

Integrated Studies 2017-2018 Student Exit-Survey Report

In Fall of 2017, the Integrated Studies Program implemented an exit-survey for students to take as they complete the BA or BS program. The survey was administered to students on a voluntary basis, and data was gathered and used in faculty & staff meetings to inform discussion about program changes and development. In the future, the exit survey may be mandated once it has been revised to include a meaningful reflective element that is driven by interdisciplinary theory and best practices for the Integrated Studies program.

Findings

While the number of responses to the report was much smaller than anticipated (because it was not made mandatory for graduation), the findings were still helpful to faculty and staff. The trends highlighted by the data provided are as follows:

- On a scale of 0-10, all students indicated a positive (7-10) or neutral (5-7) experience. The majority of respondents rated their satisfaction with the program as a 10.
- The survey indicated that Integrated Studies students have diverse plans for making the transition away from college, with many respondents indicating that they would pursue graduate school, and others pursuing careers in various fields. Some indicated that they had already been accepted to either graduate school or a job position. One student indicated that they did not intend to pursue a career or graduate school, instead choosing to focus on raising a family.
- On a scale of 0-10, program advising was given a positive review, with 90% of respondents providing a positive (7-10) response. The remaining 10% provided a neutral (5-7) rating.
 - Despite the support for advising, some students did indicate that they were not encouraged to participate in various engaged learning and/or career preparation programs on campus. One student in particular noted that “I wouldn’t expect [the advisors] to do any of the above listed [referring to the engaged learning & career prep programs]. . . I worked with Mark and thought he was exceptional”
- On a scale of 0-10, 78% of respondents indicated that the teaching of the Integrated Studies faculty was positive (7-10). All other respondents indicated that their experience was neutral (5-7).
- When asked to provide open-ended feedback about the IS 300R and IS 350R courses, most students indicated that they had a positive experience, often singling out specific faculty for praise. However, some students wrote that they felt confused about the purpose of the courses and would like to have the course content connect more clearly to their emphases or interests.
- When asked to provide open-ended feedback about the capstone courses (IS 4980 & 4990), students indicated that they had a positive experience and appreciated the value that a complex senior project added to their education. Some respondents suggested that they would have liked more structure in the IS 4990 course.

Appendix A

- When asked to provide open-ended feedback about the program as a whole, students praised the flexibility and holistic teaching philosophy of the program. Often they mentioned the ways in which the program helped prepare them for their careers.
- When asked to provide open-ended feedback about emphasis mentors, all but one respondent indicated that they had a positive experience—all of their mentors did a good job of helping them understand and work through their final projects. One student indicated that a mentor had bailed on them, but they were still able to complete the project with additional help from their thesis mentor committee chair.

Conclusion

Overall, respondents seemed to have a positive experience with the Integrated Studies program. Anonymized, open ended responses allowed the faculty and staff of Integrated Studies to be more aware of some of the places that students may be experiencing difficulty with their capstones, mentors, advising, and other elements of the program.