

# 2012 Graduating Student Survey Results

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## REPORT SUMMARY

TAMU-CC students who applied for graduation for the 2011-2012 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 for the three semesters of the academic year were invited to participate.

## KEY FINDINGS

### Demographics

The demographic composition of the respondent population is fairly representative of the student body population. Male students are slightly underrepresented in the respondent population.

### Undergraduate Student Development

8 of the 15 Undergraduate Student Development items **increased in combined impact** when compared to AY 10-11.

The following items reflect the largest **increases** of combined impact:

- Analyzing political and economic phenomena (54.0%: increase of 4.9%).
- Understanding the present as it relates to historical events/processes (69.3%: increase of 4.5%).

The following items reflect the largest **decreases** of combined impact:

- Understanding the scientific method of problem analysis (69.1%: decrease of 3.1%).
- Understanding professional and ethical principles (81.7%: decrease of 2.9%).

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

- Developing the ability to make inferences by combining different ideas or facts (89.3%).
- Appreciating the need for formal and informal lifelong learning (88.1%).
- Having tolerance for different points of view (84.0%).

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

- Advancing an appreciation of the arts, music, and literature (49.6%).
- Analyzing political and economic phenomena (54.0%).
- Developing a commitment to personal health and fitness (56.6%).

### General Campus Experiences

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

- The quality of Recreational Sports facilities (96.8%).
- Learning to appreciate teamwork and diversity in settings outside the classroom (96.5%).
- The quality of care offered by the Counseling Center (96.5%).
- The overall safety of the campus (96.3%).
- Overall education at TAMU-CC (95.4%).

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

- The price of food in the University Center (45.5%).
- The availability of channels for expressing student complaints (68.2%).
- The contribution of intercollegiate athletic programs to your sense of school spirit (73.0%).
- Career Services assistance in finding employment after graduation (73.1%).
- The quality of food in the University Center (74.2%).

### **Likelihood of Attending Again/Recommending TAMU-CC**

Both items exceeded the recommended 75% combined rating for the likelihood of attending TAMU-CC again if starting over (88.6%) and recommending TAMU-CC to a prospective student (91.7%).

### **Academic Major Experiences**

All items related to satisfaction with major exceeded the recommended 75% combined satisfaction rating. Compared to AY 10-11, 9 of 16 total items reflected an **increase** in satisfaction.

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

- The appropriateness and fairness of grading practices in your major (95.8%).
- The mutual respect between students and faculty in your major (95.1%).
- The interest of faculty in major in the welfare of students (94.6%).

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

- The frequency that required courses are offered in major (80.2%).
- The variety of advanced course offerings in major (85.9%).
- The preparation in your major for your first career job (88.1%).

### **Employment Information**

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

- 69.5% of respondents report that they will most likely work full time after graduation, an increase of 2.7% from AY 10-11.
- 19.3% of respondents report that they will most likely attend graduate or professional school full time after graduation, an increase of 0.6%. Another 3.7% will attend graduate or professional school part time.
- 63.6% of respondents report that their job after graduation is directly or somewhat related to their major at TAMU-CC, an increase of 2.0%.
- 40.8% of respondents reported their job is located in the Coastal Bend region.
- 27.9% of respondents report that they will be earning a salary of \$30,000-\$49,000 a year.
- 24.0% of respondents report that they have already applied to graduate or professional school.

**Commentary**

Two open ended question text boxes are included in the survey to allow students to offer commentary. 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.

**Methodology**

There were **629** total students that completed the online survey, which equates to **~32%** of the sampled graduating student population for the 2011-2012 academic year.

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 8.5 software, and data were stored on a secure Oracle server. Data were analyzed using SPSS 19.0.

**Reporting**

For navigational ease, key findings are grouped into separate categories by theme/construct. Statistical analyses to make comparisons with AY 10-11 data were conducted using Crosstabs chi-square. There were n=571 respondents in AY 10-11, which was a 32% response rate for that academic year.

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 Research 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. 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.

## **Results**

### Frequency Tables and Statistical Results

**Demographics****Gender**

	<b>Survey Respondents</b>	<b>Campus Population</b>
Male	29%	38%
Female	71%	62%

**Ethnicity**

	<b>Survey Respondents</b>	<b>Campus Population</b>
White	48%	43%
African American	5%	5%
Hispanic	35%	41%
Asian/Pacific Islander	1%	2%
Native American	1%	1%
International	9%	5%
Other	1%	3%

**College**

	<b>Survey Respondents</b>	<b>Campus Population</b>
Business	19%	15%
Education	28%	20%
Liberal Arts	24%	23%
Nursing & Health Sciences	14%	18%
Science & Technology	15%	21%
Unknown	0%	4%

**Degree Level**

	<b>Frequency</b>	<b>Valid Percent</b>
Bachelors	432	69%
Masters	184	29%
Doctoral	13	2%

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

	<b>Frequency</b>	<b>Valid Percent</b>
Yes	284	45%
No	345	55%

### 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.

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

	Frequency	Valid Percent	Combined Impact
Major Impact	140	33.2%	
Moderate Impact	163	38.6%	71.8%
Minor Impact	93	22.1%	
No Impact	26	6.2%	
Total	422	100.0%	
Missing	207		
<b>2011 Combined Impact:</b>	<b>71.2%</b>		
<b>Change in Impact:</b>	<b>+0.6%</b>		
<b>Statistical Significance:</b>	<b>No: p=.728</b>		

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

	Frequency	Valid Percent	Combined Impact
Major Impact	156	37.1%	
Moderate Impact	174	41.3%	78.4%
Minor Impact	61	14.5%	
No Impact	30	7.1%	
Total	421	100.0%	
Missing	208		
<b>2011 Combined Impact:</b>	<b>74.7%</b>		
<b>Change in Impact:</b>	<b>+3.7%</b>		
<b>Statistical Significance:</b>	<b>No: p=.309</b>		



**Developing effective mathematical/quantitative skills.**

	Frequency	Valid Percent	Combined Impact
Major Impact	98	23.5%	
Moderate Impact	192	46.0%	69.5%
Minor Impact	89	21.3%	
No Impact	38	9.1%	
Total	417	100.0%	
Missing	212		

**2011 Combined Impact: 68.4%**  
**Change in Impact: +1.1%**  
**Statistical Significance: No: p=.234**

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

	Frequency	Valid Percent	Combined Impact
Major Impact	221	52.5%	
Moderate Impact	155	36.8%	89.3%
Minor Impact	37	8.8%	
No Impact	8	1.9%	
Total	421	100.0%	
Missing	208		

**2011 Combined Impact: 88.1%**  
**Change in Impact: +1.2%**  
**Statistical Significance: No: p=.256**

**Developing basic computer literacy skills.**

	Frequency	Valid Percent	Combined Impact
Major Impact	126	30.1%	
Moderate Impact	152	36.3%	66.3%
Minor Impact	83	19.8%	
No Impact	58	13.8%	
Total	419	100.0%	
Missing	210		

**2011 Combined Impact: 68.1%**  
**Change in Impact: -1.8%**  
**Statistical Significance: No: p=.535**

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

	Frequency	Valid Percent	Combined Impact
Major Impact	209	50.0%	
Moderate Impact	133	31.8%	81.8%
Minor Impact	52	12.4%	
No Impact	24	5.7%	
Total	418	100.0%	
Missing	211		

**2011 Combined Impact: 82.5%****Change in Impact: -0.7%****Statistical Significance: Yes: p=.006**

**Note:** Though there is only a slight change in combined impact from 2011 to 2012, the statistical significance is actually reflective of an increase in 10% of respondents who indicated a “Major Impact” in 2012.

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

	Frequency	Valid Percent	Combined Impact
Major Impact	126	30.1%	
Moderate Impact	111	26.5%	56.6%
Minor Impact	110	26.3%	
No Impact	72	17.2%	
Total	419	100.0%	
Missing	210		

**2011 Combined Impact: 55.4%****Change in Impact: +1.2%****Statistical Significance: No: p=.064****Advancing an appreciation of the arts, music, and literature.**

	Frequency	Valid Percent	Combined Impact
Major Impact	91	21.7%	
Moderate Impact	117	27.9%	49.6%
Minor Impact	132	31.5%	
No Impact	79	18.9%	
Total	419	100.0%	
Missing	210		

**2011 Combined Impact: 52.2%****Change in Impact: -2.6%****Statistical Significance: No: p=.810**

**Analyzing political and economic phenomena.**

	Frequency	Valid Percent	Combined Impact
Major Impact	92	21.9%	
Moderate Impact	135	32.1%	54.0%
Minor Impact	127	30.2%	
No Impact	66	15.7%	
Total	420	100.0%	
Missing	209		

**2011 Combined Impact: 49.1%**  
**Change in Impact: +4.9%**  
**Statistical Significance: No: p=.160**

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

	Frequency	Valid Percent	Combined Impact
Major Impact	148	35.2%	
Moderate Impact	143	34.0%	69.1%
Minor Impact	88	20.9%	
No Impact	42	10.0%	
Total	421	100%	
Missing	208		

**2011 Combined Impact: 72.2%**  
**Change in Impact: -3.1%**  
**Statistical Significance: Yes: p=.019**

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

	Frequency	Valid Percent	Combined Impact
Major Impact	127	30.5%	
Moderate Impact	162	38.8%	69.3%
Minor Impact	92	22.1%	
No Impact	36	8.6%	
Total	417	100.0%	
Missing	212		

**2011 Combined Impact: 64.8%**  
**Change in Impact: +4.5%**  
**Statistical Significance: Yes: p=.047**

**Understanding professional and ethical principles.**

	Frequency	Valid Percent	Combined Impact
Major Impact	196	46.6%	
Moderate Impact	148	35.2%	81.7%
Minor Impact	56	13.3%	
No Impact	21	5.0%	
Total	421	100.0%	
Missing	208		

**2011 Combined Impact: 84.6%**  
**Change in Impact: -2.9%**  
**Statistical Significance: No: p=.177**

**Understanding diverse cultures and values.**

	Frequency	Valid Percent	Combined Impact
Major Impact	197	47.1%	
Moderate Impact	137	32.8%	79.9%
Minor Impact	61	14.6%	
No Impact	23	5.5%	
Total	418	100.0%	
Missing	211		

**2011 Combined Impact: 78.0%**  
**Change in Impact: +1.9%**  
**Statistical Significance: No: p=.613**

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

	Frequency	Valid Percent	Combined Impact
Major Impact	210	50.0%	
Moderate Impact	143	34.0%	84.0%
Minor Impact	46	11.0%	
No Impact	21	5.0%	
Total	420	100.0%	
Missing	209		

**2011 Combined Impact: 85.1%**  
**Change in Impact: -1.1%**  
**Statistical Significance: No: p=.516**

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Impact</b>
Major Impact	236	56.1%	
Moderate Impact	135	32.1%	88.1%
Minor Impact	36	8.6%	
No Impact	14	3.3%	
Total	421	100.0%	
Missing	208		
<b>2011 Combined Impact:</b>	<b>88.4%</b>		
<b>Change in Impact:</b>	<b>-0.3%</b>		
<b>Statistical Significance:</b>	<b>No: p=.932</b>		

**Frequency of Usage**

The following questions were open for response to all students. The questions were constructed to ascertain how often students utilized various services on the TAMU-CC campus. These items are not designed to measure satisfaction with these services, but aim to provide some general insight on how often the services are used, as well as afford another variable for further study when comparing frequency of use to satisfaction with services and other demographic characteristics. These questions were piloted on this administration of the Graduating Student Survey, so no comparable data for previous cycles is provided. The item reads: *Please indicate about how often you utilize/contact the following offices or campus services in an average academic year.*

**SAIL Online Portal**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	445	71.2%
Sometimes	162	25.9%
Never	18	2.9%
Total	625	100.0%
Missing	4	

**Admissions & Records**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	116	18.6%
Sometimes	404	64.7%
Never	104	16.7%
Total	624	100.0%
Missing	5	

**Veteran's Affairs**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	34	5.5%
Sometimes	37	6.0%
Never	548	88.5%
Total	619	100.0%
Missing	10	

**Cashier's (Business) Office**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	69	11.1%
Sometimes	423	68.1%
Never	129	20.8%
Total	621	100.0%
Missing	8	

**University Police**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	12	1.9%
Sometimes	265	42.6%
Never	345	55.5%
Total	622	100.0%
Missing	7	

**Bell Library**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	344	55.0%
Sometimes	251	40.2%
Never	30	4.8%
Total	625	100.0%
Missing	4	

**Campus Copies**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	113	18.2%
Sometimes	201	32.4%
Never	307	49.4%
Total	621	100.0%
Missing	8	

**University Center**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	287	45.9%
Sometimes	265	42.4%
Never	73	11.7%
Total	625	100.0%
Missing	4	

**On-campus dining**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	174	28.0%
Sometimes	283	45.6%
Never	164	26.4%
Total	621	100.0%
Missing	8	

**University Bookstore**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	147	23.6%
Sometimes	385	61.7%
Never	92	14.7%
Total	624	100.0%
Missing	5	

**Counseling Center**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	46	7.4%
Sometimes	144	23.1%
Never	433	69.5%
Total	623	100.0%
Missing	6	

**Health Center**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	56	9.0%
Sometimes	227	36.4%
Never	341	54.6%
Total	624	100.0%
Missing	5	

**Recreational Sports Facilities**

	<b>Frequency</b>	<b>Valid Percent</b>
Often	193	30.9%
Sometimes	188	30.1%
Never	243	38.9%
Total	624	100.0%
Missing	5	



### Frequency of Use Statistical Results

Chi-square analysis was used to compare frequency of use of various campus departments by the following demographic characteristics: gender, College, ethnicity, level (undergraduate or graduate), and first generation status. All items were analyzed, but only items that were statistically significant are included below. P-value indicating level of significance is noted as well.

#### SAIL Online Portal

- Females report visiting the SAIL portal more often than males (p=.042).
- College of Education and College of Science & Engineering report visiting SAIL most often (75%), while the College of Nursing visits the least with 56.3% reported “Often” (p=.038).

#### Admissions and Records

- Students who report that they are Asian/Pacific Islander report the most interaction with Admissions and Records, with 55.6% reporting that they interact “Often”, with only 13.6% of students who are white reporting the same (p=.002).

#### Veteran’s Affairs

- Ten percent of male students report they interact with the VA Office “Often”, compared to 3% of females (p=.000).

#### Cashier’s (Business) Office

- Students who report that they are Asian/Pacific Islander indicate the most interaction with the Business Office, while white students report the least (p=.003).
- Undergraduate students report more interaction with the Business Office than graduate students (p=.004).

#### University Police

- The College of Nursing reports the least interaction with the University Police, and the College of Business reports the most (p=.050).
- Undergraduate students report more contact with the University Police than graduate students (p=.031).
- Students who are not first generation report more contact with the University Police than first generation students (p=.043).

#### Bell Library

- The College of Business reports the most use of the Bell Library, with 71% reporting “Often” and less than 1% reporting “Never”. The College of Education reports the least contact, with 42% reporting “Often” (p=.001).
- International students report the most usage of the Bell Library, with 75% reporting “Often”, and students who are identified as white use the Library the least with 48% reporting “Often” (p=.033).

#### Campus Copies

- International students report the most usage of Campus Copies, while students who are identified as white report the least (p=.000).
- Students from the College of Business report the most use of Campus Copies (p=.011).

- Undergraduate students report more interaction with Campus Copies than graduate students ( $p=.000$ ).

### **University Center**

- Male students report that they visit the University Center more often than females ( $p=.007$ ).
- Students who report that they are Asian/Pacific Islander indicate the highest frequencies of visits to the University Center, while students who are white report the least ( $p=.020$ ).
- The College of Nursing reports the least interaction with the University Center, and the College of Science reports the most ( $p=.000$ ).
- Undergraduate students visit the University Center the most, while 25% of graduate students say they “Never” go to the University Center ( $p=.000$ ).

### **On-campus Dining**

- Students who are white indicate the least participation in on-campus dining ( $p=.033$ ).
- The College of Nursing reports the least participation in on-campus dining, and the College of Science reports the most ( $p=.000$ ).
- Undergraduate students report more on campus dining than graduate students, with 40% of graduate students indicating that they “Never” dine on campus ( $p=.031$ ).

### **University Bookstore**

- Students who are Asian/Pacific Islander indicate the highest frequencies of visits to the University Bookstore, while students who are white report the least ( $p=.021$ ).
- Students from the College of Liberal Arts reported the highest use of the University Bookstore, while the College of Business reported the least ( $p=.000$ ).
- Undergraduate students report more use of the Bookstore than graduate students, with 23% of graduate students indicating that they “Never” use the Bookstore ( $p=.031$ ).

### **Counseling Center**

- Undergraduate students use the Counseling Center more often than graduate students ( $p=.000$ ).

### **Health Center**

- White and Hispanic students indicate the most use of the Health Center ( $p=.005$ ).
- The College of Nursing reports the most interaction with the Health Center, and the College of Business reports the least ( $p=.002$ ).
- Undergraduate students use the Health Center more often than graduate students ( $p=.000$ ).
- Students who are not first generation report more contact with the Health Center than first generation students ( $p=.043$ ).

### **Recreational Sports Facilities**

- The College of Science reports the most use of Rec Sports facilities, with 42% reporting “Often” and 25% reporting “Never”. The College of Education reports the least contact, with 29% reporting “Often” and 51% reporting “Never” ( $p=.000$ ).
- Undergraduate students report more use of Rec Sports facilities than graduate students, with 59% of graduate students indicating that they “Never” use the facilities ( $p=.000$ ).

**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.

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	164	29.7%	
Satisfied	354	64.1%	93.8%
Dissatisfied	21	3.8%	
Very Dissatisfied	13	2.4%	
Total	552	100.0%	
Not applicable	58		
Missing	19		
<b>2011 Combined Satisfaction:</b>		<b>94.2%</b>	
<b>Change in Satisfaction:</b>		<b>-0.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.953</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	164	29.7%	
Satisfied	349	63.2%	92.9%
Dissatisfied	27	4.9%	
Very Dissatisfied	12	2.2%	
Total	552	100.0%	
Not applicable	58		
Missing	19		
<b>2011 Combined Satisfaction:</b>		<b>92.3%</b>	
<b>Change in Satisfaction:</b>		<b>+0.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.559</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	156	28.7%	
Satisfied	343	63.1%	91.7%
Dissatisfied	31	5.7%	
Very Dissatisfied	14	2.6%	
Total	544	100.0%	
Not applicable	62		
Missing	23		
<b>2011 Combined Satisfaction:</b>		<b>89.3%</b>	
<b>Change in Satisfaction:</b>		<b>+2.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.141</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	62	45.6%	
Satisfied	65	47.8%	93.4%
Dissatisfied	6	4.4%	
Very Dissatisfied	3	2.2%	
Total	136	100.0%	
Not applicable	468		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>96.1%</b>	
<b>Change in Satisfaction:</b>		<b>-2.7%</b>	
<b>Statistical Significance:</b>		<b>No: p=.641</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	59	45.0%	
Satisfied	63	48.1%	93.1%
Dissatisfied	5	3.8%	
Very Dissatisfied	4	3.1%	
Total	131	100.0%	
Not applicable	475		
Missing	23		
<b>2011 Combined Satisfaction:</b>		<b>94.5%</b>	
<b>Change in Satisfaction:</b>		<b>-1.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.744</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	59	44.0%	
Satisfied	67	50.0%	94.0%
Dissatisfied	4	3.0%	
Very Dissatisfied	4	3.0%	
Total	134	100.0%	
Not applicable	459		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>94.5%</b>	
<b>Change in Satisfaction:</b>		<b>-0.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.706</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	169	32.2%	
Satisfied	307	58.5%	90.7%
Dissatisfied	35	6.7%	
Very Dissatisfied	14	2.7%	
Total	525	100.0%	
Not applicable	72		
Missing	32		
<b>2011 Combined Satisfaction:</b>		<b>89.1%</b>	
<b>Change in Satisfaction:</b>		<b>+1.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.839</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	170	32.0%	
Satisfied	318	59.8%	91.7%
Dissatisfied	30	5.6%	
Very Dissatisfied	14	2.6%	
Total	532	100.0%	
Not applicable	68		
Missing	29		
<b>2011 Combined Satisfaction:</b>		<b>89.5%</b>	
<b>Change in Satisfaction:</b>		<b>+2.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.573</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	174	32.7%	
Satisfied	325	61.1%	93.8%
Dissatisfied	21	3.9%	
Very Dissatisfied	12	2.3%	
Total	532	100.0%	
Not applicable	71		
Missing	26		
<b>2011 Combined Satisfaction:</b>		<b>90.5%</b>	
<b>Change in Satisfaction:</b>		<b>+3.3%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.047</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	182	38.2%	
Satisfied	243	50.9%	89.1%
Dissatisfied	30	6.3%	
Very Dissatisfied	22	4.6%	
Total	477	100.0%	
Not applicable	129		
Missing	23		
<b>2011 Combined Satisfaction:</b>		<b>85.4%</b>	
<b>Change in Satisfaction:</b>		<b>+3.7%</b>	
<b>Statistical Significance:</b>		<b>No: p=.086</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	178	37.9%	
Satisfied	237	50.4%	88.3%
Dissatisfied	31	6.6%	
Very Dissatisfied	24	5.1%	
Total	470	100.0%	
Not applicable	132		
Missing	27		
<b>2011 Combined Satisfaction:</b>		<b>83.4%</b>	
<b>Change in Satisfaction:</b>		<b>+4.9%</b>	
<b>Statistical Significance:</b>		<b>No: p=.052</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	179	36.5%	
Satisfied	236	48.1%	84.5%
Dissatisfied	51	10.4%	
Very Dissatisfied	25	5.1%	
Total	491	100.0%	
Not applicable	115		
Missing	23		
<b>2011 Combined Satisfaction:</b>		<b>84.5%</b>	
<b>Change in Satisfaction:</b>		<b>No change</b>	
<b>Statistical Significance:</b>		<b>No: p=.437</b>	

**The Web registration process.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	299	50.4%	
Satisfied	255	43.0%	93.4%
Dissatisfied	26	4.4%	
Very Dissatisfied	13	2.2%	
Total	593	100.0%	
Not applicable	12		
Missing	24		
<b>2011 Combined Satisfaction:</b>		<b>94.2%</b>	
<b>Change in Satisfaction:</b>		<b>-0.8%</b>	
<b>Statistical Significance:</b>		<b>No: p=.272</b>	

**The walk-up registration process.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	104	32.0%	
Satisfied	185	56.9%	88.9%
Dissatisfied	27	8.3%	
Very Dissatisfied	9	2.8%	
Total	325	100.0%	
Not applicable	285		
Missing	19		
<b>2011 Combined Satisfaction:</b>		<b>87.2%</b>	
<b>Change in Satisfaction:</b>		<b>+1.7%</b>	
<b>Statistical Significance:</b>		<b>No: p=.731</b>	

**The drop/add policy.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	187	36.6%	
Satisfied	273	53.4%	90.0%
Dissatisfied	34	6.7%	
Very Dissatisfied	17	3.3%	
Total	511	100.0%	
Not applicable	89		
Missing	29		
<b>2011 Combined Satisfaction:</b>		<b>89.5%</b>	
<b>Change in Satisfaction:</b>		<b>+0.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.727</b>	

**The fee payment process.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	158	27.5%	
Satisfied	297	51.7%	79.3%
Dissatisfied	80	13.9%	
Very Dissatisfied	39	6.8%	
Total	574	100.0%	
Not applicable	30		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>82.3%</b>	
<b>Change in Satisfaction:</b>		<b>-3.0%</b>	
<b>Statistical Significance:</b>		<b>No: p=.540</b>	

**The billing policy.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	162	27.6%	
Satisfied	322	54.9%	82.5%
Dissatisfied	72	12.3%	
Very Dissatisfied	31	5.3%	
Total	587	100.0%	
Not applicable	17		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>85.1%</b>	
<b>Change in Satisfaction:</b>		<b>-2.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.396</b>	



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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	194	35.9%	
Satisfied	275	50.8%	86.7%
Dissatisfied	50	9.2%	
Very Dissatisfied	22	4.1%	
Total	541	100.0%	
Not applicable	64		
Missing	24		

**2011 Combined Satisfaction: 90.1%**  
**Change in Satisfaction: -3.4%**  
**Statistical Significance: Yes: p=.002**

**Note:** Though combined satisfaction shows an overall decrease on this item, it is important to note that there was an increase from 2011 of 7.9% in respondents who were “very satisfied” in addition to the small increase (+2.5%) in students who were “very dissatisfied”, so the statistical significance may be more reflective of a redistribution of the four Likert options than a pure decrease in satisfaction.

**The accessibility of computer labs.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	193	35.7%	
Satisfied	276	51.1%	86.9%
Dissatisfied	53	9.8%	
Very Dissatisfied	18	3.3%	
Total	540	100.0%	
Not applicable	65		
Missing	24		

**2011 Combined Satisfaction: 85.0%**  
**Change in Satisfaction: +1.9%**  
**Statistical Significance: Yes: p=.030**

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	311	52.1%	
Satisfied	249	41.7%	93.8%
Dissatisfied	30	5.0%	
Very Dissatisfied	7	1.2%	
Total	597	100.0%	
Not applicable	14		
Missing	18		

**2011 Combined Satisfaction: 94.4%**  
**Change in Satisfaction: -0.6%**  
**Statistical Significance: No: p=.140**

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	170	29.2%	
Satisfied	371	63.7%	93.0%
Dissatisfied	36	6.2%	
Very Dissatisfied	5	0.9%	
Total	582	100.0%	
Not applicable	22		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>89.8%</b>	
<b>Change in Satisfaction:</b>		<b>+3.2%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.001</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	113	29.5%	
Satisfied	221	57.7%	87.2%
Dissatisfied	38	9.9%	
Very Dissatisfied	11	2.9%	
Total	383	100.0%	
Not applicable	219		
Missing	27		
<b>2011 Combined Satisfaction:</b>		<b>86.0%</b>	
<b>Change in Satisfaction:</b>		<b>+1.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.583</b>	

**The courtesy of University Police.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	122	27.9%	
Satisfied	247	56.5%	84.4%
Dissatisfied	46	10.5%	
Very Dissatisfied	22	5.0%	
Total	437	100.0%	
Not applicable	163		
Missing	29		
<b>2011 Combined Satisfaction:</b>		<b>85.2%</b>	
<b>Change in Satisfaction:</b>		<b>-0.8%</b>	
<b>Statistical Significance:</b>		<b>No: p=.618</b>	

**The helpfulness of University Police.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	120	29.1%	
Satisfied	231	56.1%	85.2%
Dissatisfied	38	9.2%	
Very Dissatisfied	23	5.6%	
Total	412	100.0%	
Not applicable	192		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>86.2%</b>	
<b>Change in Satisfaction:</b>		<b>-1.0%</b>	
<b>Statistical Significance:</b>		<b>No: p=.298</b>	

**The responsiveness of University Police.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	102	29.0%	
Satisfied	195	55.4%	84.4%
Dissatisfied	35	9.9%	
Very Dissatisfied	20	5.7%	
Total	352	100.0%	
Not applicable	253		
Missing	24		
<b>2011 Combined Satisfaction:</b>		<b>87.8%</b>	
<b>Change in Satisfaction:</b>		<b>-3.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.338</b>	

**The overall safety of the campus.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	201	35.4%	
Satisfied	345	60.8%	96.3%
Dissatisfied	18	3.2%	
Very Dissatisfied	3	0.5%	
Total	567	100.0%	
Not applicable	34		
Missing	28		
<b>2011 Combined Satisfaction:</b>		<b>95.2%</b>	
<b>Change in Satisfaction:</b>		<b>+1.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.808</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	200	34.7%	
Satisfied	349	60.6%	95.3%
Dissatisfied	20	3.5%	
Very Dissatisfied	7	1.2%	
Total	576	100.0%	
Not applicable	23		
Missing	30		
<b>2011 Combined Satisfaction:</b>		<b>94.5%</b>	
<b>Change in Satisfaction:</b>		<b>+0.8%</b>	
<b>Statistical Significance:</b>		<b>No: p=.296</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	196	35.1%	
Satisfied	317	56.7%	91.8%
Dissatisfied	29	5.2%	
Very Dissatisfied	17	3.0%	
Total	559	100.0%	
Not applicable	43		
Missing	27		
<b>2011 Combined Satisfaction:</b>		<b>88.6%</b>	
<b>Change in Satisfaction:</b>		<b>+3.2%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.014</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	80	21.9%	
Satisfied	187	51.1%	73.0%
Dissatisfied	59	16.1%	
Very Dissatisfied	40	10.9%	
Total	366	100.0%	
Not applicable	238		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>68.7%</b>	
<b>Change in Satisfaction:</b>		<b>+4.3%</b>	
<b>Statistical Significance:</b>		<b>No: p=.473</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	107	30.3%	
Satisfied	221	62.6%	92.9%
Dissatisfied	19	5.4%	
Very Dissatisfied	6	1.7%	
Total	353	100.0%	
Not applicable	243		
Missing	33		
<b>2011 Combined Satisfaction:</b>		<b>86.0%</b>	
<b>Change in Satisfaction:</b>		<b>+6.9%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.022</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	114	31.1%	
Satisfied	227	62.0%	93.2%
Dissatisfied	17	4.6%	
Very Dissatisfied	8	2.2%	
Total	366	100.0%	
Not applicable	231		
Missing	32		
<b>2011 Combined Satisfaction:</b>		<b>89.3%</b>	
<b>Change in Satisfaction:</b>		<b>+3.9%</b>	
<b>Statistical Significance:</b>		<b>No: p=.277</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	85	17.0%	
Satisfied	286	57.2%	74.2%
Dissatisfied	93	18.6%	
Very Dissatisfied	36	7.2%	
Total	500	100.0%	
Not applicable	104		
Missing	25		
<b>2011 Combined Satisfaction:</b>		<b>76.9%</b>	
<b>Change in Satisfaction:</b>		<b>-2.7%</b>	
<b>Statistical Significance:</b>		<b>No: p=.530</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	37	7.4%	
Satisfied	192	38.2%	45.5%
Dissatisfied	164	32.6%	
Very Dissatisfied	110	21.9%	
Total	503	100.0%	
Not applicable	96		
Missing	30		
<b>2011 Combined Satisfaction:</b>		<b>51.5%</b>	
<b>Change in Satisfaction:</b>		<b>-6.0%</b>	
<b>Statistical Significance:</b>		<b>No: p=.315</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	151	27.4%	
Satisfied	366	66.4%	93.8%
Dissatisfied	25	4.5%	
Very Dissatisfied	9	1.6%	
Total	551	100.0%	
Not applicable	50		
Missing	28		
<b>2011 Combined Satisfaction:</b>		<b>93.6%</b>	
<b>Change in Satisfaction:</b>		<b>+0.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.919</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	163	29.6%	
Satisfied	357	64.9%	94.5%
Dissatisfied	18	3.3%	
Very Dissatisfied	12	2.2%	
Total	550	100.0%	
Not applicable	52		
Missing	27		
<b>2011 Combined Satisfaction:</b>		<b>92.6%</b>	
<b>Change in Satisfaction:</b>		<b>+1.9%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.026</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	146	28.1%	
Satisfied	316	60.9%	89.0%
Dissatisfied	46	8.9%	
Very Dissatisfied	11	2.1%	
Total	519	100.0%	
Not applicable	74		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>89.2%</b>	
<b>Change in Satisfaction:</b>		<b>-0.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.372</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	99	42.9%	
Satisfied	124	53.7%	96.5%
Dissatisfied	5	2.2%	
Very Dissatisfied	3	1.3%	
Total	231	100.0%	
Not applicable	360		
Missing	38		
<b>2011 Combined Satisfaction:</b>		<b>94.5%</b>	
<b>Change in Satisfaction:</b>		<b>+2.0%</b>	
<b>Statistical Significance:</b>		<b>No: p=.497</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	106	34.6%	
Satisfied	168	54.9%	89.5%
Dissatisfied	21	6.9%	
Very Dissatisfied	11	3.6%	
Total	306	100.0%	
Not applicable	275		
Missing	48		
<b>2011 Combined Satisfaction:</b>		<b>84.6%</b>	
<b>Change in Satisfaction:</b>		<b>+4.9%</b>	
<b>Statistical Significance:</b>		<b>No: p=.120</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	77	27.0%	
Satisfied	147	51.6%	78.6%
Dissatisfied	45	15.8%	
Very Dissatisfied	16	5.6%	
Total	285	100.0%	
Not applicable	303		
Missing	41		
<b>2011 Combined Satisfaction:</b>		<b>75.5%</b>	
<b>Change in Satisfaction:</b>		<b>+3.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.654</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	60	26.4%	
Satisfied	106	46.7%	73.1%
Dissatisfied	47	20.7%	
Very Dissatisfied	14	6.2%	
Total	227	100.0%	
Not applicable	356		
Missing	46		
<b>2011 Combined Satisfaction:</b>		<b>72.8%</b>	
<b>Change in Satisfaction:</b>		<b>+0.3%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.042</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	138	35.9%	
Satisfied	226	58.9%	94.8%
Dissatisfied	11	2.9%	
Very Dissatisfied	9	2.3%	
Total	384	100.0%	
Not applicable	202		
Missing	43		
<b>2011 Combined Satisfaction:</b>		<b>94.6%</b>	
<b>Change in Satisfaction:</b>		<b>+0.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.413</b>	



**The quality of Recreational Sports facilities.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	201	50.3%	
Satisfied	186	46.5%	96.8%
Dissatisfied	7	1.8%	
Very Dissatisfied	6	1.5%	
Total	400	100.0%	
Not applicable	186		
Missing	43		

**2011 Combined Satisfaction: 96.9%**

**Change in Satisfaction: 0.1%**

**Statistical Significance: Yes: p=.035**

**Note:** Though combined satisfaction shows a very small change on this item, it is important to note that there was an increase from 2011 of 4% in respondents who were “very satisfied” in addition to the small increase (+1.5%) in students who were “very dissatisfied”, so the statistical significance may be reflective of a redistribution of the four Likert options.

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	63	18.7%	
Satisfied	167	49.6%	68.2%
Dissatisfied	67	19.9%	
Very Dissatisfied	40	11.9%	
Total	337	100.0%	
Not applicable	252		
Missing	40		

**2011 Combined Satisfaction: 66.0%**

**Change in Satisfaction: +2.2%**

**Statistical Significance: No: p=.505**

**The fairness of student disciplinary procedures.**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	92	27.8%	
Satisfied	210	63.4%	91.2%
Dissatisfied	16	4.8%	
Very Dissatisfied	13	3.9%	
Total	331	100.0%	
Not applicable	253		
Missing	45		

**2011 Combined Satisfaction: 90.1%**

**Change in Satisfaction: +1.1%**

**Statistical Significance: No: p=.417**

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	145	32.2%	
Satisfied	281	62.3%	94.5%
Dissatisfied	18	4.0%	
Very Dissatisfied	7	1.6%	
Total	451	100.0%	
Not applicable	140		
Missing	38		
<b>2011 Combined Satisfaction:</b>		<b>95.1%</b>	
<b>Change in Satisfaction:</b>		<b>-0.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.696</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	165	34.3%	
Satisfied	299	62.2%	96.5%
Dissatisfied	12	2.5%	
Very Dissatisfied	5	1.0%	
Total	481	100.0%	
Not applicable	106		
Missing	42		
<b>2011 Combined Satisfaction:</b>		<b>95.0%</b>	
<b>Change in Satisfaction:</b>		<b>+1.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.616</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	178	33.0%	
Satisfied	305	56.5%	89.4%
Dissatisfied	40	7.4%	
Very Dissatisfied	17	3.1%	
Total	540	100.0%	
Not applicable	47		
Missing	42		
<b>2011 Combined Satisfaction:</b>		<b>86.9%</b>	
<b>Change in Satisfaction:</b>		<b>+2.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.059</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	199	35.4%	
Satisfied	278	49.5%	84.9%
Dissatisfied	54	9.6%	
Very Dissatisfied	31	5.5%	
Total	562	100.0%	
Not applicable	21		
Missing	46		
<b>2011 Combined Satisfaction:</b>		<b>86.2%</b>	
<b>Change in Satisfaction:</b>		<b>-1.3%</b>	
<b>Statistical Significance:</b>		<b>No: p=.793</b>	

**The effectiveness of services provided by the Tutoring and Learning Center.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	106	31.7%	
Satisfied	193	57.8%	89.5%
Dissatisfied	26	7.8%	
Very Dissatisfied	9	2.7%	
Total	334	100.0%	
Not applicable	252		
Missing	43		
<b>New item in 2012. No comparison data.</b>			

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	136	26.4%	
Satisfied	313	60.7%	87.0%
Dissatisfied	43	8.3%	
Very Dissatisfied	24	4.7%	
Total	516	100.0%	
Not applicable	68		
Missing	45		
<b>2011 Combined Satisfaction:</b>		<b>88.4%</b>	
<b>Change in Satisfaction:</b>		<b>-1.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.188</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	124	22.1%	
Satisfied	301	53.6%	75.6%
Dissatisfied	88	15.7%	
Very Dissatisfied	49	8.7%	
Total	562	100.0%	
Not applicable	13		
Missing	54		
<b>2011 Combined Satisfaction:</b>		<b>78.1%</b>	
<b>Change in Satisfaction:</b>		<b>-2.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.226</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	226	46.9%	
Satisfied	234	48.5%	95.4%
Dissatisfied	17	3.5%	
Very Dissatisfied	5	1.0%	
Total	482	100.0%	
Not applicable	3		
Missing	144		
<b>2011 Combined Satisfaction:</b>		<b>95.0%</b>	
<b>Change in Satisfaction:</b>		<b>+0.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.370</b>	

**Extracurricular Involvement**

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

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

	<b>Frequency</b>	<b>Valid Percent</b>
Yes	277	46.1%
No	324	53.9%
Total	601	100.0%
Missing	28	
<b>2011 Involvement:</b>	<b>49.8%</b>	
<b>Change in Involvement:</b>	<b>+%</b>	

**If no, why not?**

	<b>Frequency</b>	<b>2011-2012 Rank</b>	<b>2010-2011 Rank</b>
I didn't have time	237	1	1
Nothing interested me	64	2	2
I didn't know about these organizations	52	3	3
What I wanted wasn't offered or available	13	4	4
I didn't like what I experienced	7	5	5
Other	54		

**If no, why not? ("Other" responses - categorized)**

	<b>Frequency</b>
Distance learner	20
Non-traditional student	10
Work and/or family commitments	6
Specific complaint regarding clubs/organizations	5

**While at TAMU-CC, did you participate in the First Year Learning Community Program?**

	<b>Frequency</b>	<b>Valid Percent</b>
Yes	123	20.8%
No	290	49.0%
Not Sure	35	5.9%
Transferred in after first year	144	24.3%
Total	592	100.0%
Missing	37	

**New item in 2012. No comparison data.**

**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 Research recommends a combined probability percentage of 75% or greater for each item.

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

	Frequency	Valid Percent	Combined Satisfaction
Definitely attend TAMU-CC	287	47.4%	
Probably attend TAMU-CC	250	41.3%	88.6%
Probably not attend TAMU-CC	50	8.3%	
Definitely not attend TAMU-CC	17	2.8%	
Not attend college at all	2	0.3%	
Total	606	100.0%	
Missing	23		
<b>2011 Combined Probability:</b>	<b>88.0%</b>		
<b>Change in Probability:</b>	<b>+0.6%</b>		
<b>Statistical Significance:</b>	<b>No: p=.545</b>		

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

	Frequency	Valid Percent	Combined Satisfaction
Definitely recommend	350	57.8%	
Probably recommend	206	34.0%	91.7%
Probably not recommend	41	6.8%	
Definitely not recommend	9	1.5%	
Total	606	100.0%	
Missing	23		
<b>2011 Combined Probability:</b>	<b>92.3%</b>		
<b>Change in Probability:</b>	<b>-0.6%</b>		
<b>Statistical Significance:</b>	<b>No: p=.714</b>		

### 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.

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

	Frequency	Valid Percent
Always	14	2.3%
Often	62	10.4%
Sometimes	190	31.7%
Never	333	<b>55.6%</b>
Total	599	100.0%
Missing	30	

**2011 “Never” Responses: 48.4%**  
**Change in course availability: +7.2% (Reflects an increase in course availability)**  
**Statistical Significance: No: p=.085**

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

	Frequency	Valid Percent
Always	30	5.0%
Often	100	16.5%
Sometimes	212	35.0%
Never	263	<b>43.5%</b>
Total	605	100.0%
Missing	24	

**2011 “Never” Responses: 41.0%**  
**Change in course availability: +2.5% (Reflects an increase in course availability)**  
**Statistical Significance: No: p=.535**

### Academic Major Experiences

The following questions were open for response to all students, regardless of level. The questions were constructed to ascertain student satisfaction with experiences within their major. The Office of Planning and Institutional Research 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.

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	304	51.5%	
Satisfied	254	43.1%	94.6%
Dissatisfied	21	3.6%	
Very Dissatisfied	11	1.9%	
Total	590	100.0%	
Not applicable	5		
Missing	34		
<b>2011 Combined Satisfaction:</b>		<b>93.3%</b>	
<b>Change in Satisfaction:</b>		<b>+1.3%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.019</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	313	52.6%	
Satisfied	235	39.5%	92.1%
Dissatisfied	37	6.2%	
Very Dissatisfied	10	1.7%	
Total	595	100.0%	
Not applicable	1		
Missing	33		
<b>2011 Combined Satisfaction:</b>		<b>92.4%</b>	
<b>Change in Satisfaction:</b>		<b>-0.3%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.006</b>	

**Note:** Though combined satisfaction shows an overall decrease on this item, it is important to note that there was an increase from 2011 of 8.9% in respondents who were “very satisfied” in addition to the small increase (+1.0%) in students who were “very dissatisfied”, so the statistical significance may be more reflective of a redistribution of the four Likert options than an actual decrease in satisfaction with this item.



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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	300	50.8%	
Satisfied	250	42.4%	93.2%
Dissatisfied	34	5.8%	
Very Dissatisfied	6	1.0%	
Total	590	100.0%	
Not applicable	1		
Missing	38		
<b>2011 Combined Satisfaction:</b>		<b>92.6%</b>	
<b>Change in Satisfaction:</b>		<b>+0.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.200</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	322	54.4%	
Satisfied	241	40.7%	95.1%
Dissatisfied	20	3.4%	
Very Dissatisfied	9	1.5%	
Total	592	100.0%	
Not applicable	1		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>92.0%</b>	
<b>Change in Satisfaction:</b>		<b>+3.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.084</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	309	52.4%	
Satisfied	243	41.2%	93.6%
Dissatisfied	31	5.3%	
Very Dissatisfied	7	1.2%	
Total	590	100.0%	
Not applicable	2		
Missing	37		
<b>2011 Combined Satisfaction:</b>		<b>93.1%</b>	
<b>Change in Satisfaction:</b>		<b>+0.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.155</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	206	34.6%	
Satisfied	271	45.5%	80.2%
Dissatisfied	86	14.5%	
Very Dissatisfied	32	5.4%	
Total	595	100.0%	
Not applicable	1		
Missing	33		
<b>2011 Combined Satisfaction:</b>		<b>81.8%</b>	
<b>Change in Satisfaction:</b>		<b>-1.6%</b>	
<b>Statistical Significance:</b>		<b>No: p=.222</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	273	47.8%	
Satisfied	257	45.0%	92.8%
Dissatisfied	33	5.8%	
Very Dissatisfied	8	1.4%	
Total	571	100.0%	
Not applicable	23		
Missing	35		
<b>2011 Combined Satisfaction:</b>		<b>89.7%</b>	
<b>Change in Satisfaction:</b>		<b>+3.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.066</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Satisfaction</b>
Very Satisfied	298	50.4%	
Satisfied	268	45.3%	95.8%
Dissatisfied	15	2.5%	
Very Dissatisfied	10	1.7%	
Total	591	100.0%	
Not applicable	3		
Missing	35		
<b>2011 Combined Satisfaction:</b>		<b>94.2%</b>	
<b>Change in Satisfaction:</b>		<b>+1.6%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.029</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	288	48.9%	
Satisfied	246	41.8%	90.7%
Dissatisfied	45	7.6%	
Very Dissatisfied	10	1.7%	
Total	589	100.0%	
Not applicable	6		
Missing	34		
<b>2011 Combined Satisfaction:</b>		<b>91.1%</b>	
<b>Change in Satisfaction:</b>		<b>-0.4%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.032</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	249	43.2%	
Satisfied	246	42.7%	85.9%
Dissatisfied	59	10.2%	
Very Dissatisfied	22	3.8%	
Total	576	100.0%	
Not applicable	17		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>81.3%</b>	
<b>Change in Satisfaction:</b>		<b>+4.6%</b>	
<b>Statistical Significance:</b>		<b>Yes: p=.005</b>	

**The helpfulness of your faculty advisor.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	283	50.0%	
Satisfied	220	38.9%	88.9%
Dissatisfied	44	7.8%	
Very Dissatisfied	19	3.4%	
Total	566	100.0%	
Not applicable	27		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>89.3%</b>	
<b>Change in Satisfaction:</b>		<b>-0.4%</b>	
<b>Statistical Significance:</b>		<b>No: p=.779</b>	

**The availability of your faculty advisor.**

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	265	46.8%	
Satisfied	242	42.8%	89.6%
Dissatisfied	42	7.4%	
Very Dissatisfied	17	3.0%	
Total	566	100.0%	
Not applicable	27		
Missing	36		
<b>2011 Combined Satisfaction:</b>		<b>90.3%</b>	
<b>Change in Satisfaction:</b>		<b>-0.7%</b>	
<b>Statistical Significance:</b>		<b>No: p=.938</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	203	39.6%	
Satisfied	248	48.4%	88.1%
Dissatisfied	42	8.2%	
Very Dissatisfied	19	3.7%	
Total	512	100.0%	
Not applicable	76		
Missing	41		
<b>2011 Combined Satisfaction:</b>		<b>84.0%</b>	
<b>Change in Satisfaction:</b>		<b>+4.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.196</b>	

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

	Frequency	Valid Percent	Combined Satisfaction
Very Satisfied	242	44.7%	
Satisfied	250	46.2%	90.9%
Dissatisfied	36	6.7%	
Very Dissatisfied	13	2.4%	
Total	541	100.0%	
Not applicable	47		
Missing	41		
<b>2011 Combined Satisfaction:</b>		<b>89.7%</b>	
<b>Change in Satisfaction:</b>		<b>+1.2%</b>	
<b>Statistical Significance:</b>		<b>No: p=.609</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Probability</b>
Definitely yes	330	55.4%	
Probably yes	198	33.2%	88.6%
Probably no	50	8.4%	
Definitely no	18	3.0%	
Total	596	100.0%	
Missing	33		
<b>2011 Combined Probability:</b>		<b>88.7%</b>	
<b>Change in Probability:</b>		<b>-0.1%</b>	
<b>Statistical Significance:</b>		<b>No: p=.649</b>	

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Combined Probability</b>
Definitely yes	352	59.2%	
Probably yes	155	26.1%	85.2%
Probably no	67	11.3%	
Definitely no	21	3.5%	
Total	595	100.0%	
Missing	34		
<b>2011 Combined Probability:</b>		<b>86.7%</b>	
<b>Change in Probability:</b>		<b>-1.5%</b>	
<b>Statistical Significance:</b>		<b>No: p=.503</b>	

### Employment Information

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

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

	Frequency	Valid Percent	Cumulative Percent
Employment, full-time paid	417	69.5%	69.5%
Employment, part-time paid	11	1.8%	71.3%
Graduate or professional school, full-time	116	19.3%	90.7%
Graduate or professional school, part-time	22	3.7%	94.3%
Additional undergraduate course work	8	1.3%	95.7%
Military service	2	0.3%	96.0%
Volunteer activity (e.g. Peace Corps)	3	0.5%	96.5%
Starting or raising a family	5	0.8%	97.3%
Other, please specify	16	2.7%	100.0%
Total	600	100.0%	
Missing	29		
<hr/>			
2011 "Employment, full-time, paid":		66.8%	
2011 "Graduate or professional school, full time":		18.7%	

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

	Frequency	Valid Percent	Cumulative Percent
Directly related	239	45.4%	45.4%
Somewhat related	96	18.2%	63.6%
Not at all related	34	6.5%	70.0%
Not applicable	158	30.0%	100.0%
Total	527	100.0%	
Missing	102		

#### 2011 Responses:

*Directly Related (42.8%)*

*Somewhat related (18.9%)*

*Not at all related (5.7%)*

*Not applicable (32.7%)*

**Where is your job located?**

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
In the Coastal Bend region	212	40.8%	40.8%
In Texas, outside the Coastal Bend	79	15.2%	56.0%
Outside of Texas	25	4.8%	60.8%
Not applicable	204	39.2%	100.0%
Total	520	100.0%	
Missing	109		

**2011 Responses:**

*In the Coastal Bend region (43.8%)*

*In Texas, outside the Coastal Bend (12.4%)*

*Outside of Texas (5.3%)*

*Not applicable (38.4%)*

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Under \$20,000	35	6.5%	6.5%
\$20,000 to \$29,999	30	5.6%	12.1%
\$30,000 to \$39,999	69	12.8%	25.0%
\$40,000 to \$49,999	81	15.1%	40.0%
\$50,000 to \$59,999	37	6.9%	46.9%
\$60,000 to \$69,999	20	3.7%	50.7%
\$70,000 or above	33	6.1%	56.8%
Not applicable	232	43.2%	100.0%
Total	537	100.0%	
Missing	92		

**(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	32	3	0
	Valid Percent	8.8%	1.9%	0.0%
\$20,000 to \$29,999	Frequency	16	14	0
	Valid Percent	4.4%	8.8%	0.0%
\$30,000 to \$39,999	Frequency	49	20	0
	Valid Percent	13.4%	12.6%	0.0%
\$40,000 to \$49,999	Frequency	42	34	5
	Valid Percent	11.5%	21.4%	38.5%
\$50,000 to \$59,999	Frequency	24	12	1
	Valid Percent	6.6%	7.5%	7.7%
\$60,000 to \$69,999	Frequency	9	8	3
	Valid Percent	2.5%	5.0%	23.1%
\$70,000 or above	Frequency	4	27	2
	Valid Percent	1.1%	17.0%	15.4%
Not applicable	Frequency	189	41	2
	Valid Percent	51.8%	25.8%	15.4%

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

	<b>Frequency</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes, I have applied	137	24.0%	24.0%
Not yet, I plan to apply	235	41.2%	65.1%
No, I am not planning to apply	199	34.9%	100.0%
Total	571	100.0%	
Missing	58		

**2011 Responses:**

*Yes, I have applied (26.0%)*

*Not yet, I plan to apply (43.8%)*

*No, I do not plan to apply (30.2%)*



### 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 included in this iteration of the survey.

242 individuals (39% 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.*

190 individuals (30% 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.

Many comments included more than one theme, so total number of mentions is larger than the total number of individuals who participated.

**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.**

<b># Mentions</b>	<b>Comment</b>
94	General or specific positive experience with faculty
64	Enjoyed coursework/major
43	General or specific negative experience
41	Suggestion for improvement
39	General or specific positive experience
30	Need for more elective options/specific courses
30	General or specific negative issue with faculty
12	Need for resources (space/equipment/more faculty/scholarships)
7	Need for higher standards/more challenging curriculum

**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>
123	General or specific positive experience at TAMU-CC
36	Miscellaneous suggestions for improvements of various aspects of campus
34	General or specific negative experience at TAMU-CC
23	Complaints regarding student support services/administration
18	Complaints regarding costs/fees
10	General or specific negative issue with faculty
7	Complaints regarding parking availability/fees

## **Graduating Student Survey Online Questionnaire**



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

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

Participation in this study is strictly voluntary and in no way affects your status at Texas A&M University-Corpus Christi. You may stop the survey at any time and/or skip any questions that you do not feel comfortable completing. By completing this survey, you are verifying that you are 18 years of age or older, and you give consent to participate. The Office of Planning and Institutional Research will ensure that your responses are completely confidential and will only be reported in the aggregate. You will never be individually identified in any report compiled from the results. For further information regarding this study or your confidentiality, please contact Tanya Ybarra at 825-2242.

Student ID (Banner Identification Number - enter numerical portion only):

**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?

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## 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"/>

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## 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 indicate about how often you utilize/contact the following offices or campus services in an average academic year.

	Often	Sometimes	Never
SAIL Online Portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions & Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran's Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cashier's (Business) Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Police	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bell Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Copies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus dining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational Sports Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## 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"/>

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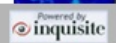
## Texas A&M University-Corpus Christi Graduating Student Survey

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"/>

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## 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 effectiveness of services provided by the Tutoring and Learning Center	<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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## 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.

While at TAMU-CC, did you participate in the First Year Learning Community Program?

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?



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## 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?

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## 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

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## 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.

Finish  Powered by 