

# *Master's Exit Surveys*

Council of Graduate Schools

December 7, 2006

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# Collecting Exit Data

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- Exit Surveys

- What do you want to know?
- Who else wants or needs to know?
- How will the identified topics be measured?
- Who creates the assessment?
- How will the outcomes be reported?
- How will the data be used?
- Is there entry data for comparison?
- Is completing the survey compulsory?
- Who do you survey - completers only? Degree only?

# What do you want to know?

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- Purpose of exit survey
  - Improvement of teaching and learning
  - Learning Outcomes
  - Improvement of graduate support services
  - Accreditation requirements
  - Student satisfaction
  - Program evaluation
  - Graduate office evaluation

# Who wants or needs to know?

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- Who is the target audience?
  - VPAA/Provost
  - Program Coordinators/Directors
  - Faculty
  - Support Services (Library, Career Services, Food Services, Registrar, Student Affairs, Etc.)
  - Graduate Office (admission, orientation, monitoring, student support, etc.)
  - Accreditation Agency

# How will the topics be measured?

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- Paper (bubble sheet) and pencil
- Web-based questionnaire
- Focus groups
- Individual interviews
- Standardized instrument
- Self-developed instrument
  - Validated? Updated how often?
  - Quantitative? Qualitative?
- Department generated/collected
- University-wide centrally generated/collected

# Who creates the assessment?

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- Standardized
- Graduate faculty committee
- Institutional Research office
- Graduate Dean or Assistant Dean
- Advisory or Alumni Committee (external)

# How will outcomes be reported?

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- Dashboard indicators
  - Optimum ranges specified
  - One constituency's **important** is another's **junk**
- Percents and frequencies
- Sort by \_\_\_\_\_
- Rank order
- Comparison to what? (prior years, peers, internal-external, same-different, etc.)

# How will data be used?

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- Formative feedback to constituents
  - Feedback loop established & monitored
  - Feedback only
  - None- used in Graduate Office only
- Accreditation reports
- Program evaluation
- Office evaluation

# Are there comparison data?

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- Prior years - how far back? Consistent?
- Who has the data?
  - (IR, Academic Unit, Graduate Office, Library, Student Affairs, all of the above, none of the above)
- Entry survey data for pre-post comparison?
  - Value added
- Peers
  - Internal
  - External

# Voluntary or compulsory?

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- Voluntary
  - Sampling errors/bias
  - Number of subjects adequate & representative
- Compulsory
  - Enforcement
    - Effectiveness if not anonymous
  - Size and representativeness of sample
  - Small sample size for some programs

# Who is surveyed?

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- Degree completers only?
- Licensure and degree completers?
- Non-degree or professional development participants?
- Non-completers (stop-outs, drop-outs, no shows, non-admittees, dismissed, etc.)
- See “What do you want to know?”

# Steps to create an exit survey

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- Identify goals and needs for the desired information
- Elect/Appoint an individual or committee to create the exit survey
- Design and pilot test the questionnaire
- Statistically analyze, modify, validate the survey
- Administer the exit survey
- Share & use the information for decision-making
- Establish feedback loop and revise survey as necessary

# Typical topics in Exit surveys

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- Self/demographic information
- Degree completed and year
- Enrollment status (FT or PT)
- Campus location (including online)
- Years to degree
- Next Career/job/educational placement
- Career services & support rated

# Typical topics in Exit surveys

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- Satisfaction with graduate experience
  - Course selection, sequencing, frequency
  - Library, Financial Aid, Registrar, Bookstore, Computer labs, online and technical support (How often used?)
  - Advising/mentoring/accessibility of faculty
  - Research opportunities
  - Clinical/practical/applied opportunities
  - Career preparation
  - Student life - housing, insurance, other students
  - Graduate office support - orientation, policy enforcement, communication, web site

# Typical topics in Exit surveys

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- Outcomes assessment
  - Impact of program on individual's skills
  - Impact of program on individual's association with others in professional capacity, e.g. teacher-student, psychologist-client, business person-customer, etc.
  - Opportunities for professional growth, e.g. research, scholarship, conference papers, publications, practica, internships, or work-related projects

# Examples of Exit Surveys

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- Longwood University
- Norfolk State University
- Radford University

# Longwood Exit Survey

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- In which graduate program are you currently enrolled, recently completed or graduated? (List programs)
- Rate your overall experience in your graduate program.
  - Excellent - I recommend the program to others.
  - Good - I recommend the program with reservations.
  - Poor - I do not recommend the program to others.

# Longwood Exit Survey

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- Rate the quality of \_\_\_\_\_ in your program.
  - Faculty
  - Curriculum
  - Instruction
  - Advising
  - Accessibility of faculty
  - Library resources
  - Information technology

# Longwood Exit Survey

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- Rate the quality of \_\_\_\_\_ in your program
  - Opportunities to do research, scholarship or other creative work
  - Integration research into teaching
  - Integration of technology into teaching

# Longwood Exit Survey

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- Rate the extent to which...
  - Your personal academic goals were met
  - Your career preparation or career improvement goals were met
  - The tuition and fees paid were worth the education you received

# Longwood Exit Survey

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- Rate...
  - Complexity and level of expectations of the graduate coursework
  - How your graduate curriculum and coursework relates to current practices in your chosen field
  - Student services provided by the Graduate Studies office for
    - program information,
    - admission,
    - advising,
    - comps,
    - thesis/research
    - graduation.

# Longwood Exit Survey

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- Rate...(how often used & quality)
  - Student support services outside of the Graduate Studies office with whom you interacted during your graduate education,
    - financial aid,
    - career services,
    - student accounts,
    - instructional technology,
    - library
    - police, etc.

# Longwood Exit Survey

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- Did you receive orientation materials or participate in any type of orientation to your graduate program as a new Longwood graduate student?
  - Rate effectiveness of orientation materials or activities in orienting you to graduate policies/procedures and program curriculum and procedures.

# Longwood Exit Survey

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- Describe (multiple choices provided):
  - Student status at entry into first graduate class
  - Student status now
  - How often there is communication between your program advisor and you about program requirements, issues or concerns (in person, via email, or telephone).

# Longwood Exit Survey

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- Describe (multiple choices provided):
  - Number of classes taken at off-campus centers
  - Number of 100% online classes taken
  - Which course delivery schedule preferred

# Longwood Exit Survey

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- Compare:
  - Off-campus classes with on-campus
  - Electronically mediated courses (Interactive television, video conferencing, online) with traditional face-to-face instruction.

# Longwood Exit Survey

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- To what extent did your graduate course work affect performance outcomes of those with whom you work, e.g. teacher-students, administrator-employees, manager-customers, counselor-clients, etc.
  - Significant positive differences
  - Moderate positive differences
  - Small positive differences
  - No perceptible difference
  - No basis upon which to judge

# Longwood Exit Survey

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- To what extent did your Longwood graduate coursework affect your:
  - Own performance as a professional, e.g. teaching, managing, administrating, counseling, etc.?
  - Confidence in your professional abilities?
  - Professional credibility and standing with others?

# Longwood Exit Survey

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- Provide specific example(s) of items rated Excellent.
- Provide specific example(s) of items rated Poor.
- Provide additional comments on your experience as a graduate student at Longwood.

# Reporting the data at Longwood

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- Data collected electronically
- Compulsory but anonymous
- Data compiled by Graduate Office into report with charts, percents, comparisons with previous years for Graduate Studies as a whole and for each program for which there is adequate data
- Shared in Graduate Committee and individually with each program coordinator and department chair
- Part of regular academic program review and accreditation self-studies which provides formal feedback loop
- Part of annual Graduate Studies report prepared for VPAA and Graduate Committee