

Summary of 2019-2020 Graduate Student Exit Survey Results

During the academic year 2019-20, 503 cases of data were collected between June 14, 2019 and June 17, 2020.

- 67% were female and 32% were male.
- 72% were white, 20% were black, 3% each were Hispanic and Multi-racial. Asian or Asian American and American Indians made up 2% of the respondents.
- 28% were between the ages of 25 and 29, 32% were in their 30's, 22% were in their 40's, 10% were less than 25, and 7% were at the age of 50 or older.
- 26% were enrolled in Master of Science programs, 20% in Master of Science in Education programs, 15% in Educational Specialist programs, 10% in Master of Science in Nursing programs, 7% in Doctor of Nursing Practice programs, 6% in Master of Arts and Fine Arts programs, 5% in Master of Business Administration programs, 4%, each, in Master of Social Work and Graduate Certificate, and 2% were in Master of Public Administration programs.
- 43% planned to be employed in a school or community college, 24% in business, industry or healthcare, 22% planned to be enrolled in a PhD or other Doctoral Program, 13% in Government service, 8% in non-profit organizations, 5% planned to teach and do research at a 4-year college or university, 4% planned not to seek employment, 3%, each, planned to be self-employed and in post-doctoral fellowship or research associate-ship, and 2% planned to be in military service.
- 24% of the respondents had an annual household income of \$100,000 or more in the most recent year, 23% had between \$70,000 and \$99,999, 18%, each, between \$50,000 and \$69,999 and 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 (95%)
- JSU's reputation (94%)
- Availability of on-line courses (94%)

Perceptions of their degree program

- Almost all indicated the overall quality of their program was good or excellent (94%);
- All respondents who were graduate assistants (14%) reported that they agreed and strongly agreed that they had a positive experiences as graduate assistants (100%);
- Almost all respondents indicated (agreed and strongly agreed) that their program:
 - had adequate online learning environment (93%)
 - encouraged academic/professional interactions with other students (93%)
 - adequately prepared them for career and advancement in my career (93%)
 - had adequate non-computer lab facilities (92%)
 - requirements were explained clearly (92%)
 - had adequate instructional supplies and equipment (92%)
 - had adequate classroom facilities (92%)
- Nearly all received adequate support as a student throughout the program (93%)
- A majority were satisfied with the procedures for the scheduling of comprehensive exams (89%)
- Professors were frequently available to help outside of class (82%);
- Frequently had classes that required some form of research (85%);
- Frequently used technology in the classroom (78%)
- Faculty were highly competent instructionally (95%) and professionally (96%);
- Quality of courses as preparation for employment after graduation (93%) and curricular advising (91%) 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 (98%), the major theories (97%), accepted professional practices (98%), necessary knowledge (97%), and necessary bibliographical skills (97%) in respondents' disciplines
- Faculty provided clear understanding of evaluation methods used in each class (96%) and of the class goals and requirements (95%), 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 (93%) than those for undergraduates
- The evaluation methods, and grades awarded, properly differentiated levels of student performance (96%)

And a majority agreed or strongly agreed that:

- Courses were offered frequently and they completed their degree requirements as planned (89%)
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (88%)

Perceptions of Distance Learning

Over three-quarters of the respondents were satisfied or very satisfied with distance learning services and systems provided by Online@JSU Office:

- Online courses through Canvas (87%)
- Overall user experience with the Canvas LMS (85%)
- Supports provided by Online@JSU Office (84%)
- Turnitin Feedback Studio Plagiarism Tool (83%)
- Support provided directly through Canvas Help (83%)
- Canvas Student Mobile App (80%)

Over six-tenths respondents agreed or strongly agreed that:

- The online learning courses that they have taken provided them with a valuable learning experience (86%)
- The instructors were effective in delivering the online learning courses (85%)
- Overall, their attitude toward online learning was positive (83%)
- They would advise other students to take online learning courses (79%)
- Online learning minimizes the inequalities in education (63%)

Perceptions of University services

- Graduate Studies Office provided accurate information (96%) on admissions process (97%) and graduation application procedures (96%), and had personnel who were courteous in responding to requests (96%).
- Houston Cole Library provided adequate services (96%), adequate Web access to Library services and resources (96%), personnel to meet the needs (98%), book (96%) and periodical (97%) collections, and operating hours (95%).
- Nearly all respondents were satisfied or very satisfied with the Mail Center (98%) their Office365 (JSU email) account (97%), registrar's office (97%), disability support services (96%), registration process (96%), and Business Office (Student Accounts, Payroll) (94%).

Doctoral Programs Satisfaction

A majority or all of the respondents were satisfied or very satisfied with 17 statements regarding their programs.

- My program's reputation (100%)
- Information/experience gained from seminars/immersions (100%)
- My relationships and interaction with faculty/other students in my graduate program (100%)
- Quality of academic advising and guidance (100%)
- The opportunity to interact across disciplines (100%)
- Program's ability to keep pace with recent developments in my fields (95%)
- Overall satisfaction with my programs (95%)
- Overall quality of graduate level teaching by faculty (94%)
- Training in research methods (90%)

Climate

Almost all respondents agreed or strongly agreed that "Their relationships and interaction with faculty and other students are good and collegial (95%)," "Faculty members are willing to work with them (95%)," "Students in their programs are treated with respect by faculty (90%)," and "Overall, the climate of their programs is positive (90%)."

Qualifying Examination and Dissertation

Three-quarters and more of the respondents agreed or strongly agreed that coursework, immersions, and residency coursework adequately prepared them for the DNP Project (94%), coursework and seminars adequately prepared them for the DSc candidacy/comprehensive exams (86%) and their DSc dissertation work (75%).

Three-quarters and more of the respondents reported that the advice on preparing for written and oral qualifying exams (100%, 100%), meeting with their dissertation/DNP chairs (100%, 88%), and writing and revising their dissertations/DNP Projects (100%, 100%) 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.