

Troy University 2010-11 Senior Survey Report

Executive Summary

The purpose of this survey is to identify 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 academic programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals.

As an annual effort of institutional effectiveness, the Troy University Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *Troy University Senior Survey* on all campuses of the University from November 15, 2010 to January 15, 2011. In the spring of 2009 the leadership of IRPE discussed the problems encountered with getting email addresses for the *Graduating Student Survey*. Because the prior practice of emailing all persons who had expressed an intent to graduate was so labor intensive and because it did not always yield good results, the decision was made to change the methodology for the survey. Beginning with the 2009-2010 Academic Year, the Senior Survey was administered once, during October and November, and all persons classified as Seniors in Datatel were invited to participate. Due to this change the survey was longer be called the *Graduating Student Survey*, but the *Senior Survey*. This is the second year that the *Senior Survey* has been administered using this methodology during this time frame.

The questionnaire for the survey contained 45 questions. The first 27 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 28 – 44 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 28 to 44 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. Questions 28 - 31, which contain measures in 69 areas, are analyzed based on the factors defined from the same measures in the previous year's survey. Importantly, comparison was made between academic years 05-06, 06-07, 07-08, 08-09, 09-10, and 10-11 responses to identify any possible improvement, as well as between campuses to explore in detail areas where improvement efforts can be focused. 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.

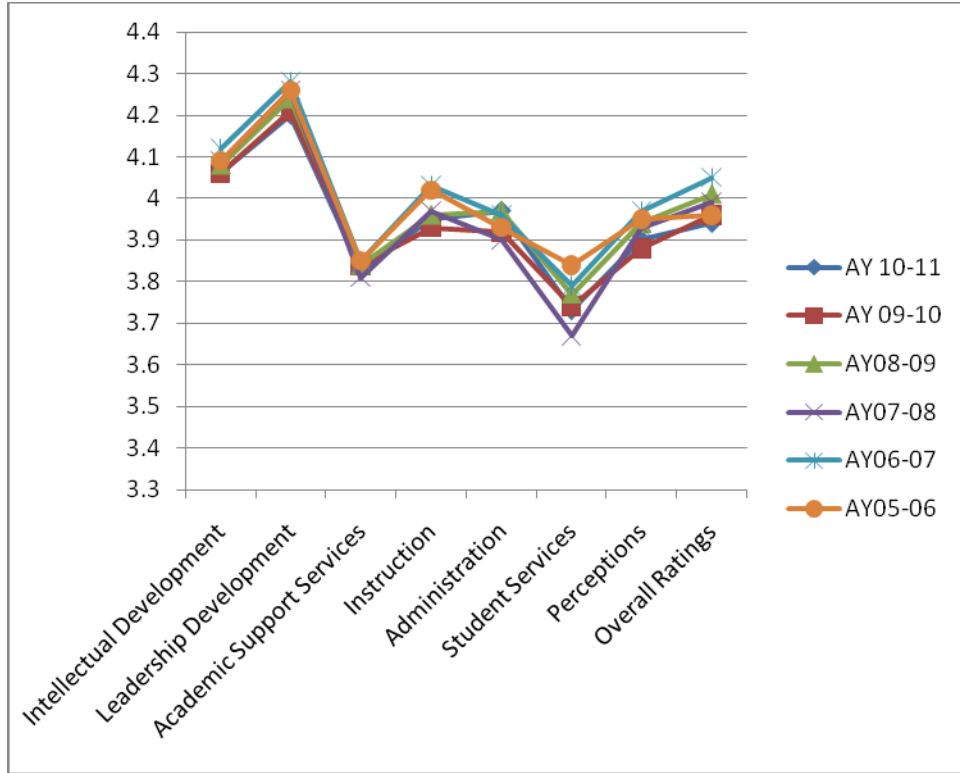
Major Findings

The *Troy University Senior Survey 2010 – 11* as administered from November 15, 2010 to January 15, 2011. During this time, students who were classified as seniors in Datatel were emailed the link to the survey. By the time data collection was closed on January 15, 2011, 1904 responses were received. This is comparable to the response rates from prior years.

Senior Survey Response Rates	
AY 2010 – 2011	N = 1904
AY 2009 – 2010	N = 1771
AY 2008 – 2009	N = 2922
AY 2007 – 2008	N = 1582

It should be noted that in AY 2008 – 09 and years prior that graduate students were invited to participate in the Graduating Student Survey. Starting in AY 2009 – 10 a separate Graduate Student Survey was administered. Even though the response rates vary from year to year, the demographic factors from each year are roughly parallel. 7430 students were identified as undergraduate seniors and were sent the invitation to participate email which resulted in a 26% response rate. The initial invitation to participate email was sent on 11/15/10. Reminder emails were sent to non-respondents on 11/30/10, 12/8/10, and 1/5/11. Survey participation was submitted by hard copy from about 100 students who classified themselves as Asian/Pacific Islander and were seniors at a Global Campus site. The characteristics of the survey respondents were determined to be similar to those of the total graduates of the year although some variation existed. Therefore, the responses to the survey could be considered representative of the ideas and opinions of the students who were graduating in during the 2010-2011 Academic Year.

The *Senior Survey* has been administered consecutively for six years. The results are almost parallel from each year. Over the past six years students have consistently rated the factor of leadership development the highest and student services the lowest. The chart and table below presents the mean scores for each factor measured by the *Senior Survey*. Each factor is measured on a scale with 1 being low satisfaction and 5 being high satisfaction.



	AY 10-11	AY 09-10	AY 08-09	AY 07-08	AY 06-07	AY 05-06
<i>Intellectual Development</i>	4.06	4.06	4.08	4.09	4.12	4.09
<i>Leadership Development</i>	4.20	4.21	4.24	4.26	4.28	4.26
<i>Academic Support Services</i>	3.83	3.84	3.84	3.81	3.85	3.85
<i>Instruction</i>	3.95	3.93	3.96	3.97	4.03	4.02
<i>Administration</i>	3.97	3.92	3.97	3.9	3.96	3.93
<i>Student Services</i>	3.73	3.74	3.77	3.67	3.79	3.84
<i>Perceptions</i>	3.90	3.88	3.94	3.93	3.97	3.95
<i>Overall Ratings</i>	3.94	3.96	4.01	3.99	4.05	3.96

Demographic information

Of the 1904, respondents, 64% were female, 52% were White compared to 35% Black, non-Hispanic and 72% were aged 25 or older. While the majority (94%) were US citizens, the 6% international student participants represented 20 countries in various parts of the world. The largest percentage of respondents were from the eCampus, 38%. About 20% of the respondents were graduating from Troy Campus, 13% were Global Campus students, and the remainder of

the seniors were from Dothan (9%), Montgomery (10%) and Phenix City (7%). Additionally, Global Campus students responded from 26 different sites.

Academic information

Academically, 96% of the respondents were expecting to receive a Bachelor's degree and 3% were expecting to receive an Associate's degree. About 41% of the respondents were planning to graduate from the College of Arts and Sciences, 30% from Business, approximately 15% from Education, 10% from the College of Health and Human Services, and only about 3% from the College of Communication & Fine Arts.

According to the responses, approximately 85% of the students had transferred credit hours from other institutions and about 54% of them transferred more than 30 credit hours. The majority of participating seniors (64%) started Troy University as an undergraduate transfer student. About 28% started Troy University as a first-time freshman. While attending Troy University, 73% of the students had taken online courses. About 25% reported that their cumulative GPA's were between 3.5 and 4.0, and 39% had GPA's between 3.0 and 3.49. Of the 1904 respondents, about 81% indicated that they had studied at Troy University 4 years or less. About 10% reported 5 years and 3% six years, while the longest time a student studied at Troy University was over 10 years (1%) and the shortest was just 1 year (13%).

Employment and plan after graduation

Approximately 79% of the respondents reported that they worked while attending Troy University with about 65% working full-time (40 hours or over). Upon graduation, about 40% were planning to work in areas related to their majors at Troy University, 12% would continue to work in the jobs they had already, and approximately 37% were going to continue their education. The survey also found that about 71% of the respondents would pursue a Master's degree after they graduated, 15% would study for a doctoral degree, around 3% would seek an educational specialist degree, and another 5% 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 (55%) had received student loans, 39% obtained grants, 16% had scholarships or graduate assistantships, and about 17% received tuition assistance. Additionally, about 4% 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***. In comparison, the prior four academic years, respondents shared about the same opinions regarding their development in the areas measured, with an average rating for ***Intellectual Development*** as 4.06 for 10-11, 4.06 for 09-10, 4.08 for 08-09, 4.09 for 07-08; 4.12 for 06-07; and 4.09 for 05-06 and a mean rating for ***Leadership Development*** as 4.20 for 10-11, 4.21 for 09-10, 4.24 for 08-09, 4.26 for 07-08; 4.28 for 06-07; and 4.26 for 05-06, all in a 5-point scale with 1 as “Poor” and 5 as “Excellent.” However, it should be noted that a declining trend is developing.

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 with the exception of mathematical skills about 75% or more of the students rated their development in these areas as either “Excellent” or “Good.” In addition, almost all ratings on areas related to ***Intellectual Development*** were almost parallel over the past four years.

Table 1. Ratings on areas related to *Intellectual Development*: AY05 – 11

	AY 10-11		AY 09-10		AY 08 -09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Critical thinking skills	86%	4.24	89%	4.27	88%	4.30	90%	4.31	91%	4.28	90%	4.28
Problem solving skills	84%	4.21	87%	4.23	86%	4.25	88%	4.25	88%	4.26	89%	4.26
Reading Skills	84%	4.25	87%	4.25	86%	4.27	88%	4.26	88%	4.26	87%	4.26
Writing skills	84%	4.15	85%	4.16	85%	4.20	88%	4.22	87%	4.26	87%	4.21
Research skills	80%	4.15	83%	4.15	84%	4.22	88%	4.26	87%	4.24	86%	4.22
Speaking/presentation skills	78%	4.07	81%	4.08	81%	4.10	85%	4.15	83%	4.16	81%	4.12
Understanding different philosophy/culture	76%	4.05	77%	3.99	77%	4.05	80%	4.07	80%	4.09	78%	4.04
Computer technologies	77%	4.08	81%	4.10	79%	4.07	79%	4.04	80%	4.07	79%	4.07
Scientific principles & methods	66%	3.82	69%	3.82	67%	3.84	73%	3.91	73%	3.91	70%	3.86
Appreciation of the arts	71%	3.95	73%	3.93	67%	3.84	69%	3.83	68%	3.86	68%	3.83
Mathematical skills	63%	3.78	69%	3.76	63%	3.72	66%	3.78	69%	3.84	66%	3.81
Overall average ratings	4.06		4.06		4.08		4.09		4.12		4.09	

Similar to the ratings on *Intellectual Development*, ratings on *Leadership Development* were also strong but were showing a declining trend over the past five years. As illustrated in Table 2, more than 80% of the students gave positive ratings of either “Excellent” or “Good” to their development in all of the areas related to *Leadership Development*. All mean ratings for items were higher than 4.10, the factor mean was 4.20.

Table 2. Ratings on areas related to *Leadership Development*: AY05 – 11

	AY 10-11		AY 09 - 10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Planning and carrying out projects	85%	4.27	88%	4.27	88%	4.33	89%	4.35	90%	4.35	89%	4.35
Management and organizational skills	84%	4.27	87%	4.29	87%	4.32	88%	4.31	88%	4.33	88%	4.31
Strategies for applying skills in the field	83%	4.23	87%	4.25	86%	4.26	88%	4.27	88%	4.3	88%	4.28
Working collaboratively in groups	79%	4.14	81%	4.13	82%	4.18	86%	4.25	88%	4.29	86%	4.27
Time management	83%	4.26	85%	4.24	85%	4.29	86%	4.29	87%	4.28	86%	4.28
Leadership skills	81%	4.18	84%	4.20	84%	4.22	84%	4.22	86%	4.25	84%	4.21
Citizenship skills	78%	4.10	80%	4.10	78%	4.08	81%	4.11	81%	4.15	82%	4.13
Overall average ratings	4.20		4.21		4.24		4.26		4.28		4.26	

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 3.95 for 10-11, 3.93 for 09 – 10, 3.96 for 08 – 09, 3.97 for 07 – 08, 4.03 for 06-07 and 4.02 for 05-06 respondents on a 5-point scale with 1 as “Poor” and 5 as “Excellent.”

Table 3. Ratings on areas of *Instruction*: AY05 - 11

	AY 10-11		AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Overall quality of academic program	84%	4.20	85%	4.17	86%	4.21	86%	4.2	88%	4.25	87%	4.24
Instruction in major courses	80%	4.13	82%	4.10	82%	4.14	83%	4.13	85%	4.19	86%	4.19
Instruction in general education	72%	4.01	76%	3.95	76%	4.01	78%	4.00	81%	4.08	80%	4.02
Communication between faculty and students	74%	3.98	76%	3.96	77%	4.02	79%	4.02	80%	4.08	79%	4.07
Faculty’s use technologies to enhance teaching	73%	4.02	76%	3.99	78%	4.05	78%	4.03	80%	4.07	78%	4.02
Faculty accessibility	70%	3.92	72%	3.88	72%	3.89	71%	3.87	76%	4.00	76%	4.02
Course availability in your major	69%	3.87	72%	3.87	75%	3.99	78%	4.04	75%	3.98	78%	4.00
Registration procedures	70%	3.88	73%	3.90	74%	3.96	74%	3.91	74%	3.92	74%	3.90
Academic advising	64%	3.74	64%	3.68	64%	3.67	67%	3.74	70%	3.85	71%	3.86

IMPACT/New Student Orientation Program	65%	3.78	66%	3.77	64%	3.69	67%	3.75	68%	3.82	67%	3.75
Overall average ratings		3.95		3.93		3.96		3.97		4.03		4.02

As indicated in the table above (Table 3), the majority of the students rated the areas related to *Instruction* as either “Excellent” or “Good,” which is about the same as found in the previous two year’s survey. Two areas, however, were rated below 3.80 in 10-11, with the ratings on IMPACT/New Student Orientation Program and Academic Advising being the lowest. Further examination by campus (Table 4) found that Phenix City and eCampus students regularly ranked items in the factor of instruction higher than students from other campuses.

Table 4. Average ratings on *Instruction* by campus AY 10 - 11:

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
Overall quality of your academic program	4.07	4.12	4.38	4.11	4.30	4.11
Academic advising	3.55	3.58	4.18	3.80	3.71	3.80
Faculty accessibility	3.74	3.88	4.19	3.98	3.94	3.83
Instruction in major courses	4.12	4.13	4.32	4.13	4.14	4.06
Instruction in general education courses	3.95	4.05	4.26	3.77	4.09	4.00
Faculty's use of technologies to enhance teaching	3.93	4.02	4.28	3.86	4.11	3.99
Course availability in your major	3.36	3.65	4.20	3.65	4.16	3.80
Communication between faculty and students	3.78	3.94	4.23	3.98	4.02	3.93
Registration procedures	3.75	4.04	4.17	3.09	4.20	3.98
IMPACT/New Student Orientation Program	3.48	3.79	3.99	3.67	3.90	3.73
AVERAGE	3.77	3.92	4.22	3.80	4.06	3.92

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 3.83 for 10-11, 3.84 for 09 - 10, 3.84 for 08 – 09, 3.81 for 07 – 08, 3.85 for 06-07 and 3.85 for 05-06, 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 70% of the respondents.

Table 5. Ratings on areas related to *Academic Support Services*: AY05 – 11:

	AY 10-11		AY09-10		AY08-09		AY07-08		AY 06-07		AY 05-06	
	Ex/Gd	M	Ex/Gd	M	Ex/Gd	M	Ex/Gd	M	Ex/Gd	M	Ex/Gd	M
Natural Science Center	68%	3.87	68%	3.84	70%	3.87	70%	3.83	70%	3.89	68%	3.86
Writing Center	69%	3.90	70%	3.87	71%	3.9	70%	3.85	70%	3.89	71%	3.89
Center for International Programs	68%	3.88	66%	3.81	68%	3.81	70%	3.84	70%	3.88	69%	3.8
Testing Center	68%	3.81	69%	3.86	70%	3.85	72%	3.87	70%	3.87	70%	3.83
Computer labs	65%	3.79	70%	3.85	70%	3.84	67%	3.74	70%	3.83	71%	3.9
Library	68%	3.84	68%	3.83	66%	3.76	67%	3.74	70%	3.83	71%	3.86
Laboratory/instructional equipment	64%	3.78	67%	3.8	68%	3.82	65%	3.72	67%	3.78	69%	3.82
Overall average ratings	3.83		3.84		3.84		3.81		3.85		3.85	

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. Ratings of NA or blank entries were omitted from calculation.

Table 6. Average ratings on *Academic Support Service* by campus for AY 10 - 11:

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
Library	4.03	4.10	3.83	3.56	3.95	3.77
Computer labs	4.06	3.92	4.22	3.36	3.97	3.72
Laboratory/instructional equipment	3.82	3.85	4.07	3.53	3.95	3.72
Testing Center	3.82	3.75	3.86	3.69	3.90	3.84
Writing Center	3.71	3.98	3.90	3.84	4.03	3.85
Natural Science Center	3.79	4.04	3.87	3.82	3.93	3.84
Center for International Programs	3.78	4.01	3.88	3.69	4.02	3.90
AVERAGE	3.86	3.95	3.95	3.64	3.96	3.81

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

Twenty-four 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, Recreational and Intramural Activities, Student Organizations, etc, while *Administration* includes the Admissions Office, Registrar/Records Office, Business Office, Financial Aid Office, Trojan Web Express, and so on. Comparisons found that the participants in the past year’s surveys shared about the same level of satisfaction with *Student Services* and services provided by the *Administration* offices, with the overall average ratings for *Administration* being 3.97 in 10-11, 3.92 in 09-10, 3.97 in 08-09, 3.90 in 07 – 08, 3.96 in 06-07 and 3.93 in 05-06 (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. Several areas in *Administration* had relatively low ratings, below 4.00 (4.00 = Satisfied) on average, with the Financial Aid Office being rated the lowest and with less than 67% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to *Administration*: AY 05 – 11

	AY 10-11		AY 09 -10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied/		Satisfied/		Satisfied/		Satisfied/		Satisfied/		Satisfied/	
	Very Satis.	M	Very Satis.	M	Very Satis.	M	Very Satis.	M	Very Satis.	M	Very Satis.	M
Trojan Web Express Admissions Office	83%	4.18	83%	4.15	85%	4.21	80%	4.08	81%	4.08	81%	4.07
IT Services	77%	4.01	76%	3.98	78%	4.02	76%	4.00	78%	4.03	77%	4.01
Registrar/Records	74%	3.95	73%	3.93	75%	4.00	72%	3.92	75%	3.94	74%	3.92
Business Office	75%	3.94	73%	3.88	74%	3.90	72%	3.87	74%	3.93	74%	3.92
Veteran Services	72%	3.90	70%	3.84	70%	3.87	69%	3.85	73%	3.92	73%	3.90
Financial Aid Services	73%	4.03	68%	3.93	72%	4.05	66%	3.9	66%	3.83	68%	3.91
Overall average ratings	67%	3.77	66%	3.73	67%	3.76	64%	3.69	66%	3.75	63%	3.65
	3.97		3.92		3.97		3.90		3.96		3.93	

A breakdown by campus showed that students from Troy and Global Campus had the lowest level of satisfaction with the *Administration*. Phenix City 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 10-11:

		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 Satisfied	62		63		64		78		247		74	
	Satisfied	72		98		58		187		253		90	
	Neutral	29		25		10		86		73		46	
	Dissatisfied	4		6		1		17		13		19	
	Very Dissatisfied	5		9		5		6		25		10	
	Subtotal		4.06		4.00		4.27		3.84		4.12		3.83
Registrar/Records	Very Satisfied	61		71		62		72		236		77	

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	Satisfied	68		89		51		177		253		83	
	Neutral	27		27		11		70		76		50	
	Dissatisfied	9		7		6		39		22		12	
	Very Dissatisfied	6		10		4		17		26		13	
	Subtotal		3.99		4.00		4.20		3.66		4.06		3.85
Veteran Services	Very Satisfied	26		27		19		30		169		58	
	Satisfied	22		32		18		51		102		48	
	Neutral	11		13		8		41		45		40	
	Dissatisfied	1		1		1		4		10		7	
	Very Dissatisfied	1		4		3		4		11		11	
	Subtotal		4.16		4.00		4.00		3.76		4.21		3.82
Financial Aid Services	Very Satisfied	53		47		44		59		191		61	
	Satisfied	55		68		36		146		180		71	
	Neutral	26		28		23		77		73		47	
	Dissatisfied	11		20		12		42		32		10	
	Very Dissatisfied	9		15		7		18		28		14	
	Subtotal		3.86		3.63		3.80		3.54		3.94		3.76
Business Office	Very Satisfied	54		46		61		54		150		63	
	Satisfied	65		84		45		156		198		82	
	Neutral	28		23		21		86		74		45	
	Dissatisfied	4		4		1		23		12		12	
	Very Dissatisfied	5		8		3		10		22		12	
	Subtotal		4.02		3.95		4.22		3.67		3.97		3.80
IT Services	Very Satisfied	49		46		54		57		188		59	
	Satisfied	65		78		47		134		214		80	
	Neutral	25		28		14		73		84		51	
	Dissatisfied	0		4		1		19		11		15	
	Very Dissatisfied	4		6		2		9		22		7	
	Subtotal		4.08		3.95		4.27		3.72		4.03		3.80
Trojan Web Express	Very Satisfied	71		106		74		101		345		82	

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Satisfied	74		75		54		182		263		90
Neutral	19		10		7		65		43		39
Dissatisfied	1		8		0		18		15		15
Very Dissatisfied	5		5		2		7		29		8
Subtotal		4.21		4.32		4.45		3.94		4.27	3.95

In the surveys from the past years, it seems that students were least satisfied with *Student Services*. As shown in Table 9, none of the areas in *Student Services* received an average rating of 4.00 or higher, with Parking Facilities, Housing and Residential Life, and Placement Service being the lowest. The overall average rating for AY 09-10 was 3.74, AY 08 – 09 was 3.77, AY 07 – 08 was 3.67, 3.79 for 06-07 and 3.84 for 05-06,

Table 9. Ratings in *Student Services*: 05 - 11

	AY 10-11		AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M
Buildings and Grounds	73%	3.96	75%	3.99	76%	4.04	69%	3.85	74%	3.96	73%	3.93
University media	69%	3.88	70%	3.91	71%	3.95	66%	3.87	69%	3.88	70%	3.85
Safety and Security	67%	3.79	69%	3.86	67%	3.86	62%	3.72	67%	3.82	70%	3.85
Student Support Services	68%	3.89	68%	3.85	69%	3.86	65%	3.78	66%	3.81	66%	3.8
Student organizations	65%	3.79	68%	3.87	65%	3.85	60%	3.71	63%	3.77	62%	3.74
Athletic programs	65%	3.83	70%	3.96	69%	3.94	59%	3.72	63%	3.76	60%	3.7
Adaptive Needs												
Service	66%	3.81	62%	3.77	64%	3.85	60%	3.73	61%	3.75	61%	3.76
Bookstore service	70%	3.83	68%	3.77	70%	3.82	65%	3.73	67%	3.74	68%	3.75
Recreational and intramural activities												
Counseling	62%	3.77	64%	3.81	63%	3.78	55%	3.65	62%	3.74	59%	3.66
service	61%	3.68	60%	3.66	62%	3.7	59%	3.65	62%	3.7	63%	3.71
Student Health Services	58%	3.68	58%	3.67	60%	3.72	55%	3.63	60%	3.7	59%	3.67
Trojan Fitness	64%	3.78	68%	3.87	68%	3.92	58%	3.7	59%	3.62	57%	3.62

Center												
Career Service Placement	60%	3.67	61%	3.68	58%	3.66	54%	3.59	58%	3.63	62%	3.7
Service Housing and Residential Life	56%	3.63	57%	3.6	54%	3.61	53%	3.55	55%	3.57	56%	3.59
Parking facilities	44%	3.09	44%	3.01	47%	3.13	48%	3.2	50%	3.26	48%	3.14
Overall average ratings		3.73		3.74		3.77		3.67		3.79		3.84

For Parking Facilities, approximately 35% 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 10-11

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 Satisfied	16		23		14		28		59		25	
	Satisfied	22		36		19		57		82		48	
	Neutral	18		19		11		37		48		35	
	Dissatisfied	0		2		2		2		3		10	
	Very Dissatisfied	2		3		3		2		10		8	
	Subtotal		3.86		3.89		3.80		3.85		3.88		3.57

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Student Support Services (SSS)	Very Satisfied	36	44	33	40	102	52
	Satisfied	33	44	30	76	117	58
	Neutral	24	22	18	56	63	44
	Dissatisfied	1	2	3	4	11	11
	Very Dissatisfied	5	8	5	2	13	9
	Subtotal	3.95	3.95	3.93	3.83	3.93	3.76
Career Services	Very Satisfied	24	28	19	36	63	32
	Satisfied	30	40	24	91	82	45
	Neutral	22	33	20	68	65	40
	Dissatisfied	5	5	3	9	11	18
	Very Dissatisfied	4	6	4	4	14	13
	Subtotal	3.76	3.71	3.73	3.70	3.72	3.44
Placement Service	Very Satisfied	21	24	21	31	53	29
	Satisfied	26	34	19	63	64	47
	Neutral	23	34	16	62	67	37
	Dissatisfied	4	3	3	10	10	14
	Very Dissatisfied	3	6	4	6	15	11
	Subtotal	3.75	3.66	3.79	3.60	3.62	3.50
Counseling Services	Very Satisfied	25	32	28	46	97	46
	Satisfied	35	34	22	65	94	52
	Neutral	16	34	14	50	74	46
	Dissatisfied	7	4	4	12	26	16
	Very Dissatisfied	6	11	4	4	26	17
	Subtotal	3.74	3.63	3.92	3.77	3.66	3.53
Bookstore Services	Very Satisfied	52	55	53	79	186	48
	Satisfied	71	85	49	175	186	63

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	Neutral	25	28	21	73	71	45
	Dissatisfied	11	12	4	27	29	19
	Very Dissatisfied	5	15	4	12	41	14
	Subtotal	3.94	3.78	4.09	3.77	3.87	3.59
Food Services	Very Satisfied	47	41	7	47	37	21
	Satisfied	59	77	16	137	48	32
	Neutral	23	33	18	85	42	37
	Dissatisfied	9	9	2	39	3	14
	Very Dissatisfied	8	6	4	35	4	10
	Subtotal	3.88	3.83	3.43	3.36	3.83	3.35
Buildings and Grounds	Very Satisfied	83	67	59	93	60	44
	Satisfied	57	79	44	164	68	56
	Neutral	16	30	22	62	43	46
	Dissatisfied	2	5	1	29	5	18
	Very Dissatisfied	4	7	2	10	5	11
	Subtotal	4.31	4.03	4.23	3.84	3.96	3.59
Housing and Residence Life	Very Satisfied	8	18	7	50	27	22
	Satisfied	15	13	10	88	34	24
	Neutral	14	17	8	57	42	34
	Dissatisfied	0	1	0	23	1	16
	Very Dissatisfied	1	2	2	8	2	9
	Subtotal	3.76	3.86	3.74	3.66	3.78	3.32
Student Health Services	Very Satisfied	14	21	9	64	30	19
	Satisfied	19	17	12	102	33	26
	Neutral	16	23	7	68	43	34
	Dissatisfied	1	0	1	23	1	16

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	Very Dissatisfied	2	2	2	10	2	9
	Subtotal	3.81	3.87	3.81	3.70	3.81	3.29
Recreational and intramural activities	Very Satisfied	19	22	10	73	27	23
	Satisfied	19	22	9	112	36	23
	Neutral	17	18	7	51	43	40
	Dissatisfied	4	1	2	17	1	10
	Very Dissatisfied	4	4	2	5	3	6
	Subtotal	3.71	3.85	3.77	3.90	3.75	3.46
Athletic programs	Very Satisfied	12	21	9	88	35	22
	Satisfied	20	19	9	114	32	27
	Neutral	14	16	7	46	43	38
	Dissatisfied	1	0	1	15	2	10
	Very Dissatisfied	3	3	2	5	2	8
	Subtotal	3.74	3.93	3.79	3.99	3.84	3.43
Trojan Fitness Center	Very Satisfied	8	15	7	90	26	19
	Satisfied	13	13	8	130	33	27
	Neutral	13	18	7	44	42	36
	Dissatisfied	2	0	1	15	1	10
	Very Dissatisfied	5	3	1	7	3	7
	Subtotal	3.41	3.76	3.79	3.98	3.74	3.41
Student organizations	Very Satisfied	27	24	20	87	32	21
	Satisfied	40	28	21	141	39	36
	Neutral	23	21	15	55	44	35
	Dissatisfied	5	3	4	13	4	11
	Very Dissatisfied	4	4	5	3	7	13
	Subtotal	3.82	3.81	3.72	3.99	3.67	3.35

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Safety and Security Services	Very Satisfied	44	60	48	77	36	29
	Satisfied	61	62	34	153	41	35
	Neutral	23	30	13	63	47	41
	Dissatisfied	7	9	8	26	4	15
	Very Dissatisfied	3	9	6	12	7	13
	Subtotal	3.99	3.91	4.01	3.78	3.70	3.39
Parking facilities	Very Satisfied	44	31	37	27	41	35
	Satisfied	65	39	46	46	54	57
	Neutral	32	40	18	62	40	49
	Dissatisfied	11	38	15	90	12	15
	Very Dissatisfied	7	43	11	141	12	10
	Subtotal	3.81	2.88	3.65	2.26	3.63	3.55
University Media (website, newsletters, radio, TV, etc)	Very Satisfied	41	43	43	77	109	42
	Satisfied	64	64	40	139	135	54
	Neutral	22	41	23	90	65	49
	Dissatisfied	4	4	1	29	7	13
	Very Dissatisfied	5	5	3	8	5	9
	Subtotal	3.97	3.87	4.08	3.72	4.05	3.64

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. As indicated in Table 11 (derived from Report 4), over 80% of the students “Agree” or “Strongly Agree” with the first 3 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: 05-11

	AY 10-11		AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M
My academic program was intellectually challenging and stimulating. The degree program in which I enrolled is valuable for me in my employment. Courses in my curriculum contributed to the skills and knowledge required in my field. The goals, objectives, and requirements for my academic programs were clearly defined.	86%	4.2	86%	4.17	87%	4.2	85%	4.14	85%	4.16	85%	4.1
The tuition and fees I paid at Troy University were a worthwhile	81%	4.12	83%	4.15	84%	4.2	82%	4.14	86%	4.18	83%	4.14
	85%	4.15	84%	4.13	86%	4.19	84%	4.14	86%	4.16	86%	4.14
	77%	3.91	76%	3.89	78%	3.93	80%	3.98	81%	4.01	82%	4.02
	68%	3.81	71%	3.87	73%	3.91	74%	3.95	76%	3.97	76%	3.95

investment.

Troy University faculty care about students as individuals.	72%	3.88	72%	3.84	73%	3.9	71%	3.87	76%	3.96	75%	3.94
Courses were offered frequently enough for timely completion of my degree program.	71%	3.79	70%	3.76	75%	3.88	74%	3.89	75%	3.89	76%	3.9
The intellectual caliber of students in my academic program was high.	67%	3.75	67%	3.73	70%	3.79	70%	3.81	71%	3.83	69%	3.79
Troy University is responsive to the needs of its students.	63%	3.71	65%	3.68	66%	3.71	65%	3.7	69%	3.8	68%	3.78
Troy University faculty were helpful with my career plan.	61%	3.67	59%	3.61	61%	3.65	61%	3.67	65%	3.75	65%	3.74
Overall average ratings	3.90		3.88		3.94		3.93		3.97		3.95	

The lowest ratings in this section were “The University faculty were helpful with my career plan” (61% Agree/Strongly Agree; M=3.67) and “Troy University is responsive to the needs of its students” (66% Agree/Strongly Agree; M=3.71). (These were also the lowest rated areas in the previous five year’s surveys.) 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 10-11

	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.	3.71	3.94	4.05	3.79	4.01	3.86
My academic program was intellectually challenging and stimulating.	4.19	4.11	4.27	4.16	4.30	4.00
Courses in my curriculum contributed to the skills and knowledge required in my field.	3.98	4.03	4.24	4.18	4.26	3.96
Courses were offered frequently enough for timely completion of my degree program.	3.37	3.48	4.05	3.48	4.12	3.71
The intellectual caliber of students in my academic program was high.	3.81	3.59	3.94	3.72	3.81	3.62
The degree program in which I enrolled is valuable for me in my employment.	4.18	4.04	4.17	4.21	4.13	3.93
Troy University faculty care about students as individuals.	3.74	3.74	4.12	3.88	3.92	3.82
Troy University faculty were helpful with my career plan.	3.57	3.59	3.91	3.73	3.63	3.69
Troy University is responsive to the needs of its students.	3.45	3.62	3.95	3.56	3.84	3.67
The tuition and fees I paid at Troy University were a worthwhile investment.	3.45	3.66	3.89	3.56	4.05	3.82

- 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. Between 65% - 75% of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 3.94, while 65% 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 = 3.78 and 3.98 respectively. The graduating students from the past five years shared about the same opinions in their overall ratings of the University.

Table 13. Overall ratings on Troy University: 05-11

	AY 10-11		AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M
	How would you rate Troy University’s preparation of you for employment?	65%	3.78	69%	3.82	73%	3.91	71%	3.88	74%	3.95	75%
How would you rate Troy University’s preparation of you for further education?	74%	3.98	76%	4	77%	4.03	75%	4	78%	4.05	77%	3.94
What is your overall rating of your college experiences at Troy University?	76%	4.05	78%	4.07	79%	4.1	80%	4.08	81%	4.14	84%	4.07
Average Ratings		3.94		3.96		4.01		3.99		4.05		3.96

Recommendation of Troy University (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 surveys over the past six years found that over 80% of the students indicated that they would enroll in the same academic programs and attend Troy University again if they could start all over. 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: 05 - 11

	AY 10-11		AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably yes	Definitely Yes	Probably Yes
If you were starting over, would you enroll in the same program?	47%	33%	49%	32%	50%	32%	47%	37%	53%	34%	54%	32%
If you could start college over, would you attend Troy University again?	51%	34%	54%	31%	52%	32%	47%	40%	52%	35%	51%	38%
Would you recommend your academic program to other students?	54%	35%	58%	31%	56%	33%	54%	37%	59%	33%	59%	34%

Would you recommend Troy University to someone planning to go to college?	60%	29%	62%	27%	61%	28%	55%	35%	59%	32%	62%	32%
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Student Organization information

Seniors were asked to identify which student organizations they belong to while attending Troy University. The vast majority of seniors who participated in this survey (n=1206, 63% of survey participants) reported that they did not participate in any student organizations. The Honor Society was reported as the student organization with the most participation. Further analysis by campus revealed that the Troy Campus has the highest number of students participating in student organizations.

Table 15

	<i>Count</i>
None	1206
Honor Society	249
Departmental	189
Professional	146
Leadership	125
Services	106
Religions	102
Fraternity/Sorority	101
Art/Music/Drama	80
Sports	78
Publication	33
Political	25

Participation in Student Organizations by Campus:

Table 16

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Count	Count	Count	Count	Count	Count
Departmental	6	4	7	155	5	12
Professional	10	2	8	88	12	24
Religious	13	0	0	82	2	5
Leadership	19	7	4	64	5	26
Services	14	7	2	47	4	32
Honor society	47	23	26	117	21	14
Publication	0	0	0	14	3	16
Political	2	1	0	17	2	3
Fraternity/Sorority	3	5	2	81	3	6
Art/Music/Drama	3	1	0	59	1	16
Sports	2	1	0	54	3	18
None	91	146	97	73	638	151

READING HABITS

As a measurement of the Quality Enhancement Plan of Troy University graduating seniors were ask to report factors about their reading habits. Seniors 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. As is shown in tables 17 and 18 the greatest level of enhancement from reading was reported from students of the eCampus and the College of Arts and Sciences.

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 college experience has enhanced my ability to understand connections between the various materials I read.	Not at all	13	19.7%	11	16.7%	0	.0%	25	37.9%	13	19.7%	4	6.1%
	In a very limited way	7	10.1%	8	11.6%	8	11.6%	25	36.2%	19	27.5%	2	2.9%
	Somewhat	47	9.3%	54	10.7%	35	7.0%	158	31.4%	161	32.0%	48	9.5%
	In a noticeable way	59	10.0%	53	9.0%	53	9.0%	98	16.6%	272	45.9%	57	9.6%
	Greatly	48	8.7%	74	13.4%	47	8.5%	77	13.9%	255	46.2%	51	9.2%
My involvement in reading as a part of my college experience has enhanced my awareness of other people's political and social viewpoints.	Not at all	12	14.1%	12	14.1%	7	8.2%	32	37.6%	18	21.2%	4	4.7%
	In a very limited way	15	17.4%	13	15.1%	6	7.0%	24	27.9%	22	25.6%	6	7.0%
	Somewhat	42	8.7%	53	11.0%	37	7.7%	148	30.8%	163	33.9%	38	7.9%
	In a noticeable way	58	10.3%	58	10.3%	39	6.9%	102	18.1%	250	44.4%	56	9.9%
	Greatly	46	8.4%	64	11.6%	52	9.5%	73	13.3%	259	47.1%	56	10.2%

Table 18

		From which college will you be graduating?									
		Arts & Sciences		Sorrell College of Business		Communication and Fine Arts		Education		Health & Human Services	
		N	%	N	%	N	%	N	%	N	%
My involvement in reading as part of my college experience has enhanced my ability to understand connections between the various materials I read.	Not at all	24	36.4%	17	25.8%	5	7.6%	10	15.2%	10	15.2%
	In a very limited way	23	33.8%	21	30.9%	4	5.9%	11	16.2%	9	13.2%
	Somewhat	204	40.7%	141	28.1%	22	4.4%	84	16.8%	50	10.0%
	In a noticeable way	251	42.7%	173	29.4%	9	1.5%	94	16.0%	61	10.4%
	Greatly	273	49.8%	127	23.2%	11	2.0%	83	15.1%	54	9.9%
My involvement in reading as a part of my college experience has enhanced my awareness of other people's political and social viewpoints.	Not at all	23	27.7%	22	26.5%	8	9.6%	17	20.5%	13	15.7%
	In a very limited way	34	39.1%	22	25.3%	4	4.6%	17	19.5%	10	11.5%
	Somewhat	179	37.9%	141	29.9%	17	3.6%	81	17.2%	54	11.4%
	In a noticeable way	251	44.5%	154	27.3%	13	2.3%	91	16.1%	55	9.8%
	Greatly	277	50.5%	137	25.0%	9	1.6%	75	13.7%	50	9.1%

Regarding the types of literature read by seniors, The top four types of literature that seniors reported reading were: (1) books assigned for class, (2) newspapers, (3) books read outside of class for pleasure, and (4) online websites. Self help literature and sports magazines were reported as the least frequently read type of literature. Table 19 indicates the percentages of seniors who reported reading each type of literature.

Table 19

	No	Yes
	Count	Count
Books assigned for class	250	1654
Newspapers	561	1343
Books I read outside of class for pleasure	587	1317
Online websites or webzines	618	1286
Cereal boxes, instructional pamphlets and other product packaging	913	991
News magazines	953	951
Religious literature/books	957	947
School papers or other newsletters	1106	798
Fashion/Beauty magazines	1111	793
Self-help literature	1303	601
Music/Computers/Entertainment magazines	1325	579
Computer manuals or other electronic equipment manuals	1328	576
Sports magazines	1413	491
Puzzles/Games/Humor magazines	1446	458
Comic books or graphic novels	1690	214
Magazines about video games	1727	177
None of the above	1899	5

Most seniors (51%) 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 (34%) for reading was “Just for pleasure.” Most students (74%) considered their reading level to be “advanced” or “above average.” Not including school assignments more than one-third of students (37%) reported reading less than one book per month and about one third (30%) 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 graduating students were satisfied with their college experiences over the years they studied 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 for the past six years about 82% 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 *Senior Survey's* satisfaction measures have identified areas that need to be improved, especially in the areas of ***Academic Support Services*** and ***Student Services***. Because many of the weak areas found in the previous six year's results still remain the same in the AY 10-11 survey results, University personnel (administrators, faculty, and staff) need to pay more attention to assessment information and use assessment results to improve University 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.
6. The only campus with substantial participation in student organizations and community service was the Troy Campus. Efforts should be considered to foster participation in student organizations and community service which would appropriate for the students on other campuses.