

2014

SENIOR SURVEY

Each year The UMKC Office of Institutional Research and Planning conducts a survey of senior 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.



2014 SENIOR SURVEY

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

An e-mail invitation to complete the online survey was sent to 1,508 students who had applied for graduation during the Fall 2013 and Spring 2014 semesters. The survey was completed by 512 students, resulting in a 34% response rate.

Demographic variables were analyzed to determine whether or not the respondent group accurately reflects the total senior student population at UMKC. After comparing the percentages of students by gender, ethnicity, academic unit, and admission type it was determined that the respondents were representative of the eligible respondents (i.e. seniors who applied for graduation during Fall 2013 and Spring 2014). See [Table 1](#) in [Appendix A](#) for respondent characteristics.

Findings

A summary of the findings of the survey follows. Tables detailing results of the senior survey are located in [Appendix A](#). Individual reports detailing the results of the survey for their particular students will also be provided to each academic unit.

Comments or questions regarding this report should be directed to:

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MAJOR FINDINGS

General Education Assessment

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

High Impact Educational Experiences

Approximately nine in ten students who engaged in community volunteering, an internship or practicum, or student teaching agreed that these experiences enriched their undergraduate experience. Additionally, nearly eight in ten students indicated that having a job related to one's degree, engaging in service learning, and undergraduate research had a positive impact on their university experience. Conversely, more than one-third of respondents who lived in a residence hall or completed a study abroad experience indicated that the experience had a relatively lesser impact on their experience at UMKC. These two items remained the lowest ranked items in three consecutive administrations of the survey, albeit the rating for study abroad experience showed steady and modest improvements over the years.

Overall Experience at UMKC

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

Satisfaction with UMKC Services and Programs

Respondents reported they were most satisfied with the Miller Nichols Library, the availability of faculty outside of class, the content of courses, the quality of instruction, and the availability of computer services. About one quarter of the respondents were dissatisfied with career preparation, the Cashier's Office, availability of courses, and placement and career services. Moreover, nearly one-third of the respondents were dissatisfied with the academic advising services and the Financial Aid Office whereas more than half of the respondents reported dissatisfaction with Parking Services.

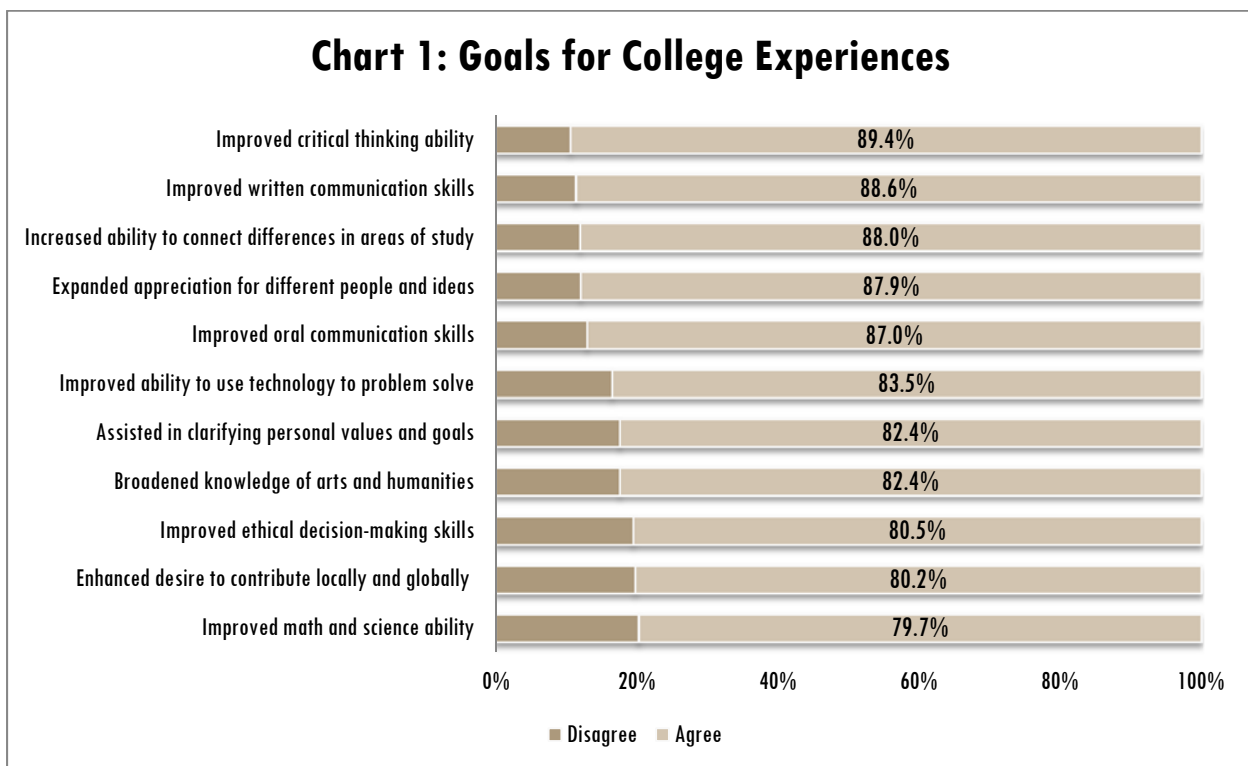
Future Plans

More than half of the respondents indicated that they intended to obtain full-time employment, with 68% of this group already employed. There appeared to be a modest employment advantage for STEM majors relative to non-STEM majors. However, among STEM majors wanting to be employed full-time upon graduation, a gender difference in employment outcome was observed with a smaller proportion of female STEM majors reporting that they had found a job before graduating from UMKC, as compared to their male counterparts. About two in five responded that they would be seeking employment. Nearly one-third of the respondents indicated that they expected to attend graduate or professional school on a full-time basis and additional activities were reported less frequently.

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 illustrated in [Chart 1](#), a majority of the respondents agreed that UMKC had helped them achieve these goals. Specifically, it appears that respondents believed the university best developed students’ **critical thinking ability** (89.4% agreement), improved **written communication skills** (88.6%), increased abilities for **connecting ideas in different areas of study** (88.0%), expanded appreciation for **different people and ideas** (87.9%), and improved **oral communication skills** (87.0%).

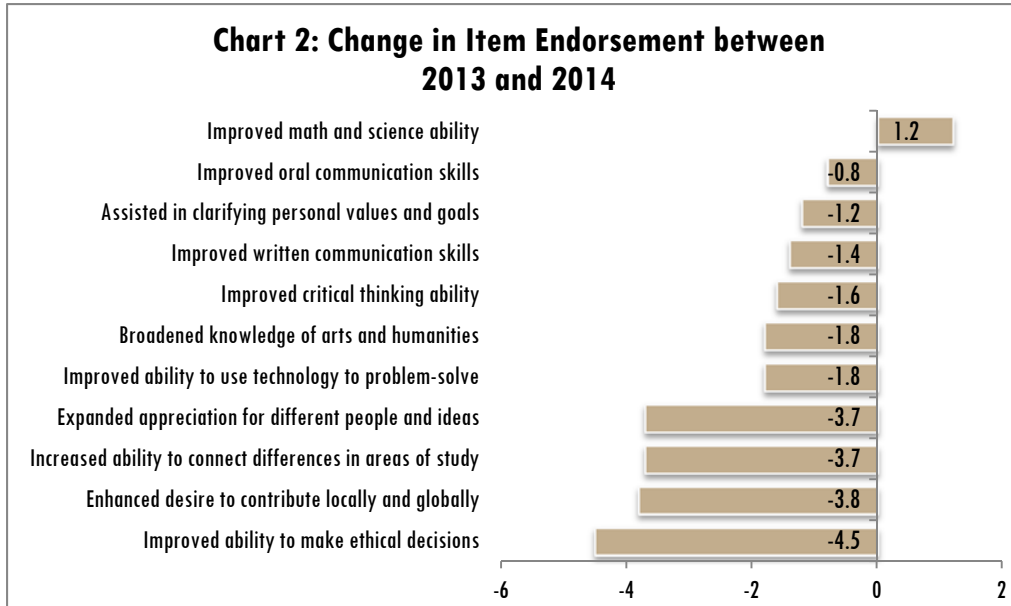


Note. “Disagree” = Total of strongly, moderately, and slightly disagree as one item rather than three separate items. “Agree” = Total of strongly, moderately, and slightly agree as one item rather than three separate items. Data was originally collected on a 6-point scale ranging from “Strongly disagree” to “Strongly agree.”

Though approximately four-fifths of respondents agreed that UMKC had helped them improve their **math and science ability** (79.7% agreement), **enhance their desire to contribute locally and globally** (80.2%), and develop their **ethical decision-making skills** (80.5%), about one-fifths of respondents disagreed that the university had effectively helped them achieve these learning objectives. This result is largely consistent with the finding from previous iterations of Senior Survey, suggesting that the above-mentioned constructs continue to be the top three areas for university growth within the General Education program so as to better assist this group of students with achieving the desired learning outcomes.

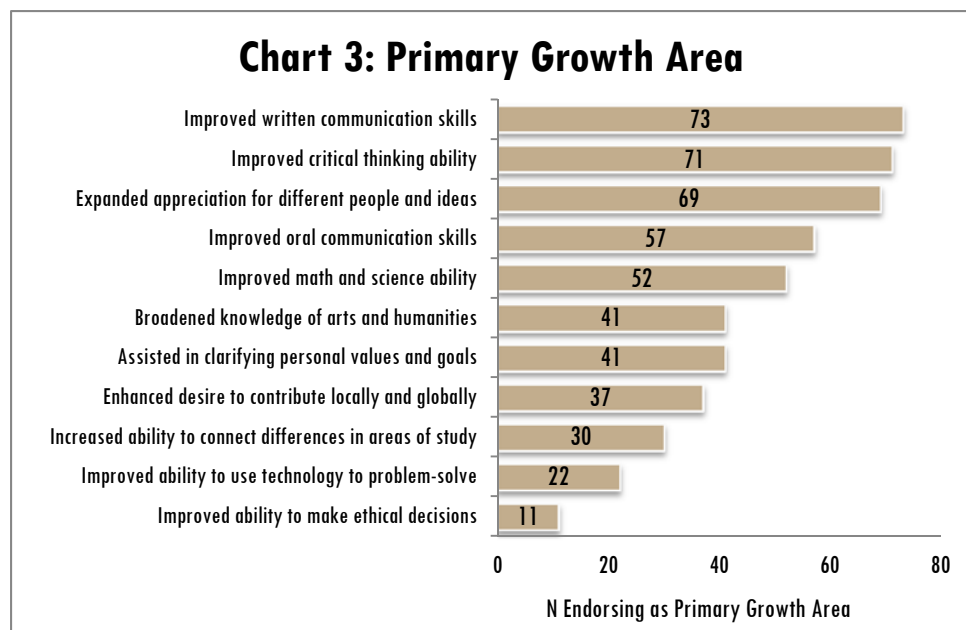
However, it is important to highlight that even though the item **“Improved math and science ability”** is the least endorsed item for this year’s administration (as shown in [Chart 2](#)), the item endorsement actually increased by 1.2% compared to the 2013 administration. This is an encouraging sign as it appears that the university is moving in the right direction in helping students develop their math and science ability – academic skills that are critical for college success and degree completion. Given that it has only been two

years since the item on math and science ability was added to the Senior Survey, it is important to monitor if this upward trend continues in future administration of the survey to ensure effective implementation of this general education standard.



While declines were observed in endorsement for all items between 2013 and 2014 administration, with the exception of **“Improved math and science ability,”** the percentage drops were minuscule to small. Even for the item with the most significant percentage drop – **“Improved ability to make ethical decisions”** (a 4.5% decrease in agreement) – there were still about eight out of ten respondents (see [Chart 1](#)) who felt they grew in this area; and 11 students even felt they grew the most here (see [Chart 3](#)).

Respondents were asked to choose the area in which they believed they grew the most during their time at UMKC (see [Chart 3](#)). The greatest number of students indicated that they grew most in their ability to **communicate in writing**, followed by **critical thinking skills** and **appreciation for people and ideas that**



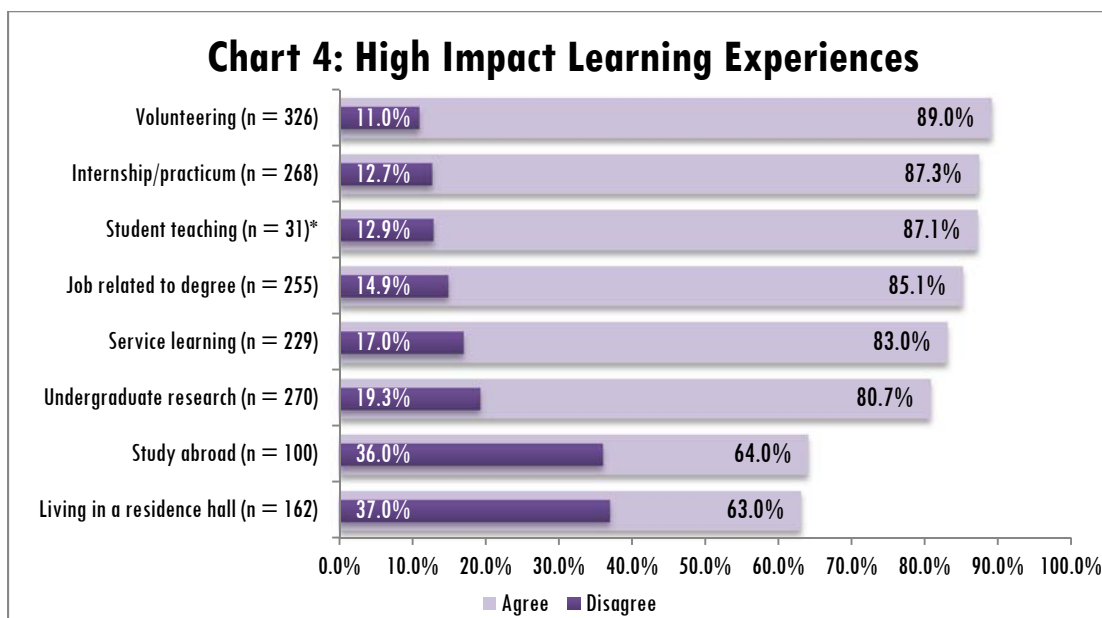
are different from them. Interestingly, these three items were also ranked as the top three primary growth areas in the 2013 survey administration, albeit the ranked order was slightly different with improved critical thinking skills being the top growth area, followed by expanded tolerance for others and improved written communication skills. Taken together, the findings clearly indicate that the university has consistently and effectively prepared students to meet successfully all eleven general education goals. 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, in addition to keeping with the accountability measures implemented across all UM System institutions, a measure of high impact educational experiences is included in the Senior Survey.

Table 3 in Appendix A details responses regarding high impact experiences. It is noteworthy that, with the exception of student teaching, the participation rates for most of the activities listed were modest to low. For example, only about one-fifth of respondents (19.8%; $n = 100$) indicated that they participated in **study abroad** and only one-third **lived in a residence hall** (31.9%; $n = 162$). Nearly half of the respondents indicated that they participated in **service learning associated with a class** (45.3%; $n = 229$), **part-time job related to their degree of study** (50.1%; $n = 255$), **an internship or practicum** (52.9%, $n = 268$), and **undergraduate research** (52.9%, $n = 270$). Conversely, it appears that **volunteering** has a relatively higher participation rate such that 64.3% of respondents ($n = 326$) 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 (93.9%, $n = 31$) reported having completed **student teaching** as part their degree requirement.

Further analyses were done to assess students' rating on each high impact experience. Note that those who did not participate in the activities were excluded from the calculation. As shown in Chart 4, of those individuals who participated in high impact experiences, many found them a meaningful enhancement of their college experience at UMKC. For example, roughly 9 of 10 students who engaged in **community volunteering, internship or practicum, and student teaching** agreed that these experiences enriched their undergraduate experience. Additionally, approximately 8 in 10 students who had a **job related to one's degree**, engaged in **service learning**, and participated in **undergraduate research** found value as related to their education and deemed these experiences meaningful.



Note.

1. "Disagree" = Total of strongly, moderately, and slightly disagree as one item rather than three separate items. "Agree" = Total of strongly, moderately, and slightly agree as one item rather than three separate items.

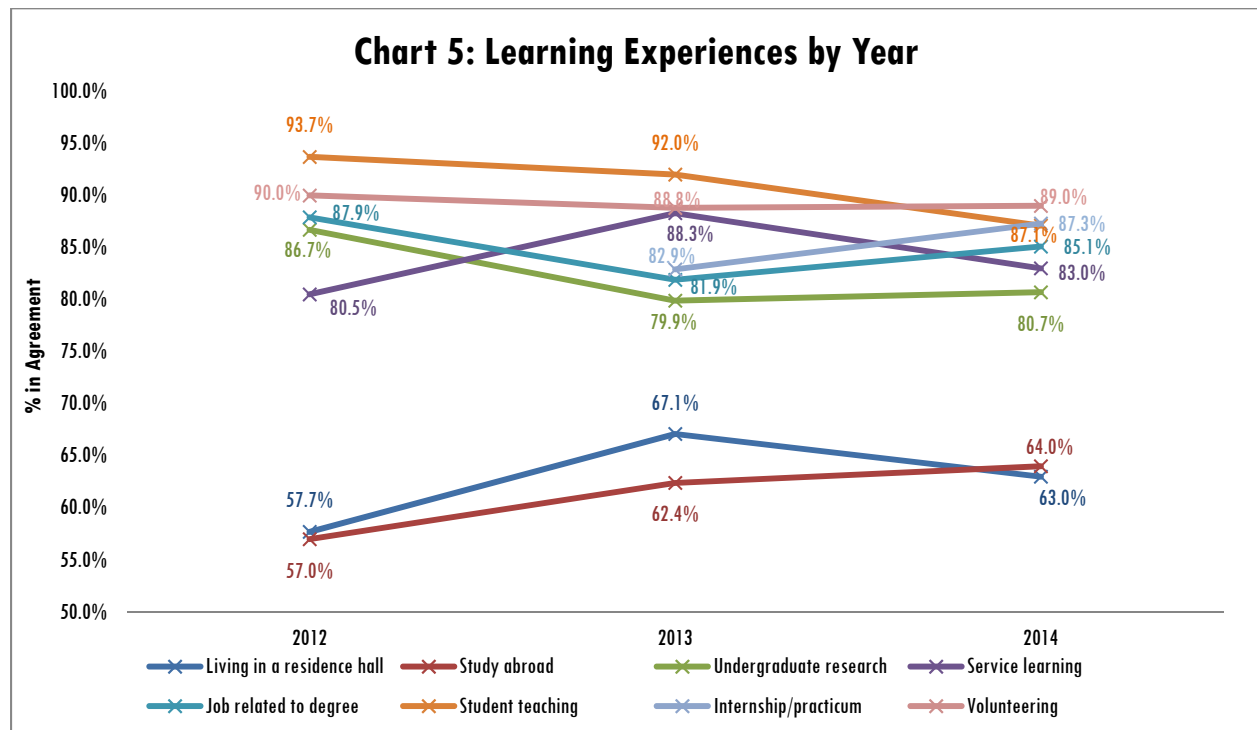
2. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from "strongly disagree" to "strongly agree"). 0 (i.e. students who did not participate in the activity) was excluded from the calculation.

*Data was only reported on student teaching for students enrolled in the School of Education.

Slightly more than one-third of respondents who *lived in a residence hall* or *completed a study abroad experience* indicated that the experience failed to enhance their experience at UMKC (see [Chart 4](#)). However, it is imperative to note again that 80% of respondents never did study abroad and 68% never lived in a residence hall, hence the statistics reported above only reflect the experience of a small subset of graduating seniors and by no means are representative of the experience of the majority of graduating seniors.

More importantly, there was a statistically significant association between participation in high impact learning experiences and likelihood to return to choose the same degree program, $\chi^2(1)=5.06, p=.025$. This seems to represent the fact that based on the odds ratio, respondents who participated in one or more high impact experiences were 2.05 times more likely to indicated they would select the same degree program if they had it to do all over again. Interestingly, participants of high impact experiences did not differ significantly from their non-participating peers in the likelihood of choosing to attend UMKC again and of recommending UMKC to a friend or family member. One possible explanation is that high-impact practices such as service-learning, research with a faculty member, internships, and other culminating learning experiences are more closely related to the area of study of these students, hence participation in these practices were more impactful on their decision of whether or not to select the same degree program again; whereas there might be a myriad of other factors that could influence the overall college experience as indicated by whether one would return to UMKC again or recommend the university to friends and family.

[Chart 5](#) presents a longitudinal (three-year) overview of students' positive endorsement (agreement) rating on each high impact experience.



Note. Internship/practicum does not have a value for 2012 because the item was changed between 2012 and 2013.

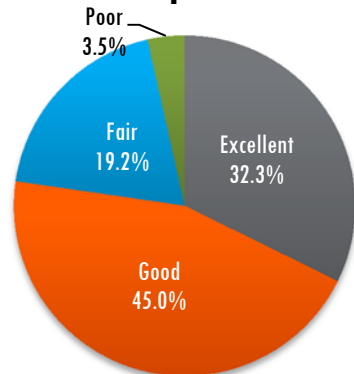
While the percentage of students who rated each high impact experience positively varied slightly from year to year, it is safe to conclude that over the course of past three years, the majority of students (ranging from 80% to mid-90%) agreed that most high impact experiences positively enhanced their learning experience at UMKC (see [Chart 5](#)). There were two exceptions to this trend: the item “**Study abroad**” and “**Living in a residence hall**” remained the lowest ranked items in three consecutive administrations of the survey. Again, the number of students who participated in these two experiences were typically smaller than all other high-impact experiences, thereby generalizability of these results is limited. That said, given that over the last three years at least one-third of the students who actually participated in study abroad or lived in a residence hall did not feel the experience positively impacted their learning, the university may want to continue to find ways to improve these experiences so as to ensure that these two high impact areas have their intended effect.

STUDENT SATISFACTION AT UMKC

In line with responses from previous administrations of the Senior Survey, nearly eight in ten respondents rated their overall experience at UMKC as either good or excellent (see [Chart 6](#)). This is noteworthy considering that almost half of the respondents (49.9%) indicated that UMKC was not their first choice when they decided to attend college.

As shown in [Chart 7](#), students have rated their experience at UMKC in a similar way for the past five years. Specifically, the mean rating of their overall experience has remained unswerving within the range of 3.00 to 3.06 on a 4-point scale with 4 equaling “Excellent” and 1 equaling “Poor.” Moreover, of those who indicated that UMKC was not their first choice ($n = 253$), 73.1% ultimately rated their overall experience as being positive (**Excellent** = 26.9%; **Good** = 46.2%). This percentage, however, appears to have declined slightly from last year (a 7% decrease), with about one quarter of these students giving an unfavorable rating for their overall college experience. While this decrease was minimal, it is important to monitor whether this trend continues in future administrations. Nevertheless, the results en masse suggests 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.

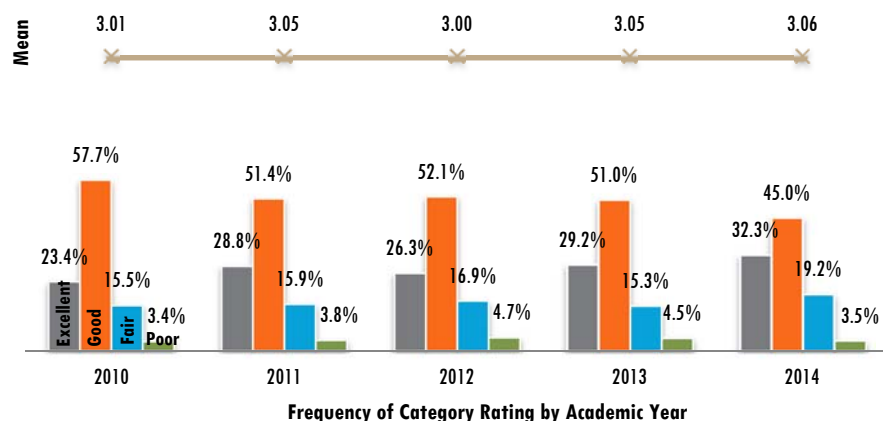
Chart 6: Overall Experience at UMKC



Another indicator of student satisfaction concerns their willingness to choose to attend UMKC if they had to do it all over again. More than three quarters of the respondents (78.4%) indicated that they would choose to attend UMKC again whereas about four-fifths of the respondents (80.9%; a 4.3% increase from the year prior) indicated they

would also choose the same degree program from which they were graduating. These findings have been largely consistent over the last five administrations of the Senior Survey (refer to [Chart 8](#)). Similar to responses from the previous administrations of the Senior Survey, a group of seniors ($n = 66$) indicated that they would choose the same degree program again, but would not choose to attend UMKC (16.0% of all who indicated they would choose the same degree program). This suggests that student satisfaction at UMKC

Chart 7: Overall Experience at UMKC - Longitudinal Analyses

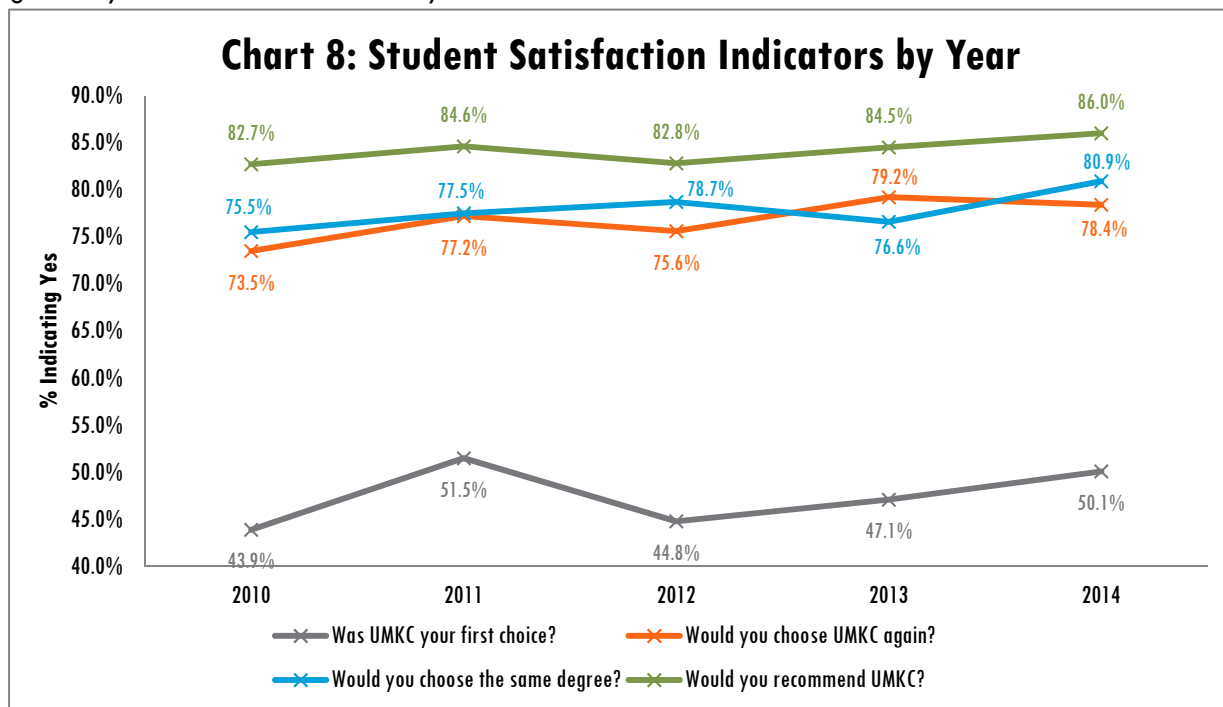


is, in a way, informed by student interactions at both the program and university levels.

An indirect measure of student satisfaction on the Senior Survey asked students whether or not they would recommend UMKC to a friend or family member; roughly nine in ten respondents (86.0%; a 1.5% increase from previous year) stated that they would make this recommendation.

Similar to responses from the 2013 Senior Survey, a majority of the respondents (84.0%) agreed that UMKC provided a welcoming and supportive environment for students. Likewise, many respondents agreed that UMKC is student-centered (78.7%). See [Table 4](#) in [Appendix A](#) for a full break-down of responses on items measuring overall student satisfaction.

Taken together, various indicators of student satisfaction continued to show that graduating seniors were generally satisfied with the university as a whole.



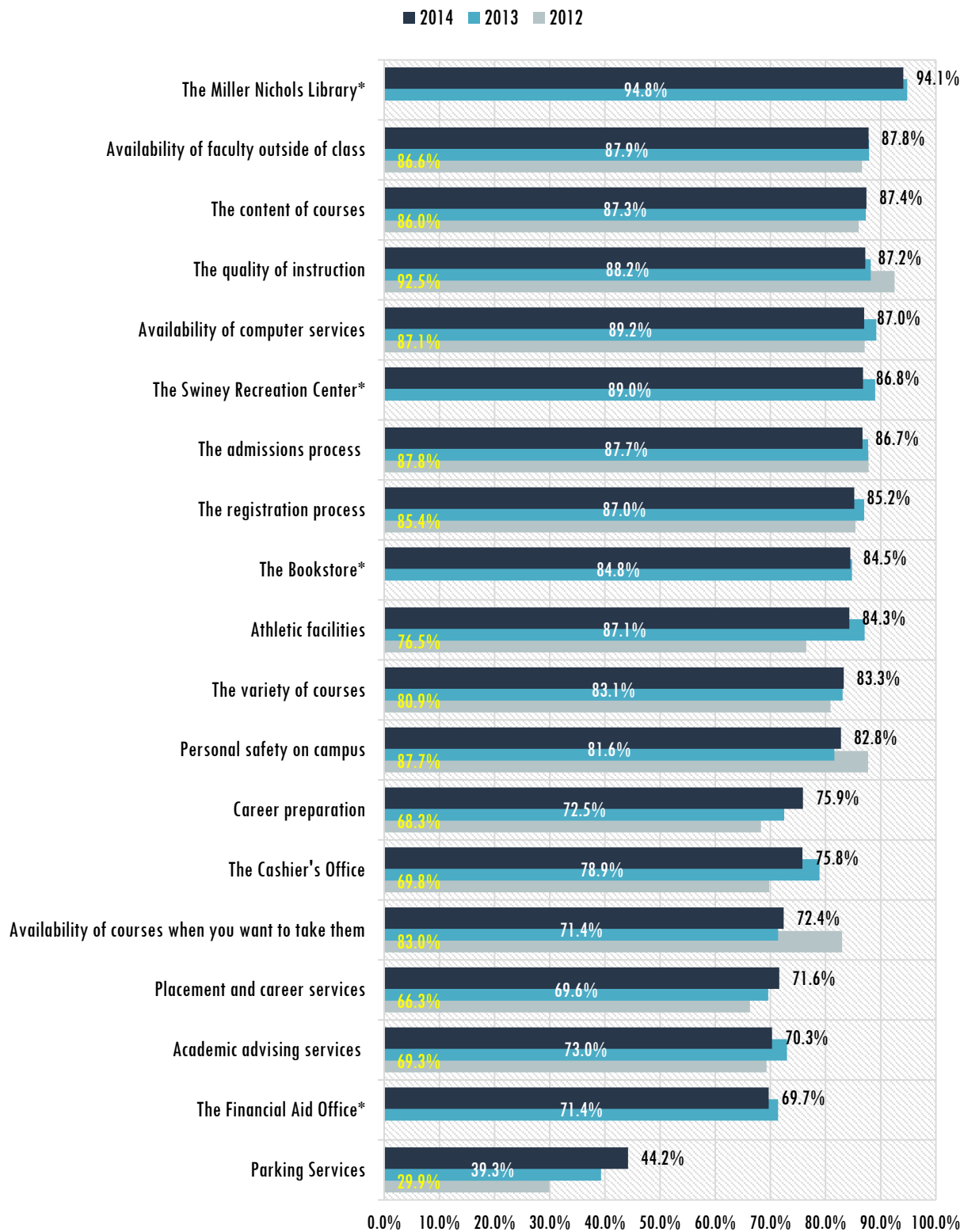
SATISFACTION WITH SERVICES AND PROGRAMS

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 three administrations of the survey and longitudinal analyses are provided in [Chart 9](#). In addition, specific data for 2014 are provided in [Table 5](#) in [Appendix A](#).

The following segment reviews student satisfaction from an academic perspective. The evidence from Senior Survey data across the three-year span clearly indicates that graduating seniors were generally satisfied with most of the academic-related services made available to them. Despite slight variations in the proportion of students who deemed these services as satisfactory from year to year, data has consistently shown that roughly nine in ten students were satisfied with the **availability of faculty outside of class, the content of courses, the quality of instruction, and the admission process** whereas four in five indicated that they were satisfied with **the variety of courses** offered. Approximately three-quarters of respondents reported satisfaction with **career preparation** whereas seven in ten students were pleased with the **academic advising services**. Students' satisfaction with **the availability of courses** evidenced the most notable changes across time, with an 11.6 percentage decline in satisfaction rating from 2012 to 2013 followed by a slight increase in 2014. While students' satisfaction ratings in this area remained high in the past year (i.e. seven in ten were satisfied), it is important to monitor if the downward trend continues into future administrations.

Similarly, student responses on the Senior Survey related to non-academic related services and programs were largely positive over the past three years. Respondents were unequivocally highly satisfied with the **Miller Nichols Library** for two consecutive years wherein data was available with as many as nine in ten reporting satisfaction with this particular student service. Minor percentage variations over time aside, the data has been astoundingly consistent in showing that roughly eight in ten respondents surveyed were positive about the **availability of computer services, the Swinney Recreation Center, the registration process, the Bookstore, athletic facilities, and their personal safety on campus**. Student responses to the past three administrations of the Senior Survey also suggested that their satisfaction with **the Cashier's Office and placement and career services** have generally increased over the years with about seven in ten respondents indicating that they were satisfied with both services in 2014. The percentage of students who reported satisfaction with the **Financial Aid Office** remained relatively stable across the years with approximately seven in ten respondents reporting positive ratings about their services. Finally, high costs for parking and parking inconvenience may have left over half of the respondents dissatisfied with the effectiveness of the services rendered by **Parking Services**. Even though Parking Services remained the area of greatest student dissatisfaction over the past three years, it is worth highlighting that consistent gains were made in student satisfaction with their services (from 29.9% in 2012 to 44.2% this year). It may be that this change resulted, in part, from the construction of the Cherry Street Parking Garage and the implementation of an electronic payment system over the last two years.

Chart 9: Satisfaction with UMKC Services and Programs



Note. Labels with an asterisk do not have data for 2012 or were items that were modified between administrations. Data labels at the base of the bars are for 2012, whereas labels at the center of and outside of the bars are for 2013 and 2014, respectively.

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 university-wide at UMKC, 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.

With regard to student satisfaction with the university **admission process, variety of courses, content of courses, quality of instruction, and availability of faculty**, it appeared that the majority of the respondents' ratings fell within the range of "Moderately satisfied" to "Strongly satisfied," and that these patterns were consistent across all academic units.

In contrast, the satisfaction ratings appeared to be varied for university **academic advising services, placement and career services, and availability of courses**. Within the School of Biological Sciences, the School of Education, and the School of Dentistry, nearly half of the respondents were dissatisfied with the **academic advising services** provided at the university level (50.0% for SBS, 45.5% for SOE, and 44.4% for SOD). However, it is important to note that due to the small number of respondents in each of these academic groups, the proportion reported could exaggerate the finding.

Within each academic unit, with the exception of the Bloch School of Management, the number of respondents who indicated that they did not utilize the **placement and career services** provided by the university ranged from roughly one-fifth to more than half. This is a wide range considering that placement and career services is a university-wide service available to all students from different academic groups. Given the large proportion of students who reported not using the placement and career services, a separate table was populated to capture the distribution of response more accurately (see [Table 11a](#)). As shown in the table, respondents' ratings were relatively equally distributed along the continuum of "Dissatisfied" (collapsed) to "Strongly Satisfied." This pattern was consistent across all academic units except for the School of Computing and Engineering and the School of Dentistry where students appeared to be especially pleased with the placement and career services they received.

The satisfaction rating for **availability of courses** appeared to vary by academic unit. Most students from the School of Dentistry and the School of Nursing and Health Sciences were largely satisfied with the availability of courses offered at the university level with the majority of the ratings falling within the range of "Slightly satisfied" to "Strongly satisfied." However, the availability of courses seemed to be a particular issue for students from the School of Biological Sciences and the School of Computing and Engineering. For all other academic groups, the respondents' satisfaction ratings on this item were more equally distributed along the continuum of "Dissatisfied" (collapsed) to "Strongly Satisfied."

FUTURE PLANS

Students were asked to indicate future plans upon graduation. Note that percent change cannot be reported for items in this section because the 'future plan' item was modified from previous iterations of the Senior Survey in compliance with requested changes from the Voluntary System of Accountability (VSA).

[Table 14](#) in [Appendix A](#) details responses regarding students' plans upon graduation.

More than half of the respondents indicated that they would be working full-time (51.6%; $N = 264$), with 67.8% of this group already employed. Two in five respondents surveyed indicated that they would be seeking employment upon graduation (40.8%; $N = 209$). Of this group, about one-fifth (19.1%; $N = 40$) were already employed at the time of survey administration. Interestingly, further analysis revealed that for those who were already employed yet still wished to seek employment after graduation, roughly 65% ($N = 24$) indicated that their current employment was related to their major of study while the other one-third (35.1%; $N = 13$) reported that their current job was not related to their major. While this result may seem counter-intuitive, it is possible that the majority of these students, albeit holding a job related to their field of study, may wish to seek career advancement after obtaining a college degree. Moreover, nearly one-third of the respondents (28.7%) indicated that they planned to attend graduate or professional school on a full-time basis after graduation while roughly one-fifth (17.4%) indicated that they would be attending graduate or professional school on a part-time basis.

Organized by gender, [Chart 10\(a\)](#) highlights the top five most commonly selected future plans for female and male graduating seniors, respectively. Likewise, [Chart 10\(b\)](#) lists top five most commonly reported future plans by URM and non-URM students. As indicated in the charts below, irrespective of the gender or URM status of the respondents, the top five future plans included **working full-time**, **seeking employment**, **attending graduate/professional school full-time** or **part-time**, and **traveling**; the order of the lists, however, vary slightly by gender or URM status. Finally, it is worth mentioning that 10% more URM students planned on going to graduate/professional school full-time when compared to Non-URM students.

Chart 10(a): Top 5 Future Plans Upon Graduation by Gender

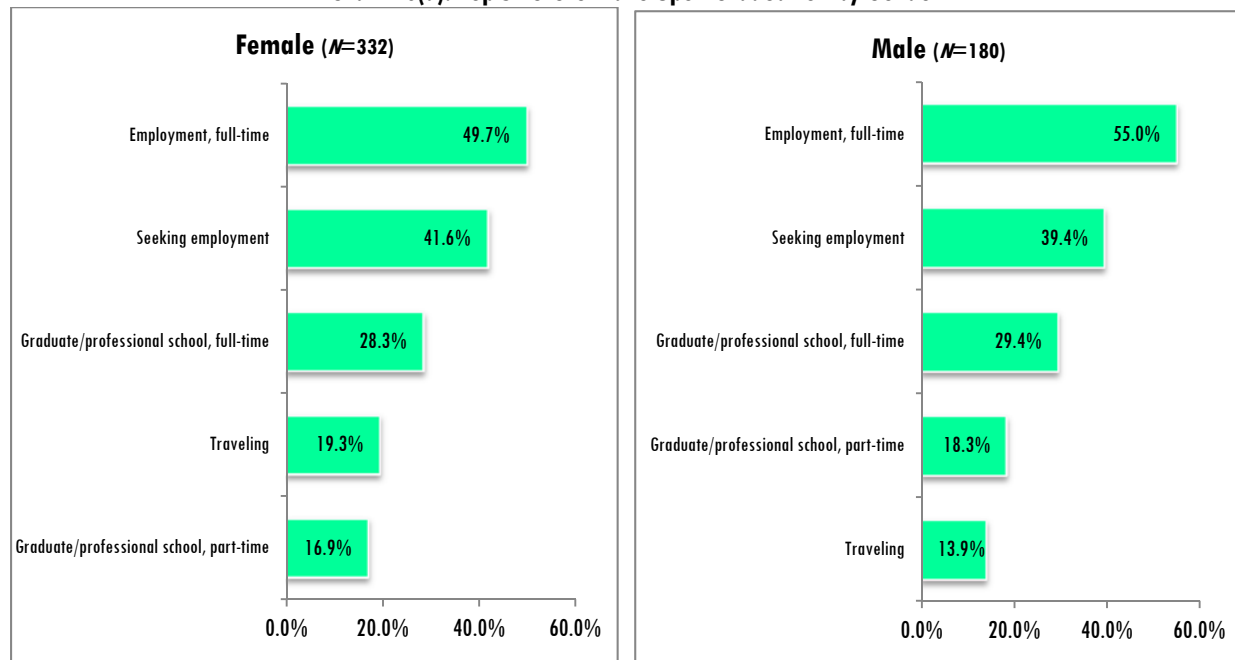
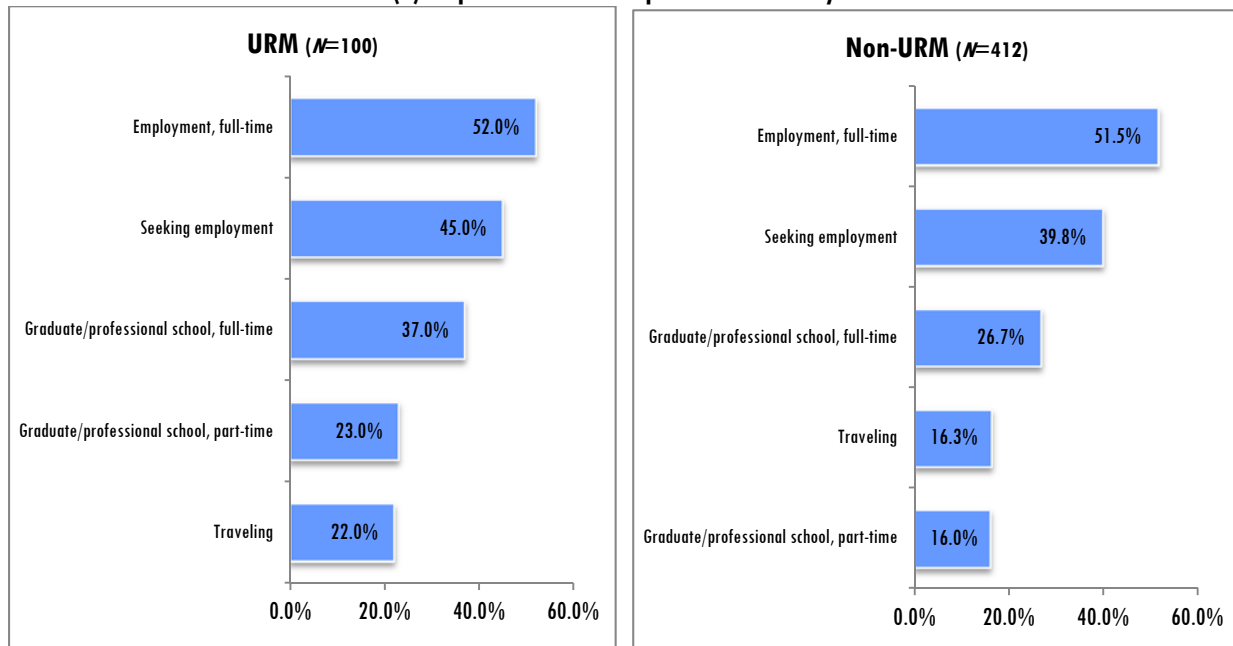


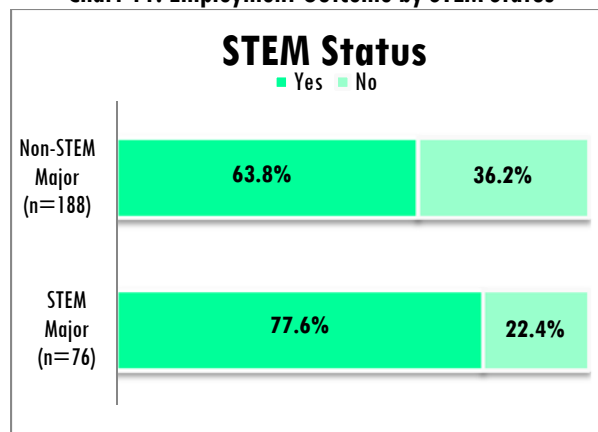
Chart 10(b): Top 5 Future Plans Upon Graduation by URM Status



Note. Students were able to select more than one future plan.

The following analyses focused on the group of graduating seniors who intended to obtain full-time employment after college ($n = 264$). Of these students, roughly seven in ten (67.8%; $n = 179$) reported having secured a job prior to graduating from UMKC. Further analyses revealed that there was a statistically significant association between the field of study and whether or not students had secured employment before graduating from UMKC, $\chi^2(1) = 4.723, p = .030$. As illustrated in [Chart 11](#), 77.6% of students majoring in STEM fields wanting full-time employment were already employed at the time of survey administration, as compared to 63.8% of students whose major was non-STEM related, suggesting a modest employment advantage for STEM majors.

Chart 11: Employment Outcome by STEM Status



Note. Employment outcome was operationally defined by the variable: "Having secured an employment prior to graduating from UMKC"

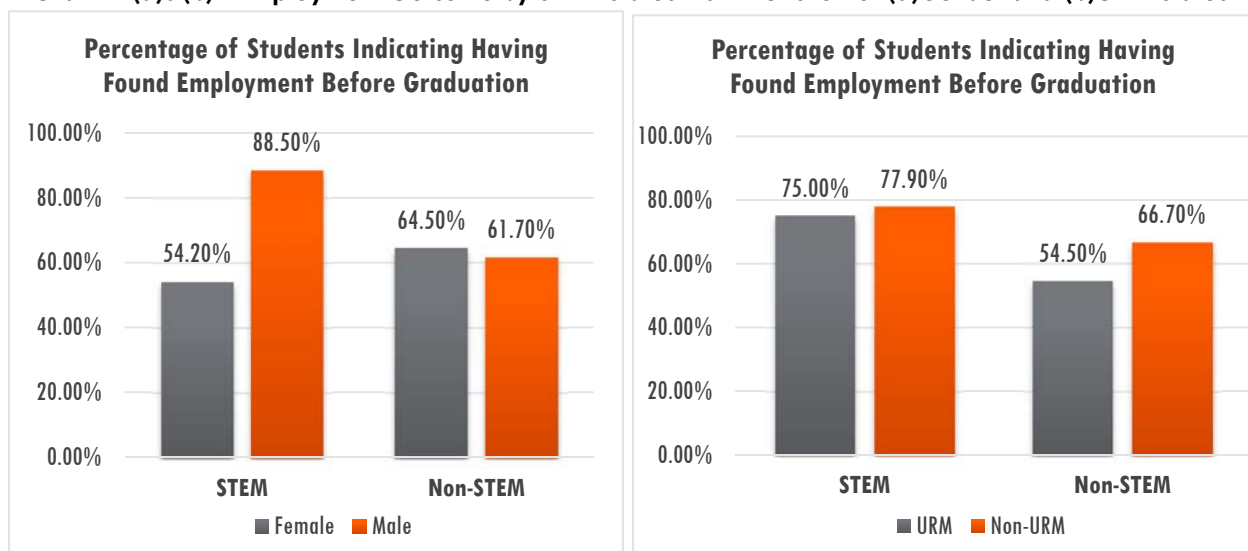
Two additional chi-square analyses were conducted to look for dependencies between gender and employment outcome, and URM status and employment outcomes, respectively – while controlling for any effect of STEM status. Results are detailed below:

Employment Outcome by (i) Gender and (ii) URM Status, Layered by STEM Status

	Found Employment?			
	No		Yes	
	N	%	N	%
Non-STEM Major	68	36.20%	120	63.80%
Female	50	35.50%	91	64.50%
Male	18	38.30%	29	61.70%
STEM Major***	17	22.40%	59	77.60%
Female	11	45.80%	13	54.20%
Male	6	11.50%	46	88.50%
Non-STEM Major	68	36.20%	120	63.80%
URM	20	45.50%	24	54.50%
Non-URM	48	33.30%	96	66.70%
STEM Major	17	22.40%	59	77.60%
URM	2	25.00%	6	75.00%
Non-URM	15	22.10%	53	77.90%

As shown above, for graduating seniors with STEM major ($N=76$), gender has a significant effect on whether or not students would get a job before graduating from UMKC, $\chi^2(1) = 11.12, p = .001$. This result is consistent with the gender disparities seen in STEM employment (i.e. women are generally underrepresented in STEM workforce; Landivar, 2013) which may be explained by gender-based biases in the hiring practices in STEM fields in general. No other tests were found significant. Chart 12(a) and 12(b) provide a visual representation of how the employment outcome differs by STEM status, as a function of gender and URM status, respectively.

Chart 12(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 Senior Survey allow for students to provide written feedback on what they perceived as strengths and areas of growth for the university (see [Appendix B](#) to read the questions). The following section provides themes that emerged as important to respondents.

Regarding the main thing students had learned or gained by attending UMKC, many of the responses given were related to general education objectives. First and foremost, many expressed greater appreciation for diversity, became more open-minded to individual, cultural, and group differences, and increased awareness of social issues in relation to under-served communities. In the same vein, a large number of respondents commented on the university's urban emphasis in general, and its connection to the city as well as local businesses and nonprofit organizations. Many students opined that they benefited from volunteering and becoming more involved in the community. Also, a majority of the respondents indicated that they learned specific skills, such as critical thinking and written and oral communication – all of which helped prepare them for employment. Numerous students commented on learning a lot about team work through various group projects. Taken together, students largely agreed that they learned transferable skills toward a future career. Furthermore, several respondents expressed that applied experiences such as internships were meaningful and others expressed that they felt they were given the opportunity for networking and meeting people. Aligned with the objective on clarifying personal values and goals, a theme emerged related to developing a better understanding of self, values, and life/career goals as well as increased confidence as a student at UMKC. Additionally, some students also expressed appreciation for their professors who they deemed as helpful and influential in guiding their career path. Finally, for working and non-traditional students, time management skills and technological skills appeared to be two areas that they grew the most during their time at UMKC.

On the primary strength of their respective major program, many respondents spoke highly of their faculty, especially with regard to their availability, passion for and knowledge of the field and their investment in students. Additionally, many commented on the ability to get a lot of hands-on experience through practicum or internships which made them more competitive in the job market. Also, the variety, quality, and relevance of course content were amongst the major strengths of the degree programs offered by the university. Some respondents found the availability of online classes as well as the ease of access to course information online especially helpful.

Although many respondents expressed positive regard toward faculty in their major program, there was a theme that emerged suggesting that many were dissatisfied with the quality of general-education instructors and teaching assistants. The perceived lack of teaching experience for some instructors and ESL instructors' poor command of English appeared to be the chief complaints of most respondents. Consistent with the findings from previous years, academic advising was the most cited academic-related function that was identified as problematic. Some respondents indicated that they believed there was poor communication between major advisors and general advisors; others expressed frustration over misinformation given by different advisors, resulting in a lack of clarity regarding the correct course sequence for program completion. In some instances, students reported delayed graduation due to this issue. According to the responses, transfer students appeared to face additional barriers due to the difficulty in transferring credits to UMKC. Lastly, several students opined that the cluster course requirement is unnecessary and should be revised.

Feedback related to the university services was mixed but generally positive. While some respondents expressed satisfaction with their educational experience at UMKC at large, others found their overall experience to be negative. The most cited area of frustration for respondents pertained to Parking Services – a theme that is consistent with the previous administrations of the Senior Survey. Respondents were particularly concerned about the “overpriced” parking permit in conjunction with the limited parking spots on campus. Similar to previous years, both the Financial Aid Office and the Cashier’s Office were perceived by some as being unhelpful and lacking professional service. Also a theme from previous administrations of the Senior Survey, there was a sense that some respondents believed university administration was more interested in making profits and was not as committed to promoting student success. More broadly, another theme emerged suggesting that the university did not adequately address the unique needs of minority and non-traditional students (e.g., low retention rates among African American students despite their increased enrollment, Muslim students lack designated prayer space on campus, and the university is “grossly unprepared” to assist student veterans in their transition). Also, some students commented on the “commuter school” nature of UMKC, hence lacking a “college campus life.” Finally, a proportion of respondents indicated that more computer labs are needed on campus and that they would prefer to have 24-hour access to services such as Miller Nichols Library and Swinney Recreation Center.

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

As the Class of Fall 2013/Spring 2014 leaves UMKC behind, it will count among its numbers numerous engineers, educators, nurses, financial and business analysts, as well as other professionals in various fields – but before they go we can learn from their experiences to help future generations of UMKC graduates.

Seniors were nearly unanimous (nine in ten respondents) in the view that the university best helped them improve skills in critical-thinking, written communication, and oral communication, in addition to increasing connections between different areas of study and expanding their understanding of different people and ideas. Even though four-fifths of respondents agreed that UMKC helped them improve their ethical decision-making skills, enhance their desire to contribute to local and global community, and strengthen math and science ability, about one-fifths disagreed that they have achieved the desired learning outcomes in these domains. Continued improvement in these three areas within the General Education program is warranted to better assist this group of students develop in these domains.

On the assessment of high impact experiences, many learning opportunities were perceived by students as successfully contributing to the UMKC educational experience. The three most impactful experiences were volunteering, internships or practicums, and student teaching. Similar to the findings from previous administrations of the Senior Survey, living in a residence hall and study abroad were both rated lowest of all provided experiences, albeit the latter has shown steady and modest improvement in rating over the years.

Four out of five seniors rated their overall experience at UMKC as either good or excellent – a finding that is consistent with responses from previous administrations of the Senior Survey. About three-quarters of the respondents indicated that, if given the chance, they would choose UMKC again. While global measures of student satisfaction showed that graduating seniors were largely satisfied with the university as a whole, measures of student satisfaction with specific services and programs also yielded equally encouraging results. According to three-year trend analyses, graduating seniors were generally satisfied with most of the academic-related and non-academic related services made available to them. For academic-related services, the only notable change with regard to students' satisfaction across time concerns the availability of courses, which evidenced an 11.6 percentage decline in the three-year span. As for non-academic related services and programs, Parking Services remained the area of greatest student dissatisfaction across time. However, it is important to note that the percentage of students who reported satisfaction with Parking Services has increased over the past three years.

Finally, on post-graduation plans, more than half of the graduating seniors surveyed intended to work full-time. Two in five respondents surveyed indicated that they would be seeking employment upon graduation, with about one-fifth were already employed at the time of survey administration. Of those who were already employed yet still wished to seek employment, roughly 65% indicated that their current job is related to their major of study. One possible explanation is that these students, upon obtaining college degree, may seek to further advance their career by seeking a higher-paying job. Other commonly reported future plans included attending graduate school full-time or part-time, and traveling.

Among graduates who planned to work full-time after graduation, 68% of this group were already in employment at the time of the survey. STEM majors seemed to have a modest employment advantage over non-STEM majors. While controlling for the effects of major, no URM-status-related differences were found. Gender differences in employment outcome were observed, but only among STEM majors.

Females majoring in STEM fields appeared to be slightly disadvantaged relative to male students when it comes to securing employment prior to graduating from college. The findings may be a reflection of more complex, deep-rooted issues of gender disparity in the hiring practices in STEM workforce and thus need to be interpreted with caution. Overall, the results indicated that respondents of this survey were largely achieving positive employment outcomes upon graduation.

Please do not hesitate to contact the Office of Institutional Research and Planning if you have any questions about the present report, or if you would like to request additional analyses.

APPENDICES

• Appendix A

Tabled Findings for UMKC 2014 Senior Survey

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Table 1 Student Characteristics			
	N	%	All Eligible Respondents
School			
College of Arts & Sciences	195	38.1%	46.0%
School of Biological Sciences	36	7.0%	5.2%
Henry W. Bloch School of Management	77	15.0%	15.4%
School of Computing & Engineering	64	12.5%	6.5%
School of Dentistry	9	1.8%	1.6%
School of Education	34	6.6%	6.0%
Conservatory of Music & Dance	16	3.1%	3.4%
School of Nursing and Health Sciences	81	15.8%	15.7%
One or both parents graduated from college			
No, neither graduated	210	41.1%	
Yes, both parents graduated	164	32.1%	
Yes, mother graduated	84	16.4%	
Yes, father graduated	53	10.4%	
Gender			
Female	332	64.8%	62.2%
Male	180	35.2%	37.8%
Ethnicity			
White	335	65.4%	62.4%
Black/African American	61	11.9%	13.5%
Not specified	31	6.1%	6.7%
Hispanic	33	6.4%	7.1%
Asian	20	3.9%	3.8%
Non resident	18	3.5%	2.9%
Two or more ethnicities	8	1.6%	1.7%
Asian (underrepresented)	6	1.2%	1.4%
Admit Type			
Transfer	340	66.4%	67.9%
First Time College	162	31.6%	30.0%
Other	10	2.0%	2.1%

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	511	17.6%	25.4%	30.9%	26.0%	4.51 (1.33)
Improved my ability to communicate orally	509	13.0%	22.0%	31.4%	33.6%	4.76 (1.24)
Improved my ability to communicate in writing	510	11.4%	22.4%	31.6%	34.7%	4.79 (1.26)
Improved my ability to make ethical decisions	508	19.5%	22.2%	32.1%	26.2%	4.48 (1.40)
Expanded my understanding of people and ideas that are different from me	505	12.1%	18.0%	32.9%	37.0%	4.85 (1.27)
Assisted me in clarifying the values and goals of my life	510	17.6%	18.2%	32.9%	31.2%	4.62 (1.39)
Improved my critical thinking ability	510	10.6%	16.7%	33.7%	39.0%	4.92 (1.22)
Improved my ability to use technology in order to obtain information and solve problems	508	16.5%	18.5%	33.1%	31.9%	4.68 (1.32)
Increased my ability to see how ideas from different areas of study are related to one another	510	12.0%	19.0%	35.7%	33.3%	4.80 (1.24)
Enhanced my desire to contribute to the local and global community	505	19.8%	19.2%	30.5%	30.5%	4.56 (1.40)
Improved my ability to use mathematical and scientific methods	507	20.3%	21.1%	28.8%	29.8%	4.49 (1.47)

Note. "Disagree" = Total of strongly, moderately, and slightly disagree as one item rather than three separate items. Data was originally collected on a 6-point scale ranging from "strongly disagree" to "strongly agree." Mean and SD (standard deviation) are representative of original data on a 6-point scale. "Total" represents the percentage of respondents who had an average total score that was reflective of the corresponding column.

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	Mean (SD)	n
Undergraduate research	510	47.1%	10.2%	12.5%	11.8%	18.4%	4.51 (1.55)	270
Study abroad	505	80.2%	7.1%	3.6%	3.2%	5.9%	3.95 (1.87)	100
Service learning	505	54.7%	7.7%	11.3%	11.5%	14.9%	4.54 (1.50)	229
Internship/practicum	507	47.1%	6.7%	7.5%	10.1%	28.6%	4.97 (1.49)	268
Volunteering	507	35.7%	7.1%	9.3%	16.8%	31.2%	4.98 (1.38)	326
Student teaching*	33	6.1%	12.1%	3.0%	15.2%	63.6%	5.26 (1.39)	31
Living in a residence hall	508	68.1%	11.8%	6.3%	6.9%	6.9%	3.75 (1.86)	162
Job related to degree	509	49.9%	7.5%	6.1%	11.2%	25.3%	4.91 (1.50)	255

Note.

1. "N/A" = Activity in which student did not participate.
2. "Disagree" = Total of strongly, moderately, and slightly disagree as one item rather than three separate items.
3. Data was originally collected on a 7-point scale (0 = N/A; 1-6 = ranging from "strongly disagree" to "strongly agree"). Mean and SD (standard deviation) are representative of a 6-point scale (1-6) as 0 (i.e. students who did not participate in the activity) was 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	254	50.1%
No	253	49.9%
Would choose to select same degree program again		
Yes	414	80.9%
No	98	19.1%
Would choose to attend UMKC again		
Yes	399	78.4%
No	110	21.6%
Would recommend UMKC to friends and family		
Yes	435	86.0%
No	71	14.0%
Evaluation of overall experience at UMKC		
Excellent	165	32.3%
Good	230	45.0%
Fair	98	19.2%
Poor	18	3.5%
UMKC provided a supportive environment		
Strongly Disagree	19	3.7%
Moderately Disagree	30	5.9%
Slightly Disagree	32	6.3%
Slightly Agree	90	17.8%
Moderately Agree	166	32.7%
Strongly Agree	170	33.5%
Mean (SD)	4.70 (1.35)	
UMKC is student-centered		
Strongly Disagree	35	6.9%
Moderately Disagree	30	5.9%
Slightly Disagree	43	8.5%
Slightly Agree	102	20.1%
Moderately Agree	155	30.5%
Strongly Agree	143	28.1%
Mean (SD)	4.46 (1.47)	

Table 5
Satisfaction with UMKC Services and Programs

“During my time at UMKC, I was satisfied with...”		N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
Academic-Related Services	The admissions process	511	1.2%	13.1%	15.5%	34.1%	36.2%	4.86 (1.23)	505
	Availability of faculty outside of class	505	5.5%	11.5%	16.4%	32.5%	34.1%	4.84 (1.26)	477
	The quality of instruction	507	1.4%	12.6%	16.8%	34.1%	35.1%	4.81 (1.31)	500
	The content of courses	507	1.4%	12.4%	16.4%	40.6%	29.2%	4.78 (1.22)	500
	The variety of courses	509	3.3%	16.1%	18.5%	35.2%	26.9%	4.63 (1.30)	492
	Career preparation	510	13.9%	20.8%	19.0%	22.9%	23.3%	4.35 (1.51)	439
	Academic advising services	509	2.0%	29.1%	16.9%	22.0%	30.1%	4.26 (1.64)	499
	Availability of courses when you want to take them	509	1.8%	27.1%	19.3%	28.3%	23.6%	4.26 (1.52)	500
Non-Academic Related Services	The Miller Nichols Library	510	10.2%	5.3%	13.3%	24.5%	46.7%	5.21 (1.07)	458
	Availability of computer services	510	6.7%	12.2%	17.6%	30.6%	32.9%	4.80 (1.27)	476
	The Swiney Recreation Center	511	28.8%	9.4%	12.1%	24.9%	24.9%	4.78 (1.33)	364
	The registration process	511	2.0%	14.5%	19.6%	33.5%	30.5%	4.72 (1.25)	501
	Personal safety on campus	511	9.2%	15.7%	14.3%	30.5%	30.3%	4.71 (1.34)	464
	The Bookstore	508	3.7%	15.0%	18.5%	32.7%	30.1%	4.69 (1.30)	489
	Athletic facilities	509	33.6%	10.4%	13.8%	20.8%	21.4%	4.67 (1.34)	338
	The Cashier's Office	506	10.3%	21.7%	18.6%	24.7%	24.7%	4.36 (1.52)	454
	Placement and career services	508	28.0%	20.5%	17.1%	16.5%	17.9%	4.20 (1.54)	366
	The Financial Aid Office	508	13.0%	26.4%	19.5%	19.3%	21.9%	4.17 (1.56)	442
	Parking Services	510	9.0%	50.8%	13.5%	14.3%	12.4%	3.23 (1.75)	464

Note. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items. 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 by Academic Unit								
“During my time at UMKC, I was satisfied with the admissions process.”	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	195	-	15.9%	17.9%	33.3%	32.8%	4.71 (1.31)	195
Conservatory of Music and Dance	16	6.3%	-	6.3%	62.5%	25.0%	5.20 (0.56)	15
School of Biological Sciences	36	2.8%	19.4%	5.6%	41.7%	30.6%	4.74 (1.34)	35
Henry W. Bloch School of Management	77	1.3%	5.2%	20.8%	32.5%	40.3%	5.05 (1.03)	76
School of Computing and Engineering	64	-	15.6%	10.9%	32.8%	40.6%	4.92 (1.23)	64
School of Dentistry	9	-	22.2%	11.1%	22.2%	44.4%	4.89 (1.27)	9
School of Education	33	3.0%	18.2%	21.2%	30.3%	27.3%	4.50 (1.44)	32
School of Nursing and Health Sciences	81	2.5%	8.6%	12.3%	32.1%	44.4%	5.10 (1.11)	79
University Total	511	1.2%	13.1%	15.5%	34.1%	36.2%	4.86 (1.23)	505
<p>Note.</p> <p>1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items.</p> <p>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.</p>								

Table 7 Satisfaction with Academic Advising by Academic Unit								
"During my time at UMKC, I was satisfied with academic advising services."	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	193	0.5%	30.1%	19.7%	20.7%	29.0%	4.18 (1.68)	192
Conservatory of Music and Dance	16	6.3%	25.0%	18.8%	12.5%	37.5%	4.47 (1.60)	15
School of Biological Sciences	36	-	50.0%	22.2%	13.9%	13.9%	3.47 (1.60)	36
Henry W. Bloch School of Management	77	5.2%	31.2%	16.9%	24.7%	22.1%	4.10 (1.61)	73
School of Computing and Engineering	64	1.6%	18.8%	9.4%	28.1%	42.2%	4.79 (1.46)	63
School of Dentistry	9	-	44.4%	22.2%	11.1%	22.2%	3.67 (1.87)	9
School of Education	33	-	45.5%	21.2%	21.2%	12.1%	3.52 (1.66)	33
School of Nursing and Health Sciences	81	3.7%	16.0%	11.1%	24.7%	44.4%	4.88 (1.39)	78
University Total	509	2.0%	29.1%	16.9%	22.0%	30.1%	4.26 (1.64)	499
Note. 1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items. 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."	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	194	-	20.6%	18.0%	33.0%	28.4%	4.54 (1.39)	194
Conservatory of Music and Dance	16	6.3%	12.5%	25.0%	31.3%	25.0%	4.47 (1.60)	15
School of Biological Sciences	36	2.8%	16.7%	25.0%	44.4%	11.1%	4.46 (1.07)	35
Henry W. Bloch School of Management	76	3.9%	7.9%	19.7%	35.5%	32.9%	4.92 (1.10)	73
School of Computing and Engineering	64	3.1%	29.7%	17.2%	35.9%	14.1%	4.15 (1.41)	62
School of Dentistry	9	11.1%	11.1%	22.2%	33.3%	22.2%	4.75 (1.04)	8
School of Education	33	-	12.1%	30.3%	39.4%	18.2%	4.52 (1.20)	33
School of Nursing and Health Sciences	81	11.1%	4.9%	9.9%	34.6%	39.5%	5.15 (1.07)	72
University Total	509	3.3%	16.1%	18.5%	35.2%	26.9%	4.63 (1.30)	492

Note.

1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items.
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."	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	193	0.5%	16.6%	15.0%	38.3%	29.5%	4.66 (1.38)	192
Conservatory of Music and Dance	16	6.3%	12.5%	25.0%	50.0%	6.3%	4.47 (0.99)	15
School of Biological Sciences	36	-	11.1%	22.2%	41.7%	25.0%	4.75 (1.08)	36
Henry W. Bloch School of Management	77	1.3%	9.1%	19.5%	33.8%	36.4%	4.93 (1.11)	76
School of Computing and Engineering	63	-	12.7%	12.7%	52.4%	22.2%	4.79 (1.03)	63
School of Dentistry	9	11.1%	11.1%	22.2%	33.3%	22.2%	4.63 (1.30)	8
School of Education	32	-	9.4%	28.1%	46.9%	15.6%	4.59 (1.10)	32
School of Nursing and Health Sciences	81	3.7%	7.4%	9.9%	39.5%	39.5%	5.06 (1.17)	78
University Total	507	1.4%	12.4%	16.4%	40.6%	29.2%	4.78 (1.22)	500
Note. 1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items. 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. "	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	<i>n</i>
College of Arts and Sciences	194	0.5%	11.9%	18.0%	30.4%	39.2%	4.85 (1.31)	193
Conservatory of Music and Dance	16	6.3%	6.3%	12.5%	50.0%	25.0%	5.00 (0.85)	15
School of Biological Sciences	36	-	22.2%	16.7%	33.3%	27.8%	4.53 (1.40)	36
Henry W. Bloch School of Management	77	1.3%	13.0%	20.8%	32.5%	32.5%	4.68 (1.42)	76
School of Computing and Engineering	64	-	14.1%	14.1%	43.8%	28.1%	4.75 (1.25)	64
School of Dentistry	9	11.1%	11.1%	11.1%	33.3%	33.3%	4.88 (1.36)	8
School of Education	30	3.3%	13.3%	23.3%	36.7%	23.3%	4.66 (1.17)	29
School of Nursing and Health Sciences	81	2.5%	9.9%	11.1%	33.3%	43.2%	4.99 (1.34)	79
University Total	507	1.4%	12.6%	16.8%	34.1%	35.1%	4.81 (1.31)	500

Note.

1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items.
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	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	194	28.9%	28.4%	15.5%	12.9%	14.4%	3.76 (1.71)	138
Conservatory of Music and Dance	16	62.5%	12.5%	18.8%	-	6.3%	3.50 (1.76)	6
School of Biological Sciences	36	30.6%	25.0%	25.0%	11.1%	8.3%	3.80 (1.38)	25
Henry W. Bloch School of Management	75	14.7%	17.3%	21.3%	22.7%	24.0%	4.52 (1.32)	64
School of Computing and Engineering	64	20.3%	9.4%	18.8%	28.1%	23.4%	4.78 (1.08)	51
School of Dentistry	9	22.2%	11.1%	33.3%	11.1%	22.2%	4.29 (1.70)	7
School of Education	33	21.2%	18.2%	18.2%	21.2%	21.2%	4.35 (1.57)	26
School of Nursing and Health Sciences	81	39.5%	14.8%	9.9%	14.8%	21.0%	4.59 (1.38)	49
University Total	508	28.0%	20.5%	17.1%	16.5%	17.9%	4.20 (1.54)	366
Note. 1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items. 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 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	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)
College of Arts and Sciences	138	39.9%	21.7%	18.1%	20.3%	3.76 (1.71)
Conservatory of Music and Dance	6	33.3%	50.0%	-	16.7%	3.50 (1.76)
School of Biological Sciences	25	36.0%	36.0%	16.0%	12.0%	3.80 (1.38)
Henry W. Bloch School of Management	64	20.3%	25.0%	26.6%	28.1%	4.52 (1.32)
School of Computing and Engineering	51	11.8%	23.5%	35.3%	29.4%	4.78 (1.08)
School of Dentistry	7	14.3%	42.9%	14.3%	28.6%	4.29 (1.70)
School of Education	26	23.1%	23.1%	26.9%	26.9%	4.35 (1.57)
School of Nursing and Health Sciences	49	24.5%	16.3%	24.5%	34.7%	4.59 (1.38)
University Total	366	28.4%	23.8%	23.0%	24.9%	4.20 (1.54)
<p>Note.</p> <p>3. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items.</p> <p>4. 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.</p>						

Table 12
Satisfaction with Availability of Faculty by Academic Unit

"During my time at UMKC, I was satisfied with the availability of faculty outside of class."	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	193	4.7%	15.0%	17.6%	26.4%	36.3%	4.76 (1.35)	184
Conservatory of Music and Dance	15	13.3%	13.3%	13.3%	33.3%	26.7%	4.62 (1.56)	13
School of Biological Sciences	36	8.3%	19.4%	8.3%	33.3%	30.6%	4.61 (1.56)	33
Henry W. Bloch School of Management	77	5.2%	7.8%	23.4%	36.4%	27.3%	4.82 (1.09)	73
School of Computing and Engineering	63	3.2%	6.3%	9.5%	39.7%	41.3%	5.10 (1.17)	61
School of Dentistry	8	-	25.0%	-	50.0%	25.0%	4.50 (1.69)	8
School of Education	33	3.0%	9.1%	24.2%	51.5%	12.1%	4.69 (0.82)	32
School of Nursing and Health Sciences	80	8.8%	6.3%	15.0%	27.5%	42.5%	5.10 (1.15)	73
University Total	505	5.5%	11.5%	16.4%	32.5%	34.1%	4.84 (1.26)	477

Note.

1. "Dissatisfied" = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items.
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 by Academic Unit								
“During my time at UMKC, I was satisfied with the availability of courses when I want to take them.”	N	N/A 0	Dissatisfied 1 – 3	Slightly Satisfied 4	Moderately Satisfied 5	Strongly Satisfied 6	Mean (SD)	n
College of Arts and Sciences	195	0.5%	30.3%	20.0%	23.1%	26.2%	4.19 (1.60)	194
Conservatory of Music and Dance	16	-	31.3%	18.8%	25.0%	25.0%	4.19 (1.64)	16
School of Biological Sciences	36	-	41.7%	19.4%	33.3%	5.6%	3.69 (1.47)	36
Henry W. Bloch School of Management	77	1.3%	23.4%	19.5%	29.9%	26.0%	4.46 (1.37)	76
School of Computing and Engineering	64	-	42.2%	15.6%	28.1%	14.1%	3.80 (1.58)	64
School of Dentistry	8	25.0%	-	12.5%	37.5%	25.0%	5.17 (0.75)	6
School of Education	32	3.1%	21.9%	34.4%	28.1%	12.5%	4.13 (1.36)	31
School of Nursing and Health Sciences	81	4.9%	8.6%	14.8%	37.0%	34.6%	4.90 (1.27)	77
University Total	509	1.8%	27.1%	19.3%	28.3%	23.6%	4.26 (1.52)	500
Note. 1. “Dissatisfied” = Total of strongly, moderately, and slightly dissatisfied as one item rather than three separate items. 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 = 512)		
	N	%
Employment, full-time [†]	264	51.6%
<i>Secured Employment</i>	179	67.8%
<i>Not Yet Secured Employment</i>	85	32.2%
Seeking employment	209	40.8%
Graduate or professional school, full-time	147	28.7%
Graduate or professional school, part-time	89	17.4%
Traveling	89	17.4%
Starting or raising a family	75	14.6%
Employment, part-time	51	10.0%
Volunteer activity (e.g., Peace Corps)	51	10.0%
Other	31	6.1%
Additional undergraduate coursework	18	3.5%
Military Service	13	2.5%
Completely undecided	10	2.0%

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

[†]Students reporting the name of an employer via the Senior Survey are coded as 'Secured Employment'. All others are included in the 'Not Yet Secured Employment' classification.

UMKC Senior Survey—Fall 2013 & Spring 2014

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

3a. Please describe how you developed in this area.
(Open field)

4. 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

5. 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.

6. If you could go back, knowing what you know now, would you still select the same degree program?

- Yes
- No

7. If you could go back, knowing what you know now, would you still choose to attend UMKC?

- Yes
- No

8. Would you recommend UMKC to a friend or family member?

- Yes
- No

9. How would you evaluate your overall experience at UMKC?

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

10. What is the main thing you have learned or gained by attending UMKC? Why?

(Open field)

11. 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
 The Cashier's Office
 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
 Placement and career services
 Career preparation
 Availability of faculty outside of class
 Availability of courses when you want to take them
 Availability of computer services

12. 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.

13. What would you say were the primary strengths of the major program you will be completing?
(Open field)

14. What would you say were the primary weaknesses (if any) of the major program you will be completing?
(Open field)

15. Did one or both of your parents graduate from college?
Yes, mom graduated
Yes, dad graduated
Yes, both graduated
No, neither graduated

16. Select the item(s) that best represent(s) your plan UPON GRADUATION.
Seeking employment
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
Traveling
Completely undecided
Not seeking employment- not in the job market
Other : (Please specify)

17. Employment Information

Name of Company or Organization:
Job Location: City (Country if working abroad): _____ State: _____ Zip Code _____
Title _____
If employed full time, what is your expected total annual salary? _____

17a. How closely related is your employment to your program of study at UMKC?
Highly Related
Somewhat Related
Not Related at all

18. 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)