

Graduating Senior Exit Survey

2002-2006



Institutional
Effectiveness
Texas Southern University

TEXAS SOUTHERN UNIVERSITY

Graduating Senior Exit Survey Graphics Report

*Prepared by IE (The Office of Institutional Effectiveness)
8/8/06*

This report provides graphical information for demographic items for Texas Southern University.

For more information about the Graduating Senior Exit Survey and other Institutional data, contact the Office of Institutional Effectiveness staff listed below.

Raijanel S. Crockem

Records Management Coordinator/ Data Analyst
crockem_rs@tsu.edu
(713-313-1066)

Veon McReynolds, Ph.D.

Interim Director
mcreynolds_vx@tsu.edu
(713-313-7412)

Gayla B. Thomas, Ph.D.

Senior Vice President, Enrollment Management & Planning

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Demographic Information

Figure 1: Number of Survey Respondents

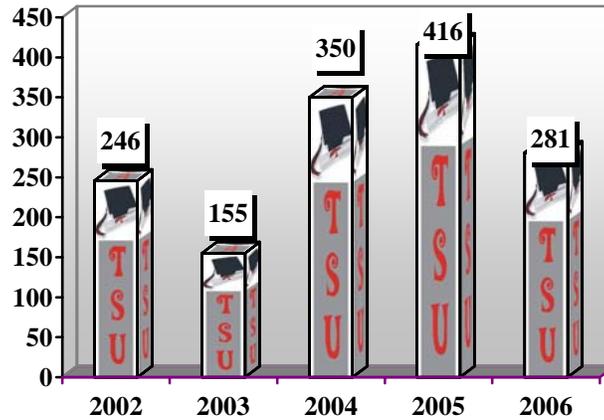


Figure 2: Total Bachelor Degree Population & Percent of Respondents

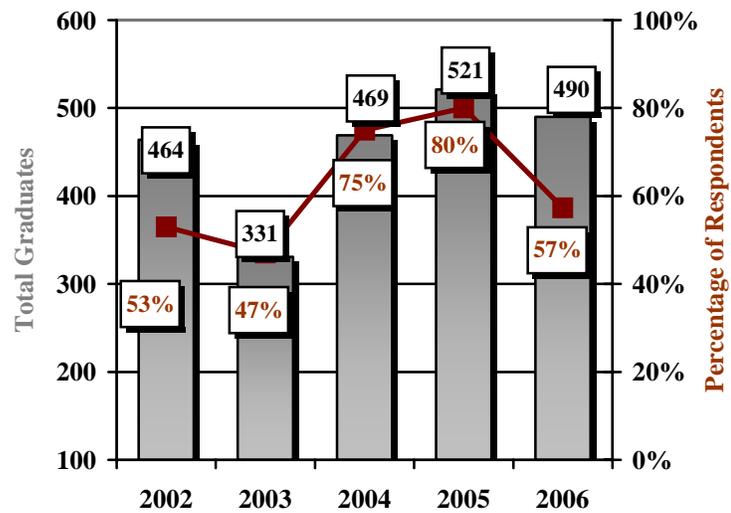


Table 1: Demographic Variables

Gender	2002		2003		2004		2005		2006	
	Sample	TSU								
Male	31%	38%	38%	42%	37%	34%	30%	37%	34%	38%
Female	69%	62%	62%	58%	63%	66%	70%	63%	66%	62%
Ethnicity	2002		2003		2004		2005		2006	
	Sample	TSU								
Caucasian	1%	2%	3%	1%	1%	2%	3%	1%	3%	1%
African American	87%	91%	90%	86%	90%	91%	92%	89%	93%	89%
Hispanic	4%	2%	5%	4%	5%	3%	2%	2%	3%	3%
Asian	5%	2%	1%	4%	2%	1%	2%	2%	>1%	1%
Indian	>1%	0	0	>1%	1%	>1%	1%	0%	0%	>1%
International/ Other	>1%	3%	1%	4%	>1%	3%	>1%	6%	1%	6%
School or College	2002		2003		2004		2005		2006	
	Sample	TSU								
Liberal Arts & Behavioral Science	25%	31%	39%	39%	29%	31%	29%	28%	20%	26%
College of Education	15%	14%	9%	9%	13%	5%	8%	7%	10%	9%
School of Business	23%	21%	23%	25%	26%	28%	27%	23%	26%	25%
College of Pharmacy & Health Sciences	19%	4%	11%	8%	9%	7%	13%	8%	7%	4%
Science & Technology	18%	30%	18%	19%	17%	20%	13%	24%	14%	21%
School of Public Affairs*	-	-	-	-	6%	9%	10%	10%	10%	7%
School of Communications**	-	-	-	-	-	-	-	-	12%	8%
Residence Classification	2002		2003		2004		2005		2006	
	Sample	TSU								
In-State	91%	86%	91%	89%	91%	86%	90%	82%	89%	86%
Out-of-State/ Foreign	9%	14%	9%	11%	9%	14%	10%	18%	11%	14%

*Implementation of The School of Public Affairs, ** Implementation of The School of Communications (both were previously included in Liberal Arts & Behavioral Sciences)

Table 2: Age of Graduates

Average Age	2002	2003	2004	2005	2006
	Sample	Sample	Sample	Sample	Sample
<i>Mean</i>	30	30	29	30	28
<i>Median</i>	27	26	26	27	25
<i>Mode</i>	23	23	23	24	22

First Generation College Graduates*

Figure 3: Parent Attended College

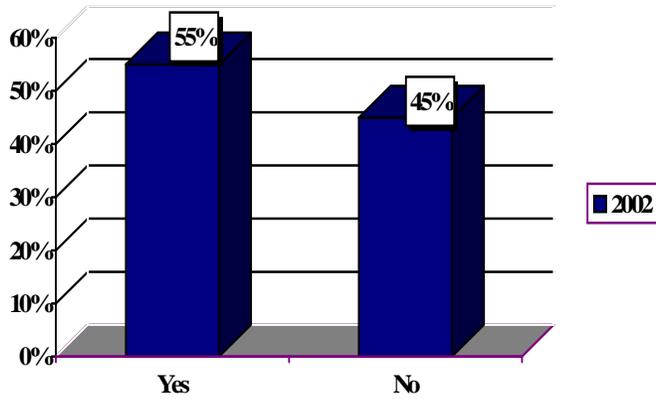
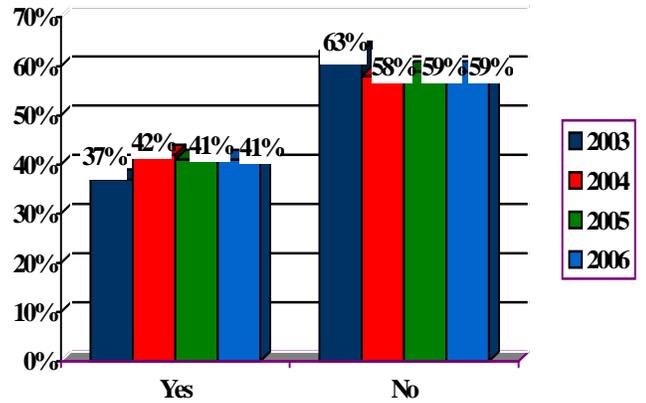


Figure 4: Parent Graduated from College



*This survey item was updated in 2003 to reflect the percent of graduates whose parents *graduated* from (not only attended) college. This information is displayed in Figure 4.

Perceptions of TSU

General Perceptions of TSU: Collectively

Table 3: Perceptions of TSU

Item	Year	Agree [∂]	Neutral	Disagree [∂]
Students are treated with dignity at TSU.	2002	50%	32%	18%
	2003	57%	34%	9%
	2004	54%	30%	16%
	2005	57%	30%	13%
	2006	52%	35%	13%
The mission of TSU reflects student input.	2002	52%	38%	10%
	2003	57%	35%	8%
	2004	52%	38%	10%
	2005	57%	30%	13%
	2006	52%	36%	12%
TSU has adequately prepared me to compete in the job market.	2002	74%	19%	7%
	2003	77%	15%	8%
	2004	67%	25%	8%
	2005	71%	24%	5%
	2006	66%	26%	8%
TSU helps me increase my self-confidence.	2002	67%	24%	9%
	2003	62%	28%	10%
	2004	57%	32%	11%
	2005	61%	29%	10%
	2006	57%	29%	14%
TSU has clear goals for its students.	2002	60%	31%	9%
	2003	65%	26%	9%
	2004	62%	29%	9%
	2005	60%	31%	9%
	2006	53%	34%	13%
TSU has clear expectations for its students.	2002	66%	26%	8%
	2003	69%	23%	8%
	2004	63%	28%	9%
	2005	64%	26%	10%
	2006	58%	30%	12%

[∂] 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

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.	2002	71%	20%	9%
	2003	68%	21%	11%
	2004	67%	25%	8%
	2005	68%	23%	9%
	2006	61%	25%	14%
TSU's faculty offers high quality teaching.	2002	76%	17%	7%
	2003	73%	21%	6%
	2004	71%	22%	7%
	2005	69%	27%	4%
	2006	66%	25%	9%
I was well informed about degree requirements early in my academic program.	2002	68%	18%	14%
	2003	71%	14%	15%
	2004	63%	20%	17%
	2005	66%	16%	18%
	2006	63%	18%	19%
The academic leadership in my department was of high quality.	2002	75%	19%	6%
	2003	78%	14%	8%
	2004	74%	19%	7%
	2005	75%	19%	6%
	2006	78%	15%	7%
I was satisfied with the academic advice provided by my academic advisor.	2002	72%	16%	12%
	2003	72%	21%	7%
	2004	64%	24%	12%
	2005	67%	23%	10%
	2006	66%	23%	11%
I feel that I have been treated unfairly by TSU's faculty.	2002	20%	25%	55%
	2003	26%	21%	53%
	2004	25%	22%	53%
	2005	26%	27%	47%
	2006	26%	22%	52%

^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: Grades and Employment Opportunities

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.	2002	76%	16%	8%
	2003	76%	16%	8%
	2004	74%	20%	6%
	2005	76%	17%	7%
	2006	74%	19%	7%
My grades reflect the amount of effort I put into my class work.	2002	85%	10%	5%
	2003	80%	17%	3%
	2004	81%	13%	6%
	2005	77%	18%	5%
	2006	80%	15%	5%

^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

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.	2002	48%	34%	18%
	2003	50%	31%	19%
	2004	53%	34%	13%
	2005	52%	34%	14%
	2006	52%	31%	17%
The university administration solicits feedback from students regarding the University’s effectiveness.	2002	46%	35%	19%
	2003	48%	32%	20%
	2004	50%	33%	17%
	2005	48%	33%	19%
	2006	44%	36%	20%

^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”.

Educational Expectations

Figure 5: Choose to Attend TSU Again

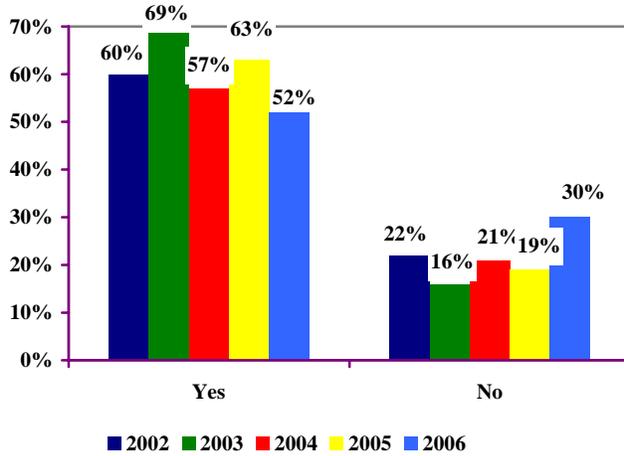


Figure 6: Choose to Attend TSU Again at a Specific Classification Level

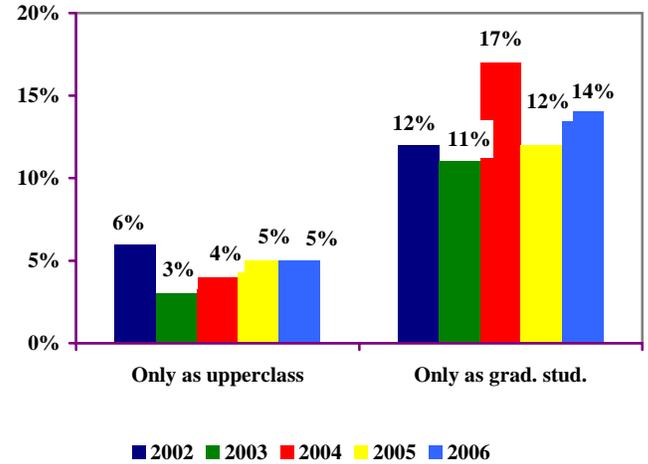
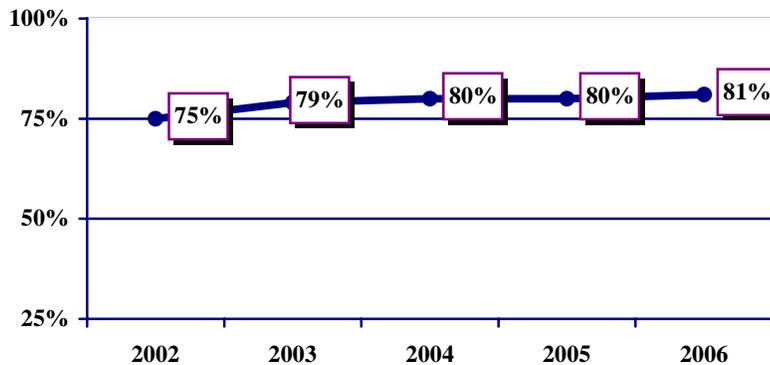


Figure 7: Plan to Attend Graduate School



Transfer Students

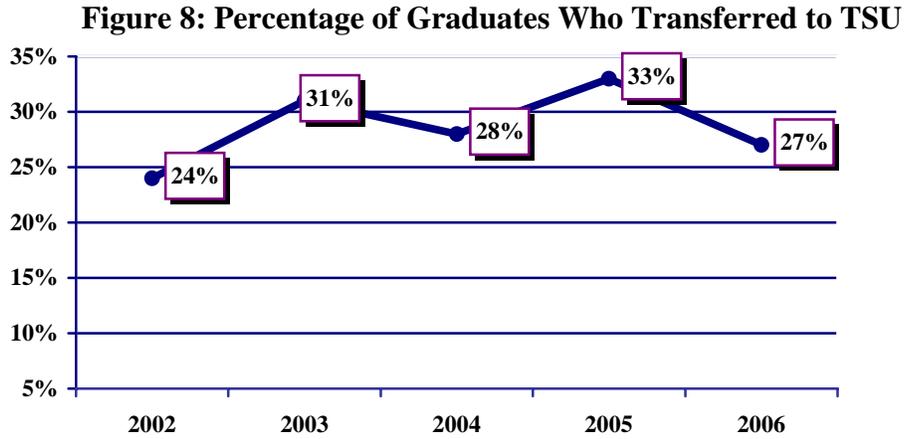


Table 7: Hours Transferred and Prior Attainment of Associate Degree

Item	Year	Hours	
		Yes	No
Average Credit Hours Transferred	2002	47	
	2003	47	
	2004	23	
	2005	45	
	2006	44	
Has an Associate Degree	2002	19%	81%
	2003	26%	74%
	2004	25%	75%
	2005	23%	77%
	2006	19%	81%

Employment Expectations

Table 8: Current Employment Status

Item	Year	Full-time	Part-time	Unemployed
Currently Employed	2002	35.9%	26.6%	37.5%
	2003	41.5%	18.5%	40.0%
	2004	37.3%	31.5%	31.2%
	2005	38.1%	31.8%	30.1%
	2006	43.0%	26.8%	30.2%

Table 9: Current Occupation Related to Major Field of Study

		Related ^o	Not Related ^o
Current Position Related to Major	2002	76%	24%
	2003	72%	28%
	2004	70%	30%
	2005	74%	26%
	2006	71%	29%

^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

Figure 9: Intend to Become A Member of TSU Alumni Association

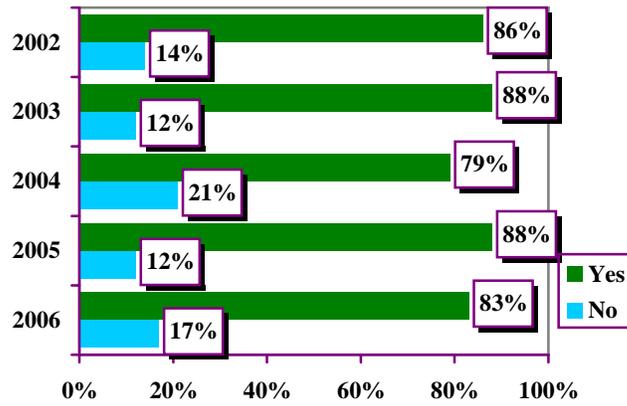


Figure 10: Intend to Contribute Money to TSU

