

Troy University 2009-10 Graduate Student Survey Report

Executive Summary

The purpose of this survey is to identify graduate student satisfaction with their experiences at Troy University, recognize student development as a result of their Troy University education, and identify areas that need to be improved. Data collected in this survey are used to help the University strengthen its graduate degree programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals.

As an effort of institutional effectiveness, the Troy University Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *Troy University Graduate Student Survey* on all campuses of the University from February 10, 2010 to March 10, 2010. During this month three invitation to participate emails were sent.

The questionnaire for the survey contained 43 questions and was adapted from the Senior Survey. The first 26 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 27 – 42 of the survey, with a high reliability, focus on measuring students' perceptions about and satisfaction with their Troy experiences. The final question was an open-ended question allowing for additional comments.

For data analysis, descriptive methods were used for the overall University as well as for each individual campus, site, college, and degree. Questions 27 to 42 were tabulated and items were presented in a cross tabulation by campus so that comparison, if necessary, could be made between campuses or between campus and the overall University. In the end, frequency tables for all survey questions were provided as appendices for the overall responses as well as for each of the campuses and colleges.

Major Findings

The *Troy University Graduate Student Survey 2009 – 10* was administered from February 10, 2010 to March 10, 2010. During this time, students who were classified as graduate students in Datatel were emailed the link to the survey. By the time data collection was closed on March 10, 2010, 1601 responses were received. 6060 students were identified as graduate students and were sent the invitation to participate email which resulted in a 26% response rate. The initial invitation to participate email was sent on 2/10/10. Reminder emails were sent to non-respondents on 2/16/10 and 2/24/10. The characteristics of the survey respondents were determined to be similar to those of the total graduate students of the year although some variation existed. Therefore, the responses to the survey could be considered representative of the ideas and opinions of the graduate students who were attending in during the 2009-2010 Academic Year.

This is the first year that the Graduate Student Survey has been administered. In some prior years some graduate students had submitted data on the Senior Survey. In academic year 09/10 graduate students were not invited to participate in the Senior Survey. For this reason the Senior Survey was adapted for use as a Graduate Student Survey.

Items in eight major categories were measured on a 5-point scale with 1 as “Poor” and 5 as “Excellent.” The mean ratings for each of these categories is shown below with Leadership Development rating the highest and Student Services the lowest.

	AY 09-10
<i>Intellectual Development</i>	4.01
<i>Leadership Development</i>	4.19
<i>Academic Support Services</i>	3.79
<i>Instruction</i>	3.93
<i>Administration</i>	3.93
<i>Student Services</i>	3.65
<i>Perceptions</i>	3.91
<i>Overall Ratings</i>	3.93

Demographic information

Of the 1601, respondents, 69% were female, 48% were White compared to 41% Black and 90% were aged 25 or older. While the majority (95%) were US citizens, the 5% international student participants represented 23 countries in various parts of the world. The largest percentage of respondents were from the eCampus, 30%. About 13% of the respondents were graduating from Troy Campus, 29% were Global Campus students, and the remainder of the students were from Dothan (5%), Montgomery (11%) and Phenix City (9%). Additionally, Global Campus students responded from 25 different sites.

Academic information

Academically, 99% of the respondents were expecting to receive a Master’s degree and 1% were expecting to receive an Education Specialist degree. About 29% of the respondents were planning to graduate from the College of Arts and Sciences, 33% from Business, approximately 26% from Education, 10% from the College of Health and Human Services.

According to the responses, approximately 89% of the students did not transfer graduate credit hours from other institutions. Of those who did transfer graduate credit hours 6% transferred from 3 to 6 credit hours and 4% transferred 7 – 12 credit hours. The majority of participating graduate students (55%) were conditionally admitted graduate students and 39% were unconditionally admitted. 2% were graduate transfer students and 1% were graduate transient or dually admitted.

While attending Troy University, 55% of the students had taken online courses. About 65% reported that their cumulative GPA's were between 3.5 and 4.0, and 30% had GPA's between 3.0 and 3.49. Of the 1601 respondents, about 60% indicated that they had been in pursuit of the graduate degree for one year or less and 27% for two years. Three students reported being in pursuit of the graduate degree for ten or more years.

Employment and plan after graduation

Approximately 85% of the respondents reported that they worked while attending Troy University with about 81% working full-time (40 hours or over). Upon graduation, about 52% were planning to work in areas related to their majors at Troy University, 22% would continue to work in the jobs they had already, and approximately 15% were going to continue their education. The survey also found that of those planning to continue their education about 59% would pursue a doctoral degree after they graduated, 26% would study for another masters degree, around 7% would seek an educational specialist degree, and another 6% would pursue a professional degree as their ultimate goal in education.

Financial aid information

While the financial aid options varied, over half of the respondents (59%) had received student loans, 3% obtained grants, 5% had scholarships or graduate assistantships, and about 12% received tuition assistance. Additionally, about 3% received a third party pay or other kind of financial aid, mostly from military or VA benefits.

Student satisfaction

- Student self-rated development (Report 1 – Q28)

Eighteen items related to knowledge, skills, and abilities were provided for the students to rate their development as a result of Troy University education. From the 18 items, two factors were identified - ***Intellectual Development*** and ***Leadership Development***. an average rating for ***Intellectual Development*** was 4.01 for 09-10 and a mean rating for ***Leadership Development*** as 4.19 for 09-10 all in a 5-point scale with 1 as “Poor” and 5 as “Excellent.”

As indicated in Table 1, the majority of the areas measured for student ***Intellectual Development*** were rated high above 4.00 (on a scale of 1 to 5) and the majority of the students rated their development in these areas as either “Excellent” or “Good.”

Table 1. Ratings on areas related to *Intellectual Development*: AY09-10

	AY 09-10	
	Excellent/Good	Mean
Critical thinking skills	89%	4.27
Reading Skills	86%	4.25
Problem solving skills	85%	4.21
Writing skills	84%	4.16
Research skills	84%	4.19
Speaking/presentation skills	78%	4.01
Understanding different philosophy/culture	78%	4.04
Computer technologies	76%	3.97
Scientific principles & methods	69%	3.82
Appreciation of the arts	60%	3.66
Mathematical skills	58%	3.59
Overall average ratings		4.01

Similar to the ratings on *Intellectual Development*, ratings on *Leadership Development* were also strong. As illustrated in Table 2, more than about 80% of the students gave positive ratings of either “Excellent” or “Good” to their development in almost all of the areas related to *Leadership Development*. All mean ratings for items were higher than 4.02, the factor mean was 4.19.

Table 2. Ratings on areas related to *Leadership Development*: AY09 – 10

	AY 09 - 10	
	Excellent/Good	Mean
Planning and carrying out projects	86%	4.29
Management and organizational skills	85%	4.26
Strategies for applying skills in the field	85%	4.23
Time management	83%	4.22
Working collaboratively in groups	81%	4.16
Leadership skills	80%	4.14
Citizenship skills	76%	4.02
Overall average ratings		4.19

For detailed ratings on areas included in these two factors, please see Report 1.

- Student ratings for quality of education and academic support services (Report 2 – Q28)

Eighteen items were measured in terms of what students thought about the quality of education and academic support services at Troy University. Again a factor analysis identified two factors, which include *Academic Support Services* and *Instruction*. The factor *Instruction*, or *Academics*, includes areas relating to instruction and faculty and has an average rating of 3.93 for 09 – 10 on a 5-point scale with 1 as “Poor” and 5 as “Excellent.”

Table 3. Ratings on areas of *Instruction*: AY09 - 10

	AY 09-10	
	Excellent/Good	Mean
Overall quality of academic program	83%	4.14
Instruction in major courses	80%	4.09
Instruction in general education	78%	4.03
Communication between faculty and students	76%	3.99
Faculty’s use technologies to enhance teaching	76%	4.01
Registration procedures	73%	3.98
Faculty accessibility	72%	3.9
Course availability in your major	71%	3.84
Academic advising	65%	3.7
IMPACT/New Student Orientation Program	63%	3.64
Overall average ratings	3.93	

As indicated in the table above (Table 3), the majority of the students rated the areas related to *Instruction* as either “Excellent” or “Good.”. Five areas, however, were rated below 4.00 in 09-10, with the ratings on IMPACT/New Student Orientation Program and Academic Advising being the lowest.

Table 4. Average ratings on *Instruction* by campus AY 09 - 10:

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Mean	Mean	Mean	Mean	Mean	Mean
Overall quality of your academic program	3.97	4.22	4.18	3.97	4.21	4.17
Academic advising	3.75	3.99	3.88	3.77	3.42	3.79
Faculty accessibility	3.77	4.10	3.96	4.00	3.78	3.92
Instruction in major courses	3.98	4.18	4.13	4.02	4.03	4.15
Instruction in general education courses	3.91	4.09	4.09	3.88	4.05	4.10
Faculty's use of technologies to enhance teaching	3.86	4.20	4.09	3.87	3.99	4.03
Course availability in your major	2.99	3.77	4.03	3.58	4.19	3.74
Communication between faculty and students	3.80	4.16	4.03	3.98	3.94	4.01
Registration procedures	3.73	4.09	3.93	3.70	3.87	4.02
IMPACT/New Student Orientation Program	3.14	3.90	3.86	3.44	3.50	3.77
AVERAGE	3.69	4.07	4.02	3.82	3.90	3.97

The *Academic Support Services* include Library, Computer labs, Writing Center, Reading Center, Center for International Programs, etc., and the average rating for this factor is 3.79 for 09 - 10, relatively lower than expected. Overall, as indicated in Table 5, no areas in *Academic Support Services* had an average rating of 4.00 or higher nor did they have ratings of “Excellent” or “Good” for more than 71% of the respondents.

Table 5. Ratings on areas related to *Academic Support Services*: AY09 – 10:

	AY 09-10	
	Excellent/Good	M
Library	71%	3.88
Writing Center	70%	3.84
Testing Center	67%	3.82
Computer labs	67%	3.8

Laboratory/instructional equipment	66%	3.76
Natural Science Center	65%	3.74
Center for International Program	64%	3.69
<u>Overall average ratings</u>		<u>3.79</u>

However, further examination by campus showed that ratings of students from different campuses varied (Table 6). Please be aware that only students who have used the services gave their ratings. The Natural Science Center, and Writing Center were rated by mostly Troy Campus students and only international students rated the Center for International Programs.

Table 6. Average ratings on Academic Support Service by campus for AY 09 - 10:

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Mean	Mean	Mean	Mean	Mean	Mean
Library	4.09	4.06	3.70	3.52	3.94	3.93
Computer labs	4.17	4.07	4.04	3.51	4.00	3.59
Laboratory/instructional equipment	4.09	3.97	3.92	3.44	3.97	3.61
Testing Center	4.09	4.04	3.75	3.59	3.90	3.75
Writing Center	3.70	3.92	3.70	3.83	3.97	3.81
Natural Science Center	3.71	3.93	3.42	3.52	4.01	3.71
Center for International Programs	3.83	3.96	3.42	3.46	3.89	3.69
AVERAGE	3.96	3.99	3.71	3.55	3.96	3.73

- Student satisfaction with services provided by Troy University (Report 3 – Q30)

Sixteen offices and services of the University were measured in terms of student satisfaction. Two factors were identified. They were **Student Services** and **Administration**. **Student Services** includes such areas as Career Services, Placement Services, Student Health Services, etc, while **Administration** includes the Admissions Office, Registrar/Records Office, Business Office, Financial Aid Office, Trojan WebExpress, and so on. The overall average ratings for **Administration** being 3.93 in 09-10 (on a 5-point scale with 1 as “Very Dissatisfied” and 5 as “Very Satisfied”).

As can be seen from Table 7, under **Administration**, Trojan Web Express, Admissions Office, IT services, and the Registrar/Records Office were rated the best, with 75% or more

of the students feeling “Satisfied” or “Very Satisfied” with their services. Most areas in *Administration* had relatively low ratings, below 4.00 (4.00 = Satisfied) on average, with the Veteran Services Office being rated the lowest and with less than 63% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to *Administration*: AY 09 – 10

	AY 09 -10	
	Satisfied/ Very Satis.	M
Trojan WebExpress	83%	4.14
Admissions Office	75%	3.95
Information		
Technology Services	75%	3.96
Registrar/Records		
Office	75%	3.92
Business Office	72%	3.91
Financial Aid		
Services	71%	3.83
Veteran Services	63%	3.84
Overall average ratings		3.93

A breakdown by campus showed that students from Troy and Global Campus had the lowest level of satisfaction with the *Administration*. Global Campus students were found to be most satisfied regarding services provided by the administration offices compared to students from other campuses.

Table 8. Average ratings on *Administration* by campus for AY 09-10:

		From which Troy University campus will you graduate?											
		Dothan		Montgomery		Phenix City		Troy		eCampus		Global Campus	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Admissions Office	Very Dissatisfied	3		6		8		11		31		14	
	Dissatisfied	6		7		4		11		34		18	
	Neutral	10		16		19		40		66		60	

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Registrar/Records Office	Satisfied	30		91		67		91		169		161
	Very Satisfied	36		61		49		58		140		178
	Subtotal		4.06		4.07		3.99		3.82		3.80	4.09
	Very Dissatisfied	4		7		8		10		28		15
	Dissatisfied	5		7		4		15		25		18
Veteran Services	Neutral	9		16		20		33		73		62
	Satisfied	36		92		64		102		157		156
	Very Satisfied	32		56		45		46		133		152
	Subtotal		4.01		4.03		3.95		3.77		3.82	4.02
	Very Dissatisfied	0		3		1		3		3		8
Financial Aid Services	Dissatisfied	0		3		2		3		8		6
	Neutral	9		11		9		31		42		37
	Satisfied	6		18		13		28		46		38
	Very Satisfied	8		21		7		12		59		54
	Subtotal		3.96		3.91		3.72		3.56		3.95	3.87
Business Office	Very Dissatisfied	2		8		9		9		26		16
	Dissatisfied	4		9		9		13		29		20
	Neutral	10		22		13		42		57		39
	Satisfied	23		71		57		64		111		138
	Very Satisfied	21		44		30		36		118		118
Information Technology (IT) Services	Subtotal		3.95		3.87		3.76		3.64		3.78	3.97
	Very Dissatisfied	5		4		5		6		19		14
	Dissatisfied	1		0		4		12		11		9
	Neutral	11		20		18		43		67		59
	Satisfied	31		72		55		73		102		125
Information Technology (IT) Services	Very Satisfied	30		47		41		40		97		97
	Subtotal		4.03		4.10		4.00		3.74		3.83	3.93
	Very Dissatisfied	5		5		2		5		17		7
	Dissatisfied	1		5		4		14		7		10
	Neutral	9		17		17		42		45		56

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	Satisfied	30		64		48		69		137		127
	Very Satisfied	19		42		40		41		122		95
	Subtotal		3.89		4.00		4.08		3.74		4.04	3.99
Trojan Web Express	Very Dissatisfied	4		5		6		6		21		14
	Dissatisfied	3		6		6		8		16		16
	Neutral	8		6		15		32		44		39
	Satisfied	40		70		60		97		182		185
	Very Satisfied	30		90		57		65		200		197
	Subtotal		4.05		4.32		4.08		4.00		4.13	4.19
AVERAGE			3.99		4.04		3.94		3.75		3.90	4.08

As shown in Table 9, none of the areas in *Student Services* received an average rating of 4.00 or higher, with Parking Facilities, and Career Services being the lowest. The overall average rating for AY 09-10 was 3.65.

Table 9. Ratings in *Student Services*: 09 - 10

	AY 09 -10	
	Satisfied/ Very Satis.	M
University Media	71%	3.86
Bookstore Services	67%	3.75
Safety and Security Services	65%	3.77
Student Support Services	65%	3.82
Adaptive Needs Services	59%	3.71
Parking Facilities	59%	3.48
Counseling Services	56%	3.61
Career Services	49%	3.46
Placement Services	45%	3.41
<u>Overall average ratings</u>		<u>3.65</u>

For Parking Facilities, approximately 55% of the students indicated that they were “Very Dissatisfied” or “Dissatisfied”. Further analysis found that Troy and Montgomery students were most dissatisfied with Parking Facilities. Table 10 shows mean ratings and counts on

each of the areas related to *Student Services*. Further studies may be needed before actions are taken for improvement.

Table 10. Average ratings on *Student Services* by campus: AY 09-10

Note: The mean is calculated on a scale with 1 being Very Dissatisfied and 5 being Very Satisfied.

		From which Troy University campus will you graduate?											
		Dothan		Montgomery		Phenix City		Troy		eCampus		Global Campus	
		N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Adaptive Needs Services	Very Dissatisfied	2		2		2		1		2		3	
	Dissatisfied	2		1		0		7		3		2	
	Neutral	10		18		11		33		31		34	
	Satisfied	5		19		16		31		34		46	
	Very Satisfied	4		7		8		12		28		29	
	Subtotal		3.30		3.60		3.76		3.55		3.85		3.84
Student Support Services (SSS)	Very Dissatisfied	3		3		4		3		11		5	
	Dissatisfied	2		0		0		9		6		7	
	Neutral	14		23		16		40		45		37	
	Satisfied	10		33		20		37		66		83	
	Very Satisfied	5		27		12		22		60		67	
	Subtotal		3.35		3.94		3.69		3.59		3.84		4.01
Career Services	Very Dissatisfied	3		3		1		7		9		15	
	Dissatisfied	1		3		4		11		6		11	
	Neutral	13		23		12		45		47		43	
	Satisfied	4		25		12		32		41		45	
	Very Satisfied	8		15		4		15		30		25	
	Subtotal		3.45		3.67		3.42		3.34		3.58		3.39
Placement Service	Very Dissatisfied	3		3		1		3		6		14	
	Dissatisfied	2		2		2		7		6		14	
	Neutral	14		21		11		47		49		41	

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	Satisfied	4		24		12		26		28		35
	Very Satisfied	3		10		6		11		23		21
	Subtotal		3.08		3.60		3.63		3.37		3.50	3.28
Counseling Services	Very Dissatisfied	2		3		3		3		13		9
	Dissatisfied	2		1		2		11		17		15
	Neutral	12		23		9		40		40		41
	Satisfied	9		24		17		35		39		56
	Very Satisfied	10		14		9		20		43		41
	Subtotal		3.66		3.69		3.68		3.53		3.54	3.65
Bookstore Services	Very Dissatisfied	5		10		7		11		15		16
	Dissatisfied	4		13		13		24		17		23
	Neutral	15		23		16		40		53		58
	Satisfied	31		76		66		71		108		90
	Very Satisfied	20		30		29		41		108		84
	Subtotal		3.76		3.68		3.74		3.57		3.92	3.75
Safety and Security Services	Very Dissatisfied	4		7		4		6		6		10
	Dissatisfied	3		10		7		12		2		11
	Neutral	13		27		20		52		39		38
	Satisfied	23		63		51		65		32		65
	Very Satisfied	27		35		37		37		26		51
	Subtotal		3.94		3.77		3.92		3.67		3.67	3.78
Parking facilities	Very Dissatisfied	4		26		4		45		10		14
	Dissatisfied	8		32		8		40		6		15
	Neutral	16		37		16		42		28		34
	Satisfied	29		50		76		47		31		111
	Very Satisfied	22		20		32		19		24		103
	Subtotal		3.72		3.04		3.91		2.77		3.54	3.99
University Media (website, newsletters, radio, TV,	Very Dissatisfied	6		5		5		8		8		10
	Dissatisfied	3		4		3		12		13		14

etc)	Neutral	14		31		19		47		48		65
	Satisfied	28		67		63		77		110		124
	Very Satisfied	22		40		38		39		81		84
	Subtotal		3.78		3.90		3.98		3.69		3.93	3.87

- Student perceptions about Troy University (Report 4 – Q31)

In this section, ten statements regarding the University in a broad sense were provided for the students to rate their agreement on a scale with 1 being Strongly Disagree and 5 being Strongly Agree. As indicated in Table 11 (derived from Report 4), over 84% of the students “Agree” or “Strongly Agree” with the first 4 statements, indicating strong satisfaction with the academic programs and confirming the findings in Table 3 above (derived from Report 2).

Table 11. Ratings on *Student Perceptions* about Troy University: 09/10

	AY 09-10	
	Strongly Agree/ Agree	M
The degree program in which I enrolled is valuable for me in my employment.	85%	4.17
Courses in my curriculum contributed to the skills and knowledge required in my field.	86%	4.15
My academic program was intellectually challenging and stimulating.	85%	4.14
The goals, objectives, and requirements for my academic programs were clearly defined.	84%	4.03
Troy University faculty care about students as individuals.	74%	3.91
The tuition and fees I paid at Troy University were a worthwhile investment.	73%	3.9
The intellectual caliber of students in my academic program was high.	71%	3.8
Courses were offered frequently enough for timely completion of my degree program.	69%	3.74
Troy University is responsive to the needs of its students.	66%	3.72
Troy University faculty were helpful with my career plan.	57%	3.57
Overall average ratings	3.91	

The lowest ratings in this section were “The University faculty were helpful with my career plan” (57% Agree/Strongly Agree; M=3.57) and “Troy University is responsive to the needs of its students” (66% Agree/Strongly Agree; M=3.72). Course offerings and student intellectual caliber were rated low as well.

The following table (Table 12) shows a breakdown by campus for *Student Perceptions*.

Table 12. Mean ratings on *Student Perceptions* by campus: AY 09-10

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Mean	Mean	Mean	Mean	Mean	Mean
The goals, objectives, and requirements for my academic program were clearly defined.	3.84	4.15	4.07	3.89	4.04	4.06
My academic program was intellectually challenging and stimulating.	4.14	4.19	4.05	3.95	4.20	4.21
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.12	4.21	4.02	3.93	4.19	4.25
Courses were offered frequently enough for timely completion of my degree program.	3.12	3.67	3.89	3.35	4.07	3.71
The intellectual caliber of students in my academic program was competitive.	3.83	3.91	3.68	3.67	3.82	3.85
The degree program in which I enrolled is valuable for me in my employment.	4.23	4.18	4.19	4.06	4.17	4.21
Troy University faculty care about students as individuals.	3.87	3.98	4.02	3.86	3.79	4.01
Troy University faculty were helpful with my career plan.	3.64	3.78	3.77	3.55	3.38	3.64
Troy University is responsive to the needs of its students.	3.70	3.87	3.82	3.58	3.58	3.84
The tuition and fees I paid at Troy University were a worthwhile investment.	3.69	4.05	3.92	3.78	3.86	4.01
AVERAGE	3.82	4.00	3.94	3.76	3.91	3.98

- Overall ratings of Troy University (Report 5 – Q39)

Students were asked to rate their Troy preparation for employment and further education as well as to give an overall rating of their college experiences at Troy University. About three fourths of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 4.03 on a scale of 1 to 5, while 66% and 74% of the respondents gave a rating of either “Excellent” or “Good” to their Troy preparation for employment and for further education, with a mean = 3.80 and 3.97 respectively.

Table 13. Overall ratings on Troy University: 09/10

	AY 09-10	
	Excellent/ Good	M
	What is your overall rating of your college experiences at Troy University?	76%
How would you rate Troy University’s preparation of you for further education?	74%	3.97
How would you rate Troy University’s preparation of you for employment?	66%	3.8
Average Ratings	3.93	

Recommendation of Troy University (Report 6 – IF YOU WERE STARTING OVER, WOULD YOU ENROLL IN THE SAME PROGRAM?-WOULD YOU RECOMMEND TROY UNIVERSITY TO SOMEONE PLANNING TO GO TO COLLEGE?)

Important satisfaction indicators used by colleges and universities include whether students would re-enroll in the university, re-enroll in the same academic program, and recommend their university to others. The most important finding, which indicates student satisfaction with Troy University and academic programs, is that about 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 09 - 10

	Definitely yes	Probably yes
	Row N %	Row N %
If you were starting over, would you enroll in the same program?	52.1%	32.6%
If you could start college over, would you attend Troy University again?	48.7%	36.9%
Would you recommend your academic program to other students?	55.5%	33.7%
Would you recommend Troy University to someone planning to go to college?	56.3%	32.5%

READING HABITS

As a measurement of the Quality Enhancement Plan of Troy University graduate students were ask to report factors about their reading habits. Students were asked about the degree to which their involvement in reading has: (1) Enhanced their ability to understand connections between the various materials they read, and (2) Enhanced they awareness of other people’s political and social view points.

Table 17

		From which Troy University campus will you graduate?											
		Dothan		Montgomery		Phenix City		Troy		eCampus		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
My involvement in reading as part of my graduate school experience has enhanced my ability to understand connections between the various materials I read.	Not at all	3	3.6%	2	1.1%	4	2.7%	6	2.8%	5	1.1%	5	1.1%
	In a very limited way	9	10.7%	10	5.5%	8	5.5%	10	4.7%	19	4.0%	12	2.6%
	Somewhat	24	28.6%	42	23.0%	37	25.3%	62	28.8%	116	24.6%	96	20.8%
	In a noticeable way	28	33.3%	64	35.0%	54	37.0%	79	36.7%	181	38.3%	201	43.5%
	Greatly	20	23.8%	65	35.5%	43	29.5%	58	27.0%	151	32.0%	148	32.0%
My involvement in reading as a part of my graduate school experience has enhanced my awareness of other people's political and social viewpoints.	Not at all	7	8.1%	7	3.9%	7	4.8%	10	4.7%	9	1.9%	9	2.0%
	In a very limited way	9	10.5%	9	5.0%	11	7.5%	11	5.1%	29	6.2%	18	3.9%
	Somewhat	24	27.9%	43	23.8%	39	26.7%	65	30.4%	118	25.3%	91	19.8%
	In a noticeable way	26	30.2%	59	32.6%	48	32.9%	70	32.7%	147	31.5%	174	37.9%
	Greatly	20	23.3%	63	34.8%	41	28.1%	58	27.1%	163	35.0%	167	36.4%

Table 18

		From which college will you be graduating?							
		Arts & Sciences		Sorrell College of Business		Education		HHS	
		N	%	N	%	N	%	N	%
My involvement in reading as part of my graduate school experience has enhanced my ability to understand connections between the various materials I read.	Not at all	5	1.1%	10	1.9%	8	1.9%	1	.6%
	In a very limited way	12	2.6%	27	5.1%	23	5.6%	6	3.8%
	Somewhat	88	19.0%	139	26.4%	110	26.8%	39	24.8%
	In a noticeable way	182	39.3%	211	40.0%	147	35.8%	63	40.1%
	Greatly	176	38.0%	140	26.6%	123	29.9%	48	30.6%
My involvement in reading as a part of my graduate school experience has enhanced my awareness of other people's political and social viewpoints.	Not at all	11	2.4%	21	4.0%	11	2.7%	6	3.8%
	In a very limited way	12	2.6%	44	8.5%	20	4.9%	10	6.3%
	Somewhat	84	18.3%	134	25.8%	126	30.7%	35	22.2%
	In a noticeable way	153	33.3%	180	34.6%	127	30.9%	62	39.2%
	Greatly	199	43.4%	141	27.1%	127	30.9%	45	28.5%

Regarding the types of literature read by graduate students, the top four types of literature that graduate students reported reading were: (1) books assigned for class, (2) books read outside of class for pleasure, (3) newspapers, and (4) online websites. Comic books and magazines about video games were reported as the least frequently read type of literature. Table 19 indicates the percentages of graduate students who reported reading each type of literature.

Table 19

	No		Yes	
	N	%	N	%
Books assigned for class	104	6.5%	1497	93.5%
Books I read outside of class for pleasure	405	25.3%	1196	74.7%
Newspapers	458	28.6%	1143	71.4%
Online websites or webzines	490	30.6%	1111	69.4%
News magazines	668	41.7%	933	58.3%
Cereal boxes, instructional pamphlets and other product packaging	794	49.6%	807	50.4%
Religious literature/books	814	50.8%	787	49.2%
School papers or other newsletters	845	52.8%	756	47.2%
Fashion/Beauty magazines	882	55.1%	719	44.9%
Self-help literature	996	62.2%	605	37.8%
Music/Computers/Entertainment magazines	1141	71.3%	460	28.7%
Computer manuals or other electronic equipment manuals	1154	72.1%	447	27.9%
Sports magazines	1244	77.7%	357	22.3%
Puzzles/Games/Humor magazines	1310	81.8%	291	18.2%
Comic books or graphic novels	1452	90.7%	149	9.3%
Magazines about video games	1517	94.8%	84	5.2%
None of the above	1592	99.4%	9	.6%

Most graduate students (54%) indicated that they do not have much time to read for pleasure, but they like to read when they get a chance. The most commonly cited reason (37%) for reading was to learn things on their own. Most students (81%) considered their reading level to be “advanced” or “above average.” Not including school assignments about one-third of students reported reading less than one book per month and about one third of students reported discussing books with others only a few times per year. Additional data regarding readings habits is included in the appendix of this report.

Implications

1. Overall, Troy University’s graduate students were satisfied with their graduate school experience at TROY. In particular, the students were satisfied with their educational experiences at the University – instruction, the quality of education, and their academic programs, specifically. Furthermore, the students thought highly of their intellectual development and leadership development as a result of their education at Troy University.
2. The survey findings that about 84% of the graduating students would attend Troy University and enroll in the same programs again if they started over and that about 90%

would recommend Troy University and their academic programs strongly suggest that Troy University was effective in offering quality education to its students.

3. However, the *Graduate Student Survey* satisfaction measures have identified areas that need to be improved, especially in the areas of *Academic Support Services* and *Student Services*.
4. Furthermore, based on survey responses, faculty should do more to help students in their career planning, the University should be more responsive to student needs, efforts should be made to raise student intellectual caliber, and more courses should be offered each term so that students can graduate as they have planned.
5. While building plans for improvement for areas in which students are less satisfied, University personnel need to be aware that different factors may contribute to the ratings; therefore, further studies should be conducted to look more closely into the areas of need before decisions for improvement are made or actions are taken.