2014-2015 GRADUATE STUDENT SURVEY

AY 2014/2015

Troy University Office of Institutional Research, Planning, and Effectiveness

2014 - 2015 Graduate Student Survey Report

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Troy University 2014-2015 Graduate Student Survey Report

Executive Summary

The purpose of this survey is to identify graduate student satisfaction with their experiences at Troy University, recognize student development as a result of their Troy University education, and identify areas that need to be improved. Data collected in this survey are used to help the University strengthen its graduate degree programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals.

As an effort of institutional effectiveness, the Troy University Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *Troy University Graduate Student Survey* on all campuses of the University from March 30, 2015 to May 30, 2015. During this time frame three invitations to participate emails were sent.

The questionnaire for the survey contained 42 questions and was adapted from the Senior Survey. The first 20 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 21 – 36 of the survey, with a high reliability, focus on measuring students' perceptions about and satisfaction with their Troy experiences. Question 37 was an open-ended question allowing for additional comments. Questions 38-42 asked more specifically the student's plans upon graduation; these are in their second survey cycle as they were new additions to the 2013-2014 Graduate Student Survey. These same questions are also asked of the students during the exit process at the graduation ceremony on the Troy campus.

For data analysis, descriptive methods were used for the overall University as well as for each individual campus and college. Questions 21 to 36 were tabulated and items were presented in a cross tabulation by campus so that comparison, if necessary, could be made between campuses or between campus and the university overall. Questions 21 - 24, which contain measures in 61 areas, are analyzed based on the factors defined from the same measures in the previous year's survey. Importantly, a five year comparison was made between academic years 10-11, 11-12, 12-13, 13-14 and 14-15 responses to identify any possible improvement, as well as between campuses to explore in detail areas where improvement efforts can be focused. In the end, frequency tables for all survey questions are provided as appendices for the overall responses as well as for each of the campuses and colleges.

Major Findings

The 2014-2015 *Troy University Graduate Student Survey* was administered during spring 2015. During this time, students who were classified as graduate students in Datatel were emailed the link to the survey. By the time data collection was closed on May 30, 2015, 526 responses were received. 1,829 students were identified as graduate students and were sent the invitation to participate email which resulted in a 29% response rate. The initial invitation to participate email was sent on 3/30/2015. Reminder emails were sent to non-respondents on 4/09/2015 and 4/20/2015. The characteristics of the survey respondents were determined to be

similar to those of the total graduate students of the year although some variation existed. Therefore, the responses to the survey could be considered representative of the ideas and opinions of the graduate students who were attending in during the 2014-2015 Academic Year.

This is the sixth year that the *Graduate Student Survey* has been administered. The stability of an annual survey for Graduate students allows for multiple year comparisons and trend lines.

The individual questions within the survey were assigned into in eight major categories which provide factors for analyses. Each factor is measured on a scale with 1 being low satisfaction and 5 being high satisfaction. The overall mean ratings for each of these factors for the past five years are shown below in the table. The current year's data show improvements in four of the eight factors with Leadership Development rating the highest and Student Services rating the lowest.

Graduate Student Survey	AY 14-15	AY 13-14	AY 12-13	AY 11-12	AY 10-11
Leadership Development	**4.31**	4.22	4.20	4.28	4.22
Instruction	**4.03**	4.14	4.00	4.10	3.92
Administration	**4.01**	4.13	4.05	4.16	3.98
Intellectual Development	**4.16**	4.07	4.06	4.12	4.05
Perceptions	**4.01**	4.10	4.08	4.08	3.91
Academic Support Services	**3.99**	3.96	3.77	3.98	3.73
Overall Ratings	**3.97**	3.92	3.93	3.94	3.89
Student Services	**3.78**	3.87	3.80	3.87	3.70

Demographic Information

Of the 526 respondents, 75% were female, 25% were male, 46% were White compared to 43% Black and 94% were aged 25 or older. While the majority (96%) were US citizens, the 4% international student participants represented 11 countries in various parts of the world. The largest percentage of respondents were from eTROY, 35%. About 16% of the respondents were graduating from Troy Campus, 14% were Global Campus students, and the remainder of the students were from Dothan (10%), Montgomery (13%) and Phenix City (12%). Additionally, Global Campus students responded from 13 different sites.

Academic Information

Academically, 98% of the respondents were expecting to receive a Master's degree and 2% were expecting to receive an Education Specialist degree. The largest population of graduate students (40%) represented the College of Education, followed by about 26% of the respondents planning to graduate from the College of Arts and Sciences, 16% from Business, 14% from the College of Health and Human Services and 3% from Communication and Fine Arts.

According to the responses, approximately 89% of the students did not transfer graduate credit hours from other institutions. For the 11% of students who did transfer graduate credit hours, 3% of them transferred from 16 to 30 credit hours and 7% transferred more than 30 credit hours. The majority of participating graduate students (55%) were unconditionally admitted graduate students and 41% were conditionally admitted. 1% were graduate transfer students and 3% were graduate transient or dually admitted.

While attending Troy University, 71% of the students had taken online courses. About 68% reported that their cumulative GPA's were between 3.5 and 4.0, and 27% had GPA's between 3.0 and 3.49.

Employment and Plan After Graduation

Approximately 82% of the respondents reported that they worked while attending Troy University with about 73% working full-time (40 hours or over). Upon graduation, about 56% were planning to work in areas related to their majors at Troy University, 39% would continue to work in the jobs they had already, and approximately 14% were going to continue their education. The survey also found that of those planning to continue their education about 67% hope to pursue a doctoral degree after they graduated, 20% would study for another masters degree, around 8% would seek an educational specialist degree, and another 5% would pursue a professional degree as their ultimate goal in education.

Financial Aid Information

While the financial aid options varied, over half of the respondents (62%) had received student loans, 4% obtained grants, 12% had scholarships or graduate assistantships, and about 13% received tuition assistance. Additionally, about 3% received a third party pay or other kind of financial aid, mostly from military or VA benefits.

Student Satisfaction

- *Student self-rated development* ***(Report 1 – Q21)***

Eighteen items related to knowledge, skills, and abilities were provided for the students to rate their development as a result of Troy University education. From the 18 items, two factors were identified - ***Intellectual Development*** and ***Leadership Development.*** In comparison to the prior four academic years, respondents shared about the same opinions regarding their development in the areas measured, with an average rating for ***Intellectual Development*** as 4.16 for 14-15, 4.07 for 13-14, 4.06 for 12-13, 4.12 for 11-12, and 4.05 for 10-11; and an average rating for ***Leadership Development*** as 4.31 for 14-15, 4.22 for 13-14, 4.20 for 12-13, 4.28 for 11-12, and 4.22 for 10-11; all in a 5-point scale with 1 as "Poor" and 5 as "Excellent." What appeared in 2012-2013 as a declining trend seems to have turned upward in and has increased over the recent two years for each category.

As indicated in Table 1, the majority of the areas measured for student ***Intellectual Development*** were rated high above 4.00 (on a scale of 1 to 5) and the majority of the students rated their development in these areas as either "Excellent" or "Good."

Table 1. Ratings on areas related to ***Intellectual Development***: 2010-2015

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Critical thinking skills	90%	4.42	94%	4.39	89%	4.35	90%	4.38	90%	4.31
Problem solving skills	91%	4.39	92%	4.32	86%	4.26	88%	4.30	88%	4.26
Research skills	89%	4.33	88%	4.30	88%	4.32	91%	4.39	86%	4.23
Writing skills	90%	4.33	88%	4.21	85%	4.18	88%	4.30	85%	4.19
Reading Skills	88%	4.33	89%	4.23	88%	4.27	89%	4.31	88%	4.29
Understanding different philosophy/culture	87%	4.29	85%	4.17	83%	4.15	83%	4.21	80%	4.07
Speaking/presentation skills	83%	4.17	79%	3.99	76%	4.01	82%	4.13	78%	4.04
Computer technologies	75%	4.02	78%	3.99	76%	3.94	75%	4.00	76%	4.00
Scientific principles & methods	74%	3.96	74%	3.92	75%	3.89	76%	4.00	70%	3.85
Appreciation of the arts	68%	3.86	63%	3.68	61%	3.64	61%	3.69	62%	3.69
Mathematical skills	57%	3.60	59%	3.62	63%	3.69	58%	3.62	58%	3.63
Overall average ratings		***4.16***		***4.07***		***4.06***		***4.12***		***4.05***

Similar to the ratings on ***Intellectual Development***, ratings on ***Leadership Development*** were also strong as ratings in five of the seven areas increased in 2014-2015 from the previous academic year. As illustrated in Table 2, more than 80% of the students gave positive ratings of either "Excellent" or "Good" to their development in all seven areas related to ***Leadership Development.*** All mean ratings for items were 4.20 or higher, the factor mean was 4.31.

Table 2. Ratings on areas related to ***Leadership Development***: 2010-2015

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Strategies for applying skills in the field	89%	4.38	85%	4.26	86%	4.25	88%	4.35	86%	4.21
Planning and carrying out projects	88%	4.38	90%	4.30	87%	4.32	90%	4.36	89%	4.32
Management and organizational skills	89%	4.36	89%	4.28	86%	4.22	87%	4.32	87%	4.29
Working collaboratively in groups	86%	4.30	84%	4.20	83%	4.20	86%	4.28	83%	4.21
Time management	85%	4.29	89%	4.31	87%	4.23	87%	4.35	86%	4.25
Leadership skills	85%	4.27	84%	4.22	84%	4.20	83%	4.22	83%	4.19
Citizenship skills	82%	4.22	75%	3.99	71%	3.97	76%	4.09	78%	4.05
Overall average ratings		***4.31***		***4.22***		***4.20***		***4.28***		***4.22***

For detailed ratings on areas included in these two factors, please see Report 1.

- *Student ratings for quality of education and academic support services* ***(Report 2 – Q22)***

Seventeen items were measured in terms of what students thought about the quality of education and academic support services at Troy University. Again a factor analysis identified two factors, which include ***Academic Support Services*** and ***Instruction***. The factor ***Instruction***, or ***Academics***, includes areas related to instruction and faculty and had an average rating of 4.03 for 14-15, 4.14 for 13-14, 4.00 for 12-13, 4.10 for 11-12, and 3.92 for 10-11; all on a 5-point scale with 1 as "Poor" and 5 as "Excellent." The factor average for 2014-2015 showed a marked decline from the previous year, however, over 75% or more of graduate students rated items as either Excellent or Good in seven of the ten categories.

Table 3. Ratings on areas of ***Instruction***: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Overall quality of academic program	84%	4.18	88%	4.35	83%	4.25	88%	4.33	82%	4.12
Instruction in major courses	84%	4.17	88%	4.26	80%	4.10	87%	4.28	80%	4.06
Registration procedures	80%	4.12	83%	4.15	80%	4.09	78%	4.10	76%	3.98
Instruction in general education	82%	4.10	84%	4.18	78%	4.04	83%	4.21	78%	4.02
Faculty's use technologies to enhance teaching	79%	4.09	85%	4.20	75%	4.03	82%	4.17	74%	3.96
Faculty accessibility	77%	4.06	83%	4.21	75%	4.00	75%	4.00	73%	3.92
Communication between faculty and students	78%	4.04	80%	4.16	76%	4.00	82%	4.16	75%	3.98
Course availability in your major	73%	3.88	80%	4.11	77%	4.06	82%	4.21	70%	3.82
Academic advising	70%	3.84	77%	4.02	69%	3.85	67%	3.76	68%	3.73
New Student Orientation program	68%	3.81	67%	3.74	57%	3.62	65%	3.77	63%	3.65
Overall average ratings	***4.03***		***4.14***		***4.00***		***4.10***		***3.92***	

As indicated in the table above (Table 3), the majority of the students rated all of the areas related to ***Instruction*** as either "Excellent" or "Good," which is about the same as found in the previous year's survey. Individual item analysis showed the most notable ratings decline (7%) in the area of course availability in the major. Further examination by campus (Table 4) found that Montgomery and Dothan Campus students regularly ranked this item lower than the other campuses. In general, the Phenix City campus students ranked items in the factor of instruction higher than students from other campuses.

Table 4. Average ratings on ***Instruction*** by campus AY 14-15:

	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	eTROY	Global Campus
Overall quality of your academic program	4.25	4.10	4.39	4.15	4.11	4.22
Academic advising	4.06	3.83	4.15	3.86	3.75	3.59
Faculty accessibility	4.22	3.82	4.10	4.22	4.01	4.03
Instruction in major courses	4.25	4.16	4.29	4.25	4.02	4.26
Instruction in general education courses	4.18	4.15	4.40	4.03	4.00	4.08
Faculty's use of technologies to enhance teaching	4.23	3.98	4.33	4.15	4.03	3.97
Course availability in your major	3.65	3.60	3.70	3.92	4.14	3.80
Communication between faculty and students	4.08	3.87	4.10	4.07	4.07	3.99
Registration procedures	4.06	4.13	3.97	4.15	4.23	3.97
New Student Orientation program	4.16	3.89	3.98	3.78	3.81	3.44
Overall Average Ratings	***4.11***	***3.95***	***4.14***	***4.06***	***4.02***	***3.93***

The ***Academic Support Services*** include Library, Computer labs, Writing Center, Reading Center, Center for International Programs, etc., and the average rating for this factor is 3.99 for 14-15, 3.96 for 13-14, 3.77 for 12-13, 3.98 for 11-12, and 3.73 for 10-11. The ratings on this factor have experienced slight fluctuations from year to year. There was a 11% overall rankings increase from the previous year in AY 13-14, followed by a 3% drop in 14-15; however, current year ratings still maintained a 8% increase over the 12-13 percentage rankings. Table 5 below provides a listing of all seven areas in ***Academic Support Services.***

Table 5. Ratings on areas related to ***Academic Support Services***: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
Library	77%	4.07	77%	3.97	75%	3.94	77%	4.06	71%	3.90
Writing Center	77%	4.02	81%	4.00	65%	3.72	72%	3.92	63%	3.67
Natural Science Center	75%	4.00	80%	4.02	61%	3.60	68%	3.88	64%	3.75
Center for International Programs	74%	3.99	78%	4.07	60%	3.68	70%	3.94	66%	3.75
Testing Center	75%	3.98	76%	3.92	70%	3.86	76%	4.01	59%	3.57
Computer Labs	73%	3.96	76%	3.91	70%	3.86	76%	4.01	65%	3.75
Laboratory/Instructional equipment	72%	3.93	74%	3.86	68%	3.76	74%	4.00	63%	3.70
Overall average ratings	***3.99***		***3.96***		***3.77***		***3.98***		***3.73***	

Further examination of ***Academic Support Services*** ratings by campus showed that ratings of students from different campuses varied (Table 6). It is important to note that only students who have used the services gave their ratings. The Natural Science Center, and Writing Center were

rated by mostly Troy Campus students and only international students rated the Center for International Programs. Ratings of NA or blank entries were omitted from means calculations.

Table 6. Average ratings on ***Academic Support Service*** by campus for AY 14-15:

	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	eTROY	Global Campus
Library	4.34	3.96	4.04	3.91	4.20	3.86
Computer labs	4.30	3.86	4.04	3.82	4.07	3.69
Laboratory/instructional equipment	4.21	3.87	4.00	3.86	4.04	3.59
Testing Center	4.37	3.65	4.05	4.04	4.11	3.58
Writing Center	4.25	3.73	4.28	4.17	4.03	3.56
Natural Science Center	4.29	3.71	4.25	4.03	4.11	3.55
Center for International Programs	4.27	3.86	4.35	3.93	4.05	3.58
Overall Average Ratings	***4.29***	***3.81***	***4.14***	***3.97***	***4.09***	***3.63***

- *Student satisfaction with services provided by Troy University* ***(Report 3 – Q23)***

Sixteen offices and services of the University were measured in terms of student satisfaction. Two factors were identified. They were ***Student Services*** and ***Administration***. ***Student Services*** includes such areas as Career Services, Placement Services, Student Health Services, etc, while ***Administration*** includes the Admissions Office, Registrar/Records Office, Business Office, Financial Aid Office, Trojan WebExpress, and so on. The overall average ratings for ***Administration*** were 4.01 for 14-15, 4.13 for 13-14, 4.05 for 12-13, 4.16 for 11-12, and 3.98 for 10-11, (on a 5-point scale with 1 as "Very Dissatisfied" and 5 as "Very Satisfied").

As can be seen from Table 7, under ***Administration***, Trojan Web Express, Registrar/Records Office, Admissions Office, and IT Services were rated the best, with 75% or more of the students feeling "Satisfied" or "Very Satisfied" with their services. Most areas in ***Administration*** had relatively low ratings, 4.01 and below (4.00 = Satisfied) on average, with the Veteran Services Office being rated the lowest and with only 70% of the students feeling satisfied with the services they provided. The areas which experienced the most significant drop in the mean from the previous 13-14 year to the current year were Veterans Services, Financial Aid Services, and IT Services with declines in the means of .18, .18, and .16 respectively.

Table 7. Ratings on areas related to ***Administration***: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean
Trojan Web Express	83%	4.14	87%	4.26	89%	4.33	90%	4.36	85%	4.17
Registrar/Records	77%	4.01	80%	4.05	79%	4.04	79%	4.05	77%	4.00
Admissions Office	76%	4.01	84%	4.12	80%	4.09	81%	4.11	78%	4.02
IT Services	76%	4.00	85%	4.16	76%	4.02	79%	4.10	74%	3.93
Business Office	74%	4.00	82%	4.10	76%	4.02	79%	4.09	76%	3.97
Veteran Services	70%	3.96	82%	4.14	77%	3.91	81%	4.25	69%	3.93
Financial Aid Services	74%	3.93	82%	4.10	73%	3.94	81%	4.13	73%	3.87
Overall average ratings		***4.01***		***4.13***		***4.05***		***4.16***		***3.98***

A breakdown by campus showed that students from Montgomery and Global Campus had the lowest level of satisfaction with the ***Administration***. Dothan Campus graduate students were found to be most satisfied regarding services provided by the administration offices compared to students from other campuses.

Table 8. Average ratings on ***Administration*** by campus for AY 14-15:

	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	eTROY	Global Campus
Admissions Office	4.20	3.76	4.07	4.00	4.08	3.85
Business Office	4.19	4.02	4.21	3.91	3.92	3.90
Financial Aid Services	3.98	3.78	4.06	3.88	3.91	4.02
Information Technology (IT) Services	4.21	4.04	4.10	3.98	3.96	3.83
Registrar/Records Office	4.16	3.90	4.08	4.00	4.04	3.90
Trojan Web Express	4.18	4.16	4.08	4.08	4.20	4.06
Veteran Services	4.06	3.93	4.00	3.90	4.03	3.84
Overall Average Ratings	***4.14***	***3.94***	***4.09***	***3.96***	***4.02***	***3.91***

The trend data from the most recent five years indicates that overall, students are least satisfied with ***Student Services***. As shown in Table 9, none of the nine areas in ***Student Services*** received an average rating of 4.00 or higher, with Placement Services, Career Services, and Parking Facilities being the lowest. The overall average ratings for ***Student Services*** were 3.78 for 14-15, 3.87 for 13-14, 3.80 for 12-13, 3.87 for 11-12, and 3.70 for 10-11.

Table 9. Ratings in ***Student Services***: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean	Satisfied/ Very Sat.	Mean
Safety and Security Services	71%	3.95	78%	4.03	78%	4.04	78%	4.08	69%	3.85
University Media	72%	3.94	80%	4.13	79%	4.10	76%	4.06	74%	3.93
Student Support Services	68%	3.93	73%	3.92	72%	3.94	71%	3.94	68%	3.82
Bookstore Services	69%	3.83	77%	4.01	70%	3.90	72%	3.97	69%	3.77
Adaptive Needs Services	62%	3.81	74%	4.03	71%	3.80	74%	4.10	64%	3.77
Counseling Services	64%	3.80	67%	3.79	65%	3.75	61%	3.74	59%	3.64
Parking Facilities	65%	3.73	67%	3.68	65%	3.65	69%	3.85	63%	3.61
Career Services	53%	3.55	58%	3.50	62%	3.62	57%	3.59	53%	3.48
Placement Services	53%	3.50	63%	3.77	54%	3.43	51%	3.49	49%	3.44
Overall average ratings	***3.78***		***3.87***		***3.80***		***3.87***		***3.70***	

For Placement Services, approximately 16% of the students indicated that they were "Very Dissatisfied" or "Dissatisfied". Further analysis found that Dothan and eTROY students were most dissatisfied with Placement Services. Table 10 shows mean ratings by campus for each of the areas related to ***Student Services***. Further studies may be needed before actions are taken for improvement.

Table 10. Average ratings on ***Student Services*** by campus: AY 14-15:

	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	eTROY	Global Campus
Adaptive Needs Services	3.93	3.90	4.16	3.85	3.55	3.68
Student Support Services (SSS)	3.96	3.76	4.00	4.05	4.06	3.56
Career Services	3.60	3.67	3.59	3.60	3.49	3.36
Placement Service	3.39	3.57	3.68	3.56	3.40	3.42
Counseling Services	4.00	3.89	4.00	3.95	3.57	3.60
Bookstore Services	4.13	3.84	3.81	3.73	3.79	3.74
Safety and Security Services	4.16	3.96	4.38	3.80	3.76	3.52
Parking facilities	4.16	3.71	4.27	2.85	3.63	3.87
University Media	3.95	3.90	4.25	3.82	3.98	3.68
Overall Average Ratings	***3.92***	***3.80***	***4.02***	***3.69***	***3.69***	***3.60***

- *Student perceptions about Troy University* ***(Report 4 – Q24)***

In this section, ten statements regarding the University in a broad sense were provided for the students to rate their agreement on a scale with 1 being Strongly Disagree and 5 being Strongly Agree. As indicated in Table 11 (derived from Report 4), over 84% of the students "Agree" or "Strongly Agree" with the first four statements, indicating strong satisfaction with the academic programs and confirming the findings in Table 3 above (derived from Report 2).

Table 11. Ratings on ***Student Perceptions*** about Troy University: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean	Strongly Agree / Agree	Mean
Courses in my curriculum contributed to the skills and knowledge required in my field.	88%	4.29	92%	4.31	92%	4.36	92%	4.31	85%	4.16
My academic program was intellectually challenging and stimulating.	88%	4.27	92%	4.36	89%	4.32	90%	4.28	86%	4.17
The degree program in which I enrolled is valuable for me in my employment.	84%	4.23	89%	4.30	88%	4.34	87%	4.28	84%	4.17
The goals, objectives, and requirements for my academic programs were clearly defined.	84%	4.10	87%	4.14	86%	4.21	88%	4.16	82%	4.03
Troy University faculty care about students as individuals.	80%	4.06	83%	4.12	80%	4.06	80%	4.09	74%	3.91
The tuition and fees I paid at Troy University were a worthwhile investment.	72%	3.84	82%	4.04	72%	3.94	77%	3.98	71%	3.86
Courses were offered frequently enough for timely completion of my degree program.	73%	3.83	84%	4.09	80%	4.00	84%	4.11	68%	3.73
Troy University is responsive to the needs of its students.	70%	3.83	76%	3.93	74%	3.91	74%	3.92	67%	3.74
Troy University faculty were helpful with my career plan.	67%	3.82	70%	3.83	67%	3.82	67%	3.81	58%	3.57
The intellectual caliber of students in my academic program was high.	71%	3.82	78%	3.93	74%	3.88	76%	3.89	71%	3.78
Overall average ratings	***4.01***		***4.10***		***4.08***		***4.08***		***3.91***	

Students agreed most strongly and showed the highest mean ratings for "courses in my curriculum contributed to the skills and knowledge required in my field." This was closely followed by: "my academic program was intellectually challenging and simulating." The lowest ratings in this section were "The University faculty were helpful with my career plan" (70% Agree/Strongly Agree; M=3.83) and "Troy University is responsive to the needs of its

students" (67% Agree/Strongly Agree; M=3.82). Course offerings and student intellectual caliber were rated low as well.

The following table (Table 12) shows a breakdown by campus for ***Student Perceptions***.

Table 12. Mean ratings on ***Student Perceptions*** by campus for AY 10 – 11:

	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	eTROY	Global Campus
The goals, objectives, and requirements for my academic program were clearly defined.	4.06	4.00	4.13	4.06	4.23	3.91
My academic program was intellectually challenging and stimulating.	4.20	4.02	4.44	4.16	4.35	4.30
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.29	4.18	4.40	4.14	4.36	4.28
Courses were offered frequently enough for timely completion of my degree program.	3.41	3.48	3.57	3.81	4.21	3.75
The intellectual caliber of students in my academic program was high.	3.84	3.81	3.90	3.84	3.77	3.80
The degree program in which I enrolled is valuable for me in my employment.	4.35	4.17	4.31	4.22	4.24	4.12
Troy University faculty care about students as individuals.	4.10	4.00	4.20	4.00	4.08	3.97
Troy University faculty were helpful with my career plan.	3.98	3.71	4.05	3.73	3.76	3.80
Troy University is responsive to the needs of its students.	3.67	3.60	3.97	3.81	3.93	3.78
The tuition and fees I paid at Troy University were a worthwhile investment.	3.69	3.82	3.90	3.83	3.91	3.74
Overall average Ratings	***3.96***	***3.88***	***4.09***	***3.96***	***4.09***	***3.95***

- *Overall ratings of Troy University* ***(Report 5 – Q32)***

Students were asked to rate their preparation for employment and further education as well as to give an overall rating of their college experiences at Troy University. A high majority (79%) of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 4.08, while 69% and 76% of the respondents gave a rating of either "Excellent" or "Good" to their Troy "preparation for employment" and for "further education", with mean ratings of 3.84 and 4.00 respectively. The graduate students from the past five years have shared about the same opinions in their overall ratings of the University. Table 13 shows an increase in the percentage of students who rated these questions as Excellent/Good in two of the three of the questions for the 14-15 survey.

Table 13. Overall ratings on Troy University: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean	Excellent /Good	Mean
How would you rate Troy University's preparation of you for employment?	69%	3.84	66%	3.77	67%	3.77	68%	3.78	67%	3.78
How would you rate Troy University's preparation of you for further education?	76%	4.00	78%	3.97	75%	3.97	74%	3.95	72%	3.90
What is your overall rating of your college experiences at Troy University?	79%	4.08	78%	4.01	78%	4.03	79%	4.07	75%	3.98
Overall average ratings	***3.97***		***3.92***		***3.93***		***3.94***		***3.89***	

- *Recommendation of Troy University*

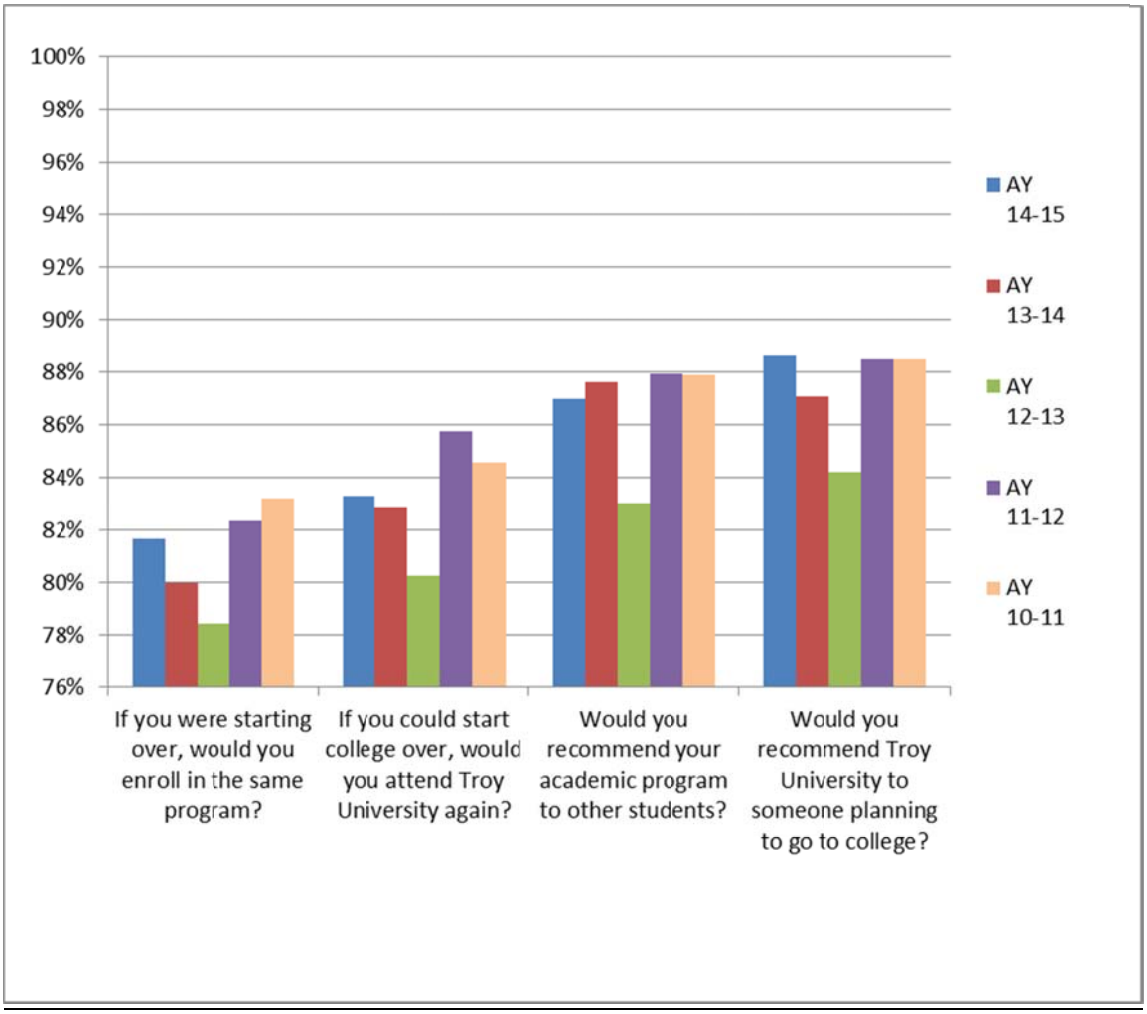
Important satisfaction indicators used by colleges and universities include whether students would re-enroll in the university, re-enroll in the same academic program, and recommend their university to others. Table 14 shows the data broken down into individual categories of "Definitely Yes" and "Probably Yes", while Table 15 combines the "Yes" categories together to look at the overall measure. The surveys over the past few years found that over 80% of the students indicated that they would enroll in the same academic programs and 83% would attend Troy University again if they could start all over. The most important finding, which indicates student satisfaction with Troy University and academic programs, is that nearly 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 2010-2015:

	AY 14-15		AY 13-14		AY 12-13		AY 11-12		AY 10-11	
	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes	Definitely Yes	Probably Yes
If you were starting over, would you enroll in the same program?	48%	34%	49%	31%	43%	36%	48%	34%	48%	35%
If you could start college over, would you attend Troy University again?	46%	37%	44%	39%	43%	37%	50%	36%	48%	36%
Would you recommend your academic program to other students?	50%	37%	49%	38%	45%	38%	53%	35%	54%	34%
Would you recommend Troy University to someone planning to go to college?	51%	37%	53%	34%	50%	35%	56%	33%	57%	32%

Table 15. Recommendation of Troy University: 2010-2015:

Graduate Student Satisfaction Survey	AY 14-15	AY 13-14	AY 12-13	AY 11-12	AY 10-11
If you were starting over, would you enroll in the same program?	***82%***	80%	78%	82%	83%
If you could start college over, would you attend Troy University again?	***83%***	83%	80%	86%	85%
Would you recommend your academic program to other students?	***87%***	88%	83%	88%	88%
Would you recommend Troy University to someone planning to go to college?	***89%***	87%	84%	88%	89%



Implications

1. Overall, Troy University's graduate students were satisfied with their graduate school experience at TROY. In particular, the students were satisfied with their educational experiences at the University – instruction, the quality of education, and their academic programs, specifically. Furthermore, the students thought highly of their intellectual development and leadership development as a result of their education at Troy University.

2. The survey findings that about 83% of the graduate students would attend Troy University and enroll in the same programs again if they started over and that nearly 90% would recommend Troy University and their academic programs strongly suggest that Troy University was effective in offering quality education to its students.

3. However, the *Graduate Student Survey* satisfaction measures have identified areas that need to be improved, especially in the areas of ***Academic Support Services*** and ***Student Services***.

4. Furthermore, based on survey responses, faculty should do more to help students in their career planning and the University should be more responsive to student needs.

5. While building plans for improvement for areas in which students are less satisfied, the reader needs to consider that various factors may contribute to the ratings; therefore, further studies should be conducted to look more closely into the areas of need before decisions for improvement are made or actions are taken.

Troy University 2014-2015 Graduate Student Survey Report

Report 1 (Q21): Student self-rated development in their educational experiences (in Rank Order)

Graduate Student Data AY 2014-2015	Excellent		Good		Average		Fair		Poor		Total		
	N	%	N	%	N	%	N	%	N	%	Total N	Mean	SD
Mathematical skills	93	18.6%	189	37.9%	158	31.7%	42	8.4%	17	3.4%	499	3.60	.99
Appreciation of the arts	142	28.4%	200	40.0%	118	23.6%	25	5.0%	15	3.0%	500	3.86	.99
Scientific principles and methods	138	27.8%	231	46.6%	104	21.0%	16	3.2%	7	1.4%	496	3.96	.86
Computer technologies	165	32.7%	215	42.7%	101	20.0%	17	3.4%	6	1.2%	504	4.02	.88
Speaking/presentation skills	204	40.4%	216	42.8%	63	12.5%	13	2.6%	9	1.8%	505	4.17	.87
Citizenship skills	230	45.9%	180	35.9%	70	14.0%	13	2.6%	8	1.6%	501	4.22	.89
Leadership skills	234	46.7%	193	38.5%	57	11.4%	8	1.6%	9	1.8%	501	4.27	.86
Understanding different philosophies and cultures	226	45.2%	210	42.0%	50	10.0%	10	2.0%	4	0.8%	500	4.29	.79
Time management	236	47.2%	190	38.0%	60	12.0%	10	2.0%	4	0.8%	500	4.29	.81
Working cooperatively in groups	257	51.4%	171	34.2%	48	9.6%	12	2.4%	12	2.4%	500	4.30	.91
Reading skills	240	47.7%	205	40.8%	48	9.5%	5	1.0%	5	1.0%	503	4.33	.77
Writing skills	231	45.7%	222	43.9%	46	9.1%	4	0.8%	3	0.6%	506	4.33	.72
Research skills	238	47.3%	209	41.6%	46	9.1%	6	1.2%	4	0.8%	503	4.33	.76
Management and organizational skills	255	50.9%	189	37.7%	45	9.0%	8	1.6%	4	0.8%	501	4.36	.78
Planning and carrying out projects	261	52.1%	181	36.1%	50	10.0%	4	0.8%	5	1.0%	501	4.38	.78
Strategies for applying skills in my field	261	52.0%	188	37.5%	42	8.4%	6	1.2%	5	1.0%	502	4.38	.77
Problem solving skills	248	49.4%	208	41.4%	40	8.0%	5	1.0%	1	0.2%	502	4.39	.69
Critical thinking skills	271	53.8%	184	36.5%	41	8.1%	6	1.2%	2	0.4%	504	4.42	.73

*Notes: 1. The ranking is based on the mean.
2. Those that did not respond or responded with NA were not included in the calculation of the means.

Troy University 2014-2015 Graduate Student Survey Report

Report 2 (Q22): Student ratings on education and academic support services (in Rank Order)

Graduate Student Data AY 2014-2015	Excellent		Good		Average		Fair		Poor		Total		
	N	%	N	%	N	%	N	%	N	%	Total N	Mean	SD
Overall quality of your academic program	212	42.1%	212	42.1%	49	9.7%	17	3.4%	13	2.6%	503	4.18	.93
Instruction in major courses	211	42.5%	204	41.1%	47	9.5%	21	4.2%	13	2.6%	496	4.17	.95
Registration procedures	216	43.1%	186	37.1%	54	10.8%	33	6.6%	12	2.4%	501	4.12	1.00
Instruction in general education courses	148	36.5%	184	45.3%	50	12.3%	14	3.4%	10	2.5%	406	4.10	.92
Faculty's use of technologies to enhance teaching	199	39.6%	200	39.8%	66	13.1%	25	5.0%	12	2.4%	502	4.09	.97
Library	169	41.3%	144	35.2%	64	15.6%	20	4.9%	12	2.9%	409	4.07	1.01
Faculty accessibility	196	39.3%	187	37.5%	80	16.0%	21	4.2%	15	3.0%	499	4.06	1.00
Communication between faculty and students	196	39.0%	196	39.0%	65	12.9%	26	5.2%	19	3.8%	502	4.04	1.03
Writing Center	82	36.3%	92	40.7%	33	14.6%	12	5.3%	7	3.1%	226	4.02	1.00
Natural Science Center	56	36.6%	58	37.9%	27	17.6%	7	4.6%	5	3.3%	153	4.00	1.01
Center for International Programs	57	36.8%	58	37.4%	26	16.8%	10	6.5%	4	2.6%	155	3.99	1.02
Testing Center	96	34.4%	113	40.5%	46	16.5%	16	5.7%	8	2.9%	279	3.98	1.00
Computer labs	114	36.5%	113	36.2%	53	17.0%	22	7.1%	10	3.2%	312	3.96	1.05
Laboratory/instructional equipment	94	34.8%	100	37.0%	49	18.1%	16	5.9%	11	4.1%	270	3.93	1.06
Course availability in your major	183	36.6%	184	36.8%	56	11.2%	46	9.2%	31	6.2%	500	3.88	1.18
Academic advising	176	35.6%	170	34.3%	74	14.9%	42	8.5%	33	6.7%	495	3.84	1.19
New Student Orientation program	116	33.9%	118	34.5%	57	16.7%	29	8.5%	22	6.4%	342	3.81	1.18

*Notes: 1. The ranking is based on the mean.
2. Those that did not respond or responded with NA were not included in the calculation of the means.

Troy University 2014-2015 Graduate Student Survey Report

Report 3 (Q23): Student satisfaction with the offices and services of Troy University (in Rank Order)

Graduate Student Data AY 2014-2015	Very Satisfied		Satisfied		Neutral		Dissatisfied		Very Dissatisfied		Total		
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*Total N*	*Mean*	*SD*
Trojan Web Express	206	41.9%	200	40.7%	53	10.8%	14	2.8%	19	3.9%	492	4.14	.99
Registrar/Records Office	167	35.3%	196	41.4%	78	16.5%	14	3.0%	18	3.8%	473	4.01	.99
Admissions Office	173	36.3%	188	39.5%	81	17.0%	14	2.9%	20	4.2%	476	4.01	1.02
Information Technology (IT) Services	139	36.4%	150	39.3%	66	17.3%	9	2.4%	18	4.7%	382	4.00	1.03
Business Office	132	35.3%	144	38.5%	76	20.3%	10	2.7%	12	3.2%	374	4.00	.98
Veteran Services	75	40.3%	55	29.6%	40	21.5%	6	3.2%	10	5.4%	186	3.96	1.11
Safety and Security Services	99	36.5%	94	34.7%	57	21.0%	7	2.6%	14	5.2%	271	3.95	1.07
University Media (website, newsletters, radio, TV, etc)	105	30.1%	148	42.4%	77	22.1%	7	2.0%	12	3.4%	349	3.94	.95
Student Support Services (SSS)	89	37.4%	74	31.1%	56	23.5%	7	2.9%	12	5.0%	238	3.93	1.09
Financial Aid Services	136	33.5%	164	40.4%	65	16.0%	22	5.4%	19	4.7%	406	3.93	1.06
Bookstore Services	107	28.8%	151	40.6%	79	21.2%	12	3.2%	23	6.2%	372	3.83	1.08
Adaptive Needs Services	51	32.3%	47	29.7%	47	29.7%	5	3.2%	8	5.1%	158	3.81	1.08
Counseling Services	70	34.1%	61	29.8%	51	24.9%	10	4.9%	13	6.3%	205	3.80	1.15
Parking facilities	92	31.0%	102	34.3%	59	19.9%	18	6.1%	26	8.8%	297	3.73	1.21
Career Services	56	26.7%	56	26.7%	63	30.0%	17	8.1%	18	8.6%	210	3.55	1.21
Placement Service	42	23.6%	53	29.8%	54	30.3%	10	5.6%	19	10.7%	178	3.50	1.22

*Notes: 1. The ranking is based on the mean.
2. Those that did not respond or responded with NA were not included in the calculation of the means.

Troy University 2014-2015 Graduate Student Survey Report

Report 4 (Q24): Student opinions and perceptions about Troy University

Graduate Student Data AY 2014-2015	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total		
	N	%	N	%	N	%	N	%	N	%	Total N	Mean	SD
The intellectual caliber of students in my academic program was high.	137	27.7%	214	43.3%	78	15.8%	45	9.1%	20	4.0%	494	3.82	1.06
Troy University faculty were helpful with my career plan.	160	32.5%	169	34.3%	103	20.9%	36	7.3%	25	5.1%	493	3.82	1.12
Troy University is responsive to the needs of its students.	153	31.0%	194	39.3%	80	16.2%	42	8.5%	25	5.1%	494	3.83	1.11
Courses were offered frequently enough for timely completion of my degree program.	177	35.8%	183	37.0%	45	9.1%	52	10.5%	37	7.5%	494	3.83	1.23
The tuition and fees I paid at Troy University were a worthwhile investment.	138	28.0%	216	43.9%	84	17.1%	28	5.7%	26	5.3%	492	3.84	1.06
Troy University faculty care about students as individuals.	194	39.4%	201	40.8%	54	11.0%	23	4.7%	21	4.3%	493	4.06	1.04
The goals, objectives, and requirements for my academic program were clearly defined.	196	39.8%	218	44.3%	30	6.1%	27	5.5%	21	4.3%	492	4.10	1.03
The degree program in which I enrolled is valuable for me in my employment.	237	48.1%	179	36.3%	49	9.9%	10	2.0%	18	3.7%	493	4.23	.97
My academic program was intellectually challenging and stimulating.	235	47.6%	200	40.5%	29	5.9%	17	3.4%	13	2.6%	494	4.27	.92
Courses in my curriculum contributed to the skills and knowledge required in my field.	239	48.8%	194	39.6%	32	6.5%	10	2.0%	15	3.1%	490	4.29	.91

*Notes: 1. The ranking is based on the mean. 2. Those that did not respond or responded with NA were not included in the calculation of the means.

Troy University 2014-2015 Graduate Student Survey Report

Report 5 (Q32): Overall ratings on Troy University

Graduate Student Data AY 2014-2015	Excellent		Good		Average		Fair		Poor		Total		
	N	%	N	%	N	%	N	%	N	%	Total N	Mean	SD
How would you rate Troy University's preparation of you for employment?	143	29.5%	189	39.0%	105	21.7%	26	5.4%	21	4.3%	484	3.84	1.05
How would you rate Troy University's preparation of you for further education?	167	34.5%	202	41.7%	79	16.3%	22	4.5%	14	2.9%	484	4.00	.98
What is your overall rating of your college experiences at TROY?	199	41.0%	186	38.4%	57	11.8%	25	5.2%	18	3.7%	485	4.08	1.03

Troy University 2014-2015 Graduate Student Survey Report

Report 6 (Q20): Student self-rated development in their educational experiences (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		Dothan Campus		Montgomery Campus		Phenix City Campus		Troy Campus		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
Writing skills	Excellent	31	59.6%	33	50.8%	32	53.3%	30	38.0%	70	39.3%	34	48.6%
	Good	17	32.7%	25	38.5%	25	41.7%	37	46.8%	88	49.4%	29	41.4%
	Average	4	7.7%	7	10.8%	3	5.0%	10	12.7%	16	9.0%	6	8.6%
	Fair	0	0.0%	0	0.0%	0	0.0%	2	2.5%	2	1.1%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*178*	*100.0%*	*70*	*100.0%*
Speaking/presentation skills	Excellent	24	46.2%	27	41.5%	29	48.3%	27	34.6%	65	36.5%	31	44.3%
	Good	16	30.8%	28	43.1%	27	45.0%	39	50.0%	71	39.9%	34	48.6%
	Average	11	21.2%	9	13.8%	3	5.0%	9	11.5%	27	15.2%	4	5.7%
	Fair	1	1.9%	1	1.5%	1	1.7%	2	2.6%	8	4.5%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	7	3.9%	1	1.4%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*178*	*100.0%*	*70*	*100.0%*
Reading skills	Excellent	30	57.7%	33	51.6%	36	60.0%	32	41.6%	74	41.6%	35	50.0%
	Good	18	34.6%	24	37.5%	22	36.7%	33	42.9%	79	44.4%	28	40.0%
	Average	4	7.7%	7	10.9%	2	3.3%	9	11.7%	19	10.7%	6	8.6%
	Fair	0	0.0%	0	0.0%	0	0.0%	2	2.6%	3	1.7%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	3	1.7%	1	1.4%
	Total	*52*	*100.0%*	*64*	*100.0%*	*60*	*100.0%*	*77*	*100.0%*	*178*	*100.0%*	*70*	*100.0%*
Critical thinking skills	Excellent	24	46.2%	36	55.4%	37	61.7%	39	50.6%	94	52.8%	40	57.1%
	Good	23	44.2%	23	35.4%	21	35.0%	29	37.7%	62	34.8%	25	35.7%
	Average	5	9.6%	6	9.2%	1	1.7%	7	9.1%	19	10.7%	3	4.3%
	Fair	0	0.0%	0	0.0%	1	1.7%	2	2.6%	2	1.1%	1	1.4%
	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	1	1.4%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*77*	*100.0%*	*178*	*100.0%*	*70*	*100.0%*
Problem solving skills	Excellent	26	51.0%	34	52.3%	37	61.7%	31	39.7%	79	44.6%	40	57.1%
	Good	20	39.2%	28	43.1%	20	33.3%	38	48.7%	78	44.1%	24	34.3%
	Average	5	9.8%	3	4.6%	2	3.3%	8	10.3%	17	9.6%	5	7.1%
	Fair	0	0.0%	0	0.0%	1	1.7%	1	1.3%	2	1.1%	1	1.4%
	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%

	Total	*51*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*177*	*100.0%*	*70*	*100.0%*
Mathematical skills	Excellent	11	21.2%	17	26.2%	18	30.0%	10	13.0%	30	17.3%	7	10.0%
	Good	22	42.3%	29	44.6%	29	48.3%	28	36.4%	53	30.6%	27	38.6%
	Average	17	32.7%	13	20.0%	11	18.3%	27	35.1%	62	35.8%	27	38.6%
	Fair	1	1.9%	6	9.2%	1	1.7%	10	13.0%	18	10.4%	6	8.6%
	Poor	1	1.9%	0	0.0%	1	1.7%	2	2.6%	10	5.8%	3	4.3%
	Total	52	100.0%	65	100.0%	60	100.0%	77	100.0%	173	100.0%	70	100.0%
Computer technologies	Excellent	17	32.7%	23	35.4%	25	41.7%	26	33.3%	54	30.5%	20	28.6%
	Good	24	46.2%	29	44.6%	28	46.7%	31	39.7%	76	42.9%	27	38.6%
	Average	9	17.3%	10	15.4%	7	11.7%	17	21.8%	36	20.3%	20	28.6%
	Fair	2	3.8%	3	4.6%	0	0.0%	3	3.8%	7	4.0%	2	2.9%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	4	2.3%	1	1.4%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*177*	*100.0%*	*70*	*100.0%*
Research skills	Excellent	25	48.1%	30	46.2%	33	55.0%	35	44.9%	85	47.8%	29	42.0%
	Good	19	36.5%	27	41.5%	22	36.7%	32	41.0%	76	42.7%	33	47.8%
	Average	8	15.4%	8	12.3%	4	6.7%	8	10.3%	13	7.3%	5	7.2%
	Fair	0	0.0%	0	0.0%	1	1.7%	3	3.8%	2	1.1%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	2	2.9%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*178*	*100.0%*	*69*	*100.0%*
Scientific principles and methods	Excellent	14	26.9%	18	28.1%	22	36.7%	21	27.6%	44	25.0%	18	26.9%
	Good	23	44.2%	34	53.1%	29	48.3%	35	46.1%	74	42.0%	36	53.7%
	Average	13	25.0%	9	14.1%	8	13.3%	16	21.1%	47	26.7%	11	16.4%
	Fair	1	1.9%	3	4.7%	0	0.0%	3	3.9%	8	4.5%	1	1.5%
	Poor	1	1.9%	0	0.0%	1	1.7%	1	1.3%	3	1.7%	1	1.5%
	Total	*52*	*100.0%*	*64*	*100.0%*	*60*	*100.0%*	*76*	*100.0%*	*176*	*100.0%*	*67*	*100.0%*
Understanding different philosophies and cultures	Excellent	25	48.1%	31	48.4%	34	56.7%	27	34.6%	69	39.2%	39	57.4%
	Good	19	36.5%	28	43.8%	22	36.7%	37	47.4%	79	44.9%	24	35.3%
	Average	7	13.5%	3	4.7%	3	5.0%	11	14.1%	22	12.5%	4	5.9%
	Fair	0	0.0%	2	3.1%	0	0.0%	2	2.6%	5	2.8%	1	1.5%
	Poor	1	1.9%	0	0.0%	1	1.7%	1	1.3%	1	0.6%	0	0.0%
	Total	*52*	*100.0%*	*64*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Appreciation of the arts	Excellent	14	26.9%	20	30.8%	21	35.0%	17	22.1%	50	28.2%	20	29.4%
	Good	20	38.5%	26	40.0%	30	50.0%	35	45.5%	60	33.9%	29	42.6%
	Average	15	28.8%	14	21.5%	6	10.0%	19	24.7%	51	28.8%	12	17.6%
	Fair	2	3.8%	4	6.2%	2	3.3%	5	6.5%	8	4.5%	4	5.9%
	Poor	1	1.9%	1	1.5%	1	1.7%	1	1.3%	8	4.5%	3	4.4%

	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*77*	*100.0%*	*177*	*100.0%*	*68*	*100.0%*
Leadership skills	Excellent	27	52.9%	28	43.1%	38	63.3%	30	38.0%	79	44.9%	30	44.1%
	Good	19	37.3%	29	44.6%	17	28.3%	39	49.4%	62	35.2%	27	39.7%
	Average	5	9.8%	8	12.3%	4	6.7%	7	8.9%	23	13.1%	10	14.7%
	Fair	0	0.0%	0	0.0%	1	1.7%	2	2.5%	5	2.8%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	7	4.0%	1	1.5%
	Total	*51*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Management and organizational skills	Excellent	28	53.8%	31	47.7%	38	63.3%	35	44.9%	91	51.7%	31	45.6%
	Good	18	34.6%	26	40.0%	19	31.7%	33	42.3%	61	34.7%	31	45.6%
	Average	6	11.5%	8	12.3%	2	3.3%	8	10.3%	17	9.7%	4	5.9%
	Fair	0	0.0%	0	0.0%	1	1.7%	1	1.3%	5	2.8%	1	1.5%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	2	1.1%	1	1.5%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Time management	Excellent	27	51.9%	28	43.1%	35	59.3%	30	38.5%	83	47.2%	32	47.1%
	Good	16	30.8%	26	40.0%	22	37.3%	37	47.4%	65	36.9%	24	35.3%
	Average	8	15.4%	11	16.9%	2	3.4%	9	11.5%	20	11.4%	9	13.2%
	Fair	1	1.9%	0	0.0%	0	0.0%	1	1.3%	7	4.0%	1	1.5%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	0.6%	2	2.9%
	Total	*52*	*100.0%*	*65*	*100.0%*	*59*	*100.0%*	*78*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Working cooperatively in groups	Excellent	29	55.8%	41	63.1%	37	61.7%	40	51.9%	67	38.3%	42	60.9%
	Good	19	36.5%	19	29.2%	21	35.0%	24	31.2%	67	38.3%	20	29.0%
	Average	4	7.7%	5	7.7%	2	3.3%	9	11.7%	24	13.7%	4	5.8%
	Fair	0	0.0%	0	0.0%	0	0.0%	3	3.9%	7	4.0%	2	2.9%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	10	5.7%	1	1.4%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*77*	*100.0%*	*175*	*100.0%*	*69*	*100.0%*
Planning and carrying out projects	Excellent	27	51.9%	36	55.4%	38	63.3%	40	51.3%	83	47.2%	36	52.9%
	Good	19	36.5%	25	38.5%	20	33.3%	27	34.6%	65	36.9%	24	35.3%
	Average	6	11.5%	4	6.2%	2	3.3%	10	12.8%	22	12.5%	6	8.8%
	Fair	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.7%	1	1.5%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	3	1.7%	1	1.5%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Citizenship skills	Excellent	26	50.0%	32	49.2%	33	55.0%	30	38.5%	78	44.3%	29	42.6%
	Good	20	38.5%	18	27.7%	23	38.3%	31	39.7%	59	33.5%	29	42.6%
	Average	6	11.5%	15	23.1%	4	6.7%	11	14.1%	25	14.2%	9	13.2%
	Fair	0	0.0%	0	0.0%	0	0.0%	6	7.7%	7	4.0%	0	0.0%

	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	4.0%	1	1.5%
	Total	*52*	*100.0%*	*65*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Strategies for applying skills in my field	Excellent	34	65.4%	30	46.9%	39	66.1%	38	49.4%	82	46.1%	36	51.4%
	Good	15	28.8%	25	39.1%	17	28.8%	29	37.7%	71	39.9%	31	44.3%
	Average	3	5.8%	9	14.1%	2	3.4%	8	10.4%	18	10.1%	2	2.9%
	Fair	0	0.0%	0	0.0%	1	1.7%	1	1.3%	3	1.7%	1	1.4%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.3%	4	2.2%	0	0.0%
	Total	*52*	*100.0%*	*64*	*100.0%*	*59*	*100.0%*	*77*	*100.0%*	*178*	*100.0%*	*70*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 7 (Q22): Student ratings on education and academic support services (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		**Dothan Campus**		**Montgomery Campus**		**Phenix City Campus**		**Troy Campus**		**eTROY**		**Global Campus**	
		N	%	N	%	N	%	N	%	N	%	N	%
Overall quality of your academic program	Excellent	18	34.6%	25	39.7%	31	50.8%	33	40.7%	73	41.5%	31	45.6%
	Good	29	55.8%	27	42.9%	23	37.7%	35	43.2%	69	39.2%	28	41.2%
	Average	5	9.6%	5	7.9%	7	11.5%	8	9.9%	19	10.8%	5	7.4%
	Fair	0	0.0%	4	6.3%	0	0.0%	2	2.5%	10	5.7%	1	1.5%
	Poor	0	0.0%	2	3.2%	0	0.0%	3	3.7%	5	2.8%	3	4.4%
	Total	*52*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*81*	*100.0%*	*176*	*100.0%*	*68*	*100.0%*
Academic advising	Excellent	23	45.1%	21	33.3%	28	46.7%	28	35.4%	57	33.1%	19	27.5%
	Good	14	27.5%	24	38.1%	20	33.3%	28	35.4%	58	33.7%	25	36.2%
	Average	9	17.6%	7	11.1%	7	11.7%	13	16.5%	27	15.7%	11	15.9%
	Fair	4	7.8%	8	12.7%	3	5.0%	4	5.1%	17	9.9%	6	8.7%
	Poor	1	2.0%	3	4.8%	2	3.3%	6	7.6%	13	7.6%	8	11.6%
	Total	*51*	*100.0%*	*63*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*172*	*100.0%*	*69*	*100.0%*
Faculty accessibility	Excellent	26	51.0%	20	32.3%	27	44.3%	34	42.0%	60	34.9%	28	40.0%
	Good	14	27.5%	21	33.9%	21	34.4%	34	42.0%	71	41.3%	25	35.7%
	Average	8	15.7%	14	22.6%	8	13.1%	10	12.3%	29	16.9%	11	15.7%
	Fair	2	3.9%	4	6.5%	2	3.3%	3	3.7%	7	4.1%	3	4.3%
	Poor	1	2.0%	3	4.8%	3	4.9%	0	0.0%	5	2.9%	3	4.3%

	Total	*51*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*81*	*100.0%*	*172*	*100.0%*	*70*	*100.0%*
Instruction in major courses	Excellent	22	42.3%	26	41.9%	32	54.2%	33	41.3%	64	37.2%	33	47.8%
	Good	23	44.2%	25	40.3%	18	30.5%	37	46.3%	72	41.9%	28	40.6%
	Average	6	11.5%	7	11.3%	3	5.1%	8	10.0%	19	11.0%	4	5.8%
	Fair	0	0.0%	3	4.8%	6	10.2%	1	1.3%	10	5.8%	1	1.4%
	Poor	1	1.9%	1	1.6%	0	0.0%	1	1.3%	7	4.1%	3	4.3%
	Total	*52*	*100.0%*	*62*	*100.0%*	*59*	*100.0%*	*80*	*100.0%*	*172*	*100.0%*	*69*	*100.0%*
Instruction in general education courses	Excellent	13	32.5%	19	36.5%	26	54.2%	22	31.9%	51	35.4%	17	32.1%
	Good	21	52.5%	25	48.1%	17	35.4%	30	43.5%	61	42.4%	30	56.6%
	Average	6	15.0%	5	9.6%	3	6.3%	15	21.7%	19	13.2%	2	3.8%
	Fair	0	0.0%	3	5.8%	2	4.2%	1	1.4%	7	4.9%	1	1.9%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	1.4%	6	4.2%	3	5.7%
	Total	*40*	*100.0%*	*52*	*100.0%*	*48*	*100.0%*	*69*	*100.0%*	*144*	*100.0%*	*53*	*100.0%*
Faculty's use of technologies to enhance teaching	Excellent	19	36.5%	21	33.3%	33	54.1%	33	40.7%	68	38.9%	24	35.3%
	Good	28	53.8%	25	39.7%	18	29.5%	32	39.5%	68	38.9%	29	42.6%
	Average	3	5.8%	13	20.6%	7	11.5%	11	13.6%	23	13.1%	8	11.8%
	Fair	2	3.8%	3	4.8%	3	4.9%	5	6.2%	9	5.1%	3	4.4%
	Poor	0	0.0%	1	1.6%	0	0.0%	0	0.0%	7	4.0%	4	5.9%
	Total	*52*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*81*	*100.0%*	*175*	*100.0%*	*68*	*100.0%*
Course availability in your major	Excellent	17	33.3%	22	34.9%	23	38.3%	26	32.9%	75	42.6%	20	29.0%
	Good	16	31.4%	19	30.2%	17	28.3%	34	43.0%	68	38.6%	29	42.0%
	Average	5	9.8%	5	7.9%	6	10.0%	10	12.7%	19	10.8%	10	14.5%
	Fair	9	17.6%	9	14.3%	7	11.7%	5	6.3%	10	5.7%	6	8.7%
	Poor	4	7.8%	8	12.7%	7	11.7%	4	5.1%	4	2.3%	4	5.8%
	Total	*51*	*100.0%*	*63*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*176*	*100.0%*	*69*	*100.0%*
Communication between faculty and students	Excellent	19	37.3%	19	30.2%	27	44.3%	33	40.7%	70	40.0%	26	37.7%
	Good	23	45.1%	25	39.7%	20	32.8%	31	38.3%	70	40.0%	27	39.1%
	Average	5	9.8%	14	22.2%	8	13.1%	10	12.3%	19	10.9%	9	13.0%
	Fair	2	3.9%	2	3.2%	5	8.2%	4	4.9%	10	5.7%	3	4.3%
	Poor	2	3.9%	3	4.8%	1	1.6%	3	3.7%	6	3.4%	4	5.8%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*81*	*100.0%*	*175*	*100.0%*	*69*	*100.0%*
Registration procedures	Excellent	19	36.5%	26	41.3%	26	43.3%	33	41.3%	86	49.1%	25	36.2%
	Good	23	44.2%	24	38.1%	19	31.7%	32	40.0%	59	33.7%	29	42.0%
	Average	5	9.6%	9	14.3%	6	10.0%	9	11.3%	17	9.7%	7	10.1%
	Fair	4	7.7%	3	4.8%	5	8.3%	6	7.5%	11	6.3%	4	5.8%
	Poor	1	1.9%	1	1.6%	4	6.7%	0	0.0%	2	1.1%	4	5.8%

	Total	*52*	*100.0%*	*63*	*100.0%*	*60*	*100.0%*	*80*	*100.0%*	*175*	*100.0%*	*69*	*100.0%*
New Student Orientation program	Excellent	14	45.2%	14	36.8%	19	46.3%	16	25.4%	39	34.2%	13	24.1%
	Good	10	32.3%	14	36.8%	11	26.8%	28	44.4%	38	33.3%	17	31.5%
	Average	5	16.1%	4	10.5%	5	12.2%	10	15.9%	21	18.4%	12	22.2%
	Fair	2	6.5%	4	10.5%	3	7.3%	7	11.1%	8	7.0%	5	9.3%
	Poor	0	0.0%	2	5.3%	3	7.3%	2	3.2%	8	7.0%	7	13.0%
	Total	*31*	*100.0%*	*38*	*100.0%*	*41*	*100.0%*	*63*	*100.0%*	*114*	*100.0%*	*54*	*100.0%*
Library	Excellent	22	46.8%	22	40.7%	21	46.7%	23	32.9%	62	45.6%	19	33.3%
	Good	20	42.6%	16	29.6%	15	33.3%	28	40.0%	47	34.6%	18	31.6%
	Average	4	8.5%	9	16.7%	4	8.9%	12	17.1%	21	15.4%	14	24.6%
	Fair	1	2.1%	6	11.1%	0	0.0%	4	5.7%	4	2.9%	5	8.8%
	Poor	0	0.0%	1	1.9%	5	11.1%	3	4.3%	2	1.5%	1	1.8%
	Total	*47*	*100.0%*	*54*	*100.0%*	*45*	*100.0%*	*70*	*100.0%*	*136*	*100.0%*	*57*	*100.0%*
Computer labs	Excellent	20	43.5%	16	32.7%	24	45.3%	14	24.6%	26	46.4%	14	27.5%
	Good	20	43.5%	16	32.7%	17	32.1%	29	50.9%	15	26.8%	16	31.4%
	Average	6	13.0%	11	22.4%	5	9.4%	7	12.3%	10	17.9%	14	27.5%
	Fair	0	0.0%	6	12.2%	4	7.5%	4	7.0%	3	5.4%	5	9.8%
	Poor	0	0.0%	0	0.0%	3	5.7%	3	5.3%	2	3.6%	2	3.9%
	Total	*46*	*100.0%*	*49*	*100.0%*	*53*	*100.0%*	*57*	*100.0%*	*56*	*100.0%*	*51*	*100.0%*
Laboratory/instructional equipment	Excellent	11	32.4%	14	31.1%	19	45.2%	15	26.3%	27	49.1%	8	21.6%
	Good	19	55.9%	16	35.6%	14	33.3%	28	49.1%	11	20.0%	12	32.4%
	Average	4	11.8%	10	22.2%	2	4.8%	9	15.8%	11	20.0%	13	35.1%
	Fair	0	0.0%	5	11.1%	4	9.5%	1	1.8%	4	7.3%	2	5.4%
	Poor	0	0.0%	0	0.0%	3	7.1%	4	7.0%	2	3.6%	2	5.4%
	Total	*34*	*100.0%*	*45*	*100.0%*	*42*	*100.0%*	*57*	*100.0%*	*55*	*100.0%*	*37*	*100.0%*
Testing Center	Excellent	13	43.3%	7	18.9%	15	37.5%	16	33.3%	39	46.4%	6	15.0%
	Good	15	50.0%	16	43.2%	17	42.5%	22	45.8%	25	29.8%	18	45.0%
	Average	2	6.7%	9	24.3%	5	12.5%	7	14.6%	12	14.3%	11	27.5%
	Fair	0	0.0%	4	10.8%	1	2.5%	2	4.2%	6	7.1%	3	7.5%
	Poor	0	0.0%	1	2.7%	2	5.0%	1	2.1%	2	2.4%	2	5.0%
	Total	*30*	*100.0%*	*37*	*100.0%*	*40*	*100.0%*	*48*	*100.0%*	*84*	*100.0%*	*40*	*100.0%*
Writing Center	Excellent	9	37.5%	9	30.0%	13	44.8%	17	36.2%	28	40.6%	6	22.2%
	Good	13	54.2%	12	40.0%	13	44.8%	23	48.9%	21	30.4%	10	37.0%
	Average	1	4.2%	4	13.3%	1	3.4%	5	10.6%	15	21.7%	7	25.9%
	Fair	1	4.2%	2	6.7%	2	6.9%	2	4.3%	4	5.8%	1	3.7%
	Poor	0	0.0%	3	10.0%	0	0.0%	0	0.0%	1	1.4%	3	11.1%

	Total	*24*	*100.0%*	*30*	*100.0%*	*29*	*100.0%*	*47*	*100.0%*	*69*	*100.0%*	*27*	*100.0%*
Natural Science Center	Excellent	6	35.3%	5	23.8%	9	45.0%	12	32.4%	19	50.0%	5	25.0%
	Good	10	58.8%	9	42.9%	9	45.0%	16	43.2%	8	21.1%	6	30.0%
	Average	1	5.9%	4	19.0%	1	5.0%	7	18.9%	8	21.1%	6	30.0%
	Fair	0	0.0%	2	9.5%	0	0.0%	2	5.4%	2	5.3%	1	5.0%
	Poor	0	0.0%	1	4.8%	1	5.0%	0	0.0%	1	2.6%	2	10.0%
	Total	*17*	*100.0%*	*21*	*100.0%*	*20*	*100.0%*	*37*	*100.0%*	*38*	*100.0%*	*20*	*100.0%*
Center for International Programs	Excellent	5	33.3%	5	23.8%	10	50.0%	13	32.5%	19	47.5%	5	26.3%
	Good	9	60.0%	10	47.6%	8	40.0%	15	37.5%	10	25.0%	6	31.6%
	Average	1	6.7%	4	19.0%	1	5.0%	8	20.0%	7	17.5%	5	26.3%
	Fair	0	0.0%	2	9.5%	1	5.0%	4	10.0%	2	5.0%	1	5.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	5.0%	2	10.5%
	Total	*15*	*100.0%*	*21*	*100.0%*	*20*	*100.0%*	*40*	*100.0%*	*40*	*100.0%*	*19*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 8 (Q23): Student satisfaction with the offices and services of Troy University (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		Dothan Campus		Montgomery Campus		Phenix City Campus		Troy Campus		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
Admissions Office	Very Satisfied	26	51.0%	19	30.6%	22	36.7%	20	26.7%	67	40.1%	19	31.7%
	Satisfied	16	31.4%	22	35.5%	25	41.7%	38	50.7%	68	40.7%	18	30.0%
	Neutral	5	9.8%	14	22.6%	9	15.0%	14	18.7%	20	12.0%	19	31.7%
	Dissatisfied	1	2.0%	1	1.6%	3	5.0%	3	4.0%	3	1.8%	3	5.0%
	Very Dissatisfied	3	5.9%	6	9.7%	1	1.7%	0	0.0%	9	5.4%	1	1.7%
	Total	*51*	*100.0%*	*62*	*100.0%*	*60*	*100.0%*	*75*	*100.0%*	*167*	*100.0%*	*60*	*100.0%*
Registrar/Records Office	Very Satisfied	22	44.0%	20	32.8%	23	37.7%	22	28.9%	61	37.0%	19	32.2%
	Satisfied	19	38.0%	24	39.3%	25	41.0%	35	46.1%	71	43.0%	21	35.6%
	Neutral	6	12.0%	12	19.7%	9	14.8%	16	21.1%	21	12.7%	14	23.7%
	Dissatisfied	1	2.0%	1	1.6%	3	4.9%	3	3.9%	2	1.2%	4	6.8%
	Very Dissatisfied	2	4.0%	4	6.6%	1	1.6%	0	0.0%	10	6.1%	1	1.7%
	Total	*50*	*100.0%*	*61*	*100.0%*	*61*	*100.0%*	*76*	*100.0%*	*165*	*100.0%*	*59*	*100.0%*
Veteran Services	Very Satisfied	6	37.5%	10	37.0%	8	40.0%	7	23.3%	33	53.2%	11	35.5%
	Satisfied	7	43.8%	8	29.6%	7	35.0%	14	46.7%	11	17.7%	8	25.8%
	Neutral	2	12.5%	7	25.9%	3	15.0%	8	26.7%	10	16.1%	10	32.3%
	Dissatisfied	0	0.0%	1	3.7%	1	5.0%	1	3.3%	3	4.8%	0	0.0%
	Very Dissatisfied	1	6.3%	1	3.7%	1	5.0%	0	0.0%	5	8.1%	2	6.5%
	Total	*16*	*100.0%*	*27*	*100.0%*	*20*	*100.0%*	*30*	*100.0%*	*62*	*100.0%*	*31*	*100.0%*
Financial Aid Services	Very Satisfied	15	35.7%	17	28.8%	20	40.0%	15	23.1%	53	38.4%	16	31.4%
	Satisfied	19	45.2%	23	39.0%	17	34.0%	34	52.3%	49	35.5%	21	41.2%
	Neutral	3	7.1%	11	18.6%	10	20.0%	11	16.9%	17	12.3%	13	25.5%
	Dissatisfied	2	4.8%	5	8.5%	2	4.0%	3	4.6%	9	6.5%	1	2.0%
	Very Dissatisfied	3	7.1%	3	5.1%	1	2.0%	2	3.1%	10	7.2%	0	0.0%
	Total	*42*	*100.0%*	*59*	*100.0%*	*50*	*100.0%*	*65*	*100.0%*	*138*	*100.0%*	*51*	*100.0%*
Business Office	Very Satisfied	17	40.5%	18	36.0%	22	42.3%	18	26.1%	42	37.5%	15	31.3%
	Satisfied	18	42.9%	18	36.0%	22	42.3%	32	46.4%	38	33.9%	15	31.3%
	Neutral	6	14.3%	12	24.0%	6	11.5%	15	21.7%	20	17.9%	17	35.4%

	Dissatisfied	0	0.0%	1	2.0%	1	1.9%	3	4.3%	5	4.5%	0	0.0%
	Very Dissatisfied	1	2.4%	1	2.0%	1	1.9%	1	1.4%	7	6.3%	1	2.1%
	Total	*42*	*100.0%*	*50*	*100.0%*	*52*	*100.0%*	*69*	*100.0%*	*112*	*100.0%*	*48*	*100.0%*
Information Technology (IT) Services	Very Satisfied	16	37.2%	17	36.2%	23	45.1%	19	29.2%	45	36.3%	19	36.5%
	Satisfied	22	51.2%	19	40.4%	17	33.3%	30	46.2%	47	37.9%	15	28.8%
	Neutral	4	9.3%	8	17.0%	7	13.7%	13	20.0%	21	16.9%	13	25.0%
	Dissatisfied	0	0.0%	2	4.3%	1	2.0%	2	3.1%	4	3.2%	0	0.0%
	Very Dissatisfied	1	2.3%	1	2.1%	3	5.9%	1	1.5%	7	5.6%	5	9.6%
	Total	*43*	*100.0%*	*47*	*100.0%*	*51*	*100.0%*	*65*	*100.0%*	*124*	*100.0%*	*52*	*100.0%*
Trojan Web Express	Very Satisfied	22	43.1%	26	41.9%	25	41.0%	24	30.4%	83	48.5%	25	37.9%
	Satisfied	20	39.2%	26	41.9%	26	42.6%	41	51.9%	61	35.7%	26	39.4%
	Neutral	6	11.8%	7	11.3%	3	4.9%	11	13.9%	14	8.2%	11	16.7%
	Dissatisfied	2	3.9%	0	0.0%	4	6.6%	2	2.5%	4	2.3%	2	3.0%
	Very Dissatisfied	1	2.0%	3	4.8%	3	4.9%	1	1.3%	9	5.3%	2	3.0%
	Total	*51*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*171*	*100.0%*	*66*	*100.0%*
Adaptive Needs Services	Very Satisfied	4	26.7%	10	32.3%	11	57.9%	9	27.3%	12	31.6%	5	22.7%
	Satisfied	6	40.0%	11	35.5%	2	10.5%	13	39.4%	8	21.1%	7	31.8%
	Neutral	5	33.3%	8	25.8%	5	26.3%	8	24.2%	12	31.6%	9	40.9%
	Dissatisfied	0	0.0%	1	3.2%	0	0.0%	3	9.1%	1	2.6%	0	0.0%
	Very Dissatisfied	0	0.0%	1	3.2%	1	5.3%	0	0.0%	5	13.2%	1	4.5%
	Total	*15*	*100.0%*	*31*	*100.0%*	*19*	*100.0%*	*33*	*100.0%*	*38*	*100.0%*	*22*	*100.0%*
Student Support Services (SSS)	Very Satisfied	9	36.0%	8	24.2%	15	44.1%	13	31.7%	33	47.1%	10	29.4%
	Satisfied	8	32.0%	13	39.4%	9	26.5%	17	41.5%	19	27.1%	8	23.5%
	Neutral	7	28.0%	9	27.3%	7	20.6%	11	26.8%	12	17.1%	10	29.4%
	Dissatisfied	0	0.0%	2	6.1%	1	2.9%	0	0.0%	1	1.4%	3	8.8%
	Very Dissatisfied	1	4.0%	1	3.0%	2	5.9%	0	0.0%	5	7.1%	3	8.8%
	Total	*25*	*100.0%*	*33*	*100.0%*	*34*	*100.0%*	*41*	*100.0%*	*70*	*100.0%*	*34*	*100.0%*
Career Services	Very Satisfied	8	26.7%	8	26.7%	10	45.5%	9	19.1%	14	26.4%	7	25.0%
	Satisfied	8	26.7%	11	36.7%	3	13.6%	18	38.3%	10	18.9%	6	21.4%
	Neutral	9	30.0%	6	20.0%	3	13.6%	15	31.9%	21	39.6%	9	32.1%
	Dissatisfied	4	13.3%	3	10.0%	2	9.1%	2	4.3%	4	7.5%	2	7.1%
	Very Dissatisfied	1	3.3%	2	6.7%	4	18.2%	3	6.4%	4	7.5%	4	14.3%

	Total	*30*	*100.0%*	*30*	*100.0%*	*22*	*100.0%*	*47*	*100.0%*	*53*	*100.0%*	*28*	*100.0%*
Placement Service	Very Satisfied	5	21.7%	6	21.4%	11	44.0%	7	19.4%	8	20.0%	5	19.2%
	Satisfied	6	26.1%	11	39.3%	4	16.0%	13	36.1%	10	25.0%	9	34.6%
	Neutral	7	30.4%	7	25.0%	4	16.0%	12	33.3%	16	40.0%	8	30.8%
	Dissatisfied	3	13.0%	1	3.6%	3	12.0%	1	2.8%	2	5.0%	0	0.0%
	Very Dissatisfied	2	8.7%	3	10.7%	3	12.0%	3	8.3%	4	10.0%	4	15.4%
	Total	*23*	*100.0%*	*28*	*100.0%*	*25*	*100.0%*	*36*	*100.0%*	*40*	*100.0%*	*26*	*100.0%*
Counseling Services	Very Satisfied	10	38.5%	10	35.7%	12	46.2%	13	31.0%	16	30.2%	9	30.0%
	Satisfied	9	34.6%	9	32.1%	6	23.1%	18	42.9%	11	20.8%	8	26.7%
	Neutral	5	19.2%	6	21.4%	6	23.1%	8	19.0%	18	34.0%	8	26.7%
	Dissatisfied	1	3.8%	2	7.1%	0	0.0%	2	4.8%	3	5.7%	2	6.7%
	Very Dissatisfied	1	3.8%	1	3.6%	2	7.7%	1	2.4%	5	9.4%	3	10.0%
	Total	*26*	*100.0%*	*28*	*100.0%*	*26*	*100.0%*	*42*	*100.0%*	*53*	*100.0%*	*30*	*100.0%*
Bookstore Services	Very Satisfied	19	42.2%	19	33.3%	14	29.2%	12	19.0%	34	29.1%	9	21.4%
	Satisfied	17	37.8%	18	31.6%	20	41.7%	29	46.0%	48	41.0%	19	45.2%
	Neutral	7	15.6%	15	26.3%	8	16.7%	18	28.6%	21	17.9%	10	23.8%
	Dissatisfied	0	0.0%	2	3.5%	3	6.3%	1	1.6%	4	3.4%	2	4.8%
	Very Dissatisfied	2	4.4%	3	5.3%	3	6.3%	3	4.8%	10	8.5%	2	4.8%
	Total	*45*	*100.0%*	*57*	*100.0%*	*48*	*100.0%*	*63*	*100.0%*	*117*	*100.0%*	*42*	*100.0%*
Safety and Security Services	Very Satisfied	21	48.8%	16	34.0%	27	57.4%	14	23.0%	14	33.3%	7	22.6%
	Satisfied	13	30.2%	17	36.2%	14	29.8%	29	47.5%	12	28.6%	9	29.0%
	Neutral	6	14.0%	12	25.5%	4	8.5%	13	21.3%	11	26.2%	11	35.5%
	Dissatisfied	1	2.3%	0	0.0%	1	2.1%	2	3.3%	2	4.8%	1	3.2%
	Very Dissatisfied	2	4.7%	2	4.3%	1	2.1%	3	4.9%	3	7.1%	3	9.7%
	Total	*43*	*100.0%*	*47*	*100.0%*	*47*	*100.0%*	*61*	*100.0%*	*42*	*100.0%*	*31*	*100.0%*
Parking facilities	Very Satisfied	22	44.9%	16	29.1%	24	46.2%	3	5.1%	13	37.1%	14	31.1%
	Satisfied	18	36.7%	19	34.5%	20	38.5%	19	32.2%	6	17.1%	18	40.0%
	Neutral	6	12.2%	11	20.0%	7	13.5%	16	27.1%	10	28.6%	9	20.0%
	Dissatisfied	1	2.0%	6	10.9%	0	0.0%	8	13.6%	2	5.7%	1	2.2%
	Very Dissatisfied	2	4.1%	3	5.5%	1	1.9%	13	22.0%	4	11.4%	3	6.7%
	Total	*49*	*100.0%*	*55*	*100.0%*	*52*	*100.0%*	*59*	*100.0%*	*35*	*100.0%*	*45*	*100.0%*
University Media	Very Satisfied	14	34.1%	13	25.5%	23	43.4%	14	21.5%	30	31.6%	11	25.0%

(website, newsletters, radio, TV, etc)	Satisfied	16	39.0%	23	45.1%	22	41.5%	29	44.6%	42	44.2%	16	36.4%
	Neutral	8	19.5%	13	25.5%	7	13.2%	19	29.2%	18	18.9%	12	27.3%
	Dissatisfied	1	2.4%	1	2.0%	0	0.0%	2	3.1%	1	1.1%	2	4.5%
	Very Dissatisfied	2	4.9%	1	2.0%	1	1.9%	1	1.5%	4	4.2%	3	6.8%
	Total	*41*	*100.0%*	*51*	*100.0%*	*53*	*100.0%*	*65*	*100.0%*	*95*	*100.0%*	*44*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 9 (Q24): Student opinions and perceptions about Troy University (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		Dothan Campus		Montgomery Campus		Phenix City Campus		Troy Campus		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
The goals, objectives, and requirements for my academic program were clearly defined.	Strongly Agree	19	37.3%	25	39.7%	26	42.6%	27	34.2%	77	46.1%	21	30.4%
	Agree	22	43.1%	26	41.3%	25	41.0%	39	49.4%	69	41.3%	36	52.2%
	Neither Agree nor Disagree	6	11.8%	4	6.3%	2	3.3%	7	8.9%	10	6.0%	1	1.4%
	Disagree	2	3.9%	3	4.8%	8	13.1%	3	3.8%	4	2.4%	7	10.1%
	Strongly Disagree	2	3.9%	5	7.9%	0	0.0%	3	3.8%	7	4.2%	4	5.8%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*167*	*100.0%*	*69*	*100.0%*
My academic program was intellectually challenging and stimulating.	Strongly Agree	18	35.3%	24	38.1%	33	54.1%	29	36.3%	91	54.2%	38	55.1%
	Agree	28	54.9%	27	42.9%	22	36.1%	41	51.3%	58	34.5%	24	34.8%
	Neither Agree nor Disagree	3	5.9%	4	6.3%	6	9.8%	6	7.5%	9	5.4%	1	1.4%
	Disagree	1	2.0%	5	7.9%	0	0.0%	2	2.5%	7	4.2%	2	2.9%
	Strongly Disagree	1	2.0%	3	4.8%	0	0.0%	2	2.5%	3	1.8%	4	5.8%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
Courses in my curriculum contributed to the skills and knowledge required in my field.	Strongly Agree	23	45.1%	30	48.4%	29	48.3%	29	36.7%	93	55.4%	33	48.5%
	Agree	23	45.1%	22	35.5%	27	45.0%	39	49.4%	54	32.1%	29	42.6%
	Neither Agree nor Disagree	3	5.9%	5	8.1%	3	5.0%	7	8.9%	13	7.7%	1	1.5%
	Disagree	1	2.0%	1	1.6%	1	1.7%	1	1.3%	4	2.4%	2	2.9%
	Strongly Disagree	1	2.0%	4	6.5%	0	0.0%	3	3.8%	4	2.4%	3	4.4%
	Total	*51*	*100.0%*	*62*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*168*	*100.0%*	*68*	*100.0%*

Courses were offered frequently enough for timely completion of my degree program.	Strongly Agree	14	27.5%	19	30.2%	18	29.5%	23	28.8%	82	48.8%	19	27.5%
	Agree	17	33.3%	17	27.0%	22	36.1%	37	46.3%	59	35.1%	31	44.9%
	Neither Agree nor Disagree	4	7.8%	8	12.7%	4	6.6%	8	10.0%	13	7.7%	8	11.6%
	Disagree	8	15.7%	13	20.6%	11	18.0%	6	7.5%	9	5.4%	5	7.2%
	Strongly Disagree	8	15.7%	6	9.5%	6	9.8%	6	7.5%	5	3.0%	6	8.7%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
The intellectual caliber of students in my academic program was high.	Strongly Agree	16	31.4%	14	22.2%	18	29.5%	20	25.0%	50	29.8%	18	26.1%
	Agree	20	39.2%	33	52.4%	25	41.0%	39	48.8%	64	38.1%	32	46.4%
	Neither Agree nor Disagree	8	15.7%	8	12.7%	13	21.3%	12	15.0%	27	16.1%	10	14.5%
	Disagree	5	9.8%	6	9.5%	4	6.6%	6	7.5%	19	11.3%	5	7.2%
	Strongly Disagree	2	3.9%	2	3.2%	1	1.6%	3	3.8%	8	4.8%	4	5.8%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
The degree program in which I enrolled is valuable for me in my employment.	Strongly Agree	25	49.0%	28	44.4%	29	47.5%	37	46.8%	87	51.8%	30	43.5%
	Agree	21	41.2%	23	36.5%	24	39.3%	29	36.7%	53	31.5%	29	42.0%
	Neither Agree nor Disagree	4	7.8%	9	14.3%	7	11.5%	8	10.1%	16	9.5%	4	5.8%
	Disagree	0	0.0%	1	1.6%	0	0.0%	3	3.8%	6	3.6%	0	0.0%
	Strongly Disagree	1	2.0%	2	3.2%	1	1.6%	2	2.5%	6	3.6%	6	8.7%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
Troy University faculty care about students as individuals.	Strongly Agree	22	43.1%	24	38.7%	26	42.6%	26	32.5%	69	41.1%	25	36.2%
	Agree	18	35.3%	24	38.7%	26	42.6%	40	50.0%	64	38.1%	29	42.0%
	Neither Agree nor Disagree	6	11.8%	7	11.3%	4	6.6%	7	8.8%	21	12.5%	9	13.0%
	Disagree	4	7.8%	4	6.5%	5	8.2%	2	2.5%	8	4.8%	0	0.0%
	Strongly Disagree	1	2.0%	3	4.8%	0	0.0%	5	6.3%	6	3.6%	6	8.7%
	Total	*51*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
Troy University faculty were helpful with my career plan.	Strongly Agree	19	37.3%	18	29.0%	22	36.1%	19	23.8%	56	33.3%	24	34.8%
	Agree	19	37.3%	22	35.5%	25	41.0%	36	45.0%	45	26.8%	22	31.9%
	Neither Agree nor Disagree	8	15.7%	12	19.4%	10	16.4%	14	17.5%	45	26.8%	14	20.3%
	Disagree	3	5.9%	6	9.7%	3	4.9%	6	7.5%	15	8.9%	3	4.3%
	Strongly Disagree	2	3.9%	4	6.5%	1	1.6%	5	6.3%	7	4.2%	6	8.7%
	Total	*51*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
Troy University is responsive to the needs of its students.	Strongly Agree	14	27.5%	15	23.8%	22	36.1%	20	25.0%	62	36.9%	20	29.0%
	Agree	18	35.3%	24	38.1%	24	39.3%	40	50.0%	58	34.5%	29	42.0%
	Neither Agree nor	10	19.6%	13	20.6%	8	13.1%	8	10.0%	29	17.3%	11	15.9%

	Disagree												
	Disagree	6	11.8%	6	9.5%	5	8.2%	9	11.3%	13	7.7%	3	4.3%
	Strongly Disagree	3	5.9%	5	7.9%	2	3.3%	3	3.8%	6	3.6%	6	8.7%
	Total	*51*	*100.0%*	*63*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*168*	*100.0%*	*69*	*100.0%*
The tuition and fees I paid at Troy University were a worthwhile investment.	Strongly Agree	11	21.6%	17	27.4%	17	27.9%	20	25.0%	55	32.9%	17	24.6%
	Agree	22	43.1%	28	45.2%	26	42.6%	39	48.8%	69	41.3%	32	46.4%
	Neither Agree nor Disagree	11	21.6%	9	14.5%	14	23.0%	13	16.3%	24	14.4%	12	17.4%
	Disagree	5	9.8%	5	8.1%	3	4.9%	3	3.8%	11	6.6%	1	1.4%
	Strongly Disagree	2	3.9%	3	4.8%	1	1.6%	5	6.3%	8	4.8%	7	10.1%
	Total	*51*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*80*	*100.0%*	*167*	*100.0%*	*69*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 10 (Q32): Overall ratings on Troy University (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		Dothan Campus		Montgomery Campus		Phenix City Campus		Troy Campus		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
How would you rate Troy University's preparation of you for employment?	Excellent	15	30.0%	22	35.5%	21	34.4%	20	25.3%	44	26.5%	21	32.3%
	Good	22	44.0%	20	32.3%	23	37.7%	39	49.4%	58	34.9%	26	40.0%
	Average	10	20.0%	12	19.4%	16	26.2%	15	19.0%	42	25.3%	10	15.4%
	Fair	3	6.0%	5	8.1%	0	0.0%	2	2.5%	12	7.2%	4	6.2%
	Poor	0	0.0%	3	4.8%	1	1.6%	3	3.8%	10	6.0%	4	6.2%
	Total	*50*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*166*	*100.0%*	*65*	*100.0%*
How would you rate Troy University's preparation of you for further education?	Excellent	17	34.0%	20	32.3%	24	39.3%	24	30.4%	60	35.9%	22	34.9%
	Good	22	44.0%	24	38.7%	24	39.3%	38	48.1%	64	38.3%	28	44.4%
	Average	8	16.0%	13	21.0%	11	18.0%	14	17.7%	26	15.6%	7	11.1%
	Fair	3	6.0%	4	6.5%	0	0.0%	3	3.8%	8	4.8%	4	6.3%
	Poor	0	0.0%	1	1.6%	2	3.3%	0	0.0%	9	5.4%	2	3.2%
	Total	*50*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*167*	*100.0%*	*63*	*100.0%*
What is your overall rating of your college experiences at TROY?	Excellent	19	38.0%	25	40.3%	25	41.0%	32	40.5%	72	43.1%	25	39.1%
	Good	20	40.0%	21	33.9%	25	41.0%	33	41.8%	59	35.3%	27	42.2%
	Average	8	16.0%	8	12.9%	8	13.1%	7	8.9%	19	11.4%	7	10.9%
	Fair	2	4.0%	6	9.7%	1	1.6%	6	7.6%	7	4.2%	3	4.7%
	Poor	1	2.0%	2	3.2%	2	3.3%	1	1.3%	10	6.0%	2	3.1%
	Total	*50*	*100.0%*	*62*	*100.0%*	*61*	*100.0%*	*79*	*100.0%*	*167*	*100.0%*	*64*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 11: Enrollment choices and recommendations (Cross Tabulated by **Campus**)

Graduate Student Data AY 2014-2015		Dothan Campus		Montgomery Campus		Phenix City Campus		Troy Campus		eTROY		Global Campus	
		N	%	N	%	N	%	N	%	N	%	N	%
If you were starting graduate school over, would you enroll in the same program?	Definitely Yes	23	46.0%	32	52.5%	33	55.0%	33	41.8%	77	45.6%	33	50.8%
	Probably Yes	20	40.0%	15	24.6%	19	31.7%	28	35.4%	61	36.1%	21	32.3%
	Probably Not	7	14.0%	9	14.8%	6	10.0%	12	15.2%	21	12.4%	7	10.8%
	Definitely Not	0	0.0%	5	8.2%	2	3.3%	6	7.6%	10	5.9%	4	6.2%
	Total	*50*	*100.0%*	*61*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*169*	*100.0%*	*65*	*100.0%*
If you could start graduate school over, would you attend Troy University again?	Definitely Yes	23	46.9%	28	45.2%	32	53.3%	24	30.4%	83	49.1%	31	48.4%
	Probably Yes	12	24.5%	23	37.1%	23	38.3%	35	44.3%	62	36.7%	26	40.6%
	Probably Not	13	26.5%	5	8.1%	3	5.0%	15	19.0%	15	8.9%	4	6.3%
	Definitely Not	1	2.0%	6	9.7%	2	3.3%	5	6.3%	9	5.3%	3	4.7%
	Total	*49*	*100.0%*	*62*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*169*	*100.0%*	*64*	*100.0%*
Would you recommend your academic program to other students?	Definitely Yes	24	48.0%	30	49.2%	32	53.3%	32	41.0%	88	52.4%	36	55.4%
	Probably Yes	18	36.0%	23	37.7%	25	41.7%	37	47.4%	53	31.5%	21	32.3%
	Probably Not	7	14.0%	6	9.8%	1	1.7%	7	9.0%	19	11.3%	5	7.7%
	Definitely Not	1	2.0%	2	3.3%	2	3.3%	2	2.6%	8	4.8%	3	4.6%
	Total	*50*	*100.0%*	*61*	*100.0%*	*60*	*100.0%*	*78*	*100.0%*	*168*	*100.0%*	*65*	*100.0%*
Would you recommend Troy University to someone planning to go to college?	Definitely Yes	24	49.0%	35	56.5%	32	53.3%	38	48.1%	86	51.5%	33	50.8%
	Probably Yes	17	34.7%	22	35.5%	25	41.7%	30	38.0%	60	35.9%	25	38.5%
	Probably Not	6	12.2%	2	3.2%	1	1.7%	9	11.4%	12	7.2%	4	6.2%
	Definitely Not	2	4.1%	3	4.8%	2	3.3%	2	2.5%	9	5.4%	3	4.6%
	Total	*49*	*100.0%*	*62*	*100.0%*	*60*	*100.0%*	*79*	*100.0%*	*167*	*100.0%*	*65*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 12 (Q21): Student self-rated development in their educational experiences (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		Arts & Sciences		Sorrell College of Business		Communication & Fine Arts		Education		Health & Human Services	
		N	%	N	%	N	%	N	%	N	%
Writing skills	Excellent	62	47.3%	29	34.9%	9	60.0%	96	48.2%	35	47.9%
	Good	53	40.5%	45	54.2%	4	26.7%	87	43.7%	31	42.5%
	Average	14	10.7%	9	10.8%	0	0.0%	14	7.0%	6	8.2%
	Fair	0	0.0%	0	0.0%	2	13.3%	1	0.5%	1	1.4%
	Poor	2	1.5%	0	0.0%	0	0.0%	1	0.5%	0	0.0%
	Total	*131*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*199*	*100.0%*	*73*	*100.0%*
Speaking/presentation skills	Excellent	45	34.4%	36	43.4%	8	53.3%	89	44.9%	26	35.6%
	Good	56	42.7%	33	39.8%	4	26.7%	81	40.9%	39	53.4%
	Average	19	14.5%	11	13.3%	1	6.7%	24	12.1%	6	8.2%
	Fair	5	3.8%	2	2.4%	2	13.3%	3	1.5%	1	1.4%
	Poor	6	4.6%	1	1.2%	0	0.0%	1	0.5%	1	1.4%
	Total	*131*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*198*	*100.0%*	*73*	*100.0%*
Reading skills	Excellent	61	46.9%	31	37.3%	7	46.7%	108	54.8%	33	45.2%
	Good	52	40.0%	43	51.8%	7	46.7%	71	36.0%	29	39.7%
	Average	13	10.0%	8	9.6%	0	0.0%	15	7.6%	10	13.7%
	Fair	1	0.8%	1	1.2%	1	6.7%	1	0.5%	1	1.4%
	Poor	3	2.3%	0	0.0%	0	0.0%	2	1.0%	0	0.0%
	Total	*130*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*197*	*100.0%*	*73*	*100.0%*
Critical thinking skills	Excellent	68	52.3%	37	44.6%	9	60.0%	109	55.1%	48	65.8%
	Good	47	36.2%	36	43.4%	4	26.7%	73	36.9%	21	28.8%
	Average	12	9.2%	8	9.6%	2	13.3%	14	7.1%	3	4.1%
	Fair	2	1.5%	2	2.4%	0	0.0%	1	0.5%	1	1.4%
	Poor	1	0.8%	0	0.0%	0	0.0%	1	0.5%	0	0.0%
	Total	*130*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*198*	*100.0%*	*73*	*100.0%*
Problem solving skills	Excellent	57	44.2%	35	42.2%	7	46.7%	106	53.8%	43	58.9%
	Good	59	45.7%	37	44.6%	7	46.7%	78	39.6%	24	32.9%
	Average	11	8.5%	9	10.8%	1	6.7%	12	6.1%	5	6.8%
	Fair	1	0.8%	2	2.4%	0	0.0%	1	0.5%	1	1.4%

	Poor	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*197*	*100.0%*	*73*	*100.0%*
Mathematical skills	Excellent	24	18.9%	17	20.5%	1	6.7%	36	18.4%	15	20.5%
	Good	41	32.3%	32	38.6%	3	20.0%	80	40.8%	31	42.5%
	Average	41	32.3%	29	34.9%	7	46.7%	58	29.6%	20	27.4%
	Fair	12	9.4%	4	4.8%	3	20.0%	19	9.7%	4	5.5%
	Poor	9	7.1%	1	1.2%	1	6.7%	3	1.5%	3	4.1%
	Total	*127*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Computer technologies	Excellent	44	33.6%	22	26.5%	6	40.0%	64	32.5%	29	39.7%
	Good	46	35.1%	44	53.0%	8	53.3%	81	41.1%	34	46.6%
	Average	34	26.0%	15	18.1%	0	0.0%	42	21.3%	7	9.6%
	Fair	5	3.8%	1	1.2%	0	0.0%	9	4.6%	2	2.7%
	Poor	2	1.5%	1	1.2%	1	6.7%	1	0.5%	1	1.4%
	Total	*131*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*197*	*100.0%*	*73*	*100.0%*
Research skills	Excellent	64	48.9%	32	38.6%	7	46.7%	94	48.0%	40	54.8%
	Good	53	40.5%	38	45.8%	6	40.0%	84	42.9%	26	35.6%
	Average	12	9.2%	11	13.3%	1	6.7%	15	7.7%	5	6.8%
	Fair	1	0.8%	1	1.2%	1	6.7%	1	0.5%	2	2.7%
	Poor	1	0.8%	1	1.2%	0	0.0%	2	1.0%	0	0.0%
	Total	*131*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Scientific principles and methods	Excellent	33	25.8%	16	19.3%	5	35.7%	59	30.4%	24	33.3%
	Good	57	44.5%	38	45.8%	4	28.6%	92	47.4%	38	52.8%
	Average	36	28.1%	21	25.3%	2	14.3%	35	18.0%	9	12.5%
	Fair	1	0.8%	4	4.8%	3	21.4%	6	3.1%	1	1.4%
	Poor	1	0.8%	4	4.8%	0	0.0%	2	1.0%	0	0.0%
	Total	*128*	*100.0%*	*83*	*100.0%*	*14*	*100.0%*	*194*	*100.0%*	*72*	*100.0%*
Understanding different philosophies and cultures	Excellent	55	42.6%	29	34.9%	7	46.7%	95	48.7%	40	54.8%
	Good	52	40.3%	38	45.8%	7	46.7%	83	42.6%	27	37.0%
	Average	19	14.7%	10	12.0%	1	6.7%	14	7.2%	5	6.8%
	Fair	2	1.6%	4	4.8%	0	0.0%	3	1.5%	0	0.0%
	Poor	1	0.8%	2	2.4%	0	0.0%	0	0.0%	1	1.4%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*195*	*100.0%*	*73*	*100.0%*
Appreciation of the arts	Excellent	34	26.6%	19	22.9%	7	46.7%	62	31.6%	20	27.4%
	Good	52	40.6%	29	34.9%	5	33.3%	82	41.8%	31	42.5%
	Average	29	22.7%	26	31.3%	2	13.3%	44	22.4%	14	19.2%
	Fair	8	6.3%	5	6.0%	0	0.0%	6	3.1%	5	6.8%

	Poor	5	3.9%	4	4.8%	1	6.7%	2	1.0%	3	4.1%
	Total	*128*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Leadership skills	Excellent	48	37.2%	46	55.4%	6	40.0%	95	48.5%	38	52.1%
	Good	51	39.5%	29	34.9%	6	40.0%	75	38.3%	29	39.7%
	Average	20	15.5%	6	7.2%	1	6.7%	24	12.2%	5	6.8%
	Fair	5	3.9%	1	1.2%	1	6.7%	1	0.5%	0	0.0%
	Poor	5	3.9%	1	1.2%	1	6.7%	1	0.5%	1	1.4%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Management and organizational skills	Excellent	59	45.7%	49	59.0%	8	53.3%	98	50.0%	40	54.8%
	Good	55	42.6%	25	30.1%	4	26.7%	77	39.3%	25	34.2%
	Average	10	7.8%	8	9.6%	1	6.7%	20	10.2%	5	6.8%
	Fair	3	2.3%	1	1.2%	2	13.3%	0	0.0%	2	2.7%
	Poor	2	1.6%	0	0.0%	0	0.0%	1	0.5%	1	1.4%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Time management	Excellent	58	45.0%	39	47.0%	6	40.0%	98	50.0%	35	48.6%
	Good	52	40.3%	31	37.3%	6	40.0%	68	34.7%	29	40.3%
	Average	15	11.6%	10	12.0%	2	13.3%	26	13.3%	6	8.3%
	Fair	2	1.6%	3	3.6%	1	6.7%	3	1.5%	1	1.4%
	Poor	2	1.6%	0	0.0%	0	0.0%	1	0.5%	1	1.4%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*72*	*100.0%*
Working cooperatively in groups	Excellent	54	42.2%	44	53.0%	5	33.3%	116	59.2%	38	52.1%
	Good	41	32.0%	30	36.1%	7	46.7%	63	32.1%	27	37.0%
	Average	22	17.2%	7	8.4%	2	13.3%	12	6.1%	3	4.1%
	Fair	4	3.1%	1	1.2%	1	6.7%	3	1.5%	3	4.1%
	Poor	7	5.5%	1	1.2%	0	0.0%	2	1.0%	2	2.7%
	Total	*128*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Planning and carrying out projects	Excellent	59	45.7%	45	54.2%	8	53.3%	110	56.1%	39	53.4%
	Good	49	38.0%	30	36.1%	5	33.3%	68	34.7%	26	35.6%
	Average	16	12.4%	8	9.6%	2	13.3%	17	8.7%	5	6.8%
	Fair	3	2.3%	0	0.0%	0	0.0%	0	0.0%	1	1.4%
	Poor	2	1.6%	0	0.0%	0	0.0%	1	0.5%	2	2.7%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Citizenship skills	Excellent	52	40.3%	41	49.4%	7	46.7%	98	50.0%	32	43.8%
	Good	49	38.0%	28	33.7%	7	46.7%	68	34.7%	25	34.2%
	Average	17	13.2%	13	15.7%	0	0.0%	26	13.3%	13	17.8%
	Fair	6	4.7%	0	0.0%	1	6.7%	3	1.5%	2	2.7%

	Poor	5	3.9%	1	1.2%	0	0.0%	1	0.5%	1	1.4%
	Total	*129*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*
Strategies for applying skills in my field	Excellent	60	45.8%	37	45.1%	9	60.0%	112	57.1%	42	57.5%
	Good	52	39.7%	36	43.9%	4	26.7%	68	34.7%	26	35.6%
	Average	13	9.9%	7	8.5%	2	13.3%	15	7.7%	4	5.5%
	Fair	2	1.5%	1	1.2%	0	0.0%	1	0.5%	1	1.4%
	Poor	4	3.1%	1	1.2%	0	0.0%	0	0.0%	0	0.0%
	Total	*131*	*100.0%*	*82*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*73*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 13 (Q22): Student ratings on education and academic support services (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		**Arts & Sciences**		**Sorrell College of Business**		**Communication & Fine Arts**		**Education**		**Health & Human Services**	
		N	%	N	%	N	%	N	%	N	%
Overall quality of your academic program	Excellent	54	40.9%	31	37.3%	7	46.7%	90	46.2%	29	40.3%
	Good	52	39.4%	35	42.2%	6	40.0%	83	42.6%	32	44.4%
	Average	15	11.4%	13	15.7%	1	6.7%	17	8.7%	3	4.2%
	Fair	9	6.8%	2	2.4%	1	6.7%	3	1.5%	2	2.8%
	Poor	2	1.5%	2	2.4%	0	0.0%	2	1.0%	6	8.3%
	Total	*132*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*195*	*100.0%*	*72*	*100.0%*
Academic advising	Excellent	37	28.9%	29	35.4%	5	33.3%	77	39.9%	25	35.2%
	Good	50	39.1%	28	34.1%	3	20.0%	61	31.6%	27	38.0%
	Average	19	14.8%	15	18.3%	4	26.7%	29	15.0%	6	8.5%
	Fair	10	7.8%	8	9.8%	0	0.0%	18	9.3%	6	8.5%
	Poor	12	9.4%	2	2.4%	3	20.0%	8	4.1%	7	9.9%
	Total	*128*	*100.0%*	*82*	*100.0%*	*15*	*100.0%*	*193*	*100.0%*	*71*	*100.0%*
Faculty accessibility	Excellent	51	38.6%	29	35.8%	6	40.0%	83	42.6%	25	35.2%
	Good	51	38.6%	32	39.5%	6	40.0%	63	32.3%	32	45.1%
	Average	19	14.4%	15	18.5%	2	13.3%	36	18.5%	8	11.3%
	Fair	8	6.1%	3	3.7%	1	6.7%	6	3.1%	3	4.2%
	Poor	3	2.3%	2	2.5%	0	0.0%	7	3.6%	3	4.2%

	Total	*132*	*100.0%*	*81*	*100.0%*	*15*	*100.0%*	*195*	*100.0%*	*71*	*100.0%*
Instruction in major courses	Excellent	52	40.3%	28	34.1%	6	40.0%	96	49.5%	27	38.6%
	Good	55	42.6%	37	45.1%	7	46.7%	71	36.6%	32	45.7%
	Average	13	10.1%	10	12.2%	1	6.7%	17	8.8%	5	7.1%
	Fair	6	4.7%	3	3.7%	1	6.7%	7	3.6%	4	5.7%
	Poor	3	2.3%	4	4.9%	0	0.0%	3	1.5%	2	2.9%
	Total	*129*	*100.0%*	*82*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*70*	*100.0%*
Instruction in general education courses	Excellent	33	31.4%	27	35.1%	4	33.3%	63	42.3%	19	32.2%
	Good	49	46.7%	33	42.9%	7	58.3%	63	42.3%	31	52.5%
	Average	13	12.4%	10	13.0%	1	8.3%	19	12.8%	6	10.2%
	Fair	7	6.7%	3	3.9%	0	0.0%	1	0.7%	3	5.1%
	Poor	3	2.9%	4	5.2%	0	0.0%	3	2.0%	0	0.0%
	Total	*105*	*100.0%*	*77*	*100.0%*	*12*	*100.0%*	*149*	*100.0%*	*59*	*100.0%*
Faculty's use of technologies to enhance teaching	Excellent	53	39.8%	34	41.5%	6	40.0%	79	40.3%	26	37.1%
	Good	52	39.1%	32	39.0%	5	33.3%	81	41.3%	27	38.6%
	Average	16	12.0%	10	12.2%	3	20.0%	24	12.2%	12	17.1%
	Fair	9	6.8%	2	2.4%	1	6.7%	8	4.1%	5	7.1%
	Poor	3	2.3%	4	4.9%	0	0.0%	4	2.0%	0	0.0%
	Total	*133*	*100.0%*	*82*	*100.0%*	*15*	*100.0%*	*196*	*100.0%*	*70*	*100.0%*
Course availability in your major	Excellent	48	36.9%	31	37.8%	7	46.7%	59	30.3%	36	50.0%
	Good	51	39.2%	36	43.9%	7	46.7%	64	32.8%	24	33.3%
	Average	15	11.5%	7	8.5%	0	0.0%	27	13.8%	5	6.9%
	Fair	12	9.2%	5	6.1%	1	6.7%	27	13.8%	1	1.4%
	Poor	4	3.1%	3	3.7%	0	0.0%	18	9.2%	6	8.3%
	Total	*130*	*100.0%*	*82*	*100.0%*	*15*	*100.0%*	*195*	*100.0%*	*72*	*100.0%*
Communication between faculty and students	Excellent	52	39.4%	31	37.3%	7	46.7%	80	41.2%	24	33.3%
	Good	54	40.9%	34	41.0%	6	40.0%	69	35.6%	30	41.7%
	Average	13	9.8%	12	14.5%	0	0.0%	30	15.5%	10	13.9%
	Fair	9	6.8%	4	4.8%	1	6.7%	8	4.1%	4	5.6%
	Poor	4	3.0%	2	2.4%	1	6.7%	7	3.6%	4	5.6%
	Total	*132*	*100.0%*	*83*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*72*	*100.0%*
Registration procedures	Excellent	64	48.1%	34	42.0%	8	53.3%	79	40.5%	29	40.8%
	Good	47	35.3%	28	34.6%	4	26.7%	75	38.5%	30	42.3%
	Average	11	8.3%	8	9.9%	1	6.7%	26	13.3%	6	8.5%
	Fair	6	4.5%	8	9.9%	2	13.3%	11	5.6%	6	8.5%
	Poor	5	3.8%	3	3.7%	0	0.0%	4	2.1%	0	0.0%

	Total	*133*	*100.0%*	*81*	*100.0%*	*15*	*100.0%*	*195*	*100.0%*	*71*	*100.0%*
New Student Orientation program	Excellent	28	28.6%	22	45.8%	3	30.0%	46	35.9%	16	29.1%
	Good	37	37.8%	16	33.3%	3	30.0%	36	28.1%	25	45.5%
	Average	18	18.4%	6	12.5%	2	20.0%	23	18.0%	7	12.7%
	Fair	7	7.1%	4	8.3%	1	10.0%	13	10.2%	4	7.3%
	Poor	8	8.2%	0	0.0%	1	10.0%	10	7.8%	3	5.5%
	Total	*98*	*100.0%*	*48*	*100.0%*	*10*	*100.0%*	*128*	*100.0%*	*55*	*100.0%*
Library	Excellent	44	40.4%	28	43.8%	4	33.3%	68	43.0%	24	38.7%
	Good	44	40.4%	23	35.9%	5	41.7%	50	31.6%	21	33.9%
	Average	13	11.9%	9	14.1%	2	16.7%	23	14.6%	16	25.8%
	Fair	7	6.4%	1	1.6%	1	8.3%	10	6.3%	1	1.6%
	Poor	1	0.9%	3	4.7%	0	0.0%	7	4.4%	0	0.0%
	Total	*109*	*100.0%*	*64*	*100.0%*	*12*	*100.0%*	*158*	*100.0%*	*62*	*100.0%*
Computer labs	Excellent	22	34.9%	19	46.3%	3	33.3%	53	34.6%	16	36.4%
	Good	26	41.3%	15	36.6%	5	55.6%	50	32.7%	17	38.6%
	Average	8	12.7%	5	12.2%	1	11.1%	30	19.6%	8	18.2%
	Fair	4	6.3%	2	4.9%	0	0.0%	14	9.2%	2	4.5%
	Poor	3	4.8%	0	0.0%	0	0.0%	6	3.9%	1	2.3%
	Total	*63*	*100.0%*	*41*	*100.0%*	*9*	*100.0%*	*153*	*100.0%*	*44*	*100.0%*
Laboratory/instructional equipment	Excellent	19	34.5%	20	51.3%	3	33.3%	35	31.0%	16	30.8%
	Good	20	36.4%	10	25.6%	5	55.6%	43	38.1%	22	42.3%
	Average	10	18.2%	6	15.4%	1	11.1%	21	18.6%	10	19.2%
	Fair	3	5.5%	2	5.1%	0	0.0%	9	8.0%	2	3.8%
	Poor	3	5.5%	1	2.6%	0	0.0%	5	4.4%	2	3.8%
	Total	*55*	*100.0%*	*39*	*100.0%*	*9*	*100.0%*	*113*	*100.0%*	*52*	*100.0%*
Testing Center	Excellent	23	33.3%	22	44.9%	3	30.0%	36	32.1%	11	28.9%
	Good	25	36.2%	18	36.7%	6	60.0%	44	39.3%	20	52.6%
	Average	12	17.4%	6	12.2%	1	10.0%	21	18.8%	6	15.8%
	Fair	5	7.2%	2	4.1%	0	0.0%	8	7.1%	1	2.6%
	Poor	4	5.8%	1	2.0%	0	0.0%	3	2.7%	0	0.0%
	Total	*69*	*100.0%*	*49*	*100.0%*	*10*	*100.0%*	*112*	*100.0%*	*38*	*100.0%*
Writing Center	Excellent	19	29.2%	16	42.1%	3	33.3%	30	38.5%	13	37.1%
	Good	27	41.5%	14	36.8%	5	55.6%	30	38.5%	16	45.7%
	Average	12	18.5%	6	15.8%	1	11.1%	10	12.8%	4	11.4%
	Fair	5	7.7%	2	5.3%	0	0.0%	4	5.1%	1	2.9%
	Poor	2	3.1%	0	0.0%	0	0.0%	4	5.1%	1	2.9%

	Total	*65*	*100.0%*	*38*	*100.0%*	*9*	*100.0%*	*78*	*100.0%*	*35*	*100.0%*
Natural Science Center	Excellent	12	28.6%	14	53.8%	1	16.7%	20	37.7%	8	32.0%
	Good	18	42.9%	6	23.1%	4	66.7%	20	37.7%	10	40.0%
	Average	7	16.7%	5	19.2%	1	16.7%	8	15.1%	6	24.0%
	Fair	4	9.5%	1	3.8%	0	0.0%	2	3.8%	0	0.0%
	Poor	1	2.4%	0	0.0%	0	0.0%	3	5.7%	1	4.0%
	Total	*42*	*100.0%*	*26*	*100.0%*	*6*	*100.0%*	*53*	*100.0%*	*25*	*100.0%*
Center for International Programs	Excellent	13	28.9%	14	53.8%	1	20.0%	19	37.3%	9	33.3%
	Good	18	40.0%	6	23.1%	3	60.0%	20	39.2%	11	40.7%
	Average	6	13.3%	5	19.2%	1	20.0%	9	17.6%	5	18.5%
	Fair	6	13.3%	1	3.8%	0	0.0%	2	3.9%	1	3.7%
	Poor	2	4.4%	0	0.0%	0	0.0%	1	2.0%	1	3.7%
	Total	*45*	*100.0%*	*26*	*100.0%*	*5*	*100.0%*	*51*	*100.0%*	*27*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 14 (Q23): Student satisfaction with the offices and services of Troy University (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		**Arts & Sciences**		**Sorrell College of Business**		**Communication & Fine Arts**		**Education**		**Health & Human Services**	
		N	%	N	%	N	%	N	%	N	%
Admissions Office	Very Satisfied	48	37.8%	25	32.9%	7	46.7%	69	37.5%	23	33.8%
	Satisfied	50	39.4%	33	43.4%	2	13.3%	68	37.0%	32	47.1%
	Neutral	20	15.7%	10	13.2%	3	20.0%	36	19.6%	10	14.7%
	Dissatisfied	3	2.4%	3	3.9%	1	6.7%	6	3.3%	1	1.5%
	Very Dissatisfied	6	4.7%	5	6.6%	2	13.3%	5	2.7%	2	2.9%
	Total	*127*	*100.0%*	*76*	*100.0%*	*15*	*100.0%*	*184*	*100.0%*	*68*	*100.0%*
Registrar/Records Office	Very Satisfied	43	33.9%	24	31.2%	5	35.7%	73	40.1%	21	31.3%
	Satisfied	59	46.5%	33	42.9%	3	21.4%	65	35.7%	33	49.3%
	Neutral	18	14.2%	12	15.6%	3	21.4%	34	18.7%	9	13.4%
	Dissatisfied	0	0.0%	4	5.2%	1	7.1%	6	3.3%	3	4.5%
	Very Dissatisfied	7	5.5%	4	5.2%	2	14.3%	4	2.2%	1	1.5%

	Total	*127*	*100.0%*	*77*	*100.0%*	*14*	*100.0%*	*182*	*100.0%*	*67*	*100.0%*
Veteran Services	Very Satisfied	21	39.6%	18	47.4%	2	33.3%	26	44.1%	8	26.7%
	Satisfied	19	35.8%	10	26.3%	0	0.0%	14	23.7%	12	40.0%
	Neutral	7	13.2%	8	21.1%	3	50.0%	14	23.7%	8	26.7%
	Dissatisfied	3	5.7%	0	0.0%	0	0.0%	2	3.4%	1	3.3%
	Very Dissatisfied	3	5.7%	2	5.3%	1	16.7%	3	5.1%	1	3.3%
	Total	*53*	*100.0%*	*38*	*100.0%*	*6*	*100.0%*	*59*	*100.0%*	*30*	*100.0%*
Financial Aid Services	Very Satisfied	32	30.2%	21	32.3%	5	45.5%	57	36.1%	21	34.4%
	Satisfied	49	46.2%	27	41.5%	2	18.2%	59	37.3%	24	39.3%
	Neutral	14	13.2%	11	16.9%	2	18.2%	28	17.7%	8	13.1%
	Dissatisfied	4	3.8%	3	4.6%	0	0.0%	9	5.7%	6	9.8%
	Very Dissatisfied	7	6.6%	3	4.6%	2	18.2%	5	3.2%	2	3.3%
	Total	*106*	*100.0%*	*65*	*100.0%*	*11*	*100.0%*	*158*	*100.0%*	*61*	*100.0%*
Business Office	Very Satisfied	31	34.4%	26	39.4%	3	25.0%	52	36.1%	18	31.0%
	Satisfied	33	36.7%	26	39.4%	4	33.3%	53	36.8%	27	46.6%
	Neutral	16	17.8%	11	16.7%	3	25.0%	36	25.0%	9	15.5%
	Dissatisfied	4	4.4%	1	1.5%	0	0.0%	2	1.4%	3	5.2%
	Very Dissatisfied	6	6.7%	2	3.0%	2	16.7%	1	0.7%	1	1.7%
	Total	*90*	*100.0%*	*66*	*100.0%*	*12*	*100.0%*	*144*	*100.0%*	*58*	*100.0%*
Information Technology (IT) Services	Very Satisfied	35	34.7%	22	36.1%	6	54.5%	56	38.4%	19	32.2%
	Satisfied	39	38.6%	21	34.4%	1	9.1%	62	42.5%	24	40.7%
	Neutral	18	17.8%	13	21.3%	2	18.2%	22	15.1%	11	18.6%
	Dissatisfied	3	3.0%	3	4.9%	0	0.0%	1	0.7%	2	3.4%
	Very Dissatisfied	6	5.9%	2	3.3%	2	18.2%	5	3.4%	3	5.1%
	Total	*101*	*100.0%*	*61*	*100.0%*	*11*	*100.0%*	*146*	*100.0%*	*59*	*100.0%*
Trojan Web Express	Very Satisfied	51	38.9%	40	51.9%	5	33.3%	82	42.7%	26	36.1%
	Satisfied	55	42.0%	22	28.6%	4	26.7%	83	43.2%	34	47.2%
	Neutral	13	9.9%	10	13.0%	3	20.0%	18	9.4%	8	11.1%
	Dissatisfied	6	4.6%	1	1.3%	0	0.0%	6	3.1%	1	1.4%
	Very Dissatisfied	6	4.6%	4	5.2%	3	20.0%	3	1.6%	3	4.2%
	Total	*131*	*100.0%*	*77*	*100.0%*	*15*	*100.0%*	*192*	*100.0%*	*72*	*100.0%*
Adaptive Needs Services	Very Satisfied	12	32.4%	9	31.0%	1	25.0%	21	36.2%	7	24.1%
	Satisfied	14	37.8%	7	24.1%	0	0.0%	15	25.9%	11	37.9%
	Neutral	7	18.9%	11	37.9%	2	50.0%	18	31.0%	9	31.0%
	Dissatisfied	1	2.7%	0	0.0%	0	0.0%	3	5.2%	1	3.4%
	Very Dissatisfied	3	8.1%	2	6.9%	1	25.0%	1	1.7%	1	3.4%

	Total	*37*	*100.0%*	*29*	*100.0%*	*4*	*100.0%*	*58*	*100.0%*	*29*	*100.0%*
Student Support Services (SSS)	Very Satisfied	27	41.5%	13	33.3%	5	55.6%	35	40.7%	8	21.6%
	Satisfied	22	33.8%	13	33.3%	0	0.0%	20	23.3%	18	48.6%
	Neutral	11	16.9%	11	28.2%	2	22.2%	25	29.1%	7	18.9%
	Dissatisfied	1	1.5%	1	2.6%	1	11.1%	3	3.5%	1	2.7%
	Very Dissatisfied	4	6.2%	1	2.6%	1	11.1%	3	3.5%	3	8.1%
	Total	*65*	*100.0%*	*39*	*100.0%*	*9*	*100.0%*	*86*	*100.0%*	*37*	*100.0%*
Career Services	Very Satisfied	12	21.1%	9	28.1%	1	16.7%	26	31.3%	7	22.6%
	Satisfied	17	29.8%	7	21.9%	0	0.0%	20	24.1%	12	38.7%
	Neutral	19	33.3%	11	34.4%	4	66.7%	21	25.3%	8	25.8%
	Dissatisfied	2	3.5%	3	9.4%	0	0.0%	11	13.3%	1	3.2%
	Very Dissatisfied	7	12.3%	2	6.3%	1	16.7%	5	6.0%	3	9.7%
	Total	*57*	*100.0%*	*32*	*100.0%*	*6*	*100.0%*	*83*	*100.0%*	*31*	*100.0%*
Placement Service	Very Satisfied	10	20.0%	8	30.8%	1	16.7%	17	24.6%	6	22.2%
	Satisfied	16	32.0%	7	26.9%	0	0.0%	19	27.5%	11	40.7%
	Neutral	16	32.0%	9	34.6%	4	66.7%	19	27.5%	6	22.2%
	Dissatisfied	1	2.0%	0	0.0%	0	0.0%	8	11.6%	1	3.7%
	Very Dissatisfied	7	14.0%	2	7.7%	1	16.7%	6	8.7%	3	11.1%
	Total	*50*	*100.0%*	*26*	*100.0%*	*6*	*100.0%*	*69*	*100.0%*	*27*	*100.0%*
Counseling Services	Very Satisfied	16	27.1%	9	30.0%	0	0.0%	36	43.9%	9	31.0%
	Satisfied	19	32.2%	8	26.7%	0	0.0%	22	26.8%	11	37.9%
	Neutral	16	27.1%	10	33.3%	3	75.0%	16	19.5%	6	20.7%
	Dissatisfied	4	6.8%	1	3.3%	0	0.0%	5	6.1%	0	0.0%
	Very Dissatisfied	4	6.8%	2	6.7%	1	25.0%	3	3.7%	3	10.3%
	Total	*59*	*100.0%*	*30*	*100.0%*	*4*	*100.0%*	*82*	*100.0%*	*29*	*100.0%*
Bookstore Services	Very Satisfied	22	22.4%	16	27.1%	2	25.0%	51	32.7%	15	31.9%
	Satisfied	44	44.9%	25	42.4%	1	12.5%	61	39.1%	18	38.3%
	Neutral	18	18.4%	13	22.0%	3	37.5%	32	20.5%	13	27.7%
	Dissatisfied	5	5.1%	2	3.4%	0	0.0%	4	2.6%	0	0.0%
	Very Dissatisfied	9	9.2%	3	5.1%	2	25.0%	8	5.1%	1	2.1%
	Total	*98*	*100.0%*	*59*	*100.0%*	*8*	*100.0%*	*156*	*100.0%*	*47*	*100.0%*
Safety and Security Services	Very Satisfied	14	26.4%	13	35.1%	2	40.0%	55	41.7%	14	34.1%
	Satisfied	23	43.4%	12	32.4%	0	0.0%	43	32.6%	14	34.1%
	Neutral	11	20.8%	11	29.7%	2	40.0%	23	17.4%	10	24.4%
	Dissatisfied	2	3.8%	0	0.0%	0	0.0%	4	3.0%	1	2.4%
	Very Dissatisfied	3	5.7%	1	2.7%	1	20.0%	7	5.3%	2	4.9%

	Total	*53*	*100.0%*	*37*	*100.0%*	*5*	*100.0%*	*132*	*100.0%*	*41*	*100.0%*
Parking facilities	Very Satisfied	12	22.6%	9	23.7%	2	40.0%	52	33.5%	16	36.4%
	Satisfied	20	37.7%	11	28.9%	0	0.0%	56	36.1%	14	31.8%
	Neutral	14	26.4%	13	34.2%	2	40.0%	23	14.8%	7	15.9%
	Dissatisfied	1	1.9%	3	7.9%	0	0.0%	11	7.1%	3	6.8%
	Very Dissatisfied	6	11.3%	2	5.3%	1	20.0%	13	8.4%	4	9.1%
	Total	*53*	*100.0%*	*38*	*100.0%*	*5*	*100.0%*	*155*	*100.0%*	*44*	*100.0%*
University Media (website, newsletters, radio, TV, etc)	Very Satisfied	24	27.0%	15	30.0%	3	27.3%	46	31.1%	16	33.3%
	Satisfied	42	47.2%	21	42.0%	3	27.3%	59	39.9%	22	45.8%
	Neutral	20	22.5%	12	24.0%	3	27.3%	33	22.3%	8	16.7%
	Dissatisfied	1	1.1%	0	0.0%	0	0.0%	6	4.1%	0	0.0%
	Very Dissatisfied	2	2.2%	2	4.0%	2	18.2%	4	2.7%	2	4.2%
	Total	*89*	*100.0%*	*50*	*100.0%*	*11*	*100.0%*	*148*	*100.0%*	*48*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 15 (Q24): Student opinions and perceptions about Troy University (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		**Arts & Sciences**		**Sorrell College of Business**		**Communication & Fine Arts**		**Education**		**Health & Human Services**	
		N	%	N	%	N	%	N	%	N	%
The goals, objectives, and requirements for my academic program were clearly defined.	Strongly Agree	55	42.6%	33	41.3%	6	42.9%	77	39.7%	23	33.3%
	Agree	55	42.6%	37	46.3%	7	50.0%	84	43.3%	33	47.8%
	Neither Agree nor Disagree	7	5.4%	7	8.8%	1	7.1%	11	5.7%	3	4.3%
	Disagree	5	3.9%	1	1.3%	0	0.0%	14	7.2%	6	8.7%
	Strongly Disagree	7	5.4%	2	2.5%	0	0.0%	8	4.1%	4	5.8%
	Total	*129*	*100.0%*	*80*	*100.0%*	*14*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*
My academic program was intellectually challenging and stimulating.	Strongly Agree	66	50.8%	41	51.3%	7	46.7%	93	47.9%	26	37.7%
	Agree	51	39.2%	29	36.3%	6	40.0%	81	41.8%	32	46.4%
	Neither Agree nor Disagree	7	5.4%	7	8.8%	1	6.7%	9	4.6%	3	4.3%
	Disagree	3	2.3%	1	1.3%	1	6.7%	5	2.6%	6	8.7%
	Strongly Disagree	3	2.3%	2	2.5%	0	0.0%	6	3.1%	2	2.9%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*

Courses in my curriculum contributed to the skills and knowledge required in my field.	Strongly Agree	63	48.8%	38	48.1%	7	46.7%	101	52.6%	28	40.6%
	Agree	48	37.2%	31	39.2%	7	46.7%	75	39.1%	32	46.4%
	Neither Agree nor Disagree	10	7.8%	7	8.9%	1	6.7%	7	3.6%	4	5.8%
	Disagree	3	2.3%	1	1.3%	0	0.0%	3	1.6%	3	4.3%
	Strongly Disagree	5	3.9%	2	2.5%	0	0.0%	6	3.1%	2	2.9%
	Total	*129*	*100.0%*	*79*	*100.0%*	*15*	*100.0%*	*192*	*100.0%*	*69*	*100.0%*
Courses were offered frequently enough for timely completion of my degree program.	Strongly Agree	55	42.3%	33	41.3%	7	46.7%	59	30.4%	21	30.4%
	Agree	53	40.8%	28	35.0%	6	40.0%	63	32.5%	31	44.9%
	Neither Agree nor Disagree	8	6.2%	9	11.3%	1	6.7%	21	10.8%	4	5.8%
	Disagree	10	7.7%	8	10.0%	1	6.7%	27	13.9%	6	8.7%
	Strongly Disagree	4	3.1%	2	2.5%	0	0.0%	24	12.4%	7	10.1%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*
The intellectual caliber of students in my academic program was high.	Strongly Agree	37	28.5%	19	23.8%	6	40.0%	56	28.9%	18	26.1%
	Agree	51	39.2%	37	46.3%	6	40.0%	81	41.8%	37	53.6%
	Neither Agree nor Disagree	20	15.4%	15	18.8%	1	6.7%	35	18.0%	5	7.2%
	Disagree	15	11.5%	5	6.3%	2	13.3%	17	8.8%	5	7.2%
	Strongly Disagree	7	5.4%	4	5.0%	0	0.0%	5	2.6%	4	5.8%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*
The degree program in which I enrolled is valuable for me in my employment.	Strongly Agree	58	45.0%	36	45.0%	8	53.3%	99	51.0%	34	49.3%
	Agree	44	34.1%	32	40.0%	6	40.0%	70	36.1%	26	37.7%
	Neither Agree nor Disagree	16	12.4%	7	8.8%	1	6.7%	20	10.3%	3	4.3%
	Disagree	4	3.1%	2	2.5%	0	0.0%	0	0.0%	3	4.3%
	Strongly Disagree	7	5.4%	3	3.8%	0	0.0%	5	2.6%	3	4.3%
	Total	*129*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*
Troy University faculty care about students as individuals.	Strongly Agree	47	36.2%	28	35.0%	7	46.7%	85	44.0%	25	36.2%
	Agree	53	40.8%	38	47.5%	4	26.7%	78	40.4%	26	37.7%
	Neither Agree nor Disagree	19	14.6%	7	8.8%	2	13.3%	17	8.8%	7	10.1%
	Disagree	5	3.8%	5	6.3%	2	13.3%	5	2.6%	6	8.7%
	Strongly Disagree	6	4.6%	2	2.5%	0	0.0%	8	4.1%	5	7.2%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*193*	*100.0%*	*69*	*100.0%*
Troy University faculty were helpful with my career plan.	Strongly Agree	39	30.0%	20	25.0%	4	26.7%	75	38.9%	19	27.5%
	Agree	39	30.0%	31	38.8%	3	20.0%	67	34.7%	27	39.1%
	Neither Agree nor Disagree	34	26.2%	22	27.5%	6	40.0%	28	14.5%	13	18.8%
	Disagree	12	9.2%	4	5.0%	1	6.7%	13	6.7%	5	7.2%
	Strongly Disagree	6	4.6%	3	3.8%	1	6.7%	10	5.2%	5	7.2%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*193*	*100.0%*	*69*	*100.0%*

Troy University is responsive to the needs of its students.	Strongly Agree	42	32.3%	22	27.5%	5	33.3%	60	30.9%	21	30.4%
	Agree	56	43.1%	36	45.0%	4	26.7%	68	35.1%	28	40.6%
	Neither Agree nor Disagree	18	13.8%	13	16.3%	4	26.7%	37	19.1%	8	11.6%
	Disagree	7	5.4%	7	8.8%	2	13.3%	17	8.8%	8	11.6%
	Strongly Disagree	7	5.4%	2	2.5%	0	0.0%	12	6.2%	4	5.8%
	Total	*130*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*194*	*100.0%*	*69*	*100.0%*
The tuition and fees I paid at Troy University were a worthwhile investment.	Strongly Agree	37	28.7%	25	31.3%	5	33.3%	49	25.4%	20	29.0%
	Agree	56	43.4%	37	46.3%	3	20.0%	88	45.6%	30	43.5%
	Neither Agree nor Disagree	21	16.3%	10	12.5%	5	33.3%	38	19.7%	9	13.0%
	Disagree	7	5.4%	4	5.0%	1	6.7%	10	5.2%	5	7.2%
	Strongly Disagree	8	6.2%	4	5.0%	1	6.7%	8	4.1%	5	7.2%
	Total	*129*	*100.0%*	*80*	*100.0%*	*15*	*100.0%*	*193*	*100.0%*	*69*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 16 (Q32): Overall ratings on Troy University (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		Arts & Sciences		Sorrell College of Business		Communication & Fine Arts		Education		Health & Human Services	
		N	%	N	%	N	%	N	%	N	%
How would you rate Troy University's preparation of you for employment?	Excellent	29	22.5%	19	24.4%	3	20.0%	70	37.0%	21	30.9%
	Good	51	39.5%	30	38.5%	5	33.3%	69	36.5%	31	45.6%
	Average	32	24.8%	22	28.2%	4	26.7%	35	18.5%	12	17.6%
	Fair	6	4.7%	4	5.1%	2	13.3%	11	5.8%	2	2.9%
	Poor	11	8.5%	3	3.8%	1	6.7%	4	2.1%	2	2.9%
	Total	*129*	*100.0%*	*78*	*100.0%*	*15*	*100.0%*	*189*	*100.0%*	*68*	*100.0%*
How would you rate Troy University's preparation of you for further education?	Excellent	39	30.2%	23	29.1%	6	40.0%	73	38.6%	24	35.8%
	Good	56	43.4%	36	45.6%	4	26.7%	74	39.2%	30	44.8%
	Average	23	17.8%	14	17.7%	3	20.0%	30	15.9%	9	13.4%
	Fair	5	3.9%	4	5.1%	2	13.3%	8	4.2%	3	4.5%
	Poor	6	4.7%	2	2.5%	0	0.0%	4	2.1%	1	1.5%
	Total	*129*	*100.0%*	*79*	*100.0%*	*15*	*100.0%*	*189*	*100.0%*	*67*	*100.0%*
What is your overall rating of your college experiences at TROY?	Excellent	49	37.7%	30	38.5%	7	46.7%	82	43.4%	28	41.2%
	Good	50	38.5%	30	38.5%	5	33.3%	75	39.7%	25	36.8%
	Average	17	13.1%	12	15.4%	2	13.3%	20	10.6%	6	8.8%
	Fair	7	5.4%	4	5.1%	0	0.0%	6	3.2%	8	11.8%
	Poor	7	5.4%	2	2.6%	1	6.7%	6	3.2%	1	1.5%
	Total	*130*	*100.0%*	*78*	*100.0%*	*15*	*100.0%*	*189*	*100.0%*	*68*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 17: Enrollment choices and recommendations (Cross Tabulated by **College**)

Graduate Student Data AY 2014-2015		Arts & Sciences		Sorrell College of Business		Communication & Fine Arts		Education		Health & Human Services	
		N	%	N	%	N	%	N	%	N	%
If you were starting graduate school over, would you enroll in the same program?	Definitely Yes	52	40.0%	31	39.2%	7	46.7%	107	56.6%	35	51.5%
	Probably Yes	47	36.2%	34	43.0%	4	26.7%	53	28.0%	24	35.3%
	Probably Not	18	13.8%	13	16.5%	2	13.3%	23	12.2%	5	7.4%
	Definitely Not	13	10.0%	1	1.3%	2	13.3%	6	3.2%	4	5.9%
	Total	*130*	*100.0%*	*79*	*100.0%*	*15*	*100.0%*	*189*	*100.0%*	*68*	*100.0%*
If you could start graduate school over, would you attend Troy University again?	Definitely Yes	56	43.1%	33	41.8%	9	60.0%	95	50.5%	27	39.7%
	Probably Yes	53	40.8%	35	44.3%	3	20.0%	60	31.9%	29	42.6%
	Probably Not	11	8.5%	8	10.1%	1	6.7%	26	13.8%	8	11.8%
	Definitely Not	10	7.7%	3	3.8%	2	13.3%	7	3.7%	4	5.9%
	Total	*130*	*100.0%*	*79*	*100.0%*	*15*	*100.0%*	*188*	*100.0%*	*68*	*100.0%*
Would you recommend your academic program to other students?	Definitely Yes	57	44.5%	39	49.4%	9	60.0%	100	53.2%	36	52.2%
	Probably Yes	50	39.1%	31	39.2%	3	20.0%	65	34.6%	27	39.1%
	Probably Not	12	9.4%	6	7.6%	2	13.3%	19	10.1%	5	7.2%
	Definitely Not	9	7.0%	3	3.8%	1	6.7%	4	2.1%	1	1.4%
	Total	*128*	*100.0%*	*79*	*100.0%*	*15*	*100.0%*	*188*	*100.0%*	*69*	*100.0%*
Would you recommend Troy University to someone planning to go to college?	Definitely Yes	55	42.3%	42	54.5%	9	60.0%	103	54.8%	37	53.6%
	Probably Yes	59	45.4%	28	36.4%	3	20.0%	68	36.2%	21	30.4%
	Probably Not	6	4.6%	4	5.2%	2	13.3%	12	6.4%	9	13.0%
	Definitely Not	10	7.7%	3	3.9%	1	6.7%	5	2.7%	2	2.9%
	Total	*130*	*100.0%*	*77*	*100.0%*	*15*	*100.0%*	*188*	*100.0%*	*69*	*100.0%*

Troy University 2014-2015 Graduate Student Survey Report

Report 18: Comparison of Intellectual Development and Leadership Development Items by **Ethnicity**

Graduate Student Data AY 2014-2015		African American		American Indian/Alaska Native		Asian		Caucasian		Hawaiian or Other Pacific Islander		Hispanic		Multi-Racial		Race/Ethnicity Unknown	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Writing skills	Excellent	92	43.0%	3	75.0%	3	17.6%	111	47.6%	2	100.0%	11	68.8%	4	33.3%	1	33.3%
	Good	101	47.2%	0	0.0%	8	47.1%	98	42.1%	0	0.0%	5	31.3%	8	66.7%	1	33.3%
	Average	21	9.8%	1	25.0%	5	29.4%	19	8.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Fair	0	0.0%	0	0.0%	1	5.9%	2	0.9%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*214*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*233*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Speaking/presentation skills	Excellent	94	43.9%	2	50.0%	5	29.4%	84	36.2%	1	50.0%	9	56.3%	5	41.7%	1	33.3%
	Good	92	43.0%	1	25.0%	6	35.3%	101	43.5%	1	50.0%	6	37.5%	7	58.3%	1	33.3%
	Average	23	10.7%	1	25.0%	5	29.4%	32	13.8%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Fair	5	2.3%	0	0.0%	1	5.9%	6	2.6%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	9	3.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*214*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*232*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Reading skills	Excellent	108	50.9%	2	50.0%	5	29.4%	105	45.3%	0	0.0%	10	62.5%	7	58.3%	1	33.3%
	Good	90	42.5%	1	25.0%	7	41.2%	91	39.2%	2	100.0%	5	31.3%	5	41.7%	1	33.3%
	Average	14	6.6%	1	25.0%	4	23.5%	28	12.1%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Fair	0	0.0%	0	0.0%	1	5.9%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	5	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*232*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Critical thinking skills	Excellent	117	54.9%	3	75.0%	3	17.6%	119	51.3%	2	100.0%	14	87.5%	7	58.3%	1	33.3%
	Good	81	38.0%	0	0.0%	9	52.9%	87	37.5%	0	0.0%	1	6.3%	5	41.7%	1	33.3%
	Average	14	6.6%	1	25.0%	4	23.5%	21	9.1%	0	0.0%	1	6.3%	0	0.0%	0	0.0%

	Fair	1	0.5%	0	0.0%	1	5.9%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	2	0.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*213*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*232*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Problem solving skills	Excellent	107	50.5%	3	75.0%	3	17.6%	108	46.8%	2	100.0%	13	81.3%	7	58.3%	1	33.3%
	Good	90	42.5%	0	0.0%	9	52.9%	100	43.3%	0	0.0%	2	12.5%	5	41.7%	1	33.3%
	Average	14	6.6%	1	25.0%	5	29.4%	19	8.2%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Fair	1	0.5%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Mathematical skills	Excellent	45	21.3%	2	50.0%	3	17.6%	36	15.7%	0	0.0%	3	18.8%	3	25.0%	1	33.3%
	Good	93	44.1%	1	25.0%	7	41.2%	71	31.0%	1	50.0%	6	37.5%	5	41.7%	1	33.3%
	Average	59	28.0%	1	25.0%	6	35.3%	83	36.2%	1	50.0%	5	31.3%	2	16.7%	0	0.0%
	Fair	12	5.7%	0	0.0%	1	5.9%	25	10.9%	0	0.0%	2	12.5%	1	8.3%	1	33.3%
	Poor	2	0.9%	0	0.0%	0	0.0%	14	6.1%	0	0.0%	0	0.0%	1	8.3%	0	0.0%
	Total	*211*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*229*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Computer technologies	Excellent	74	34.7%	2	50.0%	6	35.3%	64	27.6%	0	0.0%	10	62.5%	5	41.7%	1	33.3%
	Good	100	46.9%	1	25.0%	4	23.5%	98	42.2%	1	50.0%	3	18.8%	5	41.7%	1	33.3%
	Average	33	15.5%	1	25.0%	7	41.2%	55	23.7%	1	50.0%	2	12.5%	2	16.7%	0	0.0%
	Fair	5	2.3%	0	0.0%	0	0.0%	10	4.3%	0	0.0%	1	6.3%	0	0.0%	1	33.3%
	Poor	1	0.5%	0	0.0%	0	0.0%	5	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*213*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*232*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Research skills	Excellent	100	46.9%	2	50.0%	5	29.4%	108	46.8%	1	50.0%	11	68.8%	7	58.3%	1	33.3%
	Good	90	42.3%	2	50.0%	8	47.1%	96	41.6%	1	50.0%	4	25.0%	5	41.7%	1	33.3%
	Average	21	9.9%	0	0.0%	3	17.6%	21	9.1%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Fair	2	0.9%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Poor	0	0.0%	0	0.0%	1	5.9%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*213*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Scientific principles and methods	Excellent	53	25.5%	2	50.0%	4	23.5%	62	27.0%	0	0.0%	10	62.5%	5	41.7%	0	0.0%
	Good	102	49.0%	1	25.0%	7	41.2%	105	45.7%	2	100.0%	4	25.0%	6	50.0%	1	50.0%
	Average	46	22.1%	0	0.0%	6	35.3%	49	21.3%	0	0.0%	2	12.5%	1	8.3%	0	0.0%

	Fair	4	1.9%	1	25.0%	0	0.0%	10	4.3%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Poor	3	1.4%	0	0.0%	0	0.0%	4	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*208*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*230*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Understanding different philosophies and cultures	Excellent	94	44.1%	2	50.0%	4	23.5%	102	44.3%	2	100.0%	14	87.5%	5	41.7%	0	0.0%
	Good	98	46.0%	1	25.0%	8	47.1%	92	40.0%	0	0.0%	2	12.5%	7	58.3%	1	50.0%
	Average	16	7.5%	0	0.0%	5	29.4%	29	12.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Fair	4	1.9%	1	25.0%	0	0.0%	5	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Poor	1	0.5%	0	0.0%	0	0.0%	2	0.9%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*213*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*230*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Appreciation of the arts	Excellent	69	32.5%	2	50.0%	3	17.6%	59	25.7%	1	50.0%	5	31.3%	2	16.7%	0	0.0%
	Good	95	44.8%	1	25.0%	4	23.5%	82	35.7%	1	50.0%	7	43.8%	7	58.3%	1	50.0%
	Average	40	18.9%	1	25.0%	8	47.1%	61	26.5%	0	0.0%	3	18.8%	3	25.0%	0	0.0%
	Fair	6	2.8%	0	0.0%	2	11.8%	16	7.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Poor	2	0.9%	0	0.0%	0	0.0%	12	5.2%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*230*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Leadership skills	Excellent	107	50.5%	2	50.0%	3	17.6%	103	44.6%	1	50.0%	9	56.3%	6	50.0%	0	0.0%
	Good	81	38.2%	2	50.0%	8	47.1%	88	38.1%	1	50.0%	5	31.3%	5	41.7%	1	50.0%
	Average	21	9.9%	0	0.0%	5	29.4%	28	12.1%	0	0.0%	2	12.5%	1	8.3%	0	0.0%
	Fair	2	0.9%	0	0.0%	1	5.9%	5	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Poor	1	0.5%	0	0.0%	0	0.0%	7	3.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Management and organizational skills	Excellent	109	51.4%	2	50.0%	3	17.6%	121	52.4%	1	50.0%	10	62.5%	6	50.0%	0	0.0%
	Good	84	39.6%	2	50.0%	9	52.9%	82	35.5%	1	50.0%	3	18.8%	5	41.7%	1	50.0%
	Average	18	8.5%	0	0.0%	5	29.4%	19	8.2%	0	0.0%	2	12.5%	1	8.3%	0	0.0%
	Fair	1	0.5%	0	0.0%	0	0.0%	6	2.6%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Time management	Excellent	98	46.2%	2	50.0%	3	17.6%	110	47.8%	1	50.0%	10	62.5%	8	66.7%	0	0.0%
	Good	84	39.6%	2	50.0%	8	47.1%	85	37.0%	1	50.0%	4	25.0%	4	33.3%	1	50.0%
	Average	30	14.2%	0	0.0%	4	23.5%	24	10.4%	0	0.0%	2	12.5%	0	0.0%	0	0.0%

	Fair	0	0.0%	0	0.0%	2	11.8%	8	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*230*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Working cooperatively in groups	Excellent	122	57.5%	2	50.0%	7	41.2%	100	43.7%	1	50.0%	10	62.5%	10	83.3%	1	33.3%
	Good	71	33.5%	2	50.0%	5	29.4%	85	37.1%	1	50.0%	4	25.0%	1	8.3%	1	33.3%
	Average	19	9.0%	0	0.0%	4	23.5%	23	10.0%	0	0.0%	1	6.3%	1	8.3%	0	0.0%
	Fair	0	0.0%	0	0.0%	1	5.9%	10	4.4%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	11	4.8%	0	0.0%	0	0.0%	0	0.0%	1	33.3%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*229*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*
Planning and carrying out projects	Excellent	115	54.2%	3	75.0%	5	29.4%	118	51.1%	1	50.0%	10	62.5%	7	58.3%	0	0.0%
	Good	84	39.6%	0	0.0%	7	41.2%	77	33.3%	1	50.0%	4	25.0%	4	33.3%	1	50.0%
	Average	13	6.1%	1	25.0%	5	29.4%	29	12.6%	0	0.0%	1	6.3%	1	8.3%	0	0.0%
	Fair	0	0.0%	0	0.0%	0	0.0%	3	1.3%	0	0.0%	1	6.3%	0	0.0%	0	0.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	4	1.7%	0	0.0%	0	0.0%	0	0.0%	1	50.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Citizenship skills	Excellent	118	55.7%	3	75.0%	5	29.4%	85	36.8%	1	50.0%	10	62.5%	5	41.7%	0	0.0%
	Good	71	33.5%	0	0.0%	5	29.4%	92	39.8%	1	50.0%	4	25.0%	4	33.3%	1	50.0%
	Average	22	10.4%	1	25.0%	5	29.4%	38	16.5%	0	0.0%	1	6.3%	3	25.0%	0	0.0%
	Fair	1	0.5%	0	0.0%	2	11.8%	8	3.5%	0	0.0%	1	6.3%	0	0.0%	1	50.0%
	Poor	0	0.0%	0	0.0%	0	0.0%	8	3.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*2*	*100.0%*
Strategies for applying skills in my field	Excellent	119	56.1%	3	75.0%	4	23.5%	112	48.5%	2	100.0%	12	75.0%	4	33.3%	2	66.7%
	Good	75	35.4%	0	0.0%	7	41.2%	92	39.8%	0	0.0%	4	25.0%	7	58.3%	1	33.3%
	Average	16	7.5%	0	0.0%	5	29.4%	20	8.7%	0	0.0%	0	0.0%	1	8.3%	0	0.0%
	Fair	2	0.9%	1	25.0%	0	0.0%	3	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Poor	0	0.0%	0	0.0%	1	5.9%	4	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	Total	*212*	*100.0%*	*4*	*100.0%*	*17*	*100.0%*	*231*	*100.0%*	*2*	*100.0%*	*16*	*100.0%*	*12*	*100.0%*	*3*	*100.0%*

Troy University 2014-2015 Graduate Student Survey
Report 19: Frequencies – Overall

Survey Year	Frequency	Percent
AY 14-15	526	100.0

GENERAL INFORMATION

1) Semester of Intended Graduation:

		Frequency	Percent
	Spring 2015	195	37.2
	Summer 2015	99	18.9
	Other (please specify)	117	22.3
	Fall 2015	113	21.6
	Total	524	100.0
Missing	System	2	
Total		526	

2) Gender:

		Frequency	Percent
	Male	131	25.0
	Female	393	75.0
	Total	524	100.0
Missing	System	2	
Total		526	

3) Ethnicity:

		Frequency	Percent
	African American	223	42.9
	American Indian/Alaska Native	4	.8
	Asian	18	3.5
	Caucasian	239	46.0
	Hawaiian or Other Pacific Islander	2	.4
	Hispanic	18	3.5
	Multi-Racial	13	2.5
	Race/Ethnicity Unknown	3	.6
	Total	520	100.0
Missing	System	6	
Total		526	

4) Age:

		Frequency	Percent
	22-24	33	6.3
	25-29	123	23.5
	30-34	102	19.5
	35-39	85	16.3
	40-49	115	22.0
	50-64	63	12.0
	65 or over	2	.4
	Total	523	100.0
Missing	System	3	
Total		526	

5) Marital status:

		Frequency	Percent
	Single	200	38.3
	Married	273	52.3
	Divorced	41	7.9
	Widowed	4	.8
	Other	4	.8
	Total	522	100.0
Missing	System	4	
Total		526	

6) Are you a US citizen?

		Frequency	Percent
	Yes	503	96.2
	No	20	3.8
	Total	523	100.0
Missing	System	3	
Total		526	

7) You indicated that you are not a US citizen, which country are you from?

		Frequency	Percent
	Bangladesh	1	5.0
	China	5	25.0
	Ghana	1	5.0
	India	4	20.0
	Indonesia	1	5.0
	Kenya	1	5.0

	Korea, South	2	10.0
	Nepal	1	5.0
	Saudi Arabia	2	10.0
	Uzbekistan	1	5.0
	Vietnam	1	5.0
	Total	20	100.0
Missing	System	506	
Total		526	

7) You indicated that you are a US citizen, which state is your permanent home state in the United S...

		Frequency	Percent
	Alabama	246	49.4
	Arizona	1	.2
	California	4	.8
	Colorado	2	.4
	Florida	89	17.9
	Georgia	85	17.1
	Indiana	1	.2
	Kentucky	3	.6
	Louisiana	1	.2
	Maryland	2	.4
	Michigan	1	.2
	Minnesota	1	.2
	Mississippi	4	.8
	Missouri	1	.2
	New Jersey	1	.2
	North Carolina	4	.8
	North Dakota	1	.2
	Ohio	5	1.0
	South Carolina	6	1.2
	Tennessee	5	1.0
	Texas	13	2.6
	Virginia	12	2.4
	Washington	3	.6
	West Virginia	2	.4
	Puerto Rico	1	.2
	Alaska	1	.2
	I do not reside in the United States	3	.6
	Total	498	100.0
Missing	System	28	
Total		526	

8) From which Troy University campus will you graduate?

		Frequency	Percent
	Dothan Campus	54	10.3
	eTROY	184	35.2
	Global Campus	71	13.6
	Montgomery Campus	66	12.6
	Phenix City Campus	63	12.1
	Troy Campus	84	16.1
	Total	522	100.0
Missing	System	4	
Total		526	

You selected Global Campus, from which site did you file your intent to graduate?

		Frequency	Percent
	Albany, GA	1	1.4
	Augusta, GA (eTROY Support Center)	9	12.9
	Brunswick, GA	1	1.4
	Clarksville, TN (eTROY Support Center)	1	1.4
	Columbus, GA (Off Base- Manchester Exp)	1	1.4
	Covington, GA	1	1.4
	eTROY - Online	4	5.7
	Fort Gordon (Augusta), GA	2	2.9
	Fort Lewis, WA	1	1.4
	Fort Walton Beach, FL	6	8.6
	Orlando, FL	19	27.1
	Panama City, FL (Off Base- Airport Road)	6	8.6
	Pensacola, FL (Off Base- Warrington Road)	9	12.9
	Tampa Bay, FL	8	11.4
	Troy, AL (eTROY Support Center)	1	1.4
	Total	70	100.0
Missing	System	456	
Total		526	

9) What degree program are you currently completing at Troy University?

		Frequency	Percent
	Master's	514	98.1
	Education Specialist	9	1.7
	Doctoral	1	.2
	Total	524	100.0
Missing	System	2	

Total	526	

10) From which college will you be graduating?

		Frequency	Percent
	Arts & Sciences	135	26.1
	Sorrell College of Business	85	16.4
	Education	209	40.3
	Health & Human Services	74	14.3
	Communication & Fine Arts	15	2.9
	Total	518	100.0
Missing	System	8	
Total		526	

11) What is your degree program in the College of Arts and Sciences?

		Frequency	Percent
	Computer Science	6	4.4
	Criminal Justice	32	23.7
	Environmental and Biological Science	3	2.2
	International Relations	26	19.3
	Public Administration	37	27.4
	Other	31	23.0
	Total	135	100.0
Missing	System	391	
Total		526	

11) What is your degree program in the Sorrell College of Business?

		Frequency	Percent
	Accounting	2	2.4
	Management	7	8.2
	Human Resource Management	22	25.9
	Information System	1	1.2
	General Business	5	5.9
	Master of Business Administration (MBA)	23	27.1
	Executive Master of Business Administration	1	1.2
	Master of Science in Management (MSM)	13	15.3
	Master of Science in Human Resource Management (MSHRM)	11	12.9
	Total	85	100.0
Missing	System	441	
Total		526	

11) What is your degree program in the College of Communication and Fine Arts?

		Frequency	Percent
	Strategic Communication	15	100.0
Missing	System	511	
Total		526	

11) What is your degree program in the College of Education?

		Frequency	Percent
	Early Childhood Education	1	.5
	Elementary Education	14	6.8
	Secondary Education	4	2.0
	Post-Secondary Education	2	1.0
	Gifted Education	5	2.4
	Collaborative Teacher K – 6	3	1.5
	Adult Education	24	11.7
	Educational Administration	1	.5
	Education Administration and Leadership	12	5.9
	School Counseling	21	10.2
	School Psychometry	2	1.0
	Rehabilitation Counseling	14	6.8
	Social Services Counseling	5	2.4
	Substance Abuse Counseling	1	.5
	Clinical Mental Counseling	80	39.0
	Community Counseling	3	1.5
	Student Services Counseling	1	.5
	Psychology	3	1.5
	Other	9	4.4
	Total	205	100.0
Missing	System	321	
Total		526	

11) What is your degree program in the College of Health and Human Services?

		Frequency	Percent
	Nursing	39	53.4
	Sport and Fitness Management	14	19.2
	Other	20	27.4
	Total	73	100.0
Missing	System	453	
Total		526	

12) When you first started at Troy University, you were a:

		Frequency	Percent
	Dually-admitted student	9	1.8
	Conditionally admitted graduate student	209	40.7
	Unconditionally admitted graduate student	283	55.1
	Graduate transfer student	6	1.2
	Graduate transient student	7	1.4
	Total	514	100.0
Missing	System	12	
Total		526	

13) How many credit hours did you transfer to Troy University from another college or university?

		Frequency	Percent
	16-30	17	3.3
	More than 30	38	7.3
	I did not transfer any credit hours.	466	89.4
	Total	521	100.0
Missing	System	5	
Total		526	

14) Have you taken any courses online or in any other Distance Learning format at Troy University?

		Frequency	Percent
	Yes	370	71.4
	No	148	28.6
	Total	518	100.0
Missing	System	8	
Total		526	

15) How long have you attended Troy University?

		Frequency	Percent
	One year	51	9.8
	Two years	196	37.8
	Three years	79	15.3
	Four years	46	8.9
	Five years	31	6.0
	Six years	43	8.3
	Seven years	31	6.0
	Eight years	18	3.5
	Nine years	5	1.0

	Ten years	6	1.2
	More than ten years	12	2.3
	Total	518	100.0
Missing	System	8	
Total		526	

16) What is your overall GPA?

		Frequency	Percent
	Less than 2.0	1	.2
	2.00-2.49	1	.2
	2.50-2.99	25	4.8
	3.00-3.49	142	27.3
	3.50-4.00	351	67.5
	Total	520	100.0
Missing	System	6	
Total		526	

GRADUATION / EMPLOYMENT PLANS

17) What do you plan to do after you graduate?

		Frequency	Percent
	Work in an area related to your major field of study	332	63.8
	Work in an area outside your major field of study	7	1.3
	Continue working in the job that you have had	97	18.7
	Continue your education	47	9.0
	Undecided	37	7.1
	Total	520	100.0
Missing	System	6	
Total		526	

18) If you plan to continue your education, what is your ultimate goal?

		Frequency	Percent
	A Master's degree	80	19.5
	An Education Specialist degree	34	8.3
	A Professional degree	21	5.1
	A Doctoral degree	275	67.1
	Total	410	100.0
Missing	System	116	
Total		526	

19) Are/were you employed while attending Troy University?

		Frequency	Percent
	Yes	424	81.5
	No	96	18.5
	Total	520	100.0
Missing	System	6	
Total		526	

You answered "Yes" to Question 19, how many hours do/did you usually work per week?

		Frequency	Percent
	1 - 9 hours	4	.9
	10 - 19 hours	17	4.0
	20 - 29 hours	36	8.5
	30 - 39 hours	57	13.4
	40 or more hours	310	73.1
	Total	424	100.0
Missing	System	102	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Scholarship/fellowship

		Frequency	Percent
	1	44	100.0
Missing	System	482	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Graduate assistantship

		Frequency	Percent
	1	23	100.0
Missing	System	503	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Grants

		Frequency	Percent
	1	23	100.0
Missing	System	503	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Loans

		Frequency	Percent
	1	327	100.0
Missing	System	199	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Work study

		Frequency	Percent
	1	10	100.0
Missing	System	516	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Tuition assistance

		Frequency	Percent
	1	68	100.0
Missing	System	458	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Third party pay

		Frequency	Percent
	1	17	100.0
Missing	System	509	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-None

		Frequency	Percent
	1	80	100.0
Missing	System	446	
Total		526	

20) What financial aid have you received at Troy University? (Choose as many as apply)-Other (please specify)

		Frequency	Percent
	1	56	100.0
Missing	System	470	
Total		526	

20) What financial aid have you received at Troy University? -TEXT

	Frequency	Percent
	470	89.4
4.000 scholarshp	1	.2
911	1	.2
Al GI Bill	1	.2
Ch 33	1	.2
CHAPTER 31 VA REHAB	1	.2
Employee Cost	1	.2
Employer Tuition Reimbursement	1	.2
Financial Aid	1	.2
financial ais	1	.2
Gi bill	1	.2
Gi Bill	1	.2
GI bill	1	.2
GI Bill	9	1.7
GI BILL	1	.2
Military GI Bill & Voc Rehab	1	.2
pay for school by myself	1	.2
Post 9/11 GI bill	1	.2
Post 9/11 GI Bill	4	.8
post 911	1	.2
Post 911 GI Bill	1	.2
Post-9/11 GI Bill	2	.4
post/9-11 gi bill	1	.2
Postb 9-11	1	.2
self pay	1	.2
Tuitiion Reimbursement from place of employment	1	.2
va	2	.4
VA	9	1.7
VA 31	1	.2
VA Chapter 31	1	.2
VA GI Bill	1	.2
VA loan	1	.2
VA Post 9-11	1	.2
Veterans Benefits	1	.2
VOC REHAB	1	.2
Workship Position	1	.2
Total	526	100.0

PERCEPTIONS OF TROY UNIVERSITY

EDUCATION: Rate your development

Writing skills

		Frequency	Percent
	Poor	3	.6
	Fair	4	.8
	Average	46	9.1
	Good	222	43.9
	Excellent	231	45.7
	Total	506	100.0
Missing	System	20	
Total		526	

Speaking/presentation skills

		Frequency	Percent
	Poor	9	1.8
	Fair	13	2.6
	Average	63	12.5
	Good	216	42.8
	Excellent	204	40.4
	Total	505	100.0
Missing	System	21	
Total		526	

Reading skills

		Frequency	Percent
	Poor	5	1.0
	Fair	5	1.0
	Average	48	9.5
	Good	205	40.8
	Excellent	240	47.7
	Total	503	100.0
Missing	System	23	
Total		526	

Critical thinking skills

		Frequency	Percent
	Poor	2	.4
	Fair	6	1.2
	Average	41	8.1
	Good	184	36.5
	Excellent	271	53.8
	Total	504	100.0
Missing	System	22	
Total		526	

Problem solving skills

		Frequency	Percent
	Poor	1	.2
	Fair	5	1.0
	Average	40	8.0
	Good	208	41.4
	Excellent	248	49.4
	Total	502	100.0
Missing	System	24	
Total		526	

Mathematical skills

		Frequency	Percent
	Poor	17	3.4
	Fair	42	8.4
	Average	158	31.7
	Good	189	37.9
	Excellent	93	18.6
	Total	499	100.0
Missing	System	27	
Total		526	

Computer technologies

		Frequency	Percent
	Poor	6	1.2
	Fair	17	3.4
	Average	101	20.0

	Good	215	42.7
	Excellent	165	32.7
	Total	504	100.0
Missing	System	22	
Total		526	

Research skills

		Frequency	Percent
	Poor	4	.8
	Fair	6	1.2
	Average	46	9.1
	Good	209	41.6
	Excellent	238	47.3
	Total	503	100.0
Missing	System	23	
Total		526	

Scientific principles and methods

		Frequency	Percent
	Poor	7	1.4
	Fair	16	3.2
	Average	104	21.0
	Good	231	46.6
	Excellent	138	27.8
	Total	496	100.0
Missing	System	30	
Total		526	

Understanding different philosophies and cultures

		Frequency	Percent
	Poor	4	.8
	Fair	10	2.0
	Average	50	10.0
	Good	210	42.0
	Excellent	226	45.2
	Total	500	100.0
Missing	System	26	
Total		526	

Appreciation of the arts

		Frequency	Percent
	Poor	15	3.0
	Fair	25	5.0
	Average	118	23.6
	Good	200	40.0
	Excellent	142	28.4
	Total	500	100.0
Missing	System	26	
Total		526	

Leadership skills

		Frequency	Percent
	Poor	9	1.8
	Fair	8	1.6
	Average	57	11.4
	Good	193	38.5
	Excellent	234	46.7
	Total	501	100.0
Missing	System	25	
Total		526	

Management and organizational skills

		Frequency	Percent
	Poor	4	.8
	Fair	8	1.6
	Average	45	9.0
	Good	189	37.7
	Excellent	255	50.9
	Total	501	100.0
Missing	System	25	
Total		526	

Time management

		Frequency	Percent
	Poor	4	.8
	Fair	10	2.0
	Average	60	12.0

	Good	190	38.0
	Excellent	236	47.2
	Total	500	100.0
Missing	System	26	
Total		526	

Working cooperatively in groups

		Frequency	Percent
	Poor	12	2.4
	Fair	12	2.4
	Average	48	9.6
	Good	171	34.2
	Excellent	257	51.4
	Total	500	100.0
Missing	System	26	
Total		526	

Planning and carrying out projects

		Frequency	Percent
	Poor	5	1.0
	Fair	4	.8
	Average	50	10.0
	Good	181	36.1
	Excellent	261	52.1
	Total	501	100.0
Missing	System	25	
Total		526	

Citizenship skills

		Frequency	Percent
	Poor	8	1.6
	Fair	13	2.6
	Average	70	14.0
	Good	180	35.9
	Excellent	230	45.9
	Total	501	100.0
Missing	System	25	
Total		526	

Strategies for applying skills in my field

		Frequency	Percent
	Poor	5	1.0
	Fair	6	1.2
	Average	42	8.4
	Good	188	37.5
	Excellent	261	52.0
	Total	502	100.0
Missing	System	24	
Total		526	

EDUCATION AND ACADEMIC SUPPORT SERVICES

Overall quality of your academic program

		Frequency	Percent
	Poor	13	2.6
	Fair	17	3.4
	Average	49	9.7
	Good	212	42.1
	Excellent	212	42.1
	Total	503	100.0
Missing	System	23	
Total		526	

Academic advising

		Frequency	Percent
	N/A	10	2.0
	Poor	33	6.5
	Fair	42	8.3
	Average	74	14.7
	Good	170	33.7
	Excellent	176	34.9
	Total	505	100.0
Missing	System	21	
Total		526	

Faculty accessibility

		Frequency	Percent
	N/A	3	.6
	Poor	15	3.0
	Fair	21	4.2
	Average	80	15.9
	Good	187	37.3
	Excellent	196	39.0
	Total	502	100.0
Missing	System	24	
Total		526	

Instruction in major courses

		Frequency	Percent
	N/A	4	.8
	Poor	13	2.6
	Fair	21	4.2
	Average	47	9.4
	Good	204	40.8
	Excellent	211	42.2
	Total	500	100.0
Missing	System	26	
Total		526	

Instruction in general education courses

		Frequency	Percent
	N/A	95	19.0
	Poor	10	2.0
	Fair	14	2.8
	Average	50	10.0
	Good	184	36.7
	Excellent	148	29.5
	Total	501	100.0
Missing	System	25	
Total		526	

Faculty's use of technologies to enhance teaching

		Frequency	Percent
	N/A	3	.6
	Poor	12	2.4
	Fair	25	5.0
	Average	66	13.1
	Good	200	39.6
	Excellent	199	39.4
	Total	505	100.0
Missing	System	21	
Total		526	

Course availability in your major

		Frequency	Percent
	N/A	2	.4
	Poor	31	6.2
	Fair	46	9.2
	Average	56	11.2
	Good	184	36.7
	Excellent	183	36.5
	Total	502	100.0
Missing	System	24	
Total		526	

Communication between faculty and students

		Frequency	Percent
	Poor	19	3.8
	Fair	26	5.2
	Average	65	12.9
	Good	196	39.0
	Excellent	196	39.0
	Total	502	100.0
Missing	System	24	
Total		526	

Registration procedures

		Frequency	Percent
	N/A	2	.4
	Poor	12	2.4
	Fair	33	6.6

	Average	54	10.7
	Good	186	37.0
	Excellent	216	42.9
	Total	503	100.0
Missing	System	23	
Total		526	

New Student Orientation program

		Frequency	Percent
	N/A	157	31.5
	Poor	22	4.4
	Fair	29	5.8
	Average	57	11.4
	Good	118	23.6
	Excellent	116	23.2
	Total	499	100.0
Missing	System	27	
Total		526	

Library

		Frequency	Percent
	N/A	95	18.8
	Poor	12	2.4
	Fair	20	4.0
	Average	64	12.7
	Good	144	28.6
	Excellent	169	33.5
	Total	504	100.0
Missing	System	22	
Total		526	

Computer labs

		Frequency	Percent
	N/A	189	37.7
	Poor	10	2.0
	Fair	22	4.4
	Average	53	10.6
	Good	113	22.6
	Excellent	114	22.8

	Total	501	100.0
Missing	System	25	
Total		526	

Laboratory/instructional equipment

		Frequency	Percent
	N/A	231	46.1
	Poor	11	2.2
	Fair	16	3.2
	Average	49	9.8
	Good	100	20.0
	Excellent	94	18.8
	Total	501	100.0
Missing	System	25	
Total		526	

Testing Center

		Frequency	Percent
	N/A	221	44.2
	Poor	8	1.6
	Fair	16	3.2
	Average	46	9.2
	Good	113	22.6
	Excellent	96	19.2
	Total	500	100.0
Missing	System	26	
Total		526	

Writing Center

		Frequency	Percent
	N/A	272	54.6
	Poor	7	1.4
	Fair	12	2.4
	Average	33	6.6
	Good	92	18.5
	Excellent	82	16.5
	Total	498	100.0
Missing	System	28	

Total		526	

Natural Science Center

		Frequency	Percent
	N/A	346	69.3
	Poor	5	1.0
	Fair	7	1.4
	Average	27	5.4
	Good	58	11.6
	Excellent	56	11.2
	Total	499	100.0
Missing	System	27	
Total		526	

Center for International Programs

		Frequency	Percent
	N/A	344	68.9
	Poor	4	.8
	Fair	10	2.0
	Average	26	5.2
	Good	58	11.6
	Excellent	57	11.4
	Total	499	100.0
Missing	System	27	
Total		526	

SATISFACTION WITH OFFICES AND SERVICES

Admissions Office

		Frequency	Percent
	1 - Very Dissatisfied	20	4.0
	Dissatisfied	14	2.8
	Neutral	81	16.2
	Satisfied	188	37.6
	5 - Very Satisfied	173	34.6
	N/A	24	4.8
	Total	500	100.0
Missing	System	26	
Total		526	

Registrar/Records Office

		Frequency	Percent
	1 - Very Dissatisfied	18	3.6
	Dissatisfied	14	2.8
	Neutral	78	15.7
	Satisfied	196	39.4
	5 - Very Satisfied	167	33.5
	N/A	25	5.0
	Total	498	100.0
Missing	System	28	
Total		526	

Veteran Services

		Frequency	Percent
	1 - Very Dissatisfied	10	2.0
	Dissatisfied	6	1.2
	Neutral	40	8.0
	Satisfied	55	11.0
	5 - Very Satisfied	75	15.1
	N/A	312	62.7
	Total	498	100.0
Missing	System	28	
Total		526	

Financial Aid Services

		Frequency	Percent
	1 - Very Dissatisfied	19	3.8
	Dissatisfied	22	4.4
	Neutral	65	13.0
	Satisfied	164	32.9
	5 - Very Satisfied	136	27.3
	N/A	93	18.6
	Total	499	100.0
Missing	System	27	
Total		526	

Business Office

		Frequency	Percent

	1 - Very Dissatisfied	12	2.4
	Dissatisfied	10	2.0
	Neutral	76	15.3
	Satisfied	144	29.0
	5 - Very Satisfied	132	26.6
	N/A	122	24.6
	Total	496	100.0
Missing	System	30	
Total		526	

Information Technology (IT) Services

		Frequency	Percent
	1 - Very Dissatisfied	18	3.6
	Dissatisfied	9	1.8
	Neutral	66	13.3
	Satisfied	150	30.2
	5 - Very Satisfied	139	28.0
	N/A	115	23.1
	Total	497	100.0
Missing	System	29	
Total		526	

Trojan Web Express

		Frequency	Percent
	1 - Very Dissatisfied	19	3.8
	Dissatisfied	14	2.8
	Neutral	53	10.6
	Satisfied	200	40.2
	5 - Very Satisfied	206	41.4
	N/A	6	1.2
	Total	498	100.0
Missing	System	28	
Total		526	

Adaptive Needs Services

		Frequency	Percent
	1 - Very Dissatisfied	8	1.6
	Dissatisfied	5	1.0
	Neutral	47	9.4

	Satisfied	47	9.4
	5 - Very Satisfied	51	10.2
	N/A	340	68.3
	Total	498	100.0
Missing	System	28	
Total		526	

Student Support Services (SSS)

		Frequency	Percent
	1 - Very Dissatisfied	12	2.4
	Dissatisfied	7	1.4
	Neutral	56	11.3
	Satisfied	74	14.9
	5 - Very Satisfied	89	18.0
	N/A	257	51.9
	Total	495	100.0
Missing	System	31	
Total		526	

Career Services

		Frequency	Percent
	1 - Very Dissatisfied	18	3.6
	Dissatisfied	17	3.4
	Neutral	63	12.7
	Satisfied	56	11.3
	5 - Very Satisfied	56	11.3
	N/A	286	57.7
	Total	496	100.0
Missing	System	30	
Total		526	

Placement Service

		Frequency	Percent
	1 - Very Dissatisfied	19	3.8
	Dissatisfied	10	2.0
	Neutral	54	10.9
	Satisfied	53	10.7
	5 - Very Satisfied	42	8.5
	N/A	318	64.1

	Total	496	100.0
Missing	System	30	
Total		526	

Counseling Services

		Frequency	Percent
	1 - Very Dissatisfied	13	2.6
	Dissatisfied	10	2.0
	Neutral	51	10.3
	Satisfied	61	12.3
	5 - Very Satisfied	70	14.2
	N/A	289	58.5
	Total	494	100.0
Missing	System	32	
Total		526	

Bookstore Services

		Frequency	Percent
	1 - Very Dissatisfied	23	4.6
	Dissatisfied	12	2.4
	Neutral	79	15.9
	Satisfied	151	30.3
	5 - Very Satisfied	107	21.5
	N/A	126	25.3
	Total	498	100.0
Missing	System	28	
Total		526	

Safety and Security Services

		Frequency	Percent
	1 - Very Dissatisfied	14	2.8
	Dissatisfied	7	1.4
	Neutral	57	11.5
	Satisfied	94	19.0
	5 - Very Satisfied	99	20.0
	N/A	224	45.3
	Total	495	100.0
Missing	System	31	

Total	526	

Parking facilities

		Frequency	Percent
	1 - Very Dissatisfied	26	5.2
	Dissatisfied	18	3.6
	Neutral	59	11.9
	Satisfied	102	20.6
	5 - Very Satisfied	92	18.5
	N/A	199	40.1
	Total	496	100.0
Missing	System	30	
Total		526	

University Media (website, newsletters, radio, TV, etc)

		Frequency	Percent
	1 - Very Dissatisfied	12	2.4
	Dissatisfied	7	1.4
	Neutral	77	15.6
	Satisfied	148	30.0
	5 - Very Satisfied	105	21.3
	N/A	144	29.2
	Total	493	100.0
Missing	System	33	
Total		526	

OPINIONS

The goals, objectives, and requirements for my academic program were clearly defined.

		Frequency	Percent
	Strongly Disagree	21	4.3
	Disagree	27	5.5
	Neither Agree nor Disagree	30	6.1
	Agree	218	44.3
	Strongly Agree	196	39.8
	Total	492	100.0
Missing	System	34	

Total	526	

My academic program was intellectually challenging and stimulating.

		Frequency	Percent
	Strongly Disagree	13	2.6
	Disagree	17	3.4
	Neither Agree nor Disagree	29	5.9
	Agree	200	40.5
	Strongly Agree	235	47.6
	Total	494	100.0
Missing	System	32	
Total		526	

Courses in my curriculum contributed to the skills and knowledge required in my field.

		Frequency	Percent
	Strongly Disagree	15	3.1
	Disagree	10	2.0
	Neither Agree nor Disagree	32	6.5
	Agree	194	39.6
	Strongly Agree	239	48.8
	Total	490	100.0
Missing	System	36	
Total		526	

Courses were offered frequently enough for timely completion of my degree program.

		Frequency	Percent
	Strongly Disagree	37	7.5
	Disagree	52	10.5
	Neither Agree nor Disagree	45	9.1
	Agree	183	37.0
	Strongly Agree	177	35.8
	Total	494	100.0
Missing	System	32	
Total		526	

The intellectual caliber of students in my academic program was high.

		Frequency	Percent
	Strongly Disagree	20	4.0
	Disagree	45	9.1
	Neither Agree nor Disagree	78	15.8
	Agree	214	43.3
	Strongly Agree	137	27.7
	Total	494	100.0
Missing	System	32	
Total		526	

The degree program in which I enrolled is valuable for me in my employment.

		Frequency	Percent
	Strongly Disagree	18	3.7
	Disagree	10	2.0
	Neither Agree nor Disagree	49	9.9
	Agree	179	36.3
	Strongly Agree	237	48.1
	Total	493	100.0
Missing	System	33	
Total		526	

Troy University faculty care about students as individuals.

		Frequency	Percent
	Strongly Disagree	21	4.3
	Disagree	23	4.7
	Neither Agree nor Disagree	54	11.0
	Agree	201	40.8
	Strongly Agree	194	39.4
	Total	493	100.0
Missing	System	33	
Total		526	

Troy University faculty were helpful with my career plan.

		Frequency	Percent
	Strongly Disagree	25	5.1
	Disagree	36	7.3
	Neither Agree nor Disagree	103	20.9
	Agree	169	34.3

	Strongly Agree	160	32.5
	Total	493	100.0
Missing	System	33	
Total		526	

Troy University is responsive to the needs of its students.

		Frequency	Percent
	Strongly Disagree	25	5.1
	Disagree	42	8.5
	Neither Agree nor Disagree	80	16.2
	Agree	194	39.3
	Strongly Agree	153	31.0
	Total	494	100.0
Missing	System	32	
Total		526	

The tuition and fees I paid at Troy University were a worthwhile investment.

		Frequency	Percent
	Strongly Disagree	26	5.3
	Disagree	28	5.7
	Neither Agree nor Disagree	84	17.1
	Agree	216	43.9
	Strongly Agree	138	28.0
	Total	492	100.0
Missing	System	34	
Total		526	

READING HABITS

25) Please indicate your level of involvement in reading.-My involvement in reading as part of my graduate school experience has enhanced my ability to understand connections between the various materials I read.

		Frequency	Percent
	Not at all	12	2.5
	In a very limited way	13	2.7
	Somewhat	88	18.1
	In a noticeable way	174	35.7
	Greatly	200	41.1
	Total	487	100.0

Missing	System	39	
Total		526	

25) Please indicate your level of involvement in reading.-My involvement in reading as a part of my graduate school experience has enhanced my awareness of other people's political and social viewpoints.

		Frequency	Percent
	Not at all	17	3.5
	In a very limited way	22	4.6
	Somewhat	105	21.7
	In a noticeable way	142	29.4
	Greatly	197	40.8
	Total	483	100.0
Missing	System	43	
Total		526	

26) Which statement below do you agree with most?

		Frequency	Percent
	I read constantly for my own personal satisfaction, and I love it.	158	32.4
	I don't have much time to read for pleasure, but I like to when I get the chance.	270	55.3
	I only read what I'm supposed to for school.	52	10.7
	I basically don't read books much at all.	8	1.6
	Total	488	100.0
Missing	System	38	
Total		526	

27) Most often, the reason I read is… (Please choose the best answer from this selection).

		Frequency	Percent
	Just for the pleasure of it	137	27.8
	Because I have to for school	116	23.6
	Because I get bored and have nothing else to do	9	1.8
	To learn new things on my own	218	44.3
	I don't really read much	12	2.4
	Total	492	100.0
Missing	System	34	
Total		526	

28) How would you rate your reading level?

		Frequency	Percent
	Poor	1	.2
	Below average	1	.2
	Average	82	16.8
	Above average	211	43.1
	Advanced	194	39.7
	Total	489	100.0
Missing	System	37	
Total		526	

WHICH OF THE FOLLOWING DO YOU READ? Check all that apply

Books assigned for class

		Frequency	Percent
	1	457	100.0
Missing	System	69	
Total		526	

Books I read outside of class for pleasure

		Frequency	Percent
	1	349	100.0
Missing	System	177	
Total		526	

Cereal boxes, instructional pamphlets and other product packaging

		Frequency	Percent
	1	230	100.0
Missing	System	296	
Total		526	

Comic books or graphic novels

		Frequency	Percent
	1	56	100.0
Missing	System	470	
Total		526	

Computer manuals or other electronic equipment manuals

		Frequency	Percent
	1	105	100.0
Missing	System	421	
Total		526	

Fashion/Beauty magazines

		Frequency	Percent
	1	204	100.0
Missing	System	322	
Total		526	

Magazines about video games

		Frequency	Percent
	1	22	100.0
Missing	System	504	
Total		526	

Music/Computers/Entertainment magazines

		Frequency	Percent
	1	131	100.0
Missing	System	395	
Total		526	

News magazines

		Frequency	Percent
	1	232	100.0
Missing	System	294	
Total		526	

Newspapers

		Frequency	Percent
	1	287	100.0
Missing	System	239	
Total		526	

Online websites or webzines

		Frequency	Percent
	1	374	100.0
Missing	System	152	
Total		526	

Puzzles/Games/Humor magazines

		Frequency	Percent
	1	107	100.0
Missing	System	419	
Total		526	

Religious literature/books

		Frequency	Percent
	1	242	100.0
Missing	System	284	
Total		526	

School papers or other newsletters

		Frequency	Percent
	1	208	100.0
Missing	System	318	
Total		526	

Self-help literature

		Frequency	Percent
	1	222	100.0
Missing	System	304	
Total		526	

Sports magazines

		Frequency	Percent
	1	103	100.0
Missing	System	423	
Total		526	

None of the above

		Frequency	Percent
	1	2	100.0
Missing	System	524	
Total		526	

30) Not including school assignments, how much do you read?

		Frequency	Percent
	Outside of school assignments, I don't read at all	34	6.9
	Under one book per month	174	35.4
	One book per month	131	26.7
	2-3 books per month	89	18.1
	3-5 books per month	33	6.7
	5-10 books per month	22	4.5
	10-20 books per month	6	1.2
	More than 20 books per month	2	.4
	Total	491	100.0
Missing	System	35	
Total		526	

31) About how often do you discuss books with others?

		Frequency	Percent
	Daily	37	7.6
	Weekly	100	20.4
	Monthly	90	18.4
	A few times per year	172	35.1
	Once per year	21	4.3
	Never	70	14.3
	Total	490	100.0
Missing	System	36	
Total		526	

OVERALL PERCEPTIONS

How would you rate Troy University's preparation of you for employment?

	Frequency	Percent
Poor	21	4.3
Fair	26	5.4
Average	105	21.7
Good	189	39.0

	Excellent	143	29.5
	Total	484	100.0
Missing	System	42	
Total		526	

How would you rate Troy University's preparation of you for further education?

		Frequency	Percent
	Poor	14	2.9
	Fair	22	4.5
	Average	79	16.3
	Good	202	41.7
	Excellent	167	34.5
	Total	484	100.0
Missing	System	42	
Total		526	

What is your overall rating of your college experiences at TROY?

		Frequency	Percent
	Poor	18	3.7
	Fair	25	5.2
	Average	57	11.8
	Good	186	38.4
	Excellent	199	41.0
	Total	485	100.0
Missing	System	41	
Total		526	

If you were starting graduate school over, would you enroll in the same program?

		Frequency	Percent
	Definitely Yes	233	47.9
	Probably Yes	164	33.7
	Probably Not	62	12.8
	Definitely Not	27	5.6
	Total	486	100.0
Missing	System	40	
Total		526	

If you could start graduate school over, would you attend Troy University again?

		Frequency	Percent
	Definitely Yes	223	46.0
	Probably Yes	181	37.3
	Probably Not	55	11.3
	Definitely Not	26	5.4
	Total	485	100.0
Missing	System	41	
Total		526	

Would you recommend your academic program to other students?

		Frequency	Percent
	Definitely Yes	244	50.4
	Probably Yes	177	36.6
	Probably Not	45	9.3
	Definitely Not	18	3.7
	Total	484	100.0
Missing	System	42	
Total		526	

Would you recommend Troy University to someone planning to go to college?

		Frequency	Percent
	Definitely Yes	249	51.4
	Probably Yes	180	37.2
	Probably Not	34	7.0
	Definitely Not	21	4.3
	Total	484	100.0
Missing	System	42	
Total		526	

COMMENTS

Please type any additional comments you have regarding Troy University below:

The arbitrary changes to the counseling program at the students expense will always be unforgivable and the way the administration was biased and unfair to SOME student is also unforgivable. I will never, ever endorse this institution.
1) When I mark "fair" for faculty use of technology, it should not be interpreted as "underusage." I marked it fair because I was unimpressed by the "virtual conversations" that are forced in the blackboard discussion rooms. These are anything but convesations. Every so often, someone might post something really provocative (in either a good or bad way) that a conversation might flow from. I wrote in several end of course reviews how I think the blackboard discussions can be improved by actually tryin to taylor it to having discussions. Discussions are short bursts of thought, and not 300-400 word tranmissions. Please either try to make the discussion board assignments such that they generate discussions by reducing the word count--or quit calling tem discussion boards. 2) The course availability for my sub-specialty "Regional Affairs - Asia" was sub-par. I was required to take 3 courses out of a supposed 1) When I mark "fair" for faculty use of technology, it should not be interpreted as "under uage." I marked it fair because I was unimpressed by the "virtual conversations" that are forced in the blackboard discussion rooms. These are anything but conversations. Every so often, someone might post something really provocative (in either a good r bad way) that a conversation might flow from. I wrote in several end of course reviews how I think the blackboard discussions can be improved by actually trying to tailor it to having discussions. Discussions are short bursts of thought, and not 300-40 word transmissions. Please either try to make the discussion board assignments such that they generate discussions by reducing the word count--or quit calling them discussion boards. 2) The course availability for my sub-specialty "Regional Affairs - sia" was sub-par. I was required to take 3 courses out of a supposed 9 possible in my graduate catalog (13-14). I never saw more than four of these courses ever offered (looking at the long-term schedule). There was a class offered at one of the globalcampuses in Korea on North Korea (I was a student in Japan), but this somehow did not count toward the Regional Affairs specialty. At least Troy seems to be getting a little better at expectation management as it seems there are only seven classes listedas possible choices for the sub-specialty. However, there are still only four that ever appear on the long term schedules. 3) The Troy price of tuition seems a bit high for a school that several people haven't heard of. Other schools that are more hosehold names offer tuition that is far less than the almost $500/hour that Troy charges. In all honesty, I wouldn't recommend this program to anyone who was only going to complete the program online. The one reason that I would absolutely pick Troy agin and why I recommend it to others, is for the global campus on my base. You just can't beat having a professor stand up in front of you and tell personal stories about various Asian cultures. This leads into… 4) Some online professors seemed to oly be reviewers (i.e. graders) and contributed very little extra to the course material. Some of the better online teachers I had: Dr. Taylor (good videos and excellent textbooks) and Dr. Kim (very extensive notes—including current events). All the prfessors I had in person in Korea/Japan were great. Overall, the Troy program was fairly challenging to complete while working full-time. Sometimes, I felt I really took on too much taking two classes at once. In hindsight, I grew from the adversity ad really learned a lot in this program from several very educated and passionate professors. I will be proud to hang my diploma on the wall—which in the end is the true litmus test for Troy.
90 percent of my instructors were excellent and their priority was to teach and instruct versus just giving assignments and grading/critiquing. However, one bad instructor can sour the entire experience.

A couple suggestions for eTroy: one, it would be helpful to have a course overview of the workload before we register. The workload varies so much that I'd really like to know what is expected beforehand so I can pick 2 courses that will not kill me in oe term. Another thing for eTroy: the discussion boards do not fulfill their stated purpose. Their stated purpose is supposedly to mimic classroom discussion, since we are not in a classroom setting. The discussion happens and is beneficial. But the reuirements are usually more like writing a paper every week, not discussion. Have you ever been in a classroom discussion where a student tries to make a point and stops to say "on page 14 of the text by John Smith, published in New York in 1985 by Harpe Collins" before making his point? No. Why do we have to fully cite references or cite anything at all if we can make an intellectual point on our own knowledge and experience? It improves our writing, yes. It is scholarly, yes. But it is not a discusion board that simulates classrooms. Either make this an informal discussion where we can actually go back and forth with our arguments without worrying about quoting a text or perfect spelling and grammar...or call it an "academic essay forum". Some peple argue best when they shoot from the hip. I also think the current style encourages parroting from the work of others without any original ideas. Big sets of quotes that answer the question posed do not help anyone learn, because we've all read the sme stuff. What do you THINK? Not what did you READ? You won't convince anybody if you do not have the knowledge to do so anyway and people can call others out if they are wrong. That is a discussion. Essays and papers are a separate requirement.
Although the education was good, the supportive services were horrible to include the financial aid office (the functions of this office are broken, inefficient and the customer is severely lacking, business office (since this is correlated with the finanial aid office the same applies), admissions (unclear, never really knew what college I was registered to) and graduation (do not like the options available of either testing out during classes in order to graduate at the end of class or testing out at te end of class in order to graduate six months later, makes no sense).
As a conditionally approved student, I am great full for yhr opportunity to prove myself.
As a mature student furthering my education, it is both challenging and rewarding. The reward comes in the self satisfaction of achieving goals, maintaing one's personal standard of performance and staying within the delicate balance of work, school and ife. When certain courses are not offered except once a year or changes in the academic requirements are made without grandfathering those in, then the stress levels are increased as well as a distaste for how things are done. While I undersatnd and canadapt to changes, some changes really do need to be well thought out before they are implemented. For example, the change of terms to semesters, that related to the practicum and internships clinical mental health students did not take into considerationthe added time that the change would make to a student's completion/graduation date. For me personally the added time means that my scholarship has run out of time and whatever requirements are left, are then paid for out of pocket. To add to this, becaue there are no course availalabe for me to take in conjunction with my practicum/internship my status as a student becomes drops to half time. VA does not pay a stiphen for part time students. A double financial blow for my pocket. I made the choice no to work for the year I was doing my practicum and internship, so the financial hit is burdensome. To make a student take the practicum in a 16 semseter is a was of time, resources and money. The 150 hours were completed mid semester, the rest that is acumulated is wasted. As a clinician we cannot walk away from our clients because school does not give us credit for eight weeks of voulnteer work. The simple solution would be to walk away from the site while not in school, yet as i stated htere is some thical concerns surrounding that. In addition, if this were the case, there would be no supervision sites willing to take on a student. In my case, I am left without the stiphen that supports paying for the hour roundtrip to my site and the three hour roud trip to my faculty supervision, two semesters out of pocket and doubts about Troy's practices for students well being. Troy really needed to have considered that before they made these changes. If your are concerned only about the majority and universit image, you are bound to miss some important details.
Attending Troy has been a rewarding experience. I've learned what I need to for my career path but I have learned a lot about myself along the way. I have thoroughly enjoyed learning the material. The faculty members at Panama City are wonderful. Theyare filled with a wealth of knowledge and experience and genuinely try to share that with their students. They sincerely promote the welfare of their students. I did have to make the decision as to whether the graduate degree I'll earn is going to be woth the debt I've incurred. I decided yes and I still feel that it has been an excellent investment, not only for my future career but also for me personally. Thank you for the experience! Go Trojans!!
Comment on IT: I placed a ticket in Feb. and yesterday recieved a response.

Communication between Troy campuses is lacking. I also felt that my academic advisor did not do a lot to help me. Sometimes I felt that the classes were too easy to be considered graduate level work.
Comos availability sucks. one semester it's available three times. This spring semester it is only available once. Now I will not have the opportunity to graduate on time and walk in may. It's not fair for my class who planned on graduating. Also it's har to find internship sites on your own.For the future help students like me find placement by having pre approved places.
Content for Terms are too concentrated and try to pack as much as possible in to a small period of time. Very hard for those who already have many full-time roles (parents, professionals, spouse, etc.) I would rather have quality material than quantity.
Dr. Forehand is the reason I gave any 5 & 4 ratings related to faculty, if he were not there I would rate it 2-3
During my time with Troy in the Master's program on e-Troy, I have found that I am not prepared for the graduation exam. Even taking the capstone has not helped except to make my stress level off the chart. The questions asked in capstone had I taken he test I would not have been able to answer. I have saved all my material from each of the core classes, and nothing has matched. The instructors (except a couple) have not interacted with us as students. They post DB questions you answer nothing deepr. I feel like I have borrowed money to pay this University to teach myself. I also feel the capstone is a waste of more money and time if I am not going to be able to have the same resources to answer these essay questions then why am I getting to use hem in the class. There is way too much information to try and learn and also having to remember where I got that information is in my opinion off the chain. Instead of having the requirement of these research papers that may or may not be about the clas is a waste of time. The instructor should be teaching us things that we are going to see on this exam. During the capstone course I have sat in front of my computer thinking if I was to take this exam and these questions were asked I would have to getup and leave the room because I could not answer them. I find this sad because I have worked very hard to maintain a good GPA the whole six years I have been at Troy and now I am sitting here thinking I will never pass this exam and that I have wasted mytime and lots of money for nothing. I will not even get a certificate of completion this is sad and really should be unacceptable. I am very displeased I went from my four years at Troy Dothan with instructors who never even had us open a book, one thatwas supposed to teach us things to prepare those who wanted to go for their Masters who would sit and tell us stories about themselves even one who was arrested. I feel those who take campus should be given a test similar to the undergrad. Questions withchoices and maybe some short answers just like the ones we take in these online classes. I feel this is why so many students are failing this exam. Your instructors are not teaching, they are not utilizing the resource they have to teach these classes. One of my undergrad classes online the instructor did videos and interacted with us it was great. But I must say he was the only one. I am so upset that if I could I would protest.
Excellent school.
For Menatl Health Counseling, I would love to have had more electives regarding specific areas of counseling technique. I feel that in order to pursue actual counseling, I have to leave the program and learn actual techniques on my own. We only had the ne Facilitation course, and that is a general overview, with a mostly Rogerian approach.
From my first phone call to Dr. Jonathan Taylor to arrange a meeting to this second to last term a year later, this program has been outstanding. Even the individuals behind the scenes that assisted with my enrollment and helping get my GI Bill processig taken care of have provided prompt and professional service. I tell my friends not only how easy it was to get started, but how wonderful Dr. Taylor and Dr. Reynolds are and how interested they are in our educational success. Thrilled to have been a prt of this program, thank you Troy!
Good Customer service in global campus has decreased. Seems somewhat disjointed, but have recently noticed slight improvements
Great School
Group project need to be closely monitored. The most dissatisfaction has come from group projects.
Having to take comp exams for The Masters in Criminal Justice in ridiculous. It is in no way beneficial to anyone in the workforce, unless you are going to become an instructor.
History and Social Science should be linked up together. Also the History program is very challenging and should be reviewed by the dean or counselor before the student starts.

I am a standard deviation, as I am fully retired and pursue academic programs for intellectual stimulation and fulfillment. The MSIR program is challenging, but not all students are academically sufficient to meet the standards set by the faculty.
I am graduating with a TESOL degree and would NOT recommend the program if Dr. Feng takes over for Dr. Henderson. She makes that program and this semester bringing in Dr. Feng was a total nightmare. Several students dropped out of his classes and Dr. Figlano and Dr. Warren had to step in for him. Again I hate to see Dr. Henderson let go. As director, she created a new program and because of her and her alone the TESOL program has evolved. I will wait to see who they replace her with, but if it IS Dr. Feng I will NOT recommend Troy University's TESOL program to anyone.
I am very glad I chose Troy for my educational needs, I have not been disappointed.
I am very satisfy with Troy's program, I definitive recommend Troy University to future students.
I appreciated the fact it was military friendly and waived my internship due to prior experience. The other program I was considering had more name recognition but declined to waive my internship. That was the deciding factor for me. I appreciated the divrsity of the student body, but was disappointed with the overall writing ability of most of my classmates.
I dont agree with having to pay for a proctor each class. I purchased a proctor device for $200 and now I can't use it. Also, I don't feel as though prerequisits courses should count against a persons GPA.
I enjoy attending Troy, however the time and effort for a counseling degree does not equate well with the Return on Investment.
I feel that Troy is a rip off when it comes to the graduate program
I felt that there were a lot of things lacking within my eTroy program and found this disappointing. The actual program and material covered was very interesting, however the caliber of my fellow students did not enhance our discussion topics. Being an onine program ALL of the class interaction is through discussion boards and I felt that in more cases than not, students lacked the ability to clearly express their personal opinion through acceptable, graduate level discussion.
I foresee Troy's competitive advantage in distance and online learning beginning to erode compared to other big name universities like John-Hopkins, Arizona State, and Northwestern. These schools are now offering similar online programs at competitive tuiion rates. If I were starting this program today, Troy's MPA would not be the only online, NASPAA accredited school with "veteran" tuition rates; but also several top-tier school as well. It will be interesting to see how the online education market playsout in the future.
I greatly enjoyed my experience with Troy. If I had to go over again I would probably go to a local university, which now has an online MPA program.
I have had the most rewarding experience at Troy University. I cannot imagine that having completed my degrees at any other institution would have been as rewarding and personable.
I have had the worst experience with this program and while some of the faculty is quite supportive and knowledgeable, my advisor and the program coordinators have been less that cooperative, forthcoming, and helpful throughout my academic tenure at Troy. I regret transferring in and if I had to do it over again, I would have chosen a different program at a different public university.
I have only one issue with Troy University Counseling program for graduate students and that is the C.P.C.E. All challenges faced, this was the most devastating. Knowing my intellectual abilities this form of testing left me with feeling of incompetency ad inadequacy. I truly feel that this test does not determine my competency as a skilled counselor.
I have thoroughly enjoyed my time at Troy, and the people within my department have been wonderful. However, the education department itself is a different story. I have had many negative encounters with the people over there and they are anything but helful. Some faculty there are wonderful (such as Jennifer Hollis--she's wonderful!) but certain others treat you like you're an inconvenience. They blatantly do not care what happens to you. Regardless, I would recommend Troy to anyone and love my alma mate. I am thankful for my time here!

I LOVE TROY!
I love Troy. My Clinical Mental Health Counseling professors are excellent. I think the cost is a bit outrageous, in general and for parking decals.
i pursued troy because it was the only college in my area that i could afford and work while attending school. i have been dissatisfied overall with the teaching staff at my campus. throughout my year there, there are only two teachers that i actually enjy and learn something from. the others maintain a very egotistical mentality, talk about only themselves during a lecture, read from a powerpoint, and/or are judgmental and subjective. additionally, most of the students in my program can barely speak englsh. many others are learning basic facets that should be required coming into a masters level counseling program (i.e. APA format). most of my classes are for those who do not know material that i was required to know just as an undergrad student. thus, sowing me (and others) down. not once have i been challenged in this program. the only knowledge i have gained is practical knowledge given from the two instructors that i do like. i mainly feel like going to class is a complete waste of my time. i have ye to had to open a textbook for any of my classes. that speaks for itself. i know other students share the same opinions as i do and many others complain about other concerns and issues. overall, i take becoming a counselor seriously as i can have a major ffect on others lives either in a positive light or a negative. i do not feel like this program or most of the professors i have had are preparing me to become a successful counselor. i am still at troy because i am already a year deep, halfway to graduatng. and as a single female working full time, making barely over minimum wage, this is the only school i can afford. i do not think it is Troy that is the problem. i dont think its the school or the program, i think its the professors that i have been stuk with. thank you for your consideration.
I think someone needs to take into account not everyone takes just main campus classes (even though they are enrolled on the main campus). When preparing for graduate comps, student should only be responsible for the teacher/class the were enrolled in (al class material/books should be the same for both online and main campus classes). Please try to offer all graduate classes at 4:30 in the afternoon, because some students work fulltime.
I was dissatisfied with the Economics and Budgeting courses. While they were easy, the process of memorizing multiple pages of questions and answers for a midterm and final did NOT help me in the long term learn anything about those subjects and it made i difficult when I got to the capstone course.
I was in the last corses of my program and Troy decides to make changes. I understand changes but I believe for those of us who were ninety-five percent done with their program should have been grandfathered to stay in the schedule we started. Instead o graduating in December 2014, I am now graduating in May 2015.
I was lucky with the people I dealt with and that handled my paperwork. Others had academic advisors that didn't care or wouldn't return emails and calls. My academic advisors (I think there were 3) were prompt in handling any issues I had and responding o me usually the same day.
I would choose another school because you do not have a Doctoral program for educators and the other colleges in Alabama will not accept all of my EDS hours.
I would have loved to have met a girl in school and have a relationship, but the few i tried just wasn't working. LOL.
I would like to change one thing, give graduate students the right to drop a class towards the end of the semester or term like other graduate programs. Graduate students can stay in the class up until a week before grades are due to see if they will havea passing grade in the class. If that cannot be done a graduate student should have the right to do a course repeat and drop the lowest grade from their overall GPA. I believe that is fair, that was my only downside of troy university.
Iam a proud graduate of Troy University. However, I would love to receive curriculum delivery from a a wide variety of Professors and Instructors in the Gifted Education Program. I feel this would support a wide-range of learning strategies & teaching mehods.
If I had to do it over, I would have applied into a Doctorial Program from the start.
In an online program, the professors need to be more involved in the course and more interactive.

In the future, do not change the class proctoring requirements from one term to the next. A student in Term 1 may not have required a proctored in a specific class, and now another student in Term 2, 3, 4 is required. There appears to be a lack of transarency at Troy University.
International admissions and the College of Education should inform international students wanting to enroll in the 60-credit hour courses the right minimum years it'll take to complete the course. This helps in securing a visa that spans the duration of he program instead of having to go home to renew a visa. I understand that the I-20 (if extended) keeps one in status but that turns into a whole other issue once you go home after your visa is expire. I was told on my I-20 and through my online registraton process that the course is 2years only to get here and realize it's not possible as an international student to finish the clinical mental health counseling program in 2 years considering the nature of the program and the caps (9 credits per semester) ut in place by the international office. Also, considering the nature of course schedules and arrangement within the program, international students are coerced to take additional classes during internship semesters or risk being out of status for not havng the right amount of credit hours per semester. Maria (former international student advisor) did help me with this problem but just so others don't experience this frustration,addressing this issue will be a great addition and help students focus on stuies.
It is a wonderful university that caters to its students and wants its students to succeed.
It is criminal how long it takes to receive grading results from the comprehensive exams. Professors should get off their ass and provide students with detailed, unbiased results within days, not 7-8 weeks later!
It takes a LOT for me to ever say "poor" or "definitely not" on a survey, but my experience at Troy for my specialist degree has been COMPLETELY different than that of my Master's Degree there and it was a horrible experience from beginning to end. I haveso many problems with the advisement and program that are too much to list here. Feel free to contact me at ANY time because I do plan to contact the Dean, or whomever else need be to get my voice heard after this experience.
Kertina Berry was very helpful in my journey. She provided excellent customer service. Also, Dr. Voss was very understanding of my situation when I fell ill during one of my terms and allowed me to make up assignments so I would not fail the course.
Love the professors, but some of the students make me facepalm.
Most of my instructors were very helpful. They were people oriented with the exception of one.
My answers and comments are because I received the Chancellors Fellowship from the University and had to ask them to rescind 900.00 dollars which I could have used because Dean Gossett and her staff sent me to cut T's for a home coming cape. I also told te Dean I was under disability services and have bilateral carpal tunnel. My education is important to me. Furthermore, I am a student in good standing with a 3.875 to 4.0 GPA. I try everything I could and it seemed to me that my dilemma was not important o any one but where the scholarship. And to add further insult administrative assistants and students were delegated to handle things.
My entire experience at Troy has been very rewarding and I believe most professors were genuinely concerned about our career as Mental Health Counselors. The only time that was less than appealing was my interaction with the admission office. There were mltiple issues with my letter of recommendation due to two circulations of instructions for submitting the referrals. In the end, every thing was resolved and my time with Troy was delightful.
My experience at Troy has been great.
My experience at Troy has been wonderful and the staff goes above and beyond for it's students. I am grateful to have had this experience.

My instructors at the 3 campuses I attended were excellent! I really felt like they cared about me as a person and me as a student. Financial aid caused me a 2 semester delay in starting my graduate classes because they did not inform me of vital informtion regarding TEP classes. In addition, having to take classes at other campuses caused me not to be able to take needed classes at my home campus causing me another semester delay. These delays turned my 2-3 year graduate school term into 4 years by te time I graduate. These delays cost me precious time and money that I really do not have as a single female! I have had to work two and three jobs to make ends meet. The demands of nine week terms on top of work has almost done me in! I have come veryclose to quitting three times!
My one complaint would be that the library is not open on Saturday.
My professor, Dr. Tonya Conner, has been so supportive of me and my fellow Teacher-Leader cohort members throughout the entire educational process. Additionally, she has been a very effective instructor, providing relevant information in an organized andlogical fashion and offering timely feedback as to our progress. One matter about which I feel I must express my dissatisfaction is the fact some of the students in my Teacher-Leader cohort do not appear to be acceptable candidates for an Education Specilist degree. In my opinion, their work has not met the required standards (being less than proficient) and their writing and grammar skills have been greatly lacking. I am both concerned and bothered by the fact these students will be receiving the samecertification and diploma I am receiving (and have truly earned).
N/A
na
None
none at the moment
Nothing against the University as a whole, but eTroy program has some things to work out. Some suggestions: -require professors to give 1 weekly presentation for the course -have a standard set-up for courses in Blackboard -do not allow professors to ave a course under re-design; I'm paying money for a fully designed course, so I expect to receive just that.
NSG6612-6613: out of numerous online courses I have taken, these two courses are unbearably the most disorganized chaos I have ever witnessed. No instructors are on the same page & all give different answers, whether it's about a specific question or siply a due date for an assignment. Just to get an email response or a DB posting response, we might wait an entire week for a reply. Some of the lecture modules are directly from the text book with no further education or explaining; some lecture materia is a "xerox'd" copy of a page out of a book. Furthermore, the reference pages given for our assigned reading are not even out of the same texts we were assigned to get for this class; it might give us page numbers from a text we have never even heard of it is not from the required or recommended book lists. This program is difficult enough without having to fight faculty for easy, simple responses; for an actual due date on an assignment that isn't changed two or three times; for an assignment where LL faculty go by the same grading rubric; and for an assignment's grading criteria that is not completely changed midway through us working on an assignment. I am not a "complainer." I have been very much satisfied with the MSN program up until this pint of NSG 6612 & 6613 (Farrell) and I understand this first clinical semester is where the tar meets the road, but the sheer apathy and disorganized structure of this class is not only completely unacceptable, it's counterproductive to our education. Afer these two courses, I will never refer anyone to Troy's MSN program.
Of note- The MBA program is not a cohesive, build on learning program. It is simply a series of classes in separate fields of study. I wish there had been a collective learning event. The Capstone class was a good experience, but the overall program lacke cohesiveness. That said, due to work requirements (military), it took over three years for me to complete the program- so a Cohort class would not have worked either.
On-line courses are awful. Group projects are unfair.
online MBA program is challenging and I've learned to displine to the hours needed for study

Overall, I do not feel academically prepared to practice when I graduate.... I feel that I was not educated on major key points needed upon graduation for my major. I am not the only one that feels this way. Other students graduating with me feel this wayas well.
Overall, I have enjoyed my time at Troy. However, I have had some issues with continuity in the quality of my education. Some professors were detached and seemed to care very little about the quality of their classes. Also, Troy advertises that it is friedly for parents going back to school due to the offering of night classes. While this does help, no mention is made of the classes having stick attendance policies that result in significant point loss if you must miss a class. It would be nice if the Draonian attendance policy was rethought.
Please stop the half helmet advertising campaign. The original campaign with the full helmet was great, but the half helmet is just stupid.
So far its been great. If I were not learning I would not have a 4.0 GPA
The amount of my ney spent in getting the Music dept with all those Piano's could. Have been used for getting a Graduate Assistant in the CS dept.The computer science dept. is completely neglected by the university. We do not have proper labs also.
The Augusta campus had a lot of problems during my time in school. But I love Troy thank God they cleaned house it was just to late for me and some others.
The availability of most of the classes I was interested in taking was what really helped me to complete my degree within 6 terms, which I greatly appreciate.
The changes in the counseling program caused so many problems, was poorly thought out, and poorly executed. I wanted to quit but was too far along to transfer. The College of Education has ruined the counseling program. The research papers required by he College of Education were terribly planned and elementary in requirements. The number of sources contrasted with the number of pages required was absolutely ridiculous. Further, the qualtiy of the research did not matter, only the number of pages wasconsidered for the majority of the grade. All that mattered to the College of Education was 7 to 10 pages, really? My 10th grade public school students were required to write more than that and were required to write thoughtful papers, not just to fill n the correct number of pages. The program changes were insulting, confusing, and caused the professors and students a great deal of confusion resulting in bad attitudes on all sides. I seriously tried to find a place to transfer my work to, but I was to far along. I loved Troy. I loved my counseling program. Then the College of Education took over with horrible results. I just want to finish and forget Troy.
The Department of Education needs to be more organized and communicate needed information to it's students. Dealing with the Department of Education has been the WORST part about my experience at Troy. The faculty can never be reached and the administratin knows very little and is rude to students needed information.
The established program for Counseling & Psychology is a solid program but it appears to this writer that the main campus is not providing as much support and interest to the Global campus as it could or should. Troy university seems to be like most univesities in that they feel the "brick and mortar" aspect of the university is paramount and are not giving enough interest and support to the reality of the reach and success of the Global campus. This is evident by the lack of faculty support and audio-visal maintenance present in Tampa. When a major program (c&p) is supported by only two staff it speaks for itself. This is not the same support from the "for profit" schools in the area. The university has a horrible marketing plan and execution again as evdenced by comparison with the for profit in the area. If this is an important program it is not displayed in its execution!
The graduate advisors are not very helpful at all with guidance. It would be beneficial to the students if they improved in this area.

The Graduate program, particularly the eTroy experience, was actually fairly disappointing. I rarely felt challenged by the material or coursework, and truly expected more from the program. I feel that many (granted, not all) of the eTroy professors graed easier and made the class simpler than what I expect their in-person classes were like, at least I hope so. I am glad to have gotten a degree, but I doubt I will be able to use much of anything that I learned here at Troy.
The Instructional Leadership and Administration program provided me an opportunity to achieve job related goals even before graduation.
The MPA program was outstanding. However, i would like for Troy University to lower graduate school tuition for Active Duty Military to equal Tuition Assistance rates. It was difficult to pay $700+ out of pocket every course. If you could lower Graduate Shool Tuition so that Military TA covers the full rate, you will have a significant amount more military graduate students.
The Phenix City campus has no career placement services, Columbus State University and CVCC offer these services to their students
The price tag of tuition at Troy University is not worth the level of education you receive. Troy University is a sub-part university and with anew average tuition price in the state. The classes do nothing to help students become more well-rounded educatd individuals.
The professors were top notch!! No complaints at all. Very professional, and cared about my individual success.
The school provide easy and affordable access to graduate level education. Most of the courses were relevant, and it is up to the students to make the best out of it. The instructors generally encouraged critical thinking skills and were motivating. I conider myself a lifelong learner and do not need anyone or anything to motivate me to continue my education. Troy is useful in the sense that there is sufficient support if needed but enough liberty for self development. The only issue I encountered was wit the financial office; Critical information was often not conveyed or with delay. The customer service there could be improved. Graduate students should be treated like paying customers and not like new students. Additionally, the school could make more eforts to provide different venues of financing;
The support I received as a member of the active duty Air Force was excellent. Faculty was generally very accommodating when it came to work taking my time away from class, thus affording me flexibility to complete assignments well before or after they wee due.
There's work to be done wrt the VA concerning what is considered as being a "full-time" student during practicum and internship (3 hrs -vs.- 6hrs)
These last 5 years have been quite a growing experience. Since being in my graduate program I have grown so much, learned so much and seen many things I wish to improve with the world. Our counseling program has made great strides in the community and I a so grateful to have been a big part of those changes. I hope it continues to grow and flourish and for Troy university as a whole to continue to open your mind to new ideas, beliefs, concepts and diversity.
They should really consider organizing internship and practicum opportunities for clinical mental health students.
This has been a very positive experience and I can say that I worked very hard to get to this point.
To better served students in the master program at Augusta campus, Troy needs an instructor who can teach Research Methods effectively. The Instructor that's teaching this class is not effective and costing students money because this class is not taughtto the standards the university is looking for.
Troy is a good school for a working adult. There are issues with faculty just like any other school, I am sure.
Troy is a great University. However, the lack of urgency concerning the staff and faculty makes it extremely difficult to believe that the faculty and staff actually care about the well being of the students

Troy needs to work on class availability for working adults. There are not many courses available each semester during times that are convenient for those who may get off work after 430pm.
Troy University have great instructors on campus and online, Dr. Voss being the highest rated professor for me.
Troy was great when I started the program but MBA is math intensive. There are no classrooms available in Hampton Roads for students who can learn math better in a classroom setting, which is a large part of the population.
Tution has went up every year. The MBA program should be revamped. There is no more operations class. You guys have people who refuse to do their job right such as the person in charge of doing grade changes. One of my professors gave me a B for an inomplete class over three weeks ago and is still had not fixed my transcript. The smartest thing you guys should do is let us pick a concentration such as finance, human resources, organizational leadership to specialize in. Also you should reward studens who go to your college and let them get two masters degree and use all credits that could apply. For example I would like to do my mba and human resource degree and I was told that only two class would count even though I took four classes already. Unike most northern university that have the highest accreditation, troy needs to still get there.
With the exception of one professor, I have had very positive experiences at Troy in academic, social, and administrative areas.

Troy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist and doctoral degrees. As part of the accreditation process Troy University reports job placement rates as one measure of student achievement. The information you provide in the following section is anonymous and will be reported only in aggregate form.

What are your plans upon graduation?

		Frequency	Percent
	Serve in the Military	11	2.3
	Continue my education as a full-time student in a Graduate or Professional school	33	6.9
	Take time off from school and work for personal reasons	15	3.1
	Continue working at current job	186	38.7
	Seek full-time employment	164	34.1
	Seek part-time employment	6	1.2
	Continue my education and work part-time or full-time	66	13.7
	Total	481	100.0
Missing	System	45	
Total		526	

Will you be continuing your education through Troy University?

	Frequency	Percent
Yes	49	10.4
Maybe	165	35.2
No	226	48.2
I have not applied to a graduate program at this time	29	6.2

	Total	469	100.0
Missing	System	57	
Total		526	

Are you currently employed?

		Frequency	Percent
	Yes	354	73.6
	I am currently employed but my job status will change upon graduation	44	9.1
	No	74	15.4
	I am not currently employed but I have accepted a job offer	9	1.9
	Total	481	100.0
Missing	System	45	
Total		526	

Please select your current employment status:

		Frequency	Percent
	Full Time	322	67.1
	Part Time	67	14.0
	Temporary or Contract	8	1.7
	Graduate Assistantship	10	2.1
	N/A	73	15.2
	Total	480	100.0
Missing	System	46	
Total		526	

Would you classify your current or future (accepted job offer) employment as being in your field of study? (Meaning that it is directly related to the academic degree you have earned.)

		Frequency	Percent
	Yes, My employment is in my field of study.	258	55.7
	No, I am employed in a field that is unrelated to my academic degree.	89	19.2
	Somewhat - I am employed in a field that uses skills I learned from my academic degree but is not directly related to my field of study.	116	25.1
	Total	463	100.0
Missing	System	63	
Total		526	

GRADUATE STUDENT SATISFACTION SURVEY

We are asking all Graduate students to fill out a brief survey regarding their experience during the graduate program. The information you provide on this survey will help Troy University improve and enhance its programs and services so that the University can better serve the educational needs of its students. Your responses will be kept strictly confidential and only group data will be reported. We thank you in advance for your participation in this survey. All students who are classified as graduate students with an anticipated completion date of Spring/Summer/Fall 2015 were sent an email inviting them to participate in this survey. If you plan on graduating later than the Fall Semester of 2015, do not complete this survey. You will be offered another chance during the next academic year.

GENERAL INFORMATION

1) Semester of Intended Graduation:
- ❍ Spring 2015
- ❍ Summer 2015
- ❍ Fall 2015
- ❍ Other (please specify) _____

2) Gender:
- ❍ Male
- ❍ Female

3) Ethnicity:
- ❍ African American
- ❍ American Indian/Alaska Native
- ❍ Asian
- ❍ Caucasian
- ❍ Hawaiian or Other Pacific Islander
- ❍ Hispanic
- ❍ Multi-Racial
- ❍ Race/Ethnicity Unknown

4) Age:
- ❍ 18-19
- ❍ 20-21
- ❍ 22-24
- ❍ 25-29
- ❍ 30-34
- ❍ 35-39
- ❍ 40-49
- ❍ 50-64
- ❍ 65 or over

5) Marital status:
- ❍ Single
- ❍ Married
- ❍ Divorced
- ❍ Widowed
- ❍ Other

6) Are you a US citizen?
- ❍ Yes
- ❍ No

Answer If 6) Are you a US citizen? No Is Selected

7) You indicated that you are not a US citizen, which country are you from?
- ❍ Please select below...

(full list provided in drop down menu)

Answer If 6) Are you a US citizen? Yes Is Selected

7) You indicated that you are a US citizen, which state is your permanent home state in the United States?
- ❍ Please select below...

(full list provided in drop down menu)
- ❍ I do not reside in the United States

8) From which Troy University campus will you graduate?
- ❍ Dothan Campus
- ❍ eTROY
- ❍ Global Campus
- ❍ Montgomery Campus
- ❍ Phenix City Campus
- ❍ Troy Campus

Answer If 8) From which Troy University campus will you gradu... Global Campus Is Selected

You selected Global Campus, from which site did you file your intent to graduate?
- ❍ Please select below...

(full list provided in drop down menu)

9) What degree program are you currently completing at Troy University?
- ❍ Master's
- ❍ Education Specialist
- ❍ Doctoral

10) From which college will you be graduating?
- ❍ Arts & Sciences
- ❍ Sorrell College of Business
- ❍ Communication & Fine Arts
- ❍ Education
- ❍ Health & Human Services

Answer If 10) From which college will you be graduating? Arts & Sciences Is Selected

11) What is your degree program in the College of Arts and Sciences?
- ❍ Please select below...

(full list provided in drop down menu)

Answer If 10) From which college will you be graduating? Sorrell College of Business Is Selected

11) What is your degree program in the Sorrell College of Business?
- ❍ Please select below...

(full list provided in drop down menu)

Answer If 10) From which college will you be graduating? Communication & Fine Arts Is Selected

11) What is your degree program in the College of Communication and Fine Arts?
- ❍ Please select below...

(full list provided in drop down menu)

Answer If 10) From which college will you be graduating? Education Is Selected

11) What is your degree program in the College of Education?

- ❍ Please select below...
  (full list provided in drop down menu)

Answer If 10) From which college will you be graduating? Health & Human Services Is Selected

11) What is your degree program in the College of Health and Human Services?

- ❍ Please select below...
  (full list provided in drop down menu)

12) When you first started at Troy University, you were a:

- ❍ Dually-admitted student
- ❍ Conditionally admitted graduate student
- ❍ Unconditionally admitted graduate student
- ❍ Graduate transfer student
- ❍ Graduate transient student

13) How many credit hours did you transfer to Troy University from another college or university?

- ❍ 3 - 6
- ❍ 7 - 12
- ❍ I did not transfer any credit hours.

14) Have you taken any courses online or in any other Distance Learning format at Troy University?

- ❍ Yes
- ❍ No

15) How long have you attended Troy University?

- ❍ One year
- ❍ Two years
- ❍ Three years
- ❍ Four years
- ❍ Five years
- ❍ Six years
- ❍ Seven years
- ❍ Eight years
- ❍ Nine years
- ❍ Ten years
- ❍ More than ten years

16) What is your overall GPA?
- ❍ Less than 2.0
- ❍ 2.00-2.49
- ❍ 2.50-2.99
- ❍ 3.00-3.49
- ❍ 3.50-4.00

GRADUATION / EMPLOYMENT PLANS

17) What do you plan to do after you graduate?
- ❍ Work in an area related to your major field of study
- ❍ Work in an area outside your major field of study
- ❍ Continue working in the job that you have had
- ❍ Continue your education
- ❍ Undecided

18) If you plan to continue your education, what is your ultimate goal?
- ❍ A Master's degree
- ❍ An Education Specialist degree
- ❍ A Professional degree
- ❍ A Doctoral degree

19) Are/were you employed while attending Troy University?
- ❍ Yes
- ❍ No

Answer If 19) Are/were you employed while attending Troy Univ... Yes Is Selected

You answered "Yes" to Question 19, how many hours do/did you usually work per week?
- ❍ 1 - 9 hours
- ❍ 10 - 19 hours
- ❍ 20 - 29 hours
- ❍ 30 - 39 hours
- ❍ 40 or more hours

20) What financial aid have you received at Troy University? (Choose as many as apply)

- ❑ Scholarship/fellowship
- ❑ Graduate assistantship
- ❑ Grants
- ❑ Loans
- ❑ Work study
- ❑ Tuition assistance
- ❑ Third party pay
- ❑ None
- ❑ Other (please specify) _____

PERCEPTIONS OF TROY UNIVERSITY

21) In regard to your education at Troy University, please rate your development in the following areas:

	Excellent	Good	Average	Fair	Poor
Writing skills	❍	❍	❍	❍	❍
Speaking/presentation skills	❍	❍	❍	❍	❍
Reading skills	❍	❍	❍	❍	❍
Critical thinking skills	❍	❍	❍	❍	❍
Problem solving skills	❍	❍	❍	❍	❍
Mathematical skills	❍	❍	❍	❍	❍
Computer technologies	❍	❍	❍	❍	❍
Research skills	❍	❍	❍	❍	❍
Scientific principles and methods	❍	❍	❍	❍	❍
Understanding different philosophies and cultures	❍	❍	❍	❍	❍
Appreciation of the arts	❍	❍	❍	❍	❍
Leadership skills	❍	❍	❍	❍	❍
Management and organizational skills	❍	❍	❍	❍	❍
Time management	❍	❍	❍	❍	❍
Working cooperatively in groups	❍	❍	❍	❍	❍
Planning and carrying out projects	❍	❍	❍	❍	❍
Citizenship skills	❍	❍	❍	❍	❍
Strategies for applying skills in my field	❍	❍	❍	❍	❍

22) Please rate the following areas related to the education and academic support services at Troy University: (Select “N/A” for any item that does not apply to you.)

	Excellent	Good	Average	Fair	Poor	N/A
Overall quality of your academic program	❍	❍	❍	❍	❍	❍
Academic advising	❍	❍	❍	❍	❍	❍
Faculty accessibility	❍	❍	❍	❍	❍	❍
Instruction in major courses	❍	❍	❍	❍	❍	❍
Instruction in general education courses	❍	❍	❍	❍	❍	❍
Faculty's use of technologies to enhance teaching	❍	❍	❍	❍	❍	❍
Course availability in your major	❍	❍	❍	❍	❍	❍
Communication between faculty and students	❍	❍	❍	❍	❍	❍
Registration procedures	❍	❍	❍	❍	❍	❍
New Student Orientation program	❍	❍	❍	❍	❍	❍
Library	❍	❍	❍	❍	❍	❍
Computer labs	❍	❍	❍	❍	❍	❍
Laboratory/instructional equipment	❍	❍	❍	❍	❍	❍
Testing Center	❍	❍	❍	❍	❍	❍
Writing Center	❍	❍	❍	❍	❍	❍
Natural Science Center	❍	❍	❍	❍	❍	❍
Center for International Programs	❍	❍	❍	❍	❍	❍

23) On a scale from 1 to 5, with 1 as “Very Dissatisfied” and 5 as “Very Satisfied,” please rate your satisfaction with the following offices and services at Troy University: (Select “N/A” if the item does not apply to you.)

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	N/A
Admissions Office	❍	❍	❍	❍	❍	❍
Registrar/Records Office	❍	❍	❍	❍	❍	❍
Veteran Services	❍	❍	❍	❍	❍	❍
Financial Aid Services	❍	❍	❍	❍	❍	❍
Business Office	❍	❍	❍	❍	❍	❍
Information Technology (IT) Services	❍	❍	❍	❍	❍	❍
Trojan Web Express	❍	❍	❍	❍	❍	❍
Adaptive Needs Services	❍	❍	❍	❍	❍	❍
Student Support Services (SSS)	❍	❍	❍	❍	❍	❍
Career Services	❍	❍	❍	❍	❍	❍
Placement Service	❍	❍	❍	❍	❍	❍
Counseling Services	❍	❍	❍	❍	❍	❍
Bookstore Services	❍	❍	❍	❍	❍	❍
Safety and Security Services	❍	❍	❍	❍	❍	❍
Parking facilities	❍	❍	❍	❍	❍	❍
University Media (website, newsletters, radio, TV, etc)	❍	❍	❍	❍	❍	❍

24) On a scale from 1 to 5, with 1 as “Strongly Disagree” and 5 as “Strongly Agree," please provide your opinion regarding the following areas:

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The goals, objectives, and requirements for my academic program were clearly defined.	❍	❍	❍	❍	❍
My academic program was intellectually challenging and stimulating.	❍	❍	❍	❍	❍
Courses in my curriculum contributed to the skills and knowledge required in my field.	❍	❍	❍	❍	❍
Courses were offered frequently enough for timely completion of my degree program.	❍	❍	❍	❍	❍
The intellectual caliber of students in my academic program was high.	❍	❍	❍	❍	❍
The degree program in which I enrolled is valuable for me in my employment.	❍	❍	❍	❍	❍
Troy University faculty care about students as individuals.	❍	❍	❍	❍	❍
Troy University faculty were helpful with my career plan.	❍	❍	❍	❍	❍
Troy University is responsive to the needs of its students.	❍	❍	❍	❍	❍
The tuition and fees I paid at Troy University were a worthwhile investment.	❍	❍	❍	❍	❍

READING HABITS

25) Please indicate your level of involvement in reading.

	Not at all	In a very limited way	Somewhat	In a noticeable way	Greatly
My involvement in reading as part of my graduate school experience has enhanced my ability to understand connections between the various materials I read.	❍	❍	❍	❍	❍
My involvement in reading as a part of my graduate school experience has enhanced my awareness of other people's political and social viewpoints.	❍	❍	❍	❍	❍

26) Which statement below do you agree with most?

- ❍ I read constantly for my own personal satisfaction, and I love it.
- ❍ I don't have much time to read for pleasure, but I like to when I get the chance.
- ❍ I only read what I'm supposed to for school.
- ❍ I basically don't read books much at all.

27) Most often, the reason I read is… (Please choose the best answer from this selection).

- ❍ Just for the pleasure of it
- ❍ Because I have to for school
- ❍ Because I get bored and have nothing else to do
- ❍ To learn new things on my own
- ❍ I don't really read much
- ❍ Because my parents encourage me to

28) How would you rate your reading level?

- ❍ Advanced
- ❍ Above average
- ❍ Average
- ❍ Below average
- ❍ Poor

29) Which of the following do you read? Check all that apply.

- ❑ Books assigned for class
- ❑ Books I read outside of class for pleasure
- ❑ Cereal boxes, instructional pamphlets and other product packaging
- ❑ Comic books or graphic novels
- ❑ Computer manuals or other electronic equipment manuals
- ❑ Fashion/Beauty magazines
- ❑ Magazines about video games
- ❑ Music/Computers/Entertainment magazines
- ❑ News magazines
- ❑ Newspapers
- ❑ Online websites or webzines
- ❑ Puzzles/Games/Humor magazines
- ❑ Religious literature/books
- ❑ School papers or other newsletters
- ❑ Self-help literature
- ❑ Sports magazines
- ❑ None of the above

30) Not including school assignments, how much do you read?

- ❍ Outside of school assignments, I don't read at all
- ❍ Under one book per month
- ❍ One book per month
- ❍ 2-3 books per month
- ❍ 3-5 books per month
- ❍ 5-10 books per month
- ❍ 10-20 books per month
- ❍ More than 20 books per month

31) About how often do you discuss books with others?

- ❍ Daily
- ❍ Weekly
- ❍ Monthly
- ❍ A few times per year
- ❍ Once per year
- ❍ Never

OVERALL PERCEPTIONS

32) Please provide your overall ratings of Troy University:

	Excellent	Good	Average	Fair	Poor
How would you rate Troy University's preparation of you for employment?	❍	❍	❍	❍	❍
How would you rate Troy University's preparation of you for further education?	❍	❍	❍	❍	❍
What is your overall rating of your college experiences at TROY?	❍	❍	❍	❍	❍

33) If you were starting graduate school over, would you enroll in the same program?
- ❍ Definitely Yes
- ❍ Probably Yes
- ❍ Probably Not
- ❍ Definitely Not

34) If you could start graduate school over, would you attend Troy University again?
- ❍ Definitely Yes
- ❍ Probably Yes
- ❍ Probably Not
- ❍ Definitely Not

35) Would you recommend your academic program to other students?
- ❍ Definitely Yes
- ❍ Probably Yes
- ❍ Probably Not
- ❍ Definitely Not

36) Would you recommend Troy University to someone planning to go to college?
- ❍ Definitely Yes
- ❍ Probably Yes
- ❍ Probably Not
- ❍ Definitely Not

37) Please type any additional comments you have regarding Troy University below:

Troy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist and doctoral degrees. As part of the accreditation process Troy University reports job placement rates as one measure of student achievement. The information you provide in the following section is anonymous and will be reported only in aggregate form.

38) What are your plans upon graduation?

- ❍ Serve in the Military
- ❍ Continue my education as a full-time student in a Graduate or Professional school
- ❍ Take time off from school and work for personal reasons
- ❍ Continue working at current job
- ❍ Seek full-time employment
- ❍ Seek part-time employment
- ❍ Continue my education and work part-time or full-time

39) Will you be continuing your education through Troy University?

- ❍ Yes
- ❍ Maybe
- ❍ No
- ❍ I have not applied to a graduate program at this time

40) Are you currently employed?

- ❍ Yes
- ❍ I am currently employed but my job status will change upon graduation
- ❍ No
- ❍ I am not currently employed but I have accepted a job offer

41) Please select your current employment status:

- ❍ Full Time
- ❍ Part Time
- ❍ Temporary or Contract
- ❍ Work Study
- ❍ Graduate Assistantship
- ❍ N/A

42) Would you classify your current or future (accepted job offer) employment as being in your field of study? (Meaning that it is directly related to the academic degree you have earned.)

- Yes, My employment is in my field of study.
- No, I am employed in a field that is unrelated to my academic degree.
- Somewhat - I am employed in a field that uses skills I learned from my academic degree but is not directly related to my field of study.

End of Survey Thank you for participating, your opinions are important to us!