

Research Article

Graduating Students' Perception on their Experiences of attending a Christian-based Higher Educational Institution

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A B S T R A C T

Many critical factors impact Christian educational practice. A critical challenge facing religious institutions is whether they can critically embrace the post-modernist perspective and its attending culture of post-modernity; whether they can embrace unity-in-diversity, allowing all viewpoints to be accorded value, while at the same time preserving the essential parameters of belief, structure, and practice. This study aims to empirically examine the perception of graduates of the private higher educational institution on the programme and product offerings of the institution, and make pertinent information available for research-based decisions. An objectivist epistemology is employed to evaluate the issues. The 2017 Graduating Student Exit Survey (GSES) comprised 242 graduates (46.5%) of the graduating population. The sample was selected solely based on attendance. On August 11, 2017, all attendees were seated in the university's auditorium; they were informed of a survey to solicit data on the 'institution's product' including a self-reported evaluation of the programme. The graduates were informed of their rights and freedom to complete such an instrument, and that they could opt not to complete the process. One in every two students was given a copy of the instrument based on the seating arrangement of every second seat. Of the intended sampling size (n=260), 93.1% completed the survey instrument. When the respondents were asked 'If you had to do it all over again, would you attend the institution?' a significant statistical correlation existed between the two variables, with more respondents of the SDA faith indicated yes to the question, 82.4% compared to non-faith-based members (64.4%; χ^2 (df=2) = 10.100, P=0.006). 'Would you recommend the institution as a place of study to others? By being a faith-based member of the SDA movement. A significant statistical relationship existed between the two variables, with more respondents of the SDA faith indicated yes to the question. (93.3%) compared to non-faith-based members (χ^2 (df=2) = 16.201, P < 0.0001). All stakeholders of the institution must begin to value the customer and no longer should it be 'student', but the new concept must be 'customer', and as such effort should be placed on pleasing the customer as this is the gateway to changing the discontent and dissatisfactions that have been expressed by some of the 2017 graduates.

Keywords: Higher Educational Institution, Student Perception of Christian-Based Education

Introduction

A key goal of Christian education must be to teach students who they are and what they are intended to become in the plan of God and to develop Christ-characteristics in their lives by character education (Lickona, 1991; Lombardi, 2009; Mitchell, 2015; Potter, 2007; Wilhelm, 2005). Students must learn that the value of their lives is borne in their relationship with Christ not in what they may acquire-developing in students a Christian character. Thus, "the primary goal of Christian education is to better acquaint the student with the person of Jesus Christ, to secure for students the appropriate wealth of knowledge of Christ, to show individuals how to face God and then with the vision of God in their hearts to face the present world and the world to come." (Kienel, Gibbs & Berry, 1995)-knowledge acquisition.

Education that is Christian encourages students to learn both the individual and social implications of moral or ethical behaviour and helps students learn about the Bible and Christianity, guiding them to adopt the beliefs of their church or denomination (Burge, 2014). Also, education that is Christian will recognize the ultimate goal in growing true disciples-teaching ministry. That is, the entire process of Christian education is seen as a means used by the Holy Spirit to bring the individual into fellowship with God, to develop a Christian mind in him and to train him in godly living so that he can fulfill God's total purpose for his or her life personally and vocationally (Kienel, Gibbs & Berry, 1995).

Another goal of Christian education is service to God and humanity. The apostle Paul writing to the Corinthians explained the value of people to humanity and God this way:

Though I speak with the tongues of men and of angels, but have not love, I have become sounding brass or a clanging cymbal. ² And though I have the gift of prophecy, and understand all mysteries and all knowledge, and though I have all faith, so that I could remove mountains, but have not love, I am nothing. ³ And though I bestow all my goods to feed the poor, and though I give my body to be burned, but have not love, it profits me nothing (1 Corinthians 13 New King James Version- Bible Gate).

There are many critical factors which impact Christian educational practice. A critical challenge facing religious institutions is whether they can critically embrace the post-modernist perspective and its attending culture of post-modernity; whether they can embrace unity-in-diversity, allowing all viewpoints to be accorded value, while at the same time preserving the essential parameters of belief, structure and practice.

Globalization in its several forms-economic, political, and cultural--has had major impacts on education, and more so since the start of the new millennium. It has required a

rethinking of education's philosophy, purpose, structure, content and pedagogy, methods of delivery and assessment of outcomes (Carnoy, 1999; McGinn, 1996). The global knowledge economy requires, and rewards, those who are better educated and more skilled. Thus, there is pressure to increase the average level of education in the labor force which, in developing countries, means expanding both secondary and tertiary educational opportunities. "The need for different societies to compete in a world where knowledge is a principal currency has turned the impacts of globalization on developing countries even more." (Sharafi, Bassak Harouni, Torfi, Makenalizadeh, and Sayahi, 2011, p. 1279)

The aim of this study is to empirically examine the perception of graduands of the private higher educational institution on the programme and product offerings of the institution, and by so doing make available pertinent information for the making of decisions that are based on research. An objectivistic epistemology is employed to evaluate the issues. A standardized survey was used to collect the data from graduands at the 2017 commencement service.

Methods

The 2017 Graduating Student Exit Survey (GSES) comprised 242 graduands (or 46.5%) of the graduating population. The sample was selected solely based on attendance to the 2017 graduating rehearsal exercise on August 11, 2017. On August 11, 2017, all attendees were seated in the university's auditorium; they were informed of a survey to solicit data on the 'institution's product' including a self-reported evaluation of the programme. The graduands were informed of their rights and freedom to complete such an instrument, and that they could opt not to complete the process. One in every two students were given a copy of the instrument based on the seating arrangement of every second seat. Of the intended sampling size (n=260), 93.1% completed the survey instrument.

Those who agreed to complete the GSES were provided with the standardized instrument along with a sharpened pencil. The GSES consisted of 27 closed and open-ended questions-1) eight demographic items; 2) five item on degree and funding; 3) nine Likert-scale items on programme evaluation, and 4) four items on the area of recommending the university. The Likert-scale items ranged from 1 to 5, with 1 being low or poor to 5 representing high or excellent. The nine Likert scale items were to evaluate the self-assessed educational programmes offered by university in relation to 1) quality of faculty, 2) quality of programme, 3) professionalism of lecturers, and 4) the area of recommending people to the university.

On average, GSES took approximately 10 minutes±5 minutes to complete. Cronbach alpha was done for the 9-item Likert

scale questions (6-to-14); with the value being 0.910 and this indicates a very good index or highly reliable scales to assess the concept of self-rate programme assessment, which is presented in Tables 1 and 2 below:

Table 2 presents bivariate correlations between pairs of items (or questions) in the Programme Evaluation Index. Generally, the bivariate correlations between pairs of items in the index were relatively moderate with the exception of two with highly associated items—1) items 7 and 12 ($r = 0.705$), and 2) items 12 and 13 ($r = 0.800$). Normally, it is advisable for the purpose of index construction that there be weak to moderate bivariate correlations and so

this violates this matter. However, before deletions of this, further analysis is needed (see Table 3).

Using factor analysis (i.e. Principal Component Analysis), almost 60% of the variance in index can be explained by item 6 and that item 7 contributed 9.4%, compared to item 12 that accounted for 3.9% and item 13 some 3.3%, which means that there is no need to delete any of them as their contribution to the Programme Evaluation Index is minimal and they do not significantly impact the overall index. Therefore, the index is very good with the inclusion of items 7, 12, and 13 and that overall index is better with their inclusion than exclusion (Table 4).

Table 1. Programme Evaluation Index, Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
0.910	0.913	9

Table 2. Programme Evaluation Index, Inter-Item Correlation Matrix

	Ques6	Ques7	Que8	Ques9	Ques10	Ques11	Ques12	Ques13	Ques14
Ques6	1.000	0.647	0.587	0.544	0.485	0.485	0.664	0.581	0.458
Ques7	0.647	1.000	0.531	0.508	0.471	0.444	0.705	0.634	0.609
Que8	0.587	0.531	1.000	0.561	0.486	0.571	0.534	0.487	0.443
Ques9	0.544	0.508	0.561	1.000	0.566	0.559	0.529	0.460	0.484
Ques10	0.485	0.471	0.486	0.566	1.000	0.468	0.561	0.444	0.538
Ques11	0.485	0.444	0.571	0.559	0.468	1.000	0.530	0.451	0.375
Ques12	0.664	0.705	0.534	0.529	0.561	0.530	1.000	0.800	0.571
Ques13	0.581	0.634	0.487	0.460	0.444	0.451	0.800	1.000	0.588
Ques14	0.458	0.609	0.443	0.484	0.538	0.375	.571	0.588	1.000

Table 3. Programme Evaluation Index, Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
Ques6	5.321	59.119	59.119	5.321	59.119	59.119
Ques7	0.849	9.428	68.547			
Que8	0.654	7.271	75.819			
Ques9	0.491	5.459	81.277			
Ques10	0.452	5.018	86.295			
Ques11	0.410	4.553	90.848			
Ques12	0.359	3.993	94.841			
Ques13	0.297	3.295	98.136			
Ques14	0.168	1.864	100.000			

Extraction Method: Principal Component Analysis.

Table 4.KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.904
Bartlett's Test of Sphericity	Approx. Chi-Square	1068.626
	df	36
	Sig.	<0.0001

For this study, the data were entered, retrieved, and analyzed using the Statistical Packages for the Social Sciences, Version 25.0, for Windows. Data were analyzed, using 1) percentages, 2) descriptive statistics (i.e., mean, skewness, standard deviation, etc.), 3) bivariate analyses – chi-square, Pearson's Product Moment correlations, Independent sample t-test, Analysis of Variance (ANOVA), and 4) multivariate analysis-Principal Component Analysis (PCA). The data are presented using 1) graphs, and 2) frequency distribution tables. A p (or probability) value of 5% was used to determine statistical significance at a 2-tailed level.

Data Interpretations of Findings and Results

This section of the work presents the findings and their interpretations in an effort to contextualize the issues for a better and deeper understanding of the various items on the instrument.

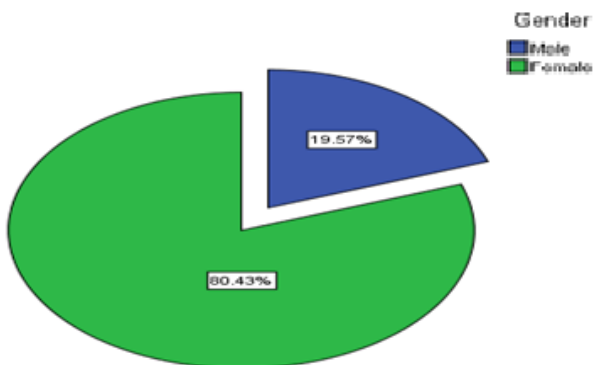


Figure 1. Gender Composition of Sampled Respondents

Of the sampled respondents (n=242), the response rate to the gender question was 95.0% (n=230). Of the valid cases (n=230), the majority were females (n=185, 80.4%) compared to males (n=45, 19.6%), as depicted in Figure 1. This shows the gender disparity in tertiary level education in Jamaica, which is similar to what obtains at the University of the West Indies, Mona, and the UWI Open Campus (Evans & Burke, 2006; Jamaica Commonwealth of Learning, 2015; University of the West Indies, 2010). It can be extrapolated that tertiary education is a feminized phenomenon and this was decried by Christopher Goldson in a letter to the editor in the Jamaica Gleaner (Gleaner, 2015).

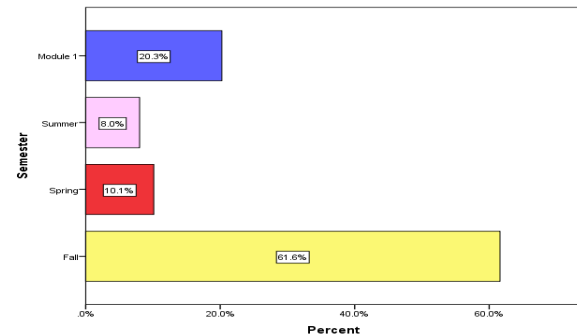


Figure 2. Semester

With respect to the question, "Please state the semester/term you started your course of study [at the institution]?" the responses are shown in the bar graph, above (Figure 2). The response rate to the aforementioned question was 97.9% (n=237) and of this, 62% (n=146) began in fall compared to Module 1 (n=48, 20.3%) followed by Spring (n=24, 10.1%) and summer (n=19, 8.0%).

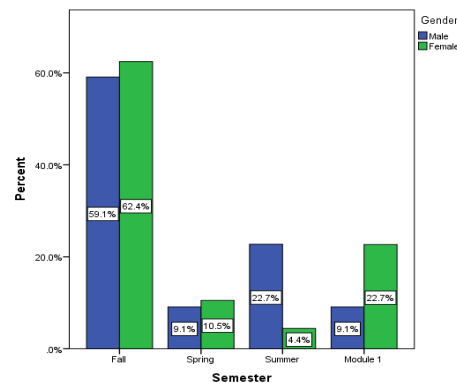


Figure 3. Cross tabulation between Semester and Gender composition

Figure 3 depicts a composite bar graph of semester started study at the institution and gender composition of respondents. Of the sampled respondents (n=242), 93.0% (n=225) were used for this cross tabulation, with 181 females and 44 males. Of the female respondents, 62.4% (n=113) began in fall compared to 59.1% (n=26) of their male counterparts. Similarly, more female respondents started in spring (n=19, 10.5%) and 9.1% (n=4) than males, which was comparatively the same for those who began in Module 1 (female, 22.7%; male, 9.1%). A significant statistical correlation existed between semester started

university and gender composition ($\chi^2(df=3) = 18.216$, $P < 0.0001$), with the association being a relatively weak one ($cc=0.274$).

Of the sampled respondents ($n=242$), 94.6% ($n=229$) answered the question 'Are you Jamaican?' Only 4.8% ($n=11$) of the valid cases were international graduands compared to 95.2% of local graduands (see Figure 4).

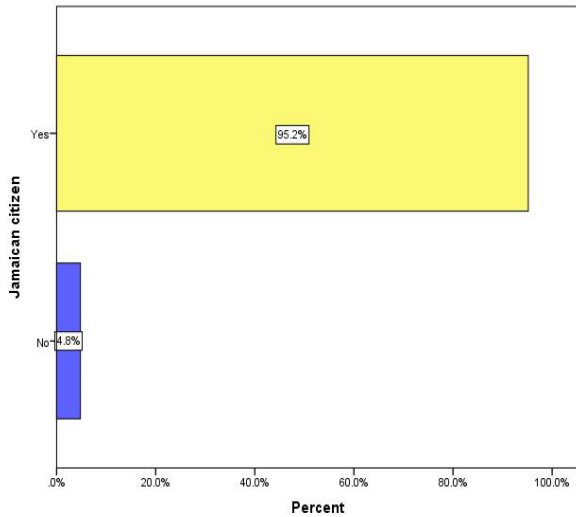


Figure 4.Nationality

Of the international respondents (4.8%, $n=11$), 18.2% were from Nigeria as well as Barbados compared to 9.1% from other nations such as Belize, Bermuda, Dominica, Guinea, Haiti, and Turks and Caicos islands (See Figure 5).

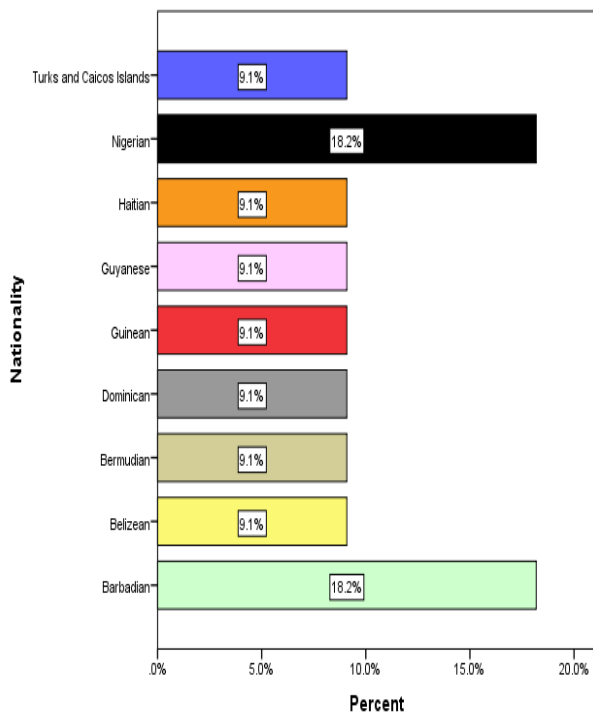


Figure 5.International graduands: Nationality

The population of graduands, 87.6% ($n=212$) responded to the question, 'Are you a member of the Seventh-day Adventist (SDA) faith?' Most of the respondents were members of the SDA faith ($n=122$, 57.5%) compared to non-SDA members ($n=90$, 42.5%) – Figure 6.

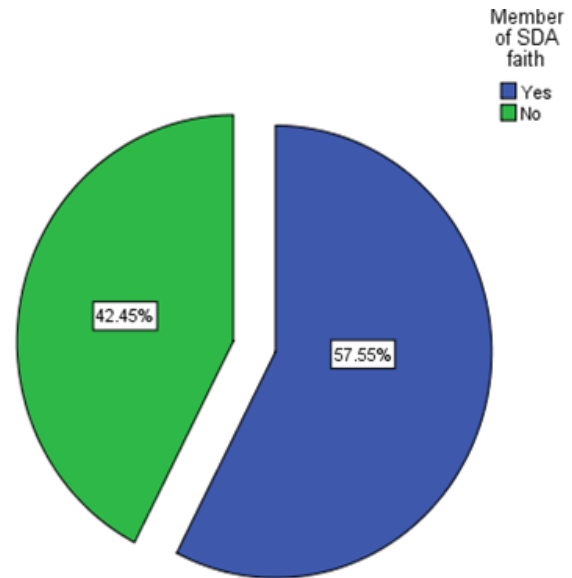


Figure 6.Member of SDA Faith

Of the sampled respondents ($n=242$), 87.2% ($n=211$) were used for the cross tabulation between being or not being members of SDA faith and gender. There is a statistical association between both variables ($\chi^2(df=1)=11.947$, $P = 0.001$), with more male graduands being members of the SDA faith ($n=34$, 81.0%) compared to their female counterparts ($n=87$, 51.5%). Such a finding means that there is a gender disparity in the graduands being members of the SDA faith and that substantially more females are non-SDA people.

Table 5.Cross tabulation of Member of SDA and Gender composition

		Gender		Total	
		Male	Female		
Are you a member of the SDA faith?	Yes	Count	34	87	121
		% within Ques19	81.0%	51.5%	57.3%
	No	Count	8	82	90
		% within Ques19	19.0%	48.5%	42.7%
Total		Count	42	169	211
		% within Ques19	100.0%	100.0%	100.0%

How do students pay for their college education?

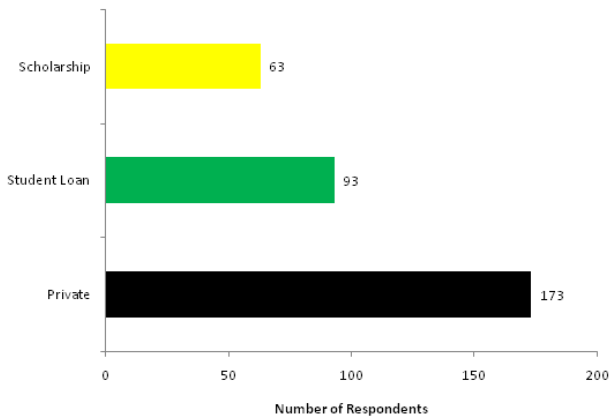


Figure 7. Financing course of study: Single medium

Figure 7 depicts the financing of the course of study for the respondents. Of the sampled respondents (n=242), 71.5% (n=173) indicated private financing compared to 38.4% (n=93) who remarked Student Loan and 26.0% (n=63) who mentioned scholarship.

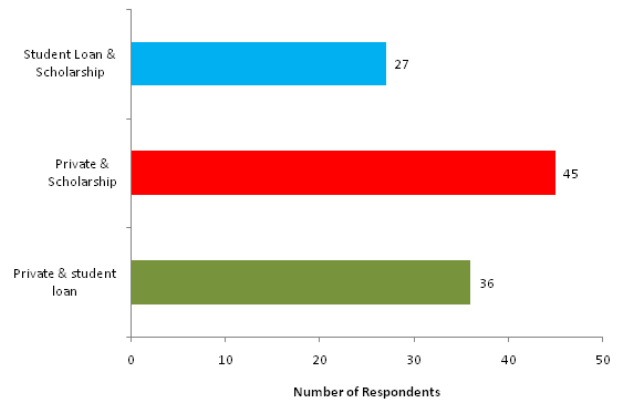


Figure 8. Financing of education: Combinations of media

Cross tabulations of different combinations of financing of tertiary education is shown in Figure 8. Almost 15% (n=36) of the sampled respondents used both student loan and scholarship to finance their tertiary education compared to 18.6% (n=45) who indicated private and scholarship and 11.2% (n=27) who mentioned private and student loan.

Table 6. Academic department from which you are graduating

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Department of Humanities	2	.8	.8	.8
	Department of Behavioral and Social Sciences	51	21.1	21.3	22.1
	Department of Communication Studies	11	4.5	4.6	26.7
	Department of Business Administration and Hospitality	34	14.0	14.2	40.8
	Department of Computer Information Sciences	13	5.4	5.4	46.3
	Department of Nursing	61	25.2	25.4	71.7
	Department of Mathematics and Engineering	6	2.5	2.5	74.2
	Department of Nutrition, Dietetics and Food Science	2	.8	.8	75.0
	Department of Biology, Chemistry and Environmental Sciences	4	1.7	1.7	76.7
	Department of Medical Technology	11	4.5	4.6	81.3
	Department of Teacher Education	28	11.6	11.7	92.9
	Department of Religion and Theology	17	7.0	7.1	100.0
	Total	240	99.2	100.0	
Missing	System	2	.8		
	Total	242	100.0		

Most of the graduands of the institution continue to finance their education by way of private funding and scholarships, with student loan playing a major role along with private financing compared to student loan and scholarship.

The majority of the graduand-respondents for 2017 were from Nursing (25.4%, n=61) followed by Behavioural and Social Sciences (21.3%, n=51) and so on (see Table 6).

Table 7 presents descriptive statistics for the Self-rated Programme Evaluation Index. The mean value for the Self-rated Programme Evaluation Index is 30.04±9.4, 95%CI:

28.8-31.3, with a maximum value of 69.0. Based on the value for the skewness (1.536), it could be concluded that there were extreme outliers in the data distribution, which is evident from Figure 9 and this denotes that the data is not a normally distributed one (see Table 7, $P > 0.05$). As such the median is a better presentation of the average as it is not influenced by an outlier (median = 27). This means that self-rated assessment by graduands of the programme offered by the institution very low (or this is equivalent to an 'F' using our grade scheme).

Table 7. Descriptive statistics for Self-rated Programme Evaluation Index

		Statistic	Std. Error	
Ques20	Mean	30.04	.643	
	95% Confidence Interval for Mean	Lower Bound	28.77	
		Upper Bound	31.30	
	5% Trimmed Mean	29.09		
	Median	27.00		
	Variance	88.355		
	Std. Deviation	9.400		
	Minimum	20		
	Maximum	69		
	Range	49		
	Interquartile Range	12		
	Skewness	1.536	.166	
Kurtosis	2.180	.331		

Table 8. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Programme_Evaluation_Index	.113	47	.168	.961	47	.115

a. Lilliefors Significance Correction

Table 9. Self-rated Programme Evaluation Index: Components

	Mean	Std. Deviation	N
6. What is your perception of the quality of the faculty in your programme of study?	3.8098	0.80920	205
7. How would you rate the overall quality of your programme of study?	3.9707	0.78536	205
8. Generally, how would you rate the professionalism of your lecturers or facilitators?	3.9220	0.79444	205
9. Generally, indicate your level of satisfaction with the guidance/ academic advisement of faculty members	3.5122	1.06922	205
10. Generally, how would you rate the adequacy of space, facilities, and equipment in your programme of study?	3.2244	0.98438	205

11. Generally, how would you rate the empathy of your lecturers or facilitators?	3.7854	0.88161	205
12. Overall, did the courses meet your expectations?	3.9073	0.94256	205
13. Overall, was your course of study relevant to market trends?	3.9659	0.89322	205
14. Rate the opportunities provided by your programme of study.	3.7366	1.02846	205

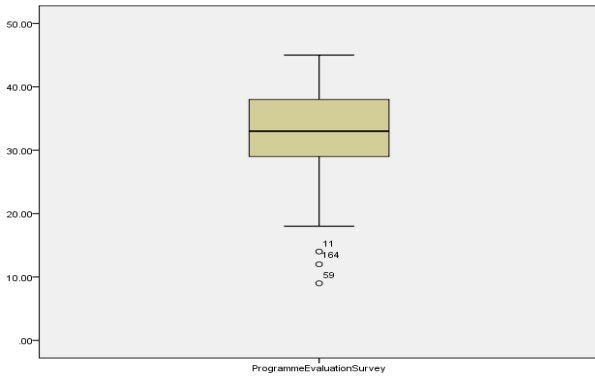


Figure 9. Box-plot of Programme Evaluation Index

Table 9, presents disaggregation of the self-rated Programme Evaluation Index. The index was computed from a 6-point Likert scale. Based on the table, the weakness area identified by the 2017 graduands was ‘Generally, how would you rate the adequacy of space, facilities, and equipment in your programme of study?’ which was given a low score of 3.2; followed by “Generally, indicate your level of satisfaction with the guidance/academic advisement of faculty members (3.5±1.1). This denotes that quality of the faculty was high (3.8±0.9), quality of the programme high (3.97±0.79), professionalism of the facilitators was high (3.922±0.79), and that there is a high relevance of the course of study to market place (3.966±0.893) as well as a high mean score for the programme meeting the expectations (3.9073±0.943).

Table 10, presents the descriptive statistics for male and female graduands as it relates to self-rated assessment of the programmes of study offered by the university. The Levene’s Test indicated that equality of variance should not be assumed (F=4.634, P = 0.032), suggesting that there is a statistical difference between both mean values. Based on the values for the mean of the Self-rated Programme Evaluation Index, it can be concluded that male graduands gave a higher quality rating for the programmes offered by the institution compared to their female counterparts (t=2.614, P = 0.01). This means that female graduands were

Table 10. Programme Evaluation Index by Gender distribution

Details	Descriptive
Programme Evaluation Index	
Male	33.9±11.3
Female	29.1±8.7

less satisfied with the quality of the institution product compared to their male counterparts.

The respondents were asked, “Indicate the high school from which you graduated?” (the responses were placed in the Table in Annex 1). The majority of the graduands attended William Knibb Memorial High School (2.5%); Bishop Gibson High School (2.5%); St Elizabeth Technical High School (STETHS) (2.5%); Manchester High School (2.1%) and Spalding High School (1.7%) as well as Rusea’s High School (1.2%).

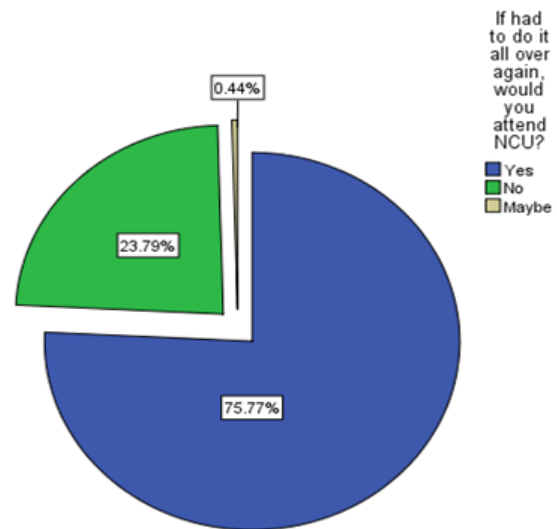


Figure 10. If you had to do it all over again, would you attend institution?

When the respondents were asked, “If you had to do it all over again, would you attend institution?” (their responses are depicted in Figure 10). Almost 94% (n=227) of the sampled respondents indicated a response to the question, with 75.8% (n=172) stating “yes” in comparison to 23.8% (n= 54) who remarked “no” (Figure 10). This means that institution has a relatively good product as can be deduced from this response, and that this is the same across the genders— $\chi^2(df=2)=1.090$, P = 0.580(see Figure 11).

Figure 11 shows a comparative bar graph of respondents’ comments to ‘If you had to do it all over again, would you attend institution?’ by gender. Of those who indicated yes the aforementioned question, marginally more were males (81.8%) compared to females (44.9%).

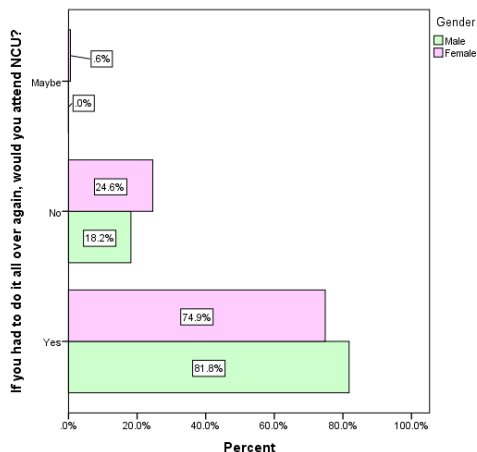


Figure 11. Composite bar graph of ‘would you attend institution’ by gender

Figure 12 depicts a composite bar graph of responses to the question ‘If you had to do it all over again, would you attend institution?’ by being a faith-based member of the SDA movement. A significant statistical correlation existed between the two variables, with more respondents of the SDA faith indicated yes to the question of ‘If you had to do it all over again, would you attend institution?’ (82.4%) compared to non-faith-based members (64.4%; $\chi^2(df=2) = 10.100, P = 0.006$).

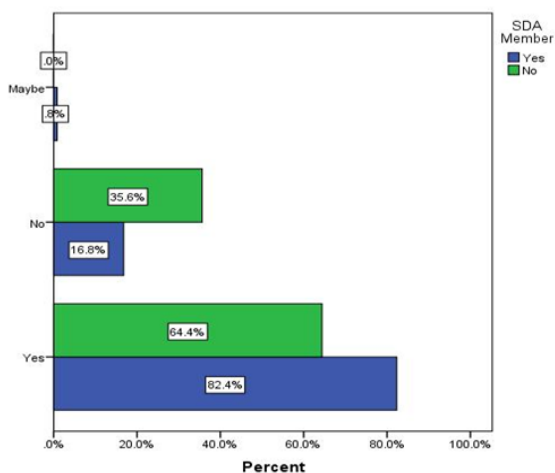


Figure 12. Composite bar graph of ‘If you had to do it all over again, would you attend institution by being a faith-based member of the SDA movement

Figure 13 shows a composite bar graph of responses to the question ‘Would you recommend institution as a place of study to Others?’ by being a faith-based member of the SDA movement. A significant statistical relationship existed between the two variables, with more respondents of the SDA faith indicated yes to the question of ‘If you had to do it all over again, would you attend institution?’ (93.3%) compared to non-faith-based members ($\chi^2(df=2) = 16.201, P < 0.0001$).

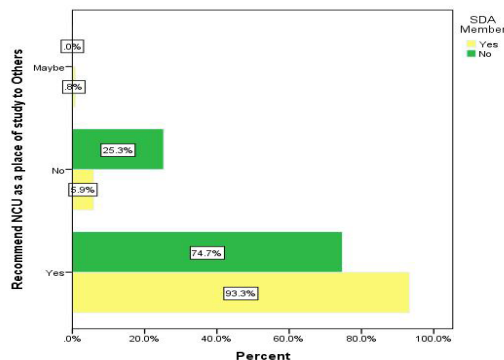


Figure 13. Composite bar graph of ‘Would you recommend institution as a place of study to Others? By being a faith-based SDA member

The graduands indicated that on average they owe a total of Jamaican \$1,816,662.16±\$827,637.42 for Student Loan, with some owing as much as Jamaican \$3,000,000 and the least amount being Jamaican \$1,000,000 (see Table 11).

Table 12 presents information that shows no significant statistical difference in the average amount of student loan owed by males (Jamaican \$1,472,500.00±\$851,832.18) compared to their female counterparts (Jamaican \$1,855,682.54±\$815,434.73)— $t = -1.329, P = 0.209$.

With regard to the question, “Would you recommend the institution as a place of study to others?” the responses to this are presented in Figure 12, below. Of the sampled respondents (n=242), 94.6% (n=229) answered the aforementioned question, with 85.6% (n=196) indicating “yes” compared to 14.0% (n=32) who stated “no” and 0.4% mentioned “maybe” to the issue.

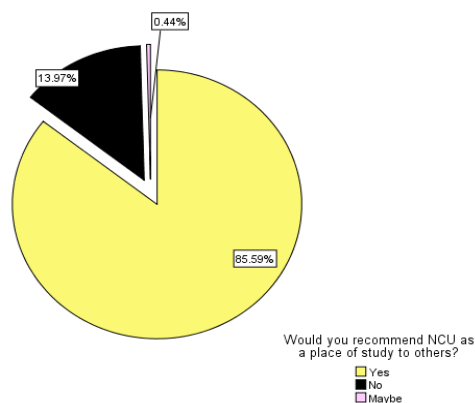


Figure 14. Recommending the institution to others

The reasons offered by some graduands as to why they would not recommend the institution to others are presented in Table 13, below. Some of the reasons include 1) tuition, 2) need for the accreditation of programme, 3) inflexibility of the University, 4) quality of teaching, 5) inter-personal relationship, etc.

Table 11. Descriptive statistics of estimated amount owed for student loan

		Statistic	Std. Error
Mean		\$1,816,662.16	\$96,210.90
95% Confidence Interval for Mean	Lower Bound	\$1,624,914.12	
	Upper Bound	\$2,008,410.20	
5% Trimmed Mean		\$1,855,965.47	
Median		\$1,950,000.00	
Variance		684983706200.00	
Std. Deviation		\$827,637.42	
Minimum		\$1,000,000.00	
Maximum		\$\$3.00E+6	
Range		\$4,000,000.00	
Interquartile Range		\$1,300,000.00	
Skewness		-0.631	0.279
Kurtosis		0.505	0.552

Table 12. Group Statistics

Details	Gender	N	Mean	Std. Deviation	Std. Error Mean
Amount owed for student loan	Male	10	\$1,472,500.00	\$851,832.18	\$269,372.99
	Female	63	\$1,855,682.54	\$815,434.73	\$102,735.12

Table 13. Would you recommend the institution as a place to study to others: No!

The school is too expensive - Cafeteria need new items on menu - Shuttle service from main campus to nursing campus - Semester are too compact. Need vacancy for extracurricular activities and clubs. - Little to no scholarship for nursing students - Begins too early for using students semester
1. There are some programs that need to be accredited. 2. Tuition needs to be lower in order to retain students. 3. The crim. Jus. program need fundamental work, material needs revisiting 4- Advisement needs to be worked on, everyone must be saying the same thing
CU is not a flexible university and does not consider individuality as important, The faculty needs to listen more to the students I order to provide a comfortable learning environment
Customer service was poor not much empathy shown
Depends on the programme of study for media, nursing and com. science yes. for others no Expensive
I can only speak for my department and they need to improve on the quality of teaching (some) and how they treat students (customers). We aren't treated as if we are pay for a service
Lack of vision and leadership
Maybe a friend of mine) came here, she got sick, was told she to leave basically, now that person is starting her 3rd year on another university even though she is still sick, that left a bitter taste in every ones mouth
institution brands itself as a Christian university that cares. Firmly believe that institution has lost most of these values. They need to tell students less that they care and actually how us. lastly, especially for DCS, stop charging huge lab fees and then fail to give equipment
institution does not care!!

institution is not organized, and the courses are not being offered when they should Salem Campus to be exact
institution is not the institution it professed through marketing efforts based on the delivery of its programmes, timely completion of courses from semester to semester. Advisors attitude very poor, not helpful at times, very intolerant, not student focus
institution is too expensive when it comes to paying tuition. One can get good education somewhere else at a lower tuition fee. I could do med tech at UTECH and save almost a \$100,000 and that is a fact
Not for teacher education department, too limited resources and experiences are provided, also the advisors have knowledge in properly directing you
Not to do education
Poor communication to students
Religion majors and teachers would be recommended
School fee expensive
Too dogmatic. However if someone fit into the culture here, I would recommend it to them
Too expensive
Too expensive focus too much on religion rather than school work
Too expensive, lack of equipment
Too expensive. Too much irrelevant courses
Unprofessional members of staff. Unstructured programme of study
Would recommend the university but not my department

Table 14.If you had to do it all over again, would you attend the institution? No!

- The school is too expensive - Cafeteria need new items on menu - Shuttle service from main campus to nursing campus - Semester are too compact. Need vacancy for extracurricular activities and clubs. - Little to no scholarship for nursing students - Begins too early for using students semester
1- School fee too high 2- Crim. Jus. need to be adjusted, bulletin coordinators etc.
1- Too expensive 2- There were certain stuff we were not exposed to during the span of the years. I received unprofessional communication experience from the department, seem like they do to care about the welfare of the students
Affordability- Too expensive
Although a prestigious institution, the institution takes a path that differs from the one that i use for myself
Because most of what i learnt was on my own
Cost me too much
Due to the fact that i did not receive as much practical experience as expected or paid for
Hate it- the experience!
I am currently struggling following my completion to get my finances in order. It is a wonderful institution for the wealthy, which i am not, hence i would not do it all over again
I have seen other universities that would have suited me better
I spend more years than i should have because of a
I was dissatisfied with the irrelevant religious courses i had to do (and the cost is the same as my core courses which isn't fair)
I was too restricted. I felt as if i lost my independence
I'd take a different path to study medicine
I'm not sure
If i had the chance, i would to attend the institution, because i would like to broaden my horizon and get as much exposure and experience as possible

Ill equipped department, little use of future, not enough teacher involvement, rigor for a math programme, wasn't very good
In comparison to other institution it is very costly, however the holistic approach is superb
Involuntary retention
It was a good experience, campus is clean and staff is ok but very costly being that it is a private institution. That's my only problem and chapel should not be mandatory
Many of the lecturers were unprofessional, the administrator lack communication, service was poor, as the details of work did not have sufficient clarity causing me to spend unnecessarily, finance dept. need to check
Many of the lecturers were unprofessional. The administration service was poor as a result whenever i sit exam the grades take too long to be added to the system. In addition its even worse when i do a petition, the grades take longer
My department is not discipline
institution brands itself as a Christian university that cares. Firmly believe that institution has lost most of these values. They need to tell students less that they care and actually how us. lastly, especially for DCS, stop charging huge lab fees and then fail to give equipment
Need improvement i my department and organization
No sure if i would
Not in my department
Personal reasons
School fee
Students are not the control focus of institution; money is more important than service. Religious course play too much of a part of studies and are too many of staff have personalized situations that would be harmful to many
The cost and the number of courses that are not relevant to programme of study
The school fee is too expensive
too expensive
Too expensive
Too expensive, no incentive for clinical
Too many online courses
Too many rules and it takes a long time to see any changes re grades etc
Too much double standard. Unnecessary rules. students are not respected
A more mature and person centered and Christ like individual
Advisors need to take more time to help students to make the right choice. I was given advance computer to do, I did not have any computer experience
Apart from the expense, it was a good experience. The lecturers at my department were excellent and the institution pointed me towards God, which was not my intention when I began
Attending this institution allowed me to have a closer relationship with Christ
Challenging but a great experience, like for the customer service to improve, though and more variety at the cafeteria. The lecturer though demanding at times were empathetic and respectful. I was compelled to surpass my limitations
Challenging, fun
Challenging, struggled in paying fee as tuition was too expensive to be covered by student loan. I was not a part of any club due to the weight of my program
Choosing to attend university was the best choice I have ever made. I am a changed woman because of this institution. I have grown spiritually and my self-esteem and confidence has grown tremendously. I am leaving this institution not only with the knowledge that I have attained but lifelong friends and family

Christ centered education. I was rewarded I do will promote and sell the institution to other
Customer service is poor; some lecturers are not up to standard in performance in the classroom. some staff really show that they care
Department of business needs to evaluate the performance of the lecturers, additionally closer attention should be given to the work load of each lecturer to avoid cases where students does not suffer when lecturers does not come to class. Example. Dr. Eccles are given too much courses to teach and of such students do not do well in any of his classes
Enriching, however, facilities are disenchanting. The restroom items are not furnished with tissue, Apart from these institution is great
Excellent Programme
Excellent treatment and a tremendous overall experience at the institution
Experience was gracious, academic. I had the privilege to be matriculate here before i started my program. A note of institution. I work as a student worker, which always keep me more independent to my needs. it was good to be there
Experience was great. It provided me with an opportunity to work and study, as a result i was able to accomplish my goal
Extremely bad experience with a lecturer who did not guide me properly during my course of work
Finished
Full time job, stress, embarrassments faced tedious process, financial robbery(outside of the expected expenses). I paid for credits didn't have to do which i was told i had to do and was not refunded...use it and find God.
Good experience with caring staff members, however they need to appreciate the concerns of the students and see how best they can foster the needs of others so we all can go with NO! Absolutely NO regrets amidst the high tuition. Thank you too
Has been a good experience, however there were bitter sweet moment which have been overcome
I admire the standard and principles held by the institution
I am elated to complete my program of study
I developed leadership experience by being active in the chaplaincy programme and hands of private extension
I enjoyed studying at this institution and would recommend it to anyone
I love my department. I enjoyed the little club opportunities here. The opportunities are too limited. I believe the school needs to be more outgoing. I enjoyed the Christian principles, because it kept me in line throughout
I thank Good that attending here i am not counted as a number but as a person
I was a wonderful experience. My expectations were met. The lecturers and staff were awesome. The environment was conducive to learning. Beautiful
I was deeply enriched by the programmes i studied at this institution. The information and principles learnt were very useful and applicable to my everyday experience in whatever sphere i was operating and i found that persons in position of authority at the workplace were woefully short when i measured them against my knowledge based on practical experiences in all areas but especially in customer service. My God continue to bless my university
if institution is to remain a faith-based institution all members of staff would be held to the same Godly standards. Reports of secured measurements, cheating on exam, staff facilitating cheating or expecting favors in exchange for preferential treatment set the time for further moral decay and erosion of trust in faith-based schools like institution
It has built my faith
It helped with my overall development and experience to meet the working world
It was an experience to be coveted and never be forgotten ...one to dare, it tests, the very inner most soul
It was a Christian centered experience
It was a fair experience, Spiritual aspect is excellent

It was a good institution and i recommend people to attend I institution
It was a good experience her at institution, however, improvement is necessary within the areas of customer service. In varying departments the service and attitude is quite poor. The institution emphasizes their quality. Enhance your customer service and that ultimately will foster sure authentic and memorable quality
It was a life transforming experience. The institution has all the components of being the best university in the Caribbean. The institution just need more funding. I gain many skill here and liked my department for the most part. The student work study programme o campus is the best
It was a nice experience, flexible to meet up with both work and study. The school and staff of the institution so understand especially at the Kingston campus, in that they are ready to make a payment plan for students to be able to assess their course of study without money being a hindrance. It really helped me
It was a privileged and blessed to have been here
It was a rough one but brought out a lot of understanding and capability that i have. The most important and strongest one was the relationship with God. The important and relevance of the heavenly father would not have be emphasis anymore. I appreciated that aspect
It was a very challenging experience
It was all worth it despite the negative stressors that affected me. To God be the glory
It was challenging overall not too bad
It was good
It was great!!
it was nice being a student this institution. I learnt a lot that will help me in the future
It was very good
It was wonderful!
It would be very good if the programme coordinator was more helpful and more accessible. Moby campus needs to be more developed (infrastructure), safer environment and implementation of social activities for students
Just happy I'm leaving
Language and content is a great way to prepare the students for the world of work. The institution needs to be more caring and sensitive to students needs
Life changing
Montego Bay campus needs their own nursing coordinator. It was a hard to liaise with the present coordinator. Overall Montego bay campus needs improvement in security lighting, customer service from the personnel in the front office. The classroom needs improvement they are very hot. the heat in the classroom is not conducive to learning
More learning aid and equipment needed
My department don't care about the students
My experience at the institution has been an insightful, but there still is room for improvement in areas such as practical experience, professional development opportunities for students
My experience at the institution has been great, it was not easy but nothing come easy with hard work but. I've learn a lot and have change
My experience at the institution was not good and left a bitter taste in my mouth
My experience at INSTITUTION was one of apprehension, there were some great times and bad times, but i can now say that i am a rounded individual. I have come to realize that some bad experience is for the betterment of any individual
My experience at institution was worthwhile, however there were some hiccups
My experience was a good one despite the many challenges i faced re finances. I enjoyed the holistic education, the integration of faith and learning. It was an expensive option; however it was well worth the experiences. wish it could be cheaper though

My freshman year was a challenge but as i got used to the system it got smoother. One drawback is that in my department more lecturers is needed because i felt i got short changed
My tenure at institution was indeed a glorious fulfilling one. If i had to do it all over again institution it would be
institution has been an experience with very hard and one i do not wish to repeat anytime soon
institution has provided me with quality Christian oriented education and for that i am grateful. I able to be competent in all area regardless of my degree area. Thank you. I am eternally grateful.
institution needs to ensure consistency in all they do and at all times. There must be a standard, and it must be upheld
institution provided moral and spiritual values that has enhanced, breached my life during my tenure here. I will especially miss chapel sessions
institution provides students with adequate educational opportunities, However, there is room for additional areas for growth, such as sign language etc
institution was ok for me
Need to give assignment feedback on time, a breakdown of grades to be provided
Need to increase the spiritual ethics of our campus. Great necessity and i pray Gods continued blessings on the school and its leadership/ administration and students
Need to upgrade the Montego Bay campus
Not entirely bad . The lecturers seem to be heavily invest in their students, but the school overall did not suit me well
Overall satisfactory
Overall the experience was good looking to do additional studies
Overall, I had a good experience. I learnt a lot, met many people. I would recommend this institution to others
Overall, it was a good experience
Overall, my experience was good. I met great friends, those who will remain for auto time
Some of the lecturers/ Instructors that have been employed do not have a clue how to teach a class. They are in need of training in the education field. They just do not know how to teach
Staff at the Kingston campus were indeed friendly and communicated well with the students
Stop making the exit interview so hard
Thank you
The department needs to properly assess each lecturer in light of the assignments/ work administered to students. This will help to create a balance among each lecturer and will help to reduce the burden on students. Some lecturers think you are only doing their course and hence all your time should be given to them
The department and college need some fine tuning. Need more equipment and more updated practical experience. Otherwise theory is ok
The extension campuses (Kingston) have the potential to be good. Proper organization and improved communication will drive the campus for higher heights
The experience at institution was very instrumental and provides a strong analysis to the field of social work. It further helps to make proper assessment, evaluation and when to terminate a case. There were some courses that were challenging and the proper problem solving technique was difficult at times. The campus is a wonderful place for learning and it help to acquire better knowledge for the field of work. The school fee is also very expensive and need adjustment
The experience certainly helped to strengthen my spiritual life to have a closer and deeper relationship with Him (God)
The experience that i gained from the university. It has imported knowledge and measured my intellectual ability. This experience also inspired me for the course that i have , some has allowed me to better to understand the degree pursue

The facilitators were accommodative
The lecturers are lenient and will ensure you pass your courses while some are also stern they will have your best interest at heart
The library needs additional books for research purpose
The Montego Bay Campus is challenged my security issues
The overall experience at institution is an uplifting one, not only educational wise. It has transformed me academically and spiritually. I am better able to promote myself. The only problem i have with this institution is how the matter of resisting a course is handled
The overall experience was excellent. I like the sport involvement, clubs and the whole excitement of the learning facility. having fun while learning under the stressful situation also the staff was willing to help in whatever way they could. I am grateful
The spiritual values is second to none
The SRT program is academically in adequate and cocking progression in its ability to provide students with further academic opportunities after the completion of the program
The university community is friendly, However, there are so much things that needs to be done
There is need for more organization in transmitting information. The channel of communication and information about procedures involved should be clear to all staff members
There was no campus life
Very organized and helpful lecturers. Online classes are very well done and technology is superb
Very rewarding experience but too COSTLY!
Words cannot explain. institution was a blessing
Worst experience ever!
Total

Table 15. Pearson's Product Moment Correlations Matrix

		Programme Evaluation Index	Gender (1=male)	Age	Member of SDA faith (1=yes)
Pearson Correlation	Programme Evaluation Index	1.000	.131	.205	.111
	Gender (1=male)	.131	1.000	.234	.217
	Age	.205	.234	1.000	-.013
	Member of SDA faith (1=yes)	.111	.217	-.013	1.000
Sig. (1-tailed)	Programme Evaluation Index	.	.034	.002	.061
	Gender (1=male)	.034	.	.001	.001
	Age	.002	.001	.	.431
	Member of SDA faith (1=yes)	.061	.001	.431	.
N	Programme Evaluation Index	195	195	195	195
	Gender (1=male)	195	195	195	195
	Age	195	195	195	195
	Member of SDA faith (1=yes)	195	195	195	195

Modeling Factors of Programme Evaluation Index

Ho: Gender, age and being a member of the SDA faith do not influence Self-rated Programme Evaluation Index

Or

Ho: $PEI \neq f(G, A, M)$

where PEI denotes Self-rated Programme Evaluation Index, G denotes gender of respondents, A being age of respondents, and M representing being a member of the SDA faith or not.

Table 15 presents that a Pearson's Product Moment Correlations Matrix of Self-rated Programme Evaluation

Table 16. OLS regression of gender, age and being a member of the SDA faith on self-rated programme evaluation index

Details				t	Sig.	95.0% CI		Collinearity Statistics			
	B	Std. Error	Beta			Lower	Upper	Zero-order	Part	Tolerance	VIF
Constant)	28.796	1.544		18.649	.000	25.750	31.842				
Gender (1=male)	.973	1.107	.065	.879	.381	-1.210	3.156	.131	.062	0.897	1.115
Age	.124	.047	.191	2.640	.009	.031	.216	.205	.185	0.941	1.062
Member of SDA (1=yes)	1.219	.883	.099	1.379	.169	-.524	2.961	.111	.097	0.949	1.054

Index is not influenced by gender, age and being a member of the SDA faith. A weak statistical correlation existed between 1) self-rated programme evaluation and gender ($r=0.131$, $P < 0.05$), and 2) self-rated programme evaluation and age ($r=0.205$, $P < 0.05$). The positive value of r denotes that males and older graduands gave a higher value for their programmes.

Using Ordinary Least Square (OLS) regression, it was revealed that gender, age and being a member of the SDA faith fit a linear model of self-rated programme evaluation index ($F[3, 191]=3.975$, $P = 0.009$), with no problem of multicollinearity ($VIF < 2.0$ and Durbin Watson = 1.521)-Table 16. This means that independent variables are lowly correlated among each other and as such the unstandardized B values are good to use as estimates for the regression model. However, on disaggregating the independent variables, only age is singly influencing self-rated programme evaluation. Hence, self-rated programme evaluation can be expressed by the equation as well as a hypothesis that reads age is a factor of self-rated programme evaluation index, see below:

$$PEI = f(A)$$

$$PEI = 28.796 + 0.124(Age) + e_i \tag{1}$$

Equation [1] means that with age being constant, self-rated programme evaluation starts at 28.796 and for year of the respondent, age, self-rated programme evaluation increases by 0.124 units. Furthermore, age accounts for 5.9% (R^2) of the variance in self-rated programme evaluation index.

All the assumption of OLS were upheld and they are captured in Figures 13-15.

Conclusion

The 2017 Graduation Exit Survey has provided empirical data on the quality of the programme offered by the university, graduands’ comments on some pertinent issues relating to service deliverables by the institution, and what influences self-rated programme evaluation index including the physical product. The findings revealed that overall, the institution’s product including quality of programme

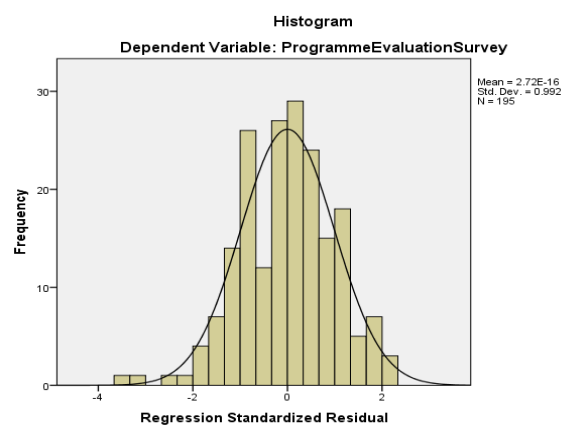


Figure 13. Normality of variables

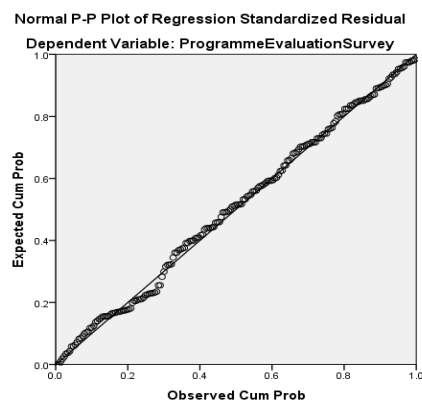


Figure 14. Linearity

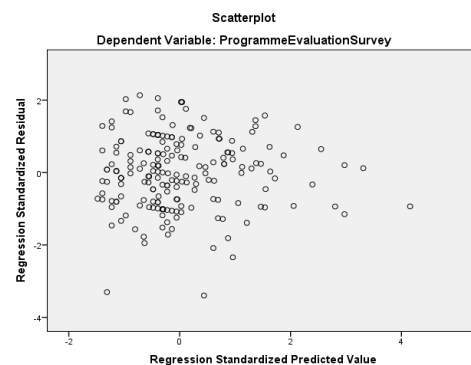


Figure 15. Normality and linearity of variables

and physical facilities has been given a failing grade by past students of the Institution. However, on disaggregating the results, the failing grade is solely associated with the physical product and not the quality of the programme offered. As it relates to issues such as 'did the courses meet your expectations', 'was your course of study relevant to market trends', rating the overall quality of the programme as well as the professionalism of the facilitators', these were given score above average, with none of the sub-components given a score of high or excellent.

There were some general issues that can be deduced from the current findings. These are 1) male students are more satisfied with the quality of the institution's product compared to their female counterparts, 2) the gender disparity in perception of the institution's product is more a factor of religious beliefs, 3) older graduands were more likely to have given a higher value to the institution's product than their younger counterparts, and 4) students dissatisfaction included the costing of the programme of study, the inter-personal relationship between themselves and the faculty and general staffers or the quality of service offered by institution.

The issue of resource availability at the library was identified as a cause for concern or simply dissatisfaction with the institution's product. Furthermore, a comment was espoused by a graduand that expressed a deep level of dissatisfaction with the product and that this was equally echoed by other respondents. The comment is "Institution is not the institution it professed through marketing efforts based on the delivery of its programmes and timely completion of courses from semester to semester. Advisers' attitude is very poor, not helpful at times, very intolerant, not student focused", which must be examined with urgency as it summarizes 1) the discontent of the customers at university, 2) speaks to the quality of the institution's product, 3) substandard customer service offerings, and 4) poor marketing of the product by some of the customers who have attended and are currently attending the university.

It is interesting to note from the finding that in spite of the dissatisfaction and discontent by some of the students at the university, there is still a strong value for the institution's product and this is captured in low non-recommendation of the product to other prospective customers as well as the fact that most graduands would be willing to attend the Institution if they had to do it all over again. This offers a ray of hope and some premise upon which senior managers as well as security personnel approach customers of institution. All stakeholders of institution must begin to value the customer and no longer should it be 'student'; but the new concept must be 'customer', and as such effort should be placed on pleasing the customer as this is the

gateway to changing the discontent and dissatisfactions that have been expressed by some of the 2017 graduands.

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