Graduate Program Survey 2010-2011

Tim Starr
University of Northern Iowa. Office of Institutional Research.

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University of Northern Iowa

Graduate Program Survey 2010-2011

Office of Institutional Research

By: Tim Starr, Research Assistant
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Introduction to the UNI Graduate Program Survey

The University of Northern Iowa’s Office of Institutional Research is proud to offer to you, the Graduate Program Survey 2010-2011 Results. Throughout the year many students at UNI decided that they wanted to take a farther stride in pursuing their educational career by taking advantage of UNI’s graduate programs. Included in this report you will see many reasons as to why students decided to pursue a higher level of education, how well they believe that UNI prepared them for their advanced careers, and how they feel about the campus and academic aspects in general.

Throughout the Fall and Spring semesters of the 2010-2011 academic year 381 students took advantage of the graduate programs here at UNI. Throughout the year we had 259 respondents. This means that we had a response rate of 70%.

We hope that you enjoy the report, and please if you have any questions or comments, let us know at instrsch@uni.edu!
Summary of Demographics

The number of respondents varied from college to college. There was a high amount of College of Education students compared to the other colleges (29%, 75 students). The second highest college (CHFA) had only 20% (53 students) of the respondents. The College of Business had the least amount of respondents, at 8% (21 students).

Among the graduate program survey respondents, there was a rather large amount of females that took part in the report. The ratio is 27% Male and 73% Female. The results in the College of Business were largely male (67%), whereas the percentages of females in the other colleges were much higher than the males. The College of Humanities and Fine Arts for example is 90.57% female.

The residency of the graduates is not surprising. An overwhelming 81% of respondents are Residents (192 students) and only 19% are Non-Residents (45 students). Non-Residents were in high numbers in a few colleges, the College of Business had 5 Non-Residents (out of 21), a percentage of 23.81. In the College of Natural Sciences, Non-Residents were 34.62%, which is 9 out of 28 respondents.

Race/Ethnicity by respondents is an overwhelming 82% white, 8% non-residents, African Americans, Hispanics, and No response ethnicities are all at 3%, and 1% of respondents are Asian. The breakdown by college shows that the College of Education had the most White respondents, also, the most African American graduates were in this college (4). Non-Residents had most of their graduates in the College of Natural Sciences at a count of 7 (27% of respondents within the CNS). Hispanics were shown to be mostly in the College of Humanities and Fine Arts (9.43%, or 5 graduates).

We could not pull demographic information for the students that neglected to insert their ID numbers. Therefore there are no “College Unknown” columns.
Gender by Respondents

- Female, 172, 73%
- Male, 65, 27%
Marital Status by Respondents

- Single, 167, 71%
- Married, 34, 14%
- Married with Dependents, 28, 12%
- Single with Dependents, 8, 3%
Residency by Respondents

- Resident of Iowa, 192, 81%
- Not a Resident of Iowa, 45, 19%
Race/Ethnicity by Respondents

- White, 195, 82%
- Non-Resident Alien, 18, 8%
- Hispanic, 8, 3%
- Asian, 2, 1%
- African American/Black, 6, 3%
- No Response, 8, 3%
Summary of Future Plans

In the Graduate Program Survey, we asked the students to tell us a little bit about what they plan to do with their future. We asked them if they were going to be going to get a job, and if that job was in Iowa. If their job was not in Iowa, they were asked whether or not they would return to Iowa, if given the chance. We also asked them what their continuing education plans were. We asked them if they were planning on attending more school, and whether or not they would be attending full-time or part-time. The results of this section of the survey are included in this summary.

A very large portion of students reported that they were going to be going straight into the full-time workforce (85%). A large amount of the students that did not report going into the work force, were future further graduate or professional school students, full-time and part-time, at 9%. It is interesting to note that not a single student in the survey reported that they were going to be raising a family or joining a military service.

A large amount of the students reported that their job was in the state of Iowa (89%). This means that 11% of students reported that their job was in another state. And of those 11%, 72% said that they would return to Iowa if they were given the chance (this comes to 23 students that would return and 9 students that would not return).

All of this information is in the following graphs.
Principal activity upon graduation by college

- **CBA**: 95.24% Other, 6.85% Volunteer activity, 3.85% Additional undergraduate coursework, 7.69% Other, 11.54% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 1.85% Employment, part-time paid, 7.41% Employment, full-time paid
- **COE**: 87.67% Other, 1.37% Volunteer activity, 3.85% Additional undergraduate coursework, 8.69% Other, 80.77% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 7.41% Employment, part-time paid, 7.41% Employment, full-time paid
- **CHFA**: 84.62% Other, 1.37% Volunteer activity, 3.85% Additional undergraduate coursework, 7.69% Other, 80.77% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 7.41% Employment, part-time paid, 7.41% Employment, full-time paid
- **CNS**: 80.77% Other, 1.37% Volunteer activity, 7.69% Additional undergraduate coursework, 7.69% Other, 100.00% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 7.41% Employment, part-time paid, 7.41% Employment, full-time paid
- **CSBS**: 75.93% Other, 1.37% Volunteer activity, 3.85% Additional undergraduate coursework, 7.41% Other, 100.00% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 7.41% Employment, part-time paid, 7.41% Employment, full-time paid
- **Ind Studies/Liberal Studies**: 100.00% Other, 1.37% Volunteer activity, 3.85% Additional undergraduate coursework, 7.41% Other, 100.00% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 7.41% Employment, part-time paid, 7.41% Employment, full-time paid
- **College Unknown**: 95.00% Other, 1.85% Volunteer activity, 3.85% Additional undergraduate coursework, 11.54% Other, 100.00% Graduate or professional school, part-time, 1.85% Graduate or professional school, full-time, 1.85% Employment, part-time paid, 1.85% Employment, full-time paid
Graduate's plans for continuing education by college

<table>
<thead>
<tr>
<th>College</th>
<th>Currently applying to programs, not yet accepted</th>
<th>Accepted to another graduate/professional program</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>7.69%</td>
<td>6.25%</td>
</tr>
<tr>
<td>COE</td>
<td>8.20%</td>
<td>3.28%</td>
</tr>
<tr>
<td>CHFA</td>
<td>6.67%</td>
<td>11.11%</td>
</tr>
<tr>
<td>CNS</td>
<td>9.52%</td>
<td>9.52%</td>
</tr>
<tr>
<td>CSBS</td>
<td>17.39%</td>
<td>18.75%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>10.87%</td>
<td>6.25%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>15%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Note: The percentages represent the proportion of graduates planning to continue their education in each category for each college.
Summary of Scholarly Activities at UNI

There were many students who took advantage of research opportunities here at the University. Many students (138, 53%) completed original research within their respective field of study. Students from the College of Humanities and Fine Arts and the College of Education took advantage of this opportunity the most at 68% and 56%, respectively. All of the students that were listed under the category of Individual Studies/Liberal Studies completed original research.

There were many other questions we asked the students about their research, and just a few of those accomplishments are listed here. In the College of Natural Sciences, 27% submitted original research. And 15% of the students within the College of Natural Sciences published original research. Also in the CNS, 38% of the students reported presenting or performing their creative work for professional review. 42% of the CNS graduates reported that they presented research at a professional conference. 38% of the CHFA reported that they too presented research at professional conferences.

Many of the colleges have a high amount of students that said they completed a practicum or internship in a professional setting. The college with the highest percentage was the CSBS, with 63%. The college with the lowest percentage of completed practicums and internships was the CNS, with 27%.
Percent published original research by college

- COE: 15.38%
- CHFA: 8.00%
- CNS: 7.55%
- CSBS: 1.79%
- College Unknown: 4.55%
Creative work presented/performed for professional review by college

- CBA: 9.52%
- COE: 18.67%
- CHFA: 18.87%
- CNS: 38.46%
- CSBS: 10.71%
- College Unknown: 18.18%
Presented research at a professional conference by college

- COE: 22.67%
- CHFA: 37.74%
- CNS: 42.31%
- CSBS: 23.21%
- College Unknown: 4.55%
Participated in other ways in regional or national professional society by college

- CBA: 4.76%
- COE: 24.00%
- CHFA: 28.30%
- CNS: 15.38%
- CSBS: 14.29%
- College Unknown: 18.18%
Completed a practicum or internship in a professional setting by college

- CBA: 47.62%
- COE: 52.00%
- CHFA: 52.83%
- CNS: 26.92%
- CSBS: 62.50%
- College Unknown: 59.09%
Summary of Reasoning for attending Graduate School

In our survey we included six reasons for going to graduate school and we asked the graduates to rate their reason for attending graduate school based on these reasons. They were rated from a 1 (“Low”) to a 4 (“High”). We then asked the graduates to rate how satisfied they were with attending graduate school based on these same reasons.

- Advancement or promotion in a career you had already begun
- Entry into a new career
- Preparation for further graduate education
- Personal growth/fulfillment
- Intellectual stimulation
- To learn new intellectual/technical skills relevant to my career.

The results clearly show that some of the reasons are much more important to this group of graduates than other reasons. For example, Personal Growth/Fulfillment is extremely important to these graduates, because an overwhelming 94% of respondents answered “High” or “Medium-High” for this reason. Intellectual Stimulation is also a very important reason for attending graduate school, with 88% of respondents answering “High” or “Medium-High” for this reason as well. Another highly important reason is Learning new intellectual/technical skills. 90% of students rated this as “High” or “Medium-High”.

Based on the survey, it is very obvious which reasons the students got the most satisfaction from. Personal Growth/Fulfillment, Intellectual Stimulation, and Learning new intellectual/technical skills relevant to their careers are the most satisfactory reasons, with percentages of 92%, 89% and 89% respectively. The three other reasons are still very high, but many of them include a large percentage of “Not Applicable”.

The next few pages show graphs that show these data.
Reason for attending Graduate School by college:
Advancement or promotion in a career already started

CBA
- High: 37.50%
- Medium-High: 6.25%
- Low-Medium: 31.25%
- Low: 25.00%

COE
- High: 57.14%
- Medium-High: 17.46%
- Low-Medium: 15.87%
- Low: 9.52%

CHFA
- High: 53.19%
- Medium-High: 10.64%
- Low-Medium: 31.91%
- Low: 20.00%

CNS
- High: 50.00%
- Medium-High: 10.00%
- Low-Medium: 20.00%
- Low: 20.00%

CSBS
- High: 44.19%
- Medium-High: 16.28%
- Low-Medium: 25.58%
- Low: 20.00%

Ind Studies/Liberal Studies
- High: 80.00%
- Medium-High: 11.11%
- Low-Medium: 16.67%
- Low: 27.78%

College Unknown
- High: 44.44%
- Medium-High: 11.11%
- Low-Medium: 16.67%
- Low: 27.78%
Reason for attending Graduate School by college:
Entry into a new career

- **CBA**: 27.78% High, 17.91% Medium-High, 16.42% Low-Medium, 22.22% Low
- **COE**: 50.75% High, 14.93% Medium-High, 15.56% Low-Medium, 22.22% Low
- **CHFA**: 53.33% High, 22.22% Medium-High, 8.89% Low-Medium, 15.56% Low
- **CNS**: 40.91% High, 13.64% Medium-High, 45.45% Low-Medium, 13.64% Low
- **CSBS**: 61.70% High, 21.28% Medium-High, 8.51% Low-Medium, 8.51% Low
- **Ind Studies/Liberal Studies**: 33.33% High, 33.33% Medium-High, 61.70% Low-Medium, 33.33% Low
- **College Unknown**: 38.89% High, 22.22% Medium-High, 27.78% Low-Medium, 11.11% Low
Reason for attending Graduate School by college:
Personal growth and fulfillment
Reason for attending Graduate School by college:

Intellectual stimulation

<table>
<thead>
<tr>
<th>College</th>
<th>High</th>
<th>Medium-High</th>
<th>Low-Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>27.78%</td>
<td>49.25%</td>
<td>52.38%</td>
<td>53.19%</td>
</tr>
<tr>
<td>COE</td>
<td>38.10%</td>
<td>38.1%</td>
<td>36.17%</td>
<td>20.00%</td>
</tr>
<tr>
<td>CHFA</td>
<td>5.56%</td>
<td>6.98%</td>
<td>4.76%</td>
<td>2.13%</td>
</tr>
<tr>
<td>CNS</td>
<td>5.56%</td>
<td>6.98%</td>
<td>4.76%</td>
<td>2.13%</td>
</tr>
<tr>
<td>CSBS</td>
<td>5.56%</td>
<td>6.98%</td>
<td>4.76%</td>
<td>2.13%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>2.99%</td>
<td>4.65%</td>
<td>4.76%</td>
<td>2.13%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>2.99%</td>
<td>4.65%</td>
<td>4.76%</td>
<td>2.13%</td>
</tr>
</tbody>
</table>
Reason for attending Graduate School by college:
To learn new intellectual or technical skills relevant to my career

- CBA: 64.71% (High), 40.30% (Medium-High), 2.99% (Low)
- COE: 52.24% (High), 40.00% (Medium-High), 11.11% (Low)
- CHFA: 77.78% (High), 11.11% (Medium-High), 6.67% (Low)
- CNS: 57.14% (High), 33.33% (Medium-High), 4.76% (Low)
- CSBS: 53.33% (High), 31.11% (Medium-High), 11.11% (Low)
- Ind Studies/Liberal Studies: 40.00% (High), 38.89% (Medium-High), 16.67% (Low)
- College Unknown: 44.44% (High)
How satisfied are you regarding by college: Advancement or promotion in a career already started

- CBA: 29.41%
- COE: 15.63%
- CHFA: 26.83%
- CNS: 25.00%
- CSBS: 34.78%
- Ind Studies/Liberal Studies: 25.00%
- College Unknown: 34.78%
How satisfied are you regarding by college:
Entry into a new career

- CBA: 12.50% High, 18.75% Medium-High, 25.00% Low-Medium, 22.22% Low, 27.78% N/A
- COE: 19.40% High, 8.96% Medium-High, 4.76% Low-Medium, 4.76% Low, 31.25% N/A
- CHFA: 16.67% High, 16.67% Medium-High, 27.27% Low-Medium, 12.50% Low, 22.22% N/A
- CNS: 27.27% High, 9.09% Medium-High, 8.70% Low-Medium, 5.22% Low, 16.67% N/A
- CSBS: 15.22% High, 4.35% Medium-High, 28.26% Low-Medium, 16.67% Low, 33.33% N/A
- Ind Studies/Liberal Studies: 50.00% High, 16.67% Medium-High, 8.70% Low-Medium, 4.35% Low, 27.78% N/A
- College Unknown: 22.22% High, 22.22% Medium-High, 22.22% Low-Medium, 22.22% Low, 22.22% N/A
How satisfied are you regarding by college:
Preparation for further graduate education
How satisfied are you regarding by college: Personal growth and fulfillment

- CBA: 55.56% High, 38.89% Medium-High, 5.56% Low-Medium, 4.62% Low, 2.44% N/A
- COE: 75.38% High, 20.00% Medium-High, 4.62% Low-Medium, 9.76% Low, 2.44% N/A
- CHFA: 80.49% High, 7.32% Medium-High, 9.52% Low-Medium, 4.76% Low, 2.13% N/A
- CNS: 52.38% High, 33.33% Medium-High, 9.52% Low-Medium, 4.76% Low, 2.13% N/A
- CSBS: 70.21% High, 20.00% Medium-High, 23.40% Low-Medium, 4.26% Low, 2.13% N/A
- Ind Studies/Liberal Studies: 60.00% High, 20.00% Medium-High, 20.00% Low-Medium, 4.26% Low, 2.13% N/A
- College Unknown: 77.78% High, 11.11% Medium-High, 11.11% Low-Medium, 11.11% Low, 11.11% N/A
How satisfied are you regarding by college:

Intellectual stimulation

<table>
<thead>
<tr>
<th>College</th>
<th>High</th>
<th>Medium-High</th>
<th>Low-Medium</th>
<th>Low</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>5.56%</td>
<td>11.11%</td>
<td>9.23%</td>
<td>1.54%</td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>26.15%</td>
<td>22.22%</td>
<td>7.32%</td>
<td>12.20%</td>
<td></td>
</tr>
<tr>
<td>CHFA</td>
<td>47.62%</td>
<td>80.49%</td>
<td>4.76%</td>
<td>2.17%</td>
<td></td>
</tr>
<tr>
<td>CNS</td>
<td>60.87%</td>
<td>42.86%</td>
<td>4.76%</td>
<td>2.17%</td>
<td></td>
</tr>
<tr>
<td>CSBS</td>
<td>20.00%</td>
<td>40.00%</td>
<td>2.17%</td>
<td>2.17%</td>
<td></td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>20.00%</td>
<td>75.00%</td>
<td>6.25%</td>
<td>18.75%</td>
<td></td>
</tr>
<tr>
<td>College Unknown</td>
<td>0%</td>
<td>61.11%</td>
<td>63.08%</td>
<td>80.49%</td>
<td></td>
</tr>
</tbody>
</table>

- **High**: 100%
- **Medium-High**: 70-89%
- **Low-Medium**: 50-69%
- **Low**: 30-49%
- **N/A**: 0-29%
How satisfied are you regarding by college:
Learning new intellectual or technical skills relevant to your career

- CBA: 72.22% (High), 18.46% (Medium-High), 22.22% (Low-Medium), 0% (N/A)
- COE: 69.23% (High), 4.62% (Medium-High), 18.46% (Low-Medium), 10% (N/A)
- CHFA: 80.49% (High), 14.63% (Medium-High), 9.52% (Low-Medium), 5% (N/A)
- CNS: 47.62% (High), 33.33% (Medium-High), 9.52% (Low-Medium), 6.25% (N/A)
- CSBS: 65.96% (High), 23.40% (Medium-High), 2.13% (Low-Medium), 12.50% (N/A)
- Ind Studies/Liberal Studies: 40.00% (High), 20.00% (Medium-High), 8.51% (Low-Medium), 18.75% (N/A)
- College Unknown: 62.50% (High), 18.75% (Medium-High), 12.50% (Low-Medium), 6.25% (N/A)
Summary of Academic Experiences and Skills

In this section of the survey, students are asked many questions pertaining to how well UNI has prepared them for many challenges that they will encounter outside of the university. These challenges include; how well they will be prepared to plan projects, defining problems, solving problems, conducting themselves in a professional manner, making decisions, working as a team, and many other questions.

The results for this section show that the graduates felt very prepared for their life outside of UNI. All of the questions returned with 80% or more respondents saying “Excellent” or “Good” in their preparedness for these challenges. One of the more outstanding questions was Defining Problems. A total of 90% of students said that they were either “Excellent” or “Good” at defining problems.

In the following pages you will see many graphs that show these data.
How well has UNI prepared you for: Defining problems by college

CBA
- Excellent: 65.00%
- Good: 38.24%
- Average: 5.00%
- Can't Evaluate: 7.35%
- Fair: 8.70%
- Can't Evaluate: 2.17%

COE
- Excellent: 30.00%
- Good: 30.43%
- Average: 4.35%
- Can't Evaluate: 9.09%
- Fair: 4.55%

CHFA
- Excellent: 54.11%
- Good: 54.35%
- Average: 22.73%
- Can't Evaluate: 12.50%

CNS
- Excellent: 59.18%
- Good: 32.65%
- Average: 8.16%
- Can't Evaluate: 16.67%

CSBS
- Excellent: 33.33%
- Good: 50.00%
- Average: 16.67%
- Can't Evaluate: 12.50%

Ind Studies/Liberal Studies
- Excellent: 37.50%
- Good: 50.00%
- Average: 50.00%
- Can't Evaluate: 50.00%

College Unknown
- Excellent: 30.00%
- Good: 37.50%
- Average: 37.50%
- Can't Evaluate: 37.50%
How well has UNI prepared you for: Solving problems by college

- **Excellent**
- **Good**
- **Average**
- **Fair**
- **Can't Evaluate**

**College Unknown**}

<table>
<thead>
<tr>
<th>College</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Can't Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>50.00%</td>
<td>41.79%</td>
<td>0%</td>
<td>8.16%</td>
<td>0%</td>
</tr>
<tr>
<td>COE</td>
<td>45.00%</td>
<td>27.27%</td>
<td>33.33%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CHFA</td>
<td>55.22%</td>
<td>28.57%</td>
<td>16.67%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CNS</td>
<td>60.87%</td>
<td>30.43%</td>
<td>8.16%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CSBS</td>
<td>61.22%</td>
<td>18.18%</td>
<td>50.00%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Ind Studies/Liberal</td>
<td>38.89%</td>
<td>44.44%</td>
<td>11.11%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>
How well has UNI prepared you for: Learning new things by college

- CBA: 35.00%
  - Excellent: 10.00%
  - Good: 25.37%
  - Average: 2.99%
  - Fair: 2.17%
  - Poor: 6.25%

- COE: 71.64%
  - Excellent: 23.91%
  - Good: 22.73%
  - Average: 4.35%
  - Fair: 2.99%
  - Poor: 6.25%

- CHFA: 69.57%
  - Excellent: 18.18%
  - Good: 18.75%
  - Average: 22.73%
  - Fair: 4.35%
  - Poor: 6.25%

- CNS: 59.09%
  - Excellent: 26.53%
  - Good: 22.73%
  - Average: 8.16%
  - Fair: 4.35%
  - Poor: 6.25%

- CSBS: 65.31%
  - Excellent: 80.00%
  - Good: 8.16%
  - Average: 22.73%
  - Fair: 4.35%
  - Poor: 6.25%

- Ind Studies/Liberal Studies: 20.00%
  - Excellent: 62.50%
  - Good: 12.50%
  - Average: 23.91%
  - Fair: 22.73%
  - Poor: 6.25%

- College Unknown: 62.50%
  - Excellent: 18.75%
  - Good: 12.50%
  - Average: 23.91%
  - Fair: 22.73%
  - Poor: 6.25%
How well has UNI prepared you for: Thinking creatively by college

- CBA: 15.00% Excellent, 60.00% Good, 31.82% Average, 6.89% Fair, 4.55% Can't Evaluate
- COE: 47.06% Excellent, 41.18% Good, 22.22% Average, 6.89% Fair, 11.76% Can't Evaluate
- CHFA: 2.22% Excellent, 4.44% Good, 28.57% Average, 31.82% Fair, 22.22% Can't Evaluate
- CNS: 61.22% Excellent, 31.82% Good, 20.00% Average, 10.20% Fair, 12.50% Can't Evaluate
- CSBS: 60.00% Excellent, 20.00% Good, 12.50% Average, 10.20% Fair, 8.33% Can't Evaluate
- Ind Studies/Liberal Studies: 31.82% Excellent, 31.82% Good, 20.00% Average, 10.20% Fair, 12.50% Can't Evaluate
- College Unknown: 50.00% Excellent, 37.50% Good, 10.00% Average, 20.00% Fair, 0% Can't Evaluate
How well has UNI prepared you for: Bringing information and ideas together from different areas by college

- **CBA**: 35.00% Excellent, 60.00% Good, 5.00% Average, 7.35% Fair, 0% Poor
- **COE**: 58.82% Excellent, 33.82% Good, 10.87% Average, 2.17% Fair, 0% Poor
- **CHFA**: 73.91% Excellent, 13.04% Good, 13.64% Average, 9.09% Fair, 0% Poor
- **CNS**: 36.36% Excellent, 40.91% Good, 36.73% Average, 6.12% Fair, 0% Poor
- **CSBS**: 57.14% Excellent, 40.00% Good, 6.12% Average, 6.12% Fair, 0% Poor
- **Ind Studies/Liberal Studies**: 60.00% Excellent, 68.75% Good, 18.75% Average, 12.50% Fair, 0% Poor
- **College Unknown**: 60.00% Excellent, 35.00% Good, 5.00% Average, 10% Fair, 0% Poor
How well has UNI prepared you for: Using research skills by college

- **CBA**: 60.00% Excellent, 25.00% Good, 15.00% Average, 1.47% Fair, 1.47% Poor
- **COE**: 60.29% Excellent, 27.94% Good, 8.82% Average, 1.47% Fair, 1.47% Poor
- **CHFA**: 69.57% Excellent, 17.39% Good, 4.35% Average, 2.17% Fair, 1.47% Poor
- **CNS**: 22.73% Excellent, 45.45% Good, 18.18% Average, 13.64% Fair, 6.52% Poor
- **CSBS**: 46.94% Excellent, 24.49% Good, 28.57% Average, 28.57% Fair, 28.57% Poor
- **Ind Studies/Liberal Studies**: 40.00% Excellent, 60.00% Good, 60.00% Average, 12.50% Fair, 12.50% Poor
- **College Unknown**: 56.25% Excellent, 25.00% Good, 25.00% Average, 25.00% Fair, 25.00% Poor

The bar chart illustrates the percentage of students across different colleges who feel they have been well-prepared for using research skills, with a focus on the categories of Excellent, Good, Average, Fair, and Poor.
How well has UNI prepared you for: Conducting yourself in a professional manner by college

- CBA: 40.00% Excellent, 25.00% Good, 7.35% Average, 1.47% Fair, 12.50% Poor
- COE: 66.18% Excellent, 25.00% Good, 10.87% Average, 6.52% Fair, 12.50% Poor
- CHFA: 65.22% Excellent, 15.22% Good, 2.17% Average, 9.09% Fair, 12.50% Poor
- CNS: 13.64% Excellent, 54.55% Good, 22.73% Average, 9.09% Fair, 12.50% Poor
- CSBS: 63.27% Excellent, 40.00% Good, 24.49% Average, 12.24% Fair, 12.50% Poor
- Ind Studies/Liberal Studies: 40.00% Excellent, 20.00% Good, 20.00% Average, 25.00% Fair, 25.00% Poor
- College Unknown: 62.50% Excellent, 12.50% Good, 25.00% Average, 25.00% Fair, 25.00% Poor
How well has UNI prepared you for: Upholding ethical standards by college

- **CBA**: 55.00% Excellent, 26.47% Good, 5.88% Average, 4.35% Fair, 2.17% Poor, 6.52% Can't Evaluate
- **COE**: 67.65% Excellent, 19.57% Good, 6.52% Average, 6.52% Fair, 2.17% Poor, 4.35% Can't Evaluate
- **CHFA**: 60.87% Excellent, 45.45% Good, 18.18% Average, 4.55% Fair, 10.20% Poor, 12.50% Can't Evaluate
- **CNS**: 31.82% Excellent, 28.57% Good, 20.00% Average, 10.20% Fair, 20.00% Poor, 18.75% Can't Evaluate
- **CSBS**: 45.00% Excellent, 60.00% Good, 28.57% Average, 61.22% Fair, 20.00% Poor, 68.75% Can't Evaluate
- **Ind Studies/Liberal Studies**: 60.00% Excellent, 20.00% Good, 18.75% Average, 31.82% Fair, 61.22% Poor, 12.50% Can't Evaluate
- **College Unknown**: 55.00% Excellent, 26.47% Good, 5.88% Average, 4.35% Fair, 2.17% Poor, 6.52% Can't Evaluate
How well has UNI prepared you for: Adapting to change by college

- **CBA**: 60.00% Excellent, 38.24% Good, 8.82% Average, 0% Fair, 0% Poor, 0% Can't Evaluate
- **COE**: 52.94% Excellent, 19.57% Good, 10.87% Average, 6.52% Fair, 2.17% Poor, 2.17% Can't Evaluate
- **CHFA**: 58.70% Excellent, 22.73% Good, 50.00% Average, 9.09% Fair, 4.55% Poor, 0% Can't Evaluate
- **CNS**: 57.14% Excellent, 30.61% Good, 30.61% Average, 12.24% Fair, 0% Poor, 0% Can't Evaluate
- **CSBS**: 40.00% Excellent, 40.00% Good, 25.00% Average, 12.24% Fair, 0% Poor, 0% Can't Evaluate
- **Ind Studies/Liberal Studies**: 62.50% Excellent, 25.00% Good, 12.50% Average, 0% Fair, 0% Poor, 0% Can't Evaluate
- **College Unknown**: 46% Excellent, 46% Good, 0% Average, 0% Fair, 0% Poor, 0% Can't Evaluate
How well has UNI prepared you for: Working under pressure by college

- Excellent
- Good
- Average
- Fair
- Can't Evaluate

<table>
<thead>
<tr>
<th>College</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Can't Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>40.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>61.76%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHFA</td>
<td>67.39%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNS</td>
<td>40.91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSBS</td>
<td>57.14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>40.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Unknown</td>
<td>75.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How well has UNI prepared you for: Making decisions by college

CBA: 45.00% Excellent, 55.88% Good, 50.00% Average, 22.73% Can't Evaluate
CHFA: 35.29% Excellent, 32.61% Good, 8.70% Average, 18.18% Can't Evaluate
CNS: 35.00% Excellent, 54.55% Good, 10.00% Average, 4.55% Can't Evaluate
CSBS: 50.00% Excellent, 48.98% Good, 40.00% Average, 20.00% Can't Evaluate
Ind Studies/Liberal Studies: 40.00% Excellent, 40.00% Good, 25.00% Average, 12.50% Can't Evaluate
College Unknown: 62.50% Excellent, 25.00% Good, 22.73% Average, 10% Can't Evaluate
How well has UNI prepared you for: Working with people of diverse backgrounds by college

CBA
- Excellent: 35.00%
- Good: 30.00%
- Average: 25.00%
- Fair: 5.00%
- Poor: 5.00%
- Can't Evaluate: 5.00%

COE
- Excellent: 54.41%
- Good: 26.47%
- Average: 16.18%
- Fair: 1.47%
- Poor: 1.47%
- Can't Evaluate: 3.81%

CHFA
- Excellent: 65.22%
- Good: 10.87%
- Average: 15.22%
- Fair: 4.35%
- Poor: 4.35%
- Can't Evaluate: 1.14%

CNS
- Excellent: 45.45%
- Good: 40.91%
- Average: 13.64%
- Fair: 13.64%
- Poor: 1.14%
- Can't Evaluate: 1.14%

CSBS
- Excellent: 50.00%
- Good: 35.42%
- Average: 8.33%
- Fair: 6.25%
- Poor: 6.25%
- Can't Evaluate: 6.25%

Ind Studies/Liberal Studies
- Excellent: 20.00%
- Good: 40.00%
- Average: 40.00%
- Fair: 4.00%
- Poor: 2.00%
- Can't Evaluate: 6.00%

College Unknown
- Excellent: 18.75%
- Good: 6.25%
- Average: 6.25%
- Fair: 6.25%
- Poor: 6.25%
- Can't Evaluate: 6.25%
Summary of Academic and Social Environment

This section of the survey includes how the students felt about the academic and social areas of their graduate college career. This includes how they felt about their courses during their graduate studies, how they felt about the instructors in these courses, and whether or not they would recommend their graduate program to a prospective graduate student.

The results from this section were expected. Only 8% of the students that completed the survey believed that their courses were not intellectually demanding. Only 5% of the students that took the survey believed that their graduate learning was not cumulative over a series of courses within their program. Only 4% of students believed that their instructors were not intellectually stimulating. 6% of the students that completed the survey felt like the quality of graduate teaching at UNI is not excellent. Only 5% of students believed that the graduate faculty was not committed with advancing student learning. 3% of the students that completed the survey believed that no faculty members showed an active interest in their educational or career goals. 8% of students believed that their courses were not readily available when they wanted to take them.

The following graphs will show you this information, along with a few other questions.
Most of the graduate courses I took at UNI were intellectually demanding by college

<table>
<thead>
<tr>
<th>College</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>60.00%</td>
<td></td>
<td>1.47%</td>
<td></td>
</tr>
<tr>
<td>COE</td>
<td>58.82%</td>
<td></td>
<td>6.82%</td>
<td></td>
</tr>
<tr>
<td>CHFA</td>
<td>47.73%</td>
<td></td>
<td>21.74%</td>
<td></td>
</tr>
<tr>
<td>CNS</td>
<td>60.52%</td>
<td></td>
<td>4.35%</td>
<td></td>
</tr>
<tr>
<td>CSBS</td>
<td>100.00%</td>
<td></td>
<td>6.25%</td>
<td></td>
</tr>
<tr>
<td>Ind Studies/Liberal</td>
<td>56.25%</td>
<td></td>
<td>37.50%</td>
<td>6.25%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>30.00%</td>
<td></td>
<td>5.88%</td>
<td>14.70%</td>
</tr>
</tbody>
</table>
The graduate learning experience was cumulative over a series of courses in the graduate program by college.
Most of the graduate instructors were intellectually stimulating by college

- Strongly Agree
- Agree
- Disagree
- Not sure

<table>
<thead>
<tr>
<th>College</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>45.00%</td>
<td>50.00%</td>
<td>5.00%</td>
<td>0%</td>
</tr>
<tr>
<td>COE</td>
<td>44.12%</td>
<td>50.00%</td>
<td>4.14%</td>
<td>0%</td>
</tr>
<tr>
<td>CHFA</td>
<td>65.91%</td>
<td>34.09%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CNS</td>
<td>39.13%</td>
<td>52.17%</td>
<td>8.70%</td>
<td>0%</td>
</tr>
<tr>
<td>CSBS</td>
<td>41.30%</td>
<td>54.35%</td>
<td>4.35%</td>
<td>0%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>80.00%</td>
<td>20.00%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>62.50%</td>
<td>31.25%</td>
<td>6.25%</td>
<td>0%</td>
</tr>
</tbody>
</table>
The overall quality of graduate teaching at UNI is excellent by college

<table>
<thead>
<tr>
<th>College</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>40.00%</td>
<td>60.00%</td>
<td>8.82%</td>
<td>2.94%</td>
</tr>
<tr>
<td>COE</td>
<td>48.53%</td>
<td>39.71%</td>
<td>2.27%</td>
<td>2.27%</td>
</tr>
<tr>
<td>CHFA</td>
<td>56.82%</td>
<td>38.64%</td>
<td>2.27%</td>
<td>8.70%</td>
</tr>
<tr>
<td>CNS</td>
<td>34.78%</td>
<td>56.52%</td>
<td>2.22%</td>
<td>2.22%</td>
</tr>
<tr>
<td>CSBS</td>
<td>40.00%</td>
<td>57.78%</td>
<td>2.22%</td>
<td>8.70%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>80.00%</td>
<td>37.50%</td>
<td>20.00%</td>
<td>6.25%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>56.25%</td>
<td>37.50%</td>
<td>20.00%</td>
<td>6.25%</td>
</tr>
</tbody>
</table>
The graduate faculty I had contact with were committed to advancing student learning by college

Strongly Agree
Agree
Disagree
Strongly Disagree
Not sure
At least one faculty member showed an active interest in my educational or career goals by college

- **CBA**: Strongly Agree 75.00%, Agree 19.12%, Disagree 2.27%, Not sure 2.94%
- **COE**: Strongly Agree 76.47%, Agree 18.18%, Disagree 13.04%, Not sure 58%
- **CHFA**: Strongly Agree 79.55%, Agree 82.61%, Disagree 4.35%, Not sure 2.7%
- **CNS**: Strongly Agree 62.22%, Agree 37.78%, Disagree 20.00%, Not sure 23.53%
- **CSBS**: Strongly Agree 80.00%, Agree 23.53%, Disagree 7.78%, Not sure 2.7%
- **Ind Studies/Liberal Studies**: Strongly Agree 75.00%, Agree 76.47%, Disagree 79.55%, Not sure 82.61%
- **College Unknown**: Strongly Agree 76.47%, Agree 76.47%, Disagree 79.55%, Not sure 82.61%
Most of the courses in my graduate program were readily available when I wanted to take them by college.
The UNI community encourages the examination of diverse and controversial ideas in its graduate programs by college.
I believe I have received a high quality graduate education from UNI by college

<table>
<thead>
<tr>
<th>College</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>60.00%</td>
<td>35.00%</td>
<td>5.00%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>COE</td>
<td>55.88%</td>
<td>36.76%</td>
<td>4.41%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CHFA</td>
<td>68.18%</td>
<td>25.00%</td>
<td>4.55%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CNS</td>
<td>34.78%</td>
<td>65.22%</td>
<td>2.27%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CSBS</td>
<td>48.89%</td>
<td>80.00%</td>
<td>2.22%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Ind Studies/Liberal Studies</td>
<td>20.00%</td>
<td>68.75%</td>
<td>6.25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>25.00%</td>
<td></td>
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</tr>
</tbody>
</table>

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not sure
I would recommend my graduate program to a prospective student by college

<table>
<thead>
<tr>
<th>College</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>65.00%</td>
<td>30.00%</td>
<td>5.00%</td>
<td>1.47%</td>
<td>1.47%</td>
</tr>
<tr>
<td>COE</td>
<td>61.76%</td>
<td>35.29%</td>
<td>9.09%</td>
<td>1.47%</td>
<td>1.47%</td>
</tr>
<tr>
<td>CHFA</td>
<td>72.73%</td>
<td>18.18%</td>
<td>4.55%</td>
<td>2.27%</td>
<td>2.27%</td>
</tr>
<tr>
<td>CNS</td>
<td>50.00%</td>
<td>40.91%</td>
<td>4.55%</td>
<td>2.27%</td>
<td>2.27%</td>
</tr>
<tr>
<td>CSBS</td>
<td>54.55%</td>
<td>40.91%</td>
<td>20.00%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
<tr>
<td>Ind Studies/Liberal</td>
<td>20.00%</td>
<td>60.00%</td>
<td>20.00%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
<tr>
<td>College Unknown</td>
<td>68.75%</td>
<td>25.00%</td>
<td>6.25%</td>
<td>6.25%</td>
<td>6.25%</td>
</tr>
</tbody>
</table>
Appendix A
CONGRATULATIONS on your graduation! Your responses to this survey will be used for program improvement and will not be linked in any way to your records. Individual responses to this survey will be confidential. Survey findings will be reported in aggregate only. Please complete all six sections.

Please fill in the response circle completely. Use only black or blue ink or dark pencil to complete the survey.

Section 1: Background Information

Student ID Number

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:

Section 3: Plans for Further Education

What are your continuing education plans?

1. Accepted to another graduate/professional program
2. Currently applying to programs, not yet accepted
3. Accepted to an undergraduate program
4. None

Will you be attending:

1. Full-time
2. Part-time

Section 4: Scholarly and Academic Activities at UNI

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

1. Completed original research
2. Submitted original research for publication
3. Published original research
4. Creative work presented/performed for professional review
5. Presented research at a professional conference
6. Participated in other ways in regional or national professional society
7. Completed a practicum or internship in a professional setting
Below are some reasons for going to graduate school. Shade in the appropriate circle for how important that reason was to you.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Advancement or promotion in a career you had already begun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Entry into a new career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Preparation for further graduate education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Personal growth/fulfillment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to my career</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the same reasons, shade in the appropriate circle for how satisfied you feel about achieving that goal through your graduate experience at UNI.

<table>
<thead>
<tr>
<th>Low</th>
<th>High</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Advancement or promotion in a career you had already begun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Entry into a new career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Preparation for further graduate education</td>
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<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
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<tr>
<td>Personal growth/fulfillment</td>
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<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>②</td>
<td>③</td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to my career</td>
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</table>

Section 5: Educational Experiences and Skills

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

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
<th>Cannot Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning projects</td>
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<tr>
<td>Defining problems</td>
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<tr>
<td>Solving problems</td>
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<tr>
<td>Learning new things</td>
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<tr>
<td>Thinking creatively</td>
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<tr>
<td>Bringing information/ideas together from different areas</td>
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<tr>
<td>Using research skills</td>
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<tr>
<td>Conducting yourself in a professional manner</td>
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<tr>
<td>Upholding ethical standards</td>
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<tr>
<td>Adapting to change</td>
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<tr>
<td>Working under pressure</td>
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<tr>
<td>Making decisions</td>
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<tr>
<td>Working independently</td>
<td></td>
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<tr>
<td>Working with people of diverse backgrounds</td>
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<tr>
<td>Working as a team</td>
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</tbody>
</table>

Section 6: Academic and Social Environment

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

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the graduate courses I took at UNI were intellectually demanding.</td>
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<tr>
<td>Most of my graduate instructors were intellectually stimulating.</td>
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<td>My graduate learning experience was cumulative over a series of courses in my program.</td>
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<tr>
<td>The overall quality of graduate teaching at UNI is excellent.</td>
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<tr>
<td>The graduate faculty I had contact with were committed to advancing student learning.</td>
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<tr>
<td>At least one graduate faculty member showed an active interest in my educational/career goals.</td>
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<tr>
<td>Most of the courses in my graduate program were readily available when I wanted to take them.</td>
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<tr>
<td>The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.</td>
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<tr>
<td>I believe I have received a high quality graduate education from UNI.</td>
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<tr>
<td>I would recommend my graduate program to a prospective graduate student.</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Faculty Name(s)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Staff name(s)</th>
</tr>
</thead>
</table>