

Summary of 2018-2019 Graduate Student Exit Survey Results

During the academic year 2018-19, 375 graduate students who planned to graduate responded to the Graduate Student Exit Survey. Of the respondents,

- 67% were female and 32% were male.
- 79% were white, 16% were black, 2% each were Hispanic and Multi-racial. Asian or Asian American and American Indians made up 1% of the respondents.
- 28% were between the ages of 25 and 29, 32% were in their 30's, 18% were in their 40's, and 10% were at the age of 50 or older.
- 32% were enrolled in Master of Science programs, 26% in Master of Science in Education programs, 8% in Educational Specialist programs, 6%, each, in Master of Arts and Fine Arts and Master of Business Administration programs, 5% in Master of Science in Nursing programs, 4%, each, in Master of Public Administration and Graduate Certificate programs, and 3%, each, were in Master of Social Work, Doctor of Science and Doctor of Nursing Practice programs.
- 52% planned to be employed in a school or community college, 26% in business, industry or healthcare, 21% planned to be enrolled in a PhD or other Doctoral Program, 15% in Government service, 12% in non-profit organizations, 7% planned to be self-employed, 6% planned to teach and do research at a 4-year college or university, 2% planned to be in military service, 1% planned to be in post-doctoral fellowship or research associate-ship, and 5% didn't seek employment at the time.
- 27% of the respondents had an annual household income of \$100,000 or more for the most recent year, 21% had between \$70,000 and \$99,999, 17% between \$50,000 and \$69,999, 19% between \$30,000 and \$49,999, and 17% had a household income of less than \$30,000 in the most recent year.

Factors that impacted respondents' decision to attend JSU the most (important and very important):

- Reputation of their department (96%)
- Unique features of their degree program (95%)
- Cost of attending JSU (94%)
- JSU's reputation (94%)
- Availability of on-line courses (91%)

Perceptions of their degree program

- Almost all indicated the overall quality of their program was good or excellent (93%);
- Almost all respondents who were graduate assistants (17%) reported that they agreed and strongly agreed that they had a positive experiences as graduate assistants (92%);
- Almost all respondents indicated (agreed and strongly agreed) that their program:
 - encouraged academic/professional interactions with other students (96%)
 - had adequate classroom facilities (95%)
 - had adequate instructional supplies and equipment (94%)
 - adequately prepared them for career and advancement in my career (94%)
 - requirements were explained clearly (94%)
 - had adequate non-computer lab facilities (91%)
- Nearly all received adequate support as a student throughout the program (95%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (92%)
- Professors were frequently available to help outside of class (81%);
- Frequently had classes that required some form of research (83%);
- Frequently used technology in the classroom (78%)
- Faculty were highly competent instructionally (96%) and professionally (97%);
- Quality of courses as preparation for employment after graduation (93%) and curricular advising (89%) were good or excellent;

- The support (96%) and professionalism (97%) of the department staff were good or excellent

When asked to reflect on the courses they took toward their degrees, nearly all agreed and strongly agreed that:

- Courses provided an understanding of research methodology (97%), the major theories (97%), accepted professional practices (96%), necessary knowledge (97%), and necessary bibliographical skills (95%) in respondents' disciplines
- Faculty provided clear understanding of evaluation methods used in each class (97%) and of the class goals and requirements (97%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (93%)
- The sequencing of courses was appropriate (96%)
- The course requirements for graduate students in 400G courses were meaningfully higher (95%) than those for undergraduates
- The evaluation methods, and grades awarded, properly differentiated levels of student performance (97%)

And a majority agreed or strongly agreed that:

- Courses were offered frequently and they completed their degree requirements as planned (91%)
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (88%)

Perceptions of Distance Learning

Over two-thirds respondents were satisfied or very satisfied with distance learning services and systems provided by Online@JSU Office:

- Online courses through Blackboard (87%)
- Supports and services provided (82%)
- Blackboard Student Services 24/7 Support (80%)
- Blackboard Collaborate Ultra (74%)
- Blackboard Mobile App (68%)

Over six-tenths respondents agreed or strongly agreed that:

- The instructors were effective in delivering the online learning courses (87%)
- The online learning courses that I have taken provided me with a valuable learning experience (84%)
- Overall, my attitude toward online learning is positive (82%)
- They would advise other students to take online learning courses (79%)
- Online learning minimizes the inequalities in education (61%)

Perceptions of University services

- Graduate Studies Office provided accurate information (96%) on admissions information (95%) and graduation application procedures (96%), and had personnel who were courteous in responding to requests (96%).
- Houston Cole Library provided adequate services (97%), adequate Web access to Library services and resources (96%), personnel to meet the needs (98%), book (97%) and periodical (98%) collections, and operating hours (93%).
- Nearly all respondents were satisfied or very satisfied with their Office365 (JSU email) account (99%), Business Office (Student Accounts, Payroll) (99%), registrar's office (98%), disability support services (98%), and registration process (98%).

Doctoral Programs Satisfaction

All respondents were satisfied or very satisfied with all statements (below to name a few) regarding their programs, except for “Quality of library holdings for study and research” (92%), “Training in research methods” (92%), and “Professional relationship with their dissertation/DNP Project Chair” (85%).

- Program’s ability to keep pace with recent developments in their fields
- Overall quality of graduate level teaching by faculty
- Information/experience gained from seminars/immersions
- The opportunity to interact across disciplines
- Overall satisfaction with their programs

Climate

All respondents agreed or strongly agreed that “Overall, the climate of their programs is positive,” “Students in their programs are treated with respect by faculty,” and “Their relationships and interaction with faculty and other students are good and collegial.”

Qualifying Examination and Dissertation

All respondents agreed or strongly agreed that coursework, seminars, and immersions adequately prepared them for the DSc candidacy, comprehensive exams, DSc dissertation works, and the DNP Projects.

Two-thirds and more of the respondents reported that the advice on preparing for oral qualifying exams (100%, 67%), meeting with their dissertation/DNP chairs (85%, 86%), and writing and revising their dissertations/DNP Projects (85%, 86%) were helpful or very helpful, and were received in a timely manner.

The Degrees and major fields of study were again updated in fall 2018. Questions for doctoral programs were added in spring 2019.

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 the Office of Institutional Research and Effectiveness at 256 782-5109.