

**EXECUTIVE SUMMARY  
GRADUATING SENIOR SURVEY  
CLASS OF 2012-2013**

The Graduating Senior Survey is one measure used to assess students' satisfaction with and opinions about their experiences at the University of Idaho as they complete their undergraduate programs. Results are used to improve our degree programs in order to enhance learning, as well as to provide feedback to faculty and student service units to improve student experiences. Potential respondents included the 1,907 baccalaureate degree recipients for August and December 2012, and May 2013. This year 1,721 graduating seniors (90%, down 2% from last year) responded in time for their surveys to be included in the analysis. Some highlights include:

For graduating seniors, self-reported time spent on academic work outside of class spanned from fewer than 7 hours per week to more than 33 hours per week; the median time spent for the senior year was in the interval of 13 to 17 hours, down from the previous two years. Twenty-nine percent (29%) of respondents reported that they study 23 or more hours each week outside of class.

When asked about participating in a list of activities available on campus, the top five activities were the same as last year: "intramural or club sports" (49%), "civic, community service" (46%), "professional organizations/clubs related to major" (40%), "service learning activities/projects" (37%), and, "internship" (37%).

This year, only seventy-five percent (75%) of respondents report that they are satisfied with the cost of their University of Idaho education, a continued decline and the lowest in six years. As in previous years, student loans are most frequently reported as the primary source of funding to support education (49%), with an additional twenty-two percent (22%) using loans as a lesser source of support.

This year, forty-two percent (42%) of graduating seniors reported that the UI should have more emphasis on "research experience," with forty-nine percent (49%) reporting that the quality of their research experience was "good" or "excellent." When asked about satisfaction with departmental offerings, nearly six out of 10 students (59%) reported being "satisfied" or "very satisfied" with "opportunities for participation in faculty or individual research."

Nearly one-half (46%) of graduating seniors report they expect their principal activity after graduation to be "full-time employment in my major field," while twelve percent (12%) anticipate being employed full-time in some other field. Almost one-quarter (24%) expect to be in "graduate school", while an additional six percent (6%) plan to be enrolled in "continuing education for credential/professional certificate."

## **Graduating Senior Survey Class of 2012-2013**

### **INTRODUCTION**

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

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

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

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

Analysis of results occurs the fall after graduation and includes data from the entire graduating class (summer, fall and spring semesters). Departments with ten or more

respondents receive a departmental frequency analysis along with the college and university frequency analyses for comparative purposes. Data are reported only in the aggregate, and no individual student's identity is connected to any survey response or report.

## **DESCRIPTION OF GRADUATING SENIORS**

Potential respondents included the 1,907 baccalaureate degree recipients for August and December 2012 and May 2013. This year 1,721 graduating seniors (90%, down 2% from last year) responded in time for their surveys to be included in the analysis.

At the time they completed the survey, the respondents ranged from 21 years or younger to 30 years of age or older, with a median age of 23 (mode of 22) years, all typical of previous years. Eighty-three percent (83%) of this year's graduating seniors report they are 25 years of age or younger. Forty-seven percent (47%) of respondents are female, down (3%) from the previous year. Seventy-eight percent (78%, down 4% perhaps due to the increase in "other/unreported") are Caucasian. Ninety-three percent (93%, down 1% from the previous year) of respondents took most of their UI coursework on the Moscow campus, while four percent (4%, no change) took coursework on the Coeur d'Alene campus.

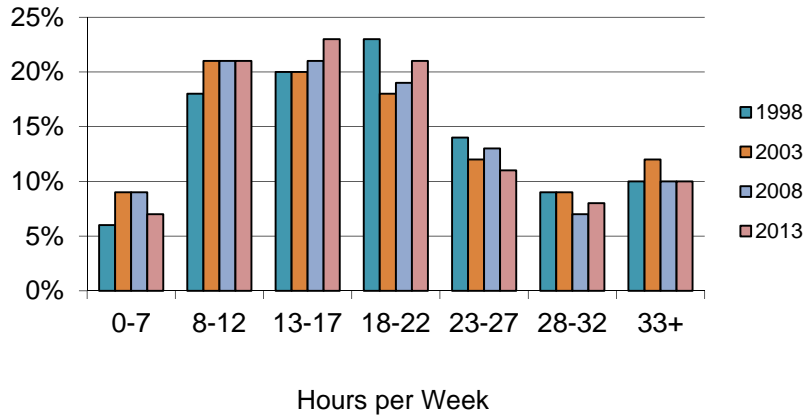
Sixty-one percent (61%, up 2%) of respondents reported transferring credits from another college or university with the median number of credits transferred in the 20-34 range, and the mode in the 1-19 range, similar to previous years. Respondents were also asked if they had transferred "to the college/department from another college/department within the university." Thirty-five percent (35%, up 3%) responded that they had done so, with twenty-six percent (26%, up 1%) of those transferring doing so as freshman, thirty-eight percent (38%, no change) as sophomores, twenty-eight percent (28%, down 2%) as juniors, and nine percent (9%, up 2%) as seniors.

## **ACADEMIC AND STUDY COMMITMENTS**

For graduating seniors, self-reported time spent on academic work outside of class spanned from fewer than 7 hours per week to more than 33 hours per week; the median time spent for the senior year was in the interval of 13 to 17 hours, down slightly from the previous two years. Twenty-nine percent (29%, no change) of respondents reported that they spent 23 or more hours each week on academic work outside of class. Respondents most frequently report meeting with faculty "outside of class, for advice, or about coursework or research," between one and four times during their senior year (38%), with a median interval of five to eight times, also consistent with previous years.

The chart below outlines how much time respondents reported spending on their academic work (studying, doing library research, writing papers, etc.) outside of the classroom over the past fifteen years.

### Hours Spent Per Week on Academic Work Outside of Class 15-Year Comparison



## EMPLOYMENT AND PERSONAL DEVELOPMENT

Sixty-five percent (65%, up 2%) of respondents reported that they were employed during their senior year, with the median number of hours worked between 8 and 12 per week. Nineteen percent (19%, up 1%) reported they were employed 23 hours or more per week during their senior year.

When asked about participating in a list of activities available on campus, the top five activities were the same as last year: “intramural or club sports” (49%, down 2% from last year), “civic, community service” (46%, down 1%), “professional organizations/clubs related to major” (40%, down 2%), “service learning activities/projects” (37%, up 1%), and, “internship” (37%, down 4%).

Additional areas in which at least 20% of students participated were:

- Social fraternity or sorority (30%, no change);
- Directed study/research (25%, down 1%);
- Fine and performing arts productions (20%, no change); and,
- Other on-campus organizations (32%, down 2%);

## FINANCIAL SUPPORT

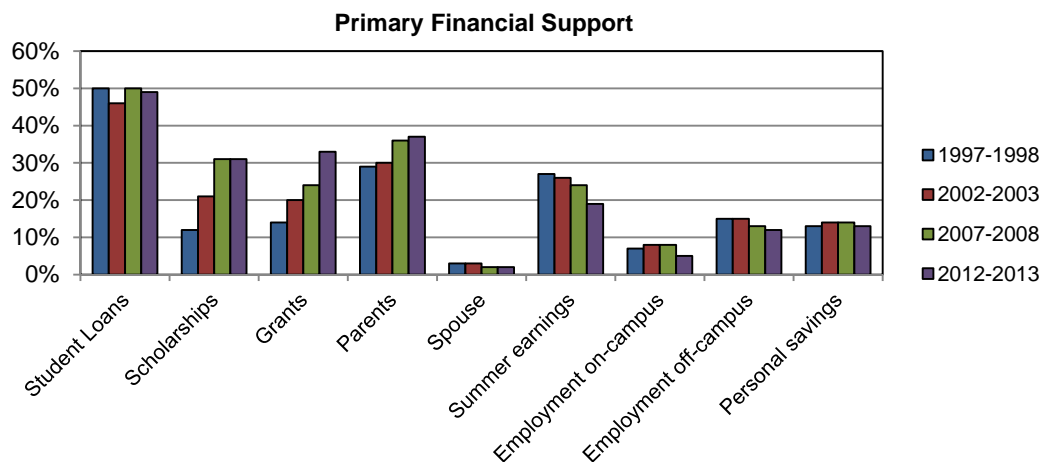
This year, only seventy-five percent (75%, down 3%) of respondents report that they are satisfied with the cost of their University of Idaho education, a continued decline and the lowest in six years. As in previous years, student loans are most frequently reported as the primary source of funding to support education (49%, up 2% from 2011-2012), with an additional twenty-two percent (22%, up 1%) using loans as a lesser source of support. Other areas most frequently used as primary sources include “parents or guardians”

(37%, no change), “scholarships” (33%, down 1%), and “grants (SEOG, Pell, etc.)” (31%, up 1%).

Additionally, seventy percent (70%, no change) of respondents used “summer job earnings” as a primary or lesser source of support for their education. Over one-half used personal savings as a primary or lesser source (54%, no change), and forty-three percent (43%, up 5%) used off-campus employment while at college. Only thirty-five percent (35%, up 1%) used on-campus employment as a primary or lesser source. Ten percent (10%, up 1%) of respondents reported they used “internship/cooperative education earnings” as a primary or lesser source of financing, while eight percent (8%, no change) of respondents used other sources for primary funding, including “spouse,” “other,” “veterans’ benefits,” or “disability benefits.”

Seventy-four percent (74%, down 1%) of responding seniors report they received scholarships, and eighty-one percent (81%, up 1%) relied on scholarships as a primary (31%, down 3%) or lesser (50%, up 4%) source of funding, for their undergraduate education. This continues to be a significant change from the survey’s inception in 1992 when only forty-two percent (42%) of seniors reported that they had received scholarships, and sixteen percent (16%) relied on them as a primary source of support. Grant use has shown a similar increase over that time period (33% in 2013 versus 13% in 1995).

The chart below identifies changes to the primary sources of financial support for respondents’ undergraduate education for the past fifteen years. Respondents are allowed to select all that apply, so totals for the year can exceed 100%.



## SATISFACTION WITH CHOICE OF MAJOR

Sixty-two percent (62%, up 4%) of graduating seniors report having changed their majors at least once while in college, with twenty-four percent (24%, no change) having changed it two or more times. Even so, nearly one-half of students (47%, down 3%) selected their major during their freshman year, with over one-quarter (27%, up 2%) selecting their major in their sophomore year, and twenty-one percent (21%, up 1%) waiting until their

junior year to decide. Five percent (5%, down 1%) decided on their major during their senior year.

## **FUTURE PLANS**

Nearly one-half (46%, up 2%) of graduating seniors report they expect their principal activity after graduation to be "full-time employment in my major field," while twelve percent (12%, no change from the previous year) anticipate being employed full-time in some other field. Almost one-quarter (24%, down 1%) expect to be in "graduate school", while an additional six percent (6%, no change) plan to be enrolled in "continuing education for credential/professional certificate." Six percent (6%, down 2%) are "completely undecided" about their principal activity after graduation, though sixty-three percent (63%, down 3%) of respondents report that they plan to pursue further studies.

Over one-half (54%, up 5%) of all respondents had begun their job search at the time they completed the survey, while only sixteen percent (16%, no change for the past several years) had been offered a position. For those reporting they have been offered a position, students reported how they found their jobs:

- Position listed with Career Center (4%, down 1%);
- UI Career Fair (7%, up 1%);
- Worked for employer prior to graduation (internship, practicum, summer/part-time job, etc.) (31%, up 1%);
- Referred by faculty, advisor, friend, or family member who knew this employer (11%, no change);
- Internet (6%, up 2%);
- Ad in newspaper, journal, etc. (1%, down 1%);
- Flyer or job posting at my college or department (<1%, down from 1%);
- Contacted company on my own (12%, down 5%);
- Temporary/employment agency (<1%, no change); and,
- Other (26%, up 2%).

Twenty-nine percent (29%, down 3%) reported that they had "completed an internship", with fourteen percent (14%, up 9%) reporting an internship was "required" for their major.

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

One element of the Graduating Senior Survey measures various aspects of undergraduate programs and living experiences, as well as satisfaction with the University of Idaho. Ninety-seven percent (97%) of respondents (unchanged for the past several years) reported that they were "satisfied" or "very satisfied" with the quality of education overall.

More than nine out of ten graduating seniors indicated they were "satisfied" or "very satisfied" with "undergraduate education in general" (95%, down 1%), "increased confidence in my knowledge and abilities" (96%, no change), "opportunity to develop

valued friendships" (95%, down 1%), and "education in my major field" (95%, down 1%).

In other areas students reported being “satisfied” or “very satisfied”:

- “campus life, social interactions” (93%, up 1%);
- “services for students in general” (93%, up 1%);
- “opportunity to interact with faculty informally” (91%, down 2%);
- “services for students from my department” (89%, no change); and,
- “opportunity to get to know diverse people” (88%, up 1%).

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

Since the survey’s inception, graduating seniors have been asked to indicate the quality of their experience with their college/major department in several areas. The top areas in which students reported their satisfaction was “good” or “excellent” were “class size” (91%, up 1%), “faculty-student interactions” (90%, up 1%), “student-student interactions” (90%, no change), and “academic rigor” (88%, up 1%).

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

- “practical relevance of content” (89%, up 1%);
- “quality of instruction” (89%, down 1%);
- “personal attention to students” (88%, down 1%);
- “currency of curriculum content” (87%, down 1%);
- “fairness of grading” (87%, no change);
- “academic advice from faculty” (85%, down 1%);
- “quality of students in class” (85%, down 2%); and,
- “research reputation” (88% of those who rated satisfaction with this item, no change).

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

- “collaborative learning opportunities” (78%, no change); and,
- “availability of required courses” (74%, no change).

### **GENERAL EDUCATION GOALS**

In general, graduates reported lower enhancement of their capabilities relative to cultural heritage and cultural contributions by minority groups than in the other ability and knowledge areas. For example, this year sixty-five percent (65%, down 1%) reported their ability to “relate well to people of different races, nations, cultures, and religions” was “moderately” or “greatly” enhanced during their college experiences. In addition, students reported that their ability to “understand another culture, know another language” (48%, down 1%) was “moderately” or “greatly” enhanced, as were their understanding of “contributions to knowledge and culture by women” (51%, no change), and “contributions to knowledge and culture by ethnic minorities” (51%, down 1%).

One item on the senior survey lists a variety of abilities and types of knowledge which correspond with the University learning outcomes and which may be developed in a bachelor's degree program; respondents indicate the extent to which each capacity was enhanced by their UI undergraduate education.

## University Learning Outcomes

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.

### 1. 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.

### 2. Think and create

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

### 3. 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.

### 4. 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.

### 5. Practice citizenship

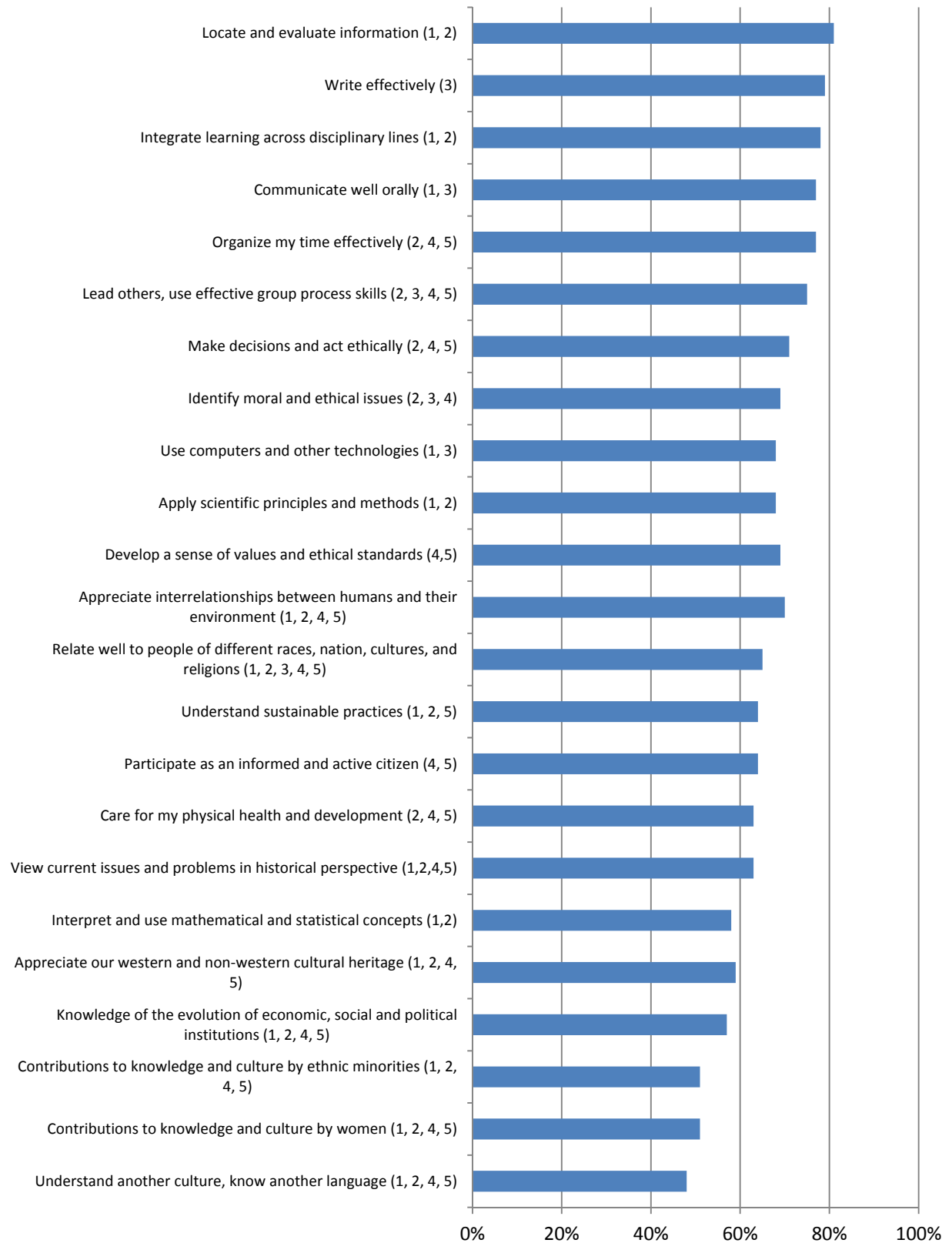
Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

The items reported by the highest frequencies of seniors to be those “greatly” or “moderately” enhanced include: “think analytically and critically” (88%, no change) and “identify and solve problems” (87%, no change), both connected to UI Learning Outcomes 1 and 2; “acquire new skills and knowledge on my own, continue to be intellectually curious” (85%, up 2%), Learning Outcomes 1, 2, 4, and 5; “formulate creative/original ideas and solutions” (84%, up 2%), outcomes 1, 2, and 5; “function independently” (83%, no change), outcomes 1, 2 and 4; “understand myself: abilities, interests, limitations, and personality” (84%, up 1%), outcomes 2, 4, and 5; and, “locate and evaluate information” (81%, no change), outcomes 1 and 2.

The chart below articulates the extent to which seniors report other skills and knowledge were “moderately” or “greatly” enhanced. In addition, the abilities are marked in parentheses with the University of Idaho Student Learning Outcome related to each.



### Skills and Abilities Moderately or Greatly Enhanced



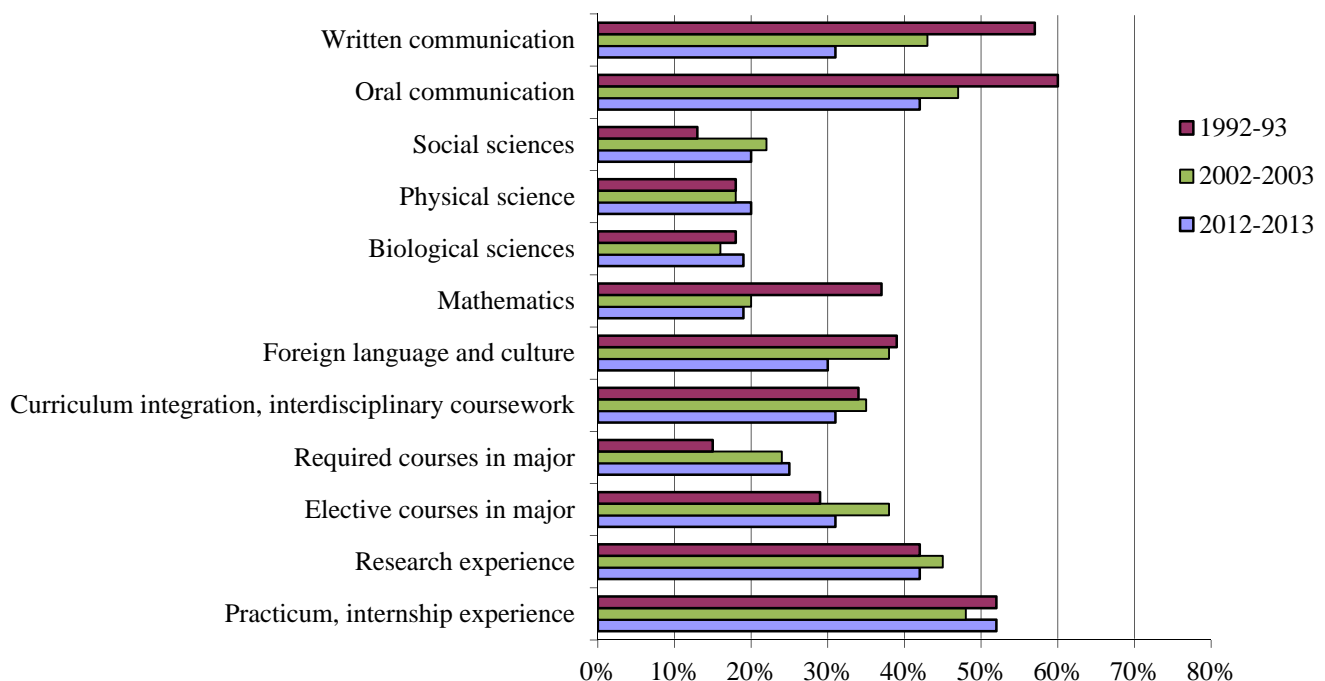
## EMPHASIS AND SATISFACTION IN GENERAL EDUCATION CURRICULUM

The Graduating Senior Survey also asks students to evaluate the need for some of the goals and objectives of our general education (core) curriculum. These elements ask for student views regarding the 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 same areas while at the UI. Each of these items correlates with one or more of the University Learning outcomes that broadly describe expected and desired consequences of learning through integrated curricular and co-curricular experiences.

The top three areas in which seniors recommended *more* emphasis for future students were the same as they have been for the last several years: "practicum, internship experience" (52%, up 2%), "oral communication" (42%, no change from the previous two years), and "research experience" (42%, no change from the previous year). Conversely, the top areas in which respondents recommended the *same* or *less* emphasis for future students were: "required courses in the major" (68%, down 3%, but markedly up from 1992-93), "mathematics" (67%, down 1%), "philosophy/ethics" (67%, no change), and "literature" (67%, down 1%). These are consistent with previous years.

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

**Undergraduate Desires for "More" Emphasis**

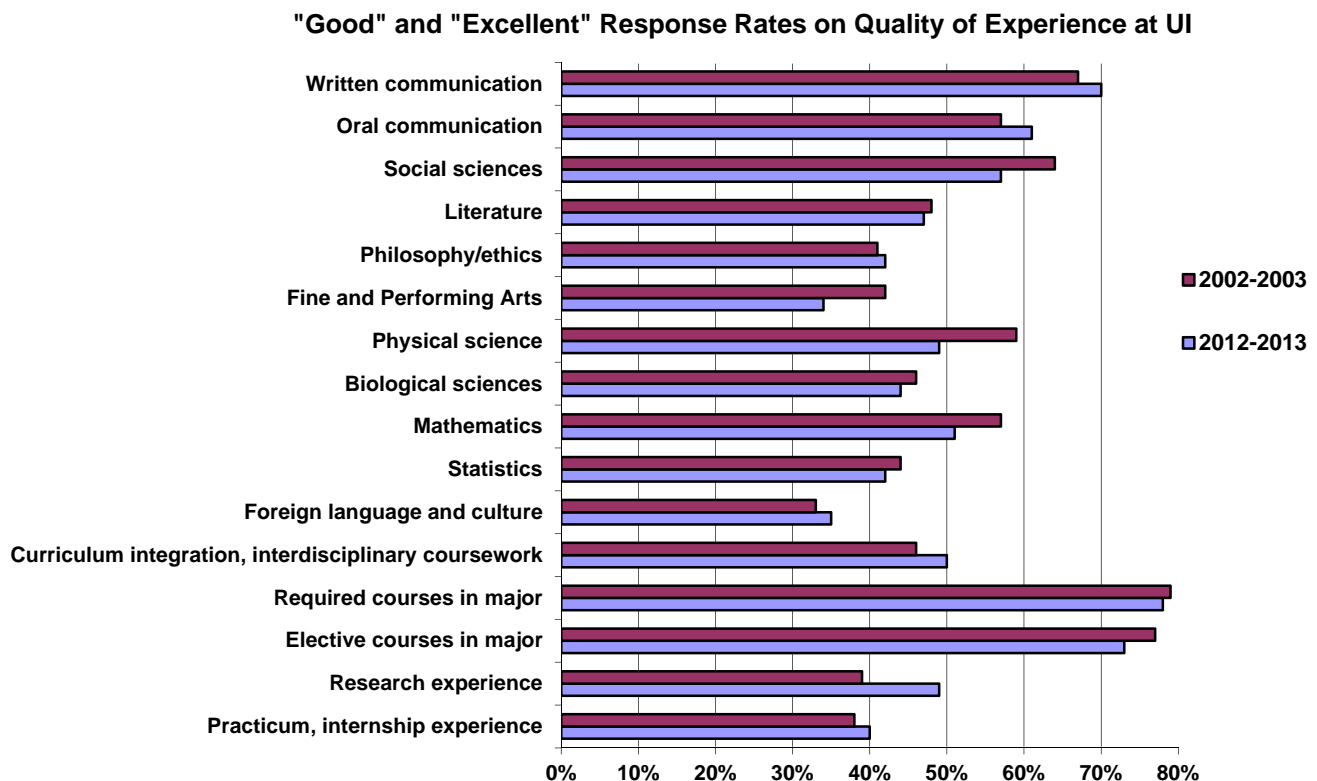


This year students were asked for the third time about the emphasis “technology and software use” should have and for the first time, it has increased: thirty-nine percent (39%, up 3%) reported “more” and forty-seven percent (47%, down 4%) reported “same.”

Students were also asked to rate the quality of their experiences in each of these areas at the UI. Consistent with the last several years, the top elements in which students reported the quality of their experience as "excellent" or “good” were: "required courses in the major" (78%, down 3%), "elective courses in the major" (73%, down 4%), and "written communication" (70%, down 1%).

It is important to note that for eight of the eighteen elements in this item, over one-quarter of the students reported that these were not experiences or courses they had experience with at the University of Idaho. This is also consistent with previous years. When the frequency distribution is adjusted by eliminating the responses for students who have not had the experience at the UI, six out of ten respondents report the quality of their experience as “good” or “excellent” for all items except “technology and software use” (58%).

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



Finally, fifty-nine percent (59%, down 1%) of all respondents reported taking a freshman Core Discovery course. This will change in the next two years as the general education program has changed and Core Discovery is no longer being offered.

## **UI AND SBOE GENERAL EDUCATION COMPARISONS**

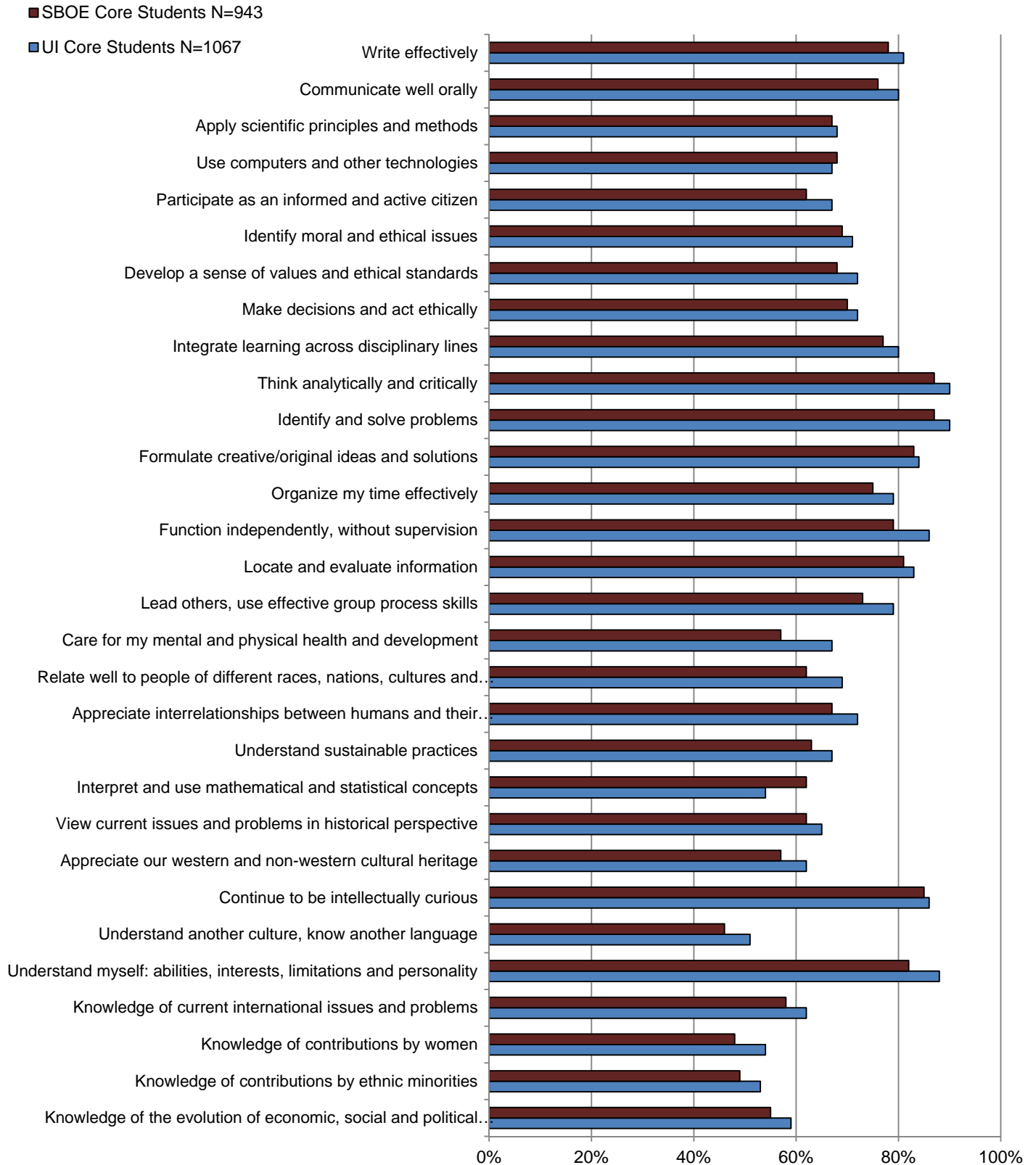
In comparing the responses of students who took the UI Core Curriculum and those who took the State Board of Education (SBOE) Core Curriculum, (representing 53% and 47% of the respondents respectively), UI Core students reported higher quality of experiences with most of the abilities and knowledge that are developed in a general education program than did SBOE Core students. This is consistent with all previous years in which the comparisons can be made. Overall satisfaction with their experiences at UI is similar between the two groups: ninety-seven percent (97%, up 1%) of UI Core students reported they were “satisfied” or “very satisfied” overall, and ninety-eight percent (98%, up 2%) of SBOE Core students reported the same. It is important to note that most of the students taking the SBOE Core were transfer students (94%).

Satisfaction with the emphasis that the variety of disciplines in the core should have was very similar between both groups. It is noteworthy that considerably more UI Core students participated in campus activities such as “ASUI Center for Volunteerism and Social Action,” “service learning activities/projects,” “intramural or club sports,” “international exchange/study abroad,” and “professional organizations/clubs related to major.” It is also interesting that UI Core students reported being slightly more satisfied with advising than were students in the SBOE Core, with fifty-nine percent (59%, down 3%) of UI Core students reporting “counseling about study strategies” was “good” or “excellent”, compared with only fifty-seven percent of SBOE Core students (57%, up 1%). Conversely, sixty-one percent (61%, down 6%) of UI Core students reporting “help with career selection” was “good” or “excellent” compared to sixty-three percent (63%, up 2%) of SBOE students. In other areas of advising, both groups reported similar rates of satisfaction.

When a means comparison is run for the 30 items which ask UI Core Curriculum students and SBOE Core Curriculum students how much their abilities and knowledge of items relating to the University’s five learning outcomes were enhanced, UI Core students reported slightly lower scores only in “interpret and use mathematical and statistical concepts”, and “apply scientific principles and methods.” Overall, means for students taking UI Core were higher than those taking the SBOE Core, and in many cases considerably higher. This is consistent with previous year’s responses.

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

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



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

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

- "Library resources" (94%, no change);
- "Attractiveness of campus" (92%, down 2%);
- "Library services" (92%, down 1%);
- "Adequacy of classrooms" (89%, down 5%);
- "Student Recreation Center" (88%, down 3%);
- "Computer lab access" (88%, down 2%);
- "Admissions Office" (88%, up 1%);
- "Registrar's Office" (87%, no change);
- "Help Desk support services" (85%, down 2%);
- "Idaho Commons" (85%, no change);
- "Bookstore services" (82%, down 2%);
- "Individual study space on campus" (82%, down 1%); and,
- "Group study/work space on campus" (81%, down 2%).

When adjusted for students who reported that they had not used the services, additional elements become prominent for student satisfaction: "Counseling Center, personal counseling and vocational counseling," "Career services, advising, fairs, and workshops and events," "Business & Accounting Services," "Writing Center," "Statistics Assistance Center," "Honors Program," "ASUI," "Disability Support Services," "Tutoring and Learning Services," "Student Support Services," "Student Health Services," "Student Wellness Program," "Study Abroad Advisor," "International Programs Office," "International Student Advisor," "Multicultural Affairs Office," "Residence Life," the "Women's Center," "Greek Programs," "adequacy of laboratories, studios," "Music/theatre/dance/art performances," "intramural sports," "student government and publications," and, "campus organizations, clubs, special interest groups" all receiving ratings of "satisfied" or "very satisfied" from at least eighty percent (80%) or more of respondents who reported using these services.

## **RESEARCH OPPORTUNITIES**

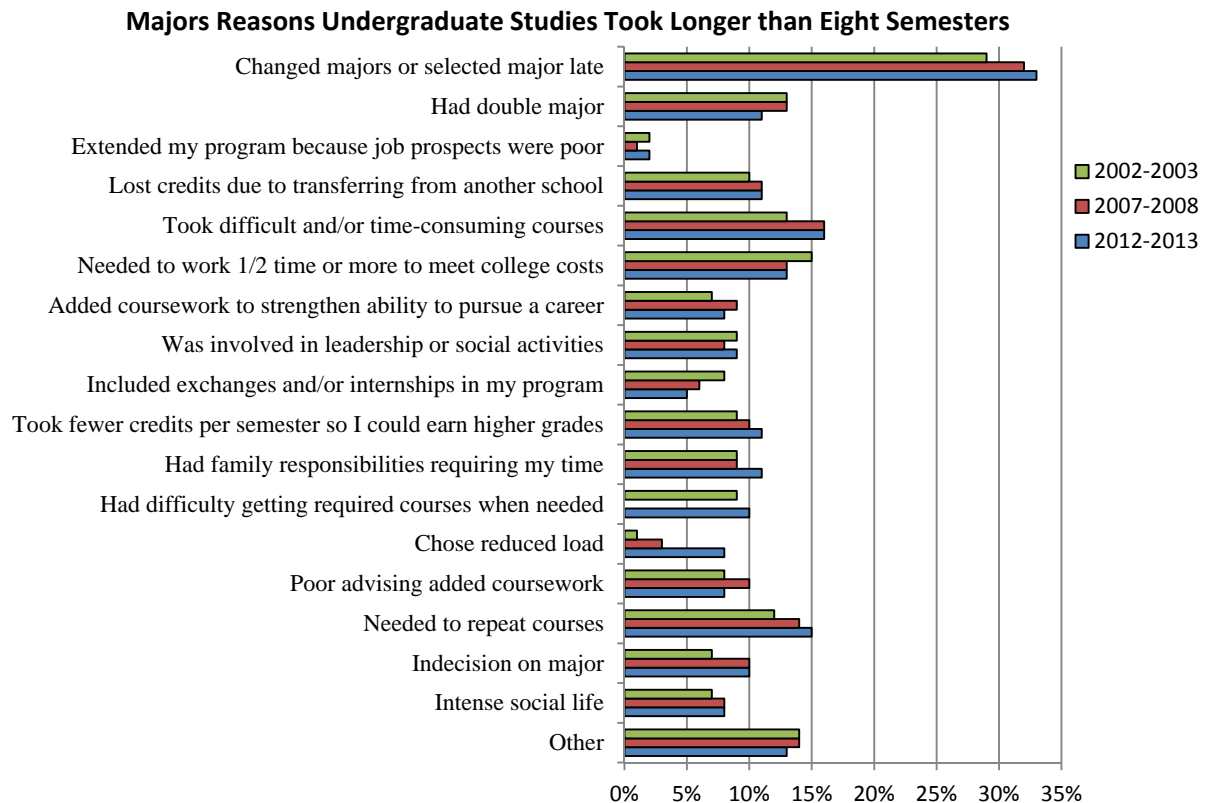
As in previous years, students were asked "During your undergraduate semesters at the University of Idaho, did you have opportunities to do original research - outside of normal classroom activities such as term papers or library research?" Seventy-three percent (73%, down 2%) report they had, with seniors reporting their experiences as "laboratory or computational research" (38%, down 2%), "field study" (38%, down 2%), and "original writing" (43%, down 3%). This question allowed for them to select all response options that applied. Fifty-three percent (53%, down 4%) reported their experiences were "independent," fifty percent (50%, down 3%) "collaborative with students," and twenty-four percent (24%, down 1%) "collaborative with faculty." Twelve

percent (12%, down 2%) reported that publication(s) have or will come from their research experience.

This year, forty-two percent (42%, no change) of graduating seniors reported that the UI should have more emphasis on “research experience”, with forty-nine percent (49%, up 4%) reporting that the quality of their research experience was “good” or “excellent.” When asked about satisfaction with departmental offerings, nearly six out of 10 students (59%, up 1%) reported being “satisfied” or “very satisfied” with "opportunities for participation in faculty or individual research."

## TIME TO GRADUATION

The Graduating Senior Survey asks students a series of questions about their progress to their degrees. Students were asked how many semesters their undergraduate studies took to complete, with response options ranging from fewer than seven semesters to 15 or more. While the most frequent response, as in the past, was eight semesters (32%, up 1%), thirty-seven percent (37%, no change) of students reported that it took 10 or more semesters to complete their undergraduate studies. The reason cited by the greatest number of respondents for why they took longer than eight semesters to complete their studies was the same as in the past several years: “changed majors or selected major late” (33%, up 4%). Other top reasons cited were also consistent with previous years; the chart below identifies the trends for the past 10 years.



## CAREER CHOICE

When graduating seniors were asked how certain they are of their career choices, more than one-half (56%, down 2%) responded that they were "very certain," while eleven percent (11%, up 1%) were still undecided at the time of graduation. In addition, sixty-two percent (62%, down 1%) reported that the quality of "help with career selection" they received from their academic departments was "good" or "excellent."

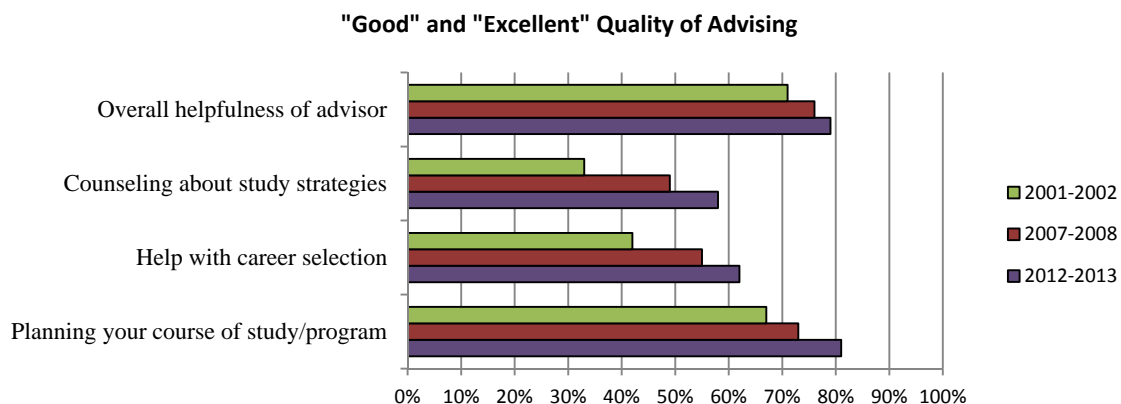
## DEPARTMENTAL FACULTY

An important portion of the UI Graduating Senior Survey relates to student assessment of the department, its faculty, curriculum, instruction, advising, and services. Consistent with previous years, students responded with their most positive rating of their department faculty in "knowledge and competence in area of expertise" (94%, no change). "Professional stature and reputation" received "excellent" or "good" ratings from ninety-two percent (92%, also no change) of responding seniors, with "teaching performance" at eighty-nine percent (89%, down 1%), and "helpfulness to students" receiving eighty-nine percent (89%, down 1%). Students were also asked to rate the graduate assistants in their department. Sixty-two percent (62%, up 1%) of students rated them "good" or "excellent," with twenty-five percent (25%) reporting "don't know."

## ADVISING

Each year students are asked their perception of the quality of advising they received from their department. While ratings went down slightly this year from last, overall trends show improvement. Ratings for "overall helpfulness" of their advisors went down this year (79%, down 4%), with "good" or "excellent" ratings for "counseling about study strategies" remaining steady (58%). Other elements of this question include the quality of advising for "planning your course of study/program" (81%, no change), and "help with career selection" (62%, down 1%).

The chart below provides a picture of the increases in advising since the survey first began asking these questions.





## **DEPARTMENTAL RATINGS**

Level of satisfaction with department offerings is also elicited from graduating seniors each year. The highest percentage of combined "satisfied" and "very satisfied" ratings were: "helpfulness of department office staff" (95%, up 1%), "advanced courses in the major" (92%, no change), "quality of information about the program and requirements" (89%, no change), "quality of courses in preparing you for career/employment" (84%, up 2%), and "introductory courses in the major" (80%, down 1%). Over one-half of all students were "satisfied or "very satisfied" in all areas.

## **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.

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