

Graduating Senior Exit Survey

2003-2007



Prepared By:

Institutional
Effectiveness

Texas Southern University

TEXAS SOUTHERN UNIVERSITY

Graduating Senior Exit Survey Graphics Report

*Prepared by IE (The Office of Institutional Effectiveness)
8/21/07*

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

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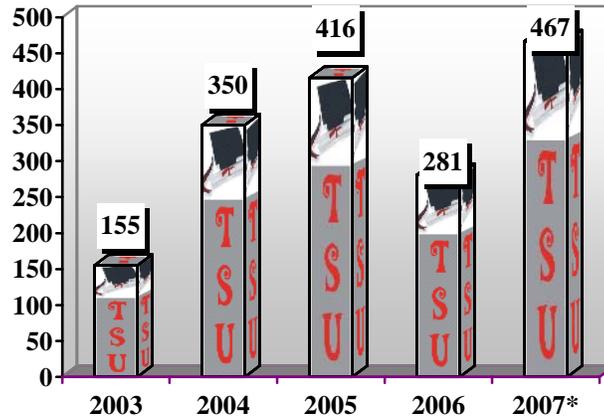
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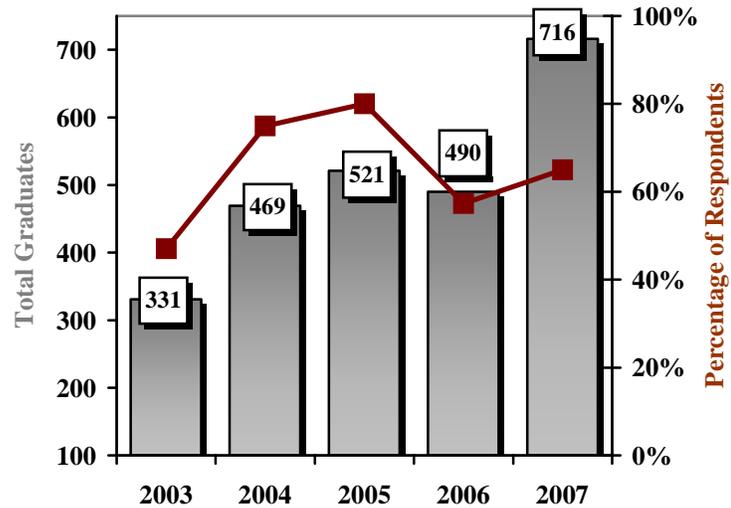
Demographic Information

Figure 1: Number of Survey Respondents



*Includes August 2007 Graduates

Figure 2: Total Bachelor Degree Population & Percent of Respondents



*Includes August 2007 Graduates

Table 1: Demographic Variables

Gender	2003		2004		2005		2006		2007	
	Sample	TSU								
Male	38%	42%	37%	34%	30%	37%	34%	38%	33%	37%
Female	62%	58%	63%	66%	70%	63%	66%	62%	67%	63%
Ethnicity	2003		2004		2005		2006		2007	
	Sample	TSU								
Caucasian	3%	1%	1%	2%	3%	1%	3%	1%	2%	2%
African American	90%	86%	90%	91%	92%	89%	93%	89%	90%	83%
Hispanic	5%	4%	5%	3%	2%	2%	3%	3%	4%	5%
Asian	1%	4%	2%	1%	2%	2%	<1%	1%	4%	5%
Indian	0	<1%	1%	<1%	1%	0%	0%	<1%	<1%	<1%
International/ Other	1%	4%	<1%	3%	<1%	6%	1%	6%	<1%	5%
School or College	2003		2004		2005		2006		2007	
	Sample	TSU								
Liberal Arts & Behavioral Science	39%	39%	29%	31%	29%	28%	20%	26%	18%	19%
College of Education	9%	9%	13%	5%	8%	7%	10%	9%	21%	8%
School of Business	23%	25%	26%	28%	27%	23%	26%	25%	28%	27%
College of Pharmacy & Health Sciences	11%	8%	9%	7%	13%	8%	7%	4%	4%	10%
Science & Technology	18%	19%	17%	20%	13%	24%	14%	21%	14%	20%
School of Public Affairs*	-	-	6%	9%	10%	10%	10%	7%	9%	9%
School of Communications**	-	-	-	-	-	-	12%	8%	6%	7%
Residence Classification	2003		2004		2005		2006		2007	
	Sample	TSU								
In-State	91%	89%	91%	86%	90%	82%	89%	86%	89%	86%
Out-of-State/ Foreign	9%	11%	9%	14%	10%	18%	11%	14%	11%	14%

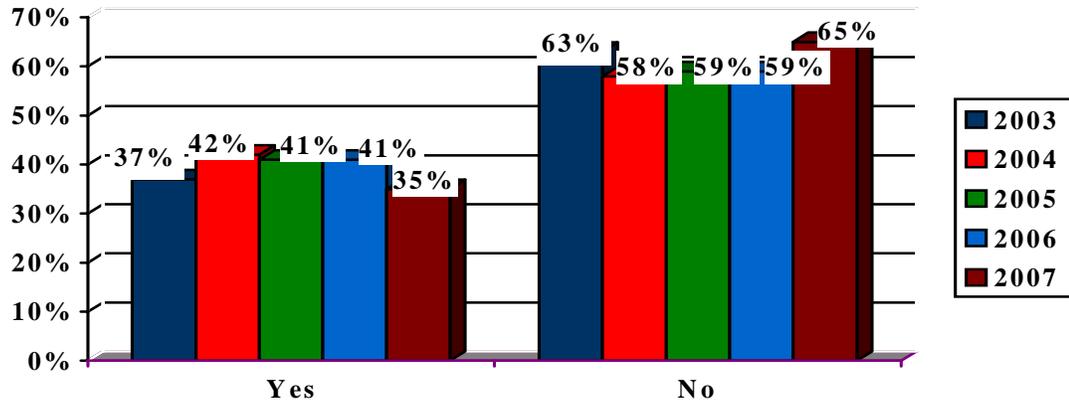
*Implementation of The School of Public Affairs, ** Implementation of The School of Communications (both were previously included in Liberal Arts & Behavioral Sciences)

Table 2: Age of Graduates

Average Age	2003	2004	2005	2006	2007
	Sample	Sample	Sample	Sample	Sample
<i>Mean</i>	30	29	30	28	28
<i>Median</i>	26	26	27	25	25
<i>Mode</i>	23	23	24	22	23

First Generation College Graduates*

Figure 4: Parent Graduated from College



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.	2003	57%	34%	9%
	2004	54%	30%	16%
	2005	57%	30%	13%
	2006	52%	35%	13%
	2007	51%	33%	16%
The mission of TSU reflects student input.	2003	57%	35%	8%
	2004	52%	38%	10%
	2005	57%	30%	13%
	2006	52%	36%	12%
	2007	51%	35%	14%
TSU has adequately prepared me to compete in the job market.	2003	77%	15%	8%
	2004	67%	25%	8%
	2005	71%	24%	5%
	2006	66%	26%	8%
	2007	67%	34%	9%
TSU helps me increase my self-confidence.	2003	62%	28%	10%
	2004	57%	32%	11%
	2005	61%	29%	10%
	2006	57%	29%	14%
	2007	58%	29%	13%
TSU has clear goals for its students.	2003	65%	26%	9%
	2004	62%	29%	9%
	2005	60%	31%	9%
	2006	53%	34%	13%
	2007	56%	32%	12%
TSU has clear expectations for its students.	2003	69%	23%	8%
	2004	63%	28%	9%
	2005	64%	26%	10%
	2006	58%	30%	12%
	2007	60%	30%	10%

[∂] 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.	2003	68%	21%	11%
	2004	67%	25%	8%
	2005	68%	23%	9%
	2006	61%	25%	14%
	2007	63%	26%	11%
TSU's faculty offers high quality teaching.	2003	73%	21%	6%
	2004	71%	22%	7%
	2005	69%	27%	4%
	2006	66%	25%	9%
	2007	68%	25%	7%
I was well informed about degree requirements early in my academic program.	2003	71%	14%	15%
	2004	63%	20%	17%
	2005	66%	16%	18%
	2006	63%	18%	19%
	2007	58%	21%	21%
The academic leadership in my department was of high quality.	2003	78%	14%	8%
	2004	74%	19%	7%
	2005	75%	19%	6%
	2006	78%	15%	7%
	2007	68%	22%	10%
I was satisfied with the academic advice provided by my academic advisor.	2003	72%	21%	7%
	2004	64%	24%	12%
	2005	67%	23%	10%
	2006	66%	23%	11%
	2007	62%	26%	12%
I feel that I have been treated unfairly by TSU's faculty.	2003	26%	21%	53%
	2004	25%	22%	53%
	2005	26%	27%	47%
	2006	26%	22%	52%
	2007	29%	26%	45%

^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.	2003	76%	16%	8%
	2004	74%	20%	6%
	2005	76%	17%	7%
	2006	74%	19%	7%
	2007	74%	20%	6%
My grades reflect the amount of effort I put into my class work.	2003	80%	17%	3%
	2004	81%	13%	6%
	2005	77%	18%	5%
	2006	80%	15%	5%
	2007	75%	18%	7%

^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.	2003	50%	31%	19%
	2004	53%	34%	13%
	2005	52%	34%	14%
	2006	52%	31%	17%
	2007	51%	32%	17%
The university administration solicits feedback from students regarding the University’s effectiveness.	2003	48%	32%	20%
	2004	50%	33%	17%
	2005	48%	33%	19%
	2006	44%	36%	20%
	2007	44%	33%	23%

^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 4: Choose to Attend TSU Again

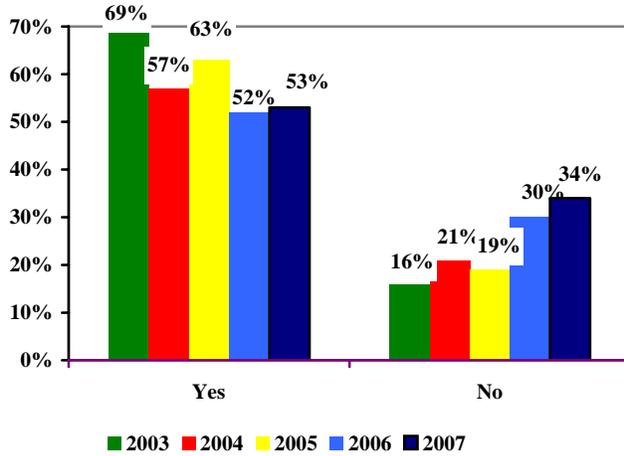


Figure 5: Choose to Attend TSU Again at a Specific Classification Level

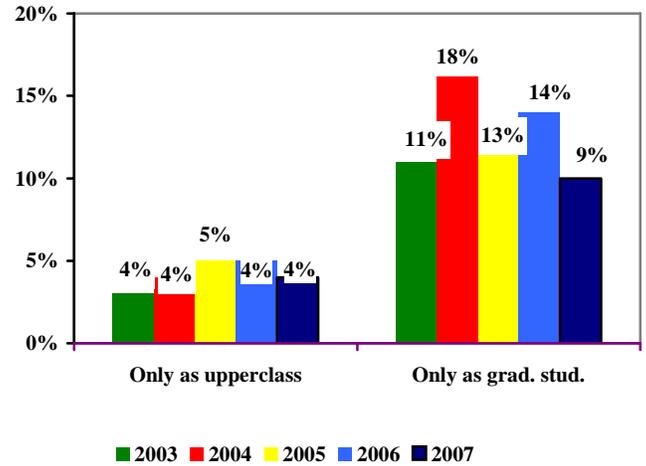
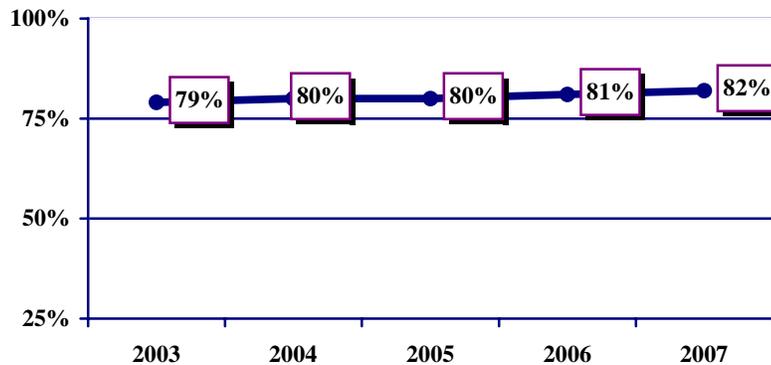


Figure 6: Plan to Attend Graduate School



Transfer Students

Figure 7: Percentage of Graduates Who Transferred to TSU

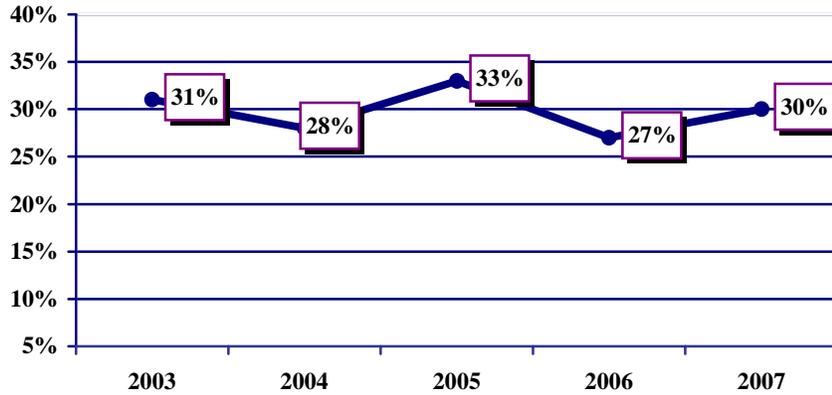


Table 7: Hours Transferred and Prior Attainment of Associate Degree

Item	Year	Hours	
Average Credit Hours Transferred	2003	47	
	2004	23	
	2005	45	
	2006	44	
	2007	44	
		Yes	No
Has an Associate Degree	2003	26%	74%
	2004	25%	75%
	2005	23%	77%
	2006	19%	81%
	2007	23%	77%

Employment Expectations

Table 8: Current Employment Status

Item	Year	Full-time	Part-time	Unemployed
Currently Employed	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%
	2007	43.0%	32.0%	25.0%

Table 9: Current Occupation Related to Major Field of Study

		Related ^o	Not Related ^o
Current Position Related to Major	2003	72%	28%
	2004	70%	30%
	2005	74%	26%
	2006	71%	29%
	2007	73%	27%

^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 8: Intend to Become A Member of TSU Alumni Association

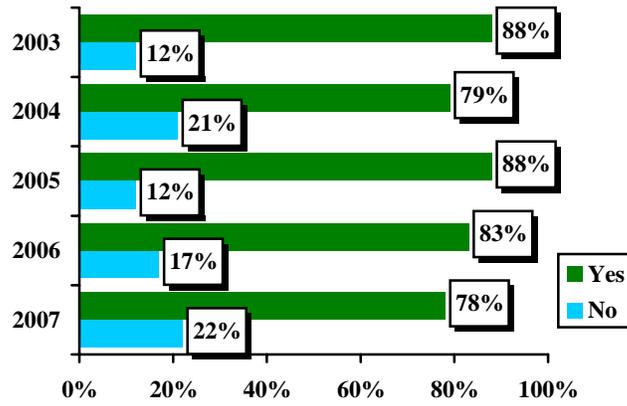


Figure 9: Intend to Contribute Money to TSU

