

Graduating Senior Survey Report Spring 2002



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<http://www4.nau.edu/pair/BEN/report.htm>

EXECUTIVE SUMMARY

Northern Arizona University 2002 Graduating Senior Survey Report

Background & Method

- This report summarizes the most recent administration of the Graduating Senior Survey, which has been revised from past surveys. The survey attempts to assess the satisfaction and opinions of the graduating seniors, and in the process addresses certain questions that are reported to ABOR for their annual accountability report.
- The survey was administered by phone by the Social Research Laboratory to 471 students graduating in the Spring, Summer, or Fall semesters of 2002. This sample size yields an error rate below $\pm 5\%$.

Key Findings

- Almost all of the graduating senior respondents (96%) rated their overall experience at NAU as either “Good” or “Excellent.” This high level of overall satisfaction has been maintained over the five years of survey administration.
- The area with the highest level of satisfaction was the NAU faculty. The vast majority of respondents were satisfied with both the quality of faculty instruction (92%) and the availability of faculty (93%).
- Satisfaction was also high for the challenge of the academic coursework, both in general and within the major field, and in many areas outside of the classroom, including social experience, campus safety, and availability of computer labs and workstations.
- The current survey also supported findings from previous surveys (Sophomore, past Graduating Senior and Alumni) in identifying advising as an area that is in need of improvement. The lowest levels of satisfaction were found for lower-division academic advising (59%), major academic advising (69%), and career goals advising (69%). In addition, all three areas appear to be on downward trends when compared to previous years’ surveys.
- From respondent perceptions, NAU appears to be excelling in developing skill areas such as working with others, critical thinking, and self-directed learning, though the areas of scientific understanding, quantitative analysis, understanding of technology’s impact, oral communication, and critical reading are not developed quite as well.

- In relevant areas of satisfaction and skill help perception, the colleges that rated highest were Ecosystem Science & Management and Engineering & Technology. These colleges, however, did have their weak areas along with the other colleges, and the small number of respondents from within some colleges makes it difficult to draw conclusions from this data.

The Survey

- The current survey, with its revisions from past years, is solid, and the information provided is very helpful in forming an impression of the satisfaction and opinions of the graduating class, as well as in providing support for previous findings and current issues within the university.
- Recommendations for future administration included changing the process to one that will target a greater number of students (i.e., ASU's process), and changing the method from a phone survey to one that is preferably based on the Web and sent through electronic mail.

Northern Arizona University Graduating Senior Survey Report

Spring 2002

Introduction

- A survey of graduating seniors has been conducted at NAU for the past four years. It attempts to assess student satisfaction and opinions about their experience at the university, while also addressing specific questions that are asked by the Arizona Board of Regents (ABOR) for the Undergraduate Consolidated Accountability Report (UCAR) each year.
- For 2002, the survey was modified to some extent. Some questions were added so that the Graduating Senior Survey corresponds somewhat to the new Sophomore Survey, with a future goal being to track the responses of students from their sophomore year to graduation. In addition, some questions that were found to be problematic or irrelevant in past administrations were dropped from the survey.
- From the literature on student satisfaction, the information provided by surveys of graduating seniors is considered to be very valuable, both in highlighting the strengths of the university and in identifying areas that are in need of improvement. Many other universities conduct annual surveys of graduating seniors, and the information from these surveys is summarized and provided to the university decision-makers as well as the university community as a whole.
- The current report attempts to present the relevant information provided by the 2002 Graduating Senior Survey. The data from the survey will first be presented and summarized, and a closer look will be taken at questions addressing satisfaction and skill development. Next, certain questions that have remained on the survey from past years will be examined in a historical context, looking at trends in satisfaction over the five years of surveys. Finally, selected responses on the 2002 survey will be presented and compared for the ten NAU colleges. The strengths and weaknesses of the survey will then be discussed, along with suggestions for future administrations.

Method

- The 2002 Northern Arizona University survey of graduating seniors was administered (as in past years) by phone by the Social Research Laboratory. A list was provided of senior students who were expected to graduate in either the Spring, Summer, or Fall semesters of 2002.
- A total of 471 students completed the phone survey. This is significantly more than previous years, where an average of 354 respondents were obtained over the

four years. With a senior population of 3,953 for the Spring 2002 semester, this number yields an error rate below $\pm 5\%$.

- The survey sample was similar to the overall population of seniors on most characteristics examined. Table 1 shows the background characteristics of the survey sample compared to the overall senior population at NAU.

Table 1. Background characteristics for the Graduating Senior Survey sample compared to the overall population of seniors at NAU for Spring 2002.

	Survey Respondents	All Seniors*
Group Size	471	3,953
Gender		
Female	62%	59%
Male	38%	41%
Ethnicity		
Black	1%	2%
Native American	7%	9%
Asian	1%	1%
Hispanic	9%	9%
White	78%	75%
International	2%	3%
Other	1%	1%
Age	26.31	25.97
AZ Resident	87%	85%
FT Student	91%	90%
Mountain Campus	89%	87%
Lower-Division Transfer	27%	31%
Upper-Division Transfer	41%	38%
Median GPA	3.36	3.20

* Overall population of official senior students for the Spring semester, 2002.

- The survey consisted of 47 multiple-choice and open-ended questions asked by a trained survey administrator from the Social Research Laboratory at NAU. Questions addressed satisfaction in key areas, development of certain essential skills, opinions about the university environment, and various other opinions. See Appendix A for a list of the questions.
- For each question on the survey, the frequencies for each of the response choices were compiled and recorded as a percentage. For some questions, the mean response was also reported.

Summary of Responses on the Graduating Senior Survey

- All respondents expected to graduate sometime in 2002, with 66% expecting to graduate in the Spring, 8% in the Summer, and 27% in the Fall.

General Academics

- Table 2 presents the data from the questions addressing satisfaction in general academic areas.

Table 2. Means and frequencies of responses for general academics satisfaction questions.

Area	Mean	VD*	D	S	VS
Challenge of Coursework	3.17	2%	5%	69%	25%
Variety of Courses Outside Major	3.07	2%	10%	67%	21%
Course Registration Outside Major	3.11	3%	11%	58%	28%
Academic Advising (lower-division)	2.60	15%	26%	43%	16%

* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

- Respondents were generally quite satisfied with the challenge of their academic coursework in general (94% at least “Satisfied”), the variety of courses outside their major (88%), and their ability to register for courses outside their major (86%). Satisfaction, however, was much lower (59%) for lower-division academic advising (prior to declaring a major).
- The above questions will be compared to the satisfaction questions from other areas in the next section of the report.
- Other questions addressed technology at NAU. Table 3 presents this data.

Table 3. Frequencies of responses for questions addressing technology at NAU.

	Taken	VD*	D	S	VS
Web Courses	40%	10%	15%	43%	32%
Interactive TV Courses	41%	7%	14%	47%	32%
		LS^	U	S	MS
Success of NAU in Integrating Technology in Learning Process		3%	9%	73%	15%

* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

^ LS = Least Successful, U = Unsuccessful, S = Successful, MS = Most Successful

- Around 40% of the respondents have taken either a Web or IITV course, and satisfaction is generally high for both formats (75% at least “Satisfied” for Web, 79% for IITV).
- 88% of respondents felt that NAU has successfully integrated technology into the learning process.
- 45% of respondents reported taking a research/capstone course, while 31% reported participating in a research or creative project with a faculty member.

- Table 4 presents the data on frequency of major changes.

Table 4. Number of times survey respondents have changed their major during their time at NAU.

# of Times Changed Major					
0	1	2	3	4	5
64%	24%	6%	5%	1%	<1%

- A total of 36% of the respondents indicated that they have changed their major at least once. The majority of these (24%) changed just once.

Faculty

- Table 5 presents the data from the questions addressing satisfaction with faculty.

Table 5. Means and frequencies of responses for faculty satisfaction questions.

Area	Mean	VD*	D	S	VS
Quality of Faculty Instruction	3.24	2%	7%	58%	34%
Availability of Faculty	3.32	2%	5%	53%	40%

* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

- Satisfaction was high in the two faculty areas assessed, with 93% and 92% at least “Satisfied” with availability and quality of instruction respectively.
- 88% of respondents reported discussing coursework or assignments with faculty outside of class at least a few times each semester.
- 55% of respondents indicated they discussed subjects not related to coursework (e.g., career, graduate school, personal matters) with at least three faculty members.

Major

- Table 6 presents the data from questions addressing satisfaction within the major field of study.

Table 6. Means and frequencies of responses for satisfaction questions concerning the major field of study.

Area	Mean	VD*	D	S	VS
Challenge of Coursework	3.24	2%	5%	60%	33%
Variety of Courses Offered	2.97	5%	18%	52%	25%
Ability to Register for Courses	3.24	3%	10%	45%	42%
Academic Advising	2.89	10%	21%	38%	31%
Advising with Future Career Goals	2.78	7%	24%	52%	17%
Preparation for a Career	3.07	5%	12%	57%	27%
Overall Quality of Major Department	3.22	3%	5%	58%	33%

* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

- While satisfaction with the overall quality of the major department was high (92% at least “Satisfied”), satisfaction with advising, both academic (69%) and career goals (69%), was once again lower than other areas. In addition, only 72% of respondents indicated that academic advising in their major was available when they needed it at least “Most of the Time.”
- Other areas within the major with higher levels of satisfaction included the challenge of major coursework (93%), the ability to register for major courses (86%), and preparation for a career in the chosen area (84%). Respondents were not as satisfied with the variety of courses available in their majors (77%).
- These questions will be compared to the satisfaction questions from other areas in the next section, as well as a comparison by college in the final section of the report.

Skill Development

- Table 7 presents the data from the questions addressing skill development and how NAU has helped to facilitate this.

Table 7. Means and frequencies of responses for the skill development questions.

Skill	Mean	Very Little	Some	Quite a Bit	Very Much
Writing Clearly & Effectively	2.79	10%	30%	32%	29%
Speaking Clearly & Effectively	2.71	10%	34%	31%	25%
Thinking Critically & Analytically	3.10	3%	23%	35%	39%
Reading Critically	2.79	7%	36%	28%	30%
Analyzing Quantitative Problems	2.66	11%	36%	30%	23%
Underst Principles of Sci Inquiry	2.56	15%	37%	26%	22%
Acting Upon Ethical Principles	2.78	11%	29%	31%	29%
Working Effectively with Others	3.13	5%	19%	35%	41%
Learning Effectively on Own	3.06	6%	19%	36%	38%
Using Computer/Info Technology	2.79	12%	28%	30%	31%
Developing a Tolerance for Diversity	2.90	9%	27%	29%	35%
Understanding Impact of Technology	2.62	12%	36%	31%	21%
Understanding Rel b/w People & Env	2.85	9%	31%	29%	32%

- In general, the majority of respondents felt that NAU has facilitated their development in certain important skills, with at least 50% indicated they have been helped at least “Quite a Bit” on 12 of the 13 skill areas assessed.
- The areas in which respondents perceived the most help included working effectively with others (77%), learning effectively on their own (74%), and thinking critically and analytically (74%). The areas in which respondents did not perceive as much help included understanding the principles of scientific inquiry (48%), understanding the impact of technology (53%), and analyzing quantitative problems (53%).

Outside the Classroom

- Table 8 presents the data from the questions addressing satisfaction with factors outside the classroom and campus environment.

Table 8. Means and frequencies of responses for satisfaction areas concerning factors outside the classroom.

Area	Mean	VD*	D	S	VS
Availability of Computer Labs	3.34	3%	6%	44%	47%
Opportunities for Involvement	3.07	3%	10%	66%	22%
Choice of Extracurricular Activities	2.97	4%	16%	60%	21%
Social Experience	3.26	3%	4%	58%	35%
Quality of Student Life	3.03	4%	10%	68%	20%
Diversity on Campus	2.98	3%	16%	61%	20%
Campus Environment	3.03	2%	13%	65%	20%
Campus Safety	3.15	3%	6%	65%	26%

* VD = Very Dissatisfied, D = Dissatisfied, S = Satisfied, VS = Very Satisfied

- Satisfaction was quite high for all factors within this category, though respondents were most satisfied with their social experience (93%), campus safety (92%), and the availability of computer labs and workstations (91%).
- While still high, respondents were not as satisfied with the choice of extracurricular activities (80%) or diversity on campus (81%).
- 53% of respondents indicated that they participated in some sort of extracurricular activity.

Plans After Graduation

- Table 9 shows what the respondents reported they plan to do after graduation.

Table 9. Respondents’ plans for what they will be doing after graduation.

Plans for After Graduation...	
Graduate School	23%
Job Opportunity Related to Major	59%
Job Opportunity Not Related to Major	4%
Travel	4%
Other	10%

- The most frequent response for plans was a job related to the major field of study (59%), while 23% of respondents plan to attend graduate school next year.

Overall Opinion

- Table 10 summarizes the responses to questions asking respondents to report overall opinions about their time at NAU.

Table 10. Frequencies of responses for questions addressing overall opinions of NAU.

	Def No	Prob No	Prob Yes	Def Yes
Would Choose NAU Again	6%	9%	33%	52%
	Very Poor	Poor	Good	Excellent
Overall Experience Rating	1%	3%	53%	43%

- 96% of the respondents rated their overall experience at NAU as either “Good” or “Excellent,” with almost half (43%) indicating they felt they had an excellent experience.
- Only 52% of the respondents, however, reported that they would “Definitely” choose NAU again if they could start over.

Open-Ended Comments

- Respondents were given a chance at the end of the survey to provide any comments, criticisms, and/or praise about the university or their experience. 114 respondents (24%) provided comments. See Appendix B for a list of these comments.

Magnitude Comparison of Satisfaction and Skill Development Questions

- In order to get a better idea of the satisfaction of the graduating seniors, all of the satisfaction questions were compared across the grouping categories presented above. Table 11 presents the magnitude of satisfaction on all 21 questions that were asked in the survey. The areas are sorted from highest to lowest satisfaction. Figure 1 shows this in graphical form.

Table 11. Magnitude comparison for the 21 satisfaction questions.

Area	Category	Mean	Satisfied*
Challenge of Couework in General	General Academic	3.17	94%
Availability of Faculty	Faculty	3.32	93%
Challenge of Coursework in Major	Major	3.24	93%
Social Experience	Outside Classroom	3.26	93%
Quality of Faculty Instruction	Faculty	3.24	92%
Overall Quality of Major Department	Major	3.22	92%
Campus Safety	Outside Classroom	3.15	92%
Availability of Computer Labs/Workstations	Outside Classroom	3.34	91%
Variety of Courses Offered Outside Major	General Academic	3.07	88%
Opportunities for Involvement	Outside Classroom	3.07	88%
Quality of Student Life	Outside Classroom	3.03	87%
Ability to Register for Courses Outside Major	General Academic	3.11	86%
Ability to Register for Courses in Major	Major	3.24	86%
Campus Environment	Outside Classroom	3.03	85%
Preparation for a Career in Chosen Field	Major	3.07	84%
Diversity on Campus	Outside Classroom	2.98	81%
Choice of Extracurricular Activities	Outside Classroom	2.97	80%
Variety of Courses Offered in Major	Major	2.97	77%
Academic Advising in Major	Major	2.89	69%
Advising with Future Career Goals	Major	2.78	69%
Academic Advising (lower-division)	General Academic	2.60	59%

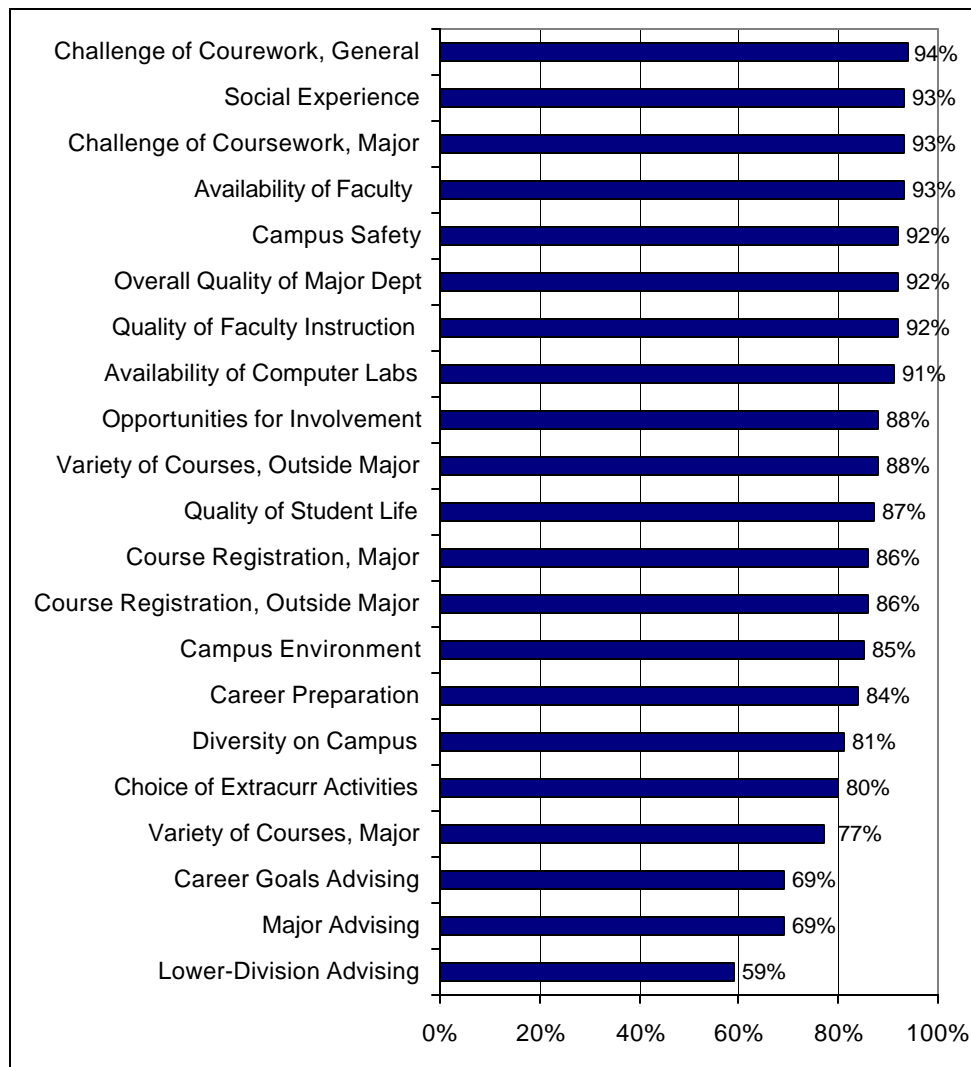
* Respondents indicating they are either “Satisfied” or “Very Satisfied”

- Overall, satisfaction was high in the survey sample. 17 out of the 21 areas had satisfaction levels of at least 80%.
- Respondents were most satisfied with the challenge of their academic coursework, both in general (94%) and within their majors (93%), the availability of the faculty (93%), their social experience (93%), the quality of faculty

instruction (92%), their major department as a whole (92%), campus safety (92%), and the availability of computer labs and workstations (91%).

- Once again, the lowest satisfaction was found in areas concerning advising. The three areas of advising that were assessed all fell below 70% satisfaction. The lowest level of satisfaction was for lower-division academic advising (59%), while major academic advising and career goals advising were both at 69%. Similar patterns have been found on the recently completed Sophomore Survey, as well as on past surveys of both graduating seniors (discussed further below) and alumni.
- Respondents' satisfaction with the variety of courses offered in their major (77%) was also somewhat lower than most other areas.

Figure 1. Percentage of respondents indicating they were “Satisfied” or “Very Satisfied” in each of the 21 areas assessed.



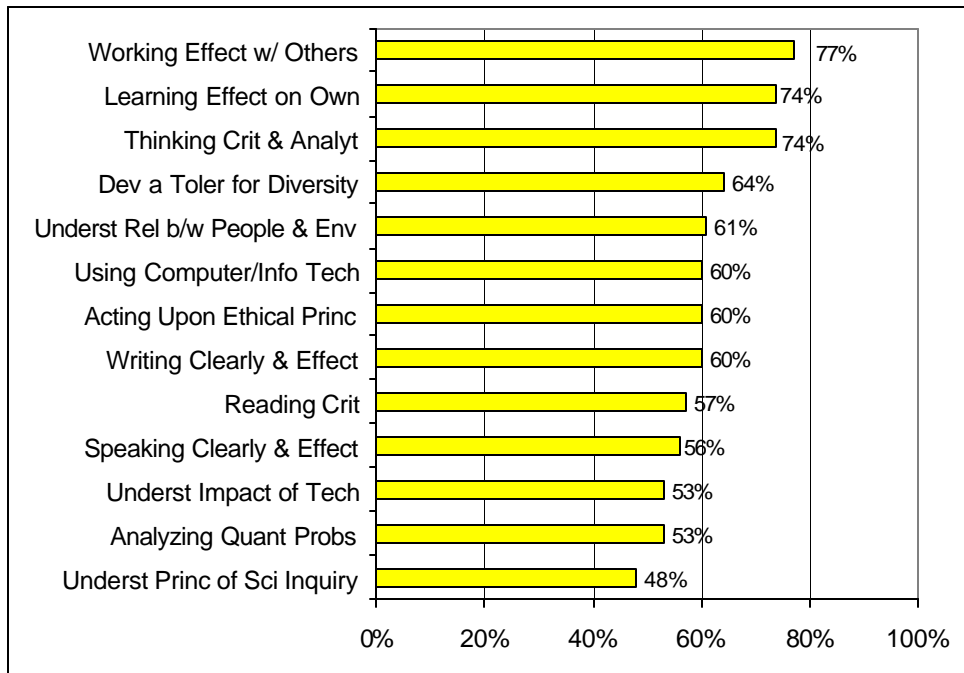
- While this was discussed to some extent in the previous section, Table 12 shows the 13 skill areas sorted from highest perceptions of help to lowest. Figure 2 presents the same information in graphical form.

Table 12. Magnitude comparison for the 13 skill development questions.

Skill	Mean	Helped*
Working Effectively with Others	3.13	77%
Thinking Critically & Analytically	3.10	74%
Learning Effectively on Own	3.06	74%
Developing a Tolerance for Diversity	2.90	64%
Understanding Relationship b/w People & Environment	2.85	61%
Writing Clearly & Effectively	2.79	60%
Acting Upon Ethical Principles	2.78	60%
Using Computer/Info Technology	2.79	60%
Reading Critically	2.79	57%
Speaking Clearly & Effectively	2.71	56%
Analyzing Quantitative Problems	2.66	53%
Understanding Impact of Technology	2.62	53%
Understanding Principles of Scientific Inquiry	2.56	48%

* Percentage of respondents indicating they have been helped “Quite a Bit” or “Very Much”

Figure 2. Percentage of respondents indicating they have been helped either “Quite a Bit” or “Very Much” in each of the 13 skill areas assessed.



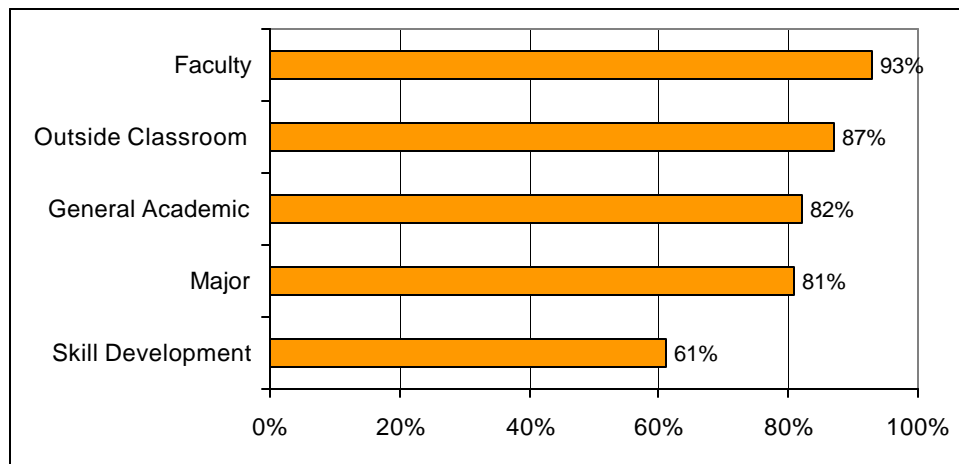
- As discussed previously, the skills in which the respondents' felt they had been helped the most were working with others (77%), critical thinking (74%), and learning on their own (74%). Respondents' perceptions of help in most of the other areas fell far below the above three, with the lowest being understanding principles of scientific inquiry (48%).
- Finally, the magnitude of satisfaction/skill help perception was examined according to the category by which the questions were presented on the survey. Table 13 and Figure 3 compare the average satisfaction (skill help perception for the skill development areas) in each of the five categories presented in the first section of the report.

Table 13. Magnitude comparison for the five categories of questions on the survey.

Category	# of Questions	Mean	Satisfied
Faculty	2	3.28	93%
Outside Classroom	8	3.10	87%
General Academic	4	2.99	82%
Major	7	3.06	81%
Skill Development	13	2.83	61%*

* For skill development, response choices were "Quite a Bit" and "Very Much," not "Satisfied" and "Very Satisfied"

Figure 3. Average satisfaction (skill help perception for Skill Development) for the five categories of questions assessed on the survey.



- Although there were only two questions, the category for which satisfaction was highest was Faculty, with average satisfaction at 93%. Satisfaction was also quite high for the Outside the Classroom areas (87%).
- It is hard to compare the Skill Development section due to a difference in question wording and response choices, but it is interesting to see that perceptions of skill help fall well below satisfaction levels.

Historical Trends for Available Questions

- With the 2002 survey, the Graduating Senior Survey has been administered now for five consecutive years. Changes in the current survey, however, mean that there are only six questions that are similar for all five of the survey years. These six areas are: faculty/quality of instruction, lower-division academic advising, major academic advising, career goals advising, preparation for a career in the chosen field, and overall experience rating. Table 14 presents the satisfaction levels by year for all six areas, while Figures 4-9 show the trends for each of the areas.
- It should be noted that this is a rather rough trend comparison, since the wording and response choices of some of the questions have changed over the years. The four that have remained stable over the five years are the three advising areas and the overall experience rating. The other two, however, have shifted between stating level of satisfaction (“Very Dissatisfied” to “Very Satisfied”) to rating satisfaction (“Poor” to “Excellent”). In addition, the question from previous year assessing satisfaction with “NAU faculty” has been changed in the present survey to satisfaction with “the quality of faculty instruction.”

Table 14. Satisfaction by survey year for each of the six available questions (1998-2002).

Area	1998	1999	2000	2001	2002
NAU Faculty/Quality of Instruction	89%	90%	87%	85%	92%
Academic Advising, Lower-Division	52%	51%	78%	73%	59%
Academic Advising, Major	78%	77%	80%	74%	69%
Advising With Career Goals	49%	60%	78%	75%	69%
Preparation For a Career	80%	82%	79%	77%	84%
Overall Experience	98%	97%	97%	96%	96%

Figure 4. Trends in satisfaction for the question addressing NAU faculty/quality of instruction (1998-2002).

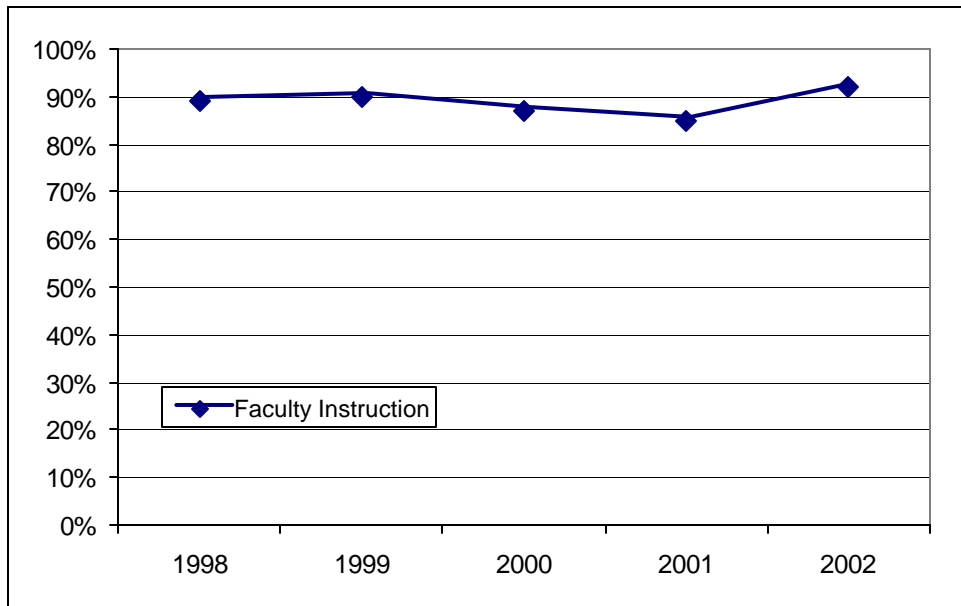


Figure 5. Trends in satisfaction for the question addressing lower-division academic advising (1998-2002).

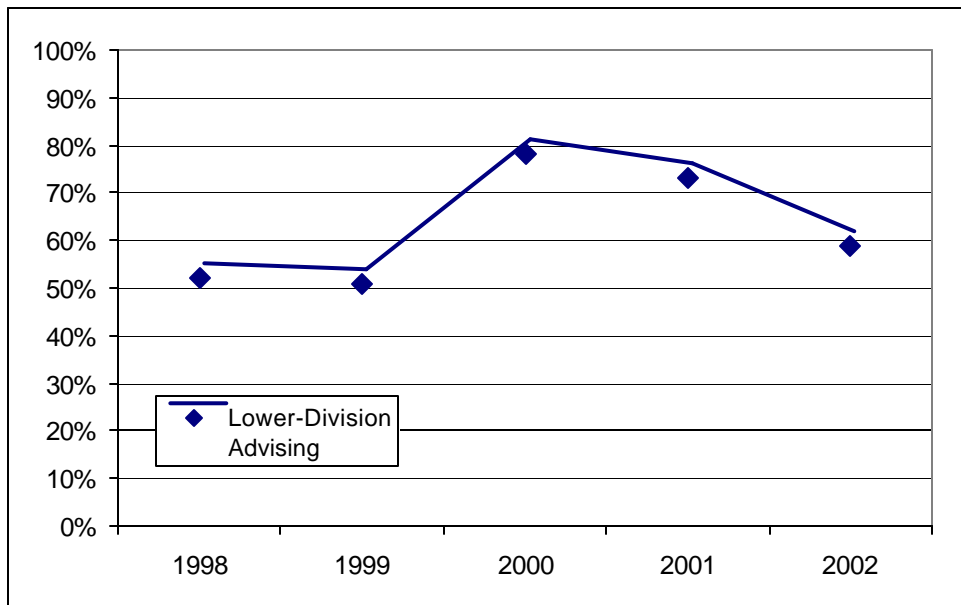


Figure 6. Trends in satisfaction for the question addressing major academic advising (1998-2002).

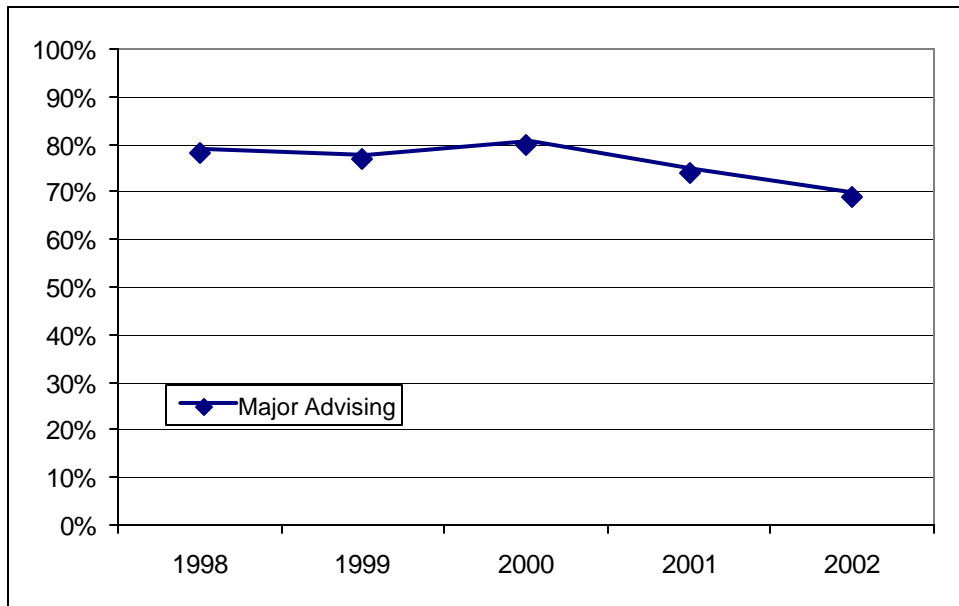


Figure 7. Trends in satisfaction for the question addressing career goals advising (1998-2002).

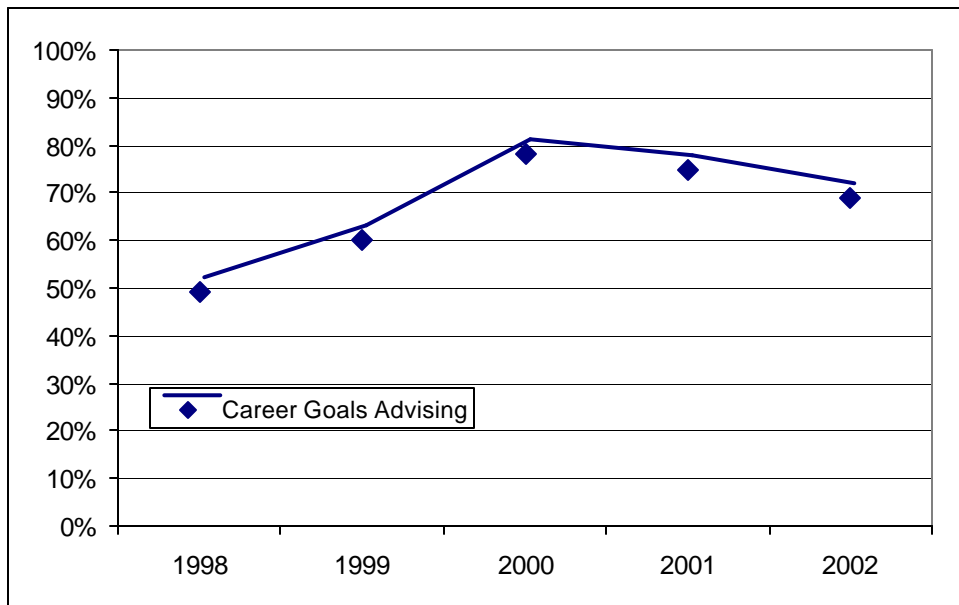


Figure 8. Trends in satisfaction for the question addressing preparation for a career in the chosen field (1998-2002).

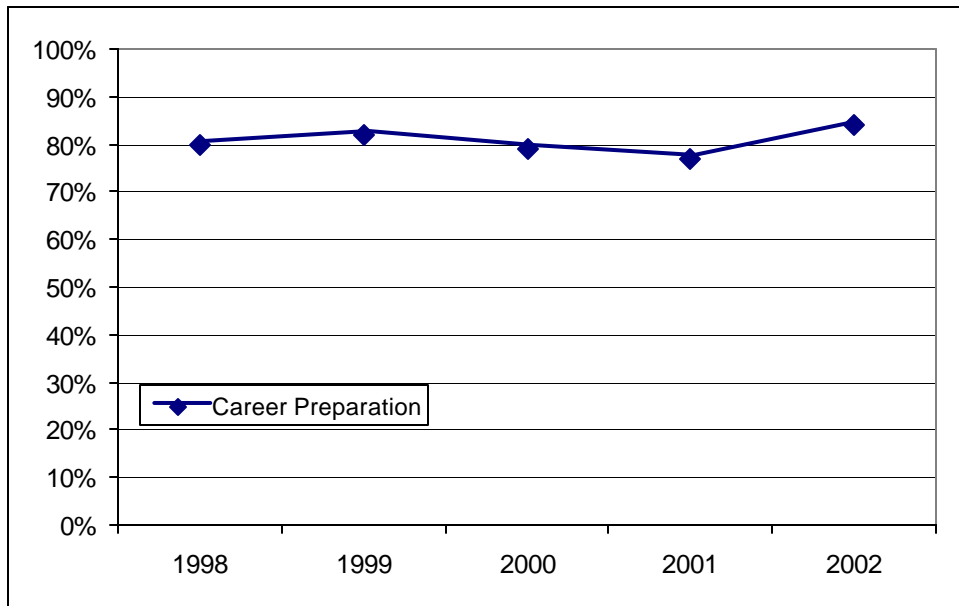
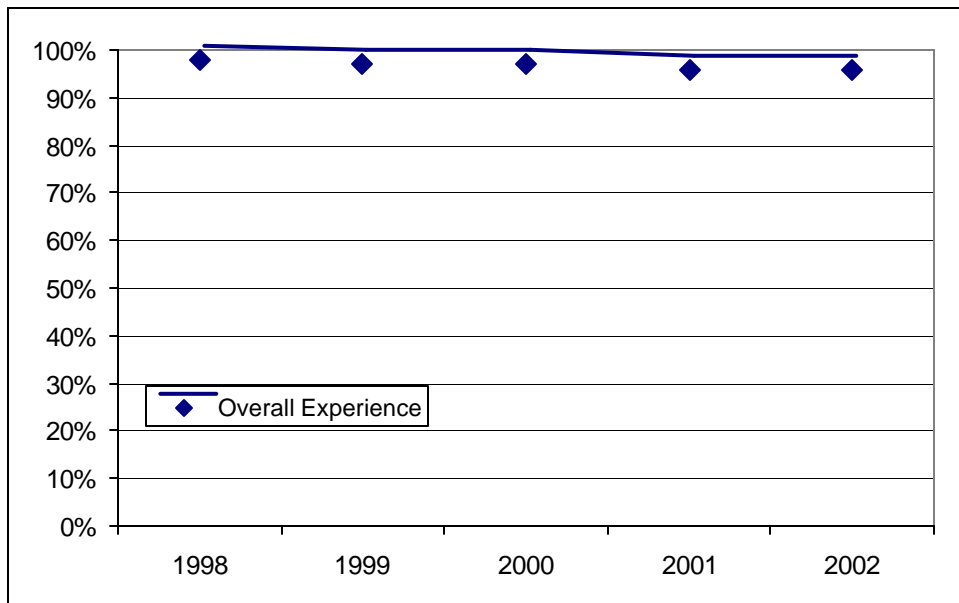


Figure 9. Trends in ratings of overall experience at NAU (1998-2002).



- Satisfaction levels with faculty instruction and with career preparation both show upward trends, with each at the highest level of the 5-year period in 2002.
- Ratings of overall experience have been consistently high across all five years, with ratings of at least 95% (“Good” or “Excellent”) in each year.
- Satisfaction levels in the three advising areas (lower-division, major, and career goals) have all shown downward trends from high points on the 2000 survey. Major advising has dropped 11% since 2000 to its lowest level (69%) of the 5-year period, while lower-division (19%) and career goals (9%) advising have also made sharp decreases since the 2000 survey.

Comparison by NAU College on Selected Questions

- Table 15 shows the distribution of survey respondents by the college of their major field of study. The sample distribution compares favorably to the overall distribution for seniors in the 2002 Spring semester.

Table 15. Distribution of survey respondents by NAU college compared to the distribution for all seniors in Spring 2002.

College	Survey Respondents		All Seniors*	
	N	%	N	%
Arts & Sciences	82	17%	650	16%
Business Administration	73	16%	565	14%
Fine Arts	16	3%	224	6%
Education	83	18%	651	17%
Ecosystem Science & Management	19	4%	172	4%
Engineering & Technology	23	5%	280	7%
Health Professions	43	9%	363	9%
Hotel & Rest Management	18	4%	159	4%
Communication	36	8%	302	8%
Social & Behavioral Sciences	78	17%	522	13%

* Overall population of official senior students for the Spring semester, 2002.

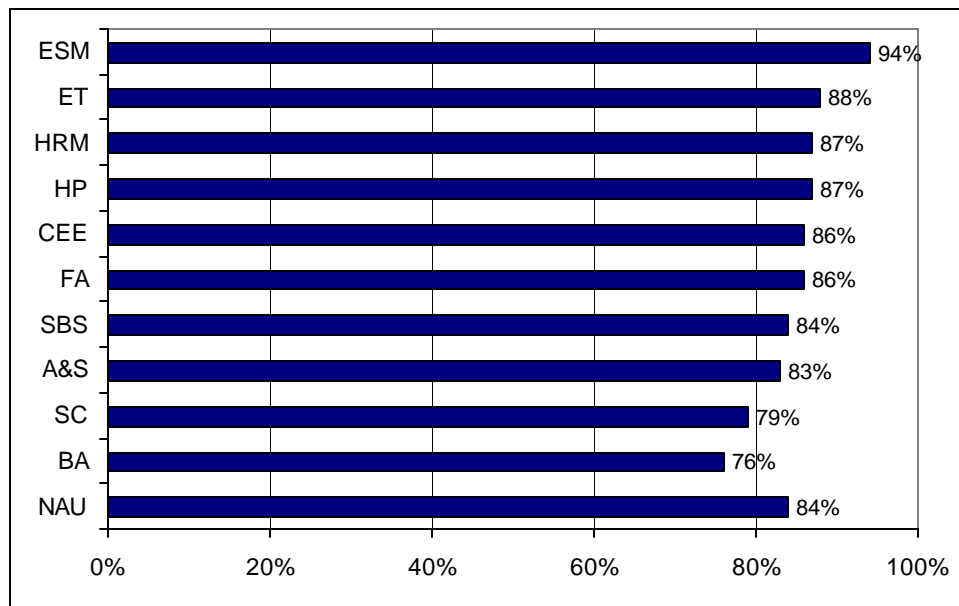
- The ten NAU colleges were compared on selected questions from the 2002 survey dealing with major and faculty satisfaction and skill development. As some of the colleges have a low number of respondents, caution should be used in interpreting the following comparisons.
- Table 16 presents the data for each college on the nine satisfaction questions, as well as an average satisfaction score for each college across the nine areas.

Table 16. Satisfaction levels for each of the 10 NAU colleges for the questions addressing major and faculty areas.

Area	A&S	BA	FA	CEE	ESM	ET	HP	HRM	SC	SBS
Quality of Faculty Instruction	93%	85%	100%	89%	100%	100%	88%	94%	94%	94%
Availability of Faculty	93%	89%	100%	94%	100%	96%	93%	83%	89%	97%
Challenge of Coursework	93%	90%	94%	94%	100%	100%	93%	89%	92%	91%
Variety of Courses Offered	73%	71%	67%	85%	90%	74%	81%	83%	64%	80%
Course Registration	88%	72%	100%	90%	90%	87%	93%	100%	72%	89%
Academic Advising	69%	55%	69%	64%	90%	74%	81%	72%	64%	73%
Advising with Career Goals	71%	49%	81%	73%	84%	70%	90%	75%	66%	61%
Preparation for a Career	80%	84%	73%	93%	95%	91%	81%	94%	80%	76%
Overall Quality of Major Dept	88%	93%	88%	96%	100%	100%	81%	94%	89%	92%
Average Satisfaction	83%	76%	86%	86%	94%	88%	87%	87%	79%	84%

- On average, the college with the highest level of student satisfaction is Ecosystem Science & Management (94%). The lowest area for this college was advising with career goals (84%), but this still ranks second among the ten colleges in this area. See Figure 10 for a comparison of average satisfaction among the colleges and with the overall average.
- Also high on average student satisfaction was Engineering & Technology (88%). The only area, however, where they fell below average was for the variety of courses offered (74%). Health Professions ranked high in average satisfaction (87%), though satisfaction with the quality of the major departments within this college was the lowest out of all of the colleges (81%). Hotel & Restaurant Management (87%), Education (86%), and Fine Arts (86%) all ranked high on average as well, but each also had weak areas. HRM fell below average on the availability of their faculty (83%) and the challenge of the academic coursework (89%). Education was low on quality of faculty instruction (89%) and academic advising (64%). Fine Arts was low on variety of courses offered (67%) and career preparation (73%).
- There appears to be a trend where the schools that ranked lowest on average satisfaction also ranked lowest in advising (academic and/or career goals). Business Administration (76%) and Communication (79%) had the lowest average satisfaction levels while also ranking at or near the bottom on academic and career goals advising. In Business Administration, the respondent ratings of satisfaction with academic advising (55%) and career goals advising (49%) were the lowest of the ten colleges. Communication also had low ratings on both academic (64%) and career goals (66%) advising. The only other colleges that ranked below average (69% for each) in these advising areas were Education (64% on academic advising) and Social & Behavioral Sciences (61% on career goals advising).

Figure 10. Average satisfaction in the major and faculty areas for each of the ten NAU colleges and the overall sample average.



- The colleges were also compared on perceptions of skill development. Table 17 presents the data for these questions along with average skill help perception for each college.

Table 17. Perceptions of help in the skill areas assessed for each of the 10 NAU colleges.

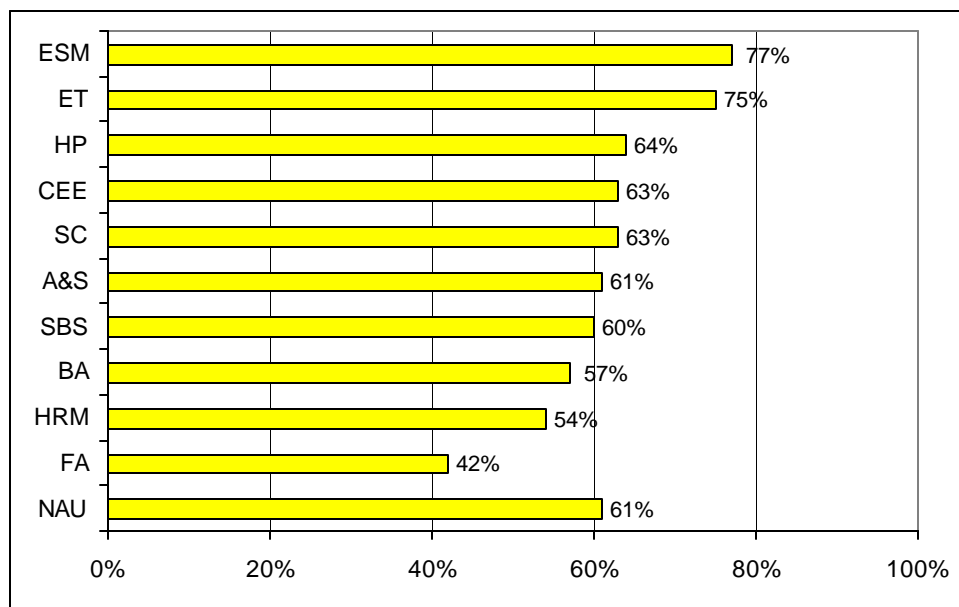
Skill	A&S	BA	FA	CEE	ESM	ET	HP	HRM	SC	SBS
Writing Clearly & Effect	65%	53%	38%	61%	58%	83%	61%	39%	78%	58%
Speaking Clearly & Effect	48%	60%	38%	60%	74%	61%	45%	61%	75%	51%
Thinking Critically & Analyt	79%	67%	75%	75%	74%	87%	77%	56%	70%	74%
Reading Critically	68%	46%	50%	59%	74%	43%	60%	33%	47%	65%
Analyzing Quant Probs	61%	61%	40%	40%	79%	91%	60%	45%	42%	42%
Underst Princ of Sci Inquiry	63%	23%	7%	51%	79%	87%	58%	6%	33%	52%
Acting Upon Ethical Princ	46%	53%	38%	60%	79%	65%	67%	78%	70%	67%
Working Effect with Others	66%	78%	69%	83%	84%	87%	91%	83%	81%	65%
Learning Effect on Own	74%	70%	63%	72%	84%	87%	84%	78%	72%	72%
Using Computer/Info Tech	51%	65%	31%	60%	90%	83%	54%	61%	63%	58%
Dev a Tolerance for Diversity	56%	51%	44%	78%	68%	65%	74%	59%	67%	65%
Underst Impact of Tech	51%	62%	19%	56%	68%	83%	42%	50%	56%	42%
Underst Rel b/w People & Env	60%	48%	31%	65%	89%	52%	65%	50%	64%	71%
Average Skill Help	61%	57%	42%	63%	77%	75%	64%	54%	63%	60%

- As with satisfaction, the colleges with the highest average perception of skill development were Ecosystem Science & Management (77%) and Engineering & Technology (75%). See Figure 11 for a comparison of average skill help perception among the colleges and with the overall sample average. While the

averages were high, however, students in ESM felt the development of their writing skills (58%) was rather low, and Engineering students did not feel their critical reading (43%) skills were developed to a great extent.

- Fine Arts (42%), Hotel & Restaurant Management (54%), and Business Administration (57%) were all quite low on average skill help perception, although, in their defense, the average for each was lowered in areas that are not as central to their fields. For example, all three schools had their lowest scores in the area understanding the principles of scientific inquiry. Beyond this, however, Fine Arts (38%) and HRM (39%) were still low in the development of writing skills, and Fine Arts was also low for oral communication (38%).

Figure 11. Average skill help perception for each of the ten NAU colleges and the overall sample average.



Conclusions

- This revised version of the Graduating Senior Survey provided some important and valuable information, and should be considered an improvement over past versions of the survey.

Key Findings

- Almost all of the respondents (96%) rated their overall experience at NAU as either “Good” or “Excellent.” Only 52%, however, stated that they would “Definitely” choose NAU again if given another chance.

- Respondent satisfaction was very high for the areas dealing with the NAU faculty. 92% were satisfied with the quality of faculty instruction, while 93% were satisfied with the availability of the faculty. Also, satisfaction with the quality of the faculty is on the rise compared to surveys from the past four years.
- Satisfaction was also quite high for most areas outside the classroom. The graduating seniors were very satisfied with their social experience (93%), campus safety (92%), and the availability of computer labs and workstations (91%).
- The other area where satisfaction was the highest was in the challenge of the academic coursework, both in general (94%) and within the major field (93%).
- The skills areas that respondents felt they developed the most during their time at NAU were working with others (77%), critical thinking (74%), and learning on their own (74%).
- The survey did, however, identify some areas that are in need of improvement. These areas mostly dealt with advising, as the lowest levels of satisfaction were found for lower-division academic advising (59%), major academic advising (69%), and career goals advising (69%). In addition, satisfaction in all three of these advising areas is on a downward trend when compared to responses on the past four surveys.
- While respondents on this survey were mostly satisfied with their ability to register for classes both outside their major (86%) and within their major (86%), they were somewhat dissatisfied with the variety of courses that are offered within the major fields.
- Respondents also did not feel their development in the skill areas of scientific understanding (48%), understanding technology's impact (53%), quantitative analysis (53%), oral communication (56%), or critical reading (57%) was facilitated as much by their NAU education.
- The colleges that were consistently ranked the highest in satisfaction (in major and faculty areas) and perceptions of skill development were Ecosystem Science & Management and Engineering & Technology. These colleges, however, did have their weak areas along with the other colleges, and the small number of respondents from within some of the colleges makes it difficult to draw conclusions from this data.

The Survey

- The Graduating Senior Survey was only able to reach a small subset of the senior class at NAU for 2002. The survey, however, appears to be solid, and the data obtained can still be used to get an overall impression of the feelings and opinions of the graduating senior students about the time they have spent at NAU.

- There are changes that can be recommended for future administrations of the survey. These recommendations deal mostly with the method and process of administration. There are inherent problems associated with any survey conducted by phone (i.e., selection bias, response bias), and future surveys should conduct the survey either in paper format or via the web (by electronic mail) and change the process in order to target a larger sample.
- Arizona State University (as well as other universities) uses a paper-based format that is linked to the process of applying for graduation. This process has proven rather efficient, and the response rate is around 95%. The current process for NAU is reaching only about 12-15% of the graduating senior class.
- If NAU employs a process similar to that used by ASU, we will be able to make our surveys more comprehensive, and the number of respondents will be greatly increased. With a greater variety of questions and a greater number of respondents, the annual surveys will provide more detailed and reliable information about the satisfaction and opinions of the graduating class.

Appendix A

NAU GRADUATING SENIOR SURVEY – SPRING 2002

Hello, may I speak to (STATE NAME OF PERSON ON LIST)? My name is (STATE YOUR FIRST AND LAST NAME) and I am calling from the Social Research Laboratory at Northern Arizona University. We are conducting a short survey of NAU graduating seniors, and we would like to ask you a few questions. All of your answers will be confidential. Is this a good time?

1. First in what **semester and year** do you expect to graduate (or did you graduate)?

1. Spring 2002
2. Summer 2002
3. Fall 2002
4. Different time [TERMINATE SURVEY]
5. Do not expect to graduate from NAU [TERMINATE SURVEY]

General Academics

2. Looking back on your NAU education, how **satisfied** have you been with the **challenge of the academic coursework in general** – very dissatisfied, dissatisfied, satisfied, or very satisfied?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

3. How **satisfied** have you been with the **variety of courses offered outside your major**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

4. How **satisfied** have you been with your **ability to register for desired courses outside your major**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

5. How **satisfied** have you been with the **academic advising you received at the lower-division level** (prior to declaring a major)?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

6. Have you taken (or are you presently taking) any **web** or **IITV** courses?

1. Web (go to (a) below)
2. IITV (go to (b) below)
3. Both (go to (a) and (b) below)
4. Neither (go to question 7)

a) How **satisfied** were you with the web format?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

b) How **satisfied** were you with the IITV format?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

7. How **successfully** has NAU integrated technology into the learning process – least successfully, unsuccessfully, successfully, or most successfully?

1. Least Successfully
2. Unsuccessfully
3. Successfully
4. Most Successfully

8. Did you **change your major** during your time at NAU?

1. Yes (If yes, how many times? _____)
2. No

9. Did you participate in a **research-related or capstone course** at NAU?

1. Yes
2. No

10. Did you participate in any **research or creative projects** with a faculty member, either in or outside of class, while at NAU?

1. Yes
2. No

Faculty

11. How **satisfied** have you been with the **quality of faculty instruction in general** – very dissatisfied, dissatisfied, satisfied, or very satisfied?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

12. How **satisfied** have you been with the **availability of faculty** (for office hours, before/after class)?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

13. How **often** during your time at NAU did you discuss coursework or assignments with faculty (e.g., after class, during office hours, via e-mail)?

1. Never
2. Once a Semester or Less
3. A Few Times Each Semester
4. Every Few Weeks
5. Once a Week

14. With **how many** faculty have you discussed subjects **not related to coursework** (e.g., career, graduate school, or personal matters)?

1. None
2. One
3. Two
4. Three
5. Four

6. Five
7. Six or more

Major

15. How **satisfied** have you been with the **challenge of your major coursework/requirements** – very dissatisfied, dissatisfied, satisfied, or very satisfied?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

16. How **satisfied** have you been with the **variety of courses offered in your major department?**

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

17. How **satisfied** have you been with your **ability to register for required courses in your major?**

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

18. How **satisfied** have you been with the **academic advising in your major field of study?**

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

19. Has academic advising in your major field been **available when you have needed it?**

1. Never
2. Some of the Time
3. Most of the Time
4. Always

20. How **satisfied** have you been with the **advising with future career goals**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

21. How **satisfied** have you been with how your major has **prepared you for a career in your chosen area**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

22. How **satisfied** have you been with the **overall quality of your major department**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied

Skill Development

Now, I am going to read you a list of skills and abilities. Please tell me the extent to which your experience at NAU has **contributed to your knowledge, skills, and personal development** in the following areas – very little, some, quite a bit, or very much (REPEAT RESPONSES AS NECESSARY).

23. **Writing** clearly and effectively

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

24. **Speaking** clearly and effectively

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

25. **Thinking** critically and analytically

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

26. **Reading** critically

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

27. Analyzing **quantitative problems**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

28. Understanding **principles of scientific inquiry**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

29. Acting upon **ethical principles**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

30. Working effectively **with others**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

31. Learning effectively **on your own**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

32. Ability to use **computer and information technology**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

33. Developing a **tolerance for divergent views/human diversity**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

34. Understanding the **impact of technology**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

35. Understanding the **relationship between people and their environment**

1. Very Little
2. Some
3. Quite a Bit
4. Very Much

Outside the Classroom

36. How **satisfied** have you been with the **availability of computer labs and workstations** – very dissatisfied, dissatisfied, satisfied, or very satisfied?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

37. How **satisfied** have you been with the **opportunities for involvement** on campus?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

38. How **satisfied** have you been with the **choice of extracurricular activities** (clubs, student government, recreation, Greek life, etc.)

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

39. How **satisfied** have you been with your **social experience** at NAU?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

40. How **satisfied** have you been with the **quality of student life on campus**?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

41. How **satisfied** have you been with the **diversity of campus** (e.g., in student body, faculty, coursework)?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

42. How **satisfied** have you been with the **campus environment** (or “**communal**” **environment for statewide students**) at NAU?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

43. How **satisfied** have you been with the **campus safety** at NAU?

1. Very Dissatisfied
2. Dissatisfied
3. Satisfied
4. Very Satisfied
5. Not Applicable

44. Do you participate in any clubs, organizations, Greek life, athletics, student government, or any other extracurricular activities?

1. Yes
2. No

General

45. What are your plans after graduation (CIRCLE ALL THAT APPLY)?

1. Graduate School (What type of degree? _____)
2. Job opportunity related to major
3. Job opportunity not related to major
4. Travel
5. Other _____
6. Don't know

46. How do you rate your **overall experience** at NAU – very poor, poor, good, or excellent?

1. Very Poor
2. Poor
3. Good
4. Excellent

47. If you could start over, would you still choose to attend NAU?

1. Definitely No
2. Probably No
3. Probably Yes
4. Definitely Yes

48. Thank you very much for your time! Any other comments/criticism/praise?
(WRITE DOWN WHAT IS SAID IN THE RESPONDENT'S WORDS AS MUCH AS POSSIBLE.)

Appendix B

Comments

1. “Academic advising was not quite what I expected at first, advisor at Holbrook campus was rude (this advisor is no longer there), also ETC 447 overlaps with student teaching by a week, class had been rescheduled twice since Spring 2001.”
2. “Add neutral to choices.”
3. “Advisement in Liberal Studies sucks.”
4. “Advisor was bad.”
5. “Advisors need to be there to act like we matter, not to talk down to students, and not screw people’s lives up, give useful information.”
6. “Advisors need to have more knowledge outside their college.”
7. “Appreciated the Statewide program because I live in the middle of nowhere.”
8. “At NAU Yuma the Criminal Justice is very, very, very good.”
9. “At Tucson campus the advisors do not know what they are doing, need to get better advisors.”
10. “Been here 22 years and NAU has taken one step forward and two steps back.”
11. “Best music department, no regrets.”
12. “Can’t say enough good about Dr. Roger Bacon. I wouldn’t be going to law school without him.”
13. “College of Education was all-around poor, administrative practices caused most of the difficulty.”
14. “Communications needs more funding and more professors.”
15. “Counseling is really bad and needs professionals to counsel the students, more focus on undergrad not grad, labs need to be coordinated better with the lecture or professor needs to run the lab.”
16. “Death of a faculty member was handled very badly and the students should have been told something.”

17. "Depending on the instructor, the course was excellent, if not you withdrew from the course."
18. "Diversity, more culturally diverse."
19. "Don't like policies of Registrar's Office, bad attitude, be more careful about hiring retired teachers to teach."
20. "Dr. Maryanne Bruner wonderful, helpful, took into consideration being a teacher; Dr. Sanjay Joshi was flexible, offered creative solutions to graduation diplomas."
21. "Education program is very good."
22. "Education very poor with methods of teaching education, like English department."
23. "Enjoy the IITV classes and wish there were more, also more of the Web classes."
24. "For the advising department of the Social and Criminal Justice, felt alone picking classes."
25. "Geographical department excellent."
26. "Get the Bursar's and Registrar's office to work together properly."
27. "Give the school more money."
28. "Had a problem with Education advisement."
29. "I'm a returning student, I've found the academic environment challenging, don't lower the university academic standards, keep it high."
30. "I'm glad for the Statewide program. It gives opportunities for a degree. Education courses need to be more challenging, Web instructors need to answer e-mail, more offerings for Statewide via satellite, mail not having to go to Flagstaff or Phoenix."
31. "I am ready to move on, it has been time."
32. "I really enjoyed NAU, except for the advising."
33. "I think Exercise Science major does a great job with professors and how they run the college. They need another teacher for Physics 111 and 112 so students can understand better."

34. "I think it's a great school, it helped me finish school, on Web courses in New Jersey. I would like it if they added more courses on the Web; that would be great."
35. "I think that advising needs to be improved."
36. "I think the Liberal Studies program gives a broad range of information, this diversified my knowledge in other subjects, this is what I see as being the most beneficial at NAU."
37. "I think we should have more scholarships offered to incoming and existing students, a wider array. I also think they need to revamp the entire advising center for the Biology department."
38. "I wish the Statewide School of Communications would get their act together and help their students more."
39. "I would not change my experience – it was an excellent experience for me."
40. "Icy road issues, need specific instructions and directions for courses for CIS program."
41. "Important to reflect on previous answers about dissatisfaction with NAU."
42. "Improve RN to BSN program, the material and how they teach it, decrease the run around. The RN program lost all my paperwork and they need to get their act together so that students can get into their clinical easier."
43. "Improve the Nursing program, educate the individuals more on knowing exactly what they need to do for the program and its students, lessen the run around."
44. "Inability to recognize non-traditional students, no childcare, no tutoring on weekends, single parents not able to do things on weeknights, too many instructors who are not able to speak understandable English."
45. "It's been a wonderful experience."
46. "It is hard to get into some classes outside your major."
47. "It would be much appreciated if there were more History classes available over IITV or Web."
48. "It's been a good experience but the academic advising needs a lot of work, it was very poor."

49. "Like to see a better use of money especially in NAU; the only students who benefited from the money were the students involved in the associates; the professors and staff are poor especially with cost of living in Flagstaff; enjoy the forums and speakers."
50. "Love NAU."
51. "More diversity represented, faculty full-time Hispanic professors."
52. "More funding in Geology. My experience has been fun and I've always been impressed with the way faculty has been able to work with me. Sociology of Sex class is excellent."
53. "Mrs. Julene Bell had classes taken away, that was bad."
54. "NAU is a good value for the dollar (keep it that way); administration is out of touch."
55. "NAU is a little too wrapped up in diversity so they forget how much there really is."
56. "NAU is doing a very good job with the satellite programs."
57. "NAU needs more computer labs open in the summer."
58. "NAU needs the Nursing program. I like NAU but I don't like the Nursing program. I would go to a two-year program if I could start over again."
59. "NAU should take transfer credits more seriously because when I transferred credits, NAU put them as elective credits instead of required credits."
60. "Need an auditing class and more work with computers."
61. "Not enough parking for students and too much parking for faculty/employees."
62. "Nursing major: don't feel like I'm prepared for a career, Nursing program is inadequate, board scores are very low, and the program is inconsistent and constantly changing, expensive as well, all costs are out of pocket for students (travel, etc.)."
63. "Offer more frequent upper division classes."
64. "Opportunities are so much less in Yuma than they are in Flagstaff. NAU should have higher quality and better courses on the web."

65. "Overall it's been a good experience, however improvement is needed in advisement and lack of diversity on campus."
66. "Overall really enjoyed a lot of faculty, positive personal experiences. I'm an older student so it was a good challenge. I give NAU credit for a healthy, positive experience."
67. "Overall satisfied with NAU, however, being a Statewide student taking courses via internet I was not satisfied with the advising in my major, it was difficult contacting an advisor in my major."
68. "Parking policy is a joke."
69. "Parking service and availability of parking, especially for on-campus married families, family unfriendly, going a distance with children (snow storm) to parking lot."
70. "Parking service is useless, Career Services has not been helpful and counterproductive, specifically they took too long to critique application, the job fair was not helpful in the least, office didn't allow to e-mail info but to deliver it in person."
71. "Parking Services prices need to be lowered, shouldn't penalize for parking in different areas such as library and Rec Center, pull directly out of tuition instead of separate charges."
72. "Parking Services sucks on this campus."
73. "Parking violations are not fair and no late fees. People should get one warning a semester."
74. "Please do something about parking security around here."
75. "Praise for NAU instructor Gerald Schmaedick, he worked us hard, we had to earn our grades and at the same time I learned a lot."
76. "Pretty dissatisfied with the role of non-traditional students, everything seems to benefit the traditional student, dissatisfied with housing for nontraditional students."
77. "Program is great compared to the other two universities and has greatly prepared me."
78. "Publicize more about student activities and events, more events for student integration."

79. "Reach out a little more to those who have families and to students off campus."
80. "Received a similar survey in the mail."
81. "Recreation Center needs to be bigger."
82. "Registering was really hard, until NAU started on-line registering."
83. "Satisfied with educational experience, feel I have learned a lot."
84. "School of Communication should have more programs for helping students get jobs."
85. "Seniors need more advising, especially in Elementary Education, evening testing hours."
86. "Some of the Business classes were weak and some of the teachers were too."
87. "Speech Communication, Fine Arts, and Ceramics are amazing, all other departments aren't as good and need some help."
88. "Take student/teacher evaluations more seriously."
89. "Teachers are great, labs are behind, especially in Communications; lab and classroom don't match, technologically behind."
90. "Teachers in my department are excellent and that is the only reason I chose to come here."
91. "Teachers in School of Communication did not like the fact that I had to go overseas for military reasons and were not willing to work with me on anything."
92. "The advisement process must be upgraded."
93. "The advising –I had to do it myself, did not want to go there because an undergraduate student would help me, they need to provide better and more advising from the teachers or department people."
94. "The advisors are not trained and are disorganized in the Business and History departments."
95. "The counselors not helpful, work on my own to promote diversity but not enough to visually see, different races need to be supported."
96. "The diversity needs to be better and to do more than athletics."

97. "The faculty treated me professionally and I really have no complaints."
98. "The nursing department needs to change program to two years of prerequisites and two years of clinical, concentrate more on pathophysiology."
99. "The only thing is that the way September 11th was handled, not brought to my attention so I felt the faculty should have let the students know what events are going on, very poor handling, try to have a current event policy."
100. "The Statewide Education courses need to be more challenging, they need to do something with _____ (she was very rude and not understanding, she made you feel you were very dumb)."
101. "The survey doesn't feel like it had the right answers for my experience at NAU, not everything can go into the satisfied or dissatisfied categories."
102. "The talented professors at NAU often are not given enough authority when it comes to curriculum and coursework and in the department."
103. "The Web courses need evaluation on standard formats, disliked the different formats, there were too many."
104. "There are too many outlying factors on the survey. It needs to be based and more focused on the experience at NAU not the overall questions, need more detail."
105. "There is a lot of work in the upper division Business classes and NAU should lighten the class load a lot, learning was applicable at work."
106. "There is no Social Work Master's program, South Campus does not have any disability technology services."
107. "There should be more student housing, like the student-teacher ratio in class, instruction was excellent."
108. "Too expensive, need to have childcare available on campus, do more for the non-traditional students and older students with families."
109. "Train more people, train for computers."
110. "Understanding diversity, approaches to the topic in classes, forced to appreciate it in certain topics, students are not given the chance to have own opinions, forced to believe what the university wants them to, graded on opinion of teacher."

111. “Very disappointed in the caliber of the whole program particularly focused on Tucson not nationally (too much gossip); had good and bad teachers, at collegiate levels – they had no advisors, no information on NAU itself, no one to represent them.”
112. “Was extremely dissatisfied with Educational programs, had no support from advisors and that teachers should be advisors.”
113. “Web courses suck, need class base, meet once a week or something.”
114. “You should add a “maybe” to this survey.”