



INSTITUTIONAL RESEARCH STUDY 09-07

A Report on Exit Web Surveys of Graduating Students
2007 - 2009

by
Qin Zhang

Office of Institutional Research
University of Delaware

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Introduction

The Office of Institutional Research has administered a series of exit web surveys to graduating undergraduate and graduate students. The exit survey is designed to capture students' level of satisfaction with the University of Delaware (UD) and how the University has enhanced their life experiences. This study is based on quantitative data derived from three exit web surveys which were conducted in Spring 2007, Spring 2008 and Spring 2009.

Among 4,116 students graduating in Spring 2007, a total of 1,248 students completed surveys, yielding a 30% response rate. Among 3,276 students graduating in Spring 2008, a total of 700 students completed the survey, yielding a 21% response rate. Among 3,827 students graduating in Spring 2009, a total of 780 students completed the survey, yielding a 20% response rate.

Respondent Characteristics

This report is a summary of student responses to the Spring 2007, Spring 2008 and Spring 2009 exit surveys with particular attention to undergraduate and graduate students as separate groups¹.

Undergraduates

Table 1 in Appendix A displays a breakdown of survey respondents by race/ethnicity and gender for undergraduate respondents. While proportions of different racial/ethnic or gender subgroups have fluctuated slightly over the last three graduation terms, overall, white students make up the largest percentage of respondents and the number of female students surpasses that of male students. In Spring 2009, white students made up 88% of undergraduate respondents, which is approximately a three percentage point increase from Spring 2008 (85%), but unchanged from 88% in Spring 2007. On the other hand, 31% of undergraduate respondents were male students, which is a steady decline from 32% in Spring 2008 and 36% in Spring 2007.

Obtaining a degree was consistently the most cited primary reason for attending the University of Delaware among undergraduate respondents who graduated during Spring 2007 (68%), Spring 2008 (70%) and Spring 2009 (67%) (Table 2 in Appendix A). This reason was followed by skills and knowledge to get a job and the proportion of respondents indicating this as the primary reason during this period was consistently over 20%. Among undergraduate respondents, English and Biological Sciences were listed as the most popular majors in each of these three graduation terms (Table 3 in Appendix A).

When asked about educational goals, the percentage of undergraduate respondents indicating that obtaining a Masters degree was their goal was consistently more than 44% for all three

¹ Students enrolled in the University of Associate in Arts Program were included as undergraduates in the analysis. The total number of the AA students participating in the Spring 2007, Spring 2008 and Spring 2009 exit surveys is 18, 11 and 8, respectively.

graduation terms (Table 4 in Appendix A). Approximately 30% of undergraduate respondents chose a Bachelors degree as their educational goal.

With regard to their post-graduation plans, 57% of undergraduate students graduating in Spring 2009 planned to work full-time, down five percentage points from Spring 2008 and eight percentage points from Spring 2007 (Table 5 in Appendix A). On the other hand, the percentage of students planning to continue education after graduation has increased steadily from 23% in Spring 2007 and 25% in Spring 2008 to 28% in Spring 2009. When asked what they would remember most about the University, “classmates” was most consistently cited by undergraduate respondents in the three graduation terms (Table 6 in Appendix A).

Graduates

Table 1 in Appendix A displays a breakdown of survey respondents by race/ethnicity and gender for graduate respondents. In Spring 2009, 74% of respondents were white students, up from 65% in Spring 2008 and 70% in Spring 2007. Thirty-eight percent of graduating graduate respondents were male, compared to 44% in Spring 2008 and 39% in Spring 2007 (Table 1 in Appendix A).

Obtaining a degree was consistently the most common reason for attending the University of Delaware among graduate respondents who graduated during Spring 2007 (71%), Spring 2008 (74%), and Spring 2009 (72%). It was followed by skills and knowledge to get a job and the proportion of respondents indicating this as the primary reason during this period was consistently over 20% (Table 2 in Appendix A).

In the 2009 spring term, approximately 54% of graduate respondents indicated that obtaining a Doctoral degree was their educational goal, which is a sharp decline from 68% in Spring 2008, but an increase of six percentage points from 48% in Spring 2007 (Table 4 in Appendix A). On the other hand, 40% chose Master’s degree as their goal in Spring 2009, which is an 11 percentage point improvement from 29% in Spring 2008, but still does not reach the previous high of 48% in Spring 2007.

The percentage of graduate respondents who intended to work full-time after graduation has decreased notably from 97% in Spring 2008 to 79% in Spring 2009, but is still higher than 76% in Spring 2007 (Table 5 in Appendix A). In addition, both the number of Spring 2009 graduates planning to work part-time and the number of those who were undecided about their post-graduation plans have increased, compared to the previous terms.

For the first time, when asked what they would remember most about the University, students who would most remember their faculty are outnumbered by those who would most remember their classmates. In the previous two surveys, graduate respondents most commonly identified faculty, followed by classmates, as what they would remember most about UD (Table 6 in Appendix A).

Overall Results

The following tables in the report display mean scores for responses to nine of the key survey questions. These questions were used in all three survey administrations to assess student experience and level of student satisfaction with various aspects of the University of Delaware.

The first table represents undergraduate respondents and a summary of these survey questions for the three graduation terms is as follows:

- The impact of General Education was *neither positive nor negative* on their college experience.²
- The faculty at the University are rated as *good* on a four-point scale.
- The University contributed a *great deal* to their intellectual growth.
- The University contributed a *great deal* to their personal growth.
- The University contributed a *great deal* to their social growth.
- The University provided *much* preparation to meet personal and professional goals.
- Overall, they are *satisfied* with their UD experience.
- They would *definitely* recommend to others that they should attend the University of Delaware.
- If they had to do it all over again, they would *definitely* attend the University of Delaware.

Table 1. Undergraduate Mean Scores

| Item | Graduation Term | | |
|--|-----------------|-------------|-------------------|
| | Spring 2007 | Spring 2008 | Spring 2009 |
| How did the General Education curriculum impact your college experience? ^a | 2.49 | 2.43 | 2.25 |
| How would you rate the faculty at the University? ^b | 3.26 | 3.24 | 3.32 |
| To what level did the University contribute to your intellectual growth? ^c | 4.14 | 4.13 | 4.34 |
| To what level did the University contribute to your personal growth? ^c | 4.07 | 3.99 | 4.24 |
| To what level did the University contribute to your social growth? ^c | 3.94 | 3.85 | 4.09 |
| How much did UD prepare you to meet your personal and professional goals? ^d | 3.94 | 3.89 | 3.26 ³ |
| Overall, how satisfied are you with your UD experience? ^e | 4.30 | 4.20 | 4.41 |
| Would you recommend to others that they should attend the University of Delaware? ^f | 4.11 | 4.07 | 4.33 |
| If you had it to do all over again, would you attend the University of Delaware? ^f | 3.90 | 3.85 | 4.13 |

^a Mean scores: 3=Positively; 2=Neutral; 1=Negatively

^b Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

^c Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

^d Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

^e Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

^f Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

² Please note that the question regarding General Education curriculum only applies to undergraduate students.

³ In the Spring 2009 survey, the item on how well UD prepared students to meet their personal and professional goals was split into two separate items: one asked how well UD prepared students to meet their personal goals and the other asked how much UD prepared students to meet their professional goals. In addition, the response set for these two items, based on a four-point scale (4=Excellent; 3=Good; 2=Fair; 1=Poor), was also different from the five-point scale used in the previous two surveys. The mean score provided here is the average of the mean scores for these two items and indicates the University prepared students well to meet their personal and professional goals.

The second table displays the results for graduate respondents and a summary of these survey questions for the three graduation terms is as follows:

- The faculty at the University are rated as *good* on a four-point scale.
- The University contributed a *great deal* to their intellectual growth.
- The University contributed a *great deal* to their personal growth.
- The University contributed *moderately* to their social growth.
- The University provided *much* preparation to meet personal and professional goals.
- Overall, they are *satisfied* with their UD experience.
- They would *definitely* recommend to others that they should attend the University of Delaware.
- If they had to do it all over again, they would *definitely* attend the University of Delaware.

Table 2. Graduate Mean Scores

| Item | Graduation Term | | |
|--|-----------------|-------------|-------------------|
| | Spring 2007 | Spring 2008 | Spring 2009 |
| How would you rate the faculty at the University? ^a | 3.42 | 3.44 | 3.28 |
| To what level did the University contribute to your intellectual growth? ^b | 4.24 | 4.35 | 4.20 |
| To what level did the University contribute to your personal growth? ^b | 3.85 | 4.15 | 3.82 |
| To what level did the University contribute to your social growth? ^b | 3.25 | 3.48 | 3.26 |
| How much did UD prepare you to meet your personal and professional goals? ^c | 4.15 | 4.03 | 3.20 ⁴ |
| Overall, how satisfied are you with your UD experience? ^d | 4.31 | 4.26 | 4.26 |
| Would you recommend to others that they should attend the University of Delaware? ^e | 3.97 | 4.09 | 3.94 |
| If you had it to do all over again, would you attend the University of Delaware? ^e | 3.89 | 3.53 | 3.86 |

^a Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

^b Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

^c Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

^d Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

^e Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

The Spring 2009 survey included for the first time eight new questions about student perceptions of various benefits they have received because of what they learned at UD. Specifically, students were asked to express their agreement with eight statements concerning their intellectual, personal and social development, using a five-point scale from 1= “strongly disagree” to 5= “strongly agree.” The following two tables display the mean scores for responses to these questions separately for the undergraduate and graduate respondent populations. In Table 3, scores are shown for the overall undergraduate respondents, as well as for a breakdown

⁴ The mean score indicates that the University prepared students well to meet their personal and professional goals.

by white/non-white and male/female status. Overall, undergraduate respondents **agree on average** that because of what they learned at UD:

- they can speak and write well about a variety of subjects,
- they can use information technology to conduct research and to understand research in my field,
- they can make connections between my classroom learning and what I need to know and do to be successful in the “real world”,
- they know how to interact with people from different cultures and backgrounds,
- they feel more prepared to work in a global society,
- they consider the impacts of my decisions and actions on others,
- they are a good team member, and
- they can learn and work independently.

Table 3. Undergraduate Mean Scores for New Items in Spring 2009

| Item (Because of what I learned at UD...) ^a | Spring 2009 | | | | |
|--|---------------------|-------|-----------|------|--------|
| | Overall Mean Scores | White | Non-White | Male | Female |
| I can speak and write well about a variety of subjects | 4.27 | 4.27 | 4.23 | 4.36 | 4.23 |
| I can use information technology to conduct research and to understand research in my field | 4.17 | 4.17 | 4.11 | 4.30 | 4.11 |
| I can make connections between my classroom learning and what I need to know and do to be successful in the “real world” | 4.22 | 4.23 | 4.14 | 4.20 | 4.22 |
| I know how to interact with people from different cultures and backgrounds | 4.01 | 4.01 | 4.01 | 3.97 | 4.03 |
| I feel more prepared to work in a global society | 4.04 | 4.03 | 4.05 | 4.04 | 4.04 |
| I consider the impacts of my decisions and actions on others | 4.24 | 4.24 | 4.23 | 4.27 | 4.23 |
| I’m a good team member | 4.36 | 4.37 | 4.35 | 4.40 | 4.35 |
| I can learn and work independently | 4.48 | 4.49 | 4.45 | 4.50 | 4.47 |

^aMean scores: 5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree

In Table 4, scores are shown for the overall graduate respondents, as well as for a breakdown by white/non-white and male/female status. Overall, graduate respondents **agree on average** that because of what they learned at UD:

- they can speak and write well about a variety of subjects,
- they can use information technology to conduct research and to understand research in my field,
- they can make connections between my classroom learning and what I need to know and do to be successful in the “real world”,
- they know how to interact with people from different cultures and backgrounds,
- they feel more prepared to work in a global society,
- they consider the impacts of my decisions and actions on others,

- they are a good team member, and
- they can learn and work independently.

Table 4. Graduate Mean Scores for New Items in Spring 2009

| Item (Because of what I learned at UD...) ^a | Spring 2009 | | | | |
|--|---------------------|-------|-----------|------|--------|
| | Overall Mean Scores | White | Non-White | Male | Female |
| I can speak and write well about a variety of subjects | 4.16 | 4.21 | 4.03 | 4.13 | 4.18 |
| I can use information technology to conduct research and to understand research in my field | 4.24 | 4.25 | 4.19 | 4.25 | 4.24 |
| I can make connections between my classroom learning and what I need to know and do to be successful in the “real world” | 4.17 | 4.22 | 4.06 | 4.21 | 4.16 |
| I know how to interact with people from different cultures and backgrounds | 4.05 | 4.03 | 4.11 | 4.08 | 4.05 |
| I feel more prepared to work in a global society | 3.90 | 3.82 | 4.11 | 3.96 | 3.88 |
| I consider the impacts of my decisions and actions on others | 4.04 | 4.01 | 4.11 | 4.02 | 4.05 |
| I’m a good team member | 4.16 | 4.08 | 4.33 | 4.06 | 4.22 |
| I can learn and work independently | 4.39 | 4.39 | 4.37 | 4.40 | 4.39 |

^aMean scores: 5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree

Undergraduates

General Education Initiative

When asked how the General Education Initiative impacted their college experience, only 29% of undergraduate respondents in Spring 2009 indicated that the curriculum had a positive impact on their college experience, a dramatic decline from 52% in Spring 2008 and 56% in Spring 2007 (Table 1 in Appendix B).

Benefits of Learning Experience at UD (Spring 2009 Survey Only)

Respondents were asked about the benefits of their learning experience at UD. In general, respondents are very positive about the benefits they received from their education at UD. Every statement received from 74% to 93% “agree” or “strongly agree” selections (Figure 1 and Tables 2-9 in Appendix B).

The statement, “Because of what I learned at UD, I can learn and work independently,” received the highest level of agreement: 93% of respondents indicated that they either “agree” or “strongly agree”. Next, 90% of undergraduate respondents selected “agree” or “strongly agree” for the statement, “Because of what I learned at UD, I’m a good team member.” Approximately 88% of undergraduate respondents indicated that they either “agree” or “strongly agree” that they can speak and write well about a variety of subjects because of what they learned at UD. Additionally, 84% of undergraduate respondents either agreed or strongly agreed that they consider the impacts of their decisions and actions on others. Similar high levels of agreement

were also found with respect to the statements, "...I can use information technology to conduct research and to understand research in my field," and "...I can make connections between my classroom learning and what I need to know and do to be successful in the real world." Approximately three quarters of respondents indicated that they either "agree" or "strongly agree" that they "...feel more prepared to work in a global society" and "...know how to interact with people from different cultures and backgrounds."

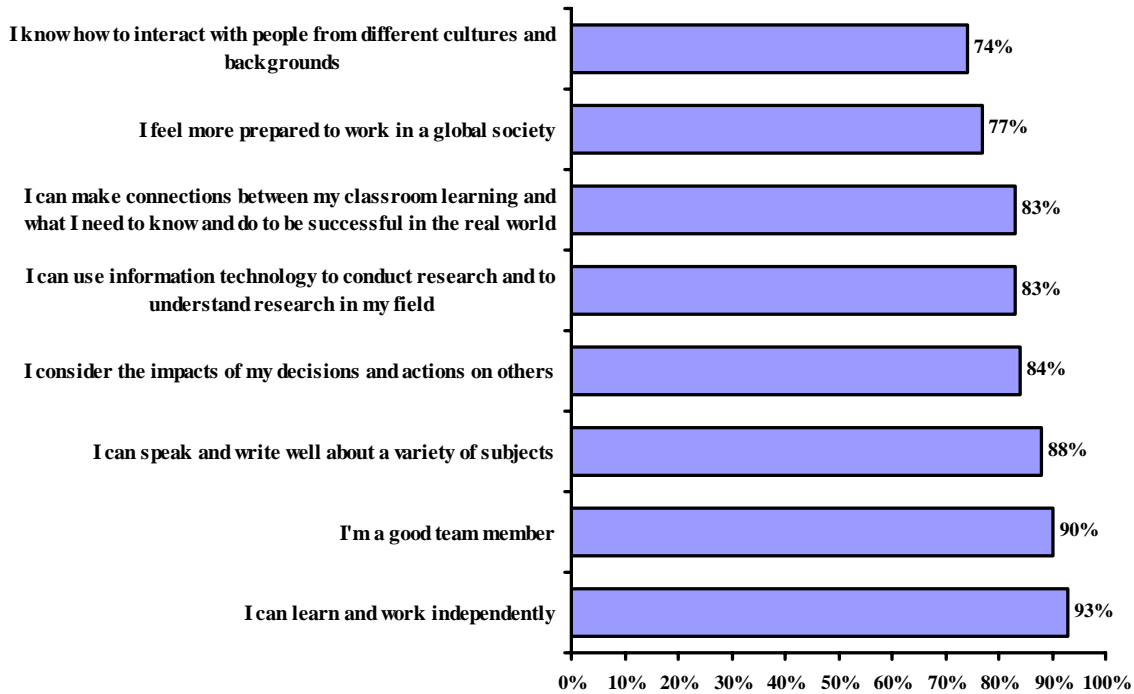


Figure 1. Percentage of Undergraduate Respondents Indicating "Agree" or "Strongly Agree"

Faculty

An overwhelming majority of undergraduate respondents were positive about the faculty at the University with 95% rating the faculty as either excellent (37%) or good (58%) in Spring 2009 (Table 10 in Appendix B). Positive faculty assessments have hovered around 90% and 95% since Spring 2007.

The University's Contribution to Students' Growth

Students were asked to evaluate the level to which the University contributed to various aspects of students' growth. A vast majority (88%) of undergraduate respondents felt the University contributed very greatly (47%) or greatly (41%) to their intellectual growth, which is an improvement from 81% in Spring 2008 and 83% in Spring 2007 (Table 11 in Appendix B).

Students also gave high ratings with respect to the personal growth dimension of their UD experience. In Spring 2009, 83% of undergraduate respondents reported that the University contributed to their personal growth to a very great (48%) or great (35%) extent, a notable increase from Spring 2008 (72%) and Spring 2007 (77%) (Table 12 in Appendix B).

Over three quarters (77%) of undergraduate respondents thought the University also contributed very greatly (43%) or greatly (34%) to their social growth, a notably higher percentage than previous years (from 70% in Spring 2007 to 67% in Spring 2008) (Table 13 in Appendix B).

The exit web survey also asked students to assess how much the University prepared them to meet their personal and professional goals. In Spring 2008, almost three quarters (73%) of undergraduate respondents believed that UD prepared them very much or much to meet their personal and professional goals, unchanged from 73% in Spring 2007 (Table 14 in Appendix B). In Spring 2009, with respect to the question of how much UD prepared them to meet their personal goals, 92% of undergraduate respondents gave a positive rating of excellent (40%) or good (52%) (Table 15 in Appendix B). Similarly, 85% of undergraduate respondents selected “excellent” (40%) or “good” (45%) when asked to evaluate how much the University prepared them to meet their professional goals (Table 16 in Appendix B).

Satisfaction with UD Experience

Undergraduate respondents rated their overall UD experience very highly. An overwhelming majority (92%) of undergraduate respondents indicated that they were very satisfied (54%) or satisfied (38%) with their UD experience in Spring 2009. This percentage is consistent with the proportions from the previous surveys in Spring 2008 (84%) and Spring 2007 (88%) (Table 17 in Appendix B).

Undergraduate students have shown a strong commitment to the University of Delaware. Eighty percent of undergraduate respondents would most definitely or definitely recommend the University of Delaware to others, an improvement from 72% in Spring 2008 and 74% in Spring 2007) (Table 18 in Appendix B). When asked whether they would attend UD if they had to do it all over again, the proportion of undergraduate respondents who would most definitely or definitely attend UD also has increased notably from 64% in Spring 2008 and 65% in Spring 2007 to 72% in Spring 2009 (Table 19 in Appendix B).

Graduates

Benefits of Learning Experience at UD (Spring 2009 Survey Only)

Graduate respondents in general are positive about the benefits they received from their education at UD. Every statement made received from 66% to 88% “agree” or “strongly agree” selections (Figure 2 and Table 2-9 in Appendix B).

The statement, “Because of what I learned at UD, I can learn and work independently,” received highest level of agreement: 88% of graduate respondents indicated that they either “agree” or “strongly agree”. Next, 85% of undergraduate respondents selected “agree” or “strongly agree” for the statement, “I can use information technology to conduct research and to understand research in my field.” Similarly, 84% of graduate respondents either agreed or strongly agreed that they “can make connections between [their] classroom learning and what they need to know and do to be successful in the real world”. Additionally, 83% of graduate respondents indicated that they either “agree” or “strongly agree” that they “can speak and write well about a variety of subjects” because of what they learned at UD. Approximately three quarters of the respondents indicated that they either “agree” or “strongly agree” that they are “a

good team member” and “consider the impacts of their decisions and actions on others.” The two statements “I know how to interact with people from different cultures and backgrounds,” and “I feel more prepared to work in a global society” received the lowest level of agreement among graduate respondents.

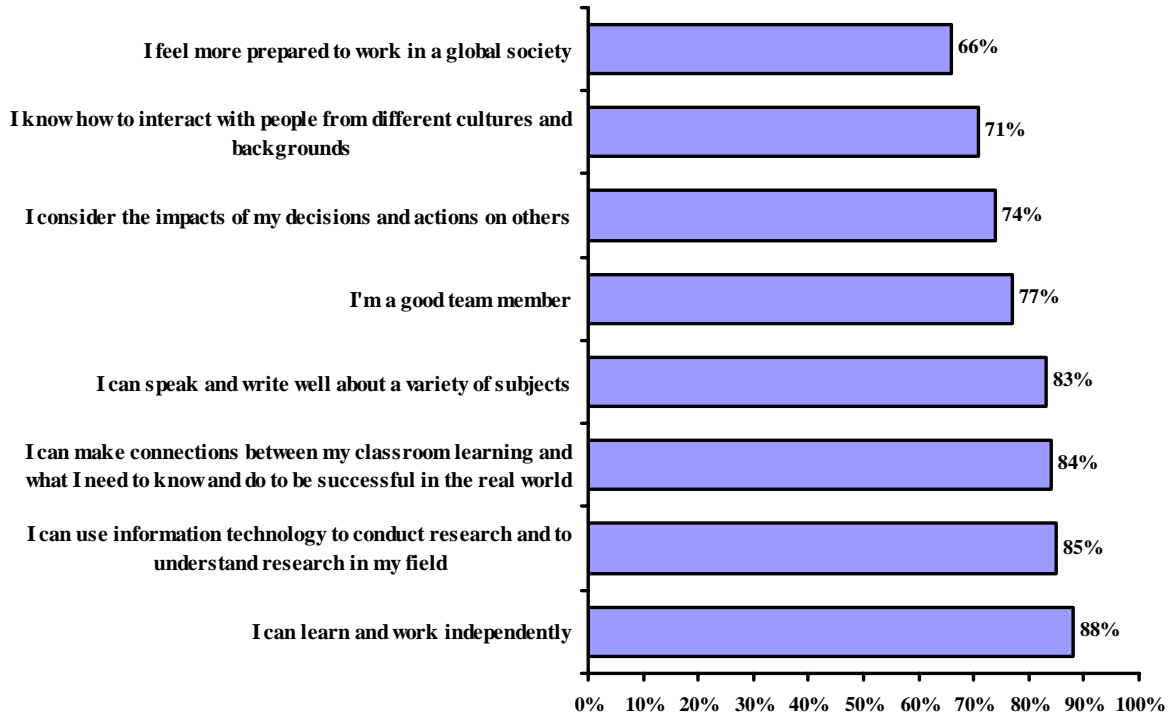


Figure 2. Percentage of Graduate Respondents Indicating "Agree" or "Strongly Agree"

Faculty

An overwhelming majority of graduate respondents were positive about the faculty at the University with 94% rating the faculty as either excellent (35%) or good (59%) in Spring 2009 (Table 10 in Appendix B). Positive faculty assessments have remained stable since Spring 2007.

The University's Contribution to Students' Growth

Students were asked to evaluate the level to which the University contributed to various aspects of students' growth. A large majority (85%) of graduate respondents felt the University contributed very greatly (37%) or greatly (48%) to their intellectual growth, with little change from Spring 2007 and Spring 2008 (Table 11 in Appendix B).

In Spring 2009, 67% of graduate respondents reported that the University contributed to their personal growth to a very great (28%) or great (39%) level, which is a sizable decline from 82% in Spring 2008, but still a slight increase from 63% in Spring 2007 (Table 12 in Appendix B).

In Spring 2009, a total of 43% of graduate respondents thought the University contributed very greatly (13%) or greatly (30%) to their social growth, a decrease from 52% in Spring 2008 but in line with the 2007 result (40%) (Table 13 in Appendix B).

In Spring 2008, more than three quarters (80%) of graduate respondents thought UD prepared them very well or well for their personal and professional goals, with little change from Spring 2007 (Table 14 in Appendix B). In Spring 2009, with respect to the question of how much UD prepared them to meet their personal goals, 89% of graduate respondents gave a positive rating of excellent (32%) or good (57%) (Table 15 in Appendix B). Similarly, 89% of graduate respondents selected “excellent” (34%) or “good” (55%) when asked to evaluate how much the University prepared them to meet their professional goals (Table 16 in Appendix B).

Satisfaction with UD Experience

Graduate respondents rated their overall UD experience very highly. A large majority (88%) indicated that they were very satisfied (42%) or satisfied (46%) with their UD experience in Spring 2009. This percentage remains stable, compared with the proportions from the previous surveys in Spring 2008 (88%) and Spring 2007 (86%) (Table 17 in Appendix B).

Approximately 68% of graduate respondents indicated that they would most definitely or definitely recommend the University of Delaware to others in Spring 2009, a slight decrease from 75% in 2008 and 71% in 2007 (Table 18 in Appendix B). When asked whether they would attend UD if they had to do it all over again, a total of 62% said they would most definitely or definitely attend UD in the Spring 2009, a notable increase from 53% in Spring 2008, but in line with the 2007 result (65%) (Table 19 in Appendix B).

Subgroup Comparisons

Additional analyses were performed to compare mean responses of particular subgroups. Specifically, statistically significant differences in the mean responses are tested according to white/non-white and male/female status: the responses from white students were compared with the responses of non-white students⁵ and the responses of male students were compared with those of female students.

Undergraduates

Overall, undergraduate respondents differed significantly by race/ethnicity on five key survey questions (Table 20 and Table 22 in Appendix B). These five questions are: how would you rate the faculty at the University; how much did UD prepare you to meet your personal and professional goals; overall, how satisfied are you with your UD experience; would you recommend to others that they should attend the University of Delaware; and if you had it to do all over again, would you attend the University of Delaware. In Spring 2009, average ratings of the faculty at UD by non-white undergraduates are significantly lower than those of their white peers. However, in the Spring 2008 survey, there were no significant differences between white undergraduate respondents and their non-white peers on any of these items. In the Spring 2007

⁵ Respondents were given the option to indicate one of eight racial/ethnic categories: White, Non-Hispanic; Black, Non-Hispanic; Hispanic; Asian; American Indian/Alaskan Native; native Hawaiian/Other Pacific Islander; Non-resident Alien or Other. For the purpose of the mean score analysis, respondents indicating they belonged to any racial/ethnic category other than “White, Non-Hispanic” were aggregated into a new “non-white” category.

survey, ratings for the other four questions from non-white respondents were significantly lower than those from white respondents.

Undergraduate respondents also differed significantly by gender on seven key survey questions (Table 21 and Table 22 in Appendix B). These seven questions are: to what level did the University contribute to your intellectual growth; to what level did the University contribute to your personal growth; how much did UD prepare you to meet your personal and professional goals; overall, how satisfied are you with your UD experience; would you recommend to others that they should attend the University of Delaware; if you had it to do all over again, would you attend the University of Delaware; and because what I learned at UD, I can use information technology to conduct research in my field. In the Spring 2009 survey, male undergraduate respondents were more positive in response to the statement about using information technology to conduct research in their field than were their female peers. In Spring 2008, when asked how much UD prepared them to meet their personal and professional goals, male undergraduate respondents tended to give significantly lower ratings than their female peers. They were also found to be less likely than female undergraduate respondents to recommend UD to others. In the Spring 2007 survey, the mean responses of male undergraduate respondents were significantly lower than those of female undergraduate respondents for all these questions except the last one.

Graduates

Graduate respondents differed significantly by race only on two survey questions (Table 23 and Table 25 in Appendix B). In both Spring 2009 and Spring 2007 surveys, white graduate respondents tended to give significantly lower ratings on how much the University contributed to their social growth, as opposed to their non-white peers. In Spring 2009, white graduate respondents also gave significantly lower ratings on how much the University contributed to their personal growth, compared with their non-white peers.

Graduate respondents differed significantly by gender only on two survey questions (Table 24 and Table 25 in Appendix B). In the Spring 2008 survey, male graduate respondents tended to give significantly lower ratings than their female peers on how much the University prepared them to meet their personal and professional goals. In addition, male graduate respondents tended to give significantly lower ratings on how much the University contributed to their personal growth compared to their female peers.

This report has discussed the primary findings of the Spring 2007, Spring 2008, and Spring 2009 Exit Web Surveys. If further detail or analyses would be helpful, please contact the Office of Institutional Research.

Appendix A

Table 1. Demographics of Exit Web Survey Respondents

| | Spring 2007 | | Spring 2008 | | Spring 2009 | |
|--------------------------------------|-------------|-------|-------------|-------|-------------|-------|
| | N | % | N | % | N | % |
| Undergraduate | | | | | | |
| <i>Race/Ethnicity (Total)</i> | 989 | 100.0 | 660 | 100.0 | 618 | 100.0 |
| White | 871 | 88.1 | 563 | 85.3 | 542 | 87.7 |
| African American | 39 | 3.9 | 26 | 3.9 | 19 | 3.1 |
| Hispanic | 26 | 2.6 | 23 | 3.5 | 21 | 3.4 |
| Asian | 32 | 3.2 | 22 | 3.3 | 19 | 3.1 |
| Native American | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| Non-resident Alien | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other | 19 | 1.9 | 26 | 3.9 | 17 | 2.8 |
| <i>Gender (Total)</i> | 993 | 100.0 | 662 | 100.0 | 616 | 100.0 |
| Male | 356 | 35.9 | 211 | 31.9 | 193 | 31.3 |
| Female | 637 | 64.1 | 451 | 68.1 | 423 | 68.7 |
| Graduate | | | | | | |
| <i>Race/Ethnicity (Total)</i> | 249 | 100.0 | 34 | 100.0 | 152 | 100.0 |
| White | 173 | 69.5 | 22 | 64.7 | 113 | 74.3 |
| African American | 13 | 5.2 | 0 | 0.0 | 8 | 5.3 |
| Hispanic | 13 | 5.2 | 1 | 2.9 | 5 | 3.3 |
| Asian | 30 | 12.0 | 11 | 32.4 | 22 | 14.5 |
| Native American | 1 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| Non-resident Alien | 10 | 4.0 | 0 | 0.0 | 3 | 2.0 |
| Other | 9 | 3.6 | 0 | 0.0 | 1 | 0.7 |
| <i>Gender (Total)</i> | 250 | 100.0 | 34 | 100.0 | 154 | 100.0 |
| Male | 97 | 38.8 | 15 | 44.1 | 59 | 38.3 |
| Female | 153 | 61.2 | 19 | 55.9 | 95 | 61.7 |

Table 2. Primary Reason for Attending the University of Delaware

| | Spring 2007 (n=993) | Spring 2008 (n=665) | Spring 2009 (n=590) |
|-----------------------------------|------------------------|------------------------|------------------------|
| Undergraduate | | | |
| Obtain a degree | 68.0% | 70.4% | 66.8% |
| Skills and Knowledge to get a job | 25.7% | 20.6% | 25.6% |
| Social aspect | 1.3% | 2.1% | 1.9% |
| Expected thing to do | 5.0% | 6.9% | 5.8% |
| Graduate | Spring 2007 (n=248) | Spring 2008 (n=34) | Spring 2009 (n=141) |
| Obtain a degree | 70.6% | 73.5% | 71.6% |
| Skills and Knowledge to get a job | 27.4% | 20.6% | 25.5% |
| Social aspect | 0.0% | 0.0% | 0.7% |
| Expected thing to do | 2.0% | 5.9% | 2.1% |

Table 3. Most Popular Reported Undergraduate Majors

| Rank | Spring 2007 | Spring 2008 | Spring 2009 |
|------|--------------------------------|---------------------|------------------------------|
| 1 | English | Psychology | Finance |
| 2 | Psychology | English | Elementary Teacher Education |
| 3 | Marketing | Biological Sciences | English Nursing |
| 4 | Biological Sciences Finance | Communication | Biological Sciences |
| 5 | Criminal Justice | Criminal Justice | Accounting |

Table 4. Educational Goals

| | Spring 2007 (n=990) | Spring 2008 (n=665) | Spring 2009 (n=589) |
|--|------------------------|------------------------|------------------------|
| Undergraduate | | | |
| Bachelors degree | 27.5% | 29.0% | 26.0% |
| Masters degree | 48.3% | 44.4% | 48.7% |
| Professional degree (MD, DO, DDS, DVM, JD) | 11.4% | 12.8% | 12.9% |
| Doctorate degree (PhD, EdD) | 12.8% | 13.8% | 12.4% |
| Graduate | Spring 2007 (n=240) | Spring 2008 (n=34) | Spring 2009 (n=133) |
| Bachelors degree | 0.0% | 0.0% | 0.0% |
| Masters degree | 48.3% | 29.4% | 39.8% |
| Professional degree (MD, DO, DDS, DVM, JD) | 3.3% | 2.9% | 6.0% |
| Doctorate degree (PhD, EdD) | 48.3% | 67.6% | 54.1% |

Table 5. Post-Graduation Plans⁶

| Undergraduate | Spring 2007 (n=994) | Spring 2008 (n=665) | Spring 2009 (n=590) |
|--------------------------------|------------------------|------------------------|------------------------|
| Work full-time | 64.5% | 62.3% | 57.3% |
| Work part-time | 1.5% | 1.7% | 2.4% |
| Continue education | 23.0% | 24.7% | 27.8% |
| Military | 0.8% | 0.8% | 1.0% |
| Public Service | -- | -- | 1.5% |
| Community Service ⁷ | 0.3% | 0.9% | -- |
| Volunteer ⁷ | 1.3% | 1.2% | -- |
| Take some time off | 3.8% | 3.5% | 2.9% |
| Travel | -- | -- | 2.5% |
| Undecided | 4.7% | 5.1% | 3.7% |
| Graduate | Spring 2007 (n=250) | Spring 2008 (n=34) | Spring 2009 (n=145) |
| Work full-time | 75.6% | 97.1% | 78.6% |
| Work part-time | 1.6% | 0.0% | 3.4% |
| Continue education | 17.2% | 2.9% | 11.0% |
| Military | 0.0% | 0.0% | 0.0% |
| Public Service | -- | -- | 0.7% |
| Community Service ⁷ | 0.4% | 0.0% | -- |
| Volunteer ⁷ | 0.0% | 0.0% | -- |
| Take some time off | 2.8% | 0.0% | 0.7% |
| Travel | -- | -- | 0.7% |
| Undecided | 2.4% | 0.0% | 4.8% |

⁶ In Spring 2009, the response set for this question contains the following choices: work full-time; work part-time; continue education; military; public service; volunteer or community service; take some time off; travel; and undecided.

⁷ In the 2009 spring term, 0.8% of undergraduate respondents reported that they planned to do volunteer or community service after graduation and none of graduate respondents indicated planning to do so.

Table 6. What will you remember most about the University?

| Undergraduate | Spring 2007 (n=986) | Spring 2008 (n=664) | Spring 2009 (n=588) |
|-----------------------------|------------------------|------------------------|------------------------|
| Faculty | 9.7% | 10.1% | 9.5% |
| Classmates | 45.6% | 40.8% | 43.2% |
| Extra-curricular activities | 12.7% | 13.7% | 16.2% |
| UD sports | 2.5% | 3.2% | 1.4% |
| Campus | 12.5% | 12.7% | 15.1% |
| Newark | 4.5% | 4.5% | 6.0% |
| Other | 12.5% | 15.1% | 8.7% |
| Graduate | Spring 2007 (n=246) | Spring 2008 (n=34) | Spring 2009 (n=145) |
| Faculty | 43.9% | 32.4% | 35.9% |
| Classmates | 31.7% | 29.4% | 36.6% |
| Extra-curricular activities | 2.4% | 2.9% | 2.8% |
| UD sports | 0.4% | 0.0% | 2.8% |
| Campus | 7.7% | 11.8% | 11.0% |
| Newark | 3.7% | 8.8% | 4.1% |
| Other | 10.2% | 14.7% | 6.9% |

Appendix B

Table 1

How did the General Education curriculum impact your college experience?

| Undergraduate | Spring 2007 (n=984) | Spring 2008 (n=641) | Spring 2009 (n=581) |
|----------------------|------------------------|------------------------|------------------------|
| Positively | 55.8% | 52.0% | 29.3% |
| Neutral | 37.7% | 39.0% | 66.3% |
| Negatively | 6.5% | 9.0% | 4.5% |

Table 2

Because of what I learned at UD, I can speak and write well about a variety of subjects:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 591) |
| Strongly agree | 40.4% |
| Agree | 48.4% |
| Neutral | 9.3% |
| Disagree | 1.5% |
| Strongly Disagree | 0.3% |
| Graduate | Spring 2009 (n= 146) |
| Strongly agree | 37.0% |
| Agree | 45.9% |
| Neutral | 13.7% |
| Disagree | 3.4% |
| Strongly Disagree | 0.0% |

Table 3

Because of what I learned at UD, I can use information technology to conduct research and to understand research in my field:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 588) |
| Strongly agree | 37.2% |
| Agree | 46.4% |
| Neutral | 12.4% |
| Disagree | 3.4% |
| Strongly Disagree | 0.5% |
| Graduate | Spring 2009 (n= 146) |
| Strongly agree | 43.8% |
| Agree | 41.1% |
| Neutral | 11.0% |
| Disagree | 3.4% |
| Strongly Disagree | 0.7% |

Table 4

Because of what I learned at UD, I can make connections between my classroom learning and what I need to know and do to be successful in the “real world”:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 588) |
| Strongly agree | 42.3% |
| Agree | 40.8% |
| Neutral | 13.4% |
| Disagree | 2.9% |
| Strongly Disagree | 0.5% |
| Graduate | Spring 2009 (n= 146) |
| Strongly agree | 39.0% |
| Agree | 45.2% |
| Neutral | 11.0% |
| Disagree | 3.4% |
| Strongly Disagree | 1.4% |

Table 5

Because of what I learned at UD, I know how to interact with people from different cultures and backgrounds:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 591) |
| Strongly agree | 35.5% |
| Agree | 38.1% |
| Neutral | 20.3% |
| Disagree | 4.2% |
| Strongly Disagree | 1.9% |
| Graduate | Spring 2009 (n= 146) |
| Strongly agree | 37.0% |
| Agree | 33.6% |
| Neutral | 27.4% |
| Disagree | 2.1% |
| Strongly Disagree | 0.0% |

Table 6

Because of what I learned at UD, I feel more prepared to work in a global society:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 591) |
| Strongly agree | 33.8% |
| Agree | 42.6% |
| Neutral | 18.6% |
| Disagree | 3.4% |
| Strongly Disagree | 1.5% |
| Graduate | Spring 2009 (n= 145) |
| Strongly agree | 30.3% |
| Agree | 35.9% |
| Neutral | 29.0% |
| Disagree | 3.4% |
| Strongly Disagree | 1.4% |

Table 7

Because of what I learned at UD, I consider the impacts of my decisions and actions on others:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 588) |
| Strongly agree | 42.5% |
| Agree | 41.3% |
| Neutral | 14.5% |
| Disagree | 1.2% |
| Strongly Disagree | 0.5% |
| Graduate | Spring 2009 (n= 144) |
| Strongly agree | 31.9% |
| Agree | 41.7% |
| Neutral | 25.0% |
| Disagree | 1.4% |
| Strongly Disagree | 0.0% |

Table 8

Because of what I learned at UD, I'm a good team member:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 590) |
| Strongly agree | 48.6% |
| Agree | 41.4% |
| Neutral | 8.3% |
| Disagree | 1.0% |
| Strongly Disagree | 0.7% |
| Graduate | Spring 2009 (n= 146) |
| Strongly agree | 39.0% |
| Agree | 38.4% |
| Neutral | 21.9% |
| Disagree | 0.7% |
| Strongly Disagree | 0.0% |

Table 9
Because of what I learned at UD, I can learn and work independently:

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 588) |
| Strongly agree | 56.8% |
| Agree | 35.9% |
| Neutral | 6.3% |
| Disagree | 0.7% |
| Strongly Disagree | 0.3% |
| Graduate | Spring 2009 (n= 143) |
| Strongly agree | 52.4% |
| Agree | 35.7% |
| Neutral | 10.5% |
| Disagree | 1.4% |
| Strongly Disagree | 0.0% |

Table 10
How would you rate the faculty at the University?

| | | | |
|----------------------|------------------------|------------------------|------------------------|
| Undergraduate | Spring 2007 (n=992) | Spring 2008 (n=664) | Spring 2009 (n=590) |
| Excellent | 35.0% | 35.4% | 37.3% |
| Good | 56.7% | 55.1% | 57.8% |
| Fair | 8.1% | 7.8% | 4.7% |
| Poor | 0.3% | 1.7% | 0.2% |
| Graduate | Spring 2007 (n=249) | Spring 2008 (n=34) | Spring 2009 (n=145) |
| Excellent | 50.2% | 52.9% | 35.2% |
| Good | 42.6% | 38.2% | 58.6% |
| Fair | 6.8% | 8.8% | 4.8% |
| Poor | 0.4% | 0.0% | 1.4% |

Table 11

To what level did the University contribute to your intellectual growth?

| Undergraduate | Spring 2007 (n=995) | Spring 2008 (n=666) | Spring 2009 (n=590) |
|----------------------|------------------------|------------------------|------------------------|
| Very Great | 34.0% | 36.9% | 46.9% |
| Great | 48.8% | 43.4% | 40.5% |
| Moderate | 15.2% | 16.1% | 11.7% |
| Little | 1.8% | 2.9% | 0.8% |
| None | 0.2% | 0.8% | 0.0% |
| Graduate | Spring 2007 (n=248) | Spring 2008 (n=34) | Spring 2009 (n=146) |
| Very Great | 41.5% | 50.0% | 37.0% |
| Great | 41.9% | 35.3% | 47.9% |
| Moderate | 15.3% | 14.7% | 13.0% |
| Little | 1.2% | 0.0% | 2.1% |
| None | 0.0% | 0.0% | 0.0% |

Table 12

To what level did the University contribute to your personal growth?

| Undergraduate | Spring 2007 (n=994) | Spring 2008 (n=665) | Spring 2009 (n=590) |
|----------------------|------------------------|------------------------|------------------------|
| Very Great | 37.2% | 38.2% | 47.5% |
| Great | 39.9% | 34.3% | 34.6% |
| Moderate | 16.7% | 18.0% | 13.2% |
| Little | 4.9% | 7.1% | 4.2% |
| None | 1.2% | 2.4% | 0.5% |
| Graduate | Spring 2007 (n=248) | Spring 2008 (n=34) | Spring 2009 (n=145) |
| Very Great | 32.3% | 41.2% | 28.3% |
| Great | 31.0% | 41.2% | 38.6% |
| Moderate | 26.2% | 11.8% | 22.1% |
| Little | 10.1% | 2.9% | 9.0% |
| None | 0.4% | 2.9% | 2.1% |

Table 13

To what level did the University contribute to your social growth?

| Undergraduate | Spring 2007 (n=991) | Spring 2008 (n=664) | Spring 2009 (n=588) |
|----------------------|------------------------|------------------------|------------------------|
| Very Great | 35.5% | 34.3% | 42.5% |
| Great | 34.3% | 32.2% | 33.8% |
| Moderate | 21.2% | 20.6% | 15.1% |
| Little | 6.3% | 9.3% | 6.6% |
| None | 2.7% | 3.5% | 1.9% |
| Graduate | Spring 2007 (n=249) | Spring 2008 (n=33) | Spring 2009 (n=146) |
| Very Great | 14.9% | 18.2% | 13.0% |
| Great | 25.3% | 33.3% | 29.5% |
| Moderate | 36.1% | 33.3% | 33.6% |
| Little | 17.7% | 9.1% | 18.5% |
| None | 6.0% | 6.1% | 5.5% |

Table 14

How much did UD prepare you to meet your personal and professional goals?

| Undergraduate | Spring 2007 (n=993) | Spring 2008 (n=664) |
|----------------------|------------------------|------------------------|
| Very much | 28.6% | 25.6% |
| Much | 43.9% | 47.0% |
| Moderate | 21.8% | 19.7% |
| Little | 4.8% | 6.3% |
| None | 0.9% | 1.4% |
| Graduate | Spring 2007 (n=249) | Spring 2008 (n=34) |
| Very much | 37.8% | 32.4% |
| Much | 41.8% | 47.1% |
| Moderate | 18.5% | 14.7% |
| Little | 2.0% | 2.9% |
| None | 0.0% | 2.9% |

Table 15
 How much did UD prepare you to meet your personal goals?

| | |
|----------------------|-------------------------|
| Undergraduate | Spring 2009 (n= 583) |
| Excellent | 40.0% |
| Good | 52.3% |
| Fair | 6.2% |
| Poor | 1.5% |
| Graduate | Spring 2009 (n=145) |
| Excellent | 32.4% |
| Good | 56.6% |
| Fair | 10.3% |
| Poor | 0.7% |

Table 16
 How much did UD prepare you to meet your professional goals?

| | |
|----------------------|------------------------|
| Undergraduate | Spring 2009 (n=589) |
| Excellent | 40.2 |
| Good | 45.3 |
| Fair | 10.9 |
| Poor | 3.6 |
| Graduate | Spring 2009 (n=143) |
| Excellent | 33.6% |
| Good | 55.2% |
| Fair | 9.1% |
| Poor | 2.1% |

Table 17
Overall, how satisfied are you with your UD experience?

| | Spring 2007 (n=993) | Spring 2008 (n=661) | Spring 2009 (n=587) |
|----------------------|------------------------|------------------------|------------------------|
| Undergraduate | | | |
| Very satisfied | 47.5% | 45.8% | 54.0% |
| Satisfied | 40.6% | 38.0% | 37.5% |
| Neutral | 7.9% | 8.3% | 4.8% |
| Dissatisfied | 2.9% | 5.7% | 2.6% |
| Very dissatisfied | 1.1% | 2.1% | 1.2% |
| Graduate | Spring 2007 (n=250) | Spring 2008 (n=34) | Spring 2009 (n=146) |
| Very satisfied | 48.0% | 41.2% | 41.8% |
| Satisfied | 38.4% | 47.1% | 45.9% |
| Neutral | 10.8% | 8.8% | 9.6% |
| Dissatisfied | 2.4% | 2.9% | 2.1% |
| Very dissatisfied | 0.4% | 0.0% | 0.7% |

Table 18
Would you recommend to others that they should attend the University of Delaware?

| | Spring 2007 (n=993) | Spring 2008 (n=662) | Spring 2009 (n=587) |
|----------------------|------------------------|------------------------|------------------------|
| Undergraduate | | | |
| Most definitely | 47.6% | 51.2% | 60.3% |
| Definitely | 26.6% | 20.5% | 19.8% |
| Likely | 16.7% | 15.1% | 14.1% |
| Not likely | 7.2% | 10.4% | 4.6% |
| Not sure | 1.9% | 2.7% | 1.2% |
| Graduate | Spring 2007 (n=249) | Spring 2008 (n=32) | Spring 2009 (n=146) |
| Most definitely | 41.8% | 40.6% | 35.6% |
| Definitely | 29.3% | 34.4% | 32.2% |
| Likely | 17.3% | 18.8% | 24.7% |
| Not likely | 7.6% | 6.2% | 5.5% |
| Not sure | 4.0% | 0.0% | 2.1% |

Table 19

If you had it to do all over again, would you attend the University of Delaware?

| Undergraduate | Spring 2007 (n=992) | Spring 2008 (n=664) | Spring 2009 (n=586) |
|----------------------|------------------------|------------------------|------------------------|
| Most definitely | 45.0% | 45.9% | 55.5% |
| Definitely | 20.1% | 18.4% | 16.6% |
| Likely | 19.4% | 15.5% | 16.6% |
| Not likely | 11.3% | 15.2% | 8.5% |
| Not sure | 4.3% | 5.0% | 2.9% |
| Graduate | Spring 2007 (n=249) | Spring 2008 (n=30) | Spring 2009 (n=146) |
| Most definitely | 43.4% | 16.7% | 37.0% |
| Definitely | 21.3% | 36.7% | 24.7% |
| Likely | 21.3% | 30.0% | 28.8% |
| Not likely | 8.8% | 16.7% | 6.8% |
| Not sure | 5.2% | 0.0% | 2.7% |

Table 20
Undergraduate Mean Scores by Race/Ethnicity

| Item | Graduation Term | | | | | |
|--|-----------------|-----------|-------------|-----------|-------------|-----------|
| | Spring 2007 | | Spring 2008 | | Spring 2009 | |
| | White | Non-White | White | Non-White | White | Non-White |
| How did the General Education curriculum impact your college experience? ¹ | 2.50 | 2.41 | 2.41 | 2.54 | 2.25 | 2.28 |
| How would you rate the faculty at the University? ² | 3.27 | 3.21 | 3.25 | 3.16 | 3.34 | 3.19** |
| To what level did the University contribute to your intellectual growth? ³ | 4.16 | 4.08 | 4.14 | 4.07 | 4.34 | 4.27 |
| To what level did the University contribute to your personal growth? ³ | 4.08 | 4.00 | 4.00 | 3.94 | 4.24 | 4.23 |
| To what level did the University contribute to your social growth? ³ | 3.95 | 3.90 | 3.85 | 3.80 | 4.12 | 3.89 |
| How much did UD prepare you to meet your personal and professional goals? ⁴ | 3.97 | 3.80** | 3.89 | 3.89 | -- | -- |
| Overall, how satisfied are you with your UD experience? ⁵ | 4.34 | 4.08* | 4.20 | 4.15 | 4.42 | 4.26 |
| Would you recommend to others that they should attend the University of Delaware? ⁶ | 4.15 | 3.84* | 4.08 | 4.04 | 4.36 | 4.15 |
| If you had it to do all over again, would you attend the University of Delaware? ⁶ | 3.96 | 3.51* | 3.88 | 3.75 | 4.15 | 4.01 |

¹ Mean scores: 3=Positively; 2=Neutral; 1=Negatively

² Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

³ Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

⁴ Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

⁵ Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

⁶ Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

* Scores are significantly lower, p<.01

** Scores are significantly lower, p<.05

Table 21
Undergraduate Mean Scores by Gender

| Item | Graduation Term | | | | | |
|--|-----------------|--------|-------------|--------|-------------|--------|
| | Spring 2007 | | Spring 2008 | | Spring 2009 | |
| | Male | Female | Male | Female | Male | Female |
| How did the General Education curriculum impact your college experience? ¹ | 2.44 | 2.52 | 2.37 | 2.45 | 2.21 | 2.26 |
| How would you rate the faculty at the University? ² | 3.23 | 3.28 | 3.19 | 3.26 | 3.32 | 3.33 |
| To what level did the University contribute to your intellectual growth? ³ | 4.06* | 4.19 | 4.09 | 4.14 | 4.30 | 4.35 |
| To what level did the University contribute to your personal growth? ³ | 3.98** | 4.12 | 3.90 | 4.02 | 4.25 | 4.24 |
| To what level did the University contribute to your social growth? ³ | 3.92 | 3.95 | 3.90 | 3.82 | 4.07 | 4.09 |
| How much did UD prepare you to meet your personal and professional goals? ⁴ | 3.85* | 4.00 | 3.78** | 3.94 | -- | -- |
| Overall, how satisfied are you with your UD experience? ⁵ | 4.23** | 4.34 | 4.13 | 4.22 | 4.39 | 4.42 |
| Would you recommend to others that they should attend the University of Delaware? ⁶ | 3.98* | 4.19 | 3.92** | 4.14 | 4.38 | 4.32 |
| If you had it to do all over again, would you attend the University of Delaware? ⁶ | 3.79** | 3.97 | 3.75 | 3.90 | 4.09 | 4.15 |

¹ Mean scores: 3=Positively; 2=Neutral; 1=Negatively

² Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

³ Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

⁴ Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

⁵ Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

⁶ Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

* Scores are significantly lower, $p < .01$

** Scores are significantly lower, $p < .05$

Table 22
Undergraduate Mean Scores for New Items in Spring 2009 Survey¹

| Item (Because of what I learned at UD...) | Spring 2009 | | | | |
|--|---------------------|-------|-----------|------|--------|
| | Overall Mean Scores | White | Non-White | Male | Female |
| I can speak and write well about a variety of subjects | 4.27 | 4.27 | 4.23 | 4.36 | 4.23 |
| I can use information technology to conduct research and to understand research in my field | 4.17 | 4.17 | 4.11 | 4.30 | 4.11* |
| I can make connections between my classroom learning and what I need to know and do to be successful in the “real world” | 4.22 | 4.23 | 4.14 | 4.20 | 4.22 |
| I know how to interact with people from different cultures and backgrounds | 4.01 | 4.01 | 4.01 | 3.97 | 4.03 |
| I feel more prepared to work in a global society | 4.04 | 4.03 | 4.05 | 4.04 | 4.04 |
| I consider the impacts of my decisions and actions on others | 4.24 | 4.24 | 4.23 | 4.27 | 4.23 |
| I’m a good team member | 4.36 | 4.37 | 4.35 | 4.40 | 4.35 |
| I can learn and work independently | 4.48 | 4.49 | 4.45 | 4.50 | 4.47 |

Mean scores: 5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree

¹Subgroup significance tests compare white versus non-white and male versus female.

* Scores are significantly lower, $p < .01$

** Scores are significantly lower, $p < .05$

Table 23
Graduate Mean Scores by Race/Ethnicity

| Item | Graduation Term | | | | | |
|--|-----------------|-----------|-------------|-----------|-------------|-----------|
| | Spring 2007 | | Spring 2008 | | Spring 2009 | |
| | White | Non-White | White | Non-White | White | Non-White |
| How would you rate the faculty at the University? ¹ | 3.44 | 3.39 | 3.41 | 3.50 | 3.31 | 3.23 |
| To what level did the University contribute to your intellectual growth? ² | 4.23 | 4.25 | 4.36 | 4.33 | 4.22 | 4.17 |
| To what level did the University contribute to your personal growth? ² | 3.81 | 3.92 | 4.00 | 4.42 | 3.72** | 4.08 |
| To what level did the University contribute to your social growth? ² | 3.15** | 3.46 | 3.36 | 3.73 | 3.14* | 3.61 |
| How much did UD prepare you to meet your personal and professional goals? ³ | 4.19 | 4.07 | 3.95 | 4.17 | -- | -- |
| Overall, how satisfied are you with your UD experience? ⁴ | 4.31 | 4.30 | 4.27 | 4.25 | 4.26 | 4.28 |
| Would you recommend to others that they should attend the University of Delaware? ⁵ | 3.99 | 3.92 | 4.09 | 4.10 | 3.92 | 4.06 |
| If you had it to do all over again, would you attend the University of Delaware? ⁵ | 3.92 | 3.79 | 3.42 | 3.73 | 3.83 | 4.00 |

¹ Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

² Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

³ Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

⁴ Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

⁵ Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

* Scores are significantly lower, $p < .01$

** Scores are significantly lower, $p < .05$

Table 24
Graduate Mean Scores by Gender

| Item | Graduation Term | | | | | |
|--|-----------------|--------|-------------|--------|-------------|--------|
| | Spring 2007 | | Spring 2008 | | Spring 2009 | |
| | Male | Female | Male | Female | Male | Female |
| How would you rate the faculty at the University? ¹ | 3.37 | 3.46 | 3.40 | 3.47 | 3.25 | 3.30 |
| To what level did the University contribute to your intellectual growth? ² | 4.17 | 4.28 | 4.13 | 4.53 | 4.17 | 4.22 |
| To what level did the University contribute to your personal growth? ² | 3.88 | 3.83 | 3.73** | 4.47 | 3.71 | 3.88 |
| To what level did the University contribute to your social growth? ² | 3.31 | 3.22 | 3.27 | 3.67 | 3.15 | 3.33 |
| How much did UD prepare you to meet your personal and professional goals? ³ | 4.11 | 4.18 | 3.67** | 4.32 | -- | -- |
| Overall, how satisfied are you with your UD experience? ⁴ | 4.29 | 4.33 | 4.07 | 4.42 | 4.26 | 4.26 |
| Would you recommend to others that they should attend the University of Delaware? ⁵ | 3.93 | 4.00 | 3.87 | 4.29 | 3.89 | 3.98 |
| If you had it to do all over again, would you attend the University of Delaware? ⁵ | 3.78 | 3.95 | 3.42 | 3.61 | 3.91 | 3.84 |

¹ Mean scores: 4=Excellent; 3=Good; 2=Fair; 1=Poor

² Mean scores: 5=Very great; 4=Great; 3=Moderate; 2=Little; 1=None

³ Mean scores: 5=Very much; 4=Much; 3=Moderate; 2=Little; 1=None

⁴ Mean scores: 5=Very satisfied; 4=Satisfied; 3=Neutral; 2=Dissatisfied; 1=Very dissatisfied

⁵ Mean scores: 5=Most definitely; 4=Definitely; 3=Likely; 2=Not likely; 1=Not sure

* Scores are significantly lower, p<.01

** Scores are significantly lower, p<.05

Table 25
Graduate Mean Scores for New Items in Spring 2009 Survey¹

| Item (Because of what I learned at UD...) | Spring 2009 | | | | |
|--|---------------------|-------|-----------|------|--------|
| | Overall Mean Scores | White | Non-White | Male | Female |
| I can speak and write well about a variety of subjects | 4.16 | 4.21 | 4.03 | 4.13 | 4.18 |
| I can use information technology to conduct research and to understand research in my field | 4.24 | 4.25 | 4.19 | 4.25 | 4.24 |
| I can make connections between my classroom learning and what I need to know and do to be successful in the “real world” | 4.17 | 4.22 | 4.06 | 4.21 | 4.16 |
| I know how to interact with people from different cultures and backgrounds | 4.05 | 4.03 | 4.11 | 4.08 | 4.05 |
| I feel more prepared to work in a global society | 3.90 | 3.82 | 4.11 | 3.96 | 3.88 |
| I consider the impacts of my decisions and actions on others | 4.04 | 4.01 | 4.11 | 4.02 | 4.05 |
| I’m a good team member | 4.16 | 4.08 | 4.33 | 4.06 | 4.22 |
| I can learn and work independently | 4.39 | 4.39 | 4.37 | 4.40 | 4.39 |

Mean scores: 5=Strongly agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly disagree

¹ Subgroup significance tests compare white versus non-white and male versus female.

* Scores are significantly lower, $p < .01$

** Scores are significantly lower, $p < .05$