Graduate Program Survey 2009-2010

Nangai Yang

University of Northern Iowa. Office of Institutional Research.

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Graduate Program Survey 2009-2010

University of Northern Iowa

Office of Institutional Research

Nangai Yang
Introduction to the Survey and the Instrument

- What: Graduate program survey
- Who: All UNI graduate students attending the commencement exercises. The response rate for this year (December 2009, May 2010, and July 2010) is 61.8%, i.e., 289 out of 468.
- When: December 2009 and May 2010
- Where: UNI commencement held at UNI-Dome
- Why: To provide an overview of several critical components regarding the academic, social, educational, and professional experiences of UNI graduate students
- How: Each respondent was asked to answer 38 questions that range from applying skills to the solving of problems, to rating their ability to perform professionally, to scholarly and academic activities. They were also asked questions about curriculum, graduate faculty, the UNI graduate community, the campus community, and finally their overall educational experience at UNI. The responses are then scanned and analyzed using SPSS descriptive statistics and MS excel spreadsheets.
Summary of Demographic Characteristics

Among the 2009-2010 graduate program survey respondents, the male and female student ratio is 30.5% to 69.5%. The gender ratio in the College of Social and Behavioral Sciences and the College of Humanities and Fine Arts are much skewed with a female ratio of above 80.0%.

For graduate student marital status by college, 11.5% of the respondents are married, 72.5% are single, 3.7% are married with dependent children, and 12.4% are single with dependent children. For respondents whose college is unknown, 100% are single.

Of all the graduating graduate students, 75.8% are residents, and 24.2% are non-residents.

In terms of ethnicity, 73.9% are white students, 4.6% are African American students, 3.2% are Hispanic students, and 15.6% are non-residents. A breakdown by college shows that the College of Social and Behavioral Sciences has the most White students (84.6%), the College of Humanities and Fine Arts has the most Hispanic students (6.9%), and the College of Business Administration has the most non-resident students (31.6%).
Marital Status by College

- **CBA**:
  - Married: 7.9%
  - Single: 86.8%
  - Married with Dependent Children: 5.3%
  - Single with Dependent Children: 13.6%

- **COE**:
  - Married: 10.2%
  - Single: 65.2%
  - Married with Dependent Children: 3.4%
  - Single with Dependent Children: 16.7%

- **CHFA**:
  - Married: 78.0%
  - Single: 52.0%
  - Married with Dependent Children: 8.5%
  - Single with Dependent Children: 24.0%

- **CNS**:
  - Married: 24.0%
  - Single: 73.1%
  - Married with Dependent Children: 3.8%
  - Single with Dependent Children: 11.5%

- **CSBS**:
  - Married: 100.0%
  - Single: 73.1%
  - Married with Dependent Children: 3.8%
  - Single with Dependent Children: 11.5%

- **College Unknown**:
  - Married: 7.9%
  - Single: 86.8%
  - Married with Dependent Children: 5.3%
  - Single with Dependent Children: 13.6%
Summary of Educational Experiences and Skills

Educational experiences and skills as delineated in this instrument mainly refer to experiences ranging from the planning of projects to the solving of problems by using such research skills as defining problems, thinking creatively, integrating information and by performing professionally meaning upholding ethical standards, working independently and together with others. The highest ranking individual survey item with “good” and “excellent” combined is “Bringing information together” (94.0%). Following it in the descending order are “working independently” (92.5%), “upholding ethical standards” (92.1%), and “working as a team member” (91.4%). The lowest ranking individual item is “working with people from diverse backgrounds” (81.7%) followed by “thinking creatively” (87.1%) and “planning projects” (87.1%). Just like the previous year, individual differences by college are obvious. For example, “working as a team member” in the College of Business Administration is ranked much higher (97.2%) than in the College of Social and Behavioral Sciences (87.0%). Another example is “working with diverse people”. In the College of Natural Sciences, the combined rating of “good” and “excellent” exceeds 90% (90.5%) while in the College of Education it is rated at 79.4%. Both cases seem to reflect obvious disciplinary differences. The difference this year, however, is that the rating across all items of this section is much higher than last year.
How well has UNI prepared you for planning projects?

- CBA: 35.3% Cannot evaluate, 47.1% Fair, 11.8% Good, 5.9% Excellent
- COE: 43.9% Cannot evaluate, 45.5% Fair, 7.6% Good, 1.8% Excellent
- CHFA: 45.5% Cannot evaluate, 45.5% Fair, 7.3% Good, 1.8% Excellent
- CNS: 41.7% Cannot evaluate, 54.2% Fair, 4.2% Good, 4.2% Excellent
- CSBS: 29.2% Cannot evaluate, 41.7% Fair, 20.8% Good, 4.2% Excellent
- College Unknown: 22.2% Cannot evaluate, 63.9% Fair, 13.9% Good, 13.9% Excellent
How well has UNI prepared you for defining problems?

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

<table>
<thead>
<tr>
<th>College</th>
<th>Cannot evaluate</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>40.5%</td>
<td>9.6%</td>
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<td>11.8%</td>
<td>10.8%</td>
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<tr>
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<td>45.9%</td>
<td>29.4%</td>
<td>55.9%</td>
<td>2.7%</td>
<td>1.5%</td>
<td>1.9%</td>
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<tr>
<td>CHFA</td>
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<td>50.0%</td>
<td>1.9%</td>
<td>1.5%</td>
<td>1.5%</td>
<td>5.8%</td>
</tr>
<tr>
<td>CNS</td>
<td>40.9%</td>
<td>54.5%</td>
<td>4.5%</td>
<td>4.2%</td>
<td>2.7%</td>
<td>1.5%</td>
</tr>
<tr>
<td>CSBS</td>
<td>25.0%</td>
<td>70.8%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>1.5%</td>
<td>1.1%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>34.3%</td>
<td>54.3%</td>
<td>11.4%</td>
<td>1.1%</td>
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<td>1.1%</td>
</tr>
</tbody>
</table>
How well has UNI prepared you for solving problems?

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

<table>
<thead>
<tr>
<th>College</th>
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<th>Poor</th>
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<th>Average</th>
<th>Good</th>
<th>Excellent</th>
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<td>11.1%</td>
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<td>48.5%</td>
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<tr>
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<td>20.0%</td>
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<tr>
<td>CNS</td>
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<td>10.8%</td>
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<tr>
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<td>5%</td>
<td>80.0%</td>
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<td>10.8%</td>
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<tr>
<td>College Unknown</td>
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<td>5%</td>
<td>48.6%</td>
<td>10.8%</td>
<td>4.2%</td>
<td>80.0%</td>
</tr>
</tbody>
</table>
How well has UNI prepared you for thinking creatively?

- **CBA**: 22.2% Poor, 44.4% Fair, 11.1% Average, 22.2% Good, 3.2% Excellent
- **COE**: 47.6% Poor, 11.8% Fair, 4.8% Average, 12.5% Good, 5.6% Excellent
- **CHFA**: 54.9% Poor, 33.3% Fair, 11.8% Average, 50.0% Good, 9.1% Excellent
- **CNS**: 58.3% Poor, 40.9% Fair, 9.1% Average, 50.0% Good, 12.5% Excellent
- **CSBS**: 55.6% Poor, 58.3% Fair, 12.5% Average, 50.0% Good, 12.5% Excellent
- **College Unknown**: 29.2% Poor, 55.6% Fair, 12.5% Average, 50.0% Good, 12.5% Excellent
How well has UNI prepared you for bringing information/ideas from different areas together?

<table>
<thead>
<tr>
<th>College</th>
<th>Cannot evaluate</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
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<td>2.7%</td>
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<td>3.0%</td>
<td>51.4%</td>
<td>35.1%</td>
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<td>3.0%</td>
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<tr>
<td>CHFA</td>
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<td>2.7%</td>
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<td>56.9%</td>
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<tr>
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<td>2.7%</td>
<td>3.0%</td>
<td>3.0%</td>
<td>47.6%</td>
<td>58.8%</td>
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<tr>
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<td>2.7%</td>
<td>3.0%</td>
<td>3.0%</td>
<td>37.5%</td>
<td>58.8%</td>
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<tr>
<td>College Unknown</td>
<td>10.8%</td>
<td>2.7%</td>
<td>3.0%</td>
<td>3.0%</td>
<td>38.2%</td>
<td>58.8%</td>
</tr>
</tbody>
</table>
How well has UNI prepared you for using research skills?

- CBA: 51.4% Cannot evaluate, 45.7% Poor, 2.9% Fair, 7.4% Average, 2.9% Good, 2.9% Excellent
- COE: 44.1% Cannot evaluate, 42.6% Poor, 44.1% Fair, 7.8% Average, 2.9% Good, 2.9% Excellent
- CHFA: 37.3% Cannot evaluate, 54.9% Poor, 7.8% Fair, 13.0% Average, 13.0% Good, 13.0% Excellent
- CNS: 35.0% Cannot evaluate, 65.0% Poor, 7.4% Fair, 13.0% Average, 4.3% Good, 8.3% Excellent
- CSBS: 43.5% Cannot evaluate, 26.1% Poor, 13.0% Fair, 13.0% Average, 4.3% Good, 2.8% Excellent
- College Unknown: 44.4% Cannot evaluate, 26.1% Poor, 8.3% Fair, 4.3% Average, 2.8% Good, 2.8% Excellent
How well has UNI prepared you for conducting yourself in a professional manner?

- **CBA**: 40.5% Good, 30.8% Excellent, 10.8% Poor
- **COE**: 43.2% Excellent, 30.8% Good, 10.8% Fair
- **CHFA**: 61.5% Excellent, 26.9% Good, 1.9% Poor, 2.6% Fair
- **CNS**: 63.5% Excellent, 59.1% Good, 4.2% Fair
- **CSBS**: 50.0% Good, 41.7% Excellent, 4.2% Poor
- **College Unknown**: 40.0% Good, 51.4% Excellent, 8.6% Poor
How well has UNI prepared you for upholding ethical standards?

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

<table>
<thead>
<tr>
<th>College</th>
<th>Cannot evaluate</th>
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<th>Average</th>
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<tr>
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<tr>
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<td>52.9%</td>
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How well has UNI prepared you for adapting to change?

<table>
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<tr>
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<td>45.5%</td>
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</table>
How well has UNI prepared you for working under pressure?

<table>
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<th>Average</th>
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<tr>
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<tr>
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<td>58.3%</td>
<td>8.3%</td>
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</tbody>
</table>
How well has UNI prepared you for working independently?

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

<table>
<thead>
<tr>
<th></th>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
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</tbody>
</table>

(19 of 19)
How well has UNI prepared you for working with people of diverse backgrounds?

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

<table>
<thead>
<tr>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
<th>CNS</th>
<th>CSBS</th>
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<td>45.6%</td>
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<tr>
<td>8.1%</td>
<td>11.8%</td>
<td>16.0%</td>
<td>9.5%</td>
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<tr>
<td>2.7%</td>
<td>5.9%</td>
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<td>2.7%</td>
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</tr>
</tbody>
</table>
How well has UNI prepared you for working as a team member?

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

<table>
<thead>
<tr>
<th>College</th>
<th>Cannot evaluate</th>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
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<td>48.6%</td>
<td>4.5%</td>
<td>3.0%</td>
<td>1.5%</td>
<td>4.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>COE</td>
<td>50.0%</td>
<td>40.9%</td>
<td>7.5%</td>
<td>50.0%</td>
<td>5.0%</td>
<td>4.3%</td>
</tr>
<tr>
<td>CHFA</td>
<td>58.5%</td>
<td>34.0%</td>
<td>5.0%</td>
<td>5.0%</td>
<td>8.7%</td>
<td>26.1%</td>
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<tr>
<td>CNS</td>
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<td>50.0%</td>
<td>60.9%</td>
<td>60.9%</td>
<td>4.3%</td>
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<tr>
<td>CSBS</td>
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<tr>
<td>College Unknown</td>
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<td></td>
<td>50.0%</td>
</tr>
</tbody>
</table>
Summary of Scholarly and Academic Activities at UNI

In answer to the seven questions in the first part of this section, reported activities across colleges tend to concentrate in “completed original research” (152 or 52.6%), “completed practicum or internship” (134 or 46.4%), and “creative work presented for review” (72 or 24.9%). Activities in four other areas, however, are quite limited in reported number – “published original research” (12 or 4.2%), “submitted for publication” (32 or 11.1%), “presented at professional conference” (55 or 19%), and “participated in professional society” (59 or 20.4%).

The second part of the activities section queries about the importance of the listed reasons for going to graduate school and students’ satisfaction in these areas. In order of importance, the reasons chosen by participants across colleges for going to graduate school are personal growth or fulfillment (92.4%), to learn new skills (89.3%), intellectual stimulation (88.5%), advancement or promotion (75.5%), entry into a new career (63.1%), and a stepping-stone or preparation for further graduate education (49.1%). In descending order students’ satisfaction rate for achieving the stated goals are 97.9% for advancement or promotion, 91.9% for personal growth or fulfillment, 90.9% for intellectual stimulation, 86.2% for learning new skills, 63.4% for entry into a new career, and 56.8% for getting prepared for further graduate education.
Number of Students Completing Original Research

- CBA: 15
- COE: 39
- CHFA: 50
- CNS: 16
- CSBS: 11
- College Unknown: 21
Number of Students Submitted for Publication

- CBA: 2
- COE: 10
- CHFA: 12
- CNS: 7
- CSBS: 1
- College Unknown: 0
Number of Students Published Original Research

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<tr>
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<tr>
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<tr>
<td>COE</td>
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<tr>
<td>CHFA</td>
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<tr>
<td>CNS</td>
<td>2</td>
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<tr>
<td>CSBS</td>
<td>1</td>
</tr>
<tr>
<td>College Unknown</td>
<td>1</td>
</tr>
</tbody>
</table>
Number of Students Having Creative Work Presented for Review

- CBA: 5
- COE: 17
- CHFA: 26
- CNS: 9
- CSBS: 3
- College Unknown: 12
Number of Students Presented at a Professional Conference

- CBA: 3
- COE: 7
- CHFA: 30
- CNS: 7
- CSBS: 4
- College Unknown: 4
Number of Students Completing a Practicum or Internship in a Professional Setting

- CBA: 16
- COE: 43
- CHFA: 29
- CNS: 10
- CSBS: 20
- College Unknown: 16
How important was advancement or promotion in a career you had already begun a reason for going to graduate school?

- Low
- Somewhat Low
- Somewhat High
- High

<table>
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<th>College</th>
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<th>Somewhat High</th>
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<td>COE</td>
<td>66.1%</td>
<td>14.5%</td>
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<tr>
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<td>57.7%</td>
<td>13.5%</td>
<td>11.5%</td>
<td>17.3%</td>
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<tr>
<td>CNS</td>
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<tr>
<td>CSBS</td>
<td>48.0%</td>
<td>8.0%</td>
<td>28.0%</td>
<td>.0%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>55.6%</td>
<td>27.8%</td>
<td>16.7%</td>
<td>.0%</td>
</tr>
</tbody>
</table>
How important was entry into a new career a reason for going to graduate school?

- **CBA**: Low (27.3%), Somewhat Low (24.2%), Somewhat High (6.1%), High (27.3%)
- **COE**: Low (29.3%), Somewhat Low (19.0%), Somewhat High (12.1%), High (21.1%)
- **CHFA**: Low (27.8%), Somewhat Low (14.8%), Somewhat High (7.4%), High (26.3%)
- **CNS**: Low (10.5%), Somewhat Low (13.0%), Somewhat High (17.4%), High (42.1%)
- **CSBS**: Low (8.7%), Somewhat Low (11.4%), Somewhat High (20.0%), High (42.9%)
- **College Unknown**: Low (25.7%), Somewhat Low (18.8%), Somewhat High (11.4%), High (44.1%)
How important was graduate study a stepping stone/preparation for further graduate education?

- **Low**
- **Somewhat Low**
- **Somewhat High**
- **High**

<table>
<thead>
<tr>
<th></th>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
<th>CNS</th>
<th>CSBS</th>
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<td>22.2%</td>
<td>54.2%</td>
<td>43.8%</td>
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<tr>
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<td>16.9%</td>
<td>19.2%</td>
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<td>12.5%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Somewhat High</td>
<td>3.2%</td>
<td>23.7%</td>
<td>34.6%</td>
<td>22.2%</td>
<td>8.3%</td>
<td>15.6%</td>
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<tr>
<td>High</td>
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<td>25.0%</td>
<td>27.8%</td>
<td>34.4%</td>
<td>34.4%</td>
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</table>
How important was personal growth or fulfillment a reason for going to graduate school?

- Low
- Somewhat Low
- Somewhat High
- High
How important was intellectual stimulation a reason for going to graduate school?

- Low
- Somewhat Low
- Somewhat High
- High
How important was to learn new intellectual/technical skills relevant to your career a reason for going to graduate school?
How satisfied do you feel about the goal of achieving advancement or promotion in a career you had already begun?

- Low
- Somewhat Low
- Somewhat High
- High
- Does Not Apply

<table>
<thead>
<tr>
<th></th>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
<th>CNS</th>
<th>CSBS</th>
<th>College Unknown</th>
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<td>37.3%</td>
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<tr>
<td>Somewhat Low</td>
<td>26.5%</td>
<td>57.9%</td>
<td>39.2%</td>
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<td>47.8%</td>
<td>50.0%</td>
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<tr>
<td>Somewhat High</td>
<td>32.4%</td>
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<td>21.7%</td>
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<tr>
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<td>2.0%</td>
<td>4.5%</td>
<td>2.1%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Does Not Apply</td>
<td>5.9%</td>
<td>1.8%</td>
<td>4.5%</td>
<td>4.5%</td>
<td>7.8%</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

CBA: College of Business Administration
COE: College of Engineering
CHFA: College of Health and Family Affairs
CNS: College of Nursing
CSBS: College of Science and Business Studies
College Unknown: College Unknown
How satisfied do you feel about the goal of achieving entry into a new career?

- Low
- Somewhat Low
- Somewhat High
- High
- Does Not Apply

- CBA
  - 24.2% Low
  - 30.3% Somewhat Low
  - 21.2% Somewhat High
  - 6.1% High
  - 18.2% Does Not Apply

- COE
  - 20.0% Low
  - 43.6% Somewhat Low
  - 16.4% Somewhat High
  - 14.5% High
  - 5.5% Does Not Apply

- CHFA
  - 28.6% Low
  - 46.9% Somewhat Low
  - 12.2% Somewhat High
  - 10.2% High
  - 2.0% Does Not Apply

- CNS
  - 26.1% Low
  - 30.4% Somewhat Low
  - 34.8% Somewhat High
  - 8.7% High
  - 4.8% Does Not Apply

- CSBS
  - 4.8% Low
  - 52.4% Somewhat Low
  - 4.8% Somewhat High
  - 24.1% High
  - 24.1% Does Not Apply

- College Unknown
  - 24.1% Low
  - 44.8% Somewhat Low
  - 6.9% Somewhat High
  - 24.1% High
  - 24.1% Does Not Apply
How satisfied do you feel about the goal of graduate study being a stepping stone/preparation for further graduate education?

CBA: 35.5% Low, 17.5% Somewhat Low, 26.0% Somewhat High, 28.6% High, 12.9% Does Not Apply
COE: 29.0% Low, 47.4% Somewhat Low, 18.0% Somewhat High, 33.3% High, 12.9% Does Not Apply
CHFA: 9.7% Low, 22.8% Somewhat Low, 6.0% Somewhat High, 33.3% High, 12.9% Does Not Apply
CNS: 23.3% Low, 23.3% Somewhat Low, 9.5% Somewhat High, 26.3% High, 12.9% Does Not Apply
CSBS: 23.3% Low, 20.0% Somewhat Low, 5.3% Somewhat High, 21.1% High, 12.9% Does Not Apply
College Unknown: 16.7% Low, 16.7% Somewhat Low, 5.3% Somewhat High, 26.3% High, 12.9% Does Not Apply
How satisfied do you feel about the goal of achieving personal growth/fulfillment?

- Low
- Somewhat Low
- Somewhat High
- High
- Does Not Apply

<table>
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<tr>
<td>College Unknown</td>
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<td>3.3%</td>
<td>56.7%</td>
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</table>
How satisfied do you feel about the goal of achieving intellectual stimulation?
How satisfied do you feel about the goal of learning new intellectual/technical skills relevant to your career?
Summary of Academic and Social Environment

This section solicits students’ perception of the academic and social environment at UNI in terms of curriculum, teaching and faculty student interaction, the graduate community, the campus community, and the overall quality of their education in the program. 93.5% of the graduating students report that they would recommend their graduate program. Items ranking above 95.0% are: “faculty interested in student learning or educational goals” (97.5%), “received quality education” (96.6%), and “learning experience cumulative” (95.2%). Items ranking below 92.0% are “community values excellence” (89.6%) and “faculty committed to student learning” (91.9%).
To what extent do you agree that most of the graduate courses you took at UNI were intellectually demanding?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

<table>
<thead>
<tr>
<th>College</th>
<th>Not Sure</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
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<td>COE</td>
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<td>3.1%</td>
<td>29.2%</td>
<td>34.4%</td>
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</tbody>
</table>
To what extent do you agree that most of your graduate instructors were intellectually stimulating?

- Strongly Disagree
- Disagree
- Not Sure
- Agree
- Strongly Agree
To what extent do you agree that your graduate learning experience was cumulative over a series of courses in the program?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

<table>
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<tr>
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<tr>
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<td>8.3%</td>
<td>2.8%</td>
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</tbody>
</table>
To what extent do you agree that the overall quality of graduate teaching at UNI is excellent?

- Strongly Disagree
- Not Sure
- Disagree
- Agree
- Strongly Agree

- CBA
  - 2.9%
  - 60.0%
  - 37.1%
- COE
  - 1.6%
  - 60.9%
  - 34.4%
- CHFA
  - 1.9%
  - 47.2%
  - 50.9%
- CNS
  - .0%
  - 54.5%
  - 45.5%
- CSBS
  - 9.1%
  - 77.3%
  - 13.6%
- College Unknown
  - 8.6%
  - 48.6%
  - 31.4%
To what extent do you agree that the UNI community values excellence in graduate education?

- **Not Sure**
- **Strongly Disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

<table>
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<tr>
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<td>14.7%</td>
<td>47.1%</td>
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</tbody>
</table>
To what extent do you agree that the UNI graduate community values intellectual vitality?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
To what extent do you agree that the graduate faculty you had contact with were very committed to advancing student learning?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

<table>
<thead>
<tr>
<th>College</th>
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<th>Agree</th>
<th>Disagree</th>
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<td>CBA</td>
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<td>COE</td>
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<td>CHFA</td>
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<tr>
<td>College Unknown</td>
<td>49%</td>
<td>49%</td>
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</tbody>
</table>

- CBA: 42.9% Strongly Agree, 48.6% Agree, 5.7% Strongly Disagree, 1.5% Disagree, 2.9% Not Sure
- COE: 49.2% Strongly Agree, 44.6% Agree, 4.6% Strongly Disagree, 1.5% Disagree, 5.7% Not Sure
- CHFA: 67.9% Strongly Agree, 26.8% Agree, 3.6% Strongly Disagree, 1.8% Disagree, 5.7% Not Sure
- CNS: 65.2% Strongly Agree, 34.8% Agree, 22.7% Strongly Disagree, 3.6% Disagree, 5.9% Not Sure
- CSBS: 59.1% Strongly Agree, 47.1% Agree, 13.6% Strongly Disagree, 4.5% Disagree, 5.9% Not Sure
To what extent do you agree that at least one graduate faculty member showed an active interest in you educational/career goals?

Not Sure  | Strongly Disagree  | Disagree  | Agree  | Strongly Agree
--- | --- | --- | --- | ---

CBA: 54.3% | 40.0% | 5.7% | 1.8% | 0%
COE: 61.9% | 38.1% | 0% | 0% | 0%
CHFA: 65.5% | 32.7% | 0% | 0% | 0%
CNS: 73.9% | 26.1% | 0% | 0% | 0%
CSBS: 43.5% | 52.2% | 4.3% | 0% | 0%
College Unknown: 48.5% | 45.5% | 3.0% | 3.0% | 0%
To what extent do you agree that most of the courses in your graduate program were readily available when you wanted to take them?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

<table>
<thead>
<tr>
<th>College</th>
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<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>42.9%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>2.9%</td>
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<tr>
<td>COE</td>
<td>46.9%</td>
<td>48.4%</td>
<td>4.7%</td>
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<tr>
<td>CHFA</td>
<td>54.5%</td>
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<td>1.8%</td>
<td>1.8%</td>
<td>1.8%</td>
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<tr>
<td>CNS</td>
<td>52.2%</td>
<td>39.1%</td>
<td>8.7%</td>
<td>4.2%</td>
<td>4.2%</td>
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<tr>
<td>CSBS</td>
<td>54.2%</td>
<td>33.3%</td>
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<td>4.2%</td>
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<tr>
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<td>48.6%</td>
<td>2.9%</td>
<td>2.9%</td>
<td>2.9%</td>
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</tbody>
</table>
To what extent do you agree that the UNI community encourages the examination of diverse and controversial ideas in its graduate programs?

- Not Sure
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

CBA: 55.9% Not Sure, 2.9% Strongly Disagree, 4.6% Disagree, 32.7% Agree, 1.8% Strongly Agree

COE: 56.9% Not Sure, 1.5% Strongly Disagree, 4.6% Disagree, 30.4% Agree, 2.9% Strongly Agree

CHFA: 60.0% Not Sure, 1.8% Strongly Disagree, 5.5% Disagree, 65.2% Agree, 30.4% Strongly Agree

CNS: 56.5% Not Sure, 8.7% Strongly Disagree, 8.7% Disagree, 22.9% Agree, 4.3% Strongly Agree

CSBS: 62.9% Not Sure, 2.9% Strongly Disagree, 2.9% Disagree, 22.9% Agree, 8.6% Strongly Agree

College Unknown: 22.9% Not Sure, 2.9% Strongly Disagree, 2.9% Disagree, 22.9% Agree, 8.6% Strongly Agree
To what extent do you agree that you believed you have received a quality education at UNI?

- **Not Sure**
- **Strongly Disagree**
- **Disagree**
- **Agree**
- **Strongly Agree**

**CBA**
- 2.9% (Not Sure)
- 1.5% (Strongly Disagree)
- 1.8% (Disagree)
- 45.7% (Agree)
- 36.8% (Strongly Agree)

**COE**
- 4.5% (Not Sure)
- 43.9% (Strongly Disagree)
- 36.8% (Disagree)
- 47.8% (Agree)
- 26.1% (Strongly Agree)

**CHFA**
- 4.5% (Not Sure)
- 43.9% (Strongly Disagree)
- 36.8% (Disagree)
- 47.8% (Agree)
- 73.9% (Strongly Agree)

**CNS**
- 4.5% (Not Sure)
- 43.9% (Strongly Disagree)
- 36.8% (Disagree)
- 47.8% (Agree)
- 58.1% (Strongly Agree)

**CSBS**
- 4.5% (Not Sure)
- 43.9% (Strongly Disagree)
- 36.8% (Disagree)
- 47.8% (Agree)
- 38.7% (Strongly Agree)

**College Unknown**
- 4.5% (Not Sure)
- 43.9% (Strongly Disagree)
- 36.8% (Disagree)
- 47.8% (Agree)
- 3.2% (Strongly Agree)
To what extent do you agree that you would recommend your graduate program to a prospective graduate student?
Summary of Plans Following Graduation

Upon graduation, 82.5% of the respondents will be working full time, 4.2% part-time, 7.1% are going to graduate school full-time, and 0.4% will be raising or starting family.

In answer to the question of whether their job is in Iowa, 70.7% of the respondents said yes. The number answering yes to this item for the colleges are 77.1% for the College of Education, 75.0% for the College of Natural Sciences, 68.4% for the College of Social and Behavioral Sciences, 64.3% for the College of Humanities and Fine Arts, and 59.1% for the College of Business Administration.

When asked whether they would return to Iowa when given the opportunity 75.3% of the respondents said that they would. By individual college, the numbers are 100% for the College of Social and Behavioral Sciences, 90.9% for the College of Natural Sciences, 82.4% for the College of Education, 75.0% for the College of Humanities and Fine Arts, and 50.0% for the College of Business Administration.
What is most likely to be your principal activity upon graduation?

- Employment
- Grad School
- Volunteering
- Starting/Raising a Family
- Other

<table>
<thead>
<tr>
<th></th>
<th>CBA</th>
<th>COE</th>
<th>CHFA</th>
<th>CNS</th>
<th>CSBS</th>
<th>College Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>93.8%</td>
<td>88.1%</td>
<td>85.8%</td>
<td>84.0%</td>
<td>75.0%</td>
<td>88.9%</td>
</tr>
<tr>
<td>Grad School</td>
<td>3.1%</td>
<td>3.0%</td>
<td>3.6%</td>
<td>4.0%</td>
<td>8.3%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Volunteering</td>
<td>1.5%</td>
<td>1.5%</td>
<td>10.7%</td>
<td>4.2%</td>
<td>12.5%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Starting/Raising a Family</td>
<td>6.0%</td>
<td>10.7%</td>
<td>8.0%</td>
<td>4.0%</td>
<td>5.6%</td>
<td>5.6%</td>
</tr>
<tr>
<td>Other</td>
<td>5.6%</td>
<td>3.0%</td>
<td>3.6%</td>
<td>8.3%</td>
<td>5.6%</td>
<td>5.6%</td>
</tr>
</tbody>
</table>
Number of Students Whose Job Is in Iowa

- CBA: 13
- COE: 37
- CHFA: 27
- CNS: 12
- CSBS: 13
- College Unknown: 21
Percent of Students Whose Job Is in Iowa

- CBA: 59.1%
- COE: 77.1%
- CHFA: 64.3%
- CNS: 75.0%
- CSBS: 68.4%
- College Unknown: 77.8%
Number of Students Who Would Return to Iowa When Given the Opportunity

- CBA: 6
- COE: 14
- CHFA: 15
- CNS: 10
- CSBS: 6
- College Unknown: 7
Summary of Plans for Further Education

Out of 211 graduating graduate students, 13.8% report that they are going for further education. Among them 6.2% are accepted to another graduate or professional program and 7.6% are currently applying for another graduate program.
What are your continuing education plans?

<table>
<thead>
<tr>
<th>College</th>
<th># Accepted</th>
<th># Currently Applying</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>COE</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>CHFA</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>CNS</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>CSBS</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>College Unknown</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
GRADUATE PROGRAM SURVEY

May 2009

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.

SECTION 1: BACKGROUND INFORMATION

| Name: ___________________________ | Address: ____________________________________________ | Non-UNI E-Mail Address: ________________________ |
| City: ___________________________________________ | State: ______________ | Zip: ____________ | Phone: ______________________ |

<table>
<thead>
<tr>
<th>Student ID Number</th>
<th>Your first year as a GRADUATE STUDENT at UNI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's</td>
</tr>
<tr>
<td>Specialist</td>
</tr>
<tr>
<td>Doctoral</td>
</tr>
</tbody>
</table>

SECTION 2: EDUCATIONAL EXPERIENCE AND SKILLS

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

Planning projects
Defining problems
Solving problems
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
Working independently
Working with people of diverse backgrounds
Working as a team member

SECTION 3: SCHOLARLY AND ACADEMIC ACTIVITIES AT UNI

Please check each of the following activities that you experienced or participated in during your graduate education at UNI.

- Completed original research
- Submitted original research for publication
- Published original research
- Creative work presented/performed for professional review
- Presented research at a professional conference
- Participated in other ways in regional or national professional society
- Completed a practicum or internship in a professional setting

Below are some reasons for going to graduate school. For each, shade in the appropriate circle for how important that reason was to you and how satisfied you feel about achieving that goal through your graduate experience at UNI.

<table>
<thead>
<tr>
<th>Importance 1=Low 4=High</th>
<th>Reasons</th>
<th>Satisfaction 1=Low 4=High</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advancement or promotion in a career you had already begun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entry into a new career</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A stepping-stone/preparation for further graduate education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal growth/fulfillment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To learn new intellectual/technical skills relevant to my career</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION 4: ACADEMIC AND SOCIAL ENVIRONMENT

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

- Most of the graduate courses I took at UNI were intellectually demanding.
- Most of my graduate instructors were intellectually stimulating.
- My graduate learning experience was cumulative over a series of courses in my program.
- The overall quality of graduate teaching at UNI is excellent.
- The UNI community values excellence in graduate education.
- The UNI graduate community values intellectual vitality.
- The graduate faculty I had contact with were very committed to advancing student learning.
- At least one graduate faculty member showed an active interest in my educational/career goals.
- Most of the courses in my graduate program were readily available when I wanted to take them.
- The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.
- I believe I have received a high quality graduate education at UNI.
- I would recommend my graduate program to a prospective graduate student.

SECTION 5: PLANS FOLLOWING GRADUATION

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

- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Undergraduate coursework
- Military service
- Volunteer activity (e.g., Peace Corps)
- Starting or raising a family
- 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 6: PLANS FOR FURTHER EDUCATION

What are your continuing education plans?

- Accepted to another graduate/professional program
- Currently applying to programs, not yet accepted
- Accepted to an undergraduate program
- None (please go to Section 7)

Institution: _____________________________
City: _______________________________ State: _____________
Area of study: _____________________________
Intended degree: _____________________________

Will you be attending:

- Full-time
- Part-time

SECTION 7. 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)________________________________________________________________________________

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