

FISK UNIVERSITY

STUDY OF GRADUATING STUDENTS-SPRING 2002



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I. SURVEY INFORMATION AND ADMINISTRATION

A. Purpose

The purpose of this study was to provide the Fisk University (henceforth referred to as Fisk) community with quantitative data regarding students who graduated in spring semester 2002. The senior survey, which was used to conduct this study, attempted to document indepth quantitative information on graduating students' thinking concerning selected aspects of Fisk.

The study was deemed important to provide much needed information on the disposition of graduating seniors, who would become future alumni and ambassadors of Fisk. The study was premised on the assumption that understanding how these graduates felt about the education and services they received from Fisk might enable the administration to improve offerings in the future and thereby enhance satisfaction among future graduates.

To achieve the aforementioned purpose, the senior survey covered the following areas:

1. Demographics and general information
2. Effectiveness of education received for intellectual development
3. Satisfaction with academic offerings, and
4. Satisfaction with non-academic offerings.

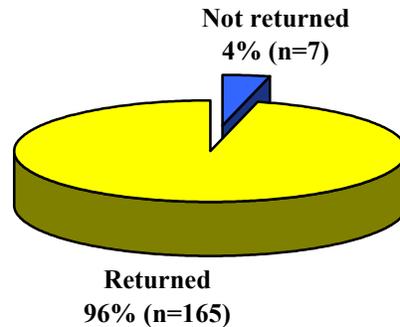
B. Population and sample

The population for the study included all senior students who were enrolled in Fisk in spring semester 2002. The purposeful sampling¹ method was used to select all of the students who graduated in spring semester 2002. Data provided through the university information system and the registrar's office indicated that 172 students graduated in spring 2002; thus, the survey was administered to these 172 graduating students. Ninety-six percent ($n^2=165$) of these graduating students returned usable surveys, and 4% ($n= 7$) of the graduating students did not return their surveys (see Figure 1, page 4).

¹ Purposeful sampling is a process whereby a researcher selects the sample for a study based on clear criteria and rationales (Creswell, 1998). Purposeful sampling is useful for studying an issue because it enables a researcher to select samples based on their ability to provide in-depth information on the subject (Patton, 1990).

² The symbol "n" as used in this report signifies the exact number of respondents (frequencies).

Figure 1. Survey Administration and Return Rate



C. Survey Design, Validation, and Analysis

The Office of Institutional Research (OIR) developed and administered the instrument, as well as analyzed the data. The Office of the Dean of Students assisted with the survey administration. For the purpose of validation, the OIR sent the survey to several student affairs professionals, faculty members, and a consultant for review. These individuals provided feedback with which the survey was modified. Descriptive statistics (frequencies and percentages) were used to report the analysis.

To the best of our knowledge, the format for the senior survey analysis and reporting is the first of its kind at Fisk. The OIR designed the survey to measure the thoughts of graduating students relative to selected aspects of academic and non-academic offerings at Fisk. Although the return rate of 96% is high, this first administration of the survey served as a pilot study. Future administrations of the survey will incorporate modifications deemed necessary from lessons learned from the pilot study.

D. Survey Reliability

The reliability³ coefficient of the senior survey was determined to be $\alpha = .94$. This number is considered high, in view of the fact that the highest reliability coefficient is 1.00.

E. Recommendations

Fisk University, like many small private colleges, is in need of financial support from both its alumni and non-alumni sources. As Fisk University strategically plans for the future, it must seek ways with which to meet the needs of its students, from the day they step in as freshmen to the day they step out as graduates. This is critical, because in order for these graduating students to contribute to the institution as alumni, they would need to feel positive about their “Fisk experience.” In addition, meeting the needs of graduating students would provide a long-standing foundation that would enable

³ Reliability is the tendency of a survey to consistently yield the same result when administered.

faculty and administrators to develop a life-long bond between the students (future alumni) and the University. An institution's alumni constitute a vital asset because of their potential to give back to their alma mater, financially and otherwise. A study of freshman parents conducted by the Fisk University Office of Institutional Research in fall 2001 revealed that the majority of the parents (78%) first heard about Fisk through "word of mouth."⁴ If this percentage is reflective of other segments of Fisk's clientele, then it becomes critical to ensure that that "word of mouth" (particularly from graduating students) is 99.9% positive, as that could determine the viability of the institution as a citadel of higher learning.

The findings of this study can be viewed from multiple perspectives and used in multiple ways. Various units across Fisk should reflect on how graduating students rated their offerings and consider ways with which to improve areas that students rated unfavorably. It is important to note that while services can be improved in some areas that students rated unfavorably with little or no money, others would require long-term strategic planning and financial resources.

⁴ Parents Impression of Fisk University Report, fall 2001, Office of Institutional Research, Fisk University.

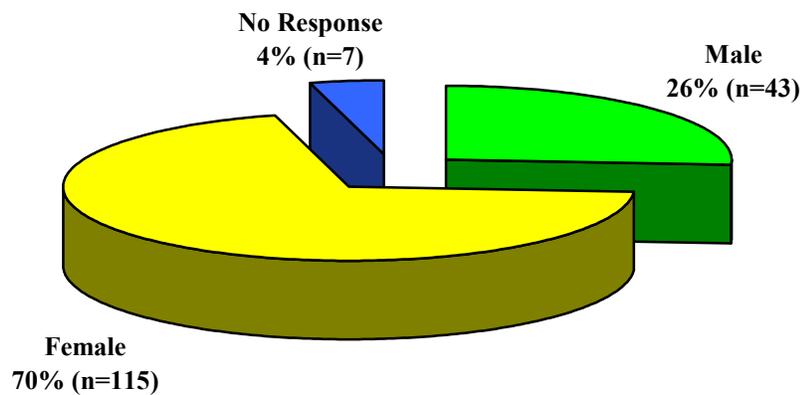
II. DEMOGRAPHICS AND GENERAL INFORMATION

This section of the survey examined graduating students' demographics as well as information relating to their majors and Grade Point Averages (GPA).

Gender Distribution of Graduating Students

Seventy percent (n=115) of the graduating students were female and 26% (n=26) were male. Four percent (n=7) did not indicate their gender (see Figure 2 below).

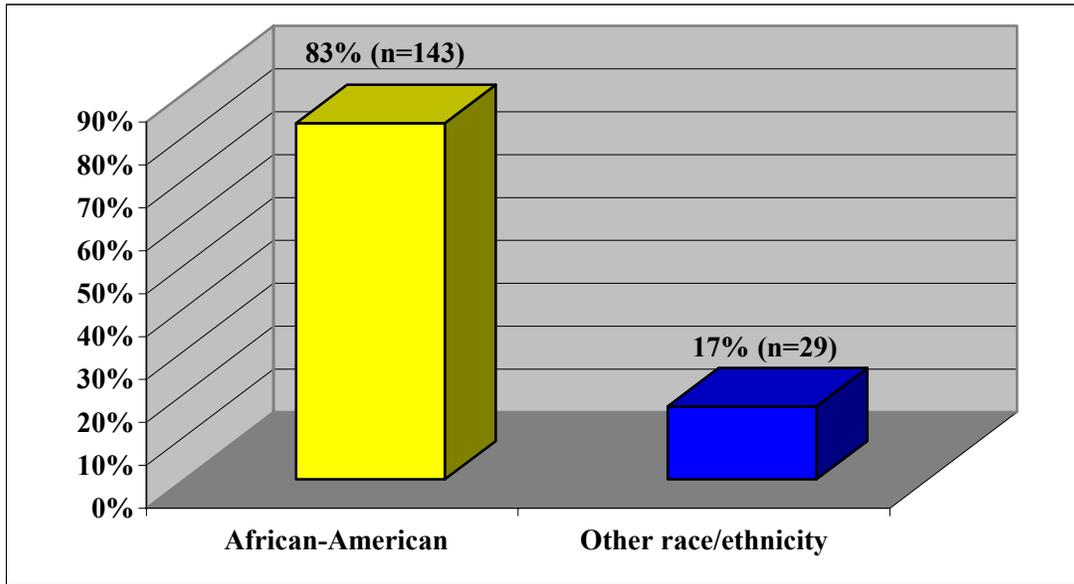
Figure 2: Gender Distribution of Graduating Students



Racial Distribution of Graduating Students

The majority of the graduating students (83% or n=143) were African-American and 17% (n=29) were other race/ethnicity (see Figure 3a, page 7).

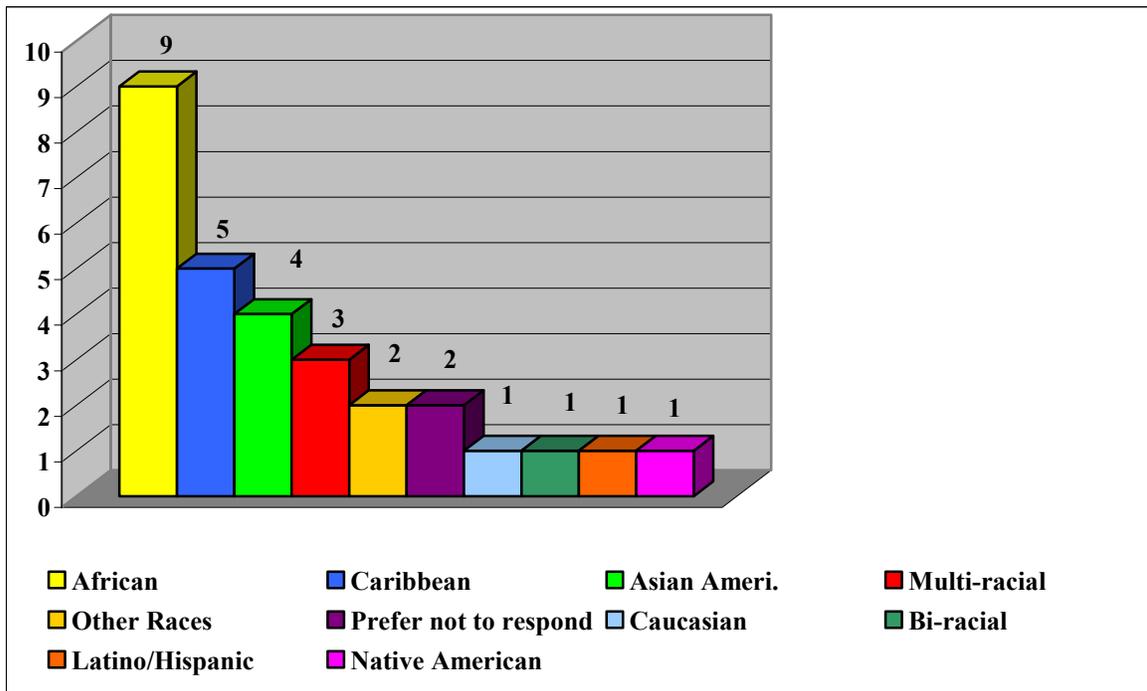
Figure 3a: Racial Distribution of Graduating Students



Other Race/Ethnicity of Graduating Students

African comprised the largest group (n=9) among the other race/ethnicity, followed by Caribbean (n=5), Asian American (n=4), and Multi-racial (n=3). There was one graduating student from each of the following racial/ethnic category: Caucasian, Bi-racial, Latino/Hispanic, and Native American (see Figure 3b below).

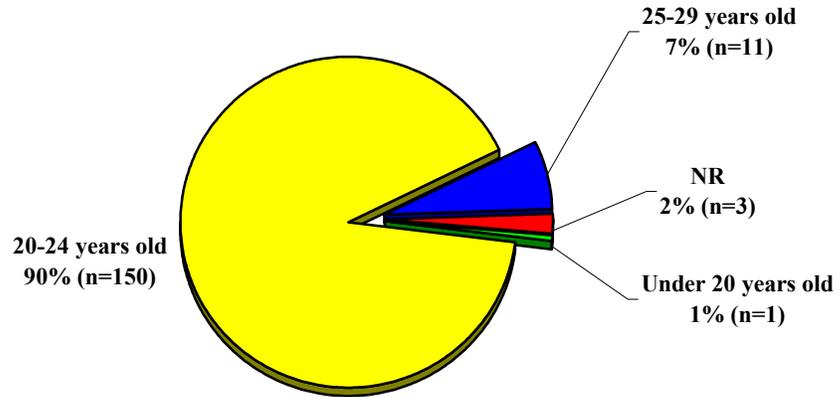
Figure 3b: Breakdown of Other Race/Ethnicity



Age Distribution of Graduating Students

The majority of the graduating students (90% or n=150) were between 20-24 years old. Seven percent (n=11) were between 25-29 years old, and only 1% (n=1) of the graduating students was under 20 years old (see Figure 4 below).

Figure 4: Age Distribution of Graduating Students



Residency Status of Graduating Students

As reflected in Figure 5 below, 37% (n=61) of the graduating students were from the state of Tennessee, while 63% (n=104) hailed from other states, U.S. Virgin Island, and other countries. See Table 1, page 9 for the distribution of graduating students from other states, the Virgin Island, and other countries.

Figure 5: Residency Status of Graduating Students

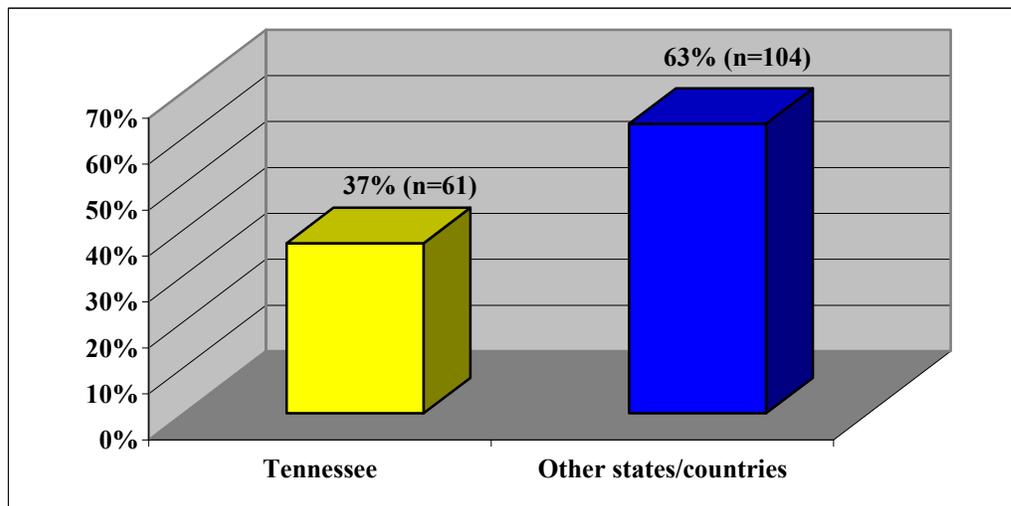


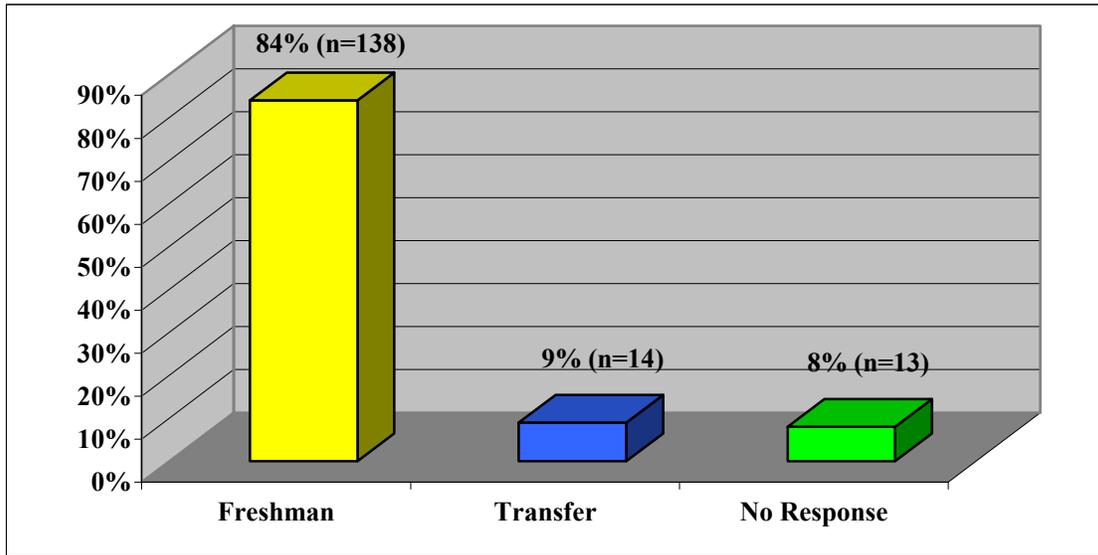
Table 1: Residency Status of Other Graduating Students

States with Graduates	TOTAL	States with Graduates	TOTAL
Tennessee	61	Florida	1
Illinois	17	Iowa	1
Texas	10	Kansas	1
Missouri	7	Louisiana	1
California	5	North Carolina	1
Georgia	5	Oklahoma	1
Michigan	5	Oregon	1
Mississippi	5	Pennsylvania	1
Wisconsin	5	South Carolina	1
Arkansas	4	Washington DC	1
New York	4		
Ohio	4	U.S. Virgin Islands	1
Alabama	3		
Indiana	3	Other Countries	
Maryland	3	Nigeria	2
Bahamas	2	Virginia	2
Louisiana	2	Bahamas	1
Massachusetts	2		
Minnesota	2		

Enrollment Status

Graduating students were asked to indicate how they first enrolled in Fisk University. The majority of them (84% or n=138) stated that they enrolled as freshmen and 9% (n=14) noted that they enrolled as transfer students (see Figure 6, page 10).

Figure 6: Enrollment Status



Major Field of Study

The majority of the students (88%, n=145) pursued single majors, while 12% (n=19) pursued joint majors (see Figure 7 below). As reflected in Table 2, page 11, the top five majors from which students graduated included: Computer Science (19), Political Science (16), Sociology (12), English (10), and Art (8).

Figure 7: Major Field of Study --- Single or Joint Major

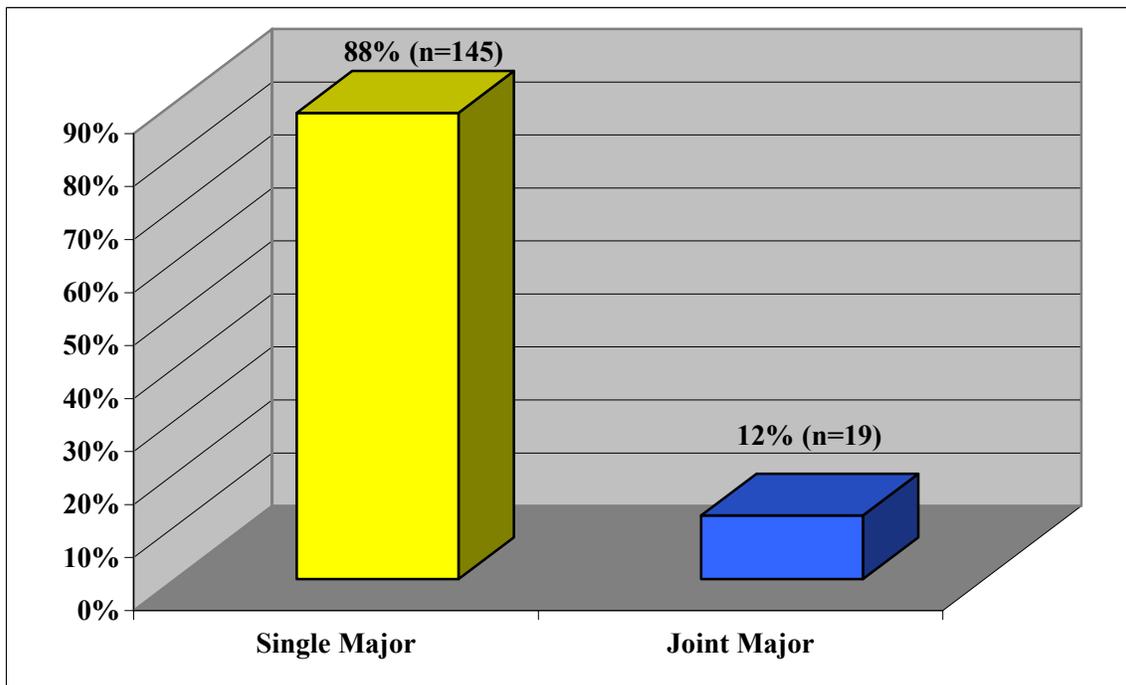


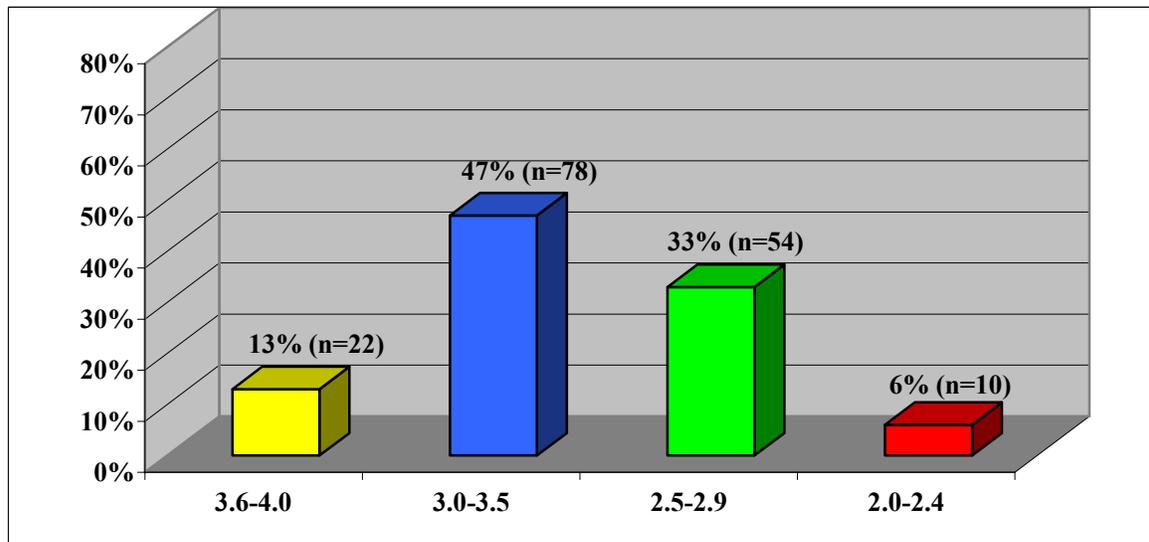
Table 2: Major Field of Study

Majors	TOTAL	Majors	TOTAL
Computer Science	19	Chemistry	6
Political Science	16	Modern Foreign Language	4
Sociology	12	Dramatics and Speech	4
English	10	Religion/Philosophy	2
Art	8	Clinical Psychology	1
Physics	7	Undecided	0
Biology	7	Music	0
History	6	Mathematics	0

Grade Point Average Received During Undergraduate Studies

Thirteen percent (n=22) of the graduating students earned GPAs that were between 3.6-4.0 throughout their undergraduate studies at Fisk. Other graduating students had GPAs between 3.0-3.5 (47%, n= 78), 2.5-2.9 (33%, n= 54), and 2.0-2.5 (6%, n=10) throughout their undergraduate studies (see Figure 8 below).

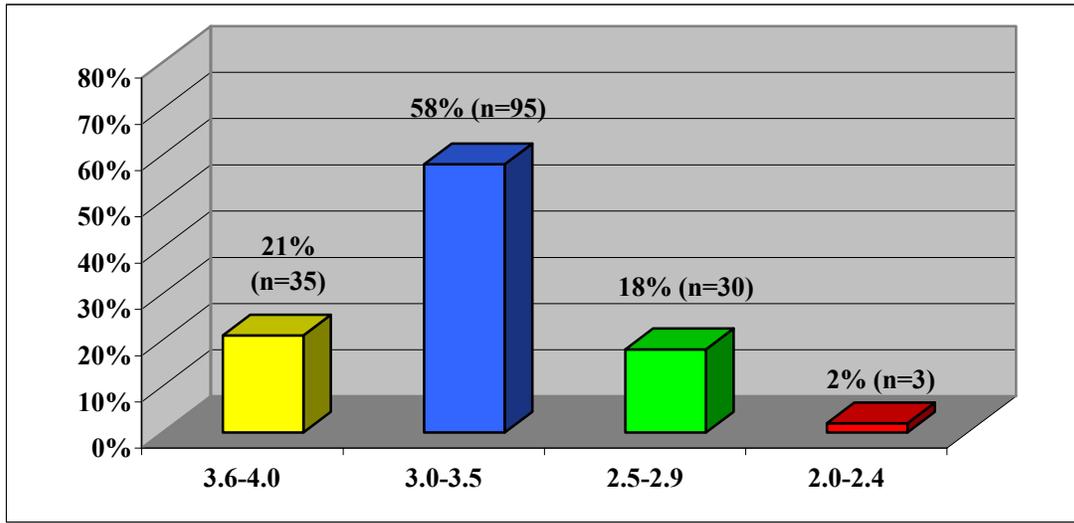
Figure 8: Grade Point Average (GPA) Received During Undergraduate Studies



Grade Point Average Received in Major Field of Study

Twenty-one percent (n=35) of the graduating students had GPAs between 3.6-4.0, 58% (n=95) had GPAs between 3.0-3.5, and 18% (n=30) received GPAs between 2.5-2.9 in their major fields of study. Only 2% (n=3) of the graduating students earned GPAs between 2.0-2.4 in their major fields of study (see Figure 9, page 12).

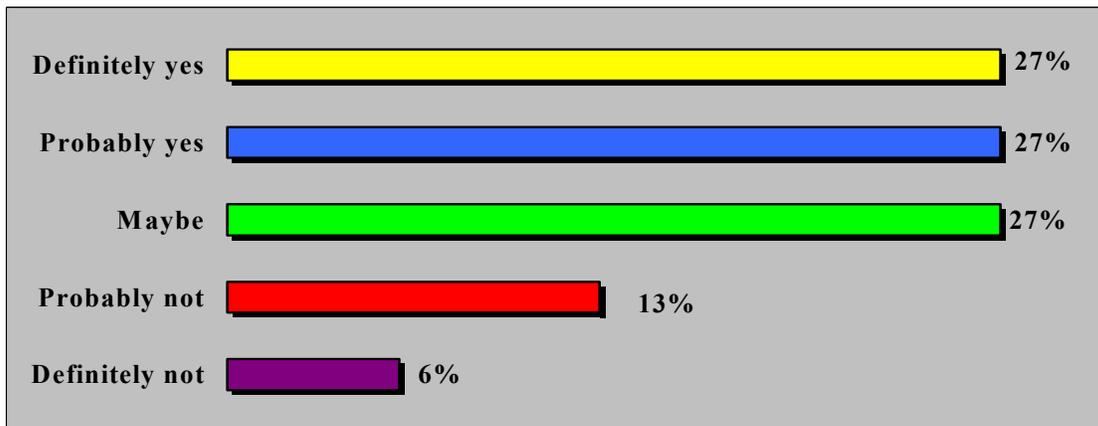
Figure 9: Grade Point Average Received in Major Field of Study



Choosing to Attend Fisk Again

Graduating students were asked if they had the opportunity to relive their college experiences, whether or not they would choose to attend Fisk again. Twenty-seven percent (n= 45) indicated that they definitely would, 27% (n= 44) said they probably would, and another 27% (45) said “maybe.” Thirteen percent (n=22) and 6% (n=9) of the graduating students respectively stated that they probably would not and definitely would not choose to attend Fisk again, if given the opportunity (see Figure 10 below).

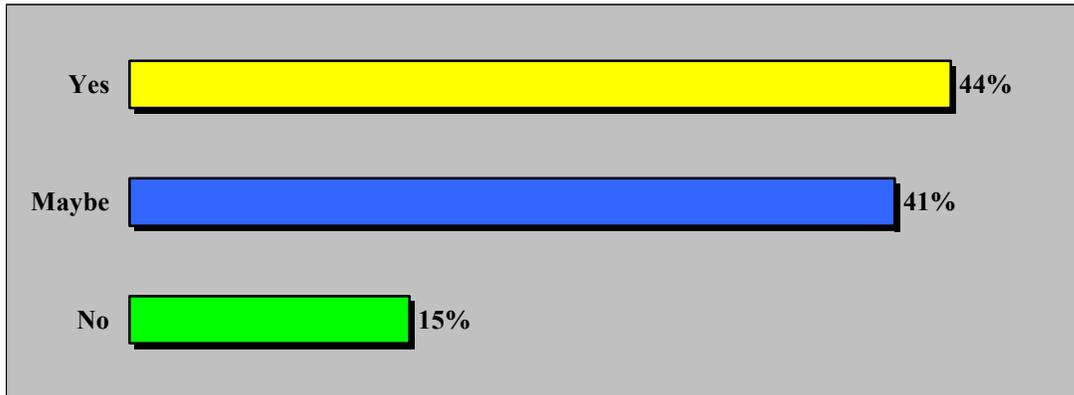
Figure 10: Choosing to Attend Fisk Again



Recommending Fisk to Prospective Students

Graduating students were further asked if they would recommend Fisk to prospective students. Forty-four percent (n=72) said “yes,” 41% (n=67) said “maybe,” and 15% (n=25) said “no.” (See Figure 11, page 13.)

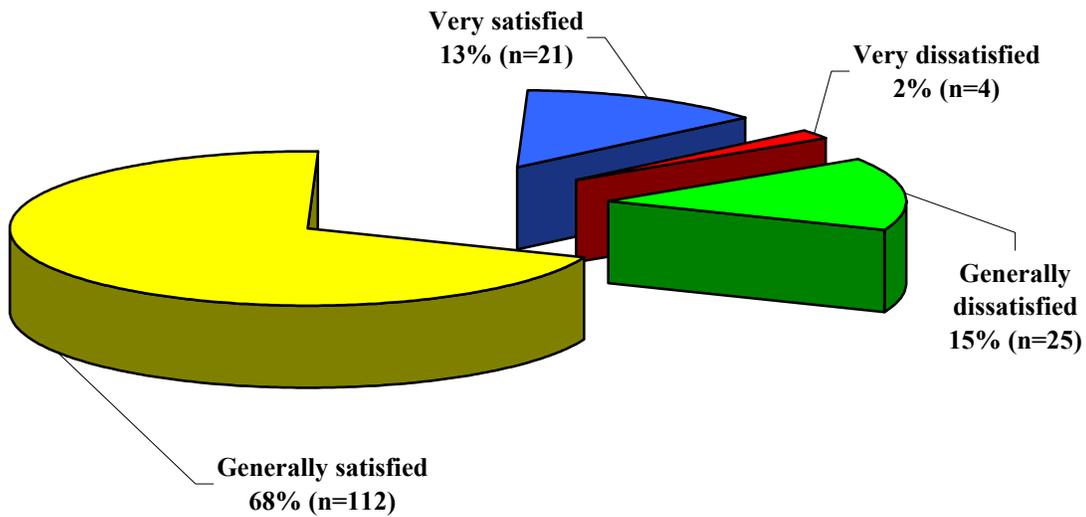
Figure 11: Recommending Fisk to Prospective Students



Overall Satisfaction With Undergraduate Education

Graduating students were also asked to indicate how satisfied they have been with their undergraduate education at Fisk. Thirteen percent (n=21) of the students stated that they were very satisfied, and 68% (n=112) indicated that they were generally satisfied. Additionally, 15% (n=25) of the graduating students noted that they were generally dissatisfied, and 2% (n=4) stated that they were very dissatisfied with their undergraduate education at Fisk (see Figure 12 below).

Figure 12: Overall Satisfaction With Undergraduate Education at Fisk University



III. EFFECTIVENESS OF EDUCATION RECEIVED FROM FISK

This section asked the graduating students to rate (on a five-point Likert scale) the effectiveness of the education that they received from Fisk in enabling them to perform selected functions.

Analyze Written Arguments

Sixty-nine percent of the graduating students rated the education they received from Fisk as very effective (17%) and effective (52%) in enabling them to analyze written arguments. More than a quarter of the students provided a neutral (28%) response when asked to rate the degree to which Fisk's education enabled them to analyze written arguments. Only 4% of the students rated the education they received from Fisk as ineffective (3%) and very ineffective (1%) in enabling them to analyze written arguments (see Figure 13, page 15).

Appreciate Other Cultures

Slightly under a quarter of the graduating students selected a neutral (24%) response when asked about the effectiveness of Fisk's education in enabling them to appreciate other cultures. Seventy percent of the students noted that Fisk's education was very effective (27%) and effective (43%) in enabling them to appreciate other people's culture. Few (5%) of the students stipulated that Fisk's education was ineffective (4%) and very ineffective (1%) in enabling them to appreciate other cultures (see Figure 13, page 15).

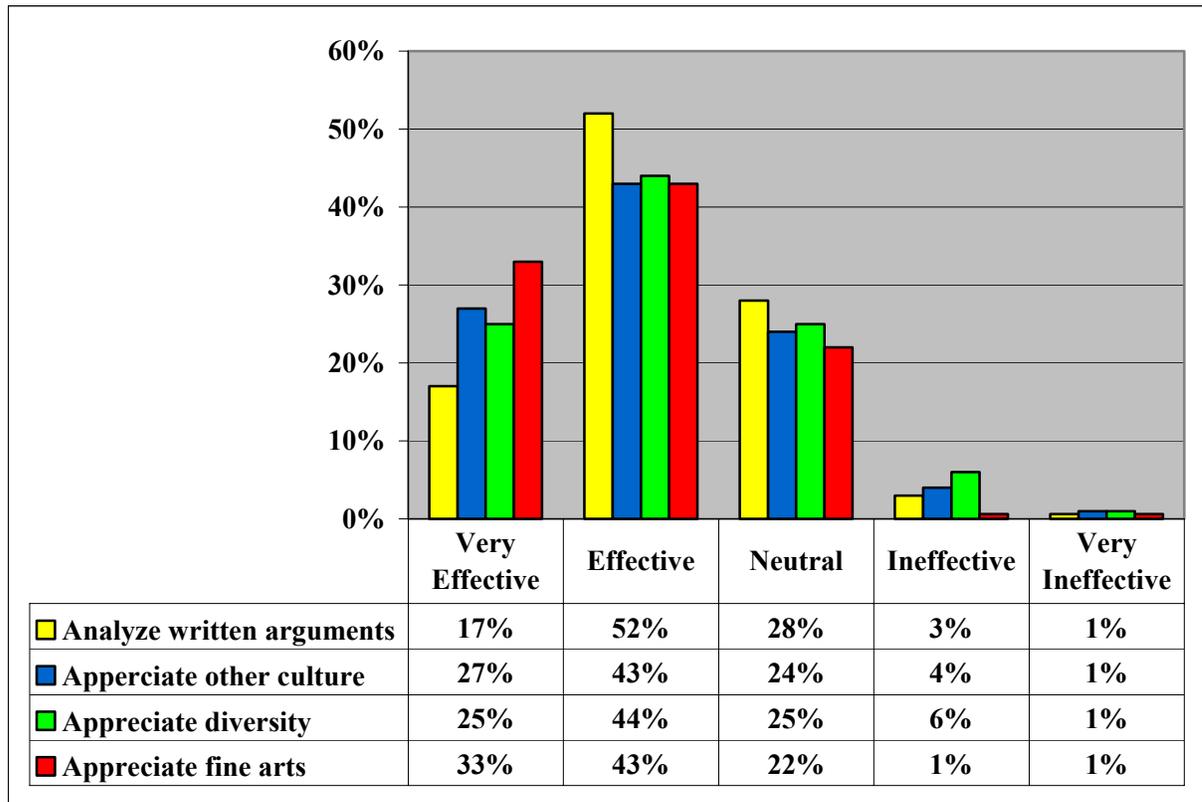
Appreciate Diversity

When asked how effective Fisk's education was in enabling them to appreciate diversity, 25% of the graduating students selected a neutral response. Almost 70% of the students indicated that Fisk's education was very effective (25%) and effective (44%) in enabling them to appreciate diversity. Meanwhile, only a handful of the students stated that their Fisk education was ineffective (6%) and very ineffective (1%) in enabling them to appreciate diversity (see Figure 13, page 15).

Appreciate Fine Arts

The majority of the graduating students (76%) indicated that the education they received from Fisk was very effective (33%) and effective (43) in enabling them to appreciate fine arts. Twenty-two percent of the students provided a neutral response. Only 2% of the students stated that the education they received was ineffective (1%) and very ineffective (1%) in enabling them to appreciate fine arts (see Figure 13, page 15).

Figure 13: Effectiveness of Education in Enabling Students to Analyze Written Arguments and Appreciate Other Cultures, Diversity, and Fine Arts



Broaden Intellectual Interests

Over 80% of the graduating students rated their Fisk education as very effective (33%) and effective (50%) in enabling them to broaden their intellectual interests, and just 1% of the students rated their Fisk education as very ineffective in enabling them to broaden their intellectual interests. Sixteen percent of the students selected a neutral response (see Figure 14, page 16).

Develop Leadership Skills

A large number (83%) of the graduating students also indicated that the education they received from Fisk was very effective (35%) and effective (48%) in enabling them to develop their leadership skills. Only a handful (2%) stated that their Fisk education was ineffective (1%) and very ineffective (1%) in enabling them to develop their leadership skills. Fifteen percent of the students were neutral regarding the effectiveness of their Fisk education in enabling them to develop leadership skills (see Figure 14, page 16).

Make Decisions

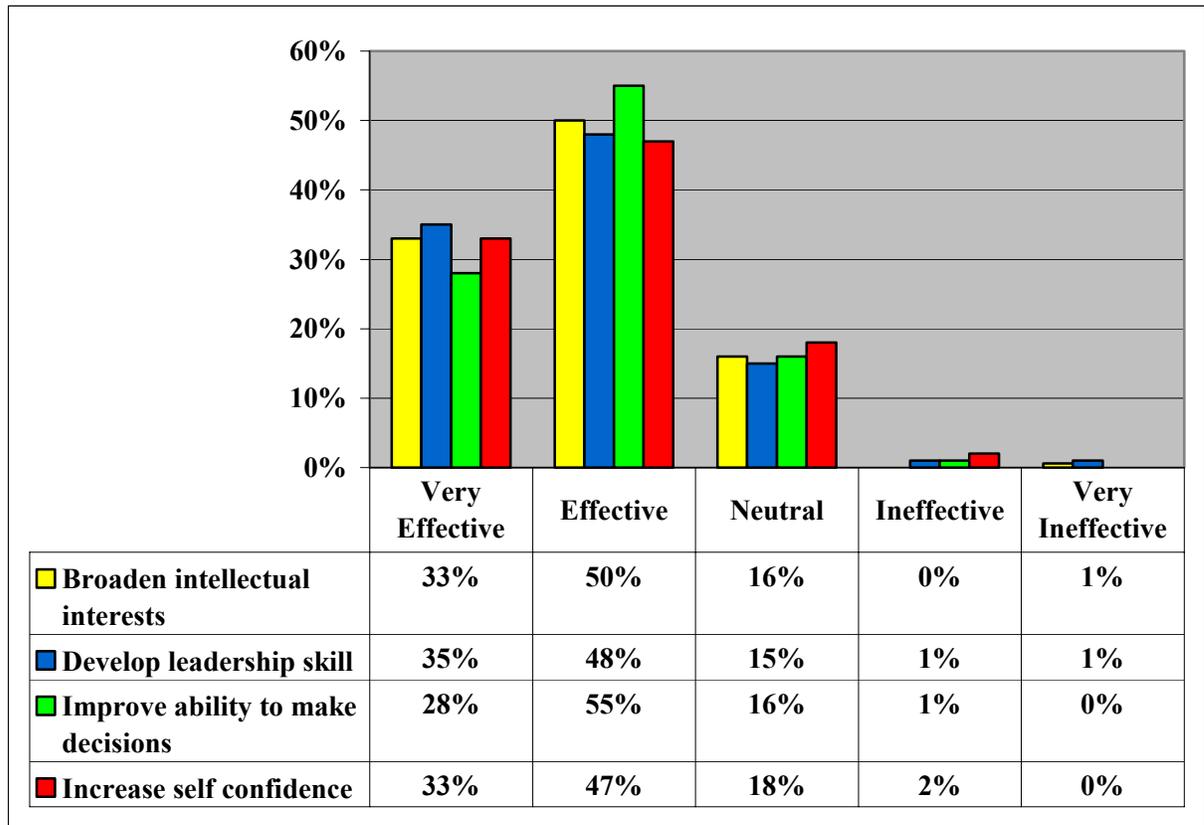
Graduating students were further asked to rate the effectiveness of Fisk’s education in enhancing their ability to make decisions. Over 80% of the students rated their education from Fisk as very effective (28%) and effective (55%) in enhancing their ability to make decisions. Few of the graduating

students rated Fisk’s education as ineffective (1%) in enhancing their decision-making abilities. Sixteen percent of the students selected a neutral response (see Figure 14, below)

Increase Self-Confidence

Eighty percent of the graduating students stated that Fisk’s education was very effective (33%) and effective (47%) in enabling them to increase their self-confidence. Only a few of the students indicated that their Fisk education was ineffective (2%) in enabling them to increase their self-confidence. Eighteen percent of the students were neutral in their response (see Figure 14, below).

Figure 14: Effectiveness of Education in Enabling Students to Broaden Intellectual Interests, Develop Leadership Skills, Make Decisions, and be Self Confident



Reason Mathematically

Less than half of the graduating students rated their Fisk education as very effective (12%) and effective (35%) in enabling them to reason mathematically. Eighteen percent of the students rated their Fisk education as ineffective (14%) and very ineffective (4%) in enabling them to reason mathematically. In addition, a considerable number of the students selected a neutral (34%) response when asked to rate the degree to which their Fisk education enabled them to reason mathematically (see Figure 15, page 17).

Respect Different Points of View

When asked how effective their Fisk education was in enabling them to respect different points of view, over 80% of the graduating students indicated that it was very effective (29%) and effective

(54%). Sixteen percent of the students selected a neutral response. Just 1% of the students noted that Fisk’s education was ineffective in enabling them to respect different points of view (see Figure 15 below).

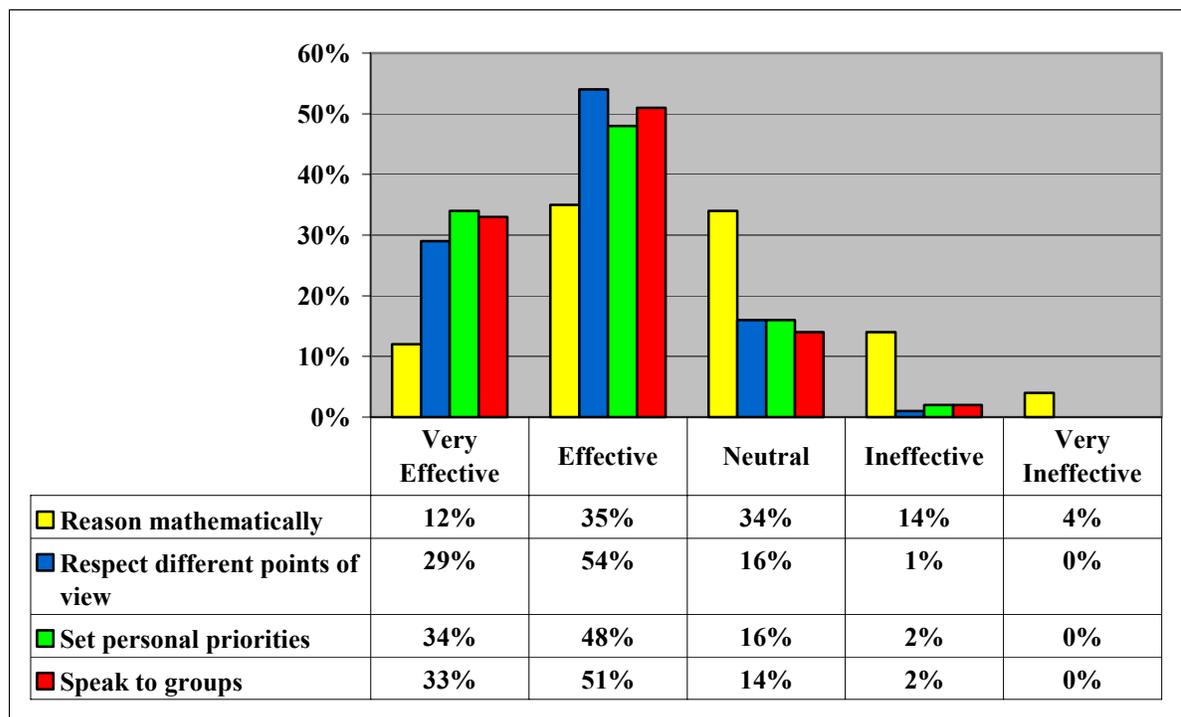
Set Personal Priorities

Graduating students were also asked to state how effective their education from Fisk was in enabling them to set personal priorities. Over 80% of the students noted that Fisk’s education was very effective (34%) and effective (48%) in enabling them to set personal priorities. Sixteen percent of the students were neutral in their response. In addition, 2% of the students indicated that Fisk’s education was ineffective in enabling them to set personal priorities (see Figure 15 below).

Speak to Groups

Graduating students were further asked to indicate how effective their education from Fisk was in enabling them to speak to groups. The majority of the students (84%) indicated that Fisk’s education was very effective (33%) and effective (51%) in enabling them to speak to groups. Fourteen percent selected a neutral response, and a few of the students rated their Fisk education as ineffective (2%) in enabling them to speak to groups (see Figure 15 below).

Figure 15: Effectiveness of Education in Enabling Students to Reason Mathematically, Respect Different Points of View, Set Personal Priorities, and Speak to Groups



Think Independently

Over 80% of the graduating students indicated that their Fisk education was very effective (38%) and effective (49%) in enabling them to think independently. Twelve percent of the students were neutral

in their response. Only 1% of the students noted that Fisk's education was ineffective in enabling them to think independently (see Figure 16, page 19).

Understand Scientific Ideas

When asked about the effectiveness of their Fisk education in enabling them to understand scientific ideas, graduating students indicated that it was very effective (20%) and effective (42%). Eight percent of the students noted that their Fisk education was ineffective in enabling them to understand scientific ideas. A slightly high percentage of the students were neutral (29%) about the effectiveness of their Fisk education in enabling them to understand scientific ideas (see Figure 16, page 19).

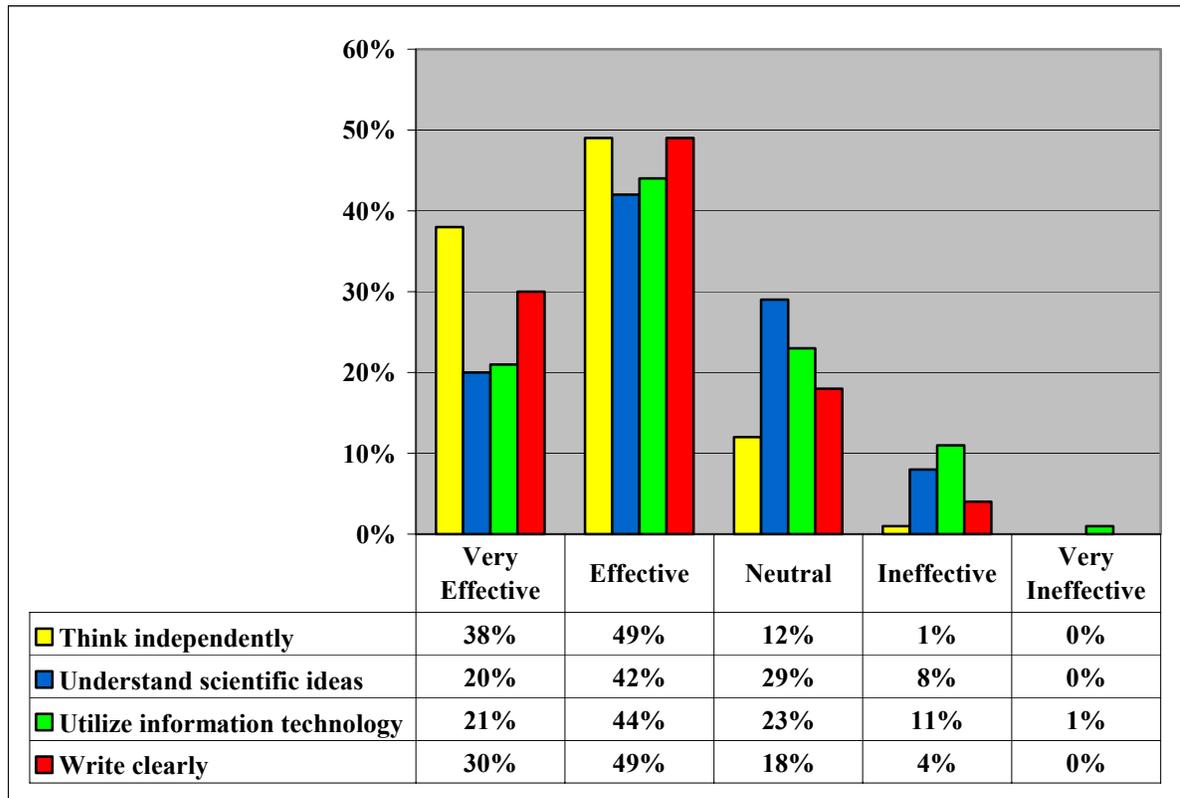
Utilize Information Technology

Graduating students were further asked to rate the effectiveness of their Fisk education in enabling them to utilize information technology. Over 60% of the students rated their Fisk education as very effective (21%) and effective (44%) in enabling them to utilize information technology. Additionally, 12% of the graduating students noted that their Fisk education was ineffective (11%) and very ineffective (1%) in enabling them to utilize information technology. Twenty three percent of the graduating students were neutral regarding the effectiveness of their Fisk education in enabling them to utilize information technology (see Figure 16, page 19).

Write Clearly

Almost 80% of the graduating students rated the education they received from Fisk as very effective (30%) and effective (49%) in enabling them to write clearly. Just 4% of the students rated Fisk's education as ineffective in enabling them to write clearly. Meanwhile 18% of the students selected a neutral response (see Figure 16, page 19).

Figure 16: Effectiveness of Education in Enabling Students to Think Independently, Understand Scientific Ideas, Utilize Information Technology, and Write Clearly



IV. SATISFACTION WITH ACADEMIC AND NON-ACADEMIC SERVICES

This section of the survey asked graduating students to rate their satisfaction with selected academic and non-academic services that they received from Fisk, on a six-point Likert scale.

Athletic Programs

When asked how satisfied they were with Fisk's athletic programs, most graduating students selected a neutral (34%) response. For those who selected other responses, 22% stated that they were very satisfied (4%) and satisfied (18%) with Fisk's athletic programs. A larger percentage of the graduating students indicated that they were dissatisfied (25%) and very dissatisfied (11%) with Fisk's athletic programs (see Figure 17, page 21).

Athletic Facilities

Similar to satisfaction with athletic programs, the percentage of graduating students who were satisfied with Fisk's athletic facilities was low. Less than 10% of the students noted that they were very satisfied (2%) and satisfied (7%) with athletic facilities. Twenty-four percent of the students selected a neutral response. Meanwhile a large number (59%) of the students said they were dissatisfied (35%) and very dissatisfied (24%) with Fisk's athletic facilities (see Figure 17, page 21).

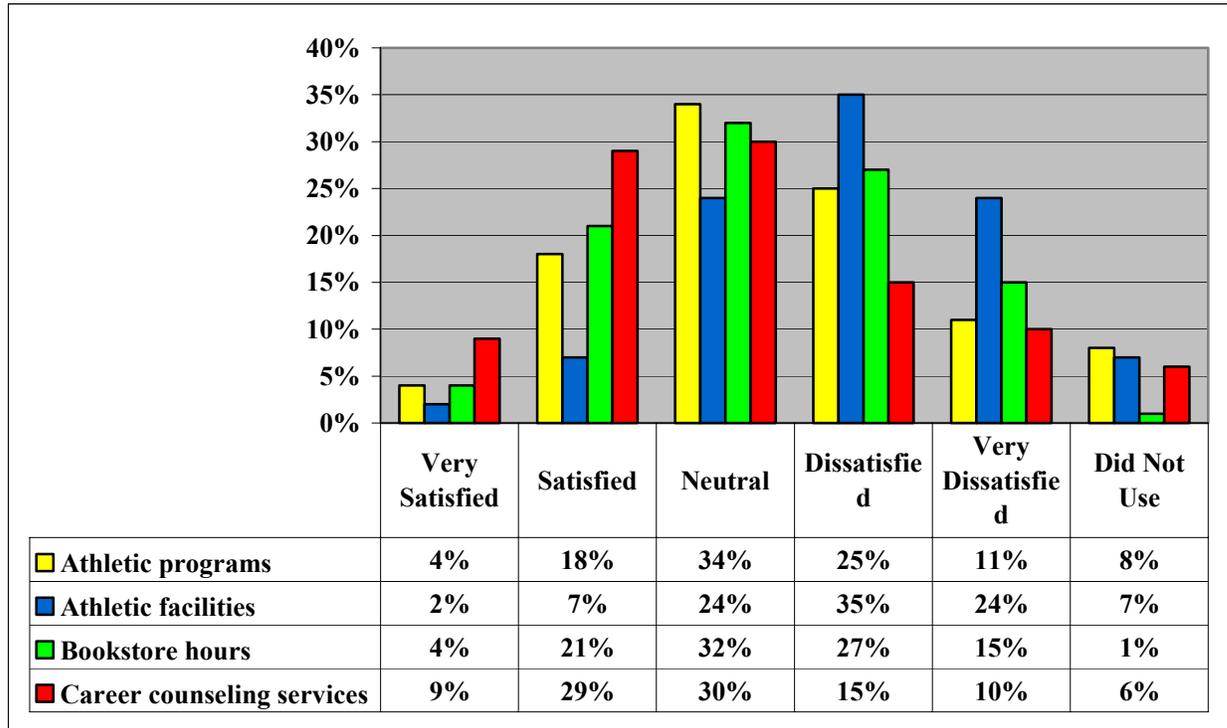
Bookstore Hours

Graduating students were further asked to rate their satisfaction with bookstore hours at Fisk. The majority of them selected a neutral (32%) response. For those who selected other responses, 25% stated that they were very satisfied (4%) and satisfied (21%) with Fisk's bookstore hours. A larger number of the graduating students (42%) stated that they were dissatisfied (27%) and very dissatisfied (15%) with Fisk's bookstore hours (see Figure 17, page 21).

Career Counseling Services

Close to one-third of the graduating students selected a neutral response when asked about their satisfaction with Fisk's career counseling services. For graduating students who were not neutral, 38% stated that they very satisfied (9%) and satisfied (29%) with career counseling services. In addition, 25% of the students stated that they were dissatisfied (15%) and very dissatisfied (10%) with career counseling services at Fisk (see Figure 17, page 21).

Figure 17: Satisfaction With Athletic Programs, Athletic Facilities, Bookstore Hours, and Career Counseling Services



Classroom Facilities

Thirty-six percent of the graduating students selected a neutral response when asked about their satisfaction with Fisk’s classroom facilities. Of those who selected other responses, less than 40% said they were very satisfied (4%) and satisfied (33%) with classroom facilities at Fisk. Twenty-six percent of the students said they were dissatisfied (20%) and very dissatisfied (6%) with Fisk’s classroom facilities (see Figure 18, page 22).

Computer Center Services

Similar to satisfaction with classroom facilities, a considerable number of the graduating students selected a neutral (32%) response when asked about their satisfaction with computer center services. Other responses included: very satisfied (5%), satisfied (30%), dissatisfied (21%), and very dissatisfied (10%) (see Figure 18, page 22).

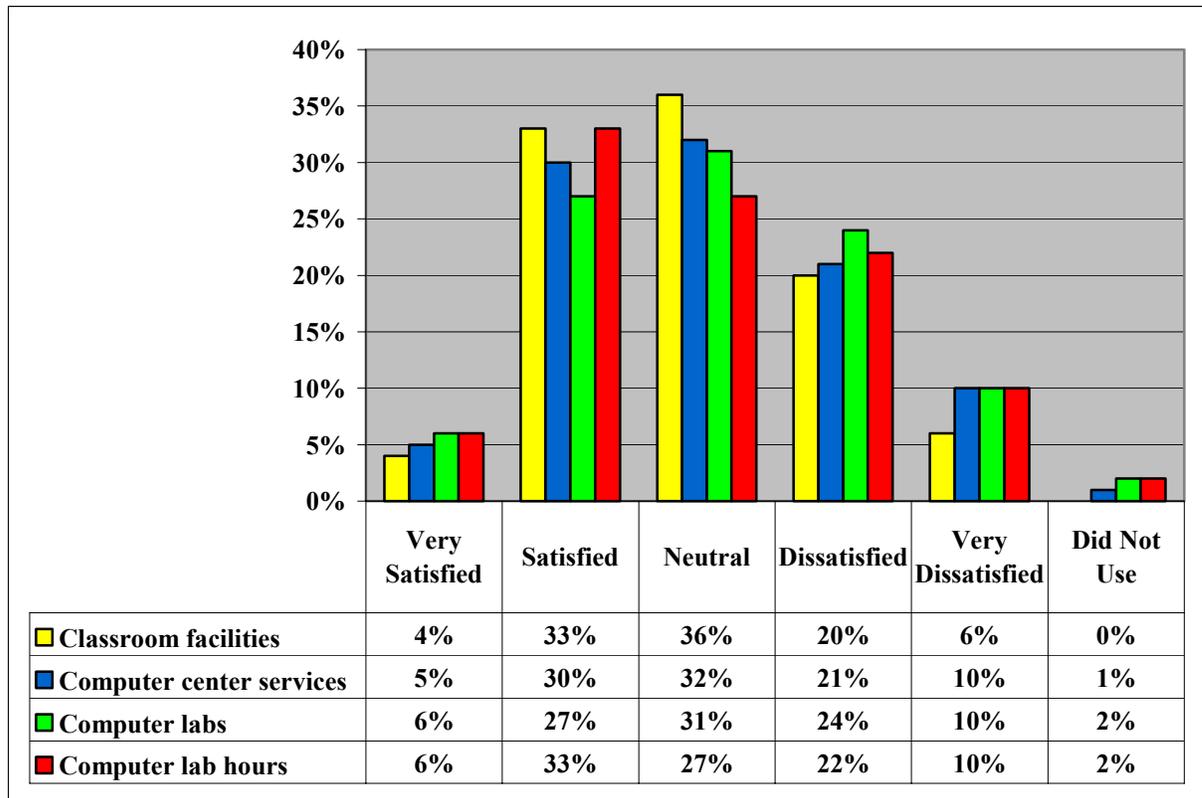
Computer Labs

Almost one-third of the graduating students selected a neutral answer regarding their satisfaction with computer labs. For those who selected other responses, 6% were very satisfied and 27% were satisfied with Fisk’s computer labs. Conversely, 24% of the graduating students were dissatisfied and 10% were very dissatisfied with Fisk’s computer labs (see Figure 18, page 22).

Computer Lab Hours

Responses of graduating students regarding satisfaction with computer lab hours were similar to those about satisfaction with computer labs. Twenty-seven percent of the graduating students were neutral about their satisfaction with computer lab hours, 6% percent were very satisfied, and 33% were satisfied with Fisk’s computer lab hours. Additionally, 22% were dissatisfied and 10% were very dissatisfied with Fisk’ computer lab hours (see Figure 18 below).

Figure 18: Satisfaction With Classroom Facilities, Computer Center Services, Computer Labs, and Computer Lab Hours



Counseling Services

One-third of the graduating students selected a neutral answer when asked about their satisfaction with counseling services at Fisk. Another one-third said they were very satisfied (7%) and satisfied (26%) with counseling services. Over 20% of the graduating students noted that they were dissatisfied (13%) and very dissatisfied (9%) with counseling service at Fisk (see Figure 19, page 23).

Financial Aid Availability

When asked about their satisfaction with financial aid availability at Fisk, 40% of the graduating students stated that they were very satisfied (11%) and satisfied (29%). Thirty-four percent of the students indicated that they were dissatisfied (18%) and very dissatisfied (16%) with financial aid availability at Fisk. Twenty-four percent of the students selected a neutral response when asked about their satisfaction with financial aid availability (see Figure 19, page 23).

Financial Aid Services

Slightly more than 40% of the graduating students indicated that they were very satisfied (11%) and satisfied (32%) with financial aid services at Fisk. Twenty-eight percent of the students were neutral about their satisfaction with financial aid services. In addition, 26% of the students were dissatisfied (15%) and very dissatisfied (11%) with financial aid services at Fisk (see Figure 19, below).

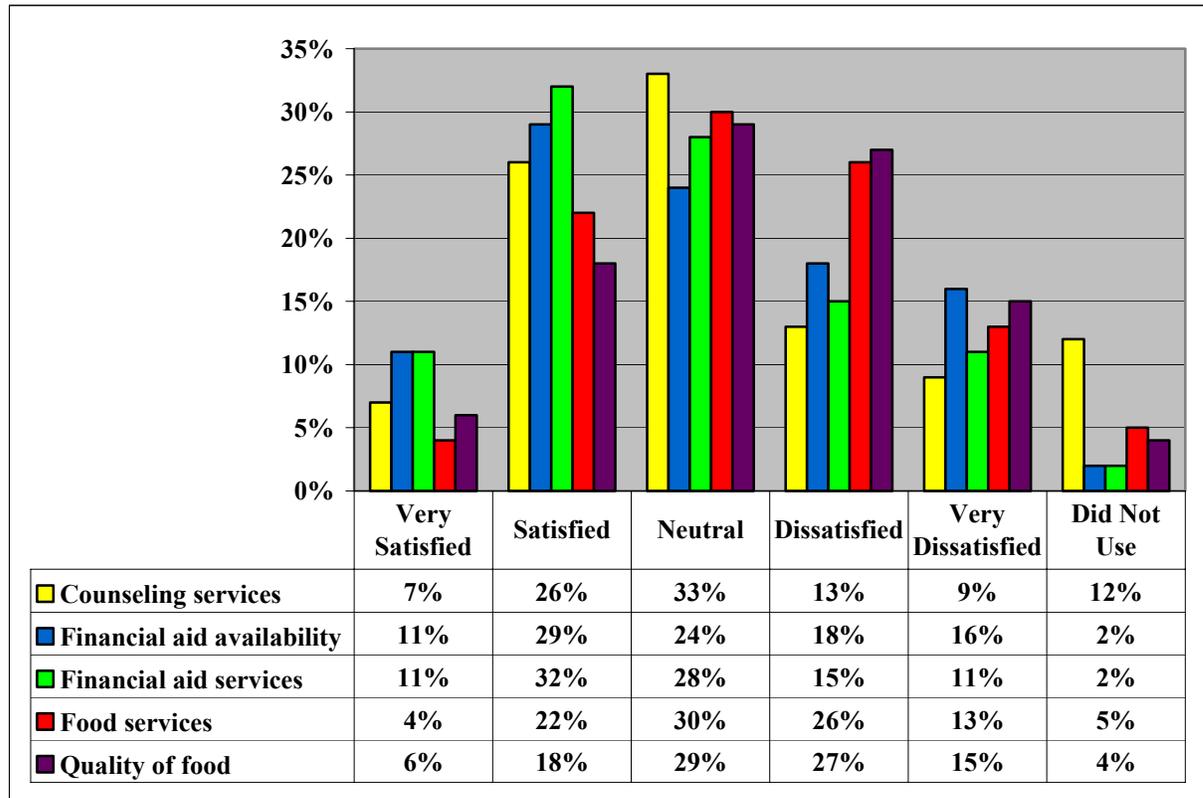
Food Services

Almost one-third of the graduating students were neutral when asked about their satisfaction with Fisk’s food services. Less than 30% of the students were very satisfied (4%) and satisfied (22%) with food services at Fisk. Meanwhile almost 40% of the students were dissatisfied (26%) and very dissatisfied (13%) with Fisk’s food services (see Figure 19 below).

Quality of Food

Less than one quarter of the graduating students were very satisfied (6%) and satisfied (18%) with the quality of food served in Fisk’s cafeteria. Twenty-nine percent of the students selected a neutral response. Meanwhile, a considerable number of the students were dissatisfied (27%) and very dissatisfied (15%) with the quality of food served in Fisk’s cafeteria (see Figure 19 below).

Figure 19: Satisfaction With Counseling Services, Financial Aid Availability, Financial Aid Services, Food Services, and Quality of Food



Library Holdings

Less than one-third of the graduating students were very satisfied (7%) and satisfied (22%) with Fisk's library holdings. Over 40% of the students were dissatisfied (28%) and very dissatisfied (13%) with library holdings. One-quarter of the graduating students selected a neutral response regarding their satisfaction with library holdings at Fisk (see Figure 20, page 25).

Library Hours

Thirty-seven percent of the graduating students stated that they were very satisfied (8%) and satisfied (29%) with library hours at Fisk. Almost one-third of the students selected a neutral response, and 31% noted that they were dissatisfied (19%) and very dissatisfied (12%) with Fisk's library hours (see Figure 20, page 25).

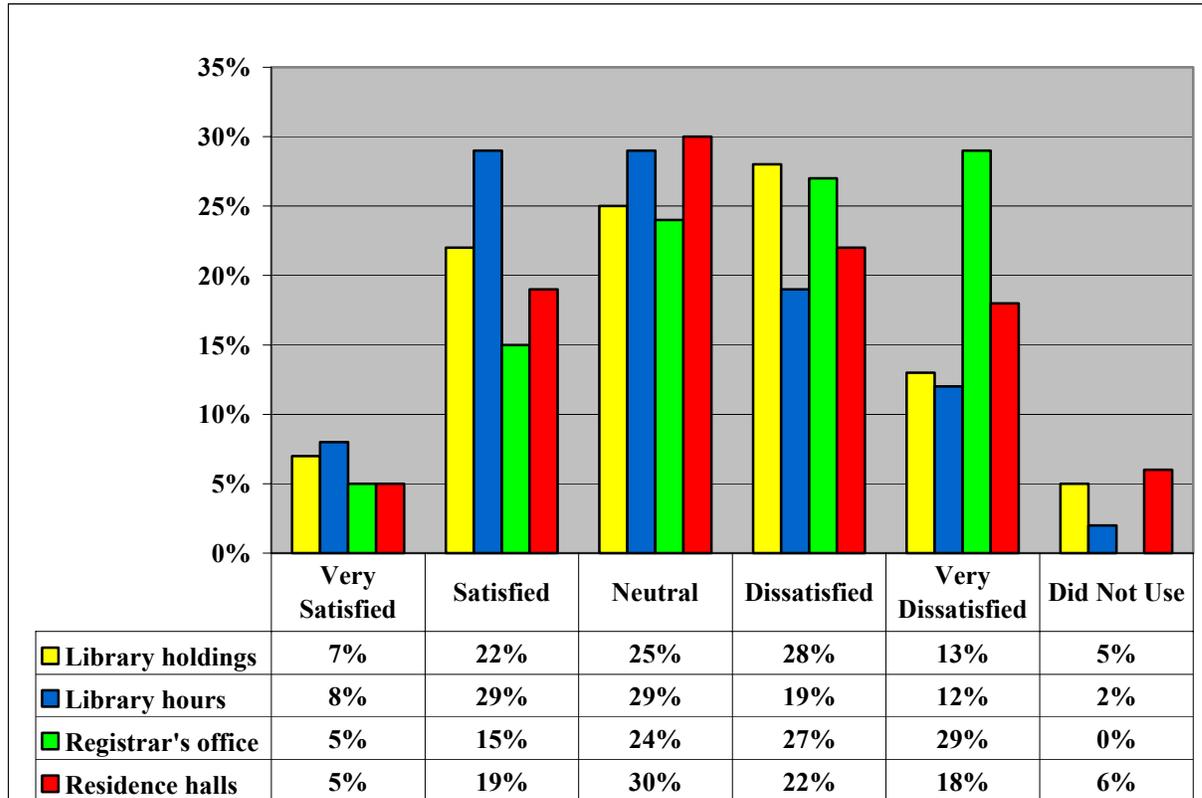
Registrar's Office

Students were also asked to rate their satisfaction with the registrar's office. Twenty percent of the students indicated that they were very satisfied (5%) and satisfied (15%) with the registrar's office. Twenty-four percent of the students chose a neutral response. Meanwhile, over 50% of the students noted that they were dissatisfied (27%) and very dissatisfied (29%) with the registrar's office (see Figure 20, page 25).

Residence Hall

Almost one-third of the graduating students selected a neutral response regarding their satisfaction with Fisk's residence halls. Of those who selected other responses, 24% stated that they were very satisfied (5%) and satisfied (19%) with Fisk's residence halls. A larger number (40%) of the graduating students indicated that they were dissatisfied (22%) and very dissatisfied (18%) with Fisk's residence halls (see Figure 20, page 25).

Figure 20: Satisfaction With Library Holdings, Library Hours, Registrar’s Office, and Residence Hall



Student Accounts

Many graduating students selected neutral (34%) when asked about their satisfaction with Fisk’s student accounts services. Of those who selected other responses, few said they were very satisfied (4%) and satisfied (25%) with student accounts services. Additionally, 22% of the students selected dissatisfied and 11% selected very dissatisfied in rating their satisfaction with student accounts services at Fisk (see Figure 21, page 26).

Student Government

Many of the graduating students also selected a neutral (36%) response as to their satisfaction with student government at Fisk. Other respondents selected very satisfied (9%), satisfied (30%), dissatisfied (14%), and very dissatisfied (7%) (see Figure 21, page 26).

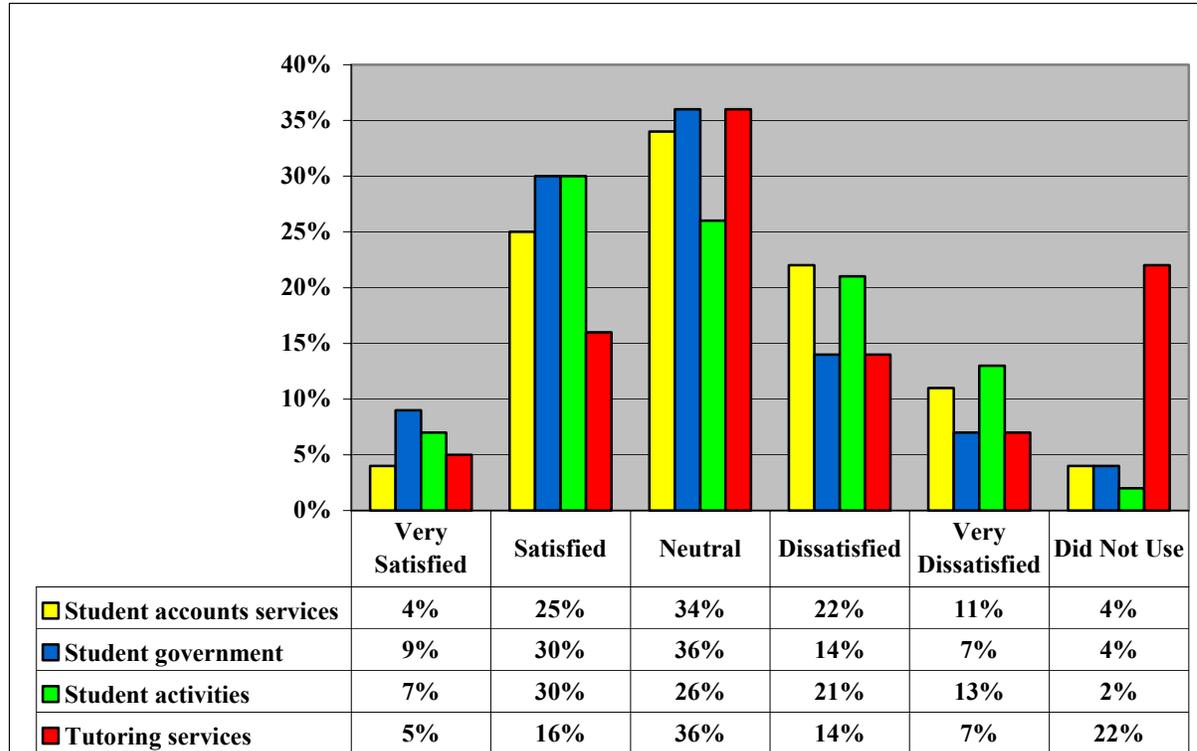
Student Activities

Thirty-seven percent of the graduating students stated that they were very satisfied (7%) and satisfied (30%) with student activities at Fisk. Twenty-six percent of the students selected a neutral response. Furthermore, 34% of the students said they were dissatisfied (21%) and very dissatisfied (13%) with student activities at Fisk (see Figure 21, page 26).

Tutoring Services

A considerable number of the students selected neutral (36%) and did not use (22%) when asked about their satisfaction with tutoring services at Fisk. Less than one-third of the students were very satisfied (5%) and satisfied (16%) with tutoring services. The same number of students selected dissatisfied (14%) and very dissatisfied (7%) when asked about their satisfaction with tutoring services at Fisk (see Figure 21 below).

Figure 21: Satisfaction With Student Accounts, Student Government, Student Activities, and Tutoring Services



Quality of Academic Advising Before Declaring Major

Graduating students were asked to rate their satisfaction with the quality of academic advising before declaring a major. Twenty-eight percent of them selected a neutral response. Of those who selected other answers, 41% said they were very satisfied (12%) and satisfied (29%) with the quality of advising before declaring a major, and 27% said they were dissatisfied (18%) and very dissatisfied (9%) with academic advising before declaring a major (see Figure 22, page 27).

Quality of Academic Advising After Declaring Major

Students were then asked to rate their satisfaction with the quality of academic advising after declaring a major field of study. Twenty-three of them selected a neutral response. Meanwhile, over 60% of the students said they were very satisfied (21%) and satisfied (42%) with the quality of academic advising after declaring a major. Just 12% of the graduating students stated that they were dissatisfied (6%) and very dissatisfied (6%) with the quality of academic advising after declaring a major (see Figure 22, page 27).

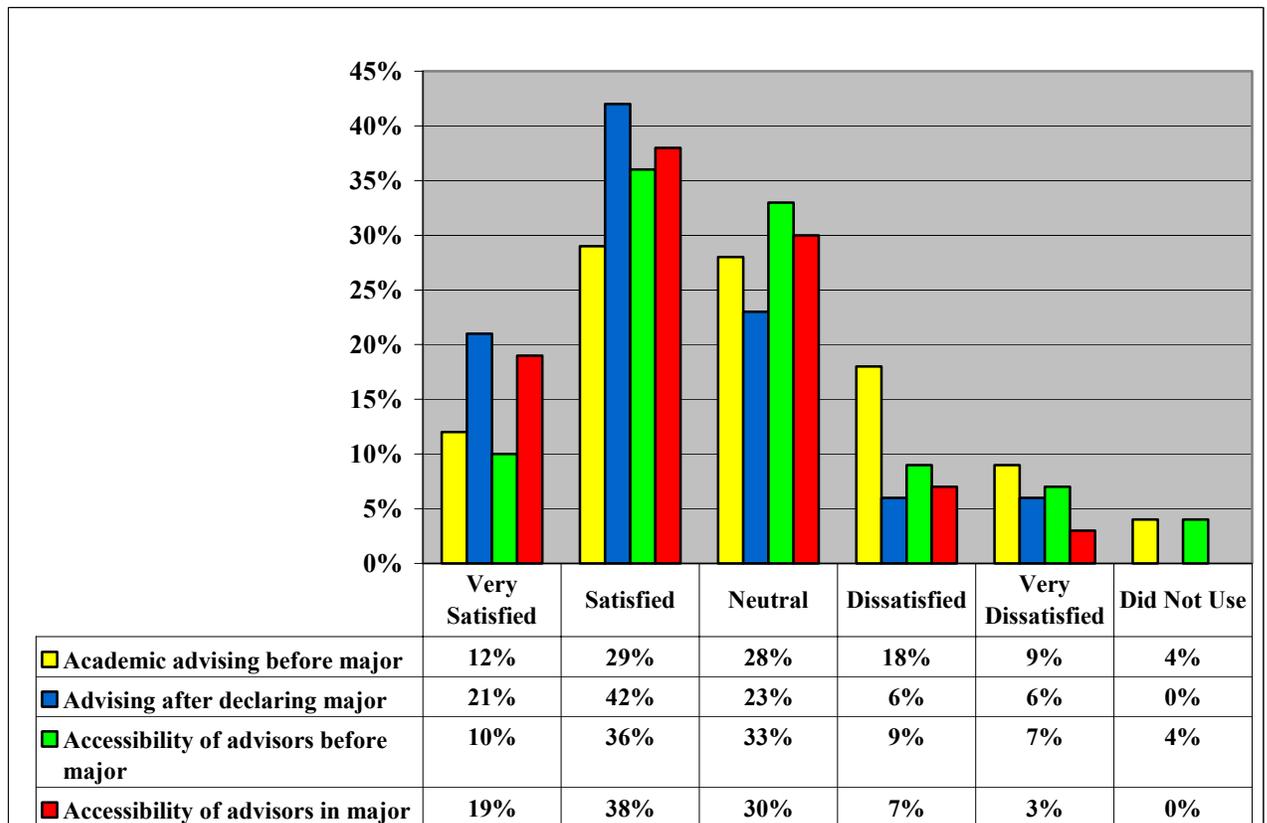
Accessibility of Advisors Before Declaring Major

Almost half of the graduating students indicated that they were very satisfied (10%) and satisfied (36%) with the accessibility of advisors before declaring a major. Thirty-three percent of the students selected a neutral response. In addition, 16% of the students stated that they were dissatisfied (9%) and very dissatisfied (7%) with the accessibility of advisors before declaring a major (see Figure 22 below).

Accessibility of Advisors After Declaring Major

Thirty percent of the graduating students selected a neutral response when asked about their satisfaction with the accessibility of advisors in their major fields of study. Over 50% of the students indicated that they were very satisfied (19%) and satisfied (38%) with the accessibility of advisors in their major. Ten percent of the students noted that they were dissatisfied (7%) and very dissatisfied (3%) with the accessibility of advisors in their major (see Figure 22 below).

Figure 22: Quality of Advising Before and After Declaring Major and Accessibility of Advisors Before and After Declaring Major



Responsiveness to Student Concern by Division’s Office

Graduating students were asked to rate their satisfaction with the responsiveness to student concern by their division’s office. One-third of them selected a neutral response. Of those who chose other answers, 47% said they were very satisfied (15%) and satisfied (32%) with the responsiveness to student concern by their division’s office. Another 15% stated that they were dissatisfied (11%) and

very dissatisfied (4%) with how their division office responded to student concern (see Figure 23, page 29).

Responsiveness to Student Concern by Department's Office

Graduating students were also asked to rate their satisfaction with the responsiveness to student concern by their department's office. Similar to the division's office, 33% of the students selected a neutral response. Other responses included: very satisfied (15%), satisfied (34%), dissatisfied (10%), and very dissatisfied (4%) (see Figure 23, page 29).

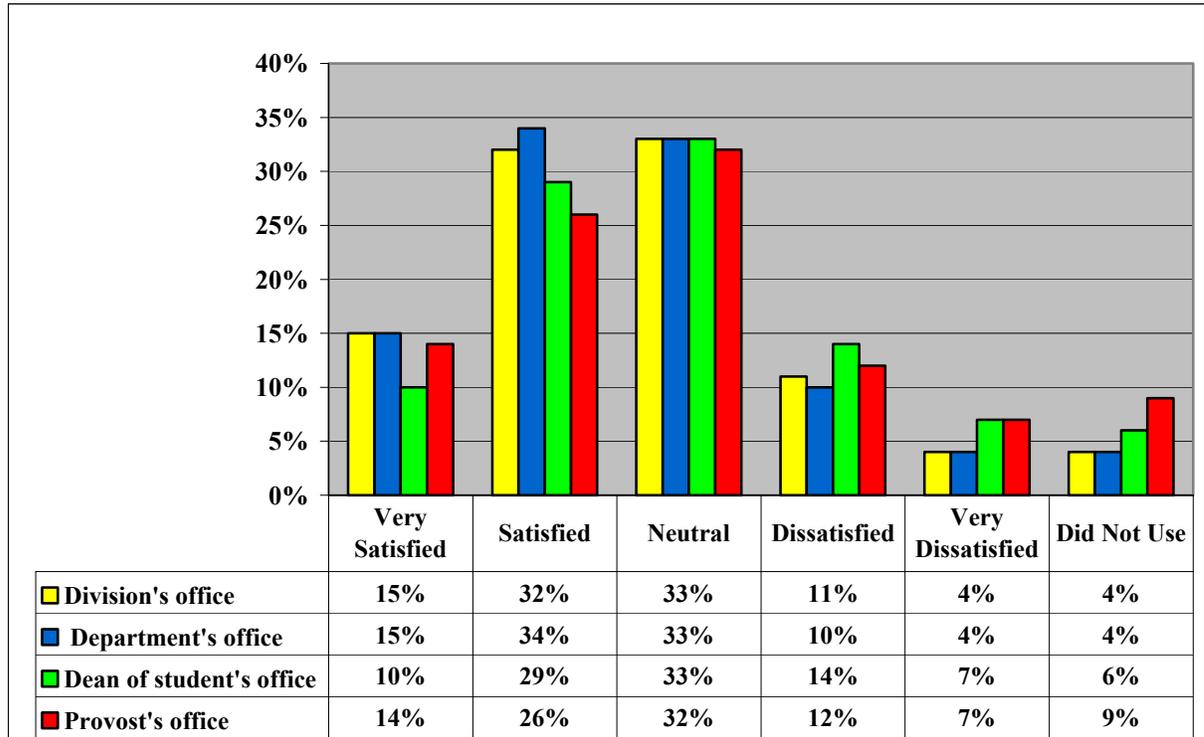
Responsiveness to Student Concern Dean of Students' Office

Thirty-nine percent of the graduating students stated that they were very satisfied (10%) and satisfied (29%) with how the dean of students' office responded to student concern. Students who selected a neutral response constituted 33%. Twenty-one percent of the graduating students indicated that they were dissatisfied (14%) and very dissatisfied (7%) with the responsiveness to student concern by the dean of students' office (see Figure 23, page 29).

Responsiveness to Student Concern by Provost's Office

When asked to rate their satisfaction with the responsiveness to student concern by the office of the provost, 40% of the graduating students said they were very satisfied (14%) and satisfied (26%). Thirty-two percent of the students chose a neutral response. In addition, 19% of the students stated that they were dissatisfied (12%) and very dissatisfied (7%) with how the office of the provost responded to their concerns (see Figure 23, page 29).

Figure 23: Responsiveness to Student Concern by Division Office, department Office, Dean of Students Office, and the Provost’s Office



Responsiveness to Student Concern by Registrar’s Office

Twenty-four percent of the graduating students noted that they were very satisfied (4%) and satisfied (20%) with the responsiveness to student concern by the office of the registrar. Twenty-seven percent of the students chose a neutral response. A considerable number of the students (47%) indicated that they were dissatisfied (29%) and very dissatisfied (18%) with the registrar’s office response to student concern (see Figure 24, page 30).

Responsiveness to Student Concern by Student Accounts Office

Forty percent of the graduating students provided a neutral response when asked about their satisfaction with responsiveness to student concern by the student accounts office. For those who chose other responses, 33% said they were very satisfied (9%) and satisfied (24%) with the responsiveness to student concern by the student accounts office. Furthermore, 24% of the students indicated that they were dissatisfied (16%) and very dissatisfied (8%) with how the student accounts’ office responded to student concern (see Figure 24, page 30).

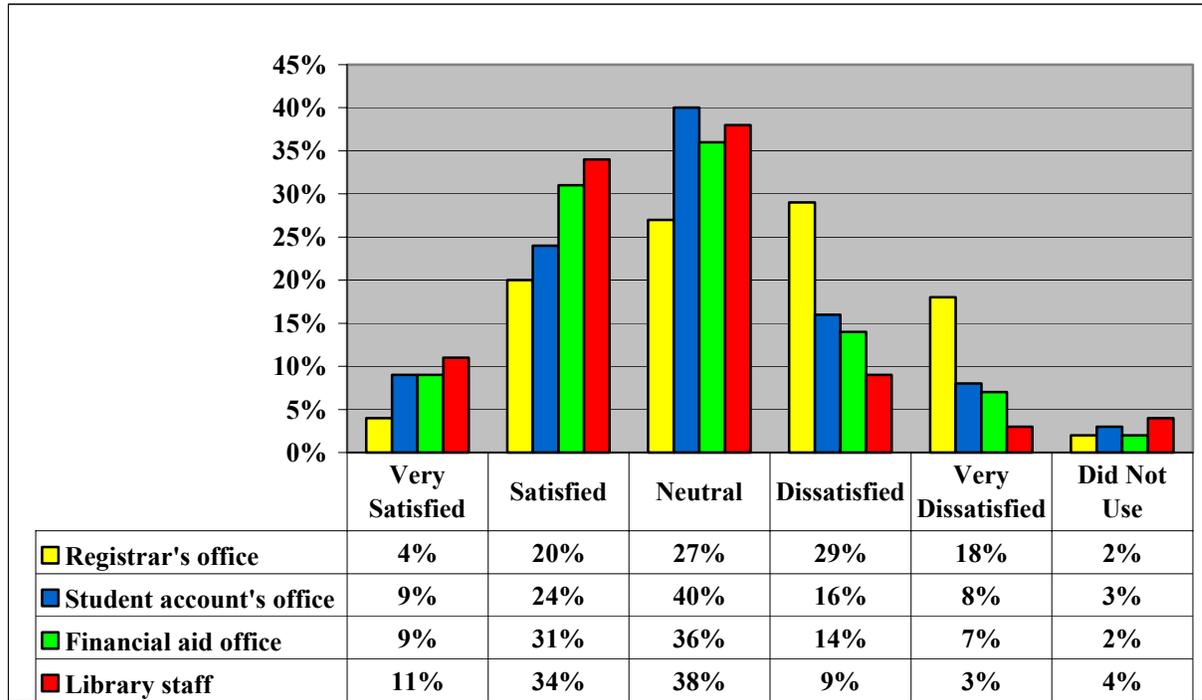
Responsiveness to Student Concern by Financial Aid Office

Forty percent of the graduating students noted that they were very satisfied (9%) and satisfied (31%) with how the financial aid office responded to student concern. Thirty-six percent of the students were neutral in their response, and 21 % stated that they were dissatisfied (14%) and very dissatisfied (7%) with the responsiveness to student concern by the financial aid office (see Figure 24, page 30).

Responsiveness to Student Concern by Library Staff

Students were further asked to rate their satisfaction with the responsiveness to student concern by the library staff. A considerable number (38%) offered a neutral answer. Other responses included: very satisfied (11%), satisfied (34%), dissatisfied (9%), and very dissatisfied (3%) (see Figure 24 below).

Figure 24: Responsiveness to Student Concern by Registrar’s Office, Student Accounts Office, Financial Aid Office, and Library Staff



Responsiveness to Student Concern by Food Service Staff

A considerable number of the students provided a neutral (38%) response when asked about their satisfaction with the responsiveness of the food service staff to student concern. Thirty-six percent of them said they were very satisfied (6%) and satisfied (30%) with the responsiveness of the food service staff. In addition, 18% of the students said they were dissatisfied (14%) and very dissatisfied (4%) with how the food service staff responded to student concern (see Figure 25, page 31).

Responsiveness to Student Concern by Security Staff

Twenty percent of the graduating students stated that they were very satisfied (5%) and satisfied (15%) with the responsiveness of the security staff to student concern. Nineteen percent selected a neutral response. A significant number (53%) of the students stated that they were dissatisfied (17%) and very dissatisfied (36%) with how the security staff responded to student concern (see Figure 25, page 31).

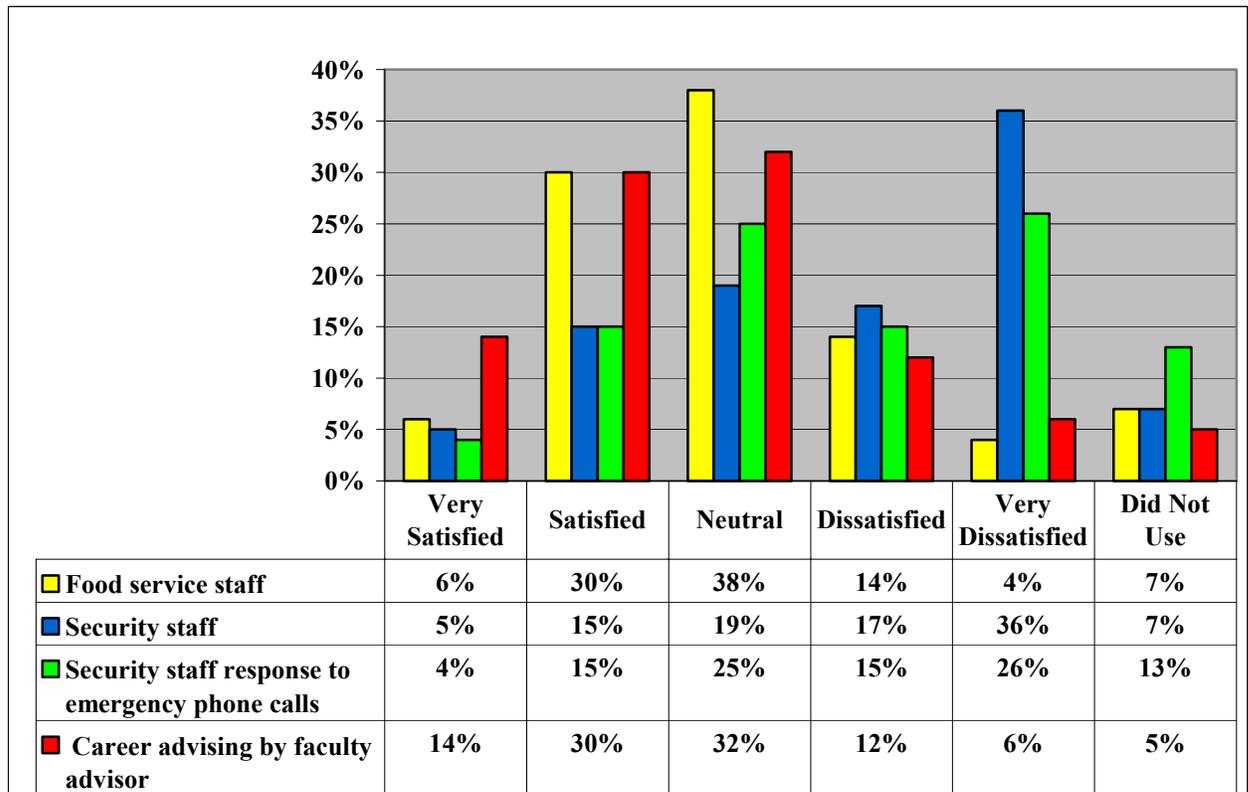
Responsiveness of Security Staff to Emergency Telephone Calls

Graduating students were further asked to rate their satisfaction with the responsiveness of security staff to emergency telephone calls. Twenty-five percent of the students were neutral in their response. Just 19% of the students said they were very satisfied (4%) and satisfied (15%) with the responsiveness of the security staff to emergency telephone calls. A significant number (41%) also stated that they were dissatisfied (15%) and very dissatisfied (26%) with the manner in which security staff responded to emergency telephone calls (see Figure 25 below).

Quality of Career Advising by Faculty Advisor

Graduating students stated that they were very satisfied (14%) and satisfied (30%) with the quality of career advising they received from faculty advisors. Thirty-two percent of the students selected a neutral response. Additionally, 18% of the students said they were dissatisfied (12%) and very dissatisfied (6%) with the quality of career advising by faculty advisors (see Figure 25 below).

Figure 25: Responsiveness to Student Concern by Food Service Staff, Security Staff, Security Response to Emergency Telephone Calls, and Quality of Career Advising by Faculty Advisor



Quality of Career Advising by Career Services Office

Forty-one percent of the graduating students stated that they were very satisfied (9%) and satisfied (32%) with the quality of career advising by the career services office. Thirty percent of the students selected a neutral response. Meanwhile, 18% of the students stated that they were dissatisfied (12%) and very dissatisfied (6%) with the quality of career advising by the career services office (see Figure 26, page 32).

Quality of Courses in Core Curriculum

Half of the students indicated that they were very satisfied (6%) and satisfied (42%) with the quality of courses in the core curriculum. A considerable number of the students selected a neutral (35%) answer. Furthermore, 16% of the graduating students noted that they were dissatisfied (11%) and very dissatisfied (5%) with the quality of courses in the core (see Figure 26 below).

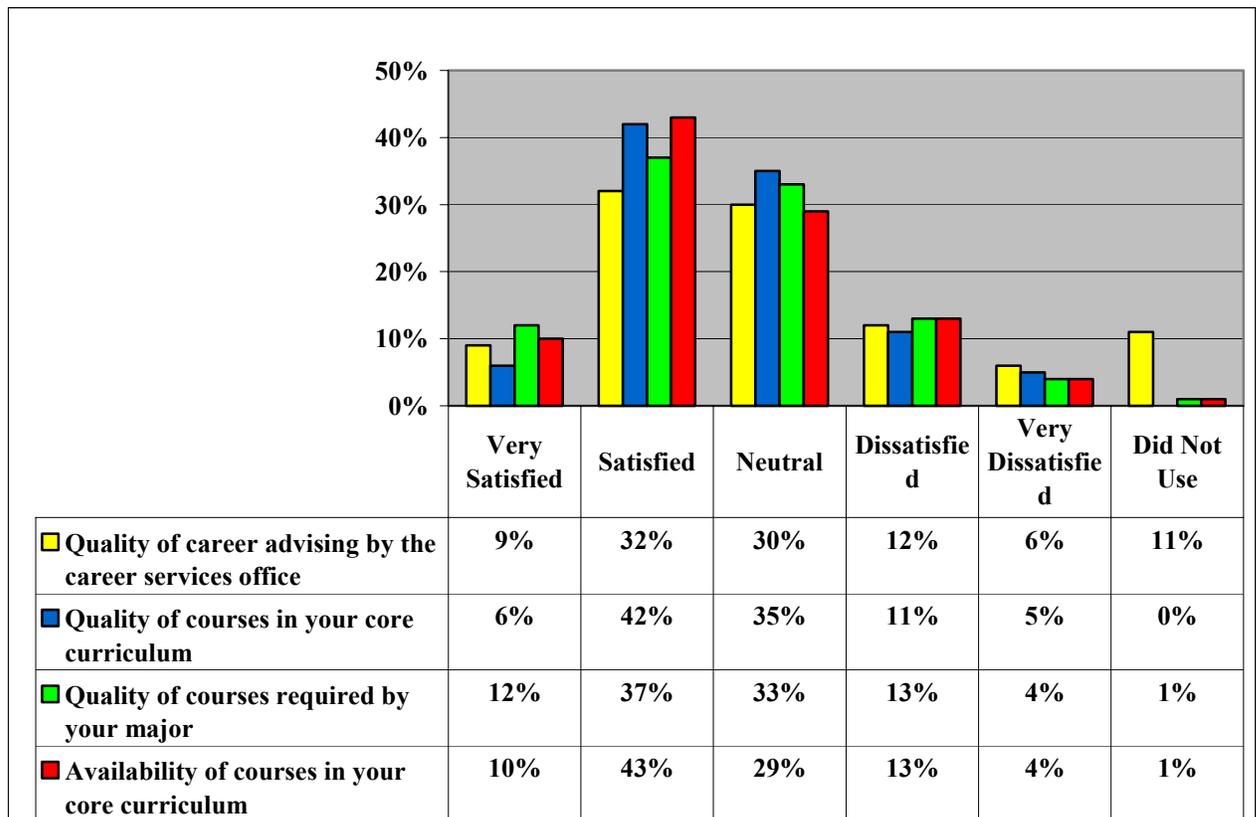
Quality of Courses Required by Major

Students were also asked to rate their satisfaction with the quality of courses required by their major fields of study. One-third of the students gave a neutral response. Of those who selected other responses, 49% stated that they were very satisfied (12%) and satisfied (37%) with the quality of courses required by their major, and 17% stated that they were dissatisfied (13%) and very dissatisfied (4%) with the quality of courses in their major (see Figure 26 below).

Availability of Courses in Core Curriculum

Over 50% of the graduating students indicated that they were very satisfied (10%) and satisfied (43%) with the availability of courses in the core curriculum. Twenty-nine percent of the students selected a neutral response. In addition, 17% of the students stated that they were dissatisfied (13%) and very dissatisfied (4%) with the availability of courses in the core (see Figure 26 below).

Figure 26: Quality of Career Advising by Career Services Office, Quality of Courses in Core Curriculum and Courses Required by Major, and Availability of Courses in Core Curriculum



Availability of Courses in Major

Forty-eight percent of the graduating students noted that they were very satisfied (9%) and satisfied (39%) with the availability of courses required by their major. Twenty-nine percent of the students selected a neutral response. Furthermore, 22% of the students stated that they were dissatisfied (16%) and very dissatisfied (6%) with the availability of courses required by their major (see Figure 27, page 34).

Availability of Elective Courses

Thirty-two percent of the graduating students selected a neutral response when asked about their satisfaction with the availability of elective courses. Forty-five percent of the students indicated that they were very satisfied (9%) and satisfied (36%) with the availability of elective courses, and 22% stated that they were dissatisfied (18%) and very dissatisfied (4%) with the availability of courses in the electives (see Figure 27, page 34).

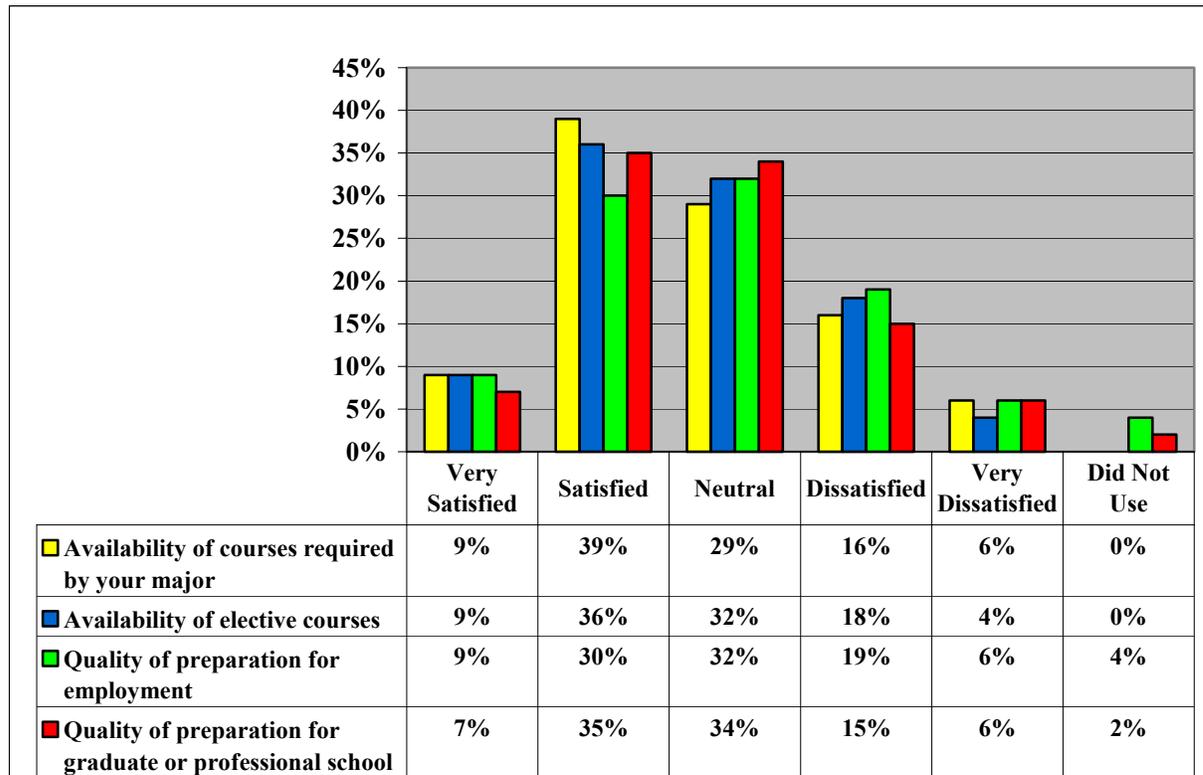
Quality of Preparation for Employment

Graduating students were asked to rate their satisfaction with how well Fisk's education prepared them for employment. Thirty-two percent of the students chose a neutral response. Of those who selected other responses, 39% stated that they were very satisfied (9%) and satisfied (30%) with how well Fisk's education prepared them for employment. Another 25% stated that they were dissatisfied (19%) and very dissatisfied (6%) with how well Fisk's education prepared them for employment (see Figure 27, page 34).

Quality of Preparation for Graduate/Professional School

Students were also asked to rate their satisfaction with how well their education from Fisk prepared them for graduate/professional school. A considerable number (34%) chose a neutral response. Other responses included very satisfied (7%), satisfied (35%), dissatisfied (15%), and very dissatisfied (6%) (see Figure 27, page 34).

Figure 27: Availability of Courses in Major and in Electives, Quality of Preparation for Employment and Preparation for Graduate/Professional School



Quality of Instruction by Faculty in Core

When asked to rate their satisfaction with the quality of instruction by faculty in the core curriculum, over 50% of the graduating students said they were very satisfied (9%) and satisfied (47%). Thirty-two percent of the students chose a neutral response. In addition, 10% of the graduating students stated that they were dissatisfied (8%) and very dissatisfied (2%) with the quality of instruction by faculty in the core (see Figure 28, page 36).

Quality of Instruction by Faculty in Major

Students were then asked to rate their satisfaction with the quality of instruction by faculty in their major. The majority (60%) of the students stated that they were very satisfied (14%) and satisfied (46%) with the quality of instruction by faculty in their major. Furthermore, 12% of the students indicated that they were dissatisfied (7%) and very dissatisfied (5%) with the quality of instruction by faculty in their major. Twenty-seven percent of the students selected a neutral response (see Figure 28, page 36)

Quality of Instruction by Tutor in Math Lab

Thirty-four percent of the graduating students were neutral when asked to rate their satisfaction with the quality of instruction by tutor in the Math Lab. Twenty-seven percent of the students said they were very satisfied (6%) and satisfied (21%) with the quality of instruction by tutor in the Math Lab.

In addition, 13% of the students indicated that they were dissatisfied (9%) and very dissatisfied (4%) with the quality of instruction by tutor in the Math Lab. Twenty-seven percent of the graduating students indicated that they did not use the services of the tutor in the Math Lab (see Figure 28, page 36)

Quality of Instruction by Tutor in Writing Center

Thirty-four percent of the graduating students selected a neutral response when asked to rate their satisfaction with the quality of instruction by tutor in the writing center. For those who selected other responses, 27% stated that they were very satisfied (4%) and satisfied (23%) with the quality of instruction by tutor in the writing center. Twelve percent of the students also noted that they were dissatisfied (9%) and very dissatisfied (3%) with the quality of instruction by tutor in the writing center. Twenty-seven percent of the graduating students stated that they did not use the services of the tutor in the writing center (see Figure 28, page 36).

Quality of Instruction by Student Tutor

Thirty-three percent of the graduating students selected a neutral response when asked to rate their satisfaction with the quality of instruction by student tutors. Of those who chose other responses, 27% percent stated that they were very satisfied (6%) and satisfied (21%) with the quality of instruction by student tutors. Eleven percent of the students noted that they were dissatisfied (7%) and very dissatisfied (4%) with the quality of instruction by student tutors. A considerable number (30%) of the students indicated that they did not use the services of the student tutors (see Figure 28, page 36).

Figure 28: Quality of Instruction-Core Faculty, Major Faculty, Tutors in Math/Writing Labs

