Rich Data: Graduation Exit Survey

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Director of Career Development

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Locally Developed Instrument

• No External Contracts
• Response rate over 60%
• More than 6000 respondents so far
• Dashboard delivery of results

Method

• 45 questions
  • Quantitative, Multiple Choice, Likert scale
  • Qualitative, text-entry

Survey Administration

• 3 Week window to apply for graduation
• Responses are collected for 3 weeks after application window closes
• CITE generates survey invitation for each new person who applies for graduation
Sharing Results

Graduation Exit Survey Results
Department of History

Student Motivation
- Reasons for pursuing a degree and choosing to remain at Texas A&M University-Commerce.

Student Services
- Satisfaction Ratings for University services such as Orientation, The Library, The Counseling Center, or the Campus Bookstore.

Student Programs
- Participation in Internships and Research Projects

Academic Experience 1
- Overall Academic Experience

Academic Experience 2
- Student experience with peers and faculty in their major.

Future Plans
- Student work/school status and self-reported intentions as of graduation.

Advising 1
- Sources of advising and Advising in Major or College.

Advising 2
- Success Coaches and Unofficial Faculty advising.

Skills
- Marketable Skills self-evaluation.

Student Employment
- Student SCH and hours worked while enrolled.

Employment 1
- Type of Employment as of Graduation

Employment 2
- Employers, Job Titles, Job Requirements, Location, and Salary Information as of Graduation.
Current Year Marketable Skills

### From your perspective, in relation to the degree you earned at A&M-Commerce, please rank the level of importance of the following skills:

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>Least Important (1)</th>
<th>Less Important (2)</th>
<th>Medium Important (3)</th>
<th>Most Important (4)</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking/Problem Solving</td>
<td>4</td>
<td>12</td>
<td>80</td>
<td>619</td>
<td>715</td>
<td>3.44</td>
</tr>
<tr>
<td>Professionalism/Work Ethic</td>
<td>14</td>
<td>69</td>
<td>203</td>
<td>406</td>
<td>663</td>
<td>3.46</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>12</td>
<td>72</td>
<td>221</td>
<td>383</td>
<td>668</td>
<td>3.42</td>
</tr>
<tr>
<td>Writing Communication</td>
<td>23</td>
<td>63</td>
<td>243</td>
<td>383</td>
<td>692</td>
<td>3.37</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>34</td>
<td>89</td>
<td>71</td>
<td>358</td>
<td>687</td>
<td>3.32</td>
</tr>
<tr>
<td>Leadership</td>
<td>33</td>
<td>89</td>
<td>225</td>
<td>333</td>
<td>660</td>
<td>3.26</td>
</tr>
<tr>
<td>Ethical and Social Responsibility</td>
<td>28</td>
<td>107</td>
<td>229</td>
<td>316</td>
<td>681</td>
<td>3.23</td>
</tr>
</tbody>
</table>

### In the space provided below, please list the skills you feel most confident about and provide examples of how you might communicate that confidence to an employer:

All Responses:

At this moment, I would have to say that I feel most confident in skills regarding professionalism/work ethic and digital technology. Completing the master’s program has helped me to develop and strengthen these skills throughout the program. Being a single parent, I had to manage my time to support my children physically, emotionally, and spiritually, fulfill my duties at work, while trying to complete my master’s degree. My children are in sports and have progressed to compete at state for different events, which has also required me to travel numerous times throughout the year. During the course of pursuing my master’s, I did not have internet at home and stayed long hours at work completing assignments. Many weekends I would stay at work until 2 a.m. During the summer I practically lived at work, trying to do my best in completing my assignments to meet my instructor’s expectations and go beyond if possible. I have also learned writing communication skills in completing assignments. In order to demonstrate what I had learned, I had to explain and provide examples of how I would apply the new knowledge in my classroom. The courses I have taken have given me confidence in understanding globalization and cultural diversity and to recognize it. In this day and age, there is much more diversity in our classrooms. As educators we need to provide and equal learning opportunity for all students regardless of their culture. In order to do so, educators need to work as a team and collaborate often to help our students succeed.

Communicating hard skills (e.g. discipline specific knowledge) is much easier than soft skills (e.g. leadership).

Critical Thinking/Problem Solving skills are the most important, and I need to be able to express my ideas through my written and spoken words. I would communicate those skills through my teaching and research demonstrations.


Critical Thinking/Problem Solving (pushing past obstacles), teamwork/collaboration (stress the importance of team building and in-services for in house development).

Critical thinking/excellent problem solving skills

Critical thinking/problem solving - out-of-the-box thinking presented either verbally in brainstorming sessions or in written proposals

Digital Technology, Work Ethic, and empathic skills. Through the proven results and improved skills after completing this program

Digital Technology: I would communicate it by showing a portfolio of how I use technology in the classroom.

Discipline specific knowledge. Point to the classes I took as part of the curriculum.

Ethical and Social Responsibility-active in church, childrens and community activities, volunteer services

Finance knowledge

Hard work and dedication are essential in any position. I believe if you work hard enough you will do a good job and excel. During that process you will make mistakes and you’ll have to be able to accept feedback from others. You should also show high ethics and morals in every task you complete.
Topics Surveyed

• General Questions
  • Why did you pursue a degree?
  • Why did you choose/stay with TAMUC?

• Employment Information

• Academic experience
  • Personal feeling about academic program, such as educational experience, sense of community, intellectual challenge.
  • Experience with students and faculty in the major.

• Student Services
  • Advising and Success Coaches
  • Student perception of debt
  • Filter by standard demographics, majors, and departments.
Please tell us about your level of satisfaction with the following A&M-Commerce services:
Percent who responded “Satisfied” of “Very Satisfied”
Please tell us about your level of satisfaction with the following A&M-Commerce services:
Percent who responded “Satisfied” of “Very Satisfied”
Current Year Marketable Skills

**Critical Thinking/Problem Solving** - creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

**Writing Communication** - effective development, interpretation, and expression of ideas through written communication.

**Oral Communication** - effective development, interpretation, and expression of ideas through oral and visual communication.

**Empirical and Quantitative Skills** - the manipulation and analysis of numerical data or observable facts in informed conclusions.

**Personal Responsibility** - the ability to connect choices, actions, and consequences to ethical decision-making.

**Ethical and Social Responsibility** - intercultural competence, knowledge of civic responsibility, the ability to engage effectively in regional, national, and global communities and the ability to identify and analyze social and ethical challenges, including possible resolutions.

**Discipline Specific Knowledge** - mastery of the depth of knowledge required for my degree program.

**Integration of Broad Knowledge** - synthesize knowledge from general and specialized studies.

**Globalization and Cultural Diversity** - articulate the interconnectedness of diverse peoples in the global environment.

**Teamwork/Collaboration** - the ability to work within a team structure; to negotiate and manage conflict.

**Digital Technology** - leverage existing and emerging digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

**Leadership** - leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

**Professionalism/ Work Ethic** - demonstrate personal accountability and effective work habits.

**Career Management** - identify and articulate skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth.


Reference: THECB, NACE
Hiring managers’ perception of recent graduates’ preparedness on key learning outcomes vs. graduates’ self-assessment.

- Critical thinking/analytical reasoning
- Applies knowledge/skills to real world
- Ethical judgment/decision-making
- Communicates effectively in writing
- Works effectively in teams
- Solve problems with people of different backgrounds
- Communicates effectively orally
- Able to work with numbers/stats
- Stay current on changing tech

Hiring Managers that rate recent college grads well prepared (8/10 or better)

Texas A&M University-Commerce students that rank their skills “Very Good” or “Excellent”

Perception Gap

- Critical thinking/analytical reasoning: -29
- Applies knowledge/skills to real world: -25
- Ethical judgment/decision-making: -23
- Communicates effectively in writing: -22
- Works effectively in teams: -21
- Solve problems with people of different backgrounds: -19
- Communicates effectively orally: -16
- Able to work with numbers/stats: -15
- Stay current on changing tech: <1
Accessing Graduation Exit Survey Data

• University-wide GES results are published publicly on the Institutional Research website.

• Detailed GES data is kept behind security because of the sensitive nature of student-provided text entries.

• For academic departments and colleges each department head and dean may gain direct access to GES results for students with majors under their respective areas of responsibility. For access, contact IR.

• For administrative units, please review the university-wide data available on our website and contact IR if you have any questions or requests for more specific information.
Visit TAMUC.edu/IER
Graduation Exit Survey

LACEY HENDERSON – DIRECTOR OF CAREER DEVELOPMENT
Use of data from GES

Graduation Exit Survey Spring 2018

- A Total of 736 undergrad students out of 842 completed - 87%
- A Total of 517 graduate students out of 609 competed - 85%
What is the most important reason for student’s pursuing a degree?

Undergraduate (%)

<table>
<thead>
<tr>
<th>Reason Entering College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>76.57</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>19.62</td>
</tr>
<tr>
<td>Other</td>
<td>2.32</td>
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</tbody>
</table>

Graduate (%)

<table>
<thead>
<tr>
<th>Reason Entering College</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career</td>
<td>82.55</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>13.95</td>
</tr>
<tr>
<td>Other</td>
<td>0.97</td>
</tr>
</tbody>
</table>
What are the 5 most important reasons for staying at A&M Commerce?

Undergraduate (%)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>19%</td>
</tr>
<tr>
<td>Cost</td>
<td>20%</td>
</tr>
<tr>
<td>Reputation</td>
<td>7.5%</td>
</tr>
<tr>
<td>Location</td>
<td>17%</td>
</tr>
<tr>
<td>Fin Aid</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

Graduate (%)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>26%</td>
</tr>
<tr>
<td>Cost</td>
<td>19%</td>
</tr>
<tr>
<td>Reputation</td>
<td>12%</td>
</tr>
<tr>
<td>Location</td>
<td>8%</td>
</tr>
<tr>
<td>Fin Aid</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
What is the student’s intent after graduating?

Undergraduate (%)

Graduate (%)

<table>
<thead>
<tr>
<th>Option</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current job</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td>Start new Job</td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Interview</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Begin looking</td>
<td>1.52</td>
<td>6</td>
</tr>
<tr>
<td>Volunteer</td>
<td>0.55</td>
<td>18</td>
</tr>
<tr>
<td>Undergrad</td>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>Military</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Family</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Graduate</td>
<td>22</td>
<td>16</td>
</tr>
</tbody>
</table>
While enrolled at A&M Commerce students worked:

- On Campus: 11 Undergrad, 18 Grad
- Off Campus: 14 Undergrad, 65 Grad
- Both: 4 Undergrad, 56 Grad
- Neither: 12 Undergrad, 9 Grad
While enrolled at A&M Commerce students were in enrolled in:

- **Online**: 16 Undergrad, 55 Grad
- **Face to Face**: 7 Undergrad, 5 Grad
- **Both**: 40 Undergrad, 77 Grad
While enrolled at A&M Commerce students worked:
Current Situation of Student

- Employed FT: 43 (Undergrad), 20 (Grad)
- Employed PT: 20 (Undergrad), 6 (Grad)
- Multiple: 4 (Undergrad), 3 (Grad)
- School FT: 38 (Undergrad), 27 (Grad)
- School PT: 7 (Undergrad), 11 (Grad)
- Self: 3 (Undergrad), 2 (Grad)
- Military: 0.4 (Undergrad), 1 (Grad)
- Volunteer: 0.5 (Undergrad), 1 (Grad)
- Not employed, seeking: 5 (Undergrad), 5 (Grad)
- Not employed, not seeking: 3 (Undergrad), 1 (Grad)
Current position requires degree in students field of study?

Undergraduate
- No: 11%
- Yes: 13%
- Yes but: 76%

Graduate
- No: 22%
- Yes: 44%
- Yes but: 34%
Annual Salary of new/current position:

- <20K: 55% (Undergrad), 7 (Graduate)
- 20-40K: 22 (Undergrad), 17 (Graduate)
- 40-60K: 12 (Undergrad), 44 (Graduate)
- 60-80K: 5 (Undergrad), 19 (Graduate)
- 80-100K: 2 (Undergrad), 7 (Graduate)
- >100K: 2 (Undergrad), 7 (Graduate)
In closing...Use of data from GES

- Promoting Departments
- Answering questions for prospective students
- Make decisions on direction of department/Programs:
  - Student Intent
  - Student Workload
  - Student Responsibility level
  - Student Experience
  - Student Satisfaction on programs and services