

# **Troy University 2011-12 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 fall 2011 through spring 2012. 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 third year that the *Senior Survey* has been administered using this methodology during this time frame.

The questionnaire for the survey contained 40 questions. The first 23 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 24 – 40 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 24 to 40 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 24 - 27, which contain measures in 69 areas, are analyzed based on the factors defined from the same measures in the previous year's survey. Importantly, a five year comparison was made between academic years 07-08, 08-09, 09-10, 10-11, and 11-12 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**

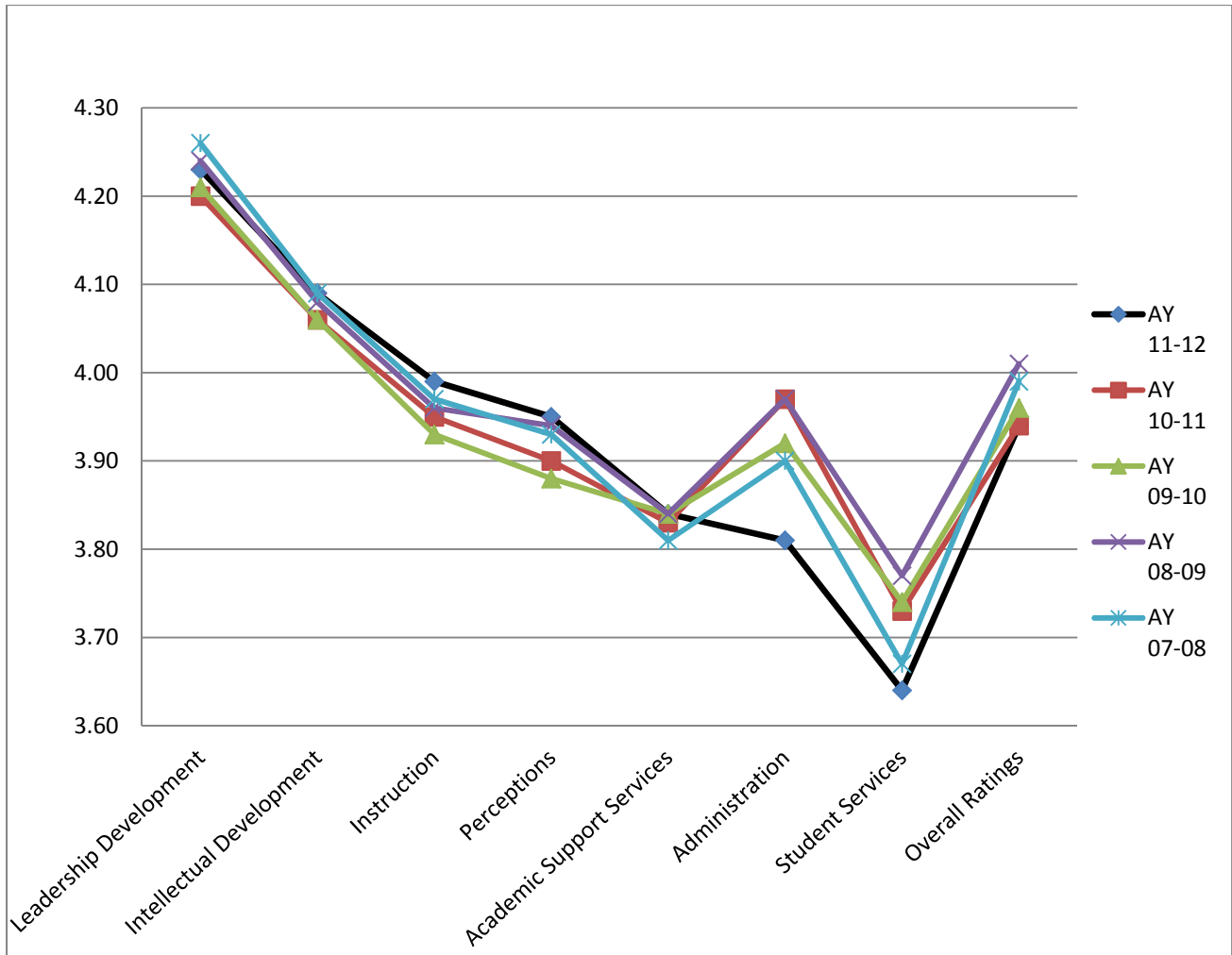
The *Troy University Senior Survey 2011-12* as administered from Fall 2011 through Spring 2012. During this time, students who were classified as seniors in Datatel were emailed the link to the survey. By the time data collection was closed in spring 2012, 1914 responses were received representing a 27% response rate. This is comparable to the response rates from prior years.

<b>Senior Survey Response Rates</b>	
<b>AY 2011 – 2012</b>	N = 1914
<b>AY 2010 – 2011</b>	N = 1904
<b>AY 2009 – 2010</b>	N = 1771
<b>AY 2008 – 2009</b>	N = 2922
<b>AY 2007 – 2008</b>	N = 1582

It should be noted that in AY 08-09 and years prior, graduate students were invited to participate in the Graduating Student Survey. Starting in AY 09-10 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. In Fall 2011 7,160 students were identified as undergraduate seniors and were sent the invitation to participate email which resulted in a 27% response rate. 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 2011-2012 Academic Year.

The *Senior Survey* has been administered consecutively for over 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.

	<b>AY 11-12</b>	<b>AY 10-11</b>	<b>AY 09-10</b>	<b>AY 08-09</b>	<b>AY 07-08</b>
<b><i>Leadership Development</i></b>	<b>4.23</b>	4.20	4.21	4.24	4.26
<b><i>Intellectual Development</i></b>	<b>4.09</b>	4.06	4.06	4.08	4.09
<b><i>Instruction</i></b>	<b>3.99</b>	3.95	3.93	3.96	3.97
<b><i>Perceptions</i></b>	<b>3.95</b>	3.90	3.88	3.94	3.93
<b><i>Academic Support Services</i></b>	<b>3.84</b>	3.83	3.84	3.84	3.81
<b><i>Administration</i></b>	<b>3.81</b>	3.97	3.92	3.97	3.90
<b><i>Student Services</i></b>	<b>3.64</b>	3.73	3.74	3.77	3.67
<b><i>Overall Ratings</i></b>	<b>3.94</b>	3.94	3.96	4.01	3.99



Demographic Information

Of the 1914 respondents, 66% were female, 52% were White compared to 38% Black, non-Hispanic and 75% were aged 25 or older. While the majority (97%) were US citizens, the 3% international student participants represented 13 countries in various parts of the world. The largest percentage of respondents were from eTROY, 47%. About 25% of the respondents were graduating from Troy Campus, 4% were Global Campus students, and the remainder of the seniors were from Dothan (8%), Montgomery (8%) and Phenix City (8%). Additionally, Global Campus students responded from 16 different sites.

Academic Information

Academically, 98% of the respondents were expecting to receive a Bachelor’s degree and <1% were expecting to receive an Associate’s degree. About 47% of the respondents were planning to graduate from the College of Arts and Sciences, 26% from Business, approximately

14% from Education, 10% from the College of Health and Human Services, and only about 4% 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 (67%) started Troy University as an undergraduate transfer student. About 28% started Troy University as a first-time freshman. While attending Troy University, 77% of the students had taken online courses. About 23% reported that their cumulative GPA's were between 3.5 and 4.0, and 37% had GPA's between 3.0 and 3.49. Of the 1915 respondents, about 76% indicated that they had studied at Troy University 4 years or less. About 10% reported 5 years and 5% six years, while the longest time a student studied at Troy University was over 10 years (3%) and the shortest was just 1 year (11%).

### Employment and Plan After Graduation

Approximately 78% of the respondents reported that they worked while attending Troy University with about 67% working full-time (40 hours or over). Upon graduation, about 41% were planning to work in areas related to their majors at Troy University, 13% would continue to work in the jobs they had already, and approximately 36% were going to continue their education. The survey also found that about 73% 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 4% 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 (58%) had received student loans, 45% obtained grants, 17% had scholarships or graduate assistantships, and about 19% received tuition assistance. Additionally, about 14% 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 4.09 for 11-12, 4.06 for 10-11, 4.06 for 09-10, 4.08 for 08-09, and 4.09 for 07-08; and an average rating for ***Leadership Development*** as 4.23 for 11-12, 4.20 for 10-11, 4.21 for 09-10, 4.24 for 08-09, and 4.26 for 07-08; all in a 5-point scale with 1 as "Poor" and 5 as "Excellent." What appeared in 2010-2011 as a declining trend seems to have turned upward in 2011-2012 for each category.

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, scientific principles, and appreciation of the arts, about 75% or more of the students rated their development in these areas as either “Excellent” or “Good.” In addition, ten out of the eleven ratings on areas related to *Intellectual Development* increased in 2011-2012 from the previous academic year.

Table 1. Ratings on areas related to *Intellectual Development*: 2007 – 2012

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Critical thinking skills	89%	4.31	86%	4.24	89%	4.27	88%	4.30	90%	4.31
Problem solving skills	89%	4.28	84%	4.21	87%	4.23	86%	4.25	88%	4.25
Reading Skills	86%	4.26	84%	4.25	87%	4.25	86%	4.27	88%	4.26
Research skills	83%	4.18	80%	4.15	83%	4.15	84%	4.22	88%	4.26
Writing skills	85%	4.17	84%	4.15	85%	4.16	85%	4.20	88%	4.22
Speaking/presentation skills	80%	4.10	78%	4.07	81%	4.08	81%	4.10	85%	4.15
Understanding different philosophy/culture	78%	4.08	76%	4.05	77%	3.99	77%	4.05	80%	4.07
Computer technologies	79%	4.08	77%	4.08	81%	4.10	79%	4.07	79%	4.04
Appreciation of the arts	73%	3.97	71%	3.95	73%	3.93	67%	3.84	69%	3.83
Scientific principles & methods	68%	3.85	66%	3.82	69%	3.82	67%	3.84	73%	3.91
Mathematical skills	62%	3.73	63%	3.78	69%	3.76	63%	3.72	66%	3.78
Overall average ratings	<b>4.09</b>		<b>4.06</b>		<b>4.06</b>		<b>4.08</b>		<b>4.09</b>	

Similar to the ratings on *Intellectual Development*, ratings on *Leadership Development* were also strong as ratings in all seven areas increased in 2011-2012 from the previous academic year. 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 4.23.

Table 2. Ratings on areas related to *Leadership Development*: 2007-2012

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Management and organizational skills	86%	4.29	84%	4.27	87%	4.29	87%	4.32	88%	4.31
Planning and carrying out projects	87%	4.29	85%	4.27	88%	4.27	88%	4.33	89%	4.35
Strategies for applying skills in the field	87%	4.28	83%	4.23	87%	4.25	86%	4.26	88%	4.27
Time management	85%	4.26	83%	4.26	85%	4.24	85%	4.29	86%	4.29
Leadership skills	82%	4.21	81%	4.18	84%	4.20	84%	4.22	84%	4.22
Working collaboratively in groups	81%	4.16	79%	4.14	81%	4.13	82%	4.18	86%	4.25
Citizenship skills	80%	4.13	78%	4.10	80%	4.10	78%	4.08	81%	4.11
Overall average ratings	<b>4.23</b>		<b>4.20</b>		<b>4.21</b>		<b>4.24</b>		<b>4.26</b>	

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 – Q29)*

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 3.99 for 11-12, 3.95 for 10-11, 3.93 for 09-10, 3.96 for 08-09, and 3.97 for 07-08 respondents on a 5-point scale with 1 as “Poor” and 5 as “Excellent.” The factor average for 2011-2012 was higher than any of the previous five years and every single area showed an increase in ratings for “Excellent” or “Good”.

Table 3. Ratings on areas of *Instruction*: 2007-2012

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Overall quality of academic program	89%	4.28	84%	4.20	85%	4.17	86%	4.21	86%	4.20
Instruction in major courses	83%	4.16	80%	4.13	82%	4.10	82%	4.14	83%	4.13
Faculty's use technologies to enhance teaching	78%	4.04	73%	4.02	76%	3.99	78%	4.05	78%	4.03
Communication between faculty and students	78%	4.02	74%	3.98	76%	3.96	77%	4.02	79%	4.02
Instruction in general education	76%	4.00	72%	4.01	76%	3.95	76%	4.01	78%	4.00
Faculty accessibility	75%	3.96	70%	3.92	72%	3.88	72%	3.89	71%	3.87
Course availability in your major	74%	3.92	69%	3.87	72%	3.87	75%	3.99	78%	4.04
Registration procedures	74%	3.92	70%	3.88	73%	3.90	74%	3.96	74%	3.91
Academic advising	70%	3.83	64%	3.74	64%	3.68	64%	3.67	67%	3.74
IMPACT/New Student Orientation Program	66%	3.78	65%	3.78	66%	3.77	64%	3.69	67%	3.75
Overall average ratings	<b>3.99</b>		<b>3.95</b>		<b>3.93</b>		<b>3.96</b>		<b>3.97</b>	

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. One area, however, was rated below 3.80 in 11-12, with the ratings on IMPACT/New Student Orientation Program being the lowest. Further examination by campus (Table 4) found that Phenix City and eTROY students regularly ranked items in the factor of instruction higher than students from other campuses.

Table 4. Average ratings on *Instruction* by campus AY 11-12:

	Dothan	Montgomery	Phenix City	Troy	eTROY	Global Campus
Overall quality of your academic program	4.25	4.24	4.40	4.14	4.34	4.27
Instruction in major courses	4.20	4.18	4.41	4.10	4.15	4.13
Faculty's use of technologies to enhance teaching	4.19	4.04	4.35	3.79	4.11	3.89
Communication between faculty and students	4.01	4.09	4.20	3.86	4.09	3.87
Instruction in general education courses	3.99	4.07	4.25	3.71	4.09	4.12
Faculty accessibility	4.00	3.98	4.19	3.90	3.94	3.98
Course availability in your major	3.49	3.68	4.17	3.59	4.20	3.52
Registration procedures	4.00	4.04	4.16	3.09	4.25	4.05
Academic advising	3.99	3.72	4.18	3.71	3.82	3.97
IMPACT/New Student Orientation Program	3.71	3.73	3.96	3.54	3.93	3.67
Overall Average Ratings	<b>3.98</b>	<b>3.98</b>	<b>4.23</b>	<b>3.74</b>	<b>4.09</b>	<b>3.95</b>

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 3.84 for 11-12, 3.84 for 10-11, 3.84 for 09-10, 3.84 for 08-09, and 3.81 for 07-08. There has been very little change in the overall ratings for this factor over the past four years. While six of the seven areas did increase the percentage of respondents who selected the service as “Excellent” or “Good”, overall, as indicated in Table 5, no areas in *Academic Support Services* had an average rating of 4.00 or higher.

Table 5. Ratings on areas related to *Academic Support Services*: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Writing Center	71%	3.89	69%	3.90	70%	3.87	71%	3.90	70%	3.85
Natural Science Center	71%	3.88	68%	3.87	68%	3.84	70%	3.87	70%	3.83
Center for International Programs	70%	3.85	68%	3.88	66%	3.81	68%	3.81	70%	3.84
Testing Center	69%	3.84	68%	3.81	69%	3.86	70%	3.85	72%	3.87
Computer Labs	69%	3.83	65%	3.79	70%	3.85	70%	3.84	67%	3.74
Library	68%	3.81	68%	3.84	68%	3.83	66%	3.76	67%	3.74
Laboratory/Instructional equipment	66%	3.78	64%	3.78	67%	3.80	68%	3.82	65%	3.72
Overall average ratings	<b>3.838</b>		<b>3.839</b>		<b>3.837</b>		<b>3.836</b>		<b>3.799</b>	

However, further examination of *Academic Support Services* ratings 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 11-12:

	Dothan	Montgomery	Phenix City	Troy	eTROY	Global Campus
Writing Center	4.01	3.96	3.90	3.81	3.96	3.31
Natural Science Center	4.00	3.89	3.92	3.80	3.98	3.37
Center for International Programs	3.89	3.83	3.96	3.72	3.99	3.17
Testing Center	3.98	4.02	3.99	3.67	3.91	3.20
Computer labs	4.24	3.94	4.30	3.42	3.97	3.41
Library	4.23	4.21	3.83	3.40	3.91	3.62
Laboratory/instructional equipment	4.06	3.87	4.10	3.47	3.89	3.48
Overall Average Ratings	<b>4.06</b>	<b>3.96</b>	<b>4.00</b>	<b>3.61</b>	<b>3.94</b>	<b>3.36</b>



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

Twenty-six 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 2011-2012 survey were overall less satisfied than the previous year. There was a drop in the overall mean rating for each factor. The overall average ratings for **Administration** were 3.81 in 11-12, 3.97 in 10-11, 3.92 in 09-10, 3.97 in 08-09, and 3.90 in 07-08 (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, and Admissions Office, were rated the best, with 70% 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 65% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to **Administration**: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean
Trojan Web Express	77%	3.99	83%	4.18	83%	4.15	85%	4.21	80%	4.08
Admissions Office	73%	3.86	77%	4.01	76%	3.98	78%	4.02	76%	4.00
Business Office	71%	3.81	72%	3.90	70%	3.84	70%	3.87	69%	3.85
Registrar/Records	69%	3.81	75%	3.94	73%	3.88	74%	3.90	72%	3.87
IT Services	69%	3.79	74%	3.95	73%	3.93	75%	4.00	72%	3.92
Veteran Services	63%	3.74	73%	4.03	68%	3.93	72%	4.05	66%	3.90
Financial Aid Services	65%	3.68	67%	3.77	66%	3.73	67%	3.76	64%	3.69
Overall average ratings	<b>3.81</b>		<b>3.97</b>		<b>3.92</b>		<b>3.97</b>		<b>3.90</b>	

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 11-12:

	Dothan	Montgomery	Phenix City	Troy	eTROY	Global Campus
Trojan Web Express	4.09	4.13	4.12	3.80	4.03	3.95
Admissions Office	3.99	3.98	3.96	3.62	3.94	3.85
Business Office	3.92	3.94	4.06	3.62	3.84	3.81
Registrar/Records Office	3.90	3.78	4.05	3.55	3.89	3.90
Information Technology (IT) Services	3.90	3.99	4.04	3.45	3.94	3.50
Veteran Services	3.72	3.60	3.59	3.56	3.90	3.71
Financial Aid Services	3.76	3.60	3.87	3.44	3.81	3.48
Overall Average Ratings	<b>3.90</b>	<b>3.86</b>	<b>3.96</b>	<b>3.58</b>	<b>3.91</b>	<b>3.74</b>

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 ratings for *Student Services* were 3.64 in 11-12, 3.73 in 10-11, 3.74 in 09-10, 3.77 in 08-09, and 3.67 in 07-08. There appears to be a continued downward trend with satisfaction declining over past four years.

Table 9. Ratings in *Student Services*: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean
Buildings and Grounds	72%	3.86	73%	3.96	75%	3.99	76%	4.04	69%	3.85
University Media	68%	3.82	69%	3.88	70%	3.91	71%	3.95	66%	3.87
Safety and Security	65%	3.78	67%	3.79	69%	3.86	67%	3.86	62%	3.72
Student organizations	65%	3.76	65%	3.79	68%	3.87	65%	3.85	60%	3.71
Counseling service	64%	3.72	61%	3.68	60%	3.66	62%	3.70	59%	3.65
Student Support Services	62%	3.70	68%	3.89	68%	3.85	69%	3.86	65%	3.78
Student Health Services	62%	3.70	58%	3.68	58%	3.67	60%	3.72	55%	3.63
Athletic programs	61%	3.70	65%	3.83	70%	3.96	69%	3.94	59%	3.72
Bookstore service	66%	3.68	70%	3.83	68%	3.77	70%	3.82	65%	3.73
Career Service	62%	3.66	60%	3.67	61%	3.68	58%	3.66	54%	3.59
Adaptive Needs Service	57%	3.66	66%	3.81	62%	3.77	64%	3.85	60%	3.73
Trojan Fitness Center	60%	3.63	64%	3.78	68%	3.87	68%	3.92	58%	3.70
Recreational and intramural activities	57%	3.58	62%	3.77	64%	3.81	63%	3.78	55%	3.65
Placement Service	52%	3.55	56%	3.63	57%	3.60	54%	3.61	53%	3.55
Housing and Residential Life	48%	3.36	57%	3.65	54%	3.57	53%	3.57	53%	3.57
Parking facilities	47%	3.10	44%	3.09	44%	3.01	47%	3.13	48%	3.20
Overall average ratings	<b>3.64</b>		<b>3.73</b>		<b>3.74</b>		<b>3.77</b>		<b>3.67</b>	

For Parking Facilities, approximately 33% 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 11-12:

	Dothan	Montgomery	Phenix City	Troy	eTROY	Global Campus
Buildings and Grounds	4.17	3.96	4.13	3.65	3.81	3.88
University Media	3.81	3.93	3.87	3.67	3.94	3.50
Safety and Security Services	3.96	3.85	4.02	3.66	3.72	3.56
Student organizations	3.80	3.47	3.85	3.85	3.66	3.24
Counseling Services	3.73	3.74	3.92	3.64	3.72	3.69
Student Support Services	3.86	3.74	3.81	3.64	3.68	3.45
Student Health Services	3.71	3.52	3.90	3.51	3.73	3.00
Athletic Programs	3.66	3.69	3.75	3.69	3.73	3.20
Bookstore Services	3.76	3.52	3.96	3.58	3.73	3.30
Career Services	3.72	3.84	3.88	3.62	3.58	3.68
Adaptive Needs Services	3.53	3.64	3.76	3.50	3.78	3.52
Trojan Fitness Center	3.35	3.67	3.63	3.66	3.70	2.71
Recreational and Intramural Activities	3.48	3.61	3.63	3.59	3.66	2.92
Placement Service	3.49	3.54	3.87	3.35	3.72	3.57
Housing and Residence Life	3.43	3.27	3.56	3.25	3.62	3.13
Parking Facilities	3.82	3.01	3.77	2.33	3.64	3.67
Overall Average Ratings	<b>3.71</b>	<b>3.62</b>	<b>3.83</b>	<b>3.51</b>	<b>3.71</b>	<b>3.38</b>

- *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 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: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean
My academic program was intellectually challenging and stimulating.	90%	4.23	86%	4.20	86%	4.17	87%	4.20	85%	4.14
Courses in my curriculum contributed to the skills and knowledge required in my field.	89%	4.21	85%	4.15	84%	4.13	86%	4.19	84%	4.14
The degree program in which I enrolled is valuable for me in my employment.	83%	4.15	81%	4.12	83%	4.15	84%	4.20	82%	4.14
The goals, objectives, and requirements for my academic programs were clearly defined.	83%	4.01	77%	3.91	76%	3.89	78%	3.93	80%	3.98
Troy University faculty care about students as individuals.	76%	3.96	72%	3.88	72%	3.84	73%	3.90	71%	3.87
Courses were offered frequently enough for timely completion of my degree program.	74%	3.84	71%	3.79	70%	3.76	75%	3.88	74%	3.89
The tuition and fees I paid at Troy University were a worthwhile investment.	71%	3.82	68%	3.81	71%	3.87	73%	3.91	74%	3.95
The intellectual caliber of students in my academic program was high.	70%	3.80	67%	3.75	67%	3.73	70%	3.79	70%	3.81
Troy University is responsive to the needs of its students.	69%	3.77	63%	3.71	65%	3.68	66%	3.71	65%	3.70
Troy University faculty were helpful with my career plan.	64%	3.71	61%	3.67	59%	3.61	61%	3.65	61%	3.67
Overall average ratings	<b>3.95</b>		<b>3.90</b>		<b>3.88</b>		<b>3.94</b>		<b>3.93</b>	

The lowest ratings in this section were “The University faculty were helpful with my career plan” (64% Agree/Strongly Agree; M=3.71) and “Troy University is responsive to the needs of its students” (69% Agree/Strongly Agree; M=3.77). (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 11-12:

	Dothan	Montgomery	Phenix City	Troy	eTROY	Global Campus
The goals, objectives, and requirements for my academic program were clearly defined.	4.01	3.99	4.15	3.90	4.06	4.05
My academic program was intellectually challenging and stimulating.	4.21	4.16	4.25	4.16	4.28	4.23
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.27	4.17	4.17	4.19	4.23	4.21
Courses were offered frequently enough for timely completion of my degree program.	3.39	3.60	3.80	3.63	4.11	3.61
The intellectual caliber of students in my academic program was high.	3.80	3.74	3.92	3.74	3.82	3.72
The degree program in which I enrolled is valuable for me in my employment.	4.20	4.18	4.20	4.19	4.12	4.03
Troy University faculty care about students as individuals.	4.07	3.91	4.12	3.90	3.96	3.98
Troy University faculty were helpful with my career plan.	3.76	3.70	3.93	3.72	3.66	3.74
Troy University is responsive to the needs of its students.	3.77	3.72	3.95	3.57	3.87	3.72
The tuition and fees I paid at Troy University were a worthwhile investment.	3.67	3.80	3.95	3.56	3.97	3.83
Overall average ratings	<b>3.92</b>	<b>3.90</b>	<b>4.04</b>	<b>3.86</b>	<b>4.01</b>	<b>3.91</b>

- 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% - 80% of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 3.94, 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 = 3.76 and 3.96 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: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
How would you rate Troy University’s preparation of you for employment?	66%	3.76	65%	3.78	69%	3.82	73%	3.91	71%	3.88
How would you rate Troy University’s preparation of you for further education?	74%	3.96	74%	3.98	76%	4.00	77%	4.03	75%	4.00
What is your overall rating of your college experiences at Troy University?	80%	4.11	76%	4.05	78%	4.07	79%	4.10	80%	4.08
Overall average ratings	3.941		3.940		3.960		4.010		3.990	

- Recommendation of Troy University

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 five 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 over 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 2007-2012:

	AY 11-12		AY 10-11		AY 09-10		AY 08-09		AY 07-08	
	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?	46%	37%	47%	33%	49%	32%	50%	32%	47%	37%
If you could start college over, would you attend Troy University again?	51%	39%	51%	34%	54%	31%	52%	32%	47%	40%
Would you recommend your academic program to other students?	53%	39%	54%	35%	58%	31%	56%	33%	54%	37%
Would you recommend Troy University to someone planning to go to college?	57%	35%	60%	29%	62%	27%	61%	28%	55%	35%

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=1095, 57% 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>2011-2012</i>	<i>Count</i>
None	1095
Honor Society	224
Departmental	153
Professional	118
Leadership	115
Fraternity/Sorority	93
Religious	88
Services	88
Art/Music/Drama	53
Sports	44
Political	29
Publication	7
	2107



## Participation in Student Organizations by Campus:

Table 16.

<i>2011-2012</i>	<i>Dothan</i>	<i>Montgomery</i>	<i>Phenix City</i>	<i>Troy</i>	<i>eTROY</i>	<i>Global Campus</i>
None	73	111	78	109	666	54
Honor Society	36	10	25	111	40	2
Departmental	13	5	6	124	5	0
Professional	4	5	8	85	14	1
Leadership	11	6	8	74	14	2
Fraternity/Sorority	3	0	5	77	6	1
Religious	3	0	2	72	10	1
Services	15	4	7	52	8	1
Art/Music/Drama	2	1	1	45	3	1
Sports	0	0	1	36	6	1
Political	2	1	0	21	4	1
Publication	0	1	0	5	0	1

Reading Habits Information

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 viewpoints. As is shown in tables 17 and 18 the greatest level of enhancement from reading was reported from students of the eTROY and the College of Arts and Sciences.

Table 17

		Dothan		Montgomery		Phenix City		Troy		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>My involvement in reading as part of my college experience has enhanced my ability to understand connections between the various materials I read.</b>	Not at all	6	4.5%	1	0.7%	2	1.6%	12	3.2%	18	2.3%	0	0.0%
	In a very limited way	5	3.8%	7	5.0%	1	0.8%	27	7.1%	20	2.6%	1	1.7%
	Somewhat	39	29.3%	42	29.8%	29	22.8%	135	35.5%	161	20.8%	16	26.7%
	In a noticeable way	44	33.1%	41	29.1%	46	36.2%	118	31.1%	258	33.3%	23	38.3%
	Greatly	39	29.3%	50	35.5%	49	38.6%	88	23.2%	318	41.0%	20	33.3%
	<i>Total</i>	<i>133</i>	<i>100%</i>	<i>141</i>	<i>100%</i>	<i>127</i>	<i>100%</i>	<i>380</i>	<i>100%</i>	<i>775</i>	<i>100%</i>	<i>60</i>	<i>100%</i>
<b>My involvement in reading as a part of my college experience has enhanced my awareness of other people's political and social viewpoints.</b>	Not at all	8	5.9%	7	5.0%	2	1.6%	26	6.9%	25	3.2%	1	1.7%
	In a very limited way	13	9.6%	9	6.4%	3	2.4%	35	9.3%	28	3.6%	3	5.0%
	Somewhat	38	28.1%	43	30.7%	31	24.4%	123	32.6%	162	20.9%	18	30.0%
	In a noticeable way	40	29.6%	30	21.4%	45	35.4%	97	25.7%	239	30.8%	18	30.0%
	Greatly	36	26.7%	51	36.4%	46	36.2%	96	25.5%	322	41.5%	20	33.3%
	<i>Total</i>	<i>135</i>	<i>100%</i>	<i>140</i>	<i>100%</i>	<i>127</i>	<i>100%</i>	<i>377</i>	<i>100%</i>	<i>776</i>	<i>100%</i>	<i>60</i>	<i>100%</i>

Table 18

		Arts & Sciences		Sorrell College of Business		Communication and Fine Arts		Education		Health & Human Services	
		N	%	N	%	N	%	N	%	N	%
<b>My involvement in reading as part of my college experience has enhanced my ability to understand connections between the various materials I read.</b>	Not at all	21	2.8%	7	1.7%	3	4.3%	6	2.7%	2	1.5%
	In a very limited way	23	3.1%	18	4.2%	7	10.1%	10	4.5%	3	2.3%
	Somewhat	163	21.6%	123	29.0%	16	23.2%	73	33.2%	44	33.1%
	In a noticeable way	241	32.0%	153	36.1%	23	33.3%	70	31.8%	41	30.8%
	Greatly	305	40.5%	123	29.0%	20	29.0%	61	27.7%	43	32.3%
	<i>Total</i>	753	100%	424	100%	69	100%	220	100%	133	100%
<b>My involvement in reading as a part of my college experience has enhanced my awareness of other people's political and social viewpoints.</b>	Not at all	30	4.0%	16	3.8%	5	7.2%	11	5.0%	6	4.5%
	In a very limited way	33	4.4%	30	7.1%	7	10.1%	16	7.3%	5	3.7%
	Somewhat	161	21.4%	124	29.4%	17	24.6%	73	33.2%	39	29.1%
	In a noticeable way	217	28.8%	130	30.8%	20	29.0%	60	27.3%	39	29.1%
	Greatly	312	41.4%	122	28.9%	20	29.0%	60	27.3%	45	33.6%
	<i>Total</i>	753	100%	422	100%	69	100%	220	100%	134	100%

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. Comic books or graphic novels and magazines about video games were reported as the least frequently read type of literature. Table 19 indicates the number of seniors who reported reading each type of literature.

Table 19

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

Most seniors (52%) 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 reasons (each 33%) for reading were “Just for pleasure” and “To learn new things.” Most students (73%) considered their reading level to be “advanced” or “above average.” Not including school assignments, the majority of students reported reading either one book per month (29%) or less than one book per month (29%). Nearly one-third (29%) 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.