



Alumni Survey 2014

Office for Institutional Effectiveness and Assessment
Clemson University

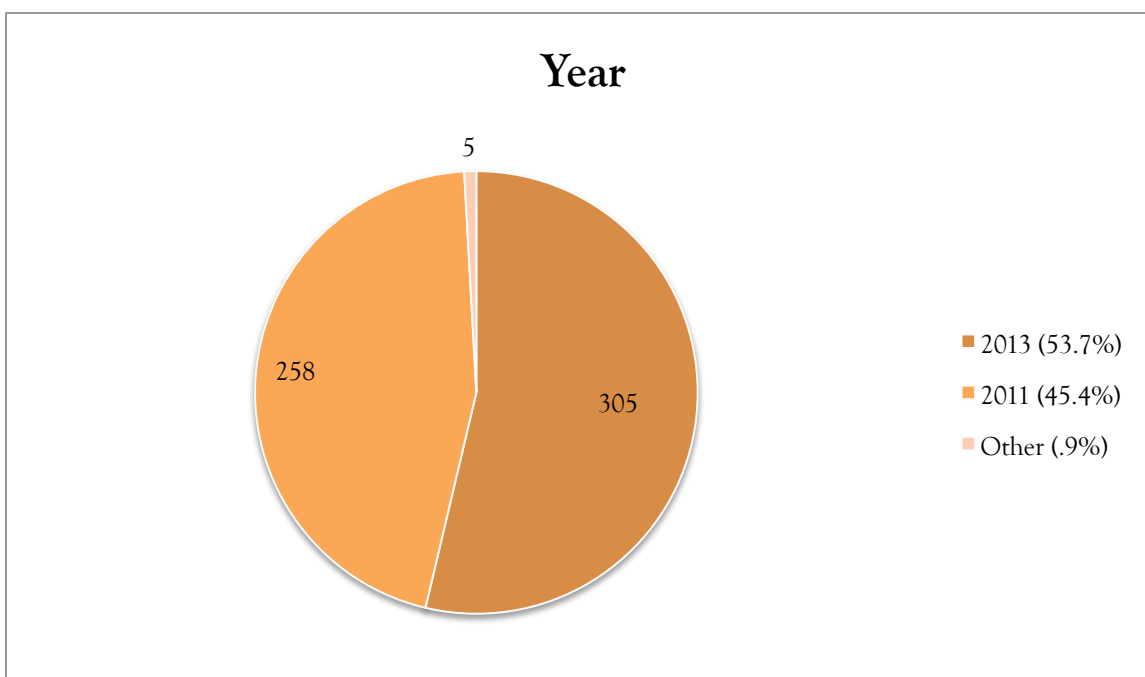
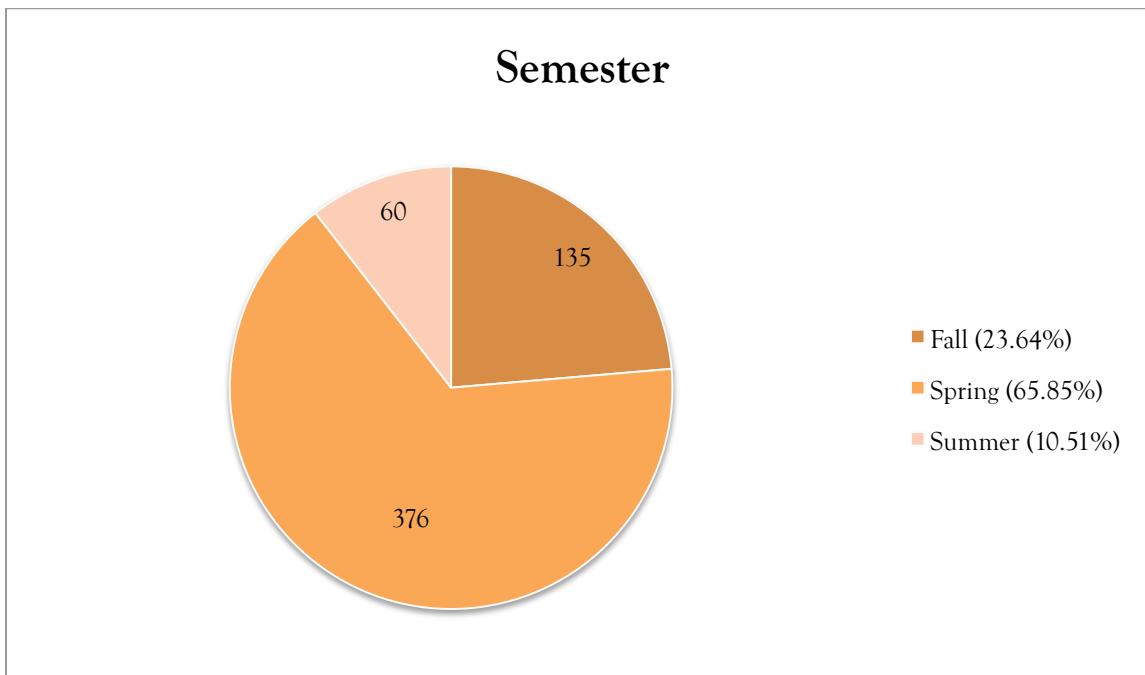
February 2015

Background

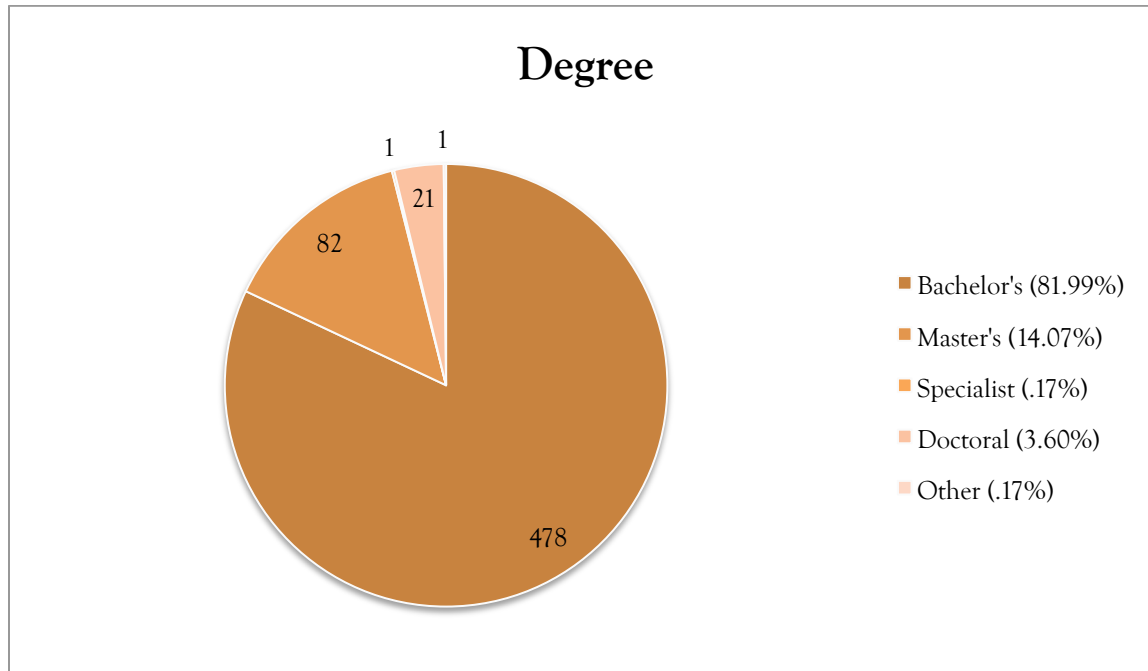
The Office for Institutional Effectiveness and Assessment annually administers the Clemson University Alumni Survey as required by the state of South Carolina. The University utilizes this data in various accountability and assessment reports across many units and programs. The survey poses a variety of questions related to the overall “Clemson Experience” including (but not limited to) satisfaction of academic programming and resources, administrative services, and student affairs services. The survey is Web-based, and any program or unit can pose specialized questions (due by August 15th every year). All respondents are anonymous. The survey is published in September, and invitations are sent to 1- and 3-year-out alumni cohorts. Multiple reminders are delivered until early January, when the survey is officially closed. Data—raw and/or summarized—are forwarded to stakeholders (e.g., academic programs) by late January.

Note: The following data do not include responses from graduates of the Eugene T. Moore School of Education or the College of Engineering and Science; their programs utilize specialized surveys due to requirements by outside accreditors.

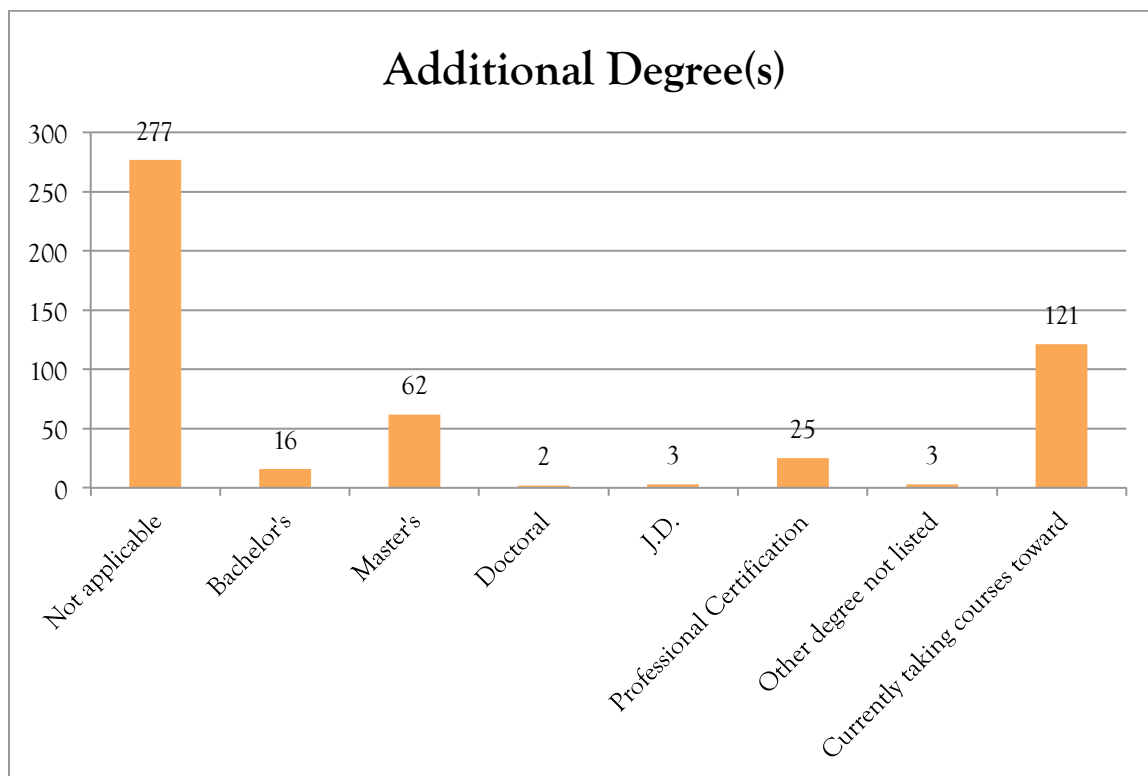
“Regarding the degree you received from Clemson University, in what semester and year did you graduate?”



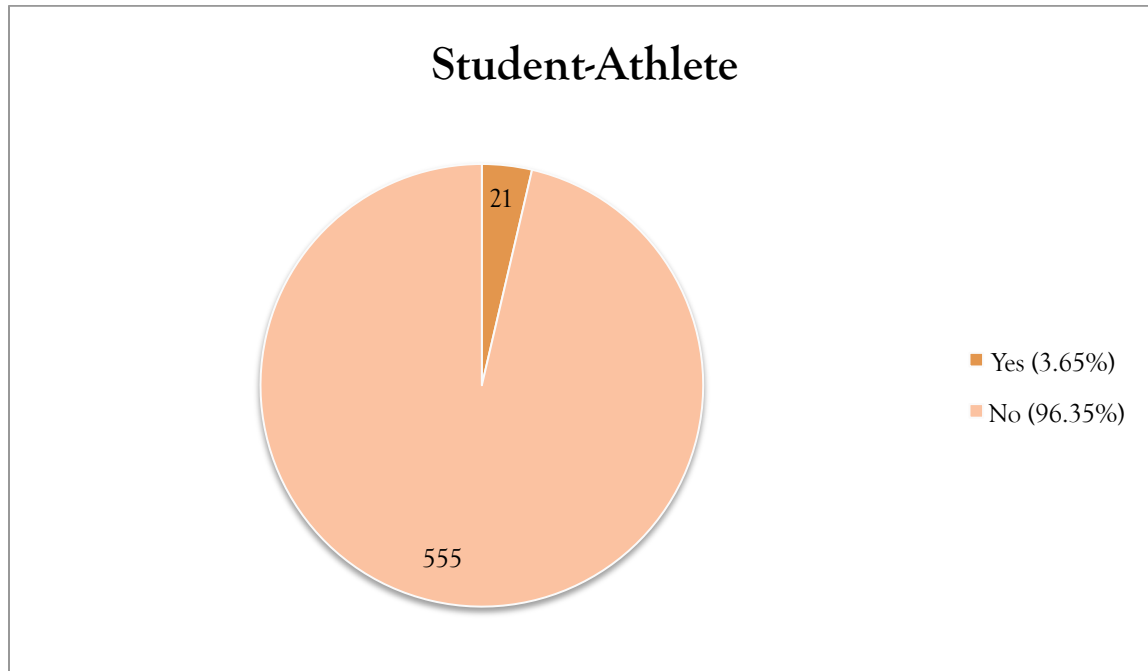
“What was the degree you received?”



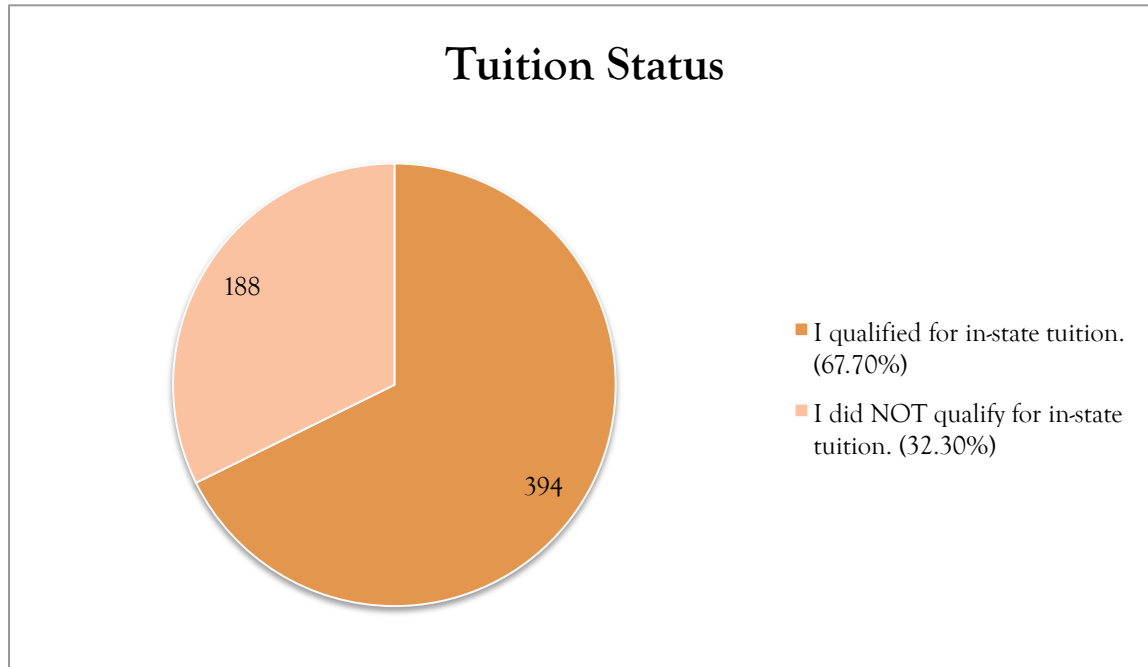
“What other degree(s) have you obtained from any school since graduating from Clemson University?”



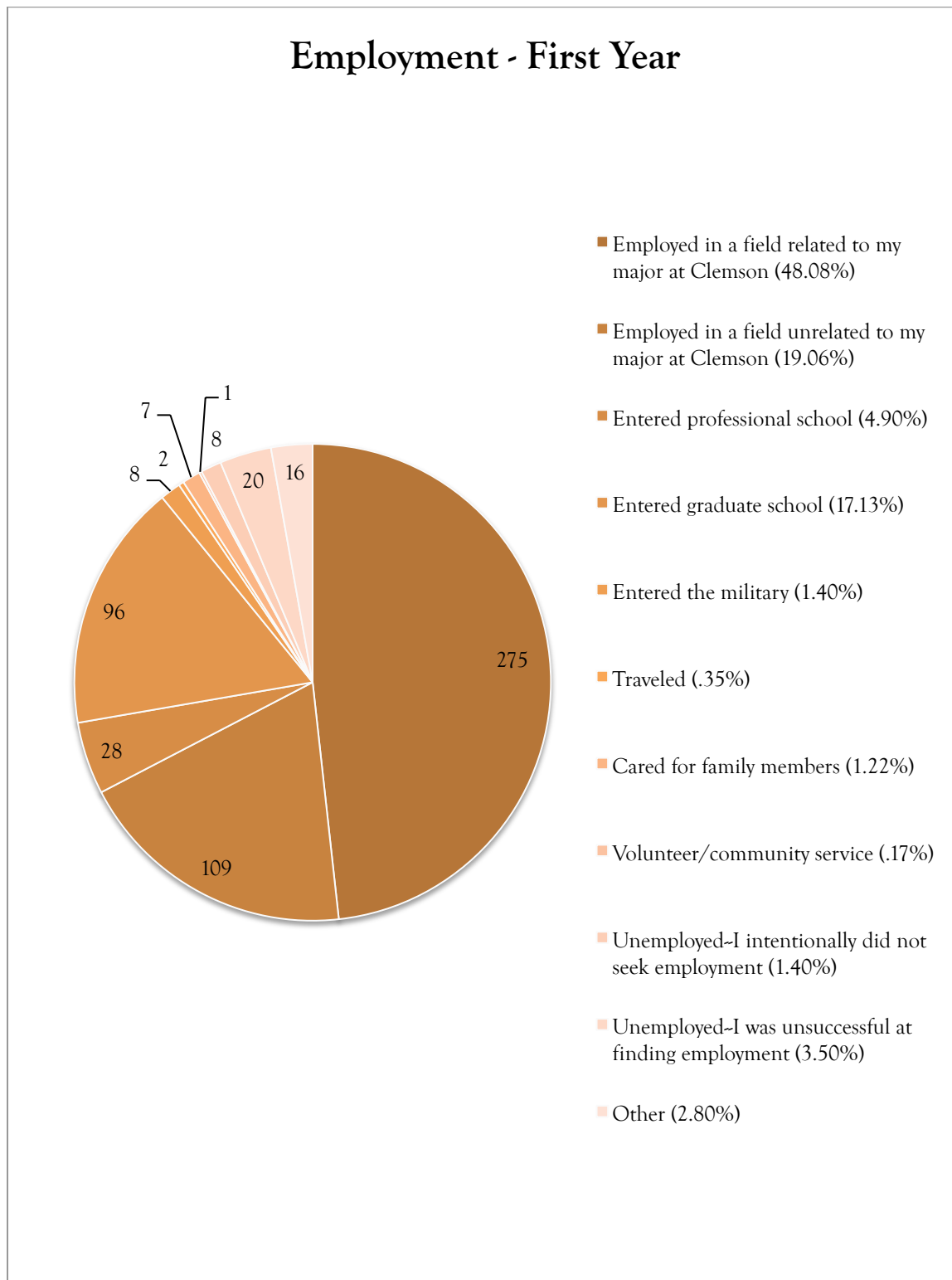
“Were you a student-athlete while attending Clemson University?”



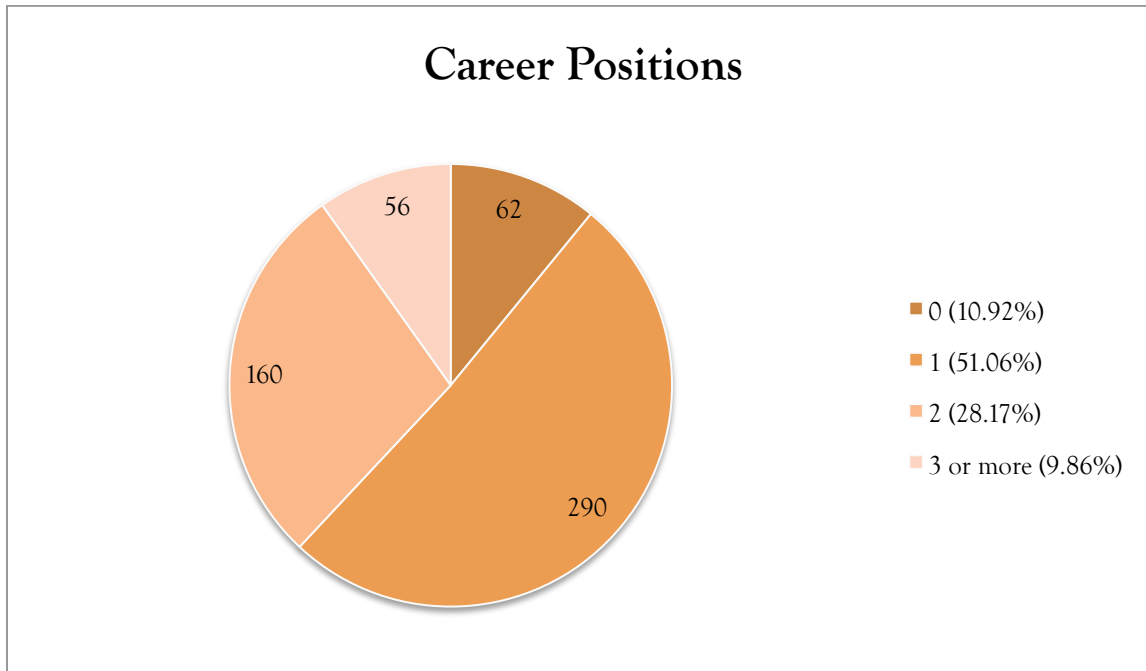
“What was your tuition status for the majority of your time at Clemson?”



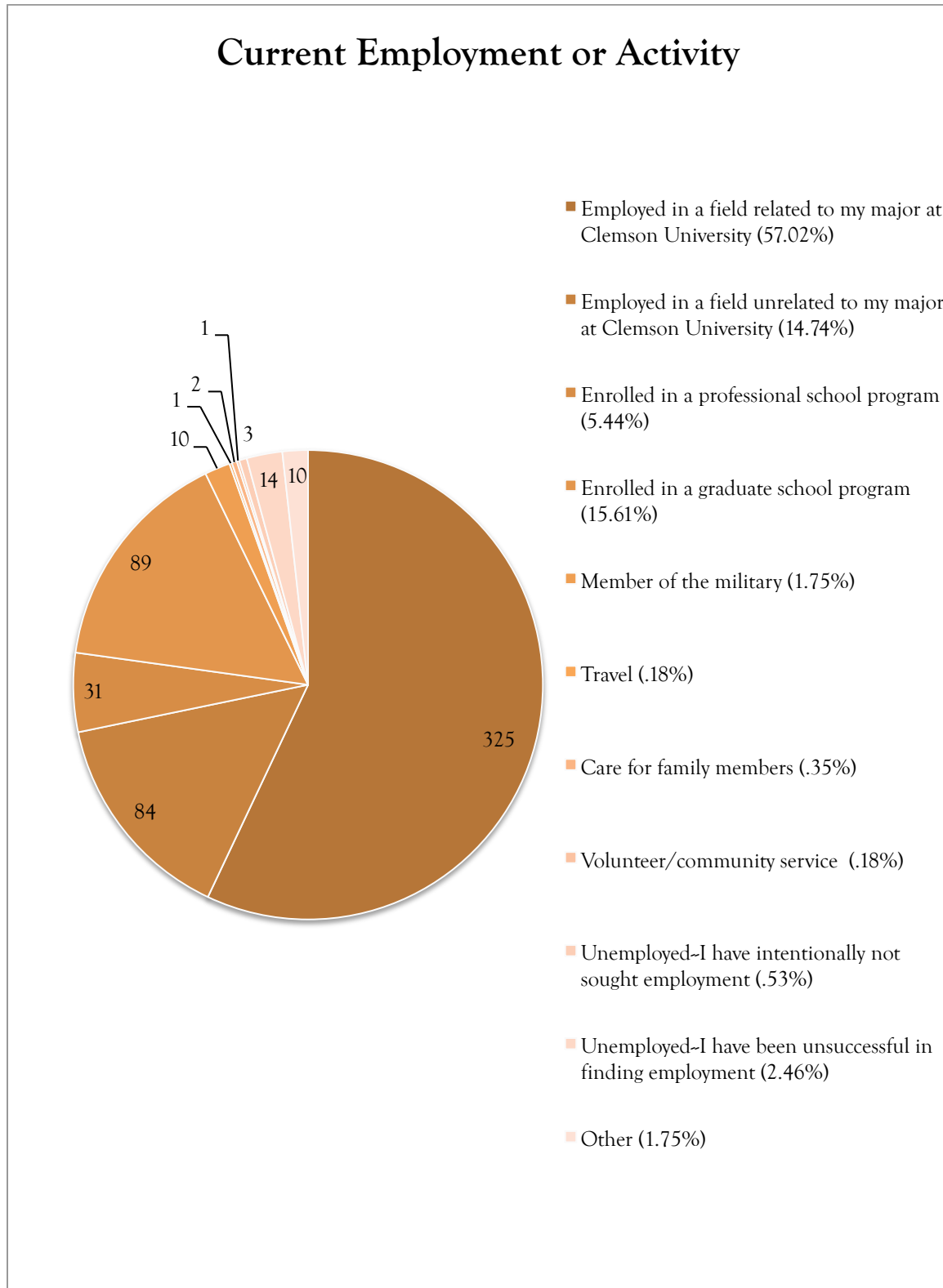
“What was your primary employment status or activity during your first year after graduating from Clemson University?”



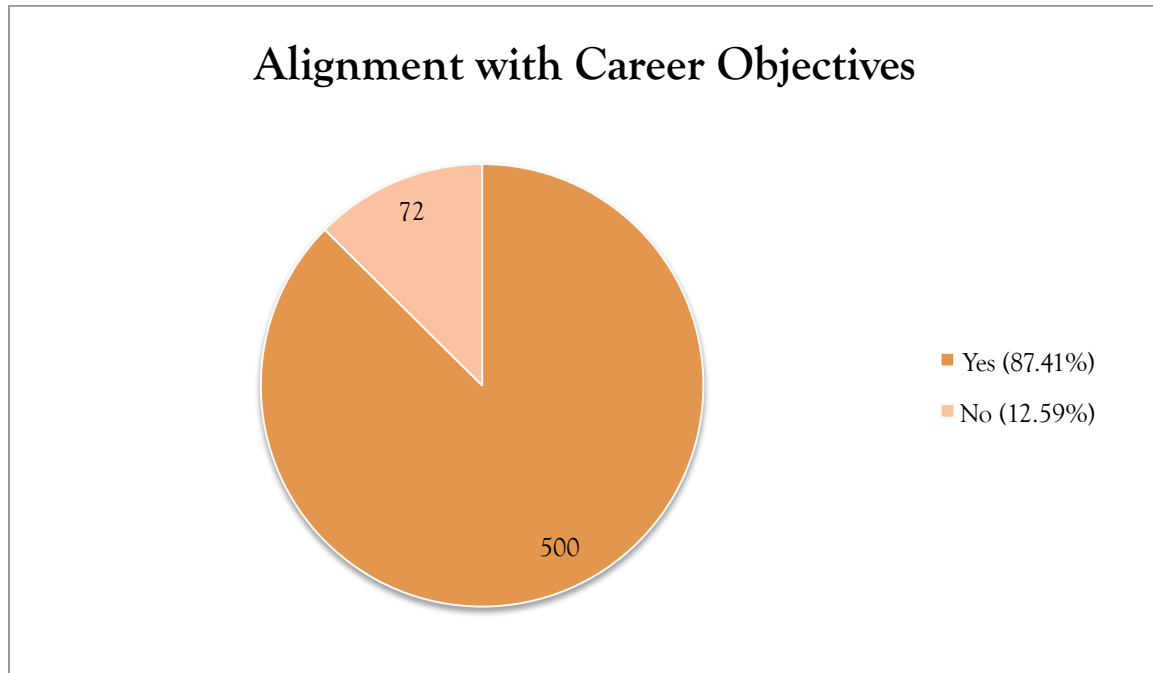
“How many career positions have you held since graduating from Clemson University?”



“What is your current primary employment status or activity?”



“Is your present employment or activity in line with your career objectives?”

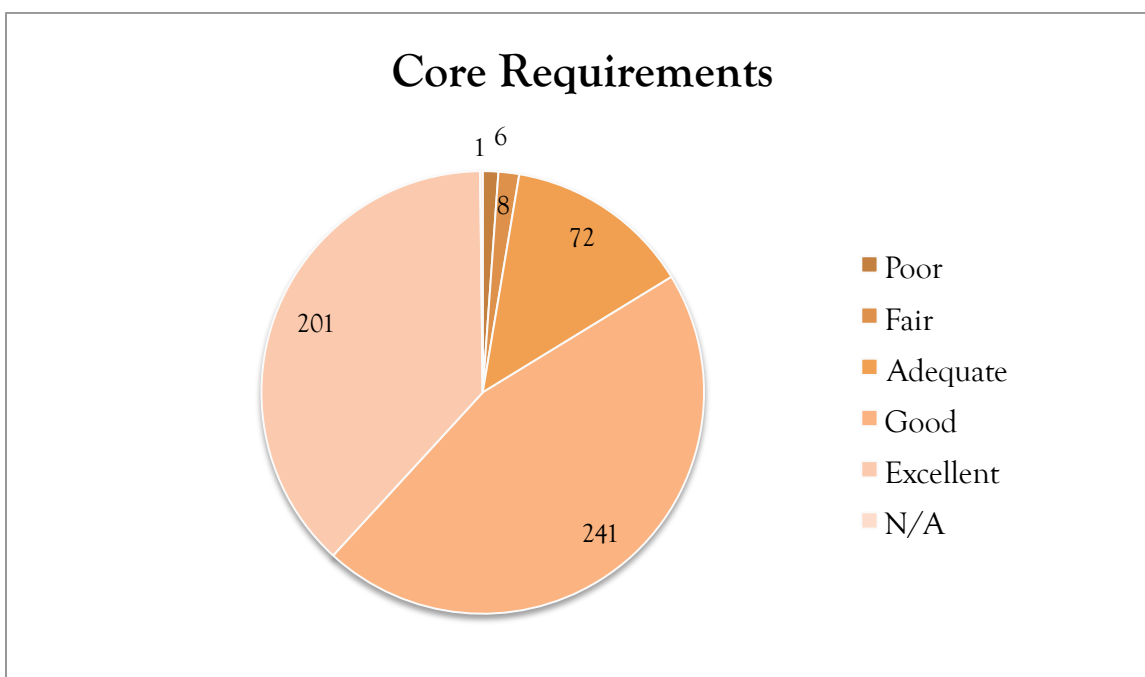
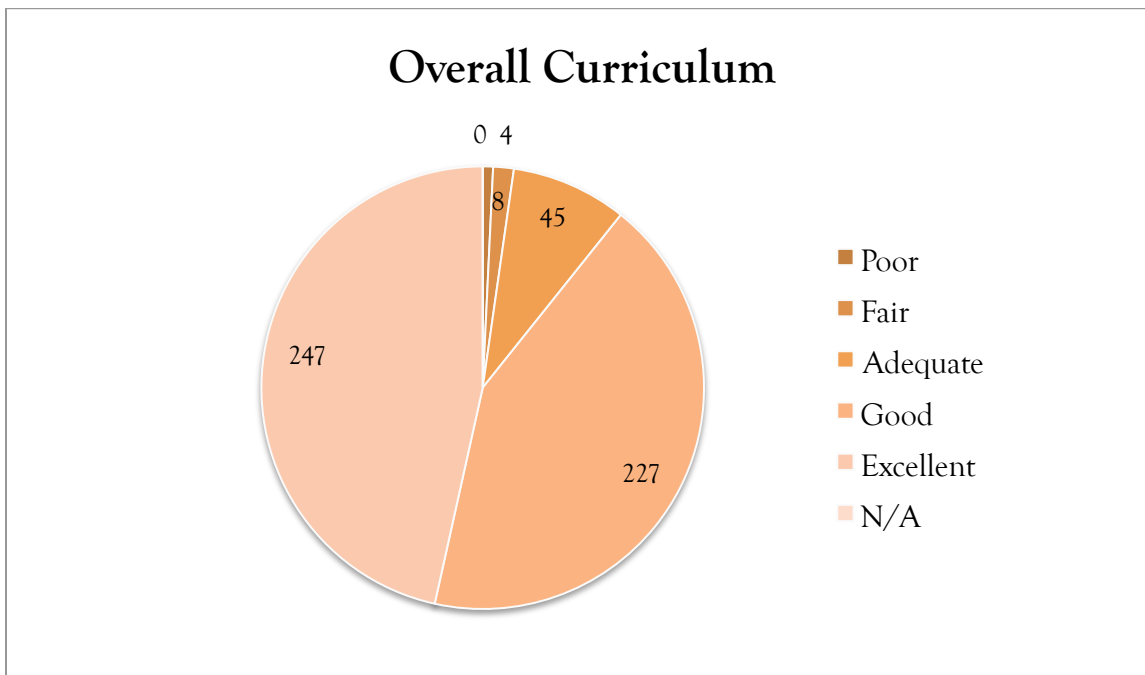


“In what state do you currently work?”

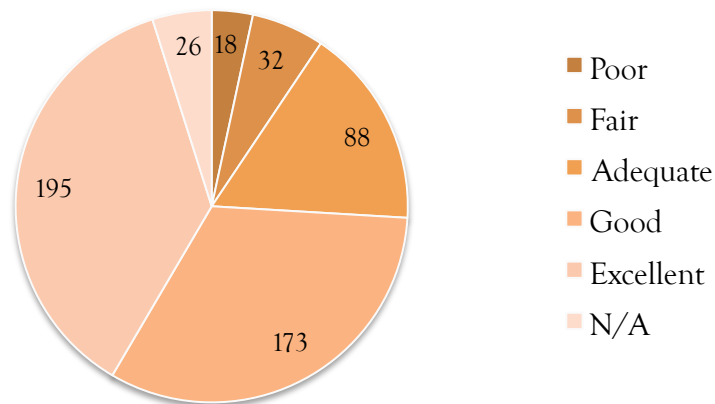
State/District	Responses
District of Columbia (Washington, D.C.)	5 (.91%)
Alabama	6 (1.09%)
Alaska	1 (.18%)
Arizona	2 (.36%)
Arkansas	1 (.18%)
California	12 (2.19%)
Colorado	8 (1.46%)
Connecticut	3 (.55%)
Delaware	0 (0%)
Florida	18 (3.28%)
Georgia	43 (7.83%)
Hawaii	1 (.18%)
Idaho	1 (.18%)
Illinois	6 (1.09%)
Indiana	2 (.36%)
Iowa	1 (.18%)
Kansas	0 (0%)
Kentucky	3 (.55%)
Louisiana	6 (1.09%)
Maine	2 (.36%)

Maryland	12 (2.19%)
Massachusetts	6 (1.09%)
Michigan	5 (.91%)
Minnesota	3 (.55%)
Mississippi	4 (.73%)
Missouri	0 (0%)
Montana	0 (0%)
Nebraska	0 (0%)
Nevada	0 (0%)
New Hampshire	0 (0%)
New Jersey	4 (.73%)
New Mexico	0 (0%)
New York	12 (2.19%)
North Carolina	61 (11.11%)
North Dakota	0 (0%)
Ohio	10 (1.82%)
Oklahoma	1 (.18%)
Oregon	2 (.36%)
Pennsylvania	9 (1.64%)
Rhode Island	1 (.18%)
South Carolina	227 (41.35%)
South Dakota	0 (0%)
Tennessee	19 (3.46%)
Texas	19 (3.46%)
Utah	0 (0%)
Vermont	0 (0%)
Virginia	23 (4.19%)
Washington	6 (1.09%)
West Virginia	0 (0%)
Wisconsin	3 (.55%)
Wyoming	1 (.18%)
Other (or outside U.S.)	7 (1.28%)

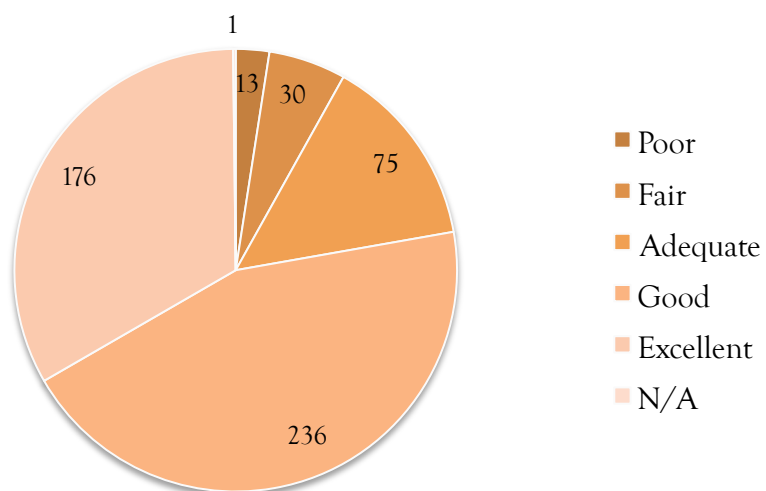
“Please rate each of the following items based on their overall quality within your major department.”



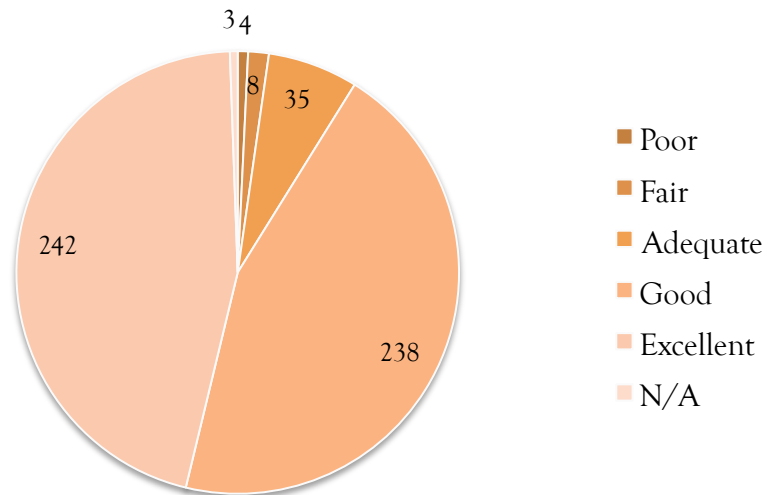
Opportunities for Independent Research/ Study



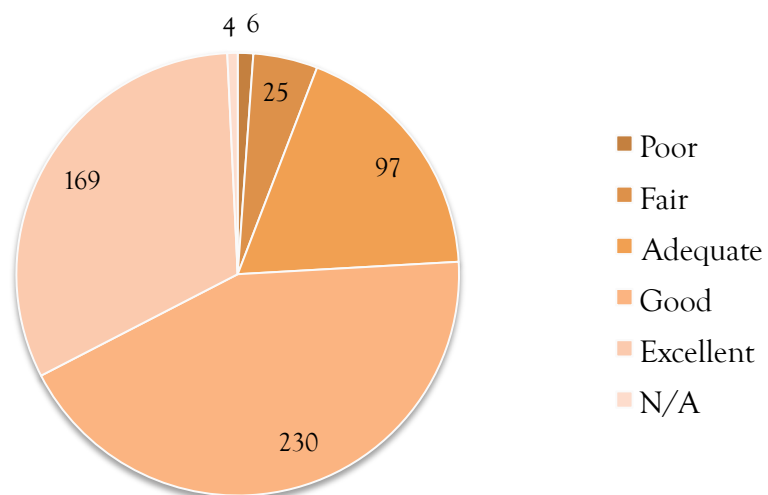
Course Availability



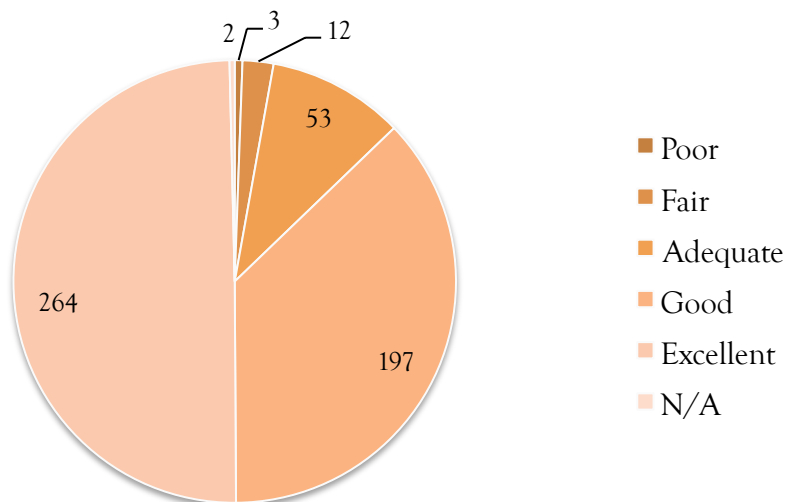
Classroom Instruction



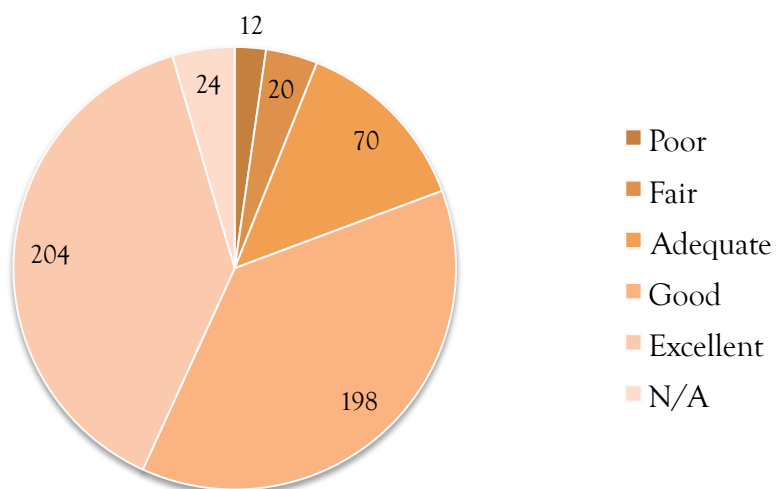
Use of Technology by Instructors



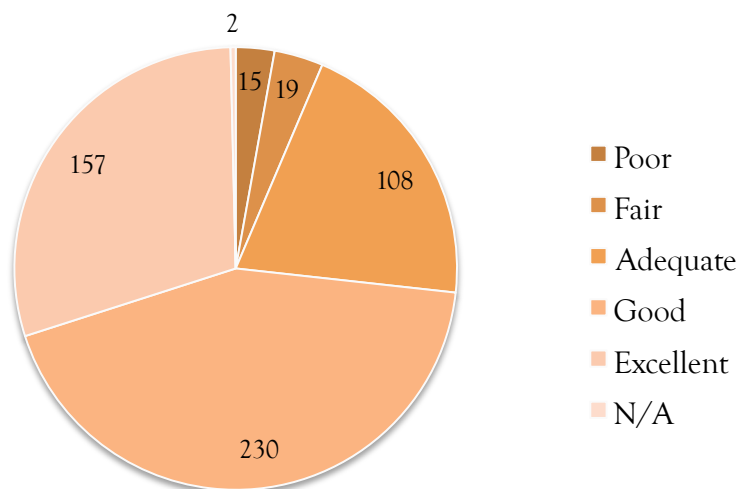
Faculty Help Outside of Class



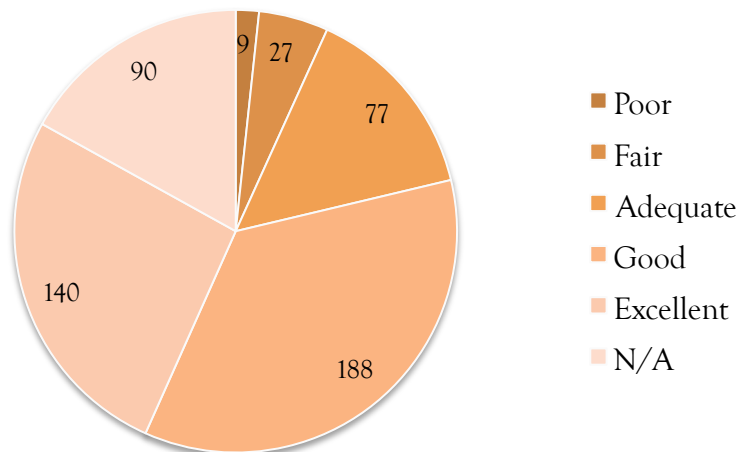
Library Facilities/Holdings in Field of Study



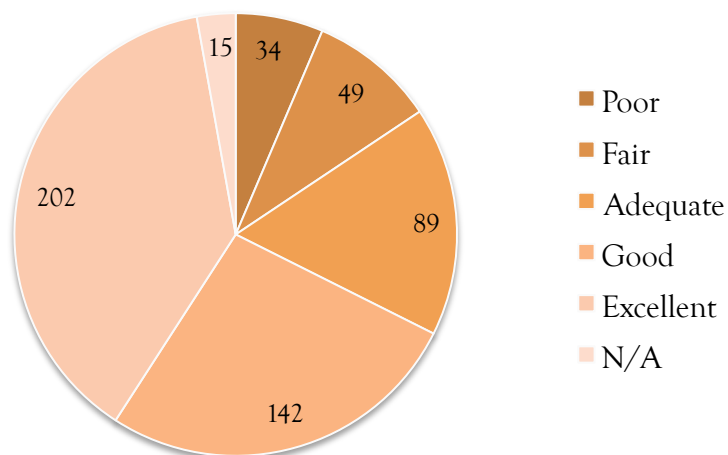
Classroom Facilities



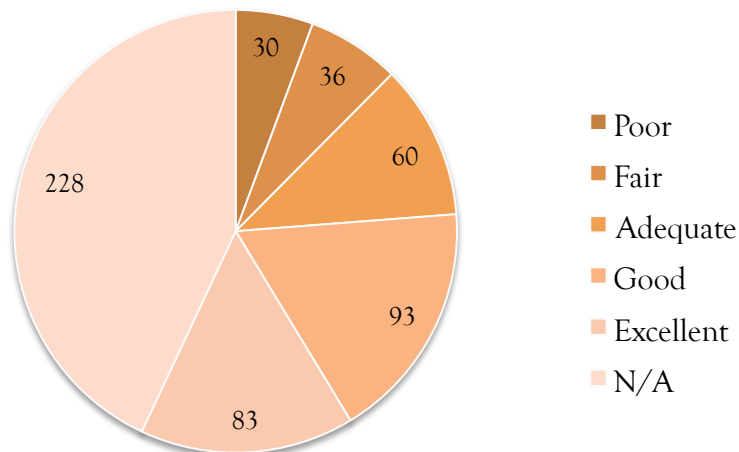
Research Facilities



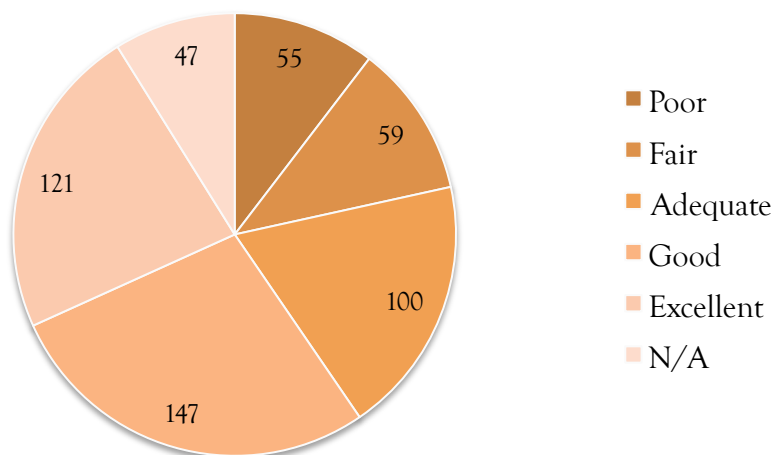
Academic Advising



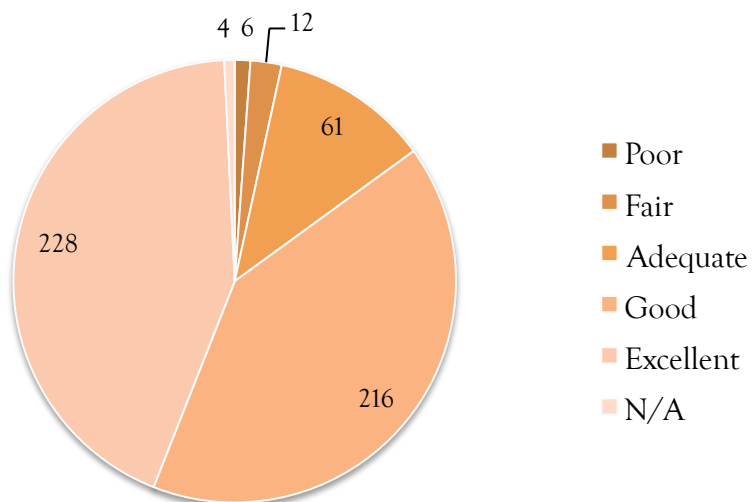
Graduate School Advising



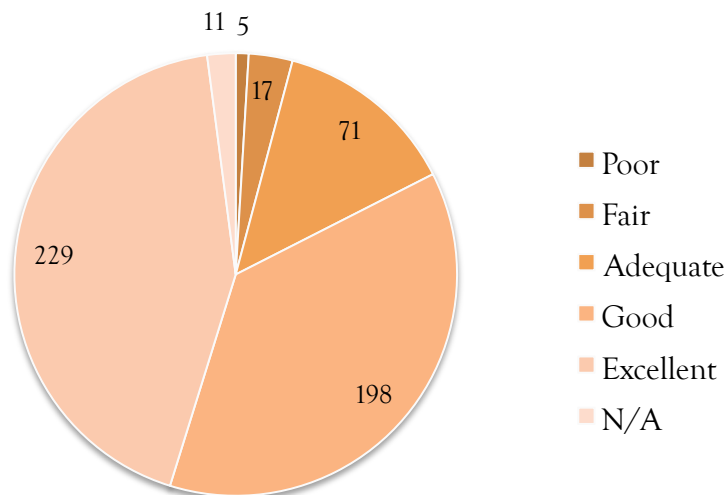
Career Advising



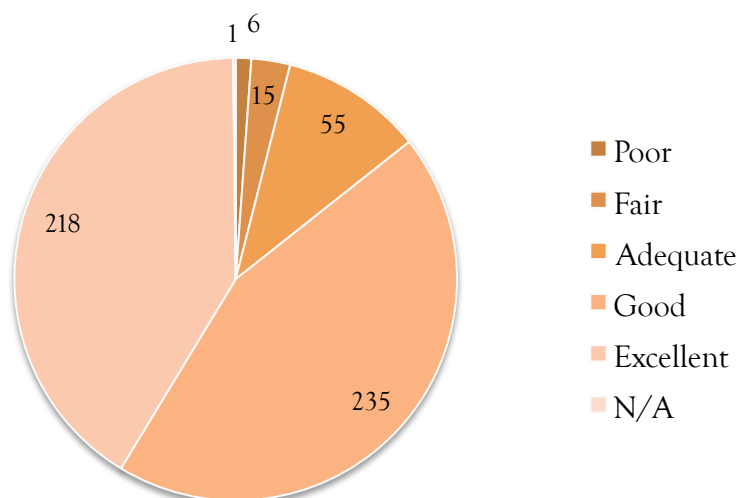
Development of Analytical/Interpretive Skills



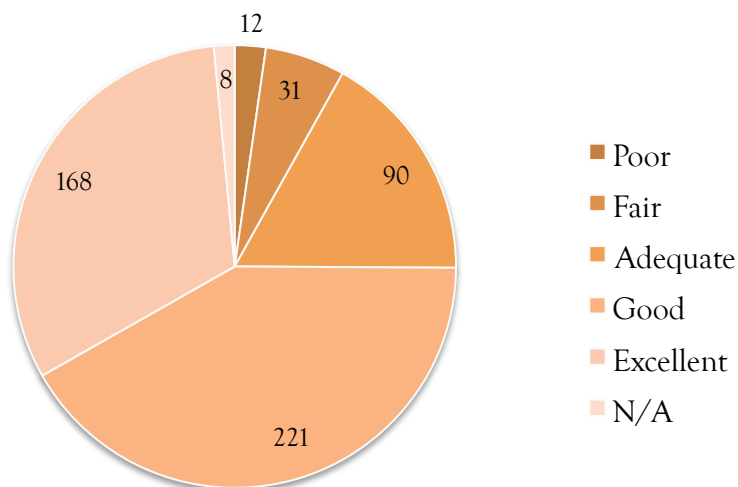
Development of Basic Research Skills



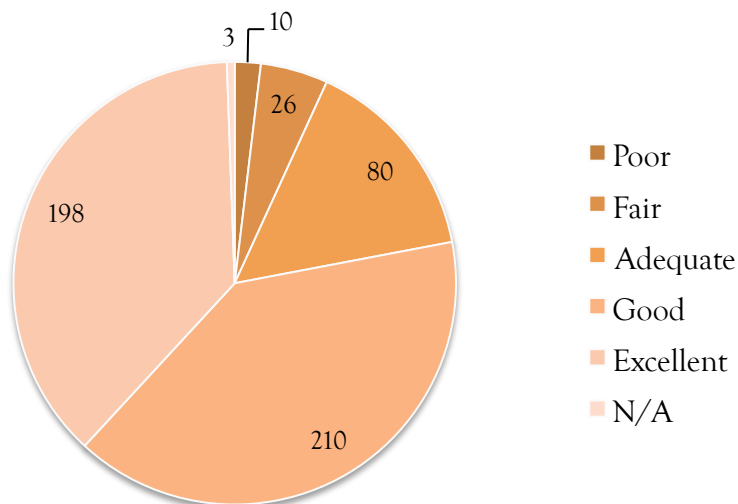
Development of Oral Communication Skills



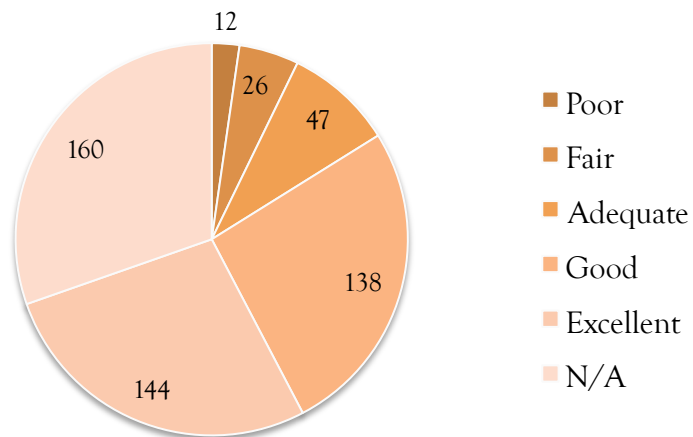
Development of Computer Skills



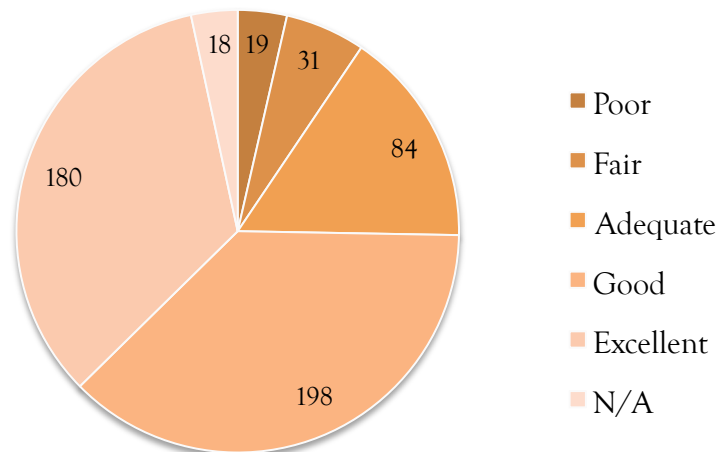
Development of Writing Skills



Preparation for Graduate Study (Related Field)

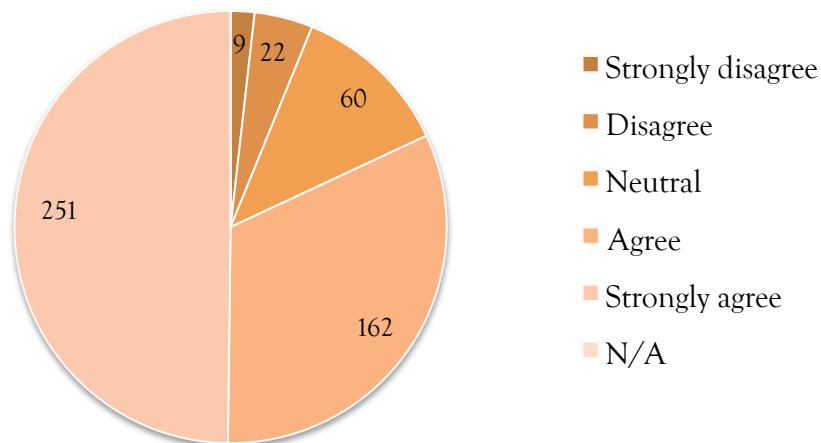


Preparation for a Career

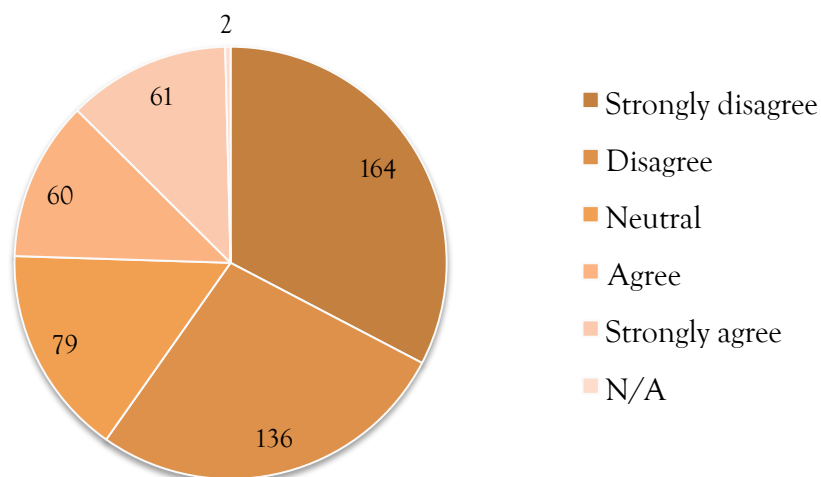


“Please indicate your level of agreement with the following statements.”

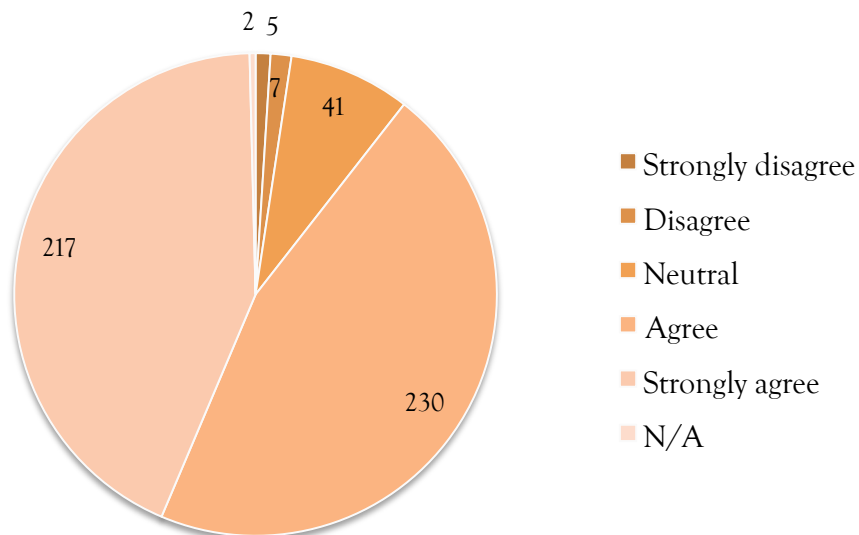
I would recommend my major to other potential students.



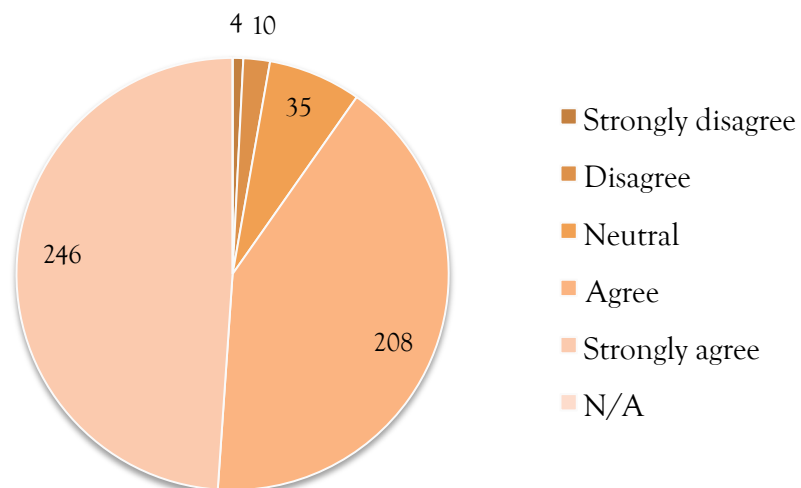
If I could do it all over again, I would choose a different major.



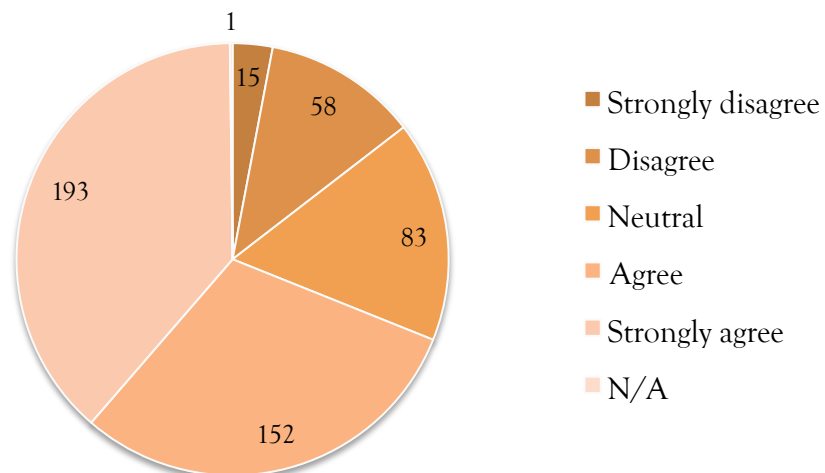
I received a well-rounded education.



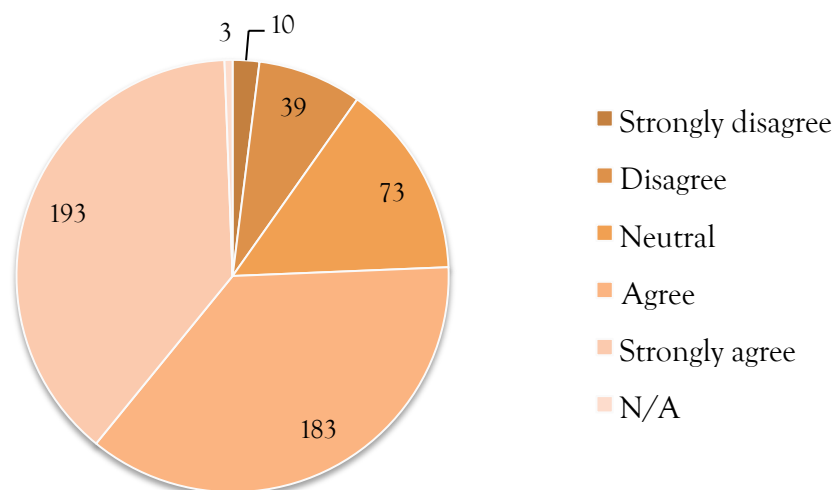
I am satisfied with the education I received as part of my major.



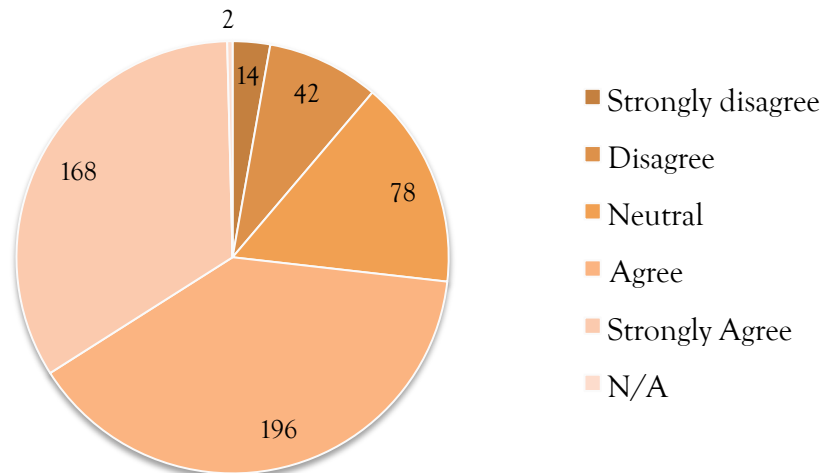
I developed a strong sense of camaraderie with other students in my major.



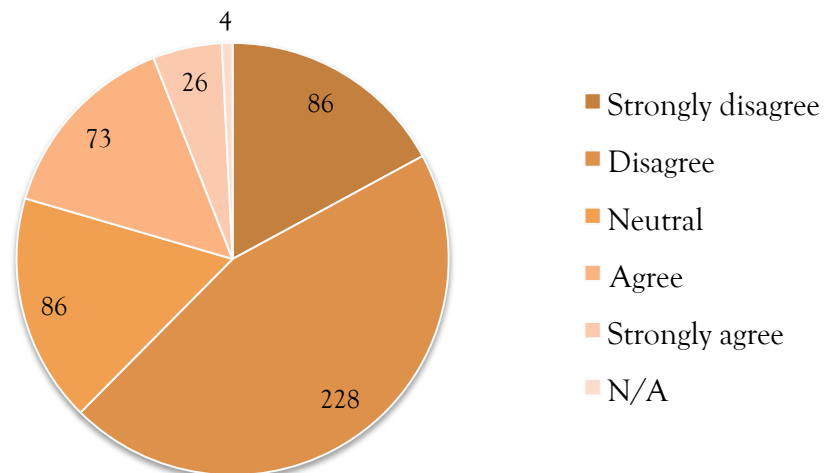
I felt like I fit in with other students in my major.



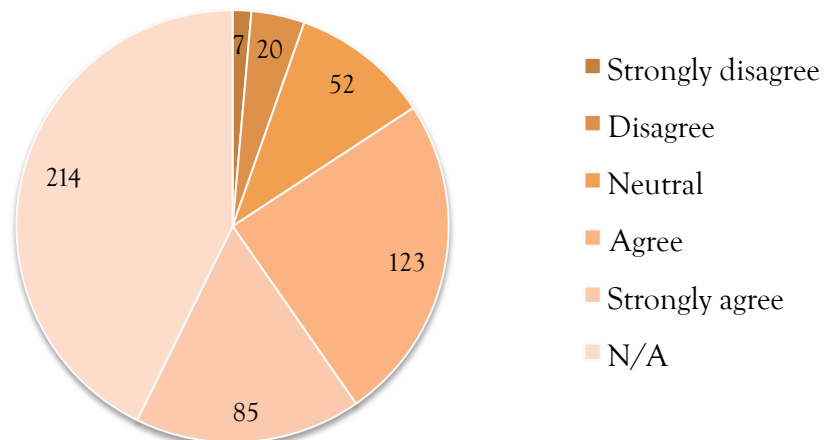
I had ample opportunity to receive practical, hands-on experiences.



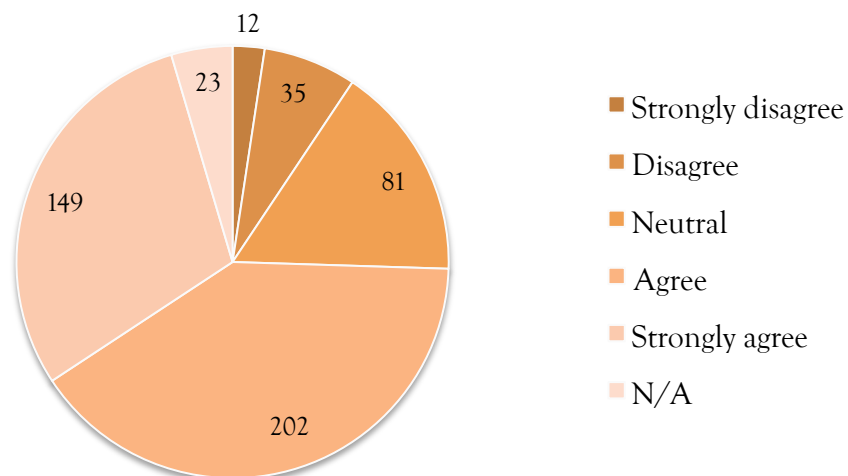
The courses in my major were not very rigorous.



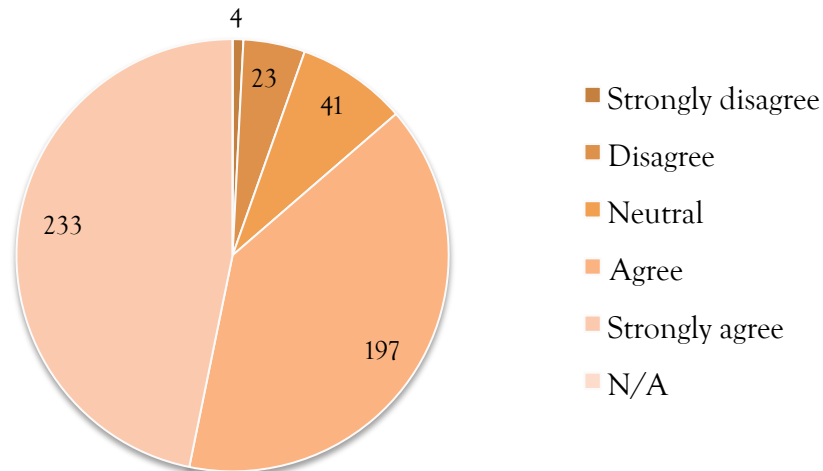
The courses in my major prepared me well for graduate school.



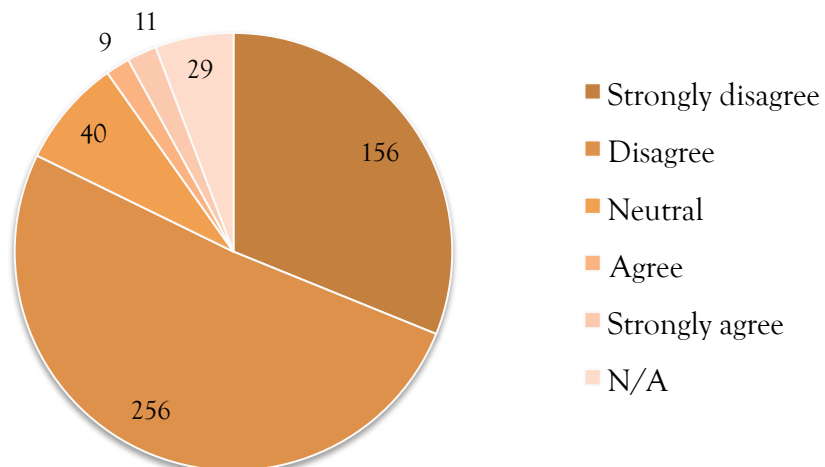
The courses in my major prepared me well for a career.



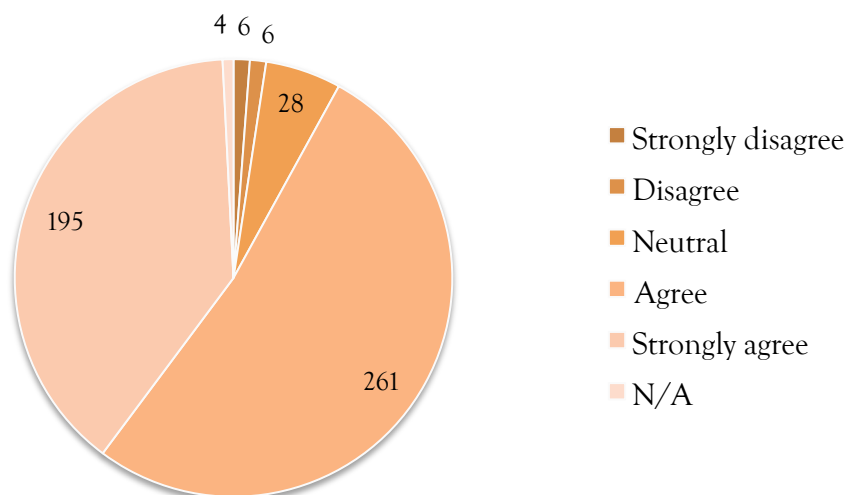
The faculty in my major seemed interested in my success as a student.



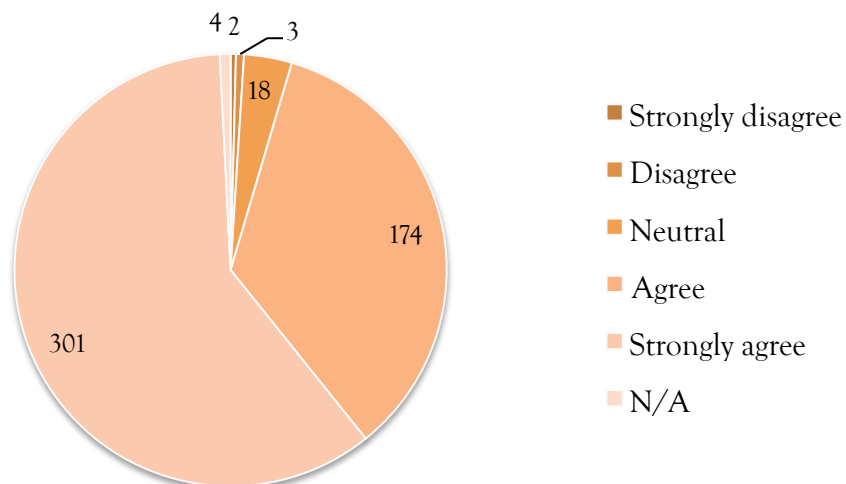
Faculty in my department demanded unreasonable scholarship from me.



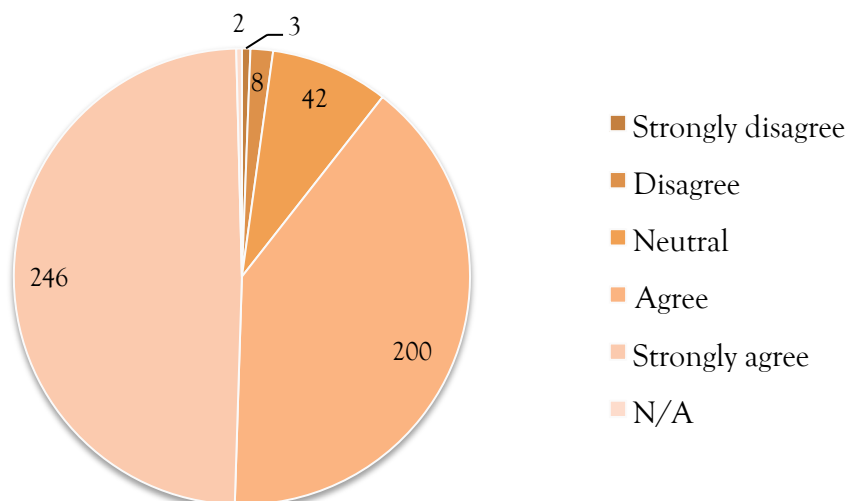
The faculty in my major were reasonably available outside of the classroom.



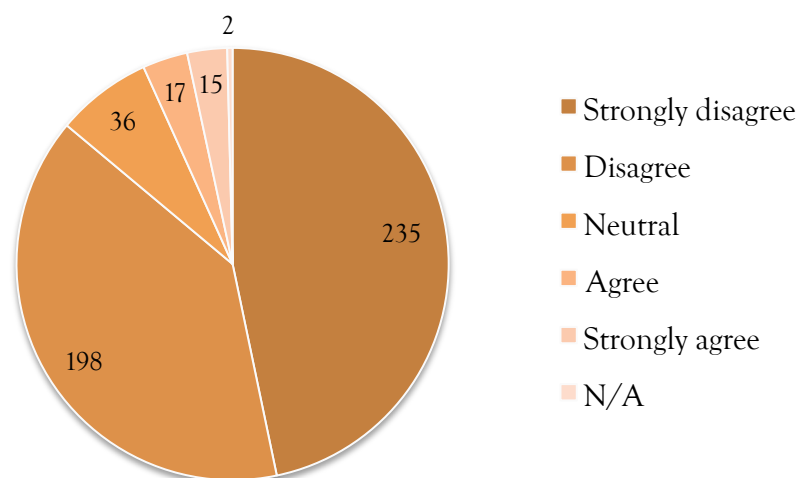
The faculty in my major had excellent knowledge of their field.

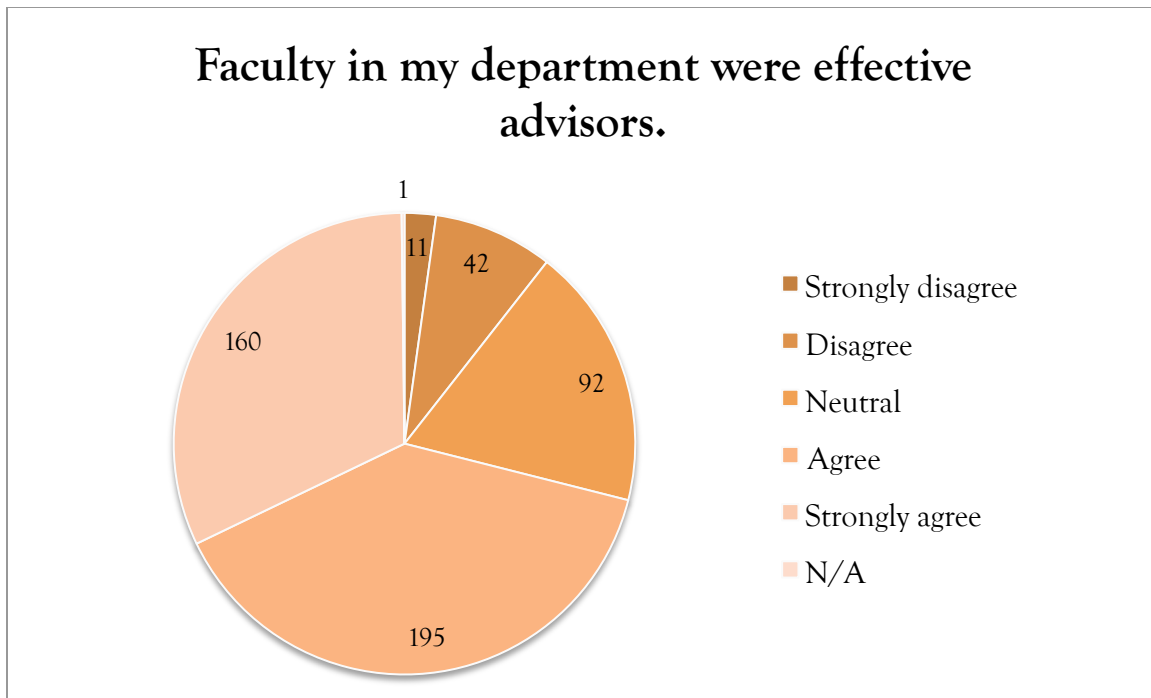


The faculty in my major were dedicated to providing an excellent education.



The faculty in my department were ineffective educators.





Note: Responses to department-specific or open-ended items are available upon request.