

**EXECUTIVE SUMMARY
GRADUATING SENIOR SURVEY
CLASS OF 2010-2011**

The Graduating Senior Survey is one measure used to assess students' satisfaction with and opinions about their experiences at the University of Idaho as they complete their undergraduate programs. Results are used to improve our degree programs in order to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. Potential respondents included the 1,592 baccalaureate degree recipients for August and December 2010 and May 2011. This year 1,482 (93%, up 4% from last year) responded in time for their surveys to be included in the analysis.

Overall, ninety-eight percent (98%) of students reported they were “satisfied” or “very satisfied” with the quality of education they received at the University of Idaho. More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with "undergraduate education in general" (96%), "education in my major field" (96%), “increased confidence in my knowledge and abilities” (95%), and "opportunity to develop valued friendships" (95%). Other areas increasing in satisfaction this year include: “campus life, social interactions” (92%); “service for students in general” (92%); “opportunity to interact with faculty informally” (92%); “services for students from my department” (90%); and, “opportunity to get to know diverse people” (89%).

When a means comparison is run for the 30 items which ask UI Core Curriculum students and SBOE Core Curriculum students how much their abilities and knowledge of items relating to the five learning outcomes were enhanced, UI Core students reported lower scores in “interpret and use mathematical and statistical concepts” (mean scores were 1.66 [UI] and 1.67 [SBOE]), and “apply scientific principles and methods” (mean scores were 1.89 and 1.91) respectively; which indicates that their skills in math and science were enhanced “a little” in both groups. In the other 28 areas of skills and abilities, UI Core students’ mean scores were greater than those of students taking the SBOE Core requirements.

Seventy-percent (70%) of respondents reported they had an opportunity to do research outside of the classroom, reporting their experiences as “laboratory or computational research” (36%), "field study" (37%), "original writing" (40%). Thirty-nine percent (39%) of graduating seniors responded that the UI should have more emphasis on “research experience.”

Thirty percent (30%) of students reported it took eight semesters to complete their undergraduate studies, thirty-two percent (32%) 9 or ten semesters, and thirty-eight percent (38%) 10 or more semesters. The reason cited by the greatest number of respondents for why they took longer than eight semesters to complete their studies was the same as in the past several years, "changed majors or selected major late" (30%).

Graduating Senior Survey Class of 2010-2011

INTRODUCTION

Since the spring of 1992, seniors planning to graduate have been expected to complete a Graduating Senior Survey. The content of the survey is based on goals and objectives relative to academic programs and campus-wide student services. Student opinions, satisfaction with their experiences, and reflections on their learning are dimensions of this exit survey, as are students' perspective on the five University Learning Outcomes.

The survey questions elicit satisfaction ratings regarding experiences and learning in the general education programs and in the major, student services and resources for students, library and learning resources, academic computing, financial support for education, research experience and study patterns, career advising resources, semesters spent earning a degree and reasons for extended programs, and living and employment patterns. An entire section of this survey is devoted to the department, its teaching and learning environment, and another one to advising. One item is directed at students' perspectives of the emphasis needed in the general education program to achieve the five University Learning Outcomes, as well as their satisfaction with the education they received in those areas.

The Graduating Senior Survey is administered on-line; students are notified the survey is available when they log in to the University of Idaho Vandal Web using their ID and PINs, and are informed that the survey should be completed at the time they complete the Application for Degree. When the survey has been completed and submitted, demographic data is gathered from Banner and retained along with the survey responses. These data include gender, campus location, college, major, ethnic group, and grade point average. When survey responses are submitted, the student ID is encrypted to preserve the confidentiality of the respondents. After the survey is completed the student is required to print the confirmation page, and submit it with the Application for Degree to the student's dean's office. Deans' offices are asked to verify that the survey has been completed. This gives university personnel an opportunity to explain to students the importance of the process and the value of their responses to departments, colleges and the university as a whole.

As a part of the administration process Institutional Research and Assessment staff meet with representatives from each dean's office every other year, to discuss ways to improve the process, address any problems that might have arisen, and remind staff of the importance of these data collection efforts to the university's overall assessment program. Emails are distributed to colleges periodically through the year that include survey non-respondents for colleges to contact and encourage student participation.

Analysis of results occurs after spring graduation. Departments with twenty or more respondents receive a departmental frequency analysis along with the college and university frequency analyses for comparative purposes. Data are reported only in the

aggregate, and no individual student's identity is connected to any survey response or report.

This year the survey instrument was reviewed by faculty and staff from a variety of programs and departments that make use of the Graduating Survey data. A number of questions were changed to more closely reflect the current institutional practices. In addition, several items were added.

DESCRIPTION OF GRADUATING SENIORS

Potential respondents included the 1,592 baccalaureate degree recipients for August and December 2010 and May 2011. This year 1,482 graduating seniors (93%, up 4% from last year) responded in time for their surveys to be included in the analysis.

At graduation, the respondents ranged from 21 years or younger to 30 years of age or older, as they have been since the survey's inception, with a median age of 23 (mode of 22) years. Again this year, eighty-four percent (84%) of this year's graduating seniors report they are 25 years of age or younger. Forty-eight percent (48%) of respondents are female, up slightly (1%) from the previous year. Eighty-six percent (86%) are Caucasian. Ninety-four percent (94%, down 1% from the previous year) of respondents took most of their UI coursework on the Moscow campus, while four percent (4%, up 1%) took coursework on the Coeur d'Alene campus. Thirty-six percent (36%, down 2%) expect to graduate in the summer or fall semesters rather than in May.

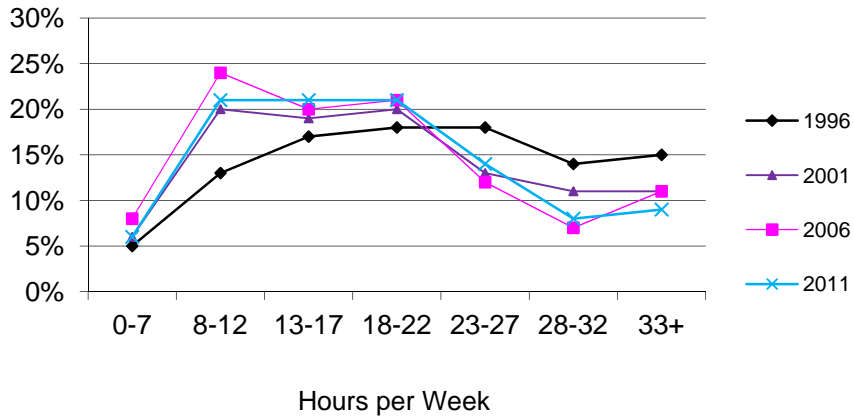
Fifty-six percent (56%) of respondents reported transferring credits from another college or university with the median number of credits transferred between 20 and 34, and the mode between 1 and 19, similar to previous years. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-two percent (32%, down 1% from last year) responded that they had done so, with twenty-five percent (25%, up 3%) of those transferring doing so as freshman, thirty-nine percent (39%, up 1%) transferring as sophomores, and twenty-seven percent (27%, down 6%) as juniors.

ACADEMIC AND STUDY COMMITMENTS

For graduating seniors, self-reported time spent on academic work outside of class spanned from fewer than 7 hours per week to more than 33 hours per week; the median time for the senior year was in the interval of 18 to 22 hours, the same as the previous year. Thirty-one percent (31%) of respondents reported that they study 23 or more hours each week outside of class, the same as in recent years. Respondents most frequently report meeting with faculty "outside of class, for advice, or about coursework or research," between one and four times during their senior year (36%), with a median interval of five to eight times, also consistent with previous years.

The chart below outlines how much time respondents reported spending on their academic work (studying, doing library research, writing papers, etc.) outside of the classroom over the past ten years. Over the past 15 years, more students are reporting spending fewer hours per week studying.

**Hours Spent Per Week on Academic Work Outside of Class
10-Year Comparison**



EMPLOYMENT AND PERSONAL DEVELOPMENT

During their senior year, sixty-three percent (63%, down 1%) of respondents reported that they were employed, with the median number of hours of those working between 23 and 27 per week, as it has been in recent years. Seventeen percent (17%, up 1%) reported they were employed 23 hours or more per week during their senior year.

When asked about participating in a list of activities available on campus, the top five activities were “intramural or club sports” (54%, up 1% from last year), “civic, community service” (46%, down 4%), “professional organizations/clubs related to major” (42%, down 2%), “internship” (40%, down 1%) and “social fraternity or sorority” (30%, up 3%).

Several new items were included this year for the first time:

- ASUI Center for Volunteerism and Social Action (24%);
- Service learning activities/projects (25%);
- International exchange/Study Abroad (14%);
- University of Idaho Honors Program (15%);
- Office of Multicultural Affairs events or activities (10%);
- Student Alumni Relations Board (6%);
- New Student Orientation Leaders (4%);
- Hall Government (11%);
- Resident Assistant (RA) (4%);
- Student media (9%);
- Idaho Leadership Education and Development Series (LEADS) (4%);
- University of Idaho Marching Band (3%);
- Alternative Spring Break (6%);

- Outdoor Programs (12%);
- Brotherhood Empowered Against Rape (B.E.A.R.) (7%);
- Women’s Center (10%);
- University Musical Ensemble (7%);
- Vandal Entertainment (19%); and,
- LGTBQA Office/Gay-Straight Alliance (6%).

Additionally, some items were changed this year to:

- ASUI student government (7%);
- National exchange (6%); and,
- Fine and performing arts productions (16%).

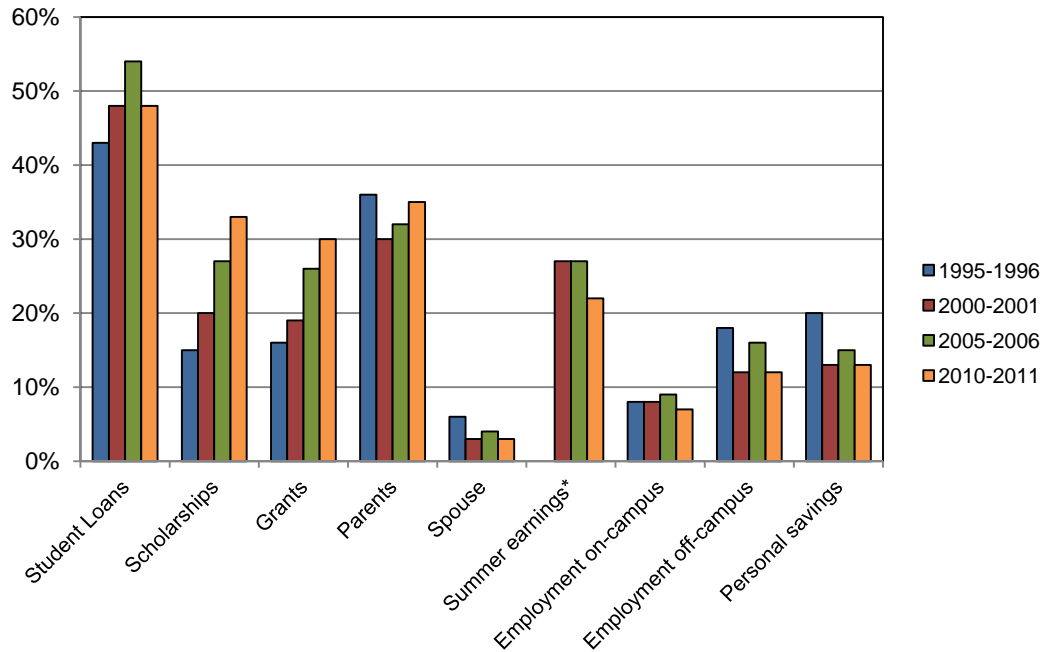
FINANCIAL SUPPORT

Eighty-three percent (83%, up 3%) of respondents report that they are satisfied with the cost of their University of Idaho education. As in previous years, student loans are most frequently reported as the primary source of funding to support education (48%, up 1% from 2008-2009), with an additional twenty percent (20%, down 3%) using loans as a lesser source of support. Other areas most frequently used as primary sources include “parents or guardians” (35%, down 4%), and “scholarships” (33%, down 1%). Seventy-two percent (72%, down 4%) of respondents use “summer job earnings” as a primary or lesser source of support for their education.” Over one-half use personal savings as a primary or lesser source (55%, no change from 2009-2010), and forty-one percent (41%, down 7%) use off-campus employment while at college. Only thirty-nine percent (39%, no change from last year) use on-campus employment as a primary or lesser source. Eight percent (8%, down 2%) of respondents reported they used “internship/cooperative education earnings” as a lesser source of financing, while one percent (1%, down 1%) reported using these earnings as a primary source of support; this is consistent with previous years’ results. Nine percent (9%, no change) of respondents used other sources for primary funding, including “Veterans’ benefits,” “Disability benefits,” “Internship/Cooperative Education earnings,” and “Other.”

Seventy-two percent (72%, up 8%) of responding seniors report they received scholarships, and eighty percent (80%) relied on scholarships as a primary (33%) or lesser (47%) source of funding, for their undergraduate education. This is a significant change from the survey’s inception in 1992 when only forty-two percent (42%) of seniors reported that they had received scholarships, and sixteen percent (16%) relied on them as a primary source of support.

The chart below identifies changes to the primary sources of financial support for respondents’ undergraduate education since 1993-94. Respondents were allowed to select all that apply, so totals will not equal greater than 100%.

Primary Financial Support



*No data available for this item prior to 1996-97.

SATISFACTION WITH CHOICE OF MAJOR

Fifty-eight percent (58%, down 1%) of graduating seniors report having changed their majors while in college, with twenty-three percent (23%, down 2%) having changed it two or more times. More than one-half of students (52%, up 4%) selected the major in which they graduated during their freshman year, with one-quarter (25%, no change) selecting their major in their sophomore year, and eighteen percent (18%, up 4%) waiting until their junior year to decide.

FUTURE PLANS

Less than one-half (44%, no change from 2009-2010) of all graduating seniors report that they expect their principal activity after graduation to be "full-time employment in my major field." Eleven percent (11%, up 1%) anticipate being employed full-time in some other field. One-quarter (25%, down 1%) expect to be in "graduate school", while an additional five percent (5%, down 1%) plan to be enrolled in "continuing education for credential/professional certificate." Nine percent (9%, up 1%) are "completely undecided" about their principal activity after graduation, though sixty-four percent (64%, down 1%) of respondents report that they plan to pursue further studies at some point in the future.

Nearly one-half (49%, down 2%) of all respondents had begun their job search at the time they completed the survey, while only sixteen percent (16%, down 1%) had been offered a position. This continues a nearly consistent decline over the past five years.

In an expanded question, asked for the first time this year, students reported how they found their jobs:

- Position listed with Career Center (5%);
- UI Career Fair (6%);
- Worked for employer prior to graduation (internship, practicum, summer/part-time job, etc.) (41%);
- Referred by faculty, advisor, friend, or family member who knew this employer (7%);
- Internet (5%);
- Ad in newspaper, journal, etc. (<1%);
- Flyer or job posting at my college or department (0);
- Contacted company on my own (10%);
- Temporary/employment agency (<1%); and,
- Other (26%).

Thirty-two percent (32%, a new question this year) reported that they had “completed an internship”, with twenty percent (20%, no change from the previous year) of those having reporting and internship was “required” for their major.

OVERALL SATISFACTION WITH QUALITY OF LIFE AND EDUCATION

One element of the Graduating Senior Survey measures various aspects of undergraduate programs and living experiences; and students are asked about their satisfaction with the University of Idaho. Ninety-nine percent (99%) of respondents (up 3%) reported that they were “satisfied” or “very satisfied” with the quality of education overall.

More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with "undergraduate education in general" (96%, up 1% from 2008-2009), "education in my major field" (96%, up 3%), “increased confidence in my knowledge and abilities” (95%, no change), and "opportunity to develop valued friendships" (95%, up 1%). All other areas increased in satisfaction this year: “campus life, social interactions” (92%); “service for students in general” (92%); “opportunity to interact with faculty informally” (92%); “services for students from my department” (90%); and, “opportunity to get to know diverse people” (89%).

SATISFACTION WITH THE UI AND THE COLLEGE/DEPARTMENT

Since the survey’s inception, graduating seniors have been asked to indicate their level of satisfaction with their college/major department in several areas. The top areas in which students reported their satisfaction was “good” or “excellent” were “class size” (90%, no change), “faculty-student interactions” (88%, up 2%), and “academic rigor” (88%, up 3%).

Additional areas in which at least eight out of ten students reported that their satisfaction was "good" or "excellent" include:

- “currency of curriculum content” (87%, up 1%);
- “practical relevance of content” (87%, up 1%);
- “student-student interactions” (87%, down 1%);
- “fairness of grading” (87%, up 3%);
- “quality of instruction” (87%, up 1%);

- “personal attention to students” (86%, up 1%);
- “quality of students in classes” (85%, up 4%); and,
- “academic advice from faculty” (83%, no change from 2009-2010).

Consistent with previous years, the three elements in which about three-fourths or fewer of students reported that their satisfaction was “good” or “excellent” were:

- “collaborative learning opportunities” (76%, up 1%);
- “availability of required courses” (74%, up 2%); and,
- “research reputation” (67%, up 3%).

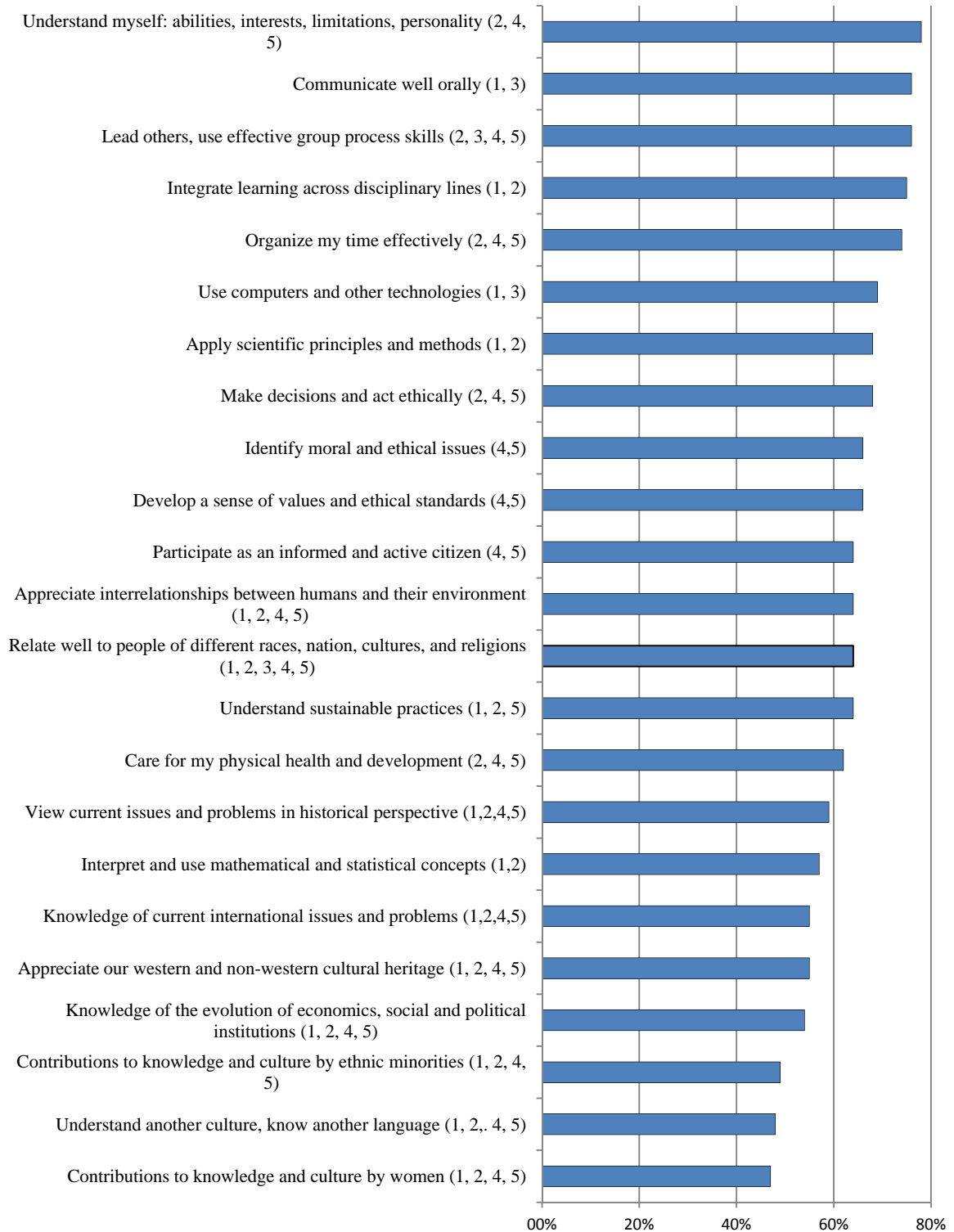
GENERAL EDUCATION GOALS

Ninety-two percent (92%, up 3%) of respondents reported they were “satisfied” or “very satisfied” with “campus life, social interactions,” while eighty-nine percent (89%, up 4%) were “satisfied” or “very satisfied” with their “opportunity to get to know diverse people.” This year sixty-four percent (64%, up 4%) reported their ability to “relate well to people of different races, nations, cultures, and religions” was “moderately” or “greatly” enhanced during their college experiences. In addition, students reported that their ability to “understand another culture, know another language” (48%, up 4%) was “moderately” or “greatly” enhanced, as was their understanding of “contributions to knowledge and culture by women” (47% up 4%), and “contributions to knowledge and culture by ethnic minorities” (49%, up 7%). These were the only areas in which fewer than one-half of all respondents reported their abilities were “moderately” or “greatly” enhanced.

One item on the senior survey lists a variety of abilities and types of knowledge which correspond with the university learning outcomes and which may be developed in a bachelor's degree program; respondents indicate the extent to which each capacity was enhanced by their UI undergraduate education. The top items reported by the highest frequencies of seniors to be those “greatly” or “moderately” enhanced include: “identify and solve problems” (85%, no change); “think analytically and critically” (85%, up 1%); both connected to UI Learning Outcomes one and two; and, “acquire new skills and knowledge on my own, continue to be intellectually curious” (82%, up 3%), connected to Outcomes one, two, four and five.

The chart below articulates the extent to which seniors report their skills and knowledge are “moderately” or “greatly” enhanced. In addition, the abilities are marked in parentheses with the University of Idaho Student Learning Outcome related to each. These outcomes include: 1) Learn and integrate, 2) Think and create, (3) Communicate, 4) Clarify purpose and perspective, and 5) Practice citizenship.

Skills and Abilities Moderately or Greatly Enhanced

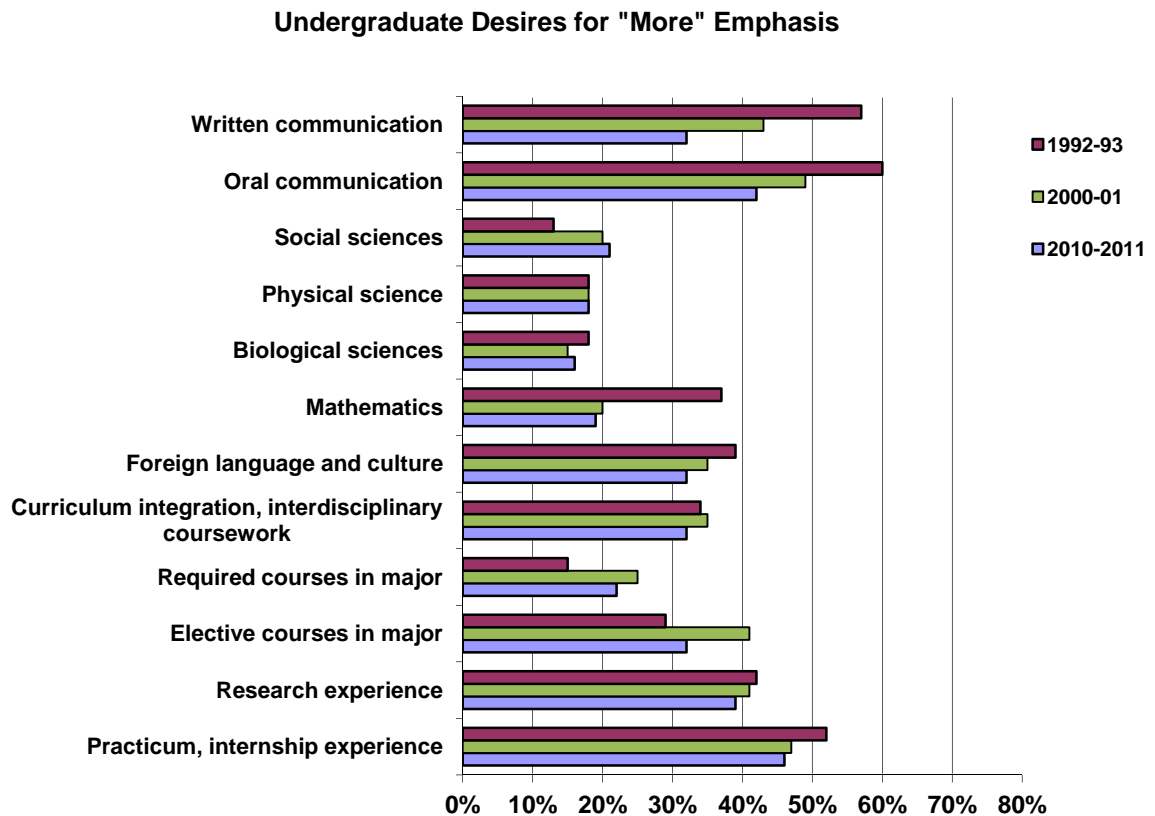


EMPHASIS AND SATISFACTION IN GENERAL EDUCATION CURRICULUM

The Graduating Senior Survey asks students to evaluate some of the goals and objectives of our general education (core) curriculum. These elements ask for student views regarding how much emphasis the core curriculum should place on a variety of skills and abilities. This is done by asking students to indicate where they believe more, less, or the same emphasis should be applied for future under graduates' study. This question also asks seniors about the quality of the educational experiences they received in these same areas while at the UI. Each of these items correlates with one or more of the University Learning outcomes that broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences.

The top three areas in which seniors recommended *more* emphasis for future students were: "practicum, internship experience" (46%, down 1%), "oral communication" (42%, no change from 2009-2010), and "research experience" (39%, up 1%). Conversely, the top areas in which respondents recommended the *same or less* emphasis for future students were: "required courses in the major" (70%, down 1%), "statistics" (68%, no change), "mathematics" (66%, no change), and "philosophy/ethics" (66%, up 2%). These are all consistent with previous years.

When comparing student responses from the survey's inception in 1992 to the current graduating class, we can see some significant shifts in the areas that respondents report should be emphasized (see chart below.)



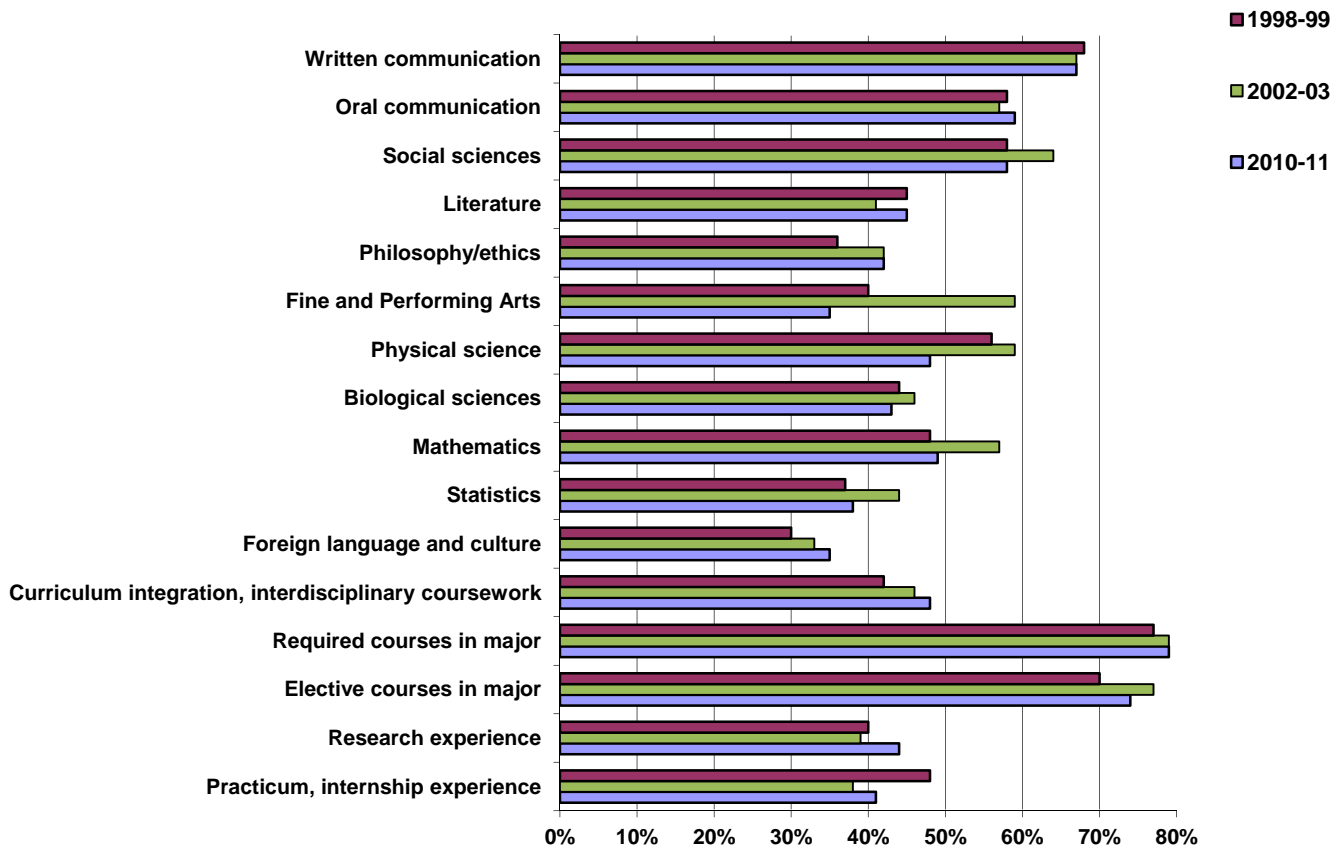
This year students were asked for the first time about the amount of emphasis “Technology and software use” should have; thirty-six (36%) report “more” and fifty percent (50%) the “same.”

Students were also asked to rate their satisfaction with the quality of their experiences in each of these areas at the UI. Consistent with the last several years, the top five elements in which students reported the quality of their experience as "excellent" or “good" were "required courses in the major" (79%, up 2%), "elective courses in the major" (74%, up 1%), "written communication" (67%, up 2%), "oral communication" (59%, up 2%), and "social sciences" (58%, up 1%).

It is important to note that for ten of the eighteen elements in this item, nearly one third or more of the students reported that these were not experiences or courses completed at the University of Idaho. This is also consistent with previous years. When the frequency distribution is adjusted by eliminating the responses for students who have not had the experience at the UI, six out of ten respondents report the quality of their experience as “good” or “excellent” for all but statistics (55% “good” or “excellent”).

The chart below shows the change in student satisfaction with the quality of their experiences at the UI over the past ten years.

"Good" and "Excellent" Response Rates on Quality of Experience at UI



Finally, sixty-one percent (61% up 10%) of all respondents reported taking a freshman Core Discovery course.

GENERAL EDUCATION CORE CURRICULUM COMPARISONS

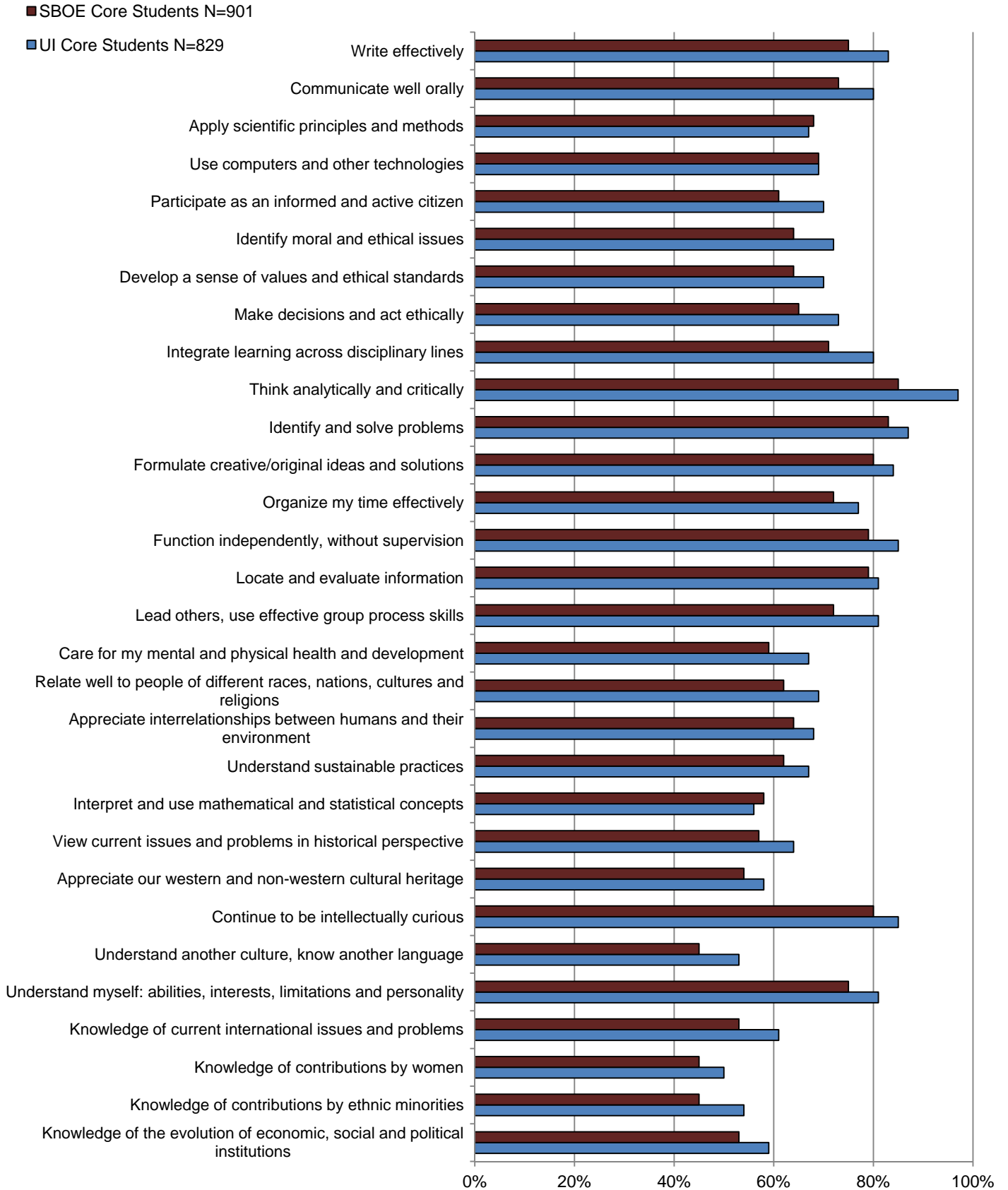
In comparing the responses of students who took the UI Core Curriculum and those who took the State Board of Education (SBOE) Core Curriculum, UI Core students reported they are more satisfied than SBOE Core students with most of the abilities and knowledge that are developed in a bachelor's degree program. Overall satisfaction with their experiences at UI is similar between the two groups; ninety-eight percent (98%) of those taking UI core were "satisfied" or "very satisfied" overall, while ninety-seven percent (97%) of those taking the SBOE core were "satisfied" or "very satisfied."

When a means comparison is run for the 30 items which ask UI Core Curriculum students and SBOE Core Curriculum students how much their abilities and knowledge of items relating to the five learning outcomes were enhanced, UI Core students reported lower scores in "interpret and use mathematical and statistical concepts" (mean scores were 1.66 [UI] and 1.67 [SBOE]), and "apply scientific principles and methods" (mean scores were 1.89 and 1.91) respectively; which indicates that their skills in math and science were enhanced "a little" in both groups. In the other 28 areas of skills and abilities, UI Core students' mean scores were greater than those of students taking the SBOE Core requirements.

Additionally, SBOE Core students report that more emphasis is needed in all core areas except three, "statistics," "required courses," and "practicum." Interestingly, however, SBOE Core students report their education is "good" or "excellent" in the core curriculum areas more often than UI Core students do. The only area in which UI Core students report their experience as "good" or "excellent" more often than SBOE Core student is in "research experience" (UI 54%, SBOE 44%).

The chart below indicates areas in which UI Core Students report their skills and knowledge are "moderately" or "greatly" enhanced compared with SBOE Core Students:

Core Skills and Abilities "Moderately" or "Greatly" Enhanced



SATISFACTION WITH SERVICES AND FACILITIES FOR STUDENT SUPPORT

In two items seniors are asked to rate their level of satisfaction with a variety of support services, facilities, and activities available to students. Support services and offices receiving ratings of "satisfied" or "very satisfied" from eight of ten or more of respondents included:

- "Library services" (92%, up 1%);
- "Library resources" (90%, a changed item);
- "Computer lab access" (90%, no change);
- "Idaho Commons" (86%, down 4%);
- "Registrar's Office" (87%, no change);
- "Admissions Office" (87%, down 1%);
- "Bookstore services" (86%, up 1%);
- "Help Desk support services" (86%, down 2%);
- "Adequacy of classrooms" (89%, no change);
- "Individual study space on campus" (94%, up 9%);
- "Group study/work space on campus" (82%, down 2%);
- "Attractiveness of campus" (93%, no change);
- "Recreation center" (89%, down 2%);

When adjusted for students who reported that they had not used the services, additional elements become prominent for student satisfaction: "Business & Accounting Services," "English Writing Center," "Disability Support Services," "Tutoring and Learning Services," "Student Support Services," "Student Wellness Program," "Study Abroad Adviser," "International Programs Office," "International Student Advisor," "Multicultural Affairs Office," and the "Women's Center," all receiving ratings of "satisfied" or "very satisfied" from ninety percent (90%) or more of respondents who reported actually using these services.

In addition, when adjusting facilities and activities for those using them, additional elements receiving ninety percent (90%) or more of "satisfied" or "very satisfied" ratings, included "music/theatre/dance/art performances," "intramural sports," and "campus organizations, clubs, special interest groups."

RESEARCH OPPORTUNITIES

This year students were asked if they had the "opportunity to do original research outside of normal classroom activities (i.e., term papers and library research)." Seventy-percent (70%) report they had, with seniors reporting their experiences as "laboratory or computational research" (36%), "field study" (37%), "original writing" (40%). Forty-nine percent (49%) reported their experiences were "independent," fifty percent (50%) "collaborative with students," and twenty-five percent (25%) "collaborative with faculty."

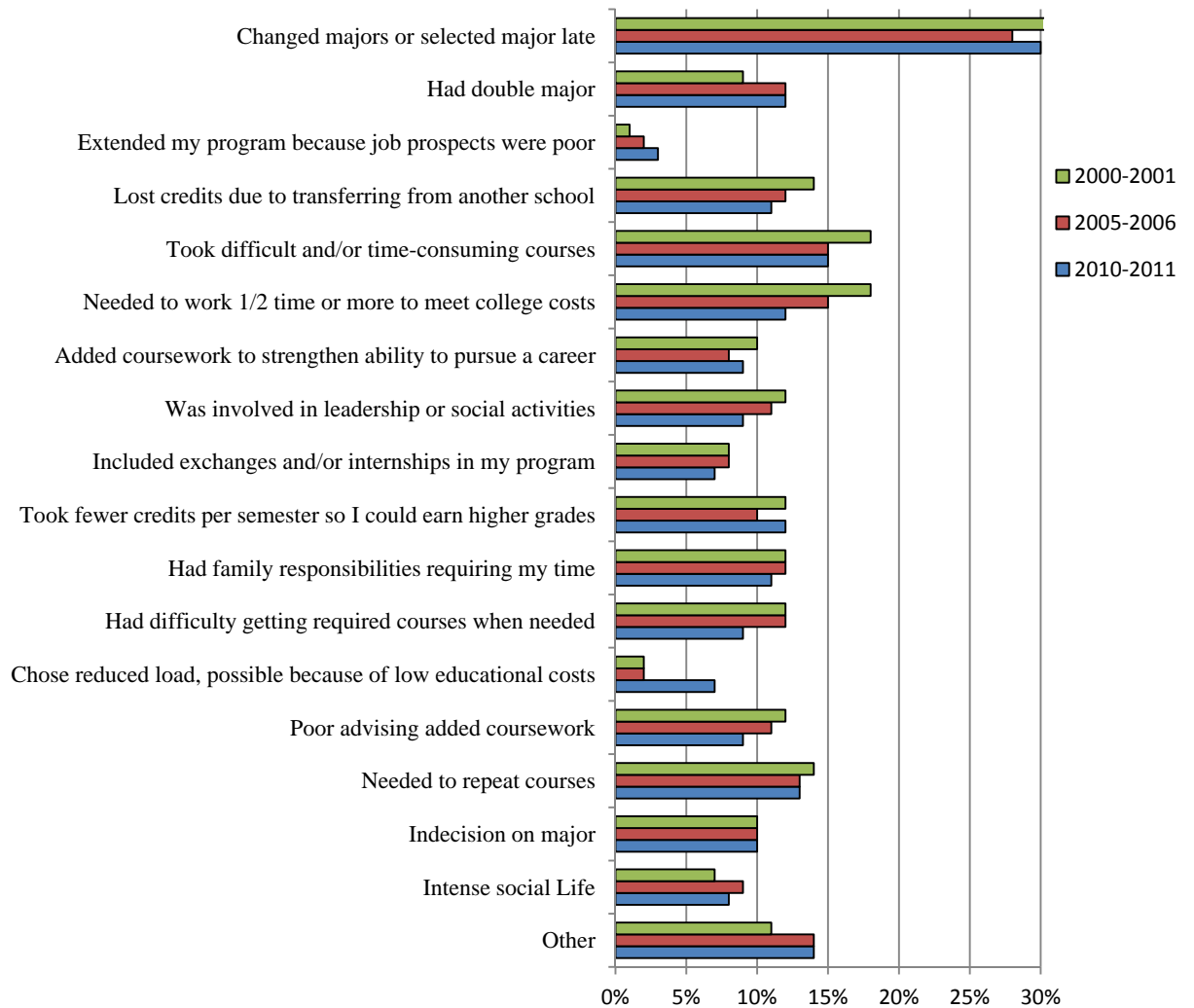
This year, thirty-nine percent (39%, up 1%) of graduating seniors reported that the UI should have more emphasis on "research experience", with forty-four percent (44%, up 7%) reporting that the quality of their research experience was "good" or "excellent." When asked about satisfaction with departmental offerings, slightly over one-half (55%,

up 3%) reported being “satisfied” or “very satisfied” with "opportunities for participation in faculty or individual research."

TIME TO GRADUATION

The Graduating Senior Survey asks students a series of questions about their progress to their degrees. Students were asked how many semesters their undergraduate studies took to complete, with response options ranging from fewer than seven semesters to more than 15. While the most frequent response, as in the past, was eight semesters (30%, no change), thirty-eight percent (38%, no change) of students reported that it took 10 or more semesters to complete their undergraduate studies. The reason cited by the greatest number of respondents for why they took longer than eight semesters to complete their studies was the same as in the past several years, "changed majors or selected major late" (30%, no change). Other top reasons cited were also consistent with previous years; the chart below identifies the trends for the past 10 years.

Majors Reasons Undergraduate Studies Took Longer than Eight Semesters



CAREER CHOICE

When graduating seniors were asked how certain they are of their career choices, more than one-half (57%, up 2%) responded that they were "very certain," while eleven percent (12%, up 1%) were still undecided at the time of graduation. In addition, fifty-nine percent (59%, up 3%) reported that the quality of "help with career selection" they received from their academic departments was "good/excellent."

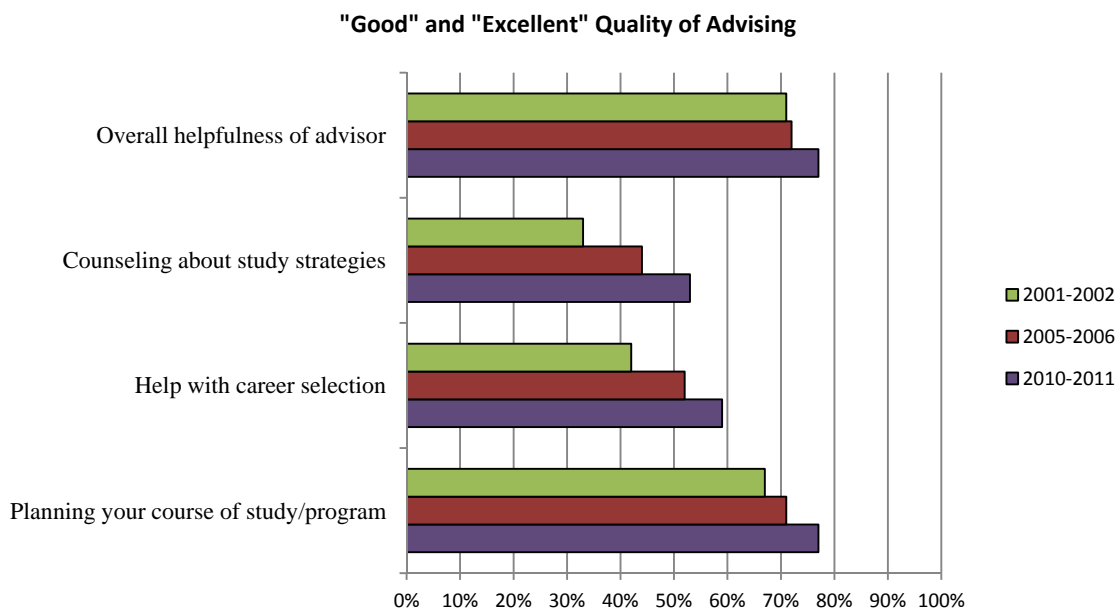
DEPARTMENTAL FACULTY

An important portion of the UI Graduating Senior Survey relates to student assessment of their departments, its faculty, curriculum instruction, advising, and services. Consistent with previous years, students responded with their most positive rating of their department faculty in "knowledge and competence in area of expertise" (93%, up 1%). "Professional stature and reputation" received "excellent" or "good" ratings from ninety percent (90%, no change) of responding seniors, with "teaching performance" at eighty-seven percent (87%, up 1%), and "helpfulness to students" receiving eighty-nine (89%, up 1%). Students were also asked to rate the graduate assistants in their department, with fifty-five percent (55%, no change) of students rating them "good" or "excellent."

ADVISING

Each year students are asked their perception of the quality of advising they received from their department. Ratings for "overall helpfulness" of their advisors increased this year (77%, up 1%), with "good" or "excellent" ratings for "counseling about study strategies" rising (up 1% to 53%). Other elements of this question include the quality of advising for "planning your course of study/program" (77%, up 1% in "good" or "excellent" ratings), and "help with career selection" (59%, up 3%).

The chart below provides a picture of the increases in advising in the past ten years.



DEPARTMENTAL RATINGS

Level of satisfaction with department offerings is also elicited from graduating seniors each year, and this year near all ratings increased. Consistent with previous years, the highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (93%, up 1%), "advanced courses in the major" (90%, up 2%), "quality of information about the program and requirements" (85%, up 2%), "quality of courses in preparing you for career/employment" (82%, up 2%), and "introductory courses in the major" (80%, up 3%). Over one-half of all students were "satisfied or "very satisfied" in all areas except "quality of internships" (45%, up 2%), which has the highest rating of "not relevant" responses.

The area in which students reported the greatest amount of dissatisfaction was "opportunities for participation in faculty or individual research" (15% report "very dissatisfied" or "dissatisfied", no change from last year).

OPEN ENDED COMMENTS

The remainder of the survey elicited, through open-ended questions, the most salient experiences the respondents had at UI, both positive and negative. These written comments are distributed to the deans' and department offices, as they often yield information that is helpful for program improvement.

Report prepared by Jane Baillargeon, 208-885-5828.