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UNI Graduating Senior Survey Report December 2009-May 2010

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University of Northern Iowa

Office of Institutional Research



UNI Graduating Senior Survey Report

December 2009 • May 2010

Office of Institutional Research

August 2010

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 1. ***Response Rates for Undergraduate Graduation Sessions***

	Survey Respondents	All Graduating Seniors	Response Rate (%)
December 2009	417	760	54.9%
May and Sum 2010	1076	1436	86.1%
Total	1493	2196	68.0%

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.
    - Nearly all students felt they had received a high quality education at UNI (97.0%).
    - 93.0% of students stated that the courses they took at UNI were intellectually demanding.
    - 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.
    - Most students said that the faculty they had contact with were dedicated to their charge and committed to advancing student learning (96.2%).
    - Students felt that their professors were intellectually stimulating (92.5%).
    - A large percentage of students said that at least one faculty member showed an active interest in their educational or career goals (97.0%).
    - 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.
    - Just over three-fourths of graduates (77.5%) felt that they have been prepared for working with people of diverse backgrounds.
    - 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.

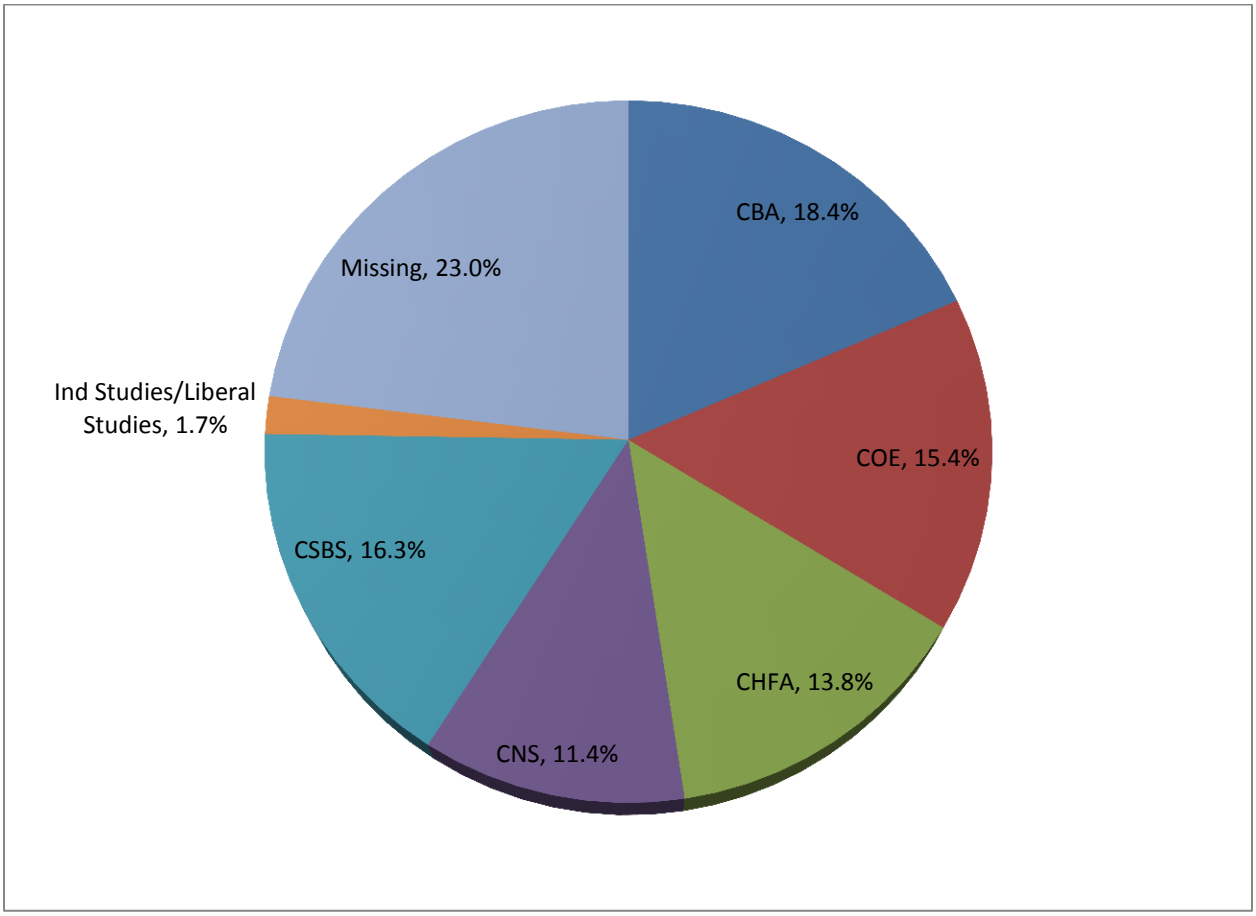


Figure 1. Percentage of Respondents by College

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.

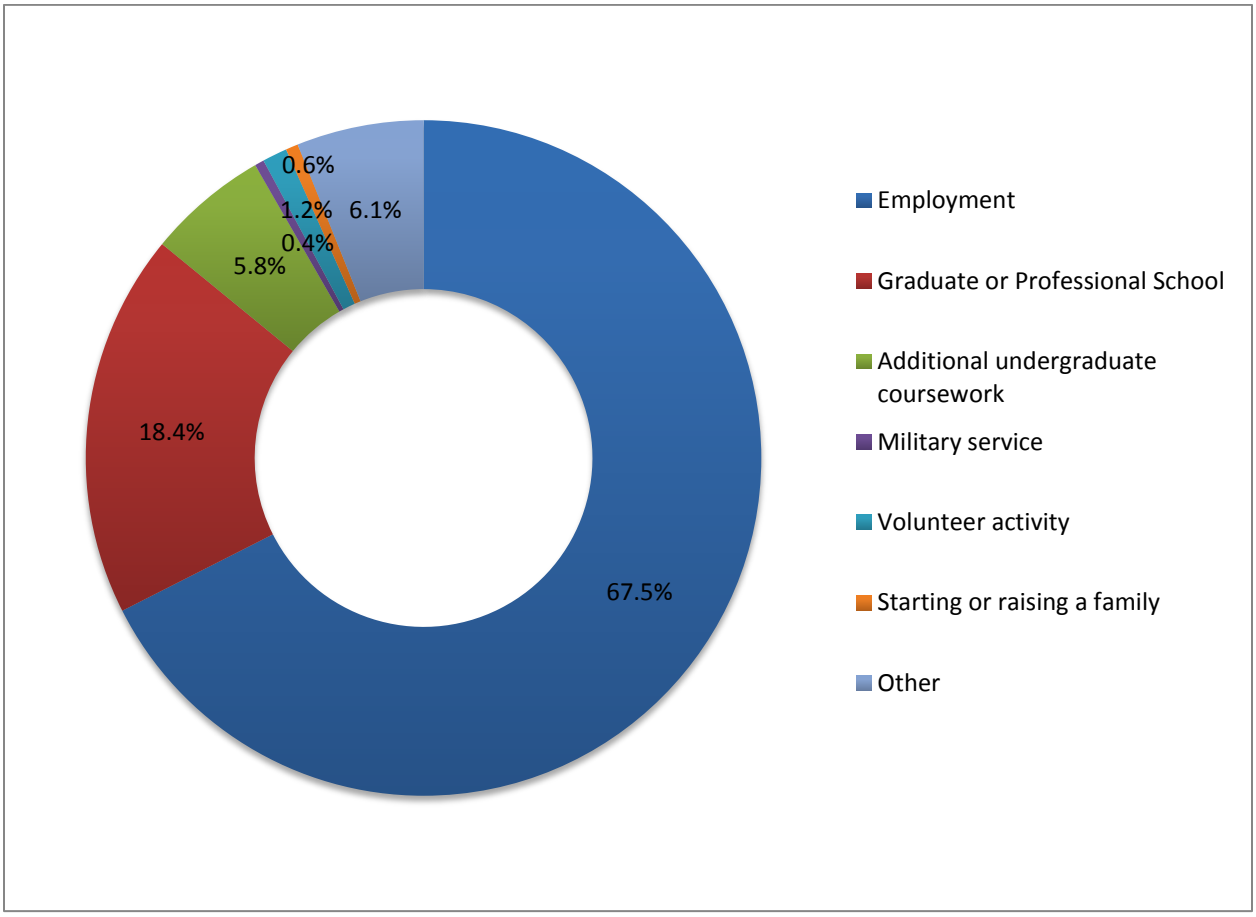


Figure 2. Plans Following UNI Graduation

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.

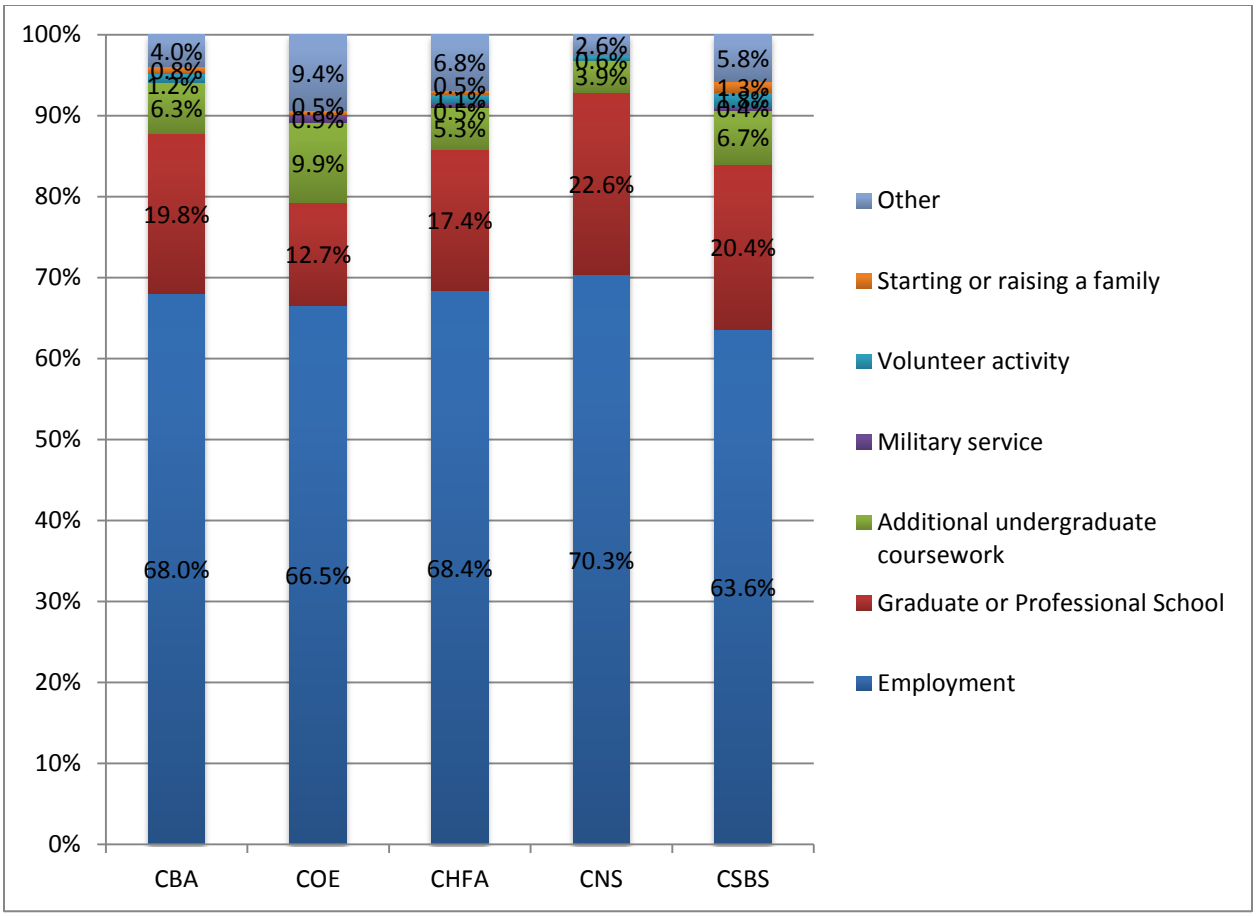


Figure 3. Plans Following UNI Graduation by College

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.

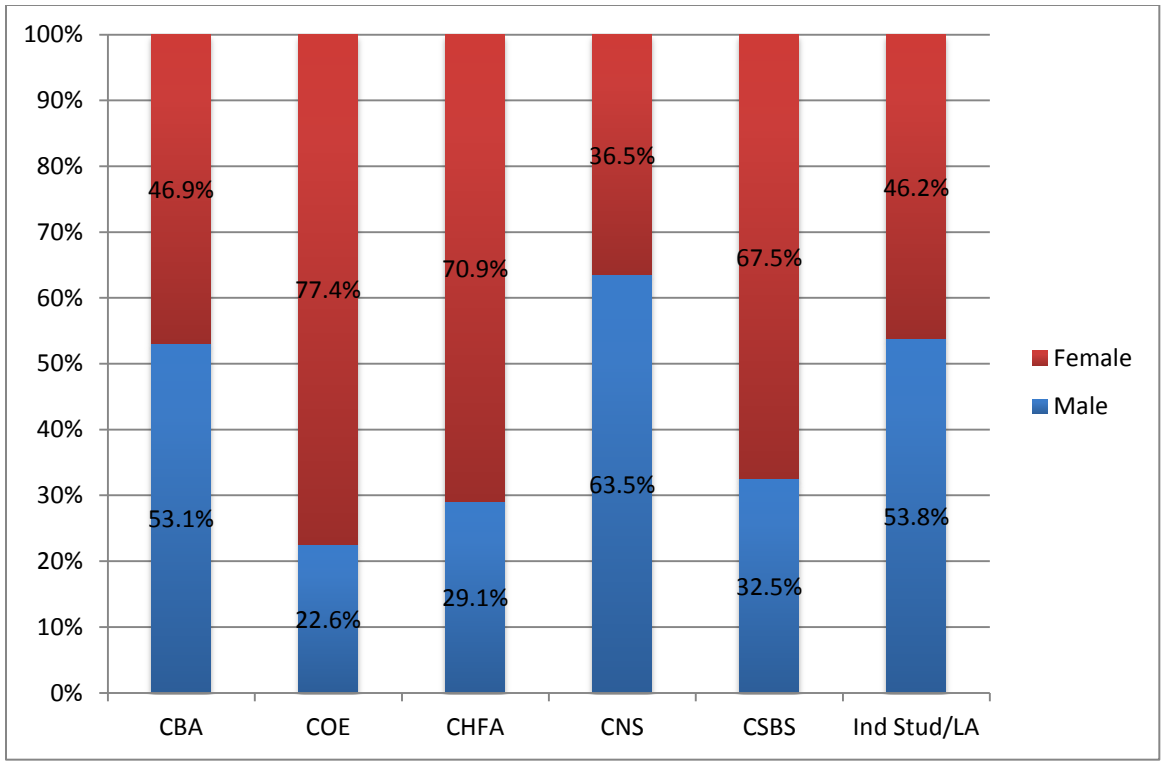


Figure 4. Gender of Respondents by College

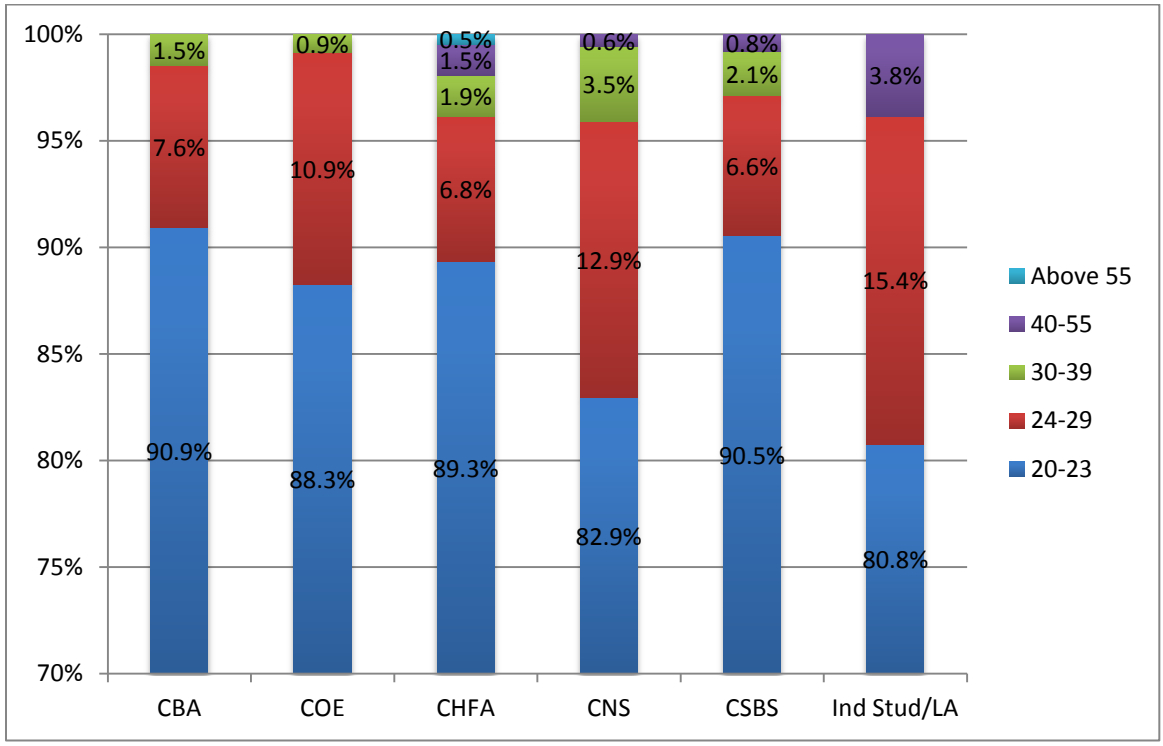


Figure 5. Age of Respondents by College

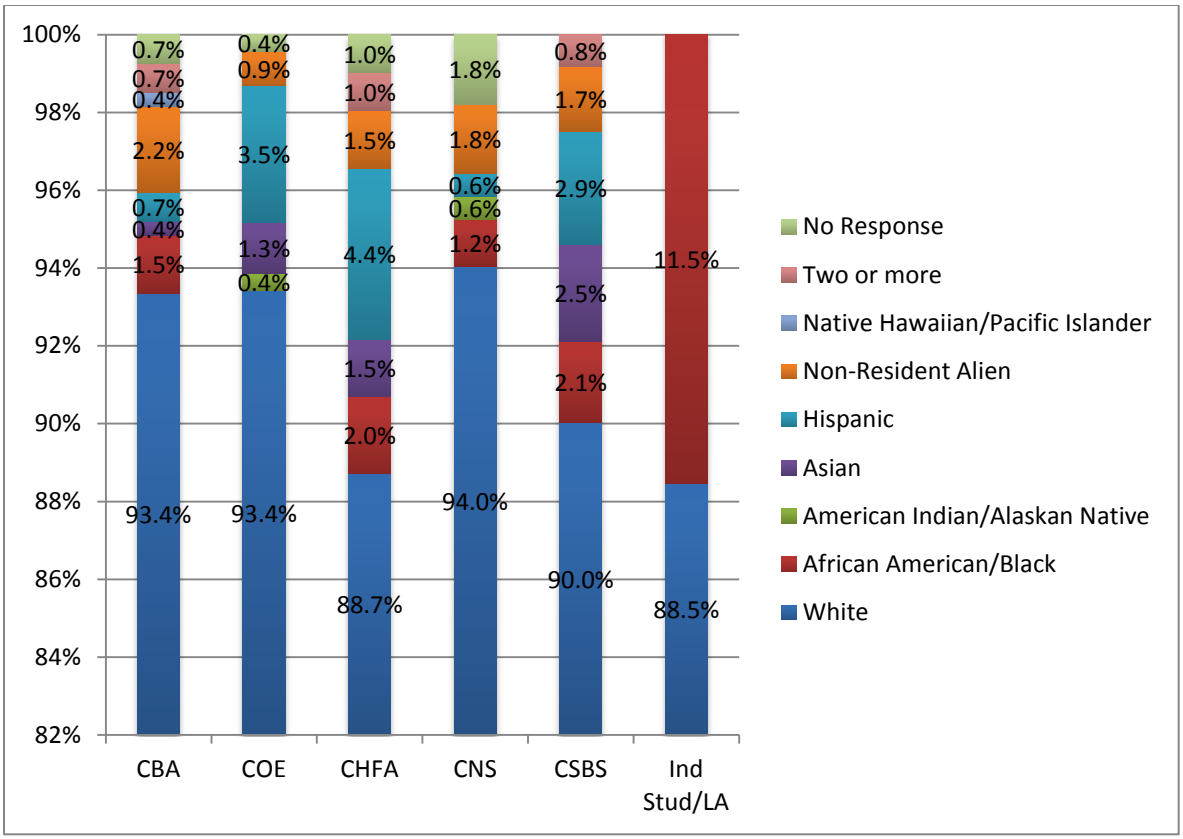


Figure 6. Race/Ethnicity of Respondents by College

Institutional Summary of Results

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.

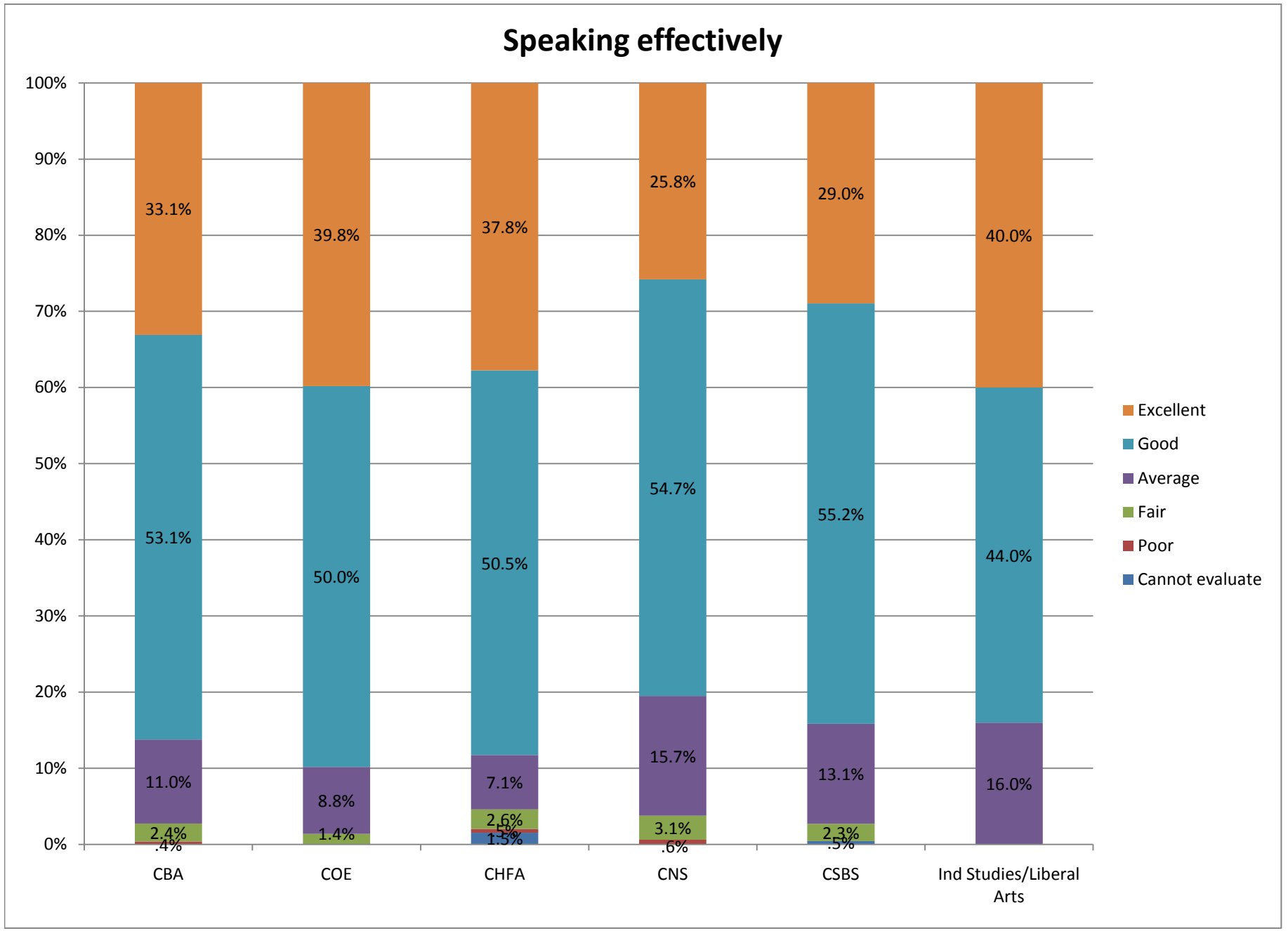
Educational Experience and Skills

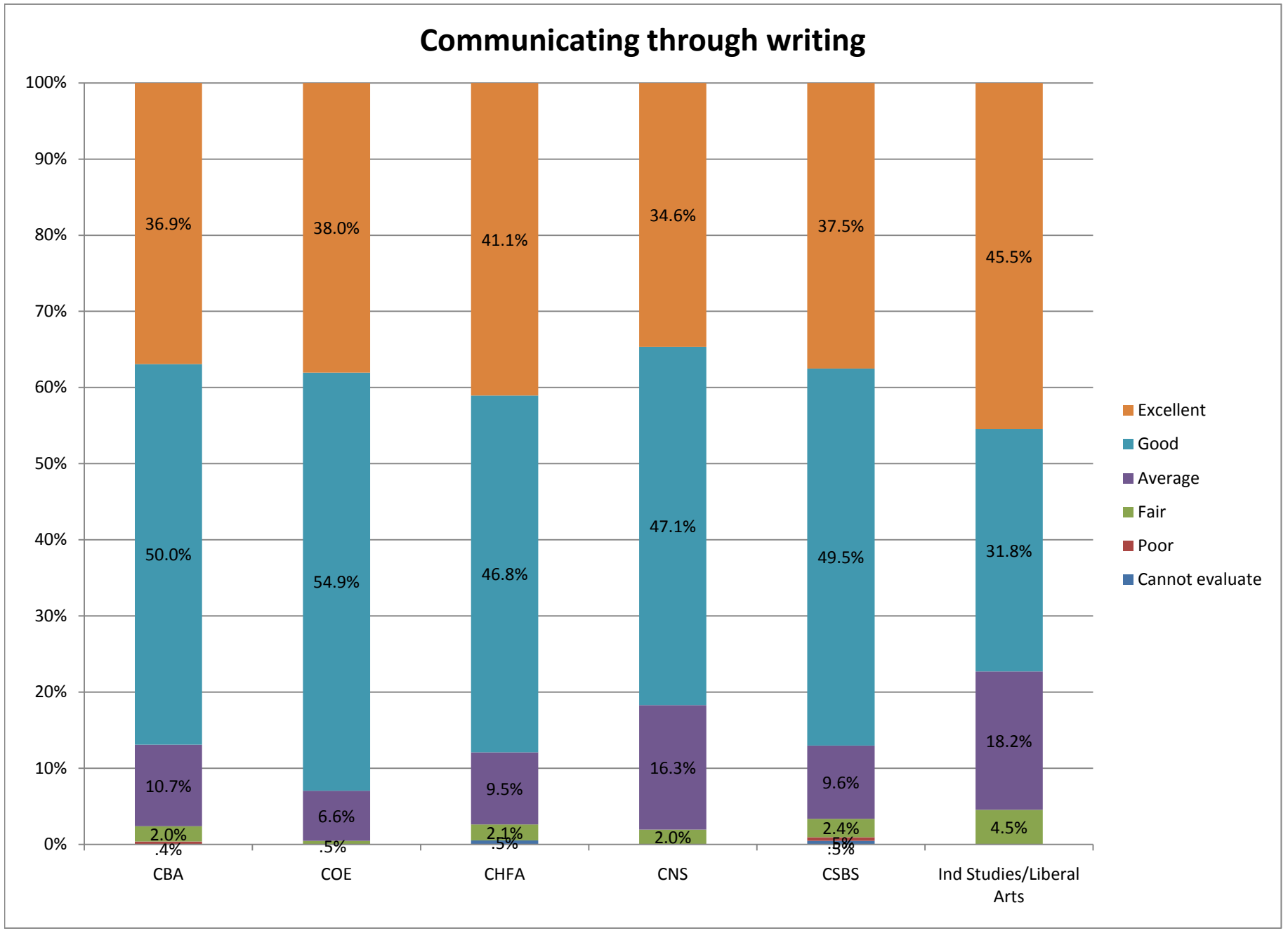
	N	Cannot evaluate	Poor (1)	Fair	Average	Good	Excellent (5)	Mean
Speaking effectively	1374	.5%	.4%	2.4%	11.0%	51.8%	33.9%	4.15
Communicate through writing	1336	.3%	.2%	2.1%	10.0%	50.1%	37.3%	4.21
Understanding written communication	1355	.2%	.6%	1.9%	10.2%	49.1%	38.0%	4.21
Listen effectively	1302	.5%	.3%	.9%	9.4%	47.7%	41.1%	4.27
Basic computer skills	1310	1.2%	.7%	2.0%	14.6%	41.8%	39.8%	4.14
Making basic calculations	1308	1.8%	.8%	3.2%	18.4%	42.4%	33.3%	3.99
Foreign language skills	1342	32.0%	12.3%	15.4%	17.7%	12.4%	10.2%	1.97
Planning projects	1331	.9%	.5%	3.5%	16.5%	45.7%	32.9%	4.04
Defining problems	1286	.9%	.3%	2.5%	13.7%	50.5%	32.1%	4.09
Solving problems	1275	.6%	.2%	2.0%	12.1%	48.9%	36.2%	4.17
Learn new things	1280	.3%	.3%	1.2%	8.0%	44.4%	45.9%	4.33
Creative thinking	1306	.4%	.3%	2.4%	12.0%	46.9%	38.1%	4.19
Bringing information together	1277	.5%	.2%	1.7%	11.2%	49.6%	36.7%	4.19
Using research skills	1272	.5%	.4%	2.0%	13.5%	45.7%	37.9%	4.17
Conducting self in prof manner	1255	.6%	.2%	1.0%	7.5%	40.2%	50.4%	4.38
Uphold ethical standards	1247	.5%	.5%	1.5%	8.1%	42.5%	46.9%	4.32
Adapt to change	1241	.6%	.2%	1.5%	11.3%	46.2%	40.3%	4.23
Work under pressure	1243	.3%	.2%	1.1%	9.1%	43.0%	46.3%	4.33
Making decisions	1267	.5%	.5%	1.0%	9.6%	49.6%	38.9%	4.24
Work independently	1233	.5%	.3%	.7%	7.9%	44.6%	45.9%	4.34
People of diverse backgrounds	1236	.9%	1.8%	4.4%	15.5%	37.0%	40.5%	4.07
Working as a team	1207	.4%	.7%	1.7%	9.9%	43.2%	44.2%	4.27
Leading others	1189	.6%	.4%	2.8%	12.8%	45.2%	38.3%	4.16

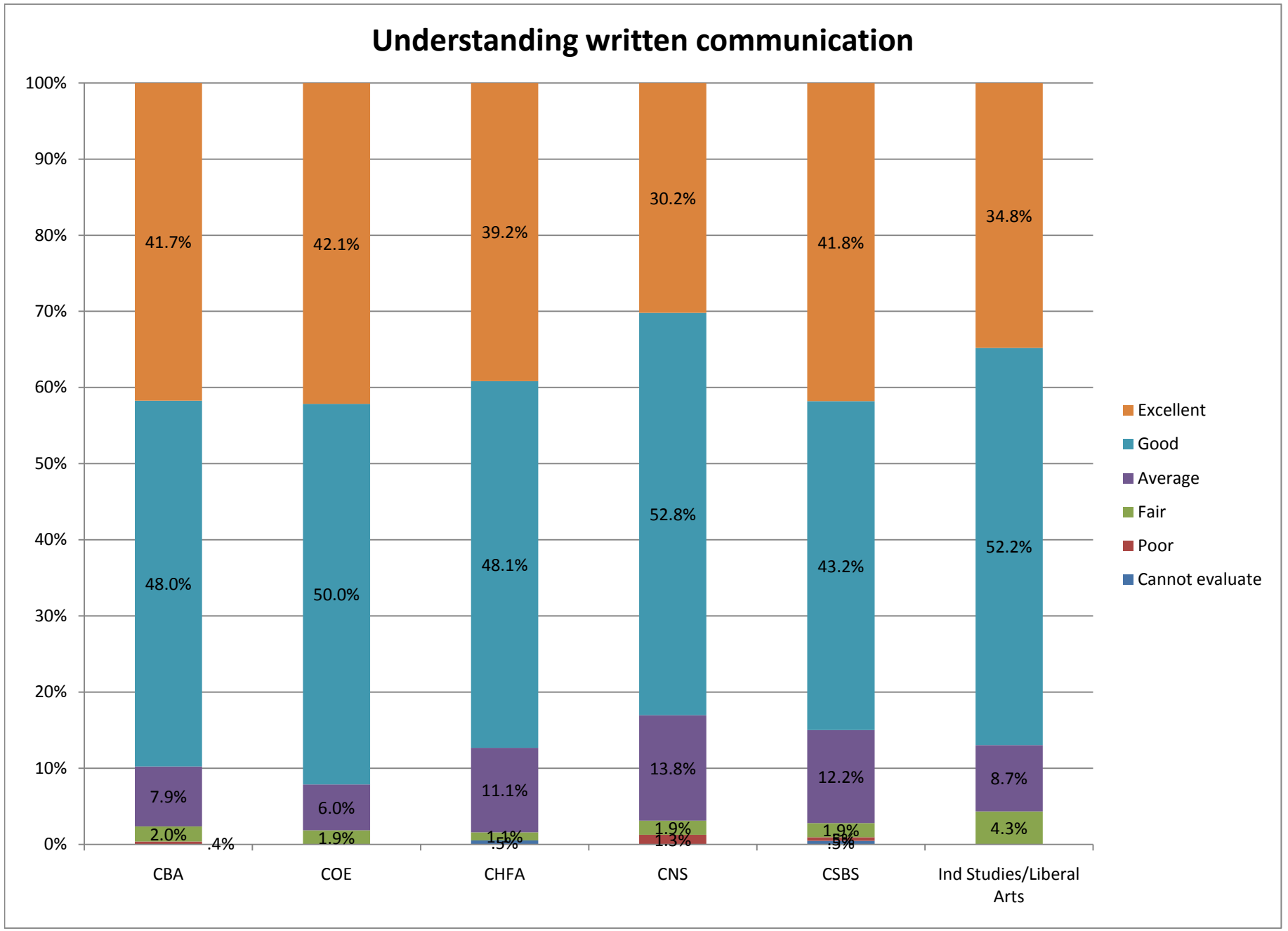
Academic and Social Environment

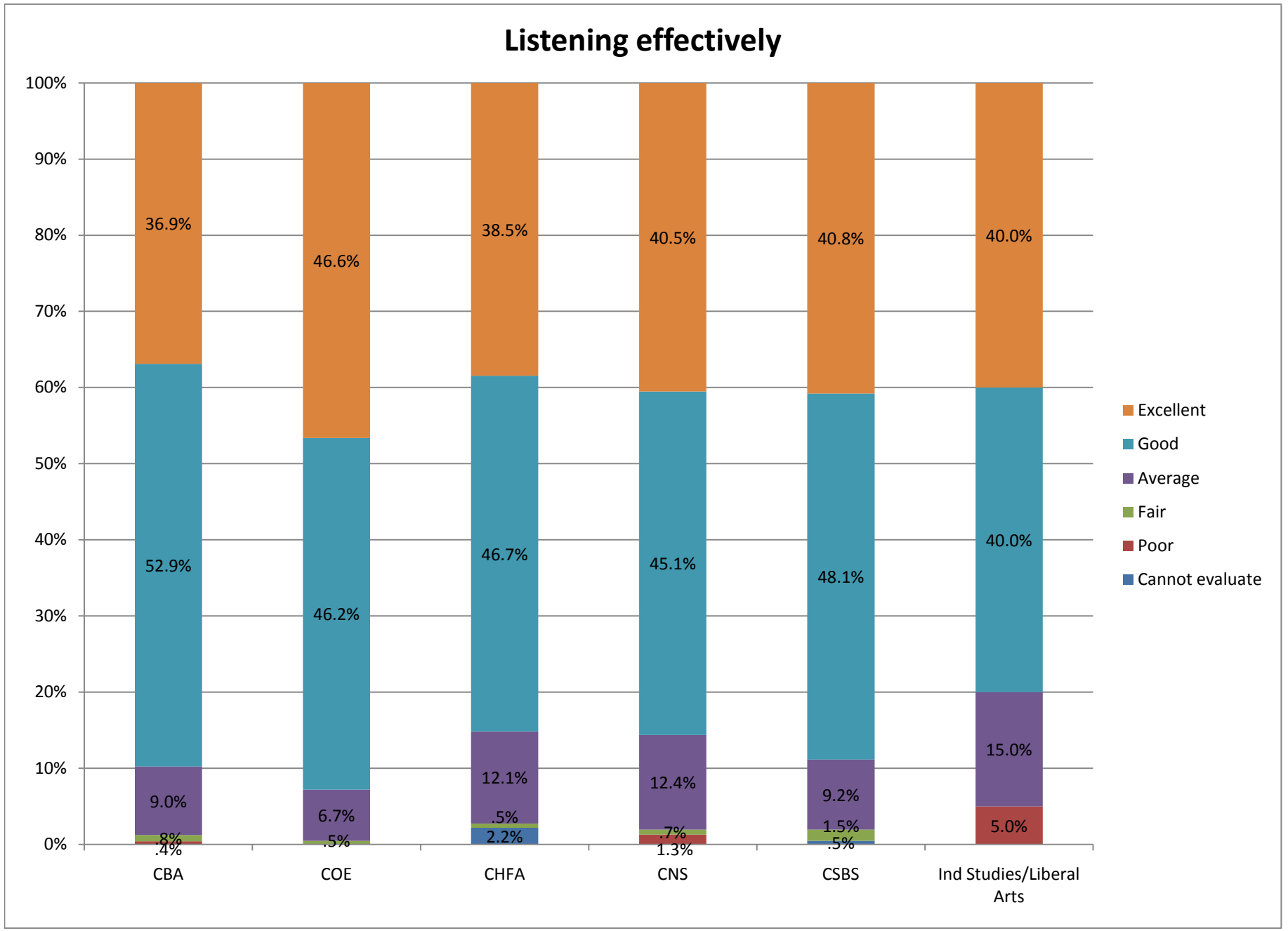
	N	Not Sure	Strongly Disagree (1)	Disagree	Agree	Strongly Agree (4)	Mean
Courses intellectually demanding	1447	.7%	.8%	5.5%	72.5%	20.5%	3.11
Instructors intellectually stimulating	1444	1.0%	.5%	6.0%	69.5%	23.0%	3.13
Integrated subject matter	1435	1.6%	.5%	7.5%	67.5%	22.9%	3.10
Cumulative learning	1433	1.0%	.3%	2.0%	66.6%	30.1%	3.24
Lifelong learner	1435	2.4%	.8%	6.8%	55.9%	34.1%	3.18
Peers valued achievement	1436	2.6%	.8%	7.5%	64.5%	24.7%	3.08
Excellent teaching quality at UNI	1428	1.3%	.6%	5.0%	64.7%	28.4%	3.18
Courses in major available	1426	.5%	2.1%	10.2%	57.9%	29.2%	3.13
LAC quality excellent	1428	8.2%	2.7%	16.9%	56.9%	15.3%	2.68
LAC purposes clear	1423	7.4%	3.4%	18.3%	54.5%	16.4%	2.69
LAC intellectually demanding	1426	6.8%	4.2%	18.2%	55.2%	15.6%	2.69
LAC teaching excellent	1423	8.6%	2.5%	13.9%	58.2%	16.7%	2.72
LAC important	1423	7.2%	5.5%	16.5%	51.6%	19.3%	2.70
Faculty committed to learning	1431	.6%	.2%	3.0%	58.2%	38.0%	3.33
Faculty interest in goals	1431	.3%	.3%	2.4%	43.8%	53.2%	3.49
Close relationships w/ students	1426	.4%	.5%	5.2%	50.6%	43.3%	3.36
Off campus social activities	1422	1.0%	1.6%	9.5%	49.2%	38.7%	3.23
On campus activities	1429	1.2%	4.5%	18.6%	50.2%	25.4%	2.94
Alcohol abuse a problem	1433	9.8%	11.0%	42.9%	27.1%	9.3%	2.15
Students tolerant of differences	1428	5.0%	2.4%	9.2%	67.2%	16.2%	2.87
Sexual harassment a problem	1417	12.1%	20.7%	41.2%	19.6%	6.4%	1.87
UNI values excellence	1420	3.9%	1.0%	5.1%	66.8%	23.3%	3.05
UNI values intellectual vitality	1428	3.4%	.6%	3.6%	69.3%	23.1%	3.08
Examines diverse ideas	1426	3.9%	1.3%	6.5%	67.2%	21.1%	3.00
High quality education at UNI	1417	.9%	.5%	1.6%	52.2%	44.8%	3.39
Recommend major to student	1418	1.8%	1.1%	3.9%	44.1%	48.9%	3.37
Recommend UNI to student	1417	1.4%	.8%	2.5%	42.4%	52.9%	3.44

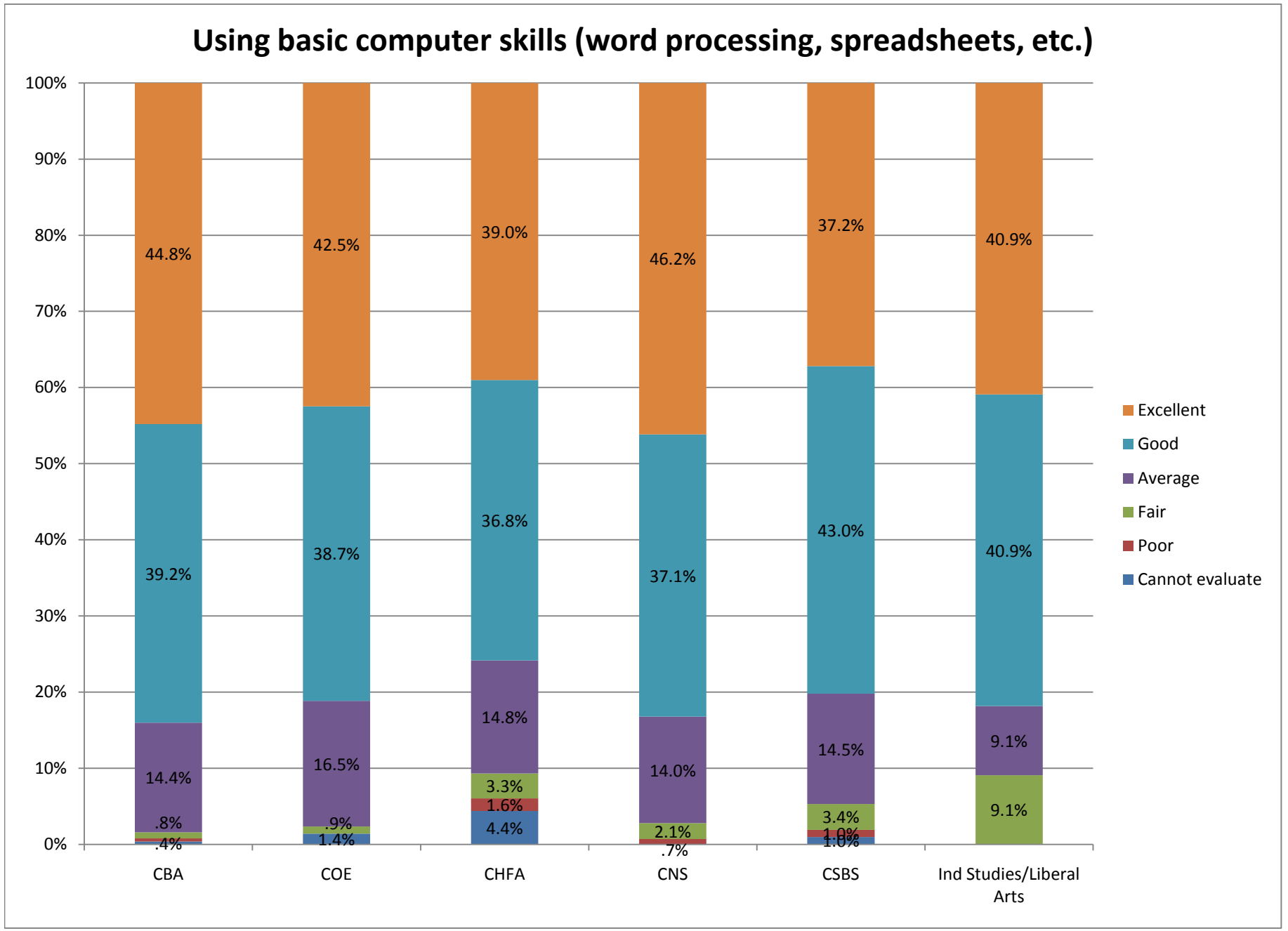
Summary of Responses by College

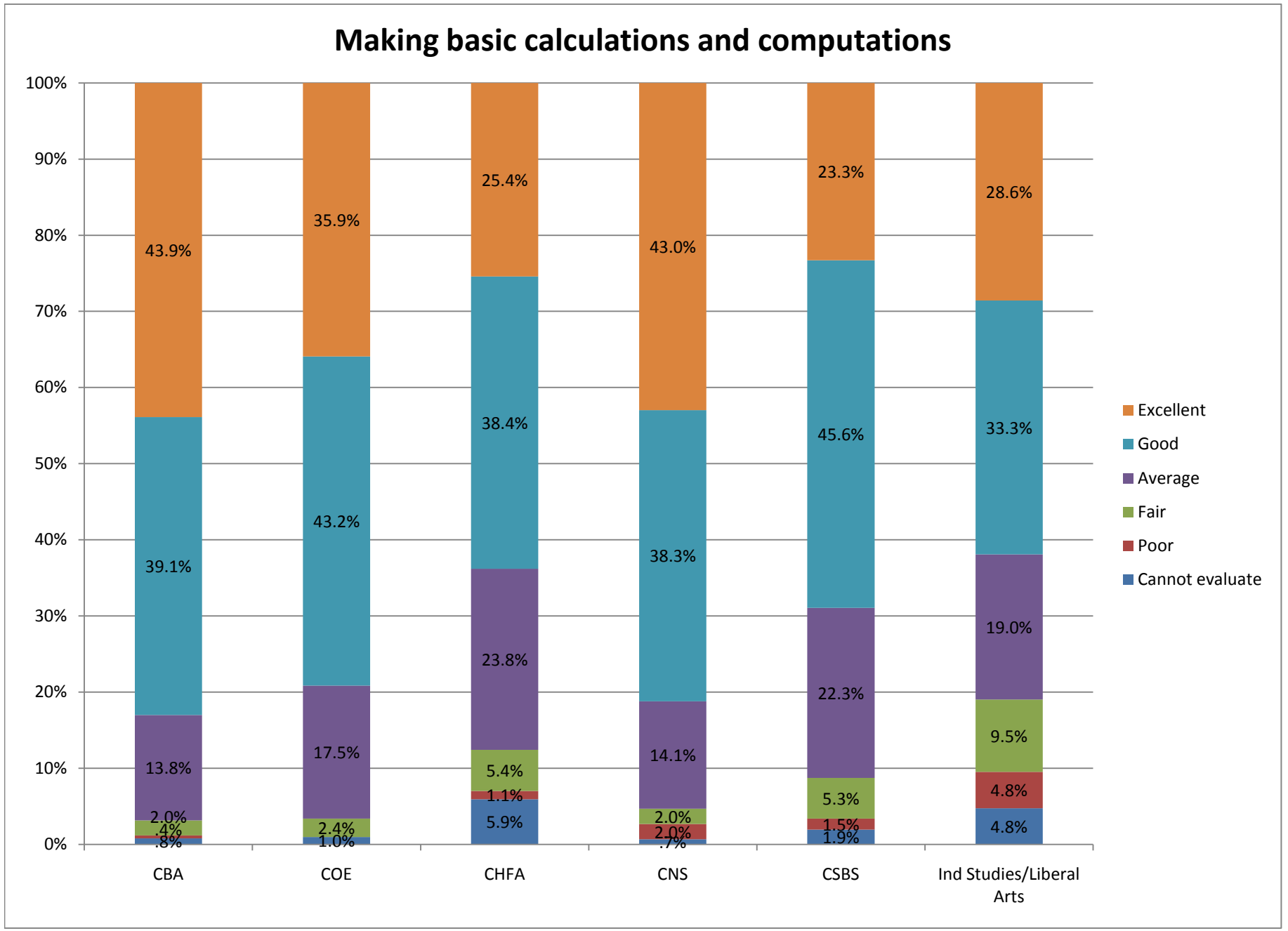

Speaking effectively
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
33.1%
53.1%
11.0%
2.4%
.4%
39.8%
50.0%
8.8%
1.4%
37.8%
50.5%
7.1%
2.6%
1.5%
25.8%
54.7%
15.7%
3.1%
.6%
29.0%
55.2%
13.1%
2.3%
.5%
40.0%
44.0%
16.0%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

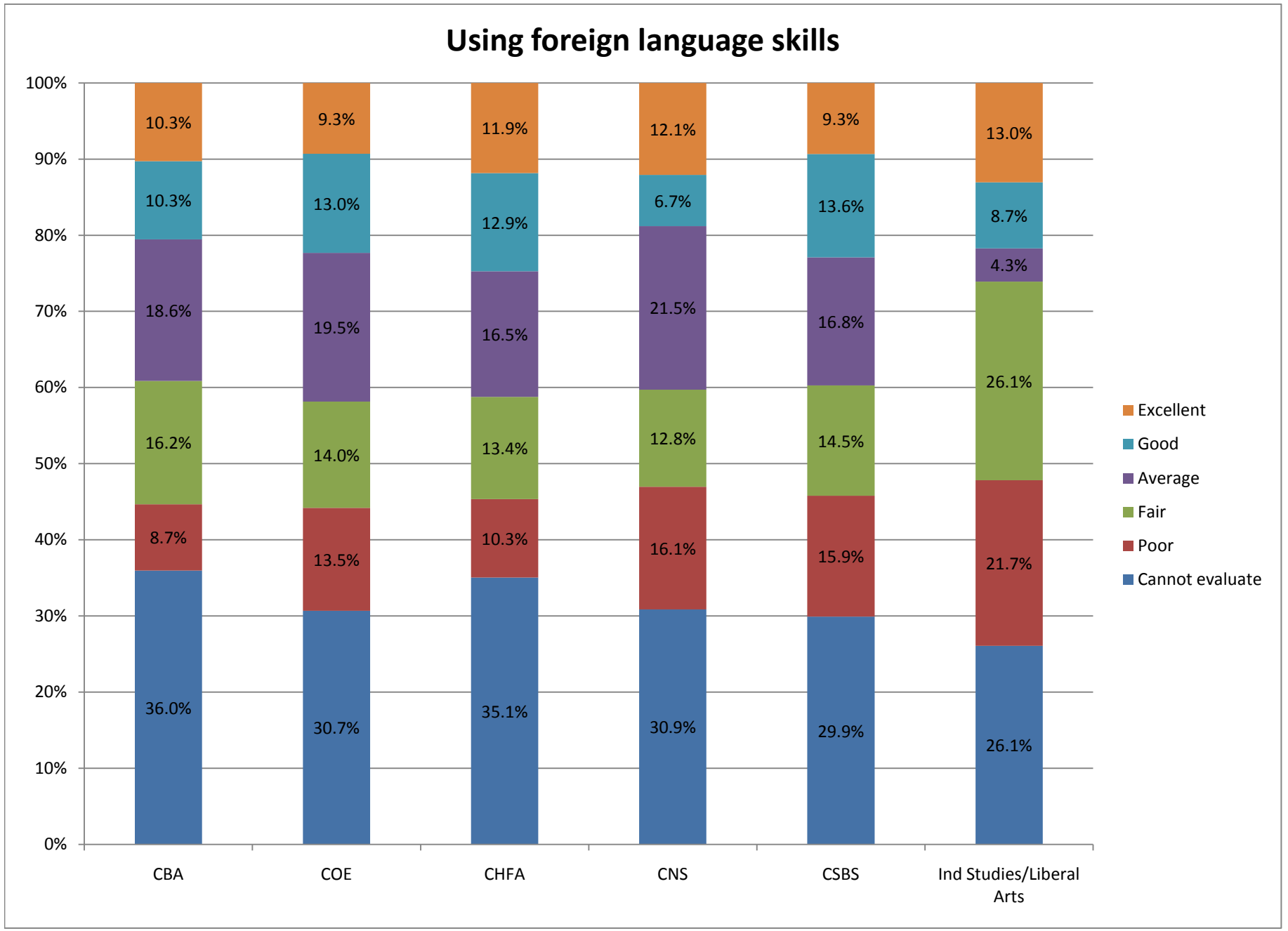

Communicating through writing
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
36.9%
50.0%
10.7%
2.0%
.4%
38.0%
54.9%
6.6%
.5%
41.1%
46.8%
9.5%
2.1%
.5%
34.6%
47.1%
16.3%
2.0%
37.5%
49.5%
9.6%
2.4%
.5%
45.5%
31.8%
18.2%
4.5%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

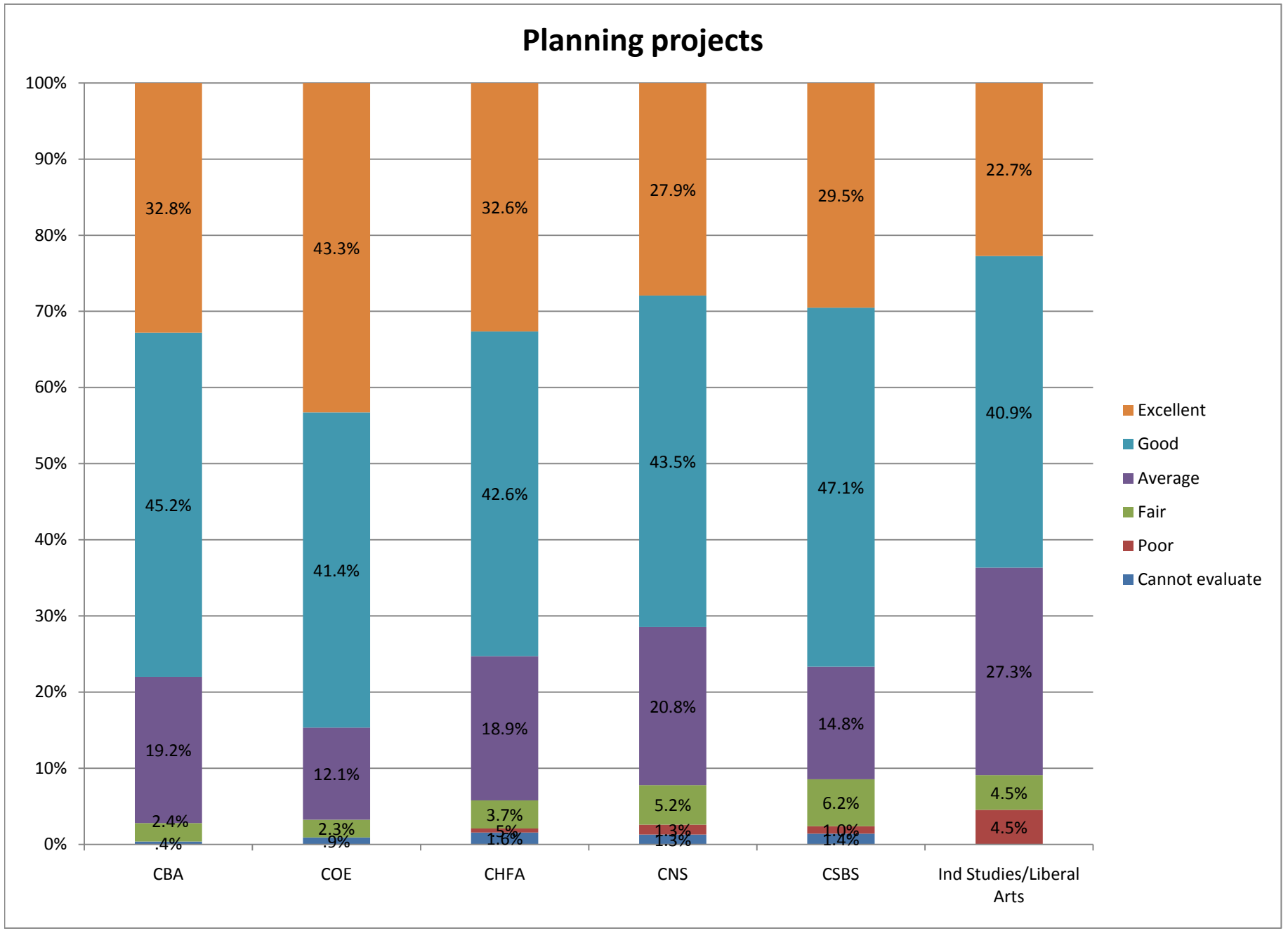

Understanding written communication
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
41.7%
48.0%
7.9%
2.0%
.4%
42.1%
50.0%
6.0%
1.9%
39.2%
48.1%
11.1%
1.1%
.5%
30.2%
52.8%
13.8%
1.9%
1.3%
41.8%
43.2%
12.2%
1.9%
.5%
34.8%
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CBA
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CSBS
Ind Studies/Liberal Arts
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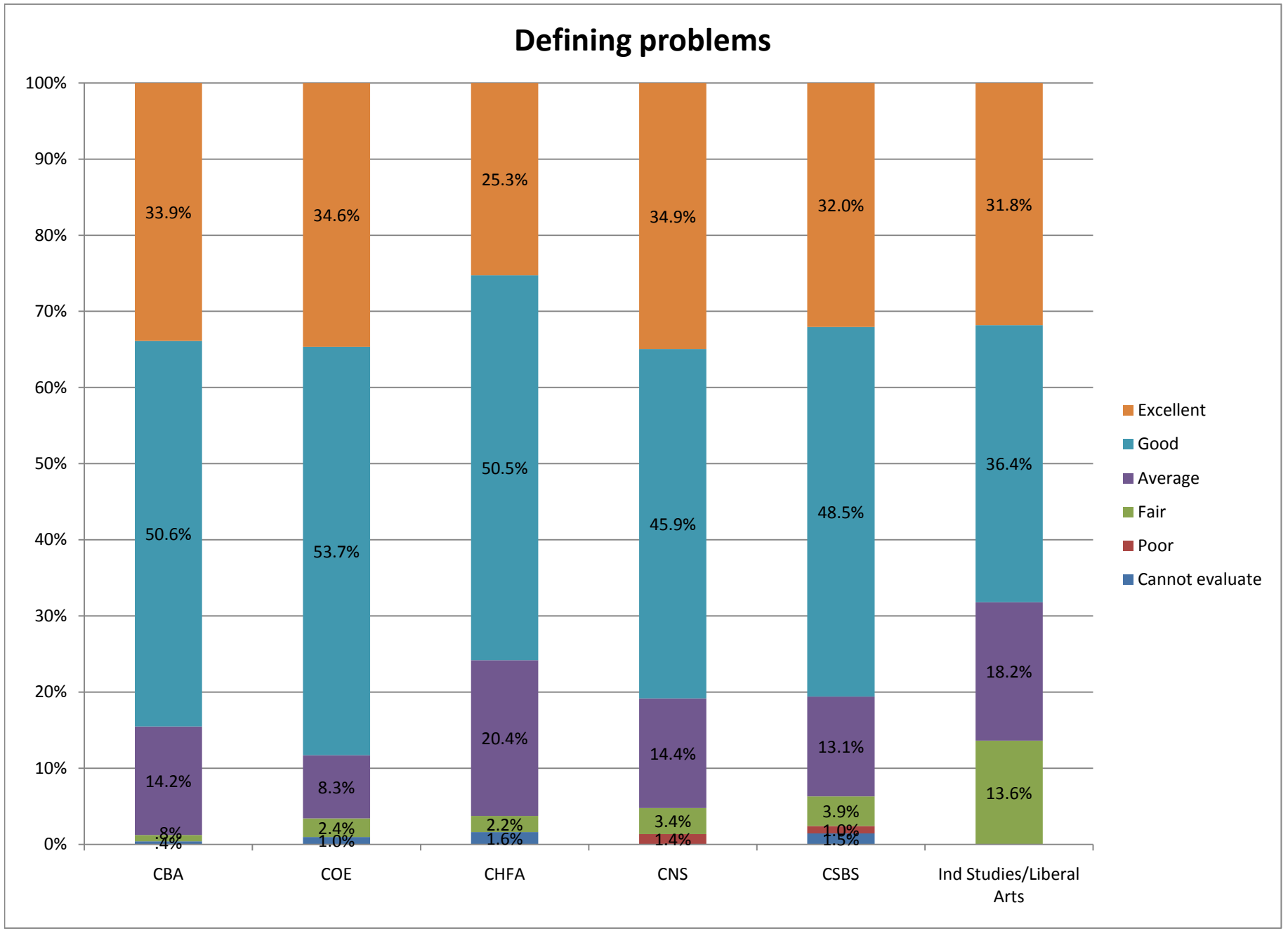

Listening effectively
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
36.9%
52.9%
9.0%
.8%
.4%
46.6%
46.2%
6.7%
.5%
38.5%
46.7%
12.1%
.5%
2.2%
40.5%
45.1%
12.4%
.7%
1.3%
40.8%
48.1%
9.2%
1.5%
.5%
40.0%
40.0%
15.0%
5.0%
CBA
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Ind Studies/Liberal Arts
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Cannot evaluate

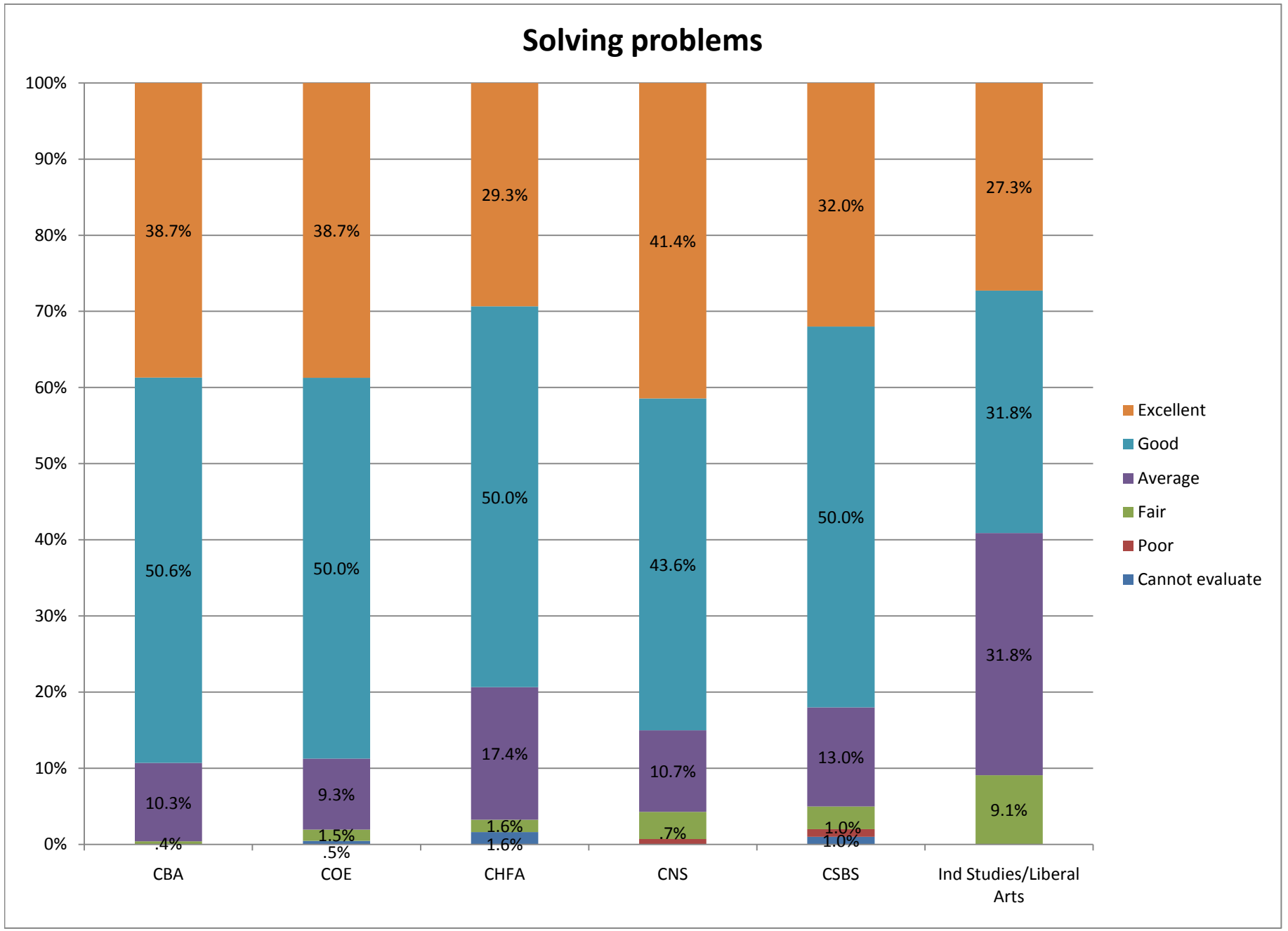

Using basic computer skills (word processing, spreadsheets, etc.)
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44.8%
39.2%
14.4%
.8%
.4%
42.5%
38.7%
16.5%
.9%
1.4%
39.0%
36.8%
14.8%
3.3%
1.6%
4.4%
46.2%
37.1%
14.0%
2.1%
.7%
37.2%
43.0%
14.5%
3.4%
1.0%
1.0%
40.9%
40.9%
9.1%
9.1%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

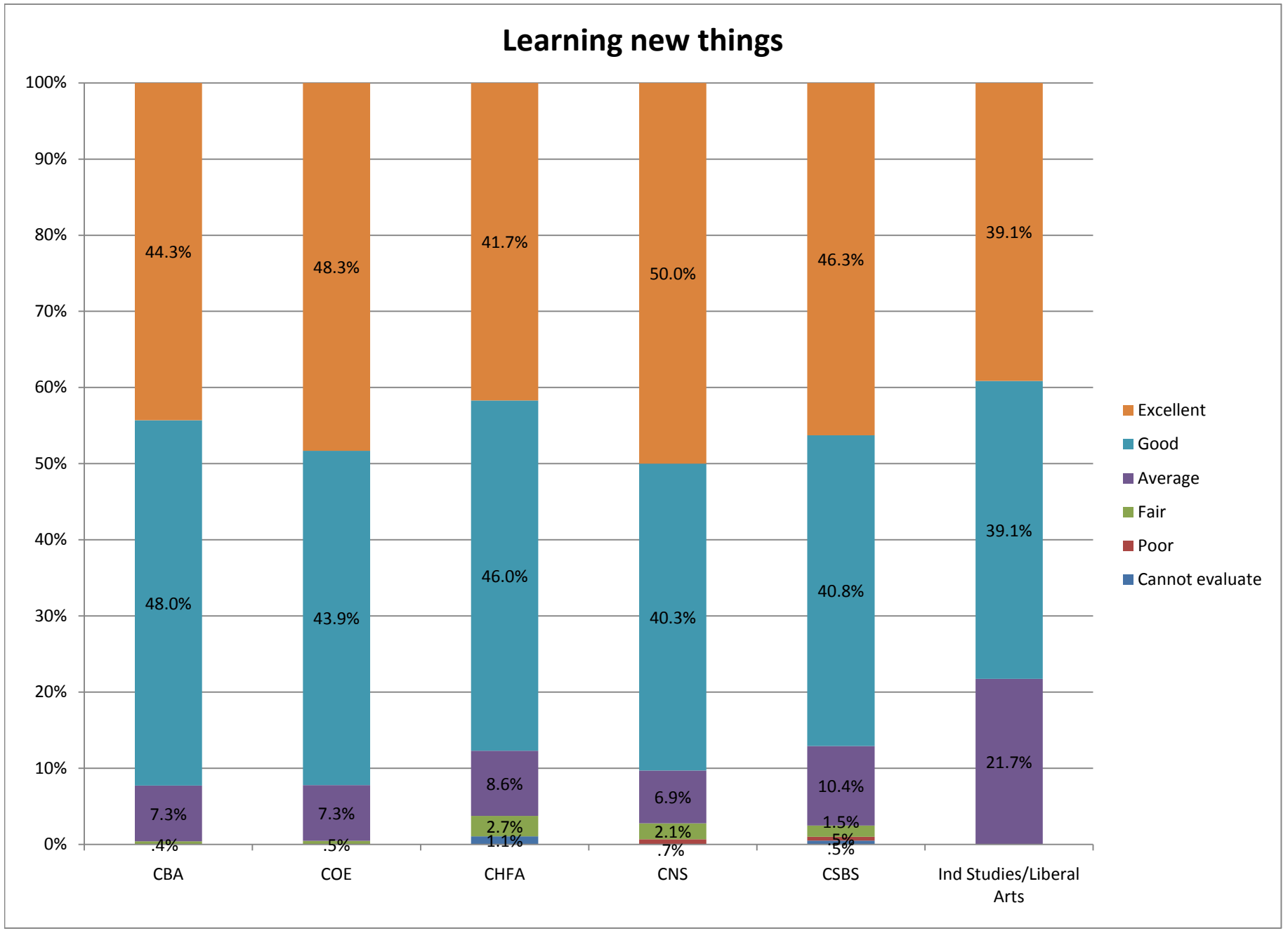

Making basic calculations and computations
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
43.9%
39.1%
13.8%
2.0%
.4%
.8%
35.9%
43.2%
17.5%
2.4%
1.0%
25.4%
38.4%
23.8%
5.4%
1.1%
5.9%
43.0%
38.3%
14.1%
2.0%
2.0%
.7%
23.3%
45.6%
22.3%
5.3%
1.5%
1.9%
28.6%
33.3%
19.0%
9.5%
4.8%
4.8%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

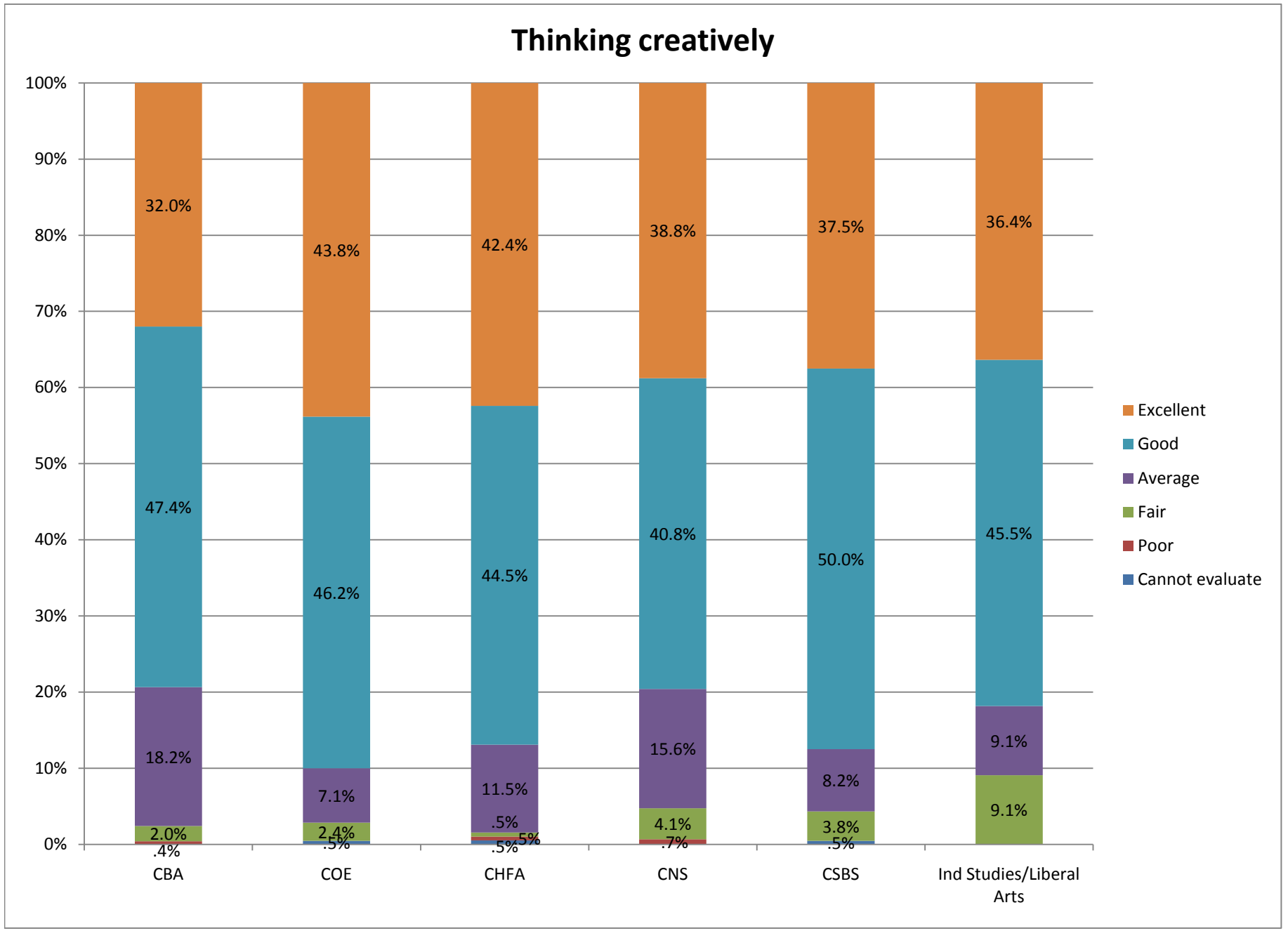

Using foreign language skills
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
10.3%
10.3%
18.6%
16.2%
8.7%
36.0%
9.3%
13.0%
19.5%
14.0%
13.5%
30.7%
11.9%
12.9%
16.5%
13.4%
10.3%
35.1%
12.1%
6.7%
21.5%
12.8%
16.1%
30.9%
9.3%
13.6%
16.8%
14.5%
15.9%
29.9%
13.0%
8.7%
4.3%
26.1%
21.7%
26.1%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

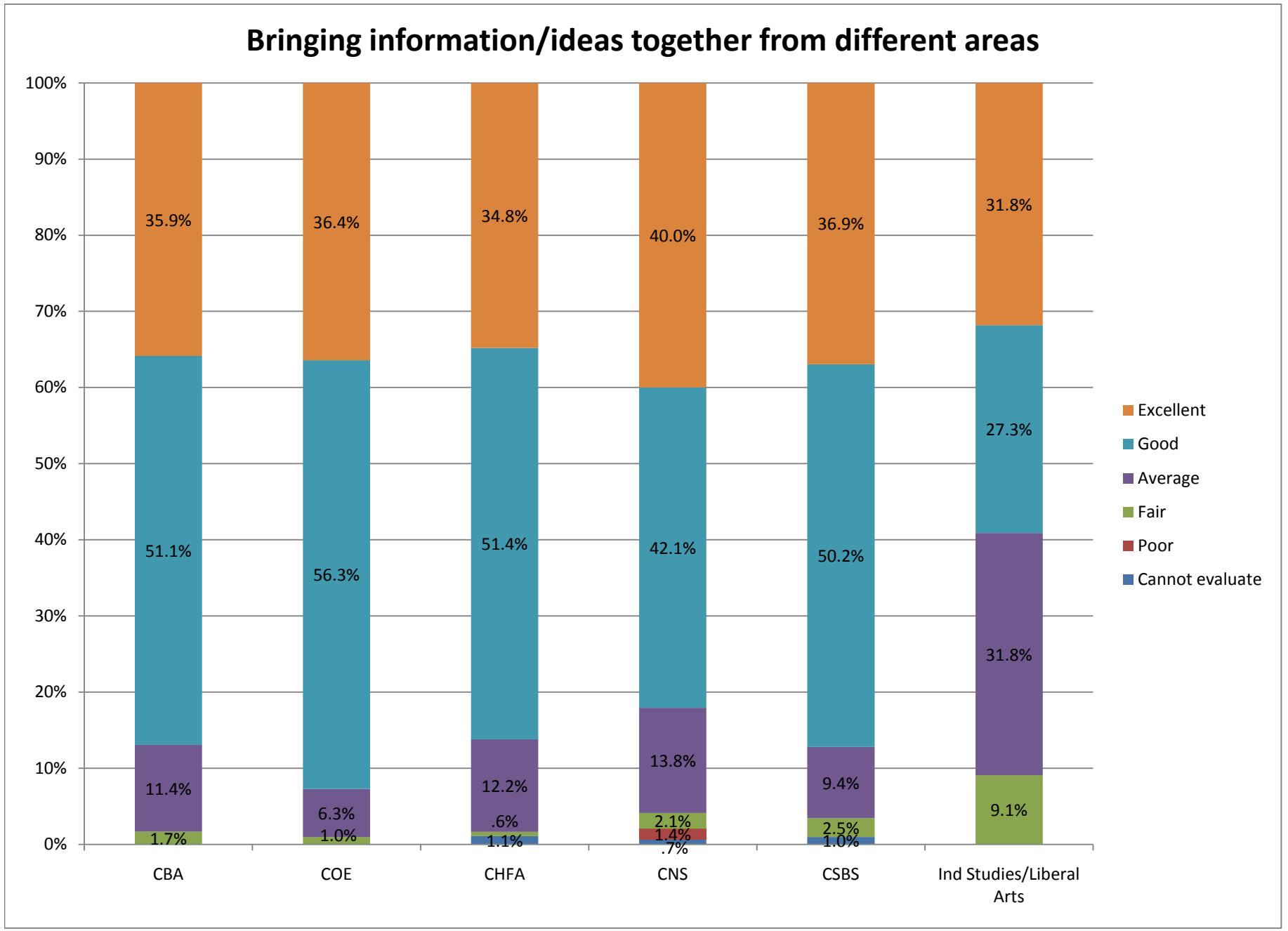

Planning projects
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Excellent
Good
Average
Fair
Poor
Cannot evaluate

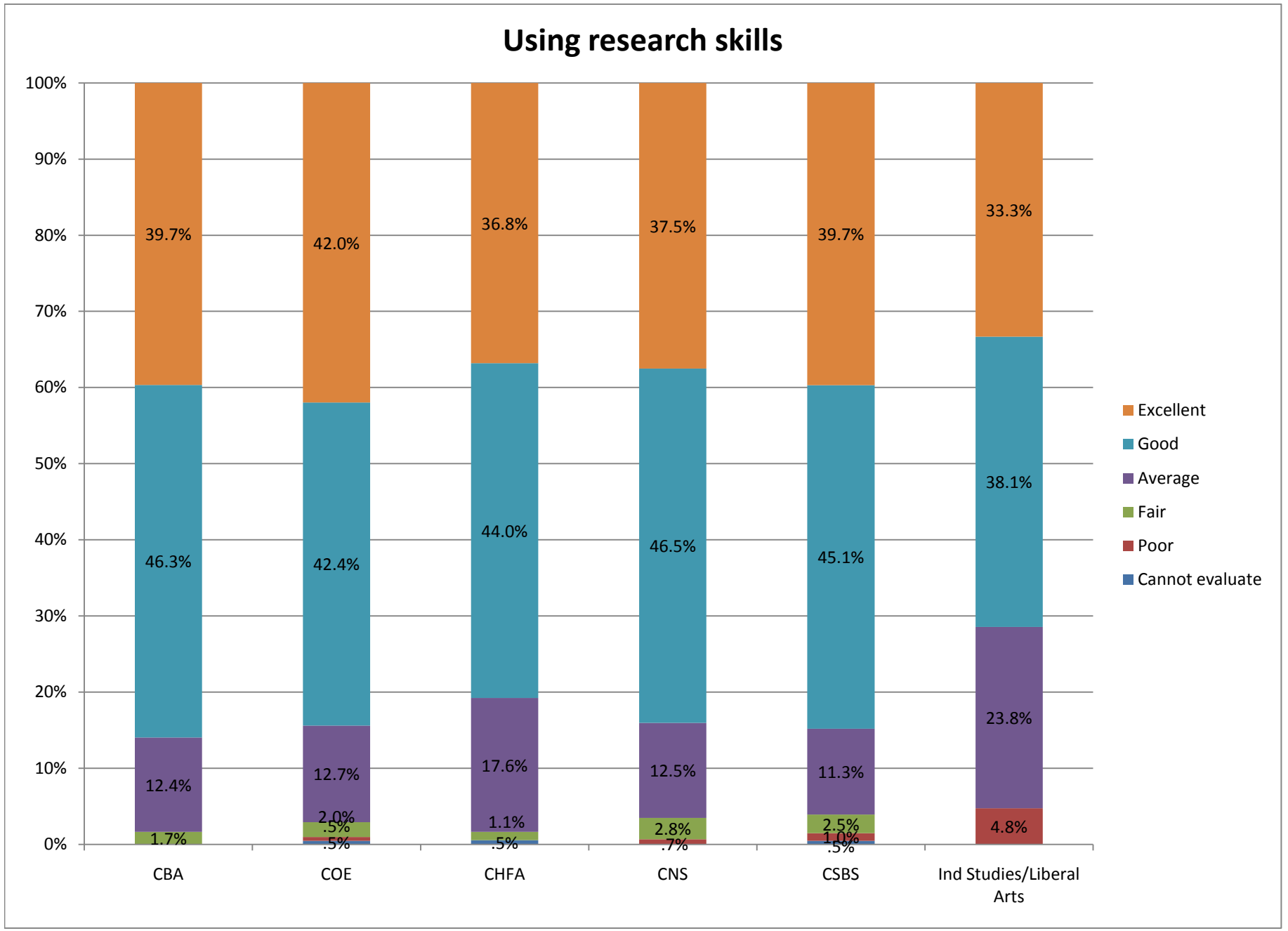

Defining problems
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CBA
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Ind Studies/Liberal Arts
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Average
Fair
Poor
Cannot evaluate

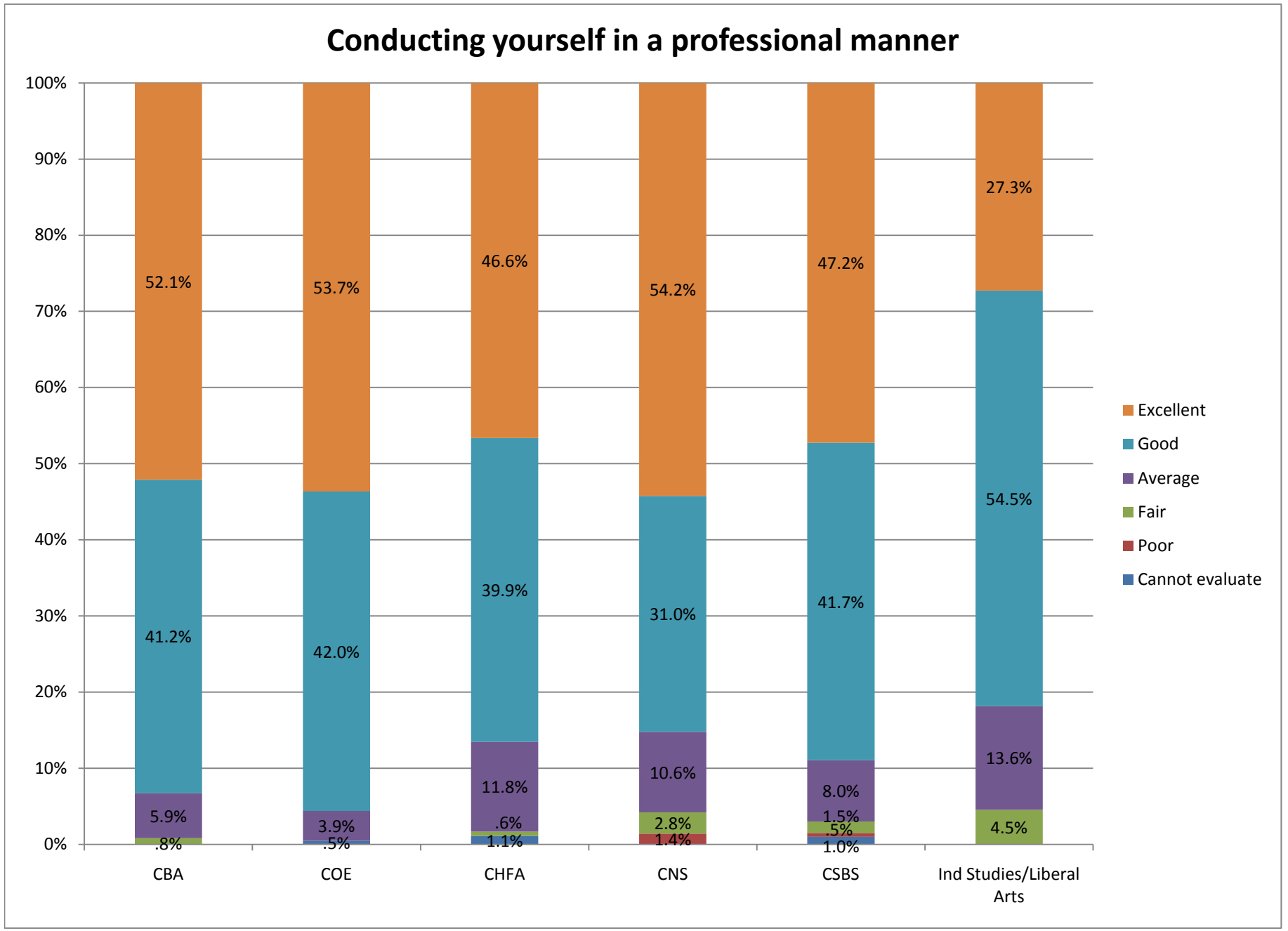

Solving problems
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Ind Studies/Liberal Arts
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Cannot evaluate

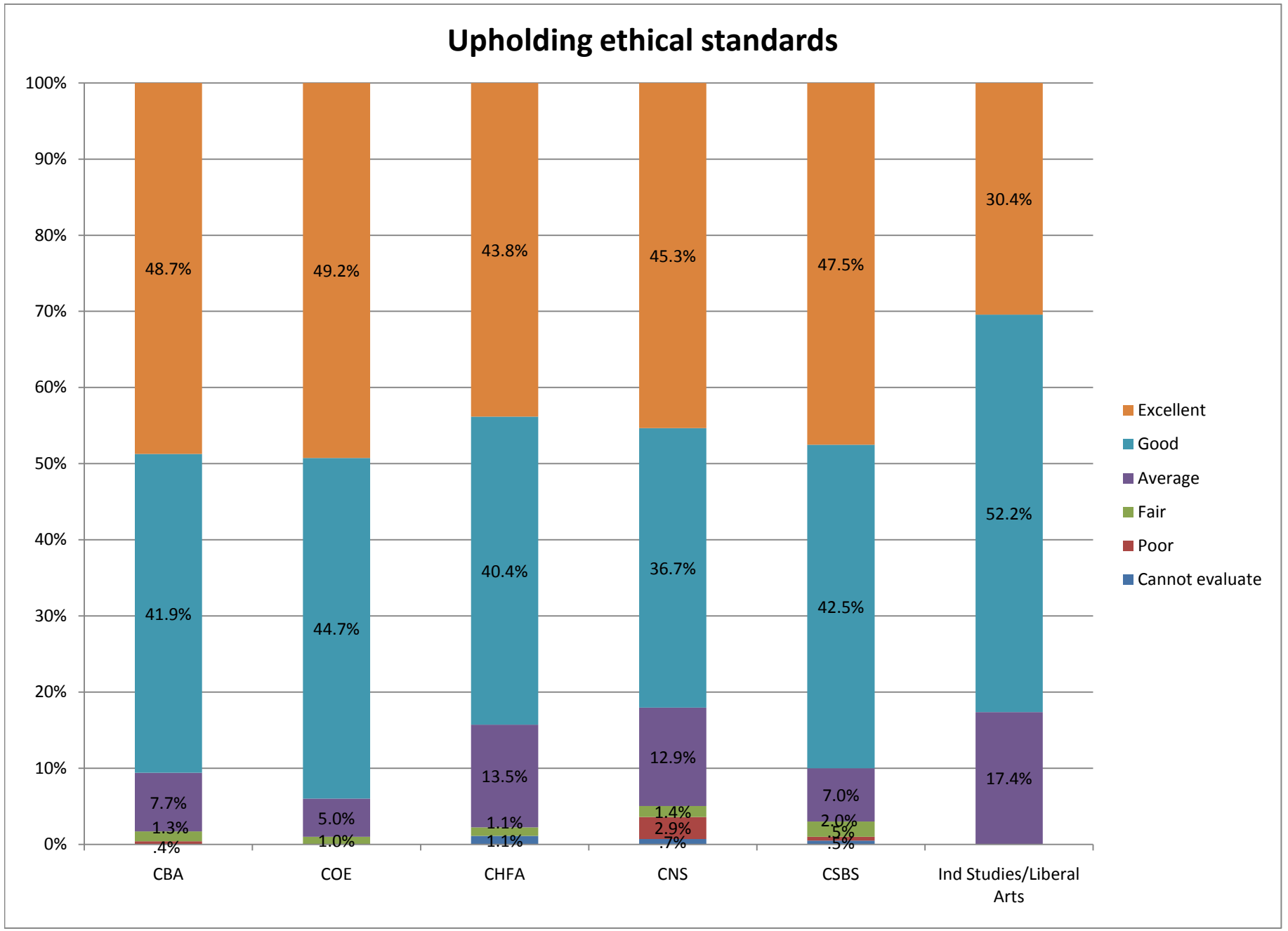

Learning new things
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CBA
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Ind Studies/Liberal Arts
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Cannot evaluate

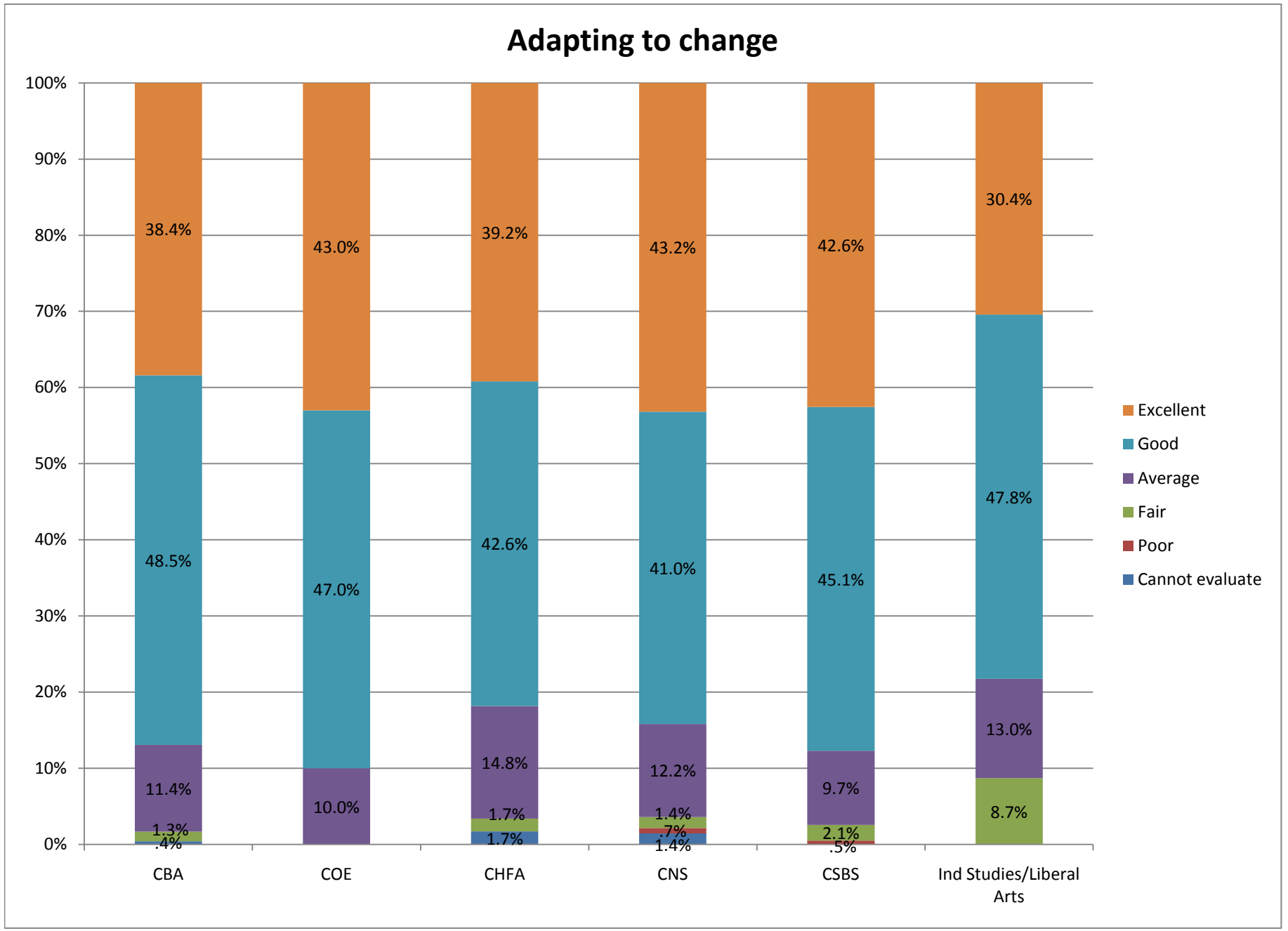

Thinking creatively
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Cannot evaluate

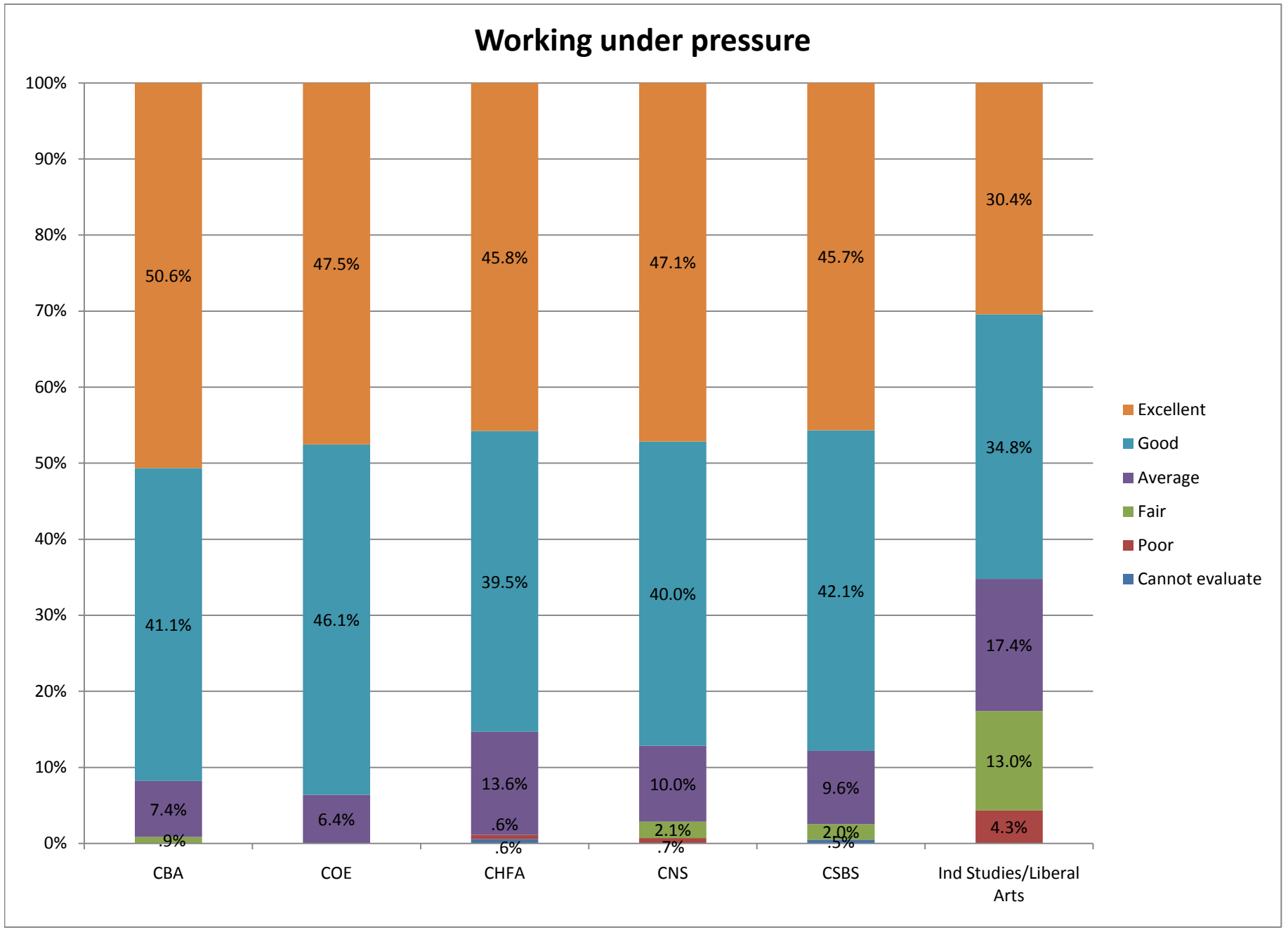

Bringing information/ideas together from different areas
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CBA
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Ind Studies/Liberal Arts
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Cannot evaluate

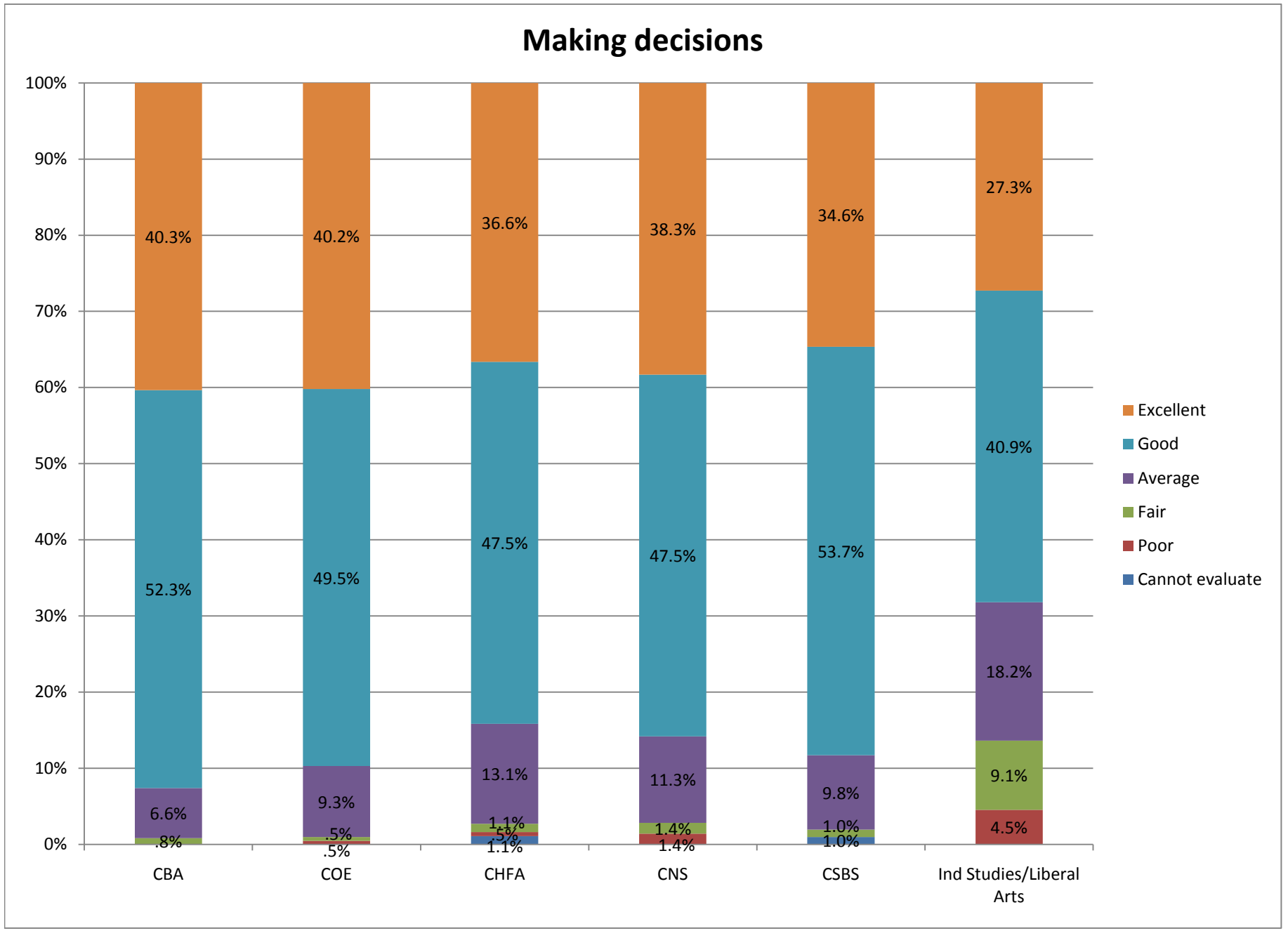

Using research skills
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Ind Studies/Liberal Arts
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Cannot evaluate

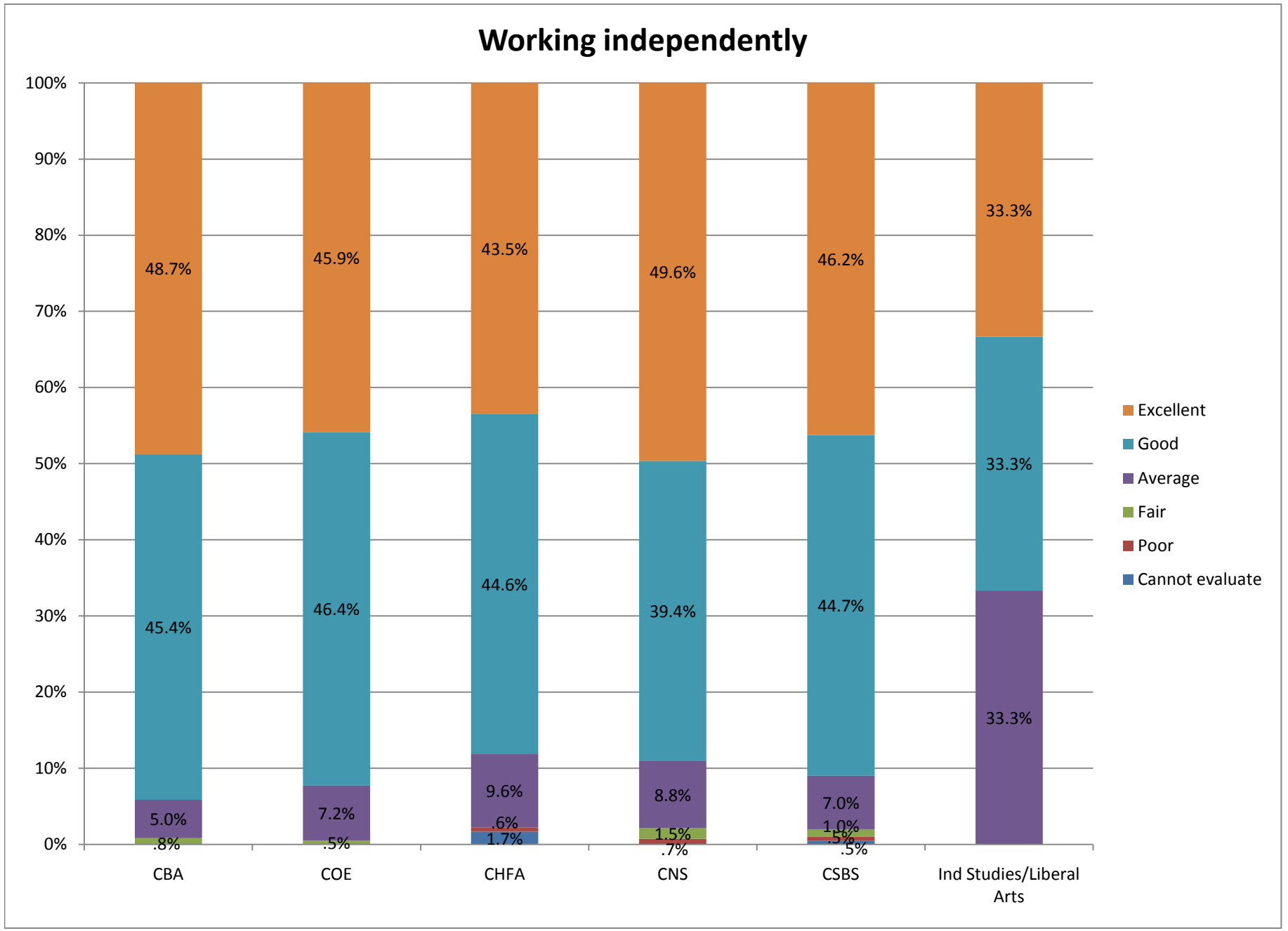

Conducting yourself in a professional manner
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CBA
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Ind Studies/Liberal Arts
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Cannot evaluate

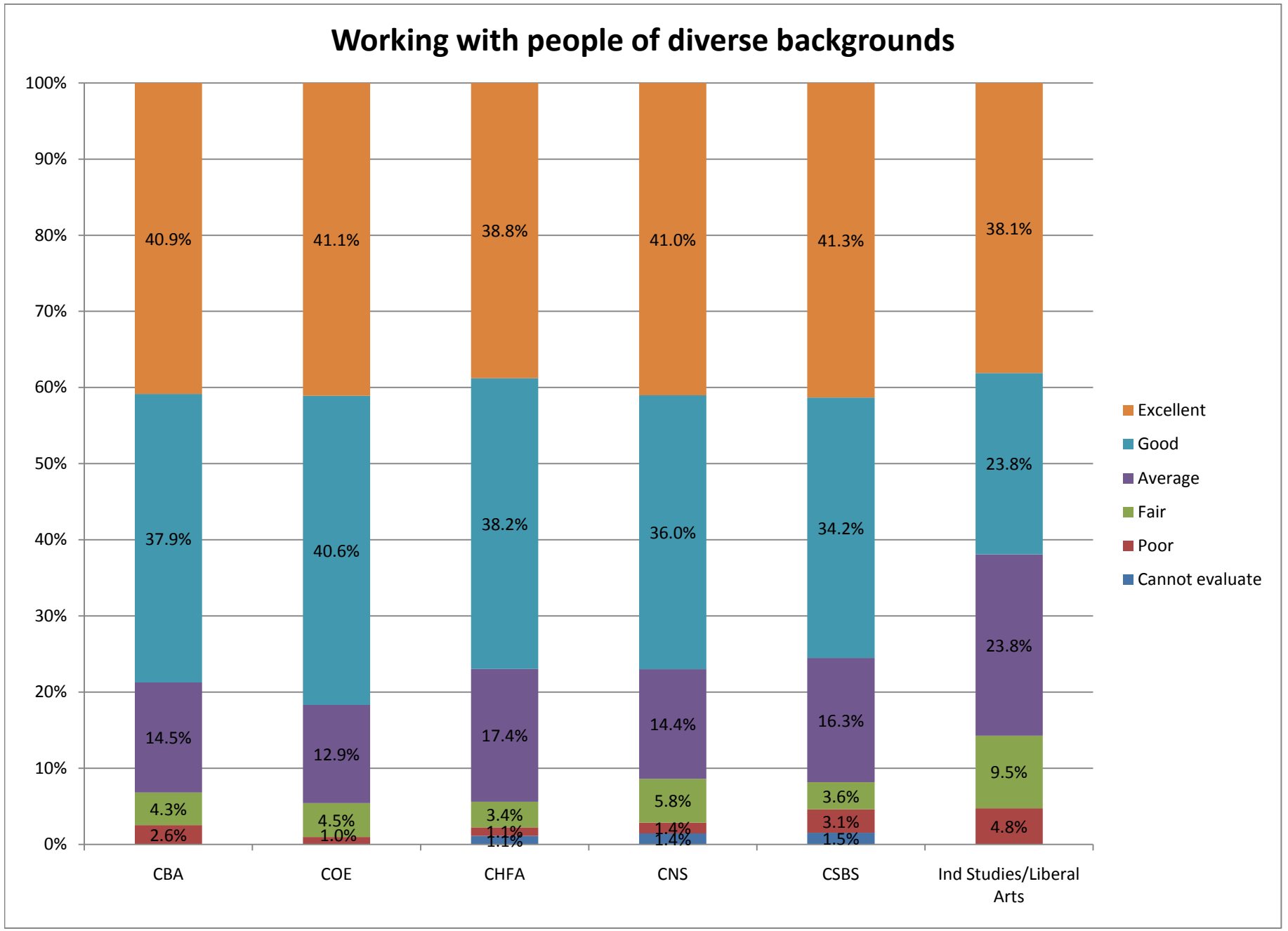

Upholding ethical standards
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CBA
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Cannot evaluate

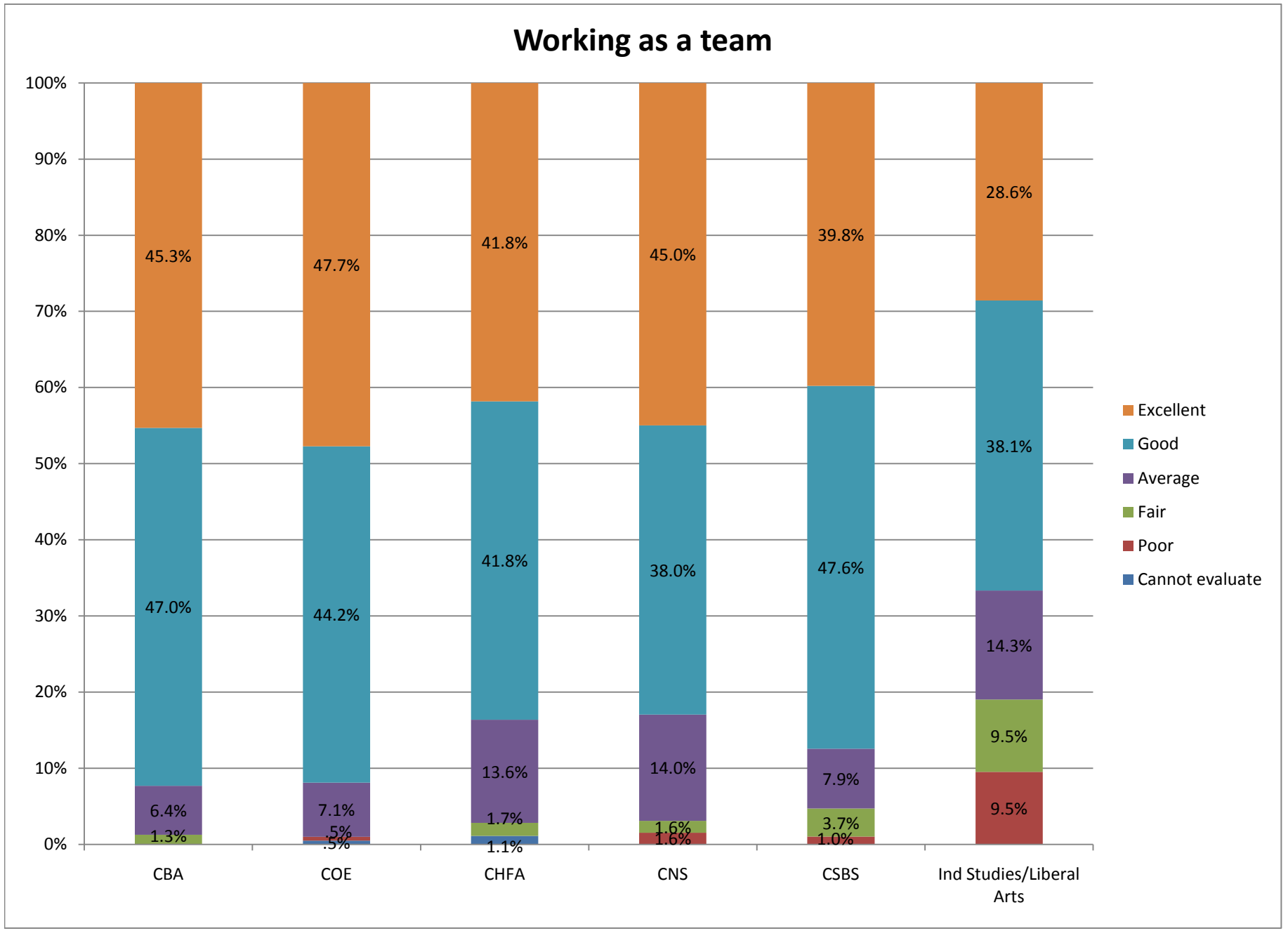

Adapting to change
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Ind Studies/Liberal Arts
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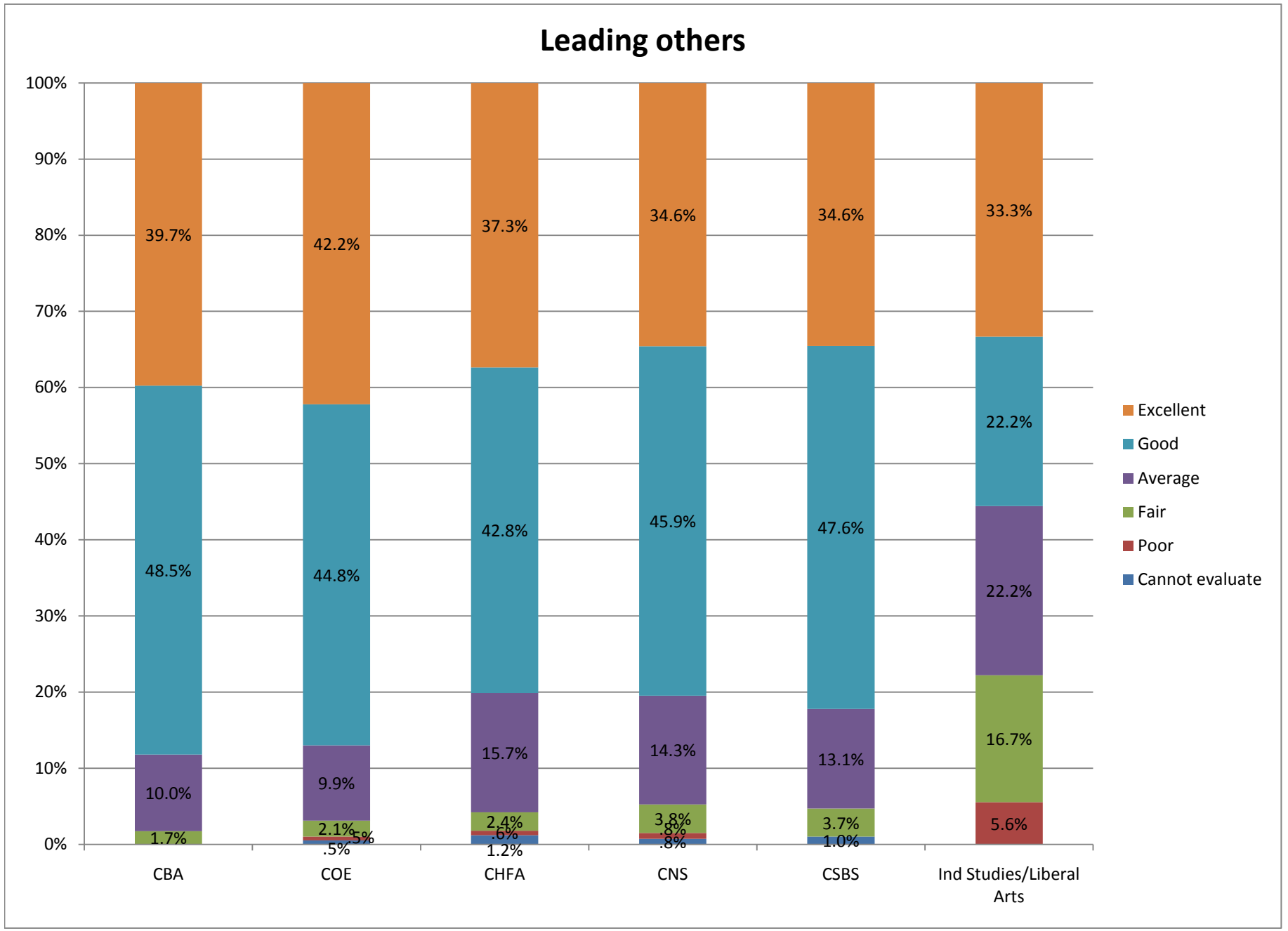

Working under pressure
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Ind Studies/Liberal Arts
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Fair
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Cannot evaluate

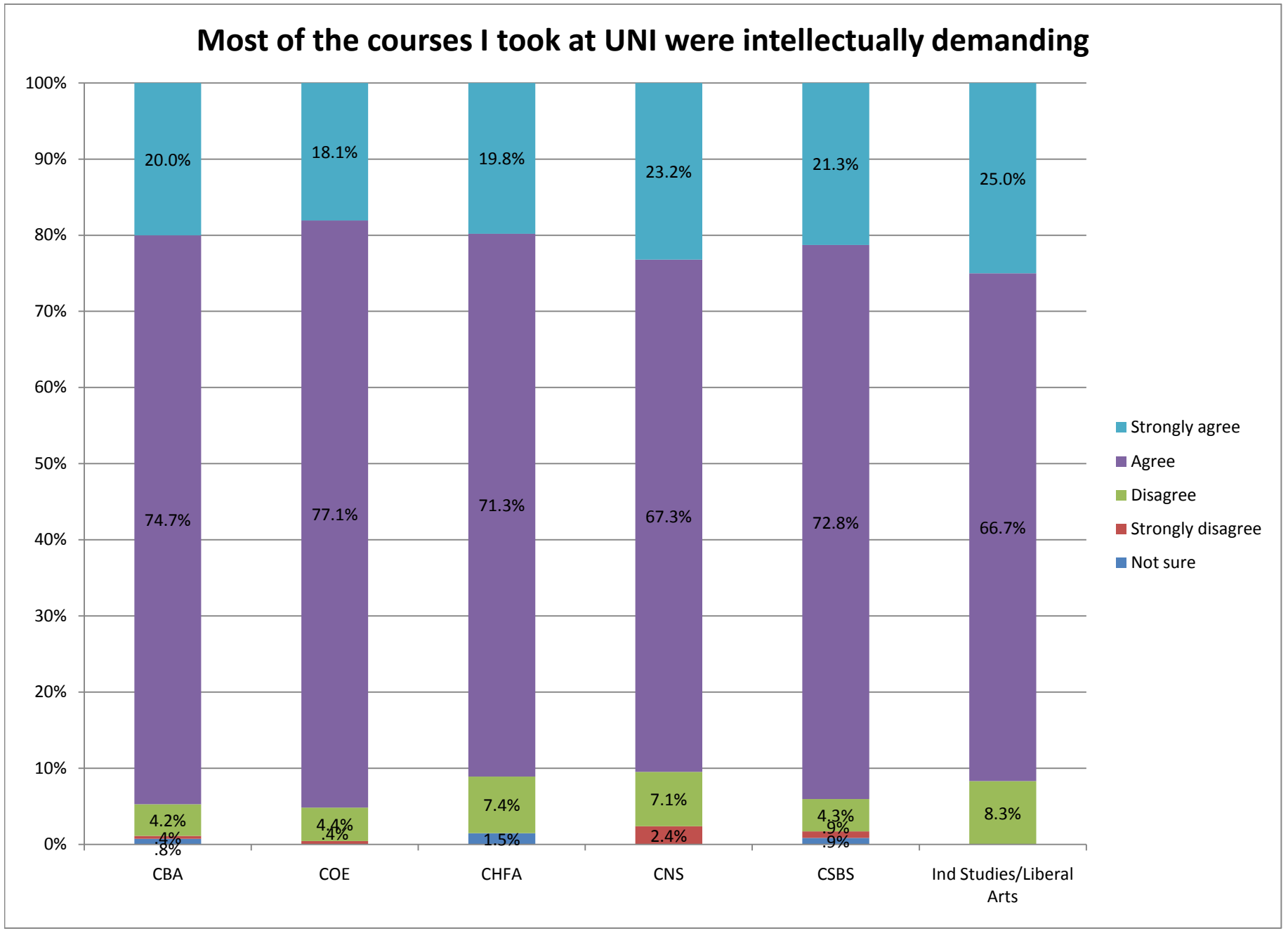

Making decisions
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CBA
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Ind Studies/Liberal Arts
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Cannot evaluate

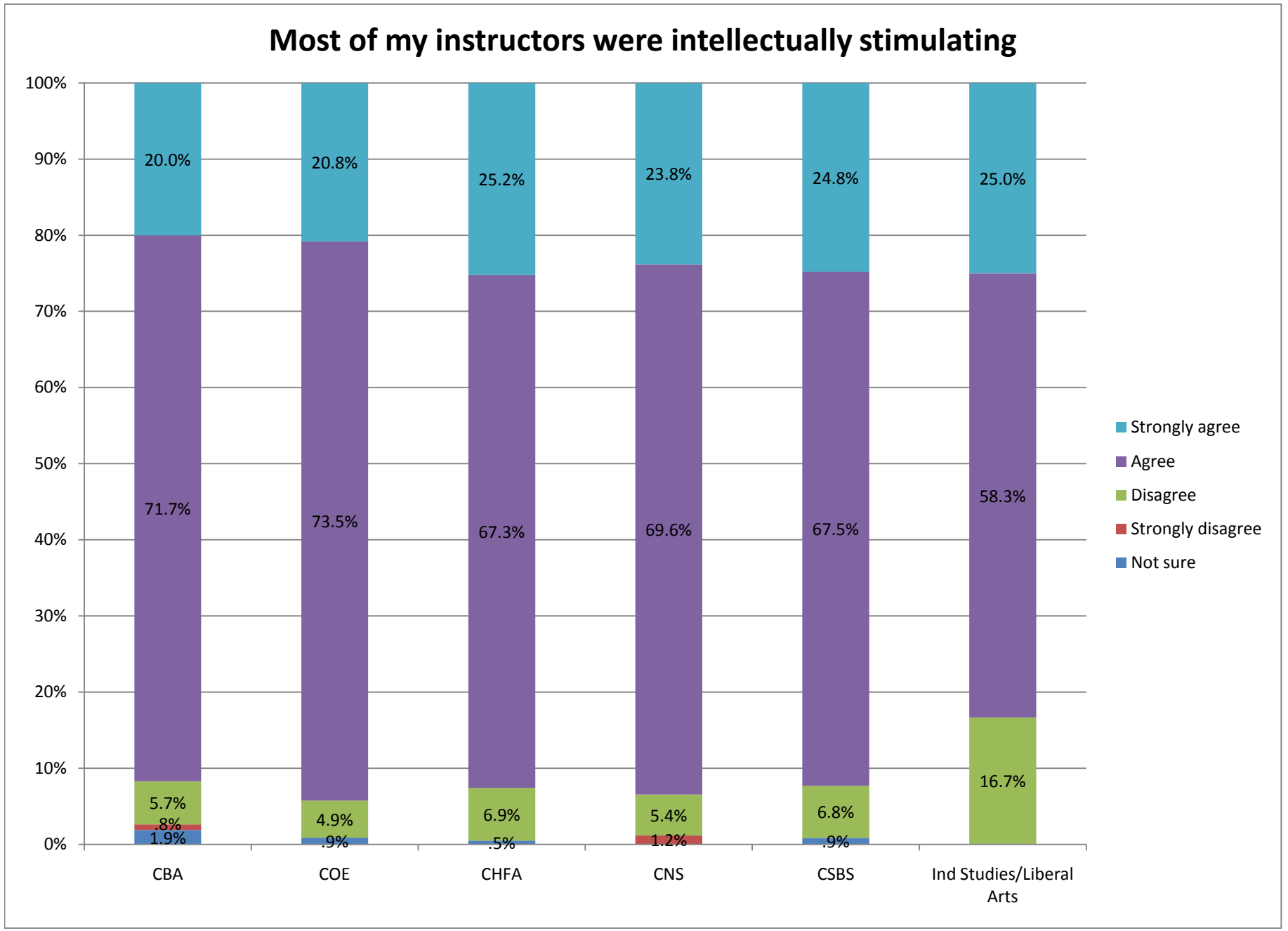

Working independently
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Ind Studies/Liberal Arts
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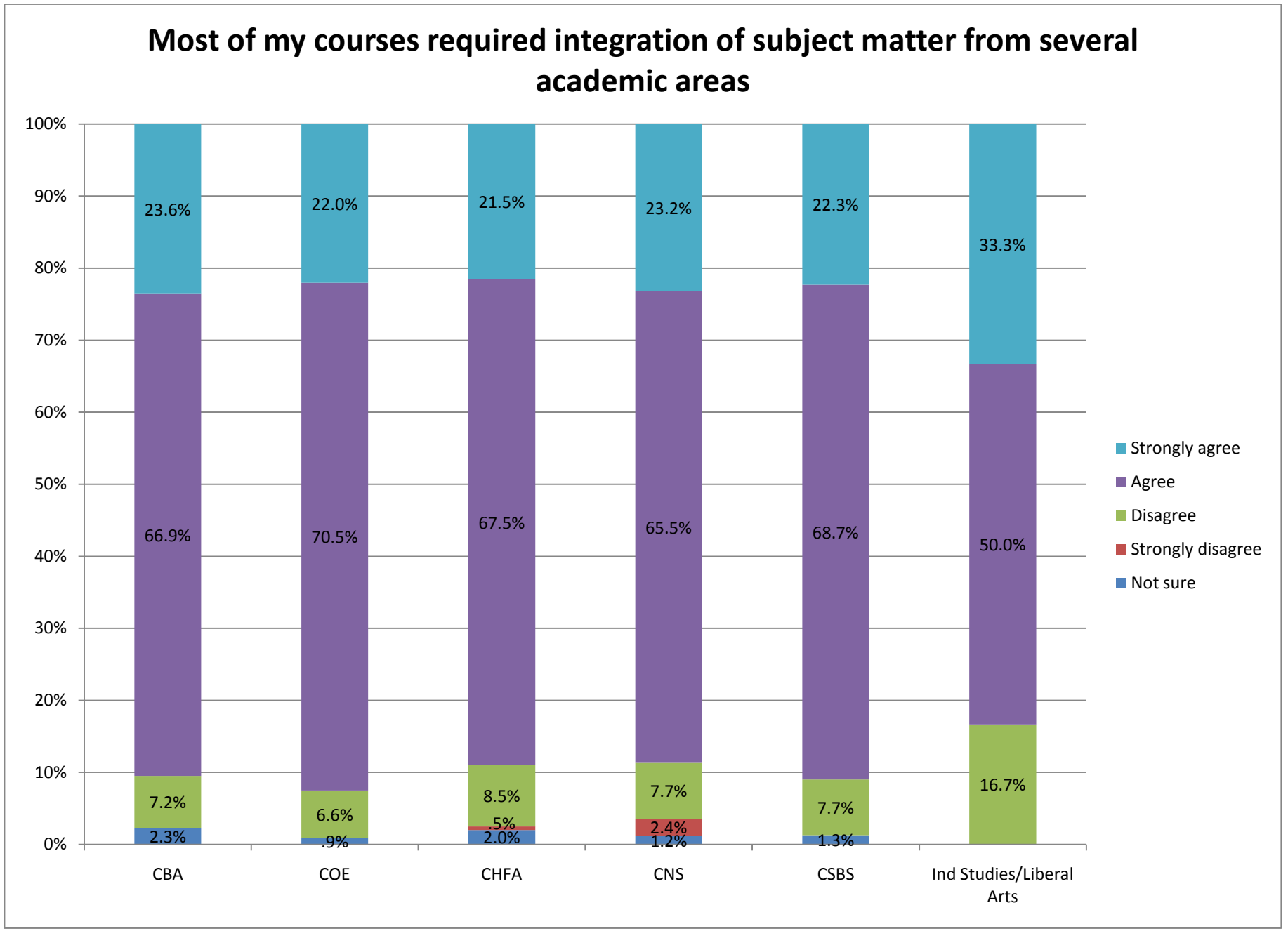

Working with people of diverse backgrounds
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Ind Studies/Liberal Arts
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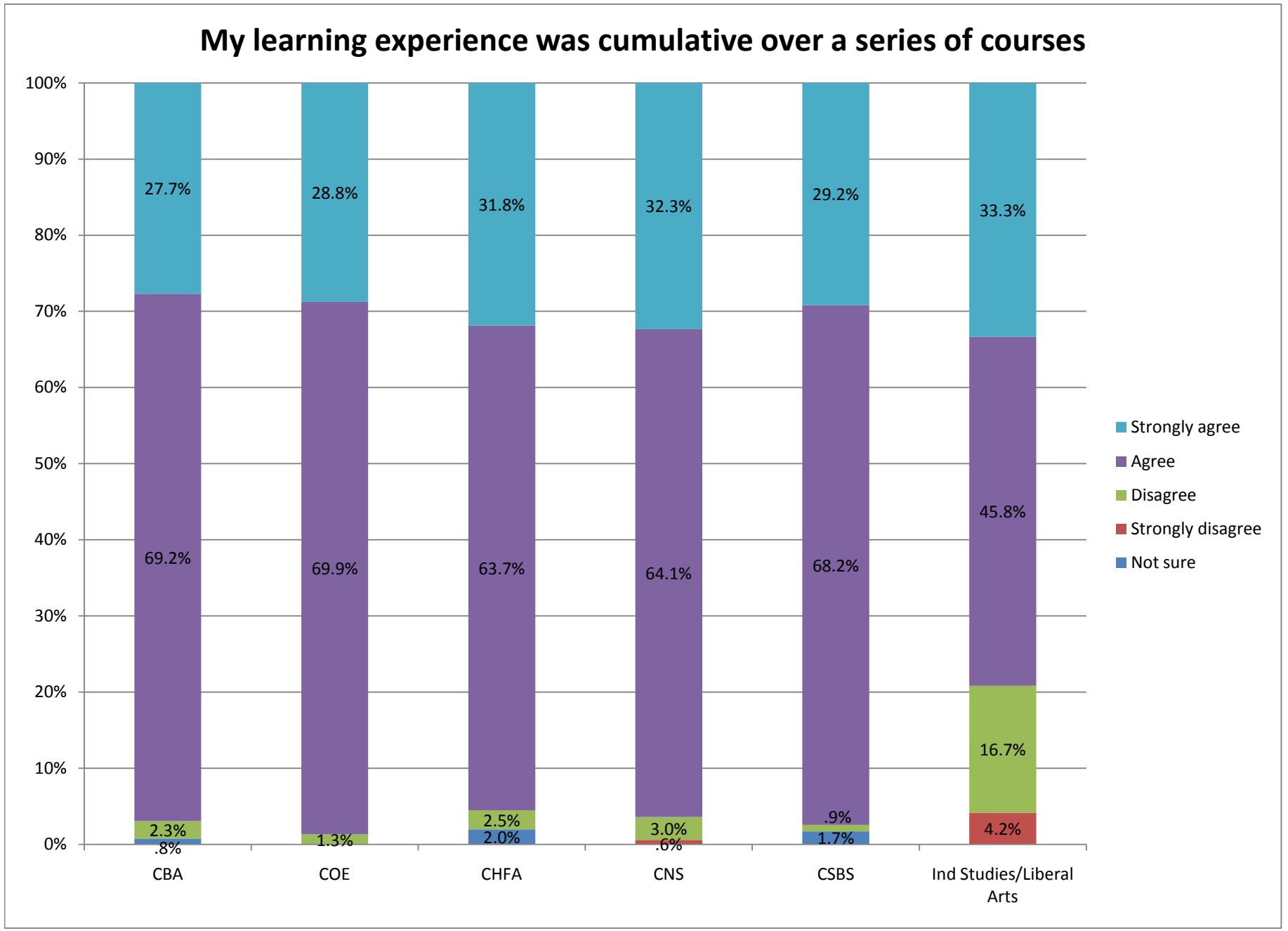

Working as a team
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CBA
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Ind Studies/Liberal Arts
Excellent
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Cannot evaluate

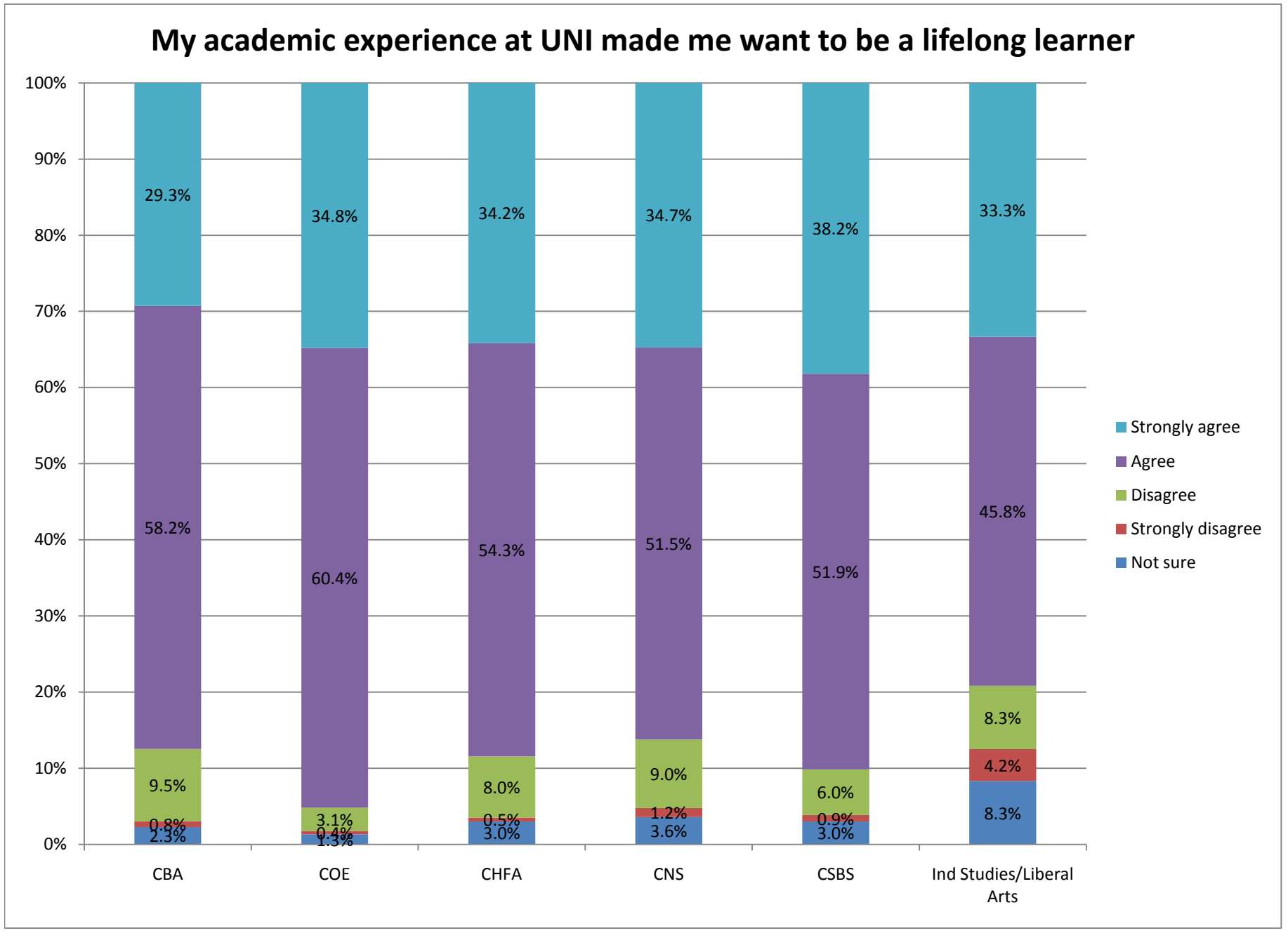

Leading others
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CBA
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Ind Studies/Liberal Arts
Excellent
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Cannot evaluate

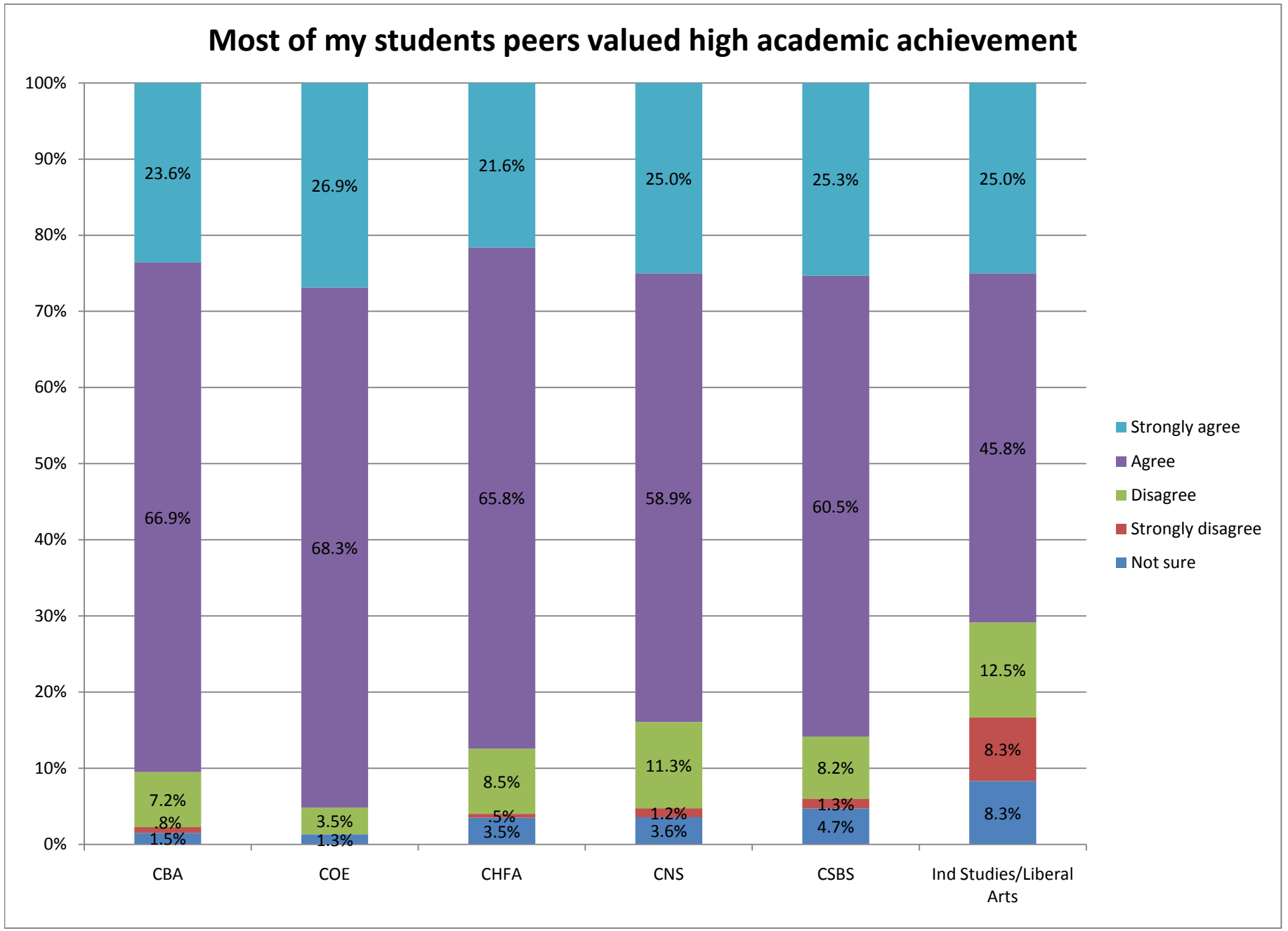

Most of the courses I took at UNI were intellectually demanding
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CBA
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CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

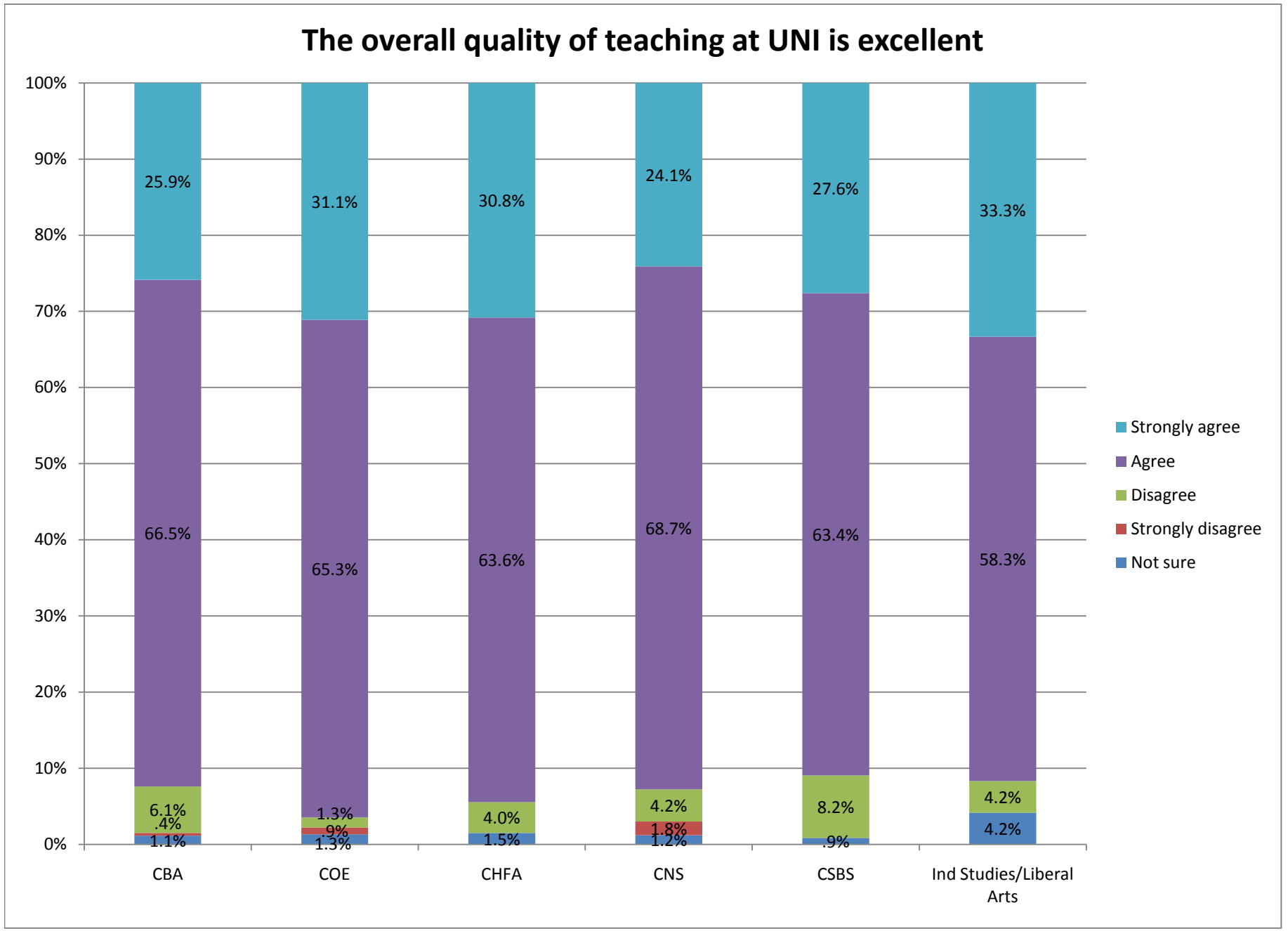

Most of my instructors were intellectually stimulating
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

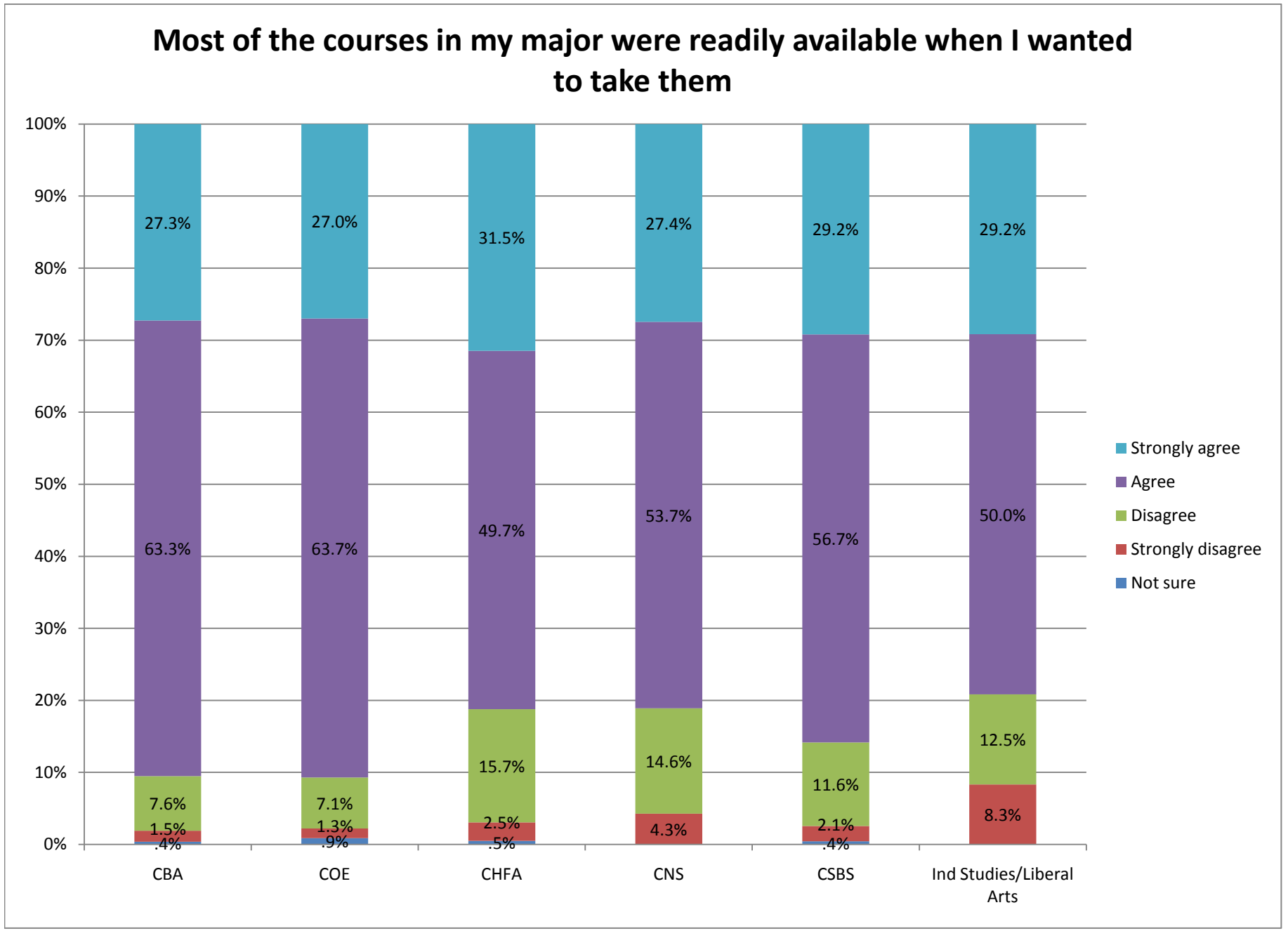

Most of my courses required integration of subject matter from several academic areas
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22.3%
68.7%
7.7%
1.3%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

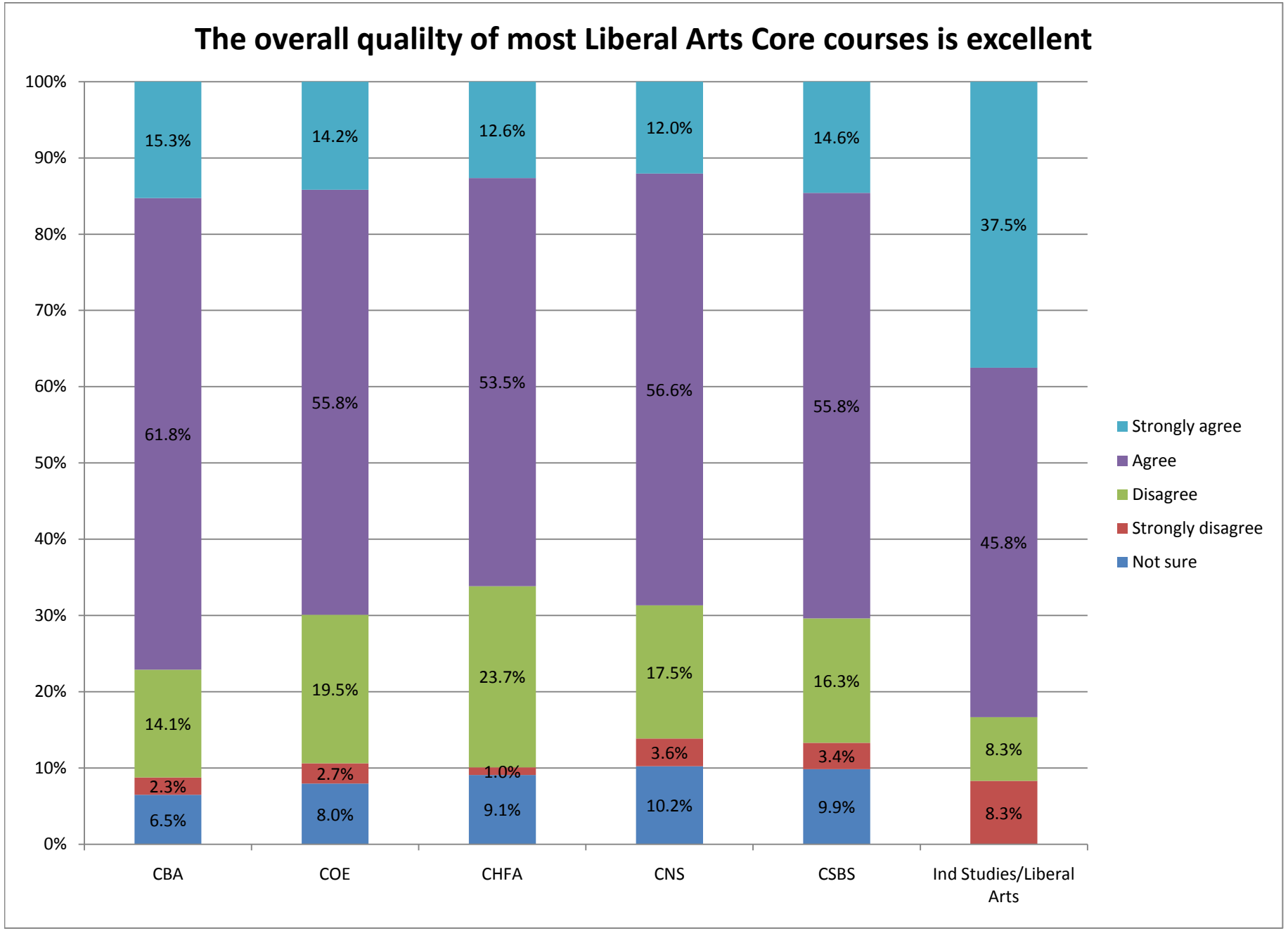

My learning experience was cumulative over a series of courses
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4.2%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

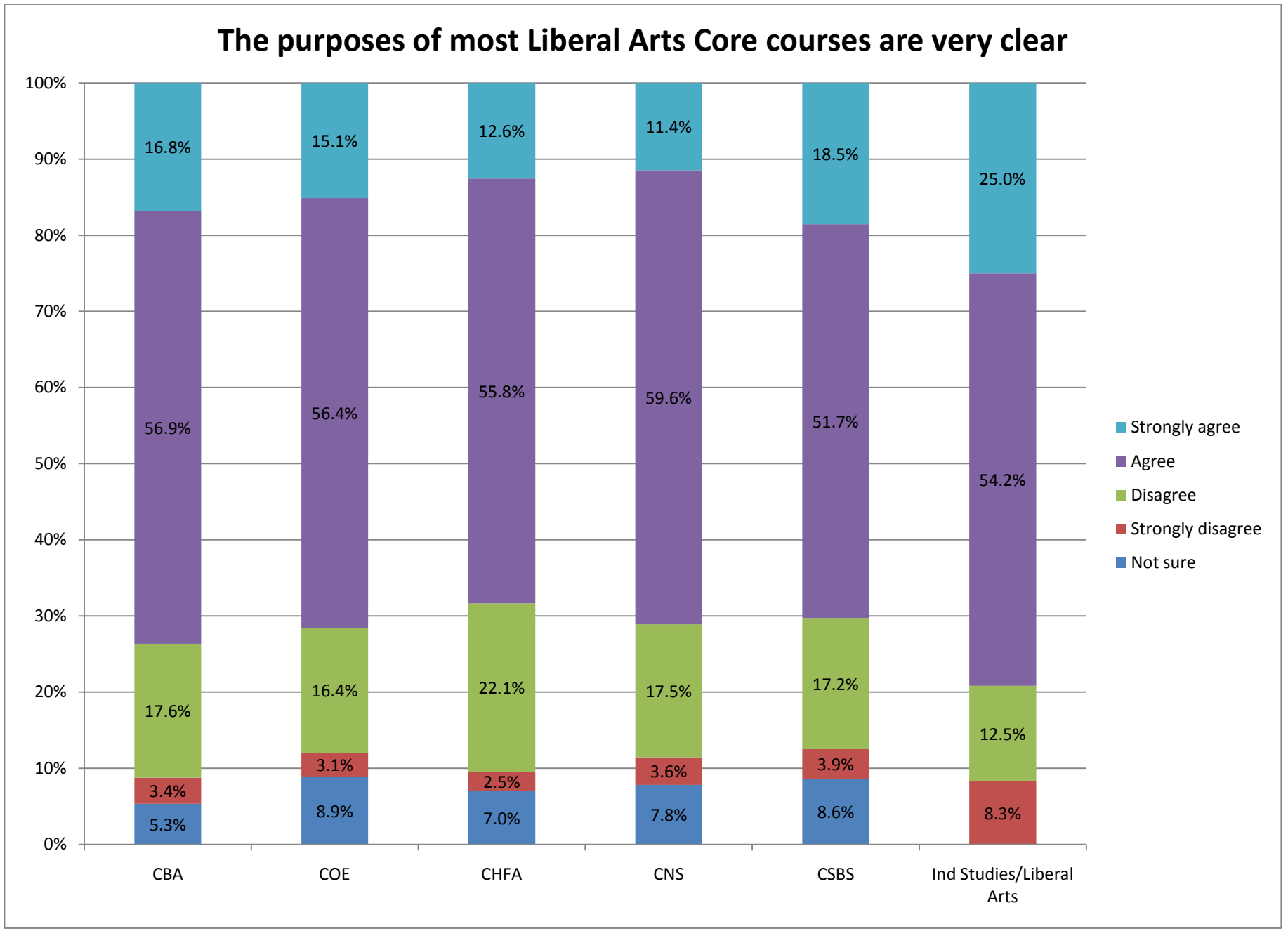

My academic experience at UNI made me want to be a lifelong learner
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

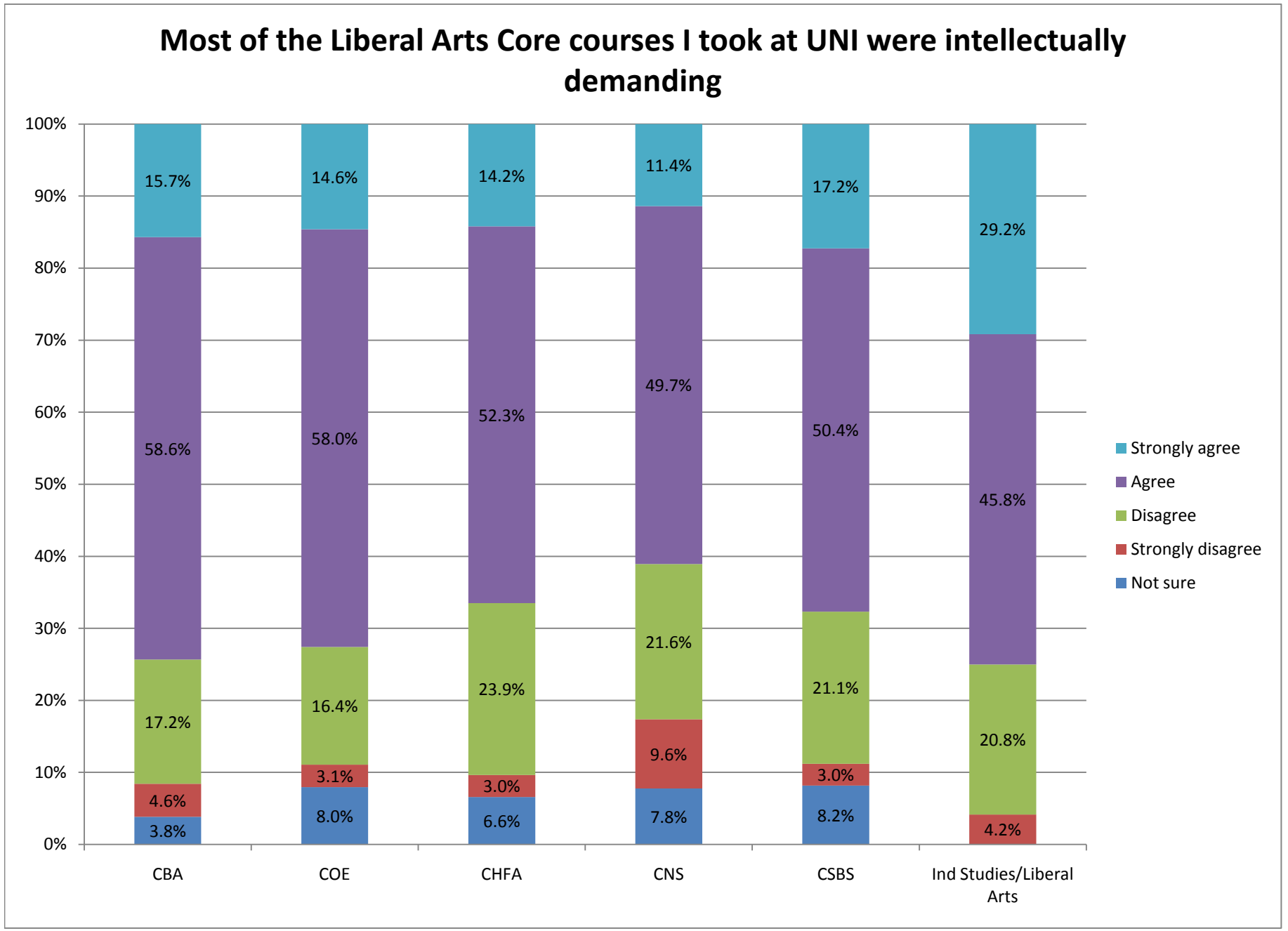

Most of my students peers valued high academic achievement
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CBA
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Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

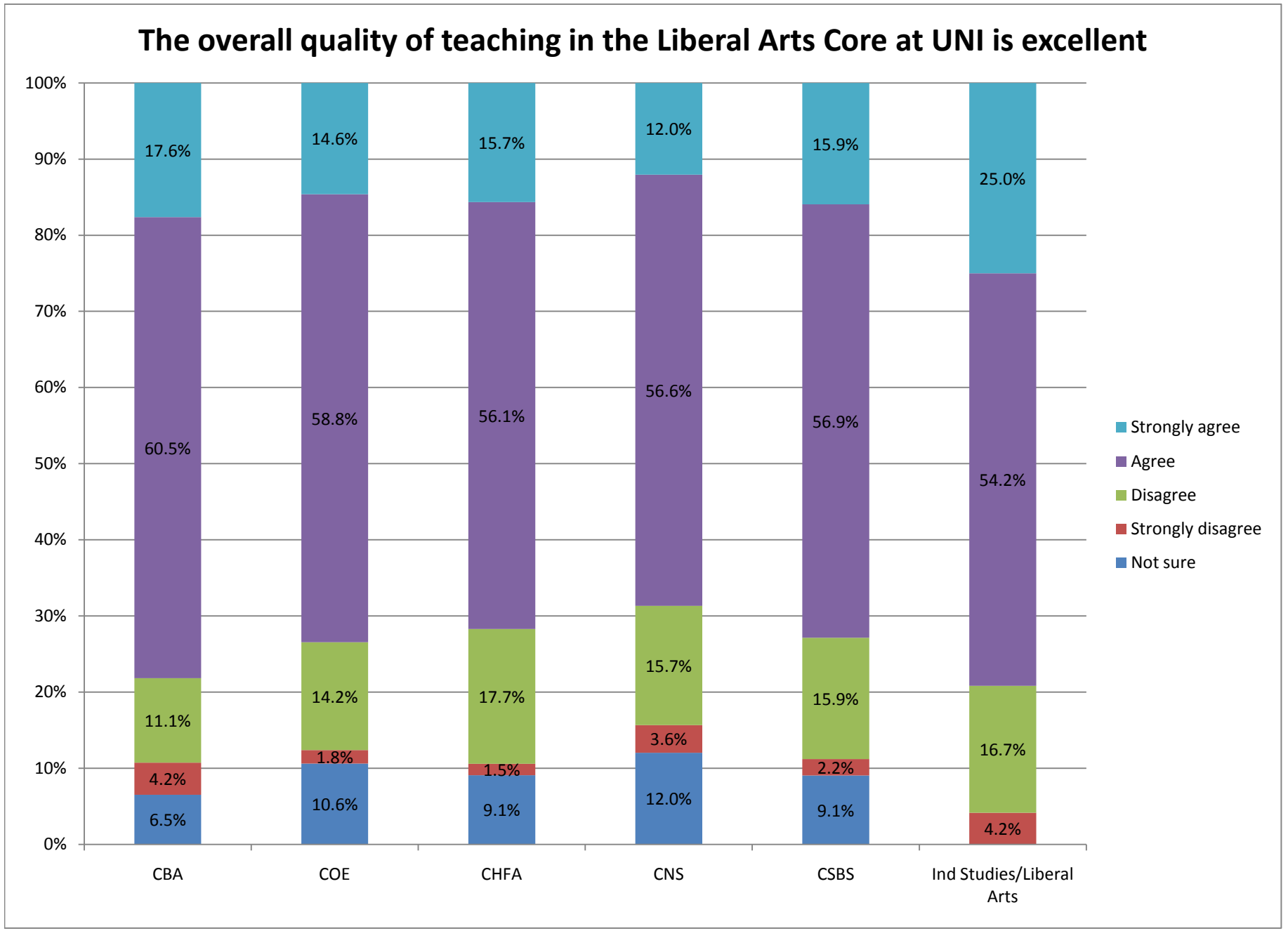

The overall quality of teaching at UNI is excellent
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66.5%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

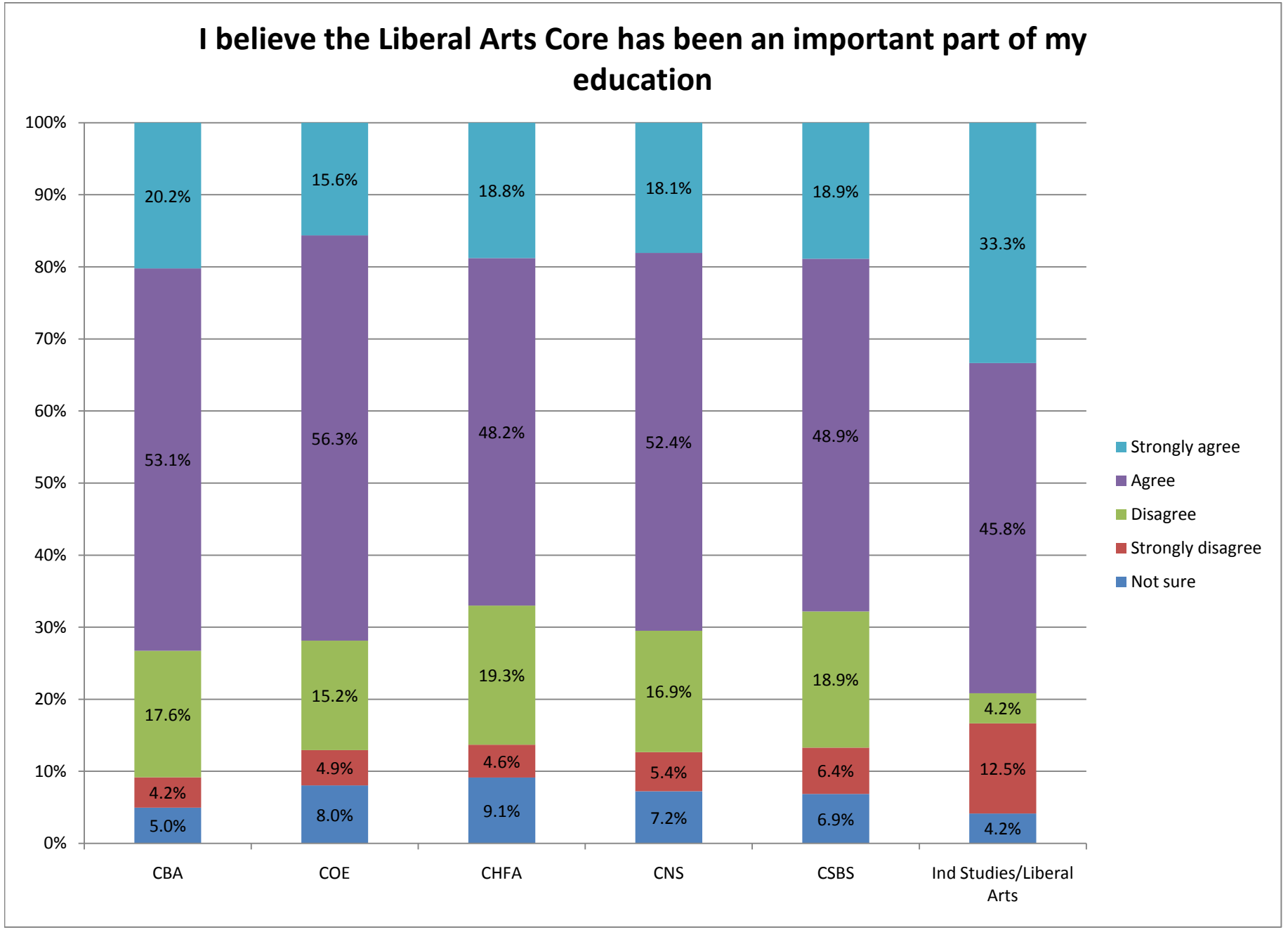

Most of the courses in my major were readily available when I wanted to take them
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CBA
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CHFA
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CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

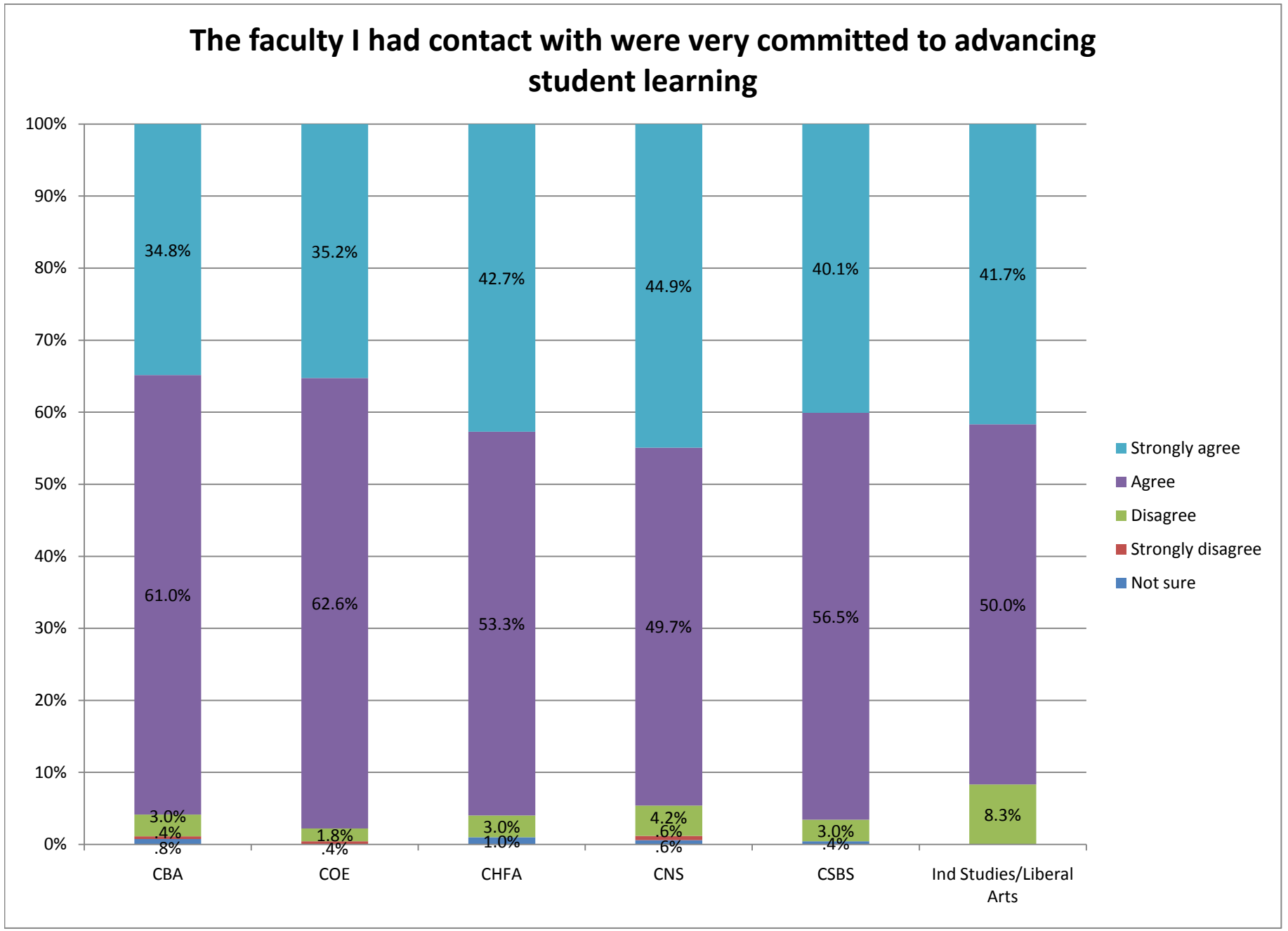

The overall qualilty of most Liberal Arts Core courses is excellent
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

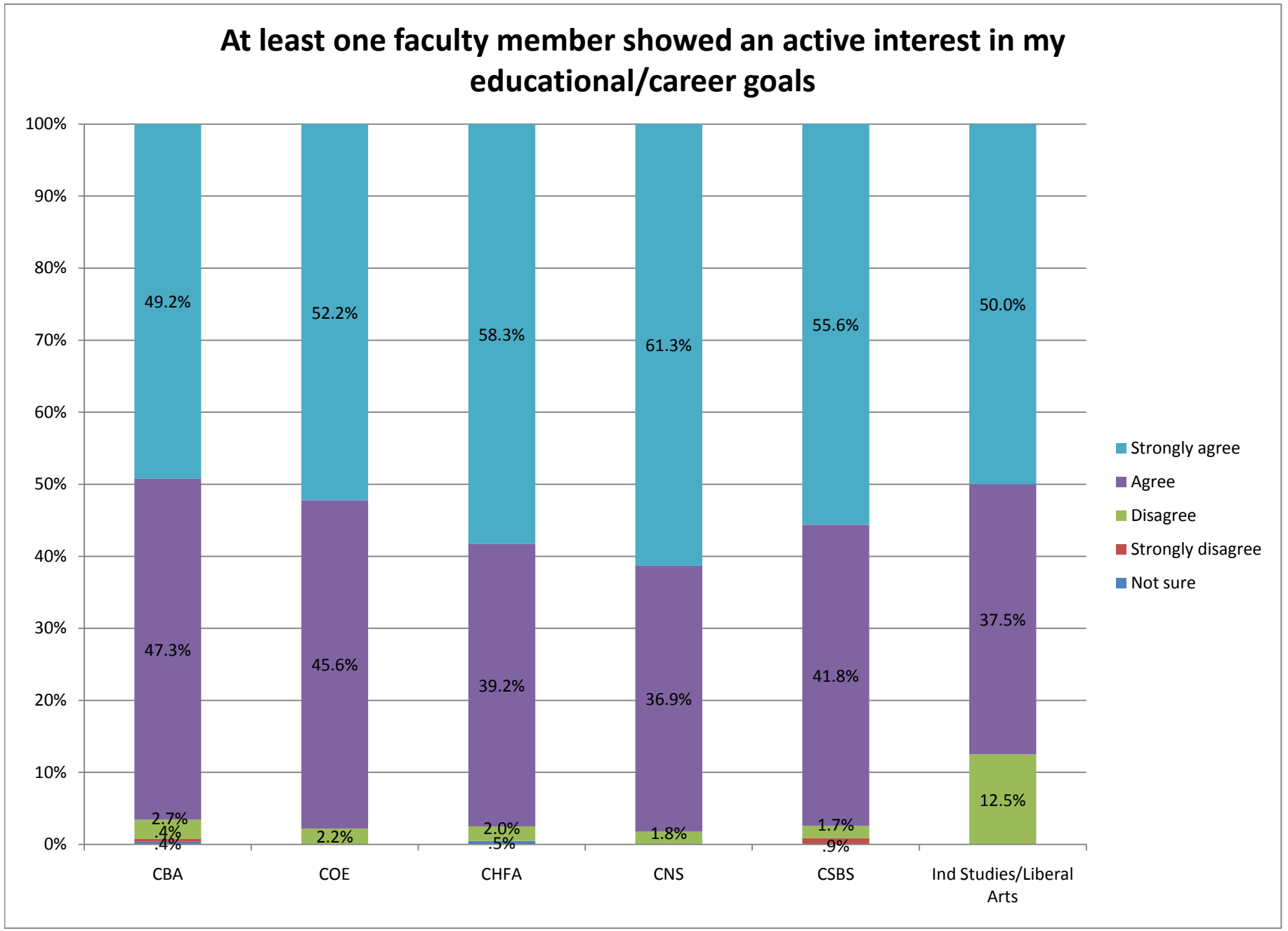

The purposes of most Liberal Arts Core courses are very clear
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

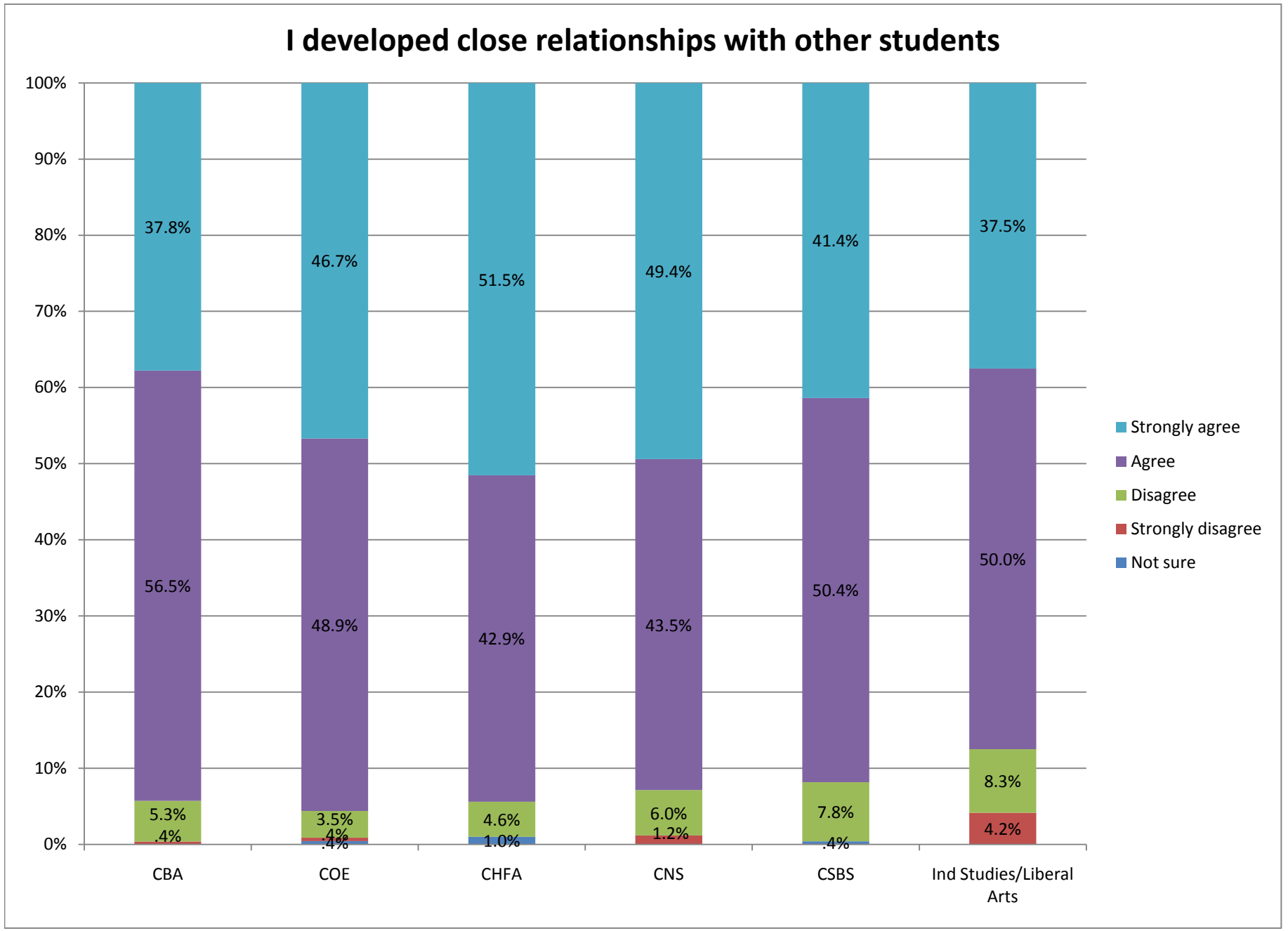

Most of the Liberal Arts Core courses I took at UNI were intellectually demanding
100%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

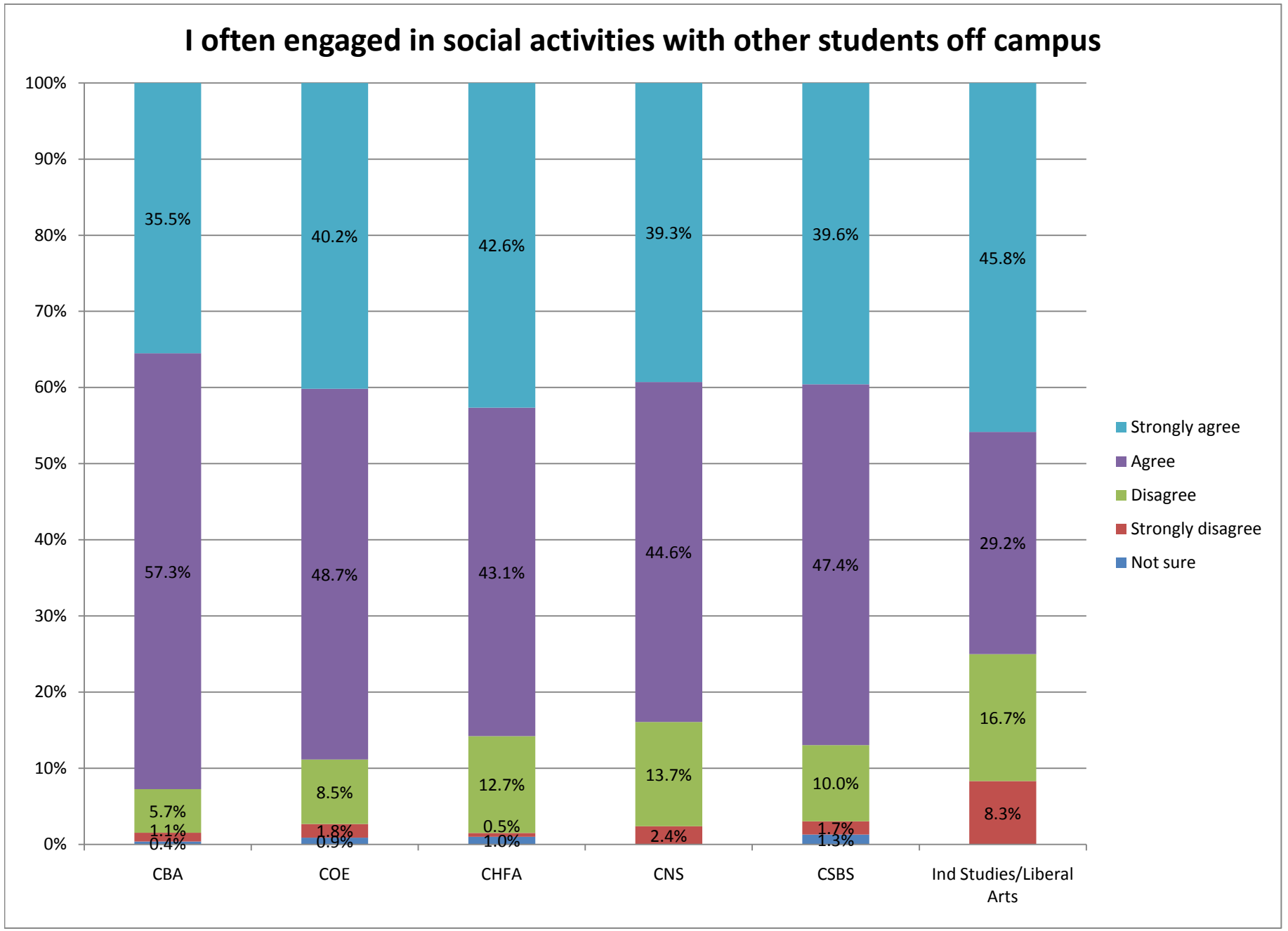

The overall quality of teaching in the Liberal Arts Core at UNI is excellent
100%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

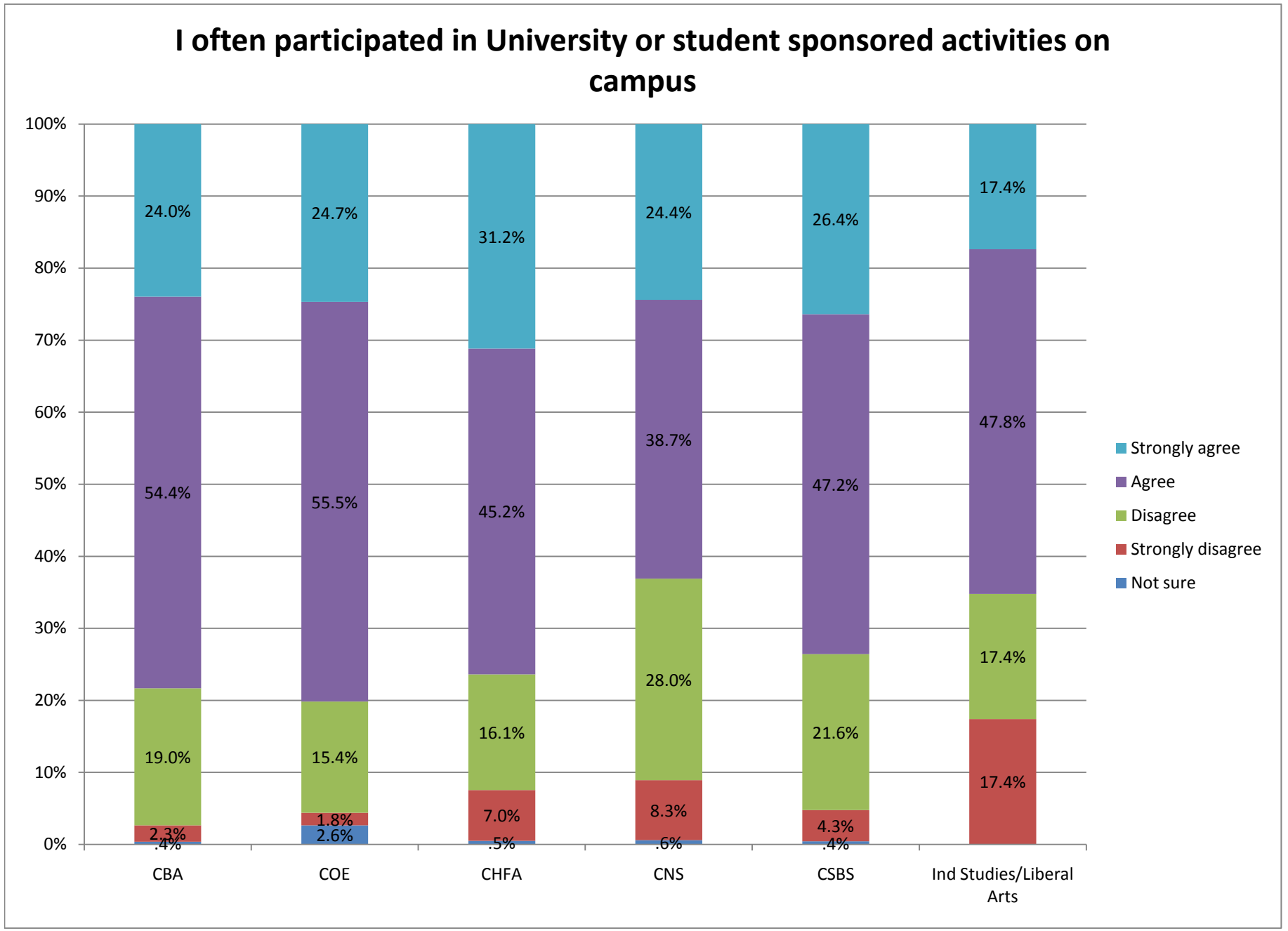

I believe the Liberal Arts Core has been an important part of my education
100%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

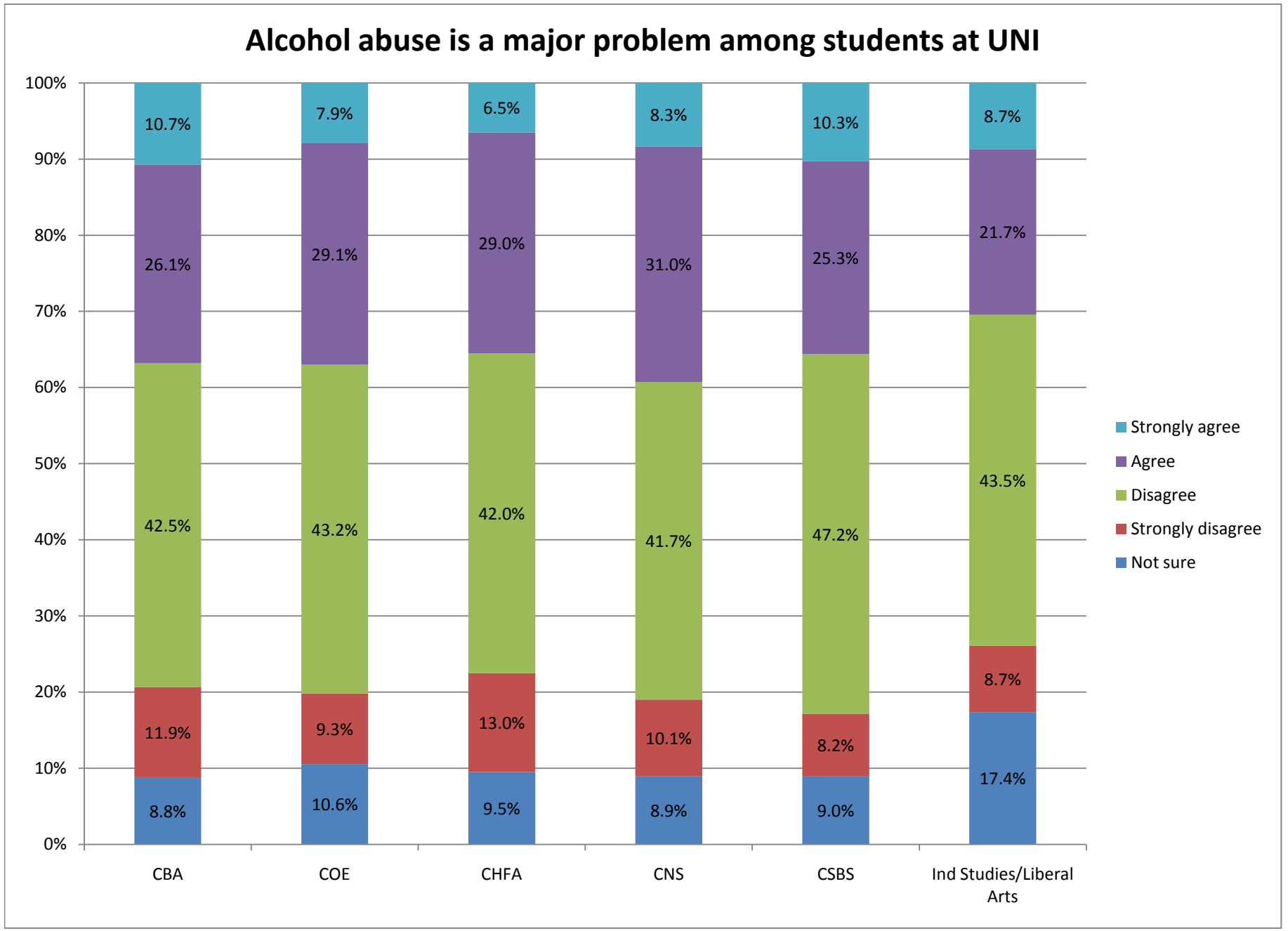

The faculty I had contact with were very committed to advancing student learning
100%
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34.8%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

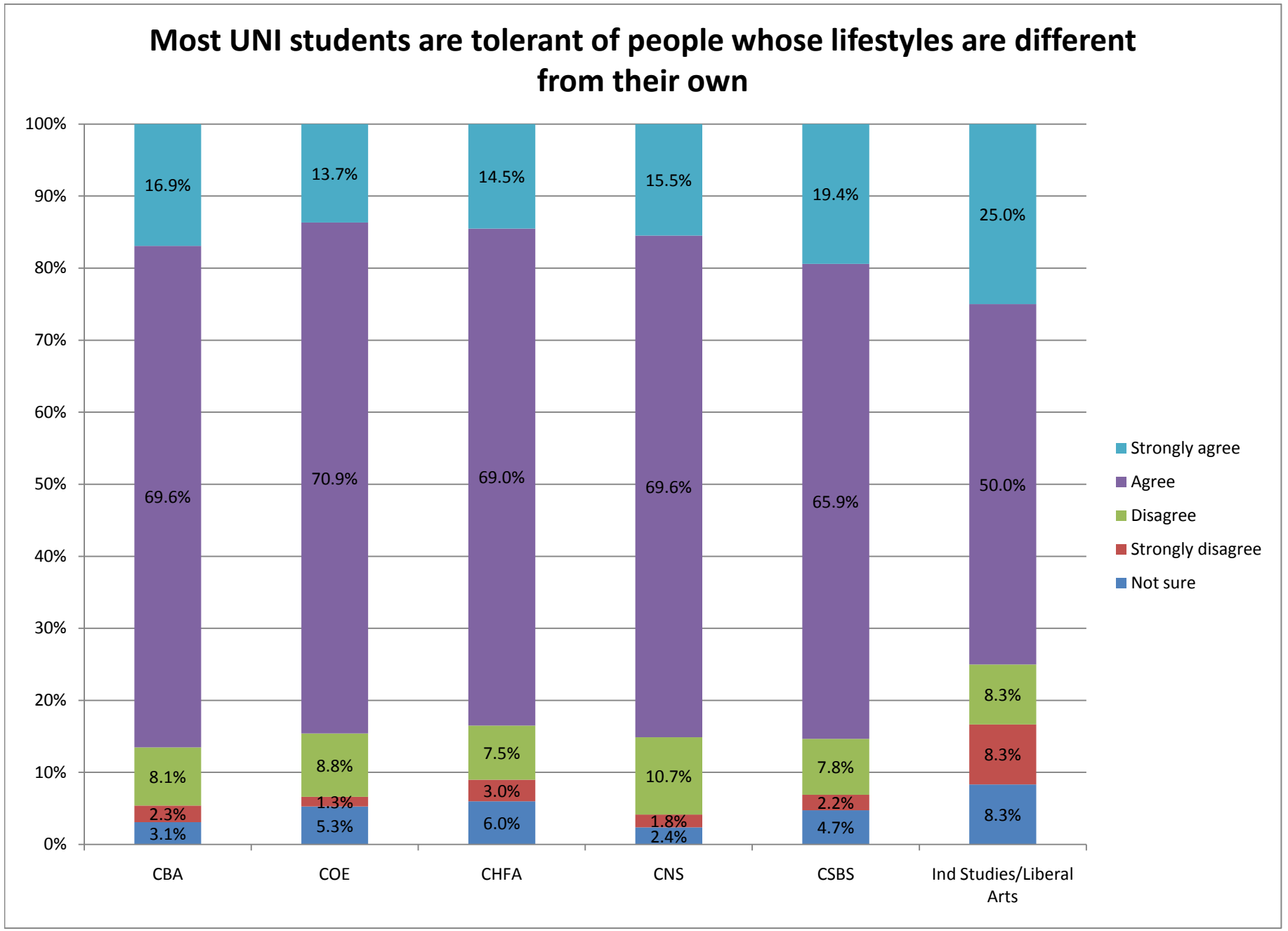

At least one faculty member showed an active interest in my educational/career goals
100%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

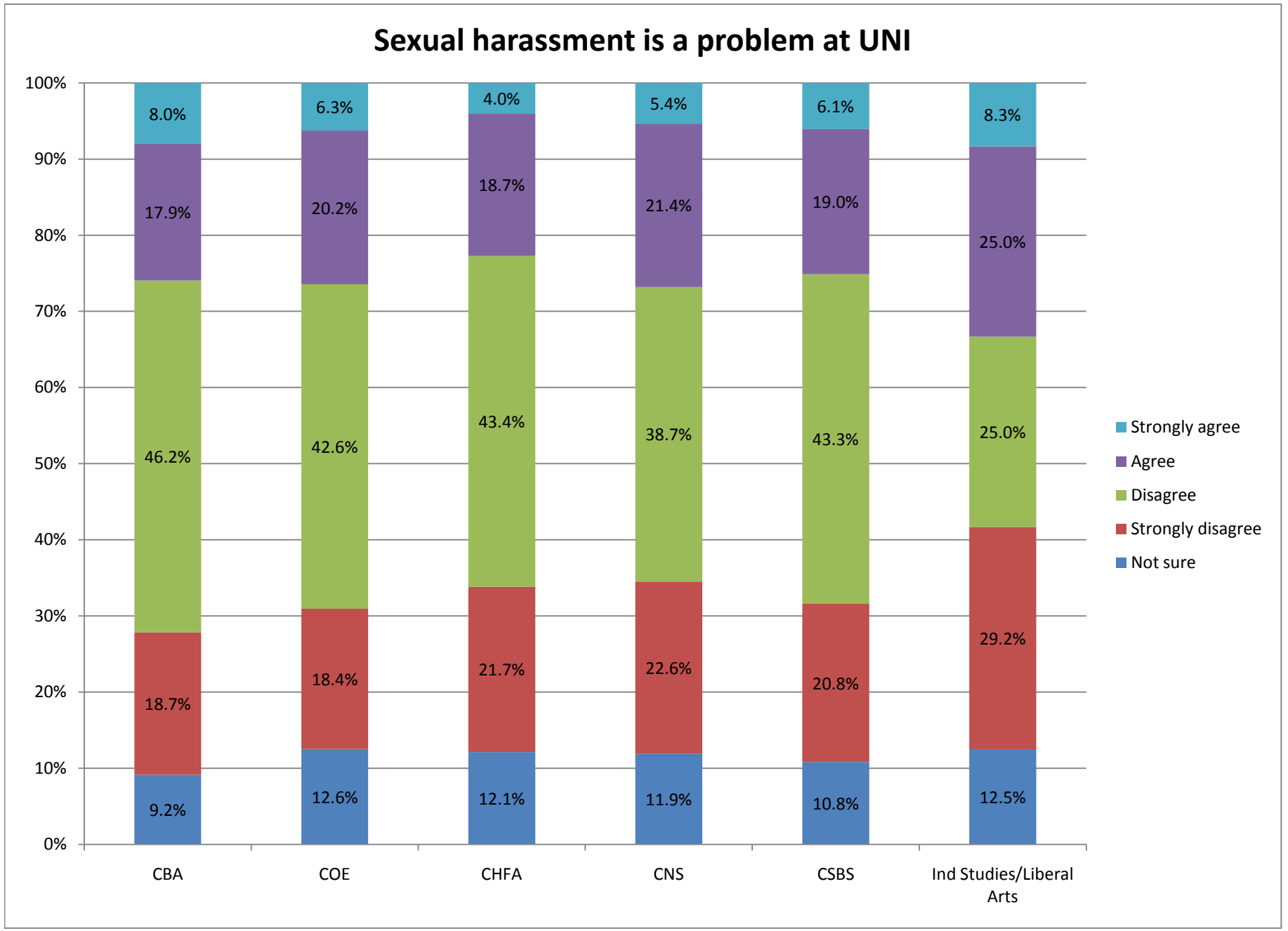

I developed close relationships with other students
100%
90%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

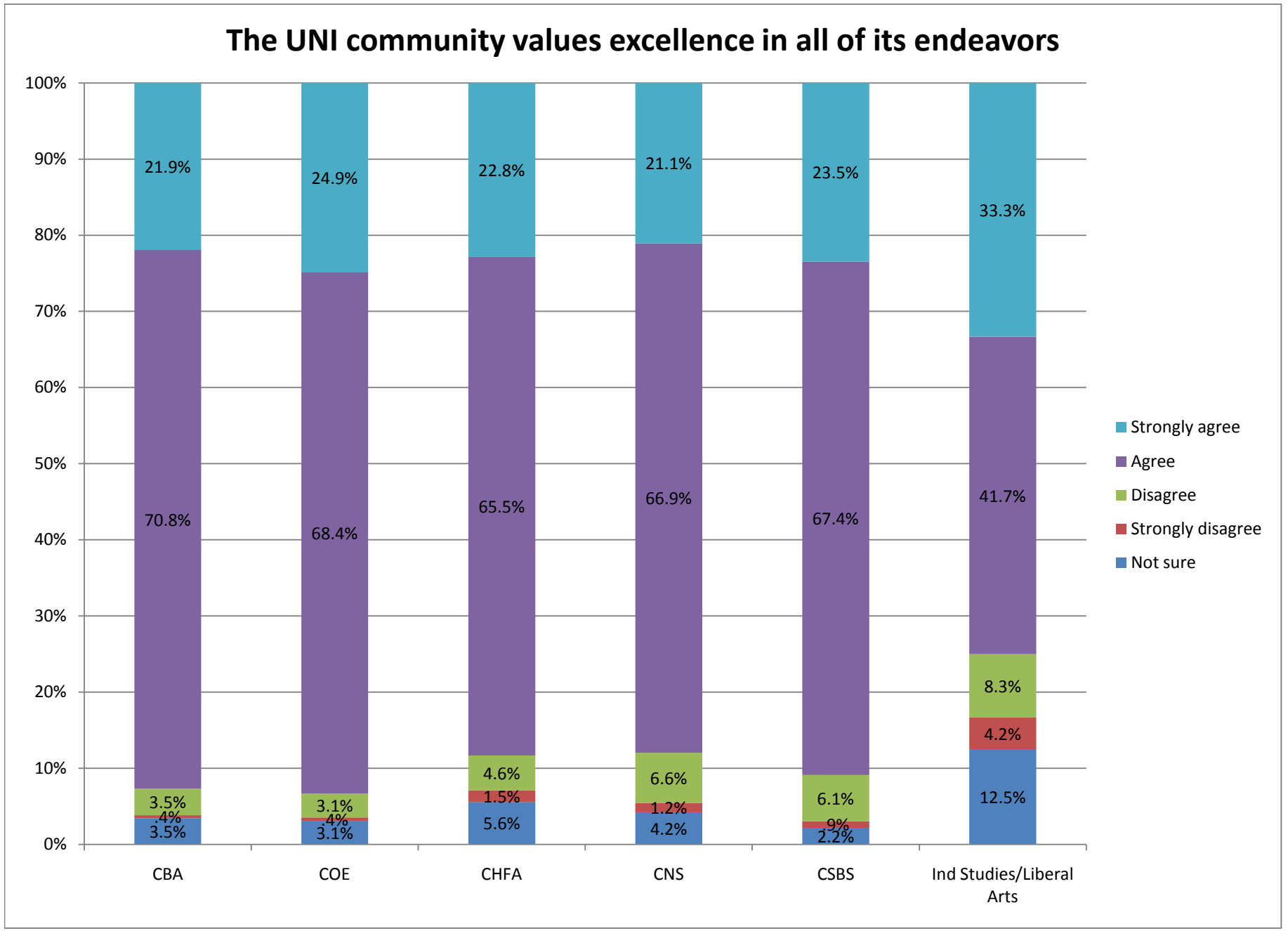

I often engaged in social activities with other students off campus
100%
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CBA
COE
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CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
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Disagree
Strongly disagree
Not sure

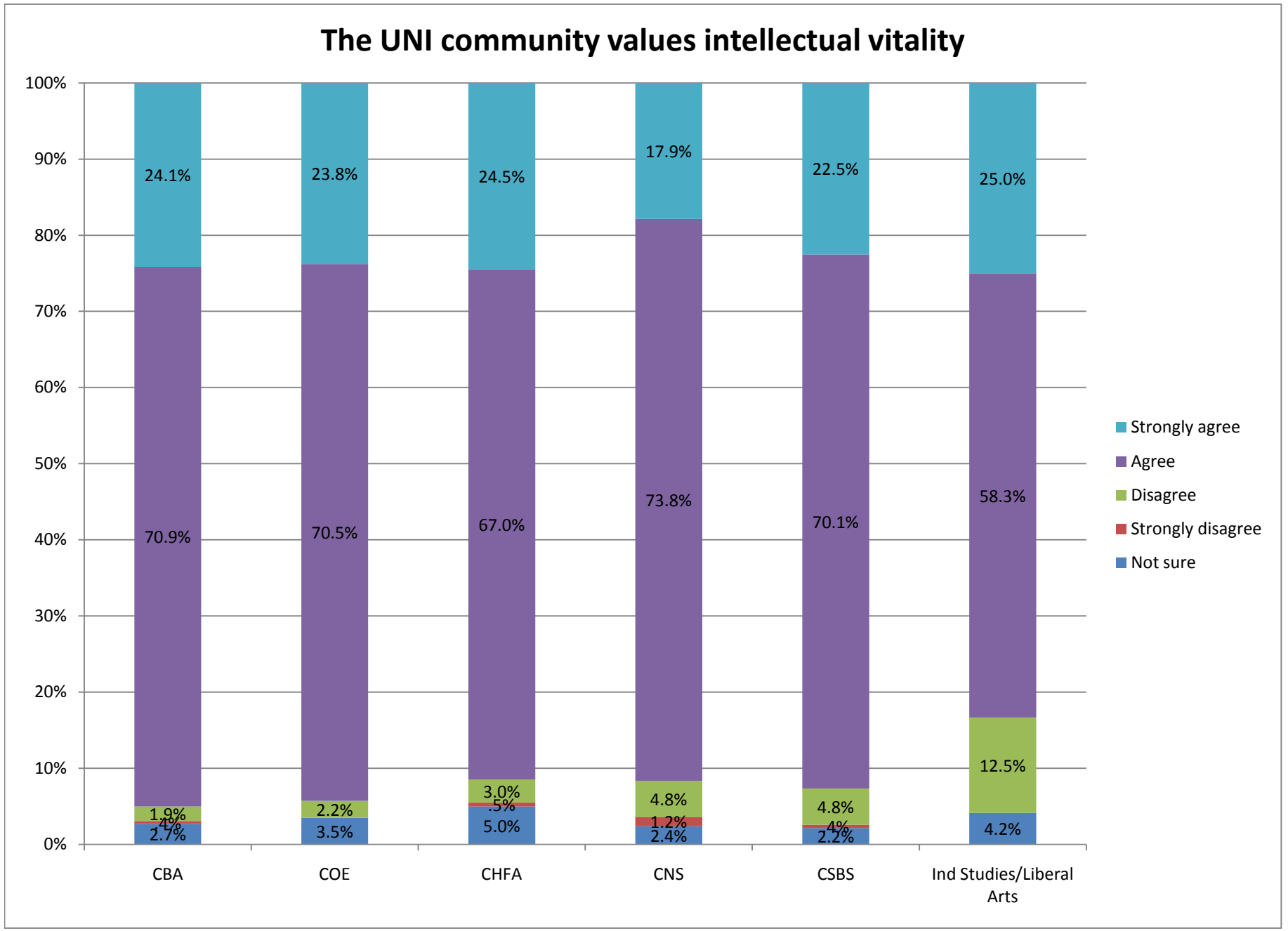

I often participated in University or student sponsored activities on campus
100%
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24.0%
54.4%
19.0%
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CBA
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Ind Studies/Liberal Arts
Strongly agree
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Strongly disagree
Not sure

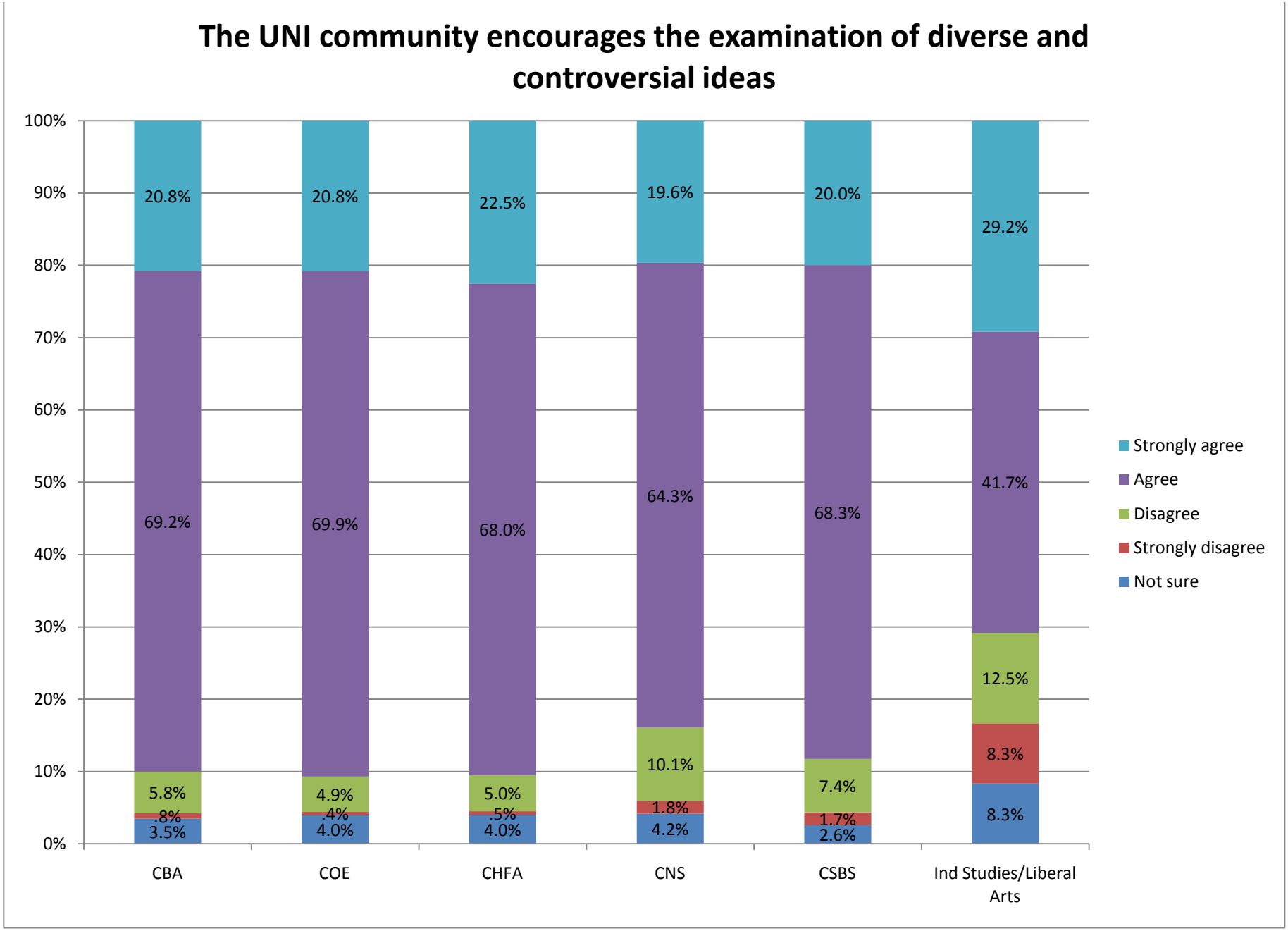

Alcohol abuse is a major problem among students at UNI
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11.9%
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9.0%
8.7%
21.7%
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CBA
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CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

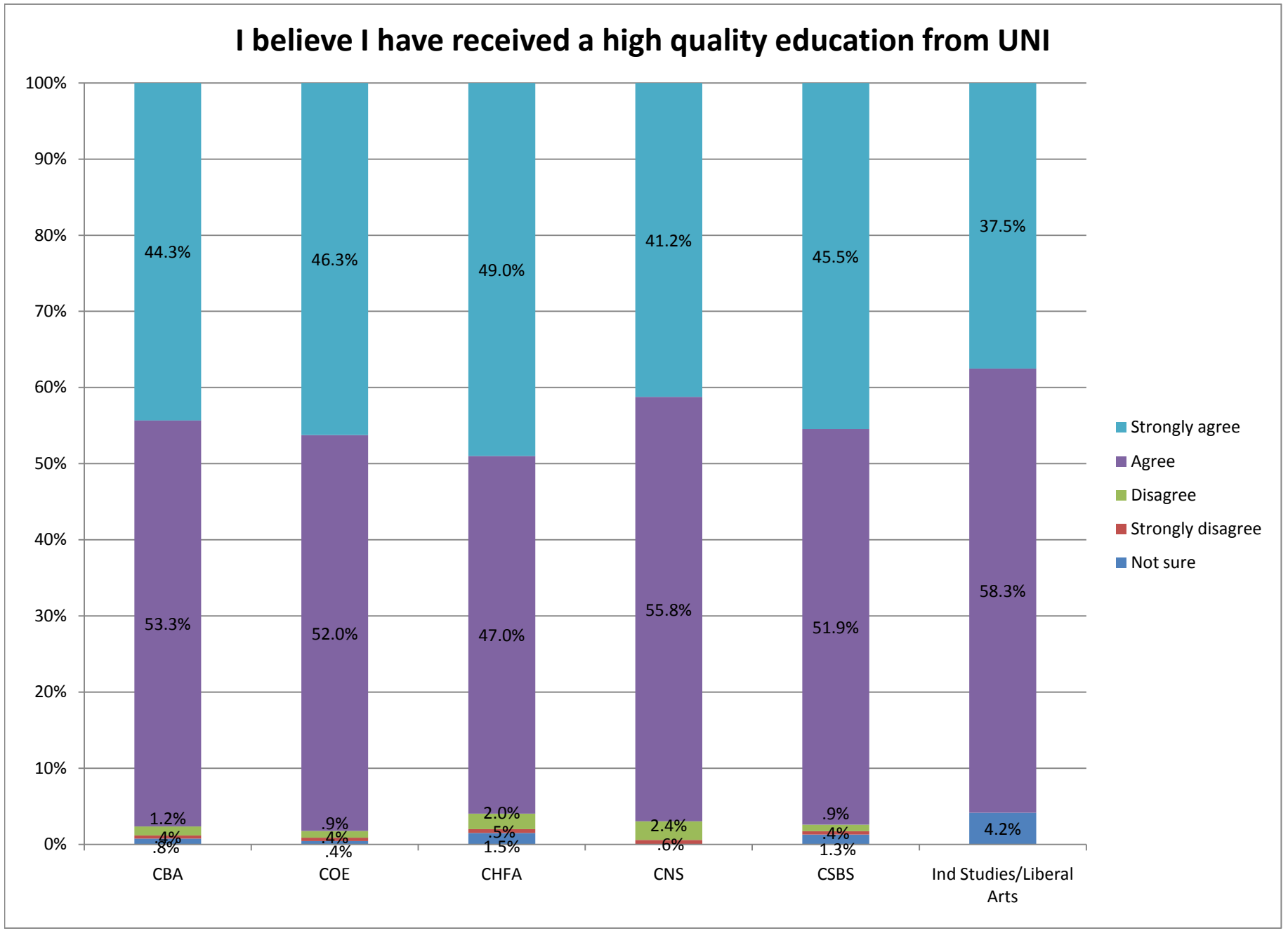

Most UNI students are tolerant of people whose lifestyles are different from their own
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16.9%
69.6%
8.1%
2.3%
3.1%
13.7%
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8.8%
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69.0%
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CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

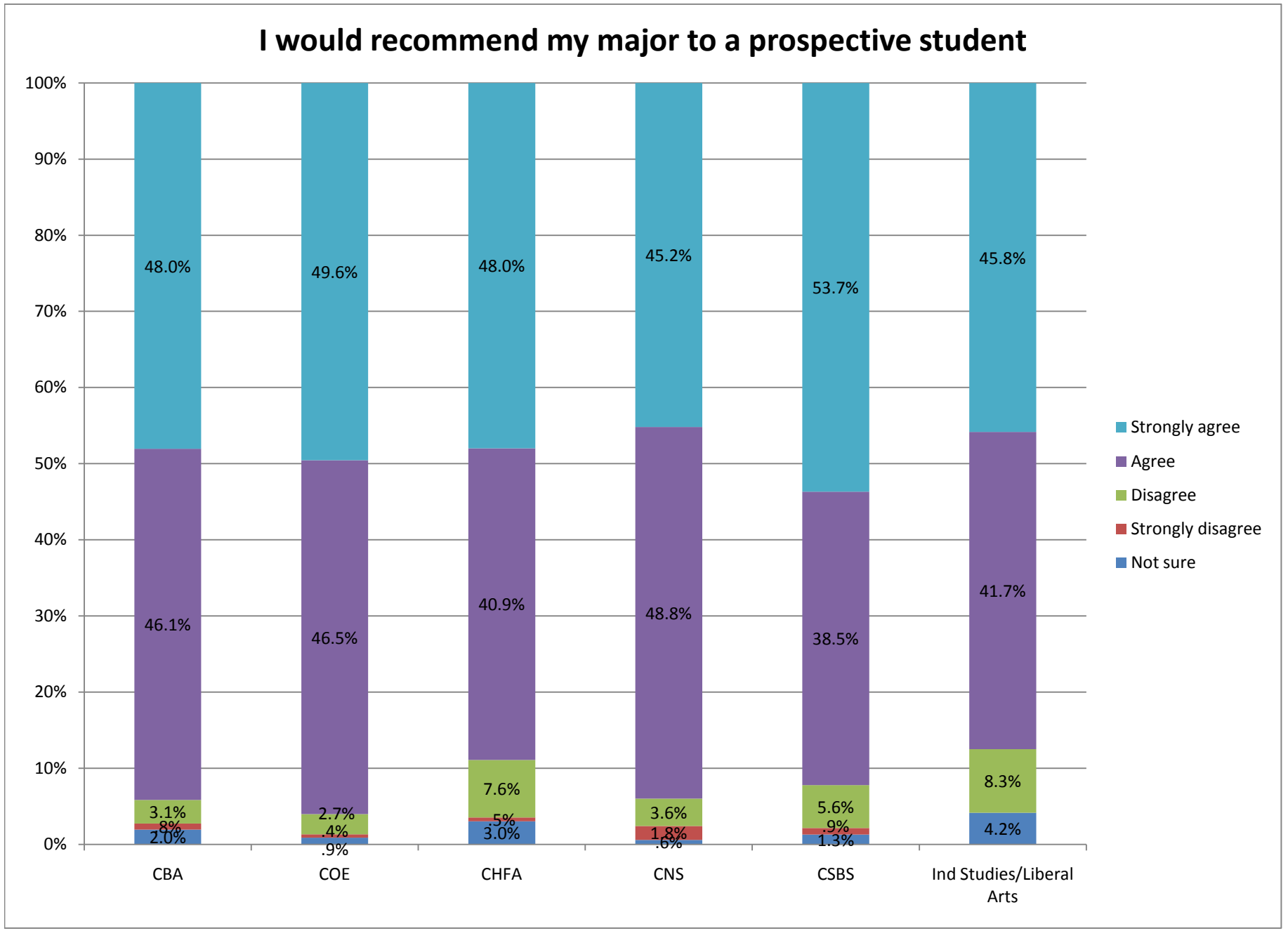

Sexual harassment is a problem at UNI
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CBA
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CHFA
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Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

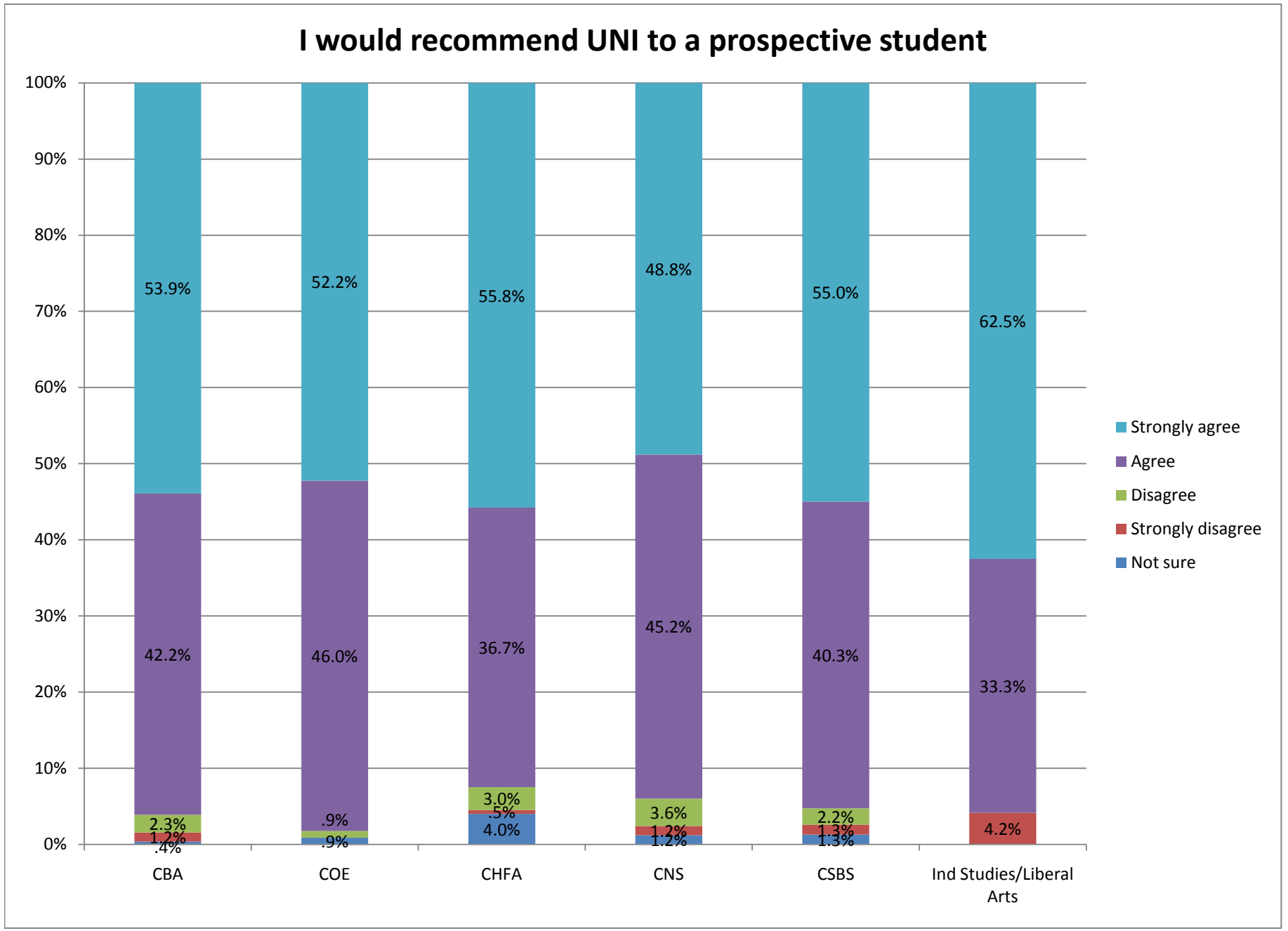

The UNI community values excellence in all of its endeavors
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CBA
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CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure


The UNI community values intellectual vitality
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CBA
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Ind Studies/Liberal Arts
Strongly agree
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Disagree
Strongly disagree
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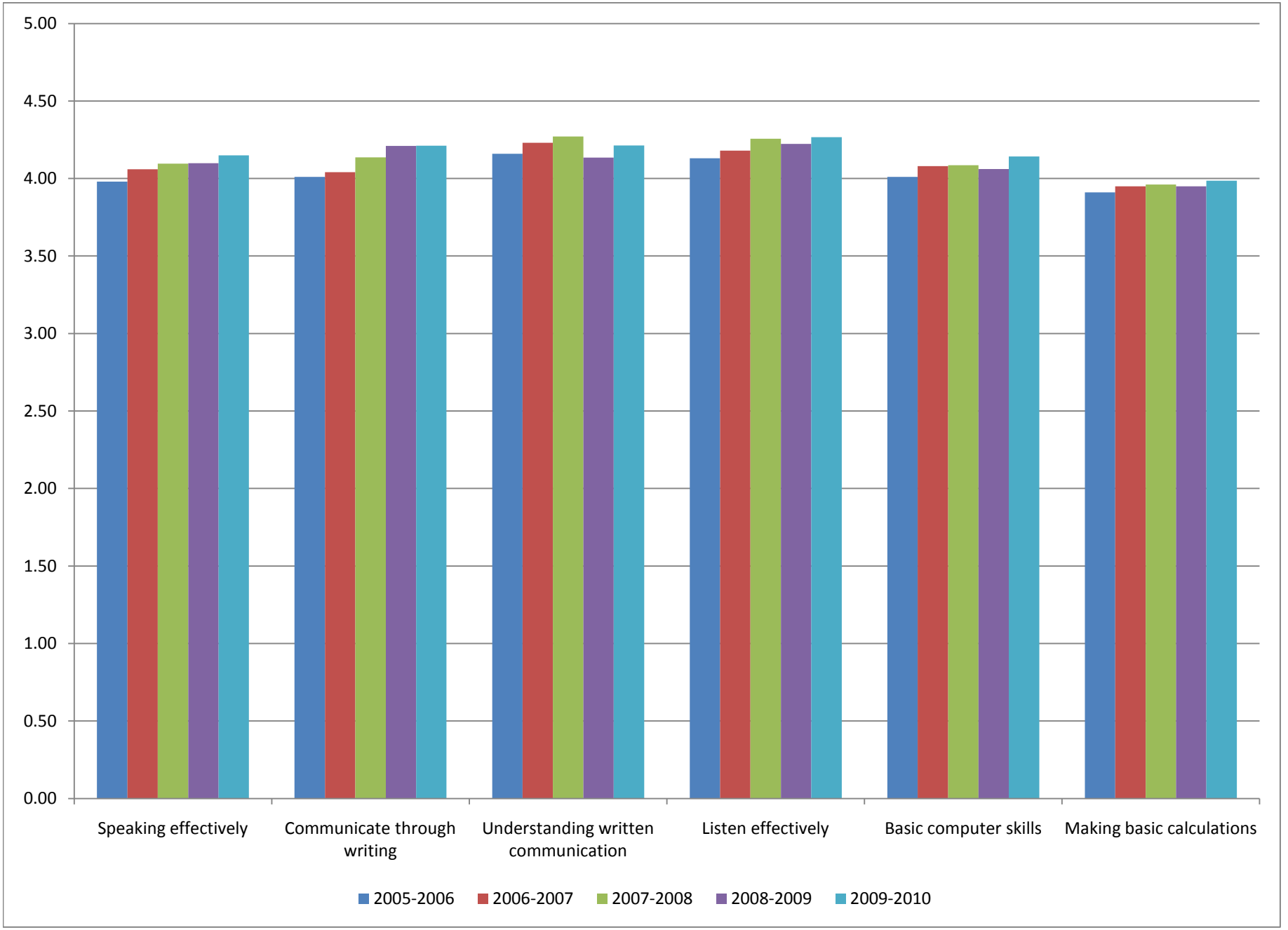

The UNI community encourages the examination of diverse and controversial ideas
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8.3%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

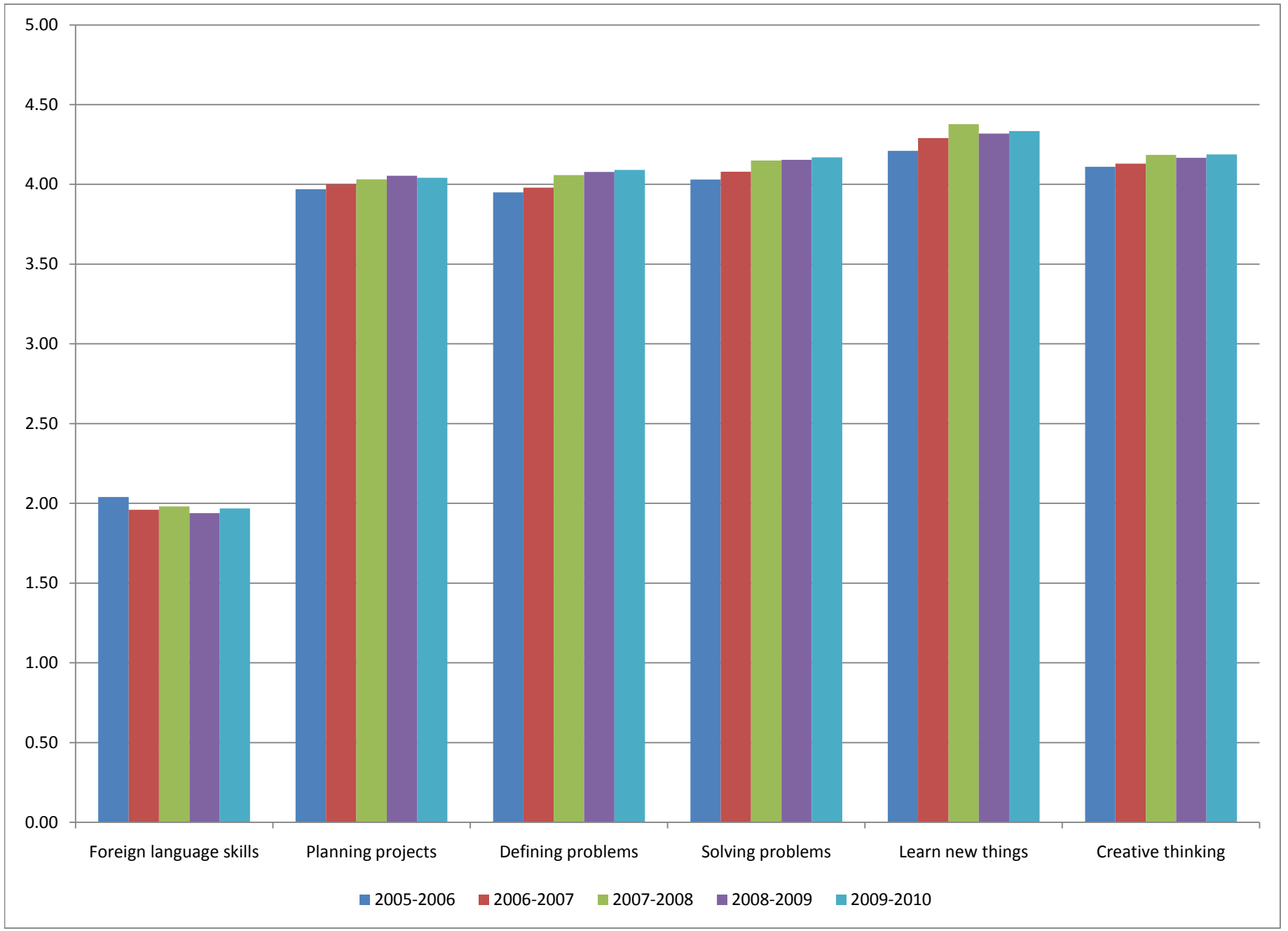

I believe I have received a high quality education from UNI
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
44.3%
53.3%
1.2%
.4%
.8%
46.3%
52.0%
.9%
.4%
.4%
49.0%
47.0%
2.0%
.5%
1.5%
41.2%
55.8%
2.4%
.6%
45.5%
51.9%
.9%
.4%
1.3%
37.5%
58.3%
4.2%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

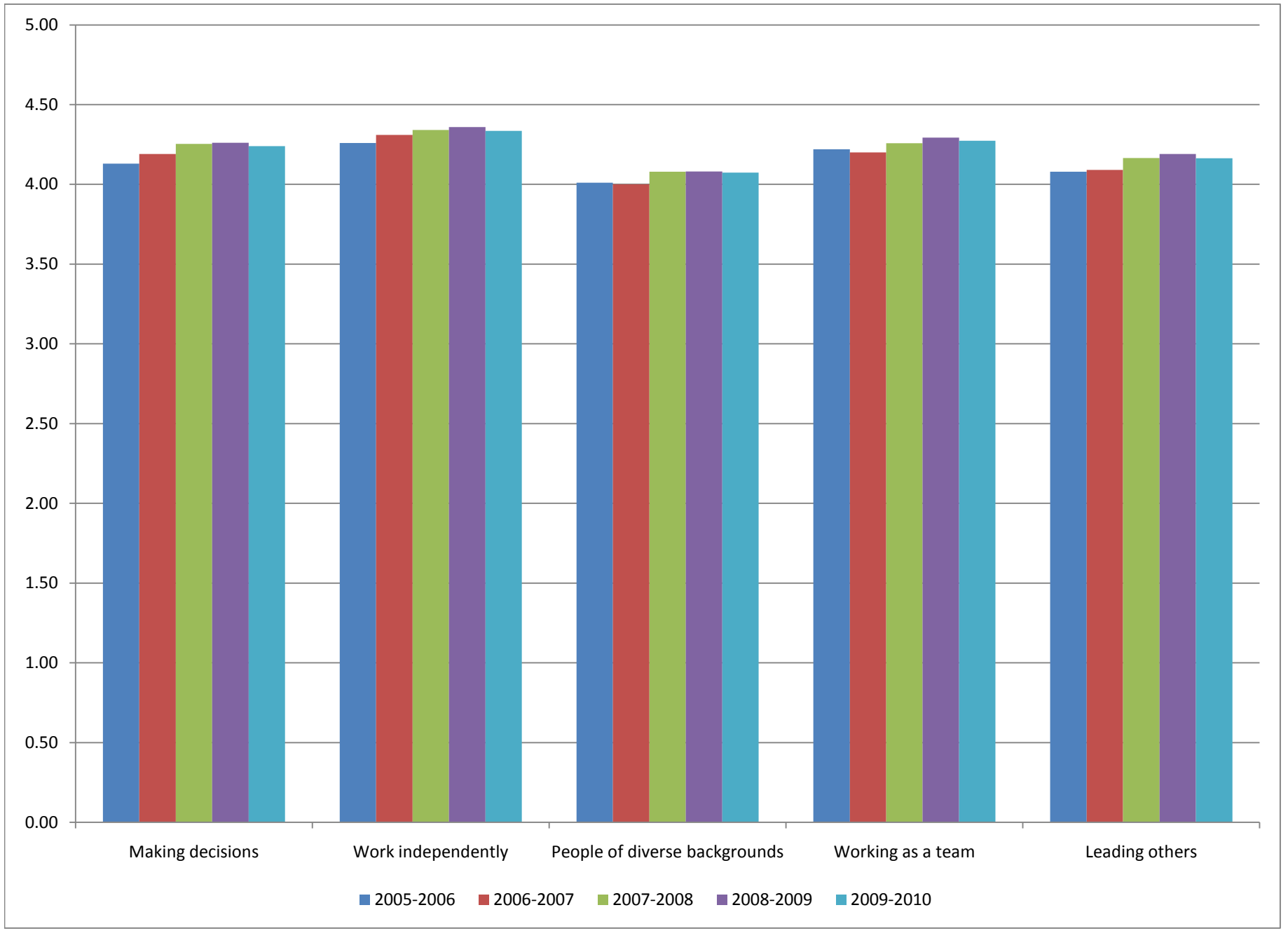

I would recommend my major to a prospective student
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
48.0%
46.1%
3.1%
.8%
2.0%
49.6%
46.5%
2.7%
.4%
.9%
48.0%
40.9%
7.6%
.5%
3.0%
45.2%
48.8%
3.6%
1.8%
.6%
53.7%
38.5%
5.6%
.9%
1.3%
45.8%
41.7%
8.3%
4.2%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

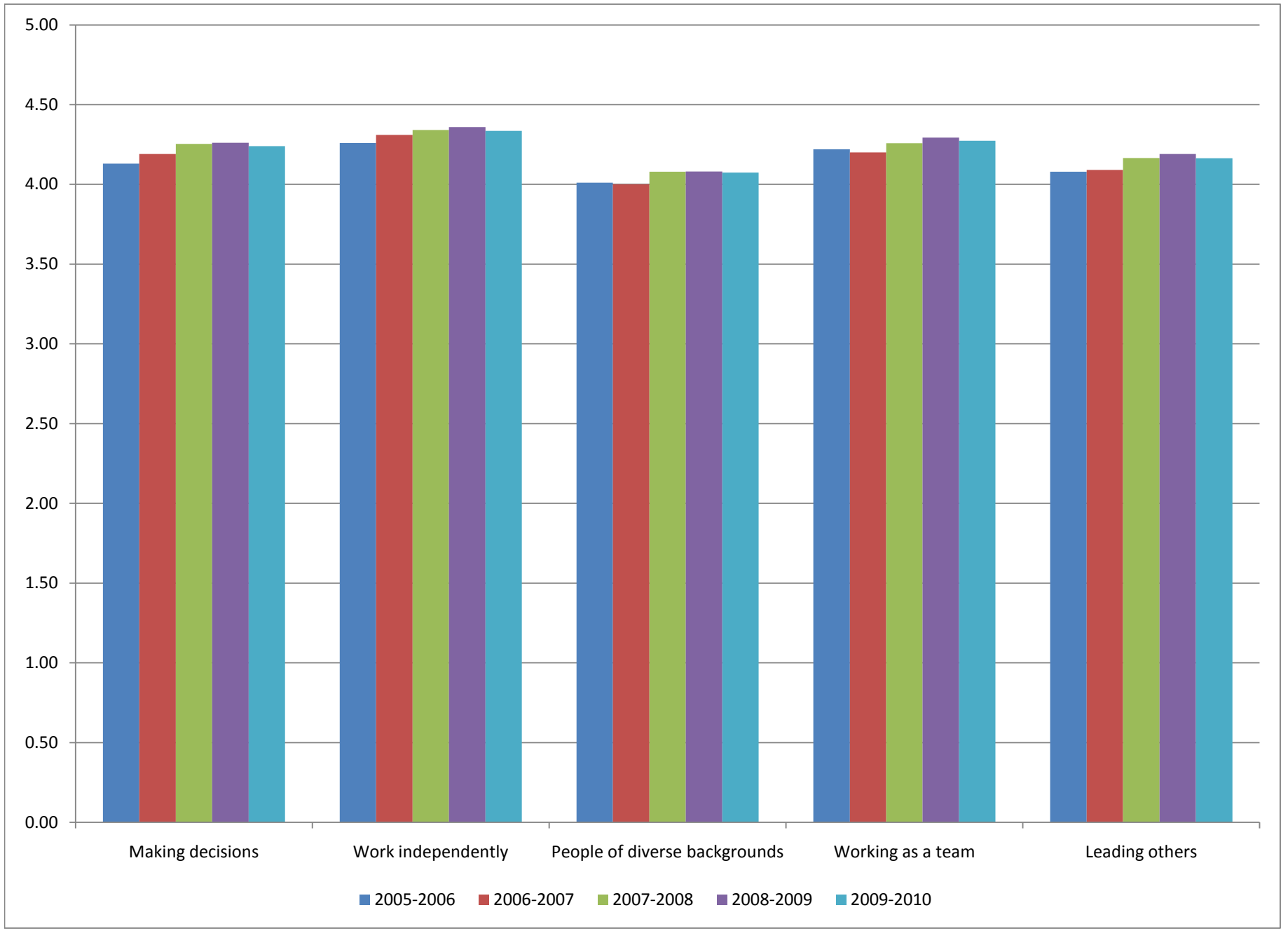

I would recommend UNI to a prospective student
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
53.9%
42.2%
2.3%
1.2%
.4%
52.2%
46.0%
.9%
.9%
55.8%
36.7%
3.0%
.5%
4.0%
48.8%
45.2%
3.6%
1.2%
1.2%
55.0%
40.3%
2.2%
1.3%
1.3%
62.5%
33.3%
4.2%
CBA
COE
CHFA
CNS
CSBS
Ind Studies/Liberal Arts
Strongly agree
Agree
Disagree
Strongly disagree
Not sure

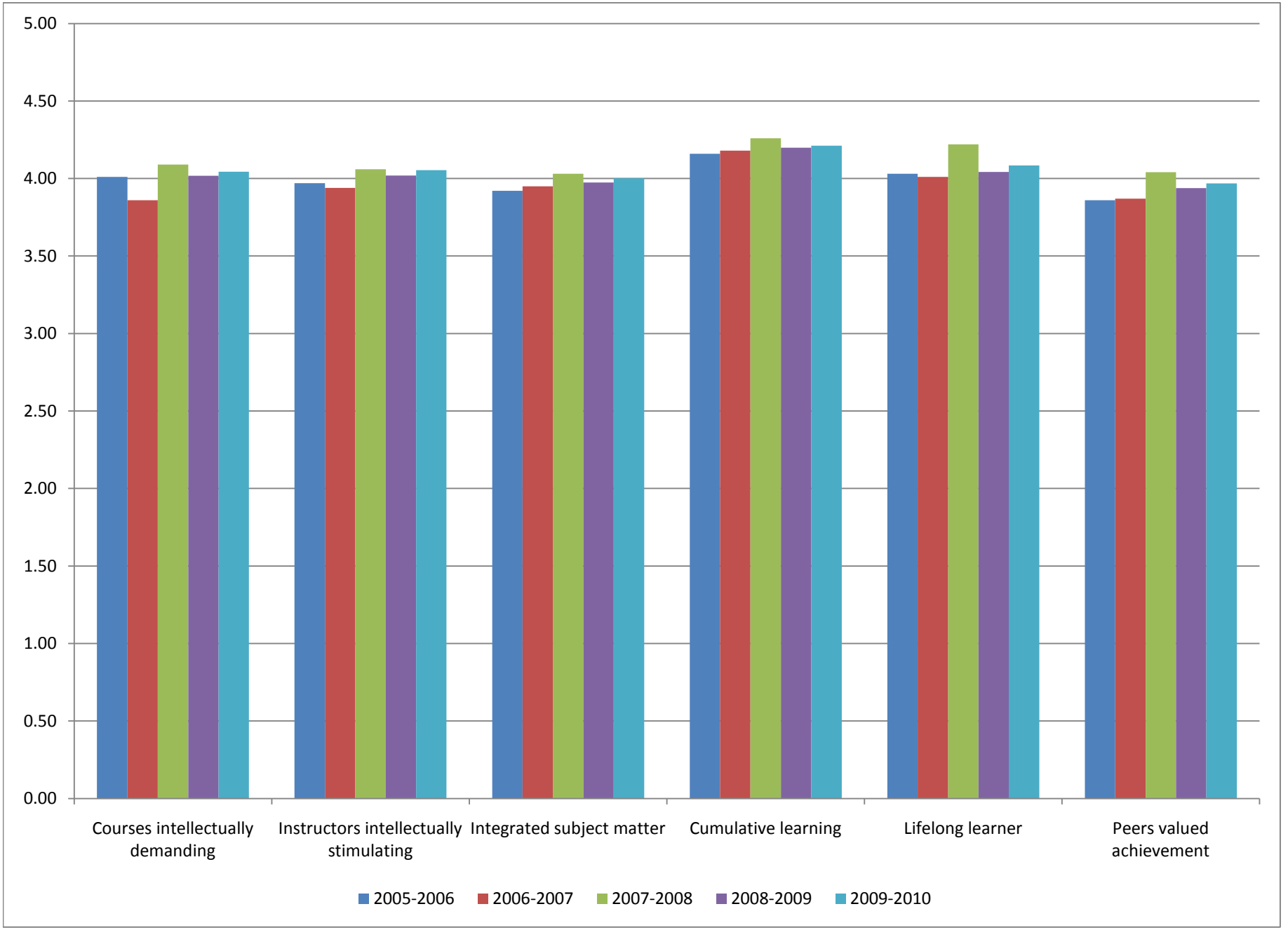
Multiple Year Comparison of the UNI Graduating Senior Survey: 2005-2010

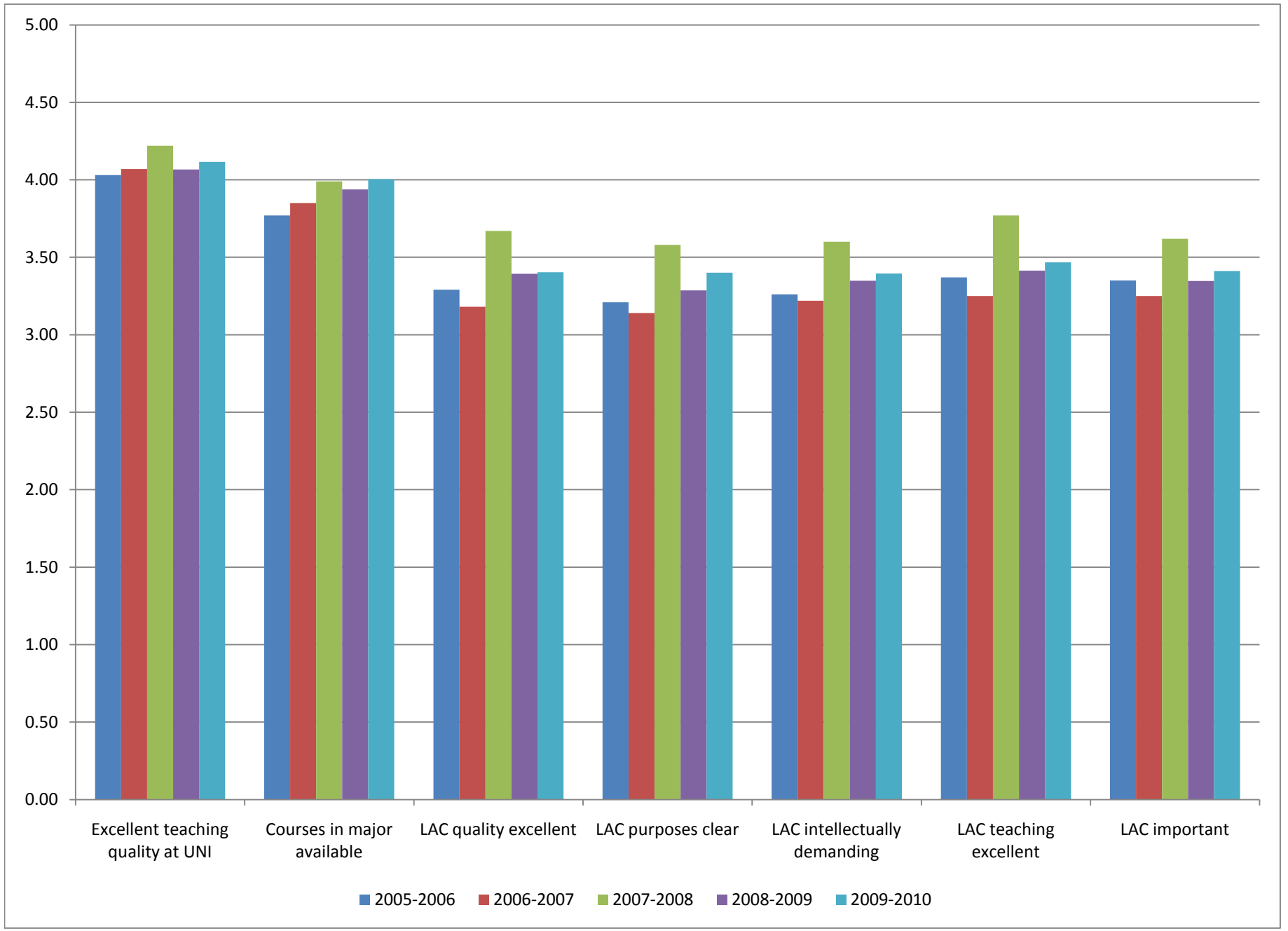

5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Speaking effectively
Communicate through writing
Understanding written communication
Listen effectively
Basic computer skills
Making basic calculations
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010

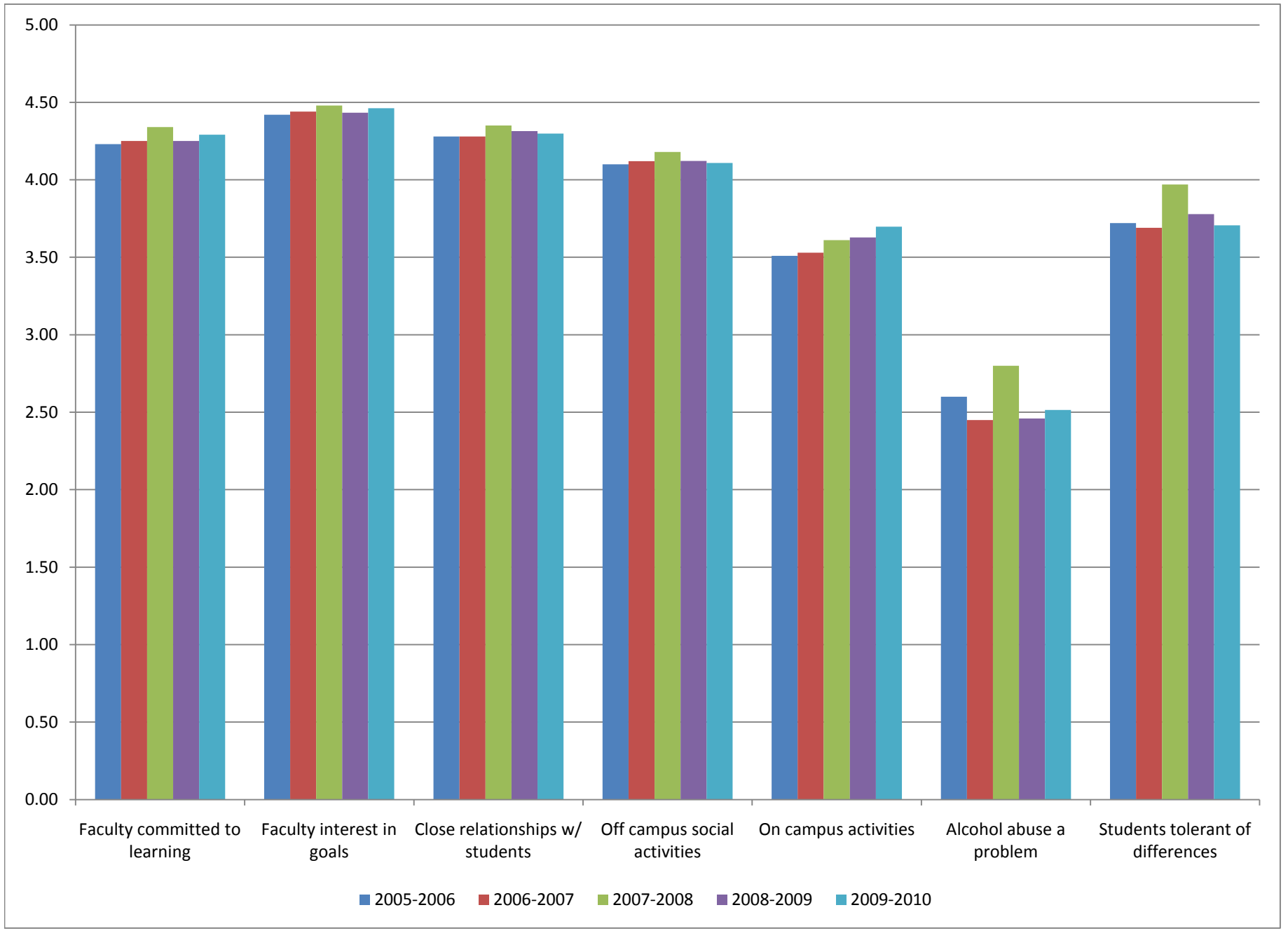

5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Foreign language skills
Planning projects
Defining problems
Solving problems
Learn new things
Creative thinking
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010

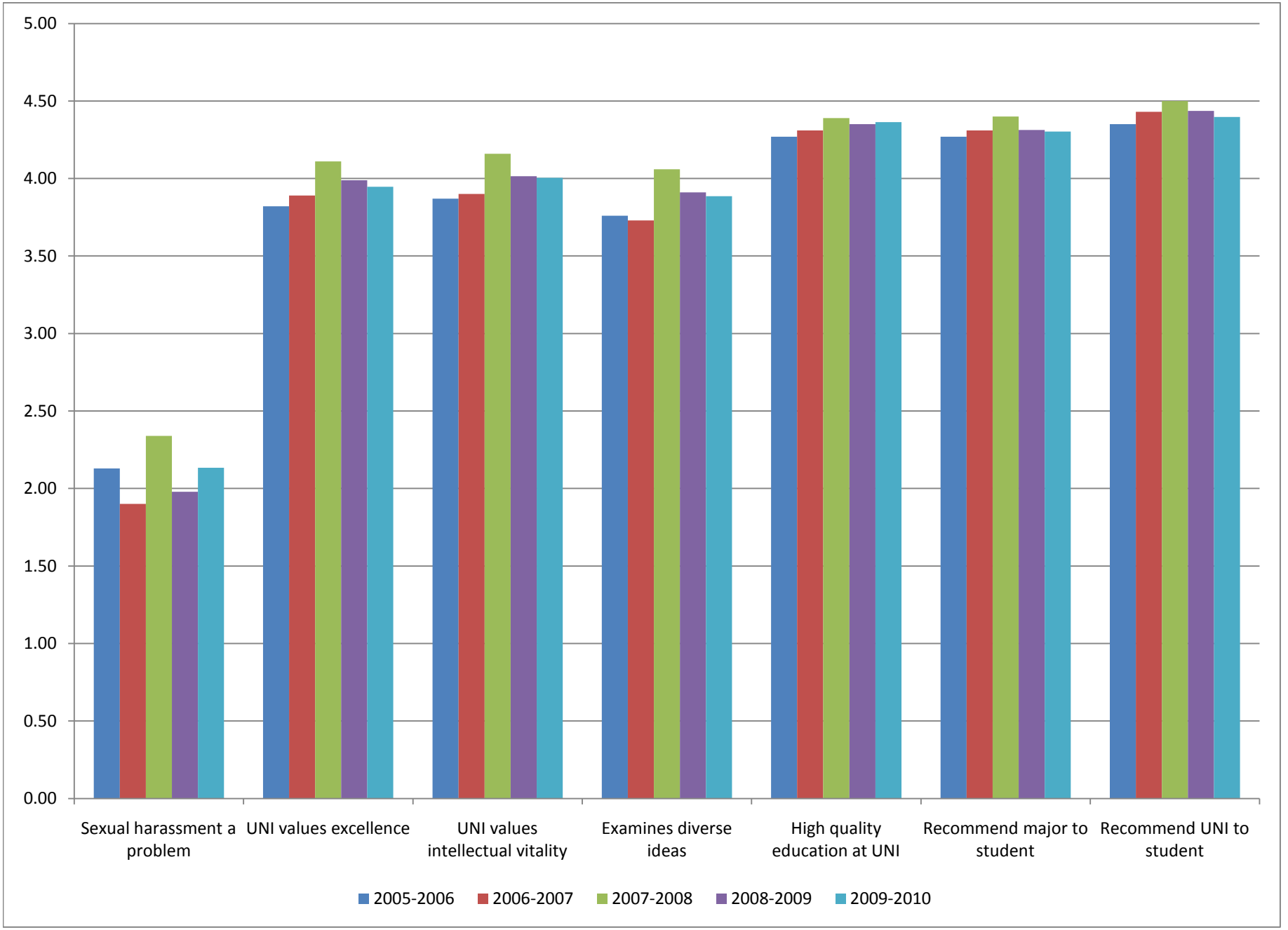

5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Making decisions
Work independently
People of diverse backgrounds
Working as a team
Leading others
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010


5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Making decisions
Work independently
People of diverse backgrounds
Working as a team
Leading others
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010


5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Courses intellectually demanding
Instructors intellectually stimulating
Integrated subject matter
Cumulative learning
Lifelong learner
Peers valued achievement
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010


5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
Excellent teaching quality at UNI
Courses in major available
LAC quality excellent
LAC purposes clear
LAC intellectually demanding
LAC teaching excellent
LAC important
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010


5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
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


5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
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

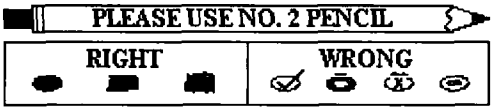
Appendix A

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

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

SECTION 1: BACKGROUND INFORMATION

Non-UNI E-mail address: _____

SECTION 2: PLANS FOLLOWING GRADUATION

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

1. Employment, full-time paid
2. Employment, part-time paid
3. Graduate or professional school, full-time
4. Graduate or professional school, part-time
5. Additional undergraduate coursework
6. Military service
7. Volunteer activity (e.g., Peace Corps)
8. Starting or raising a family
9. 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? (Y) Yes (N) No

If your job after graduation is outside of Iowa, would you return to Iowa if given the opportunity? (Y) Yes (N) 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	
5	4	3	2	1	0	Speaking effectively
5	4	3	2	1	0	Communicating through writing
5	4	3	2	1	0	Understanding written communication
5	4	3	2	1	0	Listening effectively
5	4	3	2	1	0	Using basic computer skills (word processing, spreadsheets, etc.)
5	4	3	2	1	0	Making basic calculations and computations
5	4	3	2	1	0	Using foreign language skills
5	4	3	2	1	0	Planning projects
5	4	3	2	1	0	Defining problems
5	4	3	2	1	0	Solving problems
5	4	3	2	1	0	Learning new things
5	4	3	2	1	0	Thinking creatively
5	4	3	2	1	0	Bringing information/ideas together from different areas
5	4	3	2	1	0	Using research skills
5	4	3	2	1	0	Conducting yourself in a professional manner
5	4	3	2	1	0	Upholding ethical standards
5	4	3	2	1	0	Adapting to change
5	4	3	2	1	0	Working under pressure
5	4	3	2	1	0	Making decisions
5	4	3	2	1	0	Working independently
5	4	3	2	1	0	Working with people of diverse backgrounds
5	4	3	2	1	0	Working as a team
5	4	3	2	1	0	Leading others

Please turn over to complete other side.

SECTION 4: ACADEMIC AND SOCIAL ENVIRONMENT

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

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure	
					Teaching and Learning Environment
4	3	2	1	0	Most of the courses I took at UNI were intellectually demanding.
4	3	2	1	0	Most of my instructors were intellectually stimulating.
4	3	2	1	0	Most of my courses required integration of subject matter from several academic areas.
4	3	2	1	0	My learning experience was cumulative over a series of courses.
4	3	2	1	0	My academic experience at UNI made me want to be a lifelong learner.
4	3	2	1	0	Most of my student peers valued high academic achievement.
4	3	2	1	0	The overall quality of teaching at UNI is excellent.
4	3	2	1	0	Most of the courses in my major were readily available when I wanted to take them.
4	3	2	1	0	The overall quality of most Liberal Arts Core courses is excellent.
4	3	2	1	0	The purposes of most Liberal Arts Core courses are very clear.
4	3	2	1	0	Most of the Liberal Arts Core courses I took at UNI were intellectually demanding.
4	3	2	1	0	The overall quality of teaching in the Liberal Arts Core at UNI is excellent.
4	3	2	1	0	I believe the Liberal Arts Core has been an important part of my education.
					Faculty and Student Interaction
4	3	2	1	0	The faculty I had contact with were very committed to advancing student learning.
4	3	2	1	0	At least one faculty member showed an active interest in my educational/career goals.
4	3	2	1	0	I developed close relationships with other students.
4	3	2	1	0	I often engaged in social activities with other students off campus.
4	3	2	1	0	I often participated in University or student sponsored activities on campus.
					Academic and Social Climate
4	3	2	1	0	Alcohol abuse is a major problem among students at UNI.
4	3	2	1	0	Most UNI students are tolerant of people whose lifestyles are different from their own.
4	3	2	1	0	Sexual harassment is a problem at UNI.
4	3	2	1	0	The UNI community values excellence in all of its endeavors.
4	3	2	1	0	The UNI community values intellectual vitality.
4	3	2	1	0	The UNI community encourages the examination of diverse and controversial ideas.
					Public Relations and University Image
4	3	2	1	0	I believe I have received a high quality education from UNI.
4	3	2	1	0	I would recommend my major to a prospective student.
4	3	2	1	0	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:

F. Full-time
P. 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!

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(319) 273-3103



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(319) 273-3050

Report compiled by Kristin Moser
in collaboration with Scott Busche and Pat Hart.