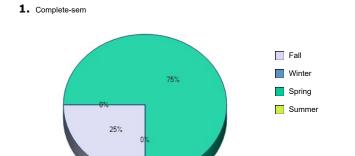


Previous Graduating Student Survey - 2014-2017

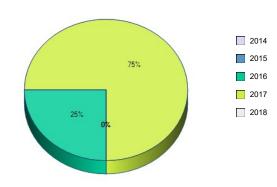
Survey Title: Graduating Student Survey - Fitchburg State University

Responses By Question Analysis:



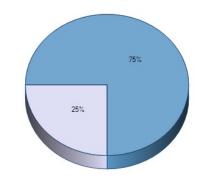
Response Total	Response Percent
1	25%
0	0%
3	75%
0	0%
Total Respondents	4

2. Complete-yr



0%
00/
0%
25%
75%
0%
4

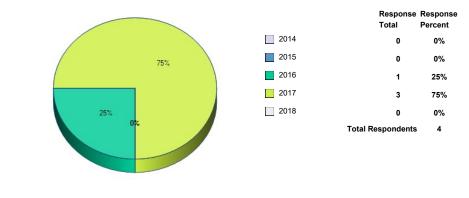
3. Commencement-sem



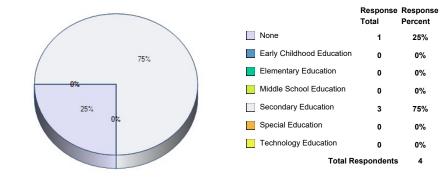
Response Total	Response Percent
1	25%
3	75%
Total Respondents	4

4. Commence-yr

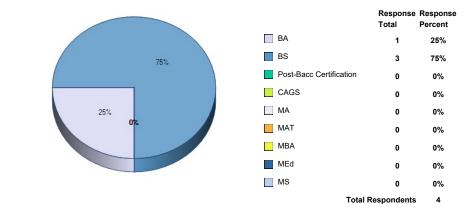
January
May



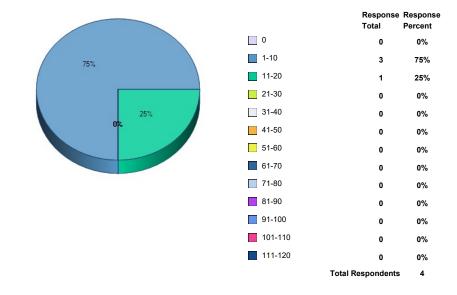




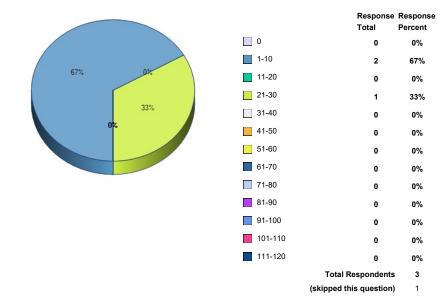


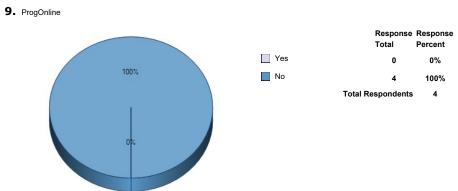


7. OnlineHrsFSC

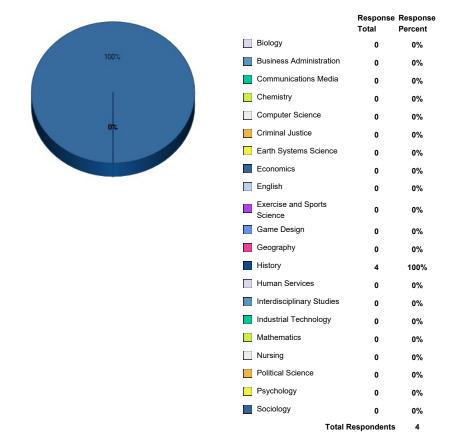




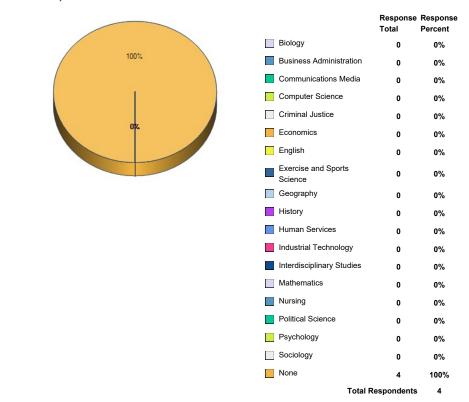




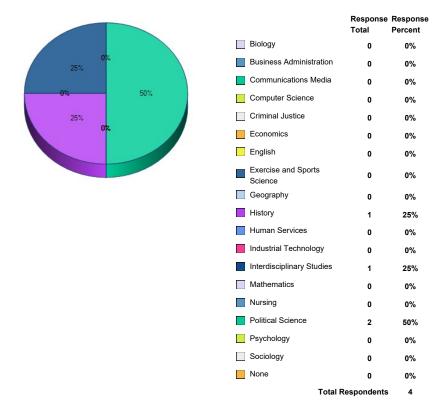
10. First-maj



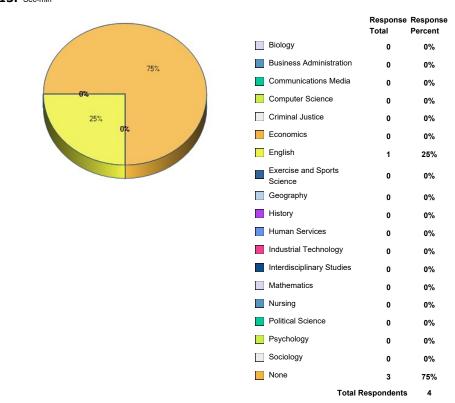




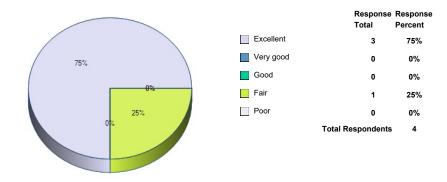
12. First-min



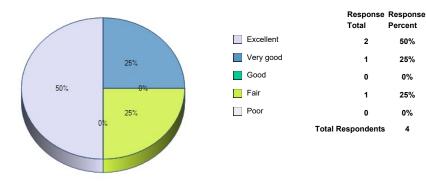




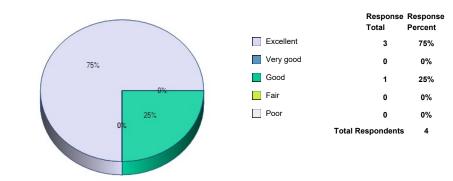
14. Availability of classes (i.e., times offered, seats open).



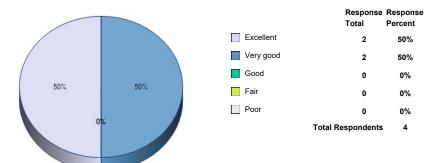
15. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations)



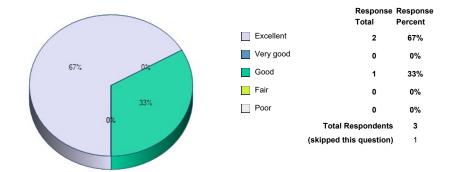
16. Size of classes.



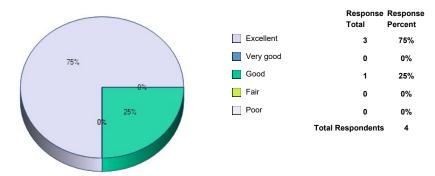
17. Overall quality of instruction.



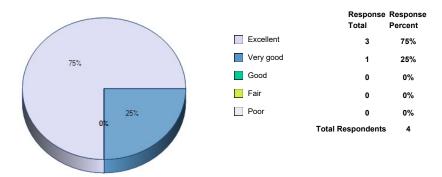
18. Overall quality of texts and other instructional materials.



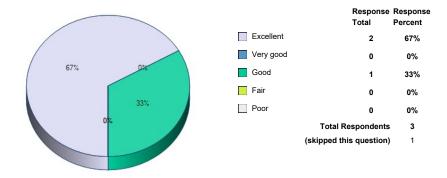
19. Availability of faculty outside of class time.



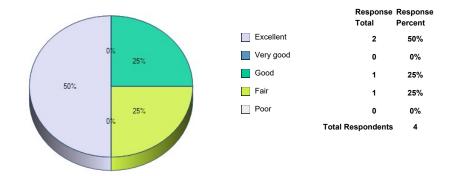
20. Timeliness and relevance of course content.



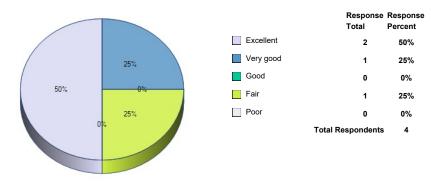
21. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



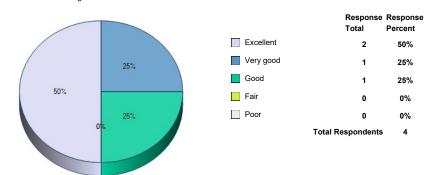
22. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



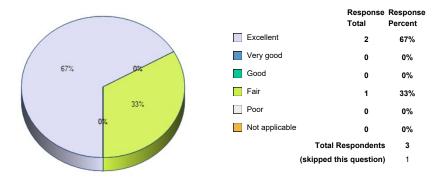
23. Match between career goals and course-of-study requirements.



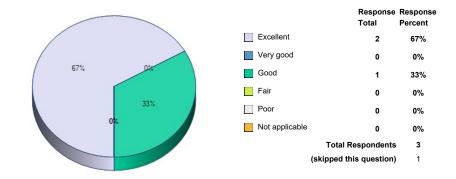
24. Overall level of challenge.



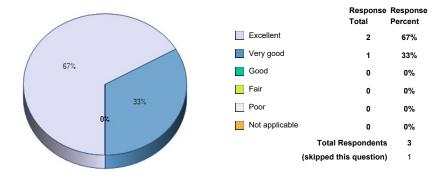
25. Availability of classes (i.e., times offered, seats open).



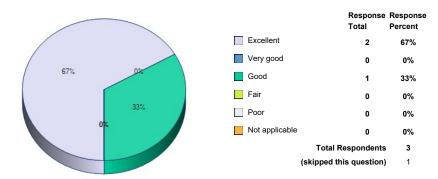
26. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations).



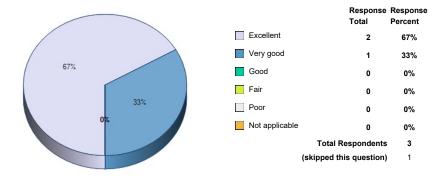
27. Size of classes.



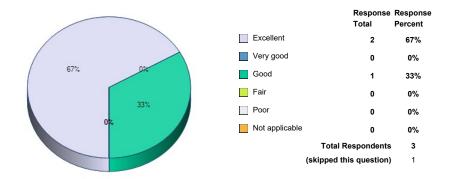
28. Overall quality of instruction.



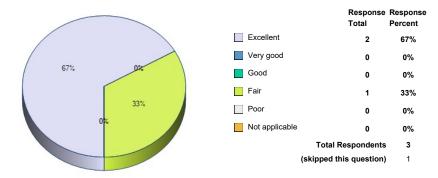
29. Overall quality of texts and other instructional materials.



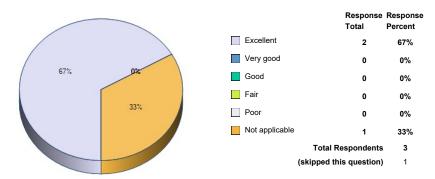
30. Availability of faculty outside of class time.



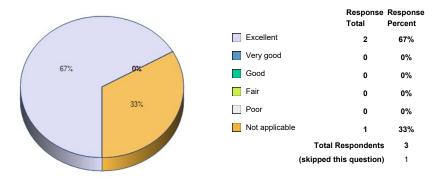
31. Timeliness and relevance of course content.



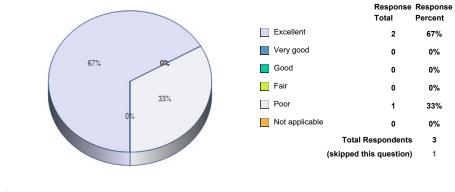
32. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



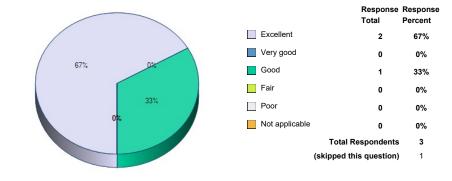
33. Quality of extra-curricular experiences related to NON-MAJOR courses (e.g., student research, field experiences.)



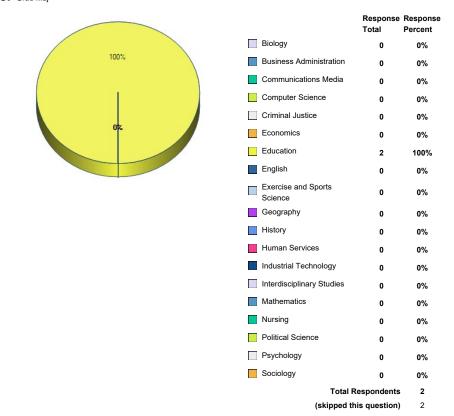
34. Match between career goals and NON-MAJOR course requirements.



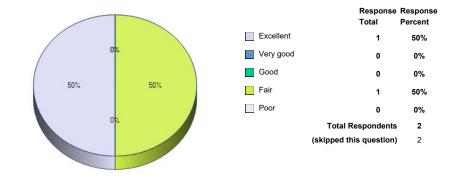
35. Overall level of challenge.



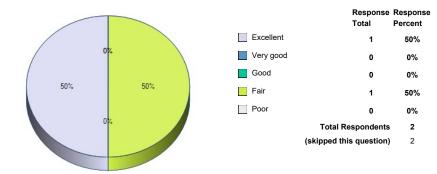
36. Grad-maj



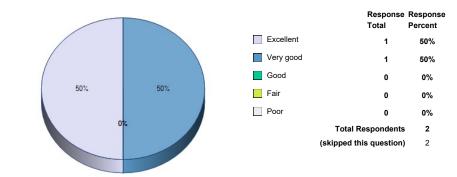
37. Availability of classes.



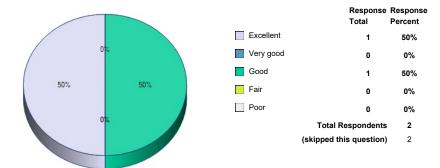
38. Frequency of course offerings.



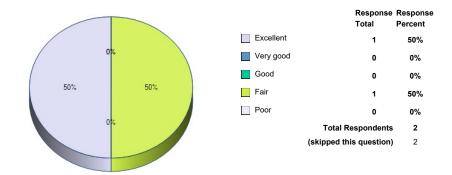
39. Size of classes.



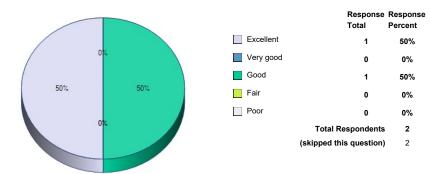
40. Overall quality of instruction.



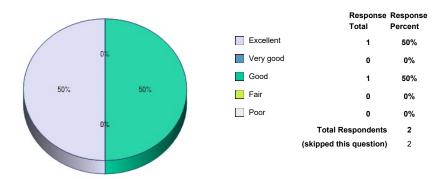
41. Overall quality of texts and other instructional materials.



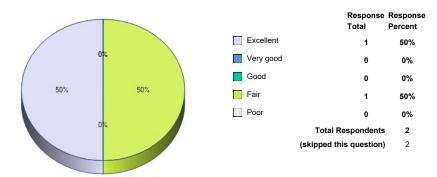
42. Availability of faculty outside of class time.



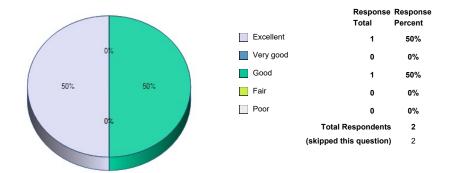
43. Timeliness and relevance of course content.



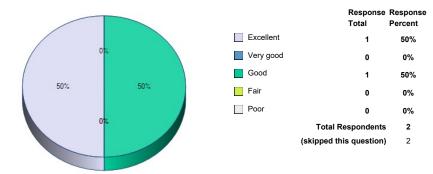
44. Quality of facilities for for learning in my major department (e.g., classrooms, labs, studios, gyms).



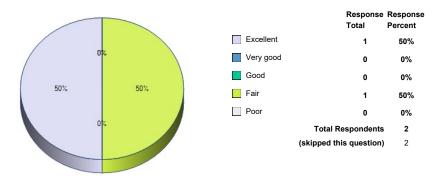
45. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



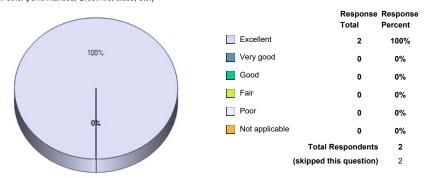
46. Match between career goals and course-of-study requirements.



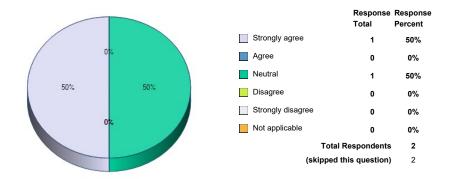
47. Overall level of challenge.



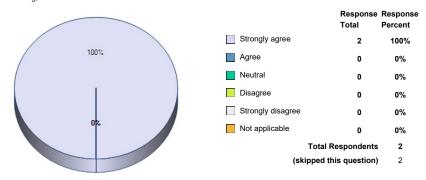
48. Quality of extra-curricular activities UNRELATED to your course of study (e.g., intercollegiate sports, intramural athletics, musical or other performances, Greek life, clubs, etc.)



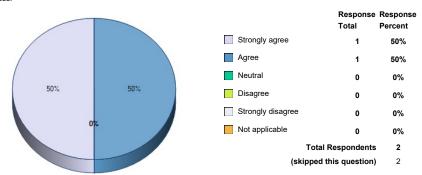
49. Faculty demonstrated commitment to my learning, personal well-being, and success.



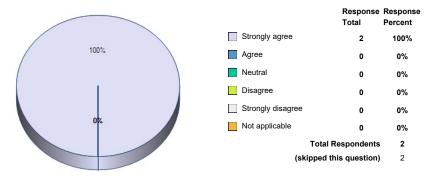
50. Fieldwork supervisors (e.g., internship supervisors, cooperating teachers) demonstrated commitment to my learning, personal well-being, and success.



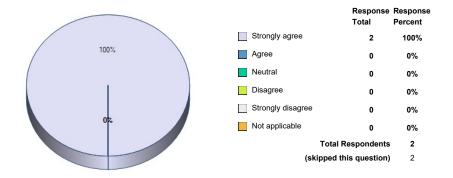
51. Administrators (e.g., vice presidents, deans and directors) demonstrated commitment to my learning, personal well-being, and success.



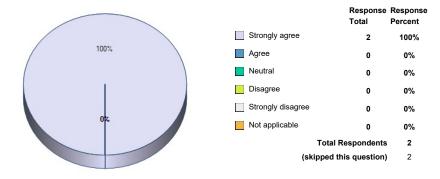
52. Library resources (e.g., books, database subscriptions, web-based resources, inter-library loans) were adequate for my research and learning needs.



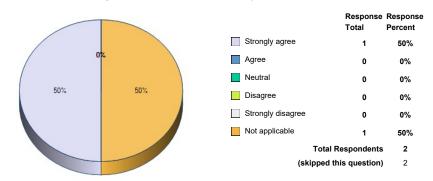
53. Library hours and web resource availability were adequate for my research and learning needs.



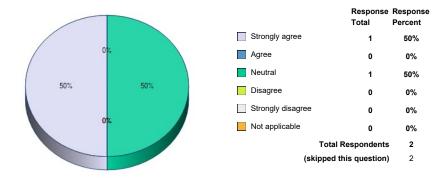
54. Library staff were knowledgeable and demonstrated commitment to my learning and academic success.



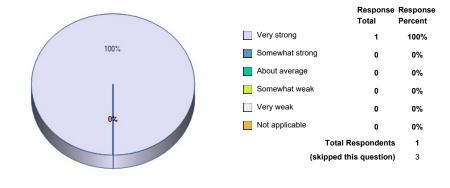
55. I learned about research strategies and sources of information from library staff.



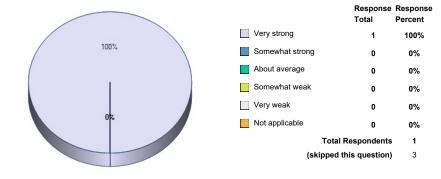
56. The library was comfortable and a good place to study.



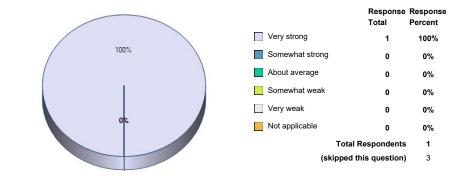
57. Written communication.



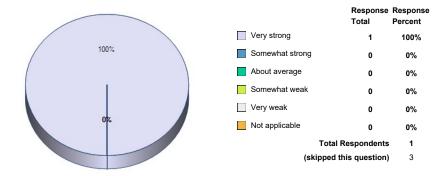
58. Oral communication.



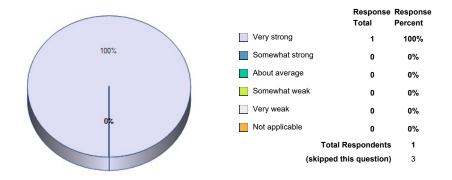
59. Quantitative skills.



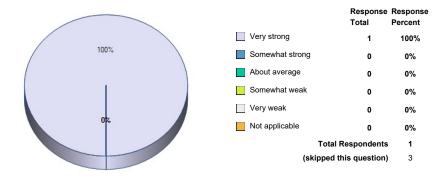
60. Comfort with racial, cultural, and national diversity.



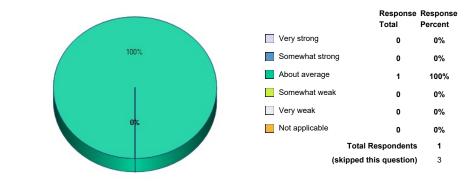
61. Conducting research.



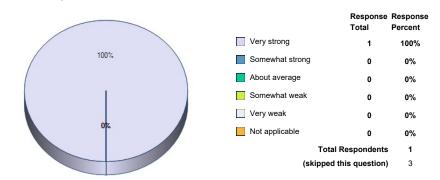
62. Accessing, evaluating, and using information in printed and electronic media.



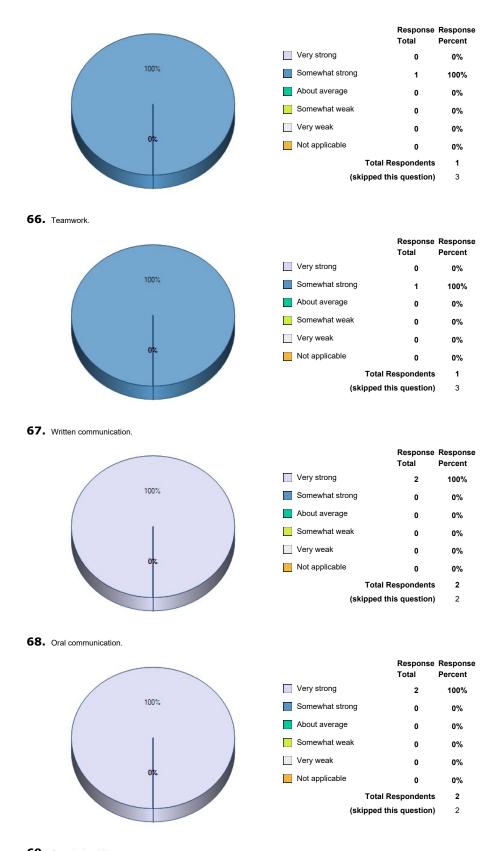
63. Using computer technology.



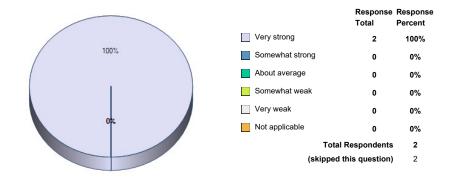
64. Critical reasoning.



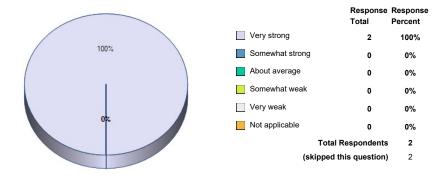
65. Leadership.



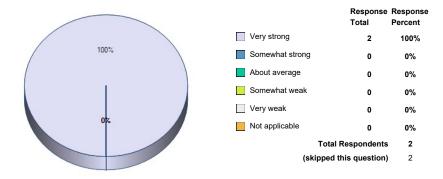
69. Quantitative skills.



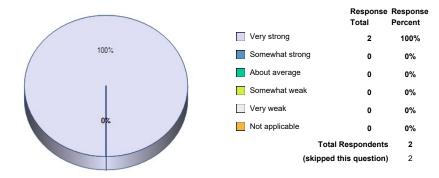
70. Comfort with racial, cultural, and national diversity.



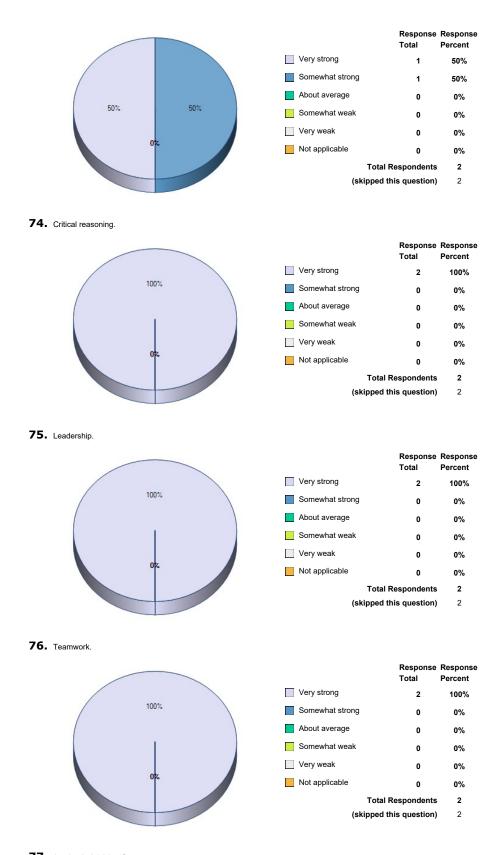
71. Conducting research.



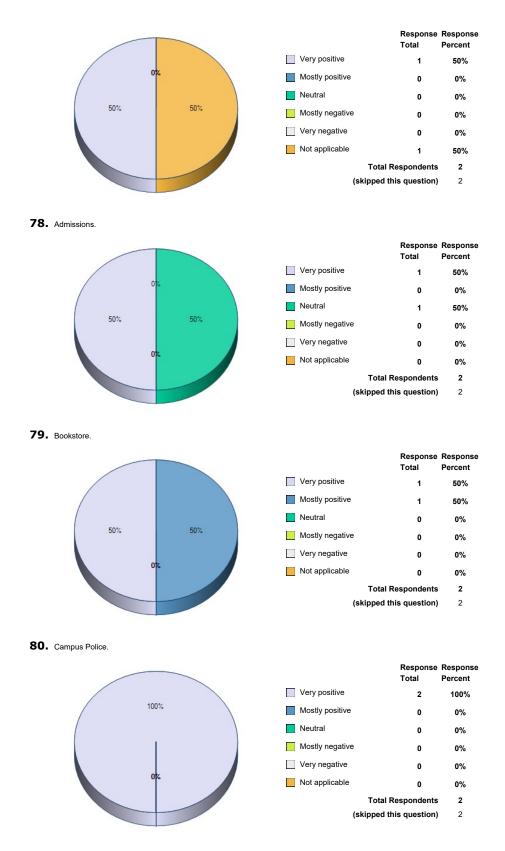
72. Accessing, evaluating, and using information in printed and electronic media.



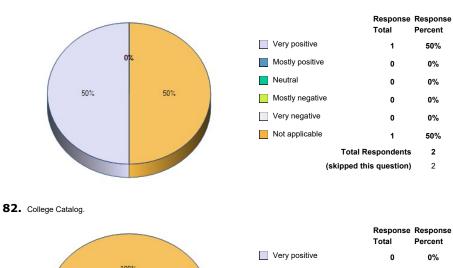
73. Using computer technology.



77. Academic Advising Center.



81. Career Services.



0%

0%

0%

0%

100%

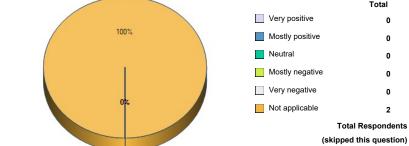
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2

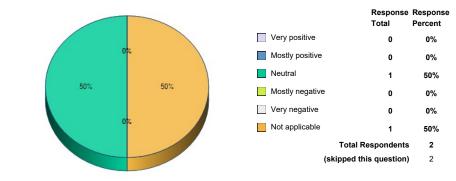
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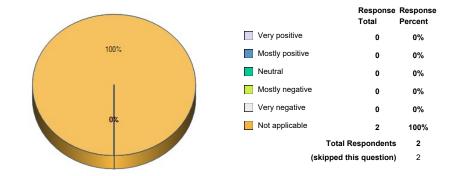
Total Respondents



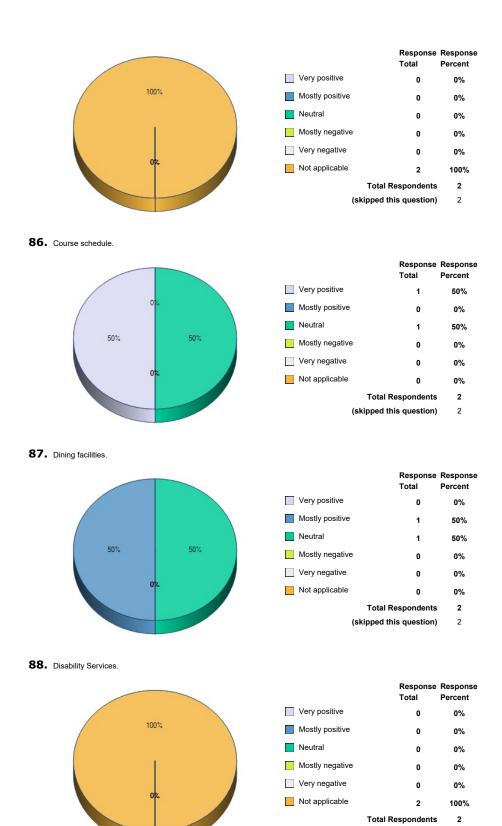




84. Computer laboratories.

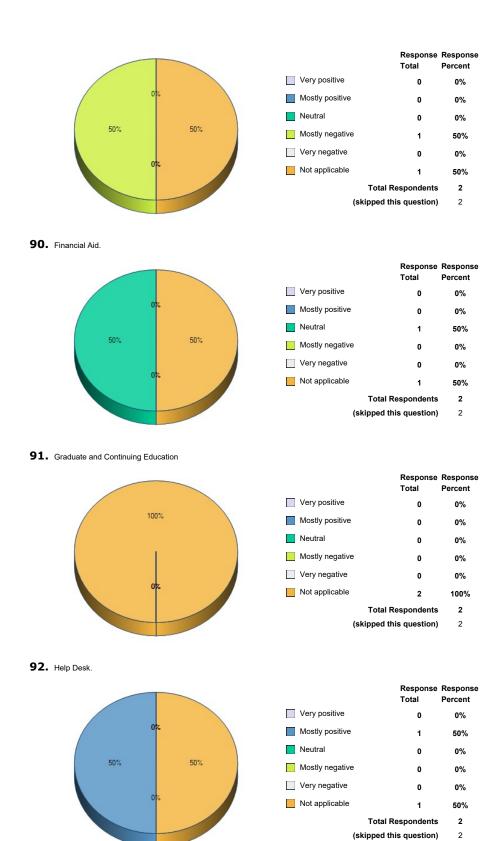


85. Counseling.

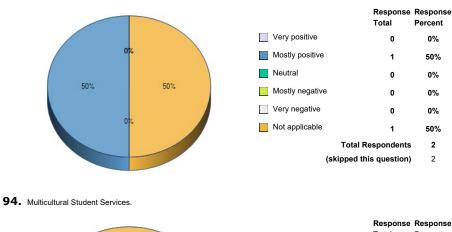


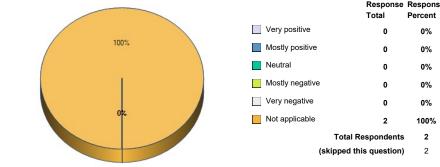
89. Electronic services (e.g., College email, ConnectEd).

(skipped this question)

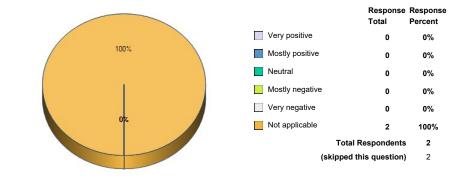


93. International Education/Study Abroad.

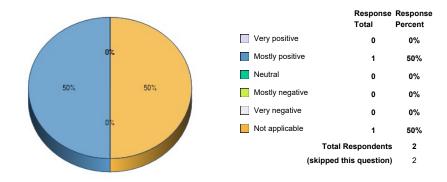




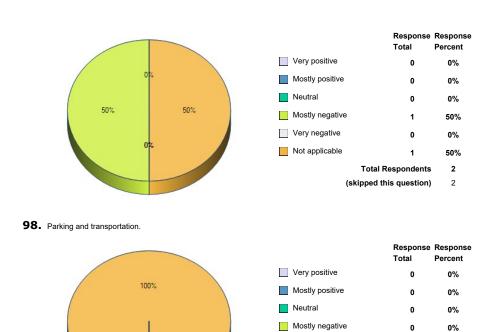




96. One Card.



97. Online services (e.g., application, financial aid, registration, add/drop).



0

Total Respondents

(skipped this question)

0%

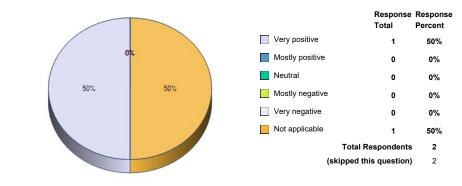
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2

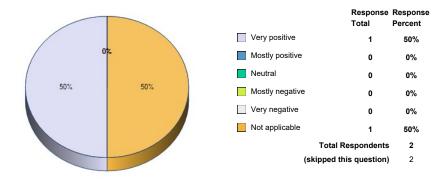
99. Recreation/athletic center.



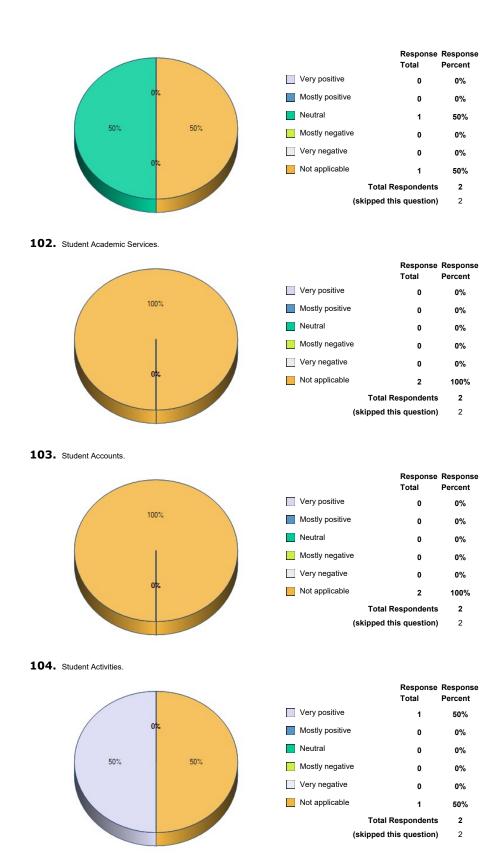
Very negative

Not applicable

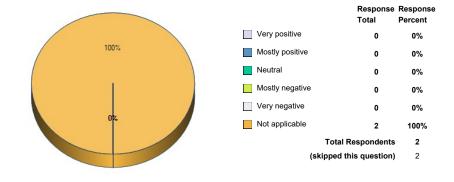
100. Registrar.



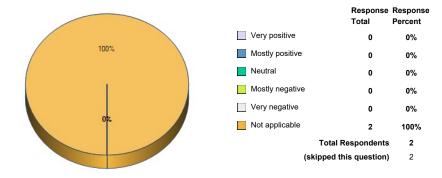
101. Residence halls (Housing and Residential Services).



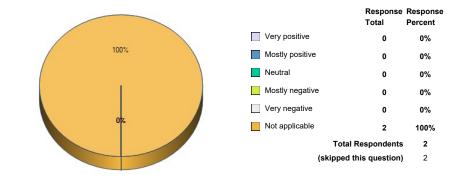
105. Student Government Association.



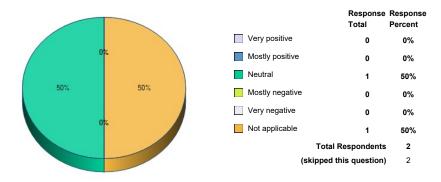
106. Student Health Services.



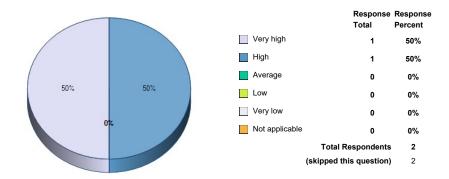
107. Student Support Services.



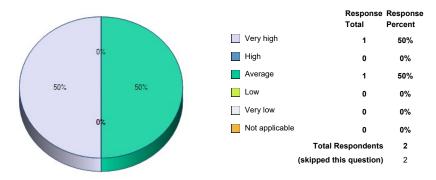
108. Tutoring and Placement Test Center.



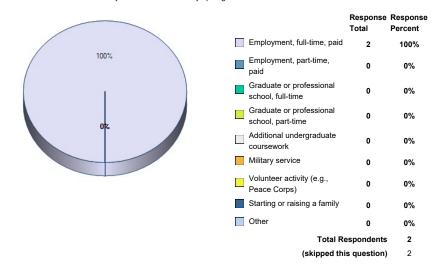
109. Overall satisfaction with my experience at Fitchburg State University.



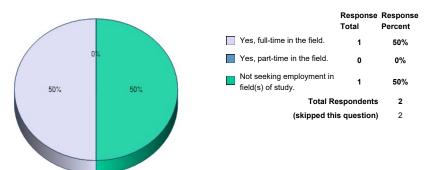
110. Likelihood that I will recommend the University to others.



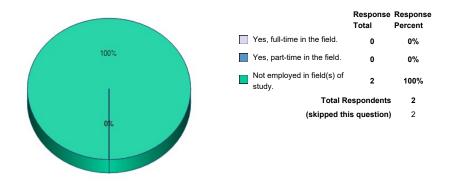
111. Which is MOST LIKELY to be your PRINCIPAL activity upon graduation?



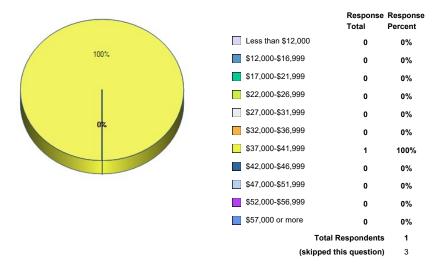
112. I am seeking employment in my field(s) of study.



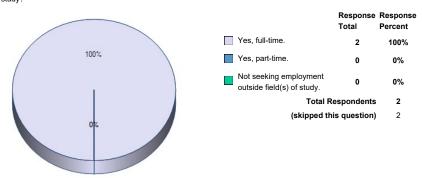
113. I have a job offer or am already employed in my field(s) of study.



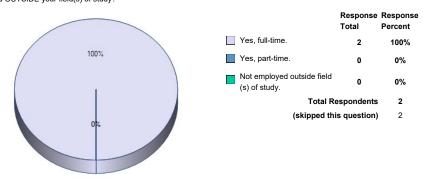
114. Annual or anticipated salary, if employed or soon to be employed in field(s) of study.



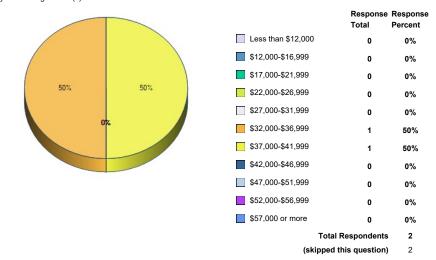
115. If you are NOT employed or seeking employment in your field(s) of study, are you seeking employment OUTSIDE your field(s) of study?



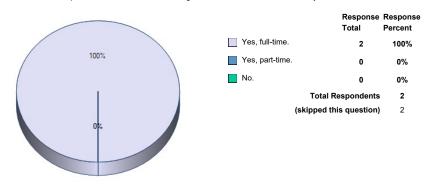
116. If you are NOT employed or seeking employment in your field(s) of study, do you have a job offer or are you already employed OUTSIDE your field(s) of study?



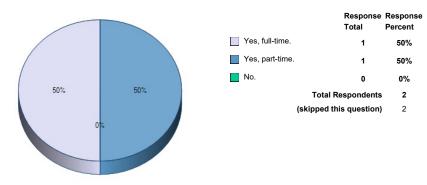
117. Annual or anticipated salary, if employed or soon to be employed OUTSIDE my field(s) of study and NOT seeking employment in degree field(s).



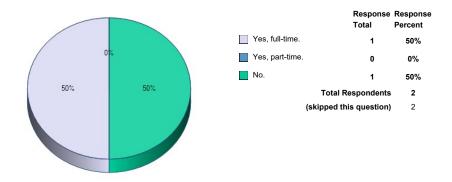
 $\textbf{118.} \ \ \textbf{I} \ \text{am enrolled, or expect to enroll, for additional undergraduate coursework within the next year.}$



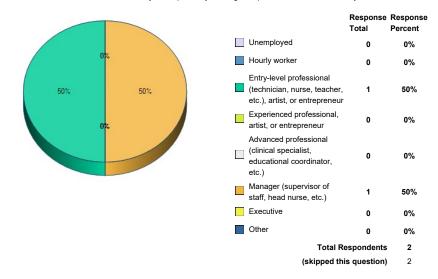
 $\textbf{119.} \ \ \textbf{I} \ \text{expect to attend graduate school in my field of study within the next year.}$



 $\textbf{120.} \ \ \textbf{I} \ \text{expect to attend graduate school OUTSIDE my field of study within the next year.}$



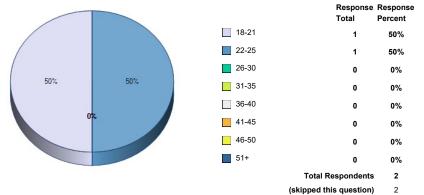
121. Which best describes the level at which you are presently working or expect to work within the next year?



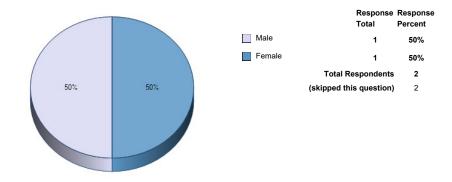
122. Comments

I enjoyed my time at FSU, however, coming from a small department sometimes it was difficult finding a variety of classes that interested me, or in my last semester, classes that I had not already taken. However, the people who work in my department have been nothing but helpful and extremely considerate of my needs and were willing to help me whenever I asked. As a part of the honors program, I noticed that the classes were actually larger than my regular courses and that some of the classes we have to take include and excessive amount of work (thesis) for an undergraduate student. Also, the honors students are given scholarships for the extra amount of work they are asked to do, but as a Tsongas scholar recipient I was not given the honors scholarship and never understood why, considering all of the extra work I competed.

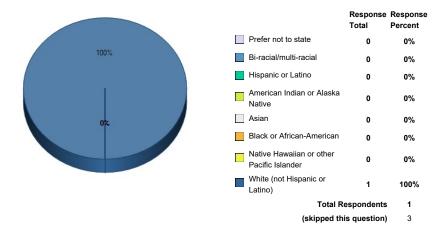




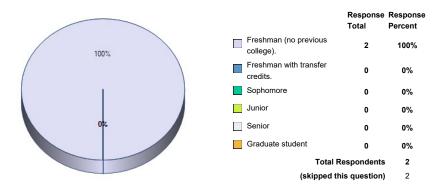
124. Your gender.



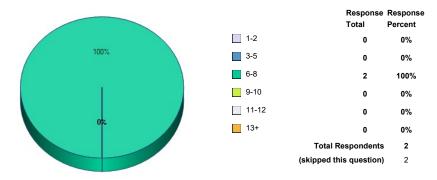
125. Your racial heritage.



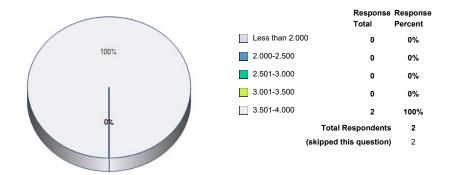
126. Class standing when you enrolled at Fitchburg State University to earn your current degree.



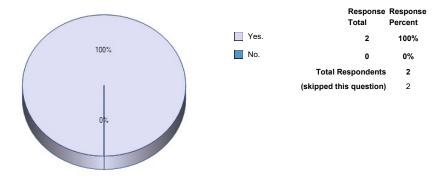
 $\textbf{127.} \ \, \mathsf{Total} \ \, \mathsf{SEMESTERS} \ \, \mathsf{it} \ \, \mathsf{took} \ \, \mathsf{you} \ \, \mathsf{to} \ \, \mathsf{earn} \ \, \mathsf{your} \ \, \mathsf{degree}.$



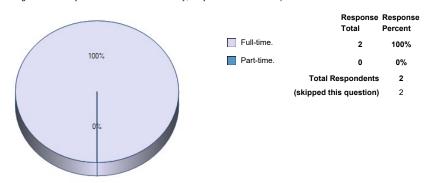
128. Cumulative GPA.



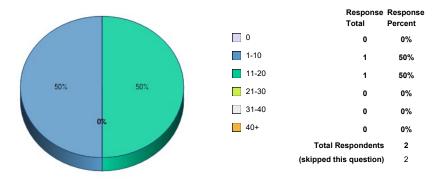
129. Did you attend the University continuously while working on your degree?



130. During all or most of your semesters at the University, did you attend full-time or part-time?



131. Average hours per week worked while attending the University.



132. Number of dependents (besides yourself).

