

# Student Satisfaction with Advising in the School of Engineering 2008-2014



Institutional Research,  
Assessment, & Policy Studies  
UC Santa Cruz



# Student Satisfaction with Advising in the School of Engineering 2008-2014

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## *Executive Summary*

This report is based on data responses to the biennial University of California Undergraduate Experience Survey (UCUES) administered in 2008, 2010, 2012, and 2014. Students rated their satisfaction with advising by departmental staff, faculty and college advisors. We analyzed upper-division (junior and senior) students' satisfaction with advising in the division, across majors and over time. Student ratings were on a 6-point scale from "very dissatisfied" to "very satisfied." For our analyses we grouped responses into two categories "fully satisfied" (including very satisfied and satisfied) and "other responses." In addition, using the most recent survey data we explored the relationship between satisfaction with advising and other student experiences including satisfaction with program requirements, department rules and policies, availability of courses, opportunities for research, overall academic experience, GPA, as well as equitable and fair treatment by faculty.

### *Key Findings*

- During 2008-2014 upper-division School of Engineering students' satisfaction with advising by *departmental staff* decreased from 56% satisfied in 2008 to 42% in 2014.
- On a program level, student satisfaction with *departmental staff* advising varied across programs and largely declined over time. In some programs satisfaction was as high as 60% and 71% of students satisfied.
- During 2008-2014 student satisfaction with advising by *faculty* decreased by 13%.
- On a program level, student satisfaction with *faculty* advising decreased consistently ranging 30% to 71% of students in 2014.
- In 2008-2014 the average satisfaction with the academic advising students received from *college staff* decreased from 48% in 2008 to 37% in 2014. Program levels also decreased 12%-30% from 2008 to 2014.
- Over time some of the programs have had significant differences in student experiences with advising related to their transfer status and class level (juniors vs seniors), but not in relation to first generation status.
- Among factors that significantly affected students' satisfaction with advising by departmental staff and faculty were student concerns that their *program's requirements were not well-defined* and that the *department rules and policies were not clearly communicated*. Students who did not *understand how major requirements combine to produce a coherent understanding of a field of study* also expressed less satisfaction with departmental staff and faculty advising.
- Finally, students who were more satisfied with academic advising by departmental staff and faculty were also more satisfied with their *overall academic experience*.

***“Fully satisfied” Metric***

This report focuses on upper-division (junior and senior) students’ satisfaction with academic advising provided by faculty, departmental staff, and colleges. We report levels of satisfaction with advising by division and major and by type of advisor based on four UCUES surveys: 2008, 2010, 2012, and 2014. For each program of study, we also compared levels of student satisfaction between juniors and seniors, first generation students and their counterparts, transfer students and students who started at UCSC as frosh.

The goal of this analysis was to provide information useful for program improvement. The analysis:

- (1) Measures excellence in advising by estimating a proportion of students that were *fully satisfied* (defined as responding with one of the top two choices on a 6-point scale);
- (2) Compares advising within different programs relative to this highest/desired level of satisfaction.
- (3) Offers information that can be used to set standards of excellence based on the observed levels of satisfaction.

Other analytic approaches, such as the use of means (or averages), is less useful for program improvement because they consider “average” levels (that typically fall in the middle category “somewhat satisfied”) and thus provide a limited insight about best practices or improvements over time (2008-2014).

We constructed this “fully satisfied” metric as follows: The UCUES survey questions about advising ask students to report their satisfaction on a 6-point scale:

<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
very satisfied	satisfied	somewhat satisfied	somewhat dissatisfied	dissatisfied	very dissatisfied
← FULLY SATISFIED → i.e., a “best practice”			← OTHER →		

Based on our experience with using survey data for program improvement, we grouped student responses in two categories: “fully satisfied,” which included 5=satisfied and 6=very satisfied; and “other,” which included responses from 1 to 4. This metric allows to identify programs that may employ “best practices” and identify the level of satisfaction that could be set as the standard for all programs. This “fully satisfied” metric also enhances our ability to measure excellence in advising and improvement over time.

To provide greater context for the analysis, Table 1 (based on responses to the 2014 UCUES survey) includes both metrics: the proportion of “fully satisfied” and mean scores for each type of advising for UC-wide responses (excluding UCSC) and our campus. Table 1 shows that

across the UC and at UCSC about 50% of students are fully satisfied with academic advising, and that overall student satisfaction with college advising is slightly lower than with the advising provided by faculty and departmental staff. The mean (or average) scores only tell us that both UC-wide and campus-wide students are “*somewhat satisfied*” with the advising that they are receiving (i.e., a score of 4.20-4.40 on the 6-point scale is equivalent to “*somewhat satisfied*”).

**Table 1. 2014 UC and UCSC student satisfaction with advising, by advising type**

	UC WIDE			CAMPUS-WIDE		
	Total Population	% Fully Satisfied	Mean (6 pt. scale)	Total Population	% Fully Satisfied	Mean (6 pt. scale)
<b>DEPARTMENTAL STAFF</b>	49,879	47%	4.27	3,263	50%	4.32
<b>FACULTY</b>	50,270	48%	4.31	3,298	51%	4.40
<b>COLLEGE STAFF</b>	49,872	44%	4.20	3,270	46%	4.20

*\*6-point scale: 1 = Very dissatisfied, 2 = Dissatisfied, 3 = Somewhat dissatisfied, 4 = Somewhat satisfied, 5 = Satisfied, 6 = Very satisfied*

Table 2 shows the variability of student satisfaction at UCSC by academic division in 2014. The Humanities division has the highest proportion of students fully satisfied with advising provided by all three types of advisors. The observed level of satisfaction is about 70% for departmental staff and faculty advising. During the 2008-2014 period, the levels of satisfaction in the Humanities with faculty and departmental staff advising fluctuated in the range of 65% to 73%.<sup>1</sup> Based on this data, the level of 66% or two-thirds of students being fully satisfied may be considered as the desired standard for all divisions and types of advisors.

**Table 2. 2014 UCSC student satisfaction with advising, by type of advising and Division**

	% FULLY SATISFIED				
	Arts	Humanities	Physical & Biological Sciences	Social Sciences	School of Engineering
<b>DEPARTMENTAL STAFF</b>	57%	72%	37%	54%	42%
<b>FACULTY</b>	63%	68%	42%	55%	43%
<b>COLLEGE STAFF</b>	42%	59%	37%	50%	37%

<sup>1</sup> See the report on advising for the Humanities Division.

### *Departmental Comparisons over Time*

In 2008-2014 the average satisfaction of upper-division SOE students with the academic advising they received from staff decreased from 56% to 42% (see Table 3 total).

**Table 3. Satisfaction with Advising by Departmental staff, Upper Division Students in the School of Engineering**

% Satisfied or Very Satisfied	2014		2012		2010		2008		% Change 2008-2014
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>116</b>	<b>42%</b>	<b>98</b>	<b>50%</b>	<b>56</b>	<b>46%</b>	<b>45</b>	<b>56%</b>	-14%
Bioengineering*	12	40%	18	53%	6	50%	NA	NA	
Computer Engineering	16	31%	27	66%	14	74%	15	52%	-21%
Computer Science	40	50%	14	48%	10	48%	13	54%	-4%
Computer Game & Design*	21	42%	15	42%	15	42%	NA	NA	
Electrical Engineering	10	30%	14	42%	8	36%	15	60%	-30%
Robotics**	5	71%	NA	NA	NA	NA	NA	NA	
Technology & Information Management*	12	48%	10	63%	3	25%	NA	NA	

\* A sufficient number of respondents was not available until 2010

\*\* A sufficient number of respondents was not available until 2014.

Similarly, in 2008-2014 the average satisfaction of upper-division SOE students with the academic advising they received from faculty decreased from 56% to 43% (see Table 4 total).

**Table 4. Satisfaction with Advising by Faculty, Upper Division Students in the School of Engineering**

% Satisfied or Very Satisfied	2014		2012		2010		2008		% Change 2008-2014
	N	%	N	%	N	%	N	%	
<b>Total</b>	<b>119</b>	<b>43%</b>	<b>100</b>	<b>50%</b>	<b>47</b>	<b>39%</b>	<b>44</b>	<b>56%</b>	-13%
Bioengineering*	10	32%	17	47%	4	33%	NA	NA	-18%
Computer Engineering	20	38%	31	66%	7	37%	14	50%	-12%
Computer Science	43	54%	12	40%	12	57%	14	58%	-4%
Computer Game & Design*	16	32%	16	43%	16	44%	NA	NA	
Electrical Engineering	10	30%	12	36%	3	14%	15	60%	-30%
Robotics**	5	71%	NA	NA	NA	NA	NA	NA	
Technology & Information Management*	15	60%	12	71%	5	42%	NA	NA	

\* A sufficient number of respondents was not available until 2010

\*\* A sufficient number of respondents was not available until 2014.

In 2008-2014 the average satisfaction of upper-division SOE students with the academic advising they received from college staff decreased from 48% to 37% (see Table 5 total).

**Table 5. Satisfaction with Advising by College Staff, Upper Division Students in the School of Engineering**

<i>% Satisfied or Very Satisfied</i>	2014		2012		2010		2008		<b>% Change 2008-2014</b>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
<b>Total</b>	<b>103</b>	<b>37%</b>	<b>90</b>	<b>45%</b>	<b>46</b>	<b>38%</b>	<b>38</b>	<b>48%</b>	-11%
Bioengineering*	11	35%	16	46%	4	33%	NA	NA	-15%
Computer Engineering	17	33%	23	50%	9	47%	13	45%	-12%
Computer Science	32	40%	15	50%	12	57%	12	50%	-10%
Computer Game & Design*	18	36%	13	35%	10	28%	NA	NA	
Electrical Engineering	9	28%	13	39%	6	27%	12	48%	-20%
Robotics**	4	57%	NA	NA	NA	NA	NA	NA	
Technology & Information Management*	12	50%	10	59%	5	42%	NA	NA	

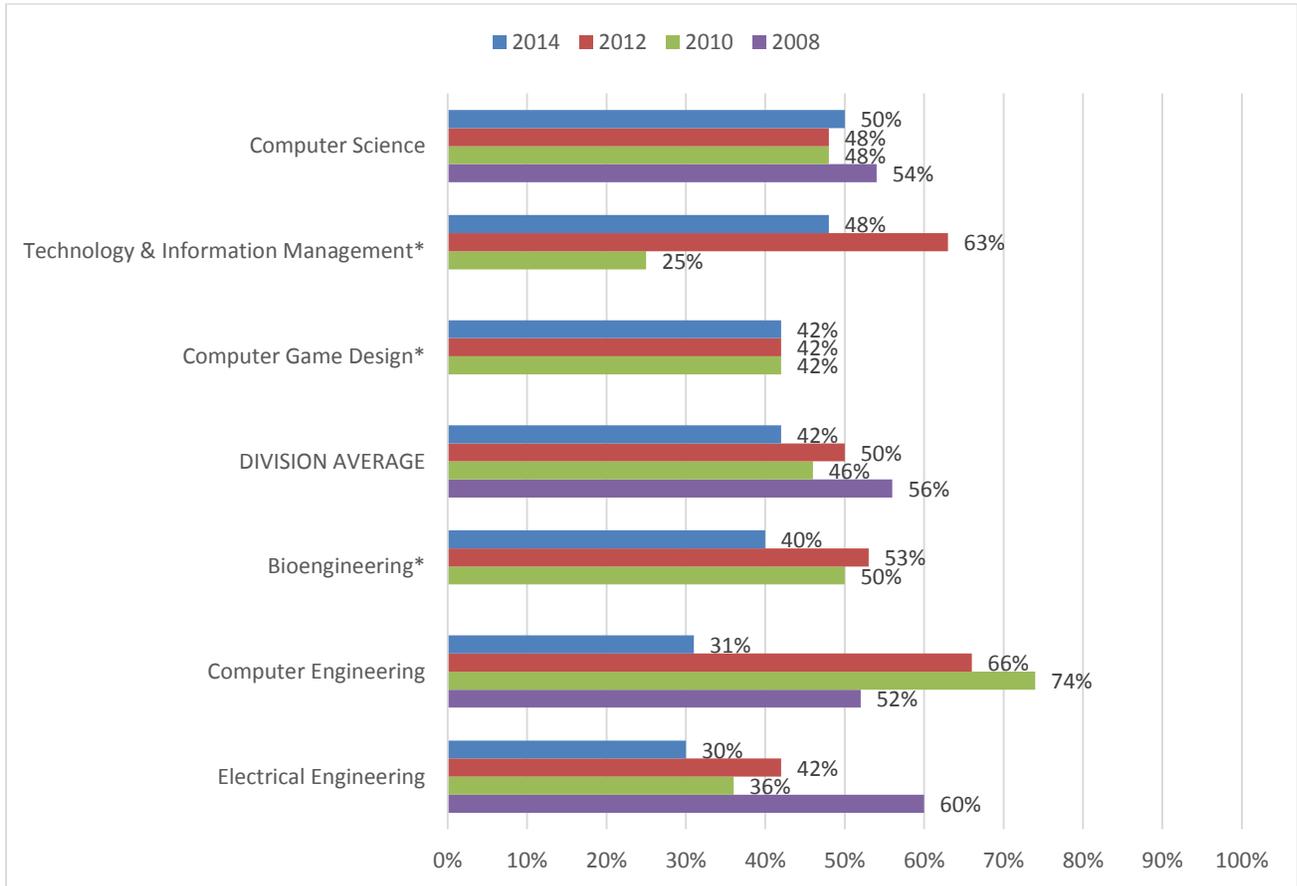
\* A sufficient number of respondents was not available until 2010

\*\* A sufficient number of respondents was not available until 2014.

***Satisfaction with Advising Across Programs by Year***

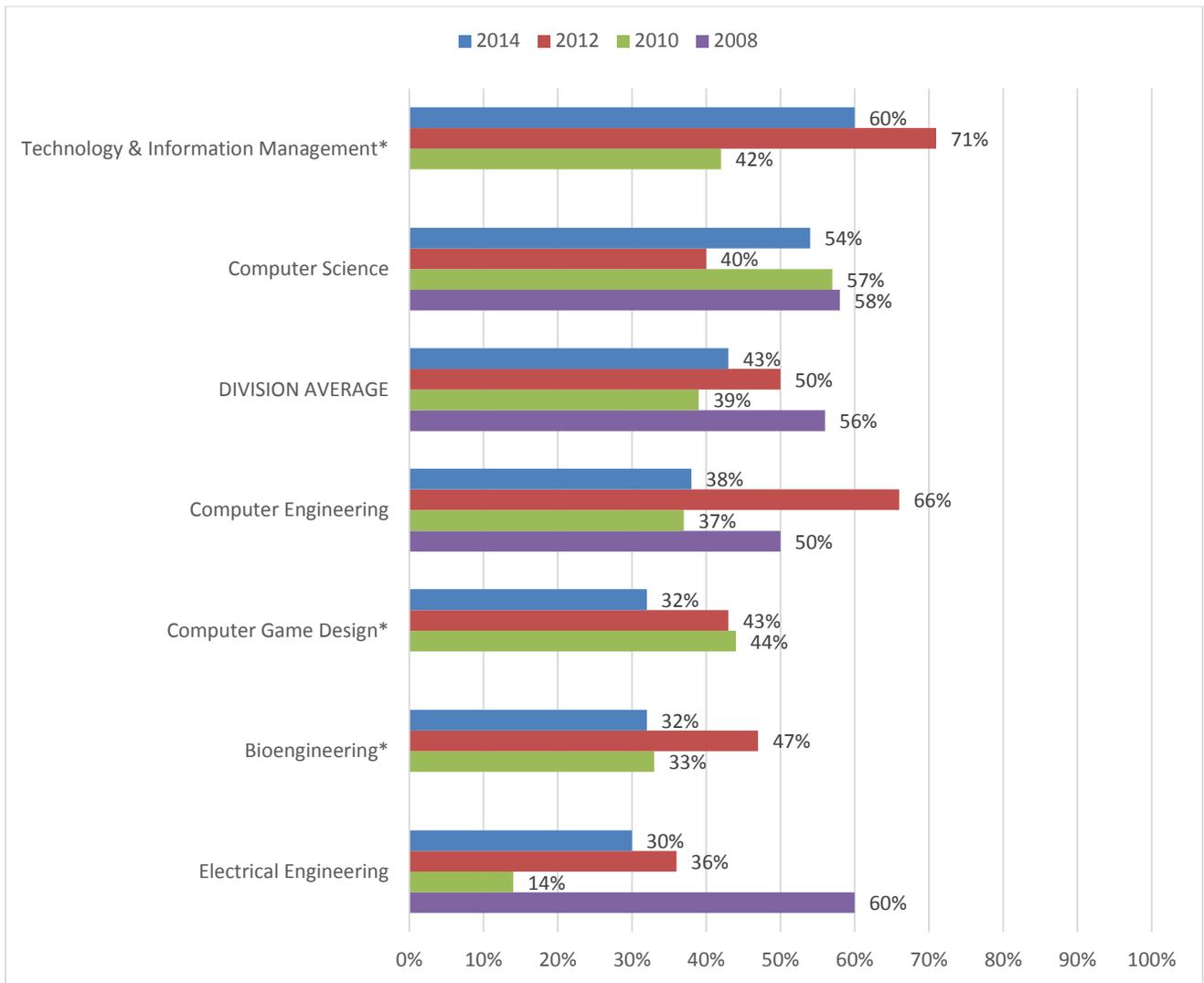
Student satisfaction with advising varied sizably by major, ranging from 27% to as high as 74% satisfied from 2008-2014. Below we display satisfaction by program with departmental staff advising (see Figure 1), followed by satisfaction with faculty (see Figure 2) and college advising (see Figure 3) for each year surveyed. The division average is also shown for reference. While there was a considerable amount of variability in levels of satisfaction by major, some were consistently above the division average within each type of advising. Computer Science and Technology & Information Management were two programs that had a higher percentage of fully satisfied students in all three advising types in 2014.

***Figure 1: Satisfaction with advising by departmental staff, SOE (2008-2014)***



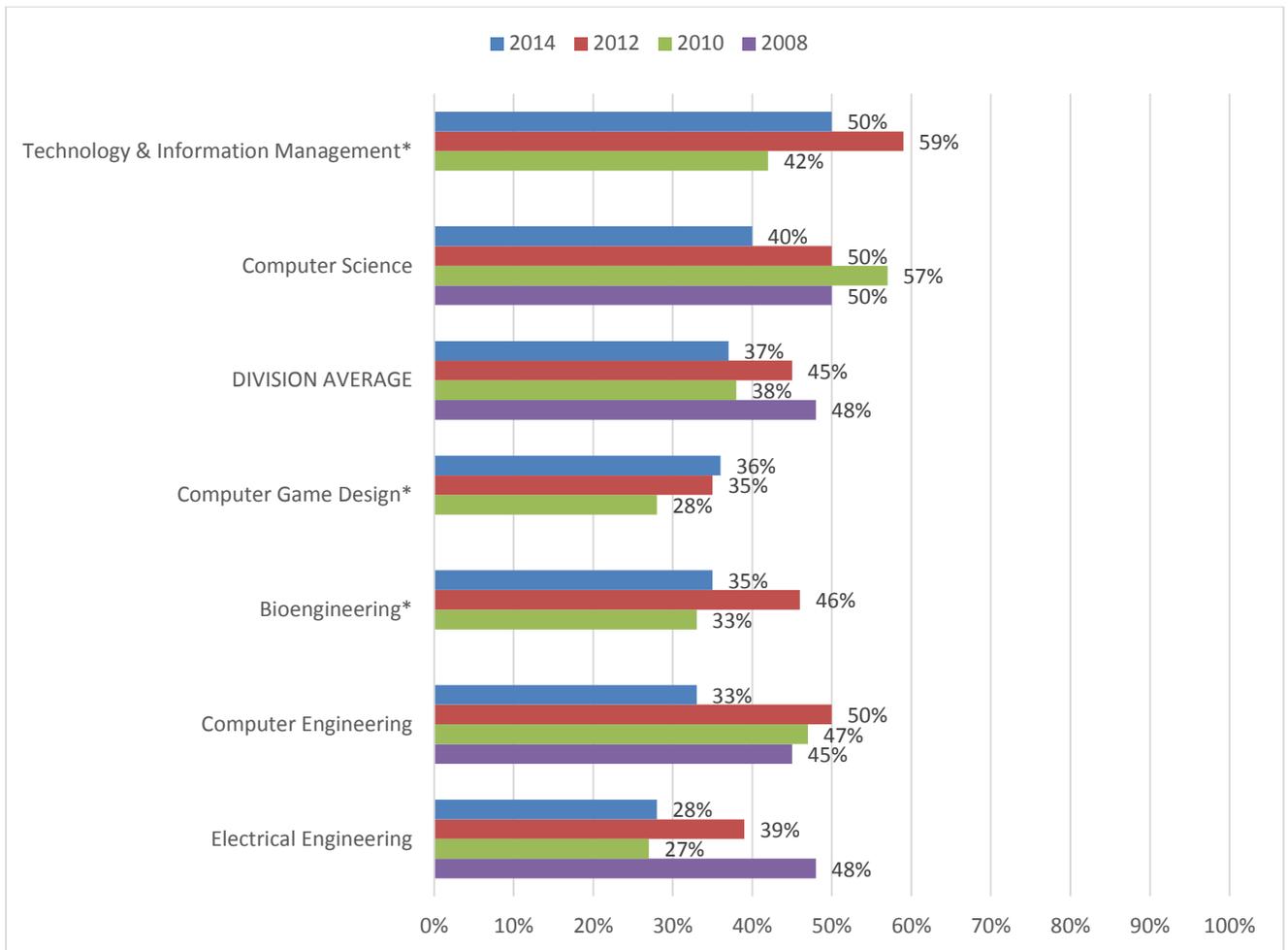
\* A sufficient number of respondents was not available until 2010

**Figure 2: Satisfaction with advising by faculty, SOE (2008-2014)**



\* A sufficient number of respondents was not available until 2010

**Figure 3: Satisfaction with advising by college staff, SOE (2008-2014)**



\* A sufficient number of respondents was not available until 2010

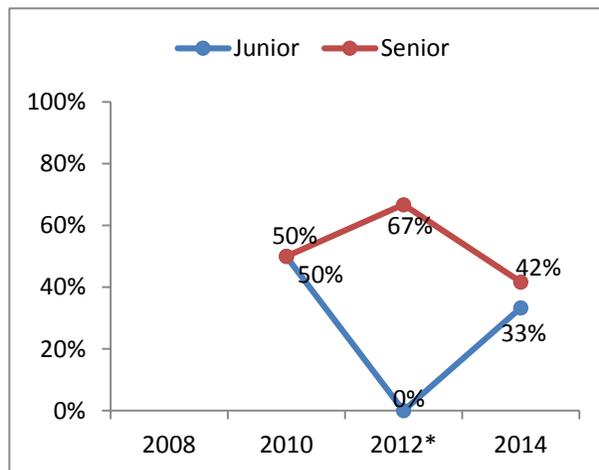
### ***Satisfaction with Advising by Programs over Time***

Next we look at each program of study and describe the changes in student satisfaction between 2008 and 2014 (as shown in Tables 1-3) as well as significant differences between juniors and seniors, transfer students and those who started UCSC as frosh, and first generation college students and their non-first generation peers.

## Bioengineering

- In Bioengineering, satisfaction with advising varied across years and by the type of advisor.
- Despite fluctuations, satisfaction with advising by faculty consistently ranged between 33% and 53% and was lower in 2014 than in 2008.
- Departmental Staff Advising: In 2014, 40% of students were satisfied with department staff advising – somewhat of a decline from 2012 and 2010. In 2012, junior Bioengineering students were significantly less satisfied with advising by departmental staff than seniors (see Figure 4). However, this gap became narrower in 2014 due, in part, to the increased satisfaction of juniors.
- Faculty Advising: Overall student satisfaction with faculty advising varied from 2008-2014 for Bioengineering majors. There were no statistically significant differences in satisfaction with faculty advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.
- College Advising: Nearly one-third (35%) of Bioengineering students were satisfied with college advising even though student satisfaction varied in previous years. There were no statistically significant differences in satisfaction with college staff advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.

Figure 4. Satisfied with departmental staff advising in Bioengineering by class level

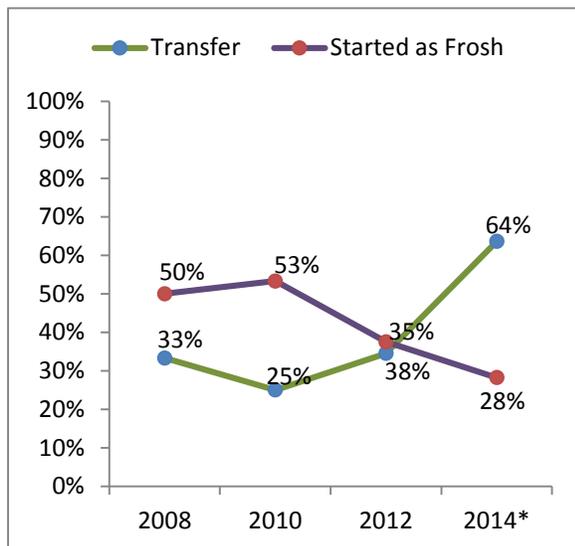


\*Indicates a group difference based on Chi-Square tests at  $p < .05$

### Computer Engineering

- Overall satisfaction with all three advisors fell dramatically between 2008 and 2014 with variation in 2010 and 2012. The narrowest range of satisfaction from 2008-2014 was with college advising (33% in 2014 and 50% in 2012).
- Departmental Staff Advising: In 2010 there was an increase in student satisfaction with department staff advising and since has been declining. There were no statistically significant differences in satisfaction with departmental staff advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.
- Faculty Advising: Student satisfaction with faculty advising varied from 2008-2014 for computer engineering majors. There were no statistically significant differences in satisfaction with faculty advising between juniors and seniors, first generation and non-first generation students, and transfer students and their peers.
- College Advising: Thirty-three percent of computer engineering students were satisfied with college staff advising in 2014. Also, in 2014, transfer students were significantly more satisfied with college advising than their peers (see Figure 5).

Figure 5: Satisfied with college advising in Bioengineering by transfer status



\*Indicates a group difference based on Chi-Square tests at  $p < .05$ .

## Computer Science

- Average levels of satisfaction with advising by departmental staff and faculty was consistently around 50% satisfied during 2008-2014. Satisfaction with college advisors dropped from 50% satisfied in 2008 to 40% satisfied in 2014.
- Departmental Staff Advising: Student satisfaction with departmental staff advising consistently ranged between 48-54%. There were no statistically significant differences in satisfaction with departmental staff advising between juniors and seniors or first generation and non-first generation students. However, in 2008, transfer students were significantly more likely to report being satisfied with departmental staff advising than their peers (see Figure 6). This difference disappeared in subsequent years as satisfaction increased among students who were admitted as freshman.
- Faculty Advising: Computer science student satisfaction with faculty advising has increased, by 14%, since 2010, whereas as it was declining in past years. No were no significant differences between juniors and seniors or first generation and non-first generation students. In 2008 students who started UCSC as frosh students were significantly less satisfied with advising by faculty than transfer students. Figure 7 shows the changes in satisfaction with faculty advising; while transfer students satisfaction decreased in 2014, satisfaction among students who started as frosh increase.
- College Advising: Student satisfaction with college staff advising increased in 2010 and then decreased from 2010 to 2014. No were no significant differences between juniors and seniors or first generation and non-first generation students. No significant differences were found between transfer students and their peers' with college staff advising except in 2008 when transfer students were significantly more satisfied with advising than those who started UCSC as frosh (see Figure 8).

Figure 6. Satisfied with departmental staff advising in CS by transfer status

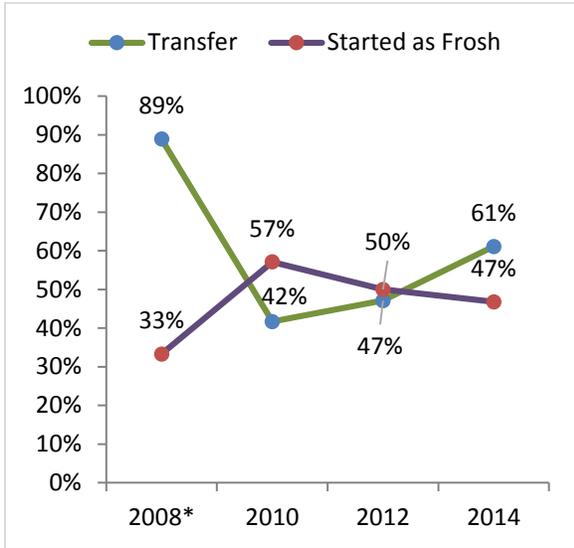
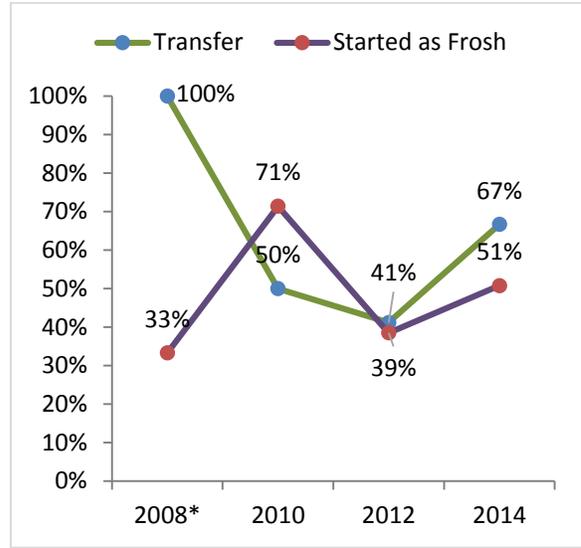
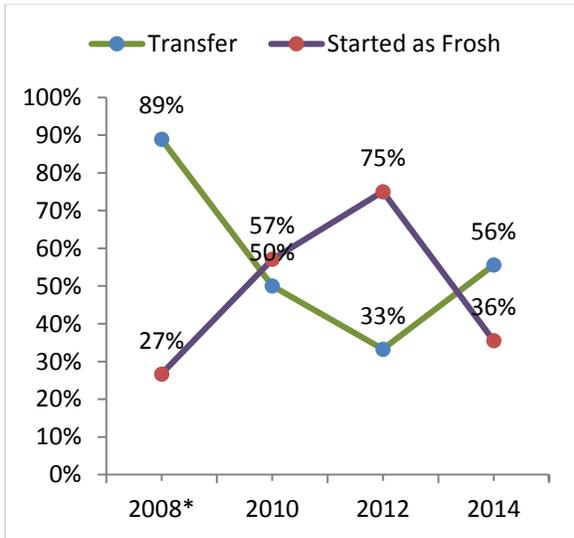


Figure 7. Satisfied with faculty advising in CS by transfer status



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

Figure 8. Satisfied with college staff advising in SOE by transfer status



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

### **Computer Game and Design**

- From 2010 to 2014, student satisfaction with college staff advising has increased, while satisfaction with faculty advising has decreased by 12%, and has been consistent for departmental staff advising.
- Similar levels of satisfaction with all three types of advisors were reported by juniors and seniors, transfer students and students who started as frosh, and by first generation and their peers.

**Electrical Engineering**

- Overall, satisfaction across all advising declined sharply from 2008 to 2010 and then rose in 2012, only to decrease slightly in 2014.
- Departmental Staff Advising: Student satisfaction has decreased by 30% from 2008 to 2014. There were no significant differences in satisfaction with departmental staff advising between juniors and seniors, first generation and non-first generation students, or transfer students and their peers.
- Faculty Advising: Thirty percent of electrical engineering students were satisfied with faculty advising in 2014, a 30% decrease from 2008.
- College Advising: There was a 12% increase in student satisfaction with college advising from 2010 to 2012 and then an 11% decrease in 2014. While there were no significant differences in student satisfaction between transfer students and their peers, there significantly differences between juniors and seniors (see Figure 9) as well as between first generation and non-first generation students in 2008 in 2008 (see Figure 10). For both of these groups of students, the gap closes in subsequent years as satisfaction increases among first generation students and juniors.

Figure 9. Satisfied with college advising in SOE by class level

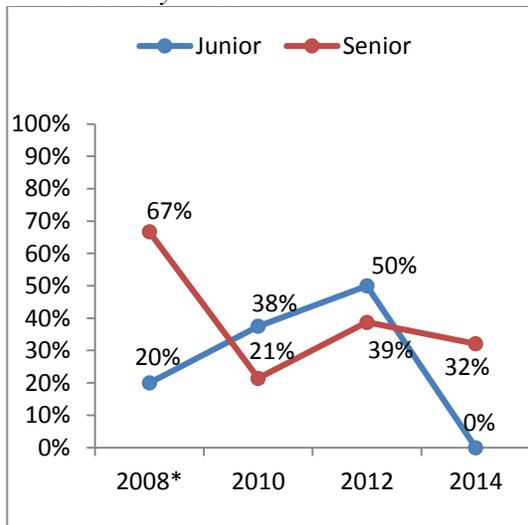
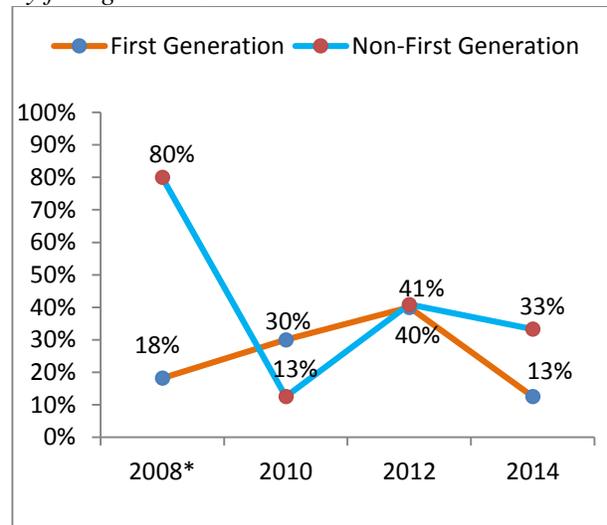


Figure 10. Satisfied with college advising in SOE by first generation



\*Indicates a group difference based on Chi-Square tests at  $p < .05$

### **Robotics**

- Only overall satisfaction percentages were calculated for this program as there were not enough responses to run additional analysis for 2014. Nearly three-quarters of students are satisfied with departmental and faculty advising in 2014. Additionally, more than half (57%) are satisfied with college advising.

### **Technology and Information Management**

- Overall student satisfaction with advising increased from 2010 to 2012 and then decreased in 2014. Compared to 2010, students became more satisfied with all types of advising in 2014.
- Similar levels of satisfaction with all advisors were reported by juniors and seniors, transfer students and students who started as frosh, and by first generation students and their peers.

### ***Possible Relationships between Student Dissatisfaction with Advising in SOE***

We explored possible explanations for student dissatisfaction with advising in the School of Engineering and their experiences with other aspects of the program using the 2014 UCUES survey results. We tested the relationship between satisfaction with advising and satisfaction with program requirements and policies, research opportunities, overall academic experience, and their actual GPA by conducting correlation analysis.<sup>2</sup> We found the following:

1. Students who were less satisfied with the *availability of courses needed for graduation* were also less satisfied with advising by both departmental staff and faculty. Their dissatisfaction was stronger for departmental staff advising.
2. Students who thought their *program's requirements were not well-defined* tended to be less satisfied with advising by both departmental staff and faculty.
3. Students who thought that *department rules and policies were not clearly communicated* tended to be less satisfied with advising by both departmental staff and faculty.
4. Students who did not *understand how major requirements combine to produce a coherent understanding of a field of study* also expressed less satisfaction with departmental staff and faculty advising.
5. Students who were satisfied with the *opportunities for research experience or to produce creative projects* were less satisfied with advising by departmental faculty.
6. Whether a student had *worked with faculty on research or creative projects* was unrelated to their satisfaction with faculty or departmental staff advising.
7. Satisfaction with advising by faculty and departmental staff was unrelated to whether or not students believe that the *faculty treats students equitably and fairly*.
8. Of note, a student's *overall GPA* was not related to their satisfaction with either type of advisor. Put another way, students with higher and lower GPAs were as likely to be dissatisfied with departmental staff and faculty advising.
9. Finally, students who were more satisfied with academic advising by departmental staff and faculty were also more satisfied with their *overall academic experience*.

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<sup>2</sup> The satisfaction questions in their original 6-point scale were used for correlation analysis. We reported those relationships that were "significant" at  $p < .05$  in Pearson  $r$  analysis.

**APPENDIX**

**UCUES 2014 CORE Survey Questions**

**Academic Engagement Part I: Overall Satisfaction and Agreement**

Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Advising by faculty on academic matters (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by school or college staff on academic matters (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising by departmental staff on academic matters (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questions used in correlation Analysis:**<sup>3</sup> Q42 How satisfied are you with each of the following aspects of your educational experience overall?

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
Availability of courses needed for graduation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for research experience or to produce creative products (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Please answer the following questions about your major.

	Yes (1)	No (0)
Do you understand how the requirements of your major combine to produce a coherent understanding of a field of study? (4)	<input type="radio"/>	<input type="radio"/>
Are the program requirements well defined? (5)	<input type="radio"/>	<input type="radio"/>
Are department rules and policies clearly communicated? (6)	<input type="radio"/>	<input type="radio"/>

<sup>3</sup> Student to faculty ratio data was provided by Undergraduate Advising Offices and was not a questions asked in the UCUES survey.

Q27 Indicate the following scholarship, research, and creative activities that you are currently doing or have completed as an (University Name) University student. **NOTE: If participant responded to one of the 6 questions below, their response was used in the correlation analysis.**

	Yes, doing now or have done (1)	No (0)
Assist faculty in research with course credit (4)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research for pay without course credit (5)	<input type="radio"/>	<input type="radio"/>
Assist faculty in research as a volunteer without course credit (6)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty with course credit (8)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty for pay without course credit (9)	<input type="radio"/>	<input type="radio"/>
Work on creative projects under the direction of faculty as a volunteer without course credit (10)	<input type="radio"/>	<input type="radio"/>

Q40 How often have you experienced the following?

	Never (1)	Rarely (2)	Occasionally (3)	Somewhat often (4)	Often (5)	Very often (6)
Students treated equitably and fairly by the faculty (5)	<input type="radio"/>					

Q29 How satisfied are you with the following aspects of your campus experiences/education.

	Very dissatisfied (1)	Dissatisfied (2)	Somewhat dissatisfied (3)	Somewhat satisfied (4)	Satisfied (5)	Very satisfied (6)
My (University Name) grade point average (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall academic experience (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>