

The 2013-2014 Graduate Student Exit Survey Results

Of the 563 graduate students responding to the 2013-2014 Graduate Student Exit Survey, 62% were female, 38% were male. Three-quarters (75%) were white, 21% were black, 1%, each, were Asian or Asian American and Native Hawaiian or Other Pacific Islander. American Indian or Alaska Native, Hispanic, Multi-racial, Other, and Not reported made up 3% of the respondents. Seven percent were enrolled in Master of Arts programs, 26% in Master of Science programs, 4% in Master of Business Administration programs, 6% in the Master of Science in Nursing program, 7% in Master of Public Administration programs, 36% in Master of Science in Education programs, 13% in Educational Specialist programs, 0.5% in Doctor of Science program, and 0.4% in Master of Fine Arts program.

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

- Reputation of their department (94%)
- Unique features of their degree program (92%)
- Cost of attending JSU (91%)
- JSU's reputation (89%)
- Availability of on-line courses (87%)
- JSU's convenient location (80%)

Perceptions of their degree program

- Nearly all indicated the overall quality of their program was good or excellent (96%);
- Nearly all respondents who were graduate assistants (17%) reported that they had positive experiences as graduate assistants (97%);
- Nearly all respondents indicated that their program:
 - requirements were explained clearly (91%)
 - encouraged academic/professional interactions with other students (96%)
 - adequately prepared them for career (95%)
 - had adequate classroom facilities (91%)
 - had adequate instructional supplies and equipment (93%)
 - had adequate non-computer lab facilities (94%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (92%)
- Nearly all received adequate support as a student throughout the program (93%)
- Professors were frequently available to help outside of class (77%);
- Frequently had classes that required some form of research (84%);
- Frequently used technology in the classroom (73%)
- Faculty were highly competent instructionally (97%) and professionally (97%);
- Quality of courses as preparation for employment after graduation (93%) and curricular advising (88%) were good or excellent;
- The support (95%) and professionalism (96%) of the department staff were good or excellent

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 (98%), 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 (98%)
- The sequencing of courses was appropriate (96%)

- The course requirements for graduate students in 400G courses were meaningfully higher (97%) 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 (87%)

Perceptions of Distance Learning

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

- Blackboard online courses (81%)
- JSU Mobile (App) (78%)
- Blackboard Mobile Learn (App) (77%)
- Blackboard Student Services 24/7 Support (77%)
- Blackboard Collaborate (76%)
- Lockdown Browser (75%)
- Blackboard IM (71%)

Eighty-four percent of the respondents indicated taking online courses through Distance Education while working on their degrees, and two-thirds or more of them agreed or strongly agreed that:

- The instructors were effective in delivering the online learning courses (84%)
- The online learning courses that I have taken provided me with a valuable learning experience (80%)
- Overall, my attitude toward online learning is positive (80%)
- They would advise other students to take online learning courses (65%)

Perceptions of University services

- Graduate Studies Office provided good advisement (92%), accurate information (96%) on admissions (96%) and graduation application procedures (93%), and had personnel who were courteous (97%) and prompt (97%) in responding to requests.
- Houston Cole Library provided adequate services (98%), Web access to Library services and resources (97%), personnel to meet the needs (99%), book (97%) and periodical (97%) collections, and operating hours (94%).
- Most respondents were satisfied or very satisfied with registration process (97%), obtaining GEM account (98%), and Business Office (97%).

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 Institutional Research & Assessment in the Division of Research, Planning, and Collaboration at 256 782-5109.