

**UNIVERSITY OF IDAHO  
STUDENT/ PROGRAMS ASSESSMENT**

**Program Review and Assessment Activities for the  
Years 2006-07 and 2007-08**

## TABLE OF CONTENTS

<b>I.</b>	<b><i>Introduction</i></b> .....	<b>1</b>
<b>II.</b>	<b>General Education/Core Curriculum</b> .....	<b>3</b>
	<i>Assessment in the Core</i> .....	3
	<i>Assessment of the Core Discovery and Core Integrated Science Courses</i> .....	4
<b>III.</b>	<b>Annual Planning and Academic Assessment</b> .....	<b>5</b>
	<i>Academic Program Assessment</i> .....	6
	<i>Closing the Loop</i> .....	7
<b>IV.</b>	<b>University Level Assessment</b> .....	<b>7</b>
	<i>CIRP Freshman Survey</i> .....	7
	<i>National Survey of Student Engagement</i> .....	8
	<i>Graduating Senior Survey</i> .....	8
	<i>Alumni Survey</i> .....	9
	<i>Graduate Alumni Survey</i> .....	9
	<i>Non-Returning Student Survey</i> .....	10
	<i>Additional IRA Assessment Activities</i> .....	11
<b>V.</b>	<b>2005 Strategic Plan</b> .....	<b>11</b>
<b>VI.</b>	<b>External Program Review</b> .....	<b>12</b>
<b>VII.</b>	<b>Northwest Commission on College and Universities</b> .....	<b>13</b>
<b>VIII.</b>	<b>Appendices</b> .....	<b>14</b>
	<i>A. History of Assessment at the University of Idaho</i> .....	145
	<i>B-1. 2005-2006 Graduating Senior Survey</i> .....	146
	<i>B-2. 2006-2007 Graduating Senior Survey</i> .....	29
	<i>C. 2007 University Matters Workshops</i> .....	41
	<i>D. Assessment Grants Awarded for 2007</i> .....	42
	<i>E. 2005 CIRP Freshman Survey Profile</i> .....	43
	<i>F. 2006 NSSE Executive Summary</i> .....	65
	<i>G. 2006 alumni Survey Executive Summary</i> .....	70
	<i>H. 2007 Graduate Alumni Survey</i> .....	77
	<i>I. 2006 Non-Returning Student Survey</i> .....	84

## 2006-2008 ASSESSMENT REPORT

### Introduction

Effective teaching and learning are essential to meeting the University of Idaho's long-held goal of producing responsible, well-prepared citizens and leaders in their professions. Student outcomes assessment ensures we continually improve the teaching and learning process and the programs which support this process. In the last two years the U Idaho has focused on assessment efforts at the programmatic level, encouraging the use of multiple assessment methods tailored to each program and its students. This report covers two years of the U Idaho assessment process, including the design and implementation of the assessment plan and development of the on-line reporting system.

As part of the Strategic Planning implementation process, the Goal I implementation team focused in 2006 and 2007 on developing learning outcomes at the university and programmatic levels, and using outcomes assessment “pro-actively as a means to keep teaching and learning vital, contemporary, and grounded” (University of Idaho Strategic Plan). Building on products from learning outcomes developed as part of a university-wide program mapping in spring 2004, draft university learning outcomes were presented to the university community for review, comments and suggestions. The learning outcomes were distributed broadly, with meetings held state-wide, and affirmed by Faculty Council on October 3, 2006:

### Learning Matters The Idaho Expectations

University level learning outcomes broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences. The outcomes become an expression of the desired attributes of an educated person and guide coherent, integrated and intentional educational experiences. They provide us with a basis for ongoing assessment to continuously improve teaching and learning.

**Learn and integrate** – Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

**Think and create** – Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

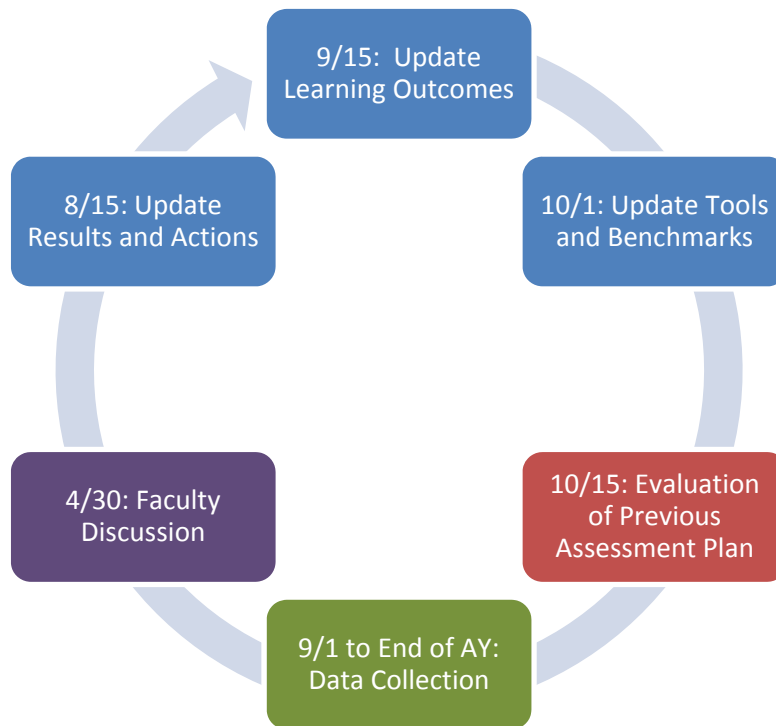
**Communicate** – Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

**Clarify purpose and perspective** – Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

**Practice citizenship** – Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

In addition to the development of the university level learning outcomes, an assessment cycle was developed, and completion by all programs was required (see [Appendix A](#) for more detail on this cycle.) The cycle is an annual process with overlapping action/reporting times:

University of Idaho  
ANNUAL ASSESSMENT CYCLE



## **General Education/Core Curriculum**

The University of Idaho Core program is a crucial part of the overall undergraduate education. It is the heart of the University's effort to ensure that UI students receive a broad education. All degree-seeking students must complete the general education core requirements (Core) to qualify for graduation. The Core program focuses on critical reading, writing, reasoning, problem-solving, and other selected competencies such as information literacy, diversity, and international understanding.

A foundational piece of this unique program are the Core Discovery courses. These year-long, interdisciplinary freshman courses offer students a chance to work closely with other students and professors to synthesize information and ideas from a variety of sources. In addition to the Core Discovery courses, the Integrated Science courses satisfy the UI's Natural and Applied Sciences Core requirements. Taught in small classes by some of our best science instructors, these courses, in addition to their science content, investigate the impacts of science on society.

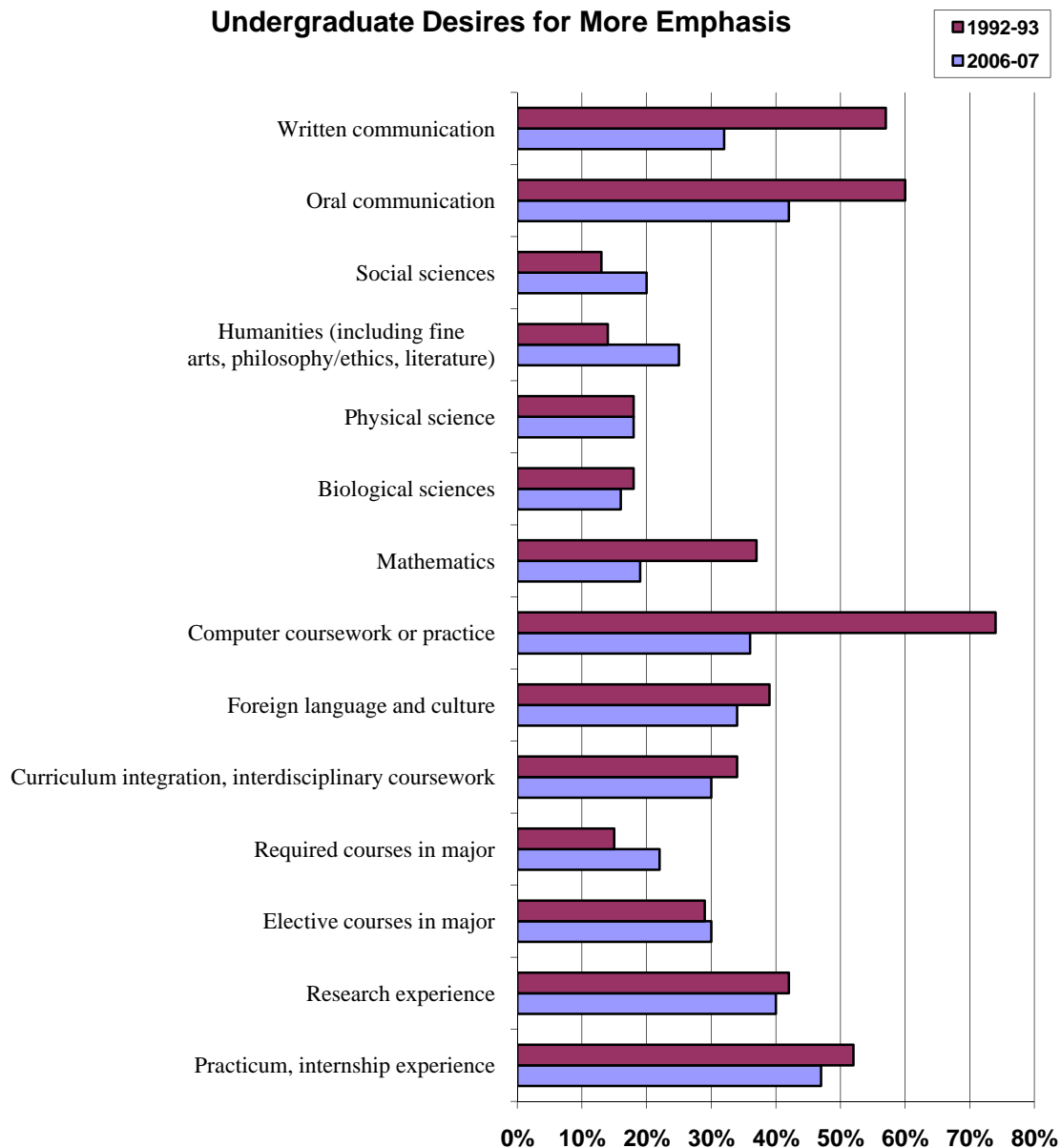
### ***Assessment in the Core***

Evaluation of the Core curriculum occurs in two ways at the institutional level; expected outcomes are evaluated through the Graduating Senior Survey, and through the survey of alumni who have been away from the university for three to four years.

The Graduating Senior Survey, like the previous Graduating Senior Surveys, asks two questions addressing some of the expected outcomes in the current core curriculum. One is a relatively detailed question (Q-5), which asks seniors to rate how each capacity was enhanced by their UI undergraduate experiences. The second item (Q-22) seeks the respondents' recommendations regarding the desired emphasis for the Core subject-area groups, research experience, practica, and the major, as well as rating of the seniors' perceived quality of experience at the UI in each area. Narrative summaries and frequency distributions of the complete results of the 2005-2006 and 2006-2007 Graduating Senior Surveys are available in [Appendix B-1](#) and [Appendix B-2](#).

Table 1 below illustrates the shift in focus between the survey's inception and areas where 2006-07 respondents report core curriculum objectives should be emphasized more.

**Table 1**  
**Undergraduate Desires for More Emphasis**



***Assessment of the Core Discovery and Core Integrated Science Courses***

At the programmatic level, several formative and summative assessment activities were conducted during Fall 2007 in the Core Discovery and Core Sciences courses. These included:

**Formative Assessment**

- All Core Discovery faculty and peer mentors were introduced to a “Guide to Rating Integrative and Critical Thinking” which was used as a program-wide assessment tool.
- Just under 1000 Core Discovery students participated in pre/post-assessment of communication and critical thinking skills through a Common Writing Assignment (pre-

and post-testing), which was evaluated using the Guide to Rating Integrative and Critical Thinking.

- The Core Director conducted eight classroom observations.
- Two all-faculty meetings were held to discuss how the semester was progressing and recommendations for change were solicited and offered.
- Mid-term evaluations of all peer mentors were conducted by instructor/supervisors and results were used to inform mentor work.
- All syllabi for Core Integrated Science and Core Discovery courses were filed and reviewed for relevance to the new university-wide learning outcomes.
- The Core Director met one-on-one with most instructors to gauge progress and offer recommendations.
- A supplemental evaluation was administered at the end of the semester and presented to all Core Discovery faculty to inform design of Spring 2008 continuation of courses.

### **Summative Evaluation**

- Comparative data on grade point averages and first to second year retention rates were collected on all Fall 2007 students during and after spring 2008 by declared major, gender, and pre-matriculation academic preparedness levels.
- Graduation rates for students taking the State Board Core were compared with students taking the U of Idaho Core.
- Senior Survey responses were reviewed by faculty.
- CIRP Freshman Survey responses were reviewed by faculty.
- National Survey of Student Engagement responses were reviewed.
- A supplementary final evaluation on the university-wide learning outcomes was conducted in Core Discovery and Core Integrated Science courses.

### **Annual Planning and Academic Assessment**

The University of Idaho Strategic Action Plan was completed and received administrative approval in February of 2006, and that spring four implementation teams were appointed to implement the strategies of each of the four goals. Goal 1 centers on teaching and learning, and the primary focus of the team was the development of university-level outcomes as well as implementing a strategy to “use learning outcomes assessment pro-actively as a means to keep teaching and learning vital, contemporary, and grounded.” (University of Idaho Strategic Action Plan).

The Goal 1 team generated a process for the development and refinement of program learning outcomes. In addition to learning outcomes for undergraduate and graduate degree programs and approved certificate programs, staff in academic and student affairs developed learning outcomes for their programs. A variety of strategies were implemented to support this university-wide approach to program learning outcomes: a workshop for department chairs and deans/vice provosts to share information on assessment processes with a focus on closing the loop and providing updates about processes and procedures; explanatory materials posted on the web (<http://www.webs.uidaho.edu/ipb/assess/index.htm>); sessions in the fall 2006 and spring 2007 University Matters workshops series (see [Appendix C](#) for a complete list of workshops and

presenters); materials placed on reserve at the UI library; and faculty consultation. Programs submitted learning outcomes by March 1, 2007.

An institution-wide approach to program assessment was then developed in partnership between the Vice Provost for Academic Affairs and the Office of Institutional Research and Assessment, to build capacity and support the development and implementation of assessment plans. Each program was to assess at least one learning outcome at the program level (and align it with one or more university learning outcomes) by November 15, 2007. An ad hoc committee was appointed to provide a link with all programs, to assist in identifying critical needs at the program level, to seek input on interests and needs for support, and to recommend practices for the university in the development of assessment plans.

Examples of additional support provided for programs included: workshops tailored to meet specific needs and requests (e.g., library faculty and staff, CASPEL workshop, assistance to the Multicultural Affairs Office in developing learning goals and designing assessment plans), faculty-led inservices using University Matters materials, and a series of workshops offered on the design and use of rubrics as a tool for assessment. In addition, Assessment Grants were awarded in 2007 to help programs develop their assessment activities (see [Appendix D](#) for a list of grants awarded.)

In January 2008, the University hosted an assessment conference to provide administrators, faculty, and staff with information on various components of the assessment cycle and process, elements of quality assessment plans and processes, and examples of best practice at the UI. As a follow up to the conference, during the spring of 2008, a series of Brown Bag lunches were arranged to further develop skills to implement the cycle of assessment with topics including general information on assessment processes, strategies for assessing the quality of assessment plans, student interview strategies, and assessment, evaluation and scholarship. Topics were identified by the Ad Hoc Assessment Committee and session participants.

### ***Academic Program Assessment***

To assist programs in managing the assessment process an on-line system was designed, field tested, and made available for all programs to post their assessment plans in 2007. The first version of the assessment template was linear, requiring assessment of each learning outcome using a discreet set of tools, benchmarks, actions and evaluations. The Office of Institutional Research and Assessment, having designed the system, provided technical support, helping users understand both the assessment process and how to complete the online assessment template. Feedback was collected after the first year of posting assessment plans online and two issues surfaced that required additional attention. First, users were not certain what was required of them during the assessment cycle and when each step in the cycle was to take place. Second, the system did not allow for multiple learning outcomes to be assessed concurrently using the same set of tools and benchmarks.

In 2007, the online system was modified to address these concerns. Users can now employ a discreet set of tools, benchmarks, actions and results. A new system was also created to send automated emails to assessment coordinators; these reminder messages contain a list of required



actions and are sent at appropriate times throughout the assessment cycle. Help boxes were added to the online system so users could more easily determine what was expected in each field.

### ***Closing the Loop***

Programs defined and posted their student learning outcomes and assessment processes in Spring 2007. Student learning outcomes have been posted to the web for public view at <http://www.uihome.uidaho.edu/uihome/provost/learningoutcomes/default.aspx>. With an appropriate log-in, the complete assessment plan for each program can be viewed at [https://vandalweb.uidaho.edu/PROD/owa/twbkwbis.P\\_WWWLogin?ret\\_code=M](https://vandalweb.uidaho.edu/PROD/owa/twbkwbis.P_WWWLogin?ret_code=M). The assessment cycle for the remainder of this current year's plan will require programs to post their findings and innovative curricular and co-curricular actions by September 15. An optional process, mandatory beginning in 2009, is the evaluation of the previous year's assessment plan. These evaluations will be completed by October 15, 2008. (See [Appendix A](#) for the Annual Assessment Cycle.)

Planned actions for 2008-2009 include a unit by unit review of assessment plans to provide input at the college, department, and program level, continuing refinement of the assessment template and posting process, and continuing support for administrators, faculty and staff for assessment activities.

### **University Level Assessment**

The Office of Institutional Research and Assessment assists the university, colleges, and departments in improving their services by conducting a variety of institutional level surveys with our students and alumni, as well as our faculty and staff. Data from these activities are disseminated throughout the institution and are available on the web.

### ***CIRP Freshman Survey***

As it has since 1992, the University of Idaho administered the UCLA-HERI Cooperative Institutional Research Program (CIRP) Freshman Survey, in order to better understand our incoming class of students. The freshman survey was administered early in the fall semester in both 2006 and 2007 to all students enrolled in Freshman Core Discovery Courses. In 2007, 1,126 full-time new frosh responded, a response rate of seventy-eight percent (78%). The data from this survey are used to plan and improve academic programs and student services. The survey yields information on student demographics, study patterns and social activities in the senior year of high school, academic self-assessment, career goals, ways of financing college education, and objectives of college study.

In 2007 more freshmen chose the University of Idaho because of its affordability than for any other reasons. Fifty-nine percent (59%) responded that the cost of attending the UI was "very important" in their decision, an increase of eight percent (8%) over 2006. Fifty-three percent (53%) reported financial assistance as a "very important" reason for choosing the UI, a rise of nine percent (9%). For seventy-two percent (72%) of freshmen, the UI was their first choice of college, though this is two percent (2%) lower than 2006. Nevertheless, nine percent (9%) estimate the changes are "very good" they will transfer to another college before graduating.

For the first time, the 2007 CIRP Freshman Survey looked at parental involvement in the students' decision to attend the UI. At least seven of ten respondents feel their parents are involved the right amount in the choices they made about college, but nearly a quarter would like them to be more involved in choosing their college courses.

While more U Idaho students are concerned about their ability to finance their college education than are their peers at other public universities, fewer U Idaho students are concerned than in 2006. On the other hand, eight percent (8%) estimate the chance are "very good" that he/she will work full-time while attending college, an increase of four percent (4%) from last year. The number reporting they will be working more than 24 hours per week is also rising (11%).

For the complete results of the 2007 CIRP Freshman Survey, see [Appendix E](#).

### ***National Survey of Student Engagement***

The National Survey of Student Engagement (NSSE) collects information from samples of first year and senior students about the nature and quality of their undergraduate educational experience. The survey is used to measure the extent to which students engage in effective educational practices that are linked with learning, personal development, and other outcomes that contribute to student success such as satisfaction, persistence and graduation.

In 2007, a random sample of 4,273 University of Idaho students was selected to participate in the spring web administration of the NSSE. Thirty-one percent (31%) of students responded overall, including twenty-nine percent (29%) of first-year students surveyed and thirty-three percent (33%) of seniors. Approximately eighty percent (80%) of respondents were white, and results were weighted by gender, enrollment status and institutional size.

Benchmark comparisons allow institutions to focus on improvement by calculating benchmark scores for clusters of effective educational practice. These include five benchmarks: "Level of Academic Challenge," "Active and Collaborative Learning," "Student-Faculty Interaction," "Enriching Educational Experiences," and "Supportive Campus Environment." For an executive summary of the benchmark scores for the University of Idaho, see [Appendix F](#).

### ***Graduating Senior Survey***

The University of Idaho has conducted the Graduating Senior Survey annually since 1992. Response rates for 2005-06 and 2006-07 were both 90%. The main purpose of the survey is to assess graduates' satisfaction with and opinions of their experiences at the University of Idaho. Results are used to plan improvements to our degree programs to enhance learning, as well as to provide feedback to faculty and student service units.

In general, students continue to be well satisfied with their educational experiences at the University of Idaho. Student satisfaction with their college and major departments rose in nearly all areas these past two years, though their perception of the quality of advising declined slightly in 2006-07. See [Appendix B-2](#) for the Executive Summary and frequency distribution of results for the 2006-07 survey administration.

## *Alumni Survey*

The Survey of Graduates was designed to study the alumni's perception of the impact of University of Idaho undergraduate degree programs and curricula on their subsequent lives. The survey assesses alumni satisfaction and opinions regarding emphasis and quality of general education and degree programs, as well as quality of preparation for employment and graduate school. The survey is administered to alumni who graduated a minimum of three years prior from baccalaureate degree programs. This time interval allows alumni the vantage point provided by their experience in advanced studies or employment from which to reflect on the benefits of the baccalaureate experience.

In 2006 the survey was mailed to a random sample of 1,196 names on an official list of undergraduate degrees awarded for the graduating classes of 1998, 1999, 2000 and 2001. Of the deliverable surveys, 423 completed surveys were returned in time for the analysis (35%). This is down from the response rates of the previous administration by eighteen percent (18%), consistent with declining response rates for all surveys we administered at the University of Idaho during the 2006-2007 academic year.

In general, alumni responding appeared to be slightly more satisfied with their University of Idaho experience than previous classes, except when asked about how well they were prepared for advanced study, where satisfaction rates declined. Despite this, sixty-six percent (66%) of respondents from the 2006 Survey of Graduates would choose the same major with "no or few changes" if they could do their undergraduate work over. Twenty-nine percent (29%) reported they would choose a different major, while only five percent (5%) reported they would select a different university.

Interestingly, when comparing the response rates of alumni in 2006 with their responses to the same items at the time they were graduating seniors, in almost all cases satisfaction rates went up. Again this year satisfaction rates were considerably higher in the areas of "growth/development of UI" and "quality of coursework/experiences" at UI than were satisfaction rates of alumni from the previous administration of the survey in 2001. For a narrative summary of findings and frequency distribution see [Appendix G](#).

## *Graduate Alumni Survey*

The content of the Graduate Alumni Survey reflects elements of the Vision, Values and Directions for the UI, including the goals of developing innovative and distinctive curricula, engaging and expanding student minds, and providing integrated experiences in teaching, research, creative activity and outreach. The survey includes questions about major curriculum, quality of research experiences, the relationship of the graduate program to subsequent success in employment or further advanced study, and satisfaction with program quality and services.

In 2007 the survey was mailed to a random sample of 642 names on an official list of graduate degrees awarded for August, December, and May graduates in 2000, 2001, 2002 and 2003. Of the 618 deliverable surveys, 312 completed surveys were returned in time for the analysis (51%).

This is the second-highest response rate for this survey to date, seven percent (7%) below the previous response rate (2003, the highest ever).

Different from previous surveys, the proportion of females among respondents rose to fifty percent (50%) from forty-three percent (43%). Consistent with previous years, ninety-one percent (91%) of respondents were Caucasian American, and three percent (3%) were international students.

From a list of elements often required in graduate studies, respondents were asked to identify all that applied to their program. Only forty-six percent (46%) of the total number of respondents completed theses or dissertations during their course of study; this is up five percent (5%) from the previous cycle, but still considerably reduced from sixty-five percent (65%) in 1995.

The number of respondents who “agreed” or “strongly agreed” with the statement “I would advise a friend with similar interests to study in this department” remained at eighty-six percent (86%), and their ratings of the “overall quality of instruction in UI courses” increased three percent (3%) to ninety-two percent (92%). For a narrative summary of findings and frequency distribution see [Appendix H](#).

### ***Non-Returning Student Survey***

The Non-Returning Student survey was designed to identify reasons why students were not returning to continue their studies at the University of Idaho. Opinions were solicited from students who were in good standing, and had been enrolled at the U Idaho during fall of 2005 but were no longer enrolled during fall of 2006. From this population of 736 students, a random sample of 254 students was contacted. Each of these students was mailed a postcard asking that they check all boxes as appropriate, and also mark the one reason that best explained their decision to not return to the U Idaho. The initial mailing, one follow-up and a second mailing were administered in October and November, 2006. Students were offered incentives to complete the survey; a drawing for a 30GB iPod was the first prize, and there were 25 drawings for \$15 gift certificates to iTunes as well.

The survey included three categories which U Idaho data have shown are significant reasons our students leave: Academic Reasons, Financial Issues, and Personal and Social Issues. These issues of concern to U Idaho students are supported by findings from the CIRP Freshman Survey, the National Survey of Student Engagement and the U Idaho Graduating Senior Survey. In addition, the significance of these issues is reinforced by national data as reasons why students leave institutions before completing their degrees. Within each of these categories, students were allowed to select all elements that applied.

Of the forty-six percent (46%) who returned completed surveys by the closing date, fifty-eight percent (58%) were female, with eighty-five percent (85%) reporting they were Caucasian, three percent (3%) American Indian/Alaskan Native, two percent (2%) Hispanic and two percent (2%) Asian or Pacific Islander. Thirty-seven percent (37%) of the respondents had over a 23 ACT or 1100 SAT score, while seventy-nine percent (79%) had a 3.0 or better high school GPA. The breakdown of respondents reflected the population overall: thirty-seven percent (37%) were freshmen, twenty-six percent (26%) sophomores, eighteen percent (18%) juniors, and nineteen

percent (19%) seniors. The cumulative GPA of respondents ranged from 2.0 to 4.0 with a median of 3.0. Fifty-three percent (53%) of respondents reported they plan to transfer to another institution, with only twenty percent (20%) reporting that they plan to return to the University of Idaho. Eight percent (8%) reported finding a job or joining the military. Only five percent (5%) of respondents reported they have “no immediate plan to continue education.” For a narrative summary of findings and frequency distribution see [Appendix I](#).

### ***Additional IRA Assessment Activities***

#### **Faculty Survey**

In addition to those efforts listed above, assessment office personnel coordinate the UCLA Higher Education Research Institution (HERI) Faculty Survey, which occurs every three years on campus, and was administered during the spring of 2008. This is a national study of faculty and administrator attitudes, job satisfaction, professional activities and experiences. This survey allows us to compare how our faculty attitudes and perceptions differ from our staff, as well as how we differ from faculty at other institutions across the country. Data from the 2008 administration of the survey will be available fall 2008.

#### **Staff Survey**

In addition, a locally-designed survey of the university staff is conducted approximately every three years. The last administration of the University of Idaho Staff Survey was in 2003, and plans are underway to administer the survey again in the fall of 2008. The University of Idaho Staff Survey is intended to help identify issues of concern among a broad spectrum of staff members and generate discussions to determine and meet the needs of staff. The survey includes questions on job satisfaction, working environment and conditions, and organizational communication.

### **2005 Strategic Plan**

The 2006 Strategic Plan consists of four goals:

1. **Teaching and Learning:** Engage students in a transformational experience of discovery, understanding, and global citizenship.
2. **Scholarly and Creative Activity:** Achieve excellence in scholarship and creative activity through an institutional culture that values and promotes strong academic areas and interdisciplinary collaboration among them.
3. **Outreach and Engagement:** Engage with the public, private and non-profit sectors through mutually beneficial partnerships that enhance teaching, learning, discovery, and creativity.
4. **Organization, Culture, and Climate:** Create and sustain an energized community that is adaptable, dynamic, and vital to enable the University to advance strategically and function efficiently.

To help individuals and work groups plan and execute their strategic changes, implementation teams have been formed for each of the four Strategic Action Plan goals. The teams act as resources for the university as its members work on the implementation steps. The implementation teams' membership is composed of faculty, staff and students selected through a nomination process which generated over 280 nominees. Team members work closely with

faculty, staff, administrators, Faculty Council and faculty governance, Staff Affairs and Student Leadership. The intended outcome is to identify critical strategies to be employed across the institution, develop alternatives and examples to facilitate implementation, and act as an information resource for the colleges and other administrative units for planning purposes. A portion of the membership on teams will rotate off each year to enable broad ongoing participation and representation. During the coming year the Institutional Research and Assessment Office will work with campus administrators and team members to help develop key performance indicators to measure the university's progress on its strategic plan.

### **External Program Review**

The UI annually conducts comprehensive and thorough External Program Reviews (EPR) of its entire academic and service/support programs for the purposes of improving the quality of those programs, providing accountability data for strategic planning, and enhancing the effectiveness and efficiency of the institution as it fulfills its mission. These EPRs are conducted on a seven-year cycle (with variations planned to correlate with specialized accreditation practices).

In the EPR process, the unit faculty and staff conduct a self-study of the program(s) relative to the goals of the program(s) and according to defined criteria, gathering both qualitative and quantitative data for this purpose. Each self-study includes descriptions of areas in which the program(s) excel, areas in which the program(s) needs improvement, and program development considerations. A review team then assesses the program quality with respect to the questions and criteria provided, and to the role of the program in the UI environment relative to UI's mission and goals. The composition of each review team is tailored to each unit, integrating external peers, UI faculty and administrators, and others. The team conducts site visits, sometimes traveling statewide, conducts numerous interviews with faculty, staff and students, and ultimately submits a written review and evaluation for the programs under consideration. The unit administrators then reflect on the perceptions and recommendations of the review team, and provide a written response to the recommendations, which includes proposed actions. These recommendations are forwarded with the review team's report to the Office of the Provost, with copies to Institutional Research and Assessment.

The EPR guidelines include a one-year follow-up report on actions taken in response to the review process. These follow-up reports address recommendations from the external reviewers, the actions that have been taken to address those recommendations, factors that have assisted or hindered achieving the desired changes, as well as plans for the next several years.

Throughout this process, the focus is on sincere examination of the unit goals and objectives, thorough examination of what is working and what needs improvement, specific recommendations for change with defined measures and timelines. A key aspect of this process, as distinguished from program accreditation, is communication with the higher-level dean, director, or vice president during the self-study, site visit, and throughout the following year. While accreditation can be viewed as "passing a test," the external program review has been designed primarily for program improvement.

In 2006 and 2007, the External Program Review Committee began revising the guidelines to more closely integrate them with the new strategic plan. In addition, the committee developed a set of comparative metrics after considering annual data needs for the Northwest Commission on College and Universities, External Review Program requirements, as well as college and departmental needs. The committee has prioritized the data elements and an on-line reporting system will be designed in which data can be provided from central sources as well as entered from colleges, departments or programs. Next steps in the process will include committee actions to:

- Provide a draft of the current guidelines for input from department chairs and Faculty Council;
- Develop communication procedures for the self-study process, which includes some evaluation and reporting steps that provides programs with substantive feedback, check points for quality assurance, and a timelines for completion;
- Review accountability and communication steps that follow the evaluator's report;
- Review and revise the one-year follow-up process, perhaps requiring an annual reporting process that synthesizes all of the required activities occurring around the strategic planning process (EPR, assessment, accreditation, strategic planning) to help integrate activities and insure there is minimal duplication of efforts.

### **Northwest Commission on College and Universities**

In April of 2005, the University of Idaho participated in a focused interim evaluation visit by the Northwest Commission on Colleges and Universities (NWCCU) as a follow-up to the October 2004 Full Scale Evaluation. The result of the visit was the requirement to provide some additional interim reports regarding several of the recommendations. The University provided focused interim reports in April 2006 and June of 2007. In fall of 2007 a site visit was required on several additional recommendations. The University is now in compliance with all of the Full Scale Evaluation recommendations except two which were given a different timeframe, one of which is currently under consideration by the commission, and the second which is pending an updated report in Fall of 2008.

Prepared by Jane Baillargeon  
Institutional Research and Assessment  
jane@uidaho.edu

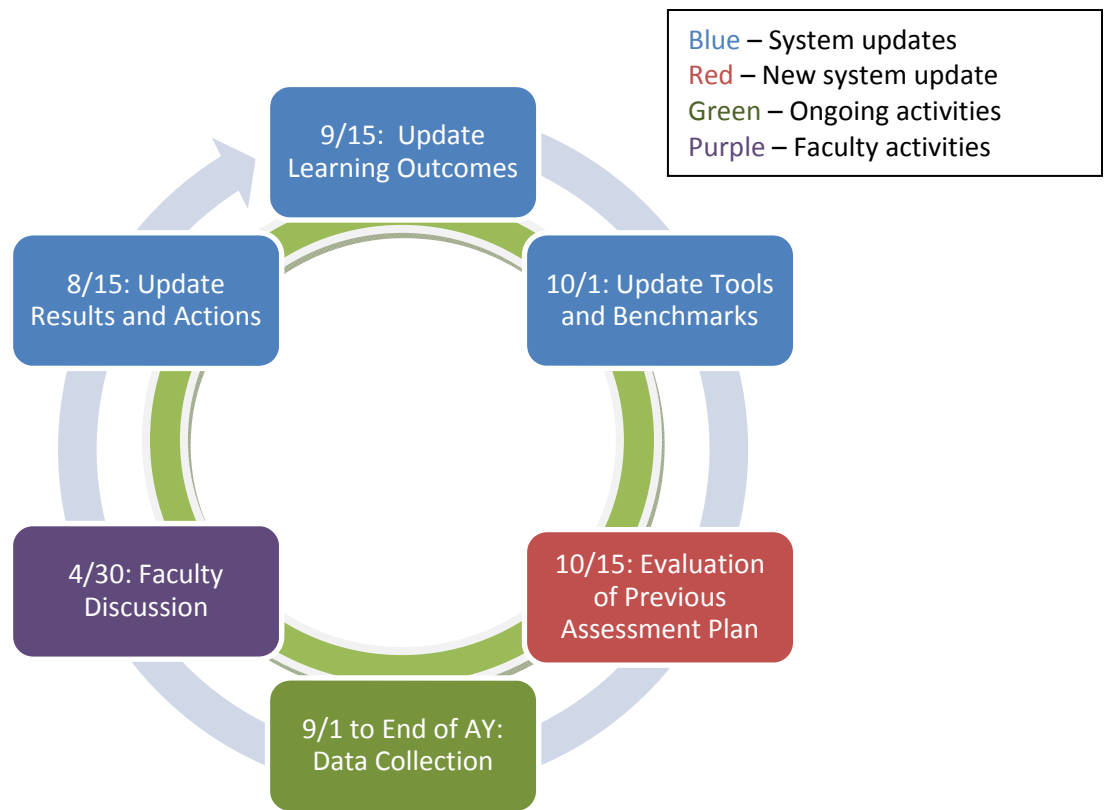
## **Appendices**

- A. History of Assessment at the University of Idaho
- B-1. 2005-2006 Graduating Senior Survey
- B-2. 2006-2007 Graduating Senior Survey
- C. 2007 University Matters Workshops
- D. Assessment Grants Awarded for 2007
- E. 2005 CIRP Freshman Survey Profile
- F. 2007 NSSE Executive Summary
- G. 2006 Alumni Survey Executive Summary
- H. 2007 Graduate Alumni Survey
- I. 2006 Non-Returning Student Survey



## Appendix A

### ANNUAL ASSESSMENT CYCLE



**Due 9/15:** Learning Outcomes should be reviewed and updated. Each outcome should be linked to one of the institutional level learning outcomes (required before advancing in the system.) (Column 1 in the on-line system.)

**Due 10/1:** Tools and Benchmarks should be updated for those outcomes for which you will be collecting data during the current fall and spring semesters. (At this time also begin to consider the methods you might need to develop for the next year's assessment plan - those measures that might need to be in place by the fall semester.) (Columns 2 and 3 in the on-line system.)

**Due 10/15:** This evaluation process is a new activity which must be completed by 10/15. This section asks you to discuss the effectiveness of the changes you made during the *previous* year. Based on the actions you took, what changes did you make and how effective do those changes appear to be? This section will open in May for those who complete their assessment cycle at the end of the semester and wish to update it early. It will remain open until 10/15 for those who will continue to work on their plans over the summer. (This section will be appended to the previous year's plan and will not be accessible for editing once you have submitted it or after 10/15.)

**9/1 to End of Academic Year:** Data collection should occur during fall and spring semesters. On-line space will be provided in the reporting system to upload data files at any time. These should include such things as meeting minutes, data summaries and analyses, rubrics, and so forth. Data should be available for faculty discussions in April and May.

**4/30 to End of Semester:** This is the time when faculty will meet to discuss the results of the assessment and the actions to be taken. *Minutes from this meeting are a required upload in the system.* Faculty should use this time to look at assessment results, summarize important points, determine actions to be taken as a result, and effects of changes from the previous year. Also use this time to anticipate the outcomes you intend to measure in the coming year and what methods/tools might need to be in place and ready for the coming fall. Update the results and actions in the on-line system (columns 4 and 5) by 8/15.

**Appendix B-1**  
**EXECUTIVE SUMMARY**

**GRADUATING SENIOR SURVEY**  
**CLASS OF 2005-2006**

The focus of the Graduating Senior Survey is to assess students' satisfaction and opinion with their experiences while at the University of Idaho. Results are used to plan improvements to our degree programs to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. This survey has been administered since 1992.

Potential respondents included the 1,717 baccalaureate degree recipients for August and December 2005 and May 2006. This year 1,549 (90%) completed the surveys.

Forty-six percent (46%) of respondents were female, down one percent (1%) from last year, and eighty-six percent (86%) were Caucasian American (also down 1%). Ninety-five percent (95%, down 1%) of respondents took most of their UI coursework on the Moscow campus. Forty-six percent (46%) indicated they first entered UI as transfer students (up 3%), while thirty-two percent (34%) responded that they had transferred to the college or department from within the university, (down 2% from the previous year.)

In general, students continue to be well satisfied their educational experiences at the University of Idaho. Student satisfaction with their college and major departments rose in nearly all areas this year, as did their perception of the quality of advising.

Perhaps the most interesting revelation from this year's survey, however, is the greater satisfaction of students who chose to take Core Discovery courses during their freshman year, compared to those who did not take the courses. In nearly all areas, students completing the Core Discovery courses rate their satisfaction and enhancement of skills higher than their peers who did not complete the courses.

Also, student satisfaction with "campus life, social interactions" and with "services for students in general" and from their departments has continued to rise from the survey's inception, increasing five percent (5%), ten percent (10%) and fifteen percent (15%) respectively since 1992.

**University of Idaho**  
**GRADUATING SENIOR SURVEY**  
**Class of 2005-2006**

**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 student services. Student opinions, satisfaction with their experiences, and reflections on their learning are dimensions of this exit survey.

Questions on the survey 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 advising.

The Graduating Senior Survey is administered on-line through the student web. Students are notified that the survey is available when they log in using their ID and PINs, and 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 responses. At the time the survey is completed the student is required to print the confirmation page, which is submitted with the Application for Degree to the student's dean's office. Deans' offices are provided with a stamp and are asked to stamp the Application for Degree to confirm 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 prior to the beginning of the fall semester, 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.

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 is used only in the aggregate, and no individual student identity is connected to any survey response or report.

## **DESCRIPTION OF GRADUATING SENIORS**

Potential respondents included the 1,717 baccalaureate degree recipients for August and December 2005 and May 2006. This year 1,549 (90%) responded in time for their surveys to be included in the analysis.

The age of respondents at graduation ranged from 21 years or younger to 30 years of age or older, with a median age of 23 (mode of 22), as it has been since the survey's inception. Eighty-two percent (82%) of our graduating seniors report they are 25 years of age or younger. Forty-six percent (46%) of respondents were female, no change from last year. Eighty-six percent (86%) were Caucasian American, a decline since the highest rate of ninety-two percent (92%) in the 1990s. Ninety-six percent (96%, up 1%) of respondents took most of their UI coursework on the Moscow campus.

Forty-three percent (43%, the same as last year) of respondents indicated they first entered UI as transfer students, with the median number of credits transferred between 35 and 49 (slightly fewer than last year), and the mode between 1 and 19, also fewer than last year. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-four percent (34%, up 2%) responded that they had transferred within the university, with twenty percent (20%, down 1%) transferring as freshman and forty-one percent (41%, up 2%) transferring as sophomores. (*Questions 9, 10, 11, 20, 21, 27, and 28.*)

## **ACADEMIC AND STUDY COMMITMENTS**

For graduating seniors, time spent on academic work out side 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 13 to 17 hours, down from previous years. Thirty-one percent (31%) of respondents reported that they study 23 or more hours each week outside of class, an increase of one percent (1%) since 2004-05. Respondents most frequently reported meeting with faculty outside of class, for advice, or about coursework or research between one and four times during the senior year, with a median interval of five to eight times, consistent with previous years. (*Questions 12 and 13.*)

## **EMPLOYMENT AND PERSONAL DEVELOPMENT**

During their senior year, sixty-eight percent (68%, down 2%) of respondents reported that they were employed, with the median number of hours between 8 and 12 per week, while seventeen percent (17%, down 4%) reported they were employed 23 hours or more.

One-half of graduating seniors reported participating in "intramural or club sports," while nearly that many reported participating in "civic, community service" (48%), "professional organizations/clubs related to the major" (47%), and "internship" (45%). Over one-third of responding seniors reported participating in independent study (32%) and "Honors Program, honorary society" (34%). Over one-quarter participated in a fraternity or sorority (29%, up 2%). Consistent with 2003-04 results, those areas reporting the lowest participation rates included "student government" (7%),

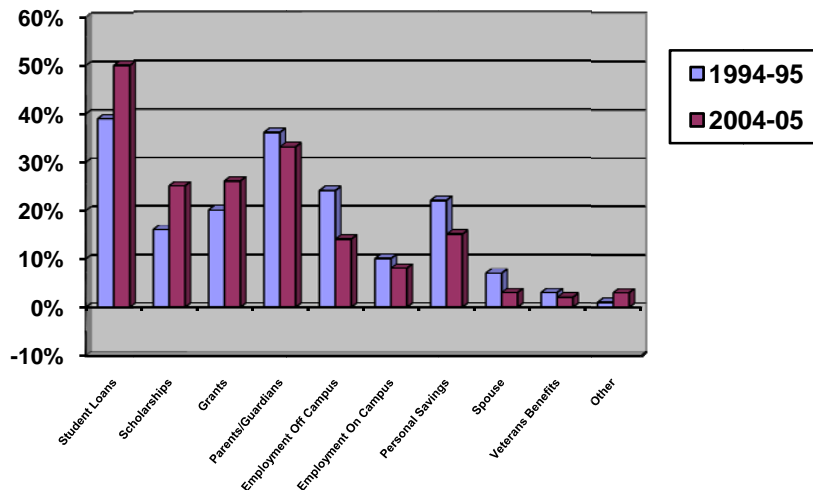
“intercollegiate athletics” (10%), “national/international exchange” (13%), and “arts productions” (13%). (*Questions 14 and 15.*)

**FINANCIAL SUPPORT**

Student loans are most frequently reported as the primary source of funding to support education (50%), with an additional twenty percent (20%) using loans as a lesser source of support. Other areas most frequently used as primary sources include “parents or guardians” (33%), “summer job earnings” ( 27%), and “grants” (26%). Over one-half of all students use “summer job earnings” and “scholarships” as lesser sources of support for their education. Consistent with last year, nine percent (9%) of respondents reported they used "internship/cooperative education earnings" as a lesser source of financing, while two percent (2%) reported using these earnings as a primary source of support.

The number of students reporting their undergraduate education was supported by scholarship money increased significantly this year. Sixty-one percent (61%), up nineteen percent (19%), of responding seniors received scholarships, though only twenty-five percent (25%), the same as the previous year, relied on scholarships as a primary source of funding and fifty percent (50%, also the same as last year) relied on them as a lesser source of funding for their undergraduate education. This is a significant change from the survey’s incept in 1992 when only forty-two percent (42%) of seniors reported that they had received a scholarship, and sixteen percent (16%) relied on them as a primary source of support. (*Questions 17 and 18.*)

**Primary Sources of Funding - 10 Year Comparison**



**SATISFACTION WITH CHOICE OF MAJOR**

While fifty-eight percent (58%, down 1%) of graduating seniors report having changed their majors while in college, nearly twenty-two percent (22%) report having changed it

two or more times. Most students (47%) selected their major during their freshman year, though one quarter selected their major in their sophomore year, with nearly as many (21%) waiting until their junior year to decide. (*Questions 25 and 26.*)

### **PLANS FOR NEXT YEAR AND INTERNSHIP EXPERIENCES**

Forty-nine percent (49%, up 1%) of graduating seniors responded that they expect their principle activity after graduation to be "full-time employment in their major field". Ten percent (10%, down 1%) anticipate being employed in some other field. Twenty-one percent (21%, down 1%) expect to be in "graduate school", while an additional six percent (6%, up 1%) plan to be "continuing education for credential/professional certificate". Nine percent (9%, up 1%) are completely undecided about their principle activity after graduation, though sixty-six percent (66%) of respondents plan to pursue further studies (up 1%). (*Questions 3 and 33.*)

One-half (50%) of seniors had begun their job search with nineteen percent (19%, up 2%) having been offered a position at the time they completed this survey. Six percent (6%, up 1%) of respondents reported that the positions offered had been listed with the Career and Professional Planning Office. Students were asked if "this position was a result of an internship/practicum experience," with twenty-five percent (25%, up 1%) responding "yes". Twenty-three percent (23%, up 2%) of respondents reported that an internship was required in the major, with thirty-four percent (34%, down 3%) reporting that they had completed the internship at the time they were responding to the Graduating Senior Survey. (*Questions 32, 33, 34, and 35.*)

### **OVERALL SATISFACTION WITH QUALITY OF LIFE AND EDUCATION**

Outcomes assessment at the University of Idaho measures student satisfaction with various aspects of their undergraduate programs and living experiences. In one element of the Graduating Senior Survey, students are asked their overall satisfaction with the quality of education they received; ninety-six percent (96%, up 1%) reported they were "satisfied" or "very satisfied." More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with their "undergraduate education in general" (94%, down 1%), and with "valued friendships" (94%, down 1%). Ninety-three percent (93%, up 3%) of respondents said they were "satisfied" or "very satisfied" with "education in my major field." In one area which rose significantly last year and remains high, ninety-three percent (93%) also reported being "satisfied" or "very satisfied" with "increased confidence in my knowledge and abilities."

Also consistent with previous years, more than eight out of ten respondents were "satisfied" or "very satisfied" with the "opportunity to interact with faculty informally" (88%, up 1%), "campus life, social interactions" (89%, down 1%), "services for students in general" (86%, down 1%), and "services for students from my department" (83%, up 2%). Conversely, the area with the largest reported dissatisfaction was "cost of UI education," with twenty-seven percent (27%) reporting they were "very dissatisfied" or "dissatisfied" with that aspect. Finally, eighty-one percent (81%, no change from last year) of respondents indicated they were "satisfied" or "very satisfied" with their "opportunity to get to know diverse people".

Interestingly, student satisfaction with “campus life, social interactions” and with “services for students in general” and from their departments has continued to rise from the survey’s inception, increasing five percent (5%), ten percent (10%) and fifteen percent (15%) respectively since 1992. (*Questions 1 and 2.*)

### **SATISFACTION WITH THE UI AND THE COLLEGE/DEPARTMENT**

Again this year graduating seniors were asked to indicate their level of satisfaction with their college/major department in several areas. For the first time in three years, student satisfaction with all of the elements in this item increased. Three quarters or more of students reported that their satisfaction was "good" or "excellent" in all but three of the elements. The top five areas included:

- "student-student interactions" (89%, up 2%);
- "fairness of grading" (85%, up 3%);
- "quality of instruction" (85%, up 3%);
- "practical relevance of content" (84%, up 3%);
- "academic rigor" (84%, up 3%);

The three elements in which fewer than three-fourths of students reported that their satisfaction was “good” or “excellent” were:

- “research reputation” (61%, up 4%);
- “collaborative learning opportunities” (71%, up 5%);
- “availability of required courses (including core courses)” (66%, up 4%).

(*Question 19.*)

### **GENERAL EDUCATION GOALS**

One item on the senior survey lists some abilities and types of knowledge that may be developed in a bachelor's degree program and asks respondents to indicate the extent to which each capacity was enhanced by their UI undergraduate education. Last year, due to some data collection errors, several items were not included on this report. This year all of the items have once again been included, with the previously missing items having the largest changes, as might be expected, since the ratings in this area have been generally declining each year.

The ratings for most of the elements in this item continued to decline again this year, a continuing pattern since the inception of the survey in 1992. Four of the top five items that were reported by the highest frequencies of seniors to be those "greatly" or "moderately" enhanced are consistent with previous years, and include: "think analytically and critically" (80%, down 1%), "identify and solve problems" (81%, no change), “function independently without supervision” (79%), and “formulate creative/original ideas and solutions” (75%, down 1%). “Acquire new skills and knowledge on my own, continue to be intellectually curious” was also among the top five this year with seventy-six percent (76%) reporting their capacity was enhanced “moderately” or “greatly.”

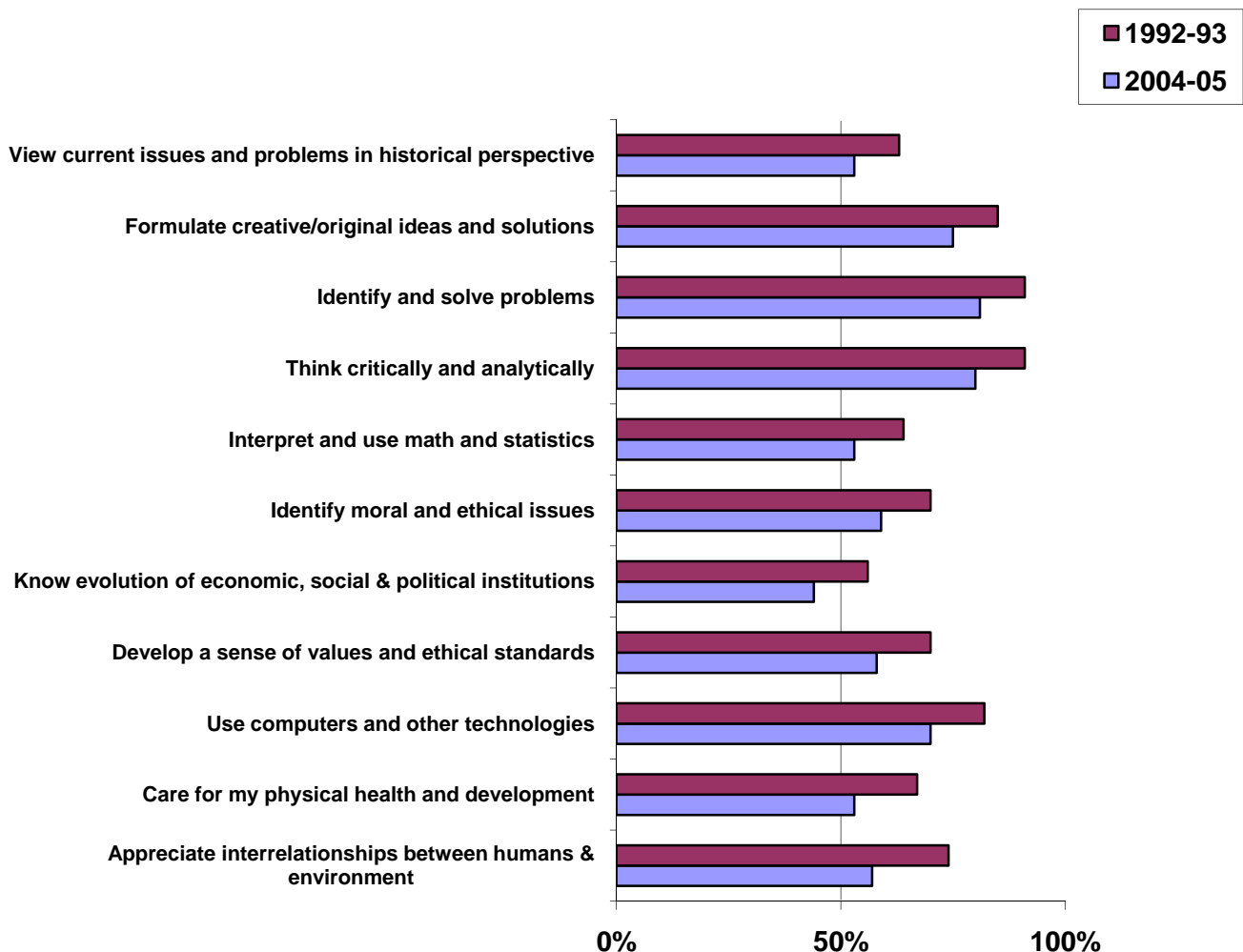


Conversely, abilities reported by graduating students as being "not at all" enhanced at the UI are also important goals of general education and have increased in frequency. They include "understand another culture, know another language" (30%), "contributions to knowledge and culture by women" (25%), and "contributions to knowledge and culture by ethnic minorities" (26%).

While not all of these questions have been asked since the pilot of the survey in 1992, only three elements have shown an increase in the frequency of students reporting their abilities were "moderately" or "greatly" enhanced, "lead others, use effective group process skills" has increased from sixty-seven percent (67%) to seventy-two percent (72%), "appreciate our western and non-western cultural heritage" and "understand another culture, know another language," both increasing from thirty-seven percent (37%) to thirty-eight percent (38%). The chart below shows those elements with the greatest decline since 1992.

*(Question 5.)*

## Abilities and Knowledge "Moderately" or "Greatly" Enhanced



## **EMPHASIS AND SATISFACTION IN CORE CURRICULUM**

Another significant part of the assessment process involves student views regarding the emphases particular areas within the core curriculum should have at the UI. This is done by asking students to indicate where they believe more, less, or the same emphasis should be applied for future undergraduates' study. This question also asks seniors about the quality of the educational experiences they received in these areas while at the UI.

The top five areas in which seniors recommended "more" emphasis were consistent with previous years: "practicum, internship experience" (47%, down 2%), "oral communication" (46%, down 1%), "research experience" (41%, down 4%) "computer coursework and practice" (39%, down 5%) and "written communication" (38%, no change from last year). The item that showed the greatest change in students requesting more emphasis was "fine arts" (31%, up 8%).

Also similar to previous years, the items in which respondents most frequently reported that the UI should retain the same amount of emphasis for all undergraduates were "mathematics" (60%, down 1%), "required courses in the major" (60%, up 1%), "biological sciences" and "statistics" (both 58%). Two areas showed a significant decrease in those reporting the emphasis should be same, "fine arts" (39%, down 7%), and "physical sciences" (56%, down 6%).

Those items receiving the greatest number of recommendations to provide less emphasis were "fine arts" (16%, up 3%), "philosophy/ethics" (14%, no change), "literature" (14%, up 2%), "social sciences" (12%, down 2%), and "statistics" (11%, no change).

Students were also asked to rate their satisfaction with the quality of their experiences in each of these areas at the UI. While student satisfaction was down for many of the items listed on this question, more than one-half of students reported the quality of their experience as "excellent" or "good" in the following areas:

- "required courses in the major" (75%, down 1%);
- "elective courses in the major" (72%, up 1%);
- "written communication" (62%, down 2%);
- "oral communication" (54%, up 2%);
- "social sciences" (57%, down 3%); and

It is important to note, that for seven out of ten of the elements in this item, nearly one third or more of the students reported that they were not experiences or courses completed at the University of Idaho. However, when the frequency distribution is adjusted for students who have not had the experiences at the UI, there is no change to the top reported items. (*Question 22.*)

## **CORE DISCOVERY STUDENT RESPONSES**

It is important to note that there are differences in responses between graduating seniors who took the Core Discovery courses during their freshman year and those who didn't. While the Graduating Senior Survey is an anonymous survey, entry characteristics for the class of 2000-2001 show that students in the Core Discovery courses had slightly lower SAT/ACT scores overall than those who did not take the course; in addition, the two

groups had equivalent high school GPAs. The differences between the frequency distribution of responses of the twenty percent (20%) who chose to take Core Discovery courses and those who didn't are very interesting. In general, students who took a Core Discovery course are more satisfied with the quality of their education than are their peers who didn't take the freshman course.

The general course objectives for the Core Discovery courses include:

- exploration of contemporary issues,
- creating an awareness of the diversity of humankind,
- fostering intellectual curiosity for knowledge outside the students' current frames of reference,
- experiencing the richness of campus culture,
- developing effective communication skills,
- developing the ability to think critically,
- developing the ability to gather and synthesize information from different disciplines and sources,
- accomplishing tasks through group work,
- developing the academic skills necessary for success,
- providing an atmosphere in which differing opinions are exchanged and respected,
- stimulating interactions with faculty and other students,
- facilitating the adjustment to and orienting students toward college life and academic demands,
- and fostering conversations with students who differ in beliefs and values.

In nearly all of these areas, students completing the Core Discovery courses rate their satisfaction and enhancement of skills higher than those who did not complete the courses. In addition, more Core Discovery students selected their major earlier in their college careers, and it appears that more of them completed their course of study in four to five years (95% compared to 79%). We might also speculate that the Core Discovery students become more engaged in campus activities since nine percent (9%) more report that they complete internships, eleven percent (11%) more report participating in exchanges, and seven percent (7%) more report participating in professional organizations. (*Questions 15 and 24.*)

When asked about their satisfaction with a variety of elements of campus life, Core Discovery students were more satisfied with the valued friendships they developed, were more involved in community services and professional organizations, and more often participated in honors courses. They also report more satisfaction with a variety of campus services including library holdings, the Idaho Commons, housing, the English Writing Lab, the Women's Center, residence life, computer lab access, fine arts performances on campus, and their introductory coursework among others. (*Questions 2, 7, 8, and 31.*)

When asked about the extent to which their abilities and knowledge were enhanced during their undergraduate degree program, those areas in which students who took the Core Discovery courses were significantly higher than those who didn't take the course include those listed in the table below. (*Question 5.*)

	<b>CORE DISCOVERY %</b>	<b>NON-CORE DISCOVERY%</b>
<b>Ability to:</b>	<b>Moderately or Greatly Enhanced</b>	<b>Moderately or Greatly Enhanced</b>
Write effectively	79	72
Communicate well orally	80	69
Participate as an informed and active citizen	65	58
Identify moral and ethical issues	64	58
Make decisions and act ethically	65	58
Integrate learning across disciplinary lines	71	64
Formulate creative/original ideas and solutions	80	73
Organize my time effectively	75	66
Function independently, without supervision	84	77
Lead others, use effective group process skills	77	70
Care for my mental and physical health and development	62	51
View current issues and problems in historical perspective	60	51
Appreciate our western and non-western cultural heritage	53	45
<b>Knowledge of:</b>		
Current international issues and problems	55	47
Contributions to knowledge and culture by women	43	38

### **SATISFACTION WITH SERVICES AND FACILITIES FOR STUDENT SUPPORT**

Two items asked seniors 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 (though each decreased by 1%) included:

- "Registrar's Office" (92%),
- "Library services" (90%),

- "Admissions Office" (88%),
- "Idaho Commons" (87%),
- "Library holdings" (85%),
- "Bookstore services" (81%).

When adjusted for students who reported that they had not used the services, four additional elements become prominent for student satisfaction, "Academic Assistance Programs," "International Programs Office," "international student advisor," and the "Women's Center," all receiving ninety percent (90%) "satisfied" or "very satisfied" ratings.

When asked about the variety of services, facilities, and activities for students, the top five items with which students were "satisfied" or "very satisfied" were:

- "Computer lab access" (91%, up 4%),
- "Attractiveness of campus" (91%, down 25),
- "Help Desk support services" (86%, up 3%),
- "Recreation center" (85%, down 1%) and
- "Individual study space on campus" (80%, no change). (*Questions 7 and 8.*)

## **RESEARCH OPPORTUNITIES**

This year sixty-three percent (63%, down 2%) of responding seniors reported they had an opportunity to participate in research during their undergraduate coursework. While this is down slightly, it is considerably higher than the forty-eight percent (48%) reported 2002-2003, which was the lowest in the survey's history. When asked to describe the type of research in which they were involved, seniors reported their experiences as "field study" (38%, up 2%), "experimental research" (35%, up 1%), and "historical, philosophical original writing" (25%, down 3%). Forty-one percent (41%, down 4%) reported their experiences were "independent," forty-five percent (45%, down 1%) were "collaborative with students," and twenty-four percent (24%, no change) "collaborative with faculty."

This year, forty-one percent (41%) of graduating seniors reported that the UI should have more emphasis on "research experience", with thirty-seven percent (37%) reporting that the quality of their research experience was "good" or "excellent." When asked about satisfaction with departmental research offerings, fifty percent (50%, consistent with last year) reported being "satisfied" or "very satisfied" with "opportunities for participation in faculty or individual research", an increase of six percent (6%). (*Question 4, 22 and 31.*)

## **TIME TO GRADUATION**

As in the past several years, students were asked how many semesters their undergraduate studies took to complete with response options ranging from less than seven semesters to more than 15. While the most frequent response was eight semesters, forty-one percent (41%) of students reported that it took 10 or more semesters to complete their undergraduate studies. Those students taking longer than eight semesters to complete their studies were asked to identify the major reason or reasons. The reason cited by the greatest number of respondents was the same as was cited in the past several

years, "changed majors or selected major late" (31%). Other top reasons cited were "took difficult and/or time-consuming courses" (17%), "needed to work 1/2 time or more to meet college costs" (16%, up 2%), "needed to repeat courses" (14%, down 1%), and "had double major" (12%, down 2%). (*Questions 23 and 24.*)

### **CAREER CHOICE**

When graduating seniors were asked how certain they are of their career choices, only slightly more than one-half (54%, down 1%) responded that they were "very certain," while twelve percent (12%, down 1%) were still undecided at the time of graduation. Fifty-two percent (52%, up 7%) reported that the quality of "help with career selection" they received from their academic departments was good/excellent. (*Questions 16 and 30.*)

### **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. When asked their perception of department faculty on a list of items, their satisfaction improved on all elements this year. Respondents reported their most positive rating of their department faculty in "knowledge and competence in area of expertise" (93%, up 2%). "Professional stature and reputation" received "excellent" or "good" ratings from eighty-nine percent (89%, up 4%) of responding seniors, with "teaching performance" increasing three percent (3%) to eighty-four percent (84%), and "helpfulness to students" receiving eighty-seven (87%, up 6%). Students were also asked to rate the graduate assistants in their department, with fifty percent (50%) of students rating them "good" or "excellent." (*Question 29.*)

### **ADVISING**

Students are also asked their perception of the quality of advising they received from their department. Ratings for "overall helpfulness" of the advising this year rose considerably (up 5% to 72%), and "good" or "excellent" ratings for counseling about study strategies" also rose (up 4%, to 43%). Other elements of this question include "planning your course of study/program" (70%, up 4% in "good" or "excellent" ratings), and "counseling about study strategies" (52%, up 7%). (*Question 30.*)

### **DEPARTMENTAL RATINGS**

The level of satisfaction with department offerings is elicited from graduating seniors, with response options ranging from "very dissatisfied" to "very satisfied," and including a "not applicable" option. Consistent with previous years, the highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (93%, up 2%), "advanced courses in the major" (87%, down 1%), "printed information about the program and requirements" (83%, up 2%), "quality of courses and experience in preparing you for career/employment" (79%, up 4%), and "introductory courses in the major" (77%, down 1%). Over one-half of all students were "satisfied or "very satisfied" in all areas except "internships," which has the highest rating of "not relevant" responses (41%).

Overall, students appear to be slightly more satisfied with department offerings. Areas in which students reported the greatest amount of dissatisfaction were "opportunities for participation in faculty or individual research" (19% report "very dissatisfied" or "dissatisfied", down 4%), "facilities and equipment support for the major" (20%, down 4%), and "computer support for undergraduate work in the major" (14%, down 7%). (*Question 31.*)

### **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

For further information contact [assessment@uidaho.edu](mailto:assessment@uidaho.edu) or call 208-885-5828.

## Appendix B-2

### EXECUTIVE SUMMARY GRADUATING SENIOR SURVEY CLASS OF 2006-2007

The focus of the Graduating Senior Survey is to assess students' satisfaction with and opinions about their experiences while at the University of Idaho. Results are used to make improvements in our degree programs to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. This survey has been administered annually since 1992. For the first time this year, students double majoring were able to complete the department section for all of their departments. Overall, students appear to be less satisfied with their department offerings this year.

Potential respondents included the 1,703 baccalaureate degree recipients for August and December 2006 and May 2007. This year 1,541 (90%, no change from last year) responded in time for their surveys to be included in the analysis. Eighty-one percent (81%) of our graduating seniors report they were 25 years of age or younger. Forty-six percent (46%) of respondents were female, and eighty-four percent (84%) were Caucasian American, a continued decline since the highest rate of ninety-two percent (92%) in the 1990s.

Twenty-seven percent (27%) of respondents reported that they study 23 or more hours each week outside of class, a decrease of four percent (4%) since 2005-06. Respondents most frequently reported meeting with faculty outside of class, for advice, or about coursework or research, between one and four times during their senior year.

Ninety-eight percent (98%) of respondents 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 their "undergraduate education in general" (96%), "valued friendships" (94%), "increased confidence in my knowledge and abilities" (95%), and "education in my major field" (92%). In all areas but one, eight out of ten respondents reported they were "satisfied" or "very satisfied." Only seventy-six percent (76%) of respondents reported being "satisfied" or "very satisfied" with the cost of their UI education, down from a high of eighty-four percent (84%) in both 2000-01 and 1998-99.

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 five areas in which students reported their satisfaction was "good" or "excellent" were "student-student interactions", "class size", "faculty-student interactions", "currency of curriculum", and "quality of instructions".



**University of Idaho**  
**GRADUATING SENIOR SURVEY**  
**Class of 2006-2007**

**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 student services. Student opinions, satisfaction with their experiences, and reflections on their learning are dimensions of this exit survey.

Questions on the survey 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 advising. For the first time this year, students were able to complete the department section for all of their departments if they were graduating with degrees in multiple majors.

The Graduating Senior Survey is administered on-line through the student web. Students are notified that the survey is available when they log in using their ID and PINs, and 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 responses. At the time the survey is completed the student is required to print the confirmation page, which is submitted with the Application for Degree to the student's dean's office. Deans' offices are asked 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 at the beginning of the fall semester, 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 plan.

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 used only in the

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

## **DESCRIPTION OF GRADUATING SENIORS**

Potential respondents included the 1,703 baccalaureate degree recipients for August and December 2006 and May 2007. This year 1,541 (90%, no change from last year) responded in time for their surveys to be included in the analysis.

As it has been since the survey's inception, the age of respondents at graduation ranged from 21 years or younger to 30 years of age or older, with a median age of 23 (mode of 22). Eighty-one percent (81%) of our graduating seniors report they are 25 years of age or younger. Forty-six percent (46%) of respondents were female, no change from the previous two years. Eighty-four percent (84%) were Caucasian American, a continued decline since the highest rate of ninety-two percent (92%) in the 1990s. Ninety-five percent (95%, down 1%) of respondents took most of their UI coursework on the Moscow campus, and thirty-seven percent (37%) report they will graduate in the summer or fall semesters rather than in May.

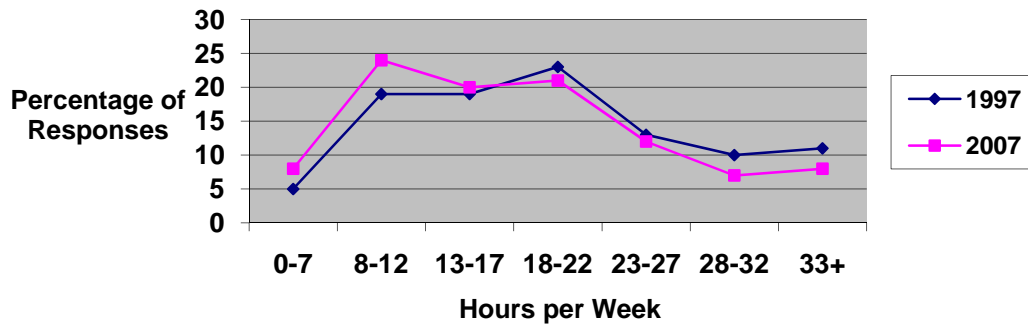
Forty-four percent (44%, up 1%) of respondents indicated they first entered UI as transfer students, with the median number of credits transferred between 35 and 49, and the mode between 1 and 19. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-four percent (34%, the same as last year) responded that they had transferred within the university, with twenty percent (22%, up 2%) of those transferring doing so as freshman, forty percent (40%, down 1%) transferring as sophomores, and twenty-nine percent (29%, down 2%) as juniors. (*Questions 9, 10, 11, 20, 21, 27, and 28.*)

## **ACADEMIC AND STUDY COMMITMENTS**

For graduating seniors, 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 13 to 17 hours, consistent with the class of 2005-2006 but slightly lower than previous years. Twenty-seven percent (27%) of respondents reported that they study 23 or more hours each week outside of class, a decrease of four percent (4%) since 2005-06. Respondents most frequently reported meeting with faculty outside of class, for advice, or about coursework or research between one and four times during their senior year, with a median interval of five to eight times, consistent with previous years. (*Questions 12 and 13.*)

The chart below outlines how respondents reported spending their time on academic work outside of the classroom over the past ten years.

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



**EMPLOYMENT AND PERSONAL DEVELOPMENT**

During their senior year, sixty-eight percent (68%, up 1%) of respondents reported that they were employed, with the median number of hours between 8 and 12 per week, as it has been in recent years. Twenty-two percent (22%, up 5% from 2004-2005) reported they were employed 23 hours or more per week during their senior year. Thus, it appears U Idaho students are working more and studying less than in the past.

When asked about participating in a list of activities available on campus, one-half of respondents report participating in “intramural or club sports” (51%, no change from last year), “civic, community service”(46%, down 3%), “internship” (46%, up 1%), and “professional organizations/clubs related to major” (43%, down 3%). Over one-quarter participated in an “independent study” (28%, down 2%), a “social fraternity or sorority” (27%, no change), and the “Honors Program/honorary society” (28%, no change). Consistent with 2005-06 results, those areas reporting the lowest participation rates included “student government” (7%, down 2%), “intercollegiate athletics” (9%, no change), “national/international exchange” (13%, up 3%), and “arts productions” (12%, no change). (*Questions 14 and 15.*)

**FINANCIAL SUPPORT**

As in previous years, student loans are most frequently reported as the primary source of funding to support education (50%, down 4%), with an additional nineteen percent (19%, up 1%) using loans as a lesser source of support. Other areas most frequently used as primary sources include “parents or guardians” (36%, up 4%), and “grants” (27%, up 1%). Over three-quarters of all students use “summer job earnings” or “scholarships” as lesser sources of support for their education, with over one-half using internships, personal savings, and off-campus employment as lesser sources. Twelve percent (12%, up 2%) of respondents reported they used “internship/cooperative education earnings” as a lesser source of financing, while two percent (2%) reported using these earnings as a primary source of support; this is consistent with last year’s results.

Sixty-five percent (65%), up three percent (3%), of responding seniors received scholarships, and twenty-eight percent (28%, up 1%) relied on scholarships as a primary

source of funding, while fifty-one percent (51%, down 2%) relied on them as a lesser 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 a scholarship, and sixteen percent (16%) relied on them as a primary source of support. (*Questions 17 and 18.*)

### **SATISFACTION WITH CHOICE OF MAJOR**

Sixty-two percent (62%, up 3%) of graduating seniors report having changed their majors while in college, with twenty-four percent (24%, down 1%) having changed it two or more times. Fewer than one-half of students (45%, down 3%) selected their major in which they graduated during their freshman year, with over one-quarter (28%, up 2%) selecting their major in their sophomore year, and nearly as many (22%, up 1%) waiting until their junior year to decide. (*Questions 25 and 26.*)

### **FUTURE PLANS**

One-half of all graduating seniors report that they expect their principle activity after graduation to be "full-time employment in my major field." Thirteen percent (13%, up 2%) anticipate being employed in some other field. Only nineteen percent (19%, down 3%) expect to be in "graduate school", while an additional four percent (4%, down 1%) plan to be "continuing education for credential/professional certificate." Eight percent (8%, no change from last year's class) are completely undecided about their principle activity after graduation, though sixty-one percent (61%, down 3%) of respondents plan to pursue further studies at some point. (*Questions 3 and 33.*)

Nearly one-half (47%) of seniors had begun their job search at the time they completed the survey, with twenty-three percent (23%, up 2% for the third year in a row) having been offered a position. Seven percent (7%, up 3%) of respondents reported that the positions they were offered had been listed with the Career and Professional Planning Office. Students who had been offered a position were asked if "this position was a result of an internship/practicum experience," with twenty-six percent (26%, down 2%) responding "yes". Twenty-two percent (22%, up 1%) of respondents reported that an internship was required in the major, with thirty-seven percent (37%, up 5%) reporting that they had completed the internship at the time they were responding to the Graduating Senior Survey. (*Questions 32, 34, and 35.*)

### **OVERALL SATISFACTION WITH QUALITY OF LIFE AND EDUCATION**

In one element of the Graduating Senior Survey where various aspects of undergraduate programs and living experiences are measured, students are asked about their satisfaction with the University of Idaho. Ninety-eight percent (98%) 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 their "undergraduate education in general" (96%, up 1%), "valued friendships" (94%, down 1%), "increased confidence in my knowledge and abilities" (95%, up 1%), and "education in my major field" (92%, down 1%). In all areas but one,

eight out of ten respondents reported they were “satisfied” or “very satisfied.” Only seventy-six percent (76%) of respondents reported being “satisfied” or “very satisfied” with the cost of their UI education.

Student satisfaction with “campus life, social interactions” rose this year (88%, up 1%) as did satisfaction with “services for students in general” (90%, up 4%). (*Questions 1 and 2.*)

### **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 five areas in which students reported their satisfaction was “good” or “excellent” were “student-student interactions” (86%, down 1%), “class size” (86%, up 4%), “faculty-student interactions” (85%, up 3%), “currency of curriculum” (85%, up 2%), and “quality of instructions” (85%, no change from the previous year).

Additional areas in which eight out of ten students reported that their satisfaction was “good” or “excellent” included:

- “fairness of grading” (84%, no change);
- “personal attention to students” (83%, up 1%);
- “academic advice from faculty” (80%, up 1%);
- “practical relevance of content” (84%, up 2%);
- “academic rigor” (83%, down 1%).

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

- “collaborative learning opportunities” (71%, up 2%);
- “availability of required courses (including core courses)” (69%, up 5%);
- “research reputation” (59%, down 2%).

(*Question 19.*)

### **GENERAL EDUCATION GOALS**

One item on the senior survey lists some abilities and types of knowledge that may be developed in a bachelor's degree program and asks respondents to indicate the extent to which each capacity was enhanced by their UI undergraduate education.

Contrary to many of the previous years, the ratings for most of the elements in this item increased in 2006-2007. Four of the top five items that were reported by the highest frequencies of seniors to be those “greatly” or “moderately” enhanced are consistent with previous years, and include: “think analytically and critically” (82%, up 1%), “identify and solve problems” (81%, up 1%), “function independently without supervision” (77%, down 1%), “write effectively” (77%, up 3%), and “acquire new skills and knowledge on my own, continue to be intellectually curious” (76%, up 1%). Other areas in which three-quarters of respondents reported their abilities were “moderately” or “greatly” increased were: “formulate creative/original ideas and solutions” (75%, up 1%), and “understand myself: abilities, interests, limitations, and personality” (75%, up 2%).

Conversely, abilities reported by graduating students as being "not at all" enhanced at the UI are also important goals of general education. There was no change this year in the top five elements reported in this category. Those in which more than half report their abilities have increase "not at all" or "a little" consist of "contributions to knowledge and culture by ethnic minorities" (62%, down 1%), "contributions to knowledge and culture by women" (58%, down 3%), "understand another culture, know another language" (60%, up 1%), "knowledge of the evolution of economic, social, and political institutions" (54%, no change), and "appreciate our western and non-western cultural heritage" (53%, no change). (*Question 5.*)

### **EMPHASIS AND SATISFACTION IN CORE CURRICULUM**

One section of the Graduating Senior Survey asks students to evaluate some of the goals and objectives of our 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 undergraduates' study. This question also asks seniors about the quality of the educational experiences they received in these areas while at the UI.

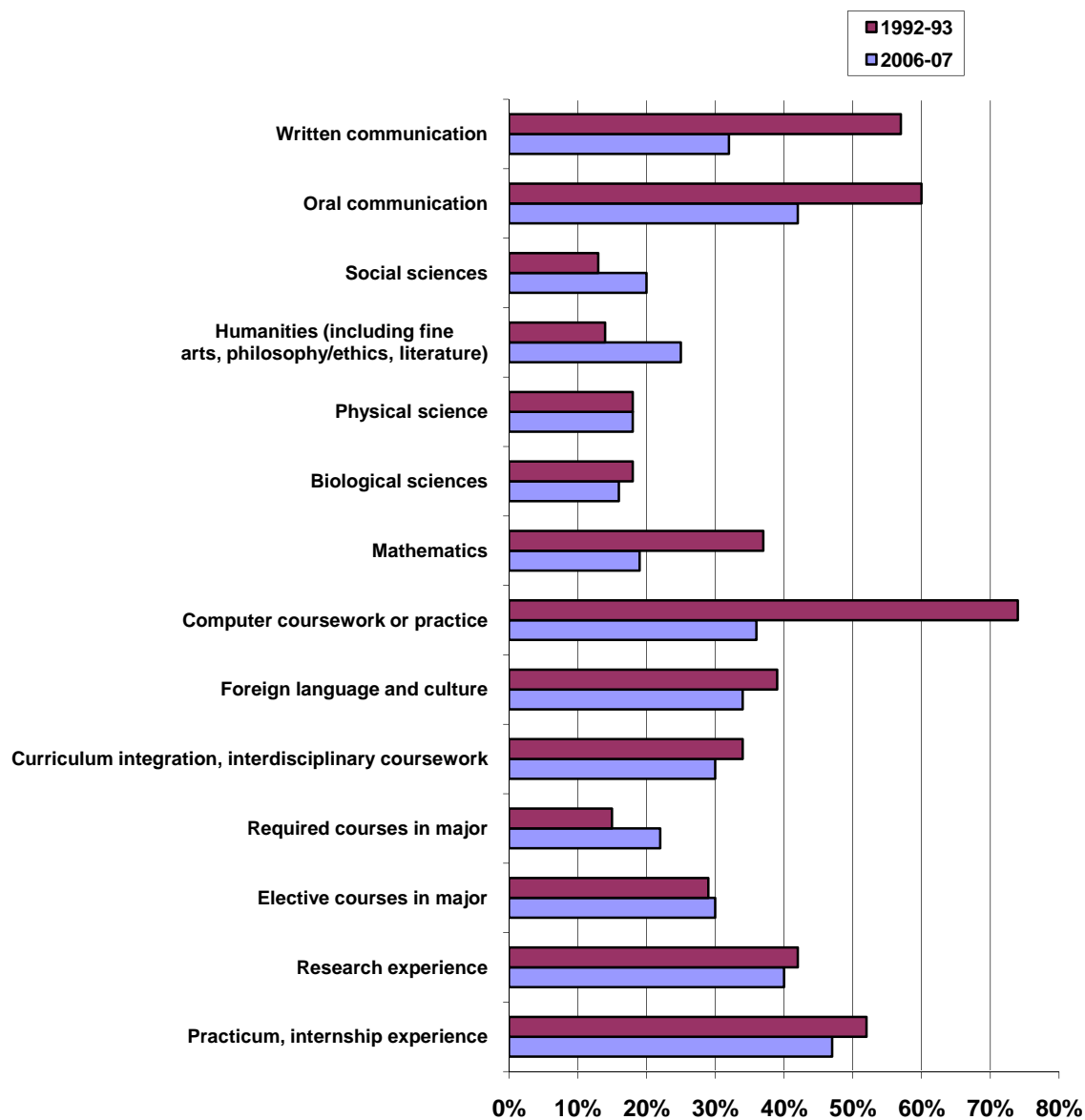
The top five areas in which seniors recommended "more" emphasis were: "practicum, internship experience" (47%, down 2%), "oral communication" (42%, down 1%), "research experience" (40%, down 2%) "computer coursework and practice" (36%, down 2%) and "foreign language and culture" (34%, no change from last year.)

Similar to previous years, the items in which respondents most frequently reported that the UI should retain the same emphasis for all undergraduates were "required courses in the major" (60%, down 2%), "mathematics" (60%, no change), "statistics," "biological sciences," and "physical sciences" (all 58%).

Those items receiving the greatest number of recommendations to provide less emphasis were "fine arts" (14%, down 2%), "philosophy/ethics" (15%, no change), "literature" (12% down 2%), and "social sciences" (12%, up 1%).

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 where respondents report core curriculum objectives should be emphasized. (See chart below.)

## Undergraduate Desires for More Emphasis

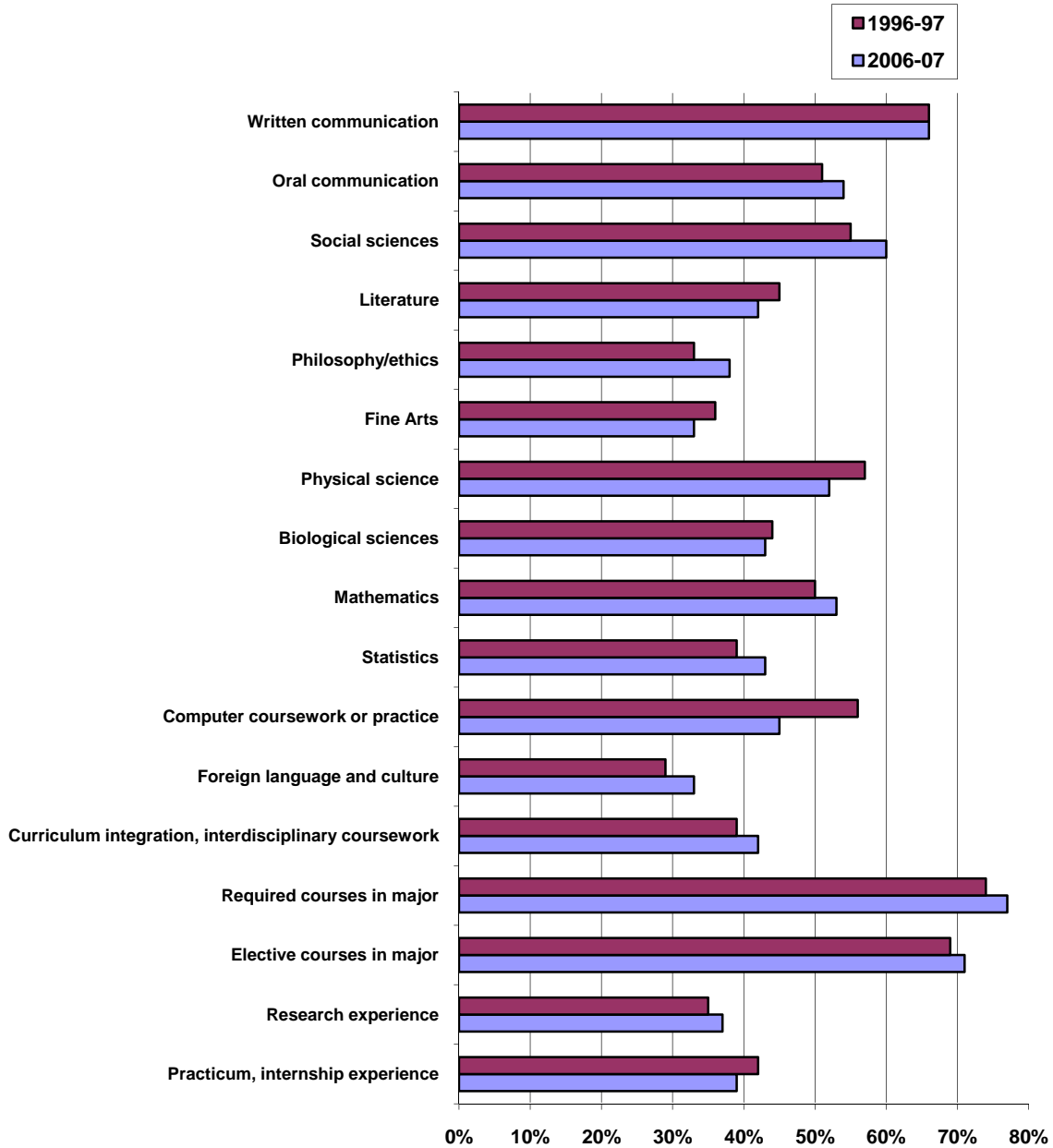


Students were also asked to rate their satisfaction with the quality of their experiences in each of these areas at the UI. Consistent with the previous year, the top five elements in which students reported the quality of their experience as "excellent" or "good" were "required courses in the major" (77%, up 1%); "elective courses in the major" (71%, no change, "written communication" (66%, up 3%); "social sciences" (60%, up 1%); "oral communication" (54%, up 2%).

The chart below shows the change in student satisfaction with the quality of their experience at the UI since these data were first collected. These charts show that in several areas (for example written communication, oral communication, mathematics and statistics, and computer coursework) while student desires for more emphasis have

changed over the years, student satisfaction with their experience in general education areas has remained fairly constant.

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



It is important to note that for ten of the seventeen 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. When the frequency distribution is adjusted for students who



have not had the experience at the UI, more than one-half of all respondents report the quality of their experience as “good” or “excellent” for every item. (*Questions 22.*)

## **SATISFACTION WITH SERVICES AND FACILITIES FOR STUDENT SUPPORT**

Two items asked seniors 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 2%),
- "Registrar's Office" (90%, down 1%),
- "Admissions Office" (89%, no change),
- "Library holdings" (87%, up 2%),
- "Idaho Commons" (87%, down 1%),
- "Bookstore services" (84%, up 2%)
- "Business and Accounting, Cashiers" (80%, no change)

When adjusted for students who reported that they had not used the services, additional elements become prominent for student satisfaction: “English Writing Lab,” “Tutoring and Academic Assistant Center,” “Academic Assistance Programs,” “Disability Support Services,” “Student Wellness Program,” “Study Abroad Advisor,” “International Programs Office,” “International Student Advisor,” “Multicultural Affairs Office,” and the “Women’s Center,” all receiving ratings “satisfied” or “very satisfied” by ninety percent (90%) or more by participating respondents.

Several other facilities and services for students have high ratings of “satisfied” or “very satisfied”:

- "Attractiveness of campus" (93%),
- "Computer lab access" (91%, down 1%),
- "Help Desk support services" (86%),
- “Recreation center” (89%, up 1%) and
- “Adequacy of classrooms” (86%, up 5%).

(*Questions 7 and 8.*)

## **RESEARCH OPPORTUNITIES**

Fifty-eight percent (58%, down 3%) of responding seniors reported they had an opportunity to participate in research during their undergraduate coursework. While this is down for the third year in a row, it remains higher than the forty-eight percent (48%) reported in 2002-2003, which was the lowest in the survey’s history. When asked to describe the type of research in which they were involved, seniors reported their experiences as "field study" (35%, down 1%), "experimental research" (33%, no change), and "historical, philosophical original writing" (24%, no change). Thirty-eight percent (38%, down 1%) reported their experiences were "independent," forty percent (40%, down 5%) were "collaborative with students," and twenty-five percent (25%, no change) "collaborative with faculty."

This year, forty percent (40%, down 2%) of graduating seniors reported that the UI should have more emphasis on “research experience”, with thirty-seven percent (37%, up 1%) reporting that the quality of their research experience was “good” or “excellent.” When asked about satisfaction with departmental offerings, forty-eight percent (48%, down 5%) reported being “satisfied” or “very satisfied” with "opportunities for participation in faculty or individual research". (*Question 4, 22 and 31.*)

### **TIME TO GRADUATION**

The Graduating Senior Survey asks students a series of questions about their progress to the degrees. Students were asked how many semesters their undergraduate studies took to complete, with response options ranging from less than seven semesters to more than 15. While the most frequent response was eight semesters (27%), forty-one percent (41%, down 1%) of students reported that it took 10 or more semesters to complete their undergraduate studies. Those students taking longer than eight semesters to complete their studies were asked to identify the major reason or reasons. The reason cited by the greatest number of respondents was the same as was cited in the past several years, "changed majors or selected major late" (32%, up 4%). Other top reasons cited were also consistent with previous years: “took difficult and/or time-consuming courses” (16%, up 1%), “needed to work 1/2 time or more to meet college costs” (16%, up 1%), and “had double major” (13%, up 1%). (*Questions 23 and 24.*)

### **CAREER CHOICE**

When graduating seniors were asked how certain they are of their career choices, only slightly more than one-half (53%, no change from last year but part of a continued decline since 2003) responded that they were "very certain," while eleven percent (11%, down 1%) were still undecided at the time of graduation. Fifty-three percent (53%, up 1%) reported that the quality of "help with career selection" they received from their academic departments was good/excellent. (*Questions 16 and 30.*)

### **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. Respondents reported their most positive rating of their department faculty in "knowledge and competence in area of expertise" (92%, down 1%). "Professional stature and reputation" received "excellent" or "good" ratings from eighty-seven percent (87%, down 2%) of responding seniors, with "teaching performance" at eighty-five percent (85%, up 1%), and "helpfulness to students" receiving eighty-seven (87%, no change from last year). Students were also asked to rate the graduate assistants in their department, with fifty-two percent (52%, up 1%) of students rating them "good" or "excellent." (*Question 29.*)

### **ADVISING**

Students are also asked their perception of the quality of advising they received from their department. Ratings for "overall helpfulness" of the advising increased this year (76%, up 4%), with "good" or "excellent" ratings for “counseling about study strategies” rising (up 3%, to 47%). Other elements of this question include "planning your course of

study/program" (73%, up 2% in "good" or "excellent" ratings), and "help with career selection" (53%, up 1%). (*Question 30.*)

### **DEPARTMENTAL RATINGS**

Level of satisfaction with department offerings is also elicited from graduating seniors each year. Overall, students appear to be less satisfied with department offerings this year, with response options ranging from "very dissatisfied" to "very satisfied," and including a "not applicable" option. Consistent with previous years, the highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (92%, no change), "advanced courses in the major" (87%, down 2%), "printed information about the program and requirements" (80%, down 2%), "introductory courses in the major" (78%, down 2%), and "quality of courses and experience in preparing you for career/employment" (78%, down 1%). Over one-half of all students were "satisfied or "very satisfied" in all areas except "internships.," (which has the highest rating of "not relevant" responses at 42%, down 2%), and "opportunities for participation in faculty or individual research" (48%, down 5%).

Areas in which students reported the greatest amount of dissatisfaction were "opportunities for participation in faculty or individual research" (16% report "very dissatisfied" or "dissatisfied"), "facilities and equipment support for the major" (16%, down 8% since 2004-05), and "quality of courses and experiences in preparing you for career/employment" (16%). (*Question 31.*)

### **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

For further information contact [assessment@uidaho.edu](mailto:assessment@uidaho.edu) or call 208-885-5828.

## Appendix C

### University Matters Workshop

<b>Date</b>	<b>Topic</b>	<b>Presenter(s)</b>	<b>Attendance*</b>
January 31, 2007	Writing Learning Outcomes	Jason Johnstone-Yellin, Dana Stover, and Jane Baillargeon	14
February 7, 2007	Understanding Basics of Assessment	Steve Beyerlein, Lindsey Shirley, and Jane Baillargeon	14
February 14, 2007	Using Direct and Indirect Measure	Bill McLaughlin, Jeanne Christiansen, and Jane Baillargeon	13
February 21, 2007	Using Rubrics and Course-Imbedded Assessments	Jason Johnstone-Yellin	13
February 28, 2007	Listening to Students	Steve Meier and Michael O'Rourke	16
March 7, 2007	Making Sense of Data, Part 1: Using and Triangulating Sources of Data	Jane Baillargeon, Kenton Bird, Kathe Gabel, and Michael Griffel	13
March 21, 2007	Making Sense of Data, Part 2: Linking Assessment to Action	Jeanne Christiansen	6
March 28, 2007	Completing the Assessment Cycle and Template	Jeanne Christiansen and Bruce Pitman	8

\*excludes Jane Baillargeon, Jeanne Christiansen, and Bruce Pitman, organizers of the series.

Fifty-two faculty and staff participated in the workshop series; twenty-nine of the individuals listed attended two or more workshops.

## Appendix D

### Assessment Grants Awarded for 2007

<b>Unit</b>	<b>Grant Title</b>	<b>Principle Investigator(s)</b>
College of Agricultural and Life Sciences	Learning Outcome Assessment - Making It Work for the College of Agriculture and Life Sciences	John Foltz with Lori Moore, Lindsey Shirley, and Kirby Hayes
College of Business and Economics	CBE Assessment Project	Dana Stover and Marla Kraut with Mario Reyes, Heather Pearson, and Humberto Cerillo
College of Education	Physically Active Lifestyle – Assessment of Core Education (PAL-ACE)	Grace Goc Karp and Kathy Browder
College of Law	Development and Implementation of a Graduating 3L Survey at the College of Law	Liz Brandt and Ben Beard
College of Letters, Arts, and Social Sciences	Best Practices in Assessment for CLASS	Kathy Aiken with David Lee-Painter, Michael O'Rourke, and Joy Passanante
College of Letters, Arts, and Social Sciences	Assessment and Accreditation: Meshing JAMM Outcomes Assessment with New ACEJMC Assessment Accreditation Standards	Kenton Bird with Denise Bennett, Patricia Hart, Tonya Roy, and Mark Secrist
College of Letters, Arts, and Social Sciences	TaskStream e-Portfolios for Music Education Majors	Lorraine D. Enloe and Natalie Kreutzer
Library	UI Library Assessment Proposal	Gail Eckwright and Diane Prorak

Appendix E

2007 CIRP FRESHMAN SURVEY PROFILE					
U of Idaho First-time Full-time	# Res- pondents	Men	Your Institution Women	Total	
<b>Number of Respondents</b>		589	539	1,128	
<b>How old will you be on December 31 of this year?</b>					
	1,126				
16 or younger		0.0	0.2	0.1	
17		1.0	0.9	1.0	
18		52.8	64.0	58.2	
19		41.4	33.8	37.7	
20		1.7	0.7	1.2	
21 to 24		2.2	0.4	1.3	
25 to 29		0.7	0.0	0.4	
30 to 39		0.2	0.0	0.1	
40 to 54		0.0	0.0	0.0	
55 or older		0.0	0.0	0.0	
<b>Are you: [1]</b>	1,014				
White/Caucasian		91.0	90.2	90.6	
African American/Black		1.8	2.2	2.0	
American Indian/Alaska Native		1.8	4.2	3.0	
Asian American/Asian		2.3	3.4	2.9	
Native Hawaiian/Pacific Islander		1.2	1.4	1.3	
Mexican American/Chicano		4.1	5.6	4.8	
Puerto Rican		0.0	0.4	0.2	
Other Latino		1.6	2.0	1.8	
Other		2.3	2.0	2.2	
<b>Is English your native language?</b>	1,122				
Yes		96.2	95.5	95.9	
No		3.8	4.5	4.1	
<b>Citizenship status</b>	1,123				
U.S. citizen		97.8	98.1	98.0	
Permanent resident (green card)		1.0	1.3	1.2	
Neither		1.2	0.6	0.9	
<b>Your current religious preference</b>	1,031				
Baptist		4.5	4.8	4.7	
Buddhist		0.6	1.4	1.0	
Church of Christ		4.9	2.6	3.8	
Eastern Orthodox		0.4	0.2	0.3	
Episcopalian		1.1	1.8	1.5	
Hindu		0.2	0.0	0.1	
Islamic		0.4	0.2	0.3	
Jewish		0.9	0.4	0.7	
LDS (Mormon)		4.3	2.8	3.6	
Lutheran		6.0	6.0	6.0	

Methodist		3.6	4.0	3.8
Presbyterian		3.8	3.8	3.8
Quaker		0.2	0.2	0.2
Roman Catholic		16.4	18.3	17.4
Seventh Day Adventist		0.2	1.0	0.6
United Church of Christ/Congregational		0.2	0.2	0.2
Other Christian		16.4	24.5	20.4
Other Religion		4.0	2.4	3.2
None		31.8	25.5	28.7

[1] Percentages will add to more than 100.0 if any student marked more than one category.

<b>DO YOU CONSIDER YOURSELF:</b>				
<b>Born-Again Christian</b>	906			
No		74.7	74.8	74.7
Yes		25.3	25.2	25.3
<b>Evangelical</b>	831			
No		88.1	90.5	89.3
Yes		11.9	9.5	10.7
<b>What is your <u>best estimate</u> of your parents' total income last year? Consider income from all sources before taxes.</b>				
	922			
Less than \$10,000		2.5	3.7	3.0
\$10,000 to \$14,999		3.1	4.1	3.6
\$15,000 to \$19,999		3.1	3.0	3.0
\$20,000 to \$24,999		3.3	5.3	4.2
\$25,000 to \$29,999		3.5	3.4	3.5
\$30,000 to \$39,999		4.9	8.3	6.5
\$40,000 to \$49,999		8.6	7.4	8.0
\$50,000 to \$59,999		9.4	9.9	9.7
\$60,000 to \$74,999		14.4	15.4	14.9
\$75,000 to \$99,999		16.4	15.2	15.8
\$100,000 to \$149,999		16.2	11.3	13.9
\$150,000 to \$199,999		8.0	6.4	7.3
\$200,000 to \$249,999		1.2	2.1	1.6
\$250,000 or more		5.3	4.6	5.0
<b>Are your parents:</b>	1,114			
Both alive and living with each other?		69.1	69.1	69.1
Both alive, divorced or living apart?		26.6	27.2	26.8
One or both deceased?		4.3	3.7	4.0
<b>WHAT IS THE HIGHEST LEVEL OF FORMAL EDUCATION OBTAINED BY YOUR PARENTS?</b>				
<b>Father</b>	1,053			
Grammar school or less		2.6	3.5	3.0
Some high school		3.7	3.9	3.8
High school graduate		20.2	18.7	19.5
Postsecondary school other than college		3.5	3.9	3.7

	Some college		18.0	15.8	16.9
	College degree		32.2	30.6	31.4
	Some graduate school		0.6	2.9	1.7
	Graduate degree		19.3	20.7	19.9
<b>Mother</b>		1,057			
	Grammar school or less		1.7	3.5	2.6
	Some high school		1.8	2.9	2.4
	High school graduate		17.5	16.7	17.1
	Postsecondary school other than college		3.5	3.3	3.4
	Some college		20.8	23.0	21.9
	College degree		35.0	30.9	33.0
	Some graduate school		2.0	3.5	2.7
	Graduate degree		17.7	16.1	16.9
<b>Your father's occupation [2]</b>		996			
	Artist		1.2	1.2	1.2
	Business		24.8	22.0	23.4
	Business (clerical)		1.0	0.8	0.9
	Clergy		0.6	0.4	0.5
	College teacher		0.6	0.6	0.6
	Doctor (MD or DDS)		1.4	1.4	1.4
	Education (secondary)		3.6	4.3	3.9
	Education (elementary)		0.8	1.0	0.9
	Engineer		9.1	8.1	8.6
	Farmer or forester		8.3	6.9	7.6
	Health professional		0.8	2.2	1.5
	Homemaker (full-time)		0.8	0.0	0.4
	Lawyer		2.0	2.9	2.4
	Military (career)		3.0	1.6	2.3
	Nurse		0.8	0.6	0.7
	Research scientist		1.8	1.4	1.6
	Social, welfare, or recreation worker		0.4	0.4	0.4
	Skilled worker		10.9	4.7	7.8
	Semi-skilled worker		2.0	2.0	2.0
	Unskilled worker		2.6	3.3	2.9
	Unemployed		2.2	3.9	3.0
	Other		21.6	30.1	25.8
<b>Your mother's occupation [2]</b>		1,003			
	Artist		1.2	1.2	1.2
	Business		16.6	16.9	16.7
	Business (clerical)		4.5	4.8	4.7
	Clergy		0.4	0.2	0.3
	College teacher		0.2	0.4	0.3
	Doctor (MD or DDS)		1.2	1.2	1.2
	Education (secondary)		7.7	6.0	6.9
	Education (elementary)		12.4	8.7	10.6
	Engineer		1.6	1.2	1.4
	Farmer or forester		1.4	1.6	1.5
	Health professional		3.2	2.6	2.9



Homemaker (full-time)		7.1	7.9	7.5
Lawyer		0.8	0.2	0.5
Military (career)		0.2	0.2	0.2
Nurse		7.5	7.9	7.7
Research scientist		0.0	0.6	0.3
Social, welfare, or recreation worker		1.8	1.4	1.6
Skilled worker		1.6	1.6	1.6
Semi-skilled worker		1.6	1.4	1.5
Unskilled worker		3.0	2.0	2.5
Unemployed		4.1	3.6	3.9
Other		22.1	28.2	25.1

[2] Recategorization of this item from a longer list is shown in Appendix C of "The American Freshman: National Norms for Fall, 2007".

<b>Father's current religious preference</b>	<b>954</b>			
Baptist		6.4	5.6	6.0
Buddhist		0.2	0.4	0.3
Church of Christ		4.1	3.9	4.0
Eastern Orthodox		0.2	0.4	0.3
Episcopalian		2.1	1.7	1.9
Hindu		0.6	0.4	0.5
Islamic		0.6	0.2	0.4
Jewish		0.2	1.1	0.6
LDS (Mormon)		5.1	3.4	4.3
Lutheran		7.8	7.3	7.5
Methodist		4.3	3.4	3.9
Presbyterian		4.5	3.9	4.2
Quaker		0.0	0.0	0.0
Roman Catholic		19.5	22.7	21.1
Seventh Day Adventist		0.4	1.1	0.7
United Church of Christ/Congregational		0.4	0.4	0.4
Other Christian		16.0	21.2	18.6
Other Religion		1.8	3.0	2.4
None		25.7	19.9	22.9
<b>Mother's current religious preference</b>	<b>977</b>			
Baptist		6.7	6.0	6.3
Buddhist		0.2	0.2	0.2
Church of Christ		4.8	4.2	4.5
Eastern Orthodox		0.2	0.4	0.3
Episcopalian		2.2	2.7	2.5
Hindu		0.2	0.4	0.3
Islamic		0.4	0.2	0.3
Jewish		0.8	0.2	0.5
LDS (Mormon)		6.3	3.3	4.8
Lutheran		6.5	9.4	7.9
Methodist		5.2	5.0	5.1
Presbyterian		5.6	5.6	5.6
Quaker		0.2	0.2	0.2
Roman Catholic		22.8	22.7	22.7

Seventh Day Adventist		0.0	0.6	0.3
United Church of Christ/Congregational		0.4	0.4	0.4
Other Christian		17.1	22.7	19.9
Other Religion		2.8	1.9	2.4
None		17.5	13.9	15.8
<b>From what kind of high school did you graduate?</b>				
	1,116			
Public school ( <u>not</u> charter or magnet)		93.1	93.3	93.2
Public charter school		1.0	0.6	0.8
Public magnet school		0.0	0.6	0.3
Private religious/parochial school		4.0	3.9	3.9
Private independent college-prep school		0.5	0.9	0.7
Home school		1.4	0.7	1.1
<b>In what year did you graduate from high school?</b>				
	1,125			
2007		94.0	98.3	96.1
2006		2.0	1.5	1.8
2005		1.0	0.0	0.5
2004 or earlier		2.6	0.0	1.3
Did not graduate but passed G.E.D. test		0.3	0.2	0.3
Never completed high school		0.0	0.0	0.0
<b>HOW WOULD YOU DESCRIBE THE RACIAL COMPOSITION OF THE:</b>				
<b>High school you last attended</b>				
	1,098			
Completely non-White		0.5	0.8	0.6
Mostly non-White		4.8	3.8	4.3
Roughly half non-White		12.7	14.9	13.8
Mostly White		64.3	65.5	64.8
Completely White		17.8	15.1	16.5
<b>Neighborhood where you grew up</b>				
	1,015			
Completely non-White		1.7	1.4	1.6
Mostly non-White		5.0	5.1	5.0
Roughly half non-White		7.6	7.1	7.4
Mostly White		48.1	51.1	49.6
Completely White		37.6	35.2	36.5
<b>Have you had any special tutoring or remedial work in:</b>				
	1,128			
English		5.8	4.1	5.0
Reading		5.9	4.8	5.4
Mathematics		9.2	10.6	9.8
Social Studies		3.7	2.0	2.9
Science		2.7	3.3	3.0
Foreign Language		3.6	3.5	3.5
Writing		4.1	2.6	3.4
<b>Do you feel you will need any special tutoring or remedial work in:</b>				

	1,128			
English		11.9	7.8	9.9
Reading		4.2	2.4	3.4
Mathematics		19.9	28.9	24.2
Social Studies		1.9	2.4	2.1
Science		8.1	9.8	9.0
Foreign Language		6.8	7.8	7.3
Writing		10.4	10.8	10.5
<b>What was your average grade in high school? [3]</b>				
	1,109			
A or A+		18.2	31.0	24.3
A-		16.3	22.7	19.4
B+		24.7	23.8	24.3
B		15.3	10.5	13.0
B-		16.5	7.1	12.0
C+		4.2	1.7	3.0
C		4.7	3.2	4.0
D		0.2	0.0	0.1

[3] Comparisons with results from previous years should be made with caution due to changes in the layout of this item on the 2007 survey instrument.

<b>HOW MANY ADVANCED PLACEMENT COURSES OR EXAMS DID YOU TAKE IN HIGH SCHOOL?</b>				
<b>AP Courses</b>	1,056			
Not offered at my high school		12.4	11.5	11.9
None		33.0	25.9	29.5
1 to 4		46.5	52.5	49.4
5 to 9		7.6	9.1	8.3
10 to 14		0.4	0.8	0.6
15 +		0.2	0.2	0.2
<b>AP Exams</b>	923			
Not offered at my high school		14.7	13.0	13.9
None		46.6	38.4	42.7
1 to 4		34.0	43.2	38.4
5 to 9		4.3	5.2	4.8
10 to 14		0.2	0.0	0.1
15 +		0.2	0.2	0.2
<b>Indicate which activities you did during the past year:</b>				
Attended a religious service	1,079	64.7	72.9	68.7
Was bored in class [4]	1,084	42.7	41.1	41.9
Participated in political demonstrations	1,073	25.2	28.8	26.9
Tutored another student	1,075	49.5	49.2	49.4
Studied with other students	1,081	88.6	89.6	89.1
Was a guest in a teacher's home	1,079	30.1	28.1	29.1
Smoked cigarettes [4]	1,084	6.5	4.5	5.5
Drank beer	1,079	62.9	56.7	59.9
Drank wine or liquor	1,079	60.7	60.2	60.4

Felt overwhelmed by all I had to do [4]	1,083	20.8	44.3	32.3
Felt depressed [4]	1,083	5.6	10.6	8.0
Performed volunteer work	1,082	73.5	84.1	78.7
Played a musical instrument	1,077	45.9	38.2	42.2
Asked a teacher for advice after class [4]	1,079	22.8	26.6	24.7
Voted in a student election [4]	1,071	24.7	29.7	27.2
Socialized with someone of another racial/ethnic group [4]	1,081	53.5	61.0	57.2
Came late to class	1,076	64.7	57.1	61.0
Used the Internet: [4]				
For research or homework	1,085	69.2	81.3	75.1
To read news sites	1,083	38.7	39.3	39.0
To read blogs	1,079	26.3	34.5	30.3
Performed community service as part of a class	1,077	50.5	59.3	54.8
Discussed religion [4]	1,079	29.8	30.2	30.0
Discussed politics [4]	1,078	34.8	35.4	35.1
Worked on a local, state or national political campaign	1,070	11.2	12.9	12.1

[4] Percentage responding "Frequently" only. Results for other items in this group represent the percentage marking "Frequently" or "Occasionally".

<b>DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?</b>				
<b>Studying/homework</b>	1,008			
None		4.5	2.2	3.4
Less than one hour		18.5	7.6	13.1
1 to 2 hours		27.2	21.2	24.2
3 to 5 hours		26.8	36.8	31.7
6 to 10 hours		16.3	20.6	18.5
11 to 15 hours		4.5	7.0	5.8
16 to 20 hours		1.4	3.6	2.5
Over 20 hours		0.8	1.0	0.9
<b>Socializing with friends</b>	1,008			
None		0.4	0.2	0.3
Less than one hour		1.2	1.4	1.3
1 to 2 hours		6.9	7.2	7.0
3 to 5 hours		19.5	19.4	19.4
6 to 10 hours		24.6	29.6	27.1
11 to 15 hours		17.5	16.6	17.1
16 to 20 hours		11.4	10.8	11.1
Over 20 hours		18.5	14.8	16.7
<b>Talking with teachers outside of class</b>	1,004			
None		12.8	7.4	10.2
Less than one hour		40.9	41.6	41.2
1 to 2 hours		33.4	36.5	35.0
3 to 5 hours		9.9	11.8	10.9
6 to 10 hours		2.2	1.6	1.9

	11 to 15 hours		0.2	0.8	0.5
	16 to 20 hours		0.2	0.2	0.2
	Over 20 hours		0.4	0.0	0.2
<b>Exercise or sports</b>		1,001			
	None		3.2	2.8	3.0
	Less than one hour		7.3	9.7	8.5
	1 to 2 hours		12.3	15.5	13.9
	3 to 5 hours		19.4	18.9	19.2
	6 to 10 hours		20.8	19.1	20.0
	11 to 15 hours		16.3	15.3	15.8
	16 to 20 hours		10.1	9.7	9.9
	Over 20 hours		10.5	9.1	9.8
<b>Partying</b>		998			
	None		26.4	34.3	30.4
	Less than one hour		18.5	16.4	17.4
	1 to 2 hours		14.1	13.9	14.0
	3 to 5 hours		16.5	18.4	17.4
	6 to 10 hours		14.5	11.3	12.9
	11 to 15 hours		4.2	3.2	3.7
	16 to 20 hours		2.8	1.6	2.2
	Over 20 hours		3.0	0.8	1.9
<b>Working (for pay)</b>		998			
	None		28.8	25.7	27.3
	Less than one hour		3.6	3.4	3.5
	1 to 2 hours		5.6	2.4	4.0
	3 to 5 hours		8.3	6.1	7.2
	6 to 10 hours		9.9	13.7	11.8
	11 to 15 hours		9.9	12.1	11.0
	16 to 20 hours		13.3	16.4	14.8
	Over 20 hours		20.5	20.2	20.3
<b>Volunteer work</b>		994			
	None		39.6	24.9	32.3
	Less than one hour		26.6	24.7	25.7
	1 to 2 hours		19.4	25.9	22.6
	3 to 5 hours		9.2	15.2	12.2
	6 to 10 hours		3.2	3.8	3.5
	11 to 15 hours		0.6	2.6	1.6
	16 to 20 hours		0.2	1.2	0.7
	Over 20 hours		1.2	1.6	1.4
<b>Student clubs/groups</b>		985			
	None		39.4	26.4	32.9
	Less than one hour		13.0	15.6	14.3
	1 to 2 hours		22.8	24.3	23.6
	3 to 5 hours		14.4	16.2	15.3
	6 to 10 hours		4.3	11.0	7.6
	11 to 15 hours		2.6	3.7	3.1
	16 to 20 hours		0.6	1.4	1.0
	Over 20 hours		2.8	1.4	2.1
<b>Watching TV</b>		989			
	None		9.9	10.7	10.3

Less than one hour		17.4	19.4	18.4
1 to 2 hours		24.0	25.7	24.9
3 to 5 hours		26.1	23.7	24.9
6 to 10 hours		12.9	11.5	12.2
11 to 15 hours		3.2	6.1	4.7
16 to 20 hours		3.8	1.2	2.5
Over 20 hours		2.6	1.6	2.1
<b>Household/childcare duties</b>	988			
None		27.7	11.9	19.8
Less than one hour		21.7	23.9	22.8
1 to 2 hours		28.7	34.8	31.8
3 to 5 hours		16.2	19.6	17.9
6 to 10 hours		3.2	5.3	4.3
11 to 15 hours		1.0	2.0	1.5
16 to 20 hours		0.2	1.2	0.7
Over 20 hours		1.2	1.2	1.2
<b>Reading for pleasure</b>	986			
None		30.1	19.2	24.6
Less than one hour		26.2	25.1	25.7
1 to 2 hours		22.2	22.9	22.5
3 to 5 hours		13.2	18.4	15.8
6 to 10 hours		3.9	6.5	5.2
11 to 15 hours		2.2	4.7	3.4
16 to 20 hours		1.0	1.6	1.3
Over 20 hours		1.2	1.6	1.4
<b>Playing video/computer games</b>	988			
None		17.0	61.6	39.4
Less than one hour		18.5	20.0	19.2
1 to 2 hours		22.7	10.7	16.7
3 to 5 hours		15.4	5.1	10.2
6 to 10 hours		12.2	1.4	6.8
11 to 15 hours		6.3	0.8	3.5
16 to 20 hours		3.4	0.4	1.9
Over 20 hours		4.5	0.0	2.2
<b>Online social networks (MySpace, Facebook, etc.)</b>	987			
None		27.4	17.0	22.2
Less than one hour		20.9	16.8	18.8
1 to 2 hours		25.2	21.4	23.3
3 to 5 hours		14.6	25.7	20.2
6 to 10 hours		7.3	9.9	8.6
11 to 15 hours		1.6	5.7	3.6
16 to 20 hours		1.0	1.6	1.3
Over 20 hours		1.8	2.0	1.9
<b>Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:</b>				
Academic ability	1,065	66.5	64.7	65.6
Artistic ability	1,065	25.6	27.9	26.8
Competitiveness	1,063	66.0	50.2	58.3

Computer skills	1,063	41.6	27.8	34.9
Cooperativeness	1,061	67.6	71.2	69.4
Creativity	1,066	52.4	50.2	51.3
Drive to achieve	1,064	66.4	72.1	69.2
Emotional health	1,063	60.4	44.9	52.9
Leadership ability	1,062	66.2	55.9	61.2
Mathematical ability	1,065	51.8	32.7	42.5
Physical health	1,063	66.5	48.6	57.9
Public speaking ability	1,065	39.9	36.3	38.1
Self-confidence (intellectual)	1,064	64.9	54.7	60.0
Self-confidence (social)	1,063	53.8	52.0	53.0
Self-understanding	1,063	52.9	49.7	51.4
Spirituality	1,056	34.1	34.2	34.2
Understanding of others	1,060	58.3	59.7	59.0
Writing ability	1,064	35.2	44.6	39.8
<b>Students reported they "frequently" did the following in the past year:</b>				
Ask questions in class	1,058	45.6	54.8	50.1
Support your opinions with a logical argument	1,056	57.3	51.7	54.5
Seek solutions to problems and explain them to others	1,049	44.3	42.4	43.4
Revise your papers to improve your writing	1,050	34.6	54.2	44.2
Evaluate the quality or reliability of information you received	1,043	32.1	32.9	32.5
Take a risk because you felt you had more to gain	1,048	41.2	35.0	38.2
Seek alternative solutions to a problem	1,042	40.2	33.5	36.9
Look up scientific research articles and resources	1,041	18.2	16.4	17.3
Accept failure as part of the learning process	1,046	22.6	17.6	20.2
Seek feedback on your academic work	1,047	32.5	48.2	40.2
<b>Reasons noted as "very important" in influencing student's decision to attend this particular college</b>				
My parents wanted me to come here	971	11.1	14.3	12.7
My relatives wanted me to come here	966	5.4	5.2	5.3
My teacher advised me	958	5.1	4.3	4.7
This college has a very good academic reputation	972	35.3	45.0	40.1
This college has a good reputation for its social activities	958	28.6	31.7	30.2
I was offered financial assistance	960	43.0	62.3	52.7
The cost of attending this college	966	51.3	65.8	58.6

High school counselor advised me	946	5.1	7.4	6.2
Private college counselor advised me	935	2.4	1.7	2.0
I wanted to live near home	953	14.4	19.0	16.7
Not offered aid by first choice	926	7.4	12.7	10.0
Could not afford first choice	930	10.3	18.7	14.5
This college's graduates gain admission to top graduate/professional schools	920	14.5	21.7	18.0
This college's graduates get good jobs	929	29.5	34.3	31.9
I was attracted by the religious affiliation/orientation of the college	921	2.4	3.5	2.9
I wanted to go to a school about the size of this college	945	25.3	38.1	31.7
Rankings in national magazines	923	4.8	5.2	5.0
Information from a website	916	5.9	11.6	8.7
I was admitted through an Early Action or Early Decision program	914	3.7	5.9	4.8
The athletic department recruited me	916	4.6	5.7	5.1
A visit to campus	942	31.3	40.0	35.7
<b>Is this college your:</b>	<b>1,109</b>			
First choice?		75.3	69.1	72.3
Second choice?		18.3	20.8	19.5
Third choice?		4.1	5.3	4.7
Less than third choice?		2.2	4.9	3.5
<b>Were you accepted by your first choice college?</b>	<b>1,110</b>			
Yes		90.3	95.1	92.6
No		9.7	4.9	7.4
<b>Did either of your parents or legal guardians attend the institution that you are now attending?</b>	<b>1,114</b>			
Neither		79.1	75.5	77.4
Mother or female legal guardian only		6.0	5.4	5.7
Father or male legal guardian only		8.3	9.2	8.7
Both		6.6	9.9	8.2
<b>HOW INVOLVED WERE YOUR PARENTS (OR LEGAL GUARDIANS) IN YOUR:</b>				
<b>Decision to go to college</b>	<b>1,051</b>			
Too little		6.7	6.8	6.8
Right amount		86.1	83.2	84.7
Too much		7.2	10.0	8.6
<b>Application(s) to college</b>	<b>1,048</b>			
Too little		14.0	17.8	15.8



	Right amount		78.7	74.8	76.8
	Too much		7.3	7.4	7.3
<b>Decision to go to <u>this</u> college</b>		1,045			
	Too little		11.5	10.0	10.8
	Right amount		82.5	77.4	80.0
	Too much		6.0	12.6	9.2
<b>Dealings with officials at your college</b>		1,047			
	Too little		19.4	20.9	20.2
	Right amount		74.6	74.8	74.7
	Too much		6.0	4.3	5.2
<b>Choosing college courses</b>		1,047			
	Too little		23.9	25.2	24.5
	Right amount		72.9	72.3	72.6
	Too much		3.2	2.5	2.9
<b>Choosing college activities</b>		1,044			
	Too little		21.2	22.7	21.9
	Right amount		75.1	74.3	74.7
	Too much		3.7	2.9	3.4
<b>How many miles is this college from your permanent home?</b>					
		1,111			
	5 or less		9.3	9.8	9.5
	6 to 10		1.4	0.9	1.2
	11 to 50		5.5	7.4	6.4
	51 to 100		12.0	10.2	11.2
	101 to 500		52.7	46.6	49.8
	Over 500		19.1	25.1	22.0
<b>To how many colleges other than this one did you apply for admission this year?</b>					
		1,120			
	None		35.6	29.7	32.8
	One		17.2	17.3	17.2
	Two		19.4	19.0	19.2
	Three		14.8	16.7	15.7
	Four		8.4	8.9	8.7
	Five		2.6	3.7	3.1
	Six		0.7	2.2	1.4
	Seven to ten		1.0	2.2	1.6
	Eleven or more		0.3	0.2	0.3
<b>Prior to this term, have you ever taken courses for credit at this institution?</b>					
		1,108			
	No		95.3	94.4	94.9
	Yes		4.7	5.6	5.1
<b>Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?</b>					
		1,107			
	No		88.2	82.3	85.4

Yes		11.8	17.7	14.6
<b>WHAT IS THE HIGHEST ACADEMIC DREGREE THAT YOU INTEND TO OBTAIN?</b>				
<b>At any college</b>	935			
None		0.6	0.2	0.4
Vocational certificate		0.0	0.7	0.3
Associate (A.A. or equivalent)		0.6	0.7	0.6
Bachelor's degree (B.A., B.S., etc.)		33.5	30.0	31.9
Master's degree (M.A., M.S., etc.)		42.9	41.3	42.1
Ph.D. or Ed.D.		14.1	14.3	14.2
M.D., D.O., D.D.S., D.V.M.		4.3	8.3	6.2
J.D. (Law)		2.9	4.0	3.4
B.D. or M.DIV. (Divinity)		0.2	0.0	0.1
Other		0.8	0.4	0.6
<b>At this college</b>	604			
None		2.0	1.3	1.7
Vocational certificate		0.0	0.0	0.0
Associate (A.A. or equivalent)		2.0	1.6	1.8
Bachelor's degree (B.A., B.S., etc.)		68.7	73.6	71.2
Master's degree (M.A., M.S., etc.)		23.2	19.2	21.2
Ph.D. or Ed.D.		2.7	1.3	2.0
M.D., D.O., D.D.S., D.V.M.		0.3	0.7	0.5
J.D. (Law)		0.3	1.6	1.0
B.D. or M.DIV. (Divinity)		0.0	0.0	0.0
Other		0.7	0.7	0.7
<b>Your probable career</b>	989			
Accountant or actuary		1.2	1.3	1.2
Actor or entertainer		1.0	1.3	1.1
Architect or urban planner		4.9	4.4	4.7
Artist		1.8	3.1	2.4
Business (clerical)		0.8	1.0	0.9
Business executive (management, administrator)		8.4	6.9	7.7
Business owner or proprietor		3.9	1.7	2.8
Business salesperson or buyer		1.0	0.8	0.9
Clergy (minister, priest)		0.2	0.0	0.1
Clergy (other religious)		0.0	0.0	0.0
Clinical psychologist		0.0	2.3	1.1
College administrator/staff		0.0	0.0	0.0
College teacher		0.2	0.2	0.2
Computer programmer or analyst		5.1	0.8	3.0
Conservationist or forester		2.3	1.0	1.7
Dentist (including orthodontist)		0.6	0.0	0.3
Dietitian or nutritionist		0.0	2.9	1.4
Engineer		14.5	3.8	9.3
Farmer or rancher		4.9	1.0	3.0

Foreign service worker (including diplomat)		0.6	1.9	1.2
Homemaker (full-time)		0.0	0.6	0.3
Interior decorator (including designer)		0.0	1.9	0.9
Lab technician or hygienist		0.0	0.0	0.0
Law enforcement officer		2.2	1.5	1.8
Lawyer (attorney) or judge		2.5	5.0	3.7
Military service (career)		2.3	0.4	1.4
Musician (performer, composer)		2.2	1.0	1.6
Nurse		0.0	1.0	0.5
Optometrist		0.4	0.0	0.2
Pharmacist		0.4	0.4	0.4
Physician		2.9	2.9	2.9
Policymaker/Government		1.4	0.8	1.1
School counselor		0.2	1.0	0.6
School principal or superintendent		0.4	0.0	0.2
Scientific researcher		2.9	1.7	2.3
Social, welfare, or recreation worker		0.2	1.0	0.6
Therapist (physical, occupational, speech)		1.6	3.1	2.3
Teacher or administrator (elementary)		0.8	7.3	3.9
Teacher or administrator (secondary)		4.1	4.0	4.0
Veterinarian		0.4	4.2	2.2
Writer or journalist		1.2	2.9	2.0
Skilled trades		1.8	0.0	0.9
Laborer (unskilled)		0.6	0.0	0.3
Semi-skilled worker		0.8	0.4	0.6
Unemployed		0.4	0.6	0.5
Other		7.2	13.4	10.2
Undecided		11.9	10.0	11.0
<b>YOUR PROBABLE MAJOR</b>				
<b>Arts and Humanities</b>	985			
Art, fine and applied		2.6	4.3	3.5
English (language and literature)		1.0	2.9	1.9
History		1.8	0.4	1.1
Journalism		1.4	2.1	1.7
Language and Literature (except English)		0.8	1.0	0.9
Music		2.0	1.4	1.7
Philosophy		0.6	0.0	0.3
Speech		0.0	0.2	0.1
Theater or Drama		0.8	0.2	0.5
Theology or Religion		0.0	0.0	0.0

	Other Arts and Humanities		0.4	1.2	0.8
<b>Biological Science</b>					
	Biology (general)		2.2	2.3	2.2
	Biochemistry or Biophysics		0.6	0.6	0.6
	Botany		0.0	0.2	0.1
	Environmental Science		1.0	1.2	1.1
	Marine (Life) Science		0.2	0.2	0.2
	Microbiology or Bacteriology		0.8	0.4	0.6
	Zoology		0.6	0.6	0.6
	Other Biological Science		1.4	0.0	0.7
<b>Business</b>					
	Accounting		1.2	1.9	1.5
	Business Admin. (general)		4.4	2.7	3.6
	Finance		1.8	0.6	1.2
	International Business		0.4	1.2	0.8
	Marketing		4.2	3.5	3.9
	Management		4.2	2.3	3.2
	Secretarial Studies		0.0	0.0	0.0
	Other Business		0.4	0.8	0.6
<b>Education</b>					
	Business Education		0.0	0.2	0.1
	Elementary Education		0.8	7.2	4.0
	Music or Art Education		0.6	0.4	0.5
	Physical Education or Recreation		1.2	2.1	1.6
	Secondary Education		2.6	2.9	2.7
	Special Education		0.0	0.8	0.4
	Other Education		0.6	0.8	0.7
<b>Engineering</b>					
	Aeronautical or Astronautical Engineering		0.0	0.2	0.1
	Civil Engineering		4.2	0.6	2.4
	Chemical Engineering		1.6	1.7	1.6
	Electrical or Electronic Engineering		3.6	0.2	1.9
	Industrial Engineering		0.0	0.0	0.0
	Mechanical Engineering		6.8	0.4	3.7
	Other Engineering		3.0	1.2	2.1
<b>Physical Science</b>					
	Astronomy		0.0	0.0	0.0
	Atmospheric Science (incl. Meteorology)		0.0	0.0	0.0
	Chemistry		2.0	0.4	1.2
	Earth Science		0.4	0.0	0.2
	Marine Science (incl. Oceanography)		0.0	0.2	0.1
	Mathematics		1.2	0.4	0.8
	Physics		1.0	0.0	0.5
	Other Physical Science		0.0	0.0	0.0
<b>Professional</b>					
	Architecture or Urban Planning		4.2	5.0	4.6

Family & Consumer Sciences		0.2	2.3	1.2
Health Technology (medical, dental, laboratory)		0.0	0.8	0.4
Library or Archival Science		0.0	0.0	0.0
Medicine, Dentistry, Veterinary Medicine		2.0	6.6	4.3
Nursing		0.0	0.4	0.2
Pharmacy		0.0	0.2	0.1
Therapy (occupational, physical, speech)		0.8	2.7	1.7
Other Professional		0.8	0.6	0.7
<b>Social Science</b>				
Anthropology		0.0	0.2	0.1
Economics		0.2	0.4	0.3
Ethnic Studies		0.0	0.0	0.0
Geography		0.0	0.2	0.1
Political Science (gov't., international relations)		2.6	4.1	3.4
Psychology		2.2	6.8	4.5
Public Policy		0.0	0.2	0.1
Social Work		0.0	0.6	0.3
Sociology		0.6	0.0	0.3
Women's Studies		0.0	0.0	0.0
Other Social Science		0.2	0.4	0.3
Building Trades		0.2	0.0	0.1
Data Processing or Computer Programming		1.6	0.2	0.9
Drafting or Design		0.4	0.2	0.3
Electronics		0.0	0.0	0.0
Mechanics		0.0	0.0	0.0
Other Technical		0.2	0.2	0.2
<b>Other Fields</b>				
Communications		0.4	1.0	0.7
Computer Science		3.0	0.4	1.7
Forestry		3.0	0.6	1.8
Kinesiology		0.8	0.8	0.8
Law Enforcement		1.2	2.3	1.7
Military Science		0.2	0.2	0.2
Other Field		2.0	2.9	2.4
Undecided		4.2	4.8	4.5
<b>Where do you plan to live during the fall term?</b>	1,116			
With my family or other relatives		3.8	2.6	3.2
Other private home, apartment, or room		14.8	11.3	13.1
College residence hall		54.0	55.7	54.8
Fraternity or sorority house		24.7	28.7	26.6
Other campus student housing		1.4	1.7	1.5
Other		1.4	0.0	0.7
<b>Student estimates chances are "very good" that he/she will:</b>				

Change major field	916	14.0	18.8	16.4
Change career choice	910	10.5	17.1	13.8
Participate in student government	908	6.4	8.1	7.3
Get a job to help pay for college expenses	905	43.8	56.3	50.1
Work full-time while attending college	901	6.2	9.1	7.7
Join a social fraternity or sorority	901	24.2	32.4	28.3
Play varsity/intercollegiate athletics	892	12.2	10.9	11.5
Make at least a "B" average	899	52.7	58.5	55.6
Need extra time to complete your degree requirements	887	12.7	14.1	13.4
Participate in student protests or demonstrations	881	4.8	7.0	5.9
Transfer to another college before graduating	885	7.1	10.5	8.8
Be satisfied with your college	886	41.1	53.1	47.2
Participate in volunteer or community service work	878	17.2	33.3	25.3
Seek personal counseling	877	3.9	5.0	4.4
Communicate regularly with your professors	880	16.0	23.1	19.5
Socialize with someone of another racial/ethnic group	880	50.6	63.7	57.2
Participate in student clubs/groups	882	28.1	39.4	33.8
Participate in a study abroad program	879	11.0	29.6	20.4
Have a roommate of different race/ethnicity	873	20.0	30.1	25.1
<b>Objectives considered to be "essential" or "very important":</b>				
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	927	12.7	14.9	13.8
Becoming an authority in my field	922	57.2	56.2	56.7
Obtaining recognition from my colleagues for contributions to my special field	917	50.9	48.4	49.6
Influencing the political structure	914	25.9	21.3	23.6
Influencing social values	916	38.0	45.9	41.9
Raising a family	929	72.9	74.4	73.6
Having administrative responsibility for the work of others	904	40.4	35.0	37.7
Being very well off financially	919	71.9	69.1	70.5

Helping others who are in difficulty	916	55.6	72.1	63.9
Making a theoretical contribution to science	905	22.5	11.5	17.0
Writing original works (poems, novels, short stories, etc.)	912	14.0	12.5	13.3
Creating artistic work (painting, sculpture, decorating, etc.)	909	15.6	18.1	16.8
Becoming successful in a business of my own	906	45.7	39.2	42.5
Becoming involved in programs to clean up the environment	904	25.8	29.3	27.5
Developing a meaningful philosophy of life	901	46.6	47.8	47.2
Participating in a community action program	900	18.9	30.7	24.8
Helping to promote racial understanding	905	26.8	37.1	31.9
Keeping up to date with political affairs	904	37.7	36.0	36.8
Becoming a community leader	901	30.6	30.4	30.5
Improving my understanding of other countries and cultures	904	46.4	59.4	53.0
<b>Student agrees "strongly" or "somewhat":</b>				
There is too much concern in the courts for the rights of criminals	948	62.0	58.6	60.3
Abortion should be legal	982	57.1	57.8	57.4
The death penalty should be abolished	969	21.4	31.3	26.3
Marijuana should be legalized	975	45.5	34.3	40.0
It is important to have laws prohibiting homosexual relationships	965	39.5	17.6	28.7
Racial discrimination is no longer a major problem in America	973	22.5	16.3	19.4
Realistically, an individual can do little to bring about changes in our society	963	32.6	23.1	27.9
Wealthy people should pay a larger share of taxes than they do now	958	55.6	58.4	57.0
Same-sex couples should have the right to legal marital status	972	47.3	71.7	59.5
Affirmative action in college admissions should be abolished	875	51.1	44.7	48.0
Federal military spending should be increased	920	39.0	26.5	32.9

The federal government should do more to control the sale of handguns	944	45.9	68.5	57.0
Only volunteers should serve in the armed forces	951	56.5	63.7	60.0
The federal government is not doing enough to control environmental pollution	940	70.0	76.9	73.4
A national health care plan is needed to cover everybody's medical costs	939	60.0	70.6	65.2
Undocumented immigrants should be denied access to public education	939	57.9	44.4	51.2
Through hard work, everybody can succeed in American society	949	82.3	77.2	79.8
Dissent is a critical component of the political process	814	62.2	54.0	58.2
Colleges have the right to ban extreme speakers from campus	936	40.7	33.1	37.0
The chief benefit of a college education is that it increases one's earning power	921	70.3	57.0	63.8
The federal government should raise taxes to reduce the deficit	922	32.8	23.8	28.4
<b>How would you characterize your political views?</b>	955			
Far left		3.5	2.5	3.0
Liberal		18.7	30.4	24.5
Middle-of-the-road		41.7	43.6	42.6
Conservative		32.4	22.2	27.3
Far right		3.7	1.3	2.5
<b>Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses?</b>	836			
Yes		54.0	61.1	57.5
No		46.0	38.9	42.5
<b>HOW MUCH OF YOUR FIRST YEAR'S EDUCATIONAL EXPENSES DO YOU EXPECT TO COVER FROM:</b>				
<b>Family resources (parents, relatives, spouse, etc.)</b>	1,128			
None		31.9	28.8	30.4
Less than \$1,000		14.6	16.5	15.5
\$1,000 to 2,999		14.9	16.5	15.7
\$3,000 to 5,999		16.8	17.3	17.0
\$6,000 to 9,999		9.3	10.9	10.1
\$10,000 +		12.4	10.0	11.3
<b>My own resources (savings from work, work-study, other income)</b>	1,128			
None		36.3	34.1	35.3



	Less than \$1,000		21.6	25.2	23.3
	\$1,000 to 2,999		24.3	26.3	25.3
	\$3,000 to 5,999		11.2	10.8	11.0
	\$6,000 to 9,999		4.2	2.0	3.2
	\$10,000 +		2.4	1.5	2.0
<b>Aid which need not be repaid (grants, scholarships, military funding, etc.)</b>		1,128			
	None		30.9	19.1	25.3
	Less than \$1,000		11.4	7.6	9.6
	\$1,000 to 2,999		20.2	23.6	21.8
	\$3,000 to 5,999		14.9	18.6	16.7
	\$6,000 to 9,999		12.2	16.5	14.3
	\$10,000 +		10.4	14.7	12.4
<b>Aid which <u>must</u> be repaid (loans, etc.)</b>		1,128			
	None		57.6	55.1	56.4
	Less than \$1,000		4.1	3.7	3.9
	\$1,000 to 2,999		12.2	12.4	12.3
	\$3,000 to 5,999		14.4	16.7	15.5
	\$6,000 to 9,999		6.1	5.9	6.0
	\$10,000 +		5.6	6.1	5.9
<b>Other than above</b>		1,128			
	None		96.1	95.4	95.7
	Less than \$1,000		2.0	2.8	2.4
	\$1,000 to 2,999		0.8	0.7	0.8
	\$3,000 to 5,999		0.7	0.6	0.6
	\$6,000 to 9,999		0.0	0.2	0.1
	\$10,000 +		0.3	0.4	0.4
<b>Do you have any concern about your ability to finance your college education?</b>					
		1,088			
	None (I am confident that I will have sufficient funds)		41.8	30.7	36.4
	Some (but I probably will have enough funds)		50.0	55.9	52.8
	Major (not sure I will have enough funds to complete college)		8.2	13.4	10.8
<b>#43 When did you make the decision to attend the University of Idaho?</b>		922			
	A. Sophomore year in high school or earlier		12.7	9.5	11.1
	B. Junior year in high school		15.5	16.6	16.1
	C. Senior year in high school		65.9	71.4	68.7
	D. Within two years after leaving high school		3.5	2.2	2.8
	E. Later in life		2.4	0.4	1.4
<b>#44 What type of institution other than the UI did you most seriously consider attending? (Please mark only one.)</b>		910			
	AA. Only considered the UI		18.9	16.3	17.6
	BB. Other Idaho 4-year institution		24.7	24.1	24.4

CC. Idaho 2-year institution		4.7	3.3	4.0
DD. Non-Idaho private institution		12.9	18.0	15.5
EE. Non-Idaho public institution		38.9	38.3	38.6
<b>#45 Participating in campus events such as the Jazz Festival, a summer camp, Vandal Friday, JEMS, FFA or other UI-sponsored event, influenced my decision to attend the UI.</b>	903			
AA. Strongly agree		14.6	21.1	17.9
BB. Agree		39.2	36.4	37.8
CC. Disagree		17.8	18.3	18.1
DD. Strongly disagree		3.6	2.8	3.2
EE. I did not attend a UI-sponsored event		24.8	21.4	23.0
<b>#46 How satisfied are you with the academic advising you've received at UI?</b>	899			
AA. Very satisfied		16.5	21.0	18.8
BB. Satisfied		60.2	57.5	58.8
CC. Dissatisfied		10.9	11.2	11.0
DD. Very dissatisfied		4.1	3.5	3.8
EE. Don't know		8.4	6.8	7.6
<b>#47 How satisfied are you with your class schedule?</b>	898			
AA. Very satisfied		29.8	33.8	31.8
BB. Satisfied		60.7	58.5	59.6
CC. Dissatisfied		6.1	5.0	5.6
DD. Very dissatisfied		1.4	0.7	1.0
EE. Don't know		2.0	2.0	2.0
<b>#48 How certain are you about your career goals?</b>	895			
AA. Very certain		46.1	42.2	44.1
BB. Somewhat certain		38.8	45.7	42.3
CC. Not at all certain		12.8	10.9	11.8
D		1.1	0.2	0.7
E		1.1	0.9	1.0
<b>#49 Which of the following type of recruiting materials did you find most valuable in making a college decision? (Please mark only one.)</b>	838			
AA. Viewbooks		16.3	14.5	15.4
BB. Personal letter from a college representative		32.8	31.1	32.0
CC. Recruitment videos		3.4	2.3	2.9
DD. CD-ROMs		3.2	0.5	1.8
EE. World Wide Web admission and information sites		44.3	51.5	48.0
<b>#50 How certain are you of your choice of major?</b>	888			
A A. Very certain		38.2	33.1	35.6
BB. Quite certain, but want to explore options		29.9	37.5	33.8
CC. Quite certain, but want to see if I can succeed in it		12.4	11.3	11.8
DD. Not certain, but leaning toward a specific major		12.4	11.5	11.9
EE. Not at all certain		7.1	6.6	6.9

<b>#51 If you will be working/ employed fall semester, about how many hours per week do you plan to work? (Skip this question if you will not be working.)</b>	584			
AA. 1-7 hrs/week		31.0	25.5	28.4
BB. 8-12 hrs/week		28.8	35.3	31.8
CC. 13-17 hrs/week		19.6	15.1	17.5
DD. 18-24 hrs/week		9.2	12.6	10.8
EE. More than 24 hrs/week		11.4	11.5	11.5
<b>#52 Do you expect to complete your degree at the UI?</b>	880			
AA. No; I plan to transfer		8.2	11.3	9.8
BB. No; I don't plan to earn a bachelor's degree		1.6	1.6	1.6
CC. I don't know		19.8	21.7	20.8
DD. Yes, although I may take a semester (or more) off		8.2	5.5	6.8
EE. Yes		62.2	59.9	61.0
<b>#53 If you are planning to transfer to another institution, what is the main reason?</b>	542			
A A. The UI doesn't offer a major in my chosen field		11.5	16.9	14.2
BB. Financial reasons		14.8	11.0	12.9
CC. Other college/university closer to home		9.3	10.3	9.8
DD. Stronger program in my major/career interest		28.5	31.3	29.9
EE. Personal reasons		35.9	30.5	33.2
<b>#54 You would describe your overall impression of the UI as...</b>	861			
A A. Very positive		39.7	42.7	41.2
BB. Positive		49.5	49.7	49.6
CC. Neutral		7.9	6.3	7.1
DD. Negative		2.4	1.1	1.7
EE. Very negative		0.5	0.2	0.3

## **Appendix F**

### **EXECUTIVE SUMMARY 2007 NATIONAL SURVEY OF STUDENT ENGAGEMENT**

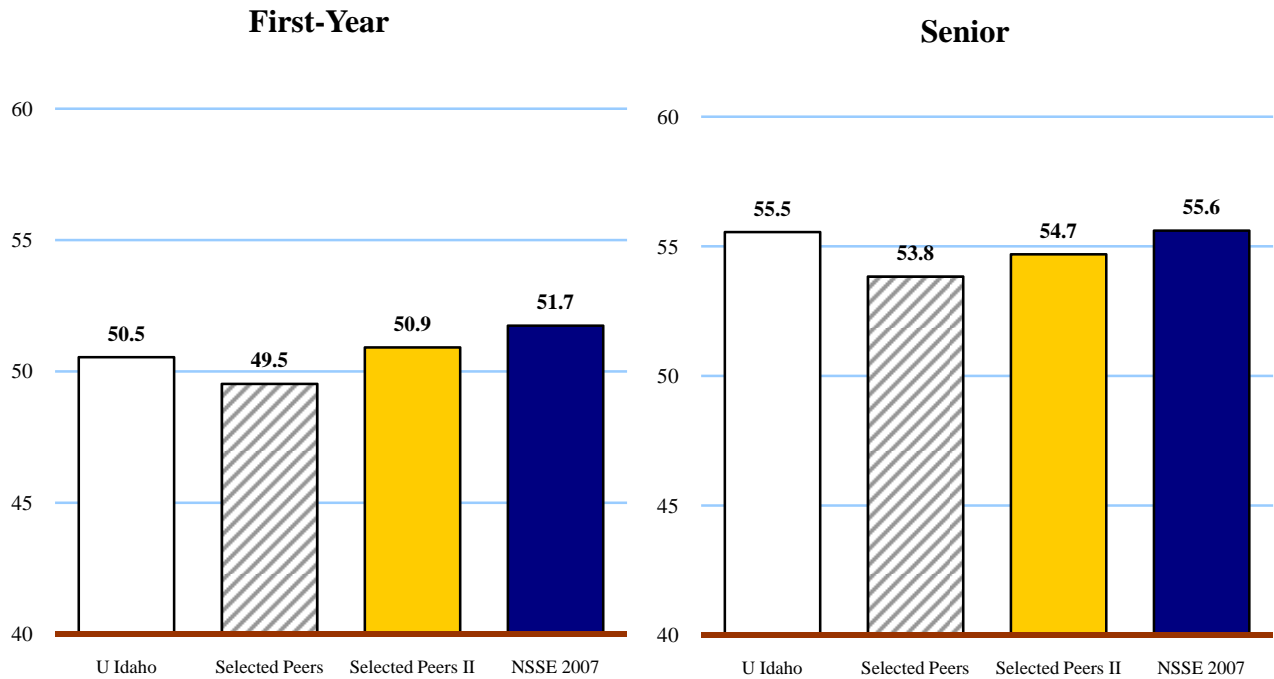
The National Survey of Student Engagement (NSSE) collects information from samples of first year and senior students about the nature and quality of their undergraduate educational experience. The survey is used to measure the extent to which students engage in effective educational practices that are linked with learning, personal development, and other outcomes that contribute to student success such as satisfaction, persistence and graduation.

In 2007, a random sample of 4,273 University of Idaho first-year and senior students was selected to participate in the spring web administration of the NSSE. Thirty-one percent (31%) of students responded overall, including twenty-nine percent (29%) of first-year and thirty-three percent (33%) of seniors selected. Approximately eighty percent (80%) of respondents were White, and results were weighted by gender, enrollment status and institutional size.

In addition to University of Idaho responses, NSSE enables participating institutions to compare their students with their counterparts in three selected peer groups. The first peer group “Selected Peers” for the U Idaho included participating western land-grant institutions that are in our official peer group. A second group, referred to as our “Selected Peers II” included all public research universities that participated in the NSSE during 2007, and the final peer group included all NSSE 2007 participating institutions.

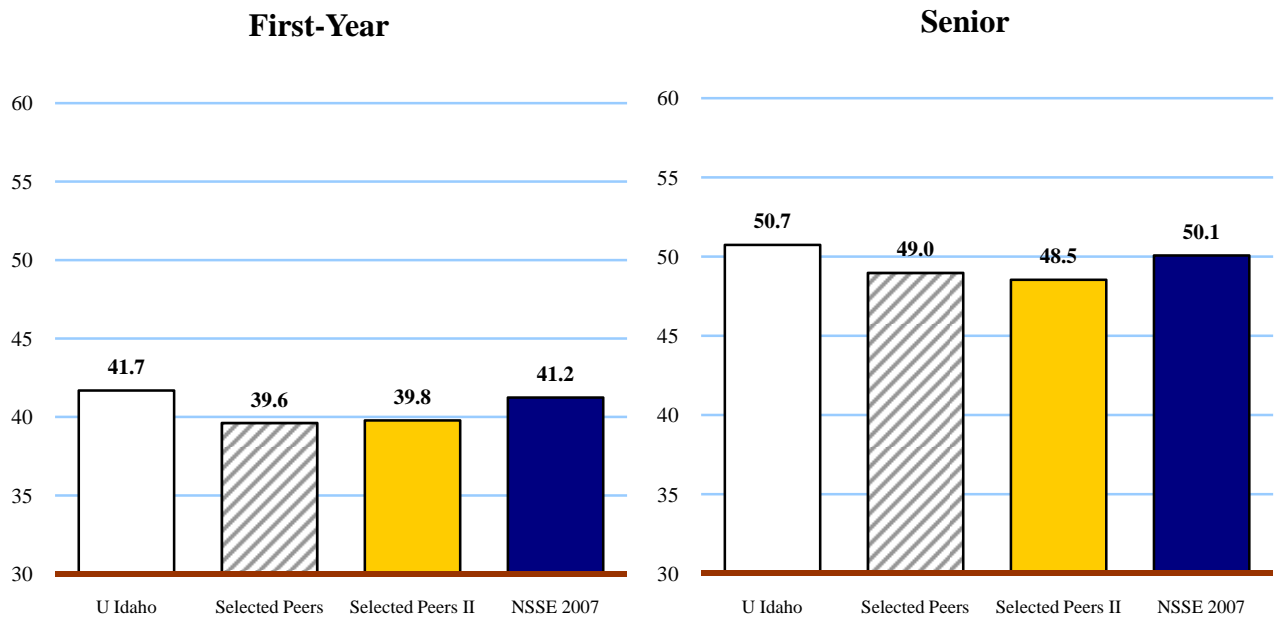
Included in reports from NSSE are comparisons that allow institutions to focus on improvement by calculating benchmark scores for clusters of effective educational practice. These include five benchmarks, “Level of Academic Challenge,” “Active and Collaborative Learning,” “Student-Faculty Interaction,” “Enriching Educational Experiences,” and “Supportive Campus Environment.” These benchmarks determine the engagement of the typical U Idaho student and compare whether or not it differs in a meaningful way from the average student in our peer groups.

## LEVEL OF ACADEMIC CHALLENGE



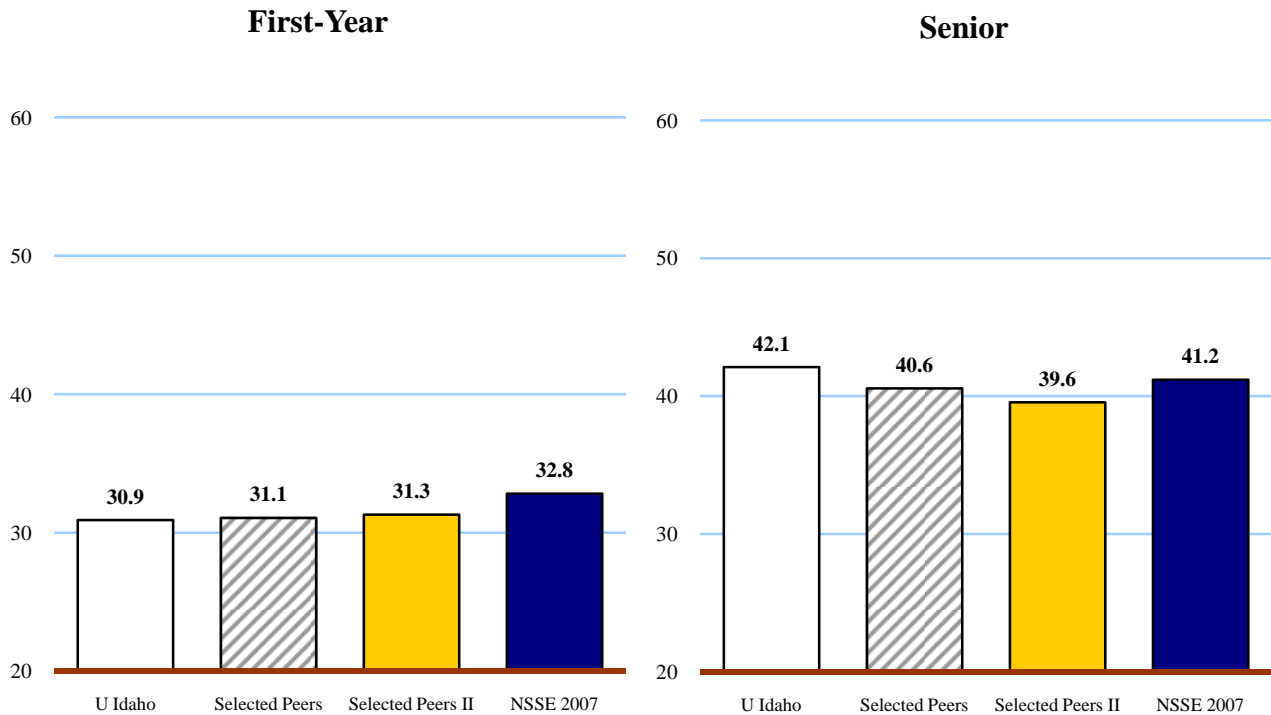
The University of Idaho “Level of Academic Challenge,” emphasizing the importance of academic rigor and setting high expectations, shows clear growth between the responses of U Idaho first-year students and those of our seniors. In addition, when comparing the typical student score with the typical student of peer institutions, the U Idaho scores higher than all but the total NSSE population for both first-year and seniors.

## ACTIVE AND COLLABORATIVE LEARNING



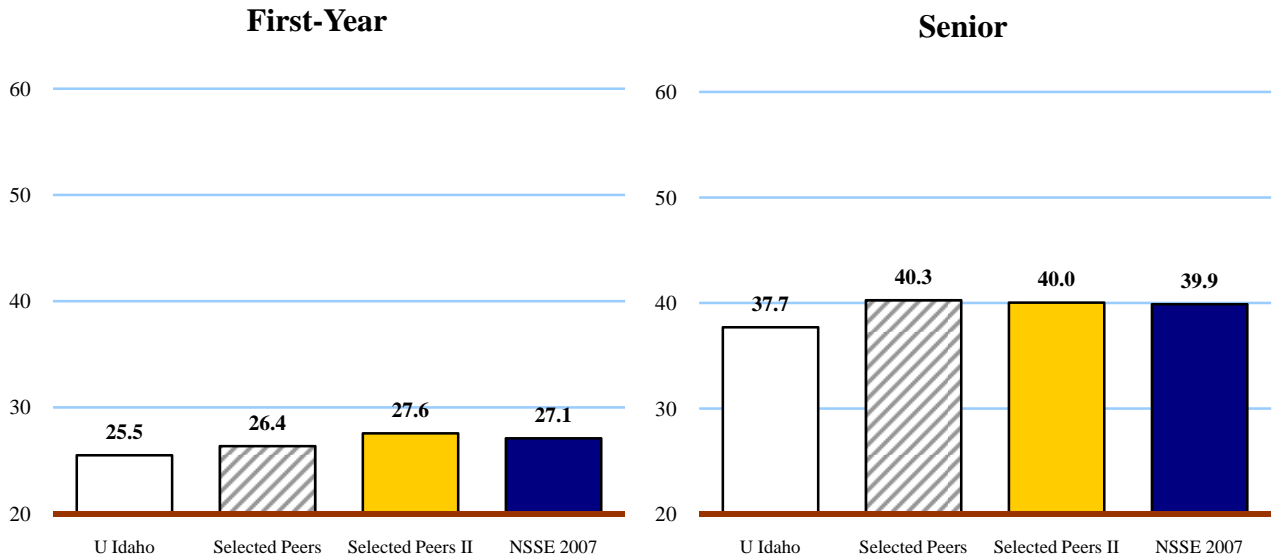
The University of Idaho “Active and Collaborative Learning” benchmark shows even more dramatic growth between the responses of U Idaho first-year students and those of our seniors. University of Idaho first-year students report a significantly higher mean score than do their either their board appointed peers or public research institutions as a whole for this benchmark of effective educational practice. This higher score is continued through the senior year where students report they are engaged in their education and with their peers, and are asked to think about what they are learning outside of the classroom setting.

### STUDENT-FACULTY INTERACTION



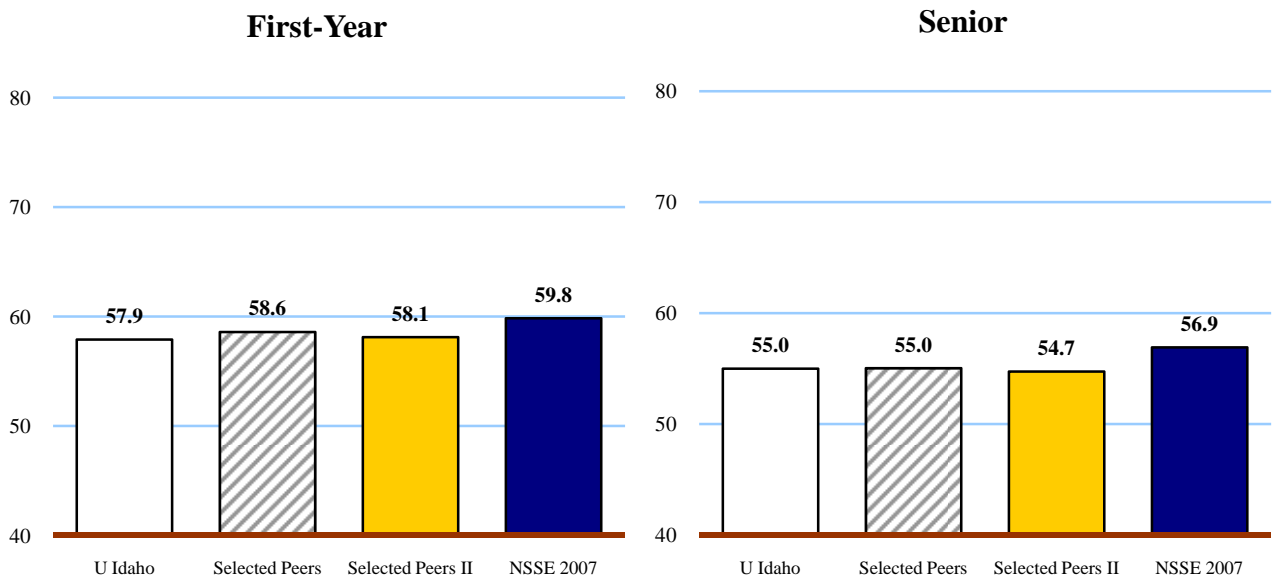
Student-Faculty Interaction reflects the importance of students developing personal relationships with faculty members outside of the classroom. These interactions include talking about career plans, working with faculty on research projects, or discussing ideas from classroom readings and conversations. U Idaho students show more growth than their peer institutions between the mean score for first-year students and the mean score for seniors.

## ENRICHING EDUCATIONAL EXPERIENCES



Enriching Educational Experiences include such co-curricular activities as Study Abroad, Service Learning, conversations with students of a different race, ethnicity or religion, and practica or field experiences. These types of diverse experiences enhance learning by providing students with opportunities to integrate and synthesize knowledge, and apply what they have learned in new settings. While University of Idaho students show sizeable growth between their first-year and their senior years, the mean score remains significantly lower than our peer institutions throughout their entire educational experience.

## SUPPORTIVE CAMPUS ENVIRONMENT



Students are more engaged in campus environments that provide academic, social, and personal support when needed. In addition, the relationships that students build with faculty, other students, and staff at their institutions contribute directly to their satisfaction and engagement. As with most institutions, the mean score for this education benchmark declines slightly between the first-year and the senior year. This might be due in part to the fact that seniors may need less support than do first-year students.

In addition to a complete analysis of these benchmarks, the means comparisons, frequency distributions, trend data, and open-ended student comments are available on the web at <http://www.webs.uidaho.edu/ipb/assess/surveys.htm> .

Report prepared by Jane Baillargeon

For further information contact [assessment@uidaho.edu](mailto:assessment@uidaho.edu) or call 208-885-5828.



## **Appendix G**

### **EXECUTIVE SUMMARY**

#### **2006 SURVEY OF GRADUATES CLASSES OF 1998, 1999, 2000 and 2001**

The Survey of Graduates was designed to study the alumni's perception of the impact of University of Idaho undergraduate degree programs and curricula on their subsequent lives. The survey assesses alumni satisfaction and opinions regarding emphasis and quality of general education and degree programs, as well as quality of preparation for employment and graduate school. The survey is administered to alumni who graduated a minimum of three years prior from baccalaureate degree programs. This time interval allows alumni the vantage point provided by their experience in advanced studies or employment from which to reflect on the benefits of the baccalaureate experience.

In 2006 the survey was mailed to a random sample of 1,196 names on an official list of undergraduate degrees awarded for the Classes of 1998, 1999, 2000 and 2001. Of the deliverable surveys, 423 completed surveys were returned in time for the analysis (35%). This is down from the response rates of the previous administration by eighteen percent (18%), consistent with declining response rates for all surveys we administered at the University of Idaho during the 2006-2007 academic year.

In general, alumni surveyed appeared to be slightly more satisfied with their University of Idaho experience than previous classes, except when asked about how well they were prepared for advanced study, where satisfaction rates declined. Despite this, sixty-six percent (66%) of respondents from the 2006 Survey of Graduates would choose the same major with "no or few changes" if they could do their undergraduate work over. Twenty-nine percent (29%) reported they would choose a different major, while only five percent (5%) reported they would select a different university.

Interestingly, when comparing the response rates of alumni in 2006 with their responses to the same items at the time they were graduating seniors, in almost all cases satisfaction rates went up. Again this year satisfaction rates were considerably higher in the areas of "growth/development of UI" and "quality of coursework/experiences" at UI than were satisfaction rates of alumni from the previous administration of the survey in 2001.

**University of Idaho**  
**ALUMNI SURVEY**  
**CLASSES OF 1998, 1999, 2000 and 2001**

**INTRODUCTION**

The Survey of Graduates was designed to study the alumni's perception of the quality of the University of Idaho undergraduate degree programs and curricula. The content of the survey reflects the goals of enhancing undergraduate education, expanding the outreach service mission of the university, and providing quality preparation in various potential outcomes of college study (i.e. leadership, creative thinking, communications, ethical principles, and work habits). The survey assesses general education and the major, student satisfaction with departmental offerings and advising, as well as preparation for advanced studies or employment.

The survey was administered to a random sample of students from the graduating classes of 1998, 1999, 2000 and 2001. A letter was mailed prior to the survey, then the survey itself with a cover letter, followed by a postcard reminder, a second mailing of the instrument itself, and a final postcard reminder. The survey was mailed to a random sample of 1,196 names on an official list of undergraduate degrees awarded for August and December 1997, May, August, and December of 1998, 1999 and 2000, and May of 2001. In the interests of time and cost, surveys were not sent to alumni with foreign addresses at the time of the survey distribution. The random sample contained a minimum of 20 names from each college. Completed surveys were returned in time for the analysis by 423 alumni (a 35% response rate). This rate is down eighteen percent (18%) from the 2001 administration of the Alumni Survey, disappointing but consistent with lower survey response rates across campus during the 2006-2007 academic year.

**RESPONDENT DESCRIPTORS**

Similar to previous results, the proportion of females among respondents was fifty-four percent (54%, up 3% from the most recent alumni survey in 2001). Ninety-two percent (92%) of respondents were Caucasian American up two percent (2%) from 2001, with the remaining responses distributed among African American, Asian American/Pacific Islander, Hispanic American, American Indian/Alaska Native, Mixed race, international and "other". The date of graduation was dispersed from 1997 through 2001, with the highest frequency of respondents reporting they graduated in 2000 (28%), and the lowest frequency reporting they graduated in 1997 (10%). Sixty-four percent (64%) of respondents graduated at the end of the semester in May, with seven percent (7%) graduating during the summer and twenty-nine (29%) percent graduating in December. *(B5, B6, and B7)*

## PART I. UNIVERSITY EXPERIENCES

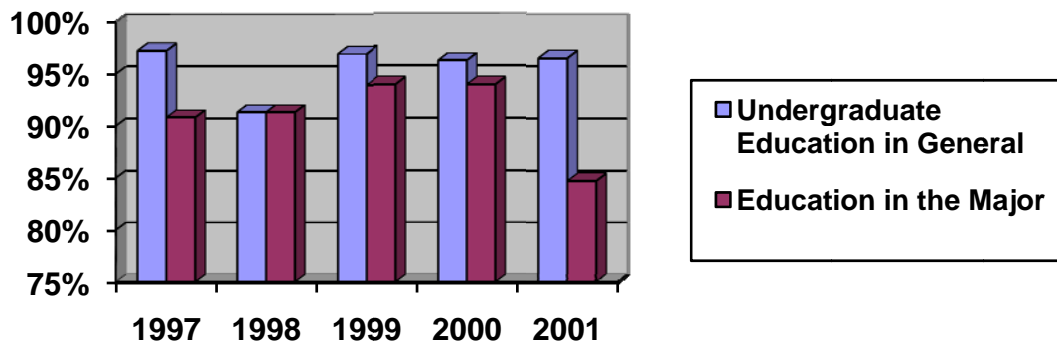
### GENERAL SATISFACTION OF ALUMNI

Ninety-six percent (96%, down 2%) of respondents reported being "satisfied" or "very satisfied" overall with their educational experiences at the University of Idaho. In addition, the survey inquires about the students' satisfaction with the quality of experiences while at the UI for their "undergraduate education programs". Nine out of ten students reported being "satisfied" and "very satisfied" with:

- "undergraduate education in general" (95%, down 2%);
- "cost of UI education" (97%, up 1%);
- "education in my major field" (92%, up 1%);
- "quality of students attending UI" (93%, up 2%);
- "campus life, intellectual and cultural environment" (91%, up 2%); and
- "quality of teaching" (90%, up 1%).

The chart below provides a five year history of alumni satisfaction with their education.

### Five Year History of "Satisfied" and "Very Satisfied"



Interestingly, alumni rated their satisfaction with the quality of "Campus life: intellectual and cultural environment" five to seven percent higher than they rated it as seniors on the Graduating Senior Survey. They rated their satisfaction with the "cost of UI education" thirteen to sixteen percent higher than at the time they graduated.

These elements have consistently been among the highest rated. On the 2006 alumni survey they are followed closely by "academic reputation" (87%, down 1%), "availability of specialized academic programs I wanted" (87%, up 2%), and "opportunity to learn/use current technology" (88%, up 4%).

One area that shows a continued decrease in satisfaction rates over the three to four year time from when alumni graduated to now was "opportunity to get to know diverse people". Only seventy-two percent (72%) reported they were "satisfied" or "very satisfied" with their experiences at UI with diversity, a decrease of two percent (2%). (A5)

Alumni were also asked to rate the physical aspects of their UI experience with nine out of ten reporting they were "satisfied" or "very satisfied" with the "convenience of the UI campus I attended", "attractiveness of the UI campus I attended" and "instructional facilities." More than eight out of ten also reported being "satisfied" or "very satisfied" with "instructional facilities", "instructional technology and equipment" and "study space available". (A4)

### **CHOICE OF UNIVERSITY AND MAJOR**

Sixty-six percent (66%) of respondents would choose the same major with "no or few changes" if they could do their undergraduate work over. Twenty-nine percent (29%, up 1%) reported they would choose a different major, while five percent (5%, down 1%) reported they would select a different university. (A3)

### **GENERAL EDUCATION EMPHASES AND QUALITY**

As in prior years, alumni were provided a list of general education disciplines and competencies included in many UI degree programs. They were asked to indicate their view, based on life experience since completing their degree program, on a) its importance and the emphasis the field of study should have for students at the UI, and b) the quality of the coursework and other experiences they had in each area while at the UI. For each of the classes in the 2006 Survey of Graduates, "Computers/Technology", "Oral communications, speaking/ presentation skills", and "Written communications" were the top three competencies that students reported needed more emphasis, which is consistent with previous years' responses. Interestingly, it is also consistent with what students in each of the classes reported as needing more emphasis at the time they graduated.

This year's alumni reported much greater satisfaction with the quality of their coursework and experiences in these general education discipline areas than did alumni in the previous administration of the survey, as well as reporting much more satisfaction now than at the time they graduated. The area rated "good" or "excellent" most often continues to be "written communication" (84%, up 6%). This was also the highest rated at the time of graduation, with between sixty-seven (67%) for the class of 1999 and seventy percent (70%) for the class of 2000 reporting the quality of their coursework was "good" or "excellent". Other areas rating high frequencies in "quality of coursework/ experiences" were:

- "social sciences" (71%, up 3%);
- "oral communications speaking/presentation skills" (70%, up 5%);
- "biological and life sciences" (65%, up 8%);
- "mathematics" (64%, up 2%);
- "computers/technology" (63%, up 7%); and
- "literature" (60%, up 3%). (A6)

## **OUTCOMES OF UNDERGRADUATE EDUCATION**

When provided a list of possible outcomes of undergraduate education and asked to rate the quality of their growth and development at U Idaho for each outcome, alumni again rated these as having higher quality than in the previous administration of the survey. Those aspects rated most often as "good" or "excellent" were "teamwork/ collaboration" (89%, up 12%), "confidence in my abilities" (89%, no change), and "accessing and using information from print" (88%, up 10%). Other areas in which eight out of ten responded "good" or "excellent" included:

- "interpersonal communications" (87%, up 10%);
- "creative thinking" (86%, up 16%);
- "accessing and using information from electronic sources" (85%, up 14%);
- "adapting/responding to new challenges in life/at work" (85%, up 6%);
- "acting on ethical principles, values" (83%, up 4%).

Other areas which showed an increase of five percent (5%) or higher in "good" or "excellent" response rates included "independent and continued learning," and "leadership/ management skills." (A2)

## **PART II: COLLEGE AND DEPARTMENTAL EXPERIENCES**

### **GENERAL SATISFACTION WITH DEPARTMENT OFFERINGS**

In addition to rating their satisfaction with general university experiences, respondents were asked to rate their satisfaction with a variety of department offerings. The category receiving the highest proportion of "satisfied" or "very satisfied" ratings from all respondents was "courses in the major" (93%, up 4%). The elements with the biggest change from the previous survey in "satisfied and "very satisfied" were "computer support for undergraduate work in the major" (74%, up 11%) and "laboratory experiences" (68%, up 8%).

Conversely, the items respondents rated "very dissatisfied" or "dissatisfied" most often were

- "internships" (24%, down 3%)
- "seminars, colloquia, presentations" (23%, down 4%).
- "field experience/practica" (22%, down 5%)
- "availability of clubs/professional activities in the major" (20%, up 1%)
- "opportunities for participation in faculty or individual research" (20%, down 8%).

In all of the items, ratings of "satisfied" and "very satisfied" were reported more frequently by alumni three to four years after graduating than they reported as graduating seniors. (B3)

### **QUALITY OF DEPARTMENT CURRICULUM**

Respondents were asked to rate the quality of the curriculum in their major relative to its value for them in their work experience or graduate studies. Over three-quarters of respondents reported their experience as "good" or "excellent" in "department-recommended UI core curriculum courses" (79%, up 4%), "clear program objectives/learning outcomes" (79%, up 6%), and "applicability of content" (79%, up 13%). Seventy-three percent (73%, up 7%) reported "use of pertinent technology" as "good" or "excellent". (B2)

## **DEPARTMENTAL ADVISING**

In this section alumni were asked their perception of the quality of advising in four areas. These areas all showed higher satisfaction ratings than the previous survey. "Planning your course of study/program" had sixty-six percent (66%) reporting the quality was "good" or "excellent" (up 6%), "help with career selection" had fifty-four percent (54%) reporting "good" or "excellent" quality (up 13%), "counseling about study strategies" had forty-one percent (41%) reporting "good" or "excellent" (up 11%); and "overall helpfulness of adviser" had sixty-six percent (66%) reporting "good" or "excellent" quality (up 7%). *(B4)*

## **CURRENT PRIMARY OCCUPATION**

Seventy percent (70%, down 2%) of alumni reported that they were employed full-time or part-time, while only three percent (3%, down 4% from the previous survey) reported they were "graduate students", four percent (4%, no change) reported being "employed part-time", one percent (1%) reported being "employed more than 50% and continuing with education" or "students earning a second bachelor's degree or a professional certificate or license". Nine percent (9%, up 7%) reported they were "self-employed", two percent (2%, no change) "in military service", and eight percent (8%, up 4%) "caring for dependents or home". Fewer than one percent (<1%) of respondents reported being "unemployed." *(B8)*

Respondents were directed to Part III for employed graduates or Part IV for graduates continuing their studies depending on their response to this question.

## **PART III: EMPLOYED GRADUATES AND THOSE IN MILITARY SERVICES**

Of those alumni responding to Part III, ninety percent (90%) reported that they were employed full-time, down two percent (2%) from the previous survey. Fifty-seven percent (57%) reported holding their current job for three or more years (up 13%), while the number reporting they had held their current position for two to three years increased by two percent (2%) to thirteen percent (13%). Those reporting they have held their current position for "less than six months" up to two years declined by fourteen percent (14%). *(C1 and C2)*

When asked about the "knowledge and skills developed at the UI", sixty-seven percent (68%, up 1%) of alumni rated them as "moderately" or "very closely" related to their current job, and sixty-nine percent (69%, up 6%) rated them as "moderately" or "very closely" related to their first job after receiving a bachelor's degree. Ten percent (10%, down 2%) reported that their education was "not at all" related to their current job, while twenty-two percent (22%, up 3%) reported this for their first job after receiving their bachelor's degree. *(C3)*

This year only nine percent (9%, down 4%) reported using Career Services/Placement at the University of Idaho to find and apply for their jobs, with sixty-three percent (63%, down 1%) reporting they were "satisfied" or "very satisfied" with the services received. *(C4 and C5)*

## **PART IV: GRADUATES IN ADVANCED/CONTINUING STUDIES**

The primary reason alumni reported for continuing their education was to "extend my expertise in my major field" (54%, consistent with the previous survey results). Alumni also reported to "obtain a professional license or certification" (27%, down 2%), and "unable to find employment with undergraduate degree/major" (14%, up 4%) as major reasons for continuing their education.

As in prior years, when asked how they selected their university for their advanced studies, the most frequent reason was "convenience of location" (38%, up 6%) Also at thirty-eight percent (38%, up 6%), was "most appropriate program for my needs". Forty-nine percent (49%, down 8%) reported that their undergraduate program prepared them "very well" or "quite well" for advanced studies, while five percent (10%) reported being "poorly" prepared, an increase of five percent (5%). *(D1 to D3)*

### **OPEN-ENDED COMMENTS**

The remainder of the survey consisted of three broad, open-ended questions regarding the most positive experiences at the university, as well as aspects most dissatisfying. In addition, respondents were asked if there was anything else about their experiences they would like to share. The responses to the open-ended comments are forwarded to the college from which each respondent graduated.

Complete results of the frequency analysis of responses can be found on-line at <http://www.its.uidaho.edu/ipb/assessment.htm> .

Report prepared by Jane Baillargeon

For further information contact [assessment@uidaho.edu](mailto:assessment@uidaho.edu) or call 208-885-5828.

## Appendix H

### EXECUTIVE SUMMARY

#### **2007 GRADUATE ALUMNI SURVEY CLASSES OF 2000, 2001, 2002 and 2003**

The content of the Graduate Alumni Survey reflects elements of the Vision, Values and Directions for the UI, including the goals of developing innovative and distinctive curricula, engaging and expanding student minds, and providing integrated experiences in teaching, research, creative activity and outreach. The survey includes questions about major curriculum, quality of research experiences, the relationship of the graduate program to subsequent success in employment or further advanced study, and satisfaction with program quality and services.

In 2007 the survey was mailed to a random sample of 642 names on an official list of graduate degrees awarded for August, December, and May graduates in 2000, 2001, 2002 and 2003. Of the 618 deliverable surveys, 312 completed surveys were returned in time for the analysis (51%). This is the second-highest response rate for this survey to date, seven percent (7%) below the previous response rate (2003, the highest ever).

Different from previous surveys, the proportion of females among respondents rose to fifty percent (50%) from forty-three percent (43%). Consistent with previous years, ninety-one percent (91%) of respondents were Caucasian American, and three percent (3%) were international students.

From a list of elements often required in graduate studies, respondents were asked to identify all that applied to their program. Only forty-six percent (46%) of the total number of respondents completed theses or dissertations during their course of study; this is up five percent (5%) from the previous cycle, but still considerably reduced from sixty-five percent (65%) in 1995.

The number of respondents who “agreed” or “strongly agreed” with the statement “I would advise a friend with similar interests to study in this department” remained at eighty-six percent (86%), and their ratings of the “overall quality of instruction in UI courses” increased three percent (3%) to ninety-two percent (92%).



## **GRADUATE ALUMNI SURVEY**

### **Classes of 2000, 2001, 2002 and 2003**

#### **INTRODUCTION**

The content of the Graduate Alumni Survey reflects elements of the Vision, Values and Directions for the UI, including the goals of developing innovative and distinctive curricula, engaging and expanding student minds, and providing integrated experiences in teaching, research, creative activity and outreach. In addition, the survey was designed in response to the policy of the state Board of Regents mandating assessment of student learning outcomes, as well as the assessment policy of the Northwest Commission on Colleges and Universities, the UI's regional accrediting agency. The survey includes questions about major curriculum, quality of research experiences, the relationship of the graduate program to subsequent success in employment or further advanced study, and satisfaction with program quality and services.

A random sample of students was chosen from the graduating classes of 2000, 2001, 2002 and 2003, mailed a pre-letter, the survey instrument, a follow-up postcard, a second mailing of the survey instrument itself, and a second follow-up postcard. (In the interests of time and cost, surveys were not sent to alumni with foreign addresses.) The instrument was identical for all classes and the data were summarized and analyzed together. Of the 618 deliverable surveys, 312 completed surveys were returned in time for the analysis (51%). This is the second-highest response rate for this survey to date, seven percent (7%) below the previous response rate (2003, the highest ever). The random sample contained a minimum of 20 graduates from each college.

#### **DESCRIPTIVE/DEMOGRAPHIC DATA**

The primary purpose reported for seeking an advanced degree was to "obtain a professional license or certification" (22%, down 5% from the 2003 survey). This was followed closely by "qualify for higher pay or job advancement" (20%, down 1%), "extend my expertise in general" (13%, down 4%) and "personal enrichment, interest in subject/field" (13%, up 6%).

Seventy-seven percent (77%) of respondents reported that they are currently "employed full-time," a six percent (6%) decrease from the previous survey administration in 2003. Seven percent (7%, down 1%) reported they are "self-employed", and four percent (4%, up 1%) are "employed part-time (less than 35 hrs/wk)". Three percent (3%) more respondents reported this year that they are "primarily studying in an advanced degree program" (4%). One percent (1%) of respondents reported that their current occupation is "military service" (unchanged from the previous survey) and two percent (2%, up 1%) are "caring for home/family/dependents". Sixty-three percent (63%, down 3%) of employees reported that "the knowledge and skills developed at UI" are "highly related" to their employment, while thirty percent (30%, up 2%) report that they were "moderately" or "slightly related."

Two job related questions were included this year for the first time. When asked how long it took to find employment upon graduation, sixty-three percent (63%) responded they "had a job offer at time of graduation", with twenty-four percent (24%) reporting "0-6 months" and the remaining thirteen percent (13%) reporting from seven months to more than one year. For the

first time alumni were also asked how many jobs they had since graduation, with seventy-eight percent (78%) reporting “1-2”, nineteen percent (19%) reporting “3-4”, and three percent (3%) reporting “5 or more.”

Unlike previous surveys, the proportion of females among respondents increased seven percent (7%) to fully half of respondents (50%). Ninety-one percent (91%, up 3%) of respondents were Caucasian American, and three percent (3%, down 1%) were international students. For this cycle, specialist and masters degrees were combined, for a total of seventy-four percent (74%), up one percent (1%) from the combined total in 2003. Three percent (3%, up 1%) completed MFA programs, eleven percent (11%, down 1%) JD programs, and twelve percent (12%, down 2%) doctoral programs. When asked where they took most of the courses that were applied to the degree program, sixty-eight percent (68%, down 3%) of respondents reported the Moscow campus, ten percent (10%, down 4%) the Boise campus, six percent (6%, up 1%) the Coeur d’Alene campus, eight percent (8%, up 3%) the Idaho Falls campus, and four percent (4%) each by video outreach (up 1%), and other UI locations (up 2%). (*Q-2, 3, 4, 13, 14, 15, 16*)

## **FINANCIAL SUPPORT**

Graduate studies were supported financially in a variety of ways, but primarily through the use of student loans. Thirty-one percent (31%, down 10% from 2003) used student loans as their “primary” source of financial support, and twelve percent (12%, down 2%) reported using them as a “lesser” source. Personal savings were reported by twenty-five percent (25%, down 6%) as a “primary” source and by thirty-three percent (33%, down 13%) as a “lesser” source. An item, new last year, asked about financial support from “employer,” with thirteen percent (13%, down 3%) reporting their graduate study was primarily supported by their employer and five percent (5%, down 6%) reporting lesser support from their employer. (See table below.)

Sixteen percent (16%, down 9%) used an “academic year job” as “primary” or “lesser” support, twenty-four percent (24%, down 7%) used “research assistantships” and twenty-four percent (26% down 6%) used “teaching assistantships.” Fifty-three percent (53%, up 1%) of respondents reported that the “debt was worth the education received”, with an additional thirty-nine percent (39%, up 1%) reporting “the value of the education exceeded the cost.”

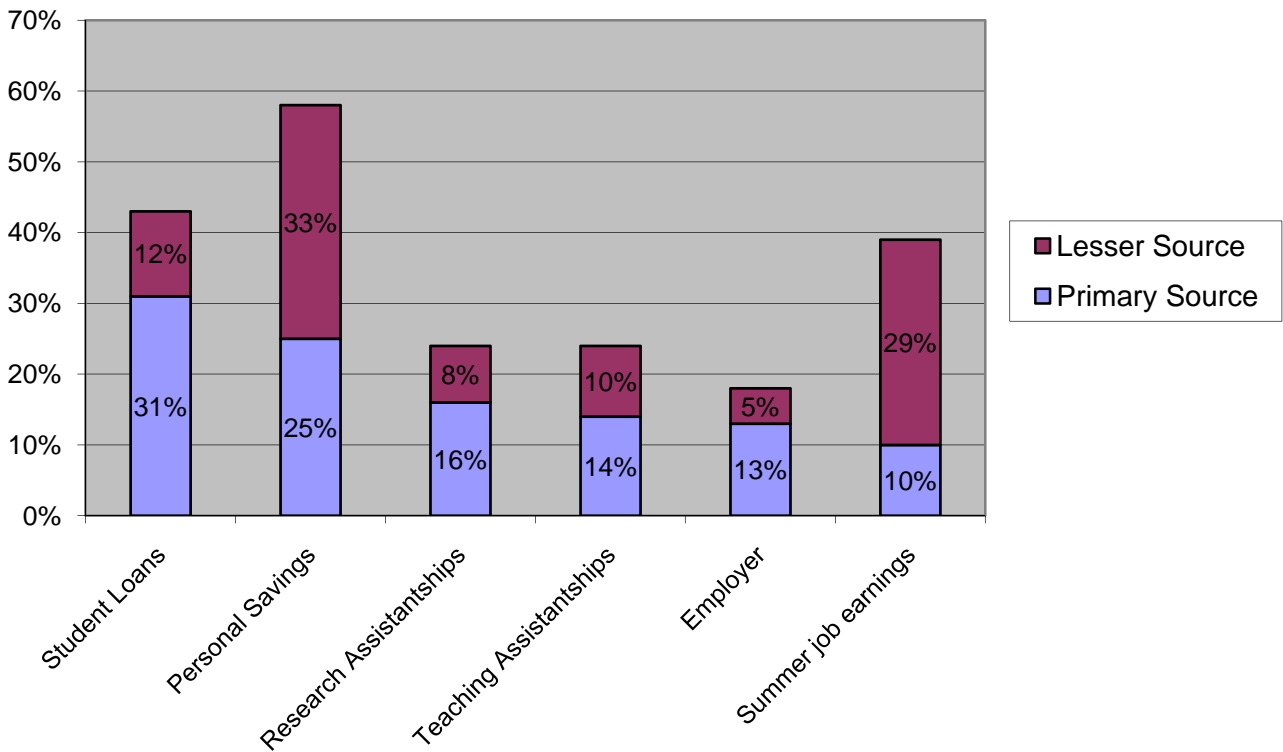
It appears the increase in student fees since the 2003 administration of the survey was reflected in one of the items; when asked “how the cost of your UI graduate education compared to costs at other universities with programs in your field,” responses were:

- Greater cost (4%, up 1%)
- About the same cost (15%, down 12%)
- Lower cost (41%, down 3%)

Those who reported they “don’t know/didn’t inquire” how the cost of their UI graduate education compares with costs at other universities rose sharply to forty percent (40%, up 15%).

Despite the increase in educational costs, ninety-two percent (92%, down 2%) reported that they were “satisfied” or “very satisfied” with the “cost of UI.”

### Primary Financial Sources Used by Over 10% of Respondents



Other elements used to financially support graduate study to a lesser extent included spouse, off-campus employment while at UI, scholarships, on-campus employment while at UI, parents/guardians, veteran’s benefits, and other. (Q-5, 6, 7)

## PART I. GENERAL UNIVERSITY

### General Satisfaction Of Alumni

Ninety-six percent (96%) of respondents reported they were “satisfied” or “very satisfied” with their “graduate education overall”, unchanged from 2003. Nearly all responding graduate alumni were “satisfied” or “very satisfied” with their graduate education in their major field (93%, down 1% from last year). Additional elements in which eight of ten respondents reported being “satisfied” or “very satisfied” were “cost of UI” (92%, down 2%); “graduate admissions process” (94%, up 4%); “convenience of university location I attended” (90%, unchanged); and, “academic reputation of the UI” (87%, up 1%). A new item this year asked alumni how satisfied they were with the quality of “career development opportunities”; sixty-six percent (66%) reported being “satisfied” or “very satisfied.” (Q-1)

## **General Services and Programs**

Students were asked to indicate the quality of several UI general services and programs. When adjusted for the number of students reporting that they did not use them, seven out of ten rated the following services as “excellent” or “good”: “main UI library services” (86%); “main UI library holdings (books, periodicals, etc.)” (89%); and, “College of Graduate Studies Information (print, web)” (70%).

After adjustment for reported non-use, the top five programs with “excellent” or “good” ratings were “programs for international students” (90%); “major department office”, “Cooperative Extension” and, “recreational resources” (all 82%); and, “programs for minority students” (79%). Those with the lowest adjusted ratings were “UI Bookstore prices” (38%). New items on the survey this year were services provided by Career & Professional Planning: “career development events & presentations” (36%), “career advising” (38%), “career fairs” (44%), and “internships & job postings” (46%). These percentages appear to indicate a lack of knowledge about or use of the services rather than dissatisfaction with the programs. (*Q-8 and 9*)

## **PART II. DEPARTMENTAL/ACADEMIC EXPERIENCES**

### **Program Requirements**

From a list of elements often required in graduate studies, respondents were asked to identify all that applied to their program. The items most frequently reported as being required in graduate degree programs were “comprehensive written exam” (47%, down 8%), “thesis or dissertation” (46%, up 5%), “in-depth literature search(es)” (41%, up 15%), and “research methods course(s)” (40%, up 1%).

Forty-six percent (46%) of the total number of respondents completed theses or dissertations during their course of study, up five percent (5%) from last year, but significantly lower than sixty-five percent (65%) in 1995. The 2003 survey results showed, for all these elements, a decline in the percentage of programs that required them. The current results show an increase in nearly half of the elements being required. (*Q-12*)

### **Satisfaction With Graduate Program Experiences**

Nineteen aspects of graduates’ study experiences were the focus of one item. Ninety-two percent (92%) of respondents “agreed” or “strongly agreed” that they “experienced a good academic environment for graduate study at the UI,” up four percent (4%) from the previous survey. Ninety-two percent (92%) “agreed” or “strongly agreed” that the “overall quality of instruction in UI courses was good” (up 3% from the last cycle).

Among those aspects most frequently “agreed” or “strongly agreed” upon were: “I view earning my graduate degree at UI as a significant accomplishment” (95%, no change) and “I received the theoretical background I needed through courses taken” (91%, up 1%).

Response rates for those who “agreed” or “strongly agreed” with the elements provided in the item increased in most areas, but the number of respondents reporting they would “advise a friend with similar interests to study in this department” remained at eighty-six percent (86%). Other areas in which over three-quarters of respondents reported they “agreed” or “strongly agreed” were:

- “Most UI faculty supported my progress as a graduate student.” (93%, up 5%);
- “Degree requirements corresponded well with the stated objectives of the program.” (91%, up 3%);
- “Professors in my department expect high quality graduate work.” (89%, up 2%);
- “Goals and objectives of my program and its courses were made clear.” (89%, up 2%);
- “I developed a close personal relationship with at least one faculty member.” (85%, up 3%);
- “My ability to collaborate with others was enhanced through my program.” (81%, up 3%);
- “My program of study prepared me well for employment.” (81%, up 5%);
- “My program’s objectives were clearly stated.” (88%, new this year).

After adjusting percentages by eliminating the responses of “didn’t know”, several additional areas yielded agreement ratings from eight out of ten respondents: “technical and computer assistance needed was available at UI” (82%, down 7%) and “critiques on thesis/dissertation and major projects were pertinent and constructive” (92%, up 3%), “critiques on thesis/dissertation and major projects were timely enough to be useful” (91%), “my program of study prepared me well for further advanced study” and “the department attracts and admits high quality graduate students” (both 86%).

An item which showed a significant increase this year was “my UI experience increased my awareness of cultural diversity”, up five percent (5%) for those reporting they “agreed” or “strongly agreed”. When adjusted for respondents who reported they “didn’t know”, sixty-four percent (64%, up 7%) of respondents “agreed” or “strongly agreed.”

A new item was included this year as well, “my program’s objectives were clearly stated,” with eighty-eight percent (88%) reporting they “agree” or “strongly agree”. (*Q-10*)

### **Quality Of Department’s Environment, Resources, Teaching, And Preparation**

Quality ratings (excellent, good, fair, poor) of the department’s environment and resources were sought in this item. The elements related to teaching and advising received the highest ratings. When adjustment is made for the proportion that responded “don’t know” or “not applicable”, items that received ratings of “excellent” or “good” most frequently were: “academic qualifications of department faculty” (92%, up 2%), “willingness of my advisor/major professor to help” (87%, down 2%), “availability of my advisor/major professor” (84%, down 5%), “overall quality of my graduate education” (89%, up 4%), and “quality of teaching in my major field courses” (87%, up 4%).

Additional items in which three-quarters of respondents reported ratings of “excellent” or “good” included “standards of quality for student performance” (84%, up 3%), “intellectual climate of the department” (83%, up 2%), “depth of content in graduate courses” (82%, up 3%), and “timely access to courses I needed for my program” (82%, up 6%). After adjustment, the items drawing the largest proportion of “fair” or “poor” ratings were “specialized facilities such as laboratories, studios, and equipment needed for research/creative activity in my major field” and “opportunity for practica, internships” (both 40%), and, “TA office/consulting area (for student assistance)” and “laboratory/work space and equipment for research assistants” (both 38%). (*Q-11*)

## **OPEN-ENDED COMMENTS**

The remainder of the survey consisted of broad, open-ended questions regarding the greatest strengths and weaknesses of the respondents’ graduate programs, and any recommendations respondents might have to improve the programs or services offered. The original page of the survey instrument containing the responses to the open-ended comments will be forwarded to the college from which the respondent graduated.

For further information contact [assessment@uidaho.edu](mailto:assessment@uidaho.edu) or call 208-885-5828.

## **Appendix I**

### **UNIVERSITY OF IDAHO 2006 NON-RETURNING STUDENT SURVEY**

#### **INTRODUCTION**

The Non-Returning Student survey was designed to identify reasons why students were not returning to continue their studies at the University of Idaho. Opinions were solicited from students who were in good standing, and had been enrolled at the U Idaho during fall of 2005 but were no longer enrolled during fall of 2006. From this population of 736 students, a random sample of 254 students was contacted. Each of these students was mailed a postcard asking that they check all boxes as appropriate, and also mark the one reason that best explained their decision to not return to the U Idaho. The initial mailing, one follow-up and a second mailing were administered in October and November, 2006. Students were offered incentives to complete the survey; a drawing for a 30GB iPod was the first prize, and there were 25 drawings for \$15 gift certificates to iTunes as well.

The survey included three categories which U Idaho data have shown are significant reasons our students leave: Academic Reasons, Financial Issues, and Personal and Social Issues. These issues of concern to U Idaho students are supported by findings from the CIRP Freshman Survey, the National Survey of Student Engagement and the U Idaho Graduating Senior Survey. In addition, the significance of these issues is reinforced by national data as reasons why students leave institutions before completing their degrees. Within each of these categories, students were allowed to select all elements that applied.

Of the forty-six percent (46%) who returned completed surveys by the closing date, fifty-eight percent (58%) were female, with eighty-five percent (85%) reporting they were Caucasian, three percent (3%) American Indian/Alaskan Native, two percent (2%) Hispanic and two percent (2%) Asian or Pacific Islander. Thirty-seven percent (37%) of the respondents had over a 23 ACT or 1100 SAT score, while seventy-nine percent (79%) had a 3.0 or better high school GPA. The breakdown of respondents reflected the population overall: thirty-seven percent (37%) were freshmen, twenty-six percent (26%) sophomores, eighteen percent (18%) juniors, and nineteen percent (19%) seniors. The cumulative GPA of respondents ranged from 2.0 to 4.0 with a median of 3.0. Fifty-three percent (53%) of respondents reported they plan to transfer to another institution, with only twenty percent (20%) reporting that they plan to return to the University of Idaho. Eight percent (8%) reported finding a job or joining the military. Only five percent (5%) of respondents reported they have “no immediate plan to continue education.”

#### **ACADEMIC REASONS**

Ten academic reasons for leaving the University of Idaho were listed for students to select, including “Poor grades,” “Poor advising,” “Unsupportive faculty,” “Courses were too difficult,” “Courses were too easy,” “Couldn’t get the classes I wanted,” “UI didn’t have the major I wanted,” “Didn’t know what major I wanted,” “Core courses were not relevant,” and “Classes were too large.” They were asked to select all responses that applied. Consistent with last year, the item most frequently reported as the academic reason for not returning to the University of Idaho at all levels was “Poor advising” (13%). However, this was down considerably (6%) from last year, perhaps due to the many advising initiatives implemented. This was followed closely

by “Didn’t know what major I wanted” (11%, up 5%) and “UI didn’t have the major I wanted” (also 11%, but down 7%). When looking at responses by class level, separate from overall responses, these were the top three most frequently reported academic reasons for sophomores (19%, 19%, and 16% respectively), but freshmen cited quite different reasons. For them, “Core courses were not relevant” was most cited (18%), followed by “UI didn’t have the major I wanted” (11%). “Poor advising,” “Unsupportive faculty,” and “Classes were too large” were each cited by nine percent (9%) of freshman respondents. Juniors reported “Didn’t know what major I wanted” (19%) and seniors rated “Poor advising” (9%) as their most common academic reasons for not returning. Unique to sophomores was “Courses were too difficult” (1%); no other class rated this item as one of their reasons for not returning. Seniors noted only “Poor advising” (9%), and “Unsupportive faculty” and “Courses were too easy” (4% each). Interestingly, responses broken down by college and major were not significantly different from overall responses.

### **FINANCIAL ISSUES**

Financial issues contained five possible options: “Increase in tuition,” “Decrease in family support,” “Cost of on-campus room and board,” “Financial aid package was reduced” and “Insufficient work opportunities.” Nine percent (9%, down 4%) of students overall reported an “increase in tuition”, and nine percent (8%, down 2%) reported “insufficient work opportunities” as major reasons for leaving the U Idaho. “Decrease in family support” is the only financial reason that had an increase of students reporting it as a reason for leaving (8% up from 6% last year.)

When data was broken out by class, freshman reported “Insufficient work opportunities” most frequently (14%), while sophomores and juniors reported “increase in tuition” (13% and 14%, respectively) most frequently. Seniors cited “Decrease in family support”(9%) as the primary financial reason; also, seniors were the only class to *not* note “Increase in tuition” or “Cost of on-campus room and board”.

### **PERSONAL AND SOCIAL ISSUES**

Personal and Social issues contained eight possible elements: “Was bored,” “Felt campus was too remote,” “Had health and/or family problems,” “Had personal problems (e.g. stress, homesick, relationship issues),” “Had trouble making friends or fitting in,” “No extracurricular activities of interest,” “Had prior religious commitment,” and “Was unhappy with my on-campus living arrangements.” The most frequently reported items overall were “Had personal problems” (21%), and “Was bored,” “Felt campus was too remote,” and “Had health and/or family problems” (11% each).

The distribution was distinct for each class. Freshmen overwhelmingly cited “Had personal problems” (30%), followed by “Felt campus was too remote” and “Was unhappy with my on-campus living arrangements” (20% each). Sophomores also “Had personal problems” (19%), but also indicated “Was bored” and “Had health and/or family problems” (16% each). For juniors, the most common reason was “Had health and/or family problems” (19%), followed by “Had personal problems” (14%). Seniors selected only three choices: “Had personal problems” (14%), and “Was bored” and “Had health and/or family problems” (4% each). In terms of the overall



population, only female respondents indicated “No extracurricular activities of interest” (6%), and only one male indicated “Had health and/or family problems” (less than 1%).

### **TOP REASONS BY LEVEL**

The reason reported by most students for not returning to U Idaho was “Had personal problems (e.g., stress, homesick, relationship issues) (21%, consistent with last year), followed by “Poor advising” (13%, down 6%). Overall, twenty percent (20%, down 1%) planned to return to the U Idaho in the future. When looking at the aggregate data for each class level, however, the main reasons for leaving the U Idaho show some differences between the classes.

For freshmen, the top reasons they chose to leave the U Idaho and not return were primarily personal and social issues: “Had personal problems” (30%, down 3%), and “Felt campus was too remote” (20%, up 12%), “Was unhappy with my on-campus living arrangements” (20%, down 6%). The next most cited reason was “Core courses were not relevant” (18%, up 9%); the most cited financial reason was “Insufficient work opportunities” (14%, down 3%). Sixty-eight percent (68%) of these students planned to transfer to another institution (down from 70% last year), while only eleven percent (11%, down from 22%) planned to return to the UI.

For sophomores, the top reasons were split between academic and personal/social issues. Nineteen percent (19%, down 5%) reported “Poor advising”, “Didn’t know what major I wanted,” (also 19%) and “Had personal problems” (19%, up 1%) as their top reasons for leaving the U Idaho. Over half of sophomores also reported “Increase in tuition,” “UI didn’t have the major I wanted,” “Was bored,” “Had health and/or family problems” as reasons for leaving. Sixty-three percent (63%, up 2%) of these students planned to transfer to another institution and while twenty-six percent (26%, up 11%) planned to return to the U Idaho.

A split between academic and personal reasons is evident in responses from juniors, with an emphasis on academic matters. Nineteen percent (19%) responded “Didn’t know what major I wanted” and “Had health and/or family problems” (up 4% this year). At the next level—fourteen percent (14%)—are four issues: “Poor advising” (up 11%), “Unsupportive faculty” (up 9%), “UI didn’t have the major I wanted” (down 21%), and “Had personal problems” (up 4%). Sixty-one percent (61%, down 1%) of juniors planned to transfer to another institution, while fourteen percent (14%, down 16%) report they planned to return to the UI.

Seniors had one single most frequently reported reason for leaving: “Had personal problems” (14%, up 2%). Next most frequently cited are “Poor advising” (9%, down 1%) and “Decrease in family support” (9%, up 9%). Seniors noted the fewest different reasons overall: nine out of a possible twenty-three. Thirty-six percent (36%, up 15%) of seniors plan to return to the UI, while twenty-three percent (23%, up 13%) “found a job or entered military services.” Surprisingly, no seniors indicated plans to transfer to another institution.

### **PRIMARY REASONS**

This year, for the first time, students were asked to indicate the primary reason that led to their decision not to return to the U Idaho. Overall, students selected “Had personal problems (e.g., stress, homesick, relationship issues)”, followed closely by “Didn’t know what major I wanted.”

Freshmen selected “Had personal problems” as their number one reason as well, while sophomores rated “UI didn’t have the major I wanted.” Both juniors and seniors most frequently selected “Other” as their primary reason for not returning.

### **OPEN-ENDED COMMENTS**

Respondents were also given the opportunity to add additional comments. These varied but included such items as got married and moved, had a baby and took time off, more cost effective to go elsewhere, and disappointed in quality of program/faculty/department. Unique to this year, perhaps, was the respondent who was at the U Idaho as a “Hurricane Katrina visiting student.”

*For questions contact Jane Baillargeon*

*phone: 208.885.5828*

*email: jane@uidaho.edu*