

## Summary of 2022-2023 Graduate Student Exit Survey Results

During the academic year 2022-23, 363 cases of data were collected.

- 64% were female, 36% were male, and less than 1% were non-binary.
- 70% were white, 18% were black, 5% were Hispanic, 4% were Asian or Asian American, 1%, each, were Multi-racial, American Indian or Alaskan Native, and Other.
- 29% were between the ages of 25 and 29, 23% were in their 30's, 19% were in their 40's, 21% were younger than 25, and 8% were at the age of 50 or older.
- 28% were enrolled in the Master of Science programs, 17% in the Master of Science in Education programs, 13% in the Master of Business Administration programs, 12% in the Master of Science in Nursing programs, 8% in the Master of Social Work program, 6% in the Master of Arts programs, 5% in the 4%, each, in the Educational Specialist, and Graduate Certificate programs, 3% in the Doctor of Nursing Practice programs, and less than 1% in the Doctor of Science program.
- 33% planned employment in business, industry or healthcare, 32% planned employment in a school or community college, 19% planned to be in a PhD or other Doctoral Programs, 14% in Government service, 10% in a non-profit organization, 8% were not seeking employment, 6% planned to be self-employed, 5% planned to teach and research at a 4-year college or university, 1% planned to be in military service, and less than 1% planned to be in post-doctoral fellowship or research associate-ship.
- 31% of the respondents had an income between \$30,000 and \$49,999 in the most recent year, 26% had income between \$50,000 and \$69,999, 15% had less than \$30,000, 15% had between \$70,000 and \$89,999, 12% had \$100,000 or more, and 2% had an annual income between \$90,000-\$99,999.

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

- JSU's ease of access (96%)
- Unique features of their degree program (92%)
- Cost of attending JSU (92%)
- Reputation of their department (92%)
- JSU's reputation (87%)
- Availability of diverse learning modalities (81%)

### 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 (94%);
- Almost all respondents indicated (agreed and strongly agreed) that their program:
  - requirements were explained clearly (96%)
  - had adequate online learning environment (95%)
  - had adequate instructional supplies and equipment (93%)
  - had adequate classroom facilities (93%)
  - had adequate non-computer lab facilities (93%)
  - encouraged academic/professional interactions with other students (92%)
  - adequately prepared them for career and advancement in my career (91%)
- Nearly all were satisfied with the procedures for the scheduling of comprehensive exams (94%);
- Most received adequate support as a student throughout the program (93%);
- Frequently had classes that required some form of research (79%);
- Frequently used technology in the classroom (84%);
- Faculty were highly competent instructionally (92%) and professionally (95%);
- Quality of courses as preparation for employment after graduation (89%) and curricular advising (87%) were good or excellent;
- The support (94%) 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 agreed and strongly agreed that:

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

Additionally, a majority agreed or strongly agreed that:

- Courses were offered frequently, and they completed their degree requirements as planned (95%);
- Academic/professional interaction with other students contributed significantly to attaining my educational goals (86%).

### **Perceptions of the Office of Graduate Studies**

Nearly all respondents agreed or strongly agreed the following about the Office:

- The personnel, polite and courteous (99%), were prompt in responding my requests for information or service (95%), and provided accurate information (98%).
- The online submission process for Thesis/Dissertation/Project was straightforward and simple (98%), respondents were satisfied with the admissions process (98%) and the graduation application procedures (95%).
- The information provided for Thesis Option was clear (96%), and the Thesis Guide was informative (89%).

### **Doctoral Programs**

#### **Satisfaction**

Nearly all respondents were satisfied or very satisfied with the 16 statements regarding their programs.

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

#### **Climate**

Almost all respondents agreed or strongly agreed that "Faculty members are willing to work with them (99%)," "Their relationships and interaction with faculty and other students are good and collegial (98%)," "Students in their programs are treated with respect by faculty (98%)," 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 (97%), 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 (100%, 67%) and oral qualifying exams (100%, 67%), meeting with their dissertation/DNP chairs (86%, 100%), and writing and revising their dissertations/DNP Projects (100%, 100%) were helpful or very helpful, and were received in a timely manner.

In fall 2022, the Office of Graduate Studies decided to add the questions which was removed from the survey a year ago regarding the Office back to the survey.

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.