

The 2012-2013 Graduating Senior Survey Results

The Graduating Senior Survey was revised in summer 2012. Three questions on student self-efficacy and self-efficacy with technology were added during that time. Of the 609 graduating seniors responding to the 2012-2013 Graduating Senior Survey, 60% were female, 40% were male. Nearly all (94%) were enrolled full-time. Seventy-seven percent were single. Sixty-two percent were from 21 to 23 years of age, 19% were 24-26, 6% were 27-30, 8% were between 31 and 40, 4% were between 41 and 50, 1% were 20 or younger, and less than 1% were 50 and older. Three-quarters were White (75.49%), 16% were Black, 3% were Hispanic, 4% were Other, less than 1% were Asian, Asian American or Pacific Islander, and less than 1%, each, were American Indian/Alaskan Native and multiracial. Thirty-five percent of the respondents were enrolled in the College of Arts and Sciences, 40% in the College of Education and Professional Studies, and 22% in the College of Commerce and Business Administration. Over one-third (39%) 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 (75%)
- Understanding of others (69%)
- Leadership ability (66%)
- Self-confidence (intellectual) (62%)
- Academic ability (59%)

Perceptions of their Major

- Nearly all indicated the overall quality of their major was good or excellent (97%) and the majority were satisfied or very satisfied with their overall education at JSU (88%);
- Library holdings (90%), and computer (97%) and laboratory (95%) facilities for majors were adequate or more than adequate;
- Over one-half frequently expressed ideas in writing (54%), expressed ideas orally (53%), and applied concepts learned in their major to solve actual problems (56%);
- Over three-quarters agreed or strongly agreed that:
 - fundamental theories were taught (93%)
 - department faculty were professionally competent (91%) and effective teachers (87%)
 - faculty were approachable (91%) and accessible outside of class (85%)
 - courses were intellectually stimulating (88%)
 - my advisor was willing to help (87%)
 - current research methods were taught (86%)
 - at least one professor worked closely with me (86%)
 - grading procedures were fair (85%)
 - requirements were explained clearly (81%)
 - sufficient practical training was provided (79%)
 -

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%)
- Working in an ethical manner (93%)
- Reading comprehension (92%)
- Working cooperatively and as a team member (91%)
- Conducting work activities in an ethical manner (91%)
- Making and exercising a lifelong commitment to learning (91%)
- Using computers to search for and retrieve information (90%)
- Defining and solving problems (90%)
- Speaking effectively (89%)

- Recognizing and acting upon ethical principles (89%)
- Analyzing, synthesizing, and evaluating information (89%)
- Having tolerance for different points of view (88%)
- Thinking objectively about beliefs, attitudes, and values (88%)
- Understanding the interaction of people and their environment (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 (85%)
- Specialized occupational skills and knowledge (85%)
- Making formal presentations (84%)
- Understanding the present as it relates to historical events and processes (84%)
- Working with people from diverse ethnic and cultural backgrounds (84%)
- Using and applying basic computer skills (82%)
- Understanding and applying scientific principles and methods (80%)
- Resolving interpersonal conflict (80%)

Satisfaction with University facilities, services, and climate

- The majority (90%) of respondents were satisfied with class size, the testing/grading system (85%), the course content in their major (86%), availability of computers (84%), and out-of-class availability of instructors (82%)
- Most were satisfied with attitude of non-teaching staff toward students (76%), and general registration procedures (76%).
- Respondents were satisfied or very satisfied with the services and facilities they used the most, including:
 - Houston Cole Library (90%)
 - Internet registration (81%)
 - Transcript Services (80%)
 - Stephenson Gym facilities (80%)
 - Computer labs (79%)
 - Testing services (79%)
 - Bursar’s Office, payments window (79%)
 - Academic advising services (79%)
 - Classroom facilities (78%) and Laboratory facilities (77%)
 - Academic advising services (77%)
 - Financial Aid (73%)
 - Food Court and Cafeteria (73%)
 - Online courses through Distance Education (72%)
 - University bookstore (64%)

Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (66%), a laptop or notebook computer (95%), and other portable devices such as iPad or smart phone (80%). The majority had Internet connectivity 24 hours/7 days a week (85%).

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=4.43)	(M=4.09)
• It is easy for them to stick to their aims and accomplish their goals.	(M=4.22)	(M=4.06)
• They are confident that they could deal efficiently with unexpected events.	(M=4.30)	(M=3.98)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.24)	(M=3.98)
• They can solve most problems if they invest the necessary effort.	(M=4.41)	(M=4.10)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.19)	(M=4.02)
• When they are confronted with a problem, they can usually find several solutions.	(M=4.17)	(M=3.98)
• No matter what comes their way, they are usually able to handle it.	(M=4.33)	(M=4.05)
• 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=3.64) -

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 the Office of Planning and Research at 256 782-5109 or 256 782-8144.