

University of Northern Iowa



2013 – 2014
Graduating Senior Survey

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Graduating Senior Survey

The University of Northern Iowa Graduating Senior Survey was given to all UNI graduates prior to commencement exercises in December 2013 and May 2014. The survey was completed by 471 students in December 2013 and 1,273 students in May 2014, for a grand total of 1,744 students. Students who chose not to attend commencement exercises or students who arrived late to their respective ceremonies were not included in the survey data.

2013-2014 Survey Highlights

The following points present some of the key findings of the Graduating Senior Survey. Percentages are presented in terms of individuals who responded “agree” or “strongly agree” to the Academic and Social Environment items and “good” or “excellent” to the Education Experiences and Skills items.

Educational Experiences – Graduates felt that UNI prepared them in the following areas:

- Listening effectively (92.9%)
- Understanding written communication (93.4%)
- Upholding ethical standards (91.6%)
- Working under pressure (91.7%)
- Working independently (92.4%) and working as a team (90.2%)

Academic & Social Environment – Graduates felt that:

- UNI has excellent teaching quality (95.5%)
- Professors had a close relationship with students (96.3%)
- The faculty is committed to student learning (97.3%)
- The faculty has an interest in student’s goals (98.1%)
- UNI has a high quality education (97.4%)

- 67.5% of graduates are going into full-time paid, employment after graduation.
 - 87.9% of the CBA students graduating went into full-time employment.

- 16.8% of graduates are going to graduate or professional school.
 - 25.6% of CHAS students graduating went to a graduate school.

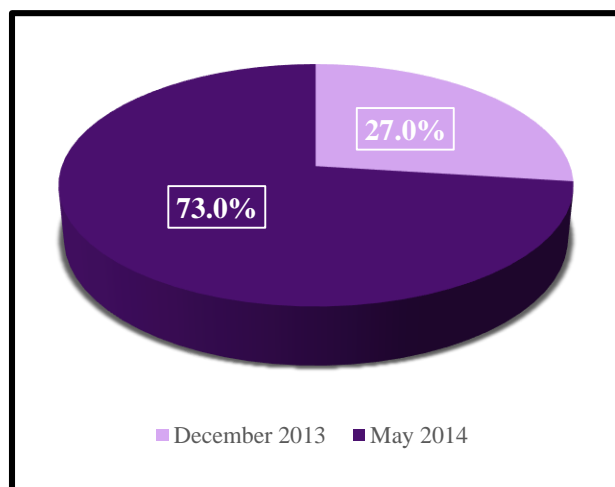
- 85.7% of graduates are continuing to live or practice in the state of Iowa.

- 95.3% of graduates would recommend their major to other students.

- 96.6% of graduates would recommend UNI to other students.

Graduating Senior Survey

Student Response Rate



Response Rate for Undergraduate Graduation

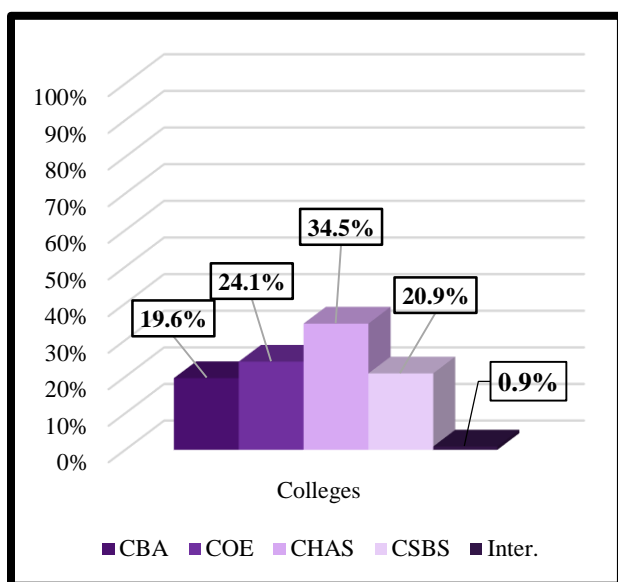
	Dec 2013	May 2014
Survey Responses	471	1,273
Graduation Attendance	639	1,673
Response Rate	73.7%	76.1%

Total

- 1,744 students responded to the survey out of the 2,312 students who attended graduation

Figure 1.1 – Distribution of respondents by graduation date

Distribution of Respondents by College



Total

- 1,744 students
 - CBA = 342 students
 - Fall – 106
 - Spring – 236
 - COE = 420 students
 - Fall – 125
 - Spring – 295
 - CHAS = 602 students
 - Fall – 139
 - Spring – 463
 - CSBS = 365 students
 - Fall – 101
 - Spring – 264
 - Interdisciplinary = 15 students
 - Spring - 15

Figure 1.2 – Distribution of respondents by college

Graduating Senior Survey

Characteristics of Respondents

The demographic characteristics of the 2013-2014 Graduating Senior Survey respondents were examined. The high response rate to the survey helps to create a sample that is similar to that of all students graduating in the 2013-2014 academic year. Presented below is a breakdown race/ethnicity (Figure 1.3) and gender (Figure 1.4) of respondents by college.

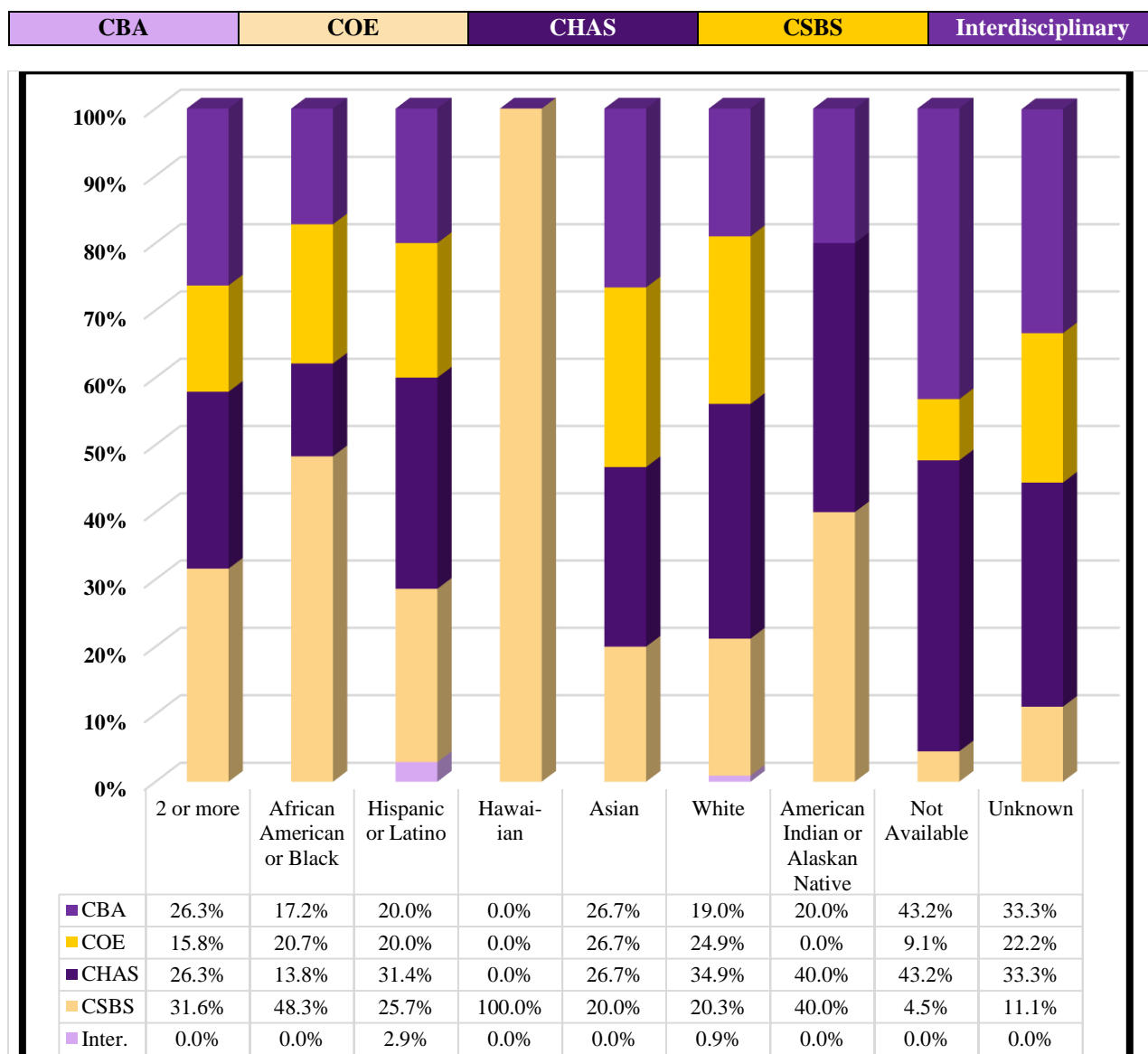


Figure 1.3 – Race or ethnicity of respondents by college

Graduating Senior Survey

Characteristics of Respondents

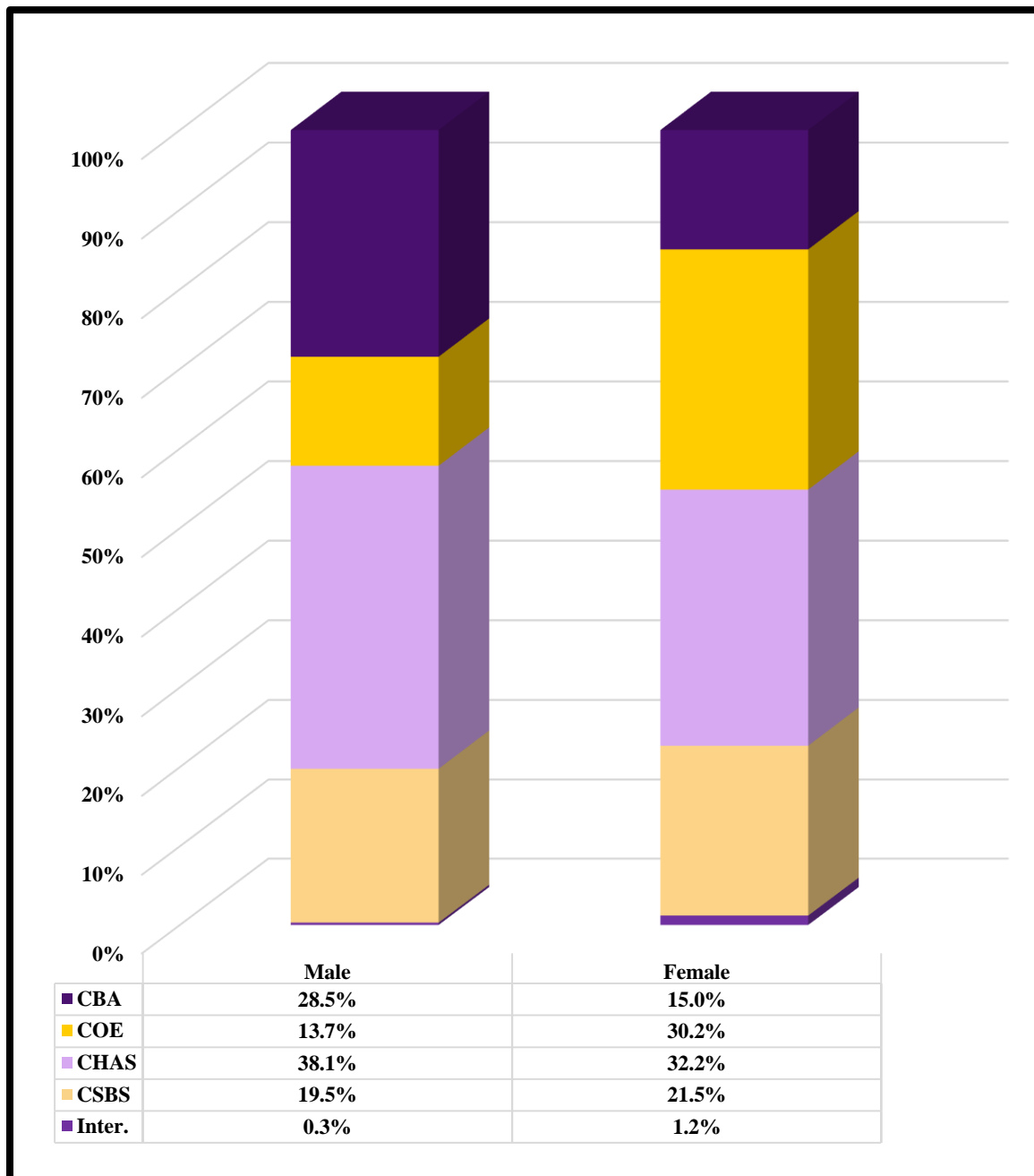


Figure 1.4 – Gender of respondents by college

Graduating Senior Survey

Plans Following Graduation

Students were asked to indicate their plans following graduation. Students were to choose anything from employment, graduate/professional schools, military service, volunteer work, or raising a family as their primary focus after graduation.

- 67.5% of graduates will be heading on to full-time employment
- 16.8% of undergraduates are looking to further their education
- 'Other' included student teaching, completing an internship, or becoming an entrepreneur

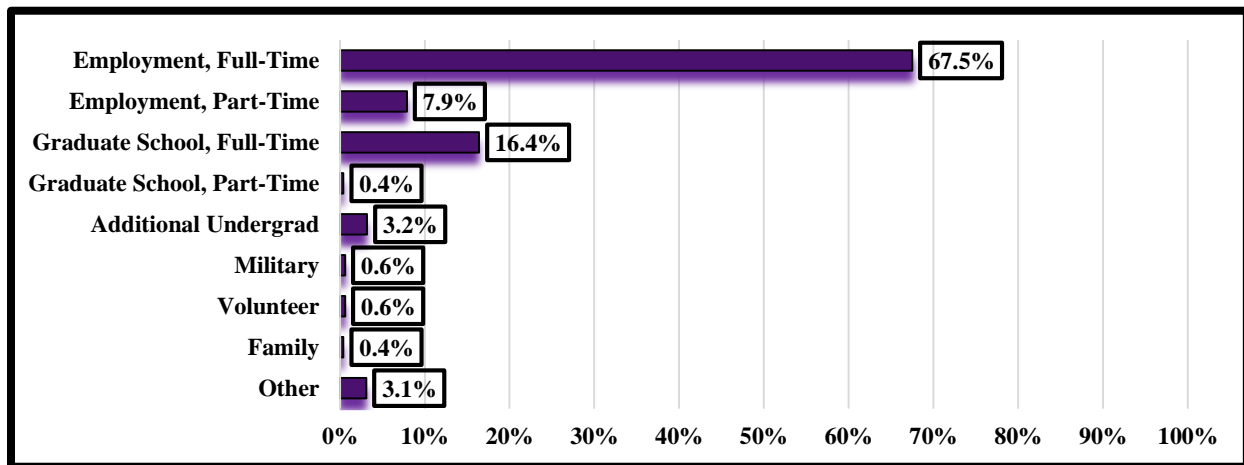


Figure 1.5 – Students' plans following UNI graduation

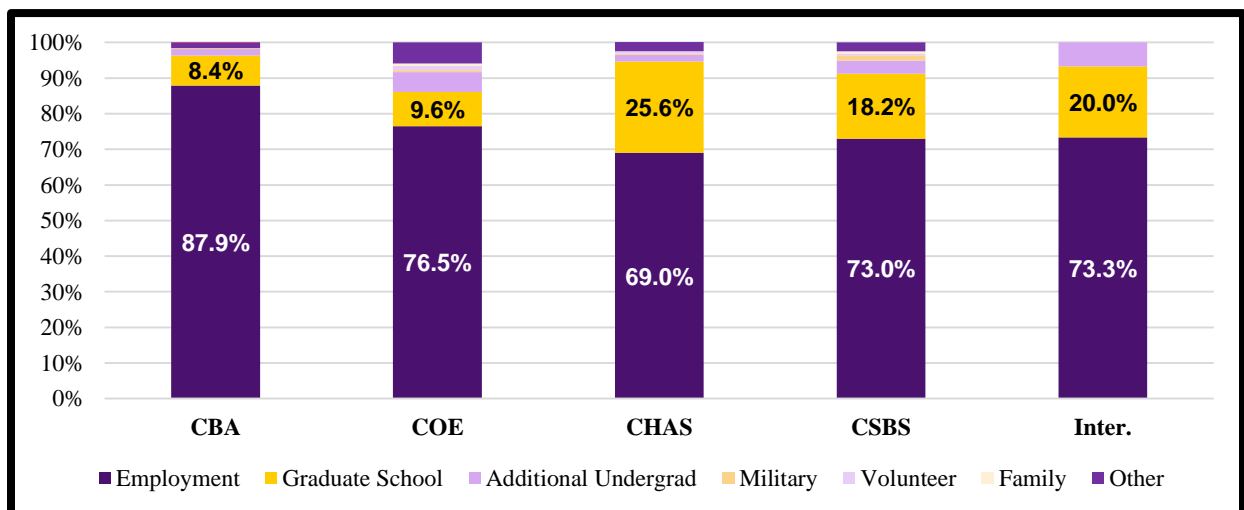


Figure 1.6 – Students' plans following graduation by college

Graduating Senior Survey

Further Education

Students were asked to indicate their plans following graduation. This is a breakdown of students who chose to further their education at a graduate or professional school by college.

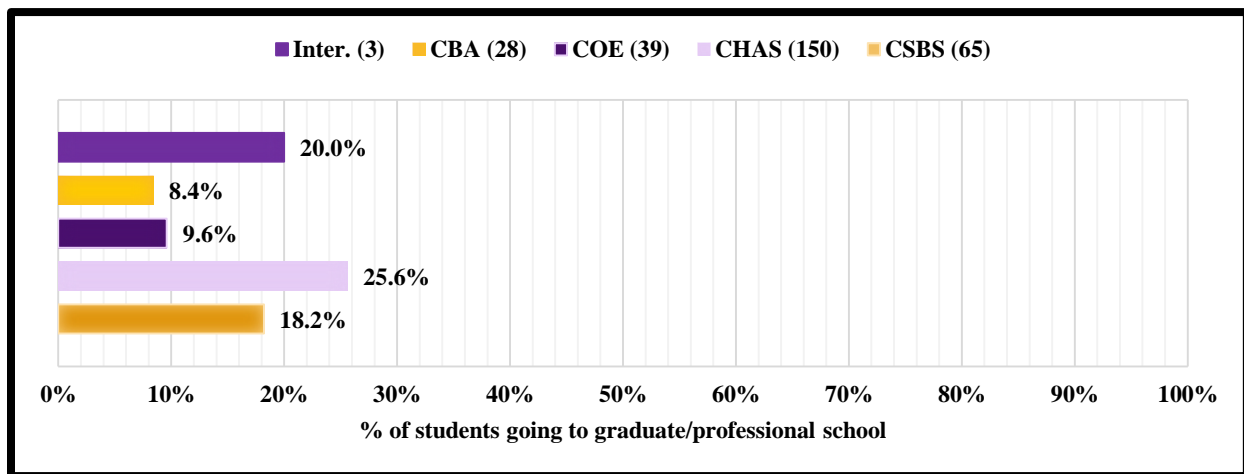


Figure 1.7 – Respondents going to graduate or professional school by college

	Full-Time	Part-Time	Total
CBA	27	1	28 (9.8%)
COE	39	0	39 (13.7%)
CHAS	149	1	150 (52.6%)
CSBS	61	4	65 (22.8%)
Interdisciplinary	3	0	3 (1.1%)
Total	279 (97.9%)	6 (2.1%)	285

Figure 1.8 – Status of enrollment for respondents going to graduate or professional school

- The College of Humanities, Arts, and Sciences sent approximately 26% of their students onto higher education after leaving the University of Northern Iowa.
- Most students who are heading to graduate or professional school have also committed to attending school full-time.

Graduating Senior Survey

Institutional Summary of Results

Students were asked to think about their future goals and to rate how well UNI prepared them with the skills and experience to achieve those goals.

	<u>N</u>	<u>Cannot Evaluate (0)</u>	<u>Poor (1)</u>	<u>Fair (2)</u>	<u>Average (3)</u>	<u>Good (4)</u>	<u>Excellent (5)</u>	<u>Mean</u>
Speaking effectively	1501	0.7%	0.1%	1.4%	8.0%	43.0%	46.8%	4.33
Communicating through writing	1500	0.3%	0.2%	1.3%	7.5%	41.4%	49.3%	4.38
Understanding written communication	1496	0.1%	0.0%	0.7%	5.7%	37.2%	56.2%	4.48
Listening effectively	1493	0.1%	0.1%	0.6%	6.3%	35.4%	57.5%	4.49
Basic computer skills	1495	0.9%	0.5%	2.2%	13.4%	33.2%	49.8%	4.27
Basic calculations	1491	2.3%	0.5%	3.0%	12.7%	37.0%	44.5%	4.15
Foreign language skills	1492	20.1%	10.3%	14.0%	18.1%	17.6%	19.9%	2.63
Planning projects	1487	0.2%	0.1%	1.6%	11.3%	38.7%	48.0%	4.32
Defining problems	1487	0.4%	0.1%	0.7%	8.8%	42.0%	48.0%	4.36
Solving problems	1486	0.3%	0.1%	0.6%	6.9%	41.0%	51.1%	4.42
Learning new things	1484	0.4%	0.1%	0.9%	4.9%	32.3%	61.5%	4.53
Creative thinking	1482	0.1%	0.2%	1.1%	8.2%	36.8%	53.6%	4.42
Bringing information together	1477	0.3%	0.0%	1.2%	7.7%	40.5%	50.4%	4.39
Using research skills	1477	0.5%	0.0%	1.8%	12.1%	38.9%	46.9%	4.29
Conducting self in professional manner	1473	0.5%	0.2%	1.1%	5.6%	29.7%	62.9%	4.53
Uphold ethical standards	1470	0.4%	0.3%	1.1%	6.6%	31.7%	59.9%	4.48
Adapt to change	1470	0.3%	0.3%	1.0%	8.1%	37.8%	52.5%	4.40
Working under pressure	1469	0.1%	0.1%	0.9%	7.2%	35.1%	56.6%	4.47
Making decisions	1465	0.4%	0.0%	1.0%	7.4%	37.8%	53.4%	4.42
Working independently	1463	0.5%	0.1%	0.7%	6.2%	34.0%	58.4%	4.48
Working with people of diverse backgrounds	1465	0.4%	0.9%	2.7%	10.5%	35.2%	50.3%	4.30
Working as a team	1463	0.3%	0.3%	1.2%	7.9%	37.1%	53.1%	4.41
Leading others	1461	0.5%	0.1%	1.6%	9.6%	38.6%	49.5%	4.34
Identifying volunteer opportunities	1462	1.8%	1.4%	5.3%	12.9%	35.0%	43.6%	4.09

Figure 1.8 – Summary of respondents' educational experiences & skills

Graduating Senior Survey

Institutional Summary of Results

Students were asked to think about their academic and social environment while at UNI.

	<u>N</u>	<u>Not Sure</u> <u>(0)</u>	<u>Strongly</u> <u>Disagree</u> <u>(1)</u>	<u>Disagree</u> <u>(2)</u>	<u>Agree</u> <u>(3)</u>	<u>Strongly</u> <u>Agree</u> <u>(4)</u>	<u>Mean</u>
Courses intellectually demanding	1442	0.6%	0.6%	4.1%	60.1%	34.7%	3.28
Instructors intellectually stimulating	1441	0.4%	0.7%	4.0%	55.0%	39.9%	3.33
Integrated subject matter	1440	0.4%	0.7%	5.3%	54.0%	39.5%	3.32
Cumulative learning	1425	0.6%	0.1%	1.5%	51.6%	46.1%	3.42
Lifelong learner	1425	1.1%	0.4%	3.8%	46.9%	47.9%	3.40
Peers valued achievement	1424	0.9%	0.5%	4.7%	53.9%	40.0%	3.32
Excellent teaching quality	1422	0.9%	0.2%	3.4%	51.8%	43.7%	3.37
Courses in major available	1419	0.8%	1.3%	8.9%	47.2%	41.7%	3.28
LAC quality excellent	1419	7.1%	2.5%	14.0%	53.6%	22.8%	2.82
LAC purposes clear	1418	6.8%	2.8%	17.2%	51.3%	21.9%	2.79
LAC intellectually demanding	1418	7.4%	3.1%	17.0%	49.8%	22.7%	2.77
LAC teaching excellent	1416	7.6%	2.5%	12.4%	54.0%	23.5%	2.83
LAC important	1418	6.3%	4.4%	14.8%	48.1%	26.4%	2.84
Faculty committed to learning	1419	0.5%	0.2%	2.0%	51.8%	45.5%	3.42
Faculty interest in goals	1418	0.6%	0.1%	1.3%	35.8%	62.3%	3.59
Close relationships with students	1418	0.5%	0.5%	2.8%	40.9%	55.4%	3.50
Off campus social activities	1415	0.4%	1.6%	8.3%	42.5%	47.2%	3.35
On campus activities	1415	1.1%	3.3%	17.6%	44.7%	33.3%	3.06
Alcohol abuse a problem	1417	5.5%	9.5%	39.3%	29.6%	16.1%	2.41
Tolerant of differences	1414	1.9%	1.0%	5.2%	57.6%	34.3%	3.21
Sexual harassment a problem	1415	7.2%	15.3%	39.2%	23.6%	14.6%	2.23
Examines diverse ideas	1416	2.6%	0.7%	5.4%	59.3%	32.1%	3.17
High quality education at UNI	1416	0.8%	0.2%	1.6%	45.1%	52.3%	3.48
Recommend major to students	1416	1.2%	0.6%	2.8%	37.6%	57.7%	3.50
Recommend UNI to students	1414	1.1%	0.6%	1.8%	36.7%	59.9%	3.54
Intend to volunteer	1413	7.6%	2.5%	10.1%	45.7%	34.1%	2.96

Figure 1.9 - Summary of respondents' academic & social environment

Graduating Senior Survey

College Summary of Results – College of Business Administration

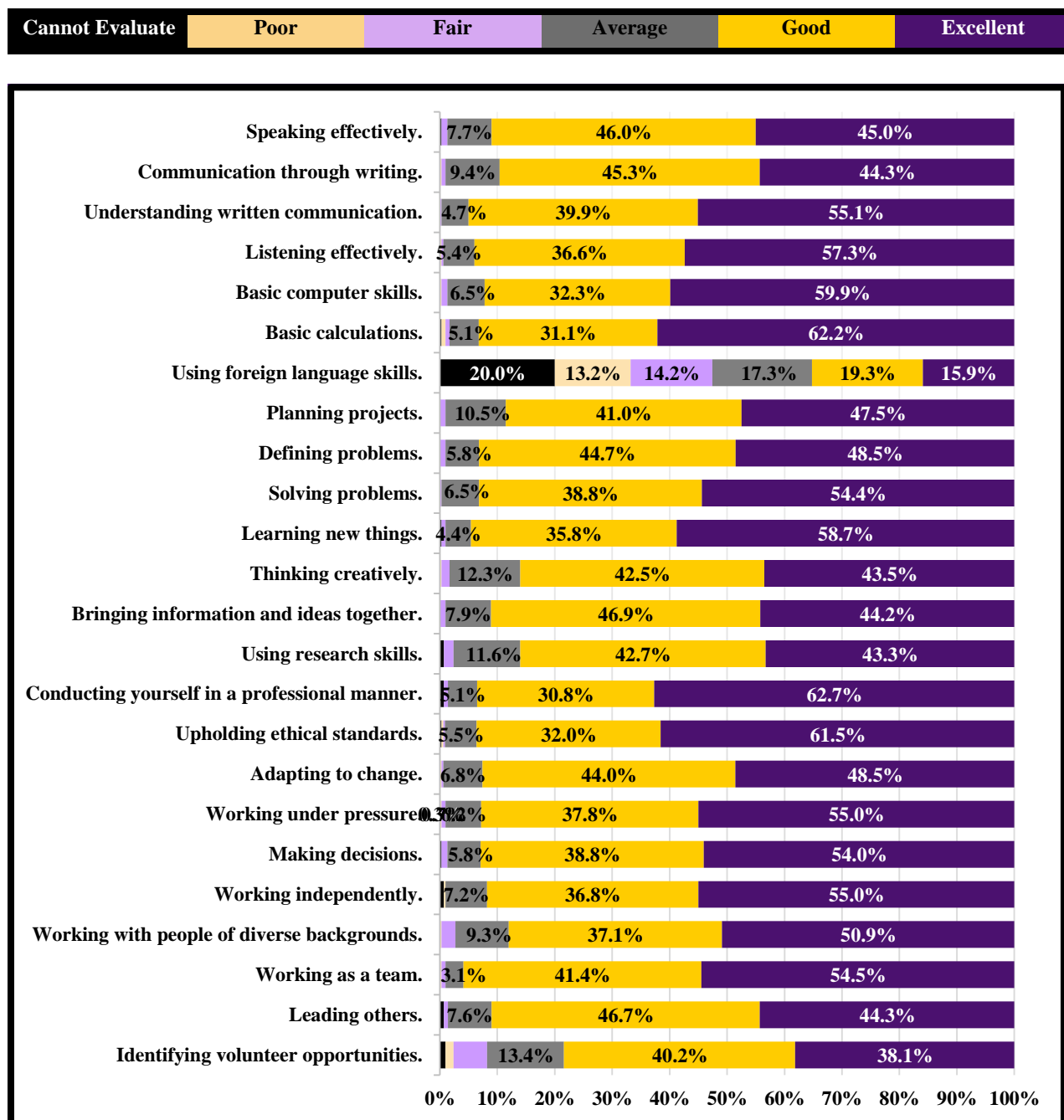


Figure 1.10 - Summary of CBA students' educational experiences and skills

Graduating Senior Survey

College Summary of Results – College of Business Administration

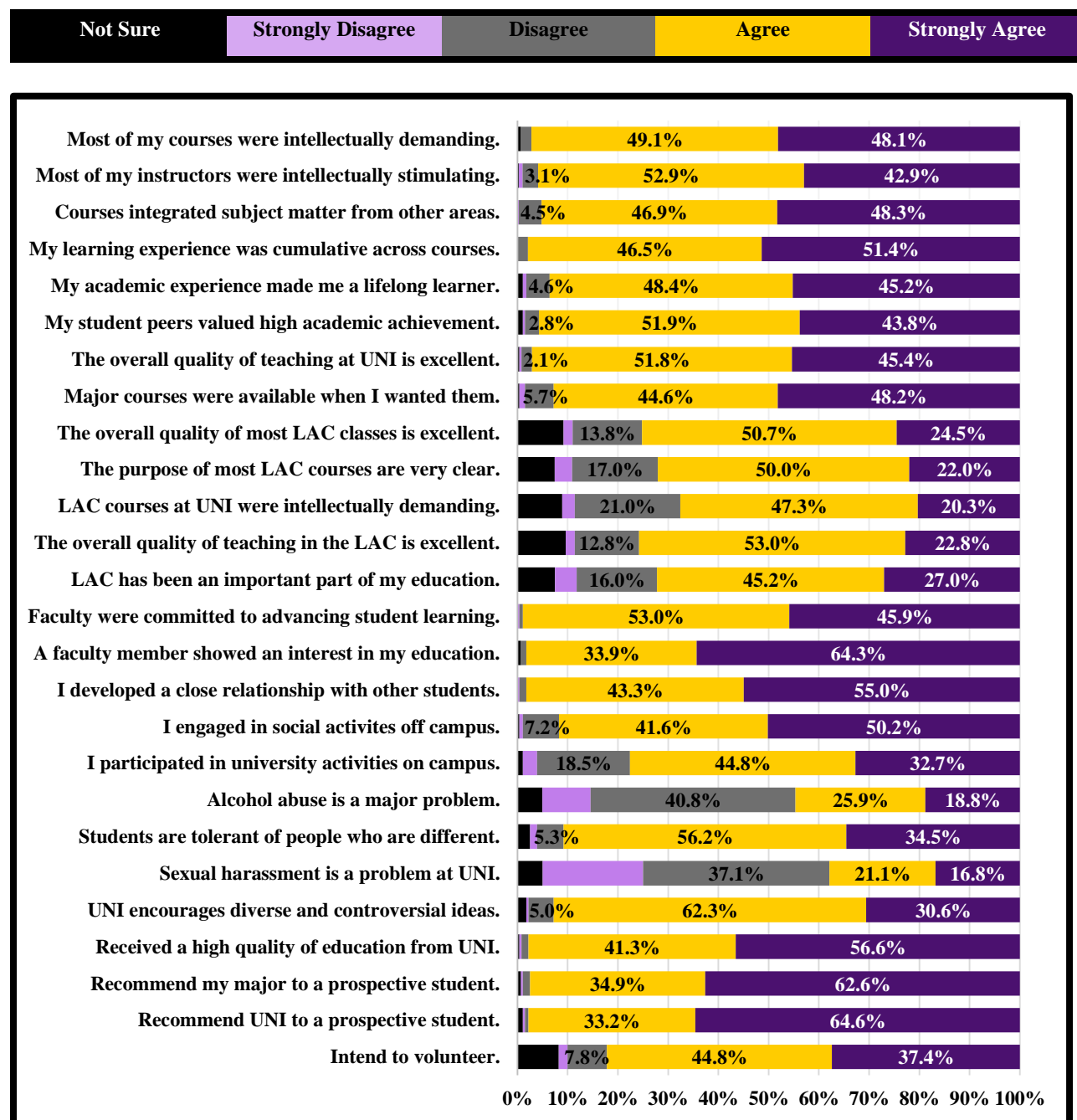


Figure 1.11 - Summary of CBA students' academic and social environment

Graduating Senior Survey

College Summary of Results – College of Education

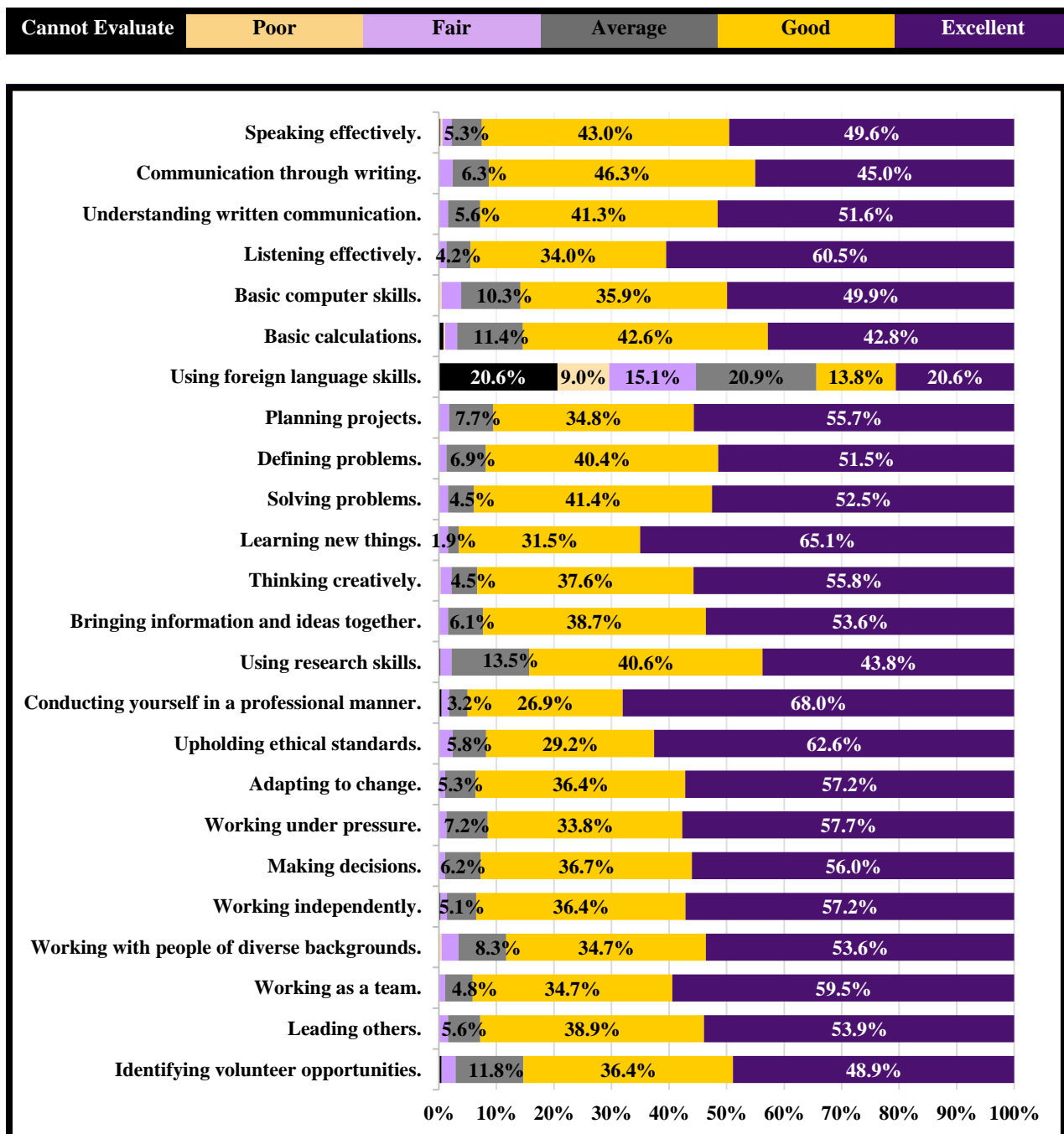


Figure 1.12 - Summary of COE students' educational experiences and skills

Graduating Senior Survey

College Summary of Results – College of Education

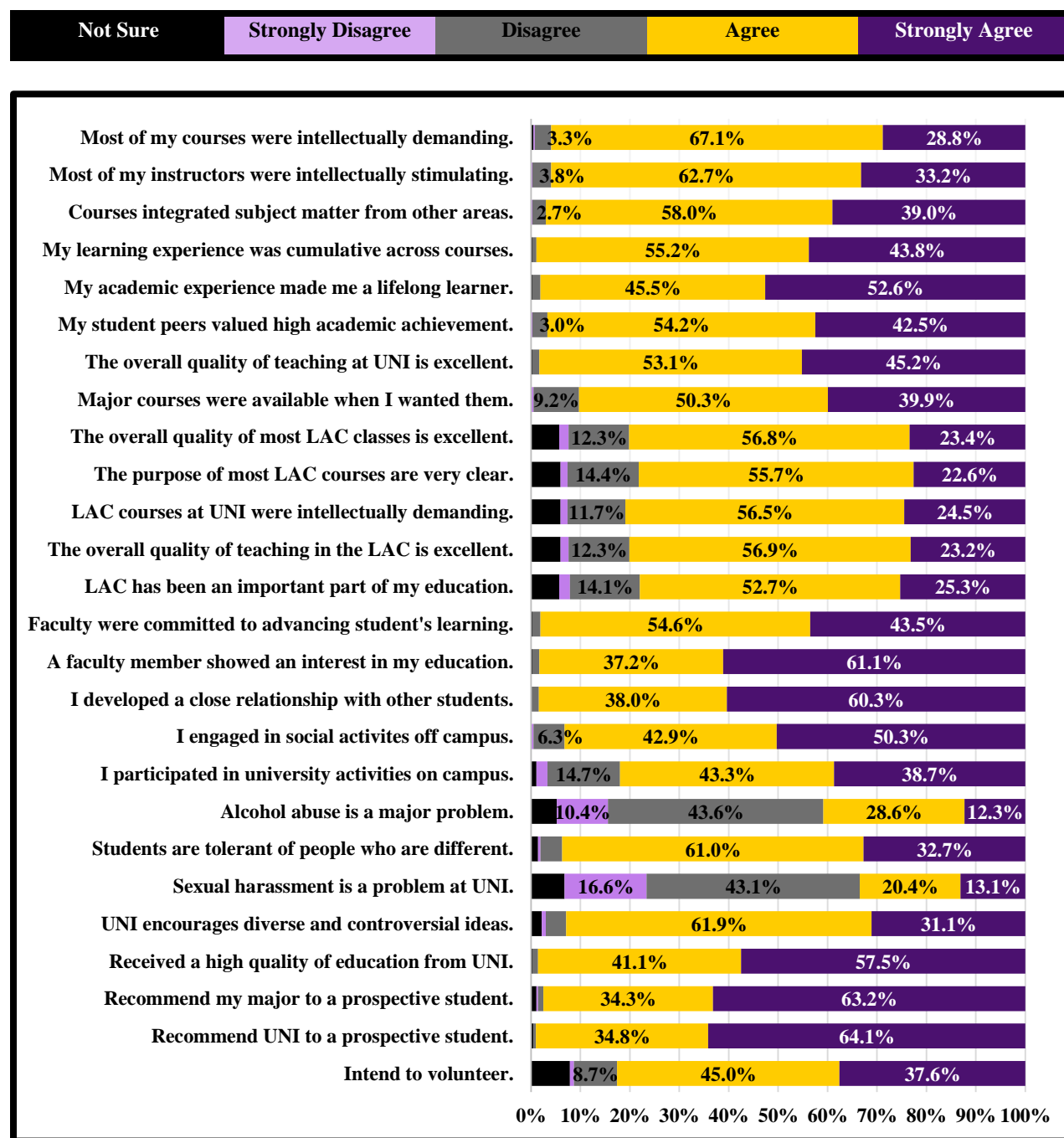


Figure 1.13 - Summary of COE students' academic and social environment

Graduating Senior Survey

College Summary of Results – College of Humanities, Arts, & Sciences

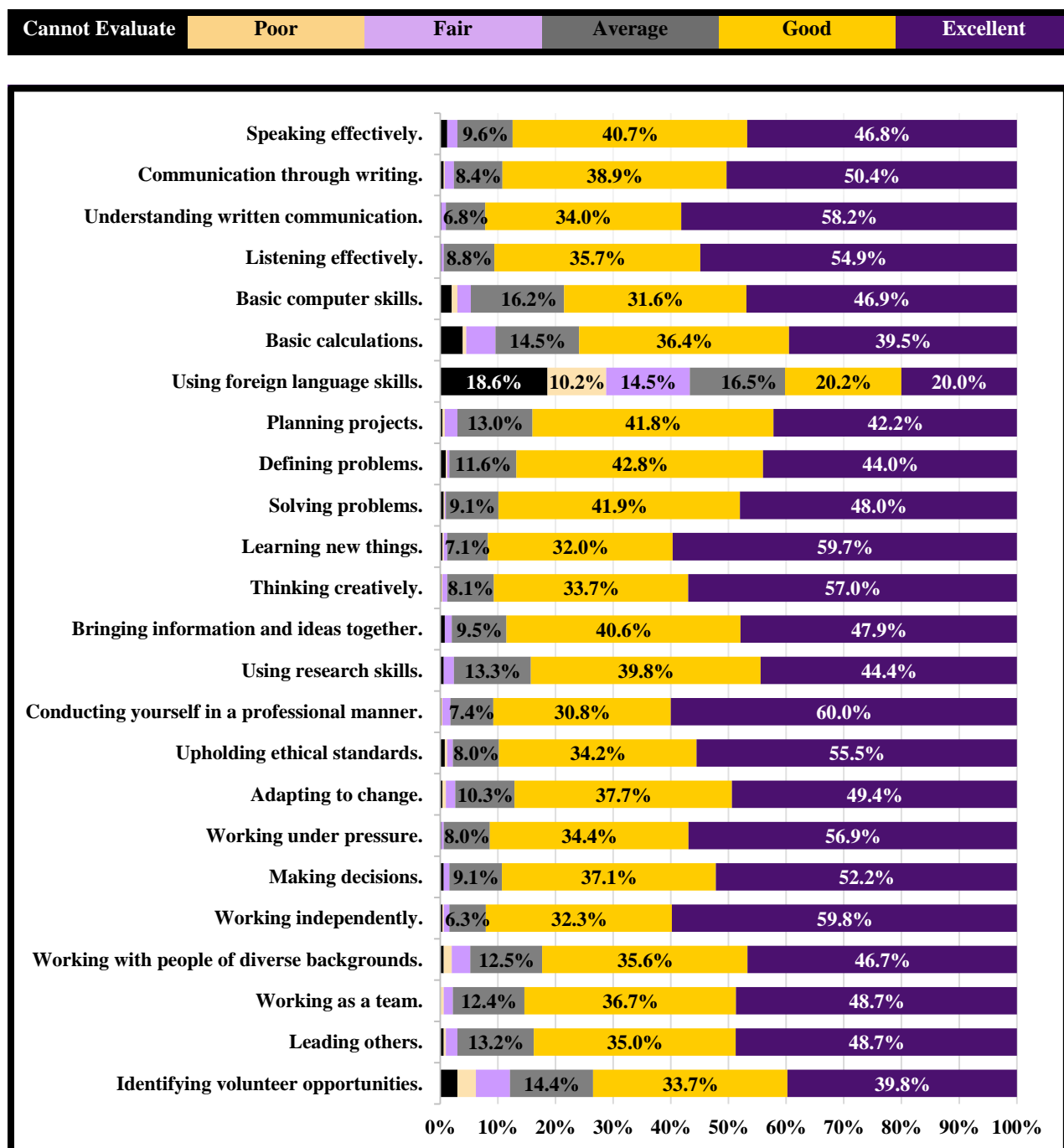


Figure 1.14 - Summary of CHAS students' educational experiences and skills

Graduating Senior Survey

College Summary of Results – College of Humanities, Arts, & Sciences

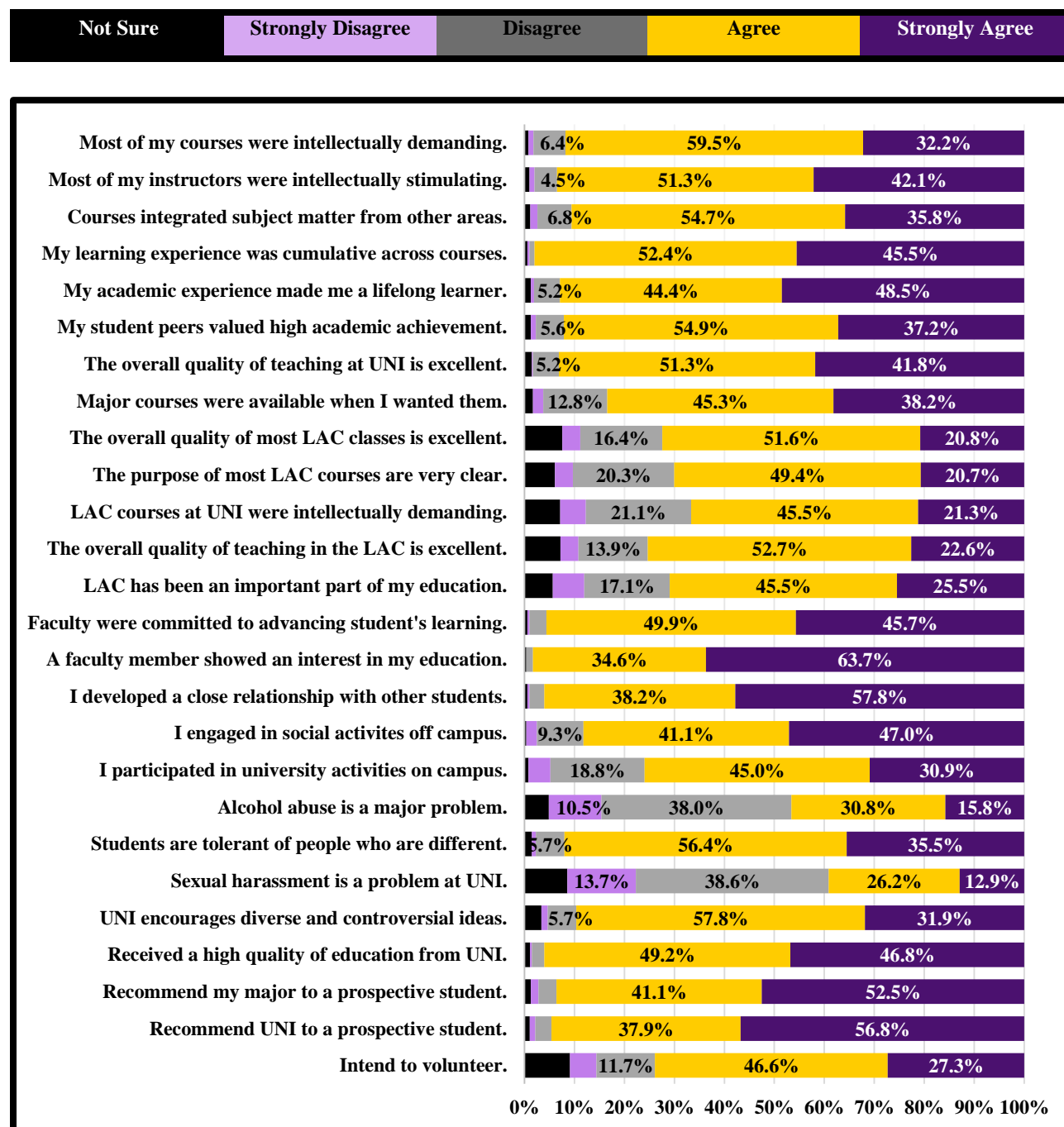


Figure 1.15 - Summary of CHAS students' academic and social environment

Graduating Senior Survey

College Summary of Results – College of Social & Behavioral Science

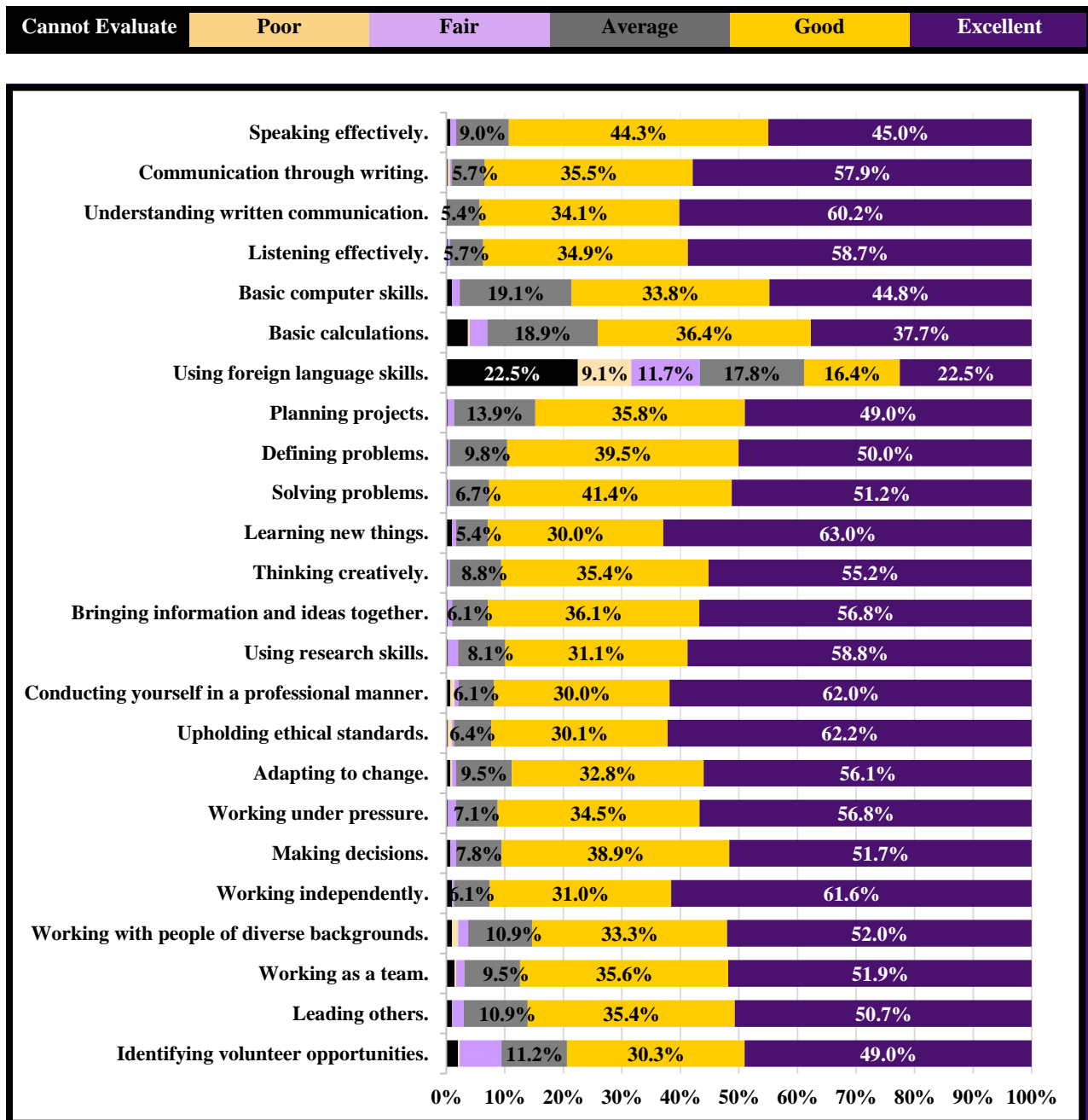


Figure 1.16 - Summary of CSBS students' educational experiences and skills

Graduating Senior Survey

College Summary of Results – College of Social & Behavioral Science

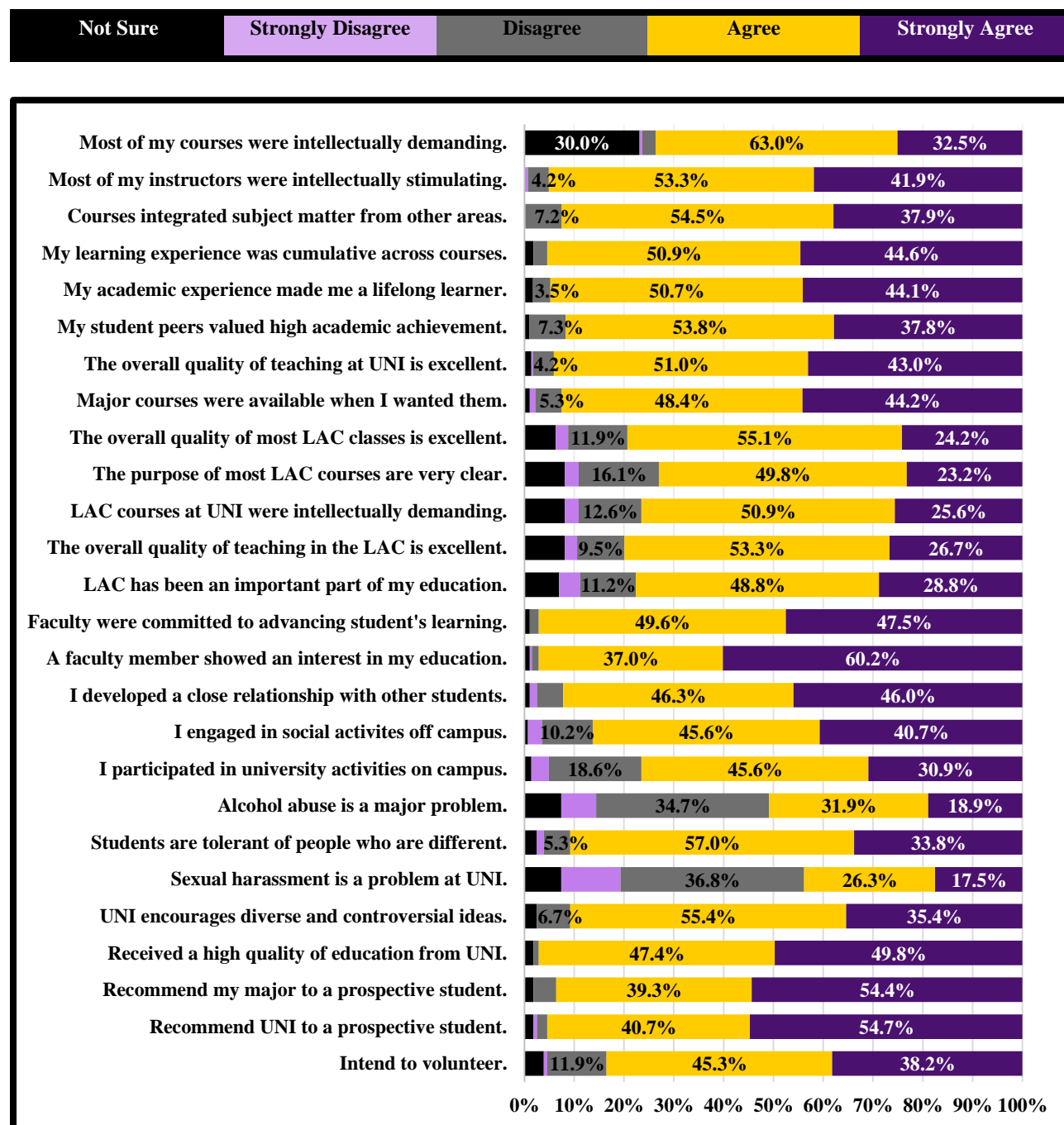
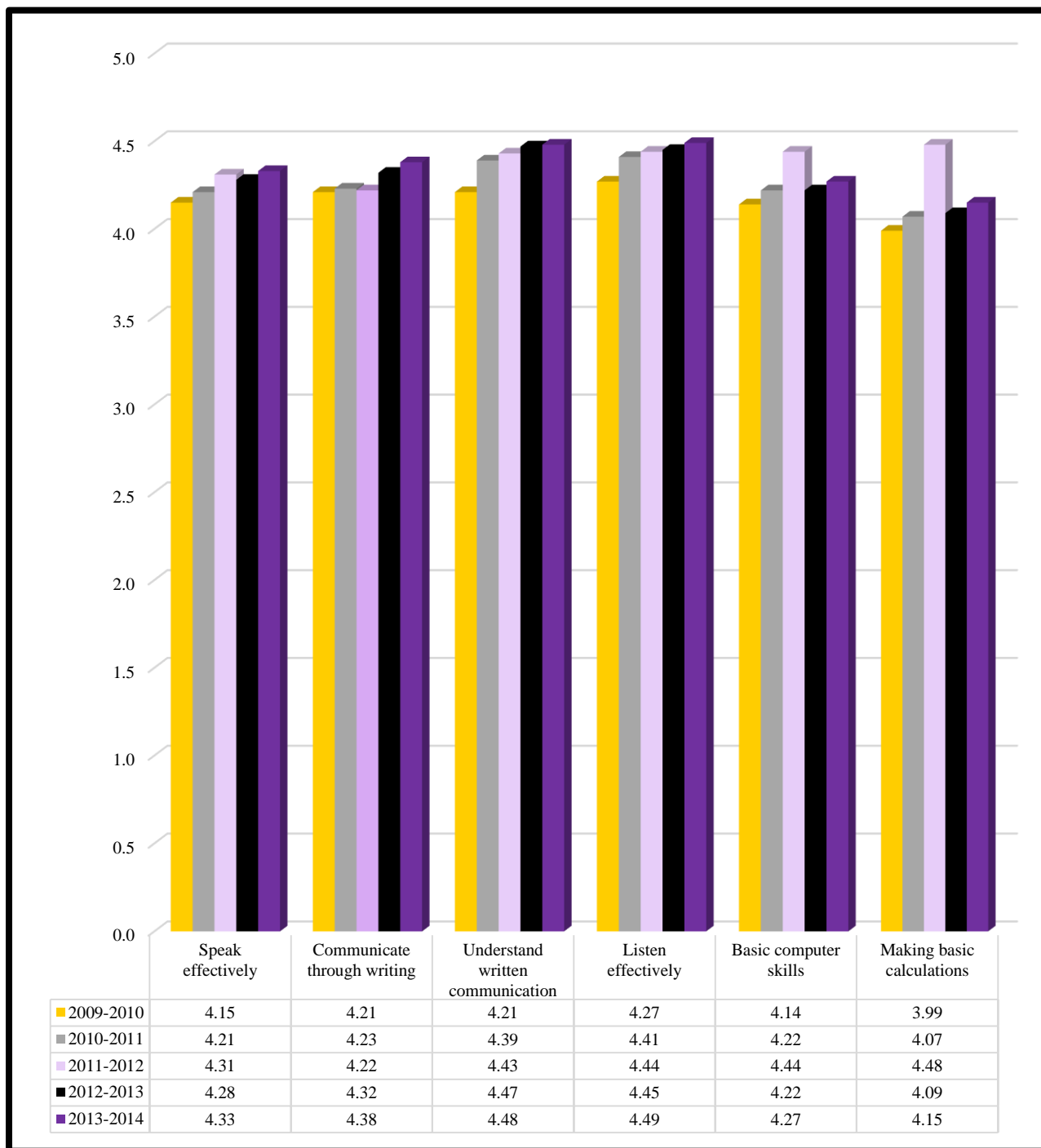


Figure 1.17 - Summary of CSBS students' academic and social environment

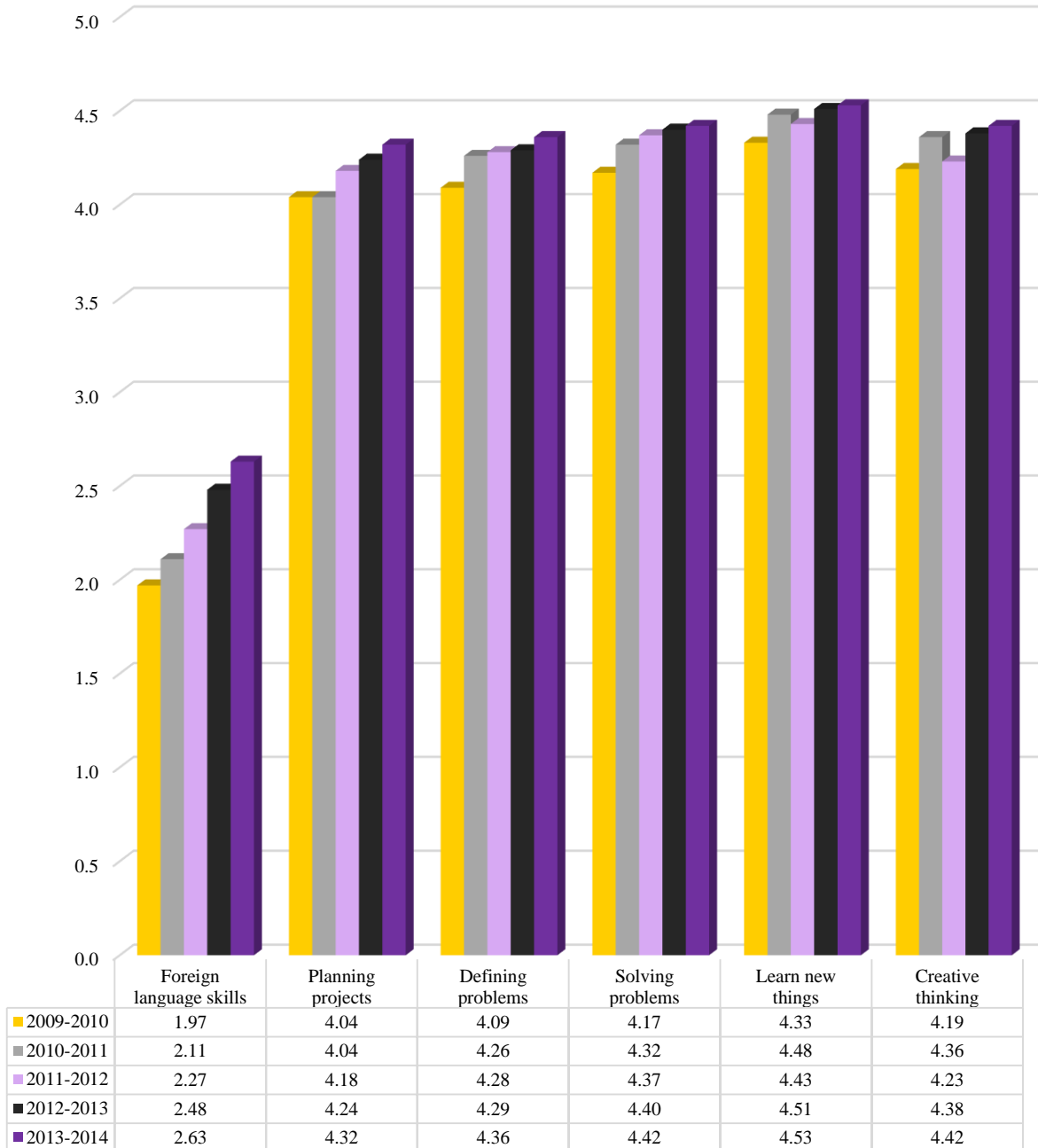
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



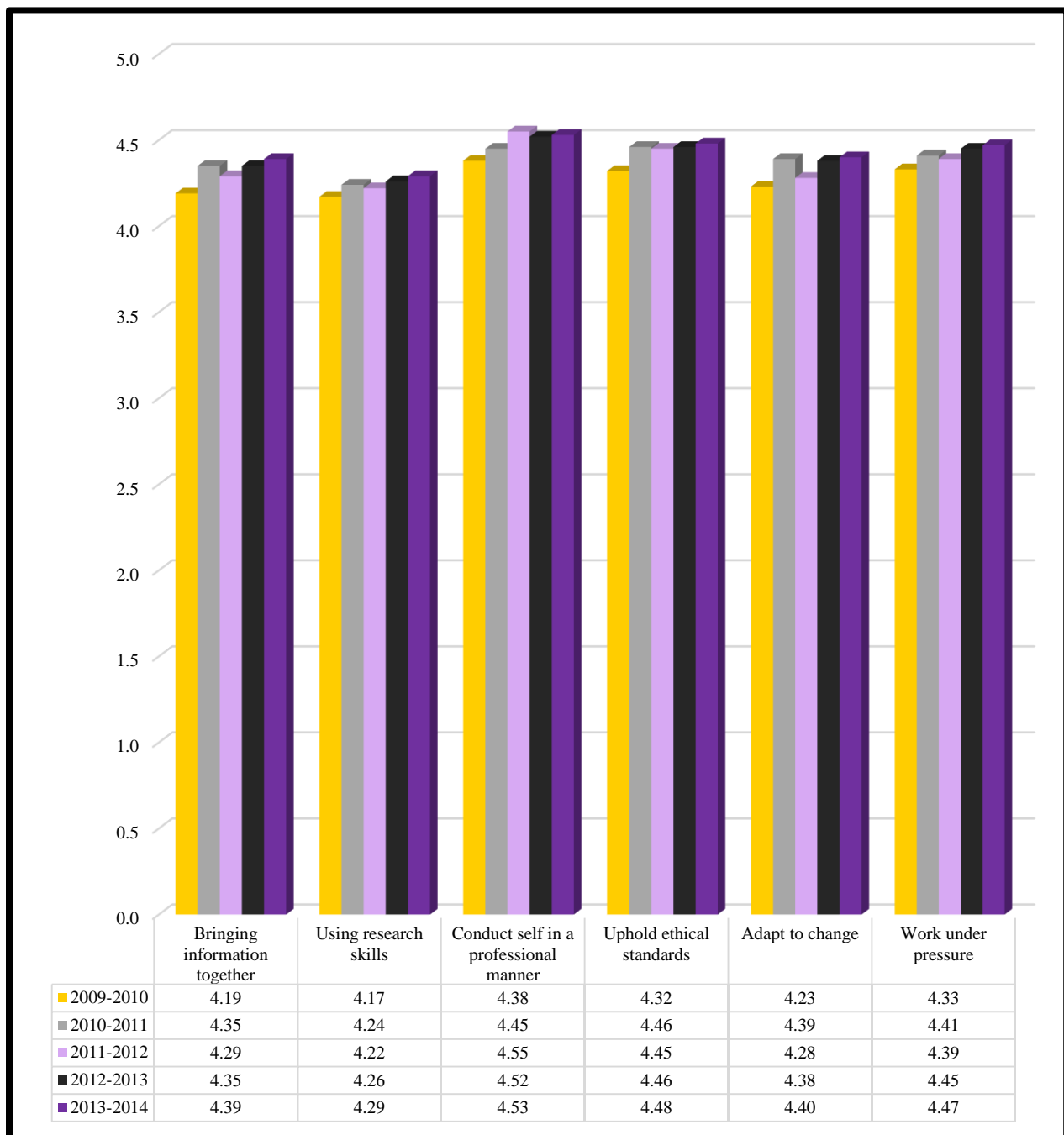
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



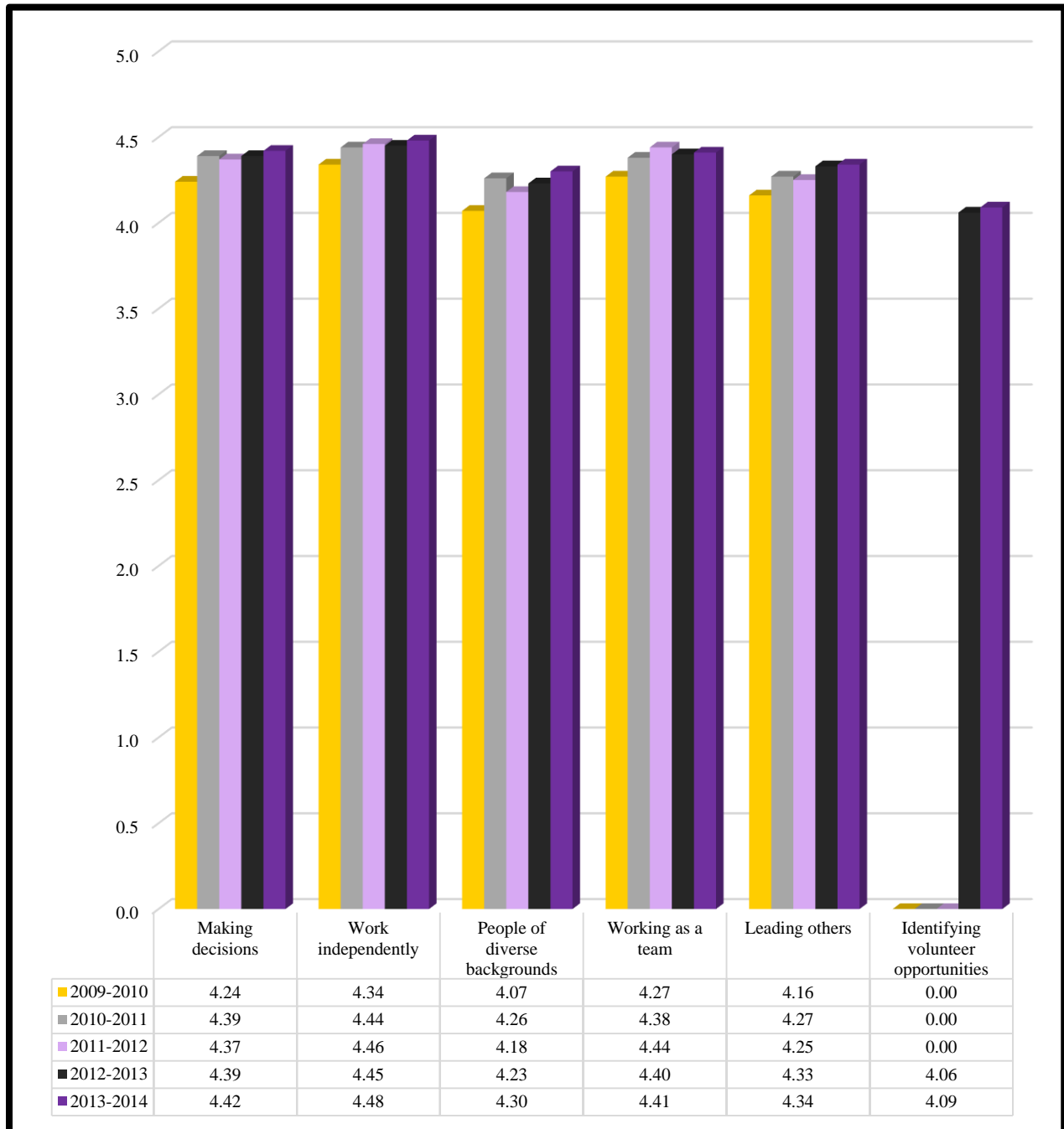
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



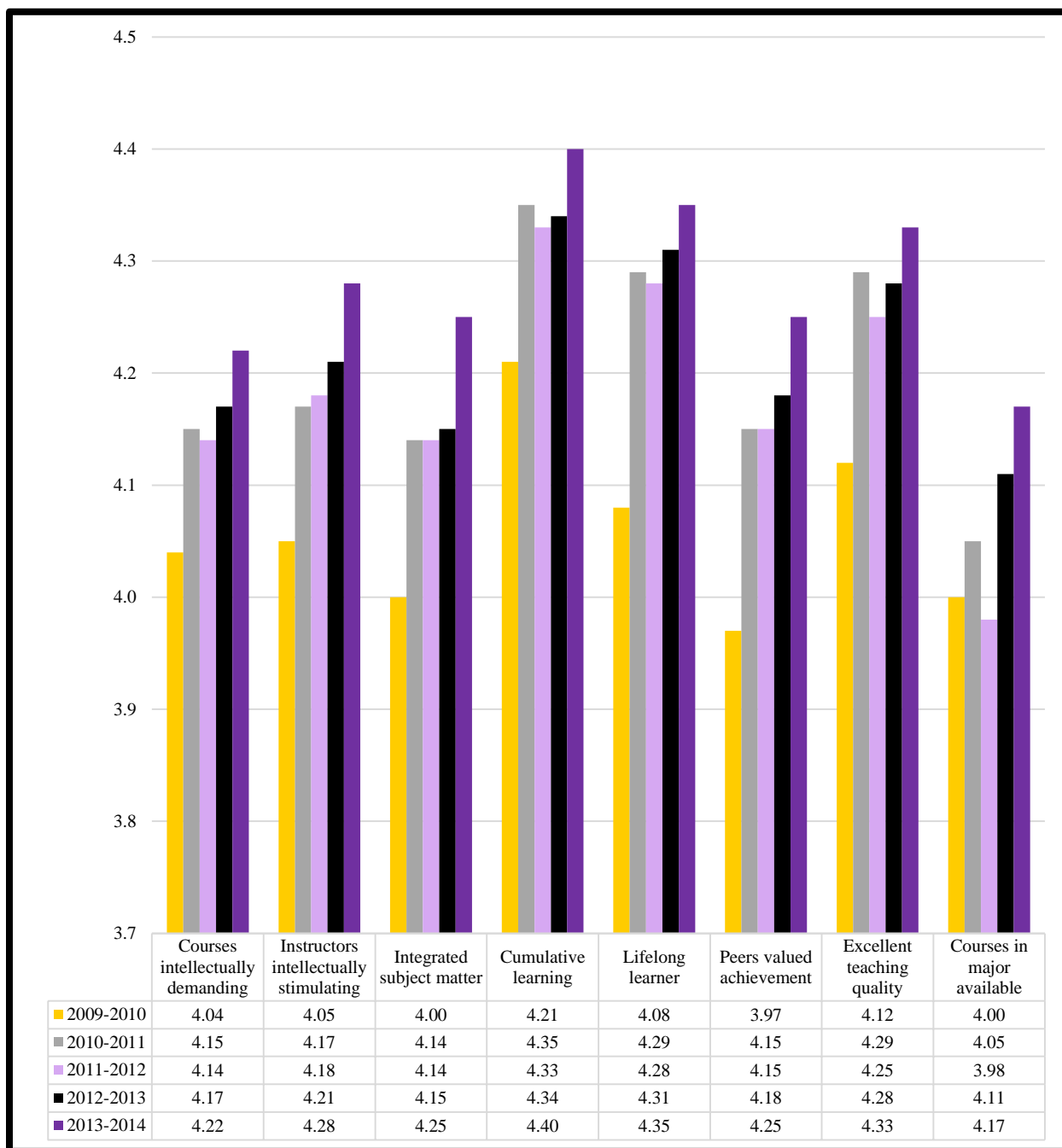
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



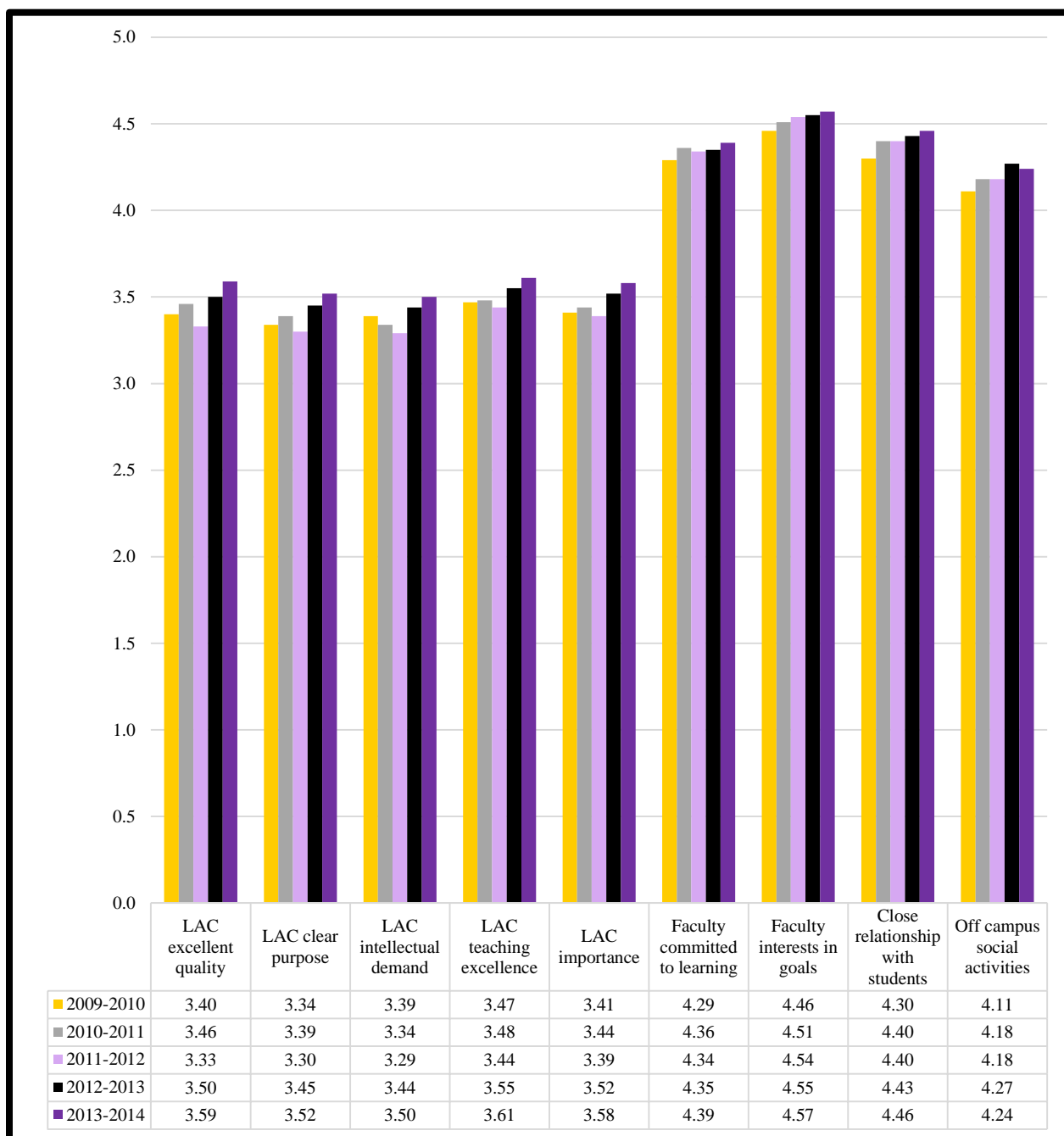
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



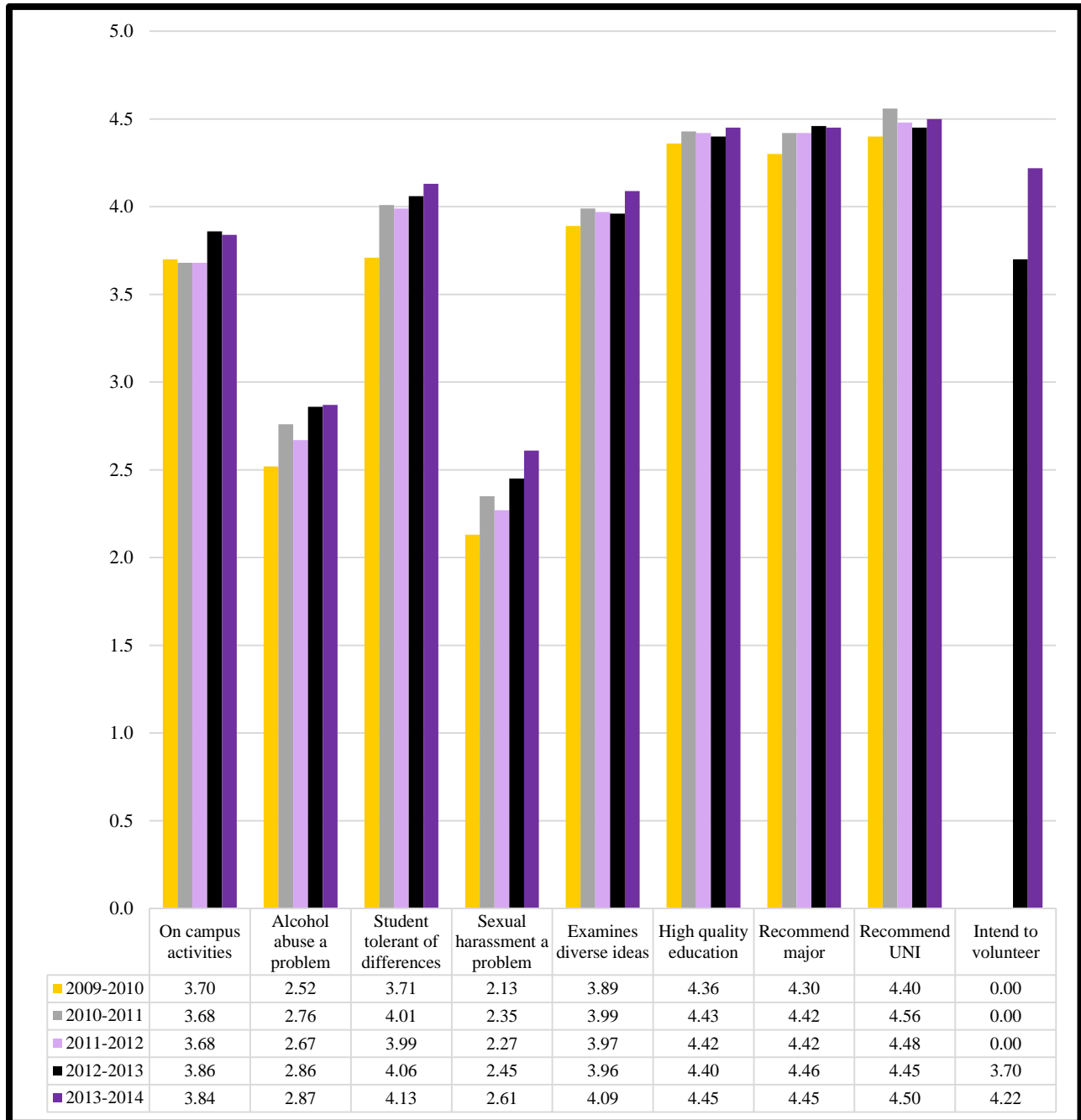
Graduating Senior Survey

MULTIPLE YEAR COMPARISON



Graduating Senior Survey

MULTIPLE YEAR COMPARISON



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

Section 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	① Yes ② No

Section 3: Plans for Further Education

What are your continuing education plans?	
①	Accepted to a graduate/professional program
②	Currently applying to programs, not yet accepted
③	Accepted to another undergraduate program
④	None
Will you be attending:	
①	Full-time
②	Part-time

Further Education Plans (continued)

If pursuing further education, please provide the following details:	
Institution Name	
City	
State	
Area of study	
Intended Degree	
Start Date	

Section 4: Faculty and Staff Recognition

Please list the name(s) of any faculty or staff who have had a positive influence on your development as a student at UNI.	
	Faculty/Staff Name
Please list the name(s) of any high school teacher or counselor who made a difference in your coming to and/or succeeding at UNI.	
	Teacher(s) / Counselor(s)
	Name of High School

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....	Poor	Fair	Average	Good	Excellent	Can't Evaluate
Speaking effectively	①	②	③	④	⑤	⑥
Communicating through writing	①	②	③	④	⑤	⑥
Understanding written communication	①	②	③	④	⑤	⑥
Listening effectively	①	②	③	④	⑤	⑥
Using basic computer skills (word processing, spreadsheets, etc.)	①	②	③	④	⑤	⑥
Making basic calculations and computations	①	②	③	④	⑤	⑥
Using foreign language skills	①	②	③	④	⑤	⑥
Planning projects	①	②	③	④	⑤	⑥
Defining problems	①	②	③	④	⑤	⑥
Solving problems	①	②	③	④	⑤	⑥
Learning new things	①	②	③	④	⑤	⑥
Thinking creatively	①	②	③	④	⑤	⑥
Bringing information/ideas together from different areas	①	②	③	④	⑤	⑥
Using research skills	①	②	③	④	⑤	⑥
Conducting yourself in a professional manner	①	②	③	④	⑤	⑥
Upholding ethical standards	①	②	③	④	⑤	⑥
Adapting to change	①	②	③	④	⑤	⑥
Working under pressure	①	②	③	④	⑤	⑥
Making decisions	①	②	③	④	⑤	⑥
Working independently	①	②	③	④	⑤	⑥
Working with people of diverse backgrounds	①	②	③	④	⑤	⑥
Working as a team	①	②	③	④	⑤	⑥
Leading others	①	②	③	④	⑤	⑥
Identifying opportunities for volunteering and community service	①	②	③	④	⑤	⑥

Section 6: Academic and Social Environment

Please indicate the extent to which you agree or disagree with the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
Most of the courses I took at UNI were intellectually demanding.	①	②	③	④	⑤
Most of my instructors were intellectually stimulating.	①	②	③	④	⑤
Most of my courses required integration of subject matter from several academic areas.	①	②	③	④	⑤

Please indicate the extent to which you agree or disagree with the following statements.	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
My learning experience was cumulative over a series of courses.	①	②	③	④	⑤
My academic experience at UNI made me want to be a lifelong learner.	①	②	③	④	⑤
Most of my student peers valued high academic achievement.	①	②	③	④	⑤
The overall quality of teaching at UNI is excellent.	①	②	③	④	⑤
Most of the courses in my major were readily available when I wanted to take them.	①	②	③	④	⑤
The overall quality of most Liberal Arts Core (LAC) classes is excellent.	①	②	③	④	⑤
The purposes of most LAC courses are very clear.	①	②	③	④	⑤
Most of the LAC courses I took at UNI were intellectually demanding.	①	②	③	④	⑤
The overall quality of teaching in the LAC at UNI is excellent.	①	②	③	④	⑤
I believe the LAC has been an important part of my education.	①	②	③	④	⑤
The faculty I had contact with were committed to advancing student learning.	①	②	③	④	⑤
At least one faculty member showed an active interest in my educational/career goals.	①	②	③	④	⑤
I developed close relationships with other students.	①	②	③	④	⑤
I often engaged in social activities with other students off campus.	①	②	③	④	⑤
I often participated in University or student sponsored activities on campus.	①	②	③	④	⑤
Alcohol abuse is a major problem among students at UNI.	①	②	③	④	⑤
Most UNI students are tolerant of people whose lifestyles are different from their own.	①	②	③	④	⑤
Sexual harassment is a problem at UNI.	①	②	③	④	⑤
The UNI community encourages the examination of diverse and controversial ideas.	①	②	③	④	⑤
I believe I have received a high quality education from UNI.	①	②	③	④	⑤
I would recommend my major to a prospective student.	①	②	③	④	⑤
I would recommend UNI to a prospective student.	①	②	③	④	⑤
Because of my experiences at UNI, I intend to be involved in volunteer service after graduation.	①	②	③	④	⑤

