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EXECUTIVE SUMMARY

The University of Arkansas' Graduate School and Colleges of Agricultural, Food and Life Sciences, Arts and Sciences, Business Administration, Education and Health Professions, and Engineering surveyed doctoral alumni to gain their assessments of their doctoral programs. Surveys were sent to all doctoral alumni for whom addresses were available from the classes of 1996 through 2000 during the summer of 2001. Of the 461 surveyed, 226 responded (46 percent).

Forty-six percent of the doctoral alumni who graduated between 1996 and 2000 for whom addresses were available responded to this questionnaire. They had engaged in doctoral work at the U of A for four to five years. About 61 percent are male. Two percent identify Hispanic, Latino, or Spanish cultural backgrounds. Approximately three-fourths are European American; 5 percent, Native American; 11 percent, Asian American; 5 percent, African American; and 3 percent of other ethnic heritages. Seventy-six percent obtained a Ph.D.; and 24 percent, an Ed.D. The average age is 42.

All but six of the respondents are gainfully employed. More than 60 percent are employed by educational institutions in tenure or non-tenure track positions. About one-fifth are employed in private industry or government. Eight percent of the alumni have pursued additional education since their doctoral graduation.

The alumni are primarily engaged in teaching and research. Some work as administrators, and others work in professional positions according to their area of specialization. The majority of the alumni's employers are institutions of post-secondary education, ranging from community colleges to four-year universities. Elementary and secondary school systems are also represented. Non-academic places of employment include a variety of private sector and governmental agencies.

The largest fraction of responding doctoral alumni state that the most important factor in selecting their current job was congruency with skills and interests. Geographic location, previous employment, and opportunity for advancement also influenced significant groups of the respondents. One-fourth of the respondents work in Arkansas. Texas is the next most common place of employment, followed by Missouri. Forty-two of the 50 United States and the District of Columbia are represented by the geographic distribution of this sample of doctoral alumni. In addition to the U.S., South Korea, China, Taiwan, and England are among the countries in which the respondents work.

Sixty percent of the responding graduates report that the doctoral degree obtained from the University of Arkansas was required for their current position. Nearly three-fourths contend that their degree is directly related to the work in which they are currently engaged. Eighty-eight percent believe their doctoral studies prepared them well or extremely well for either their current employment or the employment they seek.

At least seventy-percent of those who responded consider themselves well or very well prepared in each of six areas evaluated in practical preparation. More than 80 percent assert that they were well or very well prepared to do the research and write their dissertations. Next, the alumni assess themselves as having been well prepared for their current positions and to grow personally while in graduate school. Seventy-three and 78 percent of the alumni contend that they were well or very well prepared compared with other institutions they may have previously attended, and for competing in the job market, respectively. Seventy percent of them claim to have been well or excellently prepared compared with colleagues who were educated at other universities. With the exception of preparation to research and write a dissertation, roughly one-fifth of the respondents appraise their educations as having prepared them neither well nor poorly in each of the areas evaluated.

Approximately 16 of the respondents (7%) had taken at least one class via non-traditional teaching methods. Of the seven methods listed, the one used most commonly was interactive one-way compressed video. About 75% viewed these methods as either effective or extremely effective.

The largest and approximately equally-sized percentages of the doctoral alumni had assisted in research or teaching during their graduate studies. Fellowships and traineeships supported smaller percentages of these alumni. More than 90 percent of the respondents consider their experience in a teaching assistantship to have been good or excellent. Of those for whom some form of graduate studies-supported employment is applicable, at least 80 percent consider their research assistantship or combined teaching and research assistantship to have provided a good or excellent experience. Roughly three-quarters considered their traineeship to have been good or excellent.

At least 84 percent of the respondents consider the knowledge and availability of their dissertation director and committee members, and quality of advising to have been good or excellent. The two next most praised aspects of the dissertation process concern the overall level of learning about research and overall assessment of the dissertation process. At least 86 percent rate the quality of advising during the dissertation process as good or excellent. However, only 56 percent of the responding doctoral alumni contend that the financial support for dissertation research was good or excellent. More than one-fifth of the group evaluate this aspect of the doctoral experience as having been either poor or very poor.

At least 85 percent consider the admissions processes for the Graduate School and specific doctoral programs to have been good or excellent. Slightly higher percentages of respondents relay positive feedback about their department's versus the Graduate School's admission processes.

Eighty percent or more of the responding doctoral alumni classify the quality of instruction within their department or program, in other departments or programs, or in other academic colleges as having been good or excellent. The alumni deemed the quality of instruction within their own department or program as slightly better than in other departments or academic colleges. Respondents evaluate the instruction in other academic colleges higher than instruction in other departments or programs.

Eighty percent of the respondents insist that the depth of their courses was excellent or good. The availability of professors and the interest those professors showed in the alumni's professional development is reckoned excellent or good by more than four-fifths of the respondents.

While about 83 percent of the respondents assert that the quality of advising they received was good or excellent, 78 percent consider the quality of mentoring to be strong. This indicates that alumni feel that they were well directed in terms of recommended coursework and program requirements, but some experienced a lack in terms of longer term career development.

The UA catalog information and UA library are considered to have been good or excellent by about 73 and 86 percent of the respondents, respectively.

When asked to justify considering a course most valuable, the majority of the responding doctoral alumni explain their choices based on a course's usefulness in job performance in a current position, practical application, development of research skills, and/or training in current trends in particular fields. Courses in research, statistics, and experimentation are described as the most valuable due to their applicability in the real world, which indicates a propensity for a large group of UA alumni to choose careers involving research. Other courses are considered valuable for their usefulness in teaching and research, perspectives on learning, training to write

and read critically, and volume of new information gained. Preferred content-related courses vary by the program.

The most common explanation for listing a particular course as least valuable is poor instruction, poor instructor, or some combination of the two, enumerated by criticisms of professorial styles and teaching methods. Outdated information, inapplicability in a current position, previous instruction in the area, or incomplete levels of instruction are also among other justifications for listing a course as least valuable. A group of the respondents considers statistics courses least valuable because of lack of applicability. The large fraction of respondents who consider similar courses most valuable can be explained by the alumni's disparate career paths that require greater or lesser degrees of training in statistics, research, and experimentation. Disorganization, lack of structure, and too much or too little emphasis on technology and in some cases, lack of technology, reflect other respondents' complaints.

Sixteen percent (n=35) of the alumni contend that zero to 50 percent of the courses they took offered the *level of learning* they would expect in a doctoral level course. For 12 percent, 60 to 71 percent of their courses were of doctoral caliber. One third of the alumni assert that 75 to 88 percent of their coursework offered them a doctoral level learning experience; and 39 percent categorized 90 to 100 percent of their courses similarly.

According to 14 percent of the alumni, zero to 35 percent of their courses offered the *level of professional preparation* they would expect in a doctoral level course. For another 16 percent, 40 to 60 percent of their courses did. Two-thirds assert that 70 percent or more of their courses offered the level of professional preparation they would expect in a doctoral level course.

Teaching and/or research assistantships provided the primary support for the largest group of the responding doctoral alumni. Other sources of income include: loans, personal sources of income or savings, grants, fellowships and scholarships, and employer reimbursement or assistance.

Nearly half of the responding doctoral alumni report annual earnings of \$55,000 or less; 13 percent, \$55,001 to \$65,000; 9 percent, \$65,001 to \$75,000; 14 percent, \$75,001 to \$85,000; and 13 percent, \$85,001 or more per year.

Nearly one-half report owing no debt and forty percent owe between \$2,500 and \$50,000 in educational debts from both undergraduate and graduate study. Of the debt incurred through undergraduate and graduate education, more than three-quarters of the responding doctoral alumni attribute one half or more than half of this debt to doctoral study.

Eighty-five percent of the responding doctoral alumni describe themselves as satisfied or very satisfied with their current career. Almost half of the responding alumni have been promoted since completing their dissertations. The alumni boast several patents, research awards, and an array of recognitions, publications, and federal and private grants.

Suggested program improvements focus on an increase in financial and research resources, as well as increasing the comparative prestige and reputation of UA doctoral programs among other institutions. Other recommendations include: more advanced and wider selection of classes, more in-depth instruction, more direct field experience, higher academic standards, and the inclusion of alternative teaching methods. Other respondents promote stability, professionalism, and cooperation among professors, as well as improving departmental leadership and career mentoring.

Eighty-one percent of the respondents contend that, if they had it to do again, they would attend the U of A for their doctorate. Reasons given by alumni include: quality of particular programs, high quality of research and coursework, affordable education, location, loyalty to the U of A, and working with particular faculty. Nineteen percent state that they would not attend the U of A if they had the choice to repeat their doctoral work. Justifications for this stance

include: lack of research experience offered, opportunity for a broader experience and knowledge base from out-of-state institutions or other institutions that are leaders in their field's research, lack of professors with strong reputations, disparate research interests between faculty and students, and the desire to attend a school with better reputation or credentials.

Eighty percent of the alumni affirmed their original choice of department of study. Among the reasons offered by respondents are: strong departmental programs, good advisors, flexibility or versatility of degree, and prior interest in the topic. Twenty percent of the responding doctoral alumni contend that, if given the opportunity, they would pursue a different field of study. Justifications for this include: lack of research opportunities at the U of A, deficient reputation among other institutions, limited career opportunities, interest in other fields of work. Faculty, poor administration, lack of advanced courses, and poor job market are other reasons they would choose different academic paths if they had their doctoral work to repeat. Some would specialize in a different aspect of their current field.

**UNIVERSITY OF ARKANSAS
 GRADUATE SCHOOL
 SURVEY OF DOCTORAL ALUMNI**

INTRODUCTION

The University of Arkansas’ Graduate School and Colleges of Agricultural, Food and Life Sciences, Arts and Sciences, Business Administration, Education and Health Professions, and Engineering surveyed doctoral alumni. Surveys were sent to all doctoral alumni for whom addresses were available from the classes of 1996 through 2000 during July and August of 2001. Of the 461 surveyed, 226 responded (46 percent). The survey is part of a self-assessment that the Graduate School will use to review and revise internal goals, within the Graduate School, as well as to identify strengths and weaknesses within individual programs and the overall dissertation processes of doctoral education. The Colleges can use the information to assess their graduate programs as well.

DESCRIPTION OF GRADUATES

Demographic information and statistics of the doctoral alumni who responded to this mail survey are reported in Table 1. Among the 213 respondents who graduated from the University of Arkansas with a Ph.D. or an Ed.D. between 1996 and 2000, all but three received their degree in ten years or fewer. The largest group, 27 percent (n=56), graduated in four years. Among the remaining graduates, 21 (n=49) and 24 (n=43) percent required five and three years respectively. Twenty (9.7 percent) students each took six or seven years, and one student graduated after 25 years of study (Table 1).

Thirty-nine (38 percent) of the responding graduates are female, and 129 (61 percent), male. In two separate questions the respondents were asked to identify first any Hispanic, Latino, or Spanish cultural origins, and secondly an ethnic group with which they identify. In terms of cultural background, five of the 206 respondents consider themselves to be of Hispanic, Latino, or Spanish origin (Table 1). Eleven percent (n=23) are Asian American; five percent (n=11) are American Indian or Alaskan Native. Nine (4.3%) of the 206 respondents report being black or African, and the remaining 76 percent, white. Responding doctoral alumni range in age from 26 to 66 years. Their average age is 42 years (Table 1).

About one-half of the doctoral alumni were in-state residents at the outset of their doctoral work (Table 1). Twenty percent were from Arkansas. Another 61 percent of the alumni are from a state in the USA other than Arkansas. Citizens of other countries comprise 19 percent of the responding alumni. They are listed by continent in Table 1.

Table 1
 Demographic Characteristics of Doctoral Alumni Respondents

	Frequency	Percent	Mean	Median
Years Spent in Study at the U of A				
1 year	1	.5		
2 years	8	3.6		
2.5 years	4	1.8		
3 years	41	18.6		
3.5 years	12	5.4		
4 years	49	21.7		
4.3 years	1	.5		

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

	Frequency	Percent	Mean	Median
4.5 years	6	2.7		
5 years	44	19.9		
5.5 years	6	2.7		
6 years	16	7.2		
6.5 years	2	.9		
7 years	19	8.6		
8 years	2	.9		
9 years	3	1.4		
10 years	4	1.8		
14 years	1	.5		
16 years	1	.5		
25 years	1	.5		
Total	226	100.0	4.764	4.0
Gender				
Male	135	61.1		
Female	86	38.9		
Total	221	100.0		
Are You Hispanic, Latino, or of Spanish Origin?				
Yes	5	2.3		
No	214	97.7		
Ethnicity				
American Indian or Alaskan Native	12	5.4		
Asian American	25	11.3		
Black or African	11	5.0		
Native Hawaiian or Other Pacific Islander	1	.5		
White	166	75.1		
Other	6	2.7		
Total	226	100.0		
Age				
26-29	5	2.4		
30-39	92	44.7		
40-49	68	33.0		
41 to 66	41	19.9		
Total	206	100.0	41.8	41
Residency at the beginning of doctoral study				
In-state	101	46.3		
Out-of-state	117	53.7		
Total	226	100.0		
Continent of origin				
Asia (incl. Lebanon, Turkey)	29	13.7		
Africa	4	1.9		
Central & South America	2	0.9		

	Frequency	Percent	Mean	Median
Europe	4	1.9		
North America (Not USA)	5	2.3		
USA	171	80.6		
Total	212	100.0		

Displayed in Table 2 displays a data about the educational specializations pursued by respondents while at the University of Arkansas. More than three-fourths of the responding graduates received a Ph.D. at the conclusion of their studies. The remaining 55 (24.3%) respondents obtained an Ed.D.. All but one graduated between 1996 and 2000. About one-fifth of the respondents graduated in each of the years 1996 and 1998; approximately one-fourth in 1997; 16 percent in 1999 and 15 percent in 2000 (Table 2).

Respondents had earned their degrees in 30 of the 37 doctoral programs at the U of A (Table 2). The most highly represented departments in which the most respondents received a degree are Business Administration (12%, n=25), and Adult Education (9%, n=19),. Chemistry (6%, n=12) and Educational Administration (7%, n=14). are the next most common degrees issued to these respondents. Ten or fewer alumni completed doctorates in each of the remaining departments. In addition, nine (4%) of the respondents indicated that they had studied in a second program and four (1.7%) in a third. These are listed in Table 2 as the second and third programs.

Table 2
Educational Demographics

	Frequency	Percent	Mean	Median
Indicate Highest Degree Earned at the U of A.				
Ed.D.	55	24.3		
Ph.D.	171	75.7		
Total	226	100.0	1.76	
Year of Graduation				
1996	47	21.3		
1997	58	26.2		
1998	46	20.8		
1999	36	16.3		
2000	33	14.9		
2001	1	.5		
	221	100.0		
In which Degree program did you earn your doctorate?	Q-3A First Program Frequency (Percent)	Q-3B Second Program Frequency (Percent)	Q-3C Third Program Frequency (Percent)	
Adult Education	20 (8.8)	0 (0)	0 (0)	
Agronomy	11 (4.9)	1 (11.1)	0 (0)	
Animal Science	5 (2.2)	2 (22.2)	0 (0)	

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

	Frequency	Percent	Mean	Median
Biology	8 (3.5)	2 (22.2)	0 (0)	
Biological & Agricultural Engineering	0 (0.0)	1 (11.1) 9	0 (0.0)	
Business Administration	25 (11.1)	0 (0)	0 (0)	
Chemistry	13 (5.8)	0 (0)	0 (0)0	
Chemical Engineering	4 (1.8)	0 (0)	0 (0)	
Civil Engineering	2 (.9)	0 (0)	0 (0)	
Comparative Literature	3 (1.3)	0 (0)	0 (0)	
Computer Science	0 (0)	0 (0)	0 (0)	
Computer Systems Engineering	0 (0)	0 (0)	0 (0)	
Counselor Education	5 (2.2)	0 (0)	0 (0)	
Curriculum & Instruction	7 (3.1)	0 (0)	0 (0)	
Economics	0 (0)	0 (0)	0 (0)	
Educational Administration	14 (6.2)	1 (11.1)	1 (25.0)	
Electrical Engineering	4 (1.8)	0 (0)	0 (0)	
English	10 (4.4)	0 (0)	0 (0)	
Entomology	6 (2.7)	0 (0)	0 (0)	
Environmental Dynamics	0 (0)	0 (0)	0 (0)	
Food Science	0 (0)	0 (0)	0 (0)	
Health Science	6 (2.7)	0 (0)	0 (0)	
Higher Education	9 (4.0)	0 (0)	0 (0)	
History	8 (3.5)	0 (0)	1 (25.0)	

	Frequency	Percent	Mean	Median
Industrial Engineering	5 (2.2)	0 (0)	0 (0)	
Kinesiology	10 (4.4)	1 (11.1)	1 (25.0)	
Mathematics	3 (1.3)	0 (0)	0 (0)	
Mechanical Engineering	2 (.9)	0 (0)	0 (0)	
Philosophy	2 (.9)	0 (0)	0 (0)	
Physics	8 (3.5)	1 (11.1)	1 (25.0)	
Plant Science	9 (4.0)	0 (0)	0 (0)	
Poultry Science	4 (1.8)	0 (0)	0 (0)	
Psychology	9 (4.0)	0 (0)	0 (0)	
Public Policy	0 (0)	0 (0)	0 (0)	
Recreation	4 (1.8)	0 (0)	0 (0)	
Rehabilitation	5 (2.2)	0 (0)	0 (0)	
Vocational Education	4 (1.8)	0 (0)	0 (0)	
Total	225 (100.0)	9 (100.0)	4 (100.0)	

OCCUPATIONS AND EMPLOYERS

The doctoral alumni were asked a series of questions to assess the type of work in which they have been engaged insubsequent to their doctoral graduation. Information about their position, job description, employer, employer's industry, as well as relevance and requirements of their degree program were collected.

Post-doctoral Experiences

The alumni were asked to classify the way in which they have used theirtime since their doctoral graduation (Table 3). While 87 percent (n = 18) pursued additional education, all but six (2.76%) of the remainder worked in the labor force. Forty-twosix percent report being employed in a tenured or tenure-track faculty position. Another Twenty-one21 percent spent their time in some type of educational environment; 10.6 percent (n= 24), in a nontenure-track faculty position; 10 percent (n=23), as staff in an academic setting; and 1 (0.4%) teaching in a

high school. Sixteen and five percent report employment in private industry or government, respectively. Responses among those who classified the way they have spent their time as “Other” include work for non-profit organizations and ministry. One each had been employed in contract work and hospital administration (Table 3). Two (1%) were seeking work at the time of the survey.

Table 3
 Which of the following best describes the way you have used your time since your doctoral graduation?

Activity	Frequency	Percent
Further training or study	2	.9
Postdoctoral fellowship	16	7.1
Tenured/Tenure-track faculty position	94	41.6
Nontenure-track faculty position	24	10.6
Staff position in an academic setting	23	10.2
Government employment	12	5.3
Employment in private industry	37	16.4
Not employed and seeking employment	1	.4
Not employed and not seeking employment	5	2.2
Other, please specify:	12	5.3
Being a church janitor and a bum	1	.4
Contract work	1	.4
Employment in non-profit sector	1	.4
High-school teaching	1	.4
Hospital administration	1	.4
Ministry	1	.4
Para-church ministry	1	.4
Rested	1	.4
Seeking employment in technical college	1	.4
Volunteer consultation and book reviewer	1	.4
Total	226	100.0

Positions Held and Described

Displayed in Table 4 are the position titles of the 205 responding graduates for whom this information is available. Table 4 also lists the job descriptions of the respondents in their own words. The positions and job descriptions are distributed by the department from which the respondent obtained a degree; the departments are arranged by college.

Bumpers College of Agricultural, Food, and Life Sciences

Agronomy and Plant Science

All but two of the alumni from the departments of Agronomy and Plant Science conduct or are otherwise affiliated with research. A few teach; three work in Cooperative Extension and one designs software. Positions in Agronomy include: Tree Fruit Specialist, Research Specialist, Soil Scientist, Research Scientist, and Associate/Assistant Professors (Table 4). Jobs of plant science alumni span seed treatments, cell and tissue work and extension education.

Entomology, Animal Science, and Poultry Science

While three of the Entomology alumni are occupied with teaching as professors, instructors or Extension specialists, two conduct research primarily (Tables 4 and 5). Four of the Animal Science alumni administer a program or a laboratory and one teaches and conducts research. All alumni from the department of Poultry Science perform research. One of these manages a research and development unit and another also teaches.

College of Education and Health Professions

Adult Education, Counselor Education, and Higher Education

Adult Education is the most frequently cited department of specialization among the doctoral alumni who received a Ph.D. or an Ed.D. from the College of Education and Health Professions. The majority of these positions are academic, including professors, assistant professors, and instructors (Table 4). Also named are administrative positions in areas such as Baptist Collegiate Ministries, the Center for Academic Enrichment and Excellence, the Center for Teaching and Learning and Multicultural Student Services. In these positions, the doctoral alumni from the department of Adult Education teach, manage, conduct research, counsel and advise (Table 4). At least one respondent each cites pastoral work and grant writing.

Within the departments of Counselor Education and Higher Education, professorial and educational positions are by far the most common. One respondent is in private counseling practice, and one is a head football coach. The majority of job descriptions include teaching, research and/or administration although counseling and administration are also mentioned.

Curriculum & Instruction and Educational Administration

Six of the seven doctoral alumni from the Curriculum & Instruction program work in higher education; five as faculty and one as an administrator (Table 4). Doctoral alumni from the department of Educational Administration are predominantly employed as principals, superintendents, and other primary or secondary school administrators. Two are directors and one directs a human resources group.

Job descriptions include university teaching and administration, primary and secondary school administration and educational consultant (Table 4). School administrative positions range from CEO to director of support personnel and liaison between a university and the public schools of a state.

Health Science, Kinesiology, and Recreation

All of the respondents from the departments of Health Science and Kinesiology are employed as professors, assistant professors, department heads or researchers in collegiate settings (Table 4). Alumni from the Recreation department are also mostly professors, and all engage in some teaching (Table 4). One alumna/alumnus indicates additional responsibilities of coaching.

Alumni from these departments who do not teach, or do not teach full time, report job descriptions that include administration, research, coaching teams, and physical education instruction (Table 4).

Rehabilitation and Vocational Education

Two alumni from the Rehabilitation department work outside of a college/university setting. They describe their positions as “Rehabilitation Supervisor” and “Director of Testing and Disability Services” (Table 4). The remaining alumni from Rehabilitation are professors or instructors. Two of the three alumni from the Vocational Education program administer programs; the third teaches.

Compared with alumni from other programs in the College of Education and Health Professions, higher percentages of alumni from the departments of Rehabilitation and Vocational Education refer to teaching as their primary job function. Other functions include management, overseeing a testing and disability service, and administration (Table 4).

College of Engineering

Biological and Agricultural Engineering, Civil Engineering, and Mechanical Engineering

The alumnus/alumna in Biological and Agricultural Engineering is employed as an Assistant Professor. One each among graduates of the departments of Civil and Mechanical Engineering teaches. The other positions are: Director and Staff Engineer (Table 4). Job descriptions received from these alumni include “precision agriculture”, management, and product development as well as teaching.

Chemical, Electrical, and Industrial Engineering

The positions held by doctoral alumni in Chemical, Electrical, and Industrial Engineering commonly divert from the common professorial path. They are employed as administrators, information architects, scientists and staff engineers. Two Industrial Engineering graduates cite their position as “Assistant Professor” (Table 4).

Fulbright College of Arts and Sciences

Biology, Chemistry, Mathematics and Physics

About one-half of the alumni from the department of Biology, one-third from Chemistry, all from Mathematics and none from Physics teach in higher educational institutions (Table 4). Others describe their positions as scientists, such as Senior Biologist, Chemist, Staff Scientist, and Research Associate. Administrators include Program Advisor and Laboratory Supervisor. One is a business and finance analyst. All but two of the alumni from Physics hold engineering positions (Table 4).

While several of the academicians from Biology, Chemistry, and Mathematics report teaching and research as their primary job descriptions, some mention teaching only. Two biologists describe their functions as “Policy program development” and “providing support to EPA’s drinking water programs”. A chemist describes his or her job as “protein purification and characterization” and another develops financial software. The physicists conduct “research and

design in optical communications”, develop “measurement techniques in use in photonics industry”, and engage in failure analysis.

Comparative Literature and English

All alumni who obtained a Ph.D. in Comparative Literature or English work as professors or instructors of English. Accordingly, all job descriptions involve teaching, and three mention a research component as well.

History and Philosophy

Of the ten responding alumni who obtained a degree in History or Philosophy, all but one hold academic or administrative positions. One reports that his or her position title is “Janitor” (Table 4). The majority of these alumni describe their job functions as teaching. Three of the eight historians also serve as department chairs and one, as an administrator in athletics. One serves as an administrator in a private school, while others include advising and writing in their job descriptions.

Psychology

Four of the nine alumni from the Psychology department practice psychology or counseling professionally. The others include academic, administrative and business positions. Those alumni in psychology whose jobs are the professional practice of psychology or counseling define their job descriptions as “adult psychologist”, “individual and group therapist”, and “school-linked services counselor”. One administrator is “...responsible for cardiovascular, cardiology, lab, behavioral health, neuro-science, and respiratory therapy”; another for, “developing thought leaders in the medical community to increase pharmaceutical product sales”; and a third for analyzing and planning sales.

Walton College of Business

Business Administration

All 25 of the responding Business Administration alumni report that their position is in some way related to teaching on a college or university level (Table 4). Several respondents offer specific areas of concentration in which they teach, such as accounting or management. Nearly three quarters of the Business Administration doctoral alumni cite research as a component of their job functions (Table 4).

Table 4
 Positions held by Doctoral Alumni and Job Descriptions by College and Department

Department	Position Title	Job Description
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Research Agronomist	Conduct Crop Science Research Trials
	Post-doctoral Research Associate	Research in Water Quality
	Senior Research Biologist	Research and Development (Agricultural Chemical)
	Programmer	Software Development
	Research Officer	Research
	Assistant Professor	Research, Teaching, Service
	Research Manager	Product Development and Research
	Research Scientist	Basic and Applied Research
	Technology Manager	Research Scout & Coordinator
	Soil Scientist	Agricultural Research
Animal Science		
	Director of Animal Science	Associate Professor of Research/Director of Animal Science
	Director of A.R.T. Laboratories	Directing Human IVF Lab
	Assistant Professor	Teaching and Research
	Laboratory Director	MANOPE Nutrition Laboratory
	Laboratory Director	Direct Reproductive/ IVF Lab in Private Infertility Practice
Entomology		
	Post Graduate Researcher III	Research
	Assistant Professor	Teach Biology to Undergraduates
	Assistant Professor	Teach, Committee Work
	Research Biologist	Testing Crop Protection Chemicals
	College Biology Instructor	Teach Entry Level Biology at a 2 Year College

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Department	Position Title	Job Description
	Assistant Extension Specialist	Extension Specialist and Entomologist
Plant Science		
	Technical Crop Manager	Seed Treatments
	Extension Tree Fruit Specialist	Research and Extension
	Postdoctoral Research Associate	Conduct Independent Research
	Research Specialist	Cell and Tissue- Culture of Human and Animal Cells
	Post-doctorate Associate	Research of Plant Pathogens
	Associate Professor	Research and Teaching
	Extension Scientist	Research & Technology Dissemination
	Research Specialist	Research
	Extension Agent	Extension Education
Poultry Science		
	Manager of Technology Development	Research and Development
	Postdoctoral Research Trainee	Research
	Research Assistant Professor	70% Research, 20% Admin, 10% teaching
	Postdoctoral Fellowship	Research
College of Education and Health Professions		
Adult Education		
	Associate Professor of Nursing	Lecture/clinical Instruction
	Director of Baptist Collegiate Ministries	Administration of Campus Programs
	Coordinator of Program Services	Administrator of Statewide Program
	Instructor	Teaching-dialectic and Clinical
	Assistant Professor	Teach, Research, Service
	Assistant Professor	Teach/research
	Assistant Professor of Counseling and Leadership	Work with Graduate and Undergraduate Students in the Center for Leadership and Learning

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Department	Position Title	Job Description
	Computer Instruction Specialist	Support Technology for District
	Director of Education	Grant Writing, Volunteer Based Community School, Technology, Distance Ed., Conferences-planning of
	Virginia Tech, Director, Center for Academic Enrichment and Excellence	Direct Campus Units Which Provide Academic Support to Undergraduates
	Rehabilitation Counselor/ Instructor	Counseling
	Professor	Teaching
	Department Manager	Internal Survey Research
	Assistant Professor of Mathematics	Teaching Mathematics, Advising Students
	Minister	Pastoral Care and Congregational Bible Teaching
	Professor	Teach Management Courses
	Director of Multicultural Student Services	Managing Cultural Center, Counseling and Advising Students, Grant Writing, etc.
	Assistant Professor	Teacher, Researching, etc.
	Director of Center for Teaching and Learning	Training Faculty in Research-based Instructional Methods
Counselor Education		
	Counselor Education/assistant Professor and Private Practice	Teaching/counseling
	Assistant Professor of Counselor Education	Teaching, Research, Service
	Assistant Professor	Teaching, Research, Service
	Assistant Professor	Research and Training
	Research and Policy Analyst	Historic, Technical Writing and Research
Curriculum & Instruction		
	Assistant Professor of C and I in the College of Education and Human Services at Univ. Detroit Mercy	Teach Graduate and Undergrad Courses in the Education Department in the Ce Hs at U of D Mercy
	Retired Volunteer	Volunteer Library/educational Consultant
	Lecturer	Teaching

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Department	Position Title	Job Description
	Registrar/ Director Admissions	Registrar/director of Admissions
	Assistant Professor	I Teach Undergrad & Graduate Classes in Children's Literature, Reading/language Arts Methods in the Dept. Of Curriculum & Instruction.
	Associate Professor	Elementary Education Faculty
	Associate Professor	Director of MSED-ele
Educational Administration		
	Principal	Educational Leadership
	Assistant Professor/director of Graduate Programs	Instructor of Education Administration Classes/ Graduate Admissions
	Assistant Superintendent of Schools	Assistant Supervisor in Running a School.
	Superintendent	Supervision of K-12 School
	Director	High School Principal; District Voed Director
	Superintendent of Schools	CEO Public School System
	Assistant Superintendent	Director of Support Personnel (Transportation, Food Service, Building & Grounds Maintenance, Federal Programs)
	Superintendent of Schools	Complete Advisor of the District
	Coordinator of School Partnerships	Liaison Between College of Educ. And Iowa Public Schools
	High School Principal	Same [Q5]
	Principal	Admin Intermediate School
	Assistant Superintendent	Business & Finance
	Senior Director of People Development	People Development/research
	Director	Educational Administrator
Health Science		
	Associate Professor	Teaching
	Assistant Professor and Department Chair	Teaching and Program Administration

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Department	Position Title	Job Description
	Assistant Professor	Teaching, Research, and Service
	Professor of Health Education	Educating Future Educators
	Research Associate	Research Design & Data Analysis; Manuscripts and Publications
	Assistant Professor	Teacher, Research, Service
Higher Education		
	Associate Dean of Student Life/director of Student Affairs/research	Research
	Assistant Professor of Government	Teaching/advising
	Director of Institutional Research & Assessment	Provide Info to Help College in Planning/coordinate Instructional Assessment Activities
	Head Football Coach	Manage, Control, & Lead the Program
	Faculty/instructor	Teaching/consulting
	Vice President	Admin./finance
	Assistant Provost	Budgeting and Planning Accreditation Liaison, Institutional Effectiveness
	Associate Professor	Teacher Preparation
Kinesiology		
	Assistant Professor/interim Assistant Dean	Director of Field Experience/interim Assistant Dean
	Assistant Professor	Teaching, Research, Service, Advising
	Assistant Professor	Faculty
	Assistant Professor	Teach/co-ordinate Program
	Assistant Professor	Physical/teacher Education
	Professor	Teaching/coaching
	Associate Professor & Department Head	Teacher & Administrator
	Assistant Professor	Teacher
	Associate Professor of Kinesiology	Professor

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Department	Position Title	Job Description
	Chairman of Health Kinesiology, Recreation Dept.	Chair, Teacher
Recreation		
	Teacher Coach	Teacher Elementary PE/ Coach High School
	Assistant Professor	Teach, Research , Service
	Assistant Professor	Teaching/research/service
	Assistant Professor	Teacher 40%, Research 40%, Service 20%
Rehabilitation		
	Assistant Professor	Teach, Research, Service
	Assistant Professor	Teaching/research
	Rehabilitation Supervisor	Manage an Agency Office
	Director of Testing and Disability Services	Oversee Testing and Disability Services
	Assistant Professor	Prepare Graduate Level Practitioners
Vocational Education		
	Co-director	The Education and Student Service
	Program Manager	Administer Federal Grant Programs for Arkansas
	Instructor	Instruction/teaching
College of Engineering		
Biological and Agricultural Engineering		
	Assistant Professor	Precision Agriculture Generation
Chemical Engineering		
	Research Director	Develop and Manage Pilot Programs
	Senior Engineer, Process	Oil and Gas Industry Facility (New or Debottlenecking) Design
	Senior Manager	

Department	Position Title	Job Description
	Staff Packaging Development Engineer	Develop Laminate Packages for Rfic's
Civil Engineering		
	Associate Professor	Teaching, Research, Service
	Director	Manage Research Center
Electrical Engineering		
	Senior Vice President and CTO, Adjunct professor	Senior Management
	Staff Process Engineer	Analog Process Department
	Senior Staff Scientist	Semiconductor Device Development
	Staff Engineer	Process Development
Industrial Engineering		
	Assistant Professor	Teach/research
	Counsel Director	Training Administration
	Course Director	Education
	Senior Information Architect	Design, Develop Integrations
	Assistant Professor	IE Program Director and IE Faculty
Mechanical Engineering		
	Assistant Professor	Teaching/research
	Staff Engineer	Development Generation Electronic Packages
Fulbright College of Arts and Sciences		
Biology		
	Program Advisor	Policy Program Development
	Associate Professor	Teach at a University
	Assistant Professor of Biology	Teaching
	Scientific Researcher	Research

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Department	Position Title	Job Description
	Senior Biologist	Provide Support to EPA's Drinking Water Programs.
	Instructor and Practitioner	Teacher and Treatment
	Assistant Biologist	Research
Chemistry		
	Chemist	Chemist
	Senior Business Analyst	Develop Financial Software for Data Analysis
	Project Director/Staff Scientist	Pharmaceutical Contract Research Organization, Project Director
	Assistant Professor of Chemistry	Teaching
	Laboratory Supervisor	Coordinating Undergraduate Labs, "Hiring" Training TA's Prep Persons
	Research Assistant Professor	Basic Research
	Assistant Chemistry Professor	Teaching (25%) Research (75%)
	Orise Post Doctorate	Chemist
	Associate Professor	Professor/chemistry Dept Chair
	Senior Scientist	Research and Development
	Visiting Post Doc	Basic Research
	Staff Scientist	Protein Purification and Characterization
	Unemployed	Actively seeking job in industry while application for permanent residency is ongoing.
Comparative Literature		
	Assistant Professor	Teaching
	Professor of English	Teaching English & Latin Composition and World Literature Primarily
English		
	Assistant Professor	Teaching, Research, Service
	Adjunct Professor	Teaching Composition

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Department	Position Title	Job Description
	Assistant Professor	Teaching Freshman Through Masters Level English Courses+ Joins Research
	Assistant Professor	Teach English Composition and Literature
	Assistant Professor	Teaches Freshman Through Master Level English Courses + Joins Research
	Assistant Professor of English	Teaching
	Assistant Professor	Teach Literature & Composition
	Associate Professor	Teacher
	Instructor of English	Teach English and the Humanities
History		
	Assistant Professor	Teaching U.S./world History
	Chair of History Department	Teacher/administrator Private School K-12
	Instructor	History Teacher
	Undergraduate Advisor/adjunct Lecturer	Advising & Teaching
	Department Head (History) & Assistant Professor	Teach History Courses & Take Care of the Administrative Functions of the Dept.
	Adjunct Professor of History	Teaching at a Community College
	Associate Athletic Director	Communications
	Chairman of Department of History	Teacher
Mathematics		
	Instructor	Teaching
	Instructor	Teaching
	Assistant Professor	University Professor
	Assistant Professor	Teacher and Research
Philosophy		
	Associate Director	Teaching, Writing
	Janitor	Janitor

Department	Position Title	Job Description
Physics		
	Optical Engineer	R&D in Optical Communications
	Senior Software Engineer I	Software Engineer Team Lead
	Engineer	Failure Analysis of Integrated Circuits
	Senior Test & Measurement Engineer	Assess & Improve Measurement Techniques Used in Photonics Industry
	Post Doctoral Research Associate	Research
	Senior Staff Engineer	Research and Development
	Research Associate	Laboratory Manager
Psychology		
	Psychologist	Adult Psychologist
	Psychologist	Individual and Group Therapist, Treatment Planning, Program Development
	Vice President of Operations	Executive Responsible for Cardiovascular, Cardiology, Lab, Behavioral Health, Neuro Science, Respiratory Therapy
	Medical Information Scientist	Develop Thought Leaders in the Medical Community to Increase Pharmaceutical Product Sales.
	Clinical Psychologist	Supervisor of Therapists
	Assistant Professor	Teaching/ Research
	School-linked Services Counselor	Provide Therapy to Adolescents and Families in Middle School Setting
	Assistant Professor of Psychology	Teacher and Research
	Category Development Manager	Sales Analysis and Planning
Walton College of Business		
Business Administration		
	Assistant Professor	Teaching, Research, Service
	Associate Professor/accounting	Professor/administrator
	Associate Professor	Teach Undergraduate/graduate

Department	Position Title	Job Description
	Lecturer (UK Equivalent to Assistant Professor)	Teaching/research
	Assistant Professor	Teaching
	1998- 2001 Department Chair/MSU-Billings/2001-2002 Assistant professor Michigan State.	Now Teaching and Research
	Assistant Professor	50% Research/50% Teaching
	Assistant Professor	Teach, Research, Services
	Assistant Professor	Teach/research
	Visiting Professor	Teach
	Assistant Professor	Teaching
	Assistant Professor	Research and Teaching
	Assistant Professor	Research and Teaching
	Assistant Professor	Teaching, Research, Service
	Assistant Professor of Accounting	Teaching Accounting (Jr. & Sr. Level)
	Assistant Professor	Research in Academic & Practitioner Journals/teaching/service
	Assistant Professor	Faculty
	Assistant Professor	Teaching, Research
	Assistant Professor	Teacher and Research
	Assistant Professor	Teach, Research, Service
	Assistant Professor	Teacher, Research, Service
	Assistant Professor of Management	Teacher/researcher
	Assistant Professor of Management	Teacher/researcher
	Assistant Professor	Teacher, Research, Service
	Assistant Professor	Teacher, Research, Service

Employers and Employers' Industry or Business

Displayed in Table 5 are the employers of the 217 responding graduates for whom this

information is available. Table 5 lists each employer's industry or business in the respondents' own words. The employers and their industry or business are distributed by the department from which the respondent obtained a degree. The departments are arranged by academic college. The majority of all the respondents' employers and employers' industries are educational institutions and education.

Bumpers College of Agricultural, Food, and Life Sciences

Agronomy and Plant Science

Twelve of the 19 graduates from the departments of Agronomy and Plant Science are employed (Table 5) at universities. The remainder work for such companies and governmental agencies as the BASF Corporation, Monsanto, Syngenta and the U.S. Department of Agriculture. Universities for which these alumni work include Zhengzhou University, Rutgers, and the University of Vermont. Chemical, seed and life sciences are among the non-academic industries listed.

Entomology, Animal Science, and Poultry Science

Graduates from the departments of Entomology, Animal Science, and Poultry Science report being employed largely by universities (Table 5). Non-university respondents work for such companies as the Bayer Corporation, Novus International, and The Center for Human Reproduction and for the government.

While education is the most frequently mentioned industry among the respondents who received their degrees from the departments of Entomology, Animal Science, and Poultry Science, pharmaceuticals, fertility, chemicals, and agriculture are among the others listed.

College of Education and Health Professions

Adult Education, Counselor Education, and Higher Education

The employers of 26 of the 32 graduates from the departments of Adult Education, Counselor Education, and Higher Education, are a diverse sampling of educational institutions, primarily in post-secondary education (Table 5). Nine of these are located in Arkansas and one is international. Other alumni from Adult, Counselor and Higher Education programs are employed in religious institutions, including the Arkansas Baptist State Convention; for-profit groups, such as the retailer, Wal-Mart; and not-for-profit organizations including the Jones Center for Families.

Curriculum & Instruction and Educational Administration

All respondents who received their Ph.D. or Ed.D. from the department of Curriculum & Instruction are employed in a college or university setting (Table 5). A lower proportion of those whose degree is from the department of Educational Administration are employed by universities -- about 14 percent. The majority work for public school systems in the northwest Arkansas, eastern Oklahoma region. One doctoral alumna/alumnus is employed in health care and another with a not-for-profit organization.

Health Science, Kinesiology, and Recreation

Among graduates from the departments of Health Science, Kinesiology, and Recreation who responded to this survey, all but two are currently employed by institutions of post-secondary education. One respondent from the department of Health Science is employed in the medical field and a Recreation alumna/alumnus works for a private agency or firm (Table 5). All respondents who specialize in these areas report their employers' industry or business as

pertaining to education or medicine (Table 5).

Rehabilitation and Vocational Education

Post-secondary educational institutions employ six out of the seven respondents from the departments of Rehabilitation and Vocational Education for whom this information is available (Table 5). One respondent from the department of Vocational Education is employed by the state of Arkansas. Among the eight respondents who provided this information, six describe their employers' industry or business as education; one refers to "state vocational education agency", and the other, "government".

College of Engineering

Biological and Agricultural Engineering, Civil and Mechanical Engineering

Among graduates from the departments of Biological and Agricultural Engineering, Civil Engineering, and Mechanical Engineering, all but one are employed in a university or college setting (Table 5). One respondent from the department of Mechanical Engineering reports that his or her employer is the Intel Corporation, a semiconductor manufacturer.

Chemical, Electrical, and Industrial Engineering

Nine of the 13 doctoral alumni from Chemical, Electrical, and Industrial engineering are currently employed by for-profit firms; two by educational institutions; and two by governmental agencies (Table 5). Doctoral alumni in chemical engineering work for such employers as Process Dynamics and the Harris Corporation. Electrical engineering alumni are employed by Infineon Technologies and National Semiconductor Corporation. The US Army, universities and Manugistics employ the doctoral alumni from Industrial Engineering.

Five of the 13 work with electronics. Petroleum technology, semiconductor, and defense are among the industries described by the respondents from these departments.

Fulbright College of Arts and Sciences

Biology, Chemistry, Mathematics, and Physics

Approximately one-half of the doctoral alumni who obtained a degree in the departments of Biology, Chemistry, Mathematics, and Physics are employed by institutions of higher learning. The other half work for such diverse employers as: the Department of Commerce, the Dallas Institute of Om and Acupuncture, Swales Aerospace, Inc., Cedra Corporation, Xtera Communications, Raytheon, and Texas Instruments. Non-academic industries mentioned by these respondents include: health, research, government, retail, pharmaceutical, and communications.

Psychology

Hospitals, mental health institutes, and pharmaceutical companies employ six of the nine graduates in Psychology for whom this information is available (Table 5). St. John's Mercy Health Center, Astrazeneca Pharmaceuticals, and Harbor View Mercy Hospital are among the employers of these respondents. Five of the six non-academicians work in the health care industry in the areas of psychiatric health, nursing home care, general medicine, and pharmaceuticals. The other works for a food producer.

Comparative Literature and English

All respondents who received a Ph.D. or an Ed.D. in Comparative Literature or English are currently employed in the field of education by post-secondary educational institutions. Employers range from the University of Alaska to Middle Tennessee State University.

History and Philosophy

The eight doctoral alumni in History for whom this information is available are employed in university or college environments; most within the tri-state region. Both Philosophy graduates work in non-academic, religious environments: the Apologetics Resource Center and St. Paul's Episcopal Church.

Walton College of Business

Business Administration

All respondents who received a Ph.D. or an Ed.D. in Business Administration are currently employed by post-secondary educational institutions in a teaching position of some kind. Places of employment range from Utah to London.

Table 5
 Employers and industries of doctoral alumni by college and department

Department	Employer	Employer's Business or Industry
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Pioneer Hi-bred International	Seed Company
	Texas A&m University	University Research/academics
	BASF Corporation	Chemical
	NF, Inc	Financial Products
	Cranfield University	Education/research
	University of Arkansas	Education
	Monsanto	Life Sciences
	Mississippi State University	Teaching and Research
	USDA-ARS	Agricultural Research
	Horizon AG, LLC	Seed Company
Animal Science		
	Oklahoma Panhandle State University	University
	Government	
	Department of Animal Science	Animal Science
	Delaware Institute of Fertility and Genetics	Infertility Practice

Department	Employer	Employer's Business or Industry
	The Center for Human Reproduction	Fertility
Entomology		
	UCR	Education and Research
	Stephens College	College- Higher Education
	Arkansas State University, Mountain Home	Community College
	Bayer Corporation	Chemicals
	University of California-Riverside	University
	Southwest Tennessee Community College	2 Year College
Plant Science		
	Syngenta	Agricultural
	University of Vermont	Education
	USDA/ARS & Cornell University	Government & Academia
	Univ of Nevada School of Medicine	Academic
	Rutgers University	Education
	Zhengzhou University	Neither
	University of Florida (Ifas)	Education
	University of Arkansas	Academic
	Ohio State University	Education, Research, and Extension
Poultry Science		
	Novus International	Pharmaceutical
	Hiroko Hishimusa	Research
	University of Arkansas	Academic
	Oregon Graduate Institute	Academy
College of Education and Health Professions		
Adult Education		
	Marian College	Education

Department	Employer	Employer's Business or Industry
	Arkansas Baptist State Convention	Ministry Support and Training
	Missouri Department of Elementary & Secondary Education	Vocational Rehabilitation
	University of Arkansas	Eleanor Mann School of Nursing
	University of Arkansas	Education
	Northeastern State University	Higher Education
	Arkansas Technical University	University
	Fort Smith Public Schools	K-12 Education
	The Harvey and Bernice Jones Center for Families	Community Non-profit
	Virginia Tech	Four Year Research Institution
	State of Arkansas	State of Arkansas
	Neosho A & M College (Full-time) MSSC (Part-time) SMSU (Part-time) Webster (Part-time)	College
	Walmart	Retail
	Arkansas State University Mountain Home	Two-year College
	Westworth Church of Christ	Ministry
	Pittsburg State University	Higher Education
	University of Minnesota	Education
	Northeastern State University	Higher Education
	Bradley University	College
Counselor Education		
	Henderson State University and Prescott Family Clinic	University/ Medical Clinic
	University of Wyoming	University
	Colorado State University	Public University
	University of Iowa	Education

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Department	Employer	Employer's Business or Industry
	Cherokee Nation	Government Business
Curriculum & Instruction		
	University of Detroit Mercy	Higher Education Private Institution
	Various	Christian Educational Institutions
	University of Arkansas	Education
	Garland County Community College	Higher Education
	Pittsburgh State University	Regents University
	Arkansas State University	Education
	SMSU	Education- University
Educational Administration		
	Rogers Public Schools	Public School
	Prairie View A&M University	University
	Windsor C-1 Schools	Education
	Leeyon R-x School	K-12 Schools
	Fayetteville Public Schools	Education K-12
	Neosho R5 Schools	Education K-12
	Greene County R-8 Schools	Public Schools
	Head Hill Schools	Public School
	University of Iowa	Research University
	Green Forrest School	Public School
	Gentry Schools	Public School
	Neosho R-5 School District	School District
	Beverly Enterprises	Health Care/elder Care
	Jones Center for Families- University of Arkansas Medical School	Non-profit

Department	Employer	Employer's Business or Industry
Health Science		
	GSW	University
	Northeastern State University	Higher Education
	University of Pennsylvania	
	Minnesota State Universities	Education
		Education
	UAMS, Rural Hospital Program	University Medical Center
Higher Education		
	Middle Tennessee State University	Education
	Oral Roberts University	Higher Education
	North Arkansas	Education (Community College)
	San Jose State	Education
	Westark College	Education
	Ozarks Technical College	Community College
	Abilene Christian University	Higher Education
	Dr. Chin Shan Wu	Taipei Municipal Teachers College
Kinesiology		
	Northeastern State University	University
	University of Arkansas	Higher Education
	Valdosta State University	Education
	University of Tampa	Educational Institution
	Arkansas State University	University
	John Brown University	Education
	Arkansas Tech University	University
	Harding University	University
	Southern Arkansas University	Higher Education

Department	Employer	Employer's Business or Industry
Recreation		
	Richardson Isd	Education
	University of Nebraska-Kearney	Education
	University of Arkansas	Education
	App State University	University
Rehabilitation		
	University of Maryland Eastern Shore	Education
	University of Georgia	University
	State of Iowa, Dvrs	Government
	Northwest Arkansas Community College	Higher Education
		Higher Education
Vocational Education		
	Vatterott College	Technical Education
	Arkansas Department of Workforce Education	State Vocational Education Agency
	Westark College	Higher Education
College of Engineering		
Biological and Agricultural Engineering		
	Auburn University	Education/research
Chemical Engineering		
	Process Dynamics	Petroleum Technology
	Veco Alaska, Inc.	Engineer and Construction
	Harris Corporation	Radio Communications
	Anadigics	Rf Microelectronics
Civil Engineering		

Department	Employer	Employer's Business or Industry
	Texas A & M University of Kingsville	University
	University of Arkansas	Education
Electrical Engineering		
	Zecal	Electronics Oem
	National Semiconductor Corp.	Semiconductor Ic Mfg.
	On Semiconductor	Semiconductor
	Infineon Technologies	
Industrial Engineering		
	University of Texas at Arlington	Education
	US Army	Government
	US Army	Military R&d
	Manugistics	Transportation and Supply Chain Software
	University of Texas at El Paso	Education
Mechanical Engineering		
	University of Central Oklahoma	University
	Intel Corp.	Semiconductor Manufacturing
Fulbright College of Arts and Sciences		
Biology		
	Department of Commerce	Government
	Southern Adventist University	Post-secondary Education
	Corning Community College (Part of State University of New York)	2 Year College Education
	National Institute of Environmental Research	Research Institute
	California Institute of Technology	Academia
	Dyn Corp I&et	Government Contracts

Department	Employer	Employer's Business or Industry
	Dallas Institute of Om and Acupuncture	Health/education
Chemistry		
	Process Dynamics	Engineering
	Wal-mart	Retail
	Cedra Corp	Pharmaceutical Cro
	Arkansas Tech University	University
	Southwest Missouri State University	Education
	University of Arkansas for Medical Science	Medical School
	Mississippi State University	University
	NCIR/ FDA	Government Lab
	Queens College	College
	Sales Aerospace, Inc.	Government Contracting
	University of California at Santa Barbara, Department of Chemistry	Academic
		Pharmaceutical
Comparative Literature		
	Arkansas State University	University
	Harding University	University
English		
	Middle Tennessee State University	University
	University of Alaska	Education
	University of Louisiana at Monroe	University
	College of the Ozarks	
	University of Louisiana at Monroe	University
	Tennessee Wesleyan College	College
	Arkansas State University	Education

Department	Employer	Employer's Business or Industry
	University of Foreign Studies	Education
	Tacoma Community College	Education
History		
	Newman University	College
	Hutchinson School	Private Girls School
	University of Arkansas Community College of Morrilton	2-year-college
	University of Texas, Arlington	University
	Bethune-Cookman College	Liberal Arts College
	Montgomery County Community College	Education
	University of Arkansas	Education
	Hardin-Simmons University	
Mathematics		
	University of Arkansas, Pine Bluff	University
	University of Arkansas, Pine Bluff	University
	Arkansas Tech University	University
	Embry-Riddle Aeronautical University	Academy
Philosophy		
	Apologetics Resource Center	Para-church Ministry
	St. Paul's Episcopal Church	Church
Physics		
	Tera Communications	Optical Communications
	Raytheon	Geospatial Systems
	Texas Instruments	Semiconductors
	Corning	Provider of Fiber Cable & Photonics for Telecommunications Industry
	University of Iowa	Education

Department	Employer	Employer's Business or Industry
	Meme Electronic Materials	Semiconductor Manufacture
	University of Arkansas	Physics and Engineering Research
Psychology		
	Harbor View Mercy Hospital	Psychiatric Hospital
	Memphis Mental Health Institute	State Psychiatric Hospital
	St. John's Mercy Health Center	Medical
	Astrazeneca Pharmaceuticals	Pharmaceuticals
	Senior Connections	Nursing Home Geropsych. Services
	Lander University	Higher Education
	Valley Medical School-linked Services	School Setting
	Christopher Newport University	State University
	Welch's Food Inc.	Grape Juice/Jelly Consumer Products
Walton College of Business		
Business Administration		
	Northeastern State University	Education
	University of Texas	Education
	Harding University	Higher Education
	London School of Economics and Political Science	University
	Northwest Missouri State University	University
	Michigan State	Education
	Louisiana State University	Education
	Texas A&m International University	Academia
	University of Texas at Brownsville	Education
	University of Arkansas	Education
		Education

Department	Employer	Employer's Business or Industry
	University of Kentucky	Education
	University of Kentucky	Education
	University of Northern Colorado	Education
	Florida A & M University	Academic
	Kansas State University	Educational Institution
	Southwest Missouri State University	Education
	New Mexico State University	Education
	University of Utah	Education
	University of Louisiana, Monroe	Academic
	Elmhurst College	Education
	James Madison University	Educational Institution
	James Madison University	Educational Institutions
	Oklahoma State University	Education

Job Selection

Doctoral alumni were asked to identify the most important factor in the selection of their current position (Table 6). To the largest group of alumni (27%, n=59) named congruency with their skills and interests as the most important factor in selecting their current position. Geographic location (16%; n=34), previous employment (13%; n=28), and opportunity for advancement (10%; n=21) are among other factors that sizable groups of the respondents considered the most important.

Table 6
 What was the SINGLE most important factor in the selection of your present position?

Factor	Frequency	Percent
Was already employed in current job	28	13
Geographic location	34	16
Only job offered	15	7
Salary	10	5
Employer Reputation	13	6

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Factor	Frequency	Percent
Challenge of position	20	9
Opportunity for advancement	21	10
Most congruent with my skills and interests	59	27
In my field of study	10	5
Other, please specify: _____		
Best Representative Support	1	0.4
Change Career	1	0.4
Dual- Career Issues	1	0.4
Lack of Academic Position	1	0.4
Most Convenient for My Visa Status	1	0.4
Total	215	100

Job locations

Forty-two of the 50 United States are represented by the geographic distribution of this sample of doctoral alumni. South Korea, China, Taiwan, and England are among the other countries in which the respondents work. One-fourth of the 207 responding alumni work in Arkansas; 12 percent in Texas and 8 percent in Missouri.

Table 7
 In what U.S. State or country (if outside the U.S.) is your employment located?

State	Frequency	Percent
Alabama	2	1.0
Alaska	2	1.0
Arizona	2	1.0
Arkansas	55	26.6
California	5	2.4
Colorado	3	1.4
District of Columbia	1	.5
Florida	4	1.9
Georgia	3	1.4
Illinois	3	1.4
Indiana	1	.5
Iowa	4	1.9
Kansas	5	2.4
Kentucky	2	1.0
Louisiana	3	1.4
Maryland	2	1.0
Massachusetts	1	.5
Michigan	2	1.0
Minnesota	1	.5
Mississippi	3	1.4
Missouri	16	7.7

State	Frequency	Percent
Montana	2	1.0
Nebraska	1	.5
Nevada	1	.5
New Jersey	3	1.4
New Mexico	1	.5
New York	6	2.9
North Carolina	3	1.4
Ohio	2	1.0
Oklahoma	10	4.8
Oregon	1	.5
Pennsylvania	2	1.0
South Carolina	1	.5
South Dakota	1	.5
Tennessee	7	3.4
Texas	24	11.6
Utah	1	.4
Vermont	1	.5
Virginia	7	3.4
Washington	1	.5
Wisconsin	1	.5
Wyoming	2	1.0
Other please specify:	5	2.5
South Korea	2	1.0
United Arab Emirates	1	.5
China	1	.4
England	1	.4

State	Frequency	Percent
Taiwan	1	.4
United Kingdom	1	.4
USA	2	.9
Total	207	100.0

Doctoral Program Requirements and Relevance to Current Position

Appendix C lists the doctoral alumni’s responses to questions about the relevance of their degree and whether or not it was required for their current position. Nearly three-fourths (74%) of the 217 respondents consider their degrees directly related to the work in which they are currently engaged. Eight respondents (4%) view their degrees as not at all related, and the remaining 49 respondents (22%) consider their degrees somewhat related to their current positions. In fact, more than half (60%, n=131) contend that the doctoral degree obtained from the University of Arkansas was required for their current positions.

ACADEMIC EXPERIENCES AND OUTCOMES Practical Preparation

The doctoral alumni were asked to rate their level of preparation overall and then in six areas using a 5-point scale where 1 indicated “extremely” or “very well prepared”; 3, “neither well nor poorly prepared”; and 5, “very poorly prepared”. The responding alumni nearly reached consensus (87%) that their doctoral studies at the University of Arkansas had prepared them well (47%) or extremely well (41%) for their current employment or the employment they currently sought. Eleven percent felt they had been prepared neither well nor poorly and 4 (2%), poorly, for their current or intended employment (Appendix B, Q13, p. 21).

Almost three-fourths (73%) of the 222 respondents consider their doctoral studies to have prepared them very well (23%), or well prepared (50%) (Table 8, Aspect A). Roughly one-fifth of the responding alumni rate their preparation as neither good nor poor, while the remaining 12 (5%) alumni consider their doctoral work to have prepared them poorly (n=10) or very poorly (n=2) for competing in the job market.

When asked to evaluate preparedness for their current positions, 78 percent (n=173) of the respondents conclude that they were very well (33%; n=72) or well (46%; n=101), prepared (Table 8, Aspect E). One-fifth assert their doctoral studies had prepared them for their current positions neither well nor poorly (n=45); and three (1%), poorly.

Compared with colleagues who were educated at other universities, the UA doctoral alumni believe themselves to have been well (43%, n=98) or very well (26%, n=57) prepared (Table 8, Aspect B). More than one-fifth (22%, n=50) view their preparation as having been neither good nor poor in comparison with that of colleagues who were educated at other universities. The remaining 17 respondents (8%) assess their doctoral education as having prepared them poorly (n=15) or very poorly (n=2), comparatively. Likewise these alumni rate the preparation provided by the UA doctoral programs as good (45%; n=95) or very good (28%; n=59) when compared with institutions they may have attended previously (Table 8, Aspect F). Slightly more than one-fourth (27%) of the responding doctoral alumni compare their preparation at the UA, with that of other institutions as very poor (n=2), poor (n=13; 6%), or neither good nor poor (20%; n=42).

Twenty-eight and 46 percent of the 221 respondents, respectively, posit that they were very well or well prepared to grow personally while in graduate school (Table 8, Aspect C). Another 20 percent feel neither well nor poorly prepared to grow personally while in graduate school. Eight (4%) consider themselves to have been poorly prepared, and 5, very poorly prepared for personal growth during their doctoral programs.

More than 80 percent of 209 respondents maintain that their graduate programs had prepared them very well (28%) or well (45%) to research and write a dissertation. Only 11 percent argue that their graduate programs prepared them neither well nor poorly (n=23); nine (4%), poorly, and 3 (1%), very poorly to conduct their dissertation research and writing.

Table 8
Please rate how well your doctoral program at the University of Arkansas prepared you:

Aspect	Very Well Prepared	Well Prepared	Neither Well nor Poorly Prepared	Poorly Prepared	Very Poorly Prepared	Totals
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
A. For competing in the job market	52 (23.4)	110 (49.5)	48 (21.6)	10 (4.5)	2 (.9)	222 (100.0)
B. Compared with your colleagues who were educated at other universities	57 (25.7)	98 (43.4)	50 (22.1)	15 (6.6)	2 (.9)	222 (100.0)
C. To grow personally while in graduate school	62 (28.1)	101 (45.7)	45 (20.4)	8 (3.5)	5 (2.3)	221 (100.0)
D. To do the research for and write your dissertation	95 (43.0)	89 (40.3)	24 (10.9)	10 (4.5)	3 (1.4)	221 (100.0)
E. For your current position	72 (32.6)	101 (45.7)	45 (20.4)	3 (1.4)	0 (0)	221 (100.0)
F. Compared with institutions you may have attended previously	59 (28.0)	95 (45.0)	42 (19.9)	13 (6.2)	2 (.9)	211 (100.0)

Non-Traditional Classroom Delivery Methods

This aspect of the questionnaire queried alumni who had taken course work via non-traditional classroom delivery methods. Of the sixteen (7%) alumni who had used non-traditional means of delivery methods, the largest group (38%; n=6) had used interactive or one-way compressed video (Table 9). Three (19%) each had either taken a correspondence course, used video tapes as part of their course work, or reported other methods of learning -- either a directed study, or a superintendent internship. The remaining four (25%) reported taking classes off-campus, divided equally between those who had taken classes in the state or elsewhere in the

United States.

More people answered the final question than had answered the first question regarding the effectiveness of the non-traditional classroom delivery methods (Table 9). Eight of the 17 alumni (77%) considered the classes they had taken via non-traditional delivery methods to have been extremely effective (n=8; 47%) or effective (n=5; 29%).

Table 9.
 Did you take any doctoral-level courses from the U of A via any of these non-traditional classroom delivery methods?

	Frequency	Percent
Yes – took at least one course non-traditionally delivered	16	6.9
Took no courses via non-traditional delivery	203	93.1
Total	219	100.0
Did you take any doctoral-level courses from the UA via any of these non-traditional classroom delivery methods?		
	Frequency	Percent
A. Correspondence	3	18.8
B. Interactive or One- Way compressed video	6	37.5
C. Video Tape	3	18.8
D. Web- enhanced delivery		0
E. Totally web- based/ internet delivery		0
F. Off- campus within the state	2	12.5
G. Off- campus within the US, but outside of Arkansas	2	12.5
H. Internationally		0
I. Other		
– Directed study	2	12.5
– Superintendent internship in the U.S., but outside Arkansas	1	6.3
	19	100.0
How effective was (were) these courses?		
	Frequency	Percent
1- Extremely Effective	8	47.1
2- Effective	5	29.4
3- Neither Effective Nor Ineffective	3	17.6
4- Ineffective	1	5.9
Total	17	100.0

The alumni also evaluated the quality of their experiences while financially supported by their graduate programs. Some of the respondents received more than one type of support during their doctoral studies, thus, the total number of responses in Table 10 is 311, while the total number of survey respondents is 226. Teaching and research assistantships provided the most common forms of support as 45 (n=102) and 47 (n=106) percent of the responding alumni report having received these.¹ Nearly one-quarter (23%) had held positions combining teaching and research. Far fewer had received traineeships (n=21; 9%), and fellowships (n=30; 13%).

The doctoral alumni who had been supported by assistantships, traineeships or fellowship rated the quality of their experiences with each using a 5-point scale in which 1 signified an “excellent” experience and 5, a “very poor” experience.

More than 90 percent of the 102 doctoral alumni who had assisted in teaching rate the experience as good (42%, n=43) or excellent (50%, n=51) (Table 10). Similarly, 88 percent of the 106 alumni who worked in a research assistantship position evaluate the experience as good (33%, n=35) or excellent (55%, n=58). Six and eight of the respondents view the teaching and research assistantships, respectively, to have been neither good nor poor. Two of the former teaching and three of the former research assistants rate their experiences as having been poor. For two of the alumni, the research assistantships provided very poor experiences (Table 10).

The combined teaching and research assistantship, although employing fewer alumni, is similarly rated by the respondents (Table 10). More than 80 percent of the 52 students who report having been employed in assistantships combining teaching and research appraise them as offering good (48%, n=25) or excellent (35%, n=18) experiences. Seven and two each report that their experience in a position of this type was neither good nor poor, or poor, respectively.

For 57 percent of the 30 alumni who had won fellowships, the experience had proven excellent (Table 10). Nine (43%) of 21 feel similarly about their traineeships. Seven and five feel that their traineeship or fellowship, respectively, was a good experience. One each of the alumni involved in a traineeship or fellowship remember it as a very poor experience.

Table 10

If applicable during your doctoral program, please rate the quality of that experience:

Aspect	Excellent	Good	Good nor Poor	Poor	Very Poor	Total
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
A. Teaching Assistantship	51 (50)	43 (42.2)	6 (6.3)	2 (2.1)	0 (0)	102 (100.0)
B. Research Assistantship	58 (54.7)	35 (33.0)	8 (7.5)	3 (1.3)	2 (0.9)	106 (100.0)
C. Combined Teaching/ Research Assistantship	18 (34.6)	25 (48.1)	7 (3.1)	2 (0.9)	0 (0)	52 (100.0)
D. Traineeship	9 (42.9)	7 (33.3)	2 (9.5)	2 (9.5)	1 (4.8)	21 (100.0)

¹Percentages in this section are calculated using the total number of respondents to the survey (n=226) in the denominator.

E. Fellowship	17 (56.7)	5 (16.7)	5 (16.7)	2 (6.7)	1 (3.3)	30 (100.0)
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Evaluation of Dissertation Processes

The doctoral alumni were asked to rate the following aspects of the dissertation process using a 5-point scale in which 1 represents “excellent”, 3, “neither good nor poor”, and 5 indicates “very poor”. Table 11 lists the aspects in the order in which they appear on the questionnaire, but they may be grouped conceptually for discussion purposes.

Fifty-four percent assert that the quality of advising during the dissertation process was excellent, and one-third consider it to have been good (Table 11, Aspect A). Fifteen respondents (7%) classify the doctoral advising as having been neither good nor poor.

In evaluating the knowledge of their major professor/dissertation directors, and dissertation committee members, the vast majority of the responding doctoral alumni are positive. Three-fourths (n=168) of the 223 alumni consider the knowledge of their major professors or dissertation directors to have been excellent (Table 11, Aspect B). Almost half of the respondents (49%) feel similarly about the knowledge of their committee members (Table 11, Aspect D). Eight of the respondents claim that the knowledge that their dissertation director and committee members offered was neither good nor poor. The knowledge of the major professor or dissertation director is thought to have been good by 19 percent of the respondents, and poor by 2 percent (Table 11, Aspect B). The committee members’ knowledge is classified as good by 45 percent, and by 3 percent, poor (Table 11, Aspect D).

Another area evaluated in the questionnaire is availability of major professor or dissertation director and dissertation committee members. Of 223 respondents, two thirds (n=146) rate the availability of their major professor or dissertation director as excellent, whereas 44 percent (n=97) assess the availability of their committee members similarly (Table 11, Aspects C and E). Thirty and 52 percent consider the availability of their dissertation director and committee members, respectively, to have been good or neither good nor poor. Nine and eleven of the responding alumni contend that the availability of their dissertation director or committee members, respectively, was poor.

In terms of financial support for dissertation research, the largest fractions of respondents hold that UA support was good (22%; n=46), excellent (34%; n=72), or neither good nor poor (23%; n=48) (Table 11, Aspect F). However, a significant group evaluate this aspect of the doctoral experience to have been either poor (13%; n=28) or very poor (9%; n=18) (Table 11, Aspect F).

The overall learning about research offered by the dissertation process is considered to be excellent by over half (52%) of the responding doctoral alumni (Table 11, Aspect G). Thirty-six and nine percent view the overall learning experience as having been good or neither good nor poor, respectively; eight (4%) individuals rate this aspect of the process as poor.

The group of questions displayed in Table 11 conclude with an evaluation of the overall dissertation process (Aspect H). Among the respondents, 46 percent (n=101) summarize it as a good experience, and 43 percent (n=96), excellent. Eight (4%) consider this to have been a poor experience, and 17 (8%), neither good nor poor.

Table 11
 Rate each of the following aspects of your dissertation process:

Aspect	Excellent	Good	Neither Good Nor Poor	Poor	Very Poor	Total
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
A. The quality of the advising during your dissertation	119 (53.6)	71 (32.0)	15 (6.8)	14 (6.3)	3 (1.3)	222 (100.0)
B. The knowledge of your major professor/ dissertation director	168 (75.3)	43 (19.3)	8 (3.5)	4 (1.8)	0 (0)	223 (100.0)
C. The availability of your major professor/ dissertation director	146 (65.5)	52 (23.3)	15 (6.7)	9 (4.0)	1 (0.4)	223 (100.0)
D. The knowledge of your committee members	109 (48.9)	100 (44.8)	8 (3.6)	6 (2.7)	0 (0)	223 (100.0)
E. The availability of your committee members	97 (43.5)	91 (40.8)	24 (10.6)	11 (4.9)	0 (0)	223 (100.0)
F. Financial support for your dissertation research	72 (34.0)	46 (21.7)	48 (22.6)	28 (13.2)	18 (8.5)	212 (100.0)
G. The overall level of learning about research offered by your dissertation	115 (51.6)	81 (36.3)	19 (8.5)	8 (3.6)	0 (0)	223 (100.0)
H. Your overall assessment of your dissertation process	96 (43.2)	101 (45.5)	17 (7.7)	8 (3.6)	0 (0)	222 (100.0)

Evaluation of Academic Experiences and University Resources

The doctoral alumni were asked to rate the quality of certain aspects of their graduate program on a 5-point scale on which 1 indicates “excellent” quality, 3, “neither good nor poor”, and 5, “very poor”. Their responses are displayed in Table 12. In Table 12, the questions are listed in the order in which they appear on the questionnaire, although they may be grouped conceptually for discussion purposes.

Admissions

The respondents evaluated admission processes for the Graduate School as well as for their department or program. The doctoral alumni rate their departmental admission process slightly higher than that of the Graduate School. Roughly one-third and one-quarter evaluate the departmental and Graduate School admissions processes, respectively, as excellent; and 53 and 59 percent, respectively, as good (Table 12, Aspects A & B). Eleven and 13 percent of the alumni describe the departmental and Graduate School admissions processes, respectively, as

having been a neither good nor poor experience. Four alumni contend that admissions to their department or program was poor (n=3) or very poor (n=1), compared with five respondents who feel similarly about their experiences with the Graduate School's admissions process.

Instruction

More than 85 percent of the responding doctoral alumni consider the quality of instruction within their department or program to have been good (50%) or excellent (37%) (Table 12, Aspect C). Seventeen (8%) respondents rate this aspect of their doctoral experience to have been neither good nor poor, and 12 (6%), either poor or very poor.

Ratings regarding instruction in other departments or programs within their colleges were lower as 81 percent of the alumni report having had an excellent (23%) or good (58%) experience (Table 12, Aspect D). Eighty-three percent of the 151 respondents feel similarly about their experiences in courses from other colleges with 21 percent classifying them as excellent and 62 percent, good (Table 12, Aspect E). Fourteen and 15 percent contend that instruction in other departments or other colleges, respectively, were neither good nor poor; 3 percent each, poor; and 2 percent of the instruction in other departments within their college, very poor.

Professors and Coursework

Another aspect of the alumni's academic experiences evaluated in the questionnaire is the depth of courses in their particular program area. While 29 percent judged the depth of their coursework as having been excellent, 51 percent perceived it as good and 14 percent, neither good nor poor (Table 12, Aspect F). The remaining 14 alumni rate the depth of courses in their program area as poor (n=12; 5%) or very poor (n=2; 1%).

Interest of professors in the alumni's professional development is considered to be excellent by almost half of the respondents (48%, n=107) (Table 12, Aspect G). An additional 32 percent maintain that professor interest was good; and 11 percent, neither good nor poor. Most of the doctoral alumni reflect that they had excellent (53%) access to professors in their department or program. Another 38 percent see access as having been good; and 9% (n=19), neither good nor poor. Only two individuals out of the 221 respondents rate their access to their professors as having been poor.

Advising and Mentoring

Eleven percent of the respondents think that the quality of faculty advisement was neither good nor poor. Eighty-three percent of the 226 responding doctoral alumni claim that faculty advisement was either good (37%; n=81) or excellent (47%; n=104). Twelve individuals rate the quality of the UA in this area as poor (4%; n=9) or very poor (1%; n=3).

The quality of mentoring is similarly hailed. More than three-fourths rate the quality of mentoring as good (32%; n=68) or excellent (47%; n=99). Twenty-seven (13%), twelve (6%), and seven (3%) each consider this aspect of their UA experience to have been neither good nor poor, poor, or very poor, respectively.

University Resources

All but eleven respondents consider the catalog information to be good (55%, n=119), excellent (18%, n=39), or neither good nor poor (22%, n=47). Similarly, 215 of 223 responding doctoral alumni consider the quality of the UA library to be good (55%; n=124), excellent (31%; n=68), or neither good nor poor (10%; n=23).

Table 12

Please rate the quality of the following aspects of your graduate program:

Aspect	Excellent N (%)	Good N (%)	Good nor Poor N (%)	Poor N (%)	Very Poor N (%)	Total N (%)
A. The admission process for the departmental program	75 (34.2)	115 (52.5)	25 (11.4)	3 (1.4)	1 (.5)	219 (100.0)
B. The admission process for the Graduate School	58 (26.4)	129 (58.6)	28 (12.7)	4 (1.8)	1 (.5)	220 (100.0)
C. Instruction within your department/ program	81 (36.7)	111 (50.2)	17 (7.7)	9 (4.1)	3 (1.4)	221 (100.0)
D. Instruction in other departments/ programs within your college that you have taken	42 (23.1)	105 (57.7)	26 (14.3)	6 (3.3)	3 (1.6)	182 (100.0)
E. Instruction that you took in other colleges	31 (20.5)	94 (62.3)	22 (14.6)	4 (2.6)	0 (0)	151 (100.0)
F. Depth of courses in your program area	65 (29.4)	112 (50.7)	30 (13.6)	12 (5.4)	2 (0.9)	221 (100.0)
G. Interest of professors in your professional development	107 (48.2)	71 (32.0)	25 (11.3)	17 (7.7)	2 (0.9)	221 (100.0)
H. Access to professors in your department/ program	117 (52.9)	83 (37.6)	19 (8.6)	2 (0.9)	0 (0)	221 (100.0)
I. Faculty advisement	104 (46.8)	81 (36.5)	25 (11.3)	9 (4.1)	3 (1.4)	222 (100.0)
J. Catalog Information	39 (18.1)	119 (55.1)	47 (21.8)	10 (4.6)	1 (.5)	216 (100.0)
K. The quality of the UA library	68 (30.5)	124 (54.9)	23 (10.3)	5 (2.2)	3 (1.3)	223 (100.0)
L. The quality of mentoring you have received	99 (46.5)	68 (31.9)	27 (12.7)	12 (5.6)	7 (3.3)	213 (100.0)

**OPEN-ENDED OPINIONS ABOUT QUALITY
AND IMPORTANCE OF COURSEWORK**

The alumni named two courses from their graduate program which they consider most

valuable and the two least valuable. When asked to justify their choices, the majority of the responding doctoral alumni consider a course valuable because of its usefulness in job performance. The most common explanation for listing a particular course as least valuable is poor instruction.

Many of the alumni did not name courses they consider most and least valuable. Others indicated that all of their courses were valuable. Both of these responses were removed from the following analyses. Furthermore, some alumni duplicated their responses. Those were retained in order to indicate the strong feelings which may have prompted the duplications.

Most Valuable Courses

Bumpers College of Agricultural, Food, and Life Sciences

Agronomy and Plant Science

Within the department of Agronomy, courses such as Soil Physics, Weed Biology, Advanced Soil Fertility are considered valuable for their practical application. Research Techniques in Agronomy is prized. Plant Pathology, Advanced Plant Breeding, and Biochemical Genetics are among the courses considered valuable by the alumni of the Plant Science department for reasons such as preparation for current position, research information, and referencing of the information.

Entomology, Animal Science, and Poultry Science

Scientific Presentation is a course used by one alumnus/alumna of the Entomology department for writing papers and presenting information at professional meetings. Graduates of this department also consider Insect Toxicology and Insect Physiology to be important and useful courses. Insect Physiology is specifically noted for its use of current references and “state of the art technology” (Tables 13 and 14). Ruminant Nutrition and Developmental Embryology are the courses listed by the Animal Science doctoral alumni as most valuable for their lab work and everyday use. Biochemistry is considered to be useful for career research by Poultry Science graduates, and Avian and other physiology courses are similarly hailed for their current information (Tables 13 and 14).

College of Education and Health Professions

Adult Education, Counselor Education, and Higher Education

The types of classes most commonly highly valued by alumni from Adult Education was in the area of research methods (Tables 13 and 14). Qualitative Research Methods is the most frequently mentioned courses in research methods and the most frequently mentioned course among all courses in the College of Education and Health Professions. Also commonly cited is the class on the Adult Learner. Justifications for these selections include preparation to understand a ‘client’, as well as relevance and usefulness of the information to their current work.

In Counselor Education, two of five favorites have to do with research and statistics. Experimental Design and Statistics are among the courses hailed for their high quality of information and applicability in the real world (Table 13).

Respondents who obtained a degree from the department of Higher Education cite Legal Issues, Leadership, and Design of College Teaching are among the courses listed as the most valuable in the alumni’s doctoral program. Their contributions to teaching and administration are appreciated.

Curriculum & Instruction and Educational Administration

Research, statistics, and theory are courses frequently listed as most valuable by the alumni whose doctoral degrees are from the departments of Curriculum & Instruction and Educational Administration. Justifications for this include increased perspectives on learning and teaching as well as a background in research. Educational or School Law is a course frequently cited as valuable to Educational Administration alumni. It's considered especially useful on the job (Tables 13 and 14).

Health Science, Kinesiology, and Recreation

Courses in statistics and research are the most valuable according to most respondents who obtained a degree from the departments of Health Science and Kinesiology. Health Science alumni listed Grant Writing and Advanced Developmental Psychology as most valuable courses due to their applicability in the alumna's/alumnus' real world positions. Exercise Physiology and Recreation Management Administration are courses mentioned from the departments of Kinesiology and Recreation, respectively, because of their applicability.

Rehabilitation and Vocational Education

Four of five respondents from the department of Rehabilitation consider Psychosocial Aspects of Disability to be the most or second most valuable course in their doctoral program. Reasons include: the instructor, "new information on topics related to rehabilitation", and "insight to help clients cope"(Tables 13 and 14). Disability Policy is also highly regarded.

Graduates from each department cite statistics or research classes as most valuable. Those in Vocational Education also point to Management and Needs Assessment as among the most valuable courses from their UA doctoral program (Tables 13 and 14).

College of Engineering

Biological and Agricultural Engineering, Civil Engineering, and Mechanical Engineering

One responding alumnus/alumna reports graduating from the department of Biological and Agricultural Engineering. This individual considers Fluid Dynamics to have been the most valuable course taken because it was "fundamental, challenging, and hard". Respondents from Civil Engineering highly rate various courses, including Matrix Analysis of Structures and Pavement Design. Their value lies in the knowledge gained and practical nature of courses. Introduction to Electronic Packaging and Numerical Methods are the classes cited as tops among responding alumni of the UA Mechanical Engineering program. Numerical methods was acclaimed for its applicability and Electronic Packaging, for its forays into new areas of learning.

Chemical, Electrical, and Industrial Engineering

Various classes, including Advanced Thermodynamics (mentioned by all three Chemical Engineering alumni), IC Fabrication, and Automated Processes, are listed as most or second most important by doctoral alumni who obtained their degree from the College of Engineering in the departments of Chemical, Electrical, and Industrial Engineering (Tables 13 and 14). Two I.E. alumni also note Scheduled Sequencing as a particular favorite. Among this subset of respondents courses are considered valuable for their usefulness in teaching, research, or current employment.

Fulbright College of Arts and Sciences

Biology, Chemistry, Physics, Mathematics

Doctoral alumni who graduated from the Fulbright College of Arts and Sciences in

mathematics and physical sciences favor courses that contribute to their teaching or research. Among biologists these classes include Parasitology, Mycology, Ecology and Environmental Law, whereas courses in chemistry include Electrochemistry, Biochemistry, and Physical Methods in Organic Chemistry. Mathematical Methods and Nonlinear Optics are cited as valuable by graduates of the Physics department, while students of mathematics comment on the usefulness of Complex Analysis.

Psychology

In the field of psychology, respondents consider Statistics, and the ability to write and evaluate clinical research papers to be valuable to their current employment. Assessment courses, of personality and intelligence were also cited as pertinent to these alumni's current positions.

Comparative Literature and English

Students of Comparative Literature and English justify their opinions of most valuable courses with more foundation and perspective based responses than academic research, although some courses are favored for their good instructors. Courses cited vary, but the Shakespeare Seminar appears twice among the alumni from English.

History and Philosophy

Content is the most common reason for preferring a History or Philosophy course. History of the South, Philosophy of Religion and Philosophy of the Mind are also praised in this capacity.

Walton College of Business

Business Administration

The favored courses enumerated by the doctoral alumni in Business Administration indicate a propensity toward research based careers. Fourteen of the 22 courses were in statistics or research methods. Statistics, Seminar in Regression, and Research Methods are hailed by more than one respondent, each citing the mandatory mastery of methodological skills and academic research for teaching positions in the field of business administration.

Table 13
 Most Valuable Course #1

Most valuable course #1		
Department	Course	Justification
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Weed biology and ecology taught by Dr. Dick Oliver	
	Research Techniques in Agronomy	

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Most valuable course #1		
	AGRN 5214	Analytical methodology is my day to day routine
	Soil chemistry	Good study of soil chemical properties
	Soil Physics	Direct field of interest
	Advanced Soil Fertility	Information practical application
	Agronomy Research Techniques	Real world applications
	Crop Physiology	For my research techniques
	Crop Molecular and Physiology Genetics	Great information at the high school level of retainment
Animal Science		
	Ruminant Nutrition	Use every day
	Molecular Gen. Lab	I learned molecular genetics techniques
	Fovaje and Ruminoub Relationship	Central point of what I'm doing now
	Reproductive Phys.	Informative; directly related to current job required knowledge
	Developmental Embryology	Excellent lab course
Entomology		
	Scientific Presentation	My present job requires a lot of writing of papers and presentations on professional meetings.
	Intro to Entomology	Broad coverage of useful information
	Intro to Microbiology, undergrad. Course	Basic info I had not been exposed to before
	Insect Toxicology	Background information and techniques
	Insect Physiology	Scientific cutting edge

Most valuable course #1		
	Insect Physiology	Dr. Gary Felton used state of the art technology and extremely current references and examples in insect physiology.
Plant Science		
	Advanced Plant Pathology	Both prepared me well for my occupation
	Instrumentation in PS	The training associated with the course.
	Student Leadership	Taught me facilitation in groups
	Plant Disease Control	Use notes for reference frequently
	Biochemical Genetics	Provided me techniques for my career
	Advanced Plant Breeding	Assisted in understanding my research & facilitated dissertation
	Dissertation	Because Ph.D. is a research degree
	Advanced Plant Breeding	Understanding genetic make-up of plants
Poultry Science		
	Advanced Nutrition	Related to my work
	Biochemistry	Builds a strong base for a career in research
	Avian Physiology	Good information, current information
	Biochemistry	Useful for my current job
College of Education and Health Professions		
Adult Education		
	ADED 5313	Practical application
	Training needs assessment	Taught how to objectively gather, compile, analyze data to plan effectively
	Applied research	Work in business environment
	Advanced methods	Education example!

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Most valuable course #1		
	Adult learner	Prepared me to 'understand' my 'client'
	VAED 6503	Use in present job
	Qualitative research methods	Research based and applicable
	Experimental design	Valuable in all academic endeavor
	Stats	Use everyday
	Learner in Adult Education	
	Adult Learner	Theory, technique of androgogy
	Change process in adult ed	Most closely related to my current assignment
	Qualitative Methods	Use the info on a regular basis
	Qualitative Research	Relevant to my current position
	Adult Learning Theory	Content andragogy/pedagogy differences and similarities
	Research Techniques	Prepared me very well to write dissertation
Counselor Education		
	Cultural Antecedents of Counseling	Looked at cultural ramifications and functions of counseling
	Doctoral Seminar	Research focus; professorate focus
	Experimental Design	To learn how to design research
	Statistics	Equivalent to Big 10 institutions
	Supervision of Counselors	The level of responsibility for other counselors
Curriculum & Instruction		
	Content Specific Pedagogy	
	CIED 6203 Instructional Theory	Analysis & synthesis of important issues; refer back to papers repeatedly
	Research	Professors's assistance in preparing for writing of dissertation

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Most valuable course #1		
	Understanding of Numbers	
	Doctoral Readings Course	Helped make me a better teacher of reading methods
	Theory of Instruction	Gave me multiple perspectives on learning
	Intro to Research	Assisted me in my understanding of research and broadened my experiences
Educational Administration		
	Ethics	Explore beliefs
	Qualitative Research	Instructor and content
	School Governance	Use info
	School Law	Related directly to my job
	Qualitative Research	Didn't know much about it, learned a lot
	Educational Law	Essential for job
	Leadership in Administration	Dr. Siegrist -very much enjoyed his teaching style
	Dissociation	Time and energy devoted for the topic
	EDFD 6623	Dr. Denny prepared me well to develop my dissertation
	Survey of Research	It gave a broad variety of stats
	Law	Use them most
	Statistics	Research & comparisons
	Intro to Statistics	Personal growth & ability to apply knowledge
	Leadership class, Dr. Jerry	Dr. James van Patton, an asset to any program
Health Science		
	Grant Writing	Most needed
	Advance Stats	Use in current job

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Most valuable course #1		
	Research Methods	Learned how to research properly
	Advanced Development Psychology	Real information for life
	Health Behavior Research	Background and instrument for research projects in my job
Higher Education		
	Legal Issues	Specifically relevant to position
	Qualitative Research I & II GOFD 6443, EDFD 699	Preparation for dissertation
	HIED 6323	The first offered great help in teaching college level courses
	Leadership	I often recall information from the class
	Legal Aspects	Assisted in understanding situations occurring in my teaching role
	Organic Development	Apply to organizational cultures
	Management in Higher Education	Relate most closely to practice of higher education administration
	HIEDB 423: Problem, Issue and Trend in HIED	Professor Hammon's knowledge, skills that I apply the critical thinking model in early childhood education
Kinesiology		
	Qualitative Statistics	How to study people
	Exercise Physiology Lab Techniques	Helped with literature review and writing skills.
	Experimental Design	Able to do research / teach undergrad student
	Statistics	Critically read and perform operations
	Statistic Ed 6403	Research/Writing
	Kinesiology	Practical & related to my interests and present position.
	Exercise Physiology	Directly related to my content

Most valuable course #1		
	Cardio Function in Exercise	Applicable to position in exercise science
Recreation		
	Recreation Management Admin	Learn to deal with people as manager
	Dissertation	Research skills
	Law	Use info frequently
	Educational Foundations	Research skills
Rehabilitation		
	Statistics and Research Design	Heavily focused on research
	Psychosocial	Level of learning; the teacher Dr. Roesslet (content)
	Psychosocial	Much new information/studies on topics related to rehabilitation-opened up whole new world
	Psychosocial Aspects of Disability	Provided insight tools to help clients cope with disabilities
	Disability Policy	Thought provoking
Vocational Education		
	Management/Organization of Behavior	Relates to the human resource function of management
	Research	Helped me organize material
	Needs Assessment	Have used the info learned in these classes to better prepare for my classes and programs of study I have designed.
College of Engineering		
Biological and Agricultural Engineering		
	Fluid Dynamics (Dr. Mike Stewart)	Fundamental, challenging, and hard

Most valuable course #1		
Chemical Engineering		
	Advanced Thermodynamics	Ability to model physical behavior properly
	PhD Dissertation	Taught me how to approach an engineering problem.
	Electronic Packaging	Gave me background and knowledge of my specialty
Civil Engineering		
	Matrix Analysis of Structures	Good knowledge
	Pavement Design	They were both practical, applied courses taught by experienced professors.
Electrical Engineering		
	Thesis	Could be creative
	IC Fabrication and Technology	Directly related to my research and job
	Power semiconductor devices	Device physics & semiconductor theory
Industrial Engineering		
	IE Advanced	Use those skills to teach class
	Automated Processes	I now teach this topic.
	INEG 5353	Allowed me to find a dissertation topic.
	Scheduling Sequencing	Very useful in my current job
	INEG 514	Excellent instructional materials and instructor
Mechanical Engineering		
	Numerical Methods	Practical computer skills, basis of many other numerical techniques.
	Intro to Electronic Packaging	Course offered a broad perspective and involved multiple instructions from difficult areas. This meant learning new things and really challenging course load and assignments.
Fulbright College of Arts and Sciences		

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Most valuable course #1		
Biology		
	Environmental Law	Knowledge gained
	Parasitology	Very useful for dissertation research
	Mycology	Scientific reasoning skills cultivated
	Advanced Ecology	Because the professor provided most valuable information and reference
	Statistics Experimental Design-Gbur	These courses helped me better understand how to design studies to ensure that appropriate data are collected for the development of microbiological QC acceptance criteria
Chemistry		
	Cosmochemistry	Report writing
	Environmental Chemistry	It is important to me so I can make informed decisions when voting
	Bobbitt, Spectroscopy	Material and instruction
	Biochemistry	These are courses I teach
	Analytical Chemistry	
	Electrochemistry	Content & course requirements
	Electrochemistry	Topic is new aspect of my job
	Physical Methods in Organic Chemistry	I learned things that I use in my teaching today
	Chemical Instrumentation	Taught me electronics and instrument design
	Chemical Kinetics	I'm currently working in Kinetics
	Spectroscopy	Instrumentation/Principles
Comparative Literature		
	Italian Renaissance Art,; Modern Linguistic Theory	Good instructors, knowledgeable, well-prepared, loved their teaching
	Mythology	Storytelling arts used in my writing

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Most valuable course #1		
	Intro to Comparative Lit	Exposure to literary criticism & research in major area.
English		
	Shakespeare Seminar	My specialization
	Directed Reading	Could focus on needed material
	Those courses taught by Dr. Wilkie.	I learned a great deal from his breadth of knowledge as well as from his teaching style.
	Shakespeare Seminar	Facilitation research in my field
	Seminar; Romantics and Values (B. Wilkie)	Good model for teaching
	American Novel	Excellent foundation in both lit and theory
	Post-colonialism Seminar	Offered me various kinds of perspectives
	Anything by Dr. Locke, whom I miss very much.	Life wisdom
History		
	Gatewood's Gilded Age to WWII course	Content, social history background, well taught.
	Nineteenth Century Europe	The course supplied valuable background in areas which my masters program did not adequately address-since I teach both Western Civilization and U.S. History Surveys, it is important that my training be comprehensive.
	Any seminar	Grad seminars were excellent
	History of the South	Content and methods that I learned
	Civil War	Professors Sutherland and Baily re: dissertation and coursework
	Seminar in American History (readings course)	
Mathematics		
	Complex Analysis	Related to my research

Most valuable course #1		
	Complex Analysis	Related to my research
	Directed Reading	1-1 attention, topics
Philosophy		
	Philosophy of Religion	Content, level of instruction
	Philosophy of the Mind	Breadth of Knowledge
Physics		
	Nonlinear Optics	Directly related to current job
	Math methods for physicists	Teacher made the methods meaningful and alive
	Advanced Electricity & Magnetism	
	Math Methods in Physics	
	Math Methods	Gave necessary tools for research
	Laser Physics	Contents and quality of instructor
	Dissertation	
Psychology		
	Advanced Personality Assessment	Directly applicable
	Intellectual Assessment	Most practical and well taught
	Statistics	Can be used across disciplines
	Statistics	General knowledge and ability to evaluate clinical research papers
	Objective Testing	Specialized training for licensure
	Advanced Developmental Psychology	Necessary for my discipline
	Honors from Clerkship	Hands on learning
	Statistics I	Increased and developed my analytical skills.

Most valuable course #1		
Walton College of Business		
Business Administration		
	Seminar Transportation/Business Logistics	Related to research stream I do now
	Financial Accounting	
	Area topics	Survey of research topics
	Research Methodology	
	Research Methods/Butler	Good methods course
	Multi variate Statistics	Methods-good training is extremely important
	Statistics	Practical knowledge
	Financial A/C	Exposure to research design resulted in journal article
	Statistics	Prepare for future
	Econometrics	Need for research
	Seminar in Regression	Methodological skills are critical for our field
	Seminar in Regression/Dan Ganster	Foundation for conducting empirical research
	Stat	Research
	Seminar in Research Methods (Dr. Scot Burton)	Both these courses helped create an excellent foundation for conducting academic research which is the most important part of my job.
	Psych Stat	Useful in performing research
	Jeff Murray's MK&G class Interpretive Consumer Research	Content and Instructor
	Regression Course	Stat base
	Financial Accounting Seminar	Research preparation
	Research Practicum 1	Provided directly transferrable

Most valuable course #1		
	Research Marketing	Multi variate statistics

Table 14
 Most Valuable Course #2

Most Valuable Course #2		
Department	Course	Justification
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Research Techniques in Agronomy	
	Herbicide Behavior	My job focuses on plant- soil pesticide interactions , so this was good
	Statistics	
	Soil Physics	Good study of soil physical properties
	Numerical Methods II	Challenging, makes you think
	Plant Nutrition	Information practical application
	Teaching other courses	Hands on opportunity
	Research Techniques	Wide array of information
Animal Science		
	All statistics classes	Use every day
	Population and quantitative Genetics	I have been studying on them
	Physiology	
	Ruminant Metal	Help understand what's going on with j'voh clan
	Animal Science Reproduction	Excellent review of reproduction

Most Valuable Course #2		
Entomology		
	Seminars	
	Design/Evaluation of College Teaching	Learned techniques useful in teaching (my primary job responsibility)
	Insect Taxonomy	Taxonomy is an important discipline of Entomology
	Weed I.D. and Morph	Weed I.D. helps in all agricultural situations
	Insect Ecology	Very thought provoking-Dr. Stephen had the assistance of 2 post docs
	Tree Fruit Science	Important co-requisite to any job.
Plant Science		
	Statistics	Both prepared me well for my occupation
	Advances in Pomology	The method of teaching and learning
	Seminar	Public Speaking
	Advanced Plant Breeding	Use techniques learned in current position
	Biochemical Techniques	Provided me techniques for my career
	Biochemical Genetics	Very positive in understanding today's world of biotechnology.
	Plant Anatomy	Understanding plants' physical structure
Poultry Science		
	Advanced Physiology	Related to my work
	Dig. Res. Rep. Physiology	Same (Q19A)
	Advanced Analytical Methods	Hands on opportunity to learn new procedures
	Food Microbiology	Useful for my career
College of Education and Health Professions		

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Most Valuable Course #2		
Adult Education		
	Learner in Adult Education	Practical Application
	Adult Learner	Adults learning difficulty- focused on those learning styles and methods
	Qualitative Research	Alternate way to research
	Curriculum Development in Vocational and Adult Education	Use in present job
	Change Process	Gave me a new perspective
	Developmental Education Workshop	Provide a strong foundation in developmental education
	Intro to Adult Education	Basis for all adult education
	Experimental design	Must to design projects
	Techniques of Research in Education	
	Adult Learner: Later Years	Adapting to the needs of older learners
	Adult Learner	Helped me better understand my students (and their potential employer)
	Basic Statistics Course	Use of the info on a regular basis
	ETEC- Instr. Methods	Content of learning theory
	Foundations of ADED	Provided me with basics of the field
Counselor Education		
	Qualitative Research	Same as Question (19A)
	Intro to Counseling	Enjoyed teaching it at the U of A became my course -is a 'hook' for counselors
	Multiple Regression	Advanced Statistics Analysis
	Group Counseling	Practical experience and understanding of group dynamics
Curriculum & Instruction		

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Most Valuable Course #2		
		Curriculum development for the gifted and talented
	CIED 6993 Content Specific Pedagogy	Theory and Applications to Classroom Subjects
	Statistical	Need it
	Statistics	
	Qualitative Research	Helps me with any research I may do qualitatively
	Curriculum Const	Gave me background for classes I teach
	Qualitative Research	Assisted me in my understanding of research and broadened my experiences.
Educational Administration		
	Techniques of Research	Preparation for dissertation
	Organization Development and Change	Content
	School Law	Use info
	Personal Management	Related directly to my job
	Law	It's relevant
	School and Community Relations	Essential for job
	Personnel	More "hands on" with personnel issues facing today's superintendents.
	And Research	See 19A
	EDFD 6103	Dr. Schoppmeyer provided me a well grounded understanding of fiscal equity in school finance.
	Leadership	Provided insight for my job
	Finance	See (Q19A)
	Leadership	Reading of educational adv. And reorganizational behavior.

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Most Valuable Course #2		
	Qualitative Research	frequently used in professional life
	School Finance/Public Law, Dr. Schopmeyer Siegnist	Dr. Jerry Siegnist had a direct impact on my program , he worked very hard.
Health Science		
	Health Behavior Research	Use theories in current job
	Statistics	Learned how to interpret statistical data
	Advanced Family Rel.	Excellent professor with passion for subject matter
	Statistics	Specifically relevant to position
	Multivariate Statistics Course	Data analysis for research projects in my job
Higher Education		
	College teaching, HIED 6013	Orientation to the academy
	HIED 6423	The 2 nd gave me a chance to look in depth at issues affecting higher education
	Staff Development and APP	I often recall info from the class
	Issues in Higher Ed	Put many things in perspective
	Org./Admin Higher Ed	See Q 19A
	HIED 669 Seminar OD and Change	Professor Murry's biggest heart and humanistic personality that he gave us OHP, and we felt helpful from reactions to "The habits of highly effective people" and from "Climate Survey" team work.
Kinesiology		
	Quantitative Statistics	Research purposes
	Statistics	Used in applications and to teach undergraduates
	All stats in Ed foundations-regression	See Q 19A
	Biomechanics	What I am teaching

Most Valuable Course #2		
	ED 6623	Dissertation Prep.
	Cardiac Rehabilitation	Practical and related to my interests and present position
	Research Design and Statistics	Prepared me for research
	Physiology Psychology	Applicable to all areas
Recreation		
	Administration in Higher Education	Gave an overview of teaching education
	Legal Aspects of Recreation	Legal Research
	Finance	Use info frequently
	ED Foundations	Survey Research
Rehabilitation		
	Psychosocial	Heavily focused on research
	Disability Policy	Content; Level of learning and the teacher Dr. Shiner
	Statistics (basic)	Need basic Stats to understand research
	Employment Practices	Complete overview of employment practices/procedures in order to assist
	Psycho-Social Aspects of Disability	Professional Application
Vocational Education		
	Training and Development	Have used the info learned in these classes to better prepare for my classes and programs of study I have designed.
College of Engineering		
Biological & Agricultural Engineering		
	Kalian Filters	Great concept, great instructor

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Most Valuable Course #2		
Chemical Engineering		
	Momentum Transfer	Basic Principles
	Therm II & I	I have taken Therm I but not have taken Therm II
	Micro electrics and Fabralian	Introduced me to my specialty
Civil Engineering		
	Special Problems	Great Professor & mentor
	Transportation and Land Development	They were both practical, applied courses taught by experienced professors
Electrical Engineering		
	Independent Study	faster than sitting in class
	Semiconductor Surfaces	Gave me insights of semiconductors in general, helps me do my job with excellence.
	Power Electronics	Electronic CKTS associated with devices
Industrial Engineering		
	IE Scheduling and Seq.	Use in Research
	Dissertation	Amount of Research Required
	INEG 700	Learned the research process
	Inventory Control	Very useful in my current job
	INEG 5673	Excellent instructional materials and instructor
Mechanical Engineering		
	Convection Heat Transfer	Very general heat transfer and fluid mechanics techniques. Other general math techniques. R put out to side in a circle: Basis of many! Other numeral techniques.
	Numerical Methods II	The professor (Convillion) who taught this course was really good. His class work and assignments really challenged us. He did not make this course easy to help students.

Most Valuable Course #2		
Fulbright College of Arts and Sciences		
Biology		
	Conservation Biology	Knowledge gained
	Electron Microscopy	It was very practical/ learned new information
	Plant Ecology	Encouraged a broader ecological thinking
	Animal Distribution	Because the professor and I communicate with each other very well and I could present my research very well.
	Statistic Regression	These courses helped me better understand how to design studies
Chemistry		
	Chemical Separations	Applies to job
	Cosmo Chemical	I plan to spend a great deal to my time studying the asteroids
	Kinetics	Material and Instruction
	Inorganic Chemistry/ Electron Transfer	
	Advanced Inorganic II	
	Separations	Content
	Separations	This is my job
	Building Scientific Equipment	I work with a small budget and need to build and repair my own equipment
	Spectroscopy	Have worked in spectroscopy since graduation
	NMR of the Periodic Table	Learned about data analysis and problem solving
	Analyst Separations	Applications

Most Valuable Course #2		
Comparative Literature		
	Philosophy of Science	Good instructors, knowledgeable, well-prepared, loved their teaching.
	World Religions	Personal Spiritual Journal
	Modern European Novel	Limited previous exposure to the subject.
English		
	16 th Century Lit.	My specialization
	Seminar-Rounds Wright	Introduced me to expectations for program
	Critical Theory	Introduction vocabulary and ideas , talk to professionals nationally
	Those courses taught by Dr. Winkle. I learned a great deal from his breadth of knowledge as well as from his teaching style.	Those courses taught by Dr. Wilkie. I learned a great deal from his breadth of knowledge as well as from his teaching style.
	Criminal Theory	Introduction vocabulary and ideas, I talk to professionals nationally.
	Seminar in George Elliot (R. Bennett)	Depth of subject matter, research
	Whitman and Hughes	Opportunity for professional approaches to poetry
	Seminar: 19 th C American Literature	Made me think of it in a comprehensive way
	Anything by Dr. Locke, whom I miss very much	
History		
	Civil War	Content, best military course ever, well taught
	History Methods	Research Methods Highlighted
	Colonial America	The courses supplied valuable background in areas which my masters program did not adequately address. Since I teach both Western Civilization and U.S. History surveys, it is important that my training be comprehensive.

Most Valuable Course #2		
	Seminar -Progressive Eva	Content, Methods and Research/Writing
	Jackson America	Background and detail for 19 th research US As area specialization of Civil War.
Mathematics		
	Topics in Analysis	
	Topics in Analysis	
	Sp. Topics in Analysis	Were current interesting research topics
Philosophy		
	Metaphysics	Content, level of instruction
	Ethical Knowledge	Breadth of Knowledge
Physics		
	Electromagnetism II	Good background knowledge for current job
	Quantum Optics	The course material is close to my heart.
	Quantum Optics	
	Quantum Mechanics	Very appropriate for current position
	Applied Non-Linear Optics	Contents and quality of instructor
	Laser Physics	
Psychology		
	Assessment of intellectual and cognitive abilities	Directly applicable
	Ethics	Taught well and good practices to learn for my professor
	Research Methods	Education of programs (I worked a lot in development of new programs)
	Assessment of intellectual and cognitive abilities	Practical clinical knowledge and assessment abilities training; understanding psychometric properties of psych. test.

Most Valuable Course #2		
	Projective Testing	Specialized training
	Infer. Stats	Necessary for my discipline
	Psychopathology	Prepared me for nursing exam, job interviews, and current positions
	Statistics II	Increased and developed my analytical skills
Walton College of Business		
Business Administration		
	Seminar- Marketing Theory	Related to research stream I do
	Seminar Statistics Course	
	Research	Research tools
	Interpretive Methods	Invaluable research tool- underrated by many academics
	Seminar in Auditing	
	Log	Good background/ prepared
	Experience Design	Methods good training is extremely important
	Corporate Finance	Theoretical entered
	Multi variate Statistics	Basic for all statistics
	Econometrics	Publication
	Corporate Finance	Need for teaching
	Seminar in Psychometrics	Prepared me for my dissertation and research
	Seminar in Psychometrics	Foundation for empirical research
	Readings	Research
	Accounting Seminars	Understanding/ appreciation of a broad base of accounting research
	Statistical Concepts	Both of these helped create an excellent foundation for conducting

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Most Valuable Course #2		
	Research Seminar	
	Research Methods	Contributes to my research and publications
	Qualitative Research Methods	Content and instructor
	Econometrics	
	Research Practicum II	USA's to the goal (I. E. becoming a professor)
	Structural Equations	Lisrel

Least Valuable Courses

Bumpers College of Agricultural, Food, and Life Sciences

Agronomy and Plant Science

Within the department of Agronomy, courses such as Advanced Soil Fertility and Applied Math Methods in Life Sciences (AGRN 5204) are considered least valuable for “outdated” information. Calculus and Soil Chemistry are also cited as insignificant due to their inapplicability in the alumna’s/alumnus’ current position. Plant Physiology, Advanced Bacteriology, a topic seminar and a colloquium, because of poor instruction and previous instruction in the area, are listed by alumni from the Plant Science department to be least valuable courses (Table 15 and 16).

Entomology, Animal Science, and Poultry Science

Experimental Design and Field Ecology are among the courses cited as poorly taught, or having offered an incomplete level of instruction within the Entomology department (Tables 15 and 16). An alumnus/alumna complained that the department of Entomology required too many seminars. One respondent from the department of Poultry Science considers the course in Micro-Advanced Microbiology to have been primarily “memorization with little retention”. Reproduction of domestic animals needs a better textbook, according to one alumnus/alumna.

College of Education and Health Professions

Adult Education, Counselor Education, and Higher Education

Although many of the courses offered in the departments of Adult, Counselor, and Higher Education are praised by alumni, several of the respondents to this questionnaire report having been dissatisfied with certain aspects of the coursework involved in their doctoral programs. The most frequently cited reasons for finding a course least valuable involve criticisms of professorial styles and teaching methods. The classes “Group”, “Legal Agents of HIED” and “History and Philosophy of Higher Education” are criticized for lack of structure and inapplicable information (Tables 15 and 16). Introduction to Human Communication is cited as “high school level material”.

Curriculum & Instruction and Educational Administration

Advanced Sociology and Curriculum Design are among courses the respondents from the department of Curriculum & Instruction noted as poor, citing too much technology in the former, and too much history in the latter. In the department of Educational Administration, statistics is listed several times as the least valuable course because of its inapplicability. One alumna/alumnus remarked, for example, that there are “too many professors with the same information” (Tables 15 and 16).

Health Science, Kinesiology, and Recreation

Some alumni from the departments of Health Science, Kinesiology, and Recreation consider courses such as Multiple Regression, Biomechanics Lab, and Public Administration courses to have been the least valuable among those courses taken during their doctoral programs. Multiple Regression and Public Administration courses are cited as being inapplicable, and the drawback of Biomechanics Lab was “little biomechanic equipment”. An independent study was thought to have inadequate faculty input.

Rehabilitation and Vocational Education

Multivariate Statistics and Statistics are mentioned by alumni from the departments of Rehabilitation and Vocational Education as least valuable because, in the case of the former, the level of Statistics exceeded what was necessary for the respondent's position, and in the case of the latter, the professor seemed, to one graduate, ill prepared for class. A comment about Instructional Education Media remarks that the materials change so quickly that doctoral training is quickly obsolete (Tables 15 and 16).

College of Engineering

Biological and Agricultural Engineering, Civil Engineering, and Mechanical Engineering

One responding alumnus/alumna from the department of Biological and Agricultural Engineering names the Graduate Seminar and Instrumentation to have been the least valuable courses taken because he or she "learned nothing new". Respondents from Mechanical Engineering consider Continuum Mechanics and Advanced Mechanics and Methods least valuable because the material was not processed deeply enough.

Chemical, Electrical, and Industrial Engineering

Among the respondents who obtained a degree from the departments of Chemical, Electrical, or Industrial Engineering, a course is considered insignificant if it is not directly applicable to a current position or if it does not bestow a significant amount of new knowledge. Courses criticized by this subset of the respondents include: Design, Systems Theory, and INEG 5823 (Systems Simulation) (Tables 15 and 16). Math courses were similarly noted.

Fulbright College of Arts and Sciences

Biology, Chemistry, Physics, Mathematics

Doctoral alumni who graduated from the Fulbright College of Arts and Sciences in mathematics and physical sciences tend to criticize courses that do not offer information pertinent to the alumna's/alumnus' current work, as well as courses that offer a modicum of new information or require too little thought. Among biologists these courses include Community Ecology and Professional Development, while courses in chemistry include Environmental Chemistry and Physical Methods in Organic Chemistry (Tables 15 and 16). Modern Physics and Statistical Mechanics are courses criticized by graduates of the Physics department, while one respondent's opinion is that Fiber Optics was "not as well taught as at the undergraduate level".

Psychology

Clinical Research Methods and Techniques of Psychotherapy are cited by alumni of the Psychology department as least valuable for not accomplishing course goals (Tables 15 and 16). Courses considered inapplicable include Theories of Learning, Theories of Personality, and Advanced Developmental Psychology.

Comparative Literature and English

Disorganization and lack of direction are among the justifications for citing a course in these departments as least valuable -- History of English. Seminars in Joyce and Faust, as well as Spanish Baroque Poetry are among courses that did not fulfill the expectations of alumni in terms of teaching or subject matter (Tables 15 and 16).

History and Philosophy

The majority of criticisms of the courses in the departments of History and Philosophy involve irrelevant material and incomplete discussion of materials (Tables 15 and 16). Of the

Wittgenstein Seminar, one alumna/alumnus states, “I still don’t understand Wittgenstein!”

Walton College of Business

Business Administration

International Logistics is mentioned repeatedly in terms of least valuable course from the alumni’s UA doctoral program in Business Administration (Tables 15 and 16). It is considered by at least two respondents to be a masters level course that does not benefit the Ph.D. program. Similarly, two respondents cite the Independent Study as least valuable because it “fell to the bottom of priority list”, and was “too uninstructed”. Other courses are listed because of poor instruction and difficult material.

Table 15

Least Valuable Course #1		
Department	Course	Justification
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Advanced soil fertility	A bit outdated
	AGRN 5204	Due to current requirements-modeling is not common
	Calculus	Seldom use
	Math modeling	Did not understand a lot of the material
	Plant physiology	Not organized
	Soil chemistry	Not useful information for position
Animal Science		
	All worthwhile	
	Reproductive Domes. Animals	The textbook was not good
Entomology		
	Electron Microscopy	Did not pertain to my interests or degree
	Experimental Designs	Poorly taught, confusing
	Field Ecology	Poor coverage of content, horrible instructor
	Insect Pest Management I	Team taught by instructors, most of whom haven’t updated their lectures since the 1970’s.

Least Valuable Course #1		
	Insect Toxicology	Instructor had poor attitude
Plant Science		
	Colloquium	Lack of preparation from instructor
	Plant physiology	Poorly instructed
	Plant physiology	I have taken this course for my undergraduate
	Plant Breeding	The program required us to take it -not because we needed it.
Poultry Science		
	Micro advanced microbiology	Rote memorization w/ little retention
	Vitamin nutrition	Bad teaching
College of Education and Health Professions		
Adult Education		
	Change process	Not useful now
	EDFD 6443	Did not use for dissertation
	History & philosophy of higher education	Interesting but not applicable- just memorization
	Intro to human communication	High school level material
	Nontraditional students	This was the class I was most looking forward to taking. The instructor did not do a good job at teaching the class. It was the worst class I took at UA.
	Older adult learner	Busy-work professor ill prepared-didn't read assignments, ill-tempered, emotionally unstable at times
	Stats	Out dated instruction
	Supervision of adult learning	Not rigorous
	Qualitative Research	Didn't grasp full understanding of material
Counselor Education		

Least Valuable Course #1		
	Catherine Rolando's classes	Poor instruction and disrespectful of students
	Counseling Several Abuse Victims	Inappropriate instruction-personally stabilitating
	Group	Structure + instructor
	Theory	Nothing new
Curriculum & Instruction		
	Adv. Sociology	Emphasis on technology- little on sociology
	Curriculum Design	Too historical; not enough application
	Curriculum Development	Professor did not teach. Just showed web sites
	Secondary Curriculum	Not as expected-professor teaching it.
	SEED 5153 design & preparation of curriculum materials	Most PC & feminist rhetorical/not as catalog description
Educational Administration		
	Admin. Theory	Admin. Theory - not practical or interesting
	Courses taught by Hughes	She has never been a practitioner.
	HIED 6423	I felt discrimination and abuse from Dr. J.O. Hammons
	Philosophy	Not current
	Stat classes	Do not use
	Statistics	Did not all pertain to my study
	Statistics	Have never used them
	Education Policy	
Health Science		
	Multiple Regression	Not used
	Public health	Professor had his foot outdoor
Higher Education		

Least Valuable Course #1		
	CNED 5343	Abusive instructor
	EASL 0021 English grammar	Poor instructor, who is an actor, has too strong bias to be an appropriate teacher!
	Final statistic course	Sean Mulvanner
	HIED 5043 The Student	Horribly, horribly taught (Dr. Iglinsky)
	Legal Agents of HIED	Lacked direction, depth
	The Student in HIED	Needs more money
Kinesiology		
	Biomechanics lab	Little biomechanic equipment
	Independent study	No time with instructor
	Wellness in workplace	Instructor's approach to teaching was ineffective
Recreation		
	All courses in public administration	Was outside my field- courses in higher education would have been more beneficial
	Philosophy of recreational and leisure services	Same instructor
Rehabilitation		
	Addictions	Did not gain useful for me
	All were available	All were available
	Multi variate (stats)	Level of stat unnecessary for my job
Vocational Education		
	Curriculum	Busy work
	Statistics	The professor (who has retired) was ill prepared for class.
	Voc Evaluation adj	Vocational evaluation applies to a very narrow and requires a background other than education.

Least Valuable Course #1		
College of Engineering		
Biological and Agricultural Engineering		
	Graduate seminar	Learned nothing new
Chemical Engineering		
	Advanced calculations	Application
	Design qualifies	Has no added benefit
	Math courses	Not much use in my current profession
Electrical Engineering		
	Control Systems	No creativity required
	Switch Mode Power Conversion	Learned very little-poor course structure
	System theory	Didn't understand the concept
Industrial Engineering		
	IE Advanced Ergonomics	Haven't used at all
	INEG 5823	Poor instructor-lack of interest for teaching
	INEG 5843	Just haven't used it
Mechanical Engineering		
	Continuum mechanics	This course promoted learning what the instructors taught without having to think. The material and the format of teaching was so rigid that you had to spit out exactly what was taught to pass tests.
Fulbright College of Arts and Sciences		

Least Valuable Course #1		
Biology		
	Behavioral evaluation	
	Community ecology	Required very little thinking/reasoning
	Natural history seminar	The topics were not very interesting
	Professional develop.	Already had knowledge; nothing gained
Chemistry		
	Biochemistry	John Thomas taught it
	Environmental chemistry	Minimal content
	Physical methods in organic chemistry	I learned nothing! The class was poorly instructed
	Radio chemistry	Instructors and information learned
	Cosmochemistry	
Comparative Literature		
	Chaucer	Professor's teaching methods
	Intensive french	Never used; impractical requirement
	Modern poetry	Neither of these instructors seemed to care about teaching nor did they seem well-prepared. Burris graded unfairly
English		
	Critical theory	Much work for little benefit
	Foucault	Gibberish; no direction
	History of English	Instructor too disorganized
	History of English language	Didn't cover material
	Modern Literary Criticism	Sends students into a world of jargon and fails to connect with literature.
	Modern British Survey (Burris)	Professor was petty-minded
History		

Least Valuable Course #1		
	French	Poor teacher - (Dr.Hassel)
	French translation	Little was accomplished beyond fulfilling a requirement
	Intellectual U.S. History	Not real relevant, kind of boring
	Seminar European (Bukey)	Poor teaching-extreme bias of instructor
Philosophy		
	Wittgenstein seminar	I still don't understand Wittgenstein!
Physics		
	Modern physics	Least appropriate to current work
	Statistical mechanics	Poorly taught-learned little
Psychology		
	Clinical research methods	Ill taught
	Learning	Poor instruction
	Stats	Do not use often
	Techniques and psychotherapy	Instructor did not teach techniques
	Techniques of psychotherapy	Instructor was out of date
	Theories of learning	As taught-no relevance to anything I do.
	Cognitive	Terrible instructor/Dr. Freund
Walton College of Business		
Business Administration		
	Colloquium	Sometimes it was not planned very well, but other times it was very informative.
	Colloquium	Learned little
	Econometrics	Poor teaching/support
	Finance theory	No preparation by instructor

Least Valuable Course #1		
	Independent study	Fell to the bottom of priority list in terms
	Independent study	Too uninstructed/ fell through the cracks when things got very busy in other areas
	Intl logistics	Master level; haven't used
	Intl. Logistics	Low level-MBA courses
	Lisrel Marketing Dept	Content and instructor
	Macroeconomics ii	Poor professor
	Management theory	Negative reinforcement
	Micro economics	Don't teach economics
	Organizational Development	Both were wastes of time
	Psychology, learning	Level down
	SA&D	Worthless instructor
	Seminar Causal Modeling	Difficulty in following material
	Seminar in Marketing Theory (taught by Dr. David Kurtz) Dept. of Marketing	The professor had absolutely no interest in teaching this course nor the material. I ended up not learning anything.
	Theories of personality	Not often applicable to work

Table 16
 Least Valuable Course #2

Least Valuable Course #2		
Department	Course	Justification
Bumpers College of Agricultural, Food, and Life Sciences		
Agronomy		
	Soil Physics	Not useful information for position
	Herbicide Metabolism	Was not as organized or in-depth as I would have hoped.
	Chem 5843	Current job focuses on soil-pesticide interactions-biochemical pathways receives less emphasis.
Animal Science		
	Advanced Topics ANSC. Rep.	I couldn't learn much about it.
Entomology		
	Seminar (Whitfield and Cameron)	
	Insect Morphology	
	Experimental Design	Poor coverage of content, horrible instructor
	Biochemistry, Undergrad Course	Did not pertain to my interests
	Seminar	Too many required
Plant Science		
	Posc Adv. Bacteriology	Rote memorization w/ little retention
	Adv. Animal Nutrition	Syllabus was not followed
	Topic Seminars	Not reflective of real field situation
College of Education and Health Professions		
Adult Education		
	The Learner in Adult Education	Busy work-professor ill prepared-didn't read assignments, ill tempered, emotionally unstable at times

Least Valuable Course #2		
	Program Planning and Evaluation VAED	The course itself was a good one. It just had no direct connection to what I do as a professor.
	Life Span Human Dev.	Poor instructor, meaningless exercises
	EDFD 6403	Did not use for dissertation
	All Stats Classes	Through use of calculator instruction on stats
	Advanced Foundations	Not useful now
Counselor Education		
	Lifespan	Lacked focus
	Counseling and Addiction	Not relevant to current needs
	Consultation	We naturally do consulting did not need separate course-instructor-
	Catherine Roland's Classes	Poor instruction and disrespectful of students
Curriculum & Instruction		
	Qualitative Research II	Course was unorganized. Instructor was moody much of the time.
	ETEC 5993 Seminar: Teaching Educational Technology	Almost no classroom direction or discussion
Educational Administration		
	Statistics II	Too many professors with the same info
	Stat Classes	Do not use
	Seminar	Seemed like a "filler" for time
	School Finance	School finance in Missouri totally different
	Experimental Design	Not taught well
	EDED 6503	Dr. Mary F. Hughes did not know the material and therefore filled time with Excel spread sheets
		Advance applied education leadership

Least Valuable Course #2		
Health Science		
	Work site health promotion	
	Qualitative Research	Not used
Higher Education		
	Management in HIED	Do not use the concepts taught at this point
	EDFD 6993 Survey Research Methods	Statistics portion taught well, research portion not very useful
	EASL reading and writing II	
	CNED 5733	Incompetent instructor
Kinesiology		
	Lab Instrumentation	No work with equipment, time spent in library looking for articles and collecting with equipment seldom used
	Independent Study	No time with instructor
Recreation		
	Professional Development of Recreation	
	All the Courses in Public Administration	
Vocational Education		
	Intr. Ed Media	Instructional education media changes so rapidly that my course is obsolete
	Computers in Education	Already knew the course info
College of Engineering		
Biological and Agricultural Engineering		
	Instrumentation	Knew more than instructor

Least Valuable Course #2		
Chemical Engineering		
	Math Courses	Not much use in my current profession
Electrical Engineering		
	Seminar	Not challenging
	Mini Computer Applications	Not directly related to my study/job
	Digital Signal Processing	Didn't learn much
Industrial Engineering		
	INEG 5322	Old mainframe computer
	INEG 5123	
	IE Design of Experiments	Haven't used much
Mechanical Engineering		
	Advanced Mechanics and Methods; Superconductivity (Physics)	This course promoted learning what the instructors taught without having to think. The material and the format of teaching was so rigid that you had to spit out exactly what was taught to pass tests.
Fulbright College of Arts and Sciences		
Biology		
	Research Methods	Already had knowledge; nothing gained
	Insect ID - Etymology	Interesting course, but not useful for my dissertation research
	Bibliographic Practicum	Waste of time, student already doing skills taught
Chemistry		
	Quantum Mechanics	Not taught well
	Physical Methods of Organic Chemistry	Instructors and information learned

Least Valuable Course #2		
	Enzymes	John Thoma taught it
	Calc III	Poor instructor
	Advanced Organic (synthesis)	
Comparative Literature		
	Spanish Baroque Poetry	Didn't address my interests at all
	British Novel	Neither of these instructors seemed to care about teaching nor did they seem well-prepared. Burriss graded unfairly.
English		
	James Joyce	Teaching inadequate
	Faust Seminars	Material thin
History		
	Spanish Translation	Little was accomplished beyond fulfilling a requirement
	Spanish	Little relevance for us historian (job-market)
	Social & Intellectual History	Lack relevance, unorganized
Philosophy		
	Intentionality Seminar	Course presupposed knowledge I didn't have.
Physics		
	Modern Physics	Rehash of undergrad classes-needs reworked
	Fiber Optics	Not as well taught as at undergrad level
Psychology		
	Violence and Aggression Seminar	Waste of time, the seminar has no objectives
	Behavior Therapy	Ill taught
	Learning	Terrible instructor/ Dr. Marr

Least Valuable Course #2		
Walton College of Business		
Business Administration		
	Social Elect	
	Simulation	Unrelated to career
	Res in Management	Applicability
	Micro II	No substance to course
	Management Research	Worthless instructor
	Market Theory	Content and instructor
	Macroeconomics I	Poor professor
	Logistics-general grad. course	
	Logistics	Masters level; haven't used
	Independent Study	
	Consumer Behavior	Lack of interest in this area of research
	All Courses Served Some Purpose and Expanded My Knowledge.	You should provide a list of courses. After 4 years it's difficult to remember.
	Advanced Developmental Psychology	As taught-no relevance to anything I do.

Coursework and Doctoral Expectations

Among the 215 responding alumni, 16 percent (n=35) contend that zero to 50 percent of the courses they took offered the *level of learning* they would expect in a doctoral level course (Q16, Appendix C). For 12 percent, 60 to 71 percent of their courses were of doctoral caliber. One third of the alumni assert that 75 to 88 percent of their coursework offered them a doctoral level learning experience; and 39 percent categorized 90 to 100 percent of their courses similarly.

What percentage of their courses offered the *level of professional preparation* these alumni would expect in a doctoral level course? Zero to 35 percent of their courses met this standard, according to 14 percent of the alumni, and for another 16 percent, 40 to 60 percent of

their courses did. One-third assert that 70 to 88 percent of their courses offered the level of professional preparation they would expect in a doctoral level course and the remaining 36 percent of the doctoral alumni claim that this is true for at least 90 percent of the courses they took at the U of A (Q17, Appendix C).

FINANCES

Primary Source of Financial Support

The largest group of the 222 responding doctoral alumni, 52 percent, report having received their primary financial support from teaching and/or research assistantships. Slightly less than one-quarter of the respondents used a research assistantship as their primary income; 19 percent, teaching assistantships; and 10 percent, combined teaching and research assistantships (Table 17). Loans (9%, n=20) and personal sources of income or savings (15%, n=34) also supported doctoral alumni during their work in a UA program. Other sources of income include grants, fellowships and scholarships (9%) and employer reimbursement or assistance (8%).

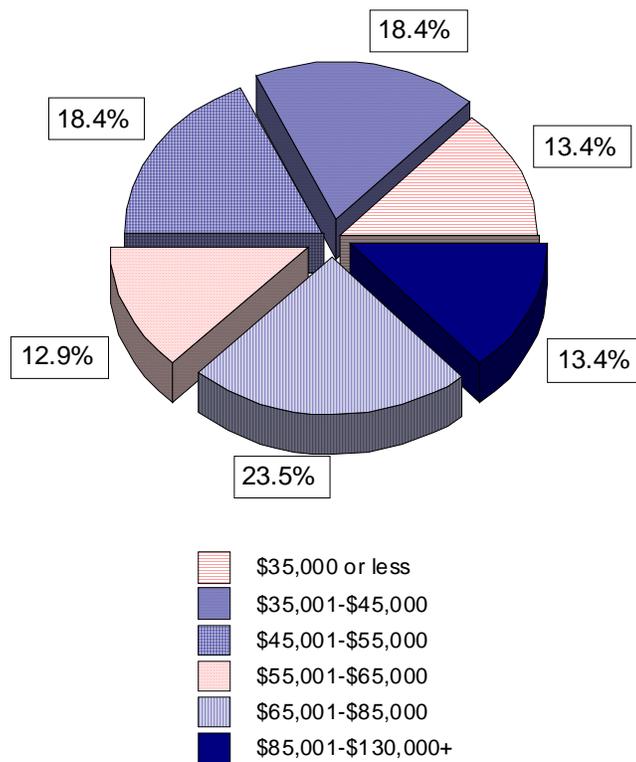
Table 17
 Which of the following was your primary source of support during your doctoral program? All of your answers will be kept strictly confidential.

Source of Financial Support	Frequency (Percent)
Fellowship and /or Scholarship	17 (7.7)
Dissertation Grant	2 (0.9)
Teaching Assistantship	41 (18.5)
Research Assistantship	53 (23.9)
Combined Teaching/ Research Assistantship	22 (9.9)
Traineeship	3 (1.4)
Loans (From Any Source)	20 (9.0)
Foreign (Non- U.S. Source)	3 (1.4)
Personal Sources of income or savings	34 (15.3)
Employer Reimbursement/ Assistance	17 (7.7)
Other, please specify: _____	10 (4.5)

Annual Salaries

Approximately one-half (50%) of the responding doctoral alumni report annual earnings \$55,000 or less. Another 13 percent earn \$55,001 to \$65,000; 9 percent, \$65,001 to \$75,000; 14 percent, \$75,001 to \$85,000 and 13 percent, \$85,001 or more.

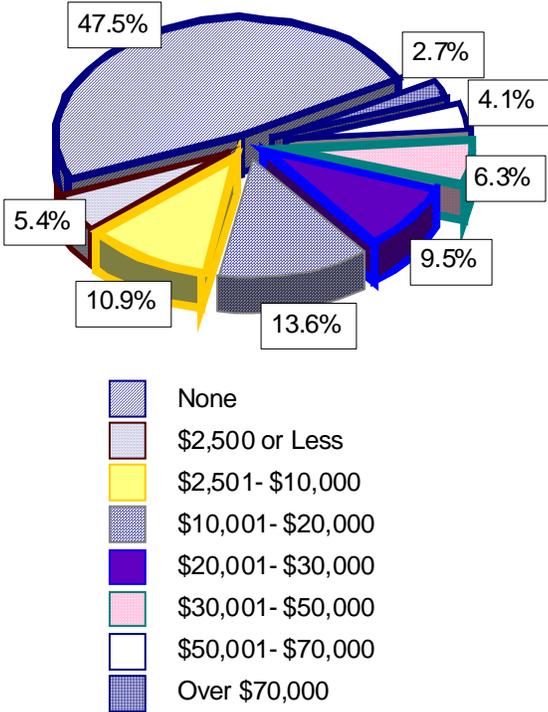
Fig. 1. Annual Salaries of Doctoral Alumni



Educational Debt

When asked about the debt they had accrued during undergraduate and graduate studies, 48 percent replied, "None." They had assumed no debt consequent to their undergraduate or graduate work. The other 116 alumni (52 percent) had accrued debt up to more than \$70,000. Eight percent had shouldered a debt of \$5,000 or less; 9 percent, \$5,001 to \$10,000; 14 percent, \$10,001 to \$20,000; 10 percent, \$20,001 to \$30,000; 6 percent, \$30,001 to \$50,000 and 7 percent, more than \$50,000 (Q34, Appendix C, Figure 2).

Fig. 2. Educational Debt of Alumni



Percent of Debt Incurred During Doctoral Studies

Of the 110 responding doctoral alumni who incurred during their educational pursuits, 58 percent report that all of their educational debt was incurred during their doctoral studies. More than one-fourth of the respondents acquired 50 or 75 percent of their debt as a result of doctoral study, and eight respondents attribute only 25 percent of their debt to post-graduate study. Seven percent acquired their debt to complete their bachelor's and/or master's degrees, but not their doctorates.

Table 18
Percentage of Debt Incurred During Doctoral Studies

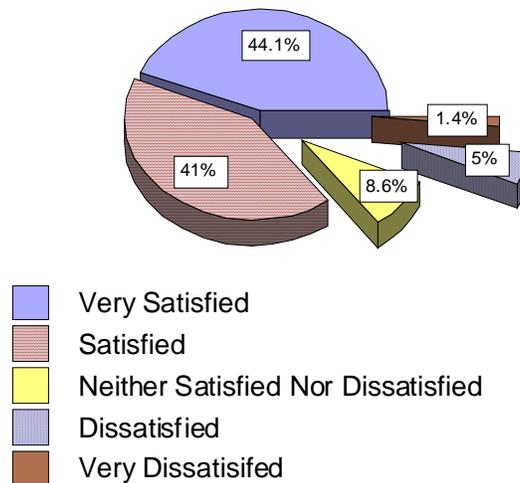
Percentage of Debt Incurred	Frequency	Percent
None	8	7.3
25%	9	8.2
50%	13	11.8
75%	16	14.5
100%	64	58.2
Total	110	100

PROFESSIONAL RECOGNITION AND SATISFACTION

Career Satisfaction

Eighty-five percent of the responding doctoral alumni report being either satisfied or very satisfied with their current careers. Six percent (n=14) state that they are dissatisfied (n=11) or very dissatisfied (n=3); and 19 individuals (9%), neither satisfied nor dissatisfied (Figure 3).

Fig. 3 Career Satisfaction



Promotions

Almost half (48%) of the responding alumni have been promoted since completing their dissertations (Appendix C, Q-37). Furthermore, 78 percent (n=70) (of the 90 who responded to this question) currently hold positions that are higher than the ones in which they worked prior to or during their graduate studies.

Awards and Honors

Of the 226 respondents, 174 (76%) answered this question. Of these, 40 percent have received an award or honor since graduating. If one presumes that the non-respondents had received no awards, then 31 percent had received an award or honor since graduating. Table 19 lists the accomplishments of the doctoral alumni, arranged by academic college, then academic department. The University of Arkansas doctoral alumni have received numerous Teacher-of-the-Year awards. They also boast several patents, research awards, and an array of other recognitions, publications, and federal and private grants.

Table 19
 Awards or Honors Won by the Doctoral Alumni Since Graduating

Department	Award or Honor
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Department	Award or Honor
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	USDA Spot Awards (3)
	None
	Crop Science Society of Awards/Travel Award
	Awarded for Successful Y2k Rollover
Entomology	
	Bayer Corp. Recognition Award; Bayer Special Recognition Award
Plant Science	
	Sigma Xi, Gamma Sigma Delta Membership
Poultry Science	
	One Patent
	Alltech Manuscript Award, PSA
College of Education and Health Professions	
Adult Education	
	Phi Delta Kappa Outstanding Dissertation Award -District III
	Pastor for the Day, Texas Legislature, May 5, 2001
	NSQ Award Through American Nurses Association
	National Director of the Year Award
	Kemper Award for Excellence in Teaching
	Grants-which I Consider Awards
	AR State Impact Award
	AAHE, Outstanding Dissertation, AWD, Who's Who among African Americans
	1999 Oklahoma Board of Regents Instructional Technology Award

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Award or Honor
	UA Outstanding Leadership
Counselor Education	
	University of Wyoming Excellence in Advising
	Appointed Asst Professor - USU -Valdosa, GA Appointed Asst Professor - HSU -Arkadelphia, AR. Have a Former USU Student as Doctoral Student Currently in the Program.
Curriculum & Instruction	
	University Research-2000; Service-1999; Teaching-1998
	Fred Russell Award for Service to Arkansas
Educational Administration	
	Various Board Honors & Recognitions
	State Board of MMSA
	Several in Law and PR
	Career Advancement
	Academic Hall of Hoor Paris Junior College (Hometown)
Health Science	
	Distinguished Alumnus at UW - Platteville Health Teacher of the Year - MN Hall of Fame - UW - Platteville, Morrison High School
	Nursing Research Award from Sigma Theta Tau International Nursing Honor Society
Higher Education	
	Dissertation Wins National Science Council First-prize Research Award. Follow up Research Proposal Wins Grant for One Year
	Dissertation of the Year - ASJA Dissertation Research Published in NASPA Journal
	1998 Dissertation of the Year
Kinesiology	
	Outstanding New Faculty

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Award or Honor
Recreation	
	Big Shot Award
Rehabilitation	
	Rehabilitation Faculty of the Year (2001)
	Community Distinction Award
Vocational Education	
	Arkansas Business Educators' Post Secondary Teacher of the Year 2000
College of Engineering	
Electrical Engineering	
	Several Awards at Work for Exceptional Performance (Gold, Silver, Bronze)
	Paper/patent Money & Plaque
Industrial Engineering	
	Phi Kappa Phi, International Who's Who, Army DCSPR Coin Finalist in Gilbert Fellows
	NSF Reviewer in Scalable Enterprise Systems (Two times)
Mechanical Engineering	
	Many Internal Awards and Recognitions. Best Industrial Liaison-2000 @ SRC (Semiconductor Research Corp) Consortium
Fulbright College of Arts and Sciences	
Chemistry	
	Raise 6.7%
	NIH Postdoctoral Fellowship/Ralph Powe Research Award from Sigma X.
Comparative Literature	

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Award or Honor
	Outstanding Teacher
English	
	Published the Dissertations
	Hamlet Haiku Contest: 1st Prize
	2001 Deane R. Hall Teaching Award (Excellence in Teaching)
History	
	Teacher of the Year (Twice)
	Susie Pryor Award
	Provost's Award for Adjunct Instructors 2001 Advisors of the Year 2000 Liberal Arts. Constituency Council Teaching Award.
	Awarded a Summer Fellowship
Mathematics	
	NSF Grant
Physics	
Walton College of Business	
Business Administration	
	Texas Coordinating Board
	Teaching Research
	SMA Distinguished Teaching Award
	Several Research Grants/ Awards
	Several Research Grants and Rewards
	Research - Junior Faculty
	Professor of the Year
	Faculty Fellowship at Kansas State University (1999)
	Exceptional Merit Texas Brownsville
	College Research/Teaching

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Award or Honor
	Best Track Paper, 3 Summer Research Awards
	NSF MRI Award

REFLECTIONS ON STUDY AT THE UNIVERSITY OF ARKANSAS

Suggested Improvements for the Programs of Study

If you could change one thing about the UA doctoral program from which you graduated what would it be?

When asked, the doctoral alumni provided the responses listed in Table 20 which is organized by College and program.

Dale Bumpers College of Agricultural, Food and Life Sciences

In the Bumpers College of Agricultural, Food and Life Sciences, some suggested ways to strengthen existing courses or courses to add. For example, one wanted more advanced reproduction classes (Animal Science); another, a wider selection of classes (Animal Science); yet another, more independent studies and experiments (Agronomy) (Table 20). One thought that fewer courses should be required for the doctoral degree. Making courses more “real-world” was mentioned as well. Otherwise, many of the comments focused on improving departmental leadership and some teaching. Plant Science alumni suggested annual programmatic reviews – they would provide a good model for students as well as improving programs. Interdisciplinary programs were promoted. These alumni also advocated stronger roles for students in the department. Other alumni from Agriculture promoted better long-term mentoring and better married student housing.

College of Education and Health Professions

Adult Education, Counselor Education and Educational Administration

One student suggested improving the rigor of the program (Adult Education) (Table 20). Organize courses so that the content is unique to a class rather than having redundancy. Three of the 16 advocated for more applications of theory or more direct field experience. Offer more classes via compressed video so as to reduce the driving time of students.

Three of the four comments requested better teaching, citing needs for more dedication, professionalism and vision (Counselor Education) (Table 20).

Three of ten Educational Administration alumni think that the costs of the program should be lower. Five of the ten asserted that stability and professionalism and better cooperation among professors would be an asset. One suggested a math prerequisite for statistics courses (Table 20).

Curriculum & Instruction and Higher Education

Curriculum and Instruction alumni suggested improving the course in curriculum development and the introduction of peer activities or another way of strengthening peer interaction (Table 20). Keep doctoral students better informed of interdepartmental news. Yet another felt that coursework and his or her job requirements were unrelated.

Each of the Higher Education alumni commented on a different aspect of the program. One argued for more coursework in personnel, budget and finance theory; another, for installing needed technological equipment in all the classrooms (Table 20).

Health Science, Kinesiology, and Recreation

Alumni from Health Science would like more faculty stability and congratulated the department on improving faculty and their interactions (Table 20). Two asked for increased research opportunities for graduate students and one, improved mentoring and application.

Kinesiologists cite needs for more research experience (Table 20). One promoted rigor and another thought too many statistics courses were required.

Two of the three alumni urge the Recreation department to add faculty to broaden the perspective from which courses are taught (Table 20).

College of Engineering

Biological & Agricultural, Civil and Mechanical Engineering

The alum from Biological and Agricultural Engineering suggests an improvement in promotion of extracurricular activities (Table 20). Civil and Mechanical Engineering alumni suggest more in-depth instruction (Mechanical Engineering), as well as expressing the idea that they would have chosen a different advisor.

Chemical, Electrical and Industrial

Alumni from the Chemical, Electrical and Industrial Engineering departments promote greater depth in the coursework offered in the College of Engineering (Table 20). One respondent suggests an expansion of research areas (Chemical) and another, more “teachers who are working in the real world” (Electrical). Improvements in library and financial resources are suggested by two different Industrial Engineering alumni. Two respondents from the College of Engineering also suggest a review of the qualifying process.

Fulbright College of Arts and Sciences

Biology, Chemistry, Physics, Mathematics

Two respondents from the department of Biology request greater financial assistance for doctoral students (Table 20). Another suggests relieving professors of burdensome responsibilities to allow them more time for graduate students. Yet another suggests improving the preparation in computer applications. The implementation of a grievance system that won’t “penalize students” is suggested by one alumni in Chemistry (Table 20). Improved parking and resources are also mentioned (Chemistry). More electives, higher standards, and greater participation of women in the department are among the suggestions offered by doctoral alumni in Physics (Table 20). Another respondent comments on the comparative prestige of the UA doctoral programs and suggests “working hard” to gain that level of respect in the job market (Mathematics).

Psychology

Alumni from the department of Psychology stress the importance of “real world professional issues” such as managed care, as well as improved support in the psychological clinic (Table 20). Another respondent suggests more colloquia and visiting scholars. The department would benefit from increasing cultural diversity, according to yet another alumnus/alumna.

Comparative Literature and English

Suggested changes to the department of Comparative Literature include improved career advice, as well as allowing students to narrow the scope of the Comparative Literature degree to avoid students feeling “responsible for knowing the entire literary history of the world” (Table 20). Improved salaries for teaching assistants (English) and increased interest of the professors (English) are among criticisms offered by alumni (Table 20). English department alumni also comment that the degree needs more specific goals, perhaps enumerated by a “degree outline”, as well as improved preparation for “job market realities”. In terms of coursework, doctoral

alumni of the English department would consider the diversification of courses to include more ethnic literature a positive change.

History and Philosophy

One philosophy alum suggests smaller loads for Teaching Assistants, presumably so that they may free up time for school work (Table 20). Students of history comment on the availability of assistantships, and the financing available for those assistantships, as well as several aspects of the faculty. One respondent encourages the hiring of more faculty, while another comments on the “vindictiveness of a professor” toward a student who had dropped a particular class. Another alum remarks on the inaccessibility of a specific professor, who, according to the alum, is no longer at the university.

Walton College of Business

Business Administration

At least four respondents from the Walton College of Business consider the reputation and/or prestige of the university’s Business Administration department to be of some concern (Table 20). Some feel that the reputation of the department “closed doors” professionally. Others propose better funding for research and teaching assistants. Some respondents express a desire for more well developed research skills, or better preparation for the job market.

At least one alum considers the inclusion of more alternative teaching methods to be a worthwhile endeavor (Table 20). Two respondents comment on the benefits of graduating with publications, while others mention career counseling. Parking is also mentioned as an aspect of the experience that could benefit from reevaluation.

Table 20
 Suggestions for Improvement Made by Alumni

Department	Suggested Change
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	Dissertation research topic; major courses
	Increase financial assistance for graduate students
	More independent studies and experiments
	Some of the classes could be more applied toward real-world situations. Ex) control of diseases, insects, etc. they tend to focus on identification and life cycles, which is good, but it would be nice to know how to deal with them.
	Take slightly less courses
	More stringent rules for Ph.D. programs. I.E. more class requirements, etc.
Animal Science	
	Wider selection of classes offered
	Take less courses and do more research, and encourage students to publish papers
	Combine teaching experience with experiments on field
	Involvement personally by my mentor.
	Would not change for my field in general. Would like a few more advanced reproduction classes.
Entomology	
	Leadership/administration of my graduate department(entomology) should be more forward-thinking
	Replace the department head - Dr. Yearian. He deliberately lied to me and other students on several occasions, first to recruit me then later on several issues.
	The department head. W.C. Yearian, was a common nuisance
	Would have chosen different study organisms
	There were two instructors that I regretted taking courses from which had a negative impact on my career!

Department	Suggested Change
Plant Science	
	Allow greater student participation in decision making. Have annual programmatic reviews are crucial and an asset is professional continuity in today's research world.
	Insist that doctorate student publish 50% of their work before graduating
	Interdisciplinary project between dept's rather than too narrowly focused
	Living conditions in married student housing
	Make it career oriented
	More freedom
	The topic of the research
	Better review process when writing dissertation. Voluntary review process (or person) to double check material before defense. This does not include committee.
	Plant Pathology should have and must have a doctorate program of its own. It's about time.
Poultry Science	
	Change major
	I was satisfied with the program
	Less politics, more scholarly pursuits and more professional development
	Make sure the professors really teach what they are supposed to teach
College of Education and Health Professions	
Adult Education	
	Academic rigor
	Be more tailored to student's needs
	Better advising on selection of committee
	Delivery options; human resource development degree; some courses had redundant curriculum components with others in the same program.
	Financial assistance
	Have a visit from a committee member to my place of employment on-site

Department	Suggested Change
	I would have liked to take more classes by compressed video or at an off-campus site. Driving 3 hours one-way after teaching all day. Sitting in class for 3 hours, and driving back for 3 more hours was no fun!
	More direct field experience, applied research, prerequisites for course curriculum
	More hands on application of theory in various fields
	Nothing; am very satisfied!
	Receive a Ph.D. rather than Ed.D.
	Stats
	The dissertation process- needs to have more emphasis on application rather than on just academic protocol. Would be helpful to be able to choose a work-related "project" option instead of a dissertation
	Would have more seriously considered seeking tenured position
	The diversity of the faculty -More minorities
Counselor Education	
	CACREP accreditation
	Dr. Don Rye was the only professional professor while I was there. The others were generally uninterested, incompetent, or dysfunctional.
	I would have faculty dedicated to school counseling as a profession and who were handfull to students
	Teach more with vision of/to future
	More emphasis on multicultural learning experiences.
Curriculum & Instruction	
	Better course in curriculum development
	Few teachers (now gone) grind axes and PC and feminism, male chauvinistic harassment, absentee teachers
	I did not feel connected to any other doc candidates - peer activities might be nice
	I'm satisfied- perhaps keeping grad students more informed of inter-department news might be good

Department	Suggested Change
	More integration of courses into needs of the study program. Do not feel there was any or little relationship between course taken, what I needed to prepare me.
	That all the professors in the teaching foundations courses specifically statistics were certified teachers
Educational Administration	
	Cost
	Costs/lower the cost
	I felt that the department did not get along and I felt uncomfortable talking to the teachers in the program.
	I would replace faculty whose personal agendas supercede, and often interfere with, student learning
	Keep better instructions on staff. Recruit more students. Provide practitioners not philosophers
	Keep the good professors that your research requirement forced to leave.
	More research emphasis, have a math prerequisite for elementary statistics.
	Stable professors in the department ! total leadership in the college (dear, dept head, etch.)
	The cost
	The level of professionalism of some faculty members
Health Science	
	Faculty - mentoring - hands on learning - learning about the research process
	More opportunity for research for all graduate students
	More stability and less changes among faculty
	My program area was dysfunctional. I understand they have made many improvements.
Higher Education	
	Do away with "residency" requirements

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Department	Suggested Change
	Make programs fit student needs, not students being made to fit the needs of the program.
	More student personnel theory and budget/financial instruction
	Seriously - improve the road to Fayetteville
	Set technological equipment in all of classrooms
	The last stat class, especially the instructor
Kinesiology	
	Customer service from staff (not faculty)
	How much statistics does one really need to be a successful doctoral graduate
	More clinical research experience & mentorship in research area with emphasis on grant documents
	More research experience with faculty
	More research experience, mentorship, requirement of at least 3 publications and grant writing experience
	Needs to be a working relationship between students and faculty in all areas of education/research
Recreation	
	More professors in my major area
	More variety in instructors in content area, Dr. Moesieder taught most of these classes- would appreciate a different perspective
	None
	Variety of instructors. 1 professor taught 5 classes
Rehabilitation	
	More opportunities for social interaction with other doc students
	Several faculty were extremely supportive but a few especially one was not. Faculty interest & support are crucial for a good experience. One faculty member made the whole process more difficult.

Department	Suggested Change
Vocational Education	
	Advisement of the candidates. My field completely disintegrated about the time of my completion. Most departments have gone away
	Include more practical application of concepts.
	To hire Pads and EdD outside of the UA system no new ideas seemed to be infused into the educational college hired their own a lot
College of Engineering	
Biological and Agricultural Engineering	
	Promote extracurricular activities
Chemical Engineering	
	I would expand the research areas available
	Need to increase the depths of topics covered, with real life problems solving (with inputs from industries, no shortages of problems there).
	Revamp the qualifying process
Civil Engineering	
	I would have chosen a different advisor
	None. Great professors
Electrical Engineering	
	More teachers who are working in the real world
	Need more higher level courses with depth more # of professors in each specialization area with wide background
	Professors with better courses
Industrial Engineering	
	Include more course work in the major areas of concentration

Department	Suggested Change
	Library resources
	More financial help
	Qualifying exam structure must be restructured. Teaching at grant \$10 hour/week must be made compulsory.
Mechanical Engineering	
	The research opportunities are great. What is lacking is the depth of instruction in the ME department. There are very few advanced courses being offered. The quality of instruction in the advanced courses that are offered is very poor. They have been ca
Fulbright College of Arts and Sciences	
Biology	
	Grants stipend amount reduced student loan debt.
	I would pay TAS more money than what they earned when I was there.
	It would have a more financial-supporting program for doctoral students
	Professors would have more time to concentrate on graduate students. Professors are spread "Too thin" with to many responsibility
	There is a great need for the development of computer professional skills such as Excel, Word, Word Perfect, Power Point
Chemistry	
	Better oversight of faculty advisors or a grievance system that won't penalize students.
	Committee meetings- proposal writing and defending part
	Give Teaching Assistants better parking for night classes.
	More resources to learn from
	Not letting students just "get by" then giving them a degree
	Required weekly seminar at George's Majestic Lounge! (Would not change anything)
	The advancement to candidacy process

Department	Suggested Change
Comparative Literature	
	Better teachers in the English dept. Would try to shorten time in grad school for Comp. Lit. Majors
	Career advice, help
	The comparative literature degree is too vast. I felt I was responsible for knowing the entire literary history of the world.
English	
	Better funding
	Graduate office - better attitude and assistance
	Higher salaries for teaching assistants
	Just keep hiring outstanding teachers
	More interest from mentors in dept. -usually my profs. Acted too busy for me (maybe they were) -I suspect others in the department were different
	More preparation for job market realities
	National INANE
	Needs more structure; a degree outline would have helped
	You should have more diverse ethnic courses
History	
	Dissertation advisor left UA and that would otherwise be my only recommendation. Her inaccessibility was the only problem encountered.
	Greater coordination between the department and the Grad. School.
	Higher education teaching assistantships!
	I wish more money was available for research and assistantships
	More assistantships available
	More faculty

Department	Suggested Change
	The process of comprehensive exams should not be subject to the personalities of the readers- for example- the vindictiveness of a professor toward a student for "dropping" one of that professors classes
Mathematics	
	I feel we're discriminated in the job market when compared to other prestigious PhD granting institution. The U of A has to work hard for prestige, if continue to grant PhD.
Philosophy	
	Smaller loads for Teaching Assistants.
Physics	
	Higher standards & curriculum requirements
	Honestly, get more women involved
	More laboratory opportunities for graduate students.
	Offer more elective courses in the department
	To introduce more joint research programs with other institutes and industry
Psychology	
	Change my focus of research
	Greater inclusion of real world professional issues-e.g. four years and not one word about managed care!!!
	I would like more colloquia in my department and or visiting scholars
	More emphasis on personal growth and development
	The mental health of the faculty
	We all need more support in the psych clinic it was very critical environment at that time.
	Increase cultural diversity -Department is very white and male oriented
Walton College of Business	
Business Administration	

Department	Suggested Change
	Add depth to the program. Teach more research skills, cut out soft classes. Internalize the program more.
	Better preparation for job market
	Change the chair in my dept. She went out of her way to make life difficult for me.
	Course organization
	Don't allow students to leave before they have "proposed"
	Flexibility, alternative delivery such as online education, less traditional environment and more professional environment.
	Funding
	Get rid of Bill Hardgrave
	Graduate with publications
	Greater financial support
	Higher level of prestige associated w/ a UA degree
	I wish I had been socialized better regarding networking with peers at other institutions. I felt "isolated" from peers when I graduated.
	Make sure that I was published before completing the doctoral program
	More career counseling
	More stipend
	Much greater mentorship for research
	Parking! But that's apparently a universal academic problem
	Program was good- would change the reputation, which at the time seemed to close some doors
	Provide some practical teaching-oriented assistance-workshops or a course to give assistance to successful teaching.
	Reputation!
	Up the reputation of the U of A!

If you had it to do again, would you attend the U of A for your doctorate?

When posed with this question, 81 percent responded affirmatively. Reasons for their affirmative and dissenting responses are found in Tables 21 and 22, respectively.

Bumpers College of Agricultural, Food and Life Sciences

In the Bumpers College of Agricultural, Food, and Life Sciences, some alumni listed reasons why, if they had it to do again, they would attend the U of A for their doctoral degree. Examples include particular programs, high quality of research and coursework (Agronomy), location (Entomology), and working with particular faculty (Animal Science) (Table 21).

Respondents from the Bumpers College of Agricultural, Food, and Life Sciences who say that they would not attend the U of A for their doctorate if they had it to do again give reasons such as the opportunity for a broader experience and knowledge base from out-of-state institutions (Entomology) (Table 22). Other respondents cite institutions that are leaders in their field's research (Plant Science), and a desire for a more challenging doctorate degree (Poultry Science).

College of Education and Health Professions

Adult Education, Counselor Education and Educational Administration

Several students from the department of Adult Education cited the quality of faculty as a reason for attending the U of A if given a choice to repeat their doctoral work (Table 21). Style of personal interaction between faculty and students was appreciated. The U of A is located in proximity to some of these alumni. Loyalty to the U of A and quality of faculty were noted (Counselor Education).

A reason given against attending the U of A again is the "Fayetteville community and available resources for minorities" (Educational Administration) (Table 22).

Curriculum & Instruction, Higher and Vocational Education

All but one respondent in Curriculum and Instruction note proximity as a benefit; faculty support is another (Table 21). Higher Education alumni identify quality of the program and faculty as reasons to appreciate their program. Proximity and quality of advising were pluses for Vocational Education alumni.

Extra requirements and unobtained objectives are among reasons cited by Vocational Education alumni who claim that they would not attend the U of A again (Table 22).

Health Science, Kinesiology, and Recreation

Those from Health Science appreciated certain faculty; others congratulate the department on changes it has effected (Table 21). Three of five from Kinesiology cite location as the primary benefit; another the experience of teaching. Recreation and Rehabilitation alumni like the area, the athletics and the teaching.

Alumni from Kinesiology and Recreation mention lack of involvement in research as a reason why they would not attend the U of A again (Table 22). One respondent feels that one way to improve this aspect of the Kinesiology department would be for faculty to "get students involved in faculty writing and other projects". A lack of professors and doctoral students in the Recreation department is a deterrent for one respondent.

College of Engineering

Biological & Agricultural, Civil and Mechanical Engineering

Depth of instruction; sufficient research opportunities and ratio of faculty to students that

allowed strong interactions are hailed by mechanical engineers (Table 21). Praiseworthy instructors and “great sports facilities” are noted by biological and agricultural and civil engineers.

Chemical, Electrical and Industrial

According to the satisfied doctoral alumni these engineering departments offered a good balance of casework and research (Chemical); commitment and facilities for research and interdisciplinary programs (Electrical) (Table 21). Five of five Industrial Engineering alumni applaud the quality of the faculty.

Alumni of the Chemical and Electrical Engineering departments cite limited research (Chemical), and lack of reputable professors (Electrical) as negative aspects of the College of Engineering (Table 22).

Fulbright College of Arts and Sciences

Biology, Chemistry, Physics, Mathematics

Benefits of these UA doctoral programs include strong academic programs, well administered (Biology); excellent instruction, small size and good interactions (Chemistry); good major professor and quality of life in Fayetteville (Math); and excellent faculty and facilities as well as high quality of life in Fayetteville (Physics) (Table 21).

Psychology

Psychologists cite the need to be in NW Arkansas while earning their doctorate; learning in a non-competitive environment; good resources and program (Table 21). They also appreciated friends made during their doctoral program and the quality of life in Fayetteville.

An alum of the Psychology department cites disparate research and clinical interests between faculty and students as a deterrent (Table 22).

Comparative Literature and English

Both comments indicated appreciation for Dr. Locke and the freedom and direction he afforded his students. Alumni from English noted the quality of the program; interested and knowledgeable faculty; flexibility; the quality of the other students and the City of Fayetteville (Table 21).

Alumni of Comparative Literature and English say that they would not pursue a PhD if they had it to do again (Table 22).

History and Philosophy

Ability to teach while in graduate school is offered by only some universities; quality program; approachable faculty; and affordable, convenient location are benefits of the U of A given by alumni from history and philosophy (Table 21).

One philosophy alum remarks that a downside of the U of A education is that there is “no job” available for him or her (Table 22).

Walton College of Business

Business Administration

Quality of faculty and their commitment and interest in student success are among the benefits of the UA education mentioned by alumni. Level of instruction and overall program quality are also cited (Table 21).

Several respondents say that if they had it to do again they would attend a school with a

better reputation or better credentials. Others say that they would attend a different school so they could get more help finding a job, or, for one alum, so that he or she could get a job at the U of A (Table 22).

Table 21
 If you had to do it again, would you attend the U of A for your doctorate? (Reasons “Why”)

Department	Reason
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	I specifically went to the U of A for its weed science program, one of the best in the country
	I was very pleased with the education/training I received at the U of A. the program, facilities, and personnel were very good.
	U of A has class, the campus has a very research & learning oriented environment
	Very good level and great experience
	It was a solid program
	The support and academic preparation were excellent and the location was convent for me.
	Weed Science program is one of the best in the nation. It has a great reputation and a large network of people in the workforce.
Animal Science	
	U of A’s facilities and professors are satisfying for me.
	Some specifics on what an animal scientist needs and what’s offered.
	Work with Dr. Rorre - Animal Science. Department excellent in human IVF preparation
Entomology	
	I loved Fayetteville and had good access to resources for my research and studies
	Location, student services, and opportunities to serve on student committees
	I attended to work with my major advisor
Plant Science	
	Full-time employee

Department	Reason
	A great institution in agricultural sciences - a good reputation
	It is a safe campus, beautiful landscape, hospitable people, a lot of extra-curricular activities.
	Well-rounded program, with nationally recognized faculty
	Good advising from my major professor
Poultry Science	
	Yes, I received a well balanced education at an affordable price.
College of Education and Health Professions	
Adult Education	
	Quality of instructor
	Great relationship w/faculty
	I use the "tools" I gained daily- it broadened my perspective - Dr. Hinton & Dr. Lyle were great role models and graciously shared their counsel and expertise
	Quality program, convenient , financial assistance
	I had a lot to learn and I have grown immensely
	People were nice quality was excellent
	It is close and quality is good
	Close to home met some outstanding professors who have become great friends; received much support from them through the process, Mullins interlibrary loan dept. Was tops. A joy to work with-very helpful.
	Strong foundation in my discipline
	Very good teacher and advisor
	Considered all professors very knowledgeable and excellent mentors.
	Geographic location makes attendance affordable
	I feel I got an excellent level of education at UA. Also, where else could I have obtained my doctorate in this field that is in-state and within my driving distance?
	Professors modeled what they taught; they were supportive of me as a non-traditional student

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Department	Reason
	The faculty support
	Caring faculty!!! Quality program
Counselor Education	
	I bleed red and white there is only one U of A
	The U of A setting/environment and the faculty at the time
	Excellent experience/ instructors
Curriculum & Instruction	
	Close to home with desirable program
	Location-convenience of living in the same town
	Simply because it is close to where I live
	Interest in me - help readily available "not huge"
	Location, quality of program. Support from faculty
Educational Administration	
	Proximity
	Staff was not working together for the students.
	I liked the way classes were scheduled on Saturdays
	I live a few blocks from campus
	Great school good staff, my doc. Committee was excellent
	Excellent reputation of university, availability of doctoral committee, friendly atmosphere,
	There are excellent faculty, staff, and administrators at the UA- just not in the EDAD program in the college of education
	For future job opportunities
	Access to quality courses and instruction
Health Science	
	I have heard the faculty in the dept has improved; I loved Fayetteville!

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Department	Reason
	I value the education I received at the U of A
	I believed I received a great preparation in UA. Dr. Michael Young was/is great role model, advisor, teaching and mentor
	All things seemed positive.
	My program area was dysfunctional. I understand they have made many improvements.
Higher Education	
	Quality of program, reputation of faculty, accessibility of faculty
	Higher Education program very good. Jim Hammons was a great advisor
	Close to home
	Good experience overall
	University demonstrated commitment to helping students complete degree
	Without Dr. Hammons and Dr. Murry, I have nothing today that I most appreciate/ the most excellent professors of HIED at the U of A
Kinesiology	
	Location/Dr. Joyce Graening dissertation comm. Chair
	Great experience gained through teaching-this is the #1 reason for choosing UA.
	Location/convenience
	Location; faculty
	It served its purpose
Recreation	
	Like the area; enjoyed the athletics
	Excellent education experience
Rehabilitation	
	Because I received an excellent education from the top people in my field - this helped me get a good job and prepared me to teach at a research 1 institution.
	I enjoyed learning, the staff, and the challenge

Department	Reason
	Due to personal leadership of Dr. Jason Andrew and Dr. Rick Roessler; without these two fine individuals I would not attend the U of A
	Previously known strengths and presence(?) of weaknesses
Vocational Education	
	My advisor, Dr. Bobbie Biggs, was excellent.
	It is the closest research institution to my home
College of Engineering	
Biological and Agricultural Engineering	
	Good instructors, helpful & friendly advisor, great sports facilities
Chemical Engineering	
	It produces a good balance of casework and research
Civil Engineering	
	Dr. Pleimann, Dr. Elliott - we need more people like these two.
	Arkansas is my home
Electrical Engineering	
	Commitment and facilities for research. Interdisciplinary programs.
Industrial Engineering	
	I feel I got a good education in a nurturing environment
	Excellent experience due to the professionalism of the i.e. faculty/staff
	The faculty
	Excellent faculty, facilitation and the best advisors one can dream of.
	Faculty is very supportive and accessible for mentoring, advising, and research initiatives.
Mechanical Engineering	

Department	Reason
	Small number of Ph.D. students so lots of faculty involvement
	The research opportunities are good and the level of instruction in depth other than my core were good.
Fulbright College of Arts and Sciences	
Biology	
	U of A has strong academic programs. The administration is very understanding and helpful.
	It was the right choice at the right time
	It had provided excellent knowledge on my major
Chemistry	
	Overall good experience
	I worked in a very good group
	Overall quality of instruction, good setting, small size
	Great chemistry faculty
	Great education and professional preparation
	Yes-Dr. Durham
Comparative Literature	
	I loved the program Dr. Locke allowed me to plan (with his assistance).
	It was a good fit for me and Dr. Locke was the perfect director.
English	
	I'd know what I was getting into (+ it's a great English dept.)
	It was convenient- I liked it well enough -I had a moderately good teaching experience, by which (TA) I was able to pay for it -I enjoyed the other people in the program.
	Faculty - educated and interested
	The University of Arkansas was generous enough to allow me to complete a doctorate begun long before. I'll always be grateful for the stretching of the "rules" to benefit my case.

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Department	Reason
	It was the happiest time in my life
	I like the city and campus; the education itself was up to me.
History	
	Great professors/great education
	Low cost, convenient location, and a competent, helpful faculty
	Because I love the U of A. and feel that it changed my life more than anything
	A qualified yes. It would depend upon the professors in the department of their areas of expertise- several who were at UA when I began are no longer.
	Quality education, approachable faculty, history program offers opportunity for teaching experience through teaching assistantships. Not all universities offer this!!
Mathematics	
	My professor, Dmitry Khavinson
	Fayetteville is a very good place to live. People there are very hospital.
Philosophy	
	Location, good academic credentials
Physics	
	The U of A had the infrastructure necessary for successful studies
	Great faculty & staff. Great community.
	I loved Fayetteville and the university's doctoral program was ideal for my area of interest
	I like the people, programs, location, and atmosphere in U of A
	As written, "yes" is the only possible correct answer it should be , "if you had it to do again.." or maybe, "if you had the opportunity to do it again..."
Psychology	
	I needed to be in NW Arkansas at that time.
	[yes and no]. Yes for the friends I made. No because the program was miserable at times

Department	Reason
	Promote industrial growth and continued support. Learning in a non-competition environment.
	Great people, great resources, great program
	If I couldn't go to a better school I would be happy to go to the UA again
	Excellent program that prepares you for employment. Beautiful area of the country.
Walton College of Business	
Business Administration	
	Faculty commitment to my success
	I was generally pleased. However instruction was very traditional and not progressive!
	Quality of instruction, research support school facilities
	I enjoyed the U of A and think they have a great school
	But realize the competitive nature of the field and hope U of A would become even more competitive with other major universities.
	It was a good experience
	Good education; liked university, city, and sports; reputation is growing
	Yes, but the overall training was outstanding but the reputation closed many doors for me at the time I graduated. It was very frustrating as my record was very good when I left UA. I can not emphasize enough how this issue continues to arise.
	Yes- very good training overall
	Fellow students
	The faculty was genuinely interested in my success
	Good program, atmosphere
	Faculty and financial assistance
	Great people in Marketing Dept
	The U of A was the best "fit" for me

Table 22

If you had to do it again, would you attend the U of A for you doctorate? (Reasons “Why Not”)

Department	Reason
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	Different interest now
	I try to get new information. Different universities have their own advantages.
	Would have gone to an Ivy League University
Entomology	
	Because in-state employers often value more out-of-state experience
	U of A is too focused on keeping people in Arkansas. I needed a university that could prepare me to work anywhere. I was lead to believe that my department was more cosmopolitan, but that was untrue.
Plant Science	
	Although much improved, molecular biology programs were just beginning at UA - not leader
	When seeking a job I'm not competitive.
	Where to attend depends on the research project. The good project will bring good papers and depth of the research.
	Well-rounded program, with nationally recognized faculty
Poultry Science	
	I feel I wasted half my money and time going to medicine classes
	Not challenging enough
College of Education and Health Professions	
Adult Education	
	Wasn't beneficial
	The College of Education has a horrible reputation, and the top-level administration are incompetent and really don't care about its students or staff.

Department	Reason
Educational Administration	
	Fayetteville community and the available resources for minorities
	Maybe
Kinesiology	
	My opportunities for research fellowships and tenure track positions was limited because of limited research experience - I probably would change major
	I would find a school which the faculty/advisors work closely with the students in their research and get student students involved in faculty writing and other projects.
Recreation	
	I feel other professors have more skills than I do. Lack of exposure to research and grant money
	It was an excellent, but lacks numbers of professors and other doctoral students
Rehabilitation	
	Administrative indifference to department problems.
Vocational Education	
	The requirement of the additional 8 hours above 054 made my decision a bad one.
	Reason for getting doctorate has not been obtained
College of Engineering	
Chemical Engineering	
	Limited areas for research
	With exceptions, most professors approach the doctoral level teaching same as undergraduate level, the approach and problem solving should be radically different.
Electrical Engineering	
	Lack of reputed prof. in my area of interest

Department	Reason
Fulbright College of Arts and Sciences	
Chemistry	
	I feel this would be best answered after having my degree longer than year and when I'm not disgruntled with my current position.
Comparative Literature	
	I wouldn't get a PhD anywhere
Counselor Education	
	Because of CNED faculty.
Curriculum and Instruction	
	I had a good experience , but I believe I would have had more opportunities for research if I had chosen another institution of the state
English	
	I probably wouldn't seek the doctorate
	I was never confident of support; reading the newsletter still raises anxiety. I didn't trust faculty advice - - with notable exceptions. Drs. Kinnamon and Guilds were excellent. Well, and also Dr. Adams.
	I miss it - but if not it would be because of the relative perceived value of the verse or the national job merit - lower than is fairly I believe
Mathematics	
	However, I am extremely lucky and thankful for working in U of A; not all have this opportunity, still today.
Philosophy	
	No job!
Physics	
	Would specialize in a different branch of physics that U of A is not strong in (fiber optics)

Department	Reason
	I don't want to do the same thing twice.
Psychology	
	Research and clinical interests of faculty not in line with my own interest; major professor not interested in development of students
Business Administration	
	Atmosphere of department became very poor. Not collegial or friendly.
	No help in getting decent job
	Would try to attend school in slightly higher tier.
	I have had lot of hardship competing with candidates from schools with a better-name e.g. UCLA. Michigan State, etc.
	My personal situation has changed
	So I would have the opportunity to seek employment at the U of A

If you had it to do again, would you obtain your doctorate from the same UA department?

Seventy-nine percent of the alumni affirmed their original choice of department of study. Their reasons are listed in Tables 23 and 24.

Dale Bumpers College of Agricultural, Food and Life Sciences

In the Bumpers College of Agricultural, Food, and Life Sciences, some respondents affirmed their original choice of department of study, citing reasons such as the strong departmental programs (Agronomy, Entomology) and the program's aid in acquiring a desired position (Agronomy) (Table 23). Good advisors (Plant Science) and access to state-of-the-art laboratory technology (Poultry Science) are also mentioned as reasons to stay within these departments.

Alumni from the Dale Bumpers College of Agricultural, Food and Life Science gave reasons that they would not return to the same department if given the choice to repeat their doctoral work. Lack of research opportunities (Entomology), deficient reputation among other institutions (Plant Science) and limited career opportunities (Poultry Science) are among the justifications offered (Table 24).

College of Education and Health Professions

Adult Education, Counselor Education and Educational Administration

Staff and faculty support (Adult Education) are mentioned frequently by respondents as positive aspects of the College of Education and Health Professions. Flexibility in employment, location, and low cost of education, are also mentioned as benefits to the Adult Education department (Table 23). Staff and personal interest are among the most common reasons to affirm one's original department of study (Educational Administration). Flexible scheduling and Saturday classes (Educational Administration) are also mentioned in this capacity (Table 23).

Interest in other fields of work (Adult Education), faculty (Counselor Education and Educational Administration), and lack of leadership (Educational Administration) are among the reasons alumni would pursue a different field of study if given the chance to repeat their doctoral degree (Table 24).

Curriculum & Instruction, Higher and Vocational Education

Alumni from the Curriculum and Instruction department comment on the quality of advising and mentoring from the faculty as reasons why, if they had it to do again, they would study in the same academic department. Location of the U of A and prior interest (Curriculum & Instruction) are also reasons for affirming departmental choice (Table 23). Quality of program, satisfied objectives, and flexibility of faculty (Higher Education) are also cited as positive aspects of programs within the College of Education and Health Professions.

An alumna/alumnus from Higher Education suggests that, had the degree in Public Policy been offered, he or she would have pursued it rather than the degree in Higher Education. Preference for a different department (Vocational Education) is another justification (Table 24).

Health Science, Kinesiology, Recreation, and Rehabilitation

Quality of faculty was the most common reason for affirming department of study among alumni from Health Science, Kinesiology, Recreation, and Rehabilitation (Table 23).

Lack of research experience (Kinesiology), and poor administration (Rehabilitation) are among the reasons offered by these alumni for preferring another department in retrospect (Table 24).

College of Engineering

Biological & Agricultural, Civil and Mechanical Engineering

The alum from Biological and Agricultural Engineering says that he or she would receive the same degree because it is the “broadest engineering education possible”. The standards and rigor (Mechanical) of the education and quality of professors and mentors (Civil) are among the aspects of the UA experience that confirm alumni’s choice of department within the College of Engineering (Table 23).

Lack of advanced courses and poor instructors are among the reasons one alum from Mechanical Engineering would pursue a different course of study, given the choice to repeat his or her doctoral work (Table 24).

Chemical, Electrical and Industrial

Six of the seven respondents from the departments of Chemical, Electrical, and Industrial Engineering cite the quality of the faculty as the main reason they affirm their department of study (Table 23). One electrical engineer justifies his or her answer by stating, “Electrical engineering is my passion”.

Limited research (Chemical) and insufficient fame of instructors (Electrical) contribute to the desire for these alumni to pursue other academic avenues if given the opportunity. One alum from Chemical Engineering notes a negatively similar approach to teaching and problem solving on the undergraduate and graduate levels (Table 24).

Fulbright College of Arts and Sciences

Biology, Chemistry, Physics, Mathematics

Professors and departmental quality are among the reasons biology and chemistry alumni say that they would obtain a degree from the same department if given the opportunity to repeat their doctoral work (Table 23). One physics alum cites the departmental balance among “research, teaching, and individual attention” to be a strength of the department. Faculty are also mentioned in this capacity, by both physics and mathematics alumni.

Alumni from Biology and Chemistry cite the job market as the main reason they would choose a different academic path if they had their doctoral work to repeat. Alumni from the department of Physics would specialize in a different field, or “change to engineering” (Table 24).

Psychology

The versatility of the psychology degree, as well as the pursuit of a career in psychology, are the main reasons for affirming the departmental choice (Table 23).

Comparative Literature and English

Dr. Locke’s skills as an advisor are praised by one Comparative Literature alum, while another states that the Comparative Literature department was a logical step from a “background in Latin”. Alumni from English praise the department and location (Table 23).

Alumni from Comparative Literature and English cite poor job market as the main reasons why they would pursue a different field of study (Table 24).

History and Philosophy

Faculty are praised in seven of eight comments pertaining to the departments of History and Philosophy. Opportunities for teaching experience (History) are other noted positive aspects

of the department (Table 23).

Walton College of Business

Business Administration

The majority of Business Administration alumni cite the faculty as the main reason to affirm a doctoral degree from the Walton College of Business (Table 23). Other alumni mention their personal affinity for the field.

Table 23

If you had to do it again, would you obtain your doctorate from the same UA department?
 (Reasons why)

Department	Reason
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	I specifically went to the U of A for its weed science program, one of the best in the country.
	It's a good department, I would have taken course work in computer & GIS also.
	It's an excellent department
	Plant and soil science is where my interests are, so agronomy was the right choice.
	The agronomy department prepared me well for the career I was seeking.
	Weed Science is one of the best in the nation. It has a great reputation and a large network of people in the workforce
Animal Science	
	Excellent preparation for directing a clinic
	The instruction in my department was exceptional
	Some specifics that an animal scientist needs and what's offered
Entomology	
	I greatly expanded my own knowledge base by entering entomology rather than my only other option (biology)
	Strong department, faculty and good students.
	To work with my major advisor
Plant Science	
	Great, professional, friendly people
	Full-time employee

Department	Reason
	There needs to be better coordination among contributing Plant Science department There is need for a broad based coordinated research.
	Very good advisors (plant pathology)
	yes -if it's a Ph.D. in Plant Pathology, not Ph.D. in Plant sciences
Poultry Science	
	Because they are very valuable and bright professors, and resources, although half faculty is bad
	I had access to state-of-art labs at the poultry center, excellent teachers, & a scholarship.
College of Education and Health Professions	
Adult Education	
	Everyone in the Adult Education department was very helpful in my efforts to complete my degree.
	Excellent program
	Excellent staff at faculty; always helpful and nudged me when I needed it
	Faculty support
	Flexibility of study and classes
	I applied what I learned everyday in my job, so it was a good career of fit. But most importantly, the support of the faculty (especially Dr. Lyle and Dr. Horton) was invaluable- the interaction with faculty members that wanted you to learn
	It fits well and the students and clients I teach
	Many options relative to employment; content in most classes other than the two listed in question 20 was excellent; assignments applicable to my job; student relationships very supportive; faculty well respected in the field.
	Only if Jack Devore was still there. He was a wonderful educator! I learned a lot from him!
	The price was reasonable & proximity to home
	Very good program and advisors
	Was friendly-caring-cooperative
	Wonderfully supportive and knowledgeable faculty
	I found the department to be supportive, but the head leadership (Dean, Associate Dean, etc.,) seemed unqualified.

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Reason
Counselor Education	
	As an Arkansan, there was only 1 choice and 1 program - the U of A
	Knowledgeable instructors and practiced in field of study
Curriculum & Instruction	
	Best fit for my interests and experience as well as future goals
	Excellent advisor- encouragement without coddling. Support system
	More open to my world view than some other departments
	That is my area of teaching
	Wanted a doctorate not willing to move or drive great distances.
	Yes and no. I enjoyed wonderful support and mentoring from the c and I department; however, I wish I had more opportunities for research prior to the dissertation process.
Educational Administration	
	Dr. Mills, Dr. van Patton, Dr. Lyle, Dr. Siegrist, Dr. Murray, Dr. Hughes- great staff
	Flexible scheduling, Saturday classes a tremendous help, support from doctoral committee much appreciated
	I enjoyed the experience
	It was convenient
	Level of personal interest
	Related to my job'
	This is my vocation
Health Science	
	I value the education I received at the U of A
	My chosen field
	Quality of faculty in department
Higher Education	

Department	Reason
	Program has completely satisfied my objectives, is clearly a quality program in Higher Education
	Quality of program, reputation of faculty, and accessibility of faculty
	Higher Education program very good. Jim Hammons was a great advisor.
	The best quality of program makes me different! I want to learn much more from Dr Hammons and Dr Murry if there is chance!
	Very flexible, helpful
Kinesiology	
	Faculty
	If lectureship were available.
	Interest
	Once again, it served its purpose
	Some excellent, dedicated faculty
Recreation	
	Excellent hardworking faculty advisor- Dr. Merry Moiseichik
	Quality education
	Yes, but would like the options of taking courses in higher education
Rehabilitation	
	Excellent training
	Very satisfied
Vocational Education	
	My advisor, Dr. Bobbie Biggs, was excellent.
College of Engineering	
Biological and Agricultural Engineering	
	Broadest engineering education possible

Department	Reason
Chemical Engineering	
	Good professors and guidance, wide variety of research
Civil Engineering	
	I am a civil engineer
	Great professors and mentors. May god bless them.
Electrical Engineering	
	Electrical engineering is my passion
Industrial Engineering	
	Excellent experience due to the professionalism of the i.e. faculty/staff
	Excellent faculty, facilitation and the best advisors one can dream of
	Faculty and staff took a personal interest in my success.
	Faculty is very supportive and accessible for mentoring, advising, and research initiatives.
	The faculty
Mechanical Engineering	
	Good rigor and standards
Fulbright College of Arts and Sciences	
Biology	
	Biology is still a broad science, agriculture or bioengineering is too narrow for my goals
	I have positive memories of the department. Great professors, strong programs, & helpful administration.
	It had provided excellent knowledge on my major
	It fits my best interest
Chemistry	
	Assuming I'd attend UA again. I would stay in the chemistry department
	Good department

Department	Reason
	Great department and general love of chemistry
	I worked for two of the best professors at the U of A
	Yes- Dr. Durham
	Students were treated fairly; Professors were concerned with students professional development
Comparative Literature	
	Dr. Locke was the best advisor I ever had in my entire academic career.
	The comparative lit. Degree was exactly what I needed with my background in Latin.
English	
	I like the city and campus; the education itself was up to me.
	I love them
	No other option really
	I'd know what I was getting in to.
	The English department on the whole was a good place for me.
	The faculty (with one exception) were outstanding
History	
	Again- based upon the professors- Dr. Sutherland is great for civil war interests
	Excellent faculty
	I'm a history teacher.
	It was a good department with a diverse faculty.
	Quality education, approachable faculty, history program offers opportunity for teaching experience through teaching assistantships/ not all universities offer this!
	Fantastic professors
	The faculty is excellent and extremely supportive.
Mathematics	
	A few faculty is very valuable to student. My advisor, John Ryan. Dr. Akenoyed. John
Philosophy	

Doctoral Alumni Survey Report, 2001
Survey Research Center, University of Arkansas

Department	Reason
	Quality of study, rapport w/professors
Physics	
	As written "yes" is the only possible correct answer. It should be, "if you had to do it again..." or maybe, "if you had the opportunity to do it again..."
	Physics is the all time favorite subject of mine
	The physics department was able to strike a good balance between research, teaching, and individual attention
	Very good professors
Psychology	
	Because that dept. is the discipline I desire to have my career in
	Can be used in many different ways.
	Good field in which to work
	They won't license you to practice psychology with a degree in architecture.
	Tom and Patty Jackson were excellent mentors!
	I loved the teaching experience afforded by Psychology Department.
Walton College of Business	
Business Administration	
	Enjoyed my mentor
	Enjoyed working with the UA faculty in my department
	Faculty in COBA was very supported and level headed.
	Fantastic group
	Good, caring professors
	Great faculty and training. The department should be considered a 3rd or 2nd level department. Someone in my dept. Now the other day said, "we need to hire people from better schools to increase our reputation ..." UA was not considered one of the "better schools".
	Great faculty.
	I had a very nice experience with all the faculty & staff in the department. Who were very nice and helpful people.

Department	Reason
	It was my profession
	Like the business area
	My mentor, financial support provided by my department for scholarly travel (we didn't have a "good" stipend but were rewarded for our publications).
	Nina Gupta is a great advisor and mentor
	Prior accounting experience in work force
	The faculty was genuinely interested in my success.
	Quality of Instruction, research support, school facilities.
	Same type of degree, different university
	Support of most faculty and guidance in initial research and writing.
	The program could be improved
	This is what interests me
	The department of marketing and transportation was great.

Table 24

If you had to do it again, would you obtain your doctorate from the same UA department?
 (Reasons “why not”)

Department	Reason
Bumpers College of Agricultural, Food, and Life Sciences	
Agronomy	
	I try to have some experience and learn more new things.
Animal Science	
	I would like to study at Department of Poultry Science because the facilities are very good
	This is a ridiculous proposition! Why would someone "do it again" in the same field? Had to rephrase this. What do you really want to know?
Entomology	
	I was an active researcher during my M.S. at University of Georgia and was eager to continue developing my research abilities. When I interviewed with Dr. Yearian, he guaranteed only 2 years of classes + emphasis on research. I turned down an assistantship with University of Kentucky to attend UA and was stunned to discover I had 3+ years of courses to take. I talked with other grad students who had similar experiences and am led to the inescapable conclusion that Dr. Yearian lied to recruit those of us who would have gone to more competitive departments of Entomology.
	Other disciplines now have more abundant and more rewarding employment opportunities
Plant Science	
	Reputation of faculty and school means everything!
	The faculty and the research programs are not so famous nationwide
	Where to attend depends on the research project. The good project will bring good papers and depth of the research.
Poultry Science	
	Career opportunity is very limited
	Job opportunities are too limited at Pd.D. level, I was more employable in poultry with a master's degree
College of Education and Health Professions	
Adult Education	
	I would have focused more on higher education
	My interest and career direction is in other fields

	Wasn't a help to further career
Counselor Education	
	Because of the CNED faculty.
	I would like different faculty to that currently there
Educational Administration	
	The focus on students suffered as senior faculty left the program. The EDAD program when I left the UA was not of the same quality as when I entered
	Too much to tell in this space!
	Unstable at the time I attended? Poor leadership from the top down
Health Science	
	My program area was dysfunctional. I understand they have made many improvements.
Higher Education	
	Availability of the PhD in Public Policy which was not then offered.
Kinesiology	
	My opportunities for research fellowship and tenure track positions was limited because of limited research experience -I probably would change major
	Reasons stated above
Rehabilitation	
	An indifferent administration has allowed the department to go down the toilet!
	Drs. Andrew and Roessler are no longer with the Rehabilitation department.
	The wrong people have remained on the faculty/personnel losses in the department
Vocational Education	
	Business program would not accept part time students into doctoral program so I went for an Ed.D. in education
	Hind sight is 20/20. Adult education is where the emphasis should have been.
	Reason for getting doctorate has not been obtained.
College of Engineering	

Chemical Engineering	
	Limited areas for research
	With exceptions, most professors approach the doctoral level teaching same as undergraduate level, the approach and problem solving should be radically different.
Electrical Engineering	
	Would like to go to a univ, which is the best in my area of interest or the professor who is famous in this field - semiconductor devices
Mechanical Engineering	
	Due to poor quality of instructors and lack of advanced courses.
Fulbright College of Arts and Sciences	
Biology	
	Job marketing not good in that area
Chemistry	
	Only because if I did it again I would go into computer science because of the job I now hold.
Comparative Literature	
	Poor career/economic choice
English	
	Poor job market
	I was never confident of support; reading the newsletter still raises anxiety. I didn't trust faculty advice __ with two notable exceptions. Drs. Kinnamon and Guilds were excellent. Well, and also Dr. Adams.
Mathematics	
	It is a matter of opportunity and you know that. I am extremely happy and proud for what U of A offered me. However, why or why not depends in the choices you provide.
Physics	
	I want to change to engineering.
	Would specialize in a different branch of physics that U of A is not strong in (fiber optics)"
Psychology	

	Research and clinical interest of faculty not in line with my own interests; major professor not invested in development of students.
	The program was miserable at times.
Walton College of Business	
Business Administration	
	I would not have attended the U of A.

SUMMARY AND CONCLUSIONS

The University of Arkansas' Graduate School and Colleges of Agricultural, Food and Life Sciences, Arts and Sciences, Business Administration, Education and Health Professions, and Engineering surveyed doctoral alumni to gain their assessments of their doctoral programs. Surveys were sent to all doctoral alumni for whom addresses were available from the classes of 1996 through 2000 during the summer of 2001. Of the 461 surveyed, 226 responded (46 percent).

The responding alumni had engaged in doctoral work at the University of Arkansas for four to five years. About 61 percent are male. Two percent identify Hispanic, Latino, or Spanish cultural backgrounds. Approximately three-fourths are European American; 5 percent, Native American; 11 percent, Asian American; 5 percent, African American; and 3 percent, of other ethnic heritages. Seventy-six percent obtained a Ph.D.; 24 percent, an Ed.D. The average age is 42. Higher percentages of responding alumni hail from Business Administration, Adult Education, Chemistry and Educational Administration than the other doctoral programs at the U of A.

The Occupations and Employers of the Doctoral Alumni

Post-doctoral Experiences

While 8 percent of the UA doctoral alumni have pursued additional education since graduating, all but six of the remainder have been working in the labor force. Forty-two percent are employed in a tenured or tenure-track faculty position and about 21 percent in non-tenure-track or administrative positions in educational institutions. Sixteen and five percent report employment in private industry or government, respectively. Other doctoral alumni work for non-profit organizations and in ministry.

Position Titles, Job Descriptions and Employers

Bumpers College of Agricultural, Food, and Life Sciences

The 34 responding alumni from the departments of Agronomy, Animal Science, Entomology, Plant Science and Poultry Science are involved in research as well as teaching. Sixty-two percent (n=21) of these alumni conduct research primarily. Eight teach, although most conduct research in these positions as well. Two disseminate the research findings as Cooperative Extension Specialists. One is primarily an administrator and one, a programmer. Some positions include: Tree Fruit Specialist, Research Specialist, Soil Scientist, Research Scientist, and Associate/Assistant Professors. They conduct research in seed treatments, cells and tissues, IVF and crop-protecting chemicals, among other things.

The employers of three of the College of Agriculture doctoral alumni are located in Arkansas. In addition to colleges and universities, these employers include Pioneer Hybrid International, BASF Corporation, the U.S. Department of Agriculture, the Center for Human Reproduction and Syngenta.

College of Education and Health Professions

Adult Education is the most frequently cited department of specialization among the doctoral alumni who received a Ph.D. or an Ed.D. from the College of Education and Health Professions. The majority of these positions are academic, including professors, assistant professors, and instructors. Within the departments of Counselor Education, Curriculum & Instruction, Higher Education, Health Science, Kinesiology, Recreation, and Rehabilitation, professorial and educational positions are by far the most common.

Doctoral alumni from the department of Educational Administration are predominantly employed as principals, superintendents, and primary or secondary school administrators. School administrative positions range from CEO to director of support personnel and liaison between a university and the public schools of a state.

Higher percentages of alumni from the departments of Rehabilitation and Vocational Education hold professional positions outside of education *per se*. Other functions include management, overseeing a testing and disability service, and administration.

Out of the 51 alumni from the College of Education who teach at colleges and universities, 35 percent (n=18) are located in Arkansas. Of the 28 other educational institutions and agencies which employ these alumni, slightly more than one-half (n=16) operate in Arkansas. College of Education alumni contribute to such non-academic agencies as the Arkansas Baptist State Convention, the Jones Center for Families, governments of the States of Arkansas and Iowa, and health companies such as Beverly Enterprises.

College of Engineering

Eighteen alumni from Biological and Agricultural, Chemical, Civil, Electrical, Industrial and Mechanical Engineering responded to the survey. Of these, four each hold academic positions and research positions. One educates within an industrial setting; five work as engineers *per se* and four as administrators, primarily. One administrator also teaches.

Of the employers of the 18 Engineering doctoral alumni, none is located in Arkansas. In addition to academic institutions, the employers include Process Dynamics, Veco Alaska, Inc., Zecal, the U.S. Army, Manugistics and National Semiconductor.

Fulbright College of Arts and Sciences

The Sciences

The majority of the 31 responding alumni in the departments of Biology, Chemistry, Physics, and Mathematics teach (37%) or conduct research (43%). Most of the remaining 20 percent assume professional positions as biologists, chemists, engineers, and financial analysts. Five of the seven alumni from the department of Physics are employed as engineers, for example. One from the department of Chemistry is unemployed while his application for permanent resident status is being resolved. Fields of endeavor include photonics, integrated circuits, optical communications, pharmaceuticals, drinking water quality, policy development and software development.

Six of the employers of the 30 doctoral alumni from the physical sciences are located in Arkansas. Non-academic employers include such entities as Raytheon Corporation, Tera Communications, Texas Instruments, Process Dynamics, Wal-Mart and the U.S. Food and Drug Administration.

Nearly one-half of the nine alumni from the Psychology department report practicing psychology or counseling professionally. The others include academic, administrative, and marketing positions. Corporations and agencies employing these alumni include Welch's Food Inc., Harbor View Mercy Hospital, Memphis Mental Health Institute, St. John's Mercy Health Center and Astrazeneca Pharmaceuticals.

The Arts

All alumni who obtained a Ph.D. or an Ed.D. in Comparative Literature or English work as professors or instructors of English. Accordingly, all job descriptions involve teaching, and some, research. Of the ten responding alumni who obtained a degree in History or Philosophy, all but one work in academic positions or directorships. One reports that his or her position title

is “Janitor”. The majority of these alumni teach. One reports acting as an administrator in a private school, while others include advising and writing in their job descriptions.

Five of the employers of these 21 alumni are located in Arkansas. They include such educational and other institutions as: Arkansas State University, the University of Alaska, the University of Louisiana at Monroe, University of Foreign Studies, Tacoma Community College, Newman University, University of Arkansas Community College of Morrilton, Bethune-Cookman College, Apologetics Resource Center and St. Paul's Episcopal Church.

Walton College of Business

All 25 of the responding Business Administration alumni report that their position is in some way related to teaching on a college or university level; some respondents specialize in areas such as accounting or management. Many of the alumni describe supplemental research responsibilities. Two of the colleges and universities employing the doctoral alumni from the Walton College of Business are located in Arkansas. Employers include such universities as the University of Arkansas, the London School of Economics and Political Science, Northwest Missouri State University and Michigan State University.

Job Selection and Location

To the largest fraction of responding doctoral alumni, the most important factor in selecting their current job was its congruence with their skills and interests. Geographic location, previous employment, and opportunity for advancement also influenced significant groups of respondents. Forty-two of the 50 United States and the District of Columbia are represented by the geographic distribution of this sample of doctoral alumni. In addition to the U.S., South Korea, China, Taiwan, and England are among the countries in which the respondents work. More than one-fourth of the alumni work in Arkansas. Texas is the next most common place of employment, followed by Missouri.

Doctoral program requirements and relevance

Sixty percent of the responding graduates report that the doctoral degree obtained from the University of Arkansas was required for their current position. Roughly three-fourths believe their degree is directly related to the work in which they are currently engaged and 22 percent regard their degree as somewhat related to their current work. Eighty-eight percent believe their doctoral studies prepared them well or extremely well for either their current employment or the employment they seek.

Academic Experiences and Outcomes

Practical Preparation

Between two-thirds and four-fifths of the respondents consider themselves well or very well prepared by their doctoral programs in each of the six areas of practical preparation they evaluated. More than 80 percent assert that they were well or very well prepared to do the research and write their dissertations. Next, the alumni assess themselves as having been well prepared for their current positions and to grow personally while in graduate school. At least 70 percent of the alumni contend that they were well or very well prepared compared with other institutions they may have previously attended, and for competing in the job market. Similar percentages claim to have been well or excellently prepared compared with colleagues who were educated at other universities. With the exception of preparation to research and write a dissertation, roughly one-fifth of the respondents appraise their educations as having prepared them neither well nor poorly in each of the areas evaluated.

Non-Traditional Classroom Delivery Methods

Approximately 16 of the respondents (7%) had taken at least one class via non-traditional teaching methods. Of the seven methods named, the most common delivery method used by this group was interactive one-way compressed video. About 75% viewed these methods as either effective (29%; n=5) or extremely effective (47%; n=8).

Graduate Studies Supported Employment

The alumni also evaluated the quality of their experiences while financially supported by their graduate programs. The largest and approximately equally sized percentages of the doctoral alumni assisted in research or teaching during their graduate studies. Fellowships and traineeships supported smaller percentages of these alumni.

More than 90 percent of the respondents consider their experience in a teaching assistantship to have been good or excellent. At least 80 percent who had held a research assistantship or a combined teaching and research assistantship found it to have been a good or excellent experience. Around three-fourths hold similar views about the experiences of fellowships or traineeships. Seventeen percent or much fewer respondents weigh their experience with the different graduate studies supported employment opportunities as neither good nor poor.

Evaluation of Dissertation Processes

The doctoral alumni rated eight aspects of the dissertation process. About ninety-five percent of the respondents consider the knowledge of their dissertation director and their committee members to have been good or excellent. Eighty-nine percent remember that the availability of their dissertation director was good or excellent and 84 percent believed the availability of committee members was either good or excellent during the dissertation process. The two next most praised aspects of the dissertation process are: the overall level of learning about research and overall assessment of the dissertation process. At least 86 percent rate the quality of advising during the dissertation process as good or excellent. However, only 56 percent of the responding doctoral alumni contend that the financial support for dissertation research was good or excellent.

Evaluation of Academic Experiences and University Resources

Admissions

About 85 percent consider the admissions processes for the Graduate School and specific doctoral programs to have good or excellent. However, slightly higher percentages of respondents relay positive feedback about their department's versus the Graduate School's admission processes.

Instruction

Eighty-seven percent or more of the responding doctoral alumni classify the quality of instruction within their department or program as excellent or good. When asked about the quality of instruction in other departments or programs within their college, eighty percent of respondents reported good or excellent quality of instruction. Eighty-three percent rate other academic colleges as having been good or excellent. Thus the quality of instruction within their own department or program, the alumni suggest, was slightly higher than in other departments or academic colleges. Respondents evaluate the instruction in other academic colleges slightly higher than instruction in other departments or programs within their own college.

Professors and Coursework

Eighty percent of the respondents insist that the depth of their courses was excellent or good. Access to professors was rated good or excellent by 91 percent of respondents, and the interest those professors showed in the alumni's professional development are reckoned excellent or good by four-fifths of the respondents.

Advising and Mentoring

Faculty advising and mentoring are similarly hailed by the respondents. However, while about 83 percent of the respondents assert that the quality of advising they received was good or excellent, 78 percent considered the quality of mentoring as strong. This indicates that alumni feel that they were well directed in terms of recommended coursework and program requirements, but some experienced a lack in terms of longer term career development.

University Resources

The UA catalog information and UA library are considered to have been good or excellent by about 73 and 86 percent of the respondents, respectively. Twenty-two and 10 percent or fewer consider the quality of these university resources to have been neither good nor poor, respectively.

Open-Ended Opinions About Quality and Importance of Coursework

When asked to justify considering a course most valuable or least valuable, the majority of the responding doctoral alumni consider a course valuable because of its usefulness in job performance. The most common explanation for listing a particular course as least valuable is poor instruction, poor instructor, or some combination of the two. Throughout the five academic colleges represented by the respondents, statistics, research, and experimental design courses are most commonly cited as valuable. These choices allude to the importance of research in the careers of the UA doctoral alumni.

Most Valuable Courses

Bumpers College of Agricultural, Food, and Life Sciences

Within the departments of Agronomy and Plant Science courses are considered valuable for their practical applications, as well as preparation for current positions and research skills. Research Techniques in Agronomy, Plant Pathology and Biochemical Genetics are three such courses. In Animal Science and Poultry Science, courses such as Developmental Embryology and various physiology offerings are thought to prepare students well for career research and current trends in those fields.

College of Education and Health Professions

Alumni from the College of Education and Health Professions describe courses in research, statistics, and experimentation to be the most valuable, due to their applicability in the real world. Respondents from the department of Adult Education consider useful courses that prepared them to understand or relate to a client. Qualitative Research Methods is the most frequently mentioned course in research methods and overall among all courses in the College of Education and Health Professions. Also commonly cited is the class on the Adult Learner.

Courses considered most useful by alumni of the departments of Curriculum & Instruction, Higher Education, and Educational Administration are those courses that increase perspectives on learning and teaching, while providing a background in research. Educational

Law and Legal Issues are also considered valuable.

Statistics and research based coursework are listed as most valuable by a significant group of alumni from the departments of Health Science, Kinesiology, Recreation, Rehabilitation, and Vocational Education. Content-related courses vary by the program.

College of Engineering

Respondents from Civil Engineering and Biological and Agricultural Engineering rate courses as valuable for practical use and volume of new information gained. Fluid Dynamics, Matrix Analysis of Structures, Electronic Packaging and Numerical Methods constitute some of the classes cited as the most valuable among responding alumni of the UA Mechanical Engineering program.

Advanced Thermodynamics, IC Fabrication, Automated Processes and Scheduled Sequencing are among the courses highly rated by doctoral alumni who obtained their degree from the College of Engineering in the departments of Chemical, Electrical, and Industrial Engineering. Among this subset of respondents courses are considered valuable for their usefulness in teaching, research, or current employment.

Fulbright College of Arts and Sciences

The Sciences

Doctoral alumni who graduated from the Fulbright College of Arts and Sciences in mathematics and physical sciences favor courses that contribute to their teaching or research. Such courses as Ecology and Environmental Law, Electrochemistry, Mathematical Methods and Complex Analysis were recalled. In psychology, respondents consider Statistics, and the ability to write and evaluate clinical research papers to be valuable to their current employment. Assessment courses of personality and intelligence were also cited as pertinent to these alumni's current positions.

The Arts

Students of Comparative Literature and English justify their opinions of most valuable courses with more foundational- and perspective-based responses than academic research, although some courses are favored for their good instructors. Content is the most common reason for preferring a History or Philosophy course. The Shakespeare Seminar was noted by English alumni; courses about the South, by historians; and philosophy of religion and mind, by philosophers.

Walton College of Business

The favored courses enumerated by the doctoral alumni in Business Administration indicate a propensity toward research-based careers. Statistics, Seminar in Regression, and Research Methods are hailed by more than one respondent, each citing the mandatory mastery of methodological skills and academic research for teaching positions in the field of Business Administration.

Least Valuable Courses

Several of the respondents to this questionnaire report having been unsatisfied with certain aspects of the coursework involved in their doctoral program. The most frequently cited reasons for finding a course least valuable involve criticisms of professorial styles and teaching methods.

Bumpers College of Agricultural, Food, and Life Sciences

Within the department of Agronomy, courses are considered least valuable for “outdated” information. Other courses are cited as insignificant due to their inapplicability in the alumna’s/alumnus’ current position. Due to poor instruction and previous instruction in the area, certain courses are listed by alumni from the Plant Science department to be least valuable.

Alumni cite certain courses as poorly taught, or having offered an incomplete level of instruction within the Entomology department. One respondent from the department of Poultry Science considers the course in Micro-Advanced Microbiology to have been primarily “memorization with little retention”. One alumnus or alumna complained that too many seminars were required, and another, that a faculty member was inadequately prepared for a colloquium he or she taught.

College of Education and Health Professions

Respondents from several departments of the College of Education and Health Professions consider Statistics courses least valuable because of lack of applicability. The large fraction of this same group of respondents who consider similar courses most valuable can be explained by the alumni’s disparate career paths that require greater or lesser degrees of statistics, research, and experimentation. Although many of the courses offered in the departments of Adult, Counselor, and Higher Education are praised by alumni, certain classes from the department of Higher Education are criticized for lack of structure and inapplicable information.

Respondents from the department of Curriculum & Instruction note some courses as being top-heavy in unnecessary technology, while other courses are considered too focused on historical background. In the department of Educational Administration, courses in statistics are listed several times as the least valuable courses because of their inapplicability.

Some alumni from the departments of Health Science, Kinesiology, and Recreation consider certain courses to have been the least valuable among those courses taken during their doctoral programs due to inapplicability and a shortage of technology.

Students of Rehabilitation and Vocational Education mention statistics courses as least valuable due to a level of preparation that exceeds what is necessary for current positions. In some courses, the alumni remark that materials and information change so quickly that doctoral training is quickly obsolete. Others lacked current technology.

College of Engineering

Respondents from Mechanical Engineering and Biological and Agricultural Engineering consider least valuable courses in students were precluded from processing the material deeply. Among the Chemical, Electrical and Industrial Engineers, a course is considered insignificant if it is not directly applicable to a current position or if it does not bestow a significant amount of new knowledge.

Fulbright College of Arts and Sciences

The Sciences

Doctoral alumni who graduated from the Fulbright College of Arts and Sciences in mathematics and physical sciences tend to criticize courses that did not offer information pertinent to the alumna’s/alumnus’ current work, as well as courses that offered insufficient new information or stimulated too little thought. Certain Psychology courses are cited by alumni of the Psychology department as least valuable for not accomplishing course goals.

The Arts

Disorganization and lack of direction are among the justifications for citing a course in these departments as least valuable. The majority of criticisms of the courses in the departments of History and Philosophy involve irrelevant material and incomplete discussion of materials.

Walton College of Business

International Logistics and other logistics courses are mentioned by more than one alumnus/alumna in terms of least valuable courses from the alumni's UA doctoral program in Business Administration. It is criticized as a masters level course that does not benefit the Ph.D. program. Similarly, two respondents cite the Independent Study as least valuable because it "fell to the bottom of priority list" and was "too uninstructed". Other courses are listed because of poor instruction and difficult material.

Coursework and Doctoral Expectations

Among the 215 responding alumni, 16 percent (n=35) contend that zero to 50 percent of the courses they took offered the *level of learning* they would expect in a doctoral level course. For 12 percent, 60 to 71 percent of their courses were of doctoral caliber. One third of the alumni assert that 75 to 88 percent of their coursework offered them a doctoral level learning experience; and 39 percent categorized 90 to 100 percent of their courses similarly.

According to 14 percent of the alumni, Zero to 35 percent of their courses offered the *level of professional preparation* they would expect in a doctoral level course. For another 16 percent, 40 to 60 percent of their courses did. One-third assert that 70 to 88 percent of their courses offered the level of professional preparation they would expect in a doctoral level course and the remaining 36 percent of the doctoral alumni claim that this is true for at least 90 percent of the courses they took at the U of A.

Finances

Primary Source of Financial Support

The largest group of the responding doctoral alumni report receiving their primary financial support during doctoral studies from teaching or research assistantships. Loans and personal sources of income or savings also supported doctoral alumni during their work at the U of A. Other sources of income include grants, fellowships and scholarships, and employer reimbursement or assistance.

Annual Salaries

Fifty percent of the responding doctoral alumni report annual earnings of \$55,000 or less. Another 13 percent earn \$55,001 to \$65,000; 9 percent, \$65,001 to \$75,000; 14 percent, \$75,001 to \$85,000; and 13 percent, \$85,001 or more.

Educational Debt

Nearly one-half of the doctoral alumni report owing no educational debt and 46 percent owe between \$2,500 and \$50,000 in educational debts from both undergraduate and graduate study. Of the debt incurred through undergraduate and graduate education, about three-quarters of the responding doctoral alumni attribute more than half of this debt to doctoral study. Twenty-six percent of the respondents state that 50 or 75 percent of their debt resulted from doctoral study, and for 58 percent of the alumni, 100 percent.

Professional Recognition and Satisfaction *Career Satisfaction, Promotions, and Honors*

Eighty-five percent of the responding doctoral alumni are either satisfied or very satisfied with their current careers. Almost half have been promoted since completing their dissertations. Thirty-one percent have won awards since graduating. Numerous alumni have won Teacher-of-the-Year awards. The alumni boast several patents, research awards, and an array of recognitions, publications, and federal and private grants.

Reflections on Study at the University of Arkansas

Suggested Improvements for the Programs of Study

If you could change one thing about the UA doctoral program from which you graduated what would it be?

Dale Bumpers College of Agricultural, Food and Life Sciences

In the Bumpers College of Agricultural, Food and Life Sciences, some ways suggested to strengthen programs include: more advanced classes, a wider selection of classes, and more independent studies and experiments. Making courses more “real-world” was mentioned as well. Many of the comments focus on improving departmental leadership and teaching. Some alumni suggest annual programmatic reviews, as well as an increase in interdisciplinary programs. These alumni also advocate stronger roles for students in the departments.

College of Education and Health Professions

Reorganization of courses so that the content is unique to a class rather than having redundancy, as well as increased “rigor” in the program, are among suggested improvements to the department of Adult Education. Alumni from other programs within the College of Education and Health Professions suggest: more applications of theory, more direct field experience, better teaching, and the need for more dedication, professionalism and vision, among others. Stability, professionalism, and better cooperation among professors would be an asset in the department of Educational Administration. Keeping doctoral students better informed of interdepartmental news is also important. Others promote installing needed technological equipment in all the classrooms. Increased faculty stability, research opportunities, and greater numbers of faculty to promote diversity are also ideas offered by these alumni.

College of Engineering

Alumni from the College of Engineering suggest more in-depth instruction. Some alumni suggest an expansion of research areas, and more “teachers who are working in the real world”. Improvements in library and financial resources are also suggested, as is a review of the qualifying process. The alumni from Biological and Agricultural Engineering suggests promoting extracurricular activities.

Fulbright College of Arts and Sciences

The Sciences

Respondents from the department of Biology request greater financial assistance for doctoral students. Other respondents from the Fulbright science departments suggest: improving the preparation in computer applications, more electives, higher standards, and improved participation of women, and improving the comparative prestige of the UA doctoral programs.

Alumni from the department of Psychology stress the importance of “real world professional issues” such as managed care, as well as improved support in the psychological

clinic. Another respondent suggests more colloquia and visiting scholars. One alumnus or alumna from the department thought it was important to diversify the department in terms of gender and culture.

The Arts

Suggested changes to the department of Comparative Literature include improved career advice, as well as allowing students to narrow the scope of the Comparative Literature degree to avoid students feeling “responsible for knowing the entire literary history of the world”. Improved salaries for teaching assistants and increased interest of the professors are among wishes of alumni. English department alumni also comment that the degree needs more specific goals. One philosophy alumnus suggests smaller loads for Teaching Assistants. Students of history comment on the availability of assistantships, and the financing available for those assistantships, as well as several aspects of the faculty.

Walton College of Business

Several respondents from the Walton College of Business consider the reputation and/or prestige of the university’s Business Administration department to be of some concern. At least one alumnus considers the inclusion of more alternative teaching methods to be a worthwhile endeavor. Respondents comment on the benefits of graduating with publications.

If you had it to do again, would you attend the U of A for your doctorate?

When posed with this question, 81 percent responded affirmatively.

Dale Bumpers College of Agricultural, Food and Life Sciences

Reasons why alumni from this college would attend the UA again for a doctorate include: particular programs, high quality of research and coursework, location, and working with particular faculty. Respondents from the Bumpers College of Agricultural, Food, and Life Sciences who say that they would not attend the U of A for their doctorate if they had it to do again give reasons such as the opportunity for a broader experience and knowledge base from out-of-state institutions, other institutions that are leaders in their field’s research, and a desire for a more challenging doctorate degree.

College of Education and Health Professions

If given the choice to repeat their doctoral work, responding alumni cite the quality of faculty, faculty support, style of personal interaction between faculty and students, location and loyalty to the U of A as reasons for attending the U of A. Quality of the program and advising are also reasons for an affirmative response. Arguments against attending the U of A again if offered the chance include: the “Fayetteville community and available resources for minorities”, extra program requirements, unachieved goals, lack of research experience, and a small department.

College of Engineering

Depth of instruction, sufficient research opportunities and ratio of faculty to students are hailed by engineers. According to the satisfied doctoral alumni, engineering departments offered a good balance of coursework and research, faculty commitment, good facilities for research, and interdisciplinary programs. Alumni of the Chemical and Electrical Engineering departments cite limited research and lack of reputable professors as negative aspects of the College of Engineering.

Fulbright College of Arts and Sciences
The Sciences

Alumni of the Fulbright college in science departments praise these qualities of their experience at the UA: strong academic programs, good administration, instruction, small size, faculty, facilities, and quality of life in Fayetteville.

Psychologists cite location, learning in a non-competitive environment, good resources and the program as benefits of studying at the U of A. One alumnus of the Psychology department cites disparate research and clinical interests between faculty and students as a deterrent.

The Arts

Students of Comparative Literature indicate appreciation for Dr. Locke. Alumni from English note the quality of the program, interested and knowledgeable faculty, flexibility of the program, the quality of the other students, and the City of Fayetteville as benefits of these programs. Some alumni of Comparative Literature and English say that they would not choose to pursue a Ph.D. if they had it to do again.

The ability to teach while in graduate school is offered by only some universities, and some respondents consider it a reason why they would study at the UA again, given the opportunity. Quality program, approachable faculty, and affordable, convenient location are other benefits of the UA according to alumni from history and philosophy. One philosophy alumnus remarks that a downside of the U of A education is that there is “no job” available for him or her.

Walton College of Business

Quality of faculty and their commitment and interest in student success are among the benefits of the UA education mentioned by alumni from the Walton College of Business. Level of instruction and overall program quality are also cited. Several respondents say that if they had it to do again they would attend a school with a better reputation or better credentials. Others say that they would attend a different school so they could get more help finding a job, or, for one alumnus, so that he or she could get a job at the U of A.

If you had it to do again, would you obtain your doctorate from the same UA department?

Eighty percent of the alumni affirmed their original choice of department of study.

Dale Bumpers College of Agricultural, Food and Life Sciences

In the Bumpers College of Agricultural, Food, and Life Sciences, some respondents affirmed their original choice of department of study, citing the strong departmental programs, good advisors, and access to state-of-the-art laboratory technology as reasons to stay within these departments. Reasons that some alumni would not return to the same department if given the choice to repeat their doctoral work are lack of research opportunities, deficient reputation among other institutions, and limited career opportunities. One alumnus or alumna felt there was too strong a focus on careers in Arkansas and another believed the program lacked rigor.

College of Education and Health Professions

Quality of staff and faculty, and faculty support of students are mentioned frequently by respondents as positive aspects of the College of Education and Health Professions. Flexibility in employment, location, Saturday classes, and prior interest in the topic are among the other

justifications offered by responding alumni. Interest in other fields of work, faculty, lack of departmental leadership, lack of research opportunities, and poor administration are among the reasons given by alumni who state that they would pursue a different field of work if given the opportunity.

College of Engineering

The alumni from the College of Engineering say that they would pursue the same field of study because of the standards and rigor of the education, quality of professors and mentors, and personal passion for the field. Lack of advanced courses, poor instructors, limited research, insufficient notoriety of faculty, and a lack of distinction between graduate and undergraduate study are among the reasons some alumni would pursue a different course of study, given a choice.

Fulbright College of Arts and Sciences

The Sciences

Faculty, departmental quality, and balance among “research, teaching and individual attention” are among the reasons alumni from Fulbright science departments attest that they would obtain a degree from the same department if given the opportunity to repeat their doctoral work. The versatility of the psychology degree, as well as the pursuit of a career in psychology are the main reasons for affirming the departmental choice for Psychology alumni.

Alumni from the sciences cite the job market as the main reason they would choose a different academic path if they had their doctoral work to repeat. Some would specialize in a different aspect of their current field.

The Arts

Faculty, mentoring, and advising are the aspects most praised by alumni from Comparative Literature, English, History and Philosophy. Opportunities for teaching experience, departmental quality, and location are other benefits of the Fulbright college. Poor job market is the most common reason why alumni from these departments say they would pursue a different field of study, if given the choice.

Walton College of Business

The majority of Business Administration alumni cite the faculty as the main reason to affirm a doctoral degree from the Walton College of Business. Other alumni mention their personal affinity for the field.

APPENDIX A

SURVEY METHODS EMPLOYED IN THE DOCTORAL ALUMNI SURVEY

The Survey Research Center, University of Arkansas, conducted a mail survey of doctoral alumni to determine their opinions of the quality of their academic experiences at the UA, and how well their education prepared them for employment. The feedback provides information which the Graduate School, as well as departmental faculty can employ to maintain and continually improve the quality of education they offer students.

The Graduate School and a representative of the participating U of A associate deans developed an eight-page questionnaire in conjunction with Survey Research Center. Located in Appendix B, the questionnaire inquires about preparation for career paths and an assessment of the skills of UA alumni compared with those of their peers who graduated from other universities.

Names and addresses of all surveyed doctoral alumni were obtained from the University of Arkansas Alumni Association. In late July, 2001, a letter mailed to all of these alumni informed them that a questionnaire would follow shortly. A few days later, the eight-page questionnaire and cover letter were mailed. Postcards mailed in mid-August thanked participants for having completed the questionnaire and encouraged non-respondents to respond. In late August, a second questionnaire and cover letter were sent to non-respondents. The cut-off date for the survey was December 6, 2001.

Doctoral alumni who graduated in academic years 1996-2000 were surveyed. Of the 395 who were surveyed, 226 returned questionnaires. Of these, all completed the questionnaires. The response rate of all potential respondents (the percentage of all individuals in the original sample from whom completed questionnaire were obtained) is 57 percent. Twenty-five questionnaires were undeliverable due to the lack of a forwarding address. When excluding undeliverable surveys, the cooperation rate is 61 percent.

The Survey Research Center collected, recorded, analyzed the data and wrote the report. Data were recorded using the Center's computer-assisted telephone interviewing system and analyzed using SPSS 10.1.