

Arizona State University  
Graduating Senior Report Card

Summary of Findings  
1992 - 1993

Office of University Evaluation

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Arizona State University  
April 1994

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## Executive Summary

This report summarizes the 1992-93 graduating seniors' survey (the Arizona State University Report Card) which investigated seniors' perceptions of ASU, their academic experience, and their plans for the future.

Seniors received the survey when they paid their graduation fee in the fall or spring semester. There were 2,359 respondents to the survey which represented about 46% of the undergraduate students who graduated in December 1992 and May 1993.

Over ninety percent of the senior respondents rated ASU as average or superior to other universities in the county. Fifty-two percent rated their academic department/school/division as "among the best" or "better than most" in the country.

Most students were satisfied with their overall academic experience at ASU, and would select both ASU and their same major again.

Most seniors would characterize the campus climate as friendly, tolerant, respectful and relaxed and as somewhere in-between socially integrated or separated and concerned or indifferent.

Fifty-four percent of the seniors were satisfied with the quality of their courses for providing them with a good, general education; 57% responded that their General Studies courses were not a "waste of time."

Seventy-two percent of the students attended summer school to graduate within their expectation of "on time."

Fifty-eight percent agreed that most of their classes had too many students in them; however, 61% disagreed that they had to go to another institution to get the classes they needed.

Students expressed much greater satisfaction with the quality of instruction in their upper division courses than in their lower division courses.

Over 75% indicated that most of their teachers were available outside of class to help them.

Nearly 80% of the students were employed while attending ASU and over 60% of this group worked 21 or more hours per week.

Twenty-four percent had a job after graduation with most planning to work in the Phoenix metropolitan area. Twenty-six percent planned to attend graduate or professional school. The remaining 50% had no imminent job or educational plans.

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## INTRODUCTION

The 1992-93 Arizona State University Report Card is a survey of seniors who were planning to graduate from ASU in December 1992 or May 1993. The survey investigates seniors' attitudes regarding ASU, their academic experience, and their plans for the future.

This report is the second in a series of annual reports which describes graduating seniors' general perceptions of ASU. When possible, the 1992-93 findings will be compared to those presented in last year's report for 1991-92 graduating seniors.

The first section, Students' Perceptions of Arizona State University, contains students' ratings of ASU and the campus climate. Opinions about class-related experiences and the General Studies Program are presented in the second section, Students' Perceptions of Their Academic Experience.

The third section, Students' Perceptions of their Academic Department, contains students' opinions about their department and major. Students' Perceptions of Faculty and Students' Career Plans comprise the fourth and fifth sections of this report.

The final section, Student Profile, summarizes selected background information on graduating seniors including where they lived, how long it took to graduate, use of financial aid, and how much they worked while attending ASU.

## METHODOLOGY

Survey respondents consisted of 2,359 Arizona State University undergraduate students who applied for December 1992 or May 1993 graduation. This is about 46% of the approximately 5,100 seniors who graduated in December 1992 and May 1993.

Surveys were distributed by cashiers from August 1992 through May 1993 when students paid their graduation fees. The completed surveys were returned to the Graduation Office or mailed to the Office of University Evaluation.

The survey instrument with the percent of students responding to each multiple-choice item is presented in Appendix A. A summary of responses to the open-ended survey items will be provided in a separate report.

All demographic data in the 1992-93 survey are self-reported. In Appendix B, the number of respondents by college, ethnicity, gender, and age is summarized. A comparison of survey respondents to all undergraduate graduates in December 1992 and May 1993 by college, ethnicity, and gender is provided in Appendix C.

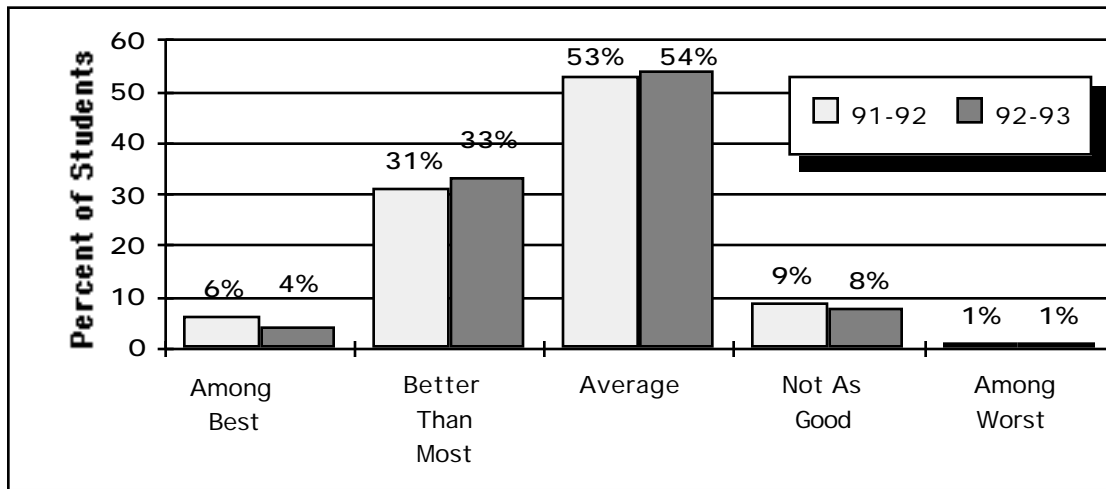
Percentages shown in the tables and figures are based on the percent of valid responses for each survey item. Due to rounding, percentages provided in tables and figures may not equal 100%.

Section I

**STUDENTS' PERCEPTIONS OF ARIZONA STATE UNIVERSITY**

Again this year, students gave Arizona State University a positive rating. They were asked, "In general, how would you rate Arizona State University?" Figure 1 shows that 37% consider ASU to be among the better schools in the country while 54% rate it as average. Only 9% of the students responded that ASU was "not as good or among the worst universities in the country." These findings are very close to those reported in the 1991-92 senior's survey.

Figure 1. "In general, how would you rate Arizona State University?"



Students were asked if they would enroll at ASU if they had it to do over again. As can be seen in Table 1, 53% of the 1992-93 graduating seniors said they would attend ASU again. Twenty-four percent would not enroll again and 24% were uncertain.

Students' responses to this question are also provided by college in Table 1. More than half of the students in seven colleges indicated that they would attend ASU again. Social Work, at 63%, had the highest percentage of their graduates respond that they would attend the University again.

Table 1. "If you had it to do over again, would you elect to attend ASU?"

	Yes		No		Don't Know	
	92-93	91-92	92-93	91-92	92-93	91-92
All Respondents	53%	51%	24%	27%	24%	22%
Architecture	59%	59%	17%	9%	24%	32%
Business	52%	54%	24%	24%	25%	22%
Education	55%	48%	21%	34%	25%	18%
Engineering	58%	58%	22%	19%	21%	23%
Fine Arts	43%	41%	29%	31%	28%	28%
Liberal Arts	49%	51%	27%	30%	25%	19%
Nursing	57%	65%	13%	9%	30%	26%
Public Programs	60%	47%	21%	29%	19%	24%
Social Work	63%	68%	19%	23%	19%	9%

### Campus Climate

This year's survey included a section addressing the way different racial and ethnic groups viewed the campus climate at ASU. The section consisted of six pairs of antonyms with five positions indicated between the terms. Students were asked to mark the position that best characterized their opinions of the racial/ethnic climate at ASU. The six pairs of climate antonyms were friendly/hostile, socially integrated/socially separated, concerned/indifferent, tolerant/intolerant, respectful/disrespectful, and relaxed/tense. The positions from left to right between the antonyms were assigned the values of 1 through 5 respectively.

The mean response to these campus climate items is shown by respondent ethnicity in Table 2. The percent of all respondents marking each position is given in Appendix A, Section C. A mean response of 3.0 to a pair of antonyms would indicate that most seniors were "middle-of-the-road" in their perception of that campus climate characteristic.

Overall, four pairs of climate antonyms had a mean response well below 3.0 indicating that most ASU seniors perceived the racial/ethnic climate as tending toward friendly, tolerant, respectful, and relaxed. The other two climate items had a mean response near 3.0 indicating that most seniors would characterize the campus as somewhere between socially integrated or separated and concerned or indifferent. Black seniors were more likely than other ethnic groups to perceive ASU's climate as slanting towards socially separated, indifferent, disrespectful, and tense.

**Table 2. Mean Response\* to Campus Climate Items by Ethnicity**

	All Respondents	Native American	Asian	Black	Hispanic	White
Number	2,325	35	113	43	134	1,905
Item	Mean					
Friendly/Hostile	2.4	2.8	2.5	3.1	2.5	2.4
Socially Integrated/ Socially Separated	3.0	3.2	3.1	3.8	3.2	3.0
Concerned/Indifferent	2.9	2.9	3.0	3.4	3.2	2.9
Tolerant/Intolerant	2.6	2.8	2.8	3.1	2.8	2.5
Respectful/Disrespectful	2.6	2.9	2.8	3.3	2.7	2.6
Relaxed/Tense	2.6	2.7	2.6	3.4	2.7	2.6

\* Respondents marked one of five positions between the antonyms (assigned values of "1" through "5" respectively) that best reflected their opinion on the item.

Section II

**STUDENTS' PERCEPTIONS OF THEIR ACADEMIC EXPERIENCE**

Overall Impressions

The survey asked "Overall, how would you rate your satisfaction with your academic experience at ASU?" Figure 2 shows that 57% of the seniors indicated a very high or moderately high level of satisfaction with their academic experience. Additionally, 54% of the respondents were satisfied with the quality of courses in their undergraduate curriculum for providing them with a good, general education (Figure 3). These satisfaction levels for both 1992-93 survey items were similar to those found in the 1991-92 survey.

Figure 2. "Overall, how would you rate your satisfaction with your academic experience at ASU?"

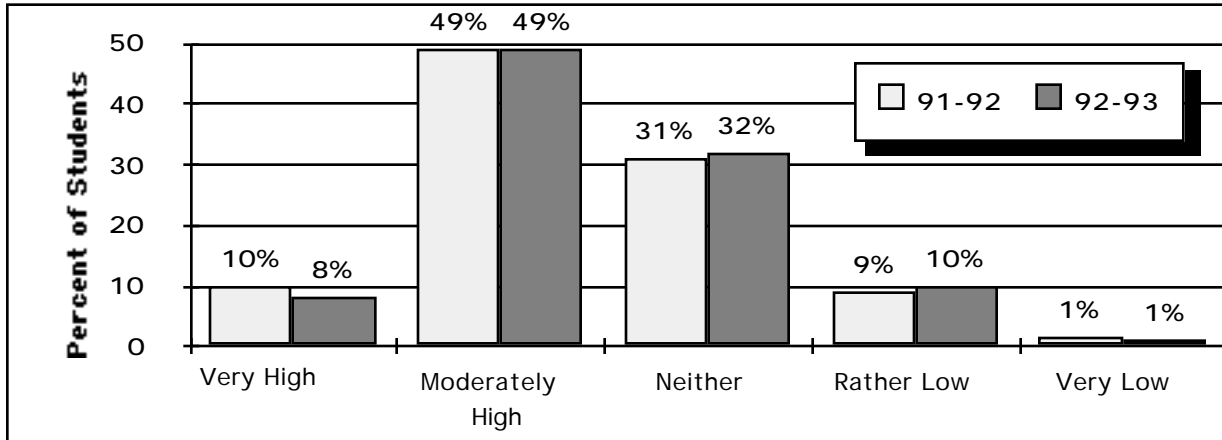
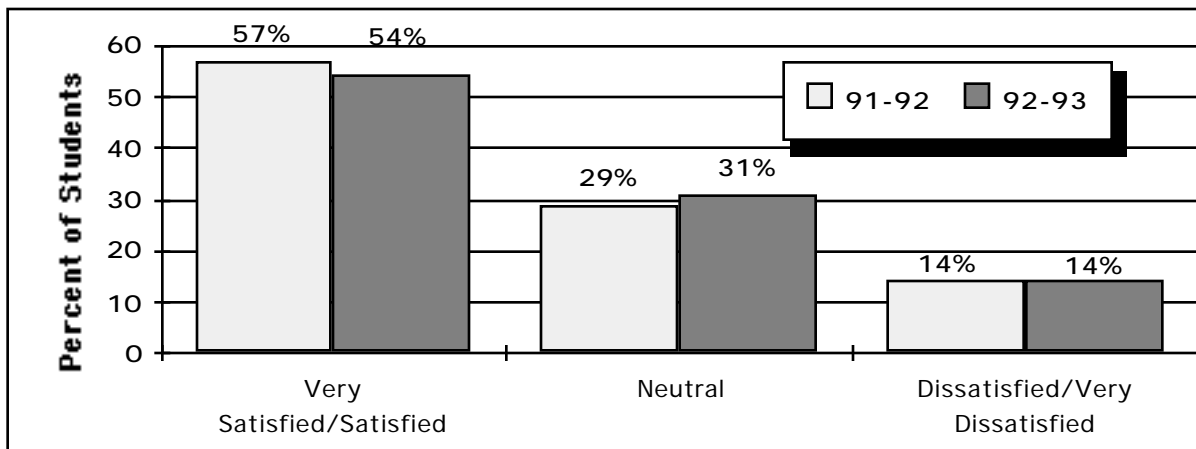


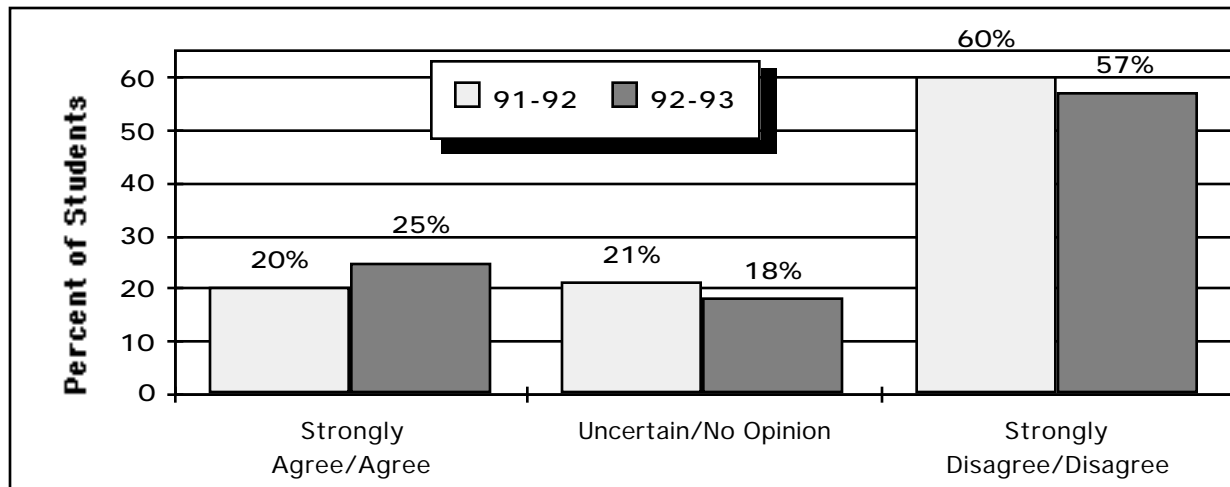
Figure 3. "Quality of courses for providing a good, general education"



## General Studies Program

Seniors were asked to give their opinion on the usefulness of their General Studies courses by responding to the statement, "My general studies classes were a waste of time." In this year's survey, 57% disagreed with this statement (Figure 4).

Figure 4. "My general studies classes were a waste of time"



With regard to their general undergraduate education, students were asked to make two judgments: How important a general skill or knowledge area would be to their success after graduation and how much their experiences at ASU helped them attain the skill or knowledge. The skill and knowledge areas on the survey reflect the goals of the General Studies Program.

Table 3 gives the percentage of students who believed that a skill or knowledge area would be "much or critical" in importance to their success and who indicated that their ASU experiences were "much or substantial" in helping them attain the skill or knowledge.

As found in last year's survey, over 90% of the 1992-93 graduating seniors considered the ability to communicate clearly in speech and writing and to "recognize assumptions, make logical inferences and reach conclusions" to be of "much or critical" importance to their success after graduation. Additionally, over 80% believed that the ability to use computers, to learn skills directly applicable to a job, and to "withhold judgment, raise questions and examine contrary views" would be very important to their success.

**Table 3. General Undergraduate Education Skill and Knowledge Areas**

	"Much or Critical" in Importance		ASU's Help was "Much or Substantial"	
	92-93	91-92	92-93	91-92
Ability to speak clearly, correctly and efficiently	93%	93%	45%	47%
Ability to write clearly, correctly and effectively	92%	94%	56%	57%
Ability to recognize assumptions, make logical inferences and reach conclusions	92%	93%	52%	56%
Ability to use computers	87%	86%	44%	45%
Ability to withhold judgment, raise questions and examine contrary views	86%	69%	42%	47%
Skills and techniques directly applicable to a job	84%	83%	44%	44%
Understanding scientific theory and experimentation	47%	67%	39%	39%
Awareness of different cultures and ways of life in the U.S.	64%	63%	32%	34%
Understanding non-U.S. people and their values	64%	63%	27%	28%
Knowledge and understanding of the basics of mathematics, statistical concepts and procedures	64%	62%	44%	41% *
Awareness and knowledge of human history	47%	44%	29%	29%
Knowledge and understanding of important literature	37%	38%	24%	27%
Appreciation of art, music and drama	36%	37%	26%	29%

\* This number was incorrectly reported in the 1991-92 report. It has been correctly reported for comparison in this table.

The perceived importance to success after graduation of two skill and knowledge areas changed considerably from the 1991-92 survey. A much higher percentage of 1992-93 seniors (86%) indicated that the ability to "withhold judgment, raise questions and examine contrary views" would be important to their success as compared to 1991-92 seniors (69%). In contrast, a lower percentage of 1992-93 seniors (47%) thought that "understanding scientific theory and experimentation" would be important after graduation as compared to 1991-92 seniors (67%).

Table 3 shows that over 50% of the students felt that ASU's help was "much or substantial" in the areas of writing and recognizing assumptions, making logical inferences and reaching conclusions. Fewer than 30% of the seniors indicated that ASU provided much help in the areas of understanding non-U.S. people, awareness and knowledge of human history, understanding important literature, and appreciating art, music, and drama.

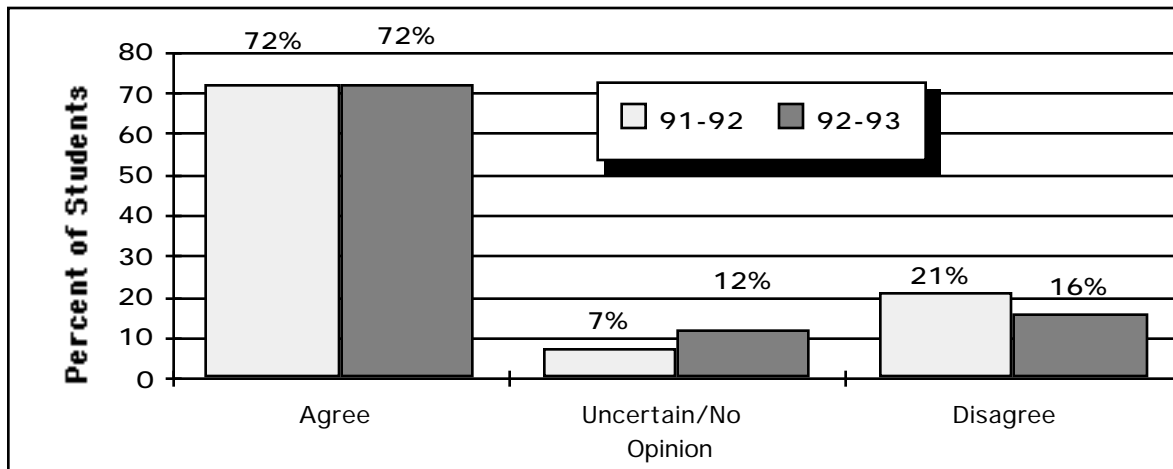
### Other Academic Experiences

The survey asked students if they agreed, disagreed or had no opinion on the following four statements: "I had to take summer classes in order to graduate on time;" "In order to get the classes I needed, I sometimes had to go to another institution (e.g. Mesa Community College);" "Too many of my classes at ASU have been

taught by graduate students;" and "Most of my classes at ASU have had too many students in them."

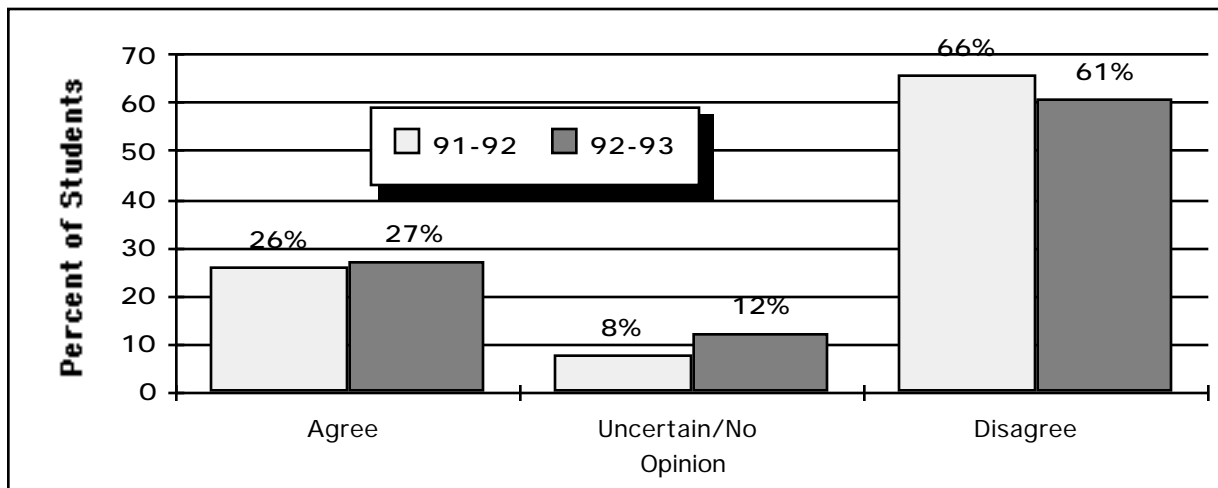
Figure 5 shows that 72% of the students in both the 1991-92 and 1992-93 survey agreed that they had to take summer classes in order to graduate "on time." Although "on time" was not defined in the survey, it is traditionally thought to mean four to five years of full-time enrollment.

Figure 5. "I had to take summer classes in order to graduate on time"



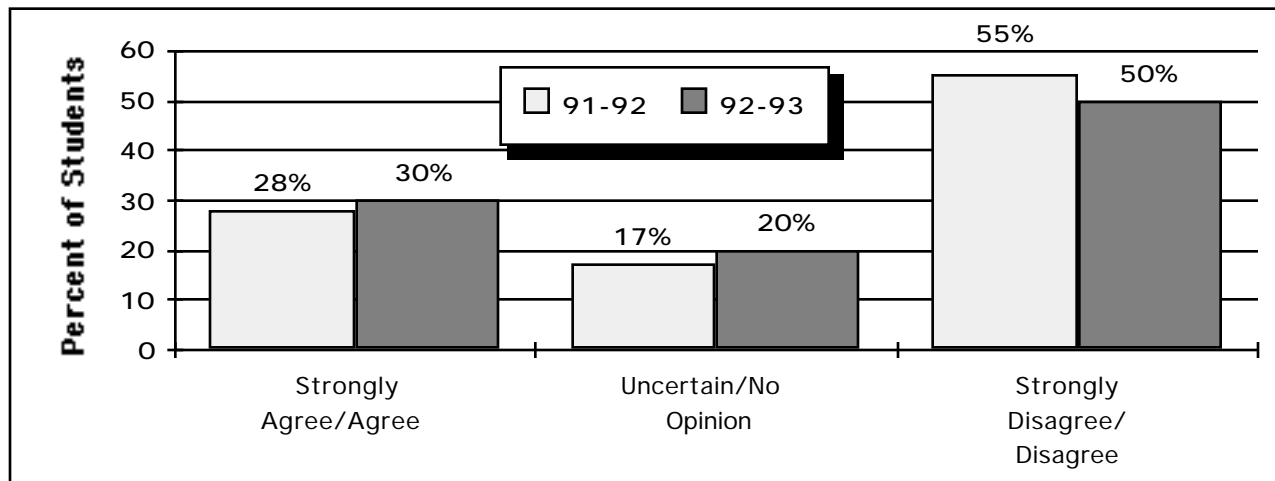
While most seniors took summer classes to graduate on time, most (61%) disagreed that they had to attend another institution to get the classes they needed (Figure 6). This percentage is slightly lower than that found in the 1991-92 survey (66%).

Figure 6. "In order to get the classes I needed, I sometimes had to go to another institution (e.g. Mesa Community College)"



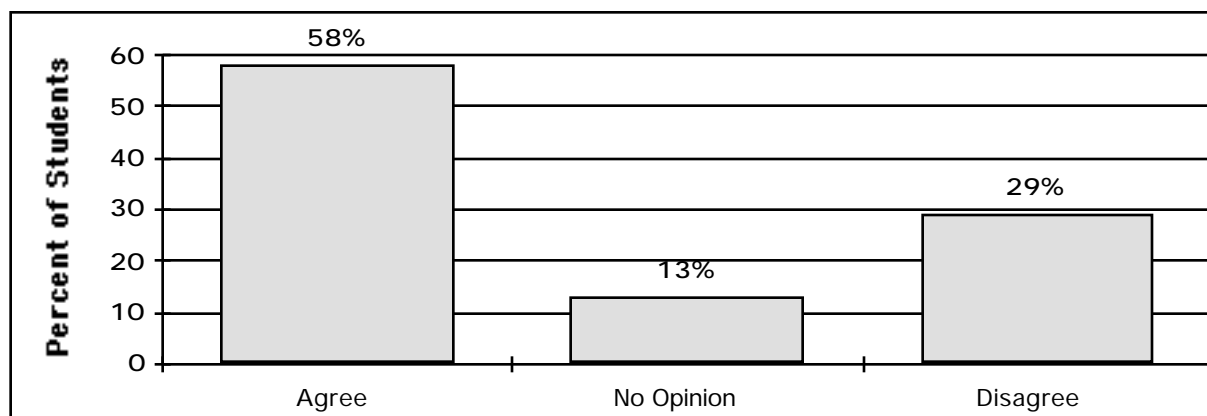
About 30% percent of the students in this year's survey thought that too many of their classes had been taught by graduate students (Figure 7). This percentage was similar to that found in the 1991-92 survey.

Figure 7. *"Too many of my classes at ASU have been taught by graduate students"*



In the 1992-93 survey, students were asked if "most" of their ASU classes had too many students in them. Fifty-eight percent of the seniors agreed with this statement (Figure 8). In the 1991-92 survey, students were asked if "many" of their classes had too many students in them and 65% agreed. Since the statements are not identical, the results from the two surveys should not be compared directly; however, both surveys indicate that most students believe their classes are too crowded.

Figure 8. *"Most of my classes at ASU have had too many students in them"*



## Student Services

Seniors were asked to give their opinion of their experience with fourteen University services or service departments. These ratings are shown in Table 4. Percentages given in Table 4 are based on the number of students who chose to rate their experience with a service. Those students who did not rate the service or who chose "Not applicable" are excluded from the figures. ASU's recreational facilities received the highest percentage of positive/very positive experience ratings; ASU's parking services, the lowest.

Table 4. *Experiences with Selected University Services*

	Very Positive	Positive	OK/ So-So	Negative	Very Negative
University Academic Advising Center	6%	30%	44%	13%	7%
Cashiering Services	9%	53%	33%	4%	2%
Registration Process	6%	31%	32%	18%	13%
Writing Center	13%	40%	39%	7%	2%
Computing Facilities	13%	41%	31%	11%	5%
Memorial Union Food Services	7%	33%	37%	13%	10%
MU Activities/Services (non-food)	8%	42%	43%	5%	2%
Student Health Center	16%	46%	26%	8%	5%
Parking Services	1%	11%	21%	27%	40%
Campus Security & Campus Police	5%	27%	43%	16%	10%
Recreational Facilities	42%	43%	12%	1%	1%
Student Employment Services	13%	42%	35%	8%	3%
Intercollegiate Athletics	15%	41%	30%	8%	6%
Career Services	13%	42%	32%	9%	4%

Section III

STUDENTS' PERCEPTIONS OF THEIR ACADEMIC DEPARTMENT

The previous sections of this report presented graduating seniors' general perceptions of ASU and their academic experiences. This section will present findings related to students' colleges, departments, and majors.

Students were asked again this year to rate the academic department in which they were receiving their degree. Table 5 presents a summary of these ratings by college.

Table 5. *"How would you rank the academic department/school/division in which you are receiving your degree?"*

	Among Best/ Better Than Most		About Average		Not As Good/ Among Worst	
	92-93	91-92	92-93	91-92	92-93	91-92
	All Respondents	52%	55%	41%	37%	7%
Architecture	75%	73%	17%	27%	9%	0%
Business	53%	57%	42%	38%	6%	5%
Education	44%	35%	42%	41%	14%	24%
Engineering	64%	68%	31%	29%	5%	3%
Fine Arts	52%	61%	36%	30%	11%	9%
Liberal Arts	43%	52%	49%	41%	8%	6%
Nursing	39%	83%	50%	13%	11%	4%
Public Programs	60%	56%	34%	33%	6%	11%
Social Work	35%	57%	58%	29%	8%	14%

Overall, 52% of the seniors rated their academic department as "among the best or better than most in the country." Over 60% of the respondents from Architecture, Engineering, and Public Programs felt that their department was superior to other programs in the country. Ratings of Nursing and Social Work changed noticeably this year as compared to last. These dramatic annual fluctuations can be expected from the smaller colleges since a fewer number of students graduate and therefore, their sample size in the survey is relatively small.

Seniors were asked "If you were to do it again, would you select the same major?" As seen can be seen in Table 6, 64% of all respondents would select the same major again. Table 6 also shows the willingness of seniors by college to pick the same major. All colleges had over half of their students indicate that they would chose the same major again. Over 75% of the students in Education, Nursing, and Social Work would pick the same field once more.

Table 6. "If you were to do it again, would you select the same major?"

	Yes		No		Don't Know	
	92-93	91-92	92-93	91-92	92-93	91-92
All Respondents	64%	64%	22%	19%	14%	17%
Architecture	64%	68%	24%	14%	12%	18%
Business	63%	64%	21%	18%	16%	17%
Education	75%	84%	10%	8%	15%	8%
Engineering	67%	65%	20%	17%	13%	18%
Fine Arts	57%	68%	29%	11%	14%	21%
Liberal Arts	63%	59%	25%	23%	13%	18%
Nursing	76%	82%	7%	9%	17%	9%
Public Programs	63%	60%	22%	21%	16%	19%
Social Work	78%	86%	11%	5%	11%	9%

As another way to determine student satisfaction with their department, the survey asked, "If a high school senior wanted to major in your field, would you recommend that he or she attend ASU"? As seen in Table 7, 75% of the graduating seniors would "probably" or "certainly" recommend ASU to a high school senior. Over 40% of Architecture and Social Work majors "certainly" would recommend ASU. Although this question was asked on last year's survey, the number of response choices changed so results from the two surveys could not be compared.

Table 7. "If a high school senior wanted to major in your field, would you recommend that he or she attend ASU?"

	Certainly	Probably	Probably	Certainly
			Not	Not
All Respondents	29%	46%	20%	5%
Architecture	40%	38%	17%	5%
Business	28%	50%	18%	4%
Education	23%	50%	19%	8%
Engineering	33%	48%	15%	4%
Fine Arts	27%	47%	18%	8%
Liberal Arts	24%	45%	26%	6%
Nursing	32%	46%	22%	0%
Public Programs	38%	41%	15%	6%
Social Work	42%	42%	15%	0%

Students were requested to give their opinion on the level of difficulty in their major (Table 8). Overall, 81% of the seniors thought the level of difficulty in their major was "about right." This percentage did not vary greatly between colleges.

**Table 8. "Level of difficulty in your major"**

	Much Too Easy	Too Easy	About Right	Too Difficult	Much Too Difficult
All Respondents	1%	10%	81%	7%	1%
Architecture	0%	7%	70%	11%	13%
Business	1%	8%	81%	9%	1%
Education	3%	14%	80%	3%	1%
Engineering	1%	9%	73%	15%	3%
Fine Arts	2%	15%	77%	6%	0%
Liberal Arts	1%	12%	83%	4%	<1%
Nursing	0%	4%	85%	11%	0%
Public Programs	1%	9%	85%	5%	0%
Social Work	0%	15%	85%	0%	0%

Students were also asked to give their opinion on the flexibility of the course requirements in their major (Table 9). Twenty-six percent of the seniors felt that their course requirements were "too rigid" or "much too rigid;" whereas , 69% felt that the requirements in their major were "about right." Architecture and Nursing majors were about equally divided in their view of whether course requirements in their field were flexible or inflexible.

**Table 9. Flexibility of Course Requirements in Your Major**

	Much Too Flexible	Too Flexible	About Right	Too Rigid	Much Too Rigid
All Respondents	<1%	5%	69%	23%	3%
Architecture	0%	2%	45%	39%	14%
Business	<1%	5%	68%	24%	3%
Education	1%	0%	65%	30%	4%
Engineering	<1%	4%	64%	26%	6%
Fine Arts	0%	5%	70%	21%	5%
Liberal Arts	1%	8%	73%	16%	2%
Nursing	0%	0%	50%	48%	2%
Public Programs	0%	5%	74%	20%	1%
Social Work	0%	0%	70%	30%	0%

The last four tables of this section provide students' satisfaction ratings of advising and quality of courses by college. Tables 10 and 11 present students' satisfaction with advising on course selection and career future. Tables 12 and 13 give satisfaction ratings on the quality of courses in preparing the student for graduate or professional school and in preparing the student for their chosen career. In general, students were more satisfied with the quality of their courses in preparing them for post-graduate school (59%) or career (64%) than they were with advising on courses (47%) or career (28%).

**Table 10. Satisfaction with Advising on Course Selection**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
All Respondents	10%	23%	20%	30%	17%
Architecture	10%	17%	19%	24%	29%
Business	9%	25%	24%	31%	11%
Education	8%	17%	16%	38%	20%
Engineering	11%	19%	22%	31%	17%
Fine Arts	11%	22%	20%	31%	16%
Liberal Arts	13%	25%	18%	28%	16%
Nursing	13%	26%	23%	26%	11%
Public Programs	6%	21%	15%	31%	27%
Social Work	15%	22%	15%	30%	18%

**Table 11. Satisfaction with Advising on Career Future**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
All Respondents	12%	27%	33%	20%	8%
Architecture	19%	22%	17%	33%	9%
Business	11%	28%	40%	17%	4%
Education	8%	14%	29%	37%	13%
Engineering	9%	25%	31%	24%	11%
Fine Arts	12%	30%	34%	14%	10%
Liberal Arts	16%	30%	29%	17%	7%
Nursing	10%	10%	42%	29%	8%
Public Programs	10%	29%	31%	21%	10%
Social Work	16%	20%	28%	28%	8%

**Table 12. "Quality of courses in preparing you for graduate or professional school"**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
All Respondents	3%	11%	28%	40%	19%
Architecture	2%	12%	16%	37%	33%
Business	2%	11%	32%	42%	13%
Education	4%	8%	23%	47%	18%
Engineering	2%	5%	27%	45%	21%
Fine Arts	5%	17%	26%	32%	20%
Liberal Arts	3%	13%	26%	38%	20%
Nursing	0%	13%	21%	40%	25%
Public Programs	3%	12%	30%	37%	19%
Social Work	4%	15%	23%	27%	31%

**Table 13. "Quality of courses in preparing you for your chosen career"**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
All Respondents	4%	12%	21%	42%	22%
Architecture	4%	11%	18%	45%	23%
Business	10%	20%	29%	30%	10%
Education	7%	10%	15%	47%	22%
Engineering	2%	9%	15%	48%	26%
Fine Arts	11%	12%	19%	36%	22%
Liberal Arts	4%	14%	27%	37%	18%
Nursing	0%	10%	10%	40%	40%
Public Programs	4%	17%	21%	37%	21%
Social Work	0%	11%	7%	37%	44%

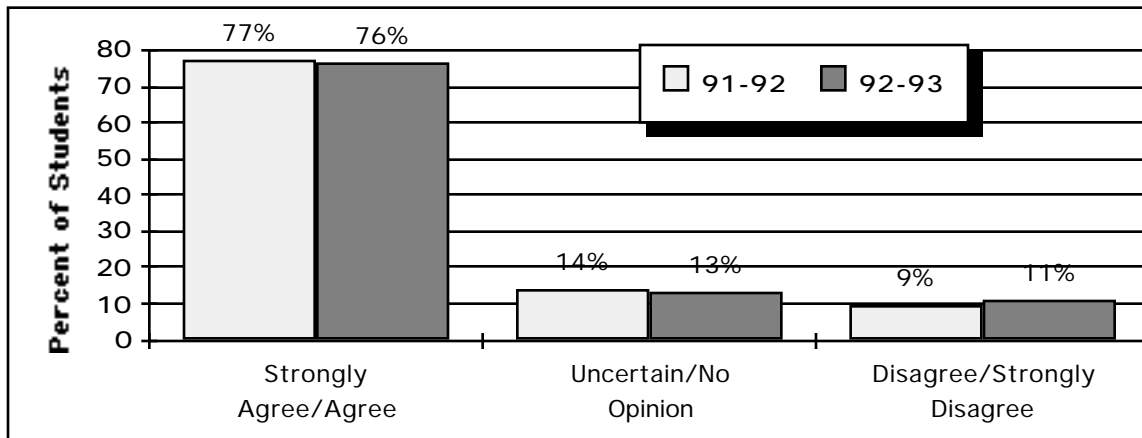
Section IV

STUDENTS' PERCEPTIONS OF FACULTY

This section explores some of the perceptions seniors have made about ASU faculty.

Most seniors felt that faculty were available to help them outside of the classroom. Figure 9 shows that 76% of seniors agreed that "Most of my teachers at ASU have been available outside of class to help me."

Figure 9. "Most of my teachers at ASU have been available outside of class to help me"



To assess whether students felt comfortable with ASU faculty in areas other than instruction, the survey asked "With how many ASU faculty have you discussed subjects not related to coursework (e.g., career, graduate school or personal matters)?" Over 70% of the seniors responded that they had non-classroom-related conversations with two or more faculty (Table 14).

Table 14. "With how many ASU faculty have you discussed subjects not related to coursework?"

None	12%
One	15%
Two	25%
Three	22%
Four	10%
Five	17%

Seniors were asked to rate their satisfaction with the concern of departmental faculty for them as students. Table 15 shows the satisfaction rating by college of respondent. Overall, 49% of the seniors were satisfied, 26% were dissatisfied and 24% were indifferent with the level of concern demonstrated by the faculty.

Table 15. "Concern of departmental faculty for you as a student"

	Very Satisfied/ Satisfied		Neutral		Very Dissatisfied/ Dissatisfied	
	92-93	91-92	92-93	91-92	92-93	91-92
	All Respondents	49%	47%	24%	26%	26%
Architecture	69%	54%	21%	32%	9%	14%
Business	40%	34%	29%	33%	31%	33%
Education	58%	56%	26%	20%	16%	24%
Engineering	52%	51%	23%	25%	25%	24%
Fine Arts	59%	59%	23%	13%	18%	28%
Liberal Arts	48%	48%	23%	28%	28%	24%
Nursing	70%	82%	17%	9%	9%	9%
Public Programs	52%	47%	24%	23%	24%	30%
Social Work	48%	78%	26%	13%	26%	9%

Student satisfaction with the quality of instruction in their academic major was examined in the survey. Table 16 gives the satisfaction ratings by respondent's college for the quality of instruction in 100 and 200 level courses and Table 17 for 300 and 400 level courses. A much higher percentage of students were satisfied or very satisfied (84%) with their upper division courses as compared to their lower division courses (49%).

Table 16. Satisfaction with the Quality of Instruction in 100 & 200 Level Courses

	Very Dissatisfied		Neutral	Very Satisfied	
	Dissatisfied	Dissatisfied		Satisfied	Satisfied
All Respondents	5%	19%	27%	40%	9%
Architecture	4%	15%	16%	60%	6%
Business	7%	21%	27%	39%	6%
Education	7%	16%	38%	28%	11%
Engineering	4%	21%	35%	34%	6%
Fine Arts	2%	21%	20%	40%	17%
Liberal Arts	4%	18%	26%	40%	11%
Nursing	4%	15%	23%	40%	17%
Public Programs	3%	19%	24%	44%	11%
Social Work	4%	13%	17%	54%	13%

**Table 17. Satisfaction with the Quality of Instruction in 300 & 400 Level Courses**

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
All Respondents	1%	6%	8%	47%	37%
Architecture	4%	7%	9%	40%	40%
Business	2%	8%	10%	52%	29%
Education	2%	9%	9%	52%	28%
Engineering	1%	6%	10%	50%	33%
Fine Arts	0%	8%	3%	47%	41%
Liberal Arts	1%	5%	7%	43%	45%
Nursing	0%	6%	11%	45%	38%
Public Programs	1%	5%	6%	44%	44%
Social Work	0%	7%	7%	56%	30%

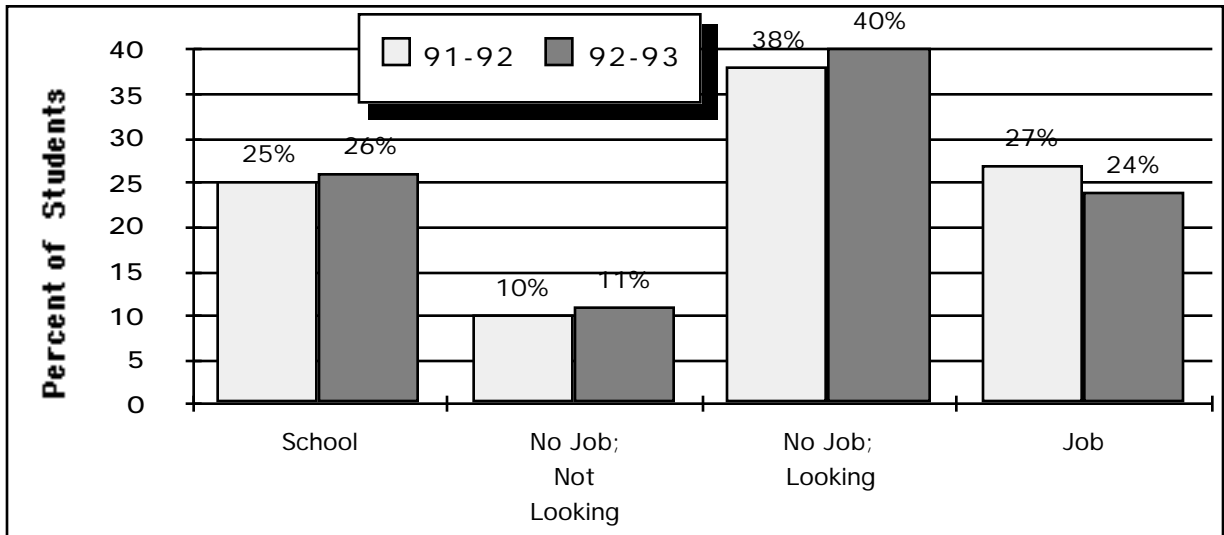
Section V

**STUDENTS' CAREER PLANS**

The 1992-93 survey contained five questions focusing on career plans of graduating seniors. This section will highlight these findings.

Figure 10 shows the immediate employment or educational plans of the students. Twenty-four (24%) percent indicated they would be starting a new job or continuing with the same employer; 26% planned to enroll in graduate or professional school; and 51% had no imminent job or educational plans. These percentages are similar to those found in the 1991-92 survey although a smaller percentage of students in this year's survey indicated that they had secured employment following graduation.

Figure 10. *Immediate Career Plans of Graduating Seniors*



Of those students with jobs, the majority (61%) said their positions would be located in the metropolitan Phoenix area. Ten percent (10%) were employed in Arizona, but outside of the Phoenix area. Twenty-four (24%) had found jobs in another state and 5% will work in another country. These percentages are also comparable to those found in last year's study.

Seniors who had employment after graduation were asked how closely related their job is to their academic major and degree. Nearly half of those with jobs (49%) said that their position is directly related to their major and degree, 29% said it was somewhat related, and 22% indicated that it is not at all related.

Seniors with jobs were also asked to identify the most significant element or resource that led to their employment after graduation. Students were given seven choices for significant elements and an "other" category for their use. These choices and the results are presented in Table 18. As with last year, having already worked for an employer was the best resource for obtaining employment (34%). The second most significant element showing a noticeable increase from 1991-92 was the aid of a friend or relative in the job process (24%).

**Table 18. Significant Elements That Led to A Job After Graduation**

	92-93	91-92
Already Worked For Employer	34%	37%
Friend or Relative	24%	17%
Application to Employer	16%	16%
Other	15%	16%
ASU Career Services Office	5%	7%
Faculty Contact/Referral	4%	2%
Newspaper/Journal Advertisement	3%	3%
Employment Agency	1%	16%

Seniors who were actively looking for jobs and those who had jobs were asked "How difficult was it, or will it be, for you to find a job in the field of your major?" Twenty percent (20%) of this group said finding a job in their field would be (or had been) very difficult, 55% said it would be somewhat difficult, and 25% said it would be easy.

Section VI

STUDENT PROFILE

In the 1992-93 survey, a new set of questions was added to learn more about the background of ASU's graduating seniors. Questions focused mainly on residence, enrollment status, time to complete a degree, financial aid and employment.

Using attributes indicated by over 50% of the respondents, a typical graduating senior might exhibit the following composite profile:

- lived most of his/her life in a large city outside of Arizona before enrolling at ASU
- enrolled in his/her first college course 4 to 5 years ago, was continuously enrolled since first entering college, and was pleased with the number of years it took to complete the degree
- thought he/she would graduate with a 3.0 GPA or higher and earn 140 or fewer credits
- lived off-campus while attending ASU and attended 2 or fewer ASU cultural events a semester
- used a computer one to six hours per week for course-related work
- received financial assistance in the form of loans or money from relatives while pursuing a degree
- worked off-campus 21 or more hours per week.

For simplicity, information collected from the student profile questions will be presented in a series of short, sequential tables.

Table 19. *"Where did you live most of your life before enrolling at ASU?"*

In Phoenix Metro area	35 %
In Arizona, outside Metro Phoenix	9 %
In another state	50 %
In another country	6 %

Table 20. *"What was the size of the community in which you spent most of your life before enrolling at ASU?"*

A farm	2 %	A town (2,500-24,999)	16 %
A rural area but not a farm	3 %	Small city (25,000-100,000)	23 %
A town (less than 2,500)	3 %	Large city	52 %

Table 21. *"How many years ago did you enroll in your first college course?"*

4 years	27 %	7 years	7 %
5 years	35 %	8 years	4 %
6 years	15 %	9 or more years	13 %

Table 22. *"Please indicate whether or not each of the following contributed to the length of time you needed to complete your degree"*

	YES	NO
Personal/family	53 %	47 %
Work	61 %	39 %
GPA	26 %	74 %
Changing major(s)	45 %	55 %
Finances	45 %	56 %
Course availability	40 %	60 %
Transportation	8%	92 %

Table 23. *"Are you pleased with the number of years it took to complete your degree?"*

Yes	55 %
No	45 %

Table 24. *"Have you been continuously enrolled since first entering college?"*

Yes	73 %
No	27 %

This follow-up question was directed only to those students answering "NO" to the question in Table 24.

Table 24 b. *"How long did you remain out of college before you returned to complete your degree?"*

One semester	24 %
One year	23 %
More than one year	54 %

Table 25. "Please indicate your cumulative GPA"

GPA	
3.5 - 4.0	20 %
3.0 - 3.49	34 %
2.5 - 2.99	36 %
2.0 - 2.49	10 %
Below 2.0	<1 %

Table 26. "How many credits will you have earned upon graduation?"

130 or less credits	30 %
131-140 credits	26 %
141-150 credits	17 %
151-160 credits	12 %
161-170 credits	7 %
171 or more credits	8 %

Table 27. "Where did you live most while attending ASU?"

On-campus housing (residence hall, fraternity/sorority)	9%
Off-campus housing	91 %

Table 28. "How often during a semester did you attend cultural events offered by ASU (e.g., Gammage Auditorium, Galvin Playhouse, Nelson Fine Arts Center and galleries/museums)?"

None	31 %
1 - 2 times	42 %
3 - 4 times	16 %
5 - 6 times	5 %
7 or more times	6 %

Table 29. "During your years at ASU, what was the average number of hours per week you used a computer for course-related work?"

None	5 %	3-4 hours	24 %	10-15 hours	8 %
< 1 hour	11 %	5-6 hours	13 %	16-25 hours	4 %
1 - 2 hours	22 %	7-9 hours	9 %	> 25 hours	4 %

Table 30. "What types of financial assistance did you receive while pursuing a degree at ASU?"

No assistance	28 %	
Assistance	72 %	
Type of assistance	YES	NO
Scholarship	45 %	55 %
Loan	57 %	43 %
College work study	16 %	84 %
Money from relatives	54 %	46 %

Table 31. "Were you employed while attending ASU?"

NO	21 %
YES	79 %

This follow-up question was directed only to those students answering "YES" to the question in Table 31.

Table 31b. "How many hours per week did you work?"

Less than 10 hours per week	6 %
10-20 hours per week	34 %
21-30 hours per week	37 %
31-39 hours per week	13 %
40 or more hours per week	11 %

This follow-up question was directed only to those students answering "YES" to the question in Table 31.

Table 31c. "Where was your main job located?"

On campus	16 %
Off campus	84 %

## SUMMARY

The survey results suggest the following characteristics of the 1992-93 graduating seniors at ASU. Most of the seniors:

- would rate ASU as about average or better than most universities in the country
- would elect to attend ASU again
- would characterize the campus climate as friendly, tolerant, respectful, and relaxed
- were satisfied with their academic experience at ASU
- were satisfied with the quality of courses for providing a good, general education
- would disagree that their General Studies courses were a waste of time
- consider the ability to speak and write effectively, to think logically and critically, and to use computers as very important to their success after graduation
- felt that ASU really helped in acquiring skills in writing and recognizing assumptions, making logical inferences and reaching conclusions
- had to attend summer school to graduate "on-time"
- would disagree that they had to attend another institution to get the classes they needed
- would disagree that too many of their classes had been taught by graduate students
- felt their classes were too crowded
- would rate their department as among the best or better than most in the country
- would select the same major again
- would "probably" or "certainly" recommend ASU to a high school senior who wanted to major in their field
- thought the level of difficulty and flexibility of course requirements in their major was "about right"
- were neutral or satisfied with advising on course selection and career future in their major

- were satisfied with the quality of courses in their major for preparing them for graduate school, professional school, or their chosen career
- felt that faculty were available to help them outside of class
- felt comfortable enough with two or more faculty to discuss subjects not related to coursework
- were satisfied or indifferent with the concern of departmental faculty for them as students
- were satisfied or neutral with the quality of instruction in their 100 and 200 level courses
- were satisfied or very satisfied with the quality of instruction in their 300 and 400 level courses
- were about as likely to be employed or planning to enroll in graduate or professional school as leaving ASU without a job
- thought they would graduate with a 3.0 GPA or higher earning 140 or fewer credit hours
- received financial assistance, and lived and worked off-campus

## Appendix A

# ARIZONA STATE UNIVERSITY REPORT GRADUATING SENIORS, 1992-93

During your years as a student at Arizona State University, your academic performance has been continually evaluated. Now it's time for you to do the same for ASU. Your "grades" on this Report Card will be used to influence future decisions about programs and services. Your responses will be anonymous and confidential so please be honest and frank in your opinions.

**Thank you for your time!!**

For each question, *please completely shade in the circle* next to the response that best reflects the way you feel.

**Please use #2 pencil only !!**

### SECTION I. CAMPUS

- A. With how many ASU faculty have you discussed subjects not related to coursework? (e.g., career, graduate school or personal matters.)

None	Two	Four
12%	25%	10%
One	Three	Five
15%	22%	17%

- B. With how many ASU students have you developed a close personal friendship (which you expect to continue following graduation)?

None	Two or three	Six or seven
9%	26%	9%
One	Four or five	Eight or more
5%	23%	38%

### SECTION II. EXPERIENCES ON CAMPUS

#### A. CLASS-RELATED EXPERIENCES

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1. Most of my classes at ASU have stimulating.	5%	64%	12%	18%	2%
2. Most of my classes at ASU have had many students in them.	21%	37%	13%	28%	2%
3. Most of my teachers at ASU have available outside of class to help me.	14%	62%	13%	10%	1%
4. Too many of my classes at ASU have taught by graduate.	9%	21%	20%	43%	8%
5. In order to get the classes I needed, sometimes had to go to another (e.g. Mesa Community College).	7%	20%	12%	38%	23%
6. I had to take summer classes in order to graduate on time.	37%	35%	12%	11%	5%
7. My general studies classes were a waste of time.	8%	17%	18%	45%	12%

**B. UNIVERSITY SERVICES**

	Very Positive	Positive	OK/So-So	Negative	Very Negative	Not Applicable
1. University Academic Advising Center	5%	24%	35%	10%	5%	21%
2. Cashiering Services	8%	51%	31%	4%	2%	4%
3. Registration process	6%	31%	32%	18%	13%	1%
4. Writing Center	5%	17%	16%	3%	1%	58%
5. Computing facilities	12%	37%	28%	10%	4%	10%
6. Memorial Union food services	7%	31%	34%	12%	9%	7%
7. Memorial Union activities/services (non-food)	6%	30%	31%	4%	1%	28%
8. Student Health Center	12%	34%	20%	6%	4%	25%
9. Parking Services	1%	10%	19%	25%	37%	9%
10. Campus security and campus police	3%	20%	31%	12%	7%	27%
11. Recreational facilities	37%	37%	11%	1%	1%	14%
12. Student Employment Services	8%	24%	20%	5%	2%	42%
13. Intercollegiate Athletics	8%	21%	15%	4%	3%	50%
14. Career Services	9%	29%	22%	6%	3%	33%

**C. CAMPUS CLIMATE**

For each pair of items, please completely shade in the circle located in the position that best characterizes the racial / ethnic climate at Arizona State University. (An institution's racial / ethnic climate involves the way different racial and ethnic groups relate to each other.)

Friendly	13%	41%	36%	9%	2%	Hostile
Socially Integrated	8%	23%	33%	26%	10%	Socially Separated
Concerned	7%	25%	42%	19%	7%	Indifferent
Tolerant	10%	37%	39%	11%	2%	Intolerant
Respectful	9%	36%	38%	14%	3%	Disrespectful
Relaxed	14%	34%	34%	15%	3%	Tense

**D. GENERAL UNDERGRADUATE EDUCATION**

Each item below deals with a general skill or knowledge area. For each, please make **two** judgments: First, indicate **how important** you think it will be to your success after graduation; second, indicate **how much your experiences at ASU helped you attain this skill or knowledge**. Using the scales to the right of each item, *completely shade in the circle* that corresponds to your answer.

Skill or knowledge area	Degree of importance					ASU helped you attain skill or knowledge				
	None	Little	Some	Much	Critical	None	Little	Some	Much	Substantial
1. Awareness and knowledge of human history.	3%	12%	39%	36%	11%	5%	20%	45%	24%	5%
2. Skills and techniques directly applicable to a job.	1%	4%	12%	30%	54%	4%	18%	34%	32%	12%
3. Knowledge and understanding of important literature.	3%	18%	42%	29%	8%	9%	26%	41%	19%	5%
4. Awareness of different cultures and ways of life in the U.S.	2%	8%	26%	39%	25%	8%	24%	36%	24%	9%
5. Ability to write clearly, correctly and effectively.	<1%	1%	7%	24%	68%	2%	11%	32%	39%	17%
6. Ability to recognize assumptions, make logical inferences and reach conclusions.	<1%	1%	7%	33%	59%	2%	10%	37%	38%	13%
7. Understanding scientific theory and experimentation.	3%	14%	36%	28%	18%	5%	18%	38%	28%	11%
8. Ability to withhold judgment, raise questions and examine contrary views.	<1%	2%	12%	43%	43%	4%	15%	40%	32%	10%
9. Knowledge and understanding of the basics of mathematics, statistical concepts and procedures.	2%	8%	27%	41%	23%	4%	15%	37%	33%	12%
10. Appreciation of art, music and drama.	6%	20%	38%	25%	10%	13%	26%	36%	18%	7%
11. Ability to speak clearly, correctly and efficiently.	<1%	1%	6%	26%	67%	5%	16%	34%	34%	11%
12. Understanding non-U.S. people and their values.	2%	6%	28%	37%	26%	10%	27%	37%	19%	8%
13. Ability to use computers.	1%	2%	11%	30%	57%	8%	17%	31%	28%	17%

The following questions concern your educational experience while at ASU. Whether your evaluations are positive or negative, they can help in improving the University. Evaluate **EACH** of the following by **completely shading in the appropriate circle** to indicate **YOUR** degree of satisfaction.

**E. UNDERGRADUATE ACADEMIC MAJOR**

Please rate your satisfaction with the following aspects of **your academic major**.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Not Applicable
1. Advising on course selection.	10%	23%	20%	30%	17%	2%
2. Advising on career future.	12%	26%	31%	19%	7%	6%
3. Quality of instruction in 100 and 200 level courses.	5%	17%	25%	36%	8%	9%
4. Quality of instruction in 300 and 400 level courses.	1%	6%	8%	47%	37%	<1%
5. Quality of courses in preparing you for graduate or professional school.	3%	10%	24%	34%	16%	14%
6. Quality of courses in preparing you for your chosen career.	4%	12%	20%	41%	21%	2%
7. Concern of departmental faculty for you as a student.	9%	17%	24%	31%	18%	1%

**F. QUALITY OF UNDERGRADUATE CURRICULUM**

Please give your opinion of each of the following aspects of your undergraduate curriculum. (Completely shade in the one circle per line that best corresponds with your opinion.)

1. Level of difficulty in your major.	Much Too Easy	Too Easy	About Right	Too Difficult	Much Too Difficult
	1%	10%	81%	7%	1%
2. Level of difficulty of your General Studies courses.	Much Too Easy	Too Easy	About Right	Too Difficult	Much Too Difficult
	2%	18%	69%	10%	1%
3. Course requirements in your major.	Much Too Flexible	Too Flexible	About Right	Too Rigid	Much Too Rigid
	<1%	5%	69%	23%	3%
4. Quality of courses for providing a good general education.	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
	1%	13%	31%	49%	5%

### SECTION III. IMMEDIATE CAREER PLANS

- A. Please select the **ONE** answer that best describes your immediate employment or educational plans
- 26%** Plan to enroll in graduate or professional school next year (GO TO SECTION III)
  - 11** Do not have a job and am not actively looking for one (GO TO SECTION III)
  - 40** Do not have a job but am actively looking for one (GO TO SECTION III)
  - 11** Will be starting new job with new employer
  - 12** Will continue with current employer
- B. Your job after graduation is
- 61%** In Metro Phoenix
  - 10** In Arizona, but outside Metro Phoenix
  - 24** In another state
  - 5** In another country
- C. Your job after graduation is
- 49%** Directly related to your academic major and minor
  - 29** Somewhat related to your major and minor
  - 22** Not at all related to your major and minor
- D. What is the **MOST** significant element that led to your getting the job described
- 34%** Already worked for this employer
  - 5** Interviewed through ASU Career Services
  - 1** Employment agency
  - 3** Newspaper or professional journal
  - 4** Faculty contact or advisor
  - 24** Contact through friend or family member
  - 16** Direct application to employer
  - 15** Other (Please specify)
- E. How difficult was it, or will it be, for you to find a job in the field of your major
- |                    |            |             |            |
|--------------------|------------|-------------|------------|
| Very difficult     | <b>20%</b> | Fairly easy | <b>20%</b> |
| Somewhat difficult | <b>55%</b> | Very easy   | <b>5%</b>  |

### SECTION IV. BACKGROUND INFORMATION

1. Gender: Female **51%** Male **49%**
2. Age:
  - 20%** 18-24
  - 35%** 25-34
  - 25%** 35-44
  - 10%** 45-54
  - 5%** 55-64
  - 5%** 65+
3. Please indicate your racial/ethnic background
  - 2%** American Indian or Alaskan
  - 5** Asian
  - 2** Black, not Hispanic
  - 6** Hispanic
  - 84** White, not Hispanic
  - 2** Other, please specify
4. Where did you live most of your life before enrolling at ASU
  - 35%** In Phoenix Metro
  - 9** In Arizona, outside Metro
  - 50** In another state
  - 6** In another country
5. What was the size of the community in which you spent most of your life before enrolling at ASU
  - 2%** A farm
  - 3** A rural area but not a town
  - 3** A town (less than 2,500)
  - 16** A town (2,500-25,000)
  - 23** Small city (25,000-50,000)
  - 52** Large city (over 50,000)

6. Most students take more than four years to complete a bachelor's degree. We are interested in knowing how long it has taken you. How many years ago did you enroll in your first college course?

4 years	<b>27%</b>	6 years	<b>15%</b>	8 years	<b>4%</b>
5 years	<b>35%</b>	7 years	<b>7%</b>	9 or more years	<b>13%</b>

7. Please indicate whether or not each of the following contributed to the length of time you needed to complete your degree.

	<b>YES</b>	<b>NO</b>
Personal / family	<b>53%</b>	<b>47%</b>
Work	<b>61</b>	<b>39</b>
GPA	<b>26</b>	<b>74</b>
Changing major(s)	<b>45</b>	<b>55</b>
Finances	<b>45</b>	<b>56</b>
Course availability	<b>40</b>	<b>60</b>
Transportation	<b>8</b>	<b>92</b>
Other _____		

8. Are you pleased with the number of years it took you to complete your degree ?

**55%** Yes  
**45** No

9. Have you been continuously enrolled since first entering college ?

**73%** Yes (GO TO QUESTION 10.)  
**27** No

How long did you remain out of college before you returned to complete your

One semester **24%** One year **23%** More than one year **54%**

10. Please indicate your cumulative GPA.

3.5-4.0	<b>20%</b>	2.5-2.999	<b>36%</b>	Below 2.0	<b>&lt;1%</b>
3.0-3.499	<b>34%</b>	2.0-2.499	<b>10%</b>		

11. How many credits will you have earned upon graduation?

130 or less credits	<b>30%</b>	141-150 credits	<b>17%</b>	161-170	<b>7%</b>
131-140 credits	<b>26%</b>	151-160 credits	<b>12%</b>	171 or more credits	<b>8%</b>

12. Where did you live most while attending ASU?

**9%** On-campus housing (residence hall, fraternity/sorority)  
**91%** Off-campus housing

13. How often during a semester did you attend cultural events offered by

(e.g., Gammage Auditorium, Galvin Playhouse, Nelson Fine Arts Center and galleries/museums.)

None	<b>31%</b>	3-4 times	<b>16%</b>	7 or more times	<b>6%</b>
1-2 times	<b>42%</b>	5-6 times	<b>5%</b>		

14. During your years at ASU, what was the average number of hours per week you used a computer for course-related work?

None	<b>5%</b>	3-4 hours	<b>24%</b>	10-15 hours	<b>8%</b>
Less than 1 hour	<b>11%</b>	5-6 hours	<b>13%</b>	16-25 hours	<b>4%</b>
1-2 hours	<b>22%</b>	7-9 hours	<b>9%</b>	More than 25 hours	<b>4%</b>

15. What types of financial assistance did you receive while pursuing a degree at

**28%** I did not receive any financial assistance. (GO TO QUESTION 16.)

	<b>YES</b>	<b>NO</b>
Scholarship(s) .....	<b>&gt; 45%</b>	<b>55%</b>
Loan(s) .....	<b>&gt; 57</b>	<b>43</b>
College work study .....	<b>&gt; 16</b>	<b>84</b>
Money from relatives(e.g. parents) .....	<b>&gt; 54</b>	<b>46</b>
Other, please specify _____		

16. Were you employed while attending ASU?

21% No (GO TO SECTION V.)

79 Yes

How many hours per week did you work?

6% Less than 10 hours per week

34 10-20 hours per week

37 21-30 hours per week

13 31-39 hours per week

11 40 or more hours per week

Where was your main job located?

On campus 16% Off campus 84%

## SECTION V. OVERALL EVALUATION OF YOUR EXPERIENCES AT ARIZONA STATE

A. Please write in the following according to your status at the time of graduation. If more than one major, please choose only one.

Major \_\_\_\_\_  
Department/School/Division \_\_\_\_\_  
College \_\_\_\_\_

B. In general, how would you rate Arizona State University?

4% Among the best universities in the country

33 Better than most universities

54 About average

8 Not as good as most universities

1 Among the worst universities in the country

C. If you were to do it again, would you elect to attend ASU?

53% Yes

24 No

24 Don't know

D. Overall, how would you rate your satisfaction with your academic experience at ASU?

8% Very High

49 Moderately high

32 Neither high nor low

10 Rather low

1 Very low

E. If you were to do it again, would you select the same major? (Refer to major specified in question A of this section.)

64% Yes

22 No

14 Don't know

F. If a high school senior wanted to major in your field, would you recommend that he or she attend

Certainly 29% Probably not 20%

Probably 46% Certainly not 5%

G. How would you rank the academic department/school/division in which you are receiving your  
(Refer to department/school/division specified in question A of this

15% Among the best, or strongest, in the country

37 Better than most universities

41 About average

6 Not as good as most universities

1 Among the worst, or weakest, in the country

## SECTION VI. OVERALL IMPRESSIONS

A. What has been your most positive experience at Arizona State University?

B. What has been your most negative experience at Arizona State University?

C. What could be done to make Arizona State University a better place for all students?

Thank you very much for taking the time to complete this **Report Card** . Your responses will assist us in making ASU an even better university in the future.

Please hand the completed **Report Card** to your Graduation Office advisor.

UTS1BT

## APPENDIX B

### Demographics of Survey Respondents 1992-93 Arizona State University Report Card

	Frequency	Percent
<b>Racial/Ethnic</b>		
American Indian/Alaskan Native	35	2%
Asian	115	5%
Black	43	2%
Hispanic	135	6%
White	1,930	85%
Unknown	101	* * *
Total	2,359	
<b>Gender</b>		
Female	1,177	51%
Male	1,135	49%
Unknown	47	* * *
Total	2,359	
<b>Age</b>		
20-24	1,500	67%
25-29	435	19%
30-34	134	6%
35-39	84	4%
40-44	62	3%
45-49	21	1%
50-54	7	>1%
55-60	5	>1%
Unknown	111	* * *
Total	2,359	
<b>College</b>		
Liberal Arts	698	30%
Business	626	27%
Public Programs	338	15%
Engineering	309	13%
Education	117	5%
Fine Arts	89	4%
Social Work	27	1%
Nursing	55	2%
Architecture	59	3%
Unknown	41	* * *
Total	2,359	

Note: Percentages shown are percent of valid responses. All demographic data of survey respondents are self-reported.

## **APPENDIX C**

### **Demographics of Survey Respondents Compared to all Graduating Seniors December 1992 and May 1993**

	Survey Respondents	All Graduating Seniors
<b>Racial/Ethnic</b>		
American Indian/Alaskan Native	2%	1%
Asian	5%	4%
Black	2%	2%
Hispanic	6%	6%
White	85%	87%
<b>Gender</b>		
Female	51%	52%
Male	49%	48%
<b>College</b>		
Liberal Arts	30%	26%
Business	27%	26%
Public Programs	15%	15%
Engineering	13%	13%
Education	5%	10%
Fine Arts	4%	4%
Social Work	1%	1%
Nursing	2%	2%
Architecture	3%	2%

**Note:** All demographic data of survey respondents are self-reported.