



JSU

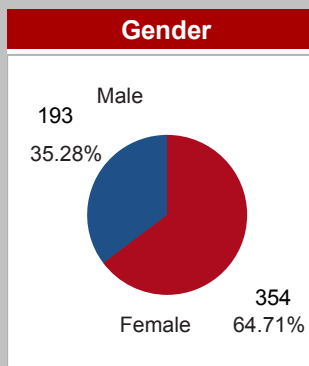
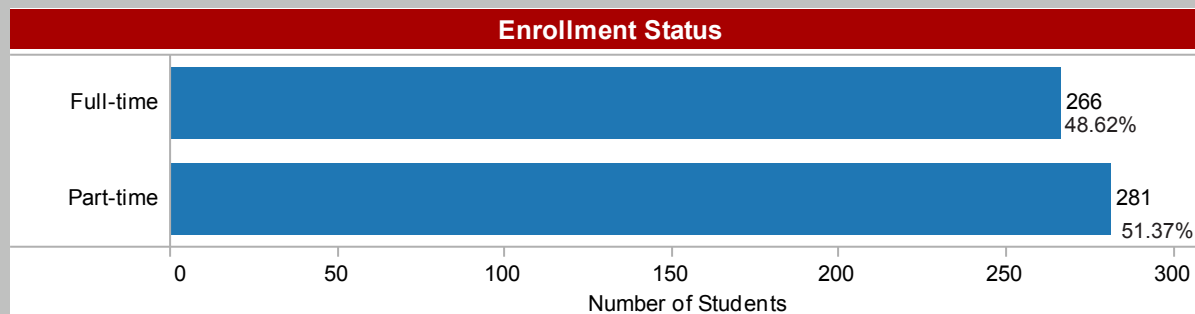
Graduate Student Exit Survey Quick Facts

2010 - 2011

**547 students completed the survey from
June 2010 - June 2011**

Respondent Snapshot

Sixty-five percent of respondents were female and more than half of respondents were part-time students.



Ethnicity		
	N	%
Asian	4	0.73%
American Indian or Alaska Native	6	1.10%
Hispanic or Latino	6	1.10%
Multi-racial	7	1.28%
African-American	12	2.19%
Black or African-American, not of Hispanic Origin	126	23.03%
White, not of Hispanic Origin	386	70.57%
Grand Total	547	100.00%

Length of Time to Degree Completion		
	N	%
One year or less	24	4.62%
More than 1 year and equal to or less than 2 years	209	40.19%
More than 2 years and equal to or less than 4 years	236	45.38%
More than 4 years	51	9.81%

Almost one half of respondents earned their degrees between 2 and 4 years.

Respondents' Satisfaction of Graduate Degree Programs:

Factors That Impacted Respondents' Decision to Attend JSU (Those Who Responded "Very Important" or "Important")

	N	%
Reputation of your department	512	94.46%
Cost of attending JSU	499	91.90%
Unique features of your degree program	494	91.14%
JSU's reputation	491	90.09%
JSU's convenient location	468	86.35%
Availability of on-line courses	448	82.81%
Recommendation of a colleague or friend	422	77.72%
Availability of financial assistance	415	76.29%

When asked what the major factors were in making the decision to attend JSU, *Reputation of your department, Cost of attending JSU, and Unique features of your degree program* were the most important .

Over half of the students who responded rated the overall quality of the program they completed as "Excellent."

Overall Quality of The Program Completed

	N	%
Excellent	303	58.16%
Fair	27	5.18%
Good	185	35.51%
Poor	6	1.15%

Degree Requirements Were Explained Clearly, and ... (Those Who Responded "Strongly Agree" or "Agree")

	N	%
It encouraged academic and/or professional interactions with other students	489	95.69%
It adequately prepared you for a career	473	94.41%
The degree requirements were explained clearly	469	91.96%
It had adequate instructional supplies and equipment	437	96.04%
It had adequate classroom facilities	414	96.28%
I was satisfied with the procedures for scheduling of comprehensive exams	382	92.05%
It had adequate non-computer lab facilities (answer only if applicable)	284	94.98%

Seventy-two percent stated that their professors were available to help "Frequently" and 80% stated that they had classes that required some form of research.

Respondents Who Answered Stated That Professors Were Available to Help ...

	N	%
Frequently	361	71.91%
Occasionally	120	23.90%
Seldom	16	3.19%
Never	5	1.00%

Professors Were Frequently Available to Help and ...

	N	%
You had classes that required some form of research	412	79.54%
Your classes involved interaction with other students (group projects or discussion groups)	349	67.50%
At least one professor expressed a special interest in your progress	271	52.22%
Consulted with your advisor	217	41.81%
You assisted, or collaborated with, a professor on a research project other than as a class assignment	124	23.94%
You were unable to enroll in a required course because all sections were filled	56	10.87%

Respondents' Satisfaction with Services Provided by the University:

Satisfaction with the Quality of Services Provided by the Office of Graduate Studies (Those Who Responded "Strongly Agree" or "Agree")

	%
I was satisfied with the admissions process	95.43%
Information provided by the Office was accurate	94.76%
The personnel were polite and courteous in responding to my requests	94.65%
The Office was prompt in responding to my requests for information or service	93.83%
I was satisfied with the graduation application procedures	92.78%
The orientation was informative	89.87%
I was satisfied with the advisement provided	88.13%
The Graduate Assistant Guide was informative	87.94%
The Thesis Guide was informative	85.11%
I was satisfied with the process for obtaining a graduate assistantship	83.17%
The information provided for Thesis Option was clear	81.90%

Most respondents agreed or strongly agreed that they were treated politely, given accurate information by Graduate Studies office personnel and were satisfied overall with the procedures related to the admissions and graduation application process.

Almost all of the respondents (94% or higher) agreed or strongly agreed that the services provided by the Houston Cole Library and its personnel were adequate.

Satisfaction with University Services (Those Who Responded "Very Satisfied" or "Satisfied")

Question	%	N
Controller's Office	97.76%	218
Gem Account	97.09%	434
Payroll Office	96.72%	177
Disability Support Services	96.67%	116
ID card	95.80%	342
Business Office	95.03%	421
Mail Center	94.12%	304
Registration Process	92.23%	439
Financial Aid Office	85.90%	335
Gamecock Express	85.71%	144
Campus Bookstore	83.84%	358
Parking Decals	71.90%	238
Parking on Campus	53.06%	208

Over 90% of the respondents agreed or strongly agreed that JSU computer facilities and services were adequate.

Adequacy of Houston Cole Library Services (Those Who Responded "Strongly Agree" or "Agree")

	%
Services (orientation, bibliographic searches, catalogs, and indexes) were adequate	98.43%
Inter-library loan service was adequate	97.70%
Book collection, including reference works was adequate	97.63%
For off-campus students, access to Library services and resources was adequate	97.39%
Periodical collections were adequate	97.35%
Personnel were adequate to meet the needs	95.98%
Library's hours were adequate	94.25%

Adequacy of JSU Computer Facilities and Services (Those who "Strongly Agree" or "Agree")

	%
Academic computer software was adequate	95.32%
Academic computer hardware was adequate	95.20%
Computer lab services were adequate	94.12%
Times and availability of the academic computer labs were adequate	92.79%

Respondents' Satisfaction with Miscellaneous Issues:

Nearly all respondents agreed or strongly agreed that courses they took provided an understanding of the research methodology and major theories in the academic disciplines of the their majors.

Advisement Services and Faculty (Those who responded "Excellent" or "Good")

	%
Professional Competency of the Faculty	91.47%
Instructional Competency of the Faculty	91.30%
Quality of Courses as Preparation for Employment After Graduation	89.02%
Curricular Advising	80.29%
Career Advisement	70.80%

The majority of respondents rated the *Professional competency of the faculty* and the *Instructional competency of the faculty* as being "Excellent" or "Good."

Quality of Courses Taken (Those who responded "Strongly Agree" or "Agree")

	%
Courses I took provided an understanding of the research methodology in my discipline	96.61%
Courses I took provided an understanding of the major theories in my discipline	96.60%
Courses I took provided an understanding of the accepted professional practices in my field	96.02%
Courses I took provided the necessary knowledge (major studies conducted and results of those studies) in my discipline	95.63%
Courses I took provided necessary bibliographical skills in my discipline	95.33%
Faculty provided clear understanding of evaluation methods used in each class	95.05%
The prerequisites for courses, if any, were appropriate	94.59%
Faculty provided clear understanding of the goals and requirements of each class	94.43%
My instructors allowed students a reasonable degree of freedom-independence in the way assignments were conducted	94.37%
The sequencing of courses was appropriate (i.e., courses taken later in the curriculum built on earlier courses and required a higher level of sophistication and intellectual challenge)	93.79%
The course requirements for graduate students in 400G courses (assignments and evaluation) were meaningfully higher than for students enrolled for undergraduate credit	93.70%
The evaluation methods, and grades awarded, properly differentiated levels of student performance (i.e., grades awarded correctly distinguished the level at which students performed)	93.54%
Practical experiences (practicum, laboratory, internship, field experience, etc.) were of high quality	93.08%
Courses were offered frequently and I completed my degree requirements as planned	86.35%
Academic/professional interaction with other students contributed significantly to attaining my educational goals	85.65%
Many of my classes were too large	16.63%

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