

## Chapter II: GRADUATING STUDENT QUESTIONNAIRE (GSQ)

### *Who takes it?*

All graduating seniors

### *When is it administered?*

Before graduation as part of the clearance process

### *How long does it take for the student to complete the questionnaire?*

Approximately 15-20 minutes

### *What office administers it?*

It is administered online through the Assessment and Testing Office.

### *Who originates the assessment?*

The Provost and the University Assessment Committee

### *When are the results typically available?*

In the fall for the fiscal year

### *What type of information is sought?*

The GSQ asks questions related to student satisfaction, campus involvement and time spent on certain activities.

### *From whom are the results available?*

Assessment and Testing Office, Violette Hall 1130

### *To whom are the results regularly distributed?*

University, School, and Discipline means and frequencies are sent to the Academic Deans and respective Department Chairs. University averages and frequencies are sent to the President, Provost, Deans, Assessment Committee, and selected administrators. University-wide results are published in this *Almanac*.

### *Are the results available by department or discipline?*

Yes

### *Are the results comparable to data from other universities?*

No

# **TRUMAN STATE UNIVERSITY**

**FY14 GRADUATING STUDENT QUESTIONNAIRE**

**SUMMER 2013, FALL 2013 AND SPRING 2014  
GRADUATES**

**SUMMARY OF RESPONSES**

The Graduating Student Questionnaire (GSQ) is an online web-based survey administered by the Assessment & Testing Office and is completed as part of the graduation clearance process coordinated by the Registrar's Office each semester.

The questionnaire consists of questions focusing on students' future plans; satisfaction with services and facilities; experiences with faculty; impression of major and liberal arts courses; satisfaction with the major overall; opportunities for interaction with others; adequacy of major preparation, education and experiences; amount of time spent on various activities; and some basic demographic information.

By looking at the means and frequencies of the responses, the university can identify areas of strength to build upon and possible areas of weakness in need of attention. The following means and frequencies from the fiscal year 2014 GSQ identify a variety of areas with strengths and weaknesses.

### **Basic demographic information . . .**

1358 surveys completed  
37.1% male; 62.9% female  
84.9% Caucasian, 13.2% minority

### **Future Plans . . .**

#### Strengths

40.7% of Truman graduates plan to attend graduate school either in a full- or part-time capacity or to take additional undergraduate coursework  
55.1% are or will be employed upon receiving their degree, including military service  
42.4% plan to earn a master's degree of some sort; 26.0% plan to earn a professional degree/doctorate

#### Weaknesses

4.2% have not found a job and are not planning to attend graduate school

**Satisfaction of . . .** (measured by means using the scale of 1=very dissatisfied, 2=dissatisfied, 3=satisfied, & 4=very satisfied)

#### Strengths

**Services & Facilities provided by the University:** Library – 3.43; Services of department office - 3.36; Student Union Building – 3.34; Computer access – 3.27; Student Activities Board – 3.26; Recreational Facilities – 3.23

**Experiences:** Faculty enthusiasm for classes in the major – 3.51; Friendliness of the campus – 3.37; Accessibility of instructors within the major – 3.36; Overall quality of instruction in the major – 3.33; Intellectual climate on the campus – 3.31; Opportunities to be involved in student life and co-curricular activities – 3.29; On-campus work experiences – 3.27; Opportunities to interact with faculty outside of class – 3.27; Attitude of faculty toward students – 3.27; Attitude of non-teaching staff toward students – 3.23

**First major** – 3.20

### Weaknesses

**Services & Facilities provided by the University:** Parking Services – 2.14; Heating, cooling and air quality in buildings – 2.72; Registration process – 2.74; Food Service – 2.78; Center for International Education Abroad – 2.91; Student Senate - 2.97; Health Center – 2.97; Truman bookstore – 2.99  
**Experiences:** Faculty enthusiasm for classes in the LSP – 2.94; Academic Advising by Center for Academic Excellence/New Student Program Advisor – 2.94; Availability of courses within the major – 2.98

**Major** – 13.5% are dissatisfied with their first major

**Adequacy of LSP, majors, and co-curricular education and experiences . . .** (measured by means using the scale of 4=very adequate, 3=adequate, 2=inadequate, & 1=very inadequate)

### Strengths

Students felt adequately prepared with respect to the LSP in several areas, especially in Writing Enhanced Courses: Using writing as a mode of learning – 3.26; Growing socially and personally from co-curricular experiences – 3.24; JINS: Integrating approaches or methods from two or more disciplines – 3.24; Growing intellectually from co-curricular experiences – 3.13; Physical Science: Experiencing scientific research in a laboratory setting – 3.12; Intercultural: Appreciating cultural diversity through studying one's own or others' societies – 3.12. In general students felt between adequately and very adequately prepared in their majors with respect to these areas: Attitude of believing that learning is a life-long process – 3.56; Ability to think critically – 3.55; Knowledge of subject matter – 3.51; Ability to find information, interpret and apply findings – 3.51; Understanding multiple perspectives – 3.49; and Ability to apply knowledge in defining and solving problems – 3.47.

### Weaknesses

Freshman Program: Developing study and time management skills – 2.85; Elementary Functions: Developing basic skills in algebra – 2.88; Growing intellectually from on-campus residential experiences – 2.90; Mathematics: Using math to study assumptions critically, reasoning logically, and arriving at sound conclusions – 2.91; Statistics: Recognizing the importance of statistics from its use in research to its use in everyday life – 2.94; Computer Literacy: Recognizing the unethical use of technology, including copyright and privacy issues – 2.96; Freshman Writing: Generating topics for writing via critical thinking and discussion – 2.98; and Knowledge of scholars who are associated with the major – 3.05

**Amount of time spent, number of times, or how often or how many . . .**

### Strengths

Studying – 23.8% spent 11-15 hours per week, 22.8% spent 16-20 hours per week, 11.6% spent 21-25 hours per week, and 8.4% spent 26 or more hours per week; 86.3% often or very often Discussed topics with students whose opinions/values differed; 86.0% often or very often Applied the knowledge and skills gained in one discipline to learning in other disciplines; 82.1% often or very often Discussed issues of social, cultural, or academic significance with others outside of class; 77.6% often or very often Participated in a co-curricular activity; 77.3% Communicated with a faculty member out of class; 73.8% often or very often Completed reading assignments in day-to-day preparation for class; 66.4% Interacted with people from other cultures; 65.4% often or very often Applied the knowledge or skills gained in the classroom to co-curricular activities; 64.8% often or very

often Used library resources to gather materials and information; 63.7% often or very often Asked other students for advice or criticism on papers, projects, and etc.; 92.1% often or very often Found their major courses challenging; 79.4% reported that often or very often Term papers, reports, or major writing assignments were required in their courses; 90.7% Felt they knew 2 or more faculty members well enough to obtain a letter of recommendation; 94.3% never or only a few times observed discrimination related to Individuals with disabilities on campus; 91.1% never or only a few times observed discrimination related to Race on campus; 89.9% never or only a few times observed discrimination related to Gender on campus; 89.5% never or only a few times observed discrimination related to Sexual orientation; 99.6% Used computers weekly; 99.4% Socialized with friends weekly; 89.5% Spent time on research projects weekly; 83.5% spent time Watching television; 75.5% spent time on Other major activities weekly; 74.2% spent time Reading beyond course assignments weekly; 68.0% spent time on Academic organizations weekly; 67.0% spent time Working on campus weekly; and 84.4% were Involved in one or more co-curricular activities while 30.1% were involved in 3 or more activities.

### Weaknesses

Studying – 27.2% spent fewer than 10 hours per week studying; 25.8% did not spend time Reading beyond their course assignments; 69.8% never or seldom Used the writing center, language lab, computer labs, or tutorial services; 49.0% never or seldom Attended cultural events; 43.1% never or seldom Applied knowledge and skills gained in on-campus work to the classroom; 36.3% never or seldom Asked other students for advice/criticism on papers, projects, etc.; 36.1% never or seldom Applied knowledge and skills gained in the classroom to on-campus work; 36.0% never or seldom Applied knowledge and skills gained in co-curricular activities to the classroom; 35.1% never or seldom Used library resources to gather research materials and information; 34.6% never or seldom Applied knowledge and skills gained in the classroom to co-curricular activities; 33.5% never or seldom Interacted with people from other cultures; 26.3% never or seldom Completed reading assignments in day-to-day preparation for class; 22.4% never or seldom Participated in a co-curricular activity and 15.6% were not Involved in any co-curricular activity; 38.1% never or seldom found LSP courses challenging; 20.6% reported that never or not very often were Term papers, reports, or major writing assignments required in their courses; 10.4% observed some or a lot of Sexual orientation discrimination on campus; 10.1% observed some or lot of Gender discrimination; 8.9% observed some or a lot of Race discrimination; and 5.7% observed some or a lot of Individual with disabilities discrimination; 83.5% Watch television weekly; and Participation: percentage of students not spending time with Student Government Organization (91.7%); Residence Hall activities/programs (85.2%); Participating in intercollegiate sports (85.0%); Performing in the arts (84.3%); Intramural Sports (69.0%); Employment off campus (67.6%); Religious Activities (64.9%); Greek Organizations (64.8%); and Academic Organizations (31.9%).

### **Other information worth noting . . .**

On a scale of 1 (low) to 4 (high), overall Truman students rated themselves fairly high with respect to several descriptors, particularly Understanding their own abilities, interests, and personality – 3.63; Working cooperatively with a group – 3.63; Respecting the uniqueness and worth of each individual – 3.59; Learning on your own – 3.51; Persisting with difficult tasks – 3.49; and Leadership ability – 3.44. Managing your emotions (3.28) was the descriptor rated lowest.

Cost (37.9%), Academic Reputation (24.3%), and Availability of Scholarship/Financial Aid (11.3%) were the top three primary reasons for students' completing their degree at Truman; Cost (25.3%), Academic Reputation (24.2%), and Size (13.4%) were the top three secondary reasons.

86.0% would probably or definitely Choose Truman again if they started over.

81.9% agree that the Assessment program helps the university demonstrate the quality of its programs, 79.2% of the students Know about and understand the purpose of the assessment program, and 78.7% agree that the Assessment program fosters curriculum improvement. 63.6% agree that the Assessment Program helps to understand better personal strengths and weaknesses, but 36.4% do not agree.

95.0% of students agree that the University should survey student opinion, and 80.6% completed the survey in 20 minutes or less.

### **High Impact Educational Experiences . . .**

91.3% of the students evaluated their entire educational experience at Truman as good or excellent. 87.3% indicated they were satisfied with the Quality of Instruction. Overall 67.4% evaluated their Quality of Academic Advising received as good or excellent and 32.6% evaluated it as fair or poor.

### **Second-Major-Related Responses . . .**

**Satisfaction of . . .** (measured by means using the scale of 1=very dissatisfied, 2=dissatisfied, 3=satisfied, & 4=very satisfied)

Of the 1,358 survey respondents, 152 (11.2%) students indicated they had a second major and completed the related questions.

#### Strengths

**Experiences:** Faculty enthusiasm for classes in the major – 3.38; Accessibility of instructors in the major – 3.36; Overall quality of instruction in the major – 3.26

**Services:** Department office of the major – 3.32

**Second major** – 3.13; 82.7% felt that major courses were often or very often challenging

#### Weaknesses

**Experiences:** 17.1% were dissatisfied with the availability of courses offered in the major; 17.7% were dissatisfied with academic advising by faculty advisor in the major; 12.3% were dissatisfied with the Overall quality of instruction in their major

**Second major**--16.0% were dissatisfied with their second major

**Adequacy of major . . .** (measured by means using the scale of 4=very adequate, 3=adequate, 2=inadequate, & 1=very inadequate)

### Strengths

In general students felt adequately to very adequately prepared in their second major with respect to these items: Ability to Apply knowledge in defining problems and solving them – 95.9%; Attitude of Believing that learning is a life-long process – 95.2%; Ability to Find information, interpret and apply findings – 94.6%; Ability to Think Critically – 93.9%; Attitude of Understanding multiple perspectives – 93.9%; Knowledge of Subject matter – 93.9%; Knowledge of Modes of inquiry or processes – 91.5%; Knowledge of Issues and trends pertinent to the specialty – 90.5%; and Knowledge of Theories pertinent to the specialty – 89.8%

Weakness      Knowledge of Scholars who are associated with the major – 24.1%