

## ABSTRACT

ANDERSON, P.J. University of Wisconsin-La Crosse adult fitness/cardiac rehabilitation graduate program assessment. MS in Adult Fitness/Cardiac Rehabilitation, December 1995, 88pp. (P.K. Wilson)

A survey assessed the career paths of former University of Wisconsin-La Crosse Adult Fitness/Cardiac Rehabilitation (AF/CR) graduate program students ( $n = 289$ ) and evaluated the program itself. A 44% response rate was achieved. Thirty-one states and 2 foreign countries were represented by the respondents ( $n = 126$ ). Seventy-nine females (65.8%) and 41 males (34.2%) returned the survey. Mean age of the respondents was  $34.7 \pm 5.28$ . The American College of Sports Medicine and the American Association of Cardiovascular and Pulmonary Rehabilitation represented the greatest number of former students with 70% and 45% respectively. Approximately 28% pursued advanced degrees. Hospitals and clinics employed the majority (72.6%). It was found that exercise physiologist was the primary position/title (25.8%) with a mean annual income of between \$30,000 to \$34,999 (average work week of 47 hours). Salaries were also compared between geographical location, position, and number of years working. Job satisfaction was "good" among former students (44%). Overall experiences in the program were rated very rewarding (95.1%). Ninety-six percent of respondents indicated that they would recommend the program to others. Program assessment results will be used to implement possible modifications in the current AF/CR graduate program.

UNIVERSITY OF WISCONSIN-LA CROSSE  
ADULT FITNESS/CARDIAC REHABILITATION  
GRADUATE PROGRAM ASSESSMENT

A THESIS PRESENTED  
TO  
THE GRADUATE FACULTY  
UNIVERSITY OF WISCONSIN-LA CROSSE

IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE  
MASTER OF SCIENCE DEGREE

BY  
PAULA J. ANDERSON

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COLLEGE OF HEALTH, PHYSICAL EDUCATION, AND RECREATION  
UNIVERSITY OF WISCONSIN-LA CROSSE

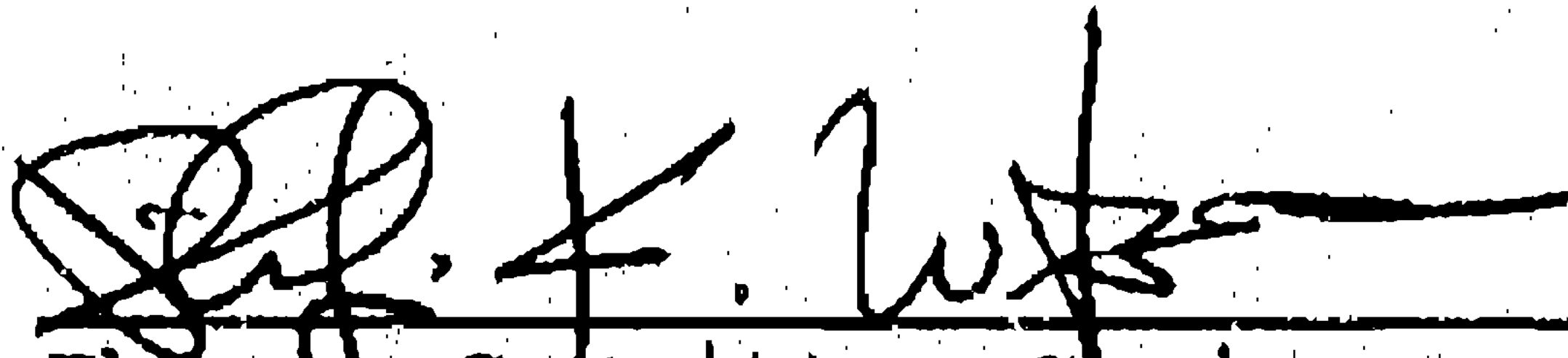
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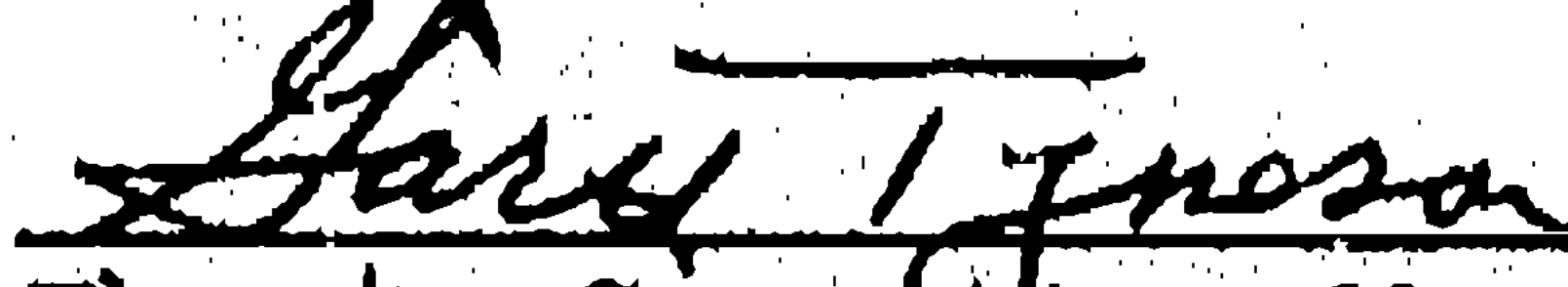
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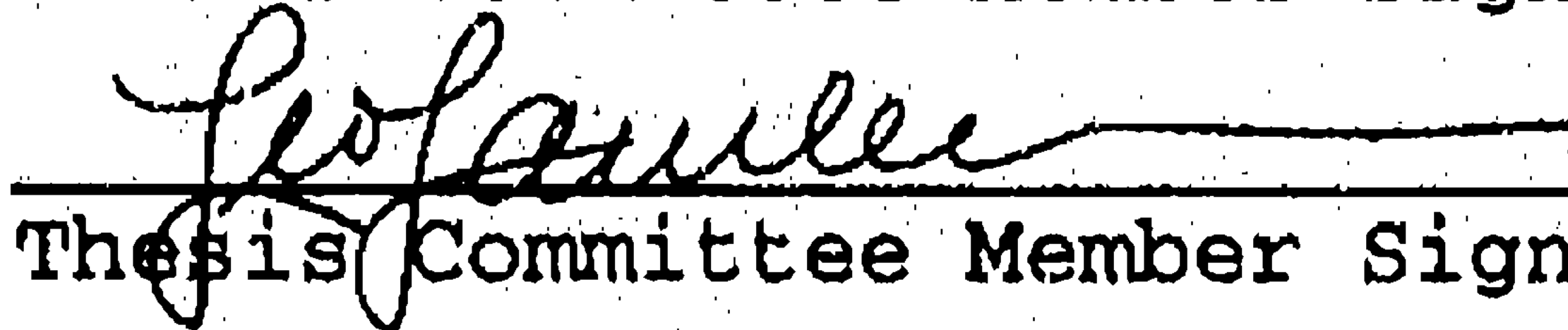
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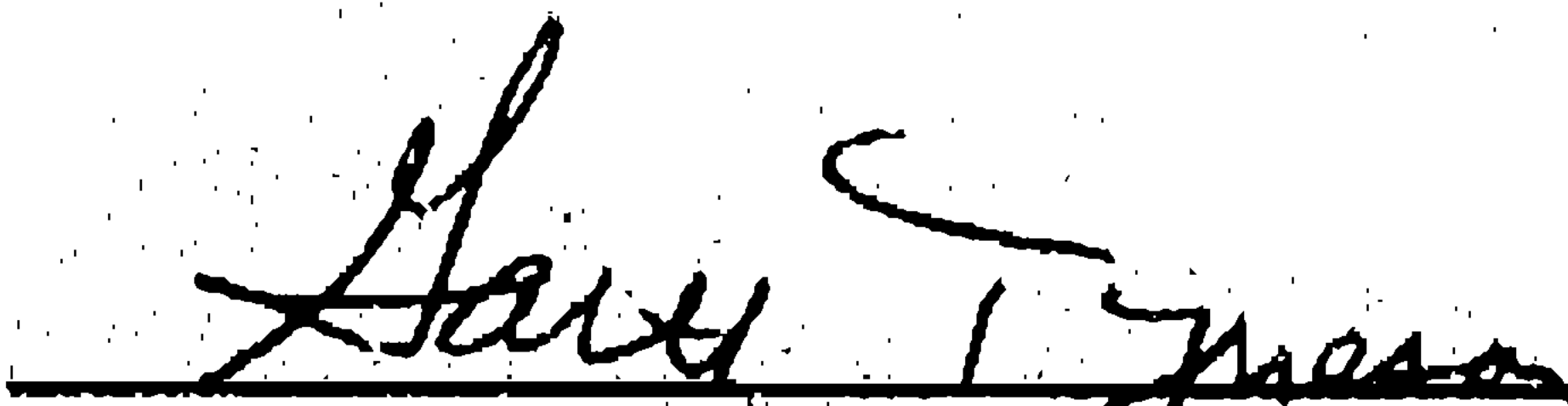


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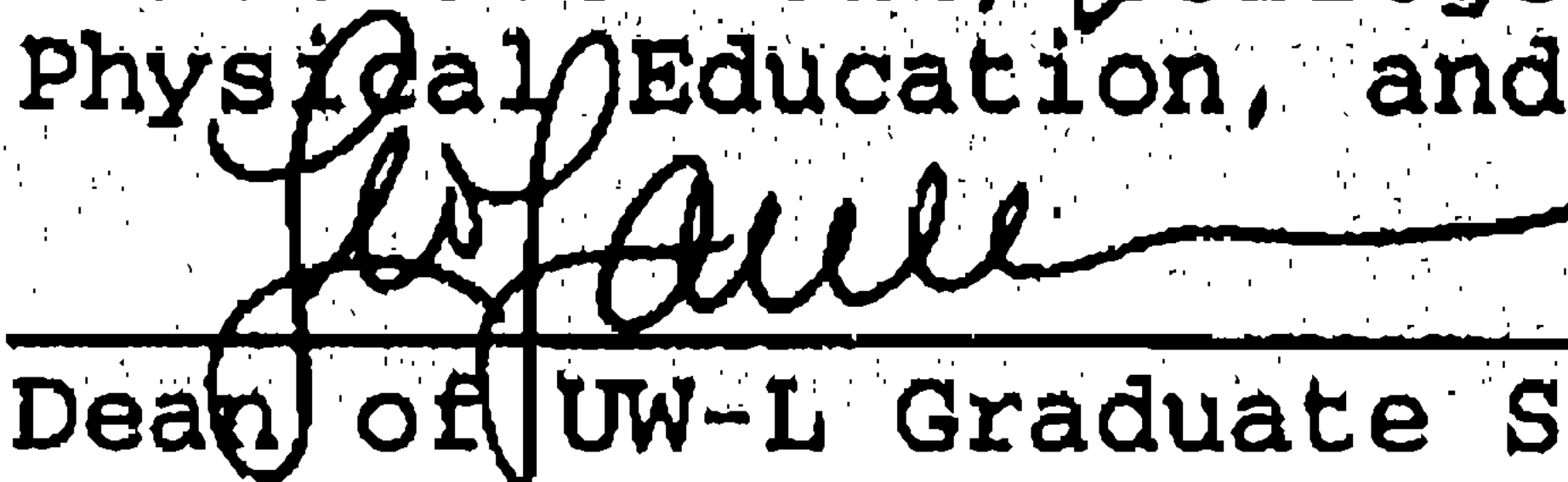
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CHAPTER I  
INTRODUCTION

Background

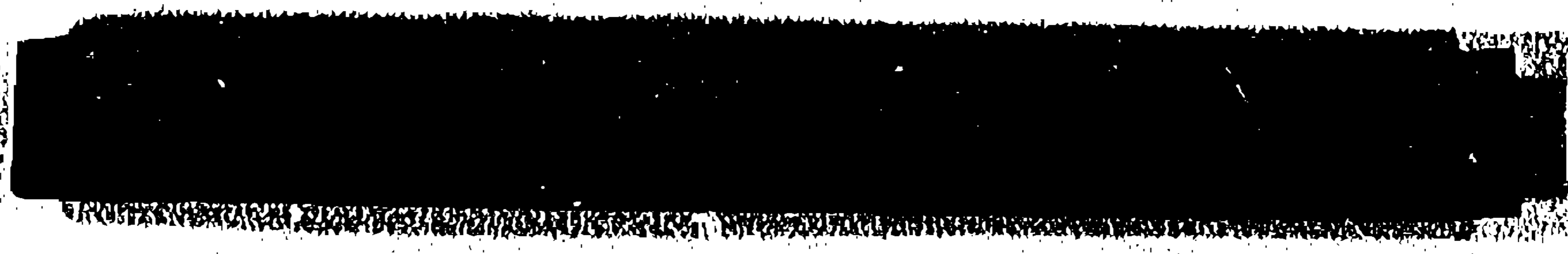
The University of Wisconsin-La Crosse (UW-L) is one of 12 comprehensive regional universities in the University of Wisconsin System. The University of Wisconsin-La Crosse offers 17 graduate programs, one of which is the Master of Science in Adult Fitness/Cardiac Rehabilitation (AF/CR). The AF/CR program is offered through the Department of Exercise and Sport Science (ESS) in the College of Health, Physical Education, and Recreation (HPER).

The AF/CR program was developed in 1978 to prepare students for professional careers in adult and corporate fitness, cardiac rehabilitation, and wellness programs. Since that time, students from 39 states and 4 foreign countries have enrolled in the AF/CR program (Vik, 1993).

Admission into the AF/CR program is currently limited to 12 to 15 students per year, making admission very competitive. The average number of annual qualified applicants for the 12 to 15 positions is 60. Applicants are evaluated on three criteria. First, their undergraduate grade point average must be a minimum of 3.0 on a 4-point scale. Second, applicants are evaluated on their related

field experiences (graded exercise testing, cardiac rehabilitation, adult fitness, and corporate fitness). Finally, applicants must provide three references, which are all evaluated by a selection committee comprised of AF/CR faculty. Competitive graduate assistantships are also available, as are out-of-state tuition waivers. Applicants are not required to take the Graduate Record Examination (GRE). The length of the AF/CR graduate program is a minimum of 15 months. The first 12 months (first summer, fall semester, and spring semester) consist of on-campus classes. The remaining 3 months (second summer) consist of an off-site internship at an approved facility chosen by the applicant. Internships can not begin until the required thesis has been completed. The entire program totals 38 semester credit hours.

The AF/CR curriculum is highly structured allowing for program consistency from year to year. Each semester, students register for required courses provided by AF/CR faculty and staff. The undergraduate prerequisites are Human Anatomy/Physiology, Physiology of Exercise, and Prevention and Care of Athletic Injuries. Academic deficiencies must be fulfilled. Students may be admitted to the program if they did not take the prerequisites as an undergraduate. Students must, however, either take the prerequisite course(s) along with their graduate courses, or



pass a proficiency exam(s). Appendix A lists the required courses. Students must also assist in the organization and administration of the La Crosse Exercise and Health Program (LEHP); 6 months each in the Adult Fitness Unit and the Cardiac Rehabilitation Unit. This requirement allows students the opportunity to apply their theoretical knowledge acquired in the classroom to a practical setting (Vik, 1993).

#### The La Crosse Exercise and Health Program (LEHP)

The LEHP is an on-campus health and fitness program. It began in 1971 as a Cardiac Rehabilitation Unit. In 1978, the Adult Fitness Unit was added. The Cardiac Rehabilitation Unit consists of Phase III and IV programs that provide individuals with cardiovascular disease the opportunities to enhance their physical conditioning levels, develop an understanding of the disease process, modify coronary risk factors, and better cope with the psychological stress of their condition (Vik, 1993). Activities in the program include walking, jogging, exercitridding, stationary cycling, swimming, and volleyball. The Cardiac Rehabilitation Unit is an afternoon program which begins at 3:30 p.m. and ends shortly after 6:00 p.m. on Monday, Wednesday, and Friday. Student responsibilities in this unit include exercise leadership, basic maintenance of the emergency supplies cart, weight room supervision,

blood pressure monitoring, statistical recording, exercise prescription, and setting up as well as putting away equipment.

The Adult Fitness Unit of the LEHP provides high risk and healthy individuals with the opportunities to enhance their health and fitness through exercise, nutrition, and control of cardiovascular risk factors. Activities include walking, jogging, stationary cycling, swimming, and water aerobics. The Adult Fitness Unit is a morning exercise program which begins at 5:30 a.m. and ends at 7 a.m. on Monday, Wednesday, and Friday. Student responsibilities include exercise leadership in the 1, 2, 3, or 4 mile walk/jog groups, emergency supply cart maintenance, leading water aerobics, weight room supervision, and exercise prescription.

In summary, the UW-L AF/CR graduate program prepares students for professional careers in health and fitness. Information derived from this study will provide current and prospective AF/CR students with a better understanding of the benefits associated with this master's degree program, as well as provide information for possible improvements and modifications in the curriculum.

#### Statement of the Problem

The purpose of this study was to determine the career paths of former AF/CR students as well as their perceptions

of the AF/CR master's degree program at UW-L. Along with general questions regarding job title/position, annual income, and job satisfaction, former students were asked to provide opinions of program strengths and weaknesses. For the purposes of this study, former AF/CR students consisted of those from the classes of 1978 through 1994 (n = 300).

#### Need for the Study

Many baccalaureate degreed students continue their education because of an interest in a field that can be fulfilled by a graduate degree program. Along with the educational value, students should be exposed to the substantial benefits associated with obtaining a master's degree.

Job placement is an important factor in the decision to continue one's education. Job placement involves obtaining or beginning a career as well as salaries, benefits, and job satisfaction associated with that career. According to Murray (1994), prospective students want to know exactly what type of employment opportunities might exist upon the completion of the degrees they plan to pursue. Surveys can gather data to answer prospective student questions as well as enable institutions to improve existing programs.

A survey can provide institutions with an accurate reflection of what graduates have accomplished, perhaps correcting long held assumptions (Murray, 1994). Current

and prospective students can use survey results to make career decisions. Surveys allow graduates to evaluate the institution from which they received their degrees regarding its services and their education. Present and future students in the UW-L AF/CR graduate program can benefit from the information relating to the career paths of alumni. Faculty and staff can also benefit from program assessment data.

#### Delimitations

This study had the following delimitations:

1. This study was limited by the number of respondents. There were attempts to achieve an 80% return rate.
2. Job satisfaction may have been influenced by career goals set by each individual. One person may have been happy at their present job until retirement, while another person may have seen that same job as one step on his or her way to achieving ultimate success. These factors may have influenced the outcome of the study.
3. Any survey relies on the truthfulness of the respondent. If the questions were not answered as honestly and objectively as possible, the results may be inaccurate and the outcome of the study may be altered.
4. Conclusions are only as valid as the survey instrument from which they came (Mohr, 1993). If the questionnaire was not valid, the results may not be valid.

### Limitations

This study had the following limitations:

1. The AF/CR class of 1995 was excluded from the study because a majority of the survey questions did not relate to students in that class.
2. This study was limited to former AF/CR students of UW-L only. The results did not pertain directly to students in other graduate programs or other universities.

### Assumptions

This study included the following assumptions:

1. It was assumed that the former student to whom the survey was addressed was the person that answered the questions.
2. It was assumed that all respondents interpreted the survey questions in the same context. If the survey was reliable, the questions should have revealed the same meaning to all subjects.

### Definition of Terms

This study required defining the following terms:

Annual Income - the amount of money one earns as a result of performing duties and responsibilities in a given work environment. Income is measured in dollars per 1 year (salary) or dollars per hour (hourly wage). Dollars per hour is then converted to a 12 month salary.

Career Path - a series of choices that an individual makes

that depict an overall direction for their employment experiences following the completion of the master's program in AF/CR at the UW-L (Mohr, 1993).

Employee Benefits - advantages one receives as a result of being employed, including health, medical, dental insurance, paid vacation time, and other advantages.

Field of Exercise Physiology - an occupational setting which is directly or indirectly related to cardiac rehabilitation, pulmonary rehabilitation, adult fitness, corporate fitness, community fitness, wellness, health promotion, and/or exercise physiology.

Job Satisfaction - positive emotional state resulting from the appraisal of one's job experiences (Gruneberg, 1979).

Job Title/Position - a name given to signify the status one holds, usually indicating the type of duties or tasks for which the person is responsible.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Universities are not particularly good job at "tracking" their advanced degree graduates (Fisher, 1988). Alumni associations locate graduates for fundraising purposes and some publish brief summaries of professional accomplishments. For the most part, however, specifics on former graduates must be provided by individual departments within the university. Student records are maintained on file in the La Crosse Exercise and Health Program (LEHP) office at UW-L even after students have graduated or left UW-L. These files, however, are for the most part limited to the addresses of the graduates. These addresses are used for mailing the monthly LEHP newsletter, and LEHP fundraising efforts. The Career Services Office on the UW-L campus publishes a yearly employment summary of past graduates, but it is limited to those persons who choose to respond.

Literature related to this study is based on other studies not directly related to the AF/CR graduate program. The following studies provide an overview of how surveys are conducted and what type of results can be compiled.

Garden State Survey

Berkner and Lutz (1989) developed a survey for former graduates of the Garden State Graduate Fellowship program in Trenton, NJ. The program involved several fields of study ranging from the humanities to engineering. Two hundred and thirty one questionnaires were sent out and 124 were returned. This generated a response rate of 54%.

Berkner and Lutz (1989) believed that the low response rate was partially due to the fact that only the addresses from the initial applications were available, and more than half had first applied 7 years earlier. There was no mention of a second mailing.

The survey asked several questions related to employment status. Of the 124 former fellows responding, 80% were employed full-time, 10% were working part-time, 10% were engaged in other activities, and only 1 was unemployed seeking employment. Survey results also presented what type of organization or institution the graduates entered. According to Berkner and Lutz (1989), 75% of the respondents replied that their employment was "directly or closely related" to their graduate field of study, and only 8% replied that their field of study was not at all related to their career.

Questions regarding salary levels among graduates were also included in the survey. A discussion was then

presented regarding the results. It was stated in the discussion that since the respondents had been employed anywhere from 1 to 10 years, comparisons of salaries were of limited value (Berkner & Lutz, 1989). The same is true regarding the fact that the graduates entered a wide variety of fields.

This particular study did not present any questions related to the value of the education received by the graduates. It did, however, make comparisons between men and women in the areas of financial support while in graduate school, how many loans the students had taken out, and personal backgrounds.

The authors concluded that their survey confirmed most of their assumptions about the program studied. It also allowed them to claim that the Garden State Fellowship Program assisted approximately 100 graduate students to complete Ph.D. degrees (Berkner & Lutz, 1989).

#### Survey of Three Arizona Universities

A similar study was conducted by Fisher (1988). The investigator surveyed graduates from three Arizona universities. The goal of this study was to determine the overall quality of specialized graduate programs through former graduates. A 35 item questionnaire was sent to 984 graduates from 1976 and 1986. A 45% return rate was achieved from the 441 respondents, and no second mailing was

conducted. Survey questions ranged from how satisfied graduates were with their doctoral programs to current annual income of the graduates.

The most important question in the survey (Fisher, 1988) was number 7: "Overall, how satisfied are you with your doctoral program?" The results indicated that 44% of the respondents were very satisfied, 45% were generally satisfied, 10% were somewhat dissatisfied, and 2% were very dissatisfied. A question was also provided regarding specific changes that the graduates felt would strengthen their respective programs. Fisher (1988) simply discussed the comments from that question in his presentation of the results.

This study presented limited results about the career paths chosen by former graduates. A table was provided however, showing the annual income reported by the respondents. The remainder of the questionnaire was related to the helpfulness and availability of professors as well as opinions that the graduates had regarding examinations and dissertations in their programs.

The author concluded that the survey generated results showing an extremely strong approval of the quality and relevance of graduate programs at the Arizona universities (Fisher, 1988). Fisher also stated that information from his study would be presented as one of the working papers in

the final report of the Arizona Board of Regents' Task Force on Excellence, Efficiency, and Competitiveness.

Survey of Doctoral Graduates

Fincher (1983) completed a study of doctoral graduates through the Institute of Higher Education at the University of Georgia (UGA). The subjects were limited to those graduating from the Department of Education doctoral program. The survey was sent to 46 recent graduates. Remarkably, 43 returned their questionnaire, for a 93% response rate. Each questionnaire contained about 60 statements concerning program characteristics with an agree-disagree or poor-to-excellent response format. Questions were also provided regarding the career paths of the graduates.

One question on the survey asked about the place of employment of the former graduates. Thirty-seven percent responded that they were employed in Ph.D. granting universities, 23% in 4-year colleges, and 21% were employed in community or 2-year colleges. Eight of the graduates were employed by other organizations such as the government or nonprofit agencies. Another question asked the respondents to provide their current job title/position. Seventy-four percent of the graduates responded that they were engaged in administration or management, 9% were teachers, 7% had research and teaching duties, and one

person was involved in research only. All of the respondents claimed to be employed full-time with a reported average income of \$31,278. Three graduates responded to the salary question as making under \$20,000 and two graduates reported making over \$50,000.

An important question which was directly related to UGA was whether the graduates currently used their doctoral training. According to Fincher (1983), 79% provided the answer that they used their doctoral training "quite a bit" or "a great deal." Only one graduate reported that he did not use his training in his current employment duties. This study also involved sending similar questionnaires to currently enrolled students and faculty members. Fincher (1983) concluded that "the fabric of the doctoral programs in higher education was sound and whole, but wrinkles and creases did exist which should receive immediate attention."

#### Summary

Other survey studies have been conducted involving former students of different graduate programs. The focus of such studies, however, is with student evaluation of the given programs. Many do not explore the career paths chosen by the graduates. It is also apparent that response rates can vary greatly between studies, depending on the chosen methods and procedures. Clearly, Fincher's study (1983) regarding the UGA doctoral program graduates is the most

related to this thesis topic, though all were helpful in preparing the questionnaire sent to former AF/CR graduates.

## CHAPTER III

### METHODS

#### Subjects

Names and addresses of former AF/CR students were obtained through a variety of sources including former AF/CR student files, the La Crosse Exercise and Health Program (LEHP) office, the UW-L Alumni Affairs Office, and professional organization directories. An attempt was made to send a survey to the entire population of former AF/CR students (300). Current addresses of 11 former students were not found, reducing the population of the study to 289. Subjects included the classes from 1978 to 1994 (300 students). The current class of 1995 was excluded from the study because enough time had not passed for those students to be considered appropriate subjects.

Students surveyed represented those that had graduated from the program, as well those who did not. For example, some students may not have completed their thesis, which is a requirement for graduation. The sample size was then determined by the number of surveys that were returned.

Each questionnaire (see Appendix B) was individually addressed and a self-addressed stamped envelope was sent with the survey. A cover letter (see Appendix C) was

included to explain the purpose of the study, who the surveyor was, and why the survey should be completed. A personal approach coupled with professional quality was chosen in creating the cover letter to produce the best results (Berdie, Anderson, & Niebuhr, 1986). The cover letter also emphasized a deadline for returning the questionnaire.

### Questionnaire

A questionnaire was chosen as the measuring tool in this study. According to Fowler (1993), the appropriate way to collect information is by asking people questions. The answers those people give constitute the data to be analyzed. According to Berdie et al. (1986), surveys rather than telephone or personal interviews, allow people to answer the questions at their own convenience and in an environment they choose. Berdie et al. (1986) reported that the questionnaire is reliable if it consistently conveys the same meaning to all people in the population being surveyed. A questionnaire, therefore, cannot be valid unless it is also reliable. Question selection and phrasing influence validity as well.

### Pilot Study

A pilot study was conducted to determine if the questionnaire was adequately prepared for its initial mailing. It was presented to fellow 1994-95 graduate

students and the AF/CR faculty, who provided valuable suggestions regarding format, content, and other areas. Following the pilot study, revisions were made to complete the final product.

The stated deadline approached and the desired return rate was not achieved and therefore a second mailing was administered. The original survey was remailed but a new cover letter was constructed. The second cover letter served as a reminder and a firm response deadline was presented. Some telephone calls were also made to locate current addresses of former students.

CHAPTER IV  
RESULTS AND DISCUSSION

Introduction

The final number of surveys sent to former AF/CR students was 289. Only 11 out of 300 addresses of former students were not located (see Appendix D). Of the 289 surveys sent, 126 were returned after two mailings (44% response rate). The low response rate may be attributed to the length of the survey (10 pages) and possibly the depth of the questions (some questions required "memory jogging").

Of the 126 surveys returned, 6 were eliminated from the analysis. One former student was deceased (survey returned by her mother) and five were involved in the La Crosse Exercise and Health Program during their time at UW-L but their master's degrees were not in AF/CR. The final number of surveys analyzed was 120. Descriptive statistics were used to analyze the results.

Geographical Location

The first part of the survey asked for information regarding current geographical location. Table 1 provides a list of the 31 states represented by former AF/CR students. Two surveys were returned from foreign countries (Canada and

Table 1. States represented by former AF/CR students

State	Number	%
Arizona	2	1.7
California	7	5.8
Colorado	3	2.5
Florida	5	4.2
Georgia	1	.8
Illinois	5	4.2
Indiana	1	.8
Iowa	6	5.0
Kansas	1	.8
Maryland	3	2.5
Michigan	3	2.5
Minnesota	8	6.7
Nebraska	1	.8
Nevada	2	1.7
New Hampshire	1	.8
New Jersey	1	.8
New York	3	2.5
North Carolina	1	.8
North Dakota	3	2.5
Ohio	1	.8
Oklahoma	1	.8
Oregon	3	2.5
Pennsylvania	4	3.3
Rhode Island	1	.8
South Carolina	2	1.7
South Dakota	2	1.7
Tennessee	3	2.5
Texas	3	2.5
Washington	8	6.7
Wisconsin	31	25.8
Wyoming	2	1.7
Canada	1	.8
Israel	1	.8
31 states and 2 foreign countries	120	99.8

Israel). The majority of former students were currently residing in the midwest (Illinois, Indiana, Iowa, Kansas, Wisconsin, and Wyoming). The midwest represented 53.3% of the former student population with Wisconsin totalling 25.8%. The next largest representation was on the west coast including the states of California, Oregon, and Washington (15%). The majority of those people lived in California and Washington, 6 and 6.8% respectively. Former students residing in the northeast represented 10.8% of respondents including Maryland, New Hampshire, New Jersey, New York, Pennsylvania, and Rhode Island (one to four in each of the six states). The southeast in this study includes the states of Florida, Georgia, North Carolina, South Carolina, and Tennessee. The former students living in the southeast made up 10% of that population with one to five living in each of those five states. Finally, 9.2% lived in the southwest (Arizona, Colorado, Oklahoma, Nevada, and Texas). This was the smallest representation of former students with only one to three people living in each of the five southwestern states.

#### Gender and Age

Seventy-nine females (65.8%) and 41 males (34.2%) responded to the survey. The mean range of ages in the study was between 36 and 40 years (38.3%). The second largest age group represented was 31-35 year olds (25.8%),

followed by 24.2% falling in the 25-30 year old category. Those 41-45 years and 46-50 years old represented 9.2 and 1.7% of the population, respectively. Only one person was under the age of 25 (.8%). Table 2 illustrates the gender and age represented by former AF/CR students.

Table 2. Gender and age of former AF/CR students

Category	Number	%	Mean $\pm$ SD
Male	41	34.2	
Female	79	65.8	
Under 25 years	1	.8	
25-30 years	29	24.2	
31-35 years	31	25.8	34.7 $\pm$ 5.28
36-40 years	46	38.3	
41-45 years	11	9.2	
46-50 years	2	1.7	
51-55 years	0	0.0	
Over 55 years	0	0.0	

#### Previous Master's Degree

According to the survey results, 94.2% of the former students did not have a master's degree before entering the AF/CR graduate program. The 5.8% who did had studied in the areas of exercise physiology, human performance, bilingual education, clinical nutrition, and sports psychology. A former AF/CR student completed a thesis which contains information regarding the state of legal residence and undergraduate degrees of former AF/CR students (Vik, 1993).

Table 3 provides accurate information regarding former AF/CR students with previous master's degrees.

Table 3. Former AF/CR students with previous master's degrees

Response	Number	%
Yes	7	5.8
No	113	94.2
Totals	120	100.0

Graduate and/or Program Assistants

Seventy-five percent of the surveys returned were from former graduate assistants in the AF/CR program (see Table 4). Graduate assistantships are paid positions funded by the La Crosse Exercise and Health Program (LEHP), the College of HPER, and/or the Dean of Graduate Studies. AF/CR faculty selects five or six students each year to receive graduate assistantships. Only 8.3% of the surveys returned

Table 4. Graduate or program assistants among former students

Group	Yes	%	No	%	Total
Graduate Assistant	90	75.0	30	25.0	120
Program Assistant	10	8.3	110	92.0	120

were from former program assistants. Program assistantships are paid positions in the LEHP which consist of either supervising the adult fitness or the cardiac rehabilitation unit, usually a one to three year commitment. Definitions were not provided within the survey regarding program and graduate assistantships. It is possible that different meanings may have been conveyed between respondents, thus resulting in the unusual numbers presented (75% were graduate assistants and 8.3% were program assistants).

#### Advanced Degrees or Additional Course Work

An important question on the survey asked if the former students had pursued an advanced degree or additional course work after completing the AF/CR program. It should be noted that 8 of the 120 former students indicated that they did not complete the AF/CR master's degree, probably because they did not complete the required thesis. A "yes" response was recorded by 27.5% of the respondents. Of those, a bachelor of science in nursing was completed by 18% and 15% obtained a Ph.D. in exercise physiology. Fifteen percent also received a master's degree in business administration (MBA). Table 5 reveals the remaining advanced degrees completed by former AF/CR students. Several of the former students (6.1%) reported that they had taken additional courses in biology, psychology, physics, and exercise science, but had not received degrees in those areas.

Table 5. Advanced degrees completed by former AF/CR students

Degree	Number	%
Ph.D. Exercise Physiology	5	15.2
Ph.D. Education Administration	1	3.0
Ph.D. Epidemiology	1	3.0
Ph.D. Health Promotion	1	3.0
Ed.D. Education	1	3.0
DO Internal Medicine	1	3.0
MBA Business Administration	5	15.2
MS Health Care Management	2	6.1
MS Nursing	1	3.0
MS Physical Therapy	1	3.0
MS Computer Science	1	3.0
MS Family Therapy	1	3.0
BS Nursing	6	18.2
BS Physical Therapy	2	6.1
BS Biology	1	3.0
Teaching certificate	1	3.0
Coursework (no degree)	2	6.1
Totals	33	99.9

### Professional Organizations

This survey also inquired about the professional organizations that former AF/CR students were affiliated with either in the past or currently. Organizations were included in the survey results if more than one person was a member, committee member, state officer, and/or national officer. The largest majority (70%) of former students were or are members of the American College of Sports Medicine (ACSM). The American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR) was second with 45% of the population being members of that organization. Over 18%

of former students reported that they were or are members of the American Heart Association (AHA). The remaining organizations represented only 1.7 - 5.8% of the population with only two to seven members in each. It is obvious that respondents may have been affiliated with more than one organization (see Table 6). Five percent of those answering the survey did not list any organizations (6 out of 120).

#### Facilities

Survey respondents were asked to provide information regarding the type(s) of facilities in which they were currently employed (see Appendix C, question #10). Those currently employed in some aspect of exercise physiology were included in the results (excluding students, interns, and those not working).

Hospitals made up 60.1% of the facilities in which graduates were employed and clinics represented 12.5%. A university setting was reported by 10.6% and community centers including YMCA's and Jewish Community Centers were reported by 4.3%. Combinations of the types of services each facility offered included cardiac rehabilitation (56.3%), adult fitness (30.1%), wellness (26.1%), corporate fitness (8.5%), pulmonary rehabilitation (7.4%), sports medicine (5.3%), and health promotion (5.3%). Twenty-three percent of the former students were employed by other

Table 6. Professional organizations represented by former AF/CR students (in percentages)

Organization (#)	Member	Committee Member	Fellow	State Officer	Nat'l Officer
ACSM (84)	70.0	6.6	<1.0	0.0	0.0
AACVPR (54)	45.0	8.3	5.0	<1.0	4.1
AHA (22)	18.3	5.0	0.0	2.5	0.0
APTA (7)	5.8	0.0	1.7	1.7	<1.0
AWHP (7)	5.8	2.5	1.7	1.7	<1.0
NSCA (7)	5.8	<1.0	0.0	0.0	0.0
AAHPERD (6)	5.0	0.0	0.0	0.0	0.0
ADA (4)	3.3	0.0	0.0	0.0	0.0
AFB (3)	2.5	0.0	0.0	0.0	0.0
IDEA (3)	2.5	0.0	0.0	0.0	0.0
AACN (2)	1.7	0.0	0.0	0.0	0.0
AARC (2)	1.7	<1.0	0.0	0.0	0.0
ACE (2)	1.7	0.0	0.0	0.0	0.0
ANA (2)	1.7	0.0	0.0	0.0	0.0
CSCR (2)	1.7	0.0	0.0	0.0	0.0
NATA (2)	1.7	0.0	0.0	0.0	0.0

- ACSM: American College of Sports Medicine  
AACVPR: American Association of Cardiovascular and Pulmonary Rehabilitation  
AHA: American Heart Association  
APTA: American Physical Therapy Association  
AWHP: Association of Wellness and Health Promotion  
NSCA: National Strength and Conditioning Association  
AAHPERD: American Alliance of Health, Physical Education, Recreation, and Dance  
ADA: American Dietetics Association  
AFB: Association of Fitness and Business  
IDEA: International Dance and Exercise Association  
AACN: American Association of Critical Nursing  
AARC: American Association of the Red Cross  
ACE: American Council on Exercise  
ANA: American Nursing Association  
CSCR: Society of Cardiac Rehabilitation  
NATA: National Athletic Training Association

facilities including businesses directly or indirectly related to the field (for example, medical equipment manufacturer and a pacemaker company). Table 7 illustrates the types of facilities represented by former students.

Table 7. Types of facilities represented by former AF/CR students

Facility type	Number	%
Hospital	56	60.1
Cardiac Rehabilitation	53	56.3
Adult Fitness	28	30.1
Wellness	24	26.1
Clinic	15	12.5
University	10	10.6
Corporate Fitness	8	8.5
Pulmonary Rehabilitation	7	7.4
Sportsmedicine	5	5.3
Health Promotion	5	5.3
Community Center	4	4.3
Other*	22	23.4

\* Facilities directly or indirectly related to the field of exercise physiology

#### Current Employment Status

Sixty-nine percent of the respondents were employed full-time in the field of exercise physiology (more than 30 hours per week). Those working part-time in the field included 10% of the population. Unemployed seeking employment ( $n = 4$ ) made up only 3.3% of the former students (one had recently resigned from his current position and three had not yet completed their degrees). Those

unemployed not seeking employment (mostly housewives) made up 2.5% of the former students. Two of the former students were currently interning, one a doctoral candidate, one a medical resident, and two were in nursing school (5%). Twelve of the respondents (10%) were not currently working in the field of exercise physiology (see Table 8).

Table 8 indicates the current specific positions/titles reported by the former students. It should be noted that different names were given for similar positions but were put into the same categories. The majority of former students indicated their current position/title as exercise physiologist or clinical exercise specialist (25.8%). Unit directors or cardiac rehabilitation supervisors included 10% of the sample. Health promotion directors or health and fitness coordinators involved in cardiac rehabilitation or corporate fitness comprised 7.5% of respondents. Question #13 asked how many years (rounded to the nearest full year) the respondent had worked at his or her current position. The majority responded with 1 to 3 years (42%). Twenty percent had been at their current position for 4 to 7 years. Less than 1 year was the response given by 12% of the former students and 10.8% had been at their current position for 8 to 10 years. Only 4.2% answered with 11 to 15 years and no one answered with greater than 15 years (see Table 9).

Table 8. Current positions held by former AF/CR students

Position	Number	%
Exercise Physiologist/ Clinical Exercise Specialist	31	25.8
Program Supervisor/ Unit Director *	12	10.0
Health Promotion Director/ Health & Fitness Coordinator **	9	7.5
Associate Professor in a University Setting ***	5	4.2
Clinical Services Director/ Administrator	5	4.2
Nurse (not in cardiac rehab)	4	3.3
Physical Therapist	4	3.3
Business Consultant/Human Resource/ Health Equipment Manager	4	3.3
Dietician/Nutritionist ****	3	2.5
Program Director in Parks & Rec/ YMCA/Jewish Community Center	3	2.5
President or V.P. of Fitness Company	3	2.5
Medical Resident/Doctoral Candidate	3	2.5
Student Intern	2	1.7
Nursing Student	2	1.7
Wellness Consultant/Personal Trainer	2	1.7
Relations Representative/Sales Representative	2	1.7
Elementary/Secondary Physical Education Teacher	2	1.7
Other *****	4	3.9
Part-time in the field	5	4.2
Part-time not in the field	8	6.7
Not currently employed	7	5.8
Totals	120	100.7

\* In a cardiac rehabilitation type setting

\*\* At least half in cardiac rehabilitation or corporate fitness

\*\*\* In the field of exercise physiology or related field

\*\*\*\* Also exercise physiologist in a cardiac rehabilitation setting

\*\*\*\*\* Bike shop owner, plumber, theme park manager, and in-home salesperson

Table 9. Number of years at current position

Number of Years	Number	%
Less than 1 year	14	12.0
1 to 3 years	50	42.0
4 to 7 years	24	20.0
8 to 10 years	13	10.8
11 to 15 years	5	4.2
Totals	106*	89.0*

\* The remaining 14 (out of 120) were excluded because they were interning, nursing students, pursuing doctoral or medical degrees, or not employed (11.7%).

Former students were also asked if their current position was the first obtained after completing the UW-L AF/CR program (see Table 10). A "yes" response was indicated by 29.2% and 59.2% responded with "no".

Table 10. Is current position the first position obtained by former AF/CR students?

Response	Number	%
Yes	35	29.2
No	71	59.2
Totals	106*	88.4*

\* The remaining 14 (out of 120) were excluded because they were either interning, nursing students, pursuing doctoral or medical degrees, or not currently employed (11.7%).

### Income and Hours Worked

Of those currently working in the field, 46.7% were paid hourly. The hourly wages ranged from \$9.00/hr to \$30.00/hr with an average hourly wage of \$15.93/hr (see Table 11). Table 11 also provides the salary equivalents for hourly wages (based on 40 hours per week). One person also indicated an hourly wage of between \$75-\$100/hr but was excluded in calculating the mean because it was significantly greater than any other hourly wage indicated. The respondents who were paid hourly and working full-time indicated the number of hours they worked per week as well. The range was 35-50 hours with an average of 41 hours per week (SD =  $\pm 3.67$ ).

Just over 53% of the surveys received were from those whose yearly income was salaried. At least one person responded in each category ranging from less than \$19,000 to greater than \$80,000 per year. The majority of former AF/CR students currently working in the field received an annual income of \$30,000-\$34,999 (20.8%). The second largest majority was \$35,000-\$39,999 (15.1%) followed by \$45,000-\$49,999 (9.4%). It is obvious that the majority in this case (20.8%) is a relatively small percentage and may not be a good representation of the average annual income of former AF/CR students. The remaining responses in each salary

Table 11. Hourly wage represented by former AF/CR students

Range	Number	%	Salary* Equivalent
\$ 9.00	1	2.6	\$18,700
\$10.00-\$11.99	2	5.1	\$20,800-25,000
\$12.00-\$13.99	7	18.0	\$25,000-29,100
\$14.00-\$15.99	10	25.6	\$25,000-33,300
\$16.00-\$17.99	6	15.4	\$33,300-37,400
\$18.00-\$19.99	4	10.3	\$37,400-41,600
\$20.00	2	5.1	\$41,600
\$27.00-\$30.00	2	5.1	\$56,200-62,400
\$14.26-\$17.50**	5	12.8	\$29,700-36,400
Totals	39***	100.0	

\* Based on 40 hours per week

\*\*Employed part-time in the field of exercise physiology

\*\*\*The remaining numbers include those former students who were salaried employees and those who were currently interning, attending nursing school, pursuing doctoral or medical degrees, and those not currently employed in the field (total=120).

Note: Mean hourly wage was \$15.93 ± 3.67 (SD).

category may be found in Table 12. The five people employed part-time in the field (9.4%) indicated a salary of less than \$19,999.

The hours worked per week by those on salary were slightly higher than those with an hourly wage. The range was 30 to 65 hours per week with an average of 47 hours per week (SD = ± 8.25). Several people made the comment that they did not have to work more than 40 hours per week, but they did anyway.

Table 12. Salary ranges of former AF/CR students

Range	Number	%
Less than \$19,999*	5	9.4
\$20,000 to \$24,999	1	1.9
\$25,000 to \$29,999	3	5.7
\$30,000 to \$34,999	11	20.8
\$35,000 to \$39,999	8	15.1
\$40,000 to \$44,999	4	7.5
\$45,000 to \$49,999	5	9.4
\$50,000 to \$54,999	2	3.8
\$55,000 to \$59,999	3	5.7
\$60,000 to \$64,999	1	1.9
\$65,000 to \$69,999	1	1.9
\$70,000 to \$74,999	2	3.8
\$75,000 to \$79,999	1	1.9
Greater than \$80,000	6	11.3
Totals	53**	100.1

\* Employed part-time in the field of exercise physiology.

\*\*The remaining numbers include those former students who were paid hourly and those who were currently interning, attending nursing school, pursuing doctoral or medical degrees, and those not currently employed in the field (total = 120).

Note: The mean hours worked by those on salary was 47 hrs/wk (SD =  $\pm$  8.25).

It should be noted that 6 out of 120 respondents (5.0%) reported a salary of greater than \$80,000 per year, though at least one was no longer in the field. Three of the seven individuals generating an income between \$80,000 to 120,000 per year obtained a MBA after leaving UW-L. They were in management positions in cardiovascular services, health promotion, and health equipment manufacturing requiring

50-65 hours per week. Two of the three had been at their current position for 1 to 3 years and the third individual had 8 to 10 years of experience. One of the seven individuals had an Ed.D., worked 60 hours per week as the area vice president for a contract therapist company, and had worked there for 1 to 3 years. Two of the individuals making more than \$80,000 did not pursue advanced degrees after leaving the AF/CR program. One was an in-home personal trainer who works 20 to 25 hours per week and the other a sales representative for a pacemaker company requiring 40 to 45 hours per week. Both had been at their current positions for 4 to 7 years. The one individual completely out of the exercise physiology field was a national sales representative for a major computer/copier company. He held a doctorate in education, worked 40 hours per week, and had been with the company for 4 to 7 years. The geographical location of all of these individuals varied throughout the U.S. (see Table 13).

#### Salary vs. Geographical Location

It is important to break down salaries according to geographical location. Respondents in this category included those living in the U.S. and those working full-time in the field of exercise physiology. As mentioned previously, the areas included the midwest, northeast, southwest, southeast, and west coast.

Table 13. Data on former AF/CR students generating an annual income of greater than \$80,000

Position (years)	Hours/week	Location	Salary indicated
Administrator cardiovascular services (1 to 3 years)	60-65	Tennessee	>\$80,000
Manager health promotion (8 to 10 years)	50	California	>\$80,000
Sales Representative pacemaker company (4 to 7 years)	40-50	Pennsylvania	\$83,000
Manager in health equipment manufacturing (1 to 3 years)	55-60	Washington	\$95,000
Vice President contract therapy (1 to 3 years)	60	California	>\$100,000
Sales Representative computer/copier company (4 to 7 years)	40	Arizona	\$120,000
Personal Trainer in-home business (4 to 7 years)	20-25	Illinois	\$75-\$100/hr

The former students residing in the midwest indicated an average hourly wage of \$14.43 (range = \$10.25/hr to \$20.00/hr) and the most common salary range was \$30,000 to \$35,000 per year (overall range = \$20,000 to \$80,000).

There were no hourly wages indicated from those in the northeast but the most common salary range was \$45,000 to \$50,000 per year (overall range = \$30,000 to \$70,000). No hourly wages were indicated from those in the southwest. The most common salary range in the southwest was \$30,000 to \$35,000 per year (overall range = \$25,000 to \$40,000).

The respondents from the southeast indicated an average hourly wage of \$15.04 per hour (range = \$14.15/hr to 15.53/hr). The most common salary range was \$40,000 to \$45,000 per year (overall range = \$30,000 to \$50,000).

The final area represented was the west coast (see Table 14). The average hourly wage reported by those people was \$17.40 per hour (range = \$16.50/hr to \$18.30/hr). The most common salary range was between \$35,000 to \$40,000 with an overall range of \$30,000 to \$60,000 per year.

#### Salary vs. Years Working

It was also important to determine the salaries of former students according to how long they had been at their current positions. Respondents could answer in one of six different areas: less than 1 year, 1 to 3 years, 4 to 7 years, 8 to 10 years, 11 to 15 years, and greater than 15 years (rounded to the nearest full year). Greater than 15 years was excluded because it did not generate a response. Again, these results were taken from those who were working

Table 14. Salary vs. geographical location (full-time)

Range	Mean Hourly Wage	Most Common Salary Range
Midwest (range = \$10.25-\$20.00)	\$14.43	\$30,000-\$35,000 (range = \$20,000-\$80,000)
Southwest	N/A	\$30,000-\$35,000 (range = \$25,000-\$40,000)
West Coast (range = \$16.50-\$18.30)	\$17.40	\$35,000-\$40,000 (range = \$30,000-\$60,000)
Southeast (range = \$14.14-\$15.53)	\$15.04	\$40,000-\$45,000 (range = \$30,000-\$50,000)
Northeast	N/A	\$45,000-\$50,000 (range = \$30,000-\$70,000)

Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin, and Wyoming.

Southwest: Arizona, Colorado, Nevada, Oklahoma, and Texas.

West Coast: California, Oregon, and Washington.

Southeast: Florida, Georgia, North Carolina, South Carolina, and Tennessee.

Northeast: Maryland, New Hampshire, New Jersey, New York, Pennsylvania, and Rhode Island.

full time in the field (mostly those working in or directing programs in community fitness, corporate fitness, cardiopulmonary rehabilitation, health promotion, and/or university settings). Obviously experience plays an important role in initial wages and must be taken into consideration (59.2% of the respondents stated that their

current position was not their first in the field). Also, those generating an income of greater than \$80,000 per year were excluded because they were discussed in detail earlier.

Former students working at their current position for less than 1 year indicated an average hourly wage of \$13.47 per hour (range = \$11.30/hr to \$16.10/hr). The most common salary range was between \$30,000 to \$35,000 per year (overall range = \$20,000 to \$50,000).

Those employed at their current position for 1 to 3 years responded with an average hourly salary of \$14.92 (range = \$9.00/hr to \$20.00/hr). The salaries given ranged from \$25,000 to \$55,000 per year and the most commonly given range was \$30,000 to \$35,000.

The hourly wage of those in the 4 to 7 years category indicated an average hourly wage of \$15.12 per hour (range = \$13.00/hr to \$14.98/hr). The most common salary range was \$35,000 to \$40,000.

Only two people working 8 to 10 years at their current positions indicated an hourly wage, both of which was \$18.70 per hour. The salaries reported ranged from \$35,000 to \$70,000 per year with a most common salary range of \$45,000 to \$50,000.

According to survey results, only four former AF/CR students have been in their current positions for 11 to 15 years (see Table 15). One indicated an hourly wage of

\$15.41 per hour, two indicated salaries of \$30,000 to \$35,000 per year, and one generated an annual salary of \$75,000 to \$80,000.

Table 15. Salary vs. years at current position of former AF/CR students (full-time)

Years Working	Mean * Hourly Wage	Most Common Salary Range
< 1 Yr	\$13.47 (range = \$11-\$16)	\$30,000-\$35,000 (range = \$20,000-\$50,000)
1 - 3 Yrs	\$14.92 (range = \$ 9-\$20)	\$30,000-\$35,000 (range = \$25,000-\$55,000)
4 - 7 Yrs	\$15.12 (range = \$13-\$17)	\$35,000-\$40,000 (range = \$30,000-\$60,000)
8 - 10 Yrs	\$18.70 (2 @ \$18.70)	\$45,000-\$50,000 (range = \$35,000-\$70,000)
11 - 15 Yrs	\$15.41 (1 response)	\$45,000-\$50,000 (range = \$30,000-\$80,000)

\*Based on a 40 hour work week: \$13.47/hr = \$28,000/yr, \$14.92/hr = \$31,000/yr, \$15.12/hr = \$31,400/yr, \$18.70/hr = \$38,900/yr, and \$15.41/hr = \$32,100.

#### Salary vs. Position

The next analysis involved a comparison of salaries and positions of former AF/CR students. Positions in the field of exercise physiology were used in these results. The positions/titles given most often were exercise physiologist and unit director in a cardiac rehabilitation facility. The most common salary range reported by exercise physiologists

was \$30,000-\$35,000 per year (overall range = \$25,000 to \$40,000). The average hourly wage reported by exercise physiologists was \$14.17 (range = \$9.00/hr to \$19.00/hr). Based on a 40 hour work week, the mean hourly wage is equivalent to \$29,500 per year. Unit directors or cardiac rehabilitation program supervisors reported a common salary range of \$50,000 to \$55,000 per year (overall range = \$30,000 to \$80,000). The average hourly wage reported by the same group was \$17.91/hr (range = \$15.45/hr to \$20.00/hr). Based on a 40 hour work week, \$17.91/hr is equivalent to \$37,300/yr. Table 16 reveals the remaining most common positions and the average salaries corresponding to each category.

#### Employee Benefits

The next survey question asked former students to rate the employee benefits available to them at their current positions. Respondents could answer 1 for excellent, 2 for good, 3 for fair, 4 for poor, 5 for very poor, or 6 for not applicable. Full-time employees in the field of exercise physiology who answered question #19 were used in the results (total = 90). Benefit questions did not apply to the remaining former students because they were either unemployed, interning, continuing their education, not employed in the field, employed part-time with no benefits,

Table 16. Salary vs. position of former AF/CR students

Position	Most Common Salary Range	Mean* Hourly Wage	Number
Exercise Physiologist (range = \$25,000-\$40,000)	\$30,000-\$35,000	\$14.17 (range = \$9.00-\$19.00)	29
Community Fitness Director (range = \$20,000-\$45,000)	\$30,000-\$35,000	\$17.50 (1 response = \$17.50)	3
Health Promotion Director (range = \$30,000-\$55,000)	\$35,000-\$40,000	N/A	9
Associate Professor (range = \$30,000-\$45,000)	\$35,000-\$40,000	N/A	5
Dietician Cardiac Rehabilitation (range = \$40,000-\$50,000)	\$40,000-\$45,000	\$18.70 (1 response = \$18.70)	3
Unit Director (range = \$30,000-\$80,000)	\$50,000-\$55,000	\$17.91 (range = \$15.45-\$20.00)	12
<b>Total</b>			<b>61</b>

\*Based on a 40 hour work week, \$14.17/hr = \$29,500/yr, \$17.50/hr = \$36,400/yr, \$18.70/hr = \$38,900/yr, and \$17.91/hr = \$37,300/yr.

or were covered under their spouse's employee benefits (total = 90). Respondents were also asked to quantify their answers and those results are discussed within this text. Results for this question are in Table 17.

Former students who answered questions regarding health, dental, life, and malpractice insurance were also

Table 17. Ratings of employee benefits of former AF/CR students in percentages (n = 120)

Benefit	Excellent	Good	Fair	Poor	Very Poor	N/A
Health Insurance	50.0	31.0	7.7	0.0	0.0	11.0
Dental Insurance	36.7	25.6	13.3	3.3	2.2	18.9
Life Insurance	31.1	31.0	14.4	1.1	0.0	22.2
Paid Vacation	37.8	42.2	12.2	0.0	0.0	7.8
Paid Holidays	34.4	38.9	7.7	0.0	0.0	18.9
Paid Sick Leave	28.9	42.2	6.7	1.1	0.0	21.1
Malpractice Insurance	18.9	7.8	2.2	2.2	3.3	65.6
Paid Family Leave	15.6	14.4	13.3	5.5	4.4	46.7
On-Site Child Care	12.2	7.7	5.6	2.2	6.7	65.6
Cont. Ed. Reimbursement	17.8	23.3	23.3	17.8	6.7	11.1
Free Parking	53.3	13.3	4.4	4.4	4.4	20.0
Uniform Allowance	5.6	2.2	6.7	4.4	6.7	74.4
Meal Discount	7.8	17.8	17.8	2.2	3.3	51.1
Product/Service Discount	10.0	10.0	8.9	2.2	3.3	65.6
Profit Sharing Plan	10.0	11.0	5.5	2.2	3.3	67.8
Pension/Retirement Plan	31.1	31.1	17.8	1.1	2.2	16.7

Note: Total percentages in each row are between 99.7% and 100%.

asked to provide information in percentages as to what the employer paid and what the employee paid for each benefit.

For those answering "excellent" to any of the insurance items, it was indicated that the employer paid between 67 and 100% and the employee paid between 0-33%. Those answering "good" to the same items indicated that the employer paid between 80-100%. The employer paid between 50-80% according to those who indicated a "fair" response to the insurance items and the employee paid between 20-50%. It is apparent from these figures that many of the benefit item responses are subjective and vary greatly between respondents.

Other items that can be quantified are the questions regarding paid vacation, paid holidays, paid sick leave, and paid family leave. The majority of people gave a "good" to "excellent" response in those areas. Many subjects indicated that all of their time off was combined into one package and could be used as they chose (for example, between 30-40 days per year). Two to three weeks per year was the answer given most often regarding paid vacation. Paid sick leave ranged from 10 to 12 days per year. Others said that they had to use vacation time as sick leave. The most common paid holidays were New Year's Day, Labor Day, Memorial Day, Independence Day, President's Day, Martin

Luther King's birthday, Thanksgiving, Christmas, Good Friday, and Easter.

Continuing education reimbursement was one item with a wide range of responses. Respondents were asked to specify the amount of eligible dollars allotted for continuing education per year. Those indicating an "excellent" response were allowed \$1,200-\$3,000 per year, though one person also indicated \$2,500 per year as "good." "Good" and "fair" responses were also indicated by those receiving \$500-\$1,000 per year. Others answering "fair" to the continuing education question indicated that they received a 50% tuition waiver from the local university and/or the opportunity to go to one or two conferences per year. The "poor" responses ranged from \$100-\$1,000 per year. At least one person felt that \$1,000 per year was "very poor" and the rest in that category received no reimbursement for continuing education expenses.

Though the majority of respondents did not receive meal discounts (51.1%), those who did responded with a "good" or "fair" answer (17.8% each) and indicated that they received 25-50% off their meals. The survey also asked the amount of dollars per year for uniform allowances. Almost 75% did not receive a uniform allowance and 11% indicated that their uniform allowance was "poor" or "very poor." Those who commented reported that they were allowed one lab coat when

they were hired. Another individual stated that he received three free tee shirts from his place of employment.

A few of the respondents listed other benefits received and felt that they were "good" to "excellent." Those responses included tax deferred annuity, long term disability, 401K, and free use of exercise facilities. No comments were provided regarding these benefits.

#### Job Satisfaction

A final question asked to former students regarding their current employment situation was the rating of their job satisfaction. The possible responses were "excellent," "good," "fair," "poor," and "very poor" (see Table 18). Respondents were also asked to provide additional comments regarding their answers. Ninety-six responses were used to tabulate the job satisfaction results. The remaining former students ( $n = 120$ ) were either unemployed, interning, continuing their education, or not employed in the field. The majority (43.8%) indicated a "good" response with a common comment that they were happy with their current position but always kept their eyes open for something new. An "excellent" response was provided by 27.1%. Although those not working in the field were not used to calculate these results, it is interesting to note that the majority of those people also indicated an "excellent" response when asked about their job satisfaction (including a plumber,

Table 18. Job satisfaction of former AF/CR students

Category	Number	%
Excellent	26	27.1
Good	42	43.8
Fair	23	24.1
Poor	2	2.1
Very Poor	2	2.1
Totals	96*	99.2

\* The remaining 24 include those unemployed, interning, currently pursuing advanced degrees, and those not employed in the field, (page 26).

theme park manager, business consultant, and high school teachers). Those who gave a "fair" response (24.1%) commented that they were disappointed with their pay, benefits, and had limited responsibilities. Few people indicated that their job satisfaction was "poor" or "very poor" (2.1% in each category), but those who did commented that the salary was insufficient and/or they had management conflicts. One person also indicated that their job satisfaction was between "fair" and "good".

### Program Assessment

The remaining three pages of the survey pertained to the assessment of the AF/CR graduate program (see Appendix B). Former students were asked to provide their perceptions of the program regarding its content, courses, faculty, thesis requirement, and other areas, and how it prepared them for their careers.

#### Rating of AF/CR Experiences

Question #21 asked the respondents to rate the usefulness or importance of the AF/CR experiences listed in Table 19. The choices given were "very important," "somewhat important," "not important," and "not applicable." The adult fitness and cardiac rehabilitation rotations listed in Table 19 refer to the La Crosse Exercise and Health Program (LEHP) which was described earlier. Graded exercise testing refers to diagnostic exercise testing performed by AF/CR students on LEHP participants. Clinical practicum refers to observations and experiences available to AF/CR students at St. Francis Medical Center and Lutheran Hospital, both located in La Crosse. The field trip experience refers to a 4 to 5 day trip across Wisconsin where students visit and observe different adult fitness, corporate fitness, and cardiac rehabilitation programs.

Table 19. Importance of AF/CR experiences to former students in percentages (n = 120)

Experience	Very Important	Somewhat Important	Not Important	N/A	Totals
Adult Fitness	44.2	43.3	8.3	4.2	100.0
Cardiac Rehab	78.3	15.8	1.7	4.2	100.0
GXT**	75.0	18.3	3.3	3.3	99.9
Internship	75.8	14.2	1.7	8.3	100.0
Cl. Practicum	47.5	23.3	2.5	27.1*	100.4
Coursework	57.1	39.2	.8	3.3	100.4
Field Trip	25.8	45.8	12.1	17.1*	100.8
Thesis	49.2	38.3	7.5	5.0	100.0

\* Large percentages (N/A) represent experiences not incorporated into the program until recently.

\*\*Graded Exercise Testing

#### Required vs. Optional Thesis

The next question in the program evaluation section of the survey asked if the respondents felt that the thesis should be required or optional in the AF/CR program. As shown in Table 20, 73.3% of the respondents believed that the thesis should be required and 27.1% believed that it should be optional. The most common comments made by those who believed that the thesis should be required were that it helps one to understand and distinguish between good and bad research and that it also stimulates critical thinking. Others commented that a required thesis adds credibility to a master's degree, separating it from a bachelor of science

Table 20. Required vs. optional thesis

Response	Number	%
Required	88	73.3
Optional	32	27.1
Totals	120	100.4

degree, and that it was helpful in pursuing a Ph.D. Those who believed that the thesis should be optional commented that the time required for a thesis could have been better spent on practical experiences and that a smaller paper or project would have been sufficient. Others commented that if one is not pursuing a Ph.D., a thesis should not be a requirement of the program.

#### Responses to Statements and Comments

Former students were asked to respond to statements regarding the AF/CR program (see Table 21). Respondents could answer by circling 1 for strongly agree, 2 for agree, 3 for neither agree nor disagree, 4 for disagree, 5 for strongly disagree, or 6 for not applicable. Respondents were also asked to provide additional comments regarding their answers. These comments help the researcher and the reader understand why the respondent may have responded favorably or unfavorably towards the AF/CR program.

Table 21. Responses from former students regarding the AF/CR graduate program

Statements (question #23)

\* see key below

a. The faculty and staff were available outside of class for additional assistance.	1. 32.2%	2. 49.2%	3. 12.7%	4. 5.1%	5. 0.0%	6. .9%
b. The professors provided adequate instruction in relation to the class material given.	1. 25.4%	2. 59.3%	3. 13.6%	4. .9%	5. .9%	6. 0.0%
c. The clinical practicum at St. Francis Hospital/Skemp Clinic provided me with appropriate practical experiences.	1. 12.7%	2. 22.0%	3. 11.0%	4. 2.5%	5. .9%	6. 51.0%
d. The clinical practicum at Lutheran Hospital/Gundersen Clinic provided me with appropriate practical experiences.	1. 15.3%	2. 21.2%	3. 11.0%	4. 3.4%	5. .9%	6. 49.2%
e. The class field trip provided me with reliable insight into the adult fitness, corporate fitness and cardiac rehabilitation professions.	1. 26.3%	2. 37.3%	3. 19.5%	4. 2.5%	5. 0.0%	6. 14.4%
f. The faculty and staff provided me with proper guidance in the completion of my master's thesis.	1. 45.8%	2. 36.4%	3. 10.2%	4. 5.9%	5. 1.7%	6. 0.0%
g. The faculty and staff provided me with the proper guidance in selecting an internship site.	1. 10.2%	2. 30.1%	3. 38.1%	4. 8.5%	5. 4.2%	6. 9.3%
h. My experiences at UW-L adequately prepared me for additional studies (doctoral program, MBA, etc.).	1. 17.8%	2. 15.3%	3. 15.3%	4. .9%	5. 0.0%	6. 51.0%
i. My overall experience in the AF/CR graduate program was very rewarding.	1. 56.0%	2. 39.1%	3. 4.2%	4. .9%	5. 0.0%	6. 0.0%

\* 1 = Strongly Agree 2 = Agree 3 = Neither Agree nor Disagree 4 = Disagree 5 = Strongly Disagree  
6 = Not Applicable

Those who disagreed or neither agreed nor disagreed with the statement regarding faculty/staff availability outside of the classroom (question #23a) commented that some

were and some were not. Others stated that some of the faculty members were gone too much and were too busy to provide additional help.

Question #23b asked former students to respond to the statement that AF/CR professors provided adequate instruction in relation to class material given. Again, those who disagreed with this statement commented that some professors did and others did not. One person strongly disagreed with this statement and commented that he/she did not appreciate buying required texts and not using them in class.

Questions #23c and #23d stated that the clinical practicums at both Lutheran Hospital and St. Francis Medical Center provided appropriate practical experiences. Respondents stated that both practicums needed to include more Phase I and II experiences as well as more "hands on" opportunities. Several people also provided very positive feedback regarding the observation of open heart surgery at Lutheran Hospital.

Question #23e stated that the class field trip provided reliable insight into the adult fitness, corporate fitness and cardiac rehabilitation professions. Those who disagreed (2.5%) commented that the trip was misleading to the job market and felt that the job outlook was actually scarce. Others felt that since the trip focused only on Wisconsin

facilities that it was not representative of the entire country.

Former students were also asked to respond to the statement that faculty/staff provided them with proper guidance in the completion of the master's thesis (question #23f). Few comments were made in this area but the few who strongly disagreed (1.7%) stated that they received inadequate counseling regarding their thesis. Regarding proper guidance in selecting an internship site (question #23g), those who commented felt that they completed this task on their own with help from an information file.

Several comments were provided regarding the overall experience of the AF/CR graduate program (question #23i). Though the majority of the former students had a positive experience at UW-L, some felt that it was a very intense program and a strain on anyone with a family. Only one person indicated that his or her overall experience was not rewarding. This person stated that she would have preferred more "hands on" clinical experience in all phases of cardiac rehabilitation. Others suggested changes such as providing a formalized job placement system, separating adult fitness and cardiac rehabilitation into two separate programs, and implementing classes in business, marketing, pulmonary rehabilitation, and reimbursement issues in cardiac rehabilitation.

### Recommending the Program

Question #23j elicited a yes or no response (see Table 22). Former students were asked if they would recommend the AF/CR graduate program to others. Ninety-six percent of the respondents gave a yes answer. One person said that they would not recommend the program to others (.8%). The comment made by this person was that facilities in California did not hire exercise physiologists without a nursing background. Four of the former students (3.3%) said that they could not answer because it had been too long since they were in the program.

Table 22. Former students recommending the AF/CR program to others

Response	Number	%
Yes	115	95.8
No	1	.8
Neither Yes or No	4	3.3
Totals	120	99.9

### Evaluation of AF/CR Courses

The final question on the survey asked the former students to rate the required AF/CR classes in their importance to the perceived current and future job market. The choices given were 1 for very important, 2 for

important, or 3 for not important. Respondents could answer N/A, not applicable, if the class was not available during their time at UW-L. It should be noted that all AF/CR students are required to take the same courses within the structure of the program. Table 23 reveals the responses indicated by the former students regarding the different courses in the AF/CR program.

Table 23. Evaluation of AF/CR courses \*\*

Course	Very Important	Important	Not Important	N/A
HED 710 Risk Factor Red. and Patient Education	60.0	23.2	3.6	*13.4
EFN 730 Introduction to Research	38.4	51.0	9.8	.9
EFN 735 Interpretation of Statistical Data	42.0	44.0	14.3	0.0
PE 744 Laboratory Techniques	71.0	27.0	1.8	.9
PE 770 Physiology of Activity	79.0	19.0	0.0	2.7
PE 780 Organ./Admin. of AF/CR Programs	46.4	38.0	15.2	.9
PE 781 Prin. and Tech. of Physical Activity	38.0	37.0	3.6	*22.3
PE 782 EKG (Electrocardiography)	93.0	6.3	.9	0.0
PE 783 Methods/Proc. of Graded Exercise Testing	84.0	16.1	0.0	0.0
PE 784 Advanced CV Physiology	87.0	12.0	0.0	1.8

\* Large percentages (N/A) represent courses which were not incorporated into the program until recently

\*\*All data presented in percentages

The only comment made by former students regarding AF/CR coursework was that the Risk Factor Reduction and Patient Education course would be more beneficial and appropriate for the student if it were three or four credits rather than one.

#### Discussion

An obvious weakness in this study was that many of the former students have been out of the program for many years and may not have been able to remember some aspects of the program as well as they could have. A low response rate was another obvious weakness. Regardless, the overall trends observed from this study were positive. Many former students conveyed the idea that the AF/CR graduate program has developed into an even better program since they were enrolled.

Another weakness may have been the use of the "not applicable" (N/A) response. The meaning may not have been the same for all respondents. Some may have responded with N/A because they did not have the opportunity to experience a certain part of the AF/CR program and others may have indicated a N/A response because they did not feel that a particular experience pertained to their current career. For example, one person may have believed that the class field trip was not applicable because he or she did not go on the trip while another person may have felt that it was

not applicable because it was not important in his/her career (a "not important" response would have been more appropriate for that person). The N/A response was included in most of the response choices because the program has changed over the years (for example, some students did not have the opportunity to experience the clinical practicum, class field trip, or certain classes).

Although many former AF/CR students responded, more responses would have added to the validity of the results. Possibly, a third mailing and persistent telephone calls could have been conducted to achieve a better response rate. This researcher believes that it would be in the best interest of anyone planning to conduct a study involving a survey or questionnaire, to allow as much time as possible for developing, sending, receiving, and analyzing data. This particular study did allow for an updated and accurate address list of former AF/CR students to be compiled (it can be difficult to locate women who have married and changed their names, for example).

A fax number was provided for survey returns as well as a self-addressed stamped envelope. It should be noted for future reference that only 5 of the 126 surveys were returned by fax. A telephone number was also provided for the respondent and was necessary because the surveyor received several phone calls with inquiries about the survey

questions. This allowed the survey questions to better convey the same or similar meaning among respondents.

Several former students requested to receive the results of this study, especially in regards to salary. Of course, these requests will be honored. It seems that information attained from a survey of this nature can be advantageous not only for future graduate students, but for past AF/CR students as well.

## CHAPTER V

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary

After extensive investigating, 289 out of 300 addresses of former AF/CR graduate program students were located. A 10 page survey was developed regarding the career paths chosen by former students as well as their salaries, job satisfaction, and other variables.

The survey also included a program assessment which allowed the former students to evaluate many aspects of the AF/CR program. The survey was mailed to the 289 former students with a cover letter and self-addressed stamped envelope. A 44% (n = 126) response rate was achieved. Though it would have been beneficial to obtain a greater response rate, 44% is respectable when compared to other studies of this nature (Berkner & Lutz, 1989; Fisher, 1988). It is recommended that bulk mailing (third class) be discouraged in future studies because of the time factor (especially when dealing with dates and deadlines). It is also suggested to future researchers that sufficient time be allowed for third mailings and telephone calls. A shorter survey may be advantageous in achieving desired response rates as well.

The major findings from this study were:

1. Approximately 28% of the respondents pursued advanced degrees or additional course work after completing the AF/CR graduate program with the majority obtaining nursing (BS), exercise physiology (Ph.D.), and business administration (MBA) degrees (see Table 5, page 25).
2. The professional organization represented the most by former students (70%) was the American College of Sports Medicine (ACSM). Forty-five percent were also affiliated with the American Association of Cardiovascular and Pulmonary Rehabilitation (AACVPR) and 18% were or are members of the American Heart Association (see Table 6, page 27).
3. The majority of former AF/CR students were employed by hospitals or clinics (72.6%). Twenty-three percent were employed by other facilities, including businesses directly or indirectly related to the field of exercise physiology such as medical equipment manufacturer and pacemaker companies (see Table 7, page 28).
4. Former students currently employed full-time in the field of exercise physiology (more than 30 hours per week) accounted for 69.2% of the responses. Ten percent were employed part-time in the field. Very few were unemployed seeking employment (3.3%) or unemployed not seeking employment (2.5%). Five percent were still

- continuing their education and 10% were not currently working in the field of exercise physiology (see Table 8, page 30).
5. The majority of former students indicated their current position/title as exercise physiologist (25.8%). Cardiac rehabilitation unit directors and health promotion directors were other frequently reported positions/titles, 10% and 7.5%, respectively (see Table 8, page 30).
  6. The most common salary range among former students was between \$30,000 to \$35,000 per year (20.8%) with an average work week of 47 hours (see Table 12, page 34). Many respondents reported their income as an hourly wage (see Table 11, page 33). The mean was \$15.93/hr with an average work week of 41 hours (salary equivalent = \$33,100/yr). Salaries were also compared between geographical location, position, and number of years at current position (see Tables 14-16, pages 38-42).
  7. Approximately 44% of the former students rated their job satisfaction as "good", indicating that they were content with their positions and had no plans to leave (see Table 18, page 47).
  8. Major findings in the program assessment section were that 95.1% of former students agreed that their overall experience in the program was very rewarding and that

96% of them would recommend the AF/CR graduate program to others. Many other aspects of the program were evaluated and the results will be used to implement any possible changes within the program itself.

#### Conclusion and Recommendations

The impression this researcher observed from the study was that the majority of former AF/CR graduate program students were satisfied with the program. The experiences rated the highest included the cardiac rehabilitation rotation, graded exercise testing, and the 3 month internship (each rated "very important" by greater than 75% of former students).

More than 73% of former AF/CR students believed that the thesis should be required. It is apparent from those statistics that the required thesis should continue to be an important part of the program.

It was also evident that former students were impressed with the addition of the clinical practica into the program. Approximately 50% of the respondents were not exposed to the experiences now offered at Lutheran Hospital and St. Francis Medical Center. Many respondents indicated that "hands on" experience is essential for recent graduates.

According to survey results, 38.1% of former students believed that they selected an internship site on their own with little or no guidance from UW-L faculty or staff.

Perhaps, future efforts can be made to improve this aspect of the program.

The majority of former students believed that the required courses within the AF/CR graduate program were either "important" or "very important." The two courses generating the greatest number of "not important" responses were Interpretation of Statistical Data and Organization and Administration of Adult Fitness and Cardiac Rehabilitation Programs (14.3% and 15.2%, respectively). Comments reported by former students indicated that the two courses may need to be restructured. These results may warrant evaluation of the courses with the intention of providing the most appropriate instruction to students.

Ninety-six percent of former AF/CR students reported that they would recommend the graduate program to others. Several respondents commented that they have and will continue to recommend the program. Others indicated that the UW-L AF/CR graduate program is one of the best programs in the country.

The University of Wisconsin-La Crosse Adult Fitness/Cardiac Rehabilitation Graduate Program Assessment survey results will be useful for past, present, and future students as well as program administrators, faculty, and staff. The results from this study will allow prospective AF/CR students to have a better understanding of the

opportunities available to them. The feedback received will serve as a key to promoting and executing the means to achieving the program's full potential.

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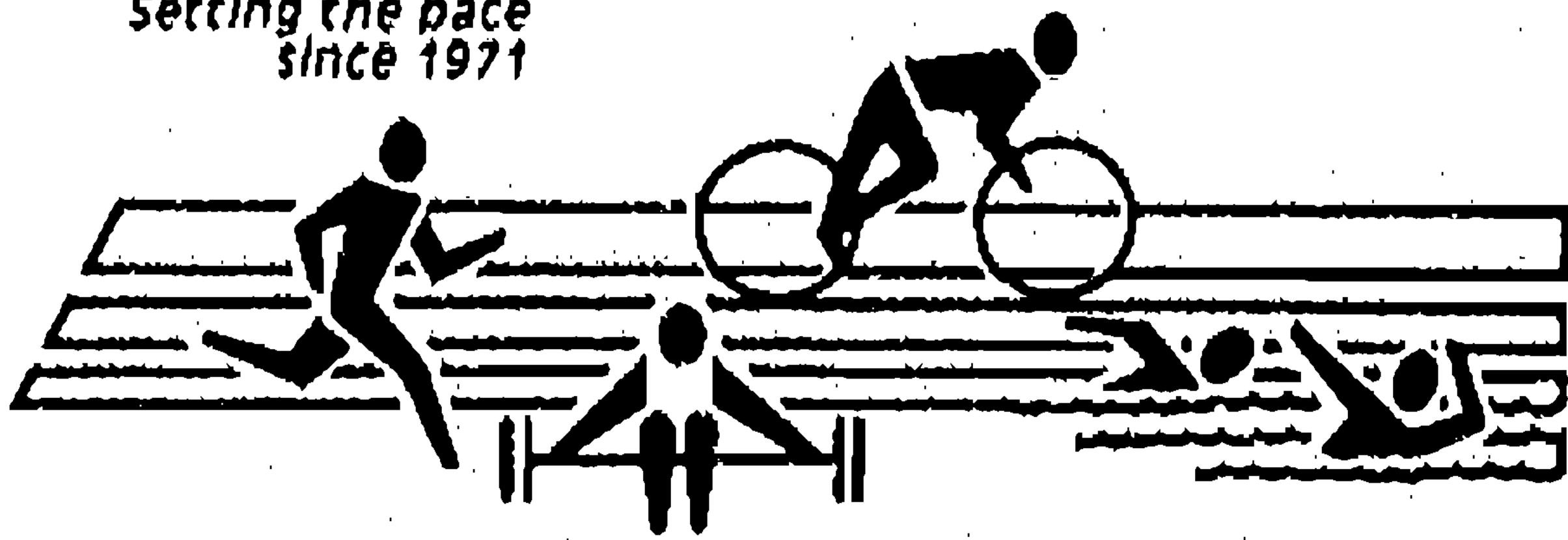
University of Wisconsin-La Crosse  
 Master of Science Degree Program:  
 Adult Fitness/Cardiac Rehabilitation

REQUIRED COURSES (credits\*)

HED 710	Risk Factor Reduction and Patient Education, (1cr.)
EFN 730	Introduction to Research, (3cr.)
EFN 735	Interpretation of Statistical Data, (3cr.)
ESS 744	Laboratory Techniques for AF/CR, (3cr.)
ESS 770	Physiology of Activity, (3cr.)
ESS 780	Organization & Administration of AF/CR Programs, (3cr.)
ESS 781	Principles and Techniques of Physical Activity, (1cr.)
ESS 782	Electrocardiography, (3cr.)
ESS 783	Methods and Procedures of Graded Exercise Testing, (3cr.)
ESS 784	Advanced Cardiovascular Physiology, (3cr.)
ESS 785	Internship: Adult Fitness/Cardiac Rehabilitation, (5cr.)
ESS 791	Cardiac Clinical Practicum, (1cr.)
ESS 799	Research: Master's Thesis, (6cr.)

\* Total credit hours = 38

APPENDIX B  
COVER LETTER



# La Crosse Exercise and Health Program

69

College of Health, Physical Education and Recreation • University of Wisconsin-La Crosse • 1725 State Street, La Crosse, WI 5460

March 29, 1995

Dear Former AF/CR Graduate Student:

Greetings! I am a student at the University of Wisconsin-La Crosse in the Adult Fitness/Cardiac Rehabilitation graduate program. I am conducting a thesis on former AF/CR students regarding their chosen careers, income, job satisfaction, employee benefits, etc., as well as their retrospective evaluation of the UW-L program.

Since you are a former AF/CR student, your help is greatly needed. The information you and others provide is important because it will enable future students to better understand the opportunities in the field of Adult Fitness/Cardiac Rehabilitation as well as suggest avenues for improvement of the UW-L program.

The answers you supply will be confidential. Only myself and my committee members (Committee Chair - Phil Wilson) will have access to your survey. Your name will not be printed in the results.

Of course, as a former student who has experienced the struggle of completing a thesis, I am sure you recognize the importance of returning this survey. A self-addressed stamped envelope is enclosed for your convenience as well as our fax number. If you do fax the survey, please call one of the numbers below and indicate that it has been faxed.

Thank you so much for your time and contribution! Please use the envelope provided or return this survey by fax to (608) 785-6520 by April 12, 1995. (Please keep a copy in case the mailed or faxed copy is misplaced).

Sincerely,

Paula J. Anderson  
1994-1995 AF/CR  
Graduate Student  
(507) 895-8539

Philip K. Wilson  
Director, AF/CR  
MS Degree Program  
(608) 782-8350

#### PHONE NUMBERS

M.S. Degree Program  
608/785-8155

Adult Fitness  
Cardiac Rehabilitation  
Education Services  
608/785-8683

Insurance/Billing  
608/785-8688

APPENDIX C  
QUESTIONNAIRE



a. What was your undergraduate major(s)?

\_\_\_\_\_  
\_\_\_\_\_

b. What was your undergraduate minor(s)?

\_\_\_\_\_  
\_\_\_\_\_

c. Did you already have an MS degree(s) before entering the AF/CR graduate program?

\_\_\_\_\_ NO

\_\_\_\_\_ YES--If yes, please indicate the field(s) of study and the university/universities.

\_\_\_\_\_ FIELD OF STUDY UNIVERSITY

\_\_\_\_\_ FIELD OF STUDY UNIVERSITY

7. While pursuing the AF/CR master's degree, were you a:

\_\_\_\_\_ NO

\_\_\_\_\_ YES Graduate Assistant (paid position)

\_\_\_\_\_ NO

\_\_\_\_\_ YES Program Assistant (paid position)

continued

8. After completing the AF/CR graduate program, did you pursue an advanced degree or additional course work?

\_\_\_\_\_ NO

\_\_\_\_\_ YES--If yes, please indicate what and where.

a. Program/Emphasis \_\_\_\_\_

DEGREE	INSTITUTION	DATE OF COMPLETION
--------	-------------	--------------------

b. Program/Emphasis \_\_\_\_\_

DEGREE	INSTITUTION	DATE OF COMPLETION
--------	-------------	--------------------

c. Program/Emphasis \_\_\_\_\_

DEGREE	INSTITUTION	DATE OF COMPLETION
--------	-------------	--------------------

9. Please list any professional organizations with which you are affiliated (past or present) and check your status within the organization.

<u>ORGANIZATION</u>	<u>MEMBER</u>	<u>COMMITTEE MEMBER</u>	<u>FELLOW</u>	<u>STATE OFFICER</u>	<u>NAT'L OFFICER</u>
a. _____	_____	_____	_____	_____	_____
b. _____	_____	_____	_____	_____	_____
c. _____	_____	_____	_____	_____	_____
d. _____	_____	_____	_____	_____	_____

continued

PART TWO: CURRENT EMPLOYMENT INFORMATION

10. In what type of facility are you currently employed?  
Check all that apply.

- |  |   |
|--|---|
| <input type="checkbox"/> ADULT FITNESS     | <input type="checkbox"/> CARDIAC REHABILITATION |
| <input type="checkbox"/> CORPORATE FITNESS | <input type="checkbox"/> HOSPITAL               |
| <input type="checkbox"/> SPORTS MEDICINE   | <input type="checkbox"/> CLINIC                 |
| <input type="checkbox"/> WELLNESS          | <input type="checkbox"/> OTHER (PLEASE SPECIFY) |
- 

11. What is your current employment status?

- |   |   |
|---|---|
| <input type="checkbox"/> FULL-TIME                          | <input type="checkbox"/> PART-TIME                              |
| <input type="checkbox"/> UNEMPLOYED<br>(seeking employment) | <input type="checkbox"/> UNEMPLOYED<br>(not seeking employment) |
| <input type="checkbox"/> OTHER (PLEASE SPECIFY)             |   |
- 

12. Please indicate your current specific position/title.

---

a. What is the title and highest academic degree of the individual to whom you report?

TITLE

DEGREE

b. How many people report to you? \_\_\_\_\_

13. How many years have you held the current position indicated above? Please round to the nearest full year.

- |   |   |
|---|---|
| <input type="checkbox"/> LESS THAN 1 YEAR | <input type="checkbox"/> 8 TO 10 YEARS        |
| <input type="checkbox"/> 1 to 3 YEARS     | <input type="checkbox"/> 11 TO 15 YEARS       |
| <input type="checkbox"/> 4 to 7 YEARS     | <input type="checkbox"/> LONGER THAN 15 YEARS |

continued

14. Is your current position the first you obtained after completing the UW-L AF/CR program?

\_\_\_\_\_ YES

\_\_\_\_\_ NO

Please list your places of employment after completing the UW-L AF/CR program beginning with the most recent.

<u>EMPLOYER</u>	<u>LOCATION</u>	<u>POSITION</u>	<u>DATES OF EMPLOYMENT</u>
-----------------	-----------------	-----------------	----------------------------


If your current income is hourly, please answer questions 15 and 16. If your current income is salaried, please answer questions 17 and 18.

15. Please indicate your hourly wage: \$ \_\_\_\_\_ per hour
16. On average, how many hours per week do you work? \_\_\_\_\_
17. If your income is salaried, what is your current salary in dollars per year?

_____ LESS THAN \$19,999	_____ \$50,000 to \$54,999
_____ \$20,000 to \$24,999	_____ \$55,000 to \$59,999
_____ \$25,000 to \$29,999	_____ \$60,000 to \$64,999
_____ \$30,000 to \$34,999	_____ \$65,000 to \$69,999
_____ \$35,000 to \$39,999	_____ \$70,000 to \$74,999
_____ \$40,000 to \$44,999	_____ \$75,000 to \$79,999
_____ \$45,000 to \$49,999	_____ GREATER THAN \$80,000

If greater than \$80,000, please indicate the amount.

\_\_\_\_\_

18. On average, how many hours per week do you work? \_\_\_\_\_

19. Please rate the following items regarding your employee benefits by circling 1 for EXCELLENT, 2 for GOOD, 3 for FAIR, 4 for POOR, 5 for VERY POOR, or 6 for NOT APPLICABLE.

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>VERY POOR</u>	<u>N/A</u>
a. Health Insurance:	1	2	3	4	5	6
Employer pays ____%						
You pay ____%						
b. Dental Insurance:	1	2	3	4	5	6
Employer pays ____%						
You pay ____%						
c. Life Insurance:	1	2	3	4	5	6
Employer pays ____%						
You pay ____%						
d. Paid Vacation:	1	2	3	4	5	6
Number of weeks per year						
e. Paid Holidays:	1	2	3	4	5	6
Please specify holidays						
f. Paid Sick Leave:	1	2	3	4	5	6
Specify number of days						
g. Malpractice Insurance:	1	2	3	4	5	6
Employer pays ____%						
You pay ____%						
h. Paid Family Leave:	1	2	3	4	5	6
i. On-Site Child Care:	1	2	3	4	5	6
j. Continuing Education Reimbursement:	1	2	3	4	5	6
Specify eligible dollars per year						
k. Free Parking:	1	2	3	4	5	6

continued

	<u>EXCELLENT</u>	<u>GOOD</u>	<u>FAIR</u>	<u>POOR</u>	<u>VERY POOR</u>	<u>N/A</u>
l. Uniform Allowance:	1	2	3	4	5	6
Specify amount in dollars per year	_____					
m. Meal Discount:	1	2	3	4	5	6
Specify amount in dollars per year	_____					
n. Product/Service Discount:	1	2	3	4	5	6
o. Profit Sharing Plan:	1	2	3	4	5	6
p. Pension/Retirement Plan:	1	2	3	4	5	6
q. Other Benefits: Please specify	_____					
	1	2	3	4	5	6
Please specify	_____					
	1	2	3	4	5	6

20. How would you rate your job satisfaction regarding your current employment situation?

\_\_\_\_\_ Excellent: I am very happy and have no plans to leave or am leaving for reasons not related to my job satisfaction.

\_\_\_\_\_ Good: I am content and have no plans to leave or am considering leaving for reasons not related to my job satisfaction.

\_\_\_\_\_ Fair: I am fairly happy but would consider another position.

\_\_\_\_\_ Poor: I am unhappy and would prefer another position.

\_\_\_\_\_ Very Poor: I am very unhappy and would definitely prefer another position.

If you are leaving your current position, please explain. \_\_\_\_\_

\_\_\_\_\_

PART THREE: UW-L AF/CR GRADUATE PROGRAM EVALUATION

21. Please rate the usefulness or importance of the following UW-L AF/CR experiences to your career. Circle 1 for VERY IMPORTANT, 2 for SOMEWHAT IMPORTANT, 3 for NOT IMPORTANT, or 4 for NOT APPLICABLE.

	<u>VERY</u> <u>IMPORTANT</u>	<u>SOMEWHAT</u> <u>IMPORTANT</u>	<u>NOT</u> <u>IMPORTANT</u>	<u>N/A</u>
a. Adult Fitness Rotation:	1	2	3	4
b. Cardiac Rehab Rotation:	1	2	3	4
c. Graded Exercise Testing:	1	2	3	4
d. Internship Experiences:	1	2	3	4
e. Clinical Practicum:	1	2	3	4
f. Coursework:	1	2	3	4
g. Class Field Trip:	1	2	3	4
h. Thesis:	1	2	3	4

22. Do you feel a thesis should be required or optional in the AF/CR program?

\_\_\_\_\_ REQUIRED

\_\_\_\_\_ OPTIONAL

Please comment regarding your response: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

continued

23. Please respond to the following statements regarding the UW-L AF/CR program by circling 1 for STRONGLY AGREE, 2 for AGREE, 3 for NEITHER AGREE NOR DISAGREE, 4 for DISAGREE, 5 for STRONGLY DISAGREE, or 6 for NOT APPLICABLE.

a. The faculty and staff were available outside of class for additional assistance. 1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

b. The professors provided adequate instruction in relation to the class material given.

1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

c. The clinical practicum at St. Francis Hospital/Skemp Clinic provided me with appropriate practical experiences.

1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

d. The clinical practicum at Lutheran Hospital/Gundersen Clinic provided me with appropriate practical experiences.

1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

e. The class field trip provided me with reliable insight into the adult fitness, corporate fitness and cardiac rehabilitation professions.

1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

f. The faculty and staff provided me with proper guidance in the completion of my master's thesis.

1 2 3 4 5 6(NA)

Comments/Suggestions: \_\_\_\_\_

continued



APPENDIX D

FORMER AF/CR STUDENTS

FORMER AF/CR STUDENT (YEAR)	RETURNED SURVEY
TERRY ALLEN (1978)	YES
PATRICIA IGNAGNI-ALLEN (1978)	NO
PATRICK ARTHUR (1980)	NO
DIANE AUDET (1992)	YES
SCOTT AUSTEN (1993)	YES
TOM BARTSOKAS (1978)	NO
MARSHA BATEMAN (1979)	NO
ERIN BATES (1987)	NO
MICHELE BELFORD (1993)	YES
STEPHEN BENDEL (1984)	NO
TERRY BENDICKSON (1982)	NO
ELIZABETH EAGAN-BENGSTON (1978)	NO
DIANE BENNETT (1981)	YES
JOANN MCGARTY-BENNETT (1981)	NO
KEITH BERG (1990)	NO
KATHY CASTLEMAN-BERNARD (1984)	NO
MARK BERGERSON (1992)	NO
MICHAEL BERND (1982)	YES
DEBRA BERRY (1982)	YES
MICHAEL BLACK (1991)	NO
LISA HUNTLEY BLASCHKO (1991)	YES
CAROL BOE (1980)	YES
JUSTIN BOGE (1992)	YES
WILLIAM BOLES (1980)	YES
GREGORY BORCHERS (1985)	YES
SUZANNE COPPOLA-BORCHERS (1985)	NO
JEFFREY BRANDT (1978)	YES
ELIZABETH BRADBURY (1987)	NO
MICHAEL BRENNAN (1980)	YES
JULIA BREWER (1988)	NO
LOREN BRINK (1978)	NO
JACK BRODERICK (1985)	NO
ROSEMARY MOTTO-BRODIN (1978)	NO
CATHY ROZINEK-BROOKS (1984)	YES
TAJ BROWN (1986)	NO
KATHLEEN BROWN-MINER (1987)	NO
JAY BRYAN (1986)	NO
SUSAN BRYANT (1982)	NO
DAVID BURGESS (1979)	NO
JON BURKHARDT (1980)	YES
ELIZABETH BURNS (1986)	NO
ANDREA BYRNE-MEYER (1979)	NO
KRISTI CADWELL (1992)	YES
SCOTT CAMPBELL (1978)	ADDRESS NOT FOUND

## FORMER AF/CR STUDENT

## RETURNED SURVEY

FORMER AF/CR STUDENT	RETURNED SURVEY
TOM CAPRICE (1978)	ADDRESS NOT FOUND
DEIDRE CARLE (1978)	NO
DOUGLAS CARLYLE (1988)	NO
NANCY CARR (1987)	NO
KENNETH CIGALA (1984)	YES
CAROL CALLAHAN-CINQUEGRANI (1983)	YES
PAULA COLLIER (1991)	NO
JILL COMPARDO (1993)	NO
BOB CONZEMIUS (1975)	YES
DONNA RUSSELL-COOK (1986)	NO
BARBARA SCHOENLEBER-CORDS (1980)	NO
CONNIE COURTIS (1978)	ADDRESS NOT FOUND
LANCE CROSBY (1983)	YES
DOUGLAS CROWELL (1982)	NO
GAYLE CUNNINGHAM (1978)	ADDRESS NOT FOUND
JASON DALBEY (1993)	YES
JOHN DALEIDEN (1983)	NO
MICHELLE DANIELSON (1984)	YES
WILLIAM DAVEY (1988)	NO
KELVIN DAVIES (1979)	NO
MARY ANNE ZUEHLKE-DAVIES (1982)	NO
KATHY JO DEJONGE (1992)	YES
LINDA DIRKSMEYER (1983)	YES
BRIAN DIXON (1986)	YES
LAURI HEILI-DOLAN (1987)	NO
NANCY DOLL (1978)	NO
KAREN DONOVAN (1991)	YES
DEBBIE DODSON-DRAKE (1979)	YES
MICHELLE SIERZANT-DUNLAP (1988)	NO
KATHLEEN SHANAHAN-DUSTON (1980)	NO
JANE DYDO (1978)	NO
JANE DZABOFF (1988)	YES
GAIL EIDSON (1981)	NO
GLENN ERICKSON (1980)	NO
SCOTT EUTSLER (1982)	NO
BARB EVANS (1981)	NO
KELLY AMOS-EVENSON (1988)	NO
BARBRA FAGAN (1985)	YES
MILLICENT STEVENS-FARQUHAR (1985)	YES
SCOTT FINGER (1984)	YES
BRADFORD FLICK (1981)	NO

## FORMER AF/CR STUDENT

## RETURNED SURVEY

FORMER AF/CR STUDENT	RETURNED SURVEY
THOMAS FOLEY (1992)	NO
MARY JANE FORREST (1979)	NO
MARY FREEMAN (1985)	YES
GABRIELLE GASPARD (1993)	NO
ANNE GAVIC (1977)	YES
MARTY GERHARDS (1990)	YES
BILL GILLIGAN (1984)	NO
MARY LOU MEYER-GOODWIN (1986)	YES
SARAH GRALL (1991)	NO
JOHN GREANY (1993)	YES
BRENT GRIFFIN (198)	NO
RAMONA GRIFFITH (1990)	NO
SUE STOUT-HAAPANIEMI (1977)	YES
REUCHELE TWEED-HADRAVIC (1984)	YES
JOHN HALBACH (1982)	YES
CHARLOTTE SMITH-HAYES (198)	YES
DEENA HAYNES (1983)	YES
ERICA HEIN (1992)	YES
TOM HENDRICKSON (1992)	NO
ELIZABETH HENRY (1983, DECEASED)	YES
ANNE HERBERT (1981)	NO
CINDY HERRBOLD (1985)	NO
TRACY FOSSHAGE-HERREWIG (198)	YES
STEVEN HESSIL (1984)	YES
PATRICK HICKEY (1993)	NO
CHRIS HIGGINS (1980)	NO
HEIDI HILGENBERG (1984)	YES
ROBERT HINSHELWOOD (1980)	NO
MARK HINZE (1988)	NO
DIANA HOFFMAN (1990)	NO
ELLEN BREWSTER-HOUSTON (1983)	YES
LORI HUNT-JENKINS (1977)	YES
DAVID JENSEN (1978)	NO
RANDY JENSEN (1978)	YES
BRENDA JOHNSON (1992)	NO
JANA JOHNSON (1990)	NO
JENNA JUSTUS-JOHNSON (1982)	YES
KIMBERLY BERG-JUDISCH (1993)	YES
MARSHA JURAN (1979)	NO
STEPHEN KAHR (1978)	YES
ARIEL KARAWAN (1990)	YES

FORMER AF/CR STUDENT	RETURNED SURVEY
KEVIN KEAR (1980)	NO
NANCY KELLY (1980)	YES
WENDY KERNER (1988)	NO
SHARON KINGSLEY (1990)	YES
ANDREW KLAPPERICH (1983)	YES
KELLY KNOX (1992)	NO
JOE KOENIG (1989)	YES
MICHAEL KOSEMPA (1978)	ADDRESS NOT FOUND
TIM KOSTELNIK (1979)	NO
BRENDA KOTH (1983)	NO
THOMAS KOWALSKI (1987)	NO
TAMARA KREUN-KINCAID (1982)	YES
SCOTT KUBLY (1988)	NO
RALPH LA FORGE (1978)	NO
JENNIFER LAMB (1991)	NO
CHRIS LAMBERT (1988)	NO
DAN LANGE (1985)	YES
JIM LARKIN (1990)	YES
CATHY CONE-LARSON (1986)	YES
GERALDINE LARSON (1987)	NO
LOIS LARSON (1991)	NO
TIMOTHY LARSON (1983)	YES
LISA LAWRENCE (1994)	YES
KATHY LEADLEY (1979)	YES
ROD LEADLEY (1979)	YES
DAVID LEE (1977)	YES
HOLLY RICHARDSON-LEHNBARD (1978)	NO
DARCI CLARK-LICATA (1987)	NO
SHAWN LICATA (1987)	NO
KAREN LIETZ (1985)	YES
KARIN LITZAU (1986)	NO
MARTHA L VINGSTON (1980)	YES
JAMIE LOGAN (1979)	ADDRESS NOT FOUND
MARCELA LOPRINZI-HATFIELD (1986)	YES
CRAIG LADAY (1984)	NO
STACY VAN SKYHAWK-LLOYD (1988)	YES
ROXANNE REED-LORD (1978)	NO
BRENDA LOUHE (1985)	YES
MARK LUI (1979)	YES
KAREN THOMAS-LUI (1980)	NO
MARY LYON (1984)	YES
TOM MAIER (1976)	YES
JANIS MARQUARDT (1990)	YES
LAWRENCE MARTIN (1983)	NO

## FORMER AF/CR STUDENT

## RETURNED SURVEY

FORMER AF/CR STUDENT	RETURNED SURVEY
CHARLES MARTIN (1981)	NO
SUE MARTIN (1984)	NO
FRANCES MARTON (1978)	ADDRESS NOT FOUND
M ALEX MASOTTI (1985)	YES
BARB MATHISON (1978)	ADDRESS NOT FOUND
DIANE MCCURRY (1984)	YES
DEBORAH MCGRATH (1982)	NO
KAREN PALMER-MCLEAN (1982)	YES
KRIS MCLENAHAN (1993)	YES
MICHAEL MCNAMARA (1990)	YES
JOHN MCNEILL (1978)	NO
G.CURT MEYER (1979)	NO
BARBARA THOGERSEN-MEYTHALER (1979)	YES
BEVERLY MICKELSON (1982)	NO
KATHRYN MICZULSKI (1986)	NO
SUZANNE MILBURN (1980)	YES
PAULA MILLER (1991)	YES
DARLENE MOES (1981)	NO
ROBERT MONK (1978)	NO
LISA MUELLER (1981)	YES
KATHY MULLEN (1981)	NO
MICHAEL MURPHY (1979)	NO
KRISTINE NEBEL (1978)	YES
STEVEN NOELDNER (1979)	YES
JIM NORD (1982)	NO
RITA REISNER-NORDESS (1985)	NO
SHELMAR O'CONNELL (1978)	NO
JEFF OCEL (1988)	NO
ELAINE OLSON (1986)	NO
CINDY KYLLO-OSTREM (1980)	NO
LAWRENCE PARDEE (1979)	NO
DESMOND PARRISH (1982)	NO
DEBRA PARSONS (1979)	NO
BARBARA PENNER (1979)	NO
SHAWN PERRY (1992)	NO
SCOTT PETHAN (1992)	YES
AMY PHENIX (1978)	NO
VIRGINIA PIELOCH (1979)	NO
MIKE PIONKOWSKI (1978)	NO
MARCIA PITCOCK (1985)	YES
JOHN PORCARI (1980)	YES
ANN MARIE POSTMUS-SCHOOL (1990)	NO
JENNIFER POWERS (1988)	YES
DYAN GALE-POZZO (1980)	NO
KIM PRINCE (1983)	NO

## FORMER AF/CR STUDENT

## RETURNED SURVEY

FORMER AF/CR STUDENT	RETURNED SURVEY
MARILYN KELLER-RANNEY (1984)	YES
DAVID RAVENSRAFT (1984)	NO
THOMAS REINBOLD (1978)	YES
CATHY RELF (1983)	NO
GENA REQUEST (1980)	NO
JOEL RHYNER (1991)	NO
JOHN RITTER (1983)	NO
CONNIE CHAPEK-ROBERTS (1991)	YES
JANINE DUELAND-ROCKEY (1984)	YES
WILLIAM RODEHEFFER (1980)	NO
JOSEPH ROETHLE (1982)	NO
DAVID ROGERS (1982)	NO
ANNE ROLLINGS (1993)	NO
KATHRYN MENARD-ROTHE (1981)	YES
SUZANNE ROZAK-PARDEE (1980)	NO
JEANNE RUFF (1984)	YES
SUSAN GLAZKO-RUIZ (1985)	YES
BARBARA SANTOLIN (1991)	YES
JEFFREY SAUNDERS (1978)	NO
THOMAS SCHLOTTERBACK (1982)	NO
LINDA SCHMAL (1993)	YES
BETH SCHETTER (1983)	NO
BARBARA SCOTTY (1988)	YES
ANN SEERY (1980)	NO
DAVID SEIGNEUR (1981)	NO
CINDY WILKINSON-SEIP (1982)	NO
KAREN SEMON (1978)	ADDRESS NOT FOUND
SUSAN SHERBOCKER (1981)	YES
MARY SIEMANN (1981)	NO
CATHERINE COSTLEY-SIMS (1979)	YES
JANET THILL-SIPOLOVIC (1981)	NO
DOROTHY SISNEROS (1979)	NO
SHARON SLAVIN (1986)	NO
MICHELLE SLOCKETT (1986)	NO
TAMMI SMITH (1986)	NO
BARBARA STAFSLIEN-JOHNSON (1985)	YES
DEAN STEVENS (1978)	ADDRESS NOT FOUND
MAURA ODEA-STEVENSON (1981)	YES
JAMES ST LOUIS (1978)	NO
KAREN SMITH-STRIPP (1986)	NO
SUSAN STRONG (1987)	NO
CHARLES SURMAN (1984)	NO
RICHARD SUSCHA (1992)	NO
CATHY TAUTGES (1983)	NO
SUSAN TAYLOR (1982)	YES

FORMER AF/CR STUDENT (YEAR)	RETURNED SURVEY
LISA TENNANT (1989)	YES
DAN THILL (1990)	NO
SCOTT THOMAS (1978)	NO
NANCY NERGARD-THOMPSON (1982)	YES
DAN TIMMONS (1979)	YES
KAREN TOOMEY (1984)	NO
RUTH TOWNSEND (1984)	YES
FRED TREDE (1981)	NO
JANET TREFTZ-ALLEN (1981)	YES
GAIL TROJAK (1985)	YES
MARY TUCKER (1986)	NO
DONNA TURNER-PETERS (1982)	YES
ROBERT VAN LAARHOVEN (1985)	YES
ROB VELDHUIS (1991)	YES
CHAD VIK (1990)	YES
JAMES VILS (1985)	YES
MARY SUE HUBER-VILS (1985)	YES
SUE MCBRIDE WALDIN (1979)	ADDRESS NOT FOUND
MARK WALLICK (1990)	YES
SHARI BAUER-WALLICK (1989)	YES
RICHARD WEBER (1986)	NO
ANNE WEERS (1983)	NO
DREW WEIDMAN (1985)	NO
KATE WEILAND (1993)	YES
LISA WENZEL (1987)	NO
ROSEANNE WHITE (1987)	NO
CAROL MAHAR-WHITE (1982)	NO
CRYSTAL WHITNEY (1990)	YES
DAVID WILEY (1987)	NO
CHRISTINE GREENING-WILSON (1988)	YES
DEAN WITHERSPOON (1983)	NO
DIANA WILCOXON-WOODS (1981)	NO
MARY BETH MCKIMMY-WRIGHT (1979)	NO
DOUGLAS WUSSOW (1979)	NO
JIANWEI XI (1993)	YES
WAN-LI YANG (1988)	NO
JOAN ZAHALKA (1981)	NO
GREG ZIEMETZ (1981)	NO
SCOTT ZWICKI (1984)	NO
LORI ZYNDA (1991)	NO

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300 students

124 responses\*

\*\*Two respondents did not indicate their names on the survey (total = 126).