

The 2017-2018 Graduating Senior Survey Results

Five hundred fifty two graduating seniors responded to the Graduating Senior Survey in 2017-2018. Of the respondents, 55% were female, and 45% were male. Ninety-four percent were enrolled full-time. Eighty-five percent were single. Seventy-one percent were from 20 to 23 years of age, 16% were 24-26, 6% were 27-30, 4% were between 31 and 40, 2% were between 41 and 50, and less than 1% were older than 50. Eighty-one percent were White, 15% were Black, 2% were Asian or Asian American, 1% were Hispanic, 1% were American Indian/Alaskan Native, and less than 1%, each, were Other and Not Reported. Forty-five percent of the respondents were enrolled in the School Business & Industry, 24% in the School of Education and Professional Studies, 10% in the School of Science, 9% in the School of Human Services & Social Sciences, 8% in the School of Arts & Humanities, and 4% in the School of Health Professions & Wellness. Eight percent of the respondents enrolled in a graduate program and 5% were employed and continuing their education.

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 (79%)
- Academic ability (71%)
- Leadership ability (69%)
- Understanding of others (64%)
- Competitiveness (62%)

Perceptions of their Major

- Almost all indicated the overall quality of their major was good or excellent (96%) and the majority were satisfied or very satisfied with their overall education at JSU (87%);
- Computer labs (97%) facilities, Library books and materials (96%), and laboratory (94%) facilities for majors were adequate or more than adequate;
- One-half or more frequently applied concepts learned in their major to solve actual problems (54%), expressed ideas orally (54%), and expressed ideas in writing (50%);
- A majority agreed or strongly agreed that:
 - fundamental theories were taught (94%)
 - faculty were approachable (91%) and accessible outside of class (89%)
 - program faculty were professionally competent (91%) and effective teachers (87%)
 - my advisor was willing to help (90%)
 - grading procedures were fair (89%)
 - at least one professor worked closely with me (88%)
 - courses were intellectually stimulating (87%)
 - current research methods were taught (83%)
 - requirements were explained clearly (81%)
 - sufficient practical training was provided (77%)

Educational Outcomes

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

- Listening effectively (93%)
- Conducting work activities in an ethical manner (93%)
- Defining and solving problems (92%)
- Working cooperatively and as a team member (92%)
- Analyzing, synthesizing, and evaluating information (91%)
- Speaking effectively (91%)
- Writing effectively (91%)
- Recognizing and acting upon ethical principles (89%)
- Reading comprehension (89%)
- Thinking objectively about beliefs, attitudes, and values (89%)
- Having tolerance for different points of view (88%)
- Using computers to search for and retrieve information (88%)
- Making and exercising a lifelong commitment to learning (88%)
- Making formal presentations (87%)

- Understanding the interaction of people and their environment (86%)
- Working with people from diverse ethnic and cultural backgrounds (85%)
- Using and applying basic computer skills (85%)
- Specialized occupational skills and knowledge (84%)
- Understanding and exercising one’s rights, responsibilities, and privileges as a citizen (84%)
- Knowing how to access the information needed in one’s professional position (83%)
- Understanding the present as it relates to historical events and processes (82%)
- Understanding and using mathematics (78%)
- Understanding and applying scientific principles and methods (77%)
- Resolving interpersonal conflict (75%)

Satisfaction with University facilities, services, and climate

- The majority (91%) of respondents were satisfied with class size, availability of computers (88%), the course content in their major (86%), the testing/grading system (85%), and out-of-class availability of instructors (84%)
- Most were satisfied with attitude of non-teaching staff toward students (77%), and general registration procedures (77%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
 - Houston Cole Library (90%)
 - Internet registration (83%)
 - Hybrid/Blended Courses (80%)
 - Computer labs (80%)
 - Academic Advisement Office (79%)
 - Transcript Services (77%)
 - Online courses through Distance Education (77%)
 - Classroom facilities (76%)
 - Food Court and Cafeteria (76%)
 - Testing services (75%)
 - Stephenson Gym facilities (75%)
 - Recreational & intramural sports (75%)
 - University bookstore (74%)
 - Student Accounts Office (payments window) (74%)

Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (49%), a laptop or notebook computer (94%), and other portable devices such as iPad or smart phone (89%). 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=4.50)	(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=4.21)	(M=3.93)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.16)	(M=3.98)
• They can solve most problems if they invest the necessary effort.	(M=4.49)	(M=4.13)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.08)	(M=3.97)
• When they are confronted with a problem, they can usually find several solutions.	(M=4.17)	(M=3.94)
• No matter what comes their way, they are usually able to handle it.	(M=4.33)	(M=4.06)
• If they are in trouble, they can usually think of something to do.	(M=4.20)	-
• If someone opposes them, they can find means and ways to get what they want.	(M=3.65)	-
	M=Mean	

Department Heads and Directors and other administrators can find additional assessment data and filter data by school, 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 & Effectiveness at 256 782-5109.