



Report on the Survey of Graduating Students: 2012-13

Office of the Provost and Vice-President (Academic)

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Report on the Survey of Graduating Students: 2012-13

Western's Strategic Plan, **Engaging the Future** affirms the importance of assessing the University's performance in its primary missions of teaching and research. A significant component of this evaluative process is the measurement of the learning experience of our students.

In February 1995, the President and Vice-Presidents initiated a voluntary, confidential exit survey, sponsored by the Provost, to determine undergraduates' perceptions of the quality of their educational experiences and their satisfaction with facilities and academic support services at Western University. The Survey of Graduating Students continues both to provide information for planning and to reinforce the University's commitment to excellence.

The Survey Questionnaire

The 2012-13 Survey of Graduating Students (attached as Appendix A) was a 12-item questionnaire in which graduates rated their satisfaction with academic courses and programs, the quality of instruction, the degree to which their university experience enhanced a range of abilities and skills, and their satisfaction with Western's administrative services. Graduates were also asked to describe their reasons for choosing Western, funding sources while at university, their education-related debt upon graduation, and their plans for future employment or study. Three open-ended questions provided an opportunity for graduates to offer comments about their experiences at Western and their suggestions for improving the University.

Following years of declining response rates the Spring 2013 Survey of Graduating Students underwent significant modifications in both format and delivery. Questions related to living arrangements, employment, reasons for pursuing post-secondary education, and satisfaction with physical facilities were removed to shorten the questionnaire and focus exclusively on academic issues. Questions were rearranged and streamlined and the web layout was refreshed. A more structured survey window was established with reminders at regular intervals. The result was an increase in response rates for the Spring survey from the mid-teens to 42.6%.

Survey Procedure

Questionnaire Distribution

A web-based survey including an explanatory letter was made available to a total of 5,589 undergraduate, certificate, and diploma students who were registered at the Constituent University and who were, at the time of distribution, expected to graduate at the Fall 2012 or Spring 2013 Convocations. The cover letter enlisted students' cooperation and assured them that participation was voluntary, responses would be treated confidentially, and only aggregate data would be published.

Response Rate

Of the 5,589 questionnaires distributed to graduates of the Constituent University, 2,209 completed questionnaires (or 39.5%) were received.

By term, the Fall 2012 response rate was 16.8% while the revamped survey issues in Spring 2013 garnered a 42.6% response rate.

Table 1 shows response rates, by Faculty of registration, for the 2,209 respondents who identified themselves as registered at the Constituent University.

The respondents were characteristic of graduates in marital status, immigration status, and applicant type, but females were more heavily represented among respondents. With this caveat, respondents can be regarded as representative of the Fall 2012 and Spring 2013 graduating classes as a whole.

Limitations

When interpreting the results of the survey, it should be noted that the methodology permits only relatively global generalizations to be made. The number of respondents is not large enough to permit meaningful analysis at the level of academic Departments or individual programs. Despite the small sample sizes within departmentalized Faculties, it is entirely reasonable to expect differences in responses at this level. Furthermore, these differences will be both above and below the Faculty average and as a result the reader should not assume that the Faculty-level responses will mirror the responses at the Department level. Available resources and existing physical structures also vary significantly across campus. Some Faculties/Departments have the benefit of newer buildings and/or recent renovations, and these factors may affect the rankings of specific Faculties. Furthermore, it is very likely that some respondents have allowed bleak job prospects to affect their responses.

In addition, the present questionnaire does not take into account respondents' degree of experience with items that they are rating. Although the survey format did offer respondents the option of indicating which items were "not applicable" to them, it is not possible to distinguish the opinions of students with limited exposure to certain facilities or services from those who have used them extensively.

Distortion or loss of specific recollection may affect responses to some questions, particularly Questions 9, where respondents ranked reasons for choosing Western University. In most instances, graduates would have made those decisions 4 to 6 years ago.

In Question 8, respondents indicated their current plans upon graduation. It is important to note that these questionnaires were distributed in April and May for June graduates and therefore the responses to Question 8 reflect the students' employment status or plans at that particular time. If the survey were to be distributed 6 – 12 months after Convocation it could perhaps yield different results.

Although generally positive, the results of the survey point to areas that deserve more extensive study to determine whether changes are warranted. For example, the results suggest the need to determine why graduates were only moderately satisfied with campus food outlets, career services and financial and scholarship services. Similarly, within certain academic units, more information should be sought in response to lower satisfaction ratings about teaching quality, academic programs, and facilities.

Faculties, Colleges, and support units that require more detailed feedback might consider gathering supplementary information through questionnaires, interviews, or focus groups with the current student or graduate populations.

Despite these limitations, the Survey of Graduating Students seems capable of revealing larger trends in students' attitudes and opinions. In future, as changes to academic programs, support services, and facilities are introduced at Western, the views of graduates who returned the survey can serve as a benchmark against which the effects of changes may be measured.

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Faculty and program-level data are available by contacting The Office of Institutional Planning and Budgeting.

Table 1*Western University*

Survey of Graduating Students: 2012-13

Distribution of Population and Responses by Faculty

Faculty	Population		Responses		Response
	N	% of total	N	% of total	Rate
Arts & Humanities	299	5.3	154	7.0	51.5
Business	540	9.7	129	5.8	23.9
Dentistry	58	1.0	17	0.8	29.3
Education	672	12.0	227	10.3	33.8
Engineering	268	4.8	85	3.8	31.7
Health Sciences	863	15.4	372	16.8	43.1
Info & Media Studies	223	4.0	93	4.2	41.7
Law	158	2.8	64	2.9	40.5
Medicine: B. Med Sci Program	327	5.9	172	7.8	52.6
Medicine: MD Program	156	2.8	61	2.8	39.1
Music	124	2.2	53	2.4	42.7
Science	587	10.5	281	12.7	47.9
Social Science	1,314	23.5	501	22.7	38.1
Total	5,589	100.0	2,209	100.0	39.5

Table 2
Western University
Survey of Graduating Students: 2012-13
Ratings of Teaching and Learning Experiences

How much do you agree or disagree with the following statements about your learning experiences at Western	Scale: 1 = Strongly Disagree / 5 = Strongly Agree															2011-12 Results			
	Response=1		Response=2		Response=3		Response=4		Response=5		Response=N/A		No Response		Total	Mean	Response=4	Response=5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%					%
My program had sufficient theoretical focus	53	2.5	86	4.0	231	10.7	1,042	48.3	746	34.6	2,158	4.1	10	0.5	41	1.9	45.7	33.5	4.0
Instructors displayed a positive attitude toward students	37	1.7	82	3.8	322	14.8	1,215	55.9	517	23.8	2,173	4.0	4	0.2	32	1.4	52.7	24.2	3.9
Instructors treated students with respect	42	1.9	93	4.3	274	12.6	1,109	51.1	651	30.0	2,169	4.0	4	0.2	36	1.6	51.7	28.1	4.0
Instructors were reasonably accessible to help students	34	1.6	99	4.6	307	14.2	1,199	55.6	518	24.0	2,157	4.0	16	0.7	36	1.6	52.1	23.8	3.9
I was generally able to get the classes I wanted	69	3.2	186	8.7	285	13.4	857	40.3	729	34.3	2,126	3.9	49	2.2	34	1.5	42.5	32.2	3.9
Library staff provided helpful assistance	69	3.7	120	6.5	343	18.6	703	38.0	614	33.2	1,849	3.9	328	14.8	32	1.4	42.4	31.1	3.9
My learning experience was enjoyable	68	3.1	133	6.1	357	16.4	1,001	46.1	613	28.2	2,172	3.9	4	0.2	33	1.5	43.2	31.3	3.9
My learning experiences were intellectually stimulating	62	2.9	124	5.7	393	18.1	1,082	49.9	508	23.4	2,169	3.9	2	0.1	38	1.7	47.0	26.0	3.8
My program offered an enriching learning experience	83	3.8	145	6.7	344	15.8	929	42.7	674	31.0	2,175	3.9	3	0.1	31	1.4	40.4	29.7	3.8
Generally, I was satisfied with the quality of teaching	70	3.2	124	5.7	323	14.9	1,207	55.5	449	20.7	2,173	3.8	3	0.1	33	1.5	46.9	29.5	3.9
Instructors took pride in their teaching	62	2.9	138	6.4	428	19.7	1,036	47.7	506	23.3	2,170	3.8	2	0.1	37	1.7	44.0	25.7	3.8
Library collections supported my course requirements	85	4.3	153	7.8	390	19.8	777	39.5	562	28.6	1,967	3.8	210	9.5	32	1.4	38.9	24.4	3.7
Class participation was actively encouraged	67	3.1	196	9.0	548	25.3	890	41.1	467	21.5	2,168	3.7	6	0.3	35	1.6	39.1	24.6	3.7
Instructors stimulated me to want to learn more	73	3.4	165	7.6	524	24.1	967	44.5	442	20.4	2,171	3.7	4	0.2	34	1.5	38.4	25.5	3.7
Instructors took an active interest in my learning	60	2.8	170	7.8	486	22.3	1,101	50.6	361	16.6	2,178	3.7	4	0.2	27	1.2	46.0	19.7	3.7
Instructors tried to ensure that material was understood	54	2.5	163	7.5	551	25.3	1,101	50.6	306	14.1	2,175	3.7	2	0.1	32	1.4	47.5	18.7	3.7
Evaluation (exams and marking) was fair	80	3.7	199	9.2	582	26.8	1,059	48.8	251	11.6	2,171	3.6	7	0.3	31	1.4	48.5	14.7	3.6
Library instruction improved my research skills	105	5.7	197	10.7	451	24.6	662	36.1	421	22.9	1,836	3.6	338	15.3	35	1.6	34.2	21.7	3.5
Instructors encouraged feedback regarding their teaching	89	4.1	297	13.7	608	28.1	819	37.8	351	16.2	2,164	3.5	7	0.3	38	1.7	38.0	18.9	3.6
My assignments were useful learning experiences	78	3.6	242	11.2	632	29.1	965	44.5	252	11.6	2,169	3.5	7	0.3	33	1.5	39.4	15.4	3.5
I had sufficient opportunity for self-paced learning	105	4.9	299	14.0	608	28.4	854	39.9	273	12.8	2,139	3.4	32	1.4	38	1.7	38.3	15.1	3.4
Instructors provided helpful feedback throughout course	85	3.9	272	12.6	665	30.7	932	43.0	211	9.7	2,165	3.4	5	0.2	39	1.8	42.6	11.3	3.4
My program had sufficient practical focus	177	8.2	383	17.8	466	21.6	721	33.5	408	18.9	2,155	3.4	20	0.9	34	1.5	32.3	19.8	3.4
Teaching assistants were used effectively	165	8.1	380	18.7	669	32.9	628	30.9	193	9.5	2,035	3.1	140	6.3	34	1.5	33.1	11.4	3.2

Overall satisfaction with the education you received	Scale: 1 = Not At All Satisfied / 5 = Very Satisfied															2011-12 Results			
	Response=1		Response=2		Response=3		Response=4		Response=5		Response=N/A		No Response		Total	Mean	Response=4	Response=5	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%					%
Overall satisfaction with the education you received	44	2.1	67	3.1	258	12.1	642	30.1	1,122	52.6	2,133	4.3	2	0.1	74	3.3	33.5	50.9	4.3

Table 3
Western University
Survey of Graduating Students: 2012-13
Areas of Academic and Personal Improvements

	Scale: 1 = Not At All / 5 = A Great Deal										2011-12 Results								
	Response=1		Response=2		Response=3		Response=4		Response=5		Response=N/A		Total Mean	Total					
	N	%	N	%	N	%	N	%	N	%	N	%			Response=4	Response=5			
Overall, how much did your education at Western contribute to improvements in each of the following areas?																			
Critical judgement	50	2.4	74	3.5	307	14.5	892	42.2	791	37.4	2,114	4.1	13	0.6	82	3.7	39.6	37.1	4.0
Ability to learn and work on your own	74	3.5	103	4.9	286	13.6	861	40.8	785	37.2	2,109	4.0	16	0.7	84	3.8	36.4	40.2	4.0
Problem-solving	61	2.9	107	5.1	414	19.6	956	45.4	570	27.0	2,108	3.9	13	0.6	88	4.0	43.3	30.1	3.9
Research skills	85	4.1	120	5.8	372	17.9	773	37.1	734	35.2	2,084	3.9	40	1.8	85	3.8	34.1	38.2	3.9
Time management	86	4.1	112	5.3	366	17.4	822	39.0	721	34.2	2,107	3.9	16	0.7	86	3.9	34.8	36.8	3.9
Ability to work well with others	85	4.0	142	6.7	434	20.6	935	44.4	511	24.3	2,107	3.8	16	0.7	86	3.9	40.9	27.5	3.8
Awareness of ethical issues	104	5.0	158	7.6	423	20.4	819	39.5	567	27.4	2,071	3.8	47	2.1	91	4.1	36.9	27.6	3.7
Desire for further education	139	6.6	164	7.8	406	19.3	704	33.5	689	32.8	2,102	3.8	18	0.8	89	4.0	32.1	35.7	3.8
Study skills	98	4.6	145	6.9	427	20.2	793	37.6	646	30.6	2,109	3.8	16	0.7	84	3.8	33.6	35.5	3.8
Writing abilities	110	5.2	165	7.8	436	20.7	749	35.6	643	30.6	2,103	3.8	25	1.1	81	3.7	33.1	30.6	3.7
Appreciation of diversity (e.g. cultures, race)	133	6.5	174	8.5	405	19.7	736	35.8	605	29.5	2,053	3.7	70	3.2	86	3.9	32.2	28.5	3.6
Leadership skills	105	5.0	161	7.7	462	22.0	880	41.9	491	23.4	2,099	3.7	23	1.0	87	3.9	35.6	28.2	3.7
Self-confidence	103	4.9	153	7.3	466	22.2	914	43.6	459	21.9	2,095	3.7	24	1.1	90	4.1	38.5	27.7	3.7
Social skills	103	4.9	157	7.5	455	21.7	842	40.2	540	25.8	2,097	3.7	25	1.1	87	3.9	35.8	29.0	3.7
Conflict-resolution	114	5.5	182	8.7	528	25.3	861	41.3	400	19.2	2,085	3.6	35	1.6	89	4.0	38.2	21.4	3.6
Speaking abilities	130	6.2	188	8.9	489	23.3	792	37.7	502	23.9	2,101	3.6	24	1.1	84	3.8	36.0	22.5	3.6
Ability to understand graphical information	142	7.3	194	9.9	471	24.1	750	38.4	398	20.4	1,955	3.5	168	7.6	86	3.9	34.3	23.0	3.5
Understanding of science	207	11.2	203	10.9	357	19.3	546	29.4	541	29.2	1,854	3.5	265	12.0	90	4.1	30.6	29.6	3.6
Awareness of responsibilities of citizenship	195	9.9	237	12.0	471	23.9	665	33.7	403	20.4	1,971	3.4	149	6.7	89	4.0	30.7	21.3	3.3
Career prospects	181	8.6	268	12.8	503	24.0	760	36.2	385	18.4	2,097	3.4	25	1.1	87	3.9	33.5	22.1	3.5
Computer proficiency	231	11.9	317	16.4	570	29.4	560	28.9	259	13.4	1,937	3.2	185	8.4	87	3.9	29.8	14.8	3.2
Creativity	191	9.1	343	16.4	678	32.3	612	29.2	273	13.0	2,097	3.2	24	1.1	88	4.0	30.3	12.7	3.2
Appreciation of literature and fine arts	306	16.4	315	16.9	491	26.3	455	24.4	297	15.9	1,864	3.1	258	11.7	87	3.9	23.5	18.2	3.1
Mathematical proficiency	345	18.8	287	15.6	492	26.8	465	25.3	247	13.5	1,836	3.0	285	12.9	88	4.0	23.0	14.5	3.0

Table 4*Western University*

Survey of Graduating Students: 2012-13

**Percentage of Students Who Would Recommend
Western To A Friend**

Faculty	Number of Respondents		% Who Would Recommend UWO To A Friend	
	2012-13	2011-12	2012-13	2011-12
Arts & Humanities	154	40	92.4	92.3
Business	129	48	96.1	100.0
Dentistry	17	5	82.4	80.0
Education	227	97	86.4	86.5
Engineering	85	46	89.2	89.1
Health Sciences	372	126	93.9	92.9
Info & Media Studies	93	29	93.3	96.6
Law	64	31	89.1	90.3
Medicine: B. Med Sci Program	172	71	95.8	94.4
Medicine: MD Program	61	7	100.0	100.0
Music	53	21	96.0	76.2
Science	281	103	91.5	96.1
Social Science	501	231	93.2	93.5
All Faculties	2,209	855	92.4	92.6

Table 5
Western University
Survey of Graduating Students: 2012-13
Satisfaction with Support Units

Please rate your satisfaction with the following administrative services on campus	Scale: 1 = Not At All Satisfied / 5 = Very Satisfied															2011-12 Results					
	Response=1			Response=2			Response=3			Response=4			Response=5			Total	Mean	%	Total	Mean	%
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N						
Library access via web	30	1.5	63	3.1	200	9.9	677	33.4	1,057	52.1	2,027	4.3	92	4.2	90	4.1	36.1	41.6	4.1		
Campus safety	15	0.8	41	2.2	258	13.8	861	46.2	689	37.0	1,864	4.2	256	11.6	89	4.0	43.2	36.1	4.1		
Library hours of operation	55	2.8	126	6.3	289	14.5	848	42.4	682	34.1	2,000	4.0	120	5.4	89	4.0	41.9	31.1	3.9		
Bookstore hours of operation	23	1.2	81	4.1	397	20.2	989	50.4	471	24.0	1,961	3.9	156	7.1	92	4.2	49.2	16.3	3.7		
Student Health services	43	2.5	96	5.6	340	19.8	707	41.1	533	31.0	1,719	3.9	403	18.2	87	3.9	40.2	30.1	3.9		
Learning Skills services	28	2.8	70	7.0	286	28.8	429	43.2	180	18.1	993	3.7	1,123	50.8	93	4.2	42.1	17.5	3.6		
Off-campus housing services	49	3.8	81	6.3	354	27.5	538	41.7	267	20.7	1,289	3.7	830	37.6	90	4.1	39.2	17.2	3.5		
Services for students with disabilities	18	3.9	28	6.1	138	30.2	151	33.0	122	26.7	457	3.7	1,645	74.5	107	4.8	38.3	21.8	3.5		
Effective Writing program	45	5.1	77	8.7	275	30.9	325	36.6	167	18.8	889	3.6	1,228	55.6	92	4.2	38.8	17.8	3.5		
Financial aid (OSAP) services	92	7.2	109	8.5	314	24.5	456	35.6	310	24.2	1,281	3.6	840	38.0	88	4.0	35.4	20.0	3.5		
International student services	26	4.7	43	7.8	164	29.8	191	34.7	127	23.0	551	3.6	1,566	70.9	92	4.2	38.1	20.8	3.6		
Career services	83	6.9	147	12.3	329	27.5	412	34.5	224	18.7	1,195	3.5	920	41.6	94	4.3	33.1	20.8	3.4		
Food outlet hours of operation	105	5.3	234	11.9	543	27.5	807	40.9	282	14.3	1,971	3.5	145	6.6	93	4.2	36.7	9.2	3.3		
Registration procedures	98	4.8	207	10.2	578	28.5	842	41.5	306	15.1	2,031	3.5	85	3.8	93	4.2	36.4	13.3	3.4		
Employment services	66	7.8	104	12.3	271	32.0	274	32.3	132	15.6	847	3.4	1,264	57.2	98	4.4	28.7	13.5	3.2		
Academic counselling	201	10.9	253	13.8	446	24.3	591	32.1	348	18.9	1,839	3.3	277	12.5	93	4.2	30.2	18.7	3.3		
On-campus work opportunities	128	10.5	184	15.0	345	28.2	331	27.1	235	19.2	1,223	3.3	896	40.6	90	4.1	27.5	16.1	3.2		
Scholarship services	142	10.1	192	13.6	392	27.8	436	31.0	246	17.5	1,408	3.3	705	31.9	96	4.3	31.0	17.4	3.4		
Students' Council services	115	7.3	204	12.9	560	35.4	507	32.1	195	12.3	1,581	3.3	529	23.9	99	4.5	32.2	13.1	3.3		
Library study space	230	11.5	432	21.6	544	27.2	586	29.3	206	10.3	1,998	3.1	121	5.5	90	4.1	31.1	11.4	3.1		

Table 6
Western University
 Survey of Graduating Students: 2012-13
Three Largest Sources of Financial Assistance

Source of Financial Assistance	2012-13						2011-12					
	Largest Source of Financial Assistance		Second Largest Source of Financial Assistance		Third Largest Source of Financial Assistance		Largest Source of Financial Assistance		Second Largest Source of Financial Assistance		Third Largest Source of Financial Assistance	
	N	%	N	%	N	%	N	%	N	%	N	%
Parents (non-repayable)	897	40.6	156	7.1	147	6.7	380	44.4	71	8.3	54	6.3
Repayable Loans	513	23.2	284	12.9	117	5.3	199	23.3	87	10.2	56	6.5
Summer Employment	147	6.7	637	28.8	370	16.7	74	8.7	235	27.5	169	19.8
Bank Loans	153	6.9	131	5.9	68	3.1	48	5.6	48	5.6	26	3.0
Parents (repayable)	160	7.2	111	5.0	85	3.8	40	4.7	45	5.3	37	4.3
Scholarships/Bursaries	58	2.6	307	13.9	308	13.9	31	3.6	140	16.4	126	14.7
Spouse/Partner	30	1.4	19	0.9	11	0.5	9	1.1	13	1.5	6	0.7
Part-time Employment During Academic Year	48	2.2	128	5.8	214	9.7	18	2.1	70	8.2	80	9.4
Personal Savings Not Obtained from Employment	25	1.1	37	1.7	123	5.6	17	2.0	26	3.0	33	3.9
Full-time Employment During Academic Year	23	1.0	24	1.1	13	0.6	16	1.9	10	1.2	9	1.1
Other	32	1.4	19	0.9	19	0.9	14	1.6	12	1.4	9	1.1
No Response	123	5.6	356	16.1	734	33.2	9	1.1	98	11.5	250	29.2
Total	2,209	100.0	2,209	100.0	2,209	100.0	855	100.0	855	100.0	855	100.0

Table 7*Western University*

Survey of Graduating Students: 2012-13

**Estimate of Education-Related Debt
(Excluding International Students)**

Debt	2012-13			2011-12		
	N	%	Cum. %	N	%	Cum. %
Nil	703	36.2	36.2	350	44.7	44.7
1 - 999	7	0.4	36.5	1	0.1	44.8
1,000 - 1,999	21	1.1	37.6	3	0.4	45.2
2,000 - 2,999	22	1.1	38.8	5	0.6	45.8
3,000 - 3,999	19	1.0	39.7	5	0.6	46.5
4,000 - 4,999	14	0.7	40.5	5	0.6	47.1
5,000 - 5,999	46	2.4	42.8	14	1.8	48.9
6,000 - 6,999	24	1.2	44.1	5	0.6	49.6
7,000 - 7,999	25	1.3	45.3	5	0.6	50.2
8,000 - 8,999	18	0.9	46.3	12	1.5	51.7
9,000 - 9,999	7	0.4	46.6	2	0.3	52.0
10,000 - 10,999	69	3.6	50.2	22	2.8	54.8
11,000 - 11,999	8	0.4	50.6	4	0.5	55.3
12,000 - 12,999	21	1.1	51.7	11	1.4	56.7
13,000 - 13,999	10	0.5	52.2	7	0.9	57.6
14,000 - 14,999	8	0.4	52.6	4	0.5	58.1
15,000 - 15,999	60	3.1	55.7	25	3.2	61.3
16,000 - 16,999	11	0.6	56.3	7	0.9	62.2
17,000 - 17,999	7	0.4	56.6	6	0.8	63.0
18,000 - 18,999	12	0.6	57.2	4	0.5	63.5
19,000 - 19,999	3	0.2	57.4	2	0.3	63.7
20,000 - 20,999	99	5.1	62.5	29	3.7	67.4
21,000 - 21,999	9	0.5	62.9	7	0.9	68.3
22,000 - 22,999	13	0.7	63.6	5	0.6	69.0
23,000 - 23,999	16	0.8	64.4	2	0.3	69.2
24,000 - 24,999	15	0.8	65.2	5	0.6	69.9
25,000 - 29,999	115	5.9	71.1	40	5.1	75.0
30,000 - 34,999	151	7.8	78.9	51	6.5	81.5
more than 35,000	410	21.1	100.0	145	18.5	100.0
Total (excl NR)	1,943	100.0		783	100.0	
Mean Debt (incl. Nil)		\$21,301			\$17,174	
Mean Debt (excl. Nil)		\$33,378			\$31,056	

Table 8
Western University
 Survey of Graduating Students: 2012-13
Plans Upon Graduation

Current Plans	2012-13		2011-12	
	N	%	N	%
I have a job arranged (see below)	397	18.0	235	27.5
I plan to seek employment	619	28.0	216	25.3
I plan to enrol in a graduate program	474	21.5	189	22.1
I plan to enrol in a professional school	324	14.7	120	14.0
I plan to enrol in a community college	58	2.6	13	1.5
No definite plans	101	4.6	28	3.3
Other	156	7.1	52	6.1
No Response	80	3.6	2	0.2
Total	2,209	100.0	855	100.0

Table 9

Western University

Survey of Graduating Students: 2012-13

Reasons For Attending Western University

How important were each of the following reasons in your decision to enrol at Western?	Scale: 1= Not At All Important / 5 = Very Important															2011-12 Results				
	Response=1		Response=2		Response=3		Response=4		Response=5		Response=N/A		Total	Mean	%	Response=4	%	Response=5	Total	Mean
	N	%	N	%	N	%	N	%	N	%	N	%								
Quality of programs offered	64	3.1	55	2.7	238	11.7	755	37.1	923	45.4	2,035	4.2	57	2.6	117	5.3	33.4	44.4	4.0	
Career-relevant programs	104	5.2	118	5.9	358	17.8	671	33.3	764	37.9	2,015	3.9	70	3.2	124	5.6	28.1	35.6	3.7	
Good social atmosphere	161	8.1	104	5.2	310	15.5	712	35.7	710	35.6	1,997	3.9	96	4.3	116	5.3	33.7	26.5	3.5	
Unique programs or specializations	133	6.7	125	6.3	386	19.4	653	32.9	689	34.7	1,986	3.8	106	4.8	117	5.3	26.1	32.5	3.6	
Variety of programs offered	183	9.5	159	8.3	405	21.0	705	36.6	475	24.6	1,927	3.6	163	7.4	119	5.4	28.5	25.8	3.4	
Advice from teachers/counsellors	239	12.6	158	8.3	453	23.9	676	35.6	373	19.6	1,899	3.4	189	8.6	121	5.5	26.9	15.5	3.1	
Size of university/college	307	15.8	223	11.5	495	25.5	617	31.8	301	15.5	1,943	3.2	146	6.6	120	5.4	22.2	11.9	2.9	
Good athletic facilities/programs	380	19.8	238	12.4	406	21.2	535	27.9	358	18.7	1,917	3.1	175	7.9	117	5.3	20.7	15.0	2.8	
Good student support services	298	15.4	248	12.8	554	28.7	545	28.2	287	14.9	1,932	3.1	157	7.1	120	5.4	26.7	12.1	3.0	
Size of classes	304	15.5	281	14.4	586	29.9	535	27.3	252	12.9	1,958	3.1	133	6.0	118	5.3	18.7	9.1	2.8	
Proximity to home community	529	29.8	143	8.1	287	16.2	365	20.6	449	25.3	1,773	3.0	317	14.4	119	5.4	14.6	24.0	2.8	
Quality of clinical training	406	25.6	194	12.2	380	24.0	346	21.8	258	16.3	1,584	2.9	504	22.8	121	5.5	16.1	10.9	2.5	
Wanted to live in London	612	31.6	233	12.0	317	16.4	365	18.9	409	21.1	1,936	2.9	158	7.2	115	5.2	15.4	19.3	2.7	
Scholarships offered	579	34.4	208	12.3	343	20.4	345	20.5	210	12.5	1,685	2.6	406	18.4	118	5.3	17.1	13.0	2.5	
Able to live at home	711	53.3	65	4.9	98	7.3	135	10.1	325	24.4	1,334	2.5	757	34.3	118	5.3	7.2	23.4	2.3	
Friends were attending	741	41.0	228	12.6	313	17.3	312	17.3	212	11.7	1,806	2.5	287	13.0	116	5.3	12.0	8.9	2.2	
Availability of distance learning	645	38.3	283	16.8	339	20.1	249	14.8	168	10.0	1,684	2.4	407	18.4	118	5.3	8.7	9.3	2.1	
Family tradition	948	62.7	127	8.4	168	11.1	176	11.6	93	6.2	1,512	1.9	577	26.1	120	5.4	5.8	8.5	1.8	
Rejected elsewhere	829	68.0	71	5.8	133	10.9	106	8.7	80	6.6	1,219	1.8	862	39.0	128	5.8	5.4	10.4	1.8	

Appendix A

1. How much do you agree or disagree with the following statements about learning experiences ?

1	3	5	NA			
Strongly Disagree	Neither Agree nor Disagree	Strongly Agree	Not Applicable			
Instructors took an active interest in my learning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors were reasonably accessible outside of class to help students	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors tried to ensure that students understood the material taught	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Class participation was actively encouraged	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My assignments were useful learning experiences	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Evaluation (exams and marking) was fair	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors provided helpful feedback throughout courses	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My program offered an enriching learning experience	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors stimulated me to want to learn more	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My learning experience was enjoyable	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Teachers took pride in their teaching	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
I was generally able to get the classes I wanted	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors displayed a positive attitude toward students	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors treated students with respect	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Instructors encouraged feedback from the class regarding their teaching	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Generally, I was satisfied with the quality of teaching I received	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My program had sufficient practical focus	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My program had sufficient theoretical focus	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
My learning experiences were intellectually stimulating	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Teaching assistants were used effectively	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
I had sufficient opportunity for self-paced learning	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library collections supported my course requirements	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library staff provided helpful assistance	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library instruction improved my research skills	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>

2. Overall, how much did your education contribute to improvements in each of the following areas ?

	1 Not at All	3 Somewhat	5 A Great Deal			NA Not Applicable
Writing abilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Speaking abilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Critical judgment	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Creativity	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Study skills	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Ability to learn and work on your own	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Desire for further education	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Problem-solving	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Conflict-resolution	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Mathematical proficiency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Computer proficiency	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Ability to understand information presented graphically	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Understanding of science	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Appreciation of literature and fine arts	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Awareness of ethical issues	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Awareness of the rights and responsibilities of citizenship	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Appreciation of diversity (e.g. cultures, gender, race, religion)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Career prospects	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Self-confidence	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Leadership skills and abilities	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Social skills	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Ability to work well with others	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Time management	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Research Skills	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>

3. Overall, how satisfied are you with the education that you received here ?

- Not at All Satisfied

 Somewhat Satisfied

 Very Satisfied
 Not Applicable

4. Would you recommend Western University to a friend ?

- Yes
 No

5. Please rate your satisfaction with the following administrative services on campus or, if applicable, at your college.

1	3	5			NA		
Not at All Satisfied	Somewhat Satisfied	Very Satisfied			Not Applicable		
Food outlet hours		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library hours		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library access via the Web		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Bookstore hours		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Library study space		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Student Health Services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Campus safety		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Off-campus housing services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Registration procedures		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Academic Counseling		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
On-campus work opportunities		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Financial Aid (OSAP) services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Scholarship services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Students' Council services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
<u>Student Development Centre :</u>							
Learning Skills Services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
International Student Services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Career Services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Effective Writing Programs		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Employment Services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Services for Students with Disabilities		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Other services (please specify)							
<input style="width: 300px; height: 15px;" type="text"/>		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
<input style="width: 300px; height: 15px;" type="text"/>		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>

6. Please rank the **three** main sources of financial assistance for your studies in this program.

Instructions

- If *none* of them is applicable, then leave all the fields blank.
- If *one* of them is applicable, then put 1 into the appropriate field.
- If *two* of them are applicable, then put 1 and 2 into the appropriate fields.
- If *three* of them are applicable, then put 1, 2 and 3 into the appropriate fields.

Note: 1 is the most important, 3 is the least important

If you rank 'h' and/or 'i', please leave the hours/week field blank or enter number between 0 - 99.99

- a. Parents (non-repayable)
- b. Parents (repayable)
- c. Spouse/Partner
- d. Repayable government loans (including OSAP)
- e. Bank loans
- f. Scholarships/Bursaries
- g. Summer employment
- h. Part-time employment during academic year (including on-campus Work-Study)
Approximately how many hours per week were you working at this job ?
hours/week
- i. Full-time employment during academic year
Approximately how many hours per week were you working at this job ?
hours/week
- j. Personal savings not obtained from employment
- k. Other (Please specify)

7. What do you estimate your education-related debt will be when you graduate ?
(Include student loans and all other repayable loans)

*** Please leave blank or enter a number between 0 - 999999.99**

\$

8. What are your plans now that you are graduating ?

- I have a job/job arranged
- I plan to seek employment
- I plan to enroll in a graduate program
- I plan to enroll in a professional school (e.g. Law, Medicine, Dentistry, etc.)
- I plan to enroll in a community college
- No definite plans
- Other (Please specify)

9. How important were each of the following reasons in your decision to enroll ?

1	3	5			NA		
Not at All Important	Somewhat Important	Very Important			Not Applicable		
Quality of programs offered		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Variety of programs offered		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Unique programs or specialization		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Career-relevant programs		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Availability of mediated or distance learning		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Size of university/college		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Size of classes		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Good student support services		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Good athletic facilities/programs		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Quality of clinical training		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Good social atmosphere		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Advice from teachers/counselors		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Wanted to live in London		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Able to live at home		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Proximity to home community		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Friends were attending		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Family tradition		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Scholarships offered		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Rejected elsewhere		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
Other (please specify)							
<input style="width: 300px; height: 15px;" type="text"/>		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>
<input style="width: 300px; height: 15px;" type="text"/>		1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	NA <input type="radio"/>

10. Is there anything else that you want to tell us about yourself or your educational experiences ?

11. If you were asked to make one suggestion for us for future students, what would be that one suggestion ?

12. We would appreciate any suggestions for additional questions or changes to this survey that would improve future surveys of this nature and any other comments that you wish to make.