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ABSTRACT
        The use of exit surveys at the University of
Washington was investigated. Objectives were to identify (1) how many
departments or programs employed department-generated exit surveys to
gather information from graduating students, (2) the type of
information collected and its use by departments, and (3) criteria
for determining the usefulness of an exit survey for departmental
needs. For the 123 responding departments and programs, 27 indicated
that they use department-generated, as opposed to university-wide,
exit surveys. The type of information requested by departments on
their exit surveys included: student evaluation of courses or
sequence of courses, student career placement information, student
evaluation of instructor effectiveness, and verifying a student's
completion of graduation requirements. Results of the survey suggest
six steps for designing and implementing exit surveys: identifying
the goals and needs for the desired information; electing or
appointing an individual or committee to create the exit survey;
designing and pilot testing the questionnaire, and administering the
exit survey; and using the information from the exit survey. The
departmental questionnaire and exit survey are appended. (SW)

The materials in the Special Collection on the Training of Teaching Assistants were developed through the active efforts of numerous educators who first met at the 1986 National Conference on the Institutional Responsibilities and Responses in the Employment and Education of Teaching Assistants held at the Ohio State University. Assisted by more than 80 individuals, the committee chairs listed below were able to establish the collection which will be developed and maintained by the ERIC Clearinghouse for Higher Education. This arrangement will enable faculty members, faculty developers, administrators, TA supervisors, and graduate teaching assistants to have access to TA training materials produced by institutions across the nation.

Task Force on Establishing a National Clearinghouse of Materials Developed for TA Training

Chair: Jody Nyquist, University of Washington

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ERIC Collection Committee-   Chair: Margaret Pryately
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Council of Graduate Deans Clearinghouse -   Chair: Sheila Caskey
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INTRODUCTION

The goal of this study of the use of exit surveys at the University of Washington is to provide assistance to departments interested in collecting evaluative and diagnostic feedback about the instructional experiences of their graduating students. The study is based on the recognition that survey data from exiting graduate and undergraduate students can provide valuable information for departmental program and instructional development. Departments using Teaching Assistants to provide instruction to undergraduate students have also used exit surveys to gather feedback about the training and instructional experiences of TAs. These data have then been used to inform the development of departmental TA training programs.

The purposes of this study of exit surveys are fourfold: 1) To identify how many departments or programs at the University of Washington employ department-generated exit surveys to gather information from graduating students, 2) To identify what type of information is gathered and how it is used by individual departments or programs, 3) To identify criteria for determining the usefulness of an exit survey for particular departmental needs, and 4) To provide suggestions and models for developing and implementing exit survey questionnaires.

PROCEDURE

UW departments and programs initially contacted were on the CIDR mailing list of 118. Two waves of questionnaires were mailed. The first questionnaire (Appendix A) resulted in a 34% return rate. A second modified questionnaire (Appendix B), sent to the same departments, resulted in a cumulative 75% return rate. In addition, departments listed in the University of Washington organizational list (University of Washington Operations Manual, Vol. 1, C-01.1, p. 1-15, 1984) were contacted by phone to determine whether they used an exit survey. The number of academic departments and programs contacted either by questionnaire or by phone totaled 123.

RESULTS

Who Uses Exit Surveys?

Of the total respondents (123), 27 departments and programs (22%) indicated that they use department-generated, as opposed to University-wide, exit surveys. Of those 27 departments, 11 survey graduating seniors only, 13 survey graduate students only, and 3 departments survey both seniors and graduate students. Of the total respondents, 96 departments/programs (78%) indicated that they do not presently use department generated exit surveys. (See Appendix C for a list of all respondents).

What are the Students' Return Rates for Exit Surveys?

Of the 27 departments which use exit surveys, 20 (74%) furnished information concerning their return rates. A return rate of between 90-100% was reported by 9 departments (45%). Three criteria emerged to account for the high return rates for these departments: 1) In many departments students were told that completion of the survey was a requirement for graduation; 2) In all of these departments students complete and return the surveys immediately. One department follows up on non-respondents by phone; and 3) Most of these departments communicate the importance of the requested information, i.e., that the information will be reviewed at several faculty levels and acted upon.

A return rate of between 60-85% was reported by 4 departments (20%). One of these departments requires the information, but attributes the lower response rate to having the students return the completed form at a later time. Another department attributes its lower response rate to students returning the surveys after they graduate. A third department uses the information solely for making personal comments about their students' future plans at the graduation ceremony.

A student return rate of 50% or less was reported by 7 departments (35%). Attributions for the low response rates fell into three categories: 1) Poor distribution procedures, i.e., mailing the surveys to students' home addresses, which are often unreliable, or asking the students to return the surveys at a later date, often resulting in

students either misplacing the forms or forgetting to return them; 2) Poor timing of survey distribution, i.e., questionnaires get lost in the shuffle of graduation concerns and activities; and 3) Excessive length of the questionnaire.

What Type of Information is Requested on Exit Surveys?

The type of information requested by departments on their exit surveys falls into five categories, with the majority of departments requesting more than one category of information from students. The most requested category of information is *student evaluation of courses or sequence of courses*, requested by 19 departments. Based on student evaluations concerning the quality and quantity of departmental coursework, departments assess and modify the content, design and sequence of individual courses, seminars, conferences and clerkships. The second most requested category of information is *student career placement information*, requested by 17 departments. Students' career plans, availability of positions and ease of finding positions are recorded for placement files and advising information. The third most requested category of information is *student evaluation of instructor effectiveness*, requested by 15 departments. Students' perceptions of their instructors' effectiveness and contribution to their education are used to improve advising and provide feedback to instructors from a more distant perspective than quarterly class questionnaires. The fourth most requested category of information is the open category of "*other*," requested by 11 departments. The majority of these respondents request addresses for their alumni records. Uses for "other" student information include improving advisory services, satisfying grant funding agency requirements for data, improving the handbook for new students and annual student orientation, and evaluating the objectives of a Master's program. Of those mentioned, the least requested of these five categories of information is *verifying a student's completion of graduation requirements*, requested by two departments. One department uses the form to determine whether students have returned all keys, lab equipment, operating manuals, filed a copy of their

graduate school warrant and thesis, and provided a forwarding address. The other department verifies the student's thesis title.

Who Uses the Survey Information Once it is Collected?

Once the survey information is collected from students, it most often goes to multiple sources within the department. The 27 respondents indicated that information was provided as follows: the department chair (N=8), interested faculty (N=7), "other" (N=7), which includes the course director, program director, director of clerkships, grant funding agency, executive committee, and reports to faculty, students and alumni, the curriculum committee (N=5), the graduate adviser (N=5), and the undergraduate adviser (N=2).

Perceived Usefulness of Information for Survey Users

Departments were asked to rate the usefulness of gathering the four types of information identified on the survey via a five-point Likert scale, ranging from strongly agree (1) to strongly disagree (5). Table 1 summarizes the results (Mean=the statistical average of responses in each category).

TABLE 1
PERCEIVED USEFULNESS OF INFORMATION FOR SURVEY USERS

	Percent of Sample				
	Strongly Agree(1)	Agree(2)	Neutral(3)	Disagree(4)	Strongly Disagree(5)
Modifying Courses Mean=1.7 N=10	50%	30%	20%	0%	0%
Instructor Effectiveness Mean=2.1 N=9	11%	67%	22%	0%	0%
Career Placement Mean=2.4 N=10	50%	10%	10%	10%	20%
Verifying Grad. Req. Mean=3.4 N=9	11%	0%	44%	22%	22%

Analyses of the statistical averages and percentages indicate that the perceived usefulness of the four types of information closely mirrors the departments' request for information in these categories on their exit surveys. The most highly rated category is that

of course modification, followed by instructor effectiveness, career placement and verification of completion of graduation requirements.

Why Are Certain Types of Information Not Collected Via Exit Surveys?

The follow-up questionnaire asked respondents who use exit surveys why they do not use the exit survey to collect information on each of the four categories of information previously identified. Those who do not use the surveys for **course modification** indicated that they either use criteria other than student evaluations for modifying courses or use another form for gathering student input, such as a written program survey at the end of students' course work or a representative student committee/organization. Those respondents who do not use exit surveys to gather student evaluations of **instructor effect.veness** indicated that they either use criteria other than student evaluations for measuring instructor effectiveness or depend on quarterly end-of-course student instructor evaluations. Those respondents who do not use exit surveys for **career placement** information indicated that they use a separate form to gather this data, distributed after students have graduated and had a chance to secure a professional position. Those respondents who do not use exit surveys for **verification of completion of graduation requirements** indicated that they use other evaluation and monitoring systems throughout a student's program for this purpose.

Why Do Some Departments Not Use Exit Surveys?

The follow-up questionnaire asked departments that do not use exit surveys to list reasons for not doing so. The following analysis is based on responses to both the follow-up questionnaire and the telephone interview. The majority of respondents indicated that they rely on the University-wide Graduate School Exit Questionnaire, which is distributed by the Graduate School office to graduate students when they file their degree applications (Appendix D). Results are tabulated by the Educational Assessment Center and sent to the individual departments. The second largest category of responses was "too small of a department with too few students to warrant a formal, systematic survey." These

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respondents indicated that they maintain constant contact with their students and are able to gather student evaluative information informally. The third and largest category of responses indicated a desire to begin using department generated exit surveys, or a stated intent of implementing them in the near future.

Perceived Usefulness of Information for Non-Exit Survey Users

Departments that do not use an exit survey were asked to rate the *potential* usefulness of gathering the four types of information identified in the questionnaire via exit surveys on a five-point Likert scale ranging from strongly agree (1) to strongly disagree (5). Table 2 summarizes the result (Mean=the statistical average of responses in each category).

TABLE 2
PERCEIVED USEFULNESS OF INFORMATION FOR NON-SURVEY USERS

	Strongly Agree(1)	Agree(2)	Neutral(3)	Disagree(4)	Strongly Disagree(5)
Modifying Courses Mean=2.2 N=22	27%	36%	32%	5%	0%
Instructor Effectiveness Mean=2.3 N=23	22%	30%	44%	0%	4%
Career Placement Mean=2.0 N=24	33%	33%	30%	4%	0%
Verifying Grad. Req. Mean=3.2 N=23	4%	18%	48%	17%	13%

The means for each type of information indicate that non-survey users favorably rated all categories of information as potentially useful with the exception of verifying graduation requirements. In contrast to exit survey users, the most highly rated category for non-survey users is that of **career placement**, followed by **course modification**, **instructor effectiveness** and **verifying graduation requirements**.

What Other Methods Do Departments Employ For Collecting Student Input?

The follow-up questionnaire asked all respondents to indicate other methods used for collecting student information for curriculum or instructional development. The following analysis is based on both questionnaire responses and information supplied via the follow-up telephone interview. The total number of respondents is 55 (45% of the total).

Results indicate that both survey users and nonusers incorporate multiple methods of collecting student input. Most respondents checked more than one category. For those who do not use departmental surveys (N=30), the alumni questionnaire is the most used method (60%), followed by end-of-course student evaluations (23%), midterm student course evaluations (7%), and an open category of "other" (7%), which consisted of full department meetings for one department, and suggestions from the student organization for another department. Only one department (3%) indicated the use of no other method of collecting student input.

For survey users (N=25), the end-of-course student evaluation (44%) is the most used method, followed by alumni surveys (40%), midterm course evaluations (8%), and "other" (8%), which consisted of a program survey of all coursework at the end of the fifth quarter for one department, and voluntary, personal communication for another department.

When both samples are combined (N=55), the alumni questionnaire (51%) is most used, followed by end-of-course student evaluations (33%), midterm student course evaluations (7%), "other" methods (7%), and no other methods (2%).

Results from this study suggest that student input is considered a valuable source of information for academic departments and programs at the University of Washington and is gathered through a variety of means. Over 20% of the academic departments on campus use student exit surveys to provide systematic evaluative and diagnostic feedback for departmental program and instructional development. The following comments from questionnaire respondents are illustrative of the perceived value of exit survey information:

"They are vital in indicating to faculty how our programs are received. Without them a general warm, fuzzy attitude prevails that all is fine." "It is a major source of data for our upcoming review of curriculum at the school level." "It provides feedback on performance of individual instructors from a more distant perspective than quarterly class questionnaires." "It gives advisers a good picture of the future plans of our graduating seniors." "Students want to know what former students have done with their degree, and if they are working what their beginning income is." "Our exit survey keeps our address files on graduates immediately up to date and it gives us an overview of job placement opportunities for future graduates." "They are very valuable. They are anonymous and the students appear to be very honest in their responses and make an effort to be helpful."

In addition to those departments which currently employ exit surveys, this study identified five additional departments /programs which plan to implement their own exit surveys in the near future.

Is an Exit Survey Appropriate for Your Department?

Exit surveys have been implemented in a wide variety of disciplines at the University of Washington campus within the Colleges of Arts and Sciences, Education and Engineering, as well as the schools of Business Administration, Library and Information Science, Dentistry, Medicine and Nursing. The results of this project suggest that exit surveys can be adapted to virtually any academic department or program on this campus.

Some departments without exit surveys have indicated that the small numbers of graduating students preclude their use of a formal exit survey. One of the advantages of a small department is the potential for constant, informal contact between students and faculty. This affords an opportunity to collect student evaluative information in a non-systematic, anecdotal format. The advantage of employing a formal exit survey, whatever the size of the department, is access to systematized, aggregated and accessible information

for periodic review and use. Over a period of time, enough data can be collected to suggest patterns and trends in student perceptions. Interested faculty or administrators can then access data for various departmental needs and purposes. All decisions concerning exit survey usefulness must be evaluated on the basis of the particular needs of an individual department. Information contained in this report about other departments may be of value in making those decisions.

How Do You Design and Implement an Exit Survey?

The results of this survey suggest six steps for designing and implementing exit surveys. The first step is to **identify the goals and needs for the desired information.** What kind of information do you want from graduating students and what are you going to use the information for? Do you want student feedback on curriculum or instructional quality, advising services, career or post-graduate plans? Can the survey accomplish other "housekeeping" tasks such as returning equipment and keys or verifying completion of certain graduation requirements? Are you planning to use the information for modifying content, design and/or sequence of coursework, evaluating instructor effectiveness, gathering career placement information, addresses for alumni records, improving advising services, evaluating terminal program objectives or modifying student orientation materials? As one questionnaire respondent put it, "Define goals and needs for information first."

The second step is to **elect or appoint an individual or committee to be responsible for creating the exit survey.** This choice may well be determined according to the previously defined questionnaire goals. Given the nature of the needed information, who is best able and willing to design the questionnaire content?

The third step is to **design the questionnaire.** Length and format are the key issues to contend with, given that you have designed question areas that will accomplish your goals. Survey users offer the following advice: "Keep them short and simple so that students do not balk at filling them out." "All items should be relevant." "Provide space

for candid comments, which are often more spontaneous and meaningful than structured questions."

The majority of exit surveys used on this campus include both close-ended structured questions and scaled response items, as well as space for additional student comments. It is also suggested that questions be grouped according to categories of information. For instance, if the survey is designed for curriculum evaluation, instructional development and career information, you might begin with all of the questions about curriculum, organized according to course number or level, then move to questions concerning instructional quality, again, organized by course number or level, and end with specific questions concerning post-graduation career plans. Appendix E attached to this report contains a sample questionnaire which utilizes the alternative item formats.

The fourth suggested step is to **pilot test the questionnaire prior to administering it formally.** This will allow you to clarify any question ambiguity, add or delete information and modify format and length as needed based on the responses you get from an initial small, representative sample of students. One survey respondent advises, "Don't be afraid to pilot exit surveys and make changes before coming up with a finished product (which might continue to need modification as needs change)."

The fifth step is to **administer the exit survey.** Survey users advise designating one person as responsible for distributing and collecting survey information. Study results indicate that advisors or program assistants are most often in charge of distribution. Highest return rates are achieved by departments that make completion of the questionnaire a requirement, have students fill them out on the spot rather than return them at a later time, and communicate to students the importance and value of the requested information.

The sixth step in designing and implementing an exit survey is to **use the information.** As one survey user stated, "Do not utilize them unless you 1) read them, 2) act on the information received, and 3) provide feedback directly and indirectly to those who are surveyed." Whether you are using the information for curriculum development,

instructor feedback, career placement or any number of multiple purposes, make sure the information is directed to the appropriate faculty persons, committees, advisors, or department Chair.

CONCLUSION

In summary, Exit Surveys, when designed to collect specific information of interest to departments, appear to be very useful. High response rates are achievable and survey instruments can be designed to gather student evaluations of courses, career placement information, student evaluation of instructor effectiveness, verification of completion of graduation requirements and other information. Departments administering exit surveys feel it is worth the investment required to collect the information and use survey results to inform their decision making. No department using an Exit Survey has plans to discontinue its use.

All departments contacted were very willing to share their experiences using Exit Surveys and their instruments. A sample questionnaire is provided in Appendix E. A variety of sample questionnaires from various departments are also available through CIDR. In addition CIDR Staff Consultants can assist departmental representatives in designing exit survey questionnaires to meet specific departmental needs.

UW University of Washington

Appendix A

November 5, 1984

To: Department Chairs

From: Jody D. Nyquist
        Director for Instructional Development
        The Center for Instructional Development and Research

Re: Exit Surveys

Dear Department Chair:

The Center for Instructional Development and Research is developing an information base on student exit surveys. The Center is interested in finding out which departments on campus currently have exit surveys and how information from such surveys is collected and used. In other words, we are compiling information about effective ways to gather student feedback through the use of exit surveys.

Completing the enclosed questionnaire will help the Center achieve these goals. The questionnaire is not lengthy. Your cooperation and time in filling it out is appreciated.

Enc.

Center for Instructional
Development and Research
107 Parrington, DC-07
Seattle, Washington 98195
(206) 543-6588

The Center for Instructional Development and Research is conducting a survey of all the departments on campus concerning their interest in or use of exit surveys. Typically, exit surveys are given to graduating seniors and graduate students to acquire student feedback about their scholastic programs or career plans. We are interested in ways to improve the effectiveness of exit surveys. Your ideas and suggestions will help the Center to achieve this goal.

Thank you for your time in completing this questionnaire your cooperation is greatly appreciated.

1. Department name: mail stop:

2. Does your department use an exit survey to gather information from graduating seniors or graduate students?

exit survey: yes   no

3. If you answered no to the above question skip to question 11.

4. How many graduating students on an average do you have a year and how many of those received an exit survey?

5. How many students responded by completing and returning the survey to your department?

6. Why do you think you got this rate of return? Explain:

7. How does your department use information from exit surveys?

    For curriculum changes:

    For instructional program development:

    For career placement information:

    Other:

8. If the information is used to make changes in course curriculum or instructional program development, how is this

achieved?   By curriculum committee? special interest group?
department chair?   interested faculty?   please explain:

9. What have you learned from your experience with exit surveys
from which other departments could benefit?

10.   Does your department survey the employers of graduated
students?

11.   Does your department survey alumni two or three years after
they have graduated?

12. Does your department use exit interviews?

13.   We are collecting examples of exit surveys for other
departments to use in constructing their own. For this purpose,
would you be able to mail copies of your exit survey forms to
the Center? The address is DC-07

14.   If you would like to be mailed the results of this survey
please indicate your interest by returning this questionnaire
with your mail stop listed in question 1.

Thank you for completing this form. The results will help the
Center create a resource exit surveys for all departments to use.

🐾 University of Washington

Appendix B

December 10, 1985

TO: Department Chairs

FROM: Jody D. Nyquist
            Director for Instructional Development
            Center for Instructional Development and Research

RE: Exit Surveys

The Center for Instructional Development and Research is developing an information base on student exit surveys. The Center is interested in finding out which departments on campus currently have exit surveys and how information from such surveys is collected and used. In other words, we are compiling information about effective ways to gather student feedback through the use of exit surveys.

Completing the enclosed questionnaire will help the Center achieve these goals. The questionnaire is not lengthy. Your cooperation and time in filling it out is appreciated.

Enc.

CIDR EXIT SURVEY QUESTIONNAIRE

Department name_____

1) Does your department use an exit survey or interview to gather information from:

Graduating seniors? YES___ NO___   Master's level graduate students? YES___ NO___
Doctoral level students? YES___ NO___

If you answered "NO" to all the above questions, please respond to questions 10, 11, and 12 on page 3.

If you answered "YES" to any of the above questions, please respond to questions 2-9 and 12.

We are collecting examples of exit surveys for other departments to use in constructing their own forms. For this purpose, please attach a copy of the survey or interview form used in your department. Thank you.

2) Please describe the procedure you employ to distribute and collect survey forms.

Who distributes them to students?

When are they distributed to students?

How do you collect the forms?

3) What percentage of your graduating students complete and return the survey forms?

Percentage of graduating seniors____%   Percentage of doctoral level graduate students____%
Percentage of master's level graduate students____%

4) What do you think accounts for this return rate?

5) How do you use the information collected in the surveys or interviews?
(check all that apply and provide examples)

____Modifying courses or sequences of courses. For example,

____Determining effectiveness of instructors. For example,

____Obtaining career placement information. For example,

____Verifying a student's completion of graduation requirements. For example,

____Other (please explain)

6) Who uses the survey information once it is collected?
(check all that apply)

___Curriculum committee ___Graduate advisor ___Interested faculty

___Department Chair ___Undergraduate advisor ___Other (please explain)

7) Please respond to the following statements using
the accompanying 5 point scale:

Information collected from graduating students via exit surveys or interviews can be useful for:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
modifying courses or sequences of courses	1	2	3	4	5
determining instructor effectiveness	1	2	3	4	5
obtaining career placement information	1	2	3	4	5
verifying completion of graduating requirements	1	2	3	4	5

8) Please briefly explain why you **don't** use exit surveys to collect the following type of information
(for all that apply)

Modifying courses or sequences of courses:

Determining instructor's effectiveness:

Obtaining career placement information:

Verifying a student's completion of graduation requirements:

9) Based on your experience with exit surveys or interviews, what advice do you have for other departments
interested in implementing them?

Please go directly to question #12.

10) If you don't use exit surveys or interviews, please respond to the following statements using the accompanying 5 point scale

Information collected from graduating students via exit surveys or interviews could be useful for:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
modifying courses or sequences of courses	1	2	3	4	5
determining instructor's effectiveness	1	2	3	4	5
obtaining career placement information	1	2	3	4	5
verifying completion of graduation requirements	1	2	3	4	5

11) If you don't use exit surveys or interviews to collect information from graduating students, please check each of the following statements which best reflects your decision.

____Have never thought of it. ____Don't know how to implement the procedure.

____Too costly in terms of time or expense. ____Quality of information too poor.

____Information for these purposes is collected from other sources. (Please specify sources)

____Return rate is too low.____Other (please explain)

12) What other methods of collecting student information for curriculum or instructional development does your department use? (check all that apply)

____None ____Midterm student course evaluation ____End of course student evaluation

____Alumni surveys ____Other (please explain)

Thank you for your cooperation. For your convenience, a self addressed envelope has been provided for returning the questionnaire and sample survey form, if you have one, to CIDR.

____Please check if you would like a copy of the results of this survey.

**Center for Instructional Development and Research
107 Parrington, DC-07**

Appendix C

DEPARTMENTS/PROGRAMS WITH EXIT SURVEYS (N=27)

Aeronautics and Astronautics (s,m,p)
Anesthesiology (md)
Biology (s/eoc)
Botany (through Biology office) (s)
Business Graduate school (MBA) (m)
Chemical Engineering (s/alumni)
Chemistry (s)
Civil Engineering (s/alumni)
Computer Science (s/eoc,alumni)
School of Education (m,p)
English (s)
Germanics (s)
Institute for Marine Studies (m/eoc)
Jackson School of International Studies (s,m,/sgid,eoc)
Graduate School of Library and Information Science (m,p)
Mechanical Engineering (m,p)
Microbiology and Immunology (s/alumni)
Nuclear Engineering (m,p/alumni)
Parent and Child Nursing: Perinatal Nurse Specialist Prog., Pediatric Nurse Practitioner
    Program (m/eoc,alumni) (m/eoc) (m/eoc,alumni)
Pediatrics clerkship (md/eoc)
Psychology (s/alumni)
Psychosocial Nursing (m/eoc,alumni)
Radiology (md)
Surgical clerkship (md/eoc)
Zoology (through Biology office) (s)

s=seniors
m=master's students
p=doctoral students
md=medical doctor students

sgid=small group instructional diagnosis
eoc=end of course evaluations
alumni= alumni survey

Number of depts./programs surveying seniors only=11(41%)
Number of depts./programs surveying graduate students only=13(48%)
Number of depts./programs surveying both seniors and grads.=3(11%)

DEPARTMENT/PROGRAMS WITHOUT EXIT SURVEYS (N=96)

Accounting
American Ethnic Studies (Afro-American,
    Asian American, Chicano Studies)
Anthropology
Applied Mathematics
Applied Physics
Aquaculture Division (Fisheries)
Architecture
Art, School of
Asian Languages and Literature
Astronomy
Atmospheric Science
Biochemistry
Bioengineering
Biological Structure
Biomedical History
Biostatistics
Building Construction
Classics
Communications
Community Dentistry
Community Health Care systems
Comparative Literature
Dental Hygiene
Drama, School of
Economics
Electrical Engineering
Endodontics
Environmental Health
Environmental Studies
Epidemiology
Family Medicine
Finance and Business Economics
Fisheries
Fisheries Research Institute
Food Science and Technology,
    Institute for
Forest Resources, College of
Genetics
Geography
Geological Science
Geophysics
Health Services
Health Services Administration
History
Laboratory Medicine
Landscape Architecture
Law and Justice
Linguistics
Management and Organization

Management Science
Marketing and International Business
Materials Science and Engineering
Mathematics
Medicine
Medicinal Chemistry
Music
Near Eastern Languages and Civilization
Obstetrics and Gynecology
Oceanography, School of
Opthalmology
Oral Biology
Oral Medicine (dentistry)
Oral Surgery
Orthodontics
Orthopedics
Otolaryngology
Pathobiology
Pathology
Pediatric Dentistry
Periodontics
Pharmaceutics
Pharmacology
Pharmacy Practice
Philosophy
Physics
Physiological Nursing
Physiology and Biophysics
Political Science
Prosthodontics
Psychiatry and Behavioral Science
Quantitative Science in Forestry,
    Fisheries and Wildlife, Center for
Quarternary Research Center
Radiation Oncology
Rehabilitative Medicine
Restorative Dentistry
Romance Languages and Literature
Scandinavian Languages and Literature
Slavic Languages
School of Social Work
Society and Justice
Sociology
Speech and Hearing Sciences
Speech Communication
Statistics
Urban Planning
Urology
Women Studies

GRADUATE SCHOOL
UNIVERSITY OF WASHINGTON
<u>EXIT</u> QUESTIONNAIRE

(Please fill out a SEPARATE questionnaire for each degree if you have completed the requirements for more than one degree at this time.)

Quarter and Year You Are
Completing This Degree _____

1. Student Number (Information released to academic units will
                    not be accompanied by student number.)   _____

2. Degree Earned   _____

3. Academic Unit Offering Degree: Name_____ Code #_____
    (refer to code on back)

4. Year You Began Degree Program at UW: masters_____ doctoral_____

Questions 5 through 11 ask you to rate certain aspects of the degree program you have just completed. A scale of 1 to 5 is used, with 1 being the lowest and 5 the highest value assigned. Circle the appropriate value.

		<u>Low</u>				<u>High</u>
5.	How do you rate the academic standards of the department?	1	2	3	4	5
6.	Evaluate the extent to which you believe the program has kept pace with recent trends and developments in your field.	1	2	3	4	5
7.	Rate the adequacy of research or professional training opportunities for students in your program.	1	2	3	4	5
8.	Rate the adequacy of space, facilities, and equipment.	1	2	3	4	5
9.	Indicate your level of satisfaction with the supervision and/or guidance you received.	1	2	3	4	5
10.	Indicate your perception of the quality of the faculty offering the degree program.	1	2	3	4	5
11.	Rate the <u>overall</u> quality of the degree program.	1	2	3	4	5

12. Did you publish a paper or have a paper accepted for   Yes_____ No_____
    publication in a refereed journal while in the program?

13. Check each of the following appointments you held   TA/_/RA/_/Fellow/_/None/_/
    for 3 quarters or more during your program.

14. What are your immediate postgraduation plans?   (Check here if you have already
                                                     secured a position /_/)

    1/_/ Further graduate study   5/_/ Business/Industrial employment

    2/_/ Postdoctoral Fellowship or   6/_/ Government employment
         Research Associateship
                                                   7/_/ Self-employment
    3/_/ Four-year college or university
         teaching and/or research   8/_/ Military service

    4/_/ Employment in a school or   9/_/ Not seeking employment or further
         community college   formal education at this time

15. If you have secured a position, is it in a field of your   1   2   3
    first, second or third preference?

Additional comments concerning   perceived strengths and weaknesses of the degree program may
be written on the reverse side   nis questionnaire. Thank you.

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301	ACCOUNTING
400	AERONAUTICS & ASTRONAUTICS
102	ANTHROPOLOGY
655	APPLIED MATHEMATICS
051	ARCHITECTURE
105	ART
106	ART HISTORY
144	ASIAN LANGUAGES & LITERATURE
107	ASTRONOMY
108	ATMOSPHERIC SCIENCES
908	BIOCHEMISTRY
909	BIOLOGICAL STRUCTURE
652	BIOLOGY TEACHING
653	BIOMATHEMATICS
910	BIOMEDICAL HISTORY
700	BIOSTATISTICS (PH&CM)
115	BOTANY
349	BUSINESS ADMINISTRATION
420	CERAMIC ENGINEERING
402	CHEMICAL ENGINEERING
117	CHEMISTRY
403	CIVIL ENGINEERING
118	CLASSICS
131	COMMUNICATIONS
132	COMPARATIVE LITERATURE
210	COMPUTER SCIENCE
805	DENTISTRY
840	DENTISTRY - CONCURRENT
662	DOCTOR OF ARTS GROUP
134	DRAMA
134	DRAMA ARTS
139	EAST ASIAN
135	ECONOMICS
351	EDUCATION
410	ELECTRICAL ENGINEERING
412	ENGINEERING
136	ENGLISH
702	ENVIRONMENTAL HEALTH (PH&CM)
704	EPIDEMIOLOGY (PH&CM)
452	FISHERIES
510	FOREST RESOURCES
186	GENETICS
188	GEOGRAPHY
191	GEOLOGICAL SCIENCES
187	GEOPHYSICS
192	GERMANICS
687	HEALTH ADMIN. & PLANNING
706	HEALTH SERVICES (PH&CM)
193	HISTORY
--7	INSTITUTE FOR MARINE STUDIES
"0	INTER ENGINEERING
9	KINESIOLOGY

948	LABORATORY MEDICINE
053	LANDSCAPE ARCHITECTURE
852	LAW
860	LAW - CONCURRENT
671	LIBRARY & INFORMATION SCI.
203	LINGUISTICS
206	MATHEMATICS
419	MECHANICAL ENGINEERING
950	MEDICINE - CONCURRENT
422	METALLURGICAL ENGINEERING
916	MICROBIOLOGY & IMMUNOLOGY
140	MIDDLE EASTERN
217	MUSIC
123	NEAR EASTERN LANGUAGES & LIT.
428	NUCLEAR ENGINEERING
552	NURSING
199	NUTRITIONAL SCI. & TEXTILES
456	OCEANOGRAPHY
816	ORAL BIOLOGY
708	PATHOBIOLOGY (PH&CM)
924	PATHOLOGY
926	PHARMACOLOGY
610	PHARMACY - MEDICINAL CHEM.
612	PHARMACY - PHARMACEUTICS
615	PHARMACY PRACTICE
221	PHILOSOPHY
239	PHYSICS
932	PHYSIOLOGY & BIOPHYSICS
673	PHYSIOLOGY PSYCHOLOGY
244	POLITICAL SCIENCE
262	PSYCHOLOGY
770	PUBLIC AFFAIRS
715	PUBLIC HEALTH & COMM. MEDICINE
679	RADIOLOGICAL SCIENCES
928	REHABILITATION MEDICINE
264	ROMANCE LANGUAGES & LITERATURE
141	RUSSIAN AND EAST EUROPEAN
283	SCANDINAVIAN LANGUAGES & LIT.
163	SLAVIC LANGUAGES & LITERATURE
685	SOCIAL WELFARE GROUP
782	SOCIAL WORK
293	SOCIOLOGY
142	SOUTH ASIAN
690	SPECIAL INDIVIDUAL PHD PROGRAM
296	SPEECH & HEARING SCIENCES
295	SPEECH COMMUNICATION
294	STATISTICS
200	TEXTILE SCI. & COSTUME STUDIES
056	URBAN PLANNING
297	ZOOLOGY

UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98195

Department of Chemistry

Dear Chemistry Graduate,

Congratulations on the completion of your undergraduate studies. It would be of great help to our Undergraduate Curriculum Committee if you would fill in this Senior Survey and return it within two weeks in the enclosed envelope.

1. Check the category that best describes your plans upon graduation.

    _____non-chemistry related employment   _____chemistry related employment

    _____graduate school (specify field)   _____medical school

    _____dental school   _____other

2. Where will you be employed or attending graduate school?_____

_____

3. So that you can receive departmental alumni publications, please provide us with a reliable address through which you can be reached in the future.

    name_____

    address_____

    _____zip_____

4. What degree did you earn (BA/BS) and when?_____

5. If you were a 5th-year student, from where and in what is your first degree?_____

_____

6. Did you combine your studies in chemistry with another field(s) and earn either a double major or double degree? If so, please specify._____

_____

7. If you participated in undergraduate research, who was your supervisor, what was your area of research, and for how long did you participate?_____

_____

_____

    Was it a rewarding experience?_____

_____

_____

8. To what extent did you take advantage of our departmental curricular options (biological chemistry, environmental chemistry, polymer chemistry, chemistry and business and chemistry and public policy)?_____

_____

9. Finally, here is your opportunity to grade the Department of Chemistry. Please use the current decimal system (from 0.0 to 4.0) to rate our performance in the areas below. You are encouraged to be as candid as possible, and feel free to add any and all lengthy comments about these topics or others not listed.

_____overall curricular content

_____quality of instruction

_____departmental instructional facilities
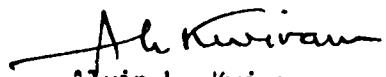
_____undergraduate research program

_____departmental advising services

_____employment/graduate school preparation

_____other

Thank you for your assistance. Marv best wishes in your future endeavors.

Sincerely,

Alvin L. Kwiram
Professor and Chairman

ALK/tm