



University of Kentucky Graduating Senior Survey

Your answers to the following questions will help us evaluate our programs. This survey should take you 10 - 15 minutes to complete. Results will be reported only in summary fashion. Your responses are completely confidential and will not be associated with your identity.

Evaluation of Experiences and Skills

1.	Indicate the number of terms, if any, that you were involved in the following activities and educational experiences.					
		0	1	2	3	
		terms	Term	Terms	Terms	
		4+				
					Terms	
	Independent Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Study Abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Work with a faculty member on a research project outside of course or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Practicum, internship, field or co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Service learning course or course option	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Participate in a learning community or formal program where groups of students take classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2.	Indicate if you were involved in the following activities or educational experiences		
		No	Yes
	Self-designed major	<input type="radio"/>	<input type="radio"/>
	Capstone course or thesis	<input type="radio"/>	<input type="radio"/>

3.	Compared with when you started your first year, how would you describe your following skills and knowledge?					
		Much weaker	Weaker	change	Stronger	
					Much stronger	
	Making effective oral presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Writing effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Understanding the world from a variety of viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using statistical or mathematical reasoning to solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valuing cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding methods and applying principles or reasoning in the natural sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working cooperatively in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using foreign languages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing insight into why you behave the way you do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you took more than four years to complete your degree requirements at UK, please answer the following questions. (Check all that apply)

- Work obligations limited my enrollment
- Family obligations limited my enrollment
- Tuition and other costs of attendance limited my enrollment
- A decision to change majors added to my requirements
- Required course was not offered when needed
- I lost credits in my major upon transferring

Evaluation of Academic Programs

Indicate how much you agree or disagree with the following statements about:

5. <u>University Studies Program (USP)</u>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Most of my USP courses have been intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why USP courses are required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the various USP requirements fit together to make a cohesive program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my USP instructors described how course goals supported the overall goals of USP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of instruction in my USP courses was at least as good as that in my major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I understand the value of USP courses better now than at the time I took them.

The broad range of choices among courses to meet USP requirements was important to me.

I found USP requirements difficult to understand

6.

Your Major Program

Strongly disagree Disagree Not sure Agree Strongly agree

Required courses in my major were offered so that I could complete my degree on time.

Grading practices were appropriate and fair.

Faculty prepared carefully for their classes.

Faculty gave helpful feedback on my academic progress.

Faculty were accessible outside of the classroom.

Faculty were knowledgeable in their subject matter.

Faculty treated students with respect.

The department was characterized by mutual respect between students and professors.

The department actively helped me find appropriate employment or pursue further study.

I would recommend my major program to other students.

Evaluation of Student Services

7.

Rate your level of satisfaction or dissatisfaction with the following student services. *If you have not used a particular service, please mark 'Not Applicable'.*

Not applicable Very dissatisfied Dissatisfied Neutral Satisfied Very satisfied

Recreation areas in Student Center

Campus dining services

Counseling & Testing Center (personal counseling)

Counseling & Testing Center (career counseling)

Career Center Services

Student Billing Services

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness and athletic facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Financial Aid Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UK Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Apartments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Hall (living quarters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Hall (dining services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of Instruction and Academic Support

8.	How would you rate the quality of each of the following aspects as UK?				
		Poor	Fair	Good	Excellent
	Quality of instruction by overall faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Quality of instruction by faculty in major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Quality of instruction by teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Individual attention from instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Preparation for my first career job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Preparation for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Quality of library services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Availability of computing resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Willingness of faculty to meet with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Quality of UK's library collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of service provided by the computer lab staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

9. Rate your level of satisfaction or dissatisfaction with the following academic support programs. If you have not used a particular service, please mark 'Not Applicable.'

	Not applicable	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
The Study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. To what extent do you agree or disagree with the following statements about your academic advisor?

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Spent sufficient time with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was accessible when I needed help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed my academic record prior to giving advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is someone I would recommend to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment of Campus Climate

Assess the extent to which the academic/social climate is discriminatory or supportive for each of the student groups.

11. <u>Academic Climate</u>	Very discriminatory	Discriminatory	Supportive	Very supportive
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other racial minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay/Lesbian Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Climate

12.

	Very discriminatory	Discriminatory	Supportive	Very supportive
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
African Americans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other racial minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay/Lesbian Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13.

To what extent do you feel UK emphasizes each of the following.

	Very little	Some	Quite a bit	Very much
Studying and academic work outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to help you succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to develop an active social life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students of different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing scholarly, analytical, and intellectual qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing aesthetic, expressive, and creative qualities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing an understanding and appreciation of human diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing information literacy skills (using computers, other information resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing job-related skills and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering courses that are practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14.

To what extent has your college education fulfilled your expectations?

- Far below
- Moderately below
- Met expectations
- Moderately above
- Far above

15. Overall, how satisfied or dissatisfied were you with your experiences at UK?

- Very dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Very satisfied

16. If you could start college again, would you enroll at UK?

- Definitely not
- Probably not
- Probably yes
- Definitely yes

Plans Following Graduation

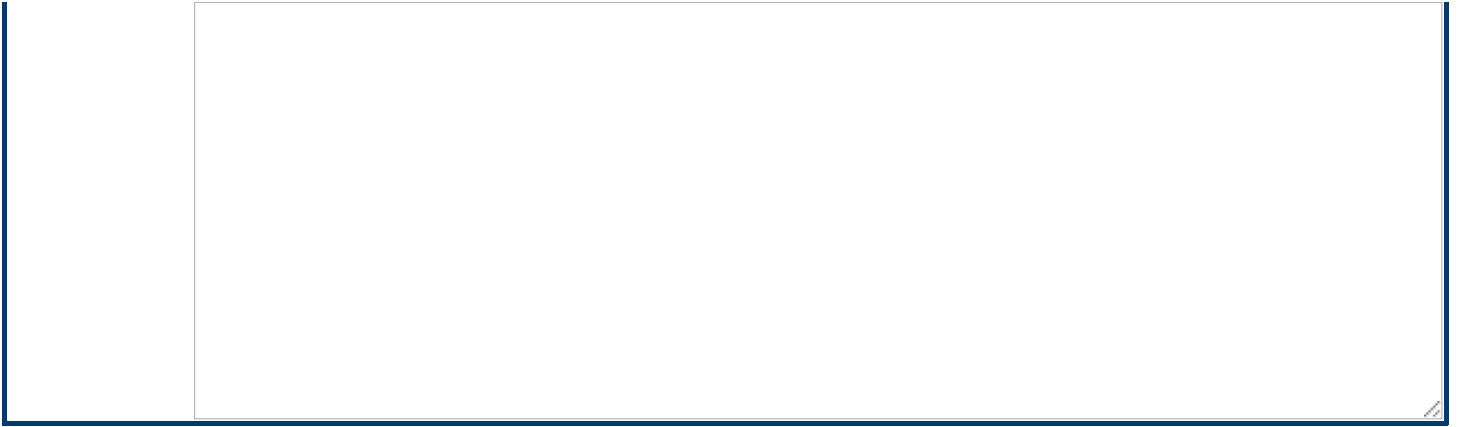
17. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate course work
- Military service
- Volunteer activity (e.g., Peace Corps)
- Starting or raising a family
- Other, please specify:

18. If you are continuing your education, what is the highest degree you plan to earn?

- No plans for a graduate degree
- Master's or Educational specialist degree
- Law degree
- Medicine degree
- Dentistry degree
- Pharmacy degree
- Other professional degree
- Ph.D. or Ed.D.
- Other doctoral degree

19. Please use this space to add your additional comments (The size limit for your response is limited to 1000 letters and characters.)



**Thank you for taking the time to complete
this survey.**