

# **UNIVERSITY OF NORTHERN IOWA GRADUATING SENIOR SURVEY REPORT**

**2012-2013**

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# UNI Graduating Senior Survey

## 2012- 2013 Survey Highlights

The following list presents some of the key findings of the survey. Percentages are presented in terms of individuals who responded either “agree” or “strongly agree” to the Academic and Social Environment items and “good” or “excellent” to questions in the Education Experiences and Skills section.

- UNI students believe they have received a high quality education at UNI (96.9%).
- UNI graduates would recommend the university to future students (95.3%).
- A large majority of students (88.4%) are confident in their ability to work with people of diverse backgrounds.
- UNI graduates are prepared to uphold high ethical standards (92.2%) and to conduct themselves in a professional manner (93.6%).
- Graduates are satisfied with the quality of courses at UNI, with 94.9% stating that the overall quality of teaching is excellent at UNI.
- Students feel that faculty at UNI are extremely committed, with 97.8% of graduates indicating that at least one faculty member shared an active interest in their career and professional goals.
- Graduates agree (96.2%) that faculty are committed to advancing student learning at the university.

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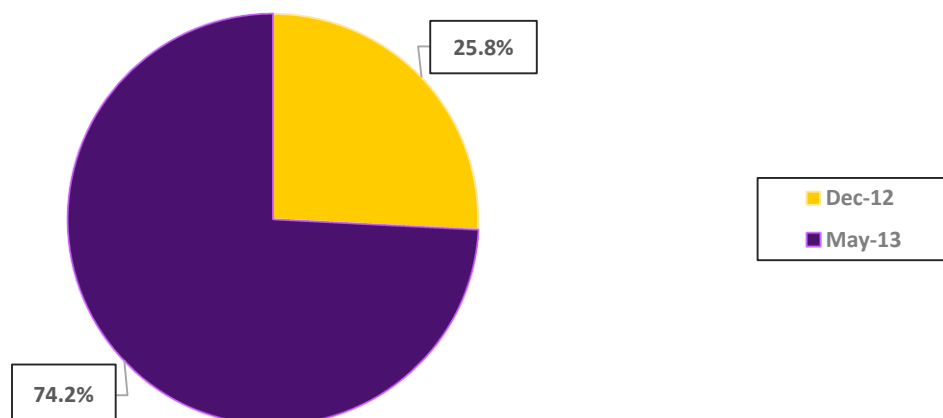
# UNI Graduating Senior Survey

## Survey Administration

The UNI Graduating Senior Survey was given to all UNI graduates prior to commencement exercises in December 2012 and May 2013. The survey was completed by 410 students in December 2012 and 1,180 in May 2013, for a total of 1,590 respondents (see Table 1 for an illustration of response rates). Students who chose not to attend the commencement exercises or students who arrived late in their respective ceremonies were not included in the survey administration. As indicated in Figure 1, the bulk of the students at the university graduate in the spring semester.

**Table 1. Response Rate for Undergraduate Graduation Sessions**

	Survey Respondents	Undergraduates Attending Commencement	Response Rate (%)
December 2012	410	428	95.8%
May 2013	1180	1483	79.6%
Total	1590	1911	83.2%



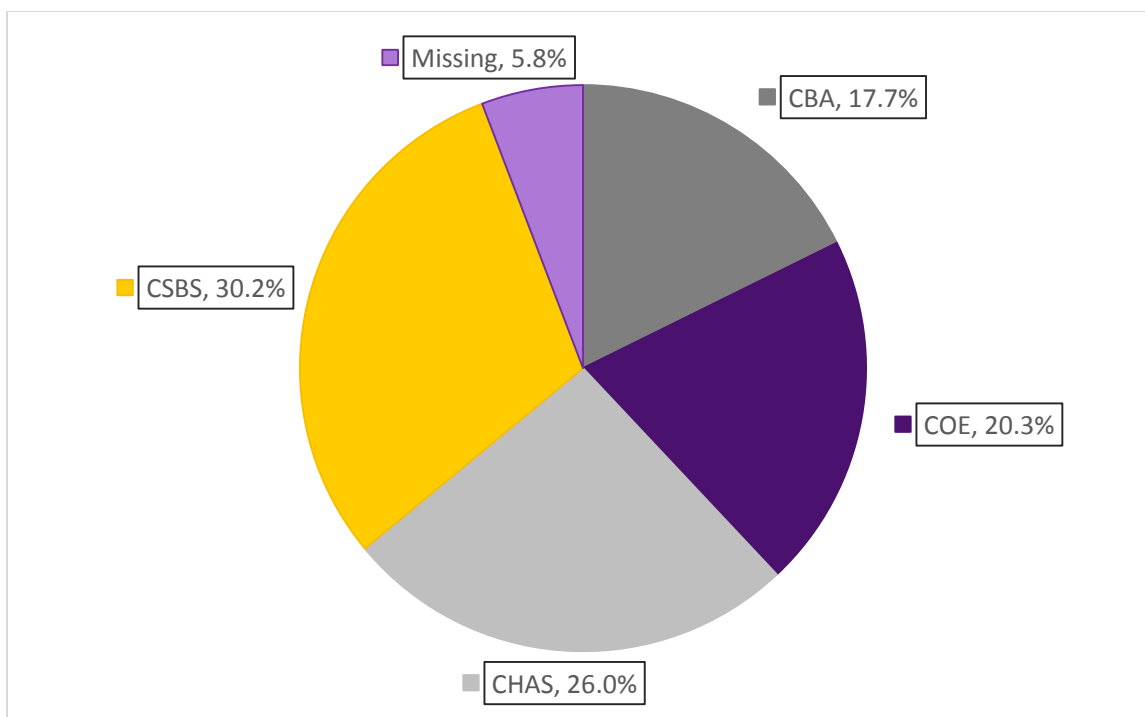
**Figure 1. Respondents by Commencement Ceremony**

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# UNI Graduating Senior Survey

## Distribution of Respondents by College

Figure 2 shows the distribution of respondents by college. The College of Humanities and Fine Arts and the College of Natural Sciences were merged to form the College of Humanities, Arts, and Sciences (CHAS) during the 2010-2011 academic year. The students from the College of Social and Behavioral Sciences represented the largest number of respondents of any college (CSBS; 30.2%). Students from the CHAS made up 26.0% of the respondents, followed by the College of Education (COE; 20.3%), and the College of Business Administration (CBA; 17.7%).



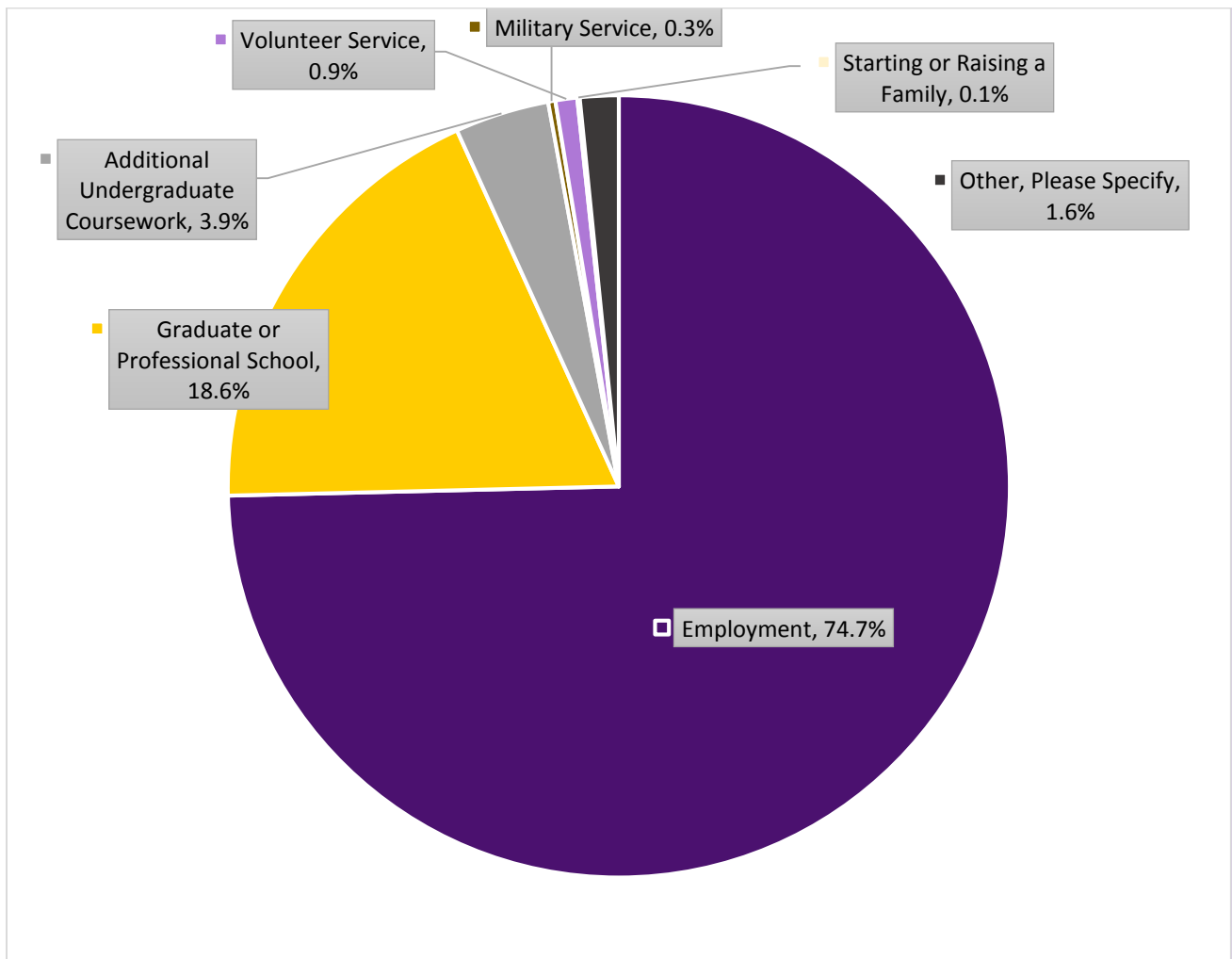
**Figure 2. Distribution of Respondents by College**

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# UNI Graduating Senior Survey

## Plans Following Graduation

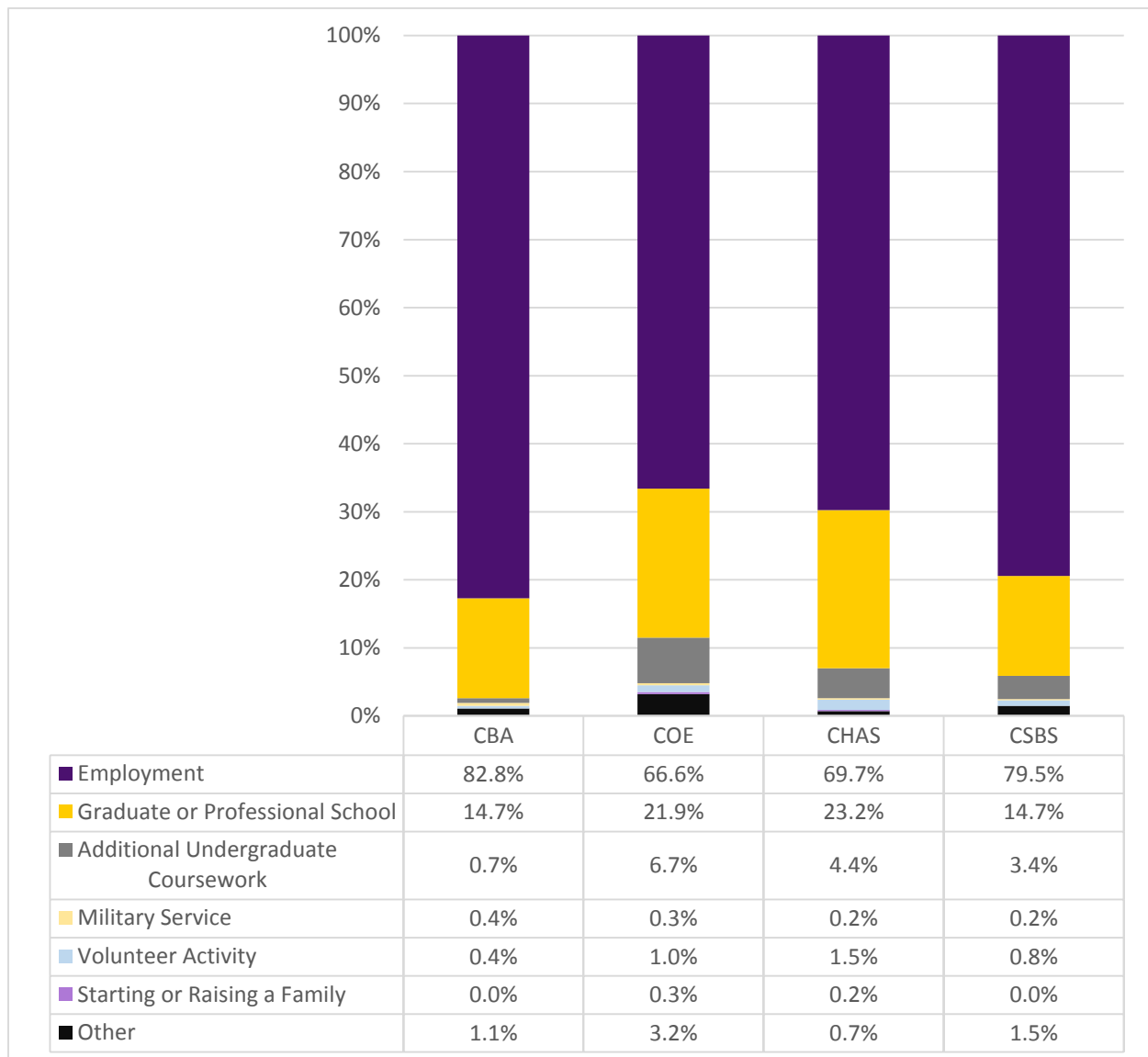
Students were asked to indicate their plans following graduation. As Figure 3 indicates, 74.7% of respondents indicated that their primary activity following graduation would be employment. An additional 18.6% of respondents indicated they would be pursuing a graduate/advanced degree, with another 3.9% pursuing additional undergraduate coursework.



**Figure 3. Plans Following UNI Graduation**

# UNI Graduating Senior Survey

A comparison of future plans by college (see Figure 4) illustrates that the College of Business Administration had the highest percentage of graduates employed upon graduation (82.8%). The College of Humanities, Arts, & Sciences had the highest number of graduates enrolled in a graduate or professional program (95). Across all colleges, the vast majority of students (approximately 93.2%) indicated that they were employed or enrolled in a graduate program of study for the next academic year.



**Figure 4. Future Plans by College**

# UNI Graduating Senior Survey

## Characteristics of Respondents

The demographic characteristics of the 2012-2013 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 2012-2013 academic year. Presented below is a breakdown of race/ethnicity (Figure 5) and gender (Figure 6) of respondents by college. Please note the axis minimum values in the charts below.

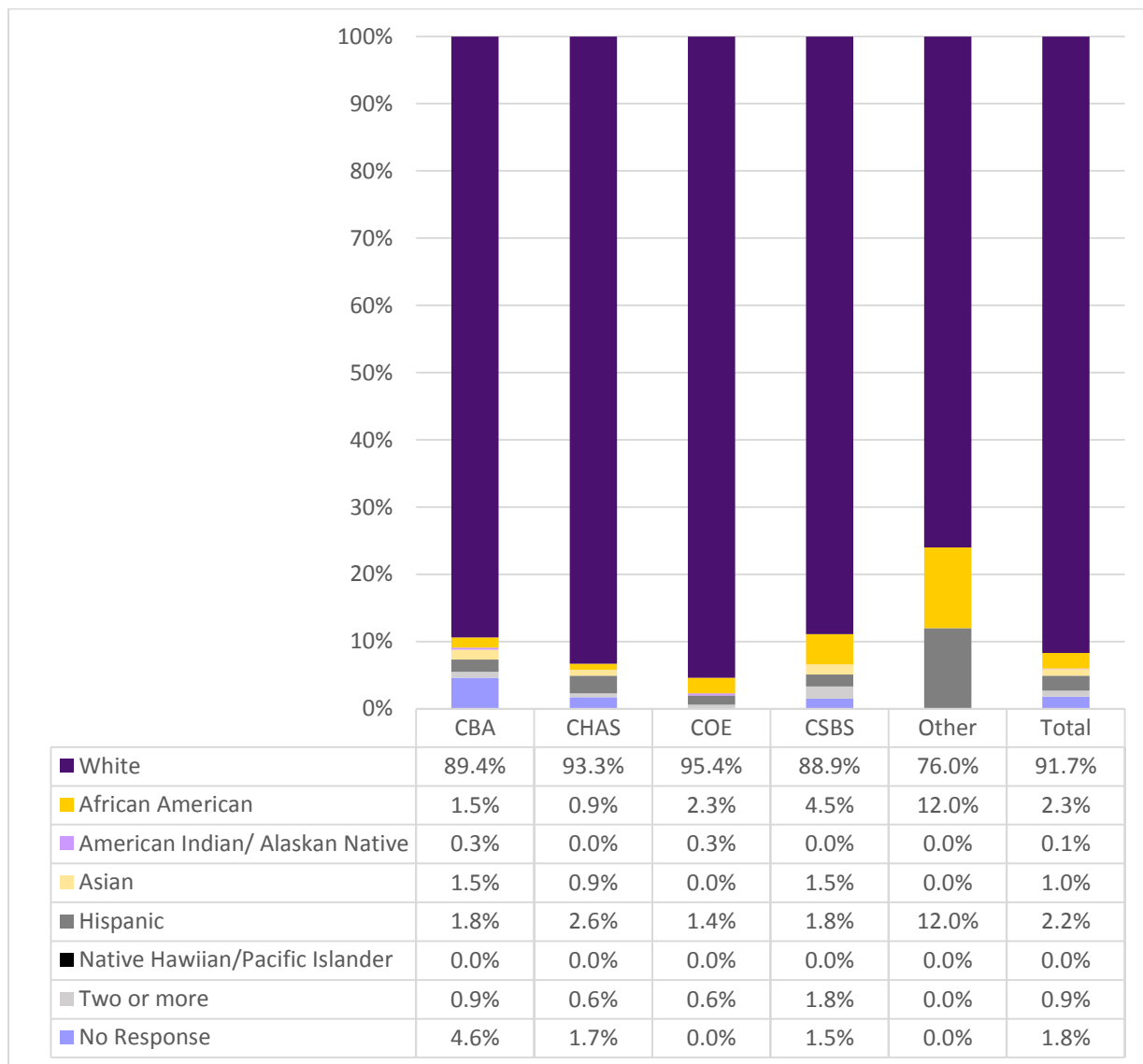


Figure 5. Race/Ethnicity of Respondents by College



# UNI Graduating Senior Survey

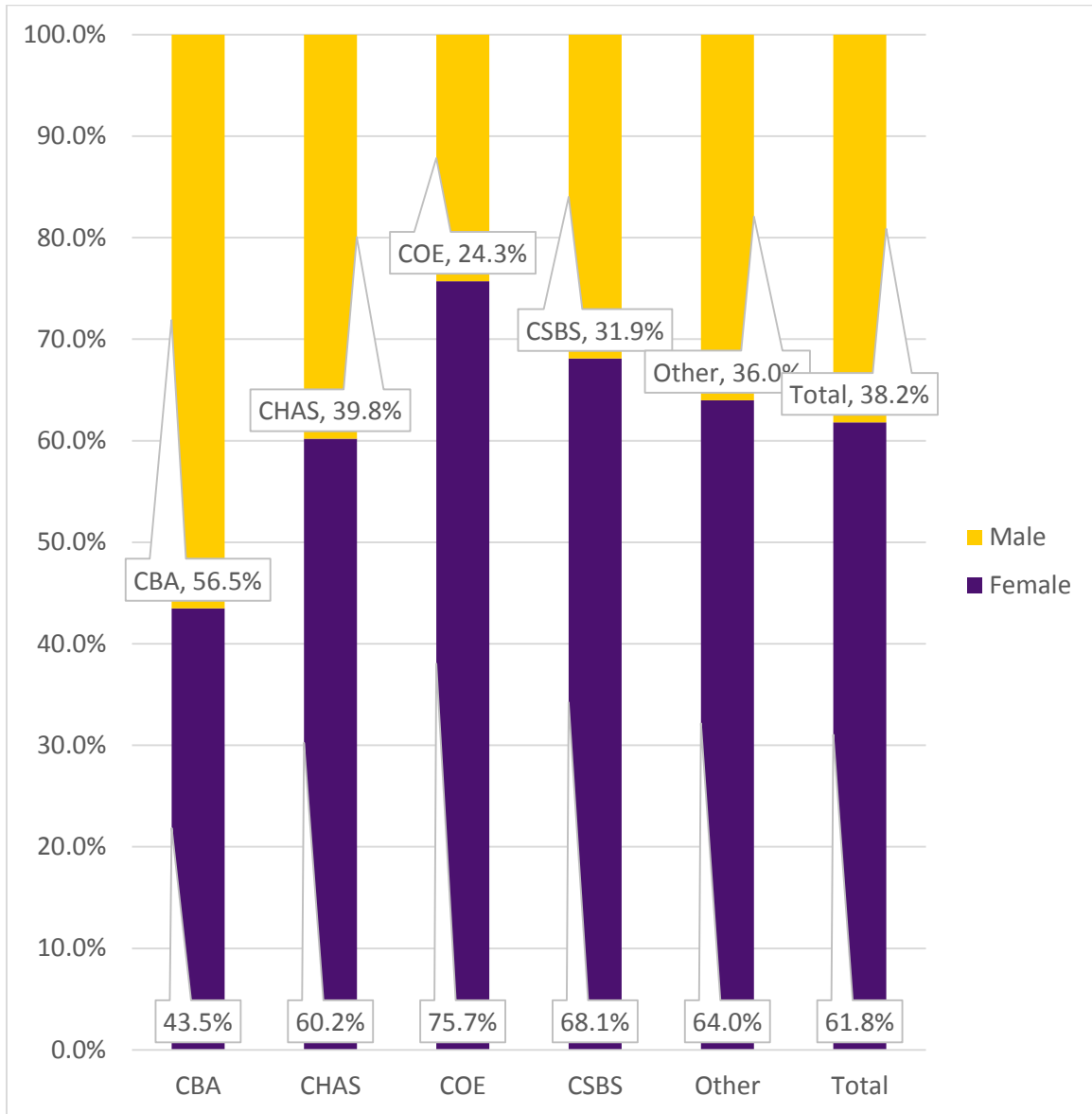


Figure 6. Gender Respondents by College

# UNI 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. Table 2 and 3 show the distribution of responses across the institution.

**Table 2. Educational Experiences & Skills**

	<u>N</u>	<u>Cannot Evaluate</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 efficiently	1380	0.5	0.1	1.8	9.2	45.0	43.3	4.28
Communicating through writing	1374	0.2	0.1	1.6	8.8	43.7	45.6	4.32
Understanding written communication	1370	0.1	0	1.0	5.3	38.7	54.8	4.47
Listen effectively	1358	0.3	0.1	0.8	6.3	38.7	53.8	4.45
Basic computer skills	1365	1.5	0.7	2.3	11.1	38.5	45.9	4.22
Foreign Language Skills	1362	21.4	12.3	13.3	19.2	16.6	17.3	2.48
Planning Projects	1365	1.0	0.4	1.4	10.5	43.7	42.9	4.24
Defining Problems	1370	0.9	0.1	0.9	9.3	45.6	43.2	4.29
Solving Problems	1361	0.5	0	0.7	6.4	43.2	49.2	4.40
Learning New Things	1361	0.4	0	0.4	4.8	36.3	58.0	4.51
Creative Thinking	1353	0.6	0	1.3	8.0	39.3	50.8	4.38
Bringing Information Together	1360	0.4	0.1	0.6	9.0	43.5	46.4	4.35
Using Research Skills	1362	0.4	0.2	1.3	12.1	42.9	43.0	4.26
Conducting self in professional manner	1355	0.5	0	0.4	5.5	33.7	59.9	4.52
Uphold ethical standards	1356	0.5	0.1	0.9	6.2	36.2	56.0	4.46
Adapt to Change	1356	0.4	0.1	1.0	8.3	40.9	49.3	4.38
Working under pressure	1360	0.4	0.1	0.5	6.9	38.1	54.0	4.45
Making decisions	1360	0.5	0	0.6	8.5	40.1	50.2	4.39
Working Independently	1359	0.7	0	0.7	6.3	37.9	54.5	4.45
People of diverse backgrounds	1356	0.4	0.9	2.4	13.6	36.9	45.8	4.23
Working as a team	1357	0.4	0.1	1.1	8.5	38.1	51.8	4.40
Leading others	1355	0.6	0.2	1.0	10.7	39.0	48.4	4.33

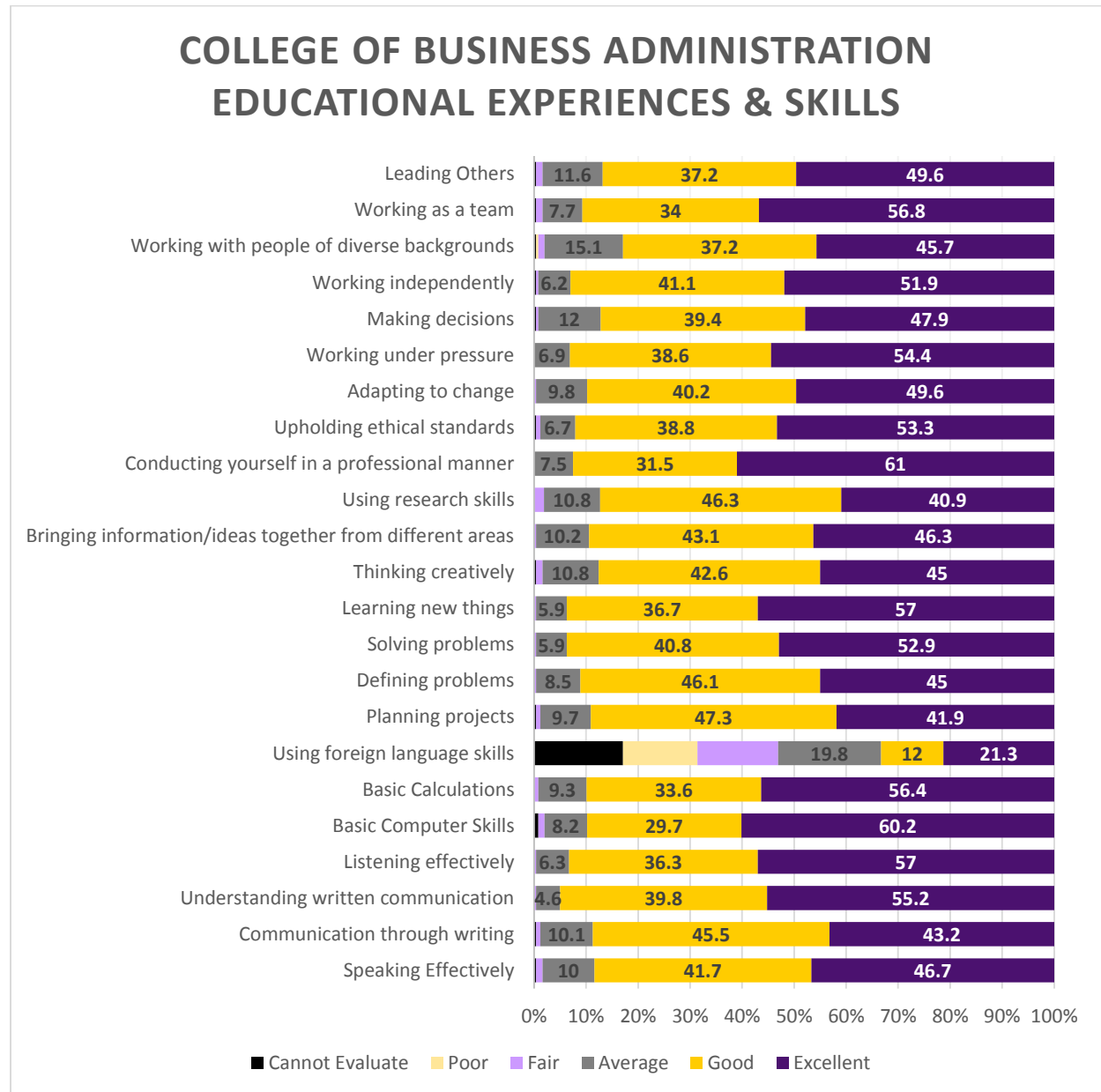
# UNI Graduating Senior Survey

**Table 3. Academic and Social Environment**

	<u>N</u>	<u>Not Sure</u>	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>	<u>Mean</u>
Courses intellectually demanding	1339	1.0	0.4	4.7	63.7	30.2	4.17
Instructors intellectually stimulating	1351	0.7	0.1	4.8	60.3	34.1	4.21
Integrated subject matter	1346	0.7	0.2	7.1	59.4	32.5	4.15
Cumulative learning	1341	0.5	0.1	1.9	56.7	40.8	4.34
Lifelong learner	1343	1.0	0.3	3.9	50.9	44.0	4.31
Peers valued achievement	1339	1.1	0.4	6.3	55.9	36.3	4.18
Excellent teaching quality at UNI	1341	1.0	0.1	4.1	55.3	39.6	4.28
Courses in major available	1340	0.3	1.9	10.4	49.2	38.1	4.11
LAC quality excellent	1338	6.8	3.0	16.4	54.3	19.7	3.50
LAC purposes clear	1332	6.2	3.5	19.8	50.6	19.9	3.45
LAC intellectually demanding	1334	6.2	3.7	20.2	50.4	19.6	3.44
LAC teaching excellent	1329	7.1	2.3	15.3	55.6	19.6	3.55
LAC important	1323	5.9	4.5	17.3	49.8	22.5	3.52
Faculty committed to learning	1329	0.7	0.2	2.9	52.1	44.1	4.35
Faculty interest in goals	1329	0.5	0.2	1.5	36.9	60.9	4.55
Close relationships with students	1329	0.6	0.5	3.8	40.9	54.2	4.43
Off campus social activities	1329	0.8	1.5	8.2	38.8	50.6	4.27
On campus activities	1328	0.9	2.6	17.4	46.7	32.4	3.86
Alcohol abuse a problem	1325	6.3	8.2	40.2	29.3	16.1	2.86
Students tolerant of differences	1318	2.0	0.5	6.6	61.8	29.1	4.06
Sexual harassment a problem	1320	7.0	20.2	39.9	20.1	12.7	2.45
Examines diverse ideas	1323	3.1	1.1	7.4	61.0	27.4	3.96
High quality education at UNI	1324	0.8	0.1	2.3	48.9	48.0	4.40
Recommend major to students	1323	0.8	0.8	2.9	38.5	57.0	4.46
Recommend UNI to students	1324	1.3	0.6	2.8	37.7	57.6	4.45

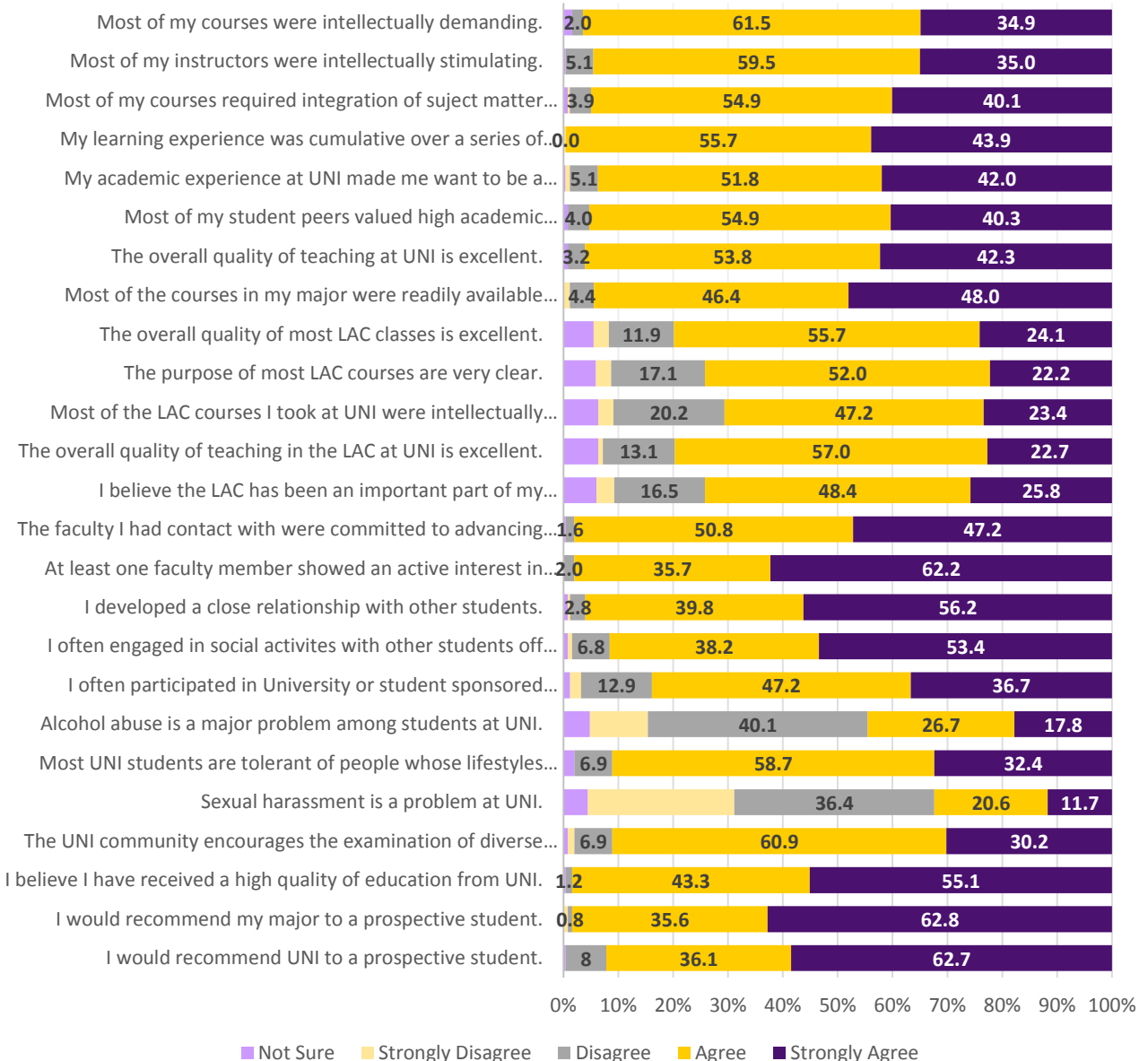
# UNI Graduating Senior Survey

## Summary of Responses by College



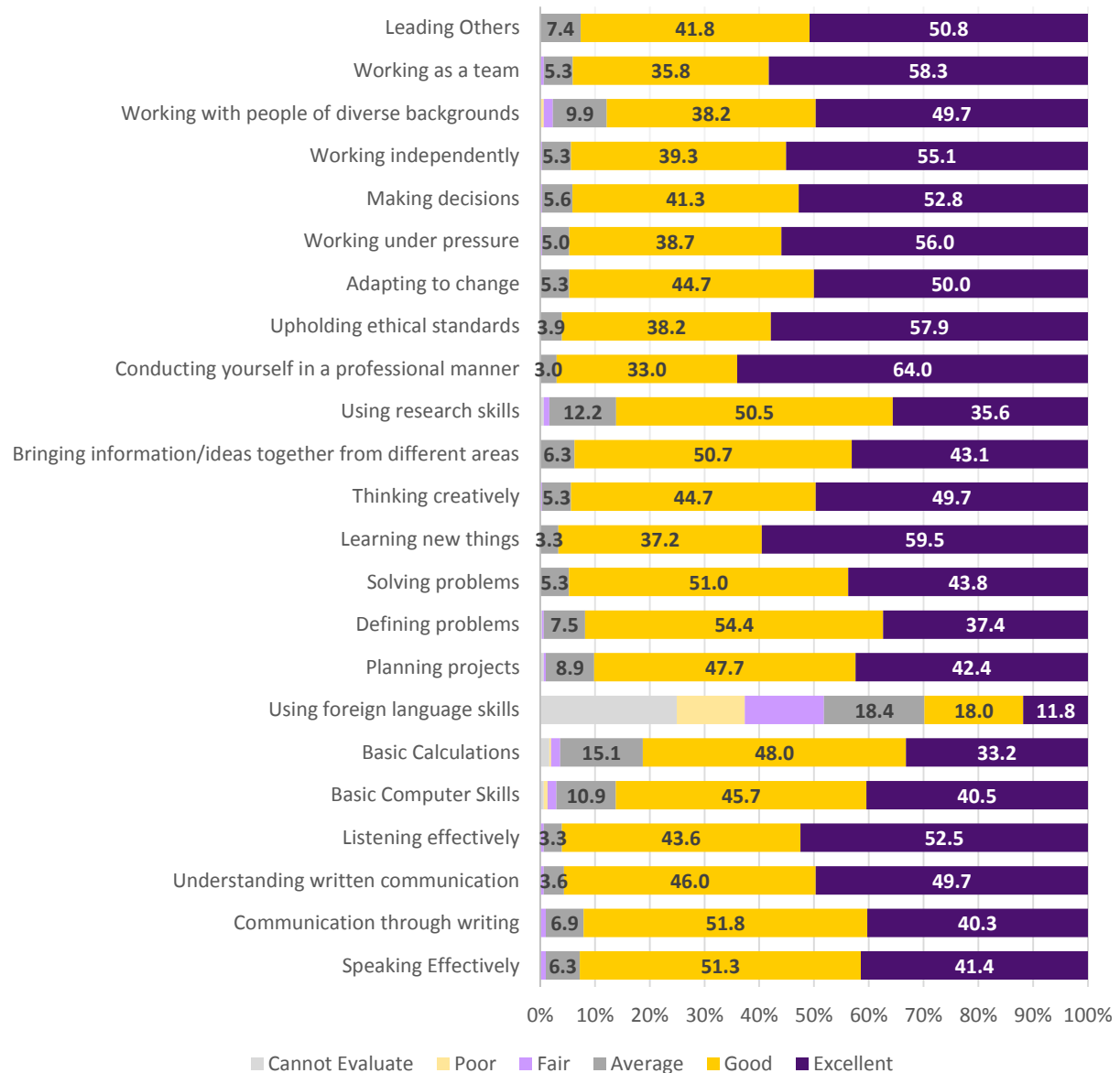
# UNI Graduating Senior Survey

## COLLEGE OF BUSINESS ADMINISTRATION ACADEMIC AND SOCIAL ENVIRONMENT



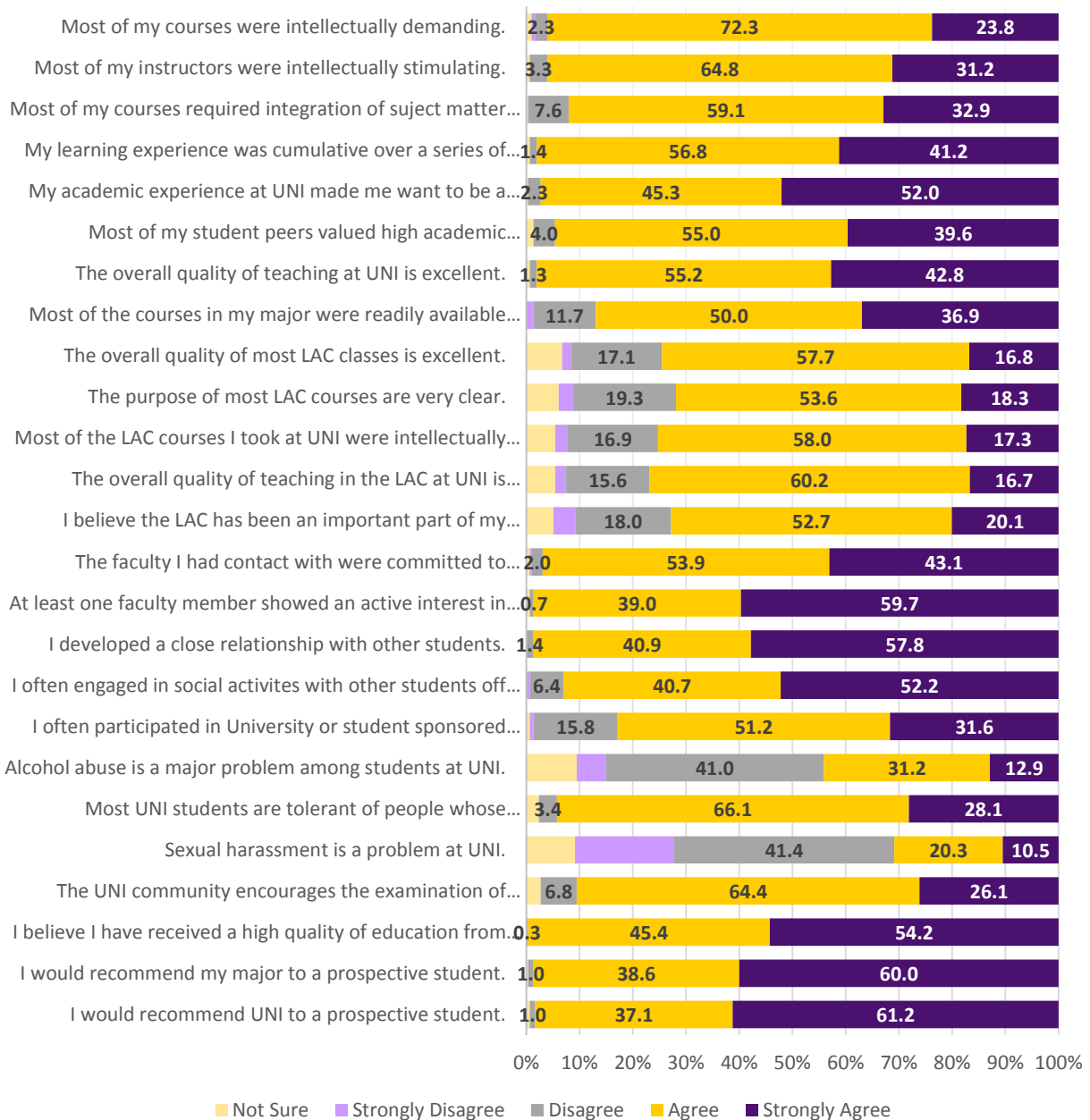
# UNI Graduating Senior Survey

## COLLEGE OF EDUCATION EDUCATIONAL EXPERIENCES & SKILLS



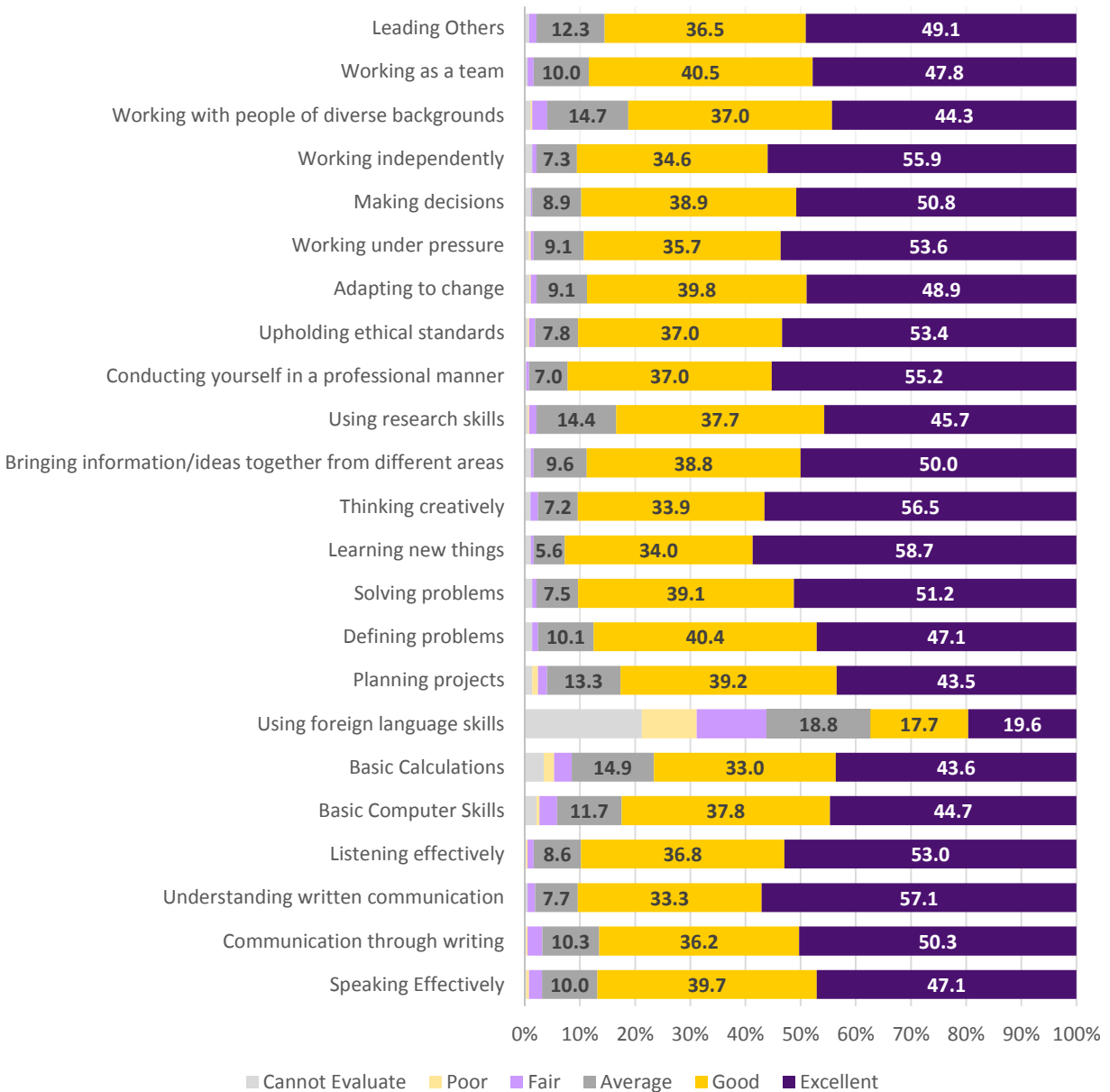
# UNI Graduating Senior Survey

## COLLEGE OF EDUCATION ACADEMIC AND SOCIAL ENVIRONMENT



# UNI Graduating Senior Survey

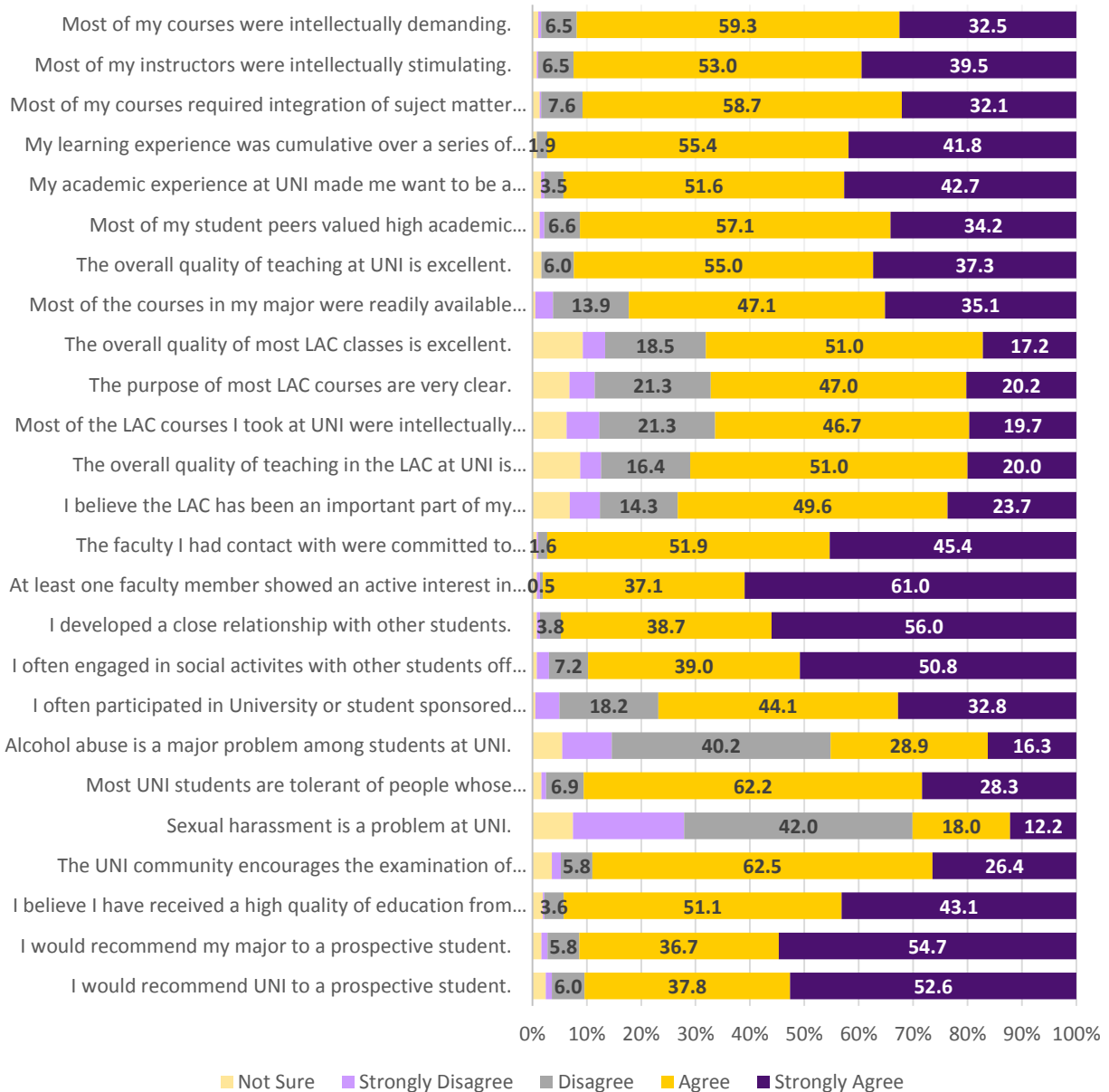
## COLLEGE OF HUMANITIES, ARTS, & SCIENCES EDUCATIONAL EXPERIENCES & SKILLS





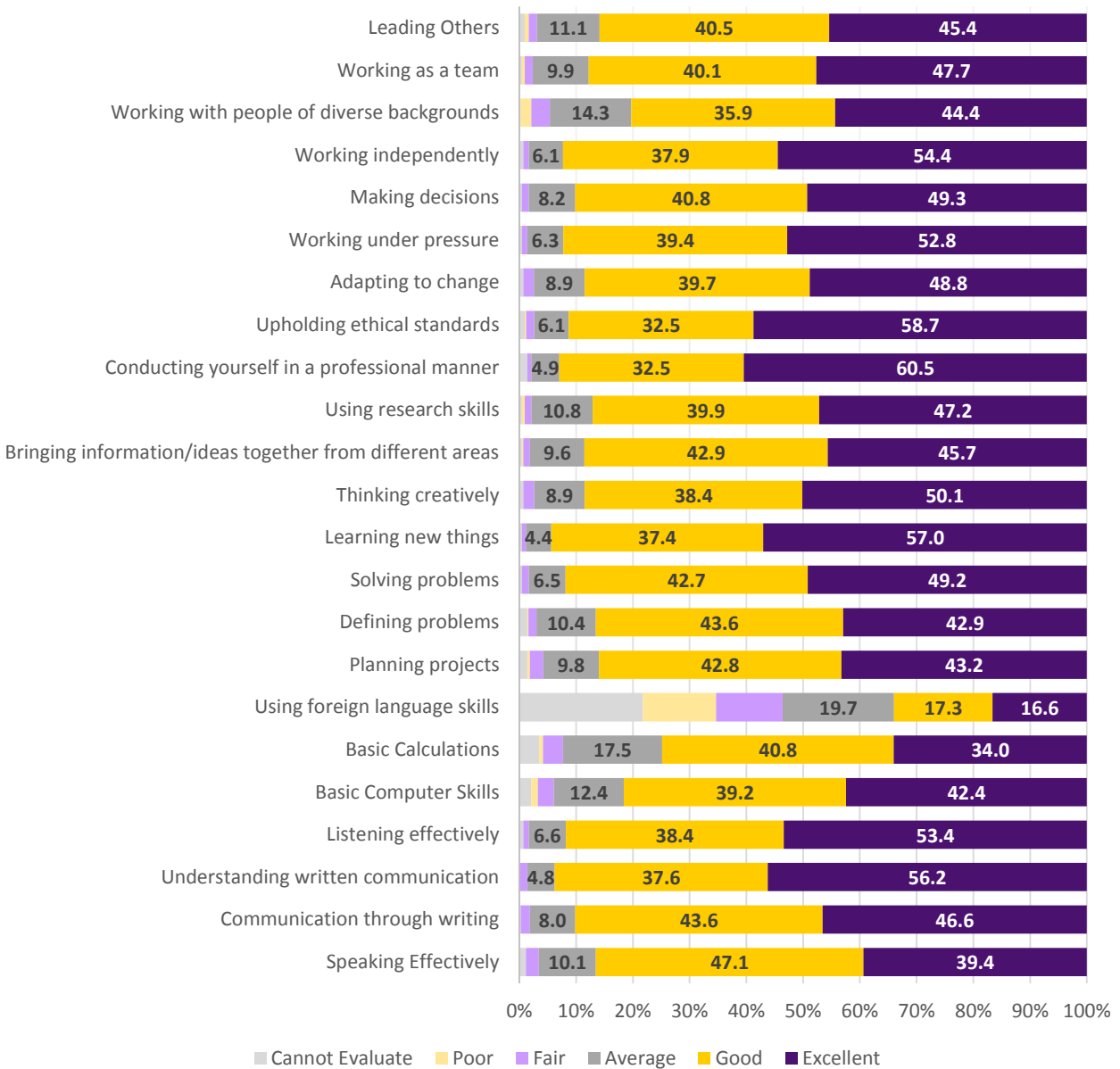
# UNI Graduating Senior Survey

## COLLEGE OF HUMANITIES, ARTS, & SCIENCES ACADEMIC AND SOCIAL ENVIRONMENT



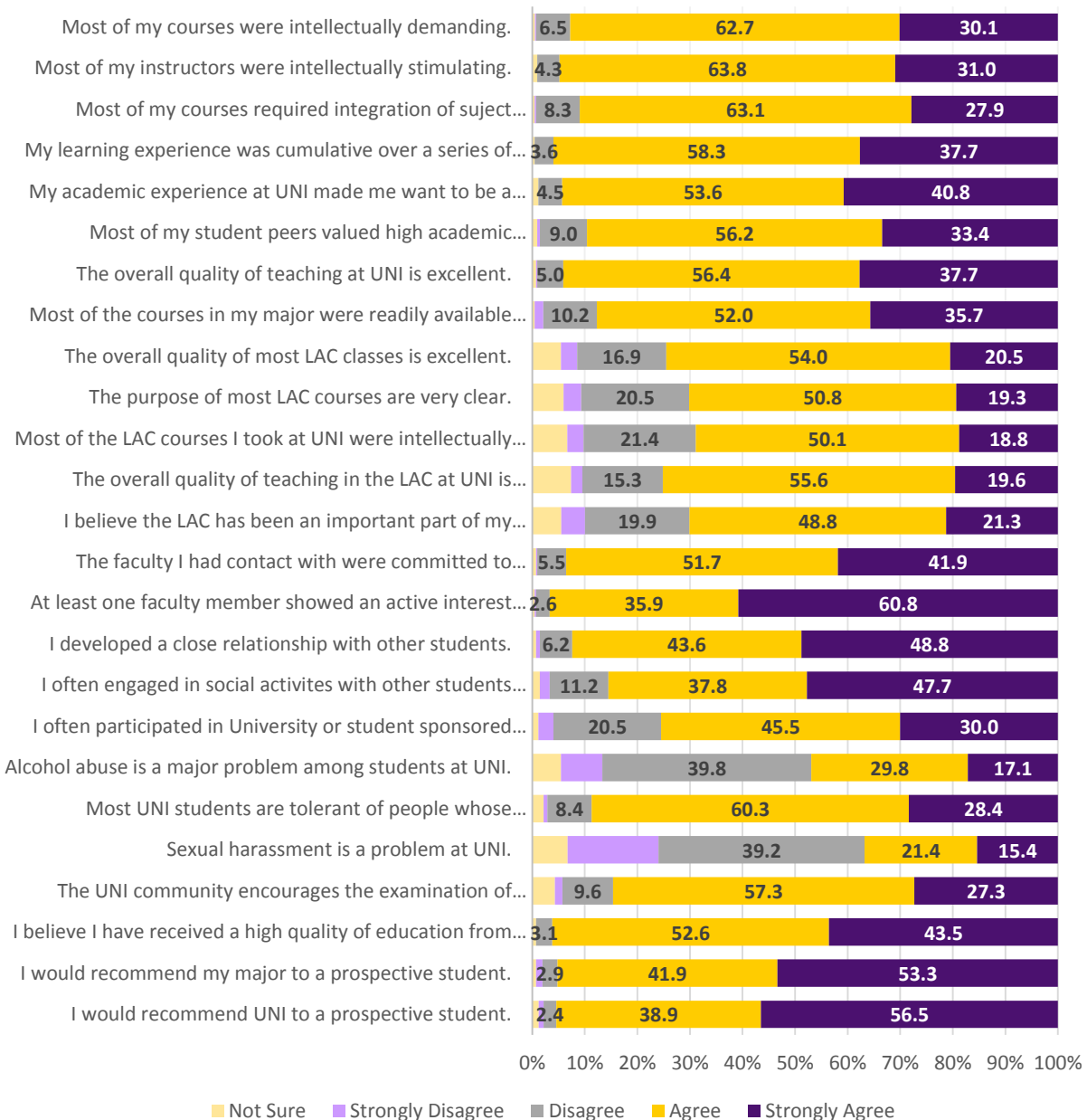
# UNI Graduating Senior Survey

## COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES EDUCATIONAL EXPERIENCES & SKILLS



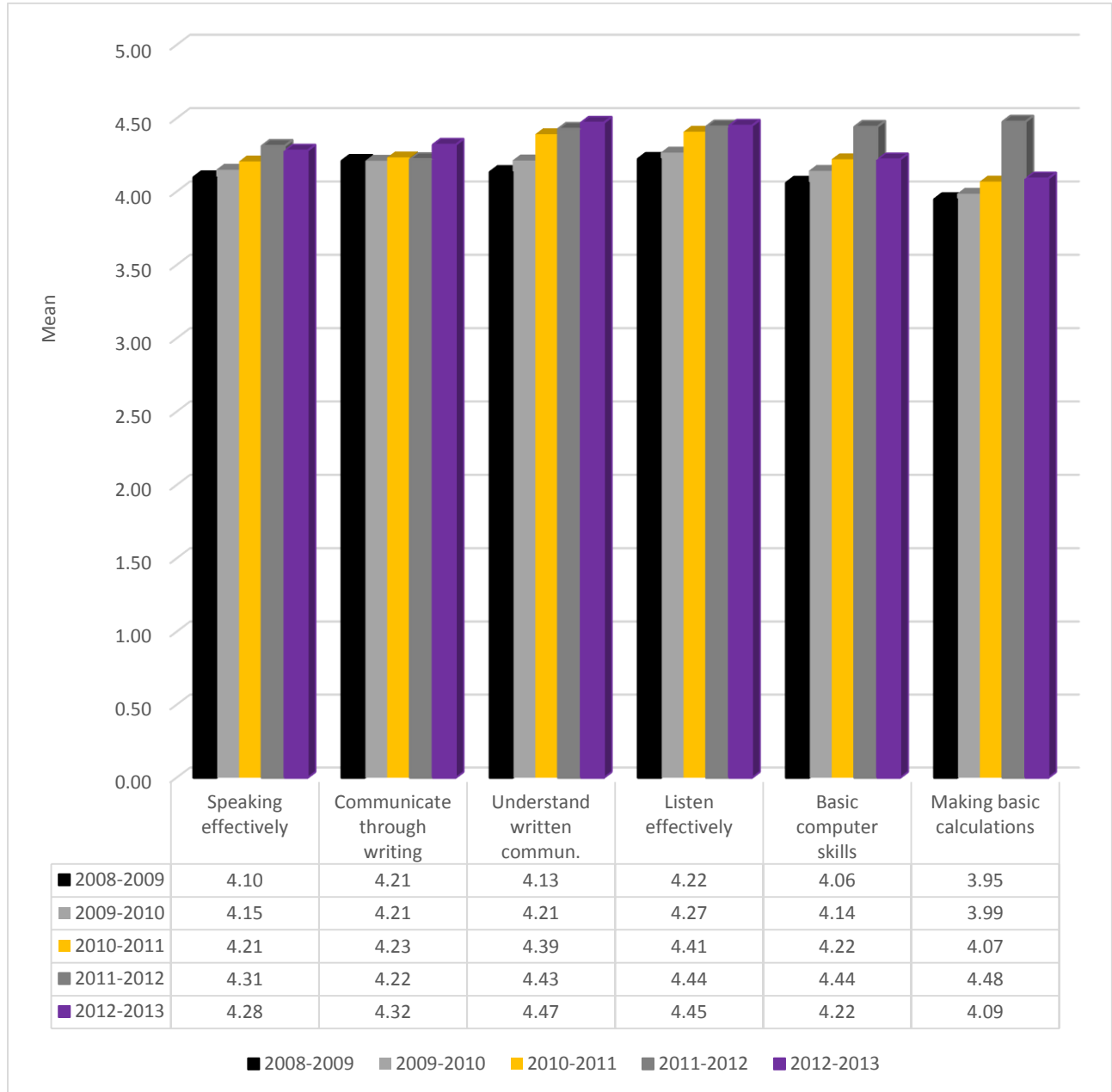
# UNI Graduating Senior Survey

## COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES ACADEMIC AND SOCIAL ENVIRONMENT

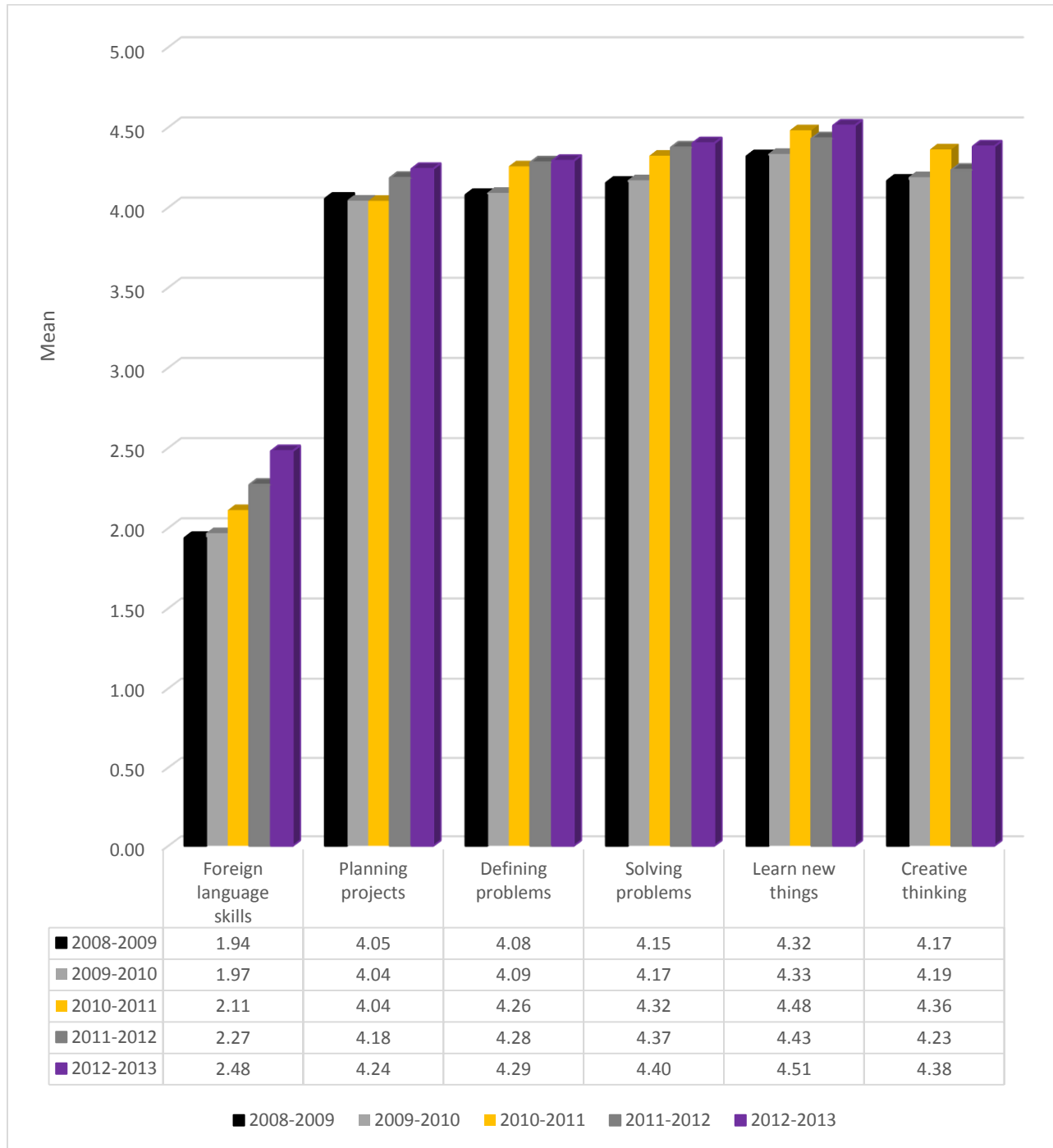


# UNI Graduating Senior Survey

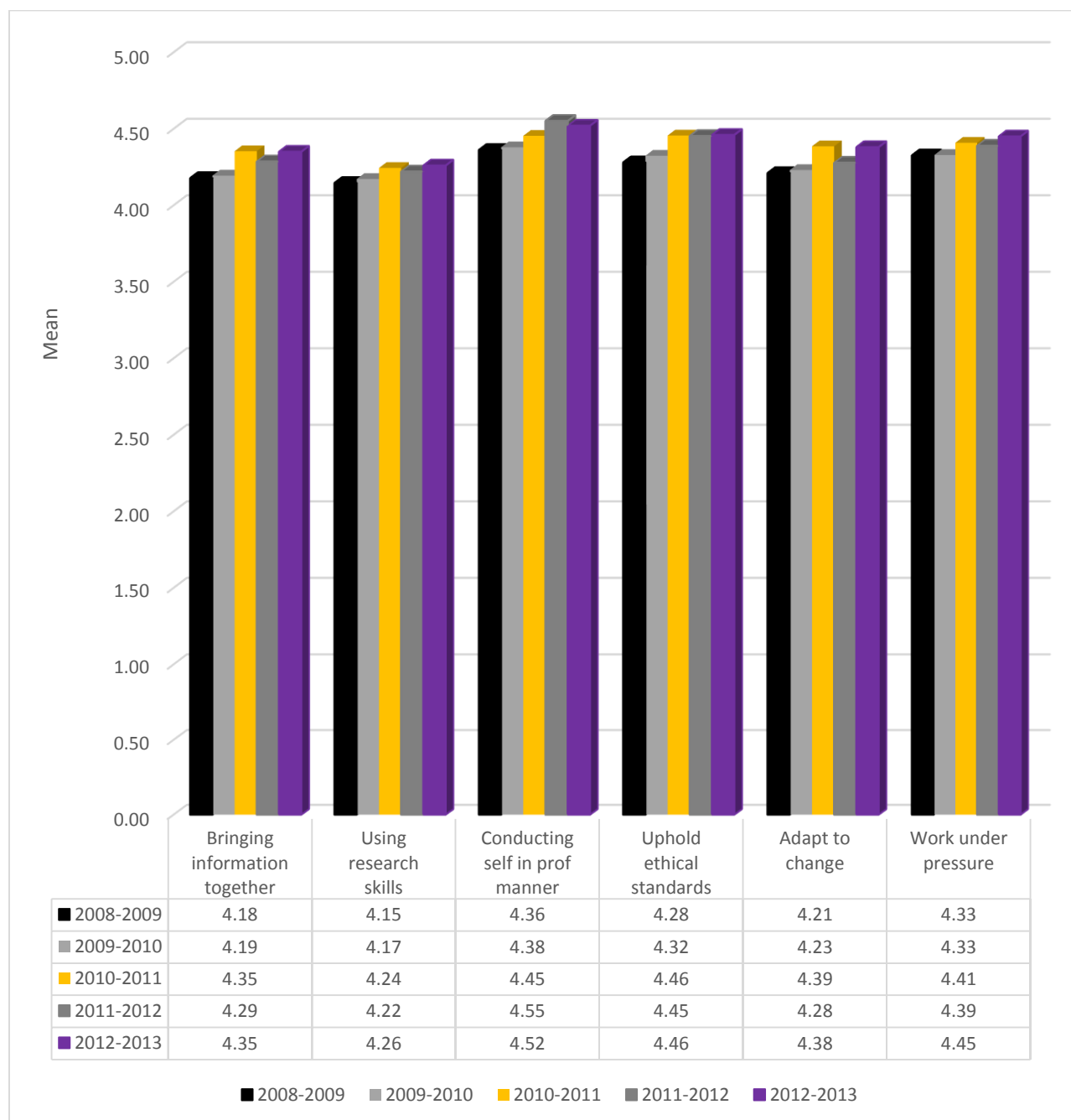
## Multiple Year Comparison



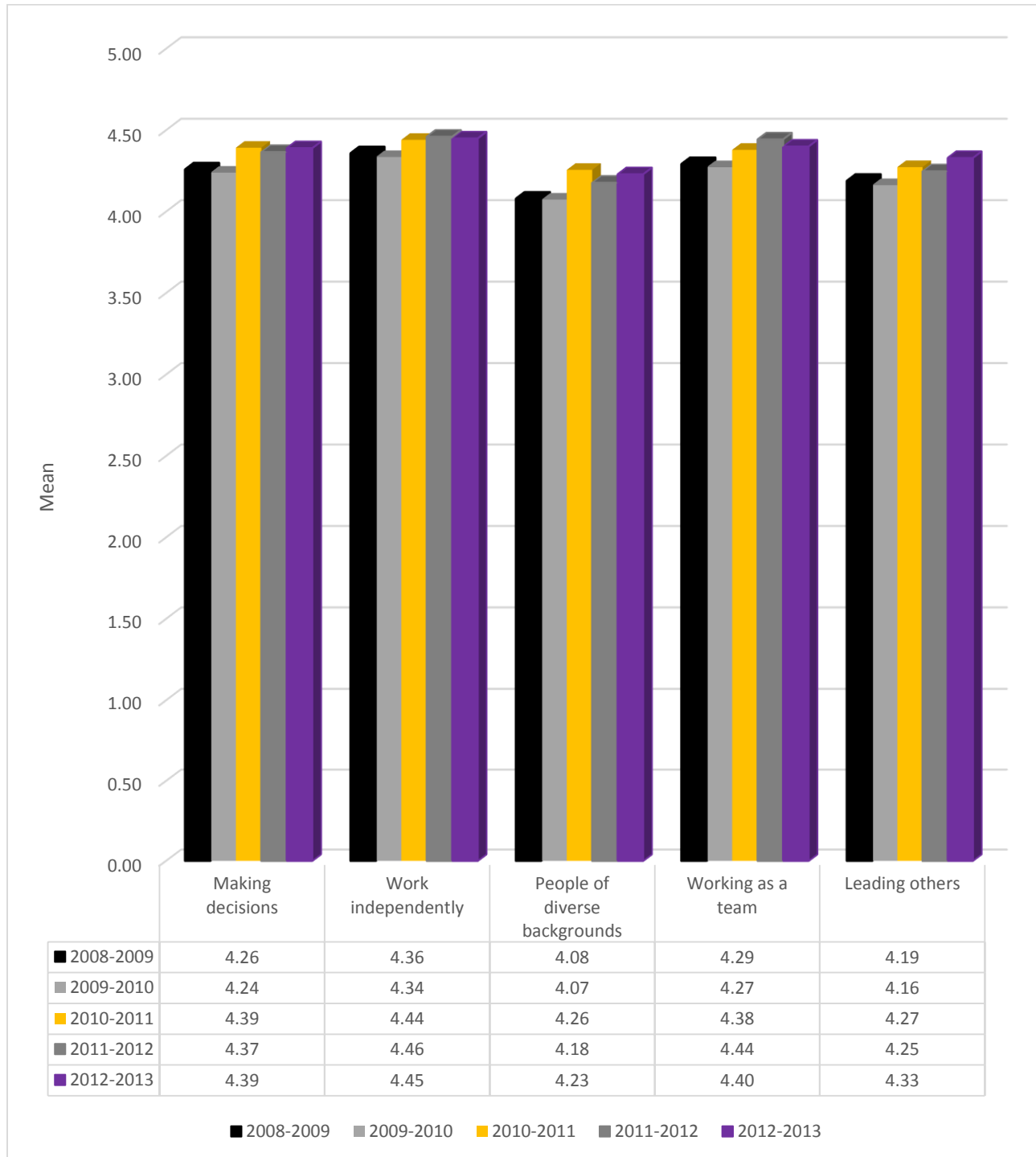
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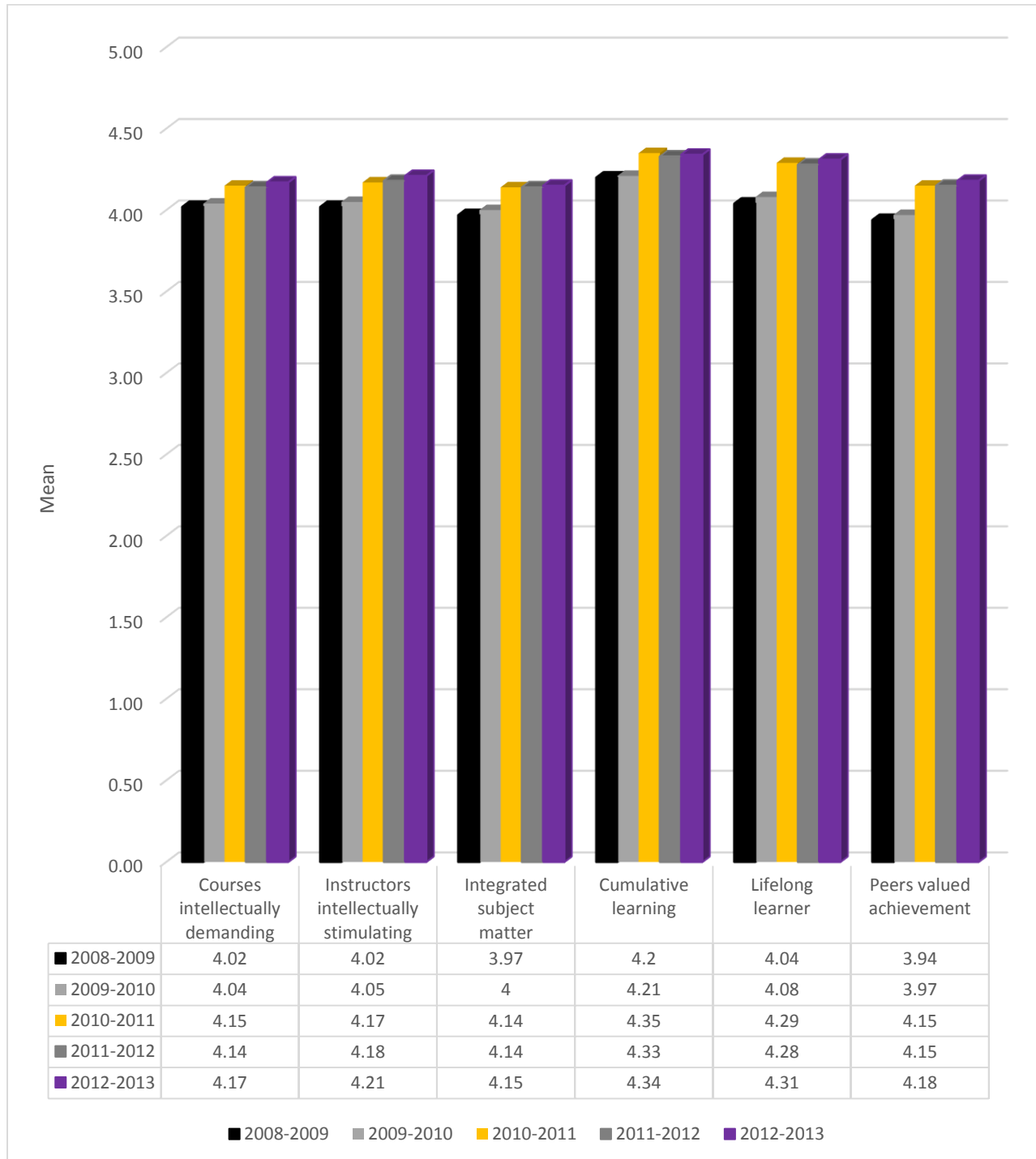
# UNI Graduating Senior Survey



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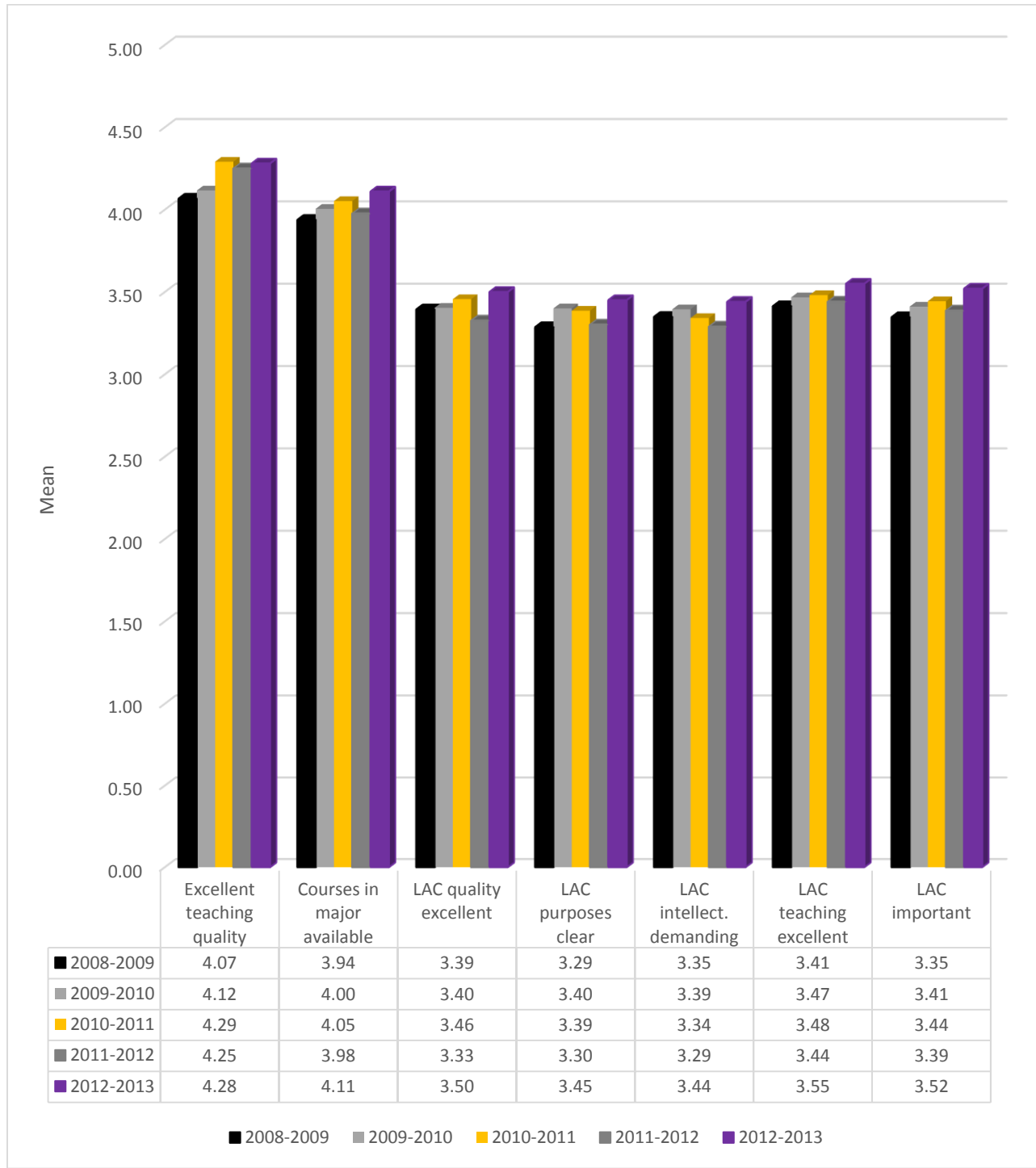


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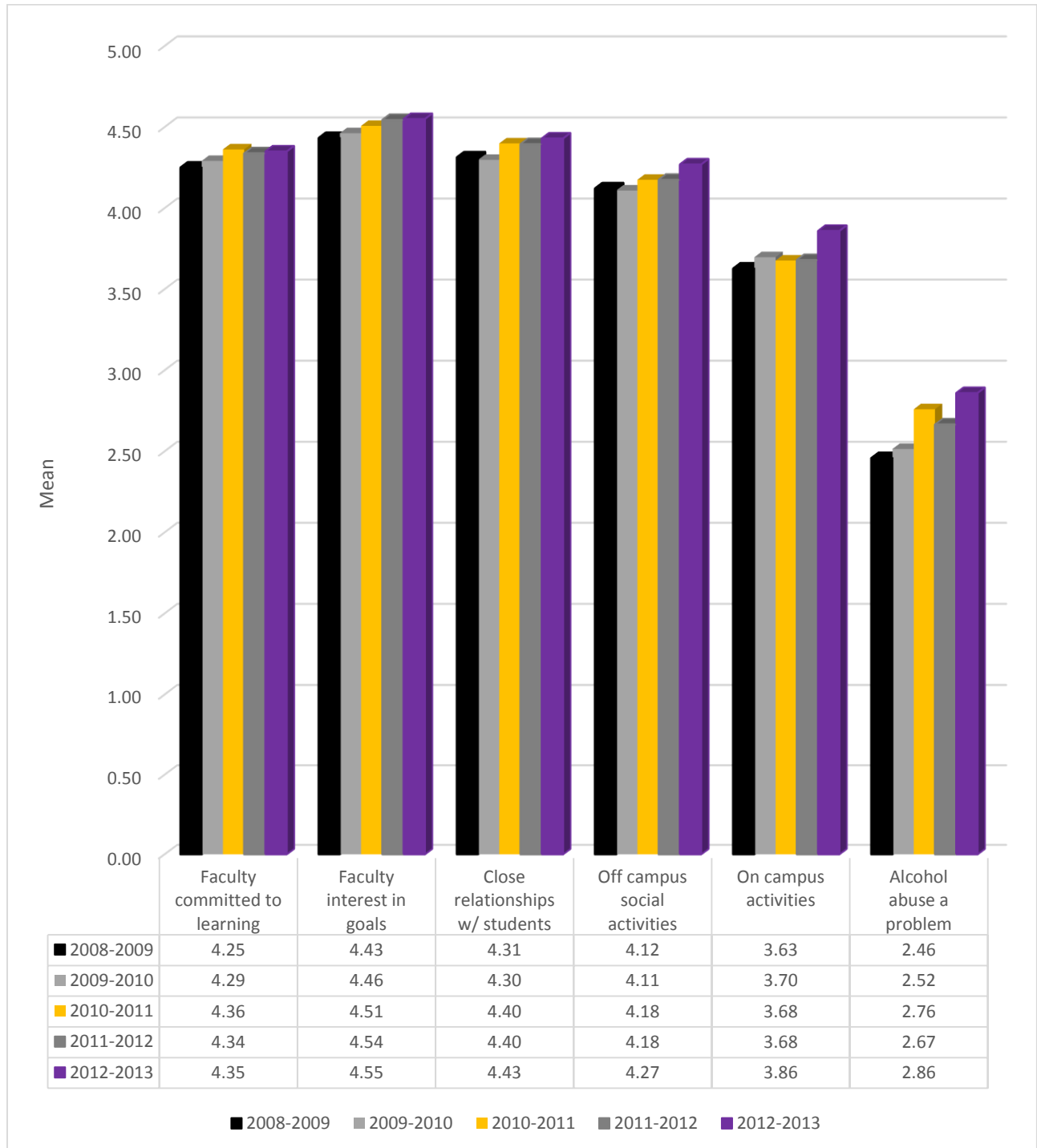




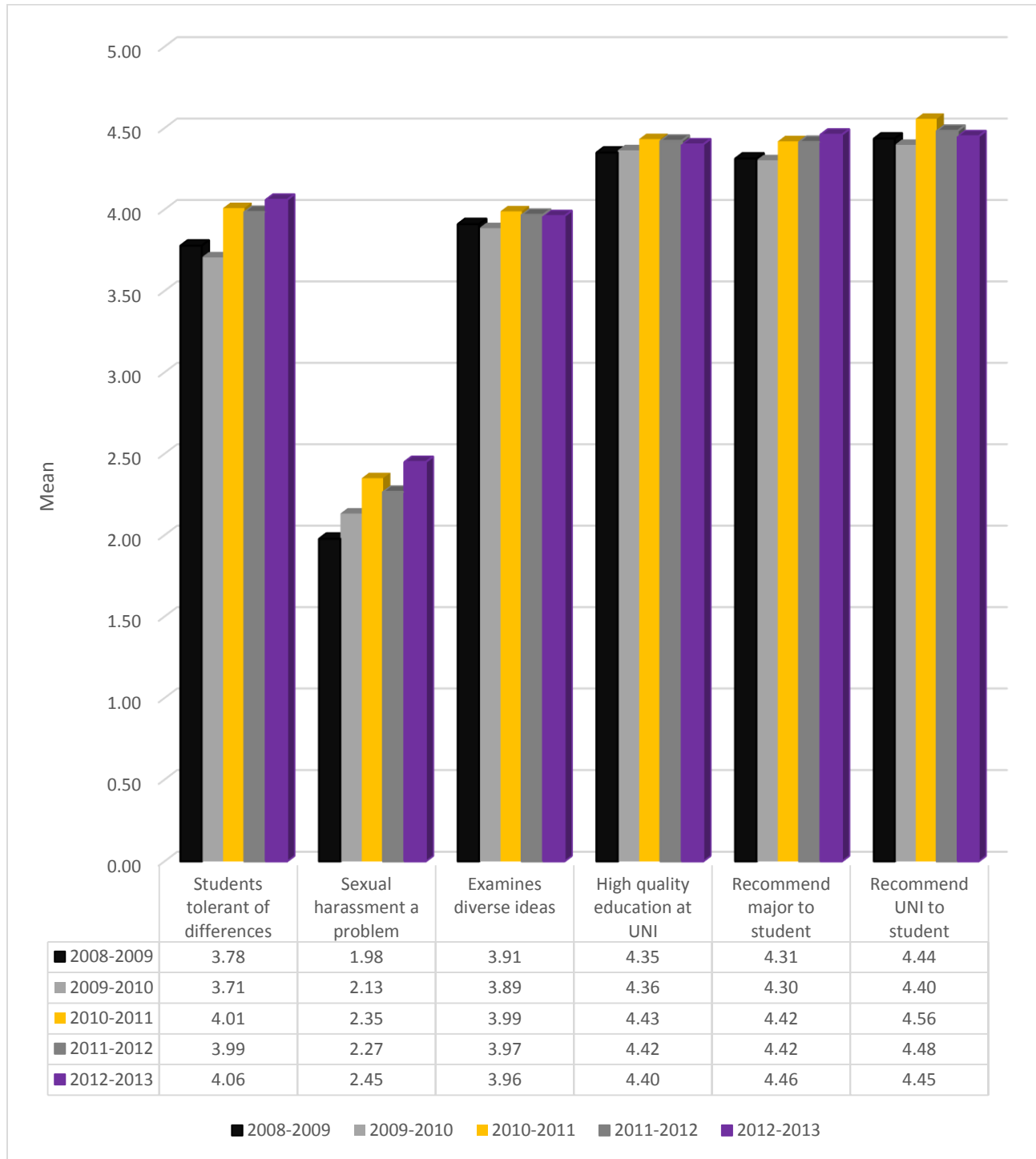
# UNI Graduating Senior Survey



# UNI Graduating Senior Survey



# UNI Graduating Senior Survey



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# 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					
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 <b>MOST LIKELY</b> to be your <b>PRINCIPAL</b> 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
<b>Will you be attending:</b>	
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