



Undergraduate Learning Experiences

AT QUEEN'S UNIVERSITY



RESULTS FROM THE EXIT POLL 2005

QUEEN'S UNDERGRADUATE EXIT POLL 2005

Introduction

The University conducted its twelfth annual Undergraduate Exit Poll in 2005. The first poll was undertaken in 1994 and each year has requested opinions from graduating students in undergraduate programs (both direct-entry and second-entry professional) on their learning experience at Queen's University. All students graduating from undergraduate programs are asked to complete an exit questionnaire. Beginning in 2004, students graduating from Medicine have completed the Canadian Medical School Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges, and highlights of responses to GQ questions that are comparable to the Queen's Exit Poll are included in this summary.

Questionnaire

The questionnaire is included at the end of this document. It focuses on three main areas:

- The quality of the learning environment (Question 1)
- The contribution of Queen's education to learning and development in certain areas (Question 2)
- Student satisfaction with services and facilities (Question 3)

Students are also asked to provide additional comments regarding their undergraduate experience at Queen's and these are distributed to Vice-Principals and Deans. Some of the comments are included in this report to provide highlights.

The 2005 Exit Poll introduced a new question regarding students' post-graduation plans. Respondents were asked to comment on their expectations for the six to twelve months after their graduation, and were given a number of choices (employment, further education, travel, volunteering, and other).

Also new in the 2005 Exit Poll are comments from Deans and Directors on their Faculty or School's results. These can be found at the end of each Faculty/School's section in the report.

The Exit Poll was developed to measure overall impressions of the University and the results are presented at the Faculty/School and University levels. This report provides a general overview of the available information. Further analysis, such as cross-tabulating demographic information by department or concentration and/or by study status is available at the Faculty level to provide important information about student opinions. The Exit Poll results should be used to measure progress toward stated goals and objectives, and may be useful in guiding or informing strategic decisions.

The 2005 report highlights the survey results since 1995. The results should be viewed over time; large annual swings in the measure of certain classes may be anomalous.

RESULTS

Faculty of Applied Science

The Faculty of Applied Science was formally created in 1894, but had its origins a year earlier in a School of Mining and Agriculture. There were five regular degree students enrolled in the first session.

In 2005, the Exit Poll questionnaire was sent to 521 graduating Engineering students; 261 responses were received.

Question 1 – Quality of the Learning Environment

The majority (80%) of students agree that their *instructors were readily accessible outside class*, and almost three-quarters agree that their *instructors showed a positive attitude toward students*. As one student commented, professors “were motivated and student-learning-oriented”. Agreement with statements concerning *instructors checking that students understood the material*, and *class participation being actively encouraged*, although lower at 48% and 40%, have improved from ten years ago, when a quarter of students agreed.

Students indicated some concern with the *balance between theory and practice* in the Applied Science program. While they have ranked this statement as the one most important to them in Question 1, less than half agree that there is a good balance in their program. One student believes that, “The majority of Queen’s engineering students will not be going on to post-grad studies; therefore it would be much better for them to have a practical knowledge base as opposed to the current curriculum”.

Over two-thirds of the Applied Science respondents agreed that their *learning experience has been enjoyable*; as one graduate remarked: “The staff and profs were wonderful. They went out of their way to make sure that all the students got as much out of their academic experience as possible. I have loved every minute at Queen’s and I’m sad to leave!”

Question 2 – Contribution of Queen’s Education to Learning and Development

Applied Science respondents feel that their program has contributed more to their *mathematical skills* and *computing skills* than respondents from any other program.

Students’ agreement that Queen’s has contributed to their *ability to work independently* has decreased by thirteen percentage points over the past five years and may be the beginning of a trend; however, 78% of respondents are confident in their *ability to work well with others*.

Agreement that Queen’s has contributed to *leadership skills* has increased by 10 percentage points in the past five years and now stands at 66%.

While students are confident in their academic and interpersonal abilities, some respondents are not as confident in their ability to understand larger social issues. Agreement that Queen’s has contributed to their awareness of *ethical issues*, *political and social issues*, *the rights and responsibilities of citizenship*, and *other races, cultures, and religions* falls below the average of all other programs.

Question 3 – Services and Facilities

Half of respondents were satisfied with both their *classroom facilities* and their *laboratory facilities*. With the opening of the new Integrated Learning Centre in May 2004, these levels are expected to increase in the coming years.

Satisfaction with *study space* and *library facilities, hours, and services* remains strong. One student commented that, "The ILC is the best building at Queen's for doing work. The study rooms for engineers only are amazing, allowing for a room to be free whenever needed."

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Almost half of Applied Science respondents reported being debt-free upon graduation: only Commerce had more respondents graduating with less debt. Family contributions make up more than one-quarter of the repayable debt of Applied Science respondents, a higher level than in any other program.

As reflected in their comments on the rigour of the academic experience in Applied Science, more respondents expect to graduate with an average below 70% than in any other program.

After graduation, more than 50% of respondents plan to pursue employment, with another quarter looking at further education in advanced degree programs. The remaining students intend to travel or complete a second Bachelor's degree.

Comments from the Faculty of Applied Science

The Faculty of Applied Science is very pleased to discover that the strategic shift in the engineering curriculum, which emphasizes the importance of integrated learning, is bearing encouraging results in the Exit Poll for 2005. Integrated learning aims to promote teamwork, develop communication skills, elevate theory to practice and engender an appreciation and sensitivity to the impact of engineering on society. Satisfaction with the new facilities of the Integrated Learning Centre, which opened in the summer of 2004, would appear to be reflected in a positive response to the question related to study space.

Despite evident improvements in key areas such as teaching assistants, where the Faculty has devoted considerable time and attention, there are other areas where students have signaled room for improvement, including academic counseling services and services for international students. Our students' understanding of societal, ethical, political, and social issues, a key tenet of our new curriculum, still falls below that of students in other programs, pointing to the need for further attention. We will not be satisfied until all areas of the teaching and learning experience for our students have improved. We welcome the annual Exit Poll results as an essential educational tool for monitoring and measuring this continuous process of quality improvement.

Faculty of Arts and Science

The Faculty of Arts and Science is the oldest Faculty at Queen's University and has existed in one form or another for over 160 years. The teaching of Classics, Mathematics, and Natural

Philosophy went hand-in-hand with the teaching of Theology at Queen's, with the first professors teaching in both Faculties. Today the Faculty is the largest on campus and offers classes in sciences, social sciences, humanities, fine arts, and languages.

Close to 2,000 Arts and Science students received the Exit Poll questionnaire and 921 responded. Respondents include those from the Concurrent Education program who are completing their Arts, Science, or Music degrees.

Question 1 – Quality of the Learning Environment

Despite budget cutbacks and increasing class sizes in the past decade, Arts and Science students are still very satisfied with their learning environment at Queen's. Almost 70% of respondents were satisfied that they were *generally able to enrol in the courses they wanted*. Following a trend over the last five years, well over 80% of respondents agree that their *learning experience was intellectually stimulating*, and that it was *enjoyable*. One student illustrated these results well when saying, "This school is a challenge, but encourages you to think for yourself! It was a tough start, but I would recommend Queen's to anyone".

At 82%, more students agree that *instructors showed a positive attitude toward students* than a decade ago. Writing of the Drama department, one respondent commented, "The professors there really care about us. They go above and beyond the call of duty to ensure that we are learning and enjoying learning".

Students are less satisfied that *assessment methods (exams and marking) were fair* with only 61% agreeing with the statement. In their comments, many students expressed concern about inconsistent marking within and between departments that they are worried will hinder their ability to further their education at medical, law, and graduate/professional schools.

Question 2 – Contribution of Queen's Education to Learning and Development

Arts and Science students feel confident upon graduation about their skills in particular areas: *writing, critical judgment, appreciation of literature, and research*. For each of these, the number of respondents who agree that Queen's contributed to their abilities has increased in the past five years. Students put particular emphasis on *critical judgment*, as they rate it the most important statement out of all statements in Question 2.

Arts and Science students are less satisfied that Queen's has contributed to their abilities in *problem solving, mathematics, computing, and leadership*. The percentage score for each of these skills has, since 2001, usually ranked near the bottom when compared to other programs.

Perhaps due to the independent nature of the work in many Arts and Science programs (essays, assignments, exams) the *ability to work well independently* received an agreement rating of 86%, compared with 60% for the *ability to work well with others*.

Question 3 – Services and Facilities

In 2002, Arts and Science students' satisfaction with *classroom facilities* increased by 15 percentage points, from 42% to 57%, and has generally stayed at the same level since that time. Satisfaction with *laboratory facilities* has climbed steadily since 1995 and 54% of students now report they are satisfied, the highest level ever. Satisfaction with *computing facilities* is rated similarly to both classroom and laboratory facilities at 55%.

Many students requested laboratory space improvements to improve their learning: "Labs need to be improved for the students to learn lab techniques and procedures so they can understand their assignments better. Instead of having a description on paper, actually performing a lab is very educational and helps one understand". Classroom space was also an issue: "My fourth year seminar classroom doesn't even have enough chairs for everyone".

At 50%, graduates' satisfaction with *academic counselling* was at its highest since the Poll's inception. Satisfaction with *career counselling* is also climbing. Its 58% satisfaction rating is the highest since 2001.

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Just under half of Arts and Science respondents reported that they were graduating with no debt, with approximately half of the reported debt being government student assistance.

As it is the largest Faculty on campus, over half of all Exit Poll respondents were part of Arts and Science, and 74% of those were female, a 7% increase since 1995. Most respondents expect to graduate with an average between 70-79%, while over one-quarter expect their average to be above 80%.

By far, Arts and Science students are the most diverse in their post-graduation plans. Respondents indicated they would be pursuing opportunities in each of the 13 post-graduation options that were listed in the Questionnaire. Just under 50% are intending to go on to a professional designation or advanced degree, and 5% are looking toward college for further education.

Comments from the Faculty of Arts and Science

The Faculty of Arts and Science is committed to promoting innovative and effective undergraduate education in the context of a high quality, research-intensive institution. Although we are characterized by a diversity of programs and a variety of academic units, the Faculty is united by its emphasis on a learning environment that promotes critical thought and good judgment. Thus, the Faculty strives to offer students challenging programs of study that will encourage them to question conventional ways of thinking, to explore intellectual fields deeply and broadly, and to pursue combinations of study that embody a range of intellectual interests.

The Faculty is gratified to see that our students share our emphasis on critical judgment and that they are particularly satisfied that the Faculty has contributed to their skills in this area as well as in the areas of *writing*, appreciation of *literature* and *research*. In view of the broad range of programs we offer, we are not in fact surprised to see lower levels of agreement that the Faculty has contributed to specific skills in *mathematics*, *computing* and so on. Student satisfaction with opportunities to develop an awareness of issues related to diversity, citizenship, social needs, ethical inquiry etc. has shown small but steady increases in the last five years. The Faculty will continue to promote courses and programs that encourage analytical, exploratory, and integrative engagement with the world.

Budget cuts have indeed affected the university over the last decade and the Faculty is pleased to note that the students nonetheless continue to appreciate the *quality of the learning*

environment. Students were highly satisfied that their learning experiences were *intellectually stimulating and enjoyable*. Satisfaction with instructors has improved since 2001 on all dimensions surveyed in addition to the especially strong showing for instructors' *positive attitudes towards their students*. Over the last five years, students' satisfaction with their *ability to enrol in courses [they] wanted* has hovered around 70%. The Faculty is cautiously optimistic that the recent opportunity to hire a significant number of additional faculty members in Arts and Science will increase our ability to meet student demand for courses and programs. Likewise, we take student concerns about assessment under advisement and hope that initiatives related to class sizes and development of teaching skills will contribute to a learning environment conducive to valid, broad based assessment practices. Increases in satisfaction with classrooms, laboratories, and computing facilities and with student services are viewed as support for additional faculty based and university wide efforts to enhance the campus infrastructure.

School of Business

A Commerce program was first established at Queen's University in 1919. Today the School of Business offers an undergraduate Commerce degree, various Master of Business Administration degrees, and research-intensive Masters and Doctoral programs.

The Exit Poll was sent out to 206 Commerce students, and 119 completed the questionnaire.

Question 1 – Quality of the Learning Environment

Overall, respondents from the Commerce program are very satisfied with the quality of their learning environment. 2005 marks the highest level of agreement that *instructors took an active interest in my learning* since the Poll's inception. 90% of respondents agreed with this statement, an increase from only 50% agreeing 10 years ago. Along with this is the highest ranking among all programs regarding class participation. Over 90% of respondents agreed that *class participation was actively encouraged*. One student remarked that, "I loved my professors. Thought they were the best and brightest in Canada with personalities that far extend their academic achievements".

While 85% of respondents agreed that they were *able to register in the courses they wanted*, many provided suggestions for additional courses they would have liked the opportunity to take: "There should be a mandatory ethics course and leadership course". One respondent requested an increased focus on critical thinking: "I think more emphasis in business should be placed upon...the fundamental premises of business and capitalism, neo-liberalism. We assume what we are taught is correct and this is dangerous".

Two statements with lower agreement ratings were *instructors made an effort that students understood the material being taught* and *instructors provided helpful feedback*. One respondent commented: "professors could have provided better feedback [as] I was often confused and uncertain where I had gone wrong and where I could have improved". Many others, however, remarked on their strong relationships with professors: "Several of my School of Business profs were amazing, and I was able to develop excellent relationships with them".

Most important to Business students is that their *learning experience was intellectually stimulating*, and 92% of respondents agree that this was the case: "The academic services and overall teaching quality offered by the Queen's School of Business are of exceptional quality".

Question 2 – Contribution of Queen's Education to Learning and Development

More than students in any other program, Commerce students agree that their program has contributed to their *speaking skills and ability to use a foreign language*. 25% of Commerce graduates agreed that Queen's contributed to their new language ability, next to almost 20% of those in Arts and Science. Commerce students have a very high rate of participation in exchange and study abroad programs, which may influence this result.

Agreement that Queen's has contributed to their awareness of *political and social issues and the rights and responsibilities of citizenship* has increased significantly in the past few years. Agreement with the first statement is at 55%, compared to 41% in 2001, and agreement with the second statement is at 39%, compared to 24% in 2001.

One statement that consistently receives lower levels of agreement from Business respondents than other respondents is *Queen's contributed to creative thinking*. One respondent stated: "Students are offered little diversity and only taught about corporate business". Agreement rates are in the 40% range for this statement, compared to rates in the 50% to 70% range for students in other programs.

School of Business respondents ranked *problem-solving skills* as the most important to them out of all the skills and abilities in Question 2, and close to 95% agree that their Queen's education contributed to these skills.

Question 3 – Services and Facilities

By an extremely wide margin over all other programs, Business students are satisfied with their *classroom facilities*. One student sums it up by saying, "Goodes Hall is a fabulous building; we truly are spoiled in there". Respondents are also more satisfied with their *computing facilities* than those in many other programs, most likely due to the integration of technology in Goodes Hall.

One service that respondents appear to have become less satisfied with over the past ten years is *career counselling*. Satisfaction levels were at 73% in 1995 and have fallen to 50% this year. An important point to note is that the School of Business has its own Careers Centre and some respondents may be confused as to whether they are rating this service or the central Career Services facility on campus. In their own exit poll, the School of Business recorded an overall rating of four on a five point scale for their Careers Centre. The question on rating *career counselling* will be clarified in the next Exit Poll in an attempt to avoid this confusion and obtain clearer results.

Satisfaction with *academic counselling* increased slightly, from 39% in 2004 to 45% in 2005. One graduate explained that, "I would have liked to see more academic and personal support in adjusting to a 'Commerce' study style and learning environment from the School of Business faculty and administration". Many students are still very happy with the level of service provided to them from the program as a whole: "The Commerce Office at the School of Business was always incredibly friendly and helpful".

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Over half of the Business respondents anticipate graduating with no debt, the highest percentage in any undergraduate program. Those with debt report 39% of funds coming from the government, 31% from private sources, 23% from their family, and 6% from credit cards.

Business graduates are very optimistic about their final averages, with not one respondent expecting an average of less than 70%.

Most graduates intend to pursue employment in the business sector. 7% of graduates intend to complete professional designations, with the same number intending to travel. 6% plan to pursue an advanced degree.

Comments from the School of Business

The School of Business is obviously very pleased in general with the results, which seem to reflect widespread approval of our program and the University by our B.Com. graduates.

In the Winter Term of 2006, we are launching a mandatory business ethics course into our 2nd year curriculum, and an upper year elective course called "Critical Perspectives in Business"; we have also implemented a stream of workshops throughout our four year Integrated Communications Program about teamwork and leadership. The Critical Perspectives course, as well as the launch of our Program in Corporate Social Responsibility should help address concerns about creative thinking and alternative approaches to learning about Business in the Commerce Program.

The scores for both academic and career counselling were actually up significantly over 2004; we suspect that staff turnover in 2004 contributed to the lower 2004 results in career and academic counselling, and that with the staff changes behind us (and with new staff being hired both for academic counselling and the Career Centre), we would hope to see these numbers continue to rise.

School of Nursing

The School of Nursing began in 1942 in an attempt to meet the demand for wartime nurses. The School became a full Faculty in 1967 and in 1982 moved from Summerhill to the Cataragui Building, its home to this day.

79 graduating students received the Exit Poll, and 43 responses were submitted.

Question 1 – Quality of the Learning Environment

There are many statements in Question 1 with which the Nursing respondents agree strongly. 84% agree that *class participation was actively encouraged*. More than any other year, in 2005 respondents agreed that *assessment methods (exams and marking) were fair*. 86% agree that their *learning experience was intellectually stimulating*, and 79% agree that their *learning experience was enjoyable*.

Out of all statements, Nursing graduates ranked "my program had a good balance between theory and practice" as the most important, and 81% agreed with the statement, a large increase from

the 48% who agreed in 2004. The introduction of a lengthy practicum placement in year four may have contributed to this change. Despite this happiness with the new curriculum, some students commented on being the first class to complete the revised program curriculum and the effect this had on their educational experience: "Being the 'new' nursing program was difficult at times since we were experiencing all of the kinks being worked out".

For some statements regarding instructors, this year's Nursing graduates often reported satisfaction ratings that are lower than other programs – *instructors were readily available outside class, instructors made an effort to check that students understood the material taught, instructors provided helpful feedback, and instructors showed a positive attitude toward students*. The level of satisfaction with each of these statements dropped this year from the previous year, and was the lowest or second lowest out of all other programs.

Although 49% of respondents agreed that they were *generally able to enrol in the courses they wanted*, some respondents expressed a desire for more science-based courses: "Too many courses on nursing theory and communication. More time is needed taking pharmacology, pathophysiology, anatomy, physiology, biochemistry perhaps physics".

Question 2 – Contribution of Queen's Education to Learning and Development

Just as in Question 1, many statements in Question 2 receive high levels of agreement from Nursing respondents. Every respondent agreed that *Queen's contributed to critical judgment* and 95% agreed that *Queen's contributed to their understanding of science*, the highest agreement rating for this statement from any program in 2005. This graduating class is more confident in their *problem solving* than any previous graduating Nursing class since 1995, with 95% in agreement that *Queen's contributed to this skill*.

Among all of the skills and abilities mentioned in Question 2, Nursing students reported that *Queen's contributed to their writing skills, speaking skills, and ability to compete the least*. Agreement with each of these statements has dropped from last year's Exit Poll and 2005 marked the lowest levels since 1995.

Question 3 – Services and Facilities

The past two years have seen a dramatic increase in the satisfaction with *classroom facilities*. In 2003, only 24% of respondents were satisfied with these, but in both 2004 and 2005, 60% or more of respondents have noted satisfaction. Nursing students are also very satisfied with *health services and personal counselling*. Their satisfaction level with the latter service is 16 percentage points higher than the next most satisfied groups of students, from Arts and Science and Rehabilitation Therapy programs.

Nursing students are not as satisfied as other students with the *library services and library facilities and hours*. Satisfaction with these has dropped by 10% or more since 2002, but is still at 70% and 79% respectively.

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Nursing students reported higher levels of debt than most of the other direct-entry undergraduate programs. 60% anticipate graduating with debt, with only 8% of it from private sources, much less than any other program.

The age range and gender of Nursing students has changed little over the past decade. Most students are female and are in the 20-24 age range. As could be expected, most graduates intend to follow a career in the health sector, with a small number heading to the business world or travel.

Comments from the School of Nursing

Faculty examined the results of the 2005 exit poll at a recent meeting. We concluded that in general, changes introduced to the undergraduate curriculum have been successful from students' perspective in improving the quality of their learning experience and in contributing to their acquisition of skills and abilities. There has been a drop, however, in their perception that the program has contributed to their writing and speaking skills. This will be studied by the curriculum committee. The results also indicate a need for our engagement in our students' learning to be more evident to them. As a first step, we will be conducting a focus group with students in the Winter term to explore in greater depth student perception of issues such as instructor accessibility in order to identify strategies to improve our students' satisfaction with this aspect of their learning environment.

Faculty of Education

The Faculty of Education was founded in 1907 and existed for thirteen years, but was closed in 1920 when Ontario centralized the training of teachers in Toronto. The current Faculty began in 1965 and by 1971 had moved to its present location on West Campus.

Consecutive Education

In 2005, 455 Consecutive Education students received the Exit Poll and 215 students responded.

Question 1 – Quality of the Learning Environment

Almost all students responded positively regarding instructors at the Faculty of Education. Many agree that instructors *took an active interest in my learning, were readily accessible outside class, showed a positive attitude toward students, and that class participation was actively encouraged.* "The professors and instructors at the Faculty of Education are an incredible group of individuals. They are knowledgeable, friendly, and approachable. I have enjoyed each and every class that I have taken at Queen's."

Most important to Education students is that their *program had a good balance between theory and practice.* At 69%, many felt this was the case: "...the program distribution was a fair balance between the theory and practical. I enjoyed my learning experience at Queen's Faculty of Education". Another respondent commented that, "The amount of practical experience incorporated in the Faculty of Education is wonderful, especially the amount of alternative practicum experience".

Question 2 – Contribution of Queen's Education to Learning and Development

Over three-quarters of the students from the Education program agree that Queen's contributed to their *ability to work well with others* (82%), and two-thirds agreed that Queen's contributed to their *ability to work independently.* Hand-in-hand with the ability to work well with others, 64%

of Education students also agree that Queen's contributed to their *appreciation of other races, cultures, and religions*.

More students than in previous years of the Exit Poll believe that their *self-confidence* is stronger upon graduation – this statement received a 74% agreement rating. Another statement that received a high agreement rating concerned Queen's contribution to students' *appreciation of fine arts*. At 46%, this was the highest rating of any program in 2005, a result consistent with years past.

Most important to Education respondents was that Queen's contributed to their *creative thinking*. Almost 75% of students agreed with this statement, the highest of all programs.

Question 3 – Services and Facilities

Like their Concurrent Education counterparts, most Consecutive respondents (71%) are satisfied with *career counselling services*. This level of satisfaction is higher than that of students from most other programs. Education respondents are also more satisfied than students from other programs with *academic counselling services*. One student commented, "I found all student services truly great...everyone in every student service office was always helpful - even in the busiest of times".

Consecutive Education respondents are somewhat frustrated with their *classroom facilities*, with just over half of the respondents reporting satisfaction. As one student expressed, "...the education building is out of date...". Of the Consecutive Education students that chose to live in residence, 32% expressed satisfaction. This has dropped from 55% since 1995.

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Of the graduating Education students reporting debt, 24% of respondents expect to graduate with more than a \$25,000 debt. Only students from Rehabilitation Therapy, Law, and Medicine reported higher debt levels, as is consistent for second-entry programs.

There is a lower percentage of female respondents in the Consecutive Education program than in the Concurrent Education program. 74% of Consecutive respondents are female, with 88% in the Concurrent program. Respondents in the Consecutive program are, on average, older than those in other undergraduate programs on campus. One-tenth of the respondents were 40 years old or older, an increase of 5% over the past ten years.

Consistent with Education as a professional program, 88% of graduates intend to pursue employment in the Education sector.

Concurrent Education

The Concurrent Education program began in 1975 and provides an opportunity for students to enter directly into Education studies from secondary school. There were 186 surveys sent to students in 2005, and 86 students responded.

The responses below are from students completing their final year, the one-year Bachelor of Education degree as part of the Concurrent program. Responses from Concurrent Education

students who have completed their Arts, Science, or Music degrees are part of the Faculty of Arts and Science data.

Question 1 – Quality of the Learning Environment

The past three years have seen an increase in the percentage of students who agreed that *instructors took an active interest in their learning*. In the three most recent years, 80% or more of students agreed with the statement, while in 2002 only 72% agreed this was the case.

Concurrent Education graduates rank this statement as the most important to them out of all the statements in Question 1. One respondent remarked that, "I enjoyed being able to visit profs with open door policies, or easy to contact through e-mail".

Also seeing a significant increase since 2002 is agreement that *instructors encouraged feedback from the class regarding their teaching*. This year, 57% of students agreed, up from 28% in 2002.

Concurrent Education students also believe that their *instructors show a positive attitude toward students*, more so than students from most other programs.

As is typical across all programs, Concurrent Education respondents have a less positive response to teaching assistants. Although agreement from respondents that *teaching assistants helped me understand the material taught* has increased slightly from 2001, it is currently at 28%.

As one student commented, "Sometimes consistency between TA's was an issue". Despite this, almost two-thirds of Concurrent Education graduates agree that their *learning experience has been enjoyable*.

Question 2 – Contribution of Queen's Education to Learning and Development

Many Concurrent Education respondents agree that their program has contributed to their *leadership skills* and their *ability to work well with others*. These statements each received agreement rates of 62%. Contributing to this are the lengthy practicum placements, as one student notes: "The practicum sector of the Bachelor of Education degree is very applicable and, provided an appropriate and positive placement is found, a very positive learning experience".

Graduates may not be as confident in their *writing skills*. Less than one-third of respondents agreed that their education contributed to their writing ability. Less than one-quarter of students feel that Queen's contributed to their *computing skills*, which may indicate that students are concerned about their ability to use technology in the classroom. A respondent pointed out that "...many professors are out of date. Technology was rarely incorporated because profs did not know how to use it".

Rated as the most important statement in Question 2 by respondents was "*Queen's contributed to: critical judgment*". More than half of students agreed that this was true, but many feel a more academic emphasis can be placed on some parts of the curriculum: "Many of the faculty courses...are too focused on 'busy work' - assignments that seem to be designed ultimately to give students something to do, rather than genuinely enriching our knowledge and experience".

Question 3 – Services and Facilities

An appreciated service in the Concurrent Education program is the Placement Office, which helps students find teaching positions in Canada or internationally. Over two-thirds of

respondents are satisfied with *career counselling services* on campus, one of the highest agreement rates of any program.

Students are not as satisfied with other services on campus, including *academic counselling* (35%), and *personal counselling* (42%). These satisfaction rates are the lowest for Concurrent Education since 1995. Some respondents are frustrated by the lack of services on West Campus, where the Faculty of Education is located: "I really feel that West Campus gets the short end of the stick. If what you need is not there, there is never a suggestion to start that service on West Campus - they just send you to main". Despite this sentiment, students are much more satisfied with many other services, such as *health services*, which received a 69% satisfaction rating from graduates.

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

A higher percentage of Concurrent Education students anticipate graduating with debt (67%) than students from all other direct-entry programs. 26% of respondents expect to graduate with more than \$25,000 of debt.

Together with their colleagues in the Consecutive Education program, Concurrent Education students have a strong belief that they will graduate with an average of over 80%. Two-thirds of Concurrent students anticipate this result.

While the majority of graduates intend to pursue a career in the education field, 7% plan to obtain an advanced degree, and 5% plan to travel before additional schooling or a career.

Comments from the Faculty of Education

Clearly, among our graduates, the active interest taken by our instructors in our candidates' learning is one of our strong points. It is also gratifying that a majority of respondents agreed that their program contributed to their *ability to work well with others*. It is an important part of our vision for the Bachelor of Education programs that our graduates will exhibit the skills of collaboration and leadership, being able to work cooperatively with other members of the profession and with all those involved in the education and development of children. For this same reason, it is especially gratifying that only 35% of respondents agreed that our programs do not do much to develop the *ability to compete* (Question 2j). In the case of this question, we consider a low score to be most desirable. It is also for this reason (to foster collaboration and dampen competition) that the founders of the Faculty of Education, about 40 years ago, determined that a pass/fail system of grading would be the most appropriate for our Faculty. The results of the Exit Poll will be discussed in the Faculty of Education Professional Studies Committee and in our Faculty Board to determine how the programs might be fine-tuned.

Faculty of Law

The Faculty of Law was first founded in 1860, but was closed four years later. It opened again in the 1880's, this time for three years, but did not become a permanent Faculty at Queen's until 1957. It was at this time that the Law Society of Upper Canada decentralized the teaching of law in Ontario.

163 graduating Law students received the Exit Poll and 73 students responded, for a response rate of 45%.

Question 1 – Quality of the Learning Environment

Some of the most significant trends in Faculty of Law results occur in the area of instruction. There is an increase in satisfaction rates from the 1990's to the 2000's of approximately 25 percentage points regarding whether *instructors took an active interest in my learning*. More than three-quarters of respondents have now agreed with this statement for each of the past five years. Recent graduates are also more satisfied that *instructors are readily available outside class*. The satisfaction rate of 96% marks a large change from 2001, when the satisfaction rate was 66%.

There are also some slight downturns in satisfaction rates in the area of instruction. Satisfaction that *instructors made an effort to check that students understood the material being taught* dropped for the fourth year in a row, but is still above 50 percent. Fewer students agreed that *instructors showed a positive attitude toward students* than in 2004, although the rating is still quite high, at 83%.

Respondents indicated that the most important statement in Question 1 was "*my learning experience was intellectually stimulating*". This statement received 90% agreement, the second highest of all programs.

Question 2 – Contribution of Queen's Education to Learning and Development

Law respondents believed that Queen's contributed the most to their *critical judgment, problem-solving skills, and research skills*, with these areas receiving agreement ratings of 89%, 88%, and 93% respectively.

While almost three-quarters of respondents agreed that Queen's contributed to their *awareness of the rights and responsibilities of citizenship*, at least one respondent would like to see more: "I was really disappointed about the lack of concern for human rights, and equity issues in a legal education both in the formal curriculum and the informal curriculum".

At 74%, more respondents agreed that Queen's contributed to their *awareness of political and social issues* than in the previous two Exit Polls.

Question 3 – Services and Facilities

Satisfaction with the *classroom facilities* has been increasing from the 14% satisfaction level of 2001, and now stands at 45%. With a satisfaction rating of 82%, Law respondents are the most satisfied with their *computing facilities* out of respondents from all programs. As one graduate noted, perhaps increasing the technology in classrooms would increase satisfaction with classroom facilities even more: "Faculty of Law classrooms need to have more electrical outlets to meet computing needs".

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Law students reported one of the highest debt loads of all programs. While Rehabilitation Therapy students matched Law students with 86% of the respondents graduating with debt, Law students' reported debt load is much higher. More than half report owing \$40,000 or more.

Only 13% of Law respondents expect to graduate with an average over 80%. Some students are frustrated with the evaluation methods in the Faculty, with one commenting, "the exam and course structure of most classes provide no mechanism for feedback because they consist of 100% exams. Therefore, you never really learn what you did wrong and how you can improve your skills".

After graduation, most Law respondents plan to begin work in either the business or government sectors.

Comments from the Faculty of Law

The Faculty of Law has recently crafted a strategic framework to help identify needs and find solutions more specifically than can be done with a university-wide administered exit poll. Consulted were current students, alumni, staff, professors, and friends of the Faculty. The process confirmed that all parties wish to continue our proud tradition of community, collegiality, and service to our society, while promoting excellence in teaching and research, expanding on global perspectives, improving the learning environment and financial accessibility for all students, and developing closer ties with our alumni. The Faculty administration is committed to monitoring the areas identified in the strategic plan with tools that include the Law School Survey of Student Engagement, a database that will document and support research, placement rates and debt loads of our graduates, and the size and holdings of our law library. The Faculty has a solid mandate and direction to move forward.

School of Rehabilitation Therapy

The School of Rehabilitation Therapy was established in 1967, and is part of the Faculty of Health Sciences. This year's class was the second last class to graduate from the undergraduate program. Commencing in 2004, the program was replaced with a two-year professional Masters program. Students in this new program will graduate with a Master of Science (Occupational Therapy) or a Master of Science (Physical Therapy).

69 graduating students received the Exit Poll questionnaire, and 36 responded.

Question 1 – Quality of the Learning Environment

Rehabilitation Therapy students agree that instructors excel in *encouraging feedback from the class regarding their teaching*. Agreement rates for this statement have been the highest out of all programs in the past three years. In the same period, however, agreement that *instructors took an active interest in my learning* has decreased.

More than two-thirds of respondents agreed that their program provided a *good balance between theory and practice*. Respondents ranked this statement as the most important out of all statements in Question 1. Even more students agreed that their learning experience was *intellectually stimulating and enjoyable*, with rates of 81% and 83%.

Overall, Rehabilitation Therapy students continue to register the highest level of satisfaction with the quality of the learning environment at Queen's.

Question 2 – Contribution of Queen's Education to Learning and Development

Rehabilitation Therapy students credit a Queen's education with improving their *speaking skills* more than any other group of undergraduates, save one (Business). This is a consistent result that has occurred over several years. The majority of respondents (97%) also credit their education with contributing to their *ability to work well with others*. This result has not fallen below 85% since the inception of the Exit Poll.

More than 80% of graduates agree that Queen's contributed to their *problem solving skills*, but this has dropped below the five-year average of 91%.

Question 3 – Services and Facilities

While satisfaction with *classroom facilities* is at an all-time high of 57%, this rating is still relatively low when compared to students' satisfaction levels in other areas. One student commented, "...classrooms are old and dark...desks are also crowded leaving little room for hands-on learning which is an essential component of the programs offered". Recognizing the quality of the Clinical Education Centre (CEC), another student mentioned "The CEC is great but we need better lab areas within LDA [Louise D. Acton building] itself".

Rehabilitation Therapy students are becoming increasingly satisfied with their *study space*. 2005 marks the fourth year in a row with an increase in satisfaction in this category. Almost three-quarters of respondents agreed or strongly agreed that they were satisfied.

Graduates' satisfaction with all areas of counselling – *career, academic, personal, and health* – increased in 2005. More than half of students are satisfied with these services, with health services showing the highest level of satisfaction at 91%.

Questions 4 to 13 – Student Debt, Demographics, and Post-Graduation Plans

Rehabilitation Therapy students reported high levels of debt upon graduation, as is common with students in second-entry professional programs. While over half of students anticipate graduating with a debt load of \$30,000 to \$75,000, an additional 33% of respondents will graduate with some level of debt. Only 14% of students believe they will graduate debt-free.

The proportion of female students in the Rehabilitation Therapy program has increased by 10 percentage points since 1995, and now stands at 91%.

As could be anticipated, 92% of respondents intend to pursue employment in the health sector upon graduation. A small percentage of students intend to go on to an advanced degree.

Comments from the School of Rehabilitation Therapy

Members of the School of Rehabilitation Therapy are generally satisfied with the results of the Exit Poll, considering that it polled the penultimate baccalaureate class. Because the professional baccalaureate degree is superseded by a master's level of education, we might have expected more expressions of general dissatisfaction. Further, there were one-third more students in the professional programs during these transition years, which could have resulted in dissatisfaction through reduction of services offered, changes in curriculum, and new instructors. The School anticipates some variations in the Exit Polls from the new programs, and the current results will provide an important baseline for comparison. Two important areas identified as problematic for current students are expect to worsen further with master's

level professional graduates unless changes are made. First, the Louise D. Acton Building clearly is unsatisfactory for the training of health professionals who are now paying high tuition fees, and means must be sought to replace or improve facilities. Second, the debt level that students incur is likely to increase with master's level education. Means will be sought to lessen this burden.

School of Medicine

The Canadian Medical School Graduation Questionnaire (GQ) is an extensive survey of graduating medical students administered by the Association of American Medical Colleges (AAMC). It asks students about their satisfaction levels regarding their preparation for medical school, the quality of their educational experiences, evaluation methods in medical school, and their plans. Many of the questions are consistent with the Queen's undergraduate Exit Poll.

- Of the respondents, 81% were 24 to 29 years of age and two-thirds were women
- Over 92% of the respondents agreed or strongly agreed that *they are satisfied with the quality of their medical education* and 98% agreed or strongly agreed that they have the *communication skills necessary to interact with patients and health professionals*.
- Most respondents are satisfied with the student services available to them. Two-thirds were satisfied with *academic counselling* and *financial aid services* and almost three-quarters were satisfied with *personal counselling*.
- While only a small percentage of respondents had *learned another language* while in medical school, 13% of respondents participated in an *international health experience* and 28% participated in a voluntary *cultural awareness workshop*.
- At the time of the questionnaire, 25% of respondents were undecided regarding their career intentions, 37% were planning on a career as a full-time university faculty member, and 38% were planning to enter full-time clinical practice. A quarter of those planning on a practice intend to locate it in a traditionally under-serviced area, such as a rural or inner-city location.
- The Graduation Questionnaire also asks students about their financial situation before, during, and after medical school. While close to 66% of students report having no debt prior to their medical education, only 11% report having no debt after their medical education, even though 93% of respondents received some type of non-repayable scholarship or grant.

None of the respondents believes that their choice of medical specialty was strongly influenced by their debt load. Just under 70% of respondents intend to become certified in a specialty or subspecialty (i.e.: pediatrics).

Distribution of the Questionnaire

On April 6th 2005, 3596 emails were sent to undergraduate graduating students asking them to complete the Exit Poll questionnaire on the web using a unique ID. Email reminders were sent out in early May to non-respondents. A total of 1754 students responded - a response rate of 49%.

Exit Poll 2005						
	# Sent	# Returned	Response Rate			
			2005	2004	2003	2002
ASC	1917	921	48%	47%	47%	43%
BUS	206	119	58%	55%	50%	51%
EDUC/CONED	641	301	47%	43%	42%	37%
ENG	521	261	50%	44%	47%	49%
LAW	163	73	45%	38%	35%	18%
MED*	-	-	-	-	45%	38%
NUR	79	43	54%	56%	48%	38%
REH	69	36	52%	49%	41%	33%
Grand Total	3596	1754	49%	46%	46%	43%

* In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

In 2005, almost all students who participated in the survey provided valid responses to each statement within Question 1 (The Learning Experience) and Question 2 (The Contribution of Student Educational Experiences to Individual Learning and Development).

Question 3 (Satisfaction with Services and Facilities) gives students the option to explicitly **not** rate a statement if they are unfamiliar with a particular service or facility. As may be expected, the majority of students were able to rate *classroom facilities*, *library facilities*, *computing facilities*, and *registration services*. Response rates of 92% and 93% for the *John Deutsch University Centre* and the *athletic facilities* demonstrate that most students on campus have experience with these facilities. Satisfaction ratings for these were low, and many students expressed positive sentiments regarding the construction of the Queen's Centre.

The statements receiving the highest number of "unable to rate" responses from students were for *services for international students* (27% response rate), and *personal counselling services* (50% response rate). The number of students able to rate the services for international students has increased by 7% since last year's Exit Poll, demonstrating that more students are using the specialized services the Queen's University International Centre offers, such as counselling for those wishing to study abroad on a university exchange or at the International Study Centre, in addition to help for those from another country studying at Queen's.

Conclusion

The following pages provide detailed graphs and charts depicting the actual responses to the Exit Poll questions. Readers at all levels should find the information useful and valuable for measuring Queen's performance and recognizing areas that have shown consistent positive growth in student satisfaction. Queen's University will continue to survey its graduating students and will publish the results broadly in an effort to demonstrate its ongoing commitment to advancing academic achievement and providing an environment where the best undergraduate students from Canada and around the world have the opportunity to thrive and excel.

RESULTS OF QUESTIONS 1A TO 1N

Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1a: Instructors took an active interest in my learning.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	40	50	58	53	65	65	75	63	64
Arts and Science	42	50	55	57	67	75	77	75	70
Concurrent Education	62	71	79	70	72	80	88	85	79
Education	70	80	85	73	81	87	90	86	84
Law School	52	63	58	81	93	88	82	83	86
Medicine	73	82	59	76	81	77	-	-	-
Rehabilitation Therapy	74	67	78	91	86	88	85	81	86
School of Business	50	68	77	67	71	86	84	90	80
School of Nursing	36	61	60	52	85	72	84	70	72
Grand Total	49	59	64	62	70	77	80	77	73

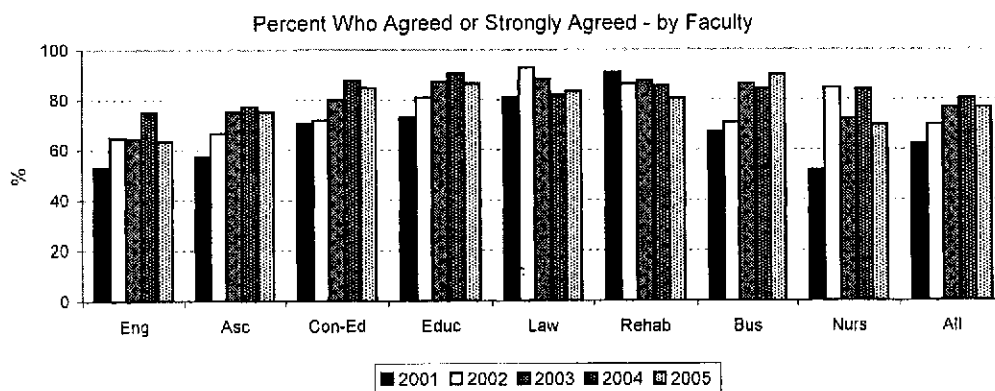
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	10	9	7	7	7	6	5	6
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	36	34	33	34	42	42	44	42
Frequency of statement	4	4	4	4	2	2	2	2



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1b: Instructors were readily accessible outside class.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	56	70	76	67	78	76	85	79	77
Arts and Science	63	68	74	74	85	86	87	85	83
Concurrent Education	62	63	60	60	81	77	78	76	74
Education	66	71	73	55	81	79	75	79	74
Law School	62	77	70	66	100	87	89	96	87
Medicine	61	64	53	59	59	69	-	-	-
Rehabilitation Therapy	66	63	63	74	93	84	83	83	84
School of Business	71	74	79	80	90	94	91	92	90
School of Nursing	46	69	85	72	68	81	94	67	76
Grand Total	63	69	72	69	83	83	85	84	81

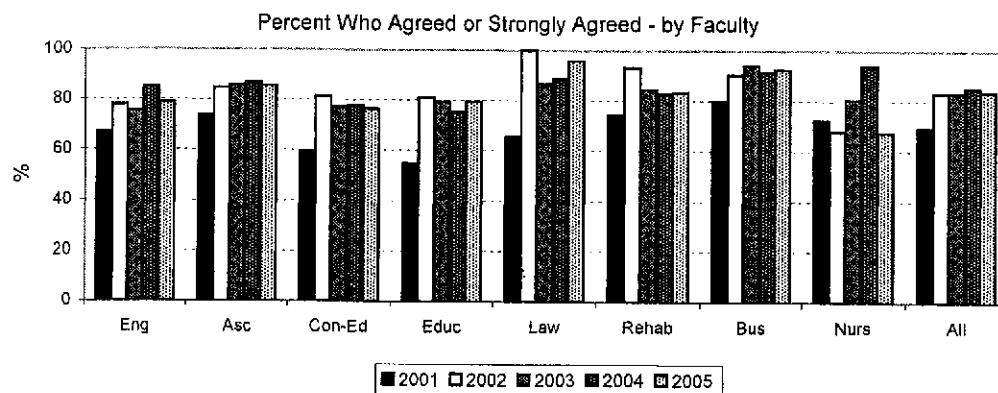
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	6	6	6	6	2	3	1	1
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	7	7	7	7	10	9	11	10
Frequency of statement	12	12	12	11	11	11	11	11



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1c: Instructors made an effort to check that students were understanding the material taught.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	23	32	34	39	48	47	51	48	46
Arts and Science	30	32	38	34	40	47	49	47	43
Concurrent Education	50	47	57	45	31	53	58	58	49
Education	53	61	66	52	53	72	69	66	62
Law School	29	53	48	40	81	65	62	56	61
Medicine	35	27	38	33	52	37	-	-	-
Rehabilitation Therapy	62	62	50	58	69	69	71	69	67
School of Business	33	40	40	41	50	58	51	56	51
School of Nursing	20	35	33	45	31	36	62	33	41
Grand Total	34	40	43	39	45	52	54	51	48

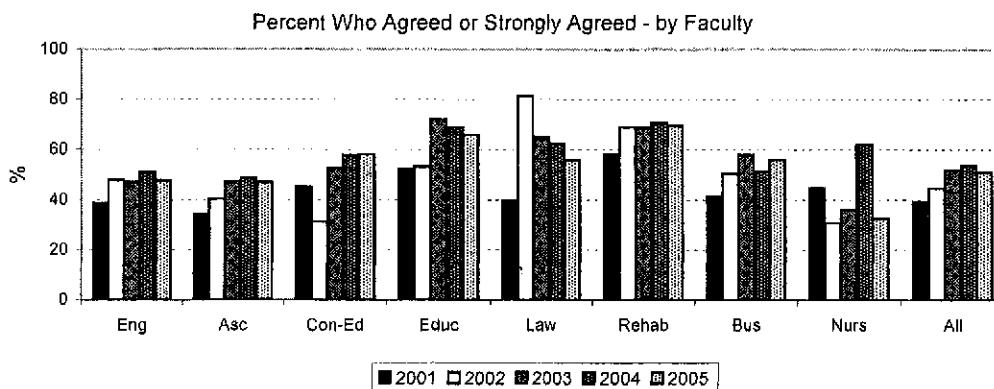
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	14	13	13	13	13	13	12	13
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	15	17	18	19	23	21	23	21
Frequency of statement	8	7	7	7	7	7	7	7



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1d: Instructors provided helpful feedback.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	24	32	41	37	48	47	50	49	46
Arts and Science	40	43	46	42	51	57	56	59	53
Concurrent Education	59	59	55	48	53	66	67	64	59
Education	65	64	70	56	63	83	76	75	71
Law School	22	45	48	48	78	58	61	47	58
Medicine	36	24	31	40	41	49	-	-	-
Rehabilitation Therapy	71	53	60	74	62	78	76	75	73
School of Business	33	49	50	31	59	52	54	58	51
School of Nursing	24	53	45	45	58	61	51	47	52
Grand Total	42	47	50	44	53	59	59	59	55

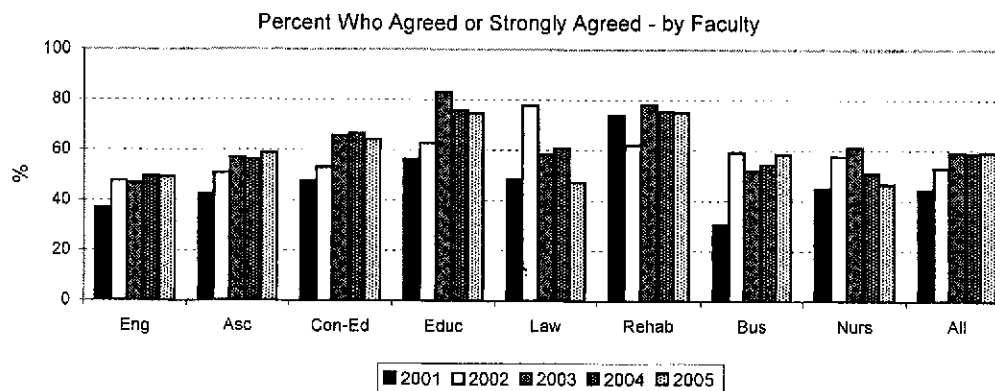
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	12	11	11	12	11	11	11	10
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	13	11	11	10	12	12	14	12
Frequency of statement	10	10	10	10	8	10	8	10



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1e: Instructors showed a positive attitude toward students.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	48	57	69	65	74	73	80	73	73
Arts and Science	63	67	70	68	78	82	82	82	78
Concurrent Education	79	87	88	73	83	84	90	87	83
Education	84	90	90	81	87	95	89	90	88
Law School	63	70	67	79	93	90	89	83	87
Medicine	72	81	66	80	74	71	-	-	-
Rehabilitation Therapy	83	81	85	93	76	94	83	83	86
School of Business	70	77	79	82	85	92	90	89	88
School of Nursing	32	61	75	52	77	78	90	77	75
Grand Total	65	72	75	72	79	83	84	82	80

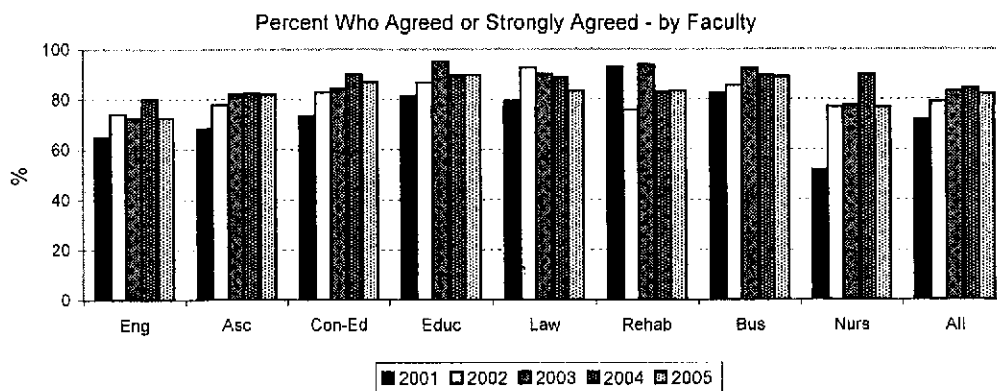
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	5	5	5	4	4	2	3
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	26	23	23	21	25	25	23	22
Frequency of statement	6	6	6	6	6	6	6	6



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1f: Instructors encouraged feedback from the class regarding their teaching.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	43	41	40	37	52	46	57	55	49
Arts and Science	36	38	41	43	47	51	51	55	49
Concurrent Education	45	51	50	39	28	54	44	57	45
Education	50	62	61	49	40	57	53	55	51
Law School	37	49	36	55	48	53	61	61	56
Medicine	73	75	45	59	56	60	-	-	-
Rehabilitation Therapy	71	63	55	70	66	75	71	72	71
School of Business	56	61	63	58	69	58	50	60	59
School of Nursing	38	41	25	29	58	31	63	37	43
Grand Total	42	47	46	45	48	52	53	55	51

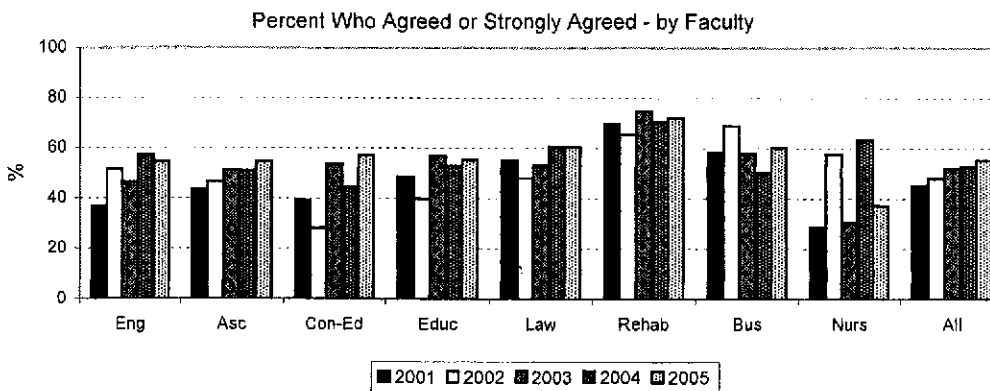
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	11	12	12	11	12	12	13	12
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	5	4	4	4	4	5	3	3
Frequency of statement	13	13	13	13	14	14	14	14



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1g: Teaching Assistants helped me understand the material taught.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	42	34	40	33	37	44	47	44	41
Arts and Science	38	39	35	44	45	41	41	48	44
Concurrent Education	27	35	26	24	25	30	30	28	27
Education	25	34	28	18	15	26	23	23	21
Law School	13	13	32	27	12	4	9	8	12
Medicine	33	40	19	30	16	19	-	-	-
Rehabilitation Therapy	32	44	43	35	52	41	41	61	46
School of Business	24	15	20	21	17	12	18	16	17
School of Nursing	30	38	21	46	27	31	38	35	35
Grand Total	35	36	34	37	36	35	36	40	37

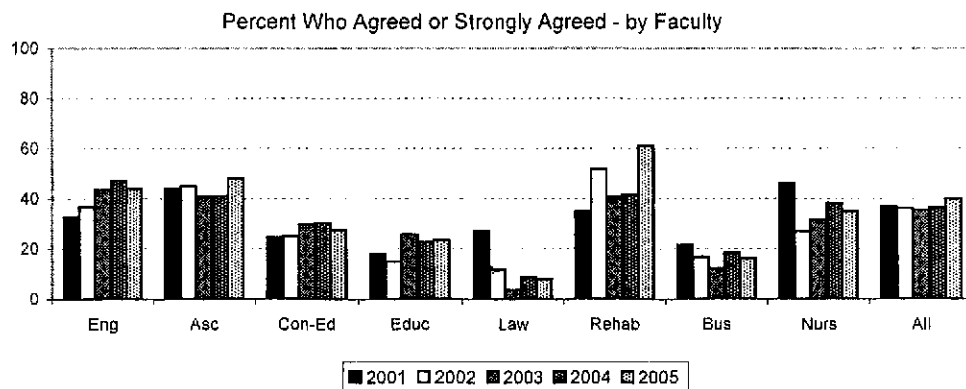
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	13	14	14	14	14	14	14	14
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	3	2	4	4	6	7	6	5
Frequency of statement	14	14	14	14	13	13	13	13



Exit Poll 2005
Question 1 Quality of the Learning Experience

Question 1h: Class participation was actively encouraged.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	26	35	40	38	41	41	44	40	41
Arts and Science	51	49	53	52	59	65	65	68	62
Concurrent Education	71	84	85	72	73	86	86	86	80
Education	84	89	92	84	91	95	95	90	91
Law School	56	79	82	84	89	90	85	86	87
Medicine	62	55	45	58	63	71	-	-	-
Rehabilitation Therapy	74	81	90	77	86	97	88	89	87
School of Business	90	85	85	94	92	97	96	93	94
School of Nursing	61	78	85	97	88	92	90	84	90
Grand Total	57	62	63	60	64	70	71	71	67

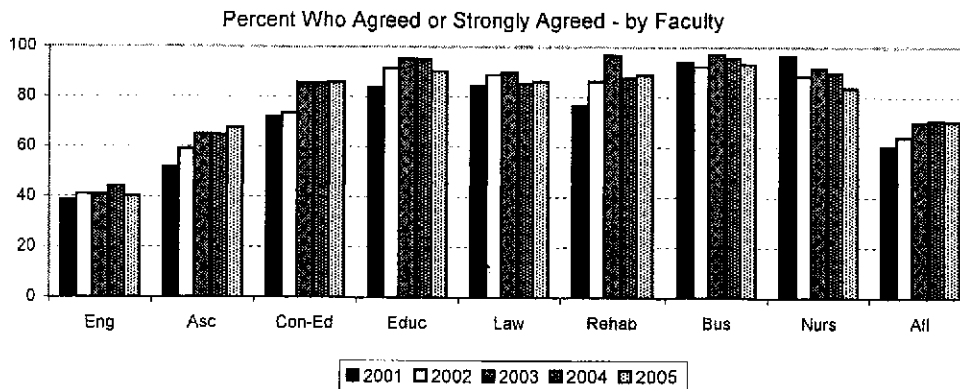
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	7	7	8	8	9	8	8	8
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	9	8	8	7	10	9	10	9
Frequency of statement	11	11	11	12	12	12	12	12



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1i: Assessment methods (exams and marking) were fair.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	49	58	63	60	72	65	69	65	66
Arts and Science	49	54	53	53	60	63	62	61	60
Concurrent Education	75	73	69	69	63	70	60	79	68
Education	79	78	74	75	73	81	74	80	77
Law School	37	62	56	60	67	58	61	65	62
Medicine	54	61	47	35	48	51	-	-	-
Rehabilitation Therapy	65	77	60	79	83	72	68	81	77
School of Business	60	56	63	60	67	68	63	71	66
School of Nursing	48	59	55	66	50	69	68	72	65
Grand Total	56	61	59	59	64	66	65	66	64

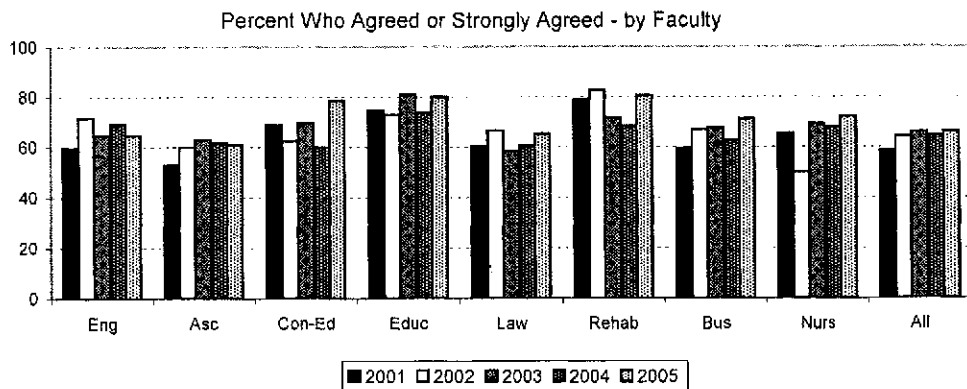
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	8	8	9	9	8	9	9	9
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	26	24	26	27	28	28	26	26
Frequency of statement	5	5	5	5	5	5	5	5



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1j: My program had a good balance between theory and practice.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	43	49	57	53	56	52	57	48	53
Arts and Science	47	50	50	55	56	59	58	54	56
Concurrent Education	66	72	71	55	67	71	70	69	66
Education	55	58	80	64	69	76	69	69	69
Law School	35	49	55	54	48	58	67	47	55
Medicine	73	78	78	76	85	80	-	-	-
Rehabilitation Therapy	79	47	40	60	76	69	73	67	69
School of Business	73	85	79	59	83	72	78	76	73
School of Nursing	53	63	40	39	27	44	48	81	48
Grand Total	51	56	59	56	60	61	61	58	59

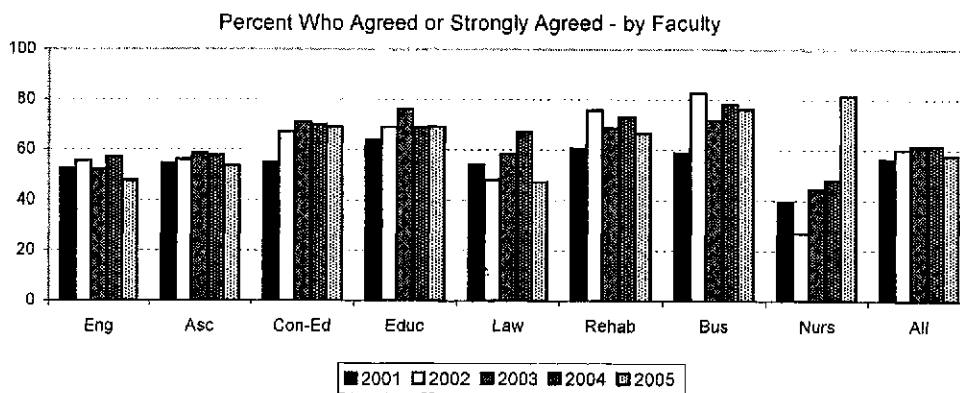
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	9	10	10	10	10	10	10	11
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	39	42	42	37	40	36	37	35
Frequency of statement	3	3	3	3	3	3	3	4



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1k: I was generally able to enrol in the courses I wanted.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	78	77	80	80	78	85	86	77	81
Arts and Science	71	79	76	70	69	73	73	69	71
Concurrent Education	80	71	79	77	80	70	69	79	75
Education	72	68	88	77	78	66	71	72	73
Law School	58	77	64	73	78	77	82	61	74
Medicine	72	70	82	86	60	53	-	-	-
Rehabilitation Therapy	63	76	80	67	79	84	56	75	72
School of Business	76	82	88	73	86	90	87	85	84
School of Nursing	50	62	70	72	85	72	76	49	71
Grand Total	72	75	79	73	74	75	75	72	74

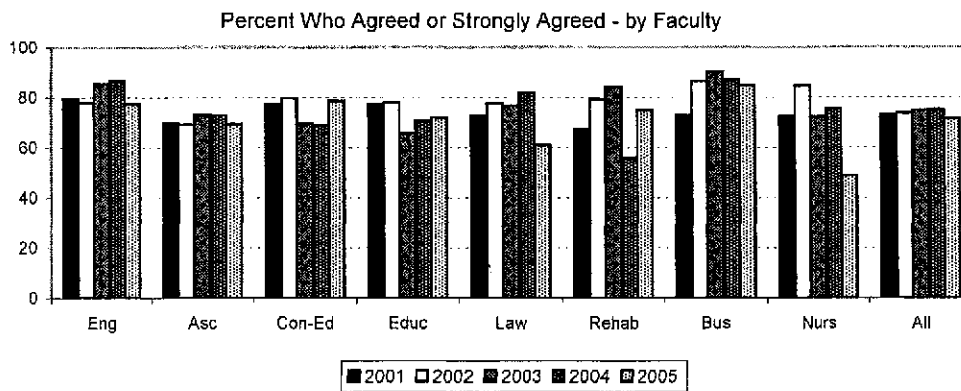
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	4	4	2	4	6	7	7	7
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	18	15	16	18	12	14	13	16
Frequency of statement	7	9	8	8	10	8	9	8



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 11: Overall, my learning experience was intellectually stimulating.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	72	74	76	69	85	82	86	81	81
Arts and Science	78	82	81	79	87	90	89	89	87
Concurrent Education	61	61	55	52	76	55	60	55	60
Education	59	60	69	54	70	76	64	68	66
Law School	75	80	73	86	89	93	90	90	90
Medicine	83	94	78	83	93	91	-	-	-
Rehabilitation Therapy	90	81	85	91	90	100	88	81	90
School of Business	79	85	86	78	89	89	85	92	87
School of Nursing	90	78	75	76	85	89	90	86	85
Grand Total	74	76	76	73	84	86	84	84	82

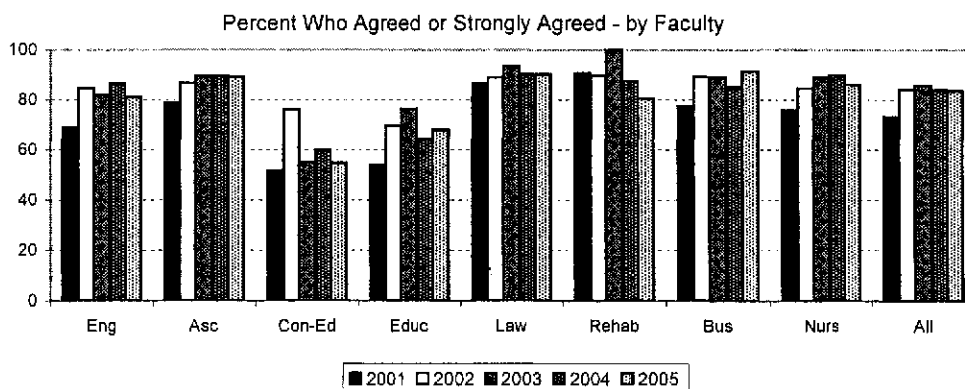
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	3	3	3	2	1	1	3	2
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	50	54	50	53	43	42	44	46
Frequency of statement	1	1	1	1	1	1	1	1



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1m: Overall, my learning experience has been enjoyable.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	65	73	69	65	79	78	79	68	74
Arts and Science	74	76	77	76	82	84	83	84	82
Concurrent Education	79	73	70	60	81	72	73	62	70
Education	78	78	81	70	82	83	77	83	79
Law School	73	80	70	83	93	87	92	86	88
Medicine	78	90	69	78	93	86	-	-	-
Rehabilitation Therapy	93	83	78	95	83	97	78	83	87
School of Business	80	87	86	72	83	90	86	88	84
School of Nursing	68	82	80	76	73	78	88	79	79
Grand Total	75	77	76	73	81	83	82	81	80

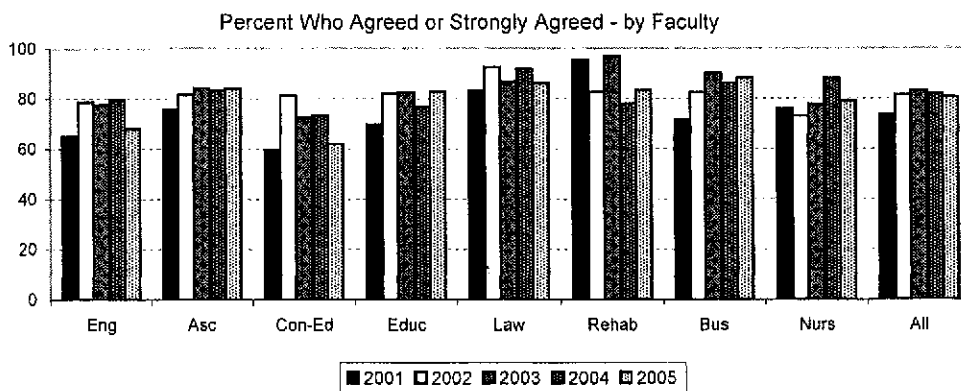
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	2	2	4	2	3	2	4	4
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	40	44	44	44	33	35	35	36
Frequency of statement	2	2	2	2	4	4	4	3



Exit Poll 2005
Question 1: Quality of the Learning Experience

Question 1n: There was ample scope for organized social activities at Queen's.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	80	88	85	80	80	82	86	76	81
Arts and Science	79	80	77	76	76	80	76	78	77
Concurrent Education	80	79	77	65	79	64	73	80	72
Education	78	76	79	63	60	60	61	69	63
Law School	76	84	76	91	81	80	88	88	86
Medicine	78	90	69	88	85	77	-	-	-
Rehabilitation Therapy	85	88	88	88	90	84	71	78	82
School of Business	90	84	87	82	78	88	90	86	85
School of Nursing	80	76	90	75	69	75	84	79	76
Grand Total	80	81	79	76	75	78	77	78	77

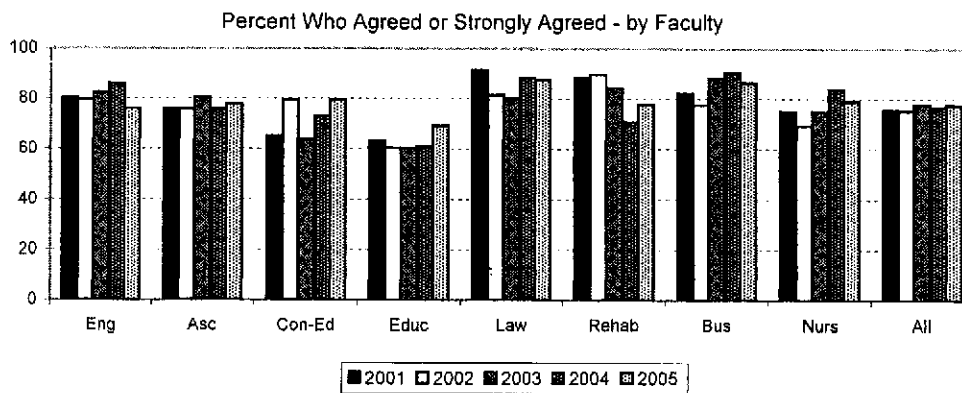
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	1	1	1	1	5	5	6	5
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

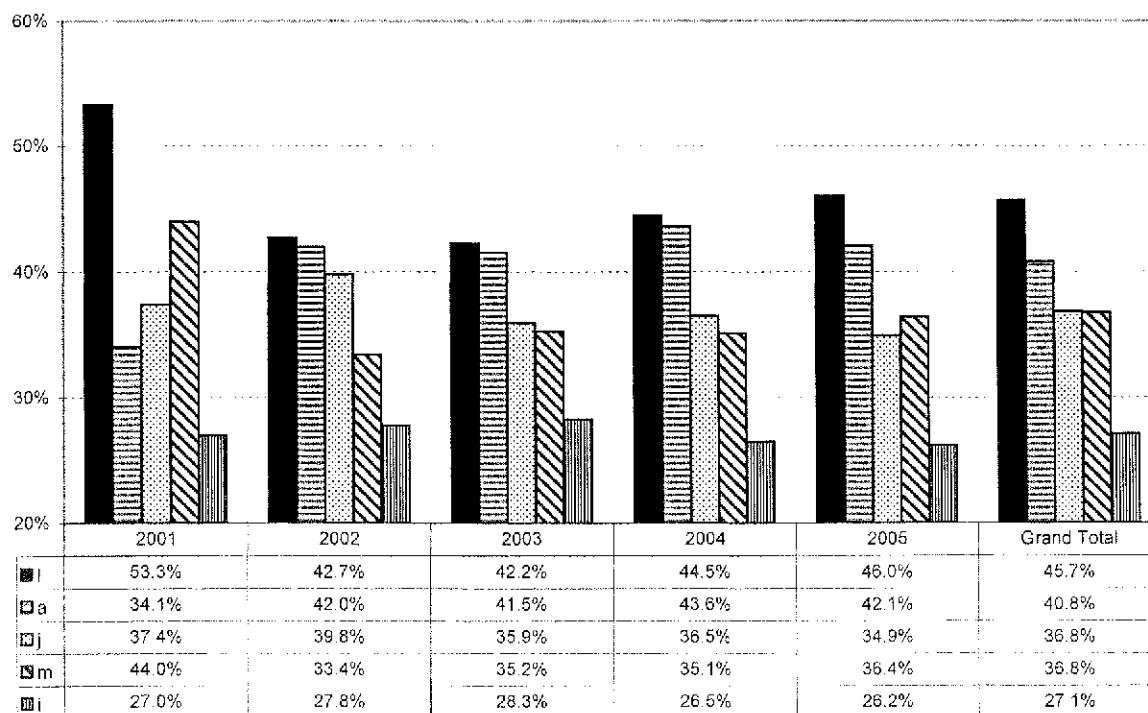
Importance of this Statement to Students

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	14	15	14	15	12	14	12	15
Frequency of statement	9	8	9	9	9	9	10	9



Exit Poll 2005
Question 1: Quality of the Learning Experience

Ranking the Importance - Five Year Summary
Unit: (All)



Percentages are the share of respondents who ranked the statement in their top three.

Rank of Statement (Five Year Totals)

- 1st - i. Overall, my learning experience was intellectually stimulating.
- 2nd - a. Instructors took an active interest in my learning.
- 3rd - j. My program had a good balance between theory and practice.
- 4th - m. Overall, my learning experience has been enjoyable.
- 5th - i. Assessment methods (exams and marking) were fair.

Faculty Ranking - Top Ranked Statements (Five-Year Totals)

Faculty (% ranking in top 3)

Overall, my learning experience was intellectually stimulating.	All (45.7%) Arts & Science (50.2%) Law (50.9%) Business (52.7%)
Instructors took an active interest in my learning	Con-Ed (44.8%)
My program had a good balance between theory and practice.	Applied Science (45.4%) Education (50.4%) Rehab (62.8%) Nursing (57.1%)

RESULTS OF QUESTIONS **2A TO 2V**

Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2a: Queen's contributed to: Writing skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	15	26	38	36	46	34	47	41	41
Arts and Science	65	66	66	67	74	77	74	76	74
Concurrent Education	47	46	29	37	63	35	33	31	40
Education	26	29	34	27	38	39	27	40	34
Law School	42	65	61	66	85	80	73	78	76
Medicine	14	15	3	12	15	18	-	-	-
Rehabilitation Therapy	33	50	60	56	66	63	59	58	60
School of Business	45	44	43	45	66	49	57	60	55
School of Nursing	62	57	60	55	50	64	62	47	56
Grand Total	48	50	52	53	63	61	61	62	60

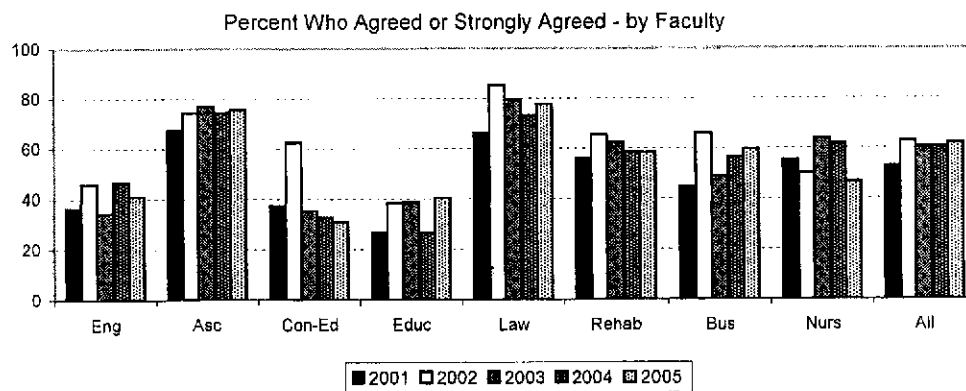
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	12	12	12	10	7	10	10	9
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	21	19	18	18	22	21	24	24
Frequency of statement	5	7	7	7	4	6	4	3



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2b: Queen's contributed to: Speaking skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	31	45	42	48	45	47	53	50	49
Arts and Science	46	50	52	50	59	59	57	57	56
Concurrent Education	56	53	53	58	59	65	56	53	58
Education	52	59	63	48	55	64	56	61	57
Law School	58	65	64	75	81	71	78	71	75
Medicine	47	61	25	34	44	44	-	-	-
Rehabilitation Therapy	62	71	73	74	71	84	83	78	78
School of Business	92	90	82	67	87	84	94	89	84
School of Nursing	72	78	90	76	81	78	80	56	74
Grand Total	50	56	55	52	59	61	61	59	58

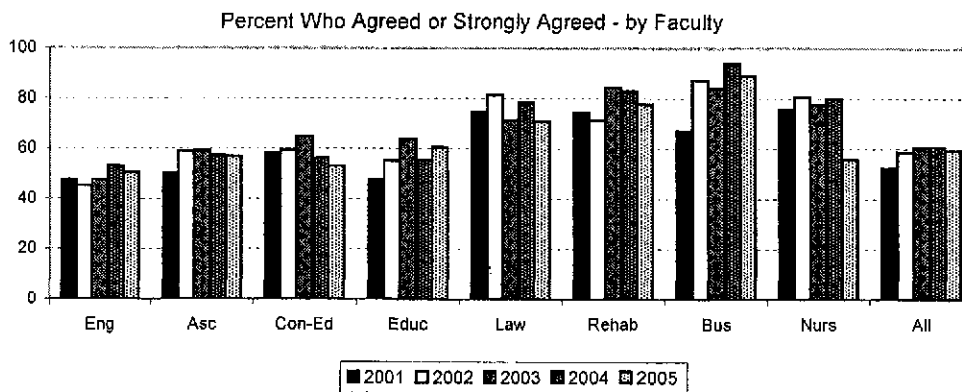
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	10	9	9	11	10	9	9	10
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	18	15	15	15	20	17	18	19
Frequency of statement	8	10	8	9	6	8	7	7



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2c: Queen's contributed to: Critical judgment.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	65	69	74	75	76	78	79	79	77
Arts and Science	77	79	80	77	82	86	87	85	83
Concurrent Education	64	61	53	61	66	69	65	58	64
Education	56	54	64	50	62	70	59	72	63
Law School	85	86	76	83	93	80	88	89	86
Medicine	76	85	84	85	89	94	-	-	-
Rehabilitation Therapy	86	79	80	88	86	97	98	86	91
School of Business	80	83	84	82	85	77	78	84	81
School of Nursing	82	84	80	83	88	89	94	100	91
Grand Total	73	73	75	74	79	82	81	82	79

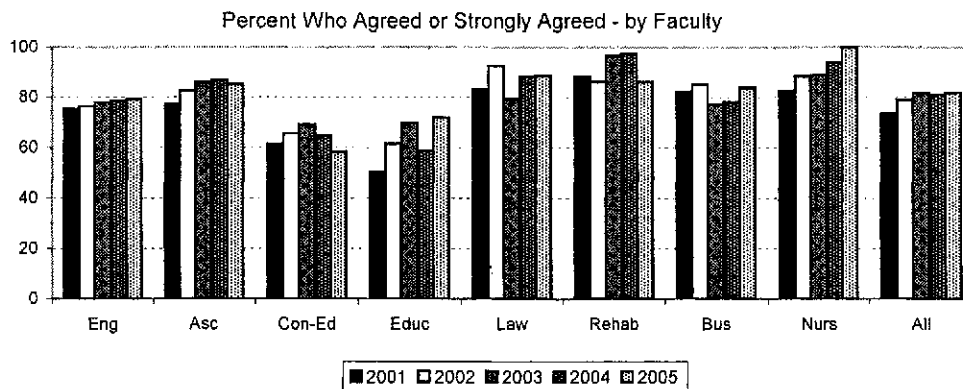
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	2	3	2	2	2	1	1	1
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	33	32	34	37	41	42	40	41
Frequency of statement	1	2	1	1	1	1	1	1



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2d: Queen's contributed to: Creative thinking.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	41	45	41	53	48	52	60	59	54
Arts and Science	45	47	51	52	54	60	59	58	57
Concurrent Education	61	55	61	52	59	61	70	60	60
Education	64	70	74	63	66	74	65	73	68
Law School	42	43	48	59	56	49	53	56	55
Medicine	32	18	22	35	30	32	-	-	-
Rehabilitation Therapy	55	48	63	74	79	69	66	69	72
School of Business	42	47	41	47	43	50	44	43	45
School of Nursing	42	59	45	62	54	44	48	58	53
Grand Total	48	51	53	54	54	59	59	59	57

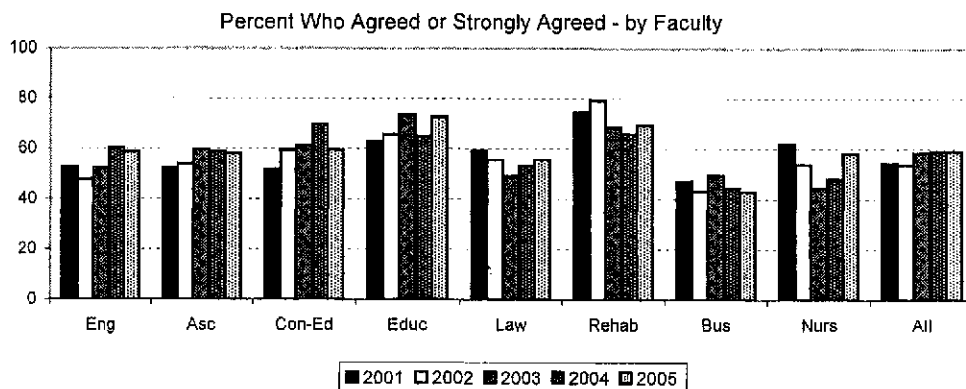
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	13	11	11	8	13	12	11	12
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	19	19	22	23	22	22	24	22
Frequency of statement	7	6	6	4	5	4	5	6



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2e: Queen's contributed to: Problem-solving skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	93	94	90	91	97	95	96	89	94
Arts and Science	56	65	60	61	67	68	66	63	65
Concurrent Education	48	49	52	63	52	52	58	61	57
Education	48	53	55	44	55	67	57	66	58
Law School	63	67	67	71	89	71	68	88	77
Medicine	78	76	75	88	93	85	-	-	-
Rehabilitation Therapy	88	79	85	91	90	97	93	83	91
School of Business	86	88	87	81	95	89	86	93	89
School of Nursing	86	82	45	83	81	72	88	91	83
Grand Total	63	68	66	66	73	74	71	71	71

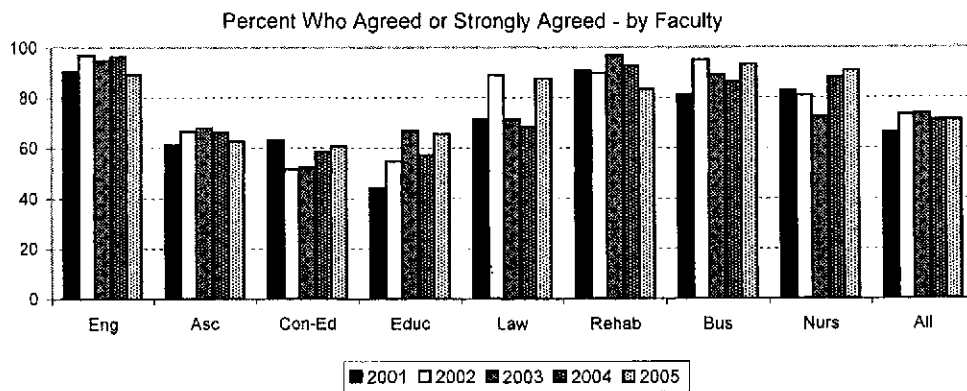
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	4	4	4	4	3	3	3	3
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	32	34	33	33	38	37	32	32
Frequency of statement	2	1	2	2	2	2	2	2



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2f: Queen's contributed to: Mathematical skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	91	92	91	88	93	91	89	90	90
Arts and Science	26	29	23	27	28	25	25	25	26
Concurrent Education	18	32	25	33	30	40	31	30	33
Education	21	27	38	29	40	39	33	36	35
Law School	2	2	10	2	4	2	3	4	3
Medicine	22	16	0	3	4	12	-	-	-
Rehabilitation Therapy	5	0	0	5	3	6	2	8	5
School of Business	45	62	58	47	34	42	40	41	41
School of Nursing	6	16	0	10	0	14	10	14	10
Grand Total	33	36	34	34	39	37	34	36	36

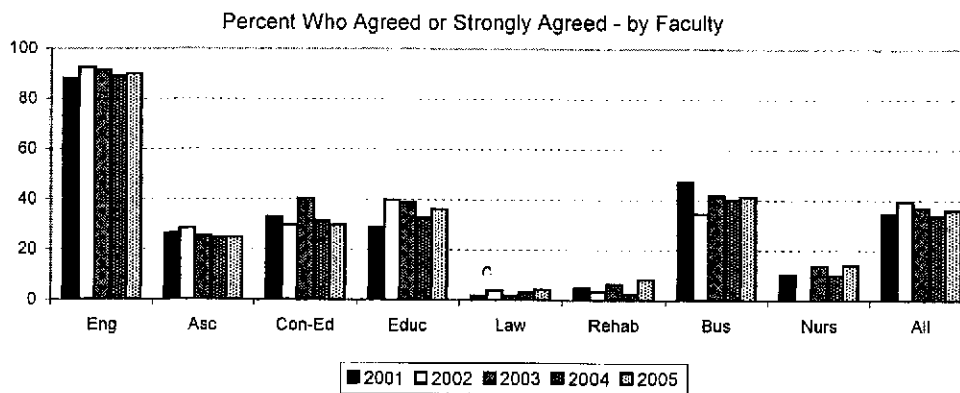
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	19	19	19	19	19	20	20	20
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	3	3	3	4	4	5	4	4
Frequency of statement	19	19	19	19	17	15	18	17



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2g: Queen's contributed to: Computing skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	84	85	86	82	84	81	82	71	80
Arts and Science	31	36	36	33	38	38	31	31	34
Concurrent Education	48	47	34	45	38	32	34	24	35
Education	47	38	45	31	46	41	24	28	34
Law School	30	29	28	30	27	22	22	18	24
Medicine	11	18	6	3	7	24	-	-	-
Rehabilitation Therapy	5	10	23	16	21	28	22	17	21
School of Business	74	67	61	51	79	64	64	69	66
School of Nursing	12	22	45	41	42	22	27	19	30
Grand Total	42	44	44	40	49	45	38	38	42

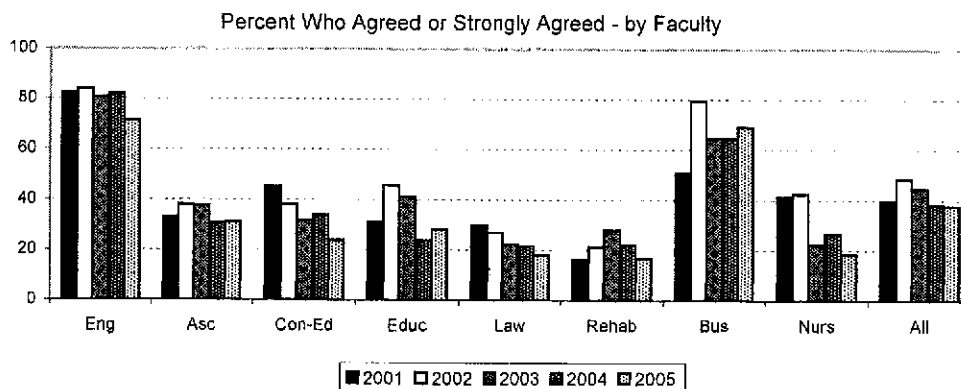
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	16	16	16	17	17	17	19	19
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	10	9	8	8	6	5	4	3
Frequency of statement	13	14	14	14	15	16	17	19



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2h: Queen's contributed to: Ability to use a foreign language.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	6	7	6	5	10	7	7	8	7
Arts and Science	17	17	19	17	16	19	19	19	18
Concurrent Education	12	12	13	11	13	7	13	12	11
Education	8	6	6	6	8	5	6	8	7
Law School	2	2	10	4	4	5	2	4	4
Medicine	3	3	0	0	7	0	-	-	-
Rehabilitation Therapy	5	8	10	5	7	3	0	8	5
School of Business	24	23	25	33	24	25	17	25	25
School of Nursing	0	0	0	14	4	6	12	5	8
Grand Total	13	12	14	13	14	14	14	15	14

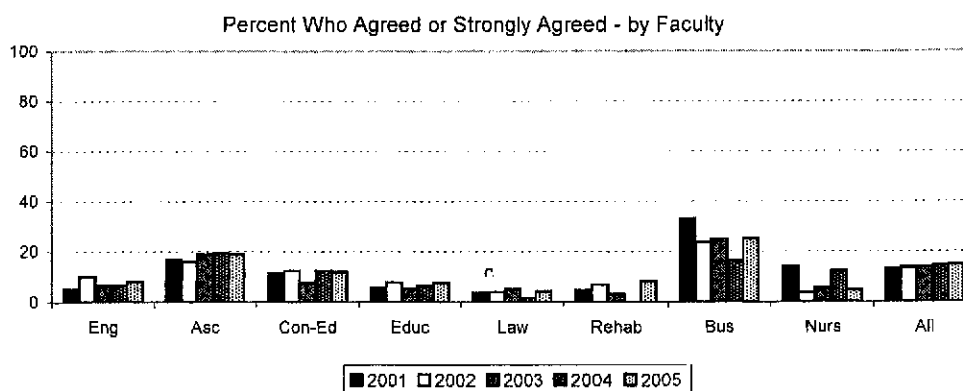
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	21	21	21	22	22	22	22	22
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	3	2	3	2	2	3	3	3
Frequency of statement	18	21	18	22	22	21	21	21



Exit Poll 2005

Question 2: Contribution of Education to Learning and Development

Question 2i: Queen's contributed to: Leadership skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	47	54	59	56	58	57	62	66	60
Arts and Science	40	48	50	46	50	54	51	51	50
Concurrent Education	52	63	64	47	55	67	67	62	60
Education	60	67	69	55	67	70	65	68	65
Law School	46	42	58	51	44	47	52	54	50
Medicine	51	82	50	73	67	65	-	-	-
Rehabilitation Therapy	83	67	65	58	69	59	83	75	69
School of Business	75	76	72	68	80	85	90	85	82
School of Nursing	80	73	90	86	65	72	84	72	76
Grand Total	49	56	57	52	56	59	59	59	57

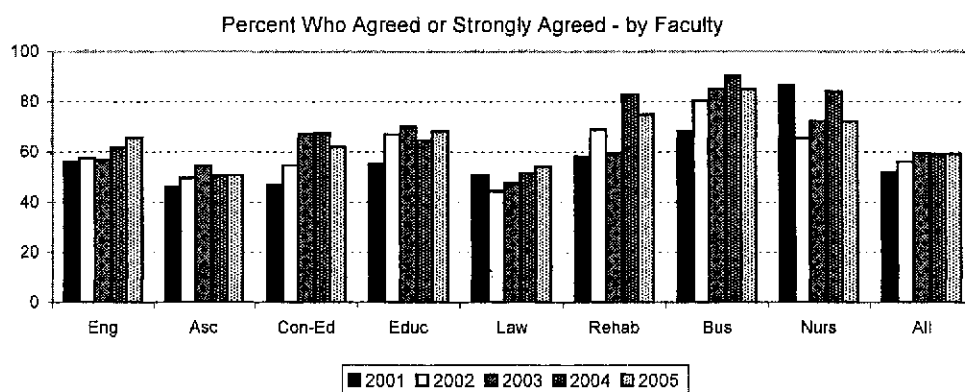
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	11	8	8	12	11	11	11	11
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	20	25	24	23	26	24	27	24
Frequency of statement	6	4	4	5	3	3	3	4



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2j: Queen's contributed to: Ability to compete.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	49	49	48	53	49	49	54	49	51
Arts and Science	47	52	51	47	53	52	49	50	50
Concurrent Education	40	32	29	21	38	33	29	35	31
Education	26	31	37	29	30	35	24	35	31
Law School	56	65	64	71	74	64	67	68	69
Medicine	41	50	41	35	52	41	-	-	-
Rehabilitation Therapy	38	44	20	28	38	50	41	37	39
School of Business	73	78	76	65	72	82	78	79	75
School of Nursing	40	34	55	48	42	42	40	30	40
Grand Total	45	48	48	45	50	50	48	49	49

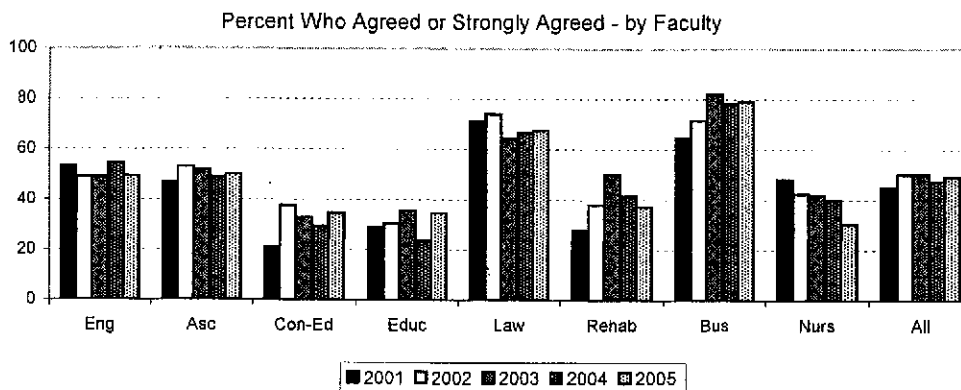
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	14	15	14	15	15	16	16	15
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	6	7	7	6	5	5	5	5
Frequency of statement	16	15	16	17	16	17	16	16



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2k: Queen's contributed to: Ability to work independently.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	73	74	73	82	81	76	77	69	77
Arts and Science	83	84	86	81	86	87	88	86	86
Concurrent Education	59	67	55	60	75	61	63	56	63
Education	48	60	58	47	60	65	57	66	59
Law School	66	74	70	83	81	73	82	78	79
Medicine	62	78	66	85	70	71	-	-	-
Rehabilitation Therapy	76	83	70	63	72	78	83	66	72
School of Business	75	72	72	69	68	65	64	70	67
School of Nursing	94	86	65	93	77	86	84	84	85
Grand Total	74	76	76	75	80	79	79	78	78

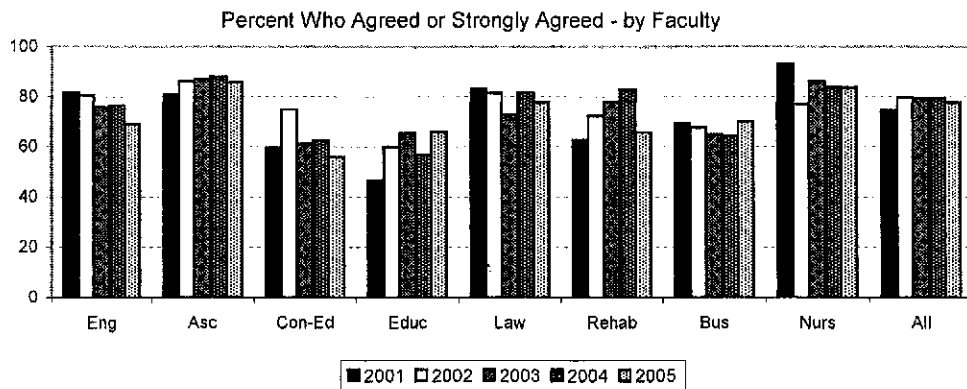
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	1	1	1	1	1	2	2	2
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	15	16	14	13	9	10	10	10
Frequency of statement	9	9	10	10	13	12	12	12



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2I: Queen's contributed to: Ability to work well with others.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	71	84	80	82	81	84	84	78	82
Arts and Science	56	65	64	65	63	66	62	60	63
Concurrent Education	75	71	73	66	75	73	76	62	71
Education	75	79	80	70	79	76	73	82	76
Law School	47	51	48	53	63	58	65	57	59
Medicine	61	85	69	80	74	76	-	-	-
Rehabilitation Therapy	98	90	93	98	86	97	93	97	94
School of Business	96	96	88	89	95	98	96	95	95
School of Nursing	96	88	90	93	85	83	90	81	86
Grand Total	66	73	72	71	72	73	71	69	71

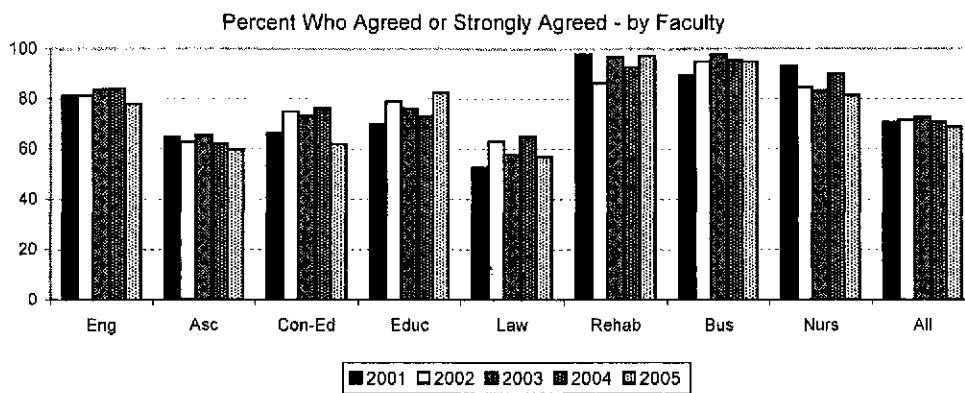
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	3	2	3	3	5	4	4	5
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	23	23	24	20	16	17	16	17
Frequency of statement	4	5	5	6	9	7	8	8



Exit Poll 2005

Question 2: Contribution of Education to Learning and Development

Question 2m: Queen's contributed to: Self-confidence.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	49	59	58	65	63	59	61	61	62
Arts and Science	60	63	63	63	58	65	65	60	62
Concurrent Education	59	60	61	60	63	60	62	54	59
Education	62	67	67	62	60	72	61	74	66
Law School	66	59	64	63	70	64	68	61	65
Medicine	59	66	69	73	63	68	-	-	-
Rehabilitation Therapy	76	75	53	77	72	81	73	74	76
School of Business	76	72	68	75	68	65	71	69	70
School of Nursing	74	80	85	59	77	75	84	74	74
Grand Total	61	64	63	64	61	66	65	63	64

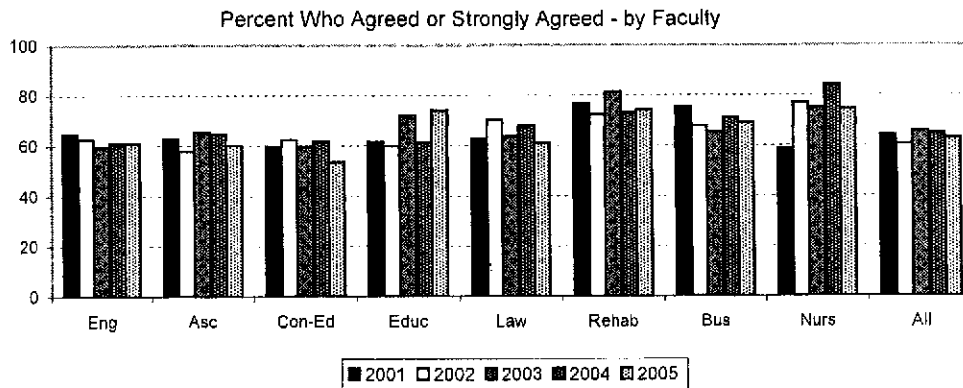
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	7	6	5	6	8	7	6	7
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	32	31	30	26	20	21	21	22
Frequency of statement	3	3	3	3	6	5	6	5



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2n: Queen's contributed to: Appreciation of literature.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	6	9	11	12	19	12	14	14	14
Arts and Science	51	50	57	52	57	59	62	61	58
Concurrent Education	55	50	34	43	59	46	51	35	47
Education	34	34	49	38	47	45	40	49	44
Law School	14	16	16	19	23	21	27	17	21
Medicine	32	9	23	10	11	24	-	-	-
Rehabilitation Therapy	20	21	30	26	38	38	32	54	37
School of Business	15	12	14	24	12	13	18	25	18
School of Nursing	20	37	45	45	42	47	41	37	42
Grand Total	38	37	43	39	44	44	47	46	44

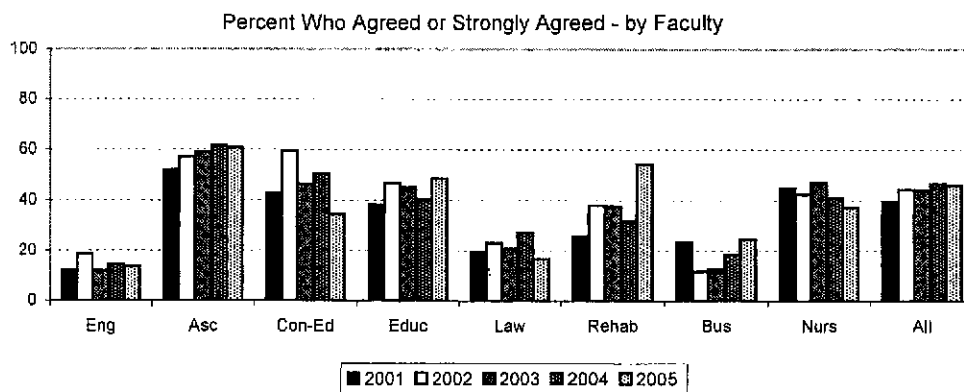
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	18	18	17	18	18	18	17	17
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	4	4	5	4	4	4	4	4
Frequency of statement	17	17	17	18	19	18	19	18



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2a: Queen's contributed to: Understanding of science.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	91	86	87	87	91	89	93	86	89
Arts and Science	40	49	46	47	52	49	48	46	49
Concurrent Education	35	33	30	35	42	33	41	33	37
Education	24	34	35	35	49	40	40	44	42
Law School	4	0	10	0	8	0	7	6	4
Medicine	75	85	80	78	81	85	-	-	-
Rehabilitation Therapy	43	67	60	53	76	81	68	77	71
School of Business	5	9	5	11	5	3	3	4	5
School of Nursing	88	76	75	76	85	83	88	95	85
Grand Total	43	48	47	48	56	51	50	49	51

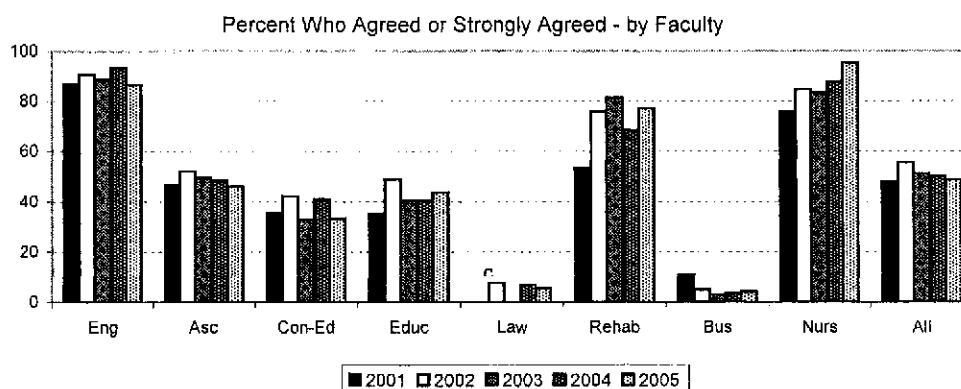
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	15	14	15	14	12	15	15	16
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	9	11	11	10	10	9	8	9
Frequency of statement	14	12	13	13	12	13	14	13



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2p: Queen's contributed to: Appreciation of fine arts.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	4	7	6	6	10	7	10	12	9
Arts and Science	28	28	27	28	30	32	35	36	32
Concurrent Education	31	37	26	31	34	34	40	38	36
Education	30	34	37	34	42	48	37	46	41
Law School	12	3	16	4	0	7	8	7	5
Medicine	5	9	6	10	11	6	-	-	-
Rehabilitation Therapy	0	14	13	5	0	13	2	6	5
School of Business	8	7	5	14	12	5	12	12	11
School of Nursing	6	8	15	28	8	6	16	7	13
Grand Total	22	23	23	23	25	27	28	29	27

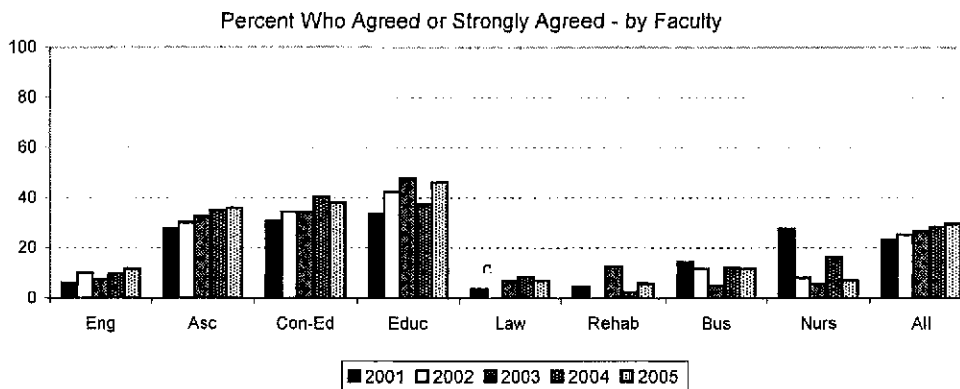
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	20	20	20	21	21	21	21	21
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	2	3	2	3	2	2	2	3
Frequency of statement	20	20	21	21	20	22	22	21



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2q: Queen's contributed to: Sensitivity to ethical issues.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	35	40	39	32	38	36	36	38	36
Arts and Science	70	65	56	55	61	64	68	64	62
Concurrent Education	68	64	60	58	67	73	72	61	66
Education	56	64	81	64	69	80	73	78	73
Law School	72	69	61	56	74	61	68	68	65
Medicine	67	75	44	63	67	82	-	-	-
Rehabilitation Therapy	64	49	80	47	66	66	61	57	59
School of Business	56	53	49	44	58	58	53	61	55
School of Nursing	76	69	75	79	77	89	82	84	82
Grand Total	63	61	58	53	59	63	64	62	60

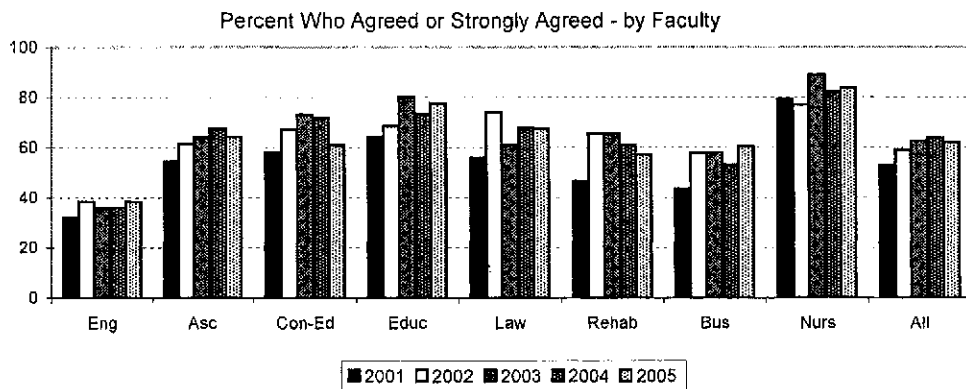
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	7	7	9	9	8	8	8
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	7	7	7	7	4	4	5	6
Frequency of statement	15	16	15	16	18	19	15	15



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2r: Queen's contributed to: Awareness of political and social issues.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	25	21	20	20	22	26	25	29	25
Arts and Science	66	55	55	50	58	61	62	64	59
Concurrent Education	67	53	49	56	48	58	51	45	52
Education	50	52	55	42	54	65	57	58	55
Law School	79	74	70	68	81	68	68	74	72
Medicine	38	34	16	35	22	42	-	-	-
Rehabilitation Therapy	48	39	46	23	32	31	20	37	29
School of Business	52	50	34	41	49	44	39	55	46
School of Nursing	49	43	35	55	58	69	50	51	57
Grand Total	57	49	48	44	50	54	53	56	52

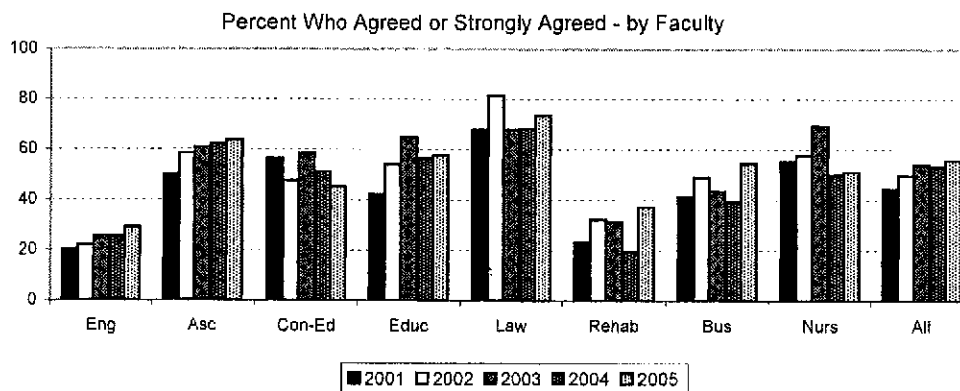
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	8	13	13	16	16	14	14	13
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	13	11	11	12	10	11	11	13
Frequency of statement	11	11	11	11	11	11	11	10



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2s: Queen's contributed to: Awareness of the rights and responsibilities of citizenship.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	18	20	19	20	20	24	21	24	22
Arts and Science	43	41	36	34	39	43	45	44	41
Concurrent Education	46	37	37	32	38	61	51	43	45
Education	35	41	51	32	48	54	46	52	46
Law School	77	68	73	69	78	78	68	71	73
Medicine	33	22	29	27	22	44	-	-	-
Rehabilitation Therapy	33	25	25	23	55	50	17	31	35
School of Business	29	28	26	24	23	26	21	39	26
School of Nursing	30	42	40	45	62	58	48	58	54
Grand Total	38	38	36	32	37	43	41	43	39

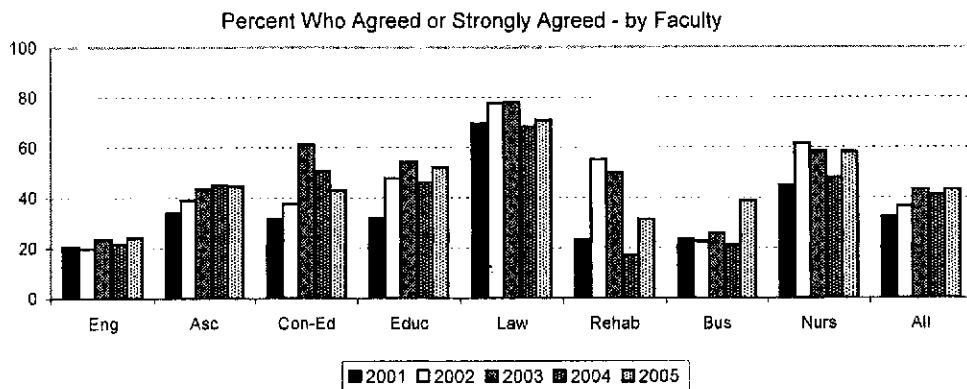
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	17	17	18	20	20	19	18	18
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	2	3	3	3	2	4	3	3
Frequency of statement	21	18	20	20	21	20	20	20



Exit Poll 2005

Question 2: Contribution of Education to Learning and Development

Question 2t: Queen's contributed to: Appreciation of other races, cultures and religions.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	27	35	36	32	31	33	37	37	34
Arts and Science	61	59	55	52	56	60	60	59	57
Concurrent Education	61	54	60	61	66	67	69	60	64
Education	47	59	73	56	61	69	59	64	62
Law School	68	63	52	53	56	46	45	51	50
Medicine	50	39	22	29	33	29	-	-	-
Rehabilitation Therapy	55	48	68	48	48	53	32	46	45
School of Business	50	56	47	40	44	43	40	47	43
School of Nursing	61	67	60	55	58	67	70	51	60
Grand Total	54	55	54	49	51	55	55	55	53

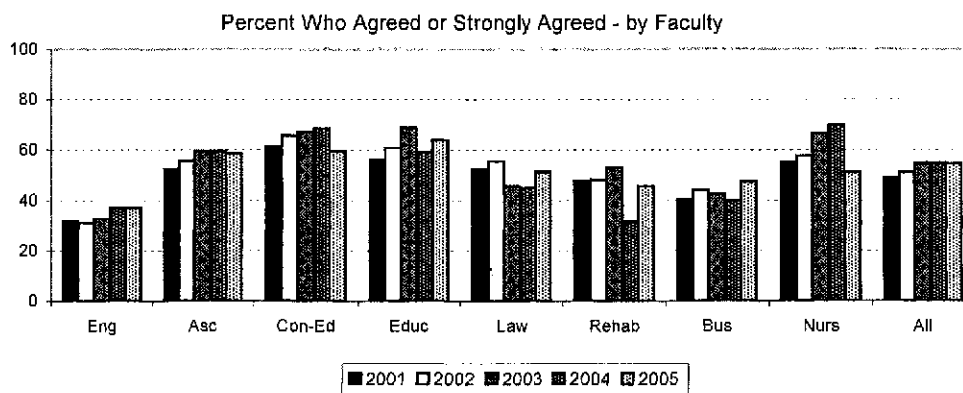
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	9	10	10	13	14	13	13	14
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	11	11	11	8	7	7	9	7
Frequency of statement	12	13	12	15	14	14	13	14



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2u: Queen's contributed to: Desire for further education.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	48	50	52	45	51	53	51	50	50
Arts and Science	71	74	71	72	73	76	75	74	74
Concurrent Education	58	57	51	47	61	57	54	52	54
Education	52	60	63	55	58	59	50	66	57
Law School	23	45	48	51	41	44	55	36	45
Medicine	70	69	52	56	56	62	-	-	-
Rehabilitation Therapy	67	58	63	77	69	53	56	60	63
School of Business	49	58	47	53	52	49	53	56	53
School of Nursing	62	71	80	79	73	86	78	65	76
Grand Total	62	65	63	63	65	66	65	65	65

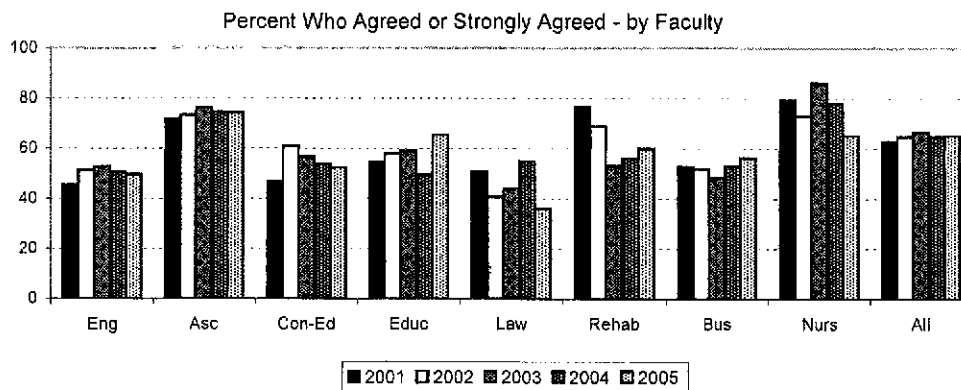
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	6	5	6	7	6	6	7	6
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three	15	16	15	15	11	14	15	12
Frequency of statement	9	8	9	8	10	10	9	11



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Question 2v: Queen's contributed to: Research skills.

Percent

Percent	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science				59	65	65	70	64	65
Arts and Science				78	82	83	82	80	81
Concurrent Education				32	69	39	38	32	42
Education				38	45	51	37	42	42
Law School				80	88	83	83	93	86
Medicine				61	63	79	-	-	-
Rehabilitation Therapy				60	79	72	68	89	74
School of Business				48	55	39	38	55	47
School of Nursing				93	77	72	72	65	76
Grand Total				66	72	71	69	69	70

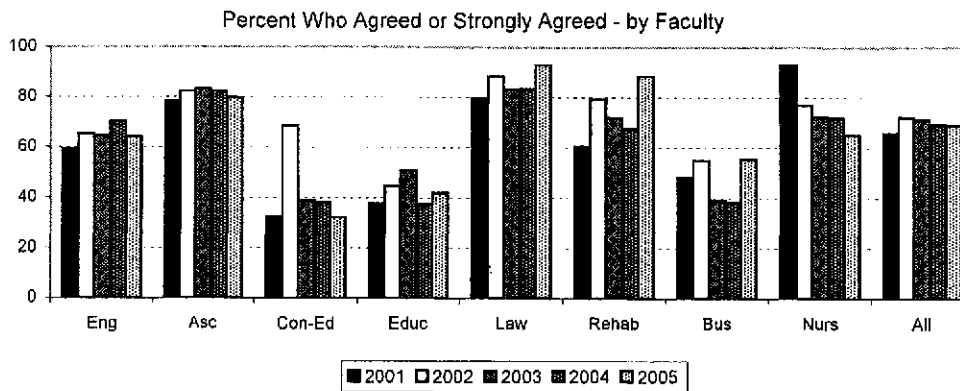
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score				5	4	5	5	4
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

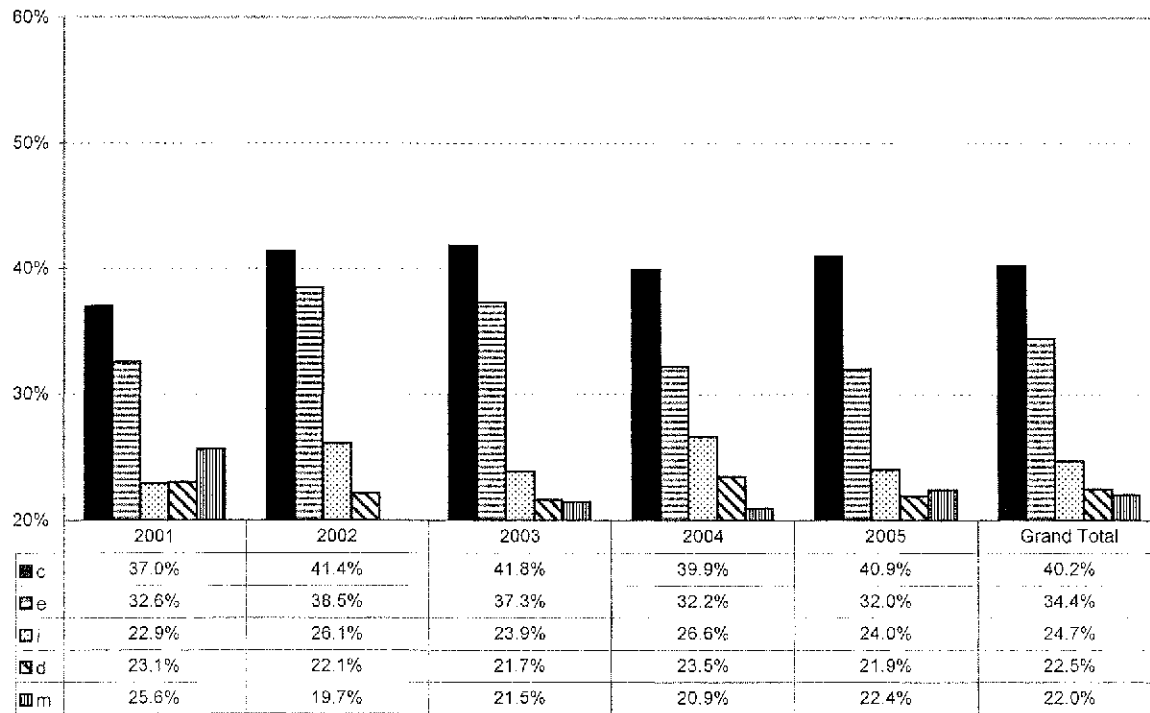
Importance of this Statement

	1995	1997	1999	2001	2002	2003	2004	2005
Percent of all respondents who ranked statement in top three				12	17	16	15	16
Frequency of statement				12	8	9	10	9



Exit Poll 2005
Question 2: Contribution of Education to Learning and Development

Ranking the Importance - Five Year Summary
Unit: (All)



Percentages are the share of respondents who ranked the statement in their top three.

Rank of Statement (Five Year Totals)

- 1st - c. *Queen's contributed to: Critical judgment.*
- 2nd - e. *Queen's contributed to: Problem-solving skills.*
- 3rd - i. *Queen's contributed to: Leadership skills.*
- 4th - d. *Queen's contributed to: Creative thinking.*
- 5th - m. *Queen's contributed to: Self-confidence.*

Faculty Ranking - Top Ranked Statements (Five-Year Totals)

Faculty (% ranking in top 3)

Queen's contributed to: Critical judgment.	All (40.2%) Arts & Science (43.7%) Con-Ed (35.0%) Law (59.6%) Nursing (63.3%)
Queen's contributed to: Problem-solving skills.	Applied Science (68.0%) Rehab (67.4%) Business (49.7%)
Queen's contributed to: Creative thinking.	Education (38.2%)

RESULTS OF QUESTIONS 3A TO 3Q

Exit Poll 2005
Question 3: Satisfaction with Services

Question 3a: Satisfaction with: Athletic facilities.

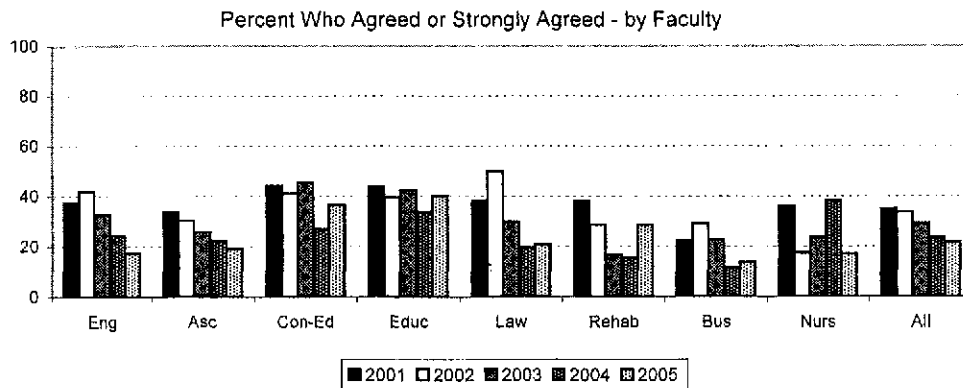
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	41	40	43	38	42	33	24	17	31
Arts and Science	37	30	39	34	30	26	22	19	26
Concurrent Education	55	49	53	44	41	45	27	37	39
Education	50	39	50	44	40	43	34	40	40
Law School	45	31	41	38	50	30	20	21	32
Medicine	35	43	31	23	31	29	-	-	-
Rehabilitation Therapy	41	35	38	38	29	17	15	29	25
School of Business	29	20	34	22	29	23	12	14	20
School of Nursing	49	41	32	36	17	24	38	17	26
Grand Total	40	34	41	35	34	29	23	22	29

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	13	14	15	15	17	17	17	17
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3b: Satisfaction with: Classroom facilities.

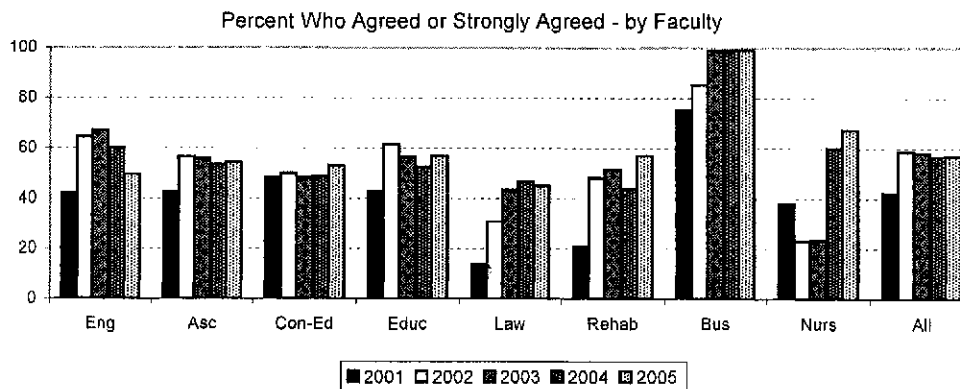
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	54	50	50	42	64	67	60	50	57
Arts and Science	41	41	43	42	57	56	54	54	53
Concurrent Education	58	47	54	48	50	49	49	53	50
Education	58	61	53	43	62	56	53	57	54
Law School	0	15	38	14	31	43	47	45	36
Medicine	46	64	45	23	41	29	-	-	-
Rehabilitation Therapy	32	31	20	21	48	52	44	57	44
School of Business	34	50	78	75	85	99	99	99	92
School of Nursing	49	32	25	38	23	24	60	67	42
Grand Total	45	45	47	42	59	58	57	57	55

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	11	11	13	13	9	10	11	9
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3c: Satisfaction with: Laboratory facilities.

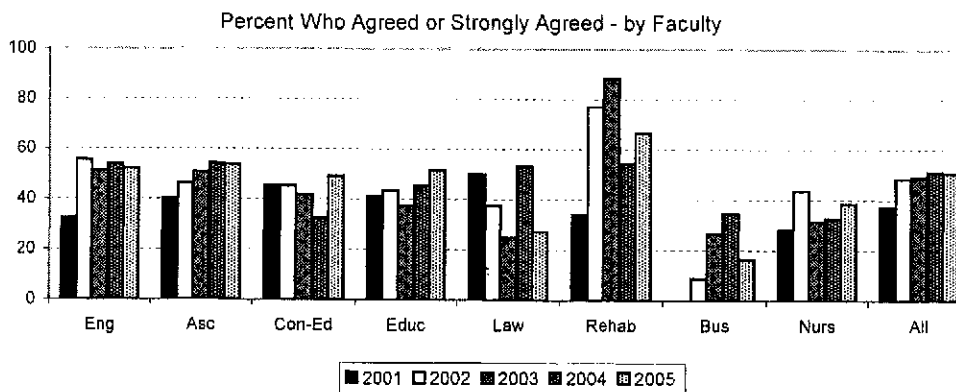
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	38	38	35	32	56	51	54	52	49
Arts and Science	34	42	44	40	46	51	54	54	49
Concurrent Education	52	55	57	45	45	42	32	49	43
Education	52	50	49	41	43	37	45	52	44
Law School	33	50	33	50	38	25	53	27	39
Medicine	35	42	39	29	59	56	-	-	-
Rehabilitation Therapy	41	55	32	34	77	88	54	67	64
School of Business	57	31	23	0	9	26	34	16	17
School of Nursing	56	47	29	28	43	31	33	38	35
Grand Total	39	43	41	37	48	49	51	51	47

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	14	13	14	14	13	13	13	13
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3d: Satisfaction with: Computing facilities.

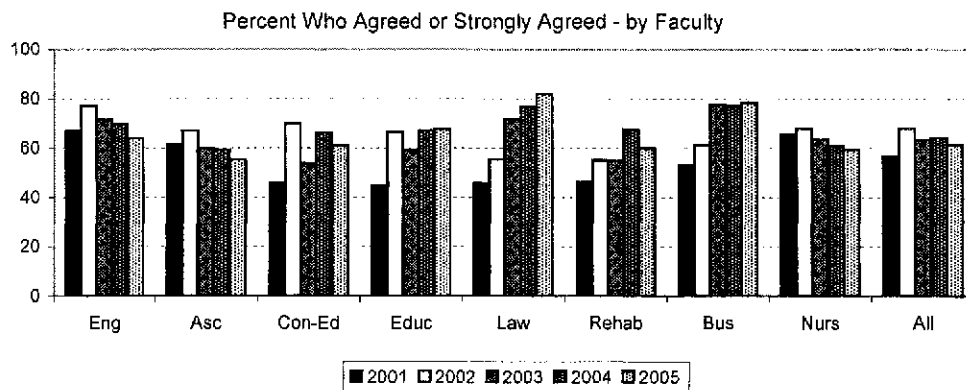
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	67	68	60	67	77	72	70	64	70
Arts and Science	50	54	55	61	67	60	59	55	61
Concurrent Education	41	51	41	46	70	54	66	61	59
Education	28	43	46	45	67	59	67	68	61
Law School	53	52	37	46	56	72	77	82	66
Medicine	48	42	39	29	63	77	-	-	-
Rehabilitation Therapy	48	35	35	46	55	55	68	60	57
School of Business	70	42	47	53	61	78	77	78	70
School of Nursing	45	58	75	66	68	64	61	59	63
Grand Total	50	52	52	57	68	63	64	62	63

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	10	9	11	5	4	6	6	6
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3e: Satisfaction with: Library facilities and hours.

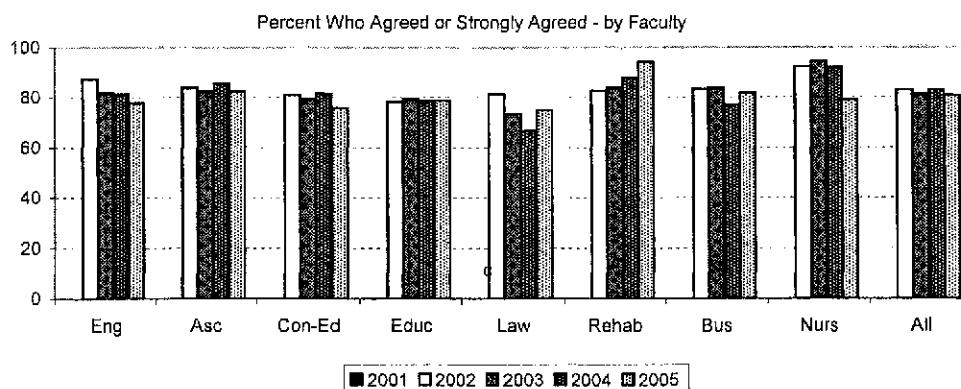
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science					87	82	81	78	83
Arts and Science					84	82	86	82	83
Concurrent Education					81	79	81	76	76
Education					78	79	79	79	75
Law School					81	73	67	75	69
Medicine					44	51	-	-	-
Rehabilitation Therapy					83	84	88	94	84
School of Business					83	84	77	82	80
School of Nursing					92	94	92	79	87
Grand Total					83	81	83	81	80

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score		1	2	2	2
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3f: Satisfaction with: Library services.

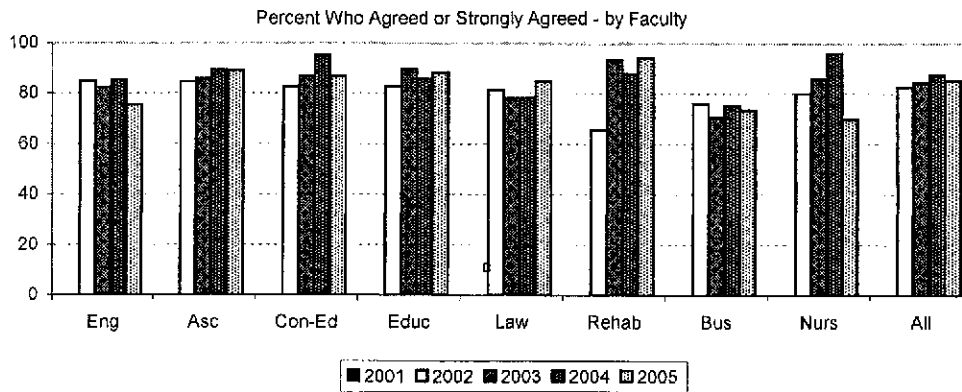
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science					85	82	85	75	81
Arts and Science					84	86	89	89	85
Concurrent Education					83	87	95	87	84
Education					83	90	86	88	83
Law School					81	78	78	85	76
Medicine					56	76	-	-	-
Rehabilitation Therapy					66	94	88	94	83
School of Business					76	71	75	73	74
School of Nursing					80	86	96	70	81
Grand Total					83	84	88	85	83

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score			2	1	1	1
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3g: Satisfaction with: Study space.

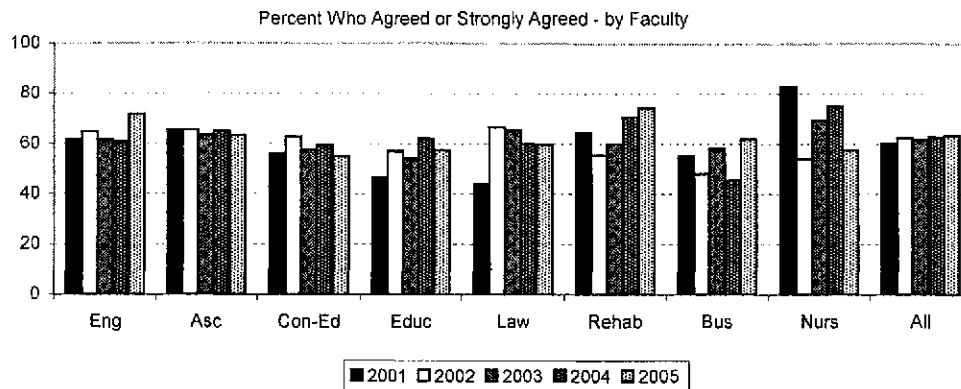
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	46	59	66	61	65	62	61	72	64
Arts and Science	49	59	61	65	66	63	65	63	65
Concurrent Education	56	66	65	56	63	57	59	55	58
Education	60	63	66	46	57	54	62	58	55
Law School	56	49	38	44	67	66	60	60	59
Medicine	50	45	33	39	48	62	-	-	-
Rehabilitation Therapy	54	58	64	64	56	60	71	74	65
School of Business	63	53	63	55	48	58	46	62	54
School of Nursing	47	60	58	83	54	69	75	58	68
Grand Total	52	59	62	60	63	62	63	63	62

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	7	3	4	2	8	7	7	4
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3h: Satisfaction with: Career counselling services.

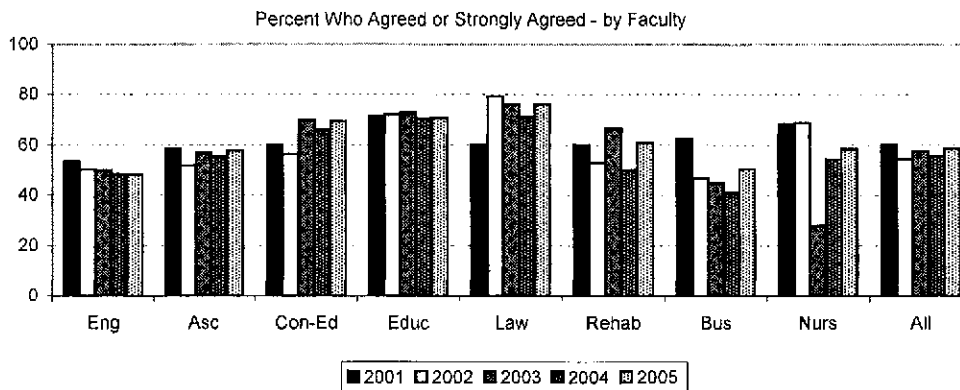
Percent

Percent Who Agreed or Strongly Agreed									5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
excludes unable to rate									
Applied Science	58	59	55	54	50	50	48	48	50
Arts and Science	50	51	52	58	52	57	55	58	56
Concurrent Education	66	56	71	60	56	70	66	69	64
Education	48	66	80	71	72	73	70	71	71
Law School	22	30	28	60	79	76	71	76	72
Medicine	57	53	25	62	80	50	-	-	-
Rehabilitation Therapy	50	55	53	60	53	67	50	61	58
School of Business	73	72	71	63	47	45	41	50	49
School of Nursing	39	65	79	68	69	28	54	58	55
Grand Total	53	56	58	60	54	57	56	59	57

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	5	7	3	10	11	12	8
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3i: Satisfaction with: Academic counselling services.

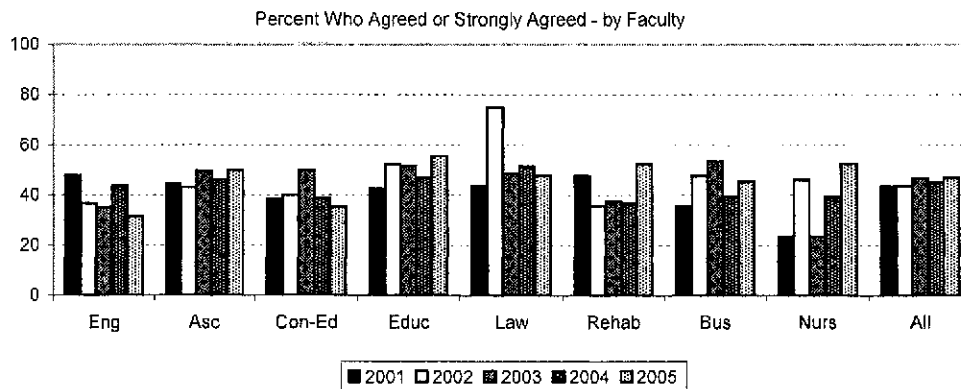
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	45	40	50	48	37	35	44	31	39
Arts and Science	39	45	45	44	43	49	46	50	47
Concurrent Education	50	46	53	38	40	50	39	35	40
Education	41	50	67	43	52	52	47	56	50
Law School	36	36	48	44	75	49	51	48	53
Medicine	50	25	31	42	78	28	-	-	-
Rehabilitation Therapy	10	50	28	48	36	38	37	52	42
School of Business	52	49	46	36	48	54	39	45	44
School of Nursing	24	53	67	24	46	24	39	53	37
Grand Total	41	45	47	44	44	47	45	47	45

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	12	12	12	12	15	15	15	15
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3j: Satisfaction with: Personal counselling services.

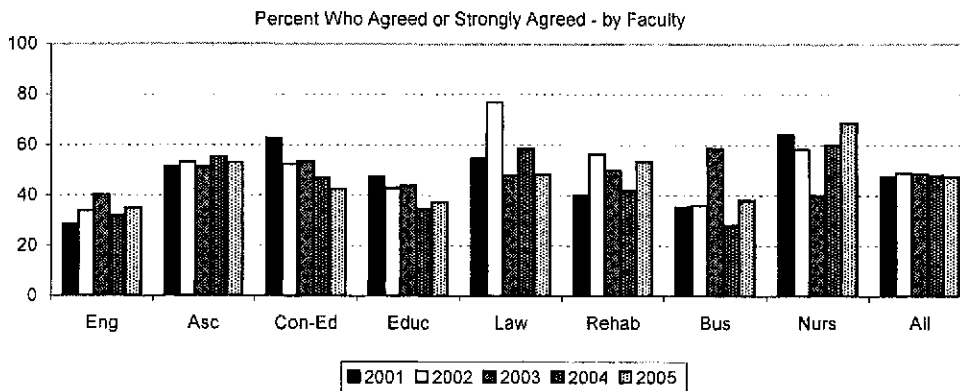
Percent

Percent Who Agreed or Strongly Agreed									5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
excludes unable to rate									
Applied Science	39	35	54	28	34	40	32	35	34
Arts and Science	56	59	60	51	53	51	55	53	53
Concurrent Education	59	43	71	63	52	53	47	42	52
Education	61	59	62	47	43	44	35	37	41
Law School	32	38	60	55	77	48	58	48	57
Medicine	55	38	36	47	89	42	-	-	-
Rehabilitation Therapy	50	52	50	40	56	50	42	53	48
School of Business	54	42	45	35	36	59	28	38	39
School of Nursing	53	67	67	64	58	40	60	69	58
Grand Total	54	53	59	48	49	49	48	47	48

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	4	8	6	11	12	14	14	14
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3k: Satisfaction with: Health services.

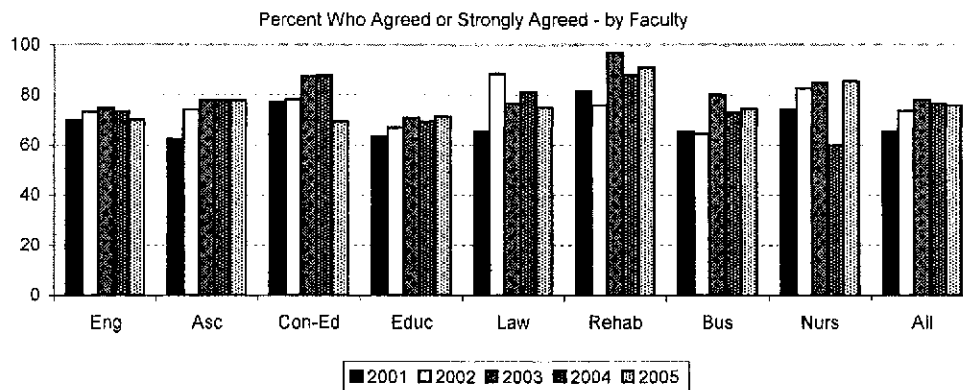
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	68	69	70	70	73	75	74	70	72
Arts and Science	68	71	70	62	74	78	78	78	74
Concurrent Education	80	75	82	77	78	87	88	69	80
Education	73	79	69	63	67	71	69	71	68
Law School	51	75	55	65	88	76	81	75	77
Medicine	50	68	75	63	84	79	-	-	-
Rehabilitation Therapy	63	73	69	81	76	97	88	91	87
School of Business	58	65	54	65	65	80	73	75	72
School of Nursing	72	76	67	74	83	85	60	85	77
Grand Total	68	72	69	65	74	78	76	76	74

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	1	1	1	1	3	3	3	3
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3I: Satisfaction with: Fee payment services.

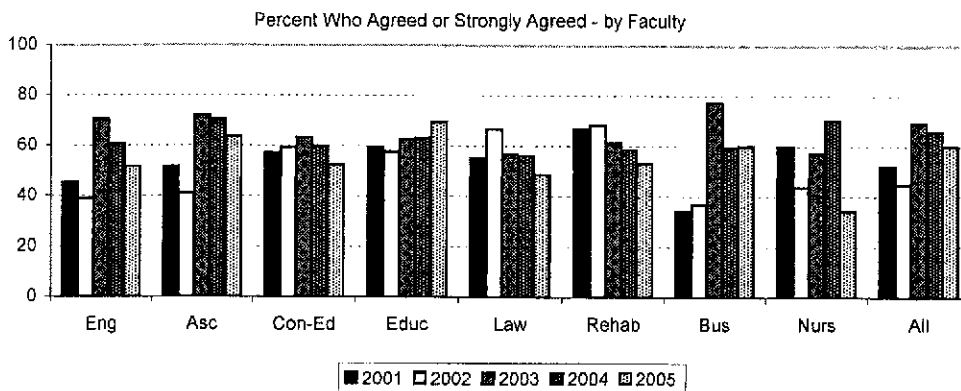
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	51	42	55	45	39	71	60	52	53
Arts and Science	52	50	53	52	41	72	70	64	60
Concurrent Education	49	53	52	57	59	63	60	53	58
Education	66	66	66	59	58	63	63	70	62
Law School	44	55	63	55	67	57	56	49	57
Medicine	48	44	58	55	47	64	-	-	-
Rehabilitation Therapy	52	59	70	67	68	61	59	53	62
School of Business	46	40	29	34	37	77	59	60	54
School of Nursing	50	68	80	60	44	57	70	34	53
Grand Total	53	52	55	52	45	69	66	60	59

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	6	10	9	7	14	4	4	7
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3m: Satisfaction with: Student Awards' services.

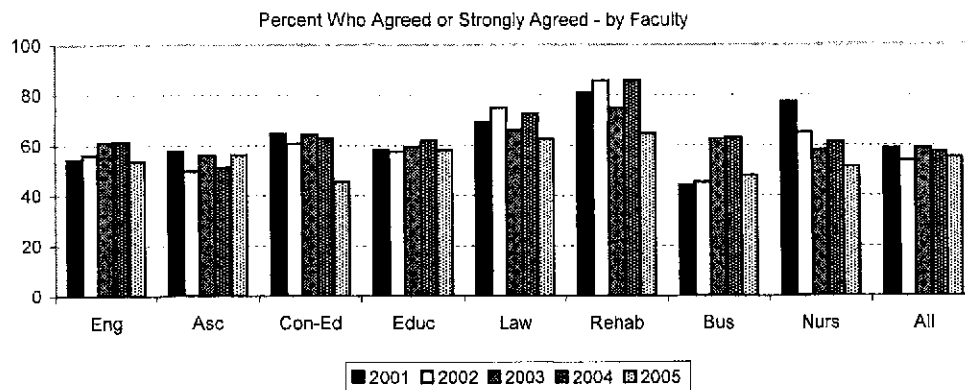
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	72	54	71	54	56	61	61	54	57
Arts and Science	60	60	62	58	50	56	51	56	54
Concurrent Education	65	59	65	65	61	64	63	45	60
Education	65	70	66	58	58	59	62	58	59
Law School	62	59	70	69	75	66	73	63	69
Medicine	61	66	74	64	63	64	-	-	-
Rehabilitation Therapy	72	67	69	81	86	75	86	65	78
School of Business	64	53	57	44	45	63	63	48	53
School of Nursing	59	72	73	77	65	58	62	52	63
Grand Total	63	61	65	59	54	59	57	55	57

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	2	2	2	4	11	9	10	11
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3n: Satisfaction with: Registration services.

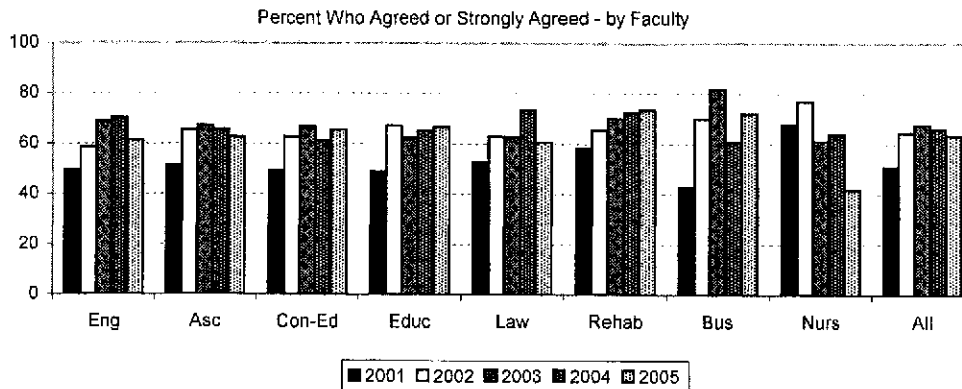
Percent

excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	51	54	53	50	59	69	70	61	62
Arts and Science	48	57	61	51	65	67	66	63	62
Concurrent Education	55	54	52	49	63	67	61	65	61
Education	68	57	56	49	67	62	65	67	62
Law School	38	53	59	53	63	63	73	61	62
Medicine	47	57	39	55	52	76	-	-	-
Rehabilitation Therapy	58	61	61	58	66	70	73	74	68
School of Business	41	47	47	43	70	82	61	72	65
School of Nursing	45	53	65	68	77	61	64	42	62
Grand Total	51	56	57	51	65	68	66	63	62

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	8	6	8	10	5	5	5	5
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3a: Satisfaction with: Residences.

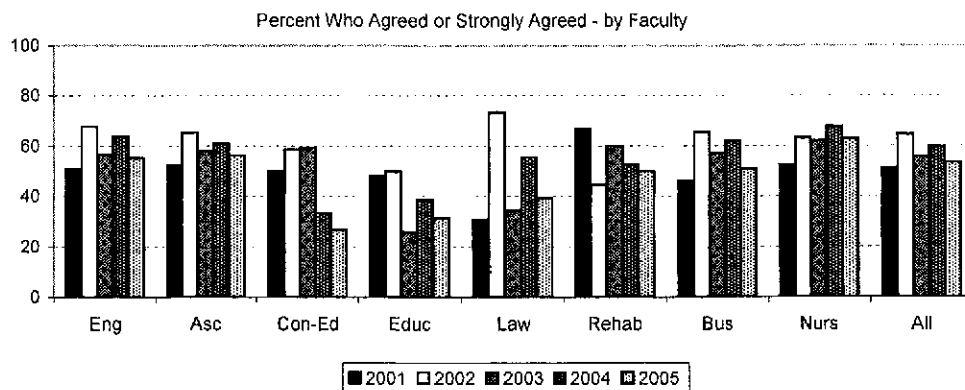
Percent

Percent Who Agreed or Strongly Agreed									5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
excludes unable to rate									
Applied Science	64	56	52	51	68	57	64	55	59
Arts and Science	64	59	53	52	65	58	61	56	59
Concurrent Education	63	56	54	50	59	59	33	27	46
Education	55	46	42	48	50	26	38	32	39
Law School	53	59	83	31	73	34	56	39	47
Medicine	55	87	17	57	38	60	-	-	-
Rehabilitation Therapy	54	78	68	67	44	60	53	50	55
School of Business	65	51	60	46	66	57	62	51	56
School of Nursing	65	66	53	52	63	62	68	63	62
Grand Total	63	58	53	51	64	56	60	53	57

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	3	4	10	9	6	12	8	12
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3p: Satisfaction with: Services for international students.

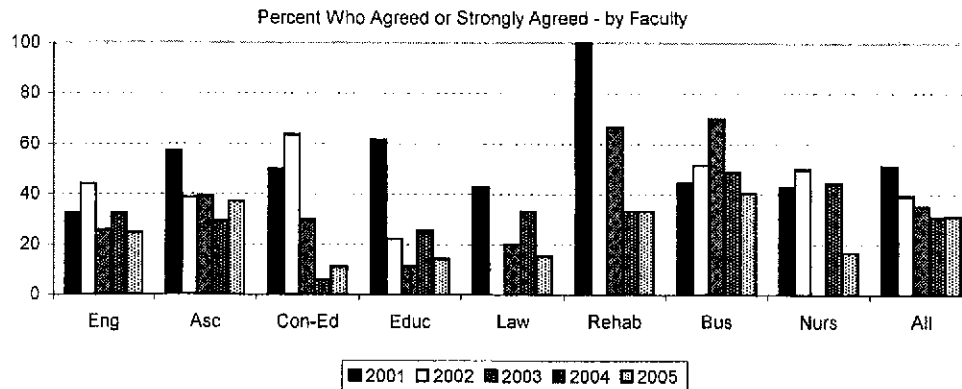
Percent

Percent excludes unable to rate	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science	42	42	68	32	44	26	32	25	32
Arts and Science	48	60	68	57	39	39	29	37	40
Concurrent Education	63	33	58	50	64	30	6	11	32
Education	70	54	60	62	22	11	26	14	27
Law School	50	50	33	43	0	20	33	15	22
Medicine	33	40	0	0	0	0	-	-	-
Rehabilitation Therapy	100	71	100	100	0	67	33	33	47
School of Business	63	48	57	44	52	70	49	40	51
School of Nursing	20	100	0	43	50	0	44	17	31
Grand Total	51	54	64	51	39	35	31	31	38

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	9	7	3	8	16	16	16	16
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2005
Question 3: Satisfaction with Services

Question 3q: Satisfaction with: John Deutsch University Centre.

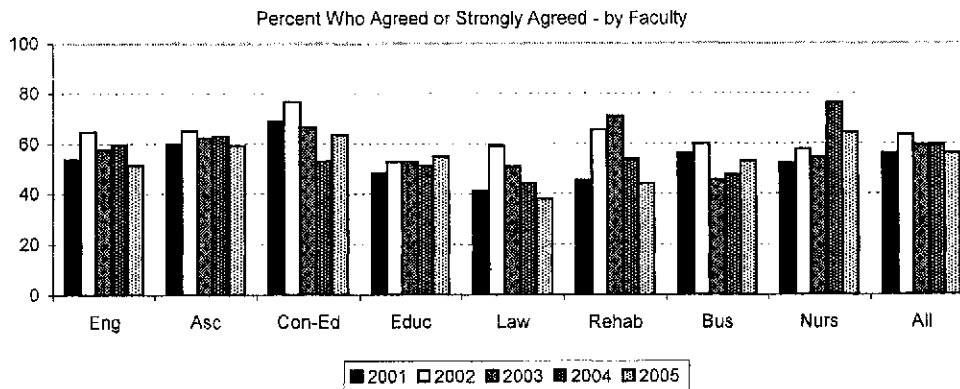
Percent

Percent									5 Yr Ave
	Percent Who Agreed or Strongly Agreed								
excludes unable to rate	1995	1997	1999	2001	2002	2003	2004	2005	
Applied Science			63	53	65	57	60	51	57
Arts and Science			64	60	65	62	63	59	62
Concurrent Education			68	69	77	67	53	63	66
Education			62	48	53	53	51	55	52
Law School			33	41	59	51	44	38	47
Medicine			29	45	40	58	-	-	-
Rehabilitation Therapy			57	45	66	71	54	44	56
School of Business			53	56	60	46	47	53	52
School of Nursing			58	52	58	54	76	64	61
Grand Total			61	56	63	59	59	56	59

In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	6	7	8	9	10
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



RESULTS OF QUESTIONS 4 AND 5

Exit Poll 2005
Question 4: Student Debt

Question 4: Total amount of repayable debt directly related to your education at graduation (2005)

Percent of respondents

Debt Load	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	MED	ALL
No Debt	49	48	33	22	14	14	53	40	11	42
1 - 4,999	7	6	8	7	0	0	10	7		6
5,000-9,999	6	6	14	16	1	3	6	2		8
10,000-14,999	6	7	6	13	7	8	10	7		8
15,000-19,999	4	7	7	9	10	6	6	9		7
20,000-24,999	7	8	5	10	6	8	5	9	9*	8
25,000-29,999	8	7	13	8	7	8	3	9		7
30,000-39,999	6	6	5	11	1	17	3	9		6
40,000-49,999	2	3	6	3	18	19	4	5	8**	4
50,000-74,999	2	1	1	2	28	17	0	2	13	3
>= 75,000	3	0	1	0	8	0	0	0	59	1
With Debt	51	52	67	79	86	86	47	60	89	58

* Nine percent of Medical students had debts ranging from \$1-\$24,999

**Eight percent of Medical students had debts ranging from \$25,000-\$49,999

Differences in debt ranges between the Medical GQ and Exit Poll prevent direct comparisons in this chart.

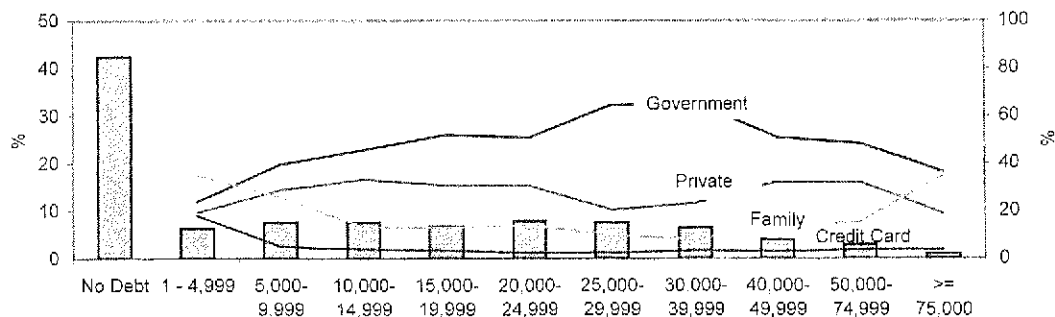
Question 5: Percentage of repayable debt by source at graduation (2005)

Average reported percentage

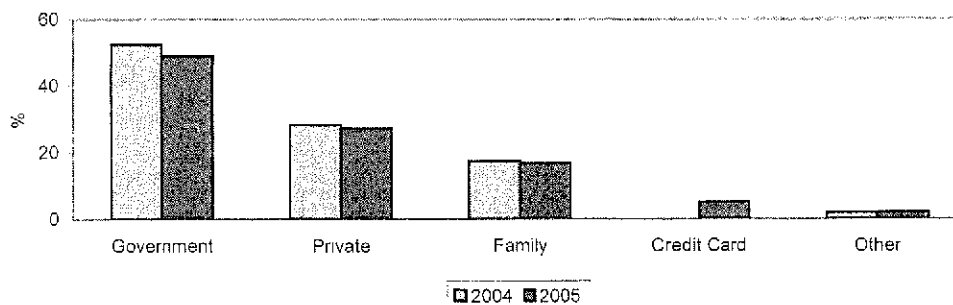
	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Government	43	49	52	50	51	63	39	62	49
Private	25	27	29	28	41	18	31	8	27
Family	26	17	12	15	1	14	23	23	17
Credit Card	3	6	4	5	5	1	6	7	5
Other	3	2	4	2	3	3	2	0	2

excludes non responses and No Debt responses

Debt Level (2005) - All



Average Debt Distribution - All Debt Holders



DEMOGRAPHIC INFORMATION
COPY OF SURVEY

Exit Poll 2005
Demographic Information - Percent Distributions

Question 6: Gender - Female

	1995	1997	1999	2001	2002	2003	2004	2005
Applied Science	30	36	31	30	30	33	32	28
Arts and Science	67	69	71	71	69	73	73	74
Concurrent Education	80	87	86	89	81	86	88	88
Education	73	70	76	69	77	72	75	74
Law School	60	57	40	60	62	65	62	60
Medicine	35	59	37	35	44	37	-	-
Rehabilitation Therapy	81	84	80	88	89	91	93	91
School of Business	46	39	53	48	50	60	52	47
School of Nursing	96	92	90	100	84	94	94	100
Grand Total	63	65	66	64	62	66	68	66

Question 7: Age

	Under 20 years		20-24		25-29		30-34		35-39		Over 40 years	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Applied Science	0	0	92	95	6	4	1	1	0	0	0	0
Arts and Science	0	0	89	93	5	3	2	1	1	1	3	1
Concurrent Education	0	0	85	87	11	7	2	2	2	1	0	2
Education	0	0	39	38	42	37	9	7	5	8	5	10
Law School	0	0	13	8	58	81	15	4	6	4	8	3
Medicine	0	-	49	-	43	-	5	-	3	-	0	-
Rehabilitation Therapy	0	0	88	50	12	36	0	6	0	8	0	0
School of Business	0	0	97	97	2	1	1	1	0	0	0	2
School of Nursing	0	0	84	84	12	14	0	0	4	2	0	0
Grand Total	0	0	80	82	13	12	3	2	2	2	2	2

Question 8: Faculty or school

	1995	1997	1999	2001	2002	2003	2004	2005
Applied Science	13	13	13	14	17	15	13	15
Arts and Science	51	45	49	52	53	52	54	53
Concurrent Education	7	8	8	4	4	4	5	5
Education	13	16	13	14	11	12	13	12
Law School	3	4	3	4	2	4	3	4
Medicine	2	2	2	3	2	2	-	-
Rehabilitation Therapy	2	3	3	3	2	2	2	2
School of Business	6	6	6	5	7	6	7	7
School of Nursing	3	3	2	2	2	2	3	2

Exit Poll 2005
Demographic Information - Percent Distributions

Question 10: Admitted to Queen's as full-time

	1995	1997	1999	2001	2002	2003	2004	2005
Applied Science	100	100	99	99	99	99	98	100
Arts and Science	89	92	94	96	98	97	96	96
Concurrent Education	98	92	97	97	95	91	91	90
Education	97	93	99	97	96	97	97	99
Law School	100	99	97	98	100	100	97	99
Medicine	100	100	100	100	100	100	-	-
Rehabilitation Therapy	100	100	100	98	100	97	100	100
School of Business	100	99	100	100	100	100	100	97
School of Nursing	98	90	90	86	92	97	94	93
Grand Total	94	94	96	97	98	98	97	97

Question 11: Admitted to Queen's through mature student regulations

	1995	1997	1999	2001	2002	2003	2004	2005
Applied Science	2	1	1	3	4	4	5	6
Arts and Science	4	3	3	3	2	3	3	3
Concurrent Education	2	1	1	0	0	3	1	2
Education	2	4	6	4	6	7	4	5
Law School	10	12	10	3	7	3	8	9
Medicine	3	0	0	3	0	0	-	-
Rehabilitation Therapy	0	4	15	5	3	13	0	0
School of Business	0	1	0	1	3	4	2	5
School of Nursing	6	6	5	14	12	6	7	5
Grand Total	3	3	3	3	3	4	3	4

Question 12: Expected grade level upon graduation

	Below 65%		65%-69%		70%-74%		75%-79%		Over 80%	
	1995	2005	1995	2005	1995	2005	1995	2005	1995	2005
Applied Science	5	3	27	14	29	23	21	23	18	37
Arts and Science	1	0	6	6	35	25	39	39	19	29
Concurrent Education	0	2	3	0	18	5	32	27	47	66
Education	0	1	1	2	5	3	30	16	64	79
Law School	0	0	2	3	29	17	55	67	14	13
Medicine	0	-	0	-	13	-	38	-	50	-
Rehabilitation Therapy	0	0	0	0	3	11	60	37	38	51
School of Business	0	0	0	0	27	20	50	42	23	38
School of Nursing	0	0	0	2	41	26	47	33	12	40
Grand Total	1	1	7	6	28	22	37	36	27	35

Exit Poll 2005
Question 13: Post-Graduation Plans

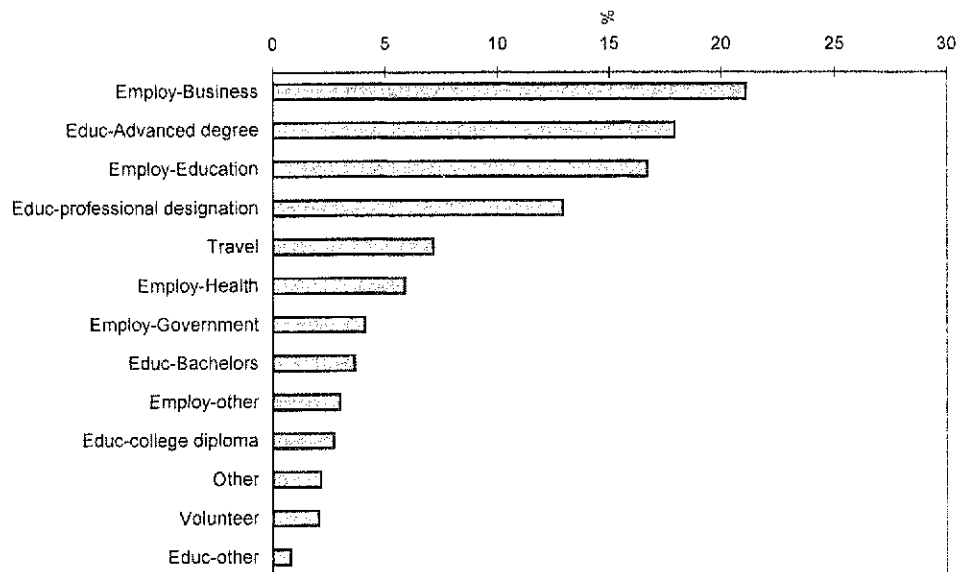
Question 13: Post-graduation expectations for the next six to twelve months

Percent of respondents

	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Employment - Business	51	10	-	0	69	-	74	2	21
Employment - Education	-	4	82	88	1	-	1	-	17
Employment - Government	2	6	-	0	17	-	1	-	4
Employment - Health	1	2	1	1	1	92	-	95	6
Employment - other	2	4	1	1	6	-	1	-	3
Education - another Bachelor's degree	3	6	-	-	-	-	2	-	4
Education - college diploma	-	5	1	-	-	-	-	-	3
Education - advanced degree	24	25	7	4	1	6	6	-	18
Education - professional designation	4	22	1	1	3	-	7	-	13
Education - other	1	1	-	-	-	-	-	-	1
Other - travelling	10	9	5	2	-	-	7	2	7
Other - volunteering	1	3	1	0	1	-	1	-	2
Other - other	1	3	-	1	-	3	2	-	2
Grand Total	100	100	100	100	100	100	100	100	100

excludes non responses

Post - Graduation Plans (2005) - All



















Exit Poll 2005

The Exit Poll is designed to present annual insights into the University's overall performance at the undergraduate level, and into each Faculty and School based on students' reflections upon their education as they graduate. The information is valuable for obtaining a general understanding of the University's strengths, for identifying areas for improvement and for highlighting areas where more in-depth evaluation may be necessary. This survey is *not designed* to provide an in-depth evaluation of specific services and academic experiences.



Time-saving tip: When answering questions with a numeric range of responses, e.g. "5: Strongly Agree" ... "1: Strongly Disagree", after selecting your first response with the mouse try moving to the next question with the [Tab] key and typing the digit that corresponds to your next response.

The Learning Experience

1 The following statements are concerned with your learning experience at Queen's. Think back to your experiences as a student at Queen's and indicate how much you agree or disagree with each statement by selecting the appropriate response.

- | | | |
|---|--|---|
| a | Instructors took an active interest in my learning | [please select]  |
| b | Instructors were readily accessible outside class | [please select]  |
| c | Instructors made an effort to check that students were understanding the material taught | [please select]  |
| d | Instructors provided helpful feedback | [please select]  |
| e | Instructors showed a positive attitude toward students | [please select]  |
| f | Instructors encouraged feedback from the class regarding their teaching | [please select]  |
| g | Teaching Assistants helped me understand the material taught | [please select]  |
| h | Class participation was actively encouraged | [please select]  |
| i | Assessment methods (exams and marking) were fair | [please select]  |
| j | My program had a good balance between theory and practice | [please select]  |
| k | I was generally able to enrol in the courses I wanted | [please select]  |
| l | Overall, my learning experience was intellectually stimulating | [please select]  |
| m | Overall, my learning experience has been enjoyable | [please select]  |
| n | There was ample scope for organized social activities at Queen's | [please select]  |

1b Which three of the statements listed above, in order of importance, were most important to you?

- | | | |
|---|-----------------------|---|
| a | Most important | [please select]  |
| b | Second most important | [please select]  |

c Third most important

2 Please indicate the degree to which your education (both inside and outside the classroom) at Queen's contributed to your learning and development in each of the following areas.

- | | |
|---|--|
| a Writing skills | <input type="text" value="[please select]"/> |
| b Speaking skills | <input type="text" value="[please select]"/> |
| c Critical judgement | <input type="text" value="[please select]"/> |
| d Creative thinking | <input type="text" value="[please select]"/> |
| e Problem-solving skills | <input type="text" value="[please select]"/> |
| f Mathematical skills | <input type="text" value="[please select]"/> |
| g Computing skills | <input type="text" value="[please select]"/> |
| h Ability to use a foreign language | <input type="text" value="[please select]"/> |
| i Leadership skills | <input type="text" value="[please select]"/> |
| j Ability to compete | <input type="text" value="[please select]"/> |
| k Ability to work independently | <input type="text" value="[please select]"/> |
| l Ability to work well with others | <input type="text" value="[please select]"/> |
| m Self-confidence | <input type="text" value="[please select]"/> |
| n Appreciation of literature | <input type="text" value="[please select]"/> |
| o Understanding of science | <input type="text" value="[please select]"/> |
| p Appreciation of fine arts | <input type="text" value="[please select]"/> |
| q Sensitivity to ethical issues | <input type="text" value="[please select]"/> |
| r Awareness of political and social issues | <input type="text" value="[please select]"/> |
| s Awareness of the rights and responsibilities of citizenship | <input type="text" value="[please select]"/> |
| t Appreciation of other races, cultures and religions | <input type="text" value="[please select]"/> |
| u Desire for further education | <input type="text" value="[please select]"/> |
| v Research skills | <input type="text" value="[please select]"/> |

2b From the above list, please indicate in order of importance the three areas which were most valuable in contributing to your learning and development.

- | | |
|-------------------------|--|
| a Most important | <input type="text" value="[please select]"/> |
| b Second most important | <input type="text" value="[please select]"/> |
| c Third most important | <input type="text" value="[please select]"/> |

Services and Facilities

3 Please rate your satisfaction with the following services and facilities at Queen's.

- | | |
|-------------------------|--|
| a Athletic facilities | <input type="text" value="[please select]"/> |
| b Classroom facilities | <input type="text" value="[please select]"/> |
| c Laboratory facilities | <input type="text" value="[please select]"/> |

d Computing facilities	<input type="text" value="[please select]"/>
e Library facilities and hours	<input type="text" value="[please select]"/>
f Library services	<input type="text" value="[please select]"/>
g Study space	<input type="text" value="[please select]"/>
h Career counselling services	<input type="text" value="[please select]"/>
i Academic counselling services	<input type="text" value="[please select]"/>
j Personal counselling services	<input type="text" value="[please select]"/>
k Health services	<input type="text" value="[please select]"/>
l Fee payment services	<input type="text" value="[please select]"/>
m Student Awards' services	<input type="text" value="[please select]"/>
n Registration services	<input type="text" value="[please select]"/>
o Residences	<input type="text" value="[please select]"/>
p Services for international students	<input type="text" value="[please select]"/>
q John Deutsch University Centre	<input type="text" value="[please select]"/>

Student Debt

4 Please estimate the total amount of repayable debt directly related to your education you will have accumulated by graduation (2005), net of any applicable loan remission program (e.g., Ontario Student Opportunity Grant).

Estimated net repayable debt:

5 Please indicate the percentage of this total repayable debt from the following sources (if applicable):

Government	<input type="text" value="0 %"/>	
Private (bank, line of credit)	<input type="text" value="0 %"/>	
Family	<input type="text" value="0 %"/>	
Credit Cards	<input type="text" value="0 %"/>	
Other (please specify)	<input type="text" value="0 %"/>	<input type="text" value=""/>
		(30 characters max.)
Other (please specify)	<input type="text" value="0 %"/>	<input type="text" value=""/>
		(30 characters max.)
TOTAL	<input type="text" value="0 %"/>	

Demographic Information

6 Gender

7 Age

8 What is your faculty or school (if in 2 faculties/schools, check those that apply)?

- Arts and Science
- Education
- Applied Science
- Medicine
- Law School

School of Business
School of Nursing
Rehabilitation Therapy

- 9** Please name your major field of concentration (or fields of a medial). If it was a special field concentration, please name the special field and, if applicable, your primary department.

- 10** You were admitted to Queen's initially as a:

- 11** Were you admitted to Queen's initially through mature student regulations?

- 12** What is your expected grade level (average over the program) upon graduation?

Your Immediate Plans

- 13** What best describes your post-graduation expectations for the next six to twelve months? Please complete just one category.

a) I will be employed or seeking employment in (choose one):

Business or industry (private sector or crown corporations)
Education sector (elementary, secondary, post-secondary)
Government sector (municipal, provincial/territorial, federal)
Health sector (private or public practice including institutional settings)
Other

OR

b) I will be studying for (choose one):

another Bachelor's degree
a college diploma
an advanced academic degree (Master's, Ph.D.)
a professional designation (Law, Medical, Teaching, other)
Other

OR

c) I will be:

Travelling
Volunteering
Other

- 14** Comments on your immediate plans

Additional Comments

- 15** Please feel free to provide any additional comments regarding your undergraduate studies at

Queen's and how they might have been improved. Where possible, please identify the unit, office, or service you are referring to.


a academic

b services and facilities

c other

16 Evaluation of Questionnaire

a This questionnaire is clear and easy to understand

[please select] 

b If you believe that this survey needs improvement, please comment.

Click Here to Submit Your Responses