Graduate Program Survey
2016 – 2017

Megan Vogt-Kostner, Research Analyst
Office of Institutional Research & Effectiveness
# Table of Contents

## Overview: Graduate College and Degrees Awarded

Graduate Degrees Awarded from Summer 2016 – Spring 2017 ........................................................................................................... 1 - 3

Number of Degrees Awarded per College over 5 Years ..................................................................................................................... 4

## Graduate Program Survey

Methodology ....................................................................................................................................................................................... 5

Response Rate .................................................................................................................................................................................. 6 – 7

Principal Activity After Graduation .................................................................................................................................................. 8

Activities Students Engaged in at UNI ........................................................................................................................................... 9

Reasons for Going to Graduate School ........................................................................................................................................ 10

Graduation Education Experience .................................................................................................................................................. 11 – 12

Paying for a Graduate Education at UNI .......................................................................................................................................... 13

Survey Form ..................................................................................................................................................................................... Appendix A
University of Northern Iowa
Graduate College Staff

Dr. Patrick Pease, Interim Dean of the Graduate College

Dr. Gabriela Olivares, Interim Associate Dean of the Graduate College

Susie Schwieger, Director of Graduate Student Life

Lisa Steimel, Secretary IV

Rubina Chowdhury, Secretary II

Janet Witt, Clerk IV
## Graduate Degrees Awarded from Summer 2016 – Spring 2017

<table>
<thead>
<tr>
<th>Program</th>
<th>Degrees Awarded</th>
<th>Program</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>20</td>
<td>Instructional Technology</td>
<td>2</td>
</tr>
<tr>
<td>Art Education</td>
<td>10</td>
<td>Jazz Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>6</td>
<td>Leisure, Youth &amp; Human Services</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>Literacy Education</td>
<td>10</td>
</tr>
<tr>
<td>Business Administration</td>
<td>18</td>
<td>Mathematics: Math Emphasis</td>
<td>1</td>
</tr>
<tr>
<td>Communication Studies: Communication Education</td>
<td>3</td>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Communication Studies: General Communication</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Studies: Mass Communication</td>
<td>2</td>
<td>Performance: Voice</td>
<td>6</td>
</tr>
<tr>
<td>Communication Studies: Organizational Communication</td>
<td>5</td>
<td>Philanthropy/Nonprofit Development</td>
<td>1</td>
</tr>
<tr>
<td>Communication Studies: Public Relations</td>
<td>3</td>
<td>Physical Education: Kinesiology</td>
<td>10</td>
</tr>
<tr>
<td>Communication Studies: Performance Studies</td>
<td>1</td>
<td>Physical Education: Scientific Bases of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Community Health Education</td>
<td>1</td>
<td>Physical Education: Teaching-Pedagogy</td>
<td>11</td>
</tr>
<tr>
<td>Computer Science</td>
<td>2</td>
<td>Piano Performance &amp; Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Conducting</td>
<td>2</td>
<td>Post-Secondary Education: Student Affairs</td>
<td>16</td>
</tr>
<tr>
<td>Counseling: Clinical Mental Health</td>
<td>10</td>
<td>Performance: Wind/Percussion/Keyboard/String</td>
<td>4</td>
</tr>
<tr>
<td>Counseling: School Counseling</td>
<td>9</td>
<td>Principalship</td>
<td>23</td>
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<tr>
<td>Doctor of Industrial Technology</td>
<td>1</td>
<td>Psychology: Clinical Science</td>
<td>4</td>
</tr>
<tr>
<td>Doctor of Technology</td>
<td>1</td>
<td>Psychology: Individualized Study</td>
<td>1</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>13</td>
<td>Psychology: Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology: Context &amp; Techniques Assessment</td>
<td>6</td>
<td>Rehabilitation Studies</td>
<td>2</td>
</tr>
<tr>
<td>Educational Psychology: School Psychology</td>
<td>8</td>
<td>School Library Studies</td>
<td>11</td>
</tr>
<tr>
<td>Educational Psychology: Professional Development for Teachers</td>
<td>2</td>
<td>Science Education</td>
<td>6</td>
</tr>
<tr>
<td>Education (Curriculum &amp; Instruction)</td>
<td>1</td>
<td>Social Science</td>
<td>2</td>
</tr>
<tr>
<td>Education (Leadership)</td>
<td>3</td>
<td>Sociology</td>
<td>1</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>17</td>
<td>Spanish</td>
<td>5</td>
</tr>
<tr>
<td>English: Creative Writing Total</td>
<td>4</td>
<td>Special Education: Field Specialization</td>
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</tr>
<tr>
<td>English: English Studies</td>
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<td>Special Education</td>
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</tr>
<tr>
<td>English: Literature</td>
<td>1</td>
<td>Speech-Language Pathology</td>
<td>50</td>
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<tr>
<td>Geography</td>
<td>4</td>
<td>Social Work</td>
<td>37</td>
</tr>
<tr>
<td>History</td>
<td>5</td>
<td>Teaching English to Speakers of Other Languages</td>
<td>6</td>
</tr>
<tr>
<td>History: Public History</td>
<td>1</td>
<td>Teacher Leadership International Educators</td>
<td>15</td>
</tr>
<tr>
<td>Health Education: Community Health Education</td>
<td>8</td>
<td>Teaching English in Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>Health Education: Health Promotion/Fitness Management</td>
<td>5</td>
<td>Technology</td>
<td>12</td>
</tr>
<tr>
<td>Industrial Mathematics Continual Quality Improvement</td>
<td>1</td>
<td>Teaching English to Speakers of Other Languages: Spanish</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Mathematics</td>
<td>2</td>
<td>Women's and Gender Studies</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Degrees Awarded: 456**
Degrees Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>Count</th>
</tr>
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<tbody>
<tr>
<td>PSM</td>
<td>3</td>
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<tr>
<td>MSW</td>
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<tr>
<td>MS</td>
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<tr>
<td>MM</td>
<td>17</td>
</tr>
<tr>
<td>MBA</td>
<td>18</td>
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<tr>
<td>MAE</td>
<td>82</td>
</tr>
<tr>
<td>MACC</td>
<td>20</td>
</tr>
<tr>
<td>MA</td>
<td>233</td>
</tr>
<tr>
<td>DT</td>
<td>1</td>
</tr>
<tr>
<td>DIT</td>
<td>1</td>
</tr>
<tr>
<td>EDS</td>
<td>8</td>
</tr>
<tr>
<td>EDD</td>
<td>13</td>
</tr>
</tbody>
</table>
### Gender

- Male: 31.6%  
- Female: 68.4%

### Race

- 2 or more: 9 (1.97%)
- American Indian or Alaskan Native: 3 (0.66%)
- Asian: 5 (1.10%)
- Black or African American: 13 (2.85%)
- Hispanic or Latino: 7 (1.54%)
- Not Available: 57 (12.50%)
- Unknown/Not Specified: 9 (1.97%)
- White: 353 (77.41%)

**TOTAL**: 456

### Graduation Date

<table>
<thead>
<tr>
<th>Semester</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2016</td>
<td>106 (23.25%)</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>122 (26.75%)</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>228 (50.00%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>456</strong></td>
</tr>
</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Count (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>143 (31.36%)</td>
</tr>
<tr>
<td>26 – 30</td>
<td>140 (30.70%)</td>
</tr>
<tr>
<td>31 – 35</td>
<td>71 (15.57%)</td>
</tr>
<tr>
<td>36 – 40</td>
<td>41 (8.99%)</td>
</tr>
<tr>
<td>41 – 45</td>
<td>35 (7.68%)</td>
</tr>
<tr>
<td>46 – 50</td>
<td>13 (2.85%)</td>
</tr>
<tr>
<td>51 or older</td>
<td>13 (2.85%)</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>456</strong></td>
</tr>
</tbody>
</table>
Graduate College: Number of Majors Awarded per College over 5 Years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business</td>
<td>48</td>
<td>61</td>
<td>54</td>
<td>38</td>
<td>212</td>
</tr>
<tr>
<td>College of Education</td>
<td>43</td>
<td>182</td>
<td>192</td>
<td>213</td>
<td>194</td>
</tr>
<tr>
<td>College of Humanities, Arts and Sciences</td>
<td>122</td>
<td>171</td>
<td>173</td>
<td>176</td>
<td>146</td>
</tr>
<tr>
<td>College of Social &amp; Behavioral Sciences</td>
<td>92</td>
<td>104</td>
<td>100</td>
<td>84</td>
<td>77</td>
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<tr>
<td>Interdisciplinary</td>
<td>1</td>
<td>13</td>
<td>18</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>
Graduate Program Survey | Methodology

The 2016-2017 Graduate Program Survey was administered by the University of Northern Iowa’s Office of Institutional Research and Effectiveness using the online survey tool, Qualtrics. The purpose of the study was for the university to gain feedback about the students’ graduate school experiences. The survey results help the university to provide a better graduate experience for future students.

The survey was e-mailed to all graduate students who were eligible to graduate. These students received a campus e-mail starting approximately one month prior to graduation. They were sent five reminder e-mails to complete the survey with the survey closing after commencement. In December 2016, 111 students were eligible for graduation with 59 students (53.2%) completing the survey. In May 2017, 339 students had applied for graduation with 188 students (55.5%) completing the survey. At UNI, the May 2016 commencement ceremony includes Spring 2017 and Summer 2017 graduates due to the university having no summer commencement ceremony. Overall, 247 students completed they survey with a 54.9% response rate.

**Please note: This was the second year the survey has been completed online. In prior years, students completed the survey at their commencement ceremonies.
Graduate Program Survey: Response Rate Demographics

### Age Category

- **25 or less**: 83.95% Fall 2016, 85.19% Spring 2017, 84.30% Grand Total
- **26 - 30**: 72.15% Fall 2016, 72.97% Spring 2017, 72.81% Grand Total
- **31 - 35**: 16.05% Fall 2016, 14.81% Spring 2017, 15.72% Grand Total
- **36 - 40**: 27.85% Fall 2016, 20.00% Spring 2017, 23.42% Grand Total
- **41 - 45**: 50.00% Fall 2016, 50.00% Spring 2017, 50.00% Grand Total
- **46 - 50**: 10.00% Fall 2016, 90.00% Spring 2017, 50.00% Grand Total
- **51 or older**: 0.00% Fall 2016, 0.00% Spring 2017, 0.00% Grand Total

### Commencement Date

<table>
<thead>
<tr>
<th>Age Category</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>13</td>
<td>68</td>
<td>81</td>
</tr>
<tr>
<td>26 - 30</td>
<td>22</td>
<td>57</td>
<td>79</td>
</tr>
<tr>
<td>31 - 35</td>
<td>4</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>36 - 40</td>
<td>4</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>41 - 45</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>46 - 50</td>
<td>4</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>51 or older</td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

### Commencement Date / Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more American Indian/Alaska Native</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2 or more Asian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 or more Black/African American</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2 or more Hispanic or Latino</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Not Available</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>147</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 or more American Indian/Alaska Native</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2 or more Asian</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 or more Black/African American</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2 or more Hispanic or Latino</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>Not Available</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>White</td>
<td>44</td>
<td>147</td>
</tr>
</tbody>
</table>
Graduate Program Survey: Principal Activity and Location After Graduation

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

- Employment, FT Paid: 126
- Still Searching: 46
- Grad/Prof School, FT: 15
- Employment, PT Paid: 8
- Volunteer Activity: 2
- Grad/Prof School, PT: 1
- Military Service: 1

Is this job in the state of Iowa?
- Yes: 94
- No: 29

If no, would you return to Iowa?
- Yes: 26
- No: 6
Graduate Program Survey: Activities Students Engaged in at UNI

- Completed Research or Creative Work: 66% (Fall 2016), 71% (Spring 2017), 70% (Total)
- Completed Practicum or Internship: 37% (Fall 2016), 41% (Spring 2017), 40% (Total)
- Presented Research at Conference: 27% (Fall 2016), 24% (Spring 2017), 25% (Total)
- Presented Creative Work for Review: 12% (Fall 2016), 19% (Spring 2017), 17% (Total)
- Participated in Regional or Professional Org: 19% (Fall 2016), 19% (Spring 2017), 27% (Total)
- Submitted Research or Creative Work for Publication: 8% (Fall 2016), 14% (Spring 2017), 13% (Total)
- Published Research or Creative Work in Journal: 3% (Fall 2016), 6% (Spring 2017), 5% (Total)
Graduate Program Survey: Reasons for Going to Graduate School

Select the reason why you decided to attend UNI for your graduate education:

- Advancement or Promotion: 51.70%
- Entry into a New Career: 39.60%
- Prepare for Further Education: 23.70%
- Personal Growth or Fulfillment: 60.60%
- Intellectual Stimulation: 41.80%
- Learn New Skills: 59.80%
- Salary or Promotion: 52.70%
Graduate Program Survey: Graduate Education Experience

Please indicate your level of confidence that your graduate experience at UNI will help you achieve the following goals:

- Advancement or Promotion: 48.30%
- Entry into a New Career: 40.30%
- Prepare for Further Education: 47.20%
- Personal Growth or Fulfillment: 58.80%
- Intellectual Stimulation: 55.40%
- Learn New Skills: 50.50%
- Salary or Promotion: 48.80%

Levels of confidence: Low, 2-3, High.
## Graduate Program Survey: Graduate Education Experience

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
<th>Not Sure (5)</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the graduate courses I took at UNI were intellectually demanding.</td>
<td>200</td>
<td>7 (3.5%)</td>
<td>11 (5.5%)</td>
<td>90 (45.0%)</td>
<td>92 (46.0%)</td>
<td>0 (0.0%)</td>
<td>3.40</td>
<td>3.31</td>
</tr>
<tr>
<td>Most of my graduate instructors were intellectually stimulating.</td>
<td>200</td>
<td>4 (2.0%)</td>
<td>10 (5.0%)</td>
<td>87 (43.5%)</td>
<td>94 (47.0%)</td>
<td>5 (2.5%)</td>
<td>3.44</td>
<td>3.37</td>
</tr>
<tr>
<td>My graduate learning experience was cumulative over a series of courses in my program.</td>
<td>200</td>
<td>4 (2.0%)</td>
<td>8 (4.0%)</td>
<td>78 (39.0%)</td>
<td>104 (52.0%)</td>
<td>6 (3.0%)</td>
<td>3.45</td>
<td>3.45</td>
</tr>
<tr>
<td>The overall quality of graduate teaching at UNI is excellent.</td>
<td>199</td>
<td>8 (4.0%)</td>
<td>17 (8.5%)</td>
<td>76 (38.2%)</td>
<td>92 (46.2%)</td>
<td>6 (3.0%)</td>
<td>3.44</td>
<td>3.27</td>
</tr>
<tr>
<td>The faculty in my graduate program were committed to advancing student learning.</td>
<td>198</td>
<td>9 (4.5%)</td>
<td>7 (3.5%)</td>
<td>66 (33.3%)</td>
<td>109 (55.1%)</td>
<td>7 (3.5%)</td>
<td>3.52</td>
<td>3.42</td>
</tr>
<tr>
<td>At least one graduate faculty member showed an active interest in my educational/career goals.</td>
<td>200</td>
<td>5 (2.5%)</td>
<td>6 (3.0%)</td>
<td>42 (21.0%)</td>
<td>133 (66.5%)</td>
<td>14 (7.0%)</td>
<td>3.65</td>
<td>3.62</td>
</tr>
<tr>
<td>Most of my courses in my graduate program were readily available when I wanted to take them.</td>
<td>200</td>
<td>7 (3.5%)</td>
<td>11 (5.5%)</td>
<td>68 (34.0%)</td>
<td>105 (52.5%)</td>
<td>9 (4.5%)</td>
<td>3.28</td>
<td>3.46</td>
</tr>
<tr>
<td>The UNI community encourages the examination of diverse and controversial ideas in its graduate programs.</td>
<td>200</td>
<td>6 (3.0%)</td>
<td>17 (8.5%)</td>
<td>80 (40.0%)</td>
<td>81 (40.5%)</td>
<td>16 (8.0%)</td>
<td>3.15</td>
<td>3.32</td>
</tr>
<tr>
<td>I believe I have received a high quality graduate education from UNI.</td>
<td>200</td>
<td>25 (12.5%)</td>
<td>59 (29.5%)</td>
<td>58 (29.0%)</td>
<td>25 (12.5%)</td>
<td>33 (16.5%)</td>
<td>2.45</td>
<td>2.51</td>
</tr>
<tr>
<td>I experienced a strong sense of community with other students in the program.</td>
<td>200</td>
<td>8 (4.0%)</td>
<td>13 (6.5%)</td>
<td>66 (33.0%)</td>
<td>105 (52.5%)</td>
<td>8 (4.0%)</td>
<td>3.58</td>
<td>3.34</td>
</tr>
<tr>
<td>I would recommend my graduate program to a prospective graduate student.</td>
<td>199</td>
<td>11 (5.5%)</td>
<td>19 (9.5%)</td>
<td>81 (40.7%)</td>
<td>77 (38.7%)</td>
<td>11 (5.5%)</td>
<td>3.33</td>
<td>3.15</td>
</tr>
<tr>
<td>Because of my experience at UNI, I intend to be involved in volunteer service after graduation.</td>
<td>199</td>
<td>10 (5.0%)</td>
<td>12 (6.0%)</td>
<td>62 (31.2%)</td>
<td>105 (52.8%)</td>
<td>10 (5.0%)</td>
<td>3.48</td>
<td>3.36</td>
</tr>
</tbody>
</table>
## Graduate Program Survey: Paying for a Graduate Education at UNI

### How did you finance your graduate education?
(Person may choose more than one. 247 survey respondents)

<table>
<thead>
<tr>
<th>Financial</th>
<th>88 (35.63%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Financed</td>
<td>122 (49.39%)</td>
</tr>
<tr>
<td>Employer Reimbursement</td>
<td>22 (8.91%)</td>
</tr>
<tr>
<td>Loans (Public and Private)</td>
<td>64 (25.91%)</td>
</tr>
<tr>
<td>Graduate College Tuition Scholarship</td>
<td>68 (27.53%)</td>
</tr>
<tr>
<td>Graduate College Assistantship(s)</td>
<td>71 (28.74%)</td>
</tr>
<tr>
<td>Other Scholarships</td>
<td>26 (10.53%)</td>
</tr>
<tr>
<td>Other</td>
<td>15 (6.07%)</td>
</tr>
</tbody>
</table>

### Did you receive a Graduate Assistantship?

| Yes | 77 (38.50%) |
| No | 123 (61.50%) |
| TOTAL | 200 (100%) |

### How many semesters were you awarded a Graduate College Assistantship?

| One (1) Semester | 7 (9.86%) |
| Two (2) Semesters | 11 (15.49%) |
| Three (3) Semesters | 15 (21.13%) |
| Four (4) Semesters | 34 (47.89%) |
| Five (5) Semesters | 1 (1.41%) |
| Six (6) Semesters | 3 (4.23%) |
| TOTAL | 71 (100%) |

### How many semesters were you awarded a Tuition Scholarship?

| One (1) Semester | 7 (10.45%) |
| Two (2) Semesters | 17 (25.37%) |
| Three (3) Semesters | 14 (20.90%) |
| Four (4) Semesters | 22 (32.84%) |
| Five (5) Semesters | 3 (4.48%) |
| Six (6) Semesters | 4 (5.97%) |
| TOTAL | 67 (100%) |
Appendix A
Graduate Program Survey

CONGRATULATIONS on your graduation! Thank you for completing this survey. Your responses will be used for graduate 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.

Background Information

Student Information

Student Name:  
Student ID:

Types of program you were in:  
- Fully On-Campus (Face-to-Face)  
- Fully Online  
- Blended (Online/Some On-Campus)

Name of program:

Scholarly and Academic Activities

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

- Completed original research or creative work  
- Submitted original research or creative work for publication to an academic journal  
- Published original research or creative work in an academic journal  
- Presented/PERformed creative work for professional review (recital, reading, etc.)  
- Presented research at professional conference  
- Participated in other ways in regional or national professional organizations (leadership positions, membership, etc.)  
- Completed a practicum or internship in a professional setting
Below are some reasons for going to graduate school. Select the reason why you decided to attend UNI for your graduate education.

<table>
<thead>
<tr>
<th>Reason</th>
<th>(Low) 1</th>
<th>2</th>
<th>3</th>
<th>4 (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement or promotion in my current career</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>
</tr>
<tr>
<td>Preparation for further graduate education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal growth/fulfillment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to either my current or future career</td>
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<tr>
<td>Can lead possibly to an increase in salary or promotion in the workplace</td>
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</tbody>
</table>

Please indicate your level of confidence that your graduate experience at UNI will help you achieve the following goals:

<table>
<thead>
<tr>
<th>Goal</th>
<th>(Low) 1</th>
<th>2</th>
<th>3</th>
<th>4 (High)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement or promotion in my current career</td>
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<td></td>
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<tr>
<td>Entry into a new career</td>
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</tr>
<tr>
<td>Intellectual stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To learn new intellectual/technical skills relevant to either my current or future career</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Required for entry to work in desired field</td>
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</tbody>
</table>
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></td>
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<tr>
<td>Most of my graduate instructors were intellectually stimulating</td>
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<tr>
<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 faculty in my graduate program 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 my 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>Because of my experiences at UNI, I intend to be involved in volunteer service after graduation.</td>
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<tr>
<td>I believe I have received a high quality graduate education from UNI</td>
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<td>I experienced a strong sense of community with other students in the program</td>
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<td>I would recommend my graduate program to a prospective graduate student</td>
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</tbody>
</table>
Did you receive a graduate assistantship award?
- Yes
- No

If yes, how did the assistantship contribute to your graduate educational experiences with regard to professional development?

How did you finance your graduate education?
- Please select all that apply:
  - Financial Aid
  - Self-Financed
  - Employer Reimbursement
  - Loans (public and private)
  - Graduate College Tuition Scholarship
  - Graduate College Assistantship(s)
  - Other Scholarships
  - Other (please specify) ________________________________________________

How many semesters were you awarded a Graduate College Tuition Scholarship?

<table>
<thead>
<tr>
<th>Number of Semesters</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

How many semesters were you awarded a Graduate College Assistantship?

<table>
<thead>
<tr>
<th>Number of Semesters</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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</tr>
</tbody>
</table>
Plans following graduation

- What is MOST LIKELY to be your PRINCIPAL activity upon graduation from UNI?
  - Still searching for opportunities
  - Employment, full-time paid
  - Employment, part-time paid
  - Graduate or professional school, full-time
  - Graduate or professional school, part-time
  - Additional undergraduate coursework
  - Military service
  - Volunteer activity
  - Other, please specify: ________________________________________________

Employment Information

Job Title: ________________________________________________
Name of Employing Organization: __________________________
City: ________________________________________________
State: ________________________________________________
Start Date: ________________________________________________

Annual Salary Range ($)

- Under $30,000
- $30,000 - $50,000
- $50,000 - $75,000
- $75,000 - $100,000
- Over $100,000

Is this job in the state of Iowa?

- Yes
- No

Would you return to Iowa in the future if given the chance?

- Yes
- No
Plans for Further Education

What are your continuing education plans?
- Accepted to another graduate/professional program
- Currently applying to programs, not yet accepted

Which best describes your educational status?
- Full-time
- Part-time

Please provide the following:
- Institution Name: _________________________________
- City: _________________________________
- State: _________________________________
- Degree Program: _________________________________
- Start Date: _________________________________
- Degree Level Sought: _________________________________

Additional Information

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

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

NOTE: By clicking the arrow right, you will be completed with the survey. You are allowed to go back and change any answers before you submit, but after clicking the arrow right, you will have submitted this survey.