

AN ASSESSMENT OF ALUMNI LEVEL OF SATISFACTION AT THE UNIVERSITY OF
GEORGIA TIFTON CAMPUS

by

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(Under the Direction of Jason Peake)

ABSTRACT

UGA Tifton, a satellite campus of the University of Georgia, began offering 4-year degree programs in fall 2003. As of May 2008, 66 students graduated with a degree in either Agriscience and Environmental Systems or Agricultural Education, with no assessment of alumni level of satisfaction being conducted. This descriptive, quantitative study surveyed alumni utilizing an email questionnaire. Objectives included demographics, educational background, job experience, interest in pursuing a further degree, level of satisfaction of campus education, and suggestions for additional majors, and 64 alumni returned the questionnaire.

Major findings included the following: 42 alumni (68%) were interested in pursuing a further degree, with the majority of respondents (51%) choosing the Master of Agricultural Leadership. For alumni satisfaction level of education at UGA Tifton, 44 respondents (69%) were very satisfied, followed by 17 (26.5%) with a rating of satisfied. Concerning suggestions for additional majors, animal science was chosen by the most respondents (n=13; 26%).

INDEX WORDS: UGA Tifton, Alumni, Level of satisfaction, Bachelor, Satellite campus, Agriscience and Environmental Systems, Agricultural Education, Master of Agricultural Leadership, Master of Plant Protection and Pest Management

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DEDICATION

Although my grandpa passed away in February 1995 when I was 11 years old, his memory and influence continue to impact my life and career. He was a farmer, a truck driver, a preacher, a deacon, a friend to all who crossed his path, a loving husband to my grandma (Thelma) for 56 years, and a father of two children. With this thesis, I celebrate the life of Paul Luke (1917-1995).

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First, I want to thank God for his help throughout this immense undertaking. As was so often the case, whenever I did not know what step to take next, he was always there, opening a door that I had not imagined. My grandma, Thelma, my last remaining grandparent, has been a true constant in my life. Whenever I have had a problem or become irritated with my parents through the years, I generally wind up at her house next door. She has never criticized me, and she has an innate quality for listening, and I know she has said many prayers for me. My parents, Jimmy and Sylvia, have always been strong encouragers of my academic career, and I will always value their support. Many other family members, friends, and teachers have helped shape my life in the past 24 years, too numerous to name here. Wherever they might be, I send my sincere appreciation. My thesis committee also deserves a round of praise for always taking the time to listen and respond to my numerous questions.

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CHAPTER 1

INTRODUCTION

The University of Georgia (UGA) is a land-grand institution serving the needs of students and industry; within this greater institution lies the College of Agricultural and Environmental Sciences, and it consists of three campuses found in Athens, Tifton, and Griffin, with Tifton and Griffin serving as the satellite campuses. Known primarily as an agricultural station for the past 90 years, UGA Tifton Campus faculty are actively involved in agricultural research. There is now a total of 7,000 acres in South Georgia owned by UGA, and a partnership with the United States Department of Agriculture (USDA) since 1924 has resulted in many successful research projects over the years (Esco & Watson, 2007). The UGA Cooperative Extension Service has its southern district office at the campus, so researchers, extension personnel, and area farmers work together continually in order to meet the growing agricultural demands of the 21st century.

Students take courses in Athens, Griffin, or Tifton as undergraduates or graduates; in Tifton, individuals have the opportunity to obtain a Bachelor of Science (BSA) Degree in Agriculture, and they may major in either Agriscience and Environmental Systems (AES) or Agricultural Education (AgEd). Two graduate degree programs, the Master of Agricultural Leadership (MAL) and the Master of Plant Protection and Pest Management (MPPPM), are now available at UGA Tifton, with the MAL degree established fall 2006 and the MPPPM degree spring 2008. Classes never exceed 25 students, and the student body generally consists of no more than 60 individuals, coming from various states and backgrounds. The small course

atmosphere, the one-on-one instruction, and the hands-on experiences with ongoing research and farming methods are incentives for students to come to UGA Tifton.

An alumni level of satisfaction questionnaire has not been generated at UGA's Tifton Campus since its inception in fall 2003. Sixty-six students graduated from the program during a three and a half-year period from fall 2004 to spring 2008. These students moved from college to a career, with little information being available as to their respective career and its relationship to their education at UGA. Also, relatively little data existed which identified student satisfaction with current majors offered on the campus. Although the program remains in relative infancy, administrators need to identify other majors in order to increase enrollment, serve new students, and serve the employment needs of the state.

Rationale

The UGA Tifton Campus undergraduate program has been in existence since fall 2003, with a total of 66 graduates as of May 2008. An assessment of alumni's level of satisfaction with the program has not been conducted during this five-year period. Perspective students, administration, and faculty have expressed a need for an assessment of the alumni's level of satisfaction with the campus to meet the demands of current and future industry. Therefore, in order to determine the current status of the Tifton program, an assessment of all UGA Tifton Campus alumni was conducted.

Statement of the Problem

What is the level of satisfaction of UGA Tifton alumni with the Tifton program?

Purpose and Objectives

The purpose of this study was to survey UGA Tifton Campus alumni in order to identify alumni's level of satisfaction with academic programs on the Tifton campus. Objectives for the study correspond to the appropriate questionnaire section:

1. Identify UGA Tifton alumni demographic characteristics.
2. Describe the educational background of UGA Tifton undergraduate alumni, and determine student interest in pursuing a further degree.
3. Identify student alumni's job experience and its relationship to their major at the UGA Tifton Campus.
4. Identify student alumni's level of satisfaction of education at the UGA Tifton Campus.
5. Determine student alumni's perceptions regarding suggestions for additional majors.

Scope of the Study

The scope of this study included all UGA Tifton Campus undergraduate alumni, totaling 66 students.

Assumption

The following assumption was generated for this study:

1. All participants answered to the best of their abilities all questions presented in the questionnaire.

Limitations of the Study

The UGA Tifton Campus undergraduate alumni consisted of the entire population for the study; therefore, generalizations to other populations cannot be determined. Undergraduate

alumni perceptions may also have been influenced by their individual experiences in the workplace as well as their respective backgrounds. Maturation and history are recognized threats to the validity of this study as alumni were not administered the questionnaire upon graduation in a longitudinal study, but were instead given the questionnaire post graduation in May of 2008.

Delimitation of the Study

This study was delimited to only include UGA Tifton Campus undergraduate alumni.

Significance of the Study

Based on responses, administrators and faculty can determine the level of satisfaction of alumni from the UGA Tifton Campus. Many South Georgia students have geographically limited access to Athens for their college career. As a result, they may be forced to put their education aside and enter the workforce prematurely. The previous scenario does not need to occur, as this study will lead to additional majors that will further illuminate the UGA Tifton Campus and broaden its appeal to prospective students. With increased enrollment, the local economy may also experience growth as more students decide to reside in the area, as can be evidenced at the University of Colorado at Boulder. In 2002, the college witnessed nearly \$370 million in revenue to their local and state economies, respectively, due to an increasing student population (CU-Boulder Office of News Services, 2003).

Georgia is divided into two main soil belts by a line drawn from Augusta on the east through Macon and on to Columbus on the western border; the southern soil belt, commonly known as the Coastal Plains, contains three fifths of Georgia's agricultural lands (Cheek, 1984). Tifton is ideally located in the center of this agriculturally lucrative region. Local agricultural industry is in need of a highly trained, motivated work-force dedicated to their profession. UGA's Athens Campus is virtually landlocked with little room for expansion; on the other hand,

UGA's Tifton Campus finds itself on the cusp of an exciting transition from a little-known campus to a source of talent for local industry. With the addition of other agricultural majors, local industry will ultimately benefit.

Definition of Terms

Agricultural Education (Ag-Ed)- A UGA Tifton undergraduate major that provides an understanding of most facets of agriculture. After completing this major, students will be certified by the State Department of Education to teach middle or high school agriculture. Courses will be taken in the natural and physical sciences, humanities, and social sciences (University of Georgia College of Agricultural & Environmental Sciences, 2008).

Agricultural Research Service (ARS)- The U.S. Department of Agriculture's (USDA) chief scientific research agency, specializing in research to help develop and transfer solutions to agricultural problems of high national priority and provide information access and dissemination to the consumer. Tifton is one location, and ARS often partners with the UGA Tifton Campus. It includes the following units: Crop Genetics and Breeding Research, Crop Protection and Management Research, and Southeast Watershed Research (USDA, 2008).

Agriscience & Environmental Systems (AES)- A UGA Tifton undergraduate major which trains students in the most recent developments in agricultural sciences, including biotechnology, precision agriculture, integrated pest management, and computer/digital applications to help combat daily agricultural problems (University of Georgia College of Agricultural & Environmental Sciences, 2008).

Alumni- A person who has graduated from the UGA Tifton Campus.

Board of Regents- A single governing and management authority for UGA, this board was created in 1931 in order to unify public higher education in Georgia. Composed of eighteen members, the governor appoints these individuals, who each serve seven-year terms (Board of Regents of the University System of Georgia, 2008).

Cooperative Extension Service- Established by Congress in 1914, all land-grant institutions were given the means whereby they could deliver information to the public, particularly those who lacked a formal education. Today, this service keeps farmers, families, and students abreast of the latest developments in research and other news, with 4-H and county extension agents being two primary examples (University of Georgia Cooperative Extension, 2008).

Degree- A title given to UGA Tifton undergraduates upon completion of a program of study (i.e. Bachelor of Science in Agriculture).

Integrated Pest Management- A method of controlling pests that emphasizes plant health, sanitation, biological control, and other non-chemical methods. Pesticides are used sparingly in order to minimize human and environmental risks (University of Georgia Entomology Department, 2007).

Land Grant Institution- Based on the Morrill Acts of 1862 and 1890, states were given 30,000 acres of public land by Congress. Each state was then urged to sell the land and use the proceeds to establish colleges that would educate individuals in agriculture, home economics, mechanical arts, etc. Education, research, and extension are the primary goals of these colleges, including UGA (Clark, n. d.).

Master of Agricultural Leadership- A distance education graduate program specifically designed to meet the needs of practicing county extension agents and middle/high school agriculture teachers, particularly those outside of the Athens area (University of Georgia College of Agricultural & Environmental Sciences, 2008).

Master of Plant Protection & Pest Management- A graduate program designed to produce students with comprehensive, multidisciplinary training in entomology, plant pathology, and

weed science for employment by industrial, extension, and regulatory agencies (University of Georgia College of Agricultural & Environmental Sciences, 2008).

Major- A specific field of specialization, within a degree, which students may receive (i.e. Agriscience & Environmental Systems or Agricultural Education).

Satellite Campus- The campus of a college that is physically removed from the main college area. UGA Tifton is a satellite campus.

United States Department of Agriculture (USDA)- Created in 1862, this federal executive department administers programs related to food production and rural life. Its principle duty is to aid farmers, yet it also serves consumers via its food assistance and food inspection programs. Services include research, soil conservation, and efforts to stabilize the farming economy. ARS is its chief research agency (Definition of United States Department of Agriculture, 2007).

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to synthesize relevant literature and explore its relationship to the research project. Since the study is specifically designed to survey UGA Tifton campus undergraduate alumni, a historical perspective of the UGA Tifton campus is necessary. An analysis of Tifton as a unique location for agricultural-related job opportunities for UGA Tifton Campus students helps to illuminate the need of this study. A synopsis of each academic program that undergraduates undergo enables a thorough comprehension of the campus's current educational environment. Relevant studies of alumni interest and satisfaction on satellite campuses distinguishes the survey method utilized. The literature review is divided into the following sections: (1) History of the Tifton Campus; (2) The Uniqueness of Tifton; (3) Discussion of Academic Programs on the Tifton Campus; (4) Relevant Studies on Satellite Campuses; and (5) Summary.

History of the Tifton Campus

Before discussing the historical aspect of the UGA Tifton Campus, it is best to describe the reasons behind the establishment. In the late 1800s and early decades of the 20th century, farmers in South Georgia were in an impossible situation. Much of the cutover virgin pineland was poised to become a highly productive agricultural economy. An experiment station was already established in the northern part of the state at Griffin by 1888, and experiments carried out in North Georgia's red clay had little value or impact on the farmers of the coastal plain.

Whenever agricultural pests or disease outbreaks occurred, virtually no funds were available from federal or state appropriations committees. On August 18, 1918, the Georgia General Assembly finally passed a bill establishing a Georgia Coastal Plain Experiment Station (Cheek, 1984).

It remained to be seen where the location of the new experiment station would be designated. Fortunately, Tifton counted Captain H.H. Tift as a citizen. Heavily involved in the lumber and turpentine industries, he was the chairman of the Georgia Land Owners' Association as well as being on the Coastal Plain Experiment Station (CPES) board of trustees. When he offered 206 acres of farmland next to Abraham Baldwin Agricultural College (ABAC; established since 1906) along with \$25,000 in cash, his bid was quickly accepted one year later on June 24, 1919. Later that year, one employee was hired, with an administration building serving as the first permanent structure three years later (Bass & Parker, 1993).

In 1932, a reorganization of the University System of Georgia occurred, with the board of trustees abolished and the new board of regents taking their place, yet the CPES remained an autonomous unit within the system. Other branch stations were established in the ensuing years to further agricultural research throughout the state, including Alapaha, and they functioned as farm management units which combined ventures common to their respective area. Some 18 years later, in 1950, the CPES, along with the Griffin station, became part of the UGA College of Agriculture in Athens, its present designation (Cheek, 1984). Today the campus has land and farms in the following counties: Worth (98 acres), Irwin (254), Tift (2,468), and Berrien (2,804), totaling 5,624 acres (T. Ross, personal communication, March 14, 2008). Along with land acquisition, campus employee numbers have gradually risen during the last decade. The

approximate number of personnel as of July 2008 for UGA Tifton is between 350 and 400 (J. W. West, personal communication, July 18, 2008).

Agronomy was first studied in Tifton, but many other departments' soon emerged, including animal science, horticulture, and biological and agricultural engineering, plant pathology, entomology, and a veterinary diagnostic lab unit (Calheiros, et al., 2004). The campus is widely known for its breeding and variety release programs in aquaculture, turf grass, Bermuda grass, blueberries, pecans, sweet onion, peanuts, and cotton. Students from neighboring ABAC or UGA Tifton often become student workers in these departments, connecting research, the classroom, and the farm.

NESPAL, the National Environmentally Sound Production Agriculture Laboratory, was established in 1991 to address the issues of maintaining efficient agricultural production along with assuring consumers of a safe, secure, and affordable food and fiber supply without causing harm to the environment. Today, the facility is an interdisciplinary education and research effort with the intention of creating a better environment for rural America and agriculture, and students currently take the majority of their courses there. Core research areas include biotechnology and plant breeding, water use and quality, precision agriculture, and energy, and students take the majority of their classes in the state-of-the-art facility (Kvien, 2007).

The Tifton Campus Conference Center (TCCC), formerly known as the Rural Development Center, regularly hosts national, state, and regional conferences at a high quality competitively priced experience. Collaboration, networking, and learning are part of the mission statement of the TCCC, and workshops and tradeshow are several other examples of events that occur on a weekly basis (University of Georgia College of Agricultural & Environmental Sciences, 2008). Two notable conferences held at the center include the 10th North American

Blueberry Research and Extension Workers Conference in June 2006 and the 2008 Southeast BioEnergy Conference, an annual event since 2006. State-of-the-art classrooms are also available for UGA Tifton students, and one course taught at the facility is Issues in Agricultural Development, also known as Global Seminar, where students from six institutions around the world are linked together through videoconferencing and other modern information and communication technologies. Case studies are utilized by course instructors in order to teach students about environmental sustainability (D. W. Duncan, personal communication, January 22, 2008).

Although the UGA Tifton Campus has excelled in research and extension for decades, many South Georgians have difficulty distinguishing UGA Tifton as a satellite campus of UGA Athens. With ABAC several blocks away, it is perhaps understandable that local residents often confuse the two separate institutions. Compared to research and extension, the teaching program is relatively new, having commenced in fall 2003. Previously known as The Coastal Plain Experiment Station, recent promotional efforts by students and faculty have valiantly attempted to make UGA Tifton synonymous with education. *The Tifton Gazette*, the local newspaper, often carries articles about recent campus development along with student profiles. Billboards on Interstate 75 and red and black banners on telephone poles celebrate the campus's identity. The Tift Chamber of Commerce and the Georgia Tourism Board offer pamphlets and other promotional materials. UGA Tifton students have created a Relay for Life team that raises money for cancer research by walking and collecting donations, yet UGA Tifton continues to face an up-hill battle in terms of educating the general public (Wiggins, 2007).

The Uniqueness of Tifton

The chief geographical reason for Tift County's attraction and early growth was its location on the "spine" of South Georgia, with no large rivers to be found, causing railroad builders and highway engineers to target the location for development. Known as a rail and agricultural center, Tifton also happened to be centrally located in Georgia's Coastal Plain, with excellent loamy soils. In fact, Tifton was the birthplace of Interstate 75, running directly through UGA's Tifton Campus, allowing easy access from Athens and other cities, with more than 38,000 vehicles traveling through South Georgia daily (Calheiros, et al., 2004). Fast forward to the present, and a 2006 census estimate found Tift County's population at approximately 41,685, with an 8.6% increase in the population from 2000 to 2006 (U.S. Census Bureau, 2008).

Since its inception in 1906, ABAC has also helped cement the popularity of Tifton as an education center. With an enrollment of almost 3,700 students, the institution is now one of the largest residential state colleges in Georgia, and approximately 400 students currently take core curriculum classes in Moultrie, Georgia. In 2007, the college was selected by *Washington Monthly Magazine* as one of the top 10 community colleges in America. Designed primarily as a mechanical arts and agriculture school, ABAC embarked on its mission as an institution mainly devoted to associate-level studies in nursing, agriculture, turfgrass, home economics, and other related fields, and it began offering bachelor's degrees in Diversified Agriculture and Turfgrass and Golf Club Management in spring 2008. These degrees now complement the existing 55 programs of study (Board of Regents of the University System of Georgia, 2008). A partnership with Georgia Southwestern State University will bring further bachelor's degrees in Resource Management and Early Childhood Education to ABAC in fall 2008 (ABAC President, 2008).

In terms of the experiment station or UGA Tifton Campus as it is also referred to, most states have one agricultural experiment station that is a part of that state's college of agriculture, located on the main campus. Georgia is completely different, since it has three main experiment stations, with Griffin being the oldest, followed by Tifton, and Athens. Along with the UGA Tifton Campus, the United States Department of Agriculture (USDA) and its chief scientific research agency, the Agricultural Research Service (ARS), came to Tifton in 1959 (Bass & Parker, 1993). Presently, its research units include crops systems research, insect biology and population management, and the Southeast Watershed. Since the 1960s, these units have collaborated on many occasions with Tifton Campus researchers (Calheiros, et al., 2004). Students from UGA Tifton's entomology courses often visit the facilities in order to view insect larva and specimen in a controlled environment. Presently, USDA – ARS employs 20 scientists and 85 other personnel in support roles including technicians, master-level support scientists, administrative support, and computer technology (T. C. Strickland, personal communication, July 8, 2008).

Within NESPAL, several companies and organizations have district offices, including Bayer CropScience and the Georgia Agriculture Innovation Center (GAIC), established by Governor Sonny Perdue in 2003. The center provides talent, resources, and expertise to companies and researchers hoping to expand their agricultural capabilities or develop cutting-edge industry technologies. Bridging the worlds of industry, academia, and federal and state resources to agribusiness, the GAIC considerably strengthens the technological capabilities of Georgia (Boone, n. d.). Individuals seeking to start new businesses are also highly encouraged to visit the center.

Discussion of Academic Programs on the Tifton Campus

In fall 2003, UGA Tifton began offering an interdisciplinary major field of study: Agriscience & Environmental Systems (AES), with Agricultural Education (AgEd) following in fall 2004. The AES major is unique to the UGA Tifton Campus, and students who enroll in either of these bachelor programs “experience practical applications within the research and extension environment of the Tifton Campus and on the many working farms in the area” (UGA College of Agricultural and Environmental Sciences, 2007). Sixty credit hours are the major requirements for each program, and students generally finish each program within two years. Laptops are provided to all students in the bachelor degree programs until students graduate. As of July 2008, 43 students are enrolled in the AES (29) and AgEd (14) degrees (E. Womack, personal communication, July 7, 2008). Approximately 50 UGA Tifton faculty members devote their efforts towards the education of these students (D. Langston, personal communication, July 16, 2008).

For the AES major, students are trained in the most recent developments of emerging agricultural technologies in areas such as biotechnology, integrated pest management, precision agriculture, and computer/digital applications. These recent developments can then be applied to plant and animal production systems, the fundamentals of business management and marketing, and the biology of plants and animals which ultimately adds value to agricultural commodities (UGA College of Agricultural and Environmental Sciences, 2007). The program does not overlap substantially with any existing major in UGA’s College of Agricultural and Environmental Sciences (Riley & Vellidis, 2001). In order to graduate, students are required to begin internships with local businesses or complete research projects.

Classes are also taken to local farms or businesses to witness current agricultural problems in their natural habitat, and they are also encouraged to speak with these farmers about their operations. In Dr. George Vellidis's Precision Agriculture course, students were taken to Pike Creek Turf Farms in Adel, Georgia, where they were introduced to several low-yielding turf fields. Students were divided into groups and asked to devise possible solutions to why the fields had low yields. At the end of the course, the business owners came to the campus and listened to presentations from each group, ultimately picking one winner. The farm now boasts variable rate irrigation and yield map monitoring, two components of precision agriculture (G. Vellidis, personal communication, January 15, 2008).

The AgEd major develops students into agricultural teachers, prepared to teach in public schools or specialized post-secondary technical programs, and these students are qualified for certification by the State Department of Education (UGA College of Agricultural and Environmental Sciences, 2007). Graduates are not restricted to teaching positions; instead, they may enter leadership-oriented careers based in agriculture (e.g. Cooperative Extension Service), training, sales, and services. These positions "capitalize on the technical and professional skills of each AgEd graduate for application in various selling, promotional, administrative, research, and educational leadership projects" (UGA College of Agricultural and Environmental Sciences, 2007). In this program, students take on-campus courses, later venturing to local middle or high schools to teach, where they are supervised by a UGA professor. Since this major is generally geared towards developing teachers, more students tend to enroll in AES. As of May 2008, 24 students (36%) had graduated with their bachelor's degree in AgEd, as opposed to 42 students (64%) in AES.

Beginning fall 2006, the Master of Agricultural Leadership (MAL) degree was offered on the Tifton campus, the first graduate degree to be available. In fall 2007, the MAL degree became available in Griffin due to student demand. Students may take this degree in Athens, Tifton, Griffin, their home, or workplace, since it is distance-education oriented. Video-conferencing and web-based instruction are the two principal means of instruction, although several courses may be offered on campus, with an individual advisor in each student's area of specialization (UGA College of Agricultural and Environmental Sciences, 2007).

Approximately a two-year program, the MAL degree was designed primarily for middle and high-school agricultural teachers and county extension agents, although students with general agriculture degrees may apply. Students have the option of completing a thesis or a portfolio (collection of papers concerning the student's job experience and courses taken while in the program). As of July 2008, 53 students are enrolled in the MAL degree, and it should be noted here that the master degree enrollment includes total enrollment in the program, including Athens, Griffin, and Tifton (E. Womack, personal communication, July 7, 2008).

In spring 2008, a second graduate degree known as the Master of Plant Protection and Pest Management (MPPPM) became available at UGA Tifton. Entomology, crop science, and pesticide courses are already offered under the AES bachelor program. Developed as an interdepartmental program between Crop and Soil Sciences, Entomology, and Plant Pathology, the MPPPM degree was "designed to produce graduates with comprehensive, multidisciplinary training in entomology, plant pathology, and weed science for employment by industrial, extension, and regulatory agencies (UGA College of Agricultural and Environmental Sciences, 2007). Integrated pest management is a critical area stressed in this program, enabling graduates to help farmers and other professionals utilize a variety of options in combating pest outbreaks,

such as biological solutions. As of July 2008, enrollment in the MPPPM degree program stands at seven, with about half of those on the Tifton Campus exclusively, and it should be noted here that the master degree enrollment includes total enrollment in the program, including Athens, Griffin, and Tifton (E. Womack, personal communication, July 7, 2008).

Students may receive an integrated pest management (IPM) certificate, based strictly on course work, which would appear on their transcript upon graduation, beginning spring 2008 (K. L. Stevenson, personal communication, April 2, 2008). Another recent certificate that UGA Tifton students can achieve is in international agriculture, a certificate enabling students to gain a thorough understanding of trade relationships as well as promoting further global dimensions within the College of Agricultural and Environmental Sciences [CAES] (UGA Bulletin of Undergraduate Certificate Programs, 2008).

With the success of UGA Tifton's degree programs, the Griffin Campus began offering four-year degrees in fall 2005, beginning with Biological Science and Environmental Resource Science, then expanding in fall 2006 to Consumer Economics and Agribusiness. General Business, Microbiology, and Special Education majors quickly followed in fall 2007 (University of Georgia Griffin Campus, 2008). An Urban Forestry bachelor degree is expected in fall 2008. The campus also offers a masters' program in math education for elementary school teachers since fall 2006, with the MAL becoming the second graduate degree available in fall 2007 (Horton, 2007). A new student learning center scheduled to open in fall 2008 will accommodate between 800 to 1,000 students, with a student population currently near 60. As of May 2008, 15 students have graduated from UGA Griffin (University of Georgia Griffin Campus, 2008).

Relevant Studies on Satellite Campuses

The researcher found relatively few studies available concerning alumni level of satisfaction on satellite campuses, although a number of current studies are in progress. One example is the University of North Carolina (UNC) currently studying satellite campuses in hopes of expanding its college to other areas of the state and whether or not its satellite campus should be decentralized in terms of faculty and staff being located on the satellite campus. With the loss of many manufacturing jobs in several counties, UNC sees the perfect opportunity to capitalize on the unfortunate event (Linker, 2008). Other land-grant universities with satellite campuses similar to UGA Tifton include the Universities of Florida, Kentucky, Minnesota, Nebraska, and Wisconsin.

The University of Florida system offers several College of Agricultural and Life Sciences bachelor degree programs at Research and Education Centers (RECs) including Apopka, Ft. Lauderdale, Ft. Pierce, Milton, and Plant City. Students take their first two years of courses at a community college and then transfer to a REC location for the remaining two years. Class sizes are generally small, and students are able to develop close working relationships with instructors while seeing first-hand research. The Ft. Pierce program location offers a bachelor degree specializing in Food and Agribusiness Marketing and Management, while the Ft. Lauderdale REC offers four undergraduate degrees: Entomology, Environmental Horticulture, Geomatics, and Turfgrass Science (University of Florida College of Agricultural and Life Sciences, 2008).

A 1992 study evaluated the variables related to college attendance and employment outcomes contributing to perceived level of satisfaction for college alumni. Using a cross section of 47,408 graduates of various institutions, the study analyzed 13,481 of those who had

obtained bachelor's degrees. Results pertinent to this study included graduates who had attended small, more selective institutions tended to have a higher sense of satisfaction with how their school had prepared them for future employment opportunities (Schnitker, 1992). A quantitative study completed in 1994 investigated student satisfaction with the college experience at Butler County Community College in El Dorado, Kansas, comparing satisfaction between the home institution (Butler) and one of its accompanying satellite campuses. Using the College Student Satisfaction Questionnaire (1971), developed by Betz, Klingensmith, and Menne, the researcher noted that students were overall satisfied with their college experience, the extent of student satisfaction varied both between and within each campus, and students who attended the satellite campus were more satisfied (Stalnaker, 1994).

During the development of UGA Tifton's bachelor program in 2000 and 2001, researchers surveyed Abraham Baldwin Agricultural College (ABAC) students and high school students to determine interest in creating an agricultural bachelor degree program. ABAC is within walking distance of UGA Tifton, and the high schools were spread throughout Georgia, totaling 39 in 39 counties. One hundred seven ABAC students majoring in agricultural fields returned the questionnaire, with 80% indicating they would be interested in obtaining a bachelor degree from UGA Tifton in AES if it were offered completely in Tifton (Riley & Vellidis, 2001).

The high school aspect of the questionnaire process was much larger in scope. Two thousand questionnaires (identical to ABAC questionnaire) were sent out to high school seniors from rural and urban centers. Nine hundred nine respondents returned the questionnaire, with about 35% expressing interest in obtaining a degree from UGA Tifton, under the same conditions mentioned above. The researchers noted that the 35% response rate was

disproportionately large, since approximately 1,000 out of 24,000 UGA undergraduates are enrolled in the CAES (Riley & Vellidis, 2001).

Summary

This chapter synthesized relevant literature and explored its relationship to the research project. The historical perspective demonstrated the rich and colorful background of UGA Tifton, particularly in agriculture. Celebrating its 90th anniversary in 2008, the campus has much more ahead in its future. The uniqueness of Tifton provided the next topic, and other institutions including ABAC and USDA – ARS continue to work together with the campus by promoting excellence in academia and research. The discussion of academic programs on the Tifton Campus featured the AES, AgEd, MAL, MPPPM, and beneficial program certificate information. Since 2003, UGA Tifton has begun a new horizon in education, a notable feat considering the length of time it took to reach that objective.

The final section of the literature review focused on relevant studies that dealt with alumni level of satisfaction on satellite campuses, with the researcher finding very few studies. The 2000 questionnaire used by Riley and Vellidis to determine student interest in bringing the AES degree received special mention. While comparatively low, it is clear that future alumni levels of satisfaction studies on satellite campuses are sorely needed. For the UGA Tifton Campus, this descriptive study intends to yield data that will help identify UGA Tifton alumni level of satisfaction concerning their education.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to gain relevant information concerning alumni's level of satisfaction with the UGA Tifton Campus. After completion of the project, results will lead to the addition of other agricultural majors which will reflect the needs and interests of students as well as local industry. As a result, the UGA Tifton Campus will have the potential to attract students who might otherwise have not attended college, and respective jobs in the local workplace will be filled once these students graduate. Another area that will see growth is campus faculty once other majors are added. This study consisted of a census of the UGA Tifton Campus undergraduate alumni, and results cannot be generalized to other areas. Other institutions should use caution when comparing the participants of this study with their respective population.

The methodology for this descriptive study consisted of quantitative data gained using a questionnaire composed by the Tifton Campus Curriculum Committee, made up of professors and administrators. Descriptive statistics were employed, and means and frequencies were reported. The instrument was emailed to the survey population (N=66), with subjects having the option of returning the questionnaire by fax. After the first round of responses was collected during a three-week period in April 2008, non-respondents were contacted by telephone and asked to complete the questionnaire via email or fax. Sixty-four questionnaires were ultimately retrieved; therefore, non-response was not considered as a threat to external validity.

Institutional Review Board

The study was approved by the IRB (i.e. Kim Fowler) on Monday, March 31st, 2008, and it was assigned a project number of 2008-10656-0.

Population

The population for this project consisted of all undergraduate alumni (66) of the UGA Tifton Campus as of May 2008. Students graduated during a three and a half-year period between fall 2004 and spring 2008. A Bachelor of Science in Agriculture (BSA) degree was earned, and students majored in either Agriscience and Environmental Systems (AES) or Agricultural Education (AgEd).

Sampling

This study was a census of the population; therefore, sampling was not necessary.

Instrumentation

The questionnaire was designed by the Tifton Campus Curriculum Committee (professors and administrators), since no other appropriate questionnaire could be located. Five objectives were developed, and the questionnaire was structured to meet each object accordingly. Beginning with objective one, the educational background of participants was described, and student interest in pursuing a further degree was also recorded. Objective two identified participants' job experiences, and the relationship of these experiences to their major. The motivation of each alumnus for accepting their current job position was also explored.

Objective three identified each participant's perceived satisfaction of their education while at the UGA Tifton Campus, utilizing Likert – type – scales. For these questions, a statement was provided, and endpoints corresponded to very satisfied/relevant and very dissatisfied/irrelevant. These scales are quite practical, and since this scale consisted of an even

number of points (four), the respondent was encouraged to mark a specific choice (Sclove, 2001). Objective four determined each respondent's perceptions regarding suggestions for further majors or additional changes to the campus they deemed necessary, while the final objective (five) consisted of a demographics section.

Validity and Reliability

Issues of validity and reliability were addressed by the following procedures. All data collection was conducted by the researcher, with the majority (n=58) of questionnaires arriving via email. One questionnaire was received via fax, and five arrived through the United States Postal Service. Face validity was guaranteed by a panel of experts consisting of UGA Tifton administrators and professors. Test administrator reliability was controlled by the utilization of a prenotice example and a questionnaire cover letter example (Dillman, 2000). History and maturation, especially concerning early graduates of the program, was a possible factor influencing the validity and reliability of the questionnaire. As a result, the questionnaire was structured in a manner that allowed each respondent to address each question from their current position. Sixty-six undergraduate alumni from fall 2004 to spring 2008 constituted the survey population. The researcher collected all questionnaires via email, fax, or the United States Postal Service and scored each survey appropriately in order to minimize scorer variability.

Data Collection

Dillman's (2000) email questionnaire format was utilized for data collection. Reasons for choosing an electronic questionnaire included convenience, reduced time, decreased costs, and reduced non-response. All participants also had access to a computer and email, since all students had registered their contact information with the campus program coordinator.

A pre-notice email message was sent two days prior to the actual questionnaire on April 1st, 2008. This gave the respondent time to prepare for the questionnaire, and it also reduced the likelihood of the respondent deleting the questionnaire upon arrival. The questionnaire was then sent to each respondent individually on April 3rd in order to increase confidentiality and increase response. A brief message indicating the intent of the questionnaire along with a note of thanks was included in the email's body, and questionnaires were sent as attachments. Alumni were then notified that if they participated, their names would be entered in a random drawing (one winner) for an iPod shuffle. A letter of consent was attached, which was also explained to participants in the pre-notice email message.

Participants were asked to mark their responses with an "x" where applicable. Respondents were then informed of an alternative method for returning the questionnaire if they did not wish to forward it through email. Respondents had the option of printing the questionnaire, filling it out, and returning it via fax. The researcher's contact information was provided in case participants had any questions. For the reminder message, a replacement questionnaire was added since it cannot be assumed that participants retain the original copy (Dillman, 2000). The reminder message was sent to each initial non-respondent on Tuesday, April 8th. As questionnaires were returned, the researcher personally sent a note of thanks to each respondent via email.

If participants did not respond three days after the reminder message, they were contacted by telephone, and they were then urged to complete the questionnaire via email. During these short phone conversations, several alumni requested a copy of the questionnaire be mailed to their permanent address due to email difficulties, which was accomplished by the researcher. Data collection was concluded on June 11th, 2008, with the receipt of the final mailed

questionnaire, and a sum total of 64 questionnaires were received out of 66 sent to alumni. Non-response error was not a threat to external validity, since a response rate of 97% was achieved.

Quantitative data from the questionnaire was ultimately scored and appropriately analyzed by the researcher. Some respondents gave multiple responses to questions; in these cases, the first response was taken and scored, since respondents were asked to provide a single answer. As Dillman noted, “people are seen as more likely to complete and return self-administered questionnaires if they trust that the rewards of doing so will, in the long run, outweigh the costs they expect to incur (Dillman, 2000). Consequently, each respondent was entered in a drawing for an iPod Shuffle, and the researcher and his major professor randomly picked one individual. By completing the questionnaire, each respondent who did so contributed significantly to the future success of the UGA Tifton Campus undergraduate program.

Data Analysis

Descriptive statistics enabled demographics to be reported, and means and frequencies were first calculated by Microsoft Office Excel 2007. The Statistical Package for the Social Sciences (SPSS) 14.0 software was then used to determine standard deviations for the Likert scale data.

CHAPTER 4

FINDINGS AND DISCUSSION

Purpose of the Study

The purpose of this study was to assess the level of satisfaction of the UGA Tifton alumni with academic programs on the UGA Tifton Campus. By identifying alumni perceptions regarding new majors, the UGA Tifton campus can be better suited to meet the needs of future students. The following objectives were used as guidelines for the study:

1. Identify UGA Tifton alumni demographic characteristics.
2. Describe the educational background of UGA Tifton undergraduate alumni, and determine student interest in pursuing a further degree.
3. Identify student alumni's job experience and its relationship to their major at the UGA Tifton Campus.
4. Identify student alumni's level of satisfaction of education at the UGA Tifton Campus.
5. Determine student alumni's perceptions regarding suggestions for additional majors.

Objective One

Objective one was to identify UGA Tifton alumni demographic characteristics, and the following demographics are based on the survey population, corroborated by the UGA Tifton program coordinator. Sixty-six participants constituted the study population, having graduated from fall 2004 (first graduating class) to spring 2008 (most recent graduating class). Four alumni

graduated fall 2004 (6%), 12 spring 2005 (18%), five fall 2005 (8%) and spring 2006 (8%), six fall 2006 (9%), 22 spring 2007 (33%), and six fall 2007 and spring 2008 (9%), (Table 1). The number of graduates has steadily risen since the campus opened, reaching a peak in spring 2007. Twenty-five alumni indicated their gender as female (38%), with the majority (n=41) being male (62%), and all graduates were Caucasian (Table 2). Ages ranged from 22 to 44 with 30 graduates under the age of 25 (45%), 33 graduates between 25 and 34 (50%), and three graduates over the age of 35 (5%) [Table 3].

Table 1

Number of Alumni Graduates per Semester (N=66)

Semester	n	%
Fall 2004	4	6
Spring 2005	12	18
Fall 2005	5	8
Spring 2006	5	8
Fall 2006	6	9
Spring 2007	22	33
Fall 2007	6	9
Spring 2008	6	9

Table 2

Alumni Gender Demographics (N=66)

Gender	n	%
Male	41	62
Female	25	38

Table 3

Alumni Age Demographics (N=66)

Age range	n	%
Under 25	30	45
Between 25 and 34	33	50
Over 35	3	5

Objective Two

Objective two was to describe the educational background of UGA Tifton undergraduate alumni, and determine student interest in pursuing a further degree. The survey population had all obtained their bachelor's degree in agriculture, majoring in either Agricultural Education (AgEd) or Agriscience and Environmental Systems (AES). Twenty-four students (36%) achieved their bachelor's degree in AgEd, while 42 students (64%) were AES (Table 4).

Table 4

Alumni Educational Background (N=66)

Education	n	%
AES bachelor	42	64
AgEd bachelor	24	36

For all subsequent findings and discussion, the data is based on the survey sample (n=64) who returned the questionnaire. Forty-two alumni (68%) were interested in pursuing a degree beyond the one they currently have, while 20 alumni (32%) were not interested in pursuing a further degree (only 62 alumni answered this question; see Table 5). For those alumni interested in pursuing a further degree, 37 (58%) provided the major they would most like to pursue. Nineteen (51%) were interested in the Master of Agricultural Leadership (MAL) and/or School Administration, four Master of Plant Protection and Pest Management (MPPPM) and environmental/agricultural sciences (11%), three (8%) Business/Agribusiness, and seven (19%) responded with other majors (Table 6).

Table 5

Alumni Interest in Pursuing a Further Degree (N=66)

Interest	n	%
Yes	42	68
No	20	32

Table 6

Further Degree Which Alumni Would Like to Pursue (N=66)

Major	n	%
MAL / school administration	19	51
Other	7	19
MPPPM	4	11
Environmental/ag sciences	4	11
Business/agribusiness	3	8

Objective Three

Objective three identified each participant's job experience and its relationship to their major at the UGA Tifton Campus. Sixty-one alumni (95%) were currently employed, and three

alumni (5%) were unemployed (Table 7). Regarding job description, 22 (36%) identified themselves as being in education, 14 (23%) local, state, or federal research, six extension and agricultural sales and services (10%), five (8%) corporate research, three farming and construction and maintenance (5%), and two (3%) other occupations (Table 8).

Table 7

Alumni Job Status (N=66)

Status	n	%
Employed	61	95
Unemployed	3	5

Table 8

Alumni Employment Descriptions (N=66)

Description	n	%
Education	22	36
Local/state/federal research	14	23
Extension	6	10
Ag sales & services	6	10
Corporate research	5	8
Farming	3	5
Construction/maintenance	3	5
Other	2	3

Sixty students (94%) responded when asked if they had pursued jobs related to their major. Fifty-five (92%) said they pursued jobs related to their major, while five alumni (8%) did not pursue jobs related to their major (Table 9). Sixty-one alumni (95%) responded when asked if they were contemplating a job change within the next five years. Sixteen alumni (26%) stated they were planning a job change, with 45 former students (74%) not planning a change of occupation (Table 10).

Table 9

Similarity of Job Occupation to Major (N=66)

Status	n	%
Job related to major	55	92
Job not related to major	5	8

Table 10

Possibility of Alumni Changing Job within Next 5 Years (N=66)

Status	n	%
No	45	74
Yes	16	26

Objective Four

For objective four, each participant was asked to rate his or her level of satisfaction of education at the UGA Tifton Campus. Likert – type scales were utilized; a statement was given, and endpoints corresponding to very satisfied/relevant and very dissatisfied/irrelevant were provided on a scale of 1 – 4. All respondents (N=66) answered each question in this section of the instrument. One respondent (1.5%) was very dissatisfied with the education they received at the campus, and two respondents (3%) were dissatisfied. Seventeen alumni (26.5%) were

satisfied, and 44 alumni (69%) were very satisfied with their education at UGA Tifton. A mean of 3.63 and standard deviation of 0.63 was calculated for objective four (Table 11).

Table 11

Alumni Satisfaction Level Concerning Education at UGA Tifton (N=66)

Satisfaction level	n	%	M	SD
Very satisfied	44	69		
Satisfied	17	26.5		
Dissatisfied	2	3		
Very dissatisfied	1	1.5		
			3.63	0.63

Note. Scale – (1 = very dissatisfied; 4 = very satisfied)

Participants were then asked to rate the relevancy of their major to their current job. Two alumni (3%) rated very irrelevant, followed by seven alumni (11%) who rated irrelevant.

Twenty-six respondents (41%) rated their major as being relevant to their current job, and 29 respondents (45%) rated their major as being very relevant to their job. A mean of 3.28 and standard deviation of 0.79 was calculated for objective four (Table 12).

Table 12

Relevancy of Majors to Alumni's Jobs (N=66)

Relevancy rate	n	%	M	SD
Very relevant	29	45		
Relevant	26	41		
Irrelevant	7	11		
Very irrelevant	2	3		
			3.28	0.79

Note. Scale – (1 = very irrelevant; 4 = very relevant)

Objective four was concluded by asking participants to rate to what extent were they satisfied with the *quality* of education they received at UGA Tifton. No respondents rated very dissatisfied, while two respondents (3%) were dissatisfied with their quality of education. Twenty-four former students (38%) were satisfied with their education, and 38 former students (59%) were very satisfied with the quality of education they obtained at UGA Tifton. A mean of 3.56 and standard deviation of 0.56 was recorded for objective four (Table 13).

Table 13

Alumni Satisfaction Level Concerning “Quality” of Education at UGA Tifton (N=66)

Satisfaction level	n	%	M	SD
Very satisfied	38	59		
Satisfied	24	38		
Dissatisfied	2	3		
Very dissatisfied	0	0		
			3.56	0.56

Note. Scale – (1 = very dissatisfied; 4 = very satisfied)

Objective Five

For the final objective, each alumnus’s perception regarding suggestions for additional majors was sought. Fifty alumni (78%) responded to this question. Thirteen alumni (26%) suggested adding a major in animal science, ten alumni (20%) suggested agribusiness or economics, five alumni (10%) suggested horticulture, four alumni (8%) suggested adding forestry, four alumni (8%) suggested crop/soil science, four alumni (8%) suggested conservation/environmental, and three (6%) suggested adding an engineering degree option. Seven (14%) suggested other degree options for the Tifton campus.

Table 14

Alumni Suggestions for Additional UGA Tifton Majors (N=66)

Major	n	%
Animal science	13	26
Agribusiness/economics	10	20
Other	7	14
Horticulture	5	10
Forestry	4	8
Crop/soil science	4	8
Conservation/environmental	4	8
Engineering	3	6

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose and Objectives of the Study

The purpose of this study was to assess the level of satisfaction of UGA Tifton alumni with academic programs found on the UGA Tifton Campus. The following objectives were used as guidelines for the study:

1. Identify UGA Tifton alumni demographic characteristics.
2. Describe the educational background of UGA Tifton undergraduate alumni, and determine student interest in pursuing a further degree.
3. Identify student alumni's job experience and its relationship to their major at the UGA Tifton Campus.
4. Identify student alumni's level of satisfaction of education at the UGA Tifton Campus.
5. Determine student alumni's perceptions regarding suggestions for additional majors.

Conclusions and Implications

Objective One

Objective one was to identify the demographic characteristics of UGA Tifton alumni. As of May 2008, 66 individuals graduated from UGA Tifton with their bachelor's degree, with three having completed their master's degree. Since the campus opened its door to students in fall 2004, most graduating classes have ranged between four and six graduates. Graduation rates

were highest during spring 2005 and spring 2007, when 12 and 22 individuals received their bachelor's degrees, respectively. The campus is small in number of students when compared to Athens, and that is why recruitment and word-of-mouth must continue to be practiced.

The majority of students at UGA Tifton are male, whether by semester or graduating class. Interestingly, nearly 46% of the overall UGA CAES student population was female in fall 2006. By fall 2007, UGA CAES had enrolled more women than men undergraduates, a first in its history, part of a national trend resulting from more career opportunities in agriculture besides farm work (Peppers, Haire, Omahen, & Schupska, 2007).

All alumni were also Caucasian, which is an issue which the campus needs to further explore in order to encourage diversification. Most alumni (95%) obtained their bachelor's degree at UGA Tifton shortly after completing their associate's degree, with 30 graduates being under the age of 25 and 33 graduates between 25 and 34. This transition is possibly shortened by ABAC, the nearby institution where most alumni (97%) attended before transferring to UGA Tifton (E. Womack, personal communication, July 17, 2008).

Objective Two

Objective two was to describe the educational background of UGA Tifton alumni, and determine alumni interest in pursuing a further degree. The majority of students (64%) achieved their degree in AES as opposed to AgEd. A majority of 42 (68%) alumni showed an interest in pursuing a further degree. As for majors of interest, the Master of Agricultural Leadership (MAL) and/or School Administration were predominant, at slightly over 50%. Currently, this degree is offered at UGA Tifton. However, the majority of alumni who wish to pursue this major are teachers. Since the MAL degree is distance-learning, these students must allot adequate time in their schedules before pursuing such a venture. It is recommended that UGA

Tifton contact these interested individuals and discuss methods of completing the degree. Four alumni were also interested in pursuing the Master of Plant Protection and Pest Management (MPPPM) degree, which was started in fall 2007. This degree is not distance-education, which means that students must come to campus on a regular basis. These students currently have jobs and/or family, so it remains to be seen as to whether interest in this degree continues.

Objective Three

Objective three was to identify each participant's job experience and its relationship to their major at UGA Tifton. Almost all participants were employed (95%), with the remaining three alumni coming from the recent fall 2007 and spring 2008 graduating classes. Most alumni were teachers (36%), followed by alumni involved in research. The research category was broken down into local, state, or federal versus corporate research. When combined, 19 alumni (31%) were in research-related jobs. Extension and agricultural sales and services both had six alumni (10%) employed. The AES degree exposes students to a broad research and technological spectrum, which helps explain why alumni are employed in research, extension, and agricultural sales and services. When participants were asked whether they had pursued jobs related to their major, the majority (92%) responded that they had pursued jobs related to their major. As for contemplation of a job change within the next five years, most alumni (74%) stated they were not planning a job change during this interval.

Objective Four

Objective four was to identify alumni's level of satisfaction of education at UGA Tifton. The majority of respondents were very satisfied (69%) with their education, while 17 alumni (26.5%) were satisfied. The relevancy of each participant's major to their current job was then raised. Twenty-nine (45%) respondents rated their major as being very relevant to their job,

while 26 (41%) rated their major as relevant to their current employment. Respondents were ultimately asked to rate to what extent were they satisfied with the *quality* of education they received at UGA Tifton. The majority of alumni (59%) were very satisfied with the quality of education they received, followed by 24 (38%) rating their education received at UGA Tifton as satisfied. Based on this data, the majority of alumni are very satisfied with the education they received at UGA Tifton, and most former students have been able to locate jobs relevant to their respective major. The campus has also satisfied the majority of its students as related to its quality of education.

Objective Five

Objective five was to assess each alumnus's perception regarding suggestions for additional majors. Animal science (26%), agribusiness/economics (20%), and other majors (14%) were the three categories participants most often chose as new majors for UGA Tifton. With this data, UGA Tifton now needs to conduct a needs assessment including industry, stake holders, etc. in order to gain a broader picture of what majors to add to the Tifton Campus.

Recommendations for Future Research

Based on the data of this study, future research should identify local industry and survey their current employment needs. Suggestions for additional majors to add to the campus as well as specific positions that they have trouble filling are questions which local industry could address. Also, these local merchants could identify educational experiences which they expect to see in an applicant's resume, and whether or not they would hire a UGA Tifton alumnus. In tough economic times, local industry will ultimately determine the fate of many UGA Tifton graduates.

It is also recommended that future research be conducted periodically to assess UGA Tifton alumni's level of satisfaction every two to three years. The UGA Tifton program coordinator is also highly encouraged to participate in this assessment; in that case, it is recommended the program coordinator utilize the questionnaire generated in this study to administer to students immediately after graduation, reducing history and maturation. Data from objective four (level of satisfaction of education) may be used by administrators in recruitment of students. Further research to analyze student satisfaction at UGA Tifton Campus as compared to the Athens Campus is needed to allow comparisons between the two campuses.

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APPENDIX A
UGA TIFTON QUESTIONNAIRE

1. What level of education did you complete? (Please click in the appropriate box. An X will appear).

- ☐ Bachelor
☐ Master

2. Which of the following majors did you pursue?

- ☐ Agricultural Education
☐ Ag-science & Environmental Systems

3. Are you interested in pursuing a degree beyond the one you currently hold?

- ☐ Yes
☐ No

- If your answer is **YES**, what *degree and major* are you most interested in pursuing? *For any question with a blank line, just click anywhere in the line and begin typing.*

4. Are you employed?

- ☐ Yes
☐ No

5. Who is your employer?

6. What is your job title/description?

7. What jobs have you held since graduation?

8. Excluding question 7, what other jobs have you applied for since graduation?

9. Did you pursue jobs related to your major?

- ☐ Yes
☐ No

- If your answer is **NO**, please explain why you did not pursue jobs related to your major.

10. Are you planning a job change in the next 5 years?

- ☐ Yes
☐ No

- If your answer is **YES**, please describe the new job you are interested in and why you are interested in that job.

11. What was your motivation for accepting your current position?

Please rate your level of satisfaction for the following statements by choosing one of the options below.

12. To what extent are you satisfied with the education you received at UGA Tifton?

- ☐ Very dissatisfied
☐ Dissatisfied
☐ Satisfied
☐ Very satisfied

13. How would you rate the relevancy of your major to your current job?

- ☐ Very irrelevant
☐ Irrelevant
☐ Relevant
☐ Very relevant

14. To what extent are you satisfied with the quality of education you received at UGA Tifton?

- ☐ Very dissatisfied
☐ Dissatisfied
☐ Satisfied
☐ Very satisfied

15. Do you have any suggestions for changes to make on the UGA Tifton Campus?

16. If a new major were to be offered, what emphasis area would you suggest?

17. Name: _____

18. Grad. Date: _____

19. Birth date: _____

20. Mailing Address: _____
(Please specify if permanent).

21. Email Address (s): _____

22. Primary Phone: _____
Alternate Phone: _____
(Please specify whether work, home, or cell)

VITA

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