

## Summary of 2021-2022 Graduating Senior Survey Results

Six hundred sixty-one graduating seniors responded to the Graduating Senior Survey in 2021-2022. Of the respondents, 65% were female, 34% were male, and 1% were non-binary. Ninety-five percent were enrolled full-time. Eighty-four percent were single. Sixty-five percent borrowed through the Federal Student Loan Programs to help finance their education. A majority (95%) reported no disability. Most respondents lived either in off-campus rooms/apartments (39%), in their own homes (28%), or with their parents/relatives (26%), and 7% lived on campus in dormitories or Fraternity house. Twenty-seven percent of the respondents had majors in the College of Business and Industry, 27% in the College of Education & Professional Studies, 19%, each, in the College of Arts, Humanities, & Sciences and in the College of Social & Behavioral Sciences, and 7% had majors in the College of Health Professions & Wellness.

When compared with the average person their age, over 50% of the respondents considered themselves above average or in the highest 10% in the following characteristics:

- Drive to achieve (77%)
- Understanding of others (69%)
- Leadership ability (63%)
- Academic ability (60%)
- Collaboration (58%)
- Competitiveness (55%)
- Self-confidence (intellectual) (53%)

### Perceptions of their Major

- Nearly all indicated the overall quality of their major was good or excellent (96%). And a majority the respondents thought the major courses as preparation for employment (86%) or graduate or professional school (81%) were good or excellent;
- More respondents frequently applied concepts learned in their major to solve actual problems (59%), expressed ideas orally (52%), expressed ideas in writing (50%), and a faculty in my major express special interest in my progress (41%);
- A majority agreed or strongly agreed that:
  - fundamental theories were taught (90%)
  - faculty were approachable (89%) and accessible outside of class (84%)
  - grading procedures were fair (87%)
  - program faculty were professionally competent (87%) and were effective teachers (86%)
  - courses were intellectually stimulating (84%)
  - at least one professor worked closely with me (84%)
  - current research methods were taught (84%)
  - my advisor was willing to help (83%)
  - requirements were explained clearly (81%)
  - sufficient practical training was provided (81%)

### Educational Outcomes

Respondents thought the following educational outcomes were important and that their JSU experiences prepared them well (good or excellent) to perform them:

- Working cooperatively and as a team member (94%)
- Listening effectively (93%)
- Conducting work activities in an ethical manner (93%)
- Using computers to search for and retrieve information (91%)
- Defining and solving problems (90%)
- Reading comprehension (90%)
- Speaking effectively (89%)
- Recognizing and acting upon ethical principles (89%)

- Thinking objectively about beliefs, attitudes, and values (89%)
- Writing effectively (88%)
- Understanding the interaction of people and their environment (88%)
- Having tolerance for different points of view (88%)
- Analyzing, synthesizing, and evaluating information (88%)
- Specialized occupational skills and knowledge (87%)
- Making and exercising a lifelong commitment to learning (86%)
- Making formal presentations (85%)
- Working with people from diverse ethnic and cultural backgrounds (85%)
- Knowing how to access the information needed in one's professional position (84%)
- Basic computer skills (83%)
- Understanding the present as it relates to historical events and processes (82%)
- Understanding and exercising one's rights, responsibilities, and privileges as a citizen (81%)
- Resolving interpersonal conflict (79%)
- Knowledge of the principles of good mental and physical health (75%)
- Understanding another culture and language (70%)
- Understanding international issues (69%)

### Satisfaction with University services and climate

- Most respondents were satisfied or very satisfied with the class size (90%), course content in their major (84%), out-of-class availability of instructors (81%), the testing/grading system (81%), and the availability of computers (81%).
- Two-thirds or more were satisfied with general registration procedures (76%), attitude of non-teaching staff toward students (75%), variety of courses offered (74%), attitude of non-teaching staff toward students (73%), racial/ethnic harmony (72%), opportunities for involvement in campus activities (70%), availability of needed courses (70%), concern for you as an individual (69%), and personal security on campus (66%).

### Student Self-efficacy and Self-efficacy with Technology

Respondents had access to a PC (38%), a laptop or notebook computer (96%), and other portable devices such as iPad or smart phone (88%). 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=4.03)
• It is easy for them to stick to their aims and accomplish their goals.	(M=4.17)	(M=4.05)
• They are confident that they could deal efficiently with unexpected events.	(M=4.16)	(M=3.94)
• Thanks to their resourcefulness, they know how to handle unforeseen situations.	(M=4.15)	(M=3.95)
• They can solve most problems if they invest the necessary effort.	(M=4.38)	(M=4.08)
• They can remain calm when facing difficulties because they can rely on their coping abilities.	(M=4.05)	(M=3.95)
• When they are confronted with a problem, they can usually find several solutions.	(M=4.11)	(M=3.93)
• No matter what comes their way, they are usually able to handle it.	(M=4.25)	(M=4.07)
• If they are in trouble, they can usually think of something to do.	(M=4.14)	-
• If someone opposes them, they can find means and ways to get what they want.	(M=3.47)	-

*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 <https://sso.online.tableau.com/public/idp/SSO>. User IDs and passwords are available, by calling the Office of Institutional Research and Effectiveness at 256 782-5158.