



**NORTHERN ARIZONA
UNIVERSITY**

Office of Planning and Institutional Research

**2014
Senior Survey
Report**

February 6, 2015

**NAU 2014 SENIOR SURVEY
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EXECUTIVE SUMMARY

Over the last three years the university has greatly improved senior survey response rates by changing the dissemination method from e-mail to the student action center portal to the graduation application. Nearly 75 percent of graduating seniors participated in the 2014 Senior Survey, up from 25 percent when the survey responses were solicited via e-mail.

Graduating seniors expressed great satisfaction with their overall educational experiences at NAU. Transfer students and students enrolled online or at the Yuma campus were more satisfied with their overall educational experience than those who started their academic career at the Flagstaff campus as freshmen. Factors affecting students' satisfaction were not studied in depth in this survey, but age as well as expectations may have contributed to the satisfaction variance. Preparation for career and intellectual growth were both highly and equally important reasons to pursue education at NAU.

Satisfaction with advising varies greatly by academic plan, which may suggest inconsistency in advising protocols across the departments. Some highly structured and prescriptive programs like nursing have a very high level of satisfaction with advising.

More respondents acknowledged the university's contribution to development of their critical thinking skills than to oral communication skills. Reflecting on their educational experiences, respondents rated the highest faculty's contribution to an environment supportive of learning, challenging coursework, and faculty's use of technology.

One in five graduating seniors plans to attend graduate or professional school full time, while nearly two thirds of respondents plan to work full time after graduation.

When given the opportunity to comment on any aspect of their NAU experience, respondents commented mostly on advising, faculty, and their overall experience. Consistently across all campuses, the responses were overwhelmingly positive in regard to faculty and their overall NAU experience, but negative when it came to advising.

METHODS

The 2014 Senior Survey was administered via a web-based application that was open to all students who applied to graduate with an undergraduate degree from NAU in fall 2013, winter 2013, spring 2014, or summer 2014, including students attending the university outside of the Flagstaff campus. The Office of Planning and Institutional Research surveyed students between July 1, 2013 and June 30, 2014.

The survey consisted of multiple-choice and open-ended questions in an electronic format. Questions addressed overall educational experience; the university's perceived contribution to certain essential skills; purpose in pursuing education at NAU; satisfaction with enrollment and advising; value of campus activities, support, and environment; interactions with faculty and learning experiences; internships, service learning, and research; and plans after graduation. All eligible students were notified of the survey through the graduation application process.

The sampling error¹ associated with a 3,635-person sample drawn from a population of 4,857 is less than 1 percent. Thanks to a high response rate of nearly 75 percent the survey sample greatly resembles the population's characteristics.

Keeping individual responses confidential, students were asked to provide their university IDs to help further analyze aggregate results. Not all self-reported IDs were successfully matched to the student data records, which resulted in small decreases in sample sizes used for cross-tabulations. The impact of the sample size decrease is negligible and does not affect interpretation of the results in a meaningful way. However, where the data are broken down by college, campus, demographic group or by academic plan, much smaller sample sizes (especially under 200) warrant caution when making conclusive interpretation of the results.

¹ The sampling error describes the probable difference between interviewing everyone in the population versus interviewing a sample drawn from this population. For example, if 80 percent of the sophomore sample indicated satisfaction in a specific content area, the actual population parameter falls in the range of 76% - 84% (80% +/- 4%) satisfaction.

SUMMARY OF RESPONSES

1. Overall educational experience

Nearly 92 percent of all respondents rated their overall educational experience as excellent or good. At 93.3 percent, seniors who started at NAU as upper division transfer students were more satisfied with their overall experience than those who came in as freshmen (91.5 percent). Greater differences can be observed when analyzing data by campus—for example, more than 96 percent of online students reported having an excellent or good overall experience as compared to nearly 91 percent of Flagstaff Mountain campus students. Similarly, respondents reported a varied satisfaction with their overall experience based on ethnicity. Differences between the academic colleges were less pronounced, with the exceptions of Extended Campuses (97 percent) and University College (70 percent).

a. All Respondents (N=3,619)

	Frequency	Percent	Cumulative Percent
Excellent	1,526	42.2	42.2
Good	1,799	49.7	91.9
Fair	269	7.4	99.3
Poor	25	.7	100.0
Total	3,619	100.0	

b. Respondents by Cohort (N=3,100)

	Freshman Cohort	Lower Division Cohort	Non-degree Undergrad Cohort	Post-baccalaureate Cohort	Upper Division Cohort	Total
Excellent or Good	91.5%	92.0%	100.0%	84.6%	93.3%	
Total Respondents in Cohort	1,640	399	8	91	962	3,100

c. Respondents by Campus

	Yuma	Online	Flagstaff Mountain	Extended Campuses	Total
Excellent or Good	97.5%	96.2%	90.8%	93.0%	
Total Respondents by Campus	81	447	2,265	529	3,322

d. Respondents by Ethnicity²

² IPEDS ethnicity; “Not Specified” category excluded

	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	International	Native Hawaiian/ Oth Pac Island	Two or More	White	Total
Excellent or Good	93.6%	97.6%	90.9%	93.0%	95.5%	100.0%	94.1%	91.5%	
Total Respondents by Ethnicity	94	42	77	555	66	9	101	2,199	3,143

e. Respondents by College

	College of Arts and Letters	College of Education	College of Egr Forestry NatSci	College of Health & Human Srvc	College of Social and Behv Sci	Extended Campuses	The W. A. Franke Coll of Bus	University College	Total
Excellent or Good	90.6%	90.3%	91.7%	90.4%	91.8%	96.7%	93.0%	70.0%	
Total Respondents by College	308	217	683	364	746	393	431	20	3,162

2. University's contribution to selected skills

Nearly 88 percent of respondents felt the university had contributed to “thinking critically and analytically” quite a bit or very much. About 14 percent fewer respondents felt the same about the university’s contribution to students’ ability to speak clearly and effectively.

	Percentage Responding "Very Much" or "Quite a Bit"	N
Thinking critically and analytically	87.7	3,621
Writing clearly and effectively	78.8	3,607
Using technology for learning or work in your discipline (profession)	77.9	3,589
Analyzing quantitative problems	75.6	3,606
Speaking clearly and effectively	73.6	3,592

Respondents indicated their understanding of the process of scientific inquiry and psychological, economic, social, historical and political dynamics of human communities had been enhanced by their undergraduate career the most.

How much did your undergraduate career at NAU enhance your understanding of:	Mean	Std. Deviation	N
The process of scientific inquiry	7.3	2.6	3,550
Psychological, economic, social, historical and political dynamics of human communities	7.3	2.5	3,554
Different cultures of the world	7.2	2.5	3,564
Racial, ethnic, and religious diversity in the United States	7.2	2.6	3,551
Interconnectedness of societies throughout the world	7.2	2.5	3,554
Practices that promote sustainable environments and communities	7.0	2.7	3,549
Processes and properties of the natural world	7.0	2.6	3,554
The human expression through art, literature, and philosophy	6.4	2.9	3,554

3. Purpose in pursuing education at NAU

When asked to rate importance of four reasons to pursue education at NAU on a scale of 1 to 10, with 10 being the most important, respondents rated preparation for a career and intellectual growth the highest, and family expectation the lowest.

Reasons to Pursue Education:	Mean	Std. Deviation	N
Preparation for a career	9.0	1.7	3,614
Intellectual growth	9.0	1.6	3,621
Social experience	7.4	2.7	3,609
Family expectation	6.9	2.9	3,614

4. Enrollment

On the scale 1 to 10 with 10 being the most satisfied, respondents reported above average satisfaction with their ability to enroll in upper and lower division major courses and other courses of interest.

Ability to Enroll:	N	Mean	Std. Deviation
In upper division classes required for your major	3,621	8.0	2.3
In lower division classes required for your major	3,605	7.9	2.3
In courses of interest, but not required	3,550	7.5	2.4

5. Advising

Nearly 73 percent of respondents indicated that advising had been always or almost always available when needed and more than 83 percent reported being satisfied or very satisfied with the academic advising in their major field of study.

Availability of Advising:	Frequency	Percent	Cumulative Percent
Always	1,260	35.1	35.1
Almost always	1,344	37.5	72.6
Sometimes	771	21.5	94.1
Almost never	191	5.3	99.5
Never	19	.5	100.0
Total	3,585	100.0	

Satisfaction with Advising in Major Field of Study:	Frequency	Percent	Cumulative Percent
Very Satisfied	1,362	37.8	37.8
Satisfied	1,644	45.6	83.4
Dissatisfied	433	12.0	95.4
Very Dissatisfied	165	4.6	100.0
Total	3,604	100.0	

When asked about different aspects of advising, respondents agreed the most (on a scale 1 to 10, with 10 indicating the greatest level of agreement) that advising had helped them understand degree requirements and the least that it had provided understanding of career options related to their degrees.

Agreement that Advising Has:	Mean	Std. Deviation	N
Helped you understand your degree requirements	7.6	2.6	3,621
Provided support to help you progress to graduation	7.3	2.7	3,612
Connected you with resources	6.8	2.8	3,610
Given you an idea of career options related to your degree	5.9	3.2	3,606

Two colleges with the lowest level of satisfaction with advising among responding seniors were College of Education and College of Engineering, Forestry, and Natural Sciences.

Satisfaction with academic advising in major field of study	College of Education	College of Egr Forestry NatSci	College of Social and Behv Sci	College of Arts and Letters	College of Health & Human Srvc	Extended Campuses	The W. A. Franke Coll of Bus	University College	Total
Very Satisfied/ Satisfied	79%	79%	81%	85%	86%	87%	88%	90%	
N	219	680	749	308	361	388	426	20	3,151

It is probably more useful to look at satisfaction with advising by academic plan than just by College. Academic plans with fewer than five respondents were excluded from this assessment. In a group of academic plans with 20 or fewer respondents, 22 plans had 100 percent of respondents being very satisfied or satisfied with advising. In the group of academic plans with more than 20 respondents, seven plans had more than 95 percent of respondents being very satisfied or satisfied with advising. Among these seven plans were four highly structured nursing programs.

Number of Respondents: 20 and under		
	Satisfied or Very Satisfied	N
Comp Cultural Studies (BA)	100.0%	5
Early Childhood Edu (BSED)	100.0%	5
HlthSci-Phys Ed (BSED)	100.0%	5
IntSt-Entrepreneurship (BA)	100.0%	5
HlthSci-Fit Wellness (BS)	100.0%	6
Music Performance (BMUS)	100.0%	6
Physics (BS)	100.0%	6
Philosophy (BA)	100.0%	7
Theatre (BA)	100.0%	7
ApSci-CriminalJustice (BAS)	100.0%	8
Athletic Training (BS)	100.0%	8
Environmental Sciences (BS)	100.0%	8
Geology (BS)	100.0%	8
IntSt-JustAdm 90-30 (BA)	100.0%	9
IntSt-Justice Admin (BA)	100.0%	9
Art Education (BSED)	100.0%	10
Spanish (BA)	100.0%	10
DH Deg Cmpltn Prgm (BSDH)	100.0%	11
SecEd-Mathematics (BSED)	100.0%	11
Nursing (BSN) PB	100.0%	12
IntSt-ApHumBeh (BA)	100.0%	14
Int'l Hospitality Mgt (BS)	100.0%	15

Number of Respondents: 21 and above		
	Satisfied or Very Satisfied	N
Nursing-OptRgstrNurs(BSN) PB	100.0%	23
Nursing-OptRgstrNurs(BSN)	97.1%	70
IntSt-Humanities 90-30 (BS)	96.7%	30
Nursing (BSN)	96.0%	50
Mathematics (BS)	95.8%	24
Hotel & Rstrnt Mgt (BS)	95.4%	131
Nursing-AcclrtdOpt (BSN) PB	95.2%	21
Finance (BSBA)	94.6%	56
ApSci-Admin-Yuma (BAS)	93.5%	31
Dental Hygiene (BSDH)	92.0%	25
Chemistry (BS)	91.7%	24
SecEd-English (BSED)	91.3%	23
Criminology&CrimJust (BS)	89.1%	110
Parks & Rec Mgt (BS)	88.9%	45
Accountancy (BSACCY)	87.8%	49
Mechanical Engr (BSE)	87.3%	71
Business Admin - Yuma (BBA)	87.1%	93
Spc&Elem Educ (BSED)	86.9%	61
Marketing (BSBA)	86.6%	67
Civil Engineering (BSE)	85.7%	21
Comm Studies (BS)	85.7%	21
IntSt-TechMgt 90-30 (BS)	85.7%	21

Psychological Sciences (BS)	95.0%	20	Psychology (BA)	85.7%	35
Environmental Studies (BS)	94.1%	17	English (BA)	85.5%	62
SecEd-Hist&Sst (BSED)	92.9%	14	Forestry (BSF)	85.3%	34
ApSci-TechMgt - Yuma (BAS)	90.9%	11	Psychology (BS)	84.3%	121
University Studies (BUS)	90.0%	20	IntSt-PubAdmin 90-30 (BS)	83.0%	106
ApSci-PublicAdmin (BAS)	88.9%	9	Electronic Media & Film (BS)	82.8%	29
International Affairs (BA)	88.9%	18	Political Science (BS)	82.6%	23
HlthSci-ParCare (BS)	87.5%	8	IntSt-JustAdm 90-30 (BS)	80.0%	25
HlthSci-DMIT (BS)	85.7%	7	Sociology (BS)	79.4%	34
Political Science (BA)	84.6%	13	Construction Mgt (BS)	79.2%	24
Ap Indigenous Studies (BS)	83.3%	6	Public Relations (BS)	79.2%	24
CTE-OcpEd 90-30 (BSED)	83.3%	12	Interior Design (BS)	78.3%	23
Business Econ (BSBA)	83.3%	18	Anthropology (BA)	76.5%	34
IntSt-Emer Mgmt 90-30 (BS)	83.3%	18	Electrical Engr (BSE)	76.0%	25
Theatre (BS)	81.8%	11	Social Work (BSW)	75.7%	37
IntSt-Humanities 90-30 (BA)	80.0%	5	Strategic Comm (BS)	75.0%	28
EnviroSci-Biology (BS)	77.8%	9	Elem Edu (BSED)	74.5%	110
Geology-General (BS)	77.8%	9	ApSci-EarlyChildhood (BAS)	71.4%	21
IntSt-PubAdmin 90-30 (BA)	76.9%	13	Exercise Science (BS)	71.3%	80
Environmental Studies (BA)	75.0%	8	Biology (BS)	69.3%	114
IntSt-Criminal Just (BS)	75.0%	8	Biomedical Science (BS)	68.7%	83
Perf-Instrumntl Music (BMUS)	75.0%	8	Hlth Sci-Public Health (BS)	66.7%	42
Microbiology (BS)	75.0%	12	Management (BSBA)	66.7%	54
Computer Science (BSCS)	75.0%	16	IntSt-SpchLangSci&Tech (BA)	64.0%	25
Photography (BS)	73.3%	15	Advertising (BS)	63.0%	27
History (BS)	70.0%	10	Journalism (BSJOUR)	63.0%	27
Comp Info Systems (BSBA)	70.0%	20	Visual Comm (BFA)	60.0%	25
MusicSecEd-Choral (BMED)	66.7%	6	IntSt-SpchLangSci&Tech (BS)	37.5%	24
Environmental Engr (BSE)	66.7%	15			
IntSt-Arts and Ltrs (BS)	60.0%	5			
History (BA)	54.5%	11			
Sociology (BA)	50.0%	6			
Music (BA)	40.0%	5			

The final survey question allowed students to comment on any aspect of their NAU experience. 235 comments focused on advising and 86 percent of them were negative. See section 10 for more details.

6. Campus activities, support, and environment

On a scale of 1 to 10, with 10 referring to the greatest level of agreement, respondents agreed the most that experiences on campus had helped them establish rewarding relationships with peers and the least that involvement in campus activities outside of the classroom had helped them succeed academically. According to the survey, campus activities had about average impact on broadening students' perspectives and their intellectual development. It is important to note that the great variability in responses is likely reflective of different environments students experienced on and off Flagstaff campus.

More than two thirds of respondents reported that campus life outside of the classroom had helped them appreciate people different than they were. Fewer than 50 percent of respondents attributed campus life experiences to developing a commitment to community service or building skills to manage finances.

To what extent do you agree with the following statements:	Mean	Std. Deviation	N
Experiences on campus have helped you establish rewarding relationships with peers.	6.7	3.2	3,556
Academic support outside of class (e.g., tutoring, Supplemental Instruction, study skills workshops, Learning Communities) has helped you to succeed at NAU.	6.1	3.1	3,586
Involvement in campus activities outside of the classroom has helped you to be successful academically.	5.7	3.2	3,569

To what extent have campus activities:	Mean	Std. Deviation	N
Broadened your perspectives	5.8	3.2	3,560
Contributed to your intellectual development	5.7	3.2	3,553

The ways in which you have been involved in campus life outside of the classroom have helped you:	Percentage Responding Very Much or Quite a Bit	N
Appreciate people who are different than I am	68.4	3,535
Prepare for work in your career field	58.2	3,547
Build skills valuable to living in a global society	57.3	3,549
Learn to manage your overall health and wellbeing	56.7	3,553
Develop a commitment to community service	45.6	3,558
Build skills to manage your finances	43.9	3,550

7. Faculty and learning

More than 73 percent of respondents reported discussing subjects not related to coursework with at least two faculty members.

	Frequency	Percent	Cumulative Percent
None	545	15.1	15.1
One	418	11.6	26.7
Two	880	24.4	51.2
Three	748	20.8	72.0
Four	420	11.7	83.6
Five	171	4.7	88.4
Six or more	419	11.6	100.0
Total	3,601	100.0	

On a scale of 1 to 10, with 10 meaning very much, respondents rated as highest faculty's contribution to an environment supportive of learning and their perception that coursework was challenging. Respondents rated faculty's role as mentors or close advisors above average but the lowest among all studied aspects of the learning environment in this survey.

Reflecting on your educational experiences at NAU, indicate the extent to which:	Mean	Std. Deviation	N
Faculty created an environment supportive of learning	8.5	1.8	3,421
Major coursework/requirements challenged you to learn	8.5	1.8	3,577
Faculty made use of technology in ways that aided learning	8.2	1.9	3,404
Courses involved you in problem solving, synthesis, inquiry or application	8.2	1.8	3,573
Courses built on one another	8.2	1.9	3,585
Instructional methods were conducive to student learning	8.1	1.9	3,415
Capstone course provided an opportunity to integrate or apply what you learned	8.1	2.1	3,514
You learned from discussions in the classroom	8.1	2.0	3,587
Major prepared you for chosen career	8.1	2.1	3,565

You engaged in discussion with faculty about coursework or assignments during office hours, after class, or via email	8.0	2.2	3,566
Faculty used varied classroom activities/approaches to teaching	7.9	2.0	3,579
Classroom and other university spaces enhanced learning	7.8	2.2	3,194
Activities outside of the classroom increased learning	7.6	2.5	3,104
Faculty members served as mentors or close advisors	7.4	2.7	3,568

8. Internships, service learning, and research

Nearly 50 percent of respondents participated in service learning or community service, more than 41 percent engaged in an internship and more than 37 percent were involved in a research or creative project under the supervision of a faculty member. Those that participated in an internship or professional practicum reported the activity had contributed more to their learning than those engaged in community service or a research project.

	Percent Reporting Participation	N
Service learning or community service	48.3	3,590
Internship or professional practicum	41.4	3,958
Research or creative project under the supervision of a faculty member	37.2	3,592

How much did the following contribute to your learning:	Mean	Std. Deviation	N
Internship or professional practicum	8.9	1.8	1,482
Research or creative project under the supervision of a faculty member	8.4	1.9	1,326
Service learning or community service	7.7	2.3	1,720

9. Plans after graduation

On a scale of 1 to 10, with 10 being very much, respondents reported being most influenced in their career preparation and job search by parents, family, and peers.

Nearly 29 percent of respondents plan to attend graduate schools either full or part time and 65 percent of responding seniors reported intent to work full or part time.

How much influence did the following have on your career preparation/job search:	Mean	Std. Deviation	N
Parent/Family	7.2	3.0	3,311
Peers	6.9	2.9	3,336
Departmental Faculty	6.8	3.1	3,257
Departmental Advisor	5.7	3.4	3,243
Gateway Career and Academic Advisor	4.4	3.3	3,163

	Frequency	Percent
Graduate or professional school, full time	809	22.3
Graduate or professional school, part-time	227	6.3
Employment, full-time	2,219	61.3
Employment, part-time	143	4.0
Additional undergraduate coursework	54	1.5
Military service	60	1.7
Volunteer activity (e.g. Peace Corps)	62	1.7
Starting or raising family	46	1.3
Total	3,620	100.0

10. Comments

The last question on the survey asked the respondents to provide any comment, criticism, or praise. Out of 1,395 respondents, half provided mostly positive and half mostly negative comments. All responses were analyzed for their content and organized into categories. Comments were further organized by campus to provide more context. Across all campuses, most comments focused on advising, faculty/staff, and student's own NAU experience. While comments about faculty/staff and general experience were overwhelmingly positive, advising across all campuses was perceived quite negatively. For example, on Flagstaff campus, 74 percent of faculty/staff-related comments were positive, 98 percent of comments focused on overall experience were positive, but 90 percent of advising-related comments were negative.

	% Positive		% Negative
	Faculty/Staff	Overall Experience	Advising
Flagstaff	74%	98%	90%
No Campus Designation	80%	95%	81%

Extended Campuses	75%	100%	91%
Online	83%	96%	77%
NAU-Yuma	100%	100%	63%
NAU-Yavapai	100%	100%	n/a
Personalized Learning	n/a	n/a	n/a

The following tables provide detailed frequencies of responses organized by campus and by comment category.

Comments by Campus by Category	Positive	Negative	Total
Flagstaff			
Academic Support	9	8	17
Accessibility	2	4	6
Administration		58	58
Advising	14	123	137
Campus/ Facilities	4	13	17
Career Support	9	7	16
Class Size	2	6	8
Cost	1	21	22
Course Enrollment		7	7
Curriculum	2	49	51
Diversity	1	6	7
Education Quality	3	2	5
Faculty/Staff	110	39	149
Financial Aid		4	4
Other	43	3	46
Overall Experience	177	4	181
Parking/Transportation Services		17	17
Personal	4	3	7
Residence Life		3	3
Student Life	12	9	21
Student Support	2	10	12
Survey		9	9
Course Content/Design/Availability	7	45	52
Total Flagstaff	402	450	852

Comments by Campus by Category	Positive	Negative	Total
No Campus Designation			
Academic Support		2	2
Administration		3	3
Advising	5	21	26
Campus/ Facilities		1	1
Career Support		3	3
Class Size		1	1
Cost		2	2
Course Enrollment		1	1

Curriculum		8	8
Education Quality	1	2	3
Faculty/Staff	24	6	30
Financial Aid		3	3
Flexibility	3		3
Other	10	1	11
Overall Experience	36	2	38
Parking/Transportation Services		2	2
Personal	1		1
Residence Life		1	1
Student Life	1	1	2
Student Support		4	4
Survey		4	4
Course Content/Design/Availability	2	6	8
Total No Campus Designation	83	74	157

Comments by Campus by Category	Positive	Negative	Total
Extended Campuses			
Academic Support	1	3	4
Administration		3	3
Advising	3	31	34
Campus/ Facilities		1	1
Career Support	1	1	2
Course Enrollment		1	1
Curriculum	1	6	7
Education Quality	1		1
Faculty/Staff	24	8	32
Flexibility	7	2	9
Other	3	2	5
Overall Experience	25		25
Personal	1		1
Student Life		1	1
Student Support		7	7
Survey		6	6
Course Content/Design/Availability	2	10	12
Total Extended Campuses	69	82	151

Comments by Campus by Category	Positive	Negative	Total
Online			
Academic Support	2	3	5
Administration		1	1
Advising	7	23	30
Campus/ Facilities		1	1
Curriculum	1	14	15

Education Quality	1		1
Faculty/Staff	24	5	29
Financial Aid		3	3
Flexibility	16	1	17
Other	9	1	10
Overall Experience	45	2	47
Residence Life	1		1
Student Life	1	2	3
Student Support		3	3
Survey		12	12
Course Content/Design/Availability	6	7	13
Total Online	113	78	191

Comments by Campus by Category	Positive	Negative	Total
NAU-Yavapai			
Administration	1		1
Campus/ Facilities		1	1
Faculty/Staff	5		5
Overall Experience	2		2
Student Support	1		1
Survey		2	2
Course Content/Design/Availability	1		1
Total NAU-Yavapai	10	3	13

Comments by Campus by Category	Positive	Negative	Total
NAU-Yuma			
Advising	3	5	8
Faculty/Staff	7		7
Flexibility	3		3
Other	1		1
Overall Experience	6		6
Personal	1		1
Course Content/Design/Availability	3	1	4
Total NAU-Yuma	24	6	30

Comments by Campus by Category	Positive	Negative	Total
Personalized Learning			
Overall Experience	1		1
Total Online	1	0	1

SURVEY INSTRUMENT



Graduating Senior Survey 2013-2014

Dear Graduating Senior:

Congratulations on completing your undergraduate program at Northern Arizona University! This is your opportunity to evaluate the performance of the university by completing the Graduating Senior Report Card. As a graduating senior your input is very important and will help us make informed decisions about programs and services at NAU. Your response will be kept confidential, so please be candid. We wish you the best of success and thank you in advance for taking time to help make Northern Arizona University even better in the future.

Your LOUIE user ID (e.g. sah45):

User ID:

In what semester and year do you expect to graduate?

- Fall 2013
- Winter 2013
- Spring 2014
- Summer 2014
- Fall 2014
- Winter 2014
- Spring 2015
- Summer 2015
- Fall 2015
- Other

How would you evaluate your entire educational experience at NAU?

- Excellent
- Good
- Fair
- Poor

To what extent has your experience at NAU contributed to your knowledge, skills, and personal development in the following areas:

	Very little	Some	Quite a bit	Very much
Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using technology for learning or work in your discipline (profession)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>