

Summary of 2021-2022 Graduate Student Exit Survey Results

During the academic year 2021-22, 595 individuals clicked on the survey link.

- 72% were female, 27% were male, and less than 1% were non-binary.
- 73% were white, 19% were black, 3% were Hispanic, 2% were Multi-racial. Asian or Asian American and American Indian or Alaskan Native made up 2% of the respondents.
- 30% were between the ages of 25 and 29, 26% were in their 30's, 21% were in their 40's, 16% were less than 25, and 7% were at the age of 50 or older.
- 24% were enrolled in the Master of Science in Education programs, 22% in the Master of Science programs, 9% in the Doctor of Nursing Practice programs, 8%, each, in the Master of Business Administration, Educational Specialist, and Master of Science in Nursing programs, 7% in the Master of Arts programs, 6% in the Master of Social Work program, 3% in the Graduate Certificate programs, 2% in the Master of Public Administration programs, and 1%, each, in the Doctor of Science, Master of Fine Arts, and Master in Athletic Training program.
- 48% planned employment in a school or community college, 29% in business, industry or healthcare, 23% planned to be enrolled in a PhD or other Doctoral Program, 13% in Government service, 10% planned to teach and do research at a 4-year college or university, 9% in non-profit organizations, 5% planned not to seek employment, 4% planned to be self-employed, 2% planned to be in military service, and 1% planned to be in post-doctoral fellowship or research associate-ship.
- 34% of the respondents had an annual income between \$30,000 and \$49,999 in the most recent year, 31% had income between \$50,000 and \$69,999, 11% had income less than \$30,000, 10%, each, had income between \$70,000 and \$89,999, and \$100,000 or more, and 5% had annual income between \$90,000-\$99,999.

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

- Unique features of their degree program (95%)
- Cost of attending JSU (95%)
- Reputation of their department (94%)
- JSU's ease of access (94%)
- JSU's reputation (87%)
- Availability of diverse learning modalities (82%)

Perceptions of their degree program

- Almost all indicated the overall quality of their program was good or excellent (93%).
- All respondents who were graduate assistants (15%) reported that they agreed and strongly agreed that they had a positive experiences as graduate assistants (98%).
- Almost all respondents indicated (agreed and strongly agreed) that their program:
 - had adequate instructional supplies and equipment (94%)
 - requirements were explained clearly (93%)
 - had adequate classroom facilities (93%)
 - had adequate online learning environment (92%)
 - encouraged academic/professional interactions with other students (92%)
 - had adequate non-computer lab facilities (92%)
 - adequately prepared them for career and advancement in my career (91%)
- Almost all received adequate support as a student throughout the program (92%).
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (95%).
- Professors were frequently available to help outside of class (75%).
- Frequently had classes that required some form of research (74%).
- Frequently used technology in the classroom (89%).
- Faculty were highly competent instructionally (94%) and professionally (96%).

- Quality of courses as preparation for employment after graduation (90%) and curricular advising (87%) were good or excellent.
- The support (95%) 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 (96%), an understanding of research methodology (96%), necessary knowledge (97%), and necessary bibliographical skills (95%) in respondents' disciplines;
- Faculty provided clear understanding of evaluation methods used in each class (96%) and of the class goals and requirements (96%), and allowed students a reasonable degree of freedom/independence in the way assignments were conducted (96%);
- The sequencing of courses was appropriate (95%);
- The course requirements for graduate students in 400G courses were meaningfully higher (94%) 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 (93%);
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (86%).

Doctoral Programs

Satisfaction

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

- My program's reputation (98%)
- Program's ability to keep pace with recent developments in my fields (97%)
- Information/experience gained from seminars/immersions (97%)
- Overall satisfaction with my programs (97%)
- Overall quality of graduate level teaching by faculty (97%)
- My relationships and interaction with faculty/other students in my graduate program (96%)
- Training in research methods (95%)
- Quality of academic advising and guidance (94%)
- The opportunity to interact across disciplines (94%)

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 (97%)," and "Overall, the climate of their programs is positive (98%)."

Qualifying Examination and Dissertation

Nearly all respondents agreed or strongly agreed that coursework, immersions, and residency coursework adequately prepared them for the DNP Project (98%), coursework and seminars adequately prepared them for the DSc candidacy/comprehensive exams (97%) and their DSc dissertation work (96%).

Most of the respondents reported that the advice on preparing for written (86%, 82%) and oral qualifying exams (88%, 85%), meeting with their dissertation/DNP chairs (94%, 85%), and writing and revising their dissertations/DNP Projects (92%, 88%) were helpful or very helpful, and were received in a timely manner.

Questions regarding university services, including the Office of Graduate Studies, Distance Learning, etc. were removed from the survey starting fall 2021. The Degrees and major fields of study were updated each fall.

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.