The Graduating Students Learning Outcomes Survey (GSLOS) is administered to associate, baccalaureate, and professional degree candidates each spring. The survey was piloted in 2005 with the first formal administration in the spring of 2006. In its first year, the survey had a response rate of only 16%. Since then, the survey has had response rates from 2007 to 2011 of 31%, 26% 28%, and 30% respectively. The GSLOS was not administered in 2010 due to the administration of the National Survey of Student Engagement (NSSE). With the same sample population, survey burden and fatigue of our students was considered.

The survey was developed by a committee in conjunction with the Office of the Provost. Since its inception in 2006, the survey items have remained the same; however, the survey instrument will be reviewed prior to the 2012 spring administration. The GSLOS is administered and analyzed by the Office of Institutional Research. For more information, please visit OIR’s website to view survey results from each year.

Nearly all of the surveyed activities have seen an increase in reported participation over time including research, study/work abroad, interdisciplinary projects, service learning in a course, extra curricular activities, team-based learning, learning communities, leadership activities, and activities that increased understanding of multiculturalism/diversity.

Participation in internships has slightly fluctuated over the past five years, with 58% of respondents reporting participation in 2006, up to 61% in 2009, and back down to 56%, an all-time low, in 2011.

In addition to improving the participation rates of internships, Purdue may want to look at ways of increasing participation in service learning, learning communities, interdisciplinary projects, and study/work abroad that have historically had the lowest participation rates. Initiatives are currently underway to increase participation in learning communities and study/work abroad.
In Purdue’s 2008-2014 ‘New Synergies’ Strategic Plan, the University makes a commitment to the people. The University serves diverse populations of Indiana, the nation, and the world through discovery that expands the frontiers of knowledge, learning that nurtures the sharing of knowledge, and engagement that promotes the application of knowledge.

A strategy common to all strategic goals as outlined in the plan is to foster a more diverse and inclusive campus community, and encourage such a community in the Lafayette-West Lafayette area, by promoting cultural awareness, collegiality, and by cultivating respect for diverse people and cultures.

Purdue’s Graduating Students Learning Outcomes Survey addresses these goals by assessing:

- Purdue's ability to improve students' interaction with diverse groups of people.
- Students' perceptions of Purdue's seriousness in promoting diversity.
- Whether students believe Purdue welcomes people with diverse characteristics and backgrounds.
- Students' beliefs about Purdue providing a rich mix of cultural and intellectual activities.
- Whether students feel that contact with people with diverse characteristics and backgrounds is an important part of a college education.

Source: Purdue University 'New Synergies' Strategic Plan, 2008.

Positive Trends
The following items have shown an increase over time in students’ perceptions that Purdue is fostering cultural diversity. The charts show percentage of respondents who Strongly Agree/Agree with the survey item.

Areas for Diversity Improvement

This survey item reached an all-time high in 2009, the same year Purdue created a new senior administration position. During the spring of 2009 the search was underway for Purdue's first Vice Provost for Diversity and Inclusion and Chief Diversity Officer.

Although the results are up in 2011, this item has remained generally flat over the years and therefore may be an item that Purdue focuses on in the future.