

Alumni Survey Fall 2010



The Office of Planning and Institutional Effectiveness

Prepared Spring 2011

Executive Summary

During the fall semester of 2010, the Office of Planning and Institutional Effectiveness surveyed alumni who graduated between the fall 2007 and summer 2009 (AY 2008 and AY 2009) with viable home addresses using an online survey instrument with contacts made through postal mail. Additionally, alum with valid e-mail addresses on file were also contacted electronically regarding participation in the survey. Out of the target population of 3,368, only 3,057 had viable postal addresses (response rate determined using accessible population). A total of 542 surveys were completed, comprising a response rate of 18%. Though a larger response would be ideal, 18% is above the best practices recommended number of respondents (approximately n=350) for a robust, representative sample of a population of this size. The questionnaire consisted of six sections: (1) first generation in college status, (2) impact of the University, (3) satisfaction with general college experiences, (4) satisfaction with the major, (5) employment and/or educational experiences after graduation, and (6) comments. Each alumnus was numerically coded using randomly generated access codes to gain entry into the online survey. After the surveys were completed, the numbers were matched to the alumni records, and the demographic profiles were merged with survey responses.

Overview of Alumni Findings

- Analysis of the 15 undergraduate “impact” questions revealed that 5 of the 15 impact items reflected a combined moderate to major impact rating of 75%.
- TAMU-CC alumni are generally satisfied with most of their experiences on campus. Five of these items exceeded 90% combined satisfaction: (1) individual attention from faculty, (2) the overall quality of instruction, (3) institution’s ability to make students feel welcome, (4) overall education at TAMU-CC, and (5) overall safety of the campus.
- 93% of respondents are satisfied with their “overall education at TAMU-CC”. 94% of respondents would definitely or probably recommend TAMU-CC to a prospective student.
- Respondents reported overwhelming satisfaction with experiences in their majors. Seven of the eleven items in this portion of the questionnaire received a combined satisfaction rating of 90% or higher: (1) the interest in the welfare of students by faculty in your major, (2) the quality of instruction in your major, (3) the academic challenge of coursework in your major, (4) the mutual respect between students and faculty in your major, (5) the preparation of faculty in your major for their courses, (6) the fairness of grading practices in your major, and (7) the feedback from faculty in your major on your academic progress. Only one item in this portion fell below the recommended 75% combined satisfaction, which was “The frequency that required courses were offered in your major” at 74%.
- 89% of alumni report that their major at TAMU-CC satisfied their primary purpose for enrollment at the institution.
- 72% of respondents are employed full-time, including 17% who report that they are enrolled in college in addition to working full-time. 61% are employed somewhere in the Coastal Bend area of Texas.
- Many alumni took the time to provide open commentary. The most frequently mentioned theme when asked how the University could remain part of the alumni’s lifelong learning process was a strong interest in returning if TAMU-CC offers a program or coursework that fits the schedules and professional needs of the alumni.

BACKGROUND

As of this report, Texas A&M University-Corpus Christi has conducted eight alumni surveys over the past 20 years. The University conducted one sample survey of alumni in 1989 using a proprietary instrument designed by the Educational Testing Service (ETS), which interfaced with surveys of faculty and students. This same survey design, using the ETS instruments for alumni, faculty, and students, was used again in 1998. In each of these instances, random samples of all known alumni were drawn and the size of the samples was approximately 400 persons. The random samples covered a large number of graduating classes and thus a long history of former students. The feedback provided by these studies was of limited utility due to low response rates (less than 20%) coupled with the broad experiences of numerous graduating classes represented by the respondents.

The Office of Planning and Institutional Effectiveness tried a new approach to surveying alumni in fall 2000 by electing to survey recent graduates. This approach in survey design was used again biennially from 2002 - 2008, proving to be successful in collecting data from a census rather than from random sampling. In 2010, the Office of Planning and Institutional Effectiveness continued with the census approach in surveying alumni. The graduating classes of academic years 2007 – 2008 and 2008 – 2009 were selected for the 2010 study.

In 2006, the Alumni were sent the paper questionnaire, in addition to a randomly generated code and link to take the Alumni Survey online using Inquisite software. The response rates in this pilot study (40%) indicated that sending the code and survey link to the online questionnaire was a viable option of reaching the alumni.

METHODOLOGY

In previous years, a four page, color booklet questionnaire, was sent to alum. However, in 2010, it was decided that the response rates did not justify the expense of the paper booklet. To this end, contacts were made via postal mail and e-mail to direct alumni to an online link for participation. The first contact was a presidential invitation, followed by the four additional contacts providing the address to think link for the survey, as well as an individual randomly generated access code to each alum. E-mail contacts were made to individuals who had e-mail addresses on file as well, with the link to the survey and individual randomly generated access code. The code number helped facilitate multiple mailings by identifying responders, as well as allowing the Office of Planning and Institutional Effectiveness to accurately ascertain demographic and major data to link to the survey responses.

The Office of Institutional Advancement supplied a total of 3,361 alumni addresses, of which 3,057 were viable addresses. The addresses were mostly Texas residences (~94%), but there were 43 other states, several APO boxes, and many foreign countries represented.

Survey administration followed the Dillman “Total Design Method”, using five mailings, sent first class with the endorsement “Return Service Requested”. The first mailing, which was sent out on September 20, 2010, was an invitation letter from TAMU-CC President, Dr. Flavius Killebrew. The second mail out was a letter with the address to complete the online questionnaire from Dr. Bridgette Hardin, Associate Director for Institutional Effectiveness on October 4, 2010. A postcard reminder was the third mail out, sent on October 22, 2010, and on

November 15, 2010 the fourth mail out, a reminder letter, was sent to the non-responders. The final mail out was sent on December 10, 2010. Along with the paper notifications, individuals with valid e-mail addresses received information about the survey via e-mail on October 4th, October 22nd, and December 10th.

Of the accessible population of 3,057, a total of 542 usable online surveys were completed. The final response rate was 18%. The table below outlines the final disposition of the study.

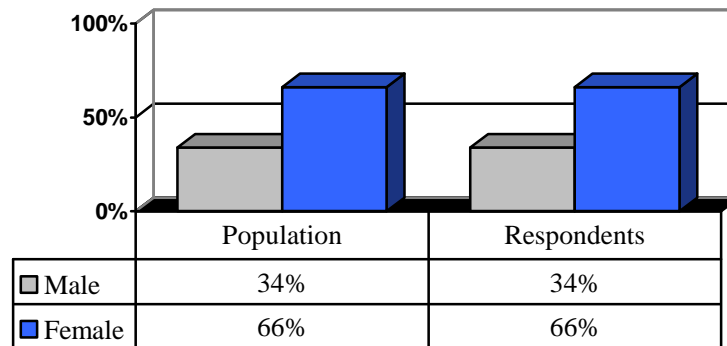
Table 1 – 2010 Alumni Survey Response Rate

Original Population	3,361
Un-deliverable surveys	304
Accessible Population	3,057
Usable online surveys received	542
Response Rate, based on accessible population	18%

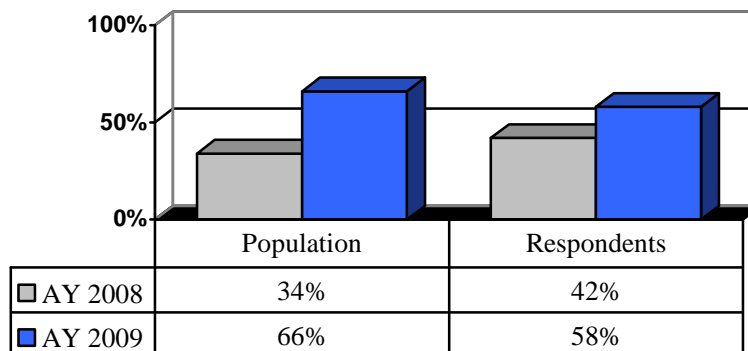
DEMOGRAPHICS OF RESPONDENTS

The following graphs illustrate the demographic characteristics of the respondents, which were provided by the Office of Institutional Advancement and merged with the survey responses. The respondent population is very similar to the accessible population. The genders responded in direct proportion to the accessible population as a whole. There were fewer graduates in AY 2008 than in AY 2009, and a similar gap occurs among the respondent population. There was proportionately slightly more Graduate alum than the accessible population, but the majority of respondents were Undergraduate.

Graph 1 – Gender, in Valid Percent



Graph 2 – Graduating Class, in Valid Percent



Graph 3 – Respondent Level, in Valid Percent

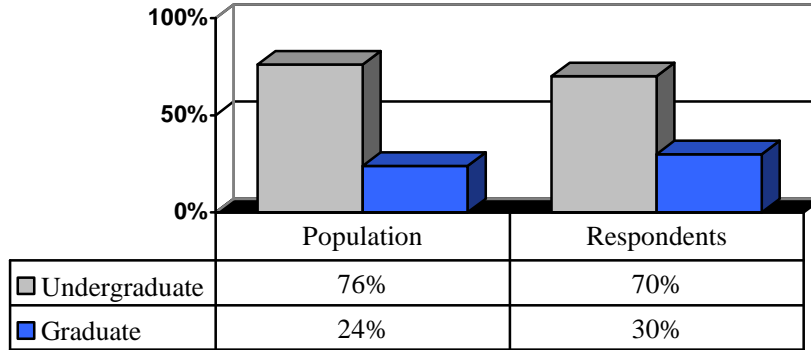


Table 2 – Frequency and Percentage of Majors Represented by Respondents

	Frequency	Valid Percent
Accounting	20	3.7
Art	1	0.2
Athletic Training	2	0.4
Biology	32	5.9
Biomedical Sciences	17	3.1
Business Administration	22	4.1
Chemistry	13	2.4
Communications	30	5.5
Computer Science	11	2.0
Counseling & Educational Psychology	9	1.7
Counseling & Guidance	16	3.0
Counselor Education	1	0.2
Criminal Justice	18	3.3
Curriculum & Instruction	1	0.2
Early Childhood Education	2	0.4
Economics	1	0.2
Educational Administration	7	1.3
Educational Leadership	5	0.9
Educational Technology	9	1.7
Electrical Engineering Technology	1	0.2
Elementary Education	4	0.7
English	15	2.8
Environmental Science	9	1.7
Finance	8	1.5
General Business	9	1.7
Geology	4	0.7
Geospatial Surveying Engineering	2	0.4
Geographic Information Sciences	2	0.4
Geomatics	3	0.6

Health Sciences	10	1.8
History	12	2.2
Interdisciplinary Studies	7	1.3
IS – Bilingual Education	6	1.1
IS – Early Childhood Education	1	0.2
IS – Generalist EC-4	21	3.9
IS – Special Education EC-12	5	0.9
Kinesiology	22	4.1
Management	22	4.1
Management Information Systems	1	0.2
Mariculture	1	0.2
Marketing	14	2.6
Mathematics	6	1.1
Mechanical Engineering Technology	1	0.2
Music	6	1.1
Nursing	40	7.4
Nursing – Family Nursing Practitioner	6	1.1
Nursing – Leadership	7	1.3
Nursing - Practitioner	2	0.4
OCTD	13	2.4
Political Science	7	1.3
Psychology	25	4.6
Public Administration	9	1.7
Reading	1	0.2
Secondary Education	7	1.3
Sociology	6	1.1
Spanish	1	0.2
Special Education	3	0.6
Studio Art	1	0.2
Theatre	5	0.9

QUESTIONNAIRE

The questionnaire consists of six sections:

- First generation in college status
- Impact that the University has had on aspects of the respondent's life (Undergraduate only)
- Satisfaction with general experiences on campus
- Satisfaction with major
- Employment and/or educational experiences after graduation
- Miscellaneous/Comments

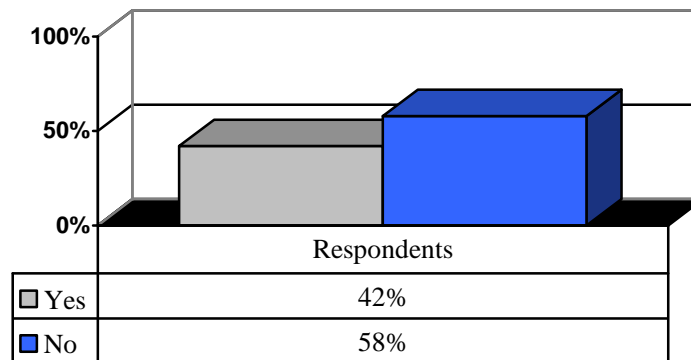
A total of 70 items make up the questionnaire. The majority of the questions are Likert-type scale response options. A copy of the online questionnaire is included at the end of this report.

SECTION 1 – RESULTS

FIRST GENERATION IN COLLEGE STATUS

In 2002, a new question was introduced to the survey and worded exactly as recommended by the Texas Legislative Budget Board: *Did either of your parents or guardian graduate from college?*

Graph 4 – Did either of your parents or guardian graduate from college?, in Valid Percent (n = 541)



Females were more slightly more likely than males to be a first generation graduate, with 59% of females reporting that neither of their parents/guardians graduated from college compared to 56% of males.

LEVEL OF IMPACT

The following questions are designed to measure certain general aspects of the undergraduate education and core curriculum. Therefore, only responses from undergraduate alumni were assessed. The question is worded: *Please indicate the level of impact your experiences (both education and social) at TAMU-CC have had on your attainment of the following items (Major Impact, Moderate Impact, Minor Impact, No Impact, Not Applicable).*

The following lists frequencies for each item, along with the results from the same questions from the 2008 administration. The far right column is the change in combined total impact from 2008 to 2010. The combined total impact is the percent of respondents who selected that the item had a “Major Impact” or “Moderate Impact”, which indicates a positive response from the alumnus.

A NOTE ON INTERPRETATION: As a general rule, when interpreting results of this study, the Office of Planning and Institutional Effectiveness advises that items with combined dissatisfaction scores of 25% or above indicate areas of concern. For assessment purposes, the Office of Planning and Institutional Effectiveness recommends that departments strive to achieve an overall positive impact rating of 75% or higher on a measured item. Results are rounded to the nearest tenth; therefore, items may not total 100.0%.

Table 3 – Level of impact experiences at TAMU-CC had on the attainment of the following

	Major Impact		Moderate Impact		Minor Impact		No Impact		Not Applicable*		Impact Diff. from '08 to '10
	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	
	%		%		%		%		%		
1. Acquiring a basic knowledge of the Liberal Arts	22	28	48	43	20	21	5	8	5	0	+1%
2. Reading and writing clear, correct English	30	28	36	39	23	23	6	9	5	0	+1%
3. Developing effective mathematical, quantitative skills	23	20	37	39	25	31	10	10	5	0	-1%
4. Developing the ability to make inferences by combining different ideas or facts	41	36	44	49	11	11	2	4	1	0	No Change
5. Developing basic computer literacy skills	32	24	32	36	23	25	8	16	5	0	-4%
6. Developing the ability to express yourself through speaking	38	37	40	38	15	17	4	8	3	0	-3%
7. Developing a commitment to personal health and fitness	18	18	24	26	26	31	24	26	7	0	+2%
8. Advancing an appreciation of the arts, music, and literature	21	19	26	23	30	35	17	23	7	0	-5%
9. Analyzing political and economic phenomena	18	19	32	30	32	32	14	18	4	0	-1%
10. Understanding the scientific method of analysis	28	29	37	37	21	25	8	10	6	0	+1%
11. Understanding the present as it relates to historical events/processes	21	21	41	40	26	30	8	9	3	0	-1%
12. Understanding professional and ethical principles	39	43	39	37	16	14	5	6	2	0	+2%
13. Understanding diverse cultures and values	36	38	33	34	22	18	7	10	3	0	+3%
14. Having tolerance for different points of view	41	41	38	37	16	14	3	7	2	0	-1%
15. Appreciating the need for formal and informal lifelong learning	57	52	31	33	9	10	3	5	2	0	-3%

* “Not Applicable” was not an option in the 2010 online questionnaire.

At least 75% of undergraduate respondents indicated a positive impact rating, with moderate to major impact, on the following items:

- Developing the ability to make inferences by combining different ideas or facts (85%)
- Appreciating the need for formal and informal lifelong learning (85%)
- Understanding professional and ethical principles (80%)
- Having tolerance for different points of view (78%)
- Developing the ability to express yourself through speaking (75%)

SATISFACTION WITH GENERAL EXPERIENCES ON CAMPUS

This portion of the questionnaire includes 22 items measuring satisfaction with general aspects of life at the University. The question reads: *As a result of your experiences at Texas A&M University-Corpus Christi, please rate your level of satisfaction with the following (Very Satisfied, Satisfied, Dissatisfied, Very Dissatisfied, Not Applicable)*. In 2008, the option “Not Applicable” was not available; instead, respondents were offered the option “No Opinion”. The percentage of “Very Satisfied” and “Satisfied” are added to create a combined satisfaction rating.

A Principal Components Factor Analysis has been used to identify the following two key constructs from within the general experiences portion of the questionnaire: (1) campus culture and (2) diversity. One item (campus safety) did not fit into either of the constructs, and it is listed separately in Table 6.

1. Satisfaction with Campus Culture

Alumni were generally satisfied with the campus culture, as indicated by the 18 items in Table 4. While half of the items in this construct experienced a small decrease in combined satisfaction, all but two items had combined ratings of 75% or greater. Item 36 regarding overall academic advising (new to the survey in 2010) had 73% combined satisfaction, and item 29 regarding the institution’s commitment to evening students had a 69% combined satisfaction rating. It is important to note, however, that item 29 had the highest percentage of neutral responses (21%), and if “Not Applicable” responses were removed, the overall combined satisfaction is 88%.

Four items had combined satisfaction ratings of 90% or greater: individual attention from faculty (92%), overall quality of instruction (93%), overall education at TAMU-CC (93%), and institution’s ability to make students feel welcome (92%).

Table 4 – Satisfaction with Campus Culture

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable		Satisfaction Diff. from '08 to '10
	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	
	%		%		%		%		%		
16. The intellectual environment on campus	23	24	64	62	7	8	1	3	4	3	-1%
17. The quality of the core curriculum as a component of your education	24	21	58	60	9	9	1	3	8	8	-1%
18. Course scheduling and availability	31	26	50	53	16	16	3	5	0	0	-2%
19. The variety of courses offered	21	21	60	58	15	18	3	4	1	1	-2%
21. Institution's concern for students as individuals	29	27	52	56	11	12	3	4	6	1	+2%
22. Individual attention from faculty	47	49	46	43	5	7	1	2	1	0	-1%
23. The overall quality of instruction	35	39	59	54	4	6	1	1	1	0	-1%
24. The caring and helpfulness of campus staff	31	34	55	53	10	8	1	3	4	2	+1%
25. Ability to find materials at the Library that you need to complete class assignments	32	31	53	54	9	8	2	4	5	3	No change
29. Institution's commitment to evening students	27	26	46	43	6	7	1	3	20	21	-4%
31. Institution's commitment to racial harmony	22	24	44	53	2	3	0	1	31	19	+11%
32. Institution's commitment to academic excellence	32	32	55	56	7	9	2	3	4	1	+1%
33. Institution's ability to make students feel welcome	37	38	52	54	5	6	1	2	5	1	+3%
34. The protection to the right to freedom of expression on campus	28	32	50	54	4	3	1	3	17	9	+8%
35. Your financial investment (tuition & fees) in your education at TAMU-CC	24	24	55	54	14	15	5	7	2	0	-1%
36. The overall quality of Academic Advising you received (new item in 2010)	-	28	-	45	-	16	-	9	-	2	New item in 2010
37. Your sense of pride about the campus	33	37	52	50	7	6	2	3	6	3	+2%
38. Your overall education at TAMU-CC	45	42	50	51	4	5	1	2	1	0	-2%

2. *Satisfaction with Diversity*

The questions in this construct received extremely high “Not Applicable” responses. Although neutral, these responses can be an indicator of mute satisfaction, meaning these former students may not have been positively/negatively impacted by the institution’s commitment to diversity. However, as indicated previously, PIE advises that dissatisfaction scores, which includes responses of “Dissatisfied” and “Very Dissatisfied”, of 25% or greater indicate areas of concern. As shown below, the dissatisfaction expressed in these areas are quite low: commitment to older, returning students (9%), commitment to underrepresented populations (8%), commitment to part-time students (7%), and commitment to students with disabilities (4%).

Table 5 – Satisfaction with Diversity

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable		Satisfaction Diff. from '08 to '10
	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	
	%		%		%		%		%		
26. Institution’s commitment to older, returning students	29	26	40	39	5	6	0	3	26	26	-4%
27. Institution’s commitment to underrepresented populations	18	19	39	44	4	6	0	2	38	29	+6%
28. Institution’s commitment to part-time students	20	20	39	42	5	5	1	2	35	31	+3%
30. Institution’s commitment to students with disabilities	17	19	31	34	2	3	0	1	50	43	+5%

3. *Satisfaction with Campus Safety*

The item below did not fall into either of the previous constructs. 94% of respondents reported that they are “Satisfied” or “Very Satisfied” with the overall safety of the campus.

Table 6 – Satisfaction with Campus Safety

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable		Satisfaction Diff. from '08 to '10
	2008	2010	2008	2010	2008	2010	2010	2008	2008	2010	
	%		%		%		%		%		
20. The overall safety of campus	47	48	45	46	3	1	0	1	5	4	+2%

Respondents were asked to reflect on whether they would repeat their experiences at TAMU-CC. 88% would choose TAMU-CC if beginning again. 94% would recommend the University to a prospective student.

Table 7 – Global Items about the TAMU-CC Experience

	Definitely Yes		Probably Yes		Probably No		Definitely No	
	2008	2010	2008	2010	2008	2010	2008	2010
	%		%		%		%	
39. If you were to start all over again, would you attend TAMU-CC?	51	46	37	42	10	9	2	4
40. Would you recommend TAMU-CC to a prospective student?	62	60	32	34	5	5	2	2

SATISFACTION WITH MAJOR

There are 11 items in this section to evaluate the effectiveness of the alumni’s major programs. In 2010, 7 items had a satisfaction score above 90%. The question reads: *Please rate your satisfaction with the following statements about your major.* In 2008, the option “Not Applicable” was not available; instead, respondents were offered the option “No Opinion”. The percentage of “Very Satisfied” and “Satisfied” are added together to create a combined satisfaction rating. Seven of the items have decreased in satisfaction from 2008. However, all but one of the items remain above the recommended 75% combined satisfaction (“The frequency that required courses are offered in your major”: 74% combined satisfaction). The highest satisfaction was indicated on “The fairness of grading practices in your major” and “The mutual respect between students and faculty in your major”, which both had 94%, combined satisfaction ratings.

Table 8 – Satisfaction with Major

	Very Satisfied		Satisfied		Dissatisfied		Very Dissatisfied		Not Applicable		Satisfaction Diff. from '08 to '10
	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	
	%		%		%		%		%		
41. The interest in the welfare of students by faculty in your major	58	50	34	41	6	6	1	2	1	1	-1%
42. The quality of instruction in your major	51	51	42	40	6	7	1	2	0	0	-2%
43. The academic challenge of coursework in your major	44	48	47	43	6	7	2	2	1	0	No Change
44. The mutual respect between students and faculty in your major	59	56	34	38	6	5	1	1	0	0	+1%
45. The preparation of faculty in your major for their courses	54	52	41	41	4	5	1	1	1	0	-2%
46. The frequency that required courses were offered in your major	32	27	45	47	20	21	3	4	1	0	-3%
47. The opportunities to interact with faculty in your major outside of class	42	39	43	44	8	10	1	3	6	4	-2%
48. The fairness of grading practices in your major	46	44	49	50	4	5	1	2	1	0	-1%
49. The feedback from faculty in your major on your academic progress	44	46	46	44	7	7	2	3	1	1	No Change
50. The variety of advanced course offerings in your major	28	31	48	46	18	17	3	5	3	2	+1%
51. The preparation in your major for employment or graduate/professional school	35	33	44	43	12	13	5	8	4	3	-3%

Respondents were asked their primary purpose for pursuing a degree at TAMU-CC. Preparation for a job or second career was the top reason cited for attendance (42%), and qualifying for higher pay or job advancement was the next most identified (22%).

Table 9 – Item 52: What was your primary purpose for pursuing a degree at TAMU-CC?

Preparation for a specific job or a second career		Preparation for further study		Updating or improvement of academic or technical skills		Qualifying for higher pay or job advancement		Personal enrichment		Other	
2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
%		%		%		%		%		%	
46	42	15	17	5	4	20	22	9	12	6	3

Question 53, shown below, prompts respondents to indicate how well they felt their major at TAMU-CC served their primary purpose for enrollment. Only 11% indicated that their primary purpose was not satisfied by their major.

Table 10 – Item 53: Overall, how well do you think your major at TAMU-CC satisfied your primary purpose for enrollment, as indicated in the question noted above?

Extremely Well		Fairly Well		Not Very Well	
2008	2010	2008	2010	2008	2010
%		%		%	
52	51	41	38	7	11

Items 54 and 55 are global questions about the respondents experience with their major. 86% of alumni would recommend their major program at TAMU-CC to someone with similar interests; a 3% decrease from 2008. The percentage of respondents who would major in the same program if starting all over again also decreased, from 80% in 2008 to 75% in 2010.

Table 11 – Items 54 and 55, Major Related

	Definitely Yes		Probably Yes		Probably No		Definitely No	
	2008	2010	2008	2010	2008	2010	2008	2010
	%		%		%		%	
54. Would you recommend to someone with similar interests to study in the same major at TAMU-CC?	54	51	35	35	9	10	3	4
55. If you were starting all over again, would you major in the same program at TAMU-CC?	52	47	28	28	17	17	4	7

EMPLOYMENT AND FURTHER EDUCATION

The “after graduation” section is comprised of 12 items. Question 56, shown below, measures perceived preparation from TAMU-CC for a future job or further education. 76% of alumni felt that they had received at least average preparation, and 12% selected ‘Not Applicable’.

Table 12 – Item 56: How well did your education at TAMU-CC prepare you for your first job or graduate/professional school?

Excellent Preparation		Good Preparation		Average Preparation		Fair Preparation		Poor Preparation		Not Applicable	
2008	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008	2010
%		%		%		%		%		%	
23	23	41	40	12	13	7	9	5	8	12	7

There are less alumni employed full time than in 2008 (a decrease of 2%). 17% of alumni are both working full time and attending college. 51% of employed alumni are working in Corpus Christi or Nueces County. 61% of employed alumni are working somewhere in the Coastal Bend of Texas, including Corpus Christi, and 9% have left Texas. The number of employed alumni who report that they use their education ‘a great deal’ or ‘quite a bit’ at their current job is 71%. The following table outlines some highlights from the “Employment and Further Education” section of the questionnaire.

Table 13 – Current Employment/Education Status Highlights

	2008	2010
Employed full time	74%	72%
Had same job before completing degree	32%	31%
Accepted a position within 6 months of graduation	51%	50%
Report that their jobs are “directly related” to their major field of study at TAMU-CC	58%	59%
Report that they use their education “a great deal” or “quite a bit” at their current job	74%	71%
Are employed in the Coastal Bend area of Texas	65%	61%
Completed the requirements for teacher certification	26%	18%
Are currently employed as a teacher in a public or private elementary or secondary school	23%	15%

59% of alumni report that they are working in a position that is directly related to their field of study, and another 27% report that their position is at least somewhat related. Those who were working in unrelated fields were prompted to complete Question 60, as shown in Table 17. 43% of these respondents said that they are working in an unrelated field because they could not find a position in their field of study, which is a 15% increase from 2008.

Table 14 – Item 60: If your job is not related to your field of study, what is your MAIN reason for taking a job unrelated to your field of study?

	2008	2010
Could not find a job in my field of study	28%	43%
Pay was better	12%	12%
Better opportunity for advancement	9%	2%
Like this kind of work better	2%	8%
Held job prior to completing degree	21%	11%
Better opportunity to help people or be useful to society	13%	8%
Other	16%	16%

Table 15 – Item 63: What is your current salary range per year?

	Overall	Undergraduate	Graduate
Under \$20,000	14%	20%	2%
\$20,000 - \$29,999	16%	20%	8%
\$30,000 - \$39,999	16%	18%	13%
\$40,000 - \$49,999	27%	23%	34%
\$50,000 - \$59,999	10%	9%	11%
\$60,000 - \$69,999	9%	8%	10%
\$70,000 - \$79,999	2%	2%	4%
\$80,000 - \$89,999	2%	0%	6%
\$90,000 - \$99,999	2%	0%	4%
\$100,000 or over	3%	0%	8%

MISCELLANEOUS ITEMS/COMMENTS

The questionnaire incorporated a set of questions designed by the Office of Institutional Advancement focused on the Alumni Association’s website. Item 69 asked if the respondent was “aware of the Texas A&M-Corpus Christi Alumni Association’s website connected with www.tamucc.edu”. The percent of respondents who replied “yes” in 2010 (53%) decreased substantially from the percentage who replied “yes” in 2008 (74%). Additionally, 35% of alumni who indicated that they were aware of the site reported that they had visited the site, which was a decrease from 50% who indicated likewise in 2008.

Two items on the questionnaire called for optional written comments from the respondent. The first comment item, Question 68, is as follows: *The University would like to be part of your formal lifelong learning process. In that effort, we want to know what kinds of educational needs or interests you may have now or in the future. Would you help us by identifying those educational areas or subjects which interest you or which would help you in your career, if any?*

225 individuals (42% of the respondents) participated in Question 68. Comments varied from very specific program recommendations (i.e., more foreign language options, gerontology, coursework on oil and gas) to very general (more Doctorate program offerings). The overall themes with frequency that they were mentioned are listed below. In general, the majority of the comments indicated an interest to return to TAMU-CC if programs or courses are offered that fit in with their career or life goals. Please note that since comments were open ended, several comments fell into multiple categories below.

Table 16 – Item 68

# Mentions	Comment
72	Interest in specific courses or professional development options
52	Interest in a specific program offered by TAMU-CC
47	Expressed interest in Masters or Doctoral programs that the University does not have
19	General interest in returning to TAMU-CC or already attending TAMU-CC for further studies
18	Interest in professional schools (law school, medical school, dental school, etc.)
18	Interest in more flexible scheduling (night/weekend/web courses)
17	Would like assistance with finding a job/career (either before or after graduation)
12	Negative commentary
11	Suggestions for improvement

Question 70 reads: *Please use this space to tell us some things TAMU-CC could have done to make your educational experience better, or for any other comments you may have.* 271 individuals, or 50%, of the respondents participated in question #70. The responses fell into clear patterns, and the table below lists comments that were mentioned by at least 10 alumni. Please note that since comments were open ended, several comments fell into multiple categories below.

Table 17 – Item 70

# Mentions	Comment
54	Expressed satisfaction with overall education and/or specific individuals at the University that had a positive impact
26	Expressed negative sentiments related to overall education and/or specific individuals at the University that had an adverse impact
23	Would like assistance with finding a job/career (either before or after graduation)/ Expressed difficulty finding a job due to a lack of preparation by the University
23	Negative experience or suggestion for improvement regarding faculty
23	Negative experience or suggestion for improvement regarding curriculum
21	Interest in course or program that was not offered during their time at TAMU-CC
21	Dissatisfaction with course availability
21	Dissatisfaction with academic advising
17	Expressed need for more hands-on/field work/real world experience in program
16	Negative experience or suggestion for improvement regarding course variety
15	Concern with the price of tuition and fees or financial aid
14	Problems with parking
13	Experienced difficulties dealing with support services
11	Interest in more flexible scheduling (night/weekend/web courses)
11	Expressed need for better communication to students/alum on various issues
10	Negative experience or suggestion for improvement regarding course structure

Alumni were also asked to identify their particular employment category. Employment categories were offered and alumni selected the most appropriate one. Only alumni who indicated that they are currently working were able to complete this portion of the online questionnaire.

Table 18 – Item 64a: Type of Industry Alumni is Employed In (n=432)

Number of Respondents	Category
3	Arts (Arts/Theatre/Creative Writing/Music)
17	Banking/Economics/Finance
3	Communications
8	Civil/Public Service
6	Construction and Affiliated Trades
1	Custodial
13	Customer Service
148	Education
34	Government
10	Industrial/Refinery
14	Information Technology
13	Management
12	Marketing
63	Medical (Direct Delivery and/or Scientific Research)
16	Non-profit
3	Real Estate
12	Research/Market/Invention
26	Sales (including Retail and Auto)
5	Secretarial/Assistant/Executive Assistant
14	Self-employed
11	Social Work

SECTION 2 – STATISTICAL ANALYSIS

Pearson Chi-Square Subgroup Analysis

Because demographic variables were extracted from an authorized institutional database and then merged with the survey data, it is possible to run crosstabulation analyses with these variables and examine differences between subgroups of respondents. Of specific interest in this report are the demographic variables of gender, level, and first generation status. Pearson Chi-square tests of significance scores are considered significant at the $p=.05$ level.

1. Crosstabulation by Gender

In the undergraduate questions 1 – 15, which is the “impact” portion of the survey, there are four items that are statistically significant between males and females.

Item	Alumni Most Impacted		Sig. Value
	Male	Female	
Developing the ability to express yourself through speaking		X	$p<.01$
Understanding the present as it relates to historical events/processes		X	$p<.05$
Understanding professional and ethical principles		X	$p<.05$
Understanding diverse cultures and values		X	$p<.05$

In the “general experiences” portion, statistical significance was found between males and females on the following satisfaction items.

Item	Alumni Most Satisfied		Sig. Value
	Male	Female	
The quality of the Core Curriculum as a component of your education		X	$p<.001$
Course scheduling and course availability		X	$p<.05$
The protection of the right to freedom of expression on campus		X	$p<.01$
Your financial investment (tuition & fees) in your education at TAMU-CC		X	$p<.05$

In the “satisfaction with major/faculty” portion of the survey, statistical significance was found on the following items.

Item	Alumni Most Satisfied		Sig. Value
	Male	Female	
The variety of advanced course offerings in your major		X	$p<.05$
If you were starting all over again, would you major in the same program at TAMU-CC?		X	$p<.05$

There was a statistically significant difference between the gender groups on the time that it took to find full time, permanent employment after graduation ($p < .05$). Females are more likely to be working in the same job that they had before graduation, and report a lower mean on this item (shorter average time to find employment). Females also report using their education in their current position more than males ($p < .01$). There is also a statistically significant difference in the type of business or industry alumni report being employed in ($p < .01$). Males are more likely to be employed in Banking/Economics, Finance, Government, Information Technology, Management, and Sales. Females are more likely to be employed in Education and Medical. The other employment categories are fairly equitable. Females are twice as likely as males to have completed the requirements for teacher certification ($p < .01$), and also twice as likely to be employed as a teacher currently ($p < .05$).

2. Crosstabulation by Degree Level

Questions 1 – 15, which is the “impact” portion of the survey, were intended to glean information about the undergraduate experience only, so that portion cannot be compared by degree level.

In the “general experiences” portion, statistical significance was found between undergraduates and graduates on the following satisfaction items.

Item	Alumni Most Satisfied		Sig. Value
	Undergrad	Grad	
The quality of the Core Curriculum as a component of your education		X	$p < .05$
The caring and helpfulness of the campus staff		X	$p < .05$
Your overall education at TAMU-CC		X	$p < .05$

In the “satisfaction with major/faculty” portion of the survey, no items of statistical significance were found. Graduate level alumni are more likely report that they would major in the same program if beginning again ($p < .05$). Graduate level alumni are much more likely to employed full time ($p < .001$) and almost half are working at the job they held before graduation ($p < .001$). Only 7% of working graduate level alumni report that they are employed in a position unrelated to their major field of study, compared to 18% of undergraduates who are employed in an unrelated field ($p < .01$). Graduate level alumni are less likely than undergraduate alumni to be employed outside of the local area ($p < .01$). Graduates also report using their education in their current position more than Undergraduates ($p < .05$). Graduate alumni report a higher average salary range (\$40,000 - \$49,999) compared to Undergraduate alumni (\$30,000 - \$39,999) at a statistically significant level ($p < .001$).

3. Crosstabulation by First Generation Status

In the undergraduate questions 1 – 15, which is the “impact” portion of the survey, there are two items that are statistically significant between first generation and non-first generation alumni.

Item	Alumni Most Impacted		Sig. Value
	First Gen	Not First Gen	
Understanding professional and ethical principles	X		p<.05
Understanding diverse cultures and values	X		p<.01

In the “general experiences” portion, statistical significant was found between first generation and non-first generation on the following satisfaction item.

Item	Alumni Most Satisfied		Sig. Value
	First Gen	Not First Gen	
If you were to start all over again, would you attend TAMU-CC?	X		p<.05

No items of statistical significance were found between first generation and non-first generation alumni on the questions related to “satisfaction with major/faculty”. First Generation alum were more likely to be employed full time only (p<.001), while Non-First Generation alum were more likely to be continuing their education (employed part time and enrolled in college or enrolled in college and not working). Also, First Generation alumni are more likely to be employed as a teacher in a public or private elementary or secondary school (p<.05).

CONCLUSIONS

Undergraduate alumni were positively impacted from their time at the University in several important ways: (1) developing the ability to make inferences by combining different facts and ideas, (2) developing the ability to express themselves through speaking, (3) having tolerance for different points of view, (4) appreciating the need for formal and informal lifelong learning, and (5) understanding professional and ethical principles.

Alumni were generally very satisfied with the campus culture. Five of these items exceeded 90% combined satisfaction: (1) individual attention from faculty, (2) the overall quality of instruction, (3) institution's ability to make students feel welcome, (4) overall education at TAMU-CC, and (5) overall safety of the campus. 94% of alumni were satisfied with the overall safety of the campus.

All but one of the satisfaction questions pertaining to major exceeded the recommended combined satisfaction rating. Only 74% of alumni report satisfaction with the frequency that required courses were offered. Seven of the eleven items in this portion of the questionnaire received a combined satisfaction rating of 90% or higher: (1) the interest in the welfare of students by faculty in your major, (2) the quality of instruction in your major, (3) the academic challenge of coursework in your major, (4) the mutual respect between students and faculty in your major, (5) the preparation of faculty in your major for their courses, (6) the fairness of grading practices in your major, and (7) the feedback from faculty in your major on your academic progress.

72% of alumni work full time, including 17% who are enrolled in college as well as working full time. The percentage of employed alumni who report that they use their education "a great deal" or "quite a bit" at their current job is 71%. Of alumni who report that they are employed, 61% are working somewhere within the Coastal Bend region of Texas. 18% of alumni completed the requirements for teacher certification at TAMU-CC, and 15% are currently employed as a teacher in a public or private elementary or secondary school.

Over half of the alumni took time to respond to either one or both of the open commentary prompts. The most frequently mentioned theme for the University remaining part of the alumni's lifelong learning process was a strong interest in returning to the University if TAMU-CC offers a program or coursework that fits the schedules and professional needs of the alumni. When asked how their experiences could have been improved, alumni responded with positive comments about individuals that made a difference in their time at the University and expressed a positive experience with the University in general. There were also many suggestions made by alumni for how their time at the University could have been improved.

RECOMMENDATIONS

The changes in experience trends are stable enough to not warrant administration of the Alumni Survey more than every two years. The benefits of administering the Alumni Survey regularly include the opportunity to provide feedback to the University community from two recent graduating classes, thereby letting decision makers know how the recent alumni are impacted after they leave the University. Another benefit is that the survey provides the data for comparing institutional effectiveness over time, and provides supporting information for assessment of programs. The data collected this year indicates that most programs are doing an effective job of preparing students for employment and/or further education.

It is recommended that the Office of Planning and Institutional Effectiveness continue to conduct the Alumni Survey as a census of recent graduates, rather than drawing from the entire alumni population, unless the primary purpose of the survey is changed. Although the costs to administer this survey are high, it is an efficient method of gathering information about how the University impacts the lives of graduates, the effectiveness of University programs, and about employment patterns of graduates post-graduation. If a sample were to be used, as opposed to the census method, the survey may then categorically exclude several programs that produce few graduates. With response rates less than 50%, even programs with large numbers of graduates may not be well represented in the respondent pool if the methodology included a random sample.

It appears that the move to an online survey versus the costly paper questionnaire was an effective decision. With the number of graduates increasing substantially, the cost of the paper survey would have continued to be a growing, possibly unsustainable, expense. It does not appear to deter possible respondents since they are not receiving a paper survey, which means that recent graduates seem to be comfortable enough with technology to effectively utilize an online survey methodology. Going entirely online (eliminating the paper notifications) however, is not realistic until possibly at some point in the future when the online database of alumni e-mails more accurately reflects electronic addresses that alumni will access regularly. It appears that approximately a third of the overall responses came as a result of the alumni receiving an e-mail notification, which would not have been nearly enough to provide a robust sample had the paper notifications not been sent as well. It is recommended that the methodology used this year, with paper notifications of the online survey, in addition to e-mail notifications when possible as a supplement, be utilized in the next administration.

**Appendix:
Fall 2010 Online Alumni
Survey Instrument**

The Official Texas A&M University Alumni Survey Portal

Greetings!

Thank you for taking the time to complete this online survey.

You are uniquely positioned to offer valuable responses that will help University administrators in the decision making process regarding program and services offered on campus.

Your responses will be kept strictly confidential and will only be reported in the aggregate.

To access the secured survey please click on the link: [Official Alumni Survey](#)

*If you are having difficulty accessing the survey, please copy and paste this link to your web browser:

<https://pie5.tamucc.edu/inquisite/cgi-bin/owsbcorporate.cgi?idc=ENNWSM>

Texas A&M University-Corpus Christi 2010 Alumni Survey

Dear Texas A&M University-Corpus Christi Graduate,

Your responses to the questions that follow will enable us to evaluate the effectiveness of our academic and support services, provide valuable services to our alumni, and continue to improve programs for current and future students. Please remember that your answers are completely confidential and your responses will be published only in the aggregate.

Thank you for your assistance with this important project. Please enter your survey access code and click "Next" below to continue. If you need assistance locating your survey access code, please call Tanya Ybarra at 361-825-2242.

Please enter the survey code identified on your letter.
The code ensures anonymity during data collection.



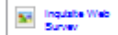
Texas A&M University-Corpus Christi 2010 Alumni Survey

Did either of your parents or guardian graduate from college?

- Yes No

Please identify the highest degree you have earned and received from TAMUCC:

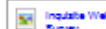
- Bachelors
 Masters
 Doctorate



Texas A&M University-Corpus Christi 2010 Alumni Survey

Please indicate the level of impact your experiences at TAMU-CC have had on your attainment of the following:

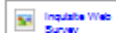
	Major Impact	Moderate Impact	Minor Impact	No Impact
Acquiring a basic knowledge in the liberal arts (humanities, social and natural sciences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading and writing clear, correct English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective mathematical/quantitative skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to make inferences by combining different ideas or facts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing basic computer literacy skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing the ability to express yourself through speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a commitment to personal health and fitness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advancing an appreciation of the arts, music and literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing political and economic phenomena	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the scientific method of problem analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the present as it relates to historical events/ processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding professional and ethical principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding diverse cultures and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having tolerance for different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciating the need for formal and informal lifelong learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Texas A&M University-Corpus Christi 2010 Alumni Survey

As a result of your experiences at TAMU-CC, please rate your level of satisfaction with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The intellectual environment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of the Core Curriculum as a component of your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course scheduling and course availability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of courses offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall safety of the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's concern for students as individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual attention from faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The caring and helpfulness of the campus staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to find materials at the Library for completing class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to older, returning students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to under represented populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to part-time students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institutions commitment to evening students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to racial harmony	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's commitment to academic excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution's ability to make students feel welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The protection of the right to freedom of expression on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your financial investment (tuition & fees) in your education at TAMU-CC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall quality of Academic Advising you received at TAMU-CC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your sense of pride about the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall education at TAMU-CC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



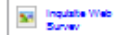
Texas A&M University-Corpus Christi 2010 Alumni Survey

If you were to start all over again, would you attend TAMU-CC?

Would you recommend TAMU-CC to a prospective student?

Please rate your satisfaction with the following statements **about your major**:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable
The interest of faculty in your major in the welfare of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of instruction in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic challenge of course work in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The mutual respect between students and faculty in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation of faculty in your major for their courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The frequency that required courses are offered in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities to interact with faculty in your major outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The appropriateness and fairness of the grading practices in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback from faculty in your major on your academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of advanced course offerings in your major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preparation in your major for your first career job or graduate/professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Texas A&M University-Corpus Christi 2010 Alumni Survey

What was your primary purpose for pursuing a degree at TAMU-CC? (Choose one)

- Preparation for a specific job or a second career Qualifying for higher pay or job advancement
 Preparing for further study Personal enrichment
 Updating/improvement of academic or technical skills Other

Overall, how well do you think your major at TAMU-CC satisfied your primary purpose for enrollment- as indicated in the question noted above?

- Extremely well
 Fairly well
 Not very well

Would you recommend to someone with similar interests to study in the same major at TAMU-CC?

- Definitely Yes
 Probably Yes
 Probably No
 Definitely No

If you were starting all over again, would you major in the same program at TAMU-CC?

- Definitely Yes
 Probably Yes
 Probably No
 Definitely No



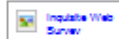
Texas A&M University-Corpus Christi 2010 Alumni Survey

The following questions have to do with your employment and/or educational experiences.

How well did your education at TAMU-CC prepare you for your first job or graduate/professional school?

- Excellent Preparation Fair Preparation
 Good Preparation Poor Preparation
 Average Preparation Not Applicable

What is your current employment status?



Texas A&M University-Corpus Christi 2010 Alumni Survey

Employment and/or educational experiences continued...

How long did it take you to get your first full-time permanent job after completing your degree at TAMU-CC?

- Had the same job before completing the degree
- Accepted the position upon graduation
- 1-6 months
- 7-12 months
- Over one year



Texas A&M University-Corpus Christi 2010 Alumni Survey

Employment and/or educational experiences continued...

How closely is your current position related to your major field of study at TAMU-CC?

- Directly related
- Somewhat related
- Not related



Texas A&M University-Corpus Christi 2010 Alumni Survey

Employment and/or educational experiences continued...

If your job is not related to your field of study at TAMU-CC, what is your MAIN reason for taking a job unrelated to your field of study?

- Could not find a job in my field of study
- Pay was better
- Better opportunity for advancement
- Like this kind of work better
- Held job prior to completing the degree
- Better opportunity to help people or be useful to society
- Other



Texas A&M University-Corpus Christi 2010 Alumni Survey

Employment and/or educational experiences continued...

Where is your current job located?

To what extent does your current job make use of the education you received at TAMU-CC?

- A great deal
 Quite a bit
 Some, but not much
 Not at all

What is your current salary range per year?

Please identify the type of business or industry of your job:

What is your job title?



Texas A&M University-Corpus Christi 2010 Alumni Survey

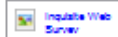
Employment and/or educational experiences continued...

What is the highest level of education you eventually expect to complete?

- Post baccalaureate certificate
- Master's degree
- Doctoral degree
- Professional degree
- Not Applicable
- Other

While at TAMU-CC, did you complete the requirements for teacher certification?

Are you now employed as a teacher in a public or private elementary or secondary school?



Texas A&M University-Corpus Christi 2010 Alumni Survey

Are you aware of the TAMU-CC Alumni Association's web site, connected with the university web site?

If yes, have you visited this site?

The University would like to be a part of your formal lifelong learning process. In that effort, we want to know what kinds of **educational needs or interests you may have now or in the future**. Would you help us by identifying those educational areas or subjects which interest you or which would help you in your career, if any:

Please use this space to tell us some things TAMU-CC could have done to **make your educational experience better**, or for any other comments you may have.



Texas A&M University-Corpus Christi 2010 Alumni Survey



Thank you for your help with this important project.
Please submit your responses by clicking the **FINISH** button at the bottom of the screen.

Should you have any questions regarding this survey, please feel free to contact Tanya Ybarra
with the Office of Planning and Institutional Effectiveness at
(361) 825-2242.



Finish



Inquire Web Survey