

## The 2013-2014 Graduating Senior Survey Results

Of the 617 graduating seniors responding to the 2013-2014 Graduating Senior Survey, 62% were female, 38% were male. Nearly all (92%) were enrolled full-time. Seventy-eight percent were single. Fifty percent were from 20 to 23 years of age, 29% were 24-26, 6% were 27-30, 8% were between 31 and 40, 5% were between 41 and 50, and 1% were older than 50. Nearly three-quarters were White (73%), 20% were Black, 1% were Hispanic, 1% were multiracial, 1% were Other, less than 1%, each, were American Indian/Alaskan Native, Asian or Asian American, Native Hawaiian or Other Pacific Islander, and not Reported. Forty-nine percent of the respondents were enrolled in the College of Arts and Sciences, 30% in the College of Education and Professional Studies, and 21% in the College of Commerce and Business Administration. Over one-third (36%) of the respondents planned to enroll in a graduate program.

When compared with the average person their age, a majority considered themselves above average or in the highest 10% in the following characteristics:

- Drive to achieve (77%)
- Understanding of others (68%)
- Leadership ability (65%)
- Self-confidence (intellectual) (63%)
- Academic ability (63%)

### Perceptions of their Major

- Nearly all indicated the overall quality of their major was good or excellent (99%) and the majority were satisfied or very satisfied with their overall education at JSU (85%);
- Library books and materials (98%), and computer (97%) and laboratory (93%) facilities for majors were adequate or more than adequate;
- Over one-half frequently expressed ideas in writing (57%), expressed ideas orally (54%), and applied concepts learned in their major to solve actual problems (57%);
- A majority agreed or strongly agreed that:
  - fundamental theories were taught (94%)
  - department faculty were professionally competent (91%) and effective teachers (87%)
  - faculty were approachable (93%) and accessible outside of class (87%)
  - courses were intellectually stimulating (91%)
  - my advisor was willing to help (88%)
  - current research methods were taught (88%)
  - at least one professor worked closely with me (88%)
  - grading procedures were fair (86%)
  - requirements were explained clearly (84%)
  - sufficient practical training was provided (81%)

### Educational Outcomes

Respondents thought the following educational outcomes were important and that their JSU experiences prepared them well to perform them:

- Writing effectively (93%)
- Listening effectively (93%)
- Reading comprehension (93%)
- Conducting work activities in an ethical manner (93%)
- Making and exercising a lifelong commitment to learning (92%)
- Defining and solving problems (92%)
- Analyzing, synthesizing, and evaluating information (91%)
- Speaking effectively (90%)
- Using computers to search for and retrieve information (90%)
- Working cooperatively and as a team member (90%)
- Thinking objectively about beliefs, attitudes, and values (90%)
- Understanding the interaction of people and their environment (90%)
- Recognizing and acting upon ethical principles (89%)

- Having tolerance for different points of view (88%)
- Specialized occupational skills and knowledge (87%)
- Understanding and exercising one’s rights, responsibilities, and privileges as a citizen (86%)
- Knowing how to access the information needed in one’s professional position (86%)
- Making formal presentations (85%)
- Understanding the present as it relates to historical events and processes (85%)
- Working with people from diverse ethnic and cultural backgrounds (85%)
- Using and applying basic computer skills (85%)
- Understanding and applying scientific principles and methods (81%)
- Resolving interpersonal conflict (80%)

**Satisfaction with University facilities, services, and climate**

- The majority (91%) of respondents were satisfied with class size, the testing/grading system (84%), the course content in their major (87%), availability of computers (84%), and out-of-class availability of instructors (85%)
- Most were satisfied with attitude of non-teaching staff toward students (76%), and general registration procedures (78%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
  - Houston Cole Library (89%)
  - Internet registration (82%)
  - Transcript Services (80%)
  - Computer labs (80%)
  - Stephenson Gym facilities (79%)
  - Academic advising services (78%)
  - Classroom facilities (77%) and Laboratory facilities (77%)
  - Testing services (76%)
  - Bursar’s Office, payments window (76%)
  - Online courses through Distance Education (75%)
  - Financial Aid (71%)
  - Food Court and Cafeteria (71%)
  - University bookstore (66%)

**Student Self-efficacy and Self-efficacy with Technology**

Respondents had access to a PC (63%), a laptop or notebook computer (95%), and other portable devices such as iPad or smart phone (87%). The majority had Internet connectivity 24 hours/7 days a week (86%).

Respondents agreed that

(On a scale of 1 to 5, with 1=strongly disagree and 5=strongly agree):

	In general	With technology
• They can always manage to solve difficult problems if they try hard enough.	(M=4.39)	(M=4.07)
• It is easy for them to stick to their aims and accomplish their goals.	(M=4.21)	(M=4.07)
• They are confident that they could deal efficiently with unexpected events.	(M=4.26)	(M=4.03)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.22)	(M=4.00)
• They can solve most problems if they invest the necessary effort.	(M=4.36)	(M=4.10)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.17)	(M=4.04)
• When they are confronted with a problem, they can usually find several solutions.	(M=4.18)	(M=4.00)
• No matter what comes their way, they are usually able to handle it.	(M=4.30)	(M=4.06)
• If they are in trouble, they can usually think of something to do.	(M=4.24)	-
• If someone opposes them, they can find means and ways to get what they want.	(M=3.75)	-

Department Heads and Directors and other administrators can find additional assessment data and filter data by college, department or major on Tableau Server, JSU’s Assessment System, by going to <http://oira.jsu.edu:8000/>. User IDs and passwords are available by calling Institutional Research & Assessment in the Division of Research, Planning, and Collaboration at 256 782-5109.