

## Summary of 2020-2021 Graduate Student Exit Survey Results

During the academic year 2020-21, 517 cases of data were collected.

- 68% were female and 32% were male.
- 73% were white, 20% were black, 3% were Hispanic, 2% were Multi-racial. Asian or Asian American and Native Hawaiian or Other Pacific Islander made up 2% of the respondents.
- 27% were between the ages of 25 and 29, 31% were in their 30's, 18% were in their 40's, 16% were less than 25, and 7% were at the age of 50 or older.
- 26%, each, were enrolled in the Master of Science and Master of Science in Education programs, 13% in the Educational Specialist programs, 8% in the Master of Science in Nursing programs, 6%, each, in the Master of Social Work and Doctor of Nursing Practice programs, 5% in Master of Arts programs, 4% in the Master of Business Administration programs, 3%, each, in the Graduate Certificate and Master of Public Administration programs, and less than 1% of the respondents in the Master of Fine Arts program.
- 47% planned employment in a school or community college, 27% planned to be enrolled in a PhD or other Doctoral Programs, 23% in business, industry or healthcare, 13% in Government service, 11% in non-profit organizations, 7% planned to teach and do research at a 4-year college or university, 4%, each, planned to be self-employed and not to seek employment, 1% planned to be in the Military service, and less than 1% planned to do post-doctoral fellowship or research.
- 44% of the respondents had an income between \$30,000 and \$49,999 in the most recent year, 25% had income between \$50,000 and \$69,999, 12% had between \$70,000 and \$89,999, 9% had income of \$100,000 or more, and 7% had an income of less than \$30,000.

Factors that impacted respondents' decision to attend JSU the most (important and very important):

- Reputation of their department (97%)
- Unique features of their degree program (95%)
- Availability of on-line courses (95%)
- Cost of attending JSU (94%)
- JSU's reputation (92%)

### 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 (91%).
- Almost all respondents indicated (agreed and strongly agreed) that their program:
  - requirements were explained clearly (95%)
  - had adequate online learning environment (94%)
  - encouraged academic/professional interactions with other students (94%)
  - adequately prepared them for career and advancement in my career (94%)
  - had adequate instructional supplies and equipment (92%)
  - had adequate classroom facilities (92%)
  - had adequate non-computer lab facilities (91%)
- Nearly all received adequate support as a student throughout the program (94%).
- A majority were satisfied with the procedures for the scheduling of comprehensive exams (91%).
- Professors were frequently available to help outside of class (80%).
- Frequently had classes that required some form of research (83%).
- Frequently used technology in the classroom (84%).
- Faculty were highly competent instructionally (95%) and professionally (96%).
- Quality of courses as preparation for employment after graduation (92%) and curricular advising (92%) were good or excellent.
- The support (97%) and professionalism (98%) 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 the major theories (98%), accepted professional practices (98%), an understanding of research methodology (97%), necessary knowledge (97%), 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 (98%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (96%).
- 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 (96%).

Additionally, a majority agreed or strongly agreed that:

- Courses were offered frequently, and they completed their degree requirements as planned (94%).
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (88%).

### **Perceptions of Distance Learning**

Over three-quarters of the respondents rated their satisfaction with the distance learning services and systems provided by Online@JSU Office 4 or 5 on a scale of 1-5, with 1 being not satisfied at all and 5, very satisfied:

- Overall user experience with the Canvas LMS (94%)
- Online courses through Canvas (93%)
- Supports provided by Online@JSU Office (90%)
- Canvas Student Mobile App (89%)
- Turnitin Feedback Studio Plagiarism Tool (88%)
- Support provided directly through Canvas Help (87%)
- Honorlock Remote Test Proctoring (83%)
- Kaltura-viewing videos in Kaltura Media Gallery (76%)

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 (82%).
- They would advise other students to take online learning courses (79%).
- Online learning minimizes the inequalities in education (61%).

Ninety-two percent of the respondents who requested assistance from the Office of Online@JSU agreed (4 & 5, on a scale of 1-5) that their overall experience was positive.

### **Perceptions of University services**

- Graduate Studies Office provided accurate information (98%) on admissions process (98%) and graduation application procedures (97%), and had personnel who were courteous in responding to requests (98%).
- Houston Cole Library provided adequate services (96%), adequate Web access to Library services and resources (95%), personnel to meet the needs (97%), book (96%) and periodical (97%) collections, and operating hours (97%).

- Nearly all respondents were satisfied or very satisfied with the Mail Center (99%), Registrar's Office (99%), their Office365 (JSU email) account (98%), registration process (97%), Disability Support Services (96%), and Business Office (Student Accounts, Payroll) (96%).

## Doctoral Programs

### Satisfaction

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

- My program's reputation (99%)
- My relationships and interaction with faculty/other students in my graduate program (98%)
- Program's ability to keep pace with recent developments in my fields (98%)
- Information/experience gained from seminars/immersions (97%)
- Overall satisfaction with my programs (97%)
- Training in research methods (97%)
- Overall quality of graduate level teaching by faculty (96%)
- Quality of academic advising and guidance (95%)
- The opportunity to interact across disciplines (93%)

### Climate

Almost all respondents agreed or strongly agreed that "Their relationships and interaction with faculty and other students are good and collegial (99%)," "Faculty members are willing to work with them (98%)," "Students in their programs are treated with respect by faculty (98%)," and "Overall, the climate of their programs is positive (99%)."

### Qualifying Examination and Dissertation

Nearly all of the respondents agreed or strongly agreed that coursework, immersions, and residency coursework adequately prepared them for the DNP Project (92%), coursework and seminars adequately prepared them for the DSc candidacy/comprehensive exams (96%) and their DSc dissertation work (94%).

Almost all of the respondents reported that the advice on preparing for written (91%, 95%) and oral qualifying exams (95%, 93%), meeting with their dissertation/DNP chairs (95%, 91%), and writing and revising their dissertations/DNP Projects (93%, 90%) 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 <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.