

# 2017-18 Graduating Student Survey (GSS) – Undergraduates

## Executive Summary

### Background

The Graduating Student Survey (GSS) is administered each summer, fall, and spring semester to all students who have submitted a degree application for graduation. The goal of this survey is to gather exit information from graduating students about their experiences at the university. Respondents are asked about their perception of—and satisfaction with—their time at UofL, including academic preparation, experience in their unit and their major/program, academic support services and facilities, other student services and programs, advising, faculty, and their plans following graduation.

### Methodology

A PeopleSoft query was used to provide a listing of all undergraduate students who submitted a degree application in Summer 2017, Fall 2017, or Spring 2018. A total of 822 (27.7%) students responded to the survey; this number of respondents meets the requirements to be considered a representative<sup>1</sup> sample of the graduating population.

### Profile

Of the 822 respondents who completed the survey, 62% are female, 67% are full-time students, 76% are White, 9% are African American, 5% are Hispanic/Latino, 5% are two or more races, and 5% are other races. Additionally, 29% are first generation college students.

### Data Highlights

Below are some findings that may be of interest to the university community.

#### Overall Experiences

- With UofL
  - **79%** were “satisfied” or “very satisfied” with their **overall experience** at UofL
  - **77%** would be “likely” or “extremely likely” to **enroll at UofL again** if they had the choice
  - **51%** indicated their overall impression of the **academic standards** at UofL was “very good,” or “excellent”
- With Major
  - **83%** were “satisfied” or “very satisfied” with the **quality of courses**
  - **64%** were “satisfied” or “very satisfied” with the **usefulness of texts and course materials**
  - **76%** were “satisfied” or “very satisfied” with the **relevance of the coursework to their expected career**
  - **90%** indicated their academic program was “**appropriately challenging**”
  - **67%** rated their overall experience with their **academic program** as “above average,” or “excellent”
- With Advising
  - **69%** rated their overall impression of the advising services provided by **professional advisors** as “very good,” or “excellent”
  - **63%** rated their overall impression of the advising services provided by **faculty advisors** as “very good,” or “excellent”
- Faculty
  - **70%** rated their overall **impression of the faculty** as “above average,” or “excellent”
  - **89%** indicated that they “agree” or “strongly agree” that their professors **treated students with respect**
  - **85%** indicated that they “agree” or “strongly agree” that their professors encouraged them to be **actively involved learners**

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<sup>1</sup> Sample size calculations were based on a degree applicant population of 2,966 undergraduate students, and a 95% confidence level with a 3% margin of error (the range that the population’s responses may deviate from the sample).

## Level of Engagement

- High Impact Practices: Enriching educational experiences that require substantial time and effort (NSSE, 2015).
  - **67%** rated their **practicum, internship, field experience, or clinical assignment** as “good” or “excellent”
    - **18%** didn’t have the opportunity to participate and **4%** didn’t know about it
  - **37%** held a **formal leadership role** in a student organization/group and rated the experience as “good” or “excellent”
    - **21%** didn’t have the opportunity to participate and **5%** didn’t know about it
  - **49%** participated in **community-based or service learning** and rated the experience as “good” or “excellent”
    - **18%** didn’t have the opportunity to participate and **10%** didn’t know about it
  - **28%** worked on a **research project with faculty** outside of course/program requirements and rated the experience as “good” or “excellent”
    - **36%** didn’t have the opportunity to participate and **12%** didn’t know about it
  - **17%** participated in a **Living Learning Community (LLC)** and rated the experience as “good” or “excellent”
    - **24%** didn’t have the opportunity to participate and **31%** didn’t know about it
  - **18%** **Studied Abroad** and rated the experience as “good” or “excellent”
    - **39%** didn’t have the opportunity to participate and **4%** didn’t know about it
  - **67%** participated in a **Culminating Undergraduate Experience (CUE)** and rated it as “good” or “excellent”
    - **11%** didn’t have the opportunity to participate and **6%** didn’t know about it
- **24%** indicated they came to class “often,” or “very often” **without completing readings/assignments**
- **71%** indicated they **asked questions or contributed to course discussions** “often,” or “very often”
- **20%** observed student dishonesty “often,” or “very often” when completing assignments or exams

## Financing Education

- **43%** primarily financed their education through financial aid, **19%** through scholarships, and **16%** through support from parents/relatives (top 3 reasons)
- **48%** had some difficulty, **33%** had no difficulty, and **19%** had a great deal of difficulty financing their education

## Delay in Graduation

- Among students who indicated that it took them longer to graduate than they intended: **10%** worked to pay educational expenses, **9%** stated that a decision to change their academic program added to their requirements, and **9%** had to repeat one or more courses (top 3 reasons)

## Plans after Graduation

- Employment
  - **69%** indicated that **paid employment** will be their principal activity upon graduation
  - Of the **49%** that indicated they already **have a job after graduation**:
    - **77%** indicated the job is **located in Kentucky**
    - **71%** stated that the job is **related to their undergraduate major**
- Continuing Education
  - **25%** indicated that **attending graduate or professional school** will be their principal activity upon graduation
  - Of the **72%** that indicated they are **planning to attend graduate or professional school** at some point:
    - **45%** indicated they will attend UofL
    - **86%** stated that the **field is related to their undergraduate major**