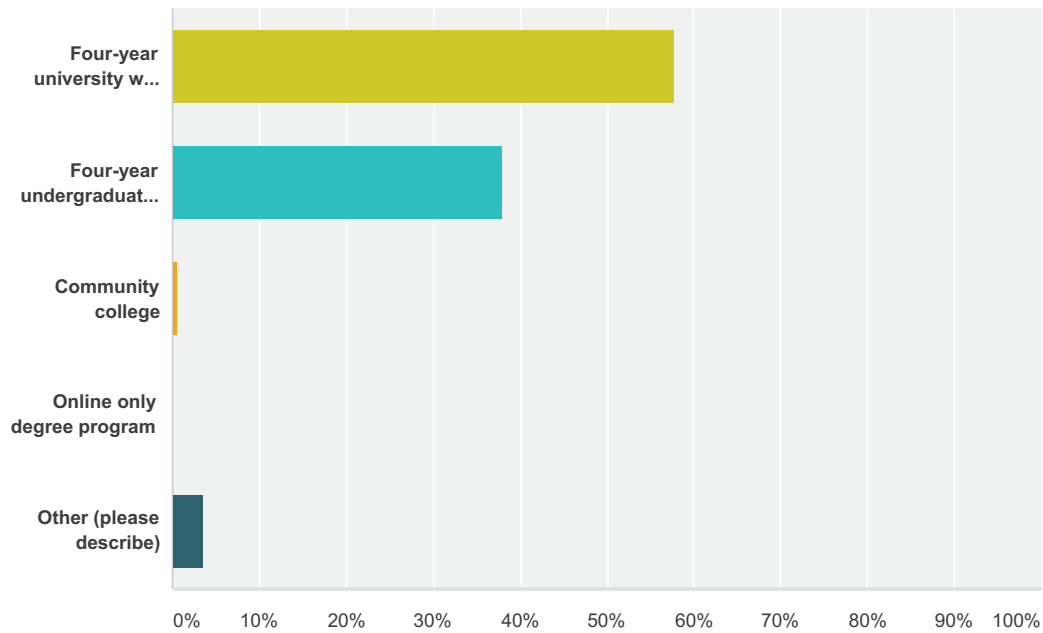


Q1 What is your institution type?

Answered: 142 Skipped: 0

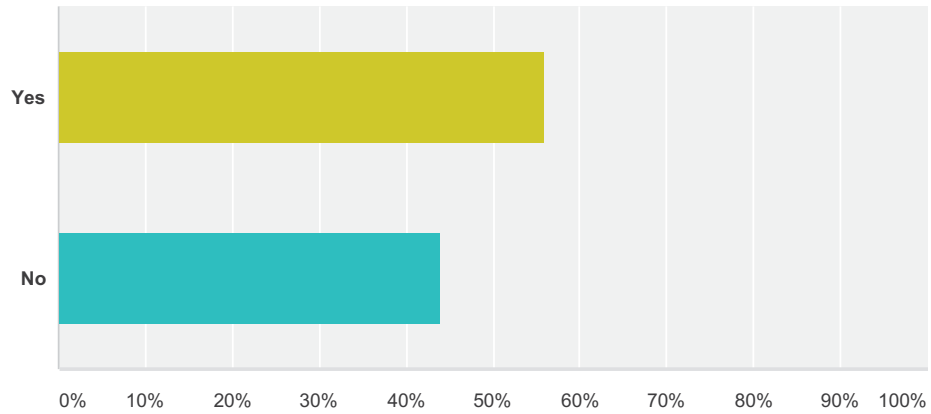


Answer Choices	Responses
Four-year university with a graduate program	57.75% 82
Four-year undergraduate institution	38.03% 54
Community college	0.70% 1
Online only degree program	0.00% 0
Other (please describe)	3.52% 5
Total	142

#	Other (please describe)	Date
1	five year professional landscape architecture program with a graduate program	5/23/2016 9:29 AM
2	U.S. Government (land management / Federal training facility)	5/21/2016 7:38 PM
3	Graduate only degree (Collaboration with Four-year university with a graduate program)	5/14/2016 1:17 PM
4	Four year regional university with an MS in environmental Management (professional program)	5/13/2016 5:07 PM
5	we are a four-year undergraduate institution *approved* for a graduate program, currently developing an online Masters in Professional Science program to begin Fall 2016.	5/6/2016 9:23 AM

Q2 Does your university/college/department have a graduate program in environmental biology (i.e.-- ecology, evolution, conservation, natural resource management, geographic systems)?

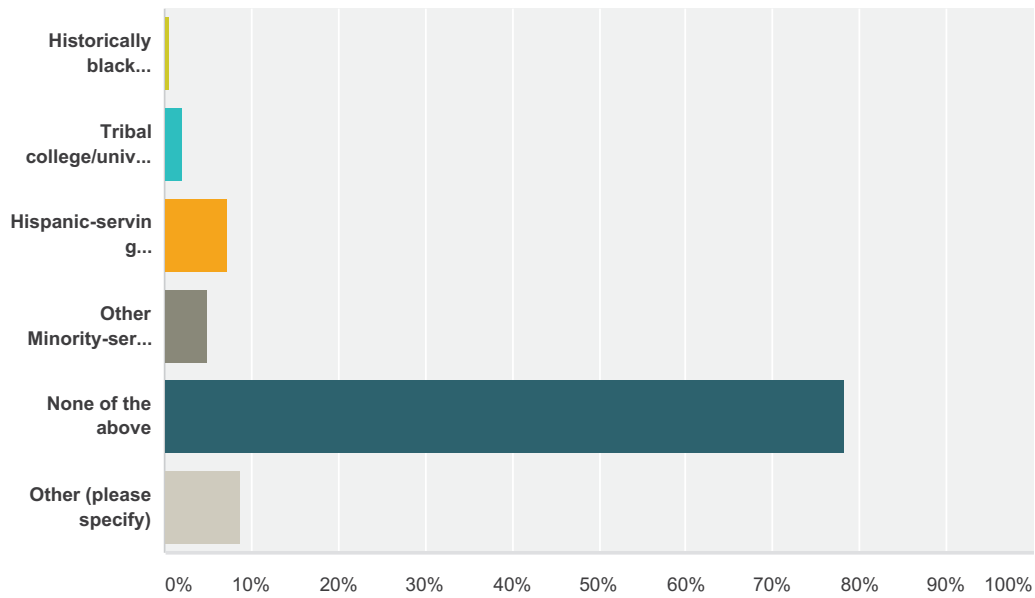
Answered: 141 Skipped: 1



Answer Choices	Responses	
Yes	56.03%	79
No	43.97%	62
Total		141

Q3 What is your institution's minority-serving designation?

Answered: 138 Skipped: 4



Answer Choices	Responses
Historically black college/university	0.72% 1
Tribal college/university	2.17% 3
Hispanic-serving college/university	7.25% 10
Other Minority-serving institution	5.07% 7
None of the above	78.26% 108
Other (please specify)	8.70% 12
Total Respondents: 138	

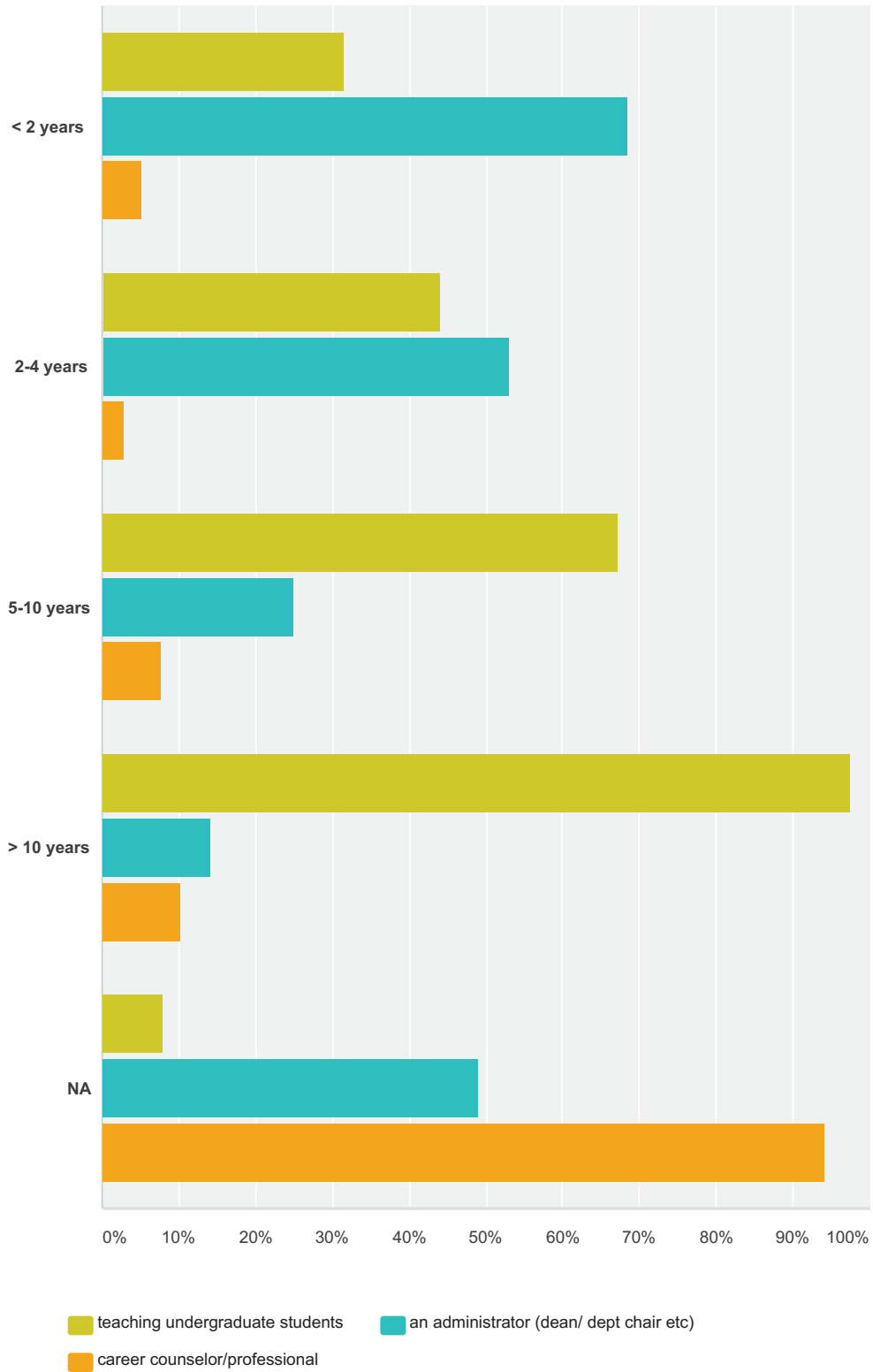
#	Other (please specify)	Date
1	Women's college	6/7/2016 2:46 PM
2	Although not a tribal university, a high priority is placed on recruiting and serving Native American students.	5/23/2016 12:02 PM
3	Women's college	5/20/2016 11:10 AM
4	None of above officially, but frequently qualify for programs based on high enrollments of Native Americans; close to threshold for Hispanic-serving	5/17/2016 6:53 PM
5	Women's college	5/16/2016 9:08 AM
6	Commuter students, city slickers.	5/13/2016 5:14 PM
7	mostly first-generation students; higher ethnic/racial diversity than most 4 year private colleges	5/13/2016 9:57 AM
8	we are not officially designated minority serving but we have a significant number of native american students due to our collaborations with the local tribe. we award a large number of degrees to native students.	5/9/2016 10:49 AM
9	regional university serving a high proportion of minority students	5/7/2016 8:27 AM

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10	Officially, my university is not minority-serving, but our enrollment is currently ~40% minority (mostly Hispanic).	5/6/2016 2:17 PM
11	very close to Hispanic - should be within 12 months	5/5/2016 7:59 PM
12	On the cusp of being an HSI -- currently at ca. 20% Latinx enrollment	5/4/2016 5:20 PM

Q4 How many years have you been

Answered: 141 Skipped: 1



teaching undergraduate students	an administrator (dean/ dept chair etc)	career counselor/professional	Total Respondents
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< 2 years	31.58% 6	68.42% 13	5.26% 1	19
2-4 years	44.12% 15	52.94% 18	2.94% 1	34
5-10 years	67.31% 35	25.00% 13	7.69% 4	52
> 10 years	97.44% 76	14.10% 11	10.26% 8	78
NA	7.84% 4	49.02% 25	94.12% 48	51

Q5 Which office / department / program are you affiliated with? (e.g. Department of Natural Sciences)

Answered: 142 Skipped: 0

#	Responses	Date
1	earth sciences	6/17/2016 3:45 PM
2	Biology	6/10/2016 2:28 PM
3	Department of Parks, Recreation & Tourism Management	6/7/2016 10:32 PM
4	Department of Biological Sciences	6/7/2016 2:46 PM
5	Department of Landscape Architecture and Regional & Community Planning	6/6/2016 2:47 PM
6	Department of Biology	6/6/2016 9:13 AM
7	provost office and biosciences dept	6/3/2016 3:11 PM
8	Biology Dept	6/3/2016 2:25 PM
9	Ecology & Evolutionary Biology	6/3/2016 1:23 PM
10	Biology Department	6/3/2016 1:20 PM
11	Department of Natural Resources and Environmental Sciences	6/3/2016 11:12 AM
12	Science Division	6/3/2016 8:50 AM
13	Division of Sciences and Mathematics	6/2/2016 2:42 PM
14	College of Design	6/1/2016 3:57 PM
15	Landscape Architecture	5/27/2016 5:41 PM
16	Environmental Sciences	5/27/2016 9:15 AM
17	School of Biological Sciences	5/26/2016 12:37 PM
18	Biology	5/23/2016 3:18 PM
19	Wildlife Biology Program	5/23/2016 12:02 PM
20	Department of Biology	5/23/2016 11:58 AM
21	Landscape Architecture	5/23/2016 11:25 AM
22	Environmental Studies and Science	5/23/2016 11:14 AM
23	School of Landscape Architecture	5/23/2016 9:29 AM
24	Biological Sciences	5/23/2016 7:49 AM
25	Biology; Environmental Science	5/22/2016 7:27 AM
26	Watershed / Fish / Wildlife / Air / Rare Plants	5/21/2016 7:38 PM
27	environmental field station	5/20/2016 1:09 PM
28	Biological sciences	5/20/2016 11:10 AM
29	Landscape Architecture	5/20/2016 12:08 AM
30	Department of Plant and Soil Science	5/19/2016 1:12 PM
31	Department of Biological Science	5/19/2016 10:11 AM
32	Department of Biology and Environmental Sciences Program	5/19/2016 9:43 AM
33	Science/Biology	5/18/2016 7:47 PM

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34	Dept. Nat Sciences	5/18/2016 4:43 PM
35	Department of Microbiology and Plant Biology	5/18/2016 4:23 PM
36	Biology	5/18/2016 1:58 PM
37	Department of Renewable Resources	5/18/2016 11:51 AM
38	Career Development	5/18/2016 11:26 AM
39	Biology Department	5/18/2016 10:34 AM
40	Department of Natural Sciences	5/18/2016 10:18 AM
41	Department of Landscape Architecture	5/18/2016 10:01 AM
42	Department of Environment and Society	5/17/2016 7:05 PM
43	Earth Sciences and Environmental Sustainability	5/17/2016 6:53 PM
44	Department of Landscape Architecture	5/17/2016 6:30 PM
45	Environmental Science and Resource Management	5/17/2016 5:28 PM
46	Mathematics and Computer Science	5/17/2016 5:11 PM
47	Biology Department- pgm in Ecology & Environmental biology	5/17/2016 4:53 PM
48	Environmental Conservation	5/17/2016 4:44 PM
49	Department of Landscape Architecture	5/17/2016 3:59 PM
50	Forest Resources and Environmental Conservation	5/17/2016 3:55 PM
51	Department of Biology	5/17/2016 3:43 PM
52	ecology	5/17/2016 3:29 PM
53	Wildlife and Fisheries	5/17/2016 3:22 PM
54	Department of Renewable Resources	5/17/2016 3:12 PM
55	Department of Biology	5/17/2016 3:03 PM
56	Landscape Architecture	5/17/2016 2:34 PM
57	landscape arch	5/17/2016 2:20 PM
58	School of Natural Sciences, Dept. Biological Sciences	5/17/2016 12:40 PM
59	Department of Environmental Management	5/17/2016 12:33 PM
60	Department of Landscape Architecture	5/17/2016 12:23 PM
61	Biology	5/17/2016 12:20 PM
62	Department of Ecology, Evolution, and Environmental Biology	5/17/2016 8:54 AM
63	Department of Zoology	5/16/2016 5:02 PM
64	Environmental Science and Management	5/16/2016 3:53 PM
65	Mathematics	5/16/2016 3:35 PM
66	Department of Biology	5/16/2016 2:22 PM
67	Biology Department	5/16/2016 11:32 AM
68	Environmental Biology	5/16/2016 10:19 AM
69	Natural Sciences	5/16/2016 10:17 AM
70	Department of Biology	5/16/2016 9:08 AM
71	Career Services	5/16/2016 8:17 AM
72	Academic Affairs	5/16/2016 7:31 AM
73	Department of Natural Sciences (biology)	5/15/2016 8:45 PM
74	Department of Natural Sciences and Engineering Technology	5/15/2016 6:22 PM

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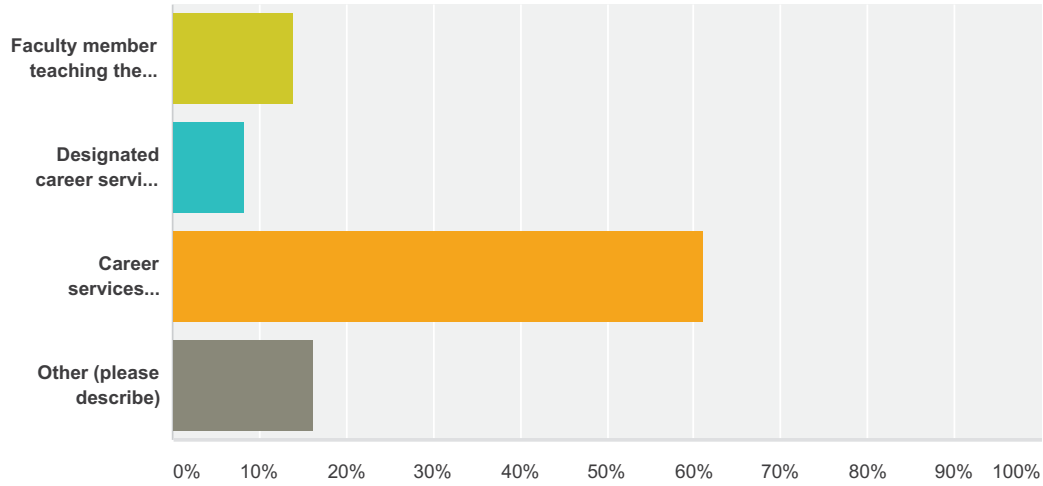
75	Department of Biology	5/15/2016 2:41 PM
76	Environmental Science and Policy and Plant Science	5/15/2016 10:44 AM
77	Sustainability Program	5/14/2016 9:58 PM
78	Plant Sciences, Graduate program in Ecology	5/14/2016 5:31 PM
79	School of Integrative Biology	5/14/2016 4:34 PM
80	Plant Biology and Conservation	5/14/2016 1:17 PM
81	Biological Sciences	5/14/2016 12:27 PM
82	Environmental Studies	5/14/2016 10:39 AM
83	Biology	5/13/2016 8:11 PM
84	Biology	5/13/2016 7:49 PM
85	Biological Sciences	5/13/2016 6:20 PM
86	Biological Sciences	5/13/2016 5:14 PM
87	Biological and Environmental Sciences	5/13/2016 5:07 PM
88	School of Life Sciences	5/13/2016 5:01 PM
89	Department of Biology	5/13/2016 10:37 AM
90	Department of Biology	5/13/2016 9:57 AM
91	Department of Biology	5/12/2016 11:09 PM
92	Department of Biology	5/12/2016 3:18 PM
93	Department of Biology	5/12/2016 11:07 AM
94	Biology and Environmental Studies	5/12/2016 10:29 AM
95	Department of Biology	5/12/2016 10:28 AM
96	Biology	5/12/2016 9:19 AM
97	Biology Department	5/12/2016 8:57 AM
98	Biology Department	5/12/2016 8:52 AM
99	School of Natural Science and Mathematics	5/11/2016 10:55 PM
100	Natural Resources dept. And Biology	5/11/2016 7:28 PM
101	Career Development	5/10/2016 10:25 AM
102	Biology	5/9/2016 8:24 PM
103	Department of Biological Sciences	5/9/2016 2:21 PM
104	School of Forestry and Wildlife Sciences	5/9/2016 1:52 PM
105	Biology	5/9/2016 11:32 AM
106	bio	5/9/2016 10:49 AM
107	Department of Ecosystem Science and Management	5/9/2016 9:56 AM
108	Civil Environ Engin	5/8/2016 4:54 PM
109	Wildlife Department in College of Natural Resources and Sciences	5/8/2016 4:49 PM
110	Biology	5/8/2016 12:53 PM
111	Wildlife and Fisheries	5/7/2016 8:58 PM
112	Environmental Studies & Sciences	5/7/2016 9:01 AM
113	Program of Environmental Science	5/7/2016 8:27 AM
114	Biology Dept.	5/6/2016 2:45 PM
115	Department of Biology	5/6/2016 2:17 PM

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116	Dept. Ecology, Evolution & Natural Resources	5/6/2016 1:21 PM
117	Environmental Studies Department	5/6/2016 1:01 PM
118	Department of Biological Sciences	5/6/2016 12:53 PM
119	Department of Biology and Geosciences	5/6/2016 12:12 PM
120	Ecology and Evolution	5/6/2016 11:52 AM
121	Biology	5/6/2016 11:37 AM
122	Department of Geography and Earth Sciences	5/6/2016 11:24 AM
123	Biological Sciences	5/6/2016 10:55 AM
124	Center for Environmental Humanities	5/6/2016 9:23 AM
125	EEB	5/5/2016 11:06 PM
126	Natural Resources Management	5/5/2016 10:26 PM
127	Environmental Science	5/5/2016 10:03 PM
128	Department of Religion and Theology	5/5/2016 9:15 PM
129	Department of Natural Resouce Management and Office of International Affairs	5/5/2016 7:59 PM
130	Environmental Studies & Geology	5/5/2016 5:11 PM
131	Department of Wildlife	5/5/2016 4:54 PM
132	Nelson Institute for Environmental Studies	5/5/2016 4:49 PM
133	Conservation	5/5/2016 4:33 PM
134	Environmental science & policy	5/5/2016 2:40 PM
135	Biology	5/5/2016 12:59 PM
136	Physical and Environmental Sciences	5/5/2016 12:48 PM
137	Department of biology	5/5/2016 11:46 AM
138	Biology	5/4/2016 7:32 PM
139	Department of Natural Sciences	5/4/2016 6:54 PM
140	Biology Department	5/4/2016 6:39 PM
141	Evolution and Ecology	5/4/2016 5:20 PM
142	Department of Biology	5/4/2016 5:00 PM

Q6 Who has primary responsibility for coordinating career services activities for undergraduates at your institution?

Answered: 142 Skipped: 0



Answer Choices	Responses
Faculty member teaching the course	14.08% 20
Designated career services professional in the department	8.45% 12
Career services professionals for the entire institution	61.27% 87
Other (please describe)	16.20% 23
Total	142

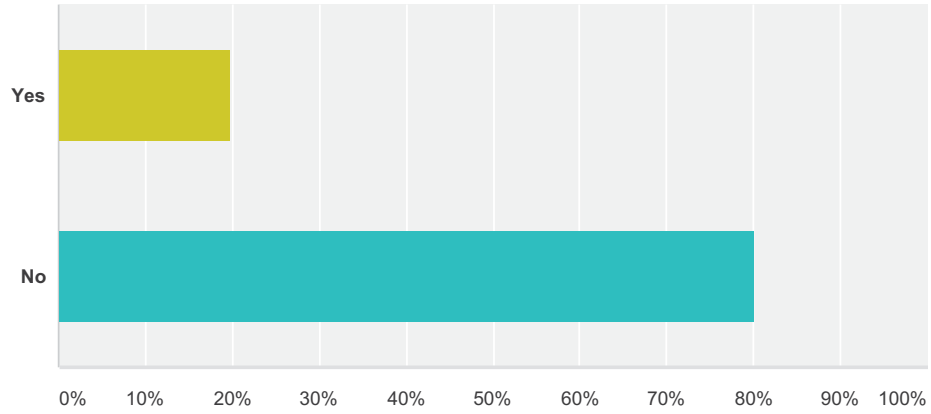
#	Other (please describe)	Date
1	lecturer/advisors	6/17/2016 3:45 PM
2	College Career Services	6/3/2016 11:12 AM
3	Designated career services professionals for each college at the university	6/1/2016 3:57 PM
4	Joint responsibility of Program Director (me) and Program Academic Advisor	5/23/2016 12:02 PM
5	N/A	5/21/2016 7:38 PM
6	Our departmental advising office (the primary source of advice for Bio majors) is staffed by several university appointed advisors (with no discipline specific expertise) and one Biology appointed advisor who does have some disciplinary expertise.	5/19/2016 10:11 AM
7	I honestly don't know.	5/18/2016 11:51 AM
8	Faculty advisors in combination with collegiate carrer office	5/17/2016 6:30 PM
9	It varies by student. Most continuing on a career in science will consult with me (director or undergraduate studies) and sometime other faculty. Students leaving science also tend to seek advice from our University Office of Career Services	5/17/2016 8:54 AM
10	A mix of faculty, career services, and student-planned workshops	5/16/2016 9:08 AM
11	really a combination of faculty advisors and administrative support	5/15/2016 10:44 AM
12	Academic advisors	5/12/2016 11:07 AM

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13	We have some classes that expose students to potential careers, mainly through conversations with professionals, our environmental studies program includes an internship, which is coordinated by a lecturer in the Environmental Studies program, and we have a career center that serves the entire college	5/12/2016 10:28 AM
14	Environmental Sciences/Studies program, and Health Professions advising	5/9/2016 11:32 AM
15	as academic advisors, one of our major responsibilities is to advise students on career-related issues. In our dept we also incorporate career services into our academic classes.	5/9/2016 10:49 AM
16	The university provides career counseling, but lack useful discipline-specific knowledge, so our faculty does the actual work.	5/8/2016 4:49 PM
17	Faculty teaching and also Undergraduate Program Director	5/6/2016 1:21 PM
18	As in many NRM, all faculty advise/counsel. Chairs offices funnel most opportunities and information. Therefor, yes to #7	5/5/2016 10:26 PM
19	All faculty advise undreguates	5/5/2016 7:59 PM
20	No single choice above fits our situation. We have multiple people handlind different aspects	5/5/2016 4:49 PM
21	Faculty designated as undergraduate program coordinator	5/5/2016 2:40 PM
22	Advisors for graduate program - career services (school wide) for undergraduate program	5/5/2016 11:46 AM
23	Faculty advisors help students to the appropriate mentors.	5/4/2016 5:00 PM

Q7 Do you have primary responsibility for career services activities in your department?

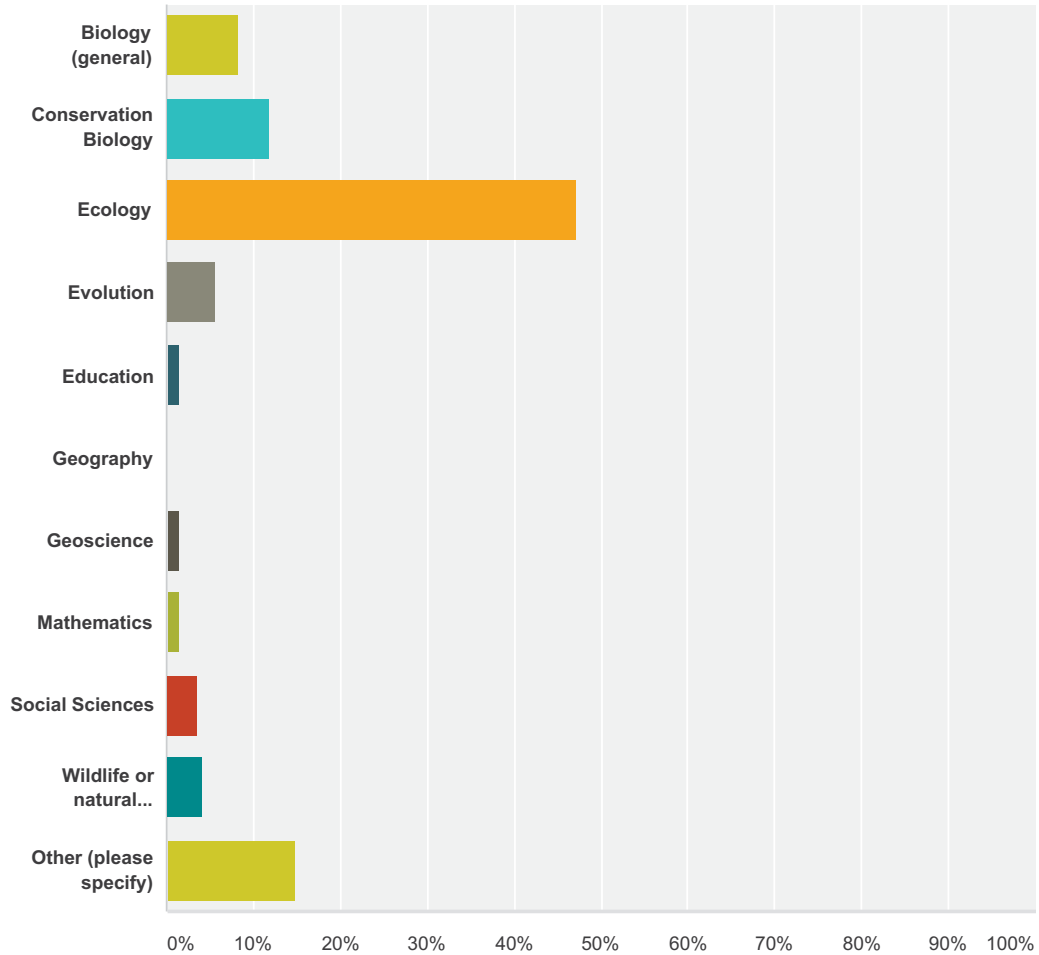
Answered: 141 Skipped: 1



Answer Choices	Responses	
Yes	19.86%	28
No	80.14%	113
Total		141

**Q8 What is your disciplinary background?
Please select the field most closely related
to your expertise.**

Answered: 142 Skipped: 0



Answer Choices	Responses	Count
Biology (general)	8.45%	12
Conservation Biology	11.97%	17
Ecology	47.18%	67
Evolution	5.63%	8
Education	1.41%	2
Geography	0.00%	0
Geoscience	1.41%	2
Mathematics	1.41%	2
Social Sciences	3.52%	5
Wildlife or natural resource management	4.23%	6

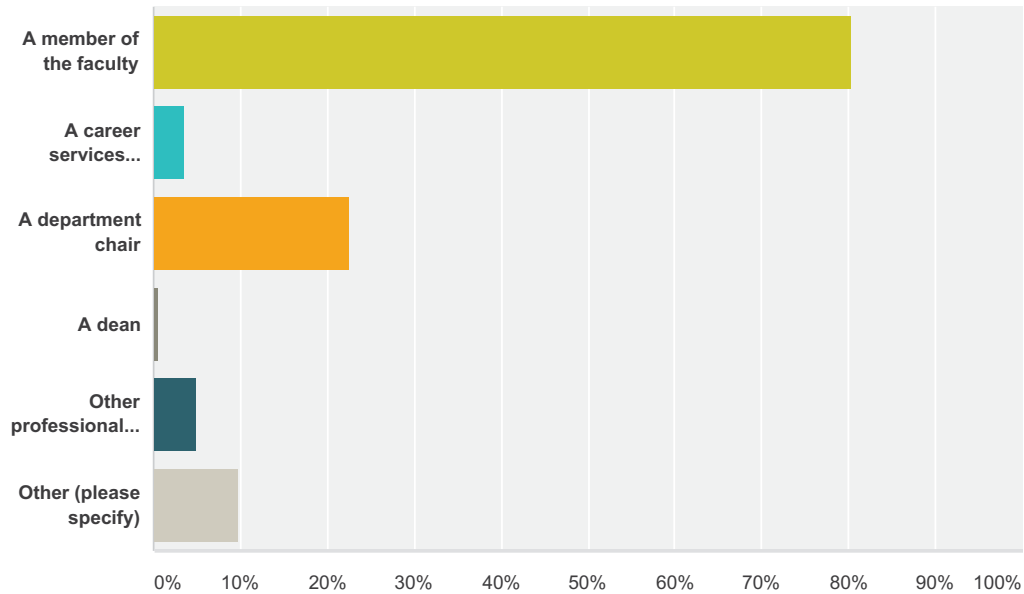
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Other (please specify)	14.79%	21
Total		142

#	Other (please specify)	Date
1	landscape architecture	6/6/2016 2:47 PM
2	Design and business	6/1/2016 3:57 PM
3	Landscape Architecture	5/27/2016 5:41 PM
4	Landscape Architecture + Geography	5/23/2016 11:25 AM
5	Landscape Architecture	5/23/2016 9:29 AM
6	landscape Architecture	5/20/2016 12:08 AM
7	Psychology	5/18/2016 11:26 AM
8	Landscape Architecture	5/18/2016 10:01 AM
9	Landscape Architecture	5/17/2016 6:30 PM
10	Landscape Architecture, and Forestry	5/17/2016 3:59 PM
11	Botany, conservation biology	5/17/2016 3:43 PM
12	landscape architecture	5/17/2016 2:34 PM
13	landscape arch	5/17/2016 2:20 PM
14	Landscape Architecture	5/17/2016 12:23 PM
15	Animal Behavior	5/17/2016 12:20 PM
16	Evolutionary ecology	5/16/2016 9:08 AM
17	counseling and career advising	5/16/2016 8:17 AM
18	Environmental History	5/14/2016 10:39 AM
19	Pesticide neurotoxicity	5/12/2016 11:07 AM
20	Systematic Theology and Ethics	5/5/2016 9:15 PM
21	zoology	5/5/2016 2:40 PM

Q9 Are you:

Answered: 142 Skipped: 0



Answer Choices	Responses
A member of the faculty	80.28% 114
A career services professional	3.52% 5
A department chair	22.54% 32
A dean	0.70% 1
Other professional / managerial / administrative staff	4.93% 7
Other (please specify)	9.86% 14
Total Respondents: 142	

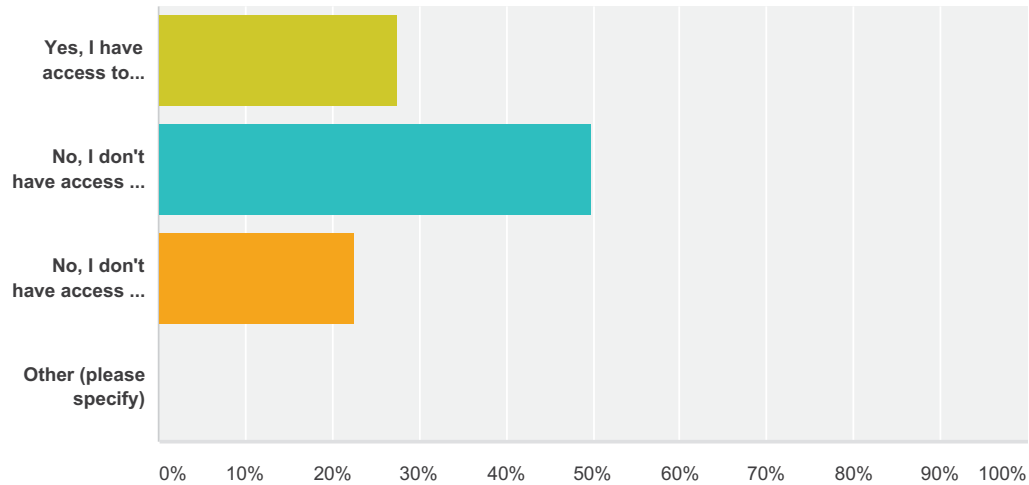
#	Other (please specify)	Date
1	Program Director (Program is Interdisciplinary and spans 2 Colleges within the University)	5/23/2016 12:02 PM
2	National program manager / Federal training instructor.	5/21/2016 7:38 PM
3	Staff of a professor in the department	5/18/2016 11:51 AM
4	Advisor	5/18/2016 10:18 AM
5	Director of Professional Development	5/17/2016 5:11 PM
6	I am the Director of Undergraduate Studies for our department, which mean I am the academic advisor for all students in my program. Career services isn't a formal part of my job description, but I regularly provide advice, introductions, recommendations, references, etc.	5/17/2016 8:54 AM
7	Program Director	5/15/2016 10:44 AM
8	Sustainability Program (interdisciplinary major & minor) coordinator	5/14/2016 9:58 PM
9	program director	5/13/2016 7:49 PM
10	Post-Doc	5/9/2016 1:52 PM

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11	faculty research associate stationed at nat lab	5/8/2016 4:54 PM
12	Coordinator, Natural History Program	5/6/2016 1:01 PM
13	PTL	5/6/2016 11:52 AM
14	I'm an academic coordinator, which is a faculty/administrator hybrid	5/4/2016 5:20 PM

Q10 If you are an administrator / dept chair / dean / career services professional, do you have access to INSTITUTIONAL RECORDS on student enrollment, graduation, and career paths of students in your program?

Answered: 142 Skipped: 0

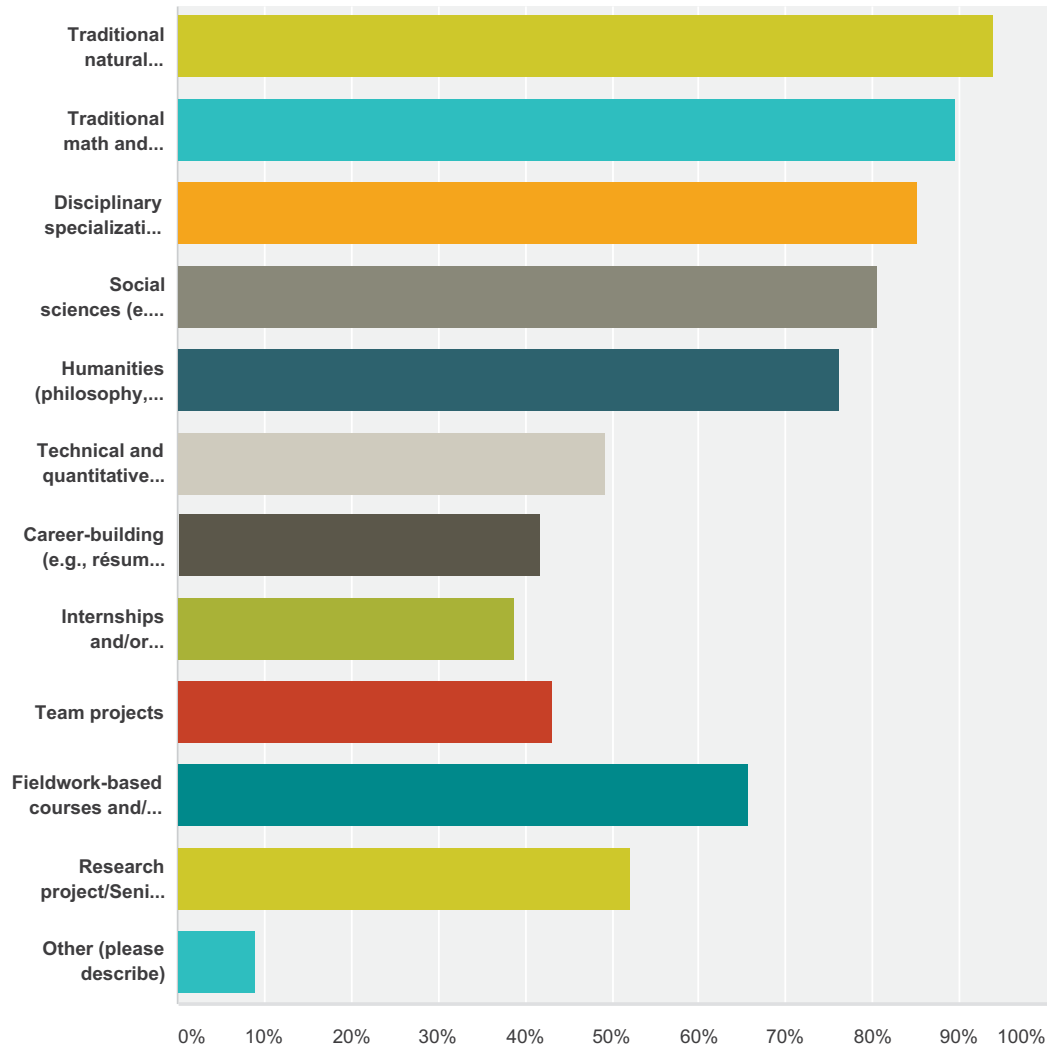


Answer Choices	Responses
Yes, I have access to institutional records (proceed to Section II)	27.46% 39
No, I don't have access to institutional records but will proceed to the faculty needs section of the survey (Section III)	50.00% 71
No, I don't have access to institutional records but can still provide information on existing programs (Section II)	22.54% 32
Other (please specify)	0.00% 0
Total	142

#	Other (please specify)	Date
	There are no responses.	

Q11 What courses or activities are undergraduates required to complete to graduate from your program? (select all that apply)

Answered: 67 Skipped: 75



Answer Choices	Responses
Traditional natural sciences (biology, chemistry, physics)	94.03% 63
Traditional math and statistics	89.55% 60
Disciplinary specializations (e.g., ecology, genetics, organismal biology)	85.07% 57
Social sciences (e.g., political science, economics, psychology, anthropology, communications)	80.60% 54
Humanities (philosophy, literature)	76.12% 51
Technical and quantitative courses (e.g., GIS, remote sensing, modeling, informatics)	49.25% 33
Career-building (e.g., résumé writing, interview skills, networking, science technical writing)	41.79% 28

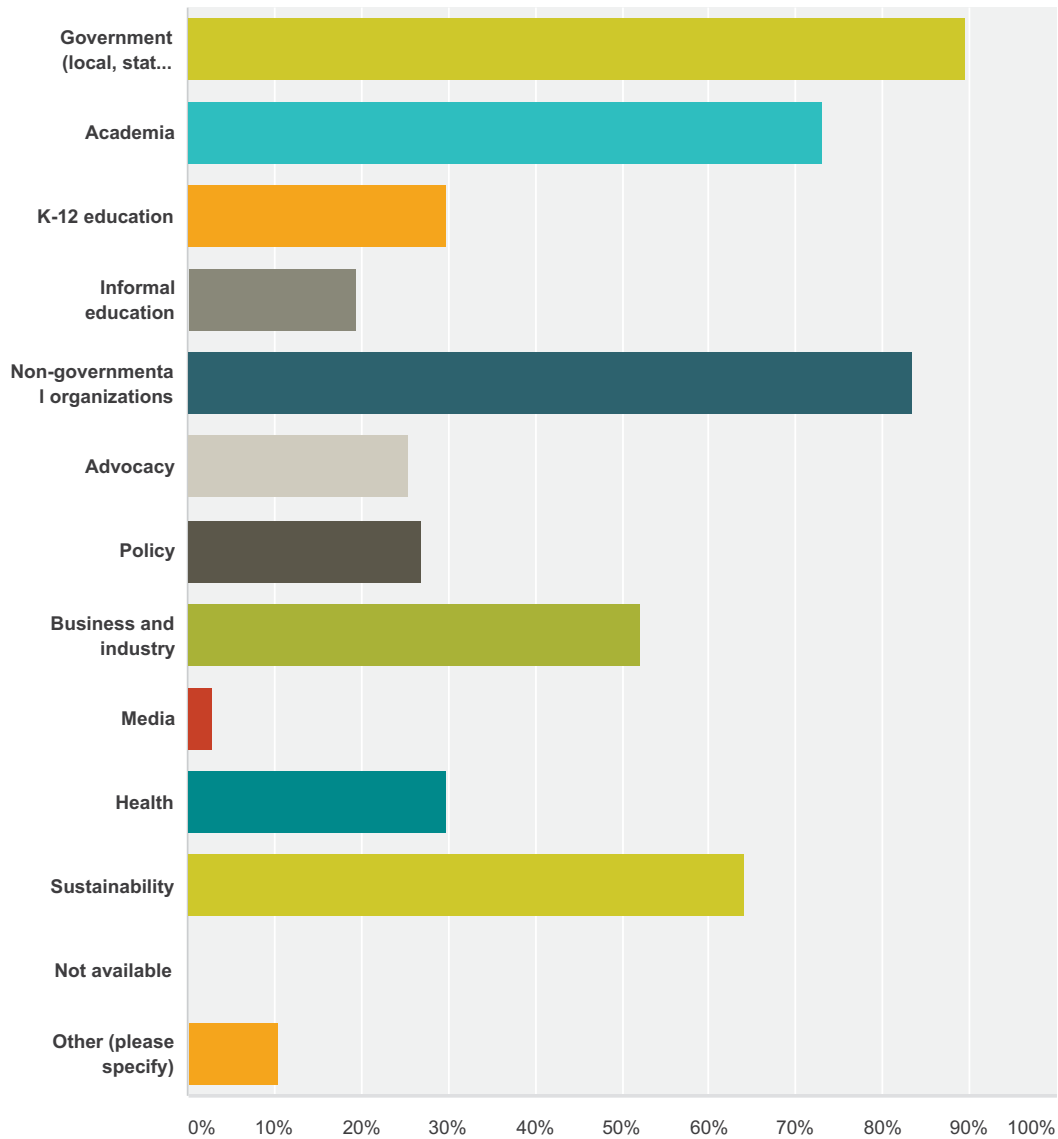
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Internships and/or volunteer projects, community service	38.81%	26
Team projects	43.28%	29
Fieldwork-based courses and/or projects	65.67%	44
Research project/Senior thesis/capstone project	52.24%	35
Other (please describe)	8.96%	6
Total Respondents: 67		

#	Other (please describe)	Date
1	We have a graduate program	5/23/2016 11:27 AM
2	Design studios which apply information from the above courses	5/18/2016 10:05 AM
3	Interdisciplinary environmental science sequence, env studies methods course, junior & senior research seminars	5/14/2016 10:42 AM
4	interdisciplinary course requirement (two 3-credit courses) that includes environmentally-related courses in humanities OR social science	5/11/2016 11:02 PM
5	Core requires minimal exposure to humanities or social sciences. Most students in our 5 different tracks do capstone or team. Choices among tracks allow paths where not all are required.	5/5/2016 10:41 PM
6	Communication class just introduced. International field courses and internships recommended	5/5/2016 2:44 PM

Q12 What kind of career sectors does your PROGRAM prepare your students for? (select up to five)

Answered: 67 Skipped: 75



Answer Choices	Responses	Count
Government (local, state or federal)	89.55%	60
Academia	73.13%	49
K-12 education	29.85%	20
Informal education	19.40%	13
Non-governmental organizations	83.58%	56
Advocacy	25.37%	17

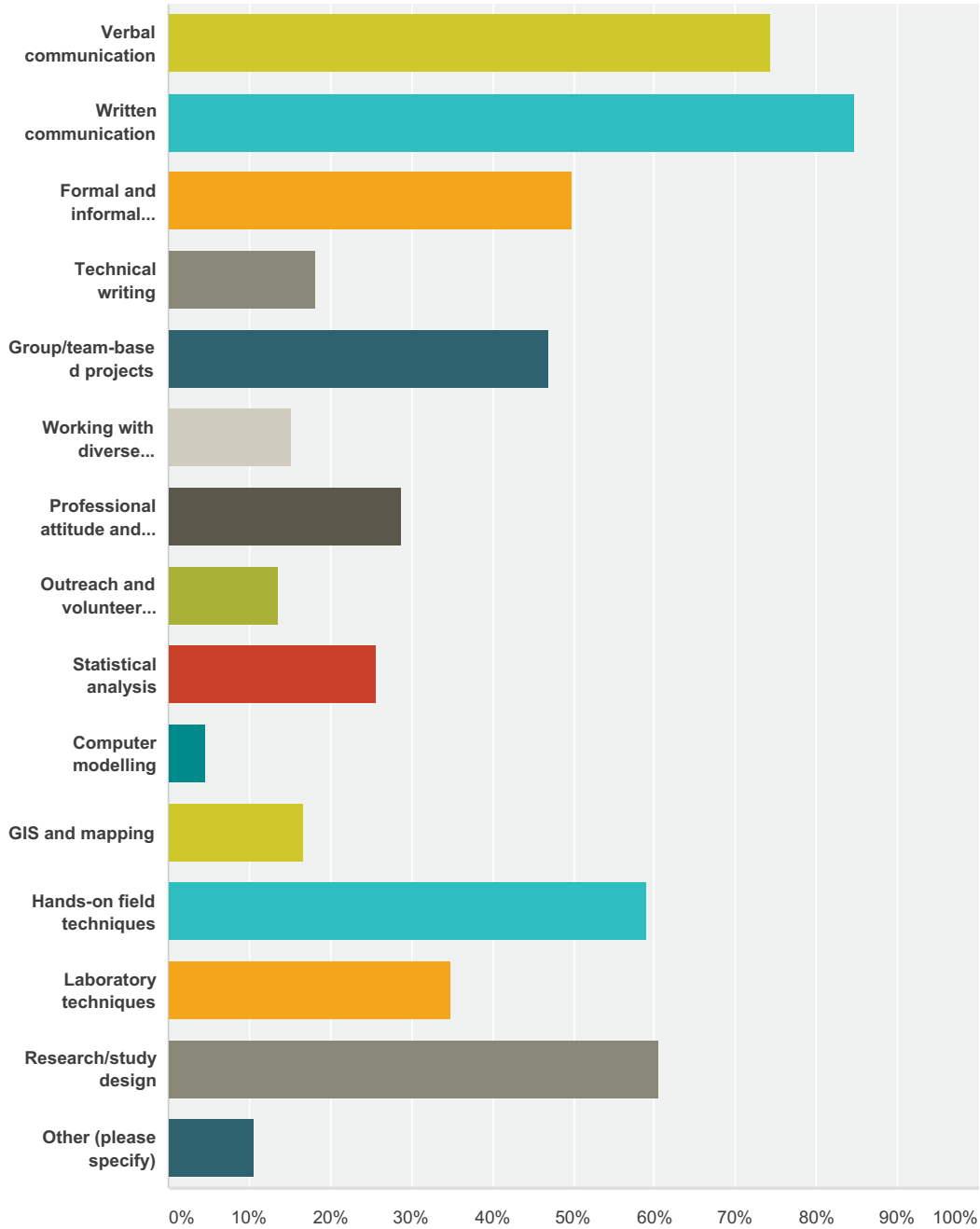
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Policy	26.87%	18
Business and industry	52.24%	35
Media	2.99%	2
Health	29.85%	20
Sustainability	64.18%	43
Not available	0.00%	0
Other (please specify)	10.45%	7
Total Respondents: 67		

#	Other (please specify)	Date
1	landscape architecture	6/6/2016 2:50 PM
2	Practice of Landscape Architecture	5/17/2016 4:03 PM
3	Professionals schools (for example, medical school)	5/16/2016 5:04 PM
4	Research	5/13/2016 5:11 PM
5	Private land management	5/9/2016 9:58 AM
6	as a liberal arts college, we like to think that we prepare students for any career they desire	5/6/2016 2:48 PM
7	Sustainability is becoming everything and therefore nothing.	5/5/2016 10:41 PM

Q13 What are the most important skills that your PROGRAM wants students to graduate with? (please select up to five ONLY)

Answered: 66 Skipped: 76



Answer Choices	Responses	Count
Verbal communication	74.24%	49
Written communication	84.85%	56
Formal and informal presentation	50.00%	33

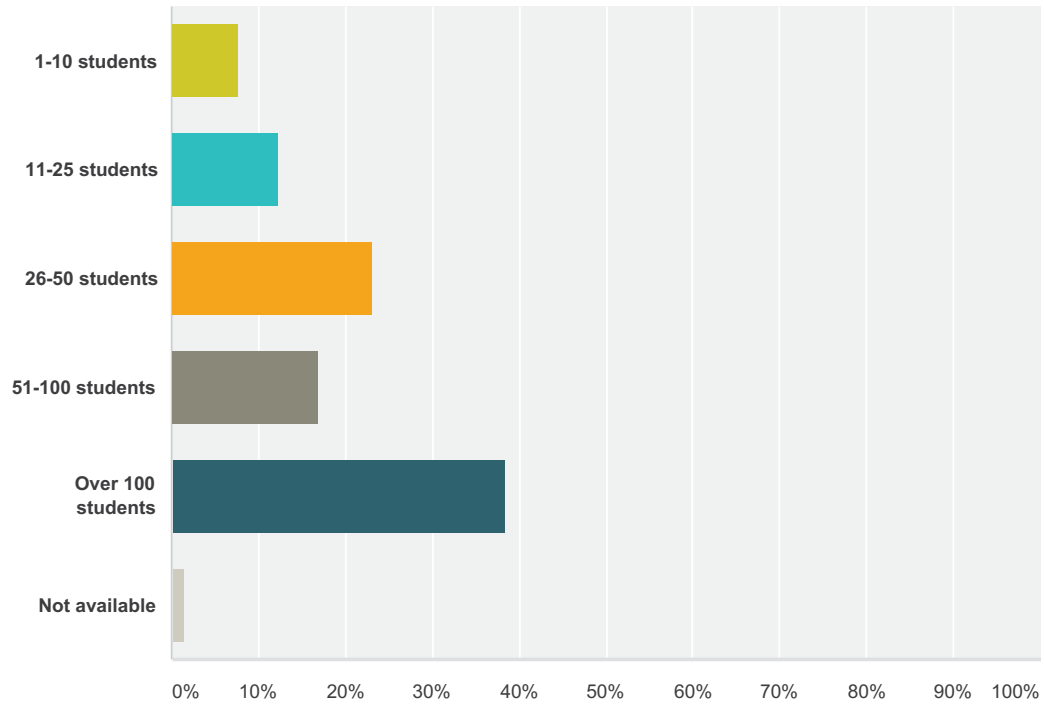
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Technical writing	18.18%	12
Group/team-based projects	46.97%	31
Working with diverse audiences	15.15%	10
Professional attitude and behavior	28.79%	19
Outreach and volunteer experience	13.64%	9
Statistical analysis	25.76%	17
Computer modelling	4.55%	3
GIS and mapping	16.67%	11
Hands-on field techniques	59.09%	39
Laboratory techniques	34.85%	23
Research/study design	60.61%	40
Other (please specify)	10.61%	7
Total Respondents: 66		

#	Other (please specify)	Date
1	Landscape Architecture, private and public practice	5/27/2016 6:14 PM
2	Design process at all scales	5/23/2016 9:32 AM
3	Design synthesis of human and environmental factors	5/18/2016 10:05 AM
4	landscape design	5/17/2016 2:38 PM
5	synthesis-- ability to work across disciplinary boundaries	5/14/2016 10:42 AM
6	asking and answering scientific questions about biology	5/6/2016 2:48 PM
7	Application of intimate understanding of natural history and ecology	5/5/2016 10:41 PM

Q14 Think about your program. Based on your institution's records for 2015, please indicate the number of students who enrolled in your program:

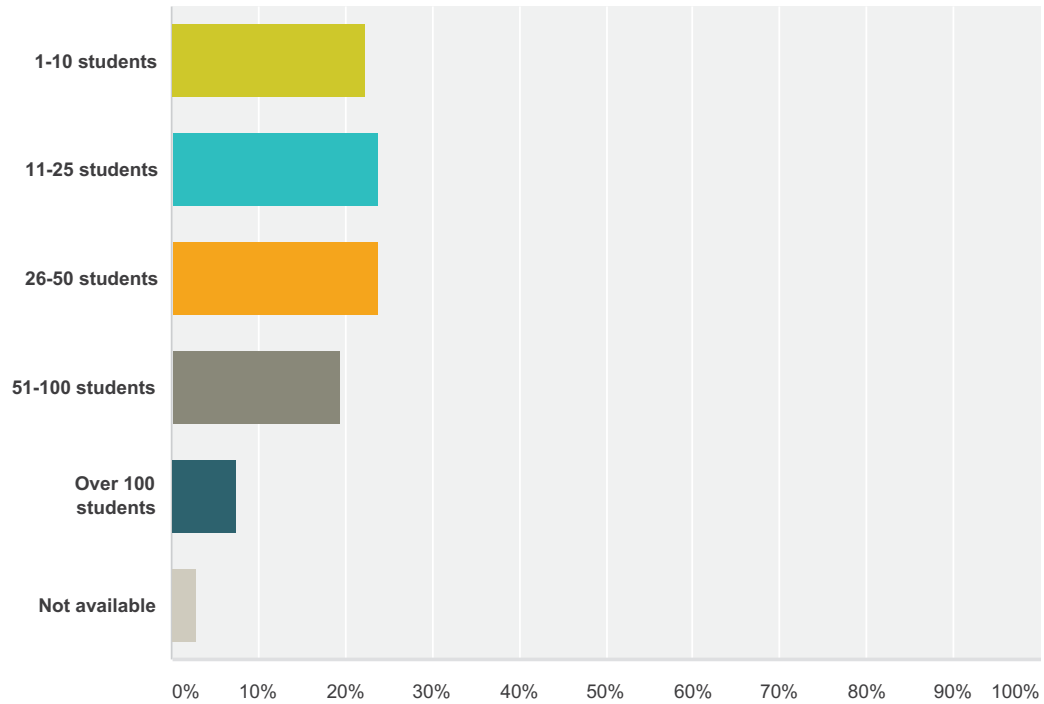
Answered: 65 Skipped: 77



Answer Choices	Responses
1-10 students	7.69% 5
11-25 students	12.31% 8
26-50 students	23.08% 15
51-100 students	16.92% 11
Over 100 students	38.46% 25
Not available	1.54% 1
Total	65

Q15 Think about your program. Based on your institution's records for 2015, please indicate the number of students who graduated from your program:

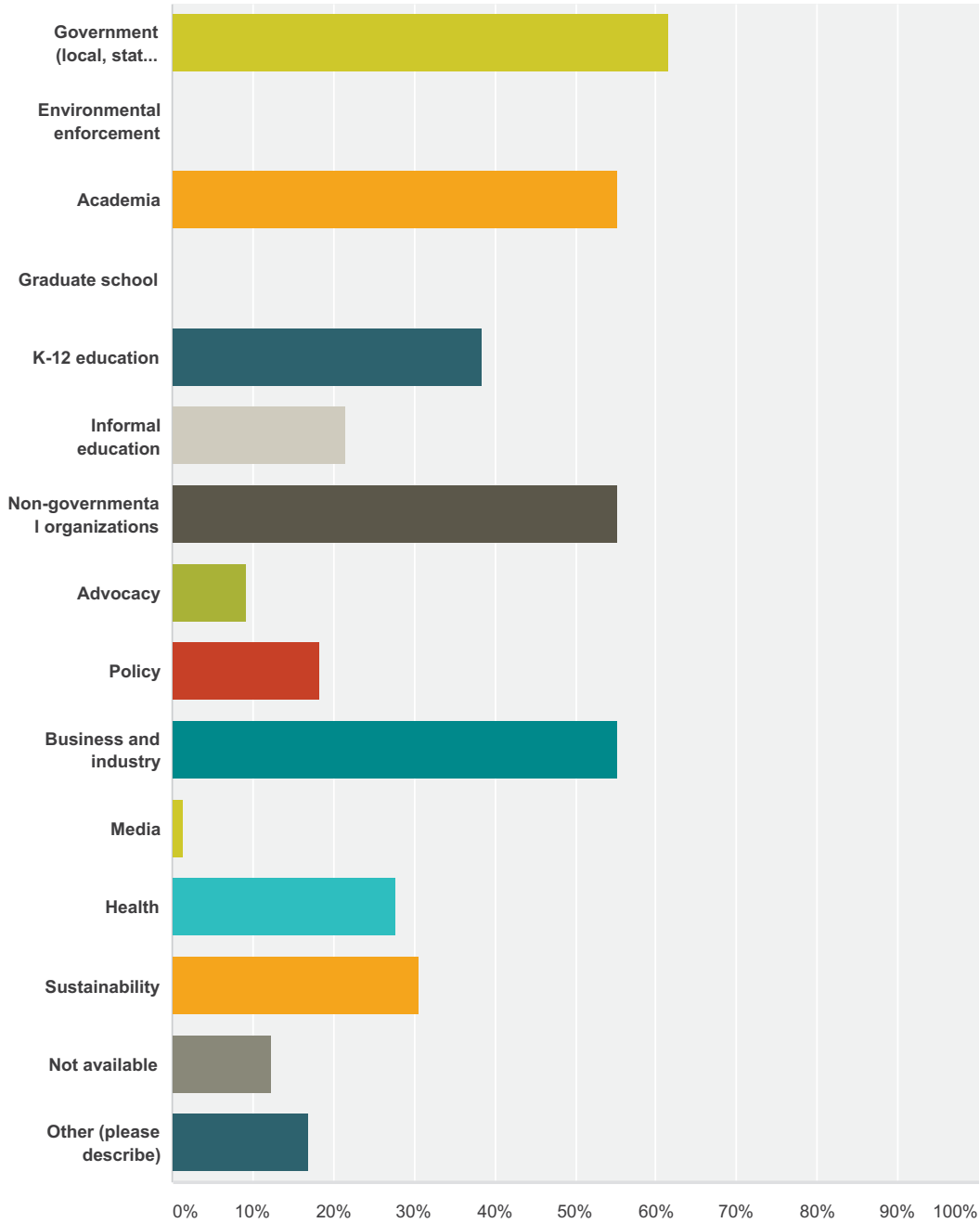
Answered: 67 Skipped: 75



Answer Choices	Responses
1-10 students	22.39% 15
11-25 students	23.88% 16
26-50 students	23.88% 16
51-100 students	19.40% 13
Over 100 students	7.46% 5
Not available	2.99% 2
Total	67

Q16 Based on your institutional records, what sectors did students in the Class of 2014 enter (check all that apply)?

Answered: 65 Skipped: 77



Answer Choices	Responses	Count
Government (local, state, or federal)	61.54%	40
Environmental enforcement	0.00%	0
Academia	55.38%	36

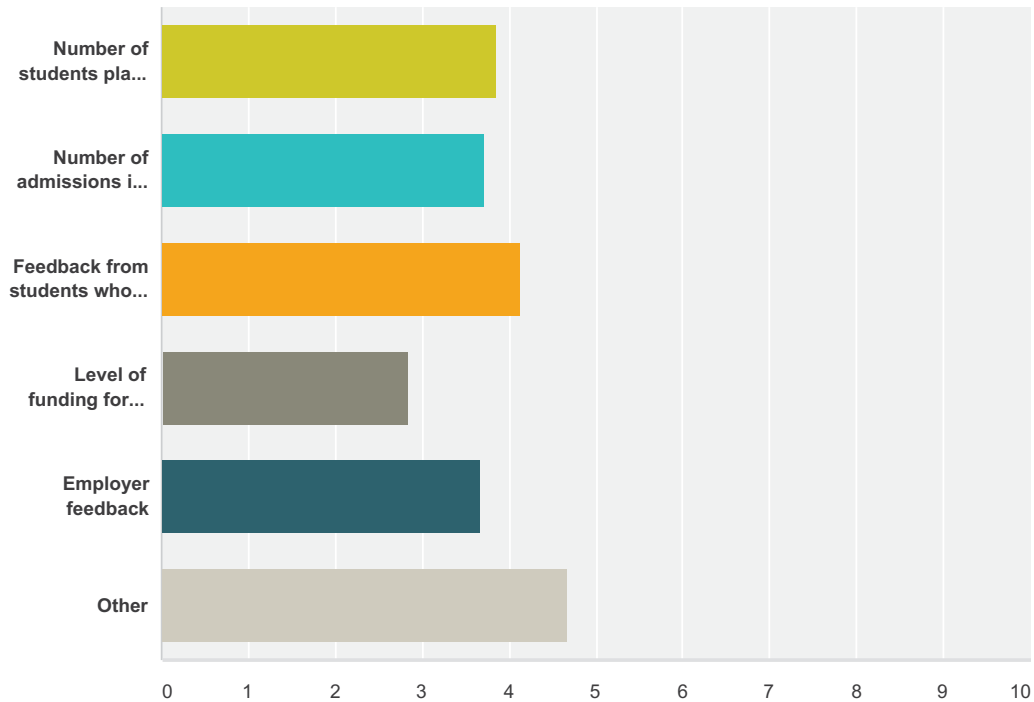
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Graduate school	0.00%	0
K-12 education	38.46%	25
Informal education	21.54%	14
Non-governmental organizations	55.38%	36
Advocacy	9.23%	6
Policy	18.46%	12
Business and industry	55.38%	36
Media	1.54%	1
Health	27.69%	18
Sustainability	30.77%	20
Not available	12.31%	8
Other (please describe)	16.92%	11
Total Respondents: 65		

#	Other (please describe)	Date
1	landscape architecture	6/6/2016 2:50 PM
2	Academia = grad school	6/3/2016 11:15 AM
3	landscape architecture private practice	5/27/2016 6:14 PM
4	Practice of Landscape Architecture	5/17/2016 4:03 PM
5	These data are not collected systematically, so I don't know the employment sectors of all students	5/17/2016 9:06 AM
6	agriculture	5/14/2016 10:42 AM
7	Graduate Programs	5/13/2016 7:51 PM
8	Organic Farming, Development	5/13/2016 5:11 PM
9	Not sure	5/6/2016 11:25 AM
10	various	5/5/2016 8:02 PM
11	Alumni services do not give us that data. From personal knowledge all categories above except media (unless you count social media)	5/5/2016 2:44 PM

Q17 Below are some possible indicators of success for your program with reference to environmental biology and related fields. Please rate to what extent your program has succeeded based on the outcomes of each indicator as applicable. (scale 1-5, NA). Select NA if your program does not measure success based on that indicator.

Answered: 62 Skipped: 80



	1 - Not at all	2	3 - Somewhat	4	5 - Greatly	N/A	Total	Weighted Average
Number of students placed in environmental biology jobs	1.61% 1	8.06% 5	9.68% 6	30.65% 19	20.97% 13	29.03% 18	62	3.86
Number of admissions into environmental biology graduate programs	0.00% 0	11.29% 7	17.74% 11	24.19% 15	19.35% 12	27.42% 17	62	3.71
Feedback from students who have graduated	0.00% 0	3.28% 2	14.75% 9	36.07% 22	32.79% 20	13.11% 8	61	4.13
Level of funding for program	11.29% 7	12.90% 8	29.03% 18	11.29% 7	6.45% 4	29.03% 18	62	2.84
Employer feedback	3.28% 2	8.20% 5	18.03% 11	24.59% 15	19.67% 12	26.23% 16	61	3.67
Other	0.00% 0	0.00% 0	0.00% 0	5.26% 1	10.53% 2	84.21% 16	19	4.67

#	Other (please specify)	Date
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1	Obtaining professional licensure and registration.	5/17/2016 4:05 PM
2	We don't formally track job placement, but our major is embedded within an undergraduate college dedicated to the liberal arts. While my departmental colleagues and I are always happy for our students to continue in environmental biology, that is not an explicit goal of our program. The college as a whole emphasizes broad training and de-emphasizes specific career preparation. We faculty, of course, support our students regardless of the career aspirations.	5/17/2016 9:17 AM
3	Meeting certification standards of professional societies	5/5/2016 10:52 PM
4	Currently measuing sucess only via GPA - university does not allow us contact with graduated students- this is only done via alumni services and for fund-raising.	5/5/2016 2:46 PM
5	Outside program reviewer completed 3/2016	5/5/2016 12:53 PM

Q18 Is there additional coursework that you're not currently offering that you believe would contribute to the preparation of your undergraduates for their career success?

Answered: 41 Skipped: 101

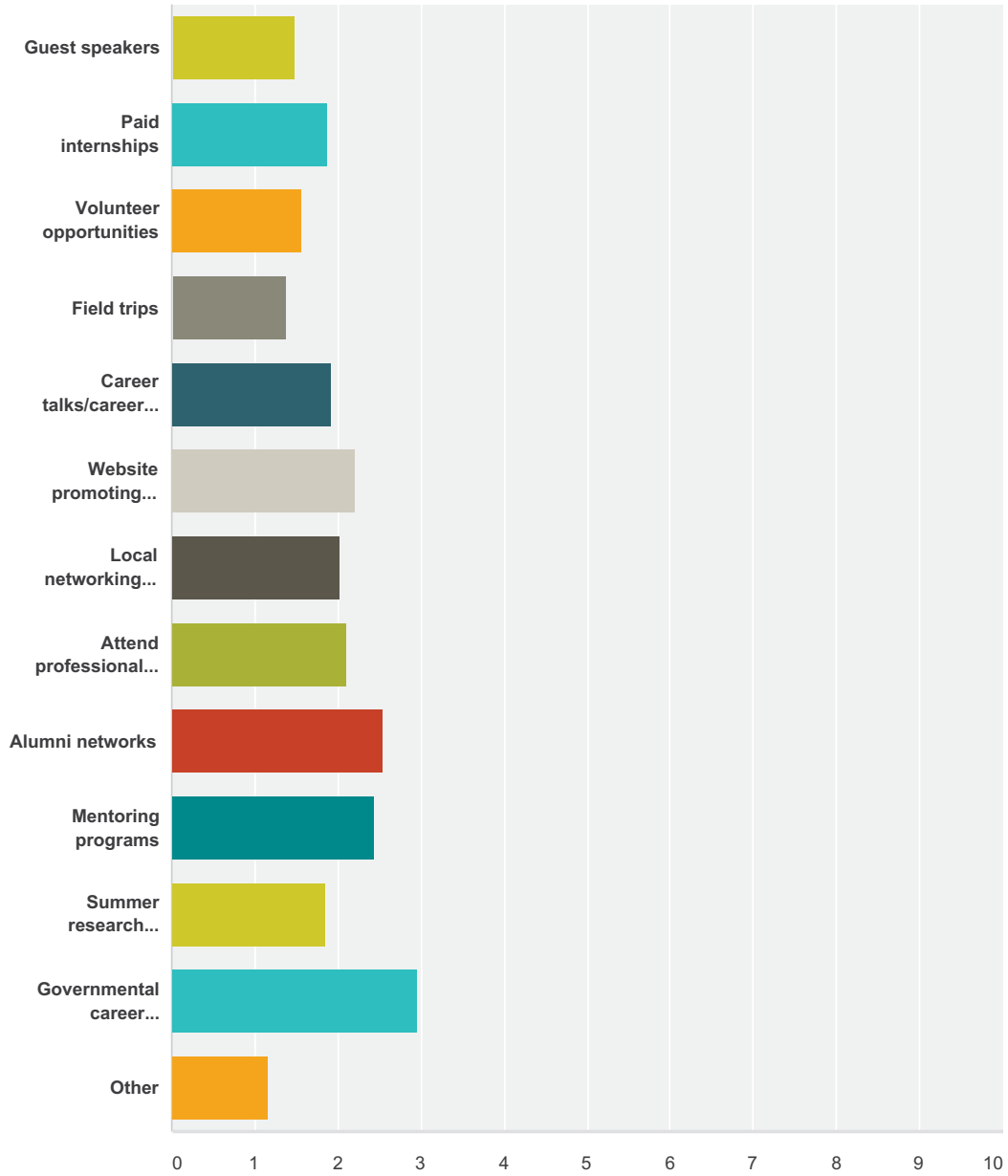
#	Responses	Date
1	Technical courses relating to wetland delineation, soils and other environmentally related areas.	6/12/2016 9:23 AM
2	Modeling, policy analysis, environmental economics	6/7/2016 2:51 PM
3	Biostatistics	6/6/2016 9:16 AM
4	bioinformatics	6/3/2016 2:30 PM
5	Dedicated communication skills course	6/3/2016 11:16 AM
6	Wildlife Biology, modeling, GIS, environmental policy, environmental psychology, business sustainability	6/3/2016 8:56 AM
7	Biostatistics, GIS, human dimensions of environmental issues	5/27/2016 9:19 AM
8	plant identification; advanced GIS; vertebrate zoology	5/23/2016 3:23 PM
9	We currently do not offer a focused field techniques course and are exploring opportunities to reinstate such a course. I also would like to see us offer a course on environmental leadership in the future. I believe these additional offerings would improve preparation of students for careers, although I think they are less important than the existing science, ecology, and communication courses we presently offer because we incorporate some field techniques and some leadership training into these existing courses. Overall, I believe we offer a sufficient array of courses. The problem is that we do not have curriculum space to REQUIRE all of the courses that I think we should. For example, I think we should require an additional plant biology or identification course, but it would require dropping some other course from the curriculum requirements or extending beyond a 4-year degree, neither of which is ideal.	5/23/2016 12:21 PM
10	A research methods course	5/19/2016 9:50 AM
11	Data analysis, human dimensions	5/18/2016 2:03 PM
12	None for Environmental Biology	5/18/2016 10:21 AM
13	Bioinformatics EIS methods	5/17/2016 4:54 PM
14	Conservation biology, restoration ecology	5/17/2016 4:05 PM
15	Formalized research for undergraduates	5/17/2016 4:05 PM
16	grant writing	5/17/2016 3:48 PM
17	genetics	5/17/2016 3:27 PM
18	Communications, networking courses	5/17/2016 3:15 PM
19	community engagement, landscape performance	5/17/2016 2:39 PM
20	Internship partnerships in Environmental Biology with NGOs, Government Organizations, Industry; Biology Statistics	5/17/2016 12:43 PM
21	Biologically-themed mathematics and GIS/mapping	5/17/2016 12:23 PM
22	Our faculty feels that teaching skills related to handling and analyzing data (e.g., statistical modeling, bioinformatics, programming, GIS) are important to a lot of professions. Besides offering skill-specific courses, we are making an attempt to include more data work in all of our existing disciplinary courses.	5/17/2016 9:17 AM
23	biometry	5/16/2016 5:05 PM
24	Biostatistics	5/16/2016 11:38 AM
25	Soil science courses, more advanced GIS courses	5/14/2016 10:03 PM
26	field biology, natural resource/wildlife management	5/14/2016 10:43 AM

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27	Discipline specific statistics, taxon-specific field ecology courses (forestry, mammalogy, ornithology, herpetology, etc.), field methods courses	5/13/2016 7:54 PM
28	Technical writing	5/13/2016 5:12 PM
29	Conservation biology, zoology, wildlife biology	5/12/2016 11:12 AM
30	a GIS course	5/11/2016 11:05 PM
31	we already have our students take a wide variety of coursework. we are in the process of strengthening our human dimensions classes	5/9/2016 10:52 AM
32	Policy. Wildlife/grazer interactions.	5/9/2016 9:59 AM
33	1) more planning & policy at 400 level 2) evolutionary biology 3) practical statistics	5/8/2016 4:54 PM
34	genetics	5/7/2016 9:02 PM
35	Environmental science and business course that would offer science majors more of an understanding of business needs in environmental knowledge due to climate change	5/7/2016 8:32 AM
36	Interdisciplinary studies, Ethics, Reasoning skills course	5/6/2016 11:55 AM
37	Yes - courses dealing with environmental statistics, site analysis, and wetland delineation type skills	5/6/2016 11:26 AM
38	More specialized skills. We are limited to 124 semester cr. 62 of which are mandated core or general education. Professional entry level is now MS. We strive to prep for limited MS opps. We are also a popular degree with a growing proportion of students who do not go on in professional tracks.	5/5/2016 10:52 PM
39	I'm surprised you're not asking about international experience (which we offer but do not mandate)	5/5/2016 8:03 PM
40	Env Sci course from a systems point of view Require GIS and Advanced Exp't Design and Analysis course	5/5/2016 12:53 PM
41	GIS, Remote Sensing, Communication in English, Modelling, Career Development Planning	5/4/2016 7:38 PM

Q19 How does your PROGRAM connect students with professionals in your field or provide career information?

Answered: 64 Skipped: 78



	Frequently	Sometimes	Seldom	Never	N/A	Total	Weighted Average
Guest speakers	55.56% 35	39.68% 25	4.76% 3	0.00% 0	0.00% 0	63	1.49
Paid internships	37.50% 24	40.63% 26	18.75% 12	3.13% 2	0.00% 0	64	1.88
Volunteer opportunities	50.00% 32	40.63% 26	7.81% 5	0.00% 0	1.56% 1	64	1.57

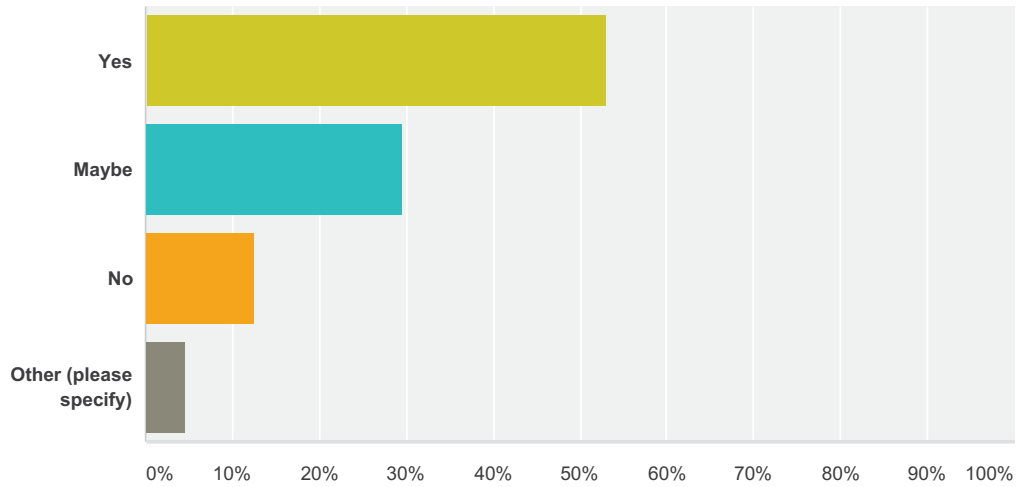
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Field trips	65.63% 42	29.69% 19	1.56% 1	1.56% 1	1.56% 1	64	1.38
Career talks/career fairs	31.25% 20	46.88% 30	17.19% 11	3.13% 2	1.56% 1	64	1.92
Website promoting careers	19.05% 12	42.86% 27	22.22% 14	7.94% 5	7.94% 5	63	2.21
Local networking opportunities with professionals in the field	28.57% 18	42.86% 27	23.81% 15	3.17% 2	1.59% 1	63	2.02
Attend professional society meetings	20.31% 13	53.13% 34	20.31% 13	4.69% 3	1.56% 1	64	2.10
Alumni networks	15.87% 10	30.16% 19	34.92% 22	17.46% 11	1.59% 1	63	2.55
Mentoring programs	17.19% 11	35.94% 23	26.56% 17	17.19% 11	3.13% 2	64	2.45
Summer research programs	39.06% 25	35.94% 23	21.88% 14	1.56% 1	1.56% 1	64	1.86
Governmental career experience programs	6.25% 4	21.88% 14	34.38% 22	31.25% 20	6.25% 4	64	2.97
Other	22.73% 5	4.55% 1	0.00% 0	0.00% 0	72.73% 16	22	1.17

#	Other (please describe)	Date
1	working in the community as part of upper level courses	6/3/2016 8:58 AM
2	We hold our own career development day with over 50 professional partners	5/17/2016 5:34 PM
3	fac	5/17/2016 4:55 PM
4	Case study trips where they are exposed to professionals of designed spaces adn places.	5/17/2016 4:07 PM
5	unpaid research experiences and internships	5/16/2016 11:41 AM
6	required internships, generally unpaid	5/14/2016 10:44 AM
7	Individual faculty	5/13/2016 5:14 PM
8	Undergraduate research programs	5/6/2016 12:19 PM

Q20 Do you feel your program provides students with the coursework and skill set to have successful careers in your field WITHOUT GRADUATE TRAINING?

Answered: 64 Skipped: 78

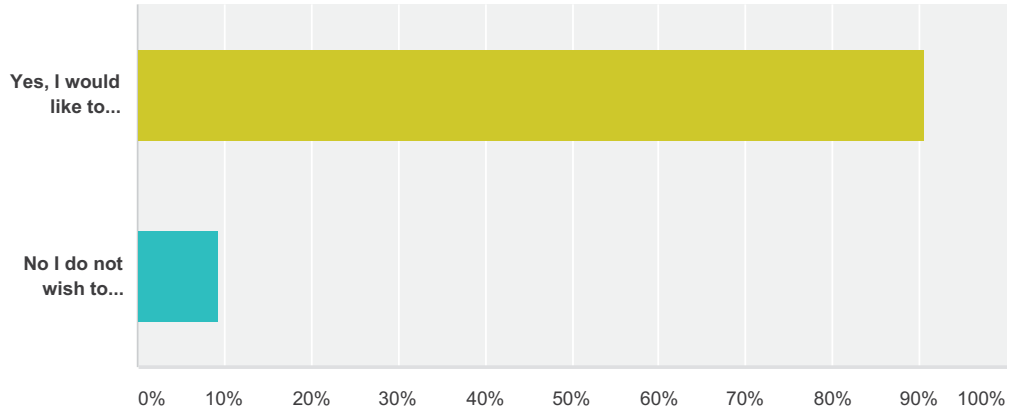


Answer Choices	Responses	
Yes	53.13%	34
Maybe	29.69%	19
No	12.50%	8
Other (please specify)	4.69%	3
Total		64

#	Other (please specify)	Date
1	Yes, but it depends entirely on the student's interest. For example, if the student wants to be a conservation officer, then a BS degree is sufficient. If the student wants to be a biologist, then no, graduate training is required.	5/23/2016 12:24 PM
2	sometimes depending on there goals	5/17/2016 3:28 PM
3	An MS is increasingly a requirement for positions, as well as "experience" but students are in a catch 22 situation - can't get a job without experience, can't get experience without a job...!	5/5/2016 2:48 PM

Q21 You are close to the end of the administrator/career counselor portion of the survey. If you are an instructor / professor, we invite you to continue this survey. It will take an additional 10 minutes.

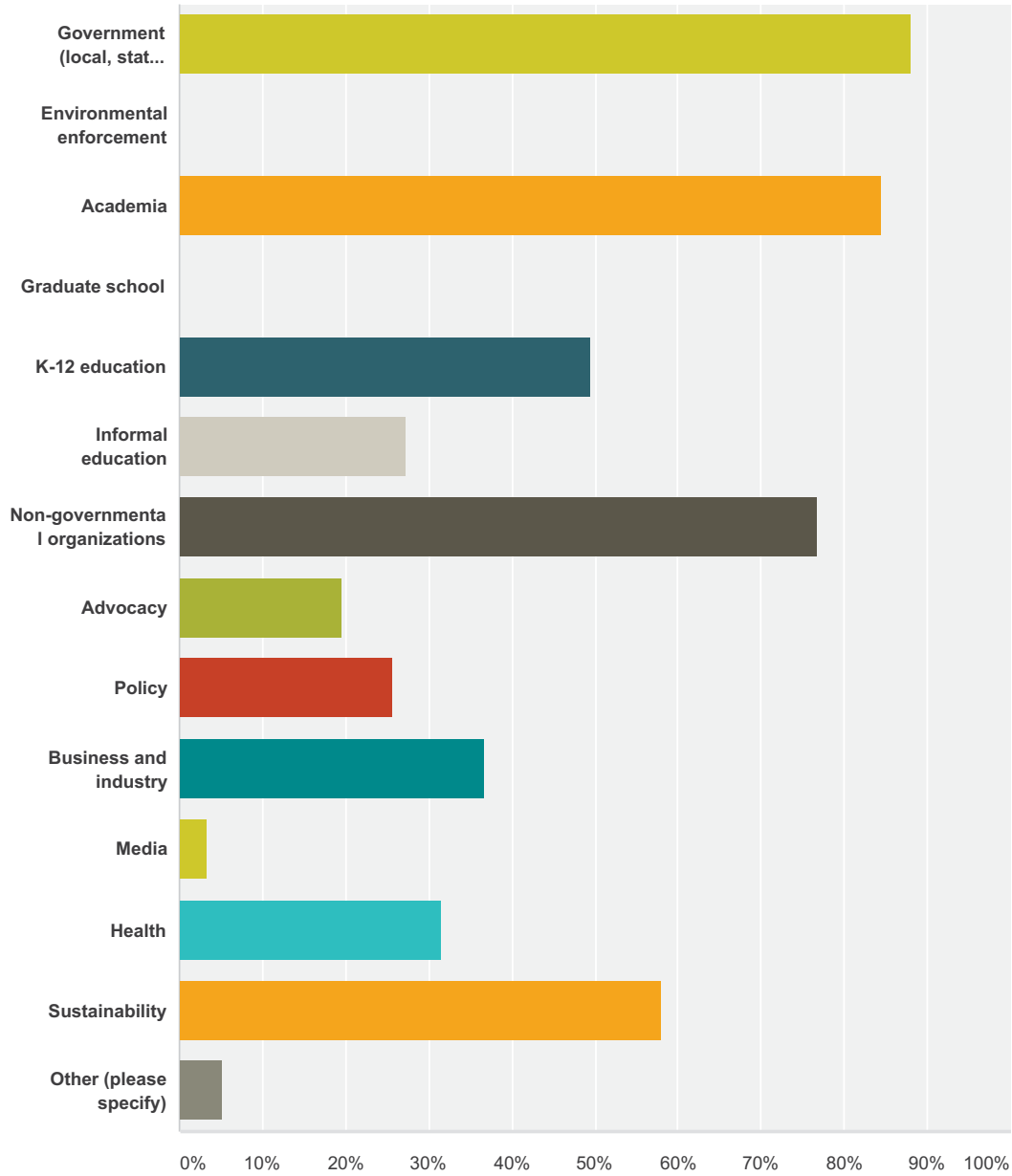
Answered: 64 Skipped: 78



Answer Choices	Responses	
Yes, I would like to continue the survey	90.63%	58
No I do not wish to continue the survey	9.38%	6
Total		64

Q22 As an INSTRUCTOR / PROFESSOR, what kind of careers do you prepare your students for? (select up to five)

Answered: 117 Skipped: 25



Answer Choices	Responses
Government (local, state, or federal)	88.03% 103
Environmental enforcement	0.00% 0
Academia	84.62% 99
Graduate school	0.00% 0
K-12 education	49.57% 58

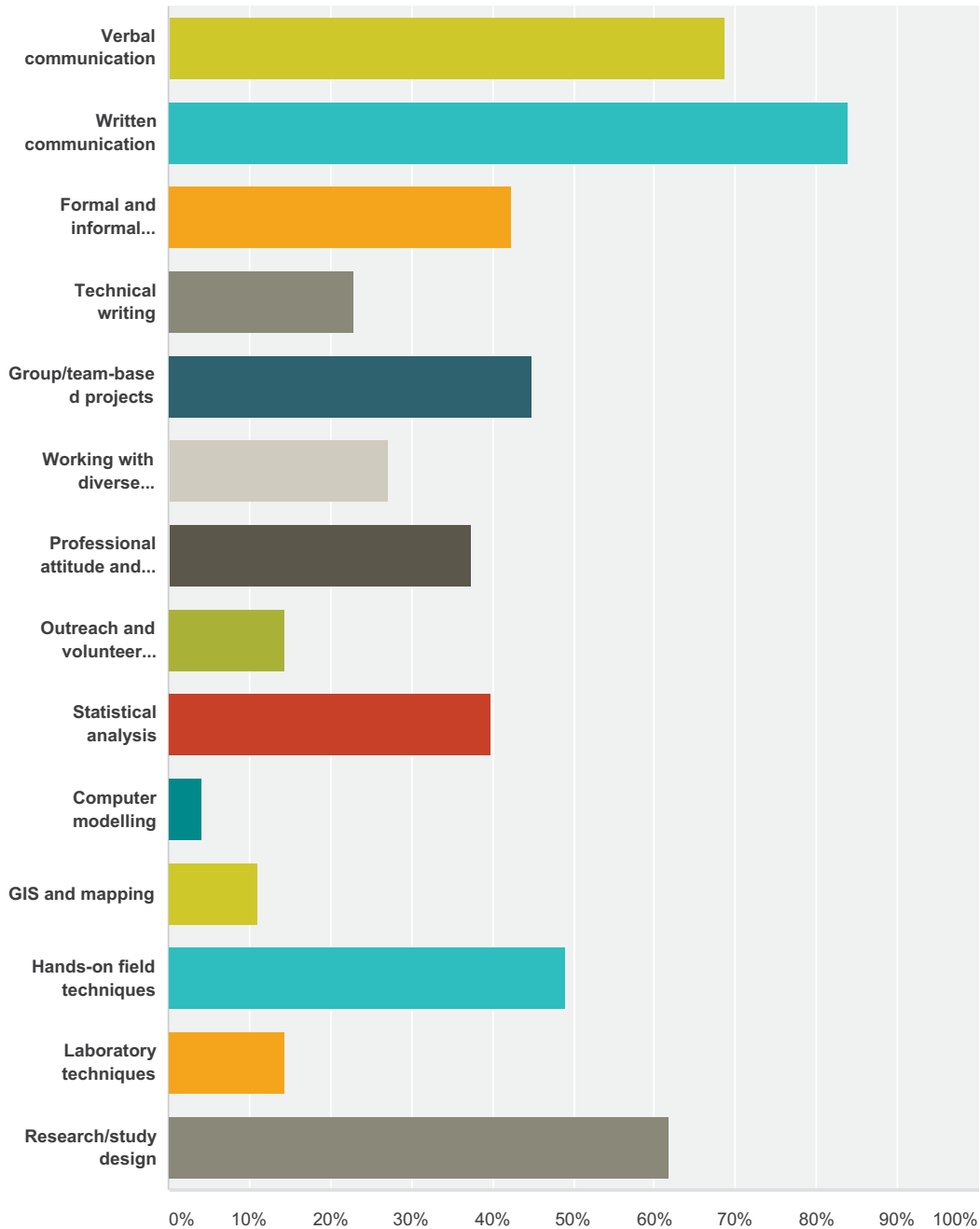
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Informal education	27.35%	32
Non-governmental organizations	76.92%	90
Advocacy	19.66%	23
Policy	25.64%	30
Business and industry	36.75%	43
Media	3.42%	4
Health	31.62%	37
Sustainability	58.12%	68
Other (please specify)	5.13%	6
Total Respondents: 117		

#	Other (please specify)	Date
1	Design	5/17/2016 6:34 PM
2	Math supports most fields	5/17/2016 5:15 PM
3	Environmental consulting	5/15/2016 6:27 PM
4	all of the above	5/6/2016 2:53 PM
5	We have an interdisciplinary program that prepares students for diverse career paths including all of the above. Those selected are the most common.	5/6/2016 1:10 PM
6	environmental nonprofits	5/6/2016 9:29 AM

**Q23 As an INSTRUCTOR / PROFESSOR,
What are the most important skills you want
students to graduate with? (select up to
five)**

Answered: 118 Skipped: 24



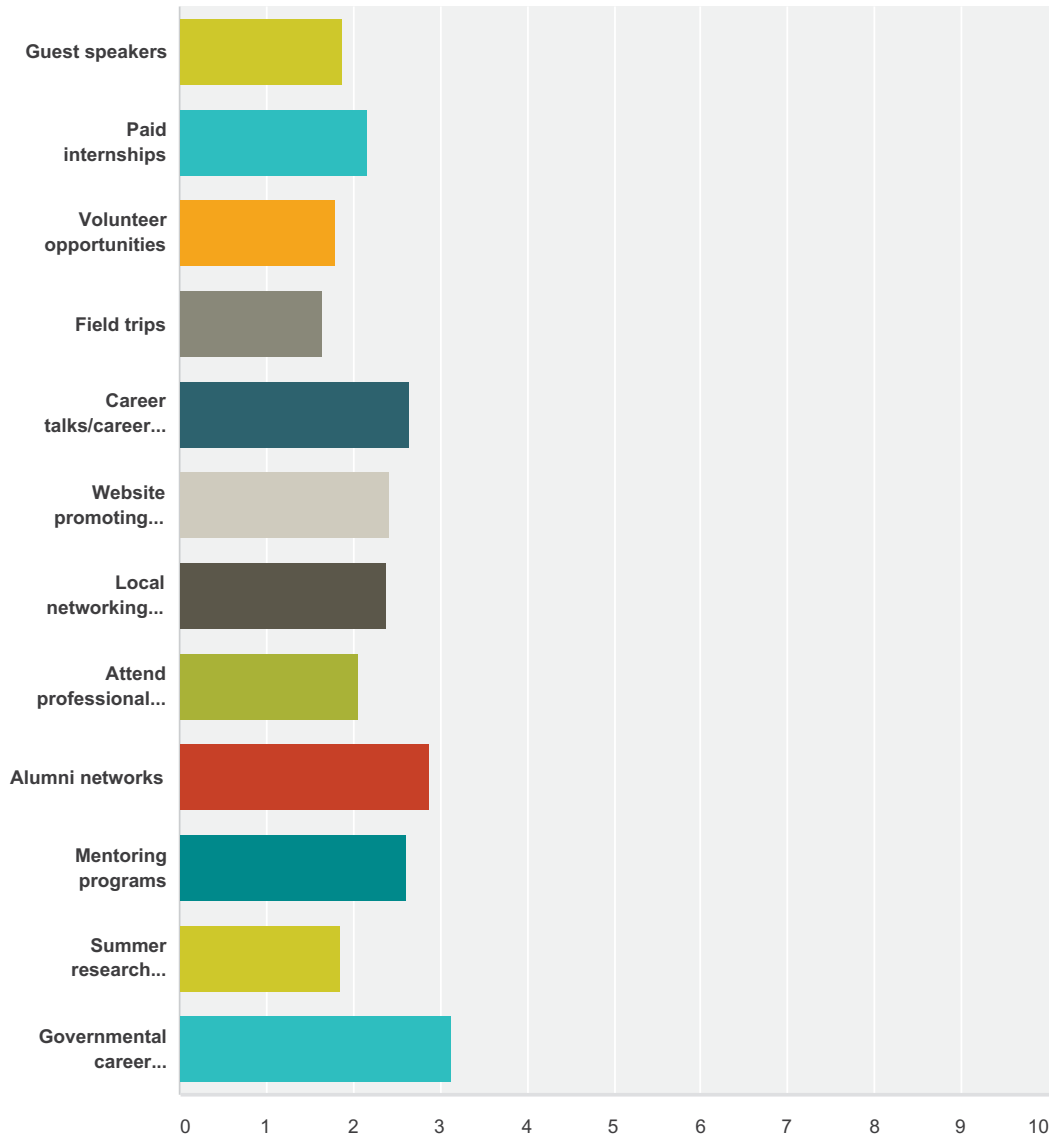
Answer Choices	Responses
Verbal communication	68.64% 81
Written communication	83.90% 99

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Formal and informal presentation	42.37%	50
Technical writing	22.88%	27
Group/team-based projects	44.92%	53
Working with diverse audiences	27.12%	32
Professional attitude and behavior	37.29%	44
Outreach and volunteer experience	14.41%	17
Statistical analysis	39.83%	47
Computer modelling	4.24%	5
GIS and mapping	11.02%	13
Hands-on field techniques	49.15%	58
Laboratory techniques	14.41%	17
Research/study design	61.86%	73
Total Respondents: 118		

**Q24 As an INSTRUCTOR / PROFESSOR,
how do you connect students with
professionals in your field or provide career
information?**

Answered: 118 Skipped: 24



	Frequently	Sometimes	Seldom	Never	N/A	Total	Weighted Average
Guest speakers	33.90% 40	44.92% 53	18.64% 22	1.69% 2	0.85% 1	118	1.88
Paid internships	24.56% 28	42.98% 49	16.67% 19	12.28% 14	3.51% 4	114	2.17
Volunteer opportunities	37.07% 43	44.83% 52	11.21% 13	3.45% 4	3.45% 4	116	1.80
Field trips	50.43% 59	31.62% 37	11.97% 14	2.56% 3	3.42% 4	117	1.65

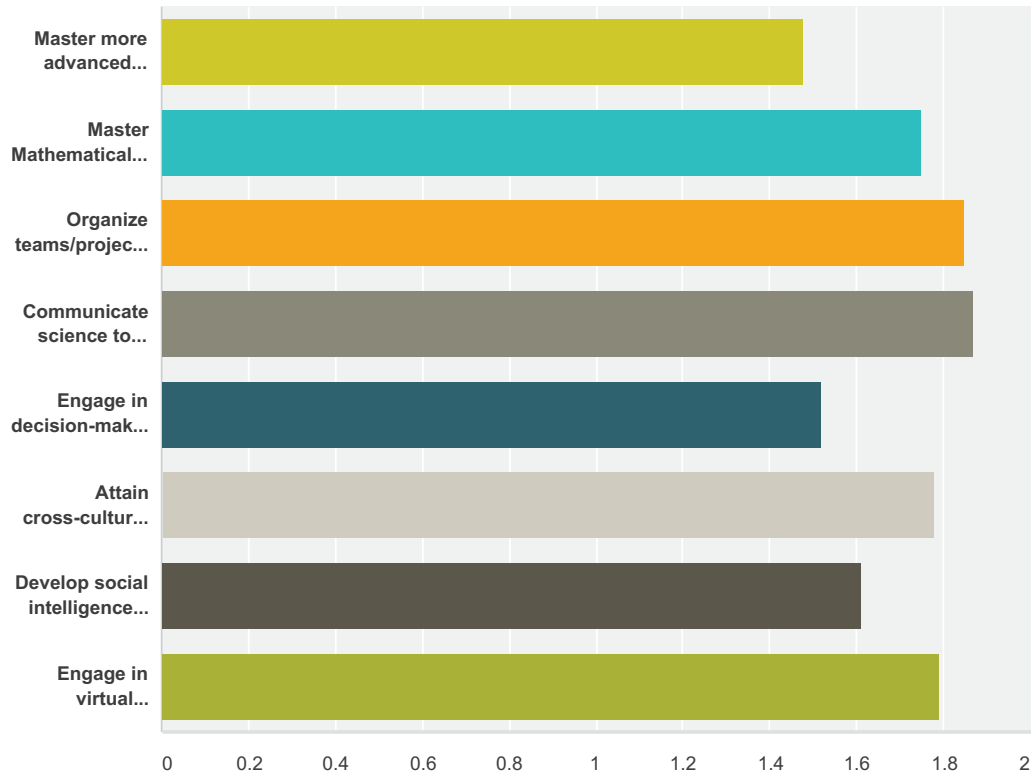
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Career talks/career fairs	6.90% 8	37.93% 44	30.17% 35	18.97% 22	6.03% 7	116	2.65
Website promoting careers	20.00% 23	33.04% 38	25.22% 29	17.39% 20	4.35% 5	115	2.42
Local networking opportunities with professionals in the field	18.64% 22	34.75% 41	33.90% 40	11.86% 14	0.85% 1	118	2.39
Attend professional society meetings	21.55% 25	52.59% 61	21.55% 25	3.45% 4	0.86% 1	116	2.07
Alumni networks	12.07% 14	20.69% 24	31.03% 36	32.76% 38	3.45% 4	116	2.88
Mentoring programs	15.38% 18	28.21% 33	29.91% 35	21.37% 25	5.13% 6	117	2.60
Summer research programs	43.48% 50	32.17% 37	16.52% 19	6.09% 7	1.74% 2	115	1.85
Governmental career experience programs	2.68% 3	22.32% 25	29.46% 33	40.18% 45	5.36% 6	112	3.13

#	Other (please describe)	Date
1	working with community in courses	6/3/2016 9:03 AM
2	Fliers, emails, and other informational materials	5/16/2016 9:13 AM
3	Service learning	5/12/2016 3:22 PM
4	share online job postings	5/8/2016 12:57 PM
5	Undergraduate research programs	5/6/2016 12:23 PM

Q25 As an INSTRUCTOR / PROFESSOR, in what ways do you feel your field will change in the next decade? In my opinion, over the next decade, students will be required to:

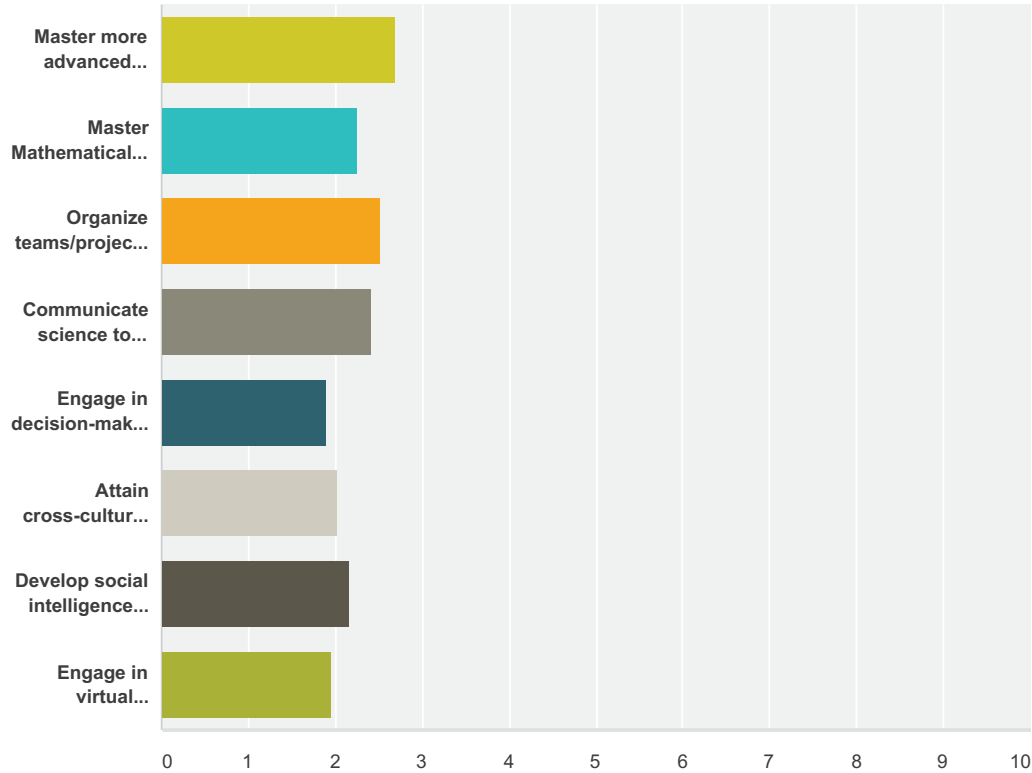
Answered: 116 Skipped: 26



	No change	Decrease in importance	Increase in importance	Total	Weighted Average
Master more advanced disciplinary concepts	52.17% 60	10.43% 12	37.39% 43	115	1.48
Master Mathematical and computational skills	25.00% 29	4.31% 5	70.69% 82	116	1.75
Organize teams/projects involving other disciplines	14.66% 17	0.00% 0	85.34% 99	116	1.85
Communicate science to nontechnical audiences	12.93% 15	0.00% 0	87.07% 101	116	1.87
Engage in decision-making and policy	47.83% 55	0.00% 0	52.17% 60	115	1.52
Attain cross-cultural competencies	21.74% 25	0.00% 0	78.26% 90	115	1.78
Develop social intelligence (interpersonal skills)	38.79% 45	0.00% 0	61.21% 71	116	1.61
Engage in virtual collaborations	20.87% 24	0.00% 0	79.13% 91	115	1.79

Q26 As an INSTRUCTOR / PROFESSOR, to what degree do you feel equipped in preparing students to:

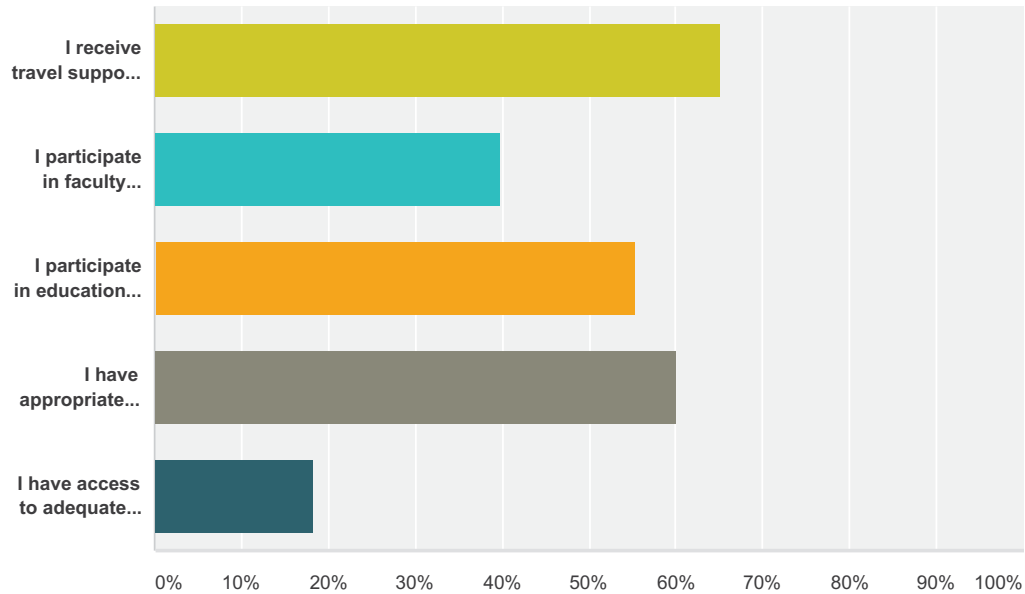
Answered: 118 Skipped: 24



	To a small degree	To some degree	To a large degree	I don't need to be equipped for this	Total	Weighted Average
Master more advanced disciplinary concepts	0.85% 1	31.36% 37	65.25% 77	2.54% 3	118	2.69
Master Mathematical and computational skills	20.34% 24	38.14% 45	36.44% 43	5.08% 6	118	2.26
Organize teams/projects involving other disciplines	8.47% 10	33.05% 39	55.08% 65	3.39% 4	118	2.53
Communicate science to nontechnical audiences	6.78% 8	44.92% 53	48.31% 57	0.00% 0	118	2.42
Engage in decision-making and policy	34.75% 41	44.07% 52	16.95% 20	4.24% 5	118	1.91
Attain cross-cultural competencies	29.66% 35	42.37% 50	23.73% 28	4.24% 5	118	2.03
Develop social intelligence (interpersonal skills)	17.80% 21	48.31% 57	33.05% 39	0.85% 1	118	2.17
Engage in virtual collaborations	27.97% 33	50.85% 60	17.80% 21	3.39% 4	118	1.97

Q27 Referring back to Q25 & Q26, what types of faculty support do you currently receive to prepare students for the changes you perceive? SELECT ALL THAT APPLY.

Answered: 103 Skipped: 39



Answer Choices	Responses
I receive travel support to attend teaching or education conferences or workshops	65.05% 67
I participate in faculty mentoring networks	39.81% 41
I participate in education research projects	55.34% 57
I have appropriate research laboratory space, equipment and teaching facilities	60.19% 62
I have access to adequate funding to nurture innovative new research initiatives	18.45% 19
Total Respondents: 103	

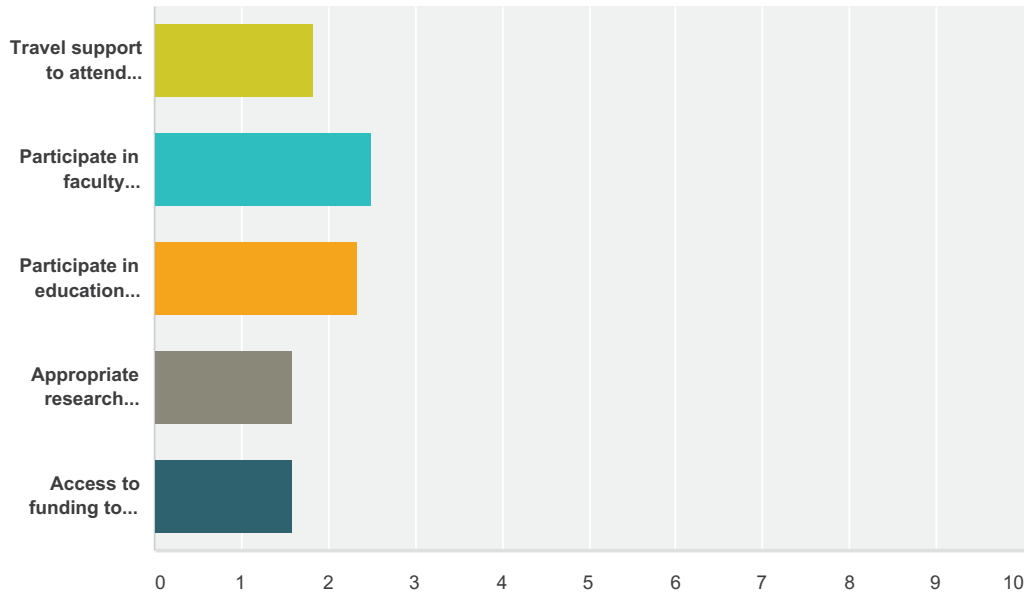
#	Other (please specify)	Date
1	I don't see a question 25 or 26. I'm confused	6/17/2016 3:50 PM
2	I am on sabbatical next year directly tied to integrating my teaching with new research projects and quantitative skill. I have 2/3 salary for the year.	5/18/2016 2:09 PM
3	Re: the 4th and 5th option, "appropriate" and "adequate" are relative terms. Our department is very space-limited so we depend on borrowed space from other departments. The cost to current students is probably pretty small, but it's a problem our faculty is advocating to fix. We have a course innovation grant program and a course travel support program which improves our course offerings, but could certainly improve even more with additional funding.	5/17/2016 9:29 AM
4	I receive travel support to professional conferences in my discipline	5/16/2016 9:13 AM
5	none of the above	5/13/2016 7:58 PM
6	hahahahahahaha! I have completely inadequate research laboratory space and funding. Laughably bad. :(5/13/2016 10:01 AM
7	Basically our university offers no addition support for any of these.	5/12/2016 11:16 AM

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8	None	5/6/2016 1:31 PM
9	I do receive travel support but it is inadequate (\$1500 for 2 years)	5/6/2016 9:29 AM
10	none of the above	5/5/2016 8:09 PM
11	Note: I am not sure what "Q25 & Q26" is referring to in this question	5/5/2016 5:41 PM
12	Reall, I receive zero support from the university - it is all on own time and out of own pocket	5/5/2016 2:53 PM
13	BUT - it only covers half of one meeting	5/5/2016 11:49 AM

Q28 What types of faculty support would you like to have in order to be able to prepare students for the changes you perceive?

Answered: 117 Skipped: 25

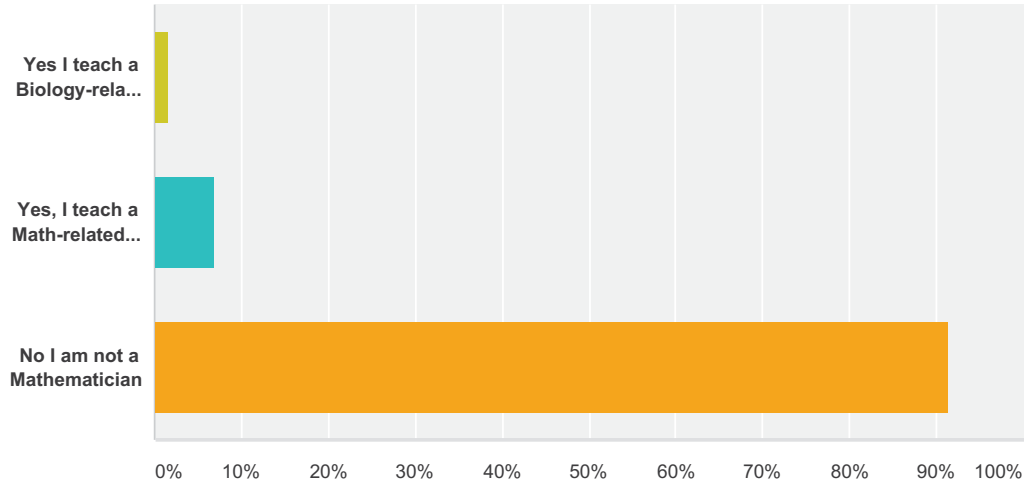


	Extremely important	(no label)	Somewhat important	(no label)	Not important at all	Total	Weighted Average
Travel support to attend teaching or education conferences or workshops	50.00% 58	25.86% 30	18.97% 22	1.72% 2	3.45% 4	116	1.83
Participate in faculty mentoring networks	17.95% 21	29.91% 35	39.32% 46	10.26% 12	2.56% 3	117	2.50
Participate in education research to understand how my students learn	23.28% 27	35.34% 41	30.17% 35	7.76% 9	3.45% 4	116	2.33
Appropriate research laboratory space, equipment and teaching facilities	58.12% 68	28.21% 33	11.97% 14	0.85% 1	0.85% 1	117	1.58
Access to funding to nurture innovative new research initiatives	58.97% 69	25.64% 30	13.68% 16	1.71% 2	0.00% 0	117	1.58

#	Other (please specify)	Date
1	professional development - mathematics, modeling, etc.	6/3/2016 9:03 AM
2	Having release time from coursework to nurture research is extremely important	5/15/2016 9:02 PM
3	Reward structure that incorporates mentoring	5/13/2016 5:18 PM
4	Funding to involve students in research	5/12/2016 3:22 PM
5	as faculty we should be participate in interdisciplinary, on-the-ground conservation projects directly with stakeholders	5/9/2016 10:56 AM
6	Better prepared students at the outset - stuents are less and less prepared at the start of the program, both in terms of knowledge and attitude/learning skills	5/5/2016 8:09 PM
7	Support to interact with agencies/organizations (federal, state, non-profit, etc)	5/5/2016 5:41 PM

Q29 Are you primarily a Mathematician or a Mathematics instructor teaching in a Biology course?

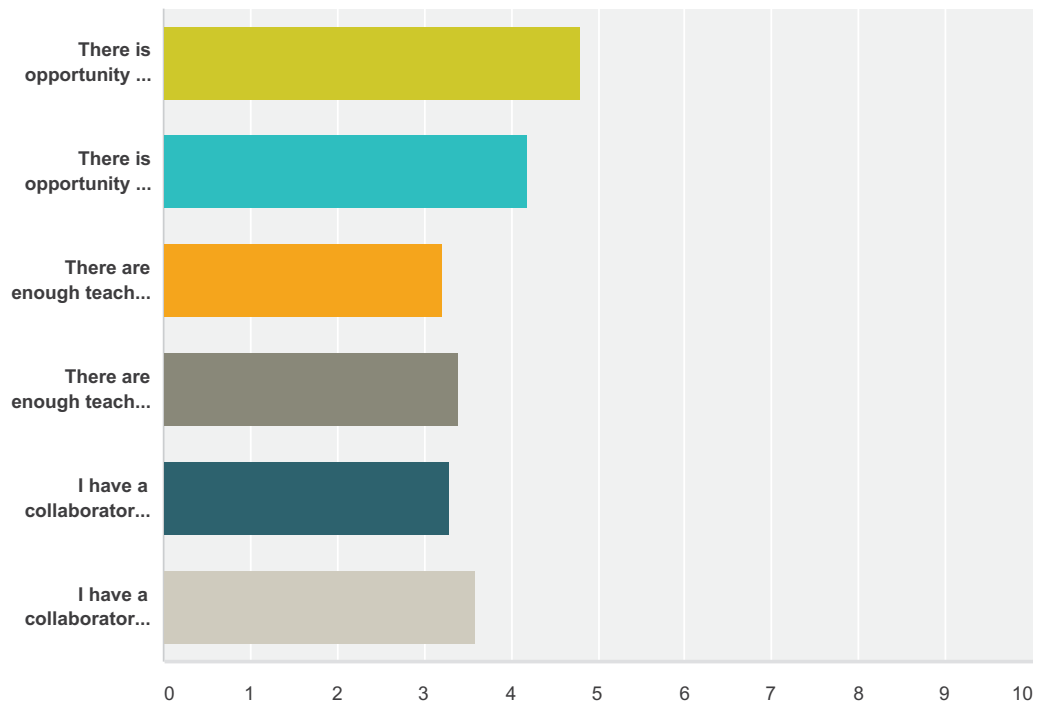
Answered: 117 Skipped: 25



Answer Choices	Responses
Yes I teach a Biology-related course in the Math department	1.71% 2
Yes, I teach a Math-related course in the Biology department	6.84% 8
No I am not a Mathematician	91.45% 107
Total	117

Q30 To what extent would you agree with the following statements?

Answered: 10 Skipped: 132



	1 Completely Disagree	2	3 Neither Agree nor Disagree	4	5 Completely Agree	Total	Weighted Average
There is opportunity to teach Math concepts in an environmental biology lesson	0.00% 0	0.00% 0	0.00% 0	20.00% 2	80.00% 8	10	4.80
There is opportunity to teach environmental biology concepts in a Math lesson	0.00% 0	10.00% 1	10.00% 1	30.00% 3	50.00% 5	10	4.20
There are enough teaching materials that I can readily use in my class/lab	11.11% 1	11.11% 1	44.44% 4	11.11% 1	22.22% 2	9	3.22
There are enough teaching materials that I can adapt for my class/lab	10.00% 1	10.00% 1	30.00% 3	30.00% 3	20.00% 2	10	3.40
I have a collaborator with Math education expertise whom I can work with on environmental biology lessons.	20.00% 2	10.00% 1	20.00% 2	20.00% 2	30.00% 3	10	3.30
I have a collaborator with Biology education expertise whom I can work with on environmental biology lessons.	0.00% 0	20.00% 2	30.00% 3	20.00% 2	30.00% 3	10	3.60

Q31 Is there anything else you wish to share about career preparation in your institution or in general, such as factors contributing to, or barriers, to success; innovative support for faculty; ways that professional societies may play a role etc?

Answered: 58 Skipped: 84

#	Responses	Date
1	I work at a primarily undergraduate institution (PUI) that is struggling with the transition from fact-based learning to experiential, field and laboratory research-based learning. I suspect more support for this transition will be crucial for many similar PUIs, especially because many of the more established faculty chose this institution to avoid research responsibilities. It is difficult to teach students about critical thinking through research without support (funding, teaching load reduction, and infrastructure) for research activities.	6/6/2016 9:25 AM
2	I don't know what is meant by "faculty mentoring NETWORK"	6/3/2016 2:39 PM
3	At the graduate (PhD) level, we must consider that we are training too many students	6/3/2016 11:18 AM
4	I am a faculty member at a very small school that is struggling (but has funds to create new administrative positions). Heavy teaching loads (4-4) plus no lab coordinator and not receiving full load credits for lab leave me pretty overwhelmed so I often don't get to the career things that are so important. I would just love to have grants to apply for to help with this, to develop my skills in helping prepare students for careers!! So happy you are doing this-- Thank you!!!	6/3/2016 9:08 AM
5	Yes, I think it is increasingly important that academicians directly engage with practitioners who regularly engage in policy and decision-making processes. The level of direct engagement between these two groups has decreased in recent years in my view, which is problematic for two reasons. One, I believe faculty are increasingly naïve as to the job responsibilities and sociopolitical pressures most of their students will encounter as professionals. Two, I believe governmental administrators are increasingly making policy decisions without considering the best available science, often without realizing it. It seems academicians and agency administrators are moving in opposite directions, and I firmly believe that both students and society at large would benefit from more intentional and frequent interaction.	5/23/2016 12:40 PM
6	Many of my students have children and work to support themselves. The lack of programs to help these students manage their time and resources has definitely been a barrier to my students' success.	5/23/2016 12:06 PM
7	I think faculty, administrators, and students should receive training about "implicit biases" and be made aware of their effects.	5/23/2016 11:19 AM
8	Increased diversity in all its dimensions: gender, religious beliefs, national origin, race, thinking, behavior etc.	5/22/2016 7:39 AM
9	Need to diversify the profession	5/20/2016 11:14 AM
10	Students coming into upper division courses from a variety of majors have uneven background in chemistry and computer programming skills. I could use more tools to bridge the gaps so I don't have to spend time on remedial material.	5/19/2016 1:17 PM
11	Students need advisers who know something about careers in ecology, evolution and conservation. I'm sure our university would say we can't afford to pay advisers who have an actual background in these fields. I don't know where that funding would come from, but better advising would make a huge difference. Also sufficient teaching resources (small enough classes, vehicles for field trips, classrooms set up to allow for discussion and working together in teams, etc.) that we can actually teach the skills they need (writing, field skills, mathematical modeling and statistics) would be helpful.	5/19/2016 10:24 AM
12	Students need to be made aware of possibilities other than in health or academic careers.	5/19/2016 9:55 AM
13	I believe university level advisors should be better informed about careers in different fields.	5/18/2016 4:27 PM

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14	I teach at an open-enrollment university where the majority of our students need remedial math and english before beginning their BS coursework. We need to find better ways to integrate math and technical writing across the curriculum to keep these students engaged in building these skills, so they can progress to upper-division coursework successfully. Our program is experiential and based on a block-schedule, which allows us to integrate lots of field work, team projects, presentations and interactions with professionals. Employers have had a really positive response to the training we provide our students. Our strength and weakness is our size - small enough to engage all the time with our students, but too small to have a larger and diverse faculty pool which makes our partnerships with other campuses and environmental biology professionals crucial to preparing our students for jobs and graduate school. Small schools, especially in rural areas, can get very isolated and removed from innovation so it is incumbent on faculty at these schools to seek out opportunities for themselves and their students to keep learning about new skills and ideas.	5/18/2016 2:18 PM
15	Greater centralization of advising has led to greater centralization of career services, and has also led to disenfranchisement or disengagement of faculty from provision of career services. Many very useful faculty contacts and networks are NOT being used in forming connections or providing information to our students. We are in a rather small town, distant from many/most alumni, and the faculty and professional career staff have not been at all creative about using technology to link our students with alumni.	5/17/2016 6:59 PM
16	I hope you will better consider landscape architecture/design and planning in your future educational surveys. Scientists are not the only people involved in sustainability careers and in environments. You want to restore a wetland?--you'll be working with LAs as well as civil engineers, and we'll be better equipped to deal with the biotic resources.	5/17/2016 6:38 PM
17	I'm a mathematician and not very connected to Biology. I would be open to connecting with them formally, but they are so overwhelmed with the student population that they don't seem to feel able to do anything that will involve coordination efforts beyond student registration in individual courses, so we can't pair courses (which is actually a graduation requirement).	5/17/2016 5:18 PM
18	Supporting women in STEM and methods to encourage and retain women and other minorities in the field. I would have added diversity training to my list, if I could have done more than 5	5/17/2016 5:00 PM
19	Interesting survey...	5/17/2016 4:11 PM
20	Helping with teaching pedagogies, like what Frontiers in Ecology and Evolution did with the Pathways to Scientific Teaching series a few years back.	5/17/2016 3:53 PM
21	There is an obsession with molecular and health science among families because hands-field work is considered grubby and lower status. We need to change that perception and link the two.	5/17/2016 1:28 PM
22	This comment isn't about career preparation so much as it about finding summer positions for undergraduates and first jobs for recent grads. Most of my students are already checking Ecolog-L and SCB jobs board, and there is a website with searchable information for REUs that is useful. However, these resources are scattered and still incomplete. I realize that a lot of positions are filled informally (i.e., without a posting or search) and the only way to find those is by networking. But if there was a one-stop hub with robust search tools, that would be enormously useful.	5/17/2016 9:38 AM
23	At my institution, career preparation is ostensibly the function of a career services. Students get this type of information and support from some faculty members, but it does not happen uniformly. We have talked about explicitly incorporating a course or seminar that imparts such information, but have yet to enact this. In the past two years, we have initiated a department advisory committee composed community, industry, and agency personnel. An explicit goal of this committee is to advise our department on career skills and opportunities. I do think professional organizations could play a stronger role in compiling information in this area and making it available to its members and the students they teach.	5/16/2016 5:12 PM
24	I generally don't feel that I have a lot of institutional support for changing educational needs related to my field.	5/16/2016 3:59 PM
25	Teaching is not as valued as research, so there isn't enough money to improve it. Conservation students are sheltered from the mathematical and technical skills they need, which is utterly bizarre.	5/16/2016 10:24 AM
26	We have excellent career preparation for the health sciences at our institution but until recently we have had very little support or formalized structure for ecology/evolution/environmental biology career preparation due to an older faculty with little interest in developing needed curricular changes as well as formalized career programming. With a recent turnover in faculty, this personnel barrier has started to fall. However, time has remained a limiting factor; we started with curriculum revision, which took substantial time and is still on-going.	5/16/2016 9:16 AM
27	My program primarily prepares students for entrance to veterinary medical programs. Students who decide later that they are not competitive for vet school switch to a general biology major, often with an interest in conservation biology. Because we are a general biology program, most students look to graduate programs for additional training before looking for work.	5/15/2016 9:04 PM

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28	The key thing missing in terms of student skills (and that wasn't on this survey) is development of critical thinking and synthesis skills. Students are conditions to "parrot back" answers, but find it difficult to do environmental problem solving.	5/14/2016 5:35 PM
29	The biggest problems we see are the discipline-centric nature of graduate education and the way that is echoed in the organizational structure of our university. Breaking down the barriers between disciplines and departments has been a 25+ year challenge for our environmental studies faculty; for example, biology "owns" our ecologists and controls their tenure lines, but 75% of the enrollments in ecology courses come from environmental studies. Because the institution has ecologists in biology, we can't hire our own in environmental studies where they would be better used and better integrated into interdisciplinary teaching and research. The same is true across the disciplines; the half-dozen faculty we have tenured in environmental studies are all very interdisciplinary in training and temperment (biogeography, soil scientist, environmental historian, climate scientist, etc.). But the disciplinary faculty housed in the traditional departments are generally very narrowly trained and uncomfortable working outside their core research/teaching areas. The ecologists are exceptions to this, but they are generally not allowed to "roam" outside of biology, so even collaborations with them are a challenge. This all speaks to the broader challenges of reforming graduate education and institutional organization/structures-- the ESA can help by promoting interdisciplinarity at the graduate level and helping young faculty recognize that rewarding, productive careers can be found outside of traditional disciplinary departments.	5/14/2016 10:51 AM
30	We have good career services across university as whole with career fairs that industry and corporate heavily attend, but agencies, environmental engineering and consulting firms don't come to campus. We have a growing diverse student population of Latino & African Americans, international students from Africa, Saudi Arabia, India and China. We live in the GreatLakes state with many agencies, tribes and outdoor-tourism industries, but we lack the quality graduates and many graduates don't seem to know how to find the jobs in their fields (they don't understand the networks)	5/13/2016 6:48 PM
31	We have a bioinformatics program and it is a hard sell to the students. Even though we use those techniques in our research and discuss them in class, the classes and supporting computer classes are perceived as difficult and likely to hurt the GPA more than any benefits that will accrue.	5/13/2016 5:19 PM
32	My institution provides very little support for undergraduate research, the single most important aspect of their college preparation for a career.	5/13/2016 5:18 PM
33	I wish to network with people in other colleges and university to collaborate on programs to increase ethnic diversity in ecology / conservation science.	5/13/2016 5:06 PM
34	The bottom line is that we need to create more informal means of giving our students real-world and authentic research and conservation experiences. As per Vision and Change in Biology Education, this must occur not only at the departmental level, but at the institutional level (nationally). Partnerships, especially with NGO's and professional societies, are essential to this transformation.	5/13/2016 10:54 AM
35	My department is uncertain about the need to create an environmental biology program, because it is unclear to us whether our students will be able to find employment after graduation. Most of our incoming students are pre-health right now, and they will easily find jobs after graduation. Can we promise the same thing to Environmental Biology students? It's been 10 years since I looked for an entry level job in environmental biology--are the jobs still out there, or not?	5/13/2016 10:02 AM
36	Chapters within SCB provide a really critical way for students to engage with professionals through chapter events and support for travel to congresses for networking/presentation opportunities	5/12/2016 3:23 PM
37	At our small undergraduate, liberal arts institution that is not serving racial minorities, money for travel and anything outside of basic laboratory needs is almost non-existent. If professional societies want to help, money for off-setting travel expenses to regional or national meetings is extremely important. This is the biggest roadblock here at this university.	5/12/2016 11:18 AM
38	Very few resources are allocated to career preparation at my institution. Academics should be encouraged to promote student success more than their own research agenda.	5/12/2016 10:37 AM
39	My institution (as a whole) currently lacks the resources and the will to move forward with initiatives to develop innovative and sustainable practices and initiatives to promote interdisciplinary programs that integrate science and mathematics. What we are able to do is coming from faculty at the departmental level--we are the drivers of new initiatives and finding support for those initiatives.	5/12/2016 9:28 AM
40	We are a rural institution, with a majority first-generation college student body. Much time and energy is dedicated to remedial instruction.	5/12/2016 9:13 AM
41	A mechanism that will allow me to stay current on what skills students need. Also, I've only ever been in academia - a tool that my students or I could use to explore the diversity of available professions would be REALLY helpful. Students can't make informed choices on which career path to take unless they're informed, and have a decent idea of the diversity of choices that exist!	5/12/2016 8:58 AM

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42	In our School within the University we have worked to get alumni involved in a career mentoring network in which we match up students with alumni who work in their field of interest. Alumni are invited to campus twice per year to interact in person with students and they can also interact by email or phone.	5/11/2016 11:15 PM
43	Timing of conferences is important. Why not piggy-back the Baltimore meeting with the ESA conference so we only travel once?	5/11/2016 7:33 PM
44	Here's a problem we need to address in con bio/natural resource ecology and management- As someone with a connection to those who make their living on the land (i.e., farmers, ranchers) and also as an academic in natural resources ecology, I have built my career on the objective of helping conserve biodiversity and ecological services while providing a source of income for land owners/operators. It makes a nice objective, but, as we all know, in reality, it's a difficult connection to build and maintain. Landowner/operators are often interested in 'doing the right thing for the environment' (afterall their livelihood depends on a healthy ecosystem), but their connection with the agencies/organizations can be problematic. I see young people (students and faculty members) with great passion for environmental conservation but sometimes lacking an ability to take a perspective that helps them team with the land owners/operators. I would be most interested in working in this initiative to help students and faculty members become part of a team between agencies/organizations and land owners/operators to support a common goal of conserving our natural heritage. There will be conflicting goals and good management does not come cheaply, but we can start at the undergrad level in helping to build those 'bridge-building' skills.	5/9/2016 11:13 AM
45	1) I teach at a CSU system school: we have students that are essentially unprepared to be in college by traditional standards because we have low admissions standards. This poses a challenge for traditional education models practiced by more selective institutions. 2) Our teaching workload is absurd. Innovation is difficult in this environment. I do it anyway, because a) I like my job and b) I don't have tenure. 3) SCB needs to find a way to engage traditional undergraduate wildlife programs in their future. I'm a TWS member and president of a local chapter, but I'm generally disappointed with much of what TWS does and offers, and the stodgy, socially conservative and "white" roots of that society, which are not really changing very quickly, despite how the undergraduate student population of our field is diversifying. I'd drop my dedication to TWS in a New York minute if SCB had similar programs for undergraduates (i.e. quiz bowl, student presentations and programs, a "conclave" equivalent) because frankly, more of our students in a place like California are "conservation biologists" than "wildlife biologists" in any traditional sense of either term.	5/8/2016 5:03 PM
46	Large barriers are lack of time, teaching to many courses, poor facilities, not enough storage, outdated equipment and labs, not enough funding for anything - supplies, summer salaries, facilities, basic purchases, no funding for travel and networking	5/7/2016 9:08 PM
47	Professional societies can be very helpful in decimating likely changes in academic or career fields. This knowledge helps make my teaching more directed to the actual job market for students, rather than the historical job market when I was a graduate student. My institution focuses on preparing students for careers; however, all of the work for this falls on one person. If professional societies consistently offered a sort of market analysis for ecological careers, it would make my goal much easier and draw me closer to that society, i.e. I would be much more involved with that society because it would not only be intellectually stimulating, but an efficient and useful pursuit to help me attain my educational goals with students.	5/7/2016 8:43 AM
48	Working at a small liberal arts college with a large, geographically close field station allows me to incorporate many field-based, experiential learning opportunities into my classes. However, being at a small school means that I have a large teaching load and receive little institutional support for research. I have many opportunities to teach and mentor students in development of field skills but fewer opportunities to help them apply those skills to productive research. Additionally, because I no longer produce research results on a regular basis, I don't often present at professional meetings. If I don't present, I can't get institutional support to attend meetings. (And when I do get support to attend meetings it covers very little of the expense.) This is a real shame because I feel I am becoming disconnected from important professional networks that would be of great value to my students and would keep me up-to-date on the latest trends in my field. Students at my institution get truly amazing field experience through our Biology and Environmental Studies majors and our new Natural History minor but the longer I am at a small college, the less connected I feel. I'd like to maintain my networks for the benefit of our students.	5/6/2016 1:23 PM
49	We have a very strong programmatic commitment to active undergraduate research, which is held in high regard & used for recruiting by administration. We do not, however, receive adequate funding, particularly in our role as mentors to these students. I need to be connected to other scientists and ideas and although administration provides undergraduate student research and travel grants, I usually pay out of pocket for my professional travel and development.	5/6/2016 12:27 PM
50	Thank you for this survey. I would like to note that as an institution that does not have a formal env biol track, our students can be in Biology or Earth Sciences. My department has the Environmental Science degree and as we are an Earth Science program it has a different "flavour" than you might find in a Biology program. These programmatic differences impact career preparation and where/how to look for jobs.	5/6/2016 11:31 AM

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51	In your introduction you focus heavily on the math and sciences as fields of interest, yet in your survey I notice several questions on the value of communication and outreach/media for engagement with diverse audiences. I hope that you have integrated insights and personnel on your organizing committees who are not just familiar with natural resources mgmnt. but also the decades of social science research seeking to understand trends and dynamics in what is now a "mass personal" age of communications technology. For scientists, communication seems to often be an afterthought when it is apparent that it needs to be a consideration all the way down the line.	5/6/2016 9:33 AM
52	A student related barrier - we work to recruit >20-25% of those enrolled in Dept into actually doing what is needed to be successful. Societies need to aggressively promote membership mentoring. Students need to see professionals, not just faculty. Provide more opportunities. There is no substitute for hands-on.	5/5/2016 11:15 PM
53	As institutions increasingly become for-profits focused on producing widgets rather than educating, and as assessment increasingly replaces actual evaluation and introspection, education cannot avoid becoming increasingly marginal. While the issues you ask about are certainly relevant, the underlying problems are systemic, pervasive, and related to our economic system.	5/5/2016 8:11 PM
54	At my institution, innovations in teaching are celebrated when they occur but are not actively supported through travel funds or time to develop new programs. A greater emphasis on teaching as worthy of development and excellence in its own right (instead of an obligatory add-on to research programs) would be much better.	5/5/2016 4:40 PM
55	What does cross-cultural competencies mean? There is quite a bit of jargon used in this survey that will get null results as scientists would be unlikely to encounter this language. some of the question do not fit well with what happens in reality - for example, I encourage my students to go to conferences, to get involved with NGOs, to take internships, to go to networking events in DC, to work with researchers as volunteers, bring guest lecturers to class, try to devise interesting team and communication projects. There is no support for these activities , in terms of training, time, finances or other resources, from the University, however ...	5/5/2016 2:57 PM
56	Professional societies are highly academic. It would be nice if there were more government / industry representatives.	5/5/2016 11:50 AM
57	Positive factors: > freedom of teaching innovative concepts, skills > interdisciplinary and networking possibilities (with university colleagues, professional societies, federal agencies) > collaboration with state and federal agencies Negative factors: > highly bureaucratic processes for curricular innovation > low support from academic dean > lack of (institutional) funding for innovation	5/4/2016 7:53 PM
58	Faculty at our institution are well-intentioned but they teach large classes (500+ for general biology, 200 for upper division ecology) and conduct research, and increasingly, administer programs in outreach. There aren't enough hours in the day.	5/4/2016 5:25 PM