

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 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 Provost, Deans, and Assessment Committee. 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

FY23 GRADUATING STUDENT QUESTIONNAIRE

**SUMMER 2022, FALL 2022 AND SPRING 2023
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.

In April of 2023, Truman was the target of a cyber attack. Students who completed the GSQ were not required to complete the survey a second time, but due to the timing of the attack, many responses were lost when the server hosting those responses was rolled back. Student completion was verified through Banner records.

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 address. Selected GSQ responses are below, including recent trend data. Incorporating previous years’ reference tables is a new addition, and it may be helpful to note trends entering and exiting the peak years surrounding the COVID-19 pandemic. COVID-19 protocols went into effect in the Spring of 2020. Question numbers are provided throughout the text for additional research using the GSQ appendix. The appendix is a comprehensive review of every multiple-choice question with means and frequency distribution charts, included with other appendices in the Assessment Almanac at assessment.truman.edu.

Basic demographic information . . .

509 surveys completed
 36.9% male; 60.1% female; 2.9% other
 81.3% Caucasian; 15.6% minority

Future Plans . . .

The majority of students plan to be employed either part time or full time upon graduation. More students reportedly plan to continue their education in FY23 compared to responses in FY22. More students indicated they would enlist in the military, matching the highest response rate in the past five years. Interest in volunteer service is at its lowest in five years.

Question:	2. What is most likely to be your principal activity upon graduation?									
	2019 %		2020 %		2021 %		2022 %		2023 %	
Employed full/part time	54.50	↓	53.90	↓	48.50	↑	51.90	↓	46.50	
Grad school /add'l undergrad	38.20	↑	39.90	↑	44.60	↓	41.00	↑	43.30	
Military	1.00	↑	1.30	↑	1.40	↓	0.70	↑	1.40	
Volunteer service	2.80	↓	1.80	↑	1.90	↓	1.80	↓	0.80	

Satisfaction of experiences, services, and facilities. . .

Student satisfaction is measured across several questions. Satisfaction regarding some mental health perceptions had been trending down, but seems to be making a recovery. In FY23 students felt a slightly higher sense of belonging on campus (Q14g) and satisfaction with concern for students as individuals increased to a five-year high (Q14r). Satisfaction with faculty advising continues to trend upwards (Q14m). Satisfaction with New Student/CAE advising (Q14n) trended downward each year until FY22, where satisfaction rebounded slightly and continues to improve in FY23. Satisfaction with on-campus work (Q14q) dipped to a five-year low, but students are still at least *satisfied* in this area. Student satisfaction with on-campus work also tends to trend with perceived attitudes of faculty and non-teaching staff towards students (Q14o – mean 3.21 and Q14p – mean 3.21). Satisfaction with the quality of instruction (Q32) is on a five point scale, where students have consistently reported being *satisfied*.

Question:	14g. How satisfied were you with your sense of belonging on this campus?						Question:	14r. How satisfied were you with Truman's concern for you as an individual?					
	2019 %	2020 %	2021 %	2022 %	2023 %	2019 %		2020 %	2021 %	2022 %	2023 %		
1 - Very dissatisfied	4.9	6.8	7.4	5.2	6.2	1 - Very dissatisfied	8.4	7.2	8.8	7.2	6.9		
2 - Dissatisfied	15.5	16.1	15.9	17.4	14.4	2 - Dissatisfied	17.5	19.9	19.4	16.4	16.1		
3 - Satisfied	51.2	51.1	51.9	55.2	57.4	3 - Satisfied	51.8	53.5	53.1	59.3	58.3		
4 - Very satisfied	28.4	25.9	24.8	22.2	22.0	4 - Very satisfied	22.3	19.4	18.7	17.0	18.8		
Mean - 1-4 above	3.03	2.96	2.94	2.94	2.95	Mean - 1-4 above	2.88	2.85	2.82	2.86	2.89		

Question:	14m. How satisfied were you with acadmic advising by faculty advisors in your major?						Question:	14n. How satisfied were you with acadmic advising by New Student/CAE advisors?					
	2019 %	2020 %	2021 %	2022 %	2023 %	2019 %		2020 %	2021 %	2022 %	2023 %		
1 - Very dissatisfied	7.6	7.0	7.6	6.4	5.1	1 - Very dissatisfied	10.8	12.1	14.6	14.5	13.1		
2 - Dissatisfied	15.0	11.7	12.6	11.6	10.7	2 - Dissatisfied	19.5	21.8	21.7	19.2	19.2		
3 - Satisfied	43.9	44.1	43.0	43.9	43.9	3 - Satisfied	51.4	51.2	50.7	51.3	52.7		
4 - Very satisfied	33.5	37.2	36.8	38.2	40.3	4 - Very satisfied	18.3	14.9	13.0	15.0	15.0		
Mean - 1-4 above	3.03	3.11	3.09	3.14	3.19	Mean - 1-4 above	2.77	2.69	2.62	2.67	2.70		

Question:	32. Indicate your level of satisfaction with the quality of instruction at Truman.						Question:	14q. How satisfied were you with on-campus work experiences?					
	2019 %	2020 %	2021 %	2022 %	2023 %	2019 %		2020 %	2021 %	2022 %	2023 %		
1 - Very dissatisfied	0.9	1.1	1.7	1.4	0.8	1 - Very dissatisfied	2.3	2.2	2.6	2.5	3.4		
2 - Dissatisfied	3.8	4.0	3.2	3.0	3.4	2 - Dissatisfied	5.3	7.4	7.0	6.7	6.5		
3 - Neutral	12.8	13.6	11.4	12.8	10.3	3 - Satisfied	54.8	56.2	56.7	56.0	58.8		
4 - Satisfied	54.5	54.7	54.4	55.5	62.0	4 - Very satisfied	37.6	34.1	33.7	34.7	31.4		
5 - Very satisfied	28.1	26.7	29.3	27.3	23.6	Mean - 1-4 above	3.28	3.22	3.21	3.23	3.18		
Mean - 1-5 above	4.05	4.02	4.06	4.04	4.04								

Majors, LSP, and co-curriculum education....

On average, student satisfaction with their first major (Q22) slipped slightly for the first time in five years, and satisfaction with the second major (Q24) held steady at the previous five-year low. Regarding LSP or Dialogues courses (Q9), students responded that those courses were roughly equally challenging over several years, but students reported these courses were least challenging in FY23. The dip in LSP/Dialogues challenge might be attributable to a change in nomenclature for this question – the question now encompasses General Education (LSP or Dialogues). Adequacy of being prepared regarding knowledge of modes of inquiry or processes in the first major (Q12a) have been steadily reported as more than adequate, though adequacy is tied with a five-year low. Adequacy of subject matter knowledge (Q12b) has remained roughly equal over several years but also dipped to a five-year low in FY23. Students reported being prepared to think critically (Q12h) at similar levels to previous years, and both critical thinking and subject matter knowledge are reported as more than adequate. 1% or fewer of students reported being very inadequately prepared to think critically (Q12h) and being very inadequately knowledgeable with subject matter in their major (Q12b).

Question:	22. How satisfied are you with your first major?						Question:	24. How satisfied are you with your second major?												
	2019 %		2020 %		2021 %		2022 %		2023 %		2019 %		2020 %		2021 %		2022 %		2023 %	
1 - Very dissatisfied	5.6	↘	5.3	↘	5.1	↘	3.6	↗	3.7		1 - Very dissatisfied	7.1	↘	5.0	↘	4.3	↗	5.3	↗	7.0
2 - Dissatisfied	5.7	↘	5.1	↘	4.8	↘	4.1	↗	5.3		2 - Dissatisfied	7.1	↗	7.9	↗	9.6	↗	11.4	↘	10.5
3 - Satisfied	41.4	↗	44.1	↘	38.9	↗	41.5	↗	41.9		3 - Satisfied	48.1	↘	47.5	↗	49.6	↗	50.0	↘	47.4
4 - Very satisfied	47.2	↘	45.5	↗	51.3	↘	50.8	↘	49.0		4 - Very satisfied	37.7	↗	39.6	↘	36.5	↘	33.3	↗	35.1
Mean - 1-4 above	3.30	→	3.30	↗	3.36	↗	3.39	↘	3.36		Mean - 1-4 above	3.16	↗	3.22	↘	3.18	↘	3.11	→	3.11
Question:	9. How often were your General Education courses (LSP or Dialogues) challenging?						Question:	12a. How adequately has your first major prepared you regarding knowledge of modes of inquiry or processes in your major?												
	2019 %		2020 %		2021 %		2022 %		2023 %		2019 %		2020 %		2021 %		2022 %		2023 %	
1 - Never	2.9	↘	1.4	↗	2.8	↗	3.1	↘	2.4		1 - Very inadequate	0.7	↘	0.5	↗	0.6	→	0.6	↗	1.0
2 - Not very often	36.0	↗	38.5	↗	39.5	↘	37.1	↗	46.2		2 - Inadequate	2.9	↗	3.8	↘	2.9	↗	4.2	↘	3.6
3 - Often	50.4	↘	47.3	↘	43.8	↗	46.7	↘	40.3		3 - Adequate	48.8	↗	49.1	↘	48.9	↗	53.1	↗	53.2
4 - Very often	10.8	↗	12.8	↗	13.9	↘	13.2	↘	11.2		4 - Very adequate	47.6	↘	46.5	↗	47.7	↘	42.2	↗	42.3
Mean - 1-4 above	2.69	↗	2.72	↘	2.69	↗	2.70	↘	2.60		Mean - 1-4 above	3.43	↘	3.42	↗	3.44	↘	3.37	→	3.37
Question:	12b. How adequately has your first major prepared you regarding knowledge of subject matter in your major?						Question:	12h. How adequately has your first major prepared you to think critically?												
	2019 %		2020 %		2021 %		2022 %		2023 %		2019 %		2020 %		2021 %		2022 %		2023 %	
1 - Very inadequate	0.4	↗	0.5	→	0.5	↘	0.2	↗	1.0		1 - Very inadequate	0.5	↗	0.7	↘	0.6	↘	0.5	↘	0.2
2 - Inadequate	1.8	↗	3.3	↘	2.2	↗	3.2	↘	3.0		2 - Inadequate	2.5	↗	2.8	↘	2.5	↘	2.4	↘	2.2
3 - Adequate	40.3	↗	40.6	↘	39.5	↗	42.5	↗	45.8		3 - Adequate	37.3	↘	34.6	↗	35.1	↗	40.2	↗	41.7
4 - Very adequate	57.4	↘	55.6	↗	57.8	↘	54.0	↘	50.3		4 - Very adequate	59.8	↗	61.8	↗	61.9	↘	56.9	↘	55.9
Mean - 1-4 above	3.55	↘	3.51	↗	3.55	↘	3.50	↘	3.45		Mean - 1-4 above	3.56	↗	3.58	→	3.58	↘	3.54	↘	3.53

Amount of time spent . . .

The GSQ asks several questions regarding how students spend their time. On average, students indicated spending less time on course-related work outside of class (Q5) in FY23. Time spent on academic organizations (Q16a) is down for FY23, but FY22 was a five-year high by a good margin. Time spent on Greek organizations (Q16c) is at a five-year low. Time spent on intercollegiate sports (Q16g) continues to trend upward and is at a five-year high. On average, time spent socializing with friends (Q16m) has remained reasonably steady. Students reported spending more time on on-campus employment (Q16n) in FY23, reaching a five-year high.

Question:	5. Approximate number of hours spent on course-related work outside of class						Question:	16a. Approximate number of hours spent on academic organizations					
	2019 %	2020 %	2021 %	2022 %	2023 %		2019 %	2020 %	2021 %	2022 %	2023 %		
1 - 0-5 hours	4.9	3.9	3.0	2.9	3.9	1 - None	33.7	33.4	37.7	33.2	34.3		
2 - 6-10 hours	20.7	20.5	18.2	18.1	19.8	2 - 1-2 hours	33.5	35.0	33.3	29.3	30.9		
3 - 11-15 hours	25.2	25.1	22.8	24.8	24.2	3 - 3-5 hours	23.0	21.0	20.1	23.5	23.0		
4 - 16-20 hours	22.9	23.4	24.4	22.9	20.8	4 - 6-10 hours	7.0	7.6	5.7	10.1	7.9		
5 - 21-25 hours	12.9	12.4	15.4	14.6	16.9	5 - 11-15 hours	1.8	2.1	2.3	3.1	3.1		
6 - 26-30 hours	8.3	9.1	7.7	9.5	8.6	6 - 16 or more hrs	1.0	0.9	1.0	0.9	0.8		
7 - 31 or more hrs	5.2	5.6	8.5	7.0	5.7	Mean - 1-6 above	2.13	2.13	2.05	2.23	2.17		
Mean - 1-7 above	3.64	3.69	3.88	3.85	3.76								

Question:	16c. Approximate number of hours spent on Greek organizations						Question:	16g. Approximate number of hours spent on intercollegiate sports organizations					
	2019 %	2020 %	2021 %	2022 %	2023 %		2019 %	2020 %	2021 %	2022 %	2023 %		
1 - None	66.5	66.0	65.2	66.6	70.4	1 - None	82.4	82.9	84.8	81.1	81.4		
2 - 1-2 hours	6.3	6.9	8.2	5.9	5.0	2 - 1-2 hours	2.3	2.7	3.6	3.9	3.0		
3 - 3-5 hours	14.2	14.8	13.5	13.3	12.7	3 - 3-5 hours	3.0	2.4	1.9	3.3	2.4		
4 - 6-10 hours	8.3	8.5	7.4	8.2	7.1	4 - 6-10 hours	2.7	2.9	2.7	3.1	2.2		
5 - 11-15 hours	2.7	2.2	3.4	3.4	2.8	5 - 11-15 hours	2.6	2.5	1.9	2.1	2.2		
6 - 16 or more hrs	2.1	1.6	2.3	2.6	2.0	6 - 16 or more hrs	7.0	6.6	5.2	6.5	8.9		
Mean - 1-6 above	1.81	1.79	1.82	1.84	1.73	Mean - 1-6 above	1.62	1.59	1.49	1.61	1.67		

Question:	16m. Approximate number of hours spent socializing with friends						Question:	16n. Approximate number of hours spent on employment on campus					
	2019 %	2020 %	2021 %	2022 %	2023 %		2019 %	2020 %	2021 %	2022 %	2023 %		
1 - None	1.0	1.2	1.5	1.4	1.6	1 - None	31.0	28.4	29.6	30.9	26.6		
2 - 1-2 hours	9.5	8.3	8.4	7.4	8.5	2 - 1-2 hours	3.6	4.2	2.5	4.6	3.6		
3 - 3-5 hours	28.3	28.6	27.1	27.9	25.4	3 - 3-5 hours	37.9	39.1	42.3	39.8	43.0		
4 - 6-10 hours	34.9	34.9	31.8	35.4	37.7	4 - 6-10 hours	14.7	15.1	13.0	12.8	13.8		
5 - 11-15 hours	15.8	14.2	17.1	15.7	15.0	5 - 11-15 hours	7.7	6.6	6.7	7.1	6.9		
6 - 16 or more hrs	10.5	12.9	14.2	12.2	11.8	6 - 16 or more hrs	5.1	6.5	6.0	4.8	6.1		
Mean - 1-6 above	3.87	3.91	3.97	3.93	3.92	Mean - 1-6 above	2.80	2.87	2.83	2.75	2.89		

Other information worth noting . . .

In general, students would choose to attend Truman again if they had the chance to choose again. Enthusiasm regarding how likely students would choose Truman again has waned nearly every year, particularly when looking at those who responded that they would *definitely* choose Truman again. The averages are similar across years, but it's clear that the sentiment is that students are less enthusiastic.

Question:	3. If you could start college over, would you choose to attend this university?					
	2019 %	2020 %	2021 %	2022 %	2023 %	
1 - Definitely no	5.8	5.0	5.4	5.5	4.7	
2 - Probably no	17.4	20.2	16.7	18.3	17.3	
3 - Probably yes	47.6	46.6	52.9	51.0	53.9	
4 - Definitely yes	29.1	28.2	25.0	25.3	24.0	
Mean	3.00	2.98	2.98	2.96	2.97	

High Impact Educational Experiences . . .

Students indicated that their education as a whole (Q25) was equally transformative in FY23 as FY22, tied for a five-year low. Similarly, Study Abroad experiences (Q26Aa) are reported to be less transformative. The encouraging information on Study Abroad experiences is that no students indicated *Not At All* or *Slightly* transformative experiences in FY23. Student undergraduate research experience (Q26Ba) slipped significantly to a five-year low. Internship experiences (Q26Da) are also seen as significantly less transformative, compared to prior years. The most positive Internship responses were in FY20, just as COVID-19 pressed the workforce to be more innovative. Means for all 11 “transformative” prompts are equal or lower in FY23 than FY22 (university-wide report p84).

Question:	25. How transformative was your education as a whole?						Question:	26Aa. How transformative was your Study Abroad experience?					
	2019 %	2020 %	2021 %	2022 %	2023 %			2019 %	2020 %	2021 %	2022 %	2023 %	
1 - Not at all	1.5	2.2	2.9	2.6	2.6		1 - Not at all	0.4	1.7	0.0	0.0	0.0	
2 - Slightly	9.8	7.1	7.7	7.8	8.7		2 - Slightly	1.7	1.7	1.6	0.0	0.0	
3 - Somewhat	30.5	32.1	32.8	37.5	36.6		3 - Somewhat	12.1	10.2	10.7	14.5	17.1	
4 - Very Transformative	48.5	50.0	46.8	44.6	43.9		4 - Very Transformative	47.0	39.6	46.7	46.8	48.6	
5 - Totally Transformative	9.7	8.6	9.8	7.5	8.3		5 - Totally Transformative	38.8	46.8	41.0	38.7	34.3	
Mean - 1-5 above	3.55	3.56	3.53	3.47	3.47		Mean - 1-5 above	4.22	4.28	4.27	4.24	4.17	

Question:	26Ba. How transformative was your Undergraduate Research experience?						Question:	26Da. How transformative was your Internship experience?					
	2019 %	2020 %	2021 %	2022 %	2023 %			2019 %	2020 %	2021 %	2022 %	2023 %	
1 - Not at all	2.7	4.0	1.9	2.3	6.5		1 - Not at all	1.8	1.8	2.6	2.1	1.6	
2 - Slightly	10.7	9.7	12.7	10.5	15.1		2 - Slightly	4.1	3.9	5.2	5.7	7.7	
3 - Somewhat	38.1	37.4	42.7	43.6	40.9		3 - Somewhat	20.5	19.7	23.0	22.7	29.0	
4 - Very Transformative	42.3	38.8	37.6	37.2	33.3		4 - Very Transformative	45.7	44.9	48.2	45.7	47.0	
5 - Totally Transformative	6.3	10.1	5.2	6.4	4.3		5 - Totally Transformative	27.9	29.7	21.0	23.8	14.8	
Mean - 1-5 above	3.39	3.41	3.31	3.35	3.14		Mean - 1-5 above	3.94	3.97	3.80	3.83	3.66	

Second Major Related Responses . . .

Of the 509 survey respondents, 51 (10%) students indicated they had a second major and completed the related questions. It's worth remembering that many responses were lost in the server rollback from the cyber-attack, but FY23 is only down 1.1%, in terms of percent of responses indicating a second major. Satisfaction with the quality of instruction (Q23Cb) is much higher than FY22, tied with satisfaction from FY21. Students indicated similar satisfaction with their second major (Q24) in FY23 as FY22. Even with declining satisfaction, students are, on average, responding that they consider their second major to be satisfactory.

Question:	23Cb. How satisfied were you with the overall quality of instruction in your second major?							Question:	24. How satisfied are you with your second major?										
	2019 %		2020 %		2021 %		2022 %			2023 %		2023 %							
1 - Very dissatisfied	2.6	↗	6.1	↘	1.7	↗	8.0	↘	1.9	1 - Very dissatisfied	7.1	↘	5.0	↘	4.3	↗	5.3	↗	7.0
2 - Dissatisfied	8.6	↗	12.9	↘	9.3	↗	9.7	↘	7.4	2 - Dissatisfied	7.1	↗	7.9	↗	9.6	↗	11.4	↘	10.5
3 - Satisfied	52.3	↘	43.2	↗	54.2	↘	48.7	↗	57.4	3 - Satisfied	48.1	↘	47.5	↗	49.6	↗	50.0	↘	47.4
4 - Very satisfied	36.4	↗	37.9	↘	34.7	↘	33.6	↘	33.3	4 - Very satisfied	37.7	↗	39.6	↘	36.5	↘	33.3	↗	35.1
Mean - 1-4 above	3.23	↘	3.13	↗	3.22	↘	3.08	↗	3.22	Mean - 1-4 above	3.16	↗	3.22	↘	3.18	↘	3.11	→	3.11