

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



RESULTS FROM THE EXIT POLL 2007

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## INTRODUCTION

The University conducted its fourteenth annual Undergraduate Exit Poll in 2007. 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.

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 2007 report highlights the survey results since 1999. The results should be viewed over time; large annual swings in the results from certain classes may be anomalous.

### **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.

For 2007, four new questions were added to the original 1994 survey instrument with the goal of clarifying responses to two of the original questions. The "new" questions are, in fact, the original questions broken into their two component parts. This helps get

around the problem of asking for a single evaluation of what could be considered two distinct elements.

As an example, the first of the original questions and the two new questions that were added to clarify the feedback from students:

- |                  |  |
|------------------|--|
| <i>Original:</i> | Assessment methods (exams and marking) were fair.  |
| <i>New:</i>      | - The exams used for assessing progress were fair. |
|                  | - Marking of assignments was fair.                 |

The second original question (#1-j) split into two components deals with the balance between theory and practice in a student's program.

## HIGHLIGHTS OF RESULTS

### The CRi Impact Index

The 2007 Exit Poll Report, continues the expanded analysis of response data which began in 2006 to provide a more accurate measure of what students consider 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 the 2007 results, **81%** 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). This compares favourably with the 2006 results of 76% agreement.

At the Faculty/School level, the School of Business had the highest number of students agreeing and strongly agreeing at 89%, followed by students in the School of Nursing (86%) and Applied Science (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*
<b>Total All Faculties</b>	2%	5%	11%	45%	36%	81%
<b>Applied Science</b>	2%	3%	9%	46%	40%	86%
<b>Arts &amp; Science</b>	2%	5%	10%	45%	38%	83%
<b>Concurrent Education<sup>†</sup></b>	7%	9%	18%	44%	21%	66%
<b>Faculty of Education</b>	3%	8%	19%	53%	17%	70%
<b>Faculty of Law</b>	2%	9%	19%	36%	34%	70%
<b>School of Business</b>	2%	2%	8%	36%	53%	89%
<b>School of Nursing</b>	2%	5%	7%	45%	41%	86%

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

<sup>†</sup> Concurrent Education respondents are students who have completed their final year in the Concurrent Education program and will be obtaining a Bachelor of Education degree. Responses from Concurrent Education students who will be obtaining an Arts, Science, Music, or Computing degree are included in the "Arts & Science" responses.

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 – the 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, 2007 study

Statements	2007 Impact Index	2006 Impact Index
My learning experience has been enjoyable.	68	68
My learning experience was intellectually stimulating.	55	54
Queen's contributed to: self-confidence.	51	52
There was ample scope for organized social activities at Queen's.	44	47
Queen's contributed to: critical judgment.	43	40
My program had the right amount of theory incorporated into the curriculum.	43	n/a
Queen's contributed to: problem-solving skills.	42	39
Instructors showed a positive attitude towards students.	41	34
Instructors took an active interest in my learning.	40	40
Queen's contributed to: desire for further education.	40	41

As in the 2006 study, the 2007 results show that 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 the performance measures in Questions 1 and 2 which they indicate are important. 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 on pages 14 and 15.

### 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 the top ten satisfaction drivers in Table 2, 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. 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. A sense of enjoyment of one's education may carry 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. In self-reporting, only 20% of students ranked this statement in the "top three" of most important to the quality of the learning experience.

Table 3: Queen's Best Practices

Statements	2007 Impact Index	2007 Performance Score	2006 Impact Index	2006 Performance Score
My learning experience has been enjoyable.	68	82%	68	78%
My learning experience was intellectually stimulating.	55	82%	54	77%
Queen's contributed to: self-confidence.	51	69%	52	66%
There was ample scope for organized social activities at Queen's.	44	82%	47	78%
Queen's contributed to: critical judgment.	43	79%	40	77%
My program had the right amount of theory incorporated into the curriculum.	43	77%	n/a	n/a
Queen's contributed to: problem-solving skills.	42	72%	39	69%
Instructors showed a positive attitude towards students.	41	86%	34	85%
Instructors took an active interest in my learning.	40	80%	40	79%
Queen's contributed to: desire for further education.	40	68%	41	64%
Queen's contributed to: research skills.	39	69%	n/a	n/a
Queen's contributed to: ability to work independently	38	80%	34	78%
Assessment methods (exams and marking) were fair.	37	67%	n/a	n/a

Queen's contributed to: ability to work well with others.	36	73%	38	71%
Instructors were readily accessible outside class.	36	87%	36	84%
Queen's contributed to: creative thinking.	35	60%	n/a	n/a

#### 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 six such items as outlined in Table 4.

Table 4: Queen's Primary Areas for Review

Statements	2007 Impact Index	2007 Satisfaction Score	2006 Impact Index	2006 Performance Score
My program had a good balance between theory and practice.	39	62%	40	59%
Instructors made an effort to check that students understood the material taught.	36	58%	37	56%
Instructors provided helpful feedback.	35	61%	37	61%
Queen's contributed to: ability to compete	35	54%	n/a	n/a
Queen's contributed to: leadership skills.	35	60%	37	56%
The exams used for assessing progress were fair.	35	63%	n/a	n/a

Student responses to the first statement, *"My program had a good balance between theory and practice,"* indicate that while the balance between theory and practice is important to 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	Business	Nursing
My program had a good balance between theory and practice.	63%	57%	69%	70%	58%	73%	79%

Two items in the Primary Areas for Review table pertain to personal development skills, namely, *ability to compete* and *leadership 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

<b>"Agree" + "Strongly Agree"</b>	<b>Applied Science</b>	<b>Arts and Science</b>	<b>Con-Ed</b>	<b>Ed</b>	<b>Law</b>	<b>Business</b>	<b>Nursing</b>
<b>Queen's contributed to:</b>							
<i>Ability to compete</i>	57%	55%	34%	29%	66%	87%	45%
<i>Leadership skills</i>	65%	54%	63%	63%	47%	92%	74%
Critical judgment	81%	83%	58%	60%	87%	90%	90%
Problem solving	92%	69%	53%	56%	77%	85%	88%
Self-confidence	75%	66%	62%	65%	66%	82%	83%

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

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

<b>"Agree" + "Strongly Agree"</b>	<b>Applied Science</b>	<b>Arts and Science</b>	<b>Con-Ed</b>	<b>Ed</b>	<b>Law</b>	<b>Business</b>	<b>Nursing</b>
Instructors provided helpful feedback.	56%	64%	67%	66%	42%	59%	47%
Instructors made an effort to check that students understood the material taught.	55%	59%	59%	59%	60%	61%	40%

A final Primary Area for Review identified by students pertains to the perceived *fairness of assessment methods*, specifically *the exams used*. Fairness of assessment methods is 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.

In the original survey, the assessment question combined both exams and marking of assignments. In this year's survey, two additional questions were added to separate students' perceptions of the exams from the ongoing marking of assignments.

Table 8, below, shows the results for the original and two added statements and demonstrates how separating out the two elements in the original question brings additional clarity to the survey results.

Students in some Faculties and Schools express dissatisfaction regarding the exams used for assessing progress, although they feel that the overall assessment methods were fair.

Table 8: Primary Area for Review: Fairness of assessment methods

<b>"Agree" + "Strongly Agree"</b>	<b>Applied Science</b>	<b>Arts and Science</b>	<b>Con-Ed</b>	<b>Ed</b>	<b>Law</b>	<b>Business</b>	<b>Nursing</b>
Assessment methods [exams and marking] were fair.	72%	65%	66%	70%	66%	67%	71%
Marking of assignments was fair.	80%	67%	75%	76%	62%	71%	69%
The exams used for assessing progress were fair.	72%	66%	44%	47%	62%	61%	71%

## 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*, or that they *provide helpful feedback*, both 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 2007 by Education graduates. Teaching Assistants have not been noted as a Primary Area for Review 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.
- A strong majority of students across most programs are satisfied that they are able to enrol in the courses they want; it is interesting to note that students self-reporting corresponds with the CRi analysis that this aspect of the learning environment is of below-average importance.
- Students continue to rate their learning experience as *intellectually stimulating*, with many Faculties showing improvements over the 2006 scores. As well, the number of graduates agreeing that their learning experience had been *enjoyable* stayed steady or increased slightly in most disciplines.
- Student perceptions of assessment methods were clarified by the addition of two new questions around exams versus ongoing marking of assignments. There is general agreement that ongoing marking is fair and the scores are generally similar across all Faculties. The differences are in students' perceptions of the fairness of exam marking – Concurrent Education and Education had significantly lower satisfaction ratings than other Faculties around this measure.

#### 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 average satisfaction ratings across all Faculties and Schools 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 compete, 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 literature and fine arts* continues to be measured at relatively low levels.
- There are interesting differences between Faculties and Schools around student perceptions of Queen's contribution to specific aspects of their learning and development. For example, while the overall averages for the following attributes are below the first quartile, some Faculties and Schools show strong first quartile scores in student satisfaction with their experience. Other examples are available in the detailed tables.
  - Working well with others: Business 97%, Nursing 88%, Applied Science 86%
  - Understanding of science: Applied Science 92%, Nursing 81%
  - Research skills: Law 85%, Nursing 81%, Arts and Science 80%
  - Sensitivity to ethical issues: Nursing 76%
- 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 continue to report very low satisfaction with *athletic facilities*, indicating the lowest level of satisfaction among all services rated in the survey.
- 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*.
- *Health Services* noted a decline in student satisfaction levels across all Faculties and Schools.
- Student satisfaction with *registration services* has declined markedly from five years ago, perhaps an indication of students' frustration with dated technology.
- Overall, satisfaction with study space increased, particularly among students in Applied Science and Arts & Science, perhaps reflecting the positive launch of the Learning Commons in Stauffer Library.

#### Question 5 – Student debt

- More students in all Faculties and Schools self-reported they would graduate debt free in 2007 except Arts and Science where the year over year numbers are exactly the same.
- Although fewer students graduating from Law reported graduating with debt, they continue to report the highest level of repayable debt.
- Students in Applied Science, Arts and Science, Concurrent Education, and Education reported a lower percentage of their debt from government and an increase in loans from family.
- The maximum repayable debt for most students graduating from four-year undergraduate degrees (ENG, ASC, CON-ED, BUS, NUR) receiving funding through the Ontario Student Assistance Program (OSAP) is \$28,000 (\$7,000 per year after the Ontario Student Opportunity Grant (OSOG)). A priority for Queen's student financial assistance is to support students on OSAP and other provincial government student assistance programs.

#### Question 10 – Post-graduation expectations

- More students indicated they planned to pursue further study (36% in 2007, 32% in 2006) versus seeking employment (50% in 2007, 55% in 2006).
- 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"> <li>•Class participation was actively encouraged.</li> <li>•I was generally able to enrol in the courses I wanted.</li> <li>•Marking of assignments was fair.</li> </ul>	<ul style="list-style-type: none"> <li>•Instructors were readily accessible outside class.</li> <li>•Assessment methods (exams and marking) were fair.</li> <li>•Instructors took an active interest in my learning.</li> <li>•Instructors showed a positive attitude toward students.</li> <li>•My program had the right amount of theory incorporated into the curriculum.</li> <li>•There was ample scope for organized social activities at Queen's.</li> <li>•My learning experience was intellectually stimulating.</li> <li>•My learning experience has been enjoyable.</li> </ul>
Below-average satisfaction	SECONDARY REVIEW	PRIMARY REVIEW
	<ul style="list-style-type: none"> <li>•Teaching Assistants helped me understand the material being taught.</li> <li>•My program had an appropriate amount of practice-based learning.</li> <li>•Instructors encouraged feedback from the class regarding their teaching.</li> </ul>	<ul style="list-style-type: none"> <li>•Exams used for assessing progress were fair.</li> <li>•Instructors provided helpful feedback.</li> <li>•Instructors made an effort to check that students understood the material being taught.</li> <li>•My program had a good balance between theory and practice.</li> </ul>

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

## DISTRIBUTION OF THE QUESTIONNAIRE / RESPONSE RATES

In March 2007, 3,819 e-mails were sent to undergraduate graduating students asking them to complete the Exit Poll questionnaire on the web using a unique ID. E-mail reminders were sent out in April to non-respondents. A total of 1,908 students responded, a response rate of 50%.

	# Sent	# Returned	Response Rate				
			2007	2006	2005	2004	2003
ENG	621	315	51%	46%	50%	44%	47%
ART/SCI	2,014	1,037	51%	49%	48%	47%	47%
EDUC/CONED	658	326	50%	58%	47%	43%	42%
LAW	166	53	32%	39%	45%	38%	35%
MED*	-	-	-	-	-	-	45%
REH**	-	-	-	53%	52%	49%	41%
BUS	244	119	49%	45%	58%	55%	50%
NUR	116	58	50%	57%	54%	56%	48%
Grand Total	3,819	1,908	50%	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).

\*\* Rehabilitation Therapy is no longer offered as an undergraduate program.

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. Detailed results are available for each question in the "Response Data" section of this report.

Almost all respondents were able to comment on their experiences with *classroom facilities; library facilities & hours; library 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-one percent of respondents were unable to evaluate *personal counseling services*.

Other campus services received varying response rates: 85% of respondents were able to rate their experiences with *health services*, while only 23% 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.

## Question 1: Quality of the Learning Experience

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

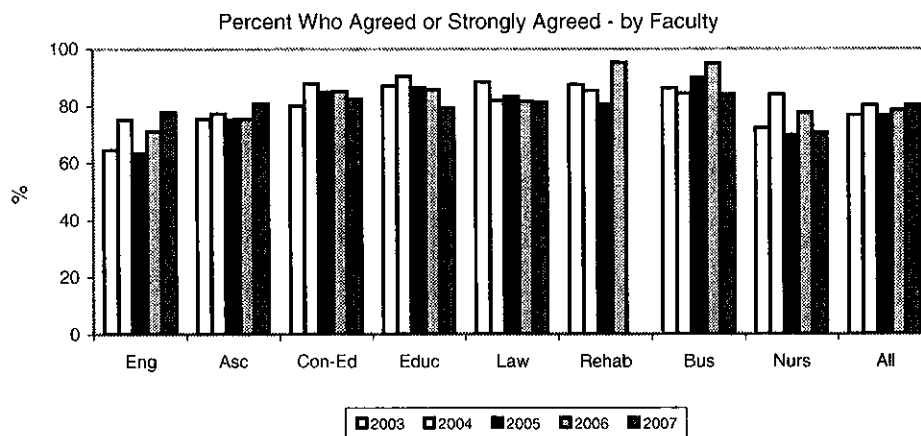
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	58	53	65	65	75	63	71	78	70
Arts and Science	55	57	67	75	77	75	75	81	77
Concurrent Education	79	70	72	80	88	85	85	82	84
Education	85	73	81	87	90	86	86	79	86
Law School	58	81	93	88	82	83	82	81	83
Medicine	59	76	81	77	-	-	-	-	-
Rehabilitation Therapy	78	91	86	88	85	81	95	-	-
School of Business	77	67	71	86	84	90	95	84	88
School of Nursing	60	52	85	72	84	70	78	71	75
Grand Total	64	62	70	77	80	77	79	80	78

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	33	34	42	42	44	42	39	35



## Question 1: Quality of the Learning Experience

### **Question 1b: Instructors were readily accessible outside class.**

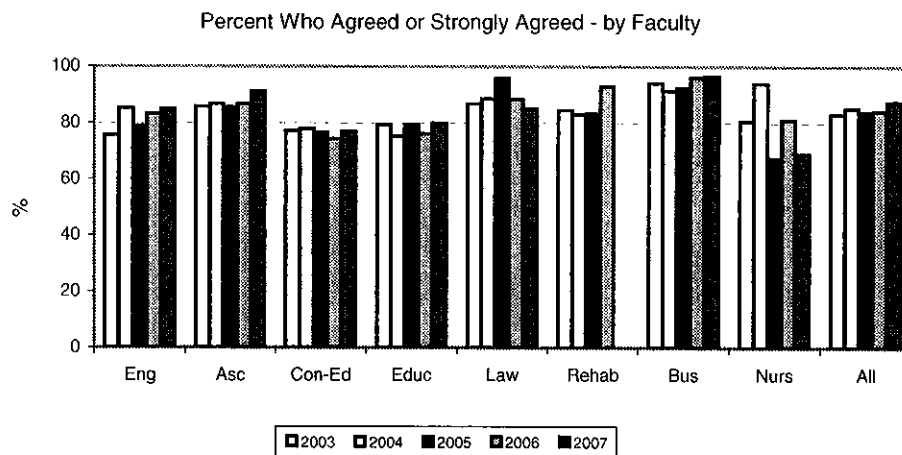
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	76	67	78	76	85	79	83	85	81
Arts and Science	74	74	85	86	87	85	87	91	87
Concurrent Education	60	60	81	77	78	76	74	77	77
Education	73	55	81	79	75	79	76	80	78
Law School	70	66	100	87	89	96	88	85	89
Medicine	53	59	59	69	-	-	-	-	-
Rehabilitation Therapy	63	74	93	84	83	83	93	-	-
School of Business	79	80	90	94	91	92	96	97	94
School of Nursing	85	72	68	81	94	67	81	69	78
Grand Total	72	69	83	83	85	84	84	87	85

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	7	7	10	9	11	10	11	9



## Question 1: Quality of the Learning Experience

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

Percent

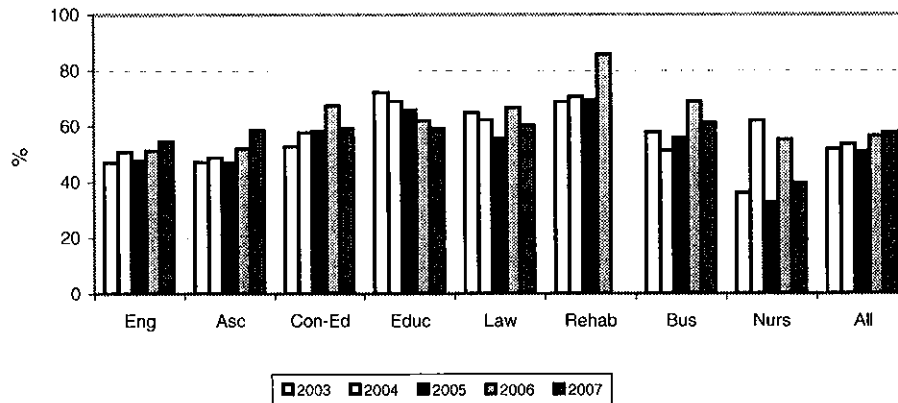
	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	34	39	48	47	51	48	51	55	50
Arts and Science	38	34	40	47	49	47	52	59	51
Concurrent Education	57	45	31	53	58	58	67	59	59
Education	66	52	53	72	69	66	62	59	66
Law School	48	40	81	65	62	56	67	60	62
Medicine	38	33	52	37	-	-	-	-	-
Rehabilitation Therapy	50	58	69	69	71	69	86	-	-
School of Business	40	41	50	58	51	56	69	61	59
School of Nursing	33	45	31	36	62	33	55	40	45
Grand Total	43	39	45	52	54	51	56	58	54

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	18	19	23	21	23	21	17	11

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

### **Question 1d: Instructors provided helpful feedback.**

Percent

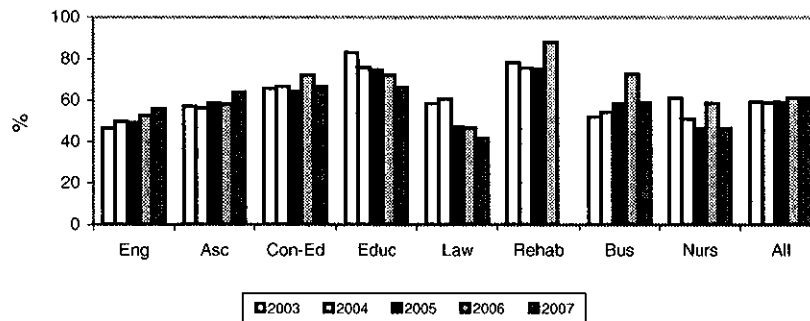
	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	41	37	48	47	50	49	53	56	51
Arts and Science	46	42	51	57	56	59	58	64	59
Concurrent Education	55	48	53	66	67	64	72	67	67
Education	70	56	63	83	76	75	72	66	74
Law School	48	48	78	58	61	47	47	42	51
Medicine	31	40	41	49	-	-	-	-	-
Rehabilitation Therapy	60	74	62	78	76	75	88	-	-
School of Business	50	31	59	52	54	58	73	59	59
School of Nursing	45	45	58	61	51	47	59	47	53
Grand Total	50	44	53	59	59	59	61	61	60

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	11	10	12	12	14	12	12	8

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

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

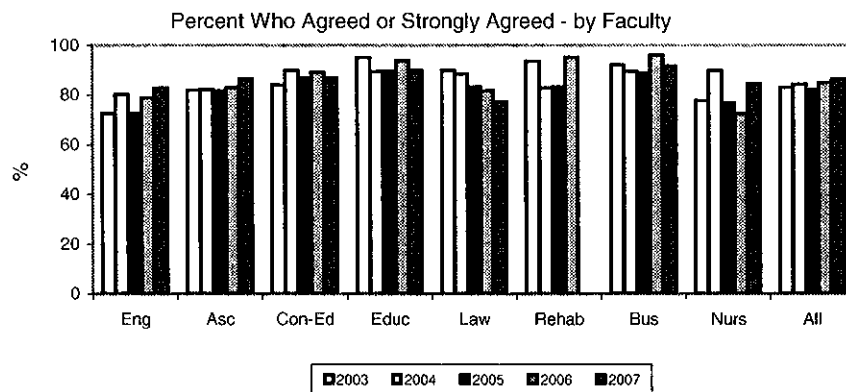
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	69	65	74	73	80	73	79	83	77
Arts and Science	70	68	78	82	82	82	83	87	83
Concurrent Education	88	73	83	84	90	87	89	87	87
Education	90	81	87	95	89	90	94	90	92
Law School	67	79	93	90	89	83	82	77	84
Medicine	66	80	74	71	-	-	-	-	-
Rehabilitation Therapy	85	93	76	94	83	83	95	-	-
School of Business	79	82	85	92	90	89	96	92	92
School of Nursing	75	52	77	78	90	77	72	84	80
Grand Total	75	72	79	83	84	82	85	86	84

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	23	21	25	25	23	22	22	19





## Question 1: Quality of the Learning Experience

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

Percent

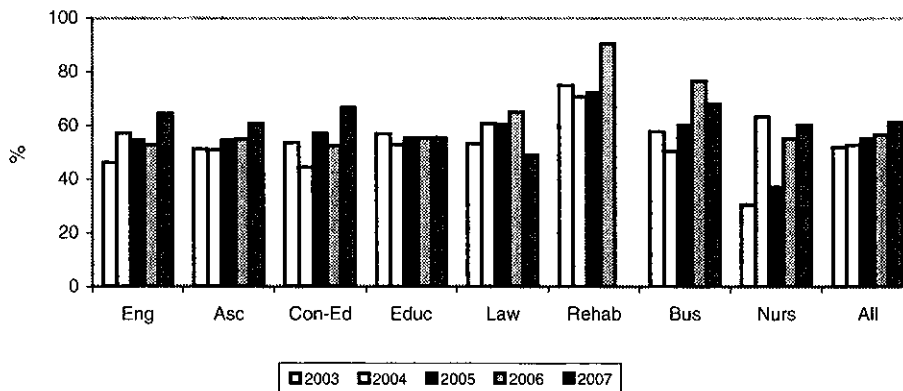
	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	40	37	52	46	57	55	53	64	55
Arts and Science	41	43	47	51	51	55	55	61	54
Concurrent Education	50	39	28	54	44	57	52	67	55
Education	61	49	40	57	53	55	55	56	55
Law School	36	55	48	53	61	61	65	49	58
Medicine	45	59	56	60	-	-	-	-	-
Rehabilitation Therapy	55	70	66	75	71	72	90	-	-
School of Business	63	58	69	58	50	60	77	68	63
School of Nursing	25	29	58	31	63	37	55	60	49
Grand Total	46	45	48	52	53	55	57	61	56

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	4	4	4	5	3	3	4	3

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

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

Percent

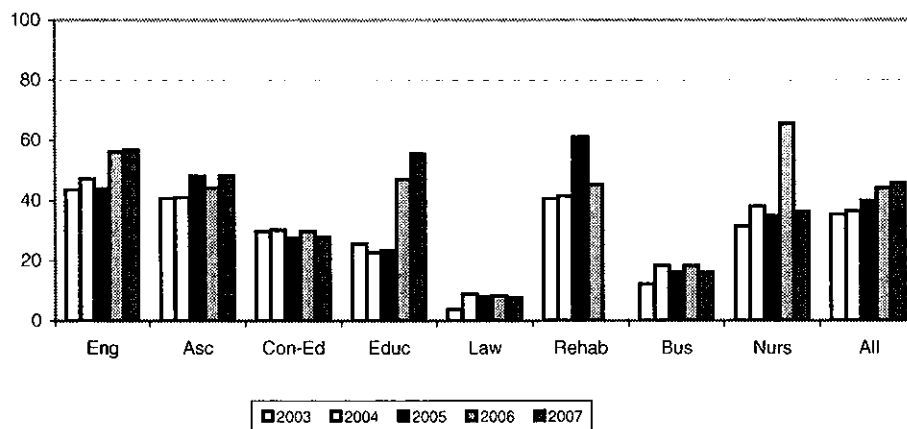
	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	40	33	37	44	47	44	56	57	50
Arts and Science	35	44	45	41	41	48	44	48	44
Concurrent Education	26	24	25	30	30	28	30	28	29
Education	28	18	15	26	23	23	47	56	35
Law School	32	27	12	4	9	8	8	8	7
Medicine	19	30	16	19	-	-	-	-	-
Rehabilitation Therapy	43	35	52	41	41	61	45	-	-
School of Business	20	21	17	12	18	16	18	16	16
School of Nursing	21	46	27	31	38	35	66	36	41
Grand Total	34	37	36	35	36	40	44	46	40

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	4	4	6	7	6	5	4	4

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

### Question 1h: Class participation was actively encouraged.

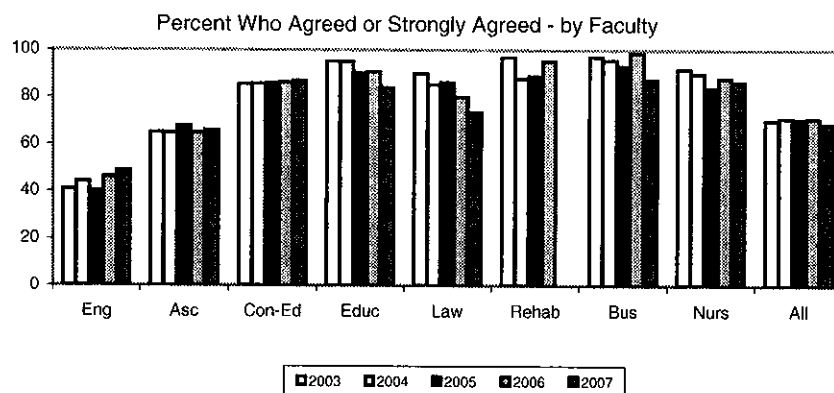
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	40	38	41	41	44	40	46	49	44
Arts and Science	53	52	59	65	65	68	65	66	66
Concurrent Education	85	72	73	86	86	86	86	87	86
Education	92	84	91	95	95	90	91	84	91
Law School	82	84	89	90	85	86	80	74	83
Medicine	45	58	63	71	-	-	-	-	-
Rehabilitation Therapy	90	77	86	97	88	89	95	-	-
School of Business	85	94	92	97	96	93	99	87	94
School of Nursing	85	97	88	92	90	84	88	86	88
Grand Total	63	60	64	70	71	71	71	69	70

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	8	7	10	9	10	9	9	8



## Question 1: Quality of the Learning Experience

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

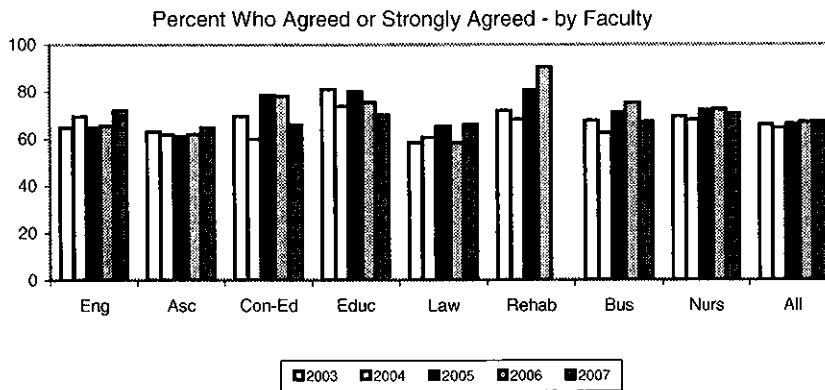
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	63	60	72	65	69	65	66	72	67
Arts and Science	53	53	60	63	62	61	62	65	63
Concurrent Education	69	69	63	70	60	79	78	66	70
Education	74	75	73	81	74	80	75	70	76
Law School	56	60	67	58	61	65	58	66	62
Medicine	47	35	48	51	-	-	-	-	-
Rehabilitation Therapy	60	79	83	72	68	81	90	-	-
School of Business	63	60	67	68	63	71	75	67	69
School of Nursing	55	66	50	69	68	72	72	71	71
Grand Total	59	59	64	66	65	66	67	67	66

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	26	27	28	28	26	26	23	17



## Question 1: Quality of the Learning Experience

### 1i-i The exams used for assessing progress were fair.

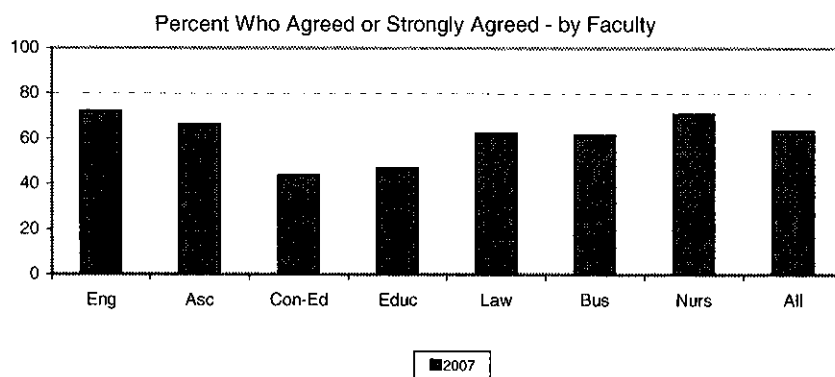
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	1999	2001	2002	2003	2004	2005	2006	2007		
Applied Science								72	72	Eng
Arts and Science								66	66	Asc
Concurrent Education								44	44	Con-Ed
Education								47	47	Educ
Law School								62	62	Law
Medicine								-	-	
Rehabilitation Therapy								-	-	Rehab
School of Business								61	61	Bus
School of Nursing								71	71	Nurs
Grand Total								63	63	All

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three								5



## Question 1: Quality of the Learning Experience

### 1i-ii Marking of assignments was fair.

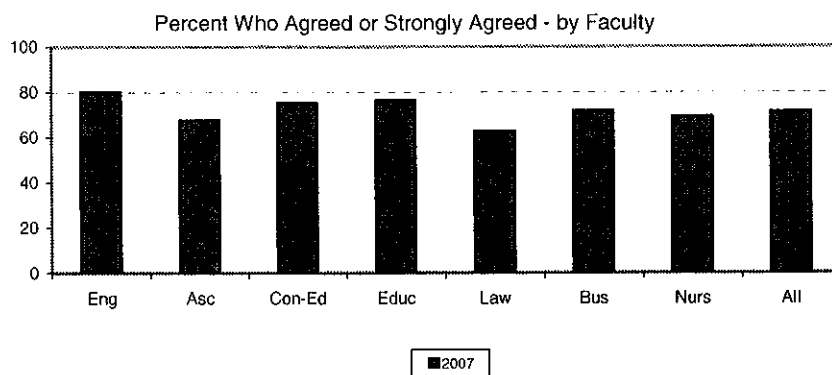
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	1999	2001	2002	2003	2004	2005	2006	2007		
Applied Science								80	80	Eng
Arts and Science								67	67	Asc
Concurrent Education								75	75	Con-Ed
Education								76	76	Educ
Law School								62	62	Law
Medicine								-	-	
Rehabilitation Therapy								-	-	Rehab
School of Business								71	71	Bus
School of Nursing								69	69	Nurs
Grand Total								71	71	All

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three								5



## Question 1: Quality of the Learning Experience

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

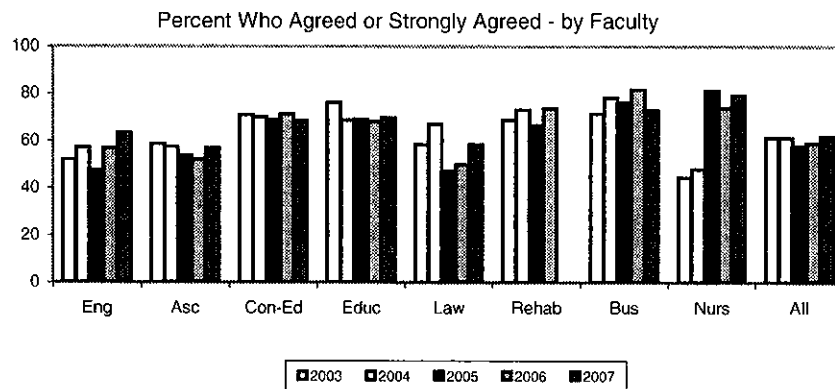
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	57	53	56	52	57	48	57	63	55
Arts and Science	50	55	56	59	58	54	52	57	56
Concurrent Education	71	55	67	71	70	69	71	69	70
Education	80	64	69	76	69	69	68	70	70
Law School	55	54	48	58	67	47	50	58	56
Medicine	78	76	85	80	-	-	-	-	-
Rehabilitation Therapy	40	60	76	69	73	67	74	-	-
School of Business	79	59	83	72	78	76	82	73	76
School of Nursing	40	39	27	44	48	81	74	79	65
Grand Total	59	56	60	61	61	58	59	62	60

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	42	37	40	36	37	35	36	26



## Question 1: Quality of the Learning Experience

### 1i-i My program had the right amount of theory incorporated into the curriculum.

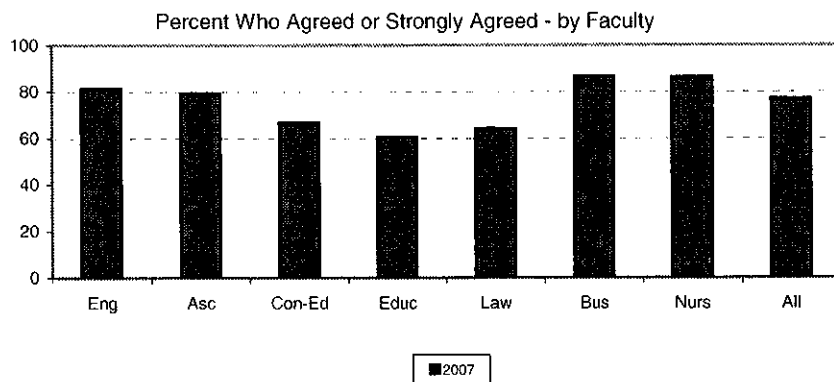
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	1999	2001	2002	2003	2004	2005	2006	2007		
Applied Science								81	81	Eng
Arts and Science								79	79	Asc
Concurrent Education								67	67	Con-Ed
Education								61	61	Educ
Law School								64	64	Law
Medicine								-	-	
Rehabilitation Therapy								-	-	Rehab
School of Business								87	87	Bus
School of Nursing								86	86	Nurs
Grand Total								77	77	All

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three								3





## Question 1: Quality of the Learning Experience

### 11-i My program had an appropriate amount of practice-based learning.

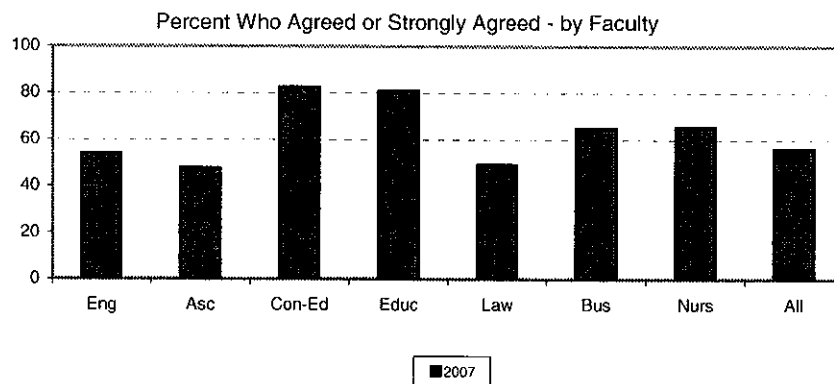
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	1999	2001	2002	2003	2004	2005	2006	2007		
Applied Science								54	54	Eng
Arts and Science								48	48	Asc
Concurrent Education								82	82	Con-Ed
Education								81	81	Educ
Law School								49	49	Law
Medicine								-	-	
Rehabilitation Therapy								-	-	Rehab
School of Business								65	65	Bus
School of Nursing								66	66	Nurs
Grand Total								56	56	All

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three								15



## Question 1: Quality of the Learning Experience

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

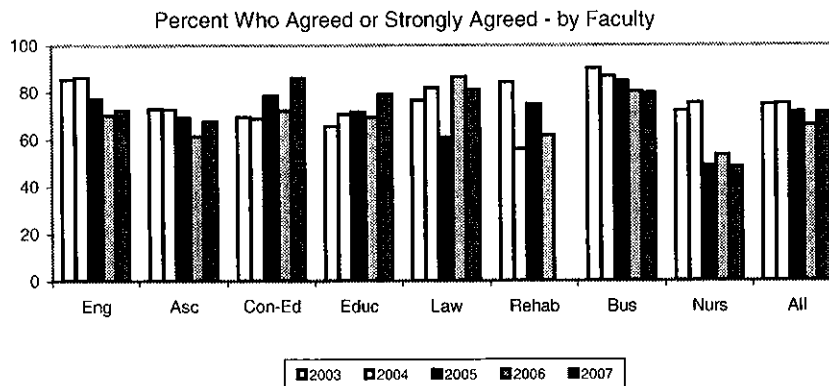
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	80	80	78	85	86	77	70	72	78
Arts and Science	76	70	69	73	73	69	62	68	69
Concurrent Education	79	77	80	70	69	79	72	86	75
Education	88	77	78	66	71	72	70	79	71
Law School	64	73	78	77	82	61	87	81	78
Medicine	82	86	60	53	-	-	-	-	-
Rehabilitation Therapy	80	67	79	84	56	75	62	-	-
School of Business	88	73	86	90	87	85	81	80	84
School of Nursing	70	72	85	72	76	49	53	48	60
Grand Total	79	73	74	75	75	72	66	71	72

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	16	18	12	14	13	16	18	16



## Question 1: Quality of the Learning Experience

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

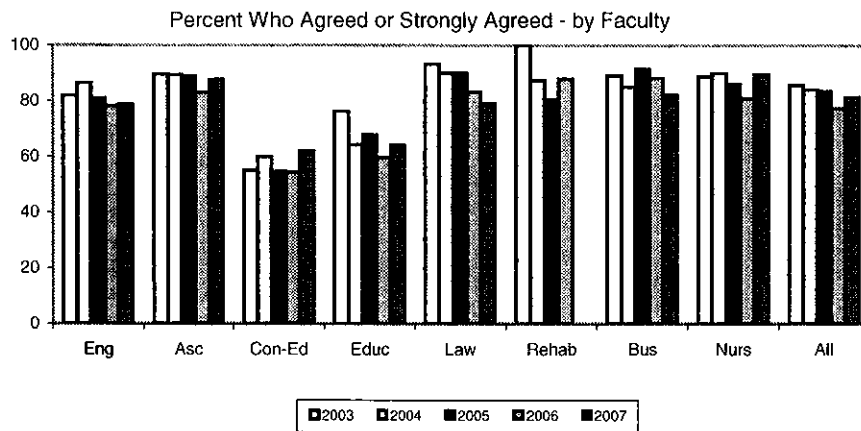
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	76	69	85	82	86	81	78	79	81
Arts and Science	81	79	87	90	89	89	83	88	88
Concurrent Education	55	52	76	55	60	55	54	62	57
Education	69	54	70	76	64	68	60	64	67
Law School	73	86	89	93	90	90	83	79	87
Medicine	78	83	93	91	-	-	-	-	-
Rehabilitation Therapy	85	91	90	100	88	81	88	-	-
School of Business	86	78	89	89	85	92	88	82	87
School of Nursing	75	76	85	89	90	86	81	90	87
Grand Total	76	73	84	86	84	84	77	82	82

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	50	53	43	42	44	46	45	48



## Question 1: Quality of the Learning Experience

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

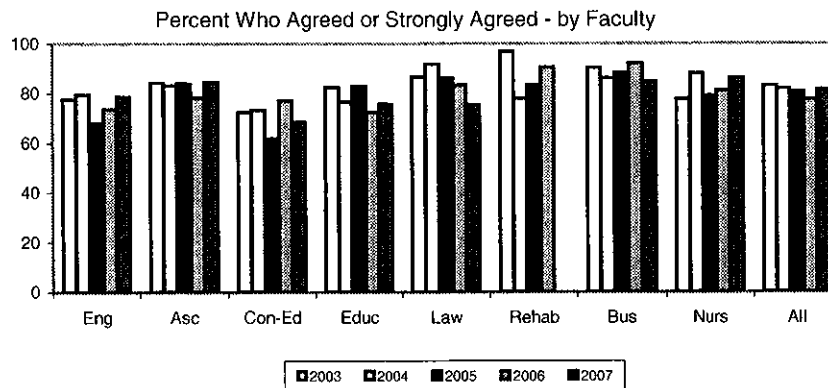
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	69	65	79	78	79	68	74	79	76
Arts and Science	77	76	82	84	83	84	78	85	83
Concurrent Education	70	60	81	72	73	62	77	69	71
Education	81	70	82	83	77	83	72	76	78
Law School	70	83	93	87	92	86	83	75	85
Medicine	69	78	93	86	-	-	-	-	-
Rehabilitation Therapy	78	95	83	97	78	83	90	-	-
School of Business	86	72	83	90	86	88	92	85	88
School of Nursing	80	76	73	78	88	79	81	86	82
Grand Total	76	73	81	83	82	81	78	82	81

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	44	44	33	35	35	36	43	20



## Question 1: Quality of the Learning Experience

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

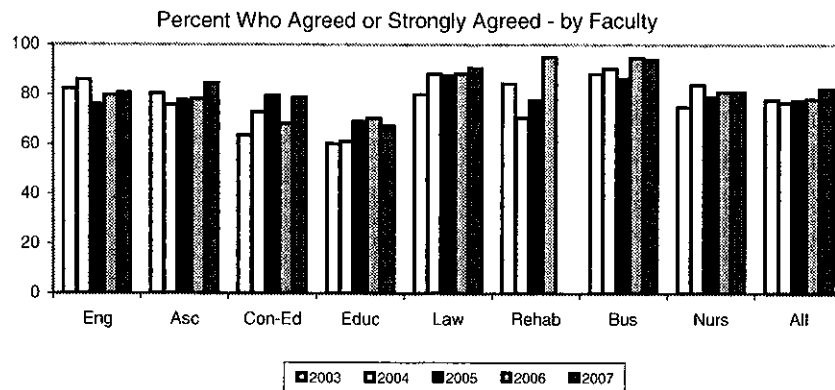
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	85	80	80	82	86	76	80	81	81
Arts and Science	77	76	76	80	76	78	78	85	79
Concurrent Education	77	65	79	64	73	80	68	79	73
Education	79	63	60	60	61	69	71	67	66
Law School	76	91	81	80	88	88	88	91	87
Medicine	69	88	85	77	-	-	-	-	-
Rehabilitation Therapy	88	88	90	84	71	78	95	-	-
School of Business	87	82	78	88	90	86	95	94	91
School of Nursing	90	75	69	75	84	79	81	81	80
Grand Total	79	76	75	78	77	78	78	82	79

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	14	15	12	14	12	15	17	47



## Question 1: Quality of the Learning Experience

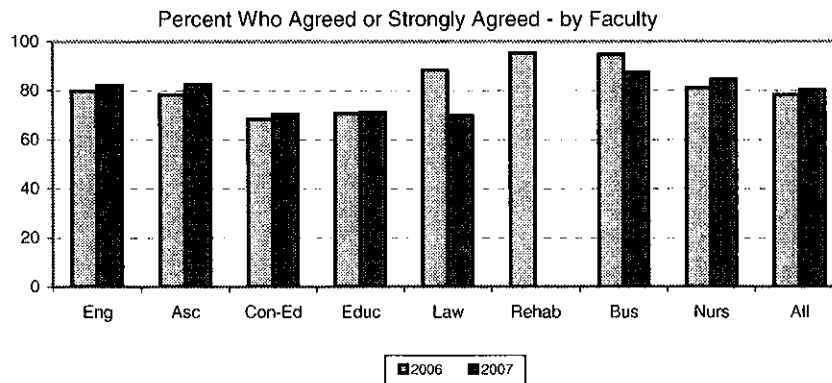
**Question 1o: Overall, the learning experience at Queen's was excellent.**

Percent

Percent	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science							80	82	81
Arts and Science							78	83	80
Concurrent Education							68	70	69
Education							71	71	71
Law School							88	70	79
Medicine							-	-	-
Rehabilitation Therapy							95	-	-
School of Business							95	87	91
School of Nursing							81	84	83
Grand Total							78	81	79

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

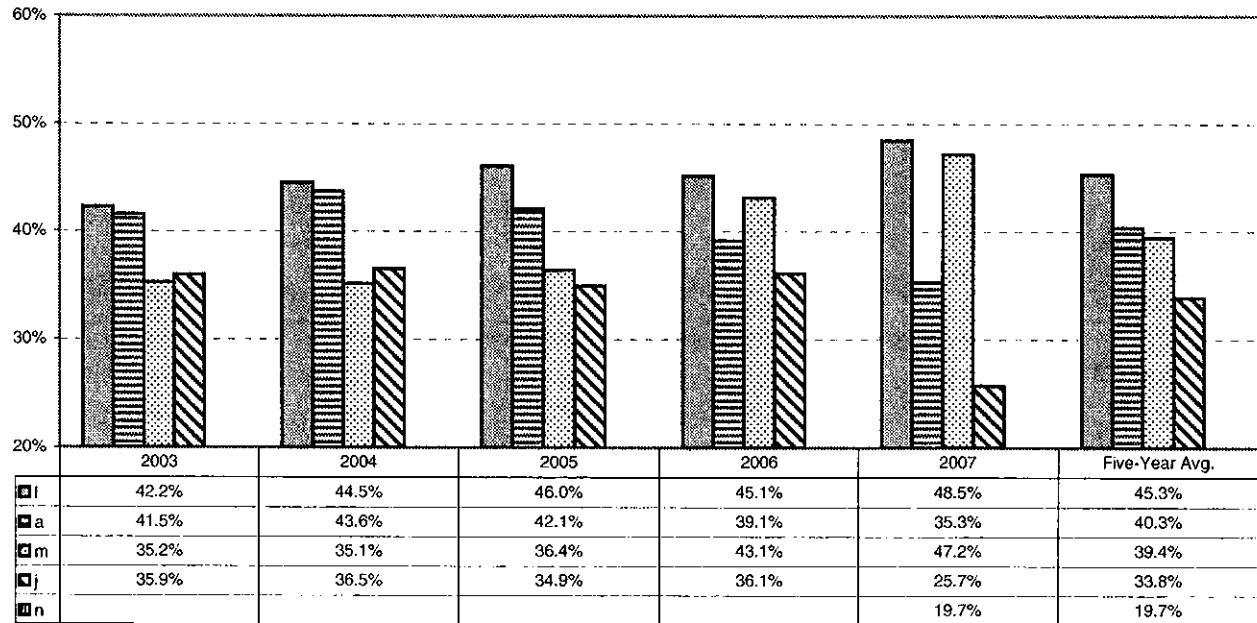
Self-reported Importance of this Statement to Students



## 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 - m) My learning experience has been enjoyable
- 2nd - l) My learning experience was intellectually stimulating
- 3rd - a) Instructors took an active interest in my learning
- 4th - j) My program had a good balance between theory and practice
- 5th - n) There was ample scope for organized social activities at Queen's

## Question 1: Quality of the Learning Experience

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

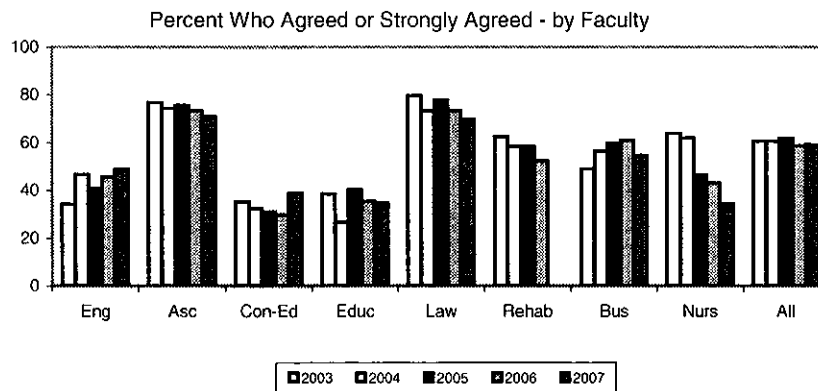
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	38	36	46	34	47	41	46	49	43
Arts and Science	66	67	74	77	74	76	73	71	74
Concurrent Education	29	37	63	35	33	31	30	39	33
Education	34	27	38	39	27	40	35	35	35
Law School	61	66	85	80	73	78	73	70	75
Medicine	3	12	15	18	-	-	-	-	-
Rehabilitation Therapy	60	56	66	63	59	58	52	-	-
School of Business	43	45	66	49	57	60	61	55	56
School of Nursing	60	55	50	64	62	47	43	34	50
Grand Total	52	53	63	61	61	62	59	59	60

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	18	18	22	21	24	24	20	21





## Question 1: Quality of the Learning Experience

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

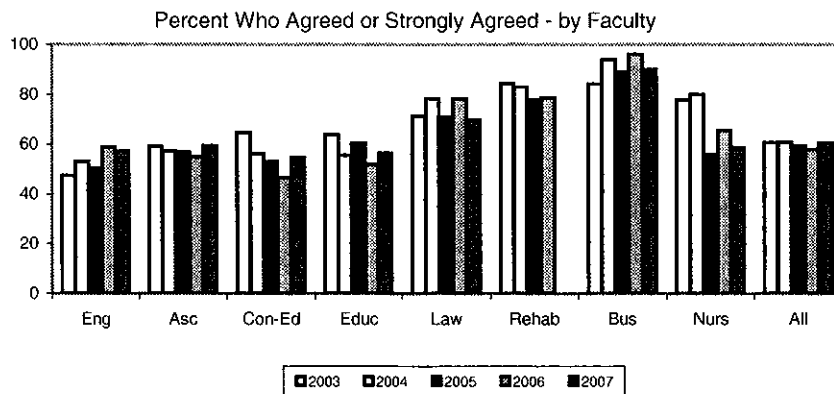
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	42	48	45	47	53	50	59	57	53
Arts and Science	52	50	59	59	57	57	55	59	57
Concurrent Education	53	58	59	65	56	53	47	55	55
Education	63	48	55	64	56	61	52	56	58
Law School	64	75	81	71	78	71	78	70	74
Medicine	25	34	44	44	-	-	-	-	-
Rehabilitation Therapy	73	74	71	84	83	78	79	-	-
School of Business	82	67	87	84	94	89	96	90	91
School of Nursing	90	76	81	78	80	56	66	59	68
Grand Total	55	52	59	61	61	59	58	61	60

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	15	15	20	17	18	19	21	18



## Question 1: Quality of the Learning Experience

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

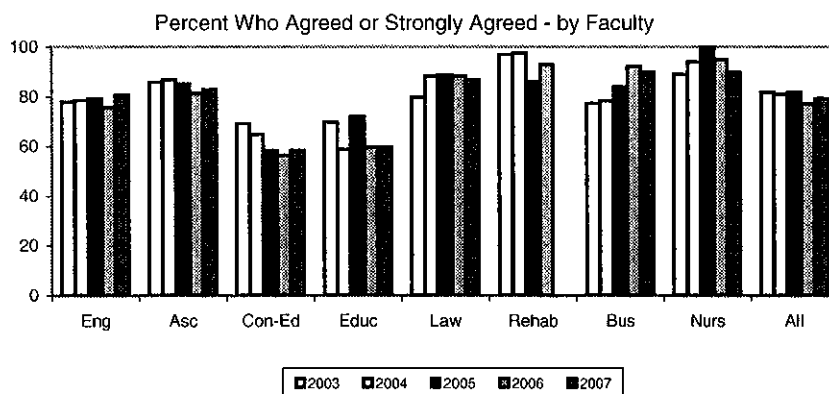
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	74	75	76	78	79	79	76	81	78
Arts and Science	80	77	82	86	87	85	81	83	84
Concurrent Education	53	61	66	69	65	58	56	58	61
Education	64	50	62	70	59	72	60	60	64
Law School	76	83	93	80	88	89	88	87	86
Medicine	84	85	89	94	-	-	-	-	-
Rehabilitation Therapy	80	88	86	97	98	86	93	-	-
School of Business	84	82	85	77	78	84	92	90	84
School of Nursing	80	83	88	89	94	100	95	90	93
Grand Total	75	74	79	82	81	82	77	79	80

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	34	37	41	42	40	41	42	38



## Question 1: Quality of the Learning Experience

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

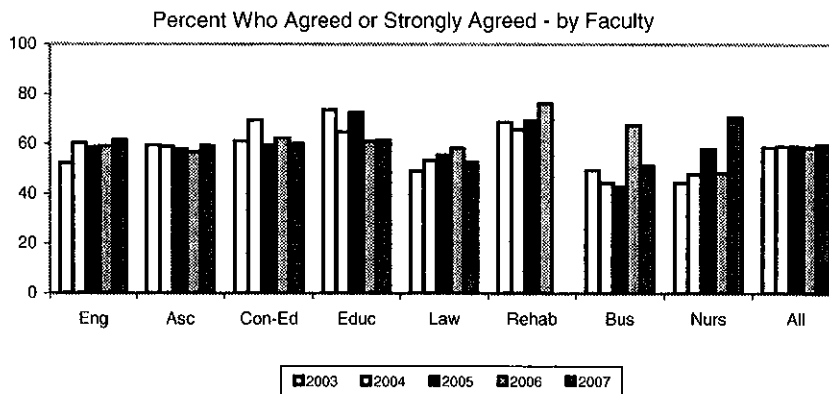
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	41	53	48	52	60	59	59	62	58
Arts and Science	51	52	54	60	59	58	57	59	59
Concurrent Education	61	52	59	61	70	60	62	60	63
Education	74	63	66	74	65	73	61	61	67
Law School	48	59	56	49	53	56	58	53	54
Medicine	22	35	30	32	-	-	-	-	-
Rehabilitation Therapy	63	74	79	69	66	69	76	-	-
School of Business	41	47	43	50	44	43	68	51	51
School of Nursing	45	62	54	44	48	58	48	71	54
Grand Total	53	54	54	59	59	59	59	60	59

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	22	23	22	22	24	22	21	18



## Question 1: Quality of the Learning Experience

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

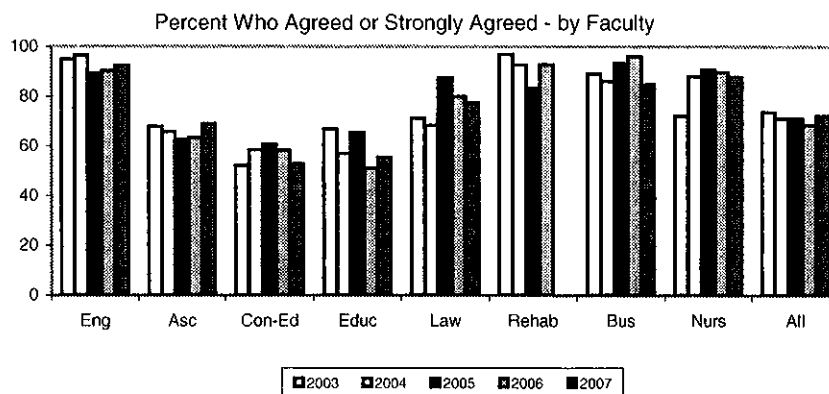
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	90	91	97	95	96	89	90	92	93
Arts and Science	60	61	67	68	66	63	63	69	66
Concurrent Education	52	63	52	52	58	61	58	53	57
Education	55	44	55	67	57	66	51	56	59
Law School	67	71	89	71	68	88	80	77	77
Medicine	75	88	93	85	-	-	-	-	-
Rehabilitation Therapy	85	91	90	97	93	83	93	-	-
School of Business	87	81	95	89	86	93	96	85	90
School of Nursing	45	83	81	72	88	91	90	88	86
Grand Total	66	66	73	74	71	71	69	72	71

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	33	33	38	37	32	32	31	30



## Question 1: Quality of the Learning Experience

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

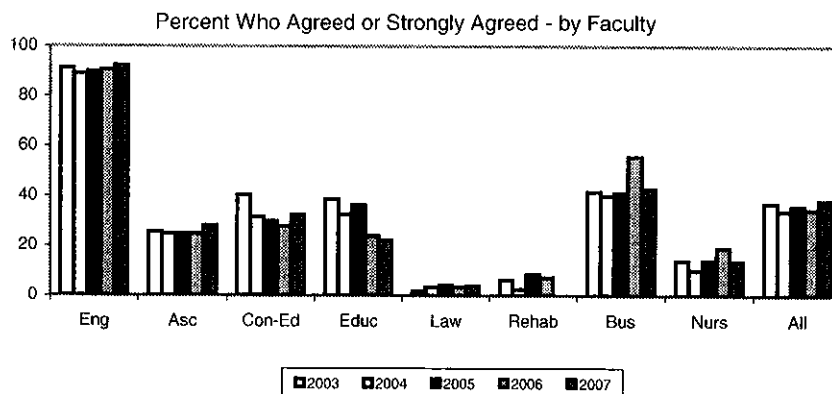
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	91	88	93	91	89	90	91	92	91
Arts and Science	23	27	28	25	25	25	25	28	26
Concurrent Education	25	33	30	40	31	30	28	32	32
Education	38	29	40	39	33	36	24	22	31
Law School	10	2	4	2	3	4	3	4	3
Medicine	0	3	4	12	-	-	-	-	-
Rehabilitation Therapy	0	5	3	6	2	8	7	-	-
School of Business	58	47	34	42	40	41	56	43	44
School of Nursing	0	10	0	14	10	14	19	14	14
Grand Total	34	34	39	37	34	36	34	38	36

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	3	4	4	5	4	4	2	3



## Question 1: Quality of the Learning Experience

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

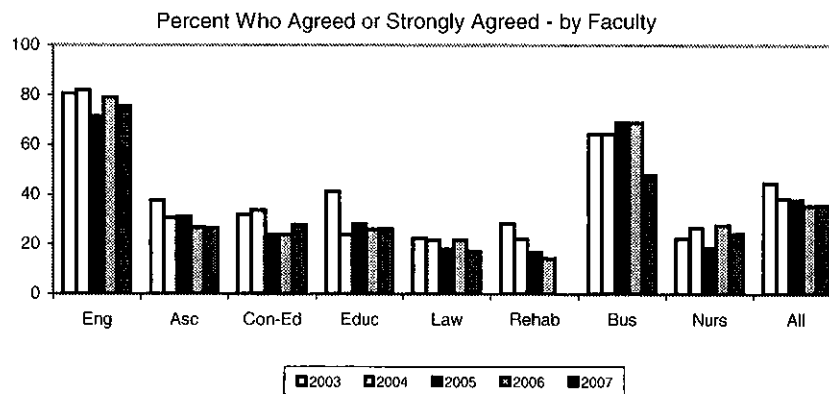
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	86	82	84	81	82	71	79	76	78
Arts and Science	36	33	38	38	31	31	27	26	30
Concurrent Education	34	45	38	32	34	24	24	28	28
Education	45	31	46	41	24	28	26	26	29
Law School	28	30	27	22	22	18	22	17	20
Medicine	6	3	7	24	-	-	-	-	-
Rehabilitation Therapy	23	16	21	28	22	17	14	-	-
School of Business	61	51	79	64	64	69	69	48	63
School of Nursing	45	41	42	22	27	19	28	24	24
Grand Total	44	40	49	45	38	38	35	36	38

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	8	8	6	5	4	3	2	3



## Question 1: Quality of the Learning Experience

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

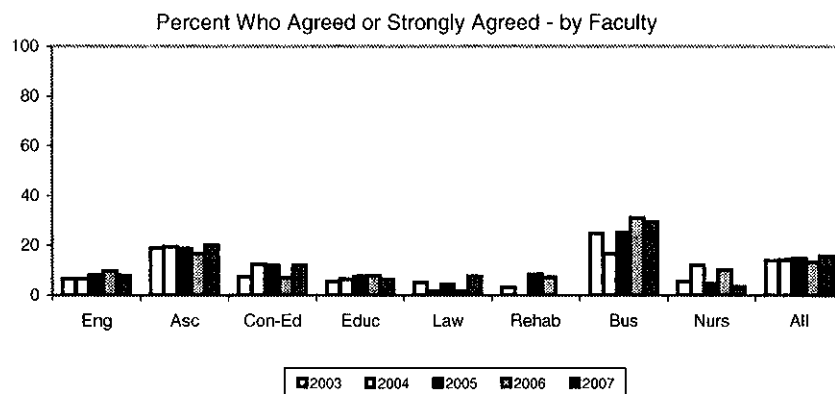
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	6	5	10	7	7	8	10	8	8
Arts and Science	19	17	16	19	19	19	17	20	19
Concurrent Education	13	11	13	7	13	12	7	12	10
Education	6	6	8	5	6	8	8	6	7
Law School	10	4	4	5	2	4	2	8	4
Medicine	0	0	7	0	-	-	-	-	-
Rehabilitation Therapy	10	5	7	3	0	8	7	-	-
School of Business	25	33	24	25	17	25	31	29	25
School of Nursing	0	14	4	6	12	5	10	3	7
Grand Total	14	13	14	14	14	15	13	16	14

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	3	2	2	3	3	3	2	3



## Question 1: Quality of the Learning Experience

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

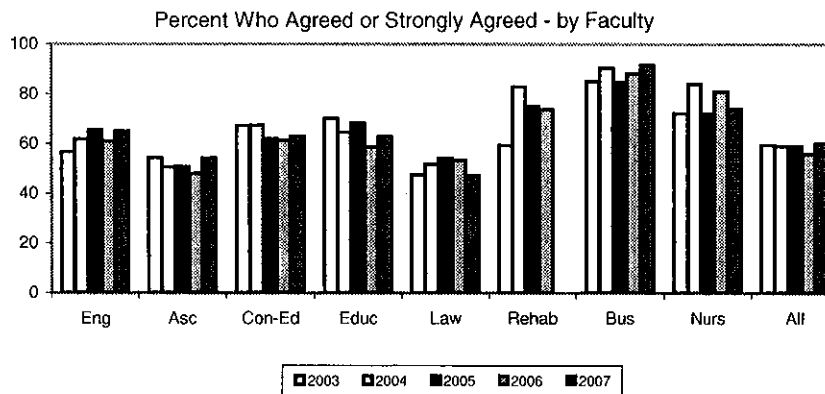
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	59	56	58	57	62	66	61	65	62
Arts and Science	50	46	50	54	51	51	48	54	52
Concurrent Education	64	47	55	67	67	62	61	63	64
Education	69	55	67	70	65	68	59	63	65
Law School	58	51	44	47	52	54	53	47	51
Medicine	50	73	67	65	-	-	-	-	-
Rehabilitation Therapy	65	58	69	59	83	75	74	-	-
School of Business	72	68	80	85	90	85	88	92	88
School of Nursing	90	86	65	72	84	72	81	74	77
Grand Total	57	52	56	59	59	59	56	60	59

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	24	23	26	24	27	24	26	27





## Question 1: Quality of the Learning Experience

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

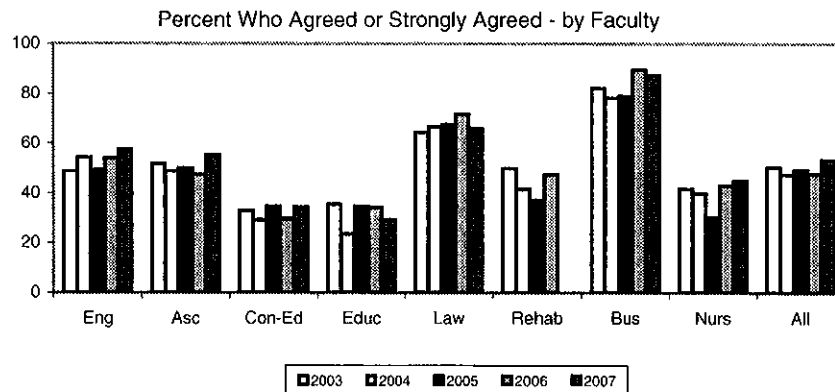
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	48	53	49	49	54	49	54	57	53
Arts and Science	51	47	53	52	49	50	48	55	51
Concurrent Education	29	21	38	33	29	35	30	34	32
Education	37	29	30	35	24	35	34	29	31
Law School	64	71	74	64	67	68	72	66	67
Medicine	41	35	52	41	-	-	-	-	-
Rehabilitation Therapy	20	28	38	50	41	37	48	-	-
School of Business	76	65	72	82	78	79	90	87	83
School of Nursing	55	48	42	42	40	30	43	45	40
Grand Total	48	45	50	50	48	49	48	54	50

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	7	6	5	5	5	5	5	5



## Question 1: Quality of the Learning Experience

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

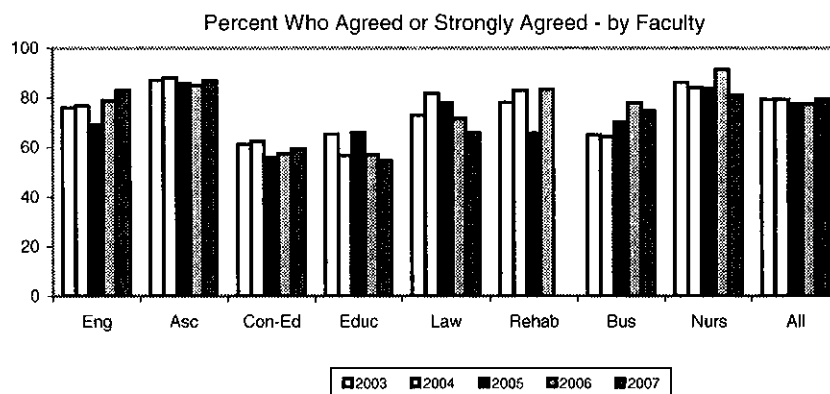
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	73	82	81	76	77	69	79	83	77
Arts and Science	86	81	86	87	88	86	85	87	87
Concurrent Education	55	60	75	61	63	56	57	59	59
Education	58	47	60	65	57	66	57	55	60
Law School	70	83	81	73	82	78	72	66	74
Medicine	66	85	70	71	-	-	-	-	-
Rehabilitation Therapy	70	63	72	78	83	66	83	-	-
School of Business	72	69	68	65	64	70	78	75	70
School of Nursing	65	93	77	86	84	84	91	81	85
Grand Total	76	75	80	79	79	78	78	80	79

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	14	13	9	10	10	10	9	10



## Question 1: Quality of the Learning Experience

### **Question 2l: Queen's contributed to: Ability to work well with others.**

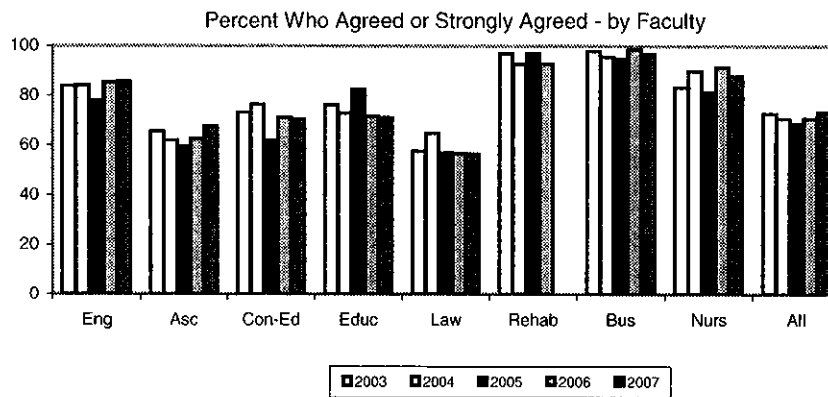
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	80	82	81	84	84	78	85	86	83
Arts and Science	64	65	63	66	62	60	63	68	63
Concurrent Education	73	66	75	73	76	62	71	70	71
Education	80	70	79	76	73	82	72	71	75
Law School	48	53	63	58	65	57	57	57	59
Medicine	69	80	74	76	-	-	-	-	-
Rehabilitation Therapy	93	98	86	97	93	97	93	-	-
School of Business	88	89	95	98	96	95	99	97	97
School of Nursing	90	93	85	83	90	81	91	88	87
Grand Total	72	71	72	73	71	69	71	73	71

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	24	20	16	17	16	17	17	18



## Question 1: Quality of the Learning Experience

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

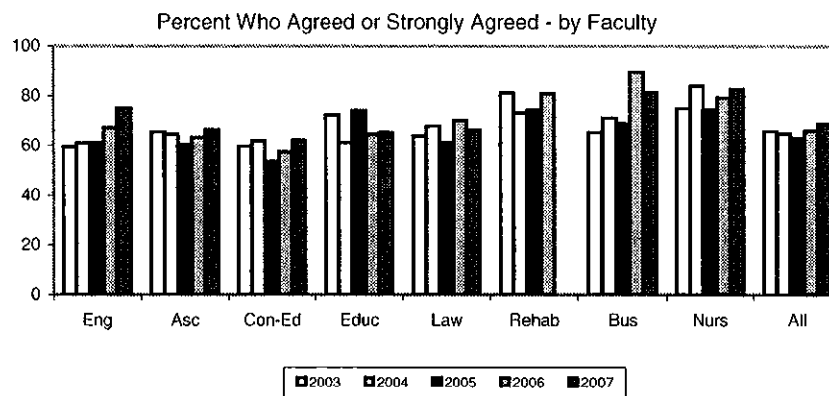
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	58	65	63	59	61	61	67	75	65
Arts and Science	63	63	58	65	65	60	63	66	64
Concurrent Education	61	60	63	60	62	54	57	62	59
Education	67	62	60	72	61	74	65	65	67
Law School	64	63	70	64	68	61	70	66	66
Medicine	69	73	63	68	-	-	-	-	-
Rehabilitation Therapy	53	77	72	81	73	74	81	-	-
School of Business	68	75	68	65	71	69	90	82	75
School of Nursing	85	59	77	75	84	74	79	83	79
Grand Total	63	64	61	66	65	63	66	69	66

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	30	26	20	21	21	22	25	23



## Question 1: Quality of the Learning Experience

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

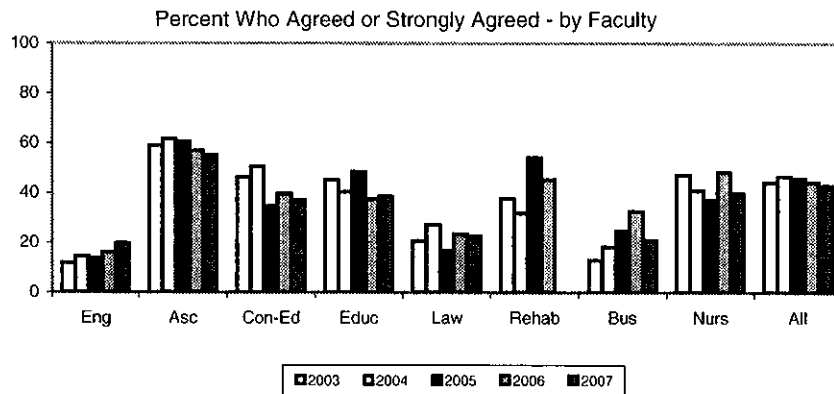
*Percent*

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	11	12	19	12	14	14	16	20	15
Arts and Science	57	52	57	59	62	61	57	55	59
Concurrent Education	34	43	59	46	51	35	40	37	42
Education	49	38	47	45	40	49	38	39	42
Law School	16	19	23	21	27	17	23	23	22
Medicine	23	10	11	24	-	-	-	-	-
Rehabilitation Therapy	30	26	38	38	32	54	45	-	-
School of Business	14	24	12	13	18	25	32	21	22
School of Nursing	45	45	42	47	41	37	48	40	43
Grand Total	43	39	44	44	47	46	44	43	45

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	5	4	4	4	4	4	3	5



## Question 1: Quality of the Learning Experience

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

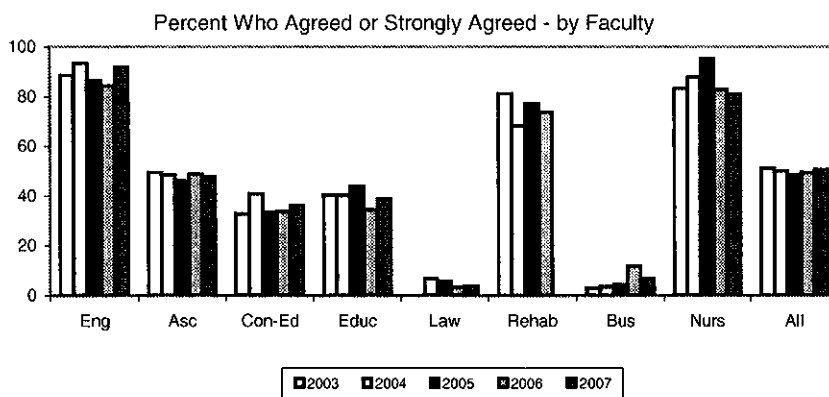
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	87	87	91	89	93	86	84	92	89
Arts and Science	46	47	52	49	48	46	49	48	48
Concurrent Education	30	35	42	33	41	33	34	36	35
Education	35	35	49	40	40	44	34	39	40
Law School	10	0	8	0	7	6	3	4	4
Medicine	80	78	81	85	-	-	-	-	-
Rehabilitation Therapy	60	53	76	81	68	77	74	-	-
School of Business	5	11	5	3	3	4	12	7	6
School of Nursing	75	76	85	83	88	95	83	81	86
Grand Total	47	48	56	51	50	49	49	51	50

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	11	10	10	9	8	9	8	10



## Question 1: Quality of the Learning Experience

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

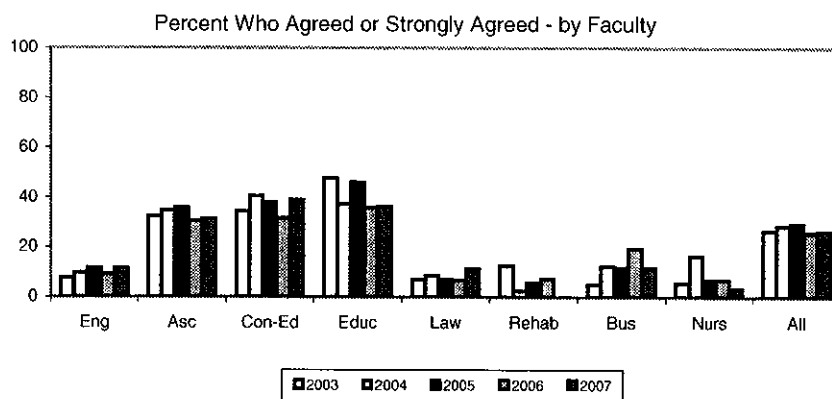
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	6	6	10	7	10	12	9	11	10
Arts and Science	27	28	30	32	35	36	31	31	33
Concurrent Education	26	31	34	34	40	38	32	39	37
Education	37	34	42	48	37	46	36	36	41
Law School	16	4	0	7	8	7	7	11	8
Medicine	6	10	11	6	-	-	-	-	-
Rehabilitation Therapy	13	5	0	13	2	6	7	-	-
School of Business	5	14	12	5	12	12	19	12	12
School of Nursing	15	28	8	6	16	7	7	3	8
Grand Total	23	23	25	27	28	29	26	26	27

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	2	3	2	2	2	3	2	3



## Question 1: Quality of the Learning Experience

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

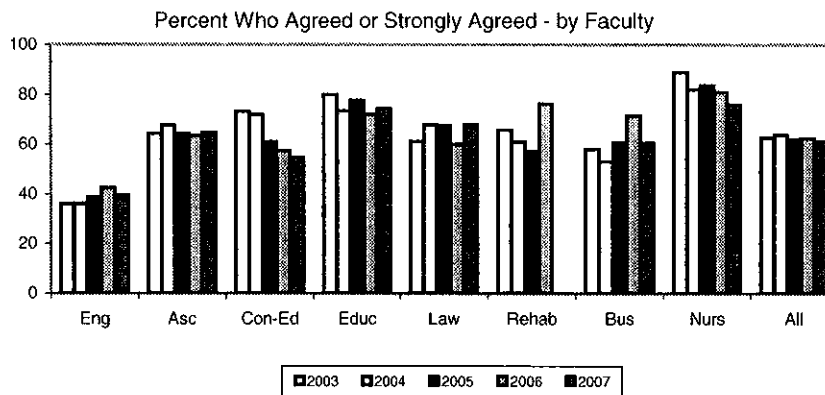
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	39	32	38	36	36	38	42	39	38
Arts and Science	56	55	61	64	68	64	63	65	65
Concurrent Education	60	58	67	73	72	61	57	55	64
Education	81	64	69	80	73	78	72	74	75
Law School	61	56	74	61	68	68	60	68	65
Medicine	44	63	67	82	-	-	-	-	-
Rehabilitation Therapy	80	47	66	66	61	57	76	-	-
School of Business	49	44	58	58	53	61	71	61	61
School of Nursing	75	79	77	89	82	84	81	76	82
Grand Total	58	53	59	63	64	62	62	61	62

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	7	7	4	4	5	6	8	8





## Question 1: Quality of the Learning Experience

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

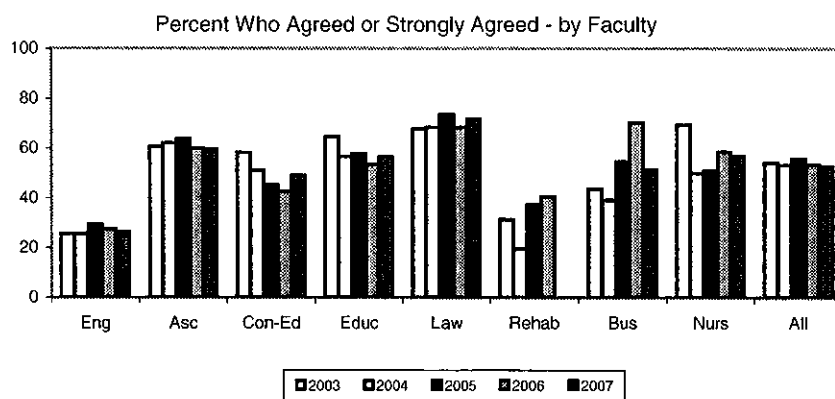
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	20	20	22	26	25	29	27	26	27
Arts and Science	55	50	58	61	62	64	60	59	61
Concurrent Education	49	56	48	58	51	45	43	49	49
Education	55	42	54	65	57	58	54	56	58
Law School	70	68	81	68	68	74	68	72	70
Medicine	16	35	22	42	-	-	-	-	-
Rehabilitation Therapy	46	23	32	31	20	37	40	-	-
School of Business	34	41	49	44	39	55	70	51	52
School of Nursing	35	55	58	69	50	51	59	57	57
Grand Total	48	44	50	54	53	56	53	53	54

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	11	12	10	11	11	13	15	15



## Question 1: Quality of the Learning Experience

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

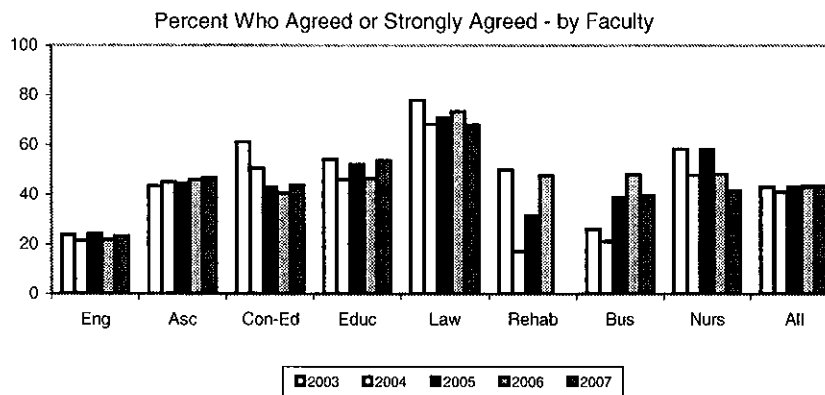
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	19	20	20	24	21	24	22	23	23
Arts and Science	36	34	39	43	45	44	46	47	45
Concurrent Education	37	32	38	61	51	43	41	44	48
Education	51	32	48	54	46	52	46	54	50
Law School	73	69	78	78	68	71	73	68	72
Medicine	29	27	22	44	-	-	-	-	-
Rehabilitation Therapy	25	23	55	50	17	31	48	-	-
School of Business	26	24	23	26	21	39	48	39	35
School of Nursing	40	45	62	58	48	58	48	41	51
Grand Total	36	32	37	43	41	43	43	43	43

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	3	3	2	4	3	3	4	5



## Question 1: Quality of the Learning Experience

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

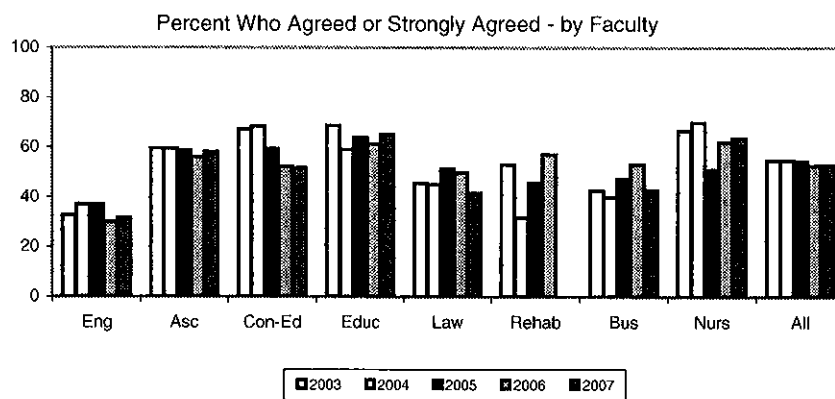
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	36	32	31	33	37	37	30	31	34
Arts and Science	55	52	56	60	60	59	56	58	58
Concurrent Education	60	61	66	67	69	60	52	52	60
Education	73	56	61	69	59	64	61	65	64
Law School	52	53	56	46	45	51	50	42	47
Medicine	22	29	33	29	-	-	-	-	-
Rehabilitation Therapy	68	48	48	53	32	46	57	-	-
School of Business	47	40	44	43	40	47	53	43	45
School of Nursing	60	55	58	67	70	51	62	64	63
Grand Total	54	49	51	55	55	55	53	53	54

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	11	8	7	7	9	7	10	10



## Question 1: Quality of the Learning Experience

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

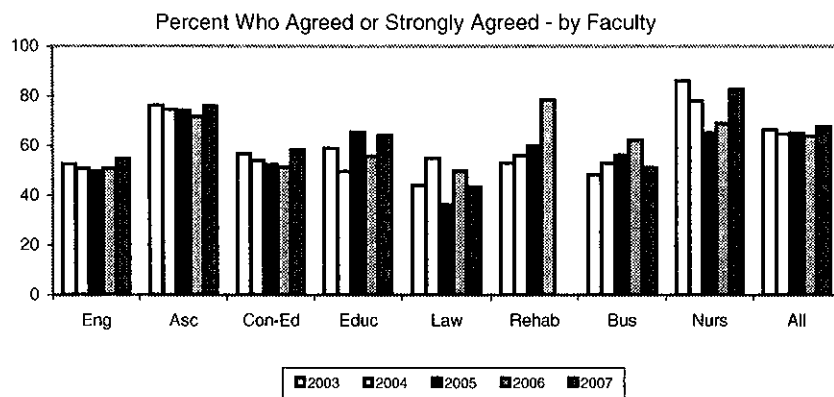
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	52	45	51	53	51	50	51	55	52
Arts and Science	71	72	73	76	75	74	72	76	75
Concurrent Education	51	47	61	57	54	52	51	58	55
Education	63	55	58	59	50	66	56	64	59
Law School	48	51	41	44	55	36	50	43	46
Medicine	52	56	56	62	-	-	-	-	-
Rehabilitation Therapy	63	77	69	53	56	60	79	-	-
School of Business	47	53	52	49	53	56	62	51	54
School of Nursing	80	79	73	86	78	65	69	83	76
Grand Total	63	63	65	66	65	65	64	68	66

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

### Self-reported Importance of this Statement to Students

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three	15	15	11	14	15	12	15	16



## Question 1: Quality of the Learning Experience

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

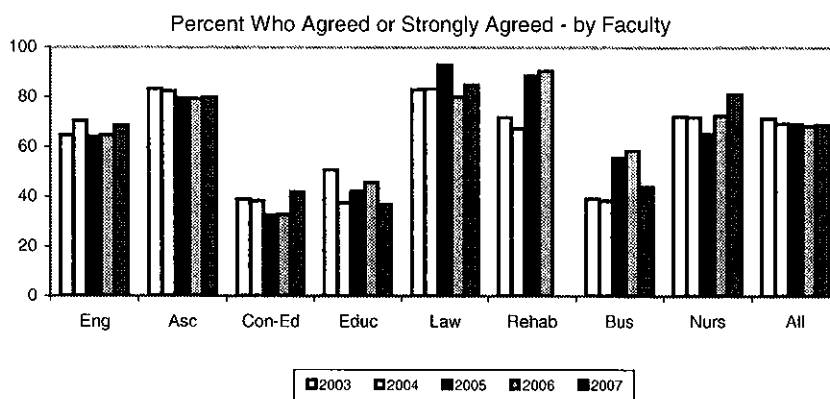
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science		59	65	65	70	64	65	69	66
Arts and Science		78	82	83	82	80	79	80	81
Concurrent Education		32	69	39	38	32	33	42	37
Education		38	45	51	37	42	46	37	42
Law School		80	88	83	83	93	80	85	85
Medicine		61	63	79	-	-	-	-	-
Rehabilitation Therapy		60	79	72	68	89	90	-	-
School of Business		48	55	39	38	55	58	44	47
School of Nursing		93	77	72	72	65	72	81	73
Grand Total		66	72	71	69	69	68	69	69

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

### *Self-reported Importance of this Statement to Students*

	1999	2001	2002	2003	2004	2005	2006	2007
Percent of all respondents who ranked statement in top three		12	17	16	15	16	10	13



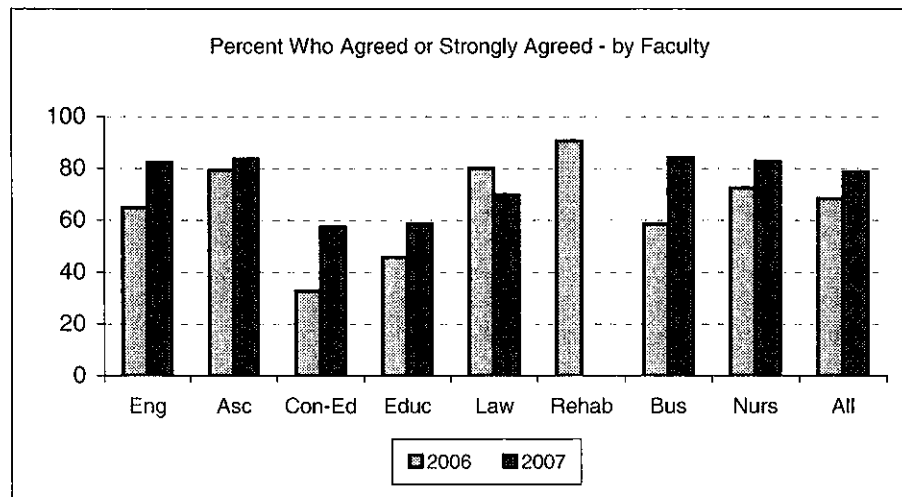
### Question 1: Quality of the Learning Experience

**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
	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science							65	82
Arts and Science							79	84
Concurrent Education							33	57
Education							46	59
Law School							80	70
Rehabilitation Therapy							90	-
School of Business							58	84
School of Nursing							72	83
Grand Total							68	79

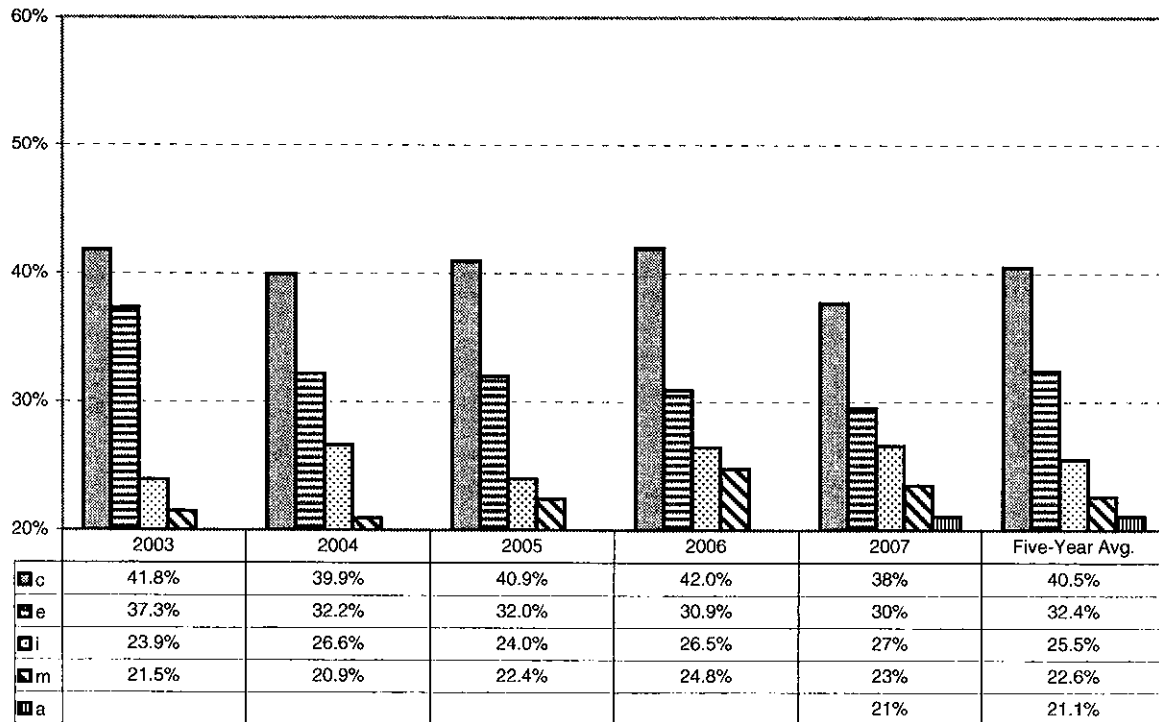
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).



## 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 - c) *Critical judgment*
- 2nd - e) *Problem-solving skills*
- 3rd - i) *Leadership skills*
- 4th - m) *Self-confidence*
- 5th - a) *Writing skills*

## Question 1: Quality of the Learning Experience

### Question 3a: Satisfaction with: Athletic facilities.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	43	38	42	33	24	17	18	22	23
Arts and Science	39	34	30	26	22	19	15	18	20
Concurrent Education	53	44	41	45	27	37	38	28	35
Education	50	44	40	43	34	40	33	26	35
Law School	41	38	50	30	20	21	33	19	25
Medicine	31	23	31	29	-	-	-	-	-
Rehabilitation Therapy	38	38	29	17	15	29	30	-	-
School of Business	34	22	29	23	12	14	7	18	15
School of Nursing	32	36	17	24	38	17	26	20	25
Grand Total	41	35	34	29	23	22	20	20	23

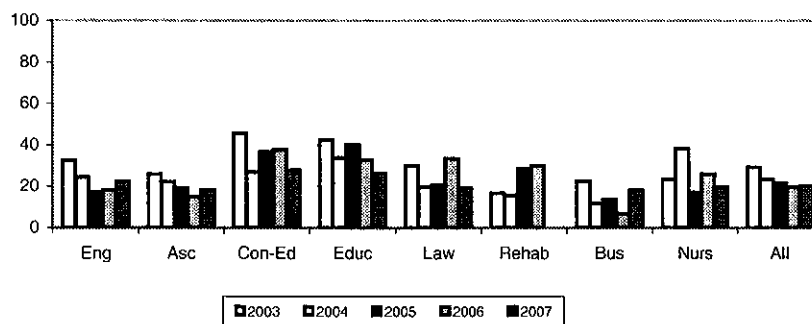
In 2004, Medicine replaced the Exit Poll with the Graduation Questionnaire (GQ) administered by the Association of American Medical Colleges (AAMC).

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	5	6	0	7	5	4	7	6
Arts and Science	11	10	6	6	6	5	8	7
Concurrent Education	26	31	13	20	24	14	32	23
Education	37	40	26	21	22	18	34	35
Law School	16	7	14	5	15	13	15	11
Medicine	9	0	4	3	-	-	-	-
Rehabilitation Therapy	3	2	3	3	5	0	5	-
School of Business	8	5	2	7	1	2	4	3
School of Nursing	5	14	12	6	6	5	7	3
Grand Total	14	14	7	9	9	7	14	11

Percent Who Agreed or Strongly Agreed - by Faculty





## Question 1: Quality of the Learning Experience

### Question 3b: Satisfaction with: Classroom facilities.

Percent

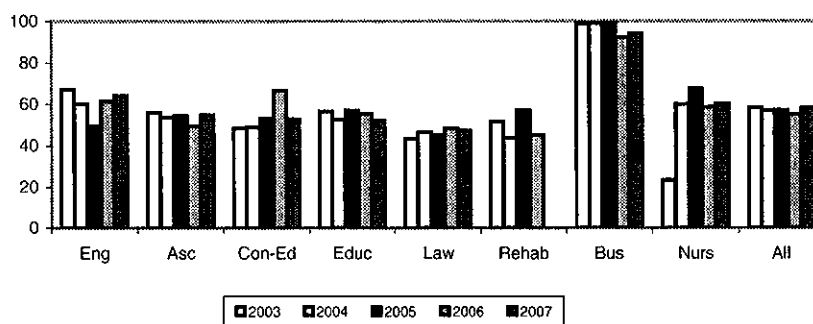
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	50	42	64	67	60	50	61	64	61
Arts and Science	43	42	57	56	54	54	49	55	54
Concurrent Education	54	48	50	49	49	53	67	53	54
Education	53	43	62	56	53	57	55	52	55
Law School	38	14	31	43	47	45	48	47	46
Medicine	45	23	41	29	-	-	-	-	-
Rehabilitation Therapy	20	21	48	52	44	57	45	-	-
School of Business	78	75	85	99	99	99	92	94	97
School of Nursing	25	38	23	24	60	67	59	60	54
Grand Total	47	42	59	58	57	57	55	58	57

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	0	0	0	0	0	0	0	0
Arts and Science	1	0	0	0	0	0	0	0
Concurrent Education	3	0	0	1	1	0	2	2
Education	0	1	1	0	0	0	1	0
Law School	0	0	4	0	0	1	3	0
Medicine	3	0	0	0	-	-	-	-
Rehabilitation Therapy	0	0	0	0	0	0	0	-
School of Business	0	0	0	0	0	0	0	0
School of Nursing	0	0	0	3	0	0	0	0
Grand Total	1	0	0	0	0	0	1	0

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

### Question 3c: Satisfaction with: Laboratory facilities.

Percent

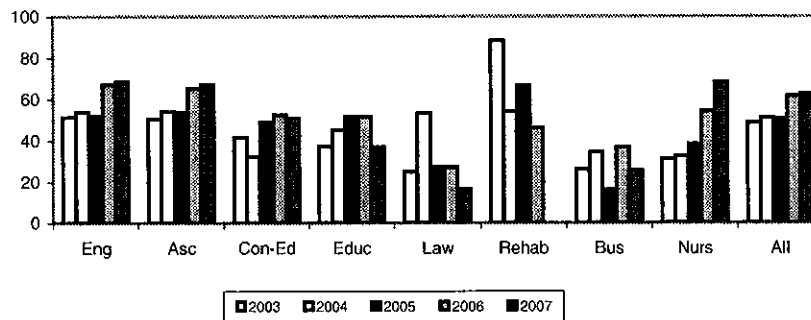
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	35	32	56	51	54	52	67	68	59
Arts and Science	44	40	46	51	54	54	65	67	58
Concurrent Education	57	45	45	42	32	49	53	51	45
Education	49	41	43	37	45	52	52	37	45
Law School	33	50	38	25	53	27	27	17	30
Medicine	39	29	59	56	-	-	-	-	-
Rehabilitation Therapy	32	34	77	88	54	67	46	-	-
School of Business	23	0	9	26	34	16	37	26	28
School of Nursing	29	28	43	31	33	38	54	68	45
Grand Total	41	37	48	49	51	51	62	63	55

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	0	1	1	0	0	1	1	0
Arts and Science	44	42	37	39	40	37	41	42
Concurrent Education	56	50	51	65	62	40	60	49
Education	62	54	41	44	57	39	55	56
Law School	81	86	69	72	75	69	82	77
Medicine	13	13	15	23	-	-	-	-
Rehabilitation Therapy	15	5	10	16	15	6	2	-
School of Business	83	85	77	81	74	58	75	74
School of Nursing	15	14	12	11	4	9	2	2
Grand Total	43	40	33	37	40	34	39	39

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

### Question 3d: Satisfaction with: Computing facilities.

Percent

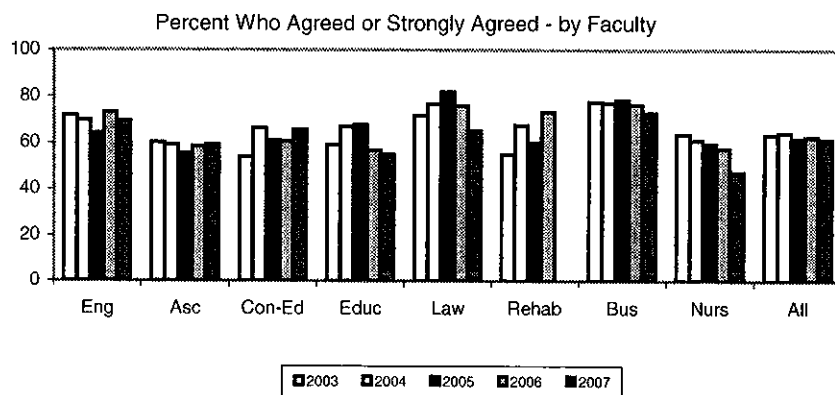
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	60	67	77	72	70	64	73	69	70
Arts and Science	55	61	67	60	59	55	58	59	58
Concurrent Education	41	46	70	54	66	61	61	66	61
Education	46	45	67	59	67	68	57	55	61
Law School	37	46	56	72	77	82	76	65	74
Medicine	39	29	63	77	-	-	-	-	-
Rehabilitation Therapy	35	46	55	55	68	60	73	-	-
School of Business	47	53	61	78	77	78	77	73	77
School of Nursing	75	66	68	64	61	59	57	47	58
Grand Total	52	57	68	63	64	62	62	62	63

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

### Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	0	0	0	0	0	0	0	1
Arts and Science	6	12	9	9	13	13	20	23
Concurrent Education	3	2	2	6	3	6	12	14
Education	2	1	4	2	3	2	7	13
Law School	6	3	0	0	0	0	10	13
Medicine	13	5	0	0	-	-	-	-
Rehabilitation Therapy	8	5	0	0	2	0	2	-
School of Business	0	7	14	7	15	14	17	38
School of Nursing	0	0	4	8	8	14	7	9
Grand Total	4	7	6	6	9	9	13	18



## Question 1: Quality of the Learning Experience

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

Percent

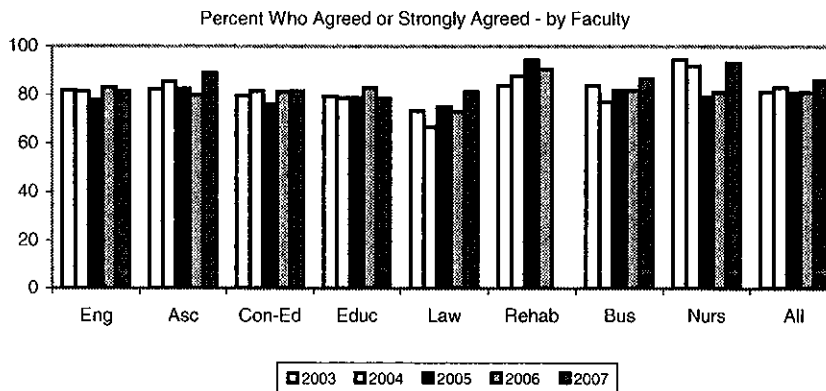
Percent	Percent Who Agreed or Strongly Agreed								5 Yr Ave
excludes "unable to rate"	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science			87	82	81	78	83	82	81
Arts and Science			84	82	86	82	80	89	84
Concurrent Education			81	79	81	76	81	81	80
Education			78	79	79	79	83	79	80
Law School			81	73	67	75	73	81	74
Medicine			44	51	-	-	-	-	-
Rehabilitation Therapy			83	84	88	94	90	-	-
School of Business			83	84	77	82	82	87	82
School of Nursing			92	94	92	79	81	93	88
Grand Total			83	81	83	81	81	86	82

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science			2	5	6	4	3	5
Arts and Science			0	1	1	1	1	1
Concurrent Education			2	1	3	0	5	0
Education			1	0	0	1	1	1
Law School			0	0	0	0	2	0
Medicine			0	0	-	-	-	-
Rehabilitation Therapy			0	0	0	0	0	-
School of Business			0	2	1	3	8	6
School of Nursing			0	0	0	0	0	0
Grand Total			1	1	1	1	2	2



## Question 1: Quality of the Learning Experience

### **Question 3f: Satisfaction with: Library services.**

*Percent*

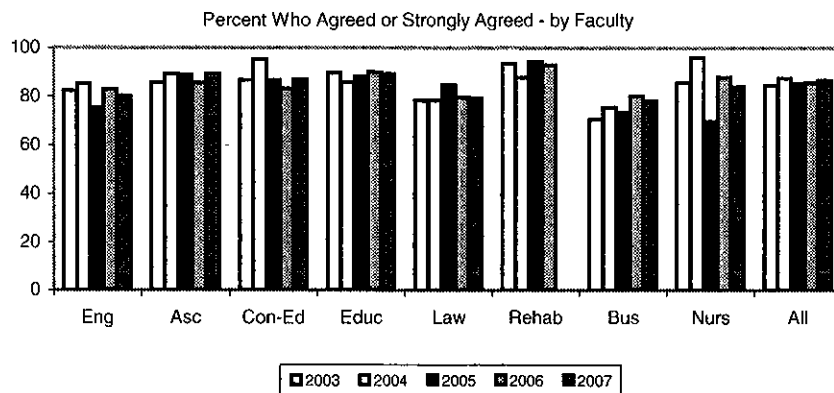
Percent	Percent Who Agreed or Strongly Agreed								5 Yr Ave
excludes "unable to rate"	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science			85	82	85	75	83	80	81
Arts and Science			84	86	89	89	86	89	88
Concurrent Education			83	87	95	87	83	87	88
Education			83	90	86	88	90	89	89
Law School			81	78	78	85	80	79	80
Medicine			56	76	-	-	-	-	-
Rehabilitation Therapy			66	94	88	94	93	-	-
School of Business			76	71	75	73	80	78	76
School of Nursing			80	86	96	70	88	84	85
Grand Total			83	84	88	85	86	87	86

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

*Percent Unable to Rate*

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science			3	9	8	7	6	10
Arts and Science			1	1	1	2	2	2
Concurrent Education			2	1	5	0	6	1
Education			1	0	0	1	1	2
Law School			0	0	0	0	2	0
Medicine			0	3	-	-	-	-
Rehabilitation Therapy			0	0	0	0	0	-
School of Business			6	6	7	8	14	11
School of Nursing			4	3	0	0	0	3
Grand Total			2	3	2	3	3	4



## Question 1: Quality of the Learning Experience

### Question 3g: Satisfaction with: Study space.

Percent

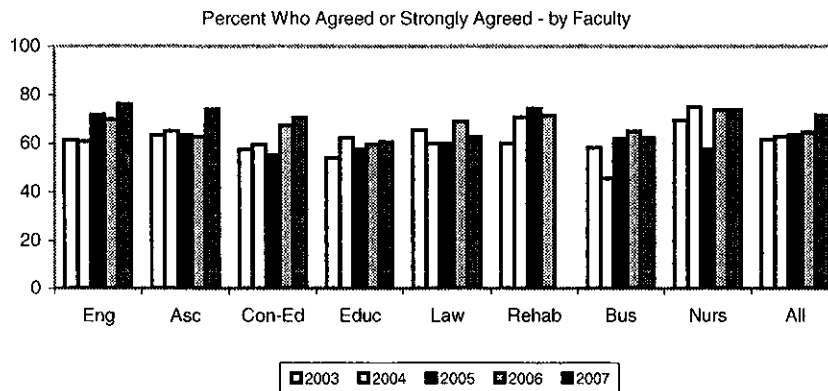
Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	66	61	65	62	61	72	70	76	68
Arts and Science	61	65	66	63	65	63	63	74	66
Concurrent Education	65	56	63	57	59	55	67	70	62
Education	66	46	57	54	62	58	59	61	59
Law School	38	44	67	66	60	60	69	63	63
Medicine	33	39	48	62	-	-	-	-	-
Rehabilitation Therapy	64	64	56	60	71	74	71	-	-
School of Business	63	55	48	58	46	62	65	62	59
School of Nursing	58	83	54	69	75	58	74	74	70
Grand Total	62	60	63	62	63	63	64	72	65

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

### Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	8	2	1	6	4	2	2	4
Arts and Science	4	4	3	3	3	2	3	1
Concurrent Education	22	5	8	12	17	2	9	3
Education	20	15	8	9	9	4	6	7
Law School	0	3	0	3	0	0	3	4
Medicine	6	5	0	3	-	-	-	-
Rehabilitation Therapy	3	2	7	3	0	0	0	-
School of Business	1	2	0	3	2	1	4	4
School of Nursing	5	0	8	0	4	7	2	2
Grand Total	8	5	3	4	4	2	4	3



## Question 1: Quality of the Learning Experience

### Question 3h: Satisfaction with: Career counselling services.

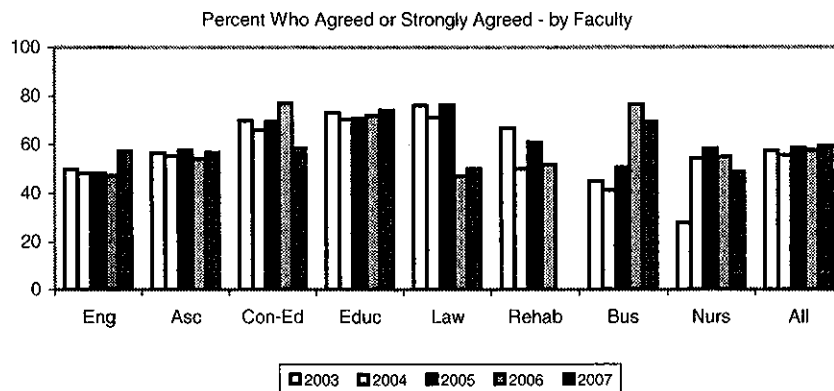
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	55	54	50	50	48	48	47	57	50
Arts and Science	52	58	52	57	55	58	54	57	56
Concurrent Education	71	60	56	70	66	69	77	59	68
Education	80	71	72	73	70	71	72	74	72
Law School	28	60	79	76	71	76	47	50	64
Medicine	25	62	80	50	-	-	-	-	-
Rehabilitation Therapy	53	60	53	67	50	61	52	-	-
School of Business	71	63	47	45	41	50	77	69	56
School of Nursing	79	68	69	28	54	58	55	49	49
Grand Total	58	60	54	57	56	59	58	59	58

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	18	19	14	17	13	14	19	23
Arts and Science	31	33	25	27	29	25	27	29
Concurrent Education	48	44	49	38	43	25	36	35
Education	46	31	30	26	31	23	28	24
Law School	22	15	11	17	13	7	12	13
Medicine	75	33	62	24	-	-	-	-
Rehabilitation Therapy	63	42	41	52	51	34	31	-
School of Business	16	6	8	14	6	13	17	9
School of Nursing	30	24	36	50	29	44	47	36
Grand Total	34	29	25	26	26	22	26	27



## Question 1: Quality of the Learning Experience

### Question 3i: Satisfaction with: Academic counselling services.

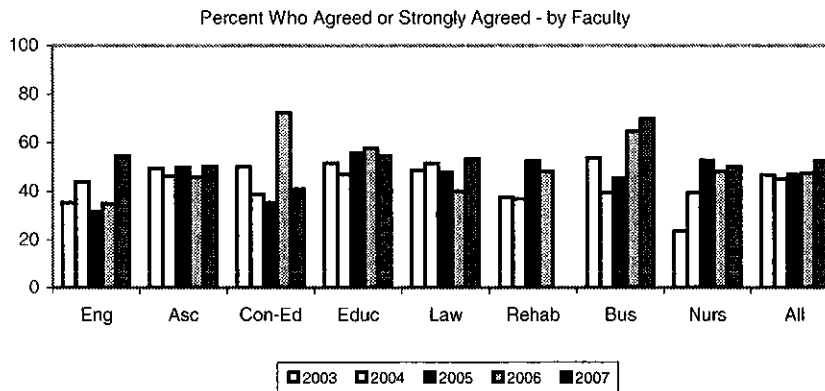
Percent

Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	50	48	37	35	44	31	35	55	40
Arts and Science	45	44	43	49	46	50	46	50	48
Concurrent Education	53	38	40	50	39	35	72	41	47
Education	67	43	52	52	47	56	58	55	53
Law School	48	44	75	49	51	48	40	53	48
Medicine	31	42	78	28	-	-	-	-	-
Rehabilitation Therapy	28	48	36	38	37	52	48	-	-
School of Business	46	36	48	54	39	45	65	70	55
School of Nursing	67	24	46	24	39	53	48	50	43
Grand Total	47	44	44	47	45	47	47	52	48

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	44	40	35	31	25	30	29	34
Arts and Science	39	35	32	32	31	28	31	35
Concurrent Education	62	58	52	45	65	38	53	44
Education	71	59	49	39	47	36	47	44
Law School	34	46	41	41	42	34	33	40
Medicine	59	50	65	47	-	-	-	-
Rehabilitation Therapy	55	51	52	48	54	40	40	-
School of Business	37	33	38	44	33	26	38	30
School of Nursing	70	41	50	53	43	56	53	41
Grand Total	47	42	37	35	36	31	36	36





## Question 1: Quality of the Learning Experience

### Question 3j: Satisfaction with: Personal counselling services.

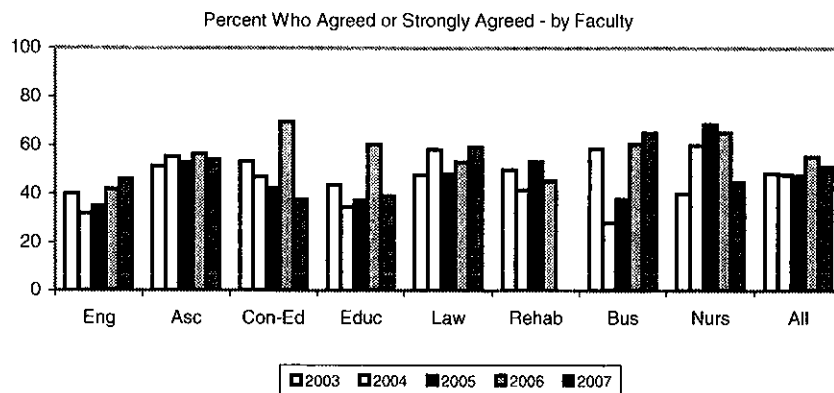
Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	54	28	34	40	32	35	42	46	39
Arts and Science	60	51	53	51	55	53	56	54	54
Concurrent Education	71	63	52	53	47	42	70	38	50
Education	62	47	43	44	35	37	60	39	43
Law School	60	55	77	48	58	48	53	59	53
Medicine	36	47	89	42	-	-	-	-	-
Rehabilitation Therapy	50	40	56	50	42	53	45	-	-
School of Business	45	35	36	59	28	38	61	65	50
School of Nursing	67	64	58	40	60	69	65	45	56
Grand Total	59	48	49	49	48	47	55	51	50

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	71	68	54	54	48	51	55	56
Arts and Science	63	58	52	52	55	45	53	49
Concurrent Education	73	74	67	57	62	60	67	51
Education	84	75	58	57	65	52	62	64
Law School	69	63	52	61	60	59	47	49
Medicine	65	61	65	46	-	-	-	-
Rehabilitation Therapy	65	77	45	74	71	57	48	-
School of Business	70	60	62	71	72	51	51	47
School of Nursing	70	52	54	58	50	63	60	50
Grand Total	69	63	54	55	57	49	55	52



## Question 1: Quality of the Learning Experience

### Question 3k: Satisfaction with: Health services.

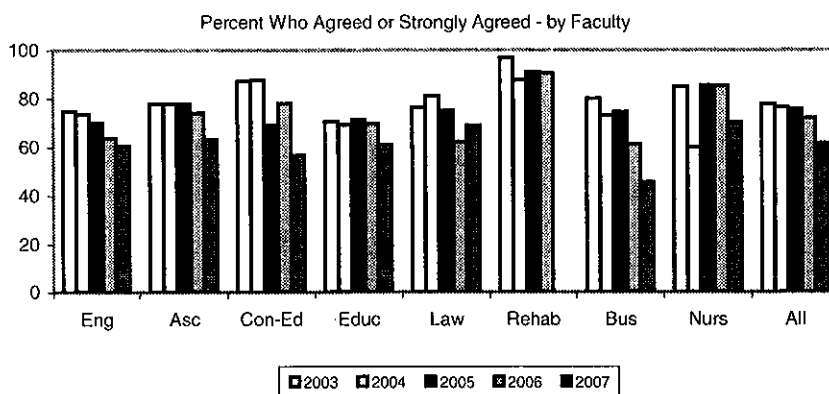
Percent

Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	70	70	73	75	74	70	64	61	69
Arts and Science	70	62	74	78	78	78	74	63	74
Concurrent Education	82	77	78	87	88	69	78	57	76
Education	69	63	67	71	69	71	70	61	68
Law School	55	65	88	76	81	75	62	69	73
Medicine	75	63	84	79	-	-	-	-	-
Rehabilitation Therapy	69	81	76	97	88	91	90	-	-
School of Business	54	65	65	80	73	75	61	46	67
School of Nursing	67	74	83	85	60	85	85	70	77
Grand Total	69	65	74	78	76	76	72	62	73

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	16	13	12	11	11	11	14	13
Arts and Science	14	14	7	11	11	11	12	11
Concurrent Education	41	29	14	20	27	21	28	30
Education	57	48	36	31	35	25	34	37
Law School	38	7	4	15	12	10	12	15
Medicine	13	13	7	6	-	-	-	-
Rehabilitation Therapy	10	0	0	0	0	6	0	-
School of Business	10	8	9	11	9	11	13	15
School of Nursing	10	7	12	8	10	5	7	2
Grand Total	22	18	11	13	14	13	16	15



## Question 1: Quality of the Learning Experience

### Question 3I: Satisfaction with: Fee payment services.

Percent

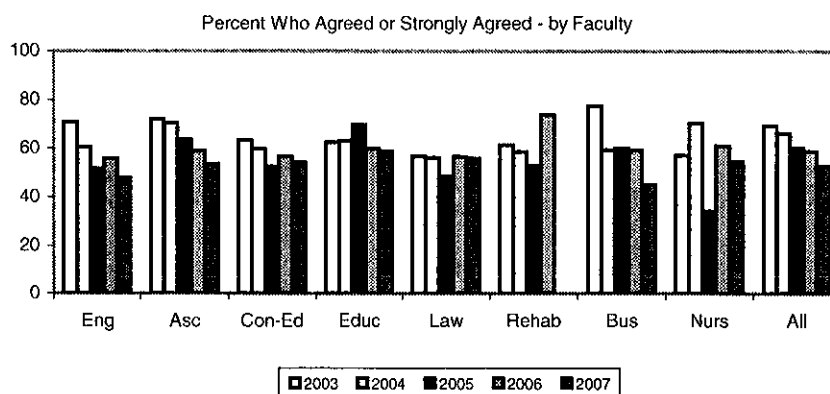
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	55	45	39	71	60	52	56	48	57
Arts and Science	53	52	41	72	70	64	59	54	64
Concurrent Education	52	57	59	63	60	53	57	54	57
Education	66	59	58	63	63	70	60	59	63
Law School	63	55	67	57	56	49	57	56	55
Medicine	58	55	47	64	-	-	-	-	-
Rehabilitation Therapy	70	67	68	61	59	53	74	-	-
School of Business	29	34	37	77	59	60	59	45	60
School of Nursing	80	60	44	57	70	34	61	55	55
Grand Total	55	52	45	69	66	60	59	53	61

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	50	49	44	2	4	5	5	8
Arts and Science	54	48	42	3	5	4	7	8
Concurrent Education	52	55	23	1	8	4	9	13
Education	59	48	37	4	4	4	12	12
Law School	41	20	22	0	3	1	12	2
Medicine	39	44	27	6	-	-	-	-
Rehabilitation Therapy	43	16	24	0	0	3	0	-
School of Business	62	48	44	4	1	3	1	5
School of Nursing	50	31	38	3	6	5	7	5
Grand Total	53	46	40	3	4	4	7	8

Prior to 2003: Satisfaction with Financial services



## Question 1: Quality of the Learning Experience

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

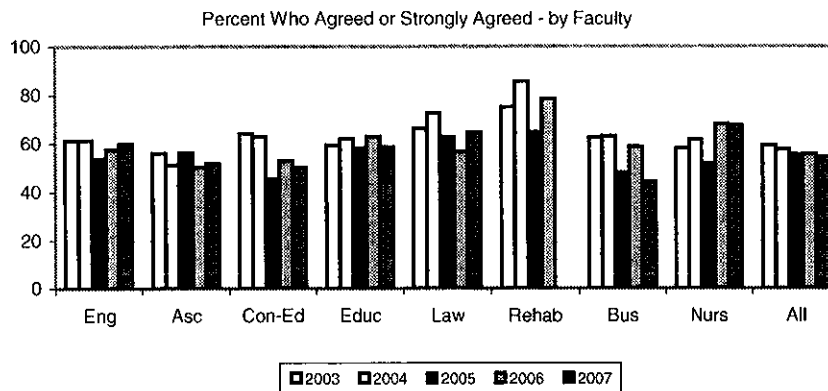
Percent

Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	71	54	56	61	61	54	58	60	59
Arts and Science	62	58	50	56	51	56	50	52	53
Concurrent Education	65	65	61	64	63	45	53	50	55
Education	66	58	58	59	62	58	63	59	60
Law School	70	69	75	66	73	63	57	65	64
Medicine	74	64	63	64	-	-	-	-	-
Rehabilitation Therapy	69	81	86	75	86	65	78	-	-
School of Business	57	44	45	63	63	48	59	44	55
School of Nursing	73	77	65	58	62	52	68	67	61
Grand Total	65	59	54	59	57	55	56	54	56

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

Percent Unable to Rate	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	40	26	25	16	21	17	18	11
Arts and Science	48	37	33	27	29	27	32	27
Concurrent Education	55	45	20	23	30	20	33	22
Education	57	44	36	28	27	23	33	36
Law School	28	12	11	7	15	10	12	9
Medicine	26	8	0	6	-	-	-	-
Rehabilitation Therapy	28	14	3	10	15	3	12	-
School of Business	45	31	28	28	19	16	18	18
School of Nursing	25	24	23	14	20	23	14	26
Grand Total	47	34	29	24	26	22	28	24



## Question 1: Quality of the Learning Experience

### Question 3n: Satisfaction with: Registration services.

Percent

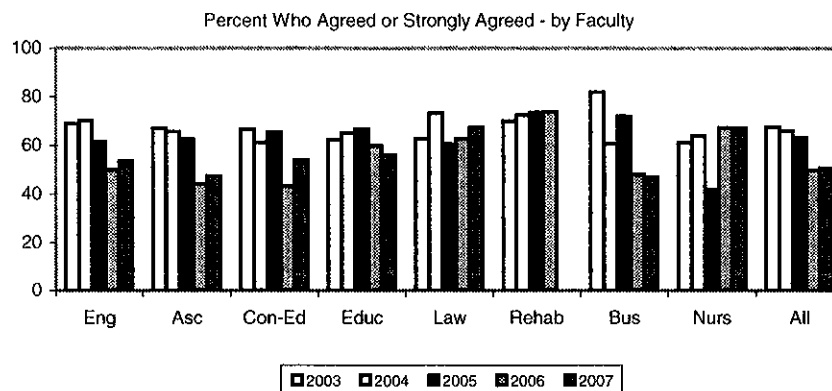
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	53	50	59	69	70	61	50	53	61
Arts and Science	61	51	65	67	66	63	44	47	57
Concurrent Education	52	49	63	67	61	65	43	54	58
Education	56	49	67	62	65	67	60	56	62
Law School	59	53	63	63	73	61	63	67	65
Medicine	39	55	52	76	-	-	-	-	-
Rehabilitation Therapy	61	58	66	70	73	74	74	-	-
School of Business	47	43	70	82	61	72	48	47	62
School of Nursing	65	68	77	61	64	42	67	67	60
Grand Total	57	51	65	68	66	63	50	51	59

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

### Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	5	3	0	0	2	1	3	1
Arts and Science	4	2	0	0	0	1	1	2
Concurrent Education	6	8	8	4	4	2	6	7
Education	7	11	2	1	1	2	4	5
Law School	9	3	0	2	0	0	2	2
Medicine	10	0	0	3	-	-	-	-
Rehabilitation Therapy	5	0	0	3	2	3	0	-
School of Business	1	1	2	2	2	1	0	2
School of Nursing	0	3	0	0	0	0	0	5
Grand Total	5	4	1	1	1	1	2	3



## Question 1: Quality of the Learning Experience

### Question 30: Satisfaction with: Residences.

#### Percent

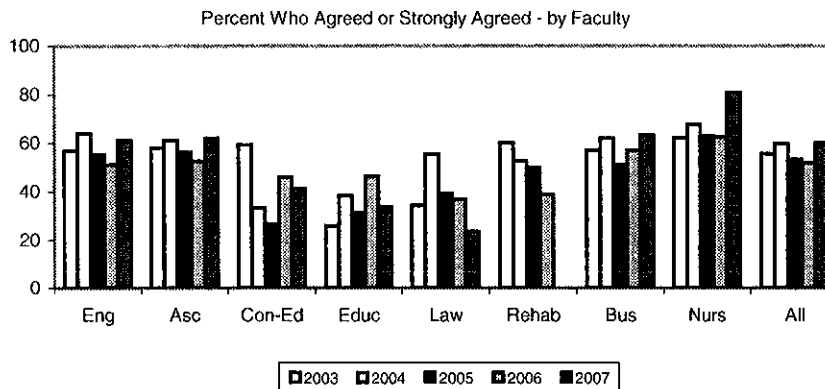
Percent Who Agreed or Strongly Agreed									5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
excludes "unable to rate"									
Applied Science	52	51	68	57	64	55	51	61	58
Arts and Science	53	52	65	58	61	56	53	62	58
Concurrent Education	54	50	59	59	33	27	46	41	41
Education	42	48	50	26	38	32	46	34	35
Law School	83	31	73	34	56	39	37	24	38
Medicine	17	57	38	60	-	-	-	-	-
Rehabilitation Therapy	68	67	44	60	53	50	39	-	-
School of Business	60	46	66	57	62	51	57	63	58
School of Nursing	53	52	63	62	68	63	63	81	67
Grand Total	53	51	64	56	60	53	52	60	56

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

#### Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	14	9	9	8	8	5	7	5
Arts and Science	18	15	8	9	12	13	12	11
Concurrent Education	45	64	36	61	62	63	63	57
Education	62	77	63	70	70	64	68	67
Law School	63	56	44	42	55	61	68	68
Medicine	81	62	69	71	-	-	-	-
Rehabilitation Therapy	30	72	69	84	54	54	57	-
School of Business	14	11	9	8	5	4	0	2
School of Nursing	25	25	27	19	24	19	17	10
Grand Total	29	29	19	22	24	23	26	20



# Question 1: Quality of the Learning Experience

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

*Percent*

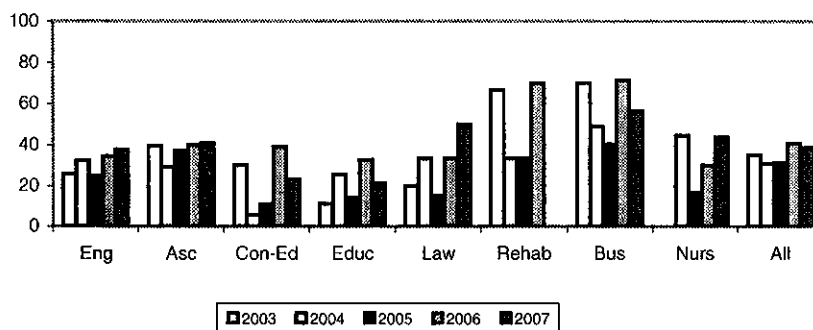
excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	68	32	44	26	32	25	34	38	31
Arts and Science	68	57	39	39	29	37	40	41	37
Concurrent Education	58	50	64	30	6	11	39	23	22
Education	60	62	22	11	26	14	33	21	21
Law School	33	43	0	20	33	15	33	50	30
Medicine	0	0	0	0	-	-	-	-	-
Rehabilitation Therapy	100	100	0	67	33	33	70	-	-
School of Business	57	44	52	70	49	40	71	56	57
School of Nursing	0	43	50	0	44	17	30	44	27
Grand Total	64	51	39	35	31	31	41	39	35

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

<i>Percent Unable to Rate</i>	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	89	85	74	74	72	68	77	76
Arts and Science	87	85	77	79	80	72	82	80
Concurrent Education	88	84	83	86	81	78	82	72
Education	94	94	78	82	80	76	83	78
Law School	91	88	93	83	95	82	80	77
Medicine	97	95	88	88	-	-	-	-
Rehabilitation Therapy	93	95	93	90	85	82	76	-
School of Business	73	79	70	70	64	52	64	67
School of Nursing	95	75	85	91	82	86	83	72
Grand Total	88	86	77	79	78	72	80	77

Percent Who Agreed or Strongly Agreed - by Faculty



## Question 1: Quality of the Learning Experience

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

#### Percent

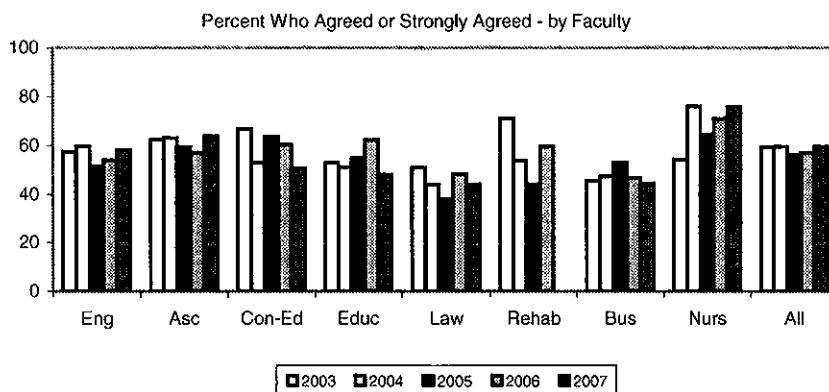
Percent excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science	63	53	65	57	60	51	54	58	56
Arts and Science	64	60	65	62	63	59	57	64	61
Concurrent Education	68	69	77	67	53	63	60	51	59
Education	62	48	53	53	51	55	62	48	54
Law School	33	41	59	51	44	38	48	44	45
Medicine	29	45	40	58	-	-	-	-	-
Rehabilitation Therapy	57	45	66	71	54	44	60	-	-
School of Business	53	56	60	46	47	53	47	44	47
School of Nursing	58	52	58	54	76	64	71	76	68
Grand Total	61	56	63	59	59	56	57	60	58

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

Rehabilitation Therapy is no longer offered as an undergraduate program.

#### Percent Unable to Rate

	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	4	3	1	1	0	1	1	2
Arts and Science	3	3	1	1	1	1	2	1
Concurrent Education	39	26	13	26	24	24	33	23
Education	51	46	33	30	35	29	37	34
Law School	16	5	0	2	2	1	7	6
Medicine	10	18	7	6	-	-	-	-
Rehabilitation Therapy	8	2	0	0	5	0	0	-
School of Business	1	4	0	0	0	2	0	2
School of Nursing	5	14	0	3	0	2	5	0
Grand Total	13	11	5	5	6	5	9	7





### Question 1: Quality of the Learning Experience

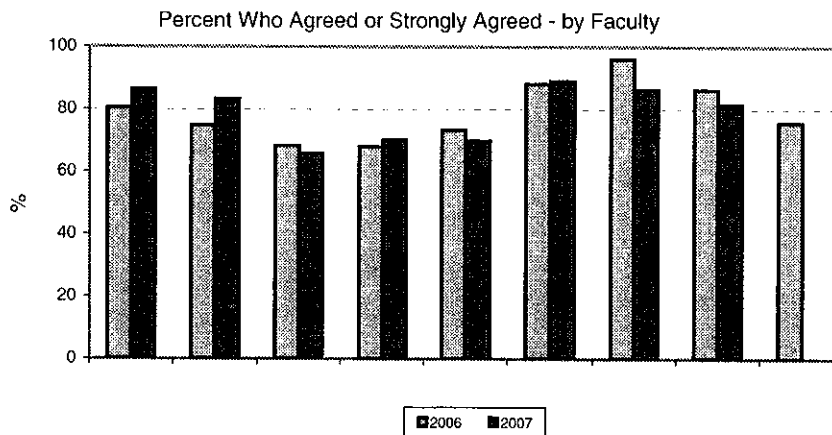
**4. Indicate your level agreement with the following statement: "Overall, my experience as a student at Queen's was excellent".**

Percent

Percent	Percent Who Agreed or Strongly Agreed								2 Yr Ave
	1999	2001	2002	2003	2004	2005	2006	2007	
Applied Science							81	86	83
Arts and Science							75	83	79
Concurrent Education							68	66	67
Education							68	70	69
Law School							73	70	72
Rehabilitation Therapy							88	-	88
School of Business							96	89	93
School of Nursing							86	86	86
Grand Total							76	81	79

	ENG	ASC	CON-ED	EDU	LAW	BUS	NUR	ALL
Agree	40	38	21	17	34	53	41	36
Strongly Agree	46	45	44	53	36	36	45	45
Neutral	9	10	18	19	19	8	7	11
Disagree	3	5	9	8	9	2	5	5
Strongly Disagree	2	2	7	3	2	2	2	2
Top-2	86	83	66	70	70	89	86	81

BUS 96.1039



## Question 1: Quality of the Learning Experience

### Question 5: Total amount of repayable debt directly related to your education at graduation

Percent of respondents

Debt Load	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR		ALL	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
No Debt	53	45	54	54	27	22	26	22	19	12	62	57	42	32	48	42
1 - 4,999	7	7	7	6	9	10	8	9	0	2	4	9	7	2	7	7
5,000-9,999	4	8	6	7	13	15	19	20	4	2	6	5	9	0	8	9
10,000-14,999	2	8	5	6	6	5	12	14	4	7	9	3	4	11	6	8
15,000-19,999	4	5	4	4	4	9	4	9	4	10	7	9	7	9	4	6
20,000-24,999	7	6	6	5	7	7	10	6	4	2	3	4	9	7	6	6
25,000-29,999	7	7	4	8	7	10	5	5	6	5	3	1	7	12	5	7
30,000-39,999	5	7	8	7	9	13	7	8	8	15	4	5	12	16	7	8
40,000-49,999	6	3	4	2	13	6	4	3	19	10	1	3	2	5	5	3
50,000-74,999	4	2	1	1	4	4	2	2	23	25	0	4	0	7	3	3
>= 75,000	2	0	0	0	2	0	0	1	10	10	1	0	2	0	1	1
With Debt	47	55	46	46	73	78	74	79	81	88	38	43	58	68	52	58

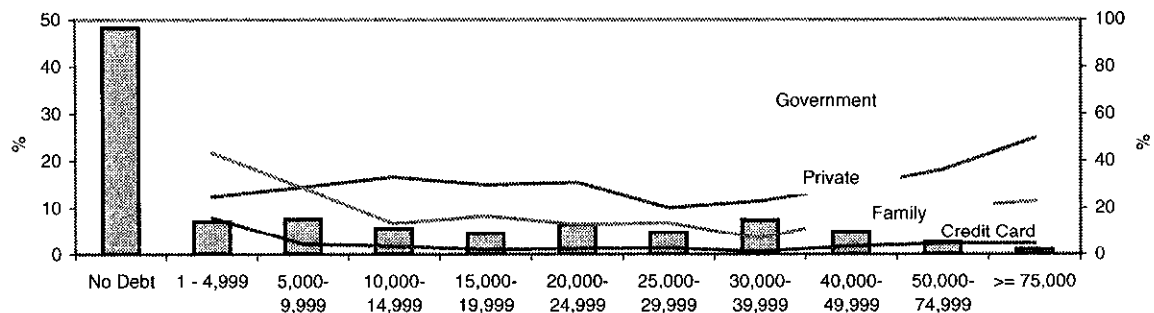
### Question 5:a Percentage of repayable debt by source at graduation

Average reported percentage

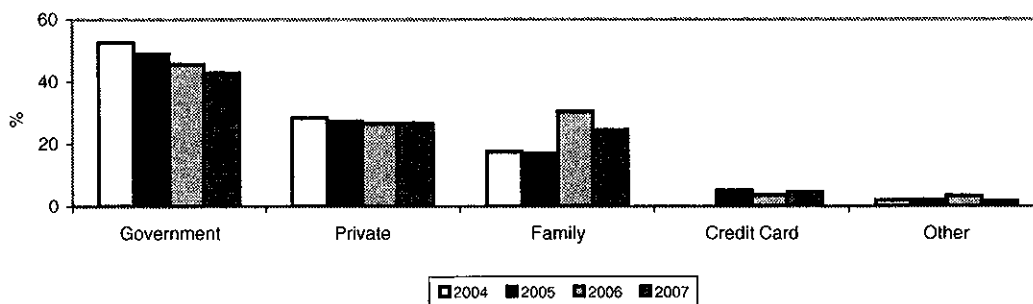
	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR		ALL	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Government	40	49	42	48	46	56	44	50	43	40	38	34	53	51	43	48
Private	26	24	25	28	31	20	30	29	39	46	29	34	15	33	27	28
Family	29	23	27	23	14	21	17	13	13	10	29	25	28	9	24	19
Credit Card	3	2	4	4	7	3	7	3	3	3	1	4	2	2	5	3
Other	2	1	1	1	3	1	2	5	3	1	2	3	1	5	2	2

excludes non responses and No Debt responses

Debt Level - All



Average Debt Distribution - All Debt Holders



Question 1: Quality of the Learning Experience

Question 6: Gender - Female

	1995	1997	1999	2001	2002	2003	2004	2005	2006	2007
Applied Science	30	36	31	30	30	33	32	28	28	28
Arts and Science	67	69	71	71	69	73	73	74	71	72
Concurrent Education	80	87	86	89	81	86	88	88	92	94
Education	73	70	76	69	77	72	75	74	80	73
Law School	60	57	40	60	62	65	62	60	65	62
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	53
School of Nursing	96	92	90	100	84	94	94	100	97	95
Grand Total	63	65	66	64	62	66	68	66	68	66

Question 7: Age

	20-24				25-29				30-34				35-39				Over 40 years			
	1995	2005	2006	2007	1995	2005	2006	2007	1995	2005	2006	2007	1995	2005	2006	2007	1995	2005	2006	2007
Applied Science	92	95	95	97	6	4	4	2	1	1	1	0	0	0	0	0	0	0	0	0
Arts and Science	89	93	94	96	5	3	3	2	2	1	1	1	1	1	1	0	3	1	1	1
Concurrent Education	85	87	94	94	11	7	4	5	2	2	0	1	2	1	1	1	0	2	1	0
Education	39	38	44	47	42	37	30	28	9	7	12	11	5	8	4	6	5	10	10	9
Law School	13	8	13	17	58	81	70	66	15	4	8	11	6	4	2	4	8	3	7	2
Medicine	49	-	-	-	43	-	-	-	5	-	-	-	3	-	-	-	0	-	-	-
Rehabilitation Therapy	88	50	43	-	12	36	52	-	0	6	0	-	0	8	5	-	0	0	0	-
School of Business	97	97	100	100	2	1	0	0	1	1	0	0	0	0	0	0	0	2	0	0
School of Nursing	84	84	81	95	12	14	12	2	0	0	0	2	4	2	3	0	0	0	3	2
Overall	80	82	82	89	13	12	11	7	3	2	3	2	2	2	1	1	2	2	3	2

Question 1: Quality of the Learning Experience

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

New question, added in 2006

	2006		2007	
	No	Yes	No	Yes
Arts & Science	885	35	314	44
Applied Science	266	1	993	1
Concurrent Education	101	0	108	0
Faculty of Education	293	0	218	0
Faculty of Law	57	3	45	8
Rehabilitation Therapy	42	0	-	-
School of Business	77	0	118	1
School of Nursing	58	0	58	0
Overall	1779	39	1854	54

**Question 9: Expected grade level upon graduation**

	Below 65%					65%-69%					70%-74%					75%-79%					Over 80%				
	1995	2005	2006	2007	2007	1995	2005	2006	2007	2007	1995	2005	2006	2007	2007	1995	2005	2006	2007	2007	1995	2005	2006	2007	2007
Applied Science	5	3	1	2	10	27	14	15	10	10	29	23	27	19	25	21	23	21	25	25	18	37	36	43	43
Arts and Science	1	0	1	1	3	6	6	5	3	3	35	25	23	18	39	39	39	38	39	39	19	29	34	39	39
Concurrent Education	0	2	0	0	1	3	0	4	1	1	18	5	7	6	28	32	27	27	28	28	47	66	62	65	65
Education	0	1	0	0	0	1	2	0	0	0	5	3	4	4	21	30	16	20	21	21	64	79	76	75	75
Law School	0	0	0	0	0	2	3	0	0	0	29	17	27	17	55	55	67	62	55	55	14	13	12	28	28
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	1	0	0	3	1	1	27	20	16	10	43	50	42	42	43	43	23	38	40	46	46
School of Nursing	0	0	0	0	0	0	2	2	0	0	41	26	17	12	45	47	33	48	45	45	12	40	33	43	43
Overall	1	1	1	1	4	7	6	5	4	4	28	22	19	15	35	37	36	33	35	35	27	35	43	43	46

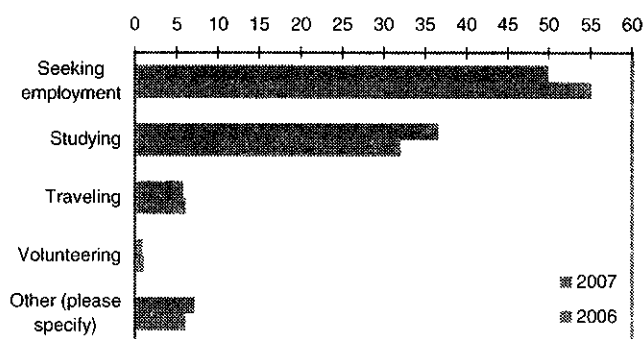
### Question 1: Quality of the Learning Experience

**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		BUS		NUR		ALL	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Seeking employment	63	68	25	28	89	90	93	92	81	88	83	87	91	88	50	55
Studying	25	20	57	53	6	7	1	3	6	5	10	6	2	5	36	32
Traveling	5	7	8	9	1	0	2	2	0	0	5	1	2	5	6	6
Volunteering	2	1	1	1	0	1	0	1	0	0	0	1	0	0	1	1
Other	5	4	9	8	4	2	4	2	13	7	2	4	5	2	7	6

Post - Graduation Plans - All

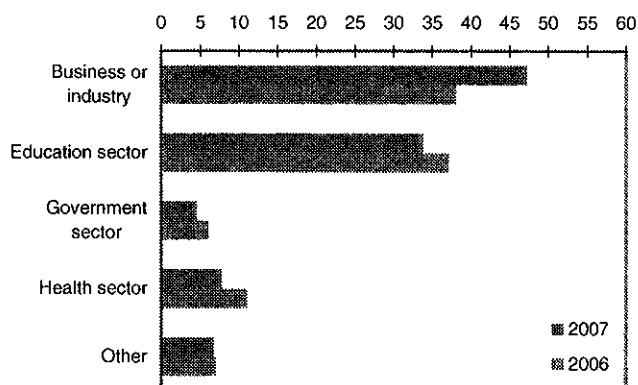


**10a. Please select the type of employment you will have or be seeking (select one only) :**

Excludes those who did not respond

	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR		ALL	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Business or industry sector	96	92	53	46	1	2	0	1	51	64	99	96	0	0	47	38
Education sector	1	0	13	9	95	96	97	97	0	0	0	0	0	0	34	37
Health sector	2	5	10	15	1	0	0	1	28	19	0	1	0	0	5	6
Other	1	0	8	9	0	0	0	0	0	0	0	0	100	100	8	11
Other	2	3	16	21	3	2	2	0	21	17	1	3	0	0	7	7

Type of Employment - All



Question 1: Quality of the Learning Experience

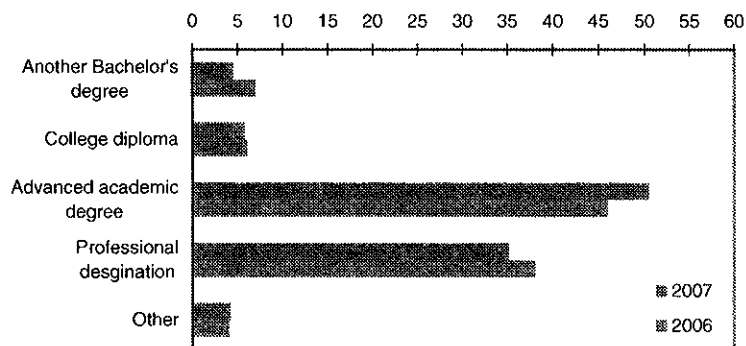
### Question 1: Quality of the Learning Experience

**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		BUS		NUR		ALL	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006
Bachelor's	4	11	5	7	0	14	0	0	0	0	8	0	0	0	4	7
diploma	1	0	6	7	14	14	0	0	0	0	8	0	0	0	6	6
academic	87	75	45	40	71	71	67	100	67	33	42	20	100	100	50	46
designation	6	11	39	42	0	0	33	0	33	67	42	80	0	0	35	38
Other	1	2	5	5	14	0	0	0	0	0	0	0	0	0	4	4

Kind of Studying - All



**The Learning Experience**

1. The following statements are concerned with your learning experience at Queen's. Think back to your experiences as a student at Queen's and 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

a) Instructors took an active interest in my learning.	5 = Strongly Agree
b) Instructors were readily accessible outside class.	4 = Agree
c) Instructors made an effort to check that students understood the material taught.	3 = Neutral
d) Instructors provided helpful feedback.	2 = Disagree
e) Instructors showed a positive attitude toward students.	1 = Strongly Disagree
f) 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.	
* The exams used for assessing progress were fair.	
* Marking of assignments was fair.	
j) My program had a good balance between theory and practice.	
* My program had the right amount of theory incorporated into the curriculum.	
* My program had an appropriate amount of practice-based learning.	
k) I was generally able to enroll 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.	
1b. Considering the statements you just rated, please indicate the top three experiences that are most important to you. Response required	
Most Important	1 = Instructors took an active interest in my learning
Second-most important	2 = Instructors were readily accessible outside class



Third-most important	3 =	Instructors made an effort to check that students understood the material taught
	4 =	Instructors provided helpful feedback
	5 =	Instructors showed a positive attitude toward students
	6 =	Instructors encouraged feedback from the class regarding their teaching
	7 =	Teaching Assistants helped me understand the material taught
	8 =	Class participation was actively encouraged
	9 =	Assessment methods (exams and marking) were fair
	10 =	* The exams used for assessing progress were fair
	11 =	* Marking of assignments was fair
	12 =	My program had a good balance between theory and practice
	13 =	* My program had the right amount of theory incorporated into the curriculum
	14 =	* My program had contained an appropriate amount of practice-based learning
	15 =	I was generally able to enroll in the courses I wanted
	16 =	My learning experience was intellectually stimulating
	17 =	There was ample scope for organized social activities at Queen's
	18 =	My learning experience has been enjoyable
	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	5 =	Very Much

b) Speaking skills	4 =	
c) Critical judgment	3 =	
d) Creative thinking	2 =	
e) Problem-solving skills	1 =	Very Little
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.		
2b. Considering the learning areas you just rated, please indicate the top three that are most important to you. Response required		
Most important	1 =	Writing skills
Second-most important	2 =	Speaking skills
Third-most important	3 =	Critical judgment
	4 =	Creative thinking
	5 =	Problem-solving skills
	6 =	Mathematical skills
	7 =	Computing skills
	8 =	Ability to use a foreign language

	9 = Leadership skills
	10 = Ability to compete
	11 = Ability to work independently
	12 = Ability to work well with others
	13 = Self-confidence
	14 = Appreciation of literature
	15 = Understanding of science
	16 = Appreciation of fine arts
	17 = Sensitivity to ethical issues
	18 = Awareness of political and social issues
	19 = Awareness of the rights and responsibilities of citizenship
	20 = Appreciation of other races, cultures and religions
	21 = Desire for further education
	22 = Research skills
<b>Services and Facilities</b>	
<b>3. Please rate your satisfaction with the following University-wide services and facilities; please do not rate your particular Faculty's or School's service. If you are not familiar with the service, please select "unable to evaluate". Response required</b>	
a) Athletic facilities	6 = Very Satisfied
b) Classroom facilities	5 = Satisfied
c) Laboratory facilities	4 = Neutral
d) Computing facilities	3 = Unsatisfied
e) Library facilities and hours	2 = Very Unsatisfied
f) Library services	1 = Unable to Evaluate
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	
<b>4. Indicate your level of agreement with the following statement: "Overall, my experience as a student at Queen's was excellent." Response required</b>	
	5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree
<b>Student Debt</b>	
<b>5. 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</b>	
	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

<p><b>5a. Please indicate the percentage of your total repayable debt from the following sources (if applicable). Response required</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Private (bank, line of credit) : Government: Family: Credit Cards: Other (please specify)</p>
<b>Demographic Information</b>	
<b>6. Gender</b>	<p>1 = Female 2 = Male</p>
<b>7. Age</b>	<p>1 = 19 or younger 2 = 20 - 24 3 = 25 - 29 4 = 30 - 34 5 = 35 - 39 6 = 40+</p>
<b>8. Did you spend your first year at the International Study Centre, Herstmonceux Castle?</b>	<p>1 = Yes 2 = No</p>
<b>9. What is your expected grade level (average over the program) upon graduation?</b>	<p>1 = Over 80% 2 = 75% - 79% 3 = 70% - 74%</p>

	4 = 65% - 69% 5 = Below 65%
<b>Your Immediate Plans</b>	
10. Please select the statement best describes your post-graduation expectations for the next six to twelve months: Response required	
1 =	I will be employed or seeking employment. (go to 11a)
2 =	I will be studying. (go to 11b)
3 =	I will be traveling. (go to 12)
4 =	I will be volunteering. (go to 12)
5 =	Other (please specify):
(other, please specify)	
10a. Please select the type of employment you will have or will 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 practice including institutional settings)
5 =	Other (please specify):
(other, please specify)	
10a. 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 (please specify):
(other, please specify)	
11. 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.	
12. If you believe that this survey needs improvement, please comment.	





