

SPR SURVEY TEMPLATE - UNDERGRADUATE PROGRAMS

[Note: Items in square brackets are instructions for the use of this template, and are not to be included in a questionnaire.]

INTRODUCTION

[The following general preamble is recommended. Some programs may need to provide additional information if there are special circumstances (e.g. amalgamation of departments, change in program name, specific issues which the review must address, etc.). The introduction may be re-worded so that it is more colloquial or 'friendly' (for instance, a Physics survey once began with "No, this is not a request for money"), but issues of confidentiality and voluntary participation must always be addressed.]

The University of Saskatchewan is reviewing all of its programs in order to evaluate program quality and encourage program improvement. The program(s) in [NAME OF PROGRAM, DEPT OR COLLEGE] are now under review, and part of the process requires feedback from students who graduated within the last five years. As a former student in [NAME OF PROGRAM, DEPT OR COLLEGE], you can help us by answering a few questions about your educational experiences and level of satisfaction with your program. The information collected from you will remain strictly confidential, and your name or other identifying information will not appear on any survey reports. Only aggregate data will be analyzed and reported. Your input is very important to us, and it will help us to assess and improve our programs for future students. This survey will take about *[enter time estimate: 10-30 minutes, depending on questions selected]* to complete and your participation is completely voluntary. Thank you for your assistance!

[If the survey can be completed by e-mail or on the Web, instructions should be added. For telephone surveys, the interviewer should ask "May I do the survey with you at this time?" and if not, "Can the interview be rescheduled at a more convenient time?"]

[The following information is optional; units may wish to use an anonymous identifier instead, such as a number pre-printed on the questionnaire. If names and contact information are obtained, they must be detached from the returned questionnaire. Respondents must be informed if names and contact information are to be obtained for the purpose of updating departmental or college alumni records.]

NAME: _____ TELEPHONE: _____

ADDRESS: _____

E-MAIL: _____

You will be able to see results of the program review on the University's review website at <http://www.usask.ca/vpacademic/spr>.

SECTION A: PROGRAM IDENTIFICATION

A 1. Which [NAME OF DEPT/COLLEGE] undergraduate program(s) did you complete?
[Units may provide response categories for each item or leave open. The following are some examples of response categories and formats.]

Example One:

Degree: _____

Major/Specialization: _____

Options (e.g. 3 yr, 4 yr, honours, co-op, etc.): _____

Stream/Theme/Subdiscipline: _____

Year of Graduation: _____

Example Two (from an Anthropology & Archaeology questionnaire):

Program: 3 yr 4 yr Honours Advanced Certificate Honours Certificate

Subdiscipline: Archaeology Biological Anthropology Linguistics

Sociocultural Anthropology (Ethnology) No specialty

Year of Graduation:

1994 1995 1996 1997 1998 1999

A 2. Did you complete any other University of Saskatchewan program at the same time
(e.g. double honours, combined program)?

NO

YES → Program/Major: _____

A 3. Were you enrolled primarily as a full-time or a part-time student?

Primarily full-time

Primarily part-time

Half + half

SECTION B: FURTHER EDUCATION/TRAINING

B 1. Have you obtained any professional certification or licensure since graduation (e.g. C.A., P.Eng., etc.)? *[Response categories may be “Yes (specify)” and “No”, or program-specific response categories may be provided.]*

B 2. Since graduation from your program in [NAME OF PROGRAM, DEPT OR COLLEGE], have you taken, or are you taking, any further education or training at a public or private post-secondary institution? *(Note: articling, medical interships, post-doctoral positions, and the like should be included in the employment section.)*

- Yes (go to next question)
- No (skip to Section C)

B 3. What education or training programs have you taken or are you taking since graduation from your undergraduate program?
[Units may provide response categories or leave open. The following are some examples of response categories and formats.]

[Example One:] (choose all that apply)

- Another undergraduate degree (e.g. BSc, BA, etc.)
- Master’s degree
- Doctoral degree
- Technical or vocational training (leading to a certificate or diploma)
- Professional training offered by a university (e.g. Law, Medicine, Dentistry, etc.)
Please specify _____
- Other university or college academic credit courses
- Professional training not offered by a university or college
- Other (*specify*) _____

[Example Two:]

Type of Institution (university, SIAST, business college, employer, etc.)	Name of Program or Course	Location (province or country)

SECTION C (OPTIONAL): PRIOR EDUCATION/EXPERIENCE

[For some programs, particularly non-direct entry programs, it is useful to obtain information on respondents' education prior to admission to the program. The following are some examples of this type of question.]

[Example One (general):]

C 1. Did you complete any university education prior to admission to your program in [NAME OF PROGRAM]?

No

Yes (*choose all that apply*)

degree/diploma (*specify*) _____

no degree but _____ years of university

transferred from another U of S program (*specify*) _____

other (*specify*) _____

[Example Two (from a Pharmacy questionnaire):]

C 1. Please circle the number of years of university education you completed prior to entering the BSP program:

None 1 year 2 years 3 years 4 years or more

[Example Three (for Law):]

C 1. What university education did you complete prior to admission to the LL.B. program?

university degree (*specify degree and major*) _____

no degree but _____ years of university

none

[Example Four (from an Education questionnaire):]

C 1. During your B.Ed. program, were you:

already teaching

on educational leave

none of the above

SECTION D: CURRENT EMPLOYMENT

[In cases where a program leads to a specific profession, the questions in this section may vary. D 1-3 are generic introductory questions.]

- D 1. Are you currently employed? *(count paid internships, articling, post-doctoral fellowships, and the like as employed)*
- Yes (go to next question) No (skip to question D 3)

- D 2. a. Are you employed full-time or part-time?
- Full-time
- Part-time → By choice? Yes No

b. [optional] What is your employment status? *(choose one)* *[The following are generic response categories. Program-specific response categories may be provided where appropriate, including such responses as dentist, farmer, etc. See the Education example below.]*

- Self-employed
- Permanent paid employment
- Contract
- Casual → By choice? Yes No
- Temporary → By choice? Yes No
- Seasonal
- Other

(skip to question D 4)

- D 3. *[This question is intended to determine whether the respondent is 'unemployed and looking for work' or not employed for other reasons. Example One provides detailed response options, while Example Two asks the question in a more general way.]*

[Example One:]

What is the main reason you are not employed? *(choose one)*

- Paid leave of absence (maternity or health), will return to same job (continue to next question)
- Unpaid leave of absence, will return to same job (continue to next question)
- Unemployed because in school (skip to section E)
- No job but looking for work (skip to section E)
- Laid off from job (skip to section E)
- Homemaker (skip to section E)
- Not in labour force (retired, disability, etc.) (skip to section E)

- Travelling (skip to section E)
- Other (*specify*) _____
(skip to section E)

[Example Two:]

What is the main reason you are not employed?

- I currently have no paid employment and am looking for work (skip to section E)
- I am not in the labour force at the moment (e.g. student, homemaker, travelling, disability, etc.) (skip to section E)

The following questions concern your current job. If you have more than one job, respond with respect to the job in which you spend the most time. We will refer to this as your 'main' job.

[Questions about occupation may vary according to program, especially in cases where a program leads to a specific profession. The following are some examples of response categories and formats.]

[Example One (D4-D6) (general, open response):]

D 4. What is your occupation (job title)? _____

D 5. In what industry, business, or service are you employed?

D 6. What are your main duties? _____

[Example Two (D7-D8) (a program-specific example, from a Physical Therapy questionnaire):]

D 7. How many years of experience, if any, do you have working as a physical therapist?
_____ years

D 8. In your present job, what is your primary role? (*choose one*)

- | | |
|---|---|
| <input type="checkbox"/> Direct clinical care | <input type="checkbox"/> Management |
| <input type="checkbox"/> Education/teaching | <input type="checkbox"/> Consultation |
| <input type="checkbox"/> Research | <input type="checkbox"/> Other (<i>specify</i>) _____ |

D 22. *[To provide a more refined analysis of job placement statistics, some programs may wish to ask respondents about the employment they applied for or hoped to obtain after graduation. The following are some examples of this sort of question.]*

[Example One (from a B.Ed. questionnaire):]

- Upon Graduation: I applied for a teaching position
 I applied for a teaching-related position
 I applied for a non-teaching related position

[Example Two (from an Arts & Science questionnaire):]

What type of career did you **plan** to pursue after graduating from Arts and Science?

(please check one)

- a career directly related to my undergraduate major
 a career not directly related to my undergraduate major
 planned to pursue further education
 other (please specify) _____

D 23. *[Questions about salary ranges are common in student outcomes surveys and can provide additional information on the value of a degree. The following is an example of this sort of question. Some disciplines may wish to add higher salary increments.]*

What was your gross annual income last year from all employment (including commissions, etc.) before deductions?

- Under \$10,000
 \$10,001 to \$20,000
 \$20,001 to \$30,000
 \$30,001 to \$40,000
 \$40,001 to \$50,000
 \$50,001 to \$60,000
 \$60,001 to \$70,000
 Over \$70,000

SECTION E (OPTIONAL): REASONS FOR CHOOSING PROGRAM

[While not strictly required by Systematic Program Review, some programs may find information on students' reasons for choosing their program useful for their self-study and for program improvement. The following are examples of such a question. Units may wish to add response categories that are specific to their program, department, or college, such as state-of-the-art facilities, special areas of research, etc.]

E 1. What are the two most important reasons you chose the program in [NAME OF PROGRAM]? *(Select two reasons and rank them 1, 2)*

a.	Preparing to enter a specific job or career	
b.	Changing careers	
c.	Further career development (professional development)	
d.	Personal development/fulfilment	
e.	Interest in subject area	
f.	Location	
g.	Quality of program / reputation of Dept. or College	
h.	Parent(s) recommendation	
i.	Friends were in same program	
j.	Advice from teachers/counsellors	
k.	Scholarships/financial support offered	
l.	Program is required for admission to another program	
m.	Recruitment efforts	
n.	Was not admitted into first choice of program	
o.	Other (specify)	

E 2. How did you learn about the program in [NAME OF PROGRAM]? *(Choose the most important source)*

a.	University recruitment efforts	
b.	Friends, fellow students	
c.	Graduates from the program	
d.	Teachers/professors	
e.	University Calendar or Website	
f.	Other (specify)	
	<i>[special recruitment activities of the program, dept or college may replace or be added to this list]</i>	

F 7. What would you consider to be a weakness of your undergraduate program?

F 8. If you could make one change to improve the educational experience of students in [NAME OF PROGRAM], what would you suggest?

[Example Two (F9-F15) (more detailed option, with program-specific options):]

F 9. Please rate your satisfaction with the following university, departmental and college facilities and services that supported your undergraduate program. (If the items are not applicable to your program, or you never used them, please check 'Unable to Respond'.) *[A variety of response categories may be provided, and other response scales may be used.]*

		Excellent	Good	Fair	Poor	Unable to Respond
a.	Classroom facilities					
b.	Laboratory facilities					
c.	Computer facilities					
d.	Library holdings for your program					
e.	Library hours					
f.	Study space					
g.	Bookstore services					
h.	Registration process					
i.	Orientation for students entering your program					
j.	Career counselling					
k.	Academic and program advising					
l.	Availability + helpfulness of department/college staff					
	<i>[The following are some examples of program-specific options and additional optional items]</i>					
	Field trips					
	Departmental seminars/colloquia					
	Studio facilities					
	Case studies					
	Museum and gallery resources					
	Off-campus/distance education classes					
	Field plots					

Athletic facilities					
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F 10. The following questions ask you to evaluate your **learning experiences** in your undergraduate program. The first set of questions deals with your instructors.

		Most	Some	Few	Unable to Evaluate
a.	Instructors were reasonably accessible outside of class				
b.	Instructors made an effort to verify that students were understanding the material taught				
c.	Instructors actively encouraged class participation				
d.	Evaluation (exams and marking) was fair				
e.	Instructors provided helpful feedback throughout courses				
f.	Instructors treated students with respect				
g.	Instructors encouraged feedback from the class regarding their teaching				
h.	Teaching assistants/lab demonstrators were a valuable resource				
i.	Overall, how many of your instructors did you consider to be excellent teachers?				
	<i>[The following are some examples of additional optional items]</i>				
	Tutorials were helpful				
	Instructors took an interest in my progress				

The second set of questions deals with the classes and curriculum in your program.

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	I was generally able to get the classes I wanted				
b.	Class sizes were reasonable				
c.	The objectives of the program were clearly stated				
d.	The curriculum was up-to-date				
e.	The academic workload was appropriate for this program				
f.	Overall, my learning experiences were intellectually stimulating				
	<i>[The following are some examples of additional optional items]</i>				
	Class scheduling was satisfactory				

OPTIONAL ADDITIONAL QUESTIONS

F 16. *[To assist in determining whether the program is meeting its objectives, units may wish to add a question to evaluate how much the program contributed to improvement in certain key areas, helped the respondent to develop certain skills, or prepared the respondent in areas important to a profession. Response categories may be general or program-specific. The following are a few examples of questions and response categories.]*

[Example One (general/liberal arts):]

How much did your undergraduate program contribute to improvement in each of the following areas? (If the items are not applicable to your program, please check 'Unable to Respond'.)

		A Lot	Some	Very Little	Unable to Respond
a.	Writing skills				
b.	Speaking skills				
c.	Critical judgment				
d.	Creative thinking				
e.	Desire for further education				
f.	Mathematical skills				
g.	Computer skills				
h.	Appreciation of other races, cultures, and religions				
i.	Development of skills employers are seeking				
j.	Self-confidence				
k.	Leadership skills and abilities				
l.	Social skills				
m.	Ability to work independently				
n.	Ability to work well with others				
o.	Decision-making abilities				
p.	Appreciation of literature and fine arts				
q.	Understanding of science and technology				
r.	Problem solving				

[Example Two (specific to Medicine):]

How well did your undergraduate program prepare you for specific aspects of practice?
Rate your level of preparation on a 5-point scale where 1 is Poorly Prepared and 5 is Well Prepared.

		1 Poorly Prepared	2	3 Neutral	4	5 Well Prepared
a.	History taking					
b.	Physical examination					
c.	Internship					
d.	Competence					
e.	Problem solving ability					
f.	Confidence					
g.	Practice					
h.	Ethics					
i.	Life long learning					
j.	Exposure to rural practice					
k.	Preventive medicine					
l.	Counselling					
m.	Teaching					
n.	Research					
o.	Nutrition/Dietetics					
p.	Administration					
q.	Legal aspects of medical practice					
r.	Economics of medical practice					
s.	Office management					

F 17. *[Some programs may find it useful to ask respondents about specific courses, areas of the curriculum, or areas of research, in order to assess strengths, weaknesses, areas that should be emphasized, areas that are needed for a profession, and so on. The following is one example of questions, response categories and format.]*

[Example One (from a History questionnaire):]

a.	I would like the History Department to offer more courses in the following two subjects (circle the two you think most important).	Business Rural	Historical Method Urban	Intellectual Women's	Labour Political	Military Other <i>(specify)</i>	Native
b.	I would like the History Department to expand its offerings in the following two geographic areas (circle the two you think most important).	Canadian	European	Far East	Third World	U.S.	Other <i>(specify)</i>
c.	I would like the History Department to expand its offerings in the following two periods (circle the two you think most important).	Ancient	Mediaeval	15th-17th centuries	18th-19th centuries	20th century	Other <i>(specify)</i>

F 18. *[Some programs may find it useful to ask respondents about the efficacy of specific modes of instruction in the program. The following is an example of such a question.]*
 In general, which learning method did you find most useful, and which least useful?
 (choose one in each column)

	Most Useful	Least Useful
lectures	<input type="checkbox"/>	<input type="checkbox"/>
labs.....	<input type="checkbox"/>	<input type="checkbox"/>
tutorials	<input type="checkbox"/>	<input type="checkbox"/>
assignments.....	<input type="checkbox"/>	<input type="checkbox"/>
exams	<input type="checkbox"/>	<input type="checkbox"/>
essay writing	<input type="checkbox"/>	<input type="checkbox"/>
reading the textbook.....	<input type="checkbox"/>	<input type="checkbox"/>
studying on my own.....	<input type="checkbox"/>	<input type="checkbox"/>

F 19. *[Programs which offer a practical experience component or term abroad may wish to ask respondents about the effectiveness of that component — their general satisfaction with it, how useful it was in preparing them for their profession, and so on. Where this feature is optional, there should be a prior question to determine whether the respondent participated in it. If the special component is related to work experience, this question could be asked in the section on current employment instead. Some examples of types of practical experience which might be evaluated are: teaching practicum; Pharmacy clerkship; Engineering internship; co-op program in Agriculture; History work-study term in Guatemala, etc. The following is an example of questions, response categories, and format.]*

[Example One (from an Agriculture BSA questionnaire):]

- a. Did you take the Co-operative Education option?
 - 1. Yes (Go to next question)
 - 2. No (Skip to Section G)

- b. These questions deal with the Co-operative Education Program. Please indicate whether you Strongly Agree, Agree, Disagree, or Strongly Disagree with each statement.

		Strongly Agree	Agree	Disagree	Strongly Disagree
a.	The Co-op program provided a useful learning experience				
b.	Taking the Co-op program helped me to obtain a job				
c.	Co-op experience has helped me in my job				

F 20. *[Some programs, particularly those leading to a specific profession, may wish to ask graduates which skills they have found to be important in actual practice, in order to help with curriculum and program revision. The response categories for this type of question are often identical to those in question F16, above, regarding level of preparation provided by the program in certain areas. The following is an example from a Pharmacy questionnaire.]*

Please indicate the importance of the following skills to your current professional practice.

	Not Important	Slightly Important	Moderately Important	Very Important	Extremely Important	No Opinion
1. Dispensing medications to patients	1	2	3	4	5	6
2. Extemporaneous compounding	1	2	3	4	5	6
3. Preparing sterile products	1	2	3	4	5	6
4. Using computers	1	2	3	4	5	6
5. Monitoring patients' drug therapy	1	2	3	4	5	6
6. Conferring with physicians and other health care professionals	1	2	3	4	5	6
7. Locating appropriate references and evaluating Pharmacy/Medical literature	1	2	3	4	5	6
8. Counselling patients on prescription medications	1	2	3	4	5	6
9. Counselling patients who are self-medicating	1	2	3	4	5	6

[The list continues to item 20, and is then repeated under the question, "Please indicate the extent to which your BSP program helped you develop each of the following skills."]

SECTION G: EDUCATION EQUITY

[Given the somewhat sensitive nature of questions related to equity issues, it is recommended that these questions be preceded by an explanatory preamble. The following is based on the preamble from the 1999 Student Outcomes survey:]

One goal of the University of Saskatchewan is to provide educational opportunities and a learning environment free from discrimination on the basis of age, sex, ethnicity, or disability. The following questions will allow us to address the extent to which your program provided equitable access, fair educational opportunities and a non-discriminatory learning environment. This will help us to provide improved educational experiences in the future.

[Programs may ask the 'general' questions below, or they may have specific education equity initiatives whose effectiveness they wish to monitor, using some or all of the second set of questions below. If a specific initiative is being monitored, programs should provide a brief preamble describing the initiative.]

[General Education Equity Questions:]

G 1. In general I rate the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in fostering a climate for learning congenial to persons of Aboriginal ancestry, women, members of visible minorities, and persons with disabilities as *(select one)*

- high above average average below average low no opinion

G 2. Would you care to make any comments regarding the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in promoting education equity, in terms of access, course content, or learning environment?

G 3. What is your gender? (*If telephone survey, do not ask; identify by voice or from college/dept records.*)
 Male Female

[More Detailed Options:]

G 4. While attending the University of Saskatchewan, did you have a persistent physical or mental impairment?
 Yes No

G 5. While attending the University of Saskatchewan, did you have a learning disability?
 Yes No

G 6. Do you consider yourself to be a person of Aboriginal ancestry?
 Yes No

G 7. Are you a part of a visible minority in Canada (other than a person of Aboriginal ancestry)?
 Yes No

G 8. What is your gender? (*If telephone survey, do not ask; identify by voice or from college/dept records.*)
 Male Female

G 9. What was your age when you entered your program in [PROGRAM NAME]?
 18 19-25 26-30 31-35 36

G 10. In general I rate the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in fostering a climate for learning congenial to persons of **Aboriginal ancestry** as (*select one*)
 high above average average below average low N/A

G 11. In general I rate the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in fostering a climate for learning congenial to **women** as (*select one*)
 high above average average below average low N/A

G 12. In general I rate the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in fostering a climate for learning congenial to members of **visible minorities** as (*select one*)
 high above average average below average low N/A

G 13. In general I rate the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in fostering a climate for learning congenial to **persons with disabilities** as (*select one*)
 high above average average below average low N/A

G 14. Would you care to make any comments regarding the efforts of [NAME OF PROGRAM, DEPT OR COLLEGE] in promoting education equity, in terms of access, course content, or learning environment?

SECTION H (OPTIONAL): STUDENT FINANCES

H 1. How much were each of the following financial resources used in funding your university program? Please respond as a lot, some, very little, or not at all. [*These categories may be combined or broken out into more specific options, as in the examples below; or additional categories may be provided.*]

	A Lot	Some	Very Little	Not at All
Government student loans				
Other types of student loans (include student loans through a bank)				
Scholarships or bursaries (includes assistanceships and teaching assistanceships)				
Assistance or grants from employers				
Assistance or grants from the government other than student loans				
Family (includes extended family)				
First Nations band funding				
Employment during the school year - Full time				
Employment during the school year - Part time				
Employment during the summer months				
Other (<i>specify</i>)				
<i>[The following are examples of additional categories and more specific options.]</i>				
Specific departmental/program scholarships, bursaries and awards				
NSERC/SSHRC/MRC scholarships				

internship/co-op period				
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SECTION I: OTHER

[These items may be inserted in any appropriate place in the questionnaire.]

I 1. Where are you currently located? *(place of employment if employed; place of study if a student or in training; otherwise place of residence)*

- urban Saskatchewan
- rural Saskatchewan
- other Canadian province/territory *(specify)* _____
- other country *(specify)* _____

[Some programs may wish to add a question to determine why some respondents did not stay in Saskatchewan. For some programs, such as Medicine and Dentistry, retention in the province is an important issue. The question may be left open or response categories may be provided, such as ‘position available at opportune time’, ‘access to large urban centres’, ‘family commitments’, and so on.]

I 2. *[Units may wish to add questions to obtain the advice of former students regarding program-specific issues. For example, the department or college might be considering major revisions to the curriculum, methods of course delivery, program requirements, facilities, and so on. It is common for alumni to be consulted in such cases. ‘Piggybacking’ such questions onto the Systematic Program Review questionnaire would be an effective means of obtaining alumni feedback, and would provide useful additional material for the program’s self-study.]*

I 3. *[It is strongly recommended that units end the survey with an open invitation to add comments.]* Please feel free to add any additional comments about your undergraduate program and your experience as a student at the University of Saskatchewan.

THIS COMPLETES THE SURVEY. THANK YOU VERY MUCH FOR YOUR TIME.