

Troy University 2009-10 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 10, 2009 to January 15, 2010. 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*.

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, and 09-10 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.

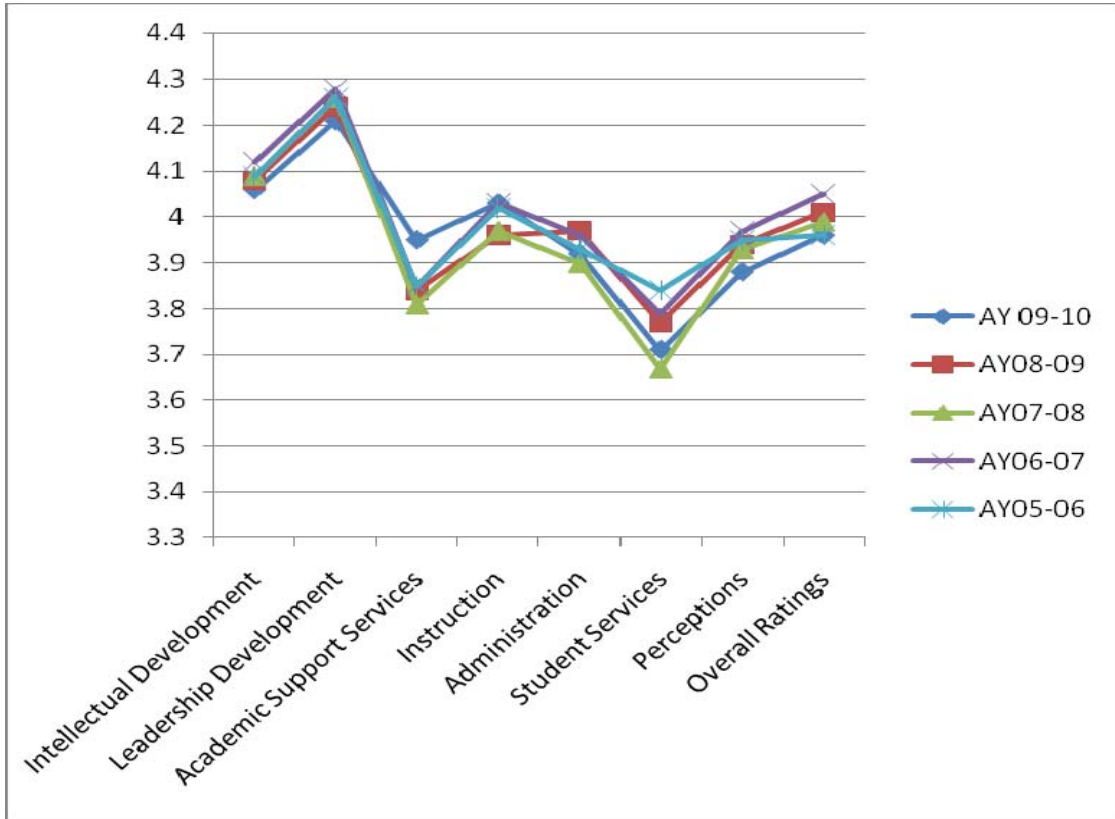
Major Findings

The *Troy University Senior Survey 2009 – 10* was administered from November 10, 2009 to January 15, 2010. 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, 2010, 1771 responses were received. This is down from the prior year's response rate of 2922 but up from that of two years ago of 1582. Part of the reason why the number of responses was lower this

year is that in the prior year graduate students were invited to participate in the survey. Without the 553 graduate students who participated in the survey last year the number of participants from last year would have been 2369. Graduate students were not considered as seniors and were not invited to participate in this year's survey. Even though the response rate was lower this year, the analysis of demographic factors was almost identical to the prior year. 7151 students were identified as seniors and were sent the invitation to participate email which resulted in a 25% response rate. The initial invitation to participate email was sent on 11/10/09. Reminder emails were sent to non-respondents on 11/16/09 and 12/1/09. Survey participation was submitted by hard copy from 71 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 2009-2010 Academic Year.

It should be noted that more data was received from Global Campus sites in Asia for this 2009/2010 Senior Survey than had been submitted in the past. For the 09/10 survey 5.2% of respondents indicated "Asian/Pacific Islander" as their ethnicity while for the 08/09 survey only 1.9% of respondents were of that ethnicity. Report Six in this document presents a comparison of intellectual development and leadership development items by ethnicity.

The *Senior Survey* has been administered consecutively for five years. The results are almost parallel from each year. Over the past five 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 09-10	AY08-09	AY07-08	AY06-07	AY05-06
Intellectual Development	4.06	4.08	4.09	4.12	4.09
Leadership Development	4.21	4.24	4.26	4.28	4.26
Academic Support Services	3.95	3.84	3.81	3.85	3.85
Instruction	4.03	3.96	3.97	4.03	4.02
Administration	3.92	3.97	3.90	3.96	3.93
Student Services	3.71	3.77	3.67	3.79	3.84
Perceptions	3.88	3.94	3.93	3.97	3.95
Overall Ratings	3.96	4.01	3.99	4.05	3.96

Demographic information

Of the 1771, respondents, 64% were female, 55% were White compared to 33% Black and 72% were aged 25 or older. While the majority (94%) were US citizens, the 6% international student participants represented 16 countries in various parts of the world. The largest percentage of respondents were from the eCampus, 35%. About 24% of the respondents were graduating from Troy Campus, 12% were Global Campus students, and the remainder of the seniors were from Dothan (10%), Montgomery (9%) and Phenix City (8%). Additionally, Global Campus students responded from 32 different sites.

Academic information

Academically, 96% of the respondents were expecting to receive a Bachelor's degree and 4% were expecting to receive an Associate's degree. About 40% of the respondents were planning to graduate from the College of Arts and Sciences, 31% 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 83% of the students had transferred credit hours from other institutions and about 52% of them transferred more than 30 credit hours. The majority of participating seniors (65%) started Troy University as an undergraduate transfer student. About 29% started Troy University as a first-time freshman. While attending Troy University, 76% of the students had taken online courses. About 23% reported that their cumulative GPA's were between 3.5 and 4.0, and 38% had GPA's between 3.0 and 3.49. Of the 1771 respondents, about 81% indicated that they had studied at Troy University 4 years or less. About 9% 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 82% of the respondents reported that they worked while attending Troy University with about 65% working full-time (40 hours or over). Upon graduation, about 41% 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, 16% would study for a doctoral degree, around 2% 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 (54%) had received student loans, 38% obtained grants, 18% had scholarships or graduate assistantships, and about 16% 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*. 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 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 4.21 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 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 three years.

Table 1. Ratings on areas related to *Intellectual Development*: AY05 – 10

	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
Critical thinking skills	89%	4.27	88%	4.30	90%	4.31	91%	4.28	90%	4.28
Problem solving skills	87%	4.23	86%	4.25	88%	4.25	88%	4.26	89%	4.26
Reading Skills	87%	4.25	86%	4.27	88%	4.26	88%	4.26	87%	4.26
Writing skills	85%	4.16	85%	4.20	88%	4.22	87%	4.26	87%	4.21
Research skills	83%	4.15	84%	4.22	88%	4.26	87%	4.24	86%	4.22
Speaking/presentation skills	81%	4.08	81%	4.10	85%	4.15	83%	4.16	81%	4.12
Understanding different philosophy/culture	77%	3.99	77%	4.05	80%	4.07	80%	4.09	78%	4.04
Computer technologies	81%	4.10	79%	4.07	79%	4.04	80%	4.07	79%	4.07
Scientific principles & methods	69%	3.82	67%	3.84	73%	3.91	73%	3.91	70%	3.86
Appreciation of the arts	73%	3.93	67%	3.84	69%	3.83	68%	3.86	68%	3.83
Mathematical skills	69%	3.76	63%	3.72	66%	3.78	69%	3.84	66%	3.81
Overall average ratings	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 four years. As illustrated in Table 2, more than 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 4.10, the factor mean was 4.21.

Table 2. Ratings on areas related to *Leadership Development*: AY05 – 10

	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
Planning and carrying out projects	88%	4.27	88%	4.33	89%	4.35	90%	4.35	89%	4.35
Management and organizational skills	87%	4.29	87%	4.32	88%	4.31	88%	4.33	88%	4.31
Strategies for applying skills in the field	87%	4.25	86%	4.26	88%	4.27	88%	4.3	88%	4.28
Working collaboratively in groups	81%	4.13	82%	4.18	86%	4.25	88%	4.29	86%	4.27
Time management	85%	4.24	85%	4.29	86%	4.29	87%	4.28	86%	4.28
Leadership skills	84%	4.20	84%	4.22	84%	4.22	86%	4.25	84%	4.21
Citizenship skills	80%	4.10	78%	4.08	81%	4.11	81%	4.15	82%	4.13
Overall average ratings	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 4.03 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 - 10

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	M	Excellent/Good	M	Excellent/Good	M	Excellent/Good	M
Overall quality of academic program	87%	4.23	86%	4.21	86%	4.2	88%	4.25	87%	4.24
Instruction in major courses	84%	4.17	82%	4.14	83%	4.13	85%	4.19	86%	4.19
Instruction in general education	79%	4.04	76%	4.01	78%	4	81%	4.08	80%	4.02
Communication between faculty and students	80%	4.08	77%	4.02	79%	4.02	80%	4.08	79%	4.07
Faculty’s use technologies to enhance teaching	80%	4.08	78%	4.05	78%	4.03	80%	4.07	78%	4.02
Faculty accessibility	77%	4.02	72%	3.89	71%	3.87	76%	4	76%	4.02
Course availability in your major	77%	4.01	75%	3.99	78%	4.04	75%	3.98	78%	4
Registration procedures	78%	4.03	74%	3.96	74%	3.91	74%	3.92	74%	3.9
Academic advising	70%	3.81	64%	3.67	67%	3.74	70%	3.85	71%	3.86
IMPACT/New Student Orientation Program	70%	3.90	64%	3.69	67%	3.75	68%	3.82	67%	3.75
Overall average ratings	4.03		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 year’s survey. Two 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. Further examination by campus (Table 4) found that 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 09 - 10:

	Dothan Mean	MGM Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
Overall quality of your academic program	4.07	4.18	4.37	4.18	4.30	4.22
Academic advising	3.64	3.80	4.10	3.89	3.73	3.90
Faculty accessibility	3.88	4.04	4.14	4.07	4.03	3.89
Instruction in major courses	4.12	4.13	4.27	4.19	4.20	4.06
Instruction in general education courses	3.94	4.06	4.28	3.82	4.18	4.05
Faculty's use of technologies to enhance teaching	4.00	4.13	4.28	3.90	4.18	4.10
Course availability in your major	3.46	3.89	4.13	3.87	4.28	3.92
Communication between faculty and students	3.92	4.04	4.19	4.07	4.14	3.99
Registration procedures	3.95	4.07	4.21	3.54	4.27	4.16
IMPACT/New Student Orientation Program	3.70	3.87	4.01	3.77	4.03	3.94
AVERAGE	3.87	4.02	4.20	3.93	4.13	4.02

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 3.95 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 75% of the respondents.

Table 5. Ratings on areas related to *Academic Support Services*: AY05 – 10:

	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
Natural Science Center	72%	3.92	70%	3.87	70%	3.83	70%	3.89	68%	3.86
Writing Center	74%	3.95	71%	3.9	70%	3.85	70%	3.89	71%	3.89
Center for International Program	70%	3.89	68%	3.81	70%	3.84	70%	3.88	69%	3.8
Testing Center	74%	3.96	70%	3.85	72%	3.87	70%	3.87	70%	3.83
Computer labs	75%	3.96	70%	3.84	67%	3.74	70%	3.83	71%	3.9
Library	74%	3.95	66%	3.76	67%	3.74	70%	3.83	71%	3.86
Laboratory/instructional equipment	72%	3.92	68%	3.82	65%	3.72	67%	3.78	69%	3.82
Overall average ratings	3.95		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.

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

	Dothan Mean	MGM Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
Library	4.16	4.18	4.07	3.64	4.07	3.85
Computer labs	4.30	4.12	4.38	3.64	4.00	3.75
Laboratory/instructional equipment	4.10	3.99	4.28	3.69	4.04	3.75
Testing Center	4.04	4.21	3.97	3.83	3.98	3.81
Writing Center	4.10	4.00	3.96	3.88	4.02	3.83
Natural Science Center	4.07	4.02	3.78	3.86	3.98	3.88
Center for International Programs	3.89	3.93	3.86	3.78	3.99	3.91
AVERAGE	4.09	4.06	4.04	3.76	4.01	3.83

- 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 WebExpress, 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 3.92 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, and IT services 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 66% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to *Administration*: AY 05 – 10

	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
	Trojan Web Express Admissions Office Information Technology Services Registrar/Records Office Business Office Veteran Services Financial Aid Services	83%	4.15	85%	4.21	80%	4.08	81%	4.08	81%
	76%	3.98	78%	4.02	76%	4	78%	4.03	77%	4.01
	73%	3.93	75%	4	72%	3.92	75%	3.94	74%	3.92
	73%	3.88	74%	3.9	72%	3.87	74%	3.93	74%	3.92
	70%	3.84	70%	3.87	69%	3.85	73%	3.92	73%	3.9
	68%	3.93	72%	4.05	66%	3.9	66%	3.83	68%	3.91
	66%	3.73	67%	3.76	64%	3.69	66%	3.75	63%	3.65
Overall average ratings		3.92		3.97		3.9		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 09-10:

		From which Troy University campus will you graduate?											
		Dothan		Montgomery		Phenix City		Troy		eCampus		Global Campus	
		Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
Admissions Office	Very Satisfied	63		46		63		100		208		52	
	Satisfied	74		88		57		193		215		59	
	Neutral	23		24		12		81		78		22	
	Dissatisfied	6		4		4		19		10		8	
	Very Dissatisfied	5		5		6		16		34		9	

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	Mean		4.08		3.99		4.18		3.84		4.01		3.91
Registrar/Records Office	Very Dissatisfied	8		8		8		26		37		8	
	Dissatisfied	10		8		5		38		18		7	
	Neutral	27		24		12		77		71		24	
	Satisfied	65		73		51		196		211		59	
	Very Satisfied	62		52		62		73		205		45	
	Mean		3.95		3.93		4.12		3.61		3.98		3.88
Veteran Services	Very Dissatisfied	3		2		1		8		15		7	
	Dissatisfied	1		2		3		4		4		1	
	Neutral	18		14		12		60		48		13	
	Satisfied	17		25		15		48		87		28	
	Very Satisfied	19		13		14		39		140		30	
	Mean		3.83		3.80		3.84		3.67		4.13		3.92
Financial Aid Services	Very Dissatisfied	4		12		16		35		37		6	
	Dissatisfied	11		9		5		51		23		7	
	Neutral	22		29		12		77		63		18	
	Satisfied	58		59		51		118		138		48	
	Very Satisfied	44		40		45		73		170		34	
	Mean		3.91		3.71		3.81		3.40		3.88		3.86
Business Office	Very Dissatisfied	7		5		6		20		27		6	
	Dissatisfied	4		7		3		22		11		4	
	Neutral	26		23		13		94		82		24	
	Satisfied	72		76		59		142		165		52	
	Very Satisfied	47		29		54		71		133		31	
	Mean		3.95		3.84		4.13		3.64		3.88		3.84
Information Technology (IT) Services	Very Dissatisfied	6		7		1		12		21		6	
	Dissatisfied	3		3		1		18		12		4	
	Neutral	25		25		15		90		66		22	
	Satisfied	66		59		53		137		173		51	
	Very Satisfied	50		38		49		63		166		32	

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Trojan Web Express	Mean		4.01		3.89		4.24		3.69		4.03		3.86
	Very Dissatisfied	8		8		4		15		34		9	
	Dissatisfied	4		1		0		31		10		6	
	Neutral	16		10		9		62		38		12	
	Satisfied	74		71		51		173		208		63	
	Very Satisfied	65		78		74		133		308		69	
	Mean		4.10		4.25		4.38		3.91		4.25		4.11
TOTAL AVERAGE			3.97		3.92		4.10		3.68		4.02		3.91

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 - 10

	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
Buildings and Grounds	75%	3.99	76%	4.04	69%	3.85	74%	3.96	73%	3.93
University media	70%	3.91	71%	3.95	66%	3.87	69%	3.88	70%	3.85
Safety and Security	69%	3.86	67%	3.86	62%	3.72	67%	3.82	70%	3.85
Student Support Services	68%	3.85	69%	3.86	65%	3.78	66%	3.81	66%	3.80
Student organizations	68%	3.87	65%	3.85	60%	3.71	63%	3.77	62%	3.74
Athletic programs	70%	3.96	69%	3.94	59%	3.72	63%	3.76	60%	3.70
Adaptive Needs										
Service	62%	3.77	64%	3.85	60%	3.73	61%	3.75	61%	3.76
Bookstore service	68%	3.77	70%	3.82	65%	3.73	67%	3.74	68%	3.75
Recreational and intramural	64%	3.81	63%	3.78	55%	3.65	62%	3.74	59%	3.66

activities											
Counseling service	60%	3.66	62%	3.70	59%	3.65	62%	3.70	63%	3.71	
Student Health Services	58%	3.67	60%	3.72	55%	3.63	60%	3.70	59%	3.67	
Trojan Fitness Center	68%	3.87	68%	3.92	58%	3.70	59%	3.62	57%	3.62	
Career Service	61%	3.68	58%	3.66	54%	3.59	58%	3.63	62%	3.70	
Placement Service	57%	3.60	54%	3.61	53%	3.55	55%	3.57	56%	3.59	
Housing and Residential Life	54%	3.57	53%	3.57	53%	3.57	54%	3.57	54%	3.54	
Parking facilities	44%	3.01	47%	3.13	48%	3.20	50%	3.26	48%	3.14	
Overall average ratings		3.74		3.77		3.67		3.79		3.84	

For Parking Facilities, approximately 38% 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	
		Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean	Count	Mean
Adaptive Needs Services	Very Dissatisfied	2		1		2		7		10		6	
	Dissatisfied	1		3		1		1		3		4	
	Neutral	20		15		11		56		48		13	

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Student Support Services (SSS)	Satisfied	19		34		19		37		64		23	
	Very Satisfied	22		9		16		32		54		14	
	Mean		3.91		3.76		3.94		3.65		3.83		3.58
	Very Dissatisfied	6		5		3		10		17		10	
	Dissatisfied	3		2		0		5		7		1	
	Neutral	22		19		14		63		65		16	
Career Services	Satisfied	32		49		31		67		89		43	
	Very Satisfied	31		31		28		48		101		23	
	Mean		3.84		3.93		4.07		3.72		3.90		3.73
	Very Dissatisfied	6		4		3		9		16		13	
	Dissatisfied	6		4		2		15		15		4	
	Neutral	25		20		13		65		58		14	
Placement Service	Satisfied	27		35		21		91		70		25	
	Very Satisfied	24		29		24		47		57		13	
	Mean		3.65		3.88		3.97		3.67		3.63		3.30
	Very Dissatisfied	7		6		3		10		14		11	
	Dissatisfied	3		1		1		10		8		3	
	Neutral	27		21		16		67		58		16	
Counseling Services	Satisfied	29		42		20		55		70		25	
	Very Satisfied	16		18		22		28		45		13	
	Mean		3.54		3.74		3.92		3.48		3.64		3.38
	Very Dissatisfied	6		11		4		7		24		15	
	Dissatisfied	2		3		2		8		27		8	
	Neutral	29		19		16		66		66		16	
Bookstore Services	Satisfied	28		34		24		68		79		29	
	Very Satisfied	27		22		27		44		85		23	
	Mean		3.74		3.60		3.93		3.69		3.62		3.41
	Very Dissatisfied	9		17		3		25		43		11	
	Dissatisfied	16		11		7		23		22		10	
	Neutral	27		31		20		79		67		19	

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Food Services	Satisfied	61		64		49		181		150		41	
	Very Satisfied	56		40		43		95		154		30	
	Mean		3.82		3.61		4.00		3.74		3.80		3.62
	Very Dissatisfied	5		6		3		23		7		4	
	Dissatisfied	10		6		4		28		1		4	
	Neutral	24		17		14		91		51		8	
Buildings and Grounds	Satisfied	63		59		15		151		32		14	
	Very Satisfied	52		36		10		78		29		6	
	Mean		3.95		3.91		3.54		3.63		3.63		3.39
	Very Dissatisfied	4		6		5		12		11		5	
	Dissatisfied	6		4		4		22		6		6	
	Neutral	15		15		12		68		43		13	
Housing and Residence Life	Satisfied	54		61		49		168		58		39	
	Very Satisfied	84		63		49		123		42		21	
	Mean		4.28		4.15		4.12		3.94		3.71		3.77
	Very Dissatisfied	3		1		1		12		5		4	
	Dissatisfied	1		1		0		31		1		1	
	Neutral	15		9		14		68		43		9	
Student Health Services	Satisfied	9		16		10		86		29		13	
	Very Satisfied	6		6		7		56		21		3	
	Mean		3.41		3.76		3.69		3.57		3.61		3.33
	Very Dissatisfied	3		2		1		10		6		5	
	Dissatisfied	1		1		0		22		1		1	
	Neutral	21		10		12		87		43		9	
Recreational and intramural activities	Satisfied	11		21		11		107		31		14	
	Very Satisfied	12		10		14		68		23		3	
	Mean		3.58		3.82		3.97		3.68		3.62		3.28
	Very Dissatisfied	3		1		3		7		6		4	
	Dissatisfied	3		1		0		12		1		2	
	Neutral	20		13		13		55		43		7	

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Athletic programs	Satisfied	12	16	12	118	30	15
	Very Satisfied	20	7	10	88	27	4
	Mean	3.74	3.71	3.68	3.96	3.66	3.41
	Very Dissatisfied	3	1	2	6	4	4
	Dissatisfied	4	1	0	5	2	2
	Neutral	14	7	11	43	45	6
Trojan Fitness Center	Satisfied	9	20	10	103	31	13
	Very Satisfied	17	6	8	126	32	4
	Mean	3.70	3.83	3.71	4.19	3.75	3.38
	Very Dissatisfied	5	1	3	11	5	5
	Dissatisfied	2	1	0	14	2	1
	Neutral	13	6	10	44	43	8
Student organizations	Satisfied	9	14	6	119	27	12
	Very Satisfied	12	4	7	132	26	3
	Mean	3.51	3.73	3.54	4.08	3.65	3.24
	Very Dissatisfied	6	4	4	10	8	5
	Dissatisfied	2	1	2	4	3	6
	Neutral	23	17	13	55	43	12
Safety and Security Services	Satisfied	32	31	16	144	32	12
	Very Satisfied	27	13	18	121	32	5
	Mean	3.80	3.73	3.79	4.08	3.65	3.15
	Very Dissatisfied	8	6	6	15	8	4
	Dissatisfied	3	2	1	28	5	3
	Neutral	26	16	14	74	44	12
Parking facilities	Satisfied	52	59	46	146	34	22
	Very Satisfied	57	39	47	97	31	10
	Mean	4.01	4.01	4.11	3.78	3.61	3.61
	Very Dissatisfied	12	22	9	181	11	8
	Dissatisfied	18	23	9	97	12	7
	Neutral	32	35	11	45	45	11

University Media (website, newsletters, radio, TV, etc)	Satisfied	59		48		58		54		42		32	
	Very Satisfied	44		27		40		23		29		20	
	Mean		3.64		3.23		3.87		2.10		3.47		3.63
	Very Dissatisfied	2		5		2		15		12		6	
	Dissatisfied	6		7		3		21		8		3	
	Neutral	26		21		14		101		63		22	
	Satisfied	63		44		46		151		109		35	
	Very Satisfied	48		43		48		92		106		25	
	Mean		4.03		3.94		4.19		3.75		3.97		3.77
TOTAL AVERAGE			3.77		3.78		3.89		3.69		3.69		3.47

- 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: 05-09

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Strongly Agree/	M	Strongly Agree/	M	Strongly Agree/	M	Strongly Agree/	M	Strongly Agree/	M
	Agree		Agree		Agree		Agree		Agree	
My academic program was intellectually challenging and stimulating.	86%	4.17	87%	4.20	85%	4.14	85%	4.16	85%	4.1
The degree program in which I enrolled is valuable for me in my employment.	83%	4.15	84%	4.20	82%	4.14	86%	4.18	83%	4.14

Courses in my curriculum contributed to the skills and knowledge required in my field.	84%	4.13	86%	4.19	84%	4.14	86%	4.16	86%	4.14
The goals, objectives, and requirements for my academic programs were clearly defined.	76%	3.89	78%	3.93	80%	3.98	81%	4.01	82%	4.02
The tuition and fees I paid at Troy University were a worthwhile investment.	71%	3.87	73%	3.91	74%	3.95	76%	3.97	76%	3.95
Troy University faculty care about students as individuals.	72%	3.84	73%	3.90	71%	3.87	76%	3.96	75%	3.94
Courses were offered frequently enough for timely completion of my degree program.	70%	3.76	75%	3.88	74%	3.89	75%	3.89	76%	3.90
The intellectual caliber of students in my academic	67%	3.73	70%	3.79	70%	3.81	71%	3.83	69%	3.79

program was high.										
Troy University is responsive to the needs of its students.	65%	3.68	66%	3.71	65%	3.70	69%	3.8	68%	3.78
Troy University faculty were helpful with my career plan.	59%	3.61	61%	3.65	61%	3.67	65%	3.75	65%	3.74
Overall average ratings		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” (59% Agree/Strongly Agree; M=3.61) and “Troy University is responsive to the needs of its students” (65% Agree/Strongly Agree; M=3.68). (These were also the lowest rated areas in the previous four 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 09-10

	From which Troy University campus will you graduate?					
	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.	3.68	3.85	4.02	3.87	3.95	3.86
My academic program was intellectually challenging and stimulating.	4.07	4.12	4.23	4.14	4.22	4.20
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.02	4.01	4.18	4.11	4.21	4.11
Courses were offered frequently enough for timely completion of my degree program.	3.10	3.56	3.88	3.55	4.13	3.73
The intellectual caliber of students in my academic program was high.	3.65	3.75	3.79	3.70	3.79	3.58
The degree program in which I enrolled is valuable for me in my employment.	4.05	4.12	4.28	4.19	4.16	3.99
Troy University faculty care about students as individuals.	3.65	3.79	4.04	3.90	3.86	3.73

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Troy University faculty were helpful with my career plan.	3.38	3.61	3.88	3.74	3.54	3.49
Troy University is responsive to the needs of its students.	3.43	3.64	3.96	3.60	3.78	3.60
The tuition and fees I paid at Troy University were a worthwhile investment.	3.49	3.92	4.03	3.69	4.04	3.89
AVERAGE	3.65	3.84	4.03	3.85	3.97	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 70% - 80% of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 3.96, while 69% and 76% of the respondents gave a rating of either “Excellent” or “Good” to their Troy preparation for employment and for further education, with a mean = 3.82 and 4.00 respectively. The graduating students from the past four years shared about the same opinions in their overall ratings of the University.

Table 13. Overall ratings on Troy University: 05-09

	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
	How would you rate Troy University’s preparation of you for employment?	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?	76%	4.00	77%	4.03	75%	4.00	78%	4.05	77%	3.94
What is your overall rating of your college experiences at Troy University?	78%	4.07	79%	4.10	80%	4.08	81%	4.14	84%	4.07
Average Ratings	3.96			4.01		3.99		4.05		3.96

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 surveys over the past four years found that over 81% 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 - 10

	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
If you were starting over, would you enroll in the same program?	49%	32%	50%	32%	47%	37%	53%	34%	54%	32%
If you could start college over, would you attend Troy University again?	54%	31%	52%	32%	47%	40%	52%	35%	51%	38%
Would you recommend your academic program to other students?	58%	31%	56%	33%	54%	37%	59%	33%	59%	34%
Would you recommend Troy University to someone planning to go to college?	62%	27%	61%	28%	55%	35%	59%	32%	62%	32%

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=1122, 63%) 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

	Count
None	1122
Honor Society	218
Departmental	183
Fraternity/Sorority	126
Professional	128
Leadership	107
Religions	92
Services	90
Art/Music/Drama	72
Sports	65

Political	29
Publication	19

Participation in Student Organizations by Campus:

Table 16

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Count	Count	Count	Count	Count	Count
Departmental	5	3	5	157	3	7
Professional	8	4	2	94	12	7
Religious	3	2	1	77	3	5
Leadership	8	10	3	74	5	6
Services	17	5	1	56	2	7
Honor society	39	19	6	127	18	9
Publication	1	0	0	14	1	2
Political	0	2	0	23	1	3
Fraternity/Sorority	3	6	1	102	8	4
Art/Music/Drama	2	1	0	61	2	6
Sports	1	1	1	54	2	6
None	108	124	118	85	545	135

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 Montgomery campus 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	5	2.9%	5	3.0%	4	2.9%	27	6.5%	14	2.3%	6	4.1%
	In a very limited way	4	2.3%	6	3.6%	3	2.1%	41	9.8%	11	1.8%	1	.7%
	Somewhat	50	29.2%	40	23.7%	38	27.1%	137	32.9%	117	19.0%	32	22.1%
	In a noticeable way	68	39.8%	47	27.8%	53	37.9%	132	31.7%	259	42.0%	59	40.7%
	Greatly	44	25.7%	71	42.0%	42	30.0%	80	19.2%	215	34.9%	47	32.4%
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	7	4.1%	5	3.0%	7	4.9%	33	8.0%	20	3.3%	8	5.6%
	In a very limited way	4	2.3%	11	6.6%	3	2.1%	36	8.7%	23	3.7%	5	3.5%
	Somewhat	50	29.1%	32	19.3%	38	26.8%	152	36.7%	139	22.6%	31	21.5%
	In a noticeable way	67	39.0%	46	27.7%	51	35.9%	115	27.8%	210	34.1%	54	37.5%
	Greatly	44	25.6%	72	43.4%	43	30.3%	78	18.8%	223	36.3%	46	31.9%

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	20	3.0%	18	3.5%	9	18.8%	8	3.2%	5	2.9%
	In a very limited way	22	3.3%	20	3.9%	7	14.6%	10	4.0%	7	4.0%
	Somewhat	140	21.1%	137	26.9%	15	31.3%	72	28.7%	49	28.0%
	In a noticeable way	248	37.5%	184	36.1%	13	27.1%	98	39.0%	68	38.9%
	Greatly	232	35.0%	151	29.6%	4	8.3%	63	25.1%	46	26.3%
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	26	3.9%	23	4.6%	9	18.8%	13	5.2%	7	4.0%
	In a very limited way	28	4.2%	30	6.0%	5	10.4%	10	4.0%	9	5.1%
	Somewhat	152	22.9%	132	26.2%	21	43.8%	81	32.5%	55	31.3%
	In a noticeable way	206	31.1%	176	34.9%	10	20.8%	81	32.5%	64	36.4%
	Greatly	251	37.9%	143	28.4%	3	6.3%	64	25.7%	41	23.3%

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	
	N	%	N	%
Books assigned for class	165	9.6%	1550	90.4%
Books I read outside of class for pleasure	491	28.6%	1224	71.4%

Cereal boxes, instructional pamphlets and other product packaging	773	45.1%	942	54.9%
Comic books or graphic novels	1522	88.7%	193	11.3%
Computer manuals or other electronic equipment manuals	1149	67.0%	566	33.0%
Fashion/Beauty magazines	984	57.4%	731	42.6%
Magazines about video games	1548	90.3%	167	9.7%
Music/Computers/Entertainment magazines	1176	68.6%	539	31.4%
News magazines	819	47.8%	896	52.2%
Newspapers	446	26.0%	1269	74.0%
Online websites or webzines	535	31.2%	1180	68.8%
Puzzles/Games/Humor magazines	1274	74.3%	441	25.7%
Religious literature/books	881	51.4%	834	48.6%
School papers or other newsletters	938	54.7%	777	45.3%
Self-help literature	1167	68.0%	548	32.0%
Sports magazines	1248	72.8%	467	27.2%
None of the above	1708	99.6%	7	.4%

Most seniors (53%) 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 (36%) for reading was to learn things on their own. Most students (74%) 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 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 five years about 80% 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 four year's results still remain the same in the AY 09-10 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.