

# **Graduating Senior Exit Survey 1999- 2002**

## Introduction

The Office of Institutional Effectiveness administers the Graduating Senior Exit Survey each Spring semester. The distribution of the survey occurs during graduation rehearsals that are held a week prior to the commencement ceremony. The survey is designed to obtain our graduates' perceptions of the quality of services provided by the University and its faculty and staff.

This report provides a four-year comparative analysis of the graduates' responses to the survey's statements and questions. The years included in the analysis are 1999 to 2002. The survey begins with a series of statements designed to evaluate the graduate's perceptions of Texas Southern University (TSU), its programs, faculty and staff. The percentages of students who possess differing levels of agreement or disagreement with each statement are compiled.

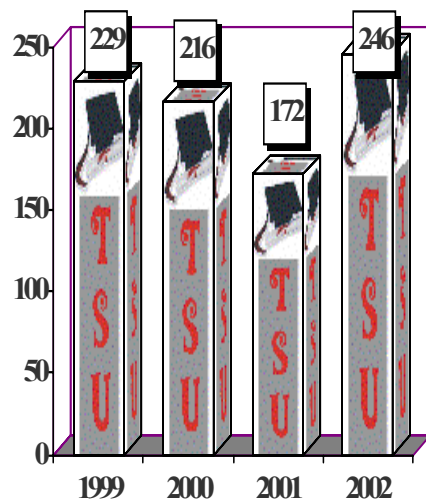
The survey also solicits information on the area of specialization, degree awarded, educational expectations, gender, age, and residency status of each graduate (Appendix 1). The data is compiled on the basis of the school or college in which the degree is obtained. In addition, the graduate's employment expectations and future plans concerning affiliation with the alumni association are considered.

## Respondents and Graduating Students

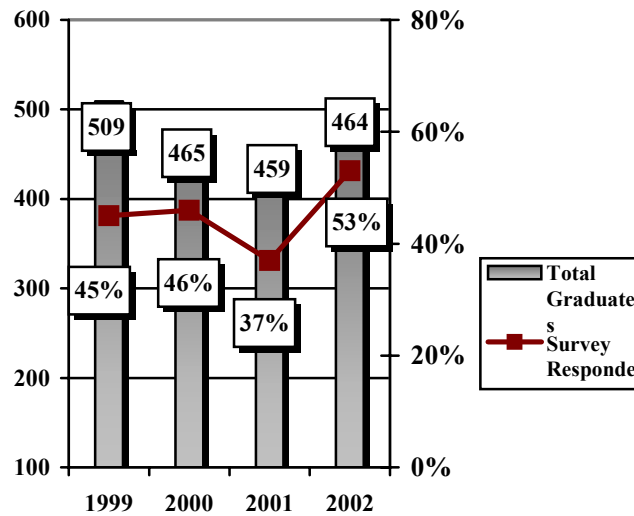
The number of survey respondents is displayed in Figure 1. Figure 2 illustrates the number of survey respondents as a percentage of the population of graduating students.

Given that the objective of the survey is to gauge the perception of graduating seniors, only those graduates receiving a bachelor's degree are included in the total graduation population. The response rates are approximately 50% for Spring 1999, 2000 and 2002 with a decrease to 37% in Spring 2001.

**Figure 1: Number of Respondents**



**Figure 2: Percentage of Respondents**



## Demographic Information

Despite fluctuations in the response rate over the years, some demographic trends remain constant (Table 1). Females represent approximately sixty percent of the surveyed population each year. The ratio of males to females in the samples appears to adequately reflect the overall composition of the populations of graduating seniors.

**Table 1: Demographics**

Gender	1999		2000		2001		2002	
	Sample	TSU	Sample	TSU	Sample	TSU	Sample	TSU
Male	33%	37%	36%	40%	34%	42%	31%	38%
Female	67%	63%	64%	60%	66%	58%	69%	62%
Ethnicity	1999		2000		2001		2002	
	Sample	TSU	Sample	TSU	Sample	TSU	Sample	TSU
Caucasian	1%	3%	5%	5%	3%	1%	1%	2%
African American	91%	78%	88%	80%	93%	91%	87%	91%
Hispanic	3%	7%	3%	7%	1%	1%	4%	2%
Asian	3%	5%	2%	4%	3%	2%	5%	2%
Indian	>1%	>1%	1%	>1%	0%	0%	>1%	0
International/ Other	>1%	7%	1%	4%	1%	5%	>1%	3%
School or College	1999		2000		2001		2002	
	Sample	TSU	Sample	TSU	Sample	TSU	Sample	TSU
Liberal Arts & Behavioral Science	38%	36%	39%	39%	34%	42%	25%	31%
College of Education	3%	9%	10%	10%	3%	7%	15%	14%
School of Business	18%	22%	18%	20%	28%	22%	23%	21%
College of Pharmacy & Health Sciences	14%	8%	13%	9%	15%	8%	19%	4%
Science & Technology	27%	25%	20%	21%	20%	21%	18%	30%
Residence Classification	1999		2000		2001		2002	
	Sample	TSU	Sample	TSU	Sample	TSU	Sample	TSU
In-State	91%	85%	91%	85%	95%	85%	91%	86%
Out-of-State/ Foreign	9%	15%	9%	15%	5%	15%	9%	14%

The African-American ethnic group dominates both the sample size as well as the total graduating population each year. The proportion of Hispanic and Caucasian graduates remains relatively unchanged over the years with 4% and 1% respectively in the 2002 sample.

With respect to the schools and colleges, the proportion of respondents from the College of Liberal Arts and Behavioral Sciences decreases from 38% in 1999 to 31% in 2002, increases from 3% to 15% in the College of Education, increases from 18% to 23% in the School of Business, increases from 14% to 19% in the College of Pharmacy and Health Sciences and decreases from 27% to 18% in the School of Science and Technology from 1999 to 2002. The proportion of graduates from the College of Liberal Arts and Behavioral Sciences decreases from 36% in 1999 to 31% in 2002, increased from 9% to 14% in the College of Education, increases from 18% to 21% in the School of Business, decreases from 8% to 3% in the College of Pharmacy and Health Sciences and increases from 27% to 30% in the School of Science and Technology from 1999 to 2002.

With respect to residence classification, the proportion of respondents identifying themselves as in-state residents is unchanged at 91% from 1999 to 2002. The proportion of graduates who declare themselves to be in-state residents also remains fixed at approximately 85% from 1999 to 2002.

The ages of our graduates are displayed in Table 2. Although the average age of our graduates for each of the sampled years is about 30 years old, 50% of our graduates are younger than 27 years old (Median = 27). The age of our graduates that occurs most frequently is 23 years old, in 2002 (Mode = 23).

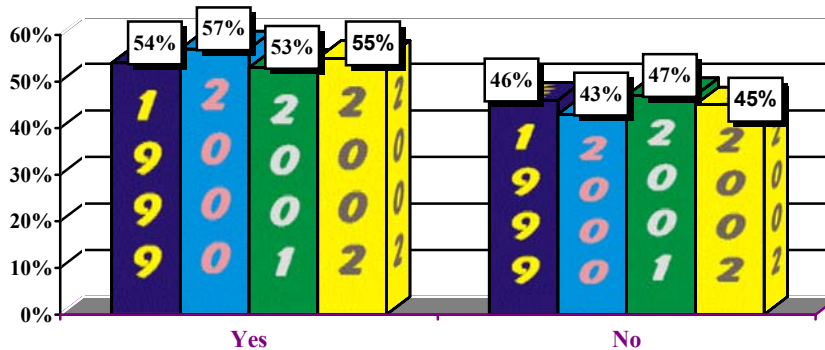
**Table 2: Ages of Graduates**

Average Age	1999	2000	2001	2002
	Sample	Sample	Sample	Sample
<i>Mean</i>	29	29	31	30
<i>Median</i>	26	26	27	27
<i>Mode</i>	23	24	25	23

Parent Attended College

Figure 3 displays the proportion of our graduates who report that their parents or legal guardians attended college. Approximately 55% of our graduates report that at least one parent or legal guardian attended college. Forty-five percent of our respondents are from households where a parent or legal guardian did not attend college. A majority of our students are from households where a college education appears to be valued.

**Figure 3: Parent Attended College**



Perceptions of TSU

The survey begins with a series of statements designed to evaluate the graduate’s perceptions of Texas Southern University (TSU), its programs, faculty and staff. The

graduates respond to the statement by indicating the level to which they agree or disagree with each statement.

*General Perceptions of TSU: Collectively*

This portion of the survey addresses our graduates’ perceptions of various aspects of TSU as an entity. The battery of statements attempts to evaluate graduates’ perceived treatment by the faculty and their view of how well the mission of TSU reflects student input.

**Table 3: Perceptions of TSU**

Item	Year	Agree <sup>o</sup>	Neutral	Disagree <sup>o</sup>
Students are treated with dignity at TSU.	1999	36%	32%	32%
	2000	49%	34%	17%
	2001	54%	27%	17%
	2002	50%	32%	18%
The mission of TSU reflects student input.	1999	42%	32%	26%
	2000	53%	31%	16%
	2001	51%	33%	16%
	2002	52%	38%	10%
TSU has adequately prepared me to compete in the job market.	1999	72%	22%	6%
	2000	76%	18%	6%
	2001	78%	15%	7%
	2002	74%	19%	7%
TSU helps me increase my self-confidence.	1999	60%	26%	14%
	2000	62%	26%	12%
	2001	65%	20%	15%
	2002	67%	24%	9%
TSU has clear goals for its students.	1999	52%	30%	19%
	2000	62%	26%	12%
	2001	59%	31%	10%
	2002	60%	31%	9%
TSU has clear expectations for its students.	1999	54%	31%	15%
	2000	63%	27%	10%
	2001	65%	26%	9%
	2002	66%	26%	8%

<sup>o</sup> The response categories were: strongly agree/strongly disagree and agree/disagree. Percents reported here represent the combined responses to “strongly agree” “agree” and “strongly disagree” “disagree.”

Other items that are evaluated include our graduates' view of the adequacy of their preparation for the employment market as well as the degree to which TSU improves their self-confidence. The final statements in this portion of the survey relate to TSU having clear goals and clear expectations of its students. The responses to these statements, summarized in percentage form, are displayed by year in Table 3.

In 1999, thirty-six percent of the sampled graduates believe that they are treated with dignity at TSU. This percentage increases to 54% in 2001 and 50% in 2002. Forty-two percent of the 1999 sample believes that the mission of TSU reflects student input. This percentage improves to 52% in 2002. Graduates overwhelmingly believe that they are adequately prepared for the employment market by TSU. In excess of 70% of our graduates believe that they are prepared for the employment for each of the sampled years.

### *Perceptions of TSU's Faculty by Graduates*

A few statements are included on the survey to gauge our graduates' perceptions of our faculty. In 1999, 66% of the sampled graduates agree that they are given sufficient individual attention by the faculty. This percentage exceeds 70% for the other years. In 1999, 74% of our graduates agree that faculty members offer instruction that is of high quality. This percentage increases to 76% in 2002. Graduates are also surveyed on their perceptions of fairness received from TSU's faculty. In 1999, 26% of our graduates believe that the faculty treats them unfairly. This percentage decreases to 20% in 2002. Responses to the remaining statements are displayed in Table 4.

**Table 4: Perceptions of Faculty by Graduates**

Item	Year	Agree <sup>o</sup>	Neutral	Disagree <sup>o</sup>
Faculty members at TSU give sufficient individual attention to students in class.	1999	66%	24%	10%
	2000	73%	19%	8%
	2001	76%	15%	9%
	2002	71%	20%	9%
TSU's faculty offers high quality teaching.	1999	74%	19%	7%
	2000	76%	19%	5%
	2001	75%	19%	6%
	2002	76%	17%	7%
I was well informed about degree requirements early in my academic program.	1999	62%	17%	21%
	2000	66%	17%	17%
	2001	64%	12%	24%
	2002	68%	18%	14%
The academic leadership in my department was of high quality.	1999	74%	17%	9%
	2000	76%	18%	6%
	2001	75%	17%	8%
	2002	75%	19%	6%
I was satisfied with the academic advice provided by my academic advisor.	1999	65%	20%	15%
	2000	70%	16%	14%
	2001	62%	23%	15%
	2002	72%	16%	12%
I feel that I have been treated unfairly by TSU's faculty.	1999	26%	26%	48%
	2000	24%	22%	54%
	2001	24%	22%	54%
	2002	20%	25%	55%

<sup>o</sup> The response categories were: strongly agree/strongly disagree and agree/disagree. Percents reported here represent the combined responses to “strongly agree” “agree” and “strongly disagree” “disagree.”

*Perceptions of TSU: Grades and Employment Opportunities*

This section examines the graduate’s view of employment opportunities in their field and whether their course grades adequately reflect the efforts made in their classes. In 1999, 77% of our graduates possess a positive outlook about employment opportunities in their fields of study (Table 5). This percentage remains relatively unchanged for subsequent years. In 1999, 80% of our graduates believe that their grades adequately reflect the efforts made in their courses. This percentage increases to 85% in 2002.



**Table 5: Grades and Employment Opportunities**

Item	Year	Agree <sup>o</sup>	Neutral	Disagree <sup>o</sup>
I feel good about job opportunities in the field related to my educational major.	1999	77%	16%	7%
	2000	80%	16%	4%
	2001	78%	13%	9%
	2002	76%	16%	8%
My grades reflect the amount of effort I put into my class work.	1999	80%	12%	8%
	2000	84%	13%	3%
	2001	86%	8%	6%
	2002	85%	10%	5%

<sup>o</sup>The response categories were: strongly agree/strongly disagree and agree/disagree. Percents reported here represent the combined responses to “strongly agree” “agree” and “strongly disagree” “disagree.”

*Perceptions of TSU’s Resources, Staff and Administration*

This section refers to the graduates’ perceptions of TSU’s resources, staff members and its administration. The percentages as well as the statements are displayed in Table 6.

For each year surveyed, approximately 50% of our graduates believe that the resources required to plan a career are readily available and adequate. When compared to an earlier statement where 77% of our graduates possess a positive outlook about employment opportunities in their fields of study (Table 5), a 27% difference in the percentage of responses is observed. This may indicate that although the graduates appear to be confident of their ability to compete in the employment market, they may benefit further from an enhancement in the quantity and quality of resources that the university makes available to them.

**Table 6: Resources and Administration**

Item	Year	Agree <sup>δ</sup>	Neutral	Disagree <sup>δ</sup>
The university resources to help me plan a career were readily available and adequate.	1999	51%	29%	20%
	2000	55%	28%	17%
	2001	50%	31%	19%
	2002	48%	34%	18%
The university administration solicits feedback from students regarding the University's effectiveness.	1999	40%	32%	28%
	2000	48%	30%	22%
	2001	48%	30%	20%
	2002	46%	35%	19%

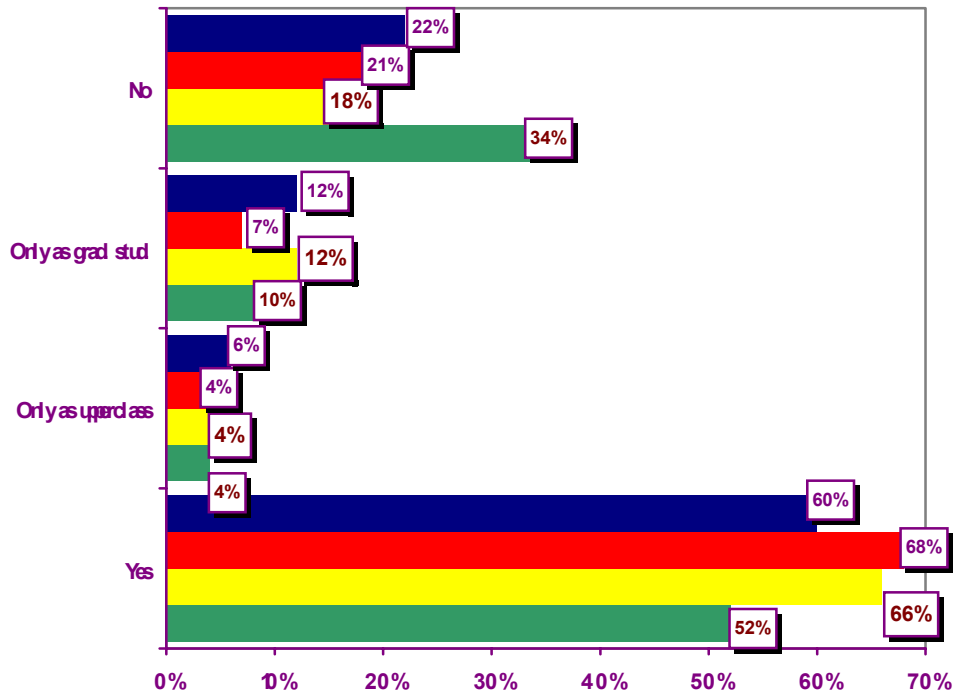
<sup>δ</sup> The response categories were: strongly agree/strongly disagree and agree/disagree. Percents reported here represent the combined responses to “strongly agree” “agree” and “strongly disagree” “disagree”.

For each year surveyed, approximately 46% of our graduates believe that the University's administration solicits their views regarding the University's effectiveness. Obtaining feedback from our students is potentially an area of improvement for TSU.

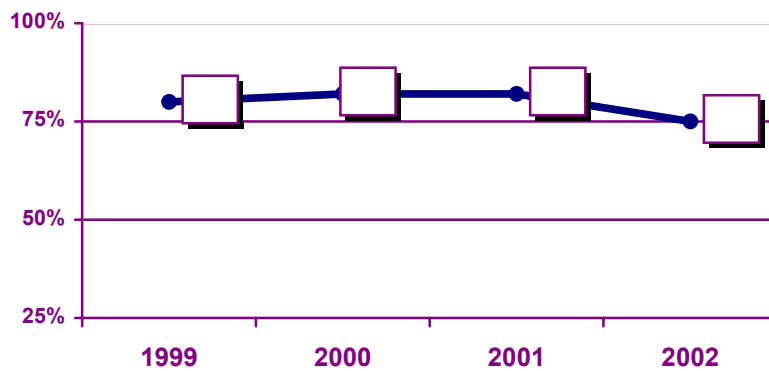
### Educational Expectations

The survey continues with a series of questions that address the graduates' plans for continuing their education, either at TSU or at another institution. In 1999, 66% of the graduates sampled would choose to attend TSU again as an undergraduate or graduate student (Figure 4). This percentage peaks at 82% in 2000, but decreases to 78% in 2002. A point of interest is the percentage of students who indicate that they would not choose to attend TSU again. This percentage peaks at 34% in 1999 but decrease to 22% in 2002. Approximately 80% of our graduates indicate that they plan to attend graduate school for each of the years sampled (Figure 5).

**Figure 4: Choosing to Attend TSU Again**

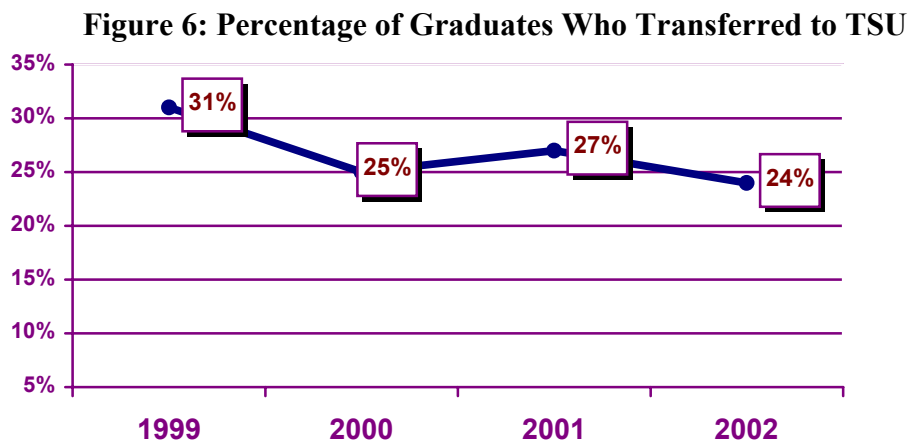


**Figure 5: Choosing to Attend Graduate School**



## Transfer Students

The percentage of graduates who declared themselves as transfers to TSU has been on the decline for the last four years. In 1999, thirty-one percent of the graduates indicate that they are transfer students. This percentage decreases to 24% in 2002 (Figure 6).



The average number of credit hours transferred decreases somewhat from 51 credit hours in 1999 to 46 credit hours in 2002 (Table 7). Of those graduates who originally transferred to TSU, 29% indicate that they are holders of associate degrees, in 1999. This percentage declines to 19% in 2002.

## Employment Expectations

This portion of the survey attempts to evaluate the current employment status of our graduates and their plans for future employment (Table 8). Of concern are the decreasing trend in the proportion of our graduates who are employed on a full-time basis and the increasing trends in the proportion that are employed in part-time positions or are

unemployed. The proportion that is employed full-time decreases from 46.8% in 1999 to 35.9% in 2002. The proportion that is employed part-time increases from 21.6% in 1999 to 26.6% in 2002 and the unemployed from 29.8% in 1999 to 37.5% in 2002.

**Table 7: Hours Transferred and Possessing Associate Degrees**

Item	Year	Hours	
Average Credit Hours Transferred	1999	51.4	
	2000	49.8	
	2001	50.2	
	2002	46.5	
		<b>Yes</b>	<b>No</b>
Has an Associate Degree	1999	28.6%	71.4%
	2000	26.9%	73.1%
	2001	23.9%	76.1%
	2002	19.2%	80.8%

**Table 8: Employment Status**

Item	Year	Full-time	Part-time	Unemployed
Currently Employed	1999	48.6%	21.6%	29.8%
	2000	52.5%	18.2%	29.3%
	2001	41.3%	25.0%	33.7%
	2002	35.9%	26.6%	37.5%
		<b>Related<sup>o</sup></b>		<b>Not Related<sup>o</sup></b>
Current Job Related to Major	1999	74%		26%
	2000	76%		24%
	2001	79%		21%
	2002	76%		21%

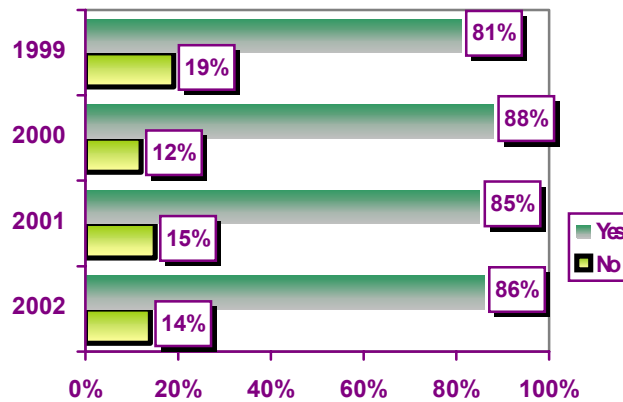
<sup>o</sup> The response categories were: directly related, somewhat related and not related at all. Percents reported represent the combined responses to “directly related” and “somewhat related”.

An item on the Graduation Survey addresses the degree to which the graduate’s current job is related to their major (Table 8). The proportion that reports their current positions are related to their majors remains relatively unchanged at 76% over the years.

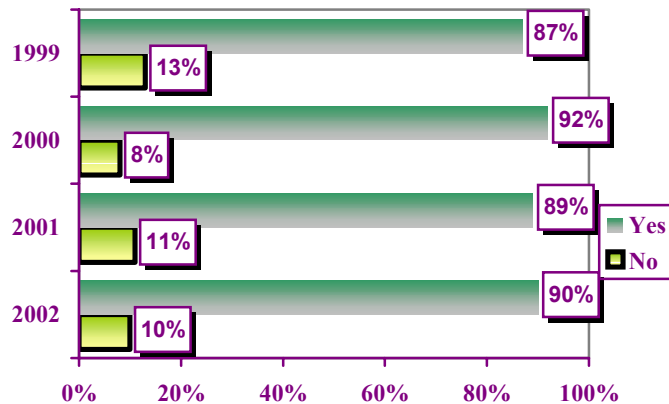
## Alumni

The final section of the survey addresses alumni information. In excess of eighty percent of our graduates indicate that they planned to become members of the Alumni Association for each of the years sampled (Figure 7). Each year, approximately 90% of our graduates express an intention to contribute financially to the University (Figure 8).

**Figure 7: Planned Membership in Alumni Association**



**Figure 8: Contributing to the University**



## Summary

In general, our graduates' perceptions of the University and its functions have improved throughout the years. Our graduates are most pleased with the faculty and the assistance received from their home departments. Throughout this 4-year study, an average of 71% of our graduates believe that they are given sufficient individual attention in class, while an average of 75% agree that TSU's faculty offers instruction of high quality. Seventy-five percent of our graduating seniors also believe that they are adequately prepared to compete in the employment market.

Graduating seniors are extremely pleased with the quality of their academic instruction and feel well prepared to embark on successful careers. Throughout the years an overwhelming majority, 78% of graduates believe that superior opportunities exist in areas that relate to their fields of study. Eighty-four percent of graduates consider their grades to be an adequate reflection of their effort in their courses.

While our graduates perceive that their treatment by faculty and staff is improving, a significant opportunity for further improvement still exists. Although the percentage of graduates who believe that they are treated with dignity at TSU improves from 36% in 1999 to 47% in 2002, 53% do not agree or are neutral to the statement that they are treated with dignity. Fifty-three percent of our graduates believe that they are fairly by the faculty. The University is making improvements in the treatment of our students and this has not gone unnoticed by our graduates. Although 46% of our graduates believe that the University's administration solicits their views regarding the University's effectiveness, 54% disagree or are neutral to this statement. The University

should continue its efforts to improve the treatment of its current students, to build an ongoing relationship with its graduates and to solicit the views of its students and graduates.

Noteworthy is the large percentage of graduates who express an intention to become members of the Alumni Association and to contribute financially to the University. It would be of interest to compare these numbers to those of graduates who actually become active members of the association and contribute to the university. Graduates, who declare an intention to become members of the Alumni Association or to contribute financially but have not yet done so, represent opportunities of improvement for our Alumni Association and Development offices.



*Appendix 1*

<b>Background Information</b>	<b>The following background information is requested only to provide general categories for responses. They will not be used to identify individual respondents.</b>	
	a.	<b>Department</b> _____
	b.	<b>Sex</b> <input type="radio"/> Male <input type="radio"/> Female _____
	c.	<b>Race/Ethnic Origin</b> _____
	d.	<b>Year of Birth</b> _____
	e.	<b>Year first enrolled at TSU</b> _____
	f.	<b>Birthplace</b> _____
	g.	<b>Residence Classification</b> <input type="radio"/> In State <input type="radio"/> Out of State/Foreign _____
	h.	<b>Type of Degree</b> _____