Using Survey Data to Develop Institutional Definitions of Student Success

SACSCOC Annual Meeting 2019
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Assessing student success

Defining student success

- Retention/Persistence
- Completion
- Academic Achievement and Learning Outcomes
- Employability/Placement
- Debt Load

- Self-efficacy
- Self-awareness
- Engagement
- Resilience
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
Obstacles to student success

- The instruction in my major field is excellent
- Faculty provide timely feedback about student progress in a course
- I am able to register for classes I need with few conflicts
- Tuition paid is a worthwhile investment
- Adequate financial aid is available for most students

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

Marketable Skill | % Good, Very Good and Excellent
---|---
Personal Responsibility | 88.8%
Professional/Work Ethic | 88.6%
Ethical & Social Responsibility | 88.4%
Discipline Specific Knowledge | 87.3%
Critical Thinking/Problem Solving | 87.3%
Teamwork/Collaboration | 96.7%
Leadership | 92.9%
Career Management | 94.9%
Written Communication | 92.8%
Oral Communication | 91.3%
Globalization & Cultural Diversity | 91.2%
Empirical & Quantitative Skills | 92.1%
Digital Technology | 100.0%
Undergraduate Student

Graduate Student

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, field of employment, position, etc...)

Overall positive information that proves TAMUC degree promote social upward mobility
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 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 96% 95%
Grad 85%

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)
Alumni Survey

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

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

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

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

The results strongly suggest that TAMUC promotes our graduates’ social mobility upwardly.
Questions?

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