

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 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

FY19 GRADUATING STUDENT QUESTIONNAIRE

**SUMMER 2018, FALL 2018 AND SPRING 2019
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 2019 GSQ follow which identify a variety of areas with strengths and weaknesses. Question numbers are provided for additional research using the GSQ appendix.

Basic demographic information . . .

1153 surveys completed
38.9% male; 59.5% female; 1.6% other
83.3% Caucasian, 16.7% minority

Future Plans . . .

Strengths

38.2% of Truman graduates plan to attend graduate school either in a full or part-time capacity or take additional undergraduate coursework
55.5% are or will be employed upon receiving their degree including military services
38.7% plan to earn a master's degree of some sort
23.4% plan to earn a professional/doctorate degree

Weaknesses

3.7% have not found a job and/or are not attending graduate school

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

Strengths

- (14a) Opportunities to be involved in student life and co-curricular activities – 3.24
- (14b) Opportunities to interact with faculty outside of class – 3.23
- (14c) Quality of feedback from faculty – 3.08
- (14d) Variety of teaching strategies – 3.02
- (14e) Friendliness of the campus – 3.29
- (14f) Intellectual climate on the campus – 3.20
- (14g) Your sense of belonging on this campus – 3.03
- (14i) Faculty enthusiasm for classes in the major – 3.49
- (14j) Overall quality of instruction in your major – 3.34
- (14k) Availability of courses offered in your major – 3.02
- (14l) Accessibility of instructors in your major – 3.33
- (14m) Academic advising by faculty advisor in your major – 3.03

- (14o) Attitude of faculty toward students – 3.17
- (14p) Attitude of non-teaching staff toward students – 3.23
- (14q) On-campus work experiences – 3.28
- (14s) Department office of your major – 3.35
- (14t) Registrar's office – 3.08

Weaknesses

- (14h) Faculty enthusiasm for classes in the LSP – 2.99
- (14n) Academic advising by your New Student Program/CAE advisor – 2.77
- (14r) Concern for you as an individual – 2.88
- (14u) Registration process – 2.89

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 in 1st Major

- (12a) Knowledge of modes of inquiry or processes of your major – 3.43
- (12b) Knowledge of -- Subject matter of your major – 3.55
- (12c) Knowledge of -- Issues and trends pertinent to your specialty – 3.41
- (12d) Knowledge of -- Theories pertinent to your specialty – 3.39
- (12e) Knowledge of -- Scholars who are associated with the major – 3.11
- (12f) Ability to -- Apply knowledge in defining problems and solving them – 3.48
- (12g) Ability to -- Find information; interpret and apply findings – 3.52
- (12h) Ability to -- Think critically – 3.56
- (12i) Attitude of -- Believing that learning is a life-long process – 3.58
- (12j) Attitude of -- Understanding multiple perspectives – 3.52
- (11b) Adequacy of LSP and co-curriculum in Speech – 3.03
- (11g) Adequacy of LSP and co-curriculum in Physical Science – 3.09
- (11h) Adequacy of LSP and co-curriculum in Life Science – 3.08
- (11i) Adequacy of LSP and co-curriculum in History – 3.01
- (11j) Adequacy of LSP and co-curriculum in Social Science – 3.06
- (11k) Adequacy of LSP and co-curriculum in Philosophy & Religion – 3.02
- (11l) Adequacy of LSP and co-curriculum in Fine Arts – 3.07
- (11m) Adequacy of LSP and co-curriculum in Literature – 3.09
- (11n) Adequacy of LSP and co-curriculum in Mathematics – 3.00
- (11o) Adequacy of LSP and co-curriculum in Writing Enhanced Courses – 3.30
- (11p) Adequacy of LSP and co-curriculum in JINS – 3.28
- (11q) Adequacy of LSP and co-curriculum in Intercultural perspectives – 3.12
- (11r) Adequacy of LSP and co-curriculum in a Foreign Language – 3.10
- (11t) Adequacy . . . in Growing intellectually from co-curricular experiences – 3.20
- (11u) Adequacy . . . in Growing socially and personally from co-curricular experiences – 3.33
- (11v) Adequacy . . . in Growing socially and personally from on-campus work – 3.12
- (11w) Adequacy . . . in Growing intellectually from on-campus work – 3.05
- (11y) Adequacy . . . in Growing socially and personally through on-campus residential experiences – 3.06

Weaknesses in 1st Major

- (11a) Adequacy of LSP and co-curriculum in Freshman Writing – 2.99
- (11c) Adequacy of LSP and co-curriculum in Elementary Functions – 2.93
- (11d) Adequacy of LSP and co-curriculum in Statistics – 2.89
- (11e) Adequacy of LSP and co-curriculum in Computer Literacy – 2.97
- (11f) Adequacy of LSP and co-curriculum in Personal Well-Being – 2.56
- (11s) Adequacy ... in Developing study and time management skills – 2.52
- (11x) Adequacy ... in Growing intellectually from on-campus residential experiences – 2.81

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

(16a-17) – 66-73% of students either participated in academic organizations or read beyond course assignments at least a couple of hours per week. 76.4-83.5% spent time on other major activities or co-curricular activities. While 17.6% of students spent time with intercollegiate sports, 33.1% spent time participating in intramural sports. 7.5% of students participated in student government organizations, 17.3% participated in residence hall activities, and 33.4% spent time on Greek organizations. 69% of students spent time working on campus, while 34.7% spent time working off campus.

Strengths

- (5) Studying – 20.7% spent 6-10 hrs, 25.2% spent 11-15 hrs, 22.9% spent 16-20 hrs, 12.9% spent 21-25 hrs, 8.3% spent 26-30 hrs, 5.2% spent 31 or more hrs
- (8) Found their major courses challenging – 91.7% often or very often
- (9) Found their LSP courses challenging – 61.2% often or very often
- (10) Felt they knew 2 or more faculty well enough to obtain a letter of recommendation – 88.1%
- (6a) Interacted with people from other cultures – 63.8% often or very often
- (6b) Discussed topics with students whose opinions or personal values differed from their own – 80.0% often or very often
- (6d) Communicated with a faculty member out of class – 76.9% often or very often
- (6f) Applied knowledge and skills gained in one discipline to learning in other disciplines – 85.3% often or very often
- (6g) Discussed issues of social, cultural, or academic significance with others outside of class – 79.6% often or very often
- (6h) Participated in a co-curricular activity – 74.2% often or very often
- (6i) Completed reading assignments in day-to-day preparation for class – 72.9% often or very often
- (6l) Applied knowledge and skills gained in the classroom to co-curricular activities – 64.1% often or very often
- (6m) Applied knowledge and skills gained in the classroom to on-campus work – 60.6% often or very often
- (6n) Applied knowledge and skills gained in co-curricular activities to the classroom – 64.2% often or very often
- (15c) Personally observed discrimination on this campus relative to sexual orientation – 72.9% never
- (15d) Personally observed discrimination on this campus relative to individuals with disabilities – 79.2% never

Weaknesses

- (5) Studying – 4.9% spent 0-5 hrs
- (9) Found their LSP courses challenging – 38.9% seldom or never
- (6c) Used library resources to gather research materials or information – 49.9% seldom or never
- (6j) Asked for advice or criticism on your papers, projects, and etc. – 31.9% seldom or never
- (6k) Used the writing center, language lab, computer labs, or tutorial services – 76% seldom or never
- (15a) Personally observed discrimination on this campus relative to gender – 39.1% a few times, some, or a lot
- (15b) Personally observed discrimination on this campus relative to race – 35.5% a few times, some, or a lot
- (15c) Personally observed discrimination on this campus relative to sexual orientation – 27.1% a few times, some, or a lot
- (15d) Personally observed discrimination on this campus relative to individuals with disabilities – 20.9% a few times, some, or a lot

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 (13b) Working cooperative with a group – 3.60; (13f) Respecting the uniqueness and worth of each individual – 3.61; (13d) Understanding their own abilities, interests, and personality – 3.53; (13g) Learning on your own – 3.46; (13c) Persisting with difficult tasks – 3.41; and (13a) Leadership ability – 3.35. (13e) Managing their emotions was the lowest rated descriptor – 3.11.

(4a) Cost (33.1%), Academic Reputation (30.2%), Availability of Scholarship/Financial Aid (15.3%), and Type of Programs Available (6.1%) were the top primary reasons for students completing their degree at Truman.

(4b) Cost (24.9%), Academic Reputation (21.8%), Availability of Scholarship/Financial Aid (12.6%), and Size (9.8%) were the top secondary reasons.

(3) 76.7% would probably or definitely choose Truman again if they started college over.

(28) 78.3% understand the purpose of the portfolio, senior tests, and other assessment instruments, and

(29) 95.9% agree the university should survey student opinions.

(35) 79.7% completed the survey in 20 minutes or less.

High Impact Educational Experiences . . .

(31) 82.6% of the students evaluated their entire educational experience at Truman as good or excellent. (32) 82.6% indicated they were satisfied with the Quality of Instruction. Overall, 65.3% evaluated their Quality of Academic Advising received as good or excellent and 34.6% evaluated it as fair or poor. Note: the positive responses from questions 31 and 32 did add up to the same percentage.

Second Major Related Responses . . .

Of the 1,153 survey respondents, 137 (11.9%) students indicated they had a second major and completed the related questions.

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

Strengths

- (23Ca) Experiences: Faculty enthusiasm for classes in the major – 3.42
- (23Cb) Overall quality of instruction in the second major – 3.23
- (23Cc) Availability of courses offered in the second major – 3.03
- (23Cd) Accessibility of instructors in the second major – 3.26
- (23Ce) Academic advising by faculty advisor in the major – 3.17
- (23Cf) Services: Department office of the second major – 3.22
- (24) Second major – 3.16; (23A) 85.4% felt major courses were often or very often challenging

Weaknesses

- (23Cc) Experiences: 21.9% were dissatisfied or very dissatisfied with the availability of courses offered in the major
- (23Ce) 15.1% were dissatisfied with academic advising by faculty advisor in the major
- (24) 14.2% 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

- (23Ba) Knowledge of – Modes of inquiry or processes in your second major – 3.28
- (23Bb) Knowledge of – Subject matter of your major – 3.38
- (23Bc) Knowledge of – Issues and trends pertinent to your specialty – 3.30
- (23Bd) Knowledge of – Theories pertinent to your specialty – 3.32
- (23Be) Knowledge of – Scholars who are associated with the major – 3.11
- (23Bf) Ability to – Apply knowledge in defining problems and solving them – 3.37
- (23Bg) Ability to – Find information; interpret and apply findings – 3.38
- (23Bh) Ability to – Think critically – 3.41
- (23Bi) Attitude of – Believing that learning is a life-long process – 3.45
- (23Bj) Attitude of – Understanding multiple perspectives – 3.42

Weaknesses

- (23Be) Knowledge of Scholars who are associated with the major – 17.9% responded inadequate or very inadequate