

**Results of the 2005 Old Dominion University  
Alumni Survey**

**Responses from the Classes of 2001-2004**

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Classes of 2001-04**

**Executive Summary**

The 2005 Old Dominion University Alumni Survey was administered to a random sample of graduates who received their bachelor's degrees as members of the Classes of 2001 through 2004. The main focus of the survey was how the undergraduate experience at Old Dominion affected life after graduation with regard to either a job or graduate school.

The 2005 Alumni Survey was administered during Spring 2005 in an online format. A random sample was drawn, consisting of 1500 graduates for whom the University had a mailing address. Of these, 29 addresses were no longer valid, so the final response rate was 281 out of 1471, or 19%.

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## **2002 Old Dominion University Alumni Survey Class of 1998-99**

### **Introduction**

The Old Dominion University Alumni Survey examined the perceptions held by alumni of their undergraduate educational experience and the impact of a college degree on their lives. The survey was initially conducted in 1984 (prior to the institution of formal assessment at the University), followed by administrations in 1988, 1992, 1995, 1997, and 1999. The 2002 Alumni Survey was administered to the population of the class that graduated three years prior, a convention established in 1995.

Over the years, the core questions have remained intact within the survey; however, there have been periodic additions and deletions of other questions in response to various needs. The survey includes questions that parallel the Senior Student Satisfaction Survey and the Distance Learning Program Survey, which are administered to graduating on-campus and TELETECHNET seniors, respectively. In an attempt to reduce the length of the survey for the 2002 administration, the survey was divided into two versions, with each version containing a subset of items from the total survey. The demographic items, as well as some of the items regarding overall satisfaction and employment, were inserted into both versions, while the remainder of each version contained items unique to that version. One version contained questions pertaining to the General Education Program, the University's contribution to the student's abilities and understanding of various concepts, and experience with technology. The other version contained questions on satisfaction with various aspects of the student's major, graduate school, and the Career Management Center. Each respondent received only one version of the survey.

### **Methodology**

The target population for the 2002 Alumni Survey was the class of students who received a bachelor's degree during the academic year three years prior to the survey administration. This consisted of those who graduated during the fall 1998, spring 1999, and summer 1999 semesters. Addresses for these alumni were obtained from records maintained by the Office of Development. With invalid addresses accounted for, the survey was mailed to a total of 1658 alumni, with approximately half of the population receiving each version.

In an effort to boost the response rate, respondents were entered into a drawing for one of three prizes – a \$25, \$50, or \$100 gift certificate to the winner's choice of either Barnes and Noble or Amazon.com. Survey recipients were notified of this incentive in a letter that accompanied each survey. Other efforts to increase the response rate included follow-up postcards mailed to non-respondents and follow-up telephone calls made to non-respondents. The timetable was scheduled as follows:

1. Survey mailing, January 13-15, 2003
2. Follow-up post card to non-respondents, January 31
3. Follow-up telephone calls to non-respondents, February 10-21
4. Prize drawing, February 17

The final response rate was 23%, or 388 out of 1658.

On the variables of gender, race, and college of major, respondents represented their class fairly well. As shown in Table 1, female respondents were slightly over-represented relative to their proportion in the population and males under-represented. As is evident in Table 2, African-Americans were slightly under-represented and Caucasians were slightly over-represented by respondents relative to their proportions in the population. These slight differences in proportions may be the result of differences in response rates among the groups, or how closely they maintain contact with the University, as reflected in the databases of the Office of Development. Table 3 indicates that most of the colleges were represented fairly accurately, except for a 7% under-representation of the College of Arts & Letters.

**Table 1. Representativeness of Respondents by Gender**

<b>Gender</b>	<b>Respondents</b>	<b>All Alumni</b>
<b>Female</b>	<b>67%</b>	<b>62%</b>
<i>(n)</i>	<i>(251)</i>	<i>(1309)</i>
<b>Male</b>	<b>33%</b>	<b>38%</b>
<i>(n)</i>	<i>(122)</i>	<i>(793)</i>
<i>Missing</i>	<i>(0)</i>	<i>(15)</i>
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>N</b>	<i>(373)</i>	<i>(2102)</i>

**Table 2. Representativeness of Respondents by Race/Ethnicity**

<b>Race/Ethnicity</b>	<b>Respondents</b>	<b>All Alumni</b>
<b>African-American</b>	<b>12%</b>	<b>16%</b>
<i>(n)</i>	<i>(43)</i>	<i>(331)</i>
<b>Asian/Pacific Islander</b>	<b>5%</b>	<b>5%</b>
<i>(n)</i>	<i>(19)</i>	<i>(111)</i>
<b>Hispanic</b>	<b>5%</b>	<b>3%</b>
<i>(n)</i>	<i>(17)</i>	<i>(52)</i>
<b>Native-American</b>	<b>0%</b>	<b>1%</b>
<i>(n)</i>	<i>(1)</i>	<i>(26)</i>
<b>Other</b>	<b>1%</b>	<b>3%</b>
<i>(n)</i>	<i>(5)</i>	<i>(68)</i>
<b>Caucasian</b>	<b>77%</b>	<b>72%</b>
<i>(n)</i>	<i>(285)</i>	<i>(1484)</i>
<i>missing</i>	<i>(3)</i>	<i>(45)</i>
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>N</b>	<i>(370)</i>	<i>(2072)</i>

**Table 3. Representativeness of Respondents by College**

<b>College</b>	<b>Respondents</b>	<b>All Alumni</b>
<b>Arts &amp; Letters</b>	<b>22%</b>	<b>29%</b>
<i>(n)</i>	<i>(81)</i>	<i>(605)</i>
<b>Business</b>	<b>13%</b>	<b>14%</b>
<i>(n)</i>	<i>(49)</i>	<i>(286)</i>
<b>Education</b>	<b>21%</b>	<b>19%</b>
<i>(n)</i>	<i>(79)</i>	<i>(394)</i>
<b>Engineering</b>	<b>15%</b>	<b>12%</b>
<i>(n)</i>	<i>(55)</i>	<i>(260)</i>
<b>Health Science</b>	<b>15%</b>	<b>14%</b>
<i>(n)</i>	<i>(57)</i>	<i>(291)</i>
<b>Science</b>	<b>13%</b>	<b>13%</b>
<i>(n)</i>	<i>(50)</i>	<i>(279)</i>
<b>missing</b>	<b>(2)</b>	<b>(2)</b>
<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>N</b>	<b><i>(371)</i></b>	<b><i>(2115)</i></b>

### **Comparisons by Year of Graduation**

Tables 4 through 10 show the 2002 Alumni Survey data compared to the 1999 Alumni Survey data. The 1999 Alumni Survey administration included those students who graduated three years prior (class of 1995-96) as well as those who graduated 5 and 10 years prior (1993-94 & 1998-89 classes). The cohort that can best be compared to the 1998-99 class is the 1995-96 class. The literature suggests that in reflecting back on the undergraduate experience, minor problems tend to soften in an overall evaluation of the impact of that education on one's life. The ratings from the two earliest cohorts, 1988-89 and 1993-94, which were both assessed by the 1999 Alumni Survey, would therefore be likely to appear more favorable than ratings from the cohorts that were assessed only three years after graduation.

As illustrated by Tables 4 through 6, satisfaction ratings for most educational aspects increased at least slightly compared to the 1995-96 class assessment. Table 4 indicates that overall satisfaction rose six percentage points from the 1995-96 class. Likewise, the proportion that would recommend Old Dominion University rose eight percentage points. With regard to satisfaction within major, the quality of faculty (92%), degree of academic challenge (92%), and the student's knowledge of subject matter/methods (92%) received the highest satisfaction ratings. On the other hand, while students were apparently quite pleased with the quality of the faculty (92%), their satisfaction with opportunities for interaction with the faculty outside of class was noticeably lower (69%). Satisfaction with the quality of advising within major (62%) also stood out as lower than other aspects of overall satisfaction.

**Table 4. Overall Satisfaction by Year of Graduation**  
(percent "Very Satisfied or "Satisfied")

		Year of Graduation			
		1998-99	1995-96	1993-94	1988-89
<b>Overall Satisfaction</b>	<b>Satisfaction with overall experience at Old Dominion University</b>	92%	86%	93%	95%
	<b>Would you recommend Old Dominion University to a friend?*</b>	94	87	91	93
<b>Satisfaction with the Major</b>	<b>Quality of faculty in your major</b>	92	90	87	91
	<b>Quality of the curriculum in your major</b>	88	85	85	90
	<b>Quality of instruction in your major</b>	91	85	82	90
	<b>Quality of advising in your major</b>	62	63	54	56
	<b>Availability of courses in your major</b>	82	73	72	84
	<b>Opportunities for interaction with faculty in major outside of class</b>	69	67	60	61
	<b>Attitudes of faculty towards students</b>	85	80	73	77
	<b>Degree of academic challenge</b>	92	85	87	91
	<b>Your knowledge of subject matter and methods in your major</b>	92	89	88	91
<b>Satisfaction with General Education</b>	<b>Satisfaction with the quality of the General Education program if taken at Old Dominion University</b>	82	82	78	93

\* percent who responded "Yes, without reservations," and "Yes, with reservations"

Table 5 contains responses for questions related to the goals of the undergraduate General Education Program. Again, satisfaction ratings for most items rose in comparison to the 1995-96 class. Alumni were most satisfied with Old Dominion University's contributions to students' ability to synthesize information from diverse sources (87%), reason critically and analytically (86%), see issues from diverse perspectives (84%), work collaboratively (84%), understand the importance of lifelong learning (83%), and write well (80%). Less than two-thirds of the graduates told us they were satisfied with the University's contribution to their understanding of the contributions of the arts to the modern world (50%), American culture and institutions (57%), a foreign language (24%), global interdependence (46%), the perspectives and contributions of minorities (60%), and using mathematics to solve problems (57%). Nevertheless, it should be noted that ratings of the contribution to understanding the contributions of minorities rose 10 percentage points since the 1999 survey.



**Table 5. Satisfaction with Knowledge and Abilities by Year of Graduation (percent "Very Satisfied or "Satisfied")**

		Year of Graduation			
		1998-99	1995-96	1993-94	1988-89
Satisfaction with Old Dominion's contribution to ability to...	Write well	80%	76%	77%	82%
	Give oral presentations	67	68	68	79
	Reason critically and analytically	86	84	82	84
	Synthesize information from diverse sources	87	82	82	84
	Use mathematics to solve problems	57	59	67	69
	See issues from diverse perspectives	84	80	81	83
	Develop computer competence	65	n/a	n/a	n/a
	Work collaboratively	84	80	78	82
Satisfaction with Old Dominion's contribution to your understanding of...	Scientific method	73	68	68	74
	Contributions of science and technology to the modern world	69	68	63	71
	Contributions of the arts to the modern world	50	57	48	48
	American culture and institutions	57	55	46	49
	Your rights, privileges, and responsibilities as a citizen	58	53	49	54
	Other cultures and their values	69	56	54	51
	A foreign language	24	27	23	31
	Global interdependence	46	41	38	37
	The perspectives and contributions of minorities	60	50	51	41
	The perspectives and contributions of women	66	55	54	46
The importance of lifelong learning	83	80	74	77	

Table 6 shows the results for questions about the extent to which their undergraduate experience and major helped their workplace performance. Despite current economic conditions, 90% were employed either full or part time, which is about the same proportion as reported by the 1995-96 class. The extent to which the students' undergraduate major was related to their current job actually increased since 1995-96, suggesting that students are increasingly able to obtain jobs in their field of choice.

**Table 6. Preparation for Employment by Year of Graduation**

	Year of Graduation			
	1998-99	1995-96	1993-94	1988-89
Are you currently employed? (percentage who responded "Yes, full time" & "Yes, part-time")	90%	91%	95%	95%

<b>Extent to which undergraduate <i>experience</i> helped workplace performance*</b>	88	82	88	93
<b>Extent to which undergraduate major related to your current or most recent occupation*</b>	83	77	78	86
<b>Extent to which undergraduate <i>major</i> helped workplace performance*</b>	82	80	80	93

\* percentage who responded "Very much" and "Somewhat"

Alumni data in Table 7 allows us to further investigate the impact of economic conditions and workplace trends. On average, 1998-99 graduates reported higher current salaries, but fewer jobs since graduation than 1995-96 graduates. Thirty percent of the 1998-99 alumni respondents told us they earned at least \$50,000, whereas the figure for 1995-96 graduates was only 11%. While 51% of 1995-96 graduates indicated they had held at least three jobs since graduation, only 15% of 1998-99 graduates reported the same.

**Table 7. Current Salary and Number of Full Time Jobs Since Graduation by Year of Graduation**

		Year of Graduation			
		1998-99	1995-96	1993-94	1988-89
<b>What is your current salary?</b>	<b>Less than \$20,000</b>	10%	14%	3%	6%
	<b>\$20,000 to \$29,999</b>	18	24	20	9
	<b>\$30,000 to \$39,999</b>	27	32	29	22
	<b>\$40,000 to \$49,999</b>	15	19	20	27
	<b>\$50,000 or more</b>	31	11	28	37
<b>How many full-time jobs have you had since graduation?</b>	<b>0</b>	6	4	1	2
	<b>1</b>	49	10	2	4
	<b>2</b>	31	24	20	9
	<b>3</b>	12	32	29	22
	<b>4 or more</b>	3	19	20	27

\* may not sum to 100% due to rounding

Twenty percent of 1998-99 graduates were currently enrolled in graduate school, as shown in Table 8. Of these graduate students, 87% were enrolled in a program related to their undergraduate major. This number is up slightly from the 81% of the 1995-96 class. In addition, Table 9 illustrates that students borrowed more for graduate school than the cohort from three years before them.

Table 10 shows a movement in a positive direction of the percentage of respondents who viewed their major as preparing them for responsible citizenship. Taken together, Tables 6, 8, and 10 all appear to demonstrate increasing satisfaction with the preparation provided by their major college for life after the bachelor's degree.

**Table 8. Preparation for Graduate School by Year of Graduation**

	Year of Graduation			
	1998-99	1995-96	1993-94	1988-89
Are you currently enrolled as a graduate student at Old Dominion or elsewhere? (Percent "Yes, full time" & "Yes, part-time")	20%	21%	13%	9%
Extent to which graduate study is related to your undergraduate major (percent "Very Much" & "Somewhat") (n=39)	87	81	65	70
Extent to which undergraduate major prepared you academically for your graduate study (percent "Very Much" & "Somewhat") (n=39)	92	88	75	86

**Table 9. Money Borrowed for Educational Expenses by Year of Graduation**

		Year of Graduation			
		1998-99	1995-96	1993-94	1988-89
How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from Old Dominion University?	None	28%	33%	37%	40%
	Less than \$5,000	7	8	18	19
	\$5,000 to \$10,000	14	14	15	20
	\$10,001 to \$20,000	27	25	23	17
	More than \$20,000	23	20	7	3

Note: May not sum to 100% due to rounding

**Table 10. Preparation by Major for Responsible Citizenship by Year of Graduation**

		Year of Graduation			
		1998-99	1995-96	1993-94	1988-89
Extent to which your major prepared you for responsible citizenship	Very much	18%	18%	19%	15%
	Somewhat	48	45	42	49

### Comparisons Among Colleges between 1995-96 and 1998-99 Graduating Classes

Tables 11 through 19 represent comparisons by college of major program. Responses from the class of 1995-96, which was assessed in the 1999 Alumni Survey, are included to provide a historical perspective. Table 11, which displays responses to the questions of overall satisfaction, reveals that no one college dominates in the percentage of graduates who were satisfied with their overall experience at Old Dominion University. Between 86% and 95% of all

graduates reported satisfaction with the overall experience. Graduates of the College of Health Sciences exhibited a marked increase in satisfaction from that of the 1995-96 class of that college. As might be expected, overall satisfaction is also reflected in the students' readiness to recommend the University to others. Some differences in satisfaction among colleges appear in satisfaction with the General Education Program. Responses to this question ranged from 67% satisfied in the College of Engineering and Technology, to 91% satisfied in the College of Sciences.

For the most part, satisfaction levels of the class of 1998-99 in Table 11 have either increased or remained about the same as the 1995-96. The only notable exception is in the satisfaction with the quality of the General Education Program among alumni from the College of Engineering and Technology.

**Table 11. Overall Satisfaction by College – 1995-96, 1998-99 Graduating Classes**

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
Satisfaction with overall experience at Old Dominion University (percent "very satisfied" & "satisfied")	'98-'99 Class	95%	88%	86%	95%	95%	94%	92%
	'95-'96 Class	87	91	86	91	78	88	86
Satisfaction with the quality of the General Education program if taken at Old Dominion University (percent "Very Satisfied" & "Satisfied")	'98-'99 Class	90	81	78	67	80	91	82
	'95-'96 Class	84	75	80	81	85	83	82
Would you recommend Old Dominion to a friend? (percent who replied "Yes, without reservations" & "Yes, with reservations")	'98-'99 Class	98	92	90	96	98	92	94
	'95-'96 Class	79	96	86	91	84	93	87
N (Respondent Count)	'98-'99 Class	(81)	(49)	(79)	(55)	(57)	(50)	(373)
	'95-'96 Class	(87)	(55)	(69)	(56)	(56)	(42)	(379)

Table 12 displays satisfaction within college of major in more detail. With regard to the quality of faculty, curriculum, and instruction, graduates of all six colleges reported high satisfaction ratings. Similar satisfaction levels were also found in all colleges for ratings on the degree of academic challenge and the students' knowledge of subject matter and methods in their major. The topic of advising received a more disparate spread of ratings, however, with the percentage of satisfied graduates ranging from 27% in the College of Business and Public Administration to 74% in the College of Sciences. For almost all colleges, advising seemed to be the weakest area among all those areas investigated by the questions in Table 12. Another area that shows some room for improvement is opportunities for student-faculty interactions outside of class, especially in the College of Health Sciences (52%) and the College of Business and Public Administration (59%). Satisfaction with attitudes of faculty toward students was fairly high for most of the colleges except Sciences and Health Sciences.

For most of the questions displayed in Table 12, satisfaction levels expressed by the 1998-99 class either rose slightly or remained about the same as those expressed by the 1995-96 class. For all colleges except the College of Arts and Letters, satisfaction with the availability of courses rose noticeably. With regard to attitudes of faculty toward students, satisfaction among students in the College of Arts and Letters increased markedly, while satisfaction in the College of Sciences decreased by about the same number of percentage points.

**Table 12. Satisfaction with the Major by College -- 1996, 1999 Graduating Classes (percent "Very Satisfied" and "Satisfied")**

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
Quality of faculty in your major	'98-'99 Class	92%	91%	90%	91%	86%	96%	92%
	'95-'96 Class	92	93	90	89	80	100	90
Quality of the curriculum in your major	'98-'99 Class	87	82	86	94	86	93	88
	'95-'96 Class	84	89	81	86	86	86	85
Quality of instruction in your major	'98-'99 Class	95	82	90	89	90	96	91
	'95-'96 Class	91	87	82	79	79	93	85
Quality of advising in your major	'98-'99 Class	61	27	60	69	72	74	62
	'95-'96 Class	63	53	66	63	71	67	63
Availability of courses in your major	'98-'99 Class	68	82	83	82	97	81	82
	'95-'96 Class	72	65	75	73	85	74	73
Opportunities for interaction with faculty in your major out of class	'98-'99 Class	68	59	76	74	52	78	69
	'95-'96 Class	66	64	65	73	73	71	67
Attitudes of faculty towards students	'98-'99 Class	95	86	85	91	68	78	85
	'95-'96 Class	77	78	82	82	73	93	80
Degree of academic challenge	'98-'99 Class	89	95	90	94	93	89	92
	'95-'96 Class	85	82	85	93	80	90	85
Your knowledge of subject matter and methods in your major	'98-'99 Class	95	82	95	89	90	96	92
	'95-'96 Class	90	87	88	91	87	98	89

Satisfaction with the University's contribution to various academic abilities is presented in Table 13. Graduates of most of the colleges reported high satisfaction ratings for contributions to the students' ability to reason critically and analytically and to synthesize information from diverse sources. Satisfaction with the contribution to student's writing ability was generally high, although the percentage of satisfied respondents fell to 61% for the College of Sciences. Satisfaction ratings with contributions to the ability use mathematics to solve problems varied dramatically among colleges, with less than half of the students from several colleges indicating satisfaction. One area for which satisfaction was fairly low in all colleges was the contribution to students' ability to develop computer competence (65%). The highest satisfaction level for this contribution, held by graduates of the College of Engineering and Technology, was 75%. Another area in which students from all colleges expressed mediocre levels of satisfaction was contribution to the ability to give oral presentations (67%).

**Table 13. Satisfaction with Old Dominion University's Contributions to Student's "Ability to..." by College -- 1996, 1999 Graduating Classes**  
(percent "Very Satisfied" and "Satisfied")

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
Write well	'98-'99 Class	86%	85%	78%	75%	89%	61%	80%
	'95-'96 Class	80	71	81	70	73	71	76
Give oral presentations	'98-'99 Class	67	70	57	65	74	74	67
	'95-'96 Class	69	69	72	66	61	67	68
Reason critically and analytically	'98-'99 Class	86	96	83	85	85	78	86
	'95-'96 Class	79	84	83	86	88	88	84
Synthesize information from diverse sources	'98-'99 Class	88	89	89	80	89	83	87
	'95-'96 Class	79	75	90	80	80	86	82
Use mathematics to solve problems	'98-'99 Class	47	74	43	90	48	61	57
	'95-'96 Class	43	60	55	88	55	60	59
See issues from different perspectives	'98-'99 Class	90	89	78	70	93	74	84
	'95-'96 Class	83	75	93	64	80	81	80
Develop computer competence	'98-'99 Class	63	67	59	75	70	57	65
	'95-'96 Class	na	na	na	na	na	na	na
Work collaboratively	'98-'99 Class	90	81	81	85	93	70	84
	'95-'96 Class	72	84	85	79	80	79	80

Table 14 also displays satisfaction with the University's contributions, but the focus here is on contributions to the students' understanding of various concepts. The highest satisfaction ratings for all colleges overall was in the contribution to understanding the importance of lifelong learning (83%). Not surprisingly, students from the College of Health Sciences (96%) and the College of Sciences (91%) were most satisfied with the contributions to their understanding of the scientific method. Interestingly, students from the College of Sciences (61%), followed closely by the College of Business and Public Administration (59%), were most satisfied with the contribution to students' understanding of the contribution of the arts to the modern world, with both colleges (and the only colleges) showing an increase over the ratings from the 1995-96 class. This area was the only one from this set of questions that exhibited a noticeable decrease in satisfaction levels for most colleges as compared to responses of the 1995-96 class.

Satisfaction ratings for contributions to the students' understanding of other cultures and their values was somewhat low, ranging from a high of 78% for the College of Business and Public Administration to a low of 55% in the College of Engineering and Technology. Even lower, however, was the satisfaction with contributions to students' understanding of American culture and institutions, ranging from only 35% satisfied in the College of Engineering and Technology to 63% satisfied in the Colleges of Health Science and Business and Public Administration. Graduates of the College of Arts and Letters were the most satisfied with the contribution to their understanding of the perspectives and contributions of both women and minorities, with 76% satisfied in both areas, and students from the College of Engineering and

Technology reported the lowest satisfaction level in these areas, with 30-35% satisfied. Graduates of the College of Health Sciences reported a substantial increase in satisfaction level, as compared to the 1995-96 class, with regard to the contributions to the understanding of the perspectives and contributions of women (46% to 85%).

**Table 14. Satisfaction with Old Dominion University's Contributions to Student's "Understanding of..." -- 1996, 1999 Graduating Classes (percent "Very Satisfied" and "Satisfied")**

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
The scientific method	'98-'99 Class	55%	74%	59%	85%	96%	91%	73%
	'95-'96 Class	44	50	67	89	82	90	68
The contributions of science and technology to the modern world	'98-'99 Class	60	67	51	85	93	78	69
	'95-'96 Class	52	54	66	86	79	83	68
The contributions of the arts to the modern world	'98-'99 Class	51	59	46	30	48	61	50
	'95-'96 Class	74	41	64	61	48	45	57
American culture and institutions	'98-'99 Class	61	63	59	35	63	48	57
	'95-'96 Class	73	41	63	50	54	33	55
Your rights, privileges, and responsibilities as a citizen	'98-'99 Class	67	70	51	40	63	43	58
	'95-'96 Class	69	43	63	34	54	40	53
Other cultures and their values	'98-'99 Class	74	78	65	55	74	57	69
	'95-'96 Class	75	46	55	45	59	40	56
A foreign language	'98-'99 Class	31	30	19	10	26	22	24
	'95-'96 Class	46	15	24	25	20	17	27
Global interdependence	'98-'99 Class	50	70	35	25	48	39	46
	'95-'96 Class	43	54	45	34	38	24	41
The perspectives and contributions of minorities	'98-'99 Class	76	56	51	30	70	61	60
	'95-'96 Class	65	39	61	36	36	52	50
The perspectives and contributions of women	'98-'99 Class	76	59	59	35	85	70	66
	'95-'96 Class	76	39	60	41	46	57	55
The importance of lifelong learning	'98-'99 Class	91	85	70	75	96	78	83
	'95-'96 Class	75	70	88	79	84	88	80

Tables 15 and 16 display employment and salary data. With regard to the proportion of graduates that were currently employed, little difference was reported among colleges. Nearly all (97%) graduates of the College of Health Sciences are employed in a job related to their major, while at the other end of the spectrum, 74% of graduates from the College of Arts and Letters held jobs related to their major. The College of Health Sciences also led with regard to the percentage of graduates who reported that their major helped them perform in the workplace (90%), while the smallest percentage of students who reported this were from the College of Business and Public Administration (76%). The College of Sciences showed a noticeable increase in the percentage of graduates who hold jobs related to their major as compared to data

from the 1995-96 class (61% to 75%). The same trend applies to responses from that college for the extent to which the undergraduate experience (69% to 79%) and major (67% to 79%) helps alumni perform in the workplace.

Clearly, graduates from the College of Engineering and Technology are among the highest paid employees, with 76% earning \$50,000 or more annually. On the other hand, only 3% of graduates from the Darden College of Education earned this amount.

**Table 15. Employment Data by College -- 1996, 1999 Graduating Classes**

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
Are you currently employed? (percent "Yes, full time" & "Yes, part-time")	'98-'99 Class	89%	92%	91%	89%	91%	88%	90%
	'95-'96 Class	85	96	90	98	93	86	91
To what extent does your undergraduate university experience help you perform in the workplace? (percent "Very Much" & "Somewhat")	'98-'99 Class	84	90	90	91	90	79	88
	'95-'96 Class	76	81	90	91	87	69	82
To what extent is your undergraduate major related to your current or most recent occupation? (percent "Very Much" & "Somewhat")	'98-'99 Class	74	81	81	91	97	75	83
	'95-'96 Class	61	74	84	89	92	61	77
To what extent does your undergraduate major help you perform in the workplace? (percent "Very Much" & "Somewhat")	'98-'99 Class	82	76	79	85	90	79	82
	'95-'96 Class	66	78	87	91	88	67	80

**Table 16. Salary Data by College -- 1996, 1999 Graduating Classes**

			College of Major						
			A&L	B&PA	Ed	E&T	HS	Sci	Total
What is your current salary?	Less than \$20,000	'98-'99 Class	21%	0%	12%	0%	6%	17%	10%
		'95-'96 Class	24	2	14	0	14	35	14
	\$20,000 to \$29,999	'98-'99 Class	15	14	26	3	16	33	18
		'95-'96 Class	38	23	35	0	4	29	24
	\$30,000 to \$39,999	'98-'99 Class	38	14	50	6	13	25	27
		'95-'96 Class	32	32	44	30	33	17	32
	\$40,000 to \$49,999	'98-'99 Class	10	14	10	15	35	4	15
		'95-'96 Class	3	19	3	45	38	17	19
	\$50,000 or more	'98-'99 Class	15	57	3	76	29	21	31
		'95-'96 Class	4	25	3	25	12	3	11

Note: May not sum to 100% due to rounding



The College Of Sciences leads in the proportion of alumni who are currently enrolled in graduate school, with 37% in that category. Alumni from the College of Health Sciences are least likely to be enrolled in graduate school, with 7% currently enrolled in a graduate program. All alumni from the College of Engineering and Technology and the College of Health Sciences who were enrolled in graduate programs were enrolled in a graduate program related to their undergraduate major. Alumni from the College of Business and Public Administration who were in graduate school were least likely to be enrolled in a program related to their undergraduate major. It should be noted, however, that since the number of respondents who were enrolled in graduate school is small for each college, data for the two last questions in Table 17 are not as reliable as other Alumni Survey data.

**Table 17. Graduate School Data by College -- 1996, 1999 Graduating Classes**

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
Are you currently enrolled as a graduate student at Old Dominion University or elsewhere? (percent "Yes, full time" & "Yes, part-time")	'98-'99 Class	21%	14%	24%	14%	7%	37%	20%
	'95-'96 Class	22	11	22	16	16	36	21
To what extent is your graduate study related to your undergraduate major? (percent "Very Much" & "Somewhat")	'98-'99 Class	63	100	90	100	100	90	87
	'95-'96 Class	71	57	94	78	100	81	81
To what extent did your undergraduate major prepare you academically for your graduate study? (percent "Very Much" & "Somewhat")	'98-'99 Class	88	100	100	100	50	90	92
	'95-'96 Class	81	86	94	100	100	88	88

As indicated by Table 18, about three quarters of students from the College of Arts and Letters (76%) and the College of Health Sciences (73%) reported their undergraduate major prepared them for responsible citizenship. Somewhat lower proportions of graduates from the other colleges reported this, with the smallest percentage coming from the College of Engineering and Technology (56%).

**Table 18. Preparation for Responsible Citizenship by College -- 1996, 1999 Graduating Classes**  
(percent "Very Much" and "Somewhat")

		College of Major						
		A&L	B&PA	Ed	E&T	HS	Sci	Total
To what extent did your major prepare you for responsible citizenship?	'98-'99 Class	76%	64%	62%	56%	73%	64%	66%
	'95-'96 Class	74	60	62	51	73	57	63

As seen in Table 19, students tended to either borrow amounts over \$10,000, or not borrow money at all for academic expenses. The 1998-99 class borrowed more money, overall, than the 1995-96 class. One notable exception to this was in the College of Health Sciences, which indicated that the 1998-99 class tended to borrow less than the 1995-96 class.

**Table 19. Money Borrowed for Educational Expenses -- 1996, 1999 Graduating Classes**

			College of Major						
			A&L	B&PA	Ed	E&T	HS	Sci	Total
How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from Old Dominion University?	None	'98-'99 Class	23%	39%	19%	33%	40%	22%	28%
		'95-'96 Class	33	35	27	43	34	29	33
	Less than \$5,000	'98-'99 Class	5	4	6	9	12	6	7
		'95-'96 Class	8	6	6	11	9	7	8
	\$5,000 to \$10,000	'98-'99 Class	17	14	13	15	11	12	14
		'95-'96 Class	17	17	15	9	14	14	14
	\$10,001 to \$20,000	'98-'99 Class	25	22	39	22	19	34	27
		'95-'96 Class	25	28	32	17	20	26	25
	More than \$20,000	'98-'99 Class	30	20	23	22	18	26	23
		'95-'96 Class	17	15	20	19	23	24	20

Note: May not sum to 100% due to rounding

### First-Generation College Students

Table 20 shows the responses of alumni to general questions, differentiated by the education of their parents. Responses to these questions from first-generation college students (63% of total) showed no significant differences from those with college-educated parents. Alumni continued on to graduate programs in relatively equal proportions, regardless of the education of their parents.

**Table 20. Overall Satisfaction of First-Generation Alumni**

	Did either of your parents have a four-year college degree when you were attending Old Dominion University?		
	Yes, both (n=44)	Yes, one (n=91)	No (n=234)
Satisfaction with overall experience at Old Dominion University (percent "very satisfied" & "satisfied") *	95%	87%	93%
Satisfaction with the quality of the General Education program if taken at Old Dominion University (percent "Very Satisfied" & "Satisfied") *	67 (n=15)	92 (n=26)	82 (n=38)
Would you recommend Old Dominion to a friend? (percent who replied "Yes, without reservations" & "Yes, with reservations") *	93	91	96

<b>Highest Degree Earned at any Institution</b> <i>(in percentages) *</i>	<b>Bachelor's</b>	73	82	83
	<b>Master's</b>	24	15	16
	<b>Doctorate</b>	0	0	0
	<b>Professional</b>	2	3	1

Note: No significant differences found between transfer and non-transfer students in these results

### Transfer Students

Responses to general questions by students who transferred to Old Dominion University as undergraduates (64% of total) are shown in Table 21. No significant differences were found between native and transfer students on any of the questions presented in this table.

**Table 21. Overall Satisfaction of Transfer vs. Native Students**

	<b>Did you transfer to Old Dominion University?</b>	
	<b>Yes</b> <i>(n=237)</i>	<b>No</b> <i>(n=131)</i>
<b>Satisfaction with overall experience at Old Dominion University</b> <i>(percent "very satisfied" &amp; "satisfied") *</i>	94	89
<b>Satisfaction with the quality of the General Education program if taken at Old Dominion University</b> <i>(percent "Very Satisfied" &amp; "Satisfied") *</i>	74 <i>(n=27)</i>	87 <i>(n=52)</i>
<b>Would you recommend Old Dominion to a friend?</b> <i>(percent who replied "Yes, without reservations" &amp; "Yes, with reservations") *</i>	95	92

Note: No significant differences found between transfer and non-transfer students in these results

### Responses from Alumni with Teacher Certification

Tables 22 through 30 show responses from the 1998-99 class by whether or not they received teacher certification. About 12% of the alumni from this class reported that they have received teacher certification. To determine if responses from graduates with teacher certification were different from those of the remainder of the class, chi-square tests were conducted and statistically significant differences have been flagged in the tables.

For the most part, the proportion of respondents satisfied with their undergraduate experience was essentially the same in both the teacher-certified group and those who were not teacher-certified. A few exceptions were found in the area of Old Dominion's contribution to the students' understanding in various areas. Alumni with teacher certification were less satisfied than their non-certified peers with the University's contribution to their understanding of the scientific method, the contributions of science and technology to the modern world, and other cultures and their values. These results are presented in Table 22.

Graduates with teacher certification were equally likely as those without teacher certification to be employed (Table 23) and to report that their undergraduate education prepared

them for employment (Table 24). They also have held about the same number of full-time jobs since graduation (Table 25). With regard to salary, however, significant differences are apparent, as can be seen in Table 26. Graduates with teacher certification reported lower salaries than the rest of the 1998-99 class. While only 4% of those with teacher certification earn at least \$40,000 a year, 51% of those without teacher certification earn that much.

**Table 22. Satisfaction by Teacher Certification**  
(percent "Very Satisfied" or "Satisfied")

		Teacher Certification	
		Yes (n=44)	No (n=319)
Overall Satisfaction	Satisfaction with overall experience at Old Dominion University	91%	92%
	Would you recommend Old Dominion University to a friend? **	93	95
Satisfaction with the Major	Quality of faculty in your major	88	92
	Quality of the curriculum in your major	88	88
	Quality of instruction in your major	92	91
	Quality of advising in your major	54	62
	Availability of courses in your major	75	82
	Opportunities for interaction with faculty in major outside of class	71	68
	Attitudes of faculty towards students	91	85
	Degree of academic challenge	92	92
Satisfaction with General Education	Your knowledge of subject matter and methods in your major	92	92
	Satisfaction with the quality of the General Education program if taken at Old Dominion University	64 (n=11)	85 (n=67)
Satisfaction with Old Dominion's contribution to ability to...	Write well	75	81
	Give oral presentations	65	68
	Reason critically and analytically	79	88
	Synthesize information from diverse sources	80	88
	Use mathematics to solve problems	40	60
	See issues from diverse perspectives	80	84
	Develop computer competence	60	65
Satisfaction with Old Dominion's contribution to understanding of...	Work collaboratively	85	84
	Scientific method *	50*	77*
	Contributions of science and technology to the modern world *	45*	73*
	Contributions of the arts to the modern world	35	53
	American culture and institutions	40	59
	Your rights, privileges, and responsibilities as a citizen	40	60
	Other cultures and their values *	45*	72*
	A foreign language	30	23
	Global interdependence	30	48
	The perspectives and contributions of minorities	55	61
The perspectives and contributions of women	60	68	
The importance of lifelong learning	70	85	

\* significant difference,  $p < .05$ .

\*\* percent who responded "Yes, without reservations," and "Yes, with reservations"

**Table 23. Current Employment by Teacher Certification**

		Teacher Certification	
		Yes	No
Are you currently employed?	Yes, full time	79%	81%
	Yes, part-time	5	10

Note: No significant differences found between certified and non-certified students in these results

**Table 24. Preparation for Employment by Teacher Certification**  
(percent "Very Much" and "Somewhat")

	Teacher Certification	
	Yes	No
Extent to which undergraduate experience helped workplace performance	92%	87%
Extent to which undergraduate major related to your current or most recent occupation	96	82
Extent to which undergraduate major helped workplace performance	92	81

Note: No significant differences found between certified and non-certified students in these results

**Table 25. Full Time Jobs by Teacher Certification**

		Teacher Certification	
		Yes	No
How many full-time jobs have you held since graduating with a bachelor's degree from Old Dominion University*	0	7%	5%
	1	64	47
	2	20	33
	3	7	13
	4 or more	2	3

Note: No significant differences found between certified and non-certified students in these results

**Table 26. Current Salary by Teacher Certification**

		Teacher Certification*	
		Yes	No
What is your current salary?	Less than \$10,000	4%	3%
	\$10,000 to \$19,999	8	7
	\$20,000 to \$29,999	8	20
	\$30,000 to \$39,999	75	19
	\$40,000 to \$49,999	4	16
	\$50,000 or more	0	35

Note:\* significant difference,  $p < .001$ .

**Table 27. Current Graduate School Enrollment by Teacher Certification**

		Teacher Certification	
		Yes	No
Are you currently enrolled as a graduate student at Old Dominion University or elsewhere?	Yes, full time	8%	10%
	Yes, part-time	8	11

Note: No significant differences found between certified and non-certified students in these results

**Table 28. Preparation for Graduate School by Teacher Certification**  
(percent "Very Much" and "Somewhat")

		Teacher Certification	
		Yes	No
Extent to which graduate study is related to your undergraduate major		100%	86%
Extent to which undergraduate major prepared you academically for your graduate study?		100	91

Note: No significant differences found between certified and non-certified students in these results

**Table 29. Preparation by Major for Responsible Citizenship by Teacher Certification**

		Teacher Certification	
		Yes	No
To what extent did your major	Very Much	29%	16%

<b>prepare you for responsible citizenship?</b>	<b>Somewhat</b>	46	49
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Note: No significant differences found between certified and non-certified students in these results

**Table 30. Money Borrowed for Educational Expenses by Teacher Certification**

		<b>Teacher Certification</b>	
		<b>Yes</b>	<b>No</b>
<b>How much money did you borrow to pay for tuition, books, and other educational expenses before you graduated from Old Dominion University?</b>	<b>None</b>	18%	30%
	<b>Less than \$5,000</b>	7	7
	<b>\$5,000 to \$10,000</b>	20	13
	<b>\$10,001 to \$20,000</b>	23	28
	<b>More than \$20,000</b>	32	22

Note: No significant differences found between certified and non-certified students in these results

### **TELETECHNET Alumni**

Tables 31 through 47 contain responses from class of 1998-99 alumni by whether or not they completed their degree through the University's distance learning program, TELETECHNET. With the inception of TELETECHNET in the Fall Semester of 1994, the 2002 Alumni Survey is the first alumni survey to solicit responses from students who completed their degree in the TELETECHNET program. Twenty-one percent of the 1998-99 class responded that they completed their degree through TELETECHNET, and 88% of those reported being satisfied or very satisfied with the program.

With regard to satisfaction with their undergraduate experience, TELETECHNET students and campus students were equally satisfied in all areas but one. Only 50% of TELETECHNET graduates were satisfied or very satisfied with the opportunities to interact with faculty in their major outside of class, as compared to 73% of campus graduates.

Both TELETECHNET graduates and campus graduates reported being employed in essentially the same proportions (Table 32). TELETECHNET graduates, however, were more likely than campus graduates to report that their undergraduate major helped them perform in the workplace (Table 33). A statistically significant difference in current salaries was also found between TELETECHNET and campus alumni. Forty percent of TELETECHNET students reported a salary range of \$50,000 or more annually, compared to 28% of campus graduates.

**Table 31. Satisfaction by On-Campus vs. TELETECHNET**  
(percent "Very Satisfied" or "Satisfied")

		Did you complete your degree through TELETECHNET?	
		Yes (n=77)	No (n=290)
Overall Satisfaction	Satisfaction with overall experience at Old Dominion University	92%	92%
	Would you recommend Old Dominion University to a friend?***	92	95
Satisfaction with TELETECHNET	If you completed your degree through TELETECHNET, how satisfied are you with TELETECHNET?	88	--
Satisfaction with the Major	Quality of faculty in your major	89	92
	Quality of the curriculum in your major	97	86
	Quality of instruction in your major	94	90
	Quality of advising in your major	64	61
	Availability of courses in your major	86	81
	Opportunities for interaction with faculty in major outside of class *	50*	73*
	Attitudes of faculty towards students	89	84
	Degree of academic challenge	94	91
	Your knowledge of subject matter and methods in your major	89	92
Satisfaction with General Education	Satisfaction with the quality of the General Education program if taken at Old Dominion University	80 (n=5)	82 (n=73)
Satisfaction with Old Dominion's contribution to ability to...	Write well	83	79
	Give oral presentations	61	70
	Reason critically and analytically	90	84
	Synthesize information from diverse sources	90	86
	Use mathematics to solve problems	54	59
	See issues from diverse perspectives	88	82
	Develop computer competence	66	64
	Work collaboratively	88	83
Satisfaction with Old Dominion's contribution to under-standing of...	Scientific method	85	71
	Contributions of science and technology to the modern world	80	67
	Contributions of the arts to the modern world	49	50
	American culture and institutions	63	55
	Your rights, privileges, and responsibilities as a citizen	63	56
	Other cultures and their values	80	65
	A foreign language	15	27
	Global interdependence	51	45
	The perspectives and contributions of minorities	68	57
	The perspectives and contributions of women	78	63
	The importance of lifelong learning	90	81

Note: \* significant difference, p<.05.

\*\*\* percent who responded "Yes, without reservations," and "Yes, with reservations"



**Table 32. Current Employment by On-Campus vs. TELETECHNET**

		Did you complete your degree through TELETECHNET?	
		Yes	No
Are you currently employed?*	Yes, full time	83%	80%
	Yes, part-time	9	9

Note: No significant differences found between TTN and non-TTN students in these results

**Table 33. Preparation for Employment by On-Campus vs. TELETECHNET (percent "Very Much" and "Somewhat")**

	Did you complete your degree through TELETECHNET?	
	Yes	No
Extent to which undergraduate experience helped workplace performance	94%	86%
Extent to which undergraduate major related to your current or most recent occupation	94	81
Extent to which undergraduate major helped workplace performance *	94*	79*

Note: \* significant difference,  $p < .05$ .

**Table 34. Current Salary by On-Campus vs. TELETECHNET**

		Did you complete your degree through TELETECHNET?	
		Yes	No
What is your current salary? *	Less than \$10,000	0%	4%
	\$10,000 to \$19,999	6	7
	\$20,000 to \$29,999	20	18
	\$30,000 to \$39,999	9	31
	\$40,000 to \$49,999	26	12
	\$50,000 or more	40	28

Note: \* significant difference,  $p < .05$ .

**Table 35. Current Graduate School Enrollment by On-Campus vs. TELETECHNET**

		Did you complete your degree through TELETECHNET?	
		Yes	No
Are you currently enrolled as a graduate student at Old Dominion University or elsewhere? *	Yes, full time	11%	9%
	Yes, part-time	17	9

Note: \* no significant differences found between TTN and non-TTN students in these results

**Table 36. Preparation for Graduate School by On-Campus vs. TELETECHNET (percent "Very Much" and "Somewhat")**

	Did you complete your degree through TELETECHNET?	
	Yes (n=10)	No (n=29)
Extent to which graduate study is related to your undergraduate major *	90%	86%
Extent to which undergraduate major prepared you academically for your graduate study? *	100	90

Note: \* no significant differences found between TTN and non-TTN students in these results

**Table 37. Preparation by Major for Responsible Citizenship by On-Campus vs. TELETECHNET**

		Did you complete your degree through TELETECHNET?	
		Yes	No
To what extent did your major prepare you for responsible citizenship?	Very Much	22%	17%
	Somewhat	50	48

Note: \* no significant differences found between TTN and non-TTN students in these results

### Career Planning

Tables 38 through 46 display results of responses by college from the 1998-99 cohort to questions related to career planning, particularly the opportunity for an applied learning experience and to levels of satisfaction with the services of the Career Management Center (CMC) and the Career Advantage Program (CAP). CAP, a comprehensive program that includes a guaranteed opportunity for all undergraduate students to participate in a practicum, internship, or a cooperative education experience in their field of study, was introduced in the fall of 1995. Therefore, the 2002 Alumni Survey was the first in the series of Old Dominion University Alumni Surveys to solicit responses from students who had the opportunity to take full advantage of CAP.

Graduates from the Darden College of Education expressed the highest level of satisfaction regarding opportunities for internship, as shown in Table 38. Table 39 demonstrates that they also participated in internships in the largest proportion. Because of the direct

connection between participating in a practicum and their anticipated occupation, it is to be expected that alumni from this college would be more likely to participate in internships than their peers from the other colleges. Among the least satisfied with the opportunities for an internship were alumni from the College of Arts and Letters, followed closely by the College of Engineering and Technology. Graduates from these colleges also participated in the lowest proportions.

Table 41 indicates that the most commonly cited reasons that students did not participate in an internship were a lack of time due to full-time work (25%) or a lack of knowledge about the opportunities (25%). Another 20% were already employed in their career field and therefore did not consider an internship necessary.

The most frequent users of the CMC came from the College of Business and Public Administration, of whom 50% used CMC either “frequently” or “occasionally.” Graduates of the College of Health Sciences (0%) reported using the Career Management Center least, followed by the Darden College of Education (22%) (Table 42). The College of Health Sciences, with perhaps the largest proportion of degree programs linking a cooperative education experience directly to a job, maintains its own information regarding practica, and that resulted in much lower frequent or occasional use of the CMC. Although the Darden College of Education maintains listings for their majors obtaining teacher certification, there are several other degree programs in the College, and some of those students have sought the services of the CMC.

Table 43 depicts satisfaction level statistics for several of the services provided by the CMC among those students who reported themselves to be frequent or occasional users of CMC and who had used the particular service being evaluated. Over half of these respondents said that they were “satisfied” or “very satisfied” with the Career Information Center (63%), Career Development Seminars (60%), and the Job Fair (60%). Fewer graduates expressed satisfaction with Career Counseling (45%) and on-campus interviews (42%). It should be noted that the total number of respondents for each of these questions was small, so the results are somewhat less reliable than most of the other data from the Alumni Survey.

Those who did not use the CMC were requested to provide their reasons for not doing so, which are presented in Table 44. A total of 68% of those who did not use CMC cited some reason that involved a lack of need for the services of the CMC. These included having a career path already set (33%), plans to go to graduate/professional school (17%), and already having a job lined up or expecting to do so (18%). Another 23% of non-users said that they simply did not know enough about CMC.

From Table 45 we can see that graduates of the Darden College of Education and the College of Health Sciences were somewhat more likely than other graduates to still be in their first job since graduating. Table 46 indicates that 61% of the graduates from the College of Health Sciences were already employed in their field during their education. Graduates of the College of Business and Public Administration were most likely (19%) to have found their first job via the CMC.

**Table 38. Satisfaction with Opportunity for Internship by College**  
(percent "Very Satisfied or "Satisfied")

	College of Major						
	A&L	B&PA	Education	E&T	HS	Sciences	Total
How satisfied were you with the opportunity for an internship at Old Dominion University?	43%	64%	74%	48%	69%	59%	60%

**Table 39. Participation in an Internship by College (in percentages)**

		College of Major						
		A&L	B&PA	Education	E&T	HS	Sciences	Total
Did you participate in an internship during your time at Old Dominion University?	Yes, for credit (n=101)	37%	50%	88%	14%	63%	56%	52%
	Yes, but not for credit (n=14)	8	0	0	20	3	11	7

**Table 40. Satisfaction with Internship Experience by College**  
(percent "Very Satisfied or "Satisfied")

	College of Major						
	A&L (n=20)	B&PA (n=14)	Education (n=39)	E&T (n=20)	HS (n=23)	Sciences (n=20)	Total
If you had an internship, how satisfied were you with that experience?	65%	79%	85%	60%	78%	90%	77%

**Table 41. Reasons for not participating in an internship**  
(as percent of respondents who did not participate in internship)

Which of the following reasons influenced your decision not to participate in an internship? (check all that apply)	Class of 1998-99
Full-time work did not allow time for it	25%
Part-time work did not allow time for it	11
My job already related to my major, so I did not need an internship	20
Family responsibilities did not allow time for it	15
Did not know enough about it	25
Did not see any value in it	6
Did not hear good things about them	1
Too far from campus	6
Other	15

**Table 42. Frequency of Use of Career Management Center by College**

		College of Major						
		A&L	B&PA	Education	E&T	HS	Sciences	Total
<b>How often did you use the Career Management Center or any of its satellite offices in the colleges?</b>	<b>Frequently</b>	0%	14%	5%	11%	0%	11%	6%
	<b>Occasionally</b>	34	36	17	26	0	19	22
	<b>Seldom</b>	26	36	33	26	23	44	31
	<b>Never</b>	39	14	45	37	77	26	42

Note: \* may not sum to 100% due to rounding

**Table 43. Satisfaction with the Services of the Career Information Center (now Career Management Center) by Frequent or Occasional Users who had used that particular service (percent "Very Satisfied" and "Satisfied")**

	Class of 1998-99	
	%	n
the Career Information Center	63%	48
the Career Development Seminars	60	45
on-campus interviews	42	38
Career Counseling	45	38
the Job Fair	60	43

**Table 44. Reasons for not using the Career Management Center**

<b>If you did not use any of the services of the Career Management Center, which of the following reasons influenced your decision not to use them? (check all that apply)</b>	<b>Class of 1998-99</b>
Too busy with classes and other things	19%
Did not need it -- career path already set	33
Did not need it -- went to graduate/professional school	17
Did not need it -- already had a job lined up or expected to	18
Saw no value in it	2
Did not know enough about it	23
Did not hear good things about it	1
Other	9

**Table 45. Number of Full Time Jobs Since Graduation by College**

		College of Major						
		A&L	B&PA	Education	E&T	HS	Sciences	Total
<b>How many full-time jobs have you held since graduating with a bachelor's degree from Old Dominion University?</b>	<b>0</b>	4%	10%	5%	4%	5%	8%	6%
	<b>1</b>	38	49	54	47	56	48	49
	<b>2</b>	40	33	24	33	26	30	31
	<b>3</b>	14	6	16	13	11	8	12
	<b>4 or more</b>	5	2	0	4	2	6	3

Note: \* may not sum to 100% due to rounding

**Table 46. Source of Information About First Job by College**

		College of Major						
		A&L	B&PA	Education	E&T	HS	Sciences	Total
<b>From which source did you hear about your first job?</b>	<b>The University Placement Center (now the CMC)</b>	3%	19%	0%	13%	0%	4%	6%
	<b>A professor</b>	1	0	9	2	2	8	4
	<b>An off-campus source</b>	70	45	57	34	38	54	52
	<b>Already employed</b>	26	36	34	51	61	33	39

Note: \* may not sum to 100% due to rounding

## **APPENDIX: Verbatim Responses to Open-Ended Items**

### **Summary**

The last item of both versions of the 2002 Alumni Survey was an invitation to provide additional comments about the respondent's experience at Old Dominion University. In addition, another item on the survey, "Would you recommend Old Dominion University to friend?", requested a written explanation if the responses was not positive. The verbatim responses can provide insight as to possible reasons for some of the responses given in the previous sections, as well as simply providing greater detail about topics which the respondent felt were important. These responses are therefore reproduced below, and organized by college.

Most of the comments were positive in nature, and commended the University for its work. Some respondents spoke of the University in general terms, such as the graduate who wrote, "The best years of my life. I would love to become involved with the Alumni Association." Other comments were more specific and offer an insight into which programs and departments are working well. One program which was mentioned in a positive light quite often was TELETECHNET. Many graduates of TELETECHNET voiced their appreciation for the opportunity it afforded them. As one student wrote, "My ODU experience was positive. I

appreciate the teletechnet program that allowed me to work and earn a Bachelor's degree. I was not able to stop working to attend a 4 year instution [sic]. Being able to attend while employed full time was very important.”

Not all comments were as positive. This was also an opportunity for graduates to elaborate on the problems they encountered while obtaining an education. Parking concerns were among the most frequently mentioned issues. As one student told us, “I found parking to be a major inconvenience at ODU. With the exception to parking, I had a very positive experience at ODU.” In comparing his or her educational experience to post-graduate experiences, another alumnus wrote, “Business school should emphasis on technology. I had only used spreadsheets in one class upon graduation.” Such messages, while not positive, suggest areas for improvement. It is hoped that they might provide some guidance in using assessment to create change, and ultimately, to enhance the undergraduate experience at Old Dominion University.

## Appendix A

The following pages contain verbatim answers to the open-ended items on the 2002 Alumni Survey. Answers have been preserved and remain intact, including spelling, capitalization, punctuation, and grammatical errors, as well as abbreviations. Responses have been categorized by the college that the respondent indicated as the college of his or her primary major.

This section contains responses related to the question “Would you recommend Old Dominion University to a friend?”. Respondents who answered “Not sure”, “No, probably not”, or “No, not under any circumstances”, were asked to explain why this answer was chosen. The verbatim explanations appear below.

### College of Arts and Letters

Yes, tuition is too high at this time.

ODU is good for people who don't mind anonymity. Those who desire a personal, intimate college experience should go somewhere else!

My experiences with on-campus housing dept. academic advising, and financial aid dept. were appalling.

Yes, with reservations \_\_\_ Office of Registrar & Financial Aid offices were very difficult to deal with.

Not a very culturally diverse & refined environment.

Yes, with reservations \_\_\_ field they were entering and their personal background

### College of Business and Public Administration

I felt like it was high school- I was a commuter and did not feel like a big part of the college experience.

It would depend on what they were looking for in a school whether or not I would recommend.

Yes, but without reservations \_\_\_ Though the program was lacking when I attended. I hear that it was gotten 100% better.

Yes, with reservation \_\_\_ I had a few self-taught classes & the teachers weren't as helpful as I thought they would be.

Class offerings limited, esp. for graduate students

Teletechnet was still running through new program glitches. Hopefully it's better now. Also, teletechnet alumni are ignored as a special alumni group- I think ODU is missing out on a marketing op to alumni



## **Darden College of Education**

Nobody helped me! The teacher were to worried about the athletes-they showed no interest in me!

I would not necessarily recommend the TELETECHNET program for receiving a degree!

I felt that the degree area I was in did not give an appropriate outlook & pay scale for the job market in this field.

Yes, with reservations\_\_\_ If it were not for my field of study I would not recommend ODU.

I worked as a part time student and working mother scrimping and saving. I had a B- average leaving 2 classes from my masters teaching 4-8. My last 2 classes were student teaching. My school system desperately need me but you refused to help me clear thing with the department of education. I have been in an educational limbo! Now working and having to take 3 classes because you refused to help. Yet, let a military officer want a job switch and they are 90 day wonders!

Teletechnet-paper work lost. Due to this I did not attend my graduation for my Masters. I worked hard on this and would liked to share it with my family. No apology from the site director.

Yes, with reservations\_\_\_ Depending on degree requirements I would not recommend the bachelor program for the teaching certification

I do not feel ODU adequately prepared me for the teaching profession

Had a very difficult time trying to obtain

I wish not to explain in detail, fearing it would be held against me in someway

Yes, with reservations\_\_\_ ODU is the most unorganized, unknowledgeable, uncaring place I have ever come in contact with. You get 3 different incorrect answers to every question.

## **College of Engineering and Technology**

Was told during several interviews that the Engineering Program was not as qualified as VPI or UVA. Tech yes, UVA (Hell no)!

Depends on their major, what they are expecting and how old they are.

## **College of Health Sciences**

The teletechnet satellite campus at Germanna was a very convenient location while juggling full-time employment.

Yes, with reservations\_\_\_ My largest complaint w/ the teletechnet was the slow turn around time in grading papers & exams. It was difficult to gauge how you were doing academic wise.

For students that will have internship at a clinical site I like to suggest they need a clinical coordinator assigned by the students themselves.

Not enough clinical experience, too much focus on the minors (nursing diagnosis & care plans).

### **College of Sciences**

Administration was absolutely awful. No one returns phone calls and they have an amazing ability to loose information and/or not put it in the computer. However, the biology program was great.

I didn't feel that majority of my classes were challenging and innovative-many students (and teachers) were more interested in GPA's than real learning and growth.

Depending on what the friend wants to major in

In the Biology Dept., there is not enough hands on laboratory techniques or enough field work to prepare you for a science job in the real world.

Found my experience to be horrific, extracting information would be easier from a rock than a professor

### **Appendix B**

The following pages contain verbatim answers to the open-ended items on the 2002 Alumni Survey. Answers have been preserved and remain intact, including spelling, capitalization, punctuation, and grammatical errors, as well as abbreviations. Responses have been categorized by the college that the respondent indicated as the college of his or her primary major.

At the end of the survey, respondents were given an opportunity to provide additional information. The item read as follows: "Please provide additional comments about your experience at Old Dominion University:". The verbatim responses appear below.

## College of Arts and Letters

I had an excellent college experience. Old Dominion was a safe, learning, fun social environment.

Made some good friends-earned more responsibility & experience on the job field.

The education department should give students more opportunities to work within the school system or allow them more contact with current teachers.

1. The University Gallery is an asset to ODU and the Tidewater area.
2. Administration Office – Mixed-up records – That was my experience and the experience of fellow alumni.

While my undergrad experience was satisfactory, my graduate experience has been even better. I would recommend O.D.U.'s MPA program wholeheartedly!

Was disappointed I was ineligible to graduate with honors. I had 3.93 GPA & this was not reflected on my diploma.

Overall pleasant experience. More diversity needed in career/counseling services.

Two areas that needed serious improvement were advising/counseling and employment search. I sought out good advise for where my degree could take me and desperately looked for job opportunities in my field and really got very little help both from faculty in my major and from the career management center.

I would also want to give credit to the Asian Studies Department and its director.

An excellent experience for me, and future students will have even more at their disposal. The growth planned for ODU, with technological advances, as well as State Funding will make ODU greater for future Monarchs Thanks!

I loved the classes and faculty within my major and minor. I was very happy with my experience at ODU!

If I could do it all over again, I would have spent all 4 years there. I fill like I missed out on a lot.

Overall, I feel that my time at ODU was beneficial. One note on the course of study for Art majors (graphic design or studio arts): Perhaps it would be helpful to require enrollment in a few business courses, since it is difficult to divorce the field from the financial aspects of dealing with clients or trying to run a successful business.

Overall – it was educational & fun – I wish I knew more about sororities, other clubs, etc, career center

I returned to ODU in 1995 after about a 15 year break. I found it easy to get back in a program and finally finish my degree. I'm grateful that all my pervious courses counted toward graduation. The school looks great! I'm proud to say I'm an alumni.

Liked it so much I got my masters there! Would get my PhD too, but decided to try work for a while. I am also very pleased with recent developments and buildings.

Academic curriculum was excellent, but support services such as financial aid, the registrar, housing, the career planning center, etc. were unsatisfactory.

Robert McCullough in the Art Dept. was an amazing prof. full of knowledge & definitely helped me prepare. Linda McGreevy in the Art History Dept. was another great prof.

The undergraduate degree should be enough for a teachers license, and a Master's should not be REQUIRED!

I am not satisfied with my experience at ODU. With regard to academic planning, I have very little constructive or supportive help for the majority of my student career. For several years I languished without clear direction and absolutely no idea how to plan for my future. It is a miracle of personal fortitude that I graduated at all. Financial Aid was contemptible in their handling of my student aid, once even canceling aid without even telling me. Repeated visits to the Office were met with indifference and cursory attention by the staff. Finally, halfway through the semester it was discovered that my aid had been cancelled months prior. The cost of living during this nearly two-and-a-half month period I put on credit (I had no other resources), in anticipation of paying it off with the aid's arrival. Ultimately these bills snowballed and I was forced into bankruptcy.

ODU was not, for me, a "typical" college experience. I lived off-campus, worked full-time and studied hard. I loved the campus, the area, the faculty and my majors! I got my job through one of the Job Fairs presented at ODU! Thank you!

I learned a great deal while pursuing my degree at ODU. I know that my studies have shaped me as a person. However, not with standing my BA and MS Degrees, I'm still working the same type of jobs I was when I was a 17 year old Freshman. Economically my college experience has done little to put me in a better place.

The only negative aspect of my experience with ODU was the parking; however, I have heard that parking has improved since I graduated.

Overall, A good education provided.

School's never been fun for me, but ODU taught me a lot that I have carried with me & that has improved my quality of life.

It was good for what I needed. Thanks.

The experience was wonderful.

The best years of my life. I would love to become involved with the Alumni Association. Have tried to volunteer for several years – no response. (804) 213-3841 (H) (804) 225-3132 (W) [fbillingsley.arts@state.va.us](mailto:fbillingsley.arts@state.va.us)

My very first day of transfer orientation, I was accosted by a university policeman. It was dark and as I sat there waiting for my ride I was perusing the university catalog. He said I was making people in the adjacent building nervous, and demanded to see my I.D, it was plainly obvious to anyone that I was a student with all the material I had in my possession. This type of profiling went on for the next four years with too many incidents to name here. Old Dominion is not a good enough school to put up with this type of thing, not that any school is. However there

were professors that would bend over backwards to see someone like myself get a degree. That's why overall I say I would recommend ODU, but with reservation.

Also, in the Washington D.C metro where I live, you are competing with graduates of much more affluent schools for the quality positions. ODU does not carry a lot of weight around here. I do believe that is was a quality education, but sometimes perception is more important then reality.

Teletechnet is an excellent resource. Without the program I dot not believe I would have been able to obtain a BS. I have seen the program improve over the years and I am sure it will continue to offer students a quality education.

A wonderful educational education both in higher learning and diversity. The greatest investment in my lifetime.

Address Change Telephone 513-521-3372  
1177 Tassie Lane Cincinnati, OH 45231

Excellent school for working adults and older (20 something's) students who commute P.S. I hate bubble filling formats.

### **College of Business and Public Administration**

Received BA at 45 yrs, working fulltime and raising family, not enough classes in my major during evening hours after work or weekends. Greater emphasis on computer software & hardware instead of programming. A course requirement should be an internship, sponsored by ODU.

The Career Development Seminars on Resume writing needs to be given more attention. The people that were assigned to review my resume was not helpful. He showed little or no interest

Stop jacking up your tuition prices. Build another parking garage. We have a stadium, how about a football team?!

Attended ODU through the Teletechnet Program. Although this is an excellent program, I wish there had been opportunities available for students from the various sights to come to ODU & meet one another. I graduated in '98 & don't know anyone else in my graduating class. That's the down side of Teletechnet.

I have a good experience at ODU and proud to be an alumni.

Wonderful experience help me become a successful adult.

I enjoyed my time, classes-teacher very much. I am encouraging my neice to seriously consider ODU as her college of choice. I have nothing but good things to say. I was challenged at every level, and prepare well to enter the work force. Thanks!

I enjoyed my experience at Old Dominion University I wished that we had more hands on experience in our course work in my major.

I was extremely pleased with the staff support and instructions. They always helped with needed. The instructors were very challenging in their expectations of the student. Thanks again.

Great university, quality education, strong faculty, positive changes in the university will help it move forward and bring in strong students. Teletechnet was great for my busy work schedule while I was a student.

Business school should emphasis on technology. I had only used spreadsheets in one class upon graduation.

I received a second bachelor's in Information systems. My experience was excellent preparation for a new career due to the extensive course offerings and great professors.

I truly enjoyed my 4 years at ODU!

The Honors College, under the direction of Dr. Henry played a significant role in providing me with a wonderful & fulfilling college experience. The smaller class size unique to the honors program better enabled me to develop a community of friendships while also providing a more intimate learning experience.

### **Darden College of Education**

Student services was very helpful to me. I am very thankful for the accomedation provided to me because of my visual impairment.

Students should seek some experience/hands on knowledge of their specified field before declaring a major. A portfolio of activities and lesson plans should become a 3 credit course for teaching profesions.

The Office of the Registrar needs to be revamped. A person should be told everything that they need to get a degree to help circumvent obstacles.

I am proud to say that I graduated from O.D.U. I always give high remarks when asked about my experience. I hope to attend graduate school next year.

I watched ODU grow from a 2 yr. College to what it is today. I am very proud of ODU and its faculty.

I obtained both a Bachelor's and Master's degree from ODU. Although I thought all my professors were wonderful, I felt that the variety of courses available was limited and did not feel totally prepared when I began teaching.

- My 2<sup>nd</sup> B.S. degree did not have a variety of professors. 3-4 for all classes in the major.
- The professors were knowledgeable but had a hard time keeping interested in class.
- The Career management center did not have any job listings in the Ex. Science area. Also at the Job Fair there were no employees looking to hire in this area & the counselors kept recommending me to go to them.

I enjoyed my time at ODU and would highly recommend to a friend or family member!

I graduated undergrad in 1999 this is a little late!! I graduated my MPT in 2002 Master Physical Therapy.

I had a great experience at ODU. I would have finished graduate work by now (have teacher certification (special Ed – ED,MR,LD) but have not taken GRE due to grandfather & sister very ill. Hope to return.

For 46 – Reservation would depend on course of study.

I recruit as many people as I can & tell them about my experience at ODU Teletechnet.

Question # 13: I did not take any graduate studies.

Question # 27: I was dissatisfied with my internship due to the way I was utilized by the Norfolk Tides. I had no complaints with ODU during my internship.

Question # 47: I did not borrow money for school because the Veterans Administration paid for my schooling.

The staff at the Eastern Shore ODU Teletechnet were exceptional (Micky & Jack) in providing any type of assistance. I could not have done it without them!

One Professor in particular was extremely knowledgeable in the RLS program. Mike Poplawski, though only part time teaching was responsible for my knowledge that I currently use in my Profession. He should be commended and recruited to run the program.

I feel totally humiliated by this institution! The State Department of Education has no idea what an Interdisciplinary degree is. I am the first person in my family to be a college graduate and I have to wonder why I bothered to go into debt!

Teletechnet – many students were extremely rude and talked throughout lecture. When asked to leave they said they paid their money and could do as they pleased. The administration at site did not enforce rules.

The only area I found ODU to be lacking was the integration of technology into the education field.

I thoroughly enjoyed my master's program for Early Childhood Ed. However I left the bachelor's program uncertain if I wanted to teach because I was not exposed to classes that helped me make that decision. Also the subject oriented classes should have been geared toward teaching the subject.

I cherished my time at ODU. I would like to see the "parking police" go a little easier on students & alumni who come to ODU & forget their pass or who come back to visit former teachers after grad.

Connecticut and other states will not acknowledge my IDS degree as an appropriate Early Childhood degree. This has been frustrating because I want to teach early childhood in public schools.

Thank you for providing the Teletechnet to outer lying areas of Virginia. I am always proud to say I am an ODU graduate. Bonny B. Blakley (I was Bonita Blakley Price)

Please get the word out on the nature of the Human Services Counseling degree. Many people in the social service or education field with whom I spoke knew nothing about the program.

I think that teletech is an amazing program. I would have never had the opportunity to continue my education.

I found parking to be a major inconvenience at ODU. With the exception to parking, I had a very positive experience at ODU.

I participated in the initial teaching prep teletechnet program I am sure that the bugs and confusion regarding the requirements have been sorted by now. I do not feel I can give appropriate positive feed back due to my experiences with early Teletechnet procedures.

The faculty and courses are well-taught. The classes prepared you well for the job experience. The guidance, registrar's office are extremely unorganized. No one knows anything sending you all over the campus for you to end up where you started. You have to submit everything in triplicate.

PLEASE invest in a football team! It would greatly improve alumni relations!

The ODU Teletechnet program was exceptional. I would be very interested in pursuing an advanced degree via the distance learning method as well. Darlene Adams, 1998 Graduate.

### **College of Engineering and Technology**

Only 1 complaint. I wasn't able to my engineering – based full-time job as a co-op credit.

The present circumstances of this individual should not be used as an indicator of quality of education, these circumstances exist solely of the experiences endured prior to enrollment and will affect any future endeavors.

You need to lower the standards on the Eixt writing Exam for Engineers. You don't ask English or Business majors calculus or thermodynamics questions. If not, raise the standards to enter the university, and you will not be associated as a intercity Adult daycare business, but a real university.

It would of great value to ODU students Alumni to provide a means for them to get a job after graduation if they haven't got one yet!!

Overall weak learning environment in classrooms & laboratories, engineering applications (real-world) instruction did not exist.

My ODU experience was positive. I appreciate the teletechnet program that allowed me to work and earn a Bachelor's degree. I was not able to stop working to attend a 4 year instution. Being able to attend while employed full time was very important.

Math did not prepare well for control systems courses All your parking policies do is irritate people – I will contribute as an alumni when you change your parking policies.

I think ODU has a really good mechanical Engineering program. I would recommend it to others.

Keep up the good work! I'm proud to be an ODU graduate, even in the face of such good engineering schools as Virginia Tech! ODU's bonus , in engineering, at least, has been the support of the Hampton Roads engineering



community and the ability of the CEE professors to teach applicability, not just theory, due to their varied industry backgrounds! ODU!

I am very satisfied with the university.

I was a wonderful experience, but interaction among students and professors were inadequate.

The full spectrum of job opportunities was not provided. Soon after graduation I found out that the Patent & Trademark office had internships. This information was not available at ODU.

I am disappointed in the electrical engineering tech program. I have heard from current students on current events and standards, and feel that the faculty is making it easy to receive a degree. I worked hard for my B.S.E.T. and don't want my degree cheapened just to have someone in the teletechnet program skate through never taking a real lab or class. Yes, Teletechnet class are easier.

You have an excellent staff of teachers. Something to be proud of. I enjoyed my time @ Old Dominion would recommend it to others. Great Job!

Enjoyed Teletechnet flexibility. Frustrated by absence of BSEE in TTN program

Played B-Ball for 4 yrs. Had Fun!

The M.E. Dept. had a world class faculty which I was very happy with. But sub-par facilities (Labs, library books, ect.)

I would have never majored in BSCET, if I knew that it was considered a lesser degree than BSCE and if I knew I would have to have at least six years of work experience before taking the PE exam. I feel I have to return to school for a master's in civil Engineering to be respected and grow as I see other professionals with BSCE degrees.

Engineering Management Minor most useful in what I do. Consider making it an undergraduate major. Need to market the states that do not accept ET degrees as acceptable for P.E. to get them to recognize ABET accreditation. Call me at 202-965-6350 to hear horror story!

Very flexible, met my needs, Enjoyed my experience. Thanks.

ODU was great! It provided me, while working full time, the chance to earn my Bachelor's Degree.

Too many political games on campus, between dept's. HUGE waist of money and very little help from university to student programs/organizations.

The Old Dominion University Chapter of the National Society of Black Engineers (NSBE) did more to help me grow personally and professionally than any other program on campus. It should have better support from the school.

Very good, thanks for the education!

Unfortunately, I was often frustrated with dealings with the administrative office. It seemed as though everything I needed to get done there was a big problem & answers were not easy to come by. Many communication problems between admin & myself as well as between various office within the university.

### **College of Health Sciences**

Everything was great. Never received cap & gown for graduation. Had trouble getting my degree mailed to me.

I enjoyed my experience very much. I also want to thank my professors. These people really care, and put a lot of time to assist us. Especially: (Ralph Stevens, Nancy Wade, Dr Ake, Faye Coleman) These folks are true treasures to learning.

Students should seek some experience/hands on knowledge of their specified field before declaring a major. A portfolio of activities and lesson plans should become a 3 credit course for teaching professions.

If not for the Teletechnet program I would not have been able to achieve my BSN.

The staff at ODU Teletechnet in Lynchburg were very supportive, encouraging & helpful.

The RN –BSN program needs to help those nurses who graduate from diploma programs to return to school. The people that counsel these nurses need to understand the different programs nurses have. This caused me an extra year of school and A lot of money!! Which was unnecessary!

The dental Hygiene program was well organized and the clinic provided me with the experience I needed to work in private practice! Thanks

I wish there was more volunteer/practicle experience in my major (RLS-emphasis in Rec. Therapy.)

I am currently not utilizing the education that I gained in my major study with current career path, but the major department & ODU gave me enough knowledge to know that I wanted to pursue a career track in applied environmental sciences. p.s. Please start and Environmental Science Masters Program! CNU is the closet one to this area.

Faculty in Health Sciences are very helpful-and seem to enjoy teaching their subjects.

I found this educctinal experience to be disorganized, frustrating and managed like a cheap hotel. Often I felt like the red headed step child on the university. When I receive ODU Alumni mail it goes in the garbage, I considered it swand times during this survey.

The Medical Techology curriculum is lacking in many areas. I often teach ODU interns who are currently in the MT program. I can see through them some of the faculty are very inexperienced and many of the “labs” on campus are very poor. Students I teach, as well as myself, are not getting as much background info in these labs as they

should, and they struggle during internship. I transferred to ODU from UMASS Dartmouth – they have an excellent MT program. Very knowledgeable professors and excellent labs.

ODU provided a strong academic foundation towards graduate school and subsequent healthcare related positions. Dr. Dowling was a great advisor and mentor.

I really enjoyed the Teletechnet program and would not been able to complete my undergraduate degree without hardship due to distance to campus if this option had not been available.

I Appreciate the Teletechnet program. Without it, I would not have had the opportunity to obtain my BSN and be in the masters program. My father only completed 7<sup>th</sup> grade. He has three children in Masters program!!

The changes make to the campus in the past few years were long over due. Keep up the good work!

The Teletechnet program could be operated more efficiently. Communication was poor at times. The BSN program should have more management/health administration focus.

Many questions not appropriate to adult learner. Also option for N/A not provided.

Staff in Roanoke were always helpful to distance students. A great group! I loved being able to check out videos of class if work conflicted with class.

Wonderful experience that I like to repeat if I can.

The teletechnet RN to BSN program was wonderful & so accomodating to the students. Thank you for the opportunity for more “mature” students to have the options you provided.

Never used a care plan since graduation! But some what helpful as learning tool but too time consuming.

I’m thankful for having good professors who gave me the knowledge and confidence to do my best at my job.

There was some confusion on what would be accepted from my previous colleges. Was told 2 classes would be accepted and then lat in course work was told they would not be. This is very frustrating.

I still haven’t received my paper degree and the school doesn’t seem interested in helping me. I know it takes a while after graduation but 3 years is a little extreme.

### **College of Sciences**

excellent!

Great university with a good learning environment. Allowed me to enhance myself and become a model citizen.

Teletechnet took some getting used to but in the end it was the same as being there. Great education great experience.

I've completely switched directions so my undergrad. Degree has very little to do with where I'm headed now

I feel my educational needs were met at O.D.U.

Begin in healthcare now, I am grateful to have had the Pre-Health club available at ODU to give me insight into my chosen career as a PA.

It was great and I love and miss Virginia.

I had different experience because I was not involved in community life. I regret not becoming a participant in a many activities offered. Overall experience was good for me! Thank you!

ODU has a problem in the communication between sections/employees of its administration offices. Administration response to questions and concerns was the one problem I had and still have with Old Dominion University.

Dr. Ralph Stevens was an excellent academic advisor in biological sciences. He was readily available to answer questions and provided support for Pre-dental students

New address for future mailings – 900 General Stuart Dr. VA Beach VA 23454.

I am so grateful for Teletechnet. Without that option I would not have received my degree. I wish I could complete a graduate degree that way. I started my undergraduate work in the late 70's. You can see that finishing was a life commitment.

I absolutely loved my experience at ODU. The learning environment was wonderful, The professors were great, and the opportunities were abundant. It was a very pleasurable experience.

Teletechnet needs "delay" between site student and ODU studio professor during Q & A eliminated.

Spend more on education and less on campus asthetics. Also, admit minorities at a level proportionate to the U.S. population. Further, eliminate people of middle Eastern descent from the campus as I Feel like am at a New York City cab drivers convention!

I feel for the money, ODU provides a wonderful Education administration, Registration, and education processes were always a smooth transition. My degree has helped me become very analytical, flexible, and successful.

Overall great experience! I would like to go back! Keep up the good work.

excellent – the proffersors really got to know me on a 1-1 level & seemed to really care about the individual.

Love it! Proud to tell people where I graduated from!

I feel that the social aspects of undergraduate college is an important factor to address & should be added to the next survey. I was not exposed to other cultures as well as my own during history & other classes. ODU's curriculum needs to expand the variety of classes for each major. The classes for the major is too narrow & does not give a broad outlook to become a well rounded person.

I think the Ted. Constant Center is definitely a plus for ODU!

I am currently a third-year medical student at UVA School of Medicine. ODU has prepared me well for my future endeavors.