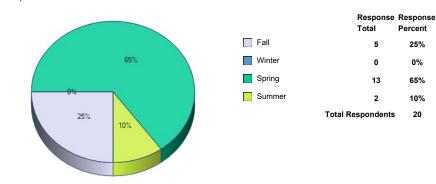


Previous Graduating Student Survey - 2014-2017

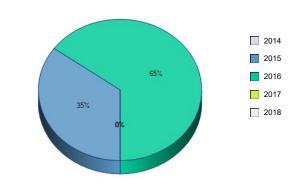
Survey Title: Graduating Student Survey - Fitchburg State University

Responses By Question Analysis:

1. Complete-sem

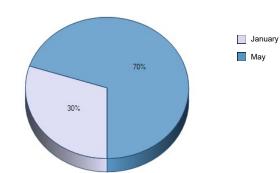


2. Complete-yr



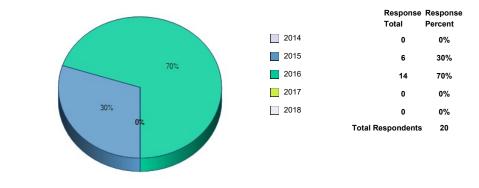
Response Total	Response Percent
0	0%
7	35%
13	65%
0	0%
0	0%
Total Respondents	20

3. Commencement-sem

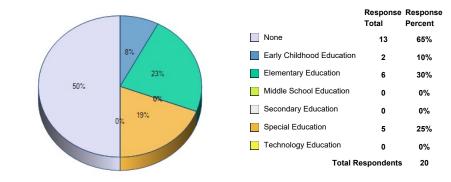


Response	Response
Total	Percent
6	30%
14	70%
Total Respondents	20

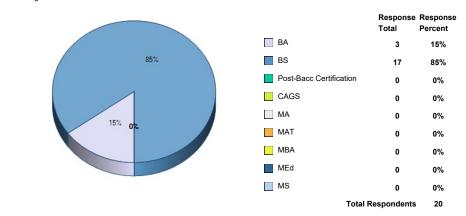
4. Commence-yr



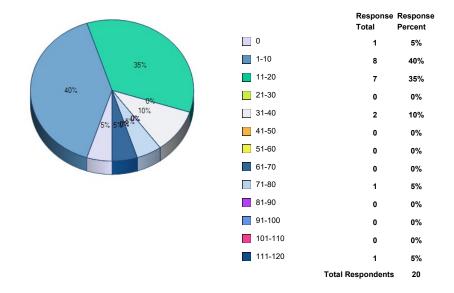




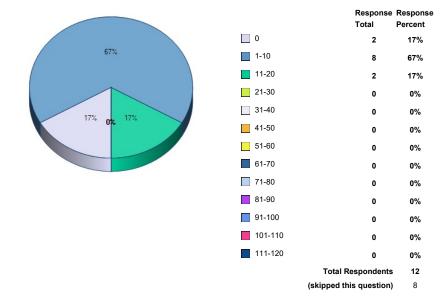


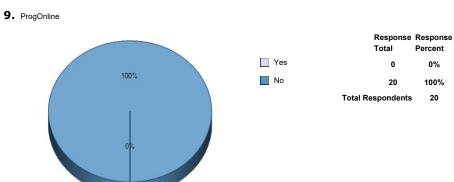


7. OnlineHrsFSC

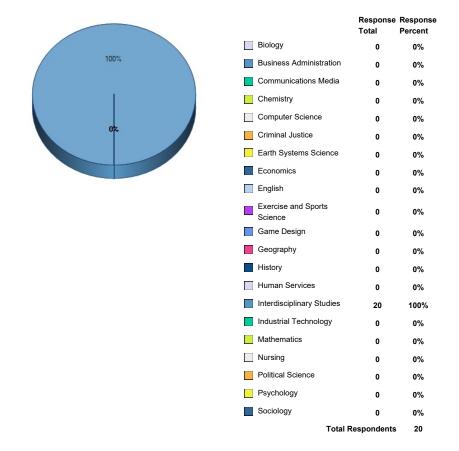




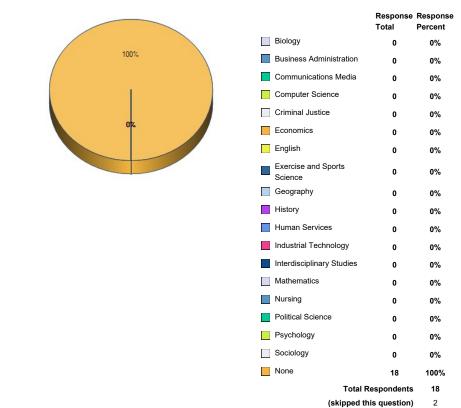




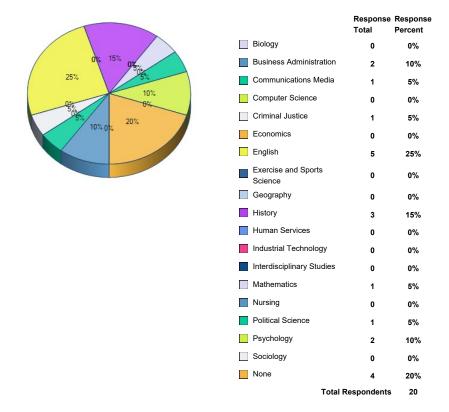
10. First-maj



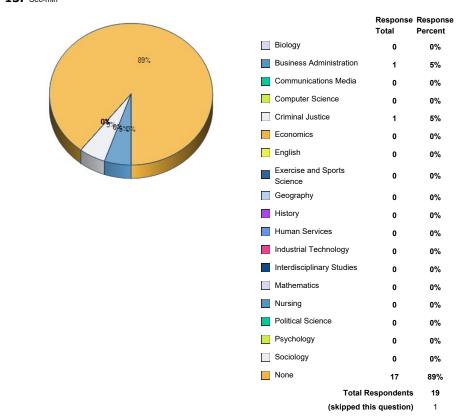




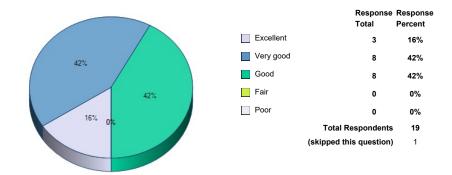
12. First-min



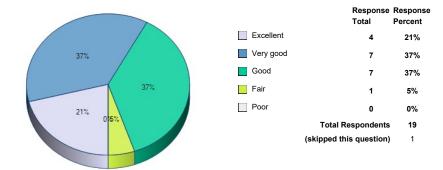




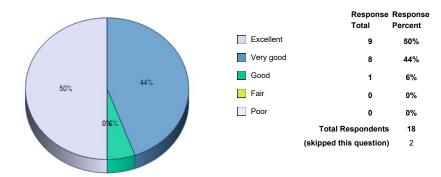
14. Availability of classes (i.e., times offered, seats open).



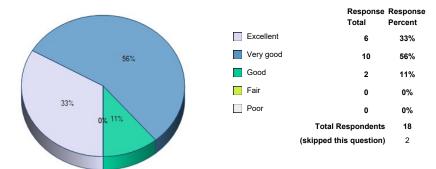
15. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations)



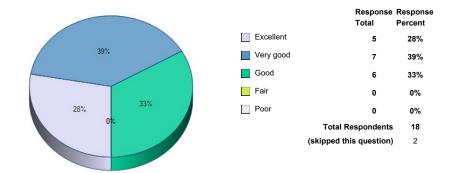
16. Size of classes.



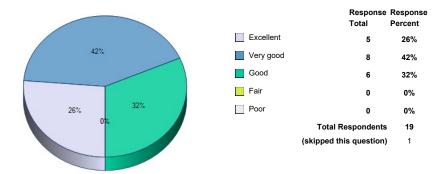
17. Overall quality of instruction.



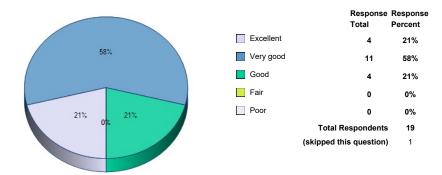
18. Overall quality of texts and other instructional materials.



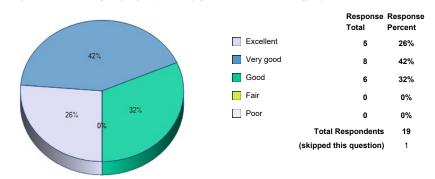
19. Availability of faculty outside of class time.



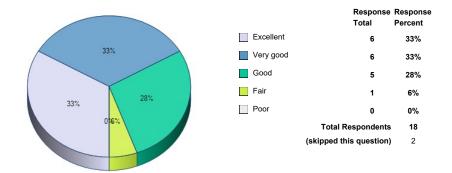
20. Timeliness and relevance of course content.



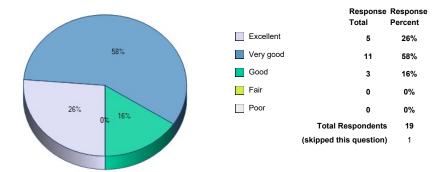
21. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



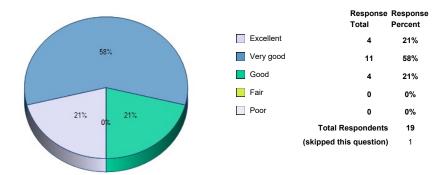
22. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



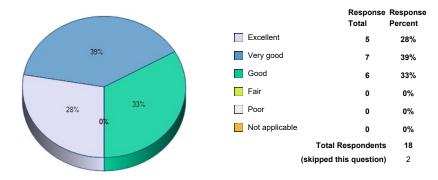
23. Match between career goals and course-of-study requirements.



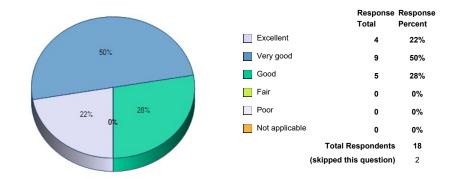
24. Overall level of challenge.



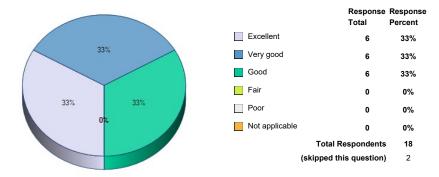
25. Availability of classes (i.e., times offered, seats open).



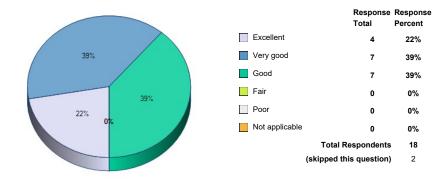
26. Frequency of course offerings (i.e., seasonal, annual, biennial, or other rotations).



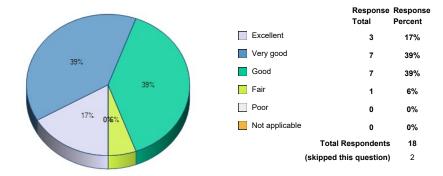
27. Size of classes.



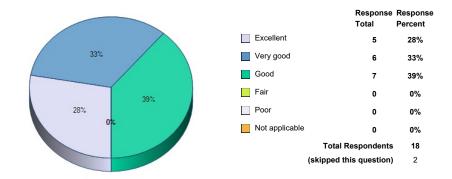
28. Overall quality of instruction.



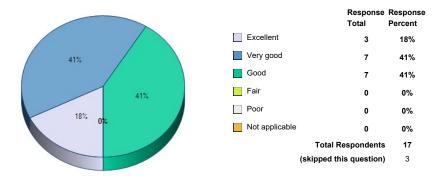
29. Overall quality of texts and other instructional materials.



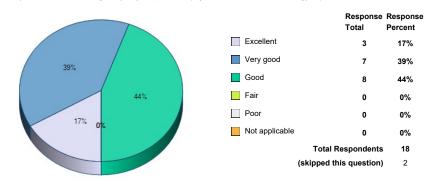
30. Availability of faculty outside of class time.



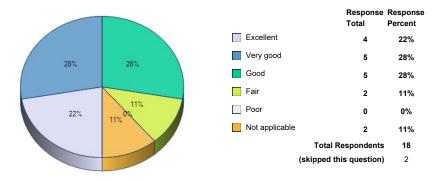
31. Timeliness and relevance of course content.



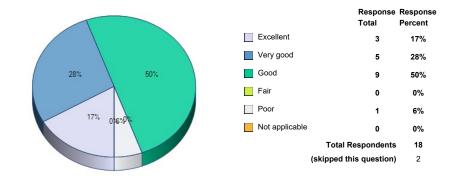
32. Quality of facilities for learning in my major department (e.g., classrooms, labs, studios, gyms).



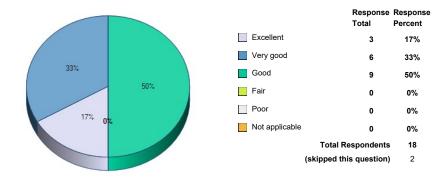
33. Quality of extra-curricular experiences related to NON-MAJOR courses (e.g., student research, field experiences.)



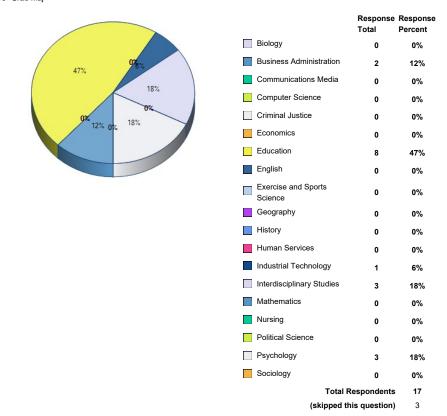
34. Match between career goals and NON-MAJOR course requirements.



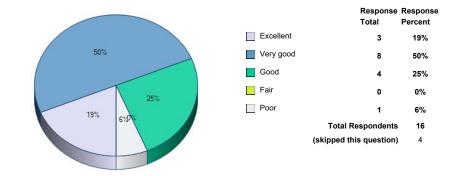
35. Overall level of challenge.



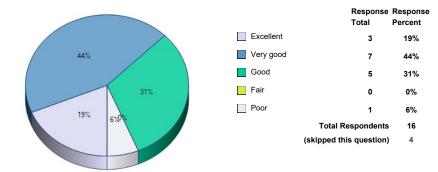
36. Grad-maj



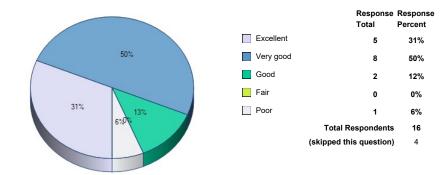
37. Availability of classes.



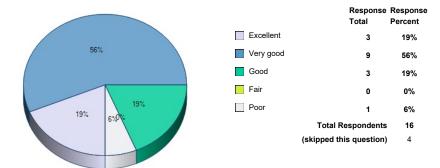
38. Frequency of course offerings.



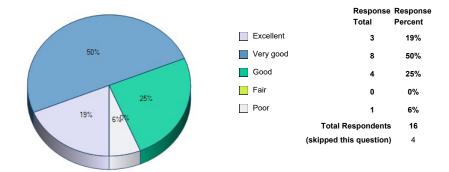
39. Size of classes.



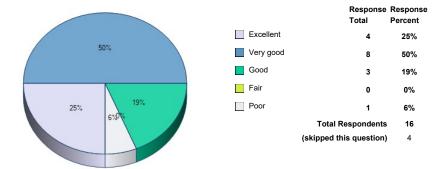
40. Overall quality of instruction.



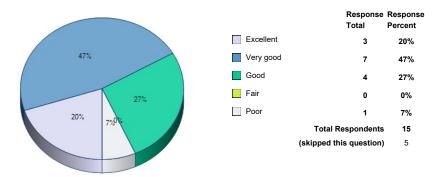
41. Overall quality of texts and other instructional materials.



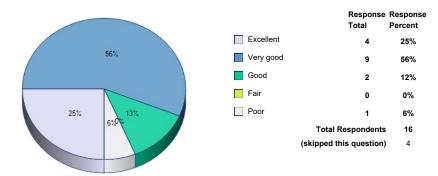
42. Availability of faculty outside of class time.



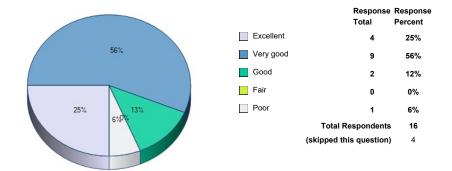
43. Timeliness and relevance of course content.



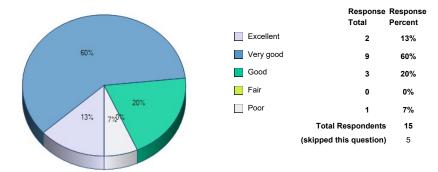
44. Quality of facilities for for learning in my major department (e.g., classrooms, labs, studios, gyms).



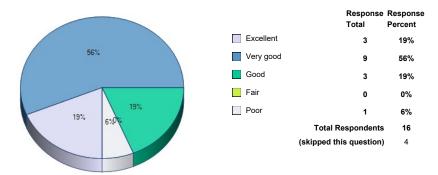
45. Quality of extra-curricular experiences related to my major (e.g., practicum, internship, etc.)



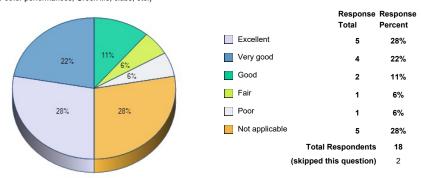
46. Match between career goals and course-of-study requirements.



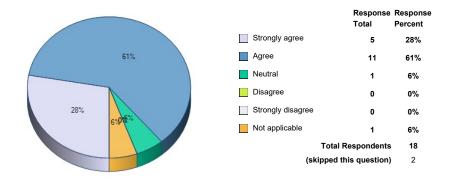
47. Overall level of challenge.



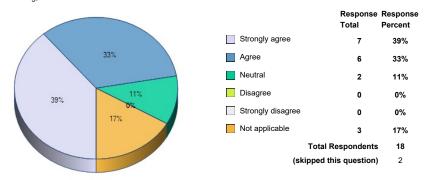
48. Quality of extra-curricular activities UNRELATED to your course of study (e.g., intercollegiate sports, intramural athletics, musical or other performances, Greek life, clubs, etc.)



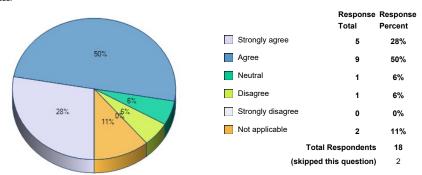
49. Faculty demonstrated commitment to my learning, personal well-being, and success.



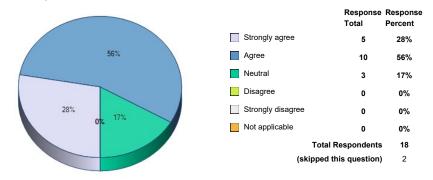
50. Fieldwork supervisors (e.g., internship supervisors, cooperating teachers) demonstrated commitment to my learning, personal well-being, and success.



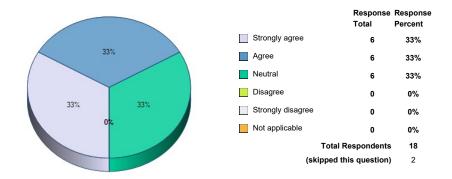
51. Administrators (e.g., vice presidents, deans and directors) demonstrated commitment to my learning, personal well-being, and success.



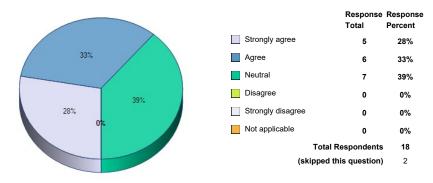
52. Library resources (e.g., books, database subscriptions, web-based resources, inter-library loans) were adequate for my research and learning needs.



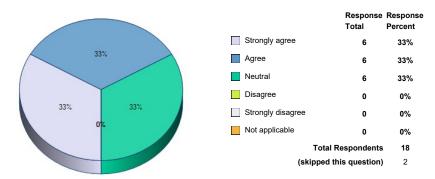
53. Library hours and web resource availability were adequate for my research and learning needs.



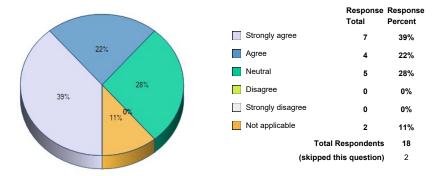
54. Library staff were knowledgeable and demonstrated commitment to my learning and academic success.



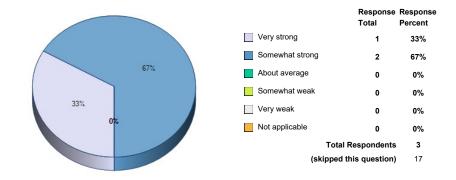
55. I learned about research strategies and sources of information from library staff.



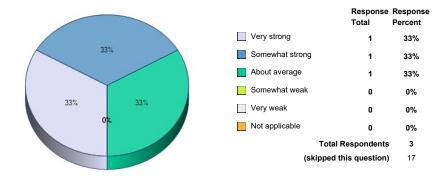
56. The library was comfortable and a good place to study.



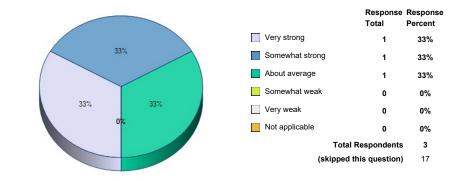
57. Written communication.



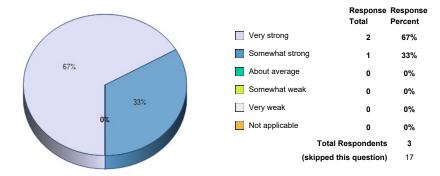
58. Oral communication.



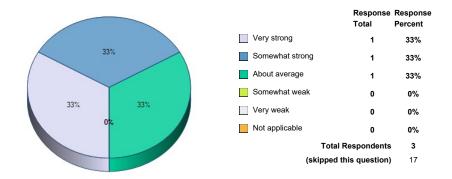
59. Quantitative skills.



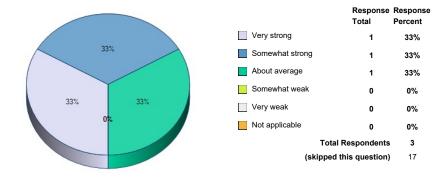
60. Comfort with racial, cultural, and national diversity.



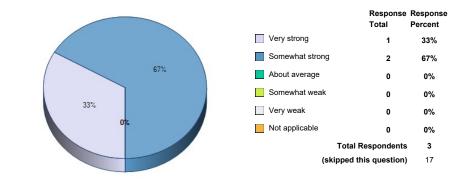
61. Conducting research.



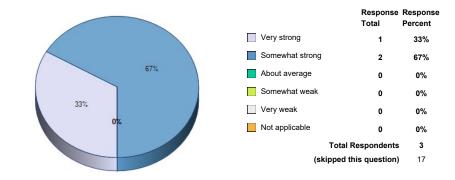
62. Accessing, evaluating, and using information in printed and electronic media.



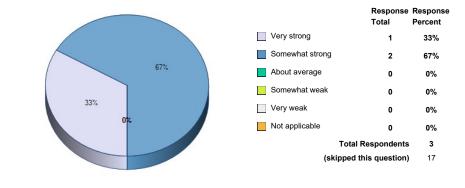
63. Using computer technology.



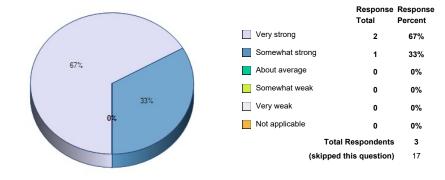
64. Critical reasoning.



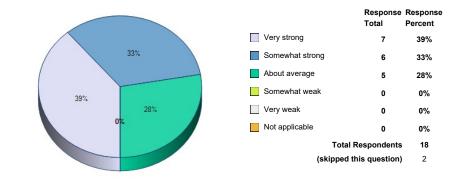
65. Leadership.



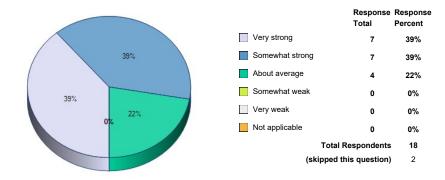
66. Teamwork.



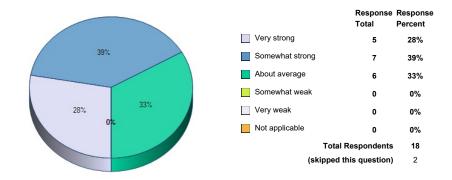
67. Written communication.



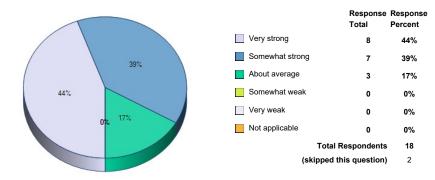
68. Oral communication.



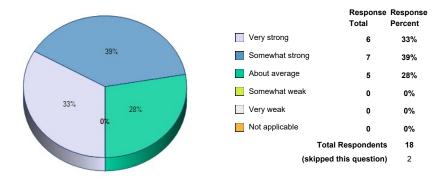
69. Quantitative skills.



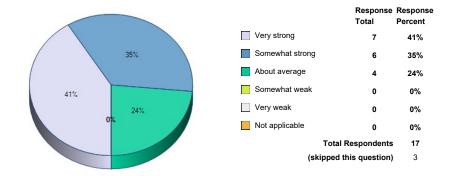
70. Comfort with racial, cultural, and national diversity.



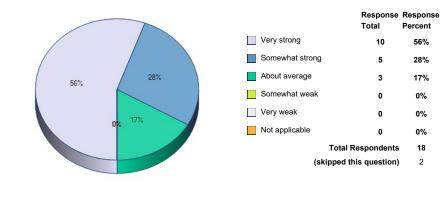
71. Conducting research.



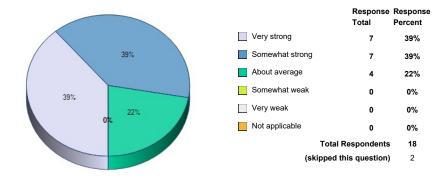
72. Accessing, evaluating, and using information in printed and electronic media.



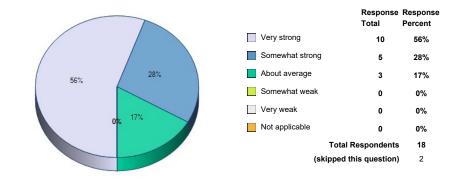
73. Using computer technology.



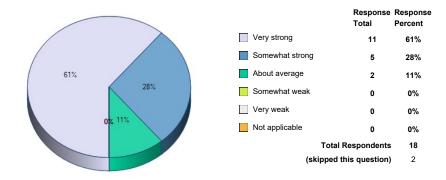
74. Critical reasoning.



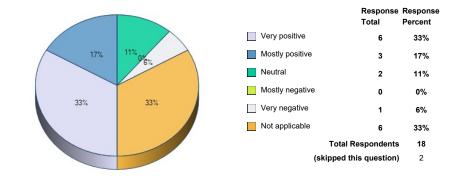
75. Leadership.



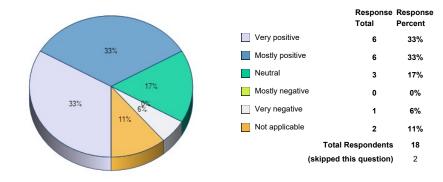
76. Teamwork.



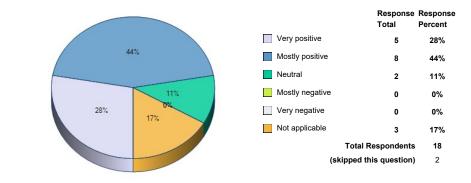
77. Academic Advising Center.



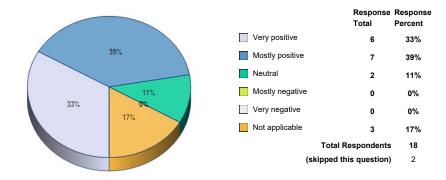
78. Admissions.



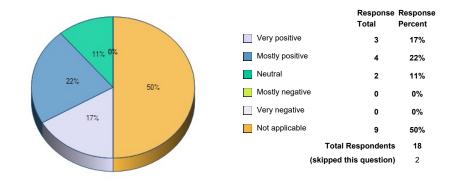
79. Bookstore.



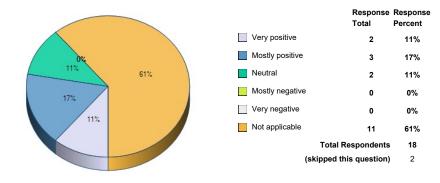
80. Campus Police.



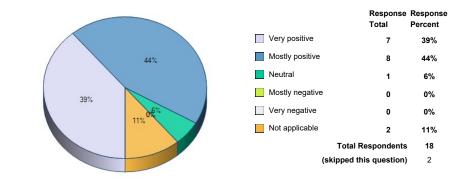
81. Career Services.



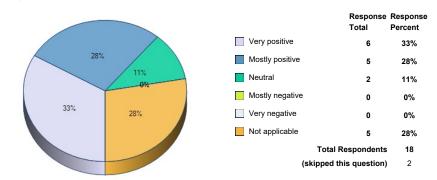
82. College Catalog.



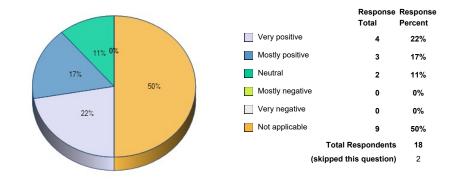
83. College website.



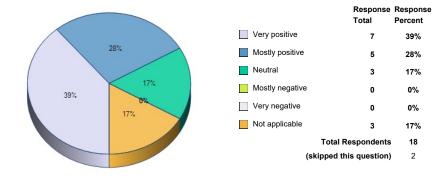
84. Computer laboratories.



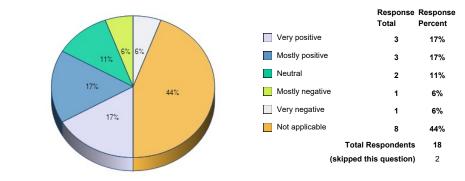
85. Counseling.



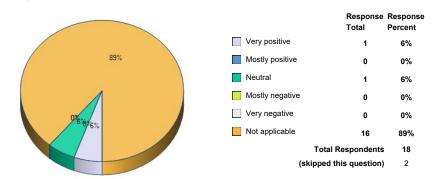
86. Course schedule.



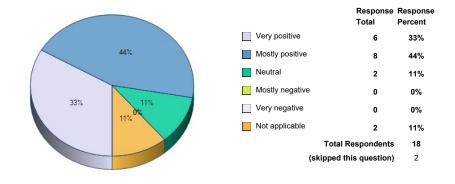
87. Dining facilities.



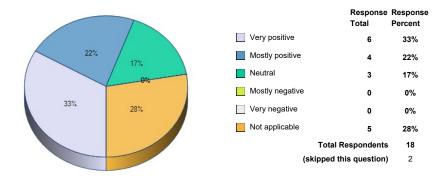
88. Disability Services.



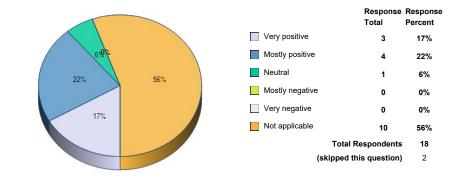
89. Electronic services (e.g., College email, ConnectEd).



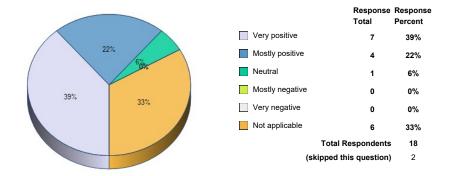
90. Financial Aid.



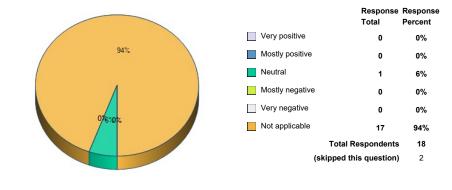
91. Graduate and Continuing Education



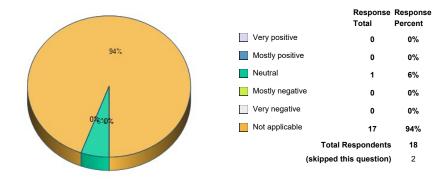
92. Help Desk.



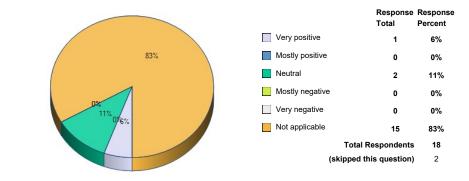
93. International Education/Study Abroad.



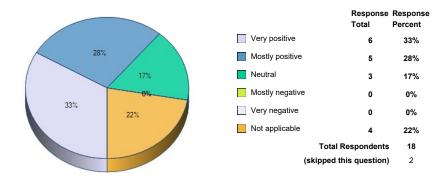
94. Multicultural Student Services.



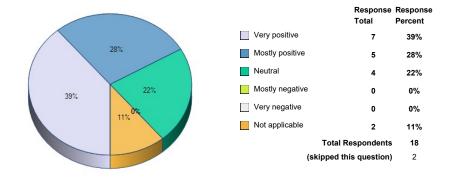
95. On-campus job recruiting.



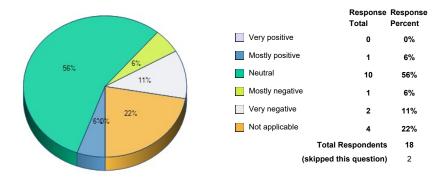
96. One Card.



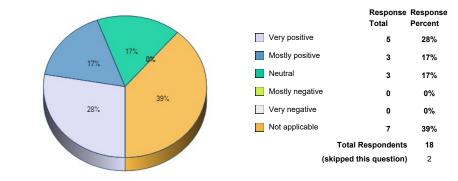
97. Online services (e.g., application, financial aid, registration, add/drop).



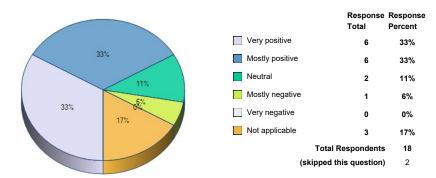
98. Parking and transportation.



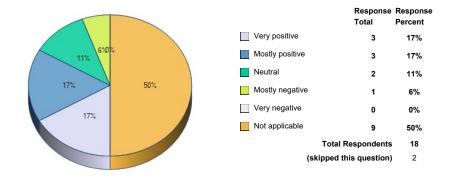
99. Recreation/athletic center.



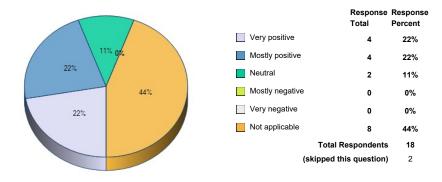
100. Registrar.



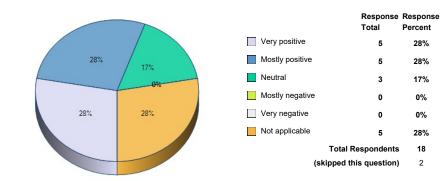
101. Residence halls (Housing and Residential Services).



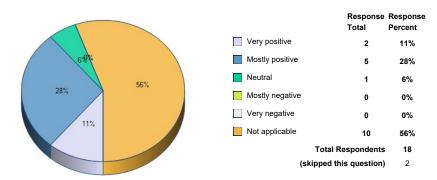
102. Student Academic Services.



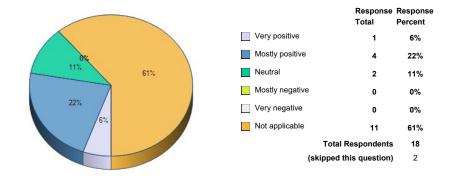
103. Student Accounts.



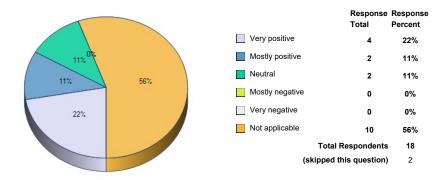
104. Student Activities.



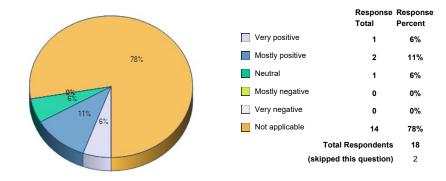
105. Student Government Association.



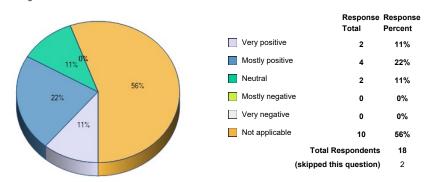
106. Student Health Services.



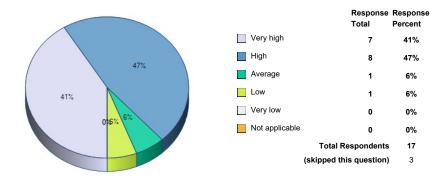
107. Student Support Services.



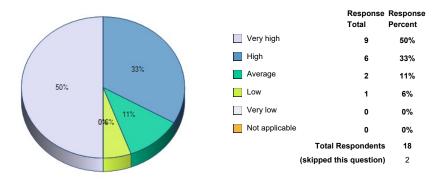
108. Tutoring and Placement Test Center.



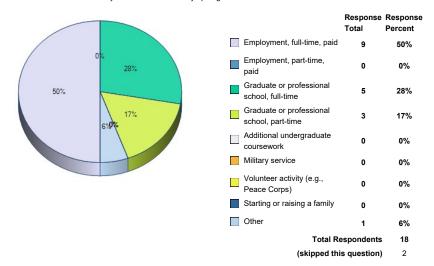
109. Overall satisfaction with my experience at Fitchburg State University.



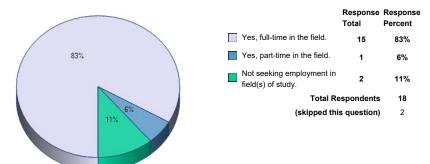
110. Likelihood that I will recommend the University to others.



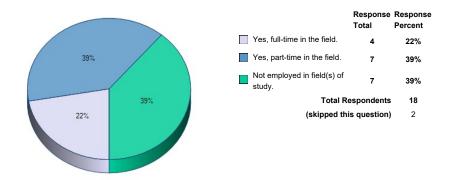
111. Which is MOST LIKELY to be your PRINCIPAL activity upon graduation?



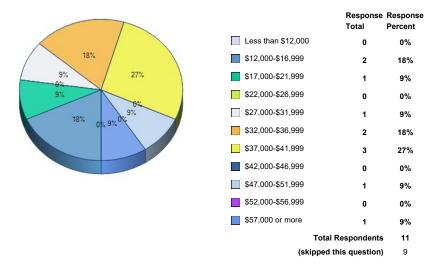
112. I am seeking employment in my field(s) of study.



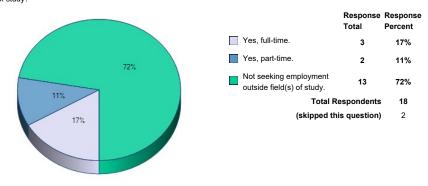
 $\textbf{113.} \ \ \textbf{I} \ \text{have a job offer or am already employed in my field(s) of study}.$



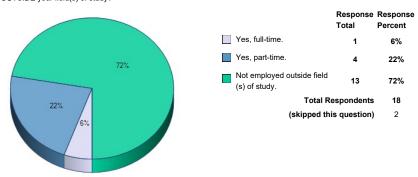
114. Annual or anticipated salary, if employed or soon to be employed in field(s) of study.



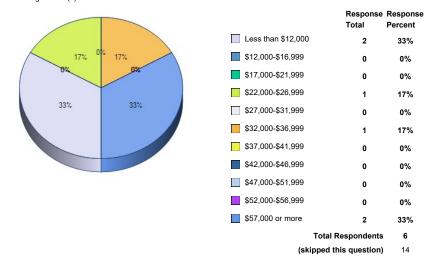
115. If you are NOT employed or seeking employment in your field(s) of study, are you seeking employment OUTSIDE your field(s) of study?



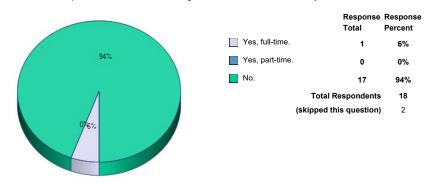
116. If you are NOT employed or seeking employment in your field(s) of study, do you have a job offer or are you already employed OUTSIDE your field(s) of study?



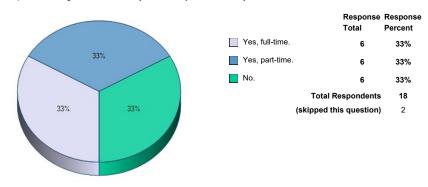
117. Annual or anticipated salary, if employed or soon to be employed OUTSIDE my field(s) of study and NOT seeking employment in degree field(s).



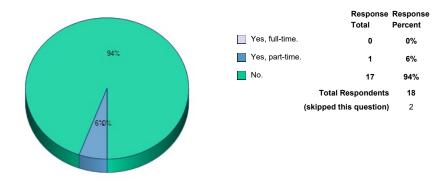
 $\textbf{118.} \ \ \textbf{I} \ \text{am enrolled, or expect to enroll, for additional undergraduate coursework within the next year.}$



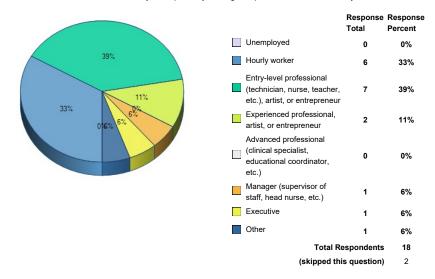
 $\textbf{119.} \ \ \textbf{I} \ \text{expect to attend graduate school in my field of study within the next year.}$



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



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



122. Comments

1.

My experience with Fitchburg State was overall unpleasant. A large part of it was due to my advisors. Unfortunately I may have just seen the worst of the worst, I never had an advisor for long I attended 5 semesters at FSU and had 4 advisors. My first advisor meeting was the most shocking thing I had ever experienced, it was condescending and dismissive to my priorities and needs. FSU is catered to young adults only.

I did not understand how inconvenient the class times were for a commuter who works full would be,

because if you are working on your Bachelors you have to take classes during the day. If I had known then what I know now I would not have attended FSU at all. The psychology degree was impossible to complete due to classes being unavailable. I finished a different degree program, Interdisciplinary Studies that most likely will do nothing to advance my career but show that I got a bachelor's degree where many jobs require that as a minimal qualification to apply. My actual education at FSU was not the problem. The teachers are great and the classes were important. I do value my education. I think that FSU problems are outside the

classroom,
Today I would never recommend this school to a commuter and I hope this comment will make some
changes and start the conversation about being a convenient and flexible college in the future, either by
offering more classes' online or evening classes for people completing their bachelors. Also, I hope that all
professors that also have to do advising be trained in some fashion to show sensitivity and respect to their
advisees that not everyone coming to the school is 18 and living on campus, but even if the fit that

2. My work has helped pay for school over the last 8/9 years part time

description there life may involve many other challenges and priorities.

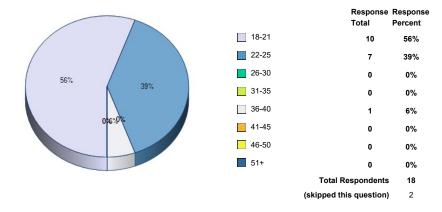
- I loved going here. Everyone who works here is incredibly nice and helpful. I felt like they wanted me to succeed. I tell everyone who is applying for college to go here. Thank you for a wonderful experience.
- 4. I love FSU and am so grateful for all the wonderful staff here who made college such a great experience.
- Best experiences with Dr. Murray & Dr. LaFrance (Education Department), all professors in the English department, Maryann Barbato & Jenn Berg (math department), & EVERY employee encountered in the registrar's office.

Total Respondents 5

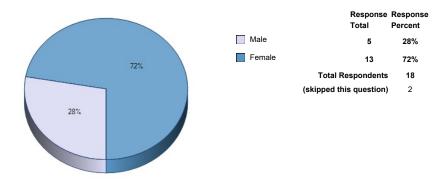
(skipped this question)

15

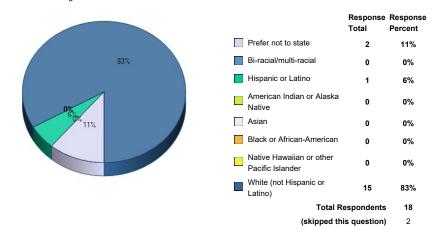
123. Your age.



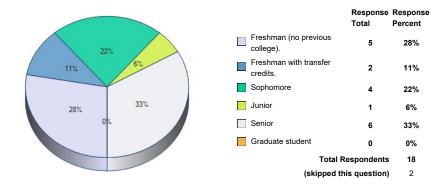
124. Your gender.



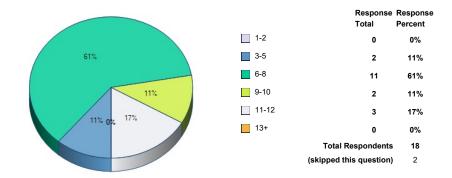
125. Your racial heritage.



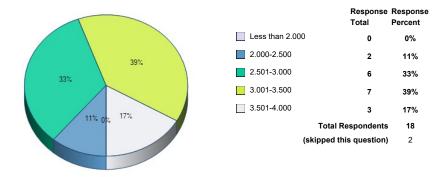
126. Class standing when you enrolled at Fitchburg State University to earn your current degree.



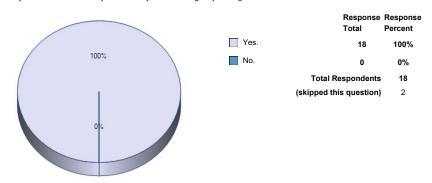
 $\textbf{127.} \ \ \mathsf{Total} \ \mathsf{SEMESTERS} \ \mathsf{it} \ \mathsf{took} \ \mathsf{you} \ \mathsf{to} \ \mathsf{earn} \ \mathsf{your} \ \mathsf{degree}.$



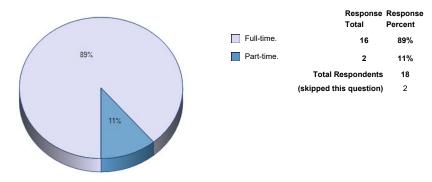
128. Cumulative GPA.



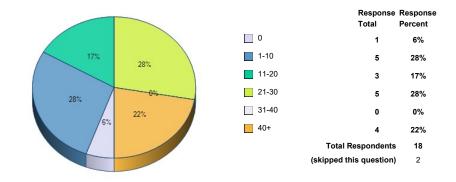
129. Did you attend the University continuously while working on your degree?



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).

