In order to determine how satisfied alumni are with the undergraduate programs at St. Ambrose University, recent graduates were surveyed during the 2005-2006 academic year. The survey (available in Appendix C of the 2004 SAU Assessment Plan at http://web.sau.edu/assessment/) consists of four sections:

Section 1: Satisfaction with the General Education program at SAU

In this section, alumni were presented with a list of 20 abilities and skills that represent the intended outcomes of the General Education program at SAU. Using 5-point Likert scales, alumni were asked to rate each ability or skill on two dimensions:

a) How <u>important</u> the graduate believes each ability or skill is to them today (1 = very unimportant; 5 = very important)
b) How <u>satisfied</u> the graduate is with the preparation they received at SAU (1 = very unimportant; 5 = very important)

The skills and abilities, listed from highest to lowest perceived importance, consist of:

1) Communicate well orally
2) Write effectively
3) Take responsibility for my actions
4) Solve problems effectively
5) Think critically
6) Resolve conflicts effectively
7) Respect individual differences
8) Use computer adequately
9) Work effectively in a group
10) Make moral and ethical decisions
11) Locate appropriate sources of information
12) Think quantitatively
13) Make healthy life decisions
14) Participate in the life of my community
15) Appreciate artistic and other events
16) Recognize freedom of inquiry allows for dissent
17) Place issues in historical perspective
18) Express self through an artistic medium
19) Communicate in a foreign language
20) Listen effectively (missing)

Section 2: Satisfaction with academic department and major at SAU

In this section, alumni were asked to rate certain features within their major department or program (1 = very inadequate; 5 = very adequate). The features, listed from highest to lowest perceived adequacy, consist of:

1) Overall satisfaction with major
2) Faculty interest in academic development of students majoring in department
3) Faculty interest in personal development of students majoring in department
4) Communication between faculty members & students regarding student needs & concerns
5) Intellectual stimulation within the department
6) Departmental flexibility in meeting the needs of individual students
7) Information provided by department academic advisor
8) Opportunity for involvement with department clubs/organizations
9) Preparation for employment in a related field
10) Preparation for advanced degrees in a related field
11) Department help with admission into an advanced degree program
12) Variety of resources with which to research careers
13) Number of network opportunities between potential employers and students
14) Department help in finding employment for graduates

Section 3: Professional and career development

In this section, alumni were asked questions about their activities after graduation, including employment status or continuing education. Alumni were also asked to rate how valuable Career Center activities were in helping them find a job or continue their education.

Section 4: Overall satisfaction with SAU

The final section asked alumni about their general satisfaction with SAU (1 = very dissatisfied; 5 = very satisfied). Alumni were also asked the question:
If you could make your undergraduate college choice over again, would you still choose to enroll at SAU?

Brief methods:

As in the two previous years, surveys were mailed to recent SAU graduates. This year, alumni were also given the option of completing the survey online. A total of 104 alumni responded to the survey. While this more than doubles the number of responses from 2004-05, it still represents a response rate of only __%. Because of this low response rate, the results of this survey will be interpreted with caution.

The responses to this survey will be analyzed to determine the perceived effectiveness of the General Education and undergraduate programs at SAU. Results will also be tracked longitudinally to see trends in alumni satisfaction with SAU.

Section 1:   Satisfaction with the General Education program at SAU

2005 Results – Importance and Satisfaction

(2005 Sample Size = 104 alumni)	Importance		Satisfaction	
	Mean	Median	Mean	Median
Communicate well orally	4.79	5	4.16	4
Take responsibility for my actions	4.70	5	4.27	4
Write effectively	4.70	5	4.07	4
Solve problems effectively	4.69	5	4.09	4
Think critically	4.61	5	4.14	4
Resolve conflicts effectively	4.60	5	3.92	4
Respect individual differences	4.59	5	4.22	4
Use computer adequately	4.58	5	3.93	4
Work effectively in a group	4.57	5	4.22	4
Make moral and ethical decisions	4.54	5	4.29	4
Locate appropriate sources of information	4.38	4.5	4.13	4
Think quantitatively	4.30	4	3.94	4
Make healthy life decisions	4.28	5	3.75	4
Participate in the life of my community	4.23	4	3.97	4
Appreciate artistic and other events	4.01	4	3.90	4
Recognize freedom of inquiry allows for dissent	3.97	4	3.93	4
Place issues in historical perspective	3.79	4	3.66	3
Express self through an artistic medium	3.50	3	3.56	3
Communicate in a foreign language	3.11	3	3.17	3
Listen Effectively				

104 SAU graduates examined a list of 20 skills and rated each of them on a scale from 1-5 in terms of:

(1) How important each skill is to them today
        (1 = very unimportant; 5 = very important)

(2) Satisfaction with the preparation they received at SAU in each skill
        (1 = very dissatisfied; 5 = satisfied)

The table to the left shows the average ratings for each skill. The averages are calculated only to rank the skills in terms of their relative importance and satisfaction levels. The skills in this table are ordered by their importance ratings. The alumni surveyed in 2005-06 believe *communicating well orally* is the most important skill and *communicating in a foreign language* is the least important skill.

53 of the 104 respondents (51%) rated all twenty skills a 3 or higher in importance, but only 14 respondents (13%) rated all skills a 4 or higher. 2 students gave importance ratings of 5 to every skill and one student gave all skills an importance rating of 1 or 2.

Alumni seemed most satisfied with the preparation they received in *making moral and ethical decisions* and *taking responsibility for their actions*. Again, 53 of the 104 respondents (51%) rated all twenty skills a 3 or higher in satisfaction. 8 respondents (8%) rated all skills a 4 or higher in satisfaction. 3 respondents gave satisfaction ratings of 5 for every skill and

Notice the general relationship that the skills receiving relatively low average satisfaction ratings were perceived to be the least important skills. The correlation between the average importance and satisfaction ratings for these 20 skills was calculated to be 0.704 (Spearman's Rho)

Since the skills were rated on a scale from 1-5, it is more meaningful to look at the percentage of alumni who rated each skill high or low. The table to the left displays this information:

% Important = % of alumni who rated each skill a 4 or 5 in importance
% Dissatisfied = % of alumni who rated each skill a 1 or 2 in satisfaction
% Satisfied = % of alumni who rated each skill a 4 or 5 in satisfaction

(2005 Sample Size = 104 alumni)	% Important	% Dissatisfied	% Satisfied
Solve problems effectively	99.0	5.0	86.1
Communicate well orally	98.1	8.7	84.6
Take responsibility for my actions	98.1	1.9	87.4
Write effectively	98.1	7.7	77.9
Use computer adequately	97.1	8.9	73.3
Think critically	97.0	5.0	86.0
Resolve conflicts effectively	96.2	4.0	71.7
Make moral and ethical decisions	96.1	2.9	88.5
Work effectively in a group	93.3	1.9	84.5
Respect individual differences	93.2	5.0	86.1
Locate appropriate sources of information	90.1	5.8	84.5
Think quantitatively	89.2	5.1	75.5
Make healthy life decisions	85.3	8.1	59.6
Participate in the life of my community	81.7	3.9	72.8
Appreciate artistic and other events	72.2	5.1	69.4
Recognize freedom of inquiry allows for dissent	70.0	0.0	65.3
Place issues in historical perspective	60.6	5.2	50.0
Express self through an artistic medium	51.0	7.2	46.4
Communicate in a foreign language	32.6	11.2	27.0
Listen Effectively			

The skills are once again ordered by perceived importance. 99% of respondents think *solving problems effectively* is an important skill for them today, but fewer than one out of every three respondents believe *communicating in a foreign language* is an important skill (25.8% of respondents rate this skill a 1 or 2 in importance). Another skill that is relatively unimportant to alumni is *expressing self through an artistic medium*. 16.7% of respondents rate this skill a 1 or 2 in importance)

The next column in the table displays the percentage of alumni who were dissatisfied with the preparation they received at SAU. While most of the skills have a low dissatisfaction rate, five skills stand out as having a relatively high percentage of dissatisfied alumni:

11.2% -- Communicate in a foreign language
 8.9% -- Use computer adequately
 8.7% -- Communicate well orally
 8.1% -- Make healthy life decisions
 7.7% -- Write effectively

The final column in the table displays the percentage of alumni who were satisfied with the preparation they received at SAU. 8 skills have satisfaction ratings of at least 80%. Fewer than 2 out of every 3 respondents were satisfied with the preparation they received in:

27.0% -- Communicate in a foreign language
46.4% -- Express self through an artistic medium
50.0% -- Place issues in historical perspective
59.6% -- Make healthy life decisions
65.3% -- Recognize freedom of inquiry allows for dissent

Generally, fewer alumni were satisfied with the skills they perceived to be less important.

2005 Results –Importance and Satisfaction Confidence Intervals

This sample of 104 alumni represents __% of the alumni who have graduated from SAU in the past year. If we wish to generalize the survey results only to those alumni who graduated in the past year, we can calculate a finite population correction and calculated confidence intervals for the survey results.
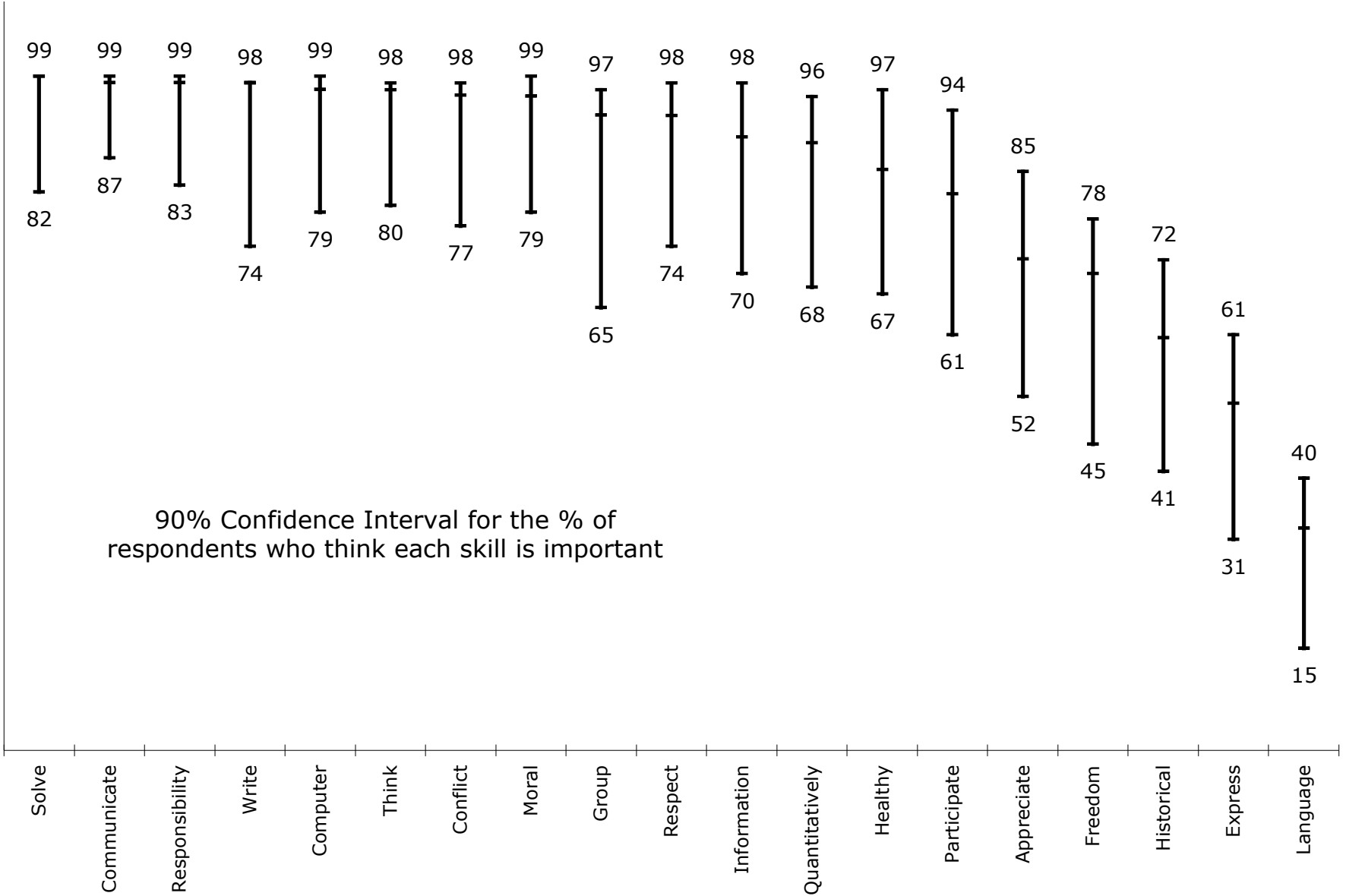
The following table displays 90% confidence intervals for the percentage of alumni who rated each skill as unimportant, important, dissatisfied, or satisfied.
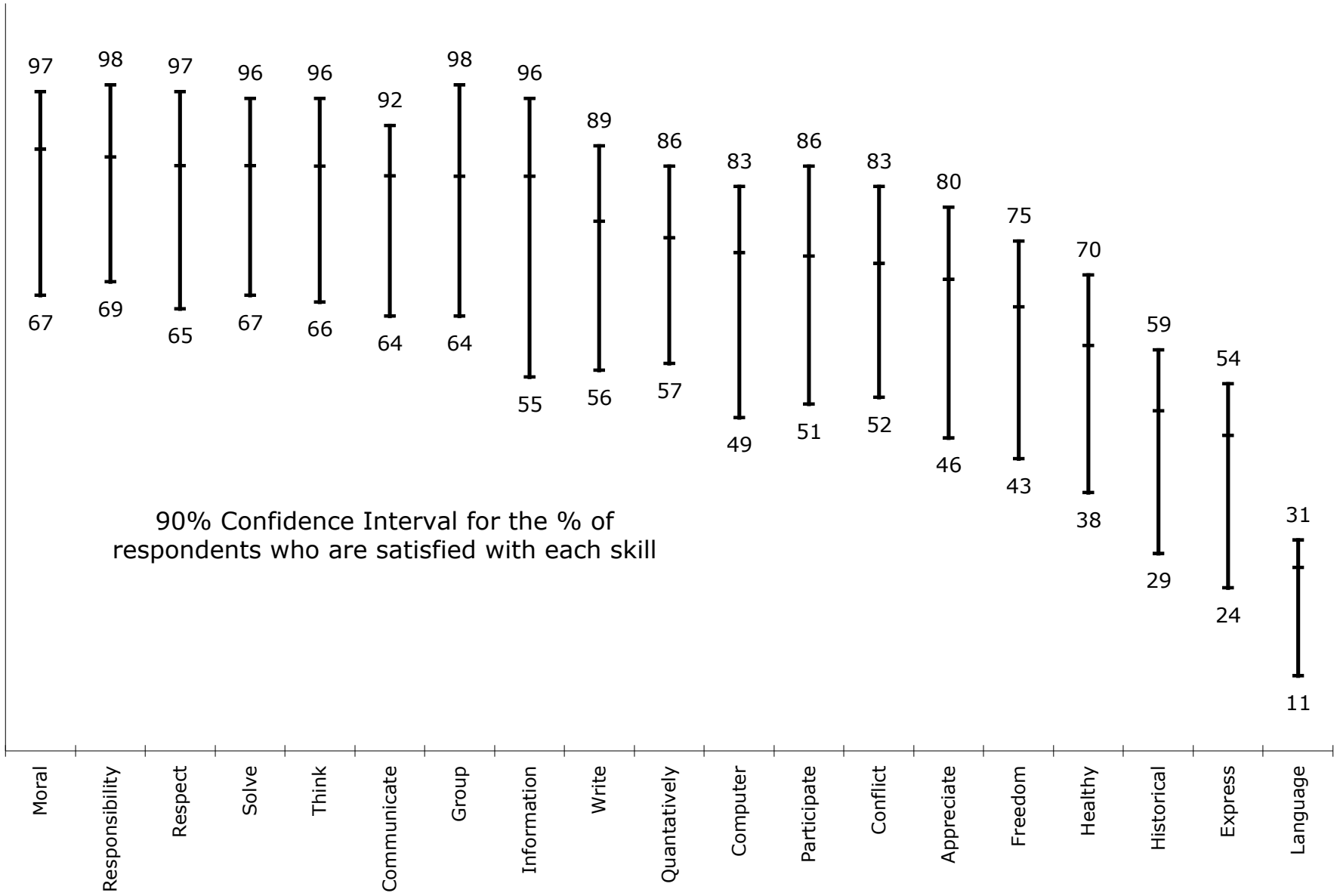
Finite Population Correction Factor Adjustment	90% Confidence Intervals (adjusted for population size)			
	% Unimportant	% Important	% Dissatisfied	% Satisfied
Solve problems effectively	01 – 02	82 – 99	04 – 06	67 – 96
Communicate well orally	01 – 02	87 – 99	08 – 14	64 – 92
Take responsibility for my actions	01 – 02	83 – 99	02 – 03	69 – 98
Write effectively	02 – 03	74 – 98	06 – 11	56 – 89
Use computer adequately	01 – 02	79 – 99	04 – 17	49 – 83
Think critically	02 – 03	80 – 98	04 – 09	66 – 96
Resolve conflicts effectively	02 – 03	77 – 98	03 – 08	52 – 83
Make moral and ethical decisions	01 – 02	79 – 99	03 – 05	67 – 97
Work effectively in a group	02 – 03	65 – 97	02 – 03	64 – 98
Respect individual differences	02 – 04	74 – 98	03 – 10	65 – 97
Locate appropriate sources of information	02 – 03	70 – 98	03 – 12	55 – 96
Think quantitatively	04 – 06	68 – 96	02 – 06	57 – 86
Make healthy life decisions	03 – 07	67 – 97	04 – 11	38 – 70
Participate in the life of my community	01 – 02	61 – 94	02 – 06	51 – 86
Appreciate artistic and other events	02 – 03	52 – 85	02 – 09	46 – 80
Recognize freedom of inquiry allows for dissent	03 – 05	45 – 78	0	43 – 75
Place issues in historical perspective	05 – 11	41 – 72	02 – 06	29 – 59
Express self through an artistic medium	12 – 23	31 – 61	03 – 10	24 – 54
Communicate in a foreign language	16 – 34	15 – 40	03 – 18	11 – 31
Listen Effectively				

If we would have received surveys from a different sample of __% of the population, we are 90% confident that between 8-14% of the respondents would have been dissatisfied with the preparation they received in *communicate well orally*.
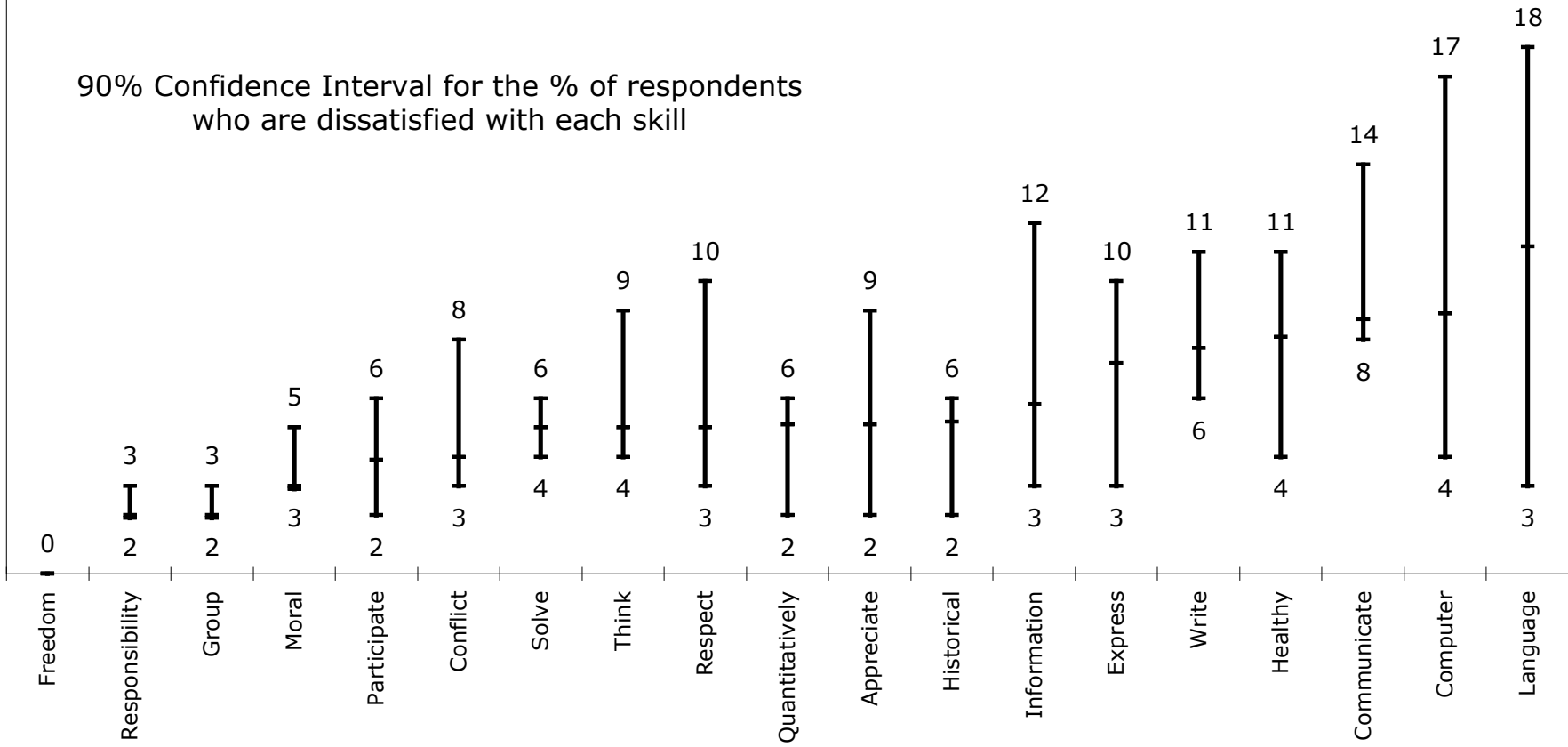
Notes for me:
1. Input data into STATA
2. gen fpc=???   (population size)
3. Set-up survey design (Simple random sample with finite population correction = fpc)
4. Run proportions tables with 90% CI (jackknife standard errors)

90% Confidence Interval for the % of respondents who think each skill is important

90% Confidence Interval for the % of respondents who are satisfied with each skill

Moral	Responsibility	Respect	Solve	Think	Communicate	Group	Information	Write	Quantatively	Computer	Participate	Conflict	Appreciate	Freedom	Healthy	Historical	Express	Language
97	98	97	96	96	92	98	96	89	86	83	86	83	80	75	70	59	54	31
67	69	65	67	66	64	64	55	56	57	49	51	52	46	43	38	29	24	11

90% Confidence Interval for the % of respondents who are dissatisfied with each skill

2005 Results – Comparing Importance and Satisfaction

The skills in this survey can be classified into four groups:

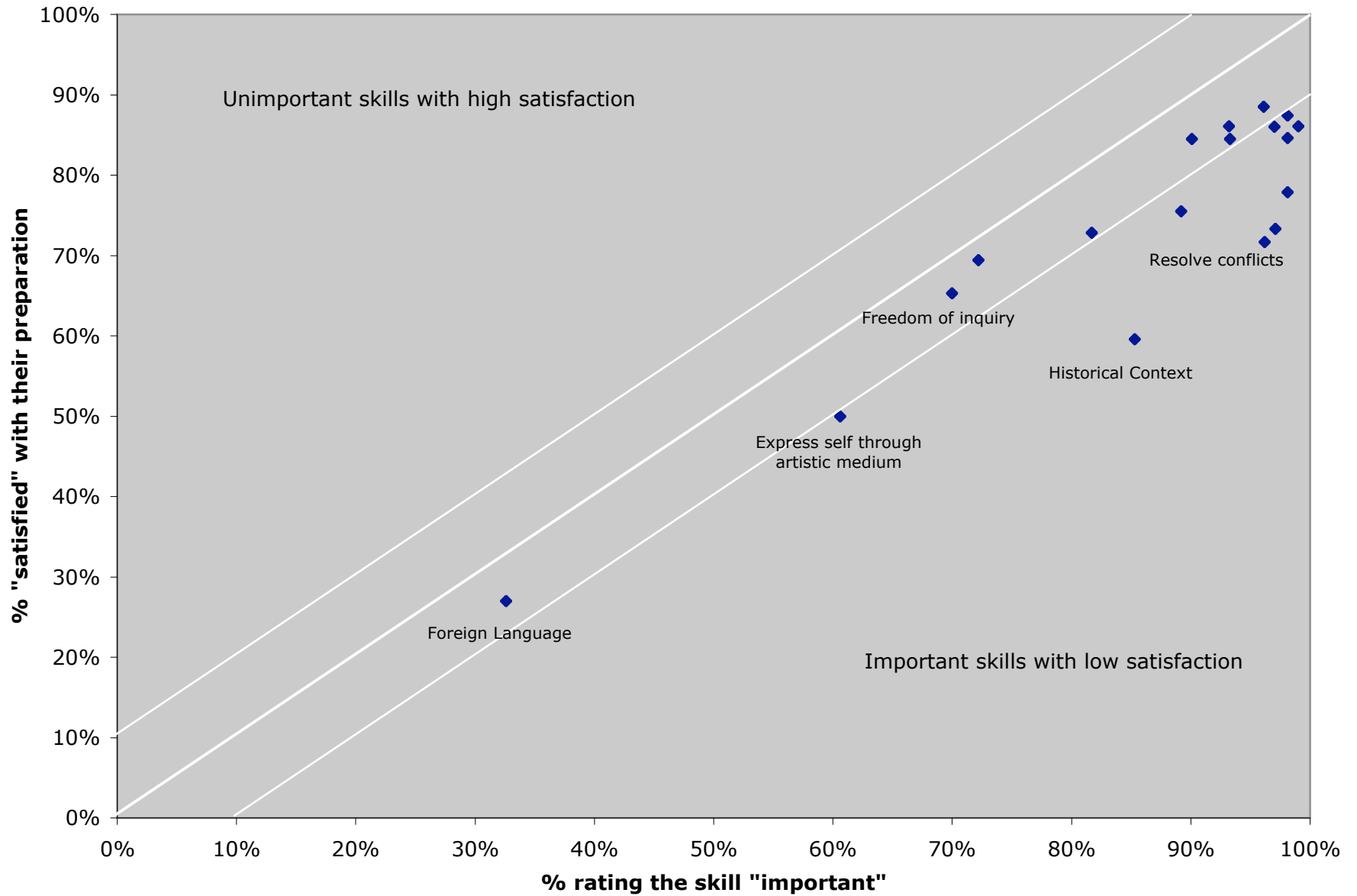|		Satisfaction	
		Above Average	Below Average
Importance	Above Average	(A) Highly <u>important</u> skills in which alumni are <u>satisfied</u>	(B) Highly <u>important</u> skills in which alumni are <u>not satisfied</u>
	Below Average	(C) Relatively <u>unimportant</u> skills in which alumni are <u>satisfied</u>	(D) Relatively <u>unimportant</u> skills in which alumni are <u>not satisfied</u>

The skills in cell A and cell C represent skills that alumni believe the General Education program is addressing adequately. The skills in cells B and D represent skills that alumni believe are not being adequately addressed by the General Education program. Because they represent highly important skills that are not being adequately addressed, we must identify the skills that would fall in cell B.

One simplistic way this can be done is by rank ordering the skills in both importance and satisfaction (based on the average ratings for each skill). The results of this method are displayed in the following table:

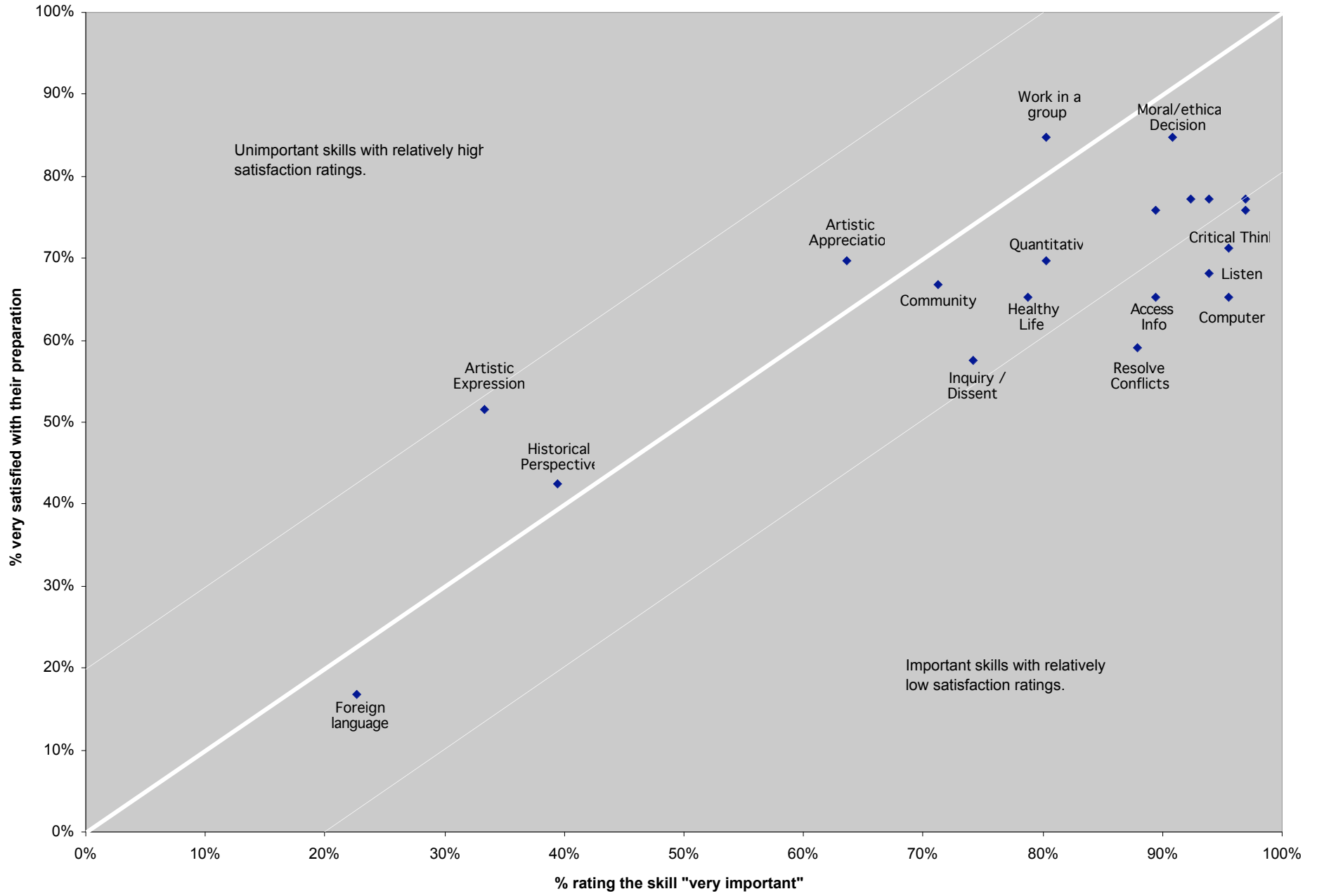|		Satisfaction	
		High (Rank 1-10)	Low (Rank 11-19)
Importance	High (Rank 1-10)	Take responsibility for my actions Respect individual differences Work effectively in a group Communicate well orally Think critically Solve problems effectively Write effectively	Use computer adequately Resolve conflicts effectively
	Low (Rank 11-19)	Make moral and ethical decisions Locate appropriate sources of information	Communicate in a foreign language Express self through an artistic medium Place issues in historical perspective Make healthy life decisions Appreciate artistic and other events Recognize freedom of inquiry allows for dissent Think quantitatively Participate in the life of my community

Using this method, two skills stand out as being important skills that are not adequately addressed: *Use computer adequately* and *Resolve conflicts effectively*.

The "high importance, low satisfaction" skills can be identified through graphical methods, too. The scatterplot on the next page displays the relationship between importance and satisfaction for all skills in the survey.

% "satisfied" with their preparation (y-axis)

% rating the skill "important" (x-axis)

Unimportant skills with high satisfaction

Important skills with low satisfaction

Resolve conflicts

Freedom of inquiry

Historical Context

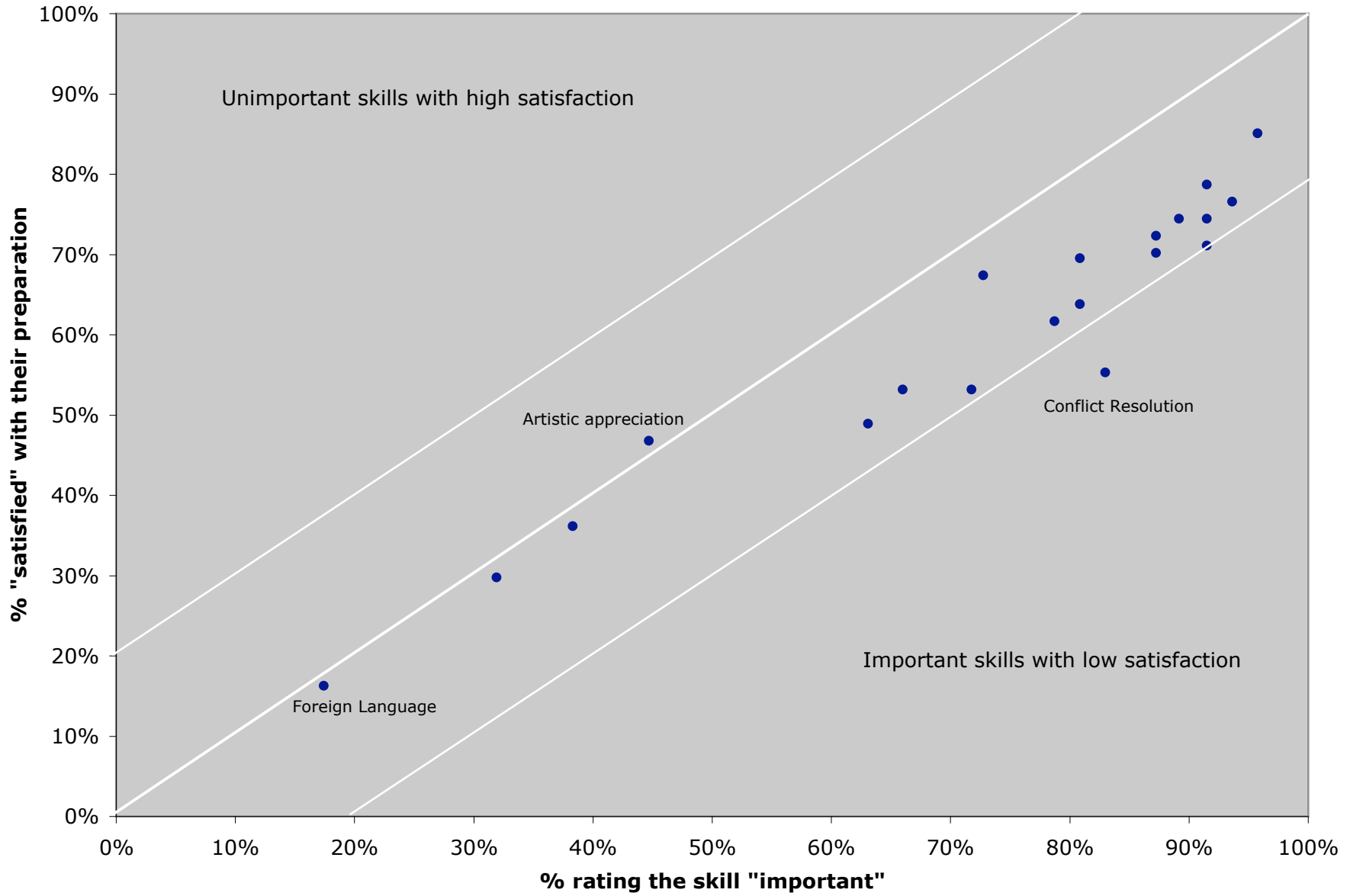Express self through artistic medium

Foreign Language

This scatterplot again shows that alumni were generally dissatisfied with the skills they perceived to be relatively unimportant. Three skills that stand out as having low satisfaction ratings relative to their importance are: *Place issues in historical context*, *Resolve conflicts effectively*, and *Use computer adequately*.

% very satisfied with their preparation

% rating the skill "very important"

Unimportant skills with relatively high satisfaction ratings.

Important skills with relatively low satisfaction ratings.

Work in a group

Moral/ethica Decision

Artistic Appreciatio

Quantitativ

Critical Thinl

Community

Healthy Life

Access Info

Listen

Computer

Artistic Expression

Inquiry / Dissent

Resolve Conflicts

Historical Perspective

Foreign language

Seeing the general direct relationship between importance and satisfaction, the following questions could be asked:
    Were students able to differentiate between importance and satisfaction?
    Did students simply rate some skills high and some skills low without thinking about importance and satisfaction?

To answer these questions, the correlations between importance and satisfaction ratings were calculated for each skill. If the ratings for each skill have a high correlation, it would indicate that alumni were unable to differentiate between importance and satisfaction. If the ratings have a low correlation, it would provide evidence that alumni were able to differentiate between importance and satisfaction. The following table displays the correlations between importance and satisfaction for all the surveyed skills:

(2005 Sample Size = 104 alumni)	Correlation
Solve problems effectively	.040
Communicate well orally	.012
Take responsibility for my actions	.135
Write effectively	.105
Use computer adequately	.115
Think critically	.130
Resolve conflicts effectively	.226 *
Make moral and ethical decisions	.195
Work effectively in a group	.169
Respect individual differences	.195
Locate appropriate sources of information	.184
Think quantitatively	.258 *
Make healthy life decisions	.266 *
Participate in the life of my community	.538 *
Appreciate artistic and other events	.446 *
Recognize freedom of inquiry allows for dissent	.634 *
Place issues in historical perspective	.436 *
Express self through an artistic medium	.683 *
Communicate in a foreign language	.077
Listen Effectively	

Even though the correlations are expected to be low due to the small variation in ratings, this table seems to indicate that students were able to differentiate between importance and satisfaction. The table seems to suggest the following:

a) If a student rates a skill high in importance, the student may either be satisfied or dissatisfied with the preparation they received at SAU
b) If a student rates a skill low in importance, the student is likely to be dissatisfied with the preparation they received at SAU.

Now that we are confident that students were able to differentiate between importance and satisfaction, a couple important questions remain:
   Why do alumni give low importance ratings to specific skills?
   Why are some alumni dissatisfied with specific skills?

A series of statistical analyses were conducted in an attempt to identify factors that may have influenced a graduate's decision to rate a skill high or low in importance or satisfaction.

1) Nonparametric tests (Mann-Whitney and Kruskal_Wallis) were conducted to compare ratings for males/females, employed/unemployed, and BA/BS graduates.

   Males and females did not give significantly different importance or satisfaction ratings to any skill

   Alumni who earned a B.S. degree did not give significantly different importance or satisfaction ratings to any skill than alumni who earned a B.A. degree

   Alumni who are currently employed are more satisfied than students who are currently unemployed
      Unemployed alumni: Average satisfaction rating = 3.63
      Employed alumni: Average satisfaction rating = 3.94

   The following table displays the skills that received significantly different ratings from employed and unemployed alumni:

Skills with significant mean differences	Mean rating for employed alumni	Mean rating for unemployed alumni
Satisfaction: Appreciate artistic and other events (p = 0.014)	3.99	3.38
Satisfaction: Express self through an artistic medium (p = 0.015)	3.66	3.06
Satisfaction: Make moral and ethical decisions (p = 0.026)	4.37	3.81
Satisfaction: Communicate well orally (p = 0.34)	4.19	3.75
Importance: Use computer adequately (p = 0.033)	4.64	4.38
Importance: Appreciate artistic and other events (p = 0.050)	4.05	3.50

   Using logistic regression, the following result was computed:
      The odds that an employed alumni is satisfied with *appreciate artistic and other events* is 11 times greater than the odds for an unemployed alumni
      A discriminant analysis also found that satisfaction with *appreciate artistic and other events* was the best variable to use in predicting alumni employment.

2) Cluster analyses were conducted to identify groups of students with similar responses. Once classified, the characteristics of these groups were examined.

   Unfortunately, the cluster analysis was only able to identify 2 outliers:
      one student who rated all skills low in importance and another student who was dissatisfied with most of the skills.

So, overall, it appears as though the importance and satisfaction ratings for some skills are influenced by the employment status of a graduate.

2005 Results – Comparison to 2003 and 2004 results

Now that we've identified the skills that alumni believe are important/unimportant and the skills in which alumni are satisfied/dissatisfied with the preparation they received at SAU, it's time to look at longitudinal results. The following table displays the results from the 2003-2004, 2004-2005, and 2005-2006 administrations of this survey:

	% Important			% Dissatisfied			% Satisfied		
	2003 (N = 66)	2004 (N = 47)	2005 (N = 104)	2003 (N = 66)	2004 (N = 47)	2005 (N = 104)	2003 (N = 66)	2004 (N = 47)	2005 (N = 104)
Solve problems effectively	97.0	91.5	99.0	3.0	2.1	5.0	76.3	78.7	86.1
Communicate well orally	97.0	95.7	98.1	1.5	2.1	8.7	75.8	85.1	84.6
Take responsibility for my actions	92.4	93.6	98.1	4.5	2.1	1.9	77.3	76.6	87.4
Write effectively	93.9	89.1	98.1	0.0	2.1	7.7	77.7	74.5	77.9
Use computer adequately	95.5	78.7	97.1	7.6	14.9	8.9	65.2	61.7	73.3
Think critically	95.5	91.5	97.0	1.5	4.3	5.0	71.2	74.5	86.0
Resolve conflicts effectively	87.9	83.0	96.2	9.1	4.3	4.0	59.1	55.3	71.7
Make moral and ethical decisions	90.9	87.2	96.1	4.5	2.1	2.9	84.8	72.3	88.5
Work effectively in a group	80.3	80.9	93.3	1.5	4.3	1.9	84.8	69.6	84.5
Respect individual differences	89.4	87.2	93.2	4.5	12.8	5.0	75.8	70.2	86.1
Locate appropriate sources of information	89.4	72.7	90.1	6.1	4.3	5.8	65.2	67.4	84.5
Think quantitatively	80.3	80.9	89.2	7.6	4.3	5.1	69.7	63.8	75.5
Make healthy life decisions	78.8	71.7	85.3	7.6	10.6	8.1	65.2	53.2	59.6
Participate in the life of my community	71.2	66.0	81.7	4.5	10.6	3.9	63.7	53.2	72.8
Appreciate artistic and other events	63.6	44.7	72.2	3.0	4.3	5.1	69.7	46.8	69.4
Recognize freedom of inquiry allows for dissent	74.2	63.0	70.0	7.6	4.3	0.0	57.6	48.9	65.3
Place issues in historical perspective	39.4	38.3	60.6	13.6	8.5	5.2	42.4	36.2	50.0
Express self through an artistic medium	33.3	31.9	51.0	10.6	19.1	7.2	51.5	29.8	46.4
Communicate in a foreign language	22.7	17.4	32.6	30.3	25.6	11.2	16.7	16.3	27.0
Listen Effectively	93.9	91.5		3.0	2.2		74.0	71.1	

Trends in importance: *Work effectively in a group* and *think quantitatively* have steadily increased in importance over the past three years

Trends in dissatisfaction: Dissatisfaction has gone down in *take responsibility for my actions*, *resolve conflicts effectively*, *recognize freedom of inquiry allows for dissent*, *place issues in historical perspective*, and *communicate in a foreign language*.

Dissatisfaction has risen for *communicate well orally*, *write effectively*, *think critically*, and *appreciate artistic and other events*.

Trends in satisfaction: Satisfaction has increased for *solve problems effectively*, *think critically*, and *locate appropriate sources of information*.

Section 2:   Satisfaction with academic department and major at SAU

2005 Results

In this section, alumni were asked to rate certain features within their major department or program (1 = very inadequate; 5 = very adequate).   The 104 alumni who completed the survey earned degrees from the following departments:

Major Department	Number of students		Major Department	Number of students
Unknown	19		JRNL	2
PSYC	14		NURS	2
ELED	8		PRMC	2
ACCT	6		ARTG	1
CRJU	5		BAMT	1
ECED	4		CJCS	1
EDUC	4		CNA	1
FIN	4		EXER	1
BIOL	3		FIT	1
BUAD	3		MATH	1
ELST	3		MGMT	1
FPSYC	3		MUED	1
MRKT	3		MUS	1
SOC	3		RDTV	1
CIS	2		SMGT	1
ENED	2			

The following page displays alumni attitudes towards their departments.

How adequate do you think the following features were within your major department or program?

	% Adequate		
	2003 (N = 66)	2004 (N = 47)	2005 (N = 104)
Percent satisfied, overall, with their major	**69.7**	**94.5**	**96.8**
Faculty interest in academic development of students majoring in department	71.2	79.3	95.6
Intellectual stimulation within the department	62.1	84.2	94.4
Departmental flexibility in meeting the needs of individual students	69.7	82.8	94.4
Faculty interest in personal development of students majoring in department	57.6	75.4	93.1
Opportunity for involvement with department clubs/organizations	47.0	49.1	91.0
Communication between faculty members & students regarding student needs & concerns	68.2	79.3	88.9
Preparation for advanced degrees in a related field	47.0	52.6	87.7
Preparation for employment in a related field	48.5	61.4	86.7
Information provided by department academic advisor	66.7	60.7	86.0
Department help with admission into an advanced degree program	37.9	46.3	85.5
Variety of resources with which to research careers	27.3	41.1	76.1
Number of network opportunities between potential employers and students	22.7	30.4	67.6
Department help in finding employment for graduated	21.2	21.8	67.2

Once again this year, alumni rated their overall level of satisfaction with their department higher than the adequacy of any of the individual features of the department.   Over the past three years, the adequacy ratings for every feature have risen. The adequacy of the bottom three features is still cause for concern – only 2 out of every 3 graduates believes the departments do an adequate job in helping them find employment. The following table displays similar information.

	% Inadequate	
	2004 (N = 47)	2005 (N = 104)
Percent dissatisfied, overall, with their major	**0.0**	**3.2**
Department help in finding employment for graduated	34.5	32.8
Number of network opportunities between potential employers and students	35.7	32.4
Variety of resources with which to research careers	28.6	23.9
Department help with admission into an advanced degree program	24.1	14.5
Information provided by department academic advisor	14.3	14.0
Preparation for employment in a related field	12.3	13.3
Preparation for advanced degrees in a related field	24.6	12.3
Communication between faculty members & students regarding student needs & concerns	5.2	11.1
Opportunity for involvement with department clubs/organizations	10.5	9.0
Faculty interest in personal development of students majoring in department	12.3	6.9
Intellectual stimulation within the department	5.3	5.6
Departmental flexibility in meeting the needs of individual students	1.7	5.6
Faculty interest in academic development of students majoring in department	6.9	4.4

Sample sizes within departments are too small to draw any solid conclusions, but the following table displays departmental features in which 2 or more students from the same major found inadequate.

	Major (# of students)
Number of network opportunities between potential employers and students	CRJU (2) ELED (3) FIN (2) FPSYC (2) PRMC (2) PSYC (2)
Department help in finding employment for graduated	CIS (2) FIN (2) PRMC (2) PSYC (2)
Variety of resources with which to research careers	ACCT (2) FPSYC (2) PRMC (2) PSYC (2)
Information provided by department academic advisor	CIS (2) NURS (2)
Preparation for employment in a related field	FPSYC (2)
Preparation for advanced degrees in a related field	PSYC (2)
Communication between faculty members & students regarding student needs & concerns	CIS (2)
Opportunity for involvement with department clubs/organizations	ACCT (2)

In order to determine why some students were dissatisfied with SAU, the following information was analyzed:

	Students satisfied with SAU	Students dissatisfied with SAU	Difference
Overall, how satisfied were you with your major?	4.7	4.0	0.7
Faculty interest in academic development of students majoring in department	4.3	3.8	0.5
Departmental flexibility in meeting the needs of individual students	4.3	3.2	1.1
Communication between faculty members & students regarding student needs & concerns	4.3	3.4	0.9
Intellectual stimulation within the department	4.3	3.0	1.3
Faculty interest in personal development of students majoring in department	4.1	3.8	0.3
Information provided by department academic advisor	3.8	2.8	1.1
Preparation for employment in a related field	3.8	2.8	1.0
Opportunity for involvement with department clubs/organizations	3.7	2.8	0.9
Preparation for advanced degrees in a related field	3.5	2.6	0.9
Department help with admission into an advanced degree program	3.4	1.8	1.6
Variety of resources with which to research careers	3.3	2.8	0.5
Number of network opportunities between potential employers and students	3.1	1.6	1.5
Department help in finding employment for graduates	2.9	1.4	1.5

Students dissatisfied with SAU rated their departments lower in:

(1) Department help with admission into an advanced degree program
(2) Department help in finding employment for graduates
(3) Number of network opportunities between potential employees and students
(4) Intellectual stimulation within the department
(5) Information provided by academic advisor
(6) Departmental flexibility in meeting the needs of individual students

Brief results: Because of a small response (N = 47), the results of the survey should be interpreted with caution.

1. 91.3% of alumni were either "very" or "somewhat" satisfied with SAU (6.5% were "somewhat" or "very" dissatisfied)

2. 76.6% of alumni would probably/definitely choose to enroll at SAU if they could make the choice all over again (10.6% probably/definitely would not choose SAU).

3. Dissatisfied students rated their departments lower in the following areas: (1) Department help with admission into an advanced degree program
                                                                                     (2) Department help in finding employment for graduates
                                                                                     (3) Number of network opportunities between potential employees and students
                                                                                     (4) Intellectual stimulation within the department

3. 43% of those surveyed rated all twenty skills a 3 or higher in terms of their level of satisfaction with the preparation they received at SAU. This is slightly less than the 53% from last year's survey.

4. 23% rated all twenty skills a 3 or higher in importance at this point in their lives. This is less than the 42% from the previous year.

5. The skills receiving the lowest satisfaction ratings tended to be the skills that were perceived to be relatively unimportant. These skills receiving the lowest ratings in satisfaction and importance are: (1) Communicate in a foreign language, (2) Express self through an artistic medium, (3) Place issues in historical perspective, and (4) Appreciate artistic and other events.

6. One skill received a low satisfaction rating compared to its importance rating: Resolve conflicts effectively.

Students dissatisfied with SAU rated their departments lower in:

All skills will continue to be monitored through follow-up surveys. In addition, every effort will be made to increase the response rate to a more meaningful level, including web response capability.

The following pages of this report allow you to drill deeper into the results as you see fit. Both descriptive and interpretive results are presented.

Satisfaction With SAU

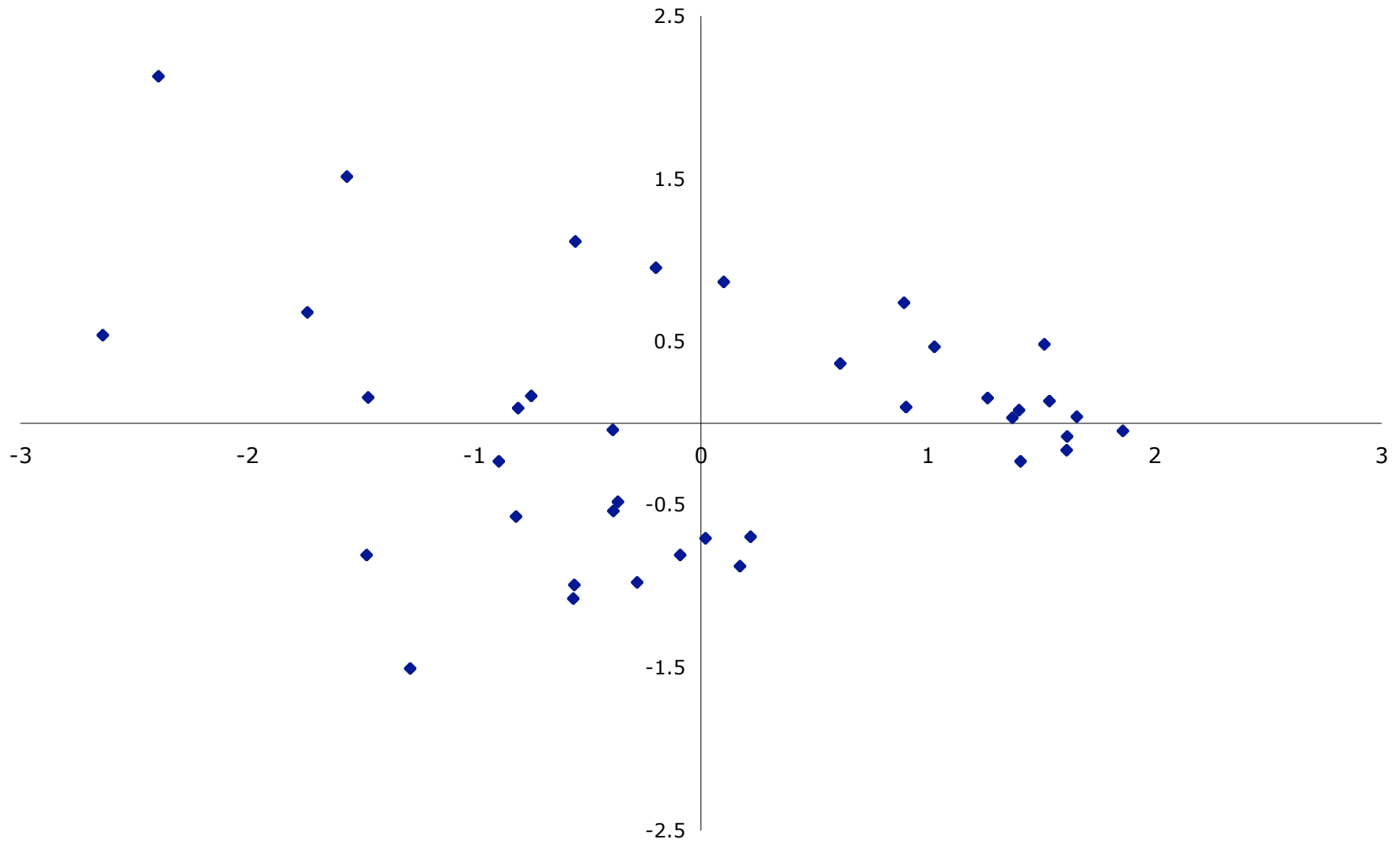If you could make your undergraduate college choice again, would you still choose to enroll at SAU?

	2003 (N=66)	2004 (N=47)	Change
Yes, definitely		42.6%	
Yes, probably		34.0%	
I don't know		12.8%	
Probably not		8.5%	
Definitely not		2.1%	

In general, how satisfied are you with SAU?

	2003	2004	Change
Very satisfied		50.0%	
Somewhat satisfied		41.3%	
Uncertain		2.2%	
Somewhat dissatisfied		4.3%	
Very dissatisfied		2.2%	

As expected, the alumni dissatisfied with SAU would not choose to enroll at SAU if they were again given the chance. These dissatisfied alumni earned degrees from the following departments: ATTR, Nursing, Marketing/PR, ARTE, ENED

Nonmetric Multidimensional Scaling

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