

Graduating Senior Exit Survey Report 1999- 2003

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 five-year comparative analysis of the graduates' responses to the survey's statements and questions. The years included in the analysis are 1999 to 2003. 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, 2002 and 2003 with a decrease to 37% in Spring 2001.

Figure 1: Number of Respondents

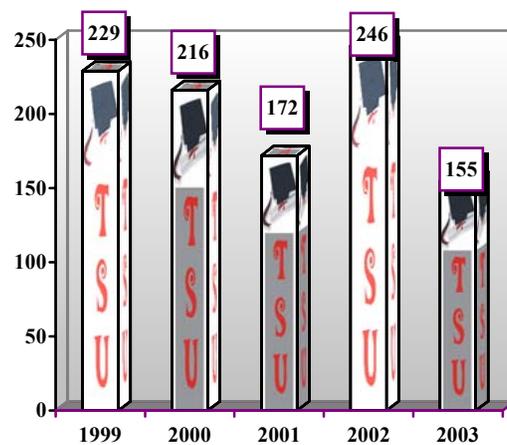
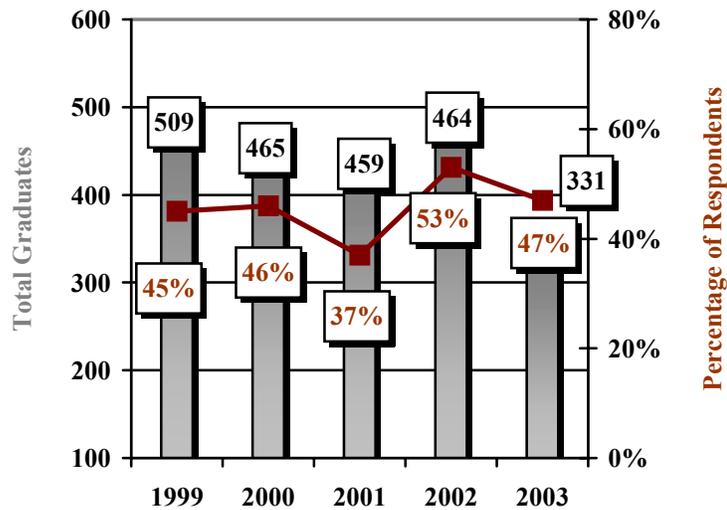


Figure 2: Percentage of Respondents



Demographic Information

Despite fluctuations in the response rate over the years, some demographic trends remain constant (Table 1).

Table 1: Demographics

Gender	1999		2000		2001		2002		2003	
	Sample	TSU								
Male	33%	37%	36%	40%	34%	42%	31%	38%	38%	42%
Female	67%	63%	64%	60%	66%	58%	69%	62%	62%	58%
Ethnicity	1999		2000		2001		2002		2003	
	Sample	TSU								
Caucasian	1%	3%	5%	5%	1%	2%	1%	2%	3%	1%
African American	91%	78%	88%	80%	87%	91%	87%	91%	90%	86%
Hispanic	3%	7%	3%	7%	4%	2%	4%	2%	5%	4%
Asian	3%	5%	2%	4%	5%	2%	5%	2%	1%	4%
Indian	>1%	>1%	1%	>1%	>1%	0	>1%	0	0	>1%
International/Other	>1%	7%	1%	4%	>1%	3%	>1%	3%	1%	4%
School or College	1999		2000		2001		2002		2003	
	Sample	TSU								
Liberal Arts & Behavioral Science	38%	36%	39%	39%	25%	31%	25%	31%	39%	39%
College of Education	3%	9%	10%	10%	15%	14%	15%	14%	9%	9%
School of Business	18%	22%	18%	20%	23%	21%	23%	21%	23%	25%
College of Pharmacy & Health Sciences	14%	8%	13%	9%	19%	4%	19%	4%	11%	8%
Science & Technology	27%	25%	20%	22%	18%	30%	18%	30%	18%	19%
Residence Classification	1999		2000		2001		2002		2003	
	Sample	TSU								
In-State	91%	85%	91%	85%	95%	85%	91%	86%	91%	89%
Out-of-State/Foreign	9%	15%	9%	15%	5%	15%	9%	14%	9%	11%

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.

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 approximately 4% and 2% respectively for the years sampled.

With respect to the schools and colleges, the proportion of respondents from the College of Liberal Arts and Behavioral Sciences is unchanged at approximately 38% from 1999 to 2003, increases from 3% to 8% in the College of Education, increases from 18% to 23% in the School of Business, decreases from 14% to 11% in the College of Pharmacy and Health Sciences and decreases from 27% to 17% in the School of Science and Technology from 1999 to 2003.

The proportion of graduates from the College of Liberal Arts and Behavioral Sciences increases from 36% in 1999 to 39% in 2003, remains constant at 9% in the College of Education, increases from 22% to 25% in the School of Business, remains constant at 8% in the College of Pharmacy and Health Sciences and decreases from 27% to 19% in the School of Science and Technology from 1999 to 2003. With respect to residence classification, the proportion of respondents identifying themselves as in-state residents is relatively constant at just over 90% throughout the years.

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

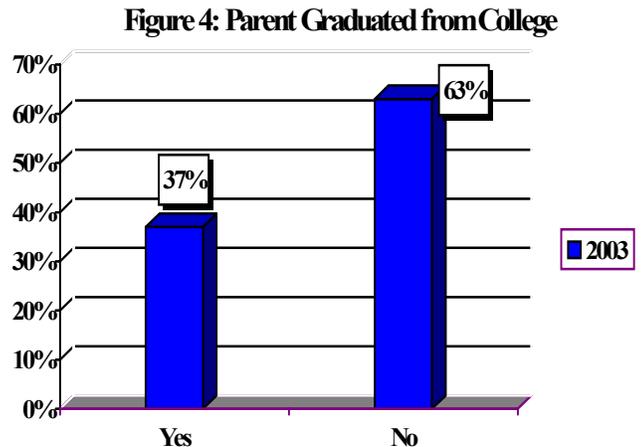
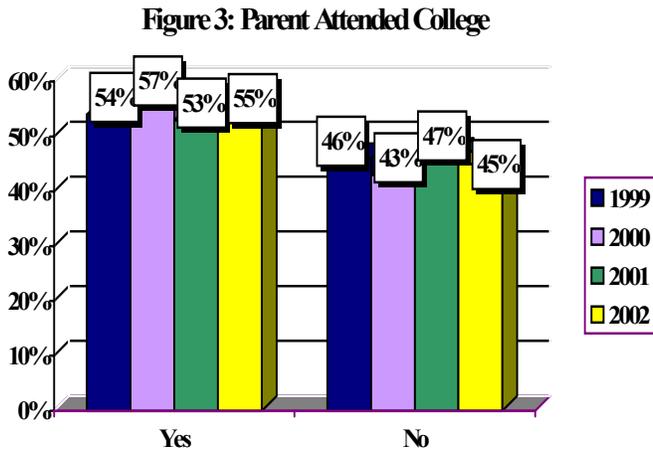
are younger than approximately 27 years old (Median = 27) each year. The age of our graduates that occurs most frequently is 23 years old, in 2003 (Mode = 23).

Table 2: Ages of Graduates

Average Age	1999	2000	2001	2002	2003
	Sample	Sample	Sample	Sample	Sample
Mean	29	29	31	30	30
Median	26	26	27	27	26
Mode	23	24	25	23	23

Parent Attended College

Figure 3 displays the proportion of our graduates who report that their parents or legal guardians attended college. This survey instrument is updated in 2003 to reflect the proportion of graduates whose parents *graduated* from (and not just attended) college. This information is displayed in Figure 4.



Approximately 55% of our graduates, in the 1999-2003 samples, report that at least one parent or legal guardian attended college. An estimated 45% 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. In

the 2003 sample, 37% of the graduates report that their parent or legal guardian is a college graduate.

Perceptions of TSU

The survey begins with a series of statements designed to evaluate the graduates' 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.

An analysis of the data reveals some positive results concerning the University. 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, 50% in 2002, and 57% in 2003. Forty-two percent of the 1999 sample believes that the mission of TSU reflects student input. This percentage improves to 57% in 2003. Graduates overwhelmingly believe that they are adequately prepared for the employment market by TSU. An average of 75% of our graduates believe that they are prepared for the employment for each of the years sampled.

Table 3: Perceptions of TSU

Item	Year	Agree ^o	Neutral	Disagree ^o
Students are treated with dignity at TSU.	1999	36%	32%	32%
	2000	49%	34%	17%
	2001	54%	27%	17%
	2002	50%	32%	18%
	2003	57%	34%	9%
The mission of TSU reflects student input.	1999	42%	32%	26%
	2000	53%	31%	16%
	2001	51%	33%	16%
	2002	52%	38%	10%
	2003	57%	35%	8%
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%
	2003	77%	15%	8%
TSU helps me increase my self-confidence.	1999	60%	26%	14%
	2000	62%	26%	12%
	2001	65%	20%	15%
	2002	67%	24%	9%
	2003	62%	28%	10%
TSU has clear goals for its students.	1999	52%	30%	19%
	2000	62%	26%	12%
	2001	59%	31%	10%
	2002	60%	31%	9%
	2003	65%	26%	9%
TSU has clear expectations for its students.	1999	54%	31%	15%
	2000	63%	27%	10%
	2001	65%	26%	9%
	2002	66%	26%	8%
	2003	69%	23%	8%

^o 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 Faculty by Graduates

A few statements are included on the survey to gauge our graduates’ perceptions of our faculty. A majority of the sampled graduates agree that they are given sufficient

individual attention by the faculty (Table 4). This percentage exceeds 70% in 1999-2002, but decreases slightly to 68% in 2003.

Table 4: Perceptions of Faculty by Graduates

Item	Year	Agree ^o	Neutral	Disagree ^o
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%
	2003	68%	21%	11%
TSU's faculty offers high quality teaching.	1999	74%	19%	7%
	2000	76%	19%	5%
	2001	75%	19%	6%
	2002	76%	17%	7%
	2003	73%	21%	6%
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%
	2003	71%	14%	15%
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%
	2003	78%	14%	8%
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%
	2003	72%	21%	7%
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%
	2003	26%	21%	53%

^o 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.”

Approximately 75% of our graduates agree that faculty members offer instruction that is of high quality. Graduates are also surveyed on their perceptions of fairness received from TSU’s faculty. Approximately 25% of our graduates believe that the faculty treats them unfairly. Responses to the remaining statements are displayed in Table 4.

Perceptions of TSU: Grades and Employment Opportunities

This section examines the graduates’ view of employment opportunities in their fields of study 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). In 1999, 80% of our graduates believe that their grades adequately reflect the efforts made in their courses. These percentages remain relatively unchanged for subsequent years.

Table 5: Grades and Employment Opportunities

Item	Year	Agree ^o	Neutral	Disagree ^o
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%
	2003	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%
	2003	80%	17%	3%

^oThe 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. From 1999 to 2002, approximately 50% of our graduates believe that the resources required to plan a career are readily available and adequate. This percentage increases to 76% in 2003.

Table 6: Resources and Administration

Item	Year	Agree ^o	Neutral	Disagree ^o
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%
	2003	76%	16%	8%
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%
	2003	80%	17%	3%

^o 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".

From 1999 to 2002, approximately 46% of our graduates believe that the University's administration solicits their views regarding the University's effectiveness. This percentage increases to 80% in 2003.

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 order to simplify the presentation of the data, graduates responses are displayed in separate figures. Figure

5 displays the graduates' overall view on attending TSU again, while Figure 6 illustrates the classification level at which they would choose to attend TSU again. In 1999, 52% of the graduates sampled would choose to attend TSU again as an undergraduate or graduate student (Figure 5). This percentage increases to 69% in 2003. 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 16% in 2003. In reference to classification level approximately 5% of the graduates replied that they would attend TSU again only as an undergraduate (Figure 6). Approximately 10% indicate that they would choose to attend TSU again only at the graduate student level.

Figure 5: Choosing to Attend TSU Again

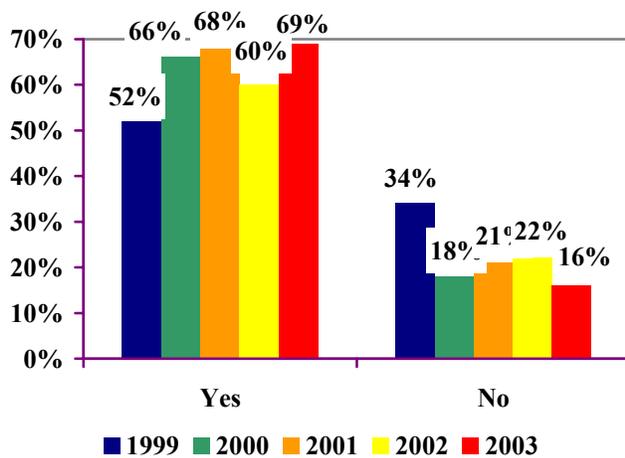
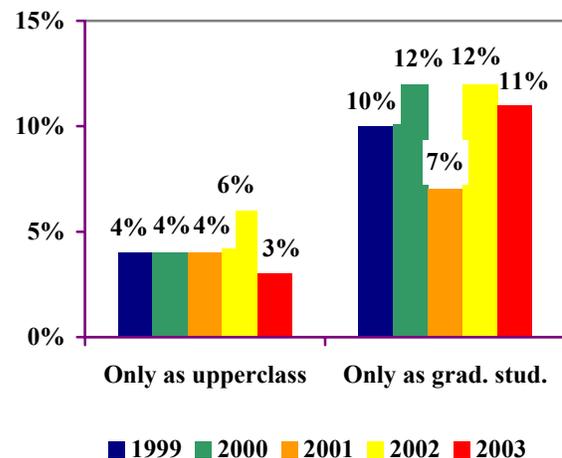
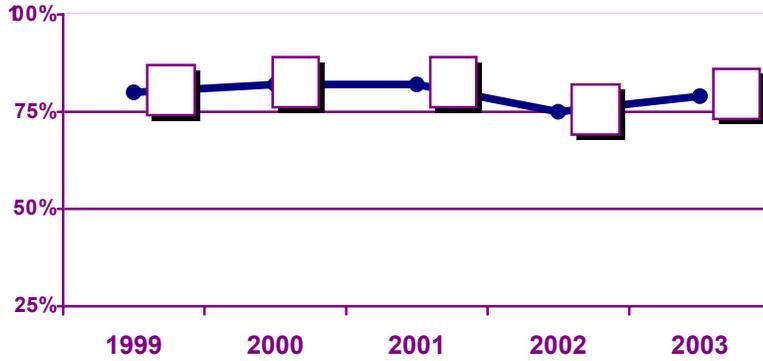


Figure 6: Classification Level



Approximately 80% of our graduates plan on attending graduate school, for each of the years sampled (Figure 7).

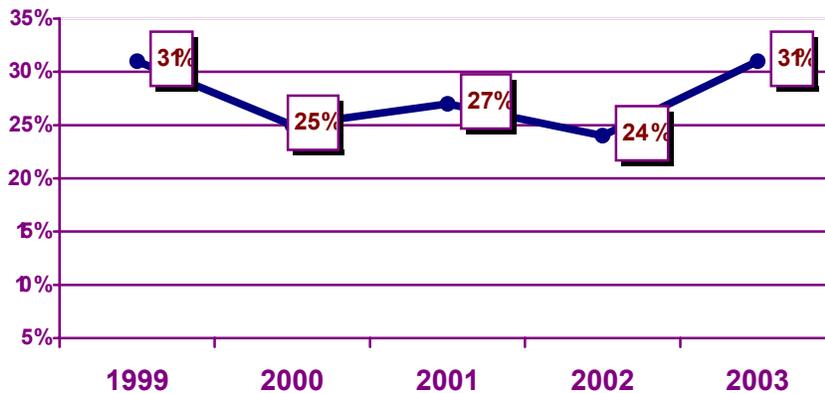
Figure 7: Choosing to Attend Graduate School



Transfer Students

The percentage of graduates who declare themselves as transfers to TSU has fluctuated over the years. In 1999, thirty-one percent of the graduates indicate that they are transfer students. This percentage decreases to 24% in 2002 but improves to 31% in 2003 (Figure 7).

Figure 7: Percentage of Graduates Who Transferred to TSU



The average number of credit hours transferred decreases somewhat from 51 credit hours in 1999 to 47 credit hours in 2003 (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 26% in 2003.

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	
	2003	47.4	
		Yes	No
Has an Associate Degree	1999	28.6%	71.4%
	2000	26.9%	73.1%
	2001	23.9%	76.1%
	2002	19.2%	80.8%
	2003	26.0%	74.0%

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). An area of concern is the increasing trend in the proportion of graduates who are unemployed. In 1999, thirty percent of the graduates are unemployed while 40% are unemployed in 2003.

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%
	2003	41.5%	18.5%	40.0%

The percentage of graduates indicating that they are employed full-time or on a part-time basis has shown some variation throughout the years (Table 8). In 1999, forty-nine percent report that they are employed full-time. This percentage increases to 53% in 2000, but decreases to 42% in 2003. Twenty-two percent of the graduates indicate that they were employed part-time in 1999 compared to 19% in 2003.

An item on the Graduation Survey addresses the relationship between the graduates' current positions and their majors (Table 9). The proportion that reports their current positions are related to their majors remains relatively unchanged at approximately 74% over the years.

Table 9: Employment Position Related to Major

		Related^o	Not Related^o
Current Position Related to Major	1999	74%	26%
	2000	76%	24%
	2001	79%	21%
	2002	76%	24%
	2003	72%	28%

^o 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”.

Alumni

The final section of the survey addresses alumni information. In excess of eighty percent of our graduates indicate that they plan to become members of the Alumni Association for each of the years sampled (Figure 8). Each year, approximately 90% of our graduates express an intention to contribute financially to the University (Figure 9).

Figure 8: Planned Membership in Alumni Association

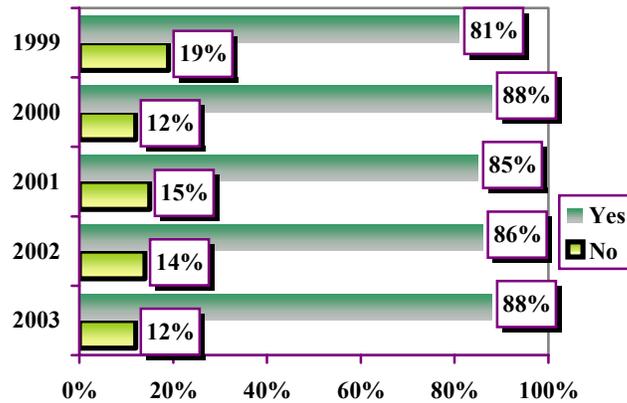
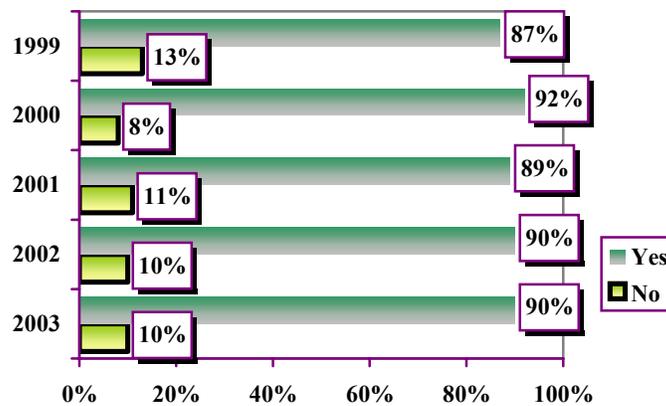


Figure 9: Contributing to the University



Summary

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 5-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, 77% of graduates, believe that superior opportunities exist in areas that relate to their fields of study. Eighty-three percent of graduates consider their grades to be adequate reflections 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 57% in 2003, the remaining 43% do not agree or are neutral to the statement that they are treated with dignity. This reflects an opportunity for continued improvement. Fifty-three percent of our graduates believe that they are treated fairly by the faculty. The University is making improvements in the treatment of our students and this has not gone unnoticed by our graduates. The University should continue its efforts to improve the treatment of its current students and to build an ongoing relationship with its graduates.

Of concern is the increasing trend in the proportion of graduates who are unemployed. In 1999, thirty percent of the graduates are unemployed while 40% are unemployed in 2003. This increasing trend in the proportion of unemployed graduates is accompanied by decreasing trends in the proportions of graduates who are employed full-time and part-time. In 1999, forty-nine percent report that they are employed full-time

compared to 42% in 2003. Twenty-two percent of the graduates indicate that they were employed part-time in 1999 compared to 19% in 2003.

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

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