



EXIT SURVEY REPORT

2013 – 2014

(SUMMER 2013, FALL 2013 & SPRING 2014)

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UNIVERSITY of
NORTHERN COLORADO

Graduate School and
International Admissions

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Introduction

OVERVIEW

The Graduate Student Exit Survey was completed by UNC's master's, specialist, and doctoral students who graduated in FY 2013-2014. The survey assesses students' opinions and experiences at the University. Questions focused on general satisfaction, satisfaction with program faculty, mentoring, the thesis and dissertation process where applicable, career services and employment. The results will guide improvements in Graduate School services.

METHODS

The Exit Survey was developed by the Graduate School and International Admissions Office. While most data contained in this report were based on student responses to the survey, some data such as degree obtained were

retrieved from our institutional data system (Banner). Graduates received an invitation to participate about two weeks after graduation and a link to the Qualtrics survey. Three reminder e-mails were sent to increase the response rate. In addition, all participants had the opportunity to enter into a raffle for a chance to win one of five Graduate School gift baskets. Of the 771 individuals who received an Exit Survey in FY 2013-2014, 400 graduate students completed the survey for an average response rate of 51.9%.

	SUMMER 2013	FALL 2013	SPRING 2014
<i>Total # of Graduates</i>	294	241	236
<i>Total # of Respondents</i>	133	138	129
<i>Overall Response Rate</i>	45.2%	57.3%	54.7%

DEMOGRAPHICS

The majority of respondents were White (63.3%, see Figure 1), female (73.5%), earned a Master's degree (78.0%) and had a cumulative GPA above 3.5 (91.5%). Seventeen percent of the graduates received a license in addition to their degree (19.4% of Master's/Specialist students; 1.7% of Doctoral students) and 22.0% of the doctoral students received a minor. The average age of the respondent was 34 years old ($SD=9.68$). Furthermore, the majority of survey respondents attended classes on the Greeley campus (55.0%).

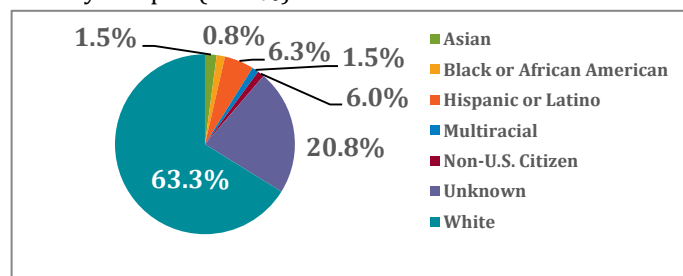


Figure 1. Ethnicity of Respondents.

DEGREES AWARDED	N	%
Master's	312	78.0
Specialist	29	7.3
Doctoral	59	14.8
College	N	%
Education & Behavioral Sciences	242	60.5
Natural & Health Sciences	106	26.5
Performing & Visual Arts	31	7.8
Humanities & Social Sciences	18	4.5
Montfort College of Business	3	0.8
Five Programs Awarding Largest Number of Degrees*	N	%
MAT: Elementary Education with Licensure	31	7.8
EDS: Educational Leadership	22	5.5
MA: Clinical Counseling	21	5.3
MS: SES: Sport Administration	20	5.0
MA: Special Education - Generalist	19	4.8

* Degrees in 78 different graduate programs were awarded in 2013-2014.

Purpose for Pursuing a Graduate Degree

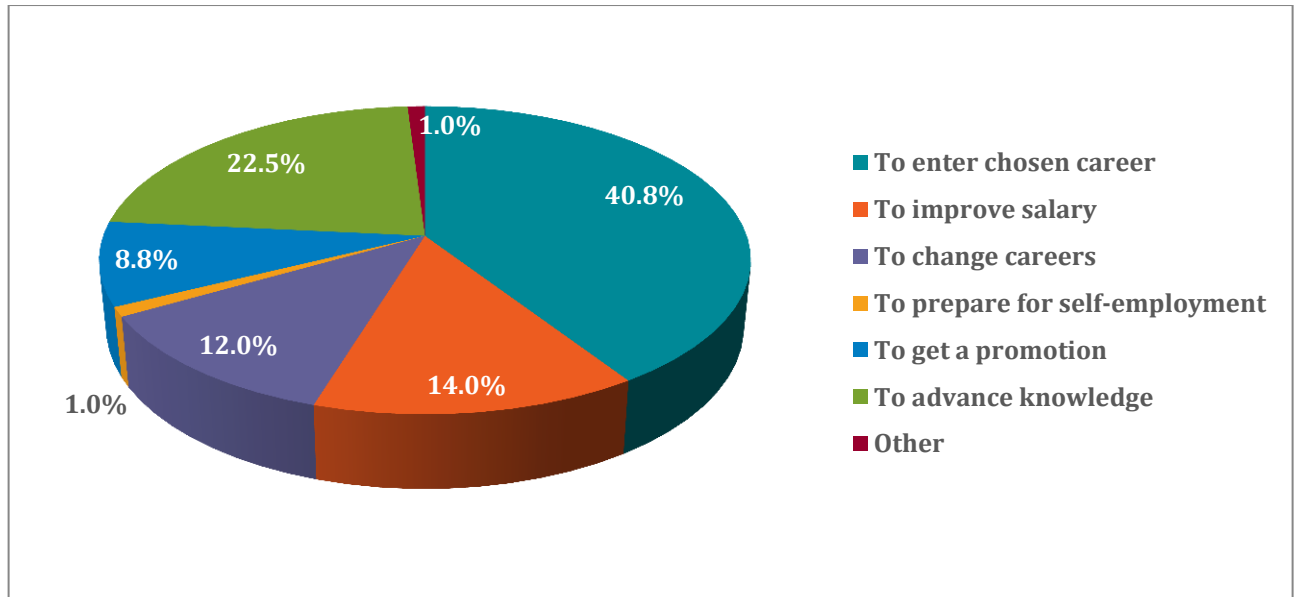


Figure 2. Purpose for Pursuing a Graduate Degree.

Key Fact: *Forty-one percent of the graduates pursued a graduate degree to enter their chosen career, 23% to better their career (promotion & salary).*

PURPOSE FOR PURSUING A GRADUATE DEGREE BY DEGREE LEVEL

	Master's/Specialist (N=341)	Doctoral (N=59)
To enter my chosen career	41.9%	33.9%
To improve salary	15.5%	5.1%
To change careers	12.3%	10.2%
To prepare for self-employment	1.2%	
To get a promotion	8.2%	11.9%
To advance my own knowledge	19.9%	37.3%
Other	.9%	1.7%

Overall Satisfaction and Program Difficulty

OVERALL SATISFACTION

Respondents were asked to rate their satisfaction with various aspects of their graduate student experience. They had five possible options: very dissatisfied, dissatisfied, neutral, satisfied, or very satisfied. The majority of respondents (**83.9%**) indicated that they were satisfied at some level (satisfied or very satisfied) with their overall graduate experience at UNC, **81.8%** reported they were satisfied at some level with the academic rigor of their graduate program, **79.1%** of respondents were satisfied at some level with their program faculty and **81.1%** of responding graduates were satisfied at some level with university staff. Of the students who indicated they took the majority of their classes online, **86.3%** was satisfied at some level with the quality of online instruction (see Figure 3).

"I have expressed to many people that the faculty and the courses that were taught prepared me to be able to be in a variety of counseling situations and be successful. I believe that I was very well prepared" (Graduate, 2013-14)

"On-line learning afforded me the opportunity to grow, to become, and to succeed. It was extremely rigorous and challenged me to my maximum" (Graduate, 2013-14)

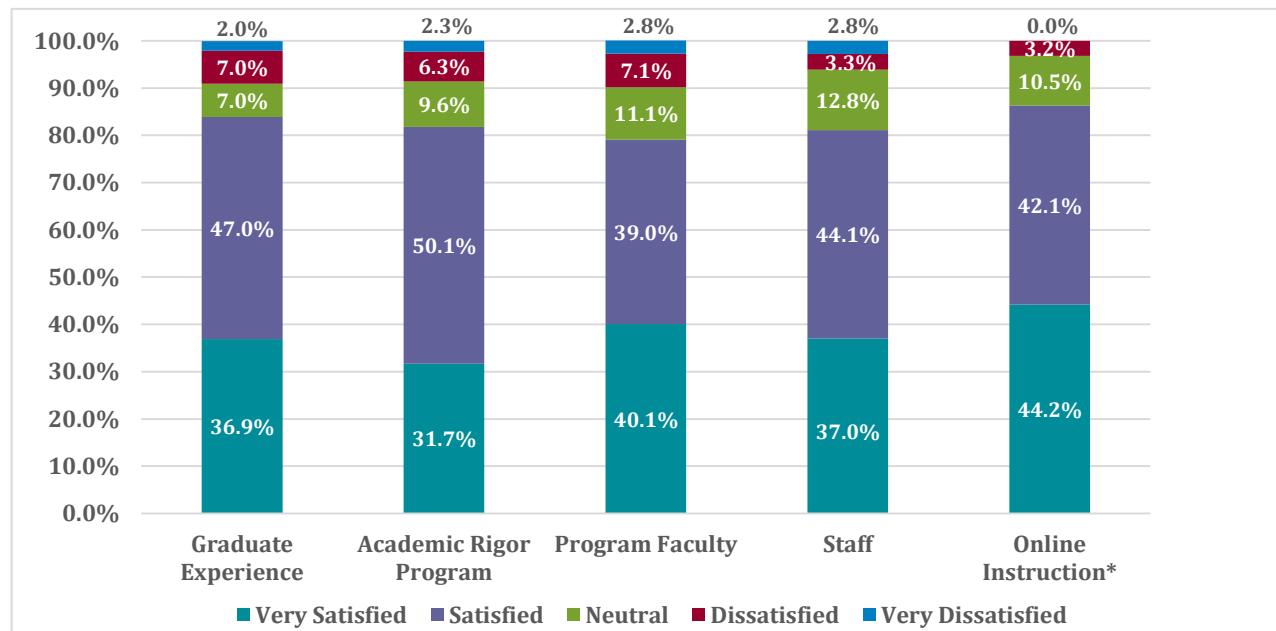


Figure 3. Overall Satisfaction with Graduate Experience, Academic Rigor Program, Program Faculty, Staff and Online Instruction.

Note: * Students who took the majority of their classes online (n=97).

PROGRAM DIFFICULTY

Respondents were also asked to rate the collective difficulty of their program on a 5-point scale (1 = too easy, 5 = too difficult). The majority of graduates (58.0%) rated their coursework as difficult (see Figure 4).

"UNC is an excellent college and I was honored to earn my DNP there. Thank you for accepting me. I love UNC!!!" (Graduate, 2013-14)

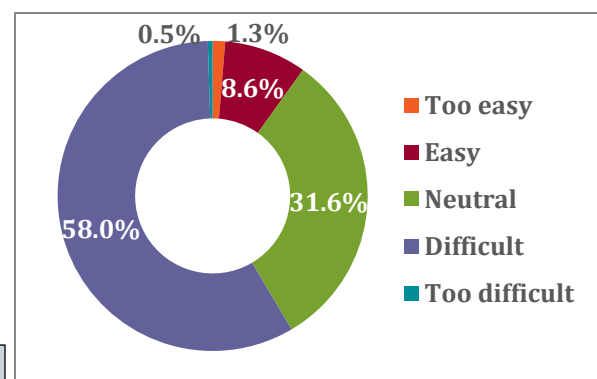


Figure 4. Collective Difficulty of the Program.

Reselection and Factors that Contributed to Ability to Complete Degree

RESELECT UNC AND PROGRAM

Graduates were asked if they would select UNC again if they were to start their graduate program and if they would select the same program.

RESELECT UNC AND PROGRAM			
	YES	MAYBE	NO
If I were to start my graduate program again, I would select UNC.	63.3%	27.8%	9.0%
If I were to start my graduate career again, I would select the same program.	70.3%	21.8%	8.0%

FACTORS THAT CONTRIBUTED TO ABILITY TO COMPLETE DEGREE

Graduates were also asked which factors contributed to their ability to complete their degree. They could check all answers that applied. Graduates listed family support (51.8%), financial support (49.5%), program delivery (39.3%), classes offered at convenient times (38.0%), and program quality (36.8%) as the top five reasons they were able to complete their degree at UNC (see Figure 5). Point-three percent of the respondents chose "Other". The response for this category included: "economical compared to other graduate program."

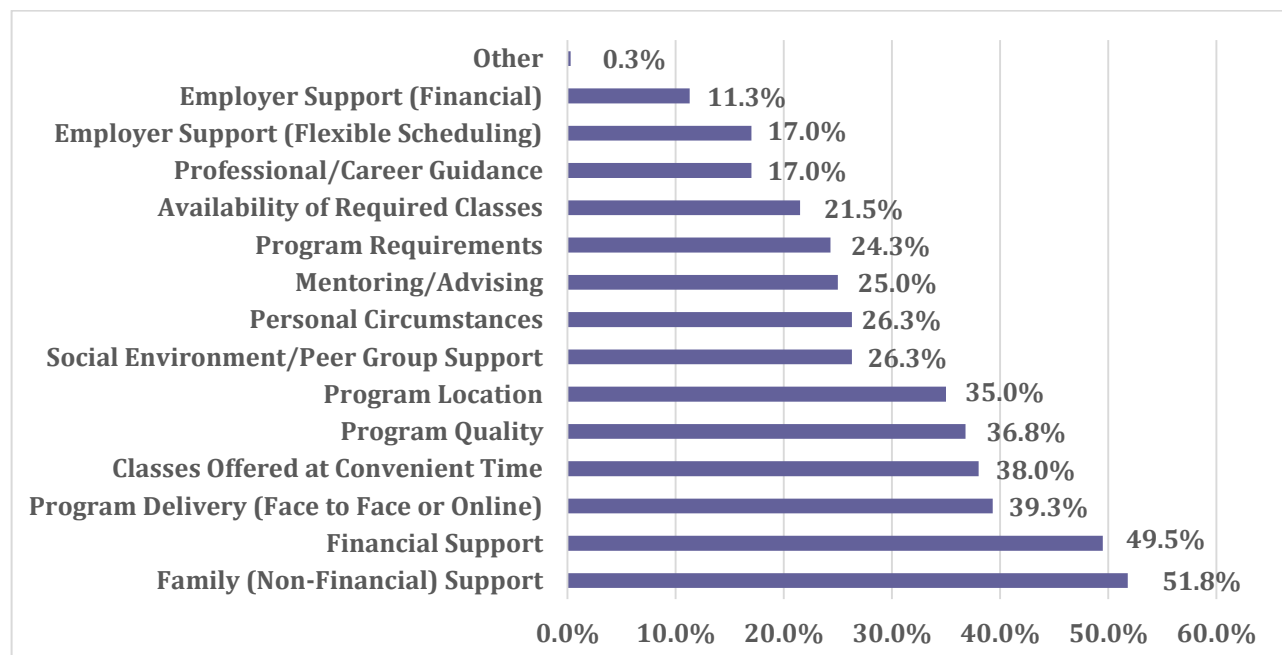


Figure 5. Factors that Contributed to the Ability to Complete Degree.

Reselection and Factors that Contributed to Ability to Complete Degree (Continued)

TOP 5 FACTORS THAT CONTRIBUTED TO ABILITY TO COMPLETE DEGREE BY COLLEGE

Education & Behavioral Sciences (n=242)

Family (non-financial) support: 54.5%
 Financial support: 47.1%
 Program delivery (face to face or online): 41.7%
 Classes offered at convenient times: 38.8%
 Program location: 37.6%

Humanities & Social Sciences (n=18)

Financial support: 66.7%
 Family (non-financial) support: 38.9%
 Program requirements: 38.9%
 Classes offered at convenient times: 38.9%
 Program quality: 38.9%

Monfort College of Business (n=3)

Mentoring & advising: 100.0%
 Financial support: 66.7%
 Family (non-financial) support: 66.7%
 Personal circumstances: 66.7%
 Professional & career guidance/ Program quality/
 Employer support/ Classes offered at convenient
 times/ Program location: 33.3%

Natural & Health Sciences (n=106)

Family (non-financial) support: 54.7%
 Financial support: 51.9%
 Program delivery (face to face or online): 37.7%
 Program quality: 36.8%
 Program location: 35.8%

Performing & Visual Arts (n=31)

Financial support: 48.4%
 Classes offered at convenient time: 45.2%
 Program quality/Program delivery: 35.5%
 Program requirements: 32.3%
 Mentoring & advising: 29%



Program Faculty & Advisor

PROGRAM FACULTY

Six satisfaction questions focused on program faculty's guidance. **Seventy-nine percent** of the respondents were satisfied at some level with the **teaching/pedagogy guidance** they received; **68.8%** were satisfied at some level with the **guidance they received pertaining to their research**; **69.8%** indicated some level of satisfaction with **career and professional guidance** received from faculty; **67.2%** of respondents were satisfied at some level with the **scholarly writing guidance** they received from program faculty; **75%** of the graduates indicated some level of satisfaction with the **feedback they received from program faculty** regarding academic progress; and, **79.8%** of respondents were satisfied at some level with the **quality of relationship** they had with program faculty (see Figure 6).

"The strength of this program was the quality of relationships that I built with my professors"
(Graduate, 2013-14)

"Many of my teachers were willing to talk outside of class time about subjects related to professional development and course topics. I appreciated that"
(Graduate, 2013-2014)

"Both of my advisors were supportive and at each step I received critical and constructive feedback"
(Graduate 2013-14)

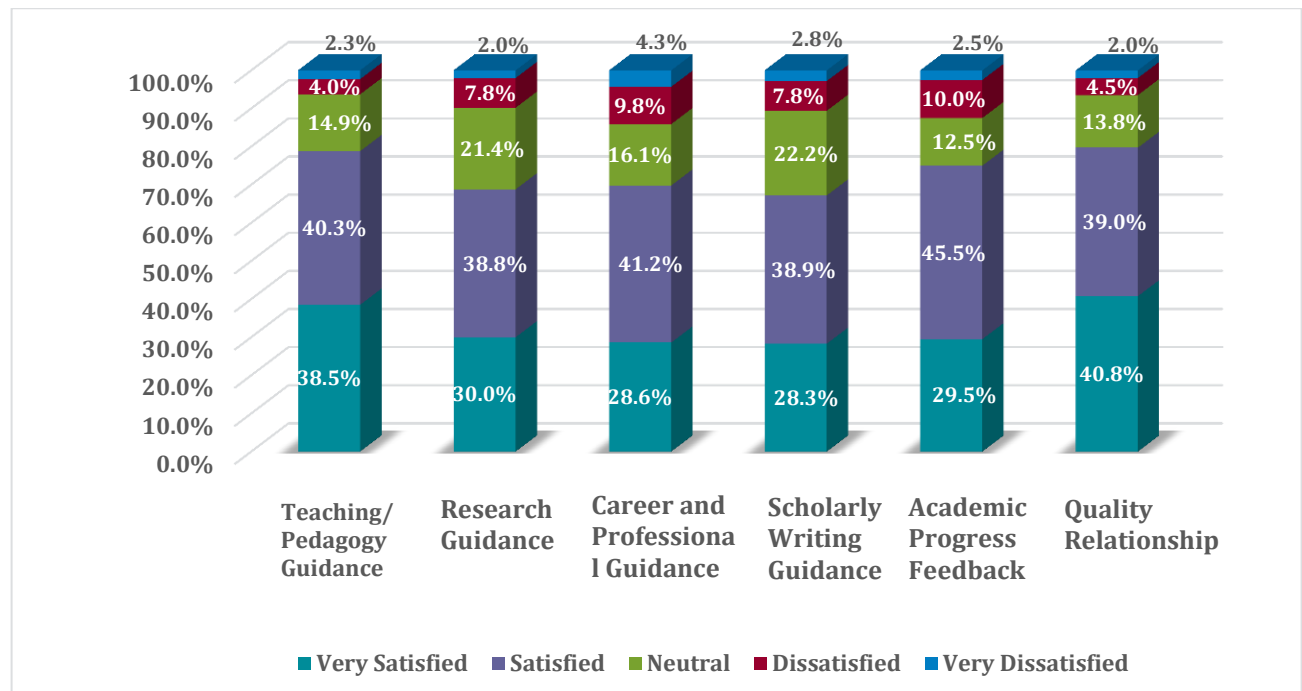


Figure 6. Satisfaction with Program Faculty.

ACADEMIC ADVISOR

Graduates were asked to indicate their satisfaction with the relationship they had with their academic advisor and any feedback they received throughout their program. The majority of respondents (71.5%) were satisfied at some level with the feedback they received regarding their academic progress. In addition, 74.3% rated the quality of their relationship with their advisor as satisfying at some level.

"Can't say enough positive things about her [faculty] as a mentor, professor, and advisor"
(Graduate, 2013-14)

Mentor

Students who had mentors were asked to indicate ways to improve the level of satisfaction with their mentor. More time with mentors (43.4%) and career/professional guidance (37.4%) were the two main areas of improvement expressed by the graduates who completed this question. Eight percent of the respondents chose “Other”. Examples of responses for this category included: “some classes could have had a quicker grade turnaround,” “fully satisfied-I had a great advisor,” “I was not always sure who to contact,” and “Certification” (see Figure 7).

Key Fact: Seventy-nine percent of the graduates indicated they had someone in their program they considered a **mentor**, and of those graduates, 89.3% had a satisfactory or very satisfactory relationship with their mentor.

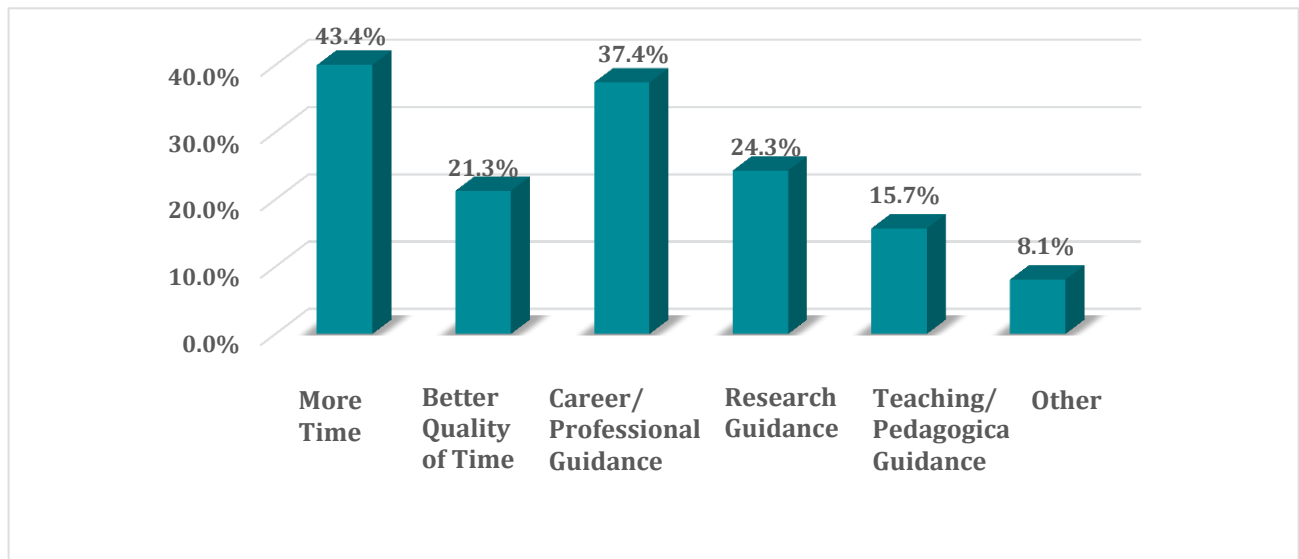


Figure 7. Ways to Improve Mentor Relationship.

“My mentor was amazing and flexible in terms of scheduling and working with me as a distance student. I live over four hours away from campus and we met via Skype, at conferences, and whenever I traveled to the Greeley area” (Graduate, 2013-14)

“I had several mentors in this program. All have provided a tremendous amount of guidance to me that I highly value” (Graduate, 2013-14)

Thesis, Capstone, or Dissertation

Forty-nine percent of the respondents ($n=194$) graduated from a program that required a thesis, capstone, or dissertation. Graduates were asked whether they agreed with seven statements about their research advisor. Eighty six percent of the respondents agreed at some level that their research advisor was accessible, 81.7% agreed at some level that their research advisor performed the role well, 82.4% indicated that their research advisor was interested in their research/project, 74.1% indicated that their research advisor discussed their research/project on a consistent basis, 76.7% agreed at some level that their research advisor critiqued their work in ways that helped their work progress, 79.8% indicated that their research advisor returned their work in a timely manner and 60.2% indicated that their research advisor helped them with picking a topic (see Figure 8).

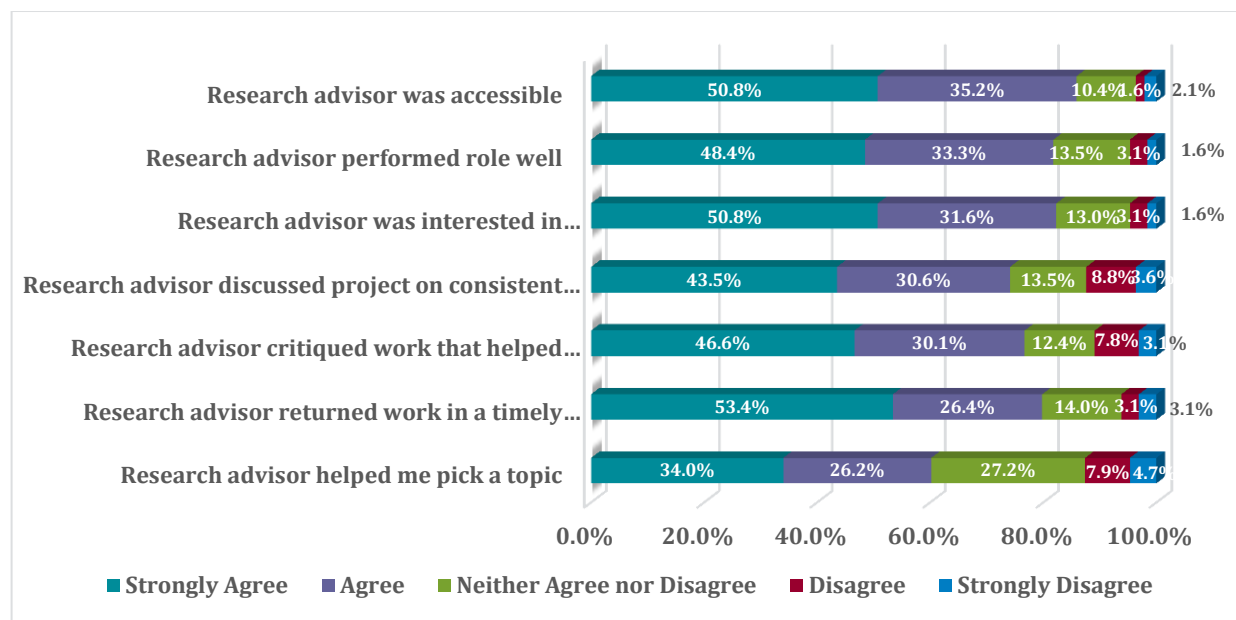


Figure 8. Satisfaction with Research Advisor.



2014 Spring Dean's Citation of Excellence

Thesis, Capstone, or Dissertation (Continued)

The 48.5% of graduates ($n=194$) in this survey who completed a thesis, capstone, or dissertation were asked how satisfied they were with relevant resources for completing their writing projects. These resources were: "Thesis/Capstone/dissertation manual posted on the Graduate School website," "other resources listed on the Graduate School website such as formatting examples, schedule of deadlines, etc.," "Writing Center," "Dissertation Workshop," "Research Consulting Lab," "Institutional Review Board", and "Typists." Results are displayed by degree level in Figure 9 (doctoral graduates) and 10 (master's and specialist graduates).

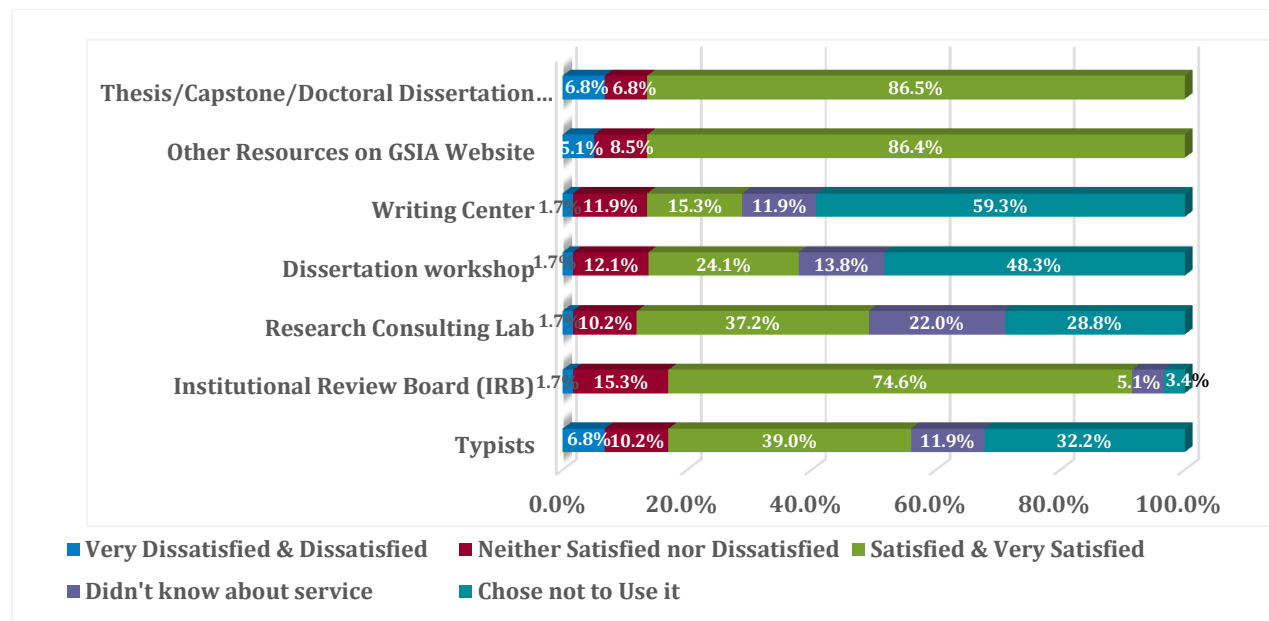


Figure 9. Satisfaction with Thesis, Capstone, or Dissertation Services (Doctoral, $n=59$).

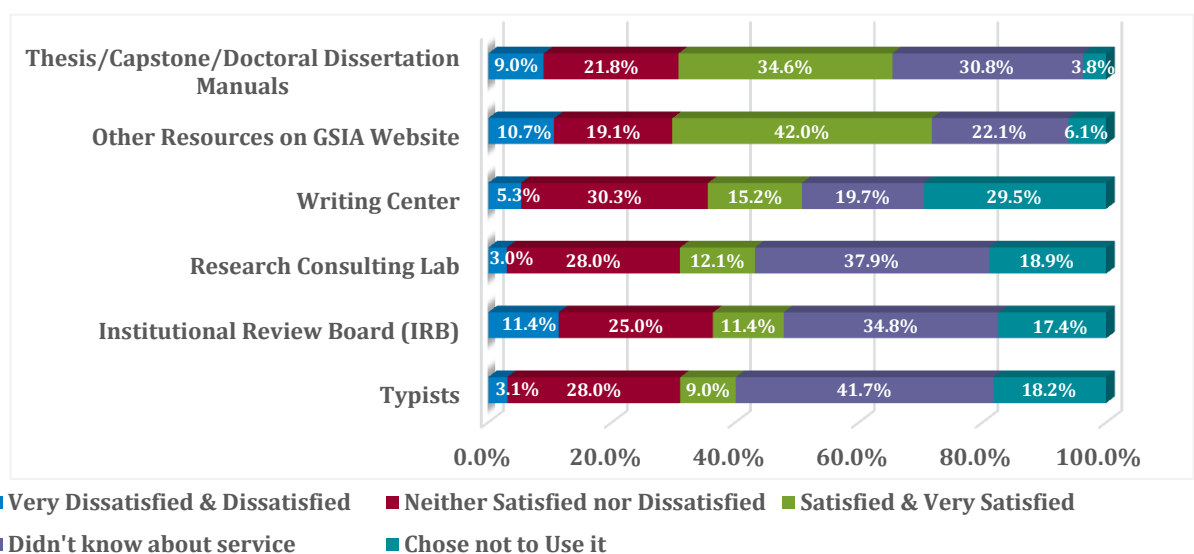


Figure 10. Satisfaction with Thesis, Capstone, or Dissertation Services (Master's and Specialist, $n=135$).

Employment

Sixty-nine percent of the respondents were employed; 30.8% were continuing with their current employment, 11.0% received a promotion as a result of their graduate degree and 27.0% accepted a job offer. Another 3.8% of the respondents were: negotiating job offers (1.8%) and considering several job offers (2.0%). Five percent of the graduates chose to continue their education after graduation. Eighteen percent of the respondents were seeking a position but did not have any specific job prospects, and 3.3% did not have any employment plans (see Figure 11).

Key Fact: Almost half of the graduates (49.5%) who have employment plans (accepted job offers, currently negotiating job offer(s), considering several job offers, seeking employment but have no specific employment plans), are pursuing a new career field.

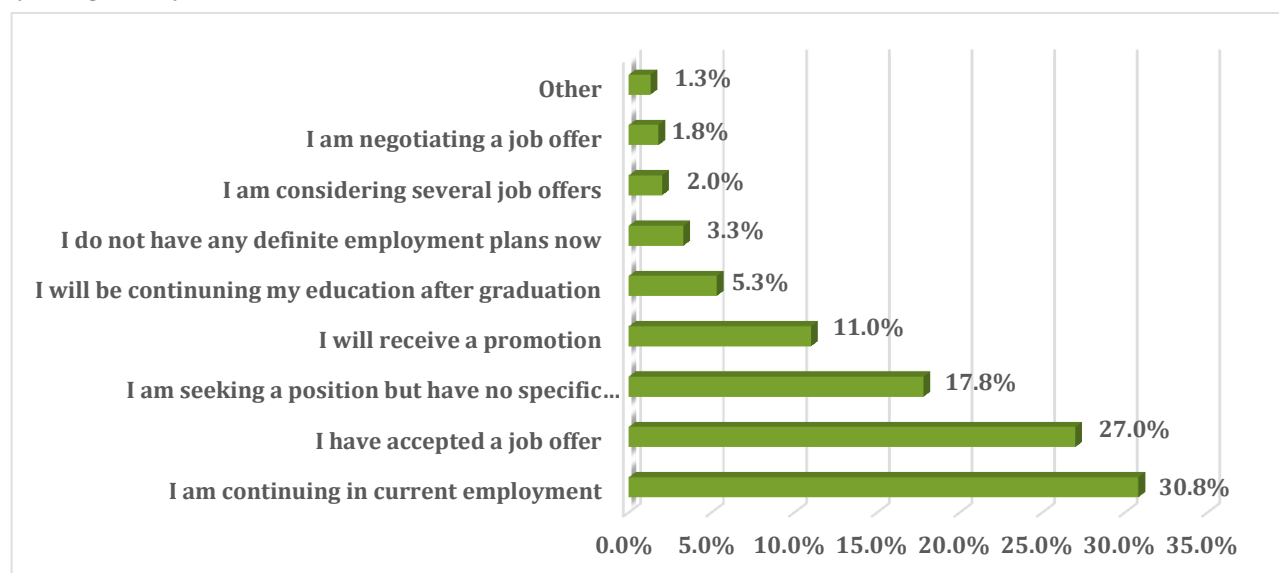


Figure 11. Employment Expectations.

EMPLOYMENT BY COLLEGE

Education & Behavioral Sciences (n=242)

Employed: 68.5%
 Considering/negotiating a job: 4.6%
 Continuing in education: 5.4%
 Seeking a position: 16.1%
 No employment plans now: 4.1%

Humanities & Social Sciences (n=18)

Employed: 61.1%
 Considering/negotiating a job: 5.6%
 Continuing in education: 5.6%
 Seeking a position: 27.8%
 No employment plans now: 0%

Monfort College of Business (n=3)

Employed: 100%
 Considering/negotiating a job: 0%
 Continuing in education: 0%
 Seeking a position: 0%
 No employment plans now: 0%

**includes setting up own business*

Natural & Health Sciences (n=106)

Employed: 69.8%
 Considering/negotiating a job: 2.8%*
 Continuing in education: 6.6%
 Seeking a position: 17.9%
 No employment plans now: 1.9%

Performing & Visual Arts (n=31)

Employed: 67.7%
 Considering/negotiating a job: 0%
 Continuing in education: 0%
 Seeking a position: 25.8%
 No employment plans now: 3.2%

Employment (Continued)

Graduates who indicated they were employed at the time of survey administration were asked specific questions about their employer. Of the FY 2013-2014 graduates, 275 graduates were employed (68.8%). Of those 275 graduates, 202 graduates completed hours worked and salary information. Of the graduates who completed those questions, 86.6 % (n=175) were employed full-time and 13.4 % (n=27) were employed part-time. The majority of the graduates (75.4%, n=132) who were employed full-time at the time of survey administration, are working in Colorado.

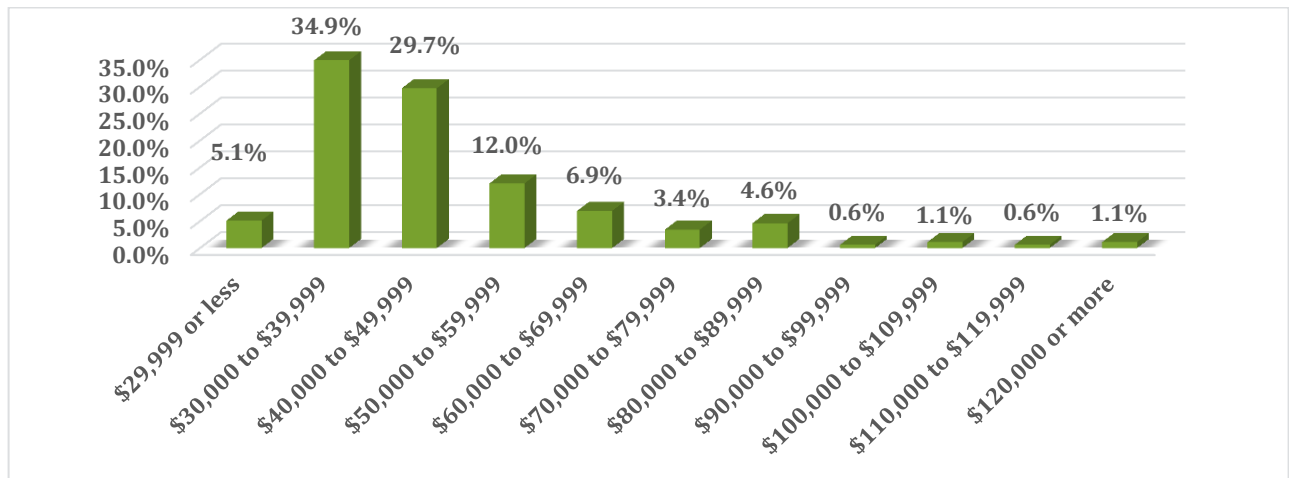


Figure 12. Pre-Tax Annual Salary for FY 2013-2014 Graduates who were Employed Full-Time (≥ 36 Hours per Week).

MODAL SALARY CATEGORY FOR FULL-TIME EMPLOYED BY COLLEGE

All Graduates: \$30,000 to \$39,999

College of Education & Behavioral Sciences: \$30,000 to \$39,999

College of Humanities & Social Sciences: \$30,000 to \$39,999, \$40,000 to \$49,999, \$80,000 to \$89,999

Monfort College of Business: \$40,000 to \$49,999

College of Natural & Health Sciences: \$40,000 to \$49,999

College of Performing & Visual Arts: \$40,000 to \$49,999

THE FIELD OF EMPLOYMENT (ALL GRADUATES WHO WERE EMPLOYED FULL-TIME AT THE TIME OF SURVEY DISTRIBUTION)

The majority of graduates (74.3%) had a job in the education field (elementary schools, high schools, universities, and community colleges), 14.6% of the graduates were employed in the health field (healthcare center, and medical center), and 11.2% of respondents indicated they were employed in other fields (retail, government, and military).

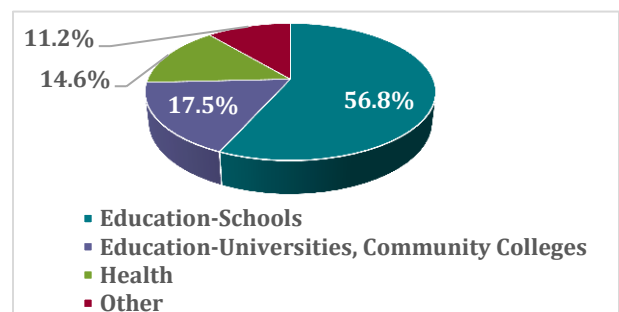


Figure 13. The Field of Employment.

Learning Objectives and Career Services

LEARNING OBJECTIVES

Graduates were asked to share their level of satisfaction with the degree to which their academic programs met stated program objectives. The majority of students were satisfied at some level with the degree to which the program met its stated learning outcomes (84.6%) and with the degree to which the faculty provided opportunities to learn (84.0%). About three quarter of the graduates (73.3%) were satisfied at some level with the way program faculty prepared them for future career or educational pursuits.

CAREER SERVICES

Graduates were asked whether they made use of the Career Services while at UNC. Only 11.3% of the respondents used Career Services. The majority of graduates who used Career Services rated the services they received as helpful (46.7) or very helpful (31.1%).

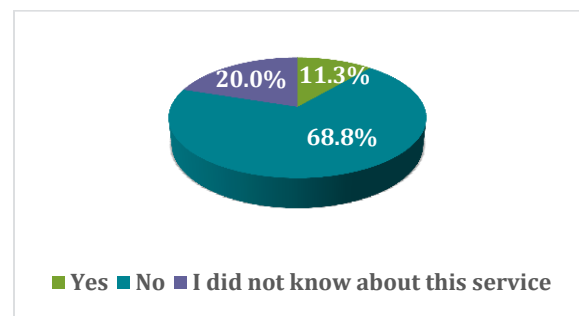


Figure 14. Use of Career Services.



"I think the Career Center should increase its advertising, as most students are not aware it exists for use after graduating" (Graduate 2013-14)

"I have used the Career Center in the past but did not find it necessary for my job search after graduation" (Graduate 2013-14)

"I felt like no one in the program got support with internships and career searches" (Graduate 2013-2014)



Campus Culture

Graduates were asked to indicate whether they felt respected by UNC staff, faculty and students as well as the Greeley community in general. Responses were measured on a scale of strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree. The following percentages represent those graduates who agreed or strongly agreed that they felt respected by staff (89.3%), faculty (84.2%), other students (88.3%), and the Greeley community (49.9%).

I felt very supported, trusted, respected, and empowered by her [faculty] throughout the program" (Graduate, 2013-14)

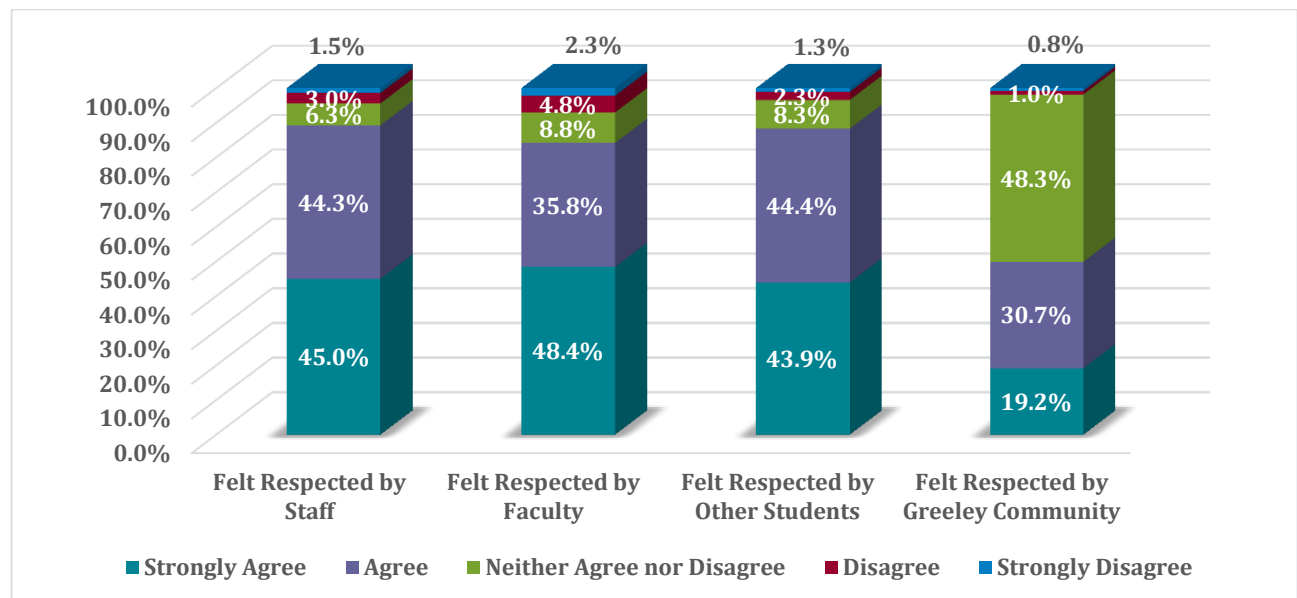


Figure 15. Respect.

Eighty-three percent of graduates were satisfied at some level with the degree to which faculty promoted inclusiveness in the classroom with respect to diverse ideas and perspectives, and 83.9% of graduates felt their peers demonstrated inclusiveness and provided diverse ideas at some level. In contrast, only 49.6% of respondents were satisfied at some level with the programs for students with their interests on campus, and 46.0% agreed at some level that they felt comfortable participating in campus-wide programs, events, or activities. Both questions had a large number of responses in the neutral category (45.5% and 47.1%, respectively), indicating that the meaning of both questions may have been unclear to graduates.

Closing Remarks

We are pleased to report that overall the majority of 2013-2014 graduates were satisfied with their graduate experience, the academic rigor of the program, program faculty and staff. In addition, 79.3% of respondents indicated they had a mentor and 89.3% had a satisfactory or very satisfactory relationship with their mentor. Furthermore, 68.8% of the graduates were employed at the time the survey was administered. These findings reflect the efforts of the graduate faculty, staff, and the Graduate School. In the 2014-2015 AY the Graduate School will work with deans and faculty on academic advising, particularly in the areas of career and professional guidance, teaching/pedagogy, research and scholarly writing and will improve the communication to students regarding available resources and professional development opportunities.

For more information about this report, please contact Sonja Rizzolo at sonja.rizzolo@unco.edu.

Comparison of FY 2013-2014 with FY 2012-2013

Note. Colored numbers indicate some differences in frequencies between the two fiscal years (although not statistically tested).

Degree Awarded.

	2013-2014		2012-2013	
	N	%	N	%
Response Rate	400	51.9	341	43.3
Degree Awarded				
Master's	312	78.0	269	78.9
Specialist	29	7.3	19	5.6
Doctoral	59	14.8	53	15.5
Degree Awarded by College				
Education & Behavioral Sciences	242	60.5	207	60.7
Natural & Health Sciences	106	26.5	90	26.4
Performing & Visual Arts	31	7.8	23	6.7
Humanities & Social Sciences	18	4.5	16	4.7
Montfort College of Business	3	0.8	4	1.2

Ethnicity of Respondents.

	2013-2014	2012-2013
Ethnicity	%	%
Asian	1.5	2.1
Black or African American	0.8	1.5
Hispanic or Latino	6.3	5.3
Multiracial	1.5	1.2
Non-U.S. Citizen	6.0	1.2
Unknown	20.8	22.6
White	63.3	66.3

Overall Satisfaction with Graduate Experience, Academic Rigor Program, Program Faculty, Staff and Online Instruction.

	2013-2014	2012-2013
Overall Satisfaction	Satisfied/Very Satisfied %	Satisfied/Very Satisfied %
Graduate Experience	83.9	84.1
Academic rigor program	81.8	85.9
Program faculty	79.1	81.5
Staff	81.1	84.7
Online instruction	86.3	83.9

Purpose for Pursuing a Graduate Degree.

	2013-2014		2012-2013	
Purpose for Pursuing a Graduate Degree	%		%	
To enter chosen career	40.8		45.2	
To improve salary	14.0		12.9	
To change careers	12.0		14.7	
To prepare for self-employment	1.0		0.6	
To get a promotion	8.8		4.7	
To advance knowledge	22.5		21.1	
Other	1.0		0.9	
Purpose for Pursuing a Graduate Degree by Degree Level	Master's & Specialist (N=341)	Doctoral (N=59)	Master's & Specialist (N=288)	Doctoral (N=53)
To enter chosen career	41.9	33.9	44.4	49.1
To improve salary	15.5	5.1	14.6	3.8
To change careers	12.3	10.2	14.9	13.2
To prepare for self-employment	1.2		0.7	
To get a promotion	8.2	11.9	4.9	3.8
To advance knowledge	19.9	37.3	19.4	30.2
Other	.9	1.7	1.0	

Collective Difficulty of the Program.

	2013-2014	2012-2013
Program Difficulty	%	%
Too easy	1.3	0.3
Easy	8.6	7.7
Neutral	31.6	35.1
Difficult	58.0	56.5
Too difficult	0.5	0.3

Reselect UNC and Program.

	2013-2014			2012-2013		
Reselect UNC and Program	Yes	Maybe	No	Yes	Maybe	No
If I were to start my graduate program again, I would select UNC	63.3%	27.8%	9%	63.0%	27.3%	9.7%
If I were to start my graduate career again, I would select the same program	70.3%	21.8%	8%	69.2%	22.3%	8.5%

Satisfaction with Program Faculty and Academic Advisor.

	2013-2014	2012-2013
Satisfaction with Program Faculty	Satisfied/Very Satisfied %	Satisfied/Very Satisfied %
Teaching/Pedagogy Guidance	78.8	84.8
Research Guidance	68.8	73.3
Career and Professional Guidance	69.8	74.2
Scholarly Writing Guidance	67.2	75.8
Academic Progress Feedback	75.0	76.4
Quality Relationship	79.8	80.8
Satisfaction with Academic Advisor		
Academic Progress Feedback	71.5	69.0
Quality relationship	74.3	71.9

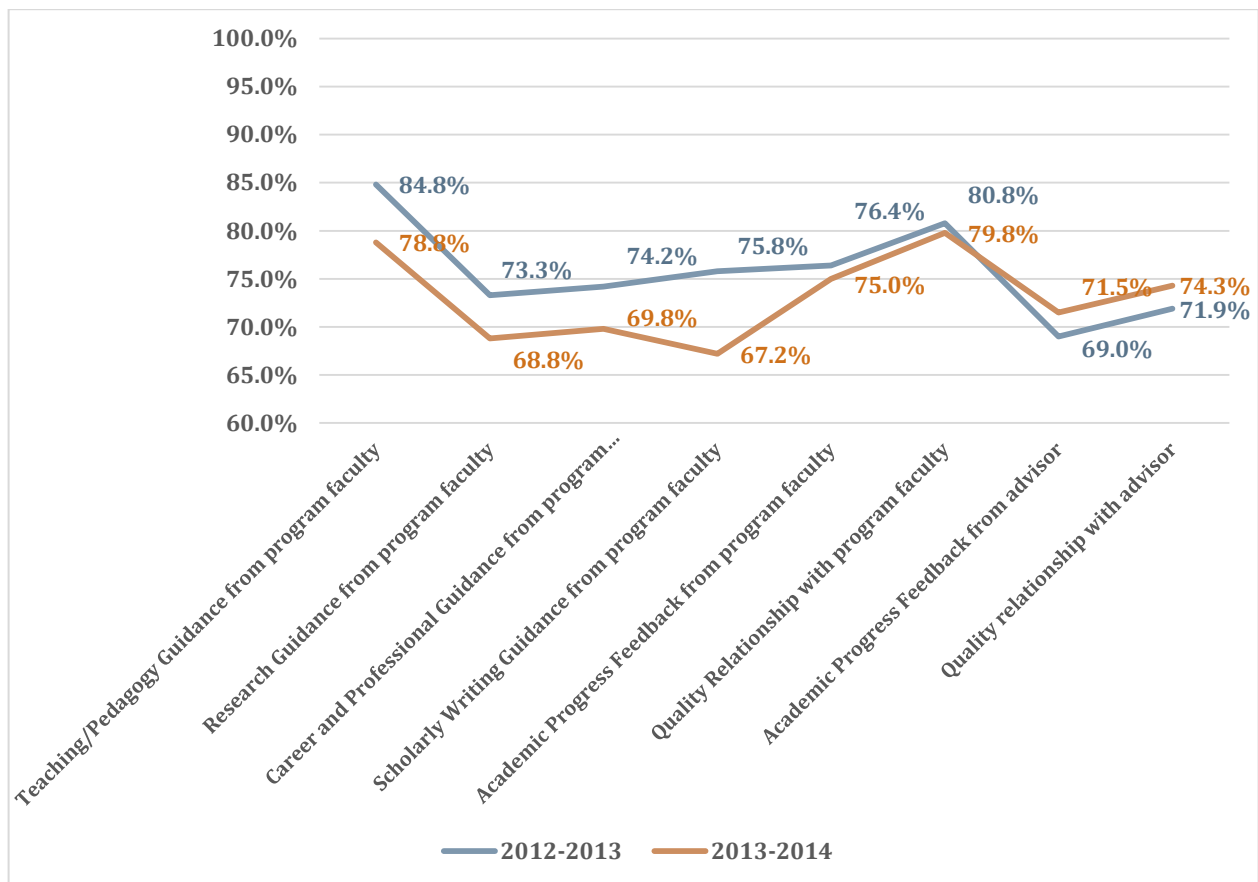


Figure 16. Satisfaction with Program Faculty and Academic Advisor.

Factors that Contributed to the Ability to Complete Degree.

	2013-2014	2012-2013
Factors that contributed to ability to complete degree	%	%
Financial support	49.5	51.2
Family (non-financial) support	51.8	50.6
Program delivery (face to face or online)	39.3	39.4
Classes offered at convenient times	38.0	35.9
Program quality	36.8	35.0
Program location	35.0	33.2
Mentoring/advising	25.0	29.4
Personal circumstances	26.3	26.8
Availability of required classes	21.5	26.5
Social environment/peer group support	26.3	25.6
Program requirements	24.3	23.8
Employer support (flexible scheduling)	17.0	20.3
Employer support (financial)	11.3	14.7
Professional/career guidance	17.0	12.6
Other	0.3	1.8

Mentors Availability and Relationship with Mentors.

	2013-2014	2012-2013
Mentor	Satisfied/Very Satisfied %	Satisfied/Very Satisfied %
Graduates indicated they had someone in their program they considered a mentor	79.3	77.3
Satisfied or very satisfied with their mentor	89.3	89.7

Ways to Improve Mentor Relationship.

	2013-2014	2012-2013
Way to Improve Mentor Relationship	Satisfied/Very satisfied %	Satisfied/Very satisfied %
More Time	43.4	50.9
Career/Professional Guidance	37.4	35.8
Research Guidance	24.3	21.4
Better Quality of Time	21.3	28.3
Teaching/Pedagogical Guidance	15.7	13.9
Other	8.1	5.2

Satisfaction with Research Advisor.

	2013-2014	2012-2013
Satisfaction with Research Advisor	Agree/Strongly Agree %	Agree/Strongly Agree %
Research Advisor was Accessible	86.0	80.0
Research Advisor Performed Role Well	81.7	79.3
Research Advisor was Interested in Research/Project	82.4	78.3
Research Advisor Discussed Project on Consistent Basis	74.1	66.2
Research Advisor Critiqued Work that helped work Progress	76.7	71.8
Research Advisor Returned Work in Timely Manner	79.8	79.9
Research Advisor Helped me Pick a Topic	60.2	65.1

Percentage of Students who Completed Thesis, Capstone, Or Dissertation but did not know about any of the Support Services.

	2013-2014	2012-2013	2013-2014	2012-2013
	Master's/Specialist		Doctoral	
Services	Didn't Know about Service %	Didn't Know about Service %	Didn't Know about Service %	Didn't Know about Service %
Thesis/Capstone/Doctoral Dissertation Manuals	30.4	28.5	0.0	1.9
Other Resources on GSIA Website	21.5	21.1	0.0	3.8
Writing Center	19.3	17.9	11.9	11.3
Dissertation workshop	NA	NA	13.6	18.9
Research Consulting Lab	37.0	42.3	22.0	24.5
Institutional Review Board (IRB)	34.1	35.8	5.1	3.8
Typists	40.7	44.7	11.9	5.7

Employment by College and Degree.

	2013-2014	2012-2013
	%	%
Employment	68.8	63.7
Employment by College		
Education & Behavioral Sciences	68.5	68.0
Humanities & Social Sciences	61.1	56.3
Monfort College of Business	100.0	50.0
Natural & Health Sciences	69.8	59.5
Performing & Visual Arts	67.7	47.8
Employment by Degree		
Master's/Specialist	65.7	61.5
Doctoral	86.4	75.5

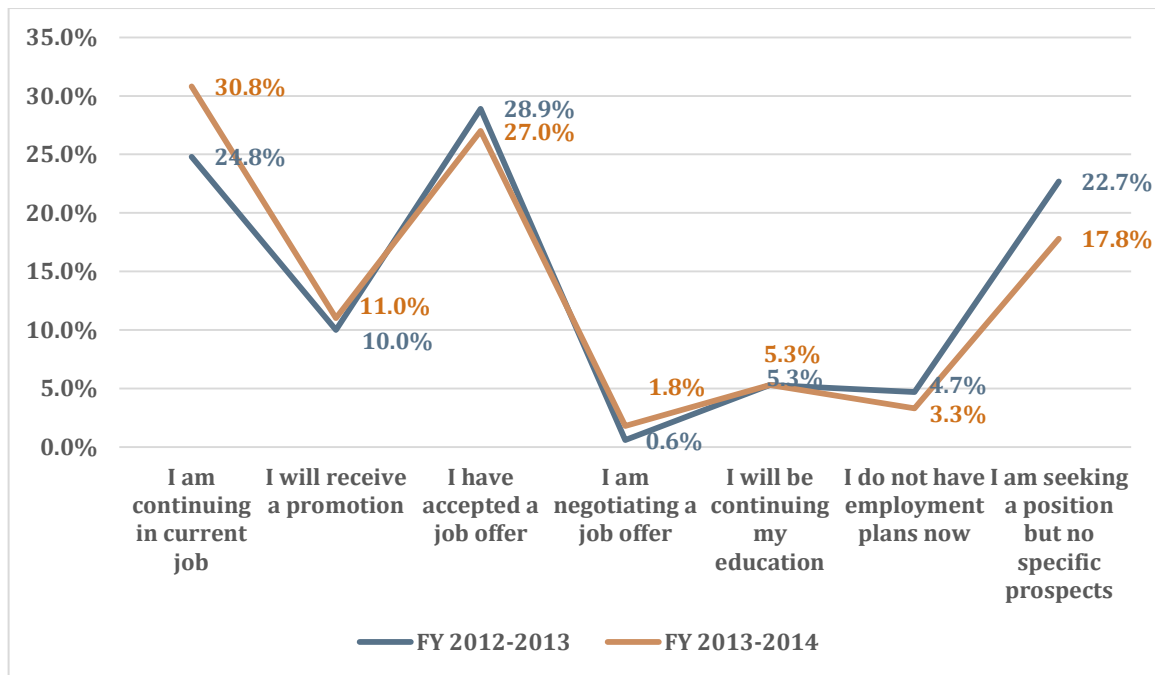


Figure 17. Employment Expectations.

Note. For FY 2012-2013 - Questions about employment were added to the spring 2013 Exit Survey. No employment data were collected for summer and fall 2012.

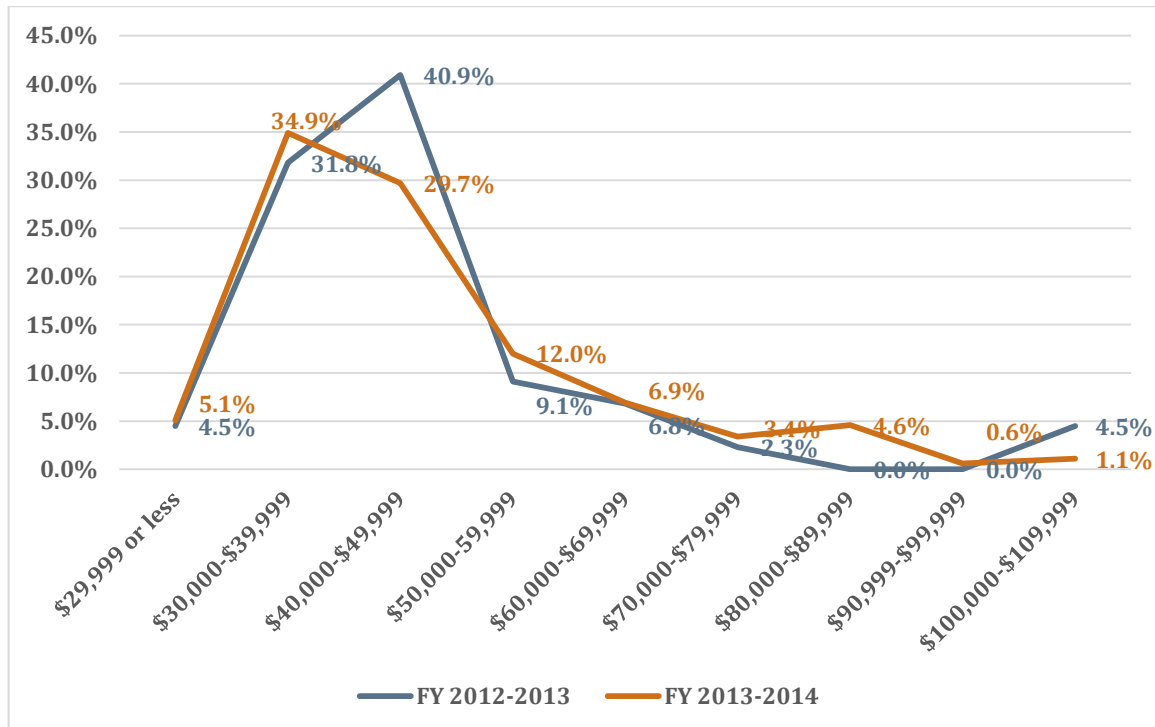


Figure 18. Pre-Tax Annual Salary for Graduates who were Employed Full Time.

Note. For FY 2012-2013 - Questions about employment were added to the spring 2013 Exit Survey. No employment data were collected for summer and fall 2012.