

Troy University

Fall 2006 New Student Survey

Office of Institutional Research,
Planning, and Effectiveness

January 8, 2007



Purpose of the Survey

- To determine the level of satisfaction of the Fall 2006 new students with their experiences at Troy University.
- To find out how well Troy University served the needs of new students and helped them in their transition to a new college environment.
- To identify areas for improvement to better serve the students.



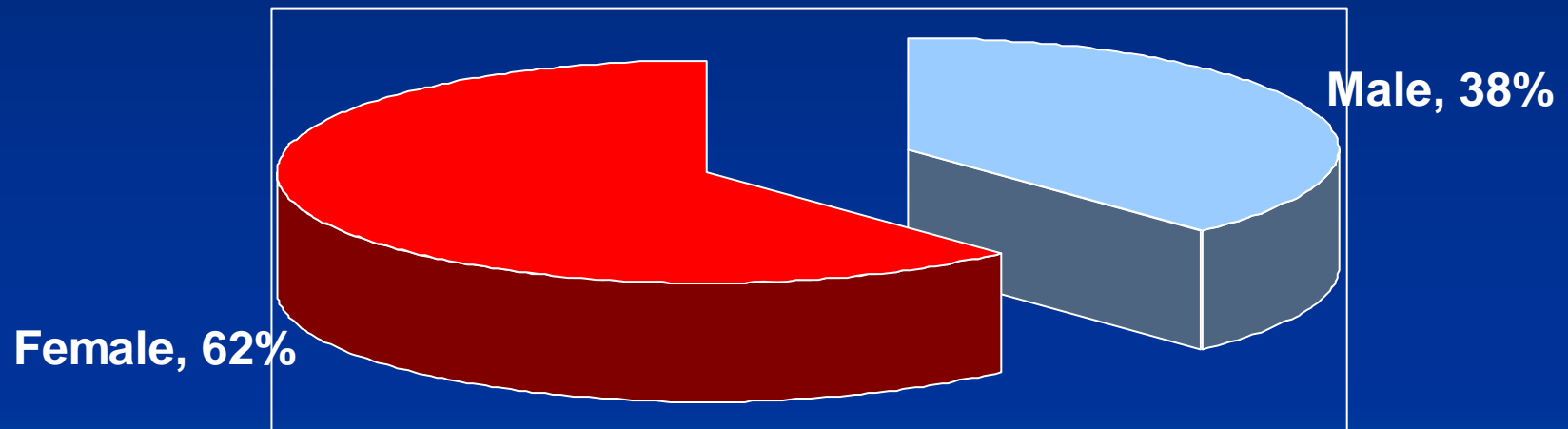
Data Collection

- Method: Online survey
- Timeline: Sept. 2006 – Nov. 2006
- Target population: New students enrolled at Troy University in Fall 2006 9,085
- Responses: 2,540
- Response rate: 29%

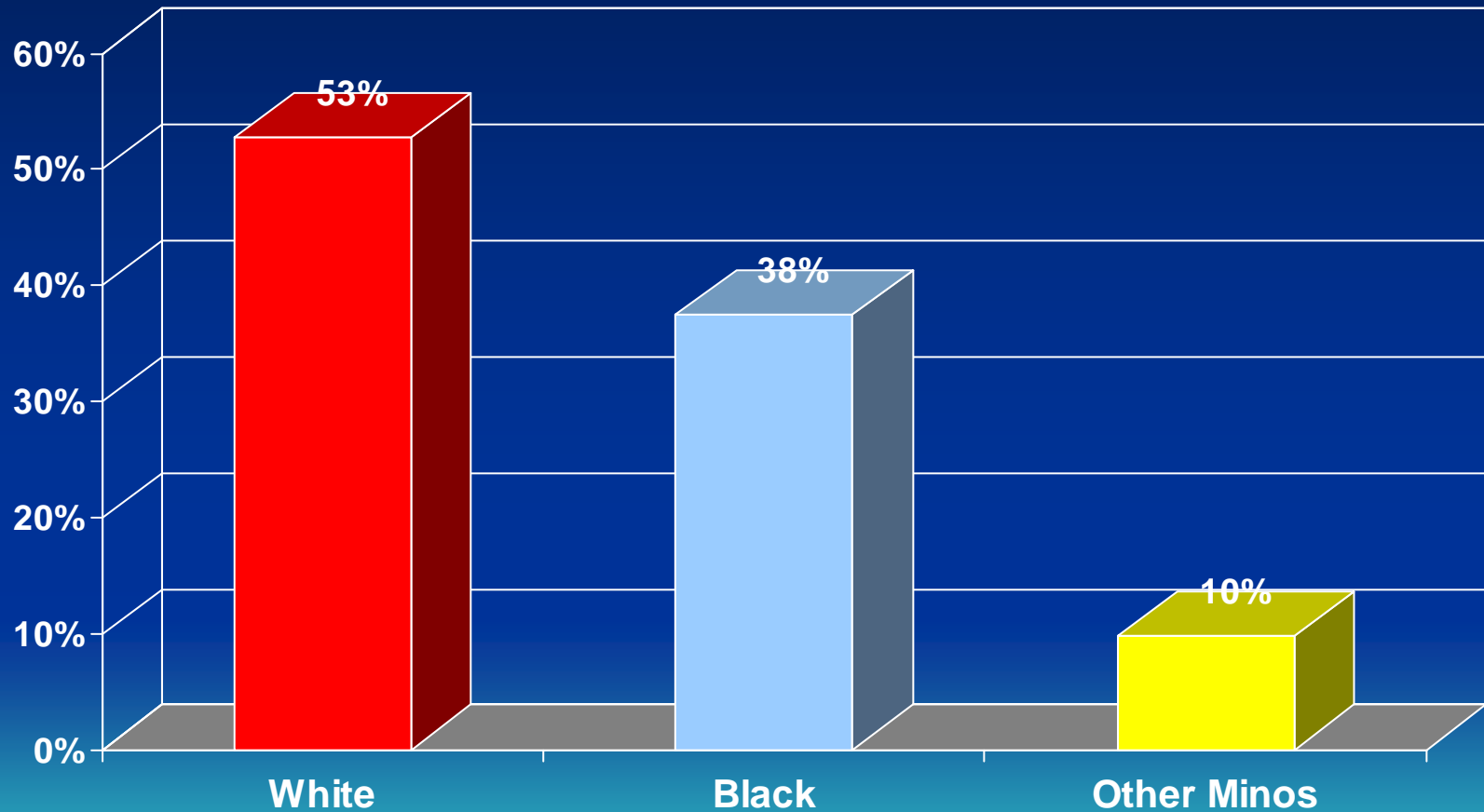
Note: About 3% of new students had invalid email addresses and were excluded from the calculation of the response rate.



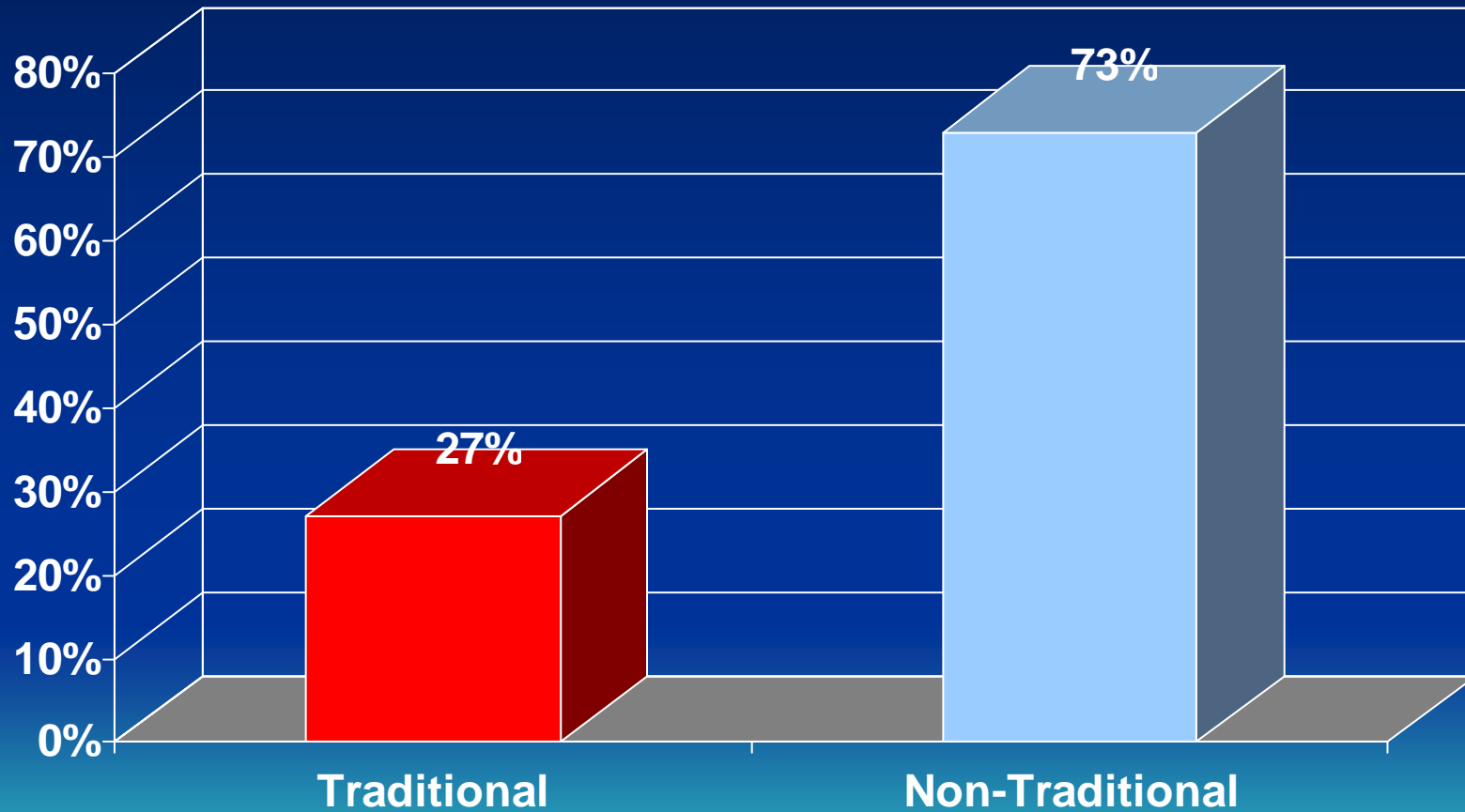
Respondents by Gender



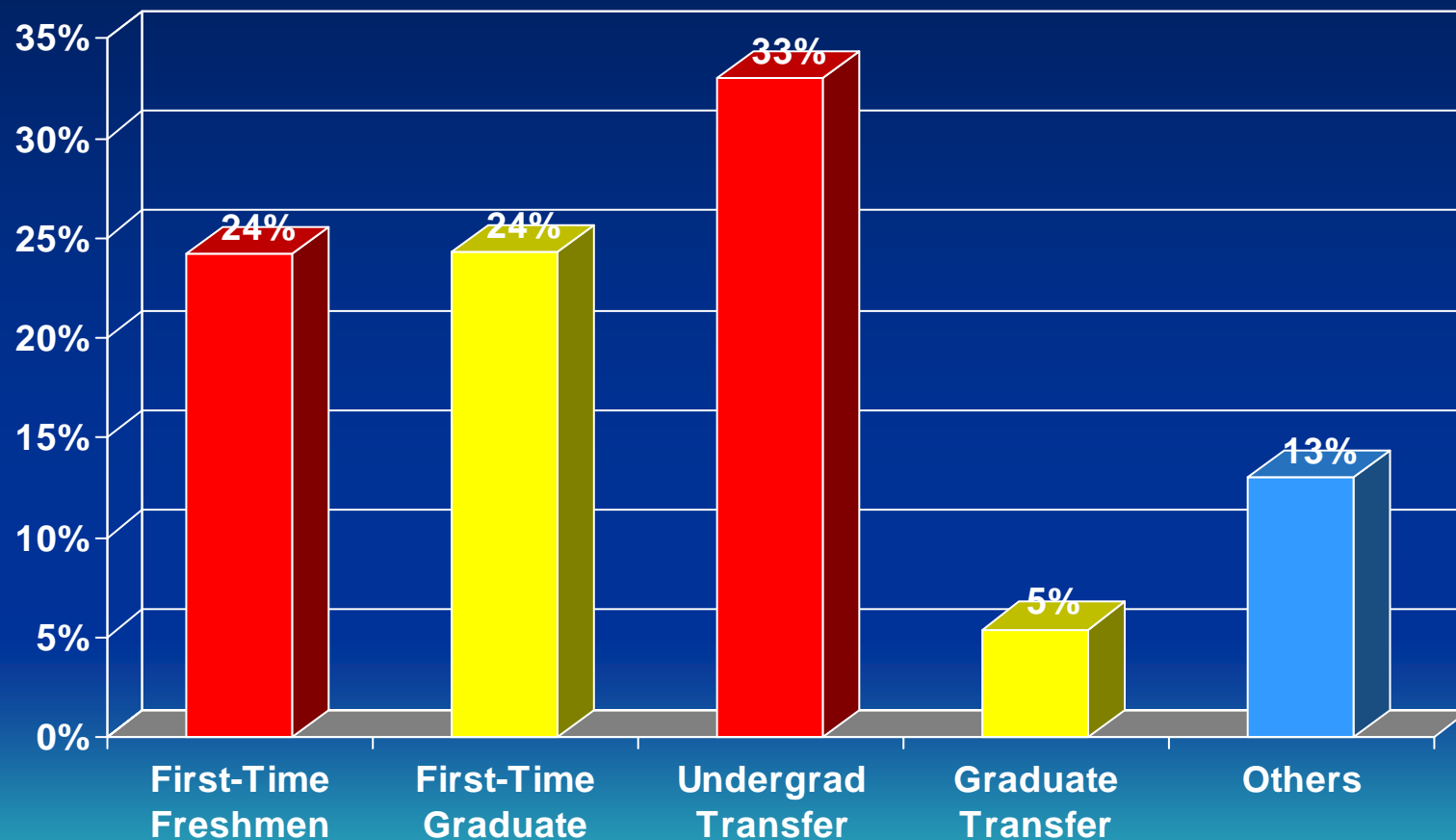
Respondents by Race



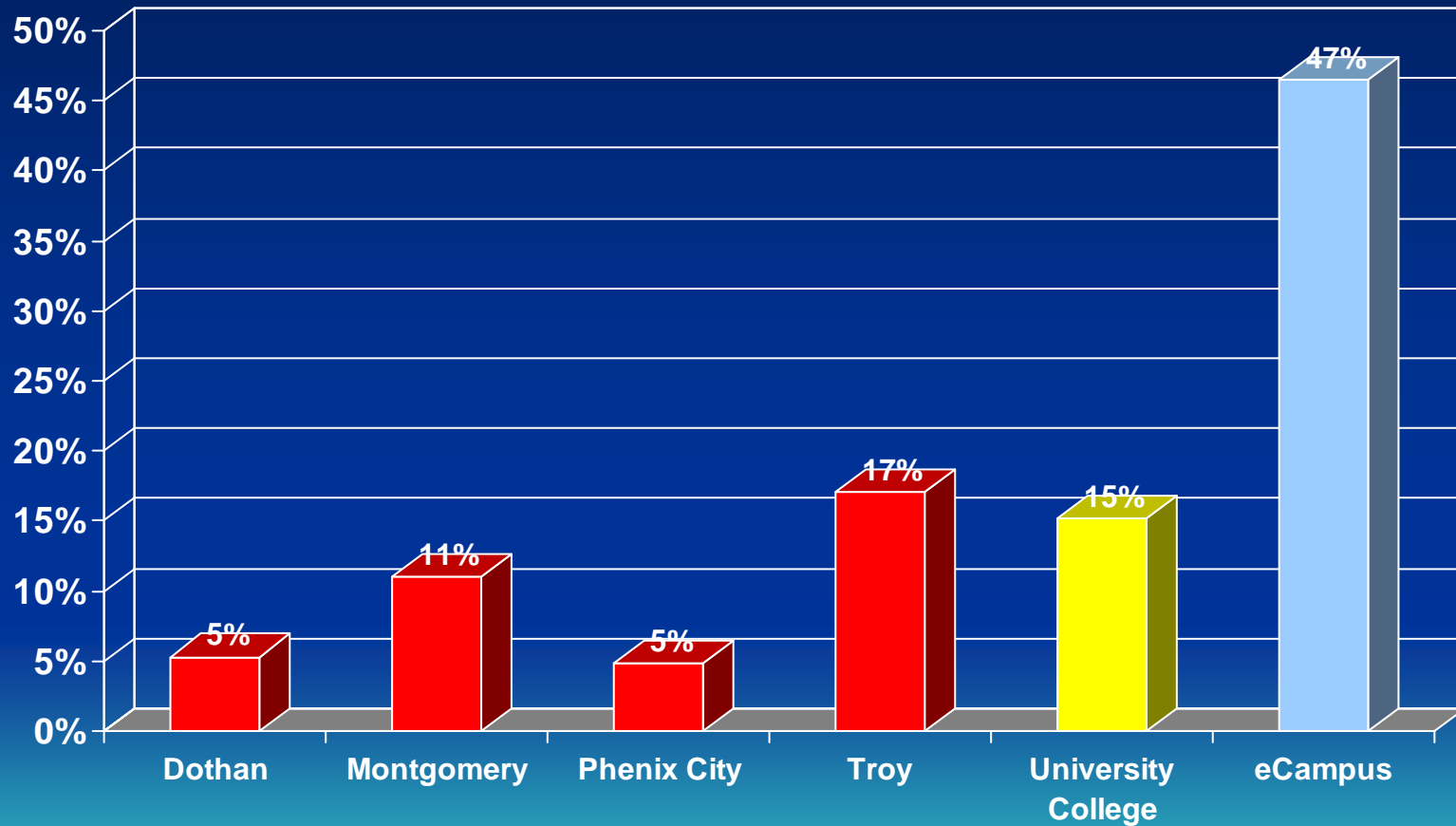
Respondents by Age



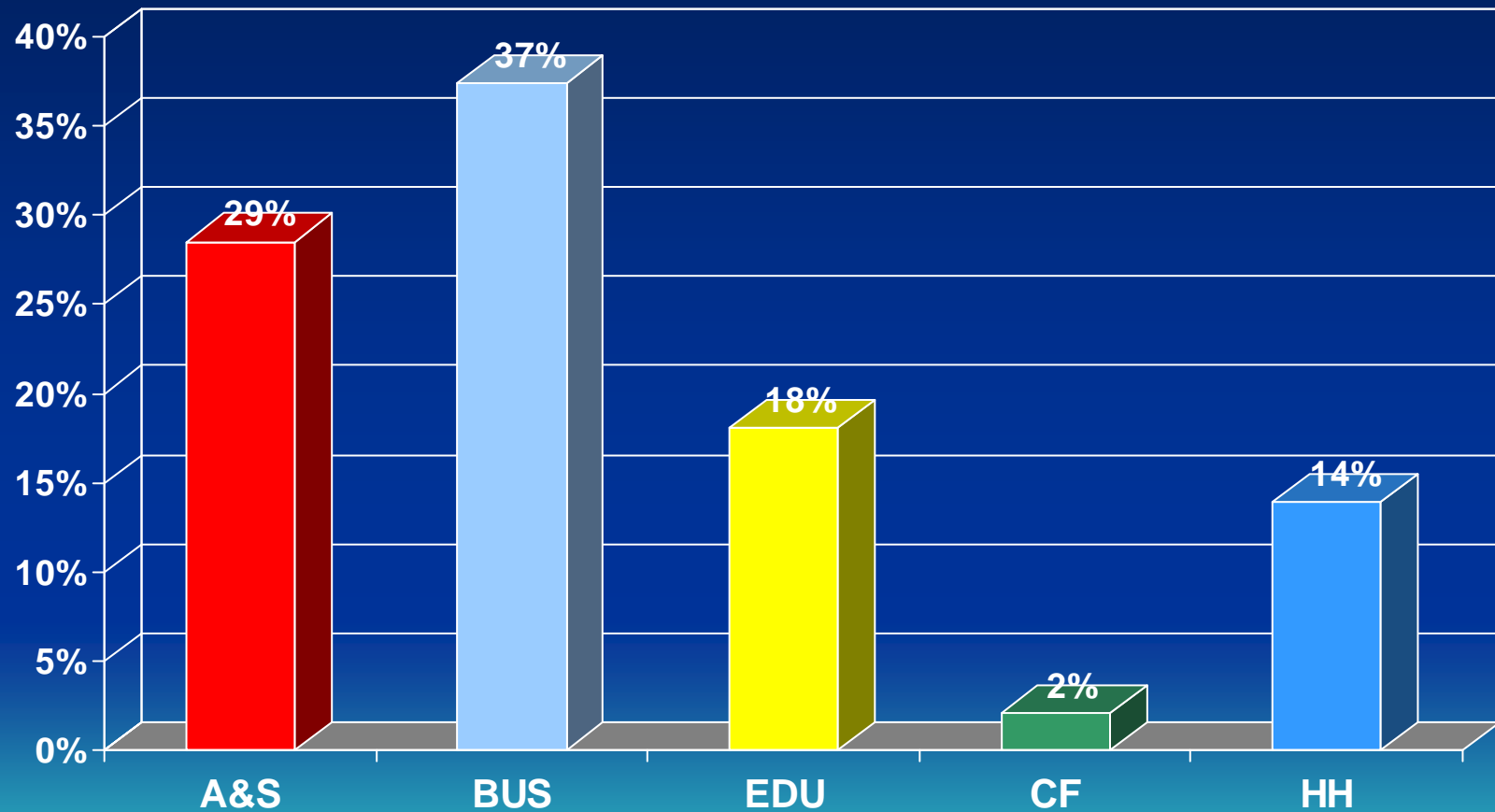
Respondents by Admit Status



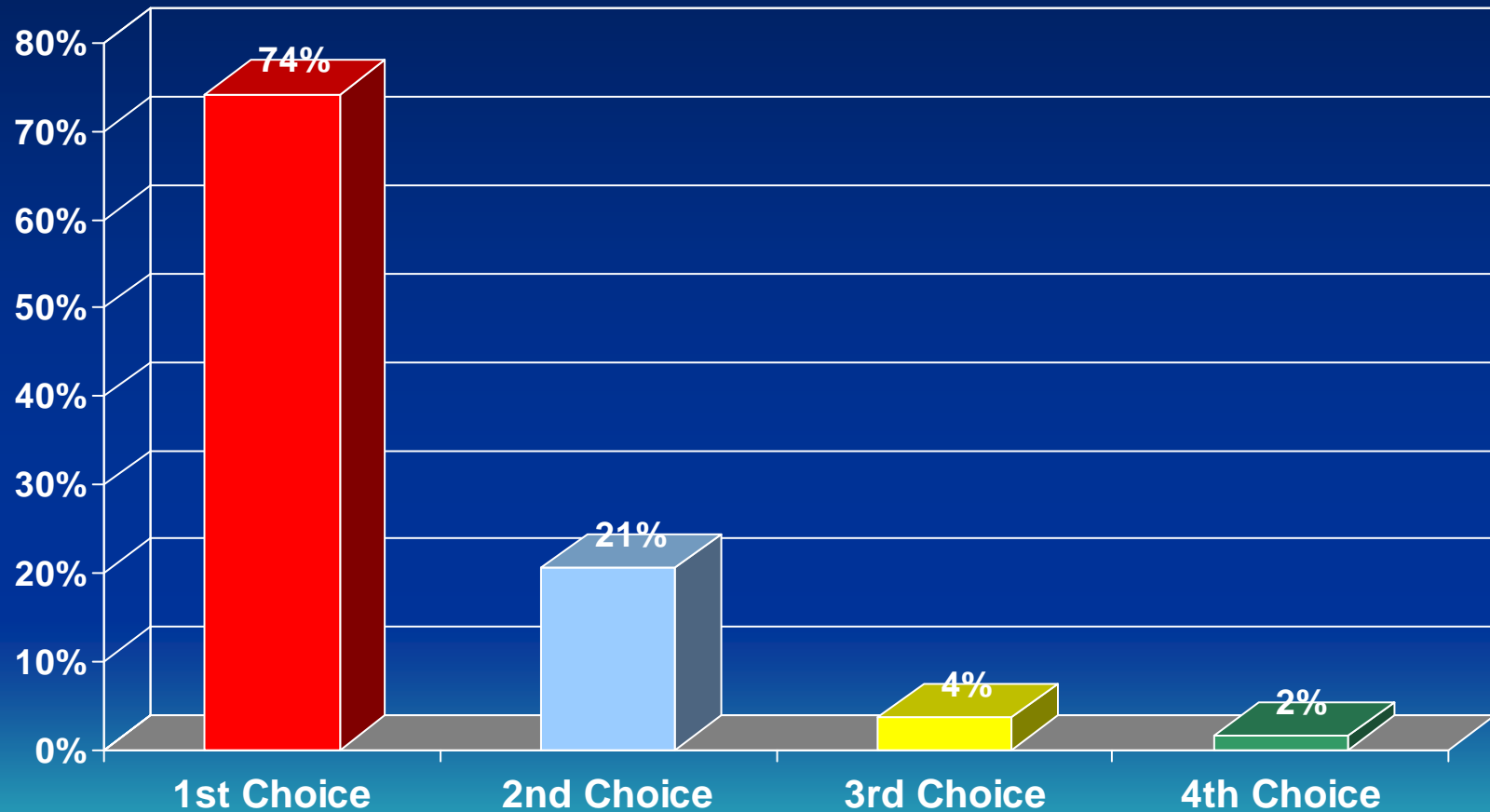
Respondents by Campus



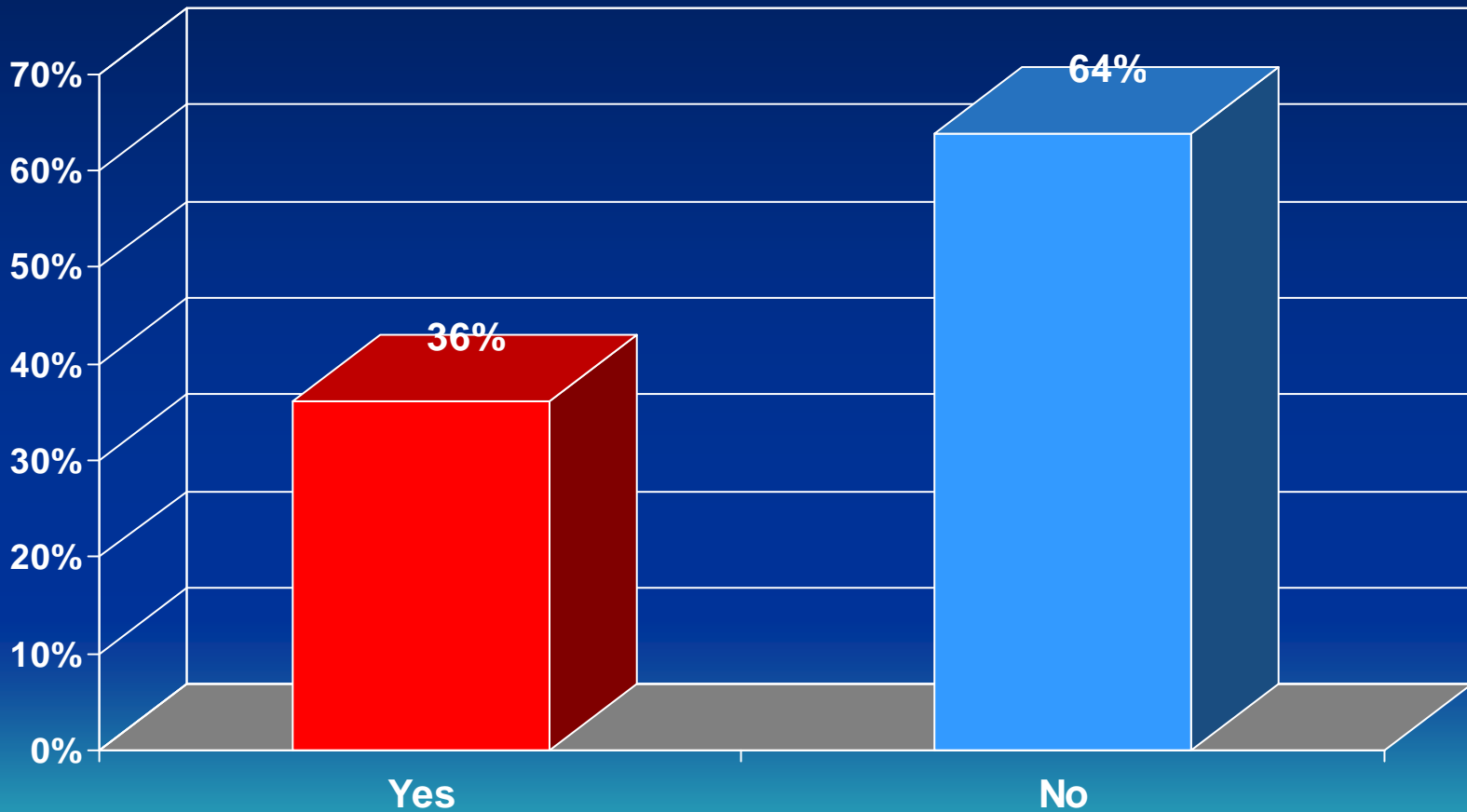
Respondents by College



Selecting Troy University



Visiting Troy Campus Before Enrolled



Reasons for Attending Troy University

	TROY <u>N=2,525</u>	Troy <u>N=432</u>	Dothan <u>N=134</u>	Mtgry <u>N=277</u>
• Flexibility of schedule	55.0%	28.7%	49.3%	62.5%
• Location	49.8%	60.2%	88.8%	77.6%
• Academic programs	44.2%	39.8%	35.8%	35.0%
• Affordability	40.6%	46.3%	35.1%	35.0%
• Friends' recommendation	27.7%	30.1%	18.7%	27.1%
• Academic reputation	21.5%	19.7%	18.7%	16.2%
• Financial aid availability	21.3%	28.0%	22.4%	20.6%
• Admission standards	15.7%	16.9%	17.2%	14.8%



Reasons for Attending Troy University, cont.

	Phenix City <u>N=122</u>	Univ C <u>N=385</u>	eCampus <u>N=1,175</u>
• Flexibility of schedule	70.5%	65.5%	58.6%
• Location	76.2%	76.6%	23.5%
• Academic programs	48.4%	51.4%	46.1%
• Affordability	40.2%	47.3%	38.4%
• Friends' recommendation	32.8%	34.0%	25.4%
• Academic reputation	29.5%	21.3%	22.9%
• Financial aid availability	26.2%	20.5%	18.6%
• Admission standards	18.0%	21.3%	13.3%



Learning about Troy University

- How did you first learn about Troy University?

--Word of mouth	43.3%
--Alumni	12.0%
--Internet	10.5%

- How did you learn about registration dates and times?

--Internet	47.9%
--Word of mouth	18.5%
--Direct mail	9.9%



Best Ways to Advertise Troy University

- **Word of mouth** 48.1%
- **Internet** 26.3%
- Television 8.1%
- Direct mail 7.9%
- Radio 3.2%
- Newspaper 1.5%



How students described Troy University

- Convenient 67.2%
- Good value for the price 45.4%
- Academically challenging 40.4%
- Friendly 39.2%
- Student-centered 37.8%
- Helpful 31.6%
- Caring 25.6%



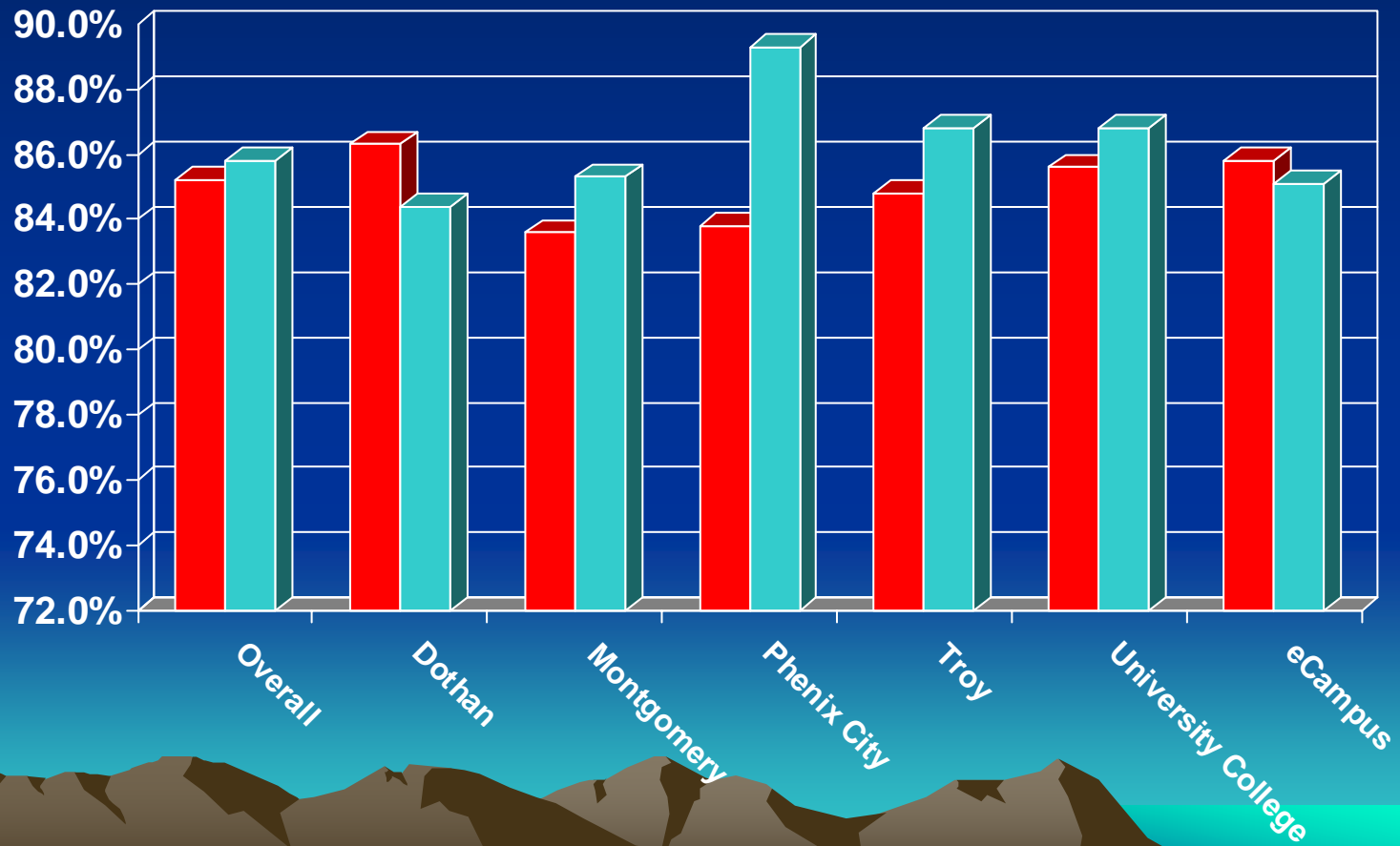
Areas of highest student satisfaction

	Fall 06	Fall 05
I am receiving a quality education at Troy University.	85.8%	85.2%
I would recommend Troy University to a friend who is planning to go to college.	84.6%	83.0%
The semester/term format at my location accommodate my learning.	83.3%	82.6%
Classes are offered at convenient times.	82.6%	79.3%
Troy University has a good reputation in my community.	82.6%	79.8
The printed Schedule of Classes is informative and easy to follow.	80.5%	80.2%
Troy personnel are knowledgeable and helpful.	79.2%	77.4%



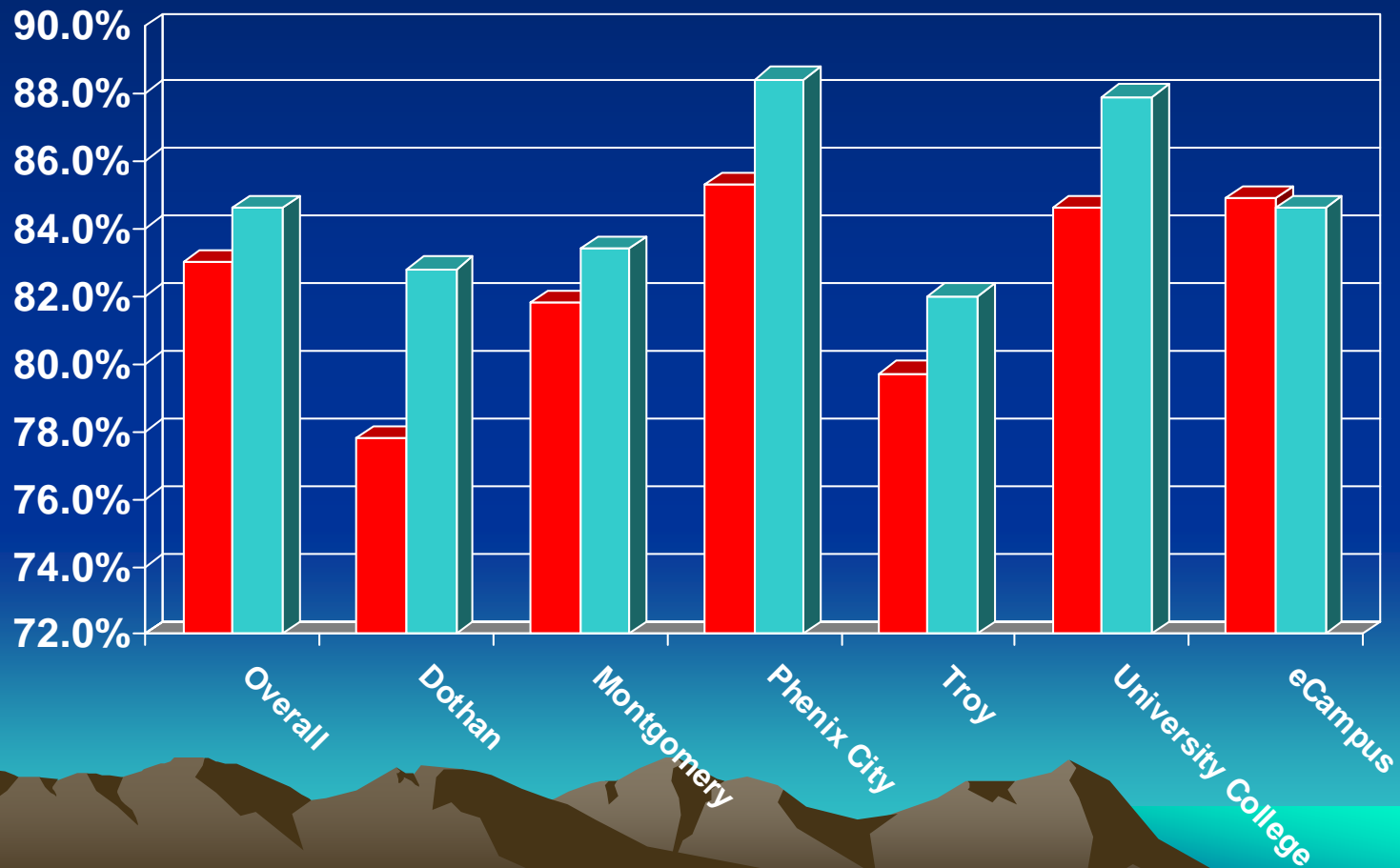
I am receiving a quality education at Troy University

FA05 FA06

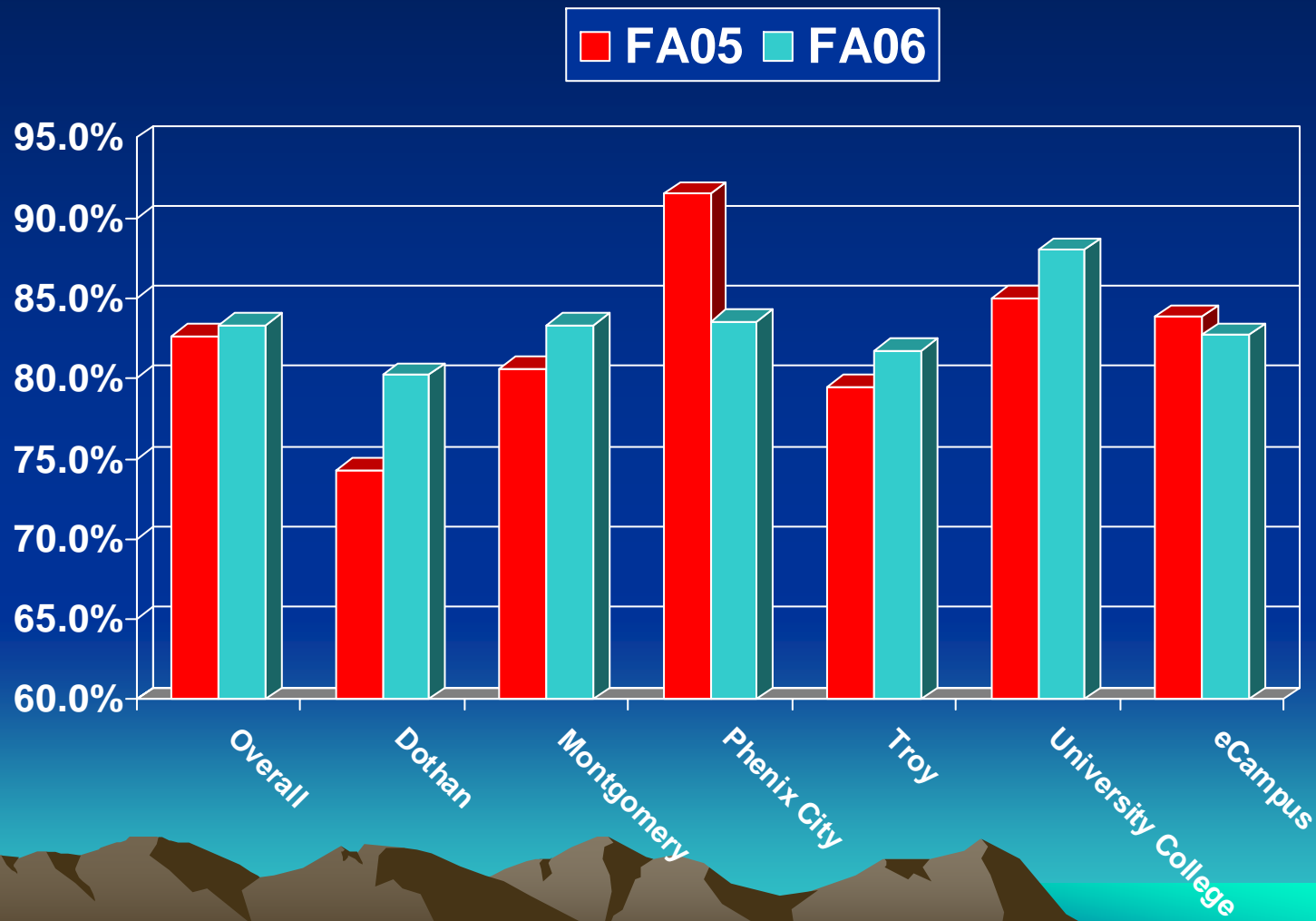


I'd recommend Troy University to a friend who is planning to go to college

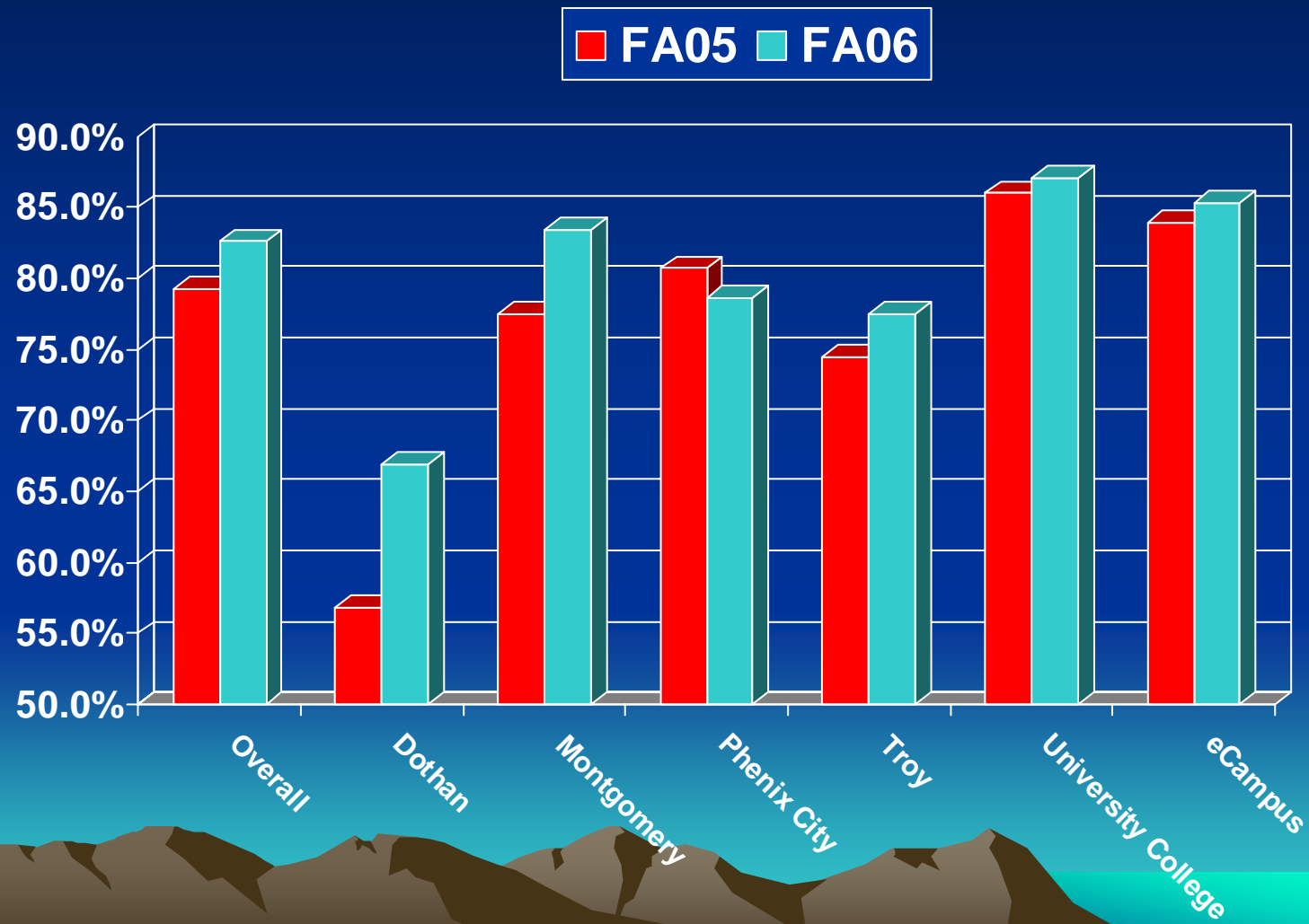
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The semester/term format at my location accommodates my learning

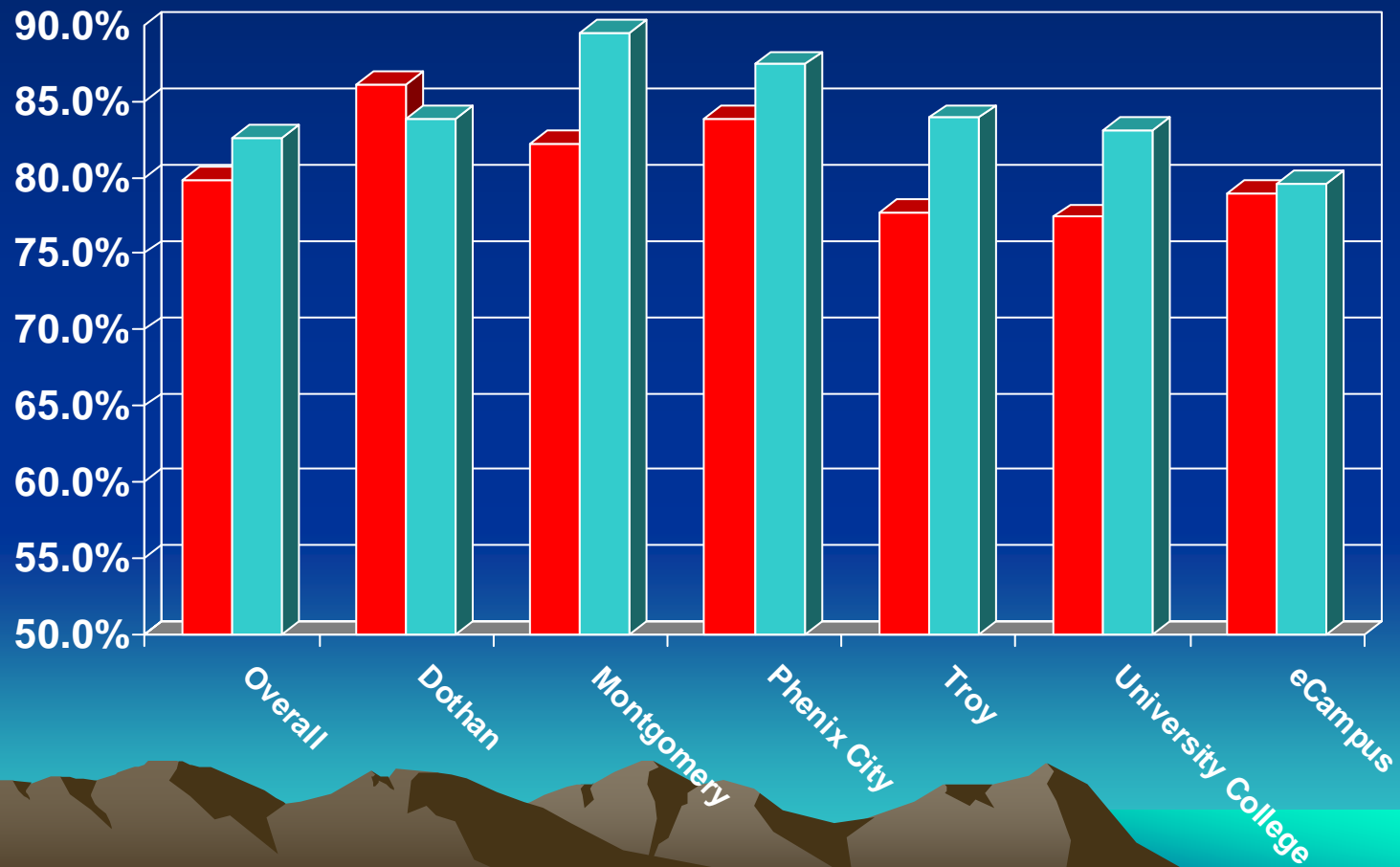


Classes are offered at convenient times

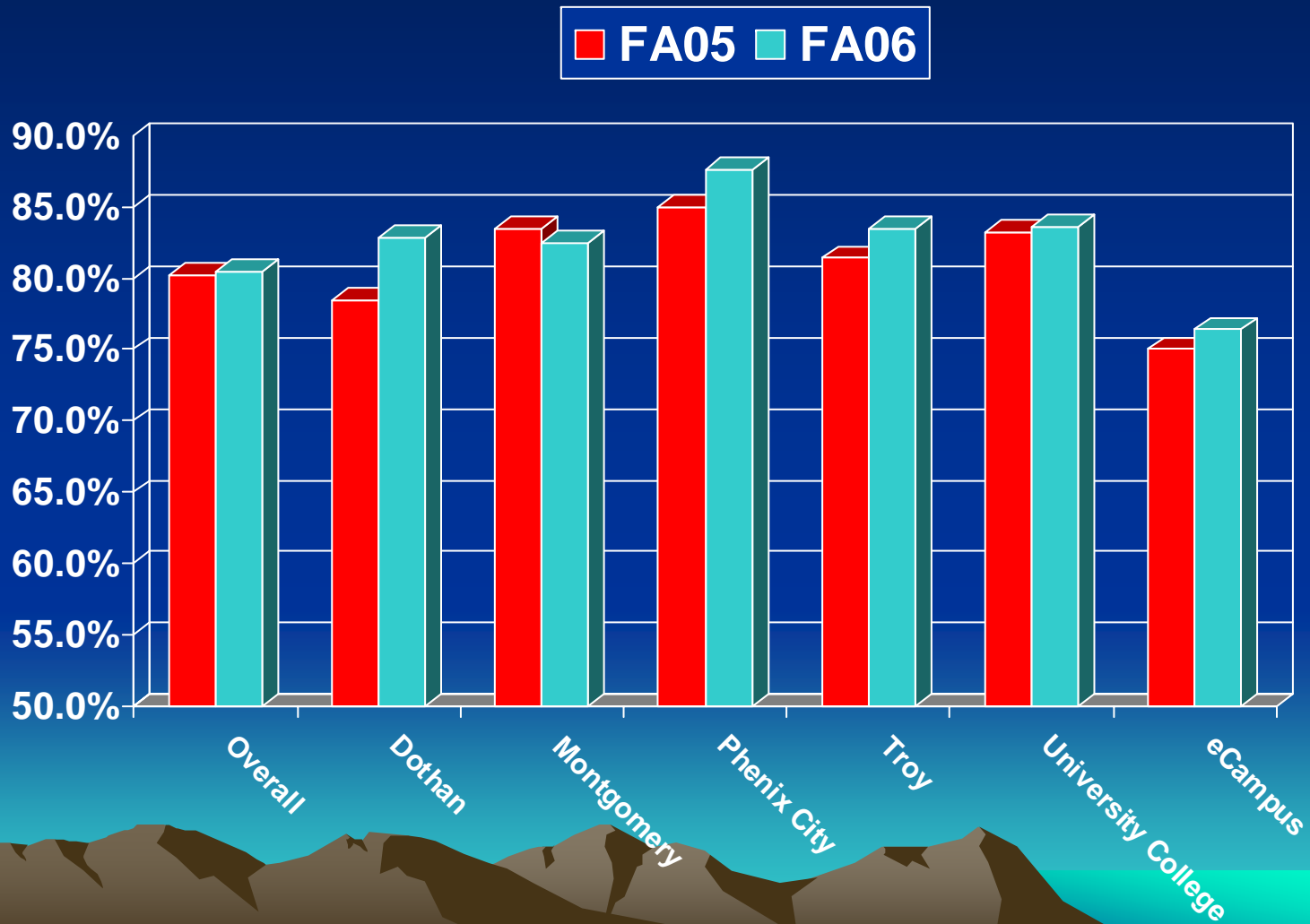


Troy University has a good reputation in my community

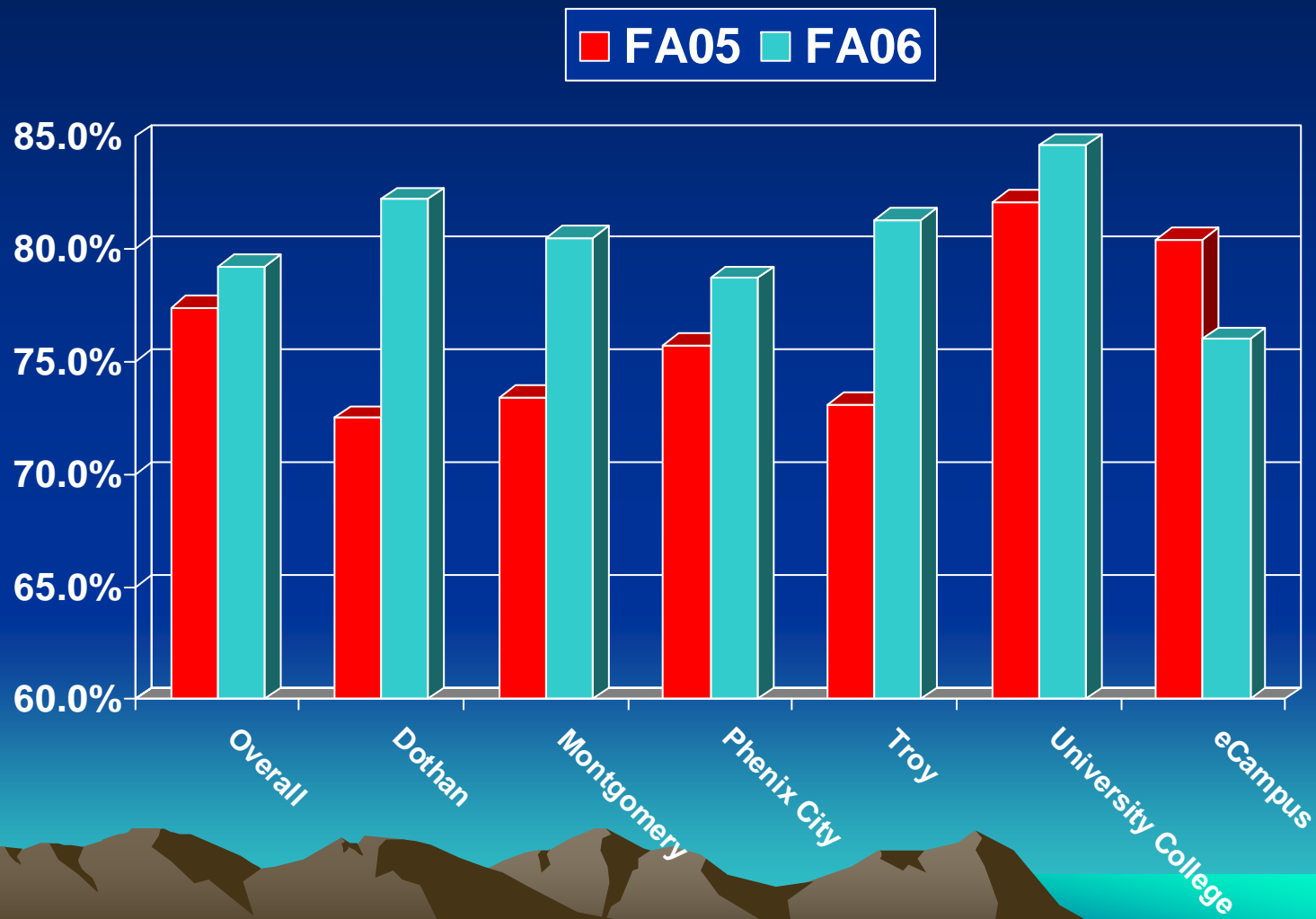
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The printed Schedule of Classes is informative and easy to follow



Troy personnel are knowledgeable and helpful.



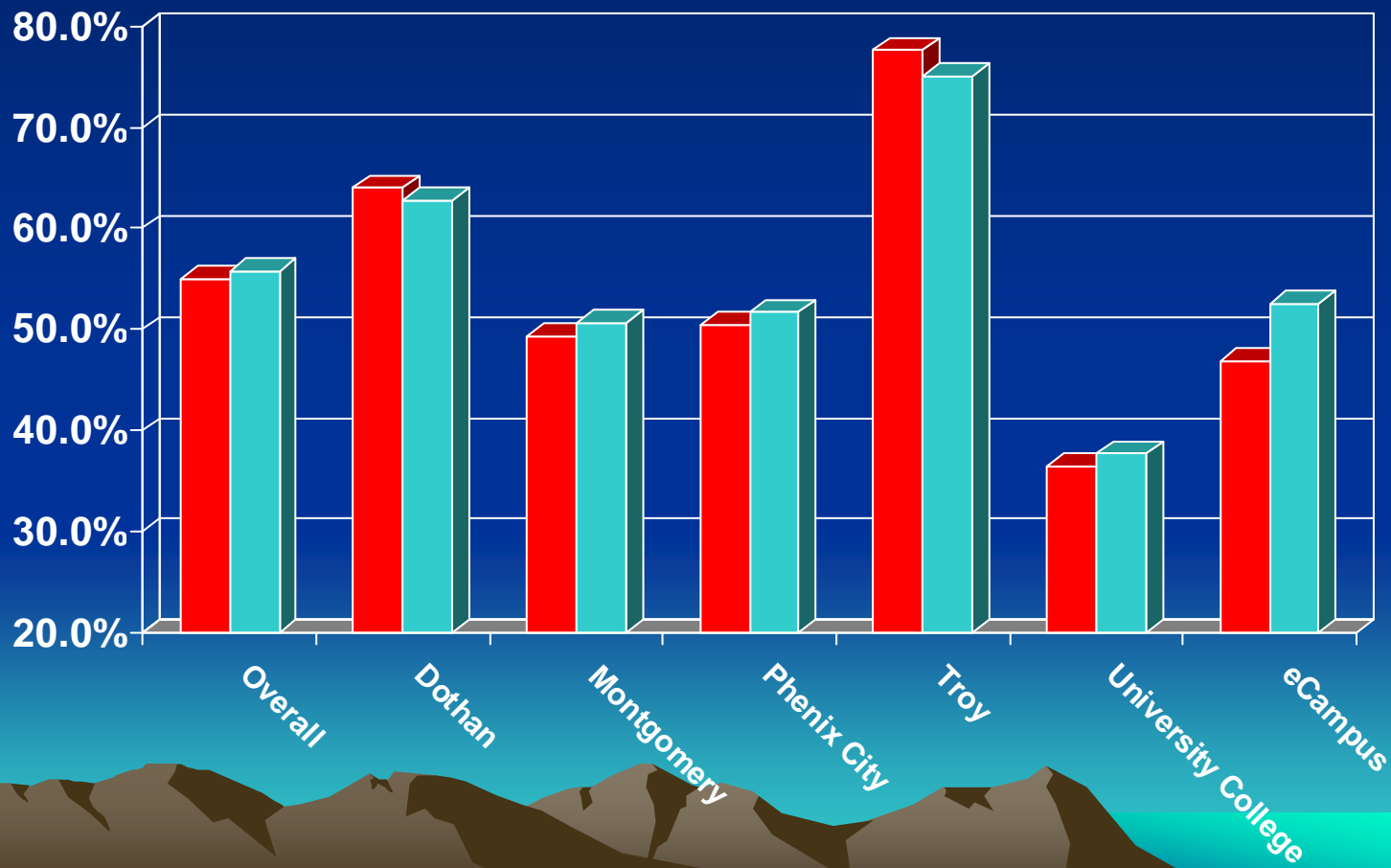
Areas of Least Student Satisfaction

	Fall 06	Fall 05
Student organizations are available for my participation.	55.8%	55.0%
Students seldom get the “run around” when seeking information.	61.5%	56.7%
Tutorial services are sufficient.	61.6%	57.2%
On-campus bookstore hours are convenient for students.	63.2%	61.4%
Purchasing textbooks through Troy University Virtual Bookstore is convenient	64.7%	57.4%



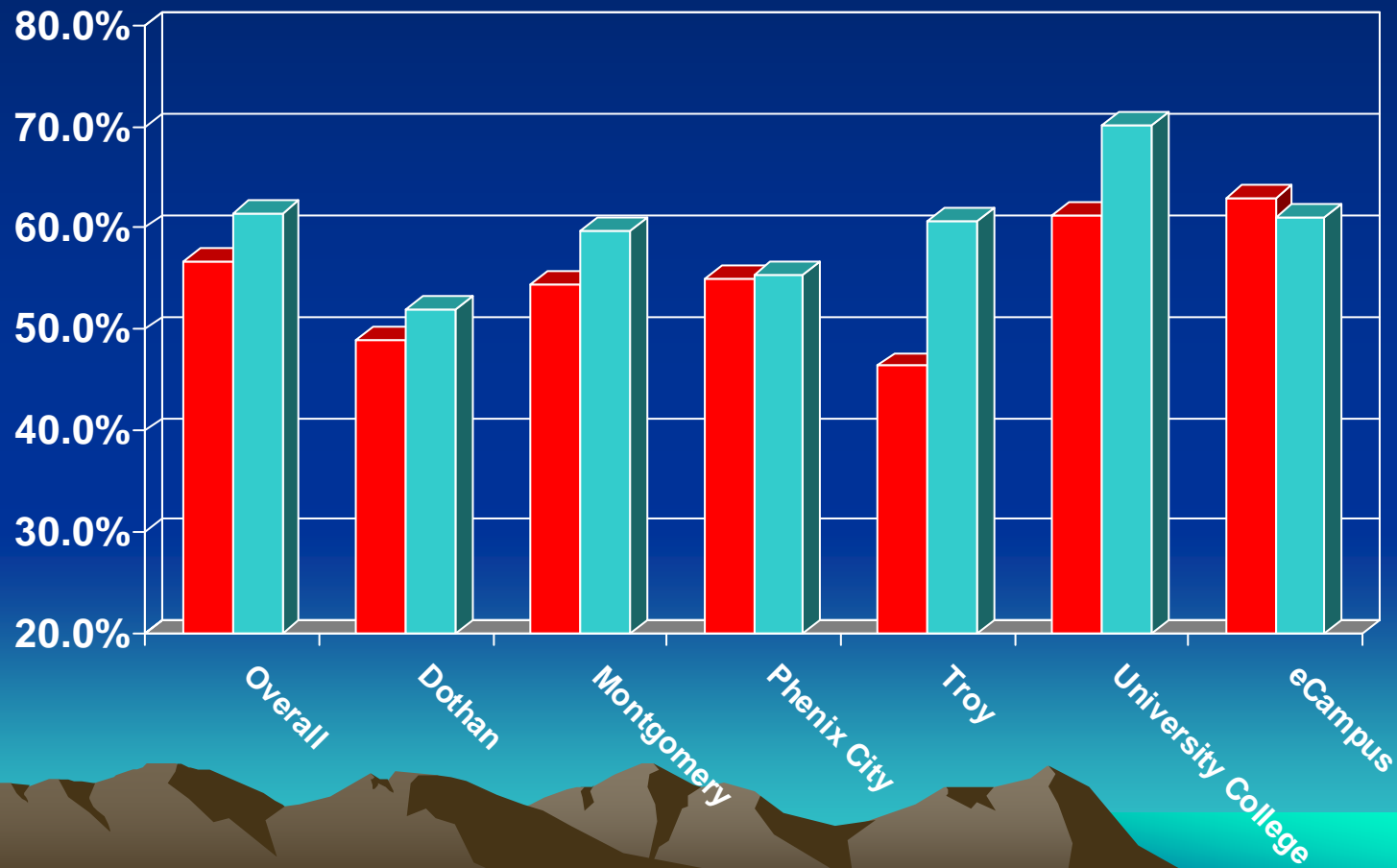
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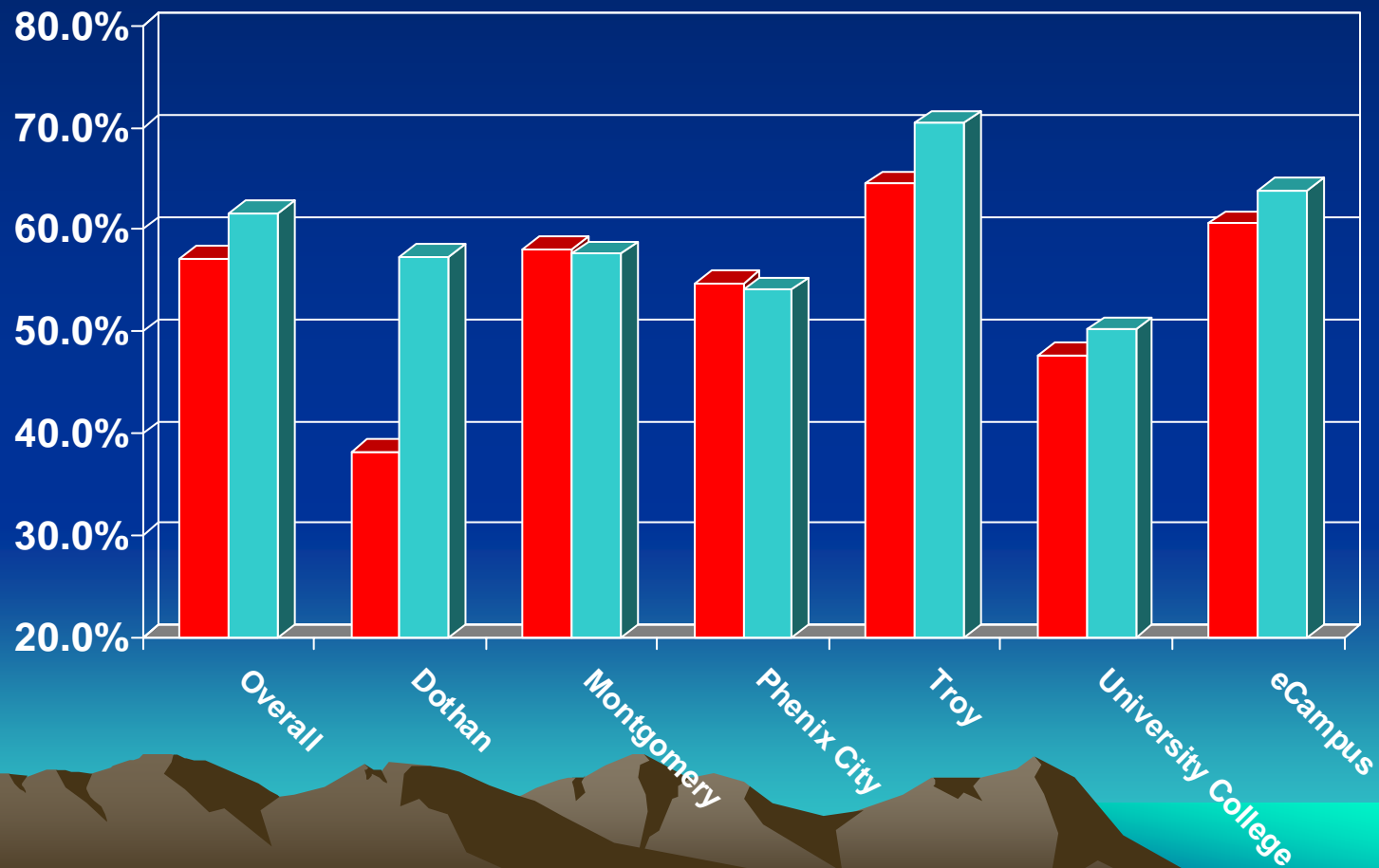
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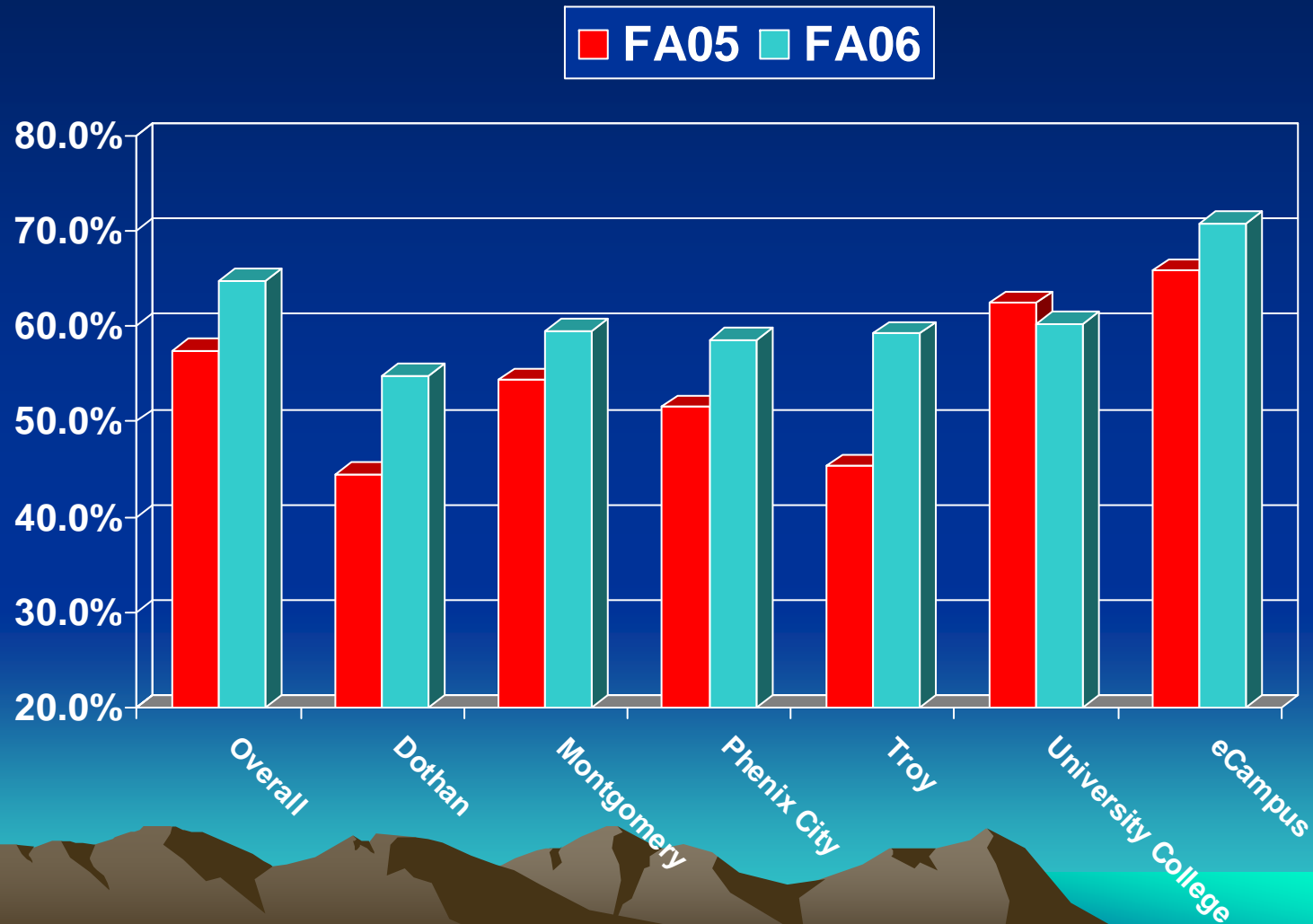


Tutorial services are sufficient.

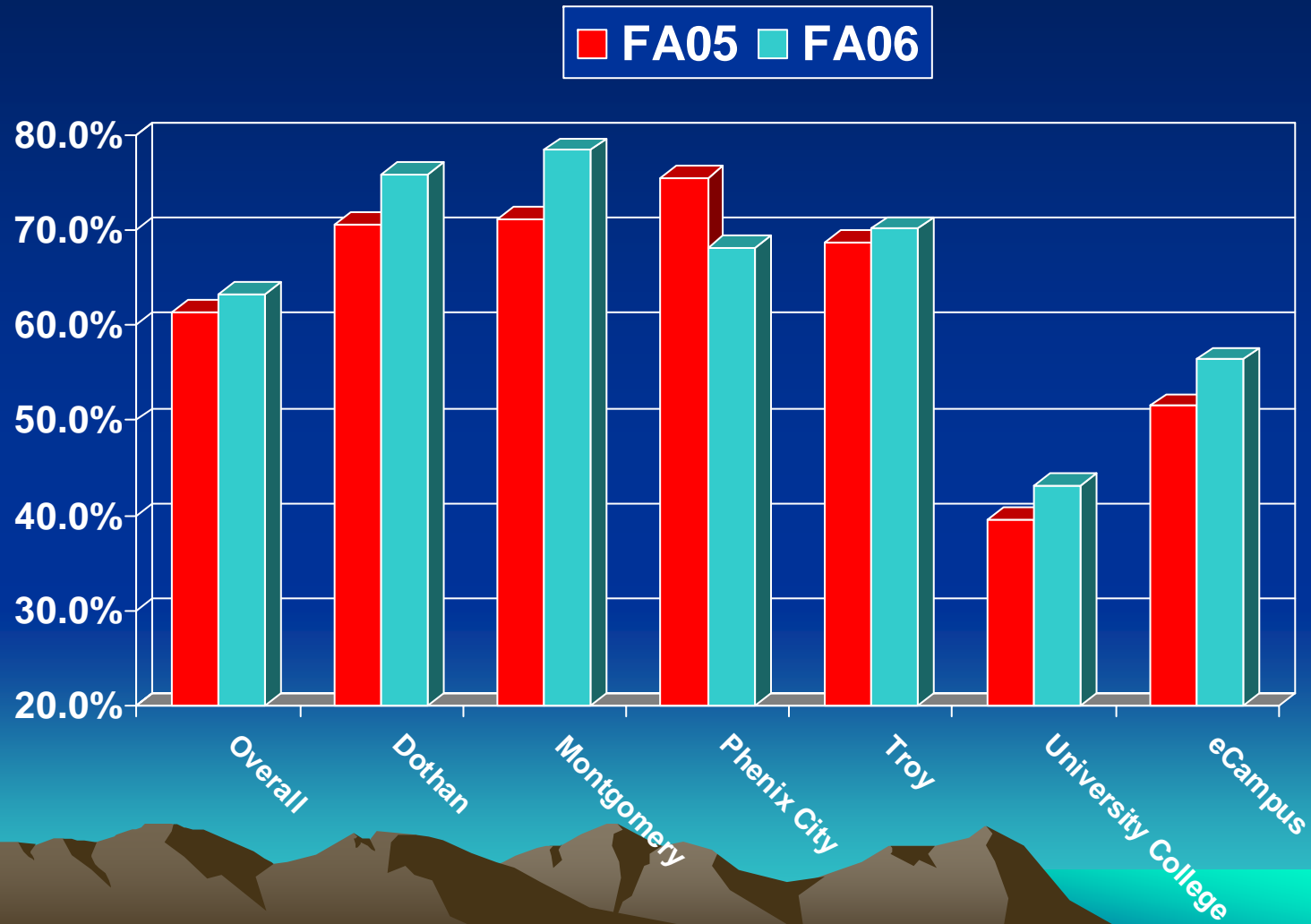
FA05 FA06



Purchasing textbooks through Troy University Virtual Bookstore is convenient.



On-campus bookstore hours are convenient for students



Comparisons

- Compared with in-state campus and eCampus students, University College students tended to be more satisfied with their new college experiences at TROY.
- Graduate students were more likely to be satisfied with areas relating to faculty and staff, academic advising, class times, and semester format, while undergraduates were more satisfied with the variety of majors, tutorial services, and student organizations.



Comparisons Continued

- Students who selected TROY as their first choice were more satisfied than those who did not select TROY as their first choice.
- African American students were found to be more satisfied than White and other minority students in this year's survey, while in Fall 2005's survey, Whites were found to be more satisfied.
- Female and male, traditional and non-traditional students were more or less the same in their opinions about their new college experiences at TROY.



Correlations with “I would recommend Troy University to a friend who is planning to go to college”

	<u><i>r</i></u>
• I am receiving a quality education at Troy University.	0.888
• Troy University has a good reputation in my community.	0.821
• The semester/term format at my location accommodates my learning.	0.747
• Troy personnel are knowledgeable and helpful.	0.724
• The classes I attend are well organized and well taught.	0.721
• Faculty care about students as individuals.	0.708

Note: A correlation coefficient takes on values between -1.0 and +1.0, with “1” being the strongest correlation and “0” being no relationship.



Implications

- Overall, the new students of Fall 2006 were satisfied with their experiences at Troy University. There was an overall improvement in student ratings when compared to those of Fall 2005 new students.
- Student college choice plays a significant role in students' attitudes and perceptions about a university.
- The higher ratings of the Fall 2006 new students indicate the effectiveness of the University's programs and services in assisting new students in their transition to a new college environment and in helping them meet their needs.



Implications Continued

- The differences between Fall 2005 and Fall 2006 responses suggest that the University used the assessment results to make changes to improve programs and services for new students, and using assessment results to improve is the essence of institutional effectiveness and will enable the University to continue improving in the future.
- The significant differences between different campuses and students of different characteristics should be considered as the University works to meet the needs of a diverse student population.
- Because almost half of the respondents were eCampus students, generalizations should be made with caution. It is recommended that the results for each campus and college be used when considering changes to be made.

