

2007 Professional Student Survey
Nicholas School of the Environment and Earth Sciences
Fall 2007

Survey conducted and report prepared by the Nicholas School Student Council

Acknowledgements and Authors

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NSSC Executive Directors,
Jason Franken & Heather Hosterman

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Introduction and Survey Purpose

In the spring semester of 2007, the Nicholas School Student Council (NSSC) conducted an opinion survey of MEM and MF students at the Nicholas School. The survey results show the level of satisfaction among first-year, second-year students, and joint-degree students who were also enrolled in the Nicholas School at the time.

With the survey, the Student Council sought to:

- (1) Gauge student satisfaction with several areas of the student experience at the Nicholas School,
- (2) Determine how satisfaction has changed since the first student survey was administered in 2005, and
- (3) Prioritize the improvements that may be needed in these areas.

The survey also provides some insight into the elements of the student experience that students are most satisfied with, upon which the Nicholas School may continue to build its strength.

Profile of Student Body Characteristics versus the Student Respondents¹

Table 1A: Student Body Characteristics v. Survey Respondents		
Characteristic	Student Body	Survey Respondents
<i>Size of Professional School (Class of '07 and '08)</i>	254	137
Percent Female	64%	68%
Percent International	7%	4%
Percent Joint Degree	9%	9%
First Year Students	132	74
Second Year Students	120	57
"Other" Students (I.e. Joint-degree, Winter grad, etc.)	12	6
CEM students	66	34
CSP students	52	28
EE students	16	12
EEP students	62	34
EHS students	10	5
ESM students	19	4
FRM students	9	5
GEC students	11	10
WAR students	9	5

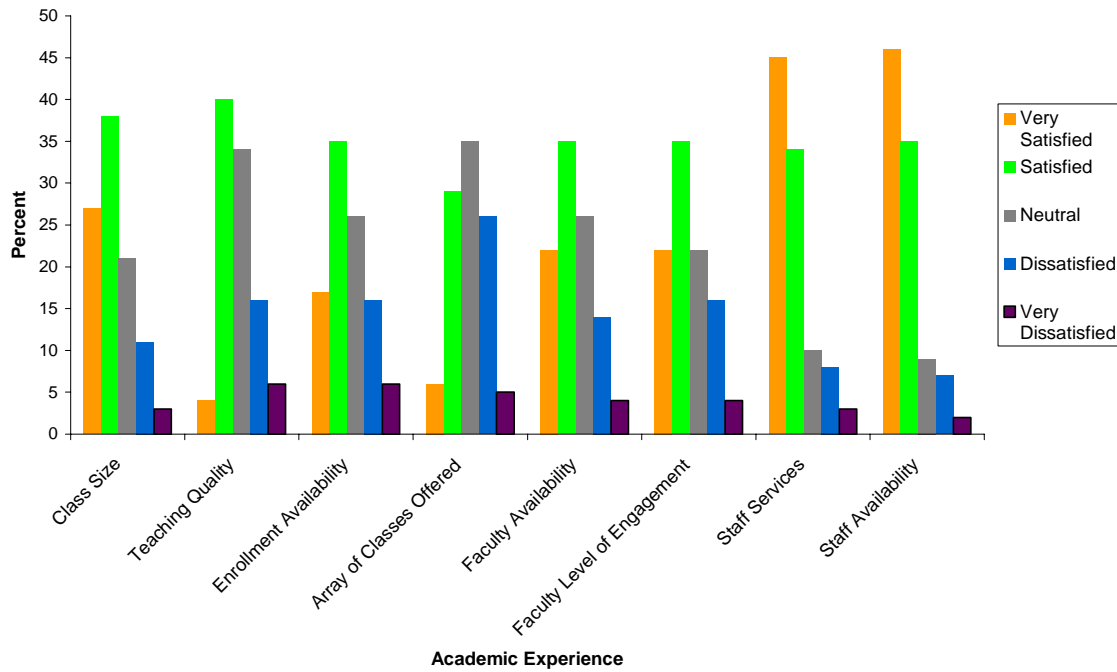
¹ Table 1A indicates that there are 10 students in the “Other” Students category that are first year or second year, joint degree students.

Table 1B: Work Experience of Student Body	
Work Experience Level	Percent of Survey Respondents
No work experience	25%
1 - 2 Years Work Experience	34%
3 - 5 Years Work Experience	31%
Greater than 6 Years Work Experience	10%

Level of Satisfaction with Academic Quality

Chart 1² depicts the level of satisfaction with academic quality for all the survey respondents at the Nicholas School. Levels of satisfaction for the eight areas of academic experience are broken down into the program areas in Chart 2 through Chart 9.

Chart 1: Student Satisfaction with Academic Quality



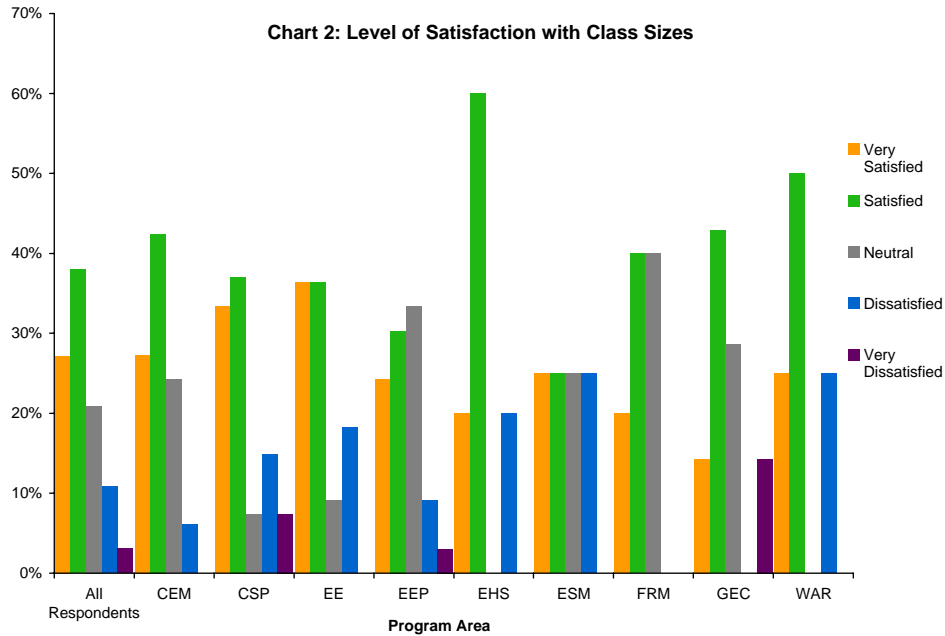
Overall, survey respondents are generally “satisfied” with most aspects of their academic experience at the Nicholas School. The results indicate that survey respondents are more satisfied with staff services and staff availability than most aspects of their academic experience and less satisfied with the array of classes offered.

² See Appendix A to view the data in by percentage of survey respondents.

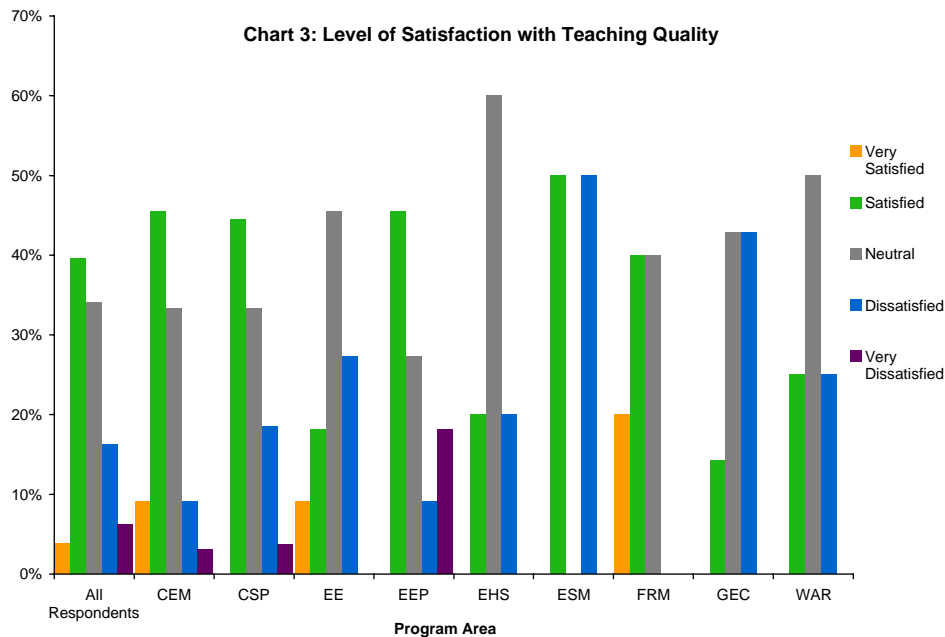
Level of Satisfaction with Academic Quality Per Program Area

Chart 2 - 9 depicts the level of satisfaction for each academic quality metric categorized by the Nicholas School program areas.

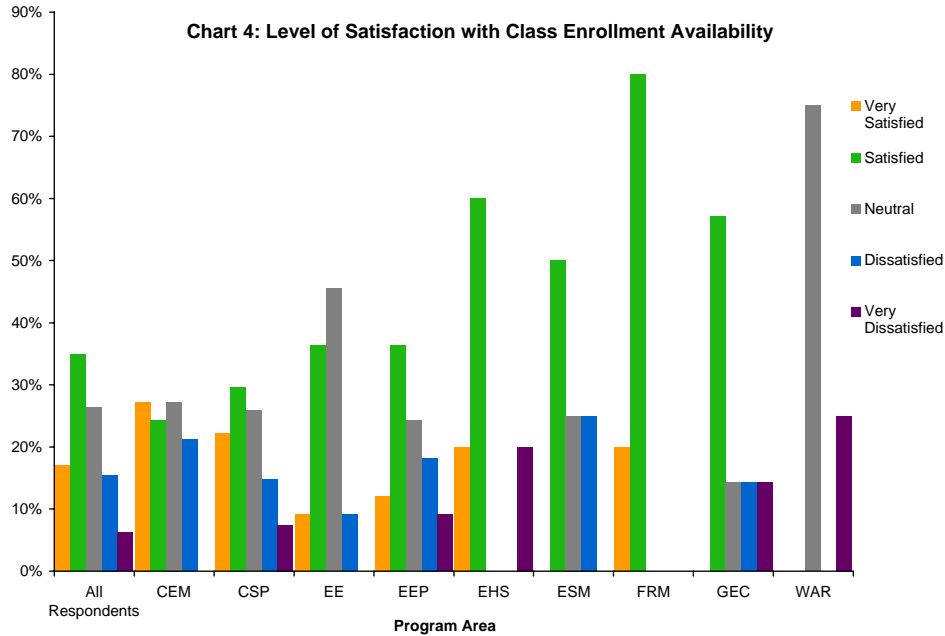
A. Class Size: Survey respondents are generally “satisfied” with class sizes. It appears that EHS respondents are more satisfied than average respondents with their class sizes and GES survey respondents are less satisfied than average respondents. These results may be a factor of the low number of respondents in the two program areas (5 and 10 respectively).



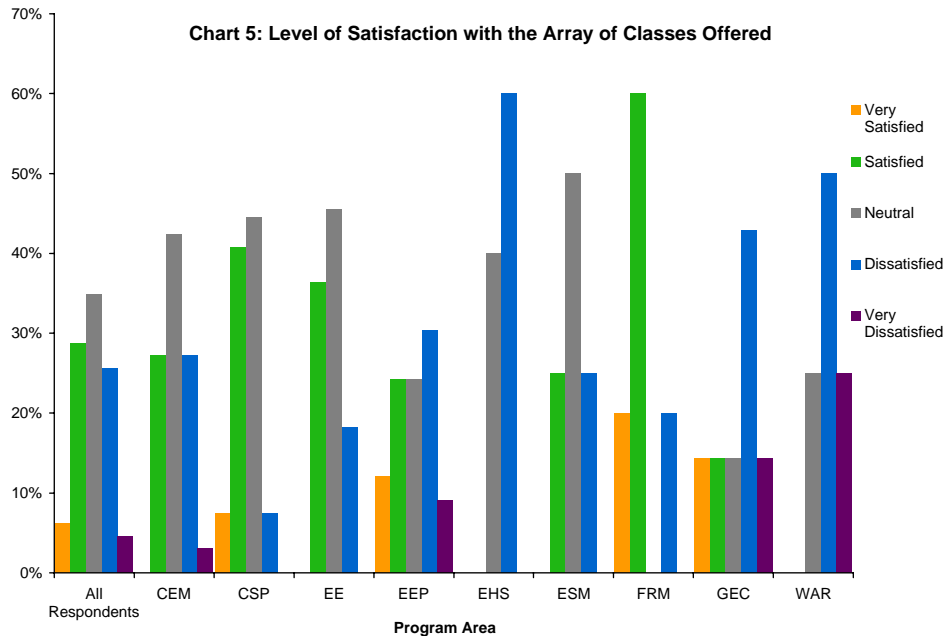
B. Teaching Quality: Satisfaction in teaching quality varies by program area.



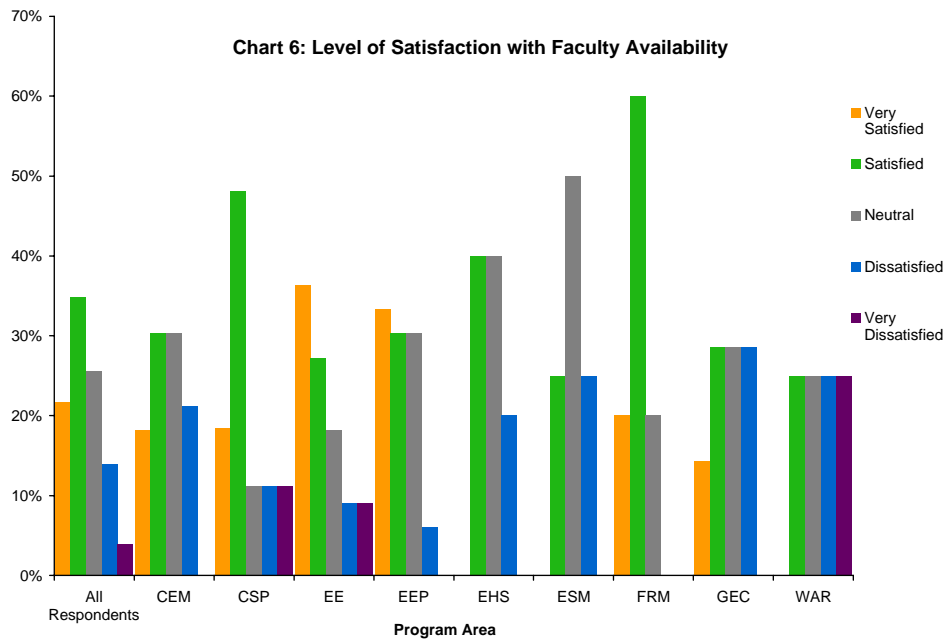
C. Class Enrollment Availability: FRM survey respondents are the most “satisfied” with their class enrollment availability than other survey respondents. WAR survey respondents are the most “dissatisfied” respondents. Other program area respondents are generally “satisfied” to “neutral” with class enrollment availability.



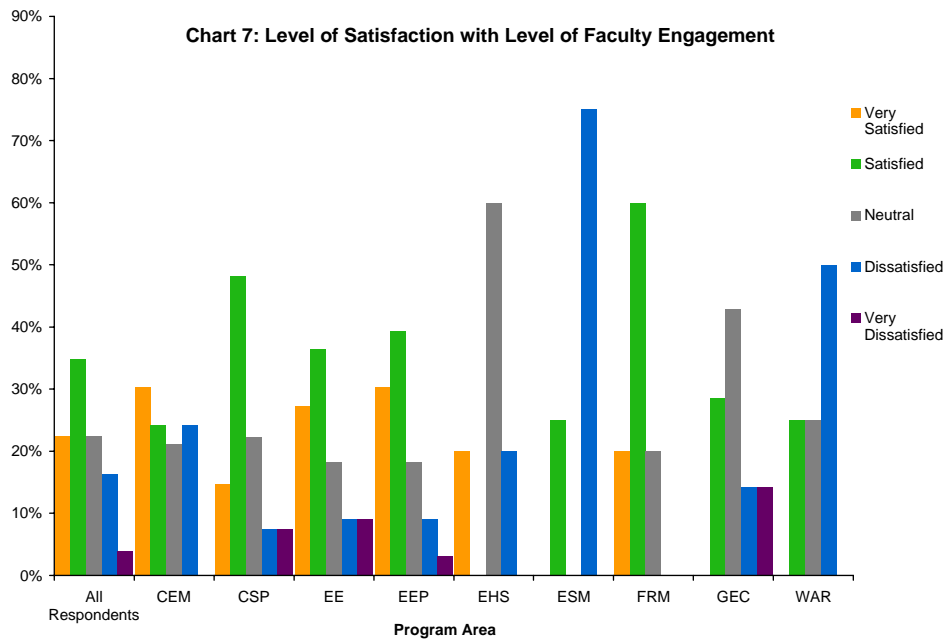
D. Array of Classes Offered: EHS and WAR survey respondents are noticeably the most “dissatisfied” program area with respect to the array of courses offered at the Nicholas School.



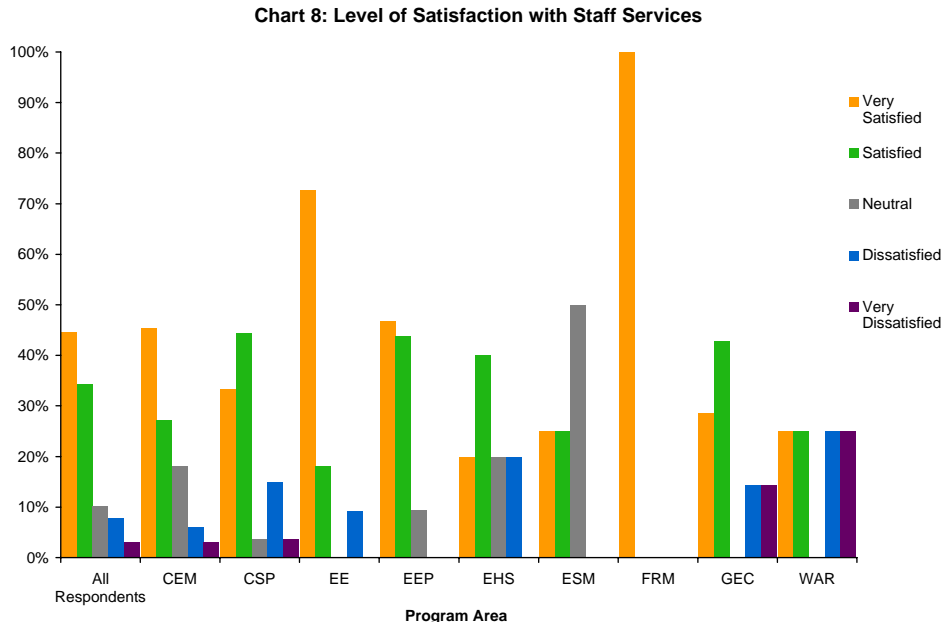
E. Faculty Availability: EE and EEP survey respondents are generally “very satisfied” with faculty availability. FRM survey respondents are “satisfied” with faculty availability. WAR survey respondents are more “dissatisfied” than survey respondents on faculty availability.



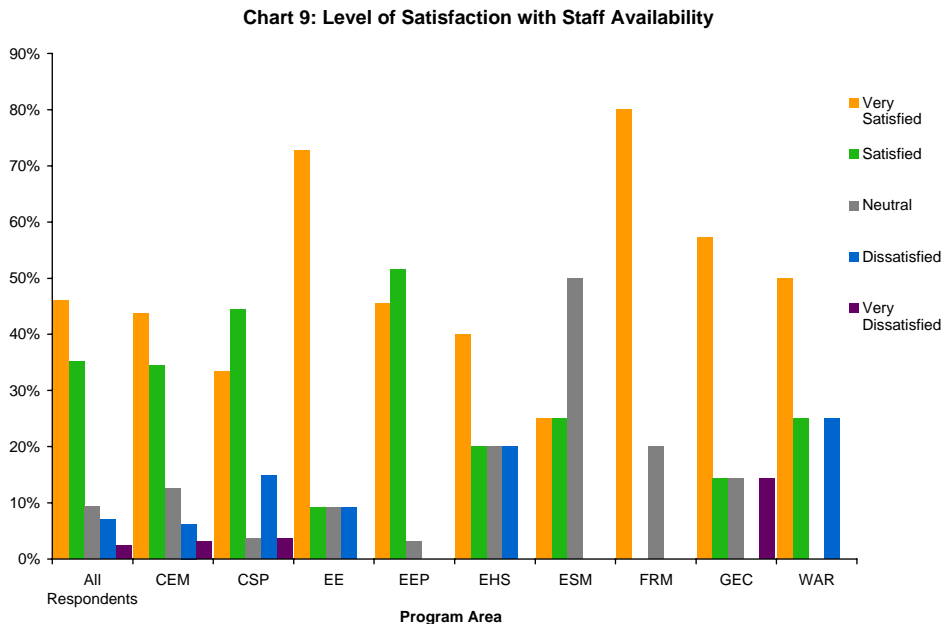
F. Faculty Level of Engagement: Most program areas contain students with a wide range of responses to the level of faculty engagement. Program areas that are either “neutral” or “dissatisfied” with faculty responsiveness include EHS, ESM, and WAR. Only the FRM program contains a majority of students who are “satisfied” with the level of faculty engagement.



G. Staff Services: The majority of the student population has a high degree of satisfactions regarding the quality of Staff Services at the Nicholas School.



H. Staff Availability: The majority of survey respondents seem to be generally satisfied with the availability of staff.



MEM Courses: The Level of Challenge

The majority of Nicholas School MEM students feel that the program is challenging and that workloads for their courses are appropriate.

Table 2: How challenged have you been in the MEM program?						
All Respondents (137 Total Respondents)	Very	Moderately	Somewhat	Lightly	Not Very	No Response
	35 27%	66 51%	20 16%	7 5%	1 1%	8 N/A

Table 3: Level of course workload in your courses						
All Respondents (137 Total Respondents)	Very	Moderately	Somewhat	Lightly	Not Very	No Response
	0 0%	2 2%	54 42%	66 51%	6 5%	9 N/A

Value of Nicholas School Prerequisite Courses

The following table present student respondents' evaluation of how well the required prerequisite courses suit their program areas. The table lists the current prerequisites for each program area and student respondents' evaluation of those prerequisite courses and recommendations for additional prerequisite courses.

Each program area is required to take (1) some previous training in the natural sciences or the social sciences related to the student's area of interest in natural resources; (2) at least one semester of college calculus; (3) a college statistics course that includes descriptive statistics, probability distributions, hypothesis testing, confidence intervals, correlation, and simple linear regression and (4) a working knowledge of microcomputers for word processing and data analysis. Listed current prerequisite course are in addition to the requirements of the Nicholas School.

Table 4: Value of Prerequisite Courses per Program Area		
Program Area	Current Prerequisite Courses	Recommendations for Prerequisite Courses
CEM Student Respondents (34 respondents)	Introductory economics	Most students indicated that the statistic and microeconomic prerequisites are useful for the program area. In addition, most students indicated that ecology and biology coursework would be very useful as a prerequisite.
CSP Student Respondents (28 respondents)	Principles of ecology course	Most students in this concentration area indicated that coursework in ecology and biology has primary importance as a prerequisite. There is also a strong showing for the usefulness of statistical coursework.
EE Student Respondents (12 respondents)	Introductory microeconomics	Students appear to gain primary usefulness from coursework in microeconomics, statistics, and calculus. Also interesting about this group of students is the perceived usefulness attributed to coursework in physics.
EEP Student Respondents (34 respondents)	Introductory microeconomics	Students in this program area are strongly in support of the quantitative prerequisite courses: statistics, microeconomics, and calculus.
EHS Student Respondents (5 respondents)	One semester of college biology; one semester of college chemistry; and one semester of organic chemistry	These students are primarily convinced of the usefulness of prerequisite coursework in chemistry and statistics. Calculus also scores strongly. Biology is also considered to be generally useful.
ESM Student Respondents (4 respondents)	Principles of ecology	These students are universally indicating that ecology and biology coursework is very useful as a prerequisite for their program area. Statistical coursework is also considered to be a useful prerequisite.
FRM Student Respondents	At a minimum one introductory course in	Ecology and statistics coursework is of primary usefulness to this program area.

(5 respondents)	principles of ecology, and an introductory economics course that includes microeconomics.	
GEC Student Respondents (10 respondents)	Introductory courses in earth sciences/geology and biology are also recommended	Students in this program area seem to indicate that none of the prerequisite courses are generally applicable to their program area. The only prerequisite that might be useful to these students is statistics.
WAR Student Respondents (10 respondents)	General economics is required and, at a minimum, general courses in chemistry and physics is recommended	Students in this program feel strongly about the usefulness of calculus, statistics, and chemistry prerequisites. Other coursework receives mixed reviews. Most feel that physics coursework is generally useful. There seems to be a split in the survey respondents concerning ecology and organic chemistry coursework, with about half feeling these courses are useful, and half feeling that these courses are not applicable to their program area at all.

The vast majority of respondents (96) indicated that courses required as prerequisites should remain prerequisites. 19 survey respondents indicated that calculus be dropped as a prerequisite requirement and five survey respondents indicated that microeconomics be dropped as a requirement.

Survey respondents (94) indicated that no additional courses should be added as prerequisite requirements for the MEM degree. Three respondents indicated that an ecology course should be required as a prerequisite and two respondents suggested a basic business fundamentals or finance course as a prerequisite. Respondents also suggested the following courses as prerequisite requirements:

- Statistics for scientists
- An intensive writing course
- A research methods course
- Environmental policy: political science and/or environmental history courses
- Additional mathematical and economic requirements, such as higher economics, statistics, and calculus courses and a differential equations and regression course
- Additional science requirements, such as marine biology, life, chemistry, geology and biology

Best Way to Improve Academic Quality

Students offered several suggestions to improve academic quality. These included offering more courses, reducing the number of students in courses, reacting to student evaluations, providing more tuition support, and revamping the MP process. In addition, many students feel that incoming students should have some professional experience and have completed the related prerequisites within their Program Area. The most frequent suggestion was to increase professor availability to MEMs and establish a higher quality of teaching.

Tables 5 - 13 indicate the level of satisfaction with advising quality, quality of core courses, the variety, and quality, of courses that fulfill “tools” requirements for each program area.

Table 5: CEM Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	6%	39%	24%	24%	6%
Quality of Core Courses	6%	63%	16%	13%	3%
Variety of classes that fulfill "tools" requirement	10%	35%	29%	26%	0%
Quality of classes that fulfill "tools" requirement	13%	37%	33%	17%	0%

Table 6: CSP Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	31%	42%	15%	12%	0%
Quality of Core Courses	4%	12%	27%	46%	12%
Variety of classes that fulfill "tools" requirement	35%	38%	12%	15%	0%
Quality of classes that fulfill "tools" requirement	27%	62%	8%	4%	0%

Table 7: EE Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	45%	27%	27%	0%	0%
Quality of Core Courses	0%	45%	27%	27%	0%
Variety of classes that fulfill "tools" requirement	0%	27%	36%	36%	0%
Quality of classes that fulfill "tools" requirement	0%	45%	27%	27%	0%

Table 8: EEP Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	26%	52%	16%	0%	6%
Quality of Core Courses	10%	45%	16%	19%	10%
Variety of classes that fulfill "tools" requirement	26%	55%	10%	6%	3%
Quality of classes that fulfill "tools" requirement	23%	32%	23%	16%	6%

Table 9: EHS Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	50%	50%	0%	0%	0%
Quality of Core Courses	0%	25%	50%	25%	0%
Variety of classes that fulfill "tools" requirement	0%	50%	50%	0%	0%
Quality of classes that fulfill "tools" requirement	0%	75%	25%	0%	0%

Table 10: ESM Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	33%	33%	0%	0%	33%
Quality of Core Courses	0%	33%	67%	0%	0%
Variety of classes that fulfill "tools" requirement	0%	100%	0%	0%	0%
Quality of classes that fulfill "tools" requirement	0%	67%	33%	0%	0%

Table 11: FRM Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	40%	60%	0%	0%	0%
Quality of Core Courses	20%	40%	40%	0%	0%
Variety of classes that fulfill "tools" requirement	20%	40%	40%	0%	0%
Quality of classes that fulfill "tools" requirement	20%	40%	40%	0%	0%

Table 12: GEC Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	14%	14%	57%	14%	0%
Quality of Core Courses	0%	43%	29%	0%	29%
Variety of classes that fulfill "tools" requirement	29%	29%	14%	29%	0%
Quality of classes that fulfill "tools" requirement	14%	43%	29%	14%	0%

Table 13: WAR Level of Satisfaction for the Following Academic Metrics					
Characteristic	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Advising Quality	0%	75%	0%	25%	0%
Quality of Core Courses	50%	0%	0%	50%	0%
Variety of classes that fulfill "tools" requirement	25%	0%	0%	50%	25%
Quality of classes that fulfill "tools" requirement	25%	25%	25%	25%	0%

Tables 14 - 22 indicate the level of satisfaction with metric of curriculum for each program area.

Table 14: CEM Level of Satisfaction for the Following Academic Metrics				
Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	27%	58%	12%	3%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	45%	48%	6%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	79%	21%	0%	0%
If you have sub-tracks in your program area, are they useful distinctions?	18%	9%	14%	59%

Table 15: CSP Level of Satisfaction for the Following Academic Metrics				
Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	35%	62%	4%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	35%	62%	4%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	65%	31%	4%	0%
If you have sub-tracks in your program area, are they useful distinctions?	5%	35%	25%	35%

Table 16: EE Level of Satisfaction for the Following Academic Metrics				
Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	18%	73%	9%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	27%	73%	0%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	36%	55%	9%	0%
If you have sub-tracks in your program area, are they useful distinctions?	0%	0%	40%	60%

Table 17: EEP Level of Satisfaction for the Following Academic Metrics				
Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	26%	42%	23%	10%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	32%	55%	3%	10%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	58%	26%	16%	0%
If you have sub-tracks in your program area, are they useful distinctions?	30%	23%	37%	10%

Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	25%	25%	50%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	50%	25%	25%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	25%	50%	0%	25%
If you have sub-tracks in your program area, are they useful distinctions?	0%	25%	25%	50%

Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	0%	100%	0%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	33%	67%	0%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	0%	100%	0%	0%
If you have sub-tracks in your program area, are they useful distinctions?	0%	50%	0%	50%

Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	80%	20%	0%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	100%	0%	0%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	100%	0%	0%	0%
If you have sub-tracks in your program area, are they useful distinctions?	0%	50%	25%	25%

Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	0%	71%	14%	14%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	0%	71%	14%	14%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	14%	71%	0%	14%
If you have sub-tracks in your program area, are they useful distinctions?	0%	0%	50%	50%

Characteristic	Yes	Somewhat	No	Unsure
Do you feel the curriculum of your program area is on the cutting edge of your field?	50%	50%	0%	0%
Do you feel that you have an accurate understanding of the knowledge and skills you will need in your field?	75%	0%	25%	0%
Do you feel your professors have an accurate understanding of the knowledge and skills you will need in your field?	50%	25%	25%	0%
If you have sub-tracks in your program area, are they useful distinctions?	33%	33%	33%	0%

In general, these tables indicate that most student respondents believe that the curriculum of their program area is “somewhat” on the cutting edge of their field and that they “somewhat” have an understanding of the knowledge and skills they will need in the field. A majority of student respondents indicated that their professors have an accurate understanding of the knowledge and skills they will need in the field while most student respondents are “unsure” or do not feel that their program area sub-tracks are useful distinctions.

Improvements to Program Areas

Table 23 states the suggestions made by survey respondents for program area improvements.

Table 23: Improvements to Program Areas	
Program Areas	Recommended Improvement
CEM Student Respondents	To have more marine and coastal courses in Durham as well as improving communication and advising between Beaufort and Durham.
CSP Student Respondents	Improving the conservation biology class, establishing more specializations and/or required courses and providing more courses, especially courses focused on policy.
EE Student Respondents	To have more classes designated only for EE students as well as more classes focused on quantitative and policy analysis, technology, and renewable energies.
EES Student Respondents	Improving the Environmental Policy class, allowing core requirements to be more flexible, and better communication with professors concerning skills needed in the real world as well as the MP process.
EHS Student Respondents	Creating more security-based courses as well as having a better division of courses in the fall and spring semesters.
ESM Student Respondents	To have classes taught by professionals, offering more natural science courses and courses in which student progress are measured throughout the semester.
FRM Student Respondents	Establishing a forest economics course and giving students more choices when deciding core courses.
GEC Student Respondents	Offering more courses with an emphasis on global environmental change as well as technology and science, and making sure core courses do not overlap and are more organized.
WAR Student Respondents	To have greater variety of courses and more help when choosing an MP topic.

Nicholas School Masters Project

Response	Percent of Responses
Valuable	13%
Needs improvement	56%
Not necessary	29%
Not valuable at all	3%

The majority of MEM students think that the MP needs “improvement” (Table 24).

Table 25 depicts recommendations to improve the MEM Masters Project. It indicates the total percentage (out of 100%) of the survey respondents who selected each recommendation in 2007 and 2005. Respondents could select multiple options. The option to “replace the MP with a capstone course” was not an option in the 2005 survey.

The table indications that most MEM students feel that they need better advising in general and that the MP should be optional and that those who choose not to complete an MP should take more credits towards graduation. Additionally, many MEMs feel that the MP process needs more faculty involvement, all MPs should be client-based, the MP should be more like a thesis and that the final presentation system needs improvement.

Response	Percent of Responses in 2007 (Out of 100%)	Percent of Responses in 2005 (Out of 100%)
Fewer students per advisor	25.8%	34%
Improved final presentation system (i.e. not so rushed, better discussion after presentation)	31.5%	31%
Better advising in general	51.7%	47%
More faculty involvement	49.4%	46%
Increased number of intermediate deadlines	12.4%	16%
Make the MP optional (those who opt out would take more class credits)	52.8%	27%
Make all MPs client-based	41.6%	20%
Make all MPs group projects	4.5%	4%
Increase credit offered for MP	15.7%	10%
Upgrade MP (make it more like a thesis)	30.3%	23%
Downgrade MP (make it less time and work intensive)	23.6%	11%
Replace MP with Capstone Program	28.1%	N/A

Satisfaction with Skills Modules

The majority of survey respondents who attended the Public Speaking and Nvivo modules were “dissatisfied” with the modules, while the majority of survey respondents who attended the PowerPoint module were “satisfied”. Other potential modules that were popular with MEM students include salary negotiation and job offer evaluations, future financial skills, interviewing and networking, writing conservation easements/grants/research proposals and basic financial skills.

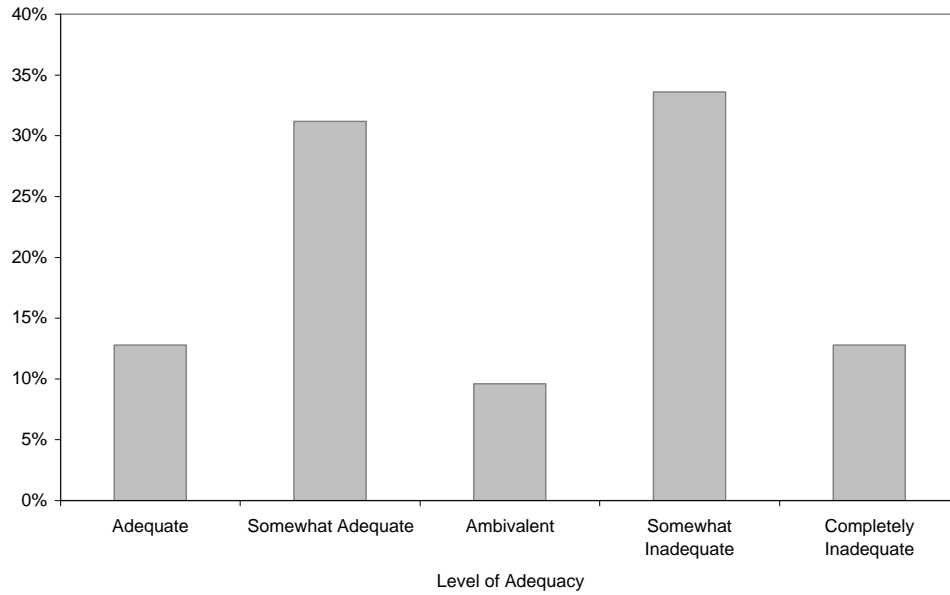
Module	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	NA
Public Speaking	8.3%	16.5%	12.4%	17.4%	7.4%	38.0%
Powerpoint	15.4%	31.7%	17.1%	14.6%	4.1%	17.1%
Nvivo	0.8%	3.3%	5.0%	5.0%	0.0%	86.0%

Potential Module	Percent
Salary negotiation and job offer evaluations	16.4%
Public Speaking and Presentations (with opportunity to speak and receive feedback)	8.3%
Interviewing and Networking	14.4%
Writing conservation easements/grants/research proposals	14.0%
Basic Financial Skills (reading financial statements, basic accounting, etc.)	14.2%
Future Financial Skills (retirement planning, savings and investing, etc.)	15.1%
GIS Principles and Basics	7.9%
Excel	9.6%

Space Availability in the Building

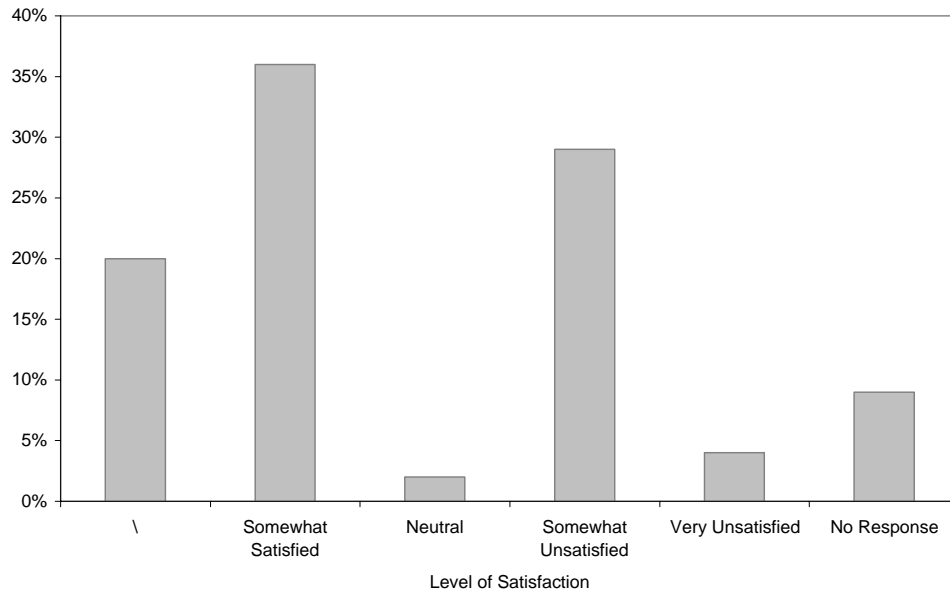
Most survey respondents believe that space availability in the building is moderate, with 30 – 35% of the respondents selecting either “somewhat adequate” space availability or “somewhat inadequate” space availability (Chart 10).

Chart 10: Space Availability for Student Use



There is a mixed response to the students’ perception of computer availability within the LSRC with significant responses on either end of the spectrum.

Chart 11: Level of Satisfaction with Computer Availability



Nicholas School "Green" Performance

Students indicated that recycling awareness has improved, but also indicate that conservation of electricity and sustainable catering choices are not adequate at this time.

Table 28: Nicholas School Students and Faculty Performance in the following "green" categories							
<i>*137 respondents</i>							
	Excellent	O.K.	Neutral	Not very well	Very Poorly	Don't Know	No Response
Recycling (aluminum, glass, plastic)	32	64	6	17	0	6	12
Recycling (newspaper)	25	66	9	15	0	10	12
Recycling (office paper and mixed paper)	22	72	11	11	0	8	13
Conserving electricity	3	28	11	56	23	4	12
Conserving water resources	10	30	33	22	9	19	14
Providing sustainable catering options for receptions, picnics, etc.	7	12	25	34	25	21	13

Nicholas School Fundraising Performance

The majority of survey respondents have not been involved in student fundraising efforts for financial aid (e.g. phone drive) and when asked if they would be willing to get involved in fundraising efforts in the future, survey respondents were divided (Table 30).

Table 29: Student Involvement in Fundraising Efforts	
Yes	35%
No	65%

Table 30: Willing to be Involved in Future Student Fundraising Efforts	
Yes	51%
No	47%

Survey responses regarding the Annual Fund and yearly fundraising indicate that the majority of the students are not fully aware of the purpose of the Annual Fund, and more so, are not necessarily inclined to participate as a fundraising volunteer.

Table 31: What do you think the Annual Fund is used for? (Choose all that apply)	
Support Staff	22
Research	21
Financial Aid	61
Student Extras (Socials, Money for Organizations)	47
Unsure	64
No Response	16
Other (please specify):	
- Field Trips	2
- The greatest need of the school	1
- Buildings	1
- Faculty salaries	1
- Logistics (computer, equipments, etc)	2
- Maintenance of campus	1
- Scholarships	1

Table 32: What do you think the Annual Fund should be used for? (Choose all that apply)	
Support Staff	18
Research	27
Financial Aid	101
Student Extras (Socials, Money for Organizations)	53
No Opinion	14
No Response	15
Other (please specify):	
- Better Professors	2
- Scholarships	1
- Something voted on by students each year	1

Nicholas School Financial Aid Performance

The set of questions regarding financial aid, assistantship and work-study programs indicate that the majority of students are satisfied with communication and opportunities for financial aid and assistantships, but feel that work-study opportunities are not adequately communicated.

Table 33: Do you feel that you are adequately aware of funding and scholarship opportunities?	
Very Aware	4%
Adequately aware	49%
Unsure	15%
Somewhat unaware	31%
Completely unaware	1%
No Response	

Table 34: Do feel you that you are adequately aware of work-study opportunities?	
Yes	52%
No	27%
Not Applicable	21%
No Response	

Table 35. Are you currently employed in any of the following (during the school year)?	
School-funded Assistantship	34%
Work-study	23%
Outside Job	23%
I am not currently employed	19%
No Response	1%

Table 36: If you have a school-funded Assistantship, please select the degree to which you feel your assistantship adds to your educational experience at the Nicholas School.	
My assistantship greatly enhances my educational experience. I feel I learn a lot from the experience.	30%
My assistantship somewhat enhances my educational experience. I feel I learn a little from the experience.	28%
My assistantship has neither enhanced nor detracted from my educational experience.	23%
My assistantship has somewhat detracted from my educational experience. I feel I have not learned much.	13%
My assistantship has greatly detracted from my educational experience. I feel I have learned nothing.	6%

Table 37: Does working outside of school impede your ability to succeed academically?		
Hours Per Week	Yes	Somewhat
0 - 4	15%	31%
5 - 8	8%	39%
9 - 12	11%	50%
13 - 16	0%	50%
16 or More	14%	57%

Table 38: Approximately how much in loans will you owe upon graduation, not including loans carried over from undergraduate studies?	
\$0 - \$20,000	22%
\$20,001 - \$40,000	20%
\$40,001 - \$60,000	15%
\$60,001 - \$80,000	27%
\$80,001 - \$100,000	13%
\$100,001 or More	3%

Table 39: How much undergraduate loan debt did you have when you came to the Nicholas School?	
\$0 - \$5,000	67%
\$5,001 - \$10,000	6%
\$10,001 - \$20,000	12%
\$20,001 - \$40,000	12%
\$40,001 - \$60,000	3%
\$60,001 - \$80,000	0%
\$80,001 or More	0%

Table 40: Could you easily understand the financial aid package you were offered by the Nicholas School?	
Yes	69%
Somewhat	23%
No	2%
Not Applicable	6%

Table 41: Was the financial aid package you were offered by the Nicholas School a primary reason that you came to the Nicholas School?	
Yes	24%
No	70%
Not Applicable	6%

Guest Lectures

Table 42: Approximately how many guest lectures have you attended in the last academic year, both at the Nicholas School and at other places on campus?		
0 - 1	11	8%
1 - 2	17	12%
2 - 4	33	24%
4 - 6	26	20%
6 or more	38	27%
No Response	12	9%
Table 42: How do you think we could improve attendance at events featuring guest lecturers and other outside speakers? (Choose all that apply)		
Better Scheduling	43	
Better Publicity	50	
Different Topics	30	
Offering Refreshments	40	
Nothing, I'm just too busy	64	
Other (please specify):		

Student Suggestions for “Other”:

1. Faculty and staff should emphasize importance of attending these
2. Group similar lectures together, which would require additional planning
3. More professionals, fewer academics
4. More teleconferencing to marine lab
5. Put out a weekly digest so we know what is happening ahead of time
6. Too many offerings...emails become like spam
8. Use FOREM Calendar, or equivalent

Guest lectures are an important and vital part of career training at the Nicholas School. Survey results showed that over 50% of students attended at least four guest lectures in the last academic year, with 30% of students attending six or more. The two most cited reason for students not attending guest lectures were that they were too busy and that the guest lectures were not publicized well enough.

Honor Code

Table 43: Do you understand the expectations of the Honor Code?		
Yes	124	90%
Somewhat	1	1%
No	0	
No Response	12	9%
Table 44: In your experience, do students follow the Honor Code on assignments and tests?		
Always	78	57%
Most of the time	42	31%
Sometimes	3	2%
Rarely	1	1%
No Response	13	9%

Although the expectations of the honor code are overwhelmingly understood by MEM students (91%), survey results showed some skepticism as to whether students believed their peers were actually abiding by the honor code in their academic life. The majority of students (57%) felt that their peers were always following the Honor Code, but 31% felt the honor code was only being followed most of the time.

Mentoring Program

Table 45: Would you be interested in having a mentor from the alumni network or Board of Visitors?		
Yes	50	36%
Maybe	41	30%
No	20	14%
No Response	26	20%

The results for this question indicate the majority of students at the Nicholas School are interested in having an alumni network or Board of Visitors mentor.

Application to Graduate School

Internet	54
Independent Research	53
Undergraduate Institution	28
Nicholas Alumni	14
Recruiting Event	9
Current Student	8
Magazine/Newspaper Article	3

“Other” Responses:

1. Duke alumni
2. Duke grad student (not NS)
3. Faculty at UW School of Marine Affairs
4. Peterson's Guide
5. Previous job connections

The top three ways by which students heard about the Nicholas School were through independent research, the internet, and from an undergraduate advisor.

Course Value

Most Valuable Courses: Table 47 lists the 11 most valuable classes in terms of usefulness for MEM students according to the number of mentions in the Spring 2007 survey. Environmental Economics (ENV270), taught by Dr. Lori Bennear, ranked highest with 39 mentions. Geographic Information Systems and Environmental Law (LAW235), taught by Dr. Jim Salzman, were the second and third most valuable classes. ENV270 and LAW235 are offered in the Fall semester, and GIS is offered both Fall and Spring.

Course	Number of Mentions
Environmental Economics (ENV 270)	39
GIS (in general, no number)	32
Environmental Law (LAW 235)	15
Landscape Ecology (ENV 214)	15
Social Science Surveys (ENV 280)	9
Program Evaluation (ENV 350)	8
Ocean & Coastal Law and Policy (ENV 298.55)	7
Business Principles (ENV 374)	6
Air Quality Management (ENV 235)	6
Sustainability and Renewable Resource Economics (ENV 252)	6

These courses are considered valuable because they possess one or more of the following characteristics:

- Challenging
- Provides new and interesting information
- Directly relevant to students' career interests
- Well Taught
- Well Organize

Least Valuable Courses: We asked students to list the three least valuable courses. This is a reasonable indicator of what courses are creating the least value in the Nicholas School. The ten most-mentioned least valuable courses were as follows:

Course	Number of Mentions
Applied Data Analysis (ENV 210)	39
Conservation Biology	25
Environmental Decision Analysis (ENV 385)	15
Resource and Environmental Policy (ENV 274)	15
Climate Change Policy	9
Land Use Policy (ENV 285)	8
Energy and the Environment (ENV 298.18)	7
Geology of Energy	7

Models for Environmental Data (BIO 268L)	6
Participatory Techniques for Environmental Decisions (ENV 298.67)	6

An additional thirty-nine courses were named, each receiving less than six responses. A total of 228 selections were made. Twenty-two students did not list any courses.

Most notable is the fact that the four classes considered to be the least valuable were also listed in the top five least valuable classes in 2005 (one class listed in the top five in 2005 is no longer offered).

Reasons for Least Valuable choice Response: We asked students to indicate why their least valuable courses were the least valuable, by choosing from a list of seven potential characteristics (including an “other” category). Potential answers were not mutually exclusive, so students could select more than one. The most frequently selected reasons were that the least valuable courses are poorly taught (171), poorly organized (140), not challenging (113) and “other” (68). It would be helpful in the next survey to allow students the opportunity to elaborate on the “other” category.

Value of MEM Professors

Most Valuable Professors: The ten most-mentioned professors (including full, visiting, and adjunct professors) were: Lori Bennear (46), Pat Halpin (30), Dean Urban (27), Jim Salzman (16), Marty Smith (13), Randy Kramer (13), Norm Christensen (12), Song Qian (12), Steve Roady (12), Coleman Doggett (10), Jon Goodall (10) and Lincoln Pratson (10). A total of 49 professors were named (8 or fewer).

Table 46. Who are your most valuable Nicholas School professors?	
Professor	Number of Mentions
Lori Bennear	46
Pat Halpin	30
Dean Urban	27
Jim Salzman	16
Marty Smith	13
Randy Kramer	13
Norm Christensen	12
Song Qian	12
Steve Roady	12
Coleman Doggett	10

Results indicate that the Nicholas School relies disproportionately on a few professors to add value to professional student experiences. The top three professors were also named as the top three most valuable professors in 2005. In addition, four other professors named as most valuable in this survey were also recognized in the 2005 survey.

Most noticeably, relatively few professors in the EOS division and in the Coastal division have been most valuable to any professional students at the Nicholas School in the last two years, which is likely due to the fact that the majority of students are in the Environmental Science and Policy division.

Are Student Respondents happy with their decision to attend the Nicholas School?

Are students happy with their decision to attend the Nicholas School? The majority of respondents to our survey were somewhat happy (42%). The second highest response was very happy (34%), followed by somewhat unhappy (12%) and very unhappy (1%). A small percentage of students (2%) were ambivalent to the question. Students are generally less satisfied now than they were two years ago, when the number of responders answering yes was 60%, and 37% answered somewhat. Overall, the majority of students (76%) are more satisfied than dissatisfied with their decision to attend the Nicholas School.

Response	Count
Very Happy	47
Somewhat Happy	57
Ambivalent	3
Somewhat Unhappy	16
Very Unhappy	2
No response	12

Appendix A: Academic Quality

Overall Level of Satisfaction with Academic Quality

Table A1: Overall Level of Satisfaction with Academic Quality								
Level of Satisfaction (No. of Respondents)	Academic Experience							
	Class Size	Teaching Quality	Enrollment Availability	Array of Classes Offered	Faculty Availability	Faculty Level of Engagement	Staff Services	Staff Availability
Very Satisfied (137)	35	5	22	8	28	29	57	59
Satisfied (137)	49	51	45	37	45	45	44	45
Neutral (137)	27	44	34	45	33	29	13	12
Dissatisfied (137)	14	21	20	33	18	21	10	9
Very Dissatisfied (137)	4	8	8	6	5	5	4	3
No Response (137)	8	8	8	8	8	8	9	9

Table A2: Overall Level of Satisfaction with Academic Quality								
Level of Satisfaction (No. of Respondents)	Academic Experience							
	Class Size	Teaching Quality	Enrollment Availability	Array of Classes Offered	Faculty Availability	Faculty Level of Engagement	Staff Services	Staff Availability
Very Satisfied (137)	27%	4%	17%	6%	22%	22%	45%	46%
Satisfied (137)	38%	40%	35%	29%	35%	35%	34%	35%
Neutral (137)	21%	34%	26%	35%	26%	22%	10%	9%
Dissatisfied (137)	11%	16%	16%	26%	14%	16%	8%	7%
Very Dissatisfied (137)	3%	6%	6%	5%	4%	4%	3%	2%

Level of Satisfaction with Specific Academic Quality Metrics by Program Area

Table A3: Level of Satisfaction with Class Sizes					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
All Respondents	27%	38%	21%	11%	3%
CEM	27%	42%	24%	6%	0%
CSP	33%	37%	7%	15%	7%
EE	36%	36%	9%	18%	0%
EEP	24%	30%	33%	9%	3%
EHS	20%	60%	0%	20%	0%
ESM	25%	25%	25%	25%	0%
FRM	20%	40%	40%	0%	0%
GEC	14%	43%	29%	0%	14%
WAR	25%	50%	0%	25%	0%

Table A4: Level of Satisfaction with Teaching Quality					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
All Respondents	4%	40%	34%	16%	6%
CEM	9%	45%	33%	9%	3%
CSP	0%	44%	33%	19%	4%
EE	9%	18%	45%	27%	0%
EEP	0%	45%	27%	9%	18%
EHS	0%	20%	60%	20%	0%
ESM	0%	50%	0%	50%	0%
FRM	20%	40%	40%	0%	0%
GEC	0%	14%	43%	43%	0%
WAR	0%	25%	50%	25%	0%

Table A5: Level of Satisfaction with Class Enrollment Availability					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
All Respondents	17%	35%	26%	16%	6%
CEM	27%	24%	27%	21%	0%
CSP	22%	30%	26%	15%	7%
EE	9%	36%	45%	9%	0%
EEP	12%	36%	24%	18%	9%
EHS	20%	60%	0%	0%	20%
ESM	0%	50%	25%	25%	0%
FRM	20%	80%	0%	0%	0%
GEC	0%	57%	14%	14%	14%
WAR	0%	0%	75%	0%	25%

Table A6: Level of Satisfaction with Array of Classes Offered					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<i>All Respondents</i>	6%	29%	35%	26%	5%
CEM	0%	27%	42%	27%	3%
CSP	7%	41%	44%	7%	0%
EE	0%	36%	45%	18%	0%
EEP	12%	24%	24%	30%	9%
EHS	0%	0%	40%	60%	0%
ESM	0%	25%	50%	25%	0%
FRM	20%	60%	0%	20%	0%
GEC	14%	14%	14%	43%	14%
WAR	0%	0%	25%	50%	25%

Table A7: Level of Satisfaction with Faculty Availability					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<i>All Respondents</i>	22%	35%	26%	14%	4%
CEM	18%	30%	30%	21%	0%
CSP	19%	48%	11%	11%	11%
EE	36%	27%	18%	9%	9%
EEP	33%	30%	30%	6%	0%
EHS	0%	40%	40%	20%	0%
ESM	0%	25%	50%	25%	0%
FRM	20%	60%	20%	0%	0%
GEC	14%	29%	29%	29%	0%
WAR	0%	25%	25%	25%	25%

Table A8: Level of Satisfaction with Faculty Level of Engagement					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<i>All Respondents</i>	22%	35%	22%	16%	4%
CEM	30%	24%	21%	24%	0%
CSP	15%	48%	22%	7%	7%
EE	27%	36%	18%	9%	9%
EEP	30%	39%	18%	9%	3%
EHS	20%	0%	60%	20%	0%
ESM	0%	25%	0%	75%	0%
FRM	20%	60%	20%	0%	0%
GEC	0%	29%	43%	14%	14%
WAR	0%	25%	25%	50%	0%

Table A9: Level of Satisfaction with Staff Services					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<i>All Respondents</i>	45%	34%	10%	8%	3%
CEM	45%	27%	18%	6%	3%
CSP	33%	44%	4%	15%	4%
EE	73%	18%	0%	9%	0%
EEP	47%	44%	9%	0%	0%
EHS	20%	40%	20%	20%	0%
ESM	25%	25%	50%	0%	0%
FRM	100%	0%	0%	0%	0%
GEC	29%	43%	0%	14%	14%
WAR	25%	25%	0%	25%	25%

Table A10: Level of Satisfaction with Staff Availability					
Program Area	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<i>All Respondents</i>	46%	35%	9%	7%	2%
CEM	44%	34%	13%	6%	3%
CSP	33%	44%	4%	15%	4%
EE	73%	9%	9%	9%	0%
EEP	45%	52%	3%	0%	0%
EHS	40%	20%	20%	20%	0%
ESM	25%	25%	50%	0%	0%
FRM	80%	0%	20%	0%	0%
GEC	57%	14%	14%	0%	14%
WAR	50%	25%	0%	25%	0%