

Chapter 2: 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 instrument?

Approximately 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 late July 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 averages 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 of other universities?

No.

TRUMAN STATE UNIVERSITY

FY11 GRADUATING STUDENT QUESTIONNAIRE

**SUMMER 2010, FALL 2010 AND SPRING 2011
GRADUATES**

SUMMARY OF RESPONSES

The Graduating Student Questionnaire (GSQ) is an online web-based survey 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 of services and facilities, experiences with faculty, impression of major and liberal arts courses, the major overall, and opportunities for interaction with others; the adequacy of major preparation and education and experiences; the amount of time spent in 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 to direct attention to. Means and frequencies from the fiscal year 2011 GSQ follow which identify a variety of areas with strengths and weaknesses.

Basic demographic information . . .

1148 surveys completed
39.1% male; 60.9% female
85.8% Caucasian, 11.8% minority

Future Plans . . .

Strengths

46.6% of Truman graduates plan to attend graduate school either in a full or part-time capacity
45.1% are or will be employed upon receiving their degree
43.4% plan to earn a master's degree of some sort; 27.9% plan to earn a professional/doctorate degree

Weaknesses

7.5% have not found a job and are not attending 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 - 3.34; Student Union Building – 3.31; Recreational Facilities – 3.25
Experiences: Faculty enthusiasm for classes in the major - 3.58; Friendliness of the campus – 3.41; Overall quality of instruction in the major – 3.40; Accessibility of instructors within the major - 3.40; Intellectual climate on the campus – 3.36
First major – 3.11

Weaknesses

Services & Facilities provided by the University: Parking Services – 2.18; Heating, cooling and air quality in buildings – 2.66; Student Senate - 2.73; Health Center – 2.77; Registration process – 2.79; Center for International Education Abroad – 2.80; Food Service – 2.88; Assessment & Testing – 2.94; Truman bookstore – 2.94; Financial Aid Office – 2.95; Language Learning Center – 2.99

Experiences: Academic Advising by your RCP/NSP Advisor – 2.85; Faculty enthusiasm for classes in the LSP – 2.91; Availability of courses within the major – 2.97
Major – 17.6% are dissatisfied with their first major

Adequacy of LSP, majors, and co-curriculum 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 Growing socially and personally from co-curricular experiences – 3.32; Writing Enhanced Courses: Using writing as a mode of learning – 3.24; JINS: Integrating approaches or methods from two or more disciplines – 3.18; Growing intellectually from co-curricular experiences – 3.18; Aesthetic Literature: Understanding the diversity of human experience and creative expression in literature – 3.15; Physical Science: Experiencing scientific research in a laboratory setting; History: Understanding the social and aesthetic richness of different cultures; and Science-Life Science: Understanding the unifying principles of life and repeatable patterns in nature – 3.12. In general students felt adequately to very adequately prepared in their majors with respect to: Attitude of believing that learning is a life-long process – 3.59; Ability to think critically – 3.56; Knowledge of subject matter – 3.54; Ability to find information, interpret and apply findings – 3.53; and Understanding multiple perspectives – 3.52.

Weaknesses

Freshman Program: Developing study and time management skills – 2.75; Growing intellectually from on-campus residential experiences – 2.82; Freshman Writing: Generating topics for writing via critical thinking and discussion – 2.92; Statistics: Recognizing the importance of statistics from its use in research to its use in everyday life – 2.96; and Knowledge of scholars who are associated with the major – 3.06

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

Strengths

Studying – 26.0% spent 11-15 hours per week, 23.8% spent 16-20 hours per week, 12.0% spent 21-25 hours per week & 14.2% spent 26 or more hours per week; 92.6% often or very often Found their major courses challenging; 88.7% often or very often Applied the knowledge and skills gained in one discipline to learning in other disciplines; 85.9% often or very often Discussed topics with students whose opinions/values differed; 81.6% often or very often Discussed issues of social, cultural, or academic significance with others outside of class; 78.4% often or very often Spent time writing papers; 76.2% often or very often Used library resources to gather materials and information; 74.8% often or very often Completed reading assignments in day-to-day preparation for class; 94.2% never or only a few times Observed discrimination related to individuals with disabilities on campus; 90.5% never or only a few times Observed discrimination related to gender on campus; 90.4% never or only a few times Observed discrimination related to race on campus; 79.3% Communicated with a faculty member out of class; 99.8% Used computers weekly; 99.4% Socialized with friends; 91.3% Felt they knew 2 or more faculty well enough to obtain a letter of recommendation; 90.5% Spent time on research projects weekly; 86.2% are Involved in one or more co-curricular activities; and 77.3% of students spend time Reading beyond course assignments weekly; and 64.9% spend time on Academic Organizations.

Weaknesses

Studying – 24.0% spent less than 10 hours per week studying; 60.3% never or seldom Used the writing center, language lab, computer labs, or tutorial services; 46.8% never or seldom Attended cultural events; 42.6% never or seldom Applied knowledge and skills gained in on-campus work to the classroom; 40.3% never or seldom Asked other students for advice/criticism on papers, projects, etc.; 36.3% never or seldom found LSP courses challenging; 35.9% never or seldom Applied knowledge and skills gained in co-curricular activities to the classroom; 33.8% never or seldom Interacted with people from other cultures; 32.4% never or seldom Applied knowledge and skills gained in the classroom to co-curricular activities; 25.2% never or seldom Completed reading assignments in day-to-day preparation for class; 22.0% do not spend time Reading beyond their course assignments; 15.4% observed some or a lot of Sexual orientation discrimination on campus; and Participation: percentage of students not spending time with Academic Organizations (35.1%), Student Government Organizations (91.5%), Greek Organizations (63.3%), Religious Activities (62.9%), Intramural Sports (64.6%), and Performing in the arts (82.3%).

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 – 3.65; Working cooperative with a group – 3.57; Respecting the uniqueness and worth of each individual – 3.53; Learning on your own – 3.50; Persisting with difficult tasks – 3.49; and Leadership ability – 3.41. Managing their emotions (3.27) was the lowest rated descriptor.

Cost (34.8%), Academic Reputation (26.6%), and Availability of Scholarship/Financial Aid (13.2%) are the top three primary reasons for students completing their degree at Truman; Academic Reputation (24.3%), Cost (22.2%), and Size (12.2%) were the top 3 secondary reasons.

84.7% would probably Choose Truman again if they started over.

82.4% of the students Know about and understand the purpose of the assessment program, 81.2% agree the Assessment program helps the university demonstrate the quality of its programs, and 78.5% agree the Assessment program fosters curriculum improvement. 54.1% agree the Assessment Program helps to better understand personal strengths and weaknesses, but 45.9% do not agree.

95.8% of students agree that the University should survey student opinion.

82% completed the survey in 20 minutes or less.

High Impact Educational Experiences . . .

91.2% of the students evaluated their entire educational experience at Truman as good or better. 91.8% indicated they were satisfied with the Quality of Instruction. Overall 65.1% evaluated their Quality of Academic Advising received as good or better and 34.9% evaluated it as fair or worse.

Second Major Related Responses . . .

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

Strengths

Experiences: Faculty enthusiasm for classes in the major – 3.47; Accessibility of instructors in the major – 3.34; Overall quality of instruction in the major – 3.30
Services: Department office of the major – 3.32
Second major – 3.06; 81.2% felt major courses were challenging

Weaknesses

Experiences: Availability of courses offered in the major – 3.04
17.9% are 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:
Knowledge of Subject matter – 94.5%; Knowledge of Modes of inquiry or processes – 92.3%;
Knowledge of Issues and trends pertinent to the specialty – 90.2%; Knowledge of Theories pertinent to the specialty – 89.2%; Ability to Find information, interpret and apply findings – 94.4%; Ability to Apply knowledge in defining problems and solving them – 93.7%; Ability to Think Critically – 93.1%; Attitude of Understanding multiple perspectives – 92.2%; and Attitude of Believing that learning is a life-long process – 92.2%

Weaknesses

Knowledge of Scholars who are associated with the major – 23.4%

The full survey is in Chapter 12, and the full results are in Chapter 13 of this almanac.