

Undergraduate and Professional Students' Learning Experiences at Queen's University



RESULTS FROM THE EXIT POLL 2006

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INTRODUCTION

The University conducted its thirteenth annual Undergraduate Exit Poll in 2006. Each year opinions and impressions are requested from all graduating students in undergraduate programs, both direct-entry and second-entry professional, on their overall learning experience at Queen's University. Beginning in 2004, students graduating from Medicine have completed the Canadian Medical School Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges, in place of the Queen's Exit Poll. Highlights of responses to GQ questions that are comparable to the Queen's Exit Poll were not available at the time of publication.

The Exit Poll 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); and
- Student satisfaction with services and facilities (Question 3).

There is also a section for demographic data that includes questions about student debt and post-graduation plans. Students are also invited to provide additional comments regarding their undergraduate experience at Queen's. A copy of the questionnaire is included at the end of this report.

The Exit Poll was developed in 1994 by a working group composed of Dr. C. Knapper, Instructional Development, Ms. A. Morgan, former Registrar, Dr. R. Pike, Sociology, and Professor K. Wong, School of Business. The survey was designed to measure students' 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.

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 2006 report highlights the survey results since 1997. The results should be viewed over time; large annual swings in the results from certain classes may be anomalous.

New Data Analysis Techniques

In 2006 an independent research company, Customer Relationship Index Inc. ("CRi"), was contracted by the University to implement the Exit Poll and evaluate students' responses. The CRi analytical approach helps to identify and prioritize ways to improve programs and operations that touch key stakeholders at universities, colleges and independent schools. While basing its findings on the same Exit Poll question content as in previous years, CRi has gone several steps further to provide more in-depth analysis.

HIGHLIGHTS OF RESULTS

The CRi Impact Index

For the 2006 Exit Poll Report, analysis of response data has been expanded with the use of additional statistical methods that provide a more accurate measure of what students reflect to have been important with respect to their Queen's educational experience. Results from an "anchor statement" within the Exit Poll are compared with results from the other Exit Poll statements to determine a correlation which in turn derives a measure employed by CRi called the "Impact Index". The Impact Index ranks the statements in the Exit Poll questionnaire, such as *"My learning experience has been enjoyable"* and *"Instructors provided helpful feedback"*, according to their level of importance to respondents as measured by the response correlation to the anchor statement. The anchor statement against which students were asked to rate their agreement was: *"Overall, my experience as a student at Queen's was excellent"*.

It should be emphasized that the Impact Index rates importance, not performance. Students' impressions of performance are calculated separately and highlights of the results are included later in the report (see Response Data). A summary of Best Practices is derived from the combination of a high Impact Index and strong performance ratings.

The statements with results that correlate highly with results from the anchor statement are determined to be the most important to students' overall satisfaction with their learning experience at Queen's and are referred to as "satisfaction drivers". While a theoretical maximum score of 100 is achievable, typical impact results are in the 30-40 range with high results in the 40-60 range.

Satisfaction Drivers

In previous Exit Polls, students were asked outright what statements they considered to be most important. While data from such questions offer some useful insights, self-reporting has inherent biases. Students will often report what they *think* should be most important to them rather than what actually had the most favourable impact on their educational experience. The Impact Index analysis is able to get behind these biases to identify specific drivers of student satisfaction with the university experience.

In all, 76% of all respondents agreed or strongly agreed with the anchor statement *"Overall, my experience as a student at Queen's was excellent"*. (see Table 1 below). At the Faculty/School level, the School of Business had the highest number of students agreeing and strongly agreeing at 96%, followed by students in the School of Rehabilitation Therapy (88%) and the School of Nursing (86%).

Table 1: Performance Ratings* for the Anchor Statement: *"Overall, my experience as a student at Queen's was excellent"*.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Top 2*
Total All Faculties	2%	6%	16%	46%	29%	76%
Arts & Science	1%	6%	17%	47%	28%	75%
Applied Science	2%	5%	12%	48%	33%	81%
School of Business	0%	3%	1%	30%	66%	96%
School of Nursing	0%	5%	9%	60%	26%	86%
Faculty of Law	2%	10%	15%	38%	35%	73%
School of Rehabilitation Therapy	0%	2%	10%	69%	19%	88%
Faculty of Education	4%	7%	21%	43%	25%	68%

*"Top 2" is the total of positive performance ("agree" + "strongly agree" that experience at Queen's was excellent)

As described earlier, responses to this anchor statement are correlated with responses to the rest of the Exit Poll statements to identify the most important contributors to students' satisfaction with their Queen's experience. The responses with the highest correlation to the anchor statement – highest Impact Index - are called "satisfaction drivers". Table 2, below, outlines Queen's top ten satisfaction drivers.

Table 2: Queen's Top Ten Satisfaction Drivers

Statements	Impact Index
1m) My learning experience has been enjoyable.	68
1l) My learning experience was intellectually stimulating.	54
2m) Queen's contributed to: self-confidence.	52
1n) There was ample scope for organized social activities at Queen's.	47
2u) Queen's contributed to: desire for further education.	41
1a) Instructors took an active interest in my learning.	40
1 j) My program had a good balance between theory and practice.	40
2c) Queen's contributed to: critical judgement.	40
2e) Queen's contributed to: problem-solving skills.	39
2l) Queen's contributed to: ability to work well with others.	38

The top ranked Satisfaction Driver for students by a significant margin was, *"My learning experience has been enjoyable"*, indicating that the perceived enjoyment students receive from learning has the highest impact on their overall satisfaction with their educational experience. This is followed by *"My learning experience was intellectually stimulating"* and *"Queen's contributed to: self-confidence"*.

The Initiative Matrix

The Initiative Matrix is provided by CRi as a way of visually organizing Exit Poll statements. The Initiative Matrix relates the relative importance of the statement to students' performance satisfaction rating and places each Exit Poll statement and its Impact Index score into one of four categories:

Primary Review:	High importance, low satisfaction statements that should be reviewed in the context of the University's priorities.
Best Practices:	High importance, high satisfaction statements from which best practice lessons might be learned.
Secondary Review:	Moderately important, low satisfaction statements that should be reviewed in the context of the University's priorities.
Re-Emphasize:	Low importance, high satisfaction statements where level of impact on students may wish to be re-emphasized.

It is significant to note that students' measure of importance may not reflect the University's objectives (e.g., students may not indicate that *research skills* or *sensitivity to ethical issues* are important in their educational experience, whereas the University may support these as important elements of the Queen's learning experience). The Initiative Matrix identifies such disparities and provides direction for future review.

Performance	Impact Index (i.e. importance)	
	Below-average Importance	Above-average Importance
Above-average Satisfaction	<i>Re-Emphasize</i>	<i>Best Practice</i>
Below-average Satisfaction	<i>Secondary Areas for Review</i>	<i>Primary Areas for Review</i>

This report comments upon Queen's 'Best Practices' and 'Primary Areas for Review' where students register below-average satisfaction with performance measures as stated in Questions 1 and 2 which they indicate are important to them. It is important to note that areas of Below-average Satisfaction emerge by comparison to higher satisfaction in other areas. **Queen's overall performance levels are high**, and therefore, comparatively "low" satisfaction measures are not necessarily cause for alarm, but they do identify areas that fall behind average satisfaction elsewhere. Full Initiative Matrices for Exit Poll Questions 1 and 2 are available in the Response Data section of this report.

Queen's Best Practices

Best Practices are statements to which students attribute high importance and indicate high satisfaction. Table 3 below lists Queen's Best Practices as identified by students. It is notable that all but one of the top ten satisfaction drivers in Table 2, above, are also

Best Practices. This means that statements that are the most important to students are also areas where the University's perceived performance is high, and is a positive sign.

Heading the list of Best Practice statements is, *"My learning experience has been enjoyable"* (Table 3). This is important for two reasons. First, its score is significantly higher than the score of other statements in Table 3, suggesting that along with the hard skills an education provides, a sense of enjoyment of one's learning experience outranks other measures. Second, when contrasting the Impact Index of 68 (Table 2) to students' self-report of importance (see Response Data section of report), one notices that *"My learning experience has been enjoyable"* ranks only fourth in the self-reported assessment, suggesting that a sense of enjoyment of one's education carries even more weight than students are willing or able to consciously admit.

This unconscious bias is further illustrated by the fourth-ranked best practice, *"There was ample scope for organized social activities at Queen's"*, which underscores the importance of social life in the overall assessment of University experience. This statement did not make it to students' self-reported list of the top most-important factors.

Table 3: Queen's Best Practices

Statements	Impact Index	Performance Score
My learning experience has been enjoyable.	68	78%
My learning experience was intellectually stimulating.	54	77%
Queen's contributed to: self-confidence.	52	66%
There was ample scope for organized social activities at Queen's.	47	78%
Queen's contributed to: desire for further education.	41	64%
Queen's contributed to: critical judgement	40	77%
Instructors took an active interest in my learning.	40	79%
Queen's contributed to: problem-solving skills.	39	69%
Queen's contributed to: ability to work well with others.	38	71%
Instructors were readily accessible outside class.	36	84%
Ability to work independently	34	78%
Instructors showed a positive attitude toward students	34	85%

Queen's Primary Areas for Review

Primary Areas for Review are those elements of the educational experience that are important to students but where perceived performance is below average. For Queen's, there are eight such items as outlined in Table 4.

Table 4: Queen's Primary Areas for Review

Statements	Impact Index	Satisfaction Score
My program had a good balance between theory and practice.	40	59%
Queen's contributed to: creative thinking.	37	59%
Instructors provided helpful feedback.	37	61%
Instructors made an effort to check that students understood the material taught.	37	56%
Queen's contributed to: leadership skills.	37	56%
Assessment methods were fair.	35	67%
Instructors encouraged feedback from the class regarding their teaching.	35	57%
Queen's contributed to: speaking skills	34	58%

The first statement "*My program had a good balance between theory and practice*" is one of the top ten satisfaction drivers (see Table 2) and student responses indicate that, while the balance between theory and practice is important to students, students' relative satisfaction is low. There is significant variation in results among programs with respect to this statement, as demonstrated in Table 5 below.

Table 5: "My program had a good balance between theory and practice."

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Rehab	Business	Nursing
My program had a good balance between theory and practice.	57%	52%	71%	68%	50%	74%	82%	74%

Three items in the Primary Areas for Review table pertain to personal development skills, namely, *creative thinking*, *leadership* and *speaking skills*. As Table 6 illustrates, satisfaction ratings for these skills appear to compare unfavorably with satisfaction that the learning experience contributed to *critical judgement*, *problem solving skills*, and *self confidence*, all of which are considered Best Practices. The variation in responses across programs may reflect different learning objectives.

Table 6: Primary Areas for Review (*italicized*) vs. Best Practices (**shaded**): a comparison

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Rehab	Business	Nursing
Queen's contributed to:								
<i>Creative thinking</i>	59%	57%	62%	61%	58%	76%	68%	48%
<i>Leadership</i>	61%	48%	61%	59%	53%	74%	88%	81%
<i>Speaking Skills</i>	59%	55%	47%	52%	78%	79%	96%	66%
Critical judgement	76%	81%	56%	60%	88%	93%	92%	95%
Problem solving	90%	63%	58%	51%	80%	93%	96%	90%
Self-confidence	67%	63%	57%	65%	70%	81%	90%	79%

In contrast to three Best Practices related to instructors: *Instructors took an active interest in my learning, Instructors were readily accessible outside class, and Instructors showed a positive attitude toward students*, a third group of Primary Areas for Review pertain to the interactions between instructors and students: *instructors provided helpful feedback, instructors made an effort to check that students understood the material taught, and instructors encouraged feedback from the class regarding their teaching*, again, observing some differences among Faculties/Schools (Table 7).

Table 7: Primary Areas of Review: Interactions between instructors and students

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Rehab	Business	Nursing
Instructors provided helpful feedback.	53%	58%	72%	72%	47%	88%	73%	59%
Instructors made an effort to check that students understood the material taught.	51%	52%	67%	62%	67%	86%	69%	55%
Instructors encouraged feedback from the class regarding their teaching.	53%	55%	52%	55%	65%	90%	77%	55%

A final Primary Area for Review identified by students pertains to the perceived *fairness of assessment methods*. This is also a recurring theme in the verbatim comments, in which a number of respondents remark that Queen's professors are not generous in their marking and that this may lead to problems for students applying to other universities for advanced degrees.

Table 8: Primary Area for Review: Assessment methods (exams and marking) were fair.

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Rehab	Business	Nursing
Assessment methods (exams and marking) were fair.	66%	62%	78%	75%	58%	90%	75%	72%

RESPONSE DATA

Overall Trends Summary

Question 1 - The Quality of the Learning Environment

- Satisfaction with *instructors* has increased over the past decade, and while there is some variation among Faculties and Schools, students express strong satisfaction that instructors take *an active interest in their learning*, that they are *readily accessible outside class*, and that they show a *positive attitude toward students*.
- Although students are less satisfied that instructors make an effort to check that students *understand the being material taught*, that they *provide helpful feedback*, or that they *encourage feedback from the class regarding their teaching*, all three measures have increased in the last five years.
- Students are more satisfied that their Teaching Assistants help them *understand the material being taught*, with significant increases noted in 2006 by Applied Science and Nursing graduates. Teaching Assistants have not been noted as a "Priority Action" item in the CRi analysis, indicating that, in the overall context of a Queen's education, students do not ascribe the performance of Teaching Assistants as a driver of their satisfaction.
- Students, particularly in Applied Science, Arts and Science, and Nursing, have indicated declining satisfaction over the past three years with respect to being able to *enrol in the courses they want*, perhaps corresponding with increasing undergraduate enrolment over the same time period.
- Students continue to rate their learning experience as *intellectually stimulating*, although the number who agreed with this attribute declined among 2006 graduates from all disciplines with the exception of Rehabilitation Therapy. Conversely, the number of graduates agreeing that their learning experience had been *enjoyable* increased in most disciplines.

Question 2 - The contribution of Queen's education to learning and development in certain areas

- Students' reflections on Queen's contribution to learning and development have remained relatively consistent over the past decade, although there has been variation within and between Faculties and Schools.
- Only two attributes receive satisfaction ratings in the top quartile, *contribution to critical judgement* and *working independently*, with the latter considered much less important than the former.
- Students continue to measure Queen's contribution to *writing and speaking skills, creative thinking, problem solving, leadership, ability to work well with others, self-confidence, sensitivity to ethical issues, awareness of political and social issues, appreciation of other races, cultures, and religions, desire for further education, and research skills* in the third quartile, with agreement for *understanding of science*

hovering at 50%. Queen's contribution to the development of *mathematical skills, computing skills, ability to use a foreign language, and appreciation of fine arts* continues to be measured at relatively low levels. The initial design of the Exit Poll was intended to measure the development of certain attributes and skills considered important for all Queen's graduates to demonstrate. However, Exit Poll results from the past decade demonstrate that some attributes and skills are not developed by Queen's students on their own and may need to be addressed within program and curricular design.

Question 3 – Student satisfaction with services and facilities

- Students' satisfaction with *classroom, laboratory, and computing facilities* remain higher than they were in the last decade, but overall remain relatively unchanged over the past three to five years, with satisfaction with *laboratories* on the increase and the others declining.
- Students remain very positive about *library facilities and hours* and *library services*.
- Satisfaction with most other services reflects consistent opinions from year to year with the exception of *registration services*, which showed a sharp decline among 2006 fourth-year undergraduates. It is anticipated that the changes to preregistration introduced in the summer of 2006, such as the assignment of specific preregistration times and dates, will improve satisfaction.

Question 4 – Student Debt

- Overall, there is no change in students' self-reporting of expected repayable debt at graduation, although there were some changes reported within Faculties/Schools, with more students in Arts and Science, Commerce, and Nursing reporting they will graduate without debt, and fewer students reporting debt-free status in Applied Science and Concurrent Education.
- There were no material changes in self-reported debt levels for students in professional programs (Law, Education, and Rehabilitation Therapy).

Question 10 – Post-Graduation Expectations

- In response to post-graduation expectations, 2006 graduates noted a slight shift toward seeking employment versus pursuing further education (55% to 32%, versus 51% to 39% in 2005), with the increase toward employment most notable among Applied Science, Business, Nursing, and Rehabilitation Therapy graduates.
- For students indicating they plan to further their education, the vast majority continue to indicate their interest in pursuing an advanced degree or professional designation, with very few indicating interest in college education.

INITIATIVE MATRICES

Question 1 – The quality of the learning environment

	Below-average importance	Above-average importance
Above-average satisfaction	RE-EMPHASIZE	BEST PRACTICE
	<ul style="list-style-type: none"> •Class participation was actively encouraged. •I was generally able to enrol in the courses I wanted. 	<ul style="list-style-type: none"> •Instructors took an active interest in my learning. •Instructors were readily accessible outside class. •Instructors showed a positive attitude toward students. •My learning experience was intellectually stimulating. •My learning experience has been enjoyable. •There was ample scope for organized social activities at Queen's.
Below-average satisfaction	SECONDARY REVIEW	PRIORITY REVIEW
	<ul style="list-style-type: none"> •Teaching Assistants helped me understand the material taught. 	<ul style="list-style-type: none"> •Instructors made an effort to check that students understood the material taught. •Instructors provided helpful feedback. •Instructors encouraged feedback from the class regarding their teaching. •Assessment methods (exams and marking) were fair. •My program had a good balance between theory and practice.

Question 2 - The contribution of Queen's education to learning and development in certain areas

	Below-average importance	Above-average importance
Above-average satisfaction	RE-EMPHASIZE	BEST PRACTICE
	<ul style="list-style-type: none"> • Sensitivity to ethical issues • Research skills 	<ul style="list-style-type: none"> • Critical judgement • Problem solving skills • Ability to work independently • Ability to work well with others • Self-confidence • Desire for further education
Below-average satisfaction	SECONDARY REVIEW	PRIORITY REVIEW
	<ul style="list-style-type: none"> • Writing skills • Mathematical skills • Computing skills • Ability to use a foreign language • Ability to compete • Appreciation of literature • Understanding of science • Appreciation of fine arts • Awareness of political and social issues • Awareness of the rights and responsibilities of citizenship • Appreciation of other races, cultures, and religions 	<ul style="list-style-type: none"> • Speaking skills • Creative thinking • Leadership skills

DISTRIBUTION OF THE QUESTIONNAIRE / RESPONSE RATES

In March 2006, 3,636 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 April to non-respondents. A total of 1,818 students responded - a response rate of 50% and the highest since 1998.

Exit Poll 2006						
	# Sent	# Returned	Response Rate			
			2006	2005	2004	2003
ASC	1,861	920	49%	48%	47%	47%
BUS	171	77	45%	58%	55%	50%
EDUC/CONED	685	394	58%	47%	43%	42%
ENG	585	267	46%	50%	44%	47%
LAW	154	60	39%	45%	38%	35%
MED*	-	-	-	-	-	45%
NUR	101	58	57%	54%	56%	48%
REH	79	42	53%	52%	49%	41%
Grand Total	3,636	1,818	50%	49%	46%	46%

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

As responses were required for both Questions 1 and 2, response rates were 100%. Response rates to Question 3 varied based on how many students had experience with what they were being asked to evaluate.

Almost all respondents were able to comment on their experiences with *classroom facilities; library facilities, hours, and services; study space; fee payment services; registration services; and the John Deutsch University Centre.*

Various counseling services on campus received lower response rates. More than one-quarter of total respondents were unable to evaluate *career counseling services* and over one-third were unable to evaluate *academic counseling services*. Fifty-five percent of respondents were unable to evaluate *personal counseling services*.

Other campus services received varying response rates: 84% of respondents were able to rate their experiences with *health services*, while only 20% of respondents were able to provide their opinion on *services for international students*. The latter response rate is higher than the international student population at Queen's, indicating that many domestic students are taking advantage of the internationally-themed services offered across campus.

Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	50	58	53	65	65	75	63	71	68
Arts and Science	50	55	57	67	75	77	75	75	74
Concurrent Education	71	79	70	72	80	88	85	85	82
Education	80	85	73	81	87	90	86	86	86
Law School	63	58	81	93	88	82	83	82	86
Medicine	82	59	76	81	77	-	-	-	-
Rehabilitation Therapy	67	78	91	86	88	85	81	95	87
School of Business	68	77	67	71	86	84	90	95	85
School of Nursing	61	60	52	85	72	84	70	78	78
Grand Total	59	64	62	70	77	80	77	79	76

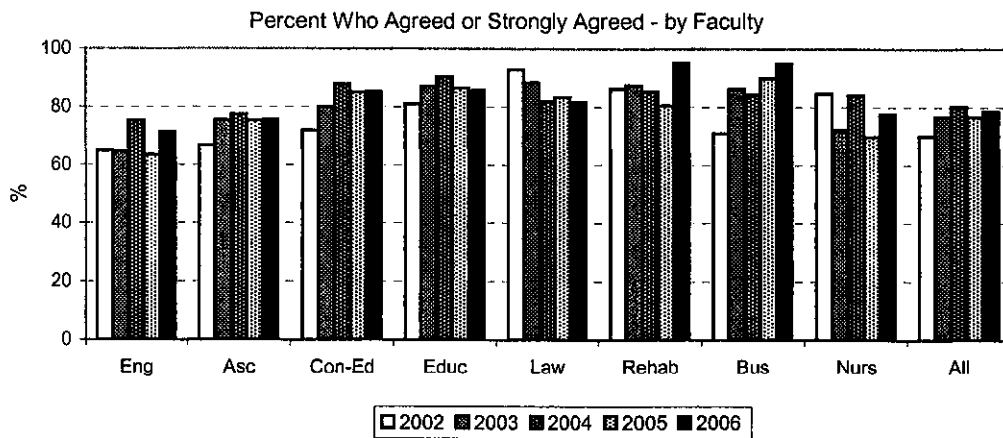
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	9	7	7	7	6	5	6	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	34	33	34	42	42	44	42	39
Frequency of statement	4	4	4	2	2	2	2	3



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	70	76	67	78	76	85	79	83	80
Arts and Science	68	74	74	85	86	87	85	87	86
Concurrent Education	63	60	60	81	77	78	76	74	77
Education	71	73	55	81	79	75	79	76	78
Law School	77	70	66	100	87	89	96	88	92
Medicine	64	53	59	59	69	-	-	-	-
Rehabilitation Therapy	63	63	74	93	84	83	83	93	87
School of Business	74	79	80	90	94	91	92	96	93
School of Nursing	69	85	72	68	81	94	67	81	78
Grand Total	69	72	69	83	83	85	84	84	84

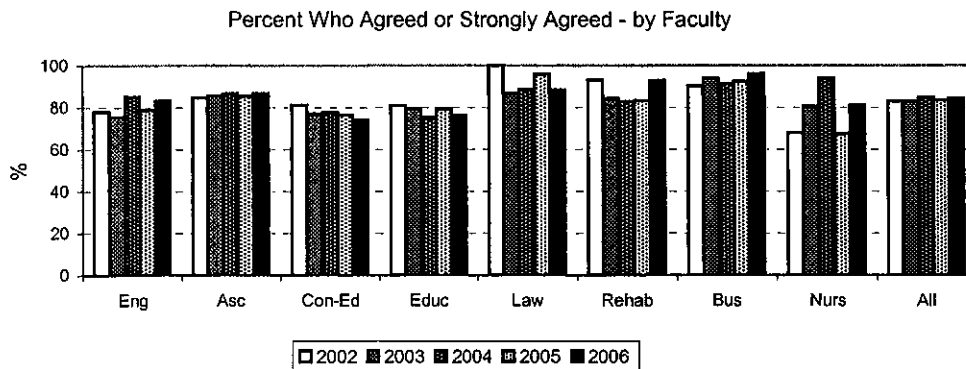
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	6	6	6	2	3	1	1	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	7	7	7	10	9	11	10	11
Frequency of statement	12	12	11	11	11	11	11	11



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	32	34	39	48	47	51	48	51	49
Arts and Science	32	38	34	40	47	49	47	52	47
Concurrent Education	47	57	45	31	53	58	58	67	53
Education	61	66	52	53	72	69	66	62	64
Law School	53	48	40	81	65	62	56	67	66
Medicine	27	38	33	52	37	-	-	-	-
Rehabilitation Therapy	62	50	58	69	69	71	69	86	73
School of Business	40	40	41	50	58	51	56	69	57
School of Nursing	35	33	45	31	36	62	33	55	43
Grand Total	40	43	39	45	52	54	51	56	51

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

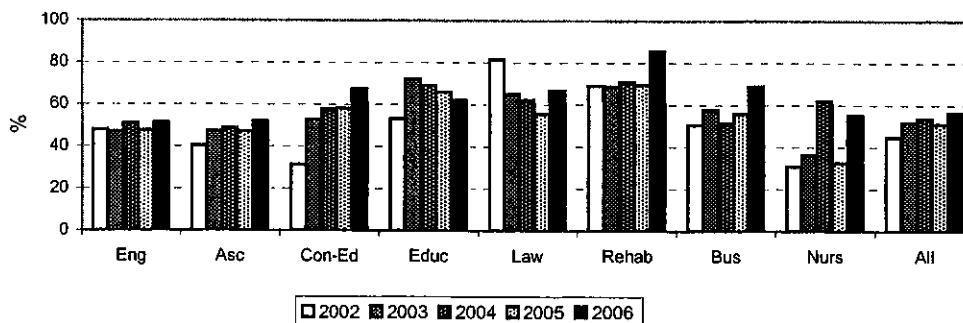
Rank of Percent Score	13	13	13	13	13	12	13	14
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	17	18	19	23	21	23	21	17
Frequency of statement	7	7	7	7	7	7	7	8

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 1: Quality of the Learning Experience

Question 1d: Instructors provided helpful feedback.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	32	41	37	48	47	50	49	53	49
Arts and Science	43	46	42	51	57	56	59	58	56
Concurrent Education	59	55	48	53	66	67	64	72	64
Education	64	70	56	63	83	76	75	72	74
Law School	45	48	48	78	58	61	47	47	58
Medicine	24	31	40	41	49	-	-	-	-
Rehabilitation Therapy	53	60	74	62	78	76	75	88	76
School of Business	49	50	31	59	52	54	58	73	59
School of Nursing	53	45	45	58	61	51	47	59	55
Grand Total	47	50	44	53	59	59	59	61	58

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

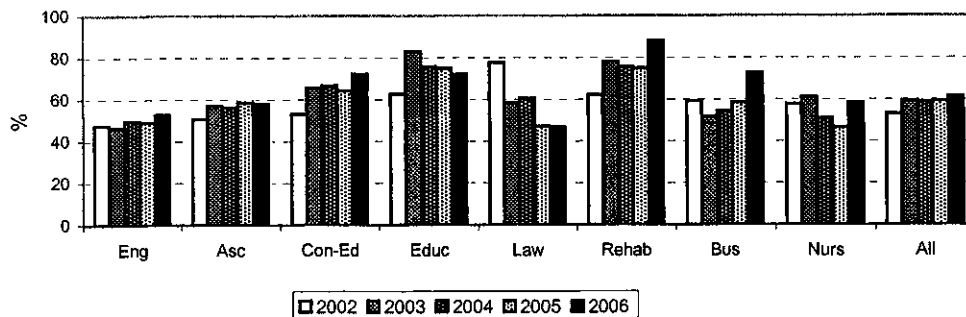
Rank of Percent Score	11	11	12	11	11	11	10	11
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	11	11	10	12	12	14	12	12
Frequency of statement	10	10	10	8	10	8	10	10

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	57	69	65	74	73	80	73	79	76
Arts and Science	67	70	68	78	82	82	82	83	81
Concurrent Education	87	88	73	83	84	90	87	89	87
Education	90	90	81	87	95	89	90	94	91
Law School	70	67	79	93	90	89	83	82	87
Medicine	81	66	80	74	71	-	-	-	-
Rehabilitation Therapy	81	85	93	76	94	83	83	95	86
School of Business	77	79	82	85	92	90	89	96	90
School of Nursing	61	75	52	77	78	90	77	72	79
Grand Total	72	75	72	79	83	84	82	85	83

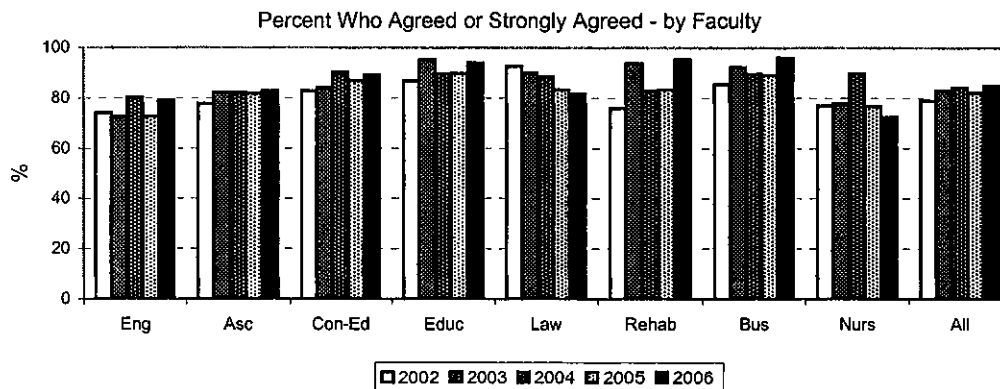
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	5	5	4	4	2	3	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	23	23	21	25	25	23	22	22
Frequency of statement	6	6	6	6	6	6	6	6



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	41	40	37	52	46	57	55	53	52
Arts and Science	38	41	43	47	51	51	55	55	52
Concurrent Education	51	50	39	28	54	44	57	52	47
Education	62	61	49	40	57	53	55	55	52
Law School	49	36	55	48	53	61	61	65	58
Medicine	75	45	59	56	60	-	-	-	-
Rehabilitation Therapy	63	55	70	66	75	71	72	90	75
School of Business	61	63	58	69	58	50	60	77	63
School of Nursing	41	25	29	58	31	63	37	55	49
Grand Total	47	46	45	48	52	53	55	57	53

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

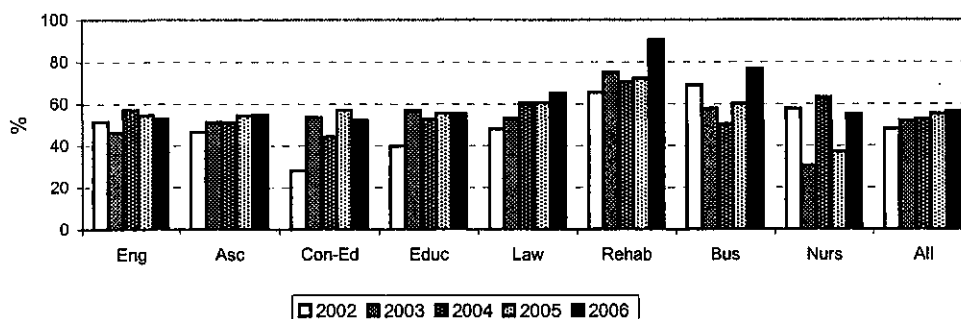
Rank of Percent Score	12	12	11	12	12	13	12	13
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	4	4	4	4	5	3	3	4
Frequency of statement	13	13	13	14	14	14	14	14

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	34	40	33	37	44	47	44	56	45
Arts and Science	39	35	44	45	41	41	48	44	44
Concurrent Education	35	26	24	25	30	30	28	30	28
Education	34	28	18	15	26	23	23	47	27
Law School	13	32	27	12	4	9	8	8	8
Medicine	40	19	30	16	19	-	-	-	-
Rehabilitation Therapy	44	43	35	52	41	41	61	45	48
School of Business	15	20	21	17	12	18	16	18	16
School of Nursing	38	21	46	27	31	38	35	66	39
Grand Total	36	34	37	36	35	36	40	44	38

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

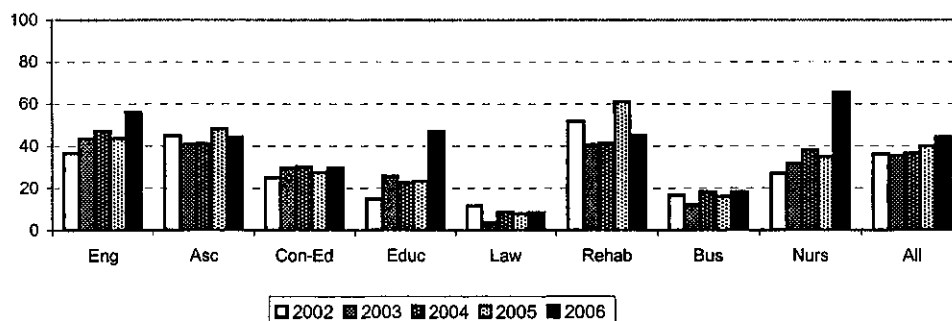
Rank of Percent Score	14	14	14	14	14	14	14	15
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)

Importance of this Statement to Students

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	2	4	4	6	7	6	5	4
Frequency of statement	14	14	14	13	13	13	13	13

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 1: Quality of the Learning Experience

Question 1h: Class participation was actively encouraged.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	35	40	38	41	41	44	40	46	42
Arts and Science	49	53	52	59	65	65	68	65	64
Concurrent Education	84	85	72	73	86	86	86	86	83
Education	89	92	84	91	95	95	90	91	92
Law School	79	82	84	89	90	85	86	80	86
Medicine	55	45	58	63	71	-	-	-	-
Rehabilitation Therapy	81	90	77	86	97	88	89	95	91
School of Business	85	85	94	92	97	96	93	99	95
School of Nursing	78	85	97	88	92	90	84	88	88
Grand Total	62	63	60	64	70	71	71	71	69

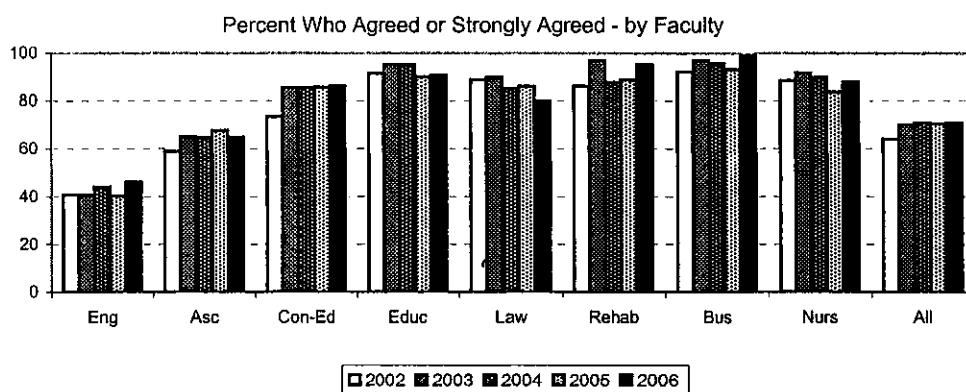
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	7	8	8	9	8	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	8	8	7	10	9	10	9	9
Frequency of statement	11	11	12	12	12	12	12	12



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	58	63	60	72	65	69	65	66	67
Arts and Science	54	53	53	60	63	62	61	62	62
Concurrent Education	73	69	69	63	70	60	79	78	70
Education	78	74	75	73	81	74	80	75	77
Law School	62	56	60	67	58	61	65	58	62
Medicine	61	47	35	48	51	-	-	-	-
Rehabilitation Therapy	77	60	79	83	72	68	81	90	79
School of Business	56	63	60	67	68	63	71	75	69
School of Nursing	59	55	66	50	69	68	72	72	66
Grand Total	61	59	59	64	66	65	66	67	66

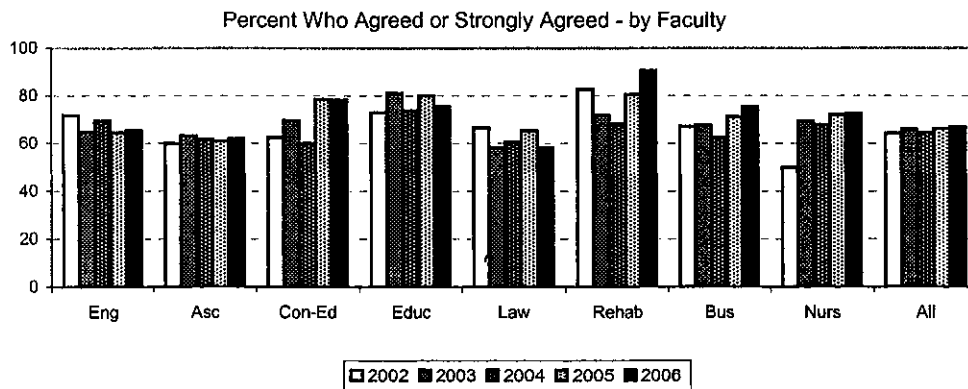
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	8	9	9	8	9	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	24	26	27	28	28	26	26	23
Frequency of statement	5	5	5	5	5	5	5	5



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	49	57	53	56	52	57	48	57	54
Arts and Science	50	50	55	56	59	58	54	52	56
Concurrent Education	72	71	55	67	71	70	69	71	70
Education	58	80	64	69	76	69	69	68	70
Law School	49	55	54	48	58	67	47	50	54
Medicine	78	78	76	85	80	-	-	-	-
Rehabilitation Therapy	47	40	60	76	69	73	67	74	72
School of Business	85	79	59	83	72	78	76	82	78
School of Nursing	63	40	39	27	44	48	81	74	55
Grand Total	56	59	56	60	61	61	58	59	60

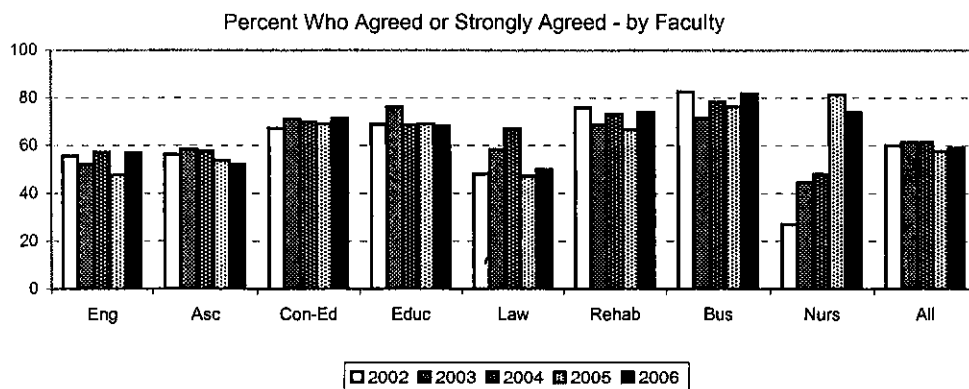
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	10	10	10	10	10	10	11	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	42	42	37	40	36	37	35	36
Frequency of statement	3	3	3	3	3	3	4	4



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	77	80	80	78	85	86	77	70	80
Arts and Science	79	76	70	69	73	73	69	62	69
Concurrent Education	71	79	77	80	70	69	79	72	74
Education	68	88	77	78	66	71	72	70	71
Law School	77	64	73	78	77	82	61	87	77
Medicine	70	82	86	60	53	-	-	-	-
Rehabilitation Therapy	76	80	67	79	84	56	75	62	71
School of Business	82	88	73	86	90	87	85	81	86
School of Nursing	62	70	72	85	72	76	49	53	67
Grand Total	75	79	73	74	75	75	72	66	72

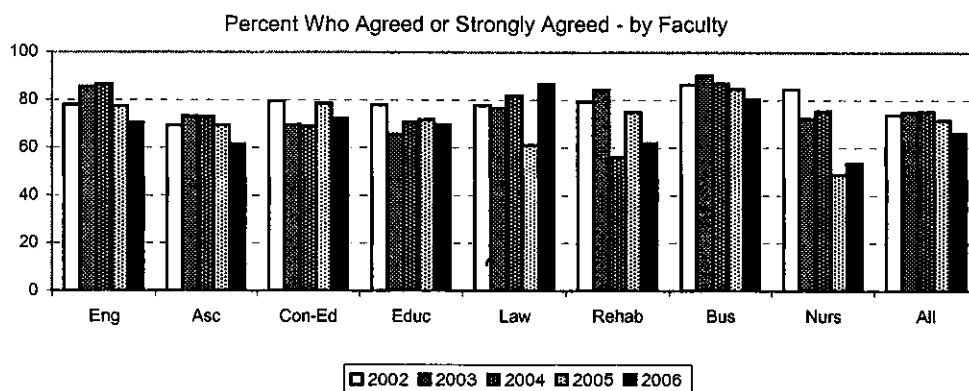
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	4	2	4	6	7	7	7	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	15	16	18	12	14	13	16	18
Frequency of statement	9	8	8	10	8	9	8	7



Exit Poll 2006
Question 1: Quality of the Learning Experience

Question 1: Overall, my learning experience was intellectually stimulating.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	74	76	69	85	82	86	81	78	82
Arts and Science	82	81	79	87	90	89	89	83	88
Concurrent Education	61	55	52	76	55	60	55	54	60
Education	60	69	54	70	76	64	68	60	68
Law School	80	73	86	89	93	90	90	83	89
Medicine	94	78	83	93	91	-	-	-	-
Rehabilitation Therapy	81	85	91	90	100	88	81	88	89
School of Business	85	86	78	89	89	85	92	88	89
School of Nursing	78	75	76	85	89	90	86	81	86
Grand Total	76	76	73	84	86	84	84	77	83

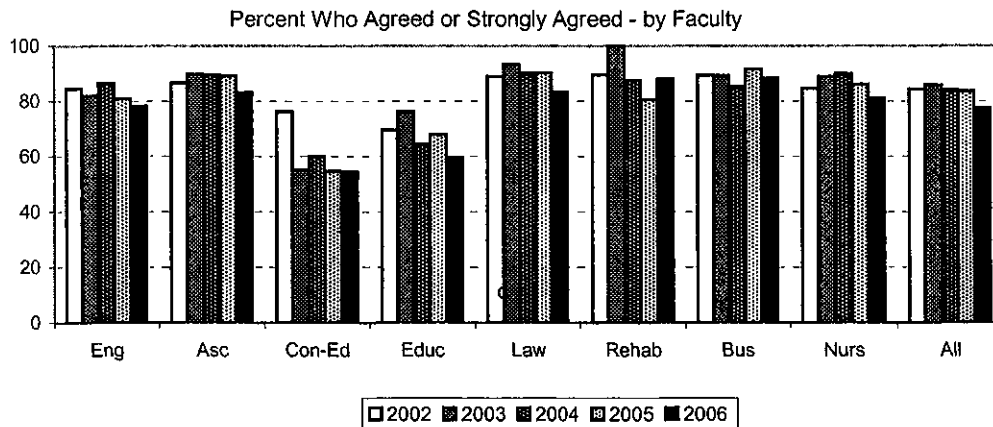
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	3	3	2	1	1	3	2	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	54	50	53	43	42	44	46	45
Frequency of statement	1	1	1	1	1	1	1	1



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	73	69	65	79	78	79	68	74	76
Arts and Science	76	77	76	82	84	83	84	78	82
Concurrent Education	73	70	60	81	72	73	62	77	73
Education	78	81	70	82	83	77	83	72	79
Law School	80	70	83	93	87	92	86	83	88
Medicine	90	69	78	93	86	-	-	-	-
Rehabilitation Therapy	83	78	95	83	97	78	83	90	86
School of Business	87	86	72	83	90	86	88	92	88
School of Nursing	82	80	76	73	78	88	79	81	80
Grand Total	77	76	73	81	83	82	81	78	81

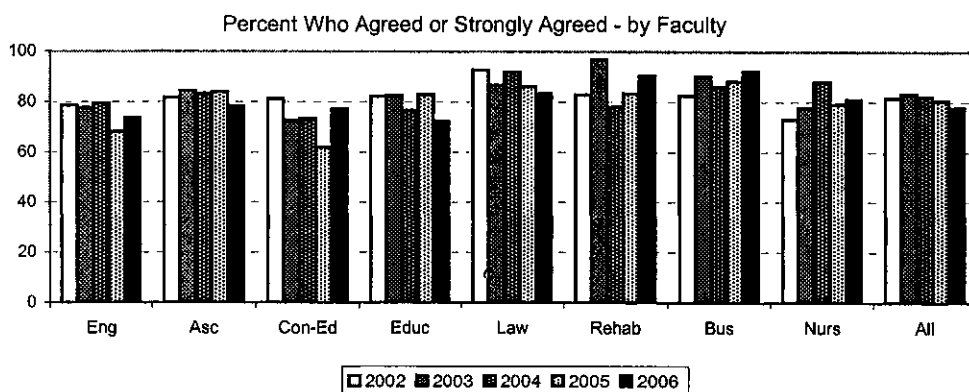
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	2	4	2	3	2	4	4	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	44	44	44	33	35	35	36	43
Frequency of statement	2	2	2	4	4	4	3	2



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	88	85	80	80	82	86	76	80	81
Arts and Science	80	77	76	76	80	76	78	78	78
Concurrent Education	79	77	65	79	64	73	80	68	73
Education	76	79	63	60	60	61	69	71	64
Law School	84	76	91	81	80	88	88	88	85
Medicine	90	69	88	85	77	-	-	-	-
Rehabilitation Therapy	88	88	88	90	84	71	78	95	84
School of Business	84	87	82	78	88	90	86	95	88
School of Nursing	76	90	75	69	75	84	79	81	78
Grand Total	81	79	76	75	78	77	78	78	77

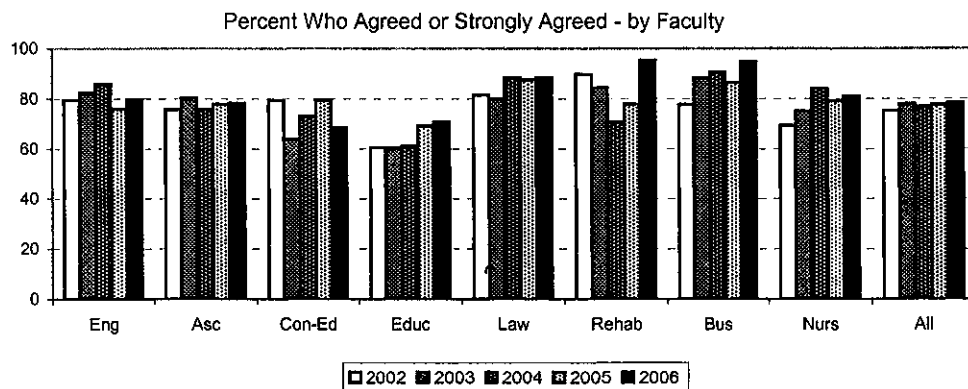
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	1	1	1	5	5	6	5	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	15	14	15	12	14	12	15	17
Frequency of statement	8	9	9	9	9	10	9	9



Exit Poll 2006
Question 1: Quality of the Learning Experience

Question 1a: Overall, the learning experience at Queen's was excellent.

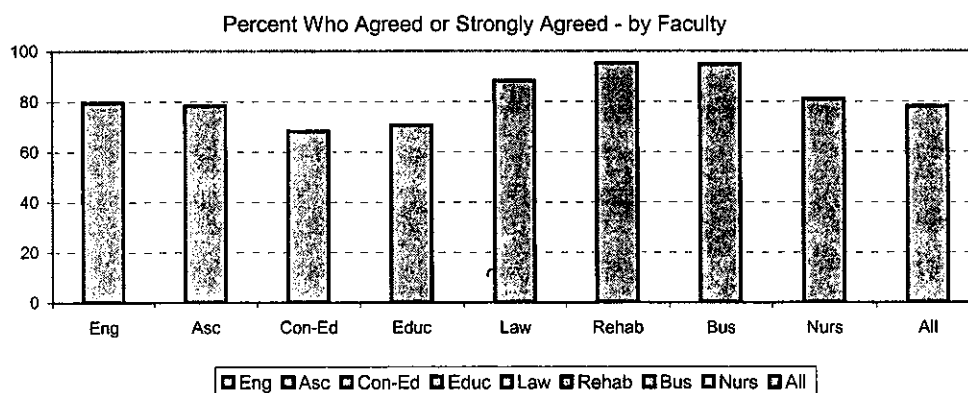
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science								80	80
Arts and Science								78	78
Concurrent Education								68	68
Education								71	71
Law School								88	88
Medicine								-	-
Rehabilitation Therapy								95	95
School of Business								95	95
School of Nursing								81	81
Grand Total								78	78

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

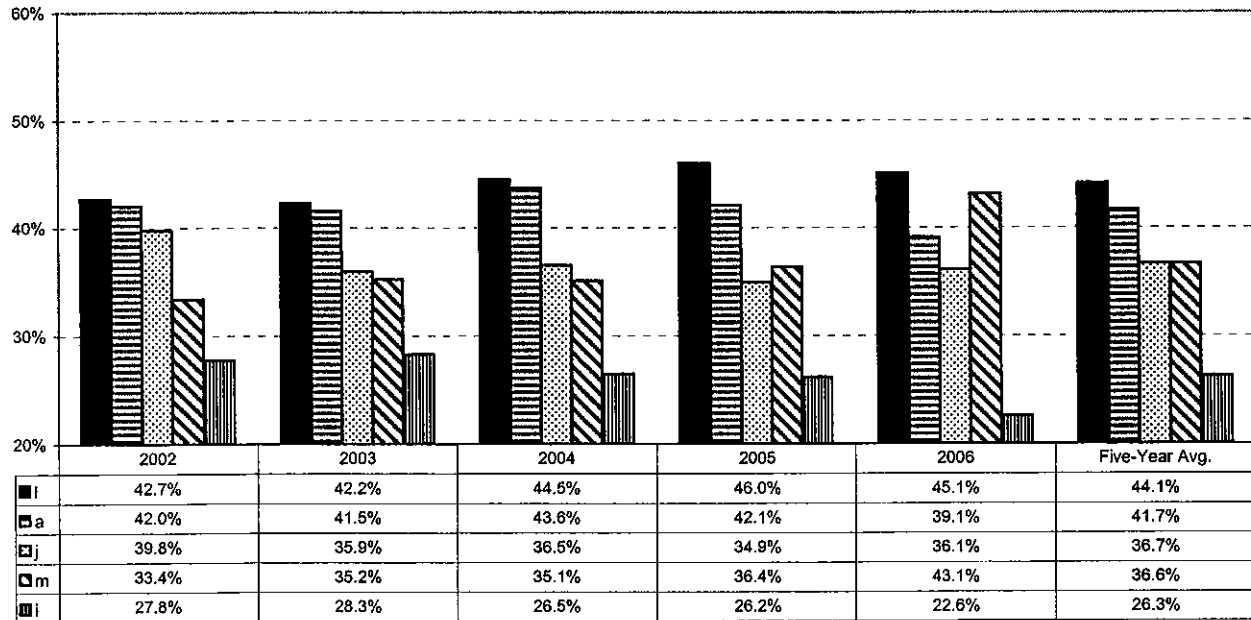
Rank of Percent Score		7
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 1.)



Exit Poll 2006
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)

<i>My learning experience was intellectually stimulating.</i>	All (45.1%) Arts & Science (48.6%) Applied Science (47.6%) Law (53.3%) Business (59.7%)
<i>My program had a good balance between theory and practice.</i>	Con-Ed (53.5%) Education (51.5%) Rehabilitation (52.4%) Nursing (55.2%)

Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	26	38	36	46	34	47	41	46	43
Arts and Science	66	66	67	74	77	74	76	73	75
Concurrent Education	46	29	37	63	35	33	31	30	38
Education	29	34	27	38	39	27	40	35	36
Law School	65	61	66	85	80	73	78	73	78
Medicine	15	3	12	15	18	-	-	-	-
Rehabilitation Therapy	50	60	56	66	63	59	58	52	59
School of Business	44	43	45	66	49	57	60	61	58
School of Nursing	57	60	55	50	64	62	47	43	53
Grand Total	50	52	53	63	61	61	62	59	61

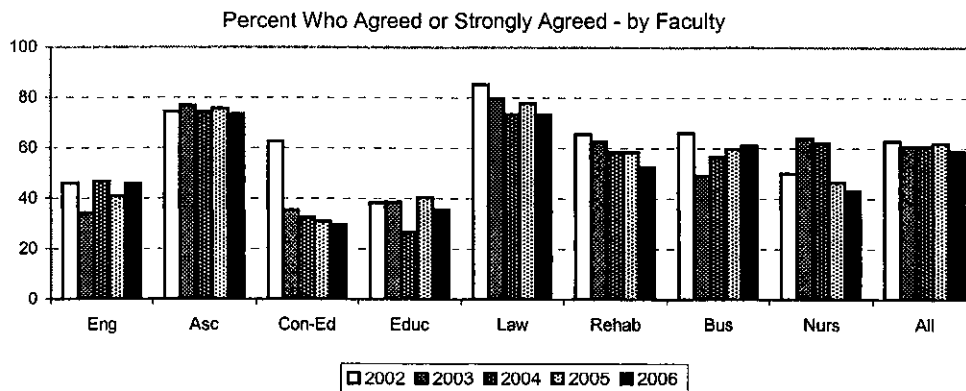
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	12	12	10	7	10	10	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	19	18	18	22	21	24	24	20
Frequency of statement	7	7	7	4	6	4	3	7



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	45	42	48	45	47	53	50	59	51
Arts and Science	50	52	50	59	59	57	57	55	57
Concurrent Education	53	53	58	59	65	56	53	47	56
Education	59	63	48	55	64	56	61	52	57
Law School	65	64	75	81	71	78	71	78	76
Medicine	61	25	34	44	44	-	-	-	-
Rehabilitation Therapy	71	73	74	71	84	83	78	79	79
School of Business	90	82	67	87	84	94	89	96	90
School of Nursing	78	90	76	81	78	80	56	66	72
Grand Total	56	55	52	59	61	61	59	58	60

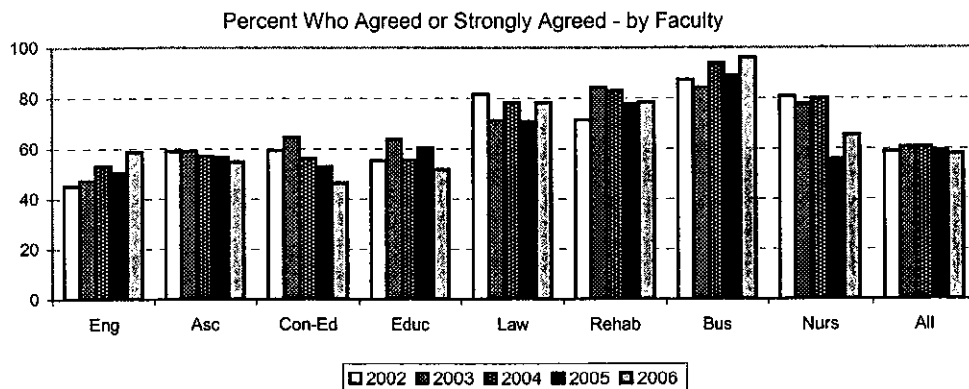
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	9	9	11	10	9	9	10	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	15	15	15	20	17	18	19	21
Frequency of statement	10	8	9	6	8	7	7	6



Exit Poll 2006

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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	69	74	75	76	78	79	79	76	78
Arts and Science	79	80	77	82	86	87	85	81	84
Concurrent Education	61	53	61	66	69	65	58	56	63
Education	54	64	50	62	70	59	72	60	64
Law School	86	76	83	93	80	88	89	88	88
Medicine	85	84	85	89	94	-	-	-	-
Rehabilitation Therapy	79	80	88	86	97	98	86	93	92
School of Business	83	84	82	85	77	78	84	92	83
School of Nursing	84	80	83	88	89	94	100	95	93
Grand Total	73	75	74	79	82	81	82	77	80

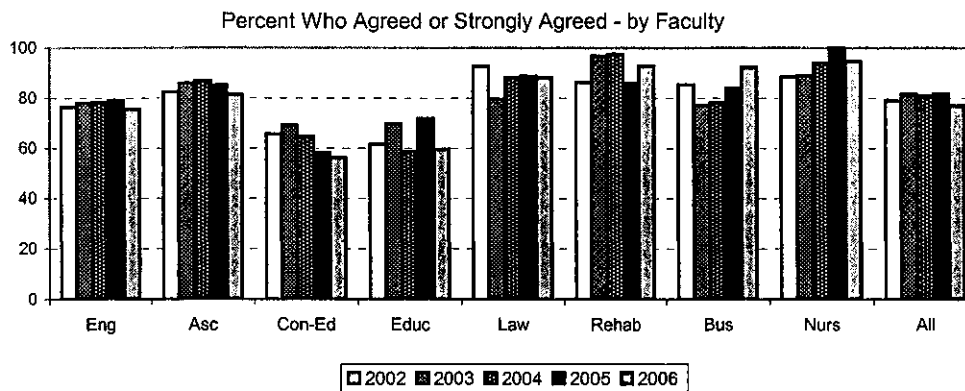
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	3	2	2	2	1	1	1	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	32	34	37	41	42	40	41	42
Frequency of statement	2	1	1	1	1	1	1	1



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	45	41	53	48	52	60	59	59	56
Arts and Science	47	51	52	54	60	59	58	57	57
Concurrent Education	55	61	52	59	61	70	60	62	62
Education	70	74	63	66	74	65	73	61	68
Law School	43	48	59	56	49	53	56	58	54
Medicine	18	22	35	30	32	-	-	-	-
Rehabilitation Therapy	48	63	74	79	69	66	69	76	72
School of Business	47	41	47	43	50	44	43	68	49
School of Nursing	59	45	62	54	44	48	58	48	51
Grand Total	51	53	54	54	59	59	59	59	58

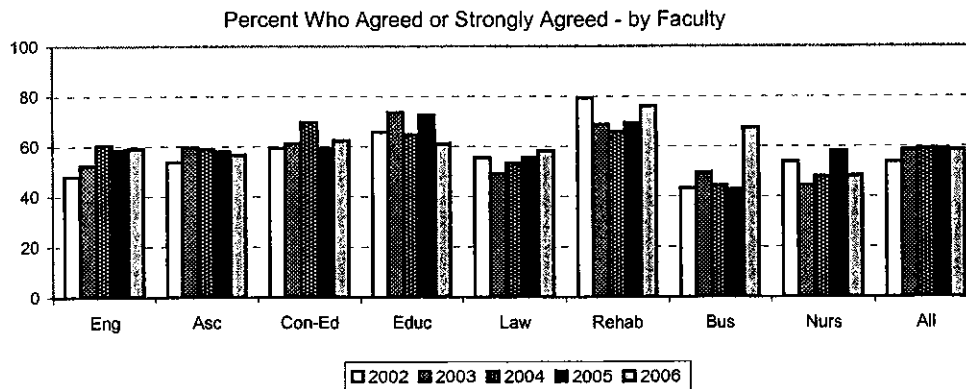
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	11	11	8	13	12	11	12	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	19	22	23	22	22	24	22	21
Frequency of statement	6	6	4	5	4	5	6	5



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	94	90	91	97	95	96	89	90	94
Arts and Science	65	60	61	67	68	66	63	63	65
Concurrent Education	49	52	63	52	52	58	61	58	56
Education	53	55	44	55	67	57	66	51	59
Law School	67	67	71	89	71	68	88	80	79
Medicine	76	75	88	93	85	-	-	-	-
Rehabilitation Therapy	79	85	91	90	97	93	83	93	91
School of Business	88	87	81	95	89	86	93	96	92
School of Nursing	82	45	83	81	72	88	91	90	84
Grand Total	68	66	66	73	74	71	71	69	72

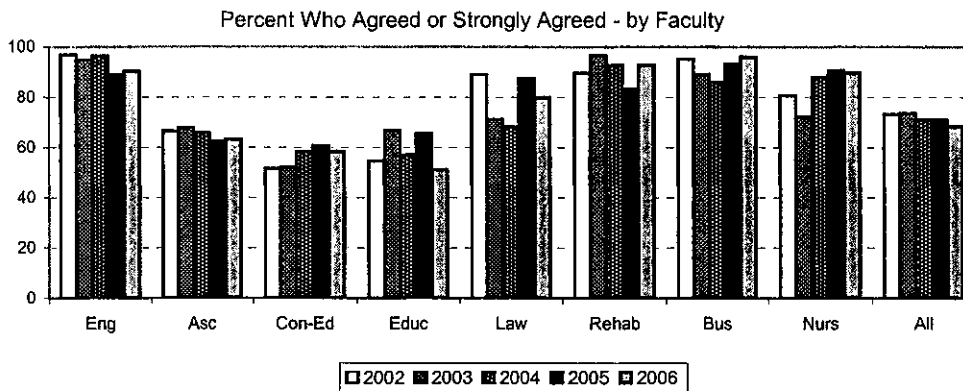
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	4	4	4	3	3	3	3	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	34	33	33	38	37	32	32	31
Frequency of statement	1	2	2	2	2	2	2	2



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	92	91	88	93	91	89	90	91	91
Arts and Science	29	23	27	28	25	25	25	25	26
Concurrent Education	32	25	33	30	40	31	30	28	32
Education	27	38	29	40	39	33	36	24	34
Law School	2	10	2	4	2	3	4	3	3
Medicine	16	0	3	4	12	-	-	-	-
Rehabilitation Therapy	0	0	5	3	6	2	8	7	6
School of Business	62	58	47	34	42	40	41	56	43
School of Nursing	16	0	10	0	14	10	14	19	11
Grand Total	36	34	34	39	37	34	36	34	36

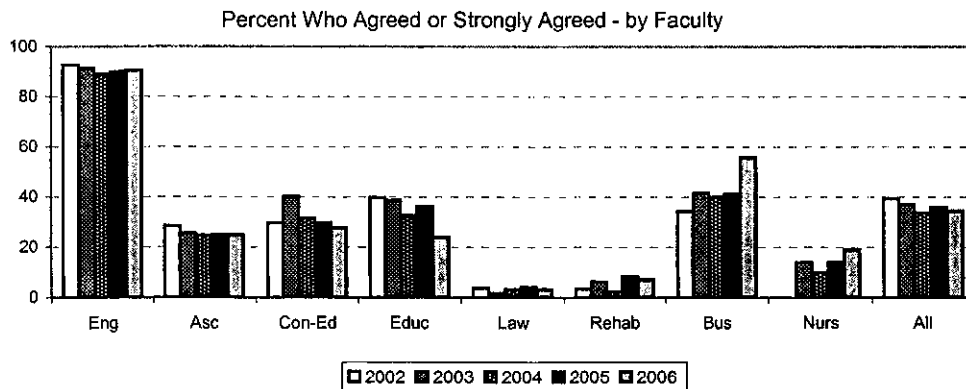
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	19	19	19	19	20	20	20	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	3	3	4	4	5	4	4	2
Frequency of statement	19	19	19	17	15	18	17	21



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	85	86	82	84	81	82	71	79	79
Arts and Science	36	36	33	38	38	31	31	27	33
Concurrent Education	47	34	45	38	32	34	24	24	30
Education	38	45	31	46	41	24	28	26	33
Law School	29	28	30	27	22	22	18	22	22
Medicine	18	6	3	7	24	-	-	-	-
Rehabilitation Therapy	10	23	16	21	28	22	17	14	20
School of Business	67	61	51	79	64	64	69	69	69
School of Nursing	22	45	41	42	22	27	19	28	27
Grand Total	44	44	40	49	45	38	38	35	41

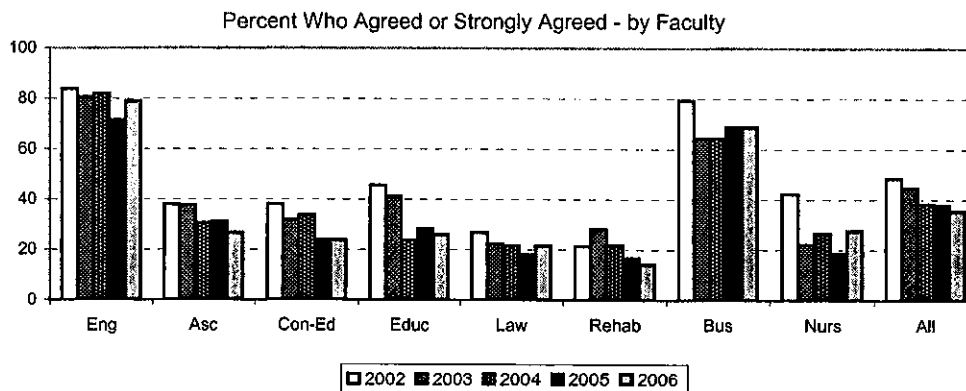
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	16	16	17	17	17	19	19	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	9	8	8	6	5	4	3	2
Frequency of statement	14	14	14	15	16	17	19	20



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	7	6	5	10	7	7	8	10	8
Arts and Science	17	19	17	16	19	19	19	17	18
Concurrent Education	12	13	11	13	7	13	12	7	10
Education	6	6	6	8	5	6	8	8	7
Law School	2	10	4	4	5	2	4	2	3
Medicine	3	0	0	7	0	-	-	-	-
Rehabilitation Therapy	8	10	5	7	3	0	8	7	5
School of Business	23	25	33	24	25	17	25	31	24
School of Nursing	0	0	14	4	6	12	5	10	7
Grand Total	12	14	13	14	14	14	15	13	14

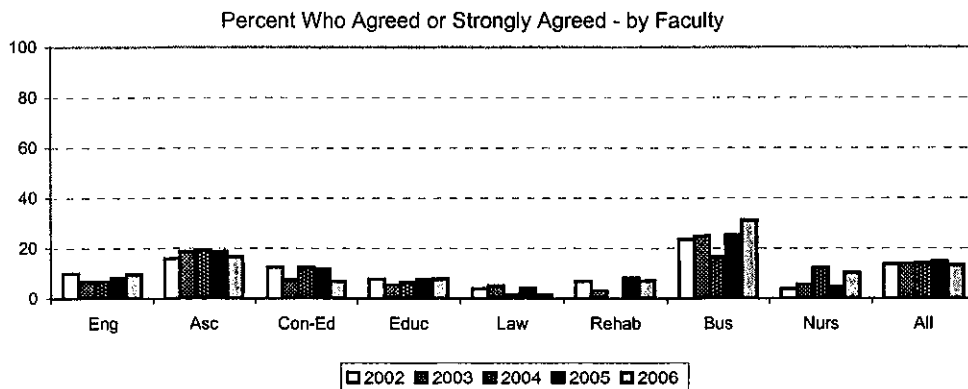
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	21	21	22	22	22	22	22	23
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)

Importance of this Statement

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	2	3	2	2	3	3	3	2
Frequency of statement	21	18	22	22	21	21	21	22



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	54	59	56	58	57	62	66	61	61
Arts and Science	48	50	46	50	54	51	51	48	51
Concurrent Education	63	64	47	55	67	67	62	61	63
Education	67	69	55	67	70	65	68	59	66
Law School	42	58	51	44	47	52	54	53	50
Medicine	82	50	73	67	65	-	-	-	-
Rehabilitation Therapy	67	65	58	69	59	83	75	74	72
School of Business	76	72	68	80	85	90	85	88	86
School of Nursing	73	90	86	65	72	84	72	81	75
Grand Total	56	57	52	56	59	59	59	56	58

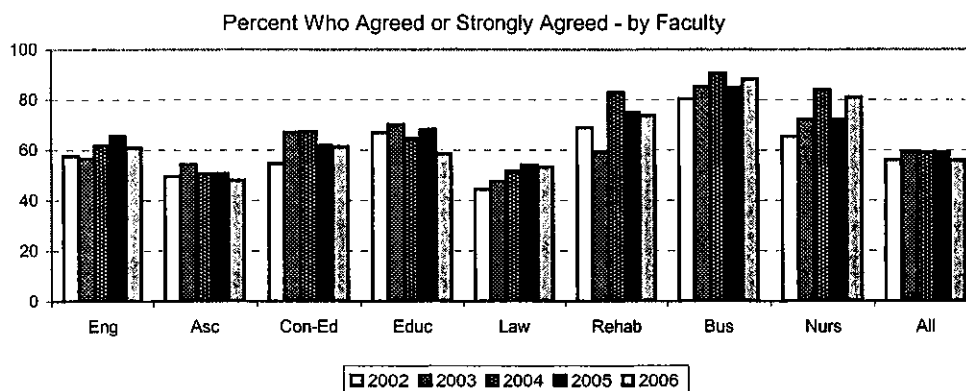
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	8	8	12	11	11	11	11	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	25	24	23	26	24	27	24	26
Frequency of statement	4	4	5	3	3	3	4	3



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	49	48	53	49	49	54	49	54	51
Arts and Science	52	51	47	53	52	49	50	48	50
Concurrent Education	32	29	21	38	33	29	35	30	33
Education	31	37	29	30	35	24	35	34	32
Law School	65	64	71	74	64	67	68	72	69
Medicine	50	41	35	52	41	-	-	-	-
Rehabilitation Therapy	44	20	28	38	50	41	37	48	43
School of Business	78	76	65	72	82	78	79	90	80
School of Nursing	34	55	48	42	42	40	30	43	39
Grand Total	48	48	45	50	50	48	49	48	49

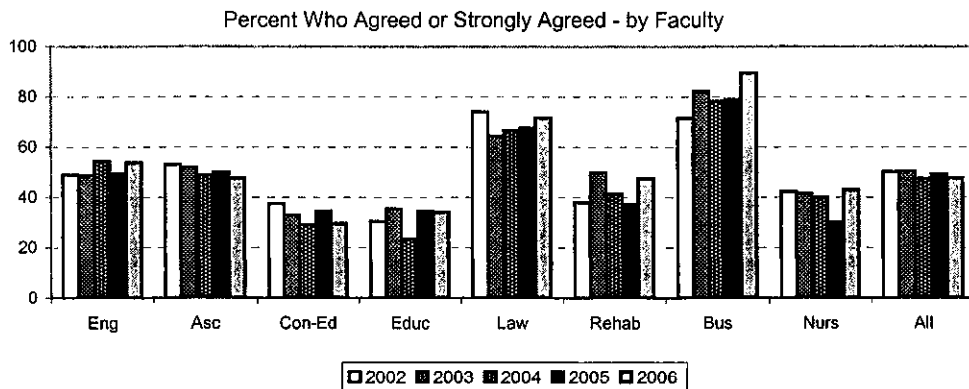
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	15	14	15	15	16	16	15	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	7	7	6	5	5	5	5	5
Frequency of statement	15	16	17	16	17	16	16	16



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	74	73	82	81	76	77	69	79	76
Arts and Science	84	86	81	86	87	88	86	85	86
Concurrent Education	67	55	60	75	61	63	56	57	62
Education	60	58	47	60	65	57	66	57	61
Law School	74	70	83	81	73	82	78	72	77
Medicine	78	66	85	70	71	-	-	-	-
Rehabilitation Therapy	83	70	63	72	78	83	66	83	77
School of Business	72	72	69	68	65	64	70	78	69
School of Nursing	86	65	93	77	86	84	84	91	84
Grand Total	76	76	75	80	79	79	78	78	79

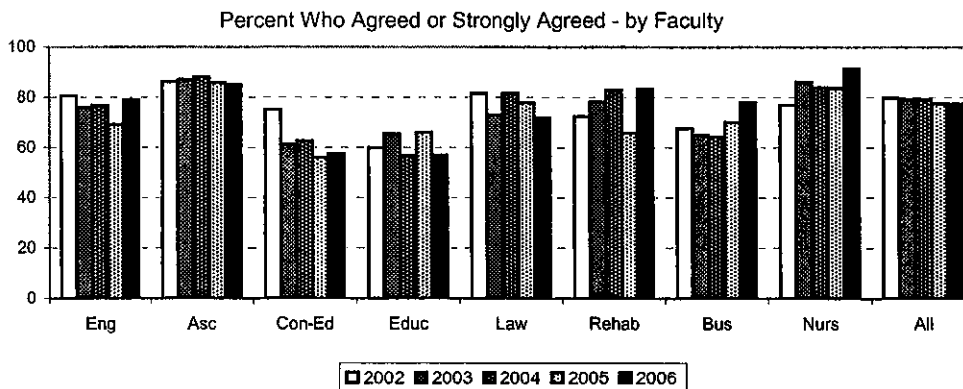
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	1	1	1	1	2	2	2	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	16	14	13	9	10	10	10	9
Frequency of statement	9	10	10	13	12	12	12	13



Exit Poll 2006

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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	84	80	82	81	84	84	78	85	83
Arts and Science	65	64	65	63	66	62	60	63	62
Concurrent Education	71	73	66	75	73	76	62	71	72
Education	79	80	70	79	76	73	82	72	76
Law School	51	48	53	63	58	65	57	57	60
Medicine	85	69	80	74	76	-	-	-	-
Rehabilitation Therapy	90	93	98	86	97	93	97	93	93
School of Business	96	88	89	95	98	96	95	99	96
School of Nursing	88	90	93	85	83	90	81	91	86
Grand Total	73	72	71	72	73	71	69	71	71

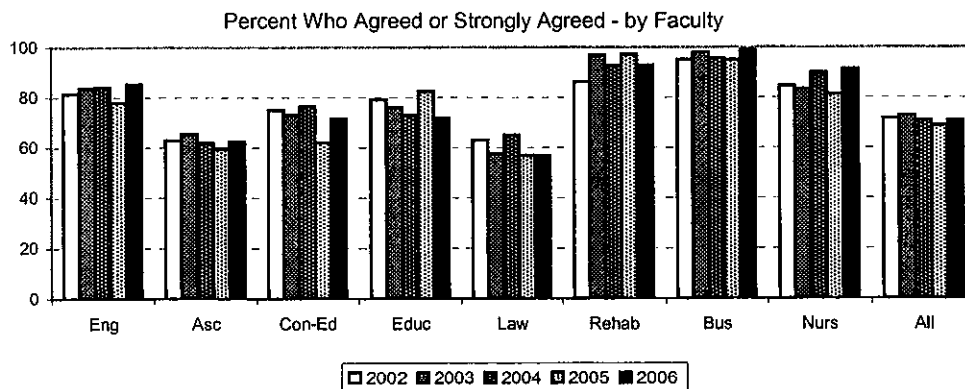
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	2	3	3	5	4	4	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	23	24	20	16	17	16	17	17
Frequency of statement	5	5	6	9	7	8	8	8



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	59	58	65	63	59	61	61	67	62
Arts and Science	63	63	63	58	65	65	60	63	62
Concurrent Education	60	61	60	63	60	62	54	57	59
Education	67	67	62	60	72	61	74	65	66
Law School	59	64	63	70	64	68	61	70	67
Medicine	66	69	73	63	68	-	-	-	-
Rehabilitation Therapy	75	53	77	72	81	73	74	81	76
School of Business	72	68	75	68	65	71	69	90	73
School of Nursing	80	85	59	77	75	84	74	79	78
Grand Total	64	63	64	61	66	65	63	66	64

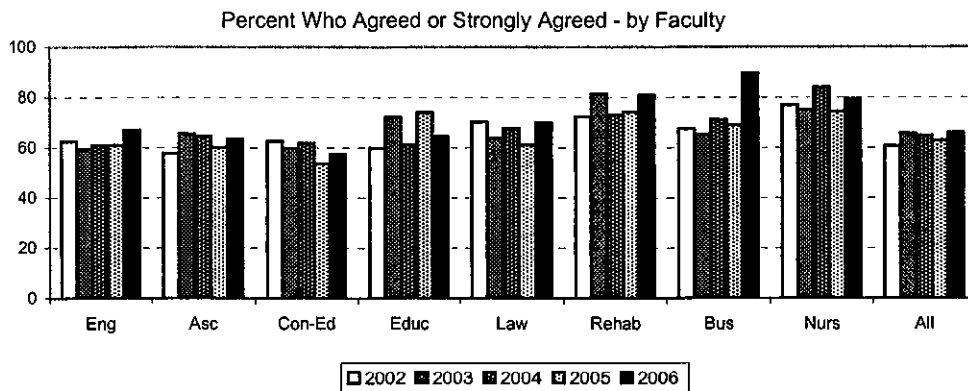
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	6	5	6	8	7	6	7	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	31	30	26	20	21	21	22	25
Frequency of statement	3	3	3	6	5	6	5	4



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	9	11	12	19	12	14	14	16	15
Arts and Science	50	57	52	57	59	62	61	57	59
Concurrent Education	50	34	43	59	46	51	35	40	46
Education	34	49	38	47	45	40	49	38	44
Law School	16	16	19	23	21	27	17	23	22
Medicine	9	23	10	11	24	-	-	-	-
Rehabilitation Therapy	21	30	26	38	38	32	54	45	41
School of Business	12	14	24	12	13	18	25	32	20
School of Nursing	37	45	45	42	47	41	37	48	43
Grand Total	37	43	39	44	44	47	46	44	45

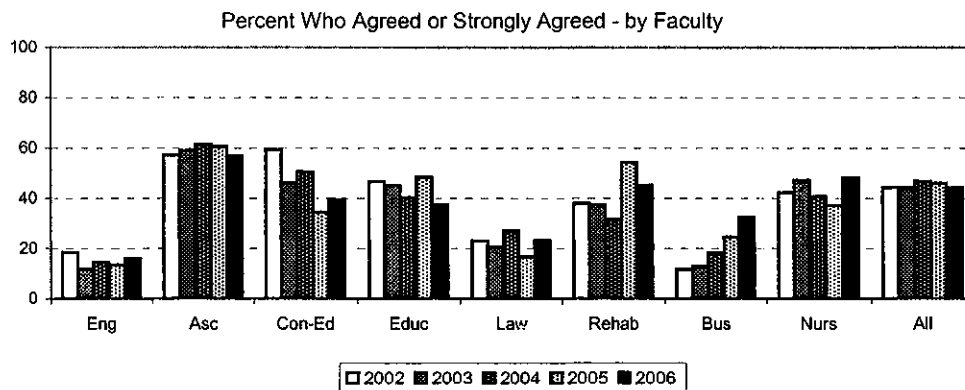
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	18	17	18	18	18	17	17	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	4	5	4	4	4	4	4	3
Frequency of statement	17	17	18	19	18	19	18	18



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	86	87	87	91	89	93	86	84	89
Arts and Science	49	46	47	52	49	48	46	49	49
Concurrent Education	33	30	35	42	33	41	33	34	37
Education	34	35	35	49	40	40	44	34	42
Law School	0	10	0	8	0	7	6	3	5
Medicine	85	80	78	81	85	-	-	-	-
Rehabilitation Therapy	67	60	53	76	81	68	77	74	75
School of Business	9	5	11	5	3	3	4	12	5
School of Nursing	76	75	76	85	83	88	95	83	87
Grand Total	48	47	48	56	51	50	49	49	51

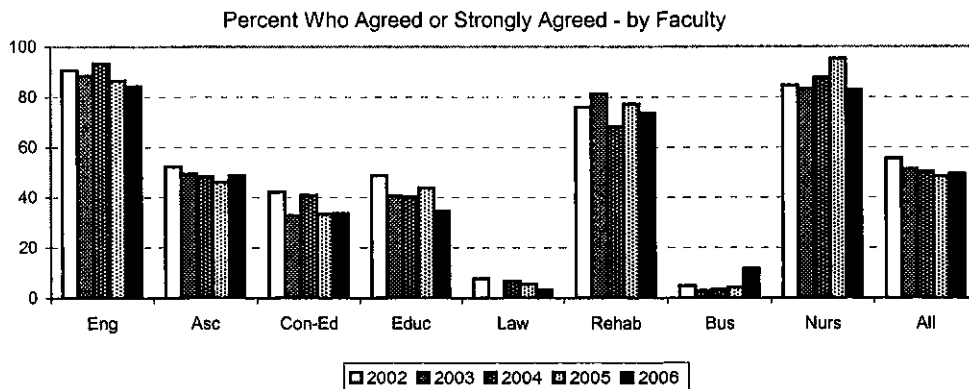
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	14	15	14	12	15	15	16	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	11	11	10	10	9	8	9	8
Frequency of statement	12	13	13	12	13	14	13	14



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	7	6	6	10	7	10	12	9	10
Arts and Science	28	27	28	30	32	35	36	31	33
Concurrent Education	37	26	31	34	34	40	38	32	36
Education	34	37	34	42	48	37	46	36	42
Law School	3	16	4	0	7	8	7	7	6
Medicine	9	6	10	11	6	-	-	-	-
Rehabilitation Therapy	14	13	5	0	13	2	6	7	6
School of Business	7	5	14	12	5	12	12	19	12
School of Nursing	8	15	28	8	6	16	7	7	9
Grand Total	23	23	23	25	27	28	29	26	27

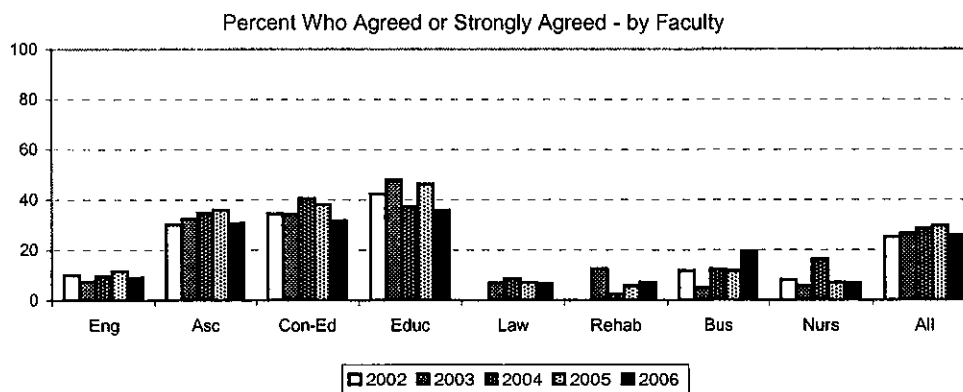
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	20	20	21	21	21	21	21	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	3	2	3	2	2	2	3	2
Frequency of statement	20	21	21	20	22	22	21	19



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	40	39	32	38	36	36	38	42	38
Arts and Science	65	56	55	61	64	68	64	63	64
Concurrent Education	64	60	58	67	73	72	61	57	66
Education	64	81	64	69	80	73	78	72	74
Law School	69	61	56	74	61	68	68	60	66
Medicine	75	44	63	67	82	-	-	-	-
Rehabilitation Therapy	49	80	47	66	66	61	57	76	65
School of Business	53	49	44	58	58	53	61	71	60
School of Nursing	69	75	79	77	89	82	84	81	83
Grand Total	61	58	53	59	63	64	62	62	62

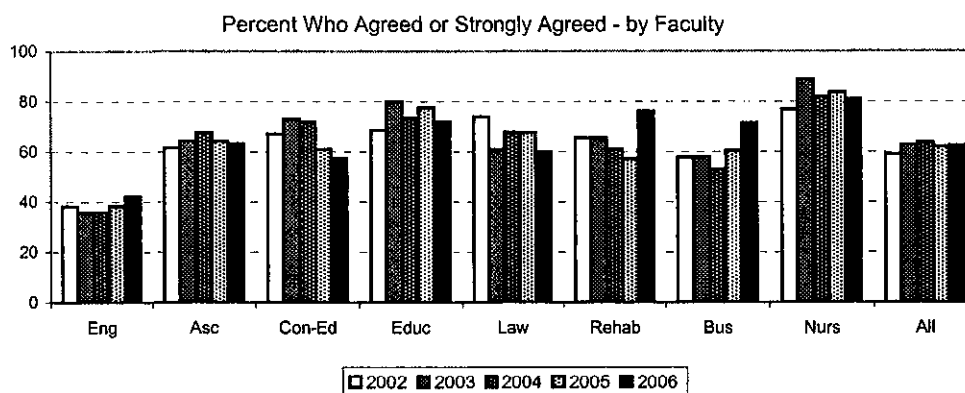
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	7	7	9	9	8	8	8	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	7	7	7	4	4	5	6	8
Frequency of statement	16	15	16	18	19	15	15	15



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	21	20	20	22	26	25	29	27	26
Arts and Science	55	55	50	58	61	62	64	60	61
Concurrent Education	53	49	56	48	58	51	45	43	49
Education	52	55	42	54	65	57	58	54	57
Law School	74	70	68	81	68	68	74	68	72
Medicine	34	16	35	22	42	-	-	-	-
Rehabilitation Therapy	39	46	23	32	31	20	37	40	32
School of Business	50	34	41	49	44	39	55	70	51
School of Nursing	43	35	55	58	69	50	51	59	57
Grand Total	49	48	44	50	54	53	56	53	53

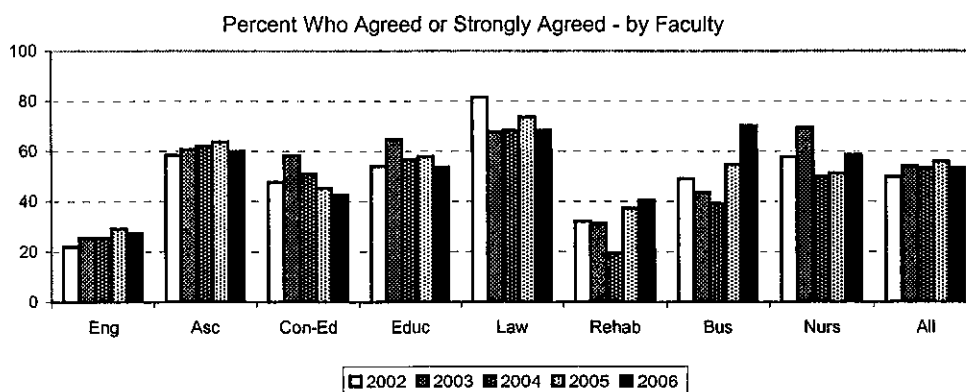
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	13	13	16	16	14	14	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	11	11	12	10	11	11	13	15
Frequency of statement	11	11	11	11	11	11	10	10



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	20	19	20	20	24	21	24	22	22
Arts and Science	41	36	34	39	43	45	44	46	44
Concurrent Education	37	37	32	38	61	51	43	41	47
Education	41	51	32	48	54	46	52	46	49
Law School	68	73	69	78	78	68	71	73	74
Medicine	22	29	27	22	44	-	-	-	-
Rehabilitation Therapy	25	25	23	55	50	17	31	48	40
School of Business	28	26	24	23	26	21	39	48	31
School of Nursing	42	40	45	62	58	48	58	48	55
Grand Total	38	36	32	37	43	41	43	43	41

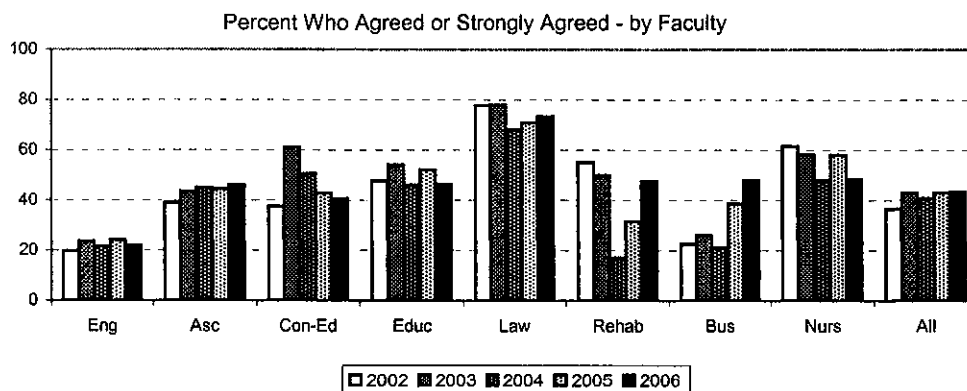
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	17	18	20	20	19	18	18	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	3	3	3	2	4	3	3	4
Frequency of statement	18	20	20	21	20	20	20	17



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	35	36	32	31	33	37	37	30	34
Arts and Science	59	55	52	56	60	60	59	56	58
Concurrent Education	54	60	61	66	67	69	60	52	63
Education	59	73	56	61	69	59	64	61	63
Law School	63	52	53	56	46	45	51	50	50
Medicine	39	22	29	33	29	-	-	-	-
Rehabilitation Therapy	48	68	48	48	53	32	46	57	47
School of Business	56	47	40	44	43	40	47	53	45
School of Nursing	67	60	55	58	67	70	51	62	62
Grand Total	55	54	49	51	55	55	55	53	54

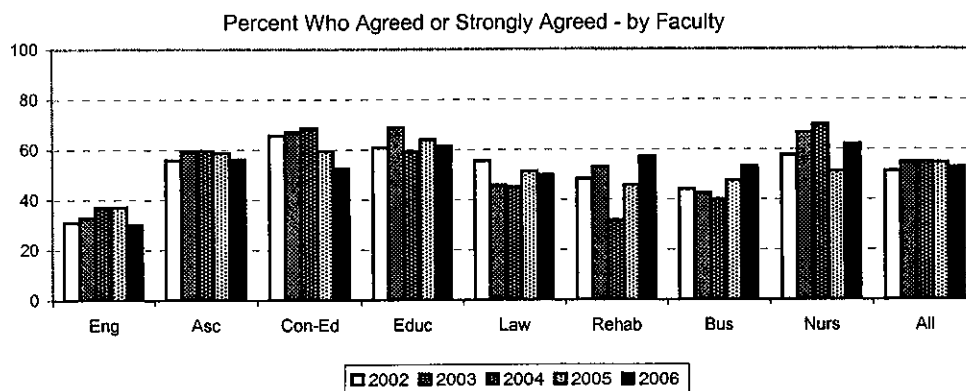
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	10	10	13	14	13	13	14	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	11	11	8	7	7	9	7	10
Frequency of statement	13	12	15	14	14	13	14	12



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	50	52	45	51	53	51	50	51	51
Arts and Science	74	71	72	73	76	75	74	72	74
Concurrent Education	57	51	47	61	57	54	52	51	55
Education	60	63	55	58	59	50	66	56	58
Law School	45	48	51	41	44	55	36	50	45
Medicine	69	52	56	56	62	-	-	-	-
Rehabilitation Therapy	58	63	77	69	53	56	60	79	63
School of Business	58	47	53	52	49	53	56	62	54
School of Nursing	71	80	79	73	86	78	65	69	74
Grand Total	65	63	63	65	66	65	65	64	65

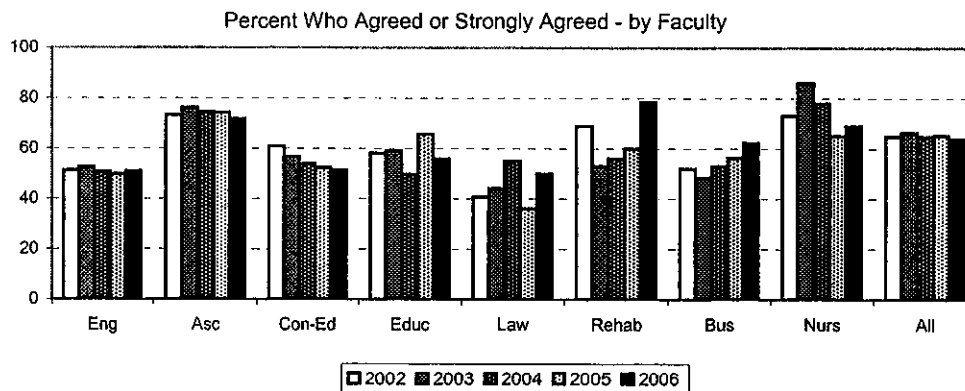
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	6	7	6	6	7	6	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three	16	15	15	11	14	15	12	15
Frequency of statement	8	9	8	10	10	9	11	9



Exit Poll 2006
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
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science			59	65	65	70	64	65	66
Arts and Science			78	82	83	82	80	79	81
Concurrent Education			32	69	39	38	32	33	42
Education			38	45	51	37	42	46	44
Law School			80	88	83	83	93	80	86
Medicine			61	63	79	-	-	-	-
Rehabilitation Therapy			60	79	72	68	89	90	80
School of Business			48	55	39	38	55	58	49
School of Nursing			93	77	72	72	65	72	72
Grand Total			66	72	71	69	69	68	70

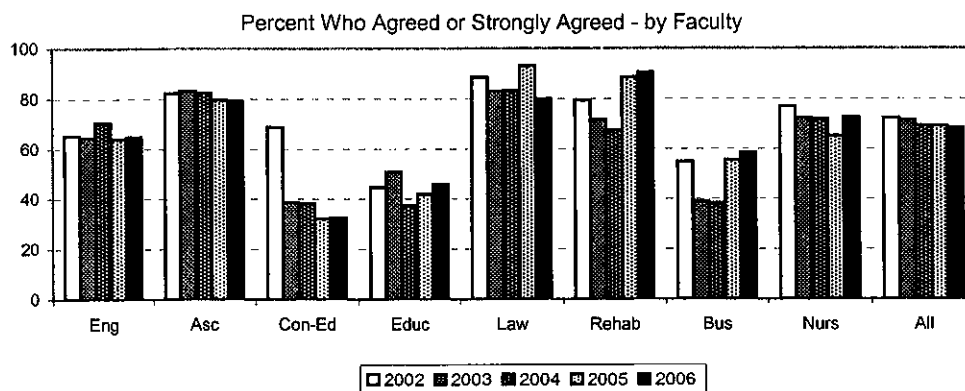
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rank of Percent Score	5	4	5	5	4	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

	1997	1999	2001	2002	2003	2004	2005	2006
Percent of all respondents who ranked statement in top three			12	17	16	15	16	10
Frequency of statement			12	8	9	10	9	11



Exit Poll 2006

Question 2: Contribution of Education to Learning and Development

Question 2w: Overall, my Queen's education was an excellent contributor to my learning and development.

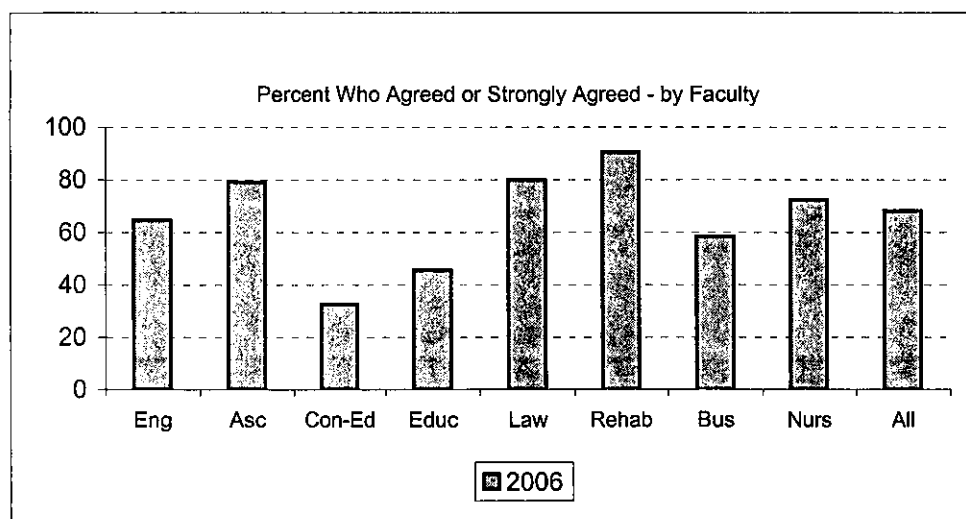
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science								65	65
Arts and Science								79	79
Concurrent Education								33	33
Education								46	46
Law School								80	80
Medicine								-	-
Rehabilitation Therapy								90	90
School of Business								58	58
School of Nursing								72	72
Grand Total								68	68

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

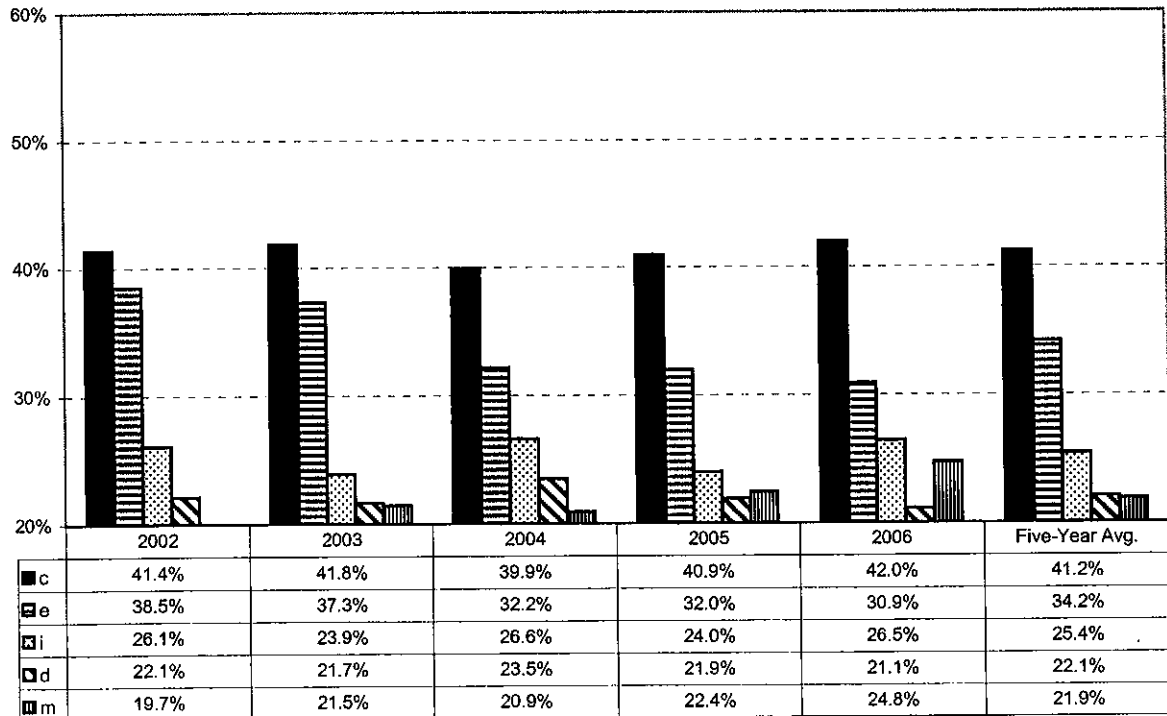
Rank of Percent Score	6
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 2.)



Exit Poll 2006
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)

<i>Queen's contributed to: Critical judgment.</i>	All (42.0%) Art & Science (45.2%) Education (38.9%) Law (61.7%) Nursing (70.7%)
<i>Queen's contributed to: Problem-solving skills.</i>	Applied Science (67.0%) Rehabilitation (61.9%)
<i>Queen's contributed to: Leadership skills</i>	Business (46.8%)
<i>Queen's contributed to: Creative thinking.</i>	Con-Ed (39.6%)

Exit Poll 2006
Question 3: Satisfaction with Services

Question 3a: Satisfaction with: Athletic facilities.

Percent

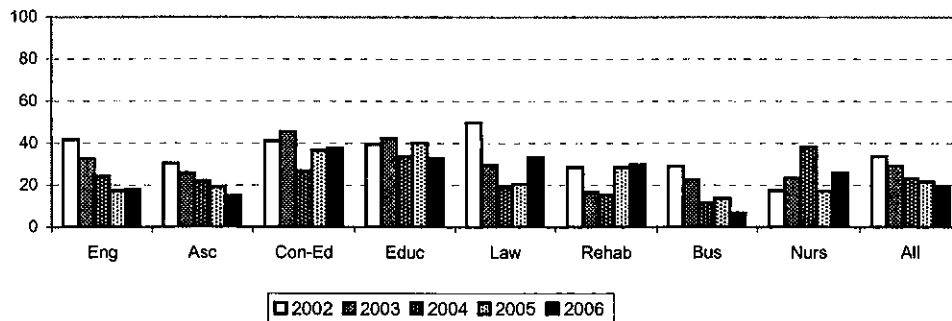
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	40	43	38	42	33	24	17	18	27
Arts and Science	30	39	34	30	26	22	19	15	22
Concurrent Education	49	53	44	41	45	27	37	38	38
Education	39	50	44	40	43	34	40	33	38
Law School	31	41	38	50	30	20	21	33	31
Medicine	43	31	23	31	29	-	-	-	-
Rehabilitation Therapy	35	38	38	29	17	15	29	30	24
School of Business	20	34	22	29	23	12	14	7	17
School of Nursing	41	32	36	17	24	38	17	26	24
Grand Total	34	41	35	34	29	23	22	20	25

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

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3b: Satisfaction with: Classroom facilities.

Percent

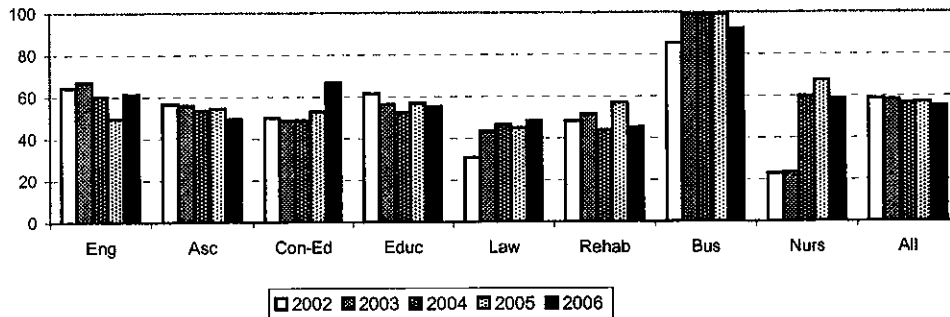
Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	50	50	42	64	67	60	50	61	61
Arts and Science	41	43	42	57	56	54	54	49	54
Concurrent Education	47	54	48	50	49	49	53	67	53
Education	61	53	43	62	56	53	57	55	57
Law School	15	38	14	31	43	47	45	48	43
Medicine	64	45	23	41	29	-	-	-	-
Rehabilitation Therapy	31	20	21	48	52	44	57	45	49
School of Business	50	78	75	85	99	99	99	92	95
School of Nursing	32	25	38	23	24	60	67	59	47
Grand Total	45	47	42	59	58	57	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	11	13	13	9	10	11	9	12
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3c: Satisfaction with: Laboratory facilities.

Percent

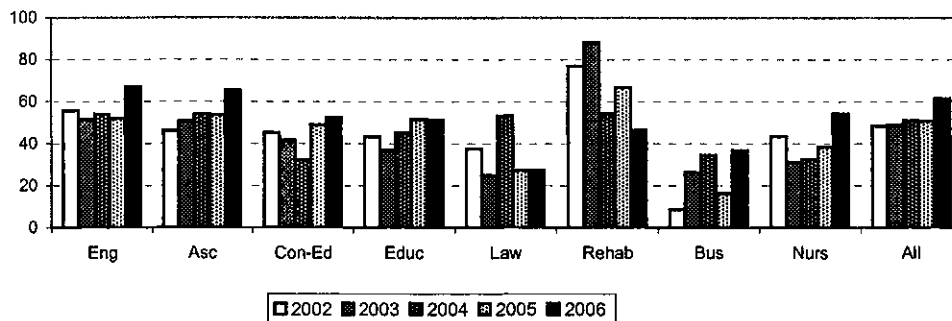
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	38	35	32	56	51	54	52	67	56
Arts and Science	42	44	40	46	51	54	54	65	54
Concurrent Education	55	57	45	45	42	32	49	53	44
Education	50	49	41	43	37	45	52	52	46
Law School	50	33	50	38	25	53	27	27	34
Medicine	42	39	29	59	56	-	-	-	-
Rehabilitation Therapy	55	32	34	77	88	54	67	46	67
School of Business	31	23	0	9	26	34	16	37	25
School of Nursing	47	29	28	43	31	33	38	54	40
Grand Total	43	41	37	48	49	51	51	62	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	13	14	14	13	13	13	13	6
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3d: Satisfaction with: Computing facilities.

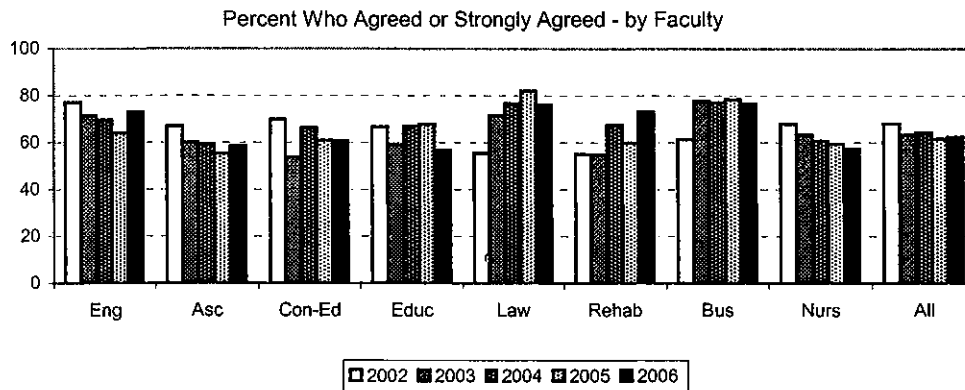
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	68	60	67	77	72	70	64	73	71
Arts and Science	54	55	61	67	60	59	55	58	60
Concurrent Education	51	41	46	70	54	66	61	61	62
Education	43	46	45	67	59	67	68	57	63
Law School	52	37	46	56	72	77	82	76	72
Medicine	42	39	29	63	77	-	-	-	-
Rehabilitation Therapy	35	35	46	55	55	68	60	73	62
School of Business	42	47	53	61	78	77	78	77	74
School of Nursing	58	75	66	68	64	61	59	57	62
Grand Total	52	52	57	68	63	64	62	62	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	9	11	5	4	6	6	6	5
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

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

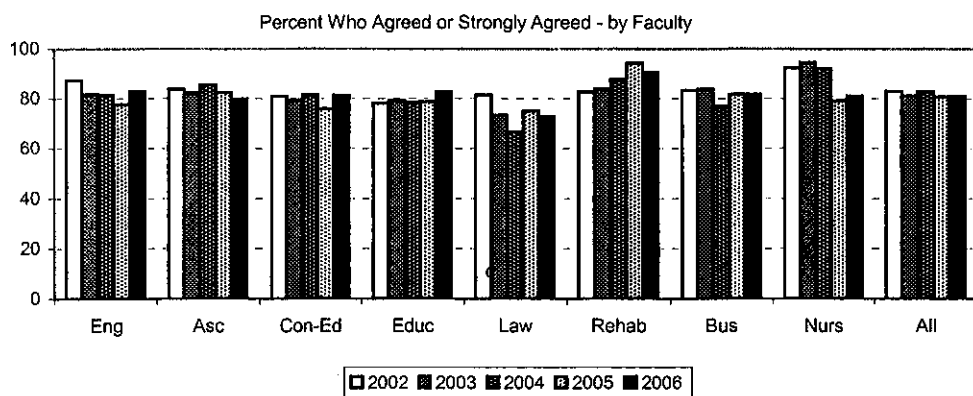
Percent

Percent Who Agreed or Strongly Agreed								5 Yr Ave
excludes "unable to rate"	1997	1999	2001	2002	2003	2004	2005	2006
Applied Science				87	82	81	78	83
Arts and Science				84	82	86	82	80
Concurrent Education				81	79	81	76	81
Education				78	79	79	79	83
Law School				81	73	67	75	73
Medicine				44	51	-	-	-
Rehabilitation Therapy				83	84	88	94	90
School of Business				83	84	77	82	82
School of Nursing				92	94	92	79	81
Grand Total				83	81	83	81	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	1	2	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 2006
Question 3: Satisfaction with Services

Question 3f: Satisfaction with: Library services.

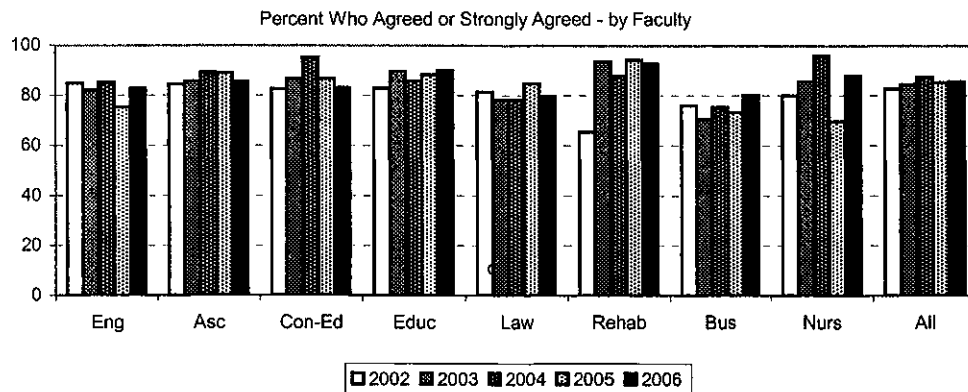
Percent

Percent	Percent Who Agreed or Strongly Agreed								5 Yr Ave
excludes "unable to rate"	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science				85	82	85	75	83	82
Arts and Science				84	86	89	89	86	87
Concurrent Education				83	87	95	87	83	87
Education				83	90	86	88	90	87
Law School				81	78	78	85	80	81
Medicine				56	76	-	-	-	-
Rehabilitation Therapy				66	94	88	94	93	87
School of Business				76	71	75	73	80	75
School of Nursing				80	86	96	70	88	84
Grand Total				83	84	88	85	86	85

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



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3g: Satisfaction with: Study space.

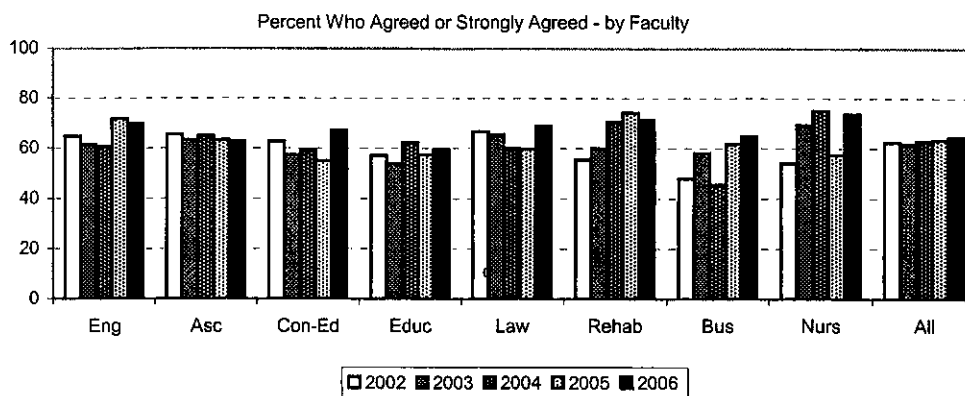
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	59	66	61	65	62	61	72	70	66
Arts and Science	59	61	65	66	63	65	63	63	64
Concurrent Education	66	65	56	63	57	59	55	67	60
Education	63	66	46	57	54	62	58	59	58
Law School	49	38	44	67	66	60	60	69	64
Medicine	45	33	39	48	62	-	-	-	-
Rehabilitation Therapy	58	64	64	56	60	71	74	71	66
School of Business	53	63	55	48	58	46	62	65	56
School of Nursing	60	58	83	54	69	75	58	74	66
Grand Total	59	62	60	63	62	63	63	64	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	3	4	2	8	7	7	4	4
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3h: Satisfaction with: Career counselling services.

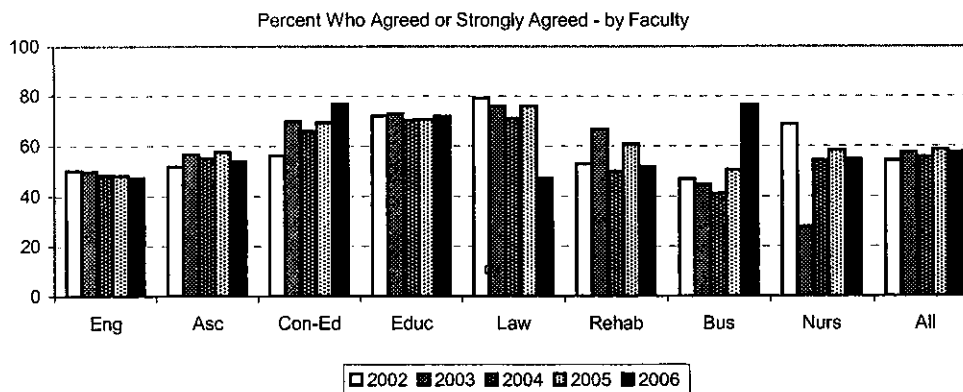
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	59	55	54	50	50	48	48	47	49
Arts and Science	51	52	58	52	57	55	58	54	55
Concurrent Education	56	71	60	56	70	66	69	77	68
Education	66	80	71	72	73	70	71	72	72
Law School	30	28	60	79	76	71	76	47	70
Medicine	53	25	62	80	50	-	-	-	-
Rehabilitation Therapy	55	53	60	53	67	50	61	52	56
School of Business	72	71	63	47	45	41	50	77	52
School of Nursing	65	79	68	69	28	54	58	55	53
Grand Total	56	58	60	54	57	56	59	58	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	7	3	10	11	12	8	8
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3i: Satisfaction with: Academic counselling services.

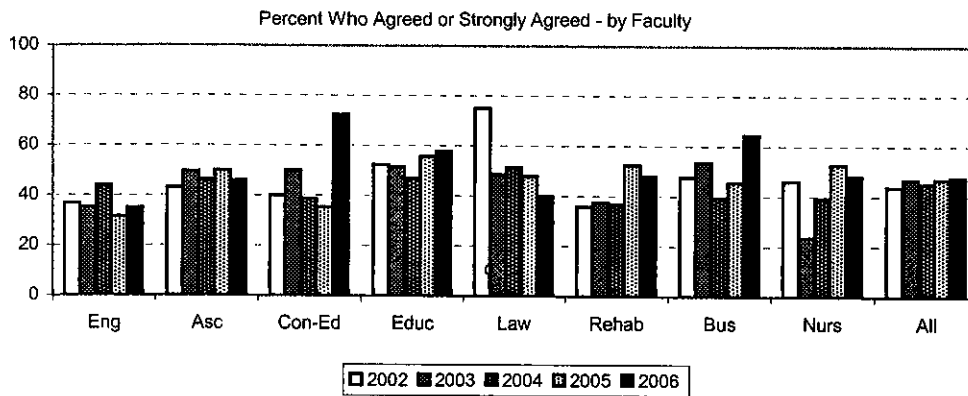
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	40	50	48	37	35	44	31	35	36
Arts and Science	45	45	44	43	49	46	50	46	47
Concurrent Education	46	53	38	40	50	39	35	72	47
Education	50	67	43	52	52	47	56	58	53
Law School	36	48	44	75	49	51	48	40	53
Medicine	25	31	42	78	28	-	-	-	-
Rehabilitation Therapy	50	28	48	36	38	37	52	48	42
School of Business	49	46	36	48	54	39	45	65	50
School of Nursing	53	67	24	46	24	39	53	48	42
Grand Total	45	47	44	44	47	45	47	47	46

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	15	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 2006
Question 3: Satisfaction with Services

Question 3j: Satisfaction with: Personal counselling services.

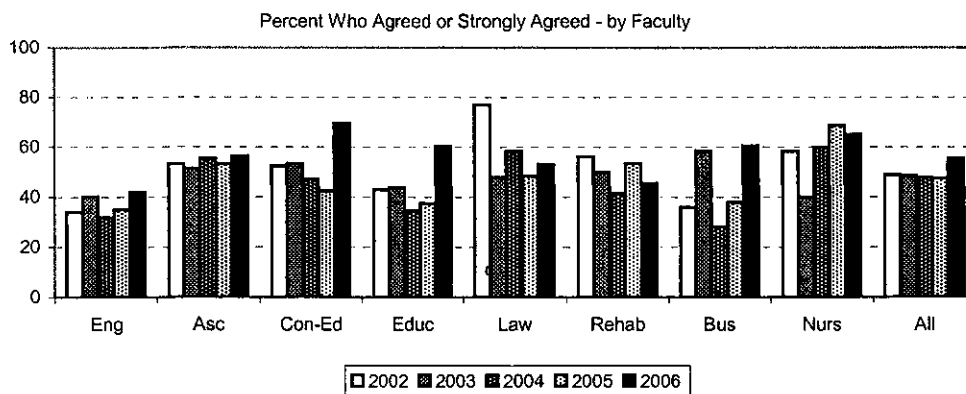
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	35	54	28	34	40	32	35	42	37
Arts and Science	59	60	51	53	51	55	53	56	54
Concurrent Education	43	71	63	52	53	47	42	70	53
Education	59	62	47	43	44	35	37	60	44
Law School	38	60	55	77	48	58	48	53	57
Medicine	38	36	47	89	42	-	-	-	-
Rehabilitation Therapy	52	50	40	56	50	42	53	45	49
School of Business	42	45	35	36	59	28	38	61	44
School of Nursing	67	67	64	58	40	60	69	65	58
Grand Total	53	59	48	49	49	48	47	55	50

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



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3k: Satisfaction with: Health services.

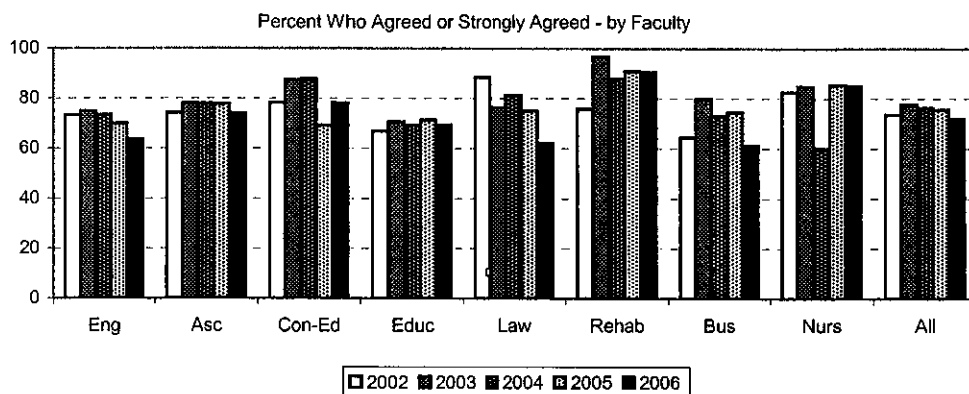
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	69	70	70	73	75	74	70	64	71
Arts and Science	71	70	62	74	78	78	78	74	76
Concurrent Education	75	82	77	78	87	88	69	78	80
Education	79	69	63	67	71	69	71	70	70
Law School	75	55	65	88	76	81	75	62	77
Medicine	68	75	63	84	79	-	-	-	-
Rehabilitation Therapy	73	69	81	76	97	88	91	90	88
School of Business	65	54	65	65	80	73	75	61	71
School of Nursing	76	67	74	83	85	60	85	85	80
Grand Total	72	69	65	74	78	76	76	72	75

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	3	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 2006
Question 3: Satisfaction with Services

Question 3I: Satisfaction with: Fee payment services.

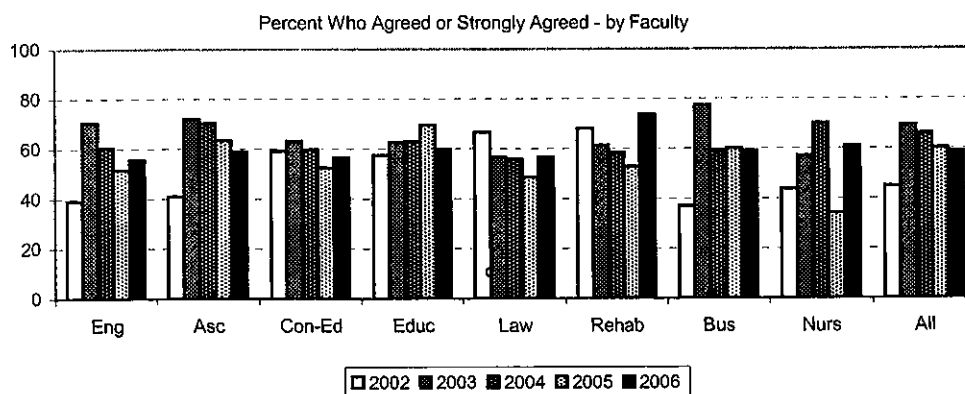
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	42	55	45	39	71	60	52	56	56
Arts and Science	50	53	52	41	72	70	64	59	61
Concurrent Education	53	52	57	59	63	60	53	57	58
Education	66	66	59	58	63	63	70	60	63
Law School	55	63	55	67	57	56	49	57	57
Medicine	44	58	55	47	64	-	-	-	-
Rehabilitation Therapy	59	70	67	68	61	59	53	74	63
School of Business	40	29	34	37	77	59	60	59	59
School of Nursing	68	80	60	44	57	70	34	61	53
Grand Total	52	55	52	45	69	66	60	59	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	10	9	7	14	4	4	7	7
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

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

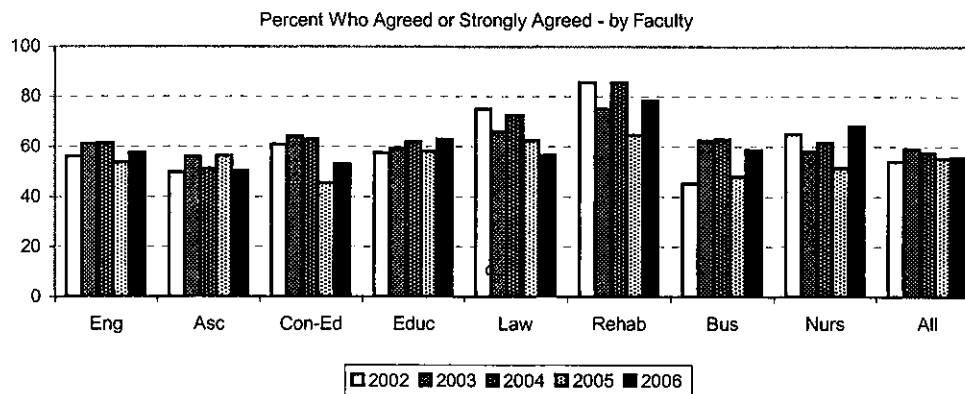
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	54	71	54	56	61	61	54	58	58
Arts and Science	60	62	58	50	56	51	56	50	53
Concurrent Education	59	65	65	61	64	63	45	53	57
Education	70	66	58	58	59	62	58	63	60
Law School	59	70	69	75	66	73	63	57	67
Medicine	66	74	64	63	64	-	-	-	-
Rehabilitation Therapy	67	69	81	86	75	86	65	78	78
School of Business	53	57	44	45	63	63	48	59	55
School of Nursing	72	73	77	65	58	62	52	68	61
Grand Total	61	65	59	54	59	57	55	56	56

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



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3n: Satisfaction with: Registration services.

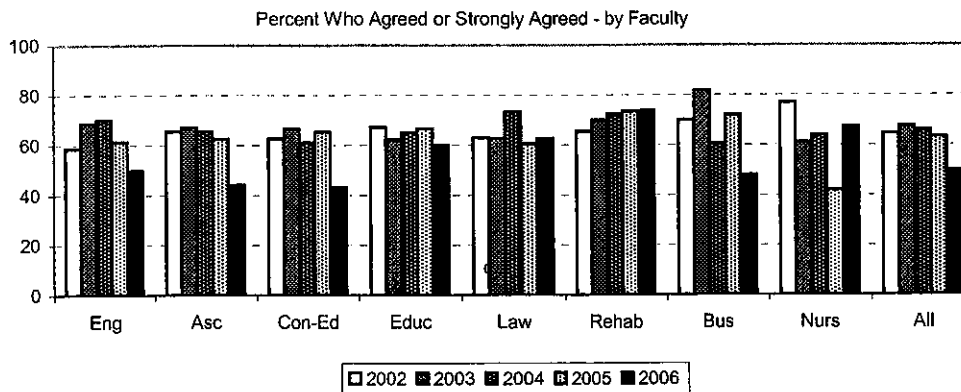
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	54	53	50	59	69	70	61	50	62
Arts and Science	57	61	51	65	67	66	63	44	61
Concurrent Education	54	52	49	63	67	61	65	43	60
Education	57	56	49	67	62	65	67	60	64
Law School	53	59	53	63	63	73	61	63	64
Medicine	57	39	55	52	76	-	-	-	-
Rehabilitation Therapy	61	61	58	66	70	73	74	74	71
School of Business	47	47	43	70	82	61	72	48	67
School of Nursing	53	65	68	77	61	64	42	67	62
Grand Total	56	57	51	65	68	66	63	50	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	6	8	10	5	5	5	5	14
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

Question 3a: Satisfaction with: Residences.

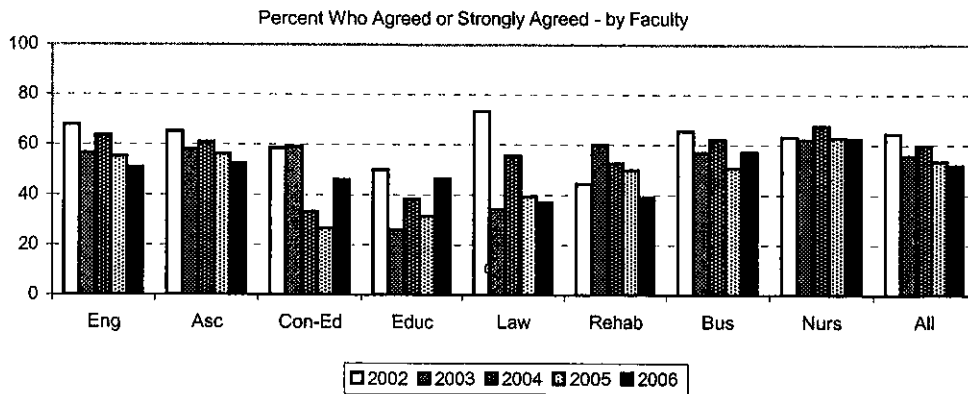
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	56	52	51	68	57	64	55	51	59
Arts and Science	59	53	52	65	58	61	56	53	59
Concurrent Education	56	54	50	59	59	33	27	46	45
Education	46	42	48	50	26	38	32	46	38
Law School	59	83	31	73	34	56	39	37	48
Medicine	87	17	57	38	60	-	-	-	-
Rehabilitation Therapy	78	68	67	44	60	53	50	39	49
School of Business	51	60	46	66	57	62	51	57	59
School of Nursing	66	53	52	63	62	68	63	63	64
Grand Total	58	53	51	64	56	60	53	52	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	4	10	9	6	12	8	12	13
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(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)



Exit Poll 2006
Question 3: Satisfaction with Services

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

Percent

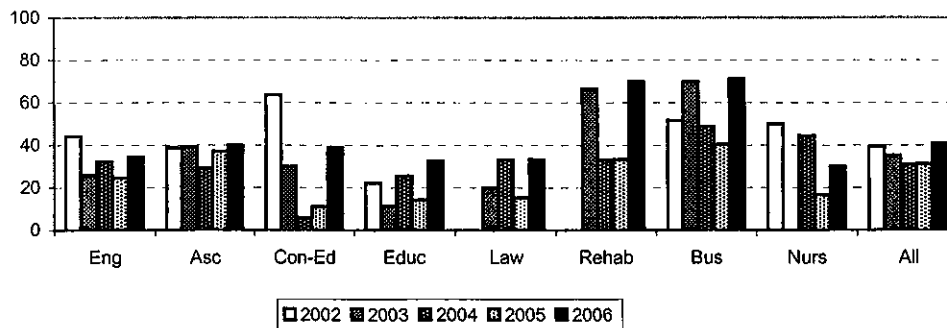
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science	42	68	32	44	26	32	25	34	32
Arts and Science	60	68	57	39	39	29	37	40	37
Concurrent Education	33	58	50	64	30	6	11	39	30
Education	54	60	62	22	11	26	14	33	21
Law School	50	33	43	0	20	33	15	33	20
Medicine	40	0	0	0	0	-	-	-	-
Rehabilitation Therapy	71	100	100	0	67	33	33	70	41
School of Business	48	57	44	52	70	49	40	71	56
School of Nursing	100	0	43	50	0	44	17	30	28
Grand Total	54	64	51	39	35	31	31	41	35

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

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2006
Question 3: Satisfaction with Services

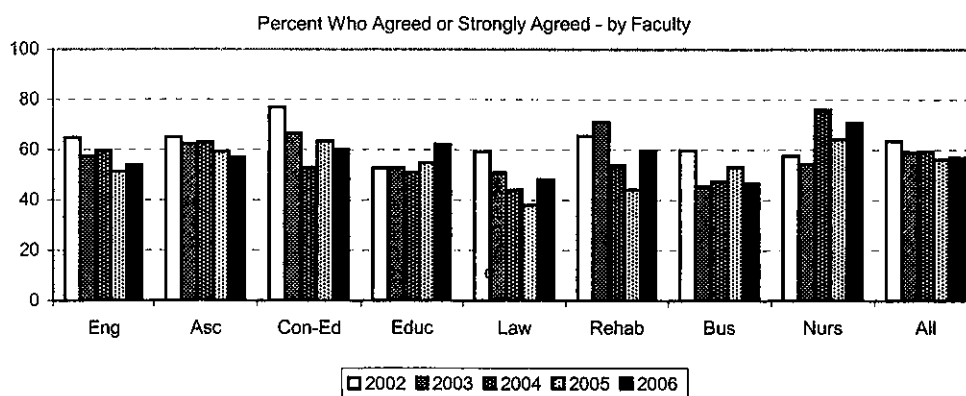
Question 3q: Satisfaction with: John Deutsch University Centre.

Percent

Percent									5 Yr Ave
	Percent Who Agreed or Strongly Agreed								
excludes "unable to rate"	1997	1999	2001	2002	2003	2004	2005	2006	
Applied Science		63	53	65	57	60	51	54	57
Arts and Science		64	60	65	62	63	59	57	61
Concurrent Education		68	69	77	67	53	63	60	64
Education		62	48	53	53	51	55	62	55
Law School		33	41	59	51	44	38	48	48
Medicine		29	45	40	58	-	-	-	-
Rehabilitation Therapy		57	45	66	71	54	44	60	59
School of Business		53	56	60	46	47	53	47	50
School of Nursing		58	52	58	54	76	64	71	65
Grand Total		61	56	63	59	59	56	57	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	9
(Rank of students' satisfaction level with this statement compared to all other statements in Question 3.)							



Exit Poll 2006
Question 4: Student Debt

Question 4: Total amount of repayable debt directly related to your education at graduation (2006)

Percent of respondents

Debt Load	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
No Debt	45	54	22	22	12	12	57	32	42
1 - 4,999	7	6	10	9	2	0	9	2	7
5,000-9,999	8	7	15	20	2	7	5	0	9
10,000-14,999	8	6	5	14	7	0	3	11	8
15,000-19,999	5	4	9	9	10	12	9	9	6
20,000-24,999	6	5	7	6	2	12	4	7	6
25,000-29,999	7	8	10	5	5	15	1	12	7
30,000-39,999	7	7	13	8	15	27	5	16	8
40,000-49,999	3	2	6	3	10	5	3	5	3
50,000-74,999	2	1	4	2	25	10	4	7	3
>= 75,000	0	0	0	1	10	0	0	0	1
With Debt	55	46	78	79	88	88	43	68	58

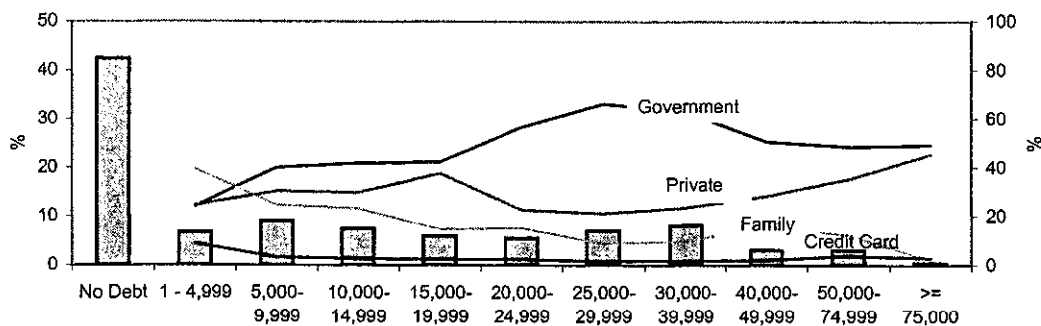
Question 5: Percentage of repayable debt by source at graduation (2005)

Average reported percentage

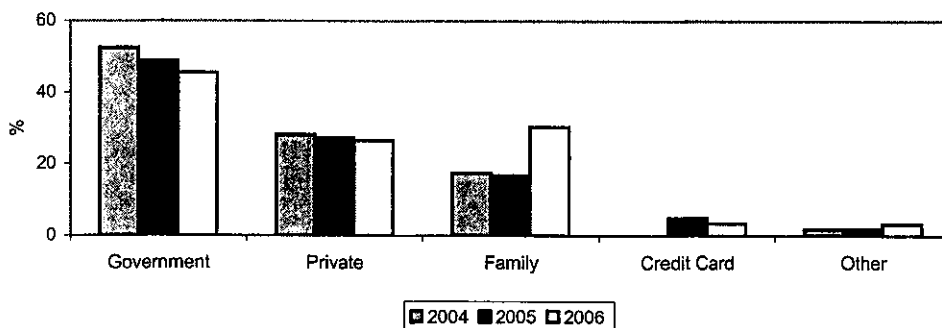
	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Government	49	45	56	50	40	67	34	51	48
Private	24	28	20	29	46	19	34	33	28
Family	23	23	21	13	10	5	25	9	19
Credit Card	2	4	3	3	3	1	4	2	3
Other	1	1	1	5	1	8	3	5	2

excludes non responses and No Debt responses

Debt Level (2005) - All



Average Debt Distribution - All Debt Holders



Exit Poll 2006
Demographic Information - Percent Distributions

Question 6: Gender - Female

	1995	1997	1999	2001	2002	2003	2004	2005	2006
Applied Science	30	36	31	30	30	33	32	28	28
Arts and Science	67	69	71	71	69	73	73	74	71
Concurrent Education	80	87	86	89	81	86	88	88	92
Education	73	70	76	69	77	72	75	74	80
Law School	60	57	40	60	62	65	62	60	65
Medicine	35	59	37	35	44	37	-	-	-
Rehabilitation Therapy	81	84	80	88	89	91	93	91	83
School of Business	46	39	53	48	50	60	52	47	49
School of Nursing	96	92	90	100	84	94	94	100	97
Grand Total	63	65	66	64	62	66	68	66	68

Question 7: Age

	Under 20 years				20-24				25-29				30-34				35-39				Over 40 years			
	1995	2005	2006	2006	1995	2005	2006	2006	1995	2005	2006	2006	1995	2005	2006	2006	1995	2005	2006	2006	1995	2005	2006	2006
Applied Science	0	0	0	0	92	95	95	95	6	4	4	4	1	1	1	1	0	0	0	0	0	0	0	0
Arts and Science	0	0	0	0	89	93	94	94	5	3	3	3	2	1	1	1	1	1	1	1	3	1	1	1
Concurrent Education	0	0	0	0	85	87	94	94	11	7	4	4	2	2	0	0	2	1	1	1	0	2	1	1
Education	0	0	0	0	39	38	44	44	42	37	30	30	9	7	12	12	5	8	4	4	5	10	10	10
Law School	0	0	0	0	13	8	13	13	58	81	70	70	15	4	8	8	6	4	2	2	8	3	7	7
Medicine	0	-	-	-	49	-	-	-	43	-	-	-	5	-	-	-	3	-	-	-	0	-	-	-
Rehabilitation Therapy	0	0	0	0	88	50	43	43	12	36	52	52	0	6	0	0	0	8	5	0	0	0	0	0
School of Business	0	0	0	0	97	97	100	100	2	1	0	0	1	1	0	0	0	0	0	0	0	2	0	0
School of Nursing	0	0	0	0	84	84	81	81	12	14	12	12	0	0	0	0	4	2	3	3	0	0	3	3
Overall	0	0	0	0	80	82	82	82	13	12	11	11	3	2	3	3	2	2	1	1	2	2	2	3

Exit Poll 2006
Demographic Information - Percent Distributions

8. Did you spend your first year at the International Study Centre, Herstmonceux Castle?

New question, added in 2006

	2006	
	No	Yes
Arts & Science	885	35
Applied Science	266	1
Concurrent Education	101	0
Faculty of Education	293	0
Faculty of Law	57	3
Rehabilitation Therapy	42	0
School of Business	77	0
School of Nursing	58	0
Overall	1779	39

Question 9: Expected grade level upon graduation

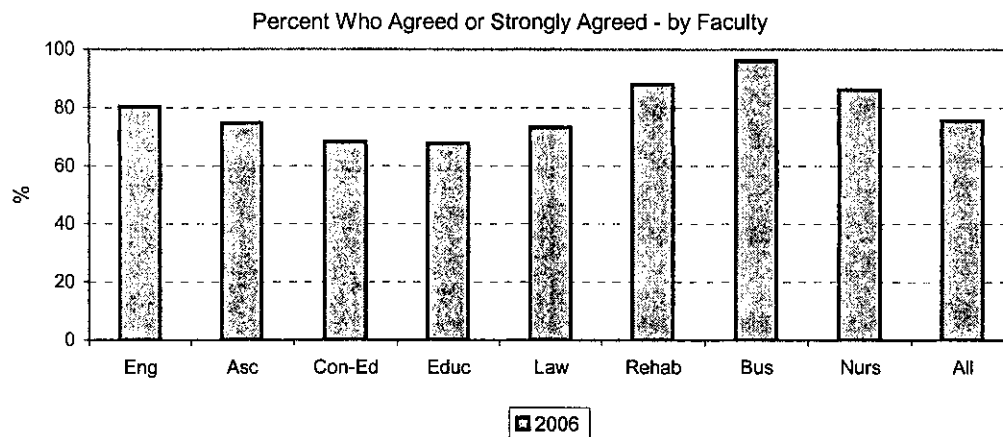
	Below 65%			65%-69%			70%-74%			75%-79%			Over 80%		
	1995	2005	2006	1995	2005	2006	1995	2005	2006	1995	2005	2006	1995	2005	2006
Applied Science	5	3	1	27	14	15	29	23	27	21	23	21	18	37	36
Arts and Science	1	0	1	6	6	5	35	25	23	39	39	38	19	29	34
Concurrent Education	0	2	0	3	0	4	18	5	7	32	27	27	47	66	62
Education	0	1	0	1	2	0	5	3	4	30	16	20	64	79	76
Law School	0	0	0	2	3	0	29	17	27	55	67	62	14	13	12
Medicine	0	-	-	0	-	-	13	-	-	38	-	-	50	-	-
Rehabilitation Therapy	0	0	0	0	0	0	3	11	0	60	37	26	38	51	74
School of Business	0	0	0	0	0	3	27	20	16	50	42	42	23	38	40
School of Nursing	0	0	0	0	2	2	41	26	17	47	33	48	12	40	33
Overall	1	1	1	7	6	5	28	22	19	37	36	33	27	35	43

9a. Indicate your level agreement with the following statement: "Overall, my experience as a student at Queen's was excellent".

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	1997	1999	2001	2002	2003	2004	2005	2006		
Applied Science								81	81	Eng
Arts and Science								75	75	Asc
Concurrent Education								68	68	Con-Ed
Education								68	68	Educ
Law School								73	73	Law
Rehabilitation Therapy								88	88	Rehab
School of Business								96	96	Bus
School of Nursing								86	86	Nurs
Grand Total								76	76	All

	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Agree	48	47	50	41	38	69	30	60	46
Strongly Agree	33	28	19	27	35	19	66	26	29
Neutral	12	17	20	21	15	10	1	9	16
Disagree	5	6	10	6	10	2	3	5	6
Strongly Disagree	2	1	2	5	2	0	0	0	2
Top-2	81	75	68	68	73	88	96	86	76



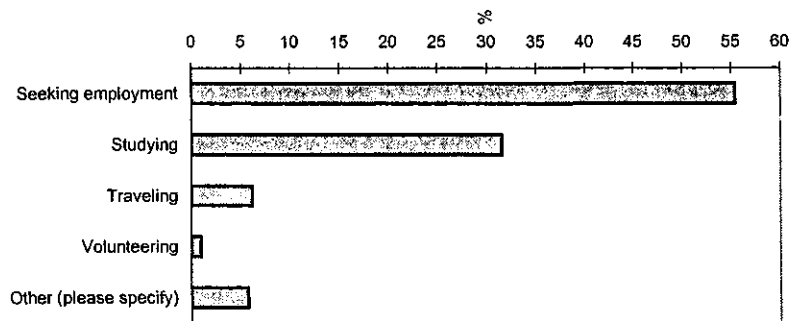
Exit Poll 2006
Question 13: Post-Graduation Plans

10. Please select the statement best describes your post-graduation expectations for the next six to twelve months

Percent of respondents

	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Seeking employment	68	28	90	92	88	81	87	88	55
Studying	20	53	7	3	5	12	6	5	32
Traveling	7	9	0	2	0	2	1	5	6
Volunteering	1	1	1	1	0	0	1	0	1
Other (please specify)	4	8	2	2	7	5	4	2	6

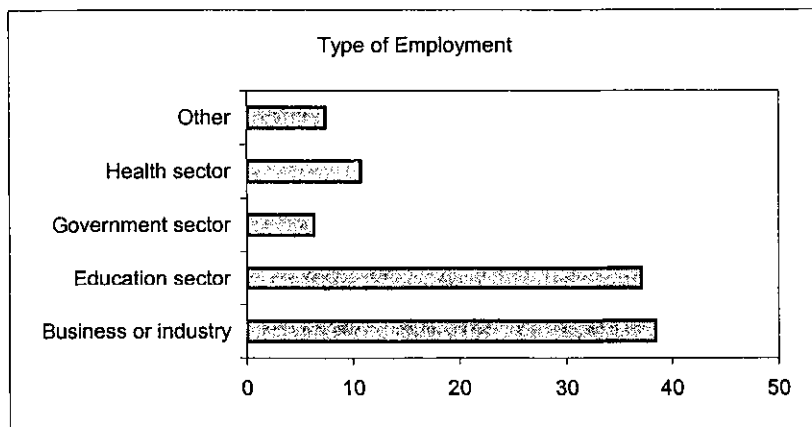
Post - Graduation Plans (2005) - All



10a. Please select the type of employment you will have or be seeking (select one only) :

Excludes those who did not respond

	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Business or industry	92	46	2	1	64	0	96	0	38
Education sector	0	9	96	97	0	0	0	0	37
Government sector	5	15	0	1	19	0	1	0	6
Health sector	0	9	0	0	0	100	0	100	11
Other	3	21	2	0	17	0	3	0	7

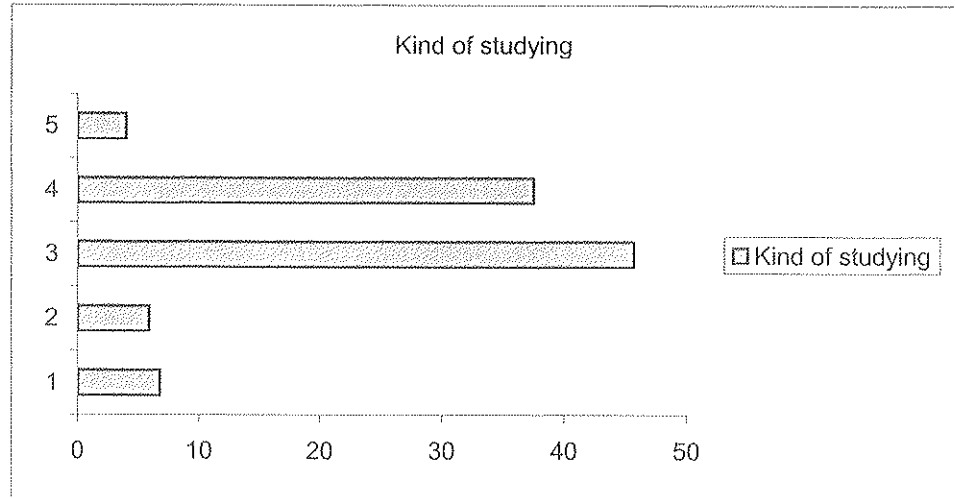


Exit Poll 2006
Question 13: Post-Graduation Plans

10b. Please select the kind of studying in which you will be engaged (select one only):

Excludes those who did not respond

	ENG	ASC	CON-ED	EDU	LAW	REH	BUS	NUR	ALL
Another Bachelor's degree	11	7	14	0	0	0	0	0	7
College diploma	0	7	14	0	0	0	0	0	6
Advanced academic degree	75	40	71	100	33	100	20	100	46
Professional designation	11	42	0	0	67	0	80	0	38
Other	2	5	0	0	0	0	0	0	4



Queen's Exit Poll 2006			
Survey questions			
Please enter your survey code			
The Learning Experience			
1. The following statements are concerned with your learning experience at Queen's. <i>Think back to your experiences as a student at Queen's and rate how much you agree or disagree with each statement. Remember to rate your experience as a whole without focusing on one particular year, class or instructor. If you have no direct experience with any of these items, please respond by providing your best impression. (Response required)</i>			
a) Instructors took an active interest in my learning. b) Instructors were readily accessible outside class. c) Instructors made an effort to check that students understood the material taught. d) Instructors provided helpful feedback. e) Instructors showed a positive attitude toward students. e) Instructors encouraged feedback from the class regarding their teaching. g) Teaching Assistants helped me understand the material taught. h) Class participation was actively encouraged. i) Assessment methods (exams and marking) were fair. j) My program had a good balance between theory and practice. k) I was generally able to enrol in the courses I wanted. l) My learning experience was intellectually stimulating. m) My learning experience has been enjoyable. n) There was ample scope for organized social activities at Queen's. o) Overall, the learning experience at Queen's was excellent.			
1 = Strongly disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree			
1b. Considering the learning experience you just rated, please indicate the top three that are most important to you. (Response required) Most important: Second-most important: 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. (Response required) a) Writing skills b) Speaking skills c) Critical judgement d) Creative thinking e) Problem-solving skills f) Mathematical skills g) Computing skills h) Ability to use a foreign language i) Leadership skills j) Ability to compete k) Ability to work independently l) Ability to work well with others m) Self-confidence n) Appreciation of literature o) Understanding of science p) Appreciation of fine arts q) Sensitivity to ethical issues r) Awareness of political and social issues s) Awareness of the rights and responsibilities of citizenship. t) Appreciation of other races, cultures and religions. u) Desire for further education. v) Research skills.			

w) Overall, my Queen's education was an excellent contributor to my learning and development.			
1 = Very little			
2 =			
3 =			
4 =			
5 = Very much			
Services and Facilities			
3. Please rate your satisfaction with the following University-wide services and facilities; do not rate your particular Faculty/School's service. If you are not familiar with the service, please select "unable to evaluate".			
a) Athletic facilities			
b) Classroom facilities			
c) Laboratory facilities			
d) Computing facilities			
e) Library facilities and hours			
f) Library services			
g) Study space			
h) Career counselling services			
i) Academic counselling services			
j) Personal counselling services			
k) Health services			
l) Fee payment services			
m) Student Awards' services			
n) Registration services			
o) Residences			
p) Services for international students			
q) John Deutsch University Centre			
1 = Unable to evaluate			
2 = Very unsatisfied			
3 = Unsatisfied			
4 = Neutral			
5 = Satisfied			
6 = Very satisfied			
Student Debt			
4. Please estimate the total amount of repayable debt directly related to your education that you will have accumulated by graduation. Do not include any amount that is part of a loan remission/forgiveness program (e.g. Ontario Student Opportunity Grant). (Response required)			
1 = No debt			
2 = \$1 - \$4,999			
3 = \$5,000 - \$9,999			
4 = \$10,000 - \$14,999			
5 = \$15,000 - \$19,999			
6 = \$20,000 - \$24,999			
7 = \$25,000 - \$29,999			
8 = \$30,000 - \$39,999			
9 = \$40,000 - \$49,999			
10 = \$50,000 - \$74,999			
11 = \$75,000+			
12 = Would rather not specify			
5. Please indicate the percentage of this total repayable debt from the following sources (if applicable): (Response required)			
Private (bank, line of credit):			
Government:			
Family:			
Credit Cards:			
Other (specify):			
Other (specify):			
Note: % must add up to 100			
Demographic Information			

6. Gender			
1 = Female			
2 = Male			
7. Age			
1 = 19 or younger			
2 = 20-24			
3 = 25-29			
4 = 30-34			
5 = 35-39			
6 = 40+			
8. Did you spend your first year at the International Study Centre, Herstmonceux Castle?			
1 = No			
2 = Yes			
9. What is your expected grade level (average over the program) upon graduation?			
1 = Over 80%			
2 = 75% - 79%			
3 = 70% - 74%			
4 = 65% - 69%			
5 = Below 65%			
9a. Indicate your level agreement with the following statement: "Overall, my experience as a student at Queen's was excellent."			
1 = Strongly disagree			
2 = Disagree			
3 = Neutral			
4 = Agree			
5 = Strongly agree			
Your Immediate Plans			
Please select the statement best describes your post-graduation expectations for the next six to twelve months:			
1 = I will be employed or seeking employment			
2 = I will be studying			
3 = I will be traveling			
4 = I will be volunteering			
5 = Other (please specify)			
10a. Please select the type of employment you will have or be seeking (select one only) :			
1 = Business or industry (private sector or crown corporations)			
2 = Education sector (elementary, secondary, post-secondary)			
3 = Government sector (municipal, provincial/territorial, federal)			
4 = Health sector (private or public access, including institutional settings)			
5 = Other (please specify)			
10b. Please select the kind of studying in which you will be engaged (select one only):			
1 = Another Bachelor's degree			
2 = College diploma			
3 = Advanced academic degree (Master's, Ph.D.)			
4 = Professional designation (Law, Medical, Teaching, other)			
5 = Other			
11. Please provide additional comment on your future plans.			
12. Please provide any additional comments regarding your undergraduate studies and experiences at Queen's and how they might have been improved. Where possible, please identify the unit, office, or service to which you are referring.			
If you believe that this survey needs improvement, please comment.			



For further information on the Exit Poll, please contact the Office of the University Registrar,
Queen's University at 613 533.2040.