



TEXAS CHRISTIAN UNIVERSITY  
Graduating Senior Survey Report  
August 2005 – May 2006  
Baccalaureate Graduates

Prepared by:

Texas Christian University  
Office of Institutional Research  
Katherine Ortega Courtney, PhD  
Cathy Coghlan, PhD  
September 2006

## EXECUTIVE SUMMARY

In the 2005-2006 academic year graduating seniors from Texas Christian University received a Graduating Senior Survey via e-mail during their final semester. The survey yielded a response rate of 58%. Survey respondents answered questions about several aspects of their TCU experience, as well as about their post-graduation plans. The majority of respondents were female, and non-Hispanic whites comprised the largest ethnic group of respondents. Most respondents entered TCU as freshmen, and indicated that they completed their bachelor's degree within four years. Among those who took more than four years to graduate, the most common reason was a change in major. Over half of respondents reported participating in an internship during their time at TCU.

About one-fourth of the respondents planned to pursue a post-baccalaureate degree following graduation. The majority of those were seeking a master's degree. About one-fourth of respondents were employed fulltime at the time of the survey. The most frequent income reported by those employed fulltime was between \$30,000 and \$49,999. The School of Communication had the largest proportion of respondents followed by the M.J. Neeley School of Business.

### *Satisfaction with TCU*

Most respondents were satisfied with their overall TCU experience. Nearly all indicated that most academic aspects of their experience at TCU were good or very good. Respondents were also asked to indicate how often they used various programs and services offered by TCU and then to rate their quality. Not all respondents used all programs and services. In almost all cases, a majority of the students who used university programs rated them positively.

### *Ethnic and Gender Differences*

There were some ethnic and gender differences in several different areas of the Graduating Senior Survey. Minorities were more likely than White students to have transferred to TCU from a junior or community college. In terms of time to graduation, a larger percentage of males than females took more than four years to complete their baccalaureate degree. There were some significant gender and ethnic differences among respondents regarding housing circumstances while at TCU.

Respondents also showed some significant gender differences regarding income among those employed full time, with males reporting significantly higher annual incomes than females, and there were also significant differences between males and females for by college/school. Usage of some of the TCU Programs and Services also differed significantly by ethnicity and gender.

When asked if there was anything else they wanted people at TCU to know about their experiences, the vast majority of respondents commented on how much they enjoyed their time at TCU. The most common topics brought up by students other than their enjoyment of TCU were parking, tuition increases, Greek influence, professors, diversity, and food. These topics are similar to topics brought up by students and alumni in other studies about TCU.

Some care must be taken in generalizing these results to the entire baccalaureate graduate population. Due to the inability to include some graduates because of inadequate e-mail addresses, and the self-selection process of deciding whether or not to complete the survey, there may have been some bias introduced into the current results. Consequently, this document should be used as a starting point for further exploration of areas in which TCU would like to maintain or improve its programs and services rather than as a final assessment of TCU programs and services.

## TABLE OF CONTENTS

Introduction .....	1
Sample .....	1
Demographics and Personal Information .....	1
<i>Demographics</i> .....	1
<i>Point of Entry to TCU</i> .....	3
<i>Housing</i> .....	3
<i>Time to Degree</i> .....	5
<i>Internships</i> .....	7
<i>Current Educational Goals and Pursuits</i> .....	7
<i>Post Graduation Residence</i> .....	8
<i>Employment</i> .....	8
<i>Income</i> .....	9
<i>Major, Department, and College/School</i> .....	10
<i>Satisfaction with TCU Experience</i> .....	12
TCU Programs and Services .....	12
<i>Academic Experience</i> .....	12
<i>Academic Support</i> .....	15
<i>Student Affairs</i> .....	17
Open-Ended Questions .....	26
Conclusion .....	28
Appendix A: Most Common Department and Major within Each College/School as Reported by Respondents .....	30
Appendix B: Ratings of TCU Services and Activities among Respondents who used them .....	34
Appendix C: The Graduating Senior Survey .....	36

## List of Figures

Figure 1: Gender Distribution of Respondents.....	2
Figure 2: Ethnic Distribution of Respondents.....	2
Figure 3: Point of Entry to TCU .....	3
Figure 4: Point of Entry to TCU by Ethnicity.....	3
Figure 5: Mean Number of Semesters of Residence among Respondents who Lived in Each Type of Housing.....	4
Figure 6: Mean Number of Semesters Housed by Gender.....	5
Figure 7: Mean Number of Semesters Housed by Ethnicity .....	5
Figure 8: Percentage Reporting each as Main Reason for Delay in Graduation .....	6
Figure 9: Time to Graduation by Gender .....	6
Figure 10: Amount Paid for Internship .....	7
Figure 11: Job Satisfaction among Respondents with Full-time Employment .....	8
Figure 12: Method Used for Job Search .....	9
Figure 13: Annual Income of Full-time Employed Respondents .....	9
Figure 14: Annual Income of Full-time Employed Respondents by Gender .....	10
Figure 15: Percentage of Graduating Senior Respondents by College/School .....	11
Figure 16: Percentage of Male and Female Graduating Senior Respondents from Each TCU College/School.....	12
Figure 17: Percentage of Respondents Rating Academic Programs and Services as Good/Very Good .....	13
Figure 18: Percentage of Respondents Rating Class Size as About Right .....	14
Figure 19: Percentage of Respondents Rating Labs and Facilities as Good/ Very Good .....	14
Figure 20: Percentage of Respondents Rating Aspects of Courses as Good/ Very Good .....	15
Figure 21: Percentage of Respondents who used Academic Support Services and Rated them as Good/Very Good .....	16
Figure 22: Percentage of Respondents who used Academic Support Services by Ethnicity.....	17
Figure 23: Percentage of Respondents who used Campus Life Programs and Services and Rated them as Good/Very Good.....	21

Figure 24: Percentage of Respondents who used Student Development Services and Froggie 5-0 and Rated them as Good/Very Good .....	21
Figure 25: Percentage of Respondents who used Recreational Services and Rated them Good/Very Good .....	22
Figure 26: Percentage of Respondents who used Health Services and rated them as Good/Very Good .....	22
Figure 27: Percentage of Respondents who used Residential Services and rated them as Good/Very Good .....	22
Figure 28: Percentage of Respondents who used University Career Services and Rated them as Good/Very Good .....	23
Figure 29: Percentage of Respondents who used University Ministries and Rated them as Good/Very Good .....	23
Figure 30: Percentage of Respondents Participating in Campus Life Programs by Ethnicity.....	24
Figure 31: Percentage of Respondents who Used Student Affairs Programs by Gender .....	24
Figure 32: Percentage of Respondents who Used Froggie 5-0 and Sports Clubs by Gender .....	24
Figure 33: Percentage of Respondents who used Leadership Development by Gender .....	25
Figure 34: Percentage of Respondents who used Residential and Career Services by Ethnicity.....	25
Figure 35: Percentage of Respondents who used Career Services by Gender .....	25
Figure 36: Percentage of Respondents who used University Ministries by Ethnicity.....	26

## List of Tables

Table 1: Use of Academic Support Services.....	16
Table 2: Use of Campus Life Services.....	18
Table 3: Use of Student Development Services .....	19
Table 4: Use of Campus Police/Recreational Sports.....	19
Table 5: Use of Health Services.....	19
Table 6: Use of Residential Services .....	20
Table 7: Use of University Career Services .....	20
Table 8: Use of University Ministries.....	20

## Introduction

A Graduating Senior Survey was sent via e-mail to students who graduated from Texas Christian University in August 2005, December 2005, and May 2006 with baccalaureate degrees. There were a total of 1,474 baccalaureate graduates in this time period, and 1,462 had email addresses available. Eight hundred and forty eight of these graduates completed the survey resulting in a response rate of 58%. As incentive to participate, graduating seniors were offered an opportunity to be entered into a drawing for several \$50 gift certificates in exchange for completing the survey.

The on-line survey consisted of 30 items in which graduates assessed academic experiences such as academic advising and faculty interactions, and non-academic experiences such as participation in Greek life and other student organizations. Information was also collected regarding current employment status, future plans, and other demographic variables. The survey instrument included several items adapted from a graduating senior survey developed by Ronald Polland from the Office of Institutional Research, at University of North Florida, used with permission of the author. A copy of the survey is in Appendix C.

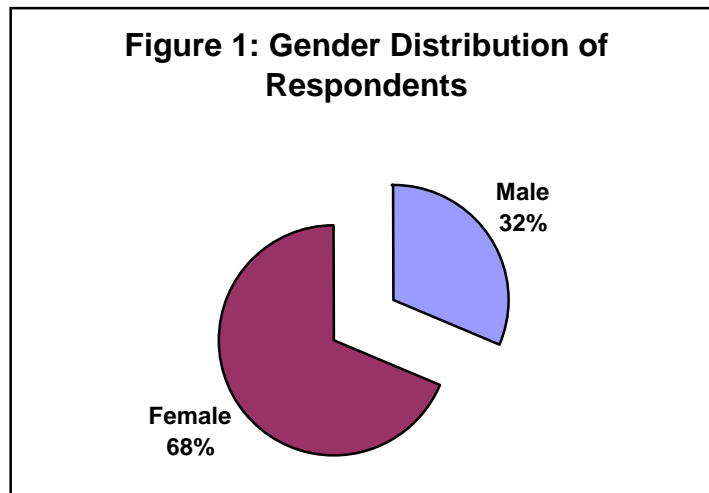
## Sample

The sample consisted of 848 graduating seniors from Texas Christian University, 80 respondents graduated in August, 254 graduated in December, and 514 graduated in May. There were no significant ethnic or gender differences by graduation date among the respondents.

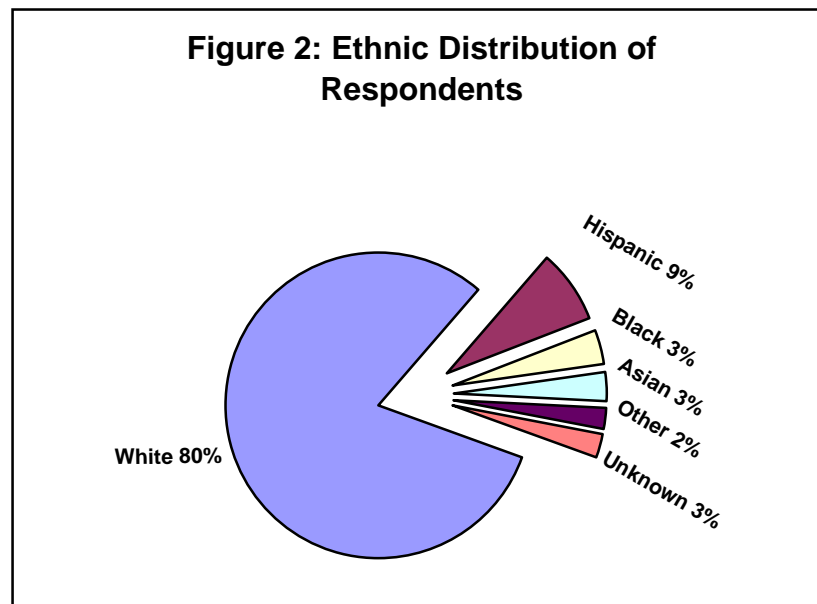
## Demographics and Personal Information

### *Demographics*

About two-thirds of the sample was female (see Figure 1 below). Females were slightly overrepresented among the respondents, compared to the general population of TCU.

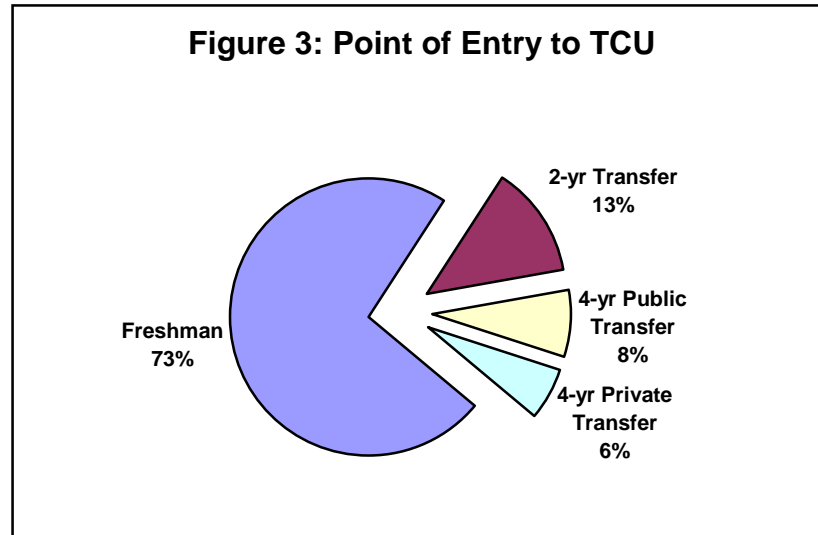


White, non-Hispanics comprised the largest ethnic group of respondents, with 80% of participants identifying themselves as such. The next most common ethnic group was Hispanics, which represented roughly 9% of the sample, followed by Black, Asian, and Unknown with about 3%, and Other, with 2% (see Figure 2 below). The ethnic distribution of respondents was not significantly different from the ethnic distribution of baccalaureate graduates from TCU. About 85% of the sample ranged in age from 22-24 at the time of the survey, and about 1% was younger than this. The remaining respondents ranged in age from 25-60.

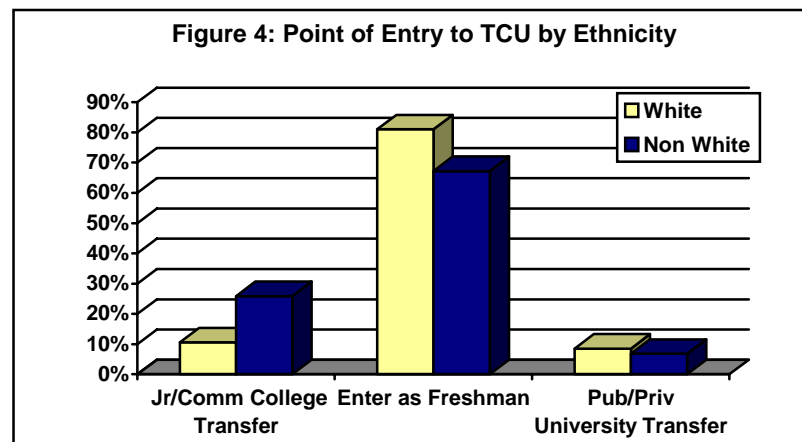


### Point of Entry to TCU

A large majority (about three-fourths) of respondents entered TCU as freshmen. Slightly over 10% of respondents transferred from a junior or community college, while about 8% transferred from a public 4-year university and another 6% transferred from a private 4-year university. See Figure 3 below.



There were some significant ethnic differences relating to point of entry at TCU. Specifically, minority students were significantly more likely than white students to have transferred to TCU from a junior or community college ( $\chi^2 = 16.59, p < .0001$ ). See Figure 4 below. There were no significant gender differences for point of entry to TCU.

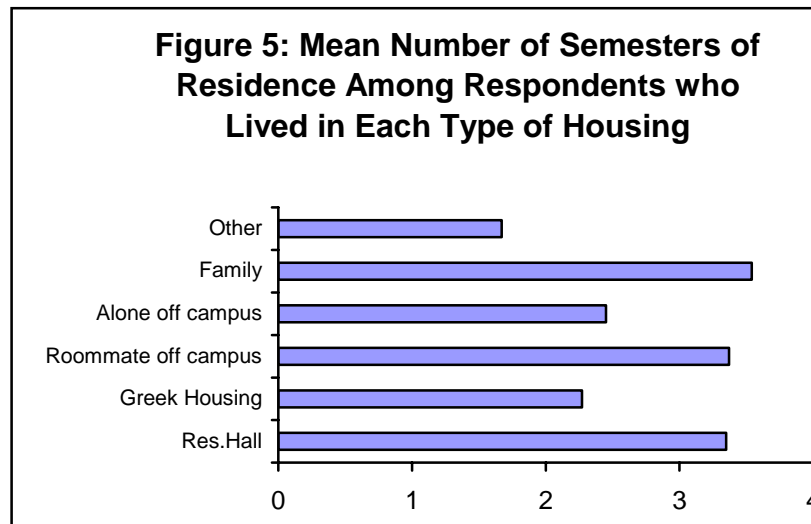


### Housing

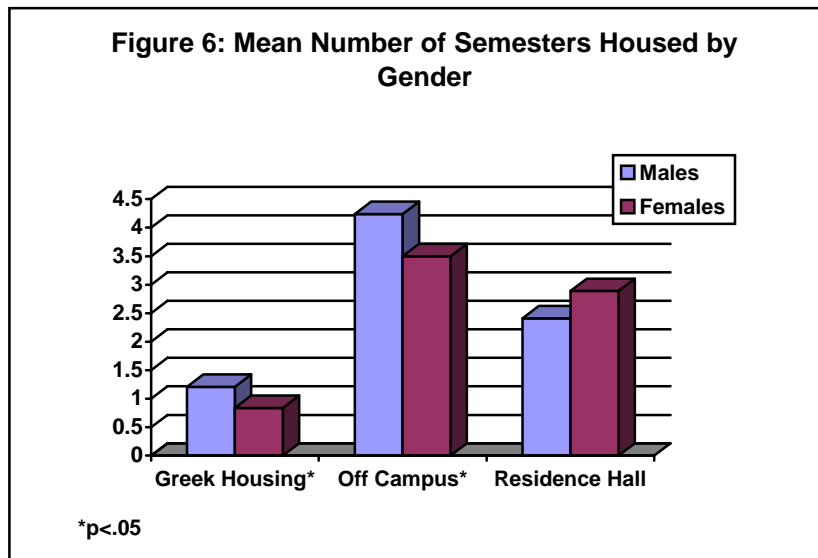
Housing arrangements among respondents during their time at TCU varied among respondents (see Figure 5). Over half of the respondents reported spending less than three semesters living in a residence hall

(60%). The average number of semesters lived in residence halls was just over two and a half. About one-fourth of the respondents reported spending at least one semester in Greek housing. Among these respondents, the average number of semesters lived in Greek housing was 2.

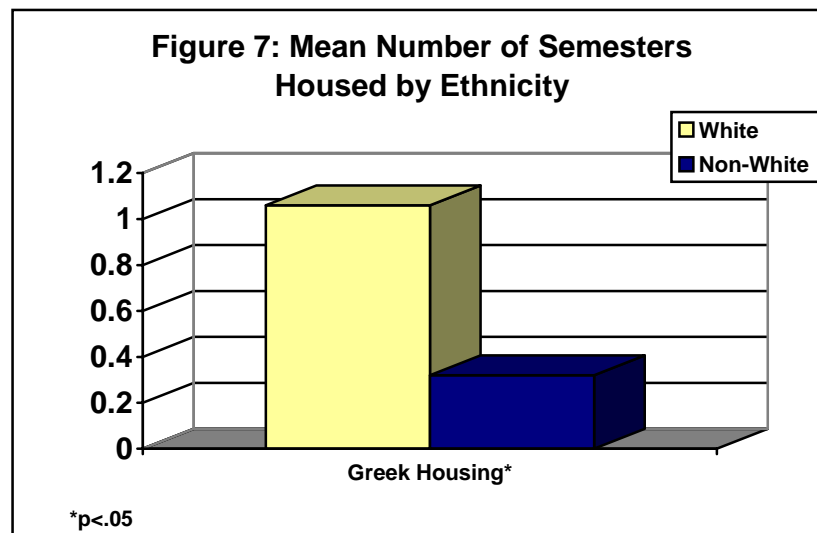
A large proportion of respondents (90%) reported living off campus for at least one semester during their time at TCU, either alone, with a roommate, or with family (see Figure 5). Among those living off campus during their tenure at TCU, the average length of time was about four semesters. About one-fourth of respondents (28%) reported living with family members, including parents, spouse or partner, or other family members during their years at TCU.



There were some significant gender differences related to housing during respondent's tenure at TCU. Males spent significantly more semesters living in Greek housing than did females ( $t=2.76, p<.05$ ) and also spent significantly more semesters living off campus, either with a roommate or alone ( $t=2.71, p<.05$ ). Females spent significantly more semesters than males living in residence halls ( $t=2.40, p<.05$ ). See Figure 6.



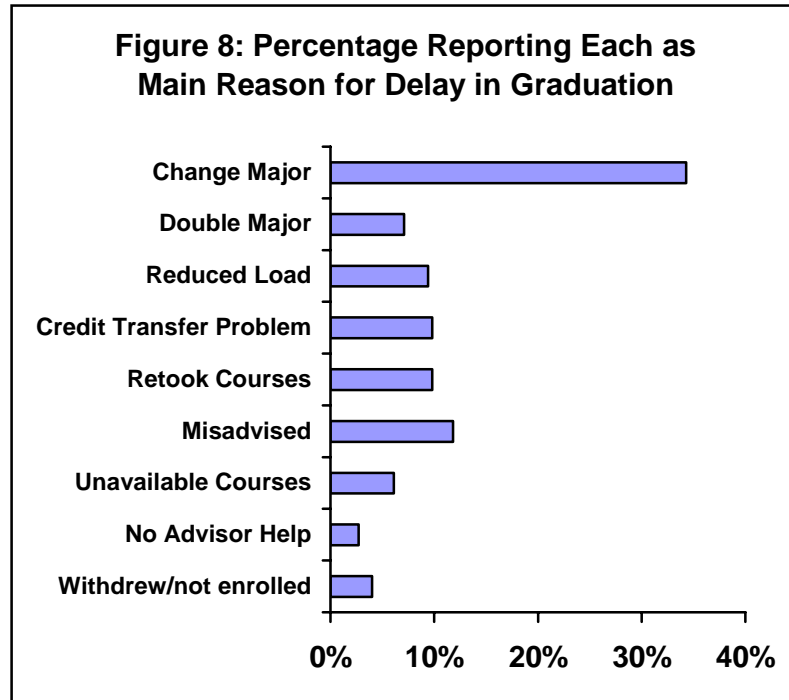
There was one significant ethnic difference related to housing. White students spent significantly more semesters living in Greek housing than did minorities ( $t=4.32$ ,  $p<.001$ ).



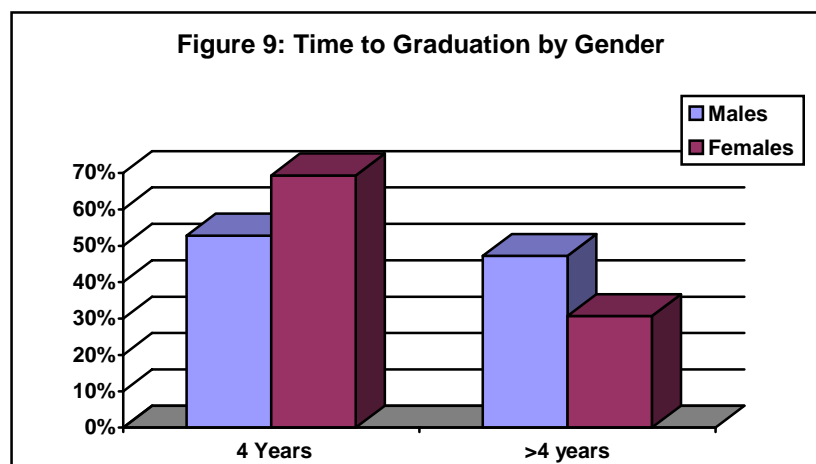
### *Time to Degree*

About two-thirds of the respondents (64%) reported that they completed their bachelor's degree at TCU within four years. Respondents who took more than four years to complete their degree were asked to identify factors that contributed to the delay in graduation. By far the most common reason cited as the most important reason for the delay in graduation was a change of major. About one-third (34.3%) of those who took more than four years to complete their bachelor's degree listed a change of major as the most important cause of the delay in graduation (see Figure 8 below). About 1 in 10 cited each of the following as the most important

reason for the delay: double major, reduced course load, problem with transfer credits, having to retake courses, and being misadvised.

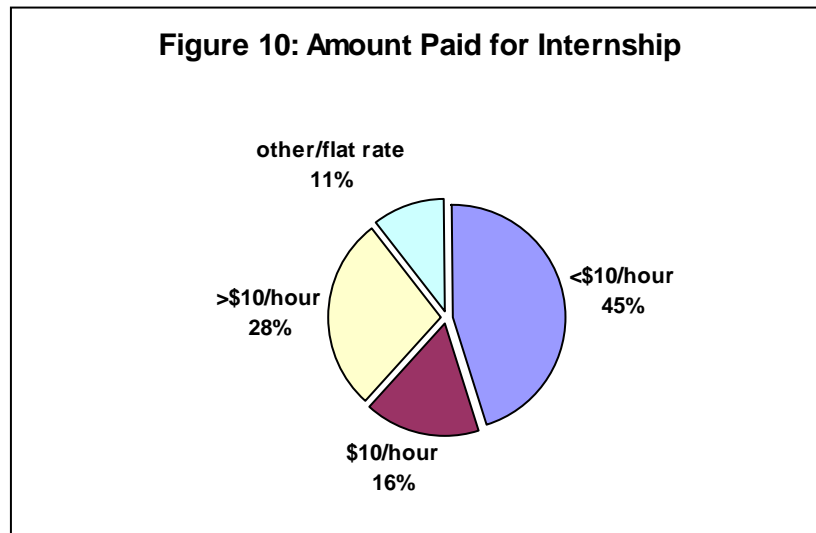


There were no significant ethnic differences for time to degree completion among the respondents. However, there was a significant gender difference. Specifically, a significantly larger percentage of males than females took more than four years to graduate ( $\chi^2 = 20.26, p < .001$ ). See Figure 9 below. This finding is the same as the overall trend in TCU four-year graduation rates in which females have a higher four year graduation rate than males, however it is the opposite of what was found in the graduating senior survey from 2004-2005.



### *Internships*

Slightly over half of the respondents (55.2%) reported participating in an internship during their time at TCU. Of those who participated in an internship, over half (58%) received academic credit for that internship. Among respondents who received academic credit for their internship, about half (48%) reported earning 3 credit hours. The largest portion of respondents reported working 11-20 hours a week in their internship. Fifty-four percent of those who participated in an internship received pay. Among those who received pay for their internship, the largest portion (45%) received less than \$10 an hour (see Figure 10 below). About one-fourth of respondents who participated in internships completed more than one.



### *Current Educational Goals and Pursuits*

About one-fourth of the respondents reported that they planned to attend graduate school either full or part time. Of the respondents seeking post-baccalaureate degrees, most planned to pursue a master's degree (58.2%). Nineteen percent planned to pursue a doctoral degree, and 13% planned on pursuing a professional degree. The remaining respondents seeking degrees were working on special certifications or licensures, or bachelor's degrees. For those pursuing higher degrees, the most common field was law (12.5%), followed by psychology (8.5%), and accounting (8%). Of those planning to attend graduate school who specified which institution they planned to attend, the largest portion, about 24%, reported that they planned to attend TCU.

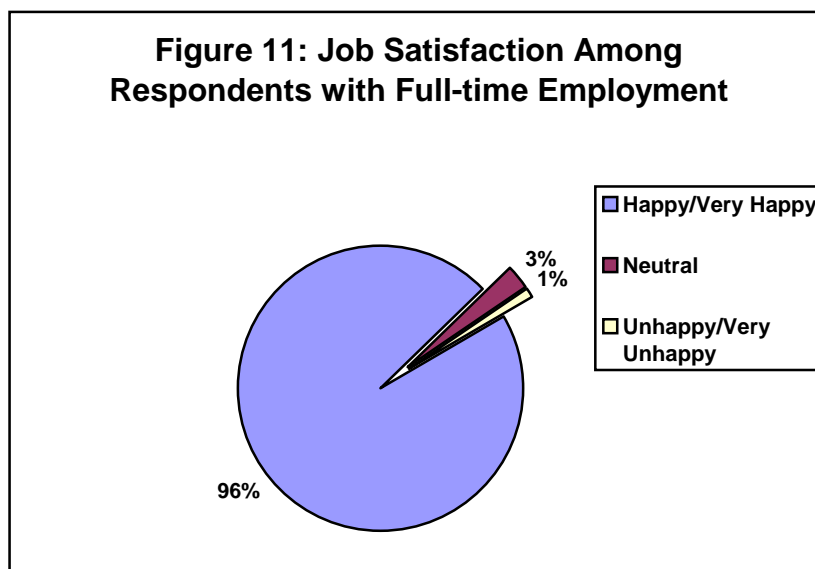
### *Post-Graduation Residence*

Close to three-fourths of graduating seniors who completed the survey planned to live in Texas following graduation. Of those planning to live in Texas, about four out of five planned to live in the Dallas/Fort Worth area, 7% planned to live in Houston, and 5% intended to live in Austin.

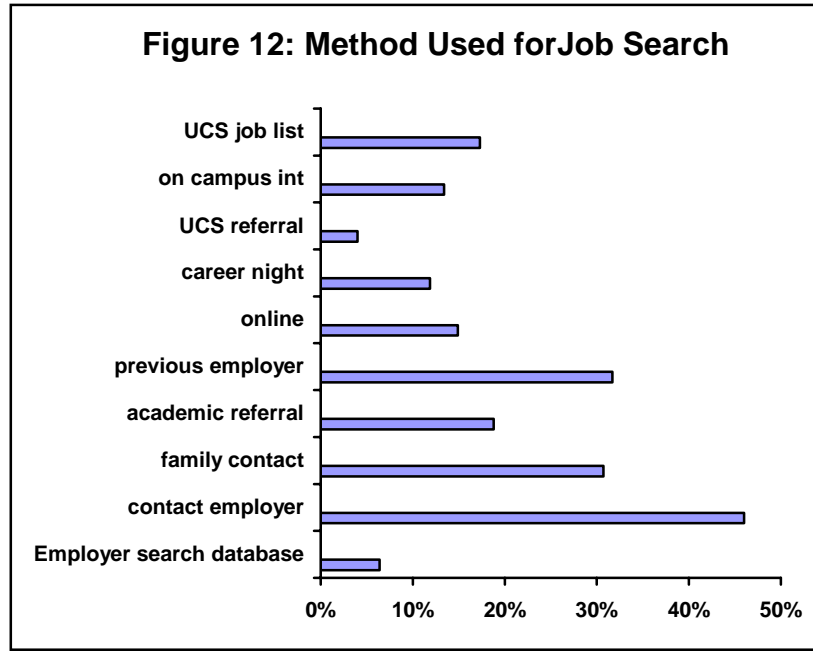
About 4% of respondents intended to return to their home state following graduation. California and Illinois were the top two home states graduates planned to return to, and Nebraska and Colorado were tied for the third most common home state. About 15% of respondents reported that they were planning to move to a state other than Texas or their home state, among these respondents the most common states reported were New York, followed by California.

### *Employment*

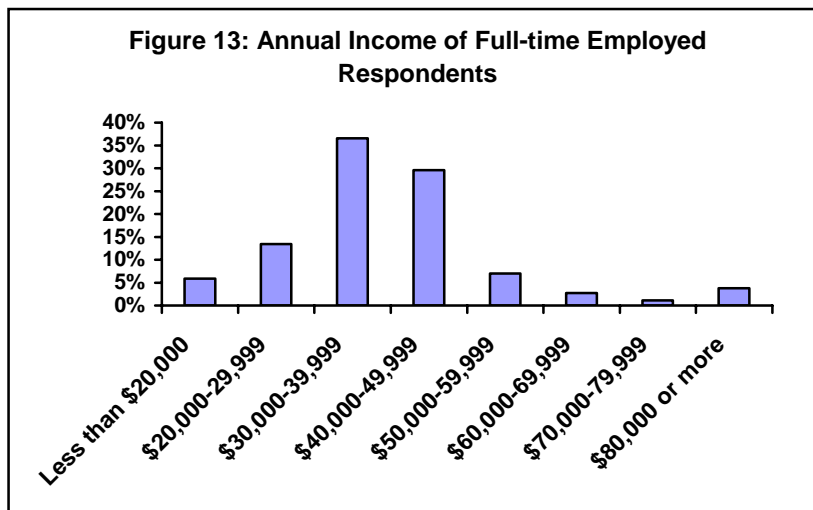
About one-quarter of the respondents were employed fulltime at the time of the survey. Of those who had obtained full-time employment, 86% indicated that their current job was related to their major. A large majority of respondents who were currently employed fulltime described themselves as happy or very happy about their current job (96%), and only a very small percentage (1%) described themselves as either unhappy or very unhappy (see Figure 11 below). Of those employed fulltime about 10% reported seeking different fulltime employment. Among the respondents who were employed fulltime at the time of the survey, the largest percentage (33%) reported working in a medical/health care setting. The next most common field was finance/accounting with about 6% of those employed full time working in that field.



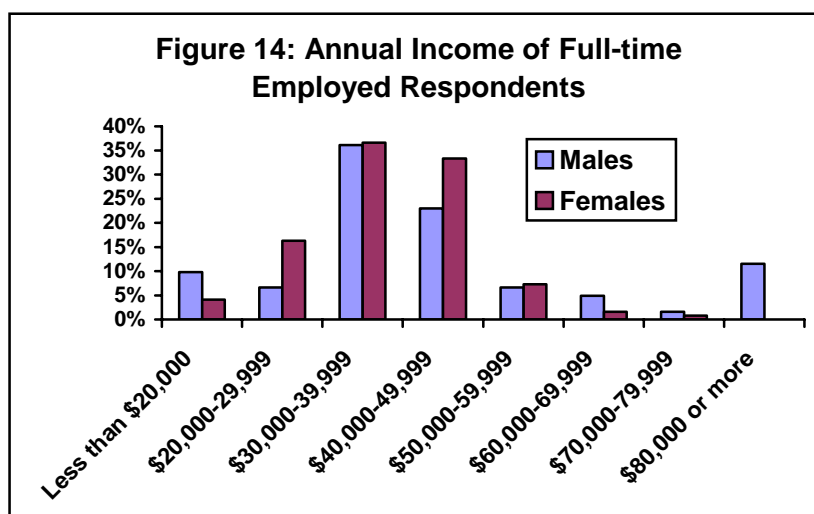
Among those employed at the time of the survey, the most common method used to search for a job was contacting the employer directly. Family contacts and previous employers were also commonly cited resources used to search for employment. About 47% of respondents reported using TCU Career Services to search for a job, either through career nights, job listings, or on-campus interviews. See Figure 12 below.



*Income.* Of the 186 respondents employed fulltime who answered the question on the survey about annual income, a large majority made between \$30,000 and \$49,999, with a little over one third in the \$30,000-39,999 range, and slightly less than one-third in the \$40,000-49,999 range. A small number made less than \$20,000 or over \$60,000. See Figure 13 below. The reported income of full-time employed respondents is nearly identical to that reported in the 2004-2005 graduating senior survey.

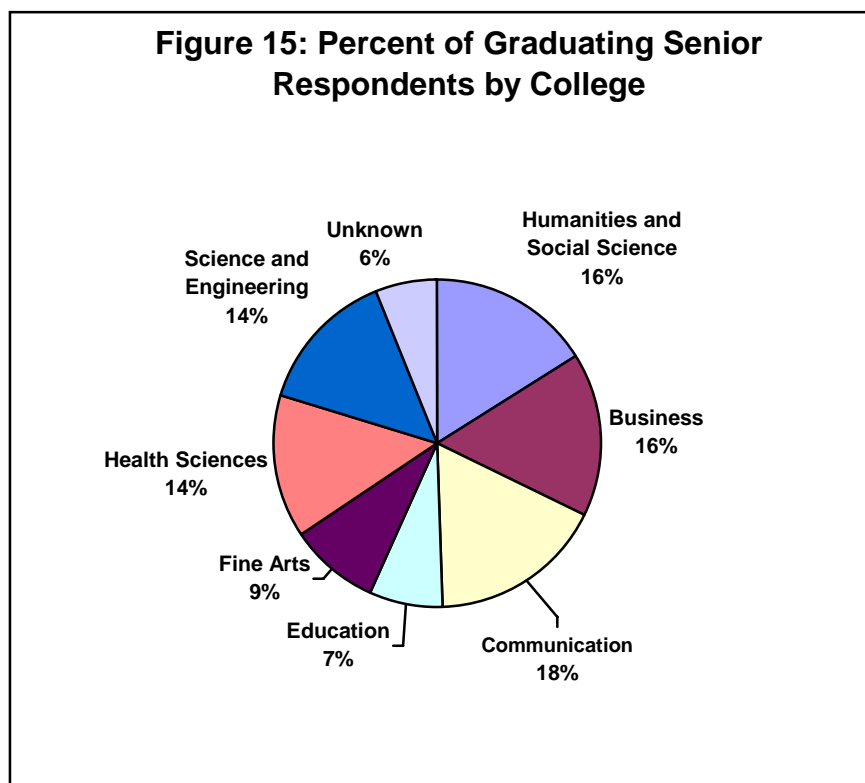


While there were no gender differences for employment status, there were some significant gender differences for salary among those who were employed fulltime when the survey took place ( $\chi^2=22.72$ ,  $p<.01$ ). See Figure 14. A larger percentage of females than males fell in the \$40,000-49,999 range, and the \$20,000-\$29,999 range. The percentage of males and females was almost identical for the \$30,000-39,999 range. A larger percentage of males than females were in both the highest and the lowest ranges. Although there was a significant difference for salary in the 2004-2005 graduating senior survey, in which males were overrepresented in the highest income brackets, it appears that in the current year this difference is less striking, with more females than males in the \$40,000-49,999 income range, while the opposite was true in the 2004-2005 survey. However, males still dominate the higher income categories, and as in the previous year's survey, there are no females in the \$80,000 or greater income category. There were no ethnic differences for employment status or income.

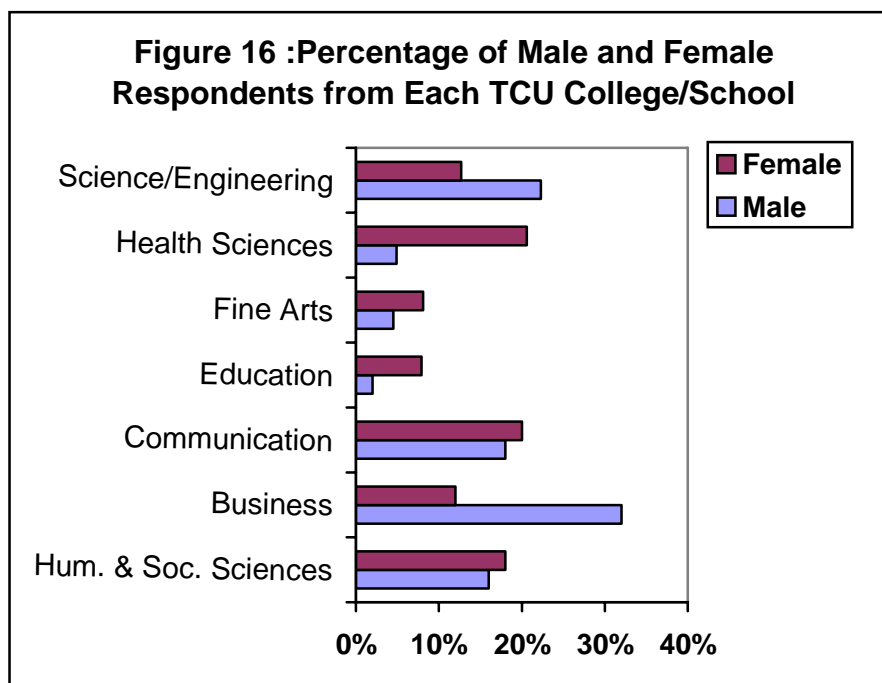


### *Major, Department, and College/School*

Concerning college, the largest percentage of respondents was from the College of Communications (see Figure 15), with 18% of respondents from that college, followed closely by the School of Business with 16%, and the college of Humanities and Social Sciences, also with 16%. See Appendix A for charts showing the three most common departments within each college/school, as well as the most common major among respondents within those departments. Departments may wish to use this information to encourage greater participation by their students in future Graduating Senior Surveys.



There were no significant ethnic differences among respondents for department or college/school. There were, however, some significant gender differences among the respondents by department and college/school ( $\chi^2=87.39$ ,  $p<.001$ ). As seen in Figure 16 below, the most common college among male respondents was the School of Business, with about one-third of males reporting a business major. Females were more distributed in terms of college/school, with about 20% reporting majors from the College of Communication, another 20% reporting majors from each of the College of Humanities and Social Sciences, and another 20% from the College of Nursing and Health Sciences. The gender distribution in colleges/schools is slightly different than the 2004-2005 graduating senior survey in which almost half of all males were from the School of Business, there were no males from the School of Education, and the number of males and females in the College of Science and Engineering was almost identical. It appears that male majors are more distributed than the previous year, and this may help to account for some of the changes in the salary gender differences mentioned above. The gender distribution of respondents for colleges/schools is similar to the overall gender distribution of graduates for the past few years, with the exception that in the past few years there were more female graduates than males from the College of Science and Engineering.



### *Satisfaction with TCU Experience*

Nearly all of the respondents were satisfied with their overall TCU experience. Eighty-seven percent of the respondents said that they would choose TCU again if they had to do it over. Ninety-six percent of the respondents said that they would probably or definitely recommend TCU to someone considering college today.

### TCU Programs and Services

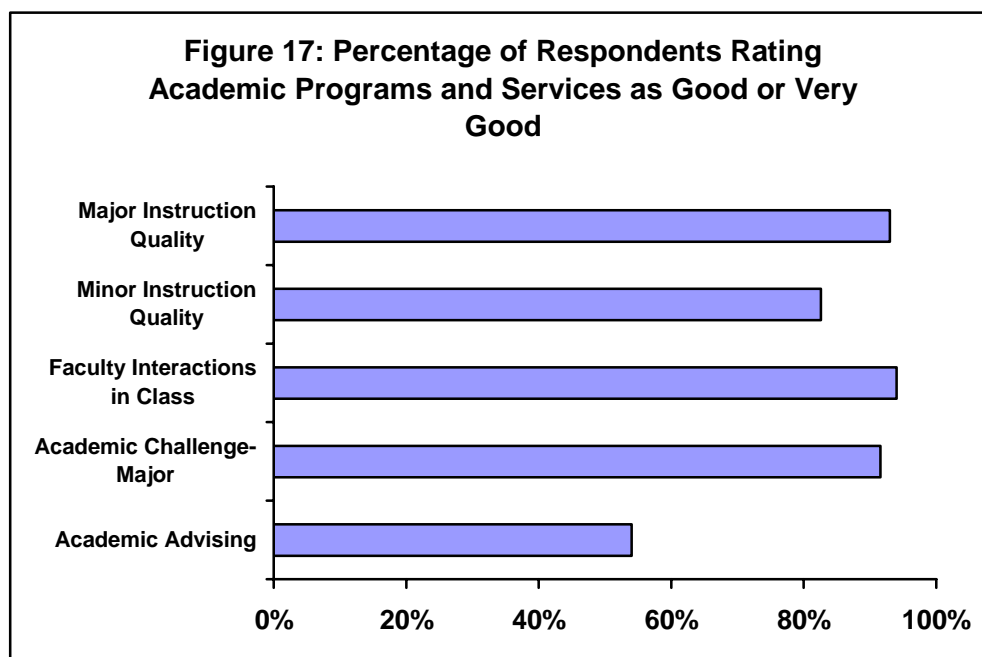
#### *Academic Experience*

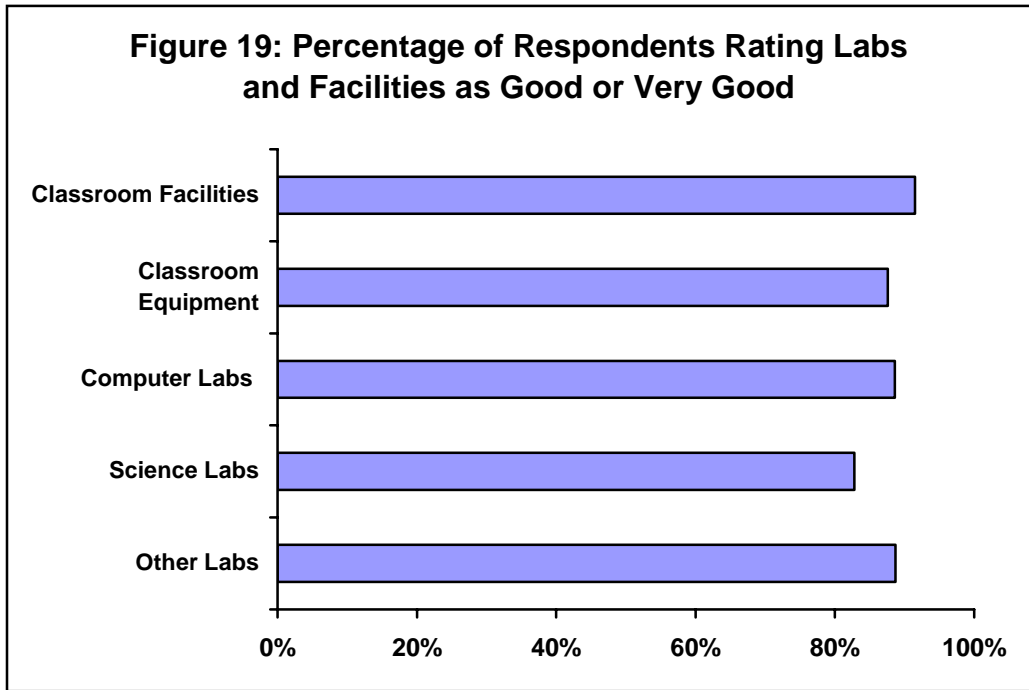
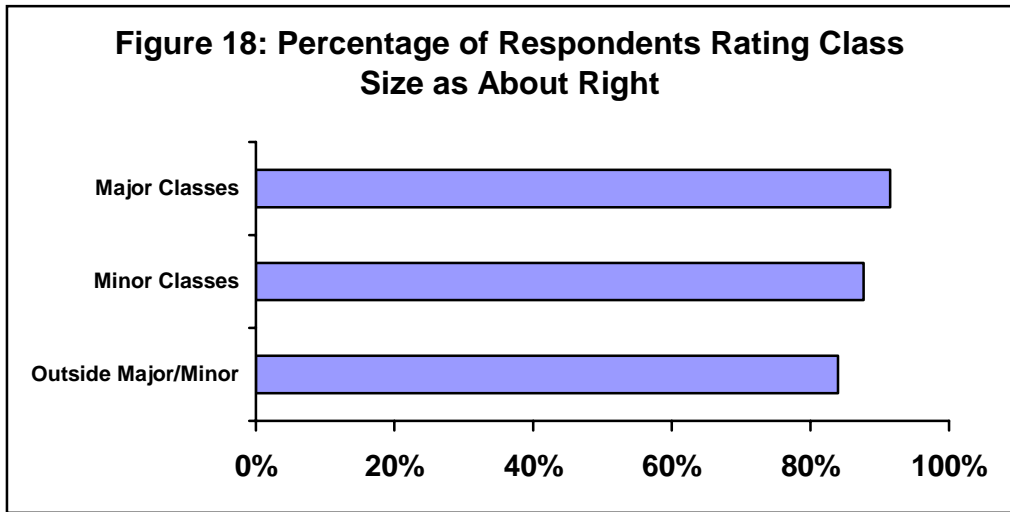
Respondents were asked to provide feedback on various aspects of their academic experience including the quality of instruction, level of academic challenge, size of classes, availability of required courses, range of courses from which to choose, information about course requirements, relevance of their classes to their career goals and objectives, classroom facilities and equipment, and lab facilities. The majority of graduating seniors deemed their various academic experiences as good or very good. Figure 17 displays the percentage of respondents who rated academic programs and services as good or very good (Appendix B displays the percentage of students who rated each item as poor/very poor, fair, and good/very good).

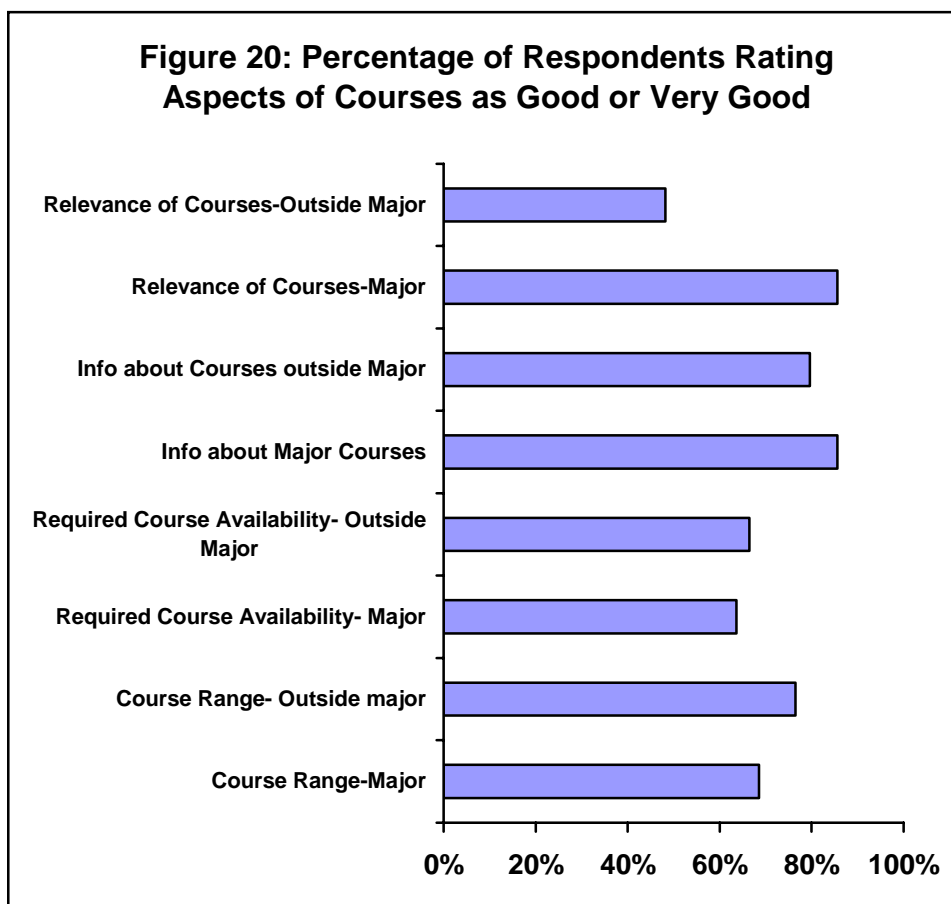
A large majority of respondents indicated that the quality of instruction within their major and minor, faculty interactions in class, and the level of academic challenge within their major were good or very good. The lowest rated academic experience was academic advising. Just over half of the respondents (54%) said

that the academic advising they received was good or very good. About one-fourth of the respondents thought that academic advising was fair, while about one in five rated academic advising as poor or very poor. Most respondents were satisfied with the size of the classes, both within their major and outside of their major (see Figure 18). Almost all respondents (91%) rated class size within their major as about right. More than four out of five also said that the class sizes for their minor, and classes outside of their major and minor were about right. Participants were also asked to rate the classrooms, labs, and equipment. A large majority (about nine out of ten) of respondents rated classroom and lab facilities and equipment as good or very good. See Figure 19 below.

Graduating seniors were also asked questions about the availability of required courses, the range of courses within their major, information about course requirements in and outside of their major, and the perceived relevance of courses to their career objectives. In almost all cases, a strong majority of respondents rated these academic experiences as good or very good. The lowest rated item was the perceived relevance of classes *outside* the major to career objectives and goals. See Figure 20 below.







### *Academic Support*

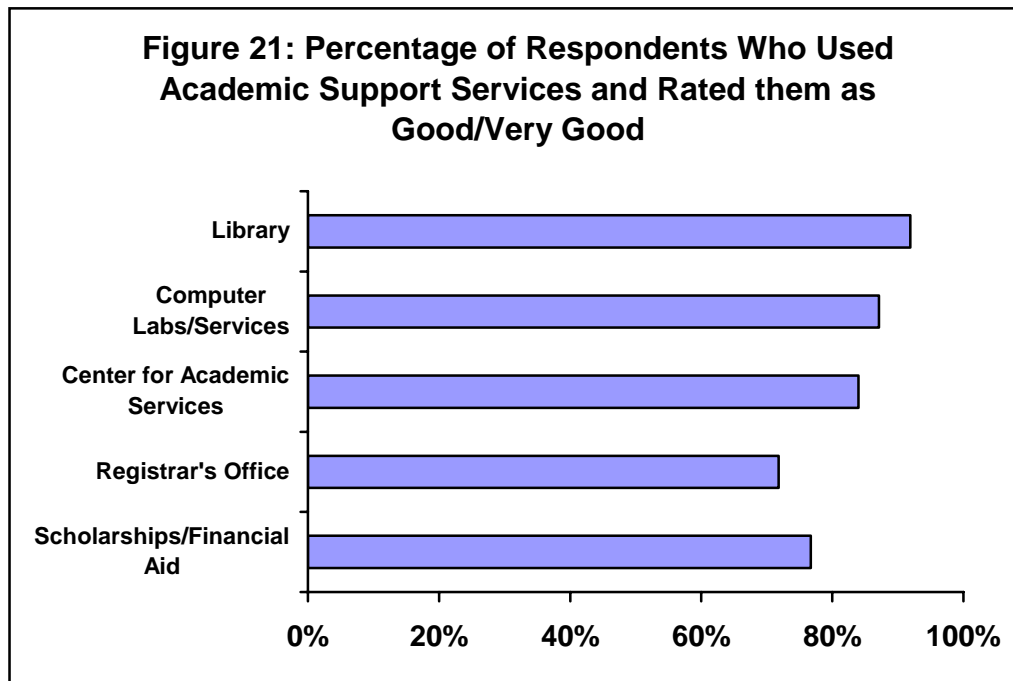
In regard to Academic Support programs and services, respondents were asked to first indicate how often they used a particular program or service and if they had used it, to rate the quality of that program or service. Not all respondents used all programs and services. Almost all of the respondents reported using the library at least some of the time. Respondents were least likely to use the Center for Academic Services followed by Scholarships and Financial Aid. See Table 1 below. These services received favorable ratings from the respondents who used and rated them. Figure 21 shows the percentage of respondents who rated each service as good or very good (the percentage of those who rated these services as fair or poor/very poor can be found in Appendix B). Each service was rated as good or very good by a majority of respondents. The Library received the most favorable rating with 92% of the respondents rating it as good or very good.

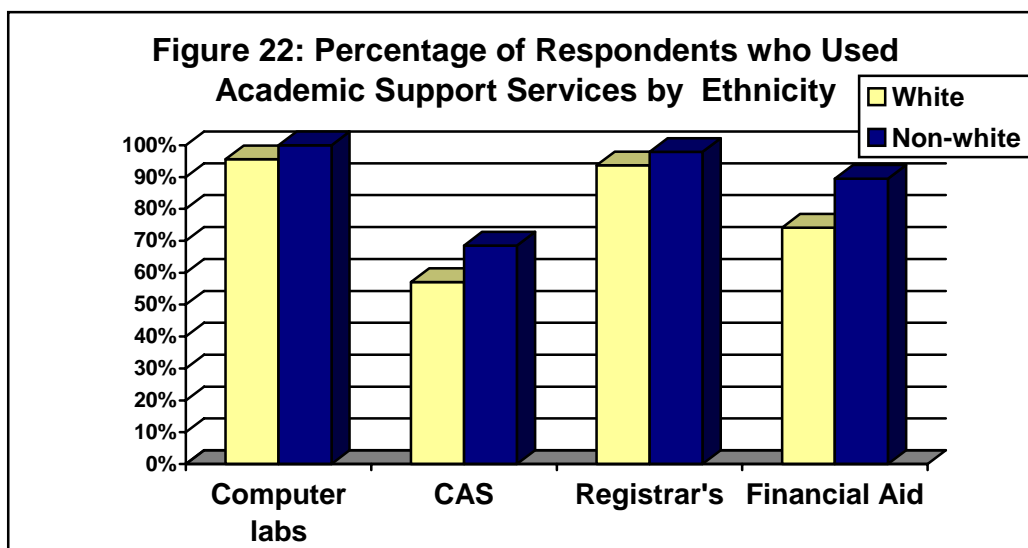
There were some significant ethnic differences among respondents relating to the use of Academic Support programs. A significantly larger percentage of minority students reported having used computer labs,

the Center for Academic Services, the Registrar's office, and the financial aid office than non-minorities ( $\chi^2=6.58, 6.26, 4.0, 15.69$  respectively,  $p<.05$ ). See Figure 22 Below.

Table 1. Use of Academic Support Services

	N	% Frequently	% Occasionally	% Seldom	% Never
Library	823	48.4	39.7	10.9	1.0
Computer labs/services	822	51.6	30.0	14.8	3.6
Center for Academic Services	820	5.0	13.7	40.2	41.1
Registrar's Office	822	4.9	33.9	55.2	6.0
Scholarships/ Fin. Aid	823	18.5	30.3	27.9	23.3





### *Student Affairs*

As with Academic Support programs and services, respondents were asked first to indicate how often they had used a Student Affairs program or service and then were asked to rate the quality of the program or service if they had used it. Student Affairs programs and services included in the survey were: Campus Life services, Student Development services and programs, Froggie 5-0, Recreational Services, Health Services, Residential Services, University Career Services, University Ministries, and Office of Service Learning and Community Outreach. Use of the programs and services varied and not all respondents used all programs and services. Tables 2-9 display the percentage of respondents who used each of these services and programs. Figures 23-29 display the percentage of respondents who rated each of these programs as good or very good. Overall these programs were rated positively by those who had used them.

There were some significant gender and ethnic differences in the use of some of the Student Affairs programs and services. Within Campus Life, White students were significantly more likely than minority students to have participated in Greek Life and Activities ( $\chi^2=19.79$   $p<.001$ , see figure 30), and minority students were significantly more likely than White students to have participated in Intercultural Events ( $\chi^2=41.53$   $p<.0001$ , see figure 30). There were also some significant gender differences within Campus Life. Females were more likely than males to have participated in Student Government Associations ( $\chi^2=7.62$   $p<.01$ , see figure 31), and males were more likely than females to have participated in Judicial Affairs ( $\chi^2=15.01$   $p<.0001$ , see figure 31).

There was a significant gender difference related to the use of Froggie 5-0. Females were much more likely than males to report having used Froggie 5-0 at some point during their time at TCU ( $\chi^2=279.16$ ,  $p<.001$ ). See Figure 32 below. There was also a significant gender difference regarding Recreational Sports. Males were significantly more likely than females to participate in sports clubs ( $\chi^2=34.84$ ,  $p<.001$ ). See Figure 32 below.

There were also some significant gender and ethnic differences for Student Development Programs, and Residential Services. Females were more likely than males to have used Leadership Development Programs ( $\chi^2= 4.32$ ,  $p<.05$ , see Figure 33). White students were more likely than non-white students to have used housing services ( $\chi^2= 5.12$ ,  $p<.05$ , see Figure 34). Regarding the use of University Career Services, there were also some gender and ethnic differences. Among the programs offered by Career Services, minority students were significantly more likely than White students to have used Recruitment services ( $\chi^2= 4.68$ ,  $p<.05$ ), Student Employment ( $\chi^2= 16.72$ ,  $p<.001$ ), and Career Nights ( $\chi^2= 8.70$ ,  $p<.01$ ) during their time at TCU (see Figure 34 below). In terms of gender differences related to the use of career services, males were more likely than females to have used Career Resources ( $\chi^2= 4.68$   $p<.05$ ), and to have participated in Career Nights ( $\chi^2= 8.70$ ,  $p<.01$ ) (see Figure 35). For Office of Service Learning and Community Outreach programs, minorities were more likely to have participated in Volunteer Programs ( $\chi^2= 4.52$ ,  $p<.05$ ), and Cultural Programs ( $\chi^2= 45.49$ ,  $p<.001$ ) (see Figure 36). Females were more likely than males to have participated in Volunteer Programs ( $\chi^2= 11.08$ ,  $p<.01$ ) (see Figure 37).

Table 2. Use of Campus Life Programs and Services

	N	% Frequently	% Occasionally	% Seldom	% Never
<b>Greek Life &amp; Activities</b>	<b>815</b>	<b>31.2</b>	<b>9.4</b>	<b>7.0</b>	<b>52.4</b>
<b>Non-Greek Student Organizations</b>	<b>816</b>	<b>21.2</b>	<b>32.1</b>	<b>18.1</b>	<b>28.6</b>
<b>Student Government</b>	<b>816</b>	<b>4.3</b>	<b>9.9</b>	<b>19.5</b>	<b>66.3</b>
<b>Intercultural Events</b>	<b>813</b>	<b>4.2</b>	<b>10.6</b>	<b>18.2</b>	<b>67.0</b>
<b>Judicial Affairs/Discipline</b>	<b>746</b>	<b>0.4</b>	<b>2.1</b>	<b>7.8</b>	<b>89.7</b>

Table 3. Use of Student Development Services

	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Leadership Development Programs</b>	<b>810</b>	<b>7.8</b>	<b>10.0</b>	<b>14.6</b>	<b>67.6</b>
<b>Campus Mentors</b>	<b>811</b>	<b>1.0</b>	<b>3.3</b>	<b>5.3</b>	<b>90.4</b>
<b>Peer Education Programs</b>	<b>811</b>	<b>0.6</b>	<b>1.7</b>	<b>4.6</b>	<b>93.1</b>
<b>Alcohol and Drug Education</b>	<b>809</b>	<b>0.1</b>	<b>2.1</b>	<b>12.2</b>	<b>85.6</b>
<b>Women's Resource Center</b>	<b>811</b>	<b>0.6</b>	<b>3.1</b>	<b>6.4</b>	<b>89.9</b>

Table 4. Use of Campus Police/ Recreational Services

	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Froggie 5-0</b>	<b>811</b>	<b>3.6</b>	<b>18.7</b>	<b>24.8</b>	<b>52.9</b>
<b>Intramurals</b>	<b>745</b>	<b>14.5</b>	<b>19.2</b>	<b>18.8</b>	<b>47.5</b>
<b>Sports Clubs</b>	<b>807</b>	<b>3.9</b>	<b>5.0</b>	<b>8.4</b>	<b>82.7</b>
<b>Fitness Center</b>	<b>810</b>	<b>43.2</b>	<b>34.8</b>	<b>10.9</b>	<b>11.1</b>

Table 5. Use of Health and Counseling Services

	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Health Center</b>	<b>810</b>	<b>14.1</b>	<b>41.6</b>	<b>28.9</b>	<b>15.4</b>
<b>Counseling Center</b>	<b>809</b>	<b>3.2</b>	<b>8.4</b>	<b>12.6</b>	<b>75.8</b>

Table 6. Use of Residential Services

	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Dining Services</b>	<b>809</b>	<b>37.0</b>	<b>33.5</b>	<b>16.2</b>	<b>13.3</b>
<b>Housing Services</b>	<b>808</b>	<b>30.7</b>	<b>29.1</b>	<b>12.0</b>	<b>28.2</b>
<b>Residential Programming</b>	<b>803</b>	<b>7.3</b>	<b>13.0</b>	<b>17.4</b>	<b>62.3</b>

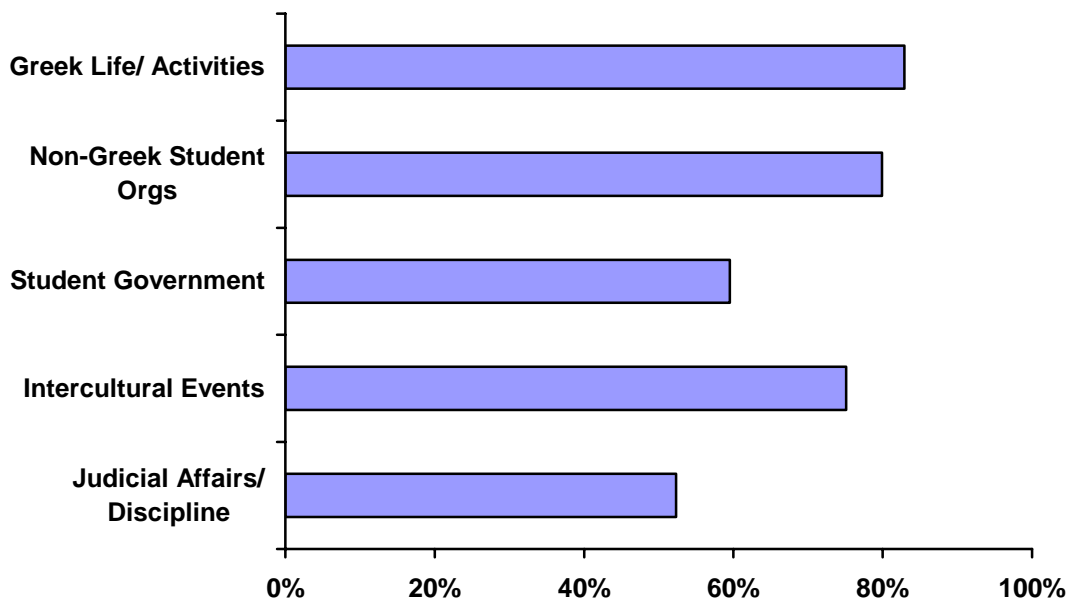
Table 7. Use of University Career Services

	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Career Center</b>	<b>801</b>	<b>7.4</b>	<b>26.0</b>	<b>29.8</b>	<b>36.8</b>
<b>Workshops</b>	<b>800</b>	<b>6.3</b>	<b>13.1</b>	<b>16.5</b>	<b>64.1</b>
<b>Student Employment</b>	<b>799</b>	<b>14.9</b>	<b>16.4</b>	<b>11.3</b>	<b>57.4</b>
<b>Recruitment Services</b>	<b>800</b>	<b>5.0</b>	<b>11.6</b>	<b>9.5</b>	<b>73.9</b>
<b>Career Nights</b>	<b>801</b>	<b>7.2</b>	<b>16.6</b>	<b>16.2</b>	<b>60.0</b>

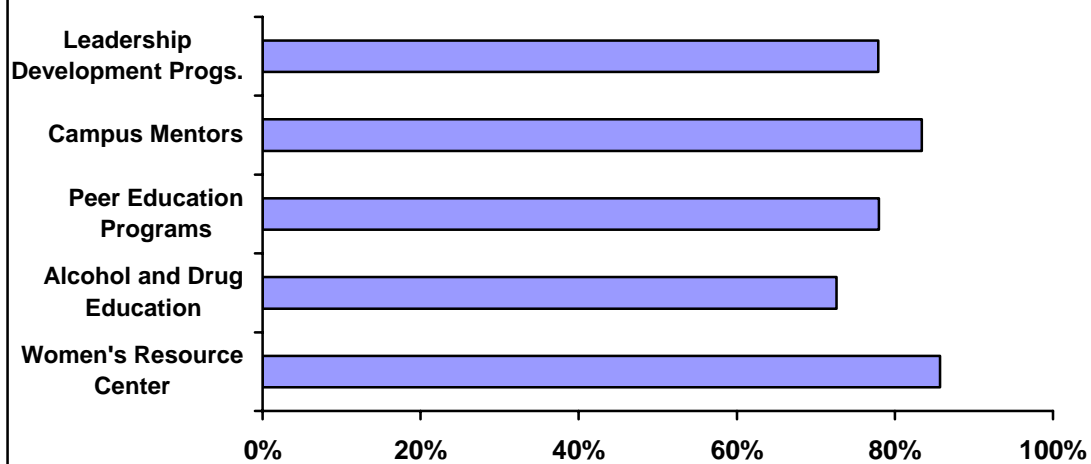
Table 8. Use of University Ministries and Office of Service Learning and Community Outreach Programs

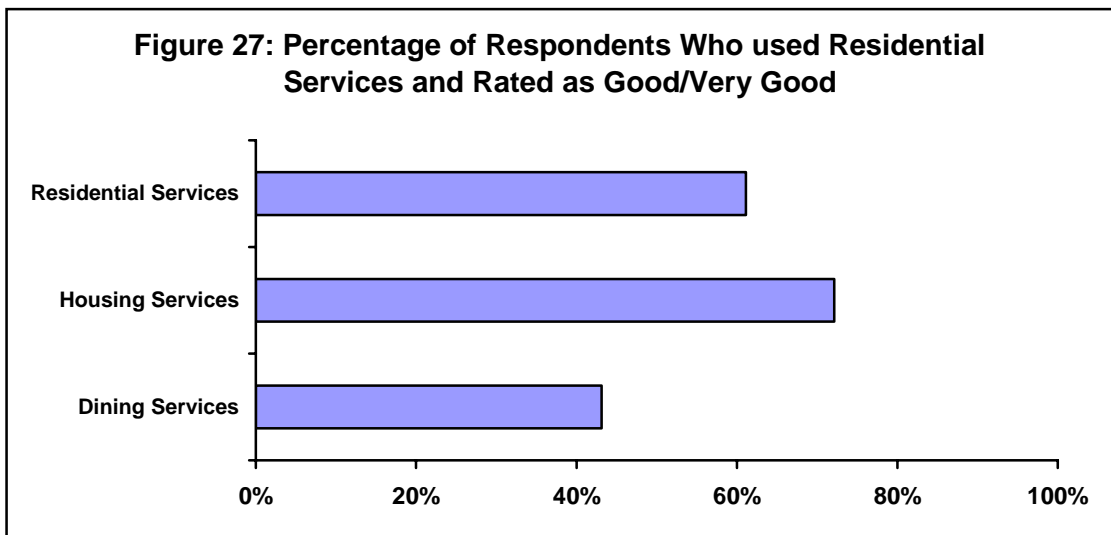
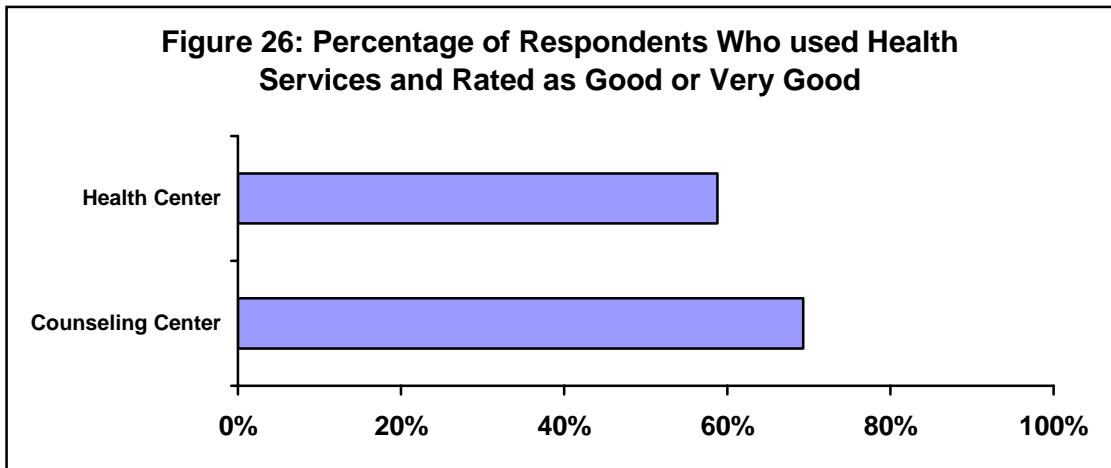
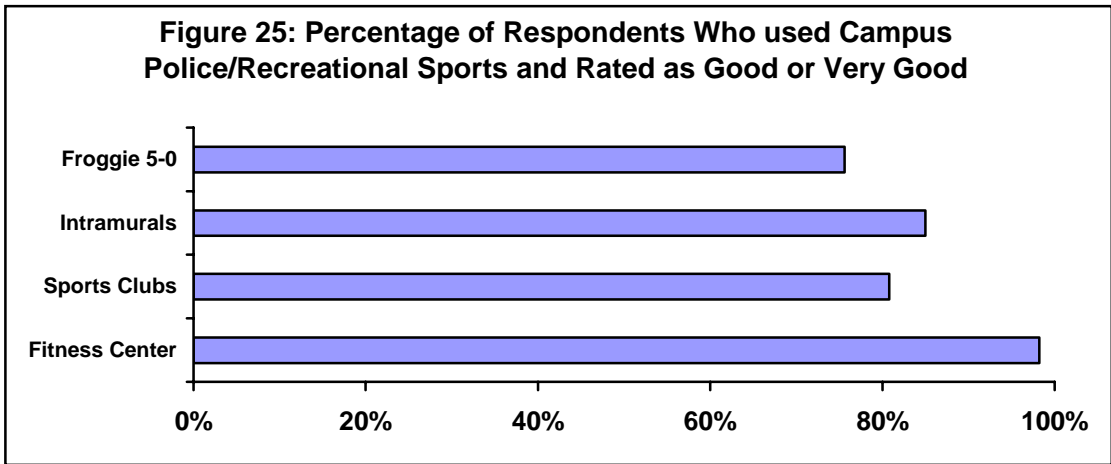
	<b>N</b>	<b>% Frequently</b>	<b>% Occasionally</b>	<b>% Seldom</b>	<b>% Never</b>
<b>Religious Programs</b>	<b>799</b>	<b>6.9</b>	<b>13.8</b>	<b>15.0</b>	<b>64.3</b>
<b>Volunteer Programs</b>	<b>798</b>	<b>3.2</b>	<b>17.2</b>	<b>16.4</b>	<b>63.2</b>
<b>Cultural Programs</b>	<b>798</b>	<b>2.9</b>	<b>8.9</b>	<b>11.2</b>	<b>77.0</b>

**Figure 23: Percentage of Respondents Who used Campus Life Programs and Services and Rated as Good or Very Good**

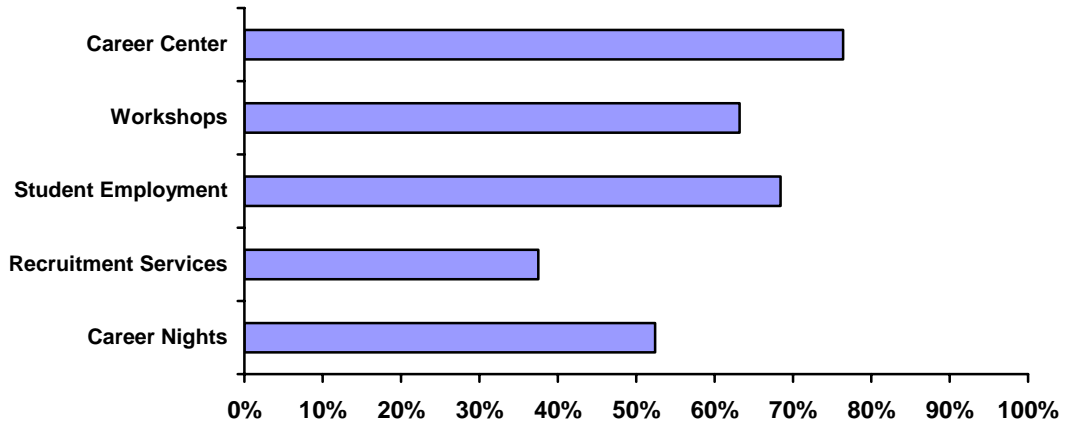


**Figure 24: Percentage of Respondents Who used Student Development Services and Froggie 5-0 and Rated as Good or Very Good**

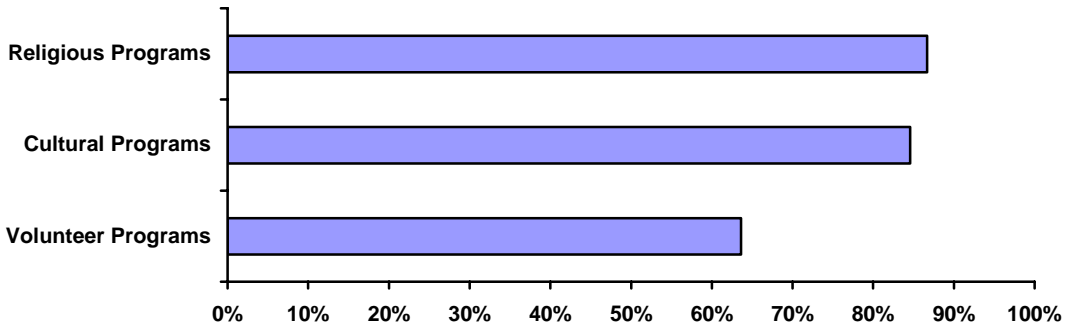


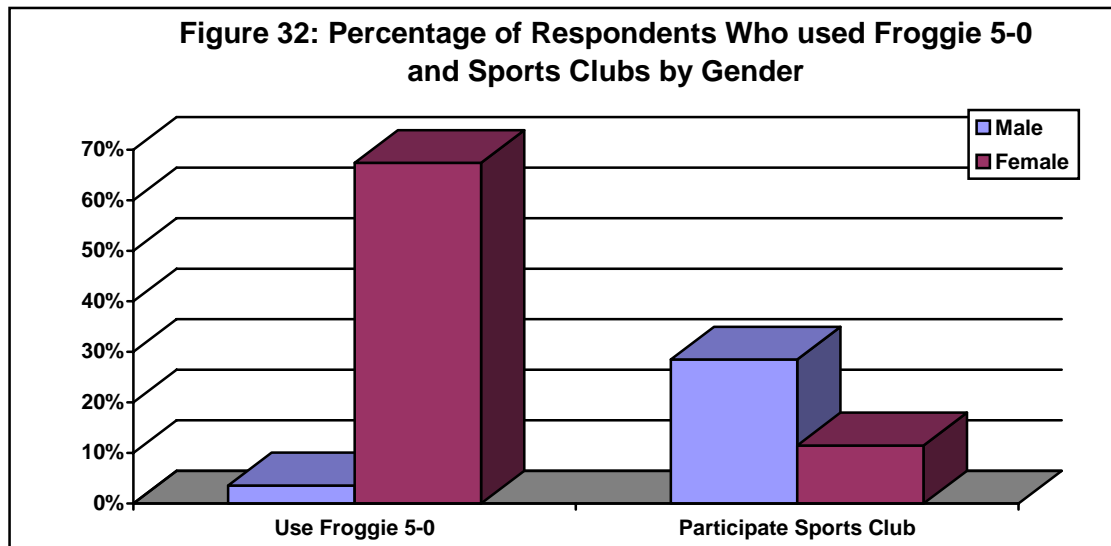
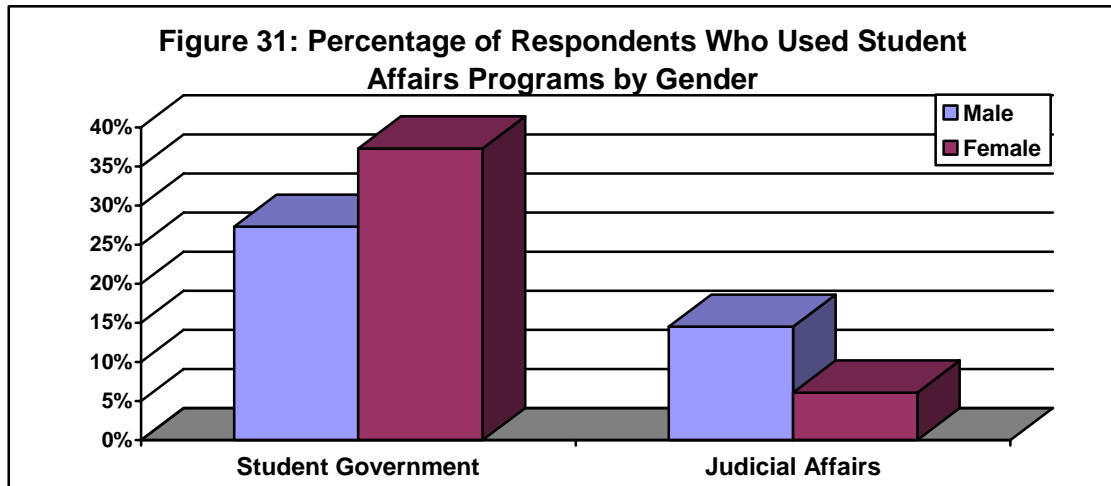
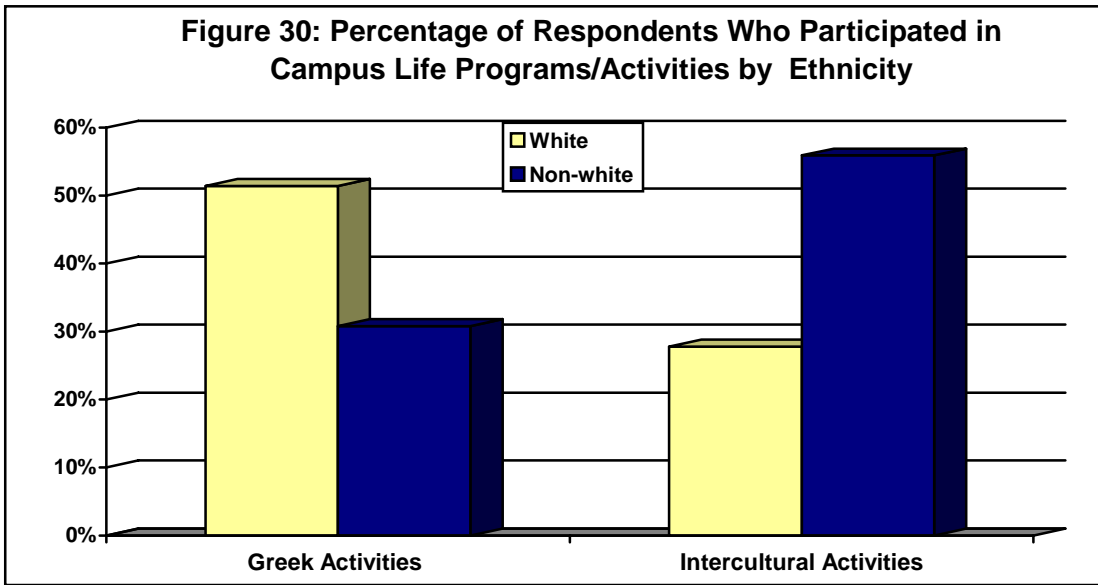


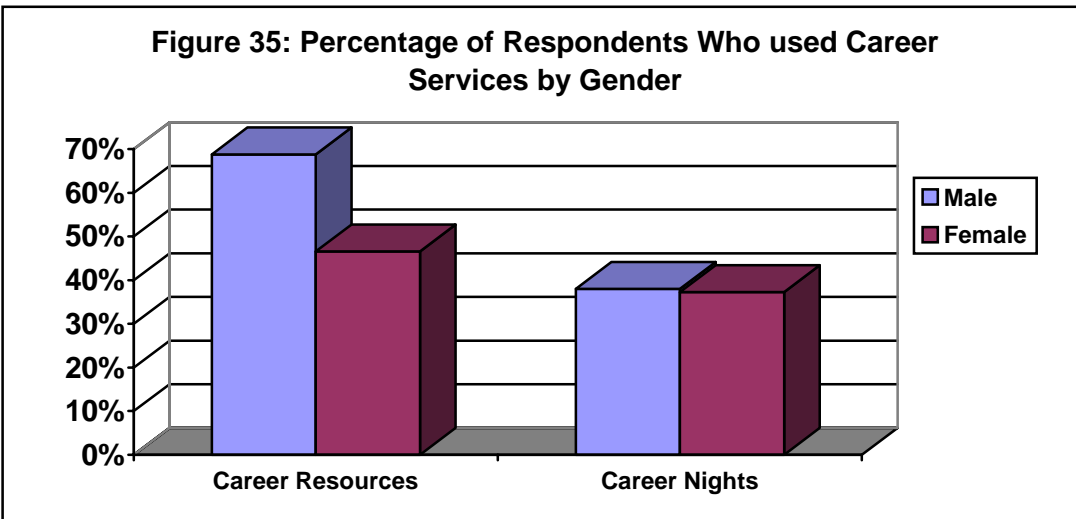
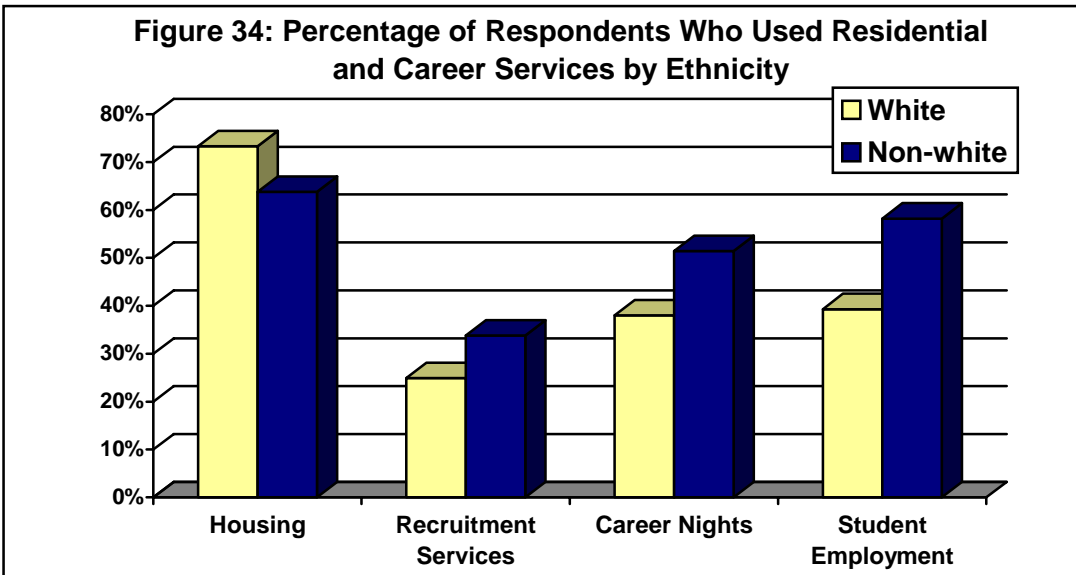
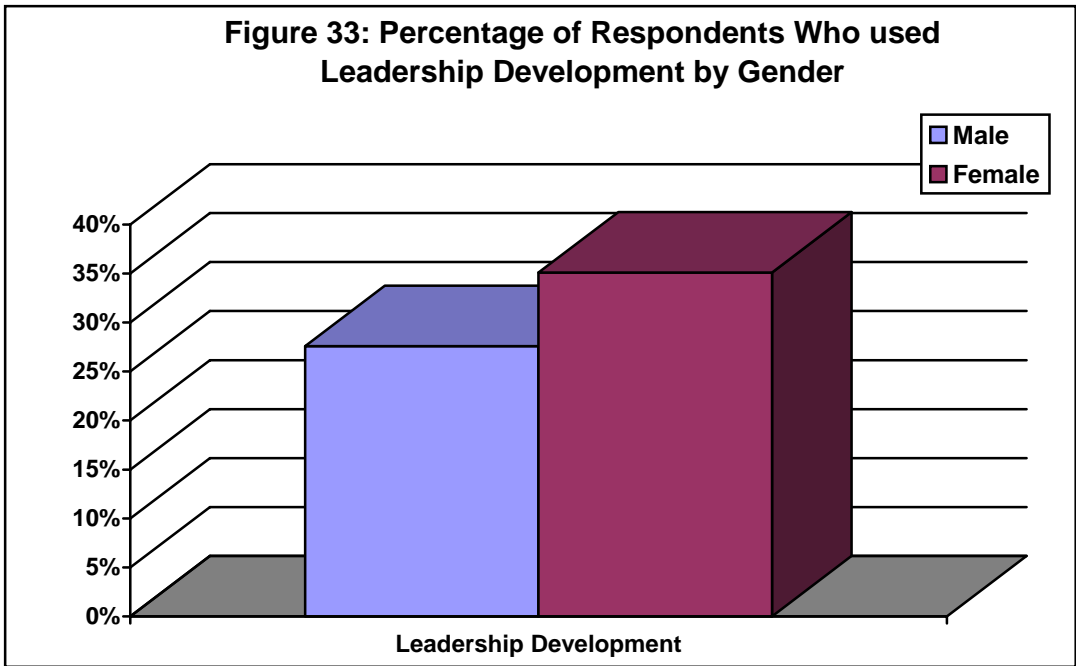
**Figure 28: Percentage of Respondents Who used University Career Services and Rated as Good or Very Good**

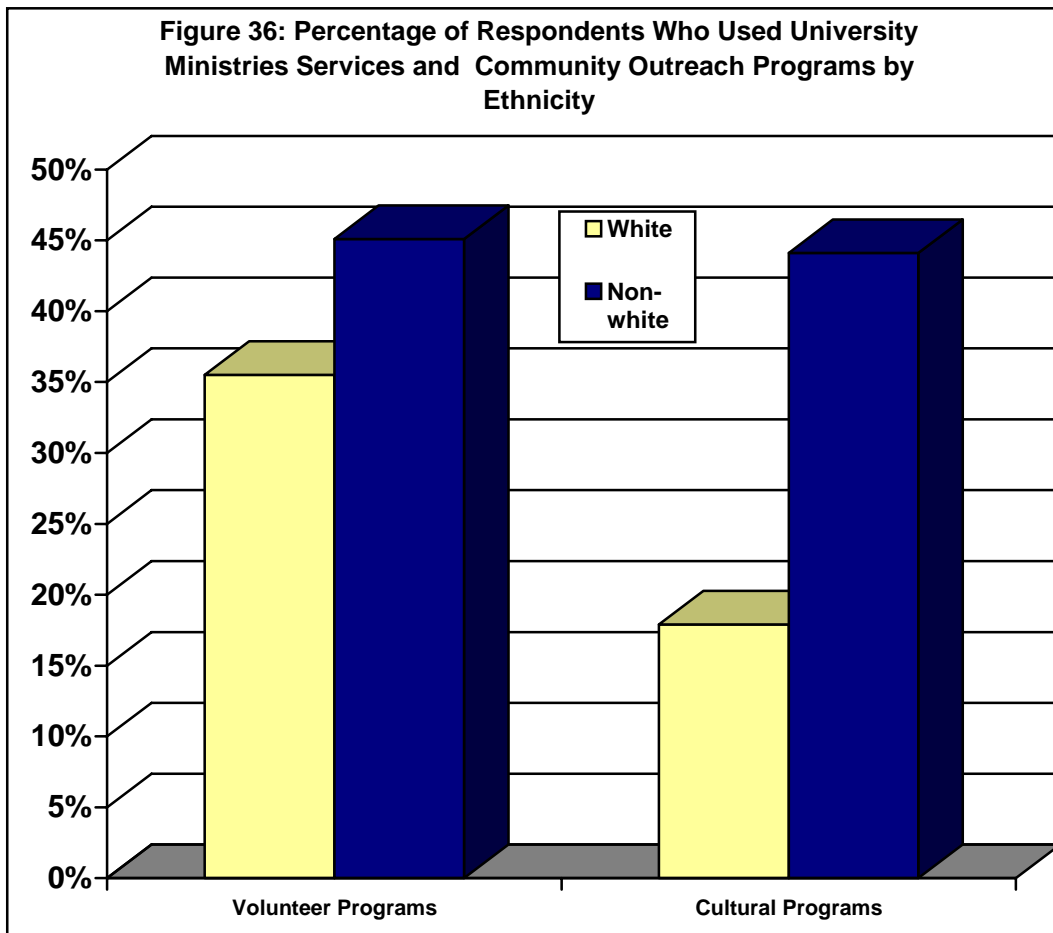


**Figure 29: Percentage of Respondents Who used University Ministry Programs and Office of Service Learning and Community Outreach Programs and Rated as Good or Very Good**









#### Open-Ended Questions

Graduating seniors were also asked, by open-ended question, if there was anything else they wanted to say about their experiences at TCU. The vast majority of students who responded to this question commented that their time at TCU was great and that they were happy that they had spent their college years here. Overall, 78% of the comments were classified as positive, and 22% were classified as negative. Some respondents who answered this question had some specific criticisms about some aspects of TCU. There were six issues that were brought up by students most often. These were parking, tuition increases, Greek influence, professors, diversity, and food. The most common complaints about TCU had to do with parking and tuition. Specifically, that there is not enough parking for students, and that it would often take large amounts of time to find a parking place before classes. Respondents had issues with both commuter parking and resident parking. The cost and tuition of attending TCU was listed as a concern by the same number of students concerned about parking. Specifically, many respondents had issues with tuition increases during their years at TCU and found these tuition increases unexpected. Respondents suggested that students should be given an estimate

of tuition increases when starting at TCU, grandfathering in tuition costs so that students pay the same tuition the whole time they attend, and increasing scholarships along with tuition, so that students do not have to drop out because of lack of funds. To quote one student, "I wish that academic scholarships would raise proportionally each year with tuition. It would help the retention rate if excellent students didn't feel less and less financially supported by the University." Another student said, "The rate at which tuition was increased each semester/year was pretty outrageous. I am paying about 95% of my college expenses and it became very difficult very quickly to cover the increase in tuition to be able to remain enrolled each semester."

Several respondents also reported that Greek influence on campus was too large, specifically that those who are not involved in Greek organizations often feel alienated or left out. Said one student, "One of the major negative aspects about TCU I tell people is how prominent and stifling Greek life is for non-Greek students." Several other students voiced similar sentiments.

Professors were highly regarded by many of the students, many of whom reported enjoying the accessibility and friendliness of the professors. While there were a couple of students who said that there were some professors who were not good, most students who commented on the professors had positive things to say about them. As one student said, "what makes TCU totally worth every penny are those special professors that make you feel as if you were their only student by being available all the time."

Many graduating seniors felt that TCU was lacking in ethnic diversity, and that an increase in diversity would be beneficial to the school. Students also suggested that TCU needs more intercultural activities, and activities that unite the student body.

Numerous graduating seniors were unsatisfied with the food on campus. Several of these respondents said that the food was too expensive, and several more said it was too expensive for the quality of food that is provided. Other respondents noted that there was not enough variety in food choices. As one graduating senior put it, "Dining Services doesn't need repair, it needs overhaul. It's criminal to charge as much as Sodexo does for the quality of food and service students receive."

Interestingly, the most common topics of comments about TCU in the graduating senior survey were also the most common topics brought up by students in other studies, including surveys of recent alumni, and focus groups involving entering freshmen. In several studies conducted at TCU the issues of parking, tuition increases, Greek influence, professors, diversity, and food have been important.

## Conclusion

Overall, the TCU graduating seniors who responded to the survey were satisfied with their experiences at TCU both in and out of the classroom. Over two-thirds of respondents completed their degree within four years, a figure that is about one-third higher than the current four-year graduation rate for TCU. This elevated rate is likely a reflection of the self-selection process involved in completing the survey. Respondents who did not complete their degree in four years most commonly attributed their delayed graduation to problems with their major, including changing major, or double major. A majority of respondents rated their academic experiences as good or very good. The number of students who used Student Affairs services or activities varied, however among the students who used them most activities and services were rated favorably. Not surprisingly, the lowest rated activities and services were the involuntary programs such as Alcohol and Drug Education and Judicial Affairs/Discipline.

There were some significant gender and ethnic differences among respondents relating to some aspects of the survey. Specifically there were some ethnic differences among respondents for point of entry to TCU, housing, and the use of some of the Academic Support and Student Affairs programs and services. There were significant gender differences among respondents for housing, time to degree, income among full-time employees, college, and the use of some Student Affairs programs.

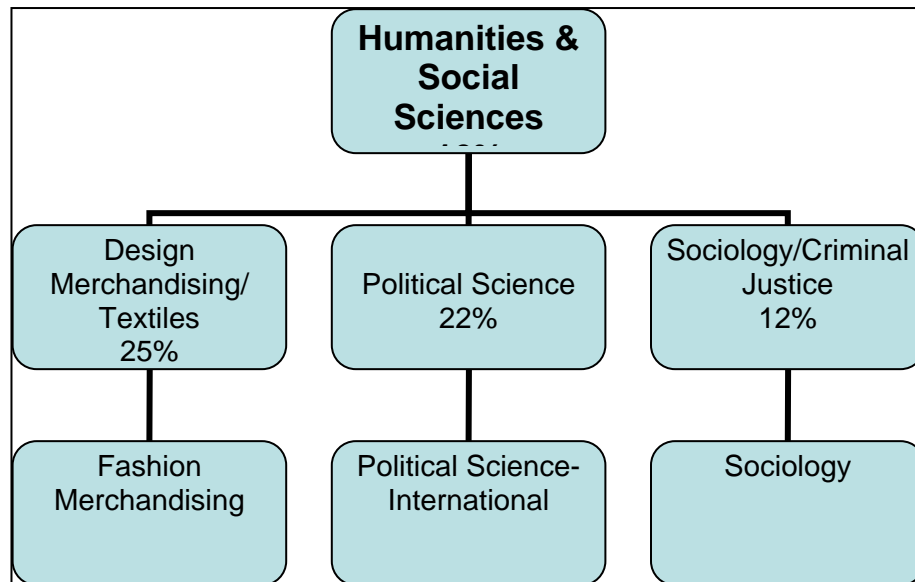
When asked an open-ended question regarding whether there was anything else they wanted people at TCU to know about their experiences, the vast majority of respondents commented on how much they enjoyed their time at TCU. The most common topics brought up by students other than their enjoyment of TCU were parking, tuition increases, Greek influence, professors, diversity, and food. While the comments about the professors indicate that the students are very happy with the professors at TCU, the other common topics brought up by these respondents may indicate some areas that could be improved, as these topics have been brought up frequently in studies of the university.

Some care must be taken in generalizing the results of this report to the entire population of TCU baccalaureate graduates. The inability to include some graduates because of inadequate e-mail addresses, as well as the self-selection process of deciding whether or not to complete the survey may introduce bias into the results. Consequently, this document should be used as a starting point for further exploration and evaluation

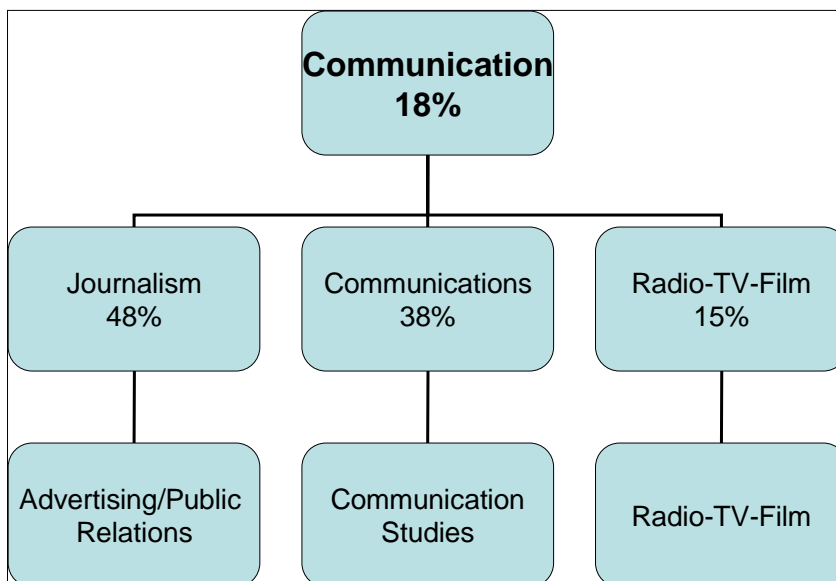
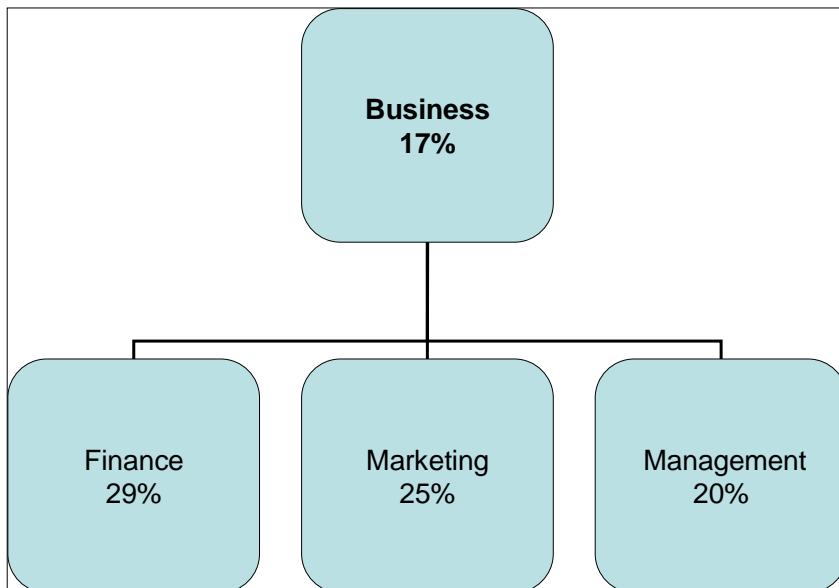
of areas in which TCU would like to maintain or improve its programs and services rather than an assessment of TCU programs and services.

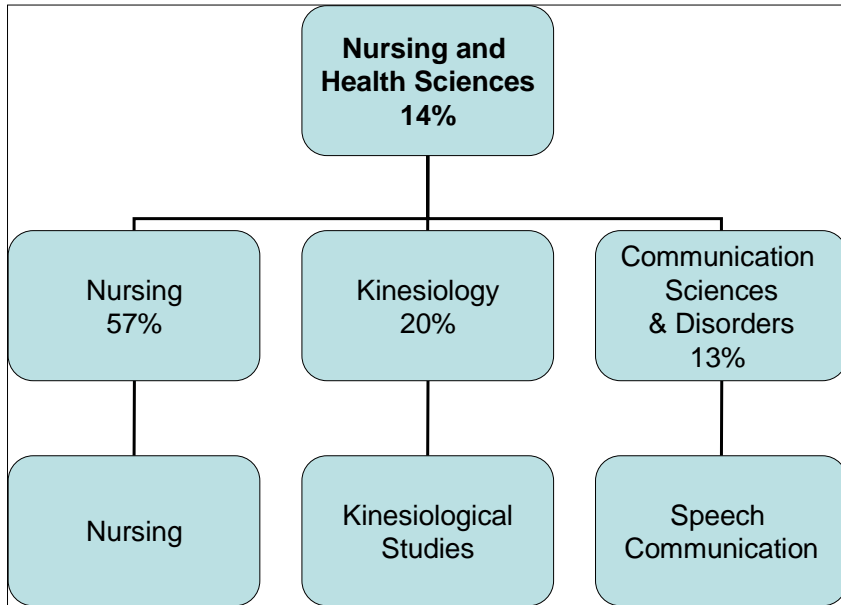
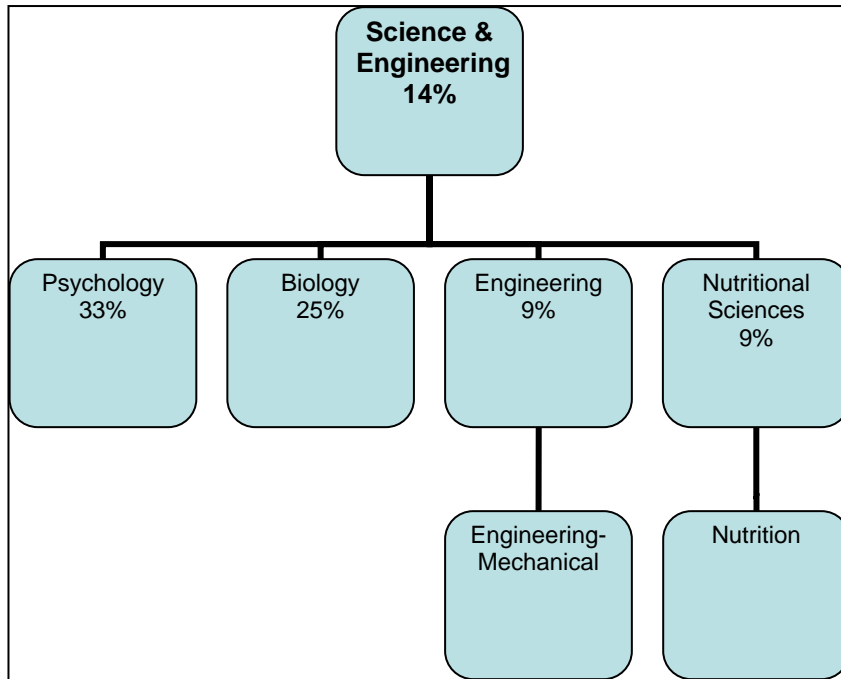
## Appendix A

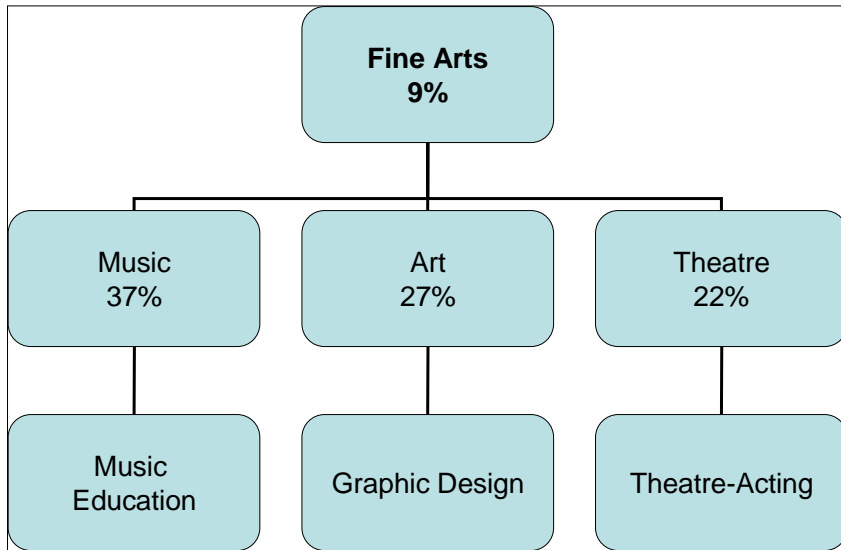
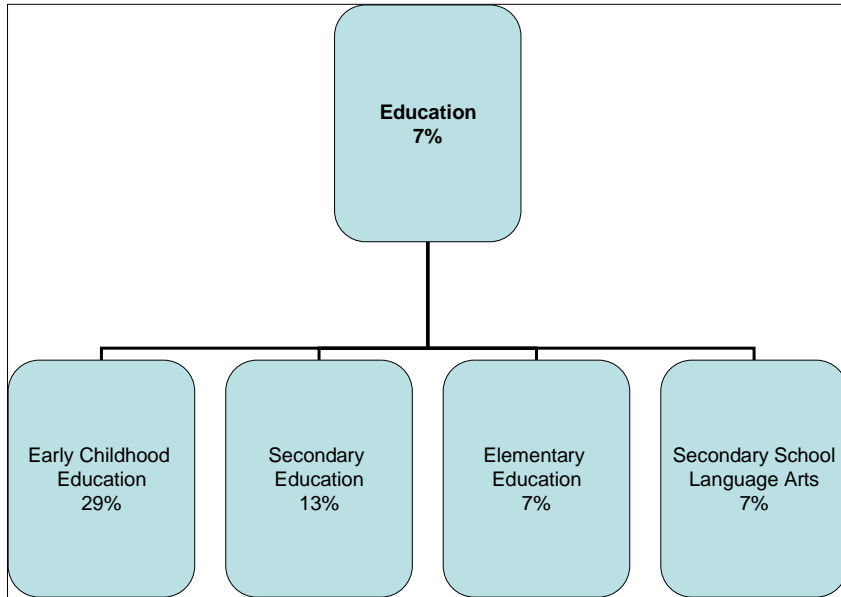
Most common department and major within each college/school as reported by graduating seniors<sup>1</sup>.



<sup>1</sup> The first box of each diagram displays the percentage of the overall sample from this college/school. The lower boxes represent the top three most common departments within that college/school, with the percentage of respondents from that college/school representing that department. Below that is the most common major from these departments.







## Appendix B

## Ratings of TCU Services and Activities among Respondents who used them

	N	% Good or Very Good	% Fair	% Poor or Very Poor
<b>Academic Experience</b>				
Quality of Major instruction	833	93.3	4.9	1.8
Quality of Minor instruction	437	82.6	15.1	2.3
Quality of instruction outside major/minor	717	79.5	17.7	2.8
In-class faculty interactions	835	94.8	4.4	0.8
Outside class faculty interactions	834	88.0	10.4	1.5
Major academic challenge	819	91.6	7.1	1.4
Outside major academic challenge	702	76.8	20.4	2.8
Academic advising	831	54.0	23.0	23.0
<b>Class Size</b>				
	N	Right	Too Small	Too Big
Size of major classes	829	91.5	1.7	6.8
Size of minor classes	440	87.7	1.6	10.7
Size of Classes outside major/minor	717	84.4	1.0	14.6
<b>Perception of Academic Courses</b>				
	N	% Good or Very Good	% Fair	% Poor or Very Poor
Course requirement information in major	812	85.6	11.8	2.6
Information about courses outside major	715	79.6	17.6	2.8
Range of courses in major	805	68.6	21.2	10.2
Range of courses outside major	726	76.6	20.2	3.2
Required course availability in major	822	66.5	18.9	14.6
Required course availability out of major	724	63.7	28.7	7.6
Major class relevance to career goals	746	85.6	11.1	3.3
Out of major class relevance to career goal	655	48.2	38.2	13.6
<b>Perception of Classrooms, Labs, and Equipment</b>				
Classroom Facilities	825	91.3	7.2	1.5
Classroom Equipment	824	87.6	10.4	2.0
Computer Labs	778	88.7	8.7	2.6
Science Labs	553	82.8	15.9	1.3
Other Labs	415	88.7	9.6	1.7
<b>Academic Support Services</b>				
Library	806	91.9	7.5	0.6
Computer Laboratories/Services	759	87.1	11.1	1.8
Center for Academic Services	381	84.0	14.4	1.6
Registrar's Office	730	71.8	24.0	4.2
Scholarships/Financial Aid	597	76.7	17.9	5.4

	N	% Good or Very Good	% Fair	% Poor or Very Poor
<b>Student Affairs Programs and Services</b>				
Greek Life & Activities	369	82.9	13.6	3.5
Non-Greek Student Orgs	549	80.0	19.3	0.7
Student Government	254	59.5	30.7	9.8
Intercultural Events	233	75.1	24.0	0.9
Judicial Affairs/Discipline	65	52.3	30.8	16.9
<b>Student Development Services</b>				
Leadership Development Programs	235	77.9	19.1	3.0
Campus Mentors	60	83.3	11.7	5.0
Peer Education Programs	41	78.0	17.1	4.9
Alcohol and Drug Education	102	72.6	22.5	4.9
Women's Resource Center	70	85.7	10.0	4.3
<b>Froggie 5-0</b>	369	75.6	16.0	8.4
<b>Recreational Sports</b>				
Intramurals	378	85.0	12.0	3.0
Sports club	115	80.9	17.4	1.7
Fitness	693	98.3	1.3	0.4
<b>Health Services</b>				
Health Center	680	58.8	29.4	11.8
Counseling Center	186	69.3	19.9	10.8
<b>Residential Services</b>				
Dining Services	694	43.1	40.3	16.6
Housing	574	72.1	25.1	2.8
Residential Programming	18	61.1	22.2	16.7
<b>University Career Services</b>				
Career Center	17	76.4	11.8	11.8
Workshops	19	63.2	26.3	10.5
Student Employment	19	68.4	21.1	10.5
Recruitment Services	24	37.5	37.5	25.0
Career Nights	21	52.4	33.3	14.3
<b>University Ministries</b>				
Religious Programs	15	86.7	13.3	0.0
Cultural Programs	13	84.6	15.4	0.0
Volunteer Programs	11	63.6	27.3	9.1

## Appendix C

**Graduating Senior Survey**

**Congratulations on your upcoming graduation from TCU! We will be proud to have you as a Horned Frog Graduate! We hope you are too. We want to ask you a few questions about your experience at TCU. What YOU think is important! And, it will help TCU be a better place for future frogs. Please take 10-15 minutes of your time to help us. Participation in this survey is voluntary and all individual responses are confidential. No individual identifying information will be released at any time.**

**If you could do it over, would you come to TCU? (Please select one.)**

- Yes, I would choose TCU again*  
 *No, I would choose another university*  
 *No, I would not go to college*

**Would you recommend TCU to other considering college today?**

- Yes, I would definitely recommend TCU.*  
 *I would probably recommend TCU*  
 *I would NOT recommend TCU*

**Assessment of Programs and Services**

**TCU's programs and services are shaped by your opinions. Please select the response which best represents your personal experiences.**

**Academic Programs and Services**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
Academic Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions with faculty in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interactions with faculty outside the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Quality of Instruction**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Level of Academic Challenge**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Size of classes**

	<i>Too large</i>	<i>Too small</i>	<i>About right</i>	<i>Not Applicable</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Availability of required courses (Able to enroll when I wanted/needed to enroll)**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Range of Courses from which to choose**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Information about course requirements**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Relevance of classes to career goals/objectives**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
In Primary Major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Secondary Major (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In Minor (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outside major or minor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Classroom**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NA</i>
Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Lab Facilities**

	<i>Very Poor</i>	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>NOT USED</i>
Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Time to Finish**

**Did it take you more than 4 years to complete your bachelor's degree?**

- Yes  
 No

**Please rank the factor that contributed the MOST to prolongation of your undergraduate experience.**

- I switched majors*  
 *I pursued a double-major*  
 *I took a reduced course load*  
 *I had to retake one or more courses*  
 *I did not seek help from my advisor*  
 *My academic advisor misadvised me*  
 *Did not receive full credit for prior (transfer) work*

- My required courses were not available*
- I participated in an Internship or Co-op work experience*
- I participated in Study Abroad*
- I did not enroll in one or more semesters*
- I withdrew during one or more semester*

*Other, please specify*

**Please rank the factor that contributed the SECOND MOST to prolongation of your undergraduate experience.**

- I switched majors*
- I pursued a double-major*
- I took a reduced course load*
- I had to retake one or more courses*
- I did not seek help from my advisor*
- My academic advisor misadvised me*
- Did not receive full credit for prior (transfer) work*
- My required courses were not available*
- I participated in an Internship or Co-op work experience*
- I participated in Study Abroad*
- I did not enroll in one or more semesters*
- I withdrew during one or more semester*

*Other, please specify*

**Please rank the factor that contributed the THIRD MOST to prolongation of your undergraduate experience.**

- I switched majors*
- I pursued a double-major*
- I took a reduced course load*
- I had to retake one or more courses*
- I did not seek help from my advisor*
- My academic advisor misadvised me*
- Did not receive full credit for prior (transfer) work*
- My required courses were not available*
- I participated in an Internship or Co-op work experience*
- I participated in Study Abroad*
- I did not enroll in one or more semesters*
- I withdrew during one or more semester*

*Other, please specify*

**If you did not enroll, or you withdrew in one or more semesters, please indicate the factor (s) that led to this decision:**

- Lack of financial resources to continue*
- Medical/health reasons*
- Other personal or family problems*
- Wasn't sure if I wanted to continue at TCU*

*Other, please specify*

### Use Academic Services

**How often did you use the following services**

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Computer Laboratories/Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for Academic Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar's Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships/Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Academic Services

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Laboratories/Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Center for Academic Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registrar's Office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships/Financial Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use Campus Life

How often did you use the following services?

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Judicial Affairs/Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Government/ Programming Council Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek-Life & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Greek Student Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Campus Life

How would you rate each of these services

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Judicial Affairs/Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Government/ Programming Council Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek-Life & Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Greek Student Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use Student Development Services

How often did you use the following services

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Intramurals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Club Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol and Drug Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Froggie 5-0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Development Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Resource Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Student Development Services

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Intramurals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Club Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alcohol and Drug Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Froggie 5-0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer Education Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Development Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Resource Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use Health Services

How often did you use the following services?

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Health Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Health Services

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Health Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use Residential Services

How often did you use the following services?

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dining Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Residential Services

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential Programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dining Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use Career Services

How often did you use the following services?

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Career Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops (Sophomore Spotlight, Junior Jumpstart, Senior Conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Nights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate Career Services

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Career Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Workshops (Sophomore Spotlight, Junior Jumpstart, Senior Conference)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Nights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Use University Ministries

How often did you use the following services?

	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Religious Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Rate University Ministries

How would you rate each of these services?

	<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Very Good</i>	<i>N/A</i>
Religious Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Study Abroad

Did you study abroad?

- Yes  
 No

Do you have a better understanding of the country and culture where you studied?

- Yes  
 No

In what way(s)? For example, did your experience increase your understanding of the country's people, values, culture, economy, political, and/or social environment? If not, why not?

Did you develop tolerance, flexibility, and/or a positive attitude during your experience abroad?

- Yes  
 No

Please explain. Was there a particular situation, such as changes in accommodation, diet, conversational style with others, customary practices, transportation? How did you handle it?

Did you feel that your values were questioned while abroad, and did you reflect on them?

- Yes  
 No

Please explain. Was there a particular situation, such as criticisms about US individualism and materialism, questions on U.S. political issues, complaints about U.S. habits and norms, stereotypes about U.S. behavior? How did you handle it?

Did you demonstrate resourcefulness, creativity or problem solving skills, or people skills?

- Yes  
 No

Please explain. Was there a particular situation, such as getting lost, not knowing how to call home, negotiating with someone who was upset, communicating in a foreign language? How did you handle it?

Did your sense of accomplishment, ability to be self-reliant, and self-esteem change as a result of your international experience?

- Yes  
 No

**Please explain. Was there a particular situation, such as living in an unfamiliar city, solving a particular problem, or interacting with someone new? What, if anything, did you learn from it.**

**It is not unusual for students to claim that studying abroad changed their lives. Do you believe your life is different because of studying abroad?**

- Yes  
 No

**Why or why not?**

**Is there anything else you would like us to know about your study abroad experience?**

### **Internships**

**During your time at TCU did you participate in an internship?**

- Yes  
 No

**Did you receive academic credit for your internship?**

- Yes  
 No

**How many academic credit hours did you receive for your internship?**

- 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9  
 10

*More than 10 (please specify)*

**Did you receive pay for the internship?**

- Yes  
 No

**How much did you get paid per hour? (Please round to the nearest dollar.)**

- Less than \$5.00*  
 \$6-7  
 \$8-9  
 \$10-11  
 \$12-13  
 \$14-15  
 \$16-17  
 \$18-19  
 \$20 or more

**How many hours a week did you work in the internship?**

**Did you complete a second internship while at TCU?**

- Yes  
 No

**Did you receive academic credit for your second internship?**

- Yes  
 No

**How many academic credit hours did you receive for your second internship?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

*More than 10 (please specify)*

**Did you receive pay for the second internship?**

- Yes
- No

**How much did you get paid per hour? (Please round to the nearest dollar.)**

- Less than \$5.00*
- \$6-7
- \$8-9
- \$10-11
- \$12-13
- \$14-15
- \$16-17
- \$18-19
- \$20 or more

**How many hours a week did you work in the second internship?**

**Did you complete a third internship while at TCU?**

- Yes
- No

**Did you receive academic credit for your third internship?**

- Yes
- No

**How many academic credit hours did you receive for your third internship?**

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

*More than 10 (please specify)*

**Did you receive pay for the third internship?**

- Yes
- No

**How much did you get paid per hour? (Please round to the nearest dollar.)**

- Less than \$5.00*
- \$6-7
- \$8-9

- \$10-11
- \$12-13
- \$14-15
- \$16-17
- \$18-19
- \$20 or more

**How many hours a week did you work in the third internship?**

### **Post Graduation Plans**

**Where do you plan/hope to live after graduation from TCU?**

- Texas
  - My home state (if other than Texas)
  - Other U.S. state
  - Other U.S. territory
  - Other country
- Other, please specify*

**Please check the area where you are most likely to live in Texas after graduation from TCU.**

- Austin area
  - Dallas/Fort Worth area
  - El Paso area
  - Houston area
  - San Antonio area
- Other, please specify*

**What is your home state?**

**Other state- what state?**

**What U.S. territory?**

**What country?**

### **University Career Services**

**Did you use University Career Services while at TCU?**

- Yes
- No

**Please check all of the University Career services that you used while at TCU**

- Advice/assistance in choosing a major
- Advice/assistance in targeting a specific career or job
- Web of other job listings
- Resume and /or cover letter preparation or critique
- Resume included in Career Services resume database
- Interview preparation
- Mock interview
- Search for/application to graduate or professional school
- Job search assistance
- On-campus interview(s)
- TCU or MAC3 job fair(s)
- Attended Senior Conference
- Attended Junior Jumpstart
- Attended Sophomore Spotlight
- Attended workshop, residence hall, classroom, or organization presentation
- On-campus student employment
- Other

### **Primary Employment**

**Which of the following BEST describes your primary employment status following graduation at this time? (Please select ONE.)**

- I have accepted a full-time job.*
- Employed part-time, seeking full-time*
- Employed part-time, NOT seeking full-time*
- Unemployed, still seeking employment*
- Unemployed, NOT seeking employment*
- Committed to military service*
- Committed to 1 year or more of full-time voluntary service*
- I plan to attend graduate or professional school full-time*
- I plan to attend graduate or professional school part-time and am seeking a job related to my major or career interest*
- Other*

### **Full-time employment**

**Is this job related to your major?**

- Yes*
- No*

**What is/was your start date? (MM/YYYY)**

**Which of the following BEST describes how you feel about your current full-time employment situation**

- Very Happy*
- Happy*
- Neutral*
- Unhappy*
- Very Unhappy*

**Are you currently seeking different full-time employment?**

- Yes*
- No*

### **Full-time Employment Info**

**Current full-time position/title.**

**Employer**

**What is your organization's primary business activity?**

**What is the location of your job?**

**City**

**State**

**Current Full-time Salary per year: (please choose one)**

- Less than \$20,000*
- \$20,000-\$29,999*
- \$30,000-\$39,999*
- \$40,000-\$49,999*
- \$50,000-\$59,999*
- \$60,000-\$69,999*
- \$70,000-\$79,999*
- \$80,000 or more*

**Which of the following methods have you used to search for your FIRST post-graduation job? (Check all that apply).**

- Not applicable, attending graduate or professional school full-time*
- On-campus interview*
- TCU Career Services web job listings*
- Employer searched TCU resume database and contacted me*
- Contacted employer directly*

- Family/Personal contact*
- Faculty/ Academic Department Referral*
- TCU Career Services referral*
- Previously worked for employer (internship, volunteer, full or part-time job)*
- Responded to Newspaper classified ad*
- Responded to online job posting*
- Private employment agency*
- Public employment agency*
- TCU UCS Career Night*
- MAC3 Job Fair*
- Other Job Fair*
- None, have not begun job search*

### **Part-time Employment Info**

**Current part-time position/title.**

**Employer**

**What is your organization's primary business activity?**

**Where is your Part-time job located?**

City

State

### **Pursuing Education**

**I am enrolled or plan to enroll at the following educational institution:**

**I am seeking the following degree (choose one)**

- Bachelor's*
- Masters*
- Professional*
- Doctoral*
- Specialist*
- Teacher Certification*
- Other (please specify)*

**My field of study is**

### **Military**

**To what branch of the military are you committed?**

- Air Force*
- Army*
- Coast Guard*
- Marines*
- Navy*

### **Voluntary**

**To what type of full-time voluntary service have you committed?**

- Peace Corps*
- AmeriCorps*
- Teach for America*
- Other*

### **Personal Information**

**I entered TCU as a**

- Freshman*
- Transfer student from a junior or community college*
- Transfer student from another private 4-year university*
- Transfer student from a public 4-year university*

**Please indicate the number of semesters you lived in each of the following housing arrangements while at TCU:**

- Residence Hall
- Sorority/Fraternity
- Roommate(s) off-campus
- Alone off-campus
- With parents
- With spouse/partner
- With other family
- Other
- My PRIMARY major at TCU was
- My SECONDARY major (if applicable) at TCU was
- My minor (if applicable) at TCU was

### **Demographics**

#### **Gender**

- Male*
- Female*

#### **Ethnicity**

- American Indian/Alaskan Native*
- Asian/Pacific Islander*
- Black, non-Hispanic*
- Hispanic*
- White, non-Hispanic*
- Nonresident Alien*
- Prefer not to respond*
- Other (please specify)*

#### **Year of Birth**

#### **Comments**

**Other things I would like you to know about my years at TCU.**

**Thank you for completing the Graduating Senior Survey!**