

EXIT SURVEYS FOR MASTER'S STUDENTS

PRESENTERS:

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Student-Centered Institution

A student-centered institution takes
“an R. Buckminster Fuller’s view of students:
human beings are born geniuses and designed
for success. If they fail to display their genius
or fail to succeed, it is because their design
function is being thwarted”

(Barr & Tagg, 1995, p. 23; Tagg, 2003)

Exit Survey: Definition

A method of collecting information from graduating students about their perceptions, attitudes, behaviors, or characteristics upon the completion of their degree programs.

Exit Surveys: Advantages and Disadvantages

- Advantages of Exit Surveys
 - Large-scale administration
 - Cost-efficient to administer
 - Mechanism to identify topics for more in-depth exploration
- Disadvantages of Exit Surveys
 - Substantial investment of time in development of questionnaires
 - Typically do not provide in-depth information
 - Typically low response rate

Exit Surveys: Validity of Self-Reported Data

- Self-reported data are likely to be valid when
 - Information requested is known to the respondents
 - Questions are phrased clearly and unambiguously
 - Questions refer to recent activities
 - Respondents think the questions merit a serious and thoughtful response
 - Answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways

Norfolk State University

- Founded in 1935
- Located in downtown Norfolk, Virginia, USA
- Virginia's largest public Historically Black University (HBCU)
- One of the largest HBCUs in the nation
- Approximately 6,000 culturally diverse students (835 graduate students)
- As a university of opportunity, NSU offers a wide variety of programs (18 graduate degrees) for students seeking access to an affordable, high-quality education

NSU Exit Survey: Administration

- Instrument
 - Graduating Student Exit Survey (GSES) Form
- Sample
 - All graduating students (undergraduate and graduate)
 - Graduation requirement
 - Approximately 250 graduate students annually
- Timeline
 - During the month before graduation
- Method
 - Online (Inquisite software)
http://www.nsu.edu/iea/active_surveys.php



ABOUT US

ACTIVE SURVEYS

ASSESSMENT

RESEARCH

RESOURCES



- Graduating Student Exit Survey
- Assessment Handbook
- Advising Manual
- Summer Readings **NEW!**

ACTIVE SURVEYS

NORFOLK STATE UNIVERSITY Graduating Student Exit Survey

One of the steps leading to graduation is completion of the Graduating Student Exit Survey. The purpose of the form is to collect information that will help Norfolk State University determine the extent to which its programs and services are effective in meeting the needs of students.

The survey should take you no more than 15 minutes to complete. Your responses will be kept confidential. Please follow the directions provided with each set of questions.

Thank you for taking time to reflect on your experiences at Norfolk State University.

NSU Exit Survey: Principles

- Mission-centeredness
- Comprehensiveness
- Continuous quality enhancement

NSU Exit Survey: Content

- Curriculum
- Faculty assistance
- Perceived growth and development
- Satisfaction with support services
- Demographics
- Open-ended questions

NSU Exit Survey: Focus of the Presentation

1. Curriculum Organization
2. Curriculum Support
3. Content Delivery
4. Student-Faculty Interactions
5. Selected Demographics

1. Curriculum Organization

- Content and structure of the program (% satisfied + very satisfied) (+)
- Clarity of degree requirements (% satisfied + very satisfied) (-)
- Level of difficulty (rigor) in the program (% satisfied + very satisfied) (+)

2. Curriculum Support

- Availability of classes (% satisfied + very satisfied) (=)
- Required courses were offered with reasonable frequency (% agreed + strongly agreed) (-)
- Library holdings for your field of study (% satisfied + very satisfied) (+)
- Quality of facilities and equipment such as laboratories and studios (% satisfied + very satisfied) (+)

3. Content Delivery: Classroom Instruction

- Overall quality of instruction (% satisfied + very satisfied) (-)
- Class sizes were appropriate (% agreed + strongly agreed) (-)
- Usefulness of texts and course materials (% satisfied + very satisfied) (+)

3. Content Delivery: Enriching Educational Experiences

- Opportunities for experiences outside of the classroom that supported your development in the program (% satisfied + very satisfied) (-)
- There were opportunities to participate in independent projects, internships, or community service (% agreed + strongly agreed) (-)

3. Content Delivery: Curriculum Relevancy

- Degree requirements were relevant to my professional goals (% agreed + strongly agreed) (-)
- The experience in my program gave me a sense of competence in my field of study (% combined responses for 4 and 5) (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)
- The experience in my program provided the foundation for further study (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)

3. Content Delivery: Curriculum Currency

- Course content reflected current trends in my field (% agreed + strongly agreed) (-)
- The experience in my major helped me understand current issues in my field (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)

3. Content Delivery: Community Focus

- The experience in my program involved the application of theoretical knowledge to practical solutions (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)
- The experience in my program helped me understand human diversity (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)
- The experience in my program helped me understand needs in the community (% combined responses for 4 and 5 // 1=not at all; 5=a great deal) (+)

4. Student-Faculty Interactions

- Faculty members were genuinely interested in my welfare (% agreed + strongly agreed) (-)
- Accessibility of faculty to provide assistance outside of class (% satisfied + very satisfied) (+)

4. Student-Faculty Interactions: Advising

- Ability to obtain answers to the questions about program requirements (% satisfied + very satisfied) (=)
- Quality of advising about coursework in the program (% satisfied + very satisfied) (+)
- Accuracy of information provided by the advisor (% satisfied + very satisfied) (+)

5. Selected Demographics: Finance

- Difficulty in financing education at NSU (-)
- Educational debt (+)

5. Selected Demographics: Employment

- Current employment (+)
- Employment plans after graduation
 - Confidence (+)
 - Type
 - Sector
- Expected salary after graduation (+)

Use of Data

- Continuous quality enhancement (assessment)
- Accreditation
- Accountability
- Data triangulation

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