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Laura A. Krueger
St. Cloud State University

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Learning Resources
STATE UNIVERSITY
St. Cloud, Minnesota

A STUDY OF GRADUATES OF THE CENTER FOR INFORMATION MEDIA AT ST. CLOUD STATE UNIVERSITY: EMPLOYMENT AND SATISFACTION

by

Laura A. Krueger

B.A., St. Cloud State University, 1995

A Research Paper Submitted to the Graduate Faculty

Center for Information Media

College of Education

St. Cloud State University

In Partial Fulfillment of the Requirements

for the Degree Master of Science

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Chapter I

INTRODUCTION

Introduction

St. Cloud State University (SCSU), located in St. Cloud, Minnesota, has been providing excellence in education and quality services to the community for over 150 years. On August 28, 2000, Learning Resources and Technology Services (LR&TS) opened the newly constructed library at St. Cloud State University, the James W. Miller Learning Resources Center. This facility provides students, faculty, and the community with the technology, resources, and services that can allow them to access information they can utilize in their studies and their everyday lives. Closely tied to this facility and the mission of LR&TS is the Center for Information Media (CIM). SCSU and LR&TS strive to meet the educational needs of the community in various ways. One way that many can achieve their professional goals is by enrolling in the graduate programs provided by the Center for Information Media. CIM offers Master of Science degree programs in Information Technologies, Educational Media, and Human Resource Development and Training. These programs focus on "the relationship between communication and information, with students specializing in programs designed to meet their professional needs" (Center for Information Media, 1998). Students in CIM's graduate programs develop competencies "in the theory and practice of librarianship,

education and information technology, instructional systems design, and message design and delivery" (Center for Information Media, 1998).

Institutions of higher education are under constant criticism and are pressured to demonstrate their effectiveness, making the information gathered from alumni research valuable (McGuire & Casey, 1999, p. 82). McGuire and Casey's (1999) comparative study examined alumni ratings of satisfaction with their educational experience on three levels--academic, social, and overall experiences (p. 88). The satisfaction of graduates with their academic program can be one way to show a measure of an academic program's performance. Alumni data can be used by an institution in different ways. McGuire and Casey's (1999) study described how one "institution used the occupation and employment information to alter its characterization of its graduates: the information gave them critical insight (that had been previously lacking) into their alumni's careers" (p. 95).

The Center for Information Media is committed to excellence, and the staff and faculty are always interested in finding ways to improve the graduate program. One method that CIM currently uses to gather this type of information is an exit interview at the time of graduation. At this time, graduate students are required to complete a written survey which asks for open-ended responses related to positive aspects, negative aspects, recommendations, and general comments on the CIM graduate program. (Erickson, 1999). This information is usually gathered during a student's last term of enrollment.

Background

Institutions of higher education can use alumni research data to learn about themselves, improve their programs and better promote themselves (McGuire & Casey,

1999, p. 81). Conrad, Duren and Haworth (1998) propose that there is not enough research on students' perceptions of their master's degree experiences. Instead, the opinions of faculty and administrators are more often heard. "There is almost no literature on how students experience their master's programs, much less the effects of their experiences on students themselves" (Conrad et al., 1998, p. 65).

Erickson's (1999) study at the Center for Information Media at St. Cloud State University examined student satisfaction with the CIM program by assessing responses to the graduate student evaluations of the Information Media program between 1986 and 1999. The surveys Erickson interpreted were already collected from graduate students in their exit interviews during the final term of their program. Erickson examined student satisfaction in terms of perceived learning, grade performance, and role of faculty. He charted the number of comments that had to do with satisfaction related to each of these areas. Erickson found that there were more positive comments about the CIM graduate program, showing that students are generally satisfied at the time of graduation. Since the results of the survey are possible indicators of academic excellence and program effectiveness, Erickson recommended that they be tabulated regularly, on an annual or biannual basis. Additionally, Erickson believes that "with only open-ended questions on the survey tool, the department is missing specific critical information" (Erickson, 1999, p. 31). Overall, the current survey procedure at CIM gathers information and opinions from students at the time of graduation but not beyond.

In order for academic programs to provide their students with the skills they need to work successfully in their field, departments need to determine what types of jobs graduates receive and whether graduates feel their degree prepared them for employment.

This is especially true when it comes to evaluating graduates' satisfaction with their educational program.

Statement of the Problem

The Center for Information Media requires an exit oral interview and survey at the time of a student's graduation, and faculty and staff might keep informal contact with graduates on an individual basis, but the Center for Information Media currently has no formal way of knowing what types of jobs graduates are working and whether the graduates are satisfied that the program met their needs once they entered the work force and have been working in the field. The details of graduates' employment and their current satisfaction levels with the program could prove to be valuable input as the Center for Information Media strives to evaluate and improve the graduate program.

What are the most common jobs that graduates hold? Are the skills they learned in their academic program at CIM useful to them, now that they are in the work place? Are graduates satisfied with their academic program, and if so, what contributed to their satisfaction? If they are dissatisfied, what do they perceive as the negative aspects of the program? What recommendations can graduates make about possible improvements? Do they feel that there are skills that need to be added to the program curriculum?

It is necessary to answer these questions and solve this problem so that CIM can continue its commitment to guiding students to become successful in their jobs.

Purpose and Significance of the Study

The purpose of this study was to gain valuable insight into the employment of recent graduates from the Center for Information Media's graduate program and to find out if graduates are satisfied with their degree, and the skills the academic program

provided, after they have spent time working in the field. To achieve this, a survey of CIM graduates from the last five years was conducted. This survey answered the research questions put forth in this chapter and provided a description of graduates' current employment and an assessment of satisfaction among graduates in the work force in order to help the Center for Information Media as its faculty and staff continue to serve their graduate student population.

It was necessary to solve this problem so that CIM and SCSU can continue their commitment to excellence in teaching and learning. This study will help CIM assess the needs of current students and plan for the future by surveying the post-graduation experiences and opinions of graduates.

First, information gathered from graduates is necessary and beneficial to CIM faculty and staff as they continuously strive to improve and develop CIM's graduate programs. Conrad et al. (1998) found in their study that "interviewees characterized their master's degree experiences as highly beneficial as learning experiences, as professional development experiences, and as leadership experiences" (p. 66). CIM would benefit from finding out if their graduates have similar perceptions. Conrad et al. (1998) recommend "incorporating the voices of students and alumni more regularly into ongoing, formative reviews" of graduate level programs (p.75). "Such insights could be invaluable to faculty and administrators as they seek to understand, identify, and strengthen those learning experiences within their programs that positively enhance students' growth and development" (Conrad et al., p. 75). The information gathered in this study will benefit those making decisions about curriculum, technology, faculty development, and the overall learning experience.

Additionally, the findings of this study will allow CIM faculty and administration

to receive feedback from graduates of the program after they have been immersed in the work world. The information about graduates' employment can also provide fresh insight on the demands and expectations of employers in the field. Finally, the knowledge gathered could be used for recruitment. McGuire and Casey (1999) see alumni studies shaping policy when it comes to "the dissemination of accurate information about graduates' life outcomes to prospective students and their families and to the public at large" (p. 97). By looking at the results of this study, the Center for Information Media can improve its graduate program for current and future students. Other benefits, such as improved reputation and increased enrollment, may follow.

Research Questions

This study of recent graduates' employment and satisfaction with the CIM graduate program at St. Cloud State University after their employment attempted to answer the following questions:

1) What types of jobs are CIM graduates employed in once they are working in the field, and what are the skills necessary to those jobs?

2) Do CIM graduates that are employed in the field believe that their CIM degree provided the skills necessary to their jobs?

3) What are CIM graduates' satisfaction levels with their CIM degree after they are employed in the field?

4) What are the elements perceived as important to graduate student satisfaction and/or dissatisfaction with the CIM graduate program at SCSU?

Assumptions

1) There was a need to gather information about the employment of graduates and

a need to assess the satisfaction of graduates after they have been in the work force.

2) The best way to obtain the necessary data for the study was to conduct a written survey.

3) The information that graduates provide in a written survey is truthful and sincere.

4) The sample is representative of graduates of the CIM program within the last 5 years.

5) CIM faculty and staff are devoted to the improvement of the program.

Definition of Terms

Assessment: the gathering of information in order to describe the current situation; fact-finding.

Evaluation: the examination of the facts gathered with the intention of applying them in order to make judgments about the situation; often used to assure quality and allow for improvement.

Satisfaction: the feeling that a certain need has been fulfilled; a sense of being content with something.

Alumni: graduates of a school, college, or university.

Graduate: a person who has received a degree from a school, college, or university.

Methodology

The method used to gather data in this study was a written questionnaire mailed to 109 graduates from all three tracks of the CIM graduate program at St. Cloud State

University from the years 1996 through the spring semester of 2001. SCSU is a public university with approximately 14,700 undergraduate students and 1,200 graduate students. The survey included both close-ended and open-ended questions. A copy of the survey mailed to graduates can be seen in Appendix A.

Limitations of the Study

The following are limitations of this study:

1) The survey was mailed only to those who have officially graduated from the CIM program, so the study did not gather the input of the graduate students who have completed course work and are working in the field but have not yet met all of the requirements for graduation.

2) Only graduates who provided a current address to St. Cloud State University's Alumni Association with no objection to being contacted by mail or phone were reached.

Delimitations of the Study

The following are delimitations of this study:

1) Any conclusions cannot be extended beyond the population of the study, the Center for Information Media graduate program at St. Cloud State University.

Summary

This study will help the Center for Information Media assess the needs of students and plan for the future by surveying recent graduates about their employment and satisfaction with the program This chapter has set forth the research questions and significance of the study. The following chapters will present the findings of the survey,

after presenting a review of the related literature and examining the research methodology used to gather and analyze the data.

Chapter II

REVIEW OF THE LITERATURE

Introduction

Institutions of higher education are under constant criticism and are pressured to demonstrate their effectiveness, making the information gathered from alumni research valuable (McGuire & Casey, 1999, p. 82). In order for academic programs to provide their students with the skills they need for employment in their field, departments need to determine what types of jobs graduates receive and whether graduates feel their degree prepared them for their jobs. Evaluating graduates' satisfaction with their educational program and the skills it provided is an important part of alumni research.

This chapter reviews and examines the literature pertaining to the use of alumni studies to gather information on the employment and satisfaction of graduates. Several studies helped to establish a theoretical basis for the study at the Center for Information Media.

The Value of Alumni Data

Information gathered from graduates of an institution of higher education, or a specific educational program within a university, is valuable feedback at a time when there is a need for data to show accountability. Currently, few universities have enough detailed information about what their students know and are able to do, before or after

they graduate (Gardiner, 1994, p. 3-4). The study of alumni can provide information about the outcomes of a university's program. Gardiner (1994) says, "Institutions that apply research succeed with all their students; those that ignore research can help relatively few" (p. 124).

Zanella (1999) found that colleges and universities are gathering feedback from alumni more frequently as part of evaluation and planning (p. 9-10). This information on graduates' perception can prove to be valuable feedback on many levels. Alumni opinions can serve as an important measure of a program's achievement in providing a quality education and meeting their students' needs. This information can help departments review and revise curriculum and improve marketing strategies, recruitment, and student career planning (Zanella, 1999, p. 9-10).

Alumni Satisfaction and Achievement

The satisfaction of graduates with their academic program can be one measure of an academic program's performance. To improve the quality of student outcomes that institutions of higher education produce, there is a need to comprehensively assess both students and institutions (Gardiner, 1994, p. vii). Institutions of higher education can benefit from looking at performance indicators, such as student satisfaction, to gain insight about the areas in which they need improvement (Erickson, 1999).

McGuire and Casey (1999) asked alumni to rate their satisfaction with their educational experience and asked whether the alumni had recommended their institution to someone else and if they would encourage someone with similar skills to attend. The recommendation of alumni indicates achievement for the institution.

Erickson (1999) examined student satisfaction in terms of perceived learning, grade

performance, and role of faculty. Erickson's research gathered common themes regarding positive aspects of the educational program, such as flexibility and variety of course work, technology in the program, and instructors who were practicing as librarians. This type of feedback from alumni can help higher education programs to measure their success.

Improving Programs With Feedback

As higher education programs continue their commitment to excellence in teaching and learning, they can benefit by surveying the post-graduation experiences and opinions of graduates. The gathering of students' perceptions of their educational program and its value in meeting their employment goals can help educational programs evaluate and revise (Zanella, 1999, p. 3).

There are benefits to assessing what students perceive. "Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability" (Gardiner, 1994, p. 109).

Hoey and Gardner (1999) surveyed administrators to see whether alumni surveys helped them assess their programs' performance. Most respondents said that the data was useful but suggested that the surveys have more department-specific questions so that the departments could benefit from information that has specific value to them (p. 51).

Hoey and Gardner (1999) found that the outcomes of survey data were most often reported as being used for curriculum revision, student advising, and improving planning processes, such as planning for reaccreditation. The comments that Hoey and

Gardner (1999) gathered included one administrator indicating a desire to use the employer survey data to look at their graduate and undergraduate curricula "in light of what employers indicate they want of graduates" (p. 53). Another administrator said that "alumni surveys have been useful in identifying problems related to advising, communication, and curriculum" (Hoey & Gardner, 1999, p. 53). Feedback from graduates can help improve programs in many ways.

Graduates' Employment Information

The knowledge about graduates' employment status gathered in alumni surveys could be used for recruitment. Universities can use alumni studies to share the graduate employment information with prospective students and parents and give them an accurate look at job possibilities (McGuire & Casey, 1999, p. 97). Alumni studies can give universities valuable insight about their graduates' employment.

Alumni surveys also allow faculty and administration to receive feedback from graduates of the program after they have been immersed in the work world. The information about graduates' employment can provide fresh insight on the demands and expectations of employers in the field. This insight can help educational programs improve their job preparation efforts and keep up with the workforce market. This information can help programs measure whether the skills they provide are relevant to graduates' employment.

Higher education is being challenged by the call to meet the needs of the economy since companies need "a highly trained and flexible workforce, who are willing and able to undertake a continuous process of learning and training" (Seagraves, Kemp, & Osborne, 1996, p. 157). Both students and employers are major stakeholders in an educational

program. Students expect that what they learn be relevant to employment, while at the same time, employers look to universities to provide them with skilled workers (Zanella, 1999, p. 6). Society depends on higher education to develop people who will meet the needs of business in our increasingly competitive world (Gardiner, 1994, p. 2-3).

Many alumni studies focus on the skill development of graduates and its connection to their employment. Hoey and Gardner (1999) conducted alumni and employer surveys and believed that the impact of an educational program "could best be measured by assessing the knowledge, skills, and abilities that connect the academy to the world of work" (p. 44). Two measurements that are common in alumni and employer surveys are the relative importance of skills to the graduate's position and the knowledge and skill levels (Hoey & Gardner, 1999, p. 44).

Alumni's Unique Perspective

Asking program graduates about their satisfaction with their program and its relevance to their work is valuable because they "are in a unique position to judge the impact of their education on their employment" (Zanella, 1999, p. 28). The experience of graduates in the field can provide them with a different perspective in which to judge the relevance of the skills they acquired in school to their work. Hoey and Gardner (1999) heard this opinion from one of the administrators they surveyed: "Alumni: they are our best evaluators after they've had time to reflect on the value of their education to their lives" (p. 55). Alumni opinions are also valuable because they are giving feedback on a completed endeavor as opposed to students who are still immersed in their studies (Vangelder, 1994, p. 12).

Examples of Alumni Surveys

Zanella (1999) cites many examples of studies and the common themes incorporated into alumni surveys. Student satisfaction with their program and the relationship of their degree to their employment were among the common themes (p. 11-12).

Boise State University in Idaho surveyed alumni in 1998 to discover if graduates were successfully employed and whether their educational program had met their needs (Belcheir & Gray,1998, p.1).

San Juan College in New Mexico conducted a telephone survey of students who took classes to improve their job skills and attempted to assess their satisfaction with the courses. Over 80% of the students expressed satisfaction with the classes and with the achievement of their educational goal (Clark, 1997, p. 11).

One of the criteria for being considered a Center of Excellence at the St. John's University in New York is that a department show evidence of student satisfaction with the program. (Pollicino & Hall,1998, p.14). Student satisfaction surveys, recent graduates surveys and follow-up studies are among the methods being used to determine the effect of the educational programs on students (Pollicino & Hall,1998, p.16).

McGuire and Casey's (1999) survey gathered "evaluations of respondents' satisfaction with their undergraduate education and of the effectiveness and relevance of undergraduate skill development in each of eight areas" (p. 84). Specific information about the alumni employment status was also gathered, such as job title, type of business, salary, longevity, and supervisory responsibility.

Conrad et al. (1998) reanalyzed data gathered in student and alumni interviews. Their study's major research question was "How do students interpret and evaluate their

master's experiences, including their impact on themselves and others?" (p. 66). Even though each alumni survey is unique, common characteristics and themes exist in this type of research.

The Questionnaire Method

Universities need to consider the limitations of their evaluation methods and find a way to get reliable results (Hilgendorf, 1998, p. 5). The questionnaire has been proven to be a valuable tool in gathering information in alumni surveys. Zanella (1999) found that the questionnaire works well for surveying graduates because it is inexpensive and time-efficient, can reach a widely dispersed population, and can assure the participants' anonymity (p. 12).

Another reason that alumni surveys provide valuable feedback is the lack of fear of repercussions for the graduates. One of the administrators that Hoey and Gardner (1999) surveyed commented on the effectiveness of survey data: "Senior and alumni surveys tell us about success/problems from a population that probably is honest in reporting and that has perceived there to be little to lose by being honest" (p. 55). Alumni that are out of the school environment tend to be more objective with distance, and since they have already completed their degree, they feel little risk that their responses will elicit any repercussions (Vangelder, 1994, p. 12).

Conclusion

Institutions of higher education can assess the needs of students and plan for the future by surveying recent graduates about their employment and satisfaction with their educational program. This chapter presented a review of the related literature. The following chapters will provide the details of the methodology used in the study at the

Center for Information Media, share the results of the study, and offer conclusions and recommendations.

Chapter III

METHODOLOGY

Introduction

The following chapter presents the details of the methodology that was used in the study of graduates of St. Cloud State University's Center for Information Media graduate program. A survey was designed to determine graduates' satisfaction with their CIM degree after being on the work force and to examine the jobs that graduates hold. A paper survey was the method used to gather data from graduates regarding their employment and their satisfaction with their CIM degree. The survey was administered by a mailing in January 2002. The results of this survey will help provide St. Cloud State University and the Center for Information Media with the information they may need to improve curriculum and the services they provide to students.

Subjects of the Study, Population and Sampling Method

The subjects of the study were 64 graduates who completed the CIM program at St. Cloud State University within the last five years, from 1996 through spring semester 2001. Eighty-one percent of the participants were female, and males made up 19% of the participants. The age of participants ranged from age 25 to over 60. All participants received their degree in one of three programs, or tracks, with CIM. Track One, Information Technologies, is designed for those who desire to increase their use of

information technologies in educational or business settings. Track Two, Educational Media, allows graduates to fulfill the competency requirements leading to licensure as a media generalist within the public schools. Track Three, Human Resource Development/Training, is intended for persons interested in working in business, industry, government or health related fields in an organizational media management or training position (St. Cloud State University, 2001). The study's sampling frame was the graduate list maintained by the St. Cloud State University Alumni Association. The names and addresses of the participants were acquired by the researcher from the Alumni Association's official records in order to mail the survey instrument. Of those graduating from CIM in 1996 through spring semester 2001, the Alumni Association has the current addresses for 109 of those graduates. The study sampled this population by mailing to all 109 names.

Research Design and Data Collection

The study conducted at St. Cloud State University was a descriptive study with mostly quantitative data being gathered and analyzed. However, a few of the survey questions were qualitative in nature, gathering graduates' opinions and feedback in an open form. The surveys were anonymous to protect the confidentiality of individual participants.

Survey Instrument

The survey instrument was a questionnaire that attempted to gather facts about the participants' employment, but it also had the characteristics of an opinionaire since the survey attempted to measure the opinions and satisfaction levels of each individual graduate. The survey had a total of 37 questions. There were 30 close-ended questions

that asked graduates for demographic information, information about their employment, and their levels of satisfaction with the CIM program. Within these 30 close-ended questions, 15 questions were likert scales that asked graduates to rate their satisfaction with specific aspects of the program. The survey contained seven open-ended questions in order to get full responses about the characteristics of the graduates' jobs, the graduates' use of the skills learned in the CIM program, and their recommendations for the program. The survey instrument consisted of a paper questionnaire (See Appendix A) with a cover letter, self-addressed stamped envelope for return, and an SCSU sticker as an incentive.

Research Procedures

The questionnaire was mailed to all graduates of the CIM program from 1996 to spring semester 2001 that provided the Alumni Association with a current address, for a total of 109. The survey was administered on January 15, 2002. On that day, the survey was mailed with a cover letter and stamped, addressed return envelope to all participants, using mailing labels provided by the Alumni Association. A total of 64 surveys were returned within the requested time frame for a 58.7 % return rate. The returned surveys were gathered for tabulation.

Statistical Analysis

The returned surveys were anonymous, so participant responses were completely confidential. The returned surveys were tabulated by the staff of Statistical Consulting Services at SCSU. The coding and tabulation of the open-ended questions were arranged by the researcher. The responses to open-ended questions were organized and separated into key words and phrases and then summarized for similarities. The scoring was done

by two raters to assure that the results were reliable.

Since the surveys gathered mostly quantitative data, the statistics used were basic percentages to represent the patterns found in students' responses.

Data Display Devices

Tables summarize responses from participants in percentage form. The following are presented for the readers:

1) The survey tool, with cover letter, that was used to collect the responses from the graduates can be examined in Appendix A. This is the main source of information for this study.

2) A tabulation of all of the graduates' responses to question #35 of the survey has been recorded in Appendix B.

3) A tabulation of all of the graduates' responses to question #36 of the survey has been recorded in Appendix C.

Summary

The methodology described in this chapter was based on research that shows it to be effective in gathering data about graduates' employment and opinions. The data that was gathered in the survey will be explained in detail in the following chapter.

Chapter IV

DATA ANALYSIS

Introduction

The purpose of this chapter is to present the data collected from the study of graduates of St. Cloud State University's Center for Information Media graduate program. A survey was designed to determine graduates' satisfaction with their CIM degree after being on the work force and to examine the jobs that graduates hold. It is important to note that not all surveys were fully completed. This data is presented in narrative and table form. The primary source of information for this study was the CIM alumni responses to the questionnaire mailed to graduates who completed the program within the last five years.

DATA PRESENTATION

General Characteristics of the Graduates

The subjects of the study were 64 graduates who completed the CIM graduate program at St. Cloud State University within the last five years, from 1996 through spring semester 2001. Eighty-one percent of the participants were female, and males made up 19% of the participants. The age of participants ranged from age 25 to over 60; however,

95% of the respondents were between the ages of 30 and 59. All participants received their degree in one of three programs, or tracks, with CIM. Eleven of the participants were enrolled in Track One, Information Technologies, making up 17.2% of the group of participants. Thirty-eight of the participants were enrolled in Track Two, Educational Media, making up 59.4% of the group. Fifteen of the respondents were enrolled in Track Three, Human Resource Development/Training, comprising 23.4% of the group. This data is also illustrated in Table 1.

Table 1

Center for Information Media Graduates by Track

Track	Number of graduates in corresponding track	Percentage (%) of total group of graduates
Track One, Information Technologies	11	17.2%
Track Two, Educational Media	38	59.4%
Track Three, Human Resource Development/Training	15	23.4%

Graduates' Employment Status

Of the 64 graduates responding, 88% are currently employed. Seventy-two percent stated that they are employed full-time. Eleven percent of those responding stated that they are employed and also continuing their education.

Fifty percent of the graduates had a job in the field while they were in the program and continued it after graduation. Twenty-seven percent of the respondents

obtained a job prior to graduation, and 17% of the graduates stated that it took them less than 6 months after graduation to obtain their first job relating to the degree.

Graduates' Perception of Their Degree's Effect on Their Employment Status

Thirty-four percent of the graduates said that if they were already employed, they received a promotion or additional responsibilities as a result of their CIM degree. Sixty-nine percent of the graduates stated that they felt that their CIM degree helped them get their current job.

Graduates' Employment: Job Title

Track One graduates reported a variety of job titles. Forty-five percent of the Track One respondents were school media specialists or generalists. Some of the other job titles reported by Track One graduates were: professor of higher education, teacher, elementary technology coordinator, information technology specialist, manager of training, and public library manager. The job titles of Track Two graduates showed that 84% of Track Two graduates were school media specialists or generalists and 8% were information technology specialists. Other job titles reported by Track Two graduates were: web manager, teacher, and university multimedia specialist. Of the Track Three graduates, 20% were training representatives, and 27% were instructional designers. Twenty percent of the Track Three respondents were currently unemployed. Other job titles reported by Track Three graduates were: librarian, director, and multimedia developer.

Graduates' Employment: Location

Although CIM graduates worked in a variety of fields, the majority worked in schools. Almost 69% of responding graduates were employed in elementary and secondary level schools. Eight percent of the graduates were employed at institutions of higher education. Eleven percent of the graduates worked in the business sector. Three percent of the graduates worked in the government sector, and 3% worked in health care organizations. Only one graduate of the 64 responding worked at a public library.

A large majority of the respondents lived and worked in Minnesota. Ninety-one percent of CIM graduates responding to the survey worked in Minnesota, with 21% of those graduates working directly in Minneapolis or St. Paul. Only 5% of the graduates worked out of the state of Minnesota.

Graduates' Employment: Duration, Salary

Seventy-seven percent of responding graduates reported that they had been in their current job for more than two years. The data in Table 2 identifies the breakdown of salary range of the graduates by showing the percentage of respondents that indicated that their salary falls into each of the corresponding ranges. Table 2 also shows the percentage of respondents from each of the three tracks that indicated that their salary falls into each of the corresponding ranges.

Table 2

Graduates' Salary Range: Total Group and by Track

Salary Range	% of total group	% of Track One graduates	% of Track Two graduates	% of Track Three graduates
Less than $20,000	1.6%	9.1%	0	0
$20,000 - $29,999	3.1%	0	5.3%	0
$30,000 - $39,999	25%	45.5%	26.3%	6.7%
$40,000 - $49,999	28.1%	9.1%	34.2%	26.7%
$50,000 - $59,999	26.6%	9.1%	28.9%	33.3%
$60,000 - $69,999	6.3%	9.1%	2.6%	13.3%
$70,000 - $79,999	1.6%	9.1%	0	0

Graduates' Employment: Primary Activity and Job Description

The data in Table 3 illustrates the activities that the respondents designated as their primary activity on the job by showing the percentage of respondents that indicated each of the corresponding activities as being primary to their job. Table 3 also shows the percentage of respondents from each of the three tracks that indicated their primary activities on the job.

Table 3

Graduates' Primary Job Activities: Total Group and by Track

Activity	% of total group designating activity as primary	% of Track One graduates designating activity as primary	% of Track Two graduates designating activity as primary	% of Track Three graduates designating activity as primary
Training	6.3%	9.1%	0	20%
Instructional design	7.8%	0	2.6%	26.7%
Media Center/Library	57.8%	45.5%	81.6%	6.7%
Administration	6.3%	9.1%	0	20%
Technical Support	1.6%	0	2.6%	0
Human Resources	0	0	0	0
Design/Graphics	0	0	0	0
Other	7.8%	18.2%	5.3%	6.7%

The data in Table 4 lists the most frequent descriptors of job responsibilities reported by Track One graduates and includes the percentage of Track One graduates that reported each descriptor.

Table 4

Reported Job Responsibilities of Track One Graduates

Most frequent descriptors of job responsibilities by Track One graduates	Percentage of Track One graduates reporting the corresponding descriptor
Supervise media center and/or computer lab	56%
Order and maintain the collection of materials and computer equipment	36%
Develop media/technology curriculum	27%
Assist/instruct students in research and/or use of media facilities and technology	27%
Provide technical support/troubleshoot software and hardware problems	27%
Teaching media skills in the classroom	27%

The data in Table 5 lists the most frequent descriptors of job responsibilities reported by Track Two graduates and includes the percentage of Track Two graduates that reported each descriptor.

Table 5

Reported Job Responsibilities of Track Two Graduates

Most frequent descriptors of job responsibilities by Track Two graduates	Percentage of Track Two graduates reporting the corresponding descriptor
Assist/instruct students in research and/or use of media facilities and technology	71%
Order and maintain the collection of materials and computer equipment	42%
Supervise media center and/or computer lab	32%
Provide technical instruction to faculty/staff	26%
Provide technical support/troubleshoot software and hardware problems	21%

The data in Table 6 lists the most frequent descriptors of job responsibilities reported by Track Three graduates and includes the percentage of Track Three graduates that reported each descriptor.

Table 6

Reported Job Responsibilities of Track Three Graduates

Most frequent descriptors of job responsibilities by Track Three graduates	Percentage of Track Three graduates reporting the corresponding descriptor
Coordinate/design/develop training	60%
Deliver/conduct training	40%
Computer-based training	20%

Graduates' Perception of Skills Learned in CIM

When asked whether they use the skills and knowledge acquired at CIM in their jobs, 69% of the graduates replied, "Yes, frequently," and 23% replied, "Yes, occasionally." Only 3% replied that they "almost never" use the skills and knowledge acquired at CIM in their jobs.

The data in Table 7 lists the most frequent descriptors of the skills taught in the CIM program that they use most as reported by Track One graduates and includes the percentage of Track One graduates that reported each descriptor.

Table 7

Skills Taught by CIM That Track One Graduates Use Most Frequently

Most frequent descriptors of CIM skills they use the most by Track One graduates	Percentage of Track One graduates reporting the corresponding descriptor
Technology/computer skills	36%
"All of the skills"	18%

The data in Table 8 lists the most frequent descriptors of the skills taught in the CIM program that they use most as reported by Track Two graduates and includes the percentage of Track Two graduates that reported each descriptor.

Table 8

Skills Taught by CIM That Track Two Graduates Use Most Frequently

Most frequent descriptors of CIM skills they use the most by Track Two graduates	Percentage of Track Two graduates reporting the corresponding descriptor
Technology/computer skills	29%
Acquisition skills/collection development	24%
Cataloging	11%

The data in Table 9 lists the most frequent descriptors of the skills taught in the CIM program that they use most as reported by Track Three graduates and includes the percentage of Track Three graduates that reported each descriptor.

Table 9

Skills Taught by CIM That Track Three Graduates Use Most Frequently

Most frequent descriptors of CIM skills they use the most by Track Three graduates	Percentage of Track Three graduates reporting the corresponding descriptor
Instructional design	47%
Training skills	27%
Learning styles and theories/adult learning	27%

Graduates: Skills They Wish CIM Had Provided

Seventy percent of the graduates responding said "yes" when asked whether there were any skills they need for their job that they wish CIM had provided. The data in Table 10 lists the most frequent descriptors of skills they wish CIM had provided as reported by Track One graduates and includes the percentage of Track One graduates that reported each descriptor.

Table 10

Skills That Track One Graduates Wish That CIM Had Provided

Most frequent descriptors of skills they wish CIM had provided by Track One graduates	Percentage of Track One graduates reporting the corresponding descriptor
Technical problem solving skills/troubleshooting tips/equipment repair	27%

The data in Table 11 lists the most frequent descriptors of skills they wish CIM had provided as reported by Track Two graduates and includes the percentage of Track Two graduates that reported each descriptor.

Table 11

Skills That Track Two Graduates Wish That CIM Had Provided

Most frequent descriptors of skills they wish CIM had provided by Track Two graduates	Percentage of Track Two graduates reporting the corresponding descriptor
Technical problem solving skills/troubleshooting tips/equipment repair	13%
More hands-on experience with technology/computer programs	13%

The data in Table 12 lists the most frequent descriptors of skills they wish CIM had provided as reported by Track Three graduates and includes the percentage of Track Three graduates that reported each descriptor.

Table 12

Skills That Track Three Graduates Wish That CIM Had Provided

Most frequent descriptors of skills they wish CIM had provided by Track Three graduates	Percentage of Track Three graduates reporting the corresponding descriptor
Web design, development, maintenance	20%
More PC use than Macintosh	13%
More hands-on experience with technology/computer programs	13%

Graduates' Perception of Job Preparation

When asked to rate their preparation for their current job before their CIM degree, on a scale of 1 to 5 where 1 = poor, 2 = fair, 3 = satisfactory, 4 = good, and 5 = excellent, the mean response of graduates was 2.7 (fair). When asked to rate their preparation for

their current job after their CIM degree, on a scale of 1 to 5 where 1 = poor, 2 = fair, 3 = satisfactory, 4 = good, and 5 = excellent, the mean response of graduates was 4.1 (good).

Graduates' Satisfaction With CIM Program and Specific Aspects

When asked how satisfied they are overall with the graduate program at the Center for Information Media at SCSU, on a scale of 1 to 5 where 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied, the mean response of graduates was 4 (satisfied). Almost 88% of the responding graduates indicated that they would advise a friend with similar interests to enroll in the CIM graduate program. Five percent of the graduates said they would not recommend the program, and 8% indicated they were unsure as to whether they would recommend the program or not.

The data in Table 13 identifies the mean response of graduates when asked to rate specific aspects of the CIM program, on a scale of 1 to 5 where 1 = very dissatisfied, 2 = dissatisfied, 3 = neutral, 4 = satisfied, and 5 = very satisfied.

Table 13

Graduates' Satisfaction With Aspects of CIM Program:
Mean Response

Aspects of Program	Mean response
Course work / curriculum	4.0
Internship/practicum	2.9
Interaction with faculty	4.1
Advisor	4.1
Technology/computers available	3.8
Graduate assistantship opportunities	2.5
Flexibility of program	4.3
Final research project	4.0
Interaction/discussions with peers in the department	4.3
Classroom facilities	3.9
Opportunities for interactions outside of class between students and faculty	3.5
Class group projects	3.7

Graduates' Advice for the CIM Program

One of the survey's last questions asked graduates to comment on the things they think should be covered or emphasized more in the CIM program. There were a variety of responses. Eleven percent of the graduates reported that they would like to see more hands-on technology experience in the CIM program. Eleven percent of the graduates also said that they would have liked a course on writing technology curriculum. Nine percent of the group said they would have liked more training in computer troubleshooting and technical support. One Track Two graduate said, "It's a fact of life

and a rare media job in a school that doesn't include tech support. Although it seems like skills that should be from a vocational school, in reality it's almost 50% of my job."

Six percent of the responding graduates reported that they would have liked more emphasis placed on team building and team management, with one respondent suggesting a psychology course in dealing with people. Grant writing, or "how to get funding for media center budgets," and "more organizational development topics" each earned 5% of the total responses about what graduates would like to see emphasized in the program.

There were many other comments made by graduates, some of them singular comments. A complete list of comments that graduates made about the things they think should be covered or emphasized more in the CIM program can be seen in Appendix B.

When graduates were asked, "What advice would you offer to CIM in order to improve the quality of education?," the variety of responses was great. Eleven percent of the graduates said, "Keep up the terrific work." Eight percent of the graduates suggested that the CIM program offer more hands-on technology training. Five percent of the graduates suggested re-evaluating the practice of having students do a final paper project and encouraging practical projects instead. A complete list of comments that graduates made as advice to the CIM program can be seen in Appendix C.

Summary

This chapter presented brief discussions and data in table form of the information collected in this study. Basic percentages were used to represent the responses to close-ended survey questions. The researcher was able to establish some common themes

found in the responses to the open-ended questions. Chapter 5 interprets the data collected from the study, draws conclusions, and makes recommendations for further study.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This chapter analyzes the data collected in this study and examines the way the data relates to the study's research questions. The scope of this paper was to examine the details of graduates' employment and their current satisfaction levels with the CIM graduate program at St. Cloud State University. This chapter also presents a summary of the data in narrative form, presents conclusions based on the data gathered by the survey, and identifies some recommendations for future research on student satisfaction.

In summary, the data collected in this study identified some common themes concerning graduates' employment and satisfaction levels. The graduates shared details about their employment, identifying common job titles and job activities. The study identified common themes in regard to the skills taught by CIM that graduates use most frequently and in regard to the skills graduates wish that the CIM program had provided. Graduates also rated their satisfaction with the CIM program and its specific aspects. There were also common themes related to advice for the CIM program. This study has identified these survey results so that the reader can create his or her own opinion based on the results.

Conclusions

Through a detailed analysis of the results of the survey of graduates from all three tracks of the CIM graduate program at St. Cloud State University from the years 1996 through the spring semester of 2001, the author of this paper arrived at the following conclusions:

1) Overall, recent graduates are satisfied with the CIM graduate program and their experience. When rating specific aspects of the program, graduates were generally satisfied with the curriculum, interaction with faculty, their advisor, the flexibility of the program, the final research project, and their interaction with peers. The technology available, classroom facilities, the opportunity for interaction outside of class between students and faculty, and the class group projects all averaged a neutral rating. The only aspects to average a dissatisfied rating were the graduate assistantship opportunities and the internship/practicum.

2) The study created a clearer picture of the employment of graduates and the skills necessary to their employment. The majority of graduates are media specialists or work in training or instructional design. They identified the skills they need for their jobs and are generally satisfied that CIM provided those skills. They also shared their desire for certain skills to be added to the CIM program. This input could be used to improve the CIM program.

3) The study's high return rate showed that graduates show an interest in sharing their experience. The graduates shared advice for the CIM program, and some common themes regarding improvement of the program were expressed. Even though many of the comments were singular and the researcher had a difficult time

categorizing the information, the comments could still be helpful to faculty and staff as they evaluate the program.

Recommendations

The researcher feels that further research is needed in the area of graduate satisfaction and employment in regards to the CIM program and recommends that further study of this topic should consider the following areas:

1) Gather opinions from employers. The information gathered in an employer survey could provide a different perspective of the jobs that graduates hold and the skills that employers see as necessary.

2) Gather information from the faculty. Their opinions about the program, the needs of employers, and even the information they have gained from contact with graduates could all be useful when looking at the program. Faculty could be asked for their input on past survey procedures and for their help in revising the graduate survey.

3) If the survey tool used in this study is to be used again, it should be evaluated and revised. Some of the open-ended questions could be broken down into close-ended questions that might gather more specific and more easily categorized information. There could also be an open-ended question that asks specifically about the graduates' positive impressions of the CIM program.

4) At the time of graduation, CIM could ask graduates to provide the department with an e-mail address that could be used for an online satisfaction and employment survey one year later. Since technology is constantly changing, it

might be valuable to survey graduates soon after they have graduated or entered the work force.

5) Examine the employment and satisfaction of CIM graduates by surveying the graduates from each of the tracks separately. Since the majority of recent graduates are Track Two graduates, there also might be value in looking closely at Track One and Track Three graduates by asking questions more specific to their experiences.

6) Further study could be incorporated into student group research projects in the classroom. Current graduate students could benefit from designing and conducting research about job possibilities in their field.

These conclusions and recommendations should assist the Center for Information Media as its faculty and staff strive to evaluate and improve the graduate program.

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APPENDIXES

APPENDIX A

Sample of Cover Letter and Survey

Laura A. Krueger
627 8th Avenue South
St. Cloud, MN 56301

January 15, 2002

«first name» «last name»
«address»
«city», «state» «zip»

Dear «title» «last name»:

The enclosed survey is part of a research project that I am conducting as part of my master's degree in Information Media at St. Cloud State University. The project's goal is to gather insight into the employment of recent graduates from the Center for Information Media's (CIM) graduate program and find out if they are satisfied with their degree, and the skills the academic program provided, after spending time working in the field.

The results of this survey will help provide CIM with the information needed to make decisions about curriculum, technology, faculty development, and the overall learning experience. This could prove to be valuable input as CIM strives to evaluate and improve the graduate program.

Your response is important to me because you represent the graduates of CIM. Rather than assuming to know how you feel about your educational experience, I would like to hear it from you. Your experience can make things better for future students. However, your participation is voluntary; and although I will appreciate complete responses to the survey, you can skip any item or stop at any time without penalty. Doing so will not affect your relationship with me, the CIM program or St. Cloud State University. The enclosed survey has been revised to gather the necessary data while taking a minimum of your time. The estimated time to complete this survey is ten minutes.

I would appreciate it if you would complete the enclosed survey **before January 30** and return it in the stamped, addressed envelope provided. Without analyzing the survey data, I cannot begin the next step of my research. I would also welcome any extra input you might have that was not covered in the survey questions. I can assure you that all of your responses will be completely confidential.

I would also be happy to provide you with a summary of the results of the survey if you would like to know what was discovered. Simply contact me by mail (or email at lkrueger@astound.net) for a summary of the results. If you have any other questions, you can also contact my graduate advisor, Dr. Fred Hill at (320) 255-4834. Also, please accept this SCSU sticker as a token of my appreciation. Thank you for your time and cooperation.

Sincerely,

Laura A. Krueger, Graduate Student
Center for Information Media

Please return to:
Laura A. Krueger
627 8th Avenue South
St. Cloud, MN 56301

Center for Information Media Master's Degree Program Survey:
Graduate Employment and Satisfaction

Please complete the following survey and return it in the enclosed, stamped envelope. Answer the questions to the best of your ability. Thank you for your time and cooperation.

1. What is your gender? (Check one.)

_____ 1. Female
_____ 2. Male

2. What is your age? (Check one.)

_____ 1. under 25
_____ 2. 25-29
_____ 3. 30-39
_____ 4. 40-49
_____ 5. 50-59
_____ 6. 60 or older

3. What year did you officially graduate with your Master's degree from the Center for Information Media? (Check one.)

_____ 1. 1996
_____ 2. 1997
_____ 3. 1998
_____ 4. 1999
_____ 5. 2000
_____ 6. 2001

4. Which track were you enrolled in? (Please check one.)

_____ 1. Track I, Information Technologies
_____ 2. Track II, Educational Media
_____ 3. Track III, Human Resource Development/Training

5. How long did you work on your master's degree from the Center for Information Media? (Please check one.)

_____ 1. 12 months or less
_____ 2. 13 to 24 months
_____ 3. 25 to 36 months
_____ 4. more than 3 years

6. Which one of the following best describes what you are currently doing? (Please check one.)

_____ 1. continuing my education/not employed outside of the home
_____ 2. employed and continuing my education
_____ 3. employed full-time
_____ 4. employed part-time
_____ 5. self-employed (business owner)
_____ 6. caring for a home/family
(not employed outside the home, not continuing education)
_____7. unemployed and seeking employment
_____ 8. other (please specify) _____

<u>Please answer the following questions if you are currently employed. If you are not currently employed, please proceed to question 22.</u>

7. After completing the CIM degree, how long did you look for work before obtaining your first job related to the degree? (Please check one.)

_____ 1. had job which continued after I graduated
_____ 2. obtained job prior to graduation
_____ 3. less than 6 months
_____ 4. 6 to 12 months
_____ 5. 13 to 24 months
_____ 6. more than 2 years
_____ 7. job is not related to degree

8. If you were already employed, did you receive a promotion or additional responsibilities as a result of your CIM degree? (Please check one.)

_____ 1. No
_____ 2. Yes
_____ 3. Not applicable

9. Do you feel that your degree in CIM helped you get your current job?

(Check one.) ____ yes ____ no
1 2

10. What is your current job title? (Please write your answer below.)

11. Where are you employed? (Please write your answer below.)

Name of company
_____

City and state where company is located
_____

12. How long have you been in your current job? (Please check one.)

_____ 1. less than 6 months
_____ 2. 6 to 12 months
_____ 3. 13 to 24 months
_____ 4. more than 2 years

13. What is your current annual salary? (Please check one.)

_____ 1. less than $20,000
_____ 2. $20,000 - $29,999
_____ 3. $30,000 - $39,999
_____ 4. $40,000 - $49,999
_____ 5. $50,000 - $59,999
_____ 6. $60,000 - $69,999
_____ 7. $70,000 - $79,999
_____ 8. $80,000 or more

14. Please provide a brief description of your current job including your major responsibilities. (Please write your answer below.)

15. What is your primary activity in your current job? (Please check one.)

_____ 1. Training
_____ 2. Instructional design
_____ 3. Media Center/Library
_____ 4. Administration
_____ 5. Technical support
_____ 6. Human Resources
_____ 7. Design/Graphics
_____ 8. other (please specify) _____

16. Do you use the skills and knowledge acquired at CIM in your job? (Please check one.)

_____ 1. Yes, frequently
_____ 2. Yes, occasionally
_____ 3. Almost never
_____ 4. No

17. If you do use the skills and knowledge acquired at CIM in your job, which do you use most? (Please write your answer below.)

18. Are there skills you need for your job that you wish CIM had provided?

(Check one.) ____ yes ____ no
1 2

19. If you answered yes to question 18, what are the skills you wish CIM had provided? (Please write your answer below.)

20. How would you rate your preparation for your current job <u>before</u> your CIM degree?
(Circle the number that best rates your preparation.)

Poor	Fair	Satisfactory	Good	Excellent
1	2	3	4	5

21. How would you rate your preparation for your current job <u>after</u> your CIM degree?
(Circle the number that best rates your preparation.)

Poor	Fair	Satisfactory	Good	Excellent
1	2	3	4	5

22. Overall, how satisfied are you with the graduate program at the Center for Information Media at SCSU? (Circle the corresponding number that best rates your satisfaction.)

very dissatisfied	dissatisfied	neutral	satisfied	very satisfied
1	2	3	4	5

How satisfied are you with each of these aspects of the CIM program?: (Circle the corresponding number that best rates your satisfaction.)

	very dissatisfied	dissatisfied	neutral	satisfied	very satisfied
23. Course work / curriculum	1	2	3	4	5
24. Internship/practicum	1	2	3	4	5
25. Interaction with faculty	1	2	3	4	5
26. Advisor	1	2	3	4	5
27. Technology/computers available	1	2	3	4	5
28. Graduate assistantship opportunities	1	2	3	4	5
29. Flexibility of program	1	2	3	4	5
30. Final research project	1	2	3	4	5
31. Interaction/discussions with peers in the department	1	2	3	4	5
32. Classroom facilities	1	2	3	4	5
33. Opportunities for interactions outside of class between students and faculty	1	2	3	4	5
34. Class group projects	1	2	3	4	5

35. Are there other topics, critical skills, competencies or knowledge not covered or not emphasized enough in the CIM graduate program that you think should be included in the curriculum? What are they? (Please write your answer below.)

36. What advice would you offer to CIM in order to improve the quality of education? (Please write your answer below.)

37. Would you advise a friend with similar interests to enroll in the CIM graduate program?
(Check one.) ____ yes ____ no ____ unsure
1 2 3

Thank you for your time and cooperation.
Please return to:
Laura A. Krueger
627 8th Avenue South
St. Cloud, MN 56301

APPENDIX B

Responses to Survey Question #35

Responses to survey question #35
Are there other topics, critical skills, competencies or knowledge not covered or not emphasized enough in the CIM graduate program that you think should be included in the curriculum? What are they?

Comments made by graduates about things they think should be covered or emphasized more in CIM program	Percentage of graduates who made comment
More hands-on technology experience/technology and networking skills	11%
Course on writing technology curriculum	11%
Computer troubleshooting/technical support in schools	9%
Team work/ Psychology course in dealing with people/ team building and team management	6%
Grantwriting/how to get funding for media center budgets	5%
More organizational development topics	5%
More practice at presenting/using presentation software	3%
"Video production and editing should be mandatory."	3%
Simple clerical skills, book repair, equipment repair	3%
"Gear things more toward high school atmosphere."/high school collection development	3%
Web design	3%
More literature courses/ children's literature courses	3%
More on project management	3%
Comments made by one graduate:	
More attention to public libraries and adult services	
"Katz texts should be used in reference class."	

More on theories of learning	
"Improve cataloging class."	
Media specialists' role in inquiry/student directed research	
"Work hand-in-hand with education practicums."	
More on electronic databases and search engines	
"Include more interaction with media specialists in class."	
"Classes should be more challenging like IM 608."	
Policies	
Library automation software	
More instructional design theory	
"Encourage projects as being more worthwhile than final paper."	
Class on organization/duties/roles of media center	
Space/technical planning for building media centers/ state standards	
Information visualization and usability	
More on marketing of training skills	
More adult learning topics	
Leadership development	
Change management	
More business/corporate world's experience of the problems instructional designers face	
More CBT classes to raise multimedia awareness	
Microsoft Excel and Access for use in business	
Offer a variety of Instructional design projects since there is such a large range of possibilities	

APPENDIX C

Responses to Survey Question #36

Responses to survey question #36
What advice would you offer to CIM in order to improve the quality of education?

Advice graduates offered CIM program to improve the quality of education	Percentage of graduates making comment
"Keep up the terrific work."	11%
Offer more hands-on technology training	8%
Evaluate the final paper project, this time is wasted when it could be spent on practical training, encourage projects instead	5%
Give students mentor before entering program and during	3%
More faculty advice/contact in developing research project early on	3%
Work with a variety of media specialists during Track two to help develop program	3%
Invite guest speakers, such as technology coordinators, for question and answer sessions	3%
Increase number and variety of remote classes, especially northern Minnesota	3%
Teach what a "real" media specialist's job is, not what it should be.	3%
Comments made by one graduate:	
Offer computer application seminars for credit	
"TIES cohort gave me a balanced perspective."	
Have computer classes led by instructors who are above the class competencies and not just at the same level as the students	
Make it clear that the program is just for media specialists, not librarians	
"What I learned was immediately applicable to my job."	
Friendly professors	

Continue to encourage students to have teaching degree if Track Two	
Always look for ways to improve the teaching to students	
Continue to develop the faculty talent pool	
Program is practical but also based on theory backed by research	
Faculty works in field and stays in touch with "real world"	
"Wished I had known I could not work at university or junior college level."	
"CIM is narrow and inflexible in administrator's eyes."	
Divide coursework into sections to balance theory, hands-on, and practical technology information	
More guests from the corporate world	
Split Track Two with some classes in elementary and some in secondary	
Have CIM arrange the internship for a better experience	
"Go to businesses/ organizations more and out of the classroom!"	
The program is trying to please and serve too many goals. Is it about job placement or purely academic?	
More emphasis on instructional design and computer-based training	
Offer solid foundation of critical skills and competencies	
Continue projects with community employers in all fields	
Offer more weekend class	
Offer one day workshops	
"CIM and the school of education should work together so that teachers know what media specialists do."	

Cataloging class was useless	
Teach media specialists to be more service-oriented	
Don't assume people come in with much background knowledge	
As many practical applications in class as possible	
Provide automation software class	