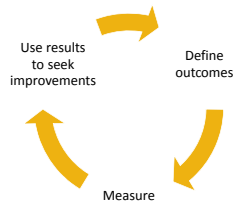


Using Survey Data to Develop Institutional Definitions of Student Success

SACSCOC Annual Meeting 2019
Dr. Dan Su, Executive Director of Institutional Effectiveness & Research
Dr. Ricky Dobbs, Associate Provost
Mary Cheek, Institutional Effectiveness Officer



Assessing student success

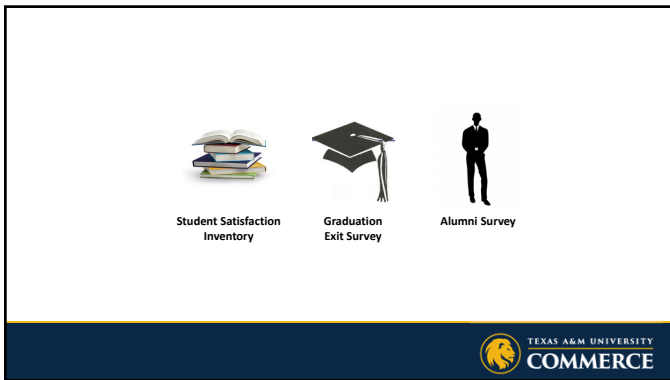



Defining student success

- 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

Texas A&M University
COMMERCE

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

Learning outcomes

Persistence/Completion

Debt Load







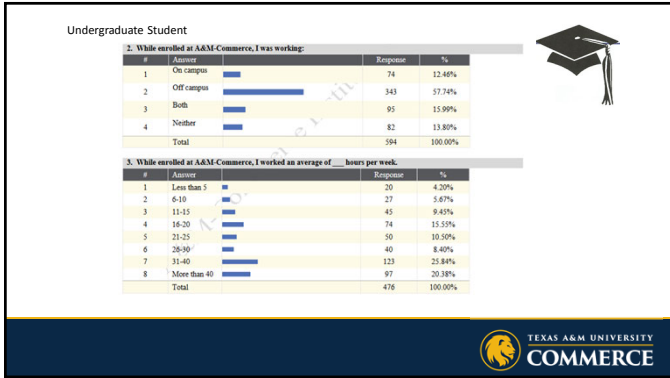
GES Survey highlight

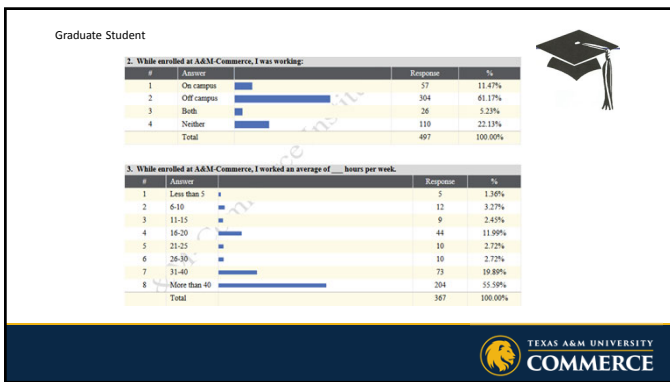
- GES—highest response rate
- Rich data- academic, service, experiences
- Indirect measure of a list of comprehensive marketable skills
- Pre- graduation employment information
- Students group contribute to completion success




Marketable Skill	% Good, Very Good and Excellent
Personal Responsibility	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%








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...)



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%

Activity	Grad (%)	Undergrad (%)
Employed Full-time	85	72
Employed Part-time	3	4
Employed, Multiple Jobs	4	3
Continuing Education	3	13
Military Service	1	0
Volunteer	0	1
Not employed, not seeking	1	1
Not employed, seeking	1	5

■ Grad ■ Undergrad



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)

The Fading American Dream
Percent of Children Earning More than their Parents, by Year of Birth

Year in Which Child is Born	% of Children Earning More than Parents
1940	95
1945	90
1950	85
1955	75
1960	65
1965	55
1970	50
1975	45
1980	40
1985	35

<https://thehighreport.org/are-americas-colleges-promoting-social-mobility/>



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 \$67,617)? How would you place yourself today?

	Far above average	Above average	Average	Below average	Far below average
My family, when I started college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me, today	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Did TAMUC degrees help students' upward social mobility?

*Results produced by utilizing Paired-Samples T Test, p < .000 for all the comparisons.

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! Very Good
Non-FirstGen (N=488)	3.35	3.21	YES!
FirstGen (N= 493)	3.47	2.81	YES!



Breakdown	Me, today	My family	Significantly better?
Class of 2013 (N=312)	3.67	3	YES!
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-\$9,999; Male \$60,000-79,999
 * Results produced by utilizing Paired-Samples T Test, p < .000 for all the comparisons.

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.





Student
Success




 TEXAS A&M UNIVERSITY
COMMERCE


Questions?

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