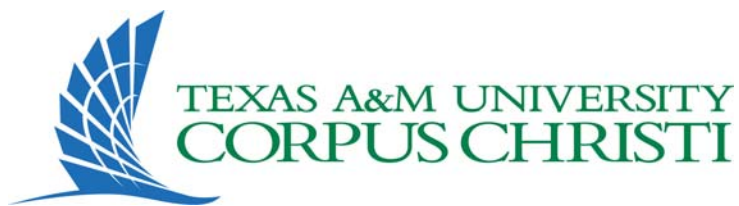


2009 Graduating Student Survey Results

August 2009

Prepared by the Office of Planning and
Institutional Effectiveness



2009 Graduating Student Survey Results

EXECUTIVE SUMMARY

TAMU-CC students who applied for graduation for the 2008-2009 academic year were invited to participate in a Graduating Student Survey to offer input about their experiences at the University. Participation in the questionnaire was voluntary and anonymous. Both undergraduate and graduate students with valid email addresses who applied for graduation by the posted deadlines between the three semesters of the academic year were invited to participate. There were **809** total students that completed the online survey, which equates to **41.5%** of the graduating students for the 2008-2009 academic year (n=1,950).

Methodology

In an administrative change from previous years, students were no longer able to apply for graduation via the TAMU-CC SAIL system, where they had been offered the opportunity to participate in the Graduating Student Survey as part of the application process. Instead, the Dillman method, which employs multiple contacts with the potential respondents, in this case via email, was used each semester to contact the students who had applied for graduation with their Academic Advisors. Five contacts were used in the Fall and Spring, while there were four contacts in the summer due to time constraints. The survey was deployed online using Inquisite 8.0 software, and data were stored on a secure Oracle server. Data were analyzed using SPSS 15.0.

Reporting

For navigational ease, key findings are grouped into separate categories by theme/construct. Statistical analyses with AY 07-08 data were conducted using independent samples t-test. Levene's test was used to assess equality of variance between the two survey years. When equal variances could not be assumed, modified procedures were applied to account for the inequality.

College/Division units should strive to obtain an overall positive combined rating of 75% for each item assessed. To determine the overall positive combined rating for each item assessed, the Office of Planning and Institutional Effectiveness recommends combining the percentage scores received for "Very Satisfied"/"Satisfied" or "Major Impact" and "Moderate Impact" Likert-type scale options, as these responses indicate a positive response conveyed by the student assessing the item. Each item's combined positive score is highlighted in the individual frequency tables. The previous year's combined positive ratings are also included with each frequency table, as well as the results of the statistical analyses. Administrators can notate results of the Graduating Student Survey as a secondary source of evidence when assessing their division/department's performance or level of effectiveness.

KEY FINDINGS

Demographics

The demographic composition of the respondent population is fairly representative of the student body population by gender and race (within 5% of campus population). The survey population was also fairly representative of the campus population, with the exception of the College of Liberal Arts, which was slightly overrepresented.

Undergraduate Student Development

Compared to AY 07-08, the following item reflected an **increased** rating of impact:

- Understanding professional and ethical principles (81.8%: increase of 1.5%).

The items receiving the **highest** ratings of general impact in Undergraduate Student Development are as follows:

- Developing the ability to make inferences by combining different ideas or facts (87.9%).
- Appreciating the need for formal and informal lifelong learning (87.5%).
- Understanding professional and ethical principles (81.8%).
- Having tolerance for different points of view (79.9%).
- Developing the ability to express yourself through speaking (79.5%).

The items receiving the **lowest** ratings of general impact in Undergraduate Student Development are as follows:

- Developing a commitment to personal health and fitness (44.9%).
- Advancing an appreciation of the arts, music, and literature (50.8%).
- Analyzing political and economic phenomena (55.6%).

General Campus Experiences

Compared to AY 07-08, the following items reflected **increased** ratings of general satisfaction:

- Increase of course availability within major (increase of 8.2%).
- The price of food in the University Center (54.9%: increase of 5.8%).
- The knowledge of personnel at the Office of Admissions and Records (90.5%: increase of 5.3%).
- Learning to appreciate teamwork and diversity in settings outside the classroom (95.3%: increase of 5.0%).
- The overall conditions of classrooms on campus (91.4%: increase of 4.8%).
- The helpfulness of personnel at the Office of Admissions and Records (92.3%: increase of 4.6%).
- The helpfulness of personnel at the Office of Veteran's Affairs (95.9%: increase of 4.1%).
- The quality of service in Campus Copies (91.0%: increase of 4.1%).
- The variety of services available in Campus Copies (91.7%: increase of 3.8%).
- The courtesy of personnel in the University Bookstore (91.8%: increase of 3.7%).
- The courtesy of personnel at the Office of Admissions and Records (94.7%: increase of 3.2%).
- The protection of the right to freedom of expression on campus (94.5%: increase of 2.5%).

- The overall condition of University grounds and landscaping (97.4%: increase of 2.2%).
- The knowledge of personnel at the Office of Veteran's Affairs (94.3%: increase of 2.1%).
- The hours of operation of the Cashier's (Business) office (93.3%: increase of 2.0%).
- The fairness of student disciplinary procedures (89.2%: increase of 2.0%).
- The quality of food in the University Center (74.0%: increase of 1.7%).
- Increase of availability in 'non-major' courses (increase of 1.5%).
- The quality of equipment in science labs (88.8%: increase of 1.5%).
- Overall education at TAMU-CC (94.9%: increase of 1.5%).
- The helpfulness of personnel in the University Bookstore (90.1%: increase of 1.3%).
- The drop/add policy (90.2%: increase of 0.8%).
- The caring and helpfulness of campus staff (94.7%: increase of 0.7%).
- The accessibility of computer labs (86.9%: increase of 0.4%).
- The helpfulness of University Police (85.2%: increase of 0.1%).

The items receiving the **highest** ratings of satisfaction in general experiences are as follows:

- The overall condition of University grounds and landscaping (97.4%).
- The courtesy of personnel at the Office of Veteran's Affairs (96.7%).
- The helpfulness of personnel at the Office of Veteran's Affairs (95.9%).
- Learning to appreciate teamwork and diversity in settings outside the classroom (95.3%).
- Overall education at TAMU-CC (94.9%).

The items receiving the **lowest** ratings of satisfaction in general experiences are as follows:

- The price of food in the University Center (54.9%).
- The contribution of intercollegiate athletic programs to your sense of school spirit (66.8%).
- The availability of channels for expressing student complaints (68.0%).
- The quality of food in the University Center (74.0%).
- The timeliness of financial assistance award announcements (75.6%).

Likelihood of Attending Again/Recommending TAMU-CC

Both items exceeded the recommended 75% rating for the likelihood of attending TAMU-CC again if starting over (88.5%) and recommending TAMU-CC to a prospective student (93.2%).

Academic Major Experiences

All items related to satisfaction with major exceeded the recommended 75% satisfaction rating. Compared to AY 07-08, the following items reflected an **increase** in satisfaction:

- The helpfulness of your faculty advisor (89.5%: increase of 4.5%).
- If you were starting all over, would you major in the same program (87.8%: increase of 2.3%).
- The feedback from faculty in your major on your academic progress (92.4%: increase of 2.0%).
- The appropriateness and fairness of grading practices in your major (94.7%: increase of 1.4%).
- Would you recommend someone with similar interests to study in your major at TAMU-CC (90.6%: increase of 0.2%)?

The items receiving the **highest** ratings of general satisfaction with major are as follows:

- The appropriateness and fairness of grading practices in your major (94.7%).
- The mutual respect between students and faculty in your major (94.6%).
- The interest of faculty in your major in the welfare of students (94.0%).
- The preparation of faculty in your major for their courses (94.0%).
- The quality of instruction in your major (93.2%).
- The academic challenge of course work in your major (93.2%).

The items receiving the **lowest** ratings of general satisfaction with major are as follows:

- The frequency that required courses are offered in your major (76.5%).
- The variety of advanced course offerings in your major (82.5%).
- If you were starting all over, would you major in the same program again (87.8%)?

Employment Information

The items in this category were asked for informational purposes only. Key findings include:

- 70.3% of respondents report that they will most likely work full time after graduation.
- 17.2% of respondents report that they will most likely attend graduate or professional school full time after graduation. Another 4.4% will attend graduate or professional school part time.
- 78.7% of respondents report that their job after graduation is directly or somewhat related to their major at TAMU-CC.
- 46.8% of respondents reported their job is located in the Coastal Bend region.
- 31.0% of respondents report that they will be earning a salary of \$30,000-\$49,000 a year.
- 26.1% of respondents report that they have already applied to graduate or professional school. This is a decrease of almost half since AY07-08.

Results

Frequency Tables and T-test Results

2009 Graduating Student Survey Results

Demographics

Gender

	Survey Respondents	Campus Population
Male	33.4%	38.3%
Female	66.6%	61.7%

Ethnicity

	Survey Respondents	Campus Population
White	48.0%	49.5%
Black	3.2%	5.0%
Hispanic	42.0%	38.6%
Asian	1.5%	2.3%
Native American	0.2%	0.6%
International	5.1%	4.0%

College

	Survey Respondents	Campus Population
Business	19.0%	16.7%
Education	24.7%	22.2%
Liberal Arts	26.9%	21.3%
Nursing & Health Sciences	12.2%	13.7%
Science & Technology	17.1%	20.8%
Unknown	0.0%	5.3%

Degree Level

	Frequency	Valid Percent
Bachelors	587	72.6%
Masters	208	25.7%
Doctoral	14	1.7%

Did either of your parents (or legal guardians) graduate from college?

	Frequency	Valid Percent
Yes	373	46.1%
No	436	53.9%

Undergraduate Student Development

The following questions were open for response only to undergraduate students. The questions were constructed to ascertain how respondents perceived their overall student development while at TAMU-CC.

1. Acquiring a basic knowledge in the liberal arts (humanities, social, and natural sciences).

	Frequency	Valid Percent	Cumulative Percent
Major Impact	191	32.9	32.9
Moderate Impact	243	41.8	74.7
Minor Impact	111	19.1	93.8
No Impact	36	6.2	100.0
Total	581	100.0	
Missing	228		

2008 Combined Impact: 81.0%
Change in Impact: -6.3%
Statistical Significance: Yes: p<.05

2. Reading and writing clear, correct English.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	185	31.9	31.9
Moderate Impact	230	39.7	71.6
Minor Impact	120	20.7	92.2
No Impact	45	7.8	100.0
Total	580	100.0	
Missing	229		

2008 Combined Impact: 77.9%
Change in Impact: -6.3%
Statistical Significance: Yes: p<.01

3. Developing effective mathematical/quantitative skills.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	149	26.0	26.0
Moderate Impact	207	36.2	62.2
Minor Impact	154	26.9	89.2
No Impact	62	10.8	100.0
Total	572	100.0	
Missing	237		

2008 Combined Impact: 78.7%
Change in Impact: -16.5%
Statistical Significance: Yes: p<.001

4. Developing the ability to make inferences by combining different ideas or facts.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	261	45.2	45.2
Moderate Impact	246	42.6	87.9
Minor Impact	56	9.7	97.6
No Impact	14	2.4	100.0
Total	577	100.0	
Missing	232		

2008 Combined Impact: 88.7%
Change in Impact: -0.8%
Statistical Significance: No: p=.915

5. Developing basic computer literacy skills.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	167	29.0	29.0
Moderate Impact	192	33.3	62.3
Minor Impact	142	24.7	87.0
No Impact	75	13.0	100.0
Total	576	100.0	
Missing	233		

2008 Combined Impact: 76.3%
Change in Impact: -14.0%
Statistical Significance: Yes: p<.001

6. Developing the ability to express yourself through speaking.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	254	43.8	43.8
Moderate Impact	207	35.7	79.5
Minor Impact	93	16.0	95.5
No Impact	26	4.5	100.0
Total	580	100.0	
Missing	229		

2008 Combined Impact: 85.0%
Change in Impact: -5.5%
Statistical Significance: No: p=.970

7. Developing a commitment to personal health and fitness.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	114	19.7	19.7
Moderate Impact	146	25.2	44.9
Minor Impact	185	32.0	76.9
No Impact	134	23.1	100.0
Total	579	100.0	
Missing	230		

2008 Combined Impact: 65.5%
Change in Impact: -20.6%
Statistical Significance: Yes: p<.001

8. Advancing an appreciation of the arts, music, and literature.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	125	21.6	21.6
Moderate Impact	169	29.2	50.8
Minor Impact	164	28.3	79.1
No Impact	121	20.9	100.0
Total	579	100.0	
Missing	230		

2008 Combined Impact: 61.3%
Change in Impact: -10.5%
Statistical Significance: Yes: p<.001

9. Analyzing political and economic phenomena.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	132	22.7	22.7
Moderate Impact	191	32.9	55.6
Minor Impact	161	27.7	83.3
No Impact	97	16.7	100.0
Total	581	100.0	
Missing	228		

2008 Combined Impact: 58.0%
Change in Impact: -2.4%
Statistical Significance: No: p=.779

10. Understanding the scientific method of problem analysis.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	191	32.8	32.8
Moderate Impact	214	36.8	69.6
Minor Impact	125	21.5	91.1
No Impact	52	8.9	100.0
Total	582	100.0	
Missing	227		

2008 Combined Impact: 76.0%
Change in Impact: -6.4%
Statistical Significance: Yes: p<.05

11. Understanding the present as it relates to historical events/processes.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	147	25.3	25.3
Moderate Impact	236	40.7	66.0
Minor Impact	157	27.1	93.1
No Impact	40	6.9	100.0
Total	580	100.0	
Missing	229		

2008 Combined Impact: 74.9%
Change in Impact: -8.9%
Statistical Significance: No: p=.666

12. Understanding professional and ethical principles.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	248	42.7	42.7
Moderate Impact	227	39.1	81.8
Minor Impact	87	15.0	96.7
No Impact	19	3.3	100.0
Total	581	100.0	
Missing	228		

2008 Combined Impact: 80.3%
Change in Impact: +1.5%
Statistical Significance: No: p=.470

13. Understanding diverse cultures and values.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	240	41.5	41.5
Moderate Impact	199	34.4	76.0
Minor Impact	107	18.5	94.5
No Impact	32	5.5	100.0
Total	578	100.0	
Missing	231		

2008 Combined Impact: 83.1%
Change in Impact: -7.1%
Statistical Significance: No: p=.330

14. Having tolerance for different points of view.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	268	46.4	46.4
Moderate Impact	193	33.4	79.9
Minor Impact	86	14.9	94.8
No Impact	30	5.2	100.0
Total	577	100.0	
Missing	232		

2008 Combined Impact: 88.4%
Change in Impact: -8.5%
Statistical Significance: No: p=.687

15. Appreciating the need for formal and informal lifelong learning.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	321	55.2	55.2
Moderate Impact	188	32.3	87.5
Minor Impact	54	9.3	96.7
No Impact	19	3.3	100.0
Total	582	100.0	
Missing	227		

2008 Combined Impact: 87.8%
Change in Impact: -0.3%
Statistical Significance: No: p=.381

General Experiences

The following questions were open for response to all students. The questions were constructed to ascertain satisfaction with general experiences on the TAMU-CC campus.

16. The courtesy of personnel at the office of Admissions and Records.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	260	33.7	33.7
Satisfied	471	61.0	94.7
Dissatisfied	23	3.0	97.7
Very Dissatisfied	18	2.3	100.0
Total	772	100.0	
Not applicable	28		
Missing	9		

2008 Combined Satisfaction: 91.5%
Change in Satisfaction: +3.2%
Statistical Significance: No: p=.124

17. The helpfulness of personnel at the office of Admissions and Records.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	263	34.1	34.1
Satisfied	449	58.2	92.3
Dissatisfied	36	4.7	97.0
Very Dissatisfied	23	3.0	100.0
Total	771	100.0	
Not applicable	30		
Missing	8		

2008 Combined Satisfaction: 87.7%
Change in Satisfaction: +4.6%
Statistical Significance: No: p=.071

18. The knowledge of personnel at the Office of Admissions and Records.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	228	30.2	30.2
Satisfied	454	60.2	90.5
Dissatisfied	50	6.6	97.1
Very Dissatisfied	22	2.9	100.0
Total	754	100.0	
Not applicable	39		
Missing	16		

2008 Combined Satisfaction: 85.2%
Change in Satisfaction: +5.3%
Statistical Significance: No: p=.058

19. The courtesy of personnel at the Office of Veteran's Affairs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	82	44.6	44.6
Satisfied	96	52.2	96.7
Dissatisfied	4	2.2	98.9
Very Dissatisfied	2	1.1	100.0
Total	184	100.0	
Not applicable	614		
Missing	11		

2008 Combined Satisfaction: 97.0%
Change in Satisfaction: -0.3%
Statistical Significance: No: p=.650

20. The helpfulness of personnel at the Office of Veteran's Affairs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	81	47.6	47.6
Satisfied	82	48.2	95.9
Dissatisfied	6	3.5	99.4
Very Dissatisfied	1	0.6	100.0
Total	170	100.0	
Not applicable	623		
Missing	16		

2008 Combined Satisfaction: 91.8%
Change in Satisfaction: +4.1%
Statistical Significance: No: p=.412

21. The knowledge of personnel at the Office of Veteran's Affairs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	80	46.0	46.0
Satisfied	84	48.3	94.3
Dissatisfied	7	4.0	98.3
Very Dissatisfied	3	1.7	100.0
Total	174	100.0	
Not applicable	613		
Missing	22		

2008 Combined Satisfaction: 92.2%
Change in Satisfaction: +2.1%
Statistical Significance: No: p=.960

22. The courtesy of personnel at the Cashier's (Business) Office.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	263	34.7	34.7
Satisfied	437	57.7	92.3
Dissatisfied	34	4.5	96.8
Very Dissatisfied	24	3.2	100.0
Total	758	100.0	
Not applicable	33		
Missing	18		

2008 Combined Satisfaction: 93.1%
Change in Satisfaction: -0.8%
Statistical Significance: No: p=.134

23. The helpfulness of personnel at the Cashier's (Business) Office.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	269	35.3	35.3
Satisfied	428	56.1	91.3
Dissatisfied	47	6.2	97.5
Very Dissatisfied	19	2.5	100.0
Total	763	100.0	
Not applicable	33		
Missing	13		

2008 Combined Satisfaction: 92.5%
Change in Satisfaction: -1.2%
Statistical Significance: No: p=.437

24. The hours of operation of the Cashier's (Business) office.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	239	31.9	31.9
Satisfied	461	61.5	93.3
Dissatisfied	38	5.1	98.4
Very Dissatisfied	12	1.6	100.0
Total	750	100.0	
Not applicable	44		
Missing	15		

2008 Combined Satisfaction: 91.3%
Change in Satisfaction: +2.0%
Statistical Significance: No: p=.381

25. The courtesy of personnel in the Financial Assistance office.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	207	34.6	34.6
Satisfied	300	50.1	84.6
Dissatisfied	66	11.0	95.7
Very Dissatisfied	26	4.3	100.0
Total	599	100.0	
Not applicable	192		
Missing	18		

2008 Combined Satisfaction: 87.3%
Change in Satisfaction: -2.7%
Statistical Significance: No: p=.941

26. The helpfulness of personnel in the Financial Assistance office.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	200	33.8	33.8
Satisfied	265	44.8	78.5
Dissatisfied	91	15.4	93.9
Very Dissatisfied	36	6.1	100.0
Total	592	100.0	
Not applicable	200		
Missing	17		

2008 Combined Satisfaction: 85.6%
Change in Satisfaction: -7.1%
Statistical Significance: No: p=.229

27. The timeliness of financial assistance award announcements.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	177	28.8	28.8
Satisfied	287	46.7	75.6
Dissatisfied	104	16.9	92.5
Very Dissatisfied	46	7.5	100.0
Total	614	100.0	
Not applicable	183		
Missing	12		

2008 Combined Satisfaction: 81.7%
Change in Satisfaction: -6.1%
Statistical Significance: No: p=.423

28. The Web registration process.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	349	44.1	44.1
Satisfied	373	47.1	91.2
Dissatisfied	56	7.1	98.2
Very Dissatisfied	14	1.8	100.0
Total	792	100.0	
Not applicable	2		
Missing	15		

2008 Combined Satisfaction: 91.7%
Change in Satisfaction: -0.5%
Statistical Significance: No: p=.646

29. The walk-up registration process.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	127	32.1	32.1
Satisfied	216	54.5	86.6
Dissatisfied	45	11.4	98.0
Very Dissatisfied	8	2.0	100.0
Total	396	100.0	
Not applicable	400		
Missing	13		

2008 Combined Satisfaction: 88.4%
Change in Satisfaction: -1.8%
Statistical Significance: No: p=.763

30. The drop/add policy.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	240	33.8	33.8
Satisfied	401	56.4	90.2
Dissatisfied	51	7.2	97.3
Very Dissatisfied	19	2.7	100.0
Total	711	100.0	
Not applicable	80		
Missing	18		

2008 Combined Satisfaction: 89.4%
Change in Satisfaction: +0.8%
Statistical Significance: No: p=.490

31. The fee payment process.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	192	25.3	25.3
Satisfied	399	52.6	77.9
Dissatisfied	107	14.1	92.0
Very Dissatisfied	61	8.0	100.0
Total	759	100.0	
Not applicable	35		
Missing	15		

2008 Combined Satisfaction: 88.5%
Change in Satisfaction: -10.6%
Statistical Significance: Yes: p<.001

32. The billing policy.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	188	24.5	24.5
Satisfied	423	55.1	79.7
Dissatisfied	107	14.0	93.6
Very Dissatisfied	49	6.4	100.0
Total	767	100.0	
Not applicable	25		
Missing	17		

2008 Combined Satisfaction: 84.7%
Change in Satisfaction: -5.0%
Statistical Significance: Yes: p<.05

33. The quality of equipment in computer labs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	240	32.9	32.9
Satisfied	391	53.6	86.6
Dissatisfied	76	10.4	97.0
Very Dissatisfied	22	3.0	100.0
Total	729	100.0	
Not applicable	68		
Missing	12		

2008 Combined Satisfaction: 87.1%
Change in Satisfaction: -0.5%
Statistical Significance: No: p=.618

34. The accessibility of computer labs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	233	32.4	32.4
Satisfied	393	54.6	86.9
Dissatisfied	70	9.7	96.7
Very Dissatisfied	24	3.3	100.0
Total	720	100.0	
Not applicable	73		
Missing	16		

2008 Combined Satisfaction: 86.5%
Change in Satisfaction: +0.4%
Statistical Significance: No: p=.868

35. The overall condition of University grounds and landscaping.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	404	52.1	52.1
Satisfied	352	45.4	97.4
Dissatisfied	17	2.2	99.6
Very Dissatisfied	3	0.4	100.0
Total	776	100.0	
Not applicable	22		
Missing	11		

2008 Combined Satisfaction: 95.2%
Change in Satisfaction: +2.2%
Statistical Significance: No: p=.862

36. The overall condition of classrooms on campus.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	168	22.0	22.0
Satisfied	530	69.4	91.4
Dissatisfied	61	8.0	99.3
Very Dissatisfied	5	0.7	100.0
Total	764	100.0	
Not applicable	31		
Missing	14		

2008 Combined Satisfaction: 86.6%
Change in Satisfaction: +4.8%
Statistical Significance: Yes: p<.05

37. The quality of equipment in science labs.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	104	20.5	20.5
Satisfied	347	68.3	88.8
Dissatisfied	50	9.8	98.6
Very Dissatisfied	7	1.4	100.0
Total	508	100.0	
Not applicable	284		
Missing	17		

2008 Combined Satisfaction: 87.3%
Change in Satisfaction: +1.5%
Statistical Significance: No: p=.188

38. The courtesy of University Police.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	177	28.2	28.2
Satisfied	359	57.3	85.5
Dissatisfied	57	9.1	94.6
Very Dissatisfied	34	5.4	100.0
Total	627	100.0	
Not applicable	167		
Missing	15		

2008 Combined Satisfaction: 85.6%
Change in Satisfaction: -0.1%
Statistical Significance: Yes: p<.05

39. The helpfulness of University Police.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	182	32.1	32.1
Satisfied	301	53.1	85.2
Dissatisfied	51	9.0	94.2
Very Dissatisfied	33	5.8	100.0
Total	567	100.0	
Not applicable	229		
Missing	13		

2008 Combined Satisfaction: 85.1%
Change in Satisfaction: +0.1%
Statistical Significance: No: p=.113

40. The responsiveness of University Police.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	158	32.8	32.8
Satisfied	254	52.8	85.7
Dissatisfied	44	9.1	94.8
Very Dissatisfied	25	5.2	100.0
Total	481	100.0	
Not applicable	304		
Missing	24		

2008 Combined Satisfaction: 86.3%
Change in Satisfaction: -0.6%
Statistical Significance: No: p=.061

41. The overall safety of the campus.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	256	34.5	34.5
Satisfied	446	60.0	94.5
Dissatisfied	32	4.3	98.8
Very Dissatisfied	9	1.2	100.0
Total	743	100.0	
Not applicable	51		
Missing	15		

2008 Combined Satisfaction: 95.0%
Change in Satisfaction: -0.5%
Statistical Significance: No: p=.067

42. The caring and helpfulness of campus staff.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	243	32.2	32.2
Satisfied	472	62.5	94.7
Dissatisfied	36	4.8	99.5
Very Dissatisfied	4	0.5	100.0
Total	755	100.0	
Not applicable	39		
Missing	15		

2008 Combined Satisfaction: 94.0%
Change in Satisfaction: +0.7%
Statistical Significance: No: p=.542

43. The ability to find materials in the Library to complete class assignments.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	229	30.7	30.7
Satisfied	423	56.6	87.3
Dissatisfied	69	9.2	96.5
Very Dissatisfied	26	3.5	100.0
Total	747	100.0	
Not applicable	46		
Missing	16		

2008 Combined Satisfaction: 88.5%
Change in Satisfaction: -1.2%
Statistical Significance: No: p=.386

44. The contribution of intercollegiate athletic programs to your sense of school spirit.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	91	17.6	17.6
Satisfied	255	49.2	66.8
Dissatisfied	97	18.7	85.5
Very Dissatisfied	75	14.5	100.0
Total	518	100.0	
Not applicable	277		
Missing	14		

2008 Combined Satisfaction: 75.7%
Change in Satisfaction: -8.9%
Statistical Significance: Yes: p<.05

45. The quality of service in Campus Copies (University Center).

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	173	31.0	31.0
Satisfied	335	60.0	91.0
Dissatisfied	37	6.6	97.7
Very Dissatisfied	13	2.3	100.0
Total	558	100.0	
Not applicable	236		
Missing	15		

2008 Combined Satisfaction: 86.9%
Change in Satisfaction: +4.1%
Statistical Significance: Yes: $p < .05$

46. The variety of services available in Campus Copies (University Center).

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	178	31.4	31.4
Satisfied	342	60.3	91.7
Dissatisfied	34	6.0	97.7
Very Dissatisfied	13	2.3	100.0
Total	567	100.0	
Not applicable	221		
Missing	21		

2008 Combined Satisfaction: 87.9%
Change in Satisfaction: +3.8%
Statistical Significance: No: $p = .154$

47. The quality of food in the University Center.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	136	20.0	20.0
Satisfied	368	54.0	74.0
Dissatisfied	130	19.1	93.1
Very Dissatisfied	47	6.9	100.0
Total	681	100.0	
Not applicable	112		
Missing	16		

2008 Combined Satisfaction: 72.3%
Change in Satisfaction: +1.7%
Statistical Significance: No: $p = .427$

48. The price of food in the University Center.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	82	12.1	12.1
Satisfied	291	42.8	54.9
Dissatisfied	198	29.1	84.0
Very Dissatisfied	109	16.0	100.0
Total	680	100.0	
Not applicable	108		
Missing	21		

2008 Combined Satisfaction: 49.1%
Change in Satisfaction: +5.8%
Statistical Significance: Yes: $p < .05$

49. The courtesy of personnel in the University Bookstore.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	204	27.0	27.0
Satisfied	490	64.8	91.8
Dissatisfied	44	5.8	97.6
Very Dissatisfied	18	2.4	100.0
Total	756	100.0	
Not applicable	33		
Missing	20		

2008 Combined Satisfaction: 88.1%
Change in Satisfaction: +3.7%
Statistical Significance: No: $p = .888$

50. The helpfulness of personnel in the University Bookstore.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	235	30.9	30.9
Satisfied	450	59.2	90.1
Dissatisfied	49	6.4	96.6
Very Dissatisfied	26	3.4	100.0
Total	760	100.0	
Not applicable	33		
Missing	16		

2008 Combined Satisfaction: 88.8%
Change in Satisfaction: +1.3%
Statistical Significance: No: $p = .727$

51. The overall comfort of the University Center as a place for students to spend their leisure time.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	183	26.1	26.1
Satisfied	436	62.1	88.2
Dissatisfied	71	10.1	98.3
Very Dissatisfied	12	1.7	100.0
Total	702	100.0	
Not applicable	86		
Missing	21		

2008 Combined Satisfaction: 88.7%
Change in Satisfaction: -0.5%
Statistical Significance: No: p=.100

52. The quality of care offered by the Counseling Center.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	145	39.4	39.4
Satisfied	200	54.3	93.8
Dissatisfied	16	4.3	98.1
Very Dissatisfied	7	1.9	100.0
Total	368	100.0	
Not applicable	414		
Missing	27		

2008 Combined Satisfaction: 95.7%
Change in Satisfaction: -1.9%
Statistical Significance: No: p=.780

53. The quality of care offered by the Health Center.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	151	31.7	31.7
Satisfied	243	51.1	82.8
Dissatisfied	56	11.8	94.5
Very Dissatisfied	26	5.5	100.0
Total	476	100.0	
Not applicable	309		
Missing	24		

2008 Combined Satisfaction: 85.7%
Change in Satisfaction: -2.9%
Statistical Significance: No: p=.437

54. Career Services assistance in finding part-time employment on or off campus.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	100	27.3	27.3
Satisfied	211	57.7	85.0
Dissatisfied	37	10.1	95.1
Very Dissatisfied	18	4.9	100.0
Total	366	100.0	
Not applicable	417		
Missing	26		

2008 Combined Satisfaction: 90.1%
Change in Satisfaction: -5.1%
Statistical Significance: Yes: p<.05

55. Career Services assistance in finding employment after graduation.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	81	26.5	26.5
Satisfied	157	51.3	77.8
Dissatisfied	48	15.7	93.5
Very Dissatisfied	20	6.5	100.0
Total	306	100.0	
Not applicable	477		
Missing	26		

2008 Combined Satisfaction: 93.3%
Change in Satisfaction: -15.5%
Statistical Significance: Yes: p<.001

56. The variety of Recreational Sports activities, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	167	33.4	33.4
Satisfied	281	56.2	89.6
Dissatisfied	44	8.8	98.4
Very Dissatisfied	8	1.6	100.0
Total	500	100.0	
Not applicable	287		
Missing	22		

2008 Combined Satisfaction: 91.4%
Change in Satisfaction: -1.8%
Statistical Significance: No: p=.720

57. The quality of Recreational Sports facilities.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	156	30.2	30.2
Satisfied	284	55.0	85.3
Dissatisfied	58	11.2	96.5
Very Dissatisfied	18	3.5	100.0
Total	516	100.0	
Not applicable	269		
Missing	24		

2008 Combined Satisfaction: 87.5%

Change in Satisfaction: -2.2%

Statistical Significance: No: p=.698

There was a statistically significant difference in combined satisfaction between the semesters on this question, likely due to the construction of a new recreation center, Dugan Wellness Center (p<.001). Combined satisfaction was 74.3% for fall 2008, 89.8% in spring 2009, and 93.8% for summer 2009.

58. The availability of channels for expressing student complaints.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	83	17.6	17.6
Satisfied	238	50.4	68.0
Dissatisfied	104	22.0	90.0
Very Dissatisfied	47	10.0	100.0
Total	472	100.0	
Not applicable	314		
Missing	23		

2008 Combined Satisfaction: 79.4%

Change in Satisfaction: -11.4%

Statistical Significance: Yes: p<.01

59. The fairness of student disciplinary procedures.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	111	24.9	24.9
Satisfied	286	64.3	89.2
Dissatisfied	33	7.4	96.6
Very Dissatisfied	15	3.4	100.0
Total	445	100.0	
Not applicable	342		
Missing	22		

2008 Combined Satisfaction: 87.2%

Change in Satisfaction: +2.0%

Statistical Significance: No: p=.740

60. The protection of the right to freedom of expression on campus.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	168	28.6	28.6
Satisfied	387	65.9	94.5
Dissatisfied	23	3.9	98.5
Very Dissatisfied	9	1.5	100.0
Total	587	100.0	
Not applicable	200		
Missing	22		

2008 Combined Satisfaction: 92.0%
Change in Satisfaction: +2.5%
Statistical Significance: No: p=.519

61. Learning to appreciate teamwork and diversity in settings outside the classroom.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	207	32.1	32.1
Satisfied	407	63.2	95.3
Dissatisfied	24	3.7	99.1
Very Dissatisfied	6	0.9	100.0
Total	644	100.0	
Not applicable	143		
Missing	22		

2008 Combined Satisfaction: 90.3%
Change in Satisfaction: +5.0%
Statistical Significance: Yes: p<.05

62. Your sense of pride about the campus.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	225	31.1	31.1
Satisfied	418	57.7	88.8
Dissatisfied	62	8.6	97.4
Very Dissatisfied	19	2.6	100.0
Total	724	100.0	
Not applicable	64		
Missing	21		

2008 Combined Satisfaction: 90.1%
Change in Satisfaction: -1.3%
Statistical Significance: Yes: p<.05

63. The quality of Core Curriculum as a component of your education.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	188	26.9	26.9
Satisfied	402	57.6	84.5
Dissatisfied	76	10.9	95.4
Very Dissatisfied	32	4.6	100.0
Total	698	100.0	
Not applicable	90		
Missing	21		

2008 Combined Satisfaction: 84.7%
Change in Satisfaction: -0.2%
Statistical Significance: No: p=.946

64. Your financial investment (tuition and fees) in your education here.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	162	20.7	20.7
Satisfied	447	57.2	77.9
Dissatisfied	116	14.8	92.7
Very Dissatisfied	57	7.3	100.0
Total	782	100.0	
Not applicable	8		
Missing	19		

2008 Combined Satisfaction: 81.3%
Change in Satisfaction: -3.4%
Statistical Significance: Yes: p<.05

65. Your overall education at TAMU-CC.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	317	40.3	40.3
Satisfied	430	54.6	94.9
Dissatisfied	28	3.6	98.5
Very Dissatisfied	12	1.5	100.0
Total	787	100.0	
Not applicable	2		
Missing	20		

2008 Combined Satisfaction: 93.4%
Change in Satisfaction: +1.5%
Statistical Significance: No: p=.470

Extracurricular Involvement

The following questions were open for response to all students. The questions were constructed to ascertain student involvement in extracurricular activities.

66. Were you actively involved in any student organizations during your career at TAMU-CC?

	Frequency	Valid Percent	Cumulative Percent
Yes	388	49.0	49.0
No	404	51.0	100.0
Total	792	100.0	
Missing	17		

2008 “Yes” Responses: 48.9%

Change in “Yes” Responses: +0.1%

66a. If no, why not?

	Frequency	2008-2009 Rank	2007-2008 Rank
I didn't have time	281	1	1
Nothing interested me	79	2	3
I didn't know about these organizations	38	3	2
What I wanted wasn't offered or available	27	4	4
I didn't like what I experienced	16	5	5
Other	67		

66b. If no, why not? (“Other” responses - paraphrased)

	Frequency
Distance learner	28
Work schedule	15
Other interests	4
Scheduling conflicts	4
Non traditional students – felt organizations did not fit their needs	3
Cost of participation	2
Family commitments	2
Perceived lack of structure in organizations	1

Likelihood of Attending/Recommending TAMU-CC

The following questions were open for response to all students. The questions asked respondents to identify their likelihood of choosing TAMU-CC if beginning over again, and the likelihood of recommending TAMU-CC to a prospective student. The Office of Planning and Institutional Effectiveness recommends a combined probability percentage of 75% or greater for each item.

67. If you were to start all over again, would you attend TAMU-CC?

	Frequency	Valid Percent	Cumulative Percent
Definitely attend TAMU-CC	352	44.4	44.4
Probably attend TAMU-CC	350	44.1	88.5
Probably not attend TAMU-CC	66	8.3	96.8
Definitely not attend TAMU-CC	22	2.8	99.6
Not attend college at all	3	0.4	100.0
Total	793	100.0	
Missing	16		

2008 Combined Probability: 89.1%
Change in Probability: -0.6
Statistical Significance: No: p=.054

68. Would you recommend TAMU-CC to a prospective student?

	Frequency	Valid Percent	Cumulative Percent
Definitely recommend	430	54.3	54.3
Probably recommend	308	38.9	93.2
Probably not recommend	38	4.8	98.0
Definitely not recommend	16	2.0	100.0
Total	792	100.0	
Missing	17		

2008 Combined Probability: 93.4%
Change in Probability: -0.2%
Statistical Significance: No: p=.099

Academic Registration Experiences

The following questions were open for response to all students. The questions were constructed to ascertain how often respondents encountered courses that were closed when they were registering.

69. How frequently did you encounter courses NOT in your major that were closed when you went to register?

	Frequency	Valid Percent	Cumulative Percent
Always	7	0.9	0.9
Often	82	10.4	11.3
Sometimes	282	35.9	47.2
Never	415	52.8	100.0
Total	786	100.0	
Missing	23		

2008 "Never" Responses: 51.3%
 Change in "Never" Responses: +1.5%
 Statistical Significance: No: p=.070

70. How frequently did you encounter courses IN your major that were closed when you went to register?

	Frequency	Valid Percent	Cumulative Percent
Always	32	4.0	4.0
Often	119	15.0	19.1
Sometimes	299	37.8	56.9
Never	341	43.1	100.0
Total	791	100.0	
Missing	18		

2008 "Never" Responses: 34.9%
 Change in "Never" Responses: +8.2%
 Statistical Significance: Yes: p<.001

Academic Major Experiences

The following questions were open for response to all students. The questions were constructed to ascertain student satisfaction with experiences within their major. The Office of Planning and Institutional Effectiveness recommends a combined satisfaction rating of 75% or greater for each item. Combined satisfaction is found by combining the percentage scores received for “Very Satisfied” and “Satisfied” responses, as these options indicate a positive rating by the respondents. “Not applicable” responses are not included in the valid percentages listed on the tables to allow for a more accurate reflection of satisfaction ratings received.

71. The interest of faculty in your major in the welfare of students.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	401	51.9	51.9
Satisfied	326	42.2	94.0
Dissatisfied	39	5.0	99.1
Very Dissatisfied	7	0.9	100.0
Total	773	100.0	
Not applicable	8		
Missing	28		

2008 Combined Satisfaction: 95.2%
Change in Satisfaction: -1.2%
Statistical Significance: No: p=.145

72. The quality of instruction in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	410	52.4	52.4
Satisfied	319	40.8	93.2
Dissatisfied	41	5.2	98.5
Very Dissatisfied	12	1.5	100.0
Total	782	100.0	
Not applicable	1		
Missing	26		

2008 Combined Satisfaction: 93.6%
Change in Satisfaction: -0.4%
Statistical Significance: No: p=.185

73. The academic challenge of course work in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	378	48.5	48.5
Satisfied	348	44.7	93.2
Dissatisfied	45	5.8	99.0
Very Dissatisfied	8	1.0	100.0
Total	779	100.0	
Not applicable	1		
Missing	29		

2008 Combined Satisfaction: 93.9%
Change in Satisfaction: -0.7%
Statistical Significance: No: p=.778

74. The mutual respect between students and faculty in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	413	53.0	53.0
Satisfied	324	41.6	94.6
Dissatisfied	37	4.7	99.4
Very Dissatisfied	5	0.6	100.0
Total	779	100.0	
Not applicable	1		
Missing	29		

2008 Combined Satisfaction: 95.3%
Change in Satisfaction: -0.7%
Statistical Significance: No: p=.194

75. The preparation of faculty in your major for their courses.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	407	52.4	52.4
Satisfied	323	41.6	94.0
Dissatisfied	37	4.8	98.7
Very Dissatisfied	10	1.3	100.0
Total	777	100.0	
Not applicable	2		
Missing	30		

2008 Combined Satisfaction: 95.1%
Change in Satisfaction: -1.1%
Statistical Significance: No: p=.488

76. The frequency that required courses are offered in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	237	30.4	30.4
Satisfied	360	46.2	76.5
Dissatisfied	141	18.1	94.6
Very Dissatisfied	42	5.4	100.0
Total	780	100.0	
Not applicable	2		
Missing	27		

2008 Combined Satisfaction: 79.3%
Change in Satisfaction: -2.8%
Statistical Significance: No: p=.111

77. The opportunities to interact with faculty in your major outside of class.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	348	46.3	46.3
Satisfied	335	44.5	90.8
Dissatisfied	65	8.6	99.5
Very Dissatisfied	4	0.5	100.0
Total	752	100.0	
Not applicable	28		
Missing	29		

2008 Combined Satisfaction: 90.9%
Change in Satisfaction: -0.1%
Statistical Significance: No: p=.299

78. The appropriateness and fairness of the grading practices in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	373	47.9	47.9
Satisfied	365	46.9	94.7
Dissatisfied	32	4.1	98.8
Very Dissatisfied	9	1.2	100.0
Total	779	100.0	
Not applicable	2		
Missing	28		

2008 Combined Satisfaction: 93.3%
Change in Satisfaction: +1.4%
Statistical Significance: No: p=.095

79. The feedback from faculty in your major on your academic progress.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	364	47.2	47.2
Satisfied	349	45.2	92.4
Dissatisfied	44	5.7	98.1
Very Dissatisfied	15	1.9	100.0
Total	772	100.0	
Not applicable	4		
Missing	33		

2008 Combined Satisfaction: 90.4%
Change in Satisfaction: +2.0%
Statistical Significance: No: p=.263

80. The variety of advanced course offerings in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	276	36.5	36.5
Satisfied	348	46.0	82.5
Dissatisfied	104	13.8	96.3
Very Dissatisfied	28	3.7	100.0
Total	756	100.0	
Not applicable	27		
Missing	26		

2008 Combined Satisfaction: 88.9%
Change in Satisfaction: -6.4%
Statistical Significance: No: p=.113

81. The helpfulness of your faculty advisor.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	371	48.8	48.8
Satisfied	309	40.7	89.5
Dissatisfied	46	6.1	95.5
Very Dissatisfied	34	4.5	100.0
Total	760	100.0	
Not applicable	20		
Missing	29		

2008 Combined Satisfaction: 85.0%
Change in Satisfaction: +4.5%
Statistical Significance: No: p=.052

82. The availability of your faculty advisor.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	352	46.2	46.2
Satisfied	325	42.7	88.8
Dissatisfied	57	7.5	96.3
Very Dissatisfied	28	3.7	100.0
Total	762	100.0	
Not applicable	19		
Missing	28		

2008 Combined Satisfaction: 91.4%
Change in Satisfaction: -2.6%
Statistical Significance: No: p=.693

83. The preparation in your major for your first career job.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	259	38.5	38.5
Satisfied	336	49.9	88.4
Dissatisfied	63	9.4	97.8
Very Dissatisfied	15	2.2	100.0
Total	673	100.0	
Not applicable	105		
Missing	31		

2008 Combined Satisfaction: 91.5%
Change in Satisfaction: -3.1%
Statistical Significance: No: p=.253

84. The preparation in your major for continuing education.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	302	42.2	42.2
Satisfied	353	49.4	91.6
Dissatisfied	47	6.6	98.2
Very Dissatisfied	13	1.8	100.0
Total	715	100.0	
Not applicable	64		
Missing	30		

2008 Combined Satisfaction: 91.6%
Change in Satisfaction: No change
Statistical Significance: No: p=.143

85. Would you recommend to someone with similar interests to study in the same major at TAMU-CC?

	Frequency	Valid Percent	Cumulative Percent
Definitely yes	433	55.2	55.2
Probably yes	277	35.3	90.6
Probably no	55	7.0	97.6
Definitely no	19	2.4	100.0
Total	784	100.0	
Missing	25		

2008 Combined “Yes”: 90.4%
Change in “Yes”: +0.2%
Statistical Significance: No: p=.711

86. If you were starting all over, would you major in the same program again?

	Frequency	Valid Percent	Cumulative Percent
Definitely yes	497	63.4	63.4
Probably yes	191	24.4	87.8
Probably no	78	9.9	97.7
Definitely no	18	2.3	100.0
Total	784	100.0	
Missing	25		

2008 Combined “Yes”: 85.5%
Change in “Yes”: +2.3%
Statistical Significance: No: p=.212

Employment Information

The following questions were open for response to all students. The questions were constructed to ascertain post-graduation plans of the respondents.

87. What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

	Frequency	Valid Percent	Cumulative Percent
Employment, full-time paid	556	70.3	70.3
Employment, part-time paid	17	2.1	72.4
Graduate or professional school, full-time	136	17.2	89.6
Graduate or professional school, part-time	35	4.4	94.1
Additional undergraduate course work	6	0.8	94.8
Military service	6	0.8	95.6
Volunteer activity (e.g. Peace Corps)	6	0.8	96.3
Starting or raising a family	3	0.4	96.7
Other, please specify	26	3.3	100.0
Total	791	100.0	
Missing	18		

88. To what extent is your job related to your major or area of study at TAMU-CC?

	Frequency	Valid Percent	Cumulative Percent
Directly related	438	56.2	56.2
Somewhat related	176	22.6	78.7
Not at all related	48	6.2	84.9
Not applicable	118	15.1	100.0
Total	780	100.0	
Missing	29		

2008 Responses:

Directly Related (51.6%)

Somewhat related (21.8%)

Not at all related (9.2%)

Not applicable (17.4%)

89. Where is your job located?

	Frequency	Valid Percent	Cumulative Percent
In the Coastal Bend region	361	46.8	46.8
In Texas, outside the Coastal Bend	158	20.5	67.3
Outside of Texas	53	6.9	74.2
Not applicable	199	25.8	100.0
Total	771	100.0	
Missing	38		

2008 Responses:

In the Coastal Bend region (50.8%)

In Texas, outside the Coastal Bend (18.2%)

Outside of Texas (6.9%)

Not applicable (24.1%)

90. If you have accepted a position of employment following graduation, or are currently employed, what is/will be your salary range per year?

	Frequency	Valid Percent	Cumulative Percent
Under \$20,000	48	6.7	6.7
\$20,000 to \$29,999	37	5.1	11.8
\$30,000 to \$39,999	106	14.7	26.5
\$40,000 to \$49,999	117	16.3	42.8
\$50,000 to \$59,999	57	7.9	50.7
\$60,000 to \$69,999	23	3.2	53.9
\$70,000 or above	47	6.5	60.4
Not applicable	285	39.6	100.0
Total	720	100.0	
Missing	89		

91. Have you applied to graduate or professional school?

	Frequency	Valid Percent	Cumulative Percent
Yes, I have applied	201	26.1	26.1
Not yet, I plan to apply	352	45.8	71.9
No, I am not planning to apply	216	28.1	100.0
Total	769	100.0	
Missing	40		

2008 Responses:

Yes, I have applied (50.8%)

Not yet, I plan to apply (18.2%)

No, I do not plan to apply (6.9%)

Undecided (24.1%)

Graduating Student Survey Questionnaire

The Island University

Graduating Student Survey

Texas A&M University-Corpus Christi

The following questions are for data-collection and research purposes only.

The Office of Planning and Institutional Effectiveness will ensure that your responses are completely confidential and will only be reported in the aggregate. Your responses cannot be traced back to you.


Student ID:

In which term and year do you intend to graduate?

What type of degree are you graduating with?

Did either of your parents (or legal guardians) graduate from college?

Clicking the "Next" button will take you directly to the survey.

Next  [Make Your Survey](#)

The Island University

Graduating Student Survey

Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

Now that you are graduating, please indicate the level of impact your experiences at TAMU-CC have had on your attainment of the following.

	Major Impact	Moderate Impact	Minor Impact	No Impact
Acquiring a basic knowledge in the liberal arts (humanities, social, and natural sciences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing clear, correct English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective mathematical/quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to make inferences by combining different ideas or facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing basic computer literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to express yourself through speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a commitment to personal health and fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancing an appreciation of the arts, music, and literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing political and economic phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the scientific method of problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the present as it relates to historical events/processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding professional and ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding diverse cultures and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having tolerance for different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the need for formal and informal lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Island University

Graduating Student Survey

Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

Please let us know how satisfied you are with the following entities or processes at TAMU-CC.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The courtesy of personnel at the office of Admissions and Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of personnel at the office of Admissions and Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge of personnel at the Office of Admissions and Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courtesy of personnel at the Office of Veteran's Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of personnel at the Office of Veteran's Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The knowledge of personnel at the Office of Veteran's Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courtesy of personnel at the Cashier's (Business) Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of personnel at the Cashier's (Business) Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The hours of operation of the Cashier's (Business) office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courtesy of personnel in the Financial Assistance office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of personnel in the Financial Assistance office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The timeliness of financial assistance award announcements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Web registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The walk-up registration process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The drop/add policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fee payment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The billing policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of equipment in computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accessibility of computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall condition of University grounds and landscaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Island University

Graduating Student Survey

Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

Please let us know how satisfied you are with the following entities or processes at TAMU-CC.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The overall condition of classrooms on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of equipment in science labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courtesy of University Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of University Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The responsiveness of University Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall safety of the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caring and helpfulness of campus staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to find materials in the Library to complete class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The contribution of intercollegiate athletic programs to your sense of school spirit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of service in Campus Copies (University Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of services available in Campus Copies (University Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of food in the University Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The price of food in the University Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courtesy of personnel in the University Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of personnel in the University Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Inquire Web Survey

The Island University

Graduating Student Survey

Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

Please let us know how satisfied you are with the following entities or processes at TAMU-CC.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The overall comfort of the University Center as a place for students to spend their leisure time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care offered by the Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of care offered by the Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services assistance in finding part-time employment on or off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services assistance in finding employment after graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of Recreational Sports activities, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of Recreational Sports facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of channels for expressing student complaints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The fairness of student disciplinary procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The protection of the right to freedom of expression on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to appreciate teamwork and diversity in settings outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your sense of pride about the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of Core Curriculum as a component of your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your financial investment (tuition and fees) in your education here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall education at TAMU-CC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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[Inquire Web Survey](#)

The Island University
Graduating Student Survey
Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

Were you actively involved in any student organizations during your career at TAMU-CC? (Student organizations include academic or career clubs, student government, publications, religious clubs, special interest clubs, sports clubs, Greek organizations, etc.)

- Yes
- No

If no, why not? (Please select all that apply)

- I didn't have time
- Nothing interested me
- I didn't know about these organizations
- What I was interested in wasn't offered or available
- I didn't like what I experienced
- Other

If you were to start all over again, would you attend TAMU-CC?

Would you recommend TAMU-CC to a prospective student?

How frequently did you encounter courses NOT in your major that were closed when you went to register?

How frequently did you encounter courses IN your major that were closed when you went to register?

Next Update Web Survey

The Island University
Graduating Student Survey
 Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

How satisfied are you with the following statements about your Major?

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not applicable
The interest of faculty in your major in the welfare of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic challenge of course work in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mutual respect between students and faculty in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation of faculty in your major for their courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The frequency that required courses are offered in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities to interact with faculty in your major outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The appropriateness and fairness of the grading practices in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback from faculty in your major on your academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of advanced course offerings in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The helpfulness of your faculty advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The availability of your faculty advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation in your major for your first career job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation in your major for continuing education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend to someone with similar interests to study in the same major at TAMU-CC?

If you were starting all over, would you major in the same program again?

Next Inquire Via [Email](#)

The Island University
Graduating Student Survey
Texas A&M University-Corpus Christi

Press "Next" button at the bottom of the page if you wish to skip this section.

What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

- Employment, full-time paid
- Employment, part-time paid
- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate course work
- Military service
- Volunteer activity (e.g. Peace Corps)
- Starting or raising a family
- Other, please specify

To what extent is your job related to your major or area of study at TAMU-CC?

Where is your job located?

If you have accepted a position of employment following graduation, or are currently employed, what is/will be your salary range per year?

Have you applied to graduate or professional school?

- Yes, I have applied
- Not yet, I plan to apply
- No, I am not planning to apply

Thank you for completing the online Graduating Student Survey.

Finish  [Inquire This Survey](#)

Thank you for completing the online evaluation survey.

Your responses have been saved and will be kept strictly confidential, and will be reported only in the aggregate.



You may now close out your browser.