Using Survey Data to Develop Institutional Definitions of Student Success

SACSCOC Annual Meeting 2019
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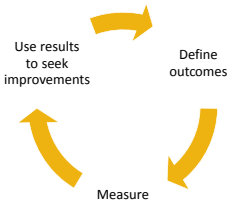
Assessing student success



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Defining student success

- Retention/Persistence
- Completion
- Academic Achievement and Learning Outcomes
- Employability/Placement
- Debt Load
- Self-efficacy
- Self-awareness
- Engagement
- Resilience

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Student Satisfaction Inventory

Graduation Exit Survey

Alumni Survey

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SSI Survey Highlights

SSI—three weeks achieved nearly 30% response rate

- 0 survey incentive budget with diverse and rich incentives
- Full engagement of colleges and departments
- Diligent communication with students, timely distribution of incentives
- Representative data for further utilization to inform changes

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Obstacles to student success

The instruction in my major field is excellent

Faculty provide timely feedback about student progress in a course

Learning outcomes

I am able to register for classes I need with few conflicts

Persistence/Completion

Tuition paid is a worthwhile investment

Adequate financial aid is available for most students

Debt Load

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GES Survey highlight

- GES—highest response rate
- Rich data- academic, service, experiences
- Indirect measure of a list of comprehensive marketable skills
- Pre- graduation employment information
- Students group contribute to completion success

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Marketable Skill	% Good, Very Good and Excellent
Personal Responsibility	98.8%
Professionalism/Work Ethic	98.4%
Ethical & Social Responsibility	98.4%
Discipline Specific Knowledge	97.9%
Critical Thinking/Problem Solving	97.7%
Teamwork/Collaboration	96.7%
Leadership	95.2%
Career Management	94.9%
Written Communication	94.6%
Integration of Broad Knowledge	93.2%
Oral Communication	93.1%
Globalization & Cultural Diversity	91.6%
Empirical & Quantitative Skills	90.9%
Digital Technology	90.4%
	100%

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Undergraduate Student

2. While enrolled at A&M-Commerce, I was working:

#	Answer	Response	%
1	On campus	74	12.46%
2	Off campus	343	57.74%
3	Both	95	15.99%
4	Neither	82	13.80%
	Total	594	100.00%

3. While enrolled at A&M-Commerce, I worked an average of ___ hours per week.

#	Answer	Response	%
1	Less than 5	20	4.20%
2	6-10	27	5.67%
3	11-15	45	9.45%
4	16-20	74	15.55%
5	21-25	50	10.50%
6	26-30	40	8.40%
7	31-40	123	25.84%
8	More than 40	97	20.38%
	Total	476	100.00%

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Graduate Student

2. While enrolled at A&M-Commerce, I was working:

#	Answer	Response	%
1	On campus	57	11.47%
2	Off campus	304	61.17%
3	Both	26	5.23%
4	Neither	110	22.13%
	Total	497	100.00%

3. While enrolled at A&M-Commerce, I worked an average of ___ hours per week.

#	Answer	Response	%
1	Less than 5	5	1.36%
2	6-10	12	3.27%
3	11-15	9	2.45%
4	16-20	44	11.99%
5	21-25	10	2.72%
6	26-30	10	2.72%
7	31-40	73	19.89%
8	More than 40	204	55.59%
	Total	367	100.00%

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Alumni Survey Highlight

- Run once a year, (N=2700), 15% response rate
- Overall positive information that proves TAMUC degree promote social upward mobility
- Provide reasonable first-gen percentage
- Post-graduation employment information (salary, filed of employment, position, etc…)

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Alumni Survey--Loan and Debt Status

- 38% graduate with $0 debt
- Average debt $27,000

Percentage graduating without loans:

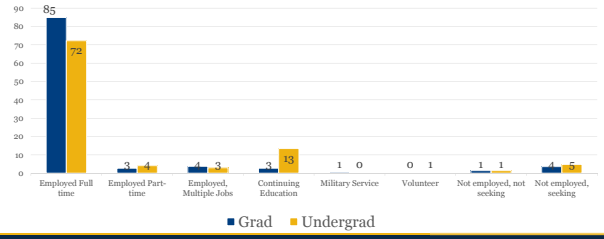
- 35% undergraduate
- 40% graduate

2019 Texas Public Higher Education Almanac

- Student with debt 65% (35% without debt)
  - Average student debt $29,879
    - Parent debt portion $2,667

Alumni Primary Activity:
Standard Reporting for NACE
Employed, or not Seeking Employment (%)

Undergrad	Graduate
95%	96%



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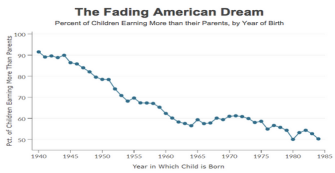
Are America's colleges promoting social mobility?

Stories of upward mobility were once a key feature of American life. Children born in the 1940s were almost guaranteed to grow up and earn more than their parents did.

"By the time you get to when I was born in 1980, only 50 percent of kids earn more than their parents do"-John Friedman (Brown University economist)



https://hechingerreport.org/are-americas-colleges-promoting-social-mobility/

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Alumni Survey

A question asked alumni to compare me today to my family when I started college.

Thinking back to when you started college, how would you say your family's standard of living compared to the average American family (The latest government published Median Household Income was $57,617)? How would you place yourself today?

	Far above average	Above average	Average	Below average	Far below average
My family, when I started college	○	○	○	○	○
Me, today	○	○	○	○	○

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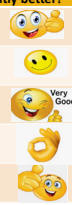
Did TAMUC degrees help students' upward social mobility?

*Results produced by utilizing Paired-Samples T Test, $p = .000$ for all the comparison.

Breakdown	Me, today	My family	Significantly better?
Overall (N=981)	3.41	3	YES!
Graduate Students (N= 557)	3.66	3.07	YES!
Undergrad Students (N=424)	3.08	2.94	YES!
Non-FirstGen (N=488)	3.35	3.21	YES!
FirstGen (N= 493)	3.47	2.81	YES!



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Breakdown	Me, today	My family	Significantly better?
Class of 2013 (N=312)	3.67	3	
Class of 2016 (N=319)	3.38	2.99	
Class of 2017 (N= 350)	3.21	3.04	
Female (N=527)	3.24	2.91	
Male (N=417)	3.65	3.15	

- Income range mode: Female $40,000-59,999; Male $60,000-79,999
- *Results produced by utilizing Paired-Samples T Test, $p = .000$ for all the comparison.

Higher education can be part of improving both economic opportunity and social stability in out country.

What determines SMI: low tuition, recruit more economically disadvantaged students, and ensure that enrolled students gradate into good paying jobs.

The results strongly suggest that TAMUC promotes our graduates' social mobility upwardly.

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Student Success

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Questions?

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