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INTRODUCTION

The Genesis of the Instrument

In the past, a number of programs at The University of Alabama surveyed graduating seniors. These assessments, however, were specific to the interests of the surveying program, and often utilized outsourced surveys that did not focus on the unique features of the program or the University. For example, the Culverhouse College of Commerce and Business Administration surveys soon-to-be graduates using an outsourced survey from Educational Benchmarking, Inc. (EBI). Using outsourced surveys, such as EBI's, often provide the ability to compare responses to similar programs at other institutions and to national norms (i.e., benchmarking).

A University-wide graduating senior survey was administered in Spring 2001 by the Career Center, when Patricia Bergmaier was appointed director of the office. Naturally, this survey focused on various career aspects of the students, such as utilization of career-related resources on campus, plans after graduation, and factors influencing one's job choice. Data collection for this instrument was limited to voluntary responses of students attending the Commencement Expo.

In October 2000 a new purely assessment position was created within the Office of Institutional Research (OIR). Subsequently, the office's name has changed to the Office of Institutional Research and Assessment (OIRA). Dr. Jon Acker was hired to fill the University's new Coordinator for Student Assessment position. This new assessment division is responsible for helping coordinate campus assessment processes, whereby regularly-scheduled and special-purpose campus-wide assessments will be continued, if in practice, or developed and implemented. It assists academic, administrative, and student-support units with data from campus-wide assessments and to help develop or evaluate their own assessment processes. In addition, it also undertakes in-house and requested research projects pertaining to institutional effectiveness, or other college-wide or departmental/program themes.
In June 2001 Jon Acker and Patricia Bergmaier began discussing the prospect of developing and administering a comprehensive University-wide graduating senior survey. Ms. Bergmaier took the lead on assembling a graduation survey committee composed of representatives throughout the University.

The committee first met August 9, 2001 and met again January 24, 2002. A subcommittee meeting was held February 1, 2002. In addition, there were several ad hoc meetings of two or three committee members during this time frame. The purpose of these meetings was to deliberate the specifics of the content of the instrument, data collection methods, and funding of the project. Table 1 below lists the members of the Graduation Survey Committee.

**Table 1. Graduation Survey Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>University Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patricia Bergmaier, Chair</td>
<td>Director, Career Center</td>
</tr>
<tr>
<td>Jon C. Acker</td>
<td>Coordinator for Student Assessment, Office of Institutional Research and Assessment</td>
</tr>
<tr>
<td>Kathleen Bolland</td>
<td>Assistant Professor, Social Work</td>
</tr>
<tr>
<td>Jan Brakefield</td>
<td>Coordinator of College Relations</td>
</tr>
<tr>
<td>Connie W. Chambers</td>
<td>Placement Manager, Manderson Graduate School of Business</td>
</tr>
<tr>
<td>Karen Chapman</td>
<td>Business Reference Librarian, University Libraries</td>
</tr>
<tr>
<td>Linda L. Clark</td>
<td>Assistant University Registrar</td>
</tr>
<tr>
<td>Kathleen Cramer</td>
<td>Associate Vice President, Student Affairs</td>
</tr>
<tr>
<td>Clif Davis</td>
<td>Manager of Administrative Services &amp; Records, Alumni Affairs</td>
</tr>
<tr>
<td>John Robert Dew</td>
<td>Director, Office of Continuous Quality Improvement</td>
</tr>
<tr>
<td>Brecca R. Farr</td>
<td>Assistant Professor, Clothing, Textiles, and Interior Design</td>
</tr>
<tr>
<td>William R. Fendley, Jr</td>
<td>Director, Institutional Research and Assessment</td>
</tr>
<tr>
<td>Elaine Globetti</td>
<td>Assistant Director, Student Judicial Affairs</td>
</tr>
<tr>
<td>David James Heggem</td>
<td>Director, Undergraduate Programs, College of Commerce &amp; Business Administration</td>
</tr>
<tr>
<td>Stevie Honaker</td>
<td>Assistant Director, Career Center Satellite Office</td>
</tr>
<tr>
<td>Carmen J. Hudson</td>
<td>Assistant Professor, Human Development &amp; Family Studies</td>
</tr>
<tr>
<td>Brenda K. Hunter</td>
<td>Associate University Registrar</td>
</tr>
<tr>
<td>Angelia D. Knight-Adams</td>
<td>Director, Engineering Career Services</td>
</tr>
<tr>
<td>Roy S. Maize</td>
<td>Associate Professor, Human Nutrition &amp; Hospitality Management</td>
</tr>
<tr>
<td>Michael Maring</td>
<td>Network Server Analyst, Career Center</td>
</tr>
<tr>
<td>Jenelle Mims Marsh</td>
<td>Assistant Dean for Student/Academic Services, School of Law</td>
</tr>
<tr>
<td>Mark Nelson</td>
<td>Associate Dean, College of Communication Studies</td>
</tr>
<tr>
<td>Donna Packa</td>
<td>Associate Dean for Academic Programs, College of Nursing</td>
</tr>
<tr>
<td>Ginny Raymond</td>
<td>Associate Dean, School of Social Work</td>
</tr>
<tr>
<td>Nan Restine</td>
<td>Associate Dean, College of Education</td>
</tr>
<tr>
<td>Grant Savage</td>
<td>Professor, Management and Marketing</td>
</tr>
<tr>
<td>John Schmitt</td>
<td>Associate Dean, Graduate School</td>
</tr>
<tr>
<td>Roger J. Thompson</td>
<td>University Registrar</td>
</tr>
<tr>
<td>Anne Webb</td>
<td>Director of Student Services, College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>Pat Whetstone</td>
<td>Director, Alumni Affairs</td>
</tr>
<tr>
<td>Carol Wright</td>
<td>Coordinator of Recruiting Services</td>
</tr>
</tbody>
</table>
Creation of the instrument began with Jon Acker and Angelia Knight, Engineering Career Services Director, reviewing graduating senior surveys from other institutions. It was decided that the survey used by the University of North Carolina- General Administration (UNC-GA) provided an outstanding diversity of content and would be an ideal model to follow for the University of Alabama. The UNC-GA instrument is used at all 16 UNC campuses throughout North Carolina. On September 7, 2001, Dr. Acker contacted David Cartwright, the survey coordinator at East Carolina University to inquire about utilizing properties of the UNC-GA instrument. Mr. Cartwright referred Dr. Acker’s request to Dr. Larry Mayes, UNC-GA Assistant Vice President for Program Assessment. Dr. Mayes contacted Dr. Acker stating that a modified version of the UNC-GA instrument could be used by the University of Alabama. Thus, the groundwork for the instrument was laid.

Over the next five months members of the committee reviewed the survey, which was available online, and provided feedback at committee meetings and through email. The instrument went through several iterations before members reached a consensus on the final product in February 2002. Students in two classes, Brandy Zito’s and Angelia Knight’s HES 250 classes, were solicited for input on the survey as well.

During this process a proposal was submitted to the Institutional Review Board for the Protection of Human Subjects (IRB). The Provost, Council of Deans, Faculty Senate, and Graduate Council were all notified of this effort. Further review and their approval was sought.

The instrument covers a wide variety of topics. First, information about the general knowledge, skills, personal development and professional growth of the students is questioned. Second, perceptions regarding major and core courses, faculty, instruction, advising, facilities, campus services and opportunities, and the overall intellectual environment at UA requested. Third, extracurricular information about participation in clubs and organizations, and one’s work status throughout college is sought. Lastly, the students’ job search and post-graduation plans, as well as their geographic employment preferences are queried. There is also ample opportunity to expand upon a response with open-ended questions.
Once the instrument was finalized, the emphasis shifted towards data collection. A number of options were discussed and planned. These included administration of the instrument at the Commencement Expo (paper copy and electronic submission), email notification (handled by Judy Arnold, Director, SIS/Data Resources) and completion online, phone surveying of non-respondents, and distribution in various Capstone classes. A considerable amount of discussion about prizes and incentives ensued as well. In the end, data collection consisted of paper surveys handed out at the Spring 2002 Commencement Expo, plus email notification to complete the survey online. A $100 gift certificate to Target, funded by the Career Center, was the only prize offered as an incentive to complete the survey and was only available to those students who completed the survey at the Commencement Expo.

The Commencement Expo has been mentioned several times thus far and should be defined for those unfamiliar with it. It is a three-day event, sponsored by the University Supply Store, that centralizes graduation-related activities, such as graduation pictures, cap and gown fit and rental/purchase, graduation announcements, degree framing, class ring purchase, etc. Various offices and organizations set up booths at this event as well, e.g., the Alumni Association, Loans Receivable and Collection, and the Career Center. Teresa Shreve, Associate Director of the Supply Store, worked diligently with the committee ensuring a graduating senior survey booth was placed among the stations. About fifty percent of those graduating attend this event, so it is a very convenient mechanism to capture many of the target students.

The appendixes at the end of the report provide some of the documentation compiled during the development process.
DATA WERE COLLECTED USING BOTH PAPER COPIES AND WEB-BASED SUBMISSION. THE PAPER COPIES HAD TO BE INPUT MANUALLY, WHILE THE WEB-BASED FORMS AUTOMATICALLY POPULATED A DATA TABLE OF RESPONSES.

IT SHOULD BE NOTED THAT THERE ARE SLIGHT VARIATIONS IN THE DATA DEPENDING UPON WHICH METHOD WAS USED. THE WEB-BASED VERSION RESTRICTS THE USER’S ABILITY TO ANSWER CERTAIN QUESTIONS. FOR EXAMPLE, AN ITEM CAN BE SET TO ACCEPT ONLY ONE ANSWER CHosen BY A RADIO BUTTON. STUDENTS RESPONDING ON PAPER COPIES CAN, AND OFTEN DO DEPENDING UPON THE QUESTION, MARK MORE THAN ONE ANSWER.

MOST OF THE RESPONSES WERE COLLECTED VIA PAPER COPIES AT THE COMMENCEMENT EXPO. THIS EVENT WAS HELD FROM MARCH 11-13, 2002 IN THE BALLROOM ON THE THIRD FLOOR OF THE FERGUSON CENTER. OVER ONE THOUSAND UNIQUE STUDENTS (1,179) ATTENDED THE EXPO, WITH 1,013 UNDERGRADUATE STUDENTS AND 166 GRADUATE OR PROFESSIONAL STUDENTS. OVER 460 STUDENTS COMPLETED THE SURVEY. HOWEVER, OF THESE RESPONDING STUDENTS, ONLY 418 WERE UNDERGRADUATES THAT ACTUALLY GRADUATED AT THE COMPLETION OF THE SPRING 2002 TERM.

THE OTHER AVENUE UTILIZED TO COLLECT DATA WAS VIA WEB-BASED SUBMISSION. THE SIS/DATA RESOURCES OFFICE SENT AN EMAIL TO THE LIST OF STUDENTS THAT HAD APPLIED FOR GRADUATION IN THE SPRING 2002 TERM. THIS EMAIL DESCRIBED THE SURVEY, ASKED FOR THEIR PARTICIPATION, AND PROVIDED A LINK TO TAKE THEM DIRECTLY TO THE SURVEY. STUDENTS COMPLETED THE INSTRUMENT ONLINE FROM APRIL 9 UNTIL MAY 8. A TOTAL OF 111 ADDITIONAL GRADUATING UNDERGRADUATE STUDENTS COMPLETED THE SURVEY ON THE WEB.

IN TOTAL, 529 GRADUATING UNDERGRADUATE STUDENTS COMPLETED THE SURVEY OUT OF A TOTAL OF 1,355 THAT GRADUATED, FOR A 39% RESPONSE RATE. IT WAS HOPED TO HAVE AT LEAST A 50% RESPONSE RATE, BUT GIVEN THIS IS OUR INITIAL EFFORT, AND REFINEMENTS WILL BE MADE IN THE FUTURE, IT IS STILL VIEWED AS A SUCCESS.
The detail of the information given by the students was shocking. It is obvious that most students took this endeavor seriously and put a great deal of thought into their responses. It seems a survey of this kind is sort of an affirmation of their accomplishment. Thus, students were much more willing to participate, and to place more effort in expressing their opinions and evaluations. Roughly two-dozen students completed both paper and web surveys. In those cases the initial submission was kept and the web version was discarded.

The 529 respondents were broken down into various demographic and academic categories for comparison with all 1,355 undergraduate term graduates. This was done to discern how representative the respondents were to the entire graduating population. These categories included, sex, ethnicity, major college, major, final GPA groupings, and entrance exam groupings. Table 2 shows the frequency for the respondents and compares the respondent percentages with the overall percentages.

### Table 2. Respondent and Overall Demographic and Academic Comparison

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>R%</th>
<th>All%</th>
<th>Higher Ed. GPA</th>
<th>N</th>
<th>R%</th>
<th>All%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>187</td>
<td>35.3</td>
<td>41.5</td>
<td>≥3.500</td>
<td>172</td>
<td>33.5</td>
<td>30.5</td>
</tr>
<tr>
<td>Females</td>
<td>342</td>
<td>64.7</td>
<td>58.5</td>
<td>3.000 – 3.499</td>
<td>163</td>
<td>30.8</td>
<td>32.4</td>
</tr>
<tr>
<td></td>
<td>529</td>
<td></td>
<td></td>
<td>2.500 – 2.999</td>
<td>151</td>
<td>28.5</td>
<td>26.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2.000 – 2.499</td>
<td>43</td>
<td>8.1</td>
<td>10.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
<th></th>
<th></th>
<th>ACT Composite Score</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>423</td>
<td>80.0</td>
<td>82.7</td>
<td>20 – 24</td>
<td>134</td>
<td>32.6</td>
<td>33.6</td>
</tr>
<tr>
<td>African-American</td>
<td>83</td>
<td>15.7</td>
<td>12.4</td>
<td>25 – 29</td>
<td>170</td>
<td>41.4</td>
<td>40.9</td>
</tr>
<tr>
<td>Asian-American</td>
<td>9</td>
<td>1.7</td>
<td>1.5</td>
<td>≥30</td>
<td>52</td>
<td>12.7</td>
<td>11.6</td>
</tr>
<tr>
<td>Non-Resident Aliens</td>
<td>7</td>
<td>1.3</td>
<td>2.4</td>
<td>&lt;20</td>
<td>55</td>
<td>13.4</td>
<td>13.8</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>0.8</td>
<td>0.7</td>
<td>No Score</td>
<td>118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native-American</td>
<td>3</td>
<td>0.6</td>
<td>0.4</td>
<td></td>
<td>529</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: N = Number of Respondents, R% = Percent of Respondents, All% = Percent for All Graduates

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Graduating Senior Survey: May 2002 Graduates
Comparisons between the various demographic and academic categories revealed some peculiarities. Among the demographic categories most striking was the fact that females responded to the survey substantially more often than males. Also, notably, a greater percentage of minority students, particularly African-American students, completed the survey. Students from the colleges of Arts and Sciences and Communication and Information Sciences were slightly over represented among the respondents as well.

Academically, there is also some evidence that better performing students, both in terms of their ACT Composite entrance exam score and their higher education GPA, chose to complete the survey. Respondents were more likely to fall in the highest ranges of both measures (see Table 2). However, the means for the measures did not differ substantially (ACT Composite: respondents- 24.19, overall- 24.13; higher education GPA: respondents- 3.202, overall- 3.180).

Table 2. continued

<table>
<thead>
<tr>
<th>Major College</th>
<th>N</th>
<th>R%</th>
<th>All%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;S</td>
<td>153</td>
<td>28.9</td>
<td>25.5</td>
</tr>
<tr>
<td>C&amp;BA</td>
<td>138</td>
<td>26.1</td>
<td>29.2</td>
</tr>
<tr>
<td>C&amp;IS</td>
<td>71</td>
<td>13.4</td>
<td>12.8</td>
</tr>
<tr>
<td>Education</td>
<td>52</td>
<td>9.8</td>
<td>10.5</td>
</tr>
<tr>
<td>Engineering</td>
<td>44</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>HES</td>
<td>44</td>
<td>8.3</td>
<td>10.0</td>
</tr>
<tr>
<td>Nursing</td>
<td>13</td>
<td>2.5</td>
<td>2.3</td>
</tr>
<tr>
<td>Social Work</td>
<td>14</td>
<td>2.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>529</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major*</th>
<th>N</th>
<th>R%</th>
<th>All%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mgmt. Info. Systems</td>
<td>15</td>
<td>2.8</td>
<td>2.1</td>
</tr>
<tr>
<td>Telecomm. &amp; Film</td>
<td>15</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Advertising</td>
<td>15</td>
<td>2.8</td>
<td>3.2</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>14</td>
<td>2.6</td>
<td>2.9</td>
</tr>
<tr>
<td>Social Work</td>
<td>14</td>
<td>2.6</td>
<td>1.4</td>
</tr>
<tr>
<td>Nursing</td>
<td>13</td>
<td>2.5</td>
<td>2.3</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>2.3</td>
<td>2.1</td>
</tr>
<tr>
<td>Healthcare Management</td>
<td>11</td>
<td>2.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Computer Science</td>
<td>10</td>
<td>1.9</td>
<td>2.0</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>10</td>
<td>1.9</td>
<td>1.1</td>
</tr>
<tr>
<td>History</td>
<td>10</td>
<td>1.9</td>
<td>1.3</td>
</tr>
<tr>
<td>Journalism</td>
<td>10</td>
<td>1.9</td>
<td>1.9</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>10</td>
<td>1.9</td>
<td>1.6</td>
</tr>
<tr>
<td>Human Perf. Phy. Educ.</td>
<td>8</td>
<td>1.5</td>
<td>0.7</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>8</td>
<td>1.5</td>
<td>1.9</td>
</tr>
<tr>
<td>Communicative Dis.</td>
<td>7</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Human Dev. &amp; Fam. St.</td>
<td>7</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Theatre</td>
<td>7</td>
<td>1.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Other Majors</td>
<td>126</td>
<td>23.8</td>
<td>29.6</td>
</tr>
</tbody>
</table>

Note: N = Number of Respondents, R% = Percent of Respondents, All% = Percent for All Graduates

* Major is defined as “First Major” in the Student Information System (SIS)
OMNIBUS SURVEY RESULTS

The results of the survey are provided at two levels in this report. First, the omnibus results for all 529 respondents are given. Second, a breakdown of the data is provided for each of the eight colleges and schools at UA. Results broken down by department or major will be done only as requested.

The survey is reproduced in the text below. Percentages of structured responses are reported in tables, while students’ remarks to open-ended questions are listed and highlighted in red italic text. An ID number is provided each student to allow comparisons and context among their open-ended responses. For example, all open-ended responses for each number are given by the same graduating student. The number of respondents (N) for each structured item and those providing open-ended comments is given as well.

Question 1: Student Identification

Students were asked to provide their student ID. This was done to ensure that only graduating seniors were analyzed, and to be able to link to data in the student information system (SIS).

There was a great deal of concern regarding the receptiveness of students in providing their student ID. Previous surveys have shown that students are cautious in providing any identifying information. Surprisingly, very few students withheld their student identification number.

Question 2: General Knowledge, Skills, Personal Development
To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Percent</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>529</td>
<td>48.4</td>
<td>42.7</td>
<td>7.4</td>
<td>1.5</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Listening skills</td>
<td>529</td>
<td>38.6</td>
<td>51.8</td>
<td>7.4</td>
<td>1.9</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>528</td>
<td>53.4</td>
<td>40.7</td>
<td>4.7</td>
<td>0.9</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>528</td>
<td>25.2</td>
<td>38.1</td>
<td>26.9</td>
<td>9.5</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>528</td>
<td>32.0</td>
<td>43.4</td>
<td>19.9</td>
<td>3.6</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>Analytic skills</td>
<td>528</td>
<td>58.3</td>
<td>34.8</td>
<td>5.7</td>
<td>0.9</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>528</td>
<td>54.5</td>
<td>32.4</td>
<td>9.3</td>
<td>3.8</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>528</td>
<td>45.3</td>
<td>39.8</td>
<td>11.6</td>
<td>3.0</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>528</td>
<td>63.3</td>
<td>31.6</td>
<td>4.4</td>
<td>0.8</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>529</td>
<td>67.1</td>
<td>25.3</td>
<td>5.7</td>
<td>1.7</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>528</td>
<td>60.4</td>
<td>31.6</td>
<td>5.7</td>
<td>2.1</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>529</td>
<td>53.1</td>
<td>33.8</td>
<td>9.5</td>
<td>2.1</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>529</td>
<td>46.7</td>
<td>33.1</td>
<td>13.4</td>
<td>4.9</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>529</td>
<td>47.3</td>
<td>34.8</td>
<td>11.9</td>
<td>4.2</td>
<td>1.9</td>
<td></td>
</tr>
</tbody>
</table>
Question 3: Department and Department Faculty

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[529]</td>
<td>[31.8]</td>
<td>[34.2]</td>
<td>[14.0]</td>
<td>[20.0]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[529]</td>
<td>[16.1]</td>
<td>[23.6]</td>
<td>[18.9]</td>
<td>[41.4]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[529]</td>
<td>[59.4]</td>
<td>[33.6]</td>
<td>[ 5.5]</td>
<td>[ 1.5]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[525]</td>
<td>[60.0]</td>
<td>[30.3]</td>
<td>[ 8.2]</td>
<td>[ 1.5]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[528]</td>
<td>[59.8]</td>
<td>[31.1]</td>
<td>[ 7.8]</td>
<td>[ 1.3]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[528]</td>
<td>[58.1]</td>
<td>[24.1]</td>
<td>[12.7]</td>
<td>[ 5.1]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[527]</td>
<td>[53.9]</td>
<td>[25.6]</td>
<td>[14.4]</td>
<td>[ 6.1]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[529]</td>
<td>[17.2]</td>
<td>[21.4]</td>
<td>[22.1]</td>
<td>[39.3]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[527]</td>
<td>[50.7]</td>
<td>[35.3]</td>
<td>[ 9.7]</td>
<td>[ 4.4]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[527]</td>
<td>[55.0]</td>
<td>[39.3]</td>
<td>[ 4.7]</td>
<td>[ 0.9]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[529]</td>
<td>[57.7]</td>
<td>[31.8]</td>
<td>[ 9.1]</td>
<td>[ 1.5]</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates  12
### Question 4: Major Courses, Faculty, Instruction, Advising

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level</td>
<td>528</td>
<td>[15.0]</td>
<td>[50.6]</td>
<td>[22.3]</td>
<td>[ 4.2]</td>
<td>[ 8.0]</td>
</tr>
<tr>
<td>courses in your major was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction in 300 level and above</td>
<td>528</td>
<td>[49.4]</td>
<td>[44.1]</td>
<td>[ 4.9]</td>
<td>[ 1.1]</td>
<td>[ 0.4]</td>
</tr>
<tr>
<td>courses in your major was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction provided by</td>
<td>526</td>
<td>[14.8]</td>
<td>[40.9]</td>
<td>[23.6]</td>
<td>[ 7.4]</td>
<td>[13.3]</td>
</tr>
<tr>
<td>departmental graduate teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistants (GTAs) in your major was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>527</td>
<td>[47.6]</td>
<td>[46.5]</td>
<td>[ 5.1]</td>
<td>[ 0.8]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The quality of courses as</td>
<td>529</td>
<td>[37.2]</td>
<td>[37.8]</td>
<td>[16.6]</td>
<td>[ 5.7]</td>
<td>[ 2.6]</td>
</tr>
<tr>
<td>preparation for employment after</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduation in your major was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quality of courses as</td>
<td>527</td>
<td>[38.3]</td>
<td>[38.3]</td>
<td>[12.0]</td>
<td>[ 3.2]</td>
<td>[ 8.2]</td>
</tr>
<tr>
<td>preparation for graduate or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional school in your major</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>was</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>528</td>
<td>[37.5]</td>
<td>[30.5]</td>
<td>[20.1]</td>
<td>[11.0]</td>
<td>[ 0.9]</td>
</tr>
</tbody>
</table>
Question 5: Department Facilities

How would you evaluate your department’s facilities?

Percent

<table>
<thead>
<tr>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>[528]</td>
<td>[37.1]</td>
<td>[32.4]</td>
<td>[20.6]</td>
<td>[ 9.5]</td>
<td>[ 0.4]</td>
</tr>
</tbody>
</table>

The classroom facilities in your department were

<table>
<thead>
<tr>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>[528]</td>
<td>[29.7]</td>
<td>[33.9]</td>
<td>[19.5]</td>
<td>[ 7.4]</td>
<td>[ 9.5]</td>
</tr>
</tbody>
</table>

The non-computer laboratory facilities for courses in your major were

<table>
<thead>
<tr>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>[528]</td>
<td>[40.2]</td>
<td>[31.8]</td>
<td>[14.4]</td>
<td>[ 9.5]</td>
<td>[ 4.2]</td>
</tr>
</tbody>
</table>

The departmental computer facilities for courses in your major were

Question 6: Core Courses, Faculty, Instruction

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

Percent

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[516]</td>
<td>[24.0]</td>
<td>[54.7]</td>
<td>[16.7]</td>
<td>[ 4.7]</td>
</tr>
</tbody>
</table>

Instruction provided by graduate teaching assistants (GTAs) in core courses was good.

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[519]</td>
<td>[32.6]</td>
<td>[51.8]</td>
<td>[14.3]</td>
<td>[ 1.3]</td>
</tr>
</tbody>
</table>

Did core courses provide opportunities for you to express your ideas in writing?

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[517]</td>
<td>[30.6]</td>
<td>[44.7]</td>
<td>[22.4]</td>
<td>[ 2.3]</td>
</tr>
</tbody>
</table>

Did core courses provide opportunities for you to express your ideas orally?

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[518]</td>
<td>[18.3]</td>
<td>[31.1]</td>
<td>[25.3]</td>
<td>[25.3]</td>
</tr>
</tbody>
</table>

Were you unable to enroll in a core course because all sections were filled?

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[518]</td>
<td>[25.9]</td>
<td>[43.6]</td>
<td>[25.9]</td>
<td>[ 4.6]</td>
</tr>
</tbody>
</table>

Did faculty in your core courses encourage you to be an actively involved learner?

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[517]</td>
<td>[30.9]</td>
<td>[56.7]</td>
<td>[11.0]</td>
<td>[ 1.4]</td>
</tr>
</tbody>
</table>

Did faculty in your core courses give you prompt feedback?

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>[518]</td>
<td>[26.1]</td>
<td>[44.0]</td>
<td>[25.3]</td>
<td>[ 4.6]</td>
</tr>
</tbody>
</table>
Additional comments on the above core curriculum courses, faculty, and instruction. N = 63

2 Overall everything was fine.
7 Honors classes were the best.
27 Within the major my teachers got to know me better and thus were more encouraging and caring.
33 Math department has poor instructors- teach them how to teach!
35 I did not attend Alabama for these classes.
37 A&S advisors: their incompetence borders on the supernatural.
53 Revise core. If your major has nothing to do with some you shouldn't have to take.
54 They were pretty bad.
66 100 and 200 level English classes were taught by a wide variety of individuals who each had their own method of grading. There appears to be no synergy throughout all sections of a class and thus teachers require different things and grade differently.
77 Best courses- NEW212, Spring 2001 Dr. Lazer; UH101, Fall 1999, Ms. Globetti; MGT395, Spring 2001, Dr. Hilton
90 For the most part I feel that because of the quality of the core classes... it was a total waste of my time and money.
94 I don’t understand why we only learned one writing style in English 101 and 102. I had a hard time adjusting to APA, because I only learned MCA.
97 I took most of my core courses at the University of Memphis and Shelton State.
103 I took my core classes at another institution.
105 I encountered several instructors in my core courses, especially a grad student in the English Dept., who did not know enough about the material to teach it. Also there were several instructors that were not perceptive to my questions.
109 The GTAs were often making us do too much work because they wanted us to know that they had a certain amount of power over us.
154 Core curriculum classes are often so packed that it seems as though there is no room to actively participate.
169 Dr. Emplaincourt (geography) and Mrs. 

The good: “The core courses provide me the opportunity to expand my knowledge base ...”

The bad: “...we shouldn't have to pay full tuition for a course that is taught by a grad student.”

The ugly: “Core was a complete waste of time.”

Dixon (computer) were excellent instructors.

177 Faculty went above and beyond their duties to help the students.
185 I thought most core classes were pointless.
191 When I had a problem registering, it was usually because a section I needed (not just wanted) was full.
199 I thoroughly enjoyed getting my education here at the University. Roll Tide!
208 When I enrolled at UA, I frequently had problems finding available classes. As I reached 300 & 400 level courses, I had almost no problems. The classes which are 100 & 200 level need to be larger if possible.
214 I did not take many core classes at this University.
215 Transfer Student
225 The core courses provide me the opportunity to expand my knowledge base by taking classes outside my major/minor area.
227 Good!
241 I attended a junior college before attending UA.
257 Pedder Melhouse was a wonderful teacher and adviser and was very, very concerned with my future.
261 The cooperating teachers who worked with me taught me much more than I learned through texts and lectures
265 For the most part, I enjoyed my professors and learned a great deal from them.
267 I think that we shouldn’t have to pay full tuition for a course that is taught by a grad student.
283 Most GTA’s treat your class just as something they have to do.
287 The advising was often misleading. I have taken courses that I did not have to take to complete my program.
298 English department was by far the worst.
300 Most of my finance teachers were very knowledgeable and maybe even a few of them cared whether I did well or not. However, I feel this was not the case with either Gale Zumpano or Donna Aldinger. They were neither good teachers or cared about their students.
312 Core was a complete waste of time.
I've only taken a few core classes here at UA.

Teachers should be more involved in the student’s life and show some encouragement towards students individually.

Advising in C&BA is suffering from what seems to be a deficiency in the information exchange between the advisors and the departmental offices. The advisors say one thing and the department says another.

Most GTA's didn't care about the students, but sometimes they cared more than the professors, which is not good.

Most core course are okay. However, the computer courses I took through Engineering (100 & 200 level) were terrible. The faculty many times knew less than I did and they did not seem to care at all about the success of the students.

The Physics department is pitiful. The teachers are inadequate; the labs are pathetic; and the GTAs don't know more than 3 or 4 English words.

The School of Social Work needs a library and bigger facility.

I took several of my core courses at a different university. But my responses were referring to classes at U of A.

Many of my core classes were taken at Birmingham-Southern College.

Overall, very well done. Had a couple courses that weren't up to par.

I love Dr. Bunker and communications! He was great.

I loved Dr. Stallworth. She really helped me the most in my college career.

In all fairness, I took very few core courses due to transferring.

The level of teaching in the core classes was not near the level of the major/minor classes.

The majority of my core curriculum was completed at another school, but the classes that I took where there were over 100 students were taught by teachers/professors very concerned about my academic success.

The math department stinks. The departmental finals are ridiculous because not even the teacher knows what exactly is going to be on the test. They should at least see it before the day of the test (every teacher- not just the few who make it up).

Core hurt me more than helped. Many of the instructors just wanted to get the class over.

I took courses at an institution other than UA.

APR322 excellent, public speaking or COM123 very poor, Media Planning very poor.

The business school has top-tier teachers and facilities.

101 instructors should be above the graduate level. I had many 101 instructors who were grad students and I felt that the course would have been much better (i.e., I would have learned more, enjoyed the course more, and received a better grade).

Small discussion classes at least once a week would allow students to better express their opinions & thoughts.

Fine arts is a great class!

English GTA's seem to be involved more than any of my other classes.

GTA Fran (?) and Faculty Dr. Ultee both deserve high credit.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>521</td>
<td>45.5</td>
<td>43.2</td>
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<td>2.1</td>
<td>2.7</td>
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<tr>
<td>Staff responsiveness</td>
<td>521</td>
<td>33.4</td>
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<td>2.3</td>
<td>6.5</td>
</tr>
<tr>
<td>Access to databases</td>
<td>521</td>
<td>43.6</td>
<td>42.8</td>
<td>8.6</td>
<td>1.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Access to collections</td>
<td>520</td>
<td>39.0</td>
<td>44.2</td>
<td>9.4</td>
<td>1.0</td>
<td>6.3</td>
</tr>
<tr>
<td>Library resources for your major</td>
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**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
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<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
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<td>0.8</td>
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<tr>
<td>Hours of operation for computer labs</td>
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<td>4.0</td>
<td>1.7</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
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<td>29.5</td>
<td>40.2</td>
<td>15.9</td>
<td>3.4</td>
<td>11.0</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>528</td>
<td>44.3</td>
<td>37.7</td>
<td>12.7</td>
<td>1.5</td>
<td>3.8</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>527</td>
<td>28.5</td>
<td>37.4</td>
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<td>7.8</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
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<td>[3.8]</td>
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<tr>
<td>Financial aid services</td>
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<td>Campus food services</td>
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<td>[20.3]</td>
<td>[4.2]</td>
</tr>
<tr>
<td>Supply store services</td>
<td>[528]</td>
<td>[27.3]</td>
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<td>[14.2]</td>
<td>[2.1]</td>
</tr>
<tr>
<td>Campus health services</td>
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<td>[18.9]</td>
<td>[39.0]</td>
<td>[20.5]</td>
<td>[8.9]</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
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<td>[12.5]</td>
<td>[18.4]</td>
<td>[6.7]</td>
<td>[1.7]</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>[526]</td>
<td>[20.5]</td>
<td>[49.0]</td>
<td>[18.6]</td>
<td>[2.5]</td>
</tr>
<tr>
<td>University Career Center</td>
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<td>[19.9]</td>
<td>[37.0]</td>
<td>[11.2]</td>
<td>[4.9]</td>
</tr>
<tr>
<td>Engineering Career Center</td>
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<td>[6.7]</td>
<td>[10.1]</td>
<td>[2.9]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>[526]</td>
<td>[8.6]</td>
<td>[23.2]</td>
<td>[16.5]</td>
<td>[6.3]</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>[527]</td>
<td>[26.2]</td>
<td>[41.2]</td>
<td>[13.9]</td>
<td>[2.7]</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>[527]</td>
<td>[28.1]</td>
<td>[40.4]</td>
<td>[15.4]</td>
<td>[2.5]</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>[526]</td>
<td>[21.9]</td>
<td>[33.8]</td>
<td>[21.5]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>[527]</td>
<td>[30.0]</td>
<td>[40.0]</td>
<td>[17.5]</td>
<td>[1.9]</td>
</tr>
</tbody>
</table>
Additional comments on the offices, services, and opportunities. N = 37

2 Don’t know that much
17 Supply store too expensive. Communication between various offices seems to be defective.
27 Library should be open more on Sunday- Rec. Center too. Intramural sports are difficult to be involved in if not Greek affiliated.
36 Needs to be more diversified.
54 PR skills need to be worked on. Overall education of the workers needs to be improved.
65 Unless a student is involved in a Greek society there is not much to get involved in since the opportunities are not made public enough.
90 Every single semester I had a problem with financial aid and registration. The problem was always in the department itself.
97 For financial aid services, many of the staff couldn’t relate to problems/situations. Couldn’t really help.
108 It is hard to develop leadership skills when the Machine wins most elections
109 They can be a bit more friendly and efficient.
115 Plenty
145 My advising experiences were very poor and I feel that the Arts & Sciences department, as a whole, is not cordial to students and not as helpful as they should be.
154 In my department there was plenty of opportunity for service projects.
166 The University Career Center should focus more on matching students with jobs within the state of Alabama. Many on-campus interviews and employers attending the career fair are from out of state. Many students at UA want to work in the Tuscaloosa-Birmingham area.
198 Most community service I have done has been through my church here, not the University.
219 I really did not have a lot of time to do extra activities outside of the classroom. My only friends are those who are in education.
261 They are fair, some better than others.
268 Incoming freshmen do not know what groups are out there. Get on board day is not sufficient.
298 Housing needs to learn some basic customer service principles, like all reported maintenance problems get fixed within 24 hours. SGA needs to raise travel limit for student organizations from $700 to something a little more reasonable.
352 For myself, the Financial Aid process at the beginning of every fall semester never ran smoothly.
376 The “pre-law” advisor did not have a clue what’s going on! He was little to no help at all.
380 People in charge of residential life are not people friendly; in fact most of them are arrogant and unintelligent.
415 Career Center is a joke. Poor company turnout at career fairs- hardly anything in my field.
434 The “pre-law” advisor did not have a clue what’s going on! He was little to no help at all.

The good: “In my department there was plenty of opportunity for service projects.”

The bad: “Library should be open more on Sunday- Rec. Center too.”

The ugly: “The ‘Residential Life Experience’ is a complete disappointment.”
I did not appreciate the University police officer smoking a cigarette while he was filing a report with me!
Need better food!
Health Center- very big problem.
Financial aid needs to have more help.
I still believe that the financial records computer system is flawed in the timing of its credits and debits. I tried to correct the problem but everyone insists they are correct. Everything balances in the long-run, but in the short-run accounts will not balance correctly.
Working together and having informed people upfront would cut down on the amount of running around we have to do to find everything in Student Services.

Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 526

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[37.8]</td>
<td>Excellent</td>
</tr>
<tr>
<td>[20.9]</td>
<td>Good</td>
</tr>
<tr>
<td>[  4.0]</td>
<td>Fair</td>
</tr>
<tr>
<td>[  1.7]</td>
<td>Poor</td>
</tr>
<tr>
<td>[35.6]</td>
<td>I did not participate in any of those activities</td>
</tr>
</tbody>
</table>

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education:  N = 497

Name: ____________________________   Dept.: ____________________________

Even though students were asked to identify a single person some respondents still listed two or three individuals. Every effort was made to properly identify the individuals. However, several names remained a mystery. A list of all of the individuals mentioned and their frequency of reference is given below. It should be noted that the reference frequency of an individual is in large part based on the number of graduates in a program. Drs. Strickland and Gooner were mentioned most often with twelve references each.
List of Individuals Referenced
(Note: number indicates number of references.)

Gooner, Rich 12
Strickland, Lonnie 12
Mancini, Marilyn 10
Chotiner, Barbara 9
Brakefield, Jan 8
Crown, Deborah 8
Dulek, Ronald 8
Hale, David 7
Rasco, Jane 7
Foster, Lawrence 6
Gregg, Madeleine 6
McGee, Grant 6
Savage, Grant 5
Bradley, Mary Ann 5
Nelson, Mark 5
Nevett, Michael 5
Salter, Sean 5
Yarbrough, Sonda 5
Carver, Betty 4
Dugan, Michael 4
Gonzalez, William 4
Hilton, Chadwick 4
Hosmer, Ida 4
Leathers, Charles 4
McKinnon, Lori 4
Mullins, Edward 4
Phillips, Lisa 4
Robinson, Paula 4
Stallworth, Joyce 4
Taaffe, James 4
Watkins, John 4
Young, Robert 4
Allaway, Buster 3
Bowersox, Rodney 3
Brown, Marcus 3
Cano, Jose 3
Conners, Frances 3
Curtner-Smith, Matthew 3
Darden, Leatha 3
Davis, Brent 3
Davies, Julie 3
Evans-Freeman, Hazel 3
Fonseca, Daniel 3
Gower, Karla 3
Herrmann, John P. 3
Hobbs, Faye 3
Johns, Diane 3
Johnson, Idia 3
Leaver-Dunn, Deldre 3
Peck, Dennis 3
Powell, Martha 3
Primeaux, Joan 3
Randall, Catharine 3
Roach, Catherine 3
Simon, Cassandra 3
Sloan, Gary 3
Taylor, Gary 3
Wheat, John 3
Wilson, Liza 3
Adams, Marsha 2
Beidler, Philip 2
Berger, Bruce 2
Bissell, Kimberly 2
Black, Sheila 2
Brodsky, Stan 2
Brooks, Robert 2
Carter, Caryl 2
Cooper, Caryl 2

Churchill, Perry 1
Cipria, Alicia 1
Clark, Peter 1
Clements, Carl 1
Cohen, Sheryl 1
Collins, Angela 1
Cooper, Chip 1
Cotter, Pat 1
Culp, Anne 1
Cummins, Linda 1
Dakhia, Sami 1
Daria, Susan 1
Davis, Lenita 1
Davis, Sara 1
Dennis, Alan 1
Domino, Kathleen 1
Downs, Thomas 1
Doyle, Pam 1
Dulek, Ron 1
Elder, Harold 1
Ellinger, Alex 1
Enders, Linda 1
Eubanks, Yolandia 1
Evans-Young, Darren 1
Evans, Martin 1
Fitch, Andy 1
Forley, Ed 1
Fredrickson, Kari 1
Gaskins, Susan 1
Gladey, Rose 1
Globetti, Elaine 1
Golson, Linda 1
Gordon, Jean 1
Groff, Stephen 1
Hahn, Debbie 1
Halli, Robert 1
Halliday, Susan 1
Hardin, J. Michael 1
Hartman, Michael 1
Harwell, David 1
Haynes, Charles 1
Heath, Harry 1
Herrin, Charlotte 1
Hill, John 1
Hill, Monica 1
Hollifield, Mechelle 1
Holliman, Daniel 1
Hopkins, Thomas 1
Houston, Marsha 1
Jacobs, Steven 1
James, Dennis 1
Jones, Stanley 1
Katz, George 1
Kendrick, Olivia 1
King, Suzy 1
Kinnie, Lance 1
Klinger, Mark 1
Kohl, Lawrence 1
Krishnakumar, Talmanje 1
Lammon, Carol 1
Lane, Alan 1
Laurie, Cecelia 1
Lazer, Hank" 1
Maize, Roy" 1
Mathews, Michael 1
McClure, George 1
Meissner, Dan 1
Melhuse, Peder 1
Mittenthal, Joan 1
Moore, Cynthia 1
Morley, Lloyd 1
Nelson-Gardell, Debra 1
Nicol, Barbara 1
Noble, Donald 1
O'Hesson, James 1
Olways, Jim 1
Parker, Joey 1
Passerini, Edward 1
Pimiel, Russell 1
Pope, Myron 1
Potter, Rob 1
Price, Harry 1
Pryce, Josephine 1
Reber, Bryan 1
Richards, Norvin 1
Riley, Tamar 1
Roper, Lydia 1
Rovengo, Inez 1
Rush, Mary" 1
Sahlman, David 1
Sharpe, Shane 1
Sheard, Steve 1
Sherrod, Roy Ann 1
Shuler, Sheri 1
Singleton, Gregory 1
Smith, Joe 1
Spiegel, Mary 1
Staller, Karen 1
Stephenson, Edwin 1
Stone, Mary 1
Stovall, James 1
Suberkropp, Keller 1
Summers, Kirk 1
Teague, William 1
Terrell, Joanne 1
Theodorou, Dino 1
Thompson, Frank 1
Timovich, Russell 1
Todd, Beth 1
Triche, Michael 1
Truitt, Janet 1
Ulmer, William 1
Ultee, Maarten 1
Ultach, Gordon 1
Vandermeer, Jeanette 1
Vincent, John 1
Vrbasky, Susan 1
Wedderspoon, Craig 1
White, Ed 1
Wiest, John 1
Williams, Ed 1
Williams, Eric 1
Williams, Jimmy 1
Williamson, Derek 1
Williamson, George 1
Winters, Alvin 1
Woodbury, Keith 1
Yen, Tao Chen 1
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 528

Percent
[20.3]  Very strong
[54.0]  Strong
[22.9]  Average
[ 2.5]  Weak
[ 0.4]  Very Weak

Please explain your reason(s) for your answer.  N = 322

2  UA is a wonderful school and has a good education system for everybody.
4  I feel that it is strong but not the strongest it could be.
5  The students are not up to my level.
7  Many faculty are excellent and the students in the honors program provide a strong intellectual environment, but outside of the honors program there is not really an intellectual environment.
10 Some teachers had no clue how to teach.
11 Teachers are knowledgeable.
14 Because a lot of students are here so that they can either fulfill their parents wishes or to land a great job. They can't care less about learning and they're doing it just because they have to. But every professor that I have had here is very good at what they do, and that makes all the difference.
15 Too broad- some very intelligent, some not.
17 I spent a semester in Germany and found courses there more challenging.
19 Everyone is conservative. All drinking, no combo of study and fun.
20 I was hardly ever challenged. It seems that more often than not I was handed the A.
21 Everyone was intellectual in their own different ways.
24 Few faculty members are actively involved in external projects.
26 I feel I've received a world-class education at UA. I've been accepted to every graduate school I've applied--GA Tech, Colorado, UCLA.
28 UA has a good faculty who are interested in their students.
29 I believe that I was challenged throughout my career at UA. I was pushed to work at the best of my ability.
30 I feel that everyone is here to further their education.
31 I don't feel like I was ever extremely challenged
33 CJ department is like a family and they highly encourage intellectual debate.
34 Accomplished and professional professors with a strong content knowledge base.
36 Could have been a lot better.
37 So many Mrs. Majors...
40 Great overall access to teacher.
42 Professors in major were very knowledgeable.
43 The school revolves around education!
44 I think it is very intellectual, not only former graduates, but current students as well. It doesn't get as much credit as it deserves.
45 Half are smart and half are not.
46 Not all of my classes were academically challenging. But, MANY were!
47 The University has an academic focus on paper but the environment on campus doesn't feel like that's the main priority.

The good: “I see a lot of motivated students and competent faculty here at UA on a daily basis.”

The bad: “...we could be more competitive by raising entrance standards.”

The ugly: “…fun and care-free are significant values here.”
Not too hard, not too easy.

Some profs lack the knowledge to teach classes. It is hard to learn something when you know more than your teacher!

There were not many people in my position to compare to.

Many of my classes, but not all, encouraged critical thinking and discussion.

A majority of those here want to learn.

An intellectual learning environment pushes you and allows you to accomplish your goals patiently and intellectually.

There is too much emphasis on non academic subjects, especially in the criminal justice department. Every class with every instructor is about race all semester when race only consumes one chapter.

Students are unwilling to broaden horizons and push personal limits. It may be a function of the South but students seem unwilling to take an intellectual step forward. I believe the staff is comprised of an amazing group of intellectual minds.

I saw or experienced (nothing) that would be above average.

I think that it is a good one that promotes intellectual advancement.

All the faculty seemed to know what they were talking about.

I think that the environment is excellent for everyone.

The professors that I have had throughout my academic career here at the University were wonderful and very helpful with the exception of a few professors.

A few very strong professors, but not a majority.

It can always be better.

I was given every opportunity to succeed in my education.

No Competition, I had a 4.0 and felt weird.

The intellectual environment depends heavily upon the classes that you are partaking in because often times in my core classes I would wonder how many brain cells I was losing.

There's always room for improvement, but I learned a lot while I was here at UA- mostly how to use my intellect to solve real problems.

The two polar opposites help balance each other to average.

All professors were highly educated in the Comm. Dept.

Very Challenging

Not overly challenging in general, although some classes, classmates, and teachers exceeded average.

Lots of stereotypes and divisions between different groups on campus hurt intellectual environment.

Intelligent faculty and students who want to learn.

In the classes I took particularly core classes I would say that on average less than 10% actually cared about what they were learning. In my major, that changed considerably.

My professors at the school of social work were very good. Also, the students were well-rounded.

I thought UA was a challenging experience. I am proud to say I attended the U of A business school.

U of A is a big party and football school.

Just because people can acquire degrees, doesn't automatically make them educated!!

The people I'm around are intellectually capable or they would not be in engineering.

Engineering was very rigorous.

For the most part, my experience with professors has been positive. They have been knowledgeable.

Most students do not care about school or classes at all.

Well, overall it's good, but once someone tries to challenge their professional knowledge; they get too defensive.

The school gives you hard work.

Have great students--wide range of intellects but not genius level (MIT, Harvard).

Majority of students want to learn.

I believe that I received an excellent education here!

Most of the instructors know what they teach and most of the students are here to learn

We have some of the top professors and classes in the nation.

People here are intellectually strong but occasionally there are those intellectuals who have no common sense.

I feel like I have a great deal of knowledge in my content area.

I love my department.

I learned enough by trained professionals to get a job in journalism.

The professors know what they are talking about sometimes too much.

By the teacher's expectations

I ain't learned nothin'.

I was in the MAP Program. We had many opportunities to expand knowledge.

The structure of the physical, well-maintained classrooms, and the serious nature of the teachers.

Strong, stern, and intelligent profs.
Diversity

Students seem to care very little about learning anything that does not pertain to the classroom. I hate hearing the question "are you reading that book for school?" Why are some students amazed that people actually read out of a passion for learning.

The professors have a lot of knowledge to pass on to us and they did so.

Very diverse and well-trained faculty.

I would have chosen very strong except for the emphasis of Greek superiority on this campus. We focus too much on that and not enough on academics.

I was able to receive quality advice from advisors as well as an excellent educational opportunity.

UA provides a good foundation. Only proves you have the aptitude for the real world.

UA is a football party school. I don't think academic standards are high enough.

Everyone usually will have an idea on what they're doing and they make sure that if you need any assistance that they are there.

In my department everything is done to help you with your classes.

The faculty rarely spent time speaking to students intellectually about music and music careers outside of class.

It was good.

I know other schools that are more challenging than UA, but I feel we are challenged as well.

We could stand to have a few faculty members that demand more form the students.

She has been a very supportive and inspirational influence on me.

The biology department is strong in some areas, weak in some others.

All professors seem to be very well educated and prepared.

Very helpful in many ways. He (Mike Nevett) was a great instructor and truly cared about his students.

The classes are interesting and intellectual.

The focus at UA is on diversity and the Greek system. The intellectual environment is buried beneath the controversy.

I believe we have a strong intellect in this state considering the low funding and limited resources that are available.

Everyone here has a need for academics and it shows in their work.

Dr. Cotter was always available for any outside help and was very intelligent in the fields he taught.

This campus is built around poor Alabama students that exemplify apathy.

It was very educational.

I felt like academics are a priority here. Most classes I have been involved in have been led by a professor who takes his/her job seriously and desires to teach.

It was very strong in my major but outside of the business school nobody seemed to care about school.

Overall great reputation.

Most of the people in my major were experienced and strong in their field of expertise.

Very challenging, yet rewarding.

In my major, anyway.

I have been challenged and rewarded with a fantastic job b/c of my success at UA.

Apathy. My high school was as intellectually challenging.

I learned a lot during my time here.

In many of my classes the class average was high B's.

The University was what I expected college to be.

There are many intellectual individuals at The University but I believe we are just average.

Not "very strong" due to a few groups of really nonintellectual people and organizations.

I know in nursing school everyone strives to make the best they can; there's also a 75% rule that applies to all of our classes, so we can't slack off.

Students and faculty can both communicate at multiple levels of abstraction; most people are well-rounded.

You are required to be ready to learn and be positive in everything that you do.

Because the classes are challenging.

It's a party school.

Having visited other university campuses it is safe to say that UA is far behind SOME of them intellectually but, on the other hand, is far AHEAD of others. That is why I would consider the intellectual environment here to be average.

Compared to a few individuals I associate with or know about.

There is always room for improvement, but the learning environment is very strong.

The Psych Dept. strongly encourages research and its applications.

Too many close-minded people.

By average I mean good. There is a good balance between intellectual activities and recreational.
You can immerse yourself in the intellectual part of UA with effort, but I get tired of UA's focus on football, sororities, and fraternities.

The people in my classes are pretty involved in their education from their comments in class.

My professors in my major are very capable and knowledgeable in my field.

The diverse backgrounds of both students and instructors contributed to the intellectual environment at UA. The professors are very well prepared to meet the needs of the students and have very high expectations. They encourage higher-level thinking.

Too much emphasis on football.

Accomplished professors with a strong knowledge base.

Some departments are weak- math; some have great teachers, but are too involved in research. The good teachers I have had far outweigh the bad ones.

Overall, I believe that UA has a strong intellectual environment, but it could be enhanced.

An atmosphere of equality and prof?? I respect.

As compared to community colleges; higher intellectual environment. As compared to other major universities; equal or lower.

I feel there is a variety of students and abilities at this school.

UA is a great positive learning environment. Top of the line facilities and faculty.

A positive atmosphere in academics and leadership.

The students "just wanting to get by" frequently over shadow those truly wishing to learn. This is especially true of the lower division classes.

Well, the students I was around were very intellectual or they wouldn't have a nursing degree.

Everyone that is here is focused on attending UA for the same purpose- to get an education and to better themselves. Professors carry themselves with integrity and high standards.

The students and faculty both are of top intellectual quality.

The business school here is difficult. The teachers expect a lot from their students.

Your mind is constantly stimulated everywhere you go.

It is strong because most of the professors are widely known throughout the nation for what they do.

I was not challenged during my time here (with a few exceptions).

Too many social events to maintain an intellectual environment. (This is not a bad thing!)

Academics are held in high esteem throughout the University and with its students.

Many students here concentrate more on partying than getting work done.

Robert Scharstein, David Cordes, Dr. Wurtz

In my department the faculty and the equipment made my learning experience easier.

I think the environment is strong, however if more professors taught classes, it would be better.

Too much emphasis on football.

The intellectual environment at UA is strong because most students are concerned with their future and therefore try to do as well as they can throughout their college career.

The University of Alabama is a school therefore the intellectual environment is the reason for being in school. However, there is the one other key characteristic regarding the University of Alabama's environment--FOOTBALL!

"The University puts a strong emphasis on academics. However, I did not mark very strong because other important UA activities often overpower academics"

"My department of engineering seemed neglected in terms of facilities, and courses offered"

Safe and clean environment.

They do not expect much from students in many courses and homework is avoidable. I got all A's and never tried very hard.

It's above average but not that hard.

There are people of all levels of intellect here.

The professors and staff were very helpful.

Most professors don't seem to really care so therefore their classes aren't exactly intellectual.

This school's about football, but I'm not complaining because we did have the Bear.

Most everyone participated in classes.

You have multiple and various groups of people who are different in their capabilities and intelligence.

With so many other things going on around campus it is often difficult to focus on academics.

The University has employed some intellectual people, which in turn gives the student a great education.

Not all students come to college for the same reason. Some work and some play.

This answer is not based on my experience from my first years at the University if they were my impression would be average. The graduate students that teach many of the 100-200 level courses do not do an adequate job of presenting or teaching the material.

Doesn't have enough opportunities to work.
There are various opportunities at this university for anyone to do what he or she truly sets his or her mind too.

Students tend to look for the least work possible and sacrifice learning as a result.

I feel like UA has a strong learning environment that challenges its students to learn more and do more. After going to UA I can honestly say that it has fueled my desire to continue learning new things and expanding my knowledge outside of college.

In comparison to where I am from it is a drastic difference.

Everyone in my dept. pushes you to be the best you can be.

Projects, atmosphere, attitude, people.

Opportunities were available!

I gained a lot of knowledge here and feel more equipped academically to enter the 'real world'.

Too many 300-level courses are really 100-level introductory courses in disguise (Management, Marketing, all CS service courses)

I noticed within my major there was a strong commitment to academics but in other classes the students seemed to not care much about grades or studying.

The teachers seem to know what they are talking about. Just some of those teachers don't know how to teach.

My upper level professors were good.

Teachers are well rounded and provide worldly educations.

This school provides ample opportunities and resources for learning.

There are some people here who have no business being in college.

Teachers mainly focused on research, most could care less about the students. The GTA's are there to inflate their own ego instead of actually teaching. Please find a way to get Math teachers that actually understand AND can speak English.

I feel that there are many ways to express the education I have acquired here at the University and intellectual meeting groups to promote the same.

The UA is very professional.

The faculty in my major all had real world experience that they conveyed to us.

Some bad apples did get in.

Not the very best...but not the worst.

There is a lot of cheating on this campus.

Research always occurring, people involved wanting to learn.

I've encountered very well-rounded intelligent people here, but I've also met very ignorant people here.

The education I have received in the CD department has been excellent in everyway but our facilities are an embarrassment. We have one classroom for the entire program and the clinic look takes you back to the 60's.

I feel that all the professors I had were well educated in their field and have vast experience.

I feel that most University students are very intelligent as are the professors.

I feel that the environment was made comfortable for all.

Most instructors seem very knowledgeable about their field. However, I do not prefer to be taught by a graduate student.

People that attend the University usually have much intellect.

While there are many intelligent people at The University there also seems to be a contingent of below average people in terms of intelligence.

The students in my major are very intelligent and I feel challenged by them. However, most of the University students I have spent time around do not provide what I would call a very intellectual environment. I would say it is about average.

Excellent emphasis on education, but still room for improvement.

Everyone was very helpful in helping me gain knowledge in my field. There are plenty of campus resources to do so.

There is a diverse group of people at UA from which you can learn many things.

Too many TAs, too many large classrooms (100+ students), not enough student-teacher interaction.

The teachers seem to be very knowledgeable of their respective subjects.

Well educated teachers

Alabama is strong in some majors, but weak in others.

In the history department alone the faculty, TA's, and students are for the most part very intelligent people!

There are some very dumb people on this campus.

Everyone has their own intellectual ability in their major. I have a tough major and I believe that if a lot of students who are average in their major were to transfer to nursing they would not fair so well.

The majority of students are here to learn and work well together to reach their goals.

It is an average campus with a variety of people.
Compared to the few other institutions of higher learning that I have visited the Capstone seems to be about the same as most others.

Very competitive, intelligent staff and students.
All different levels, but improvement was also there.
Never did anything out of the ordinary.
The environment encourages growth.
Most courses were challenging allowing me to explore opinions and subjects I never studied before.
It is a good school with a party atmosphere, just what I was looking for in a school.
The environment on campus is so varied--international students, different majors, array of interests and activities. There is a strong environment to grow and learn.

Some don't care, but most do.
Although there are a few people who seem blind to the realities of the world most people on campus seem to realize their importance and take a moment to involve themselves.
It is fostered through many activities.
I feel that academics at Alabama could be stronger rather than the social aspects.
Everyone in my classes were there because they wanted to be there, so everyone was there to learn.
Most teachers were available to assist me so I could adjust to my new environment from my freshman year on.
I feel that the environment is strong because professors often welcome debate and intellectual input.
There seems to be a high enough academic standard for a state university as compared with an ivy league school.
Good intellectual environment but too much segregation.
Most people have strong opinions and can back them up.
You don't often overhear intellectual debate between students in random places on campus (mostly social stuff). But the students seem generally professional about their studies and you can always find someone to talk to about some intellectual pursuit.
I believe that some of us could work better. The intellectual environment is varied because there are times that we do not work to our full potential.
I have learned a lot from my classes. I feel prepared to be a teacher.
Surrounded by good staff and students.
High expectations from faculty.
Faculty in my major were very knowledgeable. Over half of the faculty had written their own books, etc.
Not all people are here to become educated. They are here because their parents made them come. Without a personal motivation to succeed then the academic standing of this institution will never be very good.
I think it honestly depends on the department you are dealing with. I think that UA has a good intellectual environment when necessary, but fun and care-free are significant values here.
This response is solely based on my experiences in Biology
Just overall people seem average.
I feel college could have been more challenging in some areas and demand better work.
I'm not out here all the time.
We were always engaged in some sort of learning activity or projects.
Most of the teachers on this campus take pride in teaching and demand a certain amount of effort from students. This makes the learning environment here very competitive.
Most people I encounter while walking to class, in class, etc. talk more about what they did last night, how they came to class drunk, etc.
Majority of students are not serious about learning, more interested in Greek life. Faculty as a whole is very tough to communicate with- unyielding.
Those who are driven by the faculty to do well
I think we are a challenging university, but we could be more competitive by raising entrance standards.
The College of Education strives to maintain a professional environment. This includes being able to communicate intelligently.
Not as much emphasis put on academics as sports on this campus.
Honors program and faculty were excellent. The overall attitude here seems, however, to be to cut class and not work too hard, so I came off V.S. down to strong.
Too much narrow mindedness keeps this University at a poor status quo.
Because of the diversity, there are many different people with many different skills which benefit the intellectual environment.
It is a good place to discuss, especially within the English major.
Everyone was very involved in class work, and I was surrounded by smart people.
I think there is an increasing level of grade inflation.
While attending the University of Alabama I have been fortunate to make friends that have the same interests as I, but some of who have very different opinions. I feel that UA fosters an environment where learning comes not only from intelligent and knowledgeable faculty but also from student discussions during and after classes.

Good Faculty
The business school is a very good school as is the engineering school but CJ is where all of the ball players go and it really isn't that challenging. It also is discouraging to see athletes get preferred treatment from faculty.

I encountered many highly educated people.

Good environment for learning and study.

Mix of well-rounded and non well-rounded students

Strong curriculum, good teachers, somewhat competitive.

Not the best, but pretty strong.

Curriculum not as challenging as it should be.

Academics are strong, but still take a backseat to social lives and activities.

I had a wide variety of courses and good internship experiences.

Feedback and responsiveness to ideas and projects/papers, etc.

Teachers care about you.

Academics are encouraged, but we are a football school so athletics are often given a higher priority.

There are a number of incredibly bright people that both attend and teach classes at UA.

Most classes were challenging.

I would not consider the intellectual environment to be strong at UA just because the entire campus is not necessarily at the caliber of people and facilities that I have exposed to in the business school.

I think some of the instructors are more concerned with research than they are with teaching students and it shows in the intellectual environment.

The standards of excellence are established upon arrival and reinforced in every class

Everyone in Food and Nutrition has a profound knowledge of their field.

I see a lot of motivated students and competent faculty here at UA on a daily basis.

Hard to recruit faculty due to low pay. The PSC department is awful. Too many good faculty have left.

There is a focus on extra-curricular activities that sometimes diminishes the intellectual environment.

He is very smart. He will help me with any other economic problems, even though they are not in his field. He takes a genuine interest in the well being of his students.

UA has an excellent reputation for academic excellence.

The "party school" label has a negative impact on UA's intellectual environment. Get rid of the Greek system and UA will lose the "party school" label. I know it's not that simple.

Most of the professors are very knowledgeable and most students want to learn.

Most of the programs here are centered around hands-on or intellectual thinking and analyzing for discovery.

Some attend college just to go, others make something of it.

My experience here has been challenging, and as a result I have learned a lot. The general environment is one of high standards.

I have been challenged at my stay here at UA.

Intellect is not the main focus on this campus.

One-on-One discussion with teachers.

I think my undergraduate experience has prepared me for graduate school.

Alabama expects students to excel and helps make it possible.

I feel proud just to be in college competing with people who had excelled in high school.

Not as challenging as I thought it would be.

Very intelligent instructors, good lesson plans: both give extraordinary attempt at making students more intelligent.

There are many opportunities that fit all students' career choices.

There are stupid people, including professors at this school. The intellectual environment is non-existent compared to my H.S.

I believe this school has and provides a strong base of opportunity for a student to grow and success in their major.

There is a lot of cheating that seems to go unnoticed!

Football is obviously more important than classes here- I hate that.

Not enough professors involved in experiments, or well publicized lectures.

I got a great education at UA. The fashion curriculum was very strict.

There are at least one or two people in every dept. that just don't teach and communicate effectively. The Math Dept. needs better teachers especially.

With the exception of a few, the overall intellectual environment was well educated.
Many teachers were very interested in students and their learning. Students often care more about partying and weekend plans than the classes they are in. Few classes have captivated my attention with material presented in an interesting way. Everything is taught by a curriculum.

I think we have watered down the education at the University. I know too many people who haven't had to earn their degrees.

This school places a lot of emphasis on sports. This sometimes seems to supercede the academics.

Things are getting better academically, but while I was here it wasn't as in depth or organized (in Biology and Honors courses) as they are becoming.

You are surrounded by intelligent students in all of your classes and it is a great opportunity to learn from your peers as well as your instructors.

There are a number of very intelligent, yet unpretentious students at UA. However, many of the classes are conducted at a very low level. Sometimes I feel like high school was more intellectually challenging.

Classrooms have an overall good environment and professors are usually asking questions to lead a discussion.

Sometimes not as strong as it could be.

Many times students are treated as children not equals, so it is hard to take yourself or the professors seriously.

Students can slack through some classes- while others are more challenging. The student attitude changed over my years here, but my fresh/soph year I felt the attitude was more social. I almost transferred, but then things seemed to change as classes become more difficult.

Occasionally, one has a conversation with an apathetic student who is only here because of his or her parents.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 526

Percent
[45.2] Excellent  
[49.4] Good  
[ 5.1] Fair  
[ 0.2] Poor

Please explain your reason(s) for your answer.  N = 300

2 Good community, good education.
4 I feel I learned a lot and will grow tremendously because of it.
5 I did not learn as much as I was hoping to learn.
7 It has resources available for a motivated student to take advantage of.
8 Prepared me for life
9 I was able to get by doing the absolute minimum. Woo-Hoo!!
11 I feel I learned a lot.

The good: “Good education for good prices.”

The bad: “There should be more opportunity to actually practice what you are learning.”

The ugly: “It is hard to learn something when you know more than your teacher!”

13 Interior Design Dept. at UA is very strong and FIDER accredited
14 Because I have experienced the off-campus college life and I feel that I am a lot more educated that I was prior to coming to UA.
15 Excellent for a state school.
16 I feel that my level of education compared to other math majors across the country is competitive.
17 I spent a semester in Germany and found courses there more challenging.
18 It's not known for education
19 Not the best teaching, but enough to satisfy a degree.
20 I got out of it what I put into it (which was a lot).
21 It was good but it could have been better.
24 Much of what I needed to progress, I learned outside college. (programming skills).
26 Same as above (I feel I’ve received a world-class education at UA. I’ve been accepted to every graduate school I’ve applied—GA Tech, Colorado, UCLA.)
28 UA has a good faculty who are interested in their students.
29 I am very pleased with the education I received. I believe I have learned as much as possible here at UA.
30 I love this University and everyone here. I wouldn’t change it at all.
31 I am much more well-rounded than I was before I came here.
32 I really like the learning environment and field experience within the business school. Also, I have had several teachers who have helped me tremendously in my education within the business school
33 UA offers a wide spectrum of courses.
34 I feel competent to succeed in my career.
36 It was a good education, yet not the best I believe. A lot of unnecessary classes.
38 Same
42 Developed full skill set
43 I think my overall education has prepared me for the real world.
44 Not as much in my core classes, but I have learned a lot in my advertising and communications classes.
45 I learned a lot over the years.
47 It was a good experience and I believe I received the best education I could at UA.
53 More classes on high school education, not clomenbury(?)
Some professors lack the knowledge to teach classes. It is hard to learn something when you know more than your teacher!

Some classes helped—some there seems to be no point to—and others were very good.

Most classes provided a good learning experience. Large lecture halls and some electives were not helpful.

I feel that I could have obtained better preparation for the working field. Other than that I feel that I gained a lot of knowledge.

High economic value (bang for the buck)

The educational environment is great, nothing else is comparable.

Same as before—if I wasn't racist before I came here your teachers and the University's willingness to support the NAACP has made me.

Lower level classes were subjective and very general. Excellent professors in 300 and 400 level courses taught me many things.

Definitely better off than high school.

I am very satisfied.

Most classes were useful.

In some areas they pushed one to learn to the best of your ability.

I have learned a lot of things not only pertaining to education but life.

I learned a lot here at the University, however, I wish that a few things would be different with regard to my major/minor.

It can always be better

Due to the professors in MAP I had an excellent education at the UA

Some classes were lacking

In the last 2 years I would say very good. I was presented with new methods of learning. I think that I learned more because I was in a completely different environment than what I had grown up in (a big city in the North).

I love it—all of it.

It could've been better, but it met the standards.

I wouldn't go anywhere else.

A general education—academic, social, etc.—is what UA provided for me, and I feel that well-roundedness is a worthy goal for an undergraduate career

Very good education—just lower in some departments/areas of campus life.

Overall my education has been excellent because I have learned so much through my major/minor as well as life.

The only education I received that was acceptable was in the Music Dept with my Teacher and in the English Dept in EN 205 and 206

I had a positive experience at UA

I chose to take academic opportunities to further my educational experience. I had a great college experience.

I'm a lot smarter than when I came here.

Some professors were not knowledgeable.

I got a decent education because I tried very hard and made it a priority

The education that I received overall was good; however the math and science courses are too rigorous for the short length of time that we have.

It was a good education, but I think teachers could have done a better job teaching and not just giving work.

I learned more here in one year, than all four years of high school.

I learned a lot about myself. UA tested my abilities.

It prepared me for real life.

Same as above (I believe that I received an excellent education here!)

I not only learned numerous things from books, but more from the experiences of being here.

I love Bama.

I learned many things, including the fact that college simply prepares you to learn instead of teaching you everything you need to know.

Well rounded.

Good education for good prices.

I feel my money was well spent.
The two years I was here I (was) challenged. I enjoyed the knowledge and experience I gained in my finance classes. This school is everything a student will make of it for themselves and that is very fortunate for us if we choose to make the most of it. I'm in EXD and one-on-one was tremendously helpful. Excellent facilities and opportunities made the difference. The professors that have taught me have been good and if a student is willing to learn on his or her own the UA can facilitate that process. I am confident in my engineering abilities. I believe that I have received a wonderful education here. It has been a challenge the whole way through, but I am all the more stronger because of it. You receive a diverse, analytical process. I'm graduating!! Good foundation established here. I learned a lot of information that I did not know as well as different principals to use when I have a problem. Even in some of my core classes I thoroughly enjoyed my learning experience. My education here at UA is fairly strong; however it has not adequately prepared me for a job in music. I liked it a lot. My major education could have been better. Many projects that were a benefit. Educational material very clear and presented in an understandable manner. I do not feel that the courses I have taken in my major have prepared me for the working world. I believe my education here has been outstanding and sufficiently prepared me for graduation. I wouldn't trade my time here for anything! U of A was an interesting time and gave me every opportunity to further my knowledge. The biology major is not strong in courses that require analytical thinking skills for medical skills. It seemed like the best education for the dollar. I think that I have learned a lot here. For the most part, my classes have been very helpful. There have been times, however, when some classes really were not run well or were a waste of time. Overall my education has been a good experience. I have learned more about business than ever thought. But core classes did not teach me anymore than that of high school. I am competent and confident to enter the working field. There should be more opportunity to actually practice what you are learning. There is not enough application where you can really use what you have learned in reality scenarios. It was good once I got into my major, but some of the core classes left a lot to be desired! My education has adequately prepared me for my job. My high school was more intellectually challenging. Same (I learned a lot during my time here.) I feel that I couldn't have learned more about both my studies and myself. I feel educated enough to pursue a successful career in my field. I feel my education will be sufficient for the real world. It's ABET accredited dept.(Engineering) I think I've gained knowledge and skills at Capstone that are going to take me far in the future. I don't know if I would have gotten a better education at another nursing school. Learned as much in class as I did out of class; it was a true growth experience. I was provided with a great learning experience here at the University. I am very glad that I chose this college because it has always been a dream of mine to become a student here at this University. They have prepared for my future as an educator. Nursing school is good, but it lacks some in teachers and a good dean. I am sure that if I had gone somewhere else I might have gotten better assistance or a better atmosphere in certain areas, but overall, I am pleased with the education that I did get. I was able to learn a wide variety of skills. I believe I am prepared to enter my field upon graduation. In the psych. dept. education was excellent. Core courses were good, but grad. students and tenured professors don't always put forth maximum effort. I have learned a lot! Same (My professors in my major are very capable and knowledgeable in my field.) My professors were well prepared and committed to quality instruction. They were concerned about problems outside the classroom that affected classroom performance and they were willing to help me work through those problems.
I have received skills to help me succeed in future jobs.

Some as above (Too much emphasis on football.)

It could have been improved in numerous ways.

Looking back the good outweighs the bad.

I was exposed to many different things and people. The skills I have developed (communication, analytical, etc.) here I will use the rest of my life.

Quality of the professors

I feel prepared to do anything I want in life.

Learned what was needed to graduate and find a job.

It was a well-rounded educational experience, but C&BA faculty lacked diversity.

I am a better nurse and have gotten the best hands on experience.

All courses taken have helped and will help me in some way as I carry on after graduating from UA.

I feel that my experience at UA has made me a better person (both intellectually and socially) than I was five years ago.

I got hand-on learning as well as academic. I feel very well-rounded.

Because it is not just what you learn in the classroom that counts but everything else about college as well.

This is a football school. It's academics are improving, but they are still not that great. I don't feel as if I have learned very much.

Good grades and increased personal development.

I have had many opportunities to explore my field of education, which has helped me to really see if this is what I want to do with my life.

I received a good learning experience that will contribute to my future.

CS 415 is worthless...

Because of the extreme support of the faculty and students I will be attending graduate school in the same school and department.

Do not place enough emphasis on quality faculty members and facilities.

Most of my professors had great experience in their field and had real life things to relate what our textbooks displayed.

I have enjoyed my time at the University and feel prepared for the "real world."

I felt that I could have been better prepared had my school been more organized.

I feel that large portions of curriculum were absent from the Aerospace Engineering Department, i.e. Low speed aerodynamics, composite materials, thermodynamics.

You live and learn and the education here will help me later in life.

I learned many things and grew generally as a person, but I really do not have advanced knowledge in my supposed subject areas.

While at my preceptorship for nursing they bragged a lot on how much better I was prepared than senior nursing students from other schools.

It's good but not Harvard.

It has prepared me for the next step in my life.

I feel like some areas were lacking such as faculty support and concern.

I'm proud to be graduating from UA.

I learned some valuable lessons and hands-on experience.

Could have been a better experience but overall was good.

I feel more confident in myself and in my ability to succeed.

I have enjoyed the University and feel that the education I have received is exactly what I was promised when I came for orientation.

I could not have received the best education from the school. From the school, to the people, to the staff.

I feel prepared for my career.

Overall the education I received was good because I feel that I have grown in knowledge since I began school. I do not think it was excellent. I consider excellent education to be the very best education offered and I think I could have experienced more.

All courses taken have helped me to prepare for the "real world."

There was far too much information that will never be used. Core classes often take away time from a concentration in major areas.

I learned so much here and it has made a huge impact on my life.

I learned a lot.

I feel very prepared to move on to the next step in my life

It's not on par with other institutions concerned with students future.

Biology department was good!

I feel like I received an education I can apply to all areas of my life and actually use in life.
I had some good professors at the 100/200 level (and some at the 300 level) but most of the ones I had at the 300 level and above while quite knowledgeable about their fields don't teach very well.

With a BA instead of a BFA, which is no longer offered for my major, I was forced to expand my circle of study and I think that my education is more well-rounded because of this.

It could have been better.

I'm getting a degree!

There were a lot of classes that I was required to take that I do not feel helped me with my career. I am in Secondary Education Mathematics. I would have rather taken classes that would break down the processes in High School math so I would know them.

I feel some of my courses could have been different

My experience here was great but there are not as many opportunities for my major as I was led to believe.

I've learned a lot.

See comments above. I'm glad I was in C&BA based on the teachers in other areas.

The education department and staff are excellent!

I feel prepared for the job force.

Sometimes I think I learned more about myself than I did academically

My Spanish has improved but courses in translation/interpretation are not offered here and that's what I want to do.

I feel well prepared to start graduate school this fall.

My program was small so it had limited opportunities.

I feel that I got excellent training for the real world that I am about to enter.

I feel that I have learned a lot and that I am prepared to find a job.

UA is known for its excellent business school and I feel I have learned a great deal about my major. I feel confident that I have received a good education.

If teachers would take more time with their students, it would probably benefit better.

I felt my major prepared me well.

Good learning environment.

I feel like the education I acquired here has prepared me well for a job in my career.

It prepared me well for graduate school by providing a well rounded base of education, especially in liberal arts.

I learned about things both inside and outside the classroom.

Plenty of resources and great faculty.

I feel that I have grown as a person both intellectually and emotionally while at UA because of my experiences.

I had to teach myself and learn to do things on my own.

I did not mark excellent because I did not get good theology training, although it's all good.

Feel satisfied myself

Good because I feel I increased my knowledge, but not my practical knowledge for many actual work situations.

Need more specialized classes in CS.

For the most part, classes and instructors were very good. Some class sizes were too big at times.

There is always room for improvement.

I'm Spanish Education (K-12). I think this major needs more preparation for elementary!!

I had very good professors in the department of history. They were very knowledgeable about the material covered in class. Also, Political Science was a great interest to me because of good teachers.

It taught me about more than just books.

Two of my classmates and I were recently invited to a second round of interviews with a company. There were five other recruits invited from Auburn and we were all competing for one position. We blew away the competition in the interviews.

Feel confidence in entering business environment.

Some classes helped a lot--others did not.

It changed my view on education and the need for it.

No film program, but TCF was decent.

I've learned a good deal while here.

There are some problems with graduate students' abilities to teach courses. They are well-educated but many times lack teaching skills.

I was in the Multiple Abilities Program.

I learned so many things in and out of the classroom through involvement in many activities--experience is the best education.

Business degree is excellent from UA.

It was fair and effective.

I feel I have a good education, however, there is always room for improvement.
I don't remember having a class that I didn't learn something new. I did not take advantage of all of the opportunities that I was given. I feel that I am prepared to embark upon any and all challenges of society. Everything in my major and minor seemed to be very well thought out curriculum. As for core classes, there were a few very unqualified people leading them. College was a joke for 80% of my classes. Because I did not receive a lot of help on postgraduate opportunities. Education is one of the best schools in the country. Nothing to compare it to, but I think I got a good education. I don't say "Excellent" only because I know that some CS departments are much more thorough and demanding of their students, and if I had not been interested in doing projects and work. I believe that at times we were used as test subjects in the college of education. They were constantly "trying" things. We were the ones who suffered when these things did not work. I feel prepared to be a teacher. Acct. Dept. is excellent. Hard, but you learn so much useful info. Hard work and detailed analysis from faculty. I feel that I am well prepared for my major and to graduate. I don't feel that the University did more to educate me about life than any course or major did for me. In the two years I was here I felt nothing but welcome and comfortable in my major department. I have learned a lot which will help me in my future career plans. I know my degree here is worth something. Other than obvious reasons I feel much more educated and more well-rounded as a result. Teachers could've been nicer. I have taken over 200 hundred hours of courses and passed most of them. I feel like I became well-rounded in just about every subject. More importantly, I feel like I now have the ability to learn and adapt to new changes in technology or just changes. The HES department has excellent teachers who push/encourage you to learn. I went to college to be taught by professors, not TA's and Ph.D. students who have never taught before. Some classes were so easy it was a waste of time/money. Felt many classmates' goals were different than mine and the instructors. Major education was great, but core material classes were marginal. I have had a positive experience here and I feel my professors have properly educated me for the future. Although I felt that not all of my classes held realistic expectations I did find many of them useful. Because I wanted an education. Classes were demanding, teachers were knowledgeable. Reading materials and overall classroom experience contributed. It could have been better, or it could have been worse. I think my experience here has made me a well-rounded individual. I learned a great deal in one semester, but, overall, I grew very little. This may be because the earlier semesters set up a foundation for the good one. Great school. I had a really good experience. I feel that I have achieved the best education at UA. UA has prepared me for entry into law school. Learned to look at things from different angles. Overall Good, Excellent in C&BA, O.K. everywhere else. I feel there are some areas that are lacking such as facilities in the poli-sci department, which is my major. No experience spared in providing the best education. Class structures could have been better. Much hands-on experience applicable to real-life situations. Much smarter than I was four years ago. I am a competitive candidate for graduate school. I feel very prepared to get a job. I put forth the effort. Overall it was good. The overall experience was great. The mixture of academics and social life was perfect. The overall education I received was excellent- lots of hands-on activities that applied to my major. I did not rate my overall education as excellent because I feel there is always room for improvement when it comes to education. I had as many wonderful teachers as I did bad ones so they balance each other out. I wouldn't ask for anything better.
I believe UA has equipped me with the proper education to do a good job for an employer in the future. With only a few exceptions, I have had very capable and learned professors who have challenged me to work very hard.

EC education was awesome. I think I actually (went down) in PSC knowledge. Average of the two=good.

For my major, I would've wished for more courses. Also, I would've wished a more cutting-edge selection of majors (i.e., Bioinformatics, Proteomics).

I did not learn that much but many people are saying that most graduates everywhere feel that way-who knows.

I have enjoyed my college experience and feel that with this background I am ready to function in a professional environment.

C&BA has the best professors, facilities, and opportunities to learn. I started my college career in A&S. C&BA is heads above A&S, almost incomparable.

Overall, I think my education was good because I majored in something that I loved to do (writing) and minored in something that I knew nothing about (but I've grown to love it).

That's what I put into it.

I have learned a lot. However, most of what I have learned that I didn't already know or wanted to know was in my upper 300 level classes.

I feel I have excelled in my major very much.

The business school is the best part of UA.

Own personal application not good at first.

I've learned a lot while being in school here.

Not as challenging.

It's not Harvard.

English department is great.

I know that because of the things I learned here. I will be able to get a job doing what I love in my major... Theater Designer.

General intro courses were a basic waste, but upper level was great.

I know other colleges that have better programs. UA has a lack of new equipment and needs more teachers that are here to teach instead of doing research.

I was able to take part in and understand things I had no previous access to.

Some courses need improvement.

Like I said in 12b most classes are pure lectures which can discourage even the best students from wanting to come. I wish I could say more instructors are obviously excited about the material they're teaching us about.

The EN department along with CW is very strong.

I wouldn't go anywhere else if I had to do it over but it could always be better.

Some classes were too crowded.

Education is what you make of it. I believe that if you are in the mindset to receive a good education you will - even at a school not noted for its high academic standards.

Not excellent because the resources for my education were often just not there. I believe that the University is getting better and hopefully soon academics at UA will be excellent!

I received a quality education at UA. I didn't mark excellent because I don't think I worked hard enough to mark excellent. I did take advantage of the facilities and resources that were available to me.

I met a lot of fantastic people and lifelong friends. I learned a lot from non-academic, as well as academic endeavors.

Great atmosphere and wonderful faculty.

I had a few classes that really enhanced my education, and a lot that could've been a lot better.

I could have learned more.

I believe it is what you make of it. It is up to the student to be academically challenged and use the resources in their education.

A student's education can be as excellent or as poor as he or she makes it.
Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 527

Percent
[56.7]  Definitely
[34.2]  Probably
[  7.6]  Probably not
[  1.5]  Definitely not

Please explain your reason(s) for your answer.  N = 310

2  I believe I learned everything here.
4  I loved every minute of it.
5  I should have gone to a more technical school.
6  I love it here.
8  Great COM school.
9  There's no other place like it. Roll Tide!
11  I might consider other options.
13  Great atmosphere.
14  Because of UA reputation in education.
15  The University and the town provide lots of opportunities for students.
17  Financial
20  The science facilities are poor. The faculty, however, compensates.
21  I had fun.
22  Some teachers have no interest and don't want to help.
24  I enjoyed the environment, but other things influenced my college choice.
26  I've had a wonderful time at UA--socially and academically.
28  I feel that I received just as good an education at UA than I would have at the other colleges that I considered attending.
29  I would not change my choice to attend UA.
30  I've had wonderful experiences here and met so many wonderful people that have changed my life.
31  I like it here.
33  Roll Tide!
34  If I still lived in Tuscaloosa.
35  Business school is great.
36  Because of the faculty and staff seeming to care less about students, plus racism.
38  I met the man of my dreams here.
44  I've loved my time here and have made so many memories and learned so much in my major classes
45  I love this University.
46  Great learning experience.
47  Experiences I had at UA, people I met, faculty who inspired me are irreplaceable.
48  Roll Tide!
53  There are things about core requirements I don't agree with and my instrumental teacher was hardly (intelligible).
54  Lack of computer resources in Art department. Lack of up to date tech.
57  Possibly a different major.
59  I have enjoyed my experience here, met friends, and been involved. The financial aid is good.
60  I might have gone to a school closer to home or one that had better art facilities- that had a more developed photography program.
61  see 13b (High economic value (bang for the buck))
62  The University of Alabama is a great school. I have learned many things beyond academia that will last a lifetime.
65  There is too much concentration in this state on race and the black students are the ones making the issue, but the white students are the ones taking the fall for it.

The good: “I've had a wonderful time at UA--socially and academically.”

The bad: “Due to out-of-state tuition I am now over $40,000 in debt.”

The ugly: “I would have rather gone to a private school where the faculty seems interested and even concerned with the well-being of their students.”
I think I would have enjoyed an environment (University and town) that had more offerings. Close to home and in-state. School did not really matter because electrical engineers are in high demand.

I love Alabama.

I enjoyed every part.

Roll Tide

I like the fact that I made it here on my own, especially because I didn’t know a single person here when I came. I will always cherish the friendships that I have made here.

Yes because of the map program

People, Scholarships

The first two reasons are things that I should have taken more into consideration at the get-go: weather and the "southern-lifestyle," both of which I am completely new to. And have realized I am not cut out for.

I can’t think of any reason why I wouldn’t. It’s been the best four years of my life.

Love it!

It has something for everyone and more.

I am pleased with the four years I have spent here and wouldn’t have wanted it any other way

Good place to be away from home, but not too big.

Good communication program and traditions.

The only reason I would come here again is if my voice teacher who is now retired was here. HE was worth it.... thats it.

Great tradition, great business school. Transferred from U of Memphis.

I had a great time here, but think that I also could have been happy at other places.

I refuse to.

Don’t like the Greek system here and don’t like the way so many other students are not sociable.

There are still a lot of companies that do not respect an engineering degree from here.

Location and money.

I would want a place where education is more important to its students.

I loved it.

No reason

It’s closest to home, scholarship money

I learned a lot here, social and education.

I love UA.

Alabama is my home and the school and atmosphere are great.

Always wanted to go to school here!

Enjoyed my time here.

It has been a rewarding experience.

Roll Tide

Good education for good prices.

I hate the racism and poor minority representation in SGA and honor societies though.

I hate this school.

I had a good experience.

It was a great experience.

Home

It holds a special meaning to me, being an African-American over 40.

I am from Tuscaloosa, and I wish I had gone somewhere else to gain another perspective.

Great engineering program.

I love the school, but the only reason I may not is to branch out and leave Alabama.

I would probably choose UA but my hesitation to say definitely comes from the student environment (which is sometimes to negative to bear) not the quality of my education.

My experience at UA has helped me all around.

No better school.

My experiences have been priceless.

Bad experiences with instructors

I enjoy the atmosphere, the people and the environment overall.

I have really enjoyed my time here. Also, I love the CTL.

There are better music schools in the US that would better prepare me for a job in music.

It was fun.

Many good things in my life have happened because I chose to come to UA.

I can’t imagine going anywhere else-I had a great experience.
I would have liked to go farther from home.

I never wanted to go here because I'm from Tuscaloosa. I attended Shelton 2 1/2 years and University of West Alabama one year. UA is definitely best school overall.

I love it here.

I attended UA because I received a Presidential Scholarship. However, if I had to start again I might choose to attend a 2-year college before coming here.

UA provided me a quality education at an affordable cost.

Other universities in the South are better able to serve my educational skills.

It has a good Marketing faculty.

I love this place. I love the history and tradition. I feel like I'm part of something big - a huge Alabama family that has a reunion every Saturday in Bryant-Denny Stadium. The campus is beautiful.

I loved the environment overall, but I needed more emphasis on the education side early on.

I had a wonderful time at Alabama!

I have enjoyed my duration here more than I could have imagined

I loved the laidback atmosphere, all the opportunities, my time here growing personally (just not intellectually).

I enjoyed my four years attending this school.

I have enjoyed my time here.

I enjoy the atmosphere, especially our sports.

Race relations are growing apart.

I love Tuscaloosa and the atmosphere.

It's in-state and it's the best in it.

Started at Auburn, Hated Auburn!!

Alabama football!

I would go closer to home.

I love it here! However, if I had known the major and career choices I would end up with I might have started somewhere more suited to my needs.

School still in the 1960's with many issues, football is the major concern of the University, and keeping the alumni happy.

I've had a very positive experience here.

There is nowhere else I ever wanted to go.

Yes, without my experiences with the psych. Dept. I wouldn't have gotten into grad school.

It was a great experience.

Would've had better chances at scholarships/money at other colleges.

I graduated with a great CPA and had a good time.

This institution definitely met my expectations. Academically, the wide variety of courses and majors combined with the quality of the diverse staff insures an excellent education. The tradition of the University and the loyalty of the alumni.

It's close to home. Good communication school.

I think there is a better education program somewhere else.

I may have the nerve to go off to school.

I have received a great education.

For RHM, UA has an above average program. UA meets my needs.

No other school could have given me the same academic and social atmosphere.

Tradition and reputation

The best nursing program ever.

I've always wanted to attend UA so there was no other option for me.

I have enjoyed every moment spent here at the University of Alabama and would not change anything.

I am a huge Tennessee fan, but the business school here is better so that is why I came here to begin with.

I enjoyed myself and I feel that I got the education that I will pay for.

I love the University of Alabama. I grew up on it.

Scholarship money
Close to home, not too expensive, good education.

I love it here!

Scholarships

Because I had a great experience here and would definitely do it again.

Close to home, have friends that attend.

I have never been to another university so I wouldn’t know.

My experience here has been wonderful as far as academics go, but this campus is NOT friendly at all. If students have connections they can get out of almost anything here and it’s unfair to those who don’t have connections, athletes especially.

I’m from Tuscaloosa. I love the University of Alabama! I would not change a thing.

I might choose another college of education even though I loved everything else about UA.

I feel that I could probably get a better education at another school.

Now that I know what I should have done to be better I might start over here.

Convenience and I know I can succeed here.

It’s been a great experience!

I like every aspect of life in this school.

Because of the positive experience I had here.

I have enjoyed my time here at the University.

I probably would. It’s not too far from home. I know the area well and my mom’s an alumnus.

Wanted to go out of town for college.

Too much racial tension here.

Great experience.

The University has the best social work program in the state...which is the reason I came to UA.

The business school is by far the best I could have asked for.

Probably would have gone farther away from home.

I have enjoyed the atmosphere of the University. I have found the education to be one of the best in the State of Alabama.

I want to live in a big city.

The greatest experience of my life.

I might have auditioned in other states, but I doubt I would get a better teacher than Sheryl Cohen.

I have always loved UA. There was a time in high school when I never thought I’d be good enough to graduate from UA, but here I am.

I love it here.

I have loved my experiences here.

Tradition

I enjoyed my time here.

I had a great time and I know God wanted me here.

I can only say probably because my plans for after graduation have changed since I originally chose UA.

I have a decent education and had a great time doing it.

I would have rather gone to a private school where the faculty seems interested and even concerned with the well-being of their students.

I made many great friends here.

I may have more of a social life at another university.

I have always wanted to attend UA and will encourage my kids to as well.

I enjoyed myself here.

Quality of education was only a part of the whole decision I made in picking UA.

Location and education are great.

Pride in this school.

I love it here.

Same as 13 (I feel prepared for the job force.)

I enjoyed my time here

My Spanish has improved but courses in translation/interpretation are not offered here and that’s what I want to do.

I think this is a great university.

I have learned a lot and enjoyed every minute of it. I am staying here for graduate school because I like it and my program and teachers so much.

Close to home.

I had a great four years at the University and would have never envisioned myself anywhere else.

I feel that this is a good learning facility.

It is a good school and close to my home.

I have had a great experience.
I chose "Probably" because I had a good time....However, there are many racial problems on this campus that have gone unsolved for years.

I would have went to UAB for medical field.

I had fun, enjoyed meeting the people I did, going to football games, and got a good education at the same time.

It has been nothing but a blessing going to school here.

I love the campus and classes.

It is a great school academically and socially.

Because of the hard time I had as an off-campus student. Getting instructor to call me back and answer questions.

I like being a part of this academic institution, but didn't have a great experience with athletics.

Other offers from schools, chance to get a different style of education.

Because I would get exposed to different kinds of teaching and people here rather than at a regular 4 year Christian University, which would have been another choice of mine.

Loved all experiences here at Capstone.

It is the best in the state.

It's fun here.

The tradition and feeling of inclusion while attending the University made up for everything else.

I've enjoyed it and gotten a good education.

Definitely would attend UA because I am in state. Roll Tide Roll. However, if I had the money I would have attended UVA.

Close to home.

I may consider going out of state.

Roll Tide!!!

I would attend a better academic school.

Due to out-of-state tuition I am now over $40,000 in debt.

I love the University as a whole

I learned a lot.

I love it.

If I had been interested in film earlier, I would have gone somewhere else.

I would probably stay just because this is my home.

I live in the state and always wanted to go to UA.

I don't regret a minute I spent here!

Because it was a good experience.

I feel I was lied to about the residence halls. I HATE liars!

Loved it.

I have enjoyed my time here and would not change it.

There is nowhere else I would want to go.

I was interested in going to UAB initially.

The College of Communication and Information Sciences is ranked so high.

Who knows?

Greek system too strong and unfriendly.

It's been an experience but I am sure I would do well at any college.

Good overall education.

I liked my time here and my major (and I had a full scholarship ;-) ).

I had an enjoyable experience here. I would not trade my time in the Million Dollar band for anything.

The U of A is a great school. I have learned a lot.

Good Acct. school.

Love the faculty and their work.

I have always wanted to go here. I was raised an Alabama fan, the sports are awesome.

I had an overall good experience at Alabama. I would make more of an effort in the classroom if I had to do it all over, but I felt I performed adequately.

I have always wanted to go here and the quality of education in the business school is great.

I feel this school is one of the best.

Education department is not as good as it should be.

I love Alabama. It's in my blood. I didn't come here because of the reputation of the school. I came here because I bleed ROLL TIDE!!!!!!

It is not too far from my hometown and has a great financial planning program.

I went to college to be taught by professors, not TA's and Ph.D. students who have never taught before. Some classes were so easy it was a waste of time/money. Felt many classmates' goals were different than mine and the instructors'. Also, I didn't know how dominating Greeks were on campus life. I was accepted to Florida and wish I went there for prestige and more open-minded atmosphere.
I have loved my college experience here. Also the scholarships have really helped me.

U of A is close to home. I had a very good experience while attending.

Best school in the area.

It's been a wonderful experience and I feel well prepared for law school. Oh, and the scholarship was great too.

For all the loans I ended up with, I could have went somewhere else cheaper.

I have been very satisfied here.

Because I have enjoyed my college experience here.

I learned more here than at both previous schools.

I love this school.

Tuscaloosa is a great college town that provides a productive environment that allows a student to grow in every aspect of their life. Put it this way my kids will definitely attend UA.

The University of Alabama has offered me so many opportunities that there is no way that I would trade it for anything in the world.

Enjoyed it here.

University of Alabama has always been a dream of mine. I would love it nothing more than for my children to be able to come here someday if they so desire.

I love UA and football and tradition. The campus is beautiful and people are great.

Close to home.

Always wanted to come here.

Close to my hometown.

Too Greek oriented!

Great education, excellent extra-curricular activities, life long friends.

Could be smarter though.

I would like a wider variety of courses than is available.

I might have attempted to attend a higher-ranked private school.

I love this University, the atmosphere, and the friendships I've made. It's hard to leave!

Where else?

It was fun!

I enjoyed my experiences here.

Never have wanted to go anywhere else and still would not.

I have truly enjoyed my four years here and would not have it any other way.

I don't regret choosing the University of Alabama.

I have enjoyed everything at UA.

UA has an excellent CPD program for Food and Nutrition.

I've had a great experience here and have matured as both a person and as a student.

So much leadership experience and general awareness.

UA is still the most attractive option I had.

I would have gone to a small private school. Where the faculty want you to succeed and you are afforded more opportunity with internships, etc.

The MIS program is #4 in the country. The Business School is one of the top in the country.

This was a good value for the money and overall it was a good experience.

I don't know. I think in a lot of ways this school has changed me for the better but then again I changed some things when I came here too. So I'm not sure.

Good school, many options.

I've for the most part enjoyed my experience here.

I have been to three other universities- my home is in Alabama!

Had no ties before, but am pleased overall.

Being away from home has helped me to become a lot more responsible and able to experience another state.

Roll Tide! It's a good school.

Loved the campus, sorority life and college of communications.

Would probably choose Texas A&M.

Scholarship Money

I might have gone to a private school or a school not in the backward state of AL.

Many bad experiences with biology faculty and with chemistry department- but some good.

Not diverse enough, too many racial tensions.

I love it here.

Refer to question 13b. (I know other colleges that have better programs. UA has a lack of new equipment and needs more teachers that are here to teach instead of doing research.) Plus the fact that UA doesn't care about students. Just about how they can get money from them.

I enjoyed the environment.

It is an all around good school.
Overall, my experience at the UA was a good experience. I don't regret going to the UA. Everything I've learned has become a part of who I am. To say I would go elsewhere if I could start over again is to say I would change myself.

Don't really like the South.

Scholarships

I enjoyed my experience.

I've had a great experience and wouldn't want to change it.

It's hard to know the things that I now know as a college senior that I didn't realize as a high school senior. I think I made the best possible decision.

I had a great experience.

I had a great experience. My little brother is coming next year on my recommendation.

I love it here.

I like the atmosphere and feel like it has made me a better person in general.

There are other schools I probably would have enjoyed more.

Roll Tide Roll! I always wanted to go here!

UA is an outstanding place of higher learning, but I would change how I spent my first two years here.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 527

Percent
[53.9] Definitely
[30.2] Probably
[12.9] Probably not
[  3.0] Definitely not

Please explain your reason(s) for your answer.  N = 320

2 Management is my major and I'm fine with what I learned here.
4 Would consider education more.
5 I love ECE.
8 Not enough money.
9 It's in my blood.
11 I realized too late that it's not what I want to do.
13 Great and strong program compared to rest of US universities.
14 Although I have enjoyed learning everything that I did, I'm still stuck on what I want to do with my life (careerwise).
15 Marketing came easily to me and computer science will always be valuable.
16 I'm not certain that it will get me where I want to go, but it was a VERY good experience for me.
17 I love languages.
21 Business is my life.
22 I got to do what I love!
24 I've really enjoyed it and found it interesting. It's a really good balance between computer hardware and software.
26 It's what I always wanted to do
28 It prepared me well for my future career.
29 I love my major and would not change it.
30 I am not quite sure.
31 Probably be in the business school
33 It's in my blood.
34 I want to be a teacher.
35 Boring/common sense
36 I still like accounting regardless
37 Law school
39 It's what I always wanted to do
40 It did not help me advance my career choice.
42 I have always been interested in my major.
44 The curriculum and professors are wonderful, I've learned so much more than I thought
45 I wouldn't mind exploring something knew.
47 Even though the psychology program doesn't prepare you for a job experience- grad school prep was excellent.
51 The advisors did not explain the other options to me. They just said that if you want a career in medicine to major in biology. There are so many more things that I would have majored in. I think that seniors should have the opportunity to advise incoming freshmen to let them know what they would have done differently.
54 Because it is what I like.
55 If not it is because of the professors.
57 I might have chosen to be a marketing major and a Fashion Retail minor
59 I want to work in social work.
60 It is something that I enjoy.
61 My major provides me with an equal balance of healthcare and business, which is exactly what I was looking for.
I love politics. It's just too bad I didn't realize this until my junior year.

Excellent instructors

I love computers.

Might choose MIS instead, but I don't regret anything.

I might go into something else.

I love child life.

This is what I have always wanted to do for a career.

Very proactive

Yes because I love teaching students.

The only reason why I would've changed my major is if I had known more about the Historic Preservation field before I entered college. I guess that's one of those random things you either know or don't and you can pursue more specific knowledge in.

It worked for me because I love to write and I don't know what else I would have done.

I liked it. I just don't know if I will get a job.

Sining is what I do it is what I will always do and Mr. White made all the negative things at this University vanish.

Market is down.

Very interesting, learned a lot about my major which made me even more interested in MKT.

I think that I would have been satisfied with several different majors.

If you really want to know this then ask me personally. I've been robbed of much of my college experience by the MIS program.

I like Civil Engineering.

Interesting.

I would maybe choose something more practical, but I am glad for the education and cultural experiences I have had.

I love psychology.

Like math and science.

I love it.

Finance has so many opportunities, but the jobs also accept other majors- so I'm competing with all business majors.

What can you do with just an undergraduate degree in math? You have to go to grad school.

I am very interested in media relations

I like it and not good at math!

I love my marketing classes and teachers.

I enjoy my major, but the curriculum is not as good as it could be and instruction is more often than not insufficient.

Ethics of journalists don't mesh with mine.

It did not help me advance my career choice.

I learned everything I expected plus more.

I love working with kids.

I would love to know about several majors in depth.

I don't have a clue about my future, but... I had fun.

More than ever- my experience cemented my desire to obtain this major.

I'd prefer computer science, but too much math!

This is hard to evaluate. Accounting has been a wonderful major, but I may choose something in the liberal arts if I had the decision to make again.

I like mechanical engineering and can use it to do anything.

Too broad while trying to choose a career.

Something tougher

I plan to pursue a Master's degree in a business field, so I feel like I would have been better prepared if I would have had a business major - nothing against the psychology department though.

It is not for me.
I have found other interests while at the University.
Career opportunities after graduation are better.
I enjoy the CHES department. They are very nice and helpful and any major you choose in this department they will make sure you understand and enjoy what you want to do.
The teachers in my major go above and beyond to make sure you are receiving a quality education.
I enjoy music in all aspects- playing, learning, researching, teaching. This is the path I have chosen to live and the career I wish to pursue.
It was inapplicable but easy.
Although my major was very difficult I love what I am doing.
Biology is awesome!
I love it!!
Biology is the only thing I want to do.
I should've done more research on career opportunities and salary.
There are many other interesting majors.
I chose Political Science because I have always been interested in it. But if I had to start again I would choose a major in the business school.
I love it.
After my junior year I took a geography course under Dr. Emplaincourt. He turned me on to geography and I would have pursued a career in meteorology.
I love history.
I have been accepted to Medical School. I chose the correct major.
I'm still unsure of what it has to offer.
Social work is good because it's useful and practical. I will be able to go out and work with people in their everyday situations. However, there is a lot of nonsense and foolishness that goes along with social work that is taught in the School of Social Work.
Accounting is a steady and ever-developing field. I have completed an internship and have found that it was the right choice for me.
I would have definitely chose one of my majors, but I would have definitely not chosen the other major.
Sometimes I think I would, some times I am sure I wouldn't. This past semester has been better, but if you had asked me last semester or any time the year before that I would have definitely said I would major in something else.
I like finance, but I also have interests in going to Med. School.
It's the only one that makes me happy.
I have a job; most of my friends do not.
Don't like psychology, chances for employment, graduate school time anymore.
It took me 3 years to find it.
This is what I want to do.
I like investments.
I may have chosen something that would not require graduate school.
I probably would, but I can't answer that until I am able to work on my own.
I'm glad I am receiving a technical degree (that I enjoy) because I think business or personnel skills come naturally to people.
I think that I was born to be a nurse. I feel it's God's will for my life.
Too much out-of-class work.
The University provides a lot of classroom experience. We were able to learn about teaching in the classroom with the students.
Because I want to be an educator.
I have always wanted to become a nurse.
I am going to graduate school to get my Master's in Education so I might start in Education instead of general math. However, I like the fact that I have something to "fall back on" if I am unable or unwilling to teach anymore.
I love my major.
I found that I liked economics more than finance but it was too late to change.
There is nothing I'd rather do than psychology research.
I have enjoyed it and would not want to do anything else.
Yes, I'm very passionate about psychology.
Not as much opportunity for someone in this field.
It is what I like.
I had explored other majors and enjoy social work the most.
I believe that education is my calling and my internship has reinforced that belief. I have a love for learning, an intense interest in my subject area (English), and a natural rapport with teenagers.
I love my major but I'm afraid that I will not be able to find a job with sufficient finances available.
Probably because I have had great educational experiences within my major.

We'll see when I get a job.

I love my major.

More job opportunities.

I love RHM.

More than likely I would, but sometimes I wonder, "what if..."

Maybe get more general so I could do more with it if I didn’t want to do interior design.

I enjoy the material and its place in the economy.

I would have chosen marketing or management. Because I am not going into a field related to my major, those fields would have been more helpful in preparing me for what I am planning to do.

I enjoy the material and its place in the economy.

I love my major.

I love computer science also.

I would probably go in to Pharmacy school, so I guess the answer to the above question about if I would choose UA or not would be no because you don't offer pharmacy.

I enjoy my major and I feel that I was in one of the best colleges here at UA.

Jobs are pretty scarce just for a BS in psychology.

I'm going to law school. English and Classics helped prepare me better than other majors could.

I have always wanted to teach.

It was not what I expected

I love my major.

I actually have a love for biology and might have chosen pre-med if I had it to do over again but I love computer science also.

Isn't as applicable to my field of interest as I would like for it to be.

I love theatre and the UA Theatre Department

Good Professors and it still allows time for a social life.

I love teaching but if it were necessary for me to choose another major I have several in mind. I will most likely add to my degree(s).

I will never be absolutely certain what I want to do for the rest of my life.

I might switch to mechanical engineering, and then get a masters in Aerospace.

This major is all what I am.

I do not intend to pursue either of my majors.

I didn't realize how tough it would be, but I love the profession.

I might have done engineering instead.

It is what I've always wanted to learn about.

Most likely I would because the more I do it the more I like it.

I love poli. sci. and I think everyone should take a government course.

Not much money involved in CJ.

I have other aspirations.

I feel I would have not been interested in any other major.

I know that social work is what God wants me to do with my life and with that in mind I would choose social work again.

I have always wanted to work in health care and I always will.

I changed my major once and feel fulfilled in my current choice.

I find psychology very interesting so the work and study was easier since I enjoyed it.

I like what I have been doing.

Would have taken up education.

I would choose music performance instead of music education.

I loved journalism in my 100 and 200 level classes, but since I'm a shy person interviewing people for my 300 level classes really made me nervous. I would have chosen maybe child development.

I am going to graduate school in another field.

Biology is what interests me.

I loved my major!

I would probably have chosen to double-major in English and Anthro.

I still like accounting even if I'm not entirely happy with UA's program.

Although during my stay here I have changed my specialization within theater I have always known that I would major in theatre.

I enjoy Finance, except I would not concentrate in Banking. Actually had my advisor not messed up two years ago I would not have had to concentrate in Banking in the first place.

I'm going to graduate school in a different field.
303 I'm thinking about going to law school.
305 Not many opportunities for my degree
307 It's what I want to do.
308 I enjoyed my major but I'm sure there is something else out there that I could have enjoyed more.
309 I enjoy my major, but I may have joined my minor to make a double major.
310 Love education
312 Great teachers
314 I love my major. It's fun.
317 I enjoy what I learned and the professors I encountered.
318 I love the Spanish language and cultures.
321 I love what I do and I have been well prepared for the next step through excellent instruction and clinical experience.
322 Like the content.
323 I feel that my major has opened the door for me into many career opportunities.
324 I think I would still work with this major, but probably would do teaching.
325 I enjoy the finance and economic classes that I have taken.
326 All of the aspects of my major, I am not fully interested in.
329 I was in psychology and the department as well as staff didn't care whether I passed or failed. But when I transferred to CHES I always get a smile and positive feedback.
331 I love my major.
332 I enjoy what I am doing.
336 I chose one of the most challenging majors and did well. I enjoyed the classes in my major and the people I met.
337 I love the major of history.
339 I would have chosen this major first.
344 I had a (free ride?) in engineering at another school.
345 Gives me a good background in other religions that I wouldn't have gotten at a Christian University.
346 Crazy = unorganized at times
347 I would choose a major where I could have more career choices.
348 It's what I want to do.
350 Engineers can do anything they want.
351 This is what I want to do
352 History enhances one's ability to learn by comprehending readings of a political, social, economic, and personal nature through wars, movements, revolutions, etc. It greatly enhances one's ability to write well.
353 Accounting is boring, difficult, and there is no payback for taking the accounting route
355 I enjoy advertising.
356 I might choose a different major because of the pay offered by mine.
359 See 13b. (Two of my classmates and I were recently invited to a second round of interviews with a company. There were five other recruits invited from Auburn and we were all competing for one position. We blew away the competition in the interviews.)
361 I've considered education.
362 It's hard to find a job in my field with the economy in a slump.
363 It fits my personality.
364 I want to go to law school and English is recommended as a major.
369 Good all around major for business. Also, the reputation of the business school.
371 The MAP program was wonderful.
372 I would like to have decided sooner on a major and tried to work toward a minor in advertising.
373 I enjoy it.
374 This is exactly the profession I wish to go into.
377 Loved it
378 I am beginning to lose interest.
381 I'm very happy with my major.
382 I am interested in Human Development also.
385 I think it is the best suited for me and I love the department.
386 Don't think I want to do finance forever.
388 Taking a different direction in life.
390 I might double major.
394 It's what I want to do.
396 I've known my major since 8th grade. There was no wavering (well, almost none) once I got here.
397 This is what I have always wanted to do.
398 I love to teach and be around children.
400 So many opportunities
401 Yes, I have found it to be challenging and also very interesting.
I would be serious in making my decision for my major. Now that I am older, I am realizing the money factor, and the fact that I would be doing it all of my life.

I enjoy my major and am pleased with my choice.

I enjoy learning about art history but I don't know if I will make a career of it.

I love my major and I think the teachers did an excellent job.

I'm going into the AF, so I won't use my major.

I enjoy working with children.

When I came here math was my weakest subject. I wanted a challenge so I enrolled in Electrical Engineering. This major really provided a challenge for me and helped me become a thousand times better at math but I lost interest in the material.

It is not too far from my hometown and has a great financial planning program.

No matter what job I have I'll know how to invest the money I make.

I love kids!

Teaching has always been my dream. My experience at U of A only strengthened this dream.

Because it's what I wanted.

Still interested in the subject. It's been a wonderful experience and I feel well prepared for law school.

Oh, and the scholarship was great too.

I still would be a chemical engineer.

I have enjoyed my classes and my internship helped me decide about my career.

This major assists my future goals of becoming an attorney.

I learned to think.

Probably would have gone into a double major with CS.

There was not enough explanation of job opportunities. I chose this field being unaware of the lack of jobs in this area.

Being a PSC major I had the chance to develop personal relationships with my professors. They always went out of their way to help students out.

I think if I had to do it over again, I would double major in political science and marketing.

It's what I enjoy.

Strong major

Jobs coming right out of school in the CJ field are really limited. The business school has a much stronger alumni backing as well as job base.

I wish I had gone into advertising. That is why I am going to grad school.

Found other areas that I liked in elective courses.

Like the work I do in this major.

I enjoy my major, but not enough for a lot of dedication.

I love it!

There is no job market for public relations right now.

I don't really know.

I'm still not sure this is definitely what I want to do.

I will not be using my major in my career. Last summer, I decided to go to seminary.

I'm happy doing it.

I enjoy what I do.

My major is awesome. The faculty encourage students to think and formulate their own opinions.

It is very hard finding an entry level job in this major, so I'm not sure if it would be easier with another major or not.

The curriculum was excellent, but I may have gone into sports broadcasting.

It is a great major because of the writing and speech skills.

I feel that Accounting fits my personality.

I really enjoy psychology.

Would possibly consider other majors

I enjoy the aspects of Nutrition and believe that I will continue to enjoy it.

My major is not particularly marketable.

I leaned much in EC, not much in PSC.

I did not realize I was interested in computer science as well as microbiology when I enrolled.

I much prefer economics. UA's finance dept. is predominantly taught as economics.

If not nursing, I would have done pre-med.

Exactly what I wanted to do. I love it!

I sort of ended up there. It's interesting but not particularly challenging.

I was a journalism major at first but I did the research on Public Relations and I find out that PR was a more productive, lucrative, and business-oriented (which is what I wanted).

Decided I wanted something else in my life

I didn't really know what I wanted to do when I chose it, and when I finally decided that maybe I wanted to do something else I was a 2nd semester junior.
I love Design and Architecture.
I would have stuck with MIS at a further advanced campus.
Incredible professors and classes
I've learned a lot about myself and others.
I've really enjoyed HES and I've learned a lot.
Finding it hard to get a job. Not enough money.
It's the field I am suited for!
I love it.
The English department is quite competent and scholarly.
I have been designing and working in the theater since I was a child.
Love of government workings.
I think maybe an EE degree instead of a computer based degree might be more helpful in getting a job right now.
It came naturally to me.
Great SW department.
I can do hardly anything with a Biology degree right out of college. I am pre-med and Biology seemed like the best logical choice to go with. If I could do it over, though, I'd choose Nursing. Nursing would have given me practical experience.
Arts and Sciences offer's much more opportunity for diversifying the courses one takes.
Grad school is necessary to find any job in psychology.
Figured out way too late that it wasn't for me. It was too late to change, though, by the time I made that determination.
I believe it is what I've been called to do. I've always wanted to be a teacher or counselor.
I would probably choose a more practical major-like business.
It makes my life bright
The technology is subpar and I didn't learn as I would've liked.
I love it.
I always wanted to be a teacher.
**Question 16: Reason for Attending UA**

What is the primary reason you chose to attend UA?  N = 425*

(* Only students that chose a single answer)

**Percent**

- [12.7] Academic Reputation
- [7.5] Cost
- [13.2] Family
- [4.7] Friends came here
- [13.4] Major/Field of Study
- [20.2] Location
- [13.6] Scholarship/Financial Aid
- [1.2] Social Life
- [5.6] Athletics
- [7.8] Other: Please list  *(see comments below)*

What is the primary reason you chose to attend UA?  N = 101**

(** Students that chose two or more answers)

**Frequency**

- [42] Academic Reputation
- [31] Cost
- [41] Family
- [20] Friends came here
- [41] Major/Field of Study
- [63] Location
- [20] Scholarship/Financial Aid
- [29] Social Life
- [30] Athletics
- [9] Other: Please list  *(see comments below)*

The following is the list of comments from the “Other” category.  N = 42

- 37 Followed a girl here–great decision.
- 40 Big Southern School
- 53 MDB
- 54 Get away from home. Start life over.
- 58 Did not get into UGA
- 66 I wanted to experience something new
- 88 Campus (away from home)
- 90 Ed White
- 120 Million Dollar Band
- 134 Chosen by my company
- 135 EXD program
- 164 Tradition, Familiarity
- 171 Law school
- 191 I wanted to be part of Calvary Baptists Church’s college ministry that both my sister and a friend had told me about.
- 195 All of the above
- 198 I am from Tuscaloosa and had intended to attend UGA. I found out I had cancer the summer before my freshman year and was forced to stay here for treatment. It couldn’t have turned out better!
- 203 The whole atmosphere
Childhood background

Crimsonette for Million Dollar Band

Tradition

Seemed as though they had more interest in my becoming a student here.

Million Dollar Band

Teacher

Every reason

ALPACT

I needed to pick a college to attend.

External Degree

Tradition and prestige

I am an adult student living in Tuscaloosa already

Million Dollar Band

Crimsonette for Million Dollar Band

Football

The football team

There was no primary reason; it was an equal combination of about four of those (cost, acad. rep., family, location, major)

because I grew up in Alabama and love the tradition and history of the U of A

Reputation of the town and the school.

I love Alabama.

Love for the University.

Laptop!

To be able to work while attending school.

Married someone going to Law school here.

Disability Service

It is pretty.
Question 17: Participation in Clubs and Organizations

Check all of the clubs or organizations that you participated in actively while in school at UA.  N = 529

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.4</td>
<td>Student government</td>
</tr>
<tr>
<td>35.9</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>38.9</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>8.7</td>
<td>Political clubs</td>
</tr>
<tr>
<td>5.9</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>46.5</td>
<td>Honor societies</td>
</tr>
<tr>
<td>17.0</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>20.8</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>6.4</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>25.0</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>24.2</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>6.2</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 185

The following are the offices and remarks elaborated by the respondents. Those that just stated “yes” are omitted.

4   Secretary
9   Managing Editor-CW
19  Regent Theta Tau, Pres HKN Honors Electrical Eng.
22  Dance team captain
24  Theta Tau Corresponding Secretary
26  I'm president of AIAA.
27  Vice president Lambda Pi Eta
30  I was an assistant for my sorority.
37  In my fraternity
39  Vice President of Phi Kappa Psi
40  SGA Senator, Pre-Law President
41  Yes, SGA, Kappa Delta, Phi Delta Theta
43  Sorority- Prez, New member Educator, Panhellenic
47  Office in Psi Chi
52  Treasurer, ASSCA; Assistant VP, Phi Mu Sorority
54  Advertising Promotions Director, Assistant Advertising/Graphic Design Manager Crimson White
59  VP and president
60  Treasurer 2 years for Alabama Crew Team
70  Sorority
72  Vice president of RTNDA
80  Several
83  Editor of Administrative Affairs at CW
85  Sorority
91  President of Calvary Baptist College Ministry
105  Committee Chairman for Pre-Law
108  Historian and Vice-President of Alpha Psi Omega, the theatre honor society
110  Sorority Secretary, Panhellenic Chairperson
112  Cataloguer in Eng. Honor Society
114  Secretary, Anthropology Club
115  First Baptist Church Student Ministry- Vice President Campus Crusade Leader.
120  News Director of the CW as well as student politics editor and opinions editor.
125  Secretary-Somervelle Hall Council
137  President of my fraternity Alpha Tau Omega
141  In almost all of them
149  President Hall Council
155  I held the office of corresponding secretary and sergeant-of-arms in my sorority.
159  Historian in the Honors Program Student Association, Logistics officer for the crew team.
168  Historian
170  Treasurer of college Democrats
172  Honor societies, academic clubs
I have held offices in just about every organization that I belong to. Vice President, Secretary, etc.
Secretary of service organization
In most of them.
I was vice-president of the Nursing Ambassadors.
American College of Healthcare Executives
Baptist Campus Ministries- I served on the leadership council for three years.
AKA- President, Vice president, and Secretary
Many
Student Government
Recording Sec. Of Sigma Alpha Iota
Highlands RHA- VP
ANA-Nursing Association
ACE- Vice President, EEC- Representative
In several of them
I was Co-Chair for Student Opinions Committee for SGA and I was Scholarship Chairman and Treasurer for my sorority.
3 offices
AFA- Vice President of Alumni Affairs
VP of fraternity, rush chairman for fraternity
In sorority
Fraternity Pres.
CMENC Treasurer
President of Campus Crusade.
Admissions Chair in Independent Honor's Society.
"Intercollegiate athletics" is selected to reflect my experience playing Team Handball at the club level (President for 1.5 yrs). Was on committee in SGA for 1 yr. Held various offices in HPSA and Gamma Beta Phi.
Treasurer in Alpha Psi Omega, theatre honorary
Greek Editor
In the American Marketing Association
President of Alpha Pi Mu, IE Honor Society
Afro-American Gospel Choir
Unnamed
Treasurer
SGA Senate, press secretary, chief of staff; fraternity-treasurer, scholarship chairman, fraternity educator
President, Phi Alpha Honor Society
Leader of ministry team at church
President- Chi Epsilon, Treasurer- ASCE
SEARCH Retreat team member
Student Government, Honor Societies, Academic Clubs, ANS
SGA, Honor Societies
I held a leadership position as section leader of the Crimsonettes in the Million Dollar Band
Treasurer
President of several and senator
Membership chair, Board member
I was public relations office of SCEC(Student Council for Exceptional Children)
University of Alabama Yell Crew-Treasurer
Finance Chairman
Lobby Board Representative Chair- SGA, V.P.- Pre law Students Association
Vice President of Kappa Sigma various chair positions and Grand Master of Ceremonies of Kappa Sigma
Sorority, extracurricular clubs
Leadership team
Secretary- Alpha Pi Mu Industrial Eng. Honor Society
SGA, Honor Societies, Sorority, Academic Club, and the Student Newspaper
Chief of Staff SGA; SGA Senator for the College of Arts & Sciences; President Blue Key National Honor Society; President Cardinal Key Honor Society; Held offices in my sorority
Womens Honors Program; Phi Eta Sigma; AED
In sorority and on the student website
Arts & Sciences SGA, Community Service and Alumni Chairman
Sigma Nu Alumni Relations, T-shirt Chair, Newsletter Chair; Graphic Design, The CW
Captain of swim team
Social Chair in NSCS Honor Society
SGA- VP External Affairs, Alpha Delta Pi- President
President of Association of Nursing Students, Secretary/Treasurer of Nursing Ambassadors,
Membership Chair of Assoc. of Nursing Students.
Leadership team in RUF
In my sorority I was Rush chair and Assistant New Member Educator
President, Psi Chi Honor Society
Secretary in Sigma Tau Delta English Honorary
Social Chair, New member Director
Golden Key
President/Treasurer in service fraternity
Treasurer, Speakers Chair
President of the Italian Club
President of the Alabama Environmental Council, various other offices.
VP of Student Athletic Advisory Board for two years. Leader of FCA for a year and team captain for
two years.
Various editor positions at the newspaper.
Vice President of Alpha Phi Omega(Theatre Honor Fraternity)
Treasurer - Theta Alpha Kappa
**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  N = 518

<table>
<thead>
<tr>
<th>Percent</th>
<th>$0</th>
<th>$1 - $4,999</th>
<th>$5,000 - $9,999</th>
<th>$10,000 - $14,999</th>
<th>$15,000 - $19,999</th>
<th>$20,000 - $24,999</th>
<th>$25,000 - $29,999</th>
<th>$30,000 - $39,999</th>
<th>$40,000 or more</th>
<th>Unable to estimate the amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>[47.1]</td>
<td>[3.5]</td>
<td>[8.3]</td>
<td>[8.5]</td>
<td>[8.9]</td>
<td>[6.9]</td>
<td>[4.1]</td>
<td>[3.3]</td>
<td>[2.3]</td>
<td>[7.1]</td>
<td></td>
</tr>
</tbody>
</table>

**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?  
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[501]</td>
<td>[3.4]</td>
<td>[13.4]</td>
<td>[6.6]</td>
<td>[19.8]</td>
<td>[56.9]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[499]</td>
<td>[3.2]</td>
<td>[20.4]</td>
<td>[7.4]</td>
<td>[28.5]</td>
<td>[40.5]</td>
</tr>
<tr>
<td>Junior</td>
<td>[502]</td>
<td>[3.6]</td>
<td>[25.1]</td>
<td>[8.2]</td>
<td>[30.9]</td>
<td>[32.3]</td>
</tr>
<tr>
<td>Senior</td>
<td>[501]</td>
<td>[4.8]</td>
<td>[22.6]</td>
<td>[8.4]</td>
<td>[29.9]</td>
<td>[34.3]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?  
(Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[4]</td>
<td>[0]</td>
<td>[2]</td>
<td>[1]</td>
<td>[4]</td>
<td>[1]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[8]</td>
<td>[1]</td>
<td>[5]</td>
<td>[3]</td>
<td>[7]</td>
<td>[0]</td>
</tr>
<tr>
<td>Junior</td>
<td>[16]</td>
<td>[1]</td>
<td>[14]</td>
<td>[2]</td>
<td>[15]</td>
<td>[0]</td>
</tr>
<tr>
<td>Senior</td>
<td>[19]</td>
<td>[2]</td>
<td>[17]</td>
<td>[2]</td>
<td>[17]</td>
<td>[0]</td>
</tr>
</tbody>
</table>
Question 20: Objective for Attending College

What was your primary objective for attending college? (Check one) N = 495*  
(* Only students that chose a single answer)

Percent
[77.8] Preparation for a job/career
[17.4] Preparation for graduate study
[  2.4] Family expectations
[  2.4] Other: (see comments below)

What was your primary objective for attending college? (Check one) N = 30**  
(** Students that chose two or more answers)

Frequency
[28] Preparation for a job/career
[23] Preparation for graduate study
[13] Family expectations
[  2] Other: (see comments below)

The following is the list of comments from the “Other” category. N = 14

5 Learning
7 Education
10 Grow up
132 Track scholarship
137 Developing a life-long passion for learning
212 Preparation for Job and to twirl on the college level
277 Law School
341 Prep for professional school
409 To return to my community as a MD and give them affordable health care
412 Commission in Air Force
454 My expectations
495 Military Obligation
499 To learn
513 Get professional fulfillment through education.
**Question 21: Initiated Job Search**

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4</td>
<td>Less than one month</td>
<td></td>
</tr>
<tr>
<td>7.6</td>
<td>1-2 months</td>
<td></td>
</tr>
<tr>
<td>21.4</td>
<td>3-5 months</td>
<td></td>
</tr>
<tr>
<td>16.3</td>
<td>6-8 months</td>
<td></td>
</tr>
<tr>
<td>9.3</td>
<td>9-11 months</td>
<td></td>
</tr>
<tr>
<td>8.0</td>
<td>One year</td>
<td></td>
</tr>
<tr>
<td>12.1</td>
<td>More than a year</td>
<td></td>
</tr>
<tr>
<td>19.8</td>
<td>I have not begun my job search</td>
<td></td>
</tr>
</tbody>
</table>

N = 514

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 415) a large number (99) also completed it a month later in April or early May. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 526

Percent
[12.5] I do not know yet
[ 9.3] I have accepted a job related to my field of study
[ 0.6] I have accepted a job not related to my field of study
[ 1.3] I plan to continue in my current position
[28.9] I will be going to a graduate or professional school full-time next year:
  What school? (see comments below)
[ 2.3] I will be going to a graduate or professional school part-time next year and working
  part-time: What school? (see comments below)
[ 0.8] I will take more undergraduate courses
[36.5] I am still seeking employment
[ 2.3] I am not currently seeking employment and do not plan to attend school next year
[ 1.5] I am entering military service
[ 4.0] Other (see comments below)

The following is the list of comments from the above question.

I will be going to a graduate or professional school full-time next year:
  What school?

<table>
<thead>
<tr>
<th>Number</th>
<th>University Name</th>
<th>Number</th>
<th>University Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>University of Alabama</td>
<td>210</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>19</td>
<td>University of Alabama</td>
<td>211</td>
<td>UNC-Chapel Hill</td>
</tr>
<tr>
<td>20</td>
<td>UAB</td>
<td>214</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>26</td>
<td>UCLA or Colorado-Boulder</td>
<td>215</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>28</td>
<td>UA School of Medicine</td>
<td>222</td>
<td>UAB</td>
</tr>
<tr>
<td>33</td>
<td>University of Mississippi Law</td>
<td>225</td>
<td>University of Tennessee</td>
</tr>
<tr>
<td>36</td>
<td>Beulah Heights Bible College</td>
<td>228</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>41</td>
<td>UAB</td>
<td>230</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>47</td>
<td>University of Tennessee?</td>
<td>231</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>48</td>
<td>Auburn University</td>
<td>236</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>71</td>
<td>UA MBA</td>
<td>248</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>78</td>
<td>University of Alabama</td>
<td>254</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>87</td>
<td>University of Alabama</td>
<td>256</td>
<td>UASOM</td>
</tr>
<tr>
<td>93</td>
<td>University of Alabama</td>
<td>259</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>94</td>
<td>University of Alabama</td>
<td>269</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>105</td>
<td>Cumberland School of Law</td>
<td>281</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>106</td>
<td>UAB</td>
<td>284</td>
<td>Cumberland School of Law</td>
</tr>
<tr>
<td>116</td>
<td>University of Alabama</td>
<td>298</td>
<td>Virginia Tech</td>
</tr>
<tr>
<td>121</td>
<td>University of Alabama</td>
<td>301</td>
<td>Belmont University</td>
</tr>
<tr>
<td>124</td>
<td>University of Alabama</td>
<td>302</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>136</td>
<td>University of Alabama</td>
<td>305</td>
<td>UAB or UA</td>
</tr>
<tr>
<td>137</td>
<td>University of Alabama</td>
<td>306</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>145</td>
<td>Georgia State University</td>
<td>307</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>146</td>
<td>UAB</td>
<td>321</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>159</td>
<td>UA School of Medicine</td>
<td>324</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>167</td>
<td>University of Alabama</td>
<td>325</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>172</td>
<td>University of South Alabama</td>
<td>329</td>
<td>Alabama State University</td>
</tr>
<tr>
<td>175</td>
<td>University of Alabama</td>
<td>337</td>
<td>LSU or University of Alabama</td>
</tr>
<tr>
<td>178</td>
<td>probably University of Alabama</td>
<td>339</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>183</td>
<td>UA again</td>
<td>341</td>
<td>Auburn University</td>
</tr>
<tr>
<td>185</td>
<td>UA Tuscaloosa</td>
<td>343</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>196</td>
<td>University of Alabama</td>
<td>345</td>
<td>Probably New Orleans Baptist Church</td>
</tr>
<tr>
<td>202</td>
<td>UAB</td>
<td>364</td>
<td>University of Alabama</td>
</tr>
<tr>
<td>203</td>
<td>University of Alabama</td>
<td>367</td>
<td>Film school in CA</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates  59
I will be going to a graduate or professional school part-time next year and working part-time:
What school?

104  UAB
153  UAB
154  Alabama
295  Alabama
308  Jones School of Law
500  The Makeup Designery

Other

21   Work in family business
23   I plan to enter a graduate program, but I don't know where or when.
32   Trying to decide b/t options
76   I'm going to take some time off before I go back to graduate school, while at the same time working in a position not currently known.
107  Looking for job in my field.
190  I have accepted a job in my major and plan to attend Physical Therapy school--I don't know where yet.
204  Marriage
240  I am seeking an internship.
257  I am adopting a child and I cannot work for the next few years after adoption.
267  I plan to work where I am currently doing my preceptorship.
279  Entering NFL
317  Going to NJ to participate in a teaching program.
379  Grad school in one year.
407  Travel
416  Have four job offers, not yet decided.
427  Campus Crusade Staff
462  Attending Seminary after working outside my major for one year.
485  Peace Corp Volunteer
501  Will go to med school after taking a year off.
513  Work a year then grad school
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.  (Note: number in parentheses indicates number of references.)

Name of organization:

US Air Force (4)
US Army (3)
Hewitt Associates (3)
Exxon Mobil Corporation (3)
University of Alabama (2)
International Paper (2)
Ernst & Young (2)
Babies "R" Us (2)
Wiregrass Hospice
Winn Dixie
Wheless Associates
Westinghouse Savannah River Site
Unto These Hills
Tuscaloosa City Schools Board of Education
Tennessee Valley Authority
Stockamp and Associates
Southtrust Bank
Southern Comp.
SIAS University
Shelby Baptist Medical Center
Robinson and Adams
Rehab Associates
Randall Publishing Company
Radiology Clinic(Internship)
Protective Life Corporation

Procter & Gamble
Pepsi Bottling Group
Office of Archaeological Services/Research
Mercedes
Lighting & Lamp
Lighthouse Christian School
Lange Simpson Robinson & Somerriele
Kimley-Horn
Kay Jewelers
Ingram and Ingram LLC
Harvey's Restaurant
Guthries Restaurant
Foodland
Fed Ex
Emory Medical Center
Dycare Lab
Charles D. Haines, LLC
Campus Crusade for Christ
Brunos Inc.
Bellsouth
Athletic Field Supply
Aramco
ANCDF
AmSouth Bank

Location - City & State:

Birmingham, AL (11)
Tuscaloosa, AL (10)
Atlanta, GA (5)
Montgomery, AL (2)
Memphis, TN (2)
Houston, TX (2)
Xinzheng, China
Vance, AL
Selma, AL
Saudi Arabia
Phoenix, AZ
Philadelphia, PA
Pelham, AL
Orlando, FL
Northport, AL
Moundville, AL

Macon, GA
Leeds, AL
Hueytown, AL
Hoover, AL
Ft. Eustis, VA
Dayton, OH
Dallas, TX
Clinton, AL
Cincinnati, OH
Cherokee, NC
Chattanooga, TN
Baton Rouge, LA
Anniston, AL
Annapolis, MD
Alabaster, AL
Aiken, SC
### Job title:

- Intern (2)
- Business Analyst (2)
- Assistant Manager (2)
- 2nd Lieutenant (2)
- Toxicology Department Analyst
- Teller
- Technology Application Support Analyst
- Technology Analyst
- Staff Accountant I
- Staff - Junior Level
- Sorter/Stocker
- Server/Waitress
- Secretary
- Sales Intern
- Sales Associate/3rd. Key
- Sales
- Registered Nurse
- Registered Nurse/MCU/WBN
- Project Engineer
- Programmer-Internal Audit Dept.
- Programmer/Analyst
- Pre-K teacher
- Platoon Leader
- Paralegal
- Office Manager
- Office Clerk
- Mechanical Engineer
- Management Trainee
- Management Associate
- Lighting Consultant
- Lab-Tech
- Investment analyst
- Interlibrary Loan Coordinator
- Financial Counselor
- Financial Analyst
- Field Associate
- Entry Level Engineer
- English Teacher
- Engineer-Generation/Planning Group
- District Supervisor
- Cultural Resources Aide
- Costumer/Actor
- Contact Engineer
- Community Educator
- Chemical Engineer
- Campus Staff Member
- Business Systems Analyst
- Bookkeeper/Customer Service
- Athletic Trainer
- Associate Engineer
- Aeronautical Engineer
- Accounting Assistant
- Accountant
- 1st Lieutenant

### Job field (e.g., PR, environment, consulting):

<table>
<thead>
<tr>
<th>Management of Information Systems</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales (4)</td>
<td>Platoon Leader</td>
</tr>
<tr>
<td>Consulting (4)</td>
<td>Nuclear, Biological, Chemical Warfare</td>
</tr>
<tr>
<td>Accounting (3)</td>
<td>Nuclear Engineering</td>
</tr>
<tr>
<td>Teaching (2)</td>
<td>NICU/WBN</td>
</tr>
<tr>
<td>Mechanical Engineering (2)</td>
<td>Library Services</td>
</tr>
<tr>
<td>Management (2)</td>
<td>Law</td>
</tr>
<tr>
<td>Communication (2)</td>
<td>Interior Design</td>
</tr>
<tr>
<td>Banking (2)</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Utilities</td>
<td>Hospital</td>
</tr>
<tr>
<td>Transportation Management</td>
<td>Health Care Management</td>
</tr>
<tr>
<td>Theatre</td>
<td>Financial Planning</td>
</tr>
<tr>
<td>Retained Search Firm</td>
<td>Engineering</td>
</tr>
<tr>
<td>Retail Management</td>
<td>Consulting Engineering</td>
</tr>
<tr>
<td>Retail</td>
<td>Computer Programming</td>
</tr>
<tr>
<td>Restaurant</td>
<td>Aviation</td>
</tr>
<tr>
<td>Project Management</td>
<td>Auditing</td>
</tr>
<tr>
<td>Process Engineering</td>
<td>Athletic Training</td>
</tr>
<tr>
<td></td>
<td>Archaeology</td>
</tr>
</tbody>
</table>

### Your annual salary, not including bonuses:

| $62,300  | $48,700  | $40,000 (5) | $27,500  | $10,000 |
| $57,600  | $47,000  | $39,000  | $26,000  | $9,900  |
| $57,000  | $45,000  | $38,000 (2) | $22,000  | $9,000  |
| $52,000  | $44,000  | $35,000 (3) | $16,000  | $5,000-$10,000 PT |
| $50,000+ | $43,000  | $32,000 (2) | $15,000  | $2.13/hr. plus tips |
| $50,000  | $42,000 (2) | $31,000 (2) | $13,000  |
| $49,200  | $41,000 (2) | $30,000 (5) | $11,000  |
| $49,000  | $39,000  | $27,000  | $15,000  | $8,000  |
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[44]</td>
<td>Career Center</td>
</tr>
<tr>
<td>[35]</td>
<td>Family and Personal Friends</td>
</tr>
<tr>
<td>[15]</td>
<td>Résumé Referrals</td>
</tr>
<tr>
<td>[29]</td>
<td>Faculty Member</td>
</tr>
<tr>
<td>[12]</td>
<td>Direct Employer Contact</td>
</tr>
<tr>
<td>[1]</td>
<td>UA-RED</td>
</tr>
<tr>
<td>[27]</td>
<td>Internships/Co-op</td>
</tr>
<tr>
<td>[7]</td>
<td>Volunteering</td>
</tr>
<tr>
<td>[5]</td>
<td>Fraternity or Sorority</td>
</tr>
<tr>
<td>[7]</td>
<td>Professional Association</td>
</tr>
<tr>
<td>[17]</td>
<td>On-campus Interviews</td>
</tr>
<tr>
<td>[12]</td>
<td>Fall Career Fair</td>
</tr>
<tr>
<td>[23]</td>
<td>Internet</td>
</tr>
<tr>
<td>[3]</td>
<td>Other Career Fairs</td>
</tr>
<tr>
<td>[19]</td>
<td>Part-time Job</td>
</tr>
<tr>
<td>[7]</td>
<td>Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis. Responses students gave who did not meet these criteria were discarded. Frequencies were given instead of percentages due to the uncertainty of a total N value.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  N = 497

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[11.7]</td>
<td>Alabama only</td>
</tr>
<tr>
<td>[81.7]</td>
<td>Southeast USA</td>
</tr>
<tr>
<td>[32.0]</td>
<td>Northeast USA</td>
</tr>
<tr>
<td>[15.5]</td>
<td>Outside USA</td>
</tr>
<tr>
<td>[20.9]</td>
<td>Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>[13.5]</td>
<td>Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>[21.5]</td>
<td>Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>[21.3]</td>
<td>Rocky Mountain States USA</td>
</tr>
</tbody>
</table>
Question 26: Primary Email Address

What is your primary email address?  N = 486

<table>
<thead>
<tr>
<th>List of providers</th>
<th>Freq.</th>
<th>Freq.</th>
<th>Freq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALBERTKLZ</td>
<td>1</td>
<td>EARTHLINK</td>
<td>1</td>
</tr>
<tr>
<td>AOL</td>
<td>109</td>
<td>EXCITE</td>
<td>3</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>175</td>
<td>FORTUNEHITECH</td>
<td>1</td>
</tr>
<tr>
<td>BELL SOUTH</td>
<td>7</td>
<td>HOTMAIL</td>
<td>98</td>
</tr>
<tr>
<td>BLACKPLANET</td>
<td>2</td>
<td>IWON</td>
<td>1</td>
</tr>
<tr>
<td>CO3</td>
<td>1</td>
<td>JUNO</td>
<td>4</td>
</tr>
<tr>
<td>COLLEGECLUB</td>
<td>5</td>
<td>MAC</td>
<td>1</td>
</tr>
<tr>
<td>COMCAST</td>
<td>5</td>
<td>MINDEMAM</td>
<td>1</td>
</tr>
<tr>
<td>CS</td>
<td>8</td>
<td>MINDSPRING</td>
<td>6</td>
</tr>
<tr>
<td>DBTECH</td>
<td>1</td>
<td>MIS1</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: All University accounts (i.e., bama, bamaed, ua, cba, etc.) are listed as Alabama above.

Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 51

2  Safety: I feel safe in this campus. Poor activities for international students.
20  Please improve the chemistry, physics, and biology undergraduate facilities!
23  The advising process is horrible. LOTS of people know someone who ends up taking an extra semester because at the end they found out they needed more classes. This happens to many students including myself despite planning.
37  FREEBIRD!!
40  Go Bama, Roll Tide, Great School.
65  The career center is a waste of time and money for the University. They haven't helped me one bit in the last two years and the majority of my friends feel the same way. The educators interviewing was nice.
79  I think the MAP programs gives students the best education in the education department. I learned a lot about teaching but I also learned a lot about myself during this process.
83  I love UA! Roll Tide
102 You shouldn't be asking some of these questions. Especially the annual salary!!
128 This survey was a waste of paper.
132 I'll miss the Crimson Tide!
136 I lost 17 credits when I changed majors. That is unjust! Those hours should have counted for something no matter which college I chose.
145 I really have only one complaint about my experience at UA concerning academics. I feel that I received poor advising which led me to make bad decisions that are affecting me now. I was not informed that I needed to get an advisor in my major.
154 Computer lab hours should be extended. Also there should be several labs with different programs, so if you can't get a computer in your school.
160 I think the University of Alabama is a wonderful place and a great school. I received a great education and learned a lot about life also.
171 Parking, parking, parking!

The good: “Nothing compares with the balance that Alabama can give, from tradition, to a beautiful campus, to great academics, and quality social life…”

The bad: “Parking, parking, parking!”

The ugly: “…any class that I took where a graduate student was teaching was a TOTAL waste of my time and my money!”
The nursing faculty is WONDERFUL. But any class that I took where a graduate student was teaching was a TOTAL waste of my time and my money! Two of the worst GTA were in psychology and the other was in math. It honestly made me never want to take another.

I am very disappointed with the fact that I must graduate on a Friday. Therefore my mother who paid for my 5 years at the University has to take off of work to watch her own daughter graduate. This also includes any friends or family who plan on attend.

This survey is too long.

A&S needs to hire more people so that they are more personal and attentive.

UA is a great opportunity for change! Thanks

I had a great time at UA and I would not want to attend any other college besides UA.

Health care management is a great field but the classes do not teach you what you will need to know for work. A billing class should be offered to help. Almost any job requires employees to know this and we learned nothing about it.

I do not feel it necessary to tell you whom I will be working with. It is not any of your business.

I really enjoyed my time here.

None. I really enjoyed myself here at the Capstone. Thanks for the years. Roll Tide!!

More variety of when things are offered (and not just classes)- I frequently had tests that conflicted with graduate school and career center functions. Tell Career Center to get rid of eRecruiting. It should not take so long for students to get reimbursed.

I would not ever consider going to Graduate school here, even though the University has a good MBA program simply because students are treated terribly at the University. Further, I would not let my children should I have some go there.

Roll Tide!

I would like to suggest that the external degree staff take more time with their off-campus students. Because, after all, we are all UA students.

I'm glad I'm graduating!! Hallelujah!!

ROLL TIDE ROLL......................

I sincerely hope my input is helpful in further improving this wonderful University that has made me the man I am today. My comments above are meant for only that purpose and are not intended to offend or lash out at any member of the faculty or staff.

FLOTTY!

Spam e-mailing of students by university clubs should be stopped. Also, student groups should not be allowed to "motorcade" through campus. This is a disruption to the academic process and also a very disturbing nuisance.

I do not understand why that the people in the College of Arts and Sciences are so difficult to deal with. Every time I have gone to them it seems like a major problem for them to help me. I am still waiting on them to return my phone calls from Jan.

If you're going to do a survey requiring identifying information, especially an SSN, you should find someone who knows how to set up SSL. I don't appreciate sending my SSN unencrypted with this survey when it's not hard to set up SSL.

Thanks for the fish!

None. Thanks!

Roll Tide!

Roll Tide!!

Finally at the end of this long road!!!

The communicative disorders program has little respect on this campus. We are in the basement of Rowand-Johnson. We have approximately six working computers in our closet of a computer "lab". While students spend an entire year doing speech therapy with clients (which makes money for UA), the students earn nothing but 3 hours credit. Meanwhile, my friends in business majors were making $15+ an hour in their internships!

The Healthcare Management professors and department as a whole are wonderful and has been a big help to me and my college career.

This is the greatest university in the world. Nothing compares with the balance that Alabama can give. From tradition to a beautiful campus, to great academics, and quality social life this place is special to me.

The selections of organizations on campus need to be unbiased!

You did not list even half the activities here; I was an Avanti
team member, a member of Bama Red Cross, The Million Dollar Band, the Homecoming Committee, the Wind Ensemble, Symphonic Band, Jazz Band, and played intramural sports.

Note: Ratings for questions 3, 4, 5 are for economics. (See the survey for ratings for PSC)

Parking is horrible. Business school has good facilities, but most other places are bad.

Dr. Gail Hasson, of Arts & Science is very rude. It would seem that since she is here to HELP students, she would not enjoy degrading them as she does. The few times I was forced to consult her, she was very rude... treating me as a subordinate not fit to be in her presence. She is very unprofessional.

I wish I had realized the GRE would be as difficult for me as it was. I am an incredible student but I can’t get into grad school because my GRE score is too low. PLEASE make GRE prep courses part of the curriculum for grad school bound juniors and seniors. I also did not go to the Career Center early enough and now I am frantically trying to figure out a job search. PLEASE tell students who want to go to grad school that they can use the Career Center too!
CONCLUSIONS

In all, the inaugural Graduating Senior Survey has been a huge success. First, a wealth of information was obtained about the general knowledge, skills, personal development and professional growth of these students. Second, perceptions regarding major and core courses, faculty, instruction, advising, facilities, campus services and opportunities, and the overall intellectual environment at UA were provided as well. Third, extracurricular information about participation in clubs and organizations, and one’s work status throughout college was obtained. Lastly, the students’ job search and post-graduation plans, as well as their geographic employment preferences were provided.

The adequate response rate, along with the obviously deliberative responses and volumes of qualitative data from the open-ended items showed that most of the students took this task seriously.

It is hoped that this survey will be used in conjunction with other student assessments to provide a longitudinal picture of the total development of UA’s graduates. In addition, analyzing these responses, in conjunction with student attributes (i.e., demographic and academic characteristics), could reveal practical relationships used in numerous ways to enhance various aspects of the educational process at UA.

The University needs to foster a culture of assessment tolerance and acceptance among its students, faculty and staff. It is important that everyone understand the benefits of assessments, whether they are out-sourced surveys such as the Cooperative Institutional Research Program (CIRP) Freshman Survey, and the Higher Education Research Institute (HERI) Faculty Survey, or in-house efforts such as the Graduating Senior Survey and Student Satisfaction Survey. The purpose of these assessments remains constant, i.e., to uphold the mission of the University to advance “the intellectual and social condition of all the people of the state through quality programs of research, instruction, and service.”
Many thanks go out to all of the individuals that made this endeavor possible. Special thanks go out to Patricia Bergmaier and Angelia D. Knight-Adams who were indispensable throughout the entire implementation process.
**Respondent Characteristics**

One hundred and fifty-three graduating students from the College of Arts & Sciences completed the instrument. Over two-thirds (67.3%) of the respondents were female. One hundred twenty-seven of the students were White, while twenty-two were African-American. There was also one Hispanic, one Native-American, one Asian-American, and one non-resident alien student.

Students from twenty-six majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>AMS</td>
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<td>EH</td>
<td>12</td>
<td>MBY</td>
<td>1</td>
</tr>
<tr>
<td>ANT</td>
<td>2</td>
<td>ES</td>
<td>2</td>
<td>MUS</td>
<td>1</td>
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<td>ARH</td>
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<td>FR</td>
<td>1</td>
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<td>1</td>
<td>GN</td>
<td>2</td>
<td>PSC</td>
<td>23</td>
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<td>HCM</td>
<td>5</td>
<td>PY</td>
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<td>4</td>
<td>IDNW</td>
<td>3</td>
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<td>10</td>
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<td>3</td>
<td>TH</td>
<td>7</td>
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<tr>
<td>ECAS</td>
<td>2</td>
<td>MA</td>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Question 2: General Knowledge, Skills, Personal Development

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Percent</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
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<tbody>
<tr>
<td>Writing skills</td>
<td>153</td>
<td>52.3</td>
<td>39.9</td>
<td>6.5</td>
<td>1.3</td>
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<td>Listening skills</td>
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<td>35.3</td>
<td>54.9</td>
<td>7.2</td>
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</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>153</td>
<td>52.9</td>
<td>39.2</td>
<td>6.5</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>152</td>
<td>15.1</td>
<td>34.9</td>
<td>35.5</td>
<td>13.8</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>152</td>
<td>38.2</td>
<td>37.5</td>
<td>21.1</td>
<td>3.3</td>
<td>0.0</td>
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<tr>
<td>Analytic skills</td>
<td>153</td>
<td>60.1</td>
<td>33.3</td>
<td>5.9</td>
<td>0.7</td>
<td>0.0</td>
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<tr>
<td>Computer skills</td>
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<td>37.5</td>
<td>42.1</td>
<td>13.2</td>
<td>7.2</td>
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<tr>
<td>Public speaking skills</td>
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<td>38.8</td>
<td>40.1</td>
<td>17.1</td>
<td>3.9</td>
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<tr>
<td>Information gathering skills</td>
<td>153</td>
<td>65.4</td>
<td>30.1</td>
<td>3.9</td>
<td>0.7</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>153</td>
<td>43.8</td>
<td>39.9</td>
<td>11.1</td>
<td>4.6</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>153</td>
<td>55.6</td>
<td>34.0</td>
<td>6.5</td>
<td>3.3</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>153</td>
<td>47.1</td>
<td>34.0</td>
<td>12.4</td>
<td>5.2</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>153</td>
<td>40.5</td>
<td>36.6</td>
<td>13.7</td>
<td>7.8</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>153</td>
<td>43.1</td>
<td>34.6</td>
<td>12.4</td>
<td>7.8</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>
Question 3: Department and Department Faculty

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[153]</td>
<td>[37.9]</td>
<td>[27.5]</td>
<td>[11.8]</td>
<td>[22.9]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[153]</td>
<td>[15.0]</td>
<td>[22.9]</td>
<td>[11.1]</td>
<td>[51.0]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[153]</td>
<td>[49.7]</td>
<td>[36.6]</td>
<td>[11.1]</td>
<td>[ 2.6]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[150]</td>
<td>[61.3]</td>
<td>[26.0]</td>
<td>[10.0]</td>
<td>[ 2.7]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[153]</td>
<td>[50.3]</td>
<td>[34.0]</td>
<td>[13.7]</td>
<td>[ 2.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[153]</td>
<td>[57.5]</td>
<td>[24.8]</td>
<td>[14.4]</td>
<td>[ 3.3]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[153]</td>
<td>[45.1]</td>
<td>[31.4]</td>
<td>[17.6]</td>
<td>[ 5.9]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[153]</td>
<td>[17.6]</td>
<td>[18.3]</td>
<td>[22.2]</td>
<td>[41.8]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[153]</td>
<td>[46.4]</td>
<td>[32.7]</td>
<td>[15.7]</td>
<td>[ 5.2]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[152]</td>
<td>[53.9]</td>
<td>[40.8]</td>
<td>[ 2.6]</td>
<td>[ 2.6]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[153]</td>
<td>[52.3]</td>
<td>[33.3]</td>
<td>[11.8]</td>
<td>[ 2.6]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>[153]</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>[152]</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>The classroom facilities in your department were</td>
<td>[153]</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>[153]</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>[153]</td>
</tr>
</tbody>
</table>
**Question 6: Core Courses, Faculty, Instruction**

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Percent</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>151</td>
<td>25.8</td>
<td>50.3</td>
<td>18.5</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>152</td>
<td>34.9</td>
<td>49.3</td>
<td>13.8</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>152</td>
<td>25.0</td>
<td>46.7</td>
<td>24.3</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>151</td>
<td>18.5</td>
<td>31.8</td>
<td>21.9</td>
<td>27.8</td>
<td></td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>152</td>
<td>21.7</td>
<td>45.4</td>
<td>28.9</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>152</td>
<td>27.0</td>
<td>60.5</td>
<td>11.2</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>152</td>
<td>21.7</td>
<td>46.7</td>
<td>27.0</td>
<td>4.6</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 31

7 Honors classes were the best.
33 Math department has poor instructors- teach them how to teach!
37 A&S advisors: their incompetence borders on the supernatural.
90 For the most part I feel that because of the quality of the core classes... it was a total waste of my time and money.
105 I encountered several instructors in my core courses, especially a grad student in the English Dept., who did not know enough about the material to teach it. Also there were several instructors that were not perceptive to my questions.
109 The GTAs were often making us do too much work because they wanted us to know that they had a certain amount of power over us.
169 Dr. Emplaincourt (geography) and Mrs. Dixon (computer) were excellent instructors.
185 I thought most core classes were pointless.
199 I thoroughly enjoyed getting my education here at the University. Roll Tide!
208 When I enrolled at UA, I frequently had problems finding available classes. As I reached 300 & 400 level courses, I had almost no problems. The classes which are 100 & 200 level need to be larger if possible.
227 Good!
257 Pedder Melhouse was a wonderful teacher and adviser and was very, very concerned with my future.
261 The cooperating teachers who worked with me taught me much more than I learned through texts and lectures.
265 For the most part, I enjoyed my professors and learned a great deal from them.
312 Core was a complete waste of time.
318 I've only taken a few core classes here at UA.
Teachers should be more involved in the student's life and show some encouragement towards students individually.

The faculty, secretaries, and all department members in criminal justice were always willing to take time to help out.

Many of my core classes were taken at Birmingham-Southern College.

Overall, very well done. Had a couple courses that weren't up to par.

I loved Dr. Stallworth. She really helped me the most in my college career.

In all fairness, I took very few core courses due to transferring.

The level of teaching in the core classes was not near the level of the major/minor classes.

The majority of my core curriculum was completed at another school, but the classes that I took where there were over 100 students were taught by teachers/professors very concerned about my academic success.

The math department stinks. The departmental finals are ridiculous because not even the teacher knows what exactly is going to be on the test. They should at least see it before the day of the test (every teacher - not just the few who make it up).

Core hurt me more than helped. Many of the instructors just wanted to get the class over.

101 instructors should be above the graduate level. I had many 101 instructors who were grad students and I felt that the course would have been much better (i.e., I would have learned more, enjoyed the course more, and received a better grade).

Small discussion classes at least once a week would allow students to better express their opinions & thoughts.

Fine arts is a great class!

English GTA's seem to be involved more than any of my other classes.

GTA Fran (?) and Faculty Dr. Ultee both deserve high credit.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>151</td>
<td>50.3</td>
<td>40.4</td>
<td>6.0</td>
<td>2.0</td>
<td>1.3</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>151</td>
<td>36.4</td>
<td>38.4</td>
<td>15.9</td>
<td>1.3</td>
<td>7.9</td>
</tr>
<tr>
<td>Access to databases</td>
<td>151</td>
<td>49.0</td>
<td>39.7</td>
<td>8.6</td>
<td>0.7</td>
<td>2.0</td>
</tr>
<tr>
<td>Access to collections</td>
<td>151</td>
<td>41.7</td>
<td>39.7</td>
<td>10.6</td>
<td>1.3</td>
<td>6.6</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>151</td>
<td>41.1</td>
<td>38.4</td>
<td>16.6</td>
<td>1.3</td>
<td>2.6</td>
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</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>152</td>
<td>67.1</td>
<td>26.3</td>
<td>3.9</td>
<td>1.3</td>
<td>1.3</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>152</td>
<td>35.5</td>
<td>42.8</td>
<td>13.8</td>
<td>4.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>152</td>
<td>25.7</td>
<td>37.5</td>
<td>16.4</td>
<td>4.6</td>
<td>15.8</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>152</td>
<td>35.5</td>
<td>35.5</td>
<td>21.1</td>
<td>2.6</td>
<td>5.3</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>152</td>
<td>25.0</td>
<td>33.6</td>
<td>22.4</td>
<td>9.9</td>
<td>9.2</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>151</td>
<td>[19.9]</td>
<td>[51.0]</td>
<td>[25.2]</td>
<td>[ 4.0]</td>
<td>[ 0.0]</td>
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<tr>
<td>Financial aid services</td>
<td>152</td>
<td>[17.1]</td>
<td>[38.2]</td>
<td>[17.1]</td>
<td>[ 2.6]</td>
<td>[25.0]</td>
</tr>
<tr>
<td>Campus food services</td>
<td>152</td>
<td>[18.4]</td>
<td>[48.7]</td>
<td>[22.4]</td>
<td>[ 5.9]</td>
<td>[ 4.6]</td>
</tr>
<tr>
<td>Supply store services</td>
<td>152</td>
<td>[21.7]</td>
<td>[55.9]</td>
<td>[17.1]</td>
<td>[ 3.9]</td>
<td>[ 1.3]</td>
</tr>
<tr>
<td>Campus health services</td>
<td>152</td>
<td>[15.8]</td>
<td>[34.9]</td>
<td>[26.3]</td>
<td>[10.5]</td>
<td>[12.5]</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>152</td>
<td>[11.8]</td>
<td>[16.4]</td>
<td>[ 9.9]</td>
<td>[ 2.6]</td>
<td>[59.2]</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>152</td>
<td>[19.1]</td>
<td>[45.4]</td>
<td>[24.3]</td>
<td>[ 2.6]</td>
<td>[ 8.6]</td>
</tr>
<tr>
<td>University Career Center</td>
<td>152</td>
<td>[14.5]</td>
<td>[25.7]</td>
<td>[11.2]</td>
<td>[ 3.9]</td>
<td>[44.7]</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>151</td>
<td>[ 2.6]</td>
<td>[ 7.3]</td>
<td>[ 1.3]</td>
<td>[ 0.0]</td>
<td>[88.7]</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>152</td>
<td>[ 5.9]</td>
<td>[22.4]</td>
<td>[22.4]</td>
<td>[ 8.6]</td>
<td>[40.8]</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>152</td>
<td>[27.6]</td>
<td>[40.1]</td>
<td>[17.1]</td>
<td>[ 1.3]</td>
<td>[13.8]</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>152</td>
<td>[30.3]</td>
<td>[38.2]</td>
<td>[18.4]</td>
<td>[ 1.3]</td>
<td>[11.8]</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>152</td>
<td>[24.3]</td>
<td>[32.2]</td>
<td>[21.7]</td>
<td>[ 1.3]</td>
<td>[20.4]</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>152</td>
<td>[25.0]</td>
<td>[40.1]</td>
<td>[19.7]</td>
<td>[ 2.6]</td>
<td>[12.5]</td>
</tr>
</tbody>
</table>
Additional comments on the offices, services, and opportunities. N = 2

17 Supply store too expensive. Communication between various offices seems to be defective.
65 Unless a student is involved in a Greek society there is not much to get involved in since the opportunities are not made public enough.
90 Every single semester I had a problem with financial aid and registration. The problem was always in the department itself.
108 It is hard to develop leadership skills when the Machine wins most elections
109 They can be a bit more friendly and efficient.
145 My advising experiences were very poor and I feel that the Arts & Sciences department, as a whole, is not cordial to students and not as helpful as they should be.
166 The University Career Center should focus more on matching students with jobs within the state of Alabama. Many on-campus interviews and employers attending the career fair are from out of state. Many students at UA want to work in the Tuscaloosa-Birmingham area.
191 Most community service I have done has been through my church here, not the University.
237 Res. Life overcharges and carries a poor service. They do not take good care of students for the money we pay.
265 Incoming freshmen do not know what groups are out there. Get on board day is not sufficient.
383 Registration for freshmen was not excellent because when arriving at UA I didn't even know where to go. I believe that there needs to be more new student friendly signs and activities for the summer orientation.
409 People in charge of residential life are not people friendly; in fact most of them are arrogant and unintelligent.
439 The "pre-law" advisor did not have a clue what's going on! He was little to no help at all.
473 I did not appreciate the University police officer smoking a cigarette while he was filing a report with me!
499 Health Center- very big problem.
501 Financial aid needs to have more help.
514 I still believe that the financial records computer system is flawed in the timing of its credits and debits. I tried to correct the problem but everyone insists they are correct. Everything balances in the long-run, but in the short-run accounts will not balance correctly.
521 Working together and having informed people upfront would cut down on the amount of running around we have to do to find everything in Student Services.

**Question 10: Professional Growth from Field Experience**

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth? N = 151

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[28.5] Excellent</td>
<td></td>
</tr>
<tr>
<td>[16.6] Good</td>
<td></td>
</tr>
<tr>
<td>[  5.3] Fair</td>
<td></td>
</tr>
<tr>
<td>[  1.3] Poor</td>
<td></td>
</tr>
<tr>
<td>[48.3] I did not participate in any of those activities</td>
<td></td>
</tr>
</tbody>
</table>
Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education: N = 143

<table>
<thead>
<tr>
<th>Name</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chotiner, Barbara</td>
<td>9</td>
</tr>
<tr>
<td>Rasco, Jane</td>
<td>6</td>
</tr>
<tr>
<td>Carver, Betty</td>
<td>4</td>
</tr>
<tr>
<td>Watkins, John</td>
<td>4</td>
</tr>
<tr>
<td>Conners, Frances</td>
<td>3</td>
</tr>
<tr>
<td>Hermann, John P.</td>
<td>3</td>
</tr>
<tr>
<td>Johnson, Idalyn</td>
<td>3</td>
</tr>
<tr>
<td>Leathers, Charles</td>
<td>3</td>
</tr>
<tr>
<td>Peck, Dennis</td>
<td>3</td>
</tr>
<tr>
<td>Powell, Martha</td>
<td>3</td>
</tr>
<tr>
<td>Roach, Catherine</td>
<td>3</td>
</tr>
<tr>
<td>Sloan, Gary</td>
<td>3</td>
</tr>
<tr>
<td>Taaffe, James</td>
<td>3</td>
</tr>
<tr>
<td>Young, Robert</td>
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</tr>
<tr>
<td>Black, Sheila</td>
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<tr>
<td>Brodsky, Stan</td>
<td>2</td>
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<tr>
<td>Crowther, Martha</td>
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<td>Davis, Juliet</td>
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<td>Eddins, Dwight</td>
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<td>Graham, Tom</td>
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<td>Hamilton, James</td>
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<tr>
<td>Kartsonis, Sophia</td>
<td>2</td>
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<tr>
<td>Laing, Sandi</td>
<td>2</td>
</tr>
<tr>
<td>McDonald, Forrest</td>
<td>2</td>
</tr>
<tr>
<td>Roskos-Ewaldsen, Beverly</td>
<td>2</td>
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<tr>
<td>Rothman, Joshua</td>
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<tr>
<td>Savage, Grant</td>
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<tr>
<td>Sigler, Robert</td>
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<tr>
<td>Trost, Thordore</td>
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<tr>
<td>Wheat, John</td>
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<td>Adams, Michael</td>
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<tr>
<td>Angiola, Eloise</td>
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<td>Batson, Robert</td>
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<td>Beeler, John</td>
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<td>Beidler, Philip</td>
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<tr>
<td>Bell, Christel</td>
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<td>Blewitt, Harry</td>
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<td>Bolen, Tony</td>
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<td>Borrrelli, Stephen</td>
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<td>Branyon, Kay</td>
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<td>Brooks, Rebecca</td>
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<td>Brown, Ian</td>
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<td>Cashman, James</td>
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(Note: number in parentheses indicates number of references. Also, eight students listed two individuals, and four students listed three individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  \( N = 152 \)

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<tr>
<td>[53.9]</td>
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<td>[25.7]</td>
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<tr>
<td>[  3.9]</td>
<td>Weak</td>
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<tr>
<td>[  1.3]</td>
<td>Very Weak</td>
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</table>

Please explain your reason(s) for your answer.  \( N = 104 \)

7 Many faculty are excellent and the students in the honors program provide a strong intellectual environment, but outside of the honors program there is not really an intellectual environment.
11 Teachers are knowledgeable.
17 I spent a semester in Germany and found courses there more challenging.
20 I was hardly ever challenged. It seems that more often than not I was handed the A.
28 UA has a good faculty who are interested in their students.
33 CJ department is like a family and they highly encourage intellectual debate.
37 So many Mrs. Majors...
40 Great overall access to teacher.
47 The University has an academic focus on paper but the environment on campus doesn't feel like that's the main priority.
57 There were not many people in my position to compare to.
60 A majority of those here want to learn.
62 An intellectual learning environment pushes you and allows you to accomplish your goals patiently and intellectually.
65 There is too much emphasis on non academic subjects, especially in the criminal justice department. Every class with every instructor is about race all semester when race only consumes one chapter.
76 The professors that I have had throughout my academic career here at the University were wonderful and very helpful with the exception of a few professors.
84 The two polar opposites help balance each other to average.
86 Very Challenging
90 In the classes I took particularly core classes I would say that on average less than 10% actually cared about what they were learning. In my major, that changed considerably.
105 For the most part, my experience with professors has been positive. They have been knowledgeable.
108 Most students do not care about school or classes at all
109 Well, overall it's good, but once someone tries to challenge their professional knowledge; they get too defensive.
116 Majority of students want to learn.
124 I love my department.
126 The professors know what they are talking about sometimes too much.
128 I ain't learned nothin'.
132 Strong, stern, and intelligent profs.
135 Diversity
145 I would have chosen very strong except for the emphasis of Greek superiority on this campus. We focus too much on that and not enough on academics.
155 The faculty rarely spent time speaking to students intellectually about music and music careers outside of class.
159 We could stand to have a few faculty members that demand more from the students.
160 She has been a very supportive and inspirational influence on me.
161 The biology department is strong in some areas, weak in some others.
166 The focus at UA is on diversity and the Greek system. The intellectual environment is buried beneath the controversy.
I believe we have a strong intellect in this state considering the low funding and limited resources that are available.

Dr. Cotter was always available for any outside help and was very intelligent in the fields he taught.

This campus is built around poor Alabama students that exemplify apathy.

Apathy. My high school was as intellectually challenging.

I learned a lot during my time here.

The University was what I expected college to be.

Having visited other university campuses it is safe to say that UA is far behind SOME of them intellectually but, on the other hand, is far AHEAD of others. That is why I would consider the intellectual environment here to be average.

Compared to a few individuals I associate with or know about.

The Psych Dept. strongly encourages research and its applications.

You can immerse yourself in the intellectual part of UA with effort, but I got tired of UA's focus on football, sororities, and fraternities.

Some departments are weak- math; some have great teachers, but are too involved in research. The good teachers I have had far outweigh the bad ones.

An atmosphere of equality and prof?? I respect.

It is strong because most of the professors are widely known throughout the nation for what they do.

I was not challenged during my time here (with a few exceptions).

I think the environment is strong, however if more professors taught classes, it would be better.

Too much emphasis on football.

They do not expect much from students in many courses and homework is avoidable. I got all A's and never tried very hard.

Most professors don't seem to really care so therefore their classes aren't exactly intellectual.

This school's about football, but I'm not complaining because we did have the Bear.

Most everyone participated in classes.

This answer is not based on my experience from my first years at the University if they were my impression would be average. The graduate students that teach many of the 100-200 level courses do not do an adequate job of presenting or teaching the material.

In comparison to where I am from it is a drastic difference.

Opportunities were available!

I noticed within my major there was a strong commitment to academics but in other classes the students seemed to not care much about grades or studying.

I feel that there are many ways to express the education I have acquired here at the University and intellectual meeting groups to promote the same.

Some bad apples did get in.

Research always occurring, people involved wanting to learn.

I've encountered very well-rounded intelligent people here, but I've also met very ignorant people here.

The education I have received in the CD department has been excellent in everyway but our facilities are an embarrassment. We have one classroom for the entire program and the clinic look takes you back to the 60's.

Excellent emphasis on education, but still room for improvement.

There is a diverse group of people at UA from which you can learn many things.

The teachers seem to be very knowledgeable of their respective subjects.

Alabama is strong in some majors, but weak in others.

In the history department alone the faculty, TA's, and students are for the most part very intelligent people!

The environment encourages growth.

I feel that the environment is strong because professors often welcome debate and intellectual input.

Faculty in my major were very knowledgeable. Over half of the faculty had written their own books, etc.

I think it honestly depends on the department you are dealing with. I think that UA has a good intellectual environment when necessary, but fun and care-free are significant values here.

This response is solely based on my experiences in Biology

I feel college could have been more challenging in some areas and demand better work.

Not as much emphasis put on academics as sports on this campus.

Honors program and faculty were excellent. The overall attitude here seems, however, to be to cut class and not work too hard, so I came off V.S. down to strong.

Too much narrow mindedness keeps this University at a poor status quo.

Because of the diversity, there are many different people with many different skills which benefit the intellectual environment.

It is a good place to discuss, especially within the English major.
I think there is an increasing level of grade inflation. While attending the University of Alabama I have been fortunate to make friends that have the same interests as I, but some of who have very different opinions. I feel that UA fosters an environment where learning comes not only from intelligent and knowledgeable faculty but also from student discussions during and after classes.

The business school is a very good school as is the engineering school but CJ is where all of the ball players go and it really isn't that challenging. It also is discouraging to see athletes get preferred treatment from faculty.

I encountered many highly educated people. Curriculum not as challenging as it should be. I had a wide variety of courses and good internship experiences. Academics are encouraged, but we are a football school so athletics are often given a higher priority. I think some of the instructors are more concerned with research than they are with teaching students and it shows in the intellectual environment.

Everyone in Food and Nutrition has a profound knowledge of their field. I see a lot of motivated students and competent faculty here at UA on a daily basis. Hard to recruit faculty due to low pay. The PSC department is awful. Too many good faculty have left. There is a focus on extra-curricular activities that sometimes diminishes the intellectual environment. Most of the professors are very knowledgeable and most students want to learn. One-on-One discussion with teachers. I think my undergraduate experience has prepared me for graduate school.

Very intelligent instructors, good lesson plans: both give extraordinary attempt at making students more intelligent. There are many opportunities that fit all students’ career choices. There are stupid people, including professors at this school. The intellectual environment is non-existent compared to my H.S.

I believe this school has and provides a strong base of opportunity for a student to grow and success in their major. There is a lot of cheating that seems to go unnoticed! Not enough professors involved in experiments, or well publicized lectures. Students often care more about partying and weekend plans than the classes they are in. Few classes have captivated my attention with material presented in an interesting way. Everything is taught by a curriculum. I think we have watered down the education at the University. I know too many people who haven’t had to earn their degrees.

Things are getting better academically, but while I was here it wasn’t as in depth or organized (in Biology and Honors courses) as they are becoming. There are a number of very intelligent, yet unpretentious students at UA. However, many of the classes are conducted at a very low level. Sometimes I feel like high school was more intellectually challenging. Classrooms have an overall good environment and professors are usually asking questions to lead a discussion. Occasionally, one has a conversation with an apathetic student who is only here because of his or her parents.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 152

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<tr>
<td>[56.6]</td>
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<td>[ 7.2]</td>
<td>Fair</td>
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<td>[ 0.7]</td>
<td>Poor</td>
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Please explain your reason(s) for your answer.  N = 87

7  It has resources available for a motivated student to take advantage of.
11  I feel I learned a lot.
16  I feel that my level of education compared to other math majors across the country is competitive.
17  I spent a semester in Germany and found courses there more challenging.
20  I got out of it what I put into it (which was a lot).
28  UA has a good faculty who are interested in their students.
33  UA offers a wide spectrum of courses.
40  Same
47  It was a good experience and I believe I received the best education I could at UA.
57  Some classes helped- some there seems to be no point to- and others were very good.
60  I feel that I could have obtained better preparation for the working field. Other than that I feel that I gained a lot of knowledge.
62  The educational environment is great, nothing else is comparable.
65  Same as before- if I wasn't racist before I came here your teachers and the University's willingness to support the NAACP has made me.
73  In some areas they pushed one to learn to the best of your ability.
76  I learned a lot here at the University, however, I wish that a few things would be different with regard to my major/minor.
84  It could've been better, but it met the standards.
90  The only education I received that was acceptable was in the Music Dept with my Teacher and in the English Dept in EN 205 and 206
105 Some professors were not knowledgeable.
108 I got a decent education because I tried very hard and made it a priority
109 The education that I received overall was good; however the math and science courses are too rigorous for the short length of time that we have.
132 This school is everything a student will make of it for themselves and that is very fortunate for us if we choose to make the most of it.
135 I'm in EXD and one-on-one was tremendously helpful.
136 Excellent facilities and opportunities made the difference.
145 I believe that I have received a wonderful education here. It has been a challenge the whole way through, but I am all the more stronger because of it.
154 Even in some of my core classes I thoroughly enjoyed my learning experience.
155 My education here at UA is fairly strong; however it has not adequately prepared me for a job in music.
161 My major education could have been better.
166 I do not feel that the courses I have taken in my major have prepared me for the working world.
167 I believe my education here has been outstanding and sufficiently prepared me for graduation.
169 U of A was an interesting time and gave me every opportunity to further my knowledge.
172 The biology major is not strong in courses that require analytical thinking skills for medical skills.
178 There should be more opportunity to actually practice what you are learning. There is not enough application where you can really use what you have learned in reality scenarios.
184 My high school was more intellectually challenging.
185 Same (I learned a lot during my time here.)
I am sure that if I had gone somewhere else I might have gotten better assistance or a better atmosphere in certain areas, but overall, I am pleased with the education that I did get. I was able to learn a wide variety of skills. I believe I am prepared to enter my field upon graduation. In the psych. dept. education was excellent. Core courses were good, but grad. students and tenured professors don't always put forth maximum effort. Looking back the good outweighs the bad. Quality of the professors Because it is not just what you learn in the classroom that counts but everything else about college as well. This is a football school. It's academics are improving, but they are still not that great. I don't feel as if I have learned very much. Do not place enough emphasis on quality faculty members and facilities. I learned many things and grew generally as a person, but I really do not have advanced knowledge in my supposed subject areas. I'm proud to be graduating from UA. I learned some valuable lessons and hands-on experience. Overall the education I received was good because I feel that I have grown in knowledge since I began school. I do not think it was excellent. I consider excellent education to be the very best education offered and I think I could have experienced more. I learned a lot. Biology department was good! With a BA instead of a BFA, which is no longer offered for my major, I was forced to expand my circle of study and I think that my education is more well-rounded because of this. Sometimes I think I learned more about myself than I did academically. My Spanish has improved but courses in translation/interpretation are not offered here and that's what I want to do. I feel well prepared to start graduate school this fall. It prepared me well for graduate school by providing a well rounded base of education, especially in liberal arts. I feel that I have grown as a person both intellectually and emotionally while at UA because of my experiences. I did not mark excellent because I did not get good theology training, although it's all good. Good because I feel I increased my knowledge, but not my practical knowledge for many actual work situations. I had very good professors in the department of history. They were very knowledgeable about the material covered in class. Also, Political Science was a great interest to me because of good teachers. I've learned a good deal while here. I feel that I am prepared to embark upon any and all challenges of society. In the two years I was here I felt nothing but welcome and comfortable in my major department. Other than obvious reasons I feel much more educated and more well-rounded as a result. I have had a positive experience here and I feel my professors have properly educated me for the future. Because I wanted an education. Classes were demanding, teachers were knowledgeable. Reading materials and overall classroom experience contributed. I think my experience here has made me a well-rounded individual. I learned a great deal in one semester, but, overall, I grew very little. This may be because the earlier semesters set up a foundation for the good one. UA has prepared me for entry into law school. I feel there are some areas that are lacking such as facilities in the poli-sci department, which is my major. I am a competitive candidate for graduate school. Overall it was good. I had as many wonderful teachers as I did bad ones so they balance each other out. With only a few exceptions, I have had very capable and learned professors who have challenged me to work very hard. EC education was awesome. I think I actually (went down) in PSC knowledge. Average of the two= good. For my major, I would've wished for more courses. Also, I would've wished a more cutting-edge selection of majors (i.e., Bioinformatics, Proteomics). Own personal application not good at first. It's not Harvard.
English department is great. I know that because of the things I learned here. I will be able to get a job doing what I love in my major... Theater Designer.

Like I said in 12b most classes are pure lectures which can discourage even the best students from wanting to come. I wish I could say more instructors are obviously excited about the material they're teaching us about.

The EN department along with CW is very strong.

I wouldn't go anywhere else if I had to do it over but it could always be better.

Some classes were too crowded.

Not excellent because the resources for my education were often just not there. I believe that the University is getting better and hopefully soon academics at UA will be excellent!

I met a lot of fantastic people and lifelong friends. I learned a lot from non-academic, as well as academic endeavors.

Great atmosphere and wonderful faculty.

A student's education can be as excellent or as poor as he or she makes it.
**Question 14: Attend UA Again**

If you had to start over again, would you still choose to attend UA?  N = 152

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<td>2.6</td>
<td>Definitely not</td>
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Please explain your reason(s) for your answer.  N = 95

11 I might consider other options.
17 Financial
20 The science facilities are poor. The faculty, however, compensates.
22 Some teachers have no interest and don't want to help.
28 I feel that I received just as good an education at UA than I would have at the other colleges that I considered attending.
33 Roll Tide!
47 Experiences I had at UA, people I met, faculty who inspired me are irreplaceable.
48 Roll Tide!
57 Possibly a different major.
60 I might have gone to a school closer to home or one that had better art facilities- that had a more developed photography program.
62 The University of Alabama is a great school. I have learned many things beyond academia that will last a lifetime.
65 There is too much concentration in this state on race and the black students are the ones making the issue, but the white students are the ones taking the fall for it.
73 I enjoyed every part.
76 I like the fact that I made it here on my own, especially because I didn't know a single person here when I came. I will always cherish the friendships that I have made here.
84 Love it!
90 The only reason I would come here again is if my voice teacher who is now retired was here. HE was worth it.... thats it.
105 Location and money.
108 I would want a place where education is more important to its students.
109 I loved it.
116 Alabama is my home and the school and atmosphere are great.
128 I hate this school.
135 Home
136 It holds a special meaning to me, being an African-American over 40.
145 I would probably choose UA but my hesitation to say definitely comes from the student environment (which is sometimes to negative to bear) not the quality of my education.
154 I have really enjoyed my time here. Also, I love the CTL.
155 There are better music schools in the US that would better prepare me for a job in music.
159 I can’t imagine going anywhere else-I had a great experience.
160 I would have liked to go farther from home.
166 I attended UA because I received a Presidential Scholarship. However, if I had to start again I might choose to attend a 2-year college before coming here.
169 UA provided me a quality education at an affordable cost.
172 Other universities in the South are better able to serve my educational skills.
184 I loved the laidback atmosphere, all the opportunities, my time here growing personally (just not intellectually).
185 I enjoyed my four years attending this school.
188 Race relations are growing apart.
203 I love it here! However, if I had known the major and career choices I would end up with I might have started somewhere more suited to my needs.
206 School still in the 1960's with many issues, football is the major concern of the University, and keeping the alumni happy.
I've had a very positive experience here.
Yes, without my experiences with the psych. Dept. I wouldn't have gotten into grad school.
It was a great experience.
I may have the nerve to go off to school.
I love the University of Alabama. I grew up on it.
Scholarship money
Close to home, have friends that attend.
I have never been to another university so I wouldn’t know.
Convenience and I know I can succeed here.
I probably would. It's not too far from home. I know the area well and my mom's an alumus.
Wanted to go out of town for college.
I have enjoyed the atmosphere of the University. I have found the education to be one of the best in the State of Alabama.
I love it here.
I enjoyed my time here.
I can only say probably because my plans for after graduation have changed since I originally chose UA.
I got a decent education and had a great time doing it.
Location and education are great.
I love it here.
I enjoyed my time here
My Spanish has improved but courses in translation/interpretation are not offered here and that's what I want to do.
I have learned a lot and enjoyed every minute of it. I am staying here for graduate school because I like it and my program and teachers so much.
It has been nothing but a blessing going to school here.
Because of the hard time I had as an off-campus student. Getting instructor to call me back and answer questions.
Because I would get exposed to different kinds of teaching and people here rather than at a regular 4 year Christian University, which would have been another choice of mine.
It is the best in the state.
Definitely would attend UA because I am in state. Roll Tide Roll. However, if I had the money I would have attended UVA.
I would probably stay just because this is my home.
I feel this school is one of the best.
Education department is not as good as it should be.
Best school in the area.
It's been a wonderful experience and I feel well prepared for law school. Oh, and the scholarship was great too.
Because I have enjoyed my college experience here.
I learned more here than at both previous schools.
Tuscaloosa is a great college town that provides a productive environment that allows a student to grow in every aspect of their life. Put it this way my kids will definitely attend UA.
The University of Alabama has offered me so many opportunities that there is no way that I would trade it for anything in the world.
University of Alabama has always been a dream of mine. I would love it nothing more than for my children to be able to come here someday if they so desire.
I love UA and football and tradition. The campus is beautiful and people are great.
I would like a wider variety of courses than is available.
I love this University, the atmosphere, and the friendships I've made. It's hard to leave!
I enjoyed my experiences here.
I don't regret choosing the University of Alabama.
I've had a great experience here and have matured as both a person and as a student.
So much leadership experience and general awareness.
UA is still the most attractive option I had.
This was a good value for the money and overall it was a good experience.
Had no ties before, but am pleased overall.
Would probably choose Texas A&M.
Scholarship Money
I might have gone to a private school or a school not in the backward state of AL.
Many bad experiences with biology faculty and with chemistry department- but some good.
Not diverse enough, too many racial tensions.
Overall, my experience at the UA was a good experience. I don't regret going to the UA. Everything I've learned has become a part of who I am. To say I would go elsewhere if I could start over again is to say I would change myself.

Don't really like the South.

Scholarships

I enjoyed my experience.

It's hard to know the things that I now know as a college senior that I didn't realize as a high school senior. I think I made the best possible decision.

I had a great experience. My little brother is coming next year on my recommendation.

I love it here.

UA is an outstanding place of higher learning, but I would change how I spent my first two years here.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  \( N = 152 \)

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<tr>
<th>Percent</th>
<th>Definitively</th>
<th>Probably</th>
<th>Probably not</th>
<th>Definitely not</th>
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</thead>
<tbody>
<tr>
<td>[49.3]</td>
<td>Definitely</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>[30.9]</td>
<td>Probably</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>[15.1]</td>
<td>Probably not</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>[4.6]</td>
<td>Definitely not</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  \( N = 98 \)

11 I realized too late that it's not what I want to do.
16 I'm not certain that it will get me where I want to go, but it was a VERY good experience for me.
17 I enjoy languages.
22 I got to do what I love!
28 It prepared me well for my future career.
33 It is interesting and the faculty and staff are outstanding in CJ.
37 Law school
47 Even though the psychology program doesn't prepare you for a job experience- grad school prep was excellent.
48 I have always been interested in my major.
55 The advisors did not explain the other options to me. They just said that if you want a career in medicine to major in biology. There are so many more things that I would have majored in. I think that seniors should have the opportunity to advise incoming freshmen to let them know what they would have done differently.
57 If not it is because of the professors.
60 It is something that I enjoy.
62 My major provides me with an equal balance of healthcare and business, which is exactly what I was looking for.
65 I love politics. It's just too bad I didn't realize this until my junior year.
73 I might go into something else.
76 This is what I have always wanted to do for a career.
84 Wanted to do it since high school.
90 Singing is what I do it is what I will always do and Mr. White made all the negative things at this University vanish.
105 Interesting.
108 I would maybe choose something more practical, but I am glad for the education and cultural experiences I have had.
109 I love psychology.
116 What can you do with just an undergraduate degree in math? You have to go to grad school.
126 It did not help me advance my career choice.
132 I don't have a clue about my future, but... I had fun.
135 More than ever- my experience cemented my desire to obtain this major.
136 I'd prefer computer science, but too much math!
145 I plan to pursue a Master's degree in a business field, so I feel like I would have been better prepared if I would have had a business major- nothing against the psychology department though.
155 I enjoy music in all aspects- playing, learning, researching, teaching. This is the path I have chosen to live and the career I wish to pursue.
159 Biology is awesome!
160 I love it!!
161 Biology is the only thing I want to do.
166 I chose Political Science because I have always been interested in it. But if I had to start again I would choose a major in the business school.
169 After my junior year I took a geography course under Dr. Emplaincourt. He turned me on to geography and I would have pursued a career in meteorology.
170 I love history.
172 I have been accepted to Medical School. I chose the correct major.

Graduating Senior Survey: May 2002 Graduates  95
I would have definitely chose one of my majors, but I would have definitely not chosen the other major.

Don't like psychology, chances for employment, graduate school time anymore.

It took me 3 years to find it.

I may have chosen something that would not require graduate school.

I am going to graduate school to get my Master's in Education so I might start in Education instead of general math. However, I like the fact that I have something to "fall back on" if I am unable or unwilling to teach anymore.

I love my major.

There is nothing I'd rather do than psychology research.

Yes, I'm very passionate about psychology.

Not as much opportunity for someone in this field.

I love my major but I'm afraid that I will not be able to find a job with sufficient finances available.

We'll see when I get a job.

More job opportunities.

I'm going to law school. English and Classics helped prepare me better than other majors could.

Isn't as applicable to my field of interest as I would like for it to be.

I love theatre and the UA Theatre Department

I do not intend to pursue either of my majors.

I love poli. sci. and I think everyone should take a government course.

Not much money involved in CJ.

I find psychology very interesting so the work and study was easier since I enjoyed it.

I would choose music performance instead of music education.

Biology is what interests me.

I would probably have chosen to double-major in English and Anthro.

Although during my stay here I have changed my specialization within theater I have always known that I would major in theatre.

I enjoy my major, but I may have joined my minor to make a double major.

Great teachers

I enjoy what I learned and the professors I encountered.

I love the Spanish language and cultures.

I love what I do and I have been well prepared for the next step through excellent instruction and clinical experience.

I love the major of history.

Gives me a good background in other religions that I wouldn't have gotten at a Christian University.

I would choose a major where I could have more career choices.

History enhances ones ability to learn by comprehending readings of a political, social, economic, and personal nature through wars, movements, revolutions, etc. It greatly enhances ones ability to write well.

I want to go to law school and English is recommended as a major.

I enjoy learning about art history but I don't know if I will make a career of it.

I'm going into the AF, so I won't use my major.

Because it's what I wanted.

Still interested in the subject. It's been a wonderful experience and I feel well prepared for law school.

Oh, and the scholarship was great too.

This major assists my future goals of becoming an attorney.

I learned to think.

Being a PSC major I had the chance to develop personal relationships with my professors. They always went out of their way to help students out.

I think if I had to do it over again, I would double major in political science and marketing.

Jobs coming right out of school in the CJ field are really limited. The business school has a much stronger alumni backing as well as job base.

I wish I had gone into advertising. That is why I am going to grad school.

I will not be using my major in my career. Last summer, I decided to go to seminary.

My major is awesome. The faculty encourage students to think and formulate their own opinions.

It is very hard finding an entry level job in this major, so I'm not sure if it would be easier with another major or not.

I really enjoy psychology.

My major is not particularly marketable.

I leaned much in EC, not much in PSC.

I did not realize I was interested in computer science as well as microbiology when I enrolled.

I sort of ended up there. It's interesting but not particularly challenging.

 Incredible professors and classes
It's the field I am suited for! I love it.
The English department is quite competent and scholarly.
I have been designing and working in the theater since I was a child.
Love of government workings.
I can do hardly anything with a Biology degree right out of college. I am pre-med and Biology seemed like the best logical choice to go with. If I could do it over, though, I'd choose Nursing. Nursing would have given me practical experience.
Arts and Sciences offer's much more opportunity for diversifying the courses one takes.
Grad school is necessary to find any job in psychology.
I would probably choose a more practical major-like business.
It makes my life bright
Question 16: Reason for Attending UA

What is the primary reason you chose to attend UA?  N = 124*
(* Only students that chose a single answer)

Percent
[ 8.1] Academic Reputation
[12.9] Cost
[13.7] Family
[ 4.8] Friends came here
[ 8.9] Major/Field of Study
[19.4] Location
[17.7] Scholarship/Financial Aid
[ 1.6] Social Life
[ 6.5] Athletics
[ 6.5] Other: Please list  (see comments below)

What is the primary reason you chose to attend UA?  N = 27**
(** Students that chose two or more answers)

Frequency
[ 8] Cost
[ 8] Family
[ 1] Friends came here
[10] Major/Field of Study
[15] Location
[ 6] Scholarship/Financial Aid
[ 8] Social Life
[ 9] Athletics
[ 2] Other: Please list  (see comments below)

The following is the list of comments from the “Other” category.  N = 6

37 Followed a girl here--great decision.
40 Big Southern School
90 Ed White
135 EXD program
195 All of the above
203 The whole atmosphere
212 Crimsonette for Million Dollar Band
273 Million Dollar Band
299 ALPACT
340 External Degree
379 Football
496 Laptop!
498 To be able to work while attending school.
501 Married someone going to Law school here.
**Question 17: Participation in Clubs and Organizations**

Check all of the clubs or organizations that you participated in actively while in graduate school at UA.  N = 153

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.6</td>
<td>Student government</td>
</tr>
<tr>
<td>41.8</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>41.2</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>13.7</td>
<td>Political clubs</td>
</tr>
<tr>
<td>5.9</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>51.0</td>
<td>Honor societies</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 60

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

22 Dance team captain
37 In my fraternity
40 SGA Senator, Pre-Law President
41 Yes, SGA, Kappa Delta, Phi Delta Theta
47 Office in Psi Chi
60 Treasurer 2 years for Alabama Crew Team
105 Committee Chairman for Pre-Law
108 Historian and Vice-President of Alpha Psi Omega, the theatre honor society
114 Secretary, Anthropology Club
155 I held the office of corresponding secretary and sergeant-of-arms in my sorority.
159 Historian in the Honors Program Student Association, Logistics officer for the crew team.
170 Treasurer of college Democrats
172 Honor societies, academic clubs
178 I have held offices in just about every organization that I belong to.
184 Vice President, Secretary, etc.
185 Secretary of service organization
202 American College of Healthcare Executives
203 Baptist Campus Ministries- I served on the leadership council for three years.
222 Many
227 Student Government
237 Highlands RHA- VP
248 In several of them
284 In sorority
297 Admissions Chair in Independent Honor’s Society.
299 Treasurer in Alpha Psi Omega, theatre honorary
329 Afro-American Gospel Choir
337 SGA Senate, press secretary, chief of staff; fraternity-treasurer, scholarship chairman, fraternity educator
347 Leader of ministry team at church
383 Membership chair, Board member
441 Lobby Board Representative Chair- SGA, V.P.- Pre law Students Association
444 Vice President of Kappa Sigma various chair positions and Grand Master of Ceremonies of Kappa Sigma
446 Sorority, extracurricular clubs
457 Chief of Staff SGA; SGA Senator for the College of Arts & Sciences; President Blue Key National Honor Society; President Cardinal Key Honor Society; Held offices in my sorority
458 Womens Honors Program; Phi Eta Sigma; AED
462 Arts & Sciences SGA, Community Service and Alumni Chairman
477 Social Chair in NSCS Honor Society
478 SGA- VP External Affairs, Alpha Delta Pi- President
Leadership team in RUF
President, Psi Chi Honor Society
Secretary in Sigma Tau Delta English Honorary
Social Chair, New member Director
Golden Key
Treasurer, Speakers Chair
President of the Alabama Environmental Council, various other offices.
Various editor positions at the newspaper.
Vice President of Alpha Phi Omega(Theatre Honor Fraternity)
Treasurer - Theta Alpha Kappa

Question 18: Loan Amount

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  N = 149

Percent
[47.7] $0
[4.7] $1 - $4,999
[7.4] $5,000 - $9,999
[6.7] $10,000 - $14,999
[8.7] $15,000 - $19,999
[8.1] $20,000 - $24,999
[4.7] $25,000 - $29,999
[2.7] $30,000 - $39,999
[1.3] $40,000 or more
[8.1] Unable to estimate the amount
### Question 19: Work Status Throughout College

Generally, what was your work status throughout college?
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[148]</td>
<td>[ 4.1]</td>
<td>[14.2]</td>
<td>[ 5.4]</td>
<td>[20.9]</td>
<td>[55.4]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[142]</td>
<td>[ 3.5]</td>
<td>[23.2]</td>
<td>[ 8.5]</td>
<td>[27.5]</td>
<td>[37.3]</td>
</tr>
<tr>
<td>Junior</td>
<td>[145]</td>
<td>[ 3.4]</td>
<td>[26.9]</td>
<td>[ 9.0]</td>
<td>[26.2]</td>
<td>[34.5]</td>
</tr>
<tr>
<td>Senior</td>
<td>[145]</td>
<td>[ 4.1]</td>
<td>[27.6]</td>
<td>[ 7.6]</td>
<td>[26.2]</td>
<td>[34.5]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?
(Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[ 0]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[ 3]</td>
<td>[ 1 ]</td>
<td>[ 2 ]</td>
<td>[ 0 ]</td>
<td>[ 3 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Junior</td>
<td>[ 5]</td>
<td>[ 1 ]</td>
<td>[ 4 ]</td>
<td>[ 0 ]</td>
<td>[ 5 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Senior</td>
<td>[ 5]</td>
<td>[ 1 ]</td>
<td>[ 4 ]</td>
<td>[ 0 ]</td>
<td>[ 5 ]</td>
<td>[ 0 ]</td>
</tr>
</tbody>
</table>
**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one) N = 137*  
(* Only students that chose a single answer)

Percent
- [48.2] Preparation for a job/career
- [43.1] Preparation for graduate study
- [ 2.2] Family expectations
- [ 6.6] Other: *(see comments below)*

What was your primary objective for attending college? (Check one) N = 14**  
(** Students that chose two or more answers)

Frequency
- [11] Preparation for a job/career
- [10] Preparation for graduate study
- [ 6] Family expectations
- [ 2] Other: *(see comments below)*

The following is the list of comments from the “Other” category. N = 11

- [ 7] Education
- [132] Track scholarship
- [212] Preparation for Job and to twirl on the college level
- [277] Law School
- [341] Prep for professional school
- [409] To return to my community as a MD and give them affordable health care
- [412] Commission in Air Force
- [454] My expectations
- [495] Military Obligation
- [499] To learn
- [513] Get professional fulfillment through education.
Question 21: Initiated Job Search

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 149

Percent
[ 4.0]  Less than one month
[ 5.4]  1-2 months
[10.7]  3-5 months
[ 8.7]  6-8 months
[ 6.7]  9-11 months
[ 6.0]  One year
[14.8]  More than a year
[43.6]  I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 118) 31 students also completed it a month later in April or early-May. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 152

Percent
[13.2] I do not know yet
[  3.3] I have accepted a job related to my field of study
[  1.3] I have accepted a job not related to my field of study
[  2.6] I plan to continue in my current position
[50.0] I will be going to a graduate or professional school full-time next year: What school? (see comments below)
[  2.6] I will be going to a graduate or professional school part-time next year and working part-time: What school? (see comments below)
[  2.6] I will take more undergraduate courses
[17.1] I am still seeking employment
[  0.0] I am not currently seeking employment and do not plan to attend school next year
[  2.0] I am entering military service
[  5.3] Other (see comments below)

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?

20 UAB
28 UA School of Medicine
33 University of Mississippi Law
41 UAB
47 University of Tennessee?
48 Auburn University
93 University of Alabama
105 Cumberland School of Law
106 UAB
116 University of Alabama
124 University of Alabama
136 University of Alabama
145 Georgia State
159 UA School of Medicine
167 University of Alabama
172 University of South Alabama

178 probably University of Alabama
185 UA Tuscaloosa
202 UAB
203 University of Alabama
208 Alabama, SC, or Tufts
211 UNC-Chapel Hill
222 UAB
230 University of Alabama
248 University of Alabama
256 UASOM
284 Cumberland School of
284 Cumberland School of
284 Cumberland School of
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284 Cumberland School of
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368 UA Law School
409 U of A, UAB med., USA
413 University of Alabama
435 University of Alabama
436 Beeson Divinity School
439 Mississippi College Law
446 UA or Cumberland Law
457 UAB Medical School
463 University of Alabama
477 Tulane or LSU
489 Covenant Theological
499 Hopefully UT
514 University of Alabama
515 Mississippi College
529 New Orleans Baptist

I will be going to a graduate or professional school part-time next year and working part-time:
What school?

295 Alabama
500 The Makeup Designery
Other

21 Work in family business
23 I plan to enter a graduate program, but I don't know where or when.
32 Trying to decide b/t options
76 I'm going to take some time off before I go back to graduate school, while at the same time working in a position not currently known.
257 I am adopting a child and I cannot work for the next few years after adoption.
317 Going to NJ to participate in a teaching program.
407 Travel
416 Have four job offers, not yet decided.
462 Attending Seminary after working outside my major for one year.
501 Will go to med school after taking a year off.
513 Work a year then grad school
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.  (Note: number in parentheses indicates number of references.)

Name of organization:

US Army
US Air Force (2)
University of Alabama (2)
Unto These Hills
Tuscaloosa City Schools Board of Education
Southtrust Bank
SIAS University
Office of Archaeological Services/Research
Lange Simpson Robinson & Someriele
Harvey's Restaurant
Guthries Restaurant
Foodland
Dycare Lab
Athletic Field Supply

Location - City & State:

Xinzheng, China
Tuscaloosa, AL (6)
Moundville, AL
Montgomery, AL
Leeds, AL
Hueytown, AL
Cherokee, NC
Birmingham, AL

Job title:

Toxicology Dept. Analyst
Teller
Sorter/Stocker
Server/Waitress
Secretary
Sales
Paralegal
Lab-Tech
Interlibrary Loan Coordinator
English Teacher

District Supervisor
Cultural Resources Aide
Costumer/Actor
2nd Lieutenant
1st Lieutenant

Job field (e.g., PR, environment, consulting):

Theatre
Teaching
Sales
Resturant
Nuclear, Biological, Chemical Warfare
Management

Library Services
Law
Banking
Aviation
Archaeology

Your annual salary, not including bonuses:

40,000 (3)  30,000  9,900
39,000  16,000  $5,000-$10,000 part time
35,000  13,000  $2.13/hr. plus tips
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 3] Career Center</td>
<td>[ 0] Fraternity or Sorority</td>
</tr>
<tr>
<td>[ 3] Faculty Member</td>
<td>[ 0] On-campus Interviews</td>
</tr>
<tr>
<td>[ 0] UA-RED</td>
<td>[ 0] Other Career Fairs</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  
N = 133

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 6.8] Alabama only</td>
<td>[27.1] Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>[78.2] Southeast USA</td>
<td>[15.0] Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>[41.4] Northeast USA</td>
<td>[25.6] Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>[21.1] Outside USA</td>
<td>[26.3] Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

**Question 26: Primary Email Address**

What is your primary email address?  
N = 139

List of providers

<table>
<thead>
<tr>
<th>List of providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL 34 HOTMAIL 24</td>
</tr>
<tr>
<td>ALABAMA 53 IWON 1</td>
</tr>
<tr>
<td>BELL SOUTH 4 MAC 1</td>
</tr>
<tr>
<td>CO3 1 MINDSPRING 1</td>
</tr>
<tr>
<td>COLLEGE CLUB 3 SIMPLECOM 1</td>
</tr>
<tr>
<td>CS 4 SPEED-RACER 1</td>
</tr>
<tr>
<td>EXCITE 1 YAHOO 10</td>
</tr>
</tbody>
</table>
Additional comments: Elaborate on anything covered or not covered in the survey.  N = 27

20  Please improve the chemistry, physics, and biology undergraduate facilities!
23  The advising process is horrible. LOTS of people know someone who ends up taking an extra semester because at the end they found out they needed more classes. This happens to many students including myself despite planning.
37  FREEBIRD!!
40  Go Bama, Roll Tide, Great School.
65  The career center is a waste of time and money for the University. They haven't helped me one bit in the last two years and the majority of my friends feel the same way. The educators interviewing was nice.
128  This survey was a waste of paper.
132  I'll miss the Crimson Tide!
136  I lost 17 credits when I changed majors. That is unjust! Those hours should have counted for something no matter which college I chose.
145  I really have only one complaint about my experience at UA concerning academics. I feel that I received poor advising which led me to make bad decisions that are affecting me now. I was not informed that I needed to get an advisor in my major.
160  I think the University of Alabama is a wonderful place and a great school. I received a great education and learned a lot about life also.
222  A&S needs to hire more people so that they are more personal and attentive.
227  UA is a great opportunity for change! Thanks
246  I do not feel it necessary to tell you whom I will be working with. It is not any of your business.
248  I really enjoyed my time here.
302  I would like to suggest that the external degree staff take more time with their off-campus students. Because, after all, we are all UA students.
340  I'm glad I'm graduating!! Hallelujah!!
352  ROLL TIDE ROLL........................
391  I do not understand why that the people in the College of Arts and Sciences are so difficult to deal with. Every time I have gone to them it seems like a major problem for them to help me. I am still waiting on them to return my phone calls from Jan.
399  Thanks for the fish!
462  The communicative disorders program has little respect on this campus. We are in the basement of Rowand-Johnson. We have approximately six working computers in our closet of a computer "lab". While students spend an entire year doing speech therapy with clients (which makes money for UA), the students earn nothing but 3 hours credit. Meanwhile, my friends in business majors were making $15+ an hour in their internships!
468  The Healthcare Management professors and department as a whole are wonderful and has been a big help to me and my college career.
473  The selections of organizations on campus need to be unbiased!
477  You did not list even half the activities here; I was an Avanti team member, a member of Bama Red Cross, The Million Dollar Band, the Homecoming Committee, the Wind Ensemble, Symphonic Band, Jazz Band, and played intramural sports.
478  Note: Ratings for questions 3,4,5 are for economics. (See the survey for ratings for PSC)
483  Parking is horrible. Business school has good facilities, but most other places are bad.
495  Dr. Gail Hasson, of Arts & Science is very rude. It would seem that since she is here to HELP students, she would not enjoy degrading them as she does. The few times I was forced to consult her, she was very rude... treating me as a subordinate not fit to be in her presence. She is very unprofessional.
517  I wish I had realized the GRE would be as difficult for me as it was. I am an incredible student but I can't get into grad school because my GRE score is too low. PLEASE make GRE prep courses part of the curriculum for grad school bound juniors and seniors. I also did not go to the Career Center early enough and now I am frantically trying to figure out a job search. PLEASE tell students who want to go to grad school that they can use the Career Center too!
Respondent Characteristics

One hundred and thirty-eight graduating students from the Culverhouse College of Commerce and Business Administration completed the instrument. Slightly over half (i.e., 72) of the respondents were female. Over three-quarters (107) of the students were White, while twenty-seven were African-American, one was an Asian-American, and three were non-resident aliens.

Students from seven majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td>18</td>
<td>MGT</td>
<td>28</td>
</tr>
<tr>
<td>FIN</td>
<td>28</td>
<td>MIS</td>
<td>15</td>
</tr>
<tr>
<td>HCMC</td>
<td>11</td>
<td>MKT</td>
<td>37</td>
</tr>
<tr>
<td>IM</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Question 2: General Knowledge, Skills, Personal Development**

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>138</td>
<td>[37.0]</td>
<td>[50.0]</td>
<td>[10.9]</td>
<td>[2.2]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Listening skills</td>
<td>138</td>
<td>[38.4]</td>
<td>[52.2]</td>
<td>[8.0]</td>
<td>[1.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>138</td>
<td>[57.2]</td>
<td>[37.7]</td>
<td>[2.9]</td>
<td>[2.2]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>138</td>
<td>[28.3]</td>
<td>[48.6]</td>
<td>[18.1]</td>
<td>[5.1]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>138</td>
<td>[26.1]</td>
<td>[52.2]</td>
<td>[18.8]</td>
<td>[1.4]</td>
<td>[1.4]</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>138</td>
<td>[65.2]</td>
<td>[29.7]</td>
<td>[4.3]</td>
<td>[0.7]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Computer skills</td>
<td>138</td>
<td>[64.5]</td>
<td>[31.2]</td>
<td>[2.2]</td>
<td>[2.2]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>138</td>
<td>[51.4]</td>
<td>[36.2]</td>
<td>[7.2]</td>
<td>[5.1]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>138</td>
<td>[63.0]</td>
<td>[31.2]</td>
<td>[4.3]</td>
<td>[1.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>138</td>
<td>[83.3]</td>
<td>[12.3]</td>
<td>[3.6]</td>
<td>[0.7]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>138</td>
<td>[58.0]</td>
<td>[32.6]</td>
<td>[7.2]</td>
<td>[2.2]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>138</td>
<td>[58.0]</td>
<td>[31.9]</td>
<td>[7.2]</td>
<td>[1.4]</td>
<td>[1.4]</td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>138</td>
<td>[46.4]</td>
<td>[32.6]</td>
<td>[14.5]</td>
<td>[4.3]</td>
<td>[2.2]</td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>138</td>
<td>[45.7]</td>
<td>[38.4]</td>
<td>[11.6]</td>
<td>[2.2]</td>
<td>[2.2]</td>
</tr>
</tbody>
</table>
**Question 3: Department and Department Faculty**

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[138]</td>
<td>[30.4]</td>
<td>[37.7]</td>
<td>[13.0]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[138]</td>
<td>[11.6]</td>
<td>[15.2]</td>
<td>[21.0]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[138]</td>
<td>[61.6]</td>
<td>[34.8]</td>
<td>[ 2.9]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[137]</td>
<td>[53.3]</td>
<td>[34.3]</td>
<td>[11.7]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[138]</td>
<td>[60.1]</td>
<td>[32.6]</td>
<td>[ 5.8]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[138]</td>
<td>[45.7]</td>
<td>[23.9]</td>
<td>[19.6]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[136]</td>
<td>[42.6]</td>
<td>[27.2]</td>
<td>[17.6]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[138]</td>
<td>[16.7]</td>
<td>[18.8]</td>
<td>[25.4]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[138]</td>
<td>[42.8]</td>
<td>[39.9]</td>
<td>[10.1]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[138]</td>
<td>[46.4]</td>
<td>[47.8]</td>
<td>[ 5.1]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[138]</td>
<td>[44.9]</td>
<td>[39.9]</td>
<td>[12.3]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>[138]</td>
<td>[ 8.0]</td>
<td>[52.2]</td>
<td>[25.4]</td>
<td>[ 2.9]</td>
<td>[11.6]</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>[138]</td>
<td>[49.3]</td>
<td>[44.2]</td>
<td>[ 5.1]</td>
<td>[ 1.4]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>[138]</td>
<td>[12.3]</td>
<td>[45.7]</td>
<td>[22.5]</td>
<td>[ 9.4]</td>
<td>[10.1]</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>[137]</td>
<td>[50.4]</td>
<td>[46.7]</td>
<td>[ 2.2]</td>
<td>[ 0.7]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>[138]</td>
<td>[47.1]</td>
<td>[36.2]</td>
<td>[13.8]</td>
<td>[ 2.2]</td>
<td>[ 0.7]</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>[138]</td>
<td>[39.1]</td>
<td>[39.1]</td>
<td>[11.6]</td>
<td>[ 0.7]</td>
<td>[ 9.4]</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>[138]</td>
<td>[43.5]</td>
<td>[34.1]</td>
<td>[13.8]</td>
<td>[ 7.2]</td>
<td>[ 1.4]</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>[138]</td>
<td>[89.1]</td>
<td>[10.1]</td>
<td>[ 0.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>[138]</td>
<td>[68.1]</td>
<td>[21.0]</td>
<td>[ 3.6]</td>
<td>[ 0.0]</td>
<td>[ 7.2]</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>[138]</td>
<td>[84.1]</td>
<td>[14.5]</td>
<td>[ 1.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
Question 6: Core Courses, Faculty, Instruction

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[136]</td>
<td>[20.6]</td>
<td>[55.1]</td>
<td>[19.1]</td>
<td>[5.1]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>[136]</td>
<td>[27.2]</td>
<td>[50.7]</td>
<td>[21.3]</td>
<td>[0.7]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>[135]</td>
<td>[33.3]</td>
<td>[39.3]</td>
<td>[25.2]</td>
<td>[2.2]</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>[136]</td>
<td>[18.4]</td>
<td>[30.9]</td>
<td>[26.5]</td>
<td>[24.3]</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>[136]</td>
<td>[23.5]</td>
<td>[43.4]</td>
<td>[29.4]</td>
<td>[3.7]</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>[134]</td>
<td>[29.9]</td>
<td>[61.9]</td>
<td>[7.5]</td>
<td>[0.7]</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>[135]</td>
<td>[22.2]</td>
<td>[44.4]</td>
<td>[27.4]</td>
<td>[5.9]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 13

2 Overall everything was fine.
35 I did not attend Alabama for these classes.
66 100 and 200 level English classes were taught by a wide variety of individuals who each had their own method of grading. There appears to be no synergy throughout all sections of a class and thus teachers require different things and grade differently.
77 Best courses- NEW212, Spring 2001 Dr. Lazer; UH101, Fall 1999, Ms. Globetti; MGT395, Spring 2001, Dr. Hilton
97 I took most of my core courses at the University of Memphis and Shelton State.
215 Transfer Student
225 The core courses provide me the opportunity to expand my knowledge base by taking classes outside my major/minor area.
287 The advising was often misleading. I have taken courses that I did not have to take to complete my program.
298 English department was by far the worst.
300 Most of my finance teachers were very knowledgeable and maybe even a few of them cared whether I did well or not. However, I feel this was not the case with either Gale Zumpano or Donna Aldinger. They were neither good teachers or cared about their students.
359 Advising in C&B is suffering from what seems to be a deficiency in the information exchange between the advisors and the departmental offices. The advisors say one thing and the department says another.

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Most core courses are okay. However, the computer courses I took through Engineering (100 & 200 level) were terrible. The faculty many times knew less than I did and they did not seem to care at all about the success of the students.

The business school has top-tier teachers and facilities.
### Question 7: Library Services

How would you evaluate library services?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>136</td>
<td>[42.6]</td>
<td>[41.2]</td>
<td>[9.6]</td>
<td>[2.9]</td>
<td>[3.7]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>136</td>
<td>[33.1]</td>
<td>[42.6]</td>
<td>[15.4]</td>
<td>[1.5]</td>
<td>[7.4]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>136</td>
<td>[49.3]</td>
<td>[40.4]</td>
<td>[4.4]</td>
<td>[0.7]</td>
<td>[5.1]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>136</td>
<td>[43.4]</td>
<td>[44.9]</td>
<td>[5.9]</td>
<td>[0.0]</td>
<td>[5.9]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>136</td>
<td>[54.4]</td>
<td>[30.9]</td>
<td>[5.9]</td>
<td>[1.5]</td>
<td>[7.4]</td>
</tr>
</tbody>
</table>

### Question 8: Technology Services

How would you evaluate technology services?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>138</td>
<td>[71.7]</td>
<td>[23.2]</td>
<td>[2.2]</td>
<td>[2.2]</td>
<td>[0.7]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>138</td>
<td>[52.2]</td>
<td>[39.1]</td>
<td>[6.5]</td>
<td>[1.4]</td>
<td>[0.7]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>138</td>
<td>[39.9]</td>
<td>[42.0]</td>
<td>[13.0]</td>
<td>[0.7]</td>
<td>[4.3]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>138</td>
<td>[65.2]</td>
<td>[29.0]</td>
<td>[4.3]</td>
<td>[0.7]</td>
<td>[0.7]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>138</td>
<td>[35.5]</td>
<td>[41.3]</td>
<td>[15.2]</td>
<td>[3.6]</td>
<td>[4.3]</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 112
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>[137]</td>
<td>[25.5]</td>
<td>[56.9]</td>
<td>[12.4]</td>
<td>[ 3.6]</td>
<td>[ 1.5]</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>[137]</td>
<td>[18.2]</td>
<td>[35.8]</td>
<td>[16.8]</td>
<td>[ 2.9]</td>
<td>[26.3]</td>
</tr>
<tr>
<td>Campus food services</td>
<td>[138]</td>
<td>[16.7]</td>
<td>[55.1]</td>
<td>[19.6]</td>
<td>[ 2.9]</td>
<td>[ 5.8]</td>
</tr>
<tr>
<td>Supply store services</td>
<td>[138]</td>
<td>[27.5]</td>
<td>[52.9]</td>
<td>[15.2]</td>
<td>[ 2.2]</td>
<td>[ 2.2]</td>
</tr>
<tr>
<td>Campus health services</td>
<td>[138]</td>
<td>[18.1]</td>
<td>[40.6]</td>
<td>[15.2]</td>
<td>[ 9.4]</td>
<td>[16.7]</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>[137]</td>
<td>[ 9.5]</td>
<td>[23.4]</td>
<td>[ 5.8]</td>
<td>[ 1.5]</td>
<td>[59.9]</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>[138]</td>
<td>[23.9]</td>
<td>[51.4]</td>
<td>[15.2]</td>
<td>[ 2.2]</td>
<td>[ 7.2]</td>
</tr>
<tr>
<td>University Career Center</td>
<td>[138]</td>
<td>[26.8]</td>
<td>[46.4]</td>
<td>[10.1]</td>
<td>[ 6.5]</td>
<td>[10.1]</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>[137]</td>
<td>[ 2.9]</td>
<td>[ 5.8]</td>
<td>[ 2.9]</td>
<td>[ 0.0]</td>
<td>[88.3]</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>[137]</td>
<td>[ 7.3]</td>
<td>[21.2]</td>
<td>[14.6]</td>
<td>[ 5.1]</td>
<td>[51.8]</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>[138]</td>
<td>[23.9]</td>
<td>[40.6]</td>
<td>[13.0]</td>
<td>[ 5.1]</td>
<td>[17.4]</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>[138]</td>
<td>[24.6]</td>
<td>[44.9]</td>
<td>[12.3]</td>
<td>[ 4.3]</td>
<td>[13.8]</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>[138]</td>
<td>[16.7]</td>
<td>[32.6]</td>
<td>[21.7]</td>
<td>[ 5.1]</td>
<td>[23.9]</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>[138]</td>
<td>[28.3]</td>
<td>[39.9]</td>
<td>[19.6]</td>
<td>[ 4.3]</td>
<td>[ 8.0]</td>
</tr>
</tbody>
</table>
Additional comments on the offices, services, and opportunities. N = 2

2  Don't know that much
36  Needs to be more diversified.
97  For financial aid services, many of the staff couldn't relate to problems/situations. Couldn't really help.
115  Plenty
262  Excellent V.A. Representative (Tyrone Travis)
298  Housing needs to learn some basic customer service principles, like all reported maintenance problems get fixed within 24 hours. SGA needs to raise travel limit for student organizations from $700 to something a little more reasonable.
359  For myself, the Financial Aid process at the beginning of every fall semester never ran smoothly.
388  Should be able to register online.
425  Career Center is a joke. Poor company turnout at career fairs- hardly anything in my field.
Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 137

<table>
<thead>
<tr>
<th>Percent</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>I did not participate in any of those activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[28.5]</td>
<td>[20.4]</td>
<td>[2.2]</td>
<td>[2.2]</td>
<td>[46.7]</td>
</tr>
</tbody>
</table>

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education:  N = 50

Gooner, Rich (12)  Taylor, Mary Jane (2)  Hartman, Michael
Strickland, Lonnie (12)  Barrett, ???  Hill, John
Crown, Deborah (8)  Barstow, Lori  Lazer, Hank
Dulek, Ronald (8)  Beatty, Sharon  Leathers, Charles
Hale, David (8)  Brady, Ashley  Little, Michael
Foster, Lawrence (6)  Bunn, Michele  Mittenthal, Joan
Salter, Lawrence (5)  Cano, Jose  Moore, Cynthia
Hilton, Chadwick (4)  Cargile, Barney  Morgan, Jacqueline
Hosmer, LaRue (4)  Cordes, David  Motes, William
Phillips, Lisa (4)  Dakhlia, Sami  Randall, Catharine
Savage, Grant (4)  Davis, Jullet  Schuber, Ana
Allaway, Buster (3)  Davis, Lenita  Sharpe, Shane
Dugan, Michael (3)  Domino, Kathleen  Smykla, John
Evans-Freeman, Hazel (3)  Downs, Thomas  Stone, Mary
Johnson, Diane (3)  Dulek, Ron  Truitt, Janet
Taylor, Gary (3)  Ellinger, Alex  Williams, Eric
Brooks, Robert (2)  Evans-Young, Darren  Zito, Brandy
Davidson, Sandy (2)  Globetti, Elaine
Hale, Joanne (2)  Groff, Stephen

(Note: number in parentheses indicates number of references. Also, eight students listed two individuals, and three students listed three individuals.)
**Question 12: Overall UA Intellectual Environment**

All things considered, how would you characterize the intellectual environment at UA?  N = 138

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[22.5]</td>
<td>Very strong</td>
</tr>
<tr>
<td>[53.6]</td>
<td>Strong</td>
</tr>
<tr>
<td>[21.7]</td>
<td>Average</td>
</tr>
<tr>
<td>[ 2.2]</td>
<td>Weak</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Very Weak</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 79

2   UA is a wonderful school and has a good education system for everybody.
4   I feel that it is strong but not the strongest it could be.
10  Some teachers had no clue how to teach.
15  Too broad- some very intelligent, some not.
21  Everyone was intellectual in their own different ways.
29  I believe that I was challenged throughout my career at UA. I was pushed to work at the best of my ability.
36  Could have been a lot better.
42  Professors in major were very knowledgeable.
43  The school revolves around education!
45  Half are smart and half are not.
66  Students are unwilling to broaden horizons and push personal limits. It may be a function of the South but students seem unwilling to take an intellectual step forward. I believe the staff is comprised of an amazing group of intellectual minds.
77  A few very strong professors, but not a majority.
80  No Competition, I had a 4.0 and felt weird.
97  I thought UA was a challenging experience. I am proud to say I attended the U of A business school.
100 U of A is a football party school.
102 Just because people can acquire degrees, doesn't automatically make them educated!!
111 Students seem to care very little about learning anything that does not pertain to the classroom. I hate hearing the question “are you reading that book for school?” Why are some students amazed that people actually read out of a passion for learning.
119 We have some of the top professors and classes in the nation.
127 By the teacher's expectations
131 The structure of the physical, well-maintained classrooms, and the serious nature of the teachers.
137 Students seem to care very little about learning anything that does not pertain to the classroom. I hate hearing the question “are you reading that book for school?” Why are some students amazed that people actually read out of a passion for learning.
141 Very diverse and well-trained faculty.
152 UA is a football party school. I don't think academic standards are high enough.
156 It was good.
164 The classes are interesting and intellectual.
173 It was very educational.
175 It was very strong in my major but outside of the business school nobody seemed to care about school.
181 Very challenging, yet rewarding.
183 I have been challenged and rewarded with a fantastic job b/c of my success at UA.
187 In many of my classes the class average was high B's.
195 Students and faculty can both communicate at multiple levels of abstraction; most people are well-rounded.
207 There is always room for improvement, but the learning environment is very strong.
215 My professors in my major are very capable and knowledgeable in my field
225 Overall, I believe that UA has a strong intellectual environment, but it could be enhanced.
236 The students “just wanting to get by” frequently over shadow those truly wishing to learn. This is especially true of the lower division classes.
The business school here is difficult. The teachers expect a lot from their students.

The intellectual environment at UA is strong because most students are concerned with their future and therefore try to do as well as they can throughout their college career.

Safe and clean environment.

It's above average but not that hard.

There are people of all levels of intellect here.

You have multiple and various groups of people who are different in their capabilities and intelligence.

The University has employed some intellectual people, which in turn gives the student a great education.

There are various opportunities at this university for anyone to do what he or she truly sets his or her mind too.

Projects, atmosphere, attitude, people.

Too many 300-level courses are really 100-level introductory courses in disguise (Management, Marketing, all CS service courses)

The teachers seem to know what they are talking about. Just some of those teachers don't know how to teach.

Teachers are well rounded and provide worldly educations.

Teachers mainly focused on research, most could care less about the students. The GTA's are there to inflate their own ego instead of actually teaching. Please find a way to get Math teachers that actually understand AND can speak English.

There is a lot of cheating on this campus.

I feel that most University students are very intelligent as are the professors.

Most instructors seem very knowledgeable about their field. However, I do not prefer to be taught by a graduate student.

People that attend the University usually have much intellect.

The students in my major are very intelligent and I feel challenged by them. However, most of the University students I have spent time around do not provide what I would call a very intellectual environment. I would say it is about average.

Too many TAs, too many large classrooms (100+ students), not enough student-teacher interaction.

There are some very dumb people on this campus.

Compared to the few other institutions of higher learning that I have visited the Capstone seems to be about the same as most others.

Very competitive, intelligent staff and students.

Most courses were challenging allowing me to explore opinions and subjects I never studied before.

The environment on campus is so varied--international students, different majors, array of interests and activities. There is a strong environment to grow and learn.

Some don't care, but most do.

I feel that academics at Alabama could be stronger rather than the social aspects.

Everyone in my classes were there because they wanted to be there, so everyone was there to learn.

Surrounded by good staff and students.

High expectations from faculty.

Just overall people seem average.

Majority of students are not serious about learning, more interested in Greek life. Faculty as a whole is very tough to communicate with- unyielding.

Those who are driven by the faculty to do well

Everyone was very involved in class work, and I was surrounded by smart people.

Good Faculty

Not the best, but pretty strong.

There are a number of incredibly bright people that both attend and teach classes at UA.

I would not consider the intellectual environment to be strong at UA just because the entire campus is not necessarily at the caliber of people and facilities that I have exposed to in the business school.

The standards of excellence are established upon arrival and reinforced in every class

He is very smart. He will help me with any other economic problems, even though they are not in his field. He takes a genuine interest in the well being of his students.

The "party school" label has a negative impact on UA's intellectual environment. Get rid of the Greek system and UA will lose the "party school" label. I know it's not that simple.

My experience here has been challenging, and as a result I have learned a lot. The general environment is one of high standards.

Intellect is not the main focus on this campus.

I feel proud just to be in college competing with people who had excelled in high school.

This school places a lot of emphasis on sports. This sometimes seems to supercede the academics.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 138

<table>
<thead>
<tr>
<th>Percent</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.9</td>
<td>Excellent</td>
</tr>
<tr>
<td>44.2</td>
<td>Good</td>
</tr>
<tr>
<td>2.9</td>
<td>Fair</td>
</tr>
<tr>
<td>0.0</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 79

2 Good community, good education.
4 I feel I learned a lot and will grow tremendously because of it.
15 Excellent for a state school.
18 It's not known for education
21 It was good but it could have been better.
29 I am very pleased with the education I received. I believe I have learned as much as possible here at UA.
32 I really like the learning environment and field experience within the business school. Also, I have had several teachers who have helped me tremendously in my education within the business school
36 It was a good education, yet not the best I believe. A lot of unnecessary classes.
42 Developed full skill set
43 I think my overall education has prepared me for the real world.
45 I learned a lot over the years.
61 High economic value (bang for the buck)
66 Lower level classes were subjective and very general. Excellent professors in 300 and 400 level courses taught me many things.
80 Some classes were lacking
100 I chose to take academic opportunities to further my educational experience. I had a great college experience.
102 I'm a lot smarter than when I came here.
111 It was a good education, but I think teachers could have done a better job teaching and not just giving work.
115 It prepared me for real life.
119 I love Bama.
127 I feel my money was well spent.
131 I enjoyed the knowledge and experience I gained in my finance classes.
137 The professors that have taught me have been good and if a student is willing to learn on his or her own the UA can facilitate that process.
149 You receive a diverse, analytical process.
156 I liked it a lot.
173 It seemed like the best education for the dollar.
175 I have learned more about business than ever thought. But core classes did not teach me anymore than that of high school.
183 My education has adequately prepared me for my job.
186 I feel that I couldn't have learned more about both my studies and myself.
187 I feel educated enough to pursue a successful career in my field.
195 Learned as much in class as I did out of class; it was a true growth experience.
215 Same (My professors in my major are very capable and knowledgeable in my field.)
225 I was exposed to many different things and people. The skills I have developed (communication, analytical, etc.) here I will use the rest of my life.
236 It was a well-rounded educational experience, but C&BA faculty lacked diversity.
258 Most of my professors had great experience in their field and had real life things to relate what our textbooks displayed.
264 You live and learn and the education here will help me later in life.
It's good but not Harvard.

It has prepared me for the next step in my life.

I feel more confident in myself and in my ability to succeed.

I could not have received the best education from the school. From the school, to the people, to the staff.

All courses taken have helped me to prepare for the "real world."

It's not on par with other institutions concerned with students future.

I had some good professors at the 100/200 level (and some at the 300 level) but most of the ones I had at the 300 level and above while quite knowledgeable about their fields don't teach very well.

It could have been better.

I feel some of my courses could have been different

See comments above. I'm glad I was in C&BA based on the teachers in other areas.

I feel that I got excellent training for the real world that I am about to enter.

I feel that I have learned a lot and that I am prepared to find a job.

UA is known for its excellent business school and I feel I have learned a great deal about my major. I feel confident that I have received a good education.

If teachers would take more time with their students, it would probably benefit better.

Good learning environment.

I feel like the education I acquired here has prepared me well for a job in my career.

I learned about things both inside and outside the classroom.

I had to teach myself and learn to do things on my own.

For the most part, classes and instructors were very good. Some class sizes were too big at times.

Two of my classmates and I were recently invited to a second round of interviews with a company. There were five other recruits invited from Auburn and we were all competing for one position. We blew away the competition in the interviews.

Feel confidence in entering business environment.

There are some problems with graduate students' abilities to teach courses. They are well-educated but many times lack teaching skills.

I learned so many things in and out of the classroom through involvement in many activities--experience is the best education.

Business degree is excellent from UA.

It was fair and effective.

I feel I have a good education, however, there is always room for improvement.

I don't remember having a class that I didn't learn something new.

College was a joke for 80% of my classes.

Acct. Dept. is excellent. Hard, but you learn so much useful info.

Hard work and detailed analysis from faculty.

I have learned a lot which will help me in my future career plans. I know my degree here is worth something.

I went to college to be taught by professors, not TA's and Ph.D. students who have never taught before. Some classes were so easy it was a waste of time/money. Felt many classmates' goals were different than mine and the instructors.

Major education was great, but core material classes were marginal.

Great school. I had a really good experience.

Overall Good, Excellent in C&BA, O.K. everywhere else.

Much smarter than I was four years ago.

The overall experience was great. The mixture of academics and social life was perfect.

I did not rate my overall education as excellent because I feel there is always room for improvement when it comes to education.

I wouldn't ask for anything better.

I did not learn that much but many people are saying that most graduates everywhere feel that way--who knows.

C&BA has the best professors, facilities, and opportunities to learn. I started my college career in A&S. C&BA is heads above A&S, almost incomparable.

I have learned a lot. However, most of what I have learned that I didn't already know or wanted to know was in my upper 300 level classes.

The business school is the best part of UA.

Education is what you make of it. I believe that if you are in the mindset to receive a good education you will - even at a school not noted for its high academic standards.
Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 138

Percent
[55.1]  Definitely
[36.2]  Probably
[  6.5]  Probably not
[  2.2]  Definitely not

Please explain your reason(s) for your answer.  N = 77

2  I believe I learned everything here.
4  I loved every minute of it.
15  The University and the town provide lots of opportunities for students.
21  I had fun.
29  I would not change my choice to attend UA.
35  Business school is great.
36  Because of the faculty and staff seeming to care less about students, plus racism.
43  I met the man of my dreams here.
45  I love this University.
61  see 13b (High economic value (bang for the buck))
66  I think I would have enjoyed an environment (University and town) that had more offerings.
80  People, Scholarships.
97  Great tradition, great business school.  Transferred from U of Memphis.
100  I had a great time here, but think that I also could have been happy at other places.
102  I refuse to.
111  No reason
115  I love UA.
119  It has been a rewarding experience.
127  I hate the racism and poor minority representation in SGA and honor societies though.
131  It was a great experience.
137  I am from Tuscaloosa, and I wish I had gone somewhere else to gain another perspective.
141  I love the school, but the only reason I may not is to branch out and leave Alabama.
146  My experience at UA has helped me all around.
149  No better school.
156  It was fun.
164  I love it here.
173  It has a good Marketing faculty.
175  I loved the environment overall, but I needed more emphasis on the education side early on.
183  I have enjoyed my duration here more than I could have imagined
186  I have enjoyed my time here.
187  I enjoy the atmosphere, especially our sports.
225  I have received a great education.
244  I am a huge Tennessee fan, but the business school here is better so that is why I came here to begin
with.
258  My experience here has been wonderful as far as academics go, but this campus is NOT friendly at
all.  If students have connections they can get out of almost anything here and it's unfair to those who don't
have connections, athletes especially.
264  Now that I know what I should have done to be better I might start over here.
268  I like every aspect of life in this school.
269  Because of the positive experience I had here.
280  Great experience.
282  The business school is by far the best I could have asked for.
287  The greatest experience of my life.
294  Tradition
298  Major drop off in instructional quality as described in 13b.
300  I would have rather gone to a private school where the faculty seems interested and even concerned
with the well-being of their students.
I may have more of a social life at another university.

Quality of education was only a part of the whole decision I made in picking UA.

I think this is a great university.

I had a great four years at the University and would have never envisioned myself anywhere else.

It is a good school and close to my home.

I have had a great experience.

I had fun, enjoyed meeting the people I did, going to football games, and got a good education at the same time.

I love the campus and classes.

Other offers from schools, chance to get a different style of education.

The tradition and feeling of inclusion while attending the University made up for everything else.

Close to home.

I would attend a better academic school.

Due to out-of-state tuition I am now over $40,000 in debt.

I love the University as a whole.

I don't regret a minute I spent here!

Because it was a good experience.

I have enjoyed my time here and would not change it.

There is nowhere else I would want to go.

Who knows?

Greek system too strong and unfriendly.

Good Acct. school.

Love the faculty and their work.

I have always wanted to go here and the quality of education in the business school is great.

I went to college to be taught by professors, not TA's and Ph.D. students who have never taught before. Some classes were so easy it was a waste of time/money. Felt many classmates' goals were different than mine and the instructors'. Also, I didn't know how dominating Greeks were on campus life. I was accepted to Florida and wish I went there for prestige and more open-minded atmosphere.

I love this school.

Enjoyed it here.

Could be smarter though.

Never have wanted to go anywhere else and still would not.

I have truly enjoyed my four years here and would not have it any other way.

I have enjoyed everything at UA.

I would have gone to a small private school. Where the faculty want you to succeed and you are afforded more opportunity with internships, etc.

The MIS program is #4 in the country. The Business School is one of the top in the country.

I've for the most part enjoyed my experience here.

I've had a great experience and wouldn't want to change it.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 138

Percent
[48.6] Definitely
[31.9] Probably
[14.5] Probably not
[  5.1] Definitely not

Please explain your reason(s) for your answer.  N = 78

2  Management is my major and I'm fine with what I learned here.
4  Would consider education more.
15  Marketing came easily to me and computer science will always be valuable.
21  Business is my life.
29  I love my major and would not change it.
35  Boring/common sense
36  I still like accounting regardless
43  I like marketing.
45  I wouldn't mind exploring something knew.
66  Excellent instructors
77  Very proactive
80  Love it.
96  Market is down.
97  Very interesting, learned a lot about my major which made me even more interested in MKT.
100 I think that I would have been satisfied with several different majors.
102 If you really want to know this then ask me personally.  I've been robbed of much of my college experience by the MIS program.
115 Finance has so many opportunities, but the jobs also accept other majors- so I'm competing with all business majors.
119 I love my marketing classes and teachers.
127 I learned everything I expected plus more.
131 I would love to know about several majors in depth.
137 This is hard to evaluate.  Accounting has been a wonderful major, but I may choose something in the liberal arts if I had the decision to make again.
141 Too broad while trying to choose a career.
142 Something tougher
149 It is not for me.
156 It was inapplicable but easy.
164 There are many other interesting majors.
173 I'm still unsure of what it has to offer.
175 Accounting is a steady and ever-developing field.  I have completed an internship and have found that it was the right choice for me.
181 I like finance, but I also have interests in going to Med. School.
183 I have a job; most of my friends do not.
186 This is what I want to do.
187 I like investments.
195 Too much out-of-class work.
207 I found that I liked economics more than finance but it was too late to change.
225 I love my major.
236 I would have chosen marketing or management.  Because I am not going into a field related to my major, those fields would have been more helpful in preparing me for what I am planning to do.
244 I would probably go in to Pharmacy school, so I guess the answer to the above question about if I would choose UA or not would be no because you don't offer pharmacy.
258 Good Professors and it still allows time for a social life.
264 This major is all what I am.
268 I might have done engineering instead.
269 It is what I've always wanted to learn about.
I feel I would have not been interested in any other major.
I have always wanted to work in health care and I always will.
Would have taken up education.
I still like accounting even if I'm not entirely happy with UA's program.
I enjoy Finance, except I would not concentrate in Banking. Actually had my advisor not messed up
two years ago I would not have had to concentrate in Banking in the first place.
I'm thinking about going to law school.
I enjoyed my major but I'm sure there is something else out there that I could have enjoyed more.
I feel that my major has opened the door for me into many career opportunities.
I enjoy the finance and economic classes that I have taken.
All of the aspects of my major, I am not fully interested in.
I chose one of the most challenging majors and did well. I enjoyed the classes in my major and the
people I met.
I had a (free ride?) in engineering at another school.
Accounting is boring, difficult, and there is no payback for taking the accounting route
See 13b. (Two of my classmates and I were recently invited to a second round of interviews with a
company. There were five other recruits invited from Auburn and we were all competing for one position.
We blew away the competition in the interviews.)
I've considered education.
Good all around major for business. Also, the reputation of the business school.
I would like to have decided sooner on a major and tried to work toward a minor in advertising.
I enjoy it.
I am beginning to lose interest.
I'm very happy with my major.
Don't think I want to do finance forever.
Taking a different direction in life.
So many opportunities
Yes, I have found it to be challenging and also very interesting.
I love my major and I think the teachers did an excellent job.
No matter what job I have I'll know how to invest the money I make.
Probably would have gone into a double major with CS.
Strong major
I don't really know.
The curriculum was excellent, but I may have gone into sports broadcasting.
I feel that Accounting fits my personality.
Would possibly consider other majors
I much prefer economics. UA's finance dept. is predominantly taught as economics.
Exactly what I wanted to do. I love it!
I didn't really know what I wanted to do when I chose it, and when I finally decided that maybe I
wanted to do something else I was a 2nd semester junior.
I would have stuck with MIS at a further advanced campus.
Figured out way too late that it wasn't for me. It was too late to change, though, by the time I made
that determination.
**Question 16: Reason for Attending UA**

What is the primary reason you chose to attend UA?  N = 121*
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Reason</th>
</tr>
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<tbody>
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<td>Academic Reputation</td>
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<tr>
<td>7.4</td>
<td>Cost</td>
</tr>
<tr>
<td>13.2</td>
<td>Family</td>
</tr>
<tr>
<td>5.0</td>
<td>Friends came here</td>
</tr>
<tr>
<td>11.6</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>19.8</td>
<td>Location</td>
</tr>
<tr>
<td>10.7</td>
<td>Scholarship/Financial Aid</td>
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<td>Social Life</td>
</tr>
<tr>
<td>3.3</td>
<td>Athletics</td>
</tr>
<tr>
<td>8.3</td>
<td>Other: Please list <em>(see comments below)</em></td>
</tr>
</tbody>
</table>

What is the primary reason you chose to attend UA?  N = 17**
(** Students that chose two or more answers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Reason</th>
</tr>
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<tbody>
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<td>8</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>8</td>
<td>Cost</td>
</tr>
<tr>
<td>7</td>
<td>Family</td>
</tr>
<tr>
<td>4</td>
<td>Friends came here</td>
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<td>7</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>13</td>
<td>Location</td>
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<tr>
<td>4</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>4</td>
<td>Social Life</td>
</tr>
<tr>
<td>4</td>
<td>Athletics</td>
</tr>
<tr>
<td>2</td>
<td>Other: Please list <em>(see comments below)</em></td>
</tr>
</tbody>
</table>

The following is the list of comments from the “Other” category.  N = 12

66  I wanted to experience something new
164 Tradition, Familiarity
198 I am from Tuscaloosa and had intended to attend UGA. I found out I had cancer the summer before my freshman year and was forced to stay here for treatment. It couldn't have turned out better!
264 Seemed as though they had more interest in my becoming a student here.
349 Tradition and prestige
369 I am an adult student living in Tuscaloosa already
372 Million Dollar Band
378 Crimsonette for Million Dollar Band
380 The football team
417 because I grew up in Alabama and love the tradition and history of the U of A
470 Love for the University.
520 Disability Service
Question 17: Participation in Clubs and Organizations

Check all of the clubs or organizations that you participated in actively while in graduate school at UA. N = 138

<table>
<thead>
<tr>
<th>Club/Organization</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student government</td>
<td>15.9%</td>
</tr>
<tr>
<td>Volunteer service</td>
<td>37.7%</td>
</tr>
<tr>
<td>Academic clubs</td>
<td>43.5%</td>
</tr>
<tr>
<td>Political clubs</td>
<td>11.6%</td>
</tr>
<tr>
<td>Cultural clubs</td>
<td>7.2%</td>
</tr>
<tr>
<td>Honor societies</td>
<td>40.6%</td>
</tr>
<tr>
<td>Intercollegiate athletics</td>
<td>22.6%</td>
</tr>
<tr>
<td>Independent study/research</td>
<td>16.1%</td>
</tr>
<tr>
<td>Study abroad or overseas program</td>
<td>8.3%</td>
</tr>
<tr>
<td>Social fraternity or sorority</td>
<td>33.3%</td>
</tr>
<tr>
<td>Religious services/clubs</td>
<td>18.8%</td>
</tr>
<tr>
<td>Student newspaper/Corolla</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 42

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

- 4 Secretary
- 43 Sorority- Prez, New member Educator, Panhellenic
- 80 Several
- 115 First Baptist Church Student Ministry- Vice President Campus Crusade Leader.
- 137 President of my fraternity Alpha Tau Omega
- 141 In almost all of them
- 149 President Hall Council
- 207 AKA- President, Vice president, and Secretary
- 258 I was Co-Chair for Student Opinions Committee for SGA and I was Scholarship Chairman and Treasurer for my sorority.
- 259 3 offices
- 268 AFA- Vice President of Alumni Affairs
- 280 VP of fraternity, rush chairman for fraternity
- 298 "Intercollegiate athletics" is selected to reflect my experience playing Team Handball at the club level (President for 1.5 yrs). Was on committee in SGA for 1 yr. Held various offices in HPSA and Gamma Beta Phi.
- 308 In the American Marketing Association
- 336 Treasurer
- 372 I held a leadership position as section leader of the Crimsonettes in the Million Dollar Band
- 376 Treasurer
- 418 University of Alabama Yell Crew-Treasurer
- 440 Finance Chairman
**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  \( N = 136 \)

<table>
<thead>
<tr>
<th>Percent</th>
<th>$0</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.3</td>
<td>$1 - $4,999</td>
</tr>
<tr>
<td>2.9</td>
<td>$5,000 - $9,999</td>
</tr>
<tr>
<td>10.3</td>
<td>$10,000 - $14,999</td>
</tr>
<tr>
<td>9.6</td>
<td>$15,000 - $19,999</td>
</tr>
<tr>
<td>4.4</td>
<td>$20,000 - $24,999</td>
</tr>
<tr>
<td>2.9</td>
<td>$25,000 - $29,999</td>
</tr>
<tr>
<td>5.1</td>
<td>$30,000 - $39,999</td>
</tr>
<tr>
<td>2.9</td>
<td>$40,000 or more</td>
</tr>
<tr>
<td>5.9</td>
<td>Unable to estimate the amount</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?  
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>132</td>
<td>[1.5]</td>
<td>[9.8]</td>
<td>[6.8]</td>
<td>[21.2]</td>
<td>[60.6]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>132</td>
<td>[1.5]</td>
<td>[18.9]</td>
<td>[6.1]</td>
<td>[34.1]</td>
<td>[39.4]</td>
</tr>
<tr>
<td>Junior</td>
<td>131</td>
<td>[2.3]</td>
<td>[23.7]</td>
<td>[7.6]</td>
<td>[35.1]</td>
<td>[31.3]</td>
</tr>
<tr>
<td>Senior</td>
<td>134</td>
<td>[3.7]</td>
<td>[17.9]</td>
<td>[9.0]</td>
<td>[37.3]</td>
<td>[32.1]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?  
(Students that chose two answers)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2</td>
<td>[0]</td>
<td>[0]</td>
<td>[1]</td>
<td>[2]</td>
<td>[1]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>3</td>
<td>[0]</td>
<td>[2]</td>
<td>[2]</td>
<td>[2]</td>
<td>[0]</td>
</tr>
<tr>
<td>Junior</td>
<td>5</td>
<td>[0]</td>
<td>[5]</td>
<td>[1]</td>
<td>[4]</td>
<td>[0]</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
</tr>
</tbody>
</table>
Question 20: Objective for Attending College

What was your primary objective for attending college? (Check one)  N = 136*
(* Only students that chose a single answer)

Percent
[ 85.3] Preparation for a job/career  
[ 10.3] Preparation for graduate study  
[  2.9] Family expectations  
[  1.5] Other: (see comments below)

What was your primary objective for attending college? (Check one)  N = 2**
(** Students that chose two or more answers)

Frequency
[  2] Preparation for a job/career  
[  1] Preparation for graduate study  
[  1] Family expectations  
[  0] Other: (see comments below)

The following is the list of comments from the “Other” category.  N = 2

10  Grow up
137  Developing a life-long passion for learning

Question 21: Initiated Job Search

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 135

Percent
[  5.9] Less than one month  
[  5.2] 1-2 months  
[20.7] 3-5 months  
[23.0] 6-8 months  
[14.1] 9-11 months  
[  7.4] One year  
[13.3] More than a year  
[10.4] I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 106) twenty-nine students also completed it a month later in April or early-May. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 138

Percent
[13.8] I do not know yet
[13.8] I have accepted a job related to my field of study
[ 0.0] I have accepted a job not related to my field of study
[ 0.7] I plan to continue in my current position
[24.6] I will be going to a graduate or professional school full-time next year: What school? (see comments below)
[ 2.9] I will be going to a graduate or professional school part-time next year and working part-time: What school? (see comments below)
[ 0.0] I will take more undergraduate courses
[38.4] I am still seeking employment
[ 2.9] I am not currently seeking employment and do not plan to attend school next year
[ 0.7] I am entering military service
[ 2.2] Other (see comments below)

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year: What school?

4 University of Alabama
36 Beulah Heights Bible College
137 University of Alabama
146 UAB
175 University of Alabama
183 UA again
196 University of Alabama
215 University of Alabama
225 University of Tennessee
236 University of Alabama
259 University of Alabama
269 University of Alabama
298 Virginia Tech
325 University of Alabama
372 University of Alabama
376 University of Alabama
388 University of Alabama
425 University of Tennessee
432 University of Alabama
472 University of Alabama
474 University of Alabama
516 University of Alabama

I will be going to a graduate or professional school part-time next year and working part-time: What school?

308 Jones School of Law

Other

21 Work in family business
32 Trying to decide b/t options
416 Have four job offers, not yet decided.
**Question 23: Employer/Employment Information**

If you have accepted a job or are already employed, please give the following information.

**Name of organization:**

- AmSouth Bank
- Babies "R" Us (2)
- Ernst & Young (2)
- Exxon Mobil Corporation (2)
- Hewitt Associates (3)
- Ingram and Ingram LLC
- International Paper (2)
- Kay Jewelers
- Pepsi Bottling Group
- Procter & Gamble
- Protective Life Corporation
- Radiology Clinic (Internship)
- Randall Publishing Company
- Stockamp and Associates
- Wheless Associates

**Location - City & State:**

- Annapolis, MD
- Atlanta, GA (4)
- Birmingham, AL (5)
- Cincinnati, OH
- Houston, TX (2)
- Memphis, TN (2)
- Orlando, FL
- Philadelphia, PA
- Tuscaloosa, AL (4)

**Job title:**

- Accountant
- Accounting Assistant
- Assistant Manager (2)
- Business Analyst (3)
- Field Associate
- Financial Analyst
- Intern
- Management Associate
- Management Trainee
- Office Manager
- Programmer/Analyst
- Sales Associate/3rd. Key
- Staff - Junior Level
- Staff Accountant I
- Tech Application Support Analyst
- Technology Analyst

**Job field (e.g., PR, environment, consulting):**

- Accounting (3)
- Auditing
- Banking/Investments
- Consulting (3)
- Health Care Management
- Information Technology
- Management
- Management of Information Systems (5)
- Retail Management
- Retained Search Firm
- Sales (2)

**Your annual salary, not including bonuses:**

<table>
<thead>
<tr>
<th>Salary Range</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>57,000</td>
<td>1</td>
</tr>
<tr>
<td>52,000</td>
<td>1</td>
</tr>
<tr>
<td>&gt;$50,000</td>
<td>1</td>
</tr>
<tr>
<td>50,000</td>
<td>1</td>
</tr>
</tbody>
</table>
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Career Center</td>
</tr>
<tr>
<td>13</td>
<td>Family and Personal Friends</td>
</tr>
<tr>
<td>6</td>
<td>Résumé Referrals</td>
</tr>
<tr>
<td>12</td>
<td>Faculty Member</td>
</tr>
<tr>
<td>1</td>
<td>Employment Agency</td>
</tr>
<tr>
<td>3</td>
<td>Direct Employer Contact</td>
</tr>
<tr>
<td>1</td>
<td>Employment Agency</td>
</tr>
<tr>
<td>18</td>
<td>On-campus Interviews</td>
</tr>
<tr>
<td>12</td>
<td>Internships/Co-op</td>
</tr>
<tr>
<td>2</td>
<td>Volunteering</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  N = 135

<table>
<thead>
<tr>
<th>Percent</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.1</td>
<td>Alabama only</td>
</tr>
<tr>
<td>85.2</td>
<td>Southeast USA</td>
</tr>
<tr>
<td>28.1</td>
<td>Northeast USA</td>
</tr>
<tr>
<td>15.6</td>
<td>Outside USA</td>
</tr>
<tr>
<td>18.5</td>
<td>Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>10.4</td>
<td>Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>17.8</td>
<td>Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>17.8</td>
<td>Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

**Question 26: Primary Email Address**

What is your primary email address?  N = 124

**List of providers**

<table>
<thead>
<tr>
<th>Provider</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL</td>
<td>34</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>38</td>
</tr>
<tr>
<td>BELL SOUTH</td>
<td>1</td>
</tr>
<tr>
<td>BLACKPLANET</td>
<td>2</td>
</tr>
<tr>
<td>COLLEGE CLUB</td>
<td>1</td>
</tr>
<tr>
<td>COMCAST</td>
<td>3</td>
</tr>
<tr>
<td>CS</td>
<td>1</td>
</tr>
<tr>
<td>EARTH LINK</td>
<td>1</td>
</tr>
<tr>
<td>EXCITE</td>
<td>1</td>
</tr>
<tr>
<td>FORTUNE HITECH</td>
<td>1</td>
</tr>
<tr>
<td>HOTMAIL</td>
<td>27</td>
</tr>
<tr>
<td>JUNO</td>
<td>2</td>
</tr>
<tr>
<td>MIND MAM</td>
<td>1</td>
</tr>
<tr>
<td>MIND SPRING</td>
<td>1</td>
</tr>
<tr>
<td>MIS</td>
<td>1</td>
</tr>
<tr>
<td>MSN</td>
<td>3</td>
</tr>
<tr>
<td>SIMPLE COM</td>
<td>2</td>
</tr>
<tr>
<td>YAHOO</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 9

2    Safety: I feel safe in this campus. Poor activities for international students.
102  You shouldn't be asking some of these questions. Especially the annual salary!!
195  This survey is too long.
244  Health care management is a great field but the classes do not teach you what you will need to know for work. A billing class should be offered to help. Almost any job requires employees to know this and we learned nothing about it.
264  None. I really enjoyed myself here at the Capstone. Thanks for the years. Roll Tide!!
298  More variety of when things are offered (and not just classes)- I frequently had tests that conflicted with graduate school and career center functions. Tell Career Center to get rid of eRecruiting. It should not take so long for students to get reimbursed.
300  I would not ever consider going to Graduate school here, even though the University has a good MBA program simply because students are treated terribly at the University. Further, I would not let my children should I have some go there.
359  I sincerely hope my input is helpful in further improving this wonderful University that has made me the man I am today. My comments above are meant for only that purpose and are not intended to offend or lash out at any member of the faculty or staff.
470  This is the greatest university in the world. Nothing compares with the balance that Alabama can give. From tradition, to a beautiful campus, to great academics, and quality social life, this place is special to me.
Respondent Characteristics

Seventy-one graduating students from the College of Communication and Information Sciences completed the instrument. The overwhelming majority of the respondents were female (i.e., 55). Sixty-two of the students were White, while six were African-American. One student was Hispanic, as well as one Asian-American and one non-resident alien.

Students from five majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV</td>
<td>15</td>
</tr>
<tr>
<td>COM</td>
<td>2</td>
</tr>
<tr>
<td>JN</td>
<td>10</td>
</tr>
<tr>
<td>PURL</td>
<td>29</td>
</tr>
<tr>
<td>TCF</td>
<td>15</td>
</tr>
</tbody>
</table>
**Question 2: General Knowledge, Skills, Personal Development**

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Percent</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>71</td>
<td>[67.6]</td>
<td>[31.0]</td>
<td>[ 1.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Listening skills</td>
<td>71</td>
<td>[45.1]</td>
<td>[47.9]</td>
<td>[ 5.6]</td>
<td>[ 1.4]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Comprehension skills</td>
<td>71</td>
<td>[57.7]</td>
<td>[39.4]</td>
<td>[ 2.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>71</td>
<td>[ 7.0]</td>
<td>[29.6]</td>
<td>[42.3]</td>
<td>[21.1]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Scientific methods</td>
<td>71</td>
<td>[ 9.9]</td>
<td>[42.3]</td>
<td>[32.4]</td>
<td>[14.1]</td>
<td>[ 1.4]</td>
<td></td>
</tr>
<tr>
<td>Analytic skills</td>
<td>71</td>
<td>[46.5]</td>
<td>[40.8]</td>
<td>[ 9.9]</td>
<td>[ 1.4]</td>
<td>[ 1.4]</td>
<td></td>
</tr>
<tr>
<td>Computer skills</td>
<td>71</td>
<td>[56.3]</td>
<td>[25.4]</td>
<td>[15.5]</td>
<td>[ 2.8]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>71</td>
<td>[66.2]</td>
<td>[28.2]</td>
<td>[ 4.2]</td>
<td>[ 0.0]</td>
<td>[ 1.4]</td>
<td></td>
</tr>
<tr>
<td>Information gathering</td>
<td>71</td>
<td>[67.6]</td>
<td>[31.0]</td>
<td>[ 1.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Function as part of a</td>
<td>71</td>
<td>[67.6]</td>
<td>[29.6]</td>
<td>[ 2.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>Work with people of</td>
<td>71</td>
<td>[56.3]</td>
<td>[38.0]</td>
<td>[ 2.8]</td>
<td>[ 2.8]</td>
<td>[ 0.0]</td>
<td></td>
</tr>
<tr>
<td>diverse backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognize and acting on</td>
<td>71</td>
<td>[49.3]</td>
<td>[43.7]</td>
<td>[ 5.6]</td>
<td>[ 0.0]</td>
<td>[ 1.4]</td>
<td></td>
</tr>
<tr>
<td>ethical principals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>71</td>
<td>[47.9]</td>
<td>[29.6]</td>
<td>[15.5]</td>
<td>[ 4.2]</td>
<td>[ 2.8]</td>
<td></td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>71</td>
<td>[47.9]</td>
<td>[36.6]</td>
<td>[ 9.9]</td>
<td>[ 4.2]</td>
<td>[ 1.4]</td>
<td></td>
</tr>
</tbody>
</table>
### Question 3: Department and Department Faculty

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasion</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[71]</td>
<td>[23.9]</td>
<td>[46.5]</td>
<td>[21.1]</td>
<td>[8.5]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[71]</td>
<td>[12.7]</td>
<td>[35.2]</td>
<td>[25.4]</td>
<td>[26.8]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[71]</td>
<td>[54.9]</td>
<td>[38.0]</td>
<td>[7.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[71]</td>
<td>[71.8]</td>
<td>[25.4]</td>
<td>[1.4]</td>
<td>[1.4]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[70]</td>
<td>[75.7]</td>
<td>[21.4]</td>
<td>[2.9]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[70]</td>
<td>[60.0]</td>
<td>[28.6]</td>
<td>[5.7]</td>
<td>[5.7]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[71]</td>
<td>[62.0]</td>
<td>[19.7]</td>
<td>[12.7]</td>
<td>[5.6]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[71]</td>
<td>[29.6]</td>
<td>[35.2]</td>
<td>[21.1]</td>
<td>[14.1]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[70]</td>
<td>[52.9]</td>
<td>[40.0]</td>
<td>[2.9]</td>
<td>[4.3]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[71]</td>
<td>[52.1]</td>
<td>[39.4]</td>
<td>[8.5]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[71]</td>
<td>[67.6]</td>
<td>[23.9]</td>
<td>[8.5]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>
### Question 4: Major Courses, Faculty, Instruction, Advising

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>[70]</td>
<td>[14.3]</td>
<td>[50.0]</td>
<td>[30.0]</td>
<td>[5.7]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>[71]</td>
<td>[50.7]</td>
<td>[49.3]</td>
<td>[0.0]</td>
<td>[0.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>[69]</td>
<td>[13.0]</td>
<td>[50.7]</td>
<td>[27.5]</td>
<td>[2.9]</td>
<td>[5.8]</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>[71]</td>
<td>[52.1]</td>
<td>[45.1]</td>
<td>[2.8]</td>
<td>[0.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>[71]</td>
<td>[42.3]</td>
<td>[42.3]</td>
<td>[9.9]</td>
<td>[4.2]</td>
<td>[1.4]</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>[70]</td>
<td>[35.7]</td>
<td>[37.1]</td>
<td>[12.9]</td>
<td>[4.3]</td>
<td>[10.0]</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>[71]</td>
<td>[38.0]</td>
<td>[35.2]</td>
<td>[16.9]</td>
<td>[9.9]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>

### Question 5: Department Facilities

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>[71]</td>
<td>[38.0]</td>
<td>[47.9]</td>
<td>[12.7]</td>
<td>[1.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>[71]</td>
<td>[36.6]</td>
<td>[40.8]</td>
<td>[15.5]</td>
<td>[4.2]</td>
<td>[2.8]</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>[71]</td>
<td>[31.0]</td>
<td>[33.8]</td>
<td>[23.9]</td>
<td>[11.3]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 136
Question 6: Core Courses, Faculty, Instruction

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[19.1]</td>
<td>[66.2]</td>
<td>[14.7]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did core courses provide opportunities for you to express your ideas in writing?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[33.8]</td>
<td>[50.0]</td>
<td>[13.2]</td>
<td>[2.9]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did core courses provide opportunities for you to express your ideas orally?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67</td>
<td>[26.9]</td>
<td>[47.8]</td>
<td>[22.4]</td>
<td>[3.0]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were you unable to enroll in a core course because all sections were filled?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[32.4]</td>
<td>[32.4]</td>
<td>[23.5]</td>
<td>[11.8]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did faculty in your core courses encourage you to be an actively involved learner?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[29.4]</td>
<td>[42.6]</td>
<td>[20.6]</td>
<td>[7.4]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did faculty in your core courses give you prompt feedback?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[30.9]</td>
<td>[47.1]</td>
<td>[17.6]</td>
<td>[4.4]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did faculty in your core courses care about your academic success?</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68</td>
<td>[30.9]</td>
<td>[38.2]</td>
<td>[25.0]</td>
<td>[5.9]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 6

27 Within the major my teachers got to know me better and thus were more encouraging and caring.
54 They were pretty bad.
241 I attended a junior college before attending UA.
367 Most GTA's didn't care about the students, but sometimes they cared more than the professors, which is not good.
420 I love Dr. Bunker and communications! He was great.
464 APR322 excellent, public speaking or COM123 very poor, Media Planning very poor.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>[69]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>[69]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>[69]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>[69]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>[69]</td>
</tr>
</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Access to the Internet</td>
<td>[71]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>[71]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>[71]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>[71]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>[70]</td>
</tr>
</tbody>
</table>
Question 9: Campus Offices, Services, Opportunities

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service/Opportunity</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>[71]</td>
<td>[15.5]</td>
<td>[57.7]</td>
<td>[21.1]</td>
<td>[5.6]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>[71]</td>
<td>[19.7]</td>
<td>[32.4]</td>
<td>[9.9]</td>
<td>[1.4]</td>
<td>[36.6]</td>
</tr>
<tr>
<td>Campus food services</td>
<td>[71]</td>
<td>[22.5]</td>
<td>[52.1]</td>
<td>[19.7]</td>
<td>[2.8]</td>
<td>[2.8]</td>
</tr>
<tr>
<td>Supply store services</td>
<td>[71]</td>
<td>[31.0]</td>
<td>[53.5]</td>
<td>[15.5]</td>
<td>[0.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Campus health services</td>
<td>[71]</td>
<td>[26.8]</td>
<td>[33.8]</td>
<td>[21.1]</td>
<td>[14.1]</td>
<td>[4.2]</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>[70]</td>
<td>[17.1]</td>
<td>[18.6]</td>
<td>[5.7]</td>
<td>[1.4]</td>
<td>[57.1]</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>[71]</td>
<td>[22.5]</td>
<td>[42.3]</td>
<td>[16.9]</td>
<td>[2.8]</td>
<td>[15.5]</td>
</tr>
<tr>
<td>University Career Center</td>
<td>[71]</td>
<td>[18.3]</td>
<td>[31.0]</td>
<td>[12.7]</td>
<td>[12.7]</td>
<td>[25.4]</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>[71]</td>
<td>[4.2]</td>
<td>[9.9]</td>
<td>[0.0]</td>
<td>[0.0]</td>
<td>[85.9]</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>[71]</td>
<td>[12.7]</td>
<td>[21.1]</td>
<td>[15.5]</td>
<td>[8.5]</td>
<td>[42.3]</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>[71]</td>
<td>[23.9]</td>
<td>[43.7]</td>
<td>[14.1]</td>
<td>[1.4]</td>
<td>[16.9]</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>[71]</td>
<td>[28.2]</td>
<td>[43.7]</td>
<td>[16.9]</td>
<td>[1.4]</td>
<td>[9.9]</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>[70]</td>
<td>[28.6]</td>
<td>[30.0]</td>
<td>[24.3]</td>
<td>[2.9]</td>
<td>[14.3]</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>[71]</td>
<td>[40.8]</td>
<td>[39.4]</td>
<td>[15.5]</td>
<td>[0.0]</td>
<td>[4.2]</td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 4

27 Library should be open more on Sunday. Rec. Center too. Intramural sports are difficult to be involved in if not Greek affiliated.
54 PR skills need to be worked on. Overall education of the workers needs to be improved.
245 Everyone was helpful.
494 Need better food!
Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 71

Percent
[33.8] Excellent
[21.1] Good
[ 4.2] Fair
[ 0.0] Poor
[40.8] I did not participate in any of those activities

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education:  N = 67

Mancini, Marilyn (10)  Beidler, Philip  Oakley, Jim
Bradley, Mary Ann (5)  Braman, Sandra  Reber, Bryan
Nelson, Mark (5)  Bunker, Matthew  Shuler, Sheri
Gonzenbach, William (4)  Daria, Susan  Simon, Cassandra
McKinnon, Lori (4)  Doyle, Pam  Stovall, James
Mullins, Edward (4)  Halli, Robert  Taaffe, James
Davis, Brent (3)  Halliday, Susan  Teague, William
Gower, Karla (3)  Harris, Thomas  Thompson, Frank
Berger, Bruce (2)  Isom, Paul  Young, Robert
Bissell, Kimberly (2)  Katz, George  Dennis, Alan
Cartee, Karen (2)  Kinney, Lance  Houston, Marsha
Cooper, Caryl (2)  Little, Michael  Potter, Rob
Williams, Glenda (2)  Meissner, Dan

(Note: number in parentheses indicates number of references. Also, six students listed two individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 71

Percent
[22.5] Very strong
[53.5] Strong
[23.9] Average
[  0.0] Weak
[  0.0] Very Weak

Please explain your reason(s) for your answer.  N = 40

30 I feel that everyone is here to further their education.
31 I don't feel like I was ever extremely challenged
44 I think it is very intellectual, not only former graduates, but current students as well. It doesn't get as much credit as it deserves.
46 Not all of my classes were academically challenging. But, MANY were!
49 Not too hard, not too easy.
54 Some profs lack the knowledge to teach classes. It is hard to learn something when you know more than your teacher!
70 I think that it is a good one that promotes intellectual advancement.
83 There's always room for improvement, but I learned a lot while I was here at UA- mostly how to use my intellect to solve real problems.
85 All professors were highly educated in the Comm. Dept.
87 Not overly challenging in general, although some classes, classmates, and teachers exceeded average.
88 Lots of stereotypes and divisions between different groups on campus hurt intellectual environment.
89 Intelligent faculty and students who want to learn.
117 I believe that I received an excellent education here!
118 Most of the instructors know what they teach and most of the students are here to learn
125 I learned enough by trained professionals to get a job in journalism.
220 Too much emphasis on football.
241 Everyone that is here is focused on attending UA for the same purpose- to get an education and to better themselves. Professors carry themselves with integrity and high standards.
245 Your mind is constantly stimulated everywhere you go.
291 I feel like UA has a strong learning environment that challenges its students to learn more and do more. After going to UA I can honestly say that it has fueled my desire to continue learning new things and expanding my knowledge outside of college.
296 I gained a lot of knowledge here and feel more equipped academically to enter the 'real world'.
307 There are some people here who have no business being in college.
314 Not the very best...but not the worst.
331 While there are many intelligent people at The University there also seems to be a contingent of below average people in terms of intelligence.
346 Well educated teachers
355 The majority of students are here to learn and work well together to reach their goals.
356 It is an average campus with a variety of people.
362 All different levels, but improvement was also there.
366 Never did anything out of the ordinary.
385 There seems to be a high enough academic standard for a state university as compared with an ivy league school.
390 Good intellectual environment but too much segregation.
455 Strong curriculum, good teachers, somewhat competitive.
459 Academics are strong, but still take a backseat to social lives and activities.
464 Feedback and responsiveness to ideas and projects/papers, etc.
471 Most classes were challenging.
Most of the programs here are centered around hands-on or intellectual thinking and analyzing for discovery. Not as challenging as I thought it would be. Football is obviously more important than classes here- I hate that. With the exception of a few, the overall intellectual environment was well educated. Sometimes not as strong as it could be. Students can slack through some classes- while others are more challenging. The student attitude changed over my years here, but my fresh/soph year I felt the attitude was more social. I almost transferred, but then things seemed to change as classes become more difficult.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 70

Percent
[50.0] Excellent
[48.6] Good
[  1.4] Fair
[  0.0] Poor

Please explain your reason(s) for your answer.  N = 42

8 Prepared me for life
9 I was able to get by doing the absolute minimum. Woo-Hoo!!
30 I love this University and everyone here. I wouldn't change it at all.
31 I am much more well-rounded than I was before I came here.
44 Not as much in my core classes, but I have learned a lot in my advertising and communications classes.
54 Some profs lack the knowledge to teach classes. It is hard to learn something when you know more than your teacher!
70 I am very satisfied.
83 I love it- all of it.
85 I wouldn't go anywhere else.
87 A general education - academic, social, etc. is what UA provided for me, and I feel that well-roundedness is a worthy goal for an undergraduate career.
88 Very good education- just lower in some departments/areas of campus life.
89 Overall my education has been excellent because I have learned so much through my major/minor as well as life.
117 Same as above (I believe that I received an excellent education here!)
118 I not only learned numerous things from books, but more from the experiences of being here.
125 Good education for good prices.
219 I have received skills to help me succeed in future jobs.
220 Same as above (Too much emphasis on football.)
241 All courses taken have helped and will help me in some way as I carry on after graduating from UA.
245 I got hand-on learning as well as academic. I feel very well-rounded.
279 Could have been a better experience but overall was good.
291 I learned so much here and it has made a huge impact on my life.
296 I feel like I received an education I can apply to all areas of my life and actually use in life.
307 I've learned a lot.
314 I feel prepared for the job force.
331 I felt my major prepared me well.
346 Feel satisfied myself
356 It taught me about more than just books.
362 Some classes helped a lot--others did not.
366 It changed my view on education and the need for it.
367 No film program, but TCF was decent.
385 Everything in my major and minor seemed to be very well thought out curriculum. As for core classes, there were a few very unqualified people leading them.
390 Because I did not receive a lot of help on postgraduate opportunities.
455 Much hands-on experience applicable to real-life situations.
459 I feel very prepared to get a job.
464 I put forth the effort.
471 The overall education I received was excellent- lots of hands-on activities that applied to my major.
484 Overall, I think my education was good because I majored in something that I loved to do (writing) and minored in something that I knew nothing about (but I've grown to love it).
494 Not as challenging.
General intro courses were a basic waste, but upper level was great. I was able to take part in and understand things I had no previous access to. I had a few classes that really enhanced my education, and a lot that could've been a lot better. I believe it is what you make of it. It is up to the student to be academically challenged and use the resources in their education.
Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA? N = 71

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[62.0]</td>
<td>Definitely</td>
</tr>
<tr>
<td>[31.0]</td>
<td>Probably</td>
</tr>
<tr>
<td>[ 7.0]</td>
<td>Probably not</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Definitely not</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer. N = 42

8 Great COM school.
9 There's no other place like it. Roll Tide!
30 I've had wonderful experiences here and met so many wonderful people that have changed my life.
31 I like it here.
43 I've loved my time here and have made so many memories and learned so much in my major classes.
46 Great learning experience.
54 Lack of computer resources in Art department. Lack of up to date tech.
83 I can't think of any reason why I wouldn't. It's been the best four years of my life.
85 It has something for everyone and more.
87 I am pleased with the four years I have spent here and wouldn't have wanted it any other way.
88 Good place to be away from home, but not too big.
89 Good communication program and traditions.
117 Always wanted to go to school here!
118 Enjoyed my time here.
125 Good education for good prices.
213 Would've had better chances at scholarships/money at other colleges.
219 It's close to home. Good communication school.
241 I've always wanted to attend UA so there was no other option for me.
245 I enjoyed myself and I feel that I got the education that I will pay for.
279 Too much racial tension here.
291 I have always loved UA. There was a time in high school when I never thought I'd be good enough to graduate from UA, but here I am.
296 I had a great time and I know God wanted me here.
307 I enjoyed myself here.
314 Same as 13 (I feel prepared for the job force.)
331 I chose "Probably" because I had a good time....However, there are many racial problems on this campus that have gone unsolved for years.
343 I like being a part of this academic institution, but didn't have a great experience with athletics.
346 Loved all experiences here at Capstone.
355 I may consider going out of state.
356 Roll Tide!!!
362 I learned a lot.
366 I love it.
367 If I had been interested in film earlier, I would have gone somewhere else.
385 The College of Communication and Information Sciences is ranked so high.
390 It's been an experience but I am sure I would do well at any college.
450 Close to home.
455 Great education, excellent extra-curricular activities, life long friends.
459 I might have attempted to attend a higher-ranked private school.
464 Where else?
484 I don't know. I think in a lot of ways this school has changed me for the better but then again I changed some things when I came here too. So I'm not sure.
494 Loved the campus, sorority life and college of communications.
508 I enjoyed the environment.
522 I like the atmosphere and feel like it has made me a better person in general.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 71

Percent
[49.3] Definitely
[35.2] Probably
[14.1] Probably not
[ 1.4] Definitely not

Please explain your reason(s) for your answer.  N = 40

8  Not enough money.
9  It's in my blood.
27  Learned skills I can use and has a wonderful faculty overall.
30  I am not quite sure.
31  Probably be in the business school
44  The curriculum and professors are wonderful, I've learned so much more than I thought
54  Because it is what I like.
83  It worked for me because I love to write and I don't know what else I would have done.
85  I may choose PR.
87  Journalism has allowed me to improve and polish a skill (writing) that I enjoy.
88  I liked it.  I just don't know if I will get a job.
89  I love it.
117  I am very interested in media relations
213  My major deals with communicating with the public- which I love to do, so PR was the best major for me.
241  I enjoy my major and I feel that I was in one of the best colleges here at UA.
245  I have other aspirations.
249  I enjoyed journalism in my 100 and 200 level classes, but since I'm a shy person interviewing people for my 300 level classes really made me nervous. I would have chosen maybe child development.
296  I loved my major!
307  I'm happy doing it.
314  I love my major. It's fun.
315  I love my major.
316  Crazy = unorganized at times
355  I enjoy advertising.
356  I might choose a different major because of the pay offered by mine.
357  It's hard to find a job in my field with the economy in a slump.
366  It fits my personality.
385  I think it is the best suited for me and I love the department.
390  I might double major.
402  Found other areas that I liked in elective courses.
405  There is no job market for public relations right now.
406  I'm still not sure this is definitely what I want to do.
414  I'm happy doing it.
424  It is a great major because of the writing and speech skills.
448  I was a journalism major at first but I did the research on Public Relations and I find out that PR was a more productive, lucrative, and business-oriented (which is what I wanted).
494  Finding it hard to get a job.  Not enough money.
508  It came naturally to me.
522  The technology is subpar and I didn't learn as I would've liked.
Question 16: Reason for Attending UA

What is the primary reason you chose to attend UA?  N = 50*
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.0</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>4.0</td>
<td>Cost</td>
</tr>
<tr>
<td>12.0</td>
<td>Family</td>
</tr>
<tr>
<td>6.0</td>
<td>Friends came here</td>
</tr>
<tr>
<td>22.0</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>14.0</td>
<td>Location</td>
</tr>
<tr>
<td>18.0</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>6.0</td>
<td>Social Life</td>
</tr>
<tr>
<td>8.0</td>
<td>Athletics</td>
</tr>
<tr>
<td>2.0</td>
<td>Other: Please list (see comments below)</td>
</tr>
</tbody>
</table>

What is the primary reason you chose to attend UA?  N = 21**
(** Students that chose two or more answers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>6</td>
<td>Cost</td>
</tr>
<tr>
<td>13</td>
<td>Family</td>
</tr>
<tr>
<td>7</td>
<td>Friends came here</td>
</tr>
<tr>
<td>12</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>12</td>
<td>Location</td>
</tr>
<tr>
<td>2</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>8</td>
<td>Social Life</td>
</tr>
<tr>
<td>10</td>
<td>Athletics</td>
</tr>
<tr>
<td>2</td>
<td>Other: Please list (see comments below)</td>
</tr>
</tbody>
</table>

The following is the list of comments from the “Other” category.  N = 3

54       Get away from home. Start life over.
88       Campus (away from home)
120      Million Dollar Band
**Question 17: Participation in Clubs and Organizations**

Check all of the clubs or organizations that you participated in actively while in graduate school at UA.  \( N = 71 \)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.0</td>
<td>Student government</td>
</tr>
<tr>
<td>36.6</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>43.7</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>5.6</td>
<td>Political clubs</td>
</tr>
<tr>
<td>7.0</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>40.8</td>
<td>Honor societies</td>
</tr>
<tr>
<td>22.7</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>25.0</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>9.5</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>42.4</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>31.0</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>35.2</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations?  Yes: \( N = 35 \)

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

9  Managing Editor-CW
27  Vice president Lambda Pi Eta
30  I was an assistant for my sorority.
52  Treasurer, ASSCA; Assistant VP, Phi Mu Sorority
54  Advertising Promotions Director, Assistant Advertising/Graphic Design Manager Crimson White
70  Sorority
72  Vice president of RTNDA
83  Editor of Administrative Affairs at CW
85  Sorority
120  News Director of the CW as well as student politics editor and opinions editor.
125  Secretary-Sommerville Hall Council
296  President of Campus Crusade.
331  Unnamed
364  SGA, Honor Societies
455  SGA, Honor Societies, Sorority, Academic Club, and the Student Newspaper
459  In sorority and on the student website
464  Sigma Nu Alumni Relations, T-shirt Chair, Newsletter Chair; Graphic Design, The CW
504  President/Treasurer in service fraternity
508  President of the Italian Club

**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  \( N = 68 \)

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.9</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>4.4</td>
</tr>
<tr>
<td>8.8</td>
</tr>
<tr>
<td>5.9</td>
</tr>
<tr>
<td>7.4</td>
</tr>
<tr>
<td>5.9</td>
</tr>
<tr>
<td>1.5</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>11.8</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?  
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>[67 ]</td>
<td>[ 9.0 ]</td>
<td>[ 9.0 ]</td>
<td>[ 7.5 ]</td>
<td>[14.9]</td>
<td>[59.7]</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>[68 ]</td>
<td>[ 8.8 ]</td>
<td>[19.1]</td>
<td>[ 7.4 ]</td>
<td>[29.4]</td>
<td>[35.3]</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>[67 ]</td>
<td>[ 9.0 ]</td>
<td>[28.4]</td>
<td>[ 9.0 ]</td>
<td>[29.9]</td>
<td>[23.9]</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>[65 ]</td>
<td>[12.3]</td>
<td>[27.7]</td>
<td>[ 6.2 ]</td>
<td>[27.7]</td>
<td>[26.2]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?  
(Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>[ 4 ]</td>
<td>[ 0 ]</td>
<td>[ 4 ]</td>
<td>[ 1 ]</td>
<td>[ 3 ]</td>
<td>[ 0 ]</td>
</tr>
</tbody>
</table>

**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one)  N = 68*  
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94.1</td>
</tr>
<tr>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
</tr>
</tbody>
</table>

What was your primary objective for attending college? (Check one)  N = 3**  
(** Students that chose two or more answers)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Question 21: Initiated Job Search

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 70

Percent
[ 4.3] Less than one month
[ 8.6] 1-2 months
[40.0] 3-5 months
[15.7] 6-8 months
[ 5.7] 9-11 months
[ 8.6] One year
[10.0] More than a year
[ 7.1] I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 64) seven students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 71

Percent
[ 8.5] I do not know yet
[ 4.2] I have accepted a job related to my field of study
[ 1.4] I have accepted a job not related to my field of study
[ 2.8] I plan to continue in my current position
[12.7] I will be going to a graduate or professional school full-time next year: What school? (see comments below)
[ 0.0] I will be going to a graduate or professional school part-time next year and working part-time: What school? (see comments below)
[ 0.0] I will take more undergraduate courses
[64.8] I am still seeking employment
[ 2.8] I am not currently seeking employment and do not plan to attend school next year
[ 0.0] I am entering military service
[ 2.8] Other (see comments below)

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?
87 University of Alabama
307 University of Alabama
343 University of Alabama
364 University of Alabama
367 Film school in CA
385 University of Alabama
455 Either UA or Texas
504 University of Alabama

I will be going to a graduate or professional school part-time next year and working part-time:
What school?
None indicated

Other

204 Marriage
279 Entering NFL
**Question 23: Employer/Employment Information**

If you have accepted a job or are already employed, please give the following information.  
(Note: number in parentheses indicates number of references.)

Name of organization:

- Wiregrass Hospice
- Mercedes
- Fed Ex
- Campus Crusade for Christ

Location - City & State:

- Selma, AL
- Vance, AL
- Dallas, TX

Job title:

- Community Educator
- Intern
- Sales Intern
- Campus Staff Member

Job field (e.g., PR, environment, consulting):

- PR
- Communication
- Sales
- Communication

Your annual salary, not including bonuses:

- 30,000 (2)
- 26,000
Question 24: Job Search Sources

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 2]</td>
<td>Career Center</td>
</tr>
<tr>
<td>[ 7]</td>
<td>Family and Personal Friends</td>
</tr>
<tr>
<td>[ 3]</td>
<td>Résumé Referrals</td>
</tr>
<tr>
<td>[ 5]</td>
<td>Faculty Member</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Employment Agency</td>
</tr>
<tr>
<td>[ 1]</td>
<td>Direct Employer Contact</td>
</tr>
<tr>
<td>[ 0]</td>
<td>UA-RED</td>
</tr>
<tr>
<td>[ 4]</td>
<td>Internships/Co-op</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Volunteering</td>
</tr>
<tr>
<td>[ 2]</td>
<td>Fraternity or Sorority</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Professional Association</td>
</tr>
<tr>
<td>[ 1]</td>
<td>On-campus Interviews</td>
</tr>
<tr>
<td>[ 1]</td>
<td>Fall Career Fair</td>
</tr>
<tr>
<td>[ 3]</td>
<td>Internet</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Other Career Fairs</td>
</tr>
<tr>
<td>[ 3]</td>
<td>Part-time Job</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

Question 25: Geographic Employment Preferences

What geographic region(s) would you consider for employment? (Check all that apply)  N = 68

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[7.4]</td>
<td>Alabama only</td>
</tr>
<tr>
<td>[88.2]</td>
<td>Southeast USA</td>
</tr>
<tr>
<td>[29.4]</td>
<td>Northeast USA</td>
</tr>
<tr>
<td>[10.3]</td>
<td>Outside USA</td>
</tr>
<tr>
<td>[16.2]</td>
<td>Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>[19.1]</td>
<td>Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>[19.1]</td>
<td>Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

Question 26: Primary Email Address

What is your primary email address? N = 64

<table>
<thead>
<tr>
<th>List of providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL</td>
</tr>
<tr>
<td>ALABAMA</td>
</tr>
<tr>
<td>CS</td>
</tr>
<tr>
<td>HOTMAIL</td>
</tr>
<tr>
<td>JUNO</td>
</tr>
</tbody>
</table>
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 3

83    I love UA!  Roll Tide
241   I had a great time at UA and I would not want to attend any other college besides UA.
367   FLOTTY!
SURVEY RESULTS
COLLEGE OF EDUCATION

Respondent Characteristics

Fifty-two graduating students from the College of Education completed the instrument. The overwhelming majority of the respondents were female (i.e., 41). Forty-eight of the students were White, while four were African-American.

Students from thirteen majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELED</td>
<td>14</td>
<td>SEE</td>
<td>1</td>
</tr>
<tr>
<td>ELSP</td>
<td>1</td>
<td>SELA</td>
<td>4</td>
</tr>
<tr>
<td>HPNC</td>
<td>1</td>
<td>SEMA</td>
<td>6</td>
</tr>
<tr>
<td>HPPE</td>
<td>8</td>
<td>SESI</td>
<td>1</td>
</tr>
<tr>
<td>HSFM</td>
<td>1</td>
<td>SESS</td>
<td>4</td>
</tr>
<tr>
<td>MAP</td>
<td>6</td>
<td>SPCO</td>
<td>1</td>
</tr>
<tr>
<td>MUEI</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question 2: General Knowledge, Skills, Personal Development

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>52</td>
<td>57.7</td>
<td>38.5</td>
<td>1.9</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Listening skills</td>
<td>52</td>
<td>51.9</td>
<td>48.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Comprehension skills</td>
<td>52</td>
<td>53.8</td>
<td>46.2</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>(written information)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>52</td>
<td>30.8</td>
<td>44.2</td>
<td>23.1</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>52</td>
<td>28.8</td>
<td>53.8</td>
<td>13.5</td>
<td>0.0</td>
<td>3.8</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>51</td>
<td>47.1</td>
<td>45.1</td>
<td>7.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Computer skills</td>
<td>52</td>
<td>57.7</td>
<td>30.8</td>
<td>11.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>52</td>
<td>50.0</td>
<td>46.2</td>
<td>3.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>51</td>
<td>62.7</td>
<td>35.3</td>
<td>2.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>52</td>
<td>78.8</td>
<td>19.2</td>
<td>1.9</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>52</td>
<td>71.2</td>
<td>26.9</td>
<td>1.9</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>52</td>
<td>65.4</td>
<td>23.1</td>
<td>11.5</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>52</td>
<td>63.5</td>
<td>32.7</td>
<td>1.9</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>52</td>
<td>67.3</td>
<td>30.8</td>
<td>1.9</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
**Question 3: Department and Department Faculty**

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>52</td>
<td>[30.8]</td>
<td>[25.0]</td>
<td>[23.1]</td>
<td>[21.2]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>52</td>
<td>[15.4]</td>
<td>[36.5]</td>
<td>[21.2]</td>
<td>[26.9]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>52</td>
<td>[57.7]</td>
<td>[36.5]</td>
<td>[1.9]</td>
<td>[3.8]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>52</td>
<td>[67.3]</td>
<td>[28.8]</td>
<td>[3.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>52</td>
<td>[76.9]</td>
<td>[17.3]</td>
<td>[5.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>52</td>
<td>[75.0]</td>
<td>[21.2]</td>
<td>[3.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>52</td>
<td>[76.9]</td>
<td>[19.2]</td>
<td>[3.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>52</td>
<td>[11.5]</td>
<td>[21.2]</td>
<td>[23.1]</td>
<td>[44.2]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>52</td>
<td>[78.8]</td>
<td>[17.3]</td>
<td>[3.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>52</td>
<td>[65.4]</td>
<td>[28.8]</td>
<td>[5.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>52</td>
<td>[75.0]</td>
<td>[19.2]</td>
<td>[5.8]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th>Comment</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>52</td>
<td>19.2</td>
<td>40.4</td>
<td>17.3</td>
<td>1.9</td>
<td>21.2</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>52</td>
<td>55.8</td>
<td>40.4</td>
<td>1.9</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>52</td>
<td>26.9</td>
<td>30.8</td>
<td>25.0</td>
<td>3.8</td>
<td>13.5</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>52</td>
<td>57.7</td>
<td>36.5</td>
<td>5.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>52</td>
<td>55.8</td>
<td>34.6</td>
<td>7.7</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>52</td>
<td>46.2</td>
<td>34.6</td>
<td>5.8</td>
<td>0.0</td>
<td>13.5</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>52</td>
<td>44.2</td>
<td>23.1</td>
<td>25.0</td>
<td>7.7</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th>Comment</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>51</td>
<td>27.5</td>
<td>41.2</td>
<td>23.5</td>
<td>7.8</td>
<td>0.0</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>51</td>
<td>31.4</td>
<td>45.1</td>
<td>15.7</td>
<td>5.9</td>
<td>2.0</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>51</td>
<td>49.0</td>
<td>31.4</td>
<td>7.8</td>
<td>7.8</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 159
**Question 6: Core Courses, Faculty, Instruction**

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>50</td>
<td>38.0</td>
<td>50.0</td>
<td>8.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>51</td>
<td>45.1</td>
<td>47.1</td>
<td>7.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>51</td>
<td>52.9</td>
<td>31.4</td>
<td>15.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>51</td>
<td>15.7</td>
<td>27.5</td>
<td>25.5</td>
<td>31.4</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>51</td>
<td>43.1</td>
<td>35.3</td>
<td>15.7</td>
<td>5.9</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>51</td>
<td>45.1</td>
<td>45.1</td>
<td>9.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>51</td>
<td>43.1</td>
<td>39.2</td>
<td>15.7</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 2

53  Revise core. If your major has nothing to do with some you shouldn't have to take.
403  I took several of my core courses at a different university. But my responses were referring to classes at U of A.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>[52]</td>
<td>[63.5]</td>
<td>[26.9]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 1.9]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>[52]</td>
<td>[38.5]</td>
<td>[32.7]</td>
<td>[21.2]</td>
<td>[ 3.8]</td>
<td>[ 3.8]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>[52]</td>
<td>[48.1]</td>
<td>[40.4]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 3.8]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>[51]</td>
<td>[45.1]</td>
<td>[39.2]</td>
<td>[11.8]</td>
<td>[ 0.0]</td>
<td>[ 3.9]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>[52]</td>
<td>[48.1]</td>
<td>[28.8]</td>
<td>[19.2]</td>
<td>[ 1.9]</td>
<td>[ 1.9]</td>
</tr>
</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>[52]</td>
<td>[76.9]</td>
<td>[21.2]</td>
<td>[ 1.9]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>[52]</td>
<td>[44.2]</td>
<td>[36.5]</td>
<td>[13.5]</td>
<td>[ 3.8]</td>
<td>[ 1.9]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>[52]</td>
<td>[46.2]</td>
<td>[26.9]</td>
<td>[ 9.6]</td>
<td>[ 0.0]</td>
<td>[17.3]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>[52]</td>
<td>[50.0]</td>
<td>[38.5]</td>
<td>[ 3.8]</td>
<td>[ 0.0]</td>
<td>[ 7.7]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>[52]</td>
<td>[44.2]</td>
<td>[36.5]</td>
<td>[11.5]</td>
<td>[ 0.0]</td>
<td>[ 7.7]</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service/Program</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>52</td>
<td>51.9</td>
<td>28.8</td>
<td>15.4</td>
<td>3.8</td>
<td>0.0</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>51</td>
<td>35.3</td>
<td>27.5</td>
<td>13.7</td>
<td>2.0</td>
<td>21.6</td>
</tr>
<tr>
<td>Campus food services</td>
<td>52</td>
<td>38.5</td>
<td>46.2</td>
<td>15.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Supply store services</td>
<td>52</td>
<td>42.3</td>
<td>51.9</td>
<td>3.8</td>
<td>1.9</td>
<td>0.0</td>
</tr>
<tr>
<td>Campus health services</td>
<td>52</td>
<td>28.8</td>
<td>34.6</td>
<td>17.3</td>
<td>5.8</td>
<td>13.5</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>52</td>
<td>23.1</td>
<td>17.3</td>
<td>7.7</td>
<td>0.0</td>
<td>51.9</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>52</td>
<td>32.7</td>
<td>36.5</td>
<td>19.2</td>
<td>0.0</td>
<td>11.5</td>
</tr>
<tr>
<td>University Career Center</td>
<td>52</td>
<td>28.8</td>
<td>36.5</td>
<td>7.7</td>
<td>0.0</td>
<td>26.9</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>52</td>
<td>21.2</td>
<td>7.7</td>
<td>0.0</td>
<td>0.0</td>
<td>71.2</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>52</td>
<td>21.2</td>
<td>21.2</td>
<td>3.8</td>
<td>3.8</td>
<td>50.0</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>52</td>
<td>36.5</td>
<td>32.7</td>
<td>9.6</td>
<td>1.9</td>
<td>19.2</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>52</td>
<td>38.5</td>
<td>25.0</td>
<td>19.2</td>
<td>0.0</td>
<td>17.3</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>52</td>
<td>26.9</td>
<td>30.8</td>
<td>17.3</td>
<td>0.0</td>
<td>25.0</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>52</td>
<td>34.6</td>
<td>32.7</td>
<td>13.5</td>
<td>0.0</td>
<td>19.2</td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 2

199 I really did not have a lot of time to do extra activities outside of the classroom. My only friends are those who are in education.
217 I am a non-traditional student and it would be great if there were more resources designed to meet the needs outside the classroom of this part of the student population.
**Question 10: Professional Growth from Field Experience**

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  

N = 52

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>71.2%</td>
</tr>
<tr>
<td>Good</td>
<td>21.2%</td>
</tr>
<tr>
<td>Fair</td>
<td>1.9%</td>
</tr>
<tr>
<td>Poor</td>
<td>3.8%</td>
</tr>
<tr>
<td>I did not participate in any of those activities</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

**Question 11: Person who made Most Significant Positive Contribution**

Identify the person at UA who made the most significant positive contribution to your education:  

N = 50

- McGee, Lea (6)
- Gregg, Madeleine (6)
- Nevett, Michael (5)
- Yarbrough, Sondra (5)
- Stallworth, Joyce (4)
- Curtner-Smith, Matthew (3)
- Primeaux, Joan (3)
- Wilson, Liza (3)
- Ozzello, Kenneth (2)
- Baker, JoAnne
- Cano, Jose
- Chapman, Keith
- Cohen, Sheryl
- Eubanks, Yolandia
- Golson, Linda
- Hollifield, Mechelle
- Pope, Myron
- Price, Harry
- Rasco, Jane
- Riley, Tamar
- Rovengo, Inez
- Santora, Ellen
- Smith, Joe

(Note: number in parentheses indicates number of references. Also, one student listed two individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 52

Percent

[40.4]  Very strong
[51.9]  Strong
[ 7.7]  Average
[ 0.0]  Weak
[ 0.0]  Very Weak

Please explain your reason(s) for your answer.  N = 31

34 Accomplished and professional professors with a strong content knowledge base.
79 I was given every opportunity to succeed in my education.
122 I feel like I have a great deal of knowledge in my content area.
130 I was in the MAP Program. We had many opportunities to expand knowledge.
150 I was able to receive quality advice from advisors as well as an excellent educational opportunity.
157 I know other schools that are more challenging than UA, but I feel we are challenged as well.
163 Very helpful in many ways. He (Mike Nevett) was a great instructor and truly cared about his students.
182 In my major, anyway.
199 You are required to be ready to learn and be positive in everything that you do.
200 Because the classes are challenging.
210 By average I mean good. There is a good balance between intellectual activities and recreational.
217 The diverse backgrounds of both students and instructors contributed to the intellectual environment at UA. The professors are very well prepared to meet the needs of the students and have very high expectations. They encourage higher-level thinking.
221 Accomplished professors with a strong knowledge base.
229 I feel there is a variety of students and abilities at this school.
231 UA is a great positive learning environment. Top of the line facilities and faculty.
250 Academics are held in high esteem throughout the University and with its students.
260 The University of Alabama is a school therefore the intellectual environment is the reason for being in school. However, there is the one other key characteristic regarding the University of Alabama's environment--FOOTBALL!
261 "The University puts a strong emphasis on academics. However, I did not mark very strong because other important UA activities often overpower academics"
270 The professors and staff were very helpful.
288 Students tend to look for the least work possible and sacrifice learning as a result.
293 Everyone in my dept. pushes you to be the best you can be.
301 My upper level professors were good.
310 The UA is very professional.
371 It is a good school with a party atmosphere, just what I was looking for in a school.
394 Most people have strong opinions and can back them up.
397 I believe that some of us could work better. The intellectual environment is varied because there are times that we do not work to our full potential.
398 I have learned a lot from my classes. I feel prepared to be a teacher.
419 We were always engaged in some sort of learning activity or projects.
427 I think we are a challenging university, but we could be more competitive by raising entrance standards.
428 The College of Education strives to maintain a professional environment. This includes being able to communicate intelligently.
518 You are surrounded by intelligent students in all of your classes and it is a great opportunity to learn from your peers as well as your instructors.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 51

<table>
<thead>
<tr>
<th>Percent</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>64.7</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>31.4</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>3.9</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>0.0</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 29

34  I feel competent to succeed in my career.
53  More classes on high school education, not clomenbury(?)
79  Due to the professors in MAP I had an excellent education at the UA
130 The two years I was here I (was) challenged.
150 I'm graduating!!
199 I was provided with a great learning experience here at the University. I am very glad that I chose this college because it has always been a dream of mine to become a student here at this University.
200 They have prepared for my future as an educator.
210 I believe I am prepared to enter my field upon graduation.
217 My professors were well prepared and committed to quality instruction. They were concerned about problems outside the classroom that affected classroom performance and they were willing to help me work through those problems.
221 It could have been improved in numerous ways.
231 I feel prepared to do anything I want in life.
250 I have had many opportunities to explore my field of education, which has helped me to really see if this is what I want to do with my life.
260 I have enjoyed my time at the University and feel prepared for the "real world."
261 I felt that I could have been better prepared had my school been more organized.
275 I feel like some areas were lacking such as faculty support and concern.
288 There was far too much information that will never be used. Core classes often take away time from a concentration in major areas.
293 I feel very prepared to move on to the next step in my life
301 I'm getting a degree!
302 There were a lot of classes that I was required to take that I do not feel helped me with my career. I am in Secondary Education Mathematics. I would have rather taken classes that would break down the processes in High School math so I would know them.
310 The education department and staff are excellent!
351 I'm Spanish Education (K-12). I think this major needs more preparation for elementary!!
371 I was in the Multiple Abilities Program.
394 Education is one of the best schools in the country.
397 I believe that at times we were used as test subjects in the college of education. They were constantly "trying" things. We were the ones who suffered when these things did not work.
398 I feel prepared to be a teacher.
403 I feel that I am well prepared for my major and to graduate.
428 Although I felt that not all of my classes held realistic expectations I did find many of them useful.
442 Learned to look at things from different angles.
518 I received a quality education at UA. I didn't mark excellent because I don't think I worked hard enough to mark excellent. I did take advantage of the facilities and resources that were available to me.
Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 51

<table>
<thead>
<tr>
<th>Percent</th>
<th>Definitely (76.5%)</th>
<th>Probably (15.7%)</th>
<th>Probably not (7.8%)</th>
<th>Definitely not (0.0%)</th>
</tr>
</thead>
</table>

Please explain your reason(s) for your answer.  N = 31

6  I love it here.
34 If I still lived in Tuscaloosa.
53 There are things about core requirements I don't agree with and my instrumental teacher was hardly intelligible.
79 Yes because of the map program
130 I had a good experience.
150 My experiences have been priceless.
157 Many good things in my life have happened because I chose to come to UA.
199 Alabama football!
210 There is nowhere else I ever wanted to go.
217 This institution definitely met my expectations. Academically, the wide variety of courses and majors combined with the quality of the diverse staff insures an excellent education. The tradition of the University and the loyalty of the alumni.
221 I think there is a better education program somewhere else.
231 No other school could have given me the same academic and social atmosphere.
250 I love it here!
260 I'm from Tuscaloosa. I love the University of Alabama! I would not change a thing.
261 I might choose another college of education even though I loved everything else about UA.
275 I have enjoyed my time here at the University.
288 I might have auditioned in other states, but I doubt I would get a better teacher than Sheryl Cohen.
293 I have loved my experiences here.
301 I made many great friends here.
310 Pride in this school.
351 I've enjoyed it and gotten a good education.
371 I live in the state and always wanted to go to UA.
394 Good overall education.
397 I had an enjoyable experience here. I would not trade my time in the Million Dollar band for anything.
398 The U of A is a great school. I have learned a lot.
403 I have always wanted to go here. I was raised an Alabama fan, the sports are awesome.
427 I have loved my college experience here. Also the scholarships have really helped me.
428 U of A is close to home. I had a very good experience while attending.
453 Too Greek oriented!
518 I had a great experience.
524 Roll Tide Roll! I always wanted to go here!
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 52

Percent
[73.1] Definitely
[19.2] Probably
[ 7.7] Probably not
[ 0.0] Definitely not

Please explain your reason(s) for your answer.  N = 31

34  I want to be a teacher.
79  Yes because I love teaching students.
130 I love working with kids.
150 I have found other interests while at the University.
157 Although my major was very difficult I love what I am doing.
182 It's the only one that makes me happy.
199 The University provides a lot of classroom experience.  We were able to learn about teaching in the classroom with the students.
200 Because I want to be an educator.
210 I have enjoyed it and would not want to do anything else.
217 I believe that education is my calling and my internship has reinforced that belief.  I have a love for learning, an intense interest in my subject area (English), and a natural rapport with teenagers.
221 Probably because I have had great educational experiences within my major.
231 More than likely I would, but sometimes I wonder, “what if...”
250 I have always wanted to teach.
260 I love teaching but if it were necessary for me to choose another major I have several in mind.  I will most likely add to my degree(s).
261 I will never be absolutely certain what I want to do for the rest of my life.
275 Most likely I would because the more I do it the more I like it.
293 I am going to graduate school in another field.
301 I'm going to graduate school in a different field.
310 Love education
351 This is what I want to do
371 The MAP program was wonderful.
394 It's what I want to do.
397 This is what I have always wanted to do.
398 I love to teach and be around children.
403 I would be serious in making my decision for my major. Now that I am older, I am realizing the money factor, and the fact that I would be doing it all of my life.
427 I love kids!
428 Teaching has always been my dream.  My experience at U of A only strengthened this dream.
442 It's what I enjoy.
453 I love it!
518 I believe it is what I've been called to do.  I've always wanted to be a teacher or counselor.
524 I always wanted to be a teacher.
Question 16: Reason for Attending UA

What is the primary reason you chose to attend UA? N = 32*
(* Only students that chose a single answer)

Percent
[ 3.1] Academic Reputation
[ 0.0] Cost
[12.5] Family
[12.5] Friends came here
[ 9.4] Major/Field of Study
[21.9] Location
[ 9.4] Scholarship/Financial Aid
[ 0.0] Social Life
[15.6] Athletics
[15.6] Other: Please list (see comments below)

What is the primary reason you chose to attend UA? N = 20**
(** Students that chose two or more answers)

Frequency
[ 3] Cost
[ 7] Family
[ 3] Friends came here
[ 6] Major/Field of Study
[12] Location
[ 5] Scholarship/Financial Aid
[ 3] Social Life
[ 1] Other: Please list (see comments below)

The following is the list of comments from the “Other” category. N = 6

53 MDB
210 Childhood background
217 Tradition
288 Teacher
293 Every reason
419 Reputation of the town and the school.
Question 17: Participation in Clubs and Organizations

Check all of the clubs or organizations that you participated in actively while in graduate school at UA.  N = 52

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.5</td>
<td>Student government</td>
</tr>
<tr>
<td>15.4</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>23.1</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>5.8</td>
<td>Political clubs</td>
</tr>
<tr>
<td>5.8</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>50.0</td>
<td>Honor societies</td>
</tr>
<tr>
<td>14.3</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>7.1</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>2.4</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>26.2</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>21.2</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>3.8</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations?  Yes: N = 9

The following are the offices and remarks listed by the respondents.  Those that just stated “yes” are omitted.

39   Vice President of Phi Kappa Psi
231  Recording Sec. Of Sigma Alpha Iota
288  CMENC Treasurer
351  SEARCH Retreat team member
403  I was public relations office of SCEC(Student Council for Exceptional Children)
518  VP of Student Athletic Advisory Board for two years.  Leader of FCA for a year and team captain for two years.

Question 18: Loan Amount

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  N = 52

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.5</td>
</tr>
<tr>
<td>0.0</td>
</tr>
<tr>
<td>15.4</td>
</tr>
<tr>
<td>9.6</td>
</tr>
<tr>
<td>11.5</td>
</tr>
<tr>
<td>9.6</td>
</tr>
<tr>
<td>7.7</td>
</tr>
<tr>
<td>1.9</td>
</tr>
<tr>
<td>3.8</td>
</tr>
<tr>
<td>3.8</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college? (Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>[50]</td>
<td>[0.0]</td>
<td>[14.0]</td>
<td>[10.0]</td>
<td>[18.0]</td>
<td>[58.0]</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>[50]</td>
<td>[0.0]</td>
<td>[20.0]</td>
<td>[12.0]</td>
<td>[24.0]</td>
<td>[44.0]</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>[48]</td>
<td>[0.0]</td>
<td>[18.8]</td>
<td>[8.3]</td>
<td>[33.3]</td>
<td>[39.6]</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>[49]</td>
<td>[0.0]</td>
<td>[14.3]</td>
<td>[10.2]</td>
<td>[28.6]</td>
<td>[46.9]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college? (Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>[3]</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>[3]</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
<td>[3]</td>
<td>[0]</td>
</tr>
</tbody>
</table>

**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one) N = 47* (* Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for a job/career</td>
<td>[95.7]</td>
</tr>
<tr>
<td>Preparation for graduate study</td>
<td>[4.3]</td>
</tr>
<tr>
<td>Family expectations</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Other</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>

What was your primary objective for attending college? (Check one) N = 5** (** Students that chose two or more answers)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for a job/career</td>
<td>[5]</td>
</tr>
<tr>
<td>Preparation for graduate study</td>
<td>[2]</td>
</tr>
<tr>
<td>Family expectations</td>
<td>[3]</td>
</tr>
<tr>
<td>Other</td>
<td>[0]</td>
</tr>
</tbody>
</table>
**Question 21: Initiated Job Search**

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 49

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.2</td>
<td>Less than one month</td>
</tr>
<tr>
<td>14.3</td>
<td>1-2 months</td>
</tr>
<tr>
<td>32.7</td>
<td>3-5 months</td>
</tr>
<tr>
<td>20.4</td>
<td>6-8 months</td>
</tr>
<tr>
<td>6.1</td>
<td>9-11 months</td>
</tr>
<tr>
<td>2.0</td>
<td>One year</td>
</tr>
<tr>
<td>8.2</td>
<td>More than a year</td>
</tr>
<tr>
<td>6.1</td>
<td>I have not begun my job search</td>
</tr>
</tbody>
</table>

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 42) ten students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
**Question 22: Plans Following Graduation.**

Indicate the ONE best description of your plans following graduation. N = 52

Percent
- [19.2] I do not know yet
- [ 1.9] I have accepted a job related to my field of study
- [ 0.0] I have accepted a job not related to my field of study
- [ 0.0] I plan to continue in my current position
- [13.5] I will be going to a graduate or professional school full-time next year: What school? (see comments below)
- [ 1.9] I will be going to a graduate or professional school part-time next year and working part-time: What school? (see comments below)
- [ 0.0] I will take more undergraduate courses
- [57.7] I am still seeking employment
- [ 3.8] I am not currently seeking employment and do not plan to attend school next year
- [ 0.0] I am entering military service
- [ 1.9] Other (see comments below)

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?
- 210 University of Alabama
- 231 University of Alabama
- 301 Belmont University
- 518 University of Alabama

I will be going to a graduate or professional school part-time next year and working part-time:
What school?
- 150 Not sure

Other
- 427 Campus Crusade Staff
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.

Name of organization:

Brunos, Inc.

Location - City & State:

Birmingham, AL

Job title:

Bookeeper/Customer Service

Job field (e.g., PR, environment, consulting):

None indicated

Your annual salary, not including bonuses:

22,000
Question 24: Job Search Sources

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 1] Career Center</td>
<td>[ 0] Fraternity or Sorority</td>
</tr>
<tr>
<td>[ 0] Résumé Referrals</td>
<td>[ 0] Professional Association</td>
</tr>
<tr>
<td>[ 1] Faculty Member</td>
<td>[ 0] On-campus Interviews</td>
</tr>
<tr>
<td>[ 0] Employment Agency</td>
<td>[ 0] Fall Career Fair</td>
</tr>
<tr>
<td>[ 0] Direct Employer Contact</td>
<td>[ 1] Internet</td>
</tr>
<tr>
<td>[ 1] UA-RED</td>
<td>[ 0] Other Career Fairs</td>
</tr>
<tr>
<td>[ 0] Internships/Co-op</td>
<td>[ 0] Part-time Job</td>
</tr>
<tr>
<td>[ 1] Volunteering</td>
<td>[ 0] Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

Question 25: Geographic Employment Preferences

What geographic region(s) would you consider for employment? (Check all that apply)  N = 52

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[69.2] Southeast USA</td>
<td>[7.7] Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>[3.8] Outside USA</td>
<td>[9.6] Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

Question 26: Primary Email Address

What is your primary email address?  N = 51

List of providers

<table>
<thead>
<tr>
<th>List of providers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ALBERTKLZ</td>
<td>1 HOTMAIL 8</td>
</tr>
<tr>
<td>AOL</td>
<td>13 JUNO 1</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>19 MSN 1</td>
</tr>
<tr>
<td>CS</td>
<td>1 SIMPLECOM 1</td>
</tr>
<tr>
<td>DBTECH</td>
<td>1 YAHOO 4</td>
</tr>
<tr>
<td>EXCITE</td>
<td>1</td>
</tr>
</tbody>
</table>
**Question 27: Additional Comments**

Additional comments: Elaborate on anything covered or not covered in the survey.  \( N = 4 \)

79  I think the MAP programs gives students the best education in the education department. I learned a lot about teaching but I also learned a lot about myself during this process.
301  Roll Tide!
403  None. Thanks!
427  Roll Tide!
Respondent Characteristics

Forty-four graduating students from the College of Engineering completed the instrument. The overwhelming majority of the respondents were male (i.e., 37). Twenty-eight of the students were White, eight were African-American, five were Asian-American, one was Hispanic, and two were Non-Resident Aliens.

Students from seven majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>AE</td>
<td>4</td>
<td>EE</td>
<td>10</td>
</tr>
<tr>
<td>CE</td>
<td>4</td>
<td>IE</td>
<td>3</td>
</tr>
<tr>
<td>CHE</td>
<td>8</td>
<td>ME</td>
<td>5</td>
</tr>
<tr>
<td>CS</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question 2: General Knowledge, Skills, Personal Development

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>[44]</td>
<td>[29.5]</td>
<td>[54.5]</td>
<td>[11.4]</td>
</tr>
<tr>
<td>Listening skills</td>
<td>[44]</td>
<td>[20.5]</td>
<td>[54.5]</td>
<td>[18.2]</td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>[43]</td>
<td>[37.2]</td>
<td>[46.5]</td>
<td>[14.0]</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>[44]</td>
<td>[81.8]</td>
<td>[18.2]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>[44]</td>
<td>[70.5]</td>
<td>[27.3]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>[44]</td>
<td>[75.0]</td>
<td>[25.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Computer skills</td>
<td>[44]</td>
<td>[79.5]</td>
<td>[15.9]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>[44]</td>
<td>[25.0]</td>
<td>[56.8]</td>
<td>[15.9]</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>[44]</td>
<td>[50.0]</td>
<td>[36.4]</td>
<td>[13.6]</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>[44]</td>
<td>[77.3]</td>
<td>[15.9]</td>
<td>[6.8]</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>[44]</td>
<td>[56.8]</td>
<td>[31.8]</td>
<td>[9.1]</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>[44]</td>
<td>[29.5]</td>
<td>[50.0]</td>
<td>[18.2]</td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>[44]</td>
<td>[27.3]</td>
<td>[38.6]</td>
<td>[25.0]</td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>[44]</td>
<td>[29.5]</td>
<td>[34.1]</td>
<td>[27.3]</td>
</tr>
</tbody>
</table>
**Question 3: Department and Department Faculty**

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[44]</td>
<td>[27.3]</td>
<td>[22.7]</td>
<td>[13.6]</td>
<td>[36.4]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[44]</td>
<td>[6.8]</td>
<td>[6.8]</td>
<td>[27.3]</td>
<td>[59.1]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[44]</td>
<td>[63.6]</td>
<td>[34.1]</td>
<td>[0.0]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[44]</td>
<td>[50.0]</td>
<td>[34.1]</td>
<td>[11.4]</td>
<td>[4.5]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[44]</td>
<td>[36.4]</td>
<td>[50.0]</td>
<td>[11.4]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[44]</td>
<td>[45.5]</td>
<td>[31.8]</td>
<td>[20.5]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[44]</td>
<td>[36.4]</td>
<td>[34.1]</td>
<td>[27.3]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[44]</td>
<td>[9.1]</td>
<td>[6.8]</td>
<td>[22.7]</td>
<td>[61.4]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[43]</td>
<td>[30.2]</td>
<td>[51.2]</td>
<td>[16.3]</td>
<td>[2.3]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[44]</td>
<td>[45.5]</td>
<td>[45.5]</td>
<td>[9.1]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[44]</td>
<td>[50.0]</td>
<td>[43.2]</td>
<td>[6.8]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th>Percent</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>[44]</td>
<td>[11.4]</td>
<td>[56.8]</td>
<td>[22.7]</td>
<td>[ 4.5]</td>
<td>[ 4.5]</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>[44]</td>
<td>[20.5]</td>
<td>[70.5]</td>
<td>[ 4.5]</td>
<td>[ 4.5]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>[43]</td>
<td>[ 2.3]</td>
<td>[34.9]</td>
<td>[32.6]</td>
<td>[16.3]</td>
<td>[14.0]</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>[44]</td>
<td>[31.8]</td>
<td>[56.8]</td>
<td>[ 9.1]</td>
<td>[ 2.3]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>[44]</td>
<td>[25.0]</td>
<td>[43.2]</td>
<td>[25.0]</td>
<td>[ 2.3]</td>
<td>[ 4.5]</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>[44]</td>
<td>[16.3]</td>
<td>[41.9]</td>
<td>[20.9]</td>
<td>[ 2.3]</td>
<td>[18.6]</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>[44]</td>
<td>[31.8]</td>
<td>[36.4]</td>
<td>[20.5]</td>
<td>[ 9.1]</td>
<td>[ 2.3]</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th>Percent</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>[44]</td>
<td>[11.4]</td>
<td>[52.3]</td>
<td>[22.7]</td>
<td>[13.6]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>[44]</td>
<td>[ 6.8]</td>
<td>[50.0]</td>
<td>[25.0]</td>
<td>[13.6]</td>
<td>[ 4.5]</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>[44]</td>
<td>[18.2]</td>
<td>[50.0]</td>
<td>[15.9]</td>
<td>[15.9]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
Question 6: Core Courses, Faculty, Instruction

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>[41]</td>
<td>[12.2]</td>
<td>[53.7]</td>
<td>[26.8]</td>
<td>[ 7.3]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>[42]</td>
<td>[26.2]</td>
<td>[64.3]</td>
<td>[ 9.5]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>[42]</td>
<td>[21.4]</td>
<td>[47.6]</td>
<td>[31.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>[42]</td>
<td>[ 7.1]</td>
<td>[11.9]</td>
<td>[38.1]</td>
<td>[42.9]</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>[41]</td>
<td>[19.5]</td>
<td>[36.6]</td>
<td>[34.1]</td>
<td>[ 9.8]</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>[42]</td>
<td>[26.2]</td>
<td>[54.8]</td>
<td>[16.7]</td>
<td>[ 2.4]</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>[42]</td>
<td>[21.4]</td>
<td>[40.5]</td>
<td>[31.0]</td>
<td>[ 7.1]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 4

103 I took my core classes at another institution.
191 When I had a problem registering, it was usually because a section I needed (not just wanted) was full.
374 The Physics department is pitiful. The teachers are inadequate; the labs are pathetic; and the GTAs don’t know more than 3 or 4 English words.
452 Took courses at an institution other than UA.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>[42]</td>
<td>[26.2]</td>
<td>[61.9]</td>
<td>[4.8]</td>
<td>[4.8]</td>
<td>[2.4]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>[42]</td>
<td>[16.7]</td>
<td>[57.1]</td>
<td>[11.9]</td>
<td>[7.1]</td>
<td>[7.1]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>[42]</td>
<td>[11.9]</td>
<td>[50.0]</td>
<td>[23.8]</td>
<td>[4.8]</td>
<td>[9.5]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>[42]</td>
<td>[14.3]</td>
<td>[47.6]</td>
<td>[19.0]</td>
<td>[2.4]</td>
<td>[16.7]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>[42]</td>
<td>[19.0]</td>
<td>[54.8]</td>
<td>[16.7]</td>
<td>[2.4]</td>
<td>[7.1]</td>
</tr>
</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>[44]</td>
<td>[70.5]</td>
<td>[27.3]</td>
<td>[2.3]</td>
<td>[0.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>[44]</td>
<td>[27.3]</td>
<td>[54.5]</td>
<td>[15.9]</td>
<td>[2.3]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>[44]</td>
<td>[9.1]</td>
<td>[38.6]</td>
<td>[22.7]</td>
<td>[11.4]</td>
<td>[18.2]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>[44]</td>
<td>[18.2]</td>
<td>[50.0]</td>
<td>[29.5]</td>
<td>[2.3]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>[44]</td>
<td>[4.5]</td>
<td>[20.5]</td>
<td>[36.4]</td>
<td>[15.9]</td>
<td>[22.7]</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>44</td>
<td>25.0</td>
<td>54.5</td>
<td>18.2</td>
<td>0.0</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Financial aid services</td>
<td>44</td>
<td>9.1</td>
<td>40.9</td>
<td>20.5</td>
<td>2.3</td>
<td>27.3</td>
<td></td>
</tr>
<tr>
<td>Campus food services</td>
<td>44</td>
<td>4.5</td>
<td>61.4</td>
<td>20.5</td>
<td>13.6</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Supply store services</td>
<td>44</td>
<td>11.4</td>
<td>59.1</td>
<td>25.0</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Campus health services</td>
<td>44</td>
<td>6.8</td>
<td>40.9</td>
<td>25.0</td>
<td>2.3</td>
<td>25.0</td>
<td></td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>44</td>
<td>0.0</td>
<td>11.4</td>
<td>2.3</td>
<td>0.0</td>
<td>86.4</td>
<td></td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>44</td>
<td>6.8</td>
<td>59.1</td>
<td>18.2</td>
<td>6.8</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>University Career Center</td>
<td>44</td>
<td>4.5</td>
<td>31.8</td>
<td>22.7</td>
<td>2.3</td>
<td>38.6</td>
<td></td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>44</td>
<td>27.3</td>
<td>38.6</td>
<td>20.5</td>
<td>0.0</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>44</td>
<td>0.0</td>
<td>36.4</td>
<td>20.5</td>
<td>9.1</td>
<td>34.1</td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>44</td>
<td>27.3</td>
<td>50.0</td>
<td>9.1</td>
<td>0.0</td>
<td>13.6</td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>44</td>
<td>27.3</td>
<td>50.0</td>
<td>9.1</td>
<td>2.3</td>
<td>11.4</td>
<td></td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>44</td>
<td>15.9</td>
<td>36.4</td>
<td>18.2</td>
<td>2.3</td>
<td>27.3</td>
<td></td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>44</td>
<td>29.5</td>
<td>43.2</td>
<td>11.4</td>
<td>0.0</td>
<td>15.9</td>
<td></td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 1

*The "Residential Life Experience" is a complete disappointment. I feel that it hurt my academics rather than help. Also I think freshmen should be advised of the implications of the contract they are signing.*
Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 44

Percent
[31.8] Excellent
[27.3] Good
[ 9.1] Fair
[ 4.5] Poor
[27.3] I did not participate in any of those activities

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education:  N = 42

Bowerson, Rodney (3)    Clark, Peter    Randall, Catherine
Brown, Marcus (3)        Cordes, David    Scharstein, Robert
Fonseca, Daniel (3)      Dugan, Michael    Shephard, Steve
El-Keib, Abdurrahim (2)  Hardin, J. Michael Singleton, Gregory
Jackson, David (2)       Haynes, Charles    Todd, Beth
Kavanaugh, Steve (2)     Jones, Stanley     Triche, Michael
Sadler, Leon (2)          Woodbury, Keith   Krishnakumar, Talmanje
Stern, Harold (2)         Lane, Alan        Vrbsky, Susan
Arnold, David             Morley, Lloyd     Wiest, John
Borie, Richard            Parker, Joey      Williamson, Derek
Chen, Hui-Chuan           Pimmel, Russell

(Note: number in parentheses indicates number of references. Also, one student listed two individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 44

Percent
[11.4] Very strong
[47.7] Strong
[34.1] Average
[  6.8] Weak
[  0.0] Very Weak

Please explain your reason(s) for your answer.  N = 29

5  The students are not up to my level.
19  Everyone is conservative.  All drinking, no combo of study and fun.
24  Few faculty members are actively involved in external projects.
26  I feel I've received a world-class education at UA.  I've been accepted to every graduate school I've applied--GA Tech, Colorado, UCLA.
68  I saw or experienced (nothing) that would be above average.
71  All the faculty seemed to know what they were talking about.
78  It can always be better.
103  The people I'm around are intellectually capable or they would not be in engineering.
104  Engineering was very rigorous.
112  Have great students--wide range of intellects but not genius level (MIT, Harvard).
121  People here are intellectually strong but occasionally there are those intellectuals who have no common sense.
139  The professors have a lot of knowledge to pass on to us and they did so.
151  UA provides a good foundation.  Only proves you have the aptitude for the real world.
191  Not "very strong" due to a few groups of really nonintellectual people and organizations.
209  Too many close-minded people.
243  The students and faculty both are of top intellectual quality.
249  Too many social events to maintain an intellectual environment.  (This is not a bad thing!)
252  Robert Scharstein, David Cordes, Dr. Wurtz
254  In my department the faculty and the equipment made my learning experience easier.
263  "My department of engineering seemed neglected in terms of facilities, and courses offered"
285  Doesn't have enough opportunities to work.
311  The faculty in my major all had real world experience that they conveyed to us.
322  I feel that all the professors I had were well educated in their field and have vast experience.
374  Although there are a few people who seem blind to the realities of the world most people on campus seem to realize their importance and take a moment to involve themselves.
396  You don't often overhear intellectual debate between students in random places on campus (mostly social stuff). But the students seem generally professional about their studies and you can always find someone to talk to about some intellectual pursuit.
421  Most of the teachers on this campus take pride in teaching and demand a certain amount of effort from students. This makes the learning environment here very competitive.
451  Good environment for learning and study.
452  Mix of well-rounded and non well-rounded students
507  There are at least one or two people in every dept. that just don't teach and communicate effectively.  The Math Dept. needs better teachers especially.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 44

Percent
[22.7] Excellent
[61.4] Good
[15.9] Fair
[0.0] Poor

Please explain your reason(s) for your answer.  N = 26

5  I did not learn as much as I was hoping to learn.
19  Not the best teaching, but enough to satisfy a degree.
24  Much of what I needed to progress, I learned outside college. (programming skills).
26  Same as above (I feel I've received a world-class education at UA. I've been accepted to every graduate school I've applied—GA Tech, Colorado, UCLA.)
68  Definitely better off than high school.
71  Most classes were useful.
78  It can always be better
112 I learned more here in one year, than all four years of high school.
121 I learned many things, including the fact that college simply prepares you to learn instead of teaching you everything you need to know.
139 I am confident in my engineering abilities.
151 Good foundation established here.
191 It's ABET accredited dept. (Engineering)
243 I feel that my experience at UA has made me a better person (both intellectually and socially) than I was five years ago.
249 Good grades and increased personal development.
252 CS 415 is worthless...
254 Because of the extreme support of the faculty and students I will be attending graduate school in the same school and department.
263 I feel that large portions of curriculum were absent from the Aerospace Engineering Department, i.e. Low speed aerodynamics, composite materials, thermodynamics.
322 My program was small so it had limited opportunities.
348 Need more specialized classes in CS.
350 There is always room for improvement.
396 Nothing to compare it to, but I think I got a good education. I don't say "Excellent" only because I know that some CS departments are much more thorough and demanding of their students, and if I had not been interested in doing projects and work.
421 I have taken over 200 hundred hours of courses and passed most of them. I feel like I became well-rounded in just about every subject. More importantly, I feel like I now have the ability to learn and adapt to new changes in technology or just changes.
433 It could have been better, or it could have been worse.
451 No experience spared in providing the best education.
452 Class structures could have been better.
507 I know other colleges that have better programs. UA has a lack of new equipment and needs more teachers that are here to teach instead of doing research.
**Question 14: Attend UA Again**

If you had to start over again, would you still choose to attend UA?  N = 44

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>45.5</td>
</tr>
<tr>
<td>38.6</td>
</tr>
<tr>
<td>15.9</td>
</tr>
<tr>
<td>0.0</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 27

5. I should have gone to a more technical school.
24. I enjoyed the environment, but other things influenced my college choice.
26. I've had a wonderful time at UA—socially and academically.
68. Close to home and in-state. School did not really matter because electrical engineers are in high demand.
71. I love Alabama.
103. Don't like the Greek system here and don't like the way so many other students are not sociable.
104. There are still a lot of companies that do not respect an engineering degree from here.
112. It's closest to home, scholarship money
121. Roll Tide
139. Great engineering program.
151. Bad experiences with instructors
191. It's in-state and it's the best in it.
243. I have enjoyed every moment spent here at the University of Alabama and would not change anything.
249. Close to home, not too expensive, good education.
252. Scholarships
254. Because I had a great experience here and would definitely do it again.
263. I feel that I could probably get a better education at another school.
285. I want to live in a big city.
322. Close to home.
348. It's fun here.
374. I feel I was lied to about the residence halls. I HATE liars!
396. I liked my time here and my major (and I had a full scholarship ;-) ).
421. I love Alabama. It's in my blood. I didn't come here because of the reputation of the school. I came here because I bleed ROLL TIDE!!!!!
433. For all the loans I ended up with, I could have went somewhere else cheaper.
451. Always wanted to come here.
452. Close to my hometown.
507. Refer to question 13b. (I know other colleges that have better programs. UA has a lack of new equipment and needs more teachers that are here to teach instead of doing research.) Plus the fact that UA doesn't care about students. Just about how they can get money from them.
**Question 15: Choose Major Again**

If you had to start over again, would you still choose this major?  N = 44

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>[63.6]</td>
<td>Definitely</td>
</tr>
<tr>
<td>[25.0]</td>
<td>Probably</td>
</tr>
<tr>
<td>[11.4]</td>
<td>Probably not</td>
</tr>
<tr>
<td>[0.0]</td>
<td>Definitely not</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 26

5 I love ECE.
24 I've really enjoyed it and found it interesting. It's a really good balance between computer hardware and software.
26 It's what I always wanted to do
68 I love computers.
71 Might choose MIS instead, but I don't regret anything.
103 I like Civil Engineering.
112 Like math and science.
121 I enjoy my major, but the curriculum is not as good as it could be and instruction is more often than not insufficient.
139 I like mechanical engineering and can use it to do anything.
151 Career opportunities after graduation are better.
191 I'm glad I am receiving a technical degree (that I enjoy) because I think business or personnel skills come naturally to people.
243 I have enjoyed the challenge of the chemical engineering curriculum and would have been unhappy doing anything else.
252 I love my major.
254 I actually have a love for biology and might have chosen pre-med if I had it to do over again but I love computer science also.
263 I might switch to mechanical engineering, and then get a masters in Aerospace.
285 I like what I have been doing.
322 Like the content.
348 It's what I want to do.
350 Engineers can do anything they want.
374 This is exactly the profession I wish to go into.
396 I've known my major since 8th grade. There was no wavering (well, almost none) once I got here.
421 When I came here math was my weakest subject. I wanted a challenge so I enrolled in Electrical Engineering. This major really provided a challenge for me and helped me become a thousand times better at math but I lost interest in the material.
433 I still would be a chemical engineer.
451 Like the work I do in this major.
452 I enjoy my major, but not enough for a lot of dedication.
507 I think maybe an EE degree instead of a computer-based degree might be more helpful in getting a job right now.
**Question 16: Reason for Attending UA**

What is the primary reason you chose to attend UA?  N = 39*
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>5.1</td>
<td>Cost</td>
</tr>
<tr>
<td>15.4</td>
<td>Family</td>
</tr>
<tr>
<td>2.6</td>
<td>Friends came here</td>
</tr>
<tr>
<td>15.4</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>20.5</td>
<td>Location</td>
</tr>
<tr>
<td>20.5</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>0.0</td>
<td>Social Life</td>
</tr>
<tr>
<td>5.1</td>
<td>Athletics</td>
</tr>
<tr>
<td>10.3</td>
<td>Other: Please list</td>
</tr>
</tbody>
</table>

What is the primary reason you chose to attend UA?  N = 5*
(** Students that chose two or more answers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>3</td>
<td>Cost</td>
</tr>
<tr>
<td>2</td>
<td>Family</td>
</tr>
<tr>
<td>1</td>
<td>Friends came here</td>
</tr>
<tr>
<td>0</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>0</td>
<td>Location</td>
</tr>
<tr>
<td>2</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>1</td>
<td>Social Life</td>
</tr>
<tr>
<td>1</td>
<td>Athletics</td>
</tr>
<tr>
<td>0</td>
<td>Other: Please list</td>
</tr>
</tbody>
</table>

The following is the list of comments from the “Other” category.  N = 4

134  *Chosen by my company*
191  *I wanted to be part of Calvary Baptists Church’s college ministry that both my sister and a friend had told me about.*
396  *There was no primary reason; it was an equal combination of about four of those (cost, acad. rep., family, location, major)*
421  *I love Alabama.*
**Question 17: Participation in Clubs and Organizations**

Check all of the clubs or organizations that you participated in actively while in graduate school at UA. N = 44

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[2.3]</td>
<td>Student government</td>
</tr>
<tr>
<td>[22.7]</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>[45.5]</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>[0.0]</td>
<td>Political clubs</td>
</tr>
<tr>
<td>[2.3]</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>[59.1]</td>
<td>Honor societies</td>
</tr>
<tr>
<td>[28.6]</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>[27.8]</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>[0.0]</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>[14.3]</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>[36.4]</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>[0.0]</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 17

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

19 Regent Theta Tau, Pres HKN Honors Electrical Eng.
24 Theta Tau Corresponding Secretary
26 I'm president of AIAA.
91 President of Calvary Baptist College Ministry
112 Cataloguer in Eng. Honor Society
191 In most of them.
243 ACE- Vice President, EEC- Representative
322 President of Alpha Pi Mu, IE Honor Society
350 President- Chi Epsilon, Treasurer- ASCE
451 Secretary- Alpha Pi Mu Industrial Eng. Honor Society

**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family? N = 44

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[50.0]</td>
</tr>
<tr>
<td>[4.5]</td>
</tr>
<tr>
<td>[13.6]</td>
</tr>
<tr>
<td>[6.8]</td>
</tr>
<tr>
<td>[6.8]</td>
</tr>
<tr>
<td>[6.8]</td>
</tr>
<tr>
<td>[0.0]</td>
</tr>
<tr>
<td>[4.5]</td>
</tr>
<tr>
<td>[2.3]</td>
</tr>
<tr>
<td>[4.5]</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?  
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[41]</td>
<td>[ 2.4 ]</td>
<td>[12.2 ]</td>
<td>[ 4.9 ]</td>
<td>[14.6 ]</td>
<td>[65.9 ]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[42]</td>
<td>[ 2.4 ]</td>
<td>[19.0 ]</td>
<td>[ 4.8 ]</td>
<td>[19.0 ]</td>
<td>[54.8 ]</td>
</tr>
<tr>
<td>Junior</td>
<td>[43]</td>
<td>[ 4.7 ]</td>
<td>[27.9 ]</td>
<td>[ 7.0 ]</td>
<td>[27.9 ]</td>
<td>[32.6 ]</td>
</tr>
<tr>
<td>Senior</td>
<td>[41]</td>
<td>[ 4.9 ]</td>
<td>[29.3 ]</td>
<td>[ 7.3 ]</td>
<td>[22.0 ]</td>
<td>[36.6 ]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?  
(Students that chose two answers)

<table>
<thead>
<tr>
<th>Year</th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Junior</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
<td>[ 0 ]</td>
</tr>
<tr>
<td>Senior</td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
<td>[ 1 ]</td>
<td>[ 0 ]</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 190
**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one) N = 43*
(* Only students that chose a single answer)

Percent
- [ 86.0] Preparation for a job/career
- [ 9.3] Preparation for graduate study
- [ 2.3] Family expectations
- [ 2.3] Other: *(see comment below)*

What was your primary objective for attending college? (Check one) N = 1**
(** Students that chose two or more answers)

Frequency
- [ 1] Preparation for a job/career
- [ 1] Preparation for graduate study
- [ 1] Family expectations
- [ 0] Other: *(see comment below)*

The following is the list of comments from the “Other” category. N = 1

5  Learning

**Question 21: Initiated Job Search**

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.) N = 44

Percent
- [ 2.3] Less than one month
- [ 9.1] 1-2 months
- [ 6.8] 3-5 months
- [20.5] 6-8 months
- [13.6] 9-11 months
- [13.6] One year
- [22.7] More than a year
- [11.4] I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 34) ten students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
**Question 22: Plans Following Graduation.**

Indicate the ONE best description of your plans following graduation. N = 44

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5%</td>
<td>I do not know yet</td>
</tr>
<tr>
<td>29.5%</td>
<td>I have accepted a job related to my field of study</td>
</tr>
<tr>
<td>0.0%</td>
<td>I have accepted a job not related to my field of study</td>
</tr>
<tr>
<td>0.0%</td>
<td>I plan to continue in my current position</td>
</tr>
<tr>
<td>20.5%</td>
<td>I will be going to a graduate or professional school full-time next year: Why? (see comments below)</td>
</tr>
<tr>
<td>2.3%</td>
<td>I will be going to a graduate or professional school part-time next year and working part-time: Why? (see comments below)</td>
</tr>
<tr>
<td>0.0%</td>
<td>I will take more undergraduate courses</td>
</tr>
<tr>
<td>29.5%</td>
<td>I am still seeking employment</td>
</tr>
<tr>
<td>6.8%</td>
<td>I am not currently seeking employment and do not plan to attend school next year</td>
</tr>
<tr>
<td>6.8%</td>
<td>I am entering military service</td>
</tr>
<tr>
<td>0.0%</td>
<td>Other (see comments below)</td>
</tr>
</tbody>
</table>

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?

- 19 University of Alabama
- 26 UCLA or Colorado-Boulder
- 71 UA MBA
- 78 University of Alabama
- 121 University of Alabama
- 254 University of Alabama
- 396 UAH
- 402 University of Alabama

I will be going to a graduate or professional school part-time next year and working part-time:
What school?

- 104 UAB

Other

- None indicated
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.  (Note: number in parentheses indicates number of references.)

Name of organization:

- Westinghouse Savannah River Site
- US Army
- US Air Force (2)
- Tennessee Valley Authority
- Southern Comp.
- ANCDF
- Aramco
- Bellsouth
- Exxon Mobil Corporation
- Kimley-Horn

Location - City & State:

- Aiken, South Carolina
- Dayton, OH
- Macon, GA
- Chattanooga, TN
- Birmingham, AL (3)
- Anniston Army Depot, Anniston AL
- Saudi Arabia
- Baton Rouge, LA
- Phoenix, AZ

Job title:

- Associate Engineer
- 2nd Lieutenant
- Mechanical Engineer
- Aeronautical Engineer
- Entry Level Engineer
- Engineer-Generation/Planning Group
- Programmer-Internal Audit Dept.
- Project Engineer
- Chemical Engineer
- Contact Engineer

Job field (e.g., PR, environment, consulting):

- Nuclear Engineering
- Platoon Leader
- Mechanical Engineering (2)
- Utilities
- Consulting Engineering
- Project Management
- Process Engineering
- Computer Programming
- Engineering

Your annual salary, not including bonuses:

- 62,300
- 57,600
- 50,200
- 49,200
- 48,700
- 45,000
- 42,000
- 40,000 (2)
- 35,000
- 30,000 (2)
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Center</td>
<td>[ 9]</td>
</tr>
<tr>
<td>Family and Personal Friends</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Résumé Referrals</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>[ 3]</td>
</tr>
<tr>
<td>Employment Agency</td>
<td>[ 0]</td>
</tr>
<tr>
<td>Direct Employer Contact</td>
<td>[ 2]</td>
</tr>
<tr>
<td>UA-RED</td>
<td>[ 0]</td>
</tr>
<tr>
<td>Internships/Co-op</td>
<td>[ 5]</td>
</tr>
<tr>
<td>Volunteering</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Fraternity or Sorority</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Through Alumni</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Professional Association</td>
<td>[ 0]</td>
</tr>
<tr>
<td>On-campus Interviews</td>
<td>[ 4]</td>
</tr>
<tr>
<td>Fall Career Fair</td>
<td>[ 4]</td>
</tr>
<tr>
<td>Internet</td>
<td>[ 4]</td>
</tr>
<tr>
<td>Part-time Job</td>
<td>[ 1]</td>
</tr>
<tr>
<td>Seeing a Career Advisor</td>
<td>[ 1]</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  N = 41

<table>
<thead>
<tr>
<th>Region</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama only</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Southeast USA</td>
<td>[95.1]</td>
</tr>
<tr>
<td>Northeast USA</td>
<td>[46.3]</td>
</tr>
<tr>
<td>Outside USA</td>
<td>[19.5]</td>
</tr>
<tr>
<td>Midwest/Great Lakes USA</td>
<td>[41.5]</td>
</tr>
<tr>
<td>Northwest USA, inc. Alaska</td>
<td>[34.1]</td>
</tr>
<tr>
<td>Southwest USA, inc. Hawaii</td>
<td>[48.8]</td>
</tr>
<tr>
<td>Rocky Mountain States USA</td>
<td>[48.8]</td>
</tr>
</tbody>
</table>

**Question 26: Primary Email Address**

What is your primary email address?  N = 41

<table>
<thead>
<tr>
<th>Provider</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL</td>
<td>1</td>
</tr>
<tr>
<td>HOTMAIL</td>
<td>11</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>18</td>
</tr>
<tr>
<td>YAHOO</td>
<td>10</td>
</tr>
<tr>
<td>BELLSOOUTH</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 4

374  Spam e-mailing of students by university clubs should be stopped. Also, student groups should not be allowed to "motorcade" through campus. This is a disruption to the academic process and also a very disturbing nuisance.
396  If you're going to do a survey requiring identifying information, especially an SSN, you should find someone who knows how to set up SSL. I don't appreciate sending my SSN unencrypted with this survey when it's not hard to set up SSL.
451  Roll Tide!!
452  Finally at the end of this long road!!!
Respondent Characteristics

Forty-four graduating students from the College of Human Environmental Sciences completed the instrument. The overwhelming majority of the respondents were female (i.e., 38). Thirty of the students were White, eleven were African-American, one was Hispanic, one was Native-American, and one was a non-resident alien.

Students from ten majors represented the college.

<table>
<thead>
<tr>
<th>Major</th>
<th>N</th>
<th>Major</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT</td>
<td>6</td>
<td>GEHS</td>
<td>1</td>
</tr>
<tr>
<td>ATHT</td>
<td>3</td>
<td>GHS</td>
<td>1</td>
</tr>
<tr>
<td>CSM</td>
<td>5</td>
<td>HDFS</td>
<td>7</td>
</tr>
<tr>
<td>ECHS</td>
<td>6</td>
<td>INTD</td>
<td>6</td>
</tr>
<tr>
<td>FN</td>
<td>6</td>
<td>RHM</td>
<td>3</td>
</tr>
</tbody>
</table>
**Question 2: General Knowledge, Skills, Personal Development**

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Some-what</th>
<th>Percent</th>
<th>Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>44</td>
<td>43.2</td>
<td>47.7</td>
<td>9.1</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Listening skills</td>
<td>44</td>
<td>43.2</td>
<td>50.0</td>
<td>6.8</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>44</td>
<td>43.2</td>
<td>54.5</td>
<td>2.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>44</td>
<td>20.5</td>
<td>43.2</td>
<td>27.3</td>
<td>6.8</td>
<td>2.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>44</td>
<td>25.0</td>
<td>43.2</td>
<td>25.0</td>
<td>4.5</td>
<td>2.3</td>
<td>0.0</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>44</td>
<td>47.7</td>
<td>45.5</td>
<td>4.5</td>
<td>2.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Computer skills</td>
<td>44</td>
<td>65.9</td>
<td>27.3</td>
<td>4.5</td>
<td>2.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>44</td>
<td>38.6</td>
<td>40.9</td>
<td>18.2</td>
<td>2.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>44</td>
<td>65.9</td>
<td>29.5</td>
<td>4.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>44</td>
<td>68.2</td>
<td>29.5</td>
<td>2.3</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>43</td>
<td>72.1</td>
<td>27.9</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>44</td>
<td>59.1</td>
<td>31.8</td>
<td>2.3</td>
<td>2.3</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>44</td>
<td>59.1</td>
<td>31.8</td>
<td>2.3</td>
<td>2.3</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>44</td>
<td>54.5</td>
<td>31.8</td>
<td>6.8</td>
<td>2.3</td>
<td>4.5</td>
<td></td>
</tr>
</tbody>
</table>
**Question 3: Department and Department Faculty**

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Percent</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>44</td>
<td>[44]</td>
<td>[36.4]</td>
<td>[27.3]</td>
<td>[11.4]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>44</td>
<td>[44]</td>
<td>[22.7]</td>
<td>[38.6]</td>
<td>[20.5]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>44</td>
<td>[44]</td>
<td>[75.0]</td>
<td>[20.5]</td>
<td>[  4.5]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>44</td>
<td>[44]</td>
<td>[47.7]</td>
<td>[43.2]</td>
<td>[  9.1]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>44</td>
<td>[44]</td>
<td>[61.4]</td>
<td>[34.1]</td>
<td>[  4.5]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>44</td>
<td>[44]</td>
<td>[77.3]</td>
<td>[15.9]</td>
<td>[  4.5]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>44</td>
<td>[44]</td>
<td>[84.1]</td>
<td>[13.6]</td>
<td>[  2.3]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>44</td>
<td>[44]</td>
<td>[11.4]</td>
<td>[36.4]</td>
<td>[13.6]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>44</td>
<td>[44]</td>
<td>[61.4]</td>
<td>[34.1]</td>
<td>[  4.5]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>43</td>
<td>[44]</td>
<td>[79.1]</td>
<td>[20.9]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>44</td>
<td>[44]</td>
<td>[81.8]</td>
<td>[15.9]</td>
<td>[  2.3]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>44</td>
<td>27.3</td>
<td>52.3</td>
<td>6.8</td>
<td>2.3</td>
<td>11.4</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>43</td>
<td>62.8</td>
<td>30.2</td>
<td>4.7</td>
<td>0.0</td>
<td>2.3</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>44</td>
<td>20.5</td>
<td>34.1</td>
<td>15.9</td>
<td>2.3</td>
<td>27.3</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>43</td>
<td>67.4</td>
<td>32.6</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>44</td>
<td>43.2</td>
<td>43.2</td>
<td>9.1</td>
<td>4.5</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>44</td>
<td>40.9</td>
<td>36.4</td>
<td>13.6</td>
<td>2.3</td>
<td>6.8</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>44</td>
<td>59.1</td>
<td>27.3</td>
<td>13.6</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>44</td>
<td>15.9</td>
<td>47.7</td>
<td>27.3</td>
<td>9.1</td>
<td>0.0</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>44</td>
<td>11.4</td>
<td>50.0</td>
<td>25.0</td>
<td>9.1</td>
<td>4.5</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>44</td>
<td>18.2</td>
<td>50.0</td>
<td>22.7</td>
<td>6.8</td>
<td>2.3</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 199
**Question 6: Core Courses, Faculty, Instruction**

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>43</td>
<td>[25.6]</td>
<td>[58.1]</td>
<td>[11.6]</td>
<td>[ 4.7]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>43</td>
<td>[27.9]</td>
<td>[60.5]</td>
<td>[ 9.3]</td>
<td>[ 2.3]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>43</td>
<td>[27.9]</td>
<td>[53.5]</td>
<td>[16.3]</td>
<td>[ 2.3]</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>43</td>
<td>[16.3]</td>
<td>[39.5]</td>
<td>[16.3]</td>
<td>[27.9]</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>43</td>
<td>[30.2]</td>
<td>[48.8]</td>
<td>[20.9]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>43</td>
<td>[34.9]</td>
<td>[53.5]</td>
<td>[11.6]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>43</td>
<td>[27.9]</td>
<td>[51.2]</td>
<td>[18.6]</td>
<td>[ 2.3]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 2

154 Core curriculum classes are often so packed that it seems as though there is no room to actively participate.

177 Faculty went above and beyond their duties to help the students.
### Question 7: Library Services

How would you evaluate library services?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>[44]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>[44]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>[44]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>[44]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>[44]</td>
</tr>
</tbody>
</table>

### Question 8: Technology Services

How would you evaluate technology services?

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Access to the Internet</td>
<td>[44]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>[44]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>[44]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>[44]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>[44]</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>[44]</td>
<td>[27.3]</td>
<td>[65.9]</td>
<td>[4.5]</td>
<td>[2.3]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>[44]</td>
<td>[22.7]</td>
<td>[40.9]</td>
<td>[6.8]</td>
<td>[2.3]</td>
<td>[27.3]</td>
</tr>
<tr>
<td>Campus food services</td>
<td>[44]</td>
<td>[13.6]</td>
<td>[68.2]</td>
<td>[11.4]</td>
<td>[2.3]</td>
<td>[4.5]</td>
</tr>
<tr>
<td>Supply store services</td>
<td>[44]</td>
<td>[40.9]</td>
<td>[54.5]</td>
<td>[4.5]</td>
<td>[0.0]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Campus health services</td>
<td>[44]</td>
<td>[20.5]</td>
<td>[54.5]</td>
<td>[15.9]</td>
<td>[4.5]</td>
<td>[4.5]</td>
</tr>
<tr>
<td>Campus counseling services</td>
<td>[44]</td>
<td>[11.4]</td>
<td>[20.5]</td>
<td>[6.8]</td>
<td>[2.3]</td>
<td>[59.1]</td>
</tr>
<tr>
<td>Business services</td>
<td>[43]</td>
<td>[18.6]</td>
<td>[58.1]</td>
<td>[14.0]</td>
<td>[2.3]</td>
<td>[7.0]</td>
</tr>
<tr>
<td>University Career Center</td>
<td>[43]</td>
<td>[32.6]</td>
<td>[51.2]</td>
<td>[2.3]</td>
<td>[2.3]</td>
<td>[11.6]</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>[43]</td>
<td>[0.0]</td>
<td>[9.3]</td>
<td>[0.0]</td>
<td>[0.0]</td>
<td>[90.7]</td>
</tr>
<tr>
<td>Campus residence programs</td>
<td>[43]</td>
<td>[4.7]</td>
<td>[25.6]</td>
<td>[18.6]</td>
<td>[2.3]</td>
<td>[48.8]</td>
</tr>
<tr>
<td>Opportunities to participate in recreational activities</td>
<td>[43]</td>
<td>[20.9]</td>
<td>[44.2]</td>
<td>[16.3]</td>
<td>[2.3]</td>
<td>[16.3]</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>[43]</td>
<td>[25.6]</td>
<td>[44.2]</td>
<td>[14.0]</td>
<td>[2.3]</td>
<td>[14.0]</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>[43]</td>
<td>[23.3]</td>
<td>[39.5]</td>
<td>[23.3]</td>
<td>[0.0]</td>
<td>[14.0]</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>[43]</td>
<td>[32.6]</td>
<td>[53.5]</td>
<td>[7.0]</td>
<td>[0.0]</td>
<td>[7.0]</td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 2

154  *In my department there was plenty of opportunity for service projects.*

404  *They need more advertising about Recreational activities, community service opportunities, as well as extracurricular activities.*
Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 44

Percent
[52.3] Excellent
[27.3] Good
[ 4.5] Fair
[ 0.0] Poor
[15.9] I did not participate in any of those activities

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education:  N =  40

Brakefield, Jan (8)  Kissinger, Beverly (2)  Culp, Anne
Robinson, Paula (4)  Luck, Cynthia (2)  Roper, Lydia
Darden, Leatha (3)  Morrison, Debra (2)  Gordon, Jean
Leaver-Dunn, Deidre (3)  Niuh, Alvin (2)  James, Dennis
Farr, Brecca (2)  Boyle, Kim  Kendrick, Olivia
Jessee, Peggy (2)  Camp, Paul  Maize, Roy
Curtner-Smith, Mary E. (2)  Wheat, John

(Note: number in parentheses indicates number of references. Also, one student listed two individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 44

Percent
[15.9] Very strong
[59.1] Strong
[22.7] Average
[ 2.3] Weak
[ 0.0] Very Weak

Please explain your reason(s) for your answer.  N = 21

14 Because a lot of students are here so that they can either fulfill their parents wishes or to land a great job. They can't care less about learning and they're doing it just because they have to. But every professor that I have had here is very good at what they do, and that makes all the difference.
75 I think that the environment is excellent for everyone.
82 The intellectual environment depends heavily upon the classes that you are partaking in because often times in my core classes I would wonder how many brain cells I was losing.
153 Everyone usually will have an idea on what they're doing and they make sure that if you need any assistance that they are there.
154 In my department everything is done to help you with your classes.
162 All professors seem to be very well educated and prepared.
177 Overall great reputation.
190 There are many intellectual individuals at The University but I believe we are just average.
228 As compared to community colleges; higher intellectual environment. As compared to other major universities; equal or lower.
233 A positive atmosphere in academics and leadership.
251 Many students here concentrate more on partying than getting work done
305 This school provides ample opportunities and resources for learning.
324 I feel that the environment was made comfortable for all.
404 Not all people are here to become educated. They are here because their parents made them come. Without a personal motivation to succeed then the academic standing of this institution will never be very good.
415 I'm not out here all the time.
424 Most people I encounter while walking to class, in class, etc. talk more about what they did last night, how they came to class drunk, etc.
466 Teachers care about you.
485 Some attend college just to go, others make something of it.
487 I have been challenged at my stay here at UA.
492 Alabama expects students to excel and helps make it possible.
506 I got a great education at UA. The fashion curriculum was very strict.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA? N = 44

Percent
[50.0] Excellent
[45.5] Good
[ 4.5] Fair
[ 0.0] Poor

Please explain your reason(s) for your answer. N = 22

13  Interior Design Dept. at UA is very strong and FIDER accredited
14  Because I have experienced the off-campus college life and I feel that I am a lot more educated that I was prior to coming to UA.
75  I have learned a lot of things not only pertaining to education but life.
82  In the last 2 years I would say very good. I was presented with new methods of learning. I think that I learned more because I was in a completely different environment than what I had grown up in (a big city in the North).
113 I learned a lot about myself. UA tested my abilities.
123 Well rounded.
153 I learned a lot of information that I did not know as well as different principals to use when I have a problem.
154 Even in some of my core classes I thoroughly enjoyed my learning experience.
162 Many projects that were a benefit. Educational material very clear and presented in an understandable manner.
177 I am competent and confident to enter the working field.
190 I feel my education will be sufficient for the real world.
233 Learned what was needed to graduate and find a job.
251 I received a good learning experience that will contribute to my future.
305 My experience here was great but there are not as many opportunities for my major as I was led to believe.
404 I don't feel that the University did more to educate me about life than any course or major did for me.
415 Teachers could’ve been nicer.
424 The HES department has excellent teachers who push/encourage you to learn.
438 I feel that I have achieved the best education at UA.
475 I believe UA has equipped me with the proper education to do a good job for an employer in the future.
485 That's what I put into it.
487 I feel I have excelled in my major very much.
492 I've learned a lot while being in school here.
Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 44

Percent
[68.2]  Definitely
[27.3]  Probably
[  2.3]  Probably not
[  2.3]  Definitely not

Please explain your reason(s) for your answer.  N = 21

13  Great atmosphere.
14  Because of UA reputation in education. I'm proud to be a part of UA.
75  Roll Tide
82  The first two reasons are things that I should have taken more into consideration at the get-go: weather and the "southern-lifestyle," both of which I am completely new to. And have realized I am not cut out for.
113 I learned a lot here, social and education.
153 I enjoy the atmosphere, the people and the environment overall.
162 I never wanted to go here because I'm from Tuscaloosa. I attended Shelton 2 1/2 years and University of West Alabama one year. UA is definitely best school overall.
190 I love Tuscaloosa and the atmosphere.
228 For RHM, UA has an above average program. UA meets my needs.
233 Tradition and reputation
305 I have always wanted to attend UA and will encourage my kids to as well.
324 I feel that this is a good learning facility.
404 I had an overall good experience at Alabama. I would make more of an effort in the classroom if I had to do it all over, but I felt I performed adequately.
424 It is not too far from my hometown and has a great financial planning program.
434 I have been very satisfied here.
466 It was fun!
475 UA has an excellent CPD program for Food and Nutrition.
485 Good school, many options.
487 I have been to three other universities- my home is in Alabama!
492 Roll Tide! It's a good school.
506 I love it here.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major? N = 43

Percent
- [53.5] Definitely
- [32.6] Probably
- [11.6] Probably not
- [ 2.3] Definitely not

Please explain your reason(s) for your answer. N = 28

13 Great and strong program compared to rest of US universities.
14 Although I have enjoyed learning everything that I did, I’m still stuck on what I want to do with my life (careerwise).
58 I might have chosen to be a marketing major and a Fashion Retail minor
75 I love child life.
82 The only reason why I would’ve changed my major is if I had known more about the Historic Preservation field before I entered college. I guess that’s one of those random things you either know or don’t and you can pursue more specific knowledge in.
113 I love it.
153 I enjoy the CHES department. They are very nice and helpful and any major you choose in this department they will make sure you understand and enjoy what you want to do.
154 The teachers in my major go above and beyond to make sure you are receiving a quality education.
162 I should’ve done more research on career opportunities and salary.
190 I probably would, but I can’t answer that until I am able to work on my own.
228 I love RHM.
232 Maybe get more general so I could do more with it if I didn’t want to do interior design.
233 I enjoy the material and its place in the economy.
242 Because I love the teachers/staff and it’s something I always wanted to do.
251 It was not what I expected
305 Not many opportunities for my degree
324 I think I would still work with this major, but probably would do teaching.
329 I was in psychology and the department as well as staff didn’t care whether I passed or failed. But when I transferred to CHES I always get a smile and positive feedback.
404 I enjoy my major and am pleased with my choice.
415 I enjoy working with children.
424 It is not too far from my hometown and has a great financial planning program.
434 I have enjoyed my classes and my internship helped me decide about my career.
438 There was not enough explanation of job opportunities. I chose this field being unaware of the lack of jobs in this area.
466 I enjoy what I do.
475 I enjoy the aspects of Nutrition and believe that I will continue to enjoy it.
485 Decided I wanted something else in my life
487 I love Design and Architecture.
492 I've really enjoyed HES and I've learned a lot.
Question 16: Reason for Attending UA

What is the primary reason you chose to attend UA?   N = 34*
(* Only students that chose a single answer)

Percent
[29.4] Academic Reputation
[ 2.9] Cost
[11.8] Family
[ 0.0] Friends came here
[11.8] Major/Field of Study
[26.5] Location
[ 2.9] Scholarship/Financial Aid
[ 0.0] Social Life
[ 2.9] Athletics
[11.8] Other: Please list  (see comments below)

What is the primary reason you chose to attend UA?   N = 9**
(** Students that chose two or more answers)

Frequency
[  2] Cost
[  2] Family
[  1] Friends came here
[  4] Major/Field of Study
[  4] Location
[  1] Scholarship/Financial Aid
[  3] Social Life
[  0] Other: Please list  (see comments below)

The following is the list of comments from the “Other” category. N = 3

58  Did not get into UGA
171 Law school
329 I needed to pick a college to attend.
Question 17: Participation in Clubs and Organizations

Check all of the clubs or organizations that you participated in actively while in graduate school at UA.  N = 44

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 4.5]</td>
<td>Student government</td>
</tr>
<tr>
<td>[43.2]</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>[27.3]</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>[ 2.3]</td>
<td>Political clubs</td>
</tr>
<tr>
<td>[ 6.8]</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>[45.5]</td>
<td>Honor societies</td>
</tr>
<tr>
<td>[17.6]</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>[25.0]</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>[3.1]</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>[25.0]</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>[22.7]</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>[ 2.3]</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 9
The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

286 Fraternity Pres.
305 Greek Editor
466 Captain of swim team

Question 18: Loan Amount

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family?  N = 42

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[38.1] $0</td>
</tr>
<tr>
<td>[ 4.8] $1 - $4,999</td>
</tr>
<tr>
<td>[ 4.8] $5,000 - $9,999</td>
</tr>
<tr>
<td>[ 7.1] $10,000 - $14,999</td>
</tr>
<tr>
<td>[16.7] $15,000 - $19,999</td>
</tr>
<tr>
<td>[ 7.1] $20,000 - $24,999</td>
</tr>
<tr>
<td>[ 4.8] $25,000 - $29,999</td>
</tr>
<tr>
<td>[ 4.8] $30,000 - $39,999</td>
</tr>
<tr>
<td>[ 7.1] $40,000 or more</td>
</tr>
<tr>
<td>[ 4.8] Unable to estimate the amount</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>37</td>
<td>[2.7]</td>
<td>[21.6]</td>
<td>[8.1]</td>
<td>[21.6]</td>
<td>[45.9]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>40</td>
<td>[2.5]</td>
<td>[20.0]</td>
<td>[7.5]</td>
<td>[30.0]</td>
<td>[40.0]</td>
</tr>
<tr>
<td>Junior</td>
<td>42</td>
<td>[2.4]</td>
<td>[26.1]</td>
<td>[7.1]</td>
<td>[38.1]</td>
<td>[26.2]</td>
</tr>
<tr>
<td>Senior</td>
<td>41</td>
<td>[4.9]</td>
<td>[19.5]</td>
<td>[12.2]</td>
<td>[34.1]</td>
<td>[29.3]</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?
(Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0</td>
<td>[0]</td>
<td>[0]</td>
<td>[0]</td>
<td>[0]</td>
<td>[0]</td>
</tr>
<tr>
<td>Junior</td>
<td>1</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
<td>[1]</td>
<td>[0]</td>
</tr>
<tr>
<td>Senior</td>
<td>2</td>
<td>[0]</td>
<td>[2]</td>
<td>[0]</td>
<td>[2]</td>
<td>[0]</td>
</tr>
</tbody>
</table>

**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one)  \( N = 14^* \)
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for a job/career</td>
<td>[94.9]</td>
</tr>
<tr>
<td>Preparation for graduate study</td>
<td>[2.6]</td>
</tr>
<tr>
<td>Family expectations</td>
<td>[2.6]</td>
</tr>
<tr>
<td>Other: (see comments below)</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>

What was your primary objective for attending college? (Check one)  \( N = 30^{**} \)
(** Students that chose two or more answers)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for a job/career</td>
<td>[4]</td>
</tr>
<tr>
<td>Preparation for graduate study</td>
<td>[4]</td>
</tr>
<tr>
<td>Family expectations</td>
<td>[1]</td>
</tr>
<tr>
<td>Other: (see comments below)</td>
<td>[0]</td>
</tr>
</tbody>
</table>
**Question 21: Initiated Job Search**

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.) $N = 41$

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.8%</td>
<td>Less than one month</td>
</tr>
<tr>
<td>7.3%</td>
<td>1-2 months</td>
</tr>
<tr>
<td>31.7%</td>
<td>3-5 months</td>
</tr>
<tr>
<td>17.1%</td>
<td>6-8 months</td>
</tr>
<tr>
<td>7.3%</td>
<td>9-11 months</td>
</tr>
<tr>
<td>17.1%</td>
<td>One year</td>
</tr>
<tr>
<td>2.4%</td>
<td>More than a year</td>
</tr>
<tr>
<td>7.3%</td>
<td>I have not begun my job search</td>
</tr>
</tbody>
</table>

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 32) nine students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
**Question 22: Plans Following Graduation.**

Indicate the ONE best description of your plans following graduation. N = 43

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.6%</td>
<td>I do not know yet</td>
</tr>
<tr>
<td>11.6%</td>
<td>I have accepted a job related to my field of study</td>
</tr>
<tr>
<td>0.0%</td>
<td>I have accepted a job not related to my field of study</td>
</tr>
<tr>
<td>0.0%</td>
<td>I plan to continue in my current position</td>
</tr>
<tr>
<td>25.6%</td>
<td>I will be going to a graduate or professional school full-time next year:</td>
</tr>
<tr>
<td></td>
<td>What school? <em>(see comments below)</em></td>
</tr>
<tr>
<td>4.7%</td>
<td>I will be going to a graduate or professional school part-time next year and working part-time: What school? <em>(see comments below)</em></td>
</tr>
<tr>
<td>0.0%</td>
<td>I will take more undergraduate courses</td>
</tr>
<tr>
<td>34.9%</td>
<td>I am still seeking employment</td>
</tr>
<tr>
<td>2.3%</td>
<td>I am not currently seeking employment and do not plan to attend school next year</td>
</tr>
<tr>
<td>2.3%</td>
<td>I am entering military service</td>
</tr>
<tr>
<td>7.0%</td>
<td>Other <em>(see comments below)</em></td>
</tr>
</tbody>
</table>

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?

- 228 University of Alabama
- 305 UAB or UA
- 324 University of Alabama
- 329 Alabama State University
- 404 Louisiana State University
- 487 Georgia Tech

I will be going to a graduate or professional school part-time next year and working part-time:
What school?

- 153 UAB
- 154 Alabama

Other

- 190 I have accepted a job in my major and plan to attend Physical Therapy school--I don't know where yet.
- 240 I am seeking an internship.
- 485 Peace Corp Volunteer
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information. (Note: number in parentheses indicates number of references.)

Name of organization:

- Charles D. Haines, LLC
- Lighthouse Christian School
- Lighting & Lamp
- Rehab Associates
- Winn Dixie
- US Army
- Robinson and Adams

Location - City & State:

- Birmingham, AL (2)
- Clinton, AL
- Pelham, AL
- Ft. Eustis, VA
- Northport, AL
- Montgomery, AL

Job title:

- Financial Counselor
- Pre-K Teacher
- Lighting Consultant
- Athletic Trainer
- Office Clerk
- Platoon Leader
- Investment Analyst

Job field (e.g., PR, environment, consulting):

- Consulting
- Preschool Teacher
- Interior Design
- Athletic Training
- Financial Planning
- Retail
- Transportation Management

Your annual salary, not including bonuses:

- $35,000
- $32,000
- $27,500
- $15,000
- $9,000
Question 24: Job Search Sources

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 5] Faculty Member</td>
<td>[ 0] On-campus Interviews</td>
</tr>
<tr>
<td>[ 0] Employment Agency</td>
<td>[ 0] Fall Career Fair</td>
</tr>
<tr>
<td>[ 0] UA-RED</td>
<td>[ 0] Other Career Fairs</td>
</tr>
<tr>
<td>[ 1] Volunteering</td>
<td>[ 0] Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

Question 25: Geographic Employment Preferences

What geographic region(s) would you consider for employment? (Check all that apply)  N = 42

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[19.0] Alabama only</td>
<td>[19.0] Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>[35.7] Northeast USA</td>
<td>[16.7] Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>[21.4] Outside USA</td>
<td>[19.0] Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

Question 26: Primary Email Address

What is your primary email address?  N = 43

List of providers

<table>
<thead>
<tr>
<th>List of providers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL 5 PRODIGY 1</td>
</tr>
<tr>
<td>ALABAMA 18 SIMPLECOM 1</td>
</tr>
<tr>
<td>BELLSOOUTH 1 US ARMY 1</td>
</tr>
<tr>
<td>COLLEGECLUB 1 WORLDNET ATT 1</td>
</tr>
<tr>
<td>CS 1 YAHOO 3</td>
</tr>
<tr>
<td>HOTMAIL 10</td>
</tr>
</tbody>
</table>
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 3

154  Computer lab hours should be extended. Also there should be several labs with different programs, so if you can’t get a computer in your school.
171  Parking, parking, parking!
190  I am very disappointed with the fact that I must graduate on a Friday. Therefore my mother who paid for my 5 years at the University has to take off of work to watch her own daughter graduate. This also includes any friends or family who plan on attend.
Respondent Characteristics

Thirteen graduating students from the Capstone College of Nursing completed the instrument. All of the respondents were female. Eleven of the students were White, one was African-American, and one was Asian.
**Question 2: General Knowledge, Skills, Personal Development**

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Somewhat</th>
<th>Percent</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>13</td>
<td>[46.2]</td>
<td>[38.5]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Listening skills</td>
<td>13</td>
<td>[46.2]</td>
<td>[46.2]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>13</td>
<td>[76.9]</td>
<td>[15.4]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>13</td>
<td>[15.4]</td>
<td>[38.5]</td>
<td>[30.8]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>13</td>
<td>[53.8]</td>
<td>[38.5]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>13</td>
<td>[76.9]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Computer skills</td>
<td>13</td>
<td>[46.2]</td>
<td>[38.5]</td>
<td>[ 7.7]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>13</td>
<td>[30.8]</td>
<td>[46.2]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>13</td>
<td>[69.2]</td>
<td>[30.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>13</td>
<td>[84.6]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>13</td>
<td>[84.6]</td>
<td>[ 7.7]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>13</td>
<td>[84.6]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>13</td>
<td>[53.8]</td>
<td>[15.4]</td>
<td>[30.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>13</td>
<td>[53.8]</td>
<td>[23.1]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
**Question 3: Department and Department Faculty**

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>[13]</td>
<td>[38.5]</td>
<td>[53.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>[13]</td>
<td>[76.9]</td>
<td>[15.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>[13]</td>
<td>[92.3]</td>
<td>[7.7]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>[13]</td>
<td>[69.2]</td>
<td>[30.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>[13]</td>
<td>[69.2]</td>
<td>[30.8]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>[13]</td>
<td>[84.6]</td>
<td>[15.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>[13]</td>
<td>[84.6]</td>
<td>[15.4]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>[13]</td>
<td>[7.7]</td>
<td>[30.8]</td>
<td>[7.7]</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>[13]</td>
<td>[76.9]</td>
<td>[23.1]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>[13]</td>
<td>[76.9]</td>
<td>[23.1]</td>
<td>[0.0]</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>[13]</td>
<td>[61.5]</td>
<td>[38.5]</td>
<td>[0.0]</td>
</tr>
</tbody>
</table>
**Question 4: Major Courses, Faculty, Instruction, Advising**

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>[13]</td>
<td>[ 7.7]</td>
<td>[61.5]</td>
<td>[23.1]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>[13]</td>
<td>[38.5]</td>
<td>[46.2]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 7.7]</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>[13]</td>
<td>[ 0.0]</td>
<td>[38.5]</td>
<td>[30.8]</td>
<td>[ 7.7]</td>
<td>[23.1]</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>[13]</td>
<td>[46.2]</td>
<td>[53.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>[13]</td>
<td>[61.5]</td>
<td>[23.1]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>[13]</td>
<td>[38.5]</td>
<td>[46.2]</td>
<td>[ 7.7]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>[13]</td>
<td>[23.1]</td>
<td>[53.8]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>

**Question 5: Department Facilities**

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>[13]</td>
<td>[46.2]</td>
<td>[53.8]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>[13]</td>
<td>[30.8]</td>
<td>[61.5]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>[13]</td>
<td>[53.8]</td>
<td>[46.2]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
Question 6: Core Courses, Faculty, Instruction

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>13</td>
<td>[30.8]</td>
<td>[46.2]</td>
<td>[  7.7]</td>
<td>[15.4]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>13</td>
<td>[23.1]</td>
<td>[61.5]</td>
<td>[15.4]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>13</td>
<td>[23.1]</td>
<td>[76.9]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>13</td>
<td>[  7.7]</td>
<td>[53.8]</td>
<td>[38.5]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>13</td>
<td>[  7.7]</td>
<td>[61.5]</td>
<td>[30.8]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>13</td>
<td>[23.1]</td>
<td>[69.2]</td>
<td>[  7.7]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>13</td>
<td>[23.1]</td>
<td>[46.2]</td>
<td>[30.8]</td>
<td>[  0.0]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 2

267   I think that we shouldn't have to pay full tuition for a course that is taught by a grad student.
283   Most GTA’s treat your class just as something they have to do.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th>Services</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>13</td>
<td>[38.5]</td>
<td>[53.8]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>13</td>
<td>[15.4]</td>
<td>[53.8]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[15.4]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>13</td>
<td>[38.5]</td>
<td>[30.8]</td>
<td>[23.1]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>13</td>
<td>[30.8]</td>
<td>[30.8]</td>
<td>[23.1]</td>
<td>[ 7.7]</td>
<td>[ 7.7]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>13</td>
<td>[30.8]</td>
<td>[30.8]</td>
<td>[15.4]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th>Services</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>13</td>
<td>[69.2]</td>
<td>[23.1]</td>
<td>[ 7.7]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>13</td>
<td>[53.8]</td>
<td>[30.8]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>13</td>
<td>[46.2]</td>
<td>[38.5]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>13</td>
<td>[46.2]</td>
<td>[30.8]</td>
<td>[15.4]</td>
<td>[ 0.0]</td>
<td>[ 7.7]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>13</td>
<td>[46.2]</td>
<td>[30.8]</td>
<td>[23.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>13</td>
<td>23.1</td>
<td>61.5</td>
<td>15.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>13</td>
<td>23.1</td>
<td>23.1</td>
<td>15.4</td>
<td>7.7</td>
<td>30.8</td>
</tr>
<tr>
<td>Campus food services</td>
<td>13</td>
<td>7.7</td>
<td>61.5</td>
<td>30.8</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Supply store services</td>
<td>13</td>
<td>38.5</td>
<td>61.5</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Campus health services</td>
<td>13</td>
<td>23.1</td>
<td>53.8</td>
<td>15.4</td>
<td>7.7</td>
<td>0.0</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>13</td>
<td>7.7</td>
<td>15.4</td>
<td>0.0</td>
<td>0.0</td>
<td>76.9</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>13</td>
<td>7.7</td>
<td>61.5</td>
<td>23.1</td>
<td>0.0</td>
<td>7.7</td>
</tr>
<tr>
<td>University Career Center</td>
<td>13</td>
<td>0.0</td>
<td>76.9</td>
<td>7.7</td>
<td>0.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>13</td>
<td>0.0</td>
<td>16.7</td>
<td>0.0</td>
<td>0.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>13</td>
<td>7.7</td>
<td>30.8</td>
<td>7.7</td>
<td>0.0</td>
<td>53.8</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>13</td>
<td>7.7</td>
<td>53.8</td>
<td>15.4</td>
<td>0.0</td>
<td>23.1</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>13</td>
<td>7.7</td>
<td>30.8</td>
<td>15.4</td>
<td>7.7</td>
<td>38.5</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>13</td>
<td>0.0</td>
<td>61.5</td>
<td>23.1</td>
<td>0.0</td>
<td>15.4</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>13</td>
<td>30.8</td>
<td>30.8</td>
<td>23.1</td>
<td>0.0</td>
<td>15.4</td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 0
**Question 10: Professional Growth from Field Experience**

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth?  N = 13

| Percent | Excellent [84.6] | Good [7.7] | Fair [0.0] | Poor [0.0] | I did not participate in any of those activities [7.7] |

**Question 11: Person who made Most Significant Positive Contribution**

Identify the person at UA who made the most significant positive contribution to your education:  N = 12

- Adams, Marsha (2)
- Humphrey, Debra (2)
- Barrett, Jena
- Butram, Thomas
- Carter, Melondie
- Collins, Angela
- Gaskins, Susan
- Lammom, Carol
- Sherrod, Roy Ann
- Vandermeer, Jeanette

*(Note: number in parentheses indicates number of references.)*

**Question 12: Overall UA Intellectual Environment**

All things considered, how would you characterize the intellectual environment at UA?  N = 13

| Percent | Very strong [23.1] | Strong [46.2] | Average [30.8] | Weak [0.0] | Very Weak [0.0] |

Please explain your reason(s) for your answer.  N = 7

179 Most of the people in my major were experienced and strong in their field of expertise.
194 I know in nursing school everyone strives to make the best they can; there's also a 75% rule that
201 It's a party school.
238 Well, the students I was around were very intellectual or they wouldn't have a nursing degree.
283 Not all students come to college for the same reason. Some work and some play.
354 Everyone has their own intellectual ability in their major. I have a tough major and I believe that if a
lot of students who are average in their major were to transfer to nursing they would not fair so well
481 UA has an excellent reputation for academic excellence.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 13

Percent
[61.5] Excellent
[38.5] Good
[  0.0] Fair
[  0.0] Poor

Please explain your reason(s) for your answer.  N = 7

179  It was good once I got into my major, but some of the core classes left a lot to be desired!
194  I think I've gained knowledge and skills at Capstone that are going to take me far in the future. I don't know if I would have gotten a better education at another nursing school.
201  Nursing school is good, but it lacks some in teachers and a good dean.
238  I am a better nurse and have gotten the best hands on experience.
267  While at my preceptorship for nursing they bragged a lot on how much better I was prepared than senior nursing students from other schools.
283  I feel prepared for my career.
481  I have enjoyed my college experience and feel that with this background I am ready to function in a professional environment.

Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 13

Percent
[53.8] Definitely
[38.5] Probably
[  7.7] Probably not
[  0.0] Definitely not

Please explain your reason(s) for your answer.  N = 7

179  I had a wonderful time at Alabama!
194  Started at Auburn, Hated Auburn!!
201  I would go closer to home.
238  The best nursing program ever.
267  It's been a great experience!
283  Probably would have gone farther away from home.
332  I would have went to UAB for medical field.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 13

<table>
<thead>
<tr>
<th>Percent</th>
<th>Definitely</th>
<th>Probably</th>
<th>Probably not</th>
<th>Definitely not</th>
</tr>
</thead>
<tbody>
<tr>
<td>53.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 8

179 Sometimes I think I would, some times I am sure I wouldn't. This past semester has been better, but if you had asked me last semester or any time the year before that I would have definitely said I would major in something else.

194 I think that I was born to be a nurse. I feel it's God's will for my life.

201 I have always wanted to become a nurse

238 Nursing shortage and because I love what I do! Taking care of people.

267 I didn't realize how tough it would be, but I love the profession.

283 I changed my major once and feel fulfilled in my current choice.

332 I enjoy what I am doing.

481 If not nursing, I would have done pre-med.
### Question 16: Reason for Attending UA

What is the primary reason you chose to attend UA?  
N = 11*  
(* Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reputation</td>
<td>9.1%</td>
<td>0</td>
</tr>
<tr>
<td>Cost</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Family</td>
<td>27.3%</td>
<td>1</td>
</tr>
<tr>
<td>Friends came here</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Major/Field of Study</td>
<td>27.3%</td>
<td>2</td>
</tr>
<tr>
<td>Location</td>
<td>9.1%</td>
<td>0</td>
</tr>
<tr>
<td>Scholarship/Financial Aid</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Social Life</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Athletics</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Other: Please list</td>
<td>0.0%</td>
<td>1</td>
</tr>
</tbody>
</table>

The following is the list of comments from the “Other” category.  
N = 1

379  Football
**Question 17: Participation in Clubs and Organizations**

Check all of the clubs or organizations that you participated in actively while in graduate school at UA. N = 13

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[23.1]</td>
<td>Student government</td>
</tr>
<tr>
<td>[23.1]</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>[46.2]</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Political clubs</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>[46.2]</td>
<td>Honor societies</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>[ 7.7]</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>[38.5]</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>[23.1]</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: N = 5

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

110 Sorority Secretary, Panhellenic Chairperson
194 I was vice-president of the Nursing Ambassadors.
238 ANA-Nursing Association
354 Student Government, Honor Societies, Academic Clubs, ANS
481 President of Association of Nursing Students, Secretary/Treasurer of Nursing Ambassadors, Membership Chair of Assoc. of Nursing Students.

**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family? N = 13

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[69.2]</td>
</tr>
<tr>
<td>[ 7.7]</td>
</tr>
<tr>
<td>[23.1]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
<tr>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus</th>
<th>Off-Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Full-Time</td>
<td>Part-Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman</td>
<td>12</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>12</td>
<td>0.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Junior</td>
<td>13</td>
<td>0.0</td>
<td>7.7</td>
</tr>
<tr>
<td>Senior</td>
<td>13</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one) N = 11* (* Only students that chose a single answer)

<table>
<thead>
<tr>
<th>Percent</th>
<th>100.0</th>
<th>Preparation for a job/career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for graduate study</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Family expectations</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

What was your primary objective for attending college? (Check one) N = 2** (** Students that chose two answers)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>2</th>
<th>Preparation for a job/career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for graduate study</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Family expectations</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Question 21: Initiated Job Search

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 13

Percent
[  0.0]  Less than one month
[  7.7]  1-2 months
[30.8]  3-5 months
[15.4]  6-8 months
[23.1]  9-11 months
[15.4]  One year
[  0.0]  More than a year
[  7.7]  I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 9) four students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 13

Percent
[15.4] I do not know yet
[23.1] I have accepted a job related to my field of study
[  0.0] I have accepted a job not related to my field of study
[  0.0] I plan to continue in my current position
[  0.0] I will be going to a graduate or professional school full-time next year: What school? (see comments below)
[  0.0] I will be going to a graduate or professional school part-time next year and working part-time: What school? (see comments below)
[  0.0] I will take more undergraduate courses
[46.2] I am still seeking employment
[  0.0] I am not currently seeking employment and do not plan to attend school next year
[  0.0] I am entering military service
[15.4] Other (see comments below)

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year: What school?
None indicated

I will be going to a graduate or professional school part-time next year and working part-time: What school?
None indicated

Other

267 I plan to work where I am currently doing my preceptorship.
379 Grad school in one year.
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.

Name of organization:

Shelby Baptist Medical Center
Emory Medical Center

Location - City & State:

Atlanta, GA
Alabaster, AL

Job title:

Registered Nurse
Registered Nurse/MCU/WBN

Job field (e.g., PR, environment, consulting):

NICU/WBN
Hospital

Your annual salary, not including bonuses:

$32,000
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ 2]</td>
<td>Career Center</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Fraternity or Sorority</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Family and Personal Friends</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Through Alumni</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Résumé Referrals</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Professional Association</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Faculty Member</td>
</tr>
<tr>
<td>[ 0]</td>
<td>On-campus Interviews</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Employment Agency</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Fall Career Fair</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Direct Employer Contact</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Internet</td>
</tr>
<tr>
<td>[ 0]</td>
<td>UA-RED</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Other Career Fairs</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Internships/Co-op</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Part-time Job</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Volunteering</td>
</tr>
<tr>
<td>[ 0]</td>
<td>Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  N = 13

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>[23.1]</td>
<td>Alabama only</td>
</tr>
<tr>
<td>[76.9]</td>
<td>Southeast USA</td>
</tr>
<tr>
<td>[23.1]</td>
<td>Northeast USA</td>
</tr>
<tr>
<td>[ 7.7]</td>
<td>Outside USA</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>[ 7.7]</td>
<td>Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>[ 7.7]</td>
<td>Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

**Question 26: Primary Email Address**

What is your primary email address?  N = 11

List of providers

<table>
<thead>
<tr>
<th>List of providers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AOL</td>
<td>3</td>
</tr>
<tr>
<td>ALABAMA</td>
<td>2</td>
</tr>
<tr>
<td>COMCAST</td>
<td>1</td>
</tr>
<tr>
<td>HOTMAIL</td>
<td>1</td>
</tr>
<tr>
<td>MINDSPRING</td>
<td>1</td>
</tr>
<tr>
<td>PEOPLEPC</td>
<td>1</td>
</tr>
<tr>
<td>YAHOO</td>
<td>2</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 232
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 1

The nursing faculty is WONDERFUL. But any class that I took where a graduate student was teaching was a TOTAL waste of my time and my money! Two of the worst GTA were in psychology and the other was in math. It honestly made me never want to take another.
Respondent Characteristics

Fourteen graduating students from the School of Social Work completed the instrument. All but one of the respondents were female. Ten of the students were White, while four were African-American.
**Question 2: General Knowledge, Skills, Personal Development**

To what extent do you think your education at UA contributed to your knowledge, skills, and/or personal development in each of the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Very Much</th>
<th>Some-what</th>
<th>Percent Very Little</th>
<th>Not at All</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing skills</td>
<td>[14]</td>
<td>[64.3]</td>
<td>[28.6]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Listening skills</td>
<td>[14]</td>
<td>[28.6]</td>
<td>[50.0]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
</tr>
<tr>
<td>Comprehension skills (written information)</td>
<td>[14]</td>
<td>[57.1]</td>
<td>[35.7]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Mathematical skills</td>
<td>[14]</td>
<td>[21.4]</td>
<td>[35.7]</td>
<td>[35.7]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Scientific methods of inquiry</td>
<td>[14]</td>
<td>[28.6]</td>
<td>[42.9]</td>
<td>[28.6]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Analytic skills</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[42.9]</td>
<td>[14.3]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Computer skills</td>
<td>[14]</td>
<td>[14.3]</td>
<td>[42.9]</td>
<td>[35.7]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Public speaking skills</td>
<td>[14]</td>
<td>[28.6]</td>
<td>[42.9]</td>
<td>[14.3]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
</tr>
<tr>
<td>Information gathering skills</td>
<td>[14]</td>
<td>[50.0]</td>
<td>[35.7]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Function as part of a team</td>
<td>[14]</td>
<td>[64.3]</td>
<td>[21.4]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Work with people of diverse backgrounds</td>
<td>[14]</td>
<td>[71.4]</td>
<td>[14.3]</td>
<td>[14.3]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Recognize and acting on ethical principals</td>
<td>[14]</td>
<td>[71.4]</td>
<td>[14.3]</td>
<td>[14.3]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Appreciate racial equality</td>
<td>[14]</td>
<td>[64.3]</td>
<td>[21.4]</td>
<td>[14.3]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Appreciate gender equality</td>
<td>[14]</td>
<td>[57.1]</td>
<td>[28.6]</td>
<td>[14.3]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>
### Question 3: Department and Department Faculty

Please assess your department and its faculty members for each of the following:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you conduct or assist in a research project in your major?</td>
<td>14</td>
<td>14.3</td>
<td>85.7</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Did you assist faculty or staff in your major in providing service to the community or state?</td>
<td>14</td>
<td>42.9</td>
<td>21.4</td>
<td>28.6</td>
<td>7.1</td>
</tr>
<tr>
<td>In solving actual problems, did you apply concepts you have learned in your major courses?</td>
<td>14</td>
<td>78.6</td>
<td>21.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas in writing?</td>
<td>14</td>
<td>85.7</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Did courses in your major provide opportunities for you to express your ideas orally?</td>
<td>14</td>
<td>78.6</td>
<td>14.3</td>
<td>0.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your academic progress?</td>
<td>14</td>
<td>71.4</td>
<td>14.3</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Did at least one faculty member in your major express a special interest in your career development?</td>
<td>14</td>
<td>64.3</td>
<td>21.4</td>
<td>7.1</td>
<td>7.1</td>
</tr>
<tr>
<td>Were you unable to enroll in a required course in your major because all sections were filled?</td>
<td>14</td>
<td>28.6</td>
<td>28.6</td>
<td>0.0</td>
<td>42.9</td>
</tr>
<tr>
<td>Did faculty in your major encourage you to be an actively involved learner?</td>
<td>14</td>
<td>64.3</td>
<td>28.6</td>
<td>0.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Did faculty in your major give you prompt feedback?</td>
<td>14</td>
<td>64.3</td>
<td>28.6</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>Did faculty in your major care about your academic success?</td>
<td>14</td>
<td>71.4</td>
<td>28.6</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Question 4: Major Courses, Faculty, Instruction, Advising

How would you evaluate the courses, faculty, instruction, and advising in your major?

<table>
<thead>
<tr>
<th>Percent</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction in 100 and 200 level courses in your major was</td>
<td>14</td>
<td>21.4</td>
<td>64.3</td>
<td>14.3</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Instruction in 300 level and above courses in your major was</td>
<td>14</td>
<td>64.3</td>
<td>28.6</td>
<td>7.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Instruction provided by departmental graduate teaching assistants (GTAs) in your major was</td>
<td>14</td>
<td>35.7</td>
<td>21.4</td>
<td>35.7</td>
<td>0.0</td>
<td>7.1</td>
</tr>
<tr>
<td>The overall quality of your major was</td>
<td>14</td>
<td>42.9</td>
<td>35.7</td>
<td>21.4</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for employment after graduation in your major was</td>
<td>14</td>
<td>35.7</td>
<td>57.1</td>
<td>0.0</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>The quality of courses as preparation for graduate or professional school in your major was</td>
<td>14</td>
<td>50.0</td>
<td>28.6</td>
<td>14.3</td>
<td>0.0</td>
<td>7.1</td>
</tr>
<tr>
<td>Advising in your major was</td>
<td>14</td>
<td>7.1</td>
<td>42.9</td>
<td>28.6</td>
<td>21.4</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Question 5: Department Facilities

How would you evaluate your department's facilities?

<table>
<thead>
<tr>
<th>Percent</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom facilities in your department were</td>
<td>14</td>
<td>7.1</td>
<td>57.1</td>
<td>21.4</td>
<td>14.3</td>
<td>0.0</td>
</tr>
<tr>
<td>The non-computer laboratory facilities for courses in your major were</td>
<td>14</td>
<td>7.1</td>
<td>42.9</td>
<td>7.1</td>
<td>7.1</td>
<td>35.7</td>
</tr>
<tr>
<td>The departmental computer facilities for courses in your major were</td>
<td>14</td>
<td>14.3</td>
<td>50.0</td>
<td>28.6</td>
<td>7.1</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Graduating Senior Survey: May 2002 Graduates 237
**Question 6: Core Courses, Faculty, Instruction**

How would you evaluate the courses, faculty, and instruction in your core curriculum/general education classes?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction provided by graduate teaching assistants (GTAs) in core courses was good.</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[57.1]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas in writing?</td>
<td>[14]</td>
<td>[50.0]</td>
<td>[42.9]</td>
<td>[ 7.1]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did core courses provide opportunities for you to express your ideas orally?</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[42.9]</td>
<td>[14.3]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Were you unable to enroll in a core course because all sections were filled?</td>
<td>[14]</td>
<td>[ 7.1]</td>
<td>[42.9]</td>
<td>[35.7]</td>
<td>[14.3]</td>
</tr>
<tr>
<td>Did faculty in your core courses encourage you to be an actively involved learner?</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[50.0]</td>
<td>[ 7.1]</td>
<td>[ 7.1]</td>
</tr>
<tr>
<td>Did faculty in your core courses give you prompt feedback?</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[57.1]</td>
<td>[ 0.0]</td>
<td>[ 0.0]</td>
</tr>
<tr>
<td>Did faculty in your core courses care about your academic success?</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[42.9]</td>
<td>[21.4]</td>
<td>[ 0.0]</td>
</tr>
</tbody>
</table>

Additional comments on the above core curriculum courses, faculty, and instruction. N = 3

94 I don’t understand why we only learned one writing style in English 101 and 102. I had a hard time adjusting to APA, because I only learned MCA.

214 I did not take many core classes at this University.

377 The School of Social Work needs a library and bigger facility.
**Question 7: Library Services**

How would you evaluate library services?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours of operation</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[50.0]</td>
<td>[  7.1]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Staff responsiveness</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[35.7]</td>
<td>[14.3]</td>
<td>[  7.1]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Access to databases</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[42.9]</td>
<td>[14.3]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Access to collections</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[42.9]</td>
<td>[21.4]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Library resources for your major</td>
<td>[14]</td>
<td>[28.6]</td>
<td>[57.1]</td>
<td>[  7.1]</td>
<td>[  7.1]</td>
<td>[  0.0]</td>
</tr>
</tbody>
</table>

**Question 8: Technology Services**

How would you evaluate technology services?

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to the Internet</td>
<td>[14]</td>
<td>[50.0]</td>
<td>[50.0]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Hours of operation for computer labs</td>
<td>[14]</td>
<td>[35.7]</td>
<td>[57.1]</td>
<td>[  7.1]</td>
<td>[  0.0]</td>
<td>[  0.0]</td>
</tr>
<tr>
<td>Hours of operation for help desks</td>
<td>[14]</td>
<td>[  7.1]</td>
<td>[64.3]</td>
<td>[14.3]</td>
<td>[  0.0]</td>
<td>[14.3]</td>
</tr>
<tr>
<td>Access to up-to-date facilities</td>
<td>[14]</td>
<td>[42.9]</td>
<td>[42.9]</td>
<td>[  7.1]</td>
<td>[  0.0]</td>
<td>[  7.1]</td>
</tr>
<tr>
<td>Access to trained staff for help</td>
<td>[14]</td>
<td>[14.3]</td>
<td>[50.0]</td>
<td>[14.3]</td>
<td>[  7.1]</td>
<td>[14.3]</td>
</tr>
</tbody>
</table>
**Question 9: Campus Offices, Services, Opportunities**

How would you evaluate these offices, services, and opportunities?

<table>
<thead>
<tr>
<th>Service</th>
<th>N</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration process</td>
<td>14</td>
<td>35.7%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>14.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Financial aid services</td>
<td>14</td>
<td>28.6%</td>
<td>35.7%</td>
<td>14.3%</td>
<td>7.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Campus food services</td>
<td>14</td>
<td>7.1%</td>
<td>50.0%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Supply store services</td>
<td>14</td>
<td>7.1%</td>
<td>78.6%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Campus health services</td>
<td>14</td>
<td>14.3%</td>
<td>42.9%</td>
<td>21.4%</td>
<td>7.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Campus counseling (not career) services</td>
<td>14</td>
<td>35.7%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Business services/cashier/student accounts</td>
<td>13</td>
<td>7.7%</td>
<td>76.9%</td>
<td>7.7%</td>
<td>0.0%</td>
<td>7.7%</td>
</tr>
<tr>
<td>University Career Center</td>
<td>14</td>
<td>14.3%</td>
<td>35.7%</td>
<td>21.4%</td>
<td>0.0%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Engineering Career Center</td>
<td>14</td>
<td>7.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>92.9%</td>
</tr>
<tr>
<td>Campus residence life programs for those in University-owned housing</td>
<td>14</td>
<td>21.4%</td>
<td>14.3%</td>
<td>14.3%</td>
<td>0.0%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Opportunities to participate in campus recreational activities</td>
<td>14</td>
<td>35.7%</td>
<td>28.6%</td>
<td>7.1%</td>
<td>14.3%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Opportunities to participate in other extra-curricular activities</td>
<td>14</td>
<td>28.6%</td>
<td>28.6%</td>
<td>14.3%</td>
<td>7.1%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Opportunities to participate in community service projects</td>
<td>14</td>
<td>28.6%</td>
<td>42.9%</td>
<td>21.4%</td>
<td>0.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Opportunities to develop leadership skills</td>
<td>14</td>
<td>21.4%</td>
<td>28.6%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>7.1%</td>
</tr>
</tbody>
</table>

Additional comments on the offices, services, and opportunities. N = 1

214 They are fair, some better than others.
Question 10: Professional Growth from Field Experience

How would you evaluate your experience with a co-op, internship, practicum, student teaching, or other field experience in terms of its contribution to your personal and professional growth? N = 14

Percent
[57.1] Excellent
[42.9] Good
[0.0] Fair
[0.0] Poor
[0.0] I did not participate in any of those activities

Question 11: Person who made Most Significant Positive Contribution

Identify the person at UA who made the most significant positive contribution to your education: N = 13

Hobbs, Faye (3) Nicol, Barbara
Parker, Michael (2) Sella, Mary
Simon, Cassandra (2) Terrell, Joanne
Hahs, Debbie Pryce, Josephine
Herrin, Charlotte Staller, Karen
Nelson-Gardell, Debra

(Note: number in parentheses indicates number of references. Also, one student listed two individuals.)
Question 12: Overall UA Intellectual Environment

All things considered, how would you characterize the intellectual environment at UA?  N = 14

Percent
[ 7.1] Very strong
[ 78.6] Strong
[ 14.3] Average
[  0.0] Weak
[  0.0] Very Weak

Please explain your reason(s) for your answer.  N = 11

59 Many of my classes, but not all, encouraged critical thinking and discussion.
94 My professors at the school of social work were very good. Also, the students were well-rounded.
168 Everyone here has a need for academics and it shows in their work.
174 I feel like academics are a priority here. Most classes I have been involved in have been led by a professor who takes his/her job seriously and desires to teach.
214 The people in my classes are pretty involved in their education from their comments in class.
281 With so many other things going on around campus it is often difficult to focus on academics.
339 Everyone was very helpful in helping me gain knowledge in my field. There are plenty of campus resources to do so.
377 It is fostered through many activities.
382 Most teachers were available to assist me so I could adjust to my new environment from my freshman year on.
510 Many teachers were very interested in students and their learning.
523 Many times students are treated as children not equals, so it is hard to take yourself or the professors seriously.
Question 13: Overall UA Education Received

All things considered, how would you evaluate the overall education that you received at UA?  N = 14

Percent
[21.4] Excellent
[78.6] Good
[0.0] Fair
[0.0] Poor

Please explain your reason(s) for your answer.  N = 10

59 Most classes provided a good learning experience. Large lecture halls and some electives were not helpful.
94 I had a positive experience at UA
168 I wouldn’t trade my time here for anything!
174 I think that I have learned a lot here. For the most part, my classes have been very helpful. There have been times, however, when some classes really were not run well or were a waste of time. Overall, my education has been a good experience.
214 I have learned a lot!
281 I have enjoyed the University and feel that the education I have received is exactly what I was promised when I came for orientation.
339 Plenty of resources and great faculty.
382 I did not take advantage of all of the opportunities that I was given.
510 Some courses need improvement.
523 I could have learned more.

Question 14: Attend UA Again

If you had to start over again, would you still choose to attend UA?  N = 14

Percent
[71.4] Definitely
[28.6] Probably
[0.0] Probably not
[0.0] Definitely not

Please explain your reason(s) for your answer.  N = 10

59 I have enjoyed my experience here, met friends, and been involved. The financial aid is good.
174 I love this place. I love the history and tradition. I feel like I'm part of something big - a huge Alabama family that has a reunion every Saturday in Bryant-Denny Stadium. The campus is beautiful. I get to walk around on the same campus that student
214 I graduated with a great CPA and had a good time.
281 The University has the best social work program in the state...which is the reason I came to UA.
339 It is a great school academically and socially.
377 Loved it
382 I was interested in going to UAB initially.
490 Being away from home has helped me to become a lot more responsible and able to experience another state.
510 It is an all around good school.
523 There are other schools I probably would have enjoyed more.
Question 15: Choose Major Again

If you had to start over again, would you still choose this major?  N = 14

<table>
<thead>
<tr>
<th>Percent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>78.6%</td>
<td>Definitely</td>
</tr>
<tr>
<td>21.4%</td>
<td>Probably</td>
</tr>
<tr>
<td>0.0%</td>
<td>Probably not</td>
</tr>
<tr>
<td>0.0%</td>
<td>Definitely not</td>
</tr>
</tbody>
</table>

Please explain your reason(s) for your answer.  N = 11

59 I want to work in social work.
168 I love it.
174 Social work is good because it's useful and practical. I will be able to go out and work with people in their everyday situations. However there is a lot of nonsense and foolishness that goes along with social work that is taught in the School of S
214 I had explored other majors and enjoy social work the most.
281 I know that social work is what God wants me to do with my life and with that in mind I would choose social work again.
339 I would have chosen this major first.
377 Loved it
382 I am interested in Human Development also.
490 I've learned a lot about myself and others
510 Great SW department.
523 I love it
**Question 16: Reason for Attending UA**

What is the primary reason you chose to attend UA?  N = 14

<table>
<thead>
<tr>
<th>Percent</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1</td>
<td>Academic Reputation</td>
</tr>
<tr>
<td>14.3</td>
<td>Cost</td>
</tr>
<tr>
<td>0.0</td>
<td>Family</td>
</tr>
<tr>
<td>0.0</td>
<td>Friends came here</td>
</tr>
<tr>
<td>35.7</td>
<td>Major/Field of Study</td>
</tr>
<tr>
<td>28.6</td>
<td>Location</td>
</tr>
<tr>
<td>7.1</td>
<td>Scholarship/Financial Aid</td>
</tr>
<tr>
<td>0.0</td>
<td>Social Life</td>
</tr>
<tr>
<td>0.0</td>
<td>Athletics</td>
</tr>
<tr>
<td>7.1</td>
<td>Other: Please list <em>(see comments below)</em></td>
</tr>
</tbody>
</table>

The following is the list of comments from the “Other” category.  N = 1

523 it is pretty
**Question 17: Participation in Clubs and Organizations**

Check all of the clubs or organizations that you participated in actively while in graduate school at UA. \( N = 13 \)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Club Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1%</td>
<td>Student government</td>
</tr>
<tr>
<td>57.1%</td>
<td>Volunteer service</td>
</tr>
<tr>
<td>14.3%</td>
<td>Academic clubs</td>
</tr>
<tr>
<td>7.1%</td>
<td>Political clubs</td>
</tr>
<tr>
<td>0.0%</td>
<td>Cultural clubs</td>
</tr>
<tr>
<td>35.7%</td>
<td>Honor societies</td>
</tr>
<tr>
<td>7.1%</td>
<td>Intercollegiate athletics</td>
</tr>
<tr>
<td>14.3%</td>
<td>Independent study/research</td>
</tr>
<tr>
<td>7.1%</td>
<td>Study abroad or overseas program</td>
</tr>
<tr>
<td>14.3%</td>
<td>Social fraternity or sorority</td>
</tr>
<tr>
<td>42.9%</td>
<td>Religious services/clubs</td>
</tr>
<tr>
<td>0.0%</td>
<td>Student newspaper/Corolla</td>
</tr>
</tbody>
</table>

Did you hold an office in any of the above organizations? Yes: \( N = 8 \)

The following are the offices and remarks listed by the respondents. Those that just stated “yes” are omitted.

59 VP and president  
168 Historian  
339 President, Phi Alpha Honor Society  
377 President of several and senator  
449 Leadership team  
490 In my sorority I was Rush chair and Assistant New Member Educator

**Question 18: Loan Amount**

What is the TOTAL dollar amount of loans borrowed for your undergraduate education by you and your family? \( N = 14 \)

<table>
<thead>
<tr>
<th>Percent</th>
<th>Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>28.6%</td>
<td>$0</td>
</tr>
<tr>
<td>7.1%</td>
<td>$1 - $4,999</td>
</tr>
<tr>
<td>7.1%</td>
<td>$5,000 - $9,999</td>
</tr>
<tr>
<td>21.4%</td>
<td>$10,000 - $14,999</td>
</tr>
<tr>
<td>0.0%</td>
<td>$15,000 - $19,999</td>
</tr>
<tr>
<td>14.3%</td>
<td>$20,000 - $24,999</td>
</tr>
<tr>
<td>0.0%</td>
<td>$25,000 - $29,999</td>
</tr>
<tr>
<td>0.0%</td>
<td>$30,000 - $39,999</td>
</tr>
<tr>
<td>0.0%</td>
<td>$40,000 or more</td>
</tr>
<tr>
<td>21.4%</td>
<td>Unable to estimate the amount</td>
</tr>
</tbody>
</table>
**Question 19: Work Status Throughout College**

Generally, what was your work status throughout college?  
(Only students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>14</td>
<td>7.1</td>
<td>42.9</td>
<td>0.0</td>
<td>21.4</td>
<td>28.6</td>
</tr>
<tr>
<td>Sophomore</td>
<td>13</td>
<td>7.6</td>
<td>30.8</td>
<td>0.0</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>Junior</td>
<td>13</td>
<td>7.6</td>
<td>30.8</td>
<td>7.6</td>
<td>23.1</td>
<td>30.8</td>
</tr>
<tr>
<td>Senior</td>
<td>13</td>
<td>7.6</td>
<td>30.8</td>
<td>7.6</td>
<td>23.1</td>
<td>30.8</td>
</tr>
</tbody>
</table>

Generally, what was your work status throughout college?  
(Students that chose two answers)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>On-Campus Full-Time</th>
<th>On-Campus Part-Time</th>
<th>Off-Campus Full-Time</th>
<th>Off-Campus Part-Time</th>
<th>Did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Junior</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Senior</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question 20: Objective for Attending College**

What was your primary objective for attending college? (Check one)  
(Students that chose a single answer)

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation for a job/career</td>
<td>64.3</td>
</tr>
<tr>
<td>Preparation for graduate study</td>
<td>28.6</td>
</tr>
<tr>
<td>Family expectations</td>
<td>7.1</td>
</tr>
<tr>
<td>Other</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grading Senior Survey: May 2002 Graduates 247
Question 21: Initiated Job Search

How many months prior to graduation did you begin your job search? (This includes putting together your résumé.)  N = 13

Percent
[ 7.1]  Less than one month
[21.4]  1-2 months
[14.3]  3-5 months
[ 7.1]  6-8 months
[ 0.0]  9-11 months
[ 0.0]  One year
[ 0.0]  More than a year
[42.9]  I have not begun my job search

One needs to keep in mind that although most students completing this item did so in mid-March (i.e., 11) three students also completed it a month later in April. This biases somewhat the results. However, given most of the choice options are ranges of time this tempers the biasing effects.
### Question 22: Plans Following Graduation.

Indicate the ONE best description of your plans following graduation. N = 14

<table>
<thead>
<tr>
<th>Percent</th>
<th>Description</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>[14.3]</td>
<td>I do not know yet</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I have accepted a job related to my field of study</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I have accepted a job not related to my field of study</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I plan to continue in my current position</td>
<td></td>
</tr>
<tr>
<td>[50.0]</td>
<td>I will be going to a graduate or professional school full-time next year:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What school? (see comments below)</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I will be going to a graduate or professional school part-time next year and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>working part-time: What school? (see comments below)</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I will take more undergraduate courses</td>
<td></td>
</tr>
<tr>
<td>[21.4]</td>
<td>I am still seeking employment</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I am not currently seeking employment and do not plan to attend school next year</td>
<td></td>
</tr>
<tr>
<td>[ 0.0]</td>
<td>I am entering military service</td>
<td></td>
</tr>
<tr>
<td>[14.3]</td>
<td>Other (see comments below)</td>
<td></td>
</tr>
</tbody>
</table>

The following is the list of comments from the above questions.

I will be going to a graduate or professional school full-time next year:
What school?

- 94 University of Alabama
- 214 University of Alabama
- 281 University of Alabama
- 339 University of Alabama
- 377 FSU
- 382 UA or UAB
- 490 Louisiana State University

I will be going to a graduate or professional school part-time next year and working part-time:
What school?

None indicated

Other

- 107 Looking for job in my field
Question 23: Employer/Employment Information

If you have accepted a job or are already employed, please give the following information.

Name of organization:

None indicated

Location - City & State:

None indicated

Job title:

None indicated

Job field (e.g., PR, environment, consulting):

None indicated

Your annual salary, not including bonuses:

None indicated
**Question 24: Job Search Sources**

If you have accepted a job or are already employed, which job search sources had an impact on securing your employment? (Check all that apply)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Career Center</td>
</tr>
<tr>
<td>0</td>
<td>Fraternity or Sorority</td>
</tr>
<tr>
<td>0</td>
<td>Family and Personal Friends</td>
</tr>
<tr>
<td>0</td>
<td>Through Alumni</td>
</tr>
<tr>
<td>0</td>
<td>Résumé Referrals</td>
</tr>
<tr>
<td>0</td>
<td>Professional Association</td>
</tr>
<tr>
<td>0</td>
<td>Faculty Member</td>
</tr>
<tr>
<td>0</td>
<td>On-campus Interviews</td>
</tr>
<tr>
<td>0</td>
<td>Employment Agency</td>
</tr>
<tr>
<td>0</td>
<td>Fall Career Fair</td>
</tr>
<tr>
<td>0</td>
<td>Direct Employer Contact</td>
</tr>
<tr>
<td>0</td>
<td>Internet</td>
</tr>
<tr>
<td>0</td>
<td>UA-RED</td>
</tr>
<tr>
<td>0</td>
<td>Other Career Fairs</td>
</tr>
<tr>
<td>0</td>
<td>Internships/Co-op</td>
</tr>
<tr>
<td>1</td>
<td>Part-time Job</td>
</tr>
<tr>
<td>0</td>
<td>Volunteering</td>
</tr>
<tr>
<td>0</td>
<td>Seeing a Career Advisor</td>
</tr>
</tbody>
</table>

Care was taken to make sure only students who indicated they recently had or still have a job (question 19) or had accepted a job after graduation (question 22) were included for this synopsis.

**Question 25: Geographic Employment Preferences**

What geographic region(s) would you consider for employment? (Check all that apply)  N = 13

<table>
<thead>
<tr>
<th>Percent</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.4%</td>
<td>Alabama only</td>
</tr>
<tr>
<td>69.2%</td>
<td>Midwest/Great Lakes USA</td>
</tr>
<tr>
<td>15.4%</td>
<td>Southeast USA</td>
</tr>
<tr>
<td>0.0%</td>
<td>Northwest USA, inc. Alaska</td>
</tr>
<tr>
<td>7.7%</td>
<td>Northeast USA</td>
</tr>
<tr>
<td>15.4%</td>
<td>Southwest USA, inc. Hawaii</td>
</tr>
<tr>
<td>0.0%</td>
<td>Outside USA</td>
</tr>
<tr>
<td>0.0%</td>
<td>Rocky Mountain States USA</td>
</tr>
</tbody>
</table>

**Question 26: Primary Email Address**

What is your primary email address?  N = 13

List of providers

- AOL: 1
- HOTMAIL: 4
- ALABAMA: 5
- YAHOO: 2
- COMCAST: 1
Question 27: Additional Comments

Additional comments: Elaborate on anything covered or not covered in the survey.  N = 0
Dear Wonderful UA Employees!

Today I met with Jon Acker, Coordinator of Student Assessment from the Office of Institutional Research. He is doing a Graduation Survey. I know we the Career Center does a Graduation Survey as well as other offices conduct their own surveys. I also have some colleagues who want to do a graduation survey. I thought it would be a good idea to come up with one good survey we can all use. That way we can have a better return rate and not confuse students on why they are being ask to complete more than one survey. Why reinvent the wheel?!

Jon and I talked about setting up a meeting with key folks and see if we can discuss using one common survey as well as discuss distribution methods and incentives for students to complete the survey. We looked at our calendar and came up with one date we hope all of you can meet:

Thursday, August 9th
1-3pm
(I will get a location in Ferguson. Jan can you reserve the room for us?).

Please RSVP if you CAN come or CANNOT come. If you do come to the meeting (I will e-mail with the location closer to the date) please bring at least 15 copies of the current survey you use or are thinking about using.

Thank you.

Sincerely,
Patricia (Trish) Bergmaier, Director
Career Center
APPENDIX B

MEMORANDUM

To: Dr. William A. Curry, Dean of the College of Community Health Sciences. Box 870314

From: Trish Bergmaier, Director of the Career Center. Box 870293

Subject: Graduation Survey

Greetings. I have noticed that many departments and colleges conduct graduation surveys, which I believe is not the most effective method of gathering data. I am hosting a meeting with the Office of Institutional Research, in which we are inviting various offices/colleges which I know conduct graduation surveys. The agenda of this meeting is to see if we can come up with one survey to market to students as well as to discuss ways to get a better return rate. I would like you or a designee from your college to attend this meeting. The meeting will be held August 9, 1-3pm in 309 Ferguson Center. Please RSVP to me by sending an e-mail to pbergmaier@sa.ua.edu by August 8th. If you have a graduation survey you currently administer I would like for you to bring at least 30 handouts to the meeting. I look forward in hearing from you.
Thank you for those who attending the Graduation Survey Meeting today, August 9th from 1-2:30pm. Those who could not, we missed you and we "partied" without you. Here is a recap of our meeting.

1) Participants introduced themselves and handed out copies of their surveys.

2) We discussed doing a general survey and doing specific office or college surveys as well, since we need some specific data related to our area for various accreditation purposes.

3) We discussed coming up with a draft of a general survey to be sent by e-mail to the Graduation Survey Committee for their feedback then present it to the Student Alumni Group (they represent all majors and class standings) to get their feedback on the survey questions as well as how to administer it and prize incentives. We find student focus groups give great input and suggestions.

4) The group who will work on the draft of the general survey will be Trish Bergmaier, Jon Acker, and Ang Knight. We will meet on Sept. 7th to discuss the survey. In the meantime if you can send by e-mail a copy of the survey you used it will be of great benefit. Send the survey to me and I will save it and send it to Jon and Ang. Once Jon, Ang and I come up with a draft I will e-mail a copy to you solicited your feedback and suggestions.

5) Jon and Ang said they will contact other institutions for their surveys to "steal ideas".

We will try to gather information, share data, and make announcements by e-mails. I promise to give you plenty of time to review material and data. That means this process of developing a general survey may take this academic year so continue to administer your survey to students.

If there are boo-boos in this message I am sorry. My fingers are flying...........

Thank you.

Sincerely,

Patricia (Trish) Bergmaier, Director
Career Center
APPENDIX D

From: Jon Acker [mailto:jon@oir.ua.edu]
Sent: Friday, September 07, 2001 12:20 PM
To: cartwrightd@mail.ecu.edu
Subject: Surveys

Dave,
I'm the Student Assessment Coordinator at Alabama. I'm trying to come up with a graduating senior survey and was impressed with the one used by the NC system that was devised by the UNC-GA.

Do you know if it would be possible for us to use that instrument? I'd prefer to not have to reinvent the wheel.

Thanks, Jon Acker

From: "Cartwright, David W" <CARTWRIGHTD@MAIL.ECU.EDU>
To: 'Jon Acker' <jon@oir.ua.edu>
Copies to: "lmayes@ga.unc.edu" <lmayes@ga.unc.edu>
Subject: RE: Surveys
Date sent: Fri, 7 Sep 2001 13:02:09 -0400

Jon,
The person for you to contact about using the UNC-GA instrument is Dr. Larry Mayes (lmayes@ga.unc.edu). I suspect that UNC would be happy to have you use a modified version of the graduating senior survey. ECU has an on-line version of the instrument that includes a few ECU-specific questions at the end (student computer usage, measures of maturity, and an opportunity to nominate the faculty or staff person who made the most positive contribution to their education).

Dave Cartwright
Survey Coordinator
ECU

Date sent: Fri, 7 Sep 2001 13:40:19 -0700
To: "Jon Acker" <jon@oir.ua.edu>
From: Larry Mayes <lmayes@ga.unc.edu>
Subject: RE: Surveys
Copies to: bataille@ga.unc.edu

Jon, Please feel free to adapt our graduating senior survey instrument for your needs. All of our survey data are on the web at: http://www.northcarolina.edu/assessment/reports/reports.cfm. If you have any questions about this please contact me, and I would certainly be very interested in feedback from your experiences using the instrument--we are constantly trying to improve our data collection activities.
Thanks, Larry Mayes

Graduating Senior Survey: May 2002 Graduates 256
Greetings all!
Here are the minutes from the Graduation Survey Campus Committee Meeting for Thursday, Jan. 24th from 1-3pm.

Attendees:
Angela Knight, Trish Bergmaier, Jon Acker, Mike Maring, Anoop Madhaven, Jenelle Marsh, Brenda Hunter, Karen Chapman, Cliff Davis, Roy Maize, Brecca Farr, Dave Heggem, Carol Wright, Stevie Honaker, Anoop Madhaven.

Topics Discussed:
1) The group reviewed the graduating senior and graduate student survey and gave their feedback to Jon. Jon will make the necessary additions/corrections. Jon also stated that he would run the survey by the following groups for their permissions/support: Institutional Review Board, Dean's Council, and Faculty Senate.

2) The group briefly discussed distribution to students as well as marketing the concept to the university community.

3) The group also discussed getting a small focus group of students to take the survey and give us their feedback. Jon will outreach with us to find a pool of candidates. I can ask my office's HES 250 classes to do this for extra credit. Let me get back to you.

4) Two methods of distributing the survey were discussed: Commencement Expo and through an on-line survey.

5) We left it open if we need to bring the group back together again or just correspond by e-mail.
6) A subcommittee was formed to discuss advertising, marketing, prize incentives and budget needs.
The subcommittee will be Angelia Knight, Jon Acker, Mike Maring, Trish Bergmaier, Brecca Farr, Cliff Davis, and Brenda Hunter. They will meet in Alumni Hall (Cliff is bringing donuts—we go where the food is) on Friday, Feb. 1st from 10:30-noon.

7) The subcommittee agenda for Feb. 1st will include:
a. Knowledge and Support:
   1. How do we let the University community know/who should know.
   2. What other offices do we need to include in making his work?
   a. Advisement Centers: Advisors to work with graduating seniors
   b. Alumni Office: letter to graduating seniors
   c. Registrar's Office: During their process
   d. Meet with the Bookstore in communicating our needs for the Commencement Expo.
   e. Others.
b. Advertising:
   1. E-mail to whom
   2. Advertisements in the CW: how many? When?
   3. Letters to whom (formal letterhead)
   4. Flyers/Posters
c. Logistics
   1. How it will work at the Commencement Expo
      Number of computers/set up/flow
   2. Compiling data
   3. Distribution to whom
   4. Determining prize winner
d. Ideas for Prizes
   1. Cap and Gown waiver
   2. Cash amount of ???
   3. Waiver of parking and library fine
   4. Cruise through Jostens (sp?)
   5. Where to get other prizes
e. Cost of survey distribution, compiling, sharing, and prizes. Budget plan to present to the Provost of Student Affairs to support this project.

Whew! I think this is it. If I forgot anything let me know. Any creative ideas or flashes of brilliance let me know.

Thanks and have a super Friday and weekend.

Patricia (Trish) Bergmaier
Director
The Career Center
APPENDIX F

Original Message From "Jon Acker" <jon@oir.ua.edu> =====
Hi Donna,

>> was that the Master of Science in Nursing program is NOT listed as a degree option on the
>>Graduate Student survey! Please add it to the firnal draft.
>
>Hmmm, wonder how that happened? I used a list of degrees. However, for the time being >anyway,
I removed that list of degrees and the ID question because we're leaning towards >restricted access to
the survey. The student will have to provide certain identifiable information >which will authorize
them to complete the survey. In doing so, we not only have greater >security but also ensure we are
able to identify the respondents, which we will then match to >their student information. That's our
hope anyway.
>
>> Other minor suggestions he had follow.
>> Graduate Student survey
>> question # 13--add why after a and b so we can see what they liked or what problems might >>
cause them to be unsure.
>
>Done. That was brought up at the meeting. The "why" was removed and a comments question >was
added so both positive and negative feedback can be given.
>
>> question 23--it would be helpful to know whether the student's job was in their chosen field.
>
>I added an option in question 21 for this.
>
>Thanks for the comments. The updated surveys should be up later today. Thanks for showing >Dean
Barger. We need all the support we can get.
>
>Jon
>Jon Charles Acker, Ph.D.
>Coordinator for Student Assessment
>Office of Institutional Research

Date sent:       Wed, 30 Jan 2002 14:41:13 -0600
From:            Donna Packa <dpacka@bama.ua.edu>
To:              "Jon Acker" <jon@oir.ua.edu>
Subject:         RE: survey instruments

All sound like good plans Jon. We are delighted about the surveys and look forward to using these
rather than the expensive ones that we are currenently doing. Dean Barger is very supportive of the
effort!
Donna R. Packa
Professor of Nursing, and
Associate Dean for Academic Programs
Capstone College of Nursing

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APPENDIX G

Graduation Survey Subcommittee Meeting Minutes for 2/1/02

In attendance: Jon Acker, Trish Bergmaier, Angelia Knight, Brecca Farr, Clif Davis.

Special Guest: Candice Reed (Calling Center)

Absent: Mike Maring and Brenda Hunter

Topics Covered:
1) Name
We decided as a group with Jon Acker’s approval to call the Graduate Survey the Senior Exit Survey for the Undergraduate survey.

2) Graduate Student Graduation Survey
The Graduate School Graduate Survey is on hold right now. Jon is working with Dr. John Schmitt and Dean Ronald Rogers on this issue. The group can not stress the importance in having a separate survey for undergraduates as well as graduate students. Jon will be meeting with the Council of Deans and Graduate Council to get their support of this incentive. The committee does not want to duplicate the Graduate School's Survey of Earned Doctorates. Jon makes the recommendation to target the Graduate Graduation Survey to Master Degree students and add a supplement to the Survey of Earned Doctorates for the Ph.D. Jon will work with the Graduate School on this issue. Jon will also submit a proposal to distribute the survey through the IRB. He will also work with Mike Maring on having a secure website for the survey.

3) Focus Group
We will be having two sections of HES 250-Career Development Classes (juniors and seniors) give us feedback on the survey. We will have one class review the questions on-line and give us feedback on
the type of questions ask as well as the navigation using the web. The other group will take and submit
the survey on-line. Angelia Knight and Susan Cochran both of the
Career Services Consortium are instructors of the classes and will work on Jon on this. We ask that this
class assignment be completed by March 1st so Jon can make the necessary corrections and have it
ready for the Commencement Expo.

4) Ways to Distribute the Survey
Commencement Expo: March 11th-13th.
Jon Acker and Trish Bergmaier will meet with Brenda Hunter and Teresa Shreve to discuss the
logistics of the event. We will discuss using computers and the location of these computers. Candice
(recent graduate) indicated putting the computers next to the check out line since there is normally a
wait. We will also need to discuss prize incentives, having big bags for students to put their items in so
their hands are free to use the computers. Trish also offered to allow the Commencement Committee
using the Career Center Swipers so they can record who has attended the event. This could allow them
to assess their marketing efforts.

E-mail/CW Advertisements:
The group indicated sending out e-mails and putting CW advertisements in the paper for students who
missed the Commencement Expo. The E-mails and Advertisements will go out the weeks of April 1st,
April 10th and April 19th. (one a week) The deadline to complete the survey will be May 17th.

Trish said she will investigate the cost of one full page and ½ page ads.

Jon will work with the Register's Office to get e-mails and be able to sort the student ID numbers of
graduating seniors, so after the Commencement Expo he can just send e-mails to students who did not
attend the Expo.

Websites:
Jon discussed linking the survey from the UA Homepage from March 11th to May 17th, while also
linking the survey to the Kiosk, Bama Mail Page, and the Career Centers on campus.

Calling Center:
The group suggested calling the remainder of students who have not submitted the survey during Dead
Week, beginning Sunday, April 28th. Candice will send Trish the cost of making the calls and sending
follow up letters for 600 to 1200 students. Please submit by Friday, Feb. 15th.

Alumni:
Clif Davis indicated putting announcements to recent alumni to compete the survey after graduation.
Cliff will be giving Trish the number and cost to reproduce the flyers. Please submit by Friday, Feb.
15th.

5) Prizes:
The group indicated $500 worth of prizes each semester the survey is distributed (fall, spring, and
summer) is need to entice students to complete the survey. A total amount of $1,500 is needed each
year.

Trish will explore how to find the money. Some prize incentives indicated were:
Class Ring: Cost TBD
Frame Diploma: $100
Cap and Gown Purchase: $50
Cash Gift: Cost TBD

6) Budget:
Trish and Jon will work on a budget proposal for the Provost for this survey. Trish and Jon will share it with the Graduation Committee prior to submitting.

7) Summary of Timeline:

Focus Group Feedback by March 1st.
Budget Proposal Finished: March 1st if not sooner.
Revision of Survey On-Line by Jon by March 8th
Commencement Expo- March 11th thru 13th
E-mail and CW Ads, Week of April 1st, 10th, and 19th.
Calling: April 28th
Completion of Survey: May 17th
Alumni Outreach: TBD. Info needed by Clif.

Thank you for all your hard work and support.

Sincerely,
Patricia (Trish) Bergmaier
Director
The Career Center
Yes. I agree with Dr. Fendley about the name of the survey. I was open to the group's suggestion and was flexible but wondered about that. We can change it back. Just let me know. I'm sure the group will be fine. We can tell them it could confuse students who leave the university prior to graduation or "stop out". I liked the document but what about other reasons why we need to do this: Tracking our graduates in employment and our assessment of the help we offer them in this area, finding out their thoughts related to services at the university and not just academics.
I think the steps are missing of how the survey will be conducted and what we will do with the data. Or does it matter?
Have a great week.
Trish

-----Original Message-----
From: Jon Acker [mailto:jon@oir.ua.edu]
Sent: Thursday, February 07, 2002 10:51 AM
To: Bergmaier, Patricia
Cc: aknight@coe.eng.ua.edu
Subject: Council of Deans, etc.

Trish,

I attached a document I came up with to address the Council of Deans, Graduate Council, and Faculty Senate.

Dr. Fendley wanted me to run it through our committee to make sure it meets with the committee's approval before I send it off to the CoD, GC, and FS. I don't think everyone on the committee needs to see it- perhaps just you, and Angelia.

Oh, one other thing, Dr. Fendley was concerned about our name change for the survey. Calling it an "exit" survey could be confusing to some people, because one can exit the University in many ways other than graduating. Just something to think about.

I hope all is going well.

Jon
Jon Charles Acker, Ph.D.
Coordinator for Student Assessment
Office of Institutional Research
APPENDIX I

IRB
MEMORANDUM

TO: Norman Baldwin  
    Nancy Barrett  
    Ronald Rogers  

FROM: Jon Acker  
       Student Assessment Coordinator  

SUBJECT: Graduation Surveys  

Last summer, Patricia Bergmaier, Career Center Director, and I began collaborating on devising and implementing a University-wide graduation survey. We decided to convene a committee to explore the need and utility of such an instrument at UA. We solicited committee members from the colleges and a number of offices across campus. During this time the whole committee has met twice and a subcommittee once, with much interaction via email. The feedback from these meetings has been quite encouraging, and the participants have shown a great deal of support. We have come up with two instruments: a graduating senior survey and a graduating graduate student survey.

We are now at the point of bringing this to the attention of the appropriate administrators for any further input and the final approval for the project. The instruments and an appraisal of our efforts are attached. The materials will be shared with the Council of Deans, Faculty Senate, and Graduate Council for their review and approval.

Thank you for your consideration.

Attachments

cc: William Fendley, Jr.  
    Patricia Bergmaier
APPENDIX K

Appraisal to the Council of Deans, Graduate Council, and Faculty Senate on the proposed graduation surveys put forth by the Graduation Survey Committee

1. Purpose/Objective

According to Tom Angelo (1995), assessment is “an ongoing process aimed at understanding and improving student learning. It involves: Making our expectations explicit and public; Setting appropriate criteria and high expectations for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; And using the resulting information to document, explain, and improve performance.” More simply, assessment is useful, and used to: evaluate curriculum, plan improvements, and evaluate the effects of the changes.

A comprehensive assessment process is important in upholding the mission of the University to advance “the intellectual and social condition of all the people of the state through quality programs of research, instruction, and service.” Peterson and Einarson (2001) maintained “that a positive relationship exists between institutional uses and impacts of assessment and the comprehensiveness of an institution’s assessment approach…” The University has recognized this and has begun to participate in a number of campus-wide assessments, notably the CIRP Freshmen Survey, CIRP College Student Survey, National Survey of Student Engagement (Freshmen and Seniors), and the HERI Faculty Survey. However, at present, the University is lacking in University-wide assessments dealing with graduating students, graduate students, alumni, and employers of alumni.

2. Need

Academic Program Review/Outcomes:
In colleges/schools and academic departments, much of the impact will focus on curricula- including specific changes to curricula in response to survey results, as well as an improved ability to plan for curricular needs and changes. The data can also be used for planning and decision making for academic resource allocation and faculty evaluation.

Accreditation/Institutional Effectiveness:
Graduation Survey information is useful for national and regional accreditation and is concerned with improving student learning and institutional effectiveness. The University’s upcoming Southern Association of Colleges and Schools (SACS) reaffirmation would benefit with such data, as well as specific departments and programs in their national accreditation processes. Long-term trend data and benchmarking information from comparable student surveys at other institutions would provide additional utility.

Needs Assessment & Employment:
In administrative and student support units, survey data is used to focus on improving services to students. The survey will help track our graduates, their employment/continuing education characteristics, and their view of the help the University offers them in career services.
Relational Studies:
Relational studies can be conducted by linking students’ performance to aspects of their educational experiences, as determined by various assessments.

3. Data Collection

Students applying for graduation each term (Spring, Summer, Fall) will be sought to complete the Graduation Survey. These students will be contacted in several ways. The Commencement Expo is a convenient forum to reach a large number of graduating students. A booth or station will be set up at the Expo for students to complete the survey. Students not completing the survey at the Expo will be solicited via email, phone, or within a class.

The survey takes 15-20 minutes to complete. Various incentives are provided to attract a larger response rate. Students completing the survey at the Commencement Expo are eligible for the Cruise provided by Jostens. All students completing the survey are also eligible for a diploma frame purchase, cap and gown purchase, and a cash gift.

4. Audience

Survey results will be reported to the campus community, via appropriate outlets to designated individuals. A University-wide report will be constructed annually by OIR for public dissemination. More specific reports will be restricted to designated individuals and may be the responsibility of the unit in question.

5. Data Manager

A student assessment information system will manage the collected data. This system will be housed and maintained in the Office of Institutional Research. Raw data will be provided via appropriate outlets to designated individuals as requested.
APPENDIX L

From:        "Jon Acker" <jon@oir.ua.edu>
To:          aknight@coe.eng.ua.edu
Date sent:   Mon, 18 Feb 2002 16:13:28 -0600
Subject:     Survey
Priority:    normal

Hi Ang!!

I was having problems with the survey online earlier today, but think I have it fixed. It has a new URL.

http://www.oir.ua.edu/surveys/gradsen.htm

I know you know about this, but Susan called me yesterday about students in your and Brandy's classes taking the graduation survey.

Can you ask them to complete it as if they were graduating? Then, ask them to write any comments, criticisms, suggestions, etc., plus how long it took them to complete the survey in the very last question (#26, it's an open-ended question).

As long as they provide their student number I'll be able to give you a list of students that filled it out. Could you emphasize to them that this is just to test the instrument and they need not worry about any responses they give. In surveys like this the responses are always confidential anyway, but this is just a preliminary testing phase.

Thanks very much!!

Jon

Jon Charles Acker, Ph.D.
Coordinator for Student Assessment
Office of Institutional Research
Hello HES 250 Students,
I have been asked to encourage you to fill out the following survey for graduates...
this is a new system and as a research institution we like to include our students in new
endeavors....
I am offering five extra credit points for the completion of this survey. The contact Jon Acker will
provide me a list a social security numbers in order for me to issue credit!!!

Below is the URL of the survey.

http://www.oir.ua.edu/surveys/gradsen.htm
Gents:
Just a reminder about the Commencement Expo meeting tomorrow, Friday, Feb. 22nd at 2pm in room 205 Ferg. Teresa from the University Store and Brenda from Registrar were invited. The purpose of the meeting is to discuss the Graduation Survey, Computers, traffic flow, location, and Career Center table. I invited Bryan Russell, UA Career Center Event Coordinator to join us. My role was to bring you all together to work out all the logistics. That means I am slowly pulling out of this project. I am still working on the budget for Jon (Graduation Survey) but I am waiting for a few more folks to get back to me on figures. Thanks.

Patricia (Trish) Bergmaier
Director
The Career Center
Congratulations Mary Elizabeth! Your name was chosen as the winner of a $100 gift certificate from Target. Your name was selected from survey information you completed during the Commencement Expo held in the Ferguson Center Ballroom in March.

Please come by the Career Center at 330 Ferguson to pick up your gift. Our office hours are Monday - Friday 8:00 AM - 4:45 PM. See Jan Appling or Susan Cowles.

Again, Congratulations and thanks for participating in the survey.

Jan Appling  
The University of Alabama  
Career Center
Dear Applicant for Graduation,

Congratulations on your achievement!

As you approach graduation, we ask that you take 10-15 minutes to complete the Graduation Survey. This survey is designed to help us evaluate our institutional performance to determine how the University can better meet the needs of students.

The survey is located on the Internet at http://www.oir.ua.edu/surveys/gradsen.htm.

We need your Student ID to: 1) ensure security and make sure only graduating students participate, 2) link your responses to other information in your student record for research purposes, and 3) help keep this questionnaire short. Be assured that all of your responses will be kept strictly confidential! Our reports remove identifying information and combine your responses with those of other students.

If you have any questions about this survey, please call Dr. Jon Acker in the Office of Institutional Research at (205) 348-4432 or email jon@oir.ua.edu. Thank you for your help with this important effort.

Sincerely,

Jon Acker, Ph.D.
Student Assessment Coordinator
Office of Institutional Research

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