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The University conducted its seventeenth annual Undergraduate Exit Poll in 2010.1 Each year, opinions and impressions are requested from all graduating students in undergraduate programs, both first-entry and second-entry professional, on their overall learning experience at Queen's University. The survey was designed to measure students' reflections of their 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 a section for demographic data that includes questions about student debt and postgraduation plans. Students are also invited to provide additional comments regarding their undergraduate experience at Queen's and the comments are forwarded to the Provost and Vice-Principal (Academic) and Deans for their information and follow-up where appropriate. 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 2010 report highlights the survey results since 2003. The results should be viewed over time; large annual swings in the results from certain classes may be anomalous.

Readers are encouraged to review the detailed response data to see trends over time and across Faculties and Schools.

[^0]The 2010 Exit Poll incorporates various methods of analysis employed in previous years and is presented in the same format as the 2009 Exit Poll. Respondents were presented with questions identical to those used in the past and were asked, as always, to rank their level of satisfaction with each statement in the Poll. In addition, respondents were asked to rank each statement's level of importance, which has enabled quadrant analysis to be used. From its inception to 2008, respondents were only asked to rank the top three most important statements in the Poll. From 2006 through 2008, all responses have been evaluated using a co-relation analysis of each response to the response on an anchor statement to derive an "Impact Index" as a measure of importance.

As noted on page 8 of this report, response rates declined again this year over last year. While overall there is a statistically significant response rate, the number of returns from Nursing and Law are sufficiently small as to not be a reliable representation.

Students are asked to respond to one overall question regarding their experiences at Queen's, in addition to several others related to specific aspects of their experiences. Results from the overall question can be seen in Table 1 below.

Table 1: Responses to: "Overall, my experience as a student at Queen's was excellent".

|  | Strongly <br> disagree | Disagree | Neutral | Agree | Strongly <br> agree | Top-2* 2010 | Top-2* 2009 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total, All Faculties/Schools | $2 \%$ | $6 \%$ | $11 \%$ | $43 \%$ | $39 \%$ | $\mathbf{8 1 \%}$ | $80 \%$ |
|  |  |  |  |  |  |  |  |
| Applied Science | $0 \%$ | $8 \%$ | $3 \%$ | $46 \%$ | $43 \%$ | $\mathbf{8 9 \%}$ | $84 \%$ |
| Arts \& Science | $2 \%$ | $6 \%$ | $9 \%$ | $43 \%$ | $40 \%$ | $\mathbf{8 3 \%}$ | $80 \%$ |
| Concurrent Education** | $8 \%$ | $3 \%$ | $17 \%$ | $34 \%$ | $38 \%$ | $\mathbf{7 2 \%}$ | $75 \%$ |
| Faculty of Education | $3 \%$ | $9 \%$ | $21 \%$ | $45 \%$ | $23 \%$ | $\mathbf{6 8 \%}$ | $74 \%$ |
| Faculty of Law | $3 \%$ | $13 \%$ | $13 \%$ | $41 \%$ | $31 \%$ | $\mathbf{7 2 \%}$ | $68 \%$ |
| School of Business | $0 \%$ | $0 \%$ | $6 \%$ | $40 \%$ | $54 \%$ | $\mathbf{9 4 \%}$ | $94 \%$ |
| School of Nursing | $0 \%$ | $0 \%$ | $10 \%$ | $54 \%$ | $38 \%$ | $\mathbf{9 0 \%}$ | $75 \%$ |

*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 in years one to four who will be obtaining an
Arts, Science, Music, or Computing degree are included in the "Arts \& Science" responses.
Queen's students are consistently satisfied with their learning experiences at the University. The overall $80 \%$ satisfaction rate is the same as it has been in the past two years and has increased slightly since 2006.

## Quadrant Analysis

The charts below illustrate students' overall responses to statements in Questions 1 and 2. Each letter in each chart represents a corresponding statement and is plotted based on the average responses from students to each statement's importance and satisfaction.

Question 1 - The quality of the learning environment (Survey questions are listed in order of importance as ranked by respondents.)


## Higher Importance

m) Overall, my learning experience has been enjoyable
l) Overall, my learning experience was intellectually stimulating.
k) I was generally able to enroll in the courses I wanted
i) Assessment methods (exams and marking) were fair
i)ii) Marking of assignments was fair
a) Instructors took an active interest in my learning
e) Instructors showed a positive attitude toward students
i)i) The exams used for assessing progress were fair
d) Instructors provided helpful feedback
c) Instructors made an effort to check that students understood the material taught
j) My program had a good balance between theory and practice
j)ii) My program had an appropriate amount of practice-based learning

Lower Importance
j)i) My program had the right amount of theory incorporated into the curriculum
b) Instructors were readily accessible outside class
f) Instructors encouraged feedback from the class regarding their teaching
n) There was ample scope for organized social activities at Queen's.
g) Teaching assistants helped me understand the material taught
h) Class participation was actively encouraged

Anchor: o) Overall, the learning experience at Queen's was excellent

The responses, as noted in the chart above, bear remarkable similarity to those in the 2009 Exit Poll. Overall, students reported a high level of satisfaction with the majority of statements and continue to indicate matters related to their learning experience, course selection, and instructors ranked as both high in importance and high in satisfaction

Students rated levels of satisfaction above the mean for statements such as class participation was actively encouraged (b) and there was ample scope for social activities at Queen's ( $n$ ), although these items were not as important to respondents as most others.

The importance of statements related to assessment was ranked highly by respondents and satisfaction above the mean was reported for the marking of assignments (i-ii); students were less satisfied that exams used for assessing progress were fair (i-i).

Statements concerning instructors encouraging feedback from the class regarding their teaching ( $f$ ) and teaching assistants helping to understand the material taught ( $g$ ) continue to reflect low satisfaction levels; the usefulness of teaching assistants is consistently rated as one of the least important statements in Question 1 by respondents.

Question 2-The contribution of Queen's education to learning and development in certain areas (Survey questions are listed in order of importance as ranked by respondents.)


## Higher Importance

c) Queen's contributed to: critical judgment
e) Queen's contributed to: problem-solving skills
b) Queen's contributed to: speaking skills
m) Queen's contributed to: self-confidence
k) Queen's contributed to: ability to work independently
l) Queen's contributed to: ability to work well with others
d) Queen's contributed to: creative thinking
a) Queen's contributed to: writing skills
i) Queen's contributed to: leadership skills
q) Queen's contributed to: sensitivity to ethical issues
v) Queen's contributed to: research skills
t) Queen's contributed to: appreciation of other races, cultures, and religions
r) Queen's contributed to: awareness of political and social issues
u) Queen's contributed to: desire for further education

Lower Importance
s) Queen's contributed to: awareness of the rights and responsibilities of citizenship
o) Queen's contributed to: understanding of science
n) Queen's contributed to: appreciation of literature
j) Queen's contributed to: ability to compete
g) Queen's contributed to: computing skills
p) Queen's contributed to: appreciation of fine arts
f) Queen's contributed to: mathematical skills
h) Queen's contributed to: ability to use a foreign language

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

Again the responses closely resemble the 2009 Exit Poll.
Students ranked more than half of the statements as being highly important and as highly satisfied, such as Queen's contibuting to critical judgement (c), problem solving skills (e), and ability to work independently ( $k$ ) and with others ( $l$ ).

Respondents rated Queen's contribution to a desire for further education at the mean with respect to its importance and slightly above the mean with respect to their satisfaction. That said, $35 \%$ of students reported that they intend to pursue further education after their graduation from Queen's, with almost half planning on obtaining an advanced academic degree, one-third seeking a professional designation, and the remainder pursuing another bachelors degree, a college diploma, or alternate form of education.

Question 1 responses indicate an overall consistent view of both satisfaction and importance with respect to the Quality of the Learning Experience, noting very few material changes over time. The measure of satisfaction that Instructors made an effort to check that students were understanding the material taught and Instructors provided helpful feedback, while reasonably consistent over time demonstrates a slight downward trend. The response to I was generally able to enroll in the courses I wanted shows a material decline in satisfaction from 2003 across all Faculties and Schools, and is considered to be very important to students. Students continue to rank that their learning experience was both Intellectually Stimulating and Enjoyable, expressing a very moderate decline in satisfaction over the years since 2003.

Question 2 responses relating to Queen's Contribution to Learning and Development remain very consistent, with no significant changes expressed by the Class of 2010. Critical Judgment continues to be ranked most important by graduating students with consistent agreement (overall 80\%) that Queen's contributed to students learning this valuable skill.

Question 3 responses to satisfaction with Services and Facilities remain reasonably consistent over time with one major change in 2010. Satisfaction with Athletic Facilities soared from a previous low of only $20 \%$ expressing satisfaction to approximately $70 \%$ in 2010 , from a class who had access to the Athletic and Recreation Centre (ARC) in their final term of study only. Similarly, satisfaction with Athletic and Recreation Services increased significantly. Library Facilities, Hours and Services continue to receive the highest satisfaction ratings from graduating students. Satisfaction with Career, Academic and Personal Counseling services demonstrate increasing levels of satisfaction. Health Services which had been receiving declining measures of satisfaction showed an increase in 2010 from students in most Faculties and Schools.

On March 15, 2010, 3,503 e-mails were sent to graduating students asking them to complete the Exit Poll questionnaire on the web using a unique ID. E-mail reminders to nonrespondents were sent out on March 22 and April 4. A total of 938 students completed the Poll for an overall response rate of $27 \%$.

|  | \# Sent | \# Returned | Response Rate |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2010 | 2009 | 2008 | 2007 | 2006 |
| ENG | 518 | 108 | $21 \%$ | $34 \%$ | $41 \%$ | $51 \%$ | $46 \%$ |
| ARTSCI | 1,714 | 495 | $29 \%$ | $40 \%$ | $48 \%$ | $51 \%$ | $49 \%$ |
| EDUC | 781 | 193 | $25 \%$ | $38 \%$ | $55 \%$ | $50 \%$ | $58 \%$ |
| LAW | 167 | 42 | $25 \%$ | $22 \%$ | $41 \%$ | $32 \%$ | $39 \%$ |
| BUS | 249 | 79 | $32 \%$ | $36 \%$ | $42 \%$ | $49 \%$ | $45 \%$ |
| NUR | 74 | 21 | $28 \%$ | $28 \%$ | $54 \%$ | $50 \%$ | $57 \%$ |
| Grand Total | $\mathbf{3 , 5 0 3}$ | $\mathbf{9 3 8}$ | $\mathbf{2 7} \%$ | $\mathbf{3 7} \%$ | $\mathbf{4 8} \%$ | $\mathbf{5 0} \%$ | $\mathbf{5 0} \%$ |

Measures will be undertaken in 2011 to try to increase the participation rate in all Faculties and Schools.

## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 65 | 75 | 63 | 71 | 78 | 71 | 83 | 77 | 76 |
| Arts and Science | 75 | 77 | 75 | 75 | 81 | 78 | 75 | 75 | 77 |
| Concurrent Education | 80 | 88 | 85 | 85 | 82 | 88 | 80 | 72 | 82 |
| Education | 87 | 90 | 86 | 86 | 79 | 84 | 80 | 77 | 81 |
| Law School | 88 | 82 | 83 | 82 | 81 | 83 | 79 | 86 | 82 |
| School of Business | 86 | 84 | 90 | 95 | 84 | 86 | 89 | 85 | 88 |
| School of Nursing | 72 | 84 | 70 | 78 | 71 | 88 | 70 | 86 | 78 |
| Grand Total | 77 | 80 | 77 | 79 | 80 | 80 | 78 | 77 | 79 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 42 | 44 | 42 | 39 | 35 | 36 |  |  |
| Rank of statement | 2 | 2 | 2 | 3 | 3 | 3 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 90 | 89 |
| Rank of statement |  |  |  |  |  |  | 6 | 7 |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 76 | 85 | 79 | 83 | 85 | 84 | 83 | 87 | 84 |
| Arts and Science | 86 | 87 | 85 | 87 | 91 | 87 | 86 | 88 | 88 |
| Concurrent Education | 77 | 78 | 76 | 74 | 77 | 72 | 82 | 71 | 75 |
| Education | 79 | 75 | 79 | 76 | 80 | 77 | 74 | 69 | 75 |
| Law School | 87 | 89 | 96 | 88 | 85 | 95 | 86 | 88 | 89 |
| School of Business | 94 | 91 | 92 | 96 | 97 | 94 | 94 | 87 | 94 |
| School of Nursing | 81 | 94 | 67 | 81 | 69 | 85 | 85 | 90 | 82 |
| Grand Total | 83 | 85 | 84 | 84 | 87 | 84 | 84 | 84 | 85 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked intop 3* | 9 | 11 | 10 | 11 | 9 | 8 |  |  |
| Rank of statement | 11 | 11 | 11 | 11 | 11 | 13 |  | 74 |
| Top 2 importance ** |  |  |  |  |  | 75 |  |  |
| Rank of statement |  |  |  |  | 14 | 13 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 47 | 51 | 48 | 51 | 55 | 62 | 55 | 41 | 53 |
| Arts and Science | 47 | 49 | 47 | 52 | 59 | 57 | 47 | 49 | 53 |
| Concurrent Education | 53 | 58 | 58 | 67 | 59 | 59 | 46 | 44 | 55 |
| Education | 72 | 69 | 66 | 62 | 59 | 61 | 57 | 57 | 59 |
| Law School | 65 | 62 | 56 | 67 | 60 | 68 | 62 | 64 | 64 |
| School of Business | 58 | 51 | 56 | 69 | 61 | 66 | 66 | 57 | 64 |
| School of Nursing | 36 | 62 | 33 | 55 | 40 | 60 | 35 | 52 | 48 |
| Grand Total | 52 | 54 | 51 | 56 | 58 | 60 | 51 | 50 | 55 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 21 | 23 | 21 | 17 | 11 | 11 |  |  |
| Rank of statement | 7 | 7 | 7 | 8 | 10 | 10 |  |  |
| Top 2 importance ** |  |  |  |  | 85 | 85 |  |  |
| Rank of statement |  |  |  |  | 10 | 11 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

Question 1d: Instructors provided helpful feedback.

| Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  |  |  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | Yr Ave |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 12 | 14 | 12 | 12 | 8 | 10 |  |  |
| Rank of statement | 10 | 8 | 10 | 10 | 12 | 12 |  | 87 |
| Top 2 importance *** |  |  |  |  |  |  |  |  |
| Rank of statement |  |  |  |  | 88 |  |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 73 | 80 | 73 | 79 | 83 | 83 | 85 | 78 | 82 |
| Arts and Science | 82 | 82 | 82 | 83 | 87 | 86 | 80 | 85 | 84 |
| Concurrent Education | 84 | 90 | 87 | 89 | 87 | 90 | 82 | 81 | 86 |
| Education | 95 | 89 | 90 | 94 | 90 | 88 | 90 | 84 | 89 |
| Law School | 90 | 89 | 83 | 82 | 77 | 91 | 84 | 95 | 86 |
| School of Business | 92 | 90 | 89 | 96 | 92 | 92 | 92 | 87 | 92 |
| School of Nursing | 78 | 90 | 77 | 72 | 84 | 92 | 80 | 81 | 82 |
| Grand Total | 83 | 84 | 82 | 85 | 86 | 87 | 83 | 84 | 85 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top $3^{*}$ | 25 | 23 | 22 | 22 | 19 | 17 |  |  |
| Rank of statement | 6 | 6 | 6 | 6 | 6 | 6 |  |  |
| Top 2 importance ** |  |  |  |  |  | 90 | 88 |  |
| Rank of statement |  |  |  |  | 7 | 9 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 46 | 57 | 55 | 53 | 64 | 54 | 52 | 52 | 55 |
| Arts and Science | 51 | 51 | 55 | 55 | 61 | 58 | 52 | 51 | 55 |
| Concurrent Education | 54 | 44 | 57 | 52 | 67 | 65 | 44 | 41 | 54 |
| Education | 57 | 53 | 55 | 55 | 56 | 65 | 45 | 46 | 53 |
| Law School | 53 | 61 | 61 | 65 | 49 | 57 | 35 | 40 | 49 |
| School of Business | 58 | 50 | 60 | 77 | 68 | 76 | 74 | 65 | 72 |
| School of Nursing | 31 | 63 | 37 | 55 | 60 | 62 | 55 | 57 | 58 |
| Grand Total | 52 | 53 | 55 | 57 | 61 | 60 | 51 | 50 | 56 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 5 | 3 | 3 | 4 | 3 | 3 |  |  |
| Rank of statement | 14 | 14 | 14 | 14 | 18 | 18 |  | 67 |
| Top 2 importance ${ }^{* *}$ |  |  |  |  |  | 64 |  |  |
| Rank of statement |  |  |  |  | 15 | 17 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 44 | 47 | 44 | 56 | 57 | 60 | 54 | 44 | 54 |
| Arts and Science | 41 | 41 | 48 | 44 | 48 | 47 | 47 | 51 | 47 |
| Concurrent Education | 30 | 30 | 28 | 30 | 28 | 36 | 34 | 49 | 35 |
| Education | 26 | 23 | 23 | 47 | 56 | 52 | 29 | 47 | 46 |
| Law School | 4 | 9 | 8 | 8 | 8 | 14 | 3 | 14 | 9 |
| School of Business | 12 | 18 | 16 | 18 | 16 | 20 | 12 | 33 | 20 |
| School of Nursing | 31 | 38 | 35 | 66 | 36 | 35 | 50 | 43 | 46 |
| Grand Total | 35 | 36 | 40 | 44 | 46 | 45 | 41 | 46 | 44 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 7 | 6 | 5 | 4 | 4 | 5 |  |  |
| Rank of statement | 13 | 13 | 13 | 13 | 16 | 16 |  |  |
| Top 2 importance ** |  |  |  |  |  | 66 | 68 |  |
| Rank of statement |  |  |  |  | 17 | 15 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

Question 1h: Class participation was actively encouraged.

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 41 | 44 | 40 | 46 | 49 | 43 | 49 | 47 | 47 |
| Arts and Science | 65 | 65 | 68 | 65 | 66 | 66 | 64 | 67 | 65 |
| Concurrent Education | 86 | 86 | 86 | 86 | 87 | 86 | 72 | 65 | 79 |
| Education | 95 | 95 | 90 | 91 | 84 | 89 | 81 | 83 | 86 |
| Law School | 90 | 85 | 86 | 80 | 74 | 85 | 81 | 86 | 81 |
| School of Business | 97 | 96 | 93 | 99 | 87 | 93 | 97 | 92 | 94 |
| School of Nursing | 92 | 90 | 84 | 88 | 86 | 81 | 75 | 67 | 79 |
| Grand Total | 70 | 71 | 71 | 71 | 69 | 71 | 68 | 70 | 70 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 9 | 10 | 9 | 9 | 8 | 10 |  |  |
| Rank of statement | 12 | 12 | 12 | 12 | 13 | 11 |  |  |
| Top 2 importance ** |  |  |  |  |  | 58 | 56 |  |
| Rank of statement |  |  |  |  |  | 18 | 18 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 65 | 69 | 65 | 66 | 72 | 70 | 71 | 57 | 67 |
| Arts and Science | 63 | 62 | 61 | 62 | 65 | 67 | 61 | 65 | 64 |
| Concurrent Education | 70 | 60 | 79 | 78 | 66 | 72 | 66 | 50 | 66 |
| Education | 81 | 74 | 80 | 75 | 70 | 74 | 73 | 62 | 71 |
| Law School | 58 | 61 | 65 | 58 | 66 | 68 | 46 | 38 | 55 |
| School of Business | 68 | 63 | 71 | 75 | 67 | 80 | 81 | 73 | 75 |
| School of Nursing | 69 | 68 | 72 | 72 | 71 | 73 | 65 | 76 | 71 |
| Grand Total | 66 | 65 | 66 | 67 | 67 | 70 | 65 | 62 | 66 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 28 | 26 | 26 | 23 | 17 | 16 |  |  |
| Rank of statement | 5 | 5 | 5 | 5 | 7 | 9 |  | 94 |
| Top 2 importance ${ }^{* *}$ |  |  |  |  |  | 94 |  |  |
| Rank of statement |  |  |  |  | 4 | 4 |  |  |

${ }^{*}$ percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


## Question 1: Quality of the Learning Experience

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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  |  | 72 | 63 | 70 | 63 | 67 |
| Arts and Science |  |  |  |  | 66 | 64 | 65 | 66 | 65 |
| Concurrent Education |  |  |  |  | 44 | 50 | 58 | 54 | 51 |
| Education |  |  |  |  | 47 | 48 | 42 | 38 | 44 |
| Law School |  |  |  |  | 62 | 65 | 49 | 40 | 54 |
| School of Business |  |  |  |  | 61 | 72 | 76 | 67 | 69 |
| School of Nursing |  |  |  |  | 71 | 77 | 65 | 76 | 72 |
| Grand Total |  |  |  |  | 63 | 61 | 62 | 60 | 62 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* |  |  | 5 | 5 |  |  |  |  |
| Rank of statement |  |  | 15 | 15 |  |  |  |  |
| Top 2 importance ** |  |  |  |  |  | 89 | 90 |  |
| Rank of statement |  |  |  |  | 8 | 6 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

Question 1i-ii: Marking of assignments was fair.

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  |  | 80 | 80 | 76 | 78 | 78 |
| Arts and Science |  |  |  |  | 67 | 68 | 68 | 72 | 69 |
| Concurrent Education |  |  |  |  | 75 | 71 | 72 | 69 | 72 |
| Education |  |  |  |  | 76 | 75 | 77 | 72 | 75 |
| Law School |  |  |  |  | 62 | 80 | 78 | 50 | 68 |
| School of Business |  |  |  |  | 71 | 80 | 83 | 84 | 79 |
| School of Nursing |  |  |  |  | 69 | 73 | 80 | 71 | 73 |
| Grand Total |  |  |  |  | 71 | 72 | 72 | 72 | 72 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* |  |  | 5 | 6 |  |  |  |  |
| Rank of statement |  |  | 14 | 14 |  |  |  |  |
| Top 2 importance ** |  |  |  |  |  | 93 | 93 |  |
| Rank of statement |  |  |  |  | 5 | 5 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 52 | 57 | 48 | 57 | 63 | 63 | 73 | 56 | 62 |
| Arts and Science | 59 | 58 | 54 | 52 | 57 | 55 | 52 | 50 | 53 |
| Concurrent Education | 71 | 70 | 69 | 71 | 69 | 72 | 72 | 65 | 70 |
| Education | 76 | 69 | 69 | 68 | 70 | 70 | 68 | 65 | 68 |
| Law School | 58 | 67 | 47 | 50 | 58 | 58 | 35 | 55 | 51 |
| School of Business | 72 | 78 | 76 | 82 | 73 | 82 | 80 | 81 | 79 |
| School of Nursing | 44 | 48 | 81 | 74 | 79 | 79 | 90 | 81 | 81 |
| Grand Total | 61 | 61 | 58 | 59 | 62 | 62 | 60 | 57 | 60 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top $3^{*}$ | 36 | 37 | 35 | 36 | 26 | 24 |  |  |
| Rank of statement | 3 | 3 | 4 | 4 | 4 | 4 |  |  |
| Top 2 importance ${ }^{* \star}$ |  |  |  |  |  | 85 | 85 |  |
| Rank of statement |  |  |  |  | 11 | 10 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  |  | 81 | 78 | 80 | 69 | 77 |
| Arts and Science |  |  |  |  | 79 | 77 | 72 | 70 | 74 |
| Concurrent Education |  |  |  |  | 67 | 69 | 74 | 65 | 69 |
| Education |  |  |  |  | 61 | 64 | 57 | 57 | 59 |
| Law School |  |  |  |  | 64 | 62 | 46 | 60 | 58 |
| School of Business |  |  |  |  | 87 | 86 | 81 | 80 | 83 |
| School of Nursing |  |  |  |  | 86 | 90 | 90 | 81 | 87 |
| Grand Total |  |  |  |  | 77 | 75 | 71 | 68 | 73 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* |  |  | 3 | 3 |  |  |  |
| Rank of statement |  |  | 17 | 17 |  |  |  |
| Top 2 importance ** |  |  |  |  | 77 | 73 |  |
| Rank of statement |  |  |  | 13 | 14 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  |  | 54 | 53 | 62 | 54 | 56 |
| Arts and Science |  |  |  |  | 48 | 46 | 41 | 40 | 44 |
| Concurrent Education |  |  |  |  | 82 | 81 | 69 | 72 | 76 |
| Education |  |  |  |  | 81 | 76 | 76 | 76 | 77 |
| Law School |  |  |  |  | 49 | 49 | 19 | 38 | 39 |
| School of Business |  |  |  |  | 65 | 77 | 78 | 75 | 73 |
| School of Nursing |  |  |  |  | 66 | 75 | 90 | 67 | 74 |
| Grand Total |  |  |  |  | 56 | 57 | 53 | 52 | 55 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| :--- | :--- | :--- | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* |  |  | 15 | 17 |  |  |  |
| Rank of statement |  |  | 9 | 7 |  |  |  |
| Top 2 importance ** |  |  |  | 83 | 84 |  |  |
| Rank of statement |  |  |  | 12 | 12 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 85 | 86 | 77 | 70 | 72 | 65 | 69 | 61 | 68 |
| Arts and Science | 73 | 73 | 69 | 62 | 68 | 71 | 65 | 64 | 66 |
| Concurrent Education | 70 | 69 | 79 | 72 | 86 | 81 | 74 | 69 | 76 |
| Education | 66 | 71 | 72 | 70 | 79 | 74 | 83 | 85 | 78 |
| Law School | 77 | 82 | 61 | 87 | 81 | 80 | 65 | 60 | 74 |
| School of Business | 90 | 87 | 85 | 81 | 80 | 89 | 74 | 82 | 81 |
| School of Nursing | 72 | 76 | 49 | 53 | 48 | 58 | 50 | 38 | 50 |
| Grand Total | 75 | 75 | 72 | 66 | 71 | 72 | 69 | 67 | 69 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 14 | 13 | 16 | 18 | 16 | 18 |  |  |
| Rank of statement | 8 | 9 | 8 | 7 | 8 | 5 |  |  |
| Top 2 importance ** |  |  |  |  |  | 95 | 94 |  |
| Rank of statement |  |  |  |  | 3 | 2 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

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

| Percent Who Agreed or Strongly Agreed |  | 5 Yr Ave |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 |  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 82 | 86 | 81 | 78 | 79 | 81 | 85 | 81 | 81 |
| Arts and Science | 90 | 89 | 89 | 83 | 88 | 88 | 86 | 87 | 86 |
| Concurrent Education | 55 | 60 | 55 | 54 | 62 | 66 | 69 | 62 | 63 |
| Education | 76 | 64 | 68 | 60 | 64 | 64 | 58 | 56 | 60 |
| Law School | 93 | 90 | 90 | 83 | 79 | 92 | 78 | 74 | 81 |
| School of Business | 89 | 85 | 92 | 88 | 82 | 90 | 87 | 90 | 87 |
| School of Nursing | 89 | 90 | 86 | 81 | 90 | 88 | 70 | 90 | 84 |
| Grand Total | 86 | 84 | 84 | 77 | 82 | 82 | 80 | 80 | 80 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 42 | 44 | 46 | 45 | 48 | 45 |  |  |
| Rank of statement | 1 | 1 | 1 | 1 | 1 | 2 |  |  |
| Top 2 importance ** Rank of statement |  |  |  |  |  |  | $\begin{gathered} 96 \\ 2 \\ \hline \end{gathered}$ | $\begin{gathered} 94 \\ 3 \\ \hline \end{gathered}$ |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 78 | 79 | 68 | 74 | 79 | 72 | 85 | 74 | 77 |
| Arts and Science | 84 | 83 | 84 | 78 | 85 | 84 | 81 | 81 | 82 |
| Concurrent Education | 72 | 73 | 62 | 77 | 69 | 81 | 80 | 72 | 76 |
| Education | 83 | 77 | 83 | 72 | 76 | 79 | 76 | 70 | 75 |
| Law School | 87 | 92 | 86 | 83 | 75 | 91 | 76 | 76 | 80 |
| School of Business | 90 | 86 | 88 | 92 | 85 | 89 | 85 | 87 | 88 |
| School of Nursing | 78 | 88 | 79 | 81 | 86 | 85 | 80 | 90 | 84 |
| Grand Total | 83 | 82 | 81 | 78 | 82 | 82 | 81 | 79 | 80 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 35 | 35 | 36 | 43 | 47 | 49 |  |  |
| Rank of statement | 4 | 4 | 3 | 2 | 2 | 1 |  | 96 |
| Top 2 importance ** |  |  |  |  |  | 95 |  |  |
| Rank of statement |  |  |  |  | 1 | 1 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 82 | 86 | 76 | 80 | 81 | 75 | 82 | 77 | 79 |
| Arts and Science | 80 | 76 | 78 | 78 | 85 | 79 | 81 | 83 | 81 |
| Concurrent Education | 64 | 73 | 80 | 68 | 79 | 70 | 68 | 79 | 73 |
| Education | 60 | 61 | 69 | 71 | 67 | 66 | 59 | 55 | 64 |
| Law School | 80 | 88 | 88 | 88 | 91 | 92 | 86 | 95 | 91 |
| School of Business | 88 | 90 | 86 | 95 | 94 | 92 | 93 | 94 | 94 |
| School of Nursing | 75 | 84 | 79 | 81 | 81 | 87 | 95 | 86 | 86 |
| Grand Total | 78 | 77 | 78 | 78 | 82 | 77 | 79 | 80 | 79 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 14 | 12 | 15 | 17 | 20 | 16 |  |  |
| Rank of statement | 9 | 10 | 9 | 9 | 5 | 8 |  |  |
| Top 2 importance |  |  |  |  |  | 67 | 68 |  |
| Rank of statement |  |  |  |  | 16 | 16 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 1: Quality of the Learning Experience

Question 10: Overall, the learning experience at Queen's was excellent.

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  | 76 | 82 | 79 | 84 | 81 | 80 |
| Arts and Science |  |  |  | 76 | 83 | 79 | 80 | 81 | 80 |
| Concurrent Education |  |  |  | 74 | 70 | 76 | 75 | 75 | 74 |
| Education |  |  |  | 70 | 71 | 76 | 74 | 66 | 72 |
| Law School |  |  |  | 80 | 70 | 89 | 68 | 76 | 77 |
| School of Business |  |  |  | 96 | 87 | 94 | 94 | 92 | 93 |
| School of Nursing |  |  |  | 86 | 84 | 88 | 75 | 90 | 85 |
| Grand Total |  |  |  | 76 | 81 | 80 | 80 | 80 | 79 |



Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 34 | 47 | 41 | 46 | 49 | 51 | 56 | 55 | 51 |
| Arts and Science | 77 | 74 | 76 | 73 | 71 | 76 | 76 | 73 | 74 |
| Concurrent Education | 35 | 33 | 31 | 30 | 39 | 38 | 60 | 63 | 46 |
| Education | 39 | 27 | 40 | 35 | 35 | 31 | 34 | 34 | 34 |
| Law School | 80 | 73 | 78 | 73 | 70 | 72 | 47 | 67 | 66 |
| School of Business | 49 | 57 | 60 | 61 | 55 | 61 | 68 | 70 | 63 |
| School of Nursing | 64 | 62 | 47 | 43 | 34 | 56 | 58 | 38 | 46 |
| Grand Total | 61 | 61 | 62 | 59 | 59 | 61 | 65 | 64 | 62 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 21 | 24 | 24 | 20 | 21 | 22 |  |  |
| Rank of statement | 6 | 4 | 3 | 7 | 5 | 5 |  | 86 |
| Top 2 importance ** |  |  |  |  | 87 |  |  |  |
| Rank of statement |  |  |  | 8 | 6 |  |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



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

| Percent |  | 5 Yr Ave |  |  |  |  |  |  |  |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 47 | 53 | 50 | 59 | 57 | 53 | 59 | 57 | 57 |
| Arts and Science | 59 | 57 | 57 | 55 | 59 | 57 | 57 | 61 | 58 |
| Concurrent Education | 65 | 56 | 53 | 47 | 55 | 65 | 63 | 66 | 59 |
| Education | 64 | 56 | 61 | 52 | 56 | 53 | 56 | 53 | 54 |
| Law School | 71 | 78 | 71 | 78 | 70 | 74 | 67 | 72 | 72 |
| School of Business | 84 | 94 | 89 | 96 | 90 | 94 | 92 | 87 | 92 |
| School of Nursing | 78 | 80 | 56 | 66 | 59 | 58 | 63 | 57 | 60 |
| Grand Total | 61 | 61 | 59 | 58 | 61 | 59 | 60 | 62 | 60 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 17 | 18 | 19 | 21 | 18 | 17 |  |  |
| Rank of statement | 8 | 7 | 7 | 6 | 8 | 7 |  |  |
| Top 2 importance Rank of statement |  |  |  |  |  |  | $\begin{gathered} 89 \\ 3 \end{gathered}$ | $\begin{gathered} 90 \\ 3 \end{gathered}$ |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Applied Science |  |  |  |  |  |  |  |  |  |
| Arts and Science |  |  |  |  |  |  |  |  |  |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 42 | 40 | 41 | 42 | 38 | 38 |  |  |
| Rank of statement | 1 | 1 | 1 | 1 | 1 | 1 |  |  |
| Top 2 importance ${ }^{* *}$ |  |  |  |  |  | 93 | 94 |  |
| Rank of statement |  |  |  |  |  | 1 | 1 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 52 | 60 | 59 | 59 | 62 | 56 | 60 | 46 | 57 |
| Arts and Science | 60 | 59 | 58 | 57 | 59 | 63 | 55 | 54 | 58 |
| Concurrent Education | 61 | 70 | 60 | 62 | 60 | 63 | 55 | 56 | 59 |
| Education | 74 | 65 | 73 | 61 | 61 | 65 | 64 | 61 | 63 |
| Law School | 49 | 53 | 56 | 58 | 53 | 60 | 33 | 33 | 48 |
| School of Business | 50 | 44 | 43 | 68 | 51 | 56 | 58 | 57 | 58 |
| School of Nursing | 44 | 48 | 58 | 48 | 71 | 60 | 68 | 52 | 60 |
| Grand Total | 59 | 59 | 59 | 59 | 60 | 62 | 57 | 54 | 58 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 22 | 24 | 22 | 21 | 18 | 21 |  |  |
| Rank of statement | 4 | 5 | 6 | 5 | 7 | 6 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 86 | 85 |
| Rank of statement |  |  |  |  |  | 7 | 8 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 95 | 96 | 89 | 90 | 92 | 90 | 95 | 86 | 91 |
| Arts and Science | 68 | 66 | 63 | 63 | 69 | 69 | 65 | 68 | 67 |
| Concurrent Education | 52 | 58 | 61 | 58 | 53 | 61 | 63 | 66 | 60 |
| Education | 67 | 57 | 66 | 51 | 56 | 55 | 60 | 69 | 58 |
| Law School | 71 | 68 | 88 | 80 | 77 | 77 | 64 | 74 | 75 |
| School of Business | 89 | 86 | 93 | 96 | 85 | 87 | 91 | 89 | 89 |
| School of Nursing | 72 | 88 | 91 | 90 | 88 | 90 | 84 | 95 | 89 |
| Grand Total | 74 | 71 | 71 | 69 | 72 | 71 | 70 | 73 | 71 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 37 | 32 | 32 | 31 | 30 | 26 |  |  |
| Rank of statement | 2 | 2 | 2 | 2 | 2 | 2 |  | 90 |
| Top 2 importance ** |  |  |  |  |  | 91 |  |  |
| Rank of statement |  |  |  |  |  | 2 | 2 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 91 | 89 | 90 | 91 | 92 | 88 | 93 | 86 | 90 |
| Arts and Science | 25 | 25 | 25 | 25 | 28 | 27 | 25 | 23 | 26 |
| Concurrent Education | 40 | 31 | 30 | 28 | 32 | 26 | 30 | 34 | 30 |
| Education | 39 | 33 | 36 | 24 | 22 | 21 | 30 | 33 | 26 |
| Law School | 2 | 3 | 4 | 3 | 4 | 3 | 0 | 0 | 2 |
| School of Business | 42 | 40 | 41 | 56 | 43 | 57 | 43 | 53 | 50 |
| School of Nursing | 14 | 10 | 14 | 19 | 14 | 21 | 32 | 0 | 17 |
| Grand Total | 37 | 34 | 36 | 34 | 38 | 34 | 35 | 33 | 35 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 5 | 4 | 4 | 2 | 3 | 3 |  |  |
| Rank of statement | 15 | 18 | 17 | 21 | 19 | 21 |  |  |
| Top 2 importance ** |  |  |  |  |  | 49 | 45 |  |
| Rank of statement |  |  |  |  |  | 20 | 20 |  |

${ }^{*}$ percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 81 | 82 | 71 | 79 | 76 | 73 | 74 | 67 | 74 |
| Arts and Science | 38 | 31 | 31 | 27 | 26 | 27 | 20 | 20 | 24 |
| Concurrent Education | 32 | 34 | 24 | 24 | 28 | 28 | 23 | 34 | 27 |
| Education | 41 | 24 | 28 | 26 | 26 | 28 | 34 | 26 | 28 |
| Law School | 22 | 22 | 18 | 22 | 17 | 8 | 3 | 8 | 11 |
| School of Business | 64 | 64 | 69 | 69 | 48 | 42 | 38 | 30 | 45 |
| School of Nursing | 22 | 27 | 19 | 28 | 24 | 17 | 21 | 24 | 23 |
| Grand Total | 45 | 38 | 38 | 35 | 36 | 32 | 29 | 28 | 32 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 5 | 4 | 3 | 2 | 3 | 2 |  |  |
| Rank of statement | 16 | 17 | 19 | 20 | 21 | 22 |  |  |
| Top 2 importance ** |  |  |  |  |  | 50 | 48 |  |
| Rank of statement |  |  |  |  |  | 19 | 19 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 7 | 7 | 8 | 10 | 8 | 10 | 8 | 8 | 9 |
| Arts and Science | 19 | 19 | 19 | 17 | 20 | 24 | 22 | 19 | 20 |
| Concurrent Education | 7 | 13 | 12 | 7 | 12 | 13 | 17 | 19 | 14 |
| Education | 5 | 6 | 8 | 8 | 6 | 6 | 11 | 9 | 8 |
| Law School | 5 | 2 | 4 | 2 | 8 | 3 | 3 | 0 | 3 |
| School of Business | 25 | 17 | 25 | 31 | 29 | 23 | 25 | 20 | 26 |
| School of Nursing | 6 | 12 | 5 | 10 | 3 | 10 | 11 | 0 | 7 |
| Grand Total | 14 | 14 | 15 | 13 | 16 | 17 | 18 | 15 | 16 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 3 | 3 | 3 | 2 | 3 | 4 |  |  |
| Rank of statement | 21 | 21 | 21 | 21 | 22 | 18 |  | 36 |
| Top 2 importance ${ }^{* *}$ |  |  |  |  |  | 38 |  |  |
| Rank of statement |  |  |  |  | 22 | 22 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 57 | 62 | 66 | 61 | 65 | 61 | 70 | 65 | 64 |
| Arts and Science | 54 | 51 | 51 | 48 | 54 | 53 | 54 | 53 | 53 |
| Concurrent Education | 67 | 67 | 62 | 61 | 63 | 74 | 54 | 58 | 62 |
| Education | 70 | 65 | 68 | 59 | 63 | 58 | 62 | 61 | 61 |
| Law School | 47 | 52 | 54 | 53 | 47 | 51 | 50 | 36 | 47 |
| School of Business | 85 | 90 | 85 | 88 | 92 | 86 | 83 | 86 | 87 |
| School of Nursing | 72 | 84 | 72 | 81 | 74 | 75 | 79 | 95 | 81 |
| Grand Total | 59 | 59 | 59 | 56 | 60 | 59 | 59 | 59 | 59 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 24 | 27 | 24 | 26 | 27 | 26 |  |  |
| Rank of statement | 3 | 3 | 4 | 3 | 3 | 3 |  |  |
| Top 2 importance ** |  |  |  |  |  | 83 | 82 |  |
| Rank of statement |  |  |  |  |  | 9 | 9 |  |

* percent of respondents choosing statement as one of top 3 in importance
${ }^{* *}$ percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5 )



## Question 2: Contribution of Education to Leaming and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 49 | 54 | 49 | 54 | 57 | 52 | 50 | 45 | 52 |
| Arts and Science | 52 | 49 | 50 | 48 | 55 | 52 | 48 | 50 | 51 |
| Concurrent Education | 33 | 29 | 35 | 30 | 34 | 34 | 34 | 50 | 36 |
| Education | 35 | 24 | 35 | 34 | 29 | 27 | 23 | 28 | 28 |
| Law School | 64 | 67 | 68 | 72 | 66 | 68 | 53 | 67 | 65 |
| School of Business | 82 | 78 | 79 | 90 | 87 | 80 | 79 | 80 | 83 |
| School of Nursing | 42 | 40 | 30 | 43 | 45 | 40 | 53 | 33 | 43 |
| Grand Total | 50 | 48 | 49 | 48 | 54 | 49 | 46 | 49 | 49 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 5 | 5 | 5 | 5 | 5 | 4 |  |  |
| Rank of statement | 17 | 16 | 16 | 16 | 16 | 17 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 54 | 54 |
| Rank of statement |  |  |  |  |  |  | 18 | 18 |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Exit Poll 2010

Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| Applied Science | 76 | 77 | 69 | 79 | 83 | 73 | 77 | 77 | 78 |
| Arts and Science | 87 | 88 | 86 | 85 | 87 | 86 | 86 | 86 | 86 |
| Concurrent Education | 61 | 63 | 56 | 57 | 59 | 61 | 73 | 73 | 65 |
| Education | 65 | 57 | 66 | 57 | 55 | 52 | 61 | 56 | 56 |
| Law School | 73 | 82 | 78 | 72 | 66 | 83 | 72 | 72 | 73 |
| School of Business | 65 | 64 | 70 | 78 | 75 | 71 | 74 | 70 | 74 |
| School of Nursing | 86 | 84 | 84 | 91 | 81 | 88 | 100 | 81 | 88 |
| Grand Total | 79 | 79 | 78 | 78 | 80 | 76 | 80 | 78 | 78 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 10 | 10 | 10 | 9 | 10 | 9 |  |  |
| Rank of statement | 12 | 12 | 12 | 13 | 12 | 14 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 88 | 86 |
| Rank of statement |  |  |  |  |  |  |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 21: Queen's contributed to: Ability to work well with others.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 84 | 84 | 78 | 85 | 86 | 82 | 89 | 90 | 86 |
| Arts and Science | 66 | 62 | 60 | 63 | 68 | 67 | 65 | 67 | 66 |
| Concurrent Education | 73 | 76 | 62 | 71 | 70 | 76 | 70 | 72 | 72 |
| Education | 76 | 73 | 82 | 72 | 71 | 68 | 75 | 69 | 71 |
| Law School | 58 | 65 | 57 | 57 | 57 | 63 | 42 | 41 | 52 |
| School of Business | 98 | 96 | 95 | 99 | 97 | 94 | 99 | 94 | 96 |
| School of Nursing | 83 | 90 | 81 | 91 | 88 | 92 | 89 | 90 | 90 |
| Grand Total | 73 | 71 | 69 | 71 | 73 | 72 | 72 | 72 | 72 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 17 | 16 | 17 | 17 | 18 | 17 |  |  |
| Rank of statement | 7 | 8 | 8 | 8 | 6 | 9 |  |  |
| Top 2 importance ** |  |  |  |  | 87 | 87 |  |  |
| Rank of statement |  |  |  | 6 | 5 |  |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


[^1]Question 2m: Queen's contributed to: Self-confidence.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 59 | 61 | 61 | 67 | 75 | 66 | 69 | 63 | 68 |
| Arts and Science | 65 | 65 | 60 | 63 | 66 | 66 | 66 | 67 | 66 |
| Concurrent Education | 60 | 62 | 54 | 57 | 62 | 76 | 70 | 70 | 67 |
| Education | 72 | 61 | 74 | 65 | 65 | 62 | 66 | 64 | 64 |
| Law School | 64 | 68 | 61 | 70 | 66 | 69 | 56 | 62 | 64 |
| School of Business | 65 | 71 | 69 | 90 | 82 | 80 | 75 | 84 | 82 |
| School of Nursing | 75 | 84 | 74 | 79 | 83 | 81 | 79 | 86 | 81 |
| Grand Total | 66 | 65 | 63 | 66 | 69 | 67 | 67 | 68 | 67 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 21 | 21 | 22 | 25 | 23 | 24 |  |  |
| Rank of statement | 5 | 6 | 5 | 4 | 4 | 4 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 88 | 90 |
| Rank of statement |  |  |  |  |  |  | 4 | 4 |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Exit Poll 2010

## Question 2: Contribution of Education to Learning and Development

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

| Percent | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 12 | 14 | 14 | 16 | 20 | 22 | 18 | 19 | 19 |  |
| Applied Science | 59 | 62 | 61 | 57 | 55 | 59 | 56 | 55 | 56 |  |
| Arts and Science | 46 | 51 | 35 | 40 | 37 | 48 | 47 | 59 | 46 |  |
| Concurrent Education | 45 | 40 | 49 | 38 | 39 | 35 | 34 | 39 | 37 |  |
| Education | 21 | 27 | 17 | 23 | 23 | 22 | 11 | 5 | 17 |  |
| Law School | 13 | 18 | 25 | 32 | 21 | 21 | 22 | 27 | 25 |  |
| School of Business | 47 | 41 | 37 | 48 | 40 | 54 | 58 | 29 | 46 |  |
| School of Nursing | 44 | 47 | 46 | 44 | 43 | 46 | 44 | 44 | 44 |  |
| Grand Total |  |  |  |  |  |  |  |  |  |  |

Importance of this Statement to Students


* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 20: Queen's contributed to: Understanding of science.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 89 | 93 | 86 | 84 | 92 | 88 | 94 | 89 | 89 |
| Arts and Science | 49 | 48 | 46 | 49 | 48 | 49 | 50 | 50 | 49 |
| Concurrent Education | 33 | 41 | 33 | 34 | 36 | 42 | 39 | 50 | 40 |
| Education | 40 | 40 | 44 | 34 | 39 | 34 | 36 | 33 | 35 |
| Law School | 0 | 7 | 6 | 3 | 4 | 3 | 0 | 0 | 2 |
| School of Business | 3 | 3 | 4 | 12 | 7 | 11 | 13 | 10 | 11 |
| School of Nursing | 83 | 88 | 95 | 83 | 81 | 90 | 89 | 81 | 85 |
| Grand Total | 51 | 50 | 49 | 49 | 51 | 48 | 50 | 47 | 49 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 9 | 8 | 9 | 8 | 10 | 9 |  |  |
| Rank of statement | 13 | 14 | 13 | 14 | 13 | 13 |  |  |
| Top 2 importance ${ }^{* *}$ |  |  |  |  |  | 60 | 61 |  |
| Rank of statement |  |  |  |  |  | 16 | 16 |  |

* percent of respondents choosing statement as one of top 3 in importance
${ }^{\star \star}$ percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 7 | 10 | 12 | 9 | 11 | 12 | 7 | 11 | 10 |
| Arts and Science | 32 | 35 | 36 | 31 | 31 | 36 | 28 | 28 | 31 |
| Concurrent Education | 34 | 40 | 38 | 32 | 39 | 40 | 30 | 33 | 35 |
| Education | 48 | 37 | 46 | 36 | 36 | 28 | 32 | 36 | 34 |
| Law School | 7 | 8 | 7 | 7 | 11 | 6 | 3 | 0 | 5 |
| School of Business | 5 | 12 | 12 | 19 | 12 | 12 | 8 | 10 | 12 |
| School of Nursing | 6 | 16 | 7 | 7 | 3 | 17 | 21 | 14 | 13 |
| Grand Total | 27 | 28 | 29 | 26 | 26 | 29 | 24 | 25 | 26 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 2 | 2 | 3 | 2 | 3 | 4 |  |  |
| Rank of statement | 22 | 22 | 21 | 19 | 20 | 20 |  |  |
| Top 2 importance ${ }^{\star \star}$ |  |  |  |  |  |  | 45 | 43 |
| Rank of statement |  |  |  |  |  |  | 21 | 21 |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 36 | 36 | 38 | 42 | 39 | 33 | 41 | 33 | 38 |
| Arts and Science | 64 | 68 | 64 | 63 | 65 | 65 | 58 | 60 | 62 |
| Concurrent Education | 73 | 72 | 61 | 57 | 55 | 65 | 60 | 67 | 61 |
| Education | 80 | 73 | 78 | 72 | 74 | 66 | 67 | 55 | 67 |
| Law School | 61 | 68 | 68 | 60 | 68 | 74 | 47 | 33 | 56 |
| School of Business | 58 | 53 | 61 | 71 | 61 | 58 | 45 | 54 | 58 |
| School of Nursing | 89 | 82 | 84 | 81 | 76 | 85 | 68 | 95 | 81 |
| Grand Total | 63 | 64 | 62 | 62 | 61 | 62 | 56 | 56 | 60 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 4 | 5 | 6 | 8 | 8 | 9 |  |  |
| Rank of statement | 19 | 15 | 15 | 15 | 15 | 15 |  |  |
| Top 2 importance ** |  |  |  |  |  |  |  |  |
| Rank of statement |  |  |  |  |  | 78 | 74 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 26 | 25 | 29 | 27 | 26 | 29 | 23 | 21 | 25 |
| Arts and Science | 61 | 62 | 64 | 60 | 59 | 60 | 58 | 59 | 59 |
| Concurrent Education | 58 | 51 | 45 | 43 | 49 | 53 | 41 | 56 | 48 |
| Education | 65 | 57 | 58 | 54 | 56 | 55 | 44 | 47 | 51 |
| Law School | 68 | 68 | 74 | 68 | 72 | 74 | 47 | 41 | 60 |
| School of Business | 44 | 39 | 55 | 70 | 51 | 50 | 55 | 46 | 54 |
| School of Nursing | 69 | 50 | 51 | 59 | 57 | 62 | 42 | 57 | 55 |
| Grand Total | 54 | 53 | 56 | 53 | 53 | 55 | 50 | 51 | 52 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 11 | 11 | 13 | 15 | 15 | 15 |  |  |
| Rank of statement | 11 | 11 | 10 | 10 | 10 | 10 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 75 | 72 |
| Rank of statement |  |  |  |  |  |  | 13 | 12 |

${ }^{\star}$ percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| :--- | :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science | 24 | 21 | 24 | 22 | 23 | 27 | 23 | 19 | 23 |
| Arts and Science | 43 | 45 | 44 | 46 | 47 | 50 | 45 | 45 | 47 |
| Concurrent Education | 61 | 51 | 43 | 41 | 44 | 52 | 42 | 42 | 44 |
| Education | 54 | 46 | 52 | 46 | 54 | 49 | 44 | 47 | 48 |
| Law School | 78 | 68 | 71 | 73 | 68 | 78 | 61 | 46 | 65 |
| School of Business | 26 | 21 | 39 | 48 | 39 | 38 | 39 | 30 | 39 |
| School of Nursing | 58 | 48 | 58 | 48 | 41 | 58 | 47 | 52 | 49 |
| Grand Total | 43 | 41 | 43 | 43 | 43 | 48 | 42 | 41 | 44 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 4 | 3 | 3 | 4 | 5 | 6 |  |  |
| Rank of statement | 20 | 20 | 20 | 17 | 17 | 16 |  |  |
| Top 2 importance ** |  |  |  |  |  | 67 | 65 |  |
| Rank of statement |  |  |  |  |  | 15 | 15 |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Question 2: Contribution of Education to Learning and Development

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

| Percent <br>  |  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science |  |  |  |  |  |  |  |  |  |  |
| Arts and Science |  |  |  |  |  |  |  |  |  |  |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3* | 7 | 9 | 7 | 10 | 10 | 9 |  |  |
| Rank of statement | 14 | 13 | 14 | 12 | 14 | 12 |  |  |
| Top 2 importance ** |  |  |  |  |  |  | 77 | 72 |
| Rank of statement |  |  |  |  |  |  |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Exit Poll 2010

## Question 2: Contribution of Education to Learning and Development

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 53 | 51 | 50 | 51 | 55 | 52 | 56 | 59 | 55 |
| Arts and Science | 76 | 75 | 74 | 72 | 76 | 72 | 71 | 73 | 73 |
| Concurrent Education | 57 | 54 | 52 | 51 | 58 | 59 | 61 | 63 | 58 |
| Education | 59 | 50 | 66 | 56 | 64 | 57 | 54 | 57 | 58 |
| Law School | 44 | 55 | 36 | 50 | 43 | 57 | 36 | 33 | 44 |
| School of Business | 49 | 53 | 56 | 62 | 51 | 59 | 58 | 50 | 56 |
| School of Nursing | 86 | 78 | 65 | 69 | 83 | 79 | 74 | 62 | 73 |
| Grand Total | 66 | 65 | 65 | 64 | 68 | 65 | 64 | 65 | 65 |

Importance of this Statement to Students

|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percent ranked in top 3 * | 14 | 15 | 12 | 15 | 16 | 17 |  |  |
| Rank of statement | 10 | 9 | 11 | 9 | 9 | 8 |  | 69 |
| Top 2 importance ** |  |  |  |  |  | 71 |  |  |
| Rank of statement |  |  |  |  | 14 | 14 |  |  |

* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)


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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 65 | 70 | 64 | 65 | 69 | 67 | 72 | 70 | 69 |
| Arts and Science | 83 | 82 | 80 | 79 | 80 | 80 | 78 | 80 | 79 |
| Concurrent Education | 39 | 38 | 32 | 33 | 42 | 40 | 53 | 52 | 44 |
| Education | 51 | 37 | 42 | 46 | 37 | 36 | 37 | 34 | 38 |
| Law School | 83 | 83 | 93 | 80 | 85 | 86 | 86 | 67 | 81 |
| School of Business | 39 | 38 | 55 | 58 | 44 | 47 | 47 | 51 | 50 |
| School of Nursing | 72 | 72 | 65 | 72 | 81 | 77 | 89 | 76 | 79 |
| Grand Total | 71 | 69 | 69 | 68 | 69 | 67 | 68 | 68 | 68 |

Importance of this Statement to Students


* percent of respondents choosing statement as one of top 3 in importance
** percent of respondents choosing statement as Extremely Important or Very Important (top 2 choices on a scale of 1 to 5)



## Exit Poll 2010

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 |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  | 73 | 82 | 78 | 86 | 76 | 79 |
| Arts and Science |  |  |  | 77 | 84 | 82 | 80 | 82 | 81 |
| Concurrent Education |  |  |  | 53 | 57 | 61 | 73 | 73 | 64 |
| Education |  |  |  | 63 | 59 | 60 | 64 | 59 | 61 |
| Law School |  |  |  | 80 | 70 | 83 | 61 | 62 | 71 |
| School of Business |  |  |  | 92 | 84 | 91 | 86 | 89 | 88 |
| School of Nursing |  |  |  | 84 | 83 | 90 | 84 | 95 | 87 |
| Grand Total |  |  |  | 74 | 79 | 77 | 78 | 77 | 77 |



Question 3: Satisfaction with Services and Facilities
Question 3a: Satisfaction with: Athletic facilities.

| Percent |  |  |  |  |  |  |  |  |  |  |  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



Question 3: Satisfaction with Services and Facilities

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  |  |  | 30 | 46 | 70 | 49 |
| Arts and Science |  |  |  |  |  | 26 | 35 | 69 | 43 |
| Concurrent Education |  |  |  |  |  | 38 | 34 | 78 | 50 |
| Education |  |  |  |  |  | 29 | 43 | 63 | 45 |
| Law School |  |  |  |  |  | 27 | 28 | 51 | 36 |
| School of Business |  |  |  |  |  | 17 | 25 | 55 | 33 |
| School of Nursing |  |  |  |  |  | 35 | 59 | 61 | 52 |
| Grand Total |  |  |  |  |  | 27 | 37 | 67 | 44 |



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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 67 | 60 | 50 | 61 | 64 | 67 | 71 | 63 | 65 |
| Arts and Science | 56 | 54 | 54 | 49 | 55 | 56 | 60 | 59 | 56 |
| Concurrent Education | 49 | 49 | 53 | 67 | 53 | 54 | 68 | 65 | 61 |
| Education | 56 | 53 | 57 | 55 | 52 | 59 | 62 | 62 | 58 |
| Law School | 43 | 47 | 45 | 76 | 47 | 53 | 56 | 44 | 55 |
| School of Business | 99 | 99 | 99 | 92 | 94 | 93 | 90 | 93 | 92 |
| School of Nursing | 24 | 60 | 67 | 59 | 60 | 62 | 74 | 67 | 64 |
| Grand Total | 58 | 57 | 57 | 55 | 58 | 60 | 64 | 63 | 60 |



Question 3c: Satisfaction with: Laboratory facilities.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 51 | 54 | 52 | 67 | 68 | 69 | 74 | 65 | 69 |
| Arts and Science | 51 | 54 | 54 | 65 | 67 | 64 | 72 | 67 | 67 |
| Concurrent Education | 42 | 32 | 49 | 53 | 51 | 57 | 56 | 84 | 60 |
| Education | 37 | 45 | 52 | 52 | 37 | 48 | 48 | 62 | 49 |
| Law School | 25 | 53 | 27 | 82 | 17 | 50 | 0 | 67 | 43 |
| School of Business | 26 | 34 | 16 | 37 | 26 | 62 | 62 | 40 | 45 |
| School of Nursing | 31 | 33 | 38 | 54 | 68 | 76 | 83 | 70 | 70 |
| Grand Total | 49 | 51 | 51 | 62 | 63 | 63 | 68 | 66 | 64 |



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

| Percent |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Applied Science |  |  |  |  |  |  |  |  |  |  |
| Arts and Science |  |  |  |  |  |  |  |  |  |  |



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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 82 | 81 | 78 | 83 | 82 | 78 | 90 | 84 | 83 |
| Arts and Science | 82 | 86 | 82 | 80 | 89 | 87 | 92 | 89 | 87 |
| Concurrent Education | 79 | 81 | 76 | 81 | 81 | 81 | 86 | 77 | 81 |
| Education | 79 | 79 | 79 | 83 | 79 | 82 | 78 | 69 | 78 |
| Law School | 73 | 67 | 75 | 88 | 81 | 80 | 69 | 72 | 78 |
| School of Business | 84 | 77 | 82 | 82 | 87 | 82 | 88 | 86 | 85 |
| School of Nursing | 94 | 92 | 79 | 81 | 93 | 96 | 100 | 95 | 93 |
| Grand Total | 81 | 83 | 81 | 81 | 86 | 85 | 88 | 84 | 85 |



Question 3: Satisfaction with Services and Facilities
Question 3f: Satisfaction with: Library services.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 82 | 85 | 75 | 83 | 80 | 84 | 88 | 89 | 85 |
| Arts and Science | 86 | 89 | 89 | 86 | 89 | 89 | 91 | 87 | 88 |
| Concurrent Education | 87 | 95 | 87 | 83 | 87 | 83 | 89 | 87 | 86 |
| Education | 90 | 86 | 88 | 90 | 89 | 89 | 89 | 86 | 88 |
| Law School | 78 | 78 | 85 | 95 | 79 | 88 | 74 | 77 | 82 |
| School of Business | 71 | 75 | 73 | 80 | 78 | 75 | 76 | 81 | 78 |
| School of Nursing | 86 | 96 | 70 | 88 | 84 | 92 | 100 | 95 | 92 |
| Grand Total | 84 | 88 | 85 | 86 | 87 | 87 | 89 | 86 | 87 |



Question 3g: Satisfaction with: Study space.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 62 | 61 | 72 | 70 | 76 | 73 | 80 | 79 | 76 |
| Arts and Science | 63 | 65 | 63 | 63 | 74 | 69 | 72 | 73 | 70 |
| Concurrent Education | 57 | 59 | 55 | 67 | 70 | 70 | 73 | 68 | 70 |
| Education | 54 | 62 | 58 | 59 | 61 | 68 | 67 | 64 | 64 |
| Law School | 66 | 60 | 60 | 88 | 63 | 64 | 47 | 49 | 62 |
| School of Business | 58 | 46 | 62 | 65 | 62 | 63 | 68 | 61 | 64 |
| School of Nursing. | 69 | 75 | 58 | 74 | 74 | 84 | 95 | 86 | 82 |
| Grand Total | 62 | 63 | 63 | 64 | 72 | 70 | 72 | 70 | 70 |



## Question 3: Satisfaction with Services and Facilities

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 50 | 48 | 48 | 47 | 57 | 51 | 63 | 65 | 57 |
| Arts and Science | 57 | 55 | 58 | 54 | 57 | 52 | 60 | 62 | 57 |
| Concurrent Education | 70 | 66 | 69 | 77 | 59 | 70 | 62 | 84 | 70 |
| Education | 73 | 70 | 71 | 72 | 74 | 74 | 78 | 75 | 74 |
| Law School | 76 | 71 | 76 | 64 | 50 | 46 | 13 | 45 | 44 |
| School of Business | 45 | 41 | 50 | 77 | 69 | 77 | 80 | 89 | 79 |
| School of Nursing | 28 | 54 | 58 | 55 | 49 | 70 | 50 | 43 | 53 |
| Grand Total | 57 | 56 | 59 | 58 | 59 | 58 | 63 | 67 | 61 |



Question 3: Satisfaction with Services and Facilities
Question 3i: Satisfaction with: Academic counselling services.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 35 | 44 | 31 | 35 | 55 | 53 | 58 | 60 | 52 |
| Arts and Science | 49 | 46 | 50 | 46 | 50 | 50 | 54 | 57 | 52 |
| Concurrent Education | 50 | 39 | 35 | 72 | 41 | 66 | 58 | 66 | 61 |
| Education | 52 | 47 | 56 | 58 | 55 | 63 | 65 | 60 | 60 |
| Law School | 49 | 51 | 48 | 75 | 53 | 61 | 40 | 43 | 54 |
| School of Business | 54 | 39 | 45 | 65 | 70 | 68 | 69 | 73 | 69 |
| School of Nursing | 24 | 39 | 53 | 48 | 50 | 61 | 42 | 44 | 49 |
| Grand Total | 47 | 45 | 47 | 47 | 52 | 55 | 57 | 59 | 54 |



Question 3: Satisfaction with Services and Facilities

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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 40 | 32 | 35 | 42 | 46 | 42 | 51 | 66 | 49 |
| Arts and Science | 51 | 55 | 53 | 56 | 54 | 56 | 61 | 62 | 58 |
| Concurrent Education | 53 | 47 | 42 | 70 | 38 | 63 | 53 | 74 | 60 |
| Education | 44 | 35 | 37 | 60 | 39 | 51 | 54 | 47 | 50 |
| Law School | 48 | 58 | 48 | 81 | 59 | 64 | 69 | 67 | 68 |
| School of Business | 59 | 28 | 38 | 61 | 65 | 62 | 59 | 68 | 63 |
| School of Nursing | 40 | 60 | 69 | 65 | 45 | 56 | 50 | 75 | 58 |
| Grand Total | 49 | 48 | 47 | 55 | 51 | 54 | 58 | 62 | 56 |



Question 3: Satisfaction with Services and Facilities

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

| Percent <br>  |  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science |  |  |  |  |  |  |  |  |  |  |
| Arts and Science |  |  |  |  |  |  |  |  |  |  |



Question 3: Satisfaction with Services and Facilities
Question 31: Satisfaction with: Fee payment services.

| Percent |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Applied Science |  |  |  |  |  |  |  |  |  |  |
| Arts and Science |  |  |  |  |  |  |  |  |  |  |



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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 61 | 61 | 54 | 58 | 60 | 60 | 67 | 60 | 61 |
| Arts and Science | 56 | 51 | 56 | 50 | 52 | 52 | 56 | 64 | 55 |
| Concurrent Education | 64 | 63 | 45 | 53 | 50 | 53 | 62 | 74 | 58 |
| Education | 59 | 62 | 58 | 63 | 59 | 49 | 53 | 59 | 56 |
| Law School | 66 | 73 | 63 | 89 | 65 | 74 | 48 | 57 | 66 |
| School of Business | 63 | 63 | 48 | 59 | 44 | 59 | 61 | 56 | 56 |
| School of Nursing | 58 | 62 | 52 | 68 | 67 | 64 | 57 | 69 | 65 |
| Grand Total | 59 | 57 | 55 | 56 | 54 | 54 | 58 | 63 | 57 |



Question 3: Satisfaction with Services and Facilities
Question 3n: Satisfaction with: Registration services.

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 69 | 70 | 61 | 50 | 53 | 54 | 52 | 52 | 52 |
| Arts and Science | 67 | 66 | 63 | 44 | 47 | 53 | 52 | 54 | 50 |
| Concurrent Education | 67 | 61 | 65 | 43 | 54 | 57 | 59 | 57 | 54 |
| Education | 62 | 65 | 67 | 60 | 56 | 61 | 59 | 53 | 58 |
| Law School | 63 | 73 | 61 | 92 | 67 | 70 | 49 | 53 | 66 |
| School of Business | 82 | 61 | 72 | 48 | 47 | 56 | 49 | 48 | 50 |
| School of Nursing | 61 | 64 | 42 | 67 | 67 | 69 | 76 | 70 | 70 |
| Grand Total | 68 | 66 | 63 | 50 | 51 | 56 | 54 | 54 | 53 |



## Question 30: Satisfaction with: Residences.

| Percent |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| Applied Science | 57 | 64 | 55 | 51 | 61 | 63 | 60 | 65 | 60 |
| Arts and Science | 58 | 61 | 56 | 53 | 62 | 63 | 62 | 66 | 61 |
| Concurrent Education | 59 | 33 | 27 | 46 | 41 | 58 | 56 | 59 | 52 |
| Education | 26 | 38 | 32 | 46 | 34 | 36 | 53 | 26 | 39 |
| Law School | 34 | 56 | 39 | 84 | 24 | 53 | 50 | 63 | 55 |
| School of Business | 57 | 62 | 51 | 57 | 63 | 62 | 62 | 58 | 60 |
| School of Nursing | 62 | 68 | 63 | 63 | 81 | 64 | 75 | 60 | 68 |
| Grand Total | 56 | 60 | 53 | 52 | 60 | 61 | 61 | 62 | 59 |



## Question 3: Satisfaction with Services and Facilities

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

| Percent | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 5 Yr Ave |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Applied Science | 26 | 32 | 25 | 34 | 38 | 36 | 49 | 38 | 39 |
| Arts and Science | 39 | 29 | 37 | 40 | 41 | 49 | 51 | 57 | 48 |
| Concurrent Education | 30 | 6 | 11 | 39 | 23 | 27 | 64 | 93 | 49 |
| Education | 11 | 26 | 14 | 33 | 21 | 32 | 40 | 38 | 33 |
| Law School | 20 | 33 | 15 | 92 | 50 | 75 | 50 | 50 | 63 |
| School of Business | 70 | 49 | 40 | 71 | 56 | 53 | 63 | 73 | 63 |
| School of Nursing | 0 | 44 | 17 | 30 | 44 | 57 | 40 | 0 | 34 |
| Grand Total | 35 | 31 | 31 | 41 | 39 | 44 | 51 | 57 | 46 |



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

| Percent |  |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science | 57 | 60 | 51 | 54 | 58 | 55 | 61 | 65 | 58 |
| Arts and Science | 62 | 63 | 59 | 57 | 64 | 62 | 65 | 66 | 63 |
| Concurrent Education | 67 | 53 | 63 | 60 | 51 | 67 | 58 | 75 | 62 |
| Education | 53 | 51 | 55 | 62 | 48 | 52 | 52 | 55 | 54 |
| Law School | 51 | 44 | 38 | 79 | 44 | 53 | 41 | 39 | 51 |
| School of Business | 46 | 47 | 53 | 47 | 44 | 49 | 51 | 39 | 46 |
| School of Nursing | 54 | 76 | 64 | 71 | 76 | 73 | 89 | 80 | 78 |
| Grand Total | 59 | 59 | 56 | 57 | 60 | 60 | 62 | 63 | 60 |



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

| Percent | Percent Who Agreed or Strongly Agreed |  |  |  |  |  |  |  | 5 Yr Ave |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |  |
| Applied Science |  |  |  | 81 | 86 | 81 | 90 | 89 | 85 |
| Arts and Science |  |  |  | 75 | 83 | 79 | 81 | 83 | 80 |
| Concurrent Education |  |  |  | 68 | 66 | 70 | 77 | 72 | 71 |
| Education |  |  |  | 68 | 70 | 72 | 67 | 68 | 69 |
| Law School |  |  |  | 73 | 70 | 89 | 72 | 72 | 75 |
| School of Business |  |  |  | 96 | 89 | 91 | 90 | 94 | 92 |
| School of Nursing |  |  |  | 86 | 86 | 83 | 79 | 90 | 85 |
| Grand Total |  |  |  | 76 | 81 | 79 | 80 | 81 | 80 |

## 2010 response percentages

|  | ENG | ASC | CON-ED | EDU | LAW | BUS | NUR | ALL |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Strongly Disagree | 0 | 2 | 8 | 3 | 3 | 0 | 0 | 2 |
| Disagree | 8 | 6 | 3 | 9 | 13 | 0 | 0 | 6 |
| Neutral | 3 | 9 | 17 | 21 | 13 | 6 | 10 | 11 |
| Agree | 46 | 43 | 34 | 45 | 41 | 40 | 52 | 43 |
| Strongly Agree | 43 | 40 | 38 | 23 | 31 | 54 | 38 | 39 |
| Top 2 | 89 | 83 | 72 | 68 | 72 | 94 | 90 | 81 |

Percent Who Agreed or Strongly Agreed - by Faculty


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

| Debt Load | ENG |  | ASC |  | CON-ED |  | EDU |  | LAW |  | BUS |  | NUR |  | ALL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| No Debt | 47 | 58 | 51 | 53 | 35 | 25 | 26 | 23 | 12 | 6 | 50 | 60 | 47 | 32 | 45 | 46 |
| \$1-\$4,999 | 9 | 2 | 9 | 8 | 5 | 12 | 7 | 5 | 6 | 3 | 7 | 0 | 18 | 5 | 8 | 6 |
| \$5,000-\$9,999 | 6 | 11 | 5 | 4 | 8 | 12 | 13 | 15 | 0 | 3 | 7 | 6 | 12 | 0 | 7 | 7 |
| \$10,000-\$14,999 | 4 | 3 | 5 | 5 | 10 | 7 | 14 | 16 | 0 | 0 | 3 | 11 | 6 | 11 | 6 | 7 |
| \$15,000-\$19,999 | 7 | 3 | 5 | 4 | 3 | 3 | 8 | 9 | 3 | 6 | 3 | 6 | 0 | 5 | 5 | 5 |
| \$20,000-\$24,999 | 8 | 8 | 7 | 7 | 10 | 8 | 11 | 6 | 6 | 14 | 10 | 8 | 6 | 26 | 8 | 8 |
| \$25,000-\$29,999 | 4 | 1 | 7 | 7 | 9 | 5 | 7 | 5 | 9 | 11 | 4 | 0 | 0 | 5 | 7 | 6 |
| \$30,000-\$39,999 | 6 | 6 | 5 | 7 | 9 | 10 | 9 | 8 | 6 | 6 | 7 | 3 | 6 | 11 | 6 | 7 |
| \$40,000-\$49,999 | 5 | 3 | 3 | 4 | 10 | 8 | 5 | 5 | 9 | 9 | 6 | 3 | 6 | 5 | 5 | 4 |
| \$50,000-\$74,999 | 4 | 2 | 2 | 1 | 1 | 8 | 0 | 9 | 39 | 31 | 3 | 3 | 0 | 0 | 3 | 4 |
| $>=\$ 75,000$ | 1 | 1 | 1 | 0 | 0 | 2 | 0 | 0 | 9 | 11 | 0 | 0 | 0 | 0 | 1 | 1 |
| With Debt | 53 | 42 | 49 | 47 | 65 | 75 | 74 | 77 | 88 | 94 | 50 | 40 | 53 | 68 | 55 | 54 |

Excludes those who would rather not specify and non-responses.
Question 5a: Percentage of repayable debt by source at graduation
Average reported percentage

|  | ENG |  | ASC |  | CON-ED |  | EDU |  | LAW |  | BUS |  | NUR |  | ALL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Government | 21 | 35 | 23 | 48 | 39 | 56 | 30 | 41 | 40 | 49 | 19 | 46 | 15 | 45 | 25 | 46 |
| Private | 10 | 25 | 11 | 19 | 12 | 15 | 21 | 31 | 36 | 31 | 15 | 13 | 17 | 20 | 13 | 22 |
| Family | 48 | 28 | 46 | 28 | 33 | 19 | 28 | 21 | 11 | 16 | 53 | 34 | 47 | 26 | 42 | 25 |
| Crredit Card | 4 | 5 | 5 | 3 | 4 | 4 | 7 | 5 | 5 | 1 | 1 | 0 | 3 | 2 | 5 | 3 |
| Other | 16 | 7 | 15 | 2 | 12 | 6 | 14 | 3 | 7 | 3 | 13 | 6 | 18 | 7 | 15 | 3 |

Excludes non-responses and "no debt" responses.


Average Debt Distribution - All (2010)


Question 6: Please select the statement that best describes your post-graduation expectations for then next six to twelve months:

Percent of respondents

|  | ENG |  | ASC |  | CON-ED |  | EDU |  | LAW |  | BUS |  | NUR |  | ALL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Seeking employment | 61 | 60 | 34 | 33 | 39 | 48 | 94 | 92 | 94 | 97 | 84 | 79 | 89 | 95 | 51 | 53 |
| Studying | 23 | 30 | 52 | 51 | 55 | 42 | 1 | 4 | 6 | 0 | 11 | 14 | 5 | 0 | 37 | 35 |
| Travelling | 8 | 5 | 7 | 6 | 2 | 2 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 5 | 5 | 4 |
| Volunteering | 1 | 0 | 2 | 2 | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Other | 7 | 5 | 5 | 9 | 5 | 6 | 4 | 2 | 0 | 3 | 4 | 4 | 5 | 0 | 5 | 6 |

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

|  | ENG |  | ASC |  | CON-ED |  | EDU |  | LAW |  | BUS |  | NUR |  | ALL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Business or industry | 96 | 95 | 38 | 29 | 0 | 0 | 0 | 1 | 69 | 66 | 97 | 98 | 0 | 0 | 42 | 39 |
| Education sector | 0 | 0 | 9 | 12 | 98 | 97 | 96 | 95 | 0 | 0 | 2 | 0 | 0 | 0 | 32 | 32 |
| Government sector | 2 | 3 | 24 | 23 | 2 | 0 | 1 | 3 | 22 | 16 | 0 | 0 | 0 | 0 | 11 | 10 |
| Health sector | 0 | 0 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 | 100 | 7 | 9 |
| Other | 2 | 2 | 18 | 23 | 0 | 3 | 2 | 1 | 9 | 18 | 2 | 2 | 0 | 0 | 8 | 10 |

For those "seeking employment" in Question 6

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

|  | ENG |  | ASC |  | CON-ED |  | EDU |  | LAW |  | BUS |  | NUR |  | ALL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 | 2009 | 2010 |
| Another bachelors degree | 0 | 7 | 5 | 5 | 17 | 30 | 0 | 0 | 0 | - | 0 | 0 | 0 | - | 6 | 7 |
| College diploma | 0 | 3 | 10 | 9 | 0 | 4 | 0 | 0 | 0 | - | 0 | 0 | 0 | - | 7 | 8 |
| Advanced acdemic degree | 94 | 83 | 49 | 47 | 14 | 11 | 100 | 100 | 50 | - | 38 | 50 | 100 | - | 48 | 48 |
| Professional designation | 3 | 7 | 34 | 34 | 67 | 52 | 0 | 0 | 50 | - | 63 | 50 | 0 | - | 37 | 33 |
| Other | 3 | 0 | 3 | 5 | 2 | 4 | 0 | 0 | 0 | - | 0 | 0 | 0 | - | 3 | 4 |

For those "studying" in Question 6

|  |  |  |
| :---: | :---: | :---: |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| 1. The following statements are concerned with your learning experience at Queen's. Think back to your experiences as a student at Queen's and rate how much you agree or disagree with each statement. Remember to rate your experience as a whole without focusing on one particular year, class or instructor. If you have no direct experience with any of these items, please respond by providing your best impression. Response required |  |  |
| a) Instructors took an active interest in my learning. |  |  |
| 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)i) Assessment methods (exams and marking) were fair. |  |  |
| i)ii) The exams used for assessing progress were fair. |  |  |
| (i)iii) Marking of assignments was fair. |  |  |
| (ji) My program had a good balance between theory and practice. |  |  |
| (i)ii) My program had the right amount of theory incorporated into the curriculum. |  |  |
| jiii) My program had an appropriate amount of practice-based learning. |  |  |
| k) I was generally able to enroll in the courses I wanted. |  |  |
| 1) My learning experience was intellectually stimulating. |  |  |
| m) My learning experience has been enjoyable. |  |  |
| n) There was ample scope for organized social activities at Queen's. |  |  |
| O) Overall, the learning experience at Queen's was excellent. |  |  |
|  |  |  |
|  |  |  |
| 1b. Considering the statements you just rated, please indicate the top three experiences that are most important to you. Response required |  |  |
| Most important | $1=$ | Instructors took an active interest in my learning |
| Second-most important | $2=$ | Instructors were readily accessible outside class |
| Third-most important |  | Instructors made an effort to check that students understood the material taught |
|  |  | Instructors provided helpful feedback |



|  | 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 |
|  |  |  |
| Services and Facilities |  |  |
| 3. Piease rate your satisfaction with the foliowing University-wide services and facilities; please do not rate your particuiar Facuity's or School's service. If you are not familiar with the service, please select "unable to evaluate". Response required |  |  |
| a)i) Athletic facilities |  |  |
| a)ii) Athletic and recreation services | $6=$ | Very Satisfied |
| b) Classroom facilities | $5=$ | Satisfied |
| c) Laborator 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 |  |  |
| 0) Residences |  |  |
| p) Services for international students |  |  |
| a) John Deutsch University Centre |  |  |
|  |  |  |
| 4. Indicate your level of agreement with the foilowing statement: "Overail, my experience as a student at Queen's was excelient." 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 remlssion/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 |
|  |  |  |
|  |  |  |
|  |  |  |
| 5a. Please indicate the percentage of your total repayable debt from the foliowing sources (if applicable). |  |  |
| Pitvato (benk line of crectit) : |  |  |
| Government |  |  |
| Family |  |  |
| Creot cards |  |  |
| Otrer |  |  |
| (please specity) |  |  |


|  |  |  |
| :---: | :---: | :---: |
| Your Immediate Plans |  |  |
| 6. Please select the statement that best describes your post-graduation expectations for the next six to tweive months: Response required |  |  |
|  | $1=$ | I will be employed or seeking employment. -> Q6a |
|  | $2=$ | I will be studying. > $>$ Q6b |
|  | 3 = | I will be traveling. $\cdot>$ Q10 |
|  | $4=$ | I will be volunteering. -> Q10 |
|  | $5=$ | Other -> Q10 |
|  |  |  |
|  |  |  |
| (please specity): |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| 6a. Please seiect the type of employment you will have or will be seeking (select one only) : |  |  |
|  |  | Business or industry (private sector or crown corporations) |
|  | $2=$ | Education sector (elementary, secondary, post-secondary) |
|  | $3=$ | Govemment sector (municipal, provincial/territorial, federal) |
|  | $4=$ | Health sector (private or public practice including institutional settings) |
|  | $5=$ | Other (please specify): |
| (please specify): |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| 6b. Please select the kind of studying in which you wili be engaged (select one only): |  |  |
|  | 1 = | Another Bachelor's degree |
|  | $2=$ | College diploma |
|  | $3=$ | Advanced academic degree (Master's, Ph.D.) |
|  |  | Professional designation (Law, Medical, Teaching, other) |
|  | $5=$ | Other (please specify) |
| (please specity): |  |  |
|  |  |  |
|  |  |  |
| 7. Briefly provide any additional comments that may heip us to understand your survey responses better. (1000 char. max) |  |  |
|  |  |  |


[^0]:    ${ }^{1}$ 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.

[^1]:    

