

# 2010 Graduating Student Survey Results

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Prepared by the Office of Planning and  
Institutional Effectiveness



TEXAS A&M UNIVERSITY  
CORPUS CHRISTI

## 2010 Graduating Student Survey Results

### EXECUTIVE SUMMARY

TAMU-CC students who applied for graduation for the 2009-2010 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 confidential. 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 **532** total students that completed the online survey, which equates to ~29% of the graduating students for the 2009-2010 academic year.

### Methodology

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 made through the students' University e-mail addresses. The survey was deployed online using Inquisite 8.0 software, and data were stored on a secure Oracle server. Data were analyzed using SPSS 17.0.

### Survey Modifications Effective 2009-2010

The 2009-2010 Graduating Student Survey incorporated three additional items, one multiple choice and two open ended items, to acquire additional information that may prove beneficial to Administrators during the decision making process. The new multiple choice item was added to the *General Campus Experiences* section of the survey to acquire data on graduating students' perceptions of Academic Advising service quality provided on campus. Additionally, two open-ended items were added at the end of the survey to allow graduating students the opportunity to provide open-ended commentary on the major-related and general institutional experiences they had while attending A&M-Corpus Christi.

### Reporting

For navigational ease, key findings are grouped into separate categories by theme/construct. Statistical analyses to make comparisons with AY 08-09 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.

### Undergraduate Student Development

13 of the 15 Undergraduate Student Development items **increased** when compared to AY 08-09.

The following items reflected a **decreased** rating of impact:

- Acquiring a basic knowledge in the liberal arts (68.6%: decrease of 6.1%).
- Analyzing political and economic phenomena (55.5%: decrease of 0.1%).

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 (89.9%).
- Appreciating the need for formal and informal lifelong learning (89.4%).
- Understanding professional and ethical principles (84.4%).
- Having tolerance for different points of view (83.3%).
- Developing the ability to express yourself through speaking (83.3%).

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

- Advancing an appreciation of the arts, music, and literature (52.5%).
- Developing a commitment to personal health and fitness (54.1%).
- Analyzing political and economic phenomena (55.5%).

### General Campus Experiences

Compared to AY 08-09, the following items reflected **increased** ratings of general satisfaction:

- The quality of Recreational Sports facilities (92.9%: increase of 7.6%).
- The timeliness of financial assistance award announcements (81.9%: increase of 6.3%).
- The billing policy (83.6%: increase of 3.9%).
- The variety of Recreational Sports activities, including intramurals, fitness and wellness programs, sports clubs, aquatics, and open recreation (93.3%: increase of 3.7%).
- The helpfulness of personnel in the Financial Assistance Office (82.0%: increase of 3.5%).
- The helpfulness of personnel in the University Bookstore (92.1%: increase of 2.0%).
- The overall safety of the campus (96.4%: increase of 1.9%).
- The quality of food in the University Center (75.8%: increase of 1.8%).
- The courtesy of personnel in the University Bookstore (93.1%: increase of 1.3%).
- The Web registration process (92.4%: increase of 1.2%).
- The responsiveness of University Police (86.8%: increase of 1.1%).
- The quality of Core Curriculum as a component of your education (85.6%: increase of 1.1%).
- The courtesy of University Police (86.4%: increase of 0.9%).
- The fee payment process (78.7%: increase of 0.8%).
- Increase of course availability outside of major (increase of 0.8%).
- The helpfulness of University Police (85.7%: increase of 0.5%).

- The overall comfort of the University Center as a place for students to spend their leisure time (88.6%: increase of 0.4%).
- The price of food in the University Center (55.2%: increase of 0.3%).
- The helpfulness of personnel at the Office of Veteran's Affairs (96.2%: increase of 0.3%).
- The courtesy of personnel in the Financial Assistance Office (84.9%: increase of 0.3%).
- The knowledge of personnel at the Office of Veteran's Affairs (94.5%: increase of 0.2%).
- The hours of operation of the Cashier's (Business) office (93.5%: increase of 0.2%).
- The contribution of intercollegiate athletic programs to your sense of school spirit (66.9%: increase of 0.1%).

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

- The courtesy of personnel at the Office of Veteran's Affairs (96.5%).
- The overall safety of the campus (96.4%).
- The helpfulness of personnel at the Office of Veteran's Affairs (96.2%).
- The knowledge of personnel at the Office of Veteran's Affairs (94.5%).
- Overall education at TAMU-CC (94.1%).

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

- The price of food in the University Center (55.2%).
- The availability of channels for expressing student complaints (66.7%).
- The contribution of intercollegiate athletic programs to your sense of school spirit (66.9%).
- Career Services assistance in finding employment after graduation (70.0%).
- Career Services assistance in finding part-time employment on or off campus (75.3%).

### **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 (89.1%) and recommending TAMU-CC to a prospective student (91.9%).

### **Academic Major Experiences**

All items related to satisfaction with major exceeded the recommended 75% satisfaction rating, except one: "The frequency that required courses are offered in your major" (73.9%). Compared to AY 08-09, the following items (8 of 16 total items) reflected an **increase** in satisfaction:

- The preparation in major for continuing education (93.3%: increase of 1.7%).
- The academic challenge of course work in major (94.6%: increase of 1.4%).
- The interest of faculty in major in the welfare of students (95.0%: increase of 1.0%).
- The mutual respect between students and faculty in major (95.6%: increase of 1.0%).
- The appropriateness and fairness of grading practices in major (95.4%: increase of 0.7%).
- The variety of advanced course offerings in major (83.0%: increase of 0.5%).
- Would recommend someone with similar interests to study in major at TAMU-CC (90.9%: increase of 0.3%).
- The preparation of faculty in major for their courses (94.2%: increase of 0.2%).

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

- The mutual respect between students and faculty in major (95.6%).
- The appropriateness and fairness of grading practices in major (95.4%).
- The interest of faculty in major in the welfare of students (95.0%).
- The academic challenge of course work in major (94.6%).
- The preparation of faculty in major for their courses (94.2%).

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

- The frequency that required courses are offered in major (73.9%).
- The variety of advanced course offerings in major (83.0%).
- The availability of faculty advisor (86.1%).

### **Employment Information**

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

- 68.7% of respondents report that they will most likely work full time after graduation, a decrease of 1.6% from AY08-09.
- 18.1% of respondents report that they will most likely attend graduate or professional school full time after graduation, an increase of 0.9%. Another 3.8% will attend graduate or professional school part time.
- 62.0% of respondents report that their job after graduation is directly or somewhat related to their major at TAMU-CC, a decrease of 16.7%.
- 42.4% of respondents reported their job is located in the Coastal Bend region.
- 30.8% of respondents report that they will be earning a salary of \$30,000-\$49,000 a year.
- 25.2% of respondents report that they have already applied to graduate or professional school.

### **Commentary**

In response to student inquiries regarding the opportunity to provide commentary on the Graduating Student Survey, two open ended question text boxes were added to this iteration of the survey.

Comments varied from very specific comments (i.e., a specific professor/course/experience that had an impact on their lives) to very general (an overall satisfaction or dissatisfaction with the education received at TAMU-CC). Items were categorized into similar themes and listed by frequency of mentions. In general, the majority of the comments indicated on both of the items were positive experiences with the professors, the coursework, and the campus.

## **Results**

### Frequency Tables and T-test Results

## 2010 Graduating Student Survey Results

### Demographics

#### Gender

	Survey Respondents	Campus Population
Male	32%	39%
Female	68%	61%

#### Ethnicity

	Survey Respondents	Campus Population
White	52%	48%
African American	4%	5%
Hispanic	33%	39%
Asian/Pacific Islander	3%	3%
Native American	1%	1%
International	8%	5%

#### College

	Survey Respondents	Campus Population
Business	22%	15%
Education	23%	22%
Liberal Arts	25%	21%
Nursing & Health Sciences	14%	15%
Science & Technology	17%	22%
Unknown	0%	5%

#### Degree Level

	Frequency	Valid Percent
Bachelors	366	69%
Masters	162	30%
Doctoral	4	1%

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

	Frequency	Valid Percent
Yes	232	44%
No	300	56%

### 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	111	30.8	30.8
Moderate Impact	136	37.8	<b>68.6</b>
Minor Impact	77	21.4	90.0
No Impact	36	10.0	100.0
Total	360	100.0	
Missing	172		

**2009 Combined Impact: 74.7%**  
**Change in Impact: -6.1%**  
**Statistical Significance: No: p=.055**

#### 2. Reading and writing clear, correct English.

	Frequency	Valid Percent	Cumulative Percent
Major Impact	135	37.6	37.6
Moderate Impact	124	34.5	<b>72.1</b>
Minor Impact	72	20.1	92.2
No Impact	28	7.8	100.0
Total	359	100.0	
Missing	173		

**2009 Combined Impact: 71.6%**  
**Change in Impact: +0.5%**  
**Statistical Significance: No: p=.314**



**3. Developing effective mathematical/quantitative skills.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	92	25.9	25.9
Moderate Impact	132	37.2	<b>63.1</b>
Minor Impact	96	27.0	90.1
No Impact	35	9.9	100.0
Total	355	100.0	
Missing	177		

**2009 Combined Impact: 62.2%**  
**Change in Impact: +0.9%**  
**Statistical Significance: No: p=.790**

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

	Frequency	Valid Percent	Cumulative Percent
Major Impact	178	49.7	49.7
Moderate Impact	144	40.2	<b>89.9</b>
Minor Impact	31	8.7	98.6
No Impact	5	1.4	100.0
Total	358	100.0	
Missing	174		

**2009 Combined Impact: 87.9%**  
**Change in Impact: +2.0%**  
**Statistical Significance: No: p=.122**

**5. Developing basic computer literacy skills.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	123	34.6	34.6
Moderate Impact	108	30.4	<b>65.1</b>
Minor Impact	83	23.4	88.5
No Impact	41	11.5	100.0
Total	355	100.0	
Missing	177		

**2009 Combined Impact: 62.3%**  
**Change in Impact: +2.8%**  
**Statistical Significance: No: p=.148**

**6. Developing the ability to express yourself through speaking.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	176	49.0	49.0
Moderate Impact	123	34.3	<b>83.3</b>
Minor Impact	49	13.6	96.9
No Impact	11	3.1	100.0
Total	359	100.0	
Missing	173		

**2009 Combined Impact: 79.5%**  
**Change in Impact: +3.8%**  
**Statistical Significance: No: p=.066**

**7. Developing a commitment to personal health and fitness.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	106	29.7	29.7
Moderate Impact	87	24.4	<b>54.1</b>
Minor Impact	94	26.3	80.4
No Impact	70	19.6	100.0
Total	357	100.0	
Missing	175		

**2009 Combined Impact: 44.9%**  
**Change in Impact: +9.2%**  
**Statistical Significance: Yes: p<.01**

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

	Frequency	Valid Percent	Cumulative Percent
Major Impact	96	26.8	26.8
Moderate Impact	92	25.7	<b>52.5</b>
Minor Impact	100	27.9	80.4
No Impact	70	19.6	100.0
Total	358	100.0	
Missing	174		

**2009 Combined Impact: 50.8%**  
**Change in Impact: +1.7%**  
**Statistical Significance: No: p=.245**

**9. Analyzing political and economic phenomena.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	80	22.4	22.4
Moderate Impact	118	33.1	<b>55.5</b>
Minor Impact	113	31.7	87.1
No Impact	46	12.9	100.0
Total	357	100.0	
Missing	175		

**2009 Combined Impact: 55.6%**  
**Change in Impact: -0.1%**  
**Statistical Significance: No: p=.615**

**10. Understanding the scientific method of problem analysis.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	131	36.7	36.7
Moderate Impact	120	33.6	<b>70.3</b>
Minor Impact	68	19.0	89.4
No Impact	38	10.6	100.0
Total	357	100.0	
Missing	175		

**2009 Combined Impact: 69.6%**  
**Change in Impact: +0.7%**  
**Statistical Significance: No: p=.656**

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

	Frequency	Valid Percent	Cumulative Percent
Major Impact	109	30.5	30.5
Moderate Impact	143	40.1	<b>70.6</b>
Minor Impact	80	22.4	93.0
No Impact	25	7.0	100.0
Total	357	100.0	
Missing	175		

**2009 Combined Impact: 66.0%**  
**Change in Impact: +4.6%**  
**Statistical Significance: No: p=.107**

**12. Understanding professional and ethical principles.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	180	50.0	50.0
Moderate Impact	124	34.4	<b>84.4</b>
Minor Impact	45	12.5	96.9
No Impact	11	3.1	100.0
Total	360	100.0	
Missing	172		

**2009 Combined Impact: 81.8%**  
**Change in Impact: +2.6%**  
**Statistical Significance: No: p=.061**

**13. Understanding diverse cultures and values.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	170	47.5	47.5
Moderate Impact	118	33.0	<b>80.4</b>
Minor Impact	49	13.7	94.1
No Impact	21	5.9	100.0
Total	358	100.0	
Missing	174		

**2009 Combined Impact: 76.0%**  
**Change in Impact: +4.4%**  
**Statistical Significance: No: p=.094**

**14. Having tolerance for different points of view.**

	Frequency	Valid Percent	Cumulative Percent
Major Impact	188	52.4	52.4
Moderate Impact	111	30.9	<b>83.3</b>
Minor Impact	43	12.0	95.3
No Impact	17	4.7	100.0
Total	359	100.0	
Missing	173		

**2009 Combined Impact: 79.9%**  
**Change in Impact: +3.4%**  
**Statistical Significance: No: p=.096**

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Major Impact	218	60.7	60.7
Moderate Impact	103	28.7	<b>89.4</b>
Minor Impact	29	8.1	97.5
No Impact	9	2.5	100.0
Total	359	100.0	
Missing	173		

**2009 Combined Impact: 87.5%**  
**Change in Impact: +1.9%**  
**Statistical Significance: No: p=.111**

### 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	163	32.4	32.4
Satisfied	301	59.8	92.2
Dissatisfied	22	4.4	96.6
Very Dissatisfied	17	3.4	100.0
Total	503	100.0	
Not applicable	14		
Missing	15		

**2009 Combined Satisfaction:** 94.7%  
**Change in Satisfaction:** -2.5%  
**Statistical Significance:** No: p=.199

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	162	32.3	32.3
Satisfied	288	57.4	89.6
Dissatisfied	34	6.8	96.4
Very Dissatisfied	18	3.6	100.0
Total	502	100.0	
Not applicable	14		
Missing	16		

**2009 Combined Satisfaction:** 92.3%  
**Change in Satisfaction:** -2.7%  
**Statistical Significance:** No: p=.191

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	151	30.8	30.8
Satisfied	274	55.9	<b>86.7</b>
Dissatisfied	46	9.4	96.1
Very Dissatisfied	19	3.9	100.0
Total	490	100.0	
Not applicable	19		
Missing	23		

**2009 Combined Satisfaction:**       **90.5%**  
**Change in Satisfaction:**       **-3.8%**  
**Statistical Significance:**       **No: p=.312**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	51	45.1	45.1
Satisfied	58	51.3	<b>96.5</b>
Dissatisfied	3	2.7	99.1
Very Dissatisfied	1	0.9	100.0
Total	113	100.0	
Not applicable	399		
Missing	20		

**2009 Combined Satisfaction:**       **96.7%**  
**Change in Satisfaction:**       **-0.2%**  
**Statistical Significance:**       **No: p=.945**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	50	47.2	47.2
Satisfied	52	49.1	<b>96.2</b>
Dissatisfied	2	1.9	98.1
Very Dissatisfied	2	1.9	100.0
Total	106	100.0	
Not applicable	406		
Missing	20		

**2009 Combined Satisfaction:**       **95.9%**  
**Change in Satisfaction:**       **+0.3%**  
**Statistical Significance:**       **No: p=.849**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	40	36.7	36.7
Satisfied	63	57.8	94.5
Dissatisfied	3	2.8	97.2
Very Dissatisfied	3	2.8	100.0
Total	109	100.0	
Not applicable	400		
Missing	23		

**2009 Combined Satisfaction:** 94.3%  
**Change in Satisfaction:** +0.2%  
**Statistical Significance:** No: p=.207

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	168	35.3	35.3
Satisfied	268	56.3	91.6
Dissatisfied	26	5.5	97.1
Very Dissatisfied	14	2.9	100.0
Total	476	100.0	
Not applicable	35		
Missing	21		

**2009 Combined Satisfaction:** 92.3%  
**Change in Satisfaction:** -0.7%  
**Statistical Significance:** No: p=.986

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	175	36.3	36.3
Satisfied	263	54.6	90.9
Dissatisfied	29	6.0	96.9
Very Dissatisfied	15	3.1	100.0
Total	482	100.0	
Not applicable	33		
Missing	17		

**2009 Combined Satisfaction:** 91.3%  
**Change in Satisfaction:** -0.4%  
**Statistical Significance:** No: p=.990



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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	158	33.1	33.1
Satisfied	288	60.4	<b>93.5</b>
Dissatisfied	18	3.8	97.3
Very Dissatisfied	13	2.7	100.0
Total	477	100.0	
Not applicable	37		
Missing	18		

**2009 Combined Satisfaction: 93.3%**  
**Change in Satisfaction: +0.2%**  
**Statistical Significance: No: p=.935**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	137	35.0	35.0
Satisfied	195	49.9	<b>84.9</b>
Dissatisfied	33	8.4	93.4
Very Dissatisfied	26	6.6	100.0
Total	391	100.0	
Not applicable	122		
Missing	19		

**2009 Combined Satisfaction: 84.6%**  
**Change in Satisfaction: +0.3%**  
**Statistical Significance: No: p=.764**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	137	35.2	35.2
Satisfied	182	46.8	<b>82.0</b>
Dissatisfied	42	10.8	92.8
Very Dissatisfied	28	7.2	100.0
Total	389	100.0	
Not applicable	124		
Missing	19		

**2009 Combined Satisfaction: 78.5%**  
**Change in Satisfaction: +3.5%**  
**Statistical Significance: No: p=.500**

**27. The timeliness of financial assistance award announcements.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	134	32.8	32.8
Satisfied	201	49.1	<b>81.9</b>
Dissatisfied	40	9.8	91.7
Very Dissatisfied	34	8.3	100.0
Total	409	100.0	
Not applicable	108		
Missing	15		

**2009 Combined Satisfaction:** 75.6%  
**Change in Satisfaction:** +6.3%  
**Statistical Significance:** No: p=.089

**28. The Web registration process.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	233	45.5	45.5
Satisfied	240	46.9	<b>92.4</b>
Dissatisfied	30	5.9	98.2
Very Dissatisfied	9	1.8	100.0
Total	512	100.0	
Not applicable	5		
Missing	15		

**2009 Combined Satisfaction:** 91.2%  
**Change in Satisfaction:** +1.2%  
**Statistical Significance:** No: p=.489

**29. The walk-up registration process.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	85	29.7	29.7
Satisfied	162	56.6	<b>86.4</b>
Dissatisfied	29	10.1	96.5
Very Dissatisfied	10	3.5	100.0
Total	286	100.0	
Not applicable	230		
Missing	16		

**2009 Combined Satisfaction:** 86.6%  
**Change in Satisfaction:** -0.2%  
**Statistical Significance:** No: p=.459

**30. The drop/add policy.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	148	32.7	32.7
Satisfied	257	56.9	<b>89.6</b>
Dissatisfied	33	7.3	96.9
Very Dissatisfied	14	3.1	100.0
Total	452	100.0	
Not applicable	62		
Missing	18		

**2009 Combined Satisfaction:** 90.2%  
**Change in Satisfaction:** -0.6%  
**Statistical Significance:** No: p=.632

**31. The fee payment process.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	117	23.7	23.7
Satisfied	271	55.0	<b>78.7</b>
Dissatisfied	65	13.2	91.9
Very Dissatisfied	40	8.1	100.0
Total	493	100.0	
Not applicable	25		
Missing	14		

**2009 Combined Satisfaction:** 77.9%  
**Change in Satisfaction:** +0.8%  
**Statistical Significance:** No: p=.868

**32. The billing policy.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	121	23.9	23.9
Satisfied	302	59.7	<b>83.6</b>
Dissatisfied	49	9.7	93.3
Very Dissatisfied	34	6.7	100.0
Total	506	100.0	
Not applicable	12		
Missing	14		

**2009 Combined Satisfaction:** 79.7%  
**Change in Satisfaction:** +3.9%  
**Statistical Significance:** No: p=.507

**33. The quality of equipment in computer labs.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	149	32.0	32.0
Satisfied	249	53.5	<b>85.6</b>
Dissatisfied	48	10.3	95.9
Very Dissatisfied	19	4.1	100.0
Total	465	100.0	
Not applicable	52		
Missing	15		

**2009 Combined Satisfaction:**       **86.6%**  
**Change in Satisfaction:**       **-1.0%**  
**Statistical Significance:**       **No: p=.506**

**34. The accessibility of computer labs.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	146	31.7	31.7
Satisfied	244	52.9	<b>84.6</b>
Dissatisfied	54	11.7	96.3
Very Dissatisfied	17	3.7	100.0
Total	461	100.0	
Not applicable	50		
Missing	21		

**2009 Combined Satisfaction:**       **86.9%**  
**Change in Satisfaction:**       **-2.3%**  
**Statistical Significance:**       **No: p=.441**

**35. The overall condition of University grounds and landscaping.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	235	47.6	47.6
Satisfied	226	45.7	<b>93.3</b>
Dissatisfied	27	5.5	98.8
Very Dissatisfied	6	1.2	100.0
Total	494	100.0	
Not applicable	20		
Missing	18		

**2009 Combined Satisfaction:**       **97.4%**  
**Change in Satisfaction:**       **-4.1%**  
**Statistical Significance:**       **Yes: p<.01**

**36. The overall condition of classrooms on campus.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	120	24.7	24.7
Satisfied	315	64.8	<b>89.5</b>
Dissatisfied	45	9.3	98.8
Very Dissatisfied	6	1.2	100.0
Total	486	100.0	
Not applicable	27		
Missing	19		

**2009 Combined Satisfaction:** 91.4%  
**Change in Satisfaction:** -1.9%  
**Statistical Significance:** No: p=.937

**37. The quality of equipment in science labs.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	77	23.4	23.4
Satisfied	209	63.5	<b>86.9</b>
Dissatisfied	31	9.4	96.4
Very Dissatisfied	12	3.6	100.0
Total	329	100.0	
Not applicable	182		
Missing	21		

**2009 Combined Satisfaction:** 88.8%  
**Change in Satisfaction:** -1.9%  
**Statistical Significance:** No: p=.791

**38. The courtesy of University Police.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	117	28.9	28.9
Satisfied	233	57.5	<b>86.4</b>
Dissatisfied	34	8.4	94.8
Very Dissatisfied	21	5.2	100.0
Total	405	100.0	
Not applicable	103		
Missing	24		

**2009 Combined Satisfaction:** 85.5%  
**Change in Satisfaction:** +0.9%  
**Statistical Significance:** No: p=.706

**39. The helpfulness of University Police.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	115	30.5	30.5
Satisfied	208	55.2	<b>85.7</b>
Dissatisfied	37	9.8	95.5
Very Dissatisfied	17	4.5	100.0
Total	377	100.0	
Not applicable	133		
Missing	22		

**2009 Combined Satisfaction:** 85.2%  
**Change in Satisfaction:** +0.5%  
**Statistical Significance:** No: p=.968

**40. The responsiveness of University Police.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	105	32.9	32.9
Satisfied	172	53.9	<b>86.8</b>
Dissatisfied	30	9.4	96.2
Very Dissatisfied	12	3.8	100.0
Total	319	100.0	
Not applicable	191		
Missing	22		

**2009 Combined Satisfaction:** 85.7%  
**Change in Satisfaction:** +1.1%  
**Statistical Significance:** No: p=.628

**41. The overall safety of the campus.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	163	34.3	34.3
Satisfied	295	62.1	<b>96.4</b>
Dissatisfied	15	3.2	99.6
Very Dissatisfied	2	0.4	100.0
Total	475	100.0	
Not applicable	35		
Missing	22		

**2009 Combined Satisfaction:** 94.5%  
**Change in Satisfaction:** +1.9%  
**Statistical Significance:** No: p=.447

**42. The caring and helpfulness of campus staff.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	149	30.8	30.8
Satisfied	304	62.8	<b>93.6</b>
Dissatisfied	22	4.5	98.1
Very Dissatisfied	9	1.9	100.0
Total	484	100.0	
Not applicable	25		
Missing	23		

**2009 Combined Satisfaction:** 94.7%  
**Change in Satisfaction:** -1.1%  
**Statistical Significance:** No: p=.261

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	158	32.7	32.7
Satisfied	257	53.2	<b>85.9</b>
Dissatisfied	50	10.4	96.3
Very Dissatisfied	18	3.7	100.0
Total	483	100.0	
Not applicable	30		
Missing	19		

**2009 Combined Satisfaction:** 87.3%  
**Change in Satisfaction:** -1.4%  
**Statistical Significance:** No: p=.916

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	54	16.6	16.6
Satisfied	164	50.3	<b>66.9</b>
Dissatisfied	56	17.2	84.0
Very Dissatisfied	52	16.0	100.0
Total	326	100.0	
Not applicable	184		
Missing	22		

**2009 Combined Satisfaction:** 66.8%  
**Change in Satisfaction:** +0.1%  
**Statistical Significance:** No: p=.715

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	94	26.9	26.9
Satisfied	207	59.1	<b>86.0</b>
Dissatisfied	37	10.6	96.6
Very Dissatisfied	12	3.4	100.0
Total	350	100.0	
Not applicable	160		
Missing	22		

**2009 Combined Satisfaction: 91.0%**  
**Change in Satisfaction: -5.0%**  
**Statistical Significance: Yes: p<.05**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	103	28.2	28.2
Satisfied	214	58.6	<b>86.8</b>
Dissatisfied	39	10.7	97.5
Very Dissatisfied	9	2.5	100.0
Total	365	100.0	
Not applicable	147		
Missing	20		

**2009 Combined Satisfaction: 91.7%**  
**Change in Satisfaction: -4.9%**  
**Statistical Significance: No: p=.066**

**47. The quality of food in the University Center.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	75	17.0	17.0
Satisfied	260	58.8	<b>75.8</b>
Dissatisfied	66	14.9	90.7
Very Dissatisfied	41	9.3	100.0
Total	442	100.0	
Not applicable	68		
Missing	22		

**2009 Combined Satisfaction: 74.0%**  
**Change in Satisfaction: +1.8%**  
**Statistical Significance: No: p =.468**



**48. The price of food in the University Center.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	50	11.3	11.3
Satisfied	194	43.9	<b>55.2</b>
Dissatisfied	122	27.6	82.8
Very Dissatisfied	76	17.2	100.0
Total	442	100.0	
Not applicable	67		
Missing	23		

**2009 Combined Satisfaction:**      **54.9%**  
**Change in Satisfaction:**        **+0.3%**  
**Statistical Significance:**        **No: p =.777**

**49. The courtesy of personnel in the University Bookstore.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	162	32.7	32.7
Satisfied	300	60.5	<b>93.1</b>
Dissatisfied	26	5.2	98.4
Very Dissatisfied	8	1.6	100.0
Total	496	100.0	
Not applicable	15		
Missing	21		

**2009 Combined Satisfaction:**      **91.8%**  
**Change in Satisfaction:**        **+1.3%**  
**Statistical Significance:**        **Yes: p<.05**

**50. The helpfulness of personnel in the University Bookstore.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	177	35.8	35.8
Satisfied	278	56.3	<b>92.1</b>
Dissatisfied	32	6.5	98.6
Very Dissatisfied	7	1.4	100.0
Total	494	100.0	
Not applicable	13		
Missing	25		

**2009 Combined Satisfaction:**      **90.1%**  
**Change in Satisfaction:**        **+2.0%**  
**Statistical Significance:**        **Yes: p<.05**

**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	109	24.3	24.3
Satisfied	289	64.4	<b>88.6</b>
Dissatisfied	40	8.9	97.6
Very Dissatisfied	11	2.4	100.0
Total	449	100.0	
Not applicable	58		
Missing	25		

**2009 Combined Satisfaction:** 88.2%  
**Change in Satisfaction:** +0.4%  
**Statistical Significance:** No: p=.596

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	85	36.6	36.6
Satisfied	125	53.9	<b>90.5</b>
Dissatisfied	14	6.0	96.6
Very Dissatisfied	8	3.4	100.0
Total	232	100.0	
Not applicable	271		
Missing	29		

**2009 Combined Satisfaction:** 93.8%  
**Change in Satisfaction:** -3.3%  
**Statistical Significance:** No: p=.182

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	98	31.8	31.8
Satisfied	153	49.7	<b>81.5</b>
Dissatisfied	41	13.3	94.8
Very Dissatisfied	16	5.2	100.0
Total	308	100.0	
Not applicable	201		
Missing	23		

**2009 Combined Satisfaction:** 82.8%  
**Change in Satisfaction:** -1.3%  
**Statistical Significance:** No: p=.876

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	62	25.1	25.1
Satisfied	124	50.2	<b>75.3</b>
Dissatisfied	39	15.8	91.1
Very Dissatisfied	22	8.9	100.0
Total	247	100.0	
Not applicable	258		
Missing	27		

**2009 Combined Satisfaction: 85.0%**  
**Change in Satisfaction: -9.7%**  
**Statistical Significance: Yes: p<.05**

**55. Career Services assistance in finding employment after graduation.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	43	21.5	21.5
Satisfied	97	48.5	<b>70.0</b>
Dissatisfied	42	21.0	91.0
Very Dissatisfied	18	9.0	100.0
Total	200	100.0	
Not applicable	304		
Missing	28		

**2009 Combined Satisfaction: 77.8%**  
**Change in Satisfaction: -7.8%**  
**Statistical Significance: No: p =.051**

**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	117	35.6	35.6
Satisfied	190	57.8	<b>93.3</b>
Dissatisfied	13	4.0	97.3
Very Dissatisfied	9	2.7	100.0
Total	329	100.0	
Not applicable	177		
Missing	26		

**2009 Combined Satisfaction: 89.6%**  
**Change in Satisfaction: +3.7%**  
**Statistical Significance: No: p=.314**

**57. The quality of Recreational Sports facilities.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	154	43.6	43.6
Satisfied	174	49.3	<b>92.9</b>
Dissatisfied	16	4.5	97.5
Very Dissatisfied	9	2.5	100.0
Total	353	100.0	
Not applicable	151		
Missing	28		

**2009 Combined Satisfaction: 85.3%**

**Change in Satisfaction: +7.6%**

**Statistical Significance: Yes: p<.001**

**58. The availability of channels for expressing student complaints.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	56	18.3	18.3
Satisfied	148	48.4	<b>66.7</b>
Dissatisfied	73	23.9	90.5
Very Dissatisfied	29	9.5	100.0
Total	306	100.0	
Not applicable	201		
Missing	25		

**2009 Combined Satisfaction: 68.0%**

**Change in Satisfaction: -1.3%**

**Statistical Significance: No: p=.982**

**59. The fairness of student disciplinary procedures.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	73	25.8	25.8
Satisfied	173	61.1	<b>86.9</b>
Dissatisfied	26	9.2	96.1
Very Dissatisfied	11	3.9	100.0
Total	283	100.0	
Not applicable	221		
Missing	28		

**2009 Combined Satisfaction: 89.2%**

**Change in Satisfaction: -2.3%**

**Statistical Significance: No: p=.707**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	100	26.5	26.5
Satisfied	250	66.3	<b>92.8</b>
Dissatisfied	18	4.8	97.6
Very Dissatisfied	9	2.4	100.0
Total	377	100.0	
Not applicable	129		
Missing	26		

**2009 Combined Satisfaction:**       **94.5%**  
**Change in Satisfaction:**       **-1.7%**  
**Statistical Significance:**       **No: p=.237**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	126	30.6	30.6
Satisfied	258	62.6	<b>93.2</b>
Dissatisfied	19	4.6	97.8
Very Dissatisfied	9	2.2	100.0
Total	412	100.0	
Not applicable	93		
Missing	27		

**2009 Combined Satisfaction:**       **95.3%**  
**Change in Satisfaction:**       **-2.1%**  
**Statistical Significance:**       **No: p=.186**

**62. Your sense of pride about the campus.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	133	28.2	28.2
Satisfied	276	58.5	<b>86.7</b>
Dissatisfied	41	8.7	95.3
Very Dissatisfied	22	4.7	100.0
Total	472	100.0	
Not applicable	35		
Missing	25		

**2009 Combined Satisfaction:**       **88.8%**  
**Change in Satisfaction:**       **-2.1%**  
**Statistical Significance:**       **No: p=.091**

**63. The overall quality of Academic Advising you have received at this campus.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	171	35.1	35.1
Satisfied	220	45.2	<b>80.3</b>
Dissatisfied	64	13.1	93.4
Very Dissatisfied	32	6.6	100.0
Total	487	100.0	
Not applicable	20		
Missing	25		

**2009 Combined Satisfaction:**            **Not applicable (new question)**

**64. The quality of Core Curriculum as a component of your education.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	142	31.0	31.0
Satisfied	250	54.6	<b>85.6</b>
Dissatisfied	53	11.6	97.2
Very Dissatisfied	13	2.8	100.0
Total	458	100.0	
Not applicable	48		
Missing	26		

**2009 Combined Satisfaction:**            **84.5%**  
**Change in Satisfaction:**                **+1.1%**  
**Statistical Significance:**                **No: p=.121**

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	113	22.9	22.9
Satisfied	264	53.4	<b>76.3</b>
Dissatisfied	75	15.2	91.5
Very Dissatisfied	42	8.5	100.0
Total	494	100.0	
Not applicable	9		
Missing	29		

**2009 Combined Satisfaction:**            **77.9%**  
**Change in Satisfaction:**                **-1.6%**  
**Statistical Significance:**                **No: p=.896**

**66. Your overall education at TAMU-CC.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Very Satisfied	222	43.8	43.8
Satisfied	255	50.3	<b>94.1</b>
Dissatisfied	19	3.7	97.8
Very Dissatisfied	11	2.2	100.0
Total	507	100.0	
Not applicable	1		
Missing	24		

**2009 Combined Satisfaction: 94.9%**  
**Change in Satisfaction: -0.8%**  
**Statistical Significance: No: p=.576**

### Extracurricular Involvement

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

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

	Frequency	Valid Percent	Cumulative Percent
Yes	215	42.7	42.7
No	288	57.3	100.0
Total	503	100.0	
Missing	29		

2009 “Yes” Responses: **49.0%**  
 Change in “Yes” Responses: **-6.3%**  
 Statistical Significance: **Yes: p<.05**

#### 67a. If no, why not?

	Frequency	2009-2010 Rank	2008-2009 Rank
I didn't have time	220	1	1
Nothing interested me	42	2	2
I didn't know about these organizations	39	3	3
What I wanted wasn't offered or available	17	4	4
I didn't like what I experienced	11	5	5
Other	36		

#### 67b. If no, why not? (“Other” responses - paraphrased)

	Frequency
Distance learner	10
Specific complaint regarding clubs/organizations (perceived mismanagement, no clubs that interest student, etc.)	10
Work schedule	7
Family commitments	4
Non-traditional student	3
Scheduling conflict	2



**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.

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

	Frequency	Valid Percent	Cumulative Percent
Definitely attend TAMU-CC	217	42.9	42.9
Probably attend TAMU-CC	234	46.2	<b>89.1</b>
Probably not attend TAMU-CC	41	8.1	97.2
Definitely not attend TAMU-CC	14	2.8	100.0
Not attend college at all	0	0.0	0.0
Total	506	100.0	
Missing	26		

**2009 Combined Probability:** 88.5%  
**Change in Probability:** +0.6%  
**Statistical Significance:** No: p=.975

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

	Frequency	Valid Percent	Cumulative Percent
Definitely recommend	271	53.3	53.3
Probably recommend	196	38.6	<b>91.9</b>
Probably not recommend	32	6.3	98.2
Definitely not recommend	9	1.8	100.0
Total	508	100.0	
Missing	24		

**2009 Combined Probability:** 93.2%  
**Change in Probability:** -1.3%  
**Statistical Significance:** No: p=.617

### 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.

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

	Frequency	Valid Percent	Cumulative Percent
Always	13	2.6	2.6
Often	66	13.2	15.8
Sometimes	153	30.6	46.4
Never	268	53.6	100.0
Total	500	100.0	
Missing	32		

2009 "Never" Responses: 52.8%  
 Change in "Never" Responses: +0.8%  
 Statistical Significance: No: p=.222

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

	Frequency	Valid Percent	Cumulative Percent
Always	35	6.9	6.9
Often	84	16.6	23.5
Sometimes	181	35.7	59.2
Never	207	40.8	100.0
Total	507	100.0	
Missing	25		

2009 "Never" Responses: 43.1%  
 Change in "Never" Responses: -2.3%  
 Statistical Significance: No: p=.055

### 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.

#### 72. The interest of faculty in your major in the welfare of students.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	259	51.6	51.6
Satisfied	218	43.4	<b>95.0</b>
Dissatisfied	19	3.8	98.8
Very Dissatisfied	6	1.2	100.0
Total	502	100.0	
Not applicable	1		
Missing	29		

**2009 Combined Satisfaction: 94.0%**  
**Change in Satisfaction: +1.0%**  
**Statistical Significance: No: p=.912**

#### 73. The quality of instruction in your major.

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	245	49.0	49.0
Satisfied	221	44.2	<b>93.2</b>
Dissatisfied	28	5.6	98.8
Very Dissatisfied	6	1.2	100.0
Total	500	100.0	
Not applicable	1		
Missing	31		

**2009 Combined Satisfaction: 93.2%**  
**Change in Satisfaction: No change**  
**Statistical Significance: No: p=.410**

**74. The academic challenge of course work in your major.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	248	50.0	50.0
Satisfied	221	44.6	<b>94.6</b>
Dissatisfied	21	4.2	98.8
Very Dissatisfied	6	1.2	100.0
Total	496	100.0	
Not applicable	2		
Missing	34		

**2009 Combined Satisfaction:** 93.2%  
**Change in Satisfaction:** +1.4%  
**Statistical Significance:** No: p=.472

**75. The mutual respect between students and faculty in your major.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	271	54.1	54.1
Satisfied	208	41.5	<b>95.6</b>
Dissatisfied	16	3.2	98.8
Very Dissatisfied	6	1.2	100.0
Total	501	100.0	
Not applicable	1		
Missing	30		

**2009 Combined Satisfaction:** 94.6%  
**Change in Satisfaction:** +1.0%  
**Statistical Significance:** No: p=.669

**76. The preparation of faculty in your major for their courses.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	259	51.7	51.7
Satisfied	213	42.5	<b>94.2</b>
Dissatisfied	23	4.6	98.8
Very Dissatisfied	6	1.2	100.0
Total	501	100.0	
Not applicable	1		
Missing	30		

**2009 Combined Satisfaction:** 94.0%  
**Change in Satisfaction:** +0.2%  
**Statistical Significance:** No: p=.928

**77. The frequency that required courses are offered in your major.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	144	28.9	28.9
Satisfied	224	45.0	<b>73.9</b>
Dissatisfied	99	19.9	93.8
Very Dissatisfied	31	6.2	100.0
Total	498	100.0	
Not applicable	4		
Missing	30		

**2009 Combined Satisfaction:** 76.5%  
**Change in Satisfaction:** -2.6%  
**Statistical Significance:** No: p=.307

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	207	44.0	44.0
Satisfied	213	45.3	<b>89.4</b>
Dissatisfied	44	9.4	98.7
Very Dissatisfied	6	1.3	100.0
Total	470	100.0	
Not applicable	29		
Missing	33		

**2009 Combined Satisfaction:** 90.8%  
**Change in Satisfaction:** -1.4%  
**Statistical Significance:** No: p=.263

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

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	226	45.4	45.4
Satisfied	249	50.0	<b>95.4</b>
Dissatisfied	15	3.0	98.4
Very Dissatisfied	8	1.6	100.0
Total	498	100.0	
Not applicable	2		
Missing	32		

**2009 Combined Satisfaction:** 94.7%  
**Change in Satisfaction:** +0.7%  
**Statistical Significance:** No: p=.523

**80. The feedback from faculty in your major on your academic progress.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	211	42.5	42.5
Satisfied	235	47.4	<b>89.9</b>
Dissatisfied	42	8.5	98.4
Very Dissatisfied	8	1.6	100.0
Total	496	100.0	
Not applicable	3		
Missing	33		

**2009 Combined Satisfaction:** 92.4%  
**Change in Satisfaction:** -2.5%  
**Statistical Significance:** No: p=.089

**81. The variety of advanced course offerings in your major.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	170	34.8	34.8
Satisfied	235	48.2	<b>83.0</b>
Dissatisfied	63	12.9	95.9
Very Dissatisfied	20	4.1	100.0
Total	488	100.0	
Not applicable	14		
Missing	30		

**2009 Combined Satisfaction:** 82.5%  
**Change in Satisfaction:** +0.5%  
**Statistical Significance:** No: p=.725

**82. The helpfulness of your faculty advisor.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	239	49.4	49.4
Satisfied	185	38.2	<b>87.6</b>
Dissatisfied	42	8.7	96.3
Very Dissatisfied	18	3.7	100.0
Total	484	100.0	
Not applicable	15		
Missing	33		

**2009 Combined Satisfaction:** 89.5%  
**Change in Satisfaction:** -1.9%  
**Statistical Significance:** No: p=.904

**83. The availability of your faculty advisor.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	230	47.7	47.7
Satisfied	185	38.4	<b>86.1</b>
Dissatisfied	51	10.6	96.7
Very Dissatisfied	16	3.3	100.0
Total	482	100.0	
Not applicable	18		
Missing	32		

**2009 Combined Satisfaction:**       **88.8%**  
**Change in Satisfaction:**       **-2.7%**  
**Statistical Significance:**       **No: p=.848**

**84. The preparation in your major for your first career job.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	171	38.9	38.9
Satisfied	213	48.4	<b>87.3</b>
Dissatisfied	38	8.6	95.9
Very Dissatisfied	18	4.1	100.0
Total	440	100.0	
Not applicable	58		
Missing	34		

**2009 Combined Satisfaction:**       **88.4%**  
**Change in Satisfaction:**       **-1.1%**  
**Statistical Significance:**       **No: p=.561**

**85. The preparation in your major for continuing education.**

	Frequency	Valid Percent	Cumulative Percent
Very Satisfied	202	43.8	43.8
Satisfied	228	49.5	<b>93.3</b>
Dissatisfied	22	4.8	98.0
Very Dissatisfied	9	2.0	100.0
Total	461	100.0	
Not applicable	36		
Missing	35		

**2009 Combined Satisfaction:**       **91.6%**  
**Change in Satisfaction:**       **+1.7%**  
**Statistical Significance:**       **No: p=.438**

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

	Frequency	Valid Percent	Cumulative Percent
Definitely yes	261	52.8	52.8
Probably yes	188	38.1	<b>90.9</b>
Probably no	31	6.3	97.2
Definitely no	14	2.8	100.0
Total	494	100.0	
Missing	38		

**2009 Combined “Yes”:** 90.6%  
**Change in “Yes”:** +0.3%  
**Statistical Significance:** No: p=.555

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

	Frequency	Valid Percent	Cumulative Percent
Definitely yes	299	60.4	60.4
Probably yes	134	27.1	<b>87.5</b>
Probably no	45	9.1	96.6
Definitely no	17	3.4	100.0
Total	495	100.0	
Missing	37		

**2009 Combined “Yes”:** 87.8%  
**Change in “Yes”:** -0.3%  
**Statistical Significance:** No: p=.324



**Employment Information**

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

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Employment, full-time paid	345	68.7	68.7
Employment, part-time paid	12	2.4	71.1
Graduate or professional school, full-time	91	18.1	89.2
Graduate or professional school, part-time	19	3.8	93.0
Additional undergraduate course work	3	0.6	93.6
Military service	6	1.2	94.8
Volunteer activity (e.g. Peace Corps)	2	0.4	95.2
Starting or raising a family	4	0.8	96.0
Other, please specify	20	4.0	100.0
Total	502	100.0	
Missing	30		

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Directly related	186	43.1	43.1
Somewhat related	82	19.0	62.0
Not at all related	32	7.4	69.4
Not applicable	132	30.6	100.0
Total	432	100.0	
Missing	100		

**2009 Responses:**

*Directly Related (56.2%)*

*Somewhat related (22.6%)*

*Not at all related (6.2%)*

*Not applicable (15.1%)*

**90. Where is your job located?**

	Frequency	Valid Percent	Cumulative Percent
In the Coastal Bend region	180	42.4	42.4
In Texas, outside the Coastal Bend	73	17.2	59.5
Outside of Texas	16	3.8	63.3
Not applicable	156	36.7	100.0
Total	425	100.0	
Missing	107		

**2009 Responses:**

*In the Coastal Bend region (46.8%)*

*In Texas, outside the Coastal Bend (20.5%)*

*Outside of Texas (6.9%)*

*Not applicable (25.81%)*

**91. 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	32	7.5	7.5
\$20,000 to \$29,999	32	7.5	14.9
\$30,000 to \$39,999	63	14.7	29.6
\$40,000 to \$49,999	69	16.1	45.7
\$50,000 to \$59,999	29	6.8	52.4
\$60,000 to \$69,999	13	3.0	55.5
\$70,000 or above	31	7.2	62.7
Not applicable	160	37.3	100.0
Total	429	100.0	
Missing	103		

**91. (By Degree Level) If you have accepted a position of employment following graduation, or are currently employed, what is/will be your salary range per year?**

		<b>Bachelors</b>	<b>Masters</b>	<b>Doctoral</b>
Under \$20,000	Frequency	22	10	0
	Valid Percent	7.6%	7.4%	0.0%
\$20,000 to \$29,999	Frequency	24	8	0
	Valid Percent	8.2%	5.9%	0.0%
\$30,000 to \$39,999	Frequency	41	22	0
	Valid Percent	14.1%	16.2%	0.0%
\$40,000 to \$49,999	Frequency	44	24	1
	Valid Percent	15.1%	17.6%	50.0%
\$50,000 to \$59,999	Frequency	16	13	0
	Valid Percent	5.5%	9.6%	0.0%
\$60,000 to \$69,999	Frequency	4	9	0
	Valid Percent	1.4%	6.6%	0.0%
\$70,000 or above	Frequency	6	24	1
	Valid Percent	2.1%	17.6%	50.0%
Not applicable	Frequency	134	26	0
	Valid Percent	46.0%	19.1%	0.0%

**92. Have you applied to graduate or professional school?**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes, I have applied	122	25.2	25.2
Not yet, I plan to apply	193	39.8	64.9
No, I am not planning to apply	170	35.1	100.0
Total	485	100.0	
Missing	47		

**2009 Responses:**

*Yes, I have applied (26.1%)*

*Not yet, I plan to apply (45.8%)*

*No, I do not plan to apply (28.1%)*

## Comments

In response to student inquiries regarding the opportunity to provide commentary on the Graduating Student Survey, two open ended questions with text boxes were added to this iteration of the survey.

229 individuals (43% of the respondents) participated in the first open ended question. The first comment item is as follows:

*Please use the space in the text box below to provide any comments you would like to add about your experiences in your MAJOR at TAMU-CC.*

186 individuals (35% of the respondents) participated in the second open ended question. The second comment item is as follows:

*Please use the space in the text box below to provide any comments you would like to add about your overall educational experience at TAMU-CC.*

Comments varied from very specific comments (i.e., a specific professor/course/experience that had an impact on their lives) to very general (an overall satisfaction or dissatisfaction with the quality of education received at TAMU-CC). Items were categorized into similar themes and listed by frequency of mentions in the tables that follow. In general, the majority of the comments indicated on both of the items were positive experiences with the faculty, the coursework, and the campus.

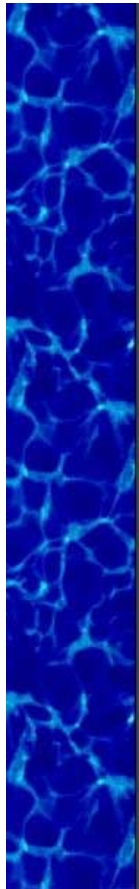
**Please use the space in the text box below to provide any comments you would like to add about your experiences in your MAJOR at TAMU-CC.**

# Mentions	Comment
81	General or specific positive experience with faculty
41	Positive overall experience at TAMU-CC
36	Enjoyed coursework/major
32	General or specific negative issue with faculty
25	Need for more elective options/specific courses
25	Issue with course availability
18	Need for resources (space/equipment/more faculty)
16	General or specific negative issue with Academic Advising
15	Need for higher standards/more challenging curriculum
12	General or specific negative experience at TAMU-CC
7	Perceived disorganization
6	Need for more co-curriculars/extra-curriculars
6	Issues with grading
5	Need more faculty interaction outside of class
5	Issues with group work

**Please use the space in the text box below to provide any comments you would like to add about your overall educational experience at TAMU-CC.**

<b># Mentions</b>	<b>Comment</b>
86	General or specific positive experience at TAMU-CC
29	General or specific negative experience at TAMU-CC
23	Complaints regarding student support services/administration
21	Complaints regarding parking availability/fees
19	Miscellaneous suggestions for improvements of various aspects of campus
12	General or specific positive experience with faculty
11	General or specific negative issue with Academic Advising
9	Need for better information flow/organization between departments
9	Complaints regarding costs/fees
7	Issues with course availability
6	General or specific negative issue with faculty
6	Need for better library resources/facilities

## **Graduating Student Survey Online Questionnaire**



## Texas A&M University-Corpus Christi Graduating Student Survey

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 (Banner Identification Number):

**A**

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.



### Texas A&M University-Corpus Christi Graduating Student Survey

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"/>



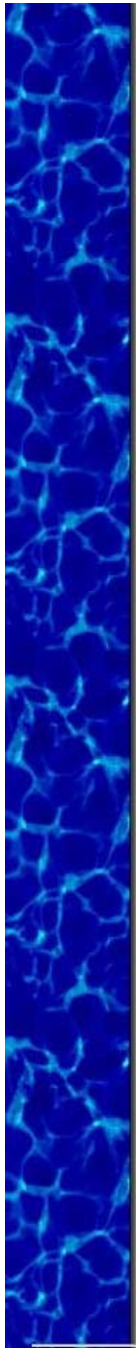


### Texas A&M University-Corpus Christi Graduating Student Survey

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"/>



### Texas A&M University-Corpus Christi Graduating Student Survey

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"/>

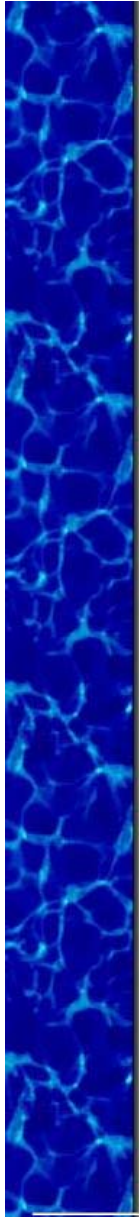


### Texas A&M University-Corpus Christi Graduating Student Survey

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 overall quality of Academic Advising you have received at this 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"/>



### Texas A&M University-Corpus Christi Graduating Student Survey

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?



### Texas A&M University-Corpus Christi Graduating Student Survey

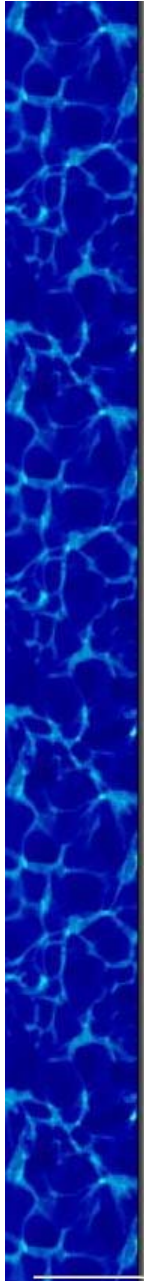
Press "Next" button at the bottom of the page if you wish to skip this section.

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?



## Texas A&M University-Corpus Christi Graduating Student Survey

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

Now we would like to know about your future plans.

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

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

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

Where is your job located?

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



## Texas A&M University-Corpus Christi Graduating Student Survey

Please use the space in the text box below to provide any comments you would like to add about your experiences in your MAJOR at TAMU-CC.

Please use the space in the text box below to provide any comments you would like to add about your overall educational experience at TAMU-CC.

Thank you for completing the online Graduating Student Survey.  
Please remember to press the "Finish" button below to submit your 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.