

The 2012-2013 Graduate Student Exit Survey Results

Of the 426 graduate students responding to the 2012-2013 Graduate Student Exit Survey, 62% were female, 38% were male. Over two-thirds (73%) were white, 21% were black, 2% were multi racial, 1% were Hispanic, and American Indian or Alaska Native, Asian or Pacific Islander, and Native Hawaiian made up 2% of the respondents. Eight percent were enrolled in Master of Arts programs, 29% in Master of Science programs, 6% in Master of Business Administration programs, 6% in the Master of Science in Nursing program, 10% in Master of Public Administration programs, 29% in Master of Science in Education programs, and 12% in Educational Specialist programs.

Factors that impacted respondents' decision to attend JSU the most:

- Reputation of their department (94%)
- Cost of attending JSU (93%)
- Unique features of their degree program (93%)
- JSU's reputation (89%)
- Availability of on-line courses (84%)
- JSU's convenient location (83%)

Perceptions of their degree program

- Nearly all indicated the overall quality of their program was good or excellent (94%);
- Nearly all respondents who were graduate assistants (11%) reported that they had a positive experiences as graduate assistants (93%);
- Nearly all respondents indicated that their program:
 - requirements were explained clearly (93%)
 - encouraged academic/professional interactions with other students (95%)
 - adequately prepared them for career (96%)
 - had adequate classroom facilities (96%)
 - had adequate instructional supplies and equipment (96%)
 - had adequate non-computer lab facilities (97%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (94%)
- Nearly all received adequate support as a student throughout the program (92%)
- Professors were frequently available to help outside of class (73%);
- Frequently had classes that required some form of research (77%);
- Frequently used technology in the classroom (65%, new)
- Faculty were highly competent instructionally (94%) and professionally (95%);
- Quality of courses as preparation for employment after graduation (91%) and curricular advising (82%) were good or excellent;
- The support (95%) and professionalism (96%) of the department staff were good or excellent (new)

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

- Courses provided an understanding of research methodology (98%), the major theories (99%), accepted professional practices (97%), necessary knowledge (98%), and necessary bibliographical skills (97%) 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 (95%)
- The sequencing of courses was appropriate (96%)

- The course requirements for graduate students in 400G courses were meaningfully higher (96%) 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 (88%)
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (86%)

Perceptions of Distance Learning (new)

Two-thirds or more respondents were satisfied or very satisfied with distance learning services and systems:

- Blackboard online courses (80%)
- Blackboard Student Services 24/7 Support (76%)
- Blackboard Collaborate (75%)
- Blackboard IM (73%)
- Lockdown Browser (68%)
- JSU Mobile (App) (67%)
- Blackboard Mobile Learn (App) (66%)

Two-thirds or more respondents agreed or strongly agreed that:

- The instructors were effective in delivering the online learning courses (83%)
- The online learning courses that I have taken provided me with a valuable learning experience (77%)
- They would advise other students to take online learning courses (68%)
- Overall, my attitude toward online learning is positive (75%)

Perceptions of University services

- Graduate Studies Office provided good advisement (89%), accurate information (95%) on admissions (96%) and graduation application procedures (94%), and had personnel who were courteous in responding to requests (97%).
- Houston Cole Library provided adequate services (98%), adequate Web access to Library services and resources (96%), personnel to meet the needs (98%), book and periodical collections (96%), and operating hours (92%).
- Most respondents were satisfied or very satisfied with registration process (97%), obtaining GEM account (99%), and Business Office (97%).

The survey was revised in summer 2012. Degrees and major fields of study were updated. In addition to a few deletions, 3 questions regarding Distance Education Services and Systems and online learning courses were added.

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.