

# **Exit Questionnaire Survey, University of Bohol, Tagbilaran City, Bohol, Philippines S.Y. 2016-2017**

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## **ABSTRACT**

The practice and principle of assuring, understanding, and managing quality education have been embedded in higher education. In a scholastic institution, there are academic and non-academic endeavors designed to uphold the mission of the school. The University of Bohol implemented curricular and co-curricular activities in the premise of actualizing its mission to provide a holistic education anchored in the trinity of virtues: scholarship, character, and service. CHED CMO Order No. 09 Series of 2013 indicates that an educational institution should seek to develop an individual who will later become productive citizens of the country and the world. Its responsibility is not only confined to the teaching and development of job skills, but also the acquisition of life skills and values. These individuals should be able to contribute positively to the progress of his/her country, and the upliftment of human conditions. Higher education institutions must provide student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders. These institutions shall ensure full implementation of this policy and guideline and provide mechanisms for its monitoring and evaluation. Thus, to find out the attainment of its purpose and the effectiveness of the curriculum and support services, the University of Bohol through the Guidance Center, an

integral part of the educational system that creates program for student's development as well as monitoring and proper evaluation of such programs conducted an exit survey through the use of questionnaire in a web-based format to the graduating students of the academic year 2016-2017. The results are divided into three categories, namely: the general curriculum, skills acquired and relationship with administration, faculty, and student services staff.

**Keywords:** Guidance and counseling, exit questionnaire survey

## INTRODUCTION

Exit surveys through the use of questionnaires are conducted regularly by many schools, not just only in basic education but in tertiary and postgraduate education as well. Schools give importance to collecting relevant information about their graduating seniors' plans, their broad experiences, and skills acquired. Coates (2005), has stated the activities which lead to productive learning must be given to the students with quality assurance. According to Chua (2004), to obtain a high-quality university education, the process of education must not be limited in and by itself but must be linked to all necessary stages in the system through an explicit framework. Experiential Learning Theory by David Kolby is a holistic approach in learning which combines experience, perception, cognition, and behavior. Drawing on the earlier works of John Dewey and Kurt Levin, Kolby posits that learning is the process whereby the knowledge is created through the transformation of experience.

Numerous studies about exit questionnaire surveys highlight its importance as bases in program development. In the study of Konting, Kamaruddin, & Man (2009), it was found out in the results of exit survey of University Putra Malaysia graduating students; that out of 1,823 students of SY 2006-2007, a Moderately High Level of Satisfaction was found ( $3.55 \pm 0.79$ ). As to the perception of the graduates' attributes, it resulted in Moderately High Level ( $3.65 \pm 0.66$ ). Results showed that there were no differences in students' satisfaction level as to gender ( $t = 0.582$ ,  $p > 0.05$ ) and their residence ( $t = 0.121$ ,  $p > 0.05$ ). However, it was showed that it differed to their study programs ( $F = 35.44$ ,  $p < 0.01$ ), with higher satisfaction level on Social Science students (3.80) followed by Physical Sciences and Engineering (3.48) and Bioscience and Medicine (BSM)

programs (3.37). As outcomes of this exit survey, the institution continues to aspire excellence as to teaching, research, and professional services.

Researched by Adao (2014) showed that the students of the Lyceum of the Philippines University – Batangas believed that the school provided them with applicable curriculum and they received enough support from their deans and respective teachers to equip them with necessary skills, knowledge, and values. The results of non-academic satisfaction proved that the graduating students trusted the University in keeping their records confidentially and manage their accounts effectively. University of Northern Colorado's (UNC) Graduate School exit survey of 2011 revealed that overall, the majority of graduates were satisfied with the rigor of their graduate program, the degree of professional preparation, the program faculty, and their graduate experience overall at UNC.

Howard University (2012) undergraduate exit survey results showed that approximately 81% of the students indicated that they were very satisfied or satisfied with the overall quality of their educational experience at Howard, 75%, were very satisfied or satisfied with the educational experience they met. Graduates were also asked to rate the performance of personnel in their school or college: dean, department chairpersons, school/ college administrative staff, departmental office staff, and faculty. The department staff received the highest satisfaction rating of 80%, and faculty at a close second with 78%. The largest area of dissatisfaction was related to customer service in the administrative offices of their school or with 43% of the respondents dissatisfied or very dissatisfied.

Ludlum (2016) in his analysis of the exit questionnaire results in Georgia Tech School, over 95% of respondents indicated their education at Georgia Tech had significantly contributed to helping them improve their problem-solving abilities; learning to think critically and logically, and to development of the skills to carry out projects independently. The majority of respondents also reported that their education improved their ability to work with individuals from diverse backgrounds (93.6%), and helped improve their time management skills (92.7%) and oral communication skills (86.4%).

This study aims to seek the graduating students' perception about the different services of the University of Bohol: academic and non-academic in terms of appropriateness of curriculum, skills, and values earned as well as the various support services given to them by the University.

## METHODOLOGY

The study employed a quantitative method with the use of a survey tool that assessed the general curriculum; skills acquired; and Administration, faculty, and Student Services Staff. The respondents of the study were 777 graduating students of the school year 2016-2017. These graduating students came from the different departments and colleges of the University of Bohol, Tagbilaran City. The information was gathered by the Management Information System wherein a controlled instrument called the Exit Questionnaire was answered by the graduating students.

The students were asked to respond by tickling a number from a five-point Likert scale to indicate their level of agreement, and satisfaction ranging from “1” very dissatisfied, “2” dissatisfied, “3” neither satisfied nor dissatisfied, “4” satisfied and “5” very satisfied. The data were collected and tallied and were subjected to a statistical formula to obtain the weighted mean to support the analysis and interpretation of data.

## RESULTS AND DISCUSSION

This section presents the findings as to the assessment of the general curriculum; skills acquired; and Administration, Faculty, and Student Services Staff.

**Table 1. General Curriculum**

	<b>Weighted Mean</b>	<b>Interpretation</b>
Curriculum Design	3.45	Satisfied
Overall quality of Instruction	3.47	Satisfied
Relevance of Course work to everyday life	3.74	Satisfied
Opportunity for specialization	3.55	Satisfied
Laboratory Facilities and Equipment	3.06	Neither satisfied nor dissatisfied
Computer Facilities	2.99	Neither satisfied nor dissatisfied
Tutoring and other academic assistance	3.25	Neither satisfied nor dissatisfied
Opportunities to participate in research	3.41	Satisfied
Opportunities for community service	3.47	Satisfied
Opportunities to develop leadership	3.53	Satisfied
Sense of belongingness in the department	3.78	Satisfied

	<b>Weighted Mean</b>	<b>Interpretation</b>
Sense of identity being a UB student	3.84	Satisfied
Amount of contact with faculty	3.50	Satisfied
Interaction with other students	3.84	Satisfied
<b>Overall</b>	<b>3.86</b>	<b>Satisfied</b>

**Legend:**

- 1.00 - 1.79      Very Dissatisfied
- 1.80 - 2.59      Dissatisfied
- 2.60 - 3.39      Neither satisfied nor dissatisfied
- 3.40 - 4.19      Satisfied
- 4.20 - 5.00      Very Satisfied

**General Curriculum.** As reflected in Table 1, top 3 rankings were the following: “Sense of identity being a UB student” and “Interaction with other students” with a weighted mean of 3.84, respectively; followed by “Sense of belongingness in the department” with a weighted mean of 3.78. Third, in the rank is the item on “Relevance of course work to everyday life” 3.74 weighted mean. All of the top 3 items had the interpretation of “Satisfied.” While the bottom 3 were items on “Computer Facilities,” with a weighted mean of 2.99, “Laboratory Facilities and Equipment,” with a weighted mean of 3.06 and “Tutoring and other academic assistance” with a weighted mean of 3.25 with an interpretation of “Neither Satisfied Nor Dissatisfied.” The overall weighted mean for the General Curriculum was 3.86, which interpreted “Satisfied.”

**Table 2. Skills Acquired**

	<b>Weighted Mean</b>	<b>Interpretation</b>
Academic Preparation	3.51	Satisfied
Interpersonal Skills	3.62	Satisfied
Ability to get along with people of different Races/cultures	3.71	Satisfied
Religious beliefs and convictions	3.65	Satisfied
Understanding of the problems facing our nation	3.53	Satisfied
Understanding of global news	3.49	Satisfied
Mathematical skills	3.36	Neither satisfied nor dissatisfied

	<b>Weighted Mean</b>	<b>Interpretation</b>
Computer Skills	3.52	Satisfied
Planning and Organizational Skills	3.59	Satisfied
Oral and Communication Skills	3.53	Satisfied
Decision - Making Skills	3.60	Satisfied
Financial Management Skills	3.47	Satisfied
Critical Thinking Skills	3.53	Satisfied
Problem - Solving Skills	3.48	Satisfied
Conflict Resolution Skills	3.53	Satisfied
Teamwork and Teambuilding	3.71	Satisfied
Ethics and Tolerance Skills	3.64	Satisfied
Personal Management Skills	3.60	Satisfied
Design and Planning Skills	3.67	Satisfied
Research and Investigation Skills	3.57	Satisfied
Listening Skills	3.52	Satisfied
Human Relations and Interpersonal Skills	3.72	Satisfied
Management and Administration Skills	3.69	Satisfied
Valuing Skills	3.56	Satisfied
Personal and Career Development Skills	3.76	Satisfied
<b>Overall</b>	<b>3.79</b>	<b>Satisfied</b>

### Legend:

1.00 - 1.79	Very Dissatisfied
1.80 - 2.59	Dissatisfied
2.60 - 3.39	Neither satisfied nor dissatisfied
3.40 - 4.19	Satisfied
4.20 - 5.00	Very Satisfied

**Skills Acquired.** The top 3 rankings were items on “Personal and Career Development Skills,” which obtained a weighted mean of 3.76, followed by the item “Human Relations and Interpersonal Skills” which had a weighted mean of 3.72, and items on “Teamwork and Teambuilding” and “Ability to get along with people of different Races/cultures” with weighted mean of 3.71 respectively. All the top 3 items had the interpretation of “Satisfied.” Whereas, the least ranked item was on “Mathematical Skills,” with a weighted mean of 3.36 had the interpretation of “Neither Satisfied Nor

Dissatisfied.” The overall weighted mean for the Skills Acquired mean was 3.79, which interpreted “Satisfied.”

**Table 3. Administration, Faculty, and Student Services Staff**

	<b>Weighted Mean</b>	<b>Interpretation</b>
Administrator	3.74	Satisfied
Teacher	3.32	Neither Satisfied nor Dissatisfied
Health Services	3.73	Satisfied
Guidance Center	3.13	Neither Satisfied nor Dissatisfied
Student Affairs	3.33	Neither Satisfied nor Dissatisfied
Library Services	3.37	Neither Satisfied nor Dissatisfied
Registrar	3.27	Neither Satisfied nor Dissatisfied
Treasurer	3.25	Neither Satisfied nor Dissatisfied
<b>Overall</b>	<b>3.09</b>	<b>Neither Satisfied nor Dissatisfied</b>

**Legend:**

- 1.00 - 1.79      Very Dissatisfied
- 1.80 - 2.59      Dissatisfied
- 2.60 - 3.39      Neither satisfied nor dissatisfied
- 3.40 - 4.19      Satisfied
- 4.20 - 5.00      Very Satisfied

**Administrator, Faculty, and Student Services.** As reflected in Table 3, the top 3 items that ranked first were the following: “Administrator,” “Health Services” and “Library Services” with weighted means of 3.74, 3.73 and 3.37 respectively. “Administrator” and “Health Services” were both interpreted as “Satisfied,” whereas “Library Services” was interpreted as “Neither Satisfied nor Dissatisfied.” The item “Guidance Center” had a weighted mean of 3.13 and interpretation of “Neither Satisfied nor Dissatisfied” ranked last. The overall weighted mean is 3.09, with an analysis of “Neither Satisfied nor Dissatisfied.”

**CONCLUSION**

The results showed a moderately satisfied rating in all of the items except for the item “computer facilities” wherein the rating is slightly satisfied. It also showed that in the general curriculum, the graduating students are

proud to be UBians, felt the belongingness in the department, and were able to have an interaction with other students. They also acquired personal and career management skills as well as human relations and interpersonal skills and felt the presence of teamwork and team building. They were most satisfied with the administrators and the health services in the University. Furthermore, they were slightly satisfied with Guidance Center.

## RECOMMENDATIONS

Exit survey data suggests that to ensure the overall desired outcomes that emphasize competitiveness, the University must continuously improve the curriculum, instruction, and support services. A program should be developed to promote total awareness drive of all the support services available for the students shall be implemented.

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