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INTRODUCTION

The University conducted its fifteenth annual Undergraduate Exit Poll in 2008.¹ 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. 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 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 results should be used to measure progress toward stated goals and objectives, and may be useful in guiding or informing strategic decisions. The 2008 report highlights the survey results since 2001. The results should be viewed over time; large annual swings in the results from certain classes may be anomalous.

¹ 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. Beginning in 2004, students graduating from Medicine have completed the Canadian Medical School Graduation Questionnaire (GQ), administered by the Association of American Medical Colleges, in place of the Queen's Exit Poll.

HIGHLIGHTS OF RESULTS

The CRi Impact Index

The 2008 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 Exit Polls prior to 2006, students were asked outright which 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 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 2008 results, 79% 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 decrease from the 2007 results of 81% agreement with the anchor statement is not statistically significant.

At the Faculty/School level, the School of Business had the highest number of students agreeing and strongly agreeing that their educational experience at Queen's had been

excellent at 91%, followed by students in Law (89%) and the School of Nursing (83%). For the Faculty of Law, this is a major improvement from the overall satisfaction rating of 70% in 2007.

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* 2008	Top-2* 2007
Total All Faculties	2%	6%	13%	46%	33%	79%	81%
Applied Science	2%	5%	11%	41%	39%	81%	86%
Arts & Science	2%	7%	11%	47%	32%	79%	83%
Concurrent Education**	2%	8%	19%	48%	22%	70%	66%
Faculty of Education	4%	7%	18%	48%	24%	72%	70%
Faculty of Law	0%	2%	9%	55%	34%	89%	70%
School of Business	1%	1%	7%	35%	56%	91%	89%
School of Nursing	0%	4%	13%	46%	37%	83%	86%

*Top-2 is the total of positive agreement (“agree” + “strongly agree”) that a student’s experience at Queen’s was excellent).

** 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 – highest Impact Index – are called “satisfaction drivers”. Table 2 outlines Queen’s top ten satisfaction drivers.

Table 2: Queen’s Top Ten Satisfaction Drivers (2006-2008)

Statements	2008 Impact Index	2007 Impact Index	2006 Impact Index
My learning experience has been enjoyable.	69	68	68
My learning experience was intellectually stimulating.	55	55	54
Queen’s contributed to: self-confidence.	51	51	52
Queen’s contributed to: critical judgment.	44	43	40
There was ample scope for organized social activities at Queen’s.	44	44	47

Queen's contributed to: problem-solving skills.	44	42	39
Instructors took an active interest in my learning.	44	40	40
Queen's contributed to: desire for further education.	44	40	41
Queen's contributed to: ability to work well with others.	43	*	38
Instructors showed a positive attitude towards students.	43	41	34

* Not among the top ten satisfaction drivers.

There is a remarkable consistency in the identification of the top ten satisfaction drivers over the three years that the CRI analysis has been carried out. As in the 2006 and 2007 studies, the 2008 results show that the top-ranked Satisfaction Driver for students was, by a significant margin, *"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 only statement dropped from the 2007 top ten list was *"My program had the right amount of theory incorporated into the curriculum,"* which is now in eleventh position.

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 drawn.
- 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 need to be re-evaluated.

It is significant to note that students' measures 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 Practices</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 university's performance in specific areas covered in Questions 1 and 2 which the students indicate are important to their overall satisfaction with their educational experience. It is important to note that areas of below-average satisfaction emerge by comparison to higher satisfaction in other areas. **Queen's overall performance levels are high**, and therefore, comparatively "low" satisfaction measures are not necessarily cause for alarm, but they do identify areas that fall behind average satisfaction elsewhere. Full Initiative Matrices for Exit Poll Questions 1 and 2 are available in the Response Data section of this report.

Queen's Best Practices

Best Practices are statements to which students attribute high importance and indicate high satisfaction. Table 3 (below) lists Queen's Best Practices as identified by students. It is notable that all 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 for two reasons. First, its score is significantly higher than the score of other statements in Table 3, suggesting that along with the hard skills an education provides, a sense of enjoyment of one's learning experience outranks other measures. For the first time in 2008, this statement was also ranked as most important overall in the students' own ranking of the statements describing their educational experience.

Fifth on the best practice list, "*There was ample scope for organized social activities at Queen's,*" underscores the importance of social life in the overall assessment of a student's University experience. The students' own ranking (see Response Data, Question 1n) of the importance of organized social activities at Queen's places this aspect eighth.

Table 3: Queen's Best Practices, Impact Indices v. Performance Scores (2006-2008)

Statements	2008 Impact Index	2008 Perform Score	2007 Impact Index	2007 Perform Score	2006 Impact Index	2006 Perform Score
My learning experience has been enjoyable.	69	82%	68	82%	68	78%
My learning experience was intellectually stimulating.	55	82%	55	82%	54	77%
Queen's contributed to: self-confidence.	51	67%	51	69%	52	66%
Queen's contributed to: critical judgment.	44	79%	43	79%	40	77%
There was ample scope for organized social activities at Queen's.	44	77%	44	82%	47	78%
Queen's contributed to: problem-solving skills.	44	71%	42	72%	39	69%
Instructors took an active interest in my learning.	44	80%	40	80%	40	79%
Queen's contributed to: desire for further education.	44	65%	40	68%	41	64%
Queen's contributed to: ability to work well with others.	43	72%	-	-	38	71%
Instructors showed a positive attitude towards students.	43	87%	41	86%	34	85%
My program had the right amount of theory incorporated into the curriculum.	40	75%	43	77%	-	-
Queen's contributed to: research skills.	39	67%	39	69%	-	-
Queen's contributed to: creative thinking.	38	62%	-	-	-	-
Instructors were readily accessible outside class.	37	84%	-	-	36	84%

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 seven such items as outlined in Table 4. Again, there is consistency in the year over year make-up of the list of Primary Areas for Review.

Table 4: Queen's Primary Areas for Review (2006-2008)

Statements	2008 Impact Index	2008 Satisfact'n Score	2007 Impact Index	2007 Satisfact'n Score	2006 Impact Index	2006 Satisfact'n Score
Instructors provided helpful feedback.	41	64%	35	61%	37	61%
Queen's contributed to: speaking skills.	40	59%	-	-	34	58%
Queen's contributed to: leadership skills.	40	59%	35	60%	37	56%
Queen's contributed to: ability to compete	39	49%	35	54%	-	-
My program had a good balance between theory and practice.	37	62%	39	62%	40	59%
Instructors made an effort to check that students understood the material taught.	37	60%	36	58%	37	56%
Classroom facilities	36	60%	-	-	-	-
The exams used for assessing progress were fair.	-	-	35	63%	-	-

Student responses to the first statement, *"Instructors provided helpful feedback,"* indicate that while getting feedback from instructors is important to students, their relative satisfaction is low. There is significant variation in results among programs with respect to this statement, as demonstrated in Table 5, below, although for most programs, the degree of satisfaction has improved since 2006.

Table 5: "Instructors provided helpful feedback." (2006-2008)

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Business	Nursing
2008: Instructors provided helpful feedback.	58%	62%	62%	69%	68%	72%	67%
2007: Instructors provided helpful feedback.	56%	64%	67%	66%	42%	59%	47%
2006: Instructors provided helpful feedback.	53%	58%	72%	72%	47%	73%	59%

Three items in the Primary Areas for Review table pertain to personal development skills, namely, *speaking skills, leadership skills and ability to compete*. As Table 6 illustrates, satisfaction ratings for these skills appear to compare unfavorably with satisfaction that the learning experience contributed to *critical judgment, 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, (2008)

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Business	Nursing
Queen's contributed to:							
<i>Speaking skills</i>	53%	57%	65%	53%	74%	94%	58%
<i>Leadership skills</i>	61%	53%	74%	58%	51%	86%	75%
<i>Ability to compete</i>	52%	52%	34%	27%	68%	80%	40%
Self-confidence	66%	66%	76%	62%	69%	80%	81%
Critical judgment	80%	84%	62%	60%	94%	86%	92%
Problem-solving skills	90%	69%	61%	55%	77%	87%	90%

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

Table 7: Primary Areas for Review: Interactions between instructors and students (2008)

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Business	Nursing
Instructors provided helpful feedback.	58%	62%	62%	69%	68%	72%	67%
Instructors made an effort to check that students understood the material taught.	62%	57%	59%	61%	68%	66%	60%

A new Primary Area for Review identified by students pertains to *satisfaction with classroom facilities*. Table 8, below, shows the breakdown of student responses around classroom facilities by Faculty.

Table 8: Primary Area for Review: Satisfaction with: Classroom facilities (2006-2008)

"Agree" + "Strongly Agree"	Applied Science	Arts and Science	Con-Ed	Ed	Law	Business	Nursing
2008: Satisfaction with classroom facilities	67%	56%	54%	59%	53%	93%	62%
2007: Satisfaction with classroom facilities	64%	55%	53%	52%	47%	94%	60%
2006: Satisfaction with classroom facilities	61%	49%	67%	55%	48%	92%	59%

In 2008, the statement *"The exams used for assessing progress were fair,"* identified as a Primary Area for Review in 2007, now ranks as an area for Secondary Review.

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 continue to 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 material being taught*, or that they *provide helpful feedback*, both measures have increased in the last five years.
- Again in 2008, many students are more satisfied that their Teaching Assistants help them *understand the material being taught*, with the biggest increase noted by Concurrent Education graduates. Teaching Assistants have not been noted as a "Priority Action" item in the CRI analysis, indicating that, in the overall context of a Queen's education, students do not ascribe the performance of Teaching Assistants as a key driver of their satisfaction. Nevertheless, more than 26% respond "neutral" to the question of Teaching Assistants with almost 30% responding they disagree or strongly disagree that Teaching Assistants help them *understand the material being taught*.
- While Nursing and Business both showed increases in satisfaction of 9%+ and Arts & Science showed a smaller increase, students in other Faculties continue to indicate declining satisfaction over the past years with respect to being able to *enrol in the courses they want*, perhaps corresponding with increasing undergraduate enrolment over the same time period.
- Students continue to rate their learning experience as *intellectually stimulating*, with Law and Business showing good improvements over the 2007 scores. As well, the number of graduates agreeing that their learning experience had been *enjoyable* stayed steady or increased slightly in most disciplines except Law where the increase exceeded 15%.
- Student perceptions of assessment methods were clarified by the addition of two new questions in 2007 regarding exams versus ongoing marking of assignments. There is general agreement that ongoing marking of assignments is fair and the scores are generally similar across all faculties. The differences are in students' perceptions of the fairness of exam marking – the programs of Concurrent Education and Education continue to have significantly lower satisfaction ratings than other programs.

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 a satisfaction rating that, when averaged across all Faculties and Schools over each of the last five years, falls in the top quartile – *contribution to critical judgment and working independently*, with the latter considered less important than the former.
- Students continue to measure Queen's contribution to *writing and speaking skills, creative thinking, problem solving, leadership, ability to work well with others, self-confidence, sensitivity to ethical issues, awareness of political and social issues, appreciation of other races, cultures, and religions, desire for further education, and research skills* in the third quartile, with agreement for the development of the *ability to compete, awareness of the rights and duties of citizenship and 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.
 - Self-confidence: Nursing 81%, Business 80%, Concurrent Education 76%
 - Problem-solving skills: Applied Science 90%, Nursing 90%, Business 87%, Law 77%
 - Working well with others: Business 94%, Nursing 92%, Applied Science 82%, Concurrent Education 76%
 - Understanding of science: Nursing 90%, Applied Science 88%
 - Research skills: Law 86%, Arts and Science 80%, Nursing 77%
- The Exit Poll was intended to measure the development of certain attributes and skills considered important for all Queen's graduates to demonstrate. If Queen's continues to believe that these attributes and skills are important, their development may need to be addressed within program and curricular design, as Poll results show they are not currently being developed in all students outside of academic life.

Question 3 – Student satisfaction with services and facilities

- Students' satisfaction with *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. For the first time, satisfaction with *classroom facilities* has emerged as a Priority Action. Although satisfaction with this item has risen slightly since 2006, from 55% to 60%, the rating is still relatively low and the importance of the item has risen to a greater extent, from an Impact Index of 28 to one of 36.
- Students remain very positive about *library facilities and hours* and *library services*.
- Satisfaction with most other services reflects consistent opinions from year to year. *Registration services* showed a sharp decline in 2006. Changes to pre-registration have been introduced, such as the assignment of specific pre-registration times and dates, and student satisfaction improved in 2007 and again in 2008, although students have expressed frustration with QCARD and their desire for the University to adapt more modern technology.
- Students have consistently ranked Athletic facilities as the least satisfying aspect of their Queen's educational experience giving it a declining fourth quartile satisfaction rating in each of the last five years. In 2008, a new question focused on satisfaction with *athletic and recreation services* was added. The level of student satisfaction with the services is higher than with the facilities, but satisfaction with both aspects of the athletic experience was ranked the lowest across all services and facilities.

Question 5 – Student debt

- Reported student debt levels in the Faculty of Arts and Science and the Faculty of Education for 2008 were relatively consistent with the results from 2007.
- More Nursing, Business, Engineering graduates noted they were graduating with a debt with the greatest change in Nursing.
- Fewer respondents in the Concurrent Education program and Faculty of Law noted they were graduating with a debt, although the differences from 2007 to 2008 were not substantial.

Question 10 – Post-graduation expectations

- In response to post-graduation expectations, 2008 graduates noted a slight shift towards seeking employment and away from pursuing further education (55% and 32% in 2008, versus 50% and 36% in 2007).
- For students indicating they plan to further their education, the vast majority continues to indicate an interest in pursuing an advanced degree (52%) or professional designation (34%), with only 4% indicating an interest in a college diploma.

INITIATIVE MATRICES

Question 1 – The quality of the learning environment

Statements are listed in descending order of impact on students' overall satisfaction within their educational experience at Queen's.

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

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

Statements are listed in descending order of impact on students' overall satisfaction within their educational experience at Queen's.

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

DISTRIBUTION OF THE QUESTIONNAIRE / RESPONSE RATES

In March 2008, 3,451 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 late March and early April to non-respondents. A total of 1,654 students responded for a response rate of 48%.

	# Sent	# Returned	Response Rate				
			2008	2007	2006	2005	2004
ENG	486	201	41%	51%	46%	50%	44%
ART/SCI	1,775	853	48%	51%	49%	48%	47%
EDUC/CONED	700	385	55%	50%	58%	47%	43%
LAW	158	65	41%	32%	39%	45%	38%
BUS	236	98	42%	49%	45%	58%	55%
NUR	96	52	54%	50%	57%	54%	56%
Grand Total	3,451	1,654	48%	50%	50%	49%	46%

Responses are required for both Questions 1 and 2. Response rates to Question 3 vary based on how many students had experience with what they were being asked to evaluate.

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

Various counseling services on campus received lower response rates. Just over twenty-five percent of respondents were unable to evaluate either *career counseling services*, *residences* or *student award services*. One-third was unable to evaluate *academic counseling services*. As in 2007, fifty-one percent of respondents were unable to evaluate *personal counseling services*.

Other campus services received varying response rates: 81% of respondents were able to rate their experiences with *health services*, 39% did not rate the *laboratories* 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 and may be an indication of the diversity of the Canadian student body on campus.

Exit Poll 2008
Question 1: Quality of the Learning Experience

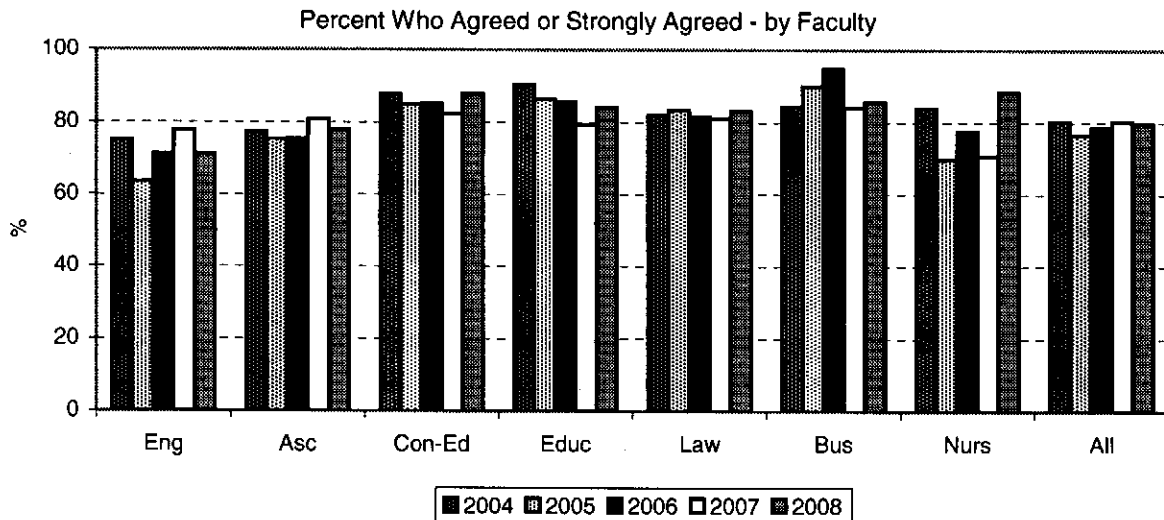
Question 1a: Instructors took an active interest in my learning.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	53	65	65	75	63	71	78	71	72
Arts and Science	57	67	75	77	75	75	81	78	77
Concurrent Education	70	72	80	88	85	85	82	88	86
Education	73	81	87	90	86	86	79	84	85
Law School	81	93	88	82	83	82	81	83	82
School of Business	67	71	86	84	90	95	84	86	88
School of Nursing	52	85	72	84	70	78	71	88	78
Grand Total	62	70	77	80	77	79	80	80	79

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	4	2	2	2	2	3	3	3



Exit Poll 2008
Question 1: Quality of the Learning Experience

Question 1b: Instructors were readily accessible outside class.

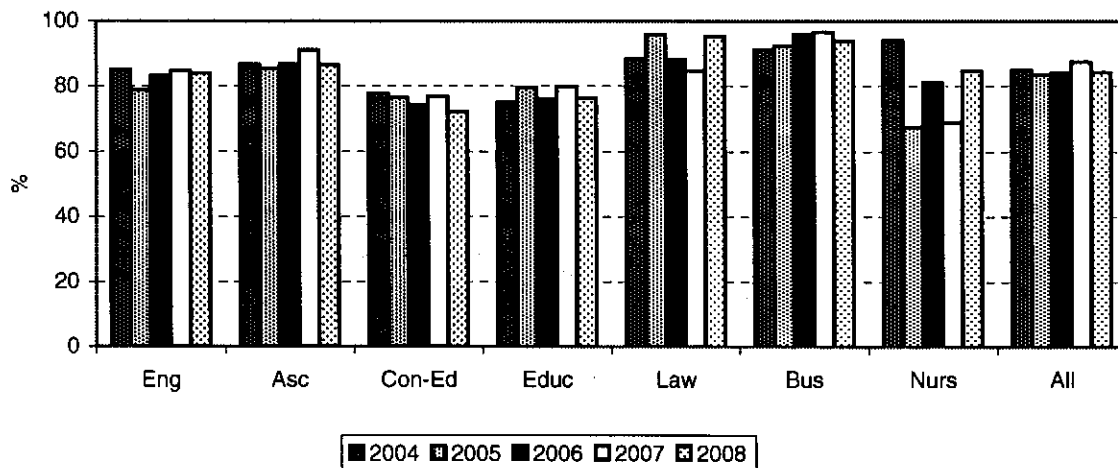
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	67	78	76	85	79	83	85	84	83
Arts and Science	74	85	86	87	85	87	91	87	87
Concurrent Education	60	81	77	78	76	74	77	72	76
Education	55	81	79	75	79	76	80	77	77
Law School	66	100	87	89	96	88	85	95	91
School of Business	80	90	94	91	92	96	97	94	94
School of Nursing	72	68	81	94	67	81	69	85	79
Grand Total	69	83	83	85	84	84	87	84	85

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	11	11	11	11	11	11	11	13

Percent Who Agreed or Strongly Agreed - by Faculty



Question 1: Quality of the Learning Experience

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

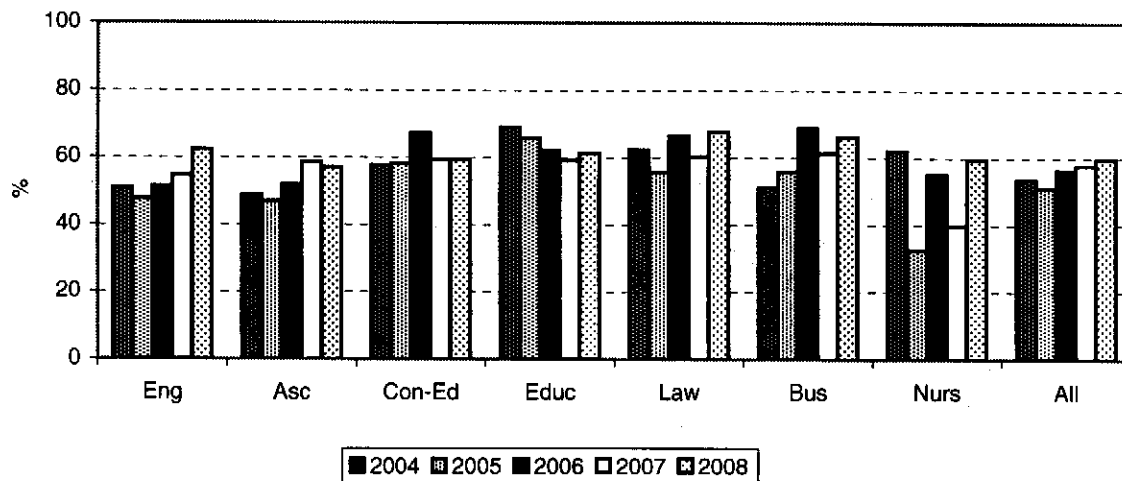
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	39	48	47	51	48	51	55	62	53
Arts and Science	34	40	47	49	47	52	59	57	53
Concurrent Education	45	31	53	58	58	67	59	59	60
Education	52	53	72	69	66	62	59	61	63
Law School	40	81	65	62	56	67	60	68	63
School of Business	41	50	58	51	56	69	61	66	61
School of Nursing	45	31	36	62	33	55	40	60	50
Grand Total	39	45	52	54	51	56	58	60	56

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	7	7	7	7	7	8	10	10

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 1: Quality of the Learning Experience

Question 1d: Instructors provided helpful feedback.

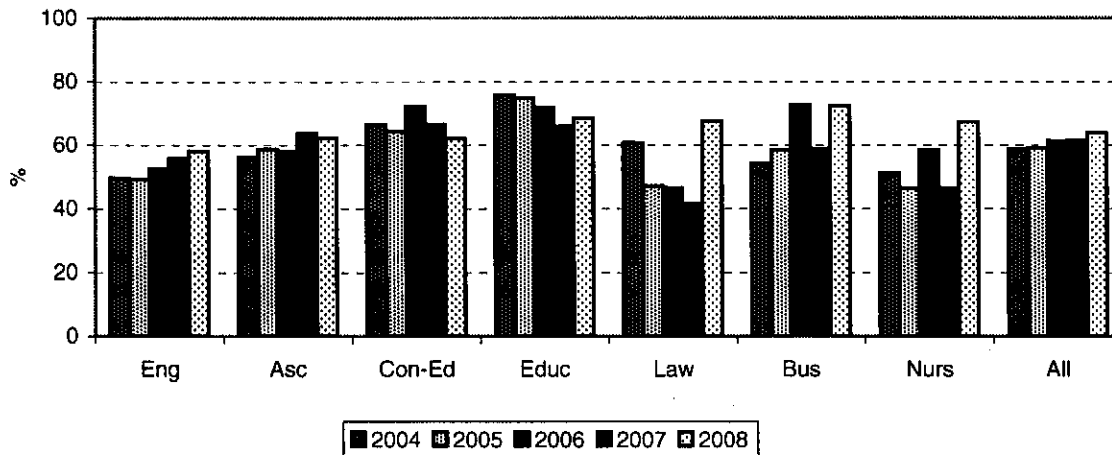
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	37	48	47	50	49	53	56	58	53
Arts and Science	42	51	57	56	59	58	64	62	60
Concurrent Education	48	53	66	67	64	72	67	62	66
Education	56	63	83	76	75	72	66	69	71
Law School	48	78	58	61	47	47	42	68	53
School of Business	31	59	52	54	58	73	59	72	63
School of Nursing	45	58	61	51	47	59	47	67	54
Grand Total	44	53	59	59	59	61	61	64	61

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	10	8	10	8	10	10	12	12

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 1: Quality of the Learning Experience

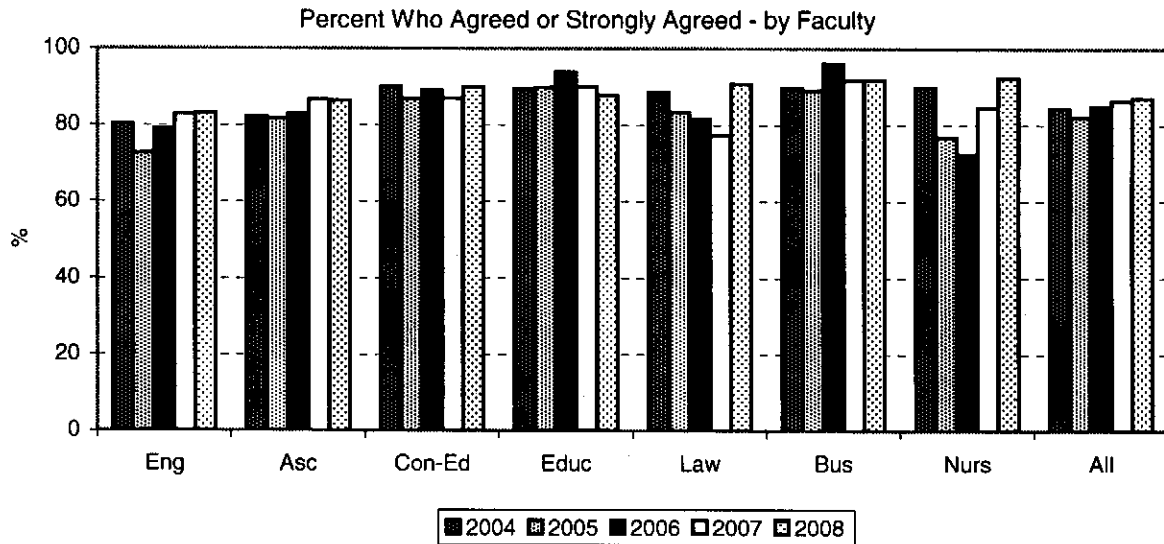
Question 1e: Instructors showed a positive attitude toward students.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	65	74	73	80	73	79	83	83	80
Arts and Science	68	78	82	82	82	83	87	86	84
Concurrent Education	73	83	84	90	87	89	87	90	89
Education	81	87	95	89	90	94	90	88	90
Law School	79	93	90	89	83	82	77	91	84
School of Business	82	85	92	90	89	96	92	92	92
School of Nursing	52	77	78	90	77	72	84	92	83
Grand Total	72	79	83	84	82	85	86	87	85

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	6	6	6	6	6	6	6	6



Exit Poll 2008
Question 1: Quality of the Learning Experience

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

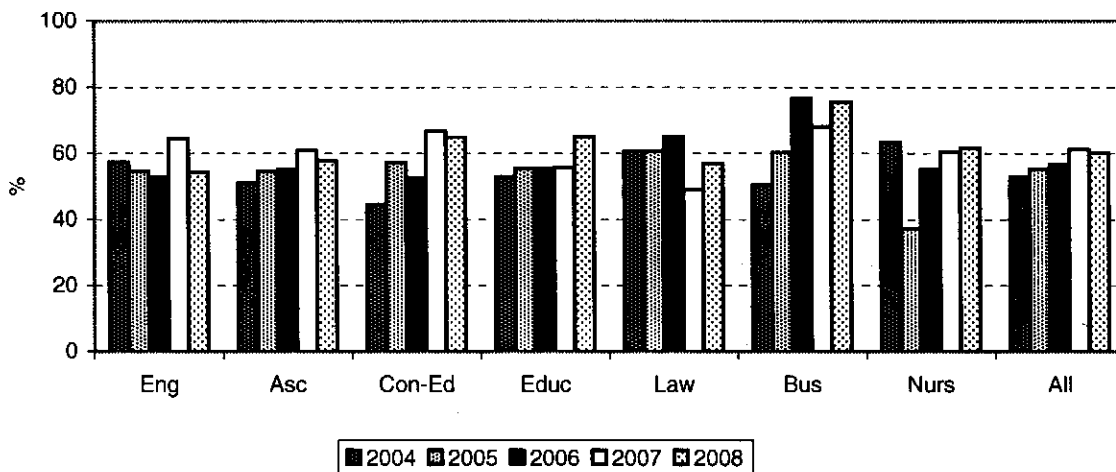
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	37	52	46	57	55	53	64	54	57
Arts and Science	43	47	51	51	55	55	61	58	56
Concurrent Education	39	28	54	44	57	52	67	65	57
Education	49	40	57	53	55	55	56	65	57
Law School	55	48	53	61	61	65	49	57	58
School of Business	58	69	58	50	60	77	68	76	66
School of Nursing	29	58	31	63	37	55	60	62	56
Grand Total	45	48	52	53	55	57	61	60	57

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	13	14	14	14	14	14	18	18

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 1: Quality of the Learning Experience

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

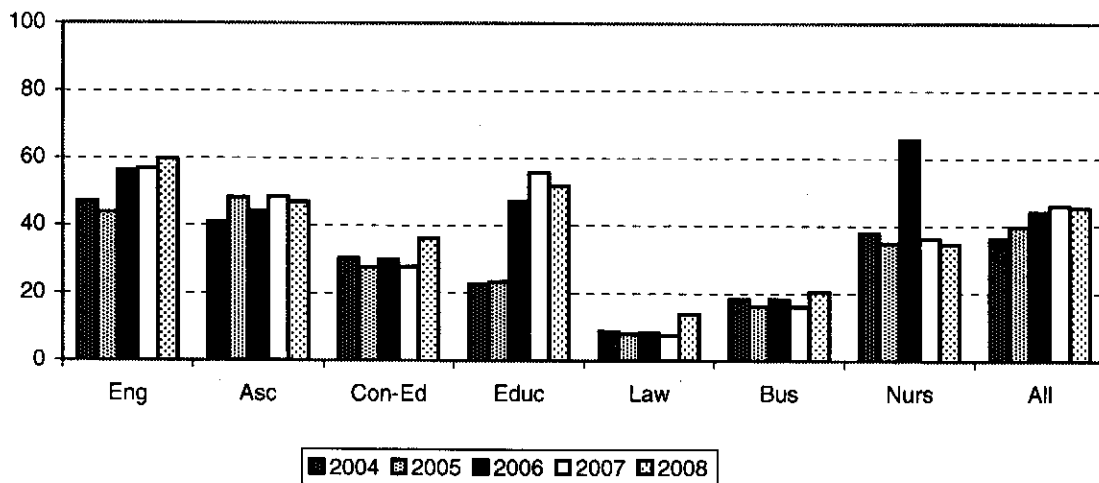
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	33	37	44	47	44	56	57	60	53
Arts and Science	44	45	41	41	48	44	48	47	46
Concurrent Education	24	25	30	30	28	30	28	36	30
Education	18	15	26	23	23	47	56	52	40
Law School	27	12	4	9	8	8	8	14	9
School of Business	21	17	12	18	16	18	16	20	18
School of Nursing	46	27	31	38	35	66	36	35	42
Grand Total	37	36	35	36	40	44	46	45	42

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	14	13	13	13	13	13	16	16

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 1: Quality of the Learning Experience

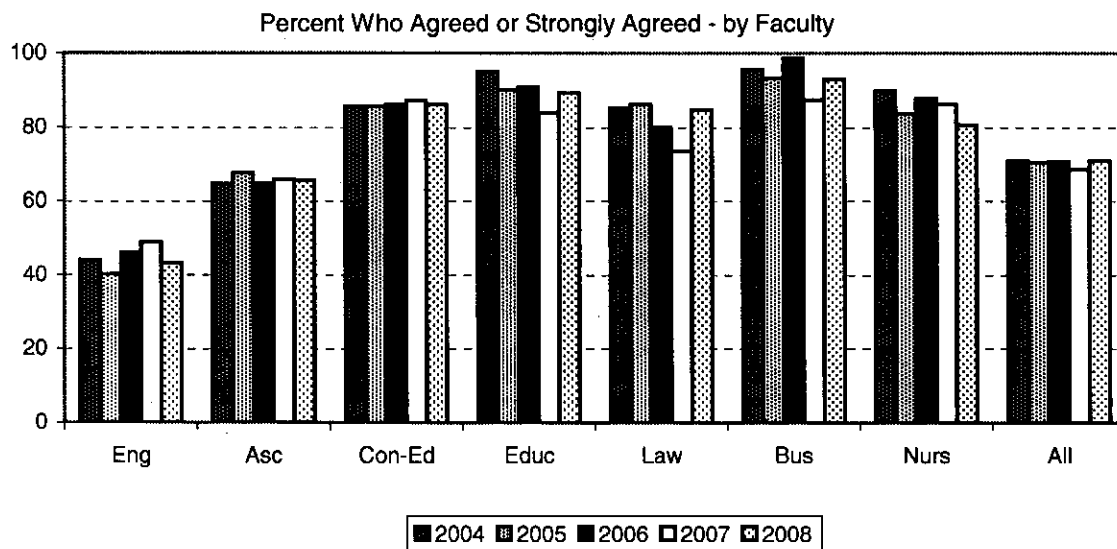
Question 1h: Class participation was actively encouraged.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	38	41	41	44	40	46	49	43	44
Arts and Science	52	59	65	65	68	65	66	66	66
Concurrent Education	72	73	86	86	86	86	87	86	86
Education	84	91	95	95	90	91	84	89	90
Law School	84	89	90	85	86	80	74	85	82
School of Business	94	92	97	96	93	99	87	93	94
School of Nursing	97	88	92	90	84	88	86	81	86
Grand Total	60	64	70	71	71	71	69	71	70

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	12	12	12	12	12	12	13	11



Exit Poll 2008
Question 1: Quality of the Learning Experience

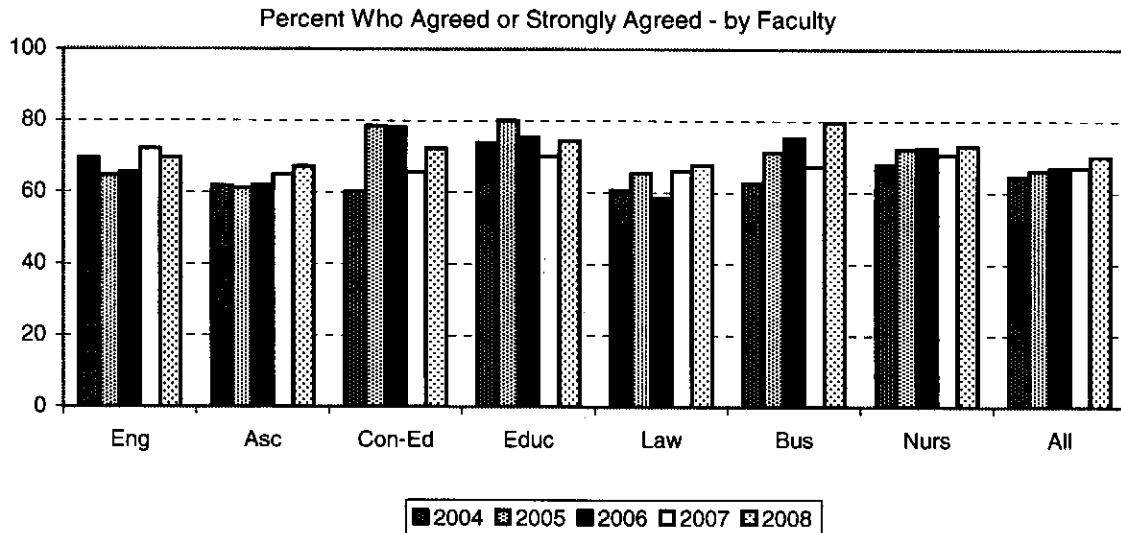
Question 1i: Assessment methods (exams and marking) were fair.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	60	72	65	69	65	66	72	70	68
Arts and Science	53	60	63	62	61	62	65	67	63
Concurrent Education	69	63	70	60	79	78	66	72	71
Education	75	73	81	74	80	75	70	74	75
Law School	60	67	58	61	65	58	66	68	64
School of Business	60	67	68	63	71	75	67	80	71
School of Nursing	66	50	69	68	72	72	71	73	71
Grand Total	59	64	66	65	66	67	67	70	67

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	5	5	5	5	5	5	7	9



Exit Poll 2008
Question 1: Quality of the Learning Experience

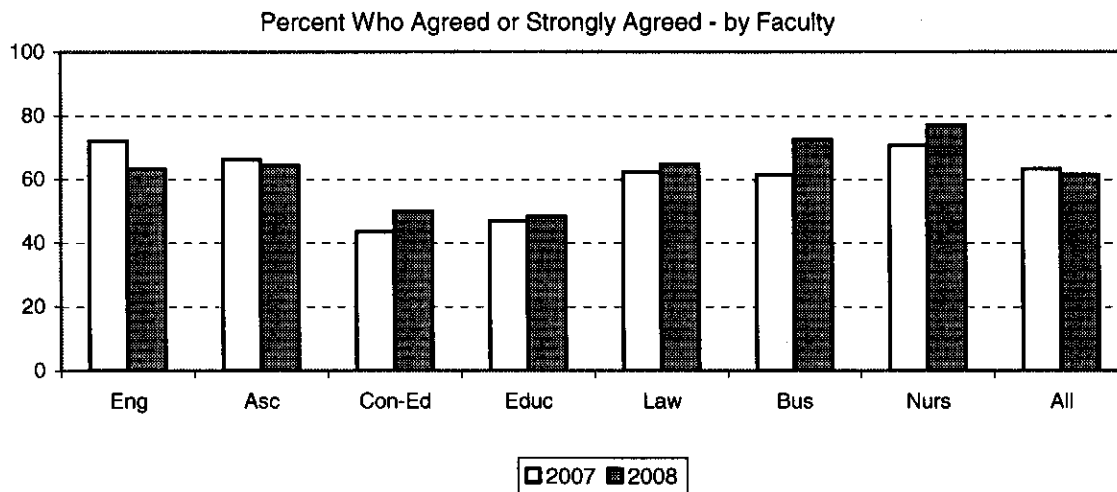
1i-i The exams used for assessing progress were fair.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	2001	2002	2003	2004	2005	2006	2007	2008		
Applied Science							72	63	68	Eng
Arts and Science							66	64	65	Asc
Concurrent Education							44	50	47	Con-Ed
Education							47	48	48	Educ
Law School							62	65	63	Law
School of Business							61	72	67	Bus
School of Nursing							71	77	74	Nurs
Grand Total							63	61	62	All

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement							15	14



Exit Poll 2008
Question 1: Quality of the Learning Experience

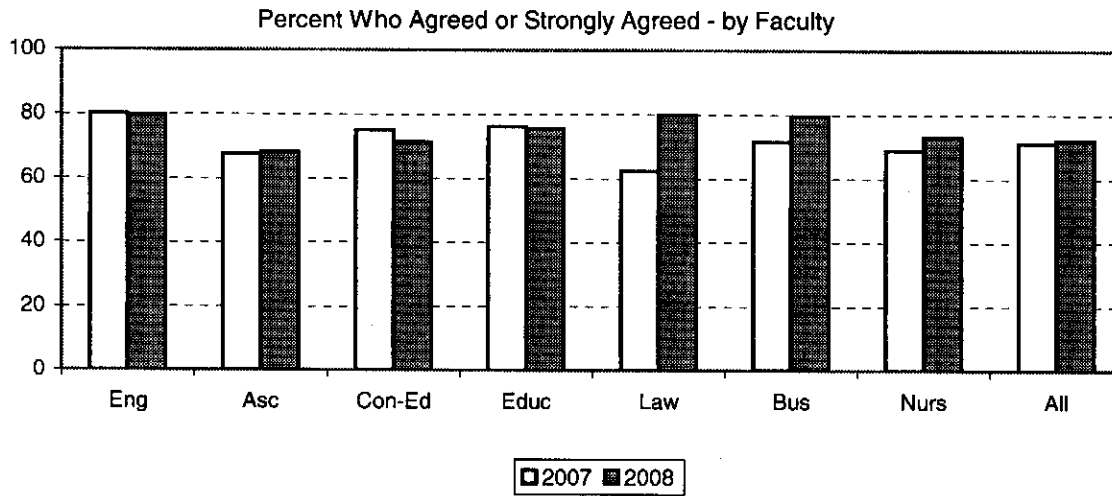
1i-ii Marking of assignments was fair.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	2001	2002	2003	2004	2005	2006	2007	2008		
Applied Science							80	80	80	Eng
Arts and Science							67	68	68	Asc
Concurrent Education							75	71	73	Con-Ed
Education							76	75	76	Educ
Law School							62	80	71	Law
School of Business							71	80	76	Bus
School of Nursing							69	73	71	Nurs
Grand Total							71	72	72	All

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement							14	15



Exit Poll 2008

Question 1: Quality of the Learning Experience

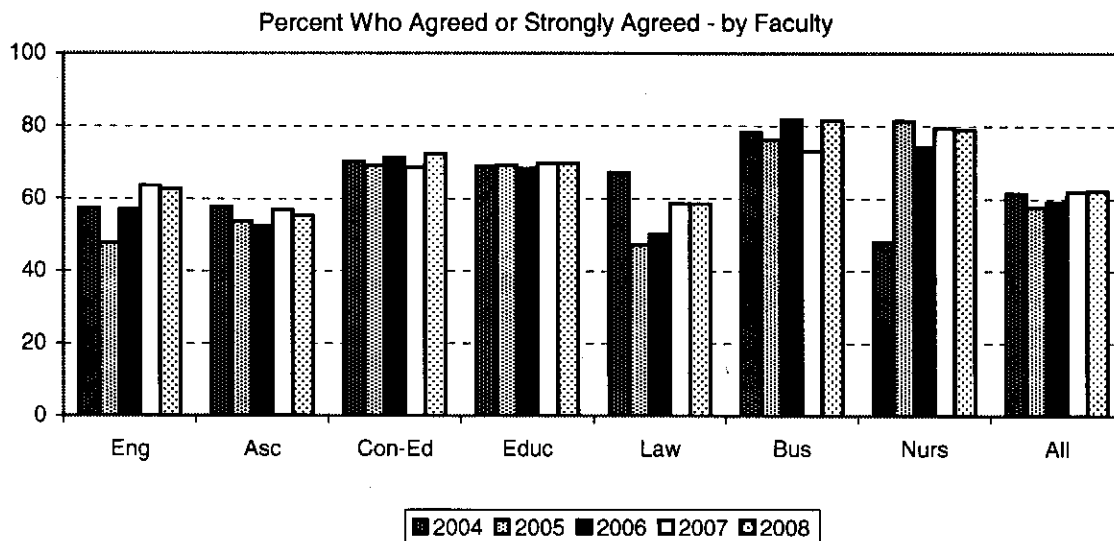
Question 1j: My program had a good balance between theory and practice.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	53	56	52	57	48	57	63	63	58
Arts and Science	55	56	59	58	54	52	57	55	55
Concurrent Education	55	67	71	70	69	71	69	72	70
Education	64	69	76	69	69	68	70	70	69
Law School	54	48	58	67	47	50	58	58	56
School of Business	59	83	72	78	76	82	73	82	78
School of Nursing	39	27	44	48	81	74	79	79	72
Grand Total	56	60	61	61	58	59	62	62	60

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	3	3	3	3	4	4	4	4



Exit Poll 2008
Question 1: Quality of the Learning Experience

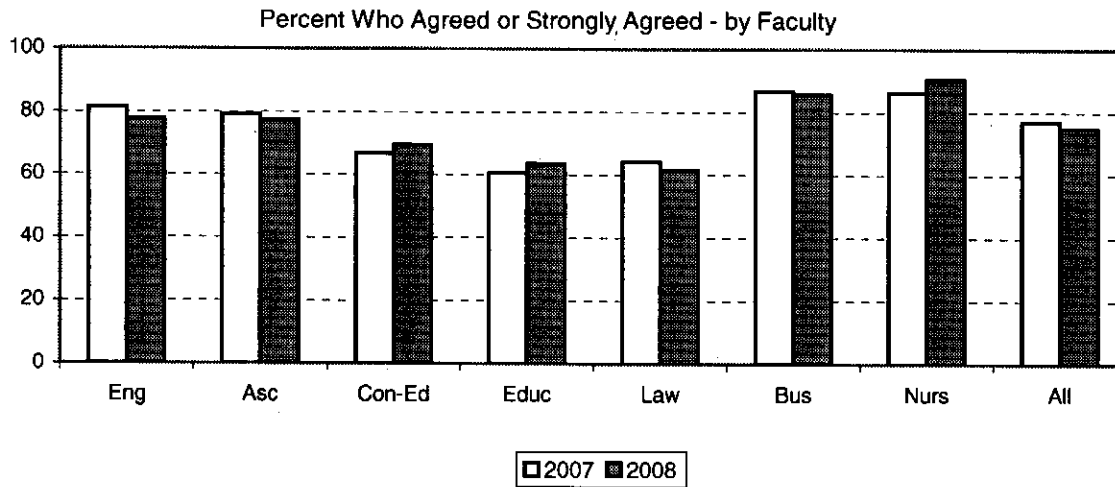
1j-i My program had the right amount of theory incorporated into the curriculum.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	2001	2002	2003	2004	2005	2006	2007	2008		
Applied Science							81	78	79	Eng
Arts and Science							79	77	78	Asc
Concurrent Education							67	69	68	Con-Ed
Education							61	64	62	Educ
Law School							64	62	63	Law
School of Business							87	86	86	Bus
School of Nursing							86	90	88	Nurs
Grand Total							77	75	76	All

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement							17	17



Exit Poll 2008
Question 1: Quality of the Learning Experience

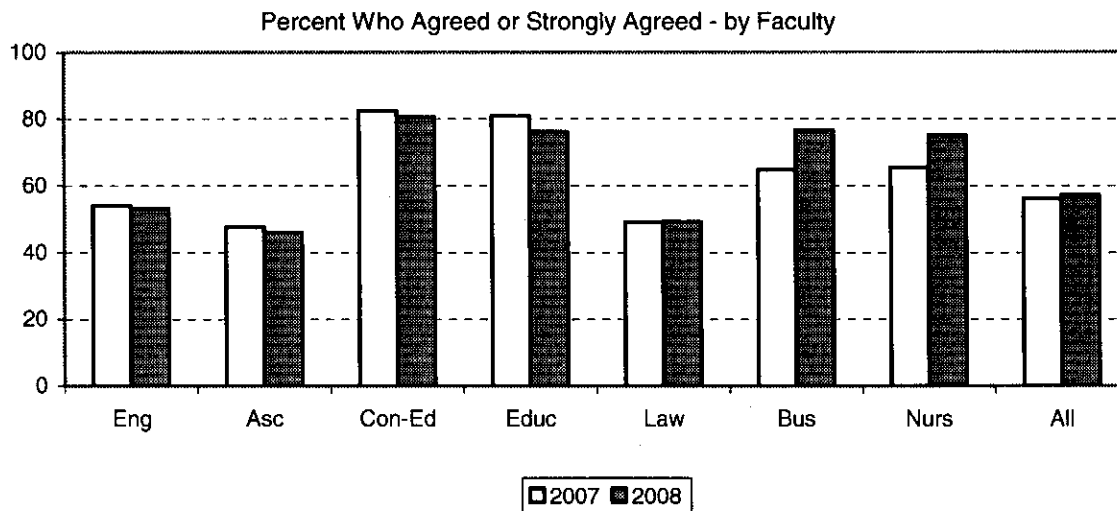
1j-ii My program had an appropriate amount of practice-based learning.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	2001	2002	2003	2004	2005	2006	2007	2008		
Applied Science							54	53	54	Eng
Arts and Science							48	46	47	Asc
Concurrent Education							82	81	81	Con-Ed
Education							81	76	78	Educ
Law School							49	49	49	Law
School of Business							65	77	71	Bus
School of Nursing							66	75	70	Nurs
Grand Total							56	57	57	All

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement							9	7



Exit Poll 2008
Question 1: Quality of the Learning Experience

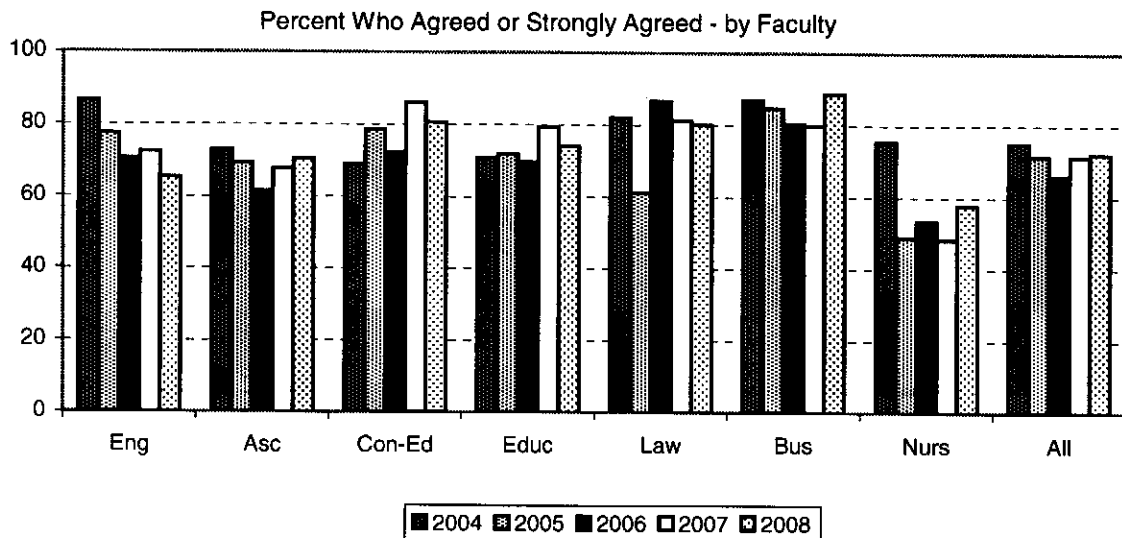
Question 1k: I was generally able to enrol in the courses I wanted.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	80	78	85	86	77	70	72	65	74
Arts and Science	70	69	73	73	69	62	68	71	68
Concurrent Education	77	80	70	69	79	72	86	81	77
Education	77	78	66	71	72	70	79	74	73
Law School	73	78	77	82	61	87	81	80	78
School of Business	73	86	90	87	85	81	80	89	84
School of Nursing	72	85	72	76	49	53	48	58	57
Grand Total	73	74	75	75	72	66	71	72	71

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	8	10	8	9	8	7	8	5



Exit Poll 2008
Question 1: Quality of the Learning Experience

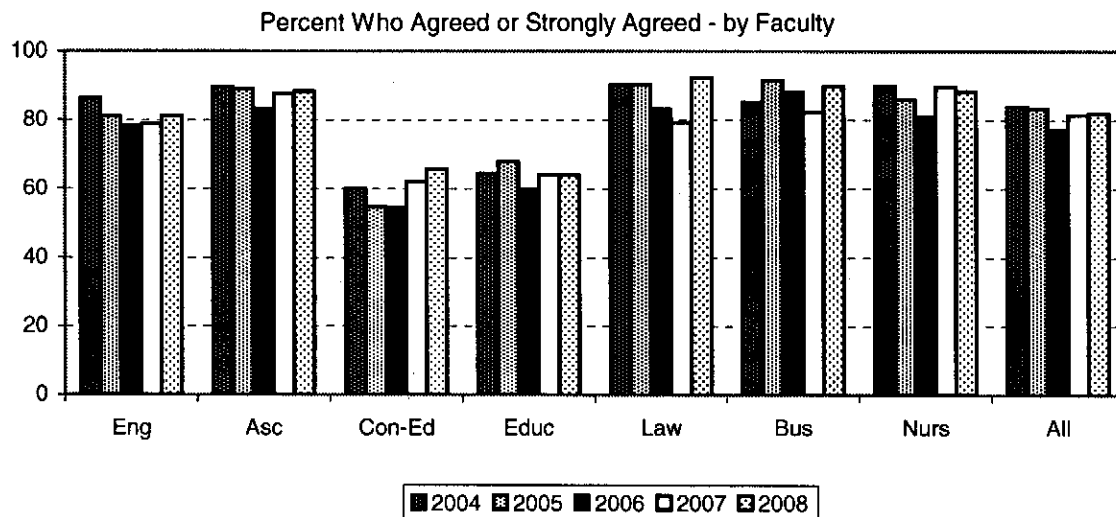
Question 1I: Overall, my learning experience was intellectually stimulating.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	69	85	82	86	81	78	79	81	81
Arts and Science	79	87	90	89	89	83	88	88	88
Concurrent Education	52	76	55	60	55	54	62	66	59
Education	54	70	76	64	68	60	64	64	64
Law School	86	89	93	90	90	83	79	92	87
School of Business	78	89	89	85	92	88	82	90	87
School of Nursing	76	85	89	90	86	81	90	88	87
Grand Total	73	84	86	84	84	77	82	82	82

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	1	1	1	1	1	1	1	2



Exit Poll 2008
Question 1: Quality of the Learning Experience

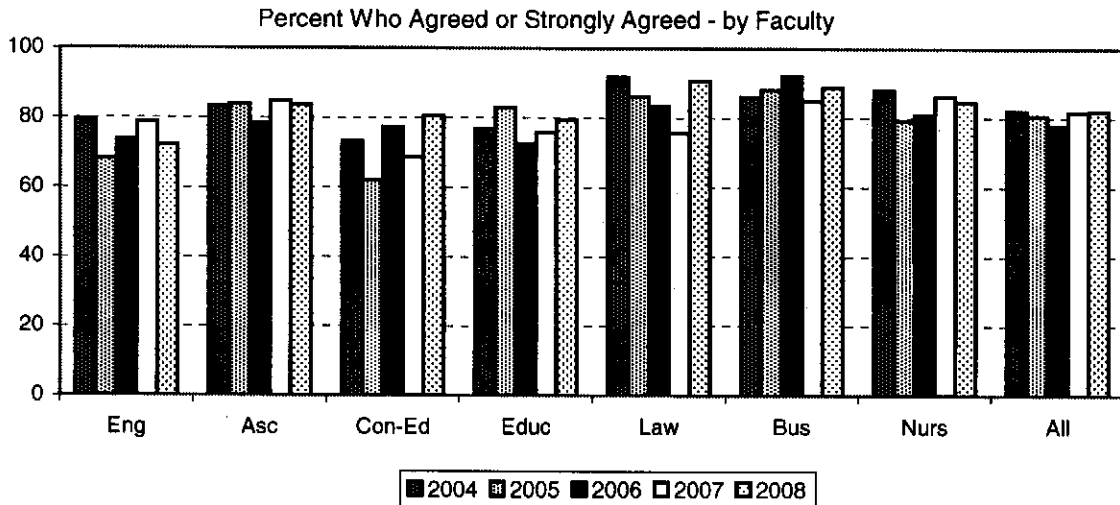
Question 1m: My learning experience has been enjoyable.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	65	79	78	79	68	74	79	72	74
Arts and Science	76	82	84	83	84	78	85	84	83
Concurrent Education	60	81	72	73	62	77	69	81	72
Education	70	82	83	77	83	72	76	79	77
Law School	83	93	87	92	86	83	75	91	85
School of Business	72	83	90	86	88	92	85	89	88
School of Nursing	76	73	78	88	79	81	86	85	84
Grand Total	73	81	83	82	81	78	82	82	81

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	2	4	4	4	3	2	2	1



Exit Poll 2008
Question 1: Quality of the Learning Experience

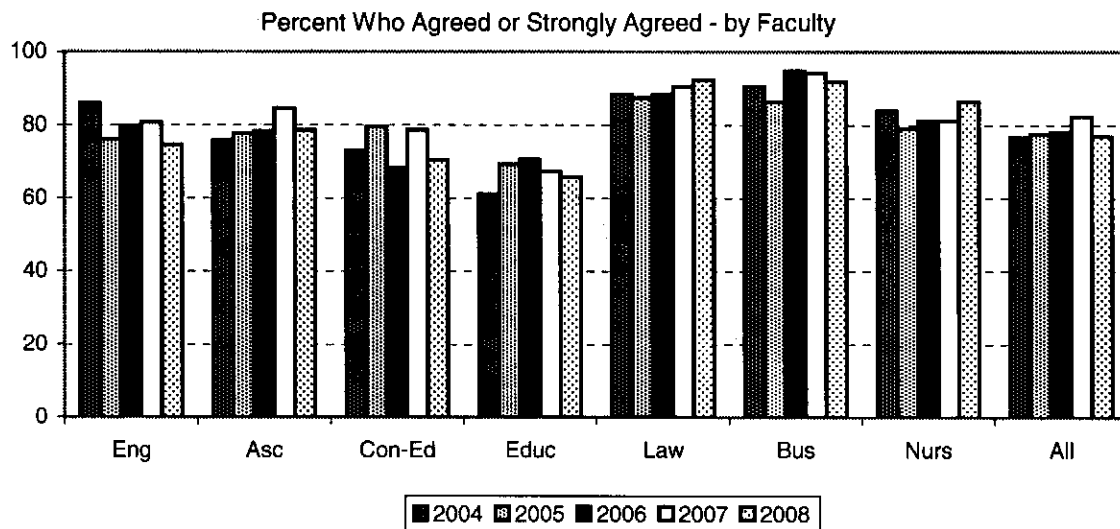
Question 1n: There was ample scope for organized social activities at Queen's.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	80	80	82	86	76	80	81	75	79
Arts and Science	76	76	80	76	78	78	85	79	79
Concurrent Education	65	79	64	73	80	68	79	70	74
Education	63	60	60	61	69	71	67	66	67
Law School	91	81	80	88	88	88	91	92	89
School of Business	82	78	88	90	86	95	94	92	92
School of Nursing	75	69	75	84	79	81	81	87	82
Grand Total	76	75	78	77	78	78	82	77	78

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Rank of statement	9	9	9	10	9	9	5	8

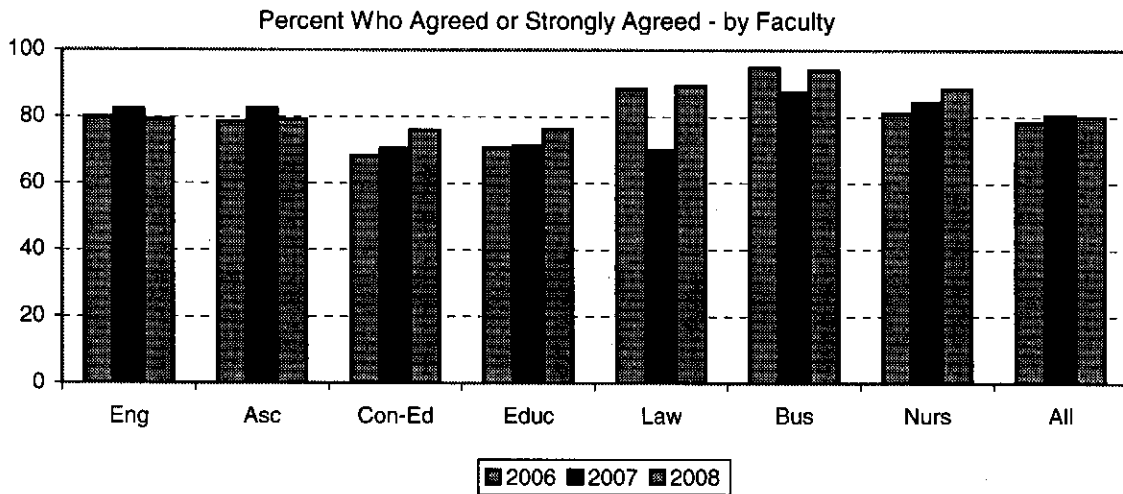


Exit Poll 2008
Question 1: Quality of the Learning Experience

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

Percent

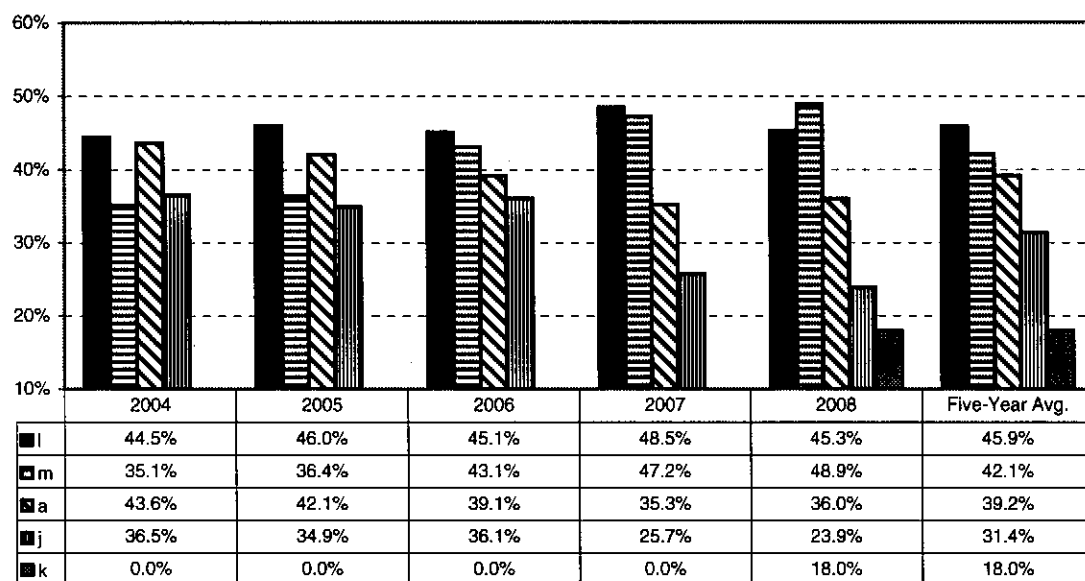
	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science						80	82	79	81
Arts and Science						78	83	79	80
Concurrent Education						68	70	76	69
Education						71	71	76	71
Law School						88	70	89	79
School of Business						95	87	94	91
School of Nursing						81	84	88	83
Grand Total						78	81	80	79



Exit Poll 2008
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 - k) *I was generally able to enroll in the courses I wanted.*

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

a) <i>Instructors took an active interest in my learning</i>	Concurrent Education (48.1%) Law (43.1%) Education (39.7%)
m) <i>My learning experience has been enjoyable</i>	Engineering (55.2%) Business (52.0) All (48.9%) Arts & Sci (48.2%)
l) <i>My learning experience was intellectually stimulating</i>	Art (51.9%) Business (50.0%) All (45.3%) Law (41.5%)
j) <i>My program had a good balance between theory and practice</i>	Nursing (40.4%) Business (39.8%) Concurrent Education (31.5%)

Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

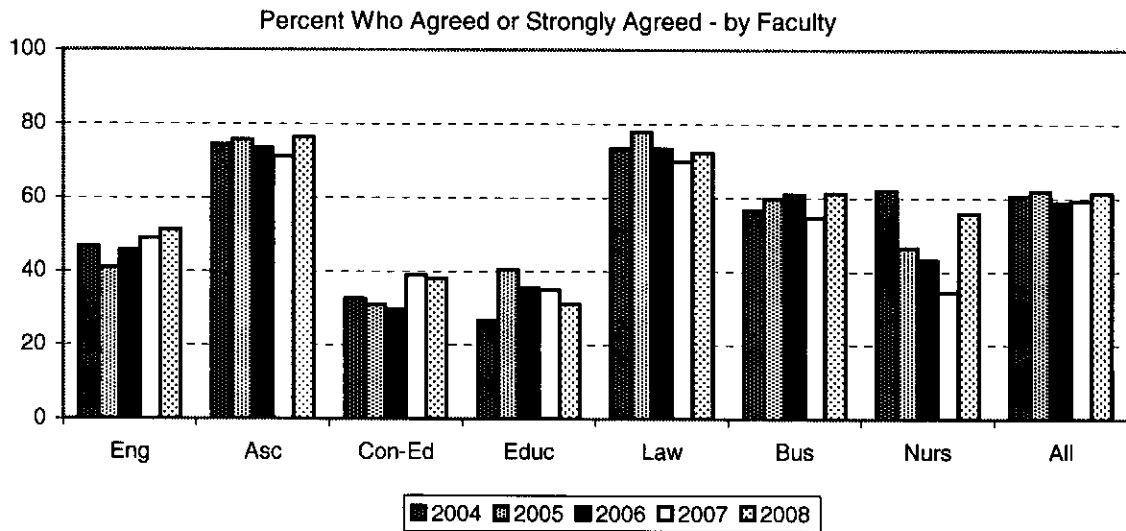
Question 2a: Queen's contributed to: Writing skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	36	46	34	47	41	46	49	51	47
Arts and Science	67	74	77	74	76	73	71	76	74
Concurrent Education	37	63	35	33	31	30	39	38	34
Education	27	38	39	27	40	35	35	31	34
Law School	66	85	80	73	78	73	70	72	73
School of Business	45	66	49	57	60	61	55	61	59
School of Nursing	55	50	64	62	47	43	34	56	48
Grand Total	53	63	61	61	62	59	59	61	60

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	7	4	6	4	3	7	5	5



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

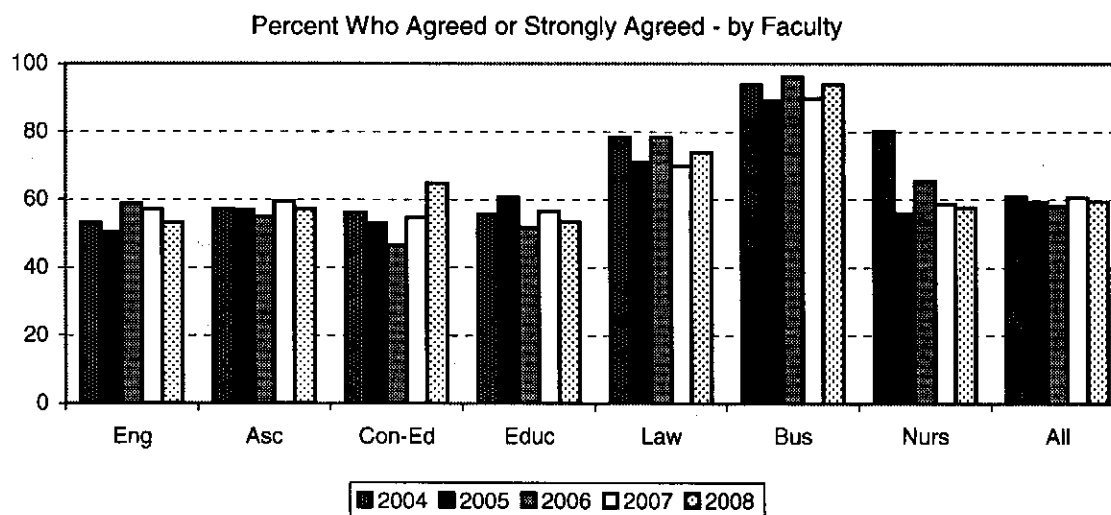
Question 2b: Queen's contributed to: Speaking skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	48	45	47	53	50	59	57	53	55
Arts and Science	50	59	59	57	57	55	59	57	57
Concurrent Education	58	59	65	56	53	47	55	65	55
Education	48	55	64	56	61	52	56	53	56
Law School	75	81	71	78	71	78	70	74	74
School of Business	67	87	84	94	89	96	90	94	93
School of Nursing	76	81	78	80	56	66	59	58	64
Grand Total	52	59	61	61	59	58	61	59	60

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	9	6	8	7	7	6	8	7



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

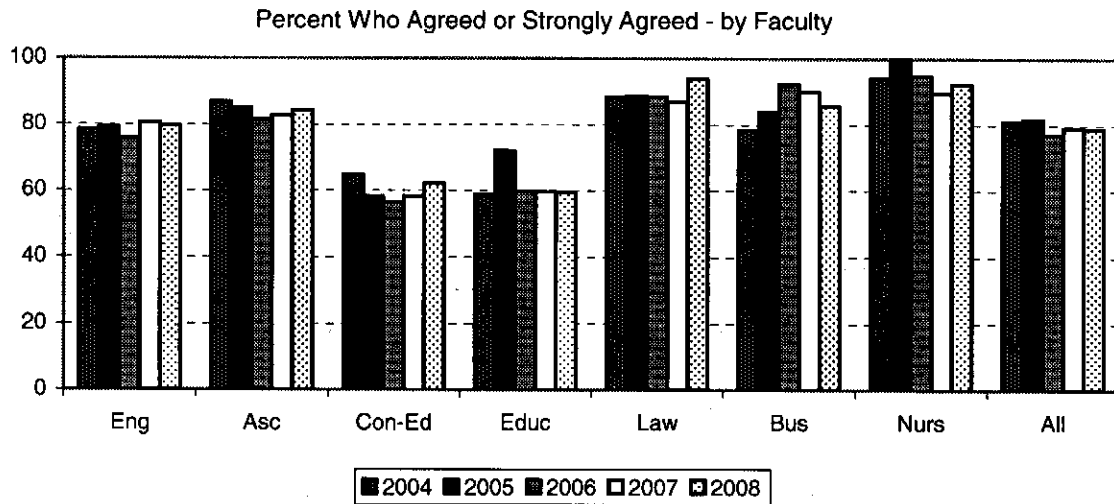
Question 2c: Queen's contributed to: Critical judgment.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	75	76	78	79	79	76	81	80	79
Arts and Science	77	82	86	87	85	81	83	84	84
Concurrent Education	61	66	69	65	58	56	58	62	60
Education	50	62	70	59	72	60	60	60	62
Law School	83	93	80	88	89	88	87	94	89
School of Business	82	85	77	78	84	92	90	86	86
School of Nursing	83	88	89	94	100	95	90	92	94
Grand Total	74	79	82	81	82	77	79	79	80

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	1	1	1	1	1	1	1	1



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

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

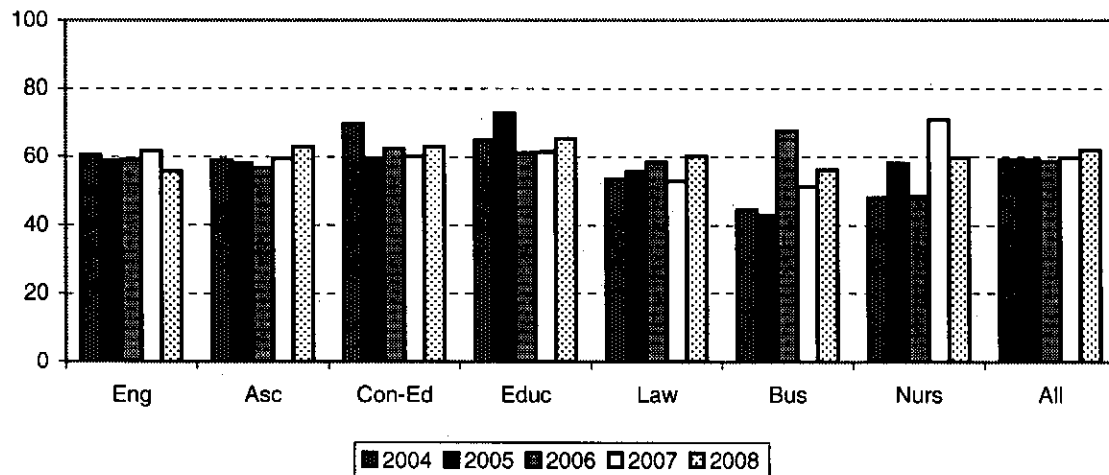
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	53	48	52	60	59	59	62	56	59
Arts and Science	52	54	60	59	58	57	59	63	59
Concurrent Education	52	59	61	70	60	62	60	63	63
Education	63	66	74	65	73	61	61	65	65
Law School	59	56	49	53	56	58	53	60	56
School of Business	47	43	50	44	43	68	51	56	52
School of Nursing	62	54	44	48	58	48	71	60	57
Grand Total	54	54	59	59	59	59	60	62	60

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	4	5	4	5	6	5	7	6

Percent Who Agreed or Strongly Agreed - by Faculty



Question 2: Contribution of Education to Learning and Development**Question 2e: Queen's contributed to: Problem-solving skills.**

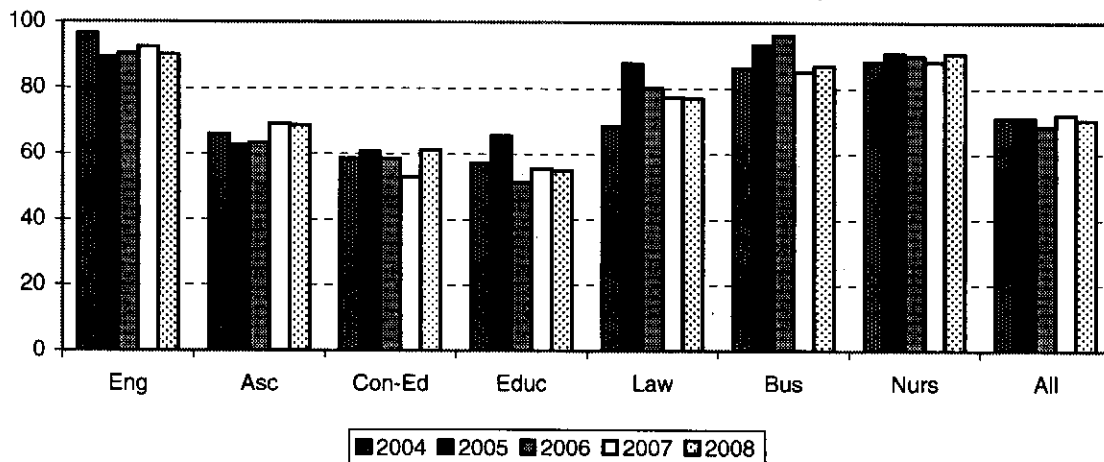
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	91	97	95	96	89	90	92	90	92
Arts and Science	61	67	68	66	63	63	69	69	66
Concurrent Education	63	52	52	58	61	58	53	61	58
Education	44	55	67	57	66	51	56	55	57
Law School	71	89	71	68	88	80	77	77	78
School of Business	81	95	89	86	93	96	85	87	89
School of Nursing	83	81	72	88	91	90	88	90	89
Grand Total	66	73	74	71	71	69	72	71	71

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	2	2	2	2	2	2	2	2

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

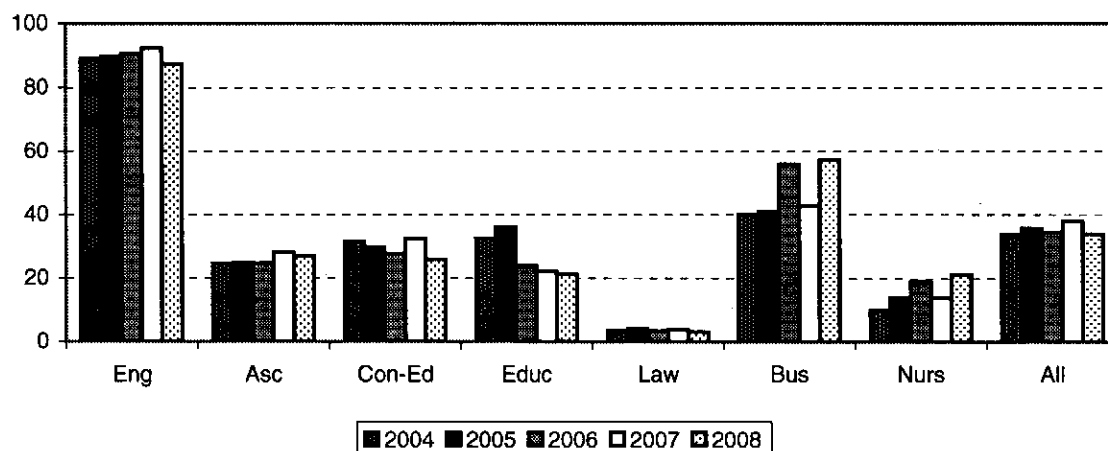
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	88	93	91	89	90	91	92	88	90
Arts and Science	27	28	25	25	25	25	28	27	26
Concurrent Education	33	30	40	31	30	28	32	26	29
Education	29	40	39	33	36	24	22	21	27
Law School	2	4	2	3	4	3	4	3	4
School of Business	47	34	42	40	41	56	43	57	47
School of Nursing	10	0	14	10	14	19	14	21	16
Grand Total	34	39	37	34	36	34	38	34	35

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	19	17	15	18	17	21	19	21

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

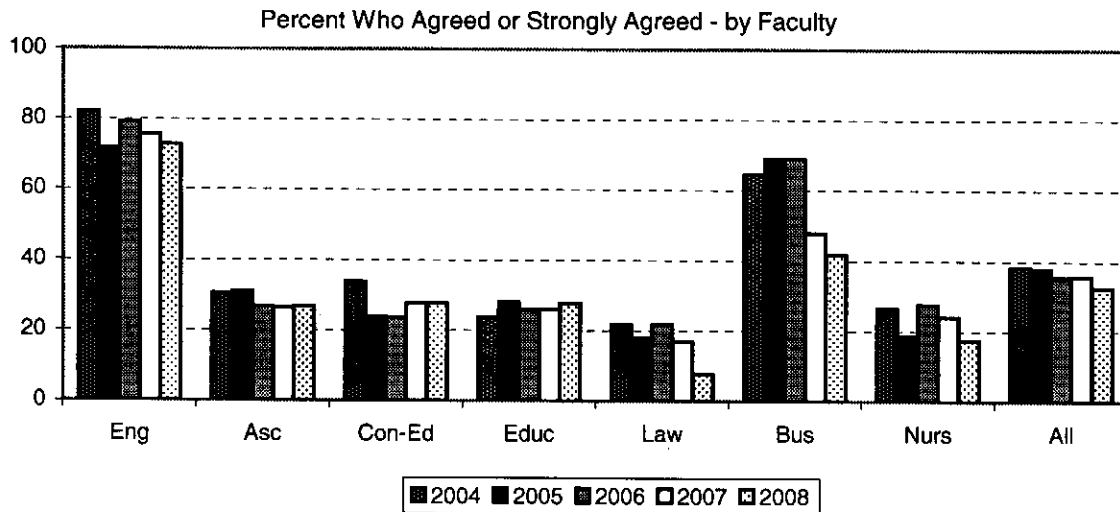
Question 2g: Queen's contributed to: Computing skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	82	84	81	82	71	79	76	73	76
Arts and Science	33	38	38	31	31	27	26	27	28
Concurrent Education	45	38	32	34	24	24	28	28	27
Education	31	46	41	24	28	26	26	28	26
Law School	30	27	22	22	18	22	17	8	17
School of Business	51	79	64	64	69	69	48	42	58
School of Nursing	41	42	22	27	19	28	24	17	23
Grand Total	40	49	45	38	38	35	36	32	36

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	14	15	16	17	19	20	21	22



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

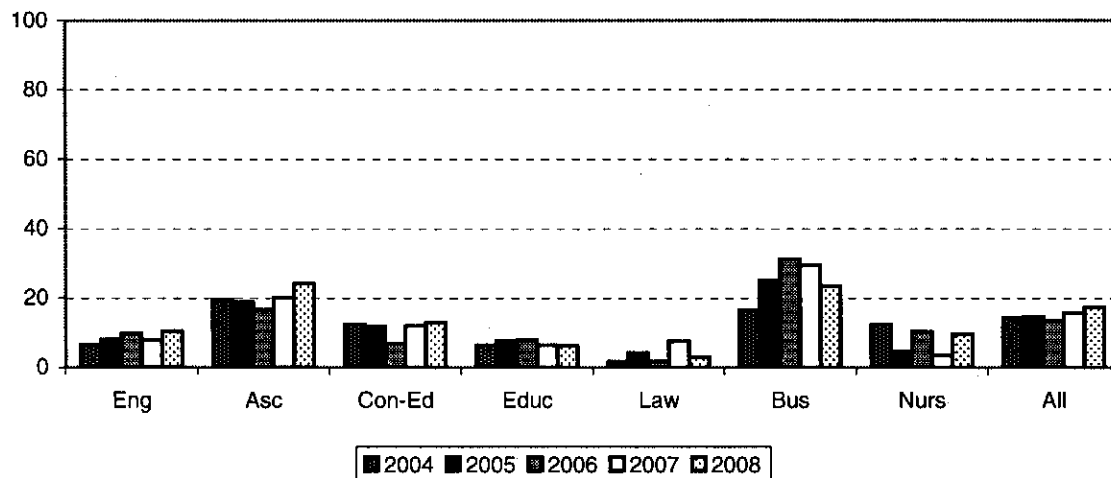
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	5	10	7	7	8	10	8	10	9
Arts and Science	17	16	19	19	19	17	20	24	20
Concurrent Education	11	13	7	13	12	7	12	13	11
Education	6	8	5	6	8	8	6	6	7
Law School	4	4	5	2	4	2	8	3	4
School of Business	33	24	25	17	25	31	29	23	25
School of Nursing	14	4	6	12	5	10	3	10	8
Grand Total	13	14	14	14	15	13	16	17	15

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	22	22	21	21	21	22	22	18

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

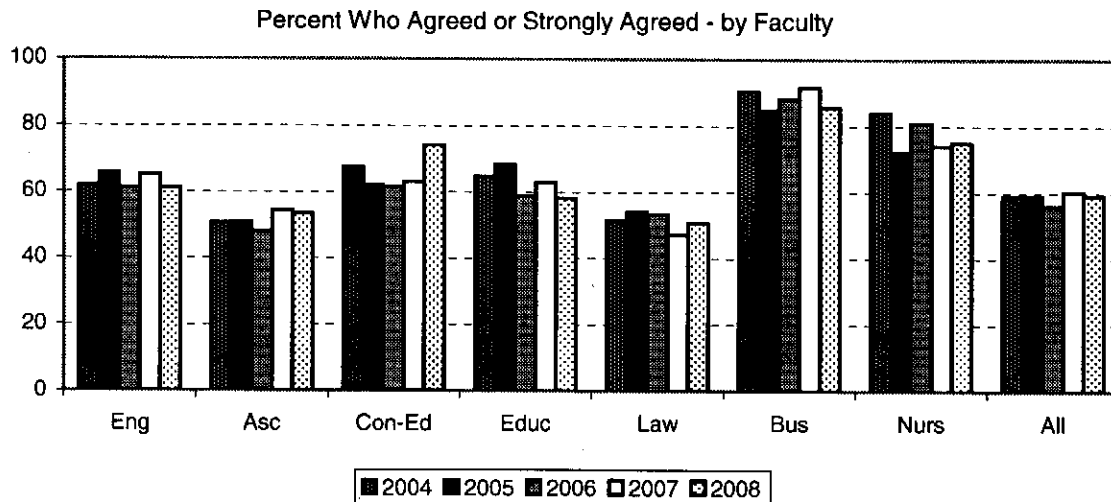
Question 2i: Queen's contributed to: Leadership skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	56	58	57	62	66	61	65	61	63
Arts and Science	46	50	54	51	51	48	54	53	51
Concurrent Education	47	55	67	67	62	61	63	74	66
Education	55	67	70	65	68	59	63	58	63
Law School	51	44	47	52	54	53	47	51	51
School of Business	68	80	85	90	85	88	92	86	88
School of Nursing	86	65	72	84	72	81	74	75	77
Grand Total	52	56	59	59	59	56	60	59	59

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	5	3	3	3	4	3	3	3



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

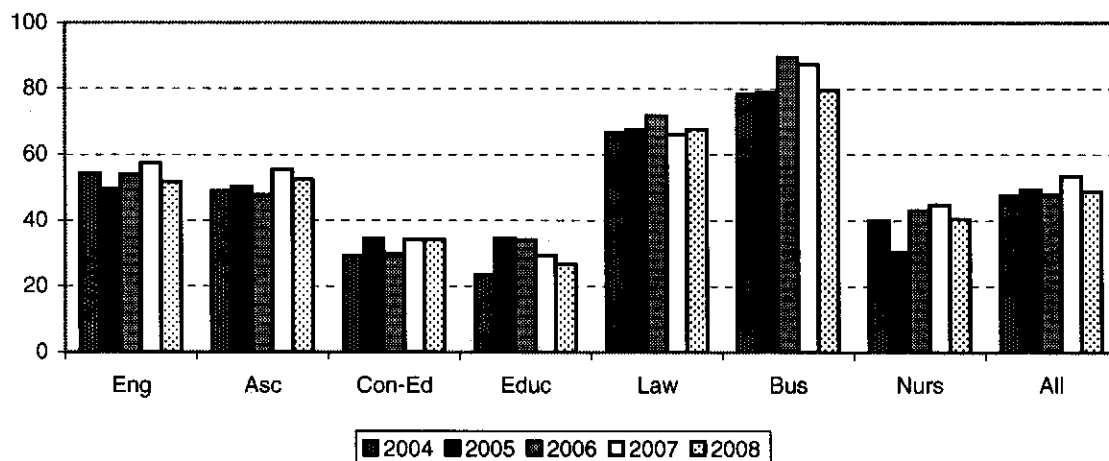
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	53	49	49	54	49	54	57	52	53
Arts and Science	47	53	52	49	50	48	55	52	51
Concurrent Education	21	38	33	29	35	30	34	34	32
Education	29	30	35	24	35	34	29	27	30
Law School	71	74	64	67	68	72	66	68	68
School of Business	65	72	82	78	79	90	87	80	83
School of Nursing	48	42	42	40	30	43	45	40	40
Grand Total	45	50	50	48	49	48	54	49	49

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	17	16	17	16	16	16	16	17

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

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

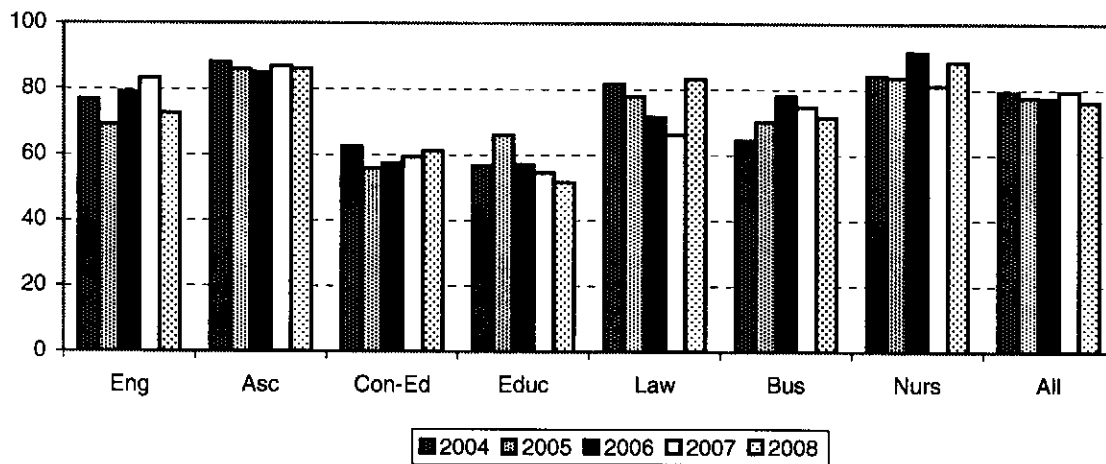
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	82	81	76	77	69	79	83	73	76
Arts and Science	81	86	87	88	86	85	87	86	86
Concurrent Education	60	75	61	63	56	57	59	61	59
Education	47	60	65	57	66	57	55	52	57
Law School	83	81	73	82	78	72	66	83	76
School of Business	69	68	65	64	70	78	75	71	72
School of Nursing	93	77	86	84	84	91	81	88	86
Grand Total	75	80	79	79	78	78	80	76	78

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	10	13	12	12	12	13	12	14

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

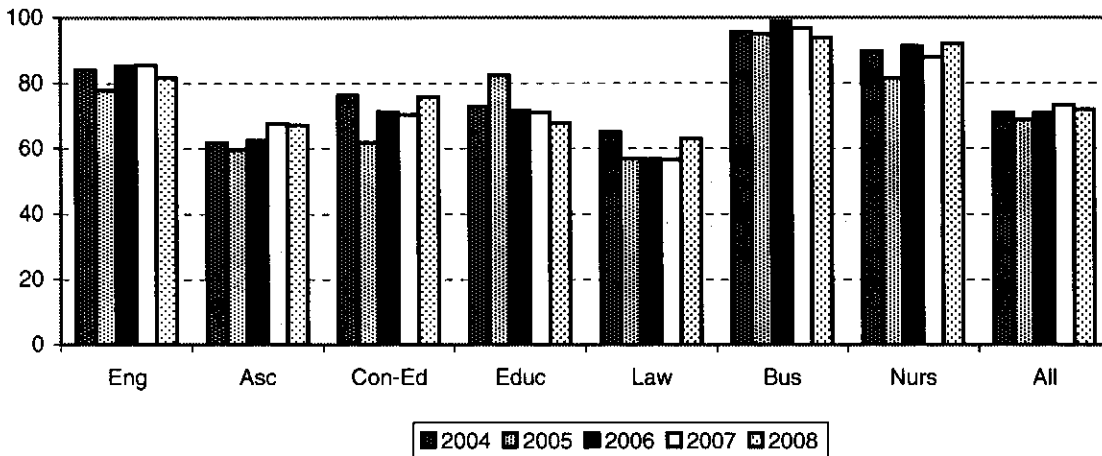
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	82	81	84	84	78	85	86	82	83
Arts and Science	65	63	66	62	60	63	68	67	64
Concurrent Education	66	75	73	76	62	71	70	76	71
Education	70	79	76	73	82	72	71	68	73
Law School	53	63	58	65	57	57	57	63	60
School of Business	89	95	98	96	95	99	97	94	96
School of Nursing	93	85	83	90	81	91	88	92	89
Grand Total	71	72	73	71	69	71	73	72	71

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	6	9	7	8	8	8	6	9

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

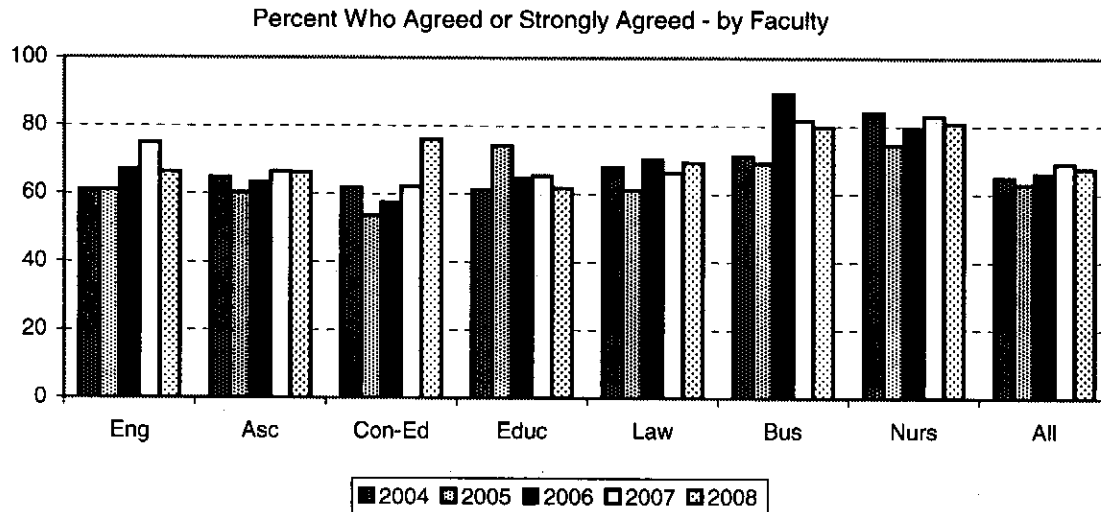
Question 2m: Queen's contributed to: Self-confidence.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	65	63	59	61	61	67	75	66	66
Arts and Science	63	58	65	65	60	63	66	66	64
Concurrent Education	60	63	60	62	54	57	62	76	62
Education	62	60	72	61	74	65	65	62	65
Law School	63	70	64	68	61	70	66	69	67
School of Business	75	68	65	71	69	90	82	80	78
School of Nursing	59	77	75	84	74	79	83	81	80
Grand Total	64	61	66	65	63	66	69	67	66

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	3	6	5	6	5	4	4	4



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

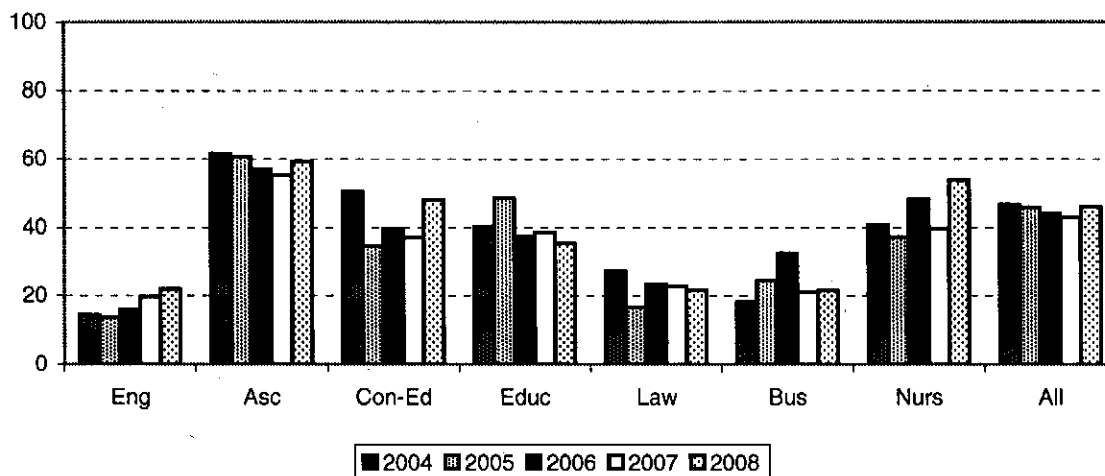
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	12	19	12	14	14	16	20	22	17
Arts and Science	52	57	59	62	61	57	55	59	59
Concurrent Education	43	59	46	51	35	40	37	48	42
Education	38	47	45	40	49	38	39	35	40
Law School	19	23	21	27	17	23	23	22	22
School of Business	24	12	13	18	25	32	21	21	24
School of Nursing	45	42	47	41	37	48	40	54	44
Grand Total	39	44	44	47	46	44	43	46	45

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	18	19	18	19	18	18	18	19

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

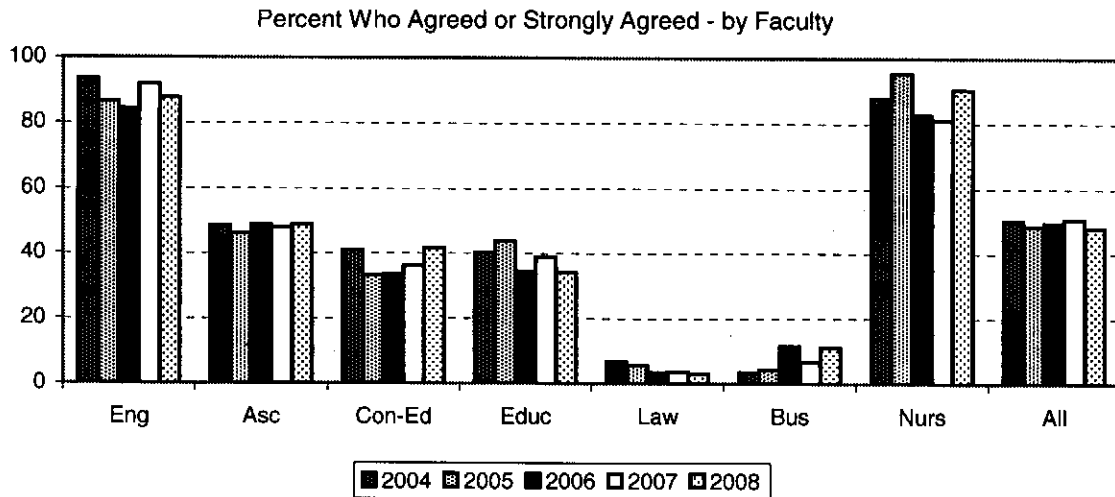
Question 2a: Queen's contributed to: Understanding of science.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	87	91	89	93	86	84	92	88	89
Arts and Science	47	52	49	48	46	49	48	49	48
Concurrent Education	35	42	33	41	33	34	36	42	37
Education	35	49	40	40	44	34	39	34	38
Law School	0	8	0	7	6	3	4	3	5
School of Business	11	5	3	3	4	12	7	11	7
School of Nursing	76	85	83	88	95	83	81	90	87
Grand Total	48	56	51	50	49	49	51	48	49

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	13	12	13	14	13	14	13	13



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

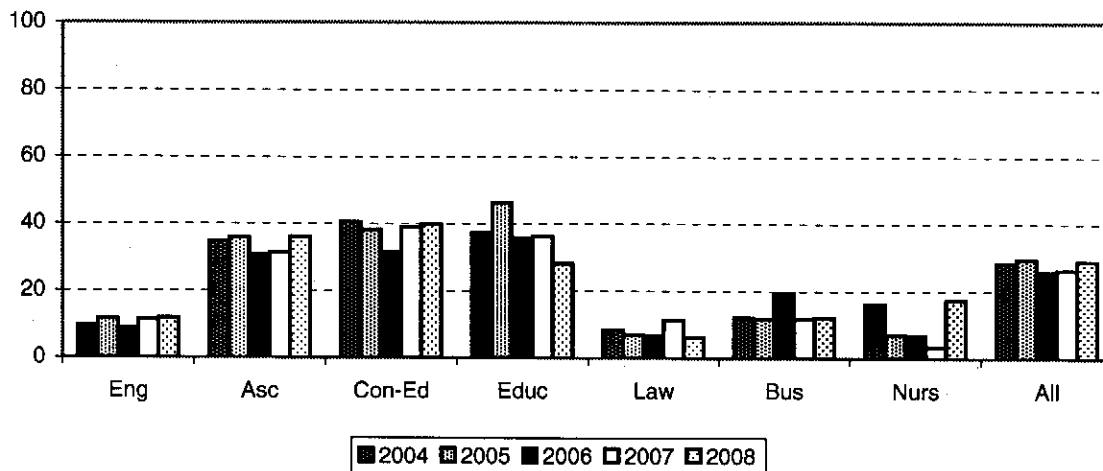
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	6	10	7	10	12	9	11	12	11
Arts and Science	28	30	32	35	36	31	31	36	34
Concurrent Education	31	34	34	40	38	32	39	40	38
Education	34	42	48	37	46	36	36	28	37
Law School	4	0	7	8	7	7	11	6	8
School of Business	14	12	5	12	12	19	12	12	13
School of Nursing	28	8	6	16	7	7	3	17	10
Grand Total	23	25	27	28	29	26	26	29	28

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	21	20	22	22	21	19	20	20

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

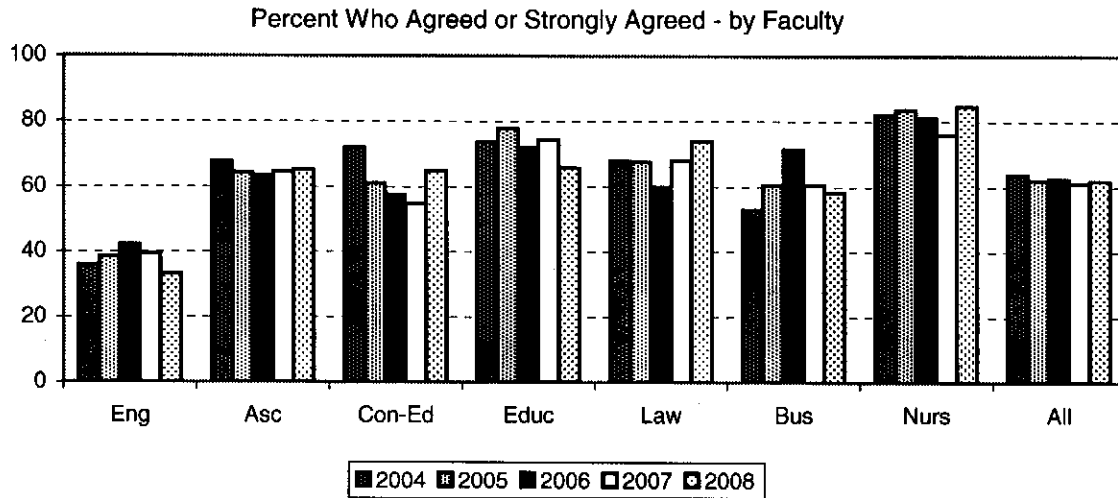
Question 2q: Queen's contributed to: Sensitivity to ethical issues.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	32	38	36	36	38	42	39	33	38
Arts and Science	55	61	64	68	64	63	65	65	65
Concurrent Education	58	67	73	72	61	57	55	65	62
Education	64	69	80	73	78	72	74	66	73
Law School	56	74	61	68	68	60	68	74	67
School of Business	44	58	58	53	61	71	61	58	61
School of Nursing	79	77	89	82	84	81	76	85	81
Grand Total	53	59	63	64	62	62	61	62	62

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	16	18	19	15	15	15	15	15



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

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

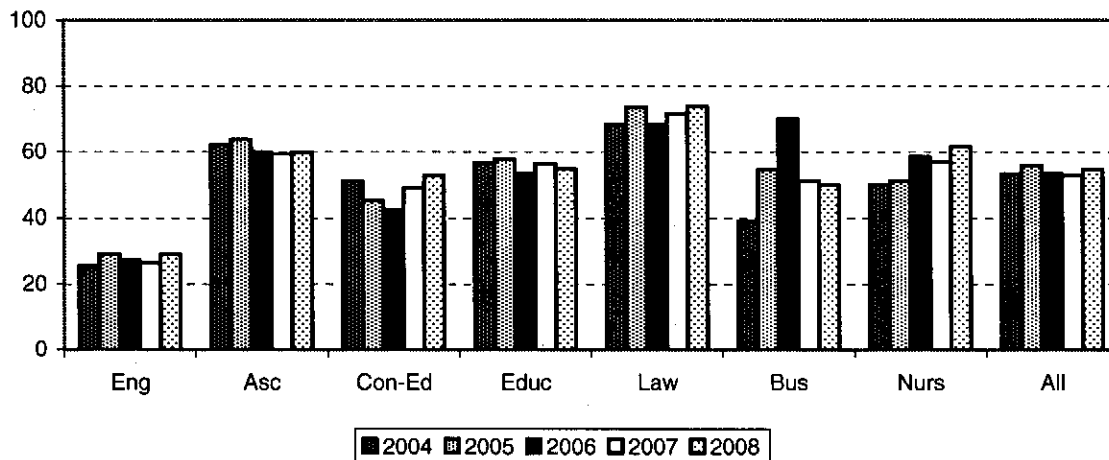
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	20	22	26	25	29	27	26	29	27
Arts and Science	50	58	61	62	64	60	59	60	61
Concurrent Education	56	48	58	51	45	43	49	53	48
Education	42	54	65	57	58	54	56	55	56
Law School	68	81	68	68	74	68	72	74	71
School of Business	41	49	44	39	55	70	51	50	53
School of Nursing	55	58	69	50	51	59	57	62	56
Grand Total	44	50	54	53	56	53	53	55	54

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	11	11	11	11	10	10	10	10

Percent Who Agreed or Strongly Agreed - by Faculty



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

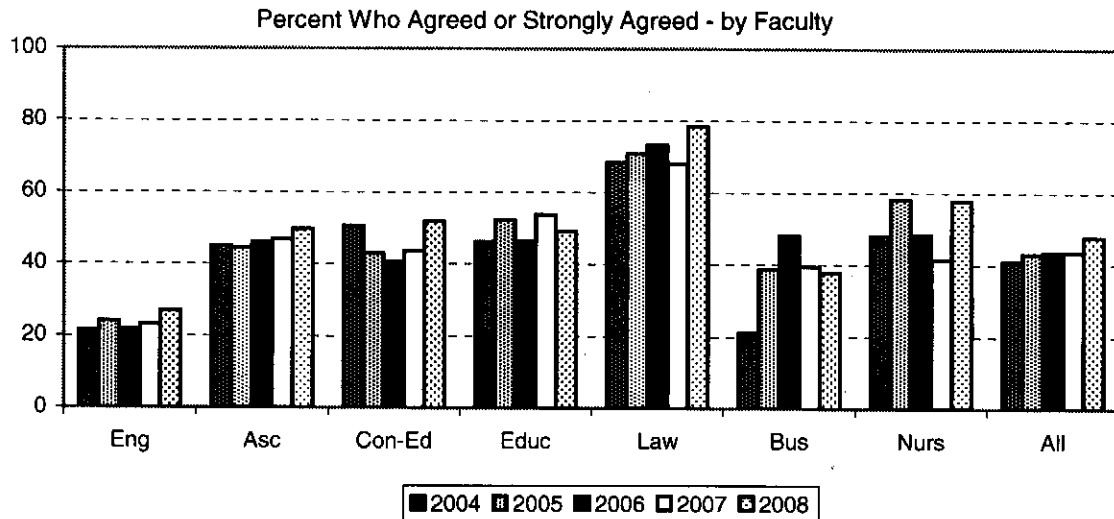
Question 2s: Queen's contributed to: Awareness of the rights and responsibilities of citizenship.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	20	20	24	21	24	22	23	27	23
Arts and Science	34	39	43	45	44	46	47	50	46
Concurrent Education	32	38	61	51	43	41	44	52	46
Education	32	48	54	46	52	46	54	49	49
Law School	69	78	78	68	71	73	68	78	72
School of Business	24	23	26	21	39	48	39	38	37
School of Nursing	45	62	58	48	58	48	41	58	51
Grand Total	32	37	43	41	43	43	43	48	44

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	20	21	20	20	20	17	17	16



Exit Poll 2008

Question 2: Contribution of Education to Learning and Development

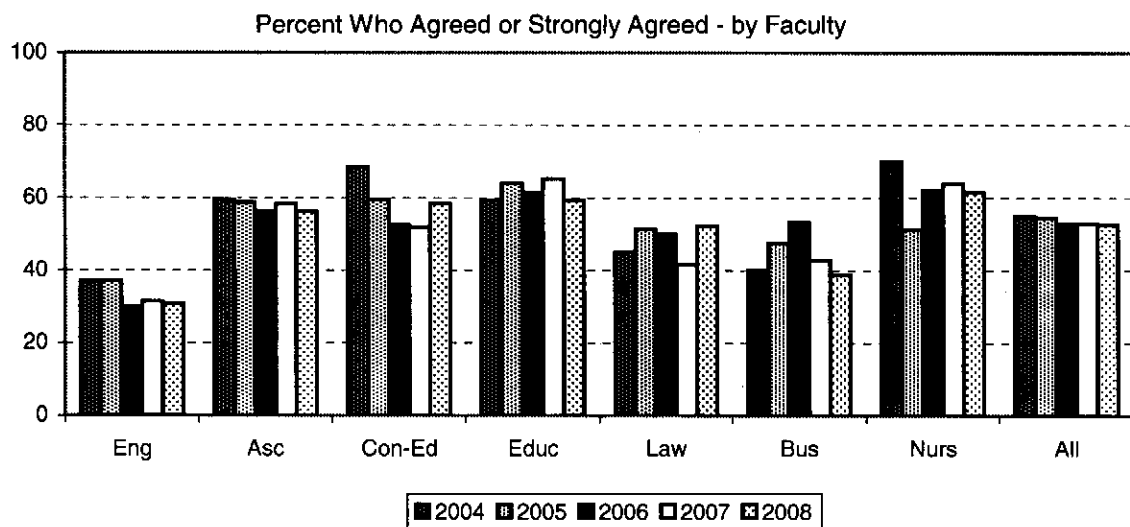
Question 2t: Queen's contributed to: Appreciation of other races, cultures and religions.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	32	31	33	37	37	30	31	31	33
Arts and Science	52	56	60	60	59	56	58	56	58
Concurrent Education	61	66	67	69	60	52	52	58	58
Education	56	61	69	59	64	61	65	59	62
Law School	53	56	46	45	51	50	42	52	48
School of Business	40	44	43	40	47	53	43	39	44
School of Nursing	55	58	67	70	51	62	64	62	62
Grand Total	49	51	55	55	55	53	53	53	54

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	15	14	14	13	14	12	14	12



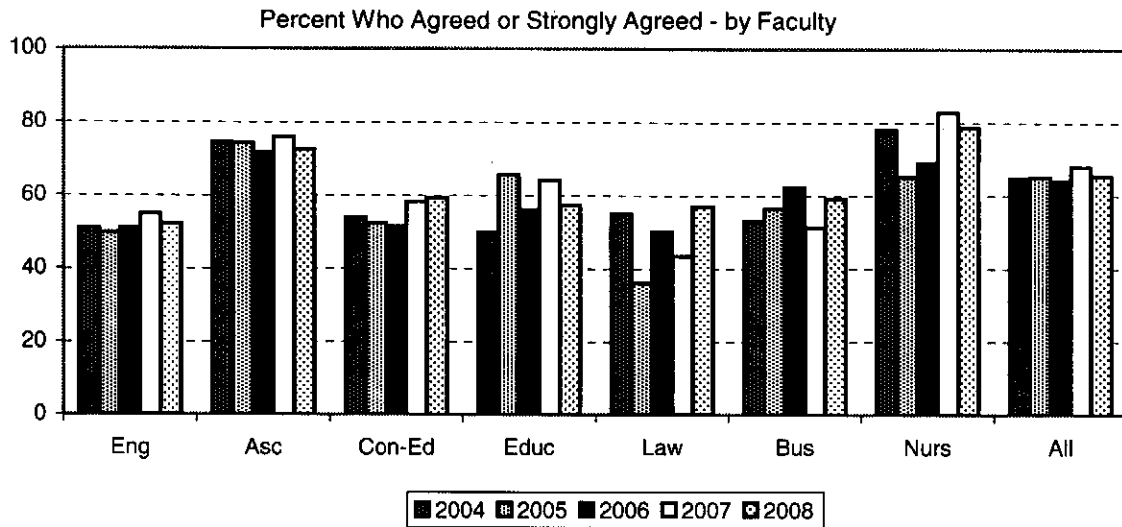
Question 2: Contribution of Education to Learning and Development**Question 2u: Queen's contributed to: Desire for further education.**

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	45	51	53	51	50	51	55	52	52
Arts and Science	72	73	76	75	74	72	76	72	74
Concurrent Education	47	61	57	54	52	51	58	59	55
Education	55	58	59	50	66	56	64	57	59
Law School	51	41	44	55	36	50	43	57	48
School of Business	53	52	49	53	56	62	51	59	56
School of Nursing	79	73	86	78	65	69	83	79	75
Grand Total	63	65	66	65	65	64	68	65	65

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	8	10	10	9	11	9	9	8



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

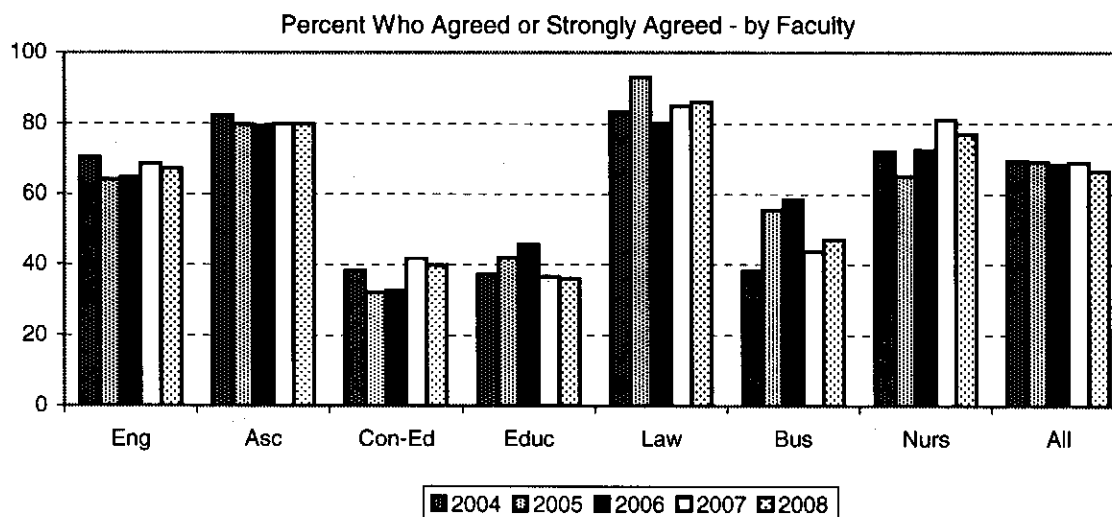
Question 2v: Queen's contributed to: Research skills.

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	59	65	65	70	64	65	69	67	67
Arts and Science	78	82	83	82	80	79	80	80	80
Concurrent Education	32	69	39	38	32	33	42	40	37
Education	38	45	51	37	42	46	37	36	40
Law School	80	88	83	83	93	80	85	86	85
School of Business	48	55	39	38	55	58	44	47	49
School of Nursing	93	77	72	72	65	72	81	77	73
Grand Total	66	72	71	69	69	68	69	67	68

Importance of this Statement to Students

	2001	2002	2003	2004	2005	2006	2007	2008
Frequency of statement	12	8	9	10	9	11	11	11

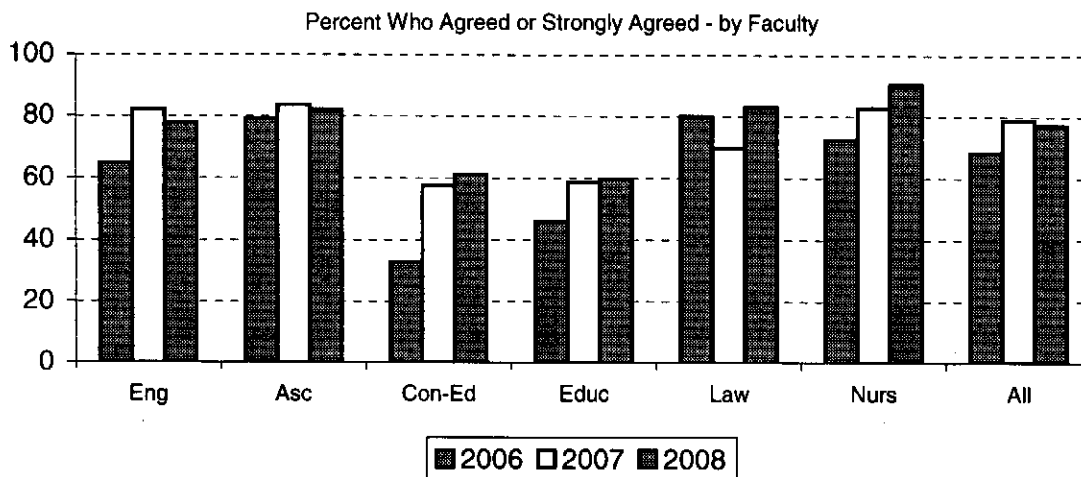


Question 2: Contribution of Education to Learning and Development

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

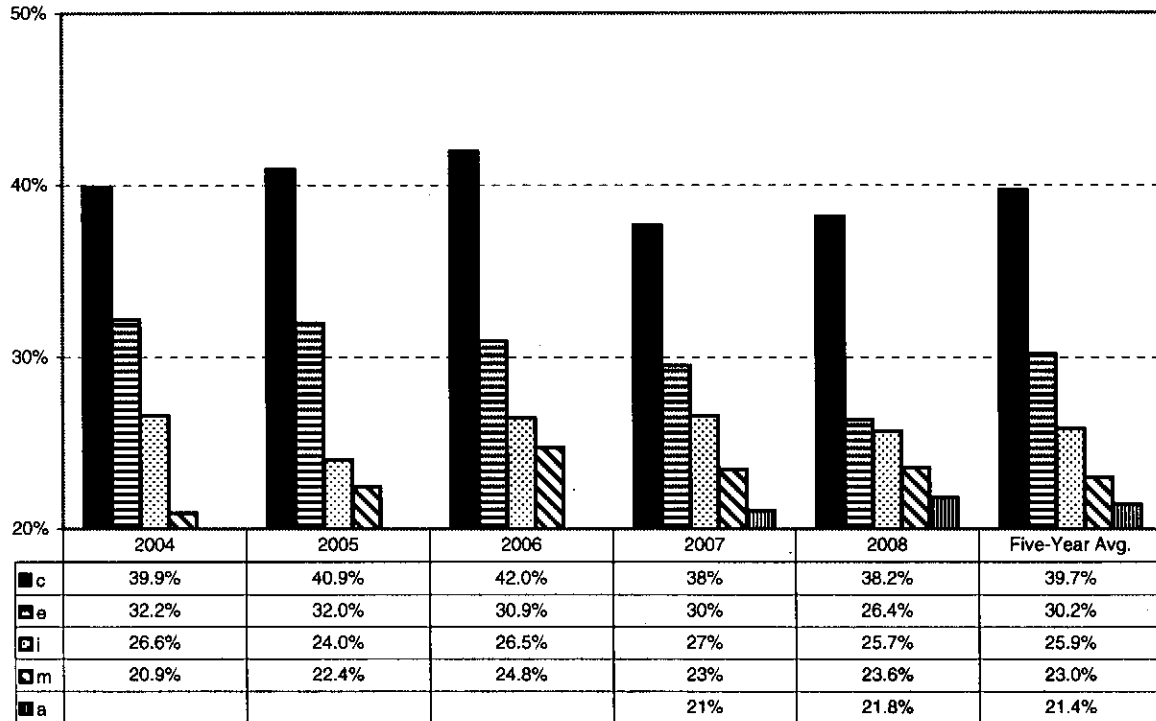
Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science						65	82	78	75
Arts and Science						79	84	82	82
Concurrent Education						33	57	61	50
Education						46	59	60	55
Law School						80	70	83	78
School of Nursing						72	83	90	82
Grand Total						68	79	77	75



Exit Poll 2008
Question 2: Contribution of Education to Learning and Development

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



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

Rank of Statement (Five Year Totals)

- 1st - c) *Critical judgment*
- 2nd - e) *Problem-solving skills*
- 3rd - i) *Leadership skills*
- 4th - m) *Self-confidence*
- 5th - a) *Writing skills*

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

Queen's contributed to: <i>Critical judgment.</i>	Nursing (63.5%) Law (60.0%) Art & Science (40.8%)
Queen's contributed to: <i>Problem-solving skills.</i>	Engineering (55.2%) Business (42.9%) Nursing (4.3%)
Queen's contributed to: <i>Leadership skills</i>	Business (53.1%) Concurrent Education (38.9%)
Queen's contributed to: <i>Writing skills</i>	Law (46.2%) Art & Science (30.0%)

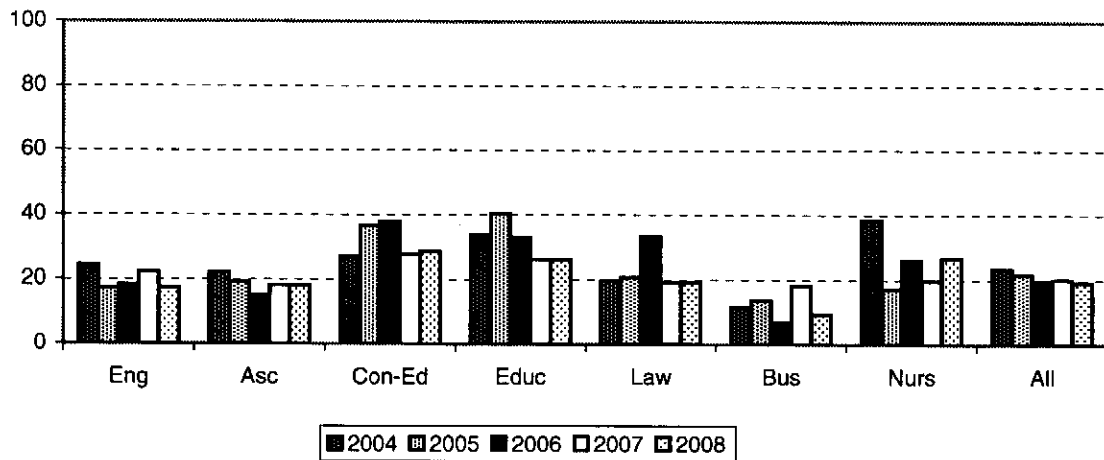
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3a-i: Satisfaction with: Athletic facilities.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	38	42	33	24	17	18	22	17	20
Arts and Science	34	30	26	22	19	15	18	18	18
Concurrent Education	44	41	45	27	37	38	28	29	31
Education	44	40	43	34	40	33	26	26	32
Law School	38	50	30	20	21	33	19	19	22
School of Business	22	29	23	12	14	7	18	9	12
School of Nursing	36	17	24	38	17	26	20	27	25
Grand Total	35	34	29	23	22	20	20	19	21

Percent Who Agreed or Strongly Agreed - by Faculty



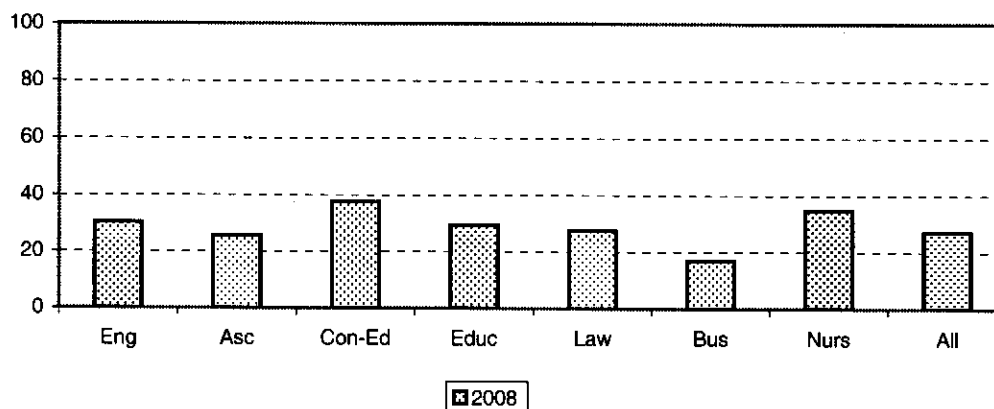
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3a-ii: Satisfaction with: Athletic and recreation services

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave	Label
	2001	2002	2003	2004	2005	2006	2007	2008		
Applied Science								30	30	Eng
Arts and Science								26	26	Asc
Concurrent Education								38	38	Con-Ed
Education								29	29	Educ
Law School								27	27	Law
School of Business								17	17	Bus
School of Nursing								35	35	Nurs
Grand Total								27	27	All

Percent Who Agreed or Strongly Agreed - by Faculty



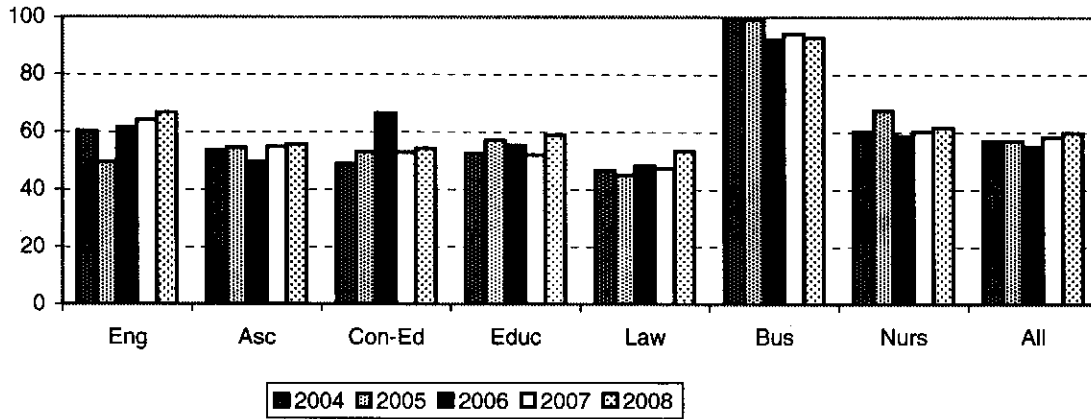
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3b: Satisfaction with: Classroom facilities.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	42	64	67	60	50	61	64	67	60
Arts and Science	42	57	56	54	54	49	55	56	54
Concurrent Education	48	50	49	49	53	67	53	54	55
Education	43	62	56	53	57	55	52	59	55
Law School	14	31	43	47	45	48	47	53	48
School of Business	75	85	99	99	99	92	94	93	95
School of Nursing	38	23	24	60	67	59	60	62	62
Grand Total	42	59	58	57	57	55	58	60	57

Percent Who Agreed or Strongly Agreed - by Faculty



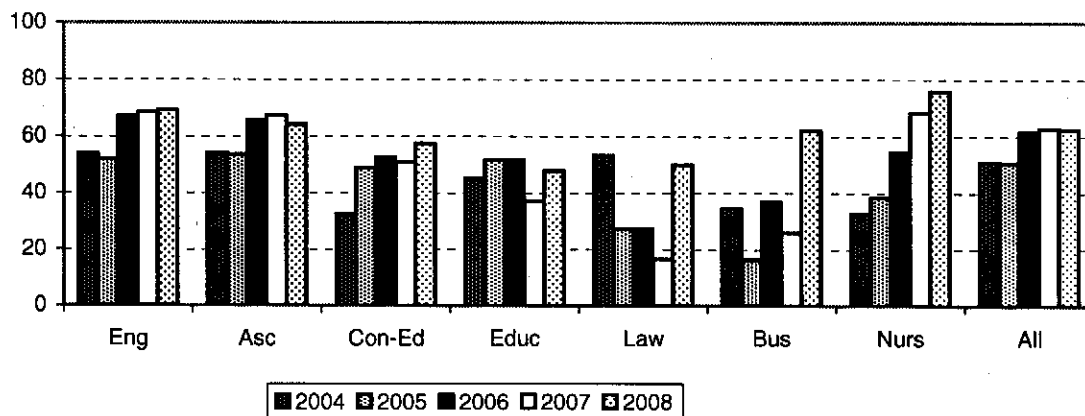
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3c: Satisfaction with: Laboratory facilities.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	32	56	51	54	52	67	68	69	62
Arts and Science	40	46	51	54	54	65	67	64	61
Concurrent Education	45	45	42	32	49	53	51	57	48
Education	41	43	37	45	52	52	37	48	47
Law School	50	38	25	53	27	27	17	50	35
School of Business	0	9	26	34	16	37	26	62	35
School of Nursing	28	43	31	33	38	54	68	76	54
Grand Total	37	48	49	51	51	62	63	63	58

Percent Who Agreed or Strongly Agreed - by Faculty



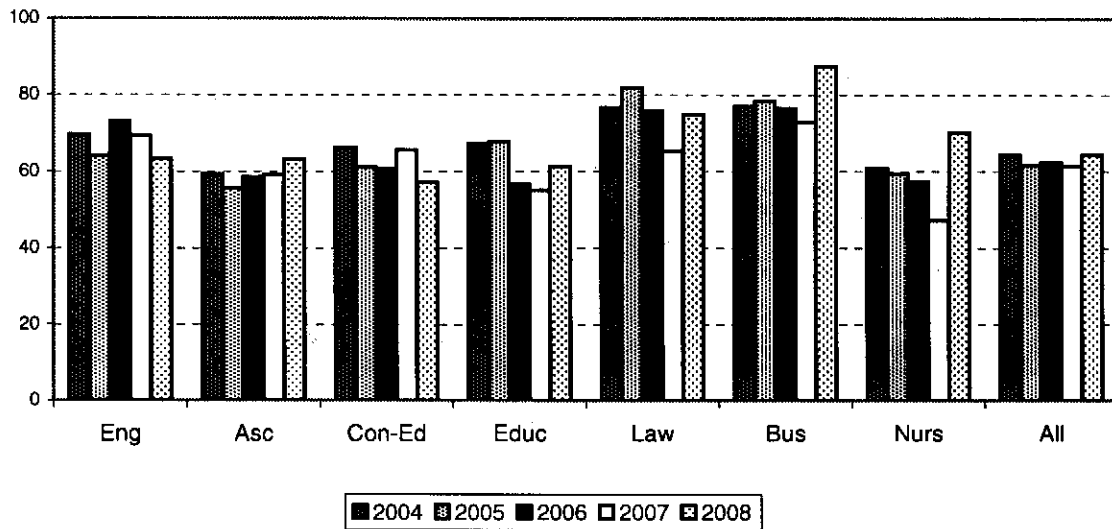
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3d: Satisfaction with: Computing facilities.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	67	77	72	70	64	73	69	63	68
Arts and Science	61	67	60	59	55	58	59	63	59
Concurrent Education	48	70	54	66	61	61	66	57	62
Education	45	67	59	67	68	57	55	61	62
Law School	46	56	72	77	82	76	65	75	75
School of Business	53	61	78	77	78	77	73	88	79
School of Nursing	66	68	64	61	59	57	47	70	59
Grand Total	57	68	63	64	62	62	62	64	63

Percent Who Agreed or Strongly Agreed - by Faculty

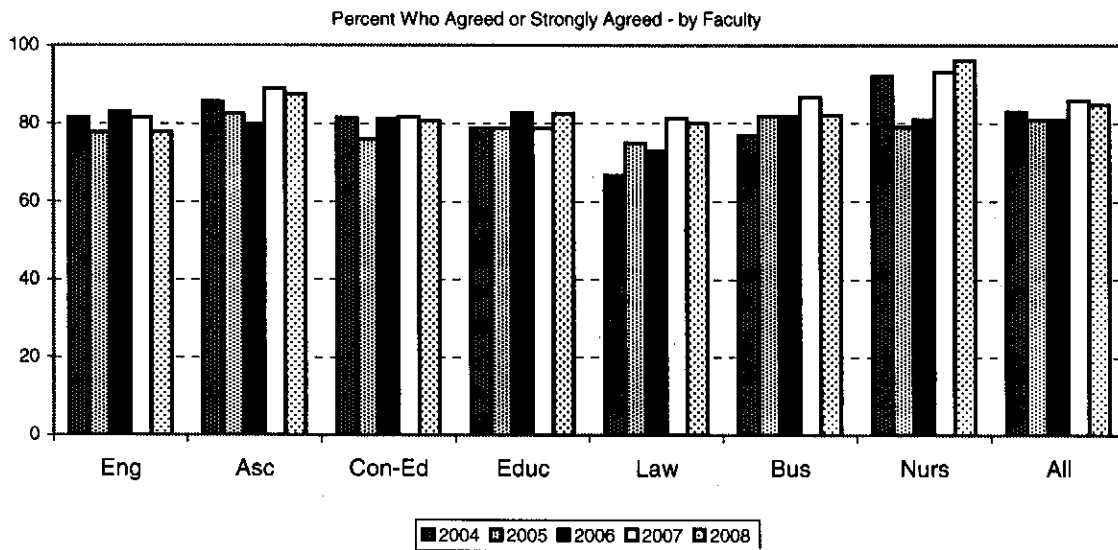


Exit Poll 2008
Question 3: Satisfaction with Services

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

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science		87	82	81	78	83	82	78	80
Arts and Science		84	82	86	82	80	89	87	85
Concurrent Education		81	79	81	76	81	81	81	80
Education		78	79	79	79	83	79	82	80
Law School		81	73	67	75	73	81	80	75
School of Business		83	84	77	82	82	87	82	82
School of Nursing		92	94	92	79	81	93	96	88
Grand Total		83	81	83	81	81	86	85	83

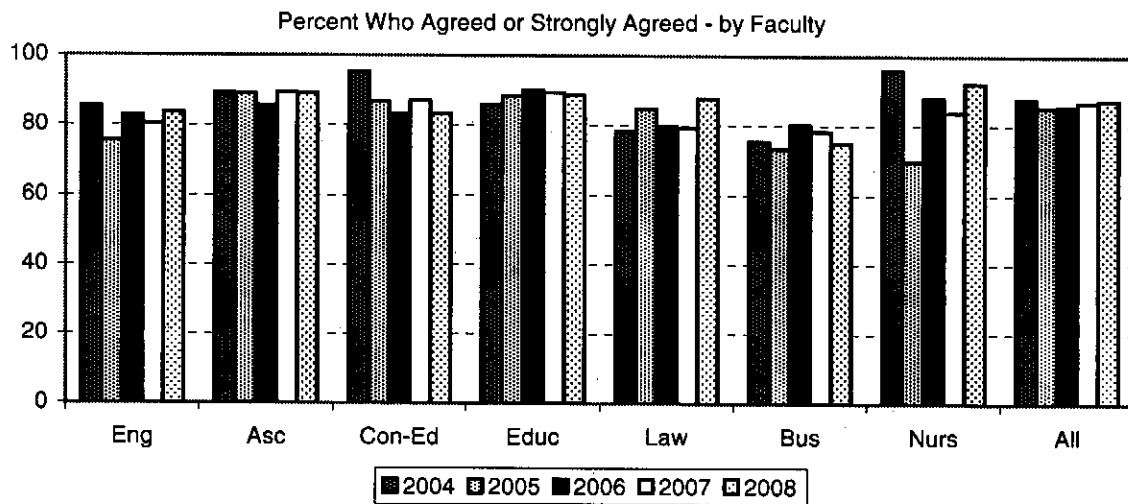


Exit Poll 2008
Question 3: Satisfaction with Services

Question 3f: Satisfaction with: Library services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science		85	82	85	75	83	80	84	81
Arts and Science		84	86	89	89	86	89	89	88
Concurrent Education		83	87	95	87	83	87	83	87
Education		83	90	86	88	90	89	89	88
Law School		81	78	78	85	80	79	88	82
School of Business		76	71	75	73	80	78	75	76
School of Nursing		80	86	96	70	88	84	92	86
Grand Total		83	84	88	85	86	87	87	86



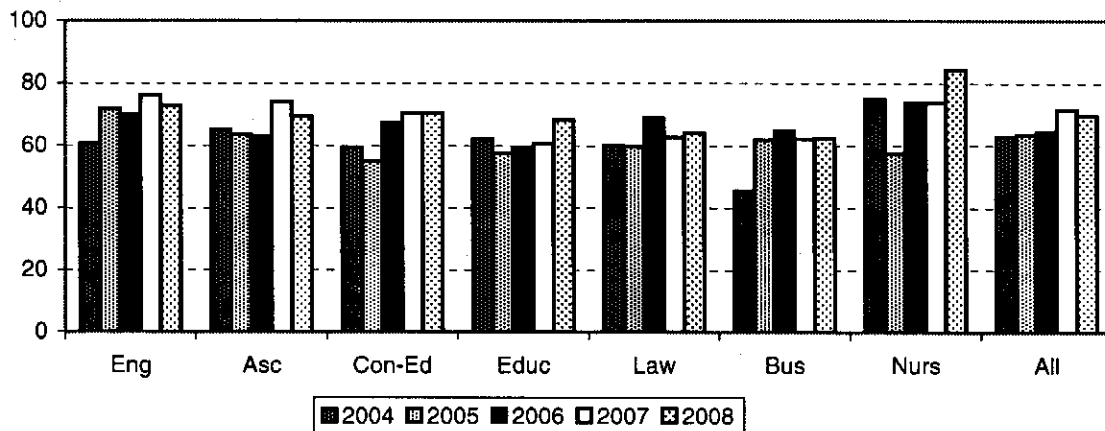
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3g: Satisfaction with: Study space.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	61	65	62	61	72	70	76	73	70
Arts and Science	65	66	63	65	63	63	74	69	67
Concurrent Education	56	63	57	59	55	67	70	70	65
Education	46	57	54	62	58	59	61	68	62
Law School	44	67	66	60	60	69	63	64	63
School of Business	55	48	58	46	62	65	62	63	59
School of Nursing	83	54	69	75	58	74	74	84	73
Grand Total	60	63	62	63	63	64	72	70	66

Percent Who Agreed or Strongly Agreed - by Faculty

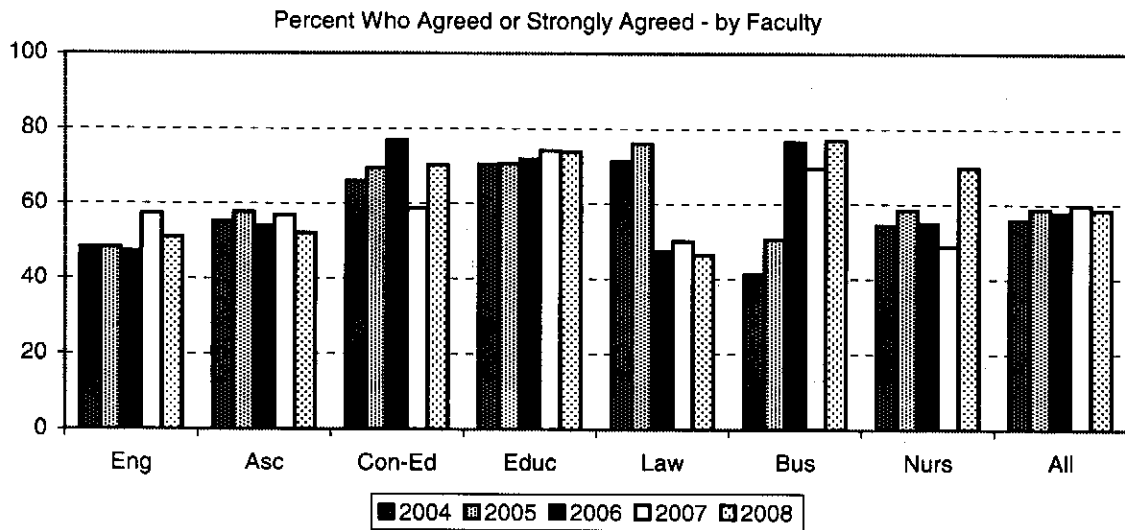


Exit Poll 2008
Question 3: Satisfaction with Services

Question 3h: Satisfaction with: Career counselling services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	54	50	50	48	48	47	57	51	50
Arts and Science	58	52	57	55	58	54	57	52	55
Concurrent Education	60	56	70	66	69	77	59	70	68
Education	71	72	73	70	71	72	74	74	72
Law School	60	79	76	71	76	47	50	46	58
School of Business	63	47	45	41	50	77	69	77	63
School of Nursing	68	69	28	54	58	55	49	70	57
Grand Total	60	54	57	56	59	58	59	58	58

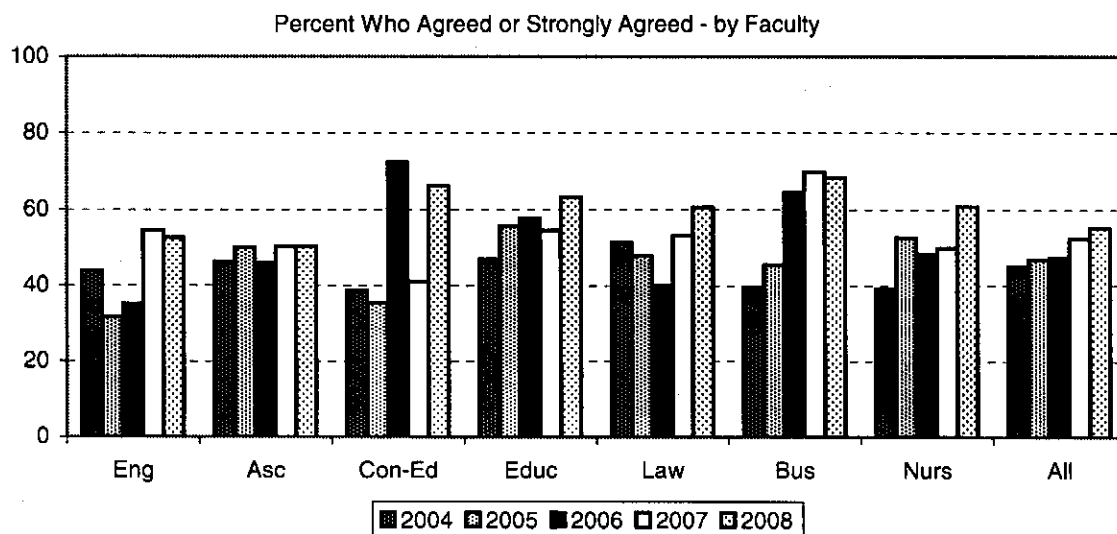


Exit Poll 2008
Question 3: Satisfaction with Services

Question 3i: Satisfaction with: Academic counselling services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	48	37	35	44	31	35	55	53	44
Arts and Science	44	43	49	46	50	46	50	50	49
Concurrent Education	38	40	50	39	35	72	41	66	51
Education	43	52	52	47	56	58	55	63	56
Law School	44	75	49	51	48	40	53	61	51
School of Business	36	48	54	39	45	65	70	68	58
School of Nursing	24	46	24	39	53	48	50	61	50
Grand Total	44	44	47	45	47	47	52	55	49

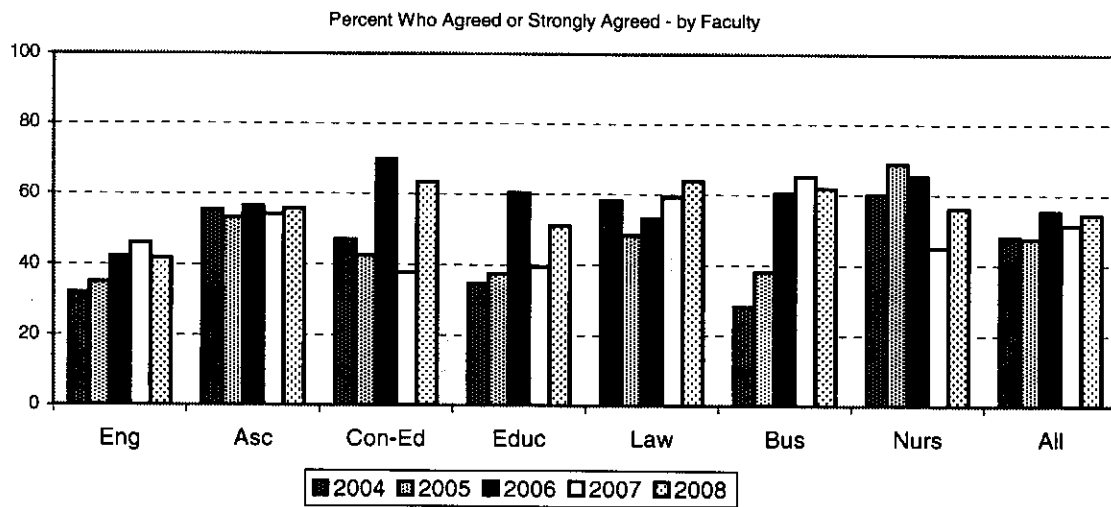


Exit Poll 2008
Question 3: Satisfaction with Services

Question 3j: Satisfaction with: Personal counselling services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	28	34	40	32	35	42	46	42	39
Arts and Science	51	53	51	55	53	56	54	56	55
Concurrent Education	63	52	53	47	42	70	38	63	52
Education	47	43	44	35	37	60	39	51	44
Law School	55	77	48	58	48	53	59	64	57
School of Business	35	36	59	28	38	61	65	62	51
School of Nursing	64	58	40	60	69	65	45	56	59
Grand Total	48	49	49	48	47	55	51	54	51



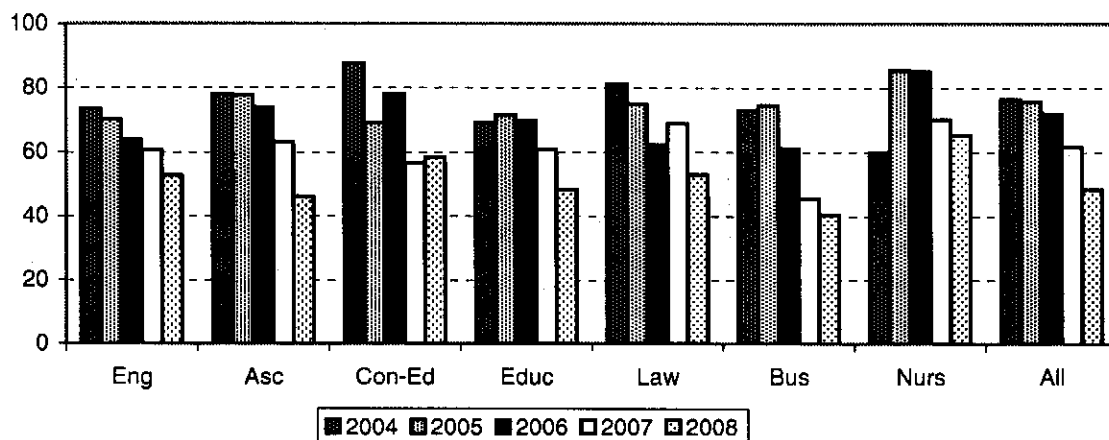
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3k: Satisfaction with: Health services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	70	73	75	74	70	64	61	53	64
Arts and Science	62	74	78	78	78	74	63	46	68
Concurrent Education	77	78	87	88	69	78	57	58	70
Education	63	67	71	69	71	70	61	48	64
Law School	65	88	76	81	75	62	69	53	68
School of Business	65	65	80	73	75	61	46	40	59
School of Nursing	74	83	85	60	85	85	70	65	73
Grand Total	65	74	78	76	76	72	62	48	67

Percent Who Agreed or Strongly Agreed - by Faculty



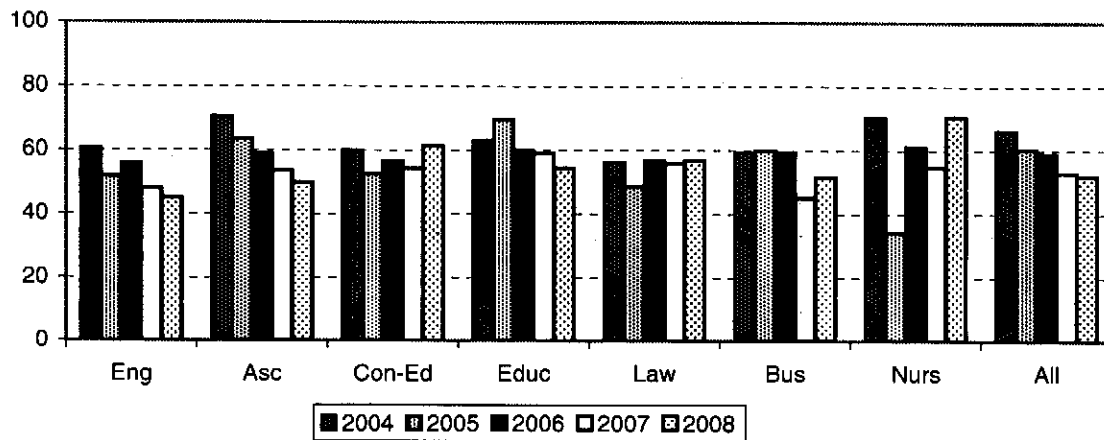
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3i: Satisfaction with: Fee payment services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	45	39	71	60	52	56	48	45	52
Arts and Science	52	41	72	70	64	59	54	50	59
Concurrent Education	57	59	63	60	53	57	54	61	57
Education	59	58	63	63	70	60	59	54	61
Law School	55	67	57	56	49	57	56	57	55
School of Business	34	37	77	59	60	59	45	52	55
School of Nursing	60	44	57	70	34	61	55	71	58
Grand Total	52	45	69	66	60	59	53	52	58

Percent Who Agreed or Strongly Agreed - by Faculty

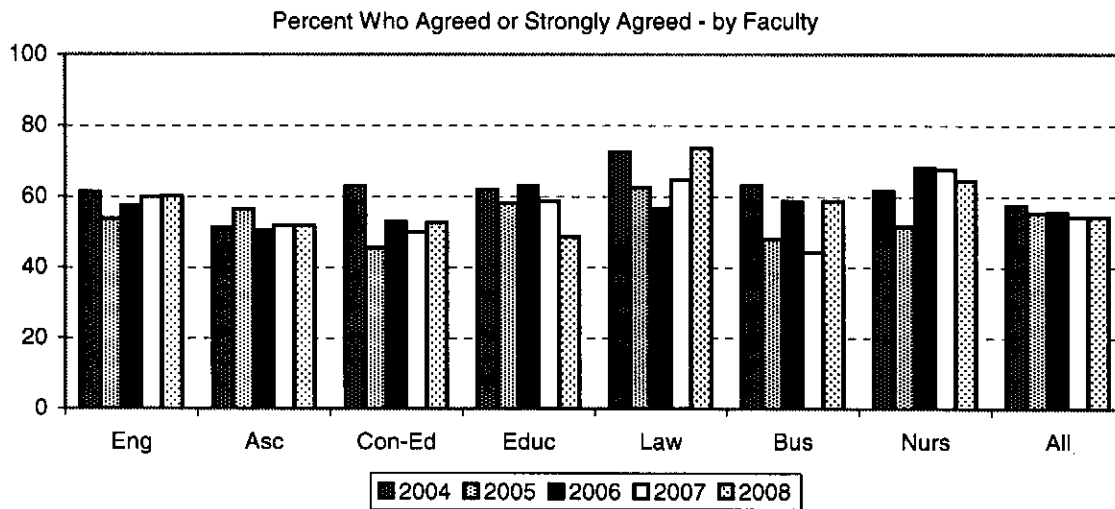


Exit Poll 2008
Question 3: Satisfaction with Services

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

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	54	56	61	61	54	58	60	60	58
Arts and Science	58	50	56	51	56	50	52	52	52
Concurrent Education	65	61	64	63	45	53	50	53	53
Education	58	58	59	62	58	63	59	49	58
Law School	69	75	66	73	63	57	65	74	66
School of Business	44	45	63	63	48	59	44	59	55
School of Nursing	77	65	58	62	52	68	67	64	63
Grand Total	59	54	59	57	55	56	54	54	55



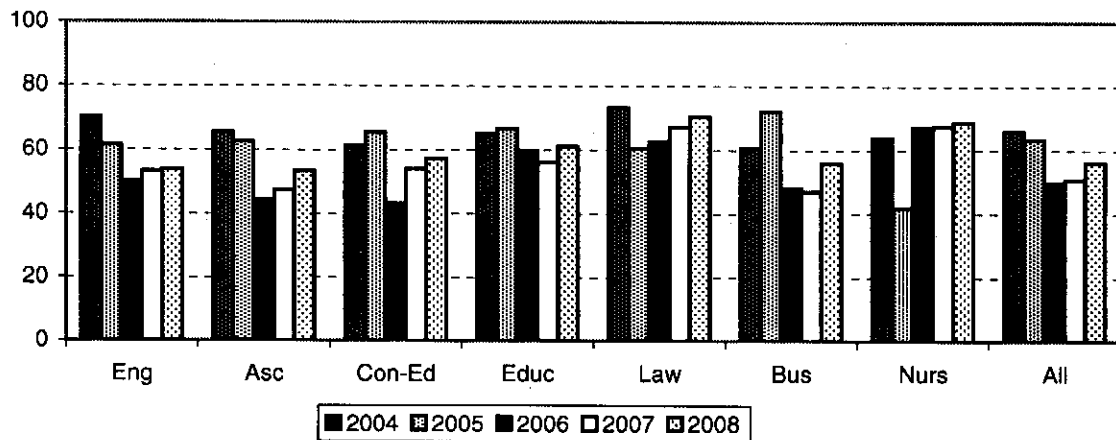
Exit Poll 2008
Question 3: Satisfaction with Services

Question 3n: Satisfaction with: Registration services.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	50	59	69	70	61	50	53	54	58
Arts and Science	51	65	67	66	63	44	47	53	55
Concurrent Education	49	63	67	61	65	43	54	57	56
Education	49	67	62	65	67	60	56	61	62
Law School	53	63	63	73	61	63	67	70	67
School of Business	43	70	82	61	72	48	47	56	57
School of Nursing	68	77	61	64	42	67	67	69	62
Grand Total	51	65	68	66	63	50	51	56	57

Percent Who Agreed or Strongly Agreed - by Faculty



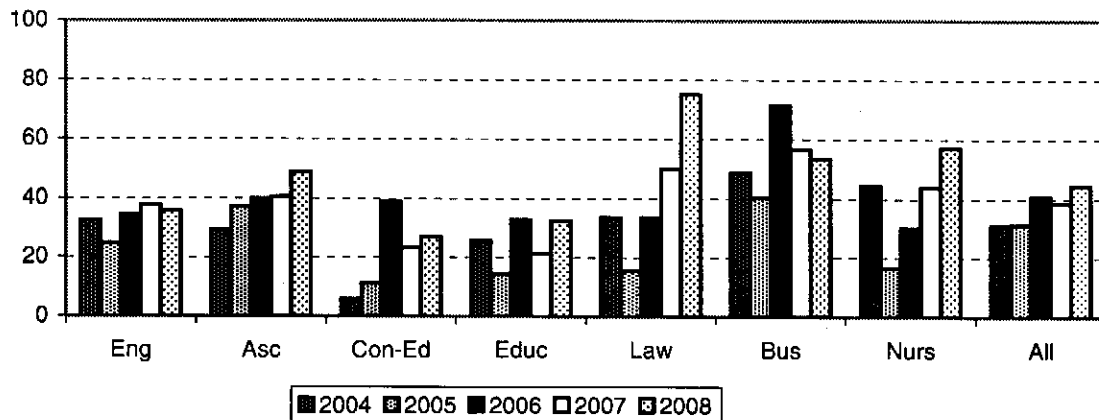
Exit Poll 2008
Question 3: Satisfaction with Services

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

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	32	44	26	32	25	34	38	36	33
Arts and Science	57	39	39	29	37	40	41	49	39
Concurrent Education	50	64	30	6	11	39	23	27	21
Education	62	22	11	26	14	33	21	32	25
Law School	43	0	20	33	15	33	50	75	41
School of Business	44	52	70	49	40	71	56	53	54
School of Nursing	43	50	0	44	17	30	44	57	38
Grand Total	51	39	35	31	31	41	39	44	37

Percent Who Agreed or Strongly Agreed - by Faculty

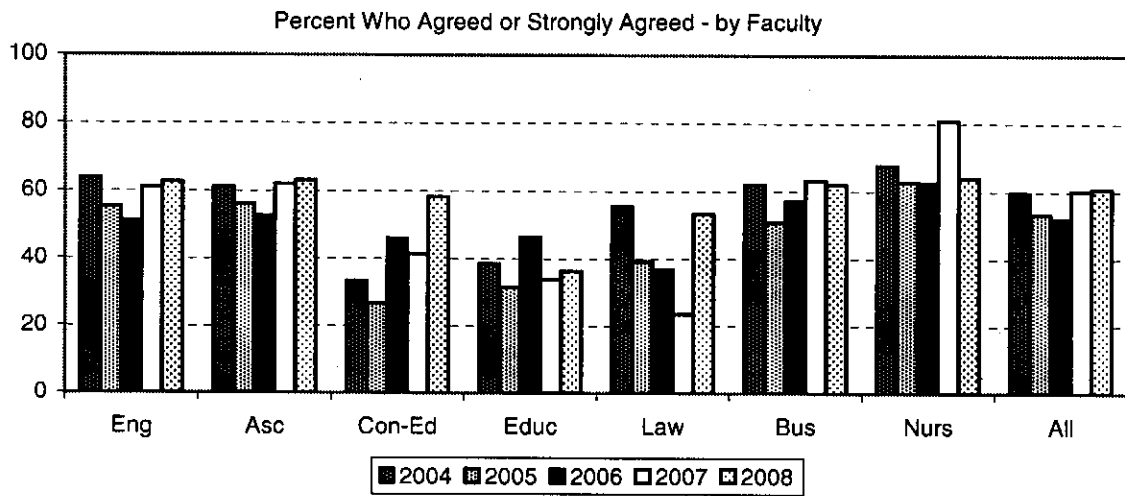


Exit Poll 2008
Question 3: Satisfaction with Services

Question 3a: Satisfaction with: Residences.

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	51	68	57	64	55	51	61	63	59
Arts and Science	52	65	58	61	56	53	62	63	59
Concurrent Education	50	59	59	33	27	46	41	58	41
Education	48	50	26	38	32	46	34	36	37
Law School	31	73	34	56	39	37	24	53	42
School of Business	46	66	57	62	51	57	63	62	59
School of Nursing	52	63	62	68	63	63	81	64	68
Grand Total	51	64	56	60	53	52	60	61	57

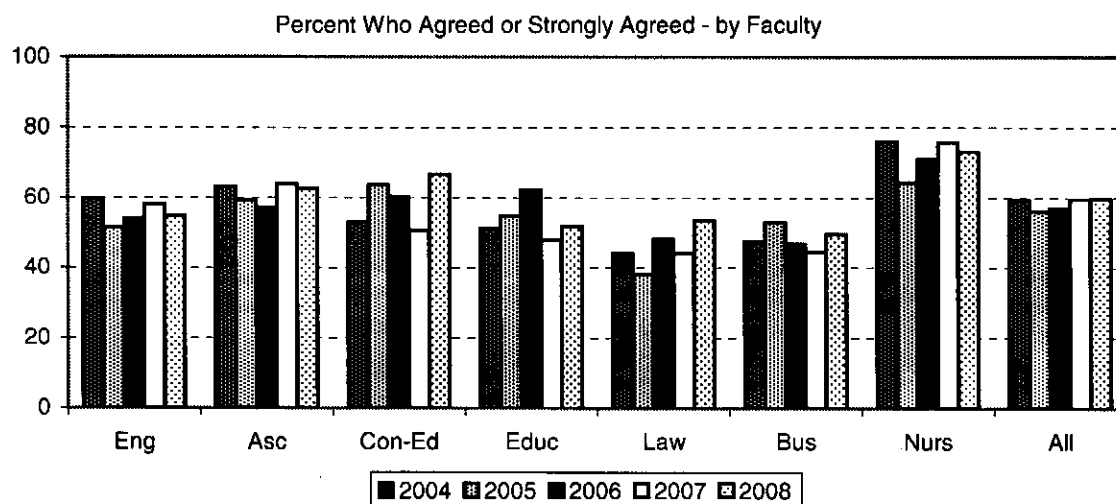


Exit Poll 2008
Question 3: Satisfaction with Services

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

Percent

excludes "unable to rate"	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science	53	65	57	60	51	54	58	55	56
Arts and Science	60	65	62	63	59	57	64	62	61
Concurrent Education	69	77	67	53	63	60	51	67	59
Education	48	53	53	51	55	62	48	52	54
Law School	41	59	51	44	38	48	44	53	46
School of Business	56	60	46	47	53	47	44	49	48
School of Nursing	52	58	54	76	64	71	76	73	72
Grand Total	56	63	59	59	56	57	60	60	58

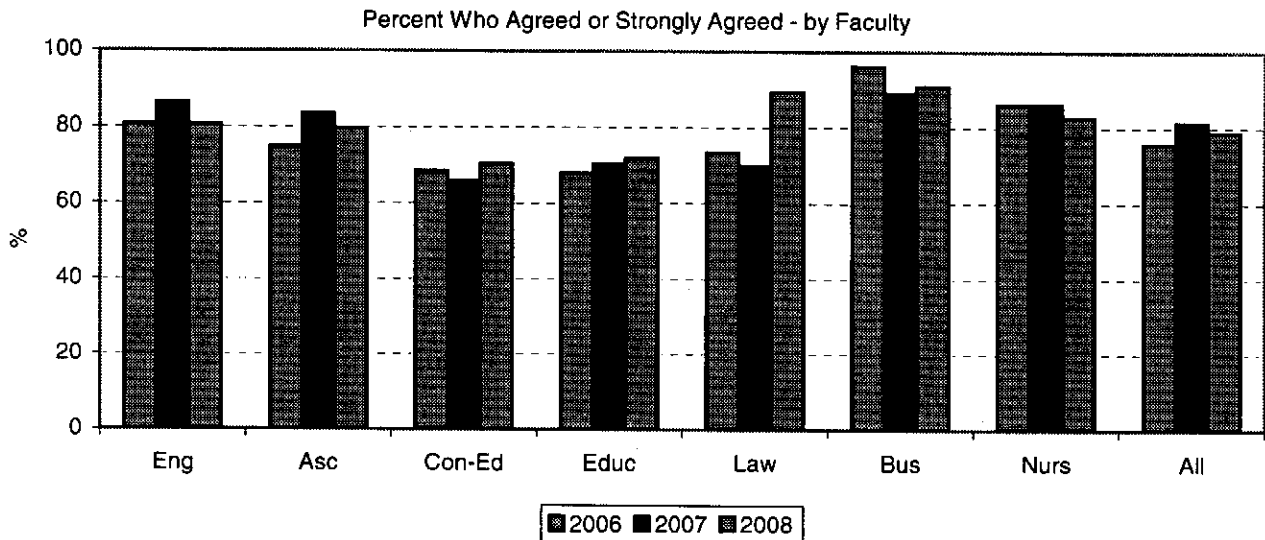


4. Indicate your level agreement with the following statement: "Overall, my experience as a student at Queen's was excellent".

Percent

	Percent Who Agreed or Strongly Agreed								5 Yr Ave
	2001	2002	2003	2004	2005	2006	2007	2008	
Applied Science						81	86	81	82
Arts and Science						75	83	79	79
Concurrent Education						68	66	70	68
Education						68	70	72	70
Law School						73	70	89	77
Rehabilitation Therapy						88	-	-	88
School of Business						96	89	91	92
School of Nursing						86	86	83	85
Grand Total						76	81	79	79

	ENG	ASC	CON-ED	EDU	LAW	BUS	NUR	ALL
Strongly disagree	2	2	2	4	0	1	0	2
Disagree	5	7	8	7	2	1	4	6
Neutral	11	11	19	18	9	7	13	13
Agree	41	47	48	48	55	35	46	46
Strongly agree	39	32	22	24	34	56	37	33
Top-2	81	79	70	72	89	91	83	79



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

Percent of respondents

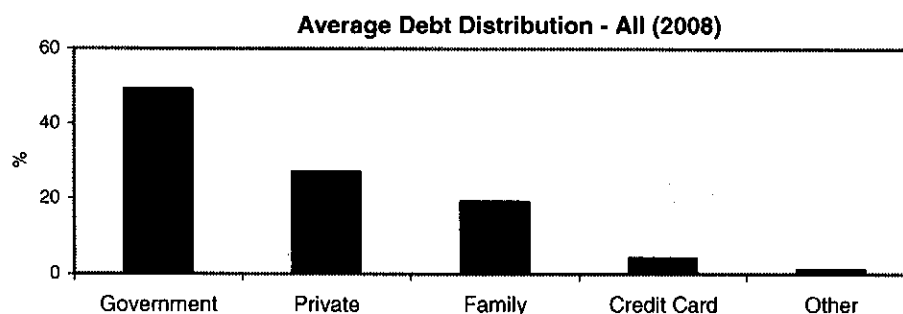
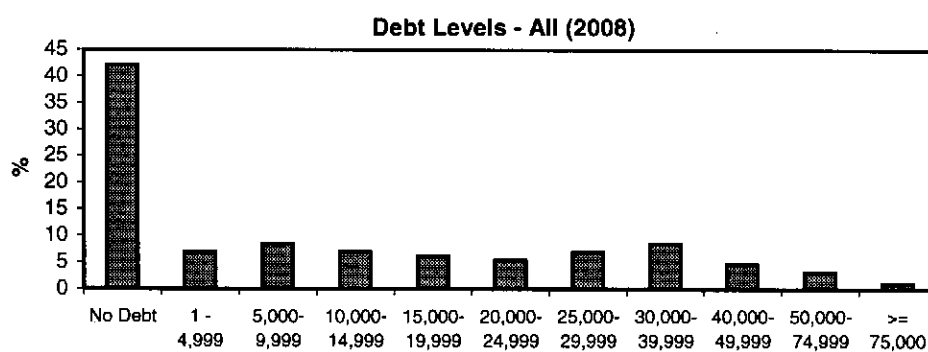
Debt Load	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR		ALL	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
No Debt	53	45	54	51	27	32	26	22	19	21	62	51	42	23	48	42
1 - 4,999	7	8	7	7	9	8	8	8	0	0	4	3	7	10	7	7
5,000-9,999	4	6	6	6	13	15	19	19	4	2	6	6	9	2	8	8
10,000-14,999	2	3	5	6	6	10	12	12	4	8	9	7	4	2	6	7
15,000-19,999	4	4	4	5	4	8	4	9	4	8	7	6	7	10	4	6
20,000-24,999	7	7	6	6	7	7	10	4	4	2	3	5	9	8	6	5
25,000-29,999	7	10	4	7	7	10	5	5	6	5	3	4	7	8	5	7
30,000-39,999	5	8	8	7	9	5	7	10	8	13	4	9	12	17	7	8
40,000-49,999	6	4	4	4	13	4	4	7	19	7	1	4	2	10	5	5
50,000-74,999	4	4	1	1	4	3	2	4	23	21	0	2	0	6	3	3
>= 75,000	2	1	0	0	2	0	0	0	10	13	1	1	2	2	1	1
With Debt	47	55	46	49	73	68	74	78	81	79	38	49	58	77	52	58

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

Average reported percentage

	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR		ALL	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Government	40	50	42	46	46	67	44	46	43	54	38	52	53	61	43	49
Private	26	24	25	25	31	17	30	32	39	37	29	28	15	21	27	27
Family	29	23	27	24	14	10	17	16	13	4	29	17	28	12	24	19
Credit Card	3	3	4	4	7	6	7	4	3	5	1	3	2	4	5	4
Other	2	0	1	1	3	0	2	3	3	1	2	0	1	2	2	1

Excludes non-responses and "no debt" responses.



6. 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	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Seeking employment	63	66	25	29	89	87	93	92	81	89	83	82	91	92
Studying	25	23	57	53	6	7	1	3	6	0	10	14	2	4
Traveling	5	3	8	11	1	3	2	1	0	0	5	3	2	0
Volunteering	2	0	1	1	0	0	0	1	0	0	0	0	0	0
Other	5	7	9	7	4	3	4	3	13	11	2	1	5	4

6a. Please select the type of employment you will have or be seeking (select one only) :

	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Business or industry	96	94	53	45	1	0	0	1	51	64	99	98	0	0
Education sector	1	0	13	10	95	97	97	95	0	0	0	1	0	0
Government sector	2	4	10	17	1	2	0	1	28	19	0	1	0	4
Health sector	1	0	8	10	0	0	0	0	0	0	0	0	100	96
Other	2	2	16	18	3	1	2	2	21	17	1	0	0	0

6b. Please select the kind of studying in which you will be engaged (select one only):

	ENG		ASC		CON-ED		EDU		LAW		BUS		NUR	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
Another Bachelor's degree	4	7	5	7	0	0	0	0	0	0	8	14	0	0
College diploma	1	0	6	5	14	0	0	0	0	0	8	0	0	0
Advanced academic degree	87	85	45	48	71	75	67	88	67	0	42	50	100	100
Professional designation	6	7	39	38	0	25	33	0	33	0	42	14	0	0
Other	1	2	5	3	14	0	0	13	0	0	0	21	0	0

Exit Poll 2008
Exit Poll Survey Instrument

Please enter your Survey Code here. It can be found in the e-mail invitation you received announcing this survey.		
incub002.htm		
The Learning Experience		
<p>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</p>		
a) Instructors took an active interest in my learning.		
b) Instructors were readily accessible outside class.	5 =	Strongly agree
c) Instructors made an effort to check that students understood the material taught.	4 =	Agree
d) Instructors provided helpful feedback.	3 =	Neutral
e) Instructors showed a positive attitude toward students.	2 =	Disagree
f) Instructors encouraged feedback from the class regarding their teaching.	1 =	Strongly disagree
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.		
<p>1b. Considering the statements you just rated, please indicate the top three experiences that are most important to you. Response required</p>		
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

Exit Poll 2008
Exit Poll Survey Instrument

	5 =	Instructors showed a positive attitude toward students
	6 =	Instructors encouraged feedback from the class regarding their
	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
	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

Exit Poll 2008
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index003.htm		
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		
a) Writing skills	5 =	5 = Very Much
b) Speaking skills	4 =	4
c) Critical judgment	3 =	3
d) Creative thinking	2 =	2
e) Problem-solving skills	1 =	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

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index004.htm		
Services and Facilities		
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		
a) * Athletic facilities		
* Athletic and recreation services	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		
index005.htm		
4. Indicate your level of agreement with the following statement: "Overall, my experience as a student at Queen's was excellent." Response required		
	5 =	Strongly agree
	4 =	Agree
	3 =	Neutral
	2 =	Disagree
	1 =	Strongly disagree
Student Debt		
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		
	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
index006.htm		
5a. Please indicate the percentage of your total repayable debt from the following sources (If		
Private (bank, line of credit)		
Government		
Family		
Credit cards		
Other		
(please specify)		

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Index007.htm	
Your Immediate Plans	
6. Please select the statement that best describes your post-graduation expectations for the next six to twelve months: Response required	
	1 = I will be employed or seeking employment. -> Q6a
	2 = I will be studying. -> Q6b
	3 = I will be traveling. -> Q10
	4 = I will be volunteering. -> Q10
	5 = Other -> Q10
 (please specify):	
Index008.htm -> EMPLOYMENT	
6a. 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)
	5 = Other (please specify):
 (please specify):	
Index009.htm -> STUDY	
6b. 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)
 (please specify):	
Index010.htm	
7. Briefly provide any additional comments that may help us to understand your survey responses better. (1000 char. max)	
Index011.htm	
To enter the draw to win one of two prizes of \$250 (CDN), please fill out the form below by April 7, 2008. This information will not be part of the survey data; it will only be used to notify the winners.	
NAME	
EMAIL	
ADDRESS	

