Graduate Program Survey Academic Year 2011-2012

Timm Starr

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GRADUATE
PROGRAM
SURVEY

By: Tim Starr, Research Assistant,
Office of Institutional Research

Academic Year
2011-2012
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UNIVERSITY OF NORTHERN IOWA GRADUATE PROGRAM SURVEY

The UNI Graduate Program Survey is an instrument for students to provide feedback to the university. This instrument is meant for the university to see what graduate program students deem important in academic and social areas. Questions range from how well the student believes that UNI has taught them to work as a team to whether or not they believe that the graduate teaching at UNI was excellent. Also included are questions related to what the students are going to be doing after graduation.

The surveys are dispersed to students prior to commencement. For academic year 2011-2012, 58 students completed the survey in December (response rate of 44%) and 223 students completed it in May (response rate of 78%). For academic year 2011-2012 there were 418 graduate program graduates. Total respondents this year was 281 students, which is an overall response rate of 53%.

The purpose of this report is to analyze social and academic factors that students find important throughout their graduate career.
DEMGRAPHICS

The demographic characteristics of students that completed the Graduate Program Survey this year are very closely related to the enrollment percentages of UNI’s graduate program.

For example, the known gender of respondents is almost exactly equal to actual enrollment numbers during the 2011-2012 academic year. Respondents were 71% female and 29% male (ignoring unknowns) whereas graduate student enrollment was 70% female and 30% male.

Presented below are breakdowns of distribution by college, race/ethnicity, gender, and age category.
DISTRIBUTION BY COLLEGE

Enrollment numbers of graduate students for academic year 2011-2012 are pretty close to these percentages. CBA is a little over represented, CSBS is a little over, CHAS is a little under, and COE is just barely over. This creates a very nice sample that accurately represents the total graduates from UNI’s graduate programs.

<table>
<thead>
<tr>
<th>College</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>33</td>
<td>11.74%</td>
</tr>
<tr>
<td>CSBS</td>
<td>70</td>
<td>24.91%</td>
</tr>
<tr>
<td>CHAS</td>
<td>97</td>
<td>34.52%</td>
</tr>
<tr>
<td>COE</td>
<td>81</td>
<td>28.83%</td>
</tr>
</tbody>
</table>

College graduated from (N=281)
Gender by college

N = 281

- CBA
  - Male: 36.36%
  - Female: 51.52%
  - Unknown: 12.12%

- COE
  - Male: 18.52%
  - Female: 64.20%
  - Unknown: 17.28%

- CHAS
  - Male: 29.90%
  - Female: 57.73%
  - Unknown: 12.37%

- CSBS
  - Male: 17.14%
  - Female: 62.86%
  - Unknown: 20.00%
Age category by college
N = 237

- CBA
  - Above 55: 3.45%
  - 20-23: 62.07%
  - 24-29: 34.48%

- COE
  - Above 55: 4.55%
  - 40-55: 16.67%
  - 24-29: 75.76%

- CHAS
  - Above 55: 5.88%
  - 24-29: 84.71%
  - 20-23: 9.41%

- CSBS
  - Above 55: 3.51%
  - 20-23: 8.77%
  - 40-55: 5.26%

Recent graduates also had the chance to choose how important some reasons were for attending graduate school. The rankings were based from 1 ("Low") to 4 ("High").

The trend continues from last year, with “Personal Growth/Fulfillment” having the highest “Medium-High”/“High” percentage. “Preparation for further graduate education” has the smallest “Medium-High”/“High” percentage, which is also the same as last year. The following graphs show this information by college.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Low</th>
<th>Low-Medium</th>
<th>Medium-High</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn new intellectual/technical skills</td>
<td>7.24%</td>
<td>28.05%</td>
<td>61.54%</td>
<td></td>
</tr>
<tr>
<td>relevant to my career</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>11.47%</td>
<td>27.98%</td>
<td>56.88%</td>
<td></td>
</tr>
<tr>
<td>Personal growth/fulfillment</td>
<td>5.83%</td>
<td>24.66%</td>
<td>66.82%</td>
<td></td>
</tr>
<tr>
<td>Preparation for further graduate education</td>
<td>35.85%</td>
<td>19.34%</td>
<td>20.28%</td>
<td>24.53%</td>
</tr>
<tr>
<td>Entry into a new career</td>
<td>21.96%</td>
<td>11.68%</td>
<td>17.76%</td>
<td>48.60%</td>
</tr>
<tr>
<td>Advancement or promotion in a career already</td>
<td>23.42%</td>
<td>11.26%</td>
<td>14.41%</td>
<td>50.90%</td>
</tr>
<tr>
<td>begun</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Importance of attending: Advancement or promotion in a career already begun

N = 222

- CBA: 25.00%
  - High: 44.23%
  - Medium-High: 17.31%
  - Low-Medium: 13.46%
  - Low: 10%

- COE: 32.00%
  - High: 24.00%
  - Medium-High: 24.00%
  - Low-Medium: 12.00%
  - Low: 12.50%

- CHAS: 34.38%
  - High: 31.25%
  - Medium-High: 21.88%
  - Low-Medium: 12.50%
  - Low: 12.50%

- CSBS: 18.58%
  - High: 31.86%
  - Medium-High: 40.71%
  - Low-Medium: 8.85%
  - Low: 8.85%
Importance of attending: Entry into a new career
N = 214

- **CBA**
  - High: 25.00%
  - Medium-High: 20.83%
  - Low-Medium: 20.83%
  - Low: 33.33%

- **COE**
  - High: 50.00%
  - Medium-High: 13.64%
  - Low-Medium: 16.67%
  - Low: 25.76%

- **CHAS**
  - High: 44.44%
  - Medium-High: 16.67%
  - Low-Medium: 16.67%
  - Low: 22.22%

- **CSBS**
  - High: 63.46%
  - Medium-High: 23.08%
  - Low-Medium: 11.54%
  - Low: 0%
Importance of attending: Preparation for further graduate education

N = 212

- CBA: 54.17%
  - High: 8.33%
  - Medium-High: 29.17%
  - Low-Medium: 20.90%
  - Low: 8.33%

- COE: 38.81%
  - High: 20.90%
  - Medium-High: 19.40%
  - Low-Medium: 22.67%
  - Low: 13.33%

- CHAS: 26.67%
  - High: 37.33%
  - Medium-High: 22.67%
  - Low-Medium: 21.74%
  - Low: 23.91%

- CSBS: 36.96%
  - High: 17.39%
  - Medium-High: 21.74%
  - Low-Medium: 23.91%
  - Low: 21.74%

Legend:
- Purple: High
- Green: Medium-High
- Red: Low-Medium
- Blue: Low
Importance of attending: Personal growth/fulfillment

N = 223

- CBA: 37.50%
  - High: 24.53%
  - Medium-High: 54.17%
  - Low-Medium: 8.33%
  - Low: 0%

- COE: 68.66%
  - High: 62.26%
  - Medium-High: 24.53%
  - Low-Medium: 13.92%
  - Low: 0%

- CHAS: 77.22%
  - High: 60.54%
  - Medium-High: 13.92%
  - Low-Medium: 6.33%
  - Low: 0%

- CSBS: 62.26%
  - High: 48.76%
  - Medium-High: 24.53%
  - Low-Medium: 9.43%
  - Low: 0%
Importance of attending: Intellectual stimulation

N = 218

CBA
- High: 25.00%
- Medium-High: 37.50%
- Low-Medium: 29.17%
- Low: 8.33%

COE
- High: 46.97%
- Medium-High: 34.85%
- Low-Medium: 13.64%
- Low: 13.64%

CHAS
- High: 72.37%
- Medium-High: 18.42%
- Low-Medium: 6.58%
- Low: 6.58%

CSBS
- High: 61.54%
- Medium-High: 28.85%
- Low-Medium: 7.69%
- Low: 7.69%
Importance of attending: To learn new intellectual/technical skills relevant to my career

N = 221

- CBA: 33.33%
- COE: 70.51%
- CHAS: 58.49%
- CSBS: 61.54%

CBA vs COE vs CHAS vs CSBS:

- High: 50.00%
- Medium-High: 16.67%
- Low-Medium: 7.55%
- Low: 7.24%

Importance breakdown:

- To learn new intellectual/technical skills relevant to my career

N = 221
SATISFACTION OF ATTENDING GRADUATE SCHOOL

Students were also asked to fill out an area that based their satisfaction of the same criteria as the reasons for attending graduate school. These answers were based on the same scale, from “Low” to “High”.

![Graph](image)

Students seemed to be very satisfied with their “Intellectual Stimulation”, “Learning new/technical skills relevant to their career” and “Personal growth/fulfillment”, with over 90% of respondents answering “Medium-High” or “High” on these reasons. The following graphs show this information by college.
Satisfaction of attending: Advancement or promotion in a career already begun

N = 221
Satisfaction of attending: Entry into a new career
N = 217

- CBA
  - High: 29.17%
  - Medium-High: 20.83%
  - Low-Medium: 13.64%
  - Low: 25.00%
  - Not Applicable: 20.83%

- COE
  - High: 31.51%
  - Medium-High: 50.00%
  - Low-Medium: 13.64%
  - Low: 18.18%
  - Not Applicable: 13.64%

- CHAS
  - High: 21.92%
  - Medium-High: 12.33%
  - Low-Medium: 8.22%
  - Low: 26.03%
  - Not Applicable: 11.11%

- CSBS
  - High: 57.41%
  - Medium-High: 22.22%
  - Low-Medium: 5.56%
  - Low: 11.11%
  - Not Applicable: 0%
Satisfaction of attending: Preparation for further graduate education
N = 216

CBA
- High: 37.50%
- Medium-High: 20.83%
- Low-Medium: 16.67%
- Low: 12.31%
- Not Applicable: 6.76%

COE
- High: 38.46%
- Medium-High: 20.00%
- Low-Medium: 7.69%
- Low: 14.86%
- Not Applicable: 15.09%

CHAS
- High: 44.59%
- Medium-High: 16.22%
- Low-Medium: 12.31%
- Low: 7.55%
- Not Applicable: 26.42%

CSBS
- High: 32.08%
- Medium-High: 15.09%
- Low-Medium: 7.55%
- Low: 18.87%
- Not Applicable: 26.42%
Satisfaction of attending: Personal growth/fulfillment

N = 219

CBA
- High: 33.33%
- Medium-High: 58.33%
- Low-Medium: 8.33%
- Low: 18%
- Not Applicable: 18%

COE
- High: 74.24%
- Medium-High: 18.18%
- Low-Medium: 19.74%
- Low: 22.64%
- Not Applicable: 18%

CHAS
- High: 73.68%
- Medium-High: 19.74%
- Low-Medium: 18.18%
- Low: 22.64%
- Not Applicable: 18%

CSBS
- High: 73.58%
- Medium-High: 22.64%
- Low-Medium: 18.18%
- Low: 19.74%
- Not Applicable: 18%
Satisfaction of attending: Intellectual stimulation

N = 219

- CBA: 45.83% High, 12.50% Medium-High, 7.69% Low-Medium, 5.56% Low, 24.62% Not Applicable
- COE: 63.08% High, 24.62% Medium-High, 7.69% Low-Medium, 22.37% Low, 5.56% Not Applicable
- CHAS: 71.05% High, 22.37% Medium-High, 7.69% Low-Medium, 5.56% Low, 5.56% Not Applicable
- CSBS: 62.96% High, 29.63% Medium-High, 5.56% Low-Medium, 5.56% Low, 5.56% Not Applicable
Satisfaction of attending: To learn new intellectual/technical skills relevant to my career

N = 220

- **CBA**: 45.83% High
- **COE**: 69.23% High
- **CHAS**: 67.53% High
- **CSBS**: 57.41% High

**Categories**:
- High
- Medium-High
- Low-Medium
- Low
- Not Applicable
Continuing the trend from last year, most graduates are planning on going into full-time employment post-graduation. Also like last year, the least chosen plan was “Starting or raising a family”.

Many of the “Other, please specify” responses included: “CPA Exam” or “Student Teaching”.

![Pie chart showing plans following graduation](chart.png)
Here is the same data, split up by college. All of the colleges have a somewhat similar response percentage in regard to full-time employment; with CHAS being the college that has the smallest percentage planning on going into full time employment. This is because CHAS has a relatively large percentage of students going on to further education.
Students were also asked whether or not their job was in the state of Iowa, and if they would return, if possible.

The students that said they were not being employed in Iowa had a variety of states, but most of them were in/near the Midwest. Only a few students were going out of the United States.
Students were also asked if they planned on continuing their education.

9% (19 students) of respondents were already accepted, and another 7% (16 students) were applying to programs at the time of the survey.
Students were also asked what kind of scholarly activities that they participated in during their graduate education at UNI.

Many students completed original research, but of the students that did complete research, many of them did not submit or publish. There was also a large portion of students that completed an internship or practicum in a professional setting.
Respondents that: Completed original research by college

<table>
<thead>
<tr>
<th>College</th>
<th>Count Students</th>
<th>Percent of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>14</td>
<td>42.42%</td>
</tr>
<tr>
<td>COE</td>
<td>33</td>
<td>40.74%</td>
</tr>
<tr>
<td>CHAS</td>
<td>57</td>
<td>58.76%</td>
</tr>
<tr>
<td>CSBS</td>
<td>24</td>
<td>34.29%</td>
</tr>
</tbody>
</table>
Respondents that: Submitted original research for publication by college

Count Students
Percent of College

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>1</td>
<td>3.03%</td>
</tr>
<tr>
<td>COE</td>
<td>1</td>
<td>9.88%</td>
</tr>
<tr>
<td>CHAS</td>
<td>11</td>
<td>11.34%</td>
</tr>
<tr>
<td>CSBS</td>
<td>2</td>
<td>2.86%</td>
</tr>
</tbody>
</table>
Respondents that: Published original research by college

<table>
<thead>
<tr>
<th>Count Students</th>
<th>Percent of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>3 9.09%</td>
</tr>
<tr>
<td>COE</td>
<td>3 3.70%</td>
</tr>
<tr>
<td>CHAS</td>
<td>4 4.12%</td>
</tr>
<tr>
<td>CSBS</td>
<td>1 1.43%</td>
</tr>
</tbody>
</table>
Respondents that: Creative work presented/performed for professional review by college

<table>
<thead>
<tr>
<th>College</th>
<th>Count Students</th>
<th>Percent of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>1</td>
<td>3.03%</td>
</tr>
<tr>
<td>COE</td>
<td>15</td>
<td>18.52%</td>
</tr>
<tr>
<td>CHAS</td>
<td>21</td>
<td>21.65%</td>
</tr>
<tr>
<td>CSBS</td>
<td>6</td>
<td>8.57%</td>
</tr>
</tbody>
</table>
Respondents that: Presented research at a professional conference by college

- **CBA**: 3 (9.09%)
- **COE**: 10 (12.35%)
- **CHAS**: 39 (40.21%)
- **CSBS**: 8 (11.43%)
Respondents that: Participated in other ways in regional or national professional society by college

<table>
<thead>
<tr>
<th>College</th>
<th>Count Students</th>
<th>Percent of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>2</td>
<td>6.06%</td>
</tr>
<tr>
<td>COE</td>
<td>9</td>
<td>11.11%</td>
</tr>
<tr>
<td>CHAS</td>
<td>21</td>
<td>21.65%</td>
</tr>
<tr>
<td>CSBS</td>
<td>9</td>
<td>12.86%</td>
</tr>
</tbody>
</table>
Respondents that: Completed a practicum or internship in a professional setting by college

<table>
<thead>
<tr>
<th>College</th>
<th>Count Students</th>
<th>Percent of College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBA</td>
<td>16</td>
<td>48.48%</td>
</tr>
<tr>
<td>COE</td>
<td>28</td>
<td>34.57%</td>
</tr>
<tr>
<td>CHAS</td>
<td>31</td>
<td>31.96%</td>
</tr>
<tr>
<td>CSBS</td>
<td>43</td>
<td>61.43%</td>
</tr>
</tbody>
</table>
SURVEY HIGHLIGHTS

There were many questions that had very high positive results. In the section of “Educational Experiences and Skills” positive choices were “Good” or “Excellent”. In the section titled “Academic and Social Environment” positive choices were “Agree” and “Strongly Agree”.

- 91.16% of respondents reported positive choices for upholding ethical standards
- 91.2% of respondents reported positive choices for learning new things
- 93.93% of respondents reported positively for I believe I have received a high quality graduate education from UNI
- 97.67% of respondents reported that at least one faculty member showed an active interest in their educational/career goals
- 96.26% of respondents reported that the graduate faculty they had contact with were committed to advancing student learning
- 97.69% of respondents said that my graduate learning experience was cumulative over a series of courses in my program

In the following charts this information and more will be presented.
Educational experiences and skills

The following graphs show information regarding how students believe UNI has prepared them for the future.

Educational experiences and skills
How well did UNI prepare you for...
(N = 214-217)

- Working as a team: Can't Evaluate - 10.75%, Poor - 24.77%, Fair - 56.28%, Average - 60.28%
- Working with people of diverse backgrounds: Can't Evaluate - 12.09%, Poor - 26.05%, Fair - 56.28%, Average - 61.86%
- Working independently: Can't Evaluate - 8.84%, Poor - 26.98%, Fair - 61.86%, Average - 61.86%
- Making decisions: Can't Evaluate - 11.63%, Poor - 27.44%, Fair - 58.14%, Average - 58.14%
- Working under pressure: Can't Evaluate - 9.30%, Poor - 25.12%, Fair - 63.72%, Average - 63.72%
- Adapting to change: Can't Evaluate - 11.63%, Poor - 30.70%, Fair - 54.88%, Average - 54.88%
- Upholding ethical standards: Can't Evaluate - 6.51%, Poor - 27.44%, Fair - 63.72%, Average - 63.72%
- Conducting yourself in a professional manner: Can't Evaluate - 8.84%, Poor - 22.33%, Fair - 66.98%, Average - 66.98%
- Using research skills: Can't Evaluate - 16.13%, Poor - 27.19%, Fair - 54.38%, Average - 54.38%
- Bringing information/ideas together from different areas: Can't Evaluate - 12.04%, Poor - 30.09%, Fair - 55.09%, Average - 55.09%
- Thinking creatively: Can't Evaluate - 8.76%, Poor - 32.26%, Fair - 55.76%, Average - 55.76%
- Learning new things: Can't Evaluate - 7.87%, Poor - 26.85%, Fair - 64.35%, Average - 64.35%
- Solving Problems: Can't Evaluate - 10.60%, Poor - 35.48%, Fair - 52.07%, Average - 52.07%
- Defining Problems: Can't Evaluate - 11.60%, Poor - 38.00%, Fair - 49.10%, Average - 49.10%
- Planning Projects: Can't Evaluate - 13.43%, Poor - 32.41%, Fair - 50.00%, Average - 50.00%
Planning projects
N = 216

CBA:
- Excellent: 43.48%
- Good: 26.09%
- Average: 26.09%
- Fair: 9.23%
- Poor: 12.00%
- Can't Evaluate: 0%

COE:
- Excellent: 63.08%
- Good: 24.62%
- Average: 24.62%
- Fair: 9.23%
- Poor: 12.00%
- Can't Evaluate: 0%

CHAS:
- Excellent: 47.44%
- Good: 34.62%
- Average: 14.10%
- Fair: 12.00%
- Poor: 0%
- Can't Evaluate: 0%

CSBS:
- Excellent: 40.00%
- Good: 42.00%
- Average: 12.00%
- Fair: 12.00%
- Poor: 0%
- Can't Evaluate: 0%
Defining problems

N = 216

CBA
- Excellent: 30.43%
- Good: 47.83%
- Average: 21.74%
- Can't Evaluate: 0%

COE
- Excellent: 49.23%
- Good: 40.00%
- Average: 10.77%
- Can't Evaluate: 0%

CHAS
- Excellent: 52.56%
- Good: 34.62%
- Average: 10.26%
- Can't Evaluate: 0%

CSBS
- Excellent: 52.00%
- Good: 36.00%
- Average: 10.00%
- Can't Evaluate: 0%
Solving problems
N = 217

- CBA: 34.78% Excellent, 47.83% Good, 17.39% Average, 1.09% Fair, 0.63% Can't Evaluate
- COE: 53.03% Excellent, 37.88% Good, 9.09% Average, 1.09% Fair, 0.63% Can't Evaluate
- CHAS: 55.13% Excellent, 33.33% Good, 7.69% Average, 1.09% Fair, 0.63% Can't Evaluate
- CSBS: 54.00% Excellent, 30.00% Good, 14.00% Average, 1.09% Fair, 0.63% Can't Evaluate
Learning new things

N = 216

CBA: 39.13%
COE: 69.23%
CHAS: 67.53%
CSBS: 64.71%

Excellent
Good
Average
Poor
Can't Evaluate
Thinking creatively
N = 217

- CBA: 26.09% Excellent, 34.78% Good, 21.74% Average, 17.39% Fair, 0% Can't Evaluate
- COE: 63.08% Excellent, 29.23% Good, 6.15% Average, 7.69% Fair, 0% Can't Evaluate
- CHAS: 56.41% Excellent, 34.62% Good, 7.69% Average, 7.84% Fair, 0% Can't Evaluate
- CSBS: 58.82% Excellent, 31.37% Good, 7.84% Average, 7.84% Fair, 0% Can't Evaluate
Bringing information/ideas together from different areas
N = 216
Using research skills

N = 217

CBA
- Excellent: 52.17%
- Good: 26.09%
- Average: 21.74%
- Fair: 0%
- Poor: 0%
- Can't Evaluate: 41

COE
- Excellent: 56.92%
- Good: 24.62%
- Average: 15.38%
- Fair: 0%
- Poor: 0%
- Can't Evaluate: 41

CHAS
- Excellent: 58.97%
- Good: 25.64%
- Average: 14.10%
- Fair: 0%
- Poor: 0%
- Can't Evaluate: 41

CSBS
- Excellent: 45.10%
- Good: 33.33%
- Average: 17.65%
- Fair: 0%
- Poor: 0%
- Can't Evaluate: 41
Conducting yourself in a professional manner

N = 215

CBA
- Excellent: 47.83%
- Good: 26.09%
- Average: 10.39%
- Can't Evaluate: 10%

COE
- Excellent: 76.56%
- Good: 20.31%
- Average: 10.39%
- Can't Evaluate: 2%

CHAS
- Excellent: 62.34%
- Good: 25.97%
- Average: 10.39%
- Can't Evaluate: 2%

CSBS
- Excellent: 70.59%
- Good: 17.65%
- Average: 7.84%
- Can't Evaluate: 4.16%
Upholding ethical standards
N = 215

- CBA: 56.52% Excellent, 21.74% Good, 17.39% Average, 6.49% Poor, 6.00% Can't Evaluate
- COE: 72.31% Excellent, 24.62% Good, 2.49% Average, 6.00% Poor, 6.00% Can't Evaluate
- CHAS: 54.55% Excellent, 35.06% Good, 6.49% Average, 6.00% Poor, 6.00% Can't Evaluate
- CSBS: 70.00% Excellent, 22.00% Good, 6.00% Average, 6.00% Poor, 6.00% Can't Evaluate
Working under pressure
N = 215

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

<table>
<thead>
<tr>
<th></th>
<th>CBA</th>
<th>COE</th>
<th>CHAS</th>
<th>CSBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.22%</td>
<td>17.39%</td>
<td>17.39%</td>
<td>56.00%</td>
<td></td>
</tr>
<tr>
<td>60.00%</td>
<td>29.23%</td>
<td>29.23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71.43%</td>
<td></td>
<td>20.78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>56.00%</td>
<td></td>
<td>12.00%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Making decisions
N = 215

- **CBA**: 43.48% Excellent, 30.43% Good, 26.09% Average, 9.23% Fair, 10.09% Can't Evaluate
- **COE**: 64.62% Excellent, 24.62% Good, 24.62% Average, 10.39% Fair, 10.00% Can't Evaluate
- **CHAS**: 61.04% Excellent, 24.68% Good, 10.39% Average, 10.00% Fair, 10.00% Can't Evaluate
- **CSBS**: 52.00% Excellent, 34.00% Good, 10.00% Average, 10.00% Fair, 10.00% Can't Evaluate

Percentage of scores in each category across different courses.
Working with people of diverse backgrounds

N = 215

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

CBA: 39.13%
COE: 64.62%
CHAS: 53.25%
CSBS: 58.00%

Other percentages:
- 26.09%
- 21.74%
- 18.46%
- 12.99%
- 10.00%
- 9.23%
- 6.15%
- 8.70%
- 6.00%
- 0.00%
Working as a team
N = 214

- **CBA**: 
  - Excellent: 60.87%
  - Good: 13.04%
  - Average: 21.74%
  - Fair: 6.25%
  - Can't Evaluate: 0%

- **COE**: 
  - Excellent: 73.44%
  - Good: 20.31%
  - Average: 6.25%
  - Fair: 0%
  - Can't Evaluate: 0%

- **CHAS**: 
  - Excellent: 53.25%
  - Good: 28.57%
  - Average: 10.39%
  - Fair: 5.19%
  - Can't Evaluate: 0%

- **CSBS**: 
  - Excellent: 54.00%
  - Good: 30.00%
  - Average: 12.00%
  - Fair: 0%
  - Can't Evaluate: 0%
**ACADEMIC AND SOCIAL ENVIRONMENT**

The following graphs show how students feel on certain aspects regarding some key aspects of their time in UNI’s graduate program.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Not Sure</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend my graduate program to a prospective student</td>
<td>31.92%</td>
<td>57.28%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe I have received a high quality graduate education from UNI</td>
<td>33.18%</td>
<td>60.75%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The UNI community encourages the examination of diverse and controversial ideas in its graduate programs</td>
<td>47.20%</td>
<td>43.93%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the courses in my graduate program were readily available when I wanted to take them</td>
<td>33.33%</td>
<td>55.40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least one faculty member showed an active interest in my educational/career goals</td>
<td>17.76%</td>
<td>79.91%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The graduate faculty I had contact with were committed to advancing student learning</td>
<td>34.58%</td>
<td>61.68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall quality of graduate teaching at UNI is excellent</td>
<td>46.76%</td>
<td>45.37%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My graduate learning experience was cumulative over a series of courses in my program</td>
<td>46.54%</td>
<td>51.15%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of graduate instructors were intellectually stimulating</td>
<td>49.77%</td>
<td>44.24%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the graduate courses I took at UNI were intellectually demanding</td>
<td>53.00%</td>
<td>40.55%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Most of the graduate courses I took at UNI were intellectually demanding  
N = 217

- CBA: 60.87% Strongly Agree, 30.43% Agree, 9.70% Disagree
- COE: 46.27% Strongly Agree, 49.25% Agree, 4.48% Disagree
- CHAS: 40.26% Strongly Agree, 55.84% Agree, 3.90% Disagree
- CSBS: 24.00% Strongly Agree, 64.00% Agree, 12.00% Disagree
Most of the graduate instructors were intellectually stimulating

N = 217

CBA: 30.43% Strongly Agree, 60.87% Agree, 8.70% Disagree, 0% Not Sure

COE: 49.25% Strongly Agree, 46.27% Agree, 8.00% Disagree, 0% Not Sure

CHAS: 50.65% Strongly Agree, 45.45% Agree, 8.00% Disagree, 0% Not Sure

CSBS: 34.00% Strongly Agree, 56.00% Agree, 8.00% Disagree, 0% Not Sure
My graduate learning experience was cumulative over a series of courses in my program

N = 217

Strongly Agree 52.17%
Agree 55.22%
Disagree 51.95%
Not Sure 44.00%

CBA 43.48%
COE 43.28%
CHAS 46.75%
CSBS 52.00%
The overall quality of graduate teaching at UNI is excellent

N = 216
The graduate faculty I had contact with were committed to advancing student learning

N = 214
At least one faculty member showed an active interest in my educational/career goals

\[ \text{N} = 214 \]
Most of the courses in my graduate program were readily available when I wanted to take them by college

N = 213
The UNI community encourages the examination of diverse and controversial ideas in its graduate programs by college

N = 214
I believe I have received a high quality graduate education from UNI by college

N = 214

<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>56.52%</td>
<td>39.13%</td>
<td>4.35%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>COE</td>
<td>68.18%</td>
<td>27.27%</td>
<td>4.55%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>CHAS</td>
<td>61.84%</td>
<td>32.89%</td>
<td>5.27%</td>
<td>0.00%</td>
<td>0%</td>
</tr>
<tr>
<td>CSBS</td>
<td>51.02%</td>
<td>38.78%</td>
<td>10.20%</td>
<td>0.00%</td>
<td>0%</td>
</tr>
</tbody>
</table>
I would recommend my graduate program to a prospective student by college

N = 213
APPENDIX A
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:

If employed, please provide the following details: (individual responses will be kept confidential)

Job Title
Name of Employing Organization
City
State
Annual Salary ($)
Start Date

Is this job in the state of Iowa? If not, would you return to Iowa in the future if given the chance?
1. Yes
2. No

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

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.
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>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement or promotion in a career you had already begun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry into a new career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for further graduate education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal growth/fulfillment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to my career</td>
<td></td>
<td></td>
<td></td>
<td></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>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement or promotion in a career you had already begun</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry into a new career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for further graduate education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal growth/fulfillment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to my career</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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></th>
<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>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Defining problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Learning new things</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Thinking creatively</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Bringing information/ideas together from different areas</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Using research skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Conducting yourself in a professional manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Upholding ethical standards</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Adapting to change</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Working under pressure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Making decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Working independently</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Working with people of diverse backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Working as a team</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</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></th>
<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>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Most of my graduate instructors were intellectually stimulating.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>My graduate learning experience was cumulative over a series of courses in my program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>The overall quality of graduate teaching at UNI is excellent.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>The graduate faculty I had contact with were committed to advancing student learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>At least one graduate faculty member showed an active interest in my educational/career goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Most of the courses in my graduate program were readily available when I wanted to take them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>I believe I have received a high quality graduate education from UNI.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>I would recommend my graduate program to a prospective graduate student.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
</tr>
</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>

63