

Each year The UMKC Office of Institutional Research and Planning conducts a survey of students preparing to graduate. Results of this survey provide valuable insights into the effectiveness of UMKC's curricular and co-curricular programs and support effective institutional decision making.

Graduation Survey

2015

University of Missouri-Kansas City

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INTRODUCTION

Each year the Office of Institutional Research and Planning conducts a survey of senior students preparing to graduate regarding their experiences at the University of Missouri-Kansas City. The results of this survey provide valuable insights into the effectiveness of UMKC's curricular and co-curricular programs. The results also assist the university in preparing to meet the needs of future students.

Methodology

In Academic Year 2015 a change was made in the methodology of the graduation survey. Starting with the Fall 2014 graduates, the survey became a part of the graduation requirements for all graduating seniors. All students that applied to graduate were sent an electronic survey and a hold was placed on their account preventing them from obtaining their diploma or an official transcript from the university until they completed the survey. Of the 1,451 students that graduated in Academic Year 2015, 1,366 completed the Graduation Survey for a response rate of 94%. See [Table 1](#) in [Appendix A](#) for respondent characteristics. Refer to [Appendix B](#) for the survey questions.

Findings

A summary of the findings of the survey are detailed in the following sections. Additionally, trends in some of the results observed over the past 3-6 administrations have been analyzed and discussed. Tables outlining the results of the Graduation Survey are located in [Appendix A](#). Individual reports detailing the results of the survey for their students will also be provided to each academic unit.

Comments or questions regarding this report should be directed to:

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SUMMARY OF FINDINGS

General Education Assessment

- Roughly nine in ten of the respondents agreed that UMKC had helped them improve their critical-thinking skills, expand their understanding of different people and ideas, improve their written and oral communication skills and increase their ability to connect differences in areas of study.

High Impact Educational Experiences

- Approximately nine in ten students who engaged in community volunteering, a job related to their degree and an internship or practicum agreed that these experiences enriched their undergraduate experience.
- Nearly eight in ten students indicated that engaging in service learning, and undergraduate research had a positive impact on their university experience.
- Though two-thirds of respondents who lived in a residence hall or who completed a study abroad experience agreed that the experience enhanced their experience at UMKC, these two high impact experiences have remained the lowest rated experiences in four consecutive administrations of the survey. The head of Residential Life and the head of the Study Abroad program are encouraged to communicate with current participants to identify ways to improve these experiences for students in the future.

Overall Experience at UMKC

- Nearly eight in ten respondents rated their overall experience at UMKC as either good or excellent and fully eight in ten would recommend UMKC to friends or family.
- Even though half of the respondents indicated UMKC was not their first choice when they decided to attend college, eight in ten noted that they would choose to attend UMKC again if they had to do it all over.
- Approximately eight in ten respondents agreed that UMKC provided a welcoming environment and is student-centered.

Satisfaction with UMKC Services and Programs

- Academic related services: Most respondents indicated that they were satisfied with the quality of instruction, the content of courses, the admissions process, the availability of faculty outside of class and the variety of courses. Approximately a quarter of the respondents were dissatisfied with the availability of courses when they want to take them, career preparation, and academic advising services.

- Non-academic related services: A strong majority (80% or higher) of students indicated that they were satisfied with the Miller Nichols library, the availability of computer services, the Swinney Recreation Center, the bookstore and the registration process. Conversely, around a quarter of the respondents were dissatisfied with the financial aid office and cashier's office, and slightly more than half of the respondents disagreed they were satisfied with parking services.

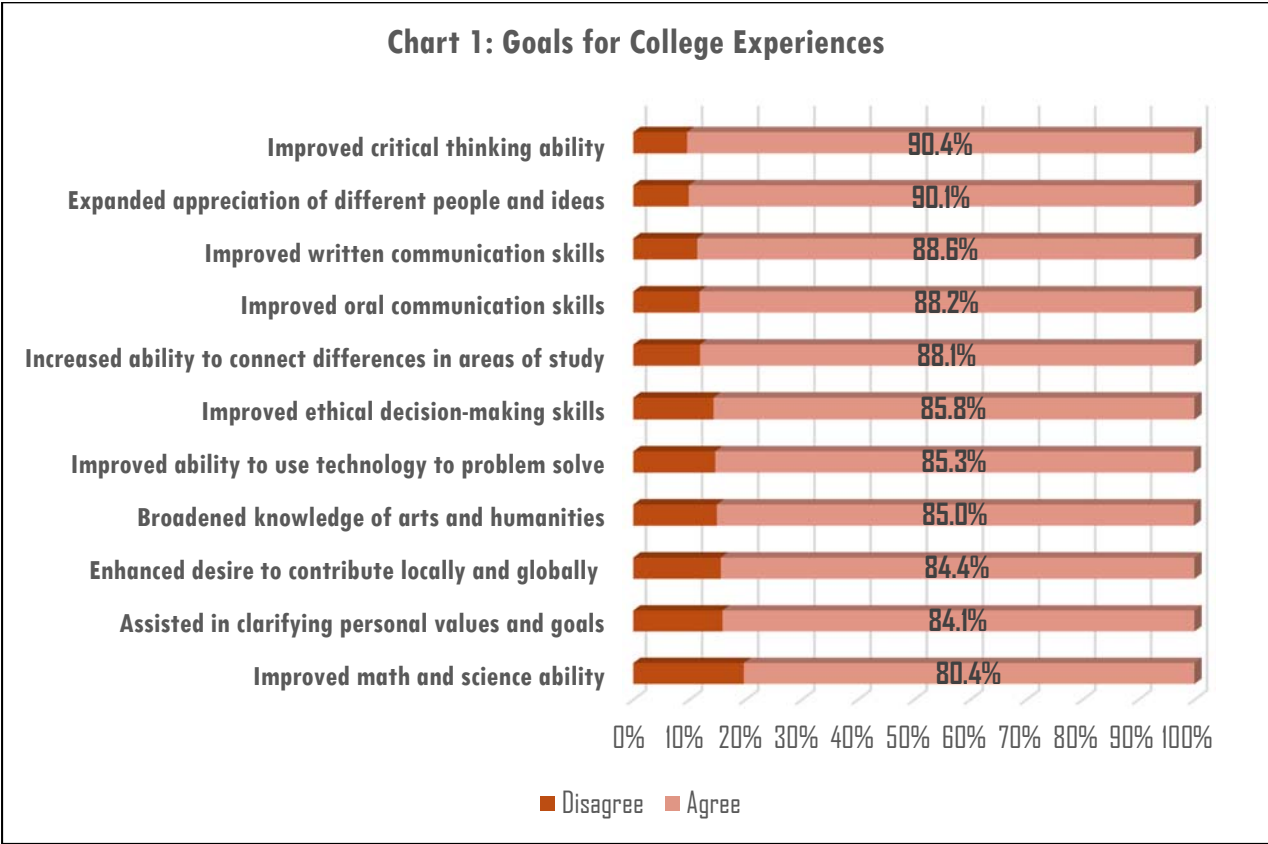
Future Plans

- Nearly three quarters of the respondents indicated that they plan to obtain full-time employment, with 33% of this group already securing employment. The average reported salary for these graduates was \$47,842.
- Two in five of the respondents indicated that they planned to attend graduate/professional school on a full-time or part-time basis in the future. Additional activities were reported less frequently.
- Within both STEM and non-STEM fields, male graduates were found to be more likely than female graduates to secure employment prior to graduation; employment outcome however did not differ by URM status.

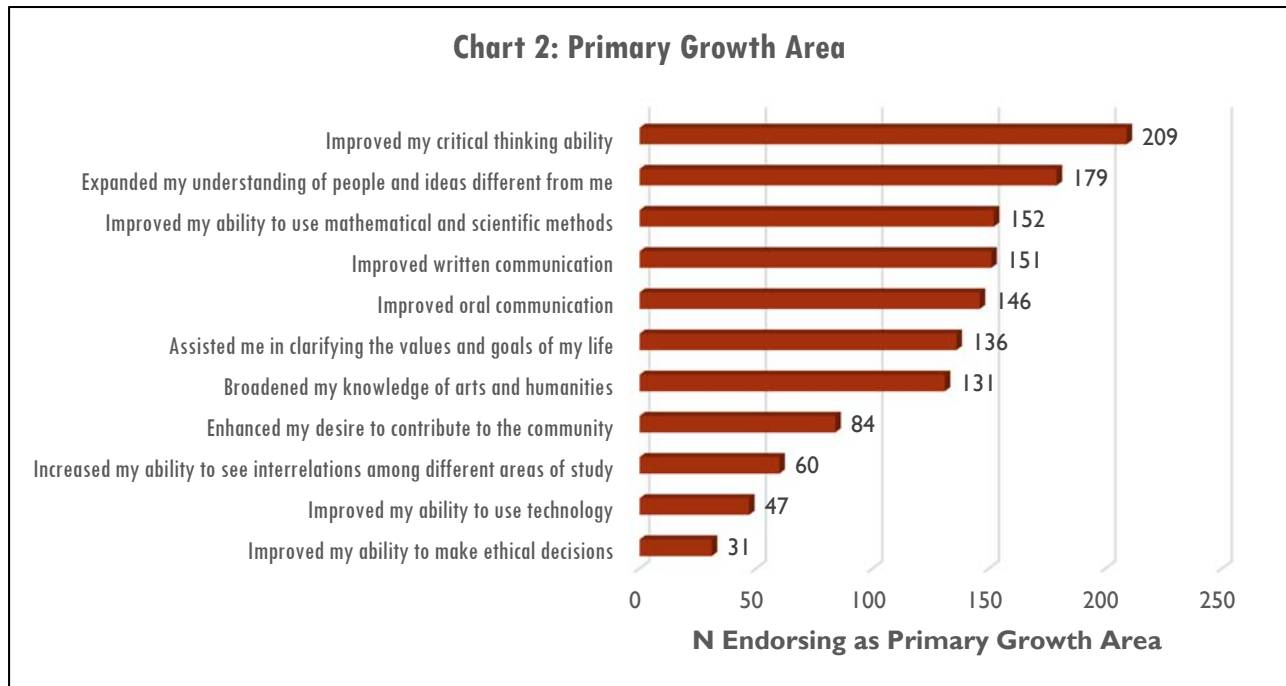
GENERAL EDUCATION ASSESSMENT

The General Education program at UMKC is designed to provide students with an opportunity to enhance their capacity for intellectual inquiry and discovery, critical reasoning, and effective communications. In an effort to show evidence of student growth on university-wide learning objectives, students were asked to indicate how much they agreed that the university had helped them accomplish a variety of “typical” goals students have for their college experiences.

As indicated in [Chart 1](#) below, most students agreed that attending college at UMKC helped them in achieving several goals, the most frequently endorsed ones being improved critical thinking ability (90.4%), expanded appreciation of different people and ideas (90.1%), improved written communication skills (88.6%), improved oral communication skills (88.2%) and increased ability to connect differences in areas of study (88.1%). These were also the five most frequently endorsed areas in the previous administration of the survey, indicating that responses have been fairly consistent since 2014. On the other hand, around one-fifth of the respondents disagreed that they had improved their math and science ability (19.6%).



Respondents were asked to choose the area in which they believed they developed the most during their time at UMKC (see [Chart 2](#)). The top five areas that students indicated as their primary growth areas were: critical thinking ability, expanded understanding of different people and ideas, ability to use mathematical and scientific methods, written communication skills, and oral communication skills. These five areas have been the top five areas selected for the past three administrations of the Graduation Survey. It is interesting to observe that although the item regarding improving math and science abilities has had the lowest level of endorsement among the 11 goals over the past three survey administrations, it has remained one of the top five areas where students believed they improved the most. See [Table 2](#) in [Appendix A](#) for detailed results.



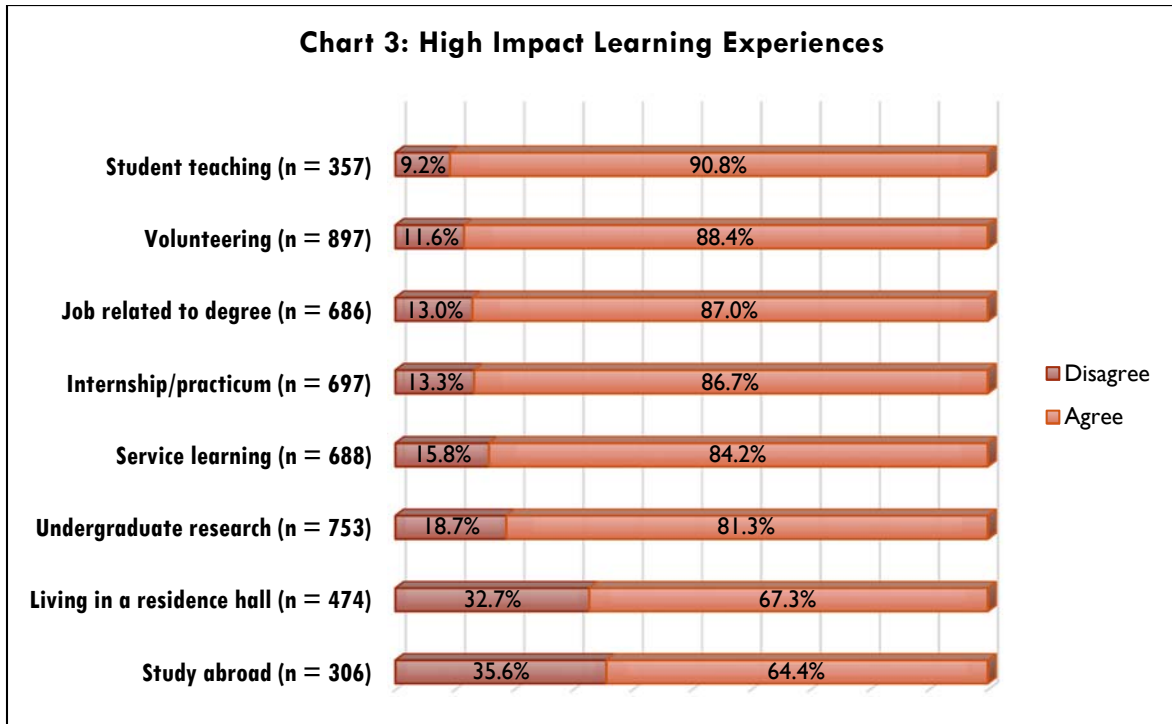
HIGH IMPACT EXPERIENCES

In an effort to track data in relation to the UMKC Strategic Plan and keeping with the accountability measures implemented across all UM System institutions, a measure of high impact educational experiences is included in the Graduation Survey.

[Table 3](#) in [Appendix A](#) details responses regarding high impact experiences. It is noteworthy that, the participation rates for several of the activities listed were modest to low. For example, only about one-fourth of respondents (22.6%; $n = 306$) provided ratings that indicated they had participated in **study abroad** and only slightly more than one-third had **lived in a residence hall** (35.3%; $n = 474$). Just over half of the respondents provided ratings that indicated they had participated in **service learning associated with a class** (50.7%; $n = 688$), **a part-time job related to their degree of study** (50.8%; $n = 686$), **an internship or practicum** (51.7%, $n = 697$), and **undergraduate research** (55.4%, $n = 753$). Interestingly, 66.2% of the respondents ($n = 897$) reported having participated in **community volunteering** on their own or with a student organization during their course of study at UMKC. The majority of students enrolled in the School of Education (95.5%, $n = 65$) reported having completed **student teaching** as part their degree requirement.

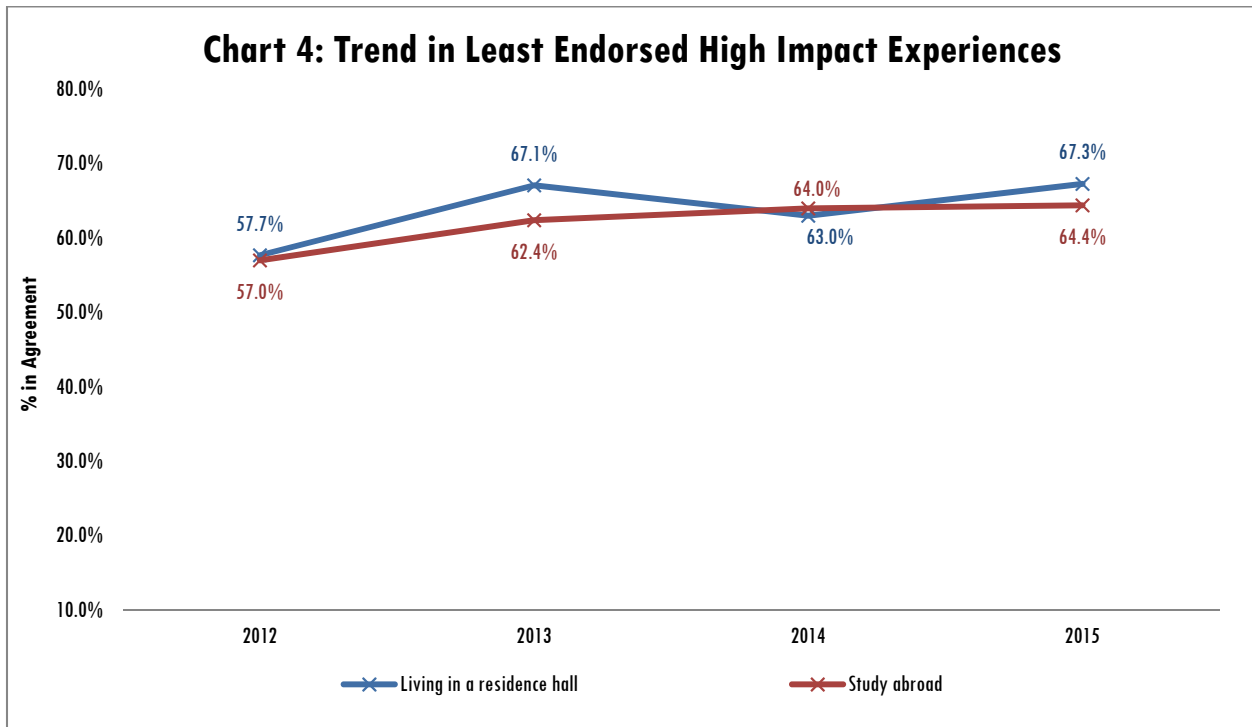
Further analyses were done to assess students' evaluation of how much each of the experiences had enhanced their overall college experience. Note that those who did not participate in the activities were excluded from the calculation (see [Table 3a](#)). As shown in [Chart 3](#), of those individuals who participated in high impact experiences, many reported they had enhanced their college experience at UMKC. For example, roughly 9 of 10 students who engaged in **student teaching**, participated in **community volunteering**, worked in a part-time **job related to their degree**, and who participated in an **internship or practicum** agreed that these experiences enriched their undergraduate experience. Similarly, approximately 8 of 10 students who engaged in **service learning** and who participated in **undergraduate research** agreed that these experiences enhanced their college experience.

Of concern is the finding that approximately one-third of respondents who **lived in a residence hall** and who **completed a study abroad experience** indicated that the experience failed to enhance their experience at UMKC. As seen in [Chart 4](#), similar findings have surfaced in each of the past four Graduation Survey administrations. Given the consistency of these ratings, the head of Residential Life and the head of the Study Abroad program should consider exploring ways to communicate with current participants and explore how these experiences can be improved for students in the future.



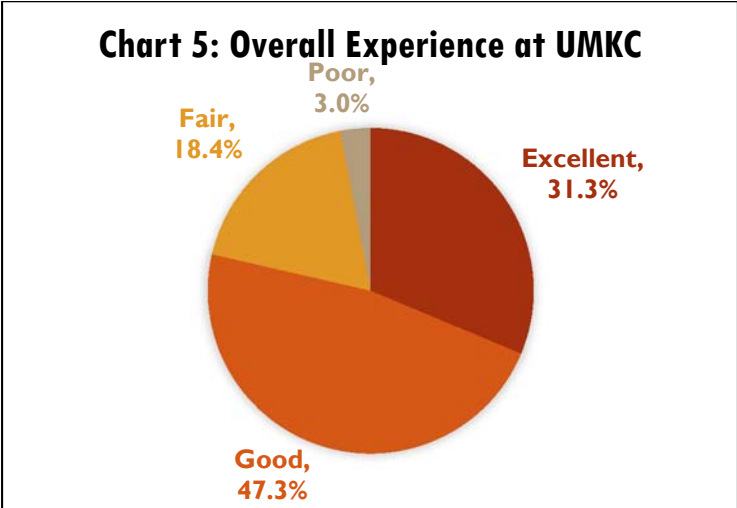
Note.

1. "Disagree" = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings. "Agree" = Total of strongly, moderately, and slightly agree as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from "strongly disagree" to "strongly agree"). Ratings of 0 (i.e., students who did not participate in the activity) were excluded from the calculations.

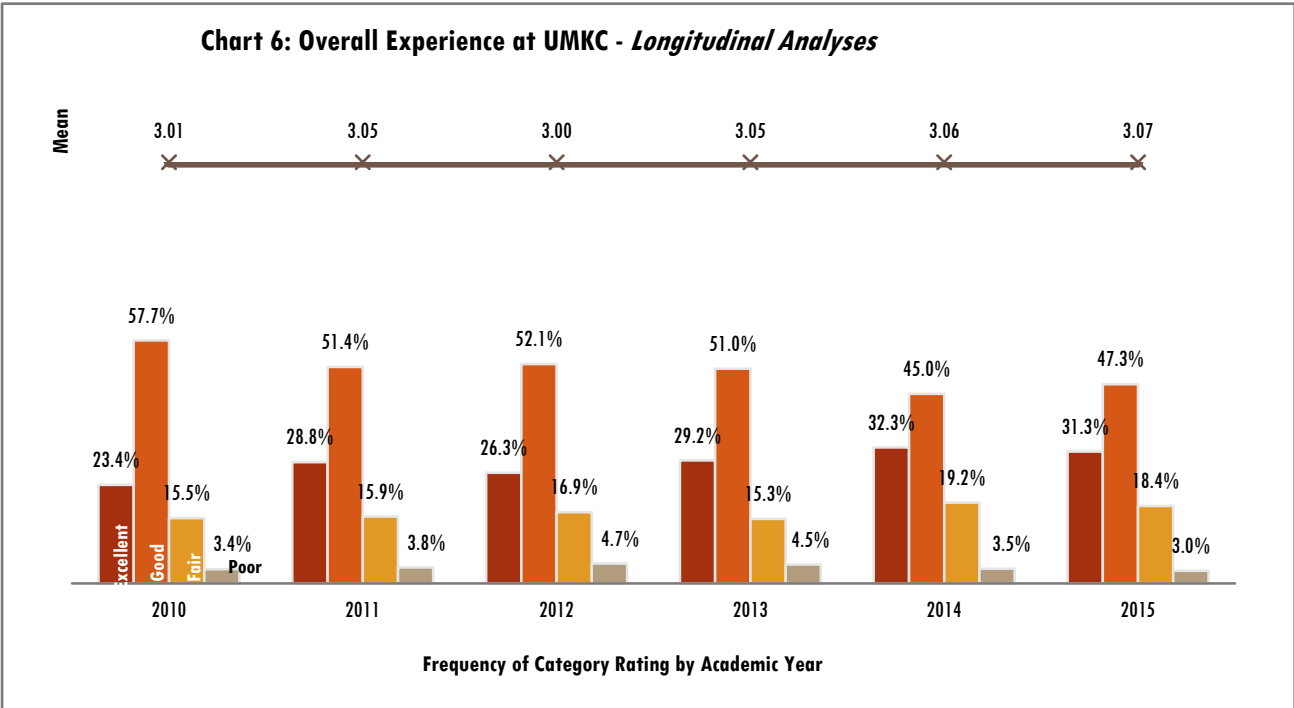


STUDENT SATISFACTION AT UMKC

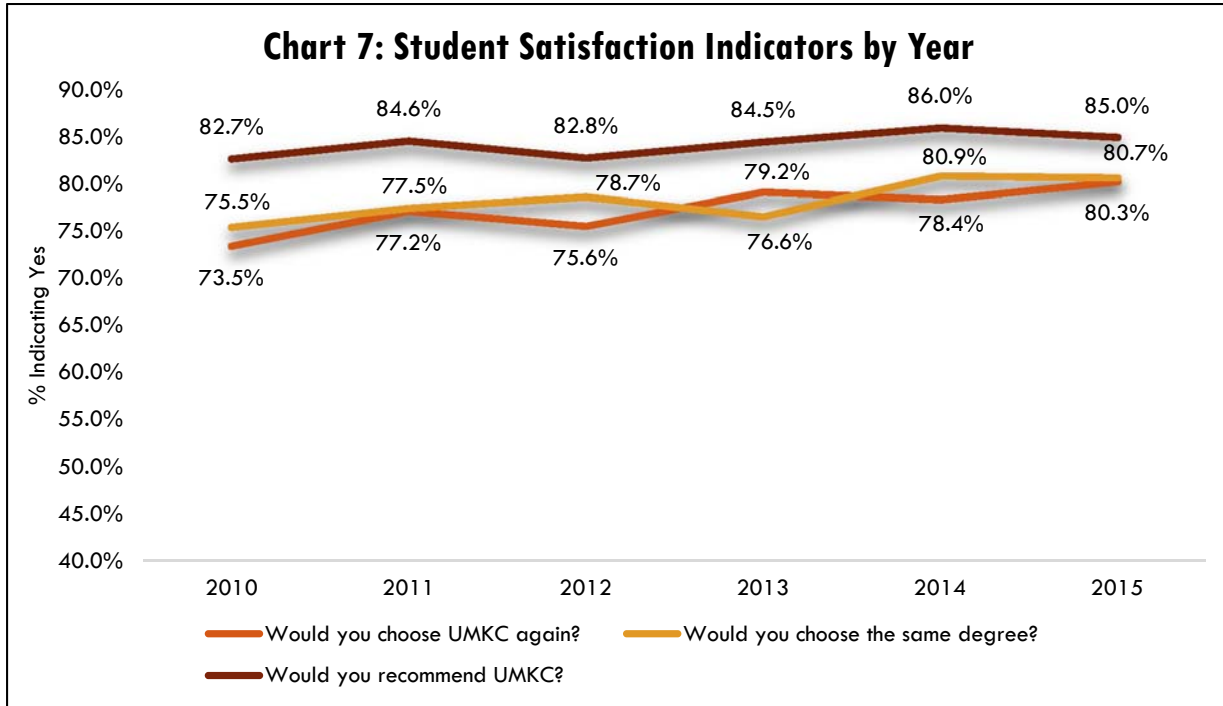
In line with responses from previous administrations of the Graduation Survey, nearly eight in ten respondents rated their overall experience at UMKC as either good or excellent (see [Chart 5](#)). This is noteworthy considering that half of the respondents (50.1%) indicated that UMKC was not their first choice when they decided to attend college.



As shown in [Chart 6](#), students have rated their experience at UMKC in a similar way for the past five years. Of those who indicated that UMKC was not their first choice ($n = 589$), 72.1% ultimately rated their overall experience as being positive (**Excellent** = 25.3%; **Good** = 46.8%). This percentage is almost equivalent to that of 2014 (73.1%). As a whole, the results suggest that UMKC continues to have a positive impact on many students, including some who may have entered the university with diminished expectations for their college experience.



Another indicator of student satisfaction concerns their willingness to choose to attend UMKC if they had to do it all over again. Four of five respondents indicated that they would choose to attend UMKC again (80.3%) and they would choose the same degree program from which they were graduating (80.7%). These findings have been fairly consistent over the last five administrations of the Graduation Survey (refer to [Chart 7](#)). Similar to responses from the previous administrations of the Graduation Survey, a group of seniors ($n = 165$) indicated that they would choose the same degree program again, but would not choose to attend UMKC (15.1% of all who indicated they would choose the same degree program). This suggests that student satisfaction at UMKC is, in a way, informed by student interactions at both the program and university levels.



An indirect measure of student satisfaction on the Graduation Survey asked students whether or not they would recommend UMKC to a friend or family member. Fully eight in ten respondents (85.0%) stated that they would make this recommendation.

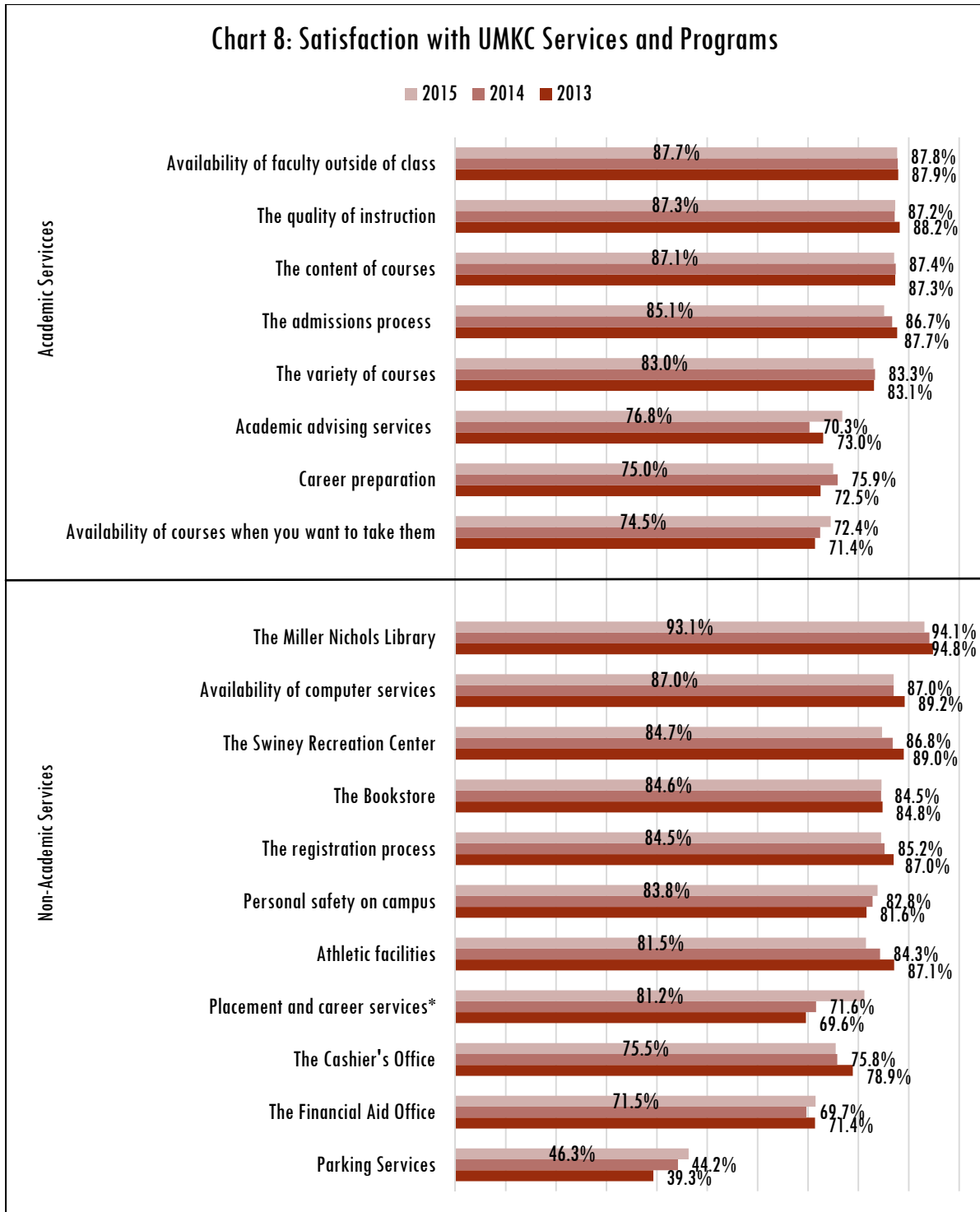
Similar to responses from the 2014 Graduation Survey, a majority of the respondents (85.9%) agreed that UMKC provided a welcoming and supportive environment for students. Likewise, many respondents agreed that UMKC is student-centered (77.8%). See [Table 4](#) in [Appendix A](#) for a full break-down of responses on items measuring overall student satisfaction. Taken together, the various indicators of student satisfaction continued to show that graduating seniors were generally satisfied with the university as a whole.

SATISFACTION WITH SERVICES AND PROGRAMS

Students were asked to rate how satisfied they were with a number of academic and non-academic related services and programs offered at UMKC. Most of these items have been asked over the past four administrations of the survey and longitudinal analyses are provided in [Chart 8](#). In addition, specific data for 2015 are provided in [Table 5](#) in [Appendix A](#).

The following segment reviews student satisfaction from an academic perspective. Around nine in ten students agreed that they were satisfied with the availability of faculty outside of class, quality of instruction and content of courses, and eight out of ten students reported satisfaction with the admissions process, and the variety of courses. Approximately three-quarters of respondents expressed that they were satisfied with academic advising services and the availability of courses when they want to take them. Among all the academic services, the area that had the lowest rating was availability of courses when students wanted to take them; 74.5% of the respondents were dissatisfied with this. This finding suggests that the university may want to review the extent to which courses are being made available keeping in mind their schedule and flexibility with this. The ratings provided for each of the academic items were very similar to the ratings provided by graduating seniors from the past two years.

With reference to non-academic services, close to nine in ten students were satisfied with the Miller Nichols Library and the availability of computer services; eight in ten were satisfied with the registration process, the Bookstore, the Swinney Recreation Center, personal safety on campus, Athletic facilities, and the Career and Roo Career Network. Seven in ten students were satisfied with and the Cashier's office and the Financial Aid Office. Students conveyed the least satisfaction with Parking Services (46.3%). Several of the non-academic items saw only a mild decrease in satisfaction ratings compared to the 2014 administration, possibly indicating that satisfaction with UMKC's services and programs has been fairly consistent across administrations.



Note. Percentages in the center indicate 2015 values. *This area was termed 'Placement and Career Services' in the 2013 and 2014 administrations.

To further explore if students' unique experiences within their academic unit influence the way they experience the university as a whole, Tables 6 through 13 in [Appendix A](#) display student satisfaction with a variety of academic-related services provided within the department, broken down by academic unit. It is important to note that this report serves to facilitate discussion about improving student services with descriptive text and tables; it is not a comparative analysis, hence direct comparison between or across different academic units is not advisable.

Across units, a high overall level of satisfaction (between 70%-95%) was seen for the following areas: **admission process**, **variety of courses**, **content of courses**, **quality of instruction**, and **availability of faculty**. In contrast, the satisfaction ratings appeared to be varied for **academic advising services**, **placement and career services**, and **availability of courses**.

Within the School of Biological Sciences, and the School of Education, approximately one-third of the respondents were dissatisfied with the **academic advising services** provided at the university level (32.0% for SBS and 41.8% for SOE, respectively). Within each academic unit, with the exception of the Bloch School of Management and the School of Education, approximately 15%-27% of respondents indicated that they did not utilize the **placement and career services** provided by the university. In order to provide results pertaining to students who actually utilize the service, a separate table was populated to capture the distribution of responses more accurately (see [Table 11a](#)). As evident from the table, the overall satisfaction with placement and career services varied among the eight units, ranging from 58%-88%; SBS reported the least satisfaction with an overall satisfaction rate of 58.1%. The satisfaction rating for **availability of courses** also appeared to vary by academic unit. Almost all of the students in the School of Dentistry and a large majority (slightly over eight in ten) of students from the Conservatory of Music and Dance and the School of Nursing and Health Studies reported being satisfied with the availability of courses offered. Conversely, the availability of courses seemed to be an issue for a greater percentage of students from the School of Computing and Engineering and the School of Biological Sciences.

FUTURE PLANS

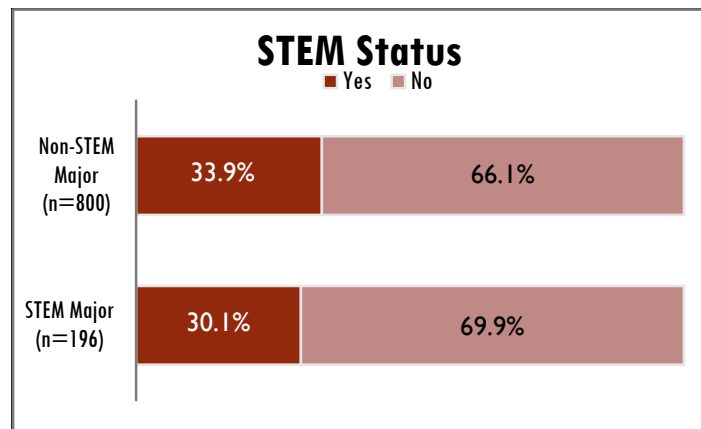
Students were asked to indicate future plans upon graduation. [Table 14](#) in [Appendix A](#) details responses regarding students' plans upon graduation.

Overall Results Approximately three-quarters of the students indicated that they plan on being employed full-time (73.7%; $N = 1,007$), and part-time (14.3%; $N = 195$). One-third of the students planning to be employed full-time reported already having obtained employment in a related field (32.7%; $N = 330$). Further analysis revealed that for those who were already employed, a strong majority (90.1%; $N = 283$) indicated that their current employment matched the degree level they achieved. When asked about the degree to which their employment was related to their program of study, 75.7% indicated their job was highly related to their program of study, and an additional 20.1% indicated their job was somewhat related to their program of study. Of the 330 graduates who had already obtained a job, 253 (76.7%) provided salary information. The average reported salary for these students was \$47,842.

Of the students that were not planning to work full-time, 116 indicated that they were going to work part-time. Two-thirds (67.2%) of these respondents were also planning to attend graduate school on either a full-time or part-time basis. Overall, 380 total respondents indicated they were planning to attend graduate school full-time and an additional 169 indicated they were planning to attend graduate school on a part-time basis.

Results based on *STEM Status Further analyses revealed that there was no statistically significant association between identifying as a STEM major and whether or not students had secured employment before graduating from UMKC. As illustrated in [Chart 9](#), 30.1% of students majoring in STEM fields wanting full-time employment were already employed at the time of the survey completion, as compared to 33.9% of students whose major was non-STEM related.

Chart 9: Employment Outcome by STEM Status

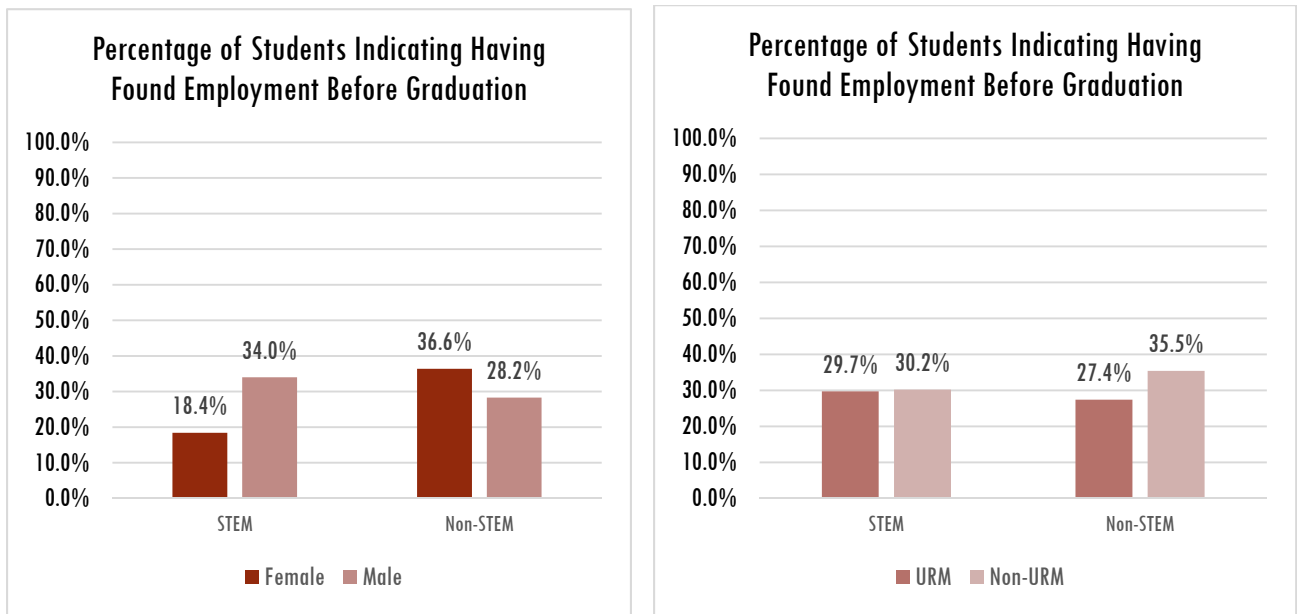


Note. Employment outcome was determined by the student who had gained full-time or part-time employment indicating whether or not they had obtained employment in their chosen profession. *STEM: Science, Technology, Engineering and Mathematics. Classification of STEM majors for this analysis was based on that provided by the National Center for Education Statistics (NCES).

Employment Outcome by Gender and URM Status layered by STEM Status Two additional chi-square analyses were conducted to look for dependencies between gender and employment outcome, and URM status and employment outcomes, respectively – while controlling for any effect of STEM status. Results of employment outcomes based on gender and URM status of graduating seniors who indicated that they were planning to obtain full-time employment, are detailed in [Table 16](#).

As shown in [Table 16](#), for graduating seniors with STEM major (N=196), gender has a significant effect on whether or not students would get a job before graduating from UMKC, $\chi^2 (1) = 4.28, p < .05$. Significant gender differences in employment outcome were also observed for non-STEM students, with $\chi^2 (1) = 5.08, p < .05$. URM status was not found to have a significant association with employment outcome for students with STEM or non-STEM majors. Chart 10 (a) and 10(b) provide a visual representation of how the employment outcome differs by STEM status, as a function of gender and URM status, respectively.

Chart 10 (a) & (b): Employment Outcome by STEM Status as a Function of (a) Gender and (b) URM Status



VERBATIM RESPONSES

Multiple open-ended items on the Graduation Survey allow for students to provide written feedback on the main thing they have learned or gained by attending UMKC, and what they perceived as strengths and areas of growth for their major program (sample survey is located in [Appendix B](#)). The following section will focus on themes that emerged as relevant to what students gained and any other feedback they had to offer. |

“What is the main thing you have learned or gained by attending UMKC?”

- **Appreciating Diversity** A majority of students indicated that the main thing they gained by attending UMKC was their ability to appreciate diversity among others, and to work with individuals whose perspectives, ideas, beliefs and values differ from their own. As a result, students suggested that they were able to learn to be more adaptable and communicate with others more openly. This is a positive indicator of UMKC’s efforts to promote diversity in its various forms in the campus community.
- **Knowledge, Skills & Balance** Students stated that they gained knowledge and skills in their respective degrees and the application of these in their future professional work and “outside the classroom” in the real world. Some specific skills that many students felt they had gained were those of oral and written communication, critical thinking, time management/multi-tasking/balancing work and school, and enhanced research skills. Students reported that having presentations as a part of class projects assisted them in developing skills and greater confidence in public speaking. Similarly, gains were reported in writing skills and communicating ideas effectively. Students learned how to critically analyze information and reported this was beneficial to them personally and professionally.
- **Team work** Group work helped many students gain better appreciation for ideas of team members and an ability to collaborate on tasks in a group environment.
- **Personal Development & Goals** In line with the educational goals of clarifying the values and goals in their lives, some students expressed that they gained self-knowledge, especially in regard to their strengths and limitations, and also a better sense of self-acceptance. Additionally, several students reported feeling more independent and confident about their abilities thereby facilitating their future goal accomplishment. A few students reported skills in leadership, perseverance, development as an individual and realizing the importance of community involvement. Attending UMKC helped clarify future educational and career goals for some individuals.
- **Networking** Some students were able to see value in networking and building connections with professionals in the community. From a personal standpoint, students reported forming meaningful friendships and long lasting associations with their peers.

“If you have any comments or concerns that were not addressed in the previous survey items, please share them in the space below.”

Whereas some students reported having overall positive and enriching experiences at UMKC, several students suggested areas for improvement for the campus.

- **Parking** Consistent with previous administrations of the Graduation Survey, a number of the students expressed wanting parking to be more economical, the need for more parking spaces and the discomfort faced during campus events when permit parking spaces are blocked for students.
- **Advising** The next most commonly cited area of improvement was that of advising. Students suggested that the advising process needs to be more organized and advising staff need to be more competent and sensitive to students.
- **Financial Aid & Funds** Students frequently offered feedback for the Financial Aid Office in that it needs to be better organized and that the staff is unhelpful and “rude”. This was a concern reported even in past administrations of the survey. Additionally students complained about the cost of attending UMKC being high and some departments being underfunded.
- **Administration** Students commented on wanting better support from UMKC’s administration especially in terms of organization and timely communication of policy changes; care for students and being non-“corrupt”. Some international students indicated the need for the staff in ISAO to be more helpful and “polite”.
- **Other** Other areas of feedback are as follows, though less frequently mentioned. A small proportion of students expressed concerns about the recent revelations about the Bloch School, the effects of negative publicity and current leadership. Students would like to have 24-hour access to library services so they may benefit from it; teaching was suggested to be more application based, career placement was stated as being inadequate in helping graduates transition into jobs, courses were suggested to be more “rigorous” and more updated; and smoking on campus was suggested to be better monitored in the light of the recent smoke-free campus implementation.

It is important to consider multiple sources of information when assessing student satisfaction and effective practices. These verbatim results, in conjunction with the scaled item analyses, help shape an agenda for further exploration and intervention.

CONCLUSIONS

The Graduation Survey serves as an outlet for graduating students to express thoughts and opinions regarding their educational experience at UMKC. Additionally, the survey gauges student satisfaction with the University as a whole, in addition to specific programs and services provided on campus. Taken together, this information can be used to inform policy decisions meant to enhance student success on campus.

General Education A majority of seniors recognized improvements in critical thinking ability, better appreciation of diverse people and ideas, improvements in both written and oral communication and an enhanced ability to connect differences in areas of study. The least endorsed area was improvement in math and science ability. However, this area was also one of the top three areas students felt they had improved in the most. The university should continue to monitor this area to ensure that this important student goal is being met.

High Impact Experiences Students noted several experiences as having a positive impact on their learning experiences at UMKC, the top three being volunteering, being employed in a job related to their degree, and participating in an internship/practicum. Similar to the findings from previous administrations of the Graduation Survey, living in a residence hall and study abroad were both rated lowest of all provided experiences. Although ratings for living in a residence hall and study abroad have shown steady and modest improvement over the years, they continue to remain areas of growth. It may be worth further exploring and investigating the qualitative experiences of students participating in these experiences so as to enhance them for future students.

Overall Satisfaction A majority of seniors rated their overall experience at UMKC as either good or excellent; additionally, more than three-quarters of the respondents indicated that, if given the chance, they would choose UMKC again. Both of these findings are relatively consistent with responses from previous administrations of the Graduation Survey. In terms of satisfaction with UMKC Services and Programs, the highest areas of satisfaction were observed in the quality of instruction, the content of courses, the availability of faculty outside of class and the admission process. Parking Services, a non-academic service, remained the area of greatest student dissatisfaction across time since 2014, followed by athletic facilities and placement/career services. Improvements from 2014 were seen in the areas of academic advising and availability of courses when needed; all other areas within both academic and non-academic service areas reported low to moderate negative changes.

Future Plans A majority of graduating seniors surveyed reported that they intended to work full-time, with around one-third of these students reporting that they had already obtained employment. A majority of students reported that their employment matched their degree level and was related to their program of study. Other commonly reported future plans included attending graduate school full-time or part-time, and starting or raising a family. STEM majors were not found to have any significant advantage over non-STEM majors on employment outcomes. While controlling for the effects of major, no URM-status-related differences were found. Gender differences in employment outcome were observed, among both STEM and non-STEM majors. Irrespective of STEM status, female students appeared to be slightly disadvantaged compared to male students when it comes to securing

employment prior to graduating from college. These apparent gender differences, may be indicative of systemic issues of gender bias that may operate frequently in hiring practices.

APPENDIX A: Tables

Table 1 Student Characteristics		
	N	%
Gender		
Female	808	59.2%
Male	558	40.8%
Ethnicity		
American Indian	2	0.1%
Asian	117	8.6%
Black	150	11.0%
Hispanic	94	6.9%
Native Hawaiian	4	0.3%
Non resident	50	3.7%
Two or more ethnicities	33	2.4%
White	846	61.9%
Not specified	70	5.1%
School		
College of Arts & Sciences	576	42.2%
Conservatory of Music & Dance	46	3.4%
School of Biological Sciences	75	5.5%
Bloch School of Management	232	17.0%
School of Computing & Engineering	111	8.1%
School of Dentistry	31	2.3%
School of Education	69	5.1%
School of Nursing and Health Studies	226	16.5%
One or both parents graduated from college		
No, neither graduated	521	38.1%
Yes, both parents graduated	440	32.2%
Yes, mother graduated	191	14.0%
Yes, father graduated	189	13.8%

Table 2

Goals for College Experience (General Education Assessment)

My experience at UMKC...	N	Disagree 1-3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
Broadened my knowledge of arts and humanities	1,358	14.9%	27.7%	30.0%	27.3%	4.57 (1.31)
Improved my ability to communicate orally	1,359	11.8%	20.5%	36.5%	31.2%	4.75 (1.27)
Improved my ability to communicate in writing	1,354	11.4%	18.9%	36.8%	32.9%	4.81 (1.24)
Improved my ability to make ethical decisions	1,353	14.3%	25.1%	30.4%	30.3%	4.63 (1.33)
Expanded my understanding of people and ideas that are different from me	1,357	9.9%	18.5%	31.0%	40.6%	4.92 (1.24)
Assisted me in clarifying the values and goals of my life	1,356	15.9%	21.2%	30.8%	32.1%	4.66 (1.35)
Improved my critical thinking ability	1,355	9.6%	19.0%	34.4%	37.0%	4.90 (1.21)
Improved my ability to use technology in order to obtain information and solve problems	1,353	14.6%	22.0%	30.2%	33.1%	4.70 (1.32)
Increased my ability to see how ideas from different areas of study are related to one another	1,357	11.9%	21.8%	32.5%	33.8%	4.78 (1.25)
Enhanced my desire to contribute to the local and global community	1,352	15.6%	24.9%	28.9%	30.6%	4.62 (1.33)
Improved my ability to use mathematical and scientific methods	1,348	19.7%	23.8%	28.0%	28.6%	4.50 (1.38)
<p>Note.</p> <ol style="list-style-type: none"> 1. "Disagree" = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings. 2. Data was originally collected on a 6-point scale ranging from "strongly disagree" to "strongly agree." 3. Mean and SD (standard deviation) are representative of original data on a 6-point scale. 						

Table 3

High Impact Experiences

Experiences that enhanced my time at UMKC...	N	N/A 0	Disagree 1-3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6
Undergraduate research	1,358	44.6%	10.4%	13.4%	14.4%	17.3%
Study abroad	1,352	77.4%	8.1%	4.9%	3.6%	6.1%
Service learning	1,358	49.3%	8.0%	11.0%	14.2%	17.5%
Internship/practicum	1,349	48.3%	6.9%	6.4%	11.4%	27.0%
Volunteering	1,356	33.8%	7.7%	11.7%	18.4%	28.4%
Student teaching*	68	4.4%	8.8%	8.8%	13.2%	64.7%
Living in a residence hall	1,344	64.7%	11.5%	7.0%	7.2%	9.5%
Job related to degree	1,351	49.2%	6.6%	8.2%	11.9%	24.1%

Note.

1. "N/A" = Activity in which student did not participate.
2. "Disagree" = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings.
3. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from "strongly disagree" to "strongly agree").

*Responses restricted to students in the School of Education

Table 3a

High Impact Experiences (excluding respondents who did not participate in the experience)

Experiences that enhanced my time at UMKC...	n	Disagree 1-3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
Undergraduate research	753	18.7%	24.2%	25.9%	31.2%	4.49 (1.50)
Study abroad	306	35.6%	21.6%	15.7%	27.1%	3.84 (1.88)
Service learning	688	15.8%	21.7%	28.1%	34.4%	4.64 (1.44)
Internship/practicum	697	13.3%	12.3%	22.1%	52.2%	4.97 (1.46)
Volunteering	897	11.6%	17.7%	27.8%	42.9%	4.88 (1.38)
Student teaching*	65	9.2%	9.2%	13.8%	67.7%	5.23 (1.46)
Living in a residence hall	474	32.7%	19.8%	20.5%	27.0%	3.99 (1.80)
Job related to degree	686	13.0%	16.2%	23.5%	47.4%	4.88 (1.47)

Note.

1. "Disagree" = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings.
2. Mean and SD (standard deviation) are representative of a 6-point scale (1-6). Students who did not participate in the activity were excluded from the calculation.

*Responses restricted to students in the School of Education

Table 4		
Evaluation of UMKC		
	N	%
UMKC was first choice to attend		
Yes	587	49.9%
No	589	50.1%
Would choose to select same degree program again		
Yes	1,095	80.7%
No	262	19.3%
Would choose to attend UMKC again		
Yes	1,089	80.3%
No	267	19.7%
Would recommend UMKC to friends and family		
Yes	1,146	85.0%
No	203	15.0%
Evaluation of overall experience at UMKC		
Excellent	425	31.3%
Good	641	47.3%
Fair	249	18.4%
Poor	41	3.0%
UMKC provided a welcoming environment		
Strongly Disagree	63	4.7%
Moderately Disagree	47	3.5%
Slightly Disagree	80	5.9%
Slightly Agree	272	20.1%
Moderately Agree	373	27.5%
Strongly Agree	519	38.3%
Mean (SD)	4.77 (1.35)	
UMKC is student-centered		
Strongly Disagree	83	6.2%
Moderately Disagree	100	7.5%
Slightly Disagree	115	8.6%
Slightly Agree	261	19.5%
Moderately Agree	371	27.7%
Strongly Agree	410	30.6%
Mean (SD)	4.47 (1.49)	

Table 5
Satisfaction with UMKC Services and Programs

“During my time at UMKC, I was satisfied with...”		n	Disagree 1-3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
Academic-Related Services	The admissions process	1,341	14.8%	22.1%	28.0%	35.0%	4.71 (1.34)
	Availability of faculty outside of class	1,297	12.3%	20.5%	33.9%	33.3%	4.79 (1.24)
	The quality of instruction	1,345	12.7%	20.6%	35.9%	30.8%	4.75 (1.23)
	The content of courses	1,341	12.9%	21.6%	34.8%	30.7%	4.74 (1.22)
	The variety of courses	1,324	17.0%	21.5%	30.2%	31.3%	4.62 (1.35)
	Career preparation	1,181	25.0%	21.4%	27.9%	25.7%	4.34 (1.50)
	Academic advising services	1,333	23.3%	20.9%	25.4%	30.5%	4.41 (1.54)
	Availability of courses when you want to take them	1,331	25.5%	22.8%	27.5%	24.2%	4.28 (1.50)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 5
Satisfaction with UMKC Services and Programs Contd.

“During my time at UMKC, I was satisfied with...”		n	Disagree 1-3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
Non-Academic Related Services	The registration process	1,340	15.4%	24.8%	31.3%	28.4%	4.60 (1.31)
	The Miller Nichols Library	1,212	6.9%	15.9%	31.8%	45.4%	5.09 (1.12)
	The Bookstore	1,300	15.4%	24.3%	32.0%	28.3%	4.60 (1.32)
	Availability of computer services	1,260	12.9%	19.1%	30.0%	37.9%	4.83 (1.28)
	Personal safety on campus	1,232	16.2%	20.2%	31.7%	31.9%	4.67 (1.34)
	The Cashier's Office	1,257	24.5%	23.7%	25.9%	25.9%	4.31 (1.52)
	The Financial Aid Office	1,212	28.5%	22.3%	24.8%	24.4%	4.17 (1.59)
	The Swinney Recreation Center	984	15.3%	22.0%	28.9%	33.8%	4.67 (1.37)
	Career and Roo Career Network	991	18.9%	23.6%	28.9%	28.7%	4.51 (1.41)
	Athletic facilities	898	18.5%	24.3%	29.8%	27.4%	4.50 (1.40)
	Parking Services	1,259	53.7%	16.4%	15.6%	14.3%	3.21 (1.82)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 6

Satisfaction with Admissions Process by Academic Unit

“During my time at UMKC, I was satisfied with the admissions process.”	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	529	10.4%	20.6%	26.5%	42.5%	4.94 (1.21)
Conservatory of Music and Dance	46	13.0%	13.0%	28.3%	45.7%	4.93 (1.37)
School of Biological Sciences	69	17.4%	24.6%	31.9%	26.1%	4.58 (1.23)
Bloch School of Management	222	9.5%	21.6%	31.1%	37.8%	4.87 (1.25)
School of Computing and Engineering	99	15.2%	28.3%	25.3%	31.3%	4.54 (1.46)
School of Dentistry	30	0.0%	13.3%	30.0%	56.7%	5.43 (0.73)
School of Education	67	23.9%	31.3%	19.4%	25.4%	4.21 (1.54)
School of Nursing and Health Studies	223	9.4%	17.9%	29.1%	43.5%	4.98 (1.23)
University Total	1285	11.4%	21.2%	27.7%	39.7%	4.86 (1.27)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 7

Satisfaction with Academic Advising Services by Academic Unit

“During my time at UMKC, I was satisfied with academic advising services.”	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	560	20.2%	16.8%	22.1%	40.9%	4.67 (1.49)
Conservatory of Music and Dance	46	13.0%	10.9%	19.6%	56.5%	5.13 (1.26)
School of Biological Sciences	75	32.0%	16.0%	25.3%	26.7%	4.15 (1.68)
Bloch School of Management	230	20.0%	19.6%	30.0%	30.4%	4.51 (1.49)
School of Computing and Engineering	106	18.9%	17.9%	24.5%	38.7%	4.61 (1.57)
School of Dentistry	29	0.0%	6.9%	34.5%	58.6%	5.52 (0.63)
School of Education	67	41.8%	16.4%	20.9%	20.9%	3.78 (1.77)
School of Nursing and Health Studies	221	10.4%	17.6%	31.7%	40.3%	4.91 (1.27)
University Total	1334	19.5%	17.0%	25.6%	37.9%	4.64 (1.49)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 8

Satisfaction with Variety of Courses by Academic Unit

“During my time at UMKC, I was satisfied with the variety of courses.”	<i>n</i>	Disagree	Slightly Agree	Moderately Agree	Strongly Agree	Mean
		1 – 3	4	5	6	(SD)
College of Arts and Sciences	559	19.0%	17.7%	30.4%	32.9%	4.65 (1.37)
Conservatory of Music and Dance	46	17.4%	19.6%	23.9%	39.1%	4.76 (1.32)
School of Biological Sciences	75	29.3%	24.0%	29.3%	17.3%	4.11 (1.49)
Bloch School of Management	229	17.9%	21.8%	31.9%	28.4%	4.58 (1.32)
School of Computing and Engineering	107	26.2%	28.0%	28.0%	17.8%	4.15 (1.43)
School of Dentistry	29	3.4%	6.9%	17.2%	72.4%	5.59 (0.78)
School of Education	69	30.4%	29.0%	15.9%	24.6%	4.07 (1.58)
School of Nursing and Health Studies	223	7.6%	20.2%	35.4%	36.8%	4.95 (1.12)
University Total	1337	18.2%	20.4%	30.0%	31.3%	4.61 (1.36)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 9

Satisfaction with Content of Courses by Academic Unit

“During my time at UMKC, I was satisfied with the content of courses.”	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	560	10.0%	16.4%	31.6%	42.0%	4.98 (1.18)
Conservatory of Music and Dance	46	6.5%	8.7%	37.0%	47.8%	5.20 (1.09)
School of Biological Sciences	75	16.0%	30.7%	33.3%	20.0%	4.44 (1.26)
Bloch School of Management	228	15.8%	17.1%	36.0%	31.1%	4.73 (1.26)
School of Computing and Engineering	107	14.0%	23.4%	39.3%	23.4%	4.60 (1.25)
School of Dentistry	29	0.0%	3.4%	31.0%	65.5%	5.62 (0.56)
School of Education	69	27.5%	27.5%	20.3%	24.6%	4.13 (1.61)
School of Nursing and Health Studies	223	9.9%	20.2%	35.0%	35.0%	4.87 (1.18)
University Total	1337	12.2%	18.5%	33.2%	36.1%	4.84 (1.24)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 10

Satisfaction with Quality of Instruction by Academic Unit

"During my time at UMKC, I was satisfied with the quality of instruction."	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	559	9.3%	15.2%	30.2%	45.3%	5.04 (1.19)
Conservatory of Music and Dance	46	6.5%	6.5%	23.9%	63.0%	5.35 (1.18)
School of Biological Sciences	75	24.0%	26.7%	28.0%	21.3%	4.28 (1.39)
Bloch School of Management	228	15.8%	16.7%	34.6%	32.9%	4.73 (1.31)
School of Computing and Engineering	106	20.8%	24.5%	34.0%	20.8%	4.41 (1.32)
School of Dentistry	30	0.0%	6.7%	36.7%	56.7%	5.50 (0.63)
School of Education	69	27.5%	18.8%	31.9%	21.7%	4.25 (1.52)
School of Nursing and Health Studies	224	11.6%	17.9%	41.1%	29.5%	4.82 (1.13)
University Total	1337	13.2%	17.0%	33.0%	36.9%	4.84 (1.26)

Note.

1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from "strongly dissatisfied" to "strongly satisfied"). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 11

Satisfaction with Placement and Career Services by Academic Unit

“During my time at UMKC, I was satisfied with placement and career services. ”	N	N/A 0	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6
College of Arts and Sciences	563	23.4%	19.9%	17.2%	19.2%	20.2%
Conservatory of Music and Dance	46	15.2%	15.2%	10.9%	26.1%	32.6%
School of Biological Sciences	75	17.3%	34.7%	24.0%	14.7%	9.3%
Bloch School of Management	229	4.8%	19.7%	22.3%	28.8%	24.5%
School of Computing and Engineering	109	12.8%	28.4%	20.2%	21.1%	17.4%
School of Dentistry	31	16.1%	9.7%	3.2%	25.8%	45.2%
School of Education	68	2.9%	30.9%	25.0%	20.6%	20.6%
School of Nursing and Health Studies	226	26.1%	10.2%	15.0%	24.8%	23.9%
University Total	1347	18.0%	19.9%	18.2%	22.1%	21.8%

Note.

1. “N/A” = Activity in which student did not participate.
2. “Disagree” = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings.
3. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly disagree” to “strongly agree”).

Table 11a

Satisfaction with Placement and Career Services by Academic Unit (Excluding Those Who Did Not Utilize the Service)

"During my time at UMKC, I was satisfied with placement and career services."	n	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	431	26.0%	22.5%	25.1%	26.5%	4.29 (1.54)
Conservatory of Music and Dance	39	17.9%	12.8%	30.8%	38.5%	4.64 (1.63)
School of Biological Sciences	62	41.9%	29.0%	17.7%	11.3%	3.52 (1.62)
Bloch School of Management	218	20.6%	23.4%	30.3%	25.7%	4.46 (1.38)
School of Computing and Engineering	95	32.6%	23.2%	24.2%	20.0%	4.04 (1.56)
School of Dentistry	26	11.5%	3.8%	30.8%	53.8%	5.27 (1.00)
School of Education	66	31.8%	25.8%	21.2%	21.2%	3.88 (1.75)
School of Nursing and Health Studies	167	13.8%	20.4%	33.5%	32.3%	4.71 (1.33)
University Total	1104	24.3%	22.2%	27.0%	26.5%	4.33 (1.52)

Note.

1. "Disagree" = Total of strongly, moderately, and slightly disagree as one rating rather than three separate ratings.
2. Mean and SD (standard deviation) are representative of a 6-point scale (1-6). Students who did not participate in the activity were excluded from the calculation.

*Responses restricted to students in the School of Education

Table 12

Satisfaction with Availability of Faculty Outside of Class by Academic Unit

“During my time at UMKC, I was satisfied with the availability of faculty outside of class.”	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	545	9.5%	18.2%	31.4%	40.9%	4.97 (1.17)
Conservatory of Music and Dance	46	6.5%	8.7%	34.8%	50.0%	5.20 (1.17)
School of Biological Sciences	74	16.2%	28.4%	25.7%	29.7%	4.53 (1.40)
Bloch School of Management	227	11.5%	19.4%	33.9%	35.2%	4.85 (1.21)
School of Computing and Engineering	104	15.4%	22.1%	34.6%	27.9%	4.61 (1.34)
School of Dentistry	29	0.0%	3.4%	27.6%	69.0%	5.66 (0.55)
School of Education	69	14.5%	26.1%	27.5%	31.9%	4.61 (1.40)
School of Nursing and Health Studies	215	7.9%	16.3%	36.3%	39.5%	5.02 (1.09)
University Total	1309	10.4%	18.7%	32.4%	38.5%	4.91 (1.21)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.

2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 13

Satisfaction with Availability of Courses When I Want to Take Them by Academic Unit

“During my time at UMKC, I was satisfied with the availability of courses when I want to take them.”	<i>n</i>	Disagree 1 – 3	Slightly Agree 4	Moderately Agree 5	Strongly Agree 6	Mean (SD)
College of Arts and Sciences	550	23.8%	22.0%	26.0%	28.2%	4.38 (1.50)
Conservatory of Music and Dance	46	17.4%	13.0%	26.1%	43.5%	4.78 (1.50)
School of Biological Sciences	73	38.4%	23.3%	21.9%	16.4%	3.82 (1.59)
Bloch School of Management	227	25.1%	16.7%	32.6%	25.6%	4.40 (1.46)
School of Computing and Engineering	104	39.4%	18.3%	24.0%	18.3%	3.88 (1.62)
School of Dentistry	28	3.6%	3.6%	21.4%	71.4%	5.61 (0.74)
School of Education	68	27.9%	20.6%	25.0%	26.5%	4.16 (1.71)
School of Nursing and Health Studies	218	16.1%	18.8%	27.1%	38.1%	4.72 (1.42)
University Total	1314	24.4%	19.6%	26.8%	29.3%	4.40 (1.52)

Note.

1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one rating rather than three separate ratings.
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from “strongly dissatisfied” to “strongly satisfied”). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 was excluded from the calculation.

Table 14: Future Plans* (N = 1,366)		
	N	%
Employment, full-time	1,007	73.7%
Employment, part-time	195	14.3%
Graduate or professional school, full-time	380	27.8%
Graduate or professional school, part-time	195	14.3%
Additional undergraduate coursework	43	3.1%
Military Service	31	2.3%
Volunteer activity (e.g., Peace Corps)	98	7.2%
Starting or raising a family	164	11.9%
Internship or Apprenticeship	12	0.9%
Travel	10	0.7%
Start or maintain own company	9	0.7%
Other	105	7.7%

*Respondents could select multiple responses to this item. Percentage is number selected/total eligible respondents.

Table 15: Full-Time Employment Responses

	N	%
Respondents	1,366	100.0%
Plan to Work Full-Time	1,007	73.7%
Already employed	330	32.7%
Employment matches degree level		
Yes	283	90.1%
No	31	9.9%
Employment is related to program of study		
Highly related	237	75.7%
Somewhat related	63	20.1%
Not related at all	13	4.2%

*Respondents could select multiple responses to this item. Percentage is number selected/total eligible respondents.

Table 16: Employment Outcome by Gender and URM Status layered by STEM Status

	<i>Found Employment?</i>			
	No		Yes	
	N	%	N	%
Non-STEM Major	529	66.2%	271	33.8%
<i>Female</i>	343	63.4%	198	36.6%
<i>Male</i>	186	71.8%	73	28.2%
STEM Major	137	69.9%	59	30.1%
<i>Female</i>	40	81.6%	9	18.4%
<i>Male</i>	97	66.0%	50	34.0%
Non-STEM Major	529	66.2%	271	33.8%
<i>URM</i>	119	72.6%	45	27.4%
<i>Non-URM</i>	410	64.4%	226	35.5%
STEM Major	137	69.9%	59	30.1%
<i>URM</i>	19	70.3%	8	29.7%
<i>Non-URM</i>	118	69.8%	51	30.2%

APPENDIX B: Graduation Survey 2015

UMKC Graduation Survey—Fall 2014 and Spring 2015

We would like to hear about your experiences at UMKC. Please take a few minutes to complete this survey as fully and honestly as possible. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

1. Was UMKC your first choice when you decided to attend college?

- Yes
- No

2. Below are several goals that "typical" students have for their college experiences. Please indicate how much you agree that your experiences at UMKC helped you to accomplish these goals.

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Slightly Disagree
- 4 = Slightly Agree
- 5 = Moderately Agree
- 6 = Strongly Agree

"My experiences at UMKC..."

- Broadened my knowledge of arts and humanities
- Improved my ability to communicate orally
- Improved my ability to communicate in writing
- Improved my ability to make ethical decisions
- Expanded my understanding of people and ideas that are different from me
- Assisted me in clarifying the values and goals of my life
- Improved my critical thinking ability
- Improved my ability to use technology in order to obtain information and solve problems
- Increased my ability to see how ideas from different areas of study are related to one another
- Enhanced my desire to contribute to the local and global community
- Improved my ability to use mathematical and scientific methods

3. In which of these areas do you think you have developed the most during your time at UMKC? (Drop down item—select one)

- Broadened my knowledge of arts and humanities
- Improved my ability to communicate orally
- Improved my ability to communicate in writing
- Improved my ability to make ethical decisions
- Expanded my understanding of people and ideas that are different from me
- Assisted me in clarifying the values and goals of my life
- Improved my critical thinking ability
- Improved my ability to use technology in order to obtain information and solve problems
- Increased my ability to see how ideas from different areas of study are related to one another
- Enhanced my desire to contribute to the local and global community
- Improved my ability to use mathematical and scientific methods

4. Please describe how you developed in the area selected in the previous question.
(Open field)

5. Below are several learning opportunities students may have during their college experiences. Please indicate how much you agree that these experiences at UMKC enhanced your college experience. For activities in which you did not participate, selected "N/A."

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Slightly Disagree
- 4 = Slightly Agree
- 5 = Moderately Agree
- 6 = Strongly Agree
- 0 = N/A

Participating in undergraduate research
 Participating in study abroad
 Participating in service learning associated with a class
 Participating in an internship/practicum
 Participating in community volunteering on my own or with a student organization
 Completing student teaching requirement for degree
 Living in a residence hall
 Working part-time in a professional position related to my degree

6. Please indicate how much you agree with the following statements about your college experience.

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Slightly Disagree
- 4 = Slightly Agree
- 5 = Moderately Agree
- 6 = Strongly Agree

I feel that UMKC provided a welcoming/supportive environment for me as a student.
 I feel that UMKC is student-centered.

7. If you could go back, knowing what you know now, would you still select the same degree program? (Drop down item—select one)

- Yes
- No

8. If you could go back, knowing what you know now, would you still choose to attend UMKC? (Drop down item—select one)

- Yes
- No

9. Would you recommend UMKC to a friend or family member? (Drop down item—select one)

- Yes
- No

10. How would you evaluate your overall experience at UMKC? (Drop down item—select one)

- 1 = Poor
- 2 = Fair
- 3 = Good
- 4 = Excellent

11. What is the main thing you have learned or gained by attending UMKC? Why?
(Open field)

12. Please indicate how satisfied you are with each of the following aspects of UMKC. Please respond in terms of the university as a whole, not in terms of your experience in your major department.

"During my time at UMKC, I was satisfied with..."

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Slightly Disagree
- 4 = Slightly Agree
- 5 = Moderately Agree
- 6 = Strongly Agree
- 0 = N/A

- The admissions process
- Academic advising services
- The registration process
- The Financial Aid Office
- Cashiers and Collections
- Parking Services
- Athletic facilities
- The Swinney Recreation Center
- The bookstore
- The variety of courses
- The content of courses
- The quality of instruction
- The Miller Nichols Library
- Personal safety on campus
- Career Services and Roo Career Network
- Career preparation
- Availability of faculty outside of class
- Availability of courses when you want to take them
- Availability of computer services

13. The previous question asked you to describe your opinion of various services and programs provided university-wide at UMKC. Some departments also provide these same services. Please mark the response that best describes your level of satisfaction with your experience within your department.

"During my time within my department, I was satisfied with..."

- 1 = Strongly Disagree
- 2 = Moderately Disagree
- 3 = Slightly Disagree
- 4 = Slightly Agree
- 5 = Moderately Agree
- 6 = Strongly Agree
- 0 = N/A

- The admissions process
- Academic advising services
- The variety of courses
- The content of courses
- Quality of instruction

Placement and career services
 Availability of faculty outside of class
 Availability of courses when you want to take them.

14. What would you say were the primary strengths of the major program you will be completing?
 (Open field)
15. What would you say were the primary weaknesses (if any) of the major program you will be completing?
 (Open field)
16. Did one or both of your parents graduate from college?
 Yes, mom graduated
 Yes, dad graduated
 Yes, both graduated
 No, neither graduated
17. What is most likely to be your main activity or activities UPON GRADUATION? (Check all that apply)
 Employment, full time
 Employment, part time
 Graduate or professional school, full-time
 Graduate or professional school, part-time
 Additional undergraduate coursework
 Military service
 Volunteer activity (e.g., Peace Corp)
 Starting or raising a family
 Other

If you selected "Other" from the options above please specify:

18. If you selected "employed, full time" OR "employed, part time": Have you already obtained a job in your chosen profession? (Drop down item—select one)
 Yes
 No

- 18a. If you selected "Yes" to the previous question, please select the category which BEST describes your employment.
 Employed as an entrepreneur
 Employed in a temporary/contract work assignment
 Employed freelances
 Employed in a postgraduate internship or fellowship
 Employed in all other work categories

It is extremely helpful to know where our graduates are finding employment. Please provide the following information about your job [your employer will NOT be contacted].

Name of Company or Organization:

Job Location - City (Country if working abroad): _____

Job Location - State: _____

Title _____

If employed full time, what is your expected total annual salary? _____

Do you believe that your employment matches the degree level you have achieved? (Drop down item—select one)

- Yes
- No

A How closely related is your employment to your program of study at UMKC? (Drop down item—select one)

- Highly Related
- Somewhat Related
- Not Related at all

19. If you selected “Graduate or professional school, full time” or “Graduate or professional school, part time”:
Have you already been accepted into a graduate or professional program? (Drop down item—select one)

- Yes
- No

19a. If you selected “Yes” to the previous question: Where will you be pursuing your degree?

Type of Degree sought

Name of University: _____
University Location - City: _____
University Location - State: _____
Degree Program Name: _____

20. If you have any comments or concerns that were not addressed in the previous survey items, please share them in the space below.

(Open field)