

Chapter 3: 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 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 previous 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 means 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

FY18 GRADUATING STUDENT QUESTIONNAIRE

**SUMMER 2017, FALL 2017 AND SPRING 2018
GRADUATES**

SUMMARY OF RESPONSES

The Graduating Student Questionnaire (GSQ) is an online web-based survey administered by the Assessment & Testing Office and is completed by seniors 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 2018 GSQ follow which identify a variety of areas with strengths and weaknesses.

Basic demographic information . . .

1280 surveys completed
38.8% male; 60.3% female
83.2% Caucasian, 16.8% minority

Future Plans . . .

Strengths

37.9% of Truman graduates plan to attend graduate school either in a full or part-time capacity or take additional undergraduate coursework
55.6% are or will be employed upon receiving their degree including military services
42.6% plan to earn a master's degree of some sort; 24.6% plan to earn a professional/doctorate degree

Weaknesses

3.8% have not found a job and/or 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

Experiences, Services & Facilities provided by the University:

- Experiences – Opportunities to be involved in student life and co-curricular activities – 3.26
 - Very satisfied: 35.5%
 - Very dissatisfied: 6.5%
- Experiences – Opportunities to interact with faculty outside of class – 3.26
 - Very satisfied: 36.2%
 - Very dissatisfied: 1.4%
- Experiences – Quality of feedback from faculty – 3.12
 - Very satisfied: 26.6%
 - Very dissatisfied: 2.1%
- Experiences – Variety of teaching strategies – 3.03
 - Very satisfied: 21.4%
 - Very dissatisfied: 1.9%
- Experiences – Friendliness of the campus – 3.33
 - Very satisfied: 42.0%
 - Very dissatisfied: 1.4%

- Experiences – Intellectual climate on the campus – 3.26
 - Very satisfied: 37.3% Very dissatisfied: 1.7%
- Experiences – Your sense of belonging on this campus – 3.09
 - Very satisfied: 30.4% Very dissatisfied: 3.7%
- Experiences – Faculty enthusiasm for classes in the LSP – 3.49
 - Very satisfied: 19.5% Very dissatisfied: 3.0%
- Experiences – Faculty enthusiasm for classes in the major – 3.49
 - Very satisfied: 54.1% Very dissatisfied: 0.9%
- Experiences – Overall quality of instruction in your major – 3.32
 - Very satisfied: 43.4% Very dissatisfied: 1.9%
- Experiences – Availability of courses offered in your major – 3.04
 - Very satisfied: 28.3% Very dissatisfied: 4.3%
- Experiences – Accessibility of instructors in your major – 3.35
 - Very satisfied: 42.5% Very dissatisfied: 1.3%
- Experiences – Academic advising by faculty advisor in your major – 3.08
 - Very satisfied: 35.3% Very dissatisfied: 7.0%
- Experiences – Attitude of faculty toward students – 3.19
 - Very satisfied: 30.0% Very dissatisfied: 1.7%
- Experiences – Attitude of non-teaching staff toward students – 3.21
 - Very satisfied: 30.3% Very dissatisfied: 2.0%
- Experiences – On-campus work experiences – 3.23
 - Very satisfied: 34.7% Very dissatisfied: 2.5%
- Services & Facilities – Department office of your major – 3.33
 - Very satisfied: 40.0% Very dissatisfied: 1.7%
- Services & Facilities – Registrar’s Office – 3.10
 - Very satisfied: 25.1% Very dissatisfied: 3.3%

Weaknesses

Experiences, Services & Facilities provided by the University:

- Experiences – Academic advising by your New Student Program/Center for Academic Excellence advisor – 2.80
 - Very satisfied: 19.1% Very dissatisfied: 8.9%
- Experiences – Concern for you as an individual – 2.97
 - Very satisfied: 22.7% Very dissatisfied: 5.7%
- Services & Facilities – Registration process – 2.84
 - Very satisfied: 14.7% Very dissatisfied: 5.9%
- Satisfaction with First Major – 3.33
 - Very satisfied: 48.2% Very dissatisfied: 4.5%

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

- Science/Physical Science: Experiencing scientific research in a laboratory setting – 3.06
 - Very adequate: 24.6% Very inadequate: 4.4%

- Science/Life Science: Understanding the unifying principles of life and repeatable patterns in nature – 3.04
 - Very adequate: 23.0%
 - Very inadequate: 3.5%
- History: Understanding the social and aesthetic richness of different cultures – 3.01
 - Very adequate: 23.0%
 - Very inadequate: 4.4%
- Social Science: Understanding citizenship and leadership in its broadest meaning – 3.01
 - Very adequate: 20.0%
 - Very inadequate: 3.9%
- Aesthetic/Fine Arts: Responding or reacting to an artistic creation – 3.04
 - Very adequate: 24.8%
 - Very inadequate: 4.6%
- Aesthetic/Literature: Understanding the diversity of human experience and creative expression in literature – 3.08
 - Very adequate: 23.3%
 - Very inadequate: 2.6%
- Writing Enhanced Courses: Using writing as a mode of learning – 3.29
 - Very adequate: 38.3%
 - Very inadequate: 2.0%
- JINS: Integrating approaches or methods from two or more discipline – 3.25
 - Very adequate: 41.7%
 - Very inadequate: 3.6%
- Intercultural: Appreciating cultural diversity through studying one’s own or other’s societies – 3.09
 - Very adequate: 26.1%
 - Very inadequate: 2.7%
- Foreign Language: Understanding particular cultures through the study of foreign languages – 3.01
 - Very adequate: 26.9%
 - Very inadequate: 5.8%
- Growing intellectually from co-curricular experiences – 3.20
 - Very adequate: 30.1%
 - Very inadequate: 1.7%
- Growing socially and personally from co-curricular experiences – 3.30
 - Very adequate: 39.3%
 - Very inadequate: 1.6%
- Growing socially and personally from on-campus work – 3.10
 - Very adequate: 25.8%
 - Very inadequate: 3.0%
- Growing socially and personally through on-campus residential experiences – 3.06
 - Very adequate: 17.2%
 - Very inadequate: 8.1%

Weaknesses

- Freshman Writing: Generating topics for writing via critical thinking and discussion – 2.95
 - Very adequate: 25.8%
 - Very inadequate: 3.0%
- Speech: Using speech skills appropriate to the topic, purpose, and audience – 2.99
 - Very adequate: 16.3%
 - Very inadequate: 3.4%
- Elementary Functions: Developing basic skills in algebra – 2.86
 - Very adequate: 18.8%
 - Very inadequate: 8.7%
- Statistics: Recognizing the importance of statistics from its use in research to its use in everyday life – 2.89
 - Very adequate: 20.4%
 - Very inadequate: 7.3%
- Computer Literacy: Recognizing the unethical use of technology, including copyright and privacy issues – 2.98
 - Very adequate: 22.5%
 - Very inadequate: 5.3%
- Personal well-being: Understanding your mental and physical health needs – 2.65
 - Very adequate: 15.5%
 - Very inadequate: 14.4%

- Philosophy and Religion: Interpreting and critically evaluating ethical and political issues and practices – 2.99
 - Very adequate: 21.1%
 - Very inadequate: 4.8%
- Mathematics: Using math to study assumptions critically, reason logically, and arrive at sound conclusions – 2.90
 - Very adequate: 19.8%
 - Very inadequate: 7.3%
- Freshman Program: Developing study and time management skills – 2.58
 - Very adequate: 11.1%
 - Very inadequate: 12.4%
- Growing intellectually from on-campus residential experiences – 2.81
 - Very adequate: 17.2%
 - Very inadequate: 8.1%

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

(measured by means using the scale of 6=16 or more hours, 5=11-15 hours, 4=6-10 hours, 3=3-5 hours, 2=1-2 hours, & 1=none)

- Approximate number of hours per week spent on academic organizations – 2.15
- Approximate number of hours per week spent on student government organizations – 1.11
- Approximate number of hours per week spent on Greek organizations – 1.92
- Approximate number of hours per week spent on performing in the arts – 1.40
- Approximate number of hours per week spent on religious activities and organizations – 1.53
- Approximate number of hours per week spent on residence hall activities and programs – 1.24
- Approximate number of hours per week spent on intercollegiate sports – 1.60
- Approximate number of hours per week spent on participating in intramural sports – 1.46
- Approximate number of hours per week spent on reading beyond course assignments – 2.17
- Approximate number of hours per week spent on creating art/music for personal interest – 1.81
- Approximate number of hours per week spent on using social media – 3.33
- Approximate number of hours per week spent on watching television – 2.87
- Approximate number of hours per week spent on socializing with friends – 3.93
- Approximate number of hours per week spent on employment on campus – 2.76
- Approximate number of hours per week spent on employment off campus – 2.30
- Approximate number of hours per week spent on other major activities – 2.86

Strengths

- Studying – 23.3% spent 11-15 hours per week, 20.8% spent 16-20 hours per week, 13.5% spent 21-25 hours per week, 8.6% spent 26-30 hours per week, and 6.8% spent 31 or more hours per week on course-related work outside of class
- Number of co-curricular activities – 27.1% were involved in 3 or more co-curricular activities, and 57.2% were involved in 1-2 activities
- 88.3% of students felt they knew 2 or more faculty well enough to obtain a letter of recommendation

(measured by means using the scale of 4=very often, 3=often, 2=seldom, & 1=never)

- Discussed topics with students whose opinions or personal values differed from your own – 3.06
 - Very often: 25.7%
 - Never: 0.3%
- Communicated with a faculty member out of class – 3.06
 - Very often: 31.6%
 - Never: 0.8%
- Applied the knowledge and skills gained in one discipline to learning in other disciplines – 3.18
 - Very often: 32.3%
 - Never: 0.6%

- Discussed issues of social, cultural, or academic significance with others outside of class – 3.15
 - Very often: 35.1%
 - Never: 1.8%
- Participated in a co-curricular activity – 3.13
 - Very often: 40.3%
 - Never: 4.3%
- Term papers, reports, or major writing assignments require in your courses – 3.21
 - Very often: 40.7%
 - Never: 1.0%
- Frequency of major courses found challenging – 3.32
 - Very often: 42.3%
 - Never: 0.3%

Weaknesses

- Studying – 22.1% spent 6-10 hours per week and 4.8% spent 5 or fewer hours on course-related work outside of class
- Number of co-curricular activities – 15.3% were involved in none
- Interacted with people from other cultures – 2.82
- 11.7% of students felt they knew fewer than 2 faculty well enough to obtain a letter of recommendation

(measured by means using the scale of 4=very often, 3=often, 2=seldom, & 1=never)

- Used library resources to gather research materials and information – 2.68
 - Very often: 20.5%
 - Never: 7.3%
- Attended a cultural event (art exhibit, play, concert, campus lectures) – 2.54
 - Very often: 13.4%
 - Never: 5.1%
- Completed reading assignments in day-to-day preparation for class – 2.94
 - Very often: 27.1%
 - Never: 3.3%
- Asked other students for advice or criticism on your papers, projects, and etc. – 2.88
 - Very often: 22.2%
 - Never: 2.4%
- Used the writing center, language lab, computer labs, or tutorial services – 2.07
 - Very often: 5.1%
 - Never: 20.6%
- Applied knowledge and skills gained in the classroom to co-curricular activities – 2.81
 - Very often: 16.5%
 - Never: 4.4%
- Applied knowledge and skills gained in the classroom to on-campus work – 2.72
 - Very often: 16.8%
 - Never: 8.3%
- Applied knowledge and skills gained in co-curricular activities to the classroom – 2.80
 - Very often: 17.6%
 - Never: 4.7%
- Applied knowledge and skills gained in on-campus work to the classroom – 2.62
 - Very often: 14.6%
 - Never: 11.2%
- Frequency of LSP courses found challenging – 2.71
 - Very often: 12.5%
 - Never: 2.5%

(measured by means using the scale of 4=never, 3=a few times, 2=some, & 1=a lot)

- Frequency of observed discrimination on this campus relative to gender – 3.39
 - A lot: 1.8%
 - Never: 54.6%
- Frequency of observed discrimination on this campus relative to race – 3.48
 - A lot: 2.5%
 - Never: 62.5%
- Frequency of observed discrimination on this campus relative to sexual orientation – 3.53
 - A lot: 1.5%
 - Never: 64.9%
- Frequency of observed discrimination on this campus relative to individuals with disabilities – 3.69
 - A lot: 1.3%
 - Never: 77.4%

- Knowledge of modes of inquiry or processes of your second major – 3.25
 - Very satisfied: 32.1% Very dissatisfied: 1.3%
- Knowledge of subject matter of your second major – 3.39
 - Very satisfied: 43.5% Very dissatisfied: 1.2%
- Knowledge of issues and trends pertinent to your second specialty – 3.28
 - Very satisfied: 38.8% Very dissatisfied: 1.9%
- Knowledge of theories pertinent to your second specialty – 3.34
 - Very satisfied: 45.0% Very dissatisfied: 1.3%
- Knowledge of scholars who are associated with the major – 3.08
 - Very satisfied: 33.3% Very dissatisfied: 3.1%
- Ability to apply knowledge in defining problems and solving them – 3.37
 - Very satisfied: 44.1% Very dissatisfied: 1.2%
- Ability to find information; interpret and apply findings – 3.40
 - Very satisfied: 46.6% Very dissatisfied: 1.2%
- Ability to think critically – 3.49
 - Very satisfied: 54.0% Very dissatisfied: 1.2%
- Attitude of believing that learning is a life-long process – 3.50
 - Very satisfied: 55.0% Very dissatisfied: 1.3%
- Attitude of understanding multiple perspectives – 3.45
 - Very satisfied: 52.5% Very dissatisfied: 1.9%

Weaknesses

- 16.9% were dissatisfied with academic advising by faculty advisor in the major
- 9.9% were dissatisfied with the Overall quality of instruction in their second major
- 22.4% were dissatisfied with the availability of courses offered in their second major
- 14.1% were dissatisfied with their second major

Adequacy of major . . .

(measured by means or response percentages using the scale of 4=very adequate, 3=adequate, 2=inadequate, & 1=very inadequate)

Strengths

- Knowledge of Modes of inquiry or processes of you major – 3.25
 - Very adequate: 32.1% Very inadequate: 1.3%
- Knowledge of subject matter of your major – 3.39
 - Very adequate: 43.5% Very inadequate: 1.2%
- Knowledge of issues and trends pertinent to your specialty – 3.28
 - Very adequate: 38.8% Very inadequate: 1.9%
- Knowledge of theories pertinent to your specialty – 3.34
 - Very adequate: 45.0% Very inadequate: 1.3%
- Knowledge of scholars who are associated with the major – 3.08
 - Very adequate: 33.3% Very inadequate: 3.1%
- Ability to apply knowledge in defining problems and solving them – 3.37
 - Very adequate: 44.1% Very inadequate: 1.2%
- Ability to find information; interpret and apply findings – 3.40
 - Very adequate: 46.6% Very inadequate: 1.2%
- Ability to think critically – 3.49
 - Very adequate: 54.0% Very inadequate: 1.2%

- Attitude of believing that learning is a life-long process – 3.45
 - Very adequate: 55.0%
 - Very inadequate: 1.3%

Weaknesses

- Knowledge of Scholars who are associated with the major – 22.6% responded inadequate or very inadequate