5-2010

UNI Graduating Senior Survey Report December 2009-May 2010

University of Northern Iowa

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Survey Administration

This report provides a summary of the data collected with the administration of the University of Northern Iowa (UNI) Graduating Senior Survey. The purpose of this report is to provide an overview of several critical components regarding the academic and social experiences of UNI students.

The UNI Graduating Senior Survey was given to all UNI graduates prior to commencement exercises in December 2009 and May 2010. The survey was completed by 417 students in December 2009 and 1,076 in May and Summer 2010, for a total of 1,493 respondents (see Table 1 for an illustration of response rates). Students who chose not to attend the commencement exercises or students who arrived late to their respective ceremonies were not included in the survey administration.

<table>
<thead>
<tr>
<th>Survey Respondents</th>
<th>All Graduating Seniors</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2009</td>
<td>417</td>
<td>760</td>
</tr>
<tr>
<td>May and Sum 2010</td>
<td>1076</td>
<td>1436</td>
</tr>
<tr>
<td>Total</td>
<td>1493</td>
<td>2196</td>
</tr>
</tbody>
</table>

Survey Highlights

Upon examination of the overall responses to the UNI Graduating Senior Survey, certain patterns of response emerged. These survey response sets highlight key issues of importance for UNI students and graduates. The following list presents some of the key observations of the survey. Agreement is presented in terms of individuals who responded either “agree” or “strongly agree” to the Academic and Social Environment
items and “good” or “excellent” to questions in the Educational Experience and Skills section.

1) Students reported that they received a premium educational experience at UNI.
   
   o Nearly all students felt they had received a high quality education at UNI (97.0%).
   
   o 93.0% of students stated that the courses they took at UNI were intellectually demanding.
   
   o Most students would recommend UNI to prospective students (95.3%).

2) Students had positive interactions and exchanges with faculty members during their time at UNI.
   
   o Most students said that the faculty they had contact with were dedicated to their charge and committed to advancing student learning (96.2%).
   
   o Students felt that their professors were intellectually stimulating (92.5%).
   
   o A large percentage of students said that at least one faculty member showed an active interest in their educational or career goals (97.0%).
   
   o Students agreed that the overall quality of teaching at UNI is excellent (93.1%).

3) Many students indicate the UNI is a welcoming community where they have had exposure to cultures and ideas different from their own.
   
   o Just over three-fourths of graduates (77.5%) felt that they have been prepared for working with people of diverse backgrounds.
   
   o The majority of respondents (83.4%) believed that most UNI students are tolerant of people whose lifestyles are different from their own.
88.3% of respondents indicated that the UNI community encourages the examination of diverse and controversial ideas.

4) Students graduated from UNI with a strong set of professional skills to enhance their experience in the workplace.

- Most students believe that UNI prepared them with the computer skills necessary to achieve their future career goals (81.5%).
- Students gained strong communication skills at UNI and are well prepared for speaking effectively (85.7%) and communicating through writing (87.4%).
- 90.7% of students said they learned how to conduct themselves professionally and competently while at UNI.
- UNI prepared the majority of students (84.2%) with the ability to work as a team, but students are also able to work independently when the need arises (90.5%).

5) Students were satisfied with the peer relationships that they developed at UNI and with the activities they were participated in both on and off campus.

- Most students agreed that they developed close relationships with other students on campus (93.9%).
- 75.6% of students participated in university sponsored on campus activities regularly at the same time as 88.1% of students engaged in social activities with other students off campus.
Distribution of Graduates by College

Figure 1 shows the distribution of graduates by college. Student identification numbers are self reported. Over the past several years, students have been hesitant to list their student number, which is illustrated by the percentage of missing data in Figure 1.

![Distribution of Graduates by College](image)

**Figure 1. Percentage of Respondents by College**

Plans Following Graduation

Students were asked to indicate their plans following graduation. As Figure 2 indicates, 67.5% of the respondents indicated they were employed upon graduation. An additional 18.4% of respondents indicated they would be pursuing a graduate/advanced
degree. Of all respondents, 74.2% were employed within the state of Iowa, indicating the important role that UNI students play in the state of Iowa.

Figure 2. Plans Following UNI Graduation

A comparison of plans by college (see Figure 3) illustrates that the College of Natural Sciences had the highest percentage of graduates employed upon graduation (70.3%). The College of Natural Sciences also had the highest number of graduates enrolled in a graduate or professional program (22.6%). Across all colleges, the vast majority of students (approximately 80%) indicated that they were employed or enrolled in a graduate program of study for the next academic year.
Figure 3. Plans Following UNI Graduation by College

Characteristics of Respondents

The demographic characteristics of the 2009-2010 Graduating Senior Survey respondents were examined to determine the representativeness of the sample of respondents. The high response rate to the survey, coupled with an adequate sampling of students from all groups, helps to ensure that the characteristics of the sample are similar to the characteristics of all students graduating in the 2009-2010 academic year. Presented below are the demographic characteristics of the respondents. Please note the axis minimum values in the charts below.
Figure 4. Gender of Respondents by College

Figure 5. Age of Respondents by College
Respondents were asked to indicate how well UNI prepared them for 23 different critical skills and experiences on a scale from 1 (poor) to 5 (excellent). A “cannot evaluate” option was also available. They were also asked to indicate the extent to which they agreed or disagreed to 27 statements regarding the academic and social environment at UNI on a scale from 1 (strongly disagree) to 4 (strongly agree), with a “not sure” category available in addition to the other options. A summary of the overall responses is seen in the tables below, followed by a breakdown of the responses by college.
## Educational Experience and Skills

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Cannot evaluate</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking effectively</strong></td>
<td>1374</td>
<td>.5%</td>
<td>.4%</td>
<td>2.4%</td>
<td>11.0%</td>
<td>51.8%</td>
<td>33.9%</td>
<td>4.15</td>
</tr>
<tr>
<td><strong>Communicate through writing</strong></td>
<td>1336</td>
<td>.3%</td>
<td>.2%</td>
<td>2.1%</td>
<td>10.0%</td>
<td>50.1%</td>
<td>37.3%</td>
<td>4.21</td>
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<tr>
<td><strong>Understanding written communication</strong></td>
<td>1355</td>
<td>.2%</td>
<td>.6%</td>
<td>1.9%</td>
<td>10.2%</td>
<td>49.1%</td>
<td>38.0%</td>
<td>4.21</td>
</tr>
<tr>
<td><strong>Listen effectively</strong></td>
<td>1302</td>
<td>.5%</td>
<td>.3%</td>
<td>.9%</td>
<td>9.4%</td>
<td>47.7%</td>
<td>41.1%</td>
<td>4.27</td>
</tr>
<tr>
<td><strong>Basic computer skills</strong></td>
<td>1310</td>
<td>1.2%</td>
<td>.7%</td>
<td>2.0%</td>
<td>14.6%</td>
<td>41.8%</td>
<td>39.8%</td>
<td>4.14</td>
</tr>
<tr>
<td><strong>Making basic calculations</strong></td>
<td>1308</td>
<td>1.8%</td>
<td>.8%</td>
<td>3.2%</td>
<td>18.4%</td>
<td>42.4%</td>
<td>33.3%</td>
<td>3.99</td>
</tr>
<tr>
<td><strong>Foreign language skills</strong></td>
<td>1342</td>
<td>32.0%</td>
<td>12.3%</td>
<td>15.4%</td>
<td>17.7%</td>
<td>12.4%</td>
<td>10.2%</td>
<td>1.97</td>
</tr>
<tr>
<td><strong>Planning projects</strong></td>
<td>1331</td>
<td>.9%</td>
<td>.5%</td>
<td>3.5%</td>
<td>16.5%</td>
<td>45.7%</td>
<td>32.9%</td>
<td>4.04</td>
</tr>
<tr>
<td><strong>Defining problems</strong></td>
<td>1286</td>
<td>.9%</td>
<td>.3%</td>
<td>2.5%</td>
<td>13.7%</td>
<td>50.5%</td>
<td>32.1%</td>
<td>4.09</td>
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<tr>
<td><strong>Solving problems</strong></td>
<td>1275</td>
<td>.6%</td>
<td>.2%</td>
<td>2.0%</td>
<td>12.1%</td>
<td>48.9%</td>
<td>36.2%</td>
<td>4.17</td>
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<tr>
<td><strong>Learn new things</strong></td>
<td>1280</td>
<td>.3%</td>
<td>.3%</td>
<td>1.2%</td>
<td>8.0%</td>
<td>44.4%</td>
<td>45.9%</td>
<td>4.33</td>
</tr>
<tr>
<td><strong>Creative thinking</strong></td>
<td>1306</td>
<td>.4%</td>
<td>.3%</td>
<td>2.4%</td>
<td>12.0%</td>
<td>46.9%</td>
<td>38.1%</td>
<td>4.19</td>
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<tr>
<td><strong>Bringing information together</strong></td>
<td>1277</td>
<td>.5%</td>
<td>.2%</td>
<td>1.7%</td>
<td>11.2%</td>
<td>49.6%</td>
<td>36.7%</td>
<td>4.19</td>
</tr>
<tr>
<td><strong>Using research skills</strong></td>
<td>1272</td>
<td>.5%</td>
<td>.4%</td>
<td>2.0%</td>
<td>13.5%</td>
<td>45.7%</td>
<td>37.9%</td>
<td>4.17</td>
</tr>
<tr>
<td><strong>Conducting self in prof manner</strong></td>
<td>1255</td>
<td>.6%</td>
<td>.2%</td>
<td>1.0%</td>
<td>7.5%</td>
<td>40.2%</td>
<td>50.4%</td>
<td>4.38</td>
</tr>
<tr>
<td><strong>Uphold ethical standards</strong></td>
<td>1247</td>
<td>.5%</td>
<td>.5%</td>
<td>1.5%</td>
<td>8.1%</td>
<td>42.5%</td>
<td>46.9%</td>
<td>4.32</td>
</tr>
<tr>
<td><strong>Adapt to change</strong></td>
<td>1241</td>
<td>.6%</td>
<td>.2%</td>
<td>1.5%</td>
<td>11.3%</td>
<td>46.2%</td>
<td>40.3%</td>
<td>4.23</td>
</tr>
<tr>
<td><strong>Work under pressure</strong></td>
<td>1243</td>
<td>.3%</td>
<td>.2%</td>
<td>1.1%</td>
<td>9.1%</td>
<td>43.0%</td>
<td>46.3%</td>
<td>4.33</td>
</tr>
<tr>
<td><strong>Making decisions</strong></td>
<td>1267</td>
<td>.5%</td>
<td>.5%</td>
<td>1.0%</td>
<td>9.6%</td>
<td>49.6%</td>
<td>38.9%</td>
<td>4.24</td>
</tr>
<tr>
<td><strong>Work independently</strong></td>
<td>1233</td>
<td>.5%</td>
<td>.3%</td>
<td>.7%</td>
<td>7.9%</td>
<td>44.6%</td>
<td>45.9%</td>
<td>4.34</td>
</tr>
<tr>
<td><strong>People of diverse backgrounds</strong></td>
<td>1236</td>
<td>.9%</td>
<td>1.8%</td>
<td>4.4%</td>
<td>15.5%</td>
<td>37.0%</td>
<td>40.5%</td>
<td>4.07</td>
</tr>
<tr>
<td><strong>Working as a team</strong></td>
<td>1207</td>
<td>.4%</td>
<td>.7%</td>
<td>1.7%</td>
<td>9.9%</td>
<td>43.2%</td>
<td>44.2%</td>
<td>4.27</td>
</tr>
<tr>
<td><strong>Leading others</strong></td>
<td>1189</td>
<td>.6%</td>
<td>.4%</td>
<td>2.8%</td>
<td>12.8%</td>
<td>45.2%</td>
<td>38.3%</td>
<td>4.16</td>
</tr>
</tbody>
</table>
## Academic and Social Environment

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Not Sure</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses intellectually demanding</td>
<td>1447</td>
<td>.7%</td>
<td>.8%</td>
<td>5.5%</td>
<td>72.5%</td>
<td>20.5%</td>
<td>3.11</td>
</tr>
<tr>
<td>Instructors intellectually stimulating</td>
<td>1444</td>
<td>1.0%</td>
<td>.5%</td>
<td>6.0%</td>
<td>69.5%</td>
<td>23.0%</td>
<td>3.13</td>
</tr>
<tr>
<td>Integrated subject matter</td>
<td>1435</td>
<td>1.6%</td>
<td>.5%</td>
<td>7.5%</td>
<td>67.5%</td>
<td>22.9%</td>
<td>3.10</td>
</tr>
<tr>
<td>Cumulative learning</td>
<td>1433</td>
<td>1.0%</td>
<td>.3%</td>
<td>2.0%</td>
<td>66.6%</td>
<td>30.1%</td>
<td>3.24</td>
</tr>
<tr>
<td>Lifelong learner</td>
<td>1435</td>
<td>2.4%</td>
<td>.8%</td>
<td>6.8%</td>
<td>55.9%</td>
<td>34.1%</td>
<td>3.18</td>
</tr>
<tr>
<td>Peers valued achievement</td>
<td>1436</td>
<td>2.6%</td>
<td>.8%</td>
<td>7.5%</td>
<td>64.5%</td>
<td>24.7%</td>
<td>3.08</td>
</tr>
<tr>
<td>Excellent teaching quality at UNI</td>
<td>1428</td>
<td>1.3%</td>
<td>.6%</td>
<td>5.0%</td>
<td>64.7%</td>
<td>28.4%</td>
<td>3.18</td>
</tr>
<tr>
<td>Courses in major available</td>
<td>1426</td>
<td>.5%</td>
<td>2.1%</td>
<td>10.2%</td>
<td>57.9%</td>
<td>29.2%</td>
<td>3.13</td>
</tr>
<tr>
<td>LAC quality excellent</td>
<td>1428</td>
<td>8.2%</td>
<td>2.7%</td>
<td>16.9%</td>
<td>56.9%</td>
<td>15.3%</td>
<td>2.68</td>
</tr>
<tr>
<td>LAC purposes clear</td>
<td>1423</td>
<td>7.4%</td>
<td>3.4%</td>
<td>18.3%</td>
<td>54.5%</td>
<td>16.4%</td>
<td>2.69</td>
</tr>
<tr>
<td>LAC intellectually demanding</td>
<td>1426</td>
<td>6.8%</td>
<td>4.2%</td>
<td>18.2%</td>
<td>55.2%</td>
<td>15.6%</td>
<td>2.69</td>
</tr>
<tr>
<td>LAC teaching excellent</td>
<td>1423</td>
<td>8.6%</td>
<td>2.5%</td>
<td>13.9%</td>
<td>58.2%</td>
<td>16.7%</td>
<td>2.72</td>
</tr>
<tr>
<td>LAC important</td>
<td>1423</td>
<td>7.2%</td>
<td>5.5%</td>
<td>16.5%</td>
<td>51.6%</td>
<td>19.3%</td>
<td>2.70</td>
</tr>
<tr>
<td>Faculty committed to learning</td>
<td>1431</td>
<td>.6%</td>
<td>.2%</td>
<td>3.0%</td>
<td>58.2%</td>
<td>38.0%</td>
<td>3.33</td>
</tr>
<tr>
<td>Faculty interest in goals</td>
<td>1431</td>
<td>.3%</td>
<td>.3%</td>
<td>2.4%</td>
<td>43.8%</td>
<td>53.2%</td>
<td>3.49</td>
</tr>
<tr>
<td>Close relationships w/ students</td>
<td>1426</td>
<td>.4%</td>
<td>.5%</td>
<td>5.2%</td>
<td>50.6%</td>
<td>43.3%</td>
<td>3.36</td>
</tr>
<tr>
<td>Off campus social activities</td>
<td>1422</td>
<td>1.0%</td>
<td>1.6%</td>
<td>9.5%</td>
<td>49.2%</td>
<td>38.7%</td>
<td>3.23</td>
</tr>
<tr>
<td>On campus activities</td>
<td>1429</td>
<td>1.2%</td>
<td>4.5%</td>
<td>18.6%</td>
<td>50.2%</td>
<td>25.4%</td>
<td>2.94</td>
</tr>
<tr>
<td>Alcohol abuse a problem</td>
<td>1433</td>
<td>9.8%</td>
<td>11.0%</td>
<td>42.9%</td>
<td>27.1%</td>
<td>9.3%</td>
<td>2.15</td>
</tr>
<tr>
<td>Students tolerant of differences</td>
<td>1428</td>
<td>5.0%</td>
<td>2.4%</td>
<td>9.2%</td>
<td>67.2%</td>
<td>16.2%</td>
<td>2.87</td>
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<td>Sexual harassment a problem</td>
<td>1417</td>
<td>12.1%</td>
<td>20.7%</td>
<td>41.2%</td>
<td>19.6%</td>
<td>6.4%</td>
<td>1.87</td>
</tr>
<tr>
<td>UNI values excellence</td>
<td>1420</td>
<td>3.9%</td>
<td>1.0%</td>
<td>5.1%</td>
<td>66.8%</td>
<td>23.3%</td>
<td>3.05</td>
</tr>
<tr>
<td>UNI values intellectual vitality</td>
<td>1428</td>
<td>3.4%</td>
<td>.6%</td>
<td>3.6%</td>
<td>69.3%</td>
<td>23.1%</td>
<td>3.08</td>
</tr>
<tr>
<td>Examines diverse ideas</td>
<td>1426</td>
<td>3.9%</td>
<td>1.3%</td>
<td>6.5%</td>
<td>67.2%</td>
<td>21.1%</td>
<td>3.00</td>
</tr>
<tr>
<td>High quality education at UNI</td>
<td>1417</td>
<td>.9%</td>
<td>.5%</td>
<td>1.6%</td>
<td>52.2%</td>
<td>44.8%</td>
<td>3.39</td>
</tr>
<tr>
<td>Recommend major to student</td>
<td>1418</td>
<td>1.8%</td>
<td>1.1%</td>
<td>3.9%</td>
<td>44.1%</td>
<td>48.9%</td>
<td>3.37</td>
</tr>
<tr>
<td>Recommend UNI to student</td>
<td>1417</td>
<td>1.4%</td>
<td>.8%</td>
<td>2.5%</td>
<td>42.4%</td>
<td>52.9%</td>
<td>3.44</td>
</tr>
</tbody>
</table>
Summary of Responses by College
Communicating through writing

- CBA: 50.0% Excellent, 10.7% Good, 2.0% Average, 2.1% Fair, 6.6% Poor, 36.9% Cannot evaluate
- COE: 54.9% Excellent, 9.5% Good, 6.6% Average, 2.1% Fair, 6.6% Poor, 38.0% Cannot evaluate
- CHFA: 46.8% Excellent, 16.3% Good, 9.5% Average, 2.0% Fair, 2.1% Poor, 41.1% Cannot evaluate
- CNS: 47.1% Excellent, 2.0% Good, 4.6% Average, 2.0% Fair, 2.0% Poor, 34.6% Cannot evaluate
- CSBS: 49.5% Excellent, 9.6% Good, 2.4% Average, 2.4% Fair, 2.4% Poor, 37.5% Cannot evaluate
- Ind Studies/Liberal Arts: 31.8% Excellent, 18.2% Good, 4.5% Average, 4.5% Fair, 4.5% Poor, 45.5% Cannot evaluate

- Colors:
  - Orange: Excellent
  - Blue: Good
  - Purple: Average
  - Green: Fair
  - Red: Poor
  - Light Blue: Cannot evaluate
Understanding written communication

- CBA: 41.7% Excellent, 8.7% Fair, 7.9% Poor, 2.0% Cannot evaluate
- COE: 42.1% Excellent, 6.0% Fair, 6.0% Poor, 1.9% Cannot evaluate
- CHFA: 39.2% Excellent, 11.1% Fair, 1.9% Poor, 1.9% Cannot evaluate
- CNS: 30.2% Excellent, 13.8% Fair, 1.9% Poor, 1.9% Cannot evaluate
- CSBS: 41.8% Excellent, 12.2% Fair, 1.9% Poor, 1.9% Cannot evaluate
- Ind Studies/Liberal Arts: 34.8% Excellent, 52.2% Fair, 8.7% Poor, 4.3% Cannot evaluate

Color codes:
- Orange: Excellent
- Teal: Good
- Purple: Average
- Green: Fair
- Red: Poor
- Blue: Cannot evaluate
Listening effectively

- CBA: 36.9% Excellent, 46.2% Good, 6.7% Average, 2.2% Fair, 9.0% Poor, 0.4% Cannot evaluate
- COE: 46.6% Excellent, 46.7% Good, 6.7% Average, 2.2% Fair, 9.0% Poor, 0.4% Cannot evaluate
- CHFA: 38.5% Excellent, 45.1% Good, 7.0% Average, 1.3% Fair, 9.2% Poor, 0.5% Cannot evaluate
- CNS: 40.5% Excellent, 48.1% Good, 1.5% Average, 1.3% Fair, 9.2% Poor, 0.5% Cannot evaluate
- CSBS: 40.8% Excellent, 40.0% Good, 1.5% Average, 1.3% Fair, 9.2% Poor, 0.5% Cannot evaluate
- Ind Studies/Liberal Arts: 40.0% Excellent, 15.0% Good, 5.0% Average, 1.3% Fair, 9.2% Poor, 5.0% Cannot evaluate
Using basic computer skills (word processing, spreadsheets, etc.)

- **CBA**: 44.8% Excellent, 39.2% Good, 14.4% Average, 0.8% Poor, 0% Cannot evaluate
- **COE**: 42.5% Excellent, 38.7% Good, 16.5% Average, 0.9% Poor, 0% Cannot evaluate
- **CHFA**: 39.0% Excellent, 36.8% Good, 14.8% Average, 4.4% Poor, 0% Cannot evaluate
- **CNS**: 46.2% Excellent, 37.1% Good, 14.0% Average, 2.1% Poor, 0.7% Cannot evaluate
- **CSBS**: 37.2% Excellent, 43.0% Good, 14.5% Average, 3.4% Poor, 1% Cannot evaluate
- **Ind Studies/Liberal Arts**: 40.9% Excellent, 40.9% Good, 9.1% Average, 9.1% Poor, 0% Cannot evaluate
Making basic calculations and computations

- Excellent
- Good
- Average
- Fair
- Poor
- Cannot evaluate
Using foreign language skills

![Bar chart showing the percentage of students with different proficiency levels in using foreign language skills across different programs.]

- **Excellent**: Yellow
- **Good**: Blue
- **Average**: Purple
- **Fair**: Green
- **Poor**: Red
- **Cannot evaluate**: Indigo

Programs and Proficiency Levels:

- **CBA**: 36.0% Excellent, 30.7% Good, 35.1% Average, 30.9% Poor, 29.9% Cannot evaluate, 26.1% Cannot evaluate
- **COE**: 10.3% Excellent, 13.0% Good, 11.9% Average, 21.5% Poor, 16.8% Cannot evaluate, 8.7% Cannot evaluate
- **CHFA**: 16.2% Excellent, 14.0% Good, 16.5% Average, 12.8% Poor, 14.5% Cannot evaluate, 26.1% Cannot evaluate
- **CNS**: 10.3% Excellent, 13.0% Good, 12.9% Average, 16.1% Poor, 15.9% Cannot evaluate, 21.7% Cannot evaluate
- **CSBS**: 9.3% Excellent, 13.6% Good, 9.3% Average, 14.5% Poor, 29.9% Cannot evaluate, 26.1% Cannot evaluate
- **Ind Studies/Liberal Arts**: 13.0% Excellent, 8.7% Good, 4.3% Average, 21.7% Poor, 26.1% Cannot evaluate
Solving problems

- Excellent
- Good
- Average
- Fair
- Poor
- Cannot evaluate

<table>
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<tr>
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<tr>
<td>CHFA</td>
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<tr>
<td>Ind Studies/Liberal Arts</td>
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<td>31.8%</td>
<td>31.8%</td>
<td>9.1%</td>
<td></td>
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</table>
Learning new things

- CBA: 48.0% Excellent, 7.3% Good, 2.7% Average, 2.1% Fair, 7.3% Poor, 0% Cannot evaluate
- COE: 43.9% Excellent, 7.3% Good, 2.7% Average, 2.1% Fair, 5.5% Poor, 0% Cannot evaluate
- CHFA: 46.0% Excellent, 8.6% Good, 2.1% Average, 1.1% Fair, 1.1% Poor, 0% Cannot evaluate
- CNS: 40.3% Excellent, 6.9% Good, 1.1% Average, 2.1% Fair, 2.1% Poor, 0% Cannot evaluate
- CSBS: 40.8% Excellent, 10.4% Good, 1.5% Average, 1.5% Fair, 1.5% Poor, 0% Cannot evaluate
- Ind Studies/Liberal Arts: 39.1% Excellent, 39.1% Good, 21.7% Average, 0% Fair, 0% Poor, 0% Cannot evaluate
Thinking creatively

- CBA: 32.0%
- COE: 43.8%
- CHFA: 42.4%
- CNS: 38.8%
- CSBS: 37.5%
- Ind Studies/Liberal Arts: 36.4%

Colors represent:
- Orange: Excellent
- Teal: Good
- Purple: Average
- Green: Fair
- Red: Poor
- Blue: Cannot evaluate
Conducting yourself in a professional manner

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<td>46.6%</td>
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<td>CSBS</td>
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<td>.0%</td>
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<tr>
<td>Ind Studies/Liberal Arts</td>
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<td>13.6%</td>
<td>4.5%</td>
<td>.0%</td>
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</table>
Adapting to change

- CBA: 48.5% Excellent, 11.4% Good, 10.0% Average, 14.8% Fair, 1.3% Poor, 0.4% Cannot evaluate
- COE: 47.0% Excellent, 14.2% Good, 10.0% Average, 14.8% Fair, 1.7% Poor, 0.4% Cannot evaluate
- CHFA: 42.6% Excellent, 14.8% Good, 17.1% Average, 14.8% Fair, 1.7% Poor, 0.4% Cannot evaluate
- CNS: 41.0% Excellent, 12.2% Good, 12.2% Average, 14.8% Fair, 1.7% Poor, 0.4% Cannot evaluate
- CSBS: 45.1% Excellent, 12.2% Good, 9.7% Average, 14.8% Fair, 2.1% Poor, 0.5% Cannot evaluate
- Ind Studies/Liberal Arts: 47.8% Excellent, 13.0% Good, 8.7% Average, 14.8% Fair, 2.1% Poor, 0.5% Cannot evaluate
Leading others

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<tr>
<td>Ind Studies/Liberal Arts</td>
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<td>22.2%</td>
<td>16.7%</td>
<td>5.6%</td>
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Most of the courses I took at UNI were intellectually demanding
Most of my instructors were intellectually stimulating

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

CBA: 20.0% Strongly agree, 71.7% Agree, 5.7% Disagree, 0.8% Strongly disagree, 1.9% Not sure
COC: 20.8% Strongly agree, 73.5% Agree, 6.9% Disagree, 0.9% Strongly disagree, 0.9% Not sure
CHFA: 25.2% Strongly agree, 67.3% Agree, 6.9% Disagree, 1.2% Strongly disagree, 0.5% Not sure
CNS: 23.8% Strongly agree, 69.6% Agree, 5.4% Disagree, 1.2% Strongly disagree, 0.9% Not sure
CSBS: 24.8% Strongly agree, 67.5% Agree, 6.8% Disagree, 0.9% Strongly disagree, 0.9% Not sure
Ind Studies/Liberal Arts: 25.0% Strongly agree, 58.3% Agree, 16.7% Disagree, 1.9% Strongly disagree, 0.0% Not sure
Most of my courses required integration of subject matter from several academic areas

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tr>
<td>COE</td>
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<tr>
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<td>0%</td>
<td>16.7%</td>
<td>0%</td>
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</table>
My learning experience was cumulative over a series of courses

- Strongly agree: 27.7%, 28.8%, 31.8%, 32.3%, 29.2%, 33.3%
- Agree: 69.2%, 69.9%, 63.7%, 64.1%, 68.2%, 45.8%
- Disagree: 2.5%, 2.0%, .6%, 1.7%, 16.7%, 4.2%
- Strongly disagree: .8%, 1.3%, .8%, .6%, .9%, .2%
- Not sure: 39%
My academic experience at UNI made me want to be a lifelong learner
Most of my students peers valued high academic achievement

<table>
<thead>
<tr>
<th>Year</th>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
<th>CNS</th>
<th>CSBS</th>
<th>Ind Studies/Liberal Arts</th>
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<td>68.3%</td>
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<td>60.5%</td>
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<td>2013</td>
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<td>11.3%</td>
<td>8.2%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
The overall quality of teaching at UNI is excellent
Most of the courses in my major were readily available when I wanted to take them
The overall quality of most Liberal Arts Core courses is excellent

- **CBA**: Strongly agree: 14.1%, Agree: 61.8%, Disagree: 19.5%, Not sure: 2.3%
- **COE**: Strongly agree: 12.6%, Agree: 53.5%, Disagree: 23.7%, Not sure: 9.1%
- **CHFA**: Strongly agree: 12.0%, Agree: 56.6%, Disagree: 10.2%, Not sure: 9.1%
- **CNS**: Strongly agree: 14.6%, Agree: 55.8%, Disagree: 16.3%, Not sure: 8.3%
- **CSBS**: Strongly agree: 15.3%, Agree: 55.8%, Disagree: 17.5%, Not sure: 8.0%
- **Ind Studies/Liberal Arts**: Strongly agree: 37.5%, Agree: 45.8%, Disagree: 8.3%, Not sure: 8.3%
The purposes of most Liberal Arts Core courses are very clear

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

<table>
<thead>
<tr>
<th>Subject</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
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</table>

- 56.9% CBA
- 56.4% COE
- 55.8% CHFA
- 59.6% CNS
- 51.7% CSBS
- 54.2% Ind Studies/Liberal Arts
Most of the Liberal Arts Core courses I took at UNI were intellectually demanding
The overall quality of teaching in the Liberal Arts Core at UNI is excellent.
I believe the Liberal Arts Core has been an important part of my education

![Bar chart showing the responses to the statement.](chart.png)

- **Strongly agree**
- **Agree**
- **Disagree**
- **Strongly disagree**
- **Not sure**

<table>
<thead>
<tr>
<th>Field</th>
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<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<td>COE</td>
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<tr>
<td>CHFA</td>
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<td>45.8%</td>
<td>4.2%</td>
<td>12.5%</td>
<td>4.2%</td>
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</tbody>
</table>
The faculty I had contact with were very committed to advancing student learning

Strongly agree: 34.8% 35.2% 42.7% 44.9% 40.1% 41.7%
Agree: 61.0% 62.6% 53.3% 49.7% 56.5% 50.0%
Disagree: 3.0% 1.8% 3.0% 4.2% 3.0% 8.3%
Not sure: .8% .4% 1.0% .6% 4.4%
At least one faculty member showed an active interest in my educational/career goals

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

<table>
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<td>12.5%</td>
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I developed close relationships with other students

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

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<tr>
<td>Agree</td>
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<td>48.9%</td>
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<tr>
<td>Not sure</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
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I often engaged in social activities with other students off campus

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<tr>
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<td>16.7%</td>
<td>8.3%</td>
<td>0.6%</td>
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</tbody>
</table>
I often participated in University or student sponsored activities on campus

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

CBA: 24.0% Strongly agree, 54.4% Agree, 19.0% Disagree, 2.3% Strongly disagree
CBE: 24.7% Strongly agree, 55.5% Agree, 15.4% Disagree, 1.8% Strongly disagree
CHFA: 31.2% Strongly agree, 45.2% Agree, 16.1% Disagree, 2.6% Strongly disagree
CNS: 24.4% Strongly agree, 38.7% Agree, 28.0% Disagree, 8.3% Strongly disagree
CSBS: 26.4% Strongly agree, 47.2% Agree, 21.6% Disagree, 4.3% Strongly disagree
Ind Studies/Liberal Arts: 17.4% Strongly agree, 47.8% Agree, 17.4% Disagree, 17.4% Strongly disagree
Alcohol abuse is a major problem among students at UNI
Most UNI students are tolerant of people whose lifestyles are different from their own

![Bar chart showing the percentage of students who agree or disagree with the statement. The chart is divided into five categories: CBA, COE, CHFA, CNS, CSBS, and Ind Studies/Liberal Arts. The percentages for each category are as follows:

- **CBA:**
  - Strongly agree: 16.9%
  - Agree: 69.6%
  - Disagree: 23.1%
  - Strongly disagree: 0%
  - Not sure: 0%

- **COE:**
  - Strongly agree: 13.7%
  - Agree: 70.9%
  - Disagree: 15.4%
  - Strongly disagree: 0%
  - Not sure: 0%

- **CHFA:**
  - Strongly agree: 14.5%
  - Agree: 69.0%
  - Disagree: 3.0%
  - Strongly disagree: 0%
  - Not sure: 5.0%

- **CNS:**
  - Strongly agree: 15.5%
  - Agree: 69.6%
  - Disagree: 10.7%
  - Strongly disagree: 0%
  - Not sure: 0%

- **CSBS:**
  - Strongly agree: 19.4%
  - Agree: 65.9%
  - Disagree: 11.8%
  - Strongly disagree: 2.2%
  - Not sure: 3.7%

- **Ind Studies/Liberal Arts:**
  - Strongly agree: 25.0%
  - Agree: 50.0%
  - Disagree: 12.4%
  - Strongly disagree: 8.3%
  - Not sure: 7.6%]
Sexual harassment is a problem at UNI

- 8.0% Strongly agree
- 6.3% Agree
- 4.0% Disagree
- 5.4% Strongly disagree
- 6.1% Not sure

Percentage distribution across faculties:

- CBA: 46.2% Agree, 21.4% Disagree, 18.7% Strongly agree
- COE: 42.6% Agree, 22.6% Disagree, 18.4% Strongly agree
- CHFA: 43.4% Agree, 21.7% Disagree, 18.7% Strongly agree
- CNS: 38.7% Agree, 22.6% Disagree, 11.9% Strongly agree
- CSBS: 43.3% Agree, 20.8% Disagree, 10.8% Strongly agree
- Ind Studies/Liberal Arts: 25.0% Agree, 29.2% Disagree, 12.5% Strongly agree
The UNI community values excellence in all of its endeavors

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

<table>
<thead>
<tr>
<th>Category</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>21.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>24.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFA</td>
<td>22.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS</td>
<td>21.1%</td>
<td></td>
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</tr>
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<td>CSBS</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ind Studies/Liberal Arts</td>
<td>33.3%</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

The UNI community values excellence in all of its endeavors.
The UNI community values intellectual vitality

- **Strongly agree**
  - CBA: 25.0%
  - COE: 22.5%
  - CHFA: 17.9%
  - CNS: 24.5%
  - CSBS: 23.8%
  - Ind Studies/Liberal Arts: 24.1%

- **Agree**
  - CBA: 70.1%
  - COE: 70.9%
  - CHFA: 67.0%
  - CNS: 73.8%
  - CSBS: 70.5%
  - Ind Studies/Liberal Arts: 58.3%

- **Disagree**
  - CBA: 4.2%
  - COE: 12.5%
  - CHFA: 5.0%
  - CNS: 4.8%
  - CSBS: 4.8%
  - Ind Studies/Liberal Arts: 3.5%

- **Strongly disagree**
  - CBA: 0%
  - COE: 4.2%
  - CHFA: 2.2%
  - CNS: 2.4%
  - CSBS: 5.0%
  - Ind Studies/Liberal Arts: 2.7%

- **Not sure**
  - CBA: 0%
  - COE: 0%
  - CHFA: 0%
  - CNS: 0%
  - CSBS: 0%
  - Ind Studies/Liberal Arts: 0%
The UNI community encourages the examination of diverse and controversial ideas
I believe I have received a high quality education from UNI

<table>
<thead>
<tr>
<th>Program</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>53.3%</td>
<td>1.2%</td>
<td>.8%</td>
<td>.9%</td>
<td>.4%</td>
</tr>
<tr>
<td>COE</td>
<td>52.0%</td>
<td>9%</td>
<td>.4%</td>
<td>1.5%</td>
<td>.5%</td>
</tr>
<tr>
<td>CHFA</td>
<td>47.0%</td>
<td>2.0%</td>
<td>1.5%</td>
<td>.6%</td>
<td>.4%</td>
</tr>
<tr>
<td>CNS</td>
<td>55.8%</td>
<td>41.2%</td>
<td>46.3%</td>
<td>49.0%</td>
<td>41.2%</td>
</tr>
<tr>
<td>CSBS</td>
<td>51.9%</td>
<td>45.5%</td>
<td>37.5%</td>
<td>45.5%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Arts</td>
<td>58.3%</td>
<td>37.5%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
I would recommend my major to a prospective student

<table>
<thead>
<tr>
<th>Major</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Not sure</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>46.1%</td>
<td>46.5%</td>
<td>3.1%</td>
<td>3.1%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>COE</td>
<td>49.6%</td>
<td>46.5%</td>
<td>1.8%</td>
<td>1.3%</td>
<td>.9%</td>
<td>.9%</td>
</tr>
<tr>
<td>CHFA</td>
<td>48.0%</td>
<td>48.0%</td>
<td>5.6%</td>
<td>7.6%</td>
<td>5.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>CNS</td>
<td>45.2%</td>
<td>48.8%</td>
<td>9.6%</td>
<td>7.6%</td>
<td>5.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>CSBS</td>
<td>53.7%</td>
<td>38.5%</td>
<td>9.6%</td>
<td>7.6%</td>
<td>5.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Arts</td>
<td>45.8%</td>
<td>41.7%</td>
<td>8.3%</td>
<td>6.6%</td>
<td>8.3%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>
I would recommend UNI to a prospective student

Strongly agree: 53.9%, 52.2%, 55.8%, 48.8%, 55.0%, 62.5%
Agree: 42.2%, 46.0%, 36.7%, 45.2%, 40.3%, 33.3%
Disagree: 2.3%, 1.9%, 3.0%, 3.6%, 2.2%, 4.2%
Strongly disagree: 0.4%, 0.9%, 0.5%, 1.2%, 1.3%, 4.2%
Not sure: 0.0%
Multiple Year Comparison of the UNI Graduating Senior Survey: 2005-2010
Excellent teaching quality at UNI
Courses in major available
LAC quality excellent
LAC purposes clear
LAC intellectually demanding
LAC teaching excellent
LAC important
Faculty committed to learning
Faculty interest in goals
Close relationships w/ students
Off campus social activities
On campus activities
Alcohol abuse a problem
Students tolerant of differences

2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
Sexual harassment a problem
UNI values excellence
UNI values intellectual vitality
Examines diverse ideas
High quality education at UNI
Recommend major to student
Recommend UNI to student

2005-2006
2006-2007
2007-2008
2008-2009
2009-2010

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Appendix A

UNI Graduating Senior Survey Instrument
GRADUATING SENIOR SURVEY
May 2010

CONGRATULATIONS on your graduation! Your response to this survey will be used for program improvement and will not be linked in any way with your permanent records. Individual responses to this survey will be confidential. Survey findings will be reported in aggregate only. PLEASE PRINT CLEARLY. Please complete all six sections.

Student ID Number

Non-UNI E-mail address: _______________________________

SECTION 2: PLANS FOLLOWING GRADUATION

What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

0 Employment, full-time paid
1 Employment, part-time paid
2 Graduate or professional school, full-time
3 Graduate or professional school, part-time
4 Additional undergraduate coursework
5 Military service
6 Volunteer activity (e.g., Peace Corps)
7 Starting or raising a family
8 Other, please specify ______________________________

Job title: ______________________________

Name of employing organization: ______________________________

City: ______________________________ State: __________

Annual Salary ($) : __________ (will be kept confidential)

Start date: ______________________________

Is your current job / accepted job offer in the state of Iowa? □ Yes □ No

If your job after graduation is outside of Iowa, would you return to Iowa if given the opportunity? □ Yes □ No

SECTION 3: EDUCATIONAL EXPERIENCE AND SKILLS

Think about your future/career goals. Using the scale on the left, please rate how well UNI has prepared you for...

Excellent Good Average Fair Poor Cannot Evaluate

Speaking effectively
Communicating through writing
Understanding written communication
Listening effectively
Using basic computer skills (word processing, spreadsheets, etc.)
Making basic calculations and computations

Using foreign language skills
Planning projects
Defining problems
Solving problems
Learning new things

Thinking creatively
Bringing information/ideas together from different areas
Using research skills
Conducting yourself in a professional manner
Upholding ethical standards
Adapting to change
Working under pressure

Making decisions
Working independently
Working with people of diverse backgrounds
Working as a team
Leading others

Please turn over to complete other side.

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SECTION 4: ACADEMIC AND SOCIAL ENVIRONMENT

Please indicate the extent to which you agree or disagree with the following statements.

Teaching and Learning Environment
Most of the courses I took at UNI were intellectually demanding.
Most of my instructors were intellectually stimulating.
Most of my courses required integration of subject matter from several academic areas.
My learning experience was cumulative over a series of courses.

My academic experience at UNI made me want to be a lifelong learner.
Most of my student peers valued high academic achievement.
The overall quality of teaching at UNI is excellent.
Most of the courses in my major were readily available when I wanted to take them.

The overall quality of most Liberal Arts Core courses is excellent.
The purposes of most Liberal Arts Core courses are very clear.
Most of the Liberal Arts Core courses I took at UNI were intellectually demanding.
The overall quality of teaching in the Liberal Arts Core at UNI is excellent.
I believe the Liberal Arts Core has been an important part of my education.

Faculty and Student Interaction
The faculty I had contact with were very committed to advancing student learning.
At least one faculty member showed an active interest in my educational/career goals.
I developed close relationships with other students.
I often engaged in social activities with other students off campus.
I often participated in University or student sponsored activities on campus.

Academic and Social Climate
Alcohol abuse is a major problem among students at UNI.
Most UNI students are tolerant of people whose lifestyles are different from their own.
Sexual harassment is a problem at UNI.
The UNI community values excellence in all of its endeavors.
The UNI community values intellectual vitality.
The UNI community encourages the examination of diverse and controversial ideas.

Public Relations and University Image
I believe I have received a high quality education from UNI.
I would recommend my major to a prospective student.
I would recommend UNI to a prospective student.

SECTION 5: PLANS FOR FURTHER EDUCATION

What are your continuing education plans?
1. Accepted to a graduate/professional program
2. Currently applying to programs, not yet accepted
3. Accepted to another undergraduate program
4. None (please go to Section 6)

Will you be attending:
1. Full-time
2. Part-time

Start Date: ________________

Institution: ____________________________ City: ____________________________ State: ________________

Area of Study: ____________________________ Intended degree: ____________________________

SECTION 6: FACULTY AND STAFF RECOGNITION

Please list the name(s) of any faculty who have had a positive influence on your development as a student at UNI.
Faculty member(s):

Please list the name(s) of any staff members who have had a positive influence on your development as a student at UNI.
Staff member(s):

Please list the name(s) of any high school teacher or high school counselor who made a difference in your coming to and/or succeeding at UNI.
Teacher(s) / Counselor(s) ____________________________ High School: ____________________________

Thank You and Good Luck!
Office of Institutional Research 104 Seerley Hall
Cedar Falls, IA 50614-0005
(319) 273-3103