TROY UNIVERSITY

ANNUAL FACT BOOK 2010

A Planning and Information Document

Compiled by the
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TABLE OF CONTENTS

PREFACE	
Troy University Mission with Institutional Goals	vi
Historical Highlights	vii
Definitions	viii
Troy University Quick Facts Fall Semester 2009	ix
ACHE Tuition and Fee Schedule 2009-2010	x
UNIVERSITY ORGANIZATION AND ADMINISTRATION	
Organization and Administration	1
Board of Trustees	2
Troy University Organization Charts	
• Troy University Organization Chart	3
• Executive Vice Chancellor and Provost Organization Chart	4
• Student Services and Administration Organization Chart	5
• Finance and Business Affairs Organization Chart	6
• Advancement and External Relations Organization Chart	7
Global Campus Organization Chart	8
STUDENT ENROLLMENT	
Troy University Headcount & FTE Analysis Fall Semester 2009	9
Troy University Credit Hour Productivity (CHP) Analysis Fall 2009	10
Troy University Course Enrollments Fall Semester 2009	11
Troy University Headcount Enrollment by Classification and Enrollment Status Fall 2009	12
Headcount Enrollment by Student Age Group, Enrollment Status, and Academic Level Fall 2009	13
Troy University Headcount Enrollment by College and Academic Level Fall 2009	14
Headcount Enrollment by College Fall 2009	15
Troy University Headcount Enrollment by Major & Academic Level Fall 2009	16
STUDENT DEMOGRAPHICS	
Troy University Applications Received, Accepted, and Enrolled Fall 2005-Fall 2009	18
Troy University Permanent Residence by Alabama Counties Fall 2009	19
Troy University Headcount Enrollment by State/Territory Fall 2009	20
Troy University Headcount Enrollment by Foreign Countries Fall 2009	21
Troy University ACT Norms Enrolled First-Time First-Year Freshmen	22
ACT Class Profile Report Freshmen Class 2009-2010 Executive Summary	23
UNIVERSITY GRADUATES	
Troy University Graduation Rates Student Body and Student Athletes Freshmen Entering Fall 1999-Fall 2003	25
Troy University Degrees Conferred by Campus 2004-2005 through 2008-2009	26
Troy University Degrees Conferred by Gender and Ethnicity Academic Year 2008-2009	27
Troy University Degrees Conferred by College 2004-2005 through 2008-2009	28
Troy University Degrees Conferred by Academic Program Academic Year 2008-2009	29
Troy University Alumni by Alabama Counties 2010	30
Geographic Distribution Of Alumni Troy University System 2010	31
Troy University Alumni In Foreign Countries 2010	32

UNIVERSITY PERSONNEL	
Troy University Summary of Full-Time Salaries by Rank and Gender Fall 2009	33
Troy University Employee Analysis Fall 2009	34
LIBRARY REPORT	
Library Report (Prepared Biannually) State Sites Academic Year 2007-2008 & 2008-2009	35
UNIVERSITY FINANCES	
Summary of Endowment Values and Returns	36
Troy University Unrestricted and Restricted Current Funds Revenues by Source for the Years Ended September 30, 2007-2009	38
Troy University Unrestricted and Restricted Current Funds Expenditures by Function for the Years Ended September 30, 2007-2009	38
Troy University Unrestricted and Restricted Current Funds Expenditures As a Percentage of Totals for the Years Ended September 30, 2007-2009	39
Troy University Unrestricted and Restricted Current Funds Expenditures per FTE Student for the Years Ended September 30, 2007-2009	39
Troy University Financial Aid Annual Report	40
ACADEMIC PROGRAMS	
Institutional Accreditation	41
Professional Accreditation	41
ACHE Program Inventory Current as of June 18, 2010	42
Global Campus Locations	46
UNIVERSITY FACILITIES	
Alabama Commission on Higher Education Facilities Inventory - Building Inventory	50
TROY UNIVERSITY ASSESSMENT INFORMATION	
Troy University 2009-2010 Senior Survey Report Executive Summary	52
Troy University 2009-2010 Graduate Student Survey Report Executive Summary	67
Troy University Fall 2009 New Student Survey Report Executive Summary	78
Troy University 2010 Student Satisfaction Inventory Executive Summary	84
Troy University 2009 Alumni Survey Report Executive Summary	98
Troy University User's Comment Form	103

Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor's, master's, and education specialist degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions regarding the accreditation status of the institution or if there is evidence that appears to support Troy University's significant non-compliance with a requirement or standard.

Troy University does not discriminate on the basis of sex, age, color, race, national origin, religion, handicap veteran status or sexual orientation in its admissions, education, employment, or access to its programs. The university fully complies with the following: Civil Right Act of 1964 and its amendments; Federal Executive Order 11246; Educational Amendments of 1972 and 1974; the Vietnam Era Veterans Readjustment Assistance Act of 1972; Age Discrimination Act of 1975; Family Educational Rights and Privacy Act of 1974; and the Uniformed Services Employment and Reemployment Rights Act of 1994.

PREFACE

The *Troy University Fact Book 2010* includes data from the three merged campuses, Dothan, Montgomery, and Troy. The Fact Book is intended to be a reference with quantifiable data about students, faculty, staff, and financial and physical resources. It serves as a source of facts about Troy University and is used by administrators, faculty, staff, alumni, and others who may need information.

This edition of the Fact Book contains Troy University Quick Facts Fall 2009, a summary of information about Troy University including Dothan and Montgomery, and executive summaries of the surveys administered in 2009-2010 to Troy University students.

The efforts of numerous individuals throughout the University are reflected in the *2010 Fact Book*, including, but not limited to, Academic Division; Administration Division; Student Services Division; Institutional Advancement and External Relations Division; Institutional Research, Planning, & Effectiveness; and Chancellor's office.

A collection of tables and graphics such as this must be a relevant, functional tool; your suggestions for improving subsequent editions are welcome on the Troy University User's Comment Form at the back of this document.

Troy University Mission with Institutional Goals

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research.

Institutional Goals

Institutional goals refer to the central themes of the mission. They enable the mission and stand as major areas for institutional development. As derived from the Troy University mission, below are the institutional goals of the University.

1. Provide an international scope to university programs and services.
2. Provide a variety of undergraduate and graduate programs in traditional, nontraditional, and electronic formats.
3. Maintain a diverse student population.
4. Provide services that promote the individual welfare of student.
5. Maintain a dedicated faculty and staff.
6. Promote discovery and exploration of knowledge dedicated to life-long learning success.
7. Ensure effective teaching.
8. Ensure the development of creative partnerships, scholarship, and research.
9. Ensure efficient and effective operations and provide resources as needed to implement institutional mission, goals, and objectives.

HISTORICAL HIGHLIGHTS

Troy University traces its origin to the Troy State Normal School which was established on 26 February 1887, by an Act of the Alabama Legislature. Recognizing the growth of the School's programs, the State Board of Education in 1929 changed the name of the School to Troy State Teachers College, and in 1931, the College granted its first baccalaureate degree.

Continued growth in the College's programs prompted the Alabama legislature in 1957 to change the name to Troy State College, and in the same year, the State Board of Education authorized the master's degree program. On 14 December 1967, Troy State College was officially renamed Troy State University.

Responding to the needs of the people of the area, Troy State University established a center at Fort Rucker in 1961 and another center in Montgomery at Maxwell-Gunter Air Force Base in 1965. These centers became degree-granting branches of Troy State University in 1966. TSU at Montgomery in 1983 and TSU at Dothan in 1985 were accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate degree, the bachelor's degree, the master's degree, and the educational specialist degree.

Since 1966, Troy State University has established a branch at Phenix City and under the aegis of Global Campus, offers degree programs at a number of locations in the United States and the world.

In August 2005, Troy State University officially became one University--Troy University—and consists of the merged campuses and sites related to Troy State University (TSU), Troy State University Dothan (TSUD), and Troy State University Montgomery (TSUM). This merger was approved by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) in December 2004 and by the Alabama Commission on Higher Education (ACHE) and Board of Trustees (BOT) in 2005.

DEFINITIONS

Alumni	Includes Troy Campus, Phenix City Campus, Dothan Campus, Montgomery Campus, and Global Campus sites.
Dothan Campus	Includes all activities conducted on the campus in Dothan, Alabama. The academic areas include College of Arts and Sciences, the Sorrell College of Business, College of Education, and Graduate School master's degree programs offered on the Dothan Campus.
Headcount	An unduplicated count of the total number of students, including full-time and part-time students.
Montgomery Campus	Includes all activities conducted on the campus in Montgomery, Alabama. The academic areas include College of Arts and Sciences, the Sorrell College of Business, College of Education, and Graduate School master's degree programs offered on the Montgomery Campus.
Phenix City Campus	Includes all activities conducted on the campus in Phenix City, Alabama. The academic areas include the Sorrell College of Business, College of Education, College of Health & Human Services and Graduate School master's degree programs offered on the Phenix City Campus.
State Sites	Includes all activities conducted on the Troy Campus; the Phenix City Campus; Nursing in Montgomery and Phenix City; the Dothan Campus; and the Montgomery Campus.
Troy Campus	Includes all activities conducted on the campus in Troy, Alabama including eCampus. The academic areas include the College of Arts and Sciences, the Sorrell College of Business, the College of Communication and Fine Arts, the College of Education, the College of Health and Human Services, and the Graduate School master's degree programs offered on the Troy Campus including eCampus.
Global Campus	Includes all out-of-state activities of Troy University.

Troy University
Quick Facts
Fall Semester 2009

Student Enrollment

1. Headcount, Course, FTE Student Enrollment

	Headcount	Course	SACS FTE	ACHE FTE
Total	30,564	103,280	20,934	19,033

2. Full-time/Part-time Headcount

	Full-time Undergraduates		Part-time Undergraduates		Full-time Graduates		Part-time Graduates		Total	
Total	11,034	**36%**	11,891	**39%**	2,275	**7%**	5,364	**18%**	**30,564**	**100%**

3. Headcount by Classification

	Freshman		Sophomore		Junior		Senior		Unclassified		Graduate		Total		
Total	7,990	**26%**	3,914	**13%**	3,894	**13%**	6,982	**23%**	145	**0%**	7,639	**25%**	**30,564**	**100%**	

4. Headcount by Gender

	Male		Female		Total										
Total	11,715	**38%**	18,849	**62%**	**30,564**	**100%**									

5. Headcount by Ethnicity

	Non-Resident Alien		African American		American Indian		Asian		Hispanic		Caucasian		Ethnicity Unknown		Total	
Total	786	**2.6%**	12,837	**42.0%**	426	**1.4%**	993	**3.2%**	840	**2.7%**	13,476	**44.1%**	1,206	**3.9%**	**30,564**	**100%**

University Graduates

6. Degrees Conferred - 2008-2009

	Associate's	Bachelor's	Master's	Education Specialist	Total
Troy & Nursing	60	765	204	0	**1,029**
Phenix City	0	194	203	50	**447**
Dothan	5	249	124	3	**381**
Montgomery	61	279	168	1	**509**
eCampus	236	658	453	0	**1,347**
Global Campus	88	476	1,321	0	**1,885**
Total	**450**	**8%** **2,621**	**47%** **2,473**	**44%** **54**	**1%** **5,598** **100%**

7. Troy University System Alumni

Approximately **127,071** Troy University graduates reside in **50** states and **44** countries with **36%** residing in Alabama.

University Personnel

8. Full-time Instructional Faculty

Total	**516**

9. Full-time Tenured Instructional Faculty

Total	**232**

10. Employee Analysis

	Full-time Employees		Part-time Employees		Total Employees	
Total	1,543	**47%**	1,733	**53%**	**3,276**	**100%**

TROY UNIVERSITY
ALABAMA COMMISSION ON HIGHER EDUCATION
TUITION AND FEE SCHEDULE 2009-2010

	RESIDENT CHARGE			Annual Amount	NON-RESIDENT CHARGE			Annual Amount
UNDERGRADUATE	PER TERM	PER CR HR	($MAXIMUM?)		PER TERM	PER CR HR	($MAXIMUM?)	
TUITION 1		193.00		5,790.00		386.00		11,580.00
REQUIRED FEES 2	$170.00			340.00	170.00			340.00
ROOM & BOARD 3	$2,720.28			5,440.56	2,720.28			5,440.56
GRADUATE								
TUITION 1		220.00		5,280.00		440.00		10,560.00
REQUIRED FEES 2	$146.00			292.00	146.00			292.00
ROOM & BOARD 3	$2,720.28			5,440.56	2,720.28			5,440.56

1) Per term calculations must be based on standard load of 15 undergraduate credit hours and 12 graduate credit hours unless there is a maximum per term charge.
2) Please itemize required fees on a separate sheet and attach.
3) Combined 7 day Room & Board rate.

* Note: Board fee include 8% sales tax.

Itemization of Required Fees

1. Registration Fee - $50 per term. ($100 for Fall and Spring semesters)
2. General University Fee - $8 per credit hour (Per term calculation based on the standard load of 15 undergraduate credit hours and 12 graduate credit hours per ACHE's institutions.)

ORGANIZATION AND ADMINISTRATION

The Chancellor is the chief executive officer of Troy University. The Chancellor is assisted by a Cabinet which includes the Executive Vice Chancellor and Provost, the Senior Vice Chancellor for Student Services and Administration, the Senior Vice Chancellor for Advancement and External Relations, the Senior Vice Chancellor for Finance and Business Affairs, the Vice Chancellor for Troy University Montgomery, the Vice Chancellor or Troy University Dothan, the Vice Chancellor for Troy University Global Campus, the Vice Chancellor for Phenix City, and the Executive Assistant to the Chancellor. Major organizational divisions of Troy University include Academic Affairs; Student Services; Administration; Advancement and External Relations; and Finance and Business Affairs. Each of these divisions is under the administration of a Senior Vice Chancellor or an Executive Vice Chancellor and Provost in Academic Affairs

The Academic Affairs Division is organized into the College of Arts and Sciences, the Sorrell College of Business, the College of Communication and Fine Arts, the College of Education, the College of Health and Human Services, the Graduate School, and Global Campus. The Dean of each College, the Vice Chancellor for Global Campus, the Vice Chancellor for Phenix City, the Vice Chancellor for Dothan, the Vice Chancellor for Montgomery, and the Registrar report to the Executive Vice Chancellor and Provost who is assisted by the Associate Provost and Graduate Dean and by the Associate Provost and Dean of Undergraduate Studies.

TROY UNIVERSITY
BOARD OF TRUSTEES

HIS EXCELLENCY, Bob Riley
Governor of Alabama, President, ex-officio

Joseph B. Morton, Ph.D.
State Superintendent of Education, ex-officio

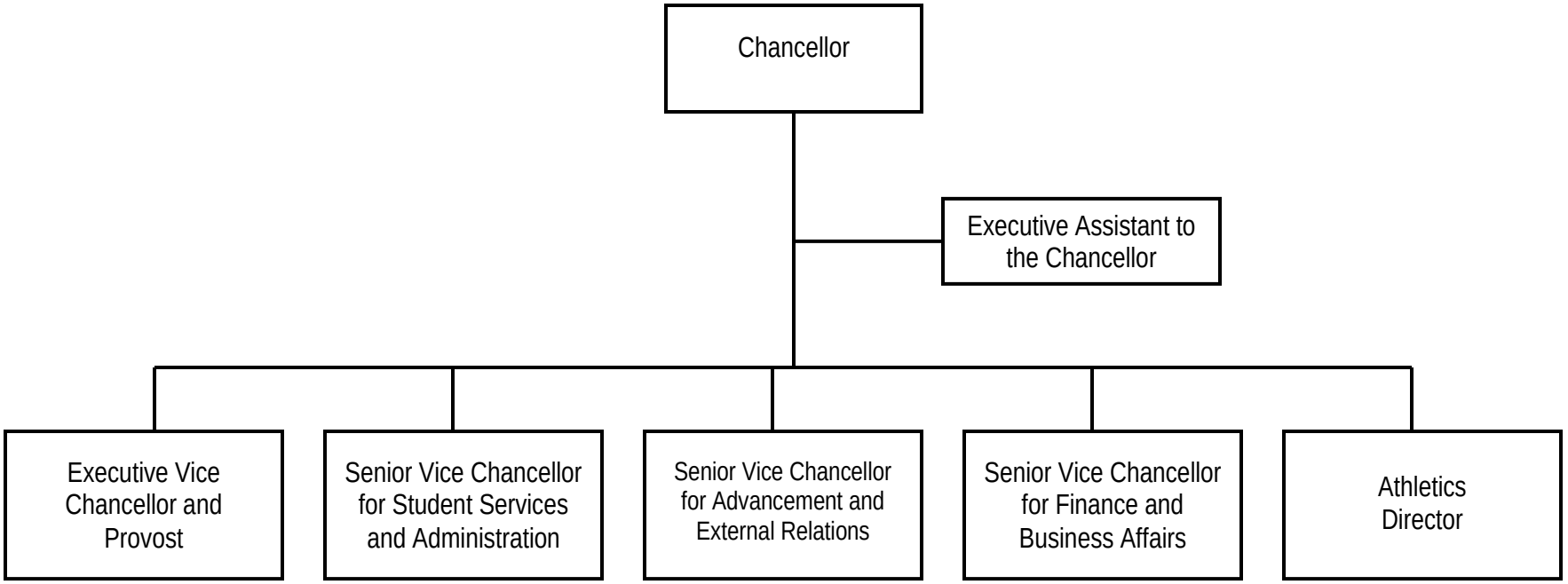
R. DOUGLAS HAWKINS, D.V.M.
President pro tempore

GERALD O. DIAL
Vice President pro tempore

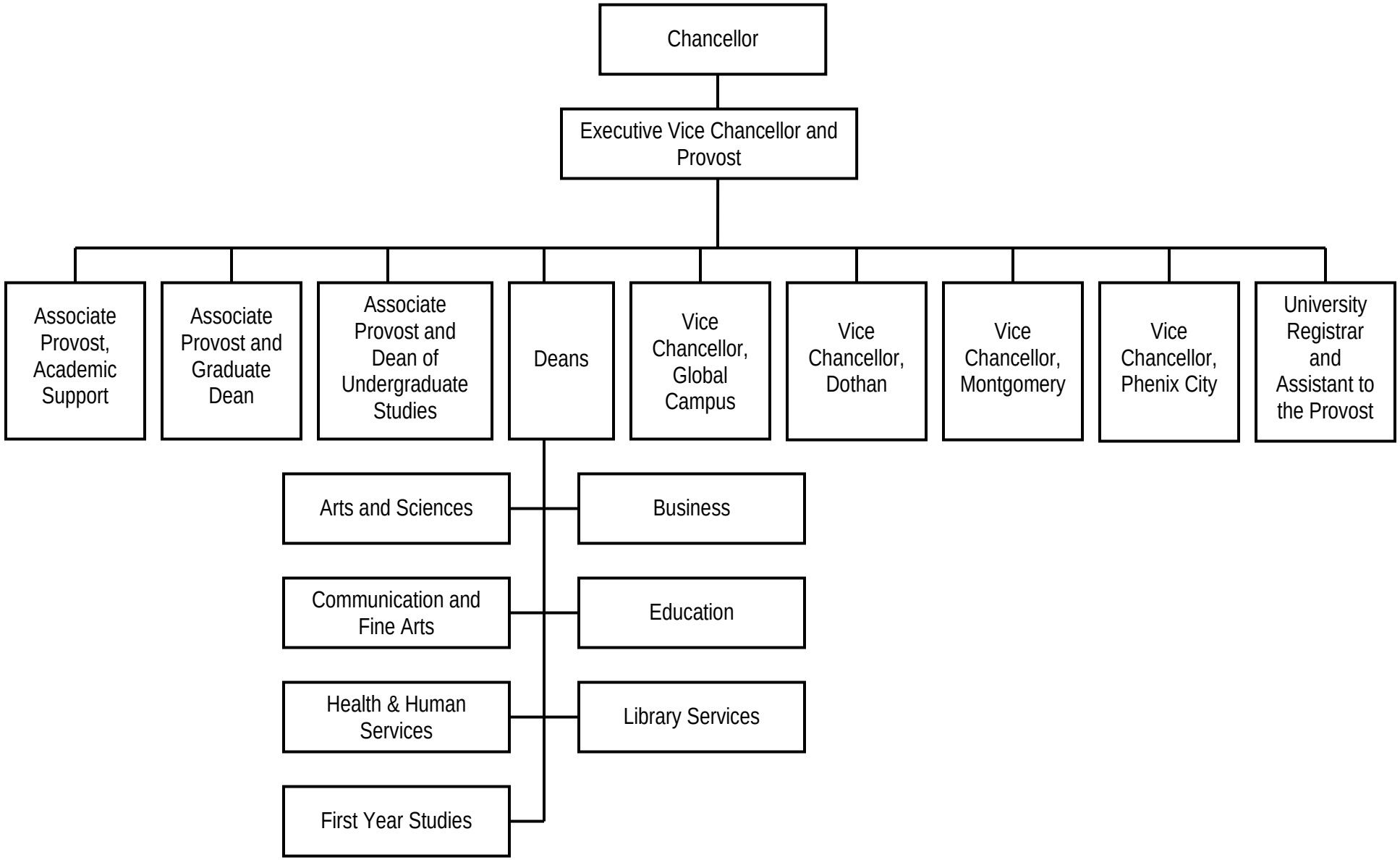
Geographical Area		Term Expires
First	Forrest S. Latta	Oct. 24, 2015
Second	R. Douglas Hawkins, D.V.M.	Oct. 2015
	John D. Harrison	Oct. 24, 2019
Third	Allen E. Owen, III	Oct. 24 2011
Fourth	Milton McGregor	Oct. 24 2011
	Lamar P. Higgins	Oct. 24, 2019
Fifth	Gerald O. Dial	Oct. 24 2015
Sixth	Karen E. Carter	Oct. 31, 2019
Seventh	Roy H. Drinkard	Oct. 24 2011
At-Large	C. Charles Nailen	Oct. 24 2009
	Edward F. Crowell	Oct. 24, 2021
Non-voting	Student Member-SGA President	

JACK HAWKINS, JR., Ph.D., Secretary
Executive Committee
D. HAWKINS, D.V.M.; G. DIAL; J. HARRISON

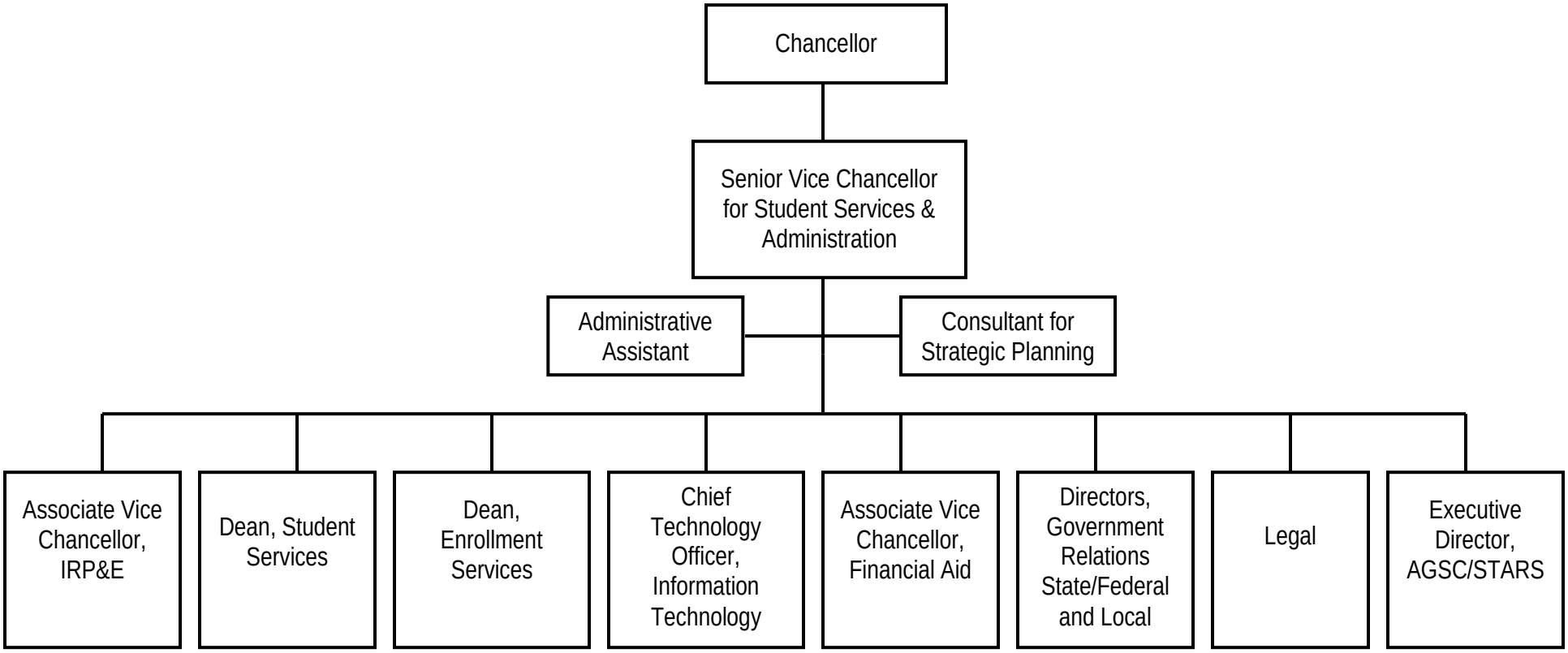
TROY UNIVERSITY
Organization Chart



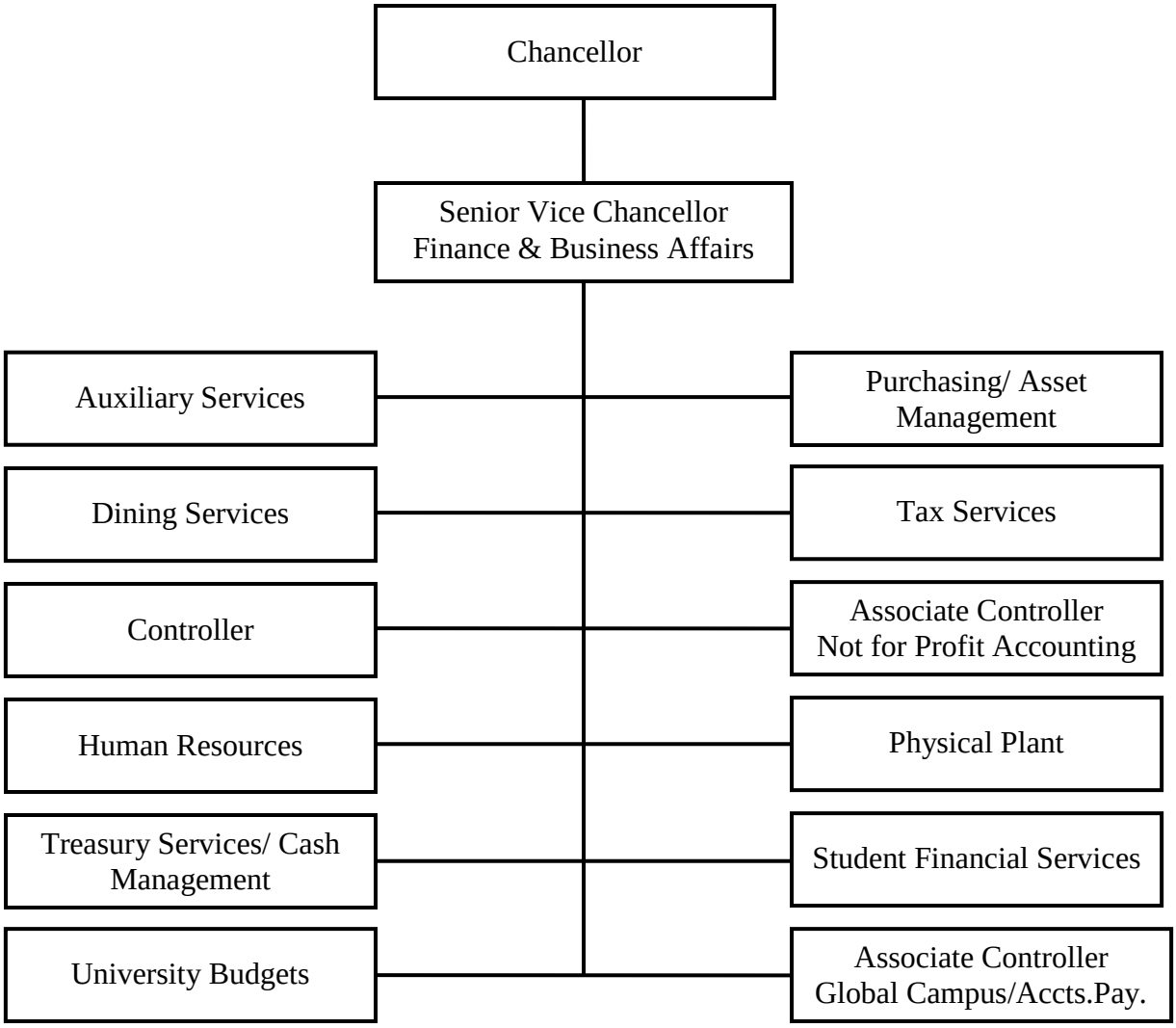
TROY UNIVERSITY
Executive Vice Chancellor and Provost
Organization Chart



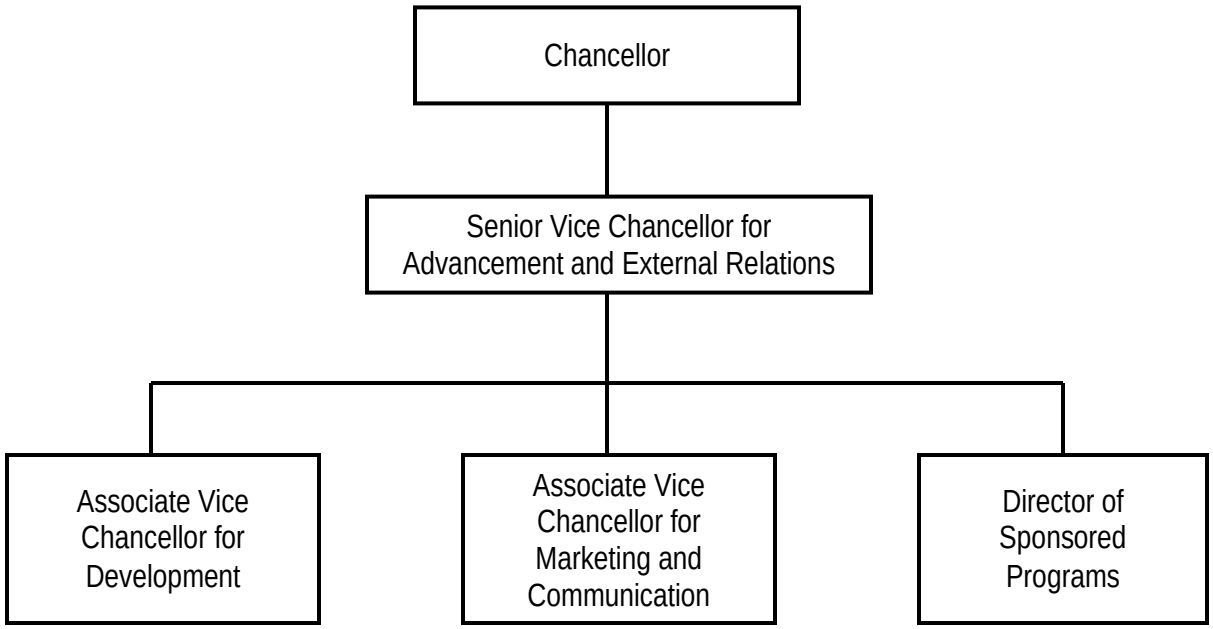
TROY UNIVERSITY
Student Services and Administration
Organization Chart



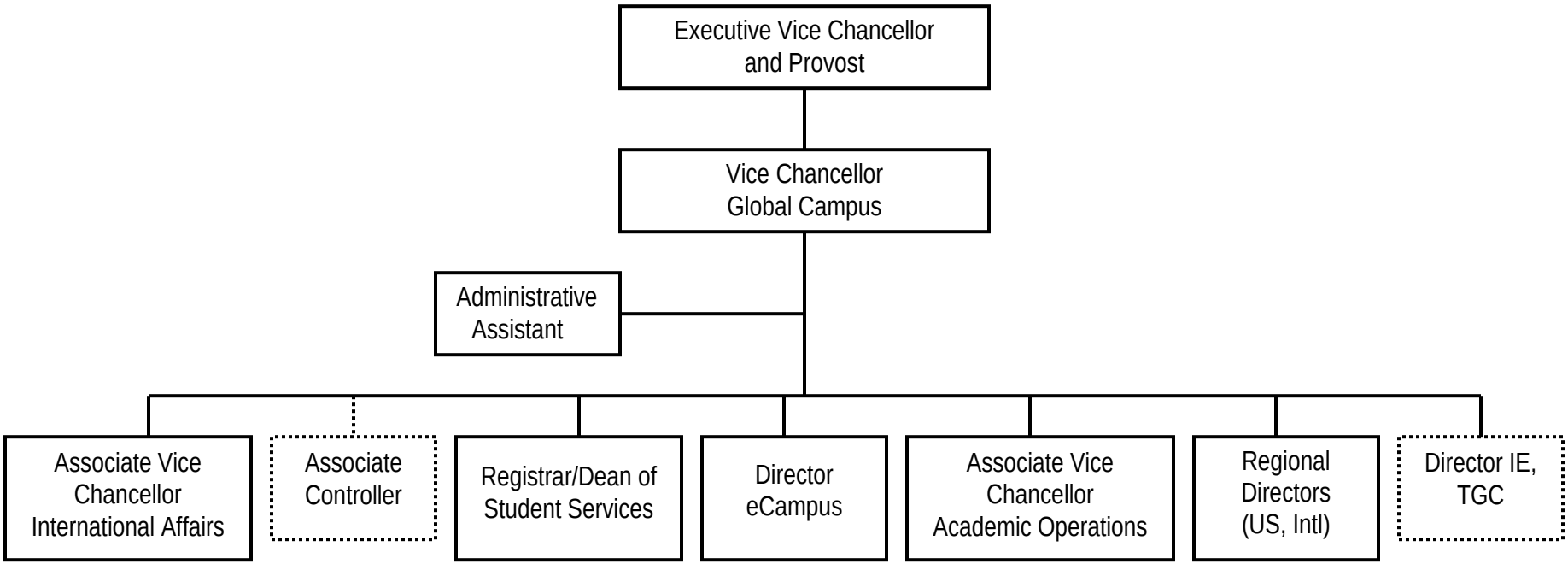
TROY UNIVERSITY
Finance and Business Affairs
Organization Chart



TROY UNIVERSITY
Advancement and External Relations
Organization Chart



TROY UNIVERSITY
Global Campus
Organization Chart



Troy University
Headcount & FTE Analysis
Fall Semester 2009

Unduplicated Headcount Enrollment:	**30,564**
SACS FTE*	**20,934**
ACHE FTE*	**19,033**

	Secondary Campus (Course Location)								
Home Locations	**Troy (T01)**	**Montgomery Nursing (T04&T08)**	**Phenix City (T02)**	**Dothan (D01)**	**Montgomery (M01)**	**eCampus**	**eArmy**	**Global Campus**	**Total by Home Location**
Troy (T01)	6,588	34	77	132	126	962	3	17	7,939
Lockheed Martin (TCP)	0	0	0	0	0	1	0	0	1
ASN/BSN Montgomery Nursing (T04)	2	331	1	0	114	87	0	0	535
Montgomery MSN Graduate Nursing (T08)	0	99	2	0	0	0	0	0	101
Phenix City (T02)	6	1	1,400	4	18	533	0	286	2,248
Dothan (D01)	38	0	51	1,575	13	627	0	6	2,310
Montgomery (M01)	19	61	24	0	3,091	1,622	1	4	4,822
eCampus	21	1	14	20	22	6,802	558	471	7,909
eArmy	0	0	3	3	0	362	899	23	1,290
Global Campus	5	0	12	3	4	3,473	16	3,925	7,438
Total Duplicated Headcount by Course Location	6,679	527	1,584	1,737	3,388	14,469	1,477	4,732	34,593

*** Note: The SACS FTE was calculated by using the following method:**
(Total Number of Full-Time Students) plus (Part-time Undergraduate Credit Hours divided by 12) plus (Part-time Graduate Credit Hours divided by 9)

The ACHE FTE was calculated by using the following method:
(Undergraduate Credit Hours divided by 15) plus Graduate Credit Hours divided by 12)

Troy University
Credit Hour Productivity (CHP) Analysis
Fall 2009

Course Location	Undergraduate CHP	Graduate CHP	Total CHP
Troy	75,246	3,935	**79,181**
Montgomery Nursing	2,692	620	**3,312**
Phenix City	6,316	4,957	**11,273**
Dothan	12,712	1,945	**14,657**
Montgomery	20,803	3,395	**24,198**
eCampus	84,651	18,258	**102,909**
eArmy	7,709	0	**7,709**
Atlantic Region	36	1,006	**1,042**
International Region	174	4,615	**4,789**
Pacific Region	0	513	**513**
Southeast Region	10,156	12,339	**22,495**
Western Region	6	414	**420**
Total	**220,501**	**51,997**	**272,498**

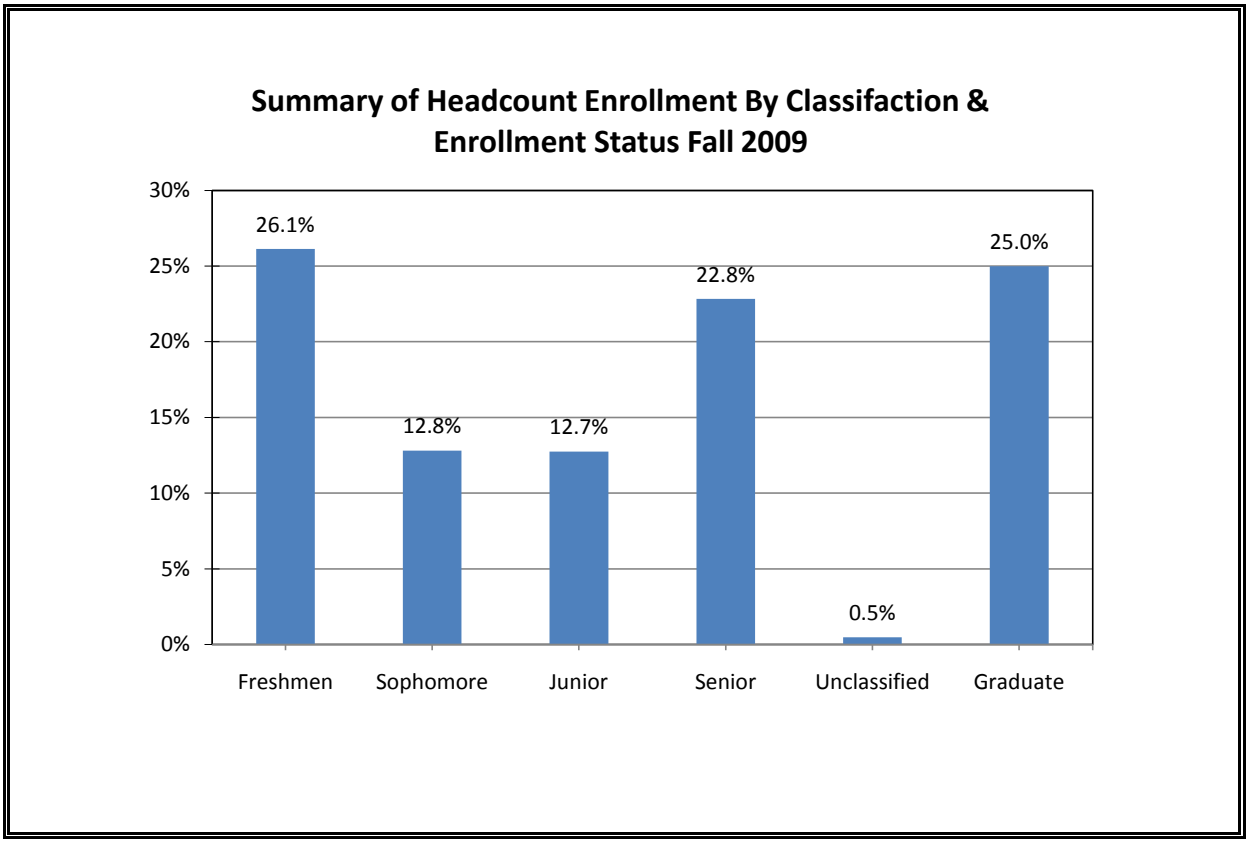
Troy University
Course Enrollments*
Fall Semester 2009

	Secondary Campus (Course Location)								
Primary Campus (Home Location)	**Troy (T01)**	**Montgomery Nursing (T04&T08)**	**Phenix City (T02)**	**Dothan (D01)**	**Montgomery (M01)**	**eCampus**	**eArmy**	**Global Campus**	**Total Course Enrollments by Home Location**
Troy (T01)	32,464	47	104	326	292	2,029	4	88	**35,354**
Locheed Martin (TCP)	0	0	0	0	0	2	0	0	**2**
ASN/BSN Montgomery Nursing (T04)	2	972	1	0	251	146	0	1	**1,373**
Montgomery MSN Graduate Nursing	0	226	6	0	0	0	0	0	**232**
Phenix City (T02)	12	1	3,589	6	0	1,319	0	520	**5,447**
Dothan (D01)	114	0	71	4,904	14	1,561	0	8	**6,672**
Montgomery (M01)	38	99	26	0	8,278	3,840	3	12	**12,296**
eCampus	47	4	28	32	41	19,371	1,126	1,288	**21,937**
eArmy	0	0	3	6	0	622	1,741	25	**2,397**
Global Campus	16	0	22	3	7	8,334	21	9,167	**17,570**
Total Course Enrollments by Course Location	**32,693**	**1,349**	**3,850**	**5,277**	**8,883**	**37,224**	**2,895**	**11,109**	**103,280**

* Note: Course enrollments are the total number of students who are enrolled in courses at a campus/site.

Troy University
Headcount Enrollment
By Classification and Enrollment Status
Fall 2009

Classification	Full-Time	Percent	Part-Time	Percent	Total
Fall 2009					
Freshmen	3,698	46.3%	4,292	53.7%	7,990
Sophomore	1,997	51.0%	1,917	49.0%	3,914
Junior	1,987	51.0%	1,907	49.0%	3,894
Senior	3,352	48.0%	3,630	52.0%	6,982
Unclassified	0	0.0%	145	100.0%	145
Graduate	2,275	29.8%	5,364	70.2%	7,639
Total	**13,309**	**43.5%**	**17,255**	**56.5%**	**30,564**



Troy University
Headcount Enrollment by Student Age Group,
Enrollment Status, and Academic Level
Fall 2009

Age Group	Full-Time		Part-Time		Total		Total %	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Under 18	1	0	24	0	25	0	0.1%	0.0%
18-19	1,079	0	116	0	1,195	0	5.4%	0.0%
20-21	2,486	0	427	1	2,913	1	13.2%	0.0%
22-24	2,576	241	1,356	202	3,932	443	17.8%	5.8%
25-29	1,627	741	2,637	1,348	4,264	2,089	19.3%	27.6%
30-34	1,262	454	2,271	1,153	3,533	1,607	16.0%	21.2%
35-39	869	337	1,865	920	2,734	1,257	12.3%	16.6%
40-49	865	349	1,911	1,124	2,776	1,473	12.5%	19.4%
50-64	231	147	526	540	757	687	3.4%	9.1%
65 & Over	1	6	9	18	10	24	0.0%	0.3%
Age Unknown	3	0	2	0	5	0	0.0%	0.0%
Total	11,000	2,275	11,144	5,306	22,144	7,581	100.0%	100.0%

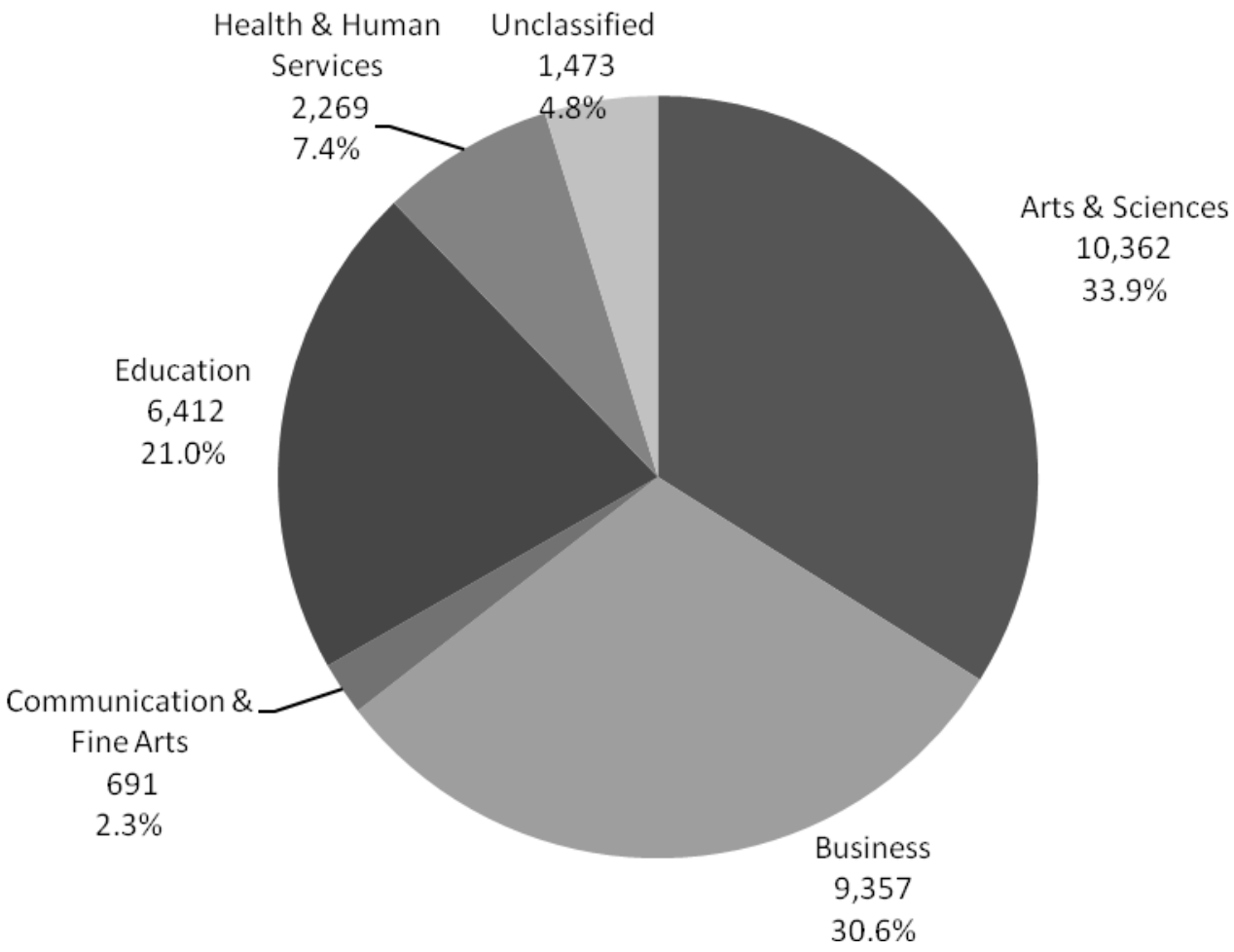
Average Age

	Undergraduate				Graduate			
	1st-Time Freshmen	Full-Time	Part-Time	Undergraduate Average	Full-Time	Part-Time	Graduate Average	Total Average
Male	25	26	33	30	34	36	36	31
Female	26	28	33	30	33	36	35	32
Total Average	26	27	33	30	33	36	35	31

Troy University
Headcount Enrollment by College and Academic Level
Fall 2009

College/Academic Level	Fall 2009 #	Fall 2009 %
Arts & Sciences		
Undergraduate	8,231	80.29%
Graduate	2,020	19.71%
Total	10,251	33.54%
Business		
Undergraduate	6,813	72.81%
Graduate	2,544	27.19%
Total	9,357	30.61%
Communication & Fine Arts		
Undergraduate	691	100.00%
Graduate	0	0.00%
Total	691	2.26%
Education		
Undergraduate	3,993	61.21%
Graduate	2,530	38.79%
Total	6,523	21.34%
Health & Human Services		
Undergraduate	2,055	90.57%
Graduate	214	9.43%
Total	2,269	7.42%
Unclassified		
Undergraduate	1,142	77.53%
Graduate	331	22.47%
Total	1,473	4.82%
Total		
Undergraduate	22,925	100.00%
Graduate	7,639	100.00%
Total	30,564	100.00%

HEADCOUNT ENROLLMENT BY COLLEGE
FALL 2009



Troy University
Headcount Enrollment
By Major & Academic Level
Fall 2009

Major	Fall 2009	
	Undergraduate	Graduate
Accounting	839	0
Adult Education	0	62
Applied Computer Science	878	0
Art	35	0
Art Education	18	2
Athletic Training	91	0
Biology	299	0
Biology Education	14	3
Biology, Preprofessional	28	0
Biology Program	214	0
Broadcast Journalism	184	0
Chemistry	54	0
Chemistry Program	6	0
Chemistry Education	4	0
Clinical Mental Health	0	311
Collaborative Teacher Education (6-12)	5	1
Collaborative Teacher Education (K-6)	41	10
Communication Arts - Drama	84	0
Communication Arts - Speech	37	0
Community Counseling	0	474
Community Psychology	0	11
Continuing Education (non-degree)	0	1
Corrections Counseling	0	1
Computer Science	304	29
Criminal Justice	2,073	374
Design, Technology & Innovation	121	0
Early Admission (non-degree)	2	0
Early Childhood Education	64	16
Educational Administration	0	31
Educational Leadership	0	2
Elementary Education	907	328
EMBA - General Management	0	2
English	166	0
English As a Second Language (non-degree)	110	30
English-Language Arts Education	72	19
Environmental & Biological Sciences	0	32
Environmental Science	35	0
Finance	207	0
Foreign Language	8	0
General Business	2,175	0
General Education	2,565	0
General Practice Counseling	0	3
General Science, Comprehensive	7	0
General Science Education	0	0
Geomatics	70	0
Gifted Education	0	8
Global Studies (non-degree)	35	0
Health & Physical Education - Comprehensive	55	0
History	303	0
History Education	86	7
Human Resources Management	0	597
Human Services	134	0
Information Systems	117	0
Instructional Leadership & Administration	0	20
International Relations	0	694

Interpreter Training	70	0
Print Journalism	85	0
Management	2,589	767
Marine Biology	24	0
Marketing	288	0
Master of Education	0	5
Master of Arts -Teaching	0	0
Math Education	75	15
Mathematics	187	0
MBA	0	866
MBA-Accounting	0	133
MBA-Finance	0	7
MBA-Economic Development	0	6
MBA-Information Systems	0	166
Music - General	113	0
Music Education - Instrumental	99	6
Music Education - Vocal	14	1
Nursing	1,109	130
Personnel Counseling	0	0
Physical Education	66	10
Political Science	392	0
Post Bachelor (non-degree)	53	15
Post Masters (non-degree)	0	60
Post Secondary Education	0	710
Pre-Engineering (pre-professional career)	2	0
Pre-Health (pre-professional career)	1	0
Pre-Veterinarian (pre-professional career)	2	0
Professional Studies	12	0
Psychology	2,309	0
Psychology Program	28	0
Public Administration	0	891
Reading Specialist	0	0
Rehabilitation	31	0
Rehabilitation Counseling	0	107
Resources & Technology Management	553	0
Risk Management & Insurance	45	0
School Counseling	0	133
School Psychology	0	1
School Psychometry	0	22
Science Education	25	4
Social Science	586	0
Social Science Education	41	4
Social Services Counseling	0	163
Social Work	175	0
Sociology	28	0
Spanish	0	0
Special Graduate (non-degree)	0	30
Sport & Fitness Management	515	84
Student Affairs Counseling	0	9
Studio Art	24	0
Substance Abuse Counseling	0	31
Transient (non-degree)	159	45
Unclassified/Other (non-degree)	778	150
Total	**22,925**	**7,639**

TROY UNIVERSITY
APPLICATIONS RECEIVED, ACCEPTED, AND ENROLLED
FALL 2005 THROUGH FALL 2009

	FALL 2005			FALL 2006			FALL 2007			FALL 2008			FALL 2009		
	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL	Male	Female	TOTAL
APPLICATIONS RECEIVED															
Freshmen	2,297	2,461	4,758	2,350	2,552	4,902	2,454	2,783	5,237	2,762	3,237	5,999	2,733	3,502	6,235
Transfers	2,432	2,967	5,399	2,202	3,058	5,260	2,064	2,688	4,752	1,844	2,643	4,487	1,838	3,063	4,901
First-Time Graduates	1,123	1,913	3,036	1,160	1,912	3,072	1,044	1,909	2,953	1,228	1,813	3,041	1,143	1,791	2,934
TOTAL	**5,852**	**7,341**	**13,193**	**5,712**	**7,522**	**13,234**	**5,562**	**7,380**	**12,942**	**5,834**	**7,693**	**13,527**	**5,714**	**8,356**	**14,070**
ACCEPTED															
Freshmen	1,771	2,095	3,866	1,622	2,004	3,626	1,426	1,937	3,363	1,617	2,357	3,974	1,809	2,521	4,330
Transfers	1,575	2,185	3,760	1,023	1,749	2,772	1,377	1,551	2,928	1,052	1,653	2,705	1,237	2,162	3,399
First-Time Graduates	1,056	1,796	2,852	979	1,685	2,664	824	1,638	2,462	785	1,563	2,348	828	1,549	2,377
TOTAL	**4,402**	**6,076**	**10,478**	**3,624**	**5,438**	**9,062**	**3,627**	**5,126**	**8,753**	**3,454**	**5,573**	**9,027**	**3,874**	**6,232**	**10,106**
ENROLLED															
Freshmen	1,064	1,186	2,250	1,217	1,330	2,547	1,275	1,408	2,683	1,222	1,686	2,908	1,276	1,712	2,988
Transfers	1,215	1,531	2,746	964	1,624	2,588	1,202	1,458	2,660	1,102	1,496	2,598	995	1,602	2,597
First-Time Graduates	656	1,296	1,952	696	1,234	1,930	554	1,119	1,673	585	1,234	1,819	514	1,030	1,544
TOTAL	**2,935**	**4,013**	**6,948**	**2,877**	**4,188**	**7,065**	**3,031**	**3,985**	**7,016**	**2,909**	**4,416**	**7,325**	**2,785**	**4,344**	**7,129**

Troy University

Permanent Residence By Alabama Counties

Fall 2009

Autauga	667	Coosa	18	Lamar	1	Randolph	18
Baldwin	232	Covington	234	Lauderdale	17	Russell	549
Barbour	202	Crenshaw	198	Lawrence	2	St. Clair	43
Bibb	16	Cullman	45	Lee	749	Shelby	241
Blount	23	Dale	622	Limestone	25	Sumter	2
Bullock	112	Dallas	166	Lowndes	91	Talladega	63
Butler	147	Dekalb	13	Macon	117	Tallapoosa	78
Calhoun	47	Elmore	839	Madison	147	Tuscaloosa	69
Chambers	153	Escambia	70	Marengo	28	Walker	18
Cherokee	8	Etowah	22	Marion	10	Washington	21
Chilton	95	Fayette	4	Marshall	32	Wilcox	19
Choctaw	2	Franklin	2	Mobile	357	Winston	4
Clarke	27	Geneva	215	Monroe	48	Unknown	26
Clay	9	Hale	10	Montgomery	3,572		
Cleburne	2	Henry	195	Morgan	42		
Coffee	619	Houston	1,304	Perry	7		
Colbert	2	Jackson	6	Pickens	4		
Conecuh	27	Jefferson	600	Pike	1,675	**TOTAL**	**15,028**

Troy University
Headcount Enrollment by State/Territory
Fall 2009

Alabama	15,028	Nebraska	11
Alaska	60	Nevada	20
Arizona	91	New Hampshire	4
Arkansas	33	New Jersey	26
California	108	New Mexico	32
Colorado	123	New York	130
Connecticut	12	North Carolina	609
Delaware	7	North Dakota	9
District of Columbia	11	Ohio	51
Florida	2,759	Oklahoma	56
Georgia	6,101	Oregon	4
Guam	2	Pennsylvania	41
Hawaii	71	Puerto Rico	1
Idaho	13	Rhode Island	0
Illinois	51	South Carolina	444
Indiana	21	South Dakota	7
Iowa	11	Tennessee	216
Kansas	59	Texas	339
Kentucky	146	Utah	16
Louisiana	92	Vermont	0
Maine	4	Virginia	782
Maryland	125	Virgin Islands	0
Massachusetts	12	Washington	177
Michigan	26	West Virginia	9
Minnesota	14	Wisconsin	17
Mississippi	112	Wyoming	5
Missouri	83	Other/No Code	720
Montana	45	**TOTAL**	**28,946**

Source: Office of Institutional Research, Planning and Effectiveness

Troy University
Headcount Enrollment
By Foreign Countries
Fall 2009

Argentina	1	Netherlands	3
Australia	9	New Zealand	1
Azerbaijan	12	Nigeria	2
Bahamas	1	Pakistan	9
Belarus	1	Peru	1
Belgium	0	Poland	1
Benin	1	Romania	2
Brazil	6	Russia	11
Burkina Faso	1	Saudi Arabia	87
Canada	9	South Africa	1
China	338	South Korea	61
Colombia	3	Spain	1
Cyprus	1	St. Lucia	1
England	1	Suriname	1
Egypt	2	Sweden	4
France	5	Switzerland	1
Georgia	1	Taiwan	1
Germany	5	Tajikistan	1
Ghana	1	Thailand	2
Iceland	1	Tobago	1
India	77	Togo	1
Ireland	1	Turkey	7
Jamaica	1	Turkmenistan	2
Japan	19	Ukraine	1
Kazakhstan	1	United Arab Emirates	3
Kenya	19	United Kingdom	1
Kyrgyzstan	2	Uzbekistan	1
Malaysia	10	Venezuela	2
Mexico	2	Vietnam	12
Morocco	4	Unknown	828
Nepal	33	**TOTAL**	**1,618**

Source: Office of Institutional Research, Planning, and Effectiveness

TROY UNIVERSITY
ACT NORMS
ENROLLED FIRST-TIME FIRST-YEAR FRESHMEN

Fall	English	Math	Reading	Science Reasoning	Composite
2005	20.8	19.5	20.8	20.3	20.5
2006	20.7	19.4	20.8	20.3	20.4
2007	20.1	19.0	20.5	19.9	20.0
2008	20.8	19.2	20.9	20.1	20.4
2009	21.1	19.5	21.3	20.5	20.7

Source: ACT Class Profile in Office of Institutional Research, Planning, and Effectiveness

Student Demographics

TROY UNIVERSITY-COMBINED
TROY, ALABAMA

Code 9002

EXECUTIVE SUMMARY

The number of enrolled 2009-2010 ACT-tested freshmen (1202) represents (91%) of student score reports received by your campus. Enrolled counts shown in this report are limited to those students your institution identified as enrolled full-time and degree seeking. It is assumed that enrolled students for whom a full-time/degree seeking status was not provided are full-time/degree seeking.

The average ACT composite score for your ACT-tested enrolled freshmen was 20.7 (men = 20.8, women = 20.7). The national ACT composite for 2008-2009 high school graduates was 21.1.

The five-year pattern on selected statistics for freshmen at your institution follows:

Year	Nct	Avg ACT Comp	Pct with Core Courses	Pct Minority	Pct Scoring 28+	Pct in Top Qtr in HS	ACT 1st Choice College	ACT 2nd Choice College
2009-2010	1202	20.7	73	35	7	39	0	0
2008-2009	--	--.-	--	--	--	--	--	--
2007-2008	--	--.-	--	--	--	--	--	--
2006-2007	--	--.-	--	--	--	--	--	--
2005-2006	--	--.-	--	--	--	--	--	--

NOTE: Trend results are available only for participation years in which your institution provided enrollment data directly to ACT. These results may differ from previous report(s) if they included enrollment data from the National Student Clearinghouse.

Characteristics of ACT-tested freshmen for the most popular planned educational fields are:

Planned Educational Major	Nct	Avg ACT Comp	Pct with Core Courses	Pct Minority	Pct Scoring 28+	Pct in Top Qtr in HS	ACT 1st Choice College	ACT 2nd Choice College
Health Sci & Allied Health Fields	316	20.5	84	44	5	43	0	0
Undecided	153	20.9	77	29	7	46	0	0
Business & Management	94	20.1	71	57	0	36	0	0
Education	62	20.5	81	16	5	47	0	0
Sciences (Biological & Physical)	61	21.6	79	34	7	51	0	0

Average ACT scores by Core Curriculum (Core or more is defined as at least 4 years of English, and at least 3 years of Mathematics, Social Sciences and Natural Sciences):

Group	Nct	English	Math	Reading	Science	Composite
Core or more	883	21.6	20.0	21.7	20.7	21.2
Less than core	238	19.1	17.9	19.8	19.6	19.3
Total Group	1202	21.1	19.5	21.3	20.5	20.7

Average ACT Scores by High School Rank:

Group	Nct	English	Math	Reading	Science	Composite
Top Quarter	468	23.8	21.7	23.8	22.1	23.0
Second Quarter	358	19.3	18.2	19.8	19.5	19.4
Third Quarter	168	18.7	17.5	19.0	19.0	18.7
Bottom Quarter	35	19.1	18.1	19.2	19.1	18.9

TROY UNIVERSITY-COMBINED
TROY, ALABAMA

Code 9002

Summary of ACT Score Averages and Standard Deviations:

Score	Total Received		Enrolled		Non-Enrolled		Applied		Accepted		2008-2009 Norms National		N/A	
	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.	Avg	S.D.
English	20.8	5.1	21.1	5.1	--.-	-.-	0.0	0.0	0.0	0.0	21.8	5.8	--.-	-.-
Usage/Mechanics	10.4	3.3	10.6	3.3	--.-	-.-	0.0	0.0	0.0	0.0	11.0	3.7	--.-	-.-
Rhetorical Skills	10.6	2.7	10.8	2.7	--.-	-.-	0.0	0.0	0.0	0.0	11.3	3.0	--.-	-.-
Mathematics	19.3	4.0	19.5	4.0	--.-	-.-	0.0	0.0	0.0	0.0	21.9	5.2	--.-	-.-
Elementary Algebra	10.1	2.9	10.2	2.9	--.-	-.-	0.0	0.0	0.0	0.0	11.7	3.5	--.-	-.-
Alg/Coord Geometry	9.8	2.5	9.9	2.4	--.-	-.-	0.0	0.0	0.0	0.0	10.9	2.8	--.-	-.-
Plane Geom/Trig	9.3	2.8	9.5	2.8	--.-	-.-	0.0	0.0	0.0	0.0	11.0	3.0	--.-	-.-
Reading	21.0	5.3	21.3	5.3	--.-	-.-	0.0	0.0	0.0	0.0	22.5	5.9	--.-	-.-
Social Studies/Sci	10.6	3.1	10.8	3.1	--.-	-.-	0.0	0.0	0.0	0.0	11.4	3.4	--.-	-.-
Arts/Literature	10.8	3.5	10.9	3.5	--.-	-.-	0.0	0.0	0.0	0.0	11.6	3.7	--.-	-.-
Science	20.3	3.9	20.5	3.9	--.-	-.-	0.0	0.0	0.0	0.0	21.7	4.7	--.-	-.-
Composite	20.5	3.9	20.7	3.9	--.-	-.-	0.0	0.0	0.0	0.0	22.1	4.8	--.-	-.-

ACT Quartile Values:

English	Q1 (25th percentile)	17.1	17.4	--.-	0.0	0.0	17.9	--.-
	Q2 (median)	20.3	20.6	--.-	0.0	0.0	21.5	--.-
	Q3 (75th percentile)	24.0	24.3	--.-	0.0	0.0	25.6	--.-
Math	Q1 (25th percentile)	16.1	16.3	--.-	0.0	0.0	17.5	--.-
	Q2 (median)	18.0	18.3	--.-	0.0	0.0	21.5	--.-
	Q3 (75th percentile)	22.0	22.4	--.-	0.0	0.0	25.7	--.-
Reading	Q1 (25th percentile)	16.9	17.2	--.-	0.0	0.0	18.2	--.-
	Q2 (median)	20.3	20.6	--.-	0.0	0.0	22.3	--.-
	Q3 (75th percentile)	24.3	24.5	--.-	0.0	0.0	26.9	--.-
Science	Q1 (25th percentile)	17.9	18.1	--.-	0.0	0.0	18.8	--.-
	Q2 (median)	20.0	20.2	--.-	0.0	0.0	21.6	--.-
	Q3 (75th percentile)	22.7	22.9	--.-	0.0	0.0	24.7	--.-
Comp	Q1 (25th percentile)	17.6	17.8	--.-	0.0	0.0	18.6	--.-
	Q2 (median)	19.7	19.9	--.-	0.0	0.0	21.9	--.-
	Q3 (75th percentile)	22.9	23.2	--.-	0.0	0.0	25.4	--.-

All Students	1325	1202	--	0	0

TROY UNIVERSITY
GRADUATION RATES
STUDENT BODY AND STUDENT ATHLETES
FRESHMEN ENTERING FALL 1999 THROUGH FALL 2003

The Federal Student-Right-To-Know law requires that institutions assess and report student retention and completion rates to the public. Monitoring retention and completion rates over time can help assess the effectiveness of both academic and student life programs as well as innovative programs such as the first year experience program aimed at increasing freshmen retention. The graduation rate as established by the United States Department of Education to meet current Student-Right-To-Know requirements calls for the Cohort group to be those first-time, full-time freshmen students who enrolled at the University during Summer or Fall six years prior to the reporting year and graduated before Fall of the reporting year.

Report for 2006 (Cohort Graduates through Summer 2005)
FALL 1999 COHORT

TOTAL OVERALL GRADUATION RATE FOR ALL STUDENTS:	**50%**
TOTAL OVERALL GRADUATION RATE FOR ATHLETES:	**52%**

Report for 2007 (Cohort Graduates through Summer 2006)
FALL 2000 COHORT

TOTAL OVERALL GRADUATION RATE FOR ALL STUDENTS:	**48%**
TOTAL OVERALL GRADUATION RATE FOR ATHLETES:	**57%**

Report for 2008 (Cohort Graduates through Summer 2007)
FALL 2001 COHORT

TOTAL OVERALL GRADUATION RATE FOR ALL STUDENTS:	**42%**
TOTAL OVERALL GRADUATION RATE FOR ATHLETES:	**57%**

Report for 2009 (Cohort Graduates through Summer 2008)
FALL 2002 COHORT

TOTAL OVERALL GRADUATION RATE FOR ALL STUDENTS:	**44 %**
TOTAL OVERALL GRADUATION RATE FOR ATHLETES:	**57%**

Report for 2010 (Cohort Graduates through Summer 2009)
FALL 2003 COHORT

TOTAL OVERALL GRADUATION RATE FOR ALL STUDENTS:	**38%**
TOTAL OVERALL GRADUATION RATE FOR ATHLETES:	**46%**

SOURCE: IPEDS Graduation Rate Survey
Office of Institutional Research, Planning, & Effectiveness

Troy University
Degrees Conferred by Campus
2004-2005 through 2008-2009*

Year & College	Associate	Bachelor's	Master's	Education Specialist	Total
2004-2005					
Troy	48	696	188	1	933
Phenix City	0	153	248	127	528
Dothan	24	254	106	10	394
Montgomery	86	323	284	3	696
State Sites	**158**	**1,426**	**826**	**141**	**2,551**
eCampus	1	0	382	0	383
Global Campus	297	626	1,918	0	2,841
Troy University Total	**456**	**2,052**	**3,126**	**141**	**5,775**
2005-2006					
Troy	36	942	201	0	1,179
Phenix City	0	271	278	173	722
Dothan	20	273	119	8	420
Montgomery	67	348	223	2	640
State Sites	**123**	**1,834**	**821**	**183**	**2,961**
eCampus	0	11	341	0	352
Global Campus	356	827	2,302	0	3,485
Troy University Total	**479**	**2,672**	**3,464**	**183**	**6,798**
2006-2007					
Troy	53	759	183	0	995
Phenix City	0	150	255	140	545
Dothan	16	285	110	14	425
Montgomery	53	278	184	1	516
State Sites	**122**	**1,472**	**732**	**155**	**2,481**
eCampus	48	213	390	0	651
Global Campus	273	625	1,830	0	2,728
Troy University Total	**443**	**2,310**	**2,952**	**155**	**5,860**
2007-2008					
Troy	47	746	214	0	1,007
Phenix City	0	182	239	86	507
Dothan	15	281	99	7	402
Montgomery	51	328	219	0	598
State Sites	**113**	**1,537**	**771**	**93**	**2,514**
eCampus	232	448	442	0	1,122
Global Campus	77	508	1,568	0	2,153
Troy University Total	**422**	**2,493**	**2,781**	**93**	**5,789**
2008-2009					
Troy	60	765	204	0	1,029
Phenix City	0	194	203	50	447
Dothan	5	249	124	3	381
Montgomery	61	279	168	1	509
State Sites	**126**	**1,487**	**699**	**54**	**2,366**
eCampus	236	658	453	0	1,347
Global Campus	88	476	1,321	0	1,885
Troy University Total	**450**	**2,621**	**2,473**	**54**	**5,598**

*** Note: The degrees reported were awarded between July 1 and June 30.**

Troy University
Degrees Conferred by Gender and Ethnicity
Academic Year 2008 - 2009*

Ethnicity	Associate		Bachelor's		Master's		Educational Specialist		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Non-Resident Alien	0	0	35	37	29	34	0	0	**64**	**71**
African American	52	136	228	531	229	737	8	19	**517**	**1,423**
American Indian	1	5	7	9	3	15	0	0	**11**	**29**
Asian/Pacific Islander	3	2	32	34	28	24	0	0	**63**	**60**
Hispanic	15	7	49	34	30	33	0	1	**94**	**75**
Caucasian	112	96	657	811	489	739	4	20	**1,262**	**1,666**
Unknown	12	9	61	94	29	56	0	2	**102**	**161**
Total	**195**	**255**	**1,069**	**1,550**	**837**	**1,638**	**12**	**42**	**2,113**	**3,485**

*** Note: The degrees reported were awarded between July 1, 2008 and June 30, 2009.**

Troy University
Degrees Conferred by College
2004-2005 through 2008-2009*

Year & College	Associate	Bachelor's	Master's	Educational Specialist	Total
2004-2005					
Arts & Sciences	378	631	483	0	**1,492**
Business	29	977	1,197	0	**2,203**
Communication & Fine Arts	0	83	0	0	**83**
Education	0	406	1,405	141	**1,952**
Health & Human Services	47	163	36	0	**246**
Total	**454**	**2,260**	**3,121**	**141**	**5,976**
2005-2006					
Arts & Sciences	407	809	535	0	**1,751**
Business	37	1,074	1,148	0	**2,259**
Communication & Fine Arts	0	109	6	0	**115**
Education	0	502	1,741	183	**2,426**
Health & Human Services	35	178	34	0	**247**
Total	**479**	**2,672**	**3,464**	**183**	**6,798**
2006-2007					
Arts & Sciences	359	762	474	0	**1,595**
Business	31	865	1,136	0	**2,032**
Communication & Fine Arts	0	108	0	0	**108**
Education	0	396	1,292	155	**1,843**
Health & Human Services	53	179	50	0	**282**
Total	**443**	**2,310**	**2,952**	**155**	**5,860**
2007-2008					
Arts & Sciences	342	831	523	0	**1,696**
Business	33	878	1,041	0	**1,952**
Communication & Fine Arts	0	94	1,159	0	**1,253**
Education	0	484	58	93	**635**
Health & Human Services	47	206	0	0	**253**
Total	**422**	**2,493**	**2,781**	**93**	**5,789**
2008-2009					
Arts & Sciences	361	945	519	0	**1,825**
Business	29	848	861	0	**1,738**
Communication & Fine Arts	0	101	0	0	**101**
Education	0	573	1,039	54	**1,666**
Health & Human Services	60	152	56	0	**268**
Total	**450**	**2,619**	**2,475**	**54**	**5,598**

*** Note: The degrees reported were awarded between July 1 and June 30.**

Troy University
Degrees Conferred by Academic Program
Academic Year 2008-2009*

CIP Code	Academic Program	Associate	Bachelor's	Master's	Education Specialist	Total
03.0104	Environmental Science	0	1	0	0	**1**
09.0401	Journalism	0	31	0	0	**31**
09.0701	Radio and Television	0	34	0	0	**34**
11.0101	Computer and Information Sciences, General	2	137	1	0	**140**
13.0101	Education, General	0	0	502	1	**503**
13.0401	Educational Leadership and Administration, General	0	0	68	15	**83**
13.1101	Counselor Education/School Counseling and Guidances Services	0	0	28	8	**36**
13.1201	Adult and Continuing Education and Teaching	0	0	7	0	**7**
13.1202	Elementary Education and Teaching	0	143	140	30	**313**
13.1205	Secondary Education and Teaching	0	40	29	0	**69**
13.1206	Teacher Education, Multiple Levels	0	30	7	0	**37**
13.1210	Early Childhood Education and Teaching	0	11	3	0	**14**
15.1102	Surveying Technology/Surveying	0	10	0	0	**10**
16.0101	Foreign Languages and Literatures, General	0	1	0	0	**1**
23.0101	English Language and Literature, General	0	15	0	0	**15**
23.1001	Speech and Rhetorical Studies	0	9	0	0	**9**
24.0199	Liberal Arts and Sciences, General Studies and Humanities, Other	359	20	0	0	**379**
26.0101	Biology/Biological Sciences, General	0	49	0	0	**49**
26.1302	Marine Biology	0	2	0	0	**2**
27.0101	Mathematics, General	0	23	0	0	**23**
30.9999	Multi/Interdisciplinary Studies, Other	0	0	10	0	**10**
31.0504	Sport and Fitness Administration/Management	0	32	31	0	**63**
40.0101	Physical Sciences, General	0	2	0	0	**2**
40.0501	Chemistry, General	0	6	0	0	**6**
42.0101	Psychology, General	0	349	0	0	**349**
42.0401	Community Psychology	0	0	84	0	**84**
42.0601	Counseling Psychology	0	0	171	0	**171**
43.0103	Criminal Justice/Law Enforcement Administration	0	0	90	0	**90**
43.0104	Criminal Justice/Safety Studies	0	405	0	0	**405**
44.0401	Public Administration	0	0	250	0	**250**
44.0701	Social Work	0	32	0	0	**32**
44.9999	Public Administration and Social Service Professions, Other	0	52	0	0	**52**
45.0101	Social Sciences, General	0	136	0	0	**136**
45.0901	International Relations and Affairs	0	0	168	0	**168**
45.1001	Political Science and Government, General	0	63	0	0	**63**
45.1101	Sociology	0	6	0	0	**6**
50.0701	Art/Art Studies, General	0	23	0	0	**23**
50.0901	Music, General	0	3	0	0	**3**
50.0906	Conducting	0	0	0	0	**0**
51.0913	Athletic Training/Trainer	0	9	0	0	**9**
51.1601	Nursing/Registered Nurse (RN, ASN, BSN, MSN)	60	76	25	0	**161**
51.2399	Rehabilitation and Therapeutic Professions, Other	0	3	0	0	**3**
52.0101	Business/Commerce, General	29	133	3	0	**165**
52.0201	Business Administration and Management, General	0	269	629	0	**898**
52.0301	Accounting	0	119	0	0	**119**
52.0801	Finance, General	0	58	0	0	**58**
52.1001	Human Resources Management/Personal Administration, General	0	0	229	0	**229**
52.1201	Management Information Systems, General	0	23	0	0	**23**
52.1499	Marketing, Other	0	81	0	0	**81**
52.9999	Business Management, Marketing & Related Support Services, Other	0	165	0	0	**165**
54.0101	History, General	0	18	0	0	**18**
	Total	**450**	**2,619**	**2,475**	**54**	**5,598**

* Note: The degrees reported were awarded between July 1, 2008 and June 30, 2009.

Troy University
Alumni By Alabama Counties
2010

Autauga	1,720	Coosa	55	Jefferson	1,355	Pike	3,309
Baldwin	1,568	Covington	1,584	Lamar	10	Randolph	53
Barbour	898	Crenshaw	845	Lauderdale	93	Russell	1,366
Bibb	37	Cullman	75	Lawrence	19	Shelby	1,041
Blount	49	Dale	2,379	Lee	2,099	St. Clair	130
Bullock	173	Dallas	375	Limestone	94	Sumter	13
Butler	524	Dekalb	43	Lowndes	186	Talladega	151
Calhoun	142	Elmore	2,181	Macon	243	Tallapoosa	387
Chambers	490	Escambia	558	Madison	593	Tuscaloosa	357
Cherokee	11	Etowah	82	Marengo	70	Walker	45
Chilton	294	Fayette	12	Marion	14	Washington	44
Choctaw	20	Franklin	13	Marshall	89	Wilcox	105
Clarke	164	Geneva	1,108	Mobile	1,175	Winston	19
Clay	16	Greene	16	Monroe	379		
Cleburne	4	Hale	22	Montgomery	7,585		
Coffee	2,769	Henry	834	Morgan	121		
Colbert	29	Houston	5,193	Perry	39		
Conecuh	198	Jackson	38	Pickens	21	**TOTAL**	**45,724**

Source: Office of Alumni Affairs
Alumni Database

Troy University
Geographic Distribution of Alumni
2010

STATE	ALUMNI	STATE	ALUMNI	STATE	ALUMNI
Alabama	45,724	Maine	101	Puerto Rico	90
Alaska	237	Maryland	1,365	Rhode Island	70
American Samoa	4	Massachusetts	288	South Carolina	1,783
Arizona	930	Michigan	509	South Dakota	62
Arkansas	340	Minnesota	245	Tennessee	1,617
California	2,008	Mississippi	897	Texas	3,807
Colorado	1,094	Missouri	514	Utah	202
Connecticut	178	Montana	141	Vermont	32
Delaware	91	Nebraska	233	Virgin Islands	12
District of Columbia	156	Nevada	319	Virginia	5,483
Florida	17,127	New Hampshire	137	Washington	870
Georgia	20,990	New Jersey	385	West Virginia	135
Guam	52	New Mexico	453	Wisconsin	250
Hawaii	368	New York	760	Wyoming	57
Idaho	132	North Carolina	2,288	Foreign Countries	475
Illinois	776	North Dakota	61	Military Americas	33
Indiana	382	Northern Mariana Islands	1	Military Europe	2,327
Iowa	178	Ohio	986	Military Pacific	626
Kansas	343	Oklahoma	466	Unknown	5,554
Kentucky	516	Oregon	176		
Louisiana	832	Pennsylvania	803	**TOTAL**	**127,071**

Source: Office of Alumni Affairs
Alumni Database

Troy University
Alumni Geographical Foreign Countries
2010

Australia	2	Nepal	1
Bahamas	1	Netherlands	3
Bahrain	1	Nigeria	4
Canada	27	Pakistan	4
Chile	1	Panama	1
China	148	Philippines	1
Colombia	2	Russia	3
France	1	Saudi Arabia	6
Germany	8	Singapore	1
Ghana	1	South Africa	1
Hong Kong	2	South Korea	12
India	6	Spain	2
Indonesia	1	Sri Lanka	19
Iran	2	Sweden	2
Iraq	1	Switzerland	2
Ireland	2	Taiwan	3
Isreal	1	Thailand	11
Japan	14	Turkey	4
Kenya	2	United Arab Emirates	87
Korea	2	United Kingdom	4
Kuwait	1	Vietnam	57
Malaysia	19		
Morocco	2	**Total**	**475**

Source: Office of Alumni Affairs
Alumni Database

Troy University

Summary of Full-Time Faculty Salaries by Rank and Gender

Fall 2009

	9-10 Month				11-12 Month			
RANK	Number		Average Salary		Number		Average Salary	
	Men	Women	Men	Women	Men	Women	Men	Women
Professor	31	8	$76,178	$71,077	31	7	$88,871	$98,261
Associate Professor	50	24	$63,913	$61,881	40	24	$75,179	$70,879
Assistant Professor	43	65	$56,107	$54,510	57	33	$61,194	$60,388
Instructor	4	5	$46,009	$42,773	1	6	$48,069	$38,421
Lecturer	14	17	$46,704	$37,008	21	9	$46,306	$54,555
Undesignated	0	0	$0	$0	0	0	$0	$0
Total	142	119	$62,026	$54,117	150	79	$68,471	$64,598

Source: Office of Institutional Research, Planning and Effectiveness

Troy University
Employee Analysis
Fall 2009

	Men		Women		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
Executive/Administrative	98	5	144	0	242	5
Faculty	303	476	213	519	516	995
Other Professional	155	87	276	207	431	294
Graduate Assistants	0	24	0	25	0	49
Secretarial/Clerical	19	53	279	127	298	180
Technical	16	28	9	43	25	71
Skilled Craft	3	0	0	0	3	0
Service/Maintenance	24	107	4	32	28	139
Total	618	780	925	953	1,543	1,733

Source: Office of Institutional Research, Planning and Effectiveness

Library Report (Prepared Biannually)
State Sites
Academic Year 2007-2008 & 2008-2009

Library Staff
(excludes maintenance & custodial staff)
(Number of FTE)

STAFF	2007-2008	2008-2009
Librarians & Other Professional Staff	21.75	20.00
All Other Paid Staff (except student assistants)	20.93	20.30
Contributed Services Staff	0.00	0.00
Student Assistants From All Funding Sources	12.00	18.25
TOTAL FTE STAFF	54.68	58.55

Library Services

CATEGORY	NUMBER	NUMBER
	2007-2008	2008-2009
CIRCULATION TRANSACTIONS		
General Collections	36,969	22,631
Reserve Collections	7,267	7,349
INTERLIBRARY LOANS		
Provided to Other Libraries	2,334	2,883
Received From Other Libraries	1,643	1,577
INFORMATION RECEIVED FROM OTHER LIBRARIES		
Number of Presentations	193	218
Number of Persons Served in Presentations	4,207	5,180

Library Operating Expenditures
(Amount in Whole Dollars Only)

CATEGORY	2007-2008	2008-2009
SALARIES & WAGES	$1,583,609	$1,453,459
COLLECTIONS		
Print Materials (excludes serial subscriptions & microforms	$361,418	$386,864
Current Serial Subscriptions (includes all physical formats)	$923,145	$911,050
Microforms (excludes current serial subscriptions)	$132,200	$54,917
Machine Readable Materials	$0	$0
Audiovisual Materials	$65,637	$43,975
Other	$1,130	$1,313
PRESERVATION	$17,243	$23,060
FURNITURE & EQUIPMENT	$0	$0
COMPUTER HARDWARE	$13,539	$10,819
OTHER OPERATING EXPENDITURES	$301,013	$129,577
TOTAL OPERATING EXPENDITURES	$3,398,934	$3,015,034

SUMMARY OF ENDOWMENT VALUES AND RETURNS

Troy University Foundation

For Year Fiscal Ending	Investment Type	Beginning Market Value	Net Additions/ Deductions	Ending Market Value	Interest Earnings for year	Gains/ Losses for year	A % Total Return Average	B % Total Return Beginning Balance	C % Total Return Ending Balance	Spendable Earnings for Year
Sept. 30, 2009	Common Stock	52,805.38	(7,599.07)	39,738.68	911.17	(6,378.80)	-11.82%	-10.35%	-13.76%	Varies
	Government Bonds	82,576.00	-	88,962.00	-	6,386.00	7.45%	7.73%	7.18%	Varies
	Corporate Bonds	74,415.00	-	168,236.75	-	93,821.75	77.33%	126.08%	55.77%	Varies
	Mutual Funds	25,129,513.81	(2,000,681.88)	23,572,491.08	633,819.15	(190,160.00)	1.82%	1.77%	1.88%	Varies
	Money Market Funds	26,621.21	27,233.53	54,384.17	529.43	-	1.31%	1.99%	0.97%	Varies
Sept. 30, 2008	Common Stock	107,687.67	(22,856.22)	52,805.38	1,447.44	(33,473.51)	-39.91%	-29.74%	-60.65%	Varies
	Government Bonds	73,949.00	0.00	82,576.00	0.00	8,627.00	11.02%	11.67%	10.45%	Varies
	Mutual Funds	27,403,411.45	1,459,036.37	25,129,513.81	725,772.70	(4,458,706.71)	-14.21%	-13.62%	-14.85%	Varies
	Partnership Interest	112,870.00	(111,129.00)	0.00	(1,741.00)	0.00	-3.08%	-1.54%	0.00%	Varies
	Money Market Funds	1,506,339.37	(1,507,010.74)	26,621.21	27,292.58	0.00	3.56%	1.81%	102.52%	Varies
Sept. 30, 2007	Common Stock	91,919.69	8,051.24	107,687.67	0.00	7,716.74	7.73%	8.40%	7.17%	Varies
	Government Bonds	69,647.80	(4,054.80)	73,949.00	0.00	8,356.00	11.64%	12.00%	11.30%	Varies
	Mutual Funds	19,418,802.95	4,390,375.68	27,403,411.45	838,786.76	2,755,446.06	15.35%	18.51%	13.12%	Varies
	Partnership Interest	(374,968.00)	393,644.00	112,870.00	94,194.00	0.00	-71.88%	-25.12%	83.45%	Varies
	Money Market Funds	1,291,245.27	151,364.76	1,506,339.37	46,008.31	17,721.03	4.56%	4.94%	4.23%	Varies
Sept. 30, 2006	Common Stock	96,398.72	(6.10)	91,919.69	0.06	(4,472.99)	-4.75%	-4.64%	-4.87%	Varies
	Government Bonds	67,748.00	0.00	69,647.80	0.00	1,899.80	0.00%	0.00%	0.00%	Varies
	Mutual Funds	17,758,521.63	82,350.33	19,418,802.95	613,341.06	964,589.93	8.49%	8.89%	8.13%	Varies
	Partnership Interest	189,750.00	(468,525.00)	(374,968.00)	0.00	(96,193.00)	103.87%	-50.69%	25.65%	Varies
	Money Market Funds	1,075,413.37	150,079.98	1,291,245.27	48,012.76	17,739.16	5.56%	6.11%	5.09%	Varies
Sept. 30, 2005	Common Stock	228,723.43	(139,823.98)	96,398.72	1,117.37	6,381.90	4.61%	3.28%	7.78%	Varies
	Government Bonds	64,947.00	0.00	67,748.00	0.00	2,801.00	0.00%	0.00%	0.00%	Varies
	Mutual Funds	14,956,997.40	1,012,925.79	17,758,521.63	472,746.30	1,315,752.14	10.93%	11.96%	10.07%	Varies
	Partnership Interest	250,000.00	(60,250.00)	189,750.00	0.00	0.00	0.00%	0.00%	0.00%	Varies
	Money Market Funds	1,848,695.41	(804,464.05)	1,075,413.37	31,648.72	(466.71)	2.13%	1.69%	2.90%	Varies
Sept. 30, 2004	Common Stock	294,927.05	(99,561.00)	228,723.43	0.00	33,357.38	12.74%	11.31%	14.58%	Varies
	Government Bonds	61,375.00	0.00	64,947.00	0.00	3,572.00	0.00%	0.00%	0.00%	Varies
	Mutual Funds	13,955,412.32	(500,974.06)	14,956,997.40	377,454.96	1,125,104.18	10.39%	10.77%	10.05%	Varies
	Partnership Interest	250,000.00	0.00	250,000.00	0.00	0.00	0.00%	0.00%	0.00%	Varies
	Money Market Funds	1,006,004.59	836,044.21	1,848,695.41	6,646.61	0.00	0.47%	0.66%	0.36%	Varies
Sept. 30, 2003	Cash	7,445,767.30	(2,936,431.38)	4,509,335.92	514,826.49	1,564,330.07	12.15%	11.14%	13.36%	50%
	Investments	11,225,124.44	(166,741.40)	11,058,383.04						
Sept. 30, 2002	Cash	3,103,004.13	5,937,739.75	9,040,743.88	304,669.66	(865,782.04)	-2.97%	-3.51%	-2.58%	50%
	Investments	12,899,466.41	(203,231.58)	12,696,234.83						
Sept. 30, 2001	Cash	1,794,452.62	1,308,551.51	3,103,004.13	642,530.24	(1,779,138.19)	-7.13%	-7.15%	-7.10%	50%
	Investments	14,106,251.71	(1,206,785.30)	12,899,466.41						
Sept. 30, 2000	Cash	2,935,938.72	(1,141,486.10)	1,794,452.62	721,156.89	(238,680.45)	3.06%	3.09%	3.03%	50%
	Investments	12,692,158.63	1,414,093.08	14,106,251.71						

Sept. 30, 1999	Cash	2,364,029.20	571,909.52	2,935,938.72	745,239.78	(270,982.33)	3.10%	3.16%	3.03%	50%
	Investments	12,622,388.06	69,770.57	12,692,158.63						
Sept. 30, 1998	Cash	4,516,284.46	(2,152,255.26)	2,364,029.20	886,684.35	1,080,267.28	12.80%	12.50%	13.12%	50%
	Investments	11,224,634.39	1,397,753.67	12,622,388.06						
Sept. 30, 1997	Cash	3,605,167.62	911,116.84	4,516,284.46	774,819.24	1,628,206.34	14.71%	14.19%	15.27%	50%
	Investments	13,329,281.47	(2,104,647.08)	11,224,634.39						
Sept. 30, 1996	Cash	2,492,307.88	1,112,859.74	3,605,167.62	641,178.40	734,243.52	8.60%	9.14%	8.12%	50%
	Investments	12,562,200.01	767,081.46	13,329,281.47						
Sept. 30, 1995	Cash	1,354,158.77	1,138,149.11	2,492,307.88	537,456.84	227,551.74	5.94%	7.14%	5.08%	50%
	Investments	9,363,631.09	3,198,568.92	12,562,200.01						
Sept. 30, 1994	Cash	1,052,227.57	301,931.20	1,354,158.77	356,317.54	115,411.59	4.27%	4.15%	4.40%	50%
	Investments	10,305,854.79	(942,223.70)	9,363,631.09						
Dec. 31, 1993	Cash	1,550,396.71	(498,169.14)	1,052,227.57	355,422.49	203,522.59	5.65%	6.63%	4.92%	50%
	Investments	6,878,385.50	3,427,469.29	10,305,854.79						
Dec. 31, 1992	Cash	2,172,543.58	(622,146.87)	1,550,396.71	231,600.88	824,197.32	13.71%	15.13%	12.53%	50%
	Investments	4,805,668.94	2,072,716.56	6,878,385.50						
Dec. 31, 1991*	Cash	1,032,899.91	1,139,643.67	2,172,543.58	350,455.13	40,788.34	6.50%	7.74%	5.61%	50%
	Investments	4,023,952.64	781,716.30	4,805,668.94						
Sept 30, 1990	Cash	297,472.83	735,427.08	1,032,899.91	288,402.37	(105,742.23)	3.66%	3.71%	3.61%	50%
	Investments	4,628,227.15	(604,274.51)	4,023,952.64						
Sept 30, 1989	Cash	620,704.88	(323,232.05)	297,472.83	341,047.30	75,577.14	9.75%	11.50%	8.46%	50%
	Investments	3,002,924.65	1,625,302.50	4,628,227.15						

*Cash and investments cover a fifteen month period

A. Rate of return using average
B. Rate of return using beginning market value
C. Rate of return using ending market value

Troy University
Revenues by Source
For the Years Ended September 30, 2007-2009

Source	2007	2008	2009
Tuition and Fees	$ 109,854,129	$ 117,898,912	$ 128,557,375
Federal Grants & Contracts	$ 29,926,862	$ 27,657,075	$ 36,995,052
State & Local Grants & Contracts	$ 7,212,615	$ 11,324,894	$ 11,401,695
Other Gifts, Grants & Contracts	$ 1,020,316	$ 998,546	$ 118,949
Sales & Services of Ed. Depts.	$ 7,546,043	$ 8,348,512	$ 6,682,028
Auxiliary Enterprises	$ 8,506,439	$ 14,013,903	$ 11,723,292
Total Operating Revenue	$ 164,066,404	$ 180,241,842	$ 195,478,390
State Appropriations	$ 52,123,592	$ 62,458,071	$ 49,034,913
Gifts	$ -	-	$ -
Investment Income	$ 4,539,638	$ 3,300,352	$ 609,190
Other Revenue	$ 251,633	$ (46,729)	$ (4,331,404)
Capital Appropriations	$ -	$ -	$ -
Private Gifts & Contracts	$ -	$ 2,249,826	$ 2,628,296
Additions to Endowment	$ 1,240,005	$ (150,921)	$ 1,983,359
Total Nonoperating Revenue	$ 58,154,868	$ 67,810,599	$ 49,924,355
Total Revenue	$ 222,221,272	$ 248,052,441	$ 245,402,745

Troy University
Expenditures by Function
For the Years Ended September 30, 2007-2009

Function	2007	2008	2009
Instruction	$ 70,968,917	$ 67,987,887	$ 66,373,451
Research	$ 284,426	$ 156,944	$ 189,848
Public Service	$ 10,385,440	$ 9,366,504	$ 10,044,915
Academic Support	$ 15,963,444	$ 29,363,278	$ 30,371,808
Student Services	$ 14,890,240	$ 16,338,870	$ 17,748,793
Institutional Support	$ 42,007,946	$ 41,187,298	$ 50,230,586
Op. & Maint. Of Plant	$ 14,850,199	$ 13,377,011	$ 14,363,554
Depreciation	$ 4,685,897	$ 4,903,407	$ 5,493,068
Scholarship	$ 19,520,154	$ 23,020,681	$ 30,649,675
Auxiliary Enterprises	$ 5,502,532	$ 7,262,790	$ 8,568,000
Total Operating Expenses	$ 199,059,195	$ 212,964,670	$ 234,033,699
Interest Expense	$ 2,097,884	$ 3,355,793	$ 4,047,557
Total Expenditures	$ 201,157,079	$ 216,320,463	$ 238,081,257

Source: Controller's Office

Troy University
As a Percentage of Totals
For the Years Ended September 30, 2007-2009

Function	2007	2008	2009
Instruction	35.28%	31.43%	27.88%
Research	0.14%	0.07%	0.08%
Public Service	5.16%	4.33%	4.22%
Academic Support	7.94%	13.57%	12.76%
Student Services	7.40%	7.55%	7.45%
Institutional Support	20.88%	19.04%	21.10%
Op. & Maint. Of Plant	7.38%	6.18%	6.03%
Depreciation	2.33%	2.27%	2.31%
Scholarship	9.70%	10.64%	12.87%
Auxiliary Enterprises	2.74%	3.36%	3.60%
Total Operating Expenses	98.96%	98.45%	98.30%
Interest Expense	1.04%	1.55%	1.70%
Total Expenditures	100.00%	100.00%	100.00%

Troy University
Expenditures per FTE Student
For the Years Ended September 30, 2007-2009

Function	2007	2008	2009
(FTE)	(21,386)	(21,288)	(20,934)
Instruction	$ 3,318	$ 3,194	$ 3,171
Research	$ 13	$ 7	$ 9
Public Service	$ 486	$ 440	$ 480
Academic Support	$ 746	$ 1,379	$ 1,451
Student Services	$ 696	$ 768	$ 848
Institutional Support	$ 1,964	$ 1,935	$ 2,399
Op. & Maint. Of Plant	$ 694	$ 628	$ 686
Depreciation	$ 219	$ 230	$ 262
Scholarship	$ 913	$ 1,081	$ 1,464
Auxiliary Enterprises	$ 257	$ 341	$ 409
Total Operating Expenses	$ 9,308	$ 10,004	$ 11,180
Interest Expense	$ 98	$ 158	$ 193
Total Expenditures	$ 9,406	$ 10,162	$ 11,373

Source: Controller's Office

Troy University

Financial Aid Annual Report

Troy University	2005-2006		2006-2007		2007-2008		2008-2009	
Type	Awards	Disbursed	Awards	Disbursed	Awards	Disbursed	Awards	Disbursed
ACG			57	$44,350	65	$47,988	78	$63,925
GPLUS			63	$92,270	83	$132,288	119	$317,871
PELL	7,782	$17,922,655	8,238	$19,077,401	8,580	$21,583,720	9,413	$25,924,914
SEOG	362	$705,758	393	$734,295	513	$907,148	491	$964,764
Perkins	168	$440,010	3	$10,000	287	$548,515	167	$240,500
work study	502	$518,004	665	$1,229,002	1,096	$1,675,632	631	$996,486
workship		$642,152						
PLUS loan	784	$1,650,887	801	$1,417,608	842	$1,605,853	935	$2,031,346
SMART			81	$247,000	79	$152,722	34	$90,000
Stafford Loans	33,191	$116,885,593	35,478	$123,099,409	36,103	$136,729,834	42,182	$159,427,585
Private Loans	307	$1,853,988	407	$2,610,346	472	$2,901,596	427	$2,935,189
FL/AL State Grants	105	$141,588	114	$168,578	480	$1,187,157	490	$905,159
University Scholarships and Grants	2,478	$5,328,457	2,795	$5,995,359	2,928	$6,322,780	3,024	$7,516,816
University Athlete Scholarships and Grants	886	$2,798,532	885	$2,673,768	923	$2,955,618	918	$3,282,263
University Non-Athete Grant in Aid	237	$639,092	197	$70,039	185	$690,291	200	$672,227
Other Scholarships	7,919	$20,685,459	7,577	$18,605,281	5,296	$13,369,731	3,916	$12,284,454
Employee Benefits	369	$548,504	344	$520,342	357	$561,988	388	$727,228
Veterans Benefits	1,875	$13,246,672	2,555	$18,703,993	2,678	$19,910,687	3,025	$24,369,538
Total	56,965	$184,007,352	60,653	$195,299,041	60,967	$211,283,548	66,438	$242,750,265
Average Borrower IndebtedNess								
	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad	Undergrad	Grad
Troy campus	$20,333	$21,478	$21,350	$21,549	$22,725	$22,397	$23,489	$23,017
Troy University	$21,506	$21,834	$20,254	$17,871	$22,813	$22,754	$23,320	$23,295
National Average- Note: National Center for Educational Statistics was last updated 2003-2004 & at that time Undergrad was $17,277 and Grad was $32,858.								
Default Rates								
	Perkins	Stafford	Perkins	Stafford	Perkins	Stafford	Perkins	Stafford
Troy University Totals	22.90%	5.30%	32.72%	8.70%	25.23%	10.00%	48.48%	DUE 10/1/11
National Average	8.10%	5.20%	7.80%	6.70%	5.15%	7.00%	10.04%	DUE 10/1/11

The Troy Campus office of financial aid has always completed the Federal Fiscal Operations Report on expenditures and Application for renewal funding for all campuses.

Pell Maximum:	$4,050	$4,310	$4,310	$4,731

Institutional Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

to award the associate degree, the bachelor's degree, the master's degree and the education specialist degree.

Professional Accreditation

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Master of Science degree programs in Community Counseling, Clinical Mental Health Counseling, and School Counseling offered at the Phenix City campus are accredited by CACREP. The Master of Science degree programs in Community Counseling and School Counseling offered at the Dothan, Montgomery, and Troy campuses are accredited by CACREP. The Master of Science degree programs in Clinical Mental Health Counseling offered at the Pensacola, Panama City, Orlando, Tampa, and Ft. Walton, FL are accredited by CACREP.

Council on Rehabilitation Education (CORE)

The Master of Science degree program in Rehabilitation Counseling offered at the Dothan, Montgomery, Phenix City, and Troy campuses are accredited by CORE. The CORE accreditation includes all campuses under one accreditation.

National Council for the Accreditation of Teacher Education (NCATE)

The Teacher Education Unit at the Troy, Dothan, and Phenix City campuses is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation and advanced education preparation programs. NCATE is recognized by the US Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

National Association of Schools of Music (NASM)

to award the bachelor's degree and the master's degree.

National League for Nursing Accrediting Commission (NLNAC)

to award the associate's, bachelor's, and master's degree.

Council on Social Work Education (CSWE)

to award the bachelor's degree.

Association of Collegiate Business Schools and Programs (ACBSP)

Troy University, through its Sorrell College of Business, is nationally accredited to offer the Bachelor of Science (or Arts) in Business Administration, and the Master of Business Administration.

Commission on Accreditation of Athletic Training Education (CAATE)

to award the bachelor's degree in Athletic Training

National Association of Schools of Public Affairs and Administration (NASPAA)

The Master of Public Administration program at Troy University is accredited by NASPAA.

12/10/2009

ALABAMA COMMISSION ON HIGHER EDUCATION

PROGRAM INVENTORY

Troy University

Current as of June 18, 2010

CIP	FIELD OF STUDY/PROGRAM TITLE	DEGREES OFFERED	STATUS
03.0104	ENVIRONMENTAL SCIENCE		
	ENVIRONMENTAL SCIENCE (TROY)	B.A. / B.S.	
09.0401	JOURNALISM		
	JOURNALISM (MASS COMMUNICATIONS) (TROY)	B.A. / B.S.	
09.0701	RADIO AND TELEVISION		
	RADIO/TELEVISION (TROY)	B.A. / B.S.	
11.0101	COMPUTER AND INFORMATION SCIENCES, GENERAL		
	COMPUTER SCIENCE (MTG)	A.S.	
	APPLIED COMPUTER SCIENCE (TROY, DOTHAN, MTG)	B.A. / B.S.	
	COMPUTER SCIENCE (MTG)	M.S.	
13.0101	EDUCATION, GENERAL		
	EDUCATION, POST SECONDARY (TROY, DOTHAN, MTG)	M.S.	
	EDUCATION, GENERAL (MTG)	Ed.S.	
13.0401	EDUCATIONAL LEADERSHIP AND ADMINISTRATION, GENERAL		
	INSTRUCTIONAL LEADERSHIP IN ADMINISTRATION (TROY, DOTHAN)	M.S.I.L.A.	
	INSTRUCTIONAL LEADERSHIP IN ADMINISTRATION (TROY, DOTHAN)	Ed.S.	
13.1101	COUNSELOR EDUCATION/SCHOOL COUNSELING AND GUIDANCE SERVICES		
	SCHOOL COUNSELING (TROY, DOTHAN, MTG)	M.S.Ed.	
	SCHOOL COUNSELING (TROY, DOTHAN, MTG)	Ed.S.	
13.1201	ADULT AND CONTINUING EDUCATION AND TEACHING		
	ADULT EDUCATION (MTG)	M.S.	
13.1202	ELEMENTARY EDUCATION AND TEACHING		
	ELEMENTARY EDUCATION (TROY, DOTHAN)	B.A.Ed. / B.S.Ed.	
	ELEMENTARY EDUCATION (TROY, DOTHAN, MTG)	M.S.Ed.	
	ELEMENTARY EDUCATION (TROY, DOTHAN)	Ed.S.	
13.1205	SECONDARY EDUCATION AND TEACHING		
	SECONDARY EDUCATION (TROY, DOTHAN)	B.A.Ed. / B.S.Ed.	
	SECONDARY EDUCATION (TROY, DOTHAN)	M.S.Ed.	
	SECONDARY EDUCATION (TROY)	Ed.S.	
13.1206	TEACHER EDUCATION, MULTIPLE LEVELS		
	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	B.A.Ed. / B.M.Ed. / B.S.Ed.	
	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	M.S.Ed.	
	TEACHER EDUCATION, MULTIPLE LEVELS (TROY)	Ed.S.	
13.1210	EARLY CHILDHOOD EDUCATION AND TEACHING		
	PRE-ELEMENTARY EDUCATION (TROY, DOTHAN)	B.A.Ed. / B.S.Ed.	
	PRE-ELEMENTARY EDUCATION (TROY, DOTHAN)	M.S.Ed.	
	PRE-ELEMENTARY EDUCATION (TROY, DOTHAN)	Ed.S.	
15.0303	ELECTRICAL, ELECTRONIC & COMMUNICATIONS ENGINEERING TECHNOLOGY/TECH		
	ELECTRONICS ENGINEERING TECHNOLOGY (TROY)	B.A.S.	
15.1102	SURVEY TECHNOLOGY/ SURVEYING		
	SURVEYING AND GEOMATICS SCIENCES (TROY)	B.S.	
16.0101	FOREIGN LANGUAGES AND LITERATURES, GENERAL		
	FOREIGN LANGUAGES (TROY)	B.A.	
16.1603	SIGN LANGUAGE INTERPRETATION AND TRANSLATION		
	INTERPRETER TRAINING	B.S.	

23.0101	ENGLISH LANGUAGE AND LITERATURE, GENERAL	
	ENGLISH (TROY, DOTHAN, MTG)	B.A. / B.S.
23.1001	SPEECH AND RHETORICAL STUDIES	
	COMMUNICATION ARTS (TROY)	B.A. / B.S.
24.0199	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES, OTHER	
	GENERAL EDUCATION (DOTHAN, MTG)	A.S.
	GENERAL EDUCATION (MTG)	A.A.
	PROFESSIONAL STUDIES (MTG)	B.A. / B.S.
26.0101	BIOLOGY/BIOLOGICAL SCIENCES, GENERAL	
	BIOLOGY (TROY, DOTHAN)	B.A. / B.S.
26.1302	MARINE BIOLOGY AND BIOLOGICAL OCEANOGRAPHY	
	MARINE BIOLOGY (TROY)	B.A. / B.S.
27.0101	MATHEMATICS, GENERAL	
	MATHEMATICS (TROY, DOTHAN, MTG)	B.A. / B.S.
30.9999	MULTI-/INTERDISCIPLINARY STUDIES, OTHER	
	ENVIRONMENTAL & BIOLOGICAL SCIENCES (TROY)	M.S.
31.0504	SPORT AND FITNESS ADMINISTRATION/MANAGEMENT	
	SPORT & FITNESS MANAGEMENT (TROY)	B.A. / B.S.
	SPORT & FITNESS MANAGEMENT (TROY)	M.S.
40.0101	PHYSICAL SCIENCES	
	PHYSICAL SCIENCES (TROY, DOTHAN)	B.A. / B.S.
40.0501	CHEMISTRY, GENERAL	
	CHEMISTRY (TROY)	B.A.
	CHEMISTRY (TROY, DOTHAN)	B.S.
42.0101	PSYCHOLOGY, GENERAL	
	PSYCHOLOGY (TROY, DOTHAN, MTG)	B.A. / B.S.
42.0401	COMMUNITY PSYCHOLOGY	
	COMMUNITY PSYCHOLOGY (TROY)	M.S.
42.0601	COUNSELING PSYCHOLOGY	
	COUNSELING AND PSYCHOLOGY (TROY, DOTHAN, MTG)	M.S.
43.0103	CRIMINAL JUSTICE/LAW ENFORCEMENT ADMINISTRATION	
	CRIMINAL JUSTICE ADMINISTRATION (TROY)	M.S.
43.0104	CRIMINAL JUSTICE/SAFETY STUDIES	
	CRIMINAL JUSTICE (TROY, DOTHAN)	B.A. / B.S.
44.0401	PUBLIC ADMINISTRATION	
	PUBLIC ADMINISTRATION (TROY)	M.P.A.
44.0701	SOCIAL WORK	
	SOCIAL WORK (TROY, DOTHAN)	B.A. / B.S.
44.9999	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS, OTHER	
	HUMAN SERVICES (TROY, DOTHAN)	B.A. / B.S.
45.0101	SOCIAL SCIENCES, GENERAL	
	SOCIAL SCIENCES (TROY, DOTHAN, MTG)	B.A. / B.S.
45.0901	INTERNATIONAL RELATIONS AND AFFAIRS	
	INTERNATIONAL RELATIONS (TROY, DOTHAN)	M.S.
45.1001	POLITICAL SCIENCE AND GOVERNMENT, GENERAL	
	POLITICAL SCIENCE (TROY, MTG)	B.A. / B.S.
45.1101	SOCIOLOGY	
	SOCIOLOGY (DOTHAN)	B.A. / B.S.
50.0701	ART/ART STUDIES, GENERAL	
	FINE ARTS (TROY)	B.A. / B.F.A.

50.0901	MUSIC, GENERAL		
	MUSIC (TROY)	B.A. / B.S.	
51.0913	ATHLETIC TRAINING/TRAINER		
	ATHLETIC TRAINING EDUCATION (TROY)	B.S.	
51.1601	NURSING - REGISTERED NURSE TRAINING		
	NURSING (TROY)	A.S.	
	NURSING (TROY, DOTHAN)	B.S.N.	
	NURSING (TROY)	M.S.N.	
51.1602	NURSING ADMINISTRATION (MSN, MS, PHD)		
	NURSING (TROY, MTG)	D.N.P.	
51.2399	REHABILITATION AND THERAPEUTIC PROFESSIONS, OTHER		
	REHABILITATION (TROY, DOTHAN)	B.A. / B.S.	
52.0101	BUSINESS/COMMERCE, GENERAL		
	BUSINESS & MANAGEMENT, GENERAL (MTG)	A.S.	
	BUSINESS & MANAGEMENT, GENERAL (TROY, MTG)	B.A.B.A. / B.S.B.A.	
52.0201	BUSINESS ADMINISTRATION AND MANAGEMENT, GENERAL		
	BUSINESS ADMINISTRATION (TROY, DOTHAN, MTG)	B.A.B.A. / B.S.B.A.	
	BUSINESS ADMINISTRATION (TROY, DOTHAN, MTG - MAX/G ONLY)	M.B.A.	
	MANAGEMENT (MTG -MAX/G ONLY)	M.S.	
52.0301	ACCOUNTING		
	ACCOUNTING (TROY, MTG)	B.A.B.A. / B.S.B.A.	
52.0801	FINANCE, GENERAL		
	BANKING AND FINANCE (TROY, MTG)	B.A.B.A. / B.S.B.A.	
52.1001	HUMAN RESOURCES MANAGEMENT/PERSONNEL ADMINISTRATION, GENERAL		
	HUMAN RESOURCE MANAGEMENT (TROY, DOTHAN, MTG)	M.S.	
52.1201	MANAGEMENT INFORMATION SYSTEMS, GENERAL		
	INFORMATION SYSTEMS (TROY)	B.A.B.A. / B.S.B.A.	
52.1499	MARKETING, OTHER		
	MARKETING MANAGEMENT & RESEARCH (TROY, MTG)	B.A.B.A. / B.S.B.A.	
52.1601	TAXATION		
	TAXATION (MTG, TROY, DOTHAN)	M.Tx.	9/11/2009
52.9999	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES, OTHER		
	RESOURCES & TECHNOLOGY MANAGEMENT (TROY, DOTHAN, MTG)	B.A.S.	
54.0101	HISTORY, GENERAL		
	HISTORY (TROY, DOTHAN, MTG)	B.A. / B.S.	

TOTAL NUMBER OF DEGREE PROGRAMS

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ASSOCIATE:	5
BACC:	41
MASTERS:	20
EDS:	7
DOCTORAL:	1
1ST PROFESSIONAL:	0

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TOTAL: 74

Report ID: ProgInvByInst 1.2

TROY Global Campus

Location Name	Location's Current Address	Programs
Atlantic Region		
Anacostia	321 Watson Road, SW Anacostia Annex Ste. 149 Washington, DC 20373-5821	None (eCampus Support Center)
Arlington	1515 N. Courthouse Road Arlington, VA 22201	None (eCampus Support Center)
Bethesda/NNMC	National Naval Medical Center Navy College Office 8901 Wisconsin Avenue Building 3, Fourth Floor Bethesda, MD 20889-5600	MPA
Dam Neck	Walker Hall Building 199, Room 144 Virginia Beach, VA 23461	None (eCampus Support Center)
Exton/Philadelphia	860 Springdale Dr., Ste. 110 Exton, PA 19341-2847	MSM, MSHRM
Fayetteville (Ft. Bragg/Fayetteville)	811 Stamper Rd Fayetteville, NC 28303	MSIR, MSM
Ft. Belvoir	Barden Education Center 9625 Belvoir Rd Bldg 1017, Room 142 Ft. Belvoir, VA 22060	MSIR, MPA
Ft. Bragg (Ft. Bragg/Fayetteville)	Building 2-1105 McColmb Street Ft. Bragg, NC 28307	MSIR
Ft. Eustis	Education Center Building 1500, Room 210 Fort Eustis, VA 23604	MPA
Ft. Lee	961 Bishop Loop Road Bldg 8035 Ft. Lee, VA 23801	None (eCampus Support Center)
Ft. Monroe	Education Center Building 82, Room 247 Ft. Monroe, VA 23651	MBA, MSM
Ft. Myer	239 Sheridan Avenue Bldg 417, Room 215C Ft. Myer, VA 22211	None (eCampus Support Center)
Langley AFB	450 Weyland Road Building 1027, Room 134B Langley AFB, VA 23665	MSHRM
Little Creek Amphibious Base	Navy College Office 1481 D. Street Building 3016, Rm 254 Norfolk, VA 23521	MPA
Norfolk Naval Station	8855 First Street Room 207 CEP-87 Norfolk, VA 23511	MSM
Norfolk Regional	5425 Robin Hood Rd Suite B1 Norfolk, VA 23513	MBA, MSM, MSHRM, MSCJ, MPA
Oceana NAS	Navy College Building Building 531, Room 100 Virginia Beach, VA 23460	None (eCampus Support Center)

TROY Global Campus

Location Name	Location's Current Address	Programs
Portsmouth NMC	Naval Medical Center Navy College Office 1099 Holcomb Road Suite 105 Portsmouth, VA 23708-5100	None (eCampus Support Center)
Wallop	NASA Management Education Center GSFC/Wallops Flight Facility Building E-104 Wallops Island, VA 23337	None (eCampus Support Center)

International Region

Hanoi, Vietnam (Hanoi University of Technology (HUT); Vietnam National University, College of Economics (COE); Vietnam National University, College of Technology (COT))	HUT: 1 Dai Co Viet Road Hanoi, Vietnam COE & COT: Vietnam National University 144 Xuan Thuy Hanoi, Vietnam	BSBA, BSCS, MBA
Heidelberg, Germany	Vangerowstrasse 18/1 69115 Heidelberg, Germany	None (eCampus Support Center)
Ho Chi Minh City, Vietnam (Saigon Technology University)	180 Cao Lo, P 4, Q 8 Ho Chi Minh City, Vietnam	BSBA, BSCS
Malacca, Malaysia (Putra International College)	Lot 1838, Mukim Bukit Katil Ayer Keroh 75450 Meleka, Malaysia	ASBA, BSBA, BSACS/BSCS
Sharjah, UAE (Institute of Technological Studies)	Al Nahda Roundabout Industrial Area 8 Sharjah, U.A.E.	BSBA, BSCS
Sri Lanka	No. 7 Kirimandala Mawatha Colombo 5, Sri Lanka	None (eCampus Support Center)
Tamuning, Guam (Nezpac College)	194 Chalan San Antonio Suite 206 Barrigada, Guam 96913-3511	EMBA

Pacific Region

Misawa, Japan (Misawa Air Base)	Troy University 35th FSS/FSDE Unit 5021, Box 10 APO AP 96319-5021	MSIR
Okinawa, Japan (Kadena Air Base)	Troy University 18 FSS/FSDE Unit 5134, Box 40 APO, AP 96368-5134	MSIR
Yongsan, Korea (Army Garrison)	Yongsan Education Center Troy University Unit# 15556 APO, AP 96205-0614	MSIR

TROY Global Campus

Location Name	Location's Current Address	Programs
Southeast Region		
Albany	321 Williams Junior Street Albany, GA 31707	ASGE, BSBA, BSCJ, BSPSY, MSM, MSPSE
Atlanta	1117 Perimeter Center West Suite N101 Atlanta, GA 30338	ASB, ASGE, BSBA, MBA, MSHRM, MSM, MPA , MSED-ELE, MSPSE
Augusta	2743 Perimeter Parkway Suite 201 Augusta, GA 30909	ASB, ASGE, BSBA, BSCJ, BSPSY, MBA, MSED-ELE, MSCP
Brunswick	664 Scranton Road Suite 207 Brunswick, GA 31525	ASGE, BSBA, BSCJ, MSPSE
Charleston	1064 Gardner Road Suite 211 Charleston, SC 29407	None (eCampus Support Center)
Clarksville	399 Tiny Town Road Clarksville, TN 37042	None (eCampus Support Center)
Columbus/SER Headquarters (Ft. Benning/Columbus)	506 Manchester Expressway Suite B-20 Columbus, GA 31904	ASGE, ASB, BSCJ, MPA, MSHRM, MSIR, MSM, MSSFM
Covington	8134 Geiger Street Covington, GA 30014	BSBA, BSPSY, MSCJ, MSPSE
Crestview	650 South Pearl Street Crestview, FL 32539	None (eCampus Support Center)
Eglin AFB	Building 251 D. Avenue Eglin AFB, FL 32542	ASB, ASGE, BSBA, MSM
Elizabethtown	4000 North Dixie Hwy, Ste 3 Elizabethtown, KY 42701	None (eCampus Support Center)
Ft. Benning (Ft. Benning/Columbus)	Building 2603, Dixie Road Ft. Benning, GA 31905	MSIR
Ft. Gordon (Augusta)	741 Barnes Avenue Bldg 21606 Ft. Gordon, GA 30905	BSPSY
Ft. Walton Beach	81 Beal Parkway, SE Ft. Walton Beach, FL 32548	ASB, ASGE, BSBA, MSCP, MSM, MSED-EAL
Hurlburt Field	Building 90220 221 Lukasik Road Hurlburt Field, FL 32544	None (eCampus Support Center)
Jacksonville	2683 St. John's Bluff Road S. Suite 123 Jacksonville, FL 32246	MSCP, MPA
Marianna	3094 Indian Circle Marianna, FL 32446	BSPSY, MSCP
Orlando	4525 Vineland Road Suite 204 Orlando, FL 32811	MSCP, MSM, MPA, MSED-EAL
Panama City (Tyndall AFB)	527 Airport Road Panama City, FL 32405	MSCP, MSM
Pensacola	21 N. New Warrington Road Pensacola, FL 32506	ASB, ASGE, BSBA, MSCP, MSM, MPA, MSED-EAL
Pensacola - Naval Air Station (Pensacola)	250 Chambers Avenue NAS Pensacola, FL 32508	ASGE, BSBA

TROY Global Campus

Location Name	Location's Current Address	Programs
Rock Hill	1348 Ebenezer Road Suite 102 Rock Hill, SC 29730	None (eCampus Support Center)
Sanford	PENDING	MSCP
Savannah	48 W. Montgomery Crossroads Suite 203 Savannah, GA 31406	None (eCampus Support Center)
Sumter	170 East Westmark Blvd Westmark Plaza Sumter, SC 29150	BSBA, BSPSY, MSCJ, MPA, MSM
Tampa Bay	5201 West Kennedy Blvd Suite 110 Tampa, FL 33609	MSCP, MSED-EAL, MSIR, MPA
Tifton	508 South Main Street Tifton, GA 31794	None (eCampus Support Center)
Tyndall AFB	Building 1230, Rm 44A Tyndall AFB, FL 32403	MSCP, MSM
Whiting Field (Pensacola)	Building 1417, Room 166 7540 USS Enterprise Street Milton, FL 32570	None (eCampus Support Center)

Western Region

Davis-Monthan AFB (Tucson)	355 MSS/DPE 5355 E. Granite St., Suite 109 Davis-Monthan AFB, AZ 85707	BSBA, MBA, MPA, MSM, MSIR, MSHRM
Ft. Carson	Army Education Center 1675 Long Street Ft. Carson, CO 80913-4139	MSIR, MBA, MSM, MSHRM
Ft. Lewis	Stone Education Center 6242 Colorado Ave Ft. Lewis, WA 98433	MSIR
Malmstron AFB	341 MSS/DPH 7521 Fourth Avenue North Malmstrom AFB, MT 59402-7507	MSIR, MSM
San Antonio	12950 Country Parkway Suite 150 San Antonio, TX 78216	BSBA, MSM, MSIR, MBA, MPA
Western Region - Regional Office	8610 Explorer Drive, Suite 101 Colorado Spring, CO 80920	None (Administrative Offices)

eCampus

eCampus	Troy University- Extended Learning Center 1101 South Brundidge Street Troy, AL 36082	ASBA, ASGE, BSBA, BASRTM, BSACS, BSCJ, BSSFM, BSHIS, BSPS, BSPSY, BSSS, BS-Interpreter Training, MBA, MSCJ, MSHRM, MSIR, MSPSE, MSM, MPA

ALABAMA COMMISSION ON HIGHER EDUCATION FACILITIES INVENTORY
BUILDING INVENTORY

Institution: Troy University
Prepared By: Kimberly Jones
Date Prepared: November 23, 2009
Telephone Number: (334) 670-3113
Term & Year: Fall 2009
Title: Director of Institutional Research
Email Address: kbrink@troy.edu

			Gross Building Area (Sq. Ft.) By Funding Category						Net Assignable Building Area (Sq. Ft.) By Funding Category										
Bldg. No (1)	Building Name (2)	Fac Code (3)	E & G (4)	Health (5)	Hospital (6)	Auxiliary (7)	Other (8)	Total (9)	E & G (10)	Health (11)	Hospital (12)	Auxiliary (13)	Other (14)	Total (15)	Owner Code (16)	Year Const (17)	Year Rnvt (18)	% Rnvt (19)	Cond Code (20)
20	Maxwell AFB	1	10,218	0	0	0	0	10,218	7,219	0	0	0	0	7,219	5	1,950	1,996	1	1
79	Whitley Hall	1	84,524	0	0	42,500	0	127,024	48,855	0	0	35,689	0	84,544	1	1,925	2,000	1	1
95	Davis Theatre	15	0	0	0	20,641	0	20,641	0	0	0	17,018	0	17,018	1	1,925	1,985	1	1
100	Gunter Annex	1	8,393	0	0	0	0	8,393	7,028	0	0	0	0	7,028	5	1,988	1,995	1	1
101	Adams Administration Building	1	46,427	0	0	0	0	46,427	42,800	0	0	0	0	42,800	1	1,988	2,003	0	1
102	Trojan Center	8	65,960	0	0	44,449	0	110,409	47,202	0	0	34,524	0	81,726	1	1,975	2,003	1	1
103	Alumni Hall	14	0	0	0	103,397	0	103,397	0	0	0	82,950	0	82,950	1	1,966	-	-	2
104	Bibb Graves Hall	1	80,689	0	0	0	0	80,689	51,774	0	0	0	0	51,774	1	1,929	1,978	1	1
105	Jack Paden House	14	0	0	0	6,239	0	6,239	0	0	0	5,557	0	5,557	1	1,957	1,995	1	1
106	Chancellor's Home	13	0	0	0	6,310	0	6,310	0	0	0	4,878	0	4,878	1	1,962	1,990	1	1
107	Clements Hall	14	0	0	0	35,916	0	35,916	0	0	0	31,415	0	31,415	1	1,963	2,003	1	1
108	Collegeview	1	26,937	0	0	0	0	26,937	21,016	0	0	0	0	21,016	1	1,973	1,991	1	1
108M	Bartlett Hall	1	44,250	0	0	0	0	44,250	31,227	0	0	0	0	31,227	1	1,940	2,001	1	1
109	Cowart Hall	14	0	0	0	26,388	0	26,388	0	0	0	21,882	0	21,882	1	1,951	1,993	1	1
110	Kingry Cottage	13	0	0	0	1,808	0	1,808	0	0	0	1,680	0	1,680	1	1,957	1,995	1	1
111	Davis Field House	15	2,252	0	0	32,408	0	34,660	2,060	0	0	29,549	0	31,609	1	1,971	1,998	1	1
113	Eldridge Hall	1	28,744	0	0	0	0	28,744	24,376	0	0	0	0	24,376	1	1,951	2,000	1	1
114	Forest Resource Center	15	4,285	0	0	0	0	4,285	3,915	0	0	0	0	3,915	1	1,992	-	-	1
115	Shackelford Hall	14	0	0	0	50,150	0	50,150	0	0	0	46,237	0	46,237	1	1,930	2,000	1	1
116	Gardner Hall	14	0	0	0	32,000	0	32,000	0	0	0	28,460	0	28,460	1	1,962	-	-	2
117	Golf Pro Shop	10	2,016	0	0	0	0	2,016	1,644	0	0	0	0	1,644	1	1,977	-	-	2
118	Greenhouse	15	921	0	0	0	0	921	864	0	0	0	0	864	1	1,993	-	-	1
119	Hamil Hall	14	0	0	0	32,000	0	32,000	0	0	0	27,929	0	27,929	1	1,963	2,002	0	2
120	Heating Plant	15	635	0	0	992	0	1,627	544	0	0	918	0	1,462	1	1,946	-	-	1
121	Hillcrest House	14	0	0	0	4,700	0	4,700	0	0	0	4,575	0	4,575	1	1,956	1,995	1	1
122	Army ROTC (Little Trojan Learning Center)	1	3,525	0	0	0	0	3,525	2,953	0	0	0	0	2,953	1	1,954	1,993	1	2
122D	Storage	15	336	0	0	0	0	336	308	0	0	0	0	308	1	1,990	-	-	1
123	Honors Student Center	14	0	0	0	4,219	0	4,219	0	0	0	3,718	0	3,718	1	1,989	-	-	1
124	Curtis Cottage	13	0	0	0	1,663	0	1,663	0	0	0	1,561	0	1,561	1	1,956	-	-	1
125	Laundry	15	0	0	0	822	0	822	0	0	0	708	0	708	1	1,969	-	-	1
127	Long Hall	1	7,292	0	0	0	0	7,292	6,558	0	0	0	0	6,558	1	1,976	-	-	2
128	Malone Hall	1	25,805	0	0	0	0	25,805	22,962	0	0	0	0	22,962	1	1,962	1,985	1	1
130	Softball Press Box	15	0	0	0	4,149	0	4,149	0	0	0	3,657	0	3,657	1	2,001	-	-	1
131	Intramural Field House	15	0	0	0	1,595	0	1,595	0	0	0	1,303	0	1,303	1	1,999	-	-	1
132	McCartha Hall	1	49,112	0	0	0	0	49,112	37,313	0	0	0	0	37,313	1	1,950	1,972	1	1
133	Grounds Shop	10	5,000	0	0	0	0	5,000	4,729	0	0	0	0	4,729	1	2,001	-	-	1
134	Natatorium	6	17,352	0	0	0	0	17,352	15,175	0	0	0	0	15,175	1	1,977	-	-	2
135	Tennis Pro Shop	10	1,152	0	0	0	0	1,152	1,023	0	0	0	0	1,023	1	2,001	-	-	1
136	Pace Hall	14	14,589	0	0	30,000	0	44,589	14,398	0	0	24,250	0	38,648	1	1,947	1,998	1	1
136M	136 Catoma Street	1	26,210	0	0	0	0	26,210	24,250	0	0	0	0	24,250	1	1,955	2,006	1	1
137	Physical Plant Administration	9	2,990	0	0	4,678	0	7,668	2,534	0	0	4,367	0	6,901	1	1,984	-	-	1
138	Movie Gallery Veterans Stadium	15	50,870	0	0	29,100	0	79,970	45,660	0	0	25,471	0	71,131	1	1,986	2,003	1	1
139	Recreational Gym	5	16,240	0	0	0	0	16,240	15,650	0	0	0	0	15,650	1	2,003	-	-	1
140	Trojan Arena	5	0	0	0	58,810	0	58,810	0	0	0	49,246	0	49,246	1	1,962	1,999	1	1
141	Smith Hall	1	68,665	0	0	0	0	68,665	67,143	0	0	0	0	67,143	1	1,961	2,004	1	1
142	Sorrell Chapel	15	0	0	0	0	3,060	3,060	0	0	0	0	2,112	2,112	1	1,983	-	-	1
143	Stewart Hall	15	0	0	0	23,358	0	23,358	0	0	0	20,123	0	20,123	1	1,966	2,001	1	1
144	Time Off Cottage	13	0	0	0	1,496	0	1,496	0	0	0	1,277	0	1,277	1	1,961	-	-	1
147	Wallace Hall	1	86,680	0	0	0	12,190	98,870	81,747	0	0	0	11,152	92,899	1	1,970	-	-	2
148	Wright Hall	1	20,483	0	0	0	0	20,483	18,791	0	0	0	0	18,791	1	1,939	1,977	1	1
149	Lee Street Parking Deck	15	0	0	0	37,350	0	37,350	0	0	0	36,110	0	36,110	2	2,001	-	-	1
151	Hawkins Adams Long Hall of Honor	7	6,429	0	0	0	1,754	8,183	7,264	0	0	0	1,659	8,923	1	1,997	-	-	1
152	Math/Science Complex	1	100,699	0	0	0	0	100,699	89,355	0	0	0	0	89,355	1	1,961	1,999	1	2
154	Wendell Mitchell Hall	7	12,500	0	0	0	0	12,500	11,583	0	0	0	0	11,583	1	1,929	1,998	1	1
155	Alpha Gamma Delta Sorority House	13	0	0	0	4,991	0	4,991	0	0	0	4,542	0	4,542	1	1,985	1,998	1	1
156	Alpha Delta Pi Sorority House	13	0	0	0	4,644	0	4,644	0	0	0	4,180	0	4,180	1	1,949	1,998	1	1
157	Phi Mu Sorority House	13	0	0	0	5,474	0	5,474	0	0	0	4,655	0	4,655	1	1,989	1,998	1	1
158	Kappa Delta Sorority House	13	0	0	0	5,444	0	5,444	0	0	0	4,492	0	4,492	1	1,956	1,998	1	1
159	Chi Omega Sorority House	13	0	0	0	5,718	0	5,718	0	0	0	4,921	0	4,921	1	1,948	1,998	1	1

161	Foster Care Relief Cottage	15	0	0	0	1,134	0	1,134	0	0	0	938	0	938	1	1,935	-	-	1
162	Metal Maintenance Workshop	10	3,035	0	0	0	0	3,035	2,903	0	0	0	0	2,903	1	1,993	-	-	2
163	Sigma Chi Fraternity House	13	0	0	0	5,172	0	5,172	0	0	0	5,048	0	5,048	1	1,981	-	-	1
164	Lambda Chi Alpha Faternity House	13	0	0	0	4,251	0	4,251	0	0	0	3,703	0	3,703	1	1,981	-	-	1
165	Tau Kappa Epsilon Fraternity House	13	0	0	0	4,116	0	4,116	0	0	0	2,993	0	2,993	1	1,981	-	-	1
166	Delta Chi Fraternity House	13	0	0	0	4,313	0	4,313	0	0	0	4,035	0	4,035	1	1,981	-	-	1
167	Farmhouse Fraternity House	13	0	0	0	3,519	0	3,519	0	0	0	3,017	0	3,017	1	1,981	-	-	1
168	Sigma Alpha Epsilon Fraternity House	13	0	0	0	4,322	0	4,322	0	0	0	3,677	0	3,677	1	1,981	-	-	1
169	Married Student Apartments	13	0	0	0	10,234	0	10,234	0	0	0	9,211	0	9,211	1	1,969	-	-	2
170	Married Student Apartments	13	0	0	0	10,234	0	10,234	0	0	0	9,211	0	9,211	1	1,969	-	-	2
171	Married Student Apartments	13	0	0	0	10,234	0	10,234	0	0	0	9,211	0	9,211	1	1,969	-	-	2
172	Married Student Apartments	13	0	0	0	6,666	0	6,666	0	0	0	5,999	0	5,999	1	1,969	-	-	2
173	Married Student Apartments	13	0	0	0	6,666	0	6,666	0	0	0	5,999	0	5,999	1	1,969	-	-	2
174	Married Student Apartments	13	0	0	0	6,666	0	6,666	0	0	0	5,999	0	5,999	1	1,969	-	-	2
175	Physical Plant-Trade	9	5,059	0	0	0	0	5,059	4,553	0	0	0	0	4,553	1	2,001	-	-	1
176	Physical Plant-Paint	9	1,749	0	0	0	0	1,749	1,574	0	0	0	0	1,574	1	2,001	-	-	1
177	104 Highland Avenue	13	0	0	0	1,666	0	1,666	0	0	0	1,465	0	1,465	1	1,962	-	-	1
178	300 University Avenue	13	0	0	0	1,874	0	1,874	0	0	0	1,734	0	1,734	1	1,950	-	-	1
179	Riddle Pace Stadium	15	0	0	0	41,829	0	41,829	0	0	0	40,788	0	40,788	1	2,002	-	-	1
180	303 University Aveune	13	0	0	0	1,599	0	1,599	0	0	0	1,400	0	1,400	1	1,950	-	-	1
181	111 Academy Street	13	0	0	0	1,161	0	1,161	0	0	0	1,039	0	1,039	1	1,950	-	-	1
182	Alumni House	1	0	0	0	1,967	0	1,967	0	0	0	1,593	0	1,593	1	1,952	-	-	1
183	Extended Learning Center	1	64,581	0	0	0	0	64,581	60,767	0	0	0	0	60,767	1	2,006	-	-	1
184	708 University Avenue	13	0	0	0	1,661	0	1,661	0	0	0	1,495	0	1,495	1	2,004	-	-	1
185	Rodeo Home	13	0	0	0	1,976	0	1,976	0	0	0	1,778	0	1,778	1	2,004	-	-	1
186	106 Highland Avenue	13	0	0	0	1,396	0	1,396	0	0	0	1,256	0	1,256	1	2,004	-	-	1
187	Soccer/Track Press Box	15	2,000	0	0	0	0	2,000	1,800	0	0	0	0	1,800	1	2,005	-	-	1
190	General Academic Building	1	41,982	0	0	0	0	41,982	37,176	0	0	0	0	37,176	1	2,005	-	-	1
191	Bus Maintenance Building	10	7,975	0	0	0	0	7,975	7,178	0	0	0	0	7,178	1	2,005	-	-	1
192	Track Concessions Building	15	0	0	0	2,746	0	2,746	0	0	0	1,783	0	1,783	1	2,006	-	-	1
193	307 University Avenue	13	0	0	0	852	0	852	0	0	0	754	0	754	1	2,005	-	-	1
194	Hawkins Hall (Trojan Village)	1	96,050	0	0	0	0	96,050	83,760	0	0	0	0	83,760	1	2,009	-	-	1
195	Trojan Village(400)	14	0	0	0	51,724	0	51,724	0	0	0	45,797	0	45,797	1	2,007	-	-	1
196	Trojan Village(300)	14	0	0	0	54,406	0	54,406	0	0	0	41,156	0	41,156	1	2,007	-	-	1
197	Trojan Village(200)	14	0	0	0	49,348	0	49,348	0	0	0	44,464	0	44,464	1	2,007	-	-	1
198 (194)	Trojan Village(100)	14	0	0	0	49,584	0	49,584	0	0	0	45,376	0	45,376	1	2,007	-	-	1
199	Wachovia Building	1	7,348	0	0	0	0	7,348	6,374	0	0	0	0	6,374	1	1,991	-	-	1
200	Parklane	1	65,458	0	0	0	0	65,458	44,602	0	0	0	0	44,602	1	1,970	-	-	1
201	711 Elm Street	13	0	0	0	1,335	0	1,335	0	0	0	NA	0	NA	1	NA	-	-	1
202	Lott Baseball Complex	15	0	0	0	10,968	0	10,968	0	0	0	7,642	0	7,642	1	2,008	-	-	1
203	215 Franklin Drive	13	0	0	0	1,668	0	1,668	0	0	0	NA	0	NA	1	NA	-	-	1
204	507 East Madison Street	13	0	0	0	2,567	0	2,567	0	0	0	NA	0	NA	1	NA	-	-	1
205	511 East Madison Street	13	0	0	0	2,311	0	2,311	0	0	0	NA	0	NA	1	NA	-	-	1
206	515 East Madison Street	13	0	0	0	1,606	0	1,606	0	0	0	NA	0	NA	1	NA	-	-	1
207	Bell Building	1	8,847	0	0	0	0	8,847	8,847	0	0	0	0	8,847	4	1,910	1,995	0	1
208	510 Brundidge Street	13	0	0	0	1,900	0	1,900	0	0	0	NA	0	NA	1	NA	-	-	1
211	GAB Building	15	28,200	0	0	0	0	28,200	24,020	0	0	0	0	24,020	4	1,952	-	-	1
220	Rosa Parks Children's Annex	15	0	0	0	10,842	0	10,842	0	0	0	9,200	0	9,200	1	1,921	2,006	1	1
252	Rosa Parks Library & Musuem	4	46,474	0	0	5,526	0	52,000	32,339	0	0	4,330	0	36,669	1	2,000	-	-	1
312	Executive Building	15	0	0	0	0	52,513	52,513	0	0	0	0	37,700	37,700	1	1,923	1,951	1	4
340	TROY School of Nursing Building	1	19,272	0	0	0	0	19,272	13,446	0	0	0	0	13,446	1	2,000	-	-	1
400	Adams Admin. Bldg.	1	22,796	0	0	0	0	22,796	19,398	0	0	0	0	19,398	1	1,988	-	-	1
401	Higginbotham Hall	1	16,456	0	0	0	0	16,456	13,875	0	0	0	0	13,875	2	1,993	-	-	1
402	Annex	1	5,606	0	0	1,520	0	7,126	4,420	0	0	590	0	5,010	1	1,978	1,986	1	1
403	Maintenance and Storage	15	6,075	0	0	0	0	6,075	5,630	0	0	0	0	5,630	1	1,965	2,005	1	1
405	New Academic Building	1	27,576	0	0	0	0	27,576	21,121	0	0	0	0	21,121	2	2,000	-	-	1
410	Catoma Street Parking	15	0	0	0	3,236	0	3,236	0	0	0	2,850	0	2,850	1	1,955	-	-	3
500	Malone	1	33,416	0	0	403	0	33,819	32,419	0	0	360	0	32,779	2	1,990	2,004	0	1
		2	3,962	0	0	0	0	3,962	3,862	0	0	0	0	3,862	2	1,990	-	-	1
501	Adams	1	38,438	0	0	2,562	0	41,000	36,985	0	0	2,412	0	39,397	2	1,990	2,004	0	1
502	LBT	1	33,205	0	0	0	0	33,205	29,386	0	0	0	0	29,386	2	2,001	-	-	1
		4	22,130	0	0	0	0	22,130	20,501	0	0	0	0	20,501	2	2,001	-	-	1
	TOTAL		1,529,870	0	0	1,051,169	69,517	2,650,556	1,276,856	0	0	896,145	52,623	2,225,624					

Notes: (1) Occupied by AAES Components.
(2) Occupied by ACES Components.
(3) Occupied by other, institutional-related, separately-funded agency.
(4) Occupied by organization unrelated to the reporting institution.

Place previously reported building names and numbers in parentheses below the new name and/or number or on a separate sheet attached to this form.

Troy University 2009-10 Senior Survey Report

Executive Summary

The purpose of this survey is to identify 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 academic programs, better serve the needs of its students, and become more effective and efficient in accomplishing its mission and goals.

As an annual effort of institutional effectiveness, the Troy University Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *Troy University Senior Survey* on all campuses of the University from November 10, 2009 to January 15, 2010. In the spring of 2009 the leadership of IRPE discussed the problems encountered with getting email addresses for the *Graduating Student Survey*. Because the prior practice of emailing all persons who had expressed an intent to graduate was so labor intensive and because it did not always yield good results, the decision was made to change the methodology for the survey. Beginning with the 2009-2010 Academic Year, the Senior Survey was administered once, during October and November, and all persons classified as Seniors in Datatel were invited to participate. Due to this change the survey was longer be called the *Graduating Student Survey*, but the *Senior Survey*.

The questionnaire for the survey contained 45 questions. The first 27 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 28 – 44 of the survey, with a high reliability, focus on measuring students' perceptions about and satisfaction with their Troy experiences. The final question was an open-ended question allowing for additional comments.

For data analysis, descriptive methods were used for the overall University as well as for each individual campus, site, college, and degree. Questions 28 to 44 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 overall University. Questions 28 - 31, which contain measures in 69 areas, are analyzed based on the factors defined from the same measures in the previous year's survey. Importantly, comparison was made between academic years 05-06, 06-07, 07-08, 08-09, and 09-10 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 were provided as appendices for the overall responses as well as for each of the campuses and colleges.

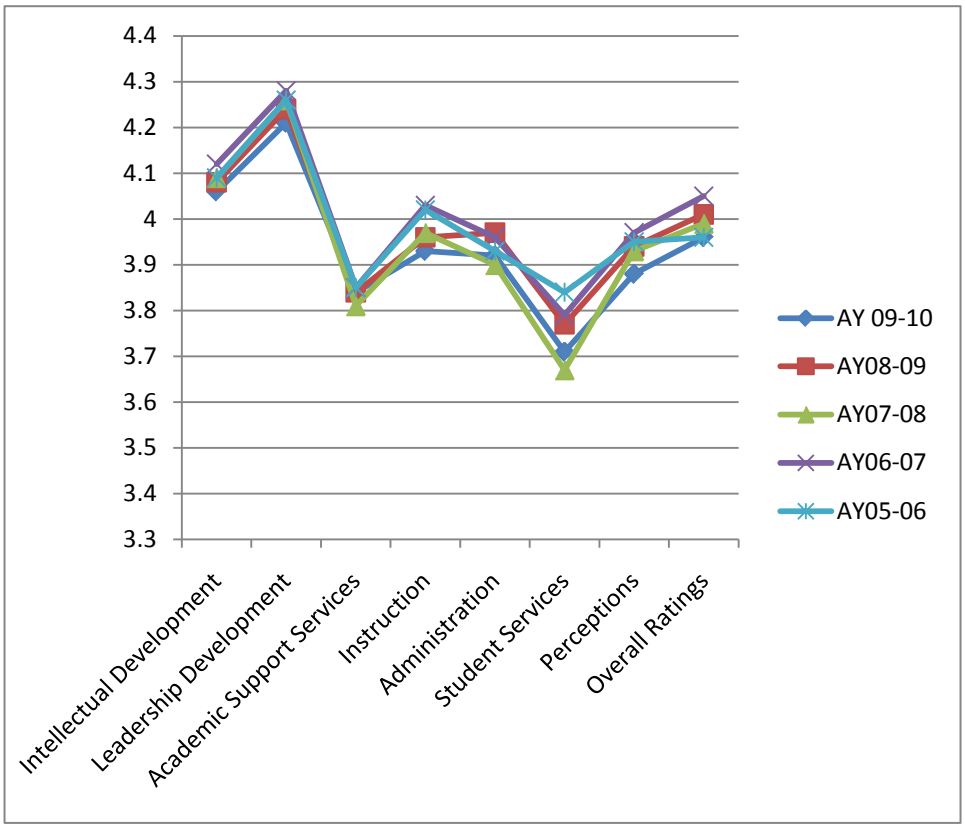
Major Findings

The *Troy University Senior Survey 2009 – 10* was administered from November 10, 2009 to January 15, 2010. During this time, students who were classified as seniors in Datatel were emailed the link to the survey. By the time data collection was closed on January 15, 2010, 1771 responses were received. This is down from the prior year's response rate of 2922 but up from that of two years ago of 1582. Part of the reason why the number of responses was lower this year is that in the prior year graduate students

were invited to participate in the survey. Without the 553 graduate students who participated in the survey last year the number of participants from last year would have been 2369. Graduate students were not considered as seniors and were not invited to participate in this year's survey. Even though the response rate was lower this year, the analysis of demographic factors was almost identical to the prior year. 7151 students were identified as seniors and were sent the invitation to participate email which resulted in a 25% response rate. The initial invitation to participate email was sent on 11/10/09. Reminder emails were sent to non-respondents on 11/16/09 and 12/1/09. Survey participation was submitted by hard copy from 71 students who classified themselves as Asian/Pacific Islander and were seniors at a Global Campus site. The characteristics of the survey respondents were determined to be similar to those of the total graduates of the year although some variation existed. Therefore, the responses to the survey could be considered representative of the ideas and opinions of the students who were graduating in during the 2009-2010 Academic Year.

It should be noted that more data was received from Global Campus sites in Asia for this 2009/2010 Senior Survey than had been submitted in the past. For the 09/10 survey 5.2% of respondents indicated "Asian/Pacific Islander" as their ethnicity while for the 08/09 survey only 1.9% of respondents were of that ethnicity. Report Six in this document presents a comparison of intellectual development and leadership development items by ethnicity.

The *Senior Survey* has been administered consecutively for five years. The results are almost parallel from each year. Over the past five years students have consistently rated the factor of leadership development the highest and student services the lowest. The chart and table below presents the mean scores for each factor measured by the *Senior Survey*. Each factor is measured on a scale with 1 being low satisfaction and 5 being high satisfaction.



	AY 09-10	AY08-09	AY07-08	AY06-07	AY05-06
Intellectual Development	4.06	4.08	4.09	4.12	4.09
Leadership Development	4.21	4.24	4.26	4.28	4.26
Academic Support Services	3.84	3.84	3.81	3.85	3.85
Instruction	3.93	3.96	3.97	4.03	4.02
Administration	3.92	3.97	3.9	3.96	3.93
Student Services	3.71	3.77	3.67	3.79	3.84
Perceptions	3.88	3.94	3.93	3.97	3.95
Overall Ratings	3.96	4.01	3.99	4.05	3.96

Demographic information

Of the 1771, respondents, 64% were female, 55% were White compared to 33% Black and 72% were aged 25 or older. While the majority (94%) was US citizens, the 6% international student participants represented 16 countries in various parts of the world. The largest percentage of respondents were from the eCampus, 35%. About 24% of the respondents were graduating from Troy Campus, 12% were Global Campus students, and the remainder of the seniors were from Dothan (10%), Montgomery (9%) and Phenix City (8%). Additionally, Global Campus students responded from 32 different sites.

Academic information

Academically, 96% of the respondents were expecting to receive a Bachelor's degree and 4% were expecting to receive an Associate's degree. About 40% of the respondents were planning to graduate from the College of Arts and Sciences, 31% from Business, approximately 15% from Education, 10% from the College of Health and Human Services, and only about 3% from the College of Communication & Fine Arts.

According to the responses, approximately 83% of the students had transferred credit hours from other institutions and about 52% of them transferred more than 30 credit hours. The majority of participating seniors (65%) started Troy University as an undergraduate transfer student. About 29% started Troy University as a first-time freshman. While attending Troy University, 76% of the students had taken online courses. About 23% reported that their cumulative GPA's were between 3.5 and 4.0, and 38% had GPA's between 3.0 and 3.49. Of the 1771 respondents, about 81% indicated that they had studied at Troy University 4 years or less. About 9% reported 5 years and 3% six years, while the longest time a student studied at Troy University was over 10 years (1%) and the shortest was just 1 year (13%).

Employment and plan after graduation

Approximately 82% of the respondents reported that they worked while attending Troy University with about 65% working full-time (40 hours or over). Upon graduation, about 41% were planning to work in areas related to their majors at Troy University, 12% would continue to work in the jobs they had already, and approximately 37% were going to continue their education. The survey also found that about 71% of the respondents would pursue a Master's degree after they graduated, 16% would study for a doctoral degree, around 2% 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 (54%) had received student loans, 38% obtained grants, 18% had scholarships or graduate assistantships, and about 16% 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 – Q28)

  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, 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 4.06 for 09-10, 4.08 for 08-09, 4.09 for 07-08; 4.12 for 06-07; and. 4.09 for 05-06 and a mean rating for ***Leadership Development*** as 4.21 for 09-10, 4.24 for 08-09, 4.26 for 07-08; 4.28 for 06-07; and 4.26 for 05-06, all

in a 5-point scale with 1 as "Poor" and 5 as "Excellent." However, it should be noted that a declining trend is developing.

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 75% or more of the students rated their development in these areas as either "Excellent" or "Good." In addition, almost all ratings on areas related to ***Intellectual Development*** were almost parallel over the past three years.

Table 1. Ratings on areas related to ***Intellectual Development***: AY05 – 10

	AY 09-10		AY 08 -09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Critical thinking skills	89%	4.27	88%	4.30	90%	4.31	91%	4.28	90%	4.28
Problem solving skills	87%	4.23	86%	4.25	88%	4.25	88%	4.26	89%	4.26
Reading Skills	87%	4.25	86%	4.27	88%	4.26	88%	4.26	87%	4.26
Writing skills	85%	4.16	85%	4.20	88%	4.22	87%	4.26	87%	4.21
Research skills	83%	4.15	84%	4.22	88%	4.26	87%	4.24	86%	4.22
Speaking/presentation skills	81%	4.08	81%	4.10	85%	4.15	83%	4.16	81%	4.12
Understanding different philosophy/culture	77%	3.99	77%	4.05	80%	4.07	80%	4.09	78%	4.04
Computer technologies	81%	4.10	79%	4.07	79%	4.04	80%	4.07	79%	4.07
Scientific principles & methods	69%	3.82	67%	3.84	73%	3.91	73%	3.91	70%	3.86
Appreciation of the arts	73%	3.93	67%	3.84	69%	3.83	68%	3.86	68%	3.83
Mathematical skills	69%	3.76	63%	3.72	66%	3.78	69%	3.84	66%	3.81
Overall average ratings	4.06		4.08		4.09		4.12		4.09	

Similar to the ratings on ***Intellectual Development***, ratings on ***Leadership Development*** were also strong but were showing a declining trend over the past four years. As illustrated in Table 2, more than 80% of the students gave positive ratings of either "Excellent" or "Good" to their development in almost all of the areas related to ***Leadership Development.*** All mean ratings for items were higher than 4.10, the factor mean was 4.21.

Table 2. Ratings on areas related to ***Leadership Development***: AY05 – 10

	AY 09 - 10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Planning and carrying out projects	88%	4.27	88%	4.33	89%	4.35	90%	4.35	89%	4.35
Management and organizational skills	87%	4.29	87%	4.32	88%	4.31	88%	4.33	88%	4.31
Strategies for applying skills in the field	87%	4.25	86%	4.26	88%	4.27	88%	4.3	88%	4.28
Working collaboratively in groups	81%	4.13	82%	4.18	86%	4.25	88%	4.29	86%	4.27
Time management	85%	4.24	85%	4.29	86%	4.29	87%	4.28	86%	4.28
Leadership skills	84%	4.20	84%	4.22	84%	4.22	86%	4.25	84%	4.21
Citizenship skills	80%	4.10	78%	4.08	81%	4.11	81%	4.15	82%	4.13
Overall average ratings	4.21		4.24		4.26		4.28		4.26	

- Student ratings for quality of education and academic support services (Report 2 – Q28)

Eighteen 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 relating to instruction and faculty and has an average rating of 3.93 for 09 – 10, 3.96 for 08 – 09, 3.97 for 07 – 08, 4.03 for 06-07 and 4.02 for 05-06 respondents on a 5-point scale with 1 as "Poor" and 5 as "Excellent."

Table 3. Ratings on areas of ***Instruction***: AY05 - 10

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Overall quality of academic program	85%	4.17	86%	4.21	86%	4.2	88%	4.25	87%	4.24
Instruction in major courses	82%	4.1	82%	4.14	83%	4.13	85%	4.19	86%	4.19
Instruction in general education	76%	3.95	76%	4.01	78%	4	81%	4.08	80%	4.02
Communication between faculty and students	76%	3.96	77%	4.02	79%	4.02	80%	4.08	79%	4.07

Faculty's use technologies to enhance teaching	76%	3.99	78%	4.05	78%	4.03	80%	4.07	78%	4.02
Faculty accessibility	72%	3.88	72%	3.89	71%	3.87	76%	4	76%	4.02
Course availability in your major	72%	3.87	75%	3.99	78%	4.04	75%	3.98	78%	4
Registration procedures	73%	3.9	74%	3.96	74%	3.91	74%	3.92	74%	3.9
Academic advising	64%	3.68	64%	3.67	67%	3.74	70%	3.85	71%	3.86
IMPACT/New Student Orientation Program	66%	3.77	64%	3.69	67%	3.75	68%	3.82	67%	3.75
Overall average ratings	3.93		3.96		3.97		4.03		4.02	

As indicated in the table above (Table 3), the majority of the students rated the areas related to ***Instruction*** as either "Excellent" or "Good," which is about the same as found in the previous year's survey. Two areas, however, were rated blow 4.00 in 09-10, with the ratings on IMPACT/New Student Orientation Program and Academic Advising being the lowest. Further examination by campus (Table 4) found that eCampus students regularly ranked items in the factor of instruction higher than students from other campuses.

Table 4. Average ratings on ***Instruction*** by campus AY 09 - 10:

	Dothan Mean	Montgomery Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
Overall quality of your academic program	3.97	4.12	4.32	4.12	4.24	4.19
Academic advising	3.51	3.65	3.99	3.73	3.61	3.73
Faculty accessibility	3.73	3.93	4.10	3.90	3.88	3.71
Instruction in major courses	3.99	4.05	4.25	4.10	4.12	4.04
Instruction in general education courses	3.84	3.98	4.22	3.71	4.09	3.92
Faculty's use of technologies to enhance teaching	3.83	4.00	4.23	3.80	4.11	4.01
Course availability in your major	3.28	3.73	4.02	3.68	4.18	3.79
Communication between faculty and students	3.76	3.93	4.08	3.99	4.03	3.81
Registration procedures	3.74	3.99	4.15	3.37	4.20	4.04
IMPACT/New Student Orientation Program	3.50	3.76	3.95	3.59	3.94	3.78
AVERAGE	3.71	3.92	4.13	3.80	4.04	3.90

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 3.95 for 09 - 10, 3.84 for 08 – 09, 3.81 for 07 – 08, 3.85 for 06-07 and 3.85 for 05-06, relatively lower than expected. Overall, as indicated in Table 5, no areas in ***Academic Support Services*** had an average rating of 4.00 or higher nor did they have ratings of "Excellent" or "Good" for more than 75% of the respondents.

Table 5. Ratings on areas related to ***Academic Support Services***: AY05 – 10:

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean	Excellent/Good	Mean
Natural Science Center	68%	3.84	70%	3.87	70%	3.83	70%	3.89	68%	3.86
Writing Center	70%	3.87	71%	3.9	70%	3.85	70%	3.89	71%	3.89
Center for International Program	66%	3.81	68%	3.81	70%	3.84	70%	3.88	69%	3.8
Testing Center	69%	3.86	70%	3.85	72%	3.87	70%	3.87	70%	3.83
Computer labs	70%	3.85	70%	3.84	67%	3.74	70%	3.83	71%	3.9
Library	68%	3.83	66%	3.76	67%	3.74	70%	3.83	71%	3.86
Laboratory/instructional equipment	67%	3.8	68%	3.82	65%	3.72	67%	3.78	69%	3.82
Overall average ratings	3.84		3.84		3.81		3.85		3.85	

However, further examination by campus showed that ratings of students from different campuses varied (Table 6). Please be aware 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.

Table 6. Average ratings on ***Academic Support Service*** by campus for AY 09 - 10:

	Dothan Mean	Montgomery Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
Library	4.13	4.10	3.97	3.46	3.99	3.67
Computer labs	4.27	3.97	4.34	3.48	3.94	3.61
Laboratory/instructional equipment	4.04	3.86	4.21	3.50	3.99	3.61
Testing Center	3.98	4.14	3.97	3.64	3.92	3.66
Writing Center	4.02	3.93	3.93	3.78	3.95	3.67
Natural Science Center	4.04	3.87	3.78	3.74	3.92	3.78
Center for International Programs	3.86	3.87	3.86	3.65	3.91	3.83
AVERAGE	4.05	3.96	4.01	3.61	3.94	3.69

- Student satisfaction with services provided by Troy University (Report 3 – Q30)

Twenty-four 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, Recreational and Intramural Activities, Student Organizations, etc, while ***Administration*** includes the

Admissions Office, Registrar/Records Office, Business Office, Financial Aid Office, Trojan WebExpress, and so on. Comparisons found that the participants in the past year's surveys shared about the same level of satisfaction with ***Student Services*** and services provided by the ***Administration*** offices, with the overall average ratings for ***Administration*** being 3.92 in 09-10, 3.97 in 08-09, 3.90 in 07 – 08, 3.96 in 06-07 and 3.93 in 05-06 (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, Admissions Office, and IT services were rated the best, with 75% or more of the students feeling "Satisfied" or "Very Satisfied" with their services. Several areas in ***Administration*** had relatively low ratings, below 4.00 (4.00 = Satisfied) on average, with the Financial Aid Office being rated the lowest and with less than 66% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to ***Administration***: AY 05 – 10

	AY 09 -10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied /Very Satis.	M	Satisfied /Very Satis.	M	Satisfied /Very Satis.	M	Satisfied /Very Satis.	M	Satisfied /Very Satis.	M
Trojan Web Express	83%	4.15	85%	4.21	80%	4.08	81%	4.08	81%	4.07
Admissions Office	76%	3.98	78%	4.02	76%	4	78%	4.03	77%	4.01
Information Technology Services	73%	3.93	75%	4	72%	3.92	75%	3.94	74%	3.92
Registrar/ Records Office	73%	3.88	74%	3.9	72%	3.87	74%	3.93	74%	3.92
Business Office	70%	3.84	70%	3.87	69%	3.85	73%	3.92	73%	3.9
Veteran Services	68%	3.93	72%	4.05	66%	3.9	66%	3.83	68%	3.91
Financial Aid Services	66%	3.73	67%	3.76	64%	3.69	66%	3.75	63%	3.65
Overall average ratings	3.92		3.97		3.9		3.96		3.93	

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

In the surveys from the past years, it seems that students were least satisfied with ***Student Services***. As shown in Table 9, none of the areas in ***Student Services*** received an average rating of 4.00 or higher, with Parking Facilities, Housing and Residential Life, and Placement Service being the lowest. The overall average rating for AY 09-10 was 3.74, AY 08 – 09 was 3.77, AY 07 – 08 was 3.67, 3.79 for 06-07 and 3.84 for 05-06,

Table 9. Ratings in ***Student Services***: 05 - 10

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M	Satisfied/ Very Satis.	M
Buildings and Grounds	75%	3.99	76%	4.04	69%	3.85	74%	3.96	73%	3.93
University media	70%	3.91	71%	3.95	66%	3.87	69%	3.88	70%	3.85
Safety and Security	69%	3.86	67%	3.86	62%	3.72	67%	3.82	70%	3.85
Student Support Services	68%	3.85	69%	3.86	65%	3.78	66%	3.81	66%	3.80
Student organizations	68%	3.87	65%	3.85	60%	3.71	63%	3.77	62%	3.74
Athletic programs	70%	3.96	69%	3.94	59%	3.72	63%	3.76	60%	3.70
Adaptive Needs Service	62%	3.77	64%	3.85	60%	3.73	61%	3.75	61%	3.76
Bookstore service	68%	3.77	70%	3.82	65%	3.73	67%	3.74	68%	3.75
Recreational and intramural activities	64%	3.81	63%	3.78	55%	3.65	62%	3.74	59%	3.66
Counseling service	60%	3.66	62%	3.70	59%	3.65	62%	3.70	63%	3.71
Student Health Services	58%	3.67	60%	3.72	55%	3.63	60%	3.70	59%	3.67
Trojan Fitness Center	68%	3.87	68%	3.92	58%	3.70	59%	3.62	57%	3.62
Career Service	61%	3.68	58%	3.66	54%	3.59	58%	3.63	62%	3.70
Placement Service	57%	3.60	54%	3.61	53%	3.55	55%	3.57	56%	3.59
Housing and Residential Life	54%	3.57	53%	3.57	53%	3.57	54%	3.57	54%	3.54
Parking facilities	44%	3.01	47%	3.13	48%	3.20	50%	3.26	48%	3.14
Overall average ratings	3.74		3.77		3.67		3.79		3.84	

For Parking Facilities, approximately 38% of the students indicated that they were "Very Dissatisfied" or "Dissatisfied". Further analysis found that Troy and Montgomery students were most dissatisfied with Parking Facilities. Table 10 shows mean ratings and counts on each of the areas related to ***Student Services***. Further studies may be needed before actions are taken for improvement.

- Student perceptions about Troy University (Report 4 – Q31)

In this section, ten statements regarding the University in a broad sense were provided for the students to rate their agreement. As indicated in Table 11 (derived from Report 4), over 80% of the students "Agree" or "Strongly Agree" with the first 3 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: 05-09

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M	Strongly Agree/ Agree	M
My academic program was intellectually challenging and stimulating.	86%	4.17	87%	4.20	85%	4.14	85%	4.16	85%	4.1
The degree program in which I enrolled is valuable for me in my employment.	83%	4.15	84%	4.20	82%	4.14	86%	4.18	83%	4.14
Courses in my curriculum contributed to the skills and knowledge required in my field.	84%	4.13	86%	4.19	84%	4.14	86%	4.16	86%	4.14
The goals, objectives, and requirements for my academic programs were clearly defined.	76%	3.89	78%	3.93	80%	3.98	81%	4.01	82%	4.02
The tuition and fees I paid at Troy University were a worthwhile investment.	71%	3.87	73%	3.91	74%	3.95	76%	3.97	76%	3.95
Troy University faculty care about students as individuals.	72%	3.84	73%	3.90	71%	3.87	76%	3.96	75%	3.94
Courses were offered frequently enough for timely completion of my degree program.	70%	3.76	75%	3.88	74%	3.89	75%	3.89	76%	3.90
The intellectual caliber of students in my academic	67%	3.73	70%	3.79	70%	3.81	71%	3.83	69%	3.79

program was high.										
Troy University is responsive to the needs of its students.	65%	3.68	66%	3.71	65%	3.70	69%	3.8	68%	3.78
Troy University faculty were helpful with my career plan.	59%	3.61	61%	3.65	61%	3.67	65%	3.75	65%	3.74
Overall average ratings	3.88		3.94		3.93		3.97		3.95	

The lowest ratings in this section were "The University faculty were helpful with my career plan" (59% Agree/Strongly Agree; M=3.61) and "Troy University is responsive to the needs of its students" (65% Agree/Strongly Agree; M=3.68). (These were also the lowest rated areas in the previous four year's surveys.) 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: AY 09-10

	From which Troy University campus will you graduate?					
	Dothan Mean	Montgomery Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
The goals, objectives, and requirements for my academic program were clearly defined.	3.68	3.85	4.02	3.87	3.95	3.86
My academic program was intellectually challenging and stimulating.	4.07	4.12	4.23	4.14	4.22	4.20
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.02	4.01	4.18	4.11	4.21	4.11
Courses were offered frequently enough for timely completion of my degree program.	3.10	3.56	3.88	3.55	4.13	3.73
The intellectual caliber of students in my academic program was high.	3.65	3.75	3.79	3.70	3.79	3.58
The degree program in which I enrolled is valuable for me in my employment.	4.05	4.12	4.28	4.19	4.16	3.99
Troy University faculty care about students as individuals.	3.65	3.79	4.04	3.90	3.86	3.73
Troy University faculty were helpful with my career plan.	3.38	3.61	3.88	3.74	3.54	3.49
Troy University is responsive to the needs of its students.	3.43	3.64	3.96	3.60	3.78	3.60
The tuition and fees I paid at Troy University were a worthwhile investment.	3.49	3.92	4.03	3.69	4.04	3.89
AVERAGE	3.65	3.84	4.03	3.85	3.97	3.82

- Overall ratings of Troy University (Report 5 – Q39)

Students were asked to rate their Troy preparation for employment and further education as well as to give an overall rating of their college experiences at Troy University. Between 70% - 80% of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 3.96, 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 a mean = 3.82 and 4.00 respectively. The graduating students from the past four years shared about the same opinions in their overall ratings of the University.

Table 13. Overall ratings on Troy University: 05-09

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M	Excellent/ Good	M
How would you rate Troy University's preparation of you for employment?	69%	3.82	73%	3.91	71%	3.88	74%	3.95	75%	3.88
How would you rate Troy University's preparation of you for further education?	76%	4.00	77%	4.03	75%	4.00	78%	4.05	77%	3.94
What is your overall rating of your college experiences at Troy University?	78%	4.07	79%	4.10	80%	4.08	81%	4.14	84%	4.07
Average Ratings	3.96			4.01		3.99		4.05		3.96

Recommendation of Troy University (Report 6 – IF YOU WERE STARTING OVER, WOULD YOU ENROLL IN THE SAME PROGRAM?-WOULD YOU RECOMMEND TROY UNIVERSITY TO SOMEONE PLANNING TO GO TO COLLEGE?)

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. The surveys over the past four years found that over 81% of the students indicated that they would enroll in the same academic programs and 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 about 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 05 - 10

	AY 09-10		AY 08 - 09		AY 07 - 08		AY 06 - 07		AY 05 - 06	
	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?	49%	32%	50%	32%	47%	37%	53%	34%	54%	32%
If you could start college over, would you attend Troy University again?	54%	31%	52%	32%	47%	40%	52%	35%	51%	38%
Would you recommend your academic program to other students?	58%	31%	56%	33%	54%	37%	59%	33%	59%	34%
Would you recommend Troy University to someone planning to go to college?	62%	27%	61%	28%	55%	35%	59%	32%	62%	32%

Student Organization information

Seniors were asked to identify which student organizations they belong to while attending Troy University. The vast majority of seniors who participated in this survey (n=1122, 63%) reported that they did not participate in any student organizations. The Honor Society was reported as the student organization with the most participation. Further analysis by campus revealed that the Troy Campus has the highest number of students participating in student organizations.

Table 15

	Count
None	1122
Honor Society	218
Departmental	183
Fraternity/Sorority	126
Professional	128
Leadership	107
Religions	92
Services	90
Art/Music/Drama	72
Sports	65
Political	29
Publication	19

Participation in Student Organizations by Campus:

Table 16

	Dothan Count	Montgomery Count	Phenix City Count	Troy Count	eCampus Count	Global Campus Count
Departmental	5	3	5	157	3	7
Professional	8	4	2	94	12	7
Religious	3	2	1	77	3	5
Leadership	8	10	3	74	5	6
Services	17	5	1	56	2	7
Honor society	39	19	6	127	18	9
Publication	1	0	0	14	1	2
Political	0	2	0	23	1	3
Fraternity/Sorority	3	6	1	102	8	4
Art/Music/Drama	2	1	0	61	2	6
Sports	1	1	1	54	2	6
None	108	124	118	85	545	135

READING HABITS

As a measurement of the Quality Enhancement Plan of Troy University graduating seniors were ask to report factors about their reading habits. Seniors were asked about the degree to which their involvement in reading has: (1) Enhanced their ability to understand connections between the various materials they read, and (2) Enhanced they awareness of other people's political and social view points. As is shown in tables 17 and 18 the greatest level of enhancement from reading was reported from students of the Montgomery campus and the College of Arts and Sciences.

Regarding the types of literature read by seniors, The top four types of literature that seniors reported reading were: (1) books assigned for class, (2) newspapers, (3) books read outside of class for pleasure, and (4) online websites. Self help literature and sports magazines were reported as the least frequently read type of literature. Table 19 indicates the percentages of seniors who reported reading each type of literature.

Most seniors (53%) indicated that they do not have much time to read for pleasure, but they like to read when they get a chance. The most commonly cited reason (36%) for reading was to learn things on their own. Most students (74%) considered their reading level to be "advanced" or "above average." Not including school assignments about one-third of students reported reading less than one book per month and about one third of students reported discussing books with others only a few times per year. Additional data regarding readings habits is included in the appendix of this report.

Troy University 2009-10 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 February 10, 2010 to March 10, 2010. During this month three invitation to participate emails were sent.

The questionnaire for the survey contained 43 questions and was adapted from the Senior Survey. The first 26 questions ask for information regarding students' demographics, academics, employment, and financial aid. Questions 27 – 42 of the survey, with a high reliability, focus on measuring students' perceptions about and satisfaction with their Troy experiences. The final question was an open-ended question allowing for additional comments.

For data analysis, descriptive methods were used for the overall University as well as for each individual campus, site, college, and degree. Questions 27 to 42 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 overall University. In the end, frequency tables for all survey questions were provided as appendices for the overall responses as well as for each of the campuses and colleges.

Major Findings

The *Troy University Graduate Student Survey 2009 – 10* was administered from February 10, 2010 to March 10, 2010. 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 March 10, 2010, 1601 responses were received. 6060 students were identified as graduate students and were sent the invitation to participate email which resulted in a 26% response rate. The initial invitation to participate email was sent on 2/10/10. Reminder emails were sent to non-respondents on 2/16/10 and 2/24/10. 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 2009-2010 Academic Year.

This is the first year that the Graduate Student Survey has been administered. In some prior years some graduate students had submitted data on the Senior Survey. In academic year 09/10

graduate students were not invited to participate in the Senior Survey. For this reason the Senior Survey was adapted for use as a Graduate Student Survey.

Items in eight major categories were measured on a 5-point scale with 1 as "Poor" and 5 as "Excellent." The mean ratings for each of these categories is shown below with Leadership Development rating the highest and Student Services the lowest.

	AY 09-10
Intellectual Development	4.01
Leadership Development	4.19
Academic Support Services	3.79
Instruction	3.93
Administration	3.93
Student Services	3.65
Perceptions	3.91
Overall Ratings	3.93

Demographic information

Of the 1601, respondents, 69% were female, 48% were White compared to 41% Black and 90% were aged 25 or older. While the majority (95%) were US citizens, the 5% international student participants represented 23 countries in various parts of the world. The largest percentage of respondents were from the eCampus, 30%. About 13% of the respondents were graduating from Troy Campus, 29% were Global Campus students, and the remainder of the students were from Dothan (5%), Montgomery (11%) and Phenix City (9%). Additionally, Global Campus students responded from 25 different sites.

Academic information

Academically, 99% of the respondents were expecting to receive a Master's degree and 1% were expecting to receive an Education Specialist degree. About 29% of the respondents were planning to graduate from the College of Arts and Sciences, 33% from Business, approximately 26% from Education, 10% from the College of Health and Human Services.

According to the responses, approximately 89% of the students did not transfer graduate credit hours from other institutions. Of those who did transfer graduate credit hours 6% transferred from 3 to 6 credit hours and 4% transferred 7 – 12 credit hours. The majority of participating graduate students (55%) were conditionally admitted graduate students and 39% were unconditionally admitted. 2% were graduate transfer students and 1% were graduate transient or dually admitted.

While attending Troy University, 55% of the students had taken online courses. About 65% reported that their cumulative GPA's were between 3.5 and 4.0, and 30% had GPA's between 3.0 and 3.49. Of the 1601 respondents, about 60% indicated that they had been in pursuit of the graduate degree for one year or less and 27% for two years. Three students reported being in pursuit of the graduate degree for ten or more years.

Employment and plan after graduation

Approximately 85% of the respondents reported that they worked while attending Troy University with about 81% working full-time (40 hours or over). Upon graduation, about 52% were planning to work in areas related to their majors at Troy University, 22% would continue to work in the jobs they had already, and approximately 15% were going to continue their education. The survey also found that of those planning to continue their education about 59% would pursue a doctoral degree after they graduated, 26% would study for another masters degree, around 7% would seek an educational specialist degree, and another 6% 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 (59%) had received student loans, 3% obtained grants, 5% had scholarships or graduate assistantships, and about 12% 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 – Q28)

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.*** an average rating for ***Intellectual Development*** was 4.01 for 09-10 and a mean rating for ***Leadership Development*** as 4.19 for 09-10 all in a 5-point scale with 1 as "Poor" and 5 as "Excellent."

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***: AY09-10

	AY 09-10	
	Excellent/Good	Mean
Critical thinking skills	89%	4.27
Reading Skills	86%	4.25
Problem solving skills	85%	4.21
Writing skills	84%	4.16

Research skills	84%	4.19
Speaking/presentation skills	78%	4.01
Understanding different philosophy/culture	78%	4.04
Computer technologies	76%	3.97
Scientific principles & methods	69%	3.82
Appreciation of the arts	60%	3.66
Mathematical skills	58%	3.59
Overall average ratings	4.01	

Similar to the ratings on ***Intellectual Development***, ratings on ***Leadership Development*** were also strong. As illustrated in Table 2, more than about 80% of the students gave positive ratings of either "Excellent" or "Good" to their development in almost all of the areas related to ***Leadership Development.*** All mean ratings for items were higher than 4.02, the factor mean was 4.19.

Table 2. Ratings on areas related to ***Leadership Development***: AY09 – 10

	AY 09 - 10	
	Excellent/Good	Mean
Planning and carrying out projects	86%	4.29
Management and organizational skills	85%	4.26
Strategies for applying skills in the field	85%	4.23
Time management	83%	4.22
Working collaboratively in groups	81%	4.16
Leadership skills	80%	4.14
Citizenship skills	76%	4.02
Overall average ratings	4.19	

- Student ratings for quality of education and academic support services (Report 2 – Q28)

Eighteen 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 relating to instruction and faculty and has an average rating of 3.93 for 09 – 10 on a 5-point scale with 1 as "Poor" and 5 as "Excellent."

Table 3. Ratings on areas of ***Instruction***: AY09 - 10

	AY 09-10	
	Excellent/ Good	Mean
Overall quality of academic program	83%	4.14
Instruction in major courses	80%	4.09
Instruction in general education	78%	4.03
Communication between faculty and students	76%	3.99
Faculty's use technologies to enhance teaching	76%	4.01
Registration procedures	73%	3.98
Faculty accessibility	72%	3.9
Course availability in your major	71%	3.84
Academic advising	65%	3.7
IMPACT/New Student Orientation Program	63%	3.64
Overall average ratings	3.93	

As indicated in the table above (Table 3), the majority of the students rated the areas related to ***Instruction*** as either "Excellent" or "Good.". Five areas, however, were rated blow 4.00 in 09-10, with the ratings on IMPACT/New Student Orientation Program and Academic Advising being the lowest.

Table 4. Average ratings on ***Instruction*** by campus AY 09 - 10:

	Dothan	Montgomery	Phenix City	Troy	eCampus	Global Campus
	Mean	Mean	Mean	Mean	Mean	Mean
Overall quality of your academic program	3.97	4.22	4.18	3.97	4.21	4.17
Academic advising	3.75	3.99	3.88	3.77	3.42	3.79
Faculty accessibility	3.77	4.10	3.96	4.00	3.78	3.92
Instruction in major courses	3.98	4.18	4.13	4.02	4.03	4.15
Instruction in general education courses	3.91	4.09	4.09	3.88	4.05	4.10
Faculty's use of technologies to enhance teaching	3.86	4.20	4.09	3.87	3.99	4.03
Course availability in your major	2.99	3.77	4.03	3.58	4.19	3.74
Communication between faculty and students	3.80	4.16	4.03	3.98	3.94	4.01
Registration procedures	3.73	4.09	3.93	3.70	3.87	4.02
IMPACT/New Student Orientation Program	3.14	3.90	3.86	3.44	3.50	3.77
AVERAGE	3.69	4.07	4.02	3.82	3.90	3.97

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 3.79 for 09 - 10, relatively lower than expected. Overall, as indicated in Table 5, no areas in ***Academic Support Services*** had an average rating of 4.00 or higher nor did they have ratings of "Excellent" or "Good" for more than 71% of the respondents.

Table 5. Ratings on areas related to ***Academic Support Services***: AY09 – 10:

	AY 09-10	
	Excellent/ Good	M
Library	71%	3.88
Writing Center	70%	3.84
Testing Center	67%	3.82
Computer labs	67%	3.8
Laboratory/instructional equipment	66%	3.76
Natural Science Center	65%	3.74
Center for International Program	64%	3.69
Overall average ratings	3.79	

However, further examination by campus showed that ratings of students from different campuses varied (Table 6). Please be aware 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.

Table 6. Average ratings on ***Academic Support Service*** by campus for AY 09 - 10:

	Dothan Mean	Montgomery Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
Library	4.09	4.06	3.70	3.52	3.94	3.93
Computer labs	4.17	4.07	4.04	3.51	4.00	3.59
Laboratory/instructional equipment	4.09	3.97	3.92	3.44	3.97	3.61
Testing Center	4.09	4.04	3.75	3.59	3.90	3.75
Writing Center	3.70	3.92	3.70	3.83	3.97	3.81
Natural Science Center	3.71	3.93	3.42	3.52	4.01	3.71
Center for International Programs	3.83	3.96	3.42	3.46	3.89	3.69
AVERAGE	3.96	3.99	3.71	3.55	3.96	3.73

- Student satisfaction with services provided by Troy University (Report 3 – Q30)

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*** being 3.93 in 09-10 (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, Admissions Office, IT services, and the Registrar/Records Office 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, below 4.00 (4.00 = Satisfied) on average, with the Veteran Services Office being rated the lowest and with less than 63% of the students feeling satisfied with the services they provided.

Table 7. Ratings on areas related to ***Administration***: AY 09 – 10

	AY 09 -10	
	Satisfied/Very Satis.	M
Trojan WebExpress	83%	4.14
Admissions Office	75%	3.95
Information Technology Services	75%	3.96
Registrar/Records Office	75%	3.92
Business Office	72%	3.91
Financial Aid Services	71%	3.83
Veteran Services	63%	3.84
Overall average ratings	3.93	

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

As shown in Table 9, none of the areas in ***Student Services*** received an average rating of 4.00 or higher, with Parking Facilities, and Career Services being the lowest. The overall average rating for AY 09-10 was 3.65.

Table 9. Ratings in ***Student Services***: 09 - 10

	AY 09 -10	
	Satisfied/Very Satis.	M
University Media	71%	3.86
Bookstore Services	67%	3.75
Safety and Security Services	65%	3.77
Student Support Services	65%	3.82
Adaptive Needs Services	59%	3.71
Parking Facilities	59%	3.48
Counseling Services	56%	3.61
Career Services	49%	3.46
Placement Services	45%	3.41
Overall average ratings	3.65	

For Parking Facilities, approximately 55% of the students indicated that they were "Very Dissatisfied" or "Dissatisfied". Further analysis found that Troy and Montgomery students were most dissatisfied with Parking Facilities. Table 10 shows mean ratings and counts on each of the areas related to ***Student Services***. Further studies may be needed before actions are taken for improvement.

- Student perceptions about Troy University (Report 4 – Q31)

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 4 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: 09/10

	AY 09-10	
	Strongly Agree/ Agree	M
The degree program in which I enrolled is valuable for me in my employment.	85%	4.17
Courses in my curriculum contributed to the skills and knowledge required in my field.	86%	4.15
My academic program was intellectually challenging and stimulating.	85%	4.14
The goals, objectives, and requirements for my academic programs were clearly defined.	84%	4.03
Troy University faculty care about students as individuals.	74%	3.91

The tuition and fees I paid at Troy University were a worthwhile investment.	73%	3.9
The intellectual caliber of students in my academic program was high.	71%	3.8
Courses were offered frequently enough for timely completion of my degree program.	69%	3.74
Troy University is responsive to the needs of its students.	66%	3.72
Troy University faculty were helpful with my career plan.	57%	3.57
Overall average ratings	3.91	

The lowest ratings in this section were "The University faculty were helpful with my career plan" (57% Agree/Strongly Agree; M=3.57) and "Troy University is responsive to the needs of its students" (66% Agree/Strongly Agree; M=3.72). 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: AY 09-10

	Dothan Mean	Montgomery Mean	Phenix City Mean	Troy Mean	eCampus Mean	Global Campus Mean
The goals, objectives, and requirements for my academic program were clearly defined.	3.84	4.15	4.07	3.89	4.04	4.06
My academic program was intellectually challenging and stimulating.	4.14	4.19	4.05	3.95	4.20	4.21
Courses in my curriculum contributed to the skills and knowledge required in my field.	4.12	4.21	4.02	3.93	4.19	4.25
Courses were offered frequently enough for timely completion of my degree program.	3.12	3.67	3.89	3.35	4.07	3.71
The intellectual caliber of students in my academic program was competitive.	3.83	3.91	3.68	3.67	3.82	3.85
The degree program in which I enrolled is valuable for me in my employment.	4.23	4.18	4.19	4.06	4.17	4.21
Troy University faculty care about students as individuals.	3.87	3.98	4.02	3.86	3.79	4.01
Troy University faculty were helpful with my career plan.	3.64	3.78	3.77	3.55	3.38	3.64
Troy University is responsive to the needs of its students.	3.70	3.87	3.82	3.58	3.58	3.84
The tuition and fees I paid at Troy University were a worthwhile investment.	3.69	4.05	3.92	3.78	3.86	4.01
AVERAGE	3.82	4.00	3.94	3.76	3.91	3.98

- Overall ratings of Troy University (Report 5 – Q39)

  Students were asked to rate their Troy preparation for employment and further education as well as to give an overall rating of their college experiences at Troy University. About three fourths of the students gave a positive rating to their overall college experiences at Troy University, with an mean rating of 4.03 on a scale of 1 to 5, while 66% and 74% of the respondents gave a rating of either "Excellent" or "Good" to their Troy preparation for employment and for further education, with a mean = 3.80 and 3.97 respectively.

Table 13. Overall ratings on Troy University: 09/10

	AY 09-10	
	Excellent/Good	M
What is your overall rating of your college experiences at Troy University?	76%	4.03
How would you rate Troy University's preparation of you for further education?	74%	3.97
How would you rate Troy University's preparation of you for employment?	66%	3.8
Average Ratings	3.93	

Recommendation of Troy University (Report 6 – IF YOU WERE STARTING OVER, WOULD YOU ENROLL IN THE SAME PROGRAM?-WOULD YOU RECOMMEND TROY UNIVERSITY TO SOMEONE PLANNING TO GO TO COLLEGE?)

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. The most important finding, which indicates student satisfaction with Troy University and academic programs, is that about 90% of the respondents would recommend Troy University and their academic programs.

Table 14. Recommendation of Troy University: 09 - 10

	Definitely yes Row N %	Probably yes Row N %
If you were starting over, would you enroll in the same program?	52.1%	32.6%
If you could start college over, would you attend Troy University again?	48.7%	36.9%
Would you recommend your academic program to other students?	55.5%	33.7%

Would you recommend Troy University to someone planning to go to college?	56.3%	32.5%

READING HABITS

As a measurement of the Quality Enhancement Plan of Troy University graduate students were ask to report factors about their reading habits. Students were asked about the degree to which their involvement in reading has: (1) Enhanced their ability to understand connections between the various materials they read, and (2) Enhanced they awareness of other people's political and social view points.

Regarding the types of literature read by graduate students, the top four types of literature that graduate students reported reading were: (1) books assigned for class, (2) books read outside of class for pleasure, (3) newspapers, and (4) online websites. Comic books and magazines about video games were reported as the least frequently read type of literature. Table 19 indicates the percentages of graduate students who reported reading each type of literature.

Most graduate students (54%) indicated that they do not have much time to read for pleasure, but they like to read when they get a chance. The most commonly cited reason (37%) for reading was to learn things on their own. Most students (81%) considered their reading level to be "advanced" or "above average." Not including school assignments about one-third of students reported reading less than one book per month and about one third of students reported discussing books with others only a few times per year. Additional data regarding readings habits is included in the appendix of this report.

Troy University Fall 2009 New Student Survey Report

Executive Summary

As an annual institutional effectiveness effort, the Office of Institutional Research, Planning, and Effectiveness (IRPE) conducted the *New Student Survey* in fall 2009. This was the fifth time that this survey has been conducted. The purpose of the *survey* was to identify the satisfaction of the fall 2009 new students with their experiences at Troy University and to determine how well the University served their needs as new students.

The *Survey* was administered through an online survey program. The target population was the new students who enrolled at the University for the first time in fall 2009. On September 10, 2009 the online survey was distributed via email to the group of 5,692 students who enrolled for the first time during the fall semester. After two follow up emails on September 22, 2009 and October 6, 2009, and a total of 1,789 responses were received, representing a 31% response rate. This is up from a response rate of 21% the prior year.

The descriptive method of data analysis was used to identify the areas with which students were most and least satisfied, based on campuses, colleges, and academic levels. Comparative analyses were also conducted to determine if significant differences existed in student satisfaction based on gender, ethnicity, age, and selection of Troy University as first choice. The major findings are reported in "Highlights of the Findings," and more detailed information, including frequencies of the responses, mean comparisons, demographic information and other related information can be found in the appendices.

Highlights of the Findings

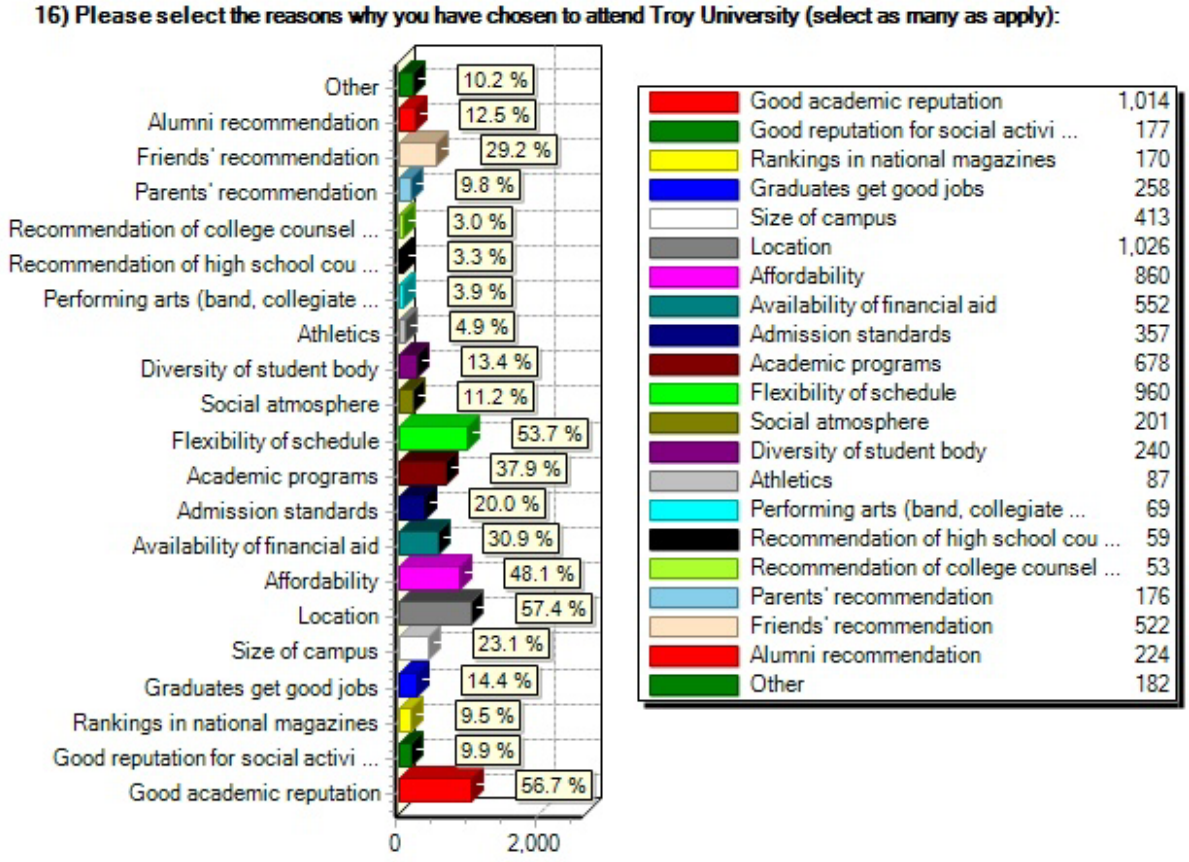
Demographic Information:

The majority of the respondents were female (73%), white (50%), and non-traditional students (25 years or older) (67%). This distribution reflected the distribution of the new students in Fall 2009; however, because the TROY campuses serve different types of students (Troy serves traditional students and other campuses serve predominantly non-traditional students), the generalization of survey findings should be made with caution. It should also be noted that 40% of the respondents to this survey were eCampus students followed by the Troy Campus at 23%, Global Campus at 15% and each of the Alabama campuses with less than 10% of the total respondents to this survey.

Of all the respondents, 67% were undergraduate students (30% first-time freshmen, 38% transfer students, and 2% transient students) and 33% were graduate students (22% new graduate students, 3% transfer, and 1% transient). Overall, 30% were business majors, 30% were Arts & Sciences students, 21% were College of Education students, 13% were Health and Human Services students, and 3% were Communication and Fine Arts students.

College Choice and reason for choosing Troy University:

Of all the new students who responded to the survey, 72% selected Troy University as first choice when applying for college admission and 21% had Troy University as their second choice. The most common reasons why new students selected Troy University was its location (57%) and good academic reputation (56%). Other common reasons included flexibility of schedule (53%) and affordability (48%). Additionally, approximately 46% of the respondents had visited the Troy campuses before they enrolled at Troy University.



Student Satisfaction - Strengths

As indicated in Appendix 1, overall, new students were satisfied with their experiences at Troy University. The majority of the students (86%) agreed or strongly agreed that they were receiving a quality education at Troy University; 85% indicated that they would recommend Troy University to a friend; and 83% responded that the semester/term format implemented at Troy University accommodated their learning.

Among the top items ranked by agreement level were “Troy University has a good reputation in my community” (83%), “The printed Schedule of Classes is informative and easy to follow” (82%), “Classes are offered at convenient times” (81%), “Troy personnel are knowledgeable and helpful” (81%),

"Registration dates, times, and procedures were made clear to me" (79%), "The classes I attend are well organized and well taught" (79%), and "The online Schedule of Classes is informative and easy to follow" (79%).

Student Satisfaction – Weaknesses

Based on the student agreement levels, the survey identified some areas of weakness. These include the campus housing meeting expectations when needed, students getting the "run around" when seeking information, availability of student organizations, sufficiency of tutorial services, and the on-campus bookstore hours. In particular, 22% of the respondents disagreed that "Students seldom get the 'run around' when seeking information" (17% were neutral; and 59% agreed). These items were also rated low or ranked at the bottom in most locations and colleges. Other areas, such as the registration process, academic advising, and class times, were in need of improvement on some campuses. Special attention should be directed to these items and plans to improve should be developed and implemented. (See reports in Appendixes 1 – 12.)

Comparison

Group means for students with different characteristics were compared to identify possible significant differences in student satisfaction for these groups. The analyses found that the satisfaction means for males and females were significantly different with males more satisfied for:

- Troy personnel are knowledgeable and helpful.
- Academic advising is adequate.
- Class information provided prior to enrollment was helpful.
- Registration dates, times and procedures were made clear to me prior to enrollment.
- Students seldom get the "run around" when seeking information.
- Class drop/add procedures are appropriate
- The University offers a variety of majors at my location.
- The University has a good reputation in my community.

(See Appendix 17)

Furthermore, the satisfaction means for students of Other Minorities/Blacks and Whites were significantly different, with Whites more satisfied for:

- Troy personnel are knowledgeable and helpful.
- Faculty care about students as individuals.
- I feel I can talk to faculty about my academic concerns.
- The University offers a variety of majors at my location.
- Student organizations are available for my participation.
- The semester/term format at my location accommodates by learning.
- Troy University has a good reputation in my community.

Additionally, the satisfaction means for non-traditional students (aged 25 or older) and traditional students (under age 25) were significantly different with traditional students more satisfied for:

- Troy personnel are knowledgeable and helpful.
- Faculty care about students as individuals.
- I feel I can talk to faculty about my academic concerns.
- Academic advising is adequate.
- The online registration process is user-friendly.
- Tutorial services are sufficient.
- On-campus bookstore hours are convenient for students.
- Student organizations are available for my participation.

Non-traditional students were more satisfied for:

- The tuition payment plan is beneficial for students.
- Registration dates, times, and procedures were made clear to me prior to enrollment.
- Students seldom get the "run around" when seeking information.
- Classes are offered at convenient times.
- The semester/term format at my location accommodates my learning.
- Troy University has a good reputation in my community.
- I am receiving a quality education at Troy University.
- Campus housing met my expectations upon arriving to campus.

Further analysis found that the satisfaction means for students who selected Troy University as their first choice were significantly different than the means of students who did not select Troy as their first choice for:

- Class information provided to me prior to enrollment was helpful.
- Purchasing textbooks through the Troy University bookstore is convenient.

Learning about Troy University: 48% of the new students indicated that they learned about Troy University through "Word of Mouth" (Question 12) while 55% learned about the registration dates and times via "Internet" (Question 13). (See Appendix 28)

Best way to advertise Troy University: 46% of the new students thought that "Word of Mouth" was the best way to advertise Troy University and 30% indicated that the best way was through "Internet" (Question 14). (See Appendix 28)

New Student Description of Troy University: 66% of the new students described Troy University as "Convenient," 47% thought it was of a "Good Value for the price," 44% considered it to be academically challenging, and 45% believed that the staff of the University were "Friendly" (Question 15). (Appendix 28)

A Culture of Reading

Troy University is committed to fostering a culture of reading among its students. The Quality Enhancement Plan (QEP) of Troy University focuses on strengthening student literacy and learning by setting high expectations for reading and by supporting new initiatives that will enable students to become better readers. Detailed results of these questions are presented in Appendix 28.

Frequency of reading: When asked about their general frequency of reading, most students (52.1%) reported that "I don't have much time to read for pleasure, but I like to when I get the chance." However, 30.6% of students reported, "I read constantly for my own personal satisfaction, and I love it." 15.0 percent of new students reported that "I only read what I am supposed to for school." Only 2.3% of new students reported that "I basically don't read books much at all."

Reason for reading: The most frequently reported reason for reading (37%) was "Just for the pleasure of it." 30% responded, "To learn new things on my own." 26.8% of survey respondents reported that they read "Because I have to for school." Less than 4% reported that they read for the following reasons: "I don't really read much." 2.6%, and "Because I get bored and have nothing else to do." (2.1%). Only .3% (less than half of one percent) of new students reported that they read "Because my parents encourage me to."

Reading ability: Almost all (98.3%) of new students reported that their reading level is Average (29.3%), Above Average (43.6%) or Advanced (25.4%). Less than three percent of new students reported that their reading ability is below average (1.4%) or Poor (.2%).

Reading materials: New students were asked what types of reading materials they read. The five most common responses were: Books assigned for class (90.9%), Books I read outside of class for pleasure (71.2%), Newspapers (67.2%), Online websites or webzines (59.5%), and Cereal boxes, instructional pamphlets and other product packaging (47.4%). The five types of resources which the lowest percentage of new students reported reading were: Magazines about video games (9.3%), Comic books or graphic novels (12.1%), Sports magazines (19.8%), Puzzles/Games/Humor magazines (22%) and Computer manuals or other electronic equipment manuals (21.6%).

Volume of reading: New students were asked "Not including school assignments, how much do you read?" Two responses both received 28.7 percent of responses – "Under one book per month," and "One book per month." 21.1% reported reading "2-3 books per month." 8.5% of new students reported reading three or more books per month while 7.5% reported that outside of school assignments they do not read at all.

Preferred genre: New students were asked to report what types of books they like to read for pleasure. The five most common answers were: True stories (53.7%), Romance (41.5%), Biography/Autobiography (38.8%), Mystery (36.9%), and Adventure (36.9%). The five least favored types were: Sports (14.3%), Horror (16.8%), Science Fiction (17.3%), Books about hobbies or collecting (17.7%), and Factual books, like a book about dinosaurs or space (17.7%).

Characters: New students were asked which characters/people they liked to read about. The five most common answers were: Historical figures (43.4%) People or characters who are a lot different than me (41.0%), People or characters my age who have done some cool or amazing thing (38.6%), People or characters who are lot like me (36.8%), People or characters my age wrestling with tough issues like crime, drug abuse or poverty (35.4%), and Celebrities (33.4%). The five least most common characters were: Sports figures (15.2%), Animals (18%), Fantasy characters – like super heroes, people from other worlds, or future (22.9%). Musicians (20.2%), and Characters from movies or television shows (26.4%).

Discussing reading: New students were asked to report how often they discuss books with others. The following percentages were reported: Daily (9%), Weekly (23%), Monthly (20.7%), A few times per year (29.4%), Once per year (5.1%) and Never (12.8%).

2010 Troy University Student Satisfaction Inventory

Executive Summary

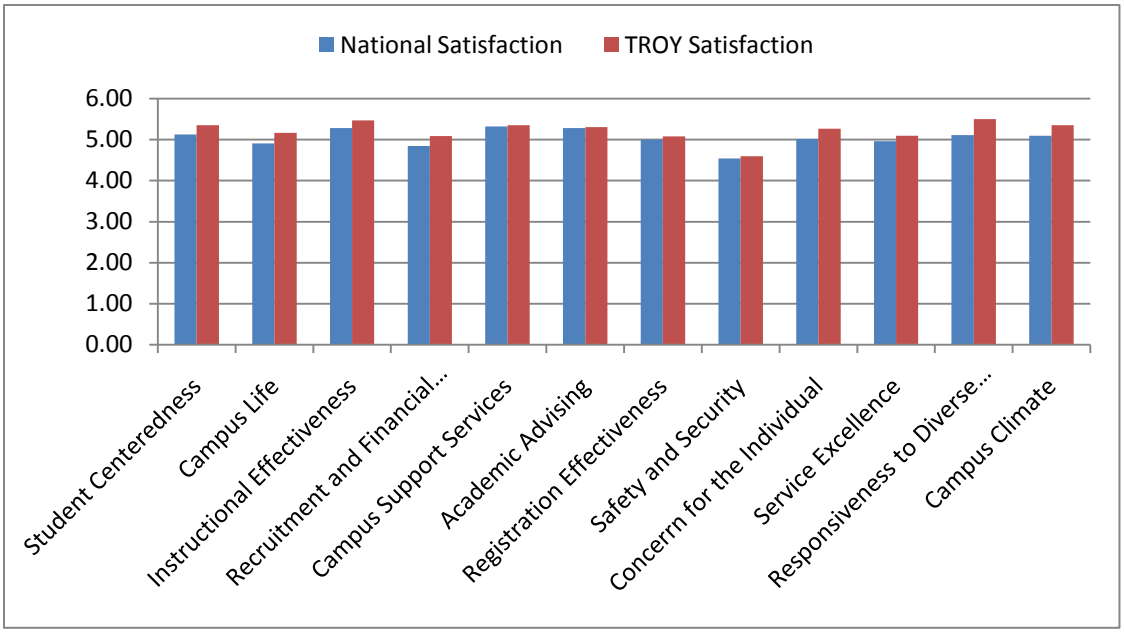
As an institutional effectiveness effort, the Office of Institutional Research, Planning, and Effectiveness (IRPE) contracted with a third party research firm, Noel Levitz, to conduct the 2010 Student Satisfaction Inventory. The Student Satisfaction Inventory is a nationally validated survey. The Noel-Levitz Satisfaction-Priorities Surveys have been taken by more than 3.000,000 students at 2,100 campuses. The benefit of partnering with Noel Levitz in the administration of the survey is that the results provide comparative data on the degree to which Troy University students are satisfied compared to the satisfaction levels of adult students at other institutions of higher education. The 2010 Student Satisfaction Inventory was administered to students on the Troy Campus who were 22 years of age or younger.

In 59 of the 73 items (81%) measured by the survey Troy University students had higher satisfaction ratings than the national averages.

Results from this survey are extremely encouraging because they document the fact that traditional aged students at Troy University are very pleased with their experiences as a student. In 59 of the 73 items measured by the survey Troy University students had higher satisfaction ratings than the national averages.

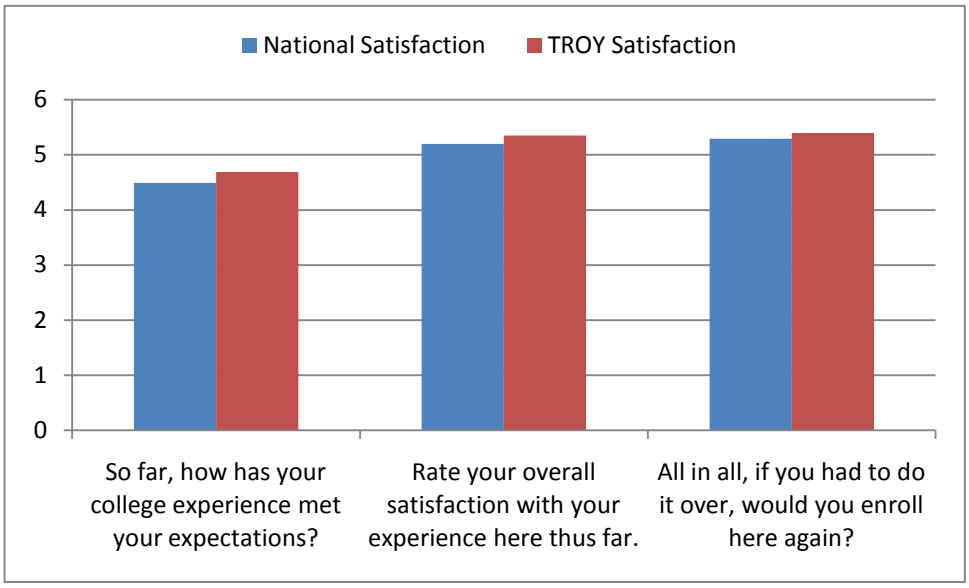
As is illustrated in Chart 1, in all 12 scales measured by the Adult Student Priorities Survey, Troy University students reported higher rates of satisfaction than the national averages. The scale on which the greatest difference existed between Troy University students and the national average was Responsiveness to Diverse Populations. The national group means are based on 84,638 records. The differences in Troy and national means was statistically significant at the .001 level on 6 of the 12 scales.

Chart 1



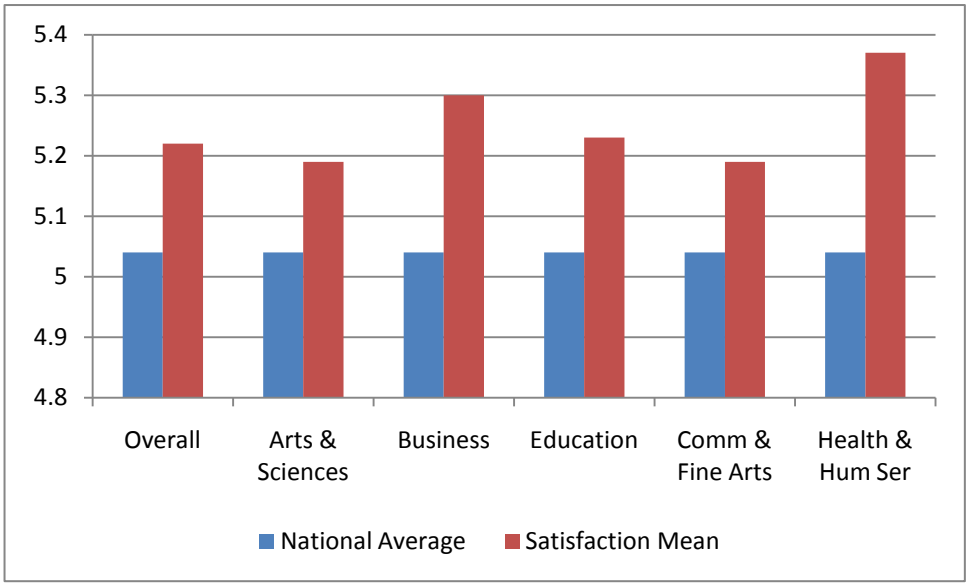
As is illustrated in Chart 2, the survey asked three general satisfaction questions and the mean of the responses from TROY students on each of these questions was higher than the national averages.

Chart 2



An average of the means of the satisfaction measures for the twelve scales on the survey was calculated for each college. As is shown in chart three below, the overall satisfaction mean for each college was higher than the national average.

Chart 3



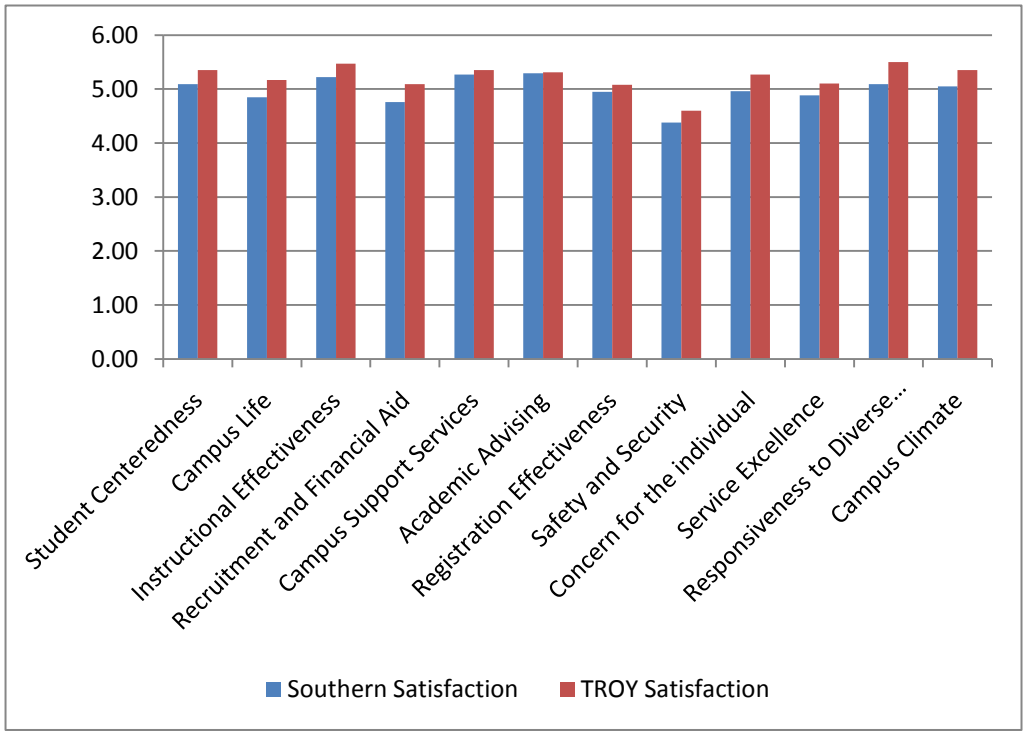
Regional Comparison

A comparison was made between the satisfaction measures reported by traditional age college students at Troy University and similar students at other schools located in the southern states. The states included in the Southern comparison group are: Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas, Oklahoma, Texas.

Results from this comparison are even more encouraging because they document the fact that traditional aged students at Troy University are very pleased with their experiences as a student. In 62 of the 73 items measured by the survey Troy University students had higher satisfaction ratings than the national averages.

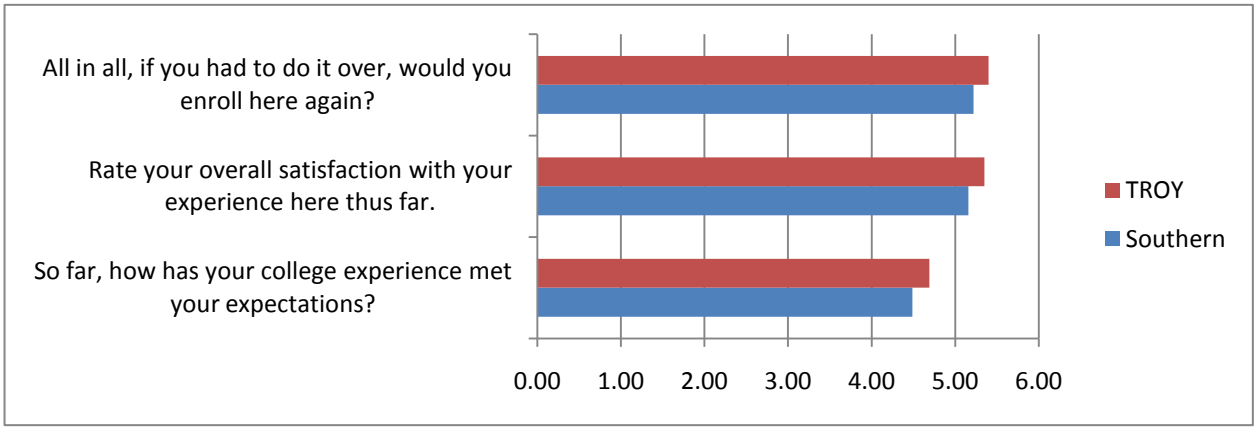
As is illustrated in Chart 4, in all 12 scales measured by the Adult Student Priorities Survey, Troy University students reported higher rates of satisfaction than the southern averages. The scale on which the greatest difference existed between Troy University students and the southern average was Responsiveness to Diverse Populations. The differences in Troy and Southern means was statistically significant at the .001 level on 8 of the 12 scales.

Chart 4



As is illustrated in Chart 5, the survey asked three general satisfaction questions and the mean of the responses from TROY students on each of these questions was higher than the national averages.

Chart 5



Item Structure on the Adult Student Priority Survey

There are 73 standard items rated for importance and satisfaction on the Student Satisfaction Inventory. The survey includes nine items that assess pre-enrollment factors. These items only ask for an importance rating and do not include satisfaction or performance gap scores. Three summary items are included the survey. There are 13 standard demographic items on the Student Satisfaction Inventory.

The items on the Student Satisfaction Inventory have been analyzed statistically and conceptually to form comprehensive scales. Note that some items appear on more than one scale. A description of the scales follows.

Description of Scales

Academic Advising: assesses the comprehensiveness of your academic advising program. Academic advisors (and counselors) are evaluated on the basis of their knowledge, competence, and personal concern for student success, as well as on their approachability.

Campus Climate: assesses the extent to which your institution provides experiences that promote a sense of campus pride and feelings of belonging. This scale also assess the effectiveness of your institution's channels of communication for students.

Campus Life: assesses the effectiveness of student life programs offered by your institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine students' perception of their rights and responsibilities.

Campus Support Services: assess the quality of your support programs and services which students utilize to make their educational experiences more meaningful and productive. This scale covers a

variety of areas.

Concern for the Individual: assesses your institution's commitment to treating each student as an individual. Those groups who frequently deal with students on a personal level (e.g., faculty, advisors, etc.) are included in this assessment.

Instructional Effectiveness: assesses your students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence. This comprehensive scale covers areas such as the effectiveness of your faculty in and out of the classroom, content of the courses, and sufficient course offerings.

Recruitment and Financial Aid Effectiveness: assesses your institution's ability to enroll students in an effective manner. This scale covers issues such as competence and knowledge of admissions counselors, as well as the effectiveness and availability of financial aid programs.

Registration Effectiveness: assesses issues associated with registration and billing. This scale also measures your institution's commitment to making this process as smooth and effective as possible.

Responsiveness to Diverse Populations: assesses your institution's commitment to specific groups of students enrolled at your institution, e.g., under-represented populations; students with disabilities; commuters; part-time students; and older, returning learners.

Safety and Security: assesses your institution's responsiveness to students' personal safety and security on your campus. This scale measures the effectiveness of both security personnel and campus facilities.

Service Excellence: assesses the perceived attitude of your staff, especially front-line staff, toward students. This scale pinpoints the areas of your campus where quality service and personal concern for students are rated most and least favorably.

Student Centeredness: assesses your campus's efforts to convey to students that they are important to your institution. This scale measures the extent to which students feel welcome and valued.

Demographic Variables

The Student Satisfaction Inventory includes the following thirteen demographic variables: gender, age, ethnicity, enrollment status, class load, class level, GPA, educational goal, employment, residence, classification, disabilities, and choice of institution.

In addition to these demographic variables we were able to numerically code each degree program so that the data could be sorted by degree program and college.

Reliability and Validity

The Adult Student Priorities Survey has high reliability. Cronbach's coefficient alpha for the importance score was .97 and .98 for the satisfaction items. It also demonstrates good score reliability over time; the three-week, test-retest reliability coefficient is .85 for importance scores and .84 for

satisfaction scores.

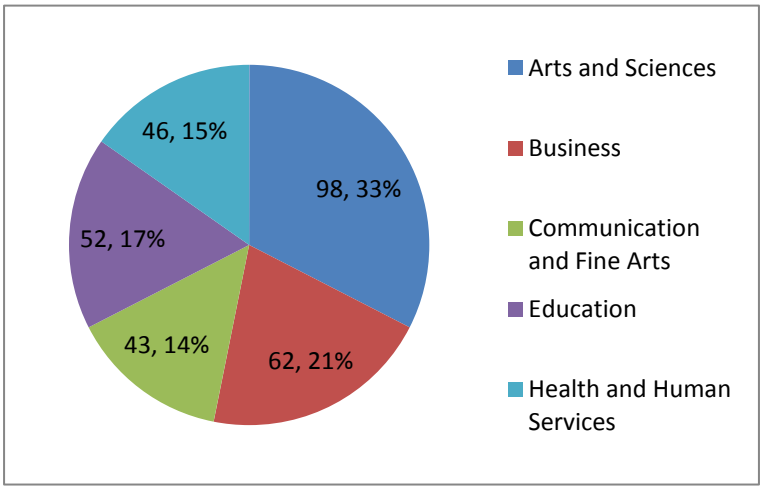
Administration of the Survey

In March of 2010 the Office of Institutional Research, Planning and Effectiveness requested that the Office of Information Technology identify all students on the Troy Campus who were 22 years old or younger. Of the 4569 invitation to participate emails distributed, 327 students participated in the study for a 7% response rate. Three invitations to participate emails were sent. The graphic below illustrates survey participation by date.

Completed Surveys	327	7%
Incomplete Surveys	4242	93%
Out of a possible	4569	100%
Opt Outs	0	0%

Participation by College

Students from each of the five colleges within Troy University participated in the survey with participation by college being roughly parallel to the enrollment in each college. Arts and Sciences, N=98, 33%; Business, N=62, 21%, Communication and Fine Arts, N=43, 14%, Education, N=52, 17%, Health and Human Services, N=46, 15%.



Based on the comparing responses from adult students at Troy University to adult students at other universities, the following survey items were classified as strengths or challenges for Troy University.

Strengths and Challenges
Strengths
7. The campus is safe and secure for all students.
16. The instruction in my major field is excellent.
33. My academic advisor is knowledgeable about requirements in my major.
8. The content of the courses within my major is valuable.
68. Nearly all of the faculty are knowledgeable in their field.
39. I am able to experience intellectual growth here.
69. There is a good variety of courses provided on this campus.
29. It is an enjoyable experience to be a student on this campus.
65. Faculty are usually available after class and during office hours.
41. There is a commitment to academic excellence on this campus.
45. Students are made to feel welcome on this campus.
72. On the whole, the campus is well-maintained.
Challenges
34. I am able to register for classes I need with few conflicts.
17. Adequate financial aid is available for most students.
25. Faculty are fair and unbiased in their treatment of individual students.
5. Financial aid counselors are helpful.
57. I seldom get the "run-around" when seeking information on this campus.
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
4. Admissions staff are knowledgeable.
12. Financial aid awards are announced to students in time to be helpful in college planning.
21. The amount of student parking space on campus is adequate.
73. Student activities fees are put to good use.
28. Parking lots are well-lighted and secure.
53. Faculty take into consideration student differences as they teach a course.
Benchmarks
Higher Satisfaction vs. National Four-Year Publics
7. The campus is safe and secure for all students.
16. The instruction in my major field is excellent.
8. The content of the courses within my major is valuable.
17. Adequate financial aid is available for most students.
58. The quality of instruction I receive in most of my classes is excellent.
39. I am able to experience intellectual growth here.
36. Security staff respond quickly in emergencies.
66. Tuition paid is a worthwhile investment.
69. There is a good variety of courses provided on this campus.
29. It is an enjoyable experience to be a student on this campus.
59. This institution shows concern for students as individuals.
41. There is a commitment to academic excellence on this campus.
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
47. Faculty provide timely feedback about student progress in a course.
45. Students are made to feel welcome on this campus.
72. On the whole, the campus is well-maintained.

15. The staff in the health services area are competent.
35. The assessment and course placement procedures are reasonable.
Lower Satisfaction vs. National Four-Year Publics
21. The amount of student parking space on campus is adequate.
Higher Importance vs. National Four-Year Publics
7. The campus is safe and secure for all students.
17. Adequate financial aid is available for most students.
36. Security staff respond quickly in emergencies.
14. My academic advisor is concerned about my success as an individual.
5. Financial aid counselors are helpful.
59. This institution shows concern for students as individuals.
57. I seldom get the "run-around" when seeking information on this campus.
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
4. Admissions staff are knowledgeable.
73. Student activities fees are put to good use.
27. The personnel involved in registration are helpful.
15. The staff in the health services area are competent.

Overall Survey Results by Scale

The table below presents a comparison of responses from traditional age students at Troy University to the national averages of traditional aged students at other colleges and universities. The column labeled “Import” is the mean of the importance measure. The column labeled “Satis” is the satisfaction measure. “SD” is an abbreviation of the standard deviation and applies to the satisfaction measure. The column labeled “Gap” is the gap or the difference in the importance and satisfaction means. The column labeled “Mean Difference” is the difference in the means between Troy University students and the national averages. A higher mean indicates a more desired result as is illustrated in the scales below.

For importance scores, the values are as follows:

1 - not important at all
2 - not very important
3 - somewhat unimportant
4 – neutral
5 - somewhat important
6 – important
7 - very important
0 - does not apply

For satisfaction scores, the values are as follows:

1 - not satisfied at all
2 - not very satisfied
3 - somewhat dissatisfied
4 – neutral
5 - somewhat satisfied
6 – satisfied
7 - very satisfied
0 - not available / not used

The asterisks in the mean difference column indicate statistical significance. The key is as follows:
* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level

	Troy University			National Four-Year Publics			
Item	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
1. Most students feel a sense of belonging here.	6.05	5.27 / 1.38	0.78	5.70	5.09 / 1.44	0.61	0.18 *
2. The campus staff are caring and helpful.	6.41	5.26 / 1.44	1.15	6.26	5.17 / 1.45	1.09	0.09
3. Faculty care about me as an individual.	6.29	5.26 / 1.37	1.03	6.10	5.04 / 1.48	1.06	0.22 **
4. Admissions staff are knowledgeable.	6.38	5.12 / 1.62	1.26	6.22	5.02 / 1.52	1.20	0.10
5. Financial aid counselors are helpful.	6.42	4.82 / 1.70	1.60	6.16	4.75 / 1.69	1.41	0.07
6. My academic advisor is approachable.	6.53	5.37 / 1.84	1.16	6.43	5.43 / 1.68	1.00	-0.06
7. The campus is safe and secure for all students.	6.62	5.65 / 1.22	0.97	6.45	5.24 / 1.54	1.21	0.41 ***
8. The content of the courses within my major is valuable.	6.59	5.69 / 1.17	0.90	6.55	5.44 / 1.37	1.11	0.25 **
9. A variety of intramural activities are offered.	5.12	5.62 / 1.28	-0.50	4.97	5.04 / 1.43	-0.07	0.58 ***
10. Administrators are approachable to students.	6.11	5.18 / 1.39	0.93	5.91	4.94 / 1.43	0.97	0.24 **
11. Billing policies are reasonable.	6.29	4.93 / 1.66	1.36	6.15	4.67 / 1.64	1.48	0.26 **
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.37	4.94 / 1.67	1.43	6.24	4.75 / 1.70	1.49	0.19
13. Library staff are helpful and approachable.	5.87	5.13 / 1.51	0.74	5.80	5.47 / 1.34	0.33	-0.34 ***
14. My academic advisor is concerned about my success as an individual.	6.47	5.31 / 1.66	1.16	6.28	5.21 / 1.67	1.07	0.10
15. The staff in the health services area are competent.	6.33	5.29 / 1.53	1.04	5.98	5.04 / 1.49	0.94	0.25 **
16. The instruction in my major field is excellent.	6.61	5.64 / 1.28	0.97	6.52	5.42 / 1.40	1.10	0.22 **

17. Adequate financial aid is available for most students.	6.54	5.05 / 1.63	1.49	6.33	4.69 / 1.71	1.64	0.36 ***
18. Library resources and services are adequate.	6.22	5.27 / 1.54	0.95	6.15	5.47 / 1.32	0.68	-0.20 **
19. My academic advisor helps me set goals to work toward.	6.23	4.85 / 1.87	1.38	6.10	4.93 / 1.73	1.17	-0.08
20. The business office is open during hours which are convenient for most students.	6.18	5.38 / 1.43	0.80	6.01	5.05 / 1.48	0.96	0.33 ***
21. The amount of student parking space on campus is adequate.	6.37	2.75 / 1.83	3.62	6.27	3.27 / 1.97	3.00	-0.52 ***
22. Counseling staff care about students as individuals.	6.24	5.35 / 1.36	0.89	6.00	4.86 / 1.46	1.14	0.49 ***
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.38	4.80 / 1.63	1.58	5.95	4.42 / 1.69	1.53	0.38 ***
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.90	5.61 / 1.37	0.29	5.34	4.78 / 1.59	0.56	0.83 ***
25. Faculty are fair and unbiased in their treatment of individual students.	6.49	5.19 / 1.43	1.30	6.37	5.13 / 1.50	1.24	0.06
26. Computer labs are adequate and accessible.	6.31	5.41 / 1.46	0.90	6.28	5.42 / 1.48	0.86	-0.01
27. The personnel involved in registration are helpful.	6.36	5.23 / 1.54	1.13	6.20	5.11 / 1.51	1.09	0.12
28. Parking lots are well-lighted and secure.	6.31	4.79 / 1.61	1.52	6.23	4.78 / 1.67	1.45	0.01
29. It is an enjoyable experience to be a student on this campus.	6.43	5.55 / 1.46	0.88	6.30	5.27 / 1.52	1.03	0.28 **
30. Residence hall staff are concerned about me as an individual.	6.01	5.18 / 1.50	0.83	5.58	4.74 / 1.56	0.84	0.44 ***
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.78	5.73 / 1.23	0.05	5.60	5.25 / 1.41	0.35	0.48 ***
32. Tutoring services are readily available.	6.12	5.56 / 1.44	0.56	6.00	5.29 / 1.47	0.71	0.27 **
33. My academic advisor is knowledgeable about requirements in my major.	6.60	5.58 / 1.65	1.02	6.51	5.47 / 1.65	1.04	0.11
34. I am able to register for classes I need with few conflicts.	6.56	4.75 / 1.84	1.81	6.52	4.90 / 1.78	1.62	-0.15
35. The assessment and course placement procedures are reasonable.	6.33	5.42 / 1.38	0.91	6.18	5.12 / 1.45	1.06	0.30 ***
36. Security staff respond quickly in emergencies.	6.49	5.37 / 1.45	1.12	6.32	4.94 / 1.56	1.38	0.43 ***
37. I feel a sense of pride about my campus.	6.08	5.68 / 1.38	0.40	5.84	5.13 / 1.55	0.71	0.55 ***
38. There is an adequate selection of food available in the cafeteria.	6.18	4.28 / 1.88	1.90	5.90	4.45 / 1.79	1.45	-0.17
39. I am able to experience intellectual growth here.	6.50	5.69 / 1.32	0.81	6.37	5.48 / 1.34	0.89	0.21 **
40. Residence hall regulations are reasonable.	6.08	4.71 / 1.78	1.37	5.72	4.77 / 1.58	0.95	-0.06
41. There is a commitment to academic excellence on this campus.	6.40	5.55 / 1.31	0.85	6.31	5.30 / 1.41	1.01	0.25 **
42. There are a sufficient number of weekend activities for students.	5.82	4.16 / 1.91	1.66	5.45	4.45 / 1.66	1.00	-0.29 **
43. Admissions counselors respond to prospective students' unique needs and requests.	6.25	5.26 / 1.52	0.99	6.00	4.94 / 1.49	1.06	0.32 ***
44. Academic support services adequately meet the needs of students.	6.27	5.38 / 1.42	0.89	6.10	5.08 / 1.43	1.02	0.30 ***

45. Students are made to feel welcome on this campus.	6.37	5.56 / 1.44	0.81	6.22	5.31 / 1.46	0.91	0.25 **
46. I can easily get involved in campus organizations.	6.15	5.63 / 1.44	0.52	5.82	5.20 / 1.47	0.62	0.43 ***
47. Faculty provide timely feedback about student progress in a course.	6.38	5.27 / 1.43	1.11	6.32	5.03 / 1.53	1.29	0.24 **
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.20	5.37 / 1.49	0.83	5.97	4.97 / 1.51	1.00	0.40 ***
49. There are adequate services to help me decide upon a career.	6.28	5.29 / 1.48	0.99	6.19	5.04 / 1.54	1.15	0.25 **
50. Class change (drop/add) policies are reasonable.	6.19	5.12 / 1.73	1.07	6.18	5.30 / 1.51	0.88	-0.18 *
51. This institution has a good reputation within the community.	6.27	5.90 / 1.29	0.37	6.18	5.45 / 1.46	0.73	0.45 ***
52. The student center is a comfortable place for students to spend their leisure time.	6.04	5.38 / 1.51	0.66	5.84	5.19 / 1.52	0.65	0.19 *
53. Faculty take into consideration student differences as they teach a course.	6.31	5.02 / 1.48	1.29	6.14	4.92 / 1.55	1.22	0.10
54. Bookstore staff are helpful.	6.02	5.40 / 1.49	0.62	5.94	5.41 / 1.45	0.53	-0.01
55. Major requirements are clear and reasonable.	6.52	5.40 / 1.62	1.12	6.41	5.34 / 1.46	1.07	0.06
56. The student handbook provides helpful information about campus life.	5.93	5.32 / 1.41	0.61	5.76	5.15 / 1.43	0.61	0.17 *
57. I seldom get the "run-around" when seeking information on this campus.	6.40	4.33 / 1.97	2.07	6.20	4.45 / 1.86	1.75	-0.12
58. The quality of instruction I receive in most of my classes is excellent.	6.54	5.49 / 1.37	1.05	6.46	5.31 / 1.41	1.15	0.18 *
59. This institution shows concern for students as individuals.	6.42	5.31 / 1.47	1.11	6.26	5.01 / 1.54	1.25	0.30 ***
60. I generally know what's happening on campus.	6.08	5.48 / 1.41	0.60	5.81	4.91 / 1.56	0.90	0.57 ***
61. Adjunct faculty are competent as classroom instructors.	6.28	5.42 / 1.47	0.86	6.14	5.19 / 1.42	0.95	0.23 **
62. There is a strong commitment to racial harmony on this campus.	6.16	5.23 / 1.64	0.93	5.97	5.25 / 1.46	0.72	-0.02
63. Student disciplinary procedures are fair.	6.22	5.48 / 1.48	0.74	6.04	5.16 / 1.45	0.88	0.32 ***
64. New student orientation services help students adjust to college.	6.13	5.25 / 1.67	0.88	5.94	5.10 / 1.56	0.84	0.15
65. Faculty are usually available after class and during office hours.	6.43	5.57 / 1.53	0.86	6.33	5.53 / 1.39	0.80	0.04
66. Tuition paid is a worthwhile investment.	6.48	5.33 / 1.59	1.15	6.43	5.08 / 1.60	1.35	0.25 **
67. Freedom of expression is protected on campus.	6.16	5.55 / 1.37	0.61	6.13	5.29 / 1.45	0.84	0.26 **
68. Nearly all of the faculty are knowledgeable in their field.	6.53	5.75 / 1.33	0.78	6.49	5.62 / 1.33	0.87	0.13
69. There is a good variety of courses provided on this campus.	6.46	5.63 / 1.37	0.83	6.41	5.36 / 1.50	1.05	0.27 **
70. Graduate teaching assistants are competent as classroom instructors.	6.10	5.37 / 1.44	0.73	6.10	5.05 / 1.50	1.05	0.32 **
71. Channels for expressing student complaints are readily available.	6.09	4.80 / 1.72	1.29	6.05	4.68 / 1.64	1.37	0.12
72. On the whole, the campus is well-maintained.	6.37	5.97 / 1.28	0.40	6.27	5.51 / 1.43	0.76	0.46 ***
73. Student activities fees are put to good use.	6.37	4.70 / 1.79	1.67	6.12	4.51 / 1.72	1.61	0.19

Institution's commitment to part-time students?		5.40 / 1.27			5.11 / 1.46		0.29 *
Institution's commitment to evening students?		5.48 / 1.24			5.09 / 1.49		0.39 ***
Institution's commitment to older, returning learners?		5.54 / 1.32			5.19 / 1.47		0.35 **
Institution's commitment to under-represented populations?		5.48 / 1.38			5.12 / 1.44		0.36 ***
Institution's commitment to commuters?		5.36 / 1.45			4.93 / 1.63		0.43 ***
Institution's commitment to students with disabilities?		5.78 / 1.30			5.26 / 1.46		0.52 ***
Cost as factor in decision to enroll.	6.27			6.17			
Financial aid as factor in decision to enroll.	6.24			5.96			
Academic reputation as factor in decision to enroll.	6.10			5.97			
Size of institution as factor in decision to enroll.	5.69			5.31			
Opportunity to play sports as factor in decision to enroll.	3.86			3.61			
Recommendations from family/friends as factor in decision to enroll.	5.24			4.88			
Geographic setting as factor in decision to enroll.	5.52			5.53			
Campus appearance as factor in decision to enroll.	5.63			5.32			
Personalized attention prior to enrollment as factor in decision to enroll.	5.57			5.30			

Scale Report

	Troy University			National Four-Year Publics			
Scale	Import	Satis / SD	Gap	Import	Satis / SD	Gap	Mean Difference
Student Centeredness	6.30	5.35 / 1.14	0.95	6.11	5.13 / 1.18	0.98	0.22 ***
Campus Life	6.01	5.17 / 1.06	0.84	5.75	4.91 / 1.08	0.84	0.26 ***
Instructional Effectiveness	6.43	5.47 / 1.00	0.96	6.33	5.28 / 1.05	1.05	0.19 **
Recruitment and Financial Aid	6.36	5.09 / 1.24	1.27	6.16	4.85 / 1.25	1.31	0.24 ***
Campus Support Services	6.16	5.35 / 1.09	0.81	6.07	5.32 / 1.03	0.75	0.03
Academic Advising	6.47	5.31 / 1.47	1.16	6.35	5.28 / 1.35	1.07	0.03
Registration Effectiveness	6.32	5.08 / 1.23	1.24	6.21	5.00 / 1.18	1.21	0.08
Safety and Security	6.45	4.60 / 1.15	1.85	6.32	4.54 / 1.30	1.78	0.06
Concern for the Individual	6.34	5.27 / 1.09	1.07	6.13	5.02 / 1.17	1.11	0.25 ***
Service Excellence	6.22	5.10 / 1.10	1.12	6.04	4.96 / 1.10	1.08	0.14 *
Responsiveness to Diverse Populations		5.50 / 1.24			5.11 / 1.35		0.39 ***
Campus Climate	6.28	5.35 / 1.05	0.93	6.12	5.10 / 1.10	1.02	0.25 ***

Summary Report

Summary	Troy University Montgomery	National Adult Students	Mean Difference
So far, how has your college experience met your expectations?	4.90	4.78	0.12 ***
1=Much worse than expected	1%	1%	
2=Quite a bit worse than I expected	1%	1%	
3=Worse than I expected	7%	9%	
4=About what I expected	34%	34%	
5=Better than I expected	25%	25%	
6=Quite a bit better than I expected	11%	13%	
7=Much better than expected	18%	14%	
Rate your overall satisfaction with your experience here thus far.	5.79	5.55	0.24 ***
1=Not satisfied at all	0%	1%	
2=Not very satisfied	2%	2%	
3=Somewhat dissatisfied	5%	7%	
4=Neutral	4%	6%	
5=Somewhat satisfied	13%	17%	
6=Satisfied	40%	41%	
7=Very satisfied	32%	23%	
All in all, if you had to do it over, would you enroll here again?	5.97	5.65	0.32 ***
1=Definitely not	2%	2%	
2=Probably not	5%	4%	
3=Maybe not	2%	5%	
4=I don't know	4%	7%	
5=Maybe yes	6%	10%	
6=Probably yes	27%	31%	
7=Definitely yes	51%	38%	

Troy University 2009 Alumni Survey Report: Executive Summary

As an annual institutional effectiveness effort, the Troy University Institutional Research, Planning, and Effectiveness (IRPE) Office conducted an alumni survey in summer 2009. The purpose of the survey was to determine the outcomes of Troy University education by examining the employment information of TROY graduates and their satisfaction with the educational experiences at Troy University. Additionally, the survey attempted to establish contact between Troy University and students who graduated from the University.

On July 8, 2009, the survey was first sent out to 13,479 alumni who graduated during the years 2003 and 2008 from the different campuses of Troy University. 12,811 persons were identified through a query of Datatel for persons graduating in years 2003 or 2008. In addition to the Datatel query, 668 non @troy.edu email addresses were identified by the Alumni Affairs Office as persons graduating in these two years. Reminder emails to non-respondents were sent on July 22nd, August 5th and August 17th. Since the @troy.edu email address for some of these alumni had not been used in a long period of time, a large number of the emails bounced – 10,391. Subtracting the bounced emails that were never delivered, the total number of valid invitation to participate emails was 3088. 577 persons opened the invitation to participate email. The survey was closed on August 31, 2009 with a total participation of 390. Of the valid (non-bounced) emails this is a participation rate of 13%. A response rate of 13% had also been achieved in the 2008 New Student Survey.

In prior years this survey had been administered to alumni across a five year period, but in 2008 the decision was made to administer the survey only to alumni one year and five years out from graduation. In prior years a hard copy invitation to participate was mailed to Alumni. Due to budget constraints this survey was administered totally electronically in 2009.

Respondents: Of the 390 respondents, the majority were females (N=265, 68.8%) and White (N=193, 50.7%). While 70% (N=268) of the respondents enrolled primarily full-time when attending Troy University, over half of the graduate students (60.7%) completed their degree programs between 1-2 years and 75.5% of the undergraduate students finished their studies in 2-4 years. About one-quarter (26.9%) of the respondents were alumni five years out and three-quarters (73.1%) graduated one year prior. Furthermore, of the five campuses, Troy and University College graduated most of the respondents, 21.8% and 44.8% respectively, with eCampus providing 24.1% of the respondents and The Southeast Region 15%. While the respondents graduated from over 50 different programs, the two most common degree programs were the Criminal Justice (N = 27) and Psychology (N = 24). 43.6%of the respondents graduated with a Master's degree, 48.3% with a Bachelor's degree, and a small percentage completed their programs with an Education Specialist degree (.5%) or an Associate degree (7.6%).

Highlights of the Findings

Overall, the TROY alumni who participated in the survey held their Troy University education in high regard and were satisfied with their experiences at the University. The highlights of the survey findings are as follows:

1. 93% of the Troy University alumni indicated that they would recommend Troy University to a potential student.
2. 84% of the alumni would choose Troy University again if they could start all over. However, only about two thirds (68%) would choose the same majors again.
3. Only 56% of alumni surveyed believed that their Troy University degrees had helped increase their job security. This is down from 70% the prior year. This may be an indicator of the impact of the current economic situation.
4. Around 55% of the alumni indicated that their Troy University degrees had helped them advance in their careers. This was down from 65% the prior year. Of all those who had advanced their careers as a result of their Troy University degrees, 24% had a salary increase, 14% got a promotion, 35% got both a salary increase and a promotion, and the other 26% indicated that they had got other advancement.
5. About 81% of the alumni indicated that their Troy University education had improved the quality of their life.
6. 91% percent of the Troy University alumni were currently employed, mostly working full-time. This was down from 94% the prior year.
7. Upon graduation, about 90% of Health and Human Services majors obtained their first full-time employment within 6 months of graduation and it took alumni with graduate degrees less time to get their first full-time jobs upon or even before graduation.
8. About 80% of the alumni were currently working in jobs related to their major fields of study at Troy University, with 44% being directly related and 35% somewhat related. It is especially true for females and White, Education majors, and alumni with graduate degrees. Additionally, 50% or less of the graduates from Montgomery, Troy and eCampus were working in fields directly related to their majors.
9. Around 75% of the alumni currently employed indicated that Troy University had prepared them "Very well" or "Well" for their current employment.
10. Sixty-two percent (62%) of the alumni continued to attend graduate school, professional school, or other educational programs after they graduated from Troy University. Most of them (75%) rated their TROY preparation for further/advanced education as "Very Well" or "Well."
11. The majority of the alumni were currently making between $30,000 and $60,000 annually, while only about 25% were making less than $30,000 and 18% earned $60,000 or more a year. This was down from 32% the prior year. Gender and degrees had substantial impact on the annual income of the alumni - males and alumni with graduate degrees making more than their counterparts.
12. According to the findings, approximately two-thirds of the Troy University alumni had their annual income higher than the average personal income in Alabama, which was $29,623 in 2005 and $31,295 in 2006 and $32,401 in 2007 and 33,643 in 2008; and also about two-thirds had their annual income higher than the national average, $34,471 in 2005 and $36,276 in 2006 and $38,564 in 2007.
13. Educational institutions and government agencies were the two major employers of TROY graduates. About 26% of the alumni worked with schools or school district offices, and local, state, and federal governments hired about 20% of our students.

14. On a scale of 1 – 4 with 4 being high and 1 being low the mean ratings for student services were around 2.0 for all campuses and the ratings for educational experiences were at or above 3.0 for all campuses.
15. Troy University alumni thought highly of their "Educational experiences" at the University. A mean of 3.04 on a scale of 1 to 4 with four being "Excellent" was reported by the alumni who rated their educational experiences either "Excellent" or "Good." This factor has been a strength of the University.
16. Troy University did an adequate job in assisting students in the development of practical knowledge, skills, and abilities, specifically in writing competency, critical and creative thinking skills, oral communication skills, problem-solving skills, reading comprehension, listening skills, and ability to work with others. College of Education alumni seemed to be more satisfied with their practical knowledge, skills, and abilities development, while Global Campus and eCampus alumni gave the lowest ratings in these areas.
17. "Basic knowledge, concepts, and skills" and "Student services" were the two major weaknesses of the University. eCampus, and University College alumni thought lowest of their development in basic knowledge, concepts, and skills.
18. In spite of the weaknesses, improvement was witnessed in some of the service areas over the years. Strong improvement has been shown in computer services which ranked the highest at 83.5% of alumni reporting the factor as "Excellent" or "Good." Library services also scored high with 81.3%. Career Services rated the lowest at 58.6%.
19. Compared to graduate degree holders, alumni with undergraduate degrees had better opinions of and were more satisfied with their "Practical skills and abilities."
20. 68% of the survey respondents showed their interest in a doctoral program if Troy University could offer it.
21. Twenty-seven percent of the alumni wished to be contacted by the Troy University Alumni Association.
22. "Troy University Magazine" is the information alumni would like most to receive.
23. "Taking classes for more credits" and "Educational sessions/lecture series" were the most important reasons that TROY graduates may return to Troy University.
24. Substantial improvement has been noted in the area of "Global cultural differences and diversity" over a five year time period with the percentage of alumni reporting "Very Much" or "Quite A Bit" increasing seven percentage points from 63.5% to 70%.
25. Educational experiences: The alumni rated their educational (academic) experiences at Troy University as the best, with an overall average rating of 3.04, in a 4-point scale with 4 = "Excellent" and 1 = "Poor." Except "Academic advising/counseling" 84% or more of the alumni gave a rating of "Excellent" or "Good" to the areas relating their educational or academic experiences:
    - Class size (94.1%)
    - Professors (90.9%)
    - Academic/educational experiences (90.1%)
    - Courses (89.0%)
    - Quality of instruction (88.0%)
    - Grading procedures (86.7%)
    - Availability of classes (84.0%)

"Social experiences" was also categorized under "Educational experiences" and 77.5% of the alumni rated it "Excellent" or "Good." "Academic advising/counseling" was rated the lowest in this category, where 62.4% of the alumni thought it was "Excellent" or "Good."

26. Student services: Student services had an overall average rating of 1.79, in the same 4-poin scale with 4 = "Excellent" and 1 = "Poor." 11 areas were measured under this category, with "Computer services," "Instructional support services," "Business office services" and "Library services" being rated the highest, receiving the ratings of "Excellent" or "Good" from 73% or more of the respondents:
    - Computer services (83.5%)
    - Library services (81.3%)
    - Instructional support services (77.8%)
    - Dining facilities (75.0%)
    - On-campus residence halls/apartments (75.0%)
    - Business Office services (71.8%)
    - Financial aid services (71.6%)
    - Health services (71.1%)
    - Recreational/intramural activities (66.5%)
    - Personal counseling services (64.0%)
    - Career services (58.6%)

    Attention should be drawn to the last three items "Career services" and "Personal counseling services." Respectively 41% and 36% of the alumni that used the services rated "Career services" and "Personal counseling services" as "Fair" or "Poor."

27. Practical knowledge, skills, and abilities: Around 70% of the alumni agreed that the Troy University education had added "Very Much" or "Quite a Bit" to their practical knowledge, skills, and abilities, which had an overall average rating of 2.65, in a 4-point scale with 4 ="Very Much" and 1 = "Very Little." Though moderately rated, the highest ratings in this category are "Writing competency" and "Critical and Creative Thinking skills," as illustrated below:
    - Critical and creative thinking skills (81%)
    - Writing competency (80%)
    - Problem solving skills (77%)
    - Reading comprehension (76%)
    - Oral communication (73%)
    - Ability to work with others (73%)
    - Ability to adjust to new job demands and situations (72%)
    - Listening skills (72%)
    - Planning and project management (71%)
    - Understanding global cultural differences and diversity (70%)
    - Leadership skills (69%)

    The lowest rating under this category is "Leadership Skills." Around 30% of the respondents thought their Troy University did not do enough to help them develop in this area.

28. Basic knowledge, concepts, and skills: Basic knowledge, concepts, and skills had an overall average rating of 2.94 in the same 4-point scale with 4 = "Very Much" and 1 = "Very Little." Five areas were measured under this category and only 57-66% of the respondents thought Troy University education had added "Very Much" or "Quite a Bit" to their development in these 5 areas:

    - Multi-media presentation skills (66.8%)
    - Information technology/computer skills (65.4%)
    - Scientific principles and methods (61.7%)
    - Mathematical skills and concepts (55.2%)
    - Understanding and appreciating the arts (57.2%)

    Special attention should be directed to the ratings on the last 2 areas in the list: just below 50% of the respondents thought that Troy University education had added "Very Little" or "Some" to their "understanding and appreciating the arts," and "mathematical skills and concepts.'

Troy University
User's Comment Form

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