Corporation	1
VNA Home Health - Wellspan	1
VNAB	1
W.R. Ruff Transport, Inc. (Self employed)	1
Wackenhut Services, Inc	1
Walgreens	1
Washington Mutual	1
Wayne Community College	1
Wayne County Airport Authority	1
Wayne County Veterans Affairs	1
Wayne State University	1
WCCCD	1
Webb Consultants	1
WebMD	1
Wella Manufacturing of Virginia	1
Wellness Plan (an HMO)	1
Western Powders, Inc.	1
Westerville City Schools	1
William Beaumont Hospital	1
William R. Courtney - Texas State Veterans Home	1
Williston Park District	1
WorldSpan	1
Wright Patterson AFB	3
XL America Inc	1
XVIII Airborne Corps Artillery	1
ZKDINC	1

What Services Would You Like to See Offered	Number
Would like to continue to receive alumni news and updates online.	
Where are they (alumni) listed?	
Unable to (participate in CMU alumni events) because of location.	
The university to: establish and sponsor local/state wide cultural or alumni events. Bring something down to the South Carolina area.	
The offering of PhD programs.	11
Strong job referral and placement service. It is non-existent at the Hickam AFB location.	
Specific answers to questions. Over one year ago, I wrote the university asking what specific courses I would need to take to obtain my MBA. I was sent a catalogue. I wanted to know what class I need to take based upon the classes I have already comple	
Some instructors made it too easy for people who didn't want to do any work to complete a course, sometimes even with an A grade. This was not fair to the people who did the work correctly and on time. It almost felt as if these people where being "give	
Social functions to allow me to network with other alumni	
Services offered to those who do not live near the main campus	
Schedule permitting, I'm not sure.	
Salary comparisons - looking at age, yrs service & job type.	
Regional newsletters and group events	
Reduced fees for further education.	
Public Administration public sector(job) postings nationwide through biweekly/monthly e-mail @ no cost	
Programs are great. No recommendation.	
Professional Job Fairs (not entry level).	
Professional certification programs	
Possible scholarships or positions at CMU or Macomb College University Center	
PMP credit type courseware	
Please send me information concerning employment opportunities with CMU. I am positively interesting in serving as an instructor in the Atlanta Georgia area. I am currently pursuing a Doctorial degree in Organization Leadership at Nova Southeastern Univ	
Personally, would like to see a mix/variety of academic offerings (certificates or degrees): i.e. Quality Mgmt, Health Law, Public Health, Statistics & Survey Methodologie.	
P.S. Why don't you offer a doctorate program at military institutions?	
Opportunity to take more courses online for possible certification in Health Administration	
Opportunity to speak with new students.	
Open to any. Possibly connection with classmates from my years of attendance and graduation.	
Open houses - marketing the program	
Offer Juris Doctor degrees. Offer Executive Placement Assistance. Offer grants and scholarships.	
No change	

What Services Would You Like to See Offered	Number
Networking opportunities for those of us who've been in business while earning degrees.	
More relevant career/job link info; increased marketing for employment opportunities directed at CMU alumnus	
More networking events for CMU alumni. Ticket offers when CMU plays football, basketball in the metro Detroit area. Start alumni groups by industry (such as a banker's group) and geographic area	
More information about doctoral programs.	
More info on higher degrees	
More avenues to collaborate or network with other CMU alumni. Outside of school and away from any campus, it's difficult to stay in touch. Maybe something online to get in touch with peers in industry. Not sure how many are in biotech.	
More aggressive recruiting efforts for alumni support.	
Mentorship	
Mentoring.	
Luncheons; dinners; sporting contests; support charitable organizations.	
Job search/resume writing services. Events at universities other than CMU main campus. Networking socials for graduates	
Job search/ads; grad list	
-Job Search. -Job Referral. -Corporation listing to submit resumes to (those who endorse CMU alumni programs.)	
Job placement services for MSA students NOT at Mt. Pleasant.	
Job placement services	5
Job networking. Events that are not sports related.	
Job Fairs. Job Placement Services.	
Job fairs and employment assistance for alumni in the Atlanta GA area	
Job assistance in various states to obtain positions in our related field.	
It would be nice to have a local alumni group in Richmond.	
Internship program before completing program. Mentoring program.	
Interactive party at local campus. Fort McPherson site would be great. Excellent golf course.	
I would like to see an improvement within career placement. I obtained my masters degree in order to further my career in another field. I attempted to log onto the college's career placement website, but found it totally useless. Due to a acareer endin	
I would like to see the following degree programs: Accounting Degree and/or Finance Degree.	
I would like to see much more assistance in terms of job placement and mentorship available to those students who need it. Many CMU students are currently working in their respective fields, but there are those who are attempting to enter different field	
I would like to see more employment services offered - resume writing, employer recruitment, etc. This program is excellent. I am completely satisfied with my degree and with my degree experience. I have encouraged several friends to research and/or at	
I would like to see CMU Extended Learning provide graduates with internships in government and private sector organizations. There is no effort to assist graduates in this area. I would also like CMU to offer a capstone course which would prepare gradua	
I would like to see "Big Companies" recruiting on the CMU eRecruiting Network.	
I would like to get a catalog sent to me so I can purchase some CMU items!	

What Services Would You Like to See Offered	Number
I would like information on using my Master's degree to teach at your university at extended degree locations.	
I would like CMU to start an off-campus program at or in Albuquerque, NM.	
I will attend the event in Scottsdale next month.	
I was disappointed that the school did not assist students in obtaining a job related to their field of work. No help was available and this was a disappointment. I graduated in 2001 and most of my colleagues could not obtain a job after graduation. Ye	
I recommend you send this survey to graduate students no later than six months after they graduate. Do not feel my survey is a worthy assessment as I graduated over five years ago from the program but happy to be of service. Also, found it odd that my s	
I received a masters through normal instruction (15 wk sessions). The MSA program was great. I recommend it to many people at work. I would like to see a doctoral program run the same way (not online)	
I need a real job that is related to MSA. Please help me.	
I don't know the existing services. Please provide.	
Haven't been invited	
Have not given it much thought.	
Eventually, will receive a raise in income because of degree completion	
Employment Placement Services	
Employment assistance	
E-mailed Alumni Services that I could help facilitate a local alumni rep, but I never heard back!! No one followed up.	
Doctorate Degree (Distant Learning).	
Distance Learning MBA Program would be helpful.	
Directory to keep in touch with fellow alumni.	
Continuing related classes that are related to work for non-degree seeker.	
Community related alumni events focusing on health related issues.	
CMU Football Trip Packages from and to various sites/campuses to see CMU play.	
CMU could do a better job promoting and explaining the MSA program. It is a very unique program and no on know what it means. I get blank stares when I tell people I completed the MSA program at CMU. Of course, everyone knows what an MBA program is.	
Career Placement (job board)	
Career outlook strategies, and true long-range perspectives on career/educational potential and options.	
Career opportunities close to home. Commuting to Mount Pleasant for interviews in extremely difficult.	
Can't think of any right now.	
Better job search & help with finding jobs especially in the state where I person has attended CMU.	
Better Employment Assistance.	
Better connection placement w/ job improvement after completion of MSA degree. More network with local Detroit companies.	
As far as I know, there was ZERO help provided with career planning and placement and the job search process when I graduated (1999). I was laid off right when I graduated and it would have been nice to have employers come interview at CMU-CEL in my fiel	
Any local CMU events. Maybe some CMU sponsored Career Fairs.	

What Services Would You Like to See Offered	Number
An opportunity to join a sorority.	
Alumni organization point of contact list for out of state graduates specifically Virginia. Hopefully this makes it back in time for inclusion, I realize it won't be in time to get in on the drawing for a t-shirt. My degree did help me to get selected i	
Alumni Association in Louisiana/Mississippi	
Although I had a great experience with CMU while in Hawaii, my husband had terrible ones from the Ft. Belvoir classes. There was little interaction between the students and instructors. Saying this, for future surveys it is suggested to make them locati	
Active job placement and leads	
Access to on-line student library for scholarly articles in order to do research and contirbute to alumni body of work.	
Access to CMU library online	
A strong job assistance program.	
1. Would like to see discounts for alumni staff at the bookstore. 2. Social events in the Northern Virginia area. 3. "Early bird" specials on sporting events. 4. Social rosters/alumni rosters of folks in the general location.	
1. I would like to see alumni communications via e-mail, preferably at work. I here are occasions when mail delivery causes late notification of alumni activities. 2. I would like to see information that addresses topics that refer alumni to doctoral	
1. I would like to see a networking event planned for all MSA graduates. It would give us an opportunity to get back in touch with fellow students and give us contacts for other companies. 2. Offer a workshop for those of us who haven't seen any resul	
1. Free access to online library such as 1st Search. 2. Ability to get books from library. 3. Free e-mail. Ex: leshurt@cmich.edu, with limited storage, something like Yahoo e-mail.	
1. Continuous improvement programs. 2. Networking. 3. Methods of distinguishing a CMU degree from the flood of Masters programs (degree mills) out there.	

### Other Comments

Your library service online was a great tool in researching papers which greatly helped. I'm sure your library service has expended since I went to school there, but wouldn't mind having access to the library service for future reference. CMU has help m

would like to be involved in future alumni events after retirement for the military

Would have preferred an MBA. Not all courses were available at McGuire AFB.

Will be accepting a job next month at a local hospital in electrophysiology. I worked in electrophysiology field upon completion of my degree. I have taught for the past year and will re-enter the field.

The degree I received from CMU greatly assisted in my promotion to MAJ. Additionally, the degree assisted in my selection to the Navy War College for further studies and another graduate degree. My memories of the program are: (key) - Knowledgeable pro

Sought out a new position that required MSA.

Seeking Ph.D. in Leadership

Reference instructor performance. I thought sometimes the bar was lowered when it should not have been.

Reduced tuition costs for PhD program!

professors were very understanding about job/school conflicts

Please offer PhD program for Business in Atlanta

Please don't forward or sell my personal info contained here. Don't send unsolicited or additional info without prior authority

Please consider my age (50+ years) and years working (35+) in private industry when evaluating your answers.

Please advise those going into Human Resources that they MUST already have experience in the field or will NOT get a job in that field. I am grossly over-educated and under-experienced to EVER get any job beyond a generalist paying \$6.50/hour in the HR a

Overall, I was very impressed and satisfied with the professionalism and knowledge of all my CMU instructors. My academic advisor never made my feel as if my goal of obtaining/earning my MSA degree was unattainable, especially when I was a full time wife

No services. However, I would like to comment that while I was in the MSA course @ CMU, I was dumbfounded on how some of the students actually made it through some of the courses. Some students (30-40%) were not capable of understanding or completing th

My daughter did apply for Alumni Scholarship, but did not receive it. She is currently enrolled at the main campus in Mt. Pleasant.

Looking at PhD programs

Job not related to MSA program, but courses I took are very helpful with some aspects of the job.

involvement in future alumni events depends on the location.

Interested in future alumni events in San Diego

I'm fine with the current alumni services offered. I enjoyed and greatly benefited from my experience at CMU. I would/have hight recommend it to others.

I would love to see the DC area do a PhD program in Info Res Mgmt. I would be eager to be in a pilot program if you did a cohort here!!!

I would like to thank Elsie Hall (coordinator at CMU Seymour Johnson AFB) for her hard work and great personality. She made the experience great.

I would like to see you improve the program, the MSA program.

I would like to continue on for a PhD but it is cost prohibitive through Central.

I would just like to add the following comments concerning my CMU degree and its relationship to my career path. After earning my degree, I did apply for, and receive, a job promotion that is leading me into the Information Technology areas of the hospit

I was on active duty in US Air Force at time of survey. Yes ansers were not a prerequisite for job, however, I think it contributed to promotion and salary increase.

Other_Comments
I was in the Human Resource Management program. Recommend the University contact Society of Human Resource Management to work on HR certification process. This process was never discussed in my classes but I have found these certifications coupled with t
I was disappointed that CMU didn't offer an MBA program.
I live in northern CA so it is hard to do alumni events.
I had to remove CMU from my resume in order to get a job.
I could not have been competitive at Genentech without my CMU degree.
I am seeking employment in my MSA program.
I am currently pursuing a doctorate in education through Baylor University. Courses I took in my MSA program have helped me synthesize, integrate, analyze, and evaluated the conceptual and theoretical perspectives of higher education administration. As
I am currently participating in a PhD program in organizational leadership at Regent U., VA Beach, VA. My MSA experience left me well prepared for this endeavor. Much of what I learned there in terms of concepts, research skills, & academic writing appl
Great experience; really happy I have CMU as my university!! Excellent.
Great experience. Mariam Scherum and Christy were superb in their work! Thank you.
Generally, the instructors lectured because students did not want the more challenging give-and-take of discussion at graduate level. Also, too many gave in to student demands for easy exams and guides to what they needed to know to "get their A" with th
Except one professor, Dr. Gaston. He was contradictory on his goals and evaluations
Eventually, I plan to go back to work 20-40 hours/week (I currently work only 8-10 hours/week, with 2 small children.) It would be nice to get support in that from CMU-CEL. I was interested in coming back and teaching at CMU-CEL, and had my advisor's su
Doctorate programs with funding
Dear Dr. Rawls & Dr. Smiley: Thank you for your letter of request to fill out the alumnus MSA program survey. I am happy to do so and want to take this time to thank the staff of Central Michigan University for all the past help I received in obtaining
Completing the MSA program at CMU allowed me to seek employment that required a Master's Degree, as a minimum . . . It opened doors that were previously closed.
Alumni events - not in area: Mt. Pleasant
Although I did not receive a promotion because of obtaining my degree, I was eligible to apply for my current job because of it (required).
All of the instructors that I had at CMU@APG were excellent except for Dr. Lemmon (Managerial Acct.). That course was a waste of time for me. He read from the text and over half of the class time was taken up with discussion on EEO and how wonderful the
(720)808-8799H/(404)392-3830C/(205)795-1941W
"To stand still is to lose, to move is to gain, to change is to grow." As a graduate of the CMU program in 1999, the program has provided a number of great opportunities for me. I've had the opportunity to speak at my undergraduate college (Delaware Sta

## 2004 MSA Alumni Follow-up Survey: Detailed Data Summary

### PURPOSE OF YOUR CMU EDUCATION

#### 3. What was your PRIMARY GOAL in attending the MSA program at CMU?

(Rank order all that apply: 1 = most important goal; 2 = next most important goal; etc.)

	Most important		2 <sup>nd</sup> most important		3 <sup>rd</sup> most important		4 <sup>th</sup> most important		5 <sup>th</sup> most important		Least important		Not a goal		Total
	Count	% of 1174	Count	% of 830	Count	% of 581	Count	% of 428	Count	% of 360	Count	% of 23	Count	% of 2838	
To earn a degree	638	54.3	150	18.2	62	10.6	39	9.1	23	6.4	1	4.3	126	4.4	1039
To get a salary increase	61	5.2	144	17.3	161	27.7	120	28.0	60	16.7	5	21.7	488	17.2	1039
To improve my skills in my current job or field of work	155	13.2	217	26.1	120	20.7	87	20.3	86	23.9	2	8.6	372	13.1	1039
To prepare for a new career or field of work	165	14.1	132	15.9	97	16.7	65	15.2	120	33.3	7	30.4	453	16.0	1039
To get a job promotion	111	9.5	167	20.1	130	22.4	109	25.5	70	19.4	1	4.3	451	15.9	1039
Other	44	3.7	20	2.4	11	1.9	8	1.9	1	0.3	7	30.3	948	33.4	1039
<b>TOTALS</b>	<b>1174</b>	<b>100.0</b>	<b>830</b>	<b>100.0</b>	<b>581</b>	<b>100.0</b>	<b>428</b>	<b>100.0</b>	<b>360</b>	<b>100.0</b>	<b>23</b>	<b>100.0</b>	<b>2838</b>	<b>100.0</b>	

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Goal	
	Count	% of 2004	Count	% of 1392	Count	% of 2838
To earn a degree	788	39.3	125	9.0	126	4.4
To get a salary increase	205	10.2	346	24.9	488	17.2
To improve my skills in my current job or field of work	372	18.6	295	21.2	372	13.1
To prepare for a new career or field of work	297	14.8	289	20.8	453	16.0
To get a job promotion	278	13.9	310	22.3	451	15.9
Other	64	3.2	27	1.9	948	33.4
<b>TOTALS</b>	<b>2004</b>	<b>100.0</b>	<b>1392</b>	<b>100.0</b>	<b>2838</b>	<b>100.0</b>

**4. Why did you choose CMU, instead of another school?**

(Rank order all that apply: 1 = most important reason; 2 = next most important reason; etc.)

	Most important		2 <sup>nd</sup> most important		3 <sup>rd</sup> most important		4 <sup>th</sup> most important		5 <sup>th</sup> most important		6 <sup>th</sup> most important		Least important		Not a reason		Total
	Count	% of 1246	Count	% of 928	Count	% of 721	Count	% of 519	Count	% of 405	Count	% of 284	Count	% of 14	Count	% of 3156	
<b>Cost</b>	99	7.9	102	11.0	145	20.1	138	26.6	112	27.7	46	16.2	2	14.3	395	12.5	1039
<b>Convenient location</b>	409	32.8	308	33.2	157	21.8	42	8.1	13	3.2	2	0.7	0	0.0	108	3.4	1039
<b>Flexibility in scheduling</b>	362	29.1	287	30.9	170	23.6	69	13.3	12	3.0	4	1.4	1	7.1	134	4.2	1039
<b>Offered desired degree program</b>	259	20.8	156	16.8	144	20.0	122	23.5	54	13.3	11	3.9	1	7.1	292	9.3	1039
<b>Services provided</b>	35	2.8	32	3.4	64	8.9	115	22.2	169	41.7	43	15.1	1	7.1	580	18.4	1039
<b>Credit for previous work through Prior Learning portfolio</b>	26	2.1	29	3.1	30	4.2	28	5.4	42	10.4	176	62.0	6	42.9	702	22.2	1039
<b>Other</b>	56	4.5	14	1.5	11	1.5	5	1.0	3	0.7	2	0.7	3	21.4	945	29.9	1039
<b>TOTAL</b>	<b>1246</b>	<b>100.0</b>	<b>928</b>	<b>100.0</b>	<b>721</b>	<b>100.0</b>	<b>519</b>	<b>100.0</b>	<b>405</b>	<b>100.0</b>	<b>284</b>	<b>100.0</b>	<b>14</b>	<b>100.0</b>	<b>3156</b>	<b>100.0</b>	

	Most Important or 2 <sup>nd</sup> Most Important		3 <sup>rd</sup> – 5 <sup>th</sup> Most Important		Not a Reason	
	Count	% of 2174	Count	% of 1392	Count	% of 2838
<b>Cost</b>	201	9.2	443	22.8	395	12.5
<b>Convenient location</b>	717	33.0	214	11.0	108	3.4
<b>Flexibility in scheduling</b>	649	29.9	256	13.2	134	4.2
<b>Offered desired degree program</b>	415	19.1	332	17.1	292	9.3
<b>Services provided</b>	67	3.1	392	20.2	580	18.4
<b>Credit for previous work through Prior Learning portfolio</b>	55	2.5	282	14.5	702	22.2
<b>Other</b>	70	3.2	24	1.2	945	29.9
<b>TOTALS</b>	<b>2174</b>	<b>100.0</b>	<b>1943</b>	<b>100.0</b>	<b>3156</b>	<b>99.9</b>

## QUALITY OF YOUR CMU EDUCATION

### 4. During my MSA program, overall, my instructors:

	Strongly Agree		Somewhat Agree		Slightly Agree		Slightly Disagree		Somewhat Disagree		Strongly Disagree		Missing	Valid Total
	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %		
Understood and respected individual students' differences	689	66.6	313	30.3	27	2.6	2	0.2	1	0.1	1	0.1	6	1033
Communicated clear expectations for classes	689	66.5	319	30.8	20	1.9	5	0.5	2	0.2	1	0.1	3	1036
Applied course content to real life, especially the workplace	604	58.4	369	35.7	46	4.4	12	1.2	2	0.2	2	0.2	4	1035
Used a variety of teaching methods and learning activities	567	54.7	387	37.4	70	6.8	10	1.0	0	0.0	2	0.2	3	1036
Encouraged students to be responsible for their own learning	628	60.7	337	32.6	56	5.4	9	0.9	2	0.2	3	0.3	4	1035
Helped students achieve course learning objectives	570	55.0	408	39.3	51	4.9	4	0.4	3	0.3	1	0.1	2	1037
Challenged students intellectually	534	51.4	400	38.5	84	8.1	10	1.0	6	0.6	4	0.4	1	1038
Encouraged students to summarize, synthesize, analyze and apply information	581	56.1	347	33.5	92	8.9	9	0.9	4	0.4	3	0.3	3	1036
Provided feedback to help students keep track of their learning	469	45.3	401	38.7	122	11.8	34	3.3	5	0.5	5	0.5	3	1036
Chose assessments of students' knowledge which were relevant to course learning objectives	458	44.3	438	42.4	113	10.9	16	1.5	4	0.4	4	0.4	6	1033

	<b>Strongly Agree or Somewhat Agree</b>		<b>Descriptive Stats (6-pt. scale above)</b>	
	<b>Count</b>	<b>Valid Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
<b>Understood and respected individual students' differences</b>	1002	<b>96.9%</b>	<b>5.63</b>	0.57
<b>Communicated clear expectations for classes</b>	1008	<b>97.3%</b>	<b>5.63</b>	0.59
<b>Applied course content to real life, especially the workplace</b>	973	<b>94.0%</b>	<b>5.50</b>	0.69
<b>Used a variety of teaching methods and learning activities</b>	954	<b>92.1%</b>	<b>5.45</b>	0.69
<b>Encouraged students to be responsible for their own learning</b>	965	<b>93.2%</b>	<b>5.52</b>	0.70
<b>Helped students achieve course learning objectives</b>	978	<b>94.3%</b>	<b>5.48</b>	0.65
<b>Challenged students intellectually</b>	934	<b>90.0%</b>	<b>5.38</b>	0.78
<b>Encouraged students to summarize, synthesize, analyze and apply information</b>	928	<b>89.6%</b>	<b>5.43</b>	0.76
<b>Provided feedback to help students keep track of their learning</b>	870	<b>84.0%</b>	<b>5.23</b>	0.88
<b>Chose assessments of students' knowledge which were relevant to course learning objectives</b>	896	<b>86.7%</b>	<b>5.28</b>	0.80

5. To what extent did your MSA program help you improve your ability to:

	Great Improvement		Moderate Improvement		Small Improvement		No Improvement		Missing	Valid Total
	Count	Valid %	Count	Valid %	Count	Valid %	Count	Valid %		
Apply management perspectives in your workplace	427	41.9	465	45.6	109	10.7	18	1.8	20	1019
Use quantitative methods and approaches to solve workplace problems	327	32.0	480	46.9	175	17.1	41	4.0	16	1023
Evaluate workplace problems and recommend strategies or tools to address them	426	41.7	446	43.7	119	11.7	30	2.9	18	1021
Take a position on an organizational issue, and defend it both orally and in writing	435	42.7	401	39.4	140	13.8	42	4.1	21	1018
Apply the concepts of finance, as practiced in your employer's organization.	230	22.8	419	41.6	260	25.8	99	9.8	31	1008
Apply the concepts of marketing, as they relate to your employer's organization.	213	21.3	399	40.0	252	25.3	134	13.4	41	998
Use information systems to support decision-making	319	32.1	364	36.7	214	21.6	96	9.7	46	993

	Stated "Great" or "Moderate" Improvement		Descriptive Statistics	
	Count	Valid %	Mean	Standard Deviation
Apply management perspectives in your workplace	892	87.5	3.28	0.72
Use quantitative methods and approaches to solve workplace problems	807	78.9	3.07	0.80
Evaluate workplace problems and recommend strategies or tools to address them	872	85.4	3.24	0.77
Take a position on an organizational issue, and defend it both orally and in writing	836	82.1	3.21	0.83
Apply the concepts of finance, as practiced in your employer's organization.	649	64.4	2.78	0.91
Apply the concepts of marketing, as they relate to your employer's organization.	612	61.3	2.69	0.96
Use information systems to support decision-making	683	68.8	2.91	0.96

## EMPLOYMENT

6. I am currently:

	YES	
	Count	%
Employed in a job RELATED to my MSA program	655	<b>63.0</b>
Employed in a job NOT RELATED to my MSA program	254	<b>24.4</b>
On active duty with the U.S. military	172	<b>16.6</b>
Continuing my education	69	<b>6.6</b>
Not employed, but seeking work	22	<b>2.1</b>
Not employed, not seeking work, because	28	<b>2.7</b>

6. I am employed by:

	YES		NO	
	Count	%	Count	%
7. Did you obtain your current position because you completed your most recent degree?	277	<b>27.5</b>	731	<b>72.5</b>
8. Did you receive a promotion upon completion of your most recent degree?	218	<b>21.5</b>	796	<b>78.5</b>
9. Did you receive a raise in income because of your completion of your most recent degree?	348	<b>34.3</b>	667	<b>65.7</b>
10. Were you serving in the military while you were taking CEL courses?	275	<b>27.6</b>	723	<b>72.4</b>

**ALUMNI**

**11. Have you participated in CMU alumni events?**

**12. Would you like to be involved in future alumni events?**

<b>YES</b>		<b>NO</b>	
<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
53	<b>5.1%</b>	980	<b>94.9%</b>
456	<b>46.1%</b>	533	<b>53.9%</b>