

1998-99 Survey of Graduate Alumni Classes of 1990 – 1995 College of Architecture

Executive Summary

In the fall of 1998, graduate alumni from 1990-1995 were surveyed about their experiences at Georgia Tech. A total of 57 College of Architecture graduates responded to the survey, 95% of which obtained Masters degrees. The overall estimated response rate for the College of Architecture was 14.7%.

- 40% graduated in two years, while 33% took five or more years to graduate.
- Most (81%) alumni were satisfied with their curriculum overall; however, less than half (47%) indicated that the curriculum had prepared them to work in their discipline. Specifically, over one-third (36%) were *dissatisfied* with their computer and information technology courses and 18% were *dissatisfied* with their studio courses.
- Three-fifths (69%) of the respondents were satisfied with their program faculty's currency in the field, while one-half (51%) felt the faculty's relevancy to the profession was satisfactory. Satisfaction with the overall teaching ability of program faculty was mixed, with almost as many alumni satisfied (37%) as felt neutral (41%) about this area.
- When rating academic support services, alumni felt the most positive about their model shop (55%) experience and the most dissatisfied with computer and information technology resources (40%).
- Respondents were asked to list the strengths and weaknesses of their program. They were also asked about the college's strengths and weaknesses, and the responses were very similar.
 - The *strengths* listed most often were: the faculty (knowledge, interaction with students), design classes and skills learned, the emphasis on theory plus the practical side, and the diversity of classes offered.
 - *Weaknesses* listed by many respondents included: a lack of preparation for the real-world / practical aspects of architecture, and the poor organization / direction of the program.
- Fifty-four alumni responded that they were employed (95%). Of this 54:
 - fifty-two provided their job title, including seven self-employed, six interns, six as a manager, and two not in the architecture field;
 - forty-nine (91%) found employment within six months;
 - forty-seven (87%) were satisfactorily employed, and the two who indicated why they were not satisfied cited low compensation as the reason; and
 - of the 49 who provided their gross annual income, 31 (63%) listed their income between \$25,000 and \$50,000, 13 (27%) between \$50,000 and \$75,000, and 5 (10%) between \$75,000 and \$100,000.
- Fifteen (26%) of the respondents had obtained further education since graduation, but only four indicated actually receiving another degree; only two (4%) respondents are presently working on a degree (both attending part-time); and ten (18%) of the respondents are planning further education.

**1998-99 Survey of Graduate Alumni
Classes of 1990 – 1995
College of Architecture**

Table of Contents

Executive Summary	i
Introduction and Methodology	1
Demographics	1
Satisfaction With Degree Experience	
Curriculum	3
Faculty	5
Academic Support Services	6
Strengths and Weaknesses	6
Employment	7
Further Education	7
Appendix A: Survey Instrument	8
Appendix B: Transcripts of Open-Ended Responses	13

Introduction and Methodology

In the fall of 1998, a survey of 1990-1995 graduate alumni from Georgia Tech was conducted in order to gather assessment information. The Associate Dean's office in the College of Engineering coordinated the administration of the survey. Feedback on survey items was solicited from each college during the summer of 1998, in conjunction with each college's assessment planning process. The College of Architecture chose to survey these alumni on the same areas as graduating seniors: satisfaction with the curriculum, faculty, and services. Questions concerning employment and further education were also asked.

The Georgia Tech Alumni Association provided the names and addresses of alumni from 1990-1995. Faculty in each school were asked to review the lists and provide any address updates or other changes. Initial and follow-up mailings were conducted in August, 1998 by an off-campus mailing service company. Completed forms were returned to each Associate Dean's office, and address changes were forwarded to the Alumni Association. Data entry was conducted in the office of Institutional Research and Planning in early 1999. Analysis was conducted using SAS.

The estimated response rate is calculated by reducing the total number of degrees conferred during 1990-1995 by 10% in order to account for lost alumni (percentage recommended by the Alumni Association). The overall estimated response rate for the College of Architecture was 14.7%.

This report presents results for the College of Architecture. The main body of the report discusses overall results. A sample survey instrument and transcripts of open-ended responses are included in the appendices.

Demographics

A total of 57 College of Architecture graduates responded to the survey. Demographic characteristics of the respondents are presented in this section.

Respondents:

- 46% were female
- 85% were White
- Ages ranged from 27 to 48, and 75% were under age 37
- 96% are U.S. citizens
- 40% graduated in 2 years, while 33% took 5 or more years to graduate
- 95% obtained Masters degrees; 47% of all respondents received MArch I degrees
- 63% graduated with GPA's between 3.5 – 4.0
- 95% are currently employed

Ethnicity	#	%
White	41	85.4
African American	1	2.1
Hispanic	1	2.1
Asian American	2	4.2
Native American	1	2.1
Other	2	4.2

Gender	#	%
Female	25	45.5
Male	30	54.5

Citizenship	#	%
United States	49	96.1
Resident Alien	1	2.0
Foreign	1	2.0

Year Entered (n = 48)	#	%
1984	6	12.5
1985	4	8.3
1986	2	4.2
1987	4	8.3
1988	4	8.3
1989	5	10.4
1990	8	16.7
1991	4	8.3
1992	4	8.3
1993	7	14.6

Year Graduated (n = 52)	#	%
1990	6	11.5
1991	8	15.4
1992	10	19.2
1993	8	15.4
1994	13	25.0
1995	7	13.5

Nbr of Yrs to Graduate (n = 43)	#	%
2	17	39.5
3	5	11.6
4	7	16.3
5 or more	14	32.6

Degree Received	#	%
MArch I	27	47.4
MArch II	8	14.0
MCP	0	0.0
MS (Arch)	4	7.0
MS (CP)	0	0.0
MS (ID)	0	0.0
MS (BC)	0	0.0
Unknown Masters	9	15.8
MArch I + MArch II	4	7.0
MCP + MS (Arch)	1	1.8
MS (Arch) + MS (ID)	1	1.8
Ph.D.	3	5.3

Other GT degrees:

- only five alumni responded that they had received another degree from Georgia Tech: two received a BS degree in Architecture, and one each a BS degree in Mathematics, a MS degree in Management, and a Ph.D degree in Architecture.

Overall GPA	#	%
3.5 – 4.00	32	62.7
3.0 – 3.49	16	31.4
2.5 – 2.99	2	3.9
2.0 – 2.49	1	2.0

Current Status *	#	%
Employed	54	94.7
Attending Graduate School	1	1.8
Job Seeking	0	0.0
Not Seeking Employment	3	5.3
Other	3	5.3

* categories not mutually exclusive

The three ‘other’ current status responses included two graduates who are staying at home and one on maternity leave.

Satisfaction With Degree Experience

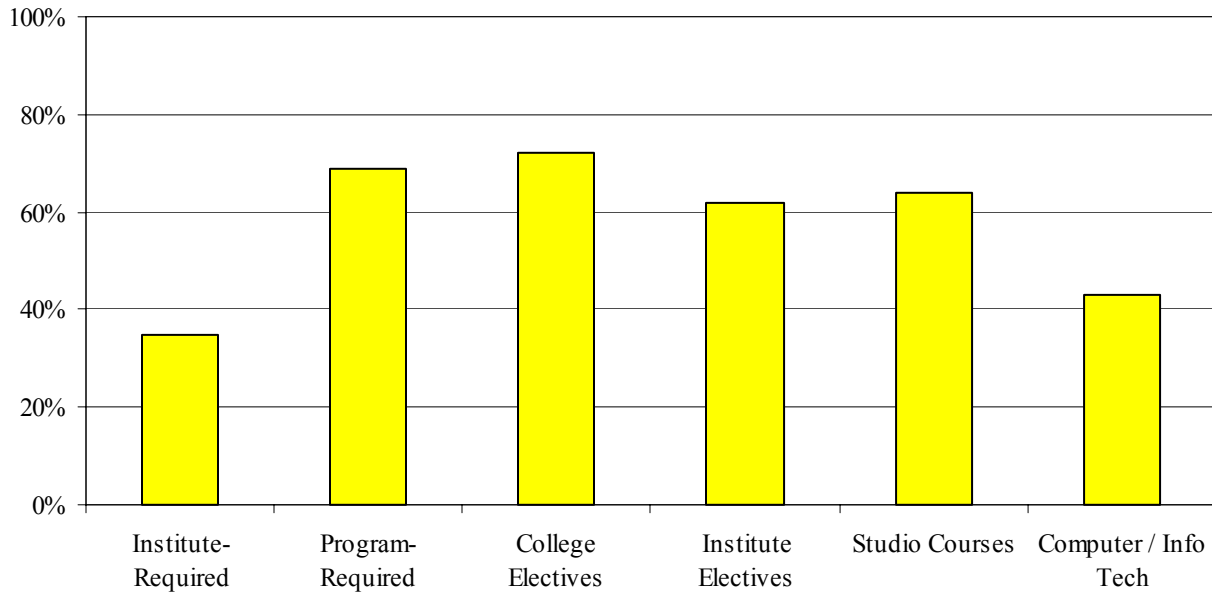
College of Architecture alumni were asked about their satisfaction with the curriculum, faculty, and academic support services. Comments concerning the strengths and weaknesses of the program and the college were also solicited.

Curriculum

Most (81%) alumni were satisfied with their curriculum overall; however, less than half (47%) indicated that the curriculum had prepared them to work in their discipline. Specifically, over one-third (36%) were *dissatisfied* with their computer and information technology courses and 18% were *dissatisfied* with their studio courses.

Curriculum	Very Satisfied		Somewhat Satisfied		Neither Satisf. Nor Dissatisf.		Somewhat Dissatisf.		Very Dissatisf.	
	#	%	#	%	#	%	#	%	#	%
Overall satisfaction (n = 53)	11	20.8	32	60.4	2	3.8	8	15.1	0	0.0
Satisfaction with preparation to work in discipline (n = 53)	4	7.5	21	39.6	7	13.2	15	28.3	6	11.3

Percent Satisfied With Coursework



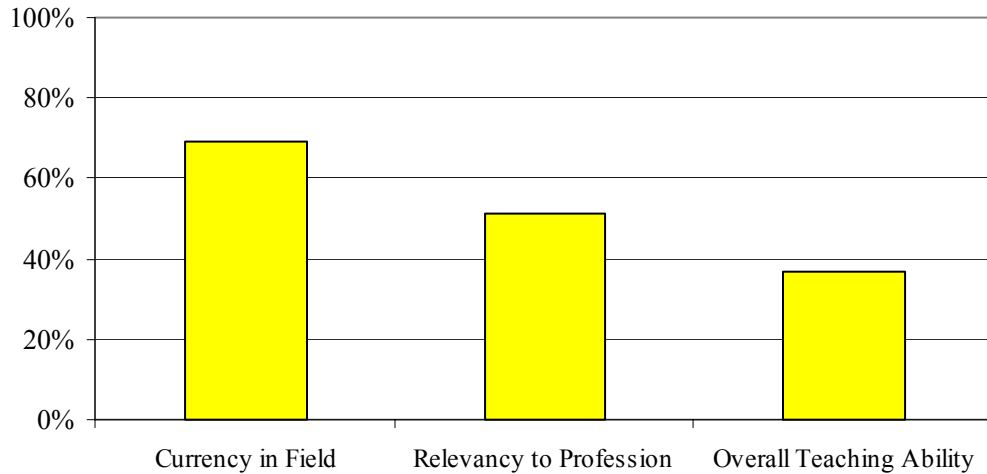
Coursework Categories	Very Satisfied		Somewhat Satisfied		Neither Satisf. Nor Dissatisf.		Somewhat Dissatisf.		Very Dissatisf.	
	#	%	#	%	#	%	#	%	#	%
Institute-required courses (n = 37)	1	2.7	12	32.4	20	54.1	3	8.1	1	2.7
Program-required courses (n = 49)	6	12.2	28	57.1	10	20.4	3	6.1	2	4.1
College electives (n = 46)	15	32.6	18	39.1	10	21.7	2	4.3	1	2.2
Institute electives (n = 37)	10	27.0	13	35.1	10	27.0	4	10.8	0	0.0
Studio courses (n = 45)	13	28.9	16	35.6	8	17.8	8	17.8	0	0.0
Computer & info. tech. (n = 44)	9	20.5	10	22.7	9	20.5	8	18.2	8	18.2

Alumni listed several areas of coursework and/or faculty as having been most helpful. In terms of courses, design studio and other courses where practical experience was gained were the most helpful; while certain faculty – particularly Doug Allen – were cited as being helpful. Respondents wished they would have take more courses/subjects on business-related areas, computer skills, and building / construction. See Appendix B for a complete listing of responses to these two questions.

Faculty

Three-fifths (69%) of the respondents were satisfied with their program faculty's currency in the field, while one-half (51%) felt the faculty's relevancy to the profession was satisfactory. Satisfaction with the overall teaching ability of program faculty was mixed, with almost as many alumni satisfied (37%) as felt neutral (41%) about this area.

Percent Satisfied With Faculty Quality



Quality of Faculty in Your Program	Very Satisfied		Somewhat Satisfied		Neither Satisf. Nor Dissatisf.		Somewhat Dissatisf.		Very Dissatisf.	
	#	%	#	%	#	%	#	%	#	%
Currency in field (n = 49)	11	22.4	23	46.9	12	24.5	3	6.1	0	0.0
Relevancy to the profession (n = 51)	6	11.8	20	39.2	10	19.6	9	17.6	6	11.8
Overall teaching ability (n = 27)	10	37.0	0	0.0	11	40.7	5	18.5	1	3.7

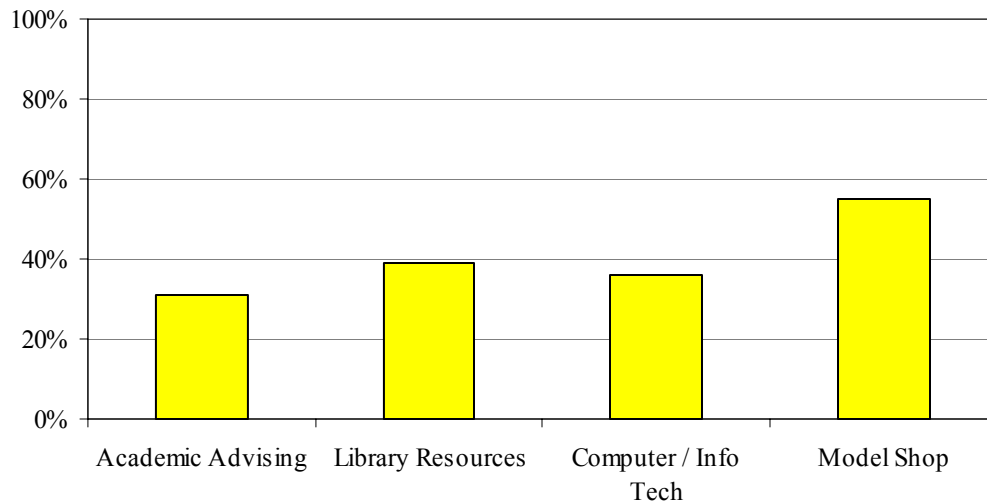
When asked to list their top three professors, respondents chose the following individuals most often (see Appendix B for a complete listing):

- D. Allen (26)
- H. Dimitropoulos (8)
- D. Durfree, R. Roark (7)
- R. Dagenhart (6)
- J. Williamson, L. Duncan, R. Lewcock (5)

Academic Support Services

Alumni felt the most positive about their model shop (55%) experience and the most dissatisfied with computer and information technology resources (40%).

Percent Satisfied With Academic Support Services



Academic Support Services	Very Satisfied		Somewhat Satisfied		Neither Satisf. Nor Dissatisf.		Somewhat Dissatisf.		Very Dissatisf.	
	#	%	#	%	#	%	#	%	#	%
Academic advising (n = 45)	5	11.1	9	20.0	15	33.3	10	22.2	6	13.3
Library resources (n = 52)	7	13.5	13	25.0	17	32.7	10	19.2	5	9.6
Computer & info. tech. resources (n = 50)	9	18.0	9	18.0	12	24.0	10	20.0	10	20.0
Model shop (n = 40)	7	17.5	15	37.5	11	27.5	4	10.0	3	7.5
Other (n = 3)	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7

Responses in the 'other' category included: administration (2) and limited resources (1).

Strengths and Weaknesses

Respondents were asked to list the strengths and weaknesses of their program. They were also asked about the college's strengths and weaknesses, and the responses were very similar. See Appendix B for a complete listing of responses to these three questions.

- The *strengths* listed most often were: the faculty (knowledge, interaction with students), design classes and skills learned, the emphasis on theory plus the practical side, and the diversity of classes offered.
- *Weaknesses* listed by many respondents included: a lack of preparation for the real-world / practical aspects of architecture, and the poor organization / direction of the program.

Employment

Fifty-four alumni responded that they were employed (94.7%). Of this 54:

- fifty-two provided their job title, including seven self-employed, six interns, six as a manager, and two not in the architecture field;
- forty-nine (90.7%) found employment within six months;
- forty-seven (87.0%) were satisfactorily employed, and the two who indicated why they were not satisfied cited low compensation as the reason; and
- of the 49 who provided their gross annual income, 31 (63.3%) listed their income between \$25,000 and \$50,000, 13 (26.5%) between \$50,000 and \$75,000, and 5 (10.2%) between \$75,000 and \$100,000.

Eighteen alumni (31.6%) responded that they had been involved professionally in an international project (either in the U.S. or abroad). Of that 18, ten (55.6%) said the college prepared them for this experience, especially in terms of exposure to international students and concepts. The types of projects mentioned included planning/building business facilities abroad, design of products for international marketing, and being a lecturer in a foreign study program.

Respondents were asked to give advice to present students beginning their job search. Three suggestions were mentioned by several alumni each: have a career plan and try to find a job that lets you reach your dreams, seek a job where you can continue to learn, and get as much practical experience before graduating as possible (summer work, internships, etc.). See Appendix B for a complete listing of responses to these two questions.

Further Education

Fifteen (26.3%) of the respondents had obtained further education since graduation, but only four indicated actually receiving another degree, including one with another masters at Georgia Tech and one with a Ph.D. at Georgia Tech. Two have studied business at Emory and the rest have just taken classes or received continuing education.

Only two (3.5%) respondents are presently working on a degree, both attending part-time. One of these graduates is pursuing a Ph.D. at Georgia Tech, and only one indicated interest in participating in college activities. Ten (17.5%) of the respondents are planning further education: four in architecture-related fields, two in real estate, and two in business.

Appendix A
Survey Instrument