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## 2005-2006 Student Satisfaction Survey

Southwestern Oklahoma State University

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***SOUTHWESTERN OKLAHOMA STATE UNIVERSITY***  
**SAYRE CAMPUS**  
**Student Satisfaction Survey**  
**2005-2006**

Of the 116 Sayre graduates in the 2005-2006 academic year, 24 have responded to the survey questionnaire. Collected surveys were sent to the Assessment Center for processing. This year the return rate was 21%, which is the same as last year.

The Student Satisfaction Survey asks for students' perceptions of their acquired skills and knowledge. It also asks them to rate their levels of participation in campus activities as well as their use and ratings of campus services. Responses to items are presented in either means or percentages. The total number of responses to each question varies considerably. Therefore, tabulations noted in this narrative report do not include omitted, multi-marked, or invalid responses. Some generalizations from the data include the following:

- ◆ Southwestern experiences met students' needs related to intellectual and personal growth as well as preparation for further education and career either *very well* or *well* by 87%-92% of the respondents, which is similar to previous years. On a scale of one (*very well*) to four (*poorly*), this tabulates to an average mean of 1.65. The mean rating of 1.54 regarding SWOSU preparation for career is the best over the previous six years.
- ◆ Overall, 87% of the respondents reflect *very high* and *high* ratings of satisfaction with academic experiences and student services. An impressive 96% would *definitely* or *probably* recommend SWOSU at Sayre to someone who wanted to major in their field; the mean score is 1.42.
- ◆ Experiences at Southwestern either *satisfactorily*, *well*, or *very well* prepared the graduates in a wide variety of personal and professional skills. Only 13 percent or less felt they were *poorly* prepared in any area, mainly in coping with stress and in writing. The strongest areas this year according to the tabulated mean are using computers, lifelong learning, and self-reliance. Many areas have received the best score this year over the previous six years including critical thinking (1.79), using computers for work (1.54) and for personal use (1.42), dealing with the public and making presentations (both 1.71), working cooperatively and using new technologies (both 1.58), perceiving and responding to the arts (1.77), and lifelong learning (1.48).
- ◆ Graduates at Sayre indicated their understanding of various areas to be satisfactory or better due to their SWOSU experiences. The most satisfaction was found in the areas of computers and other technologies, morals and ethics, and government and politics or citizenship.

- ◆ Participation in activities on the SWOSU Sayre campus (*sometimes, often, or very often*) ranges from 35% to 65% of the respondents. The greatest participation this year appears to lie in activities or events related to career choice (65%), independent study and research not for class or course credit (61%), and study sessions with other students outside of class (52%). The least popular is religious activities or clubs.
- ◆ Attendance at and/or participation in Weatherford campus activities by survey respondents (*sometimes, often, or very often*) falls between 14% and 36%, an increase of 5-13%. Athletic events are the most popular followed by concerts and religious activities; the least attended are campus dances and art exhibits.
- ◆ In rating the service that survey respondents received on the Sayre campus, only fourteen percent or less were *not satisfied* with a given service. One hundred percent of the student respondents who used the designated services were satisfied with Commencement and the Snack Bar.
- ◆ The most important goal to those responding with their opinion is succeeding in work, *highly important* or *important* to 100%. Order of importance declines from here as follows (the percentage indicates those who marked *highly important* or *important*): being independent (96%), having strong friendships and continuing to learn (both by 95%), raising a family (91%), marrying the right person (86%), being a leader (68%), geographic mobility (65%), having lots of money and working to correct social or economic injustices (both by 55%), and lastly, living close to your hometown (50%). Although marrying the right person has become increasingly less important over the last seven years (the mean increasing from 1.07 to 1.41), it is still the fifth most important goal.
- ◆ Seventy-four percent of the respondents indicate that classes were offered when needed. Seventy-eight percent believe there were enough classes offered in their major for their degree, and 83% say there was enough variety of classes offered in their major. Seventy-four percent graduated in the major that was their first choice, and half did not change their major.
- ◆ Seventy-one percent of the respondents who received academic advisement from faculty rate it as *excellent* or *good*. Fifty-two percent met with faculty members outside of class *often* or *occasionally*.
- ◆ While 39% of the graduates worked up to 20 hours a week, 48% worked 21 hours or more a week. After graduation, 43% plan to *continue toward a Bachelor degree at the Weatherford campus*, 13% plan to *continue toward a Bachelor degree at another four-year institution*, and 35% plan to eventually further their education (up by 26%). Thirty percent *have a full time job that they will continue after graduation*; 18% will begin a full time position after graduation; and, more than half are or will be looking for full time employment.