

FISK UNIVERSITY

STUDY OF GRADUATING STUDENTS-SPRING 2003



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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 and qualitative data regarding students who graduated in spring semester 2003. The survey of graduating students, used to conduct this study, attempted to document in-depth information on senior students' perspectives 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 perceive 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. Additionally, this study provides a comparative analytical base for past and future studies on this particular population.

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

- Demographic and general information;
- Effectiveness of education for intellectual, psychological, and social development;
- Satisfaction with a spectrum of academic offerings and advising; and
- Satisfaction with a range of non-academic programs and services.

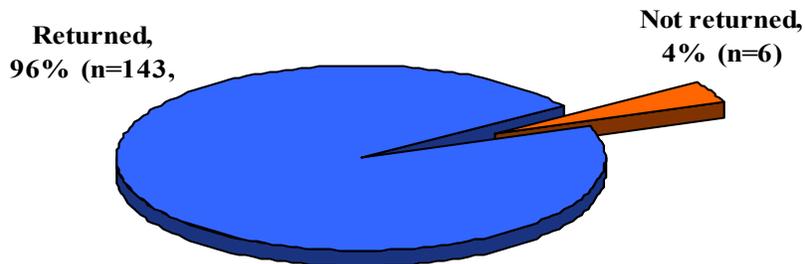
B. Population and sample

The population for the study included all undergraduate senior students enrolled in Fisk in spring semester 2003. The purposeful sampling¹ method was used to select all of the students who graduated in spring semester 2003. Data provided through the university information system and the registrar's office indicated that 149 undergraduate students graduated in the semester; thus, the survey was administered to these 149 students. Ninety-six percent ($n^2=143$) of them returned usable surveys, and just 4% ($n=6$) of the 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 researchers to select a sample based on the sample's 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 the instrument used to conduct this study, in 2001. The survey was piloted in spring semester 2001. 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 OIR modified the survey. The OIR also administered the instrument and analyzed the data. The Office of the Dean of Students assisted with the survey administration. Descriptive statistics (frequencies and percentages) were used to report the analysis.

D. Survey Reliability

The reliability³ coefficient of the senior survey was determined in 2002 to be $\alpha = .94$. This number is considered high, in view of the fact that the highest reliability coefficient is 1.00.

E. Highlights of the Study

- The majority of the graduating students (80%) indicated they were very satisfied (21%, n=30) and generally satisfied (59%, n=85) with their undergraduate education at Fisk. Just 20% of the students indicated that they were very dissatisfied (1%, n=2) and generally dissatisfied (18%, n=25) with their undergraduate education at Fisk.
- Many Fisk graduating students seem to have high educational goals. When asked “What is the highest degree you plan to achieve in your education?” graduating students provided the following responses: Doctoral (62%, n=89), masters (28%, n=40), first professional (8%, n=11), and bachelors (1%, n=2).
- When asked to identify one thing that is unique about Fisk as compared to other institutions, many of the graduating students identified Fisk’s family-oriented environment, dedicated faculty, and small size. The recurring unfavorable comments centered on Fisk’s lack of organization and limited resources. In general, there were more positive comments than negative ones.

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

- Over half of the graduating students (56%) stated that they definitely (23%, n=33) and probably (31%, n=44) would still choose to attend Fisk if they were to begin their undergraduate education again. Conversely, 45% of the graduating students noted that they probably (25%, n=35) and definitely (20%, n=29) would not choose to attend Fisk again, if given the opportunity.
- Additionally, over 50% (n=78) of the graduating students indicated that Fisk University is a good value for the education that students receive. Twenty-five percent (n=35) of the students felt otherwise, and (20%, n=29) selected a “not sure” response.
- Over 80% of the graduating students rated their Fisk education as very effective (39%, n=56) and effective (43%, n=61) in enabling them to broaden their intellectual interests. On the other hand, just 5% of the students rated Fisk’s education as very ineffective (1%, n=1) and ineffective (4%, n=6) in enabling them to broaden their intellectual interests.
- Similarly, almost 80% of the graduating students indicated that Fisk’s education was very effective (33%, n=47) and effective (45%, n=64) in enabling them to respect different viewpoints. Just 5% of the students felt otherwise.
- Over 70% of the graduating students rated Fisk’s education as very effective (27%, n=38) and effective (45%, 64) in enabling them to write clearly. Conversely, less than half of the graduating students rated their Fisk education as very effective (19%, n=27) and effective (30%, n=43) in enabling them to reason mathematically.

F. Recommendations

Like many small private colleges, Fisk University is in need of financial support from both its alumni and non-alumni sources. As the institution 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 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 due to their potential for contribution. A study of freshman parents conducted by the Fisk University Office of Institutional Research in fall 2001 and 2002 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 with little or no money in some areas that students rated unfavorably, 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.

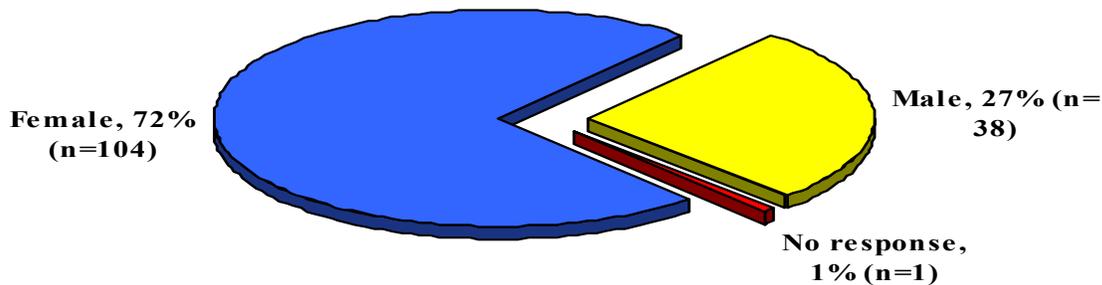
II. DEMOGRAPHICS AND GENERAL INFORMATION

This section reports graduating students' demographics as well as their majors and Grade Point Averages (GPA).

Gender Distribution of Graduating Students

Seventy-three percent (n=104) of the graduating students were female and 26% (n=38) were male. One percent (n=1) did not indicate his or her gender (see Figure 2 below).

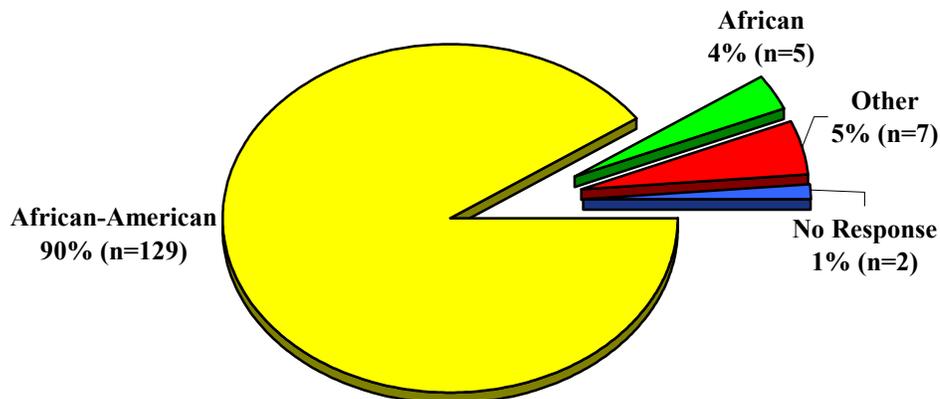
Figure 2. Gender Distribution of Graduating Students



Racial Distribution of Graduating Students

The majority of the graduating students (90% or n=129) were African-Americans. Africans comprised the second largest group (4% or n=5). Among the "Other" race/ethnicity category were 1 Latino/Hispanic American and 1 Native American/American Indian (see Figure 3 below).

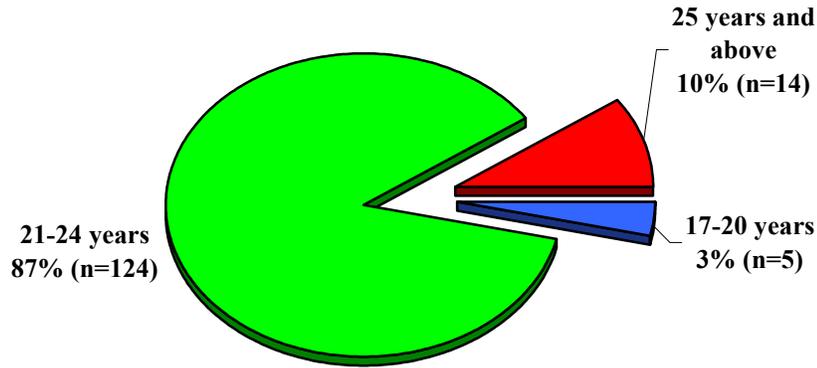
Figure 3. Racial Distribution of Graduating Students



Age Distribution of Graduating Students

The majority of the graduating students (87% or n=124) were between 21-24 years old. Ten percent (n=14) were 25 years old and above, and only 3% (n=5) of the graduating students were between 17-20 years old (see Figure 4 below).

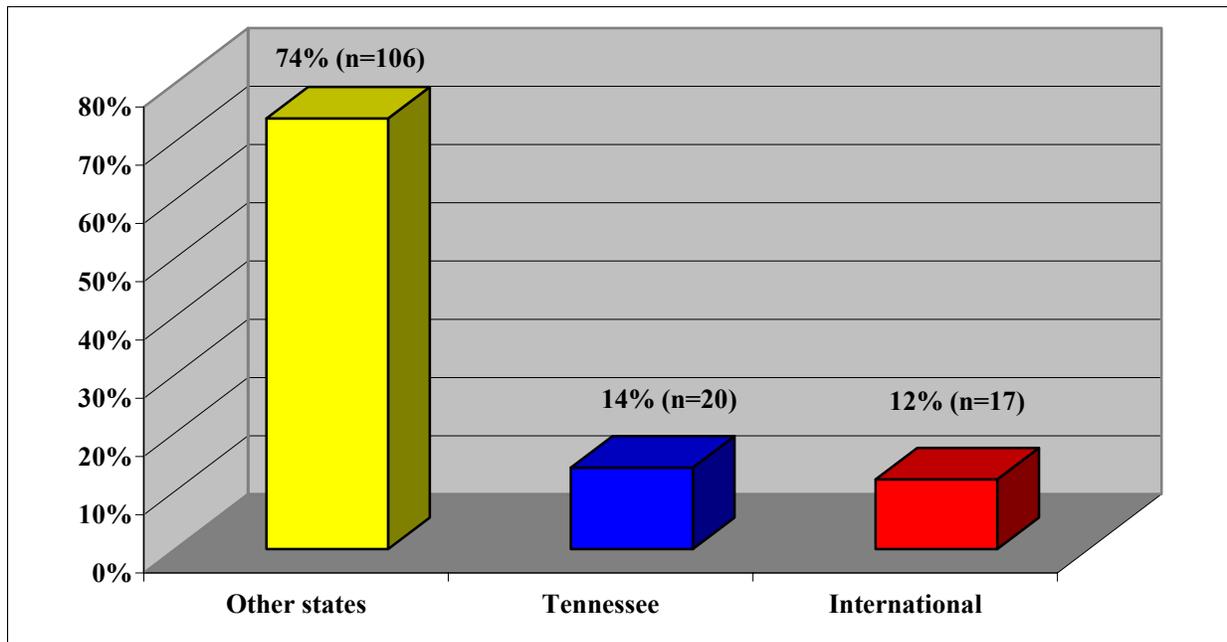
Figure 4. Age Distribution of Graduating Students



Residence Classification of Graduating Students

Graduating students were asked to indicate their residence classification at the time of enrollment at Fisk. As reflected in Figure 5, 74% (n=106) of the students were from other states in the U.S. Fourteen percent (n=20) of the students hailed from Tennessee, while 12% (n=17) were International students.

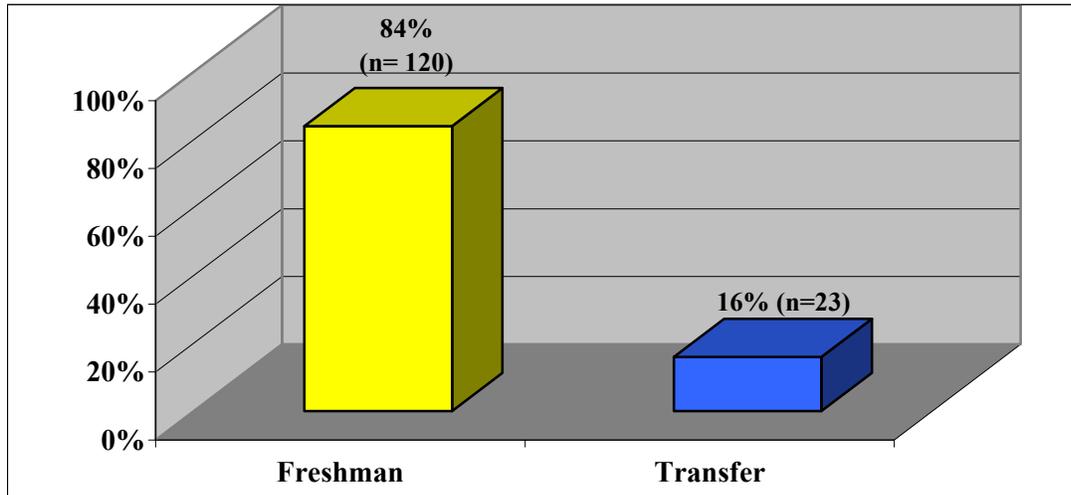
Figure 5. Residence Classification of Graduating Students



Student Classification at the Time of Enrollment

Graduating students were asked to indicate how they first enrolled in Fisk University. The majority of them (84% or n=120) stated that they enrolled as freshmen and 16% (n=23) noted that they enrolled as transfer students (see Figure 6 below).

Figure 6. Student Classification at the Time of Enrollment



Reside Currently

Graduating students were further asked to indicate whether they lived on-campus or off-campus during their undergraduate studies at Fisk. Forty-seven percent (n=67) of the students stated that they lived on-campus, and 52% (n=75) noted that they resided off-campus. One student did not respond to the question (See Figure 7 below).

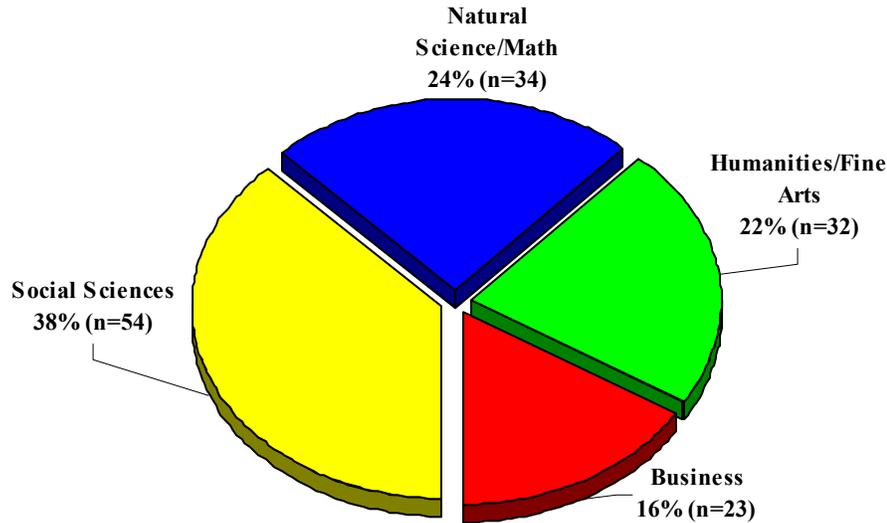
Figure 7. Reside Currently



Distribution by Division

The majority of the students (38%, n=54) were enrolled in the Social Sciences Division. The remainder of the students were enrolled in Natural Science and Mathematics (24%, n=34), Humanities and Fine Arts (22%, n=32), and Business (16%, n= 23) (see Figure 8 below).

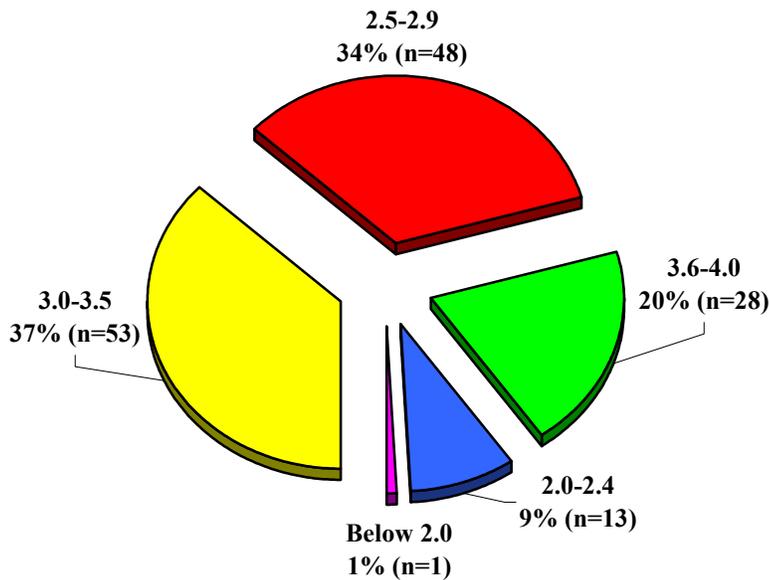
Figure 8. Distribution by Division



Grade Point Average Received During Undergraduate Study

Thirty-seven percent (n=53) of the graduating students earned GPAs between 3.0-3.5 throughout their undergraduate study at Fisk. Other students had GPAs between 2.5-2.9 (34%, n= 48), 3.6-4.0 (20%, n= 28), 2.0-2.4 (9%, n=13), and below 2.0 (1%, n=1) during their undergraduate study at Fisk (see Figure 9 below).

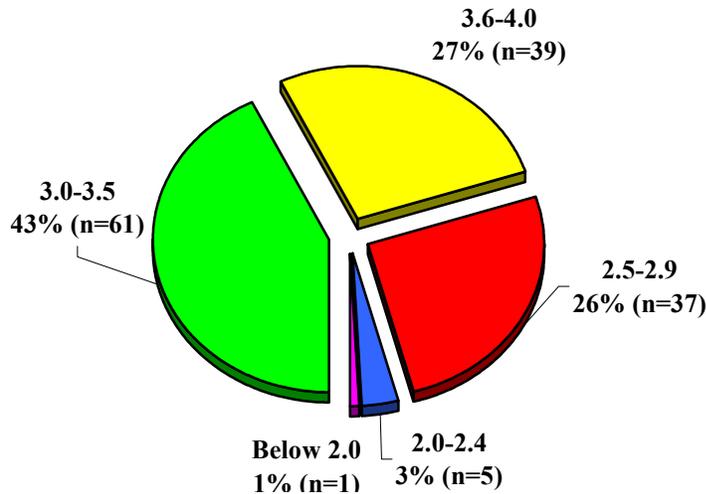
Figure 9. Grade Point Average (GPA) Received During Undergraduate Studies



Grade Point Average Received in Major Field of Study

Similar to GPA distribution in graduating students' overall undergraduate studies, the majority of the students (43% or n=61) received GPAs between 3.0-3.5 in their major fields of study. Twenty-seven percent (n=39) had GPAs between 3.6-4.0, 26% (n=37) had GPAs between 2.5-2.9, and 3% (n=5) received GPAs between 2.0-2.4. Only 1% (n=1) student earned a GPA below 2.0 in his or her major field of study (see Figure 10, below).

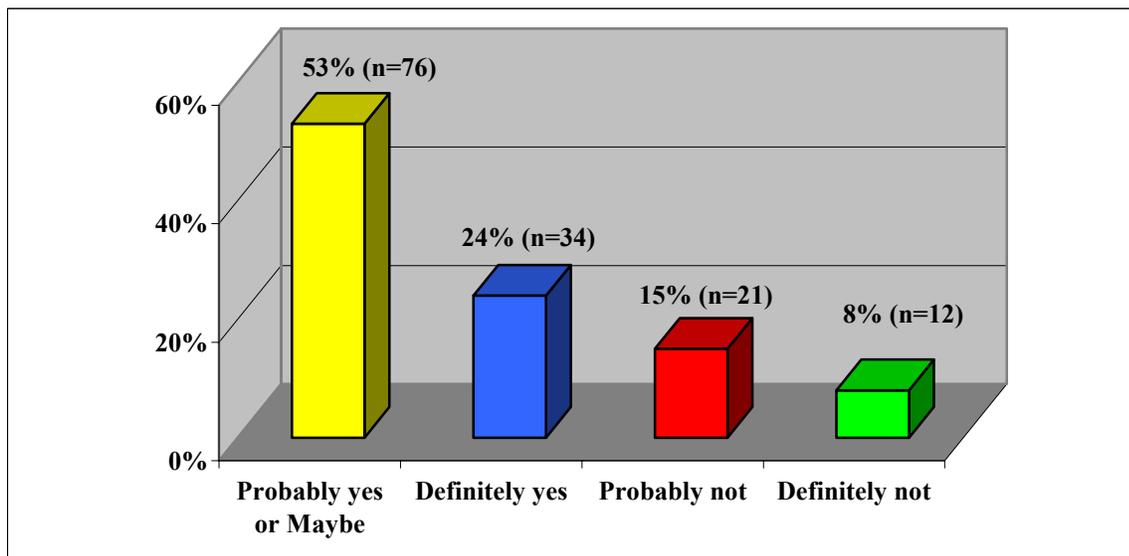
Figure 10. Grade Point Average Received in Major Field of Study



Recommending Fisk to Prospective Students

When asked whether they would recommend Fisk to prospective students, graduating students responded as follows: Probably yes or maybe (53%, n=76), definitely yes (24%, n=34), probably not (15%, n=21), and definitely not (8%, n=12) (see Figure 11 below)

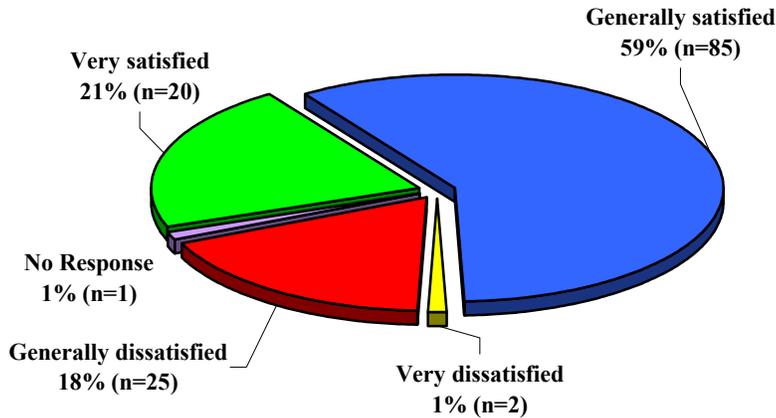
Figure 11. Recommending Fisk to Prospective Students



Overall Satisfaction With Undergraduate Education

Graduating students were also asked to indicate how satisfied they were with their undergraduate education at Fisk. The majority of them (80% or n=115) said, “very satisfied” (21%, n=30) and “generally satisfied” (59%, n=85). Other responses were: Very dissatisfied (1%, n=2) and generally dissatisfied (18%, n=25). One student skipped the question (see Figure 12 below).

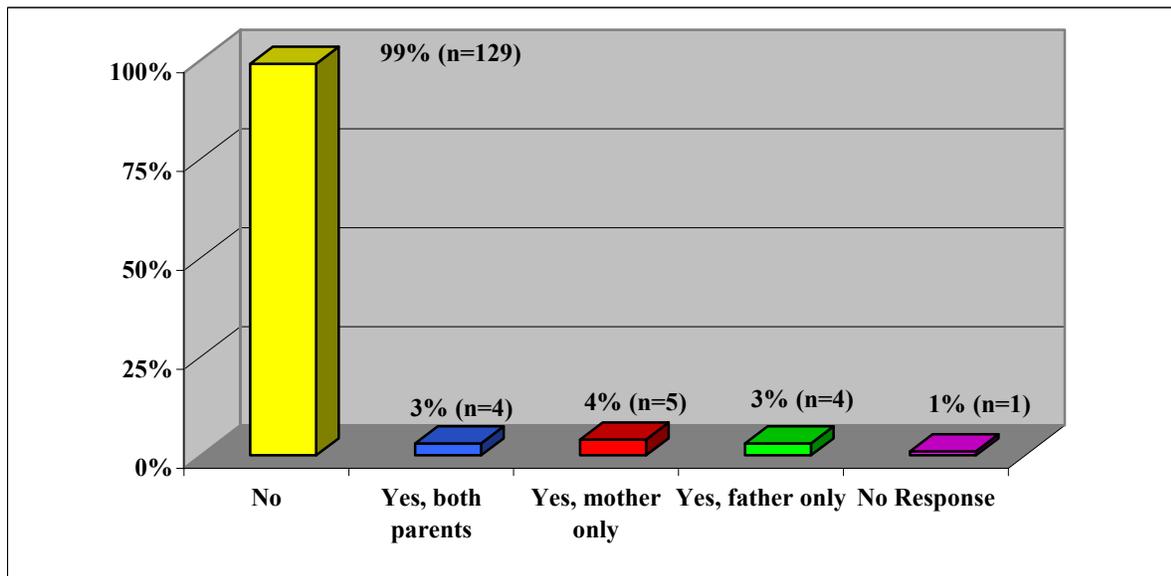
Figure 12. Overall Satisfaction With Undergraduate Education at Fisk University



Parents Attendance at Fisk

The majority of the graduating students (90% or n=129) indicated that neither of their parents attended Fisk University. Other responses included: Yes, both parents (3%, n=4); yes, mother only (4%, n=5); and yes, father only (3%, n=4). One student did not answer the question (see Figure 13 below).

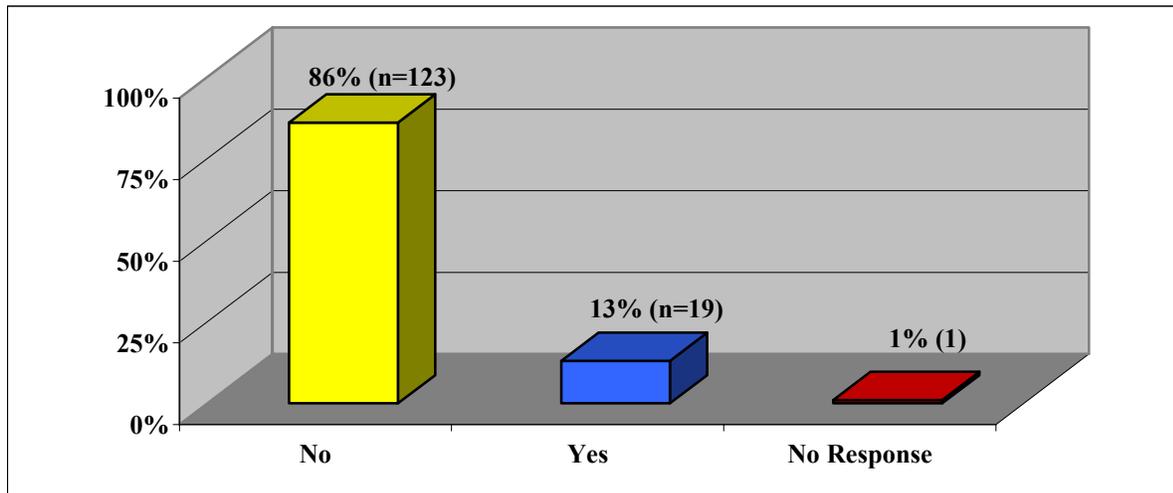
Figure 13. Parents Attendance at Fisk



Siblings Attendance at Fisk

Graduating students were further asked to indicate whether any of their siblings attended Fisk. Responses mirrored those of parental attendance. The majority of the students (86%, n=123) noted they had no siblings who had attended Fisk. Thirteen percent (n=19) had siblings who had attended Fisk. One student did not respond to the question (see Figure 13 below).

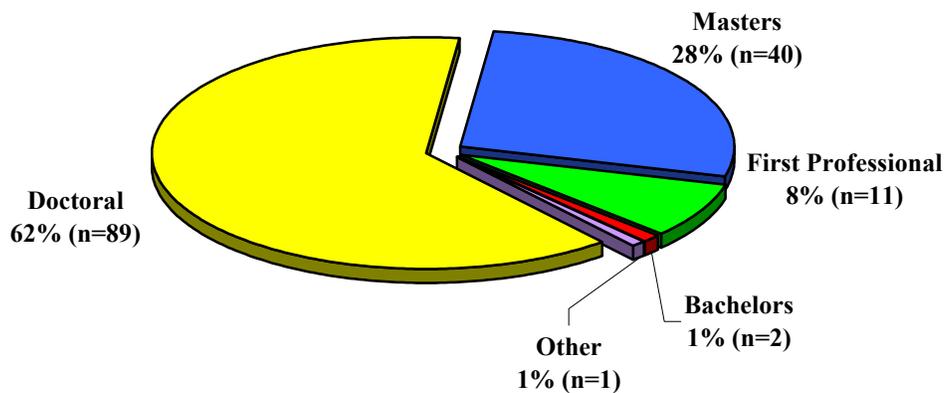
Figure 13. Siblings Attendance at Fisk



Highest Degree Aspirations

When asked “What is the highest degree you plan to achieve in your education?” graduating students provided the following responses: Doctoral (62%, n=89), masters (28%, n=40), first professional (8%, n=11), and bachelors (1%, n=2). (See Figure 14 below).

Figure 14. Highest Degree Aspirations



Uniqueness of Fisk as Compared to Other Institutions

The graduating students were asked to identify one unique thing about Fisk as compared to other institutions. The recurring positive comments included: Fisk’s family-oriented environment, dedicated faculty, and small size. The recurring unfavorable comments included: Fisk’s lack of organization and limited resources (See Table 1 below for sample comments).

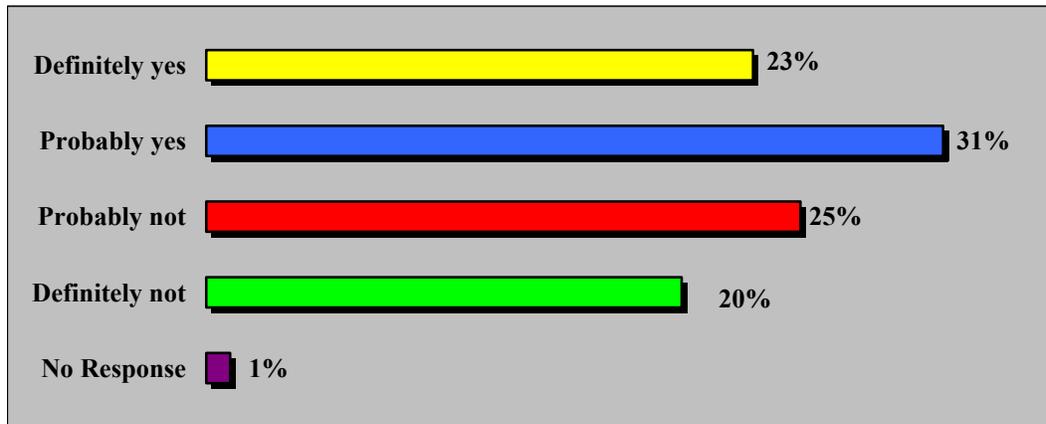
Table 1. Uniqueness of Fisk as Compared to Other Institutions

Sample Positive Responses	Sample Negative Responses
Family atmosphere or environment.	Fisk is much more unorganized, compared to other schools.
Dedicated Faculty; Faculty's love for the students and desire to see their success.	Lack of resources, surrounding area does not cater to college students.
History of University, particularly the Jubilee Singers; culture and rich heritage.	No great attention to sports.
Good liberal arts program.	Nothing.
Small institution and small class size.	Registration before the online registration.
Student camaraderie; the close student body.	Unprofessionalism.
The bonding experiences, none of my other friends experienced the same things that I did at Fisk.	Big expenses, little progress.
The Core Curriculum.	Broke. NO money at all.
The yard.	Disorganization.
You are not just a number.	Mismanagement, force survey to get cap/gown = bull.
There is a huge emphasis on the organizations to which you belong.	Lack of resources.
Students and staff are friendly, feels like a home away from home.	
Students here go out and apply what they learn while they are in school (jubilee singers, etc.).	
There is a unique family-like relationship that exists within the institution.	

Choosing to Attend Fisk Again

Graduating students were asked, “If you were to begin your education again, would you still choose to attend Fisk”? Responses included: Definitely yes (23%, n=33), probably yes (31%, n=44), probably not (25%, n=35), and definitely not (20%, n=29). One student did not answer the question (see Figure 15 below).

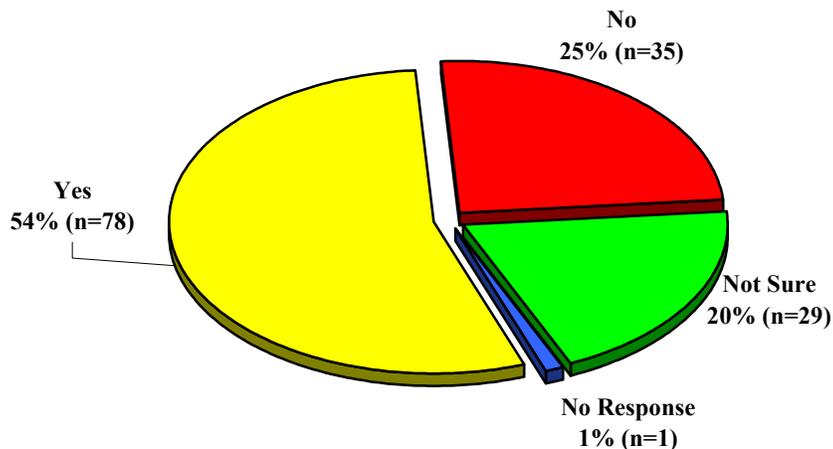
Figure 15. Choosing to Attend Fisk Again



Good Value for Education Received

When asked whether Fisk University is a good value for the education that students receive, graduating students provided the following answers: Yes (54%, n=78), no (25%, n=35), and not sure (20%, n=29). One student did not respond to the question (see Figure 16 below).

Figure 16. Good Value for Education Received



III. EFFECTIVENESS OF EDUCATION FOR DEVELOPMENT

This section of the survey asked the 2003 graduating students to rate (on a five-point Likert scale) the effectiveness of the education they received from Fisk in enabling them to develop intellectually, psychologically, and socially.

Analyze Written Arguments

Seventy-two percent of the graduating students rated the education they received from Fisk as very effective (28%, n=40) and effective (44%, n=63) in enabling them to analyze written arguments. Conversely, 7% of the graduating students rated their education from Fisk as ineffective (6%, n=9) and very ineffective (1%, n=1) in enabling them to analyze written arguments. Approximately one-fifth (n=28) of the students provided a “neutral” response (see Figure 17 below).

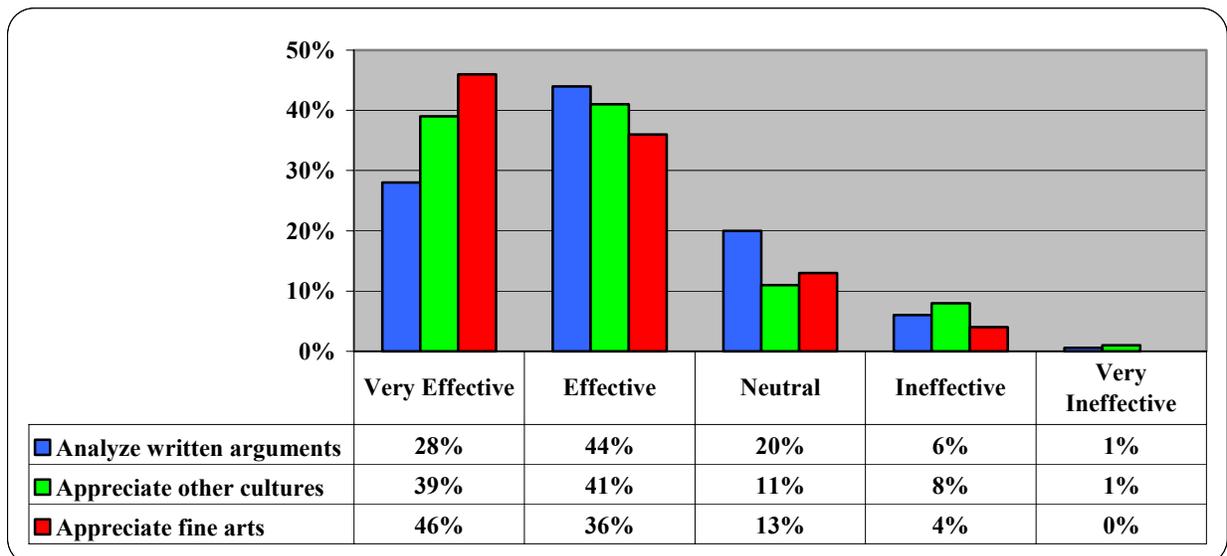
Appreciate Other Cultures

The majority of the graduating students selected very effective (39%, n=56) and effective (41%, n=59) regarding the effectiveness of their Fisk education in enabling them to appreciate other cultures. Eleven percent (n=16) selected a “neutral” response. Meanwhile, 9% of the students chose ineffective (8%, n=11) and very ineffective (1%, n=1) when asked about the effectiveness of Fisk’s education in enabling them to appreciate other cultures (see Figure 17 below).

Appreciate Fine Arts

The majority of the graduating students (82%) indicated that the education they received from Fisk was very effective (46%, n=66) and effective (36%, n=52) in enabling them to appreciate fine arts. Thirteen percent (n=18) of the students provided a “neutral” response. Just 4% (n=6) of the graduating students indicated that their Fisk education was ineffective in enabling them to appreciate fine arts (see Figure 17 below).

Figure 17. Analyze Written Arguments, Appreciate Other Cultures and Fine Arts



Broaden Intellectual Interests

Over 80% of the graduating students rated Fisk’s education as very effective (39%, n=56) and effective (43%, n=61) in enabling them to broaden intellectual interests. Conversely, just 5% of the students rated Fisk’s education as very ineffective (1%, n=1) and ineffective (4%, n=6) in enabling them broaden intellectual interests. Meanwhile 13% (n=19) of the students selected a “neutral” response (see Figure 18 below).

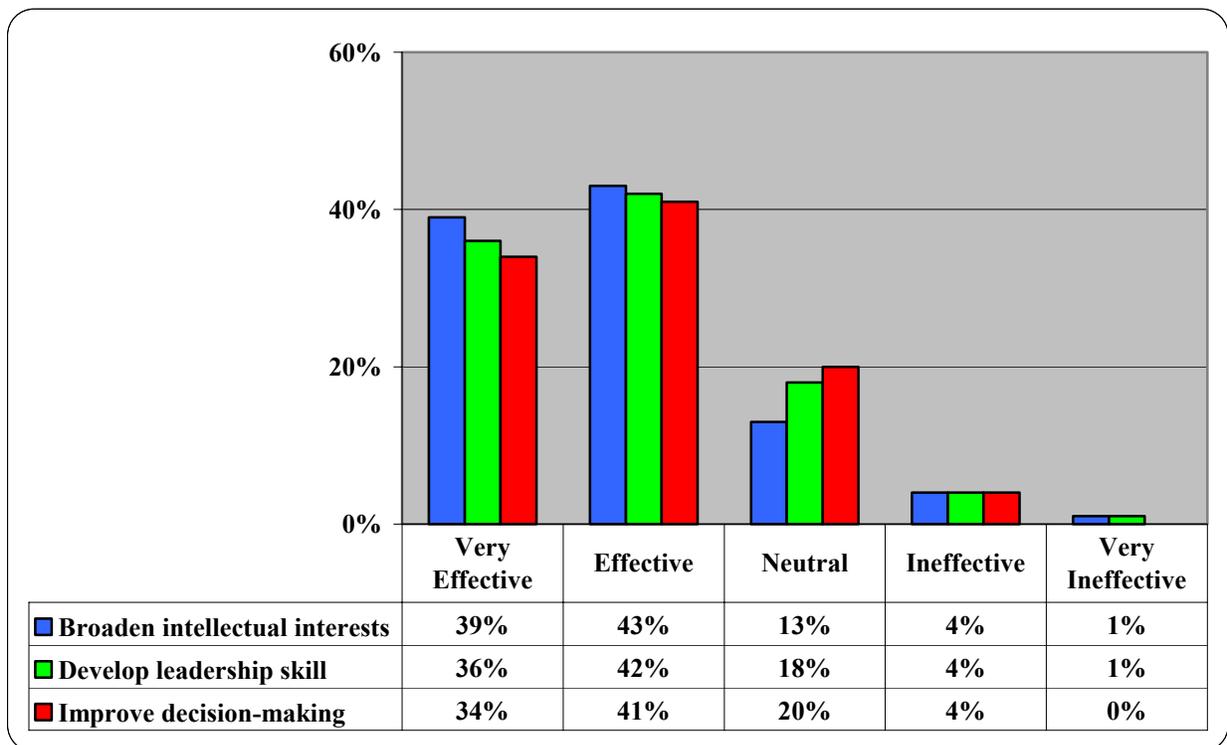
Develop Leadership Skills

Over three-quarters of the graduating students also indicated that Fisk’s education was very effective (36%, n=51) and effective (42%, n=60) in enabling them develop leadership skills. Only a handful of the students rated Fisk’s education as ineffective (4%, n=5) and very ineffective (1%, n=2) in enabling them develop leadership skills. Eighteen percent (n=25) of the students were “neutral” regarding the effectiveness of Fisk’s education in enabling them develop leadership skills (see Figure 18 below).

Make Decisions

Graduating students were further asked to rate the effectiveness of Fisk’s education in enhancing their ability to make decisions. Three-quarters of the students rated Fisk’s education as very effective (34%, n=49) and effective (41%, n=59) in enhancing their ability to make decisions. Few students rated Fisk’s education as ineffective (4%, n=6) in enhancing their decision-making abilities. One-fifth (n=29) of the students selected a “neutral” response (see Figure 18 below).

Figure 18. Broaden Intellectual Interests, Develop Leadership Skills, Make Decisions



Increase Self-Confidence

Seventy-three percent of the graduating students rated Fisk’s education as very effective (37%, n=53) and effective (36%, n=51) in enabling them increase self-confidence. Only a few of the students rated Fisk’s education as ineffective (1%, n=1) and very ineffective (5%, n=7) in enabling them increase self-confidence. Twenty-two percent (n=31) of the students provided a “neutral” response (see Figure 19 below).

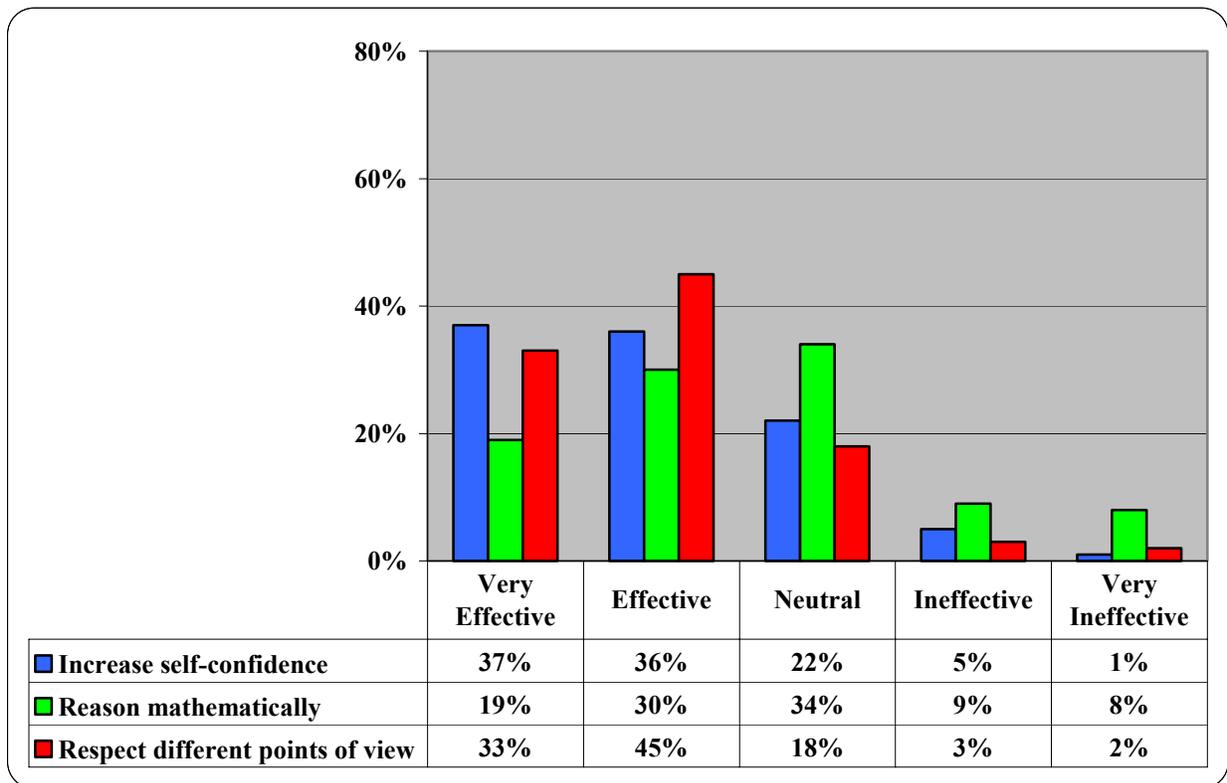
Reason Mathematically

Less than half of the graduating students rated their Fisk education as very effective (19%, n=27) and effective (30%, n=43) in enabling them reason mathematically. Seventeen percent of the students rated Fisk’s education as ineffective (9%, n=13) and very ineffective (8%, n=12) in enabling them reason mathematically. A considerable number of the students (34%, n=48) selected a “neutral” response (see Figure 19 below).

Respect Different Points of View

When asked how effective Fisk’s education was in enabling them respect different points of view, almost 80% of the graduating students indicated that it was very effective (33%, n=47) and effective (45%, n=64). Eighteen percent (n=25) of the students selected a “neutral” response. Just 5% of the students rated Fisk’s education as ineffective (3%, n=4) and very ineffective (2%, n=3) in enabling them respect different points of view (see Figure 19 below).

Figure 19. Increase Self-Confidence, Reason Mathematically, Respect Different Points of View



Set Personal Priorities

Graduating students were also asked to indicate the effectiveness of Fisk’s education in enabling them set personal priorities. Over 70% of them rated Fisk’s education as very effective (32%, n=46) and effective (41%, n=59) in enabling them set personal priorities. Twenty-one percent (n=30) of the students provided a “neutral” response. Additionally, 5% of the students rated Fisk’s education as ineffective (4%, n=6) and very ineffective (1%, n=2) in enabling them set personal priorities (see Figure 20 below).

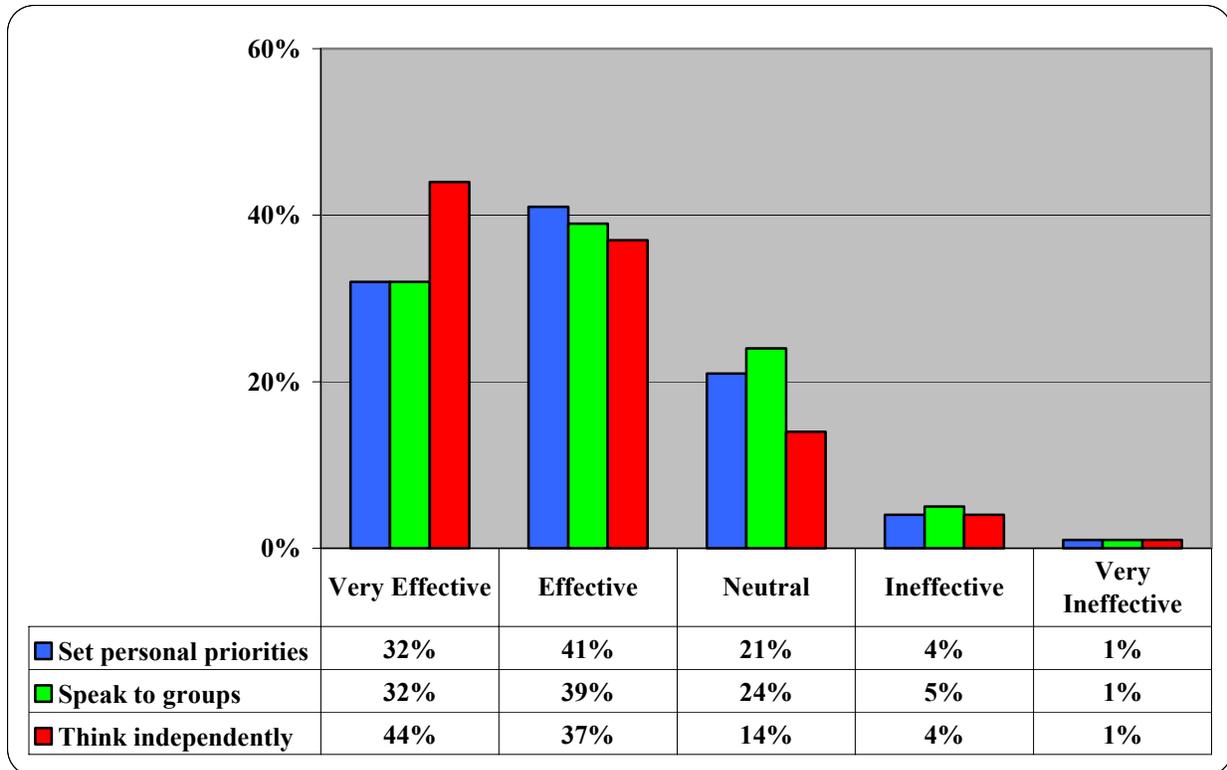
Speak to Groups

Graduating students were then asked to indicate the effectiveness of Fisk’s education in enabling them speak to groups. The majority of the students (71%) rated Fisk’s education as very effective (32%, n=45) and effective (39%, n=55). Twenty-four percent of the students selected a “neutral” response. Just 6% of the graduating students rated Fisk’s education as ineffective (4%, n=7) and very ineffective (1%, n=2) in enabling them speak to groups (see Figure 20 below).

Think Independently

Over 80% of the graduating students indicated that Fisk’s education was very effective (37%, n=53) and effective (44%, n=62) in enabling them think independently. Fourteen percent of the students selected a “neutral” response. Only 5% of the students rated Fisk’s education as ineffective (4%, n=6) and very ineffective (1%, n=1) in enabling them think independently. One student did not answer the question (see Figure 20 below).

Figure 20. Set Personal Priorities, Speak to Groups, Think Independently



Understand Scientific Ideas

When asked about the effectiveness of Fisk’s education in enabling them understand scientific ideas, over 50% of the graduating students indicated that it was very effective (27%, n=38) and effective (30%, n=43). Conversely, 11% of the students noted that Fisk’s education was ineffective (5%, n=7) and very ineffective (6%, n=8) in enabling them understand scientific ideas. One-third (n=47) of the graduating students chose a “neutral” response (see Figure 21 below).

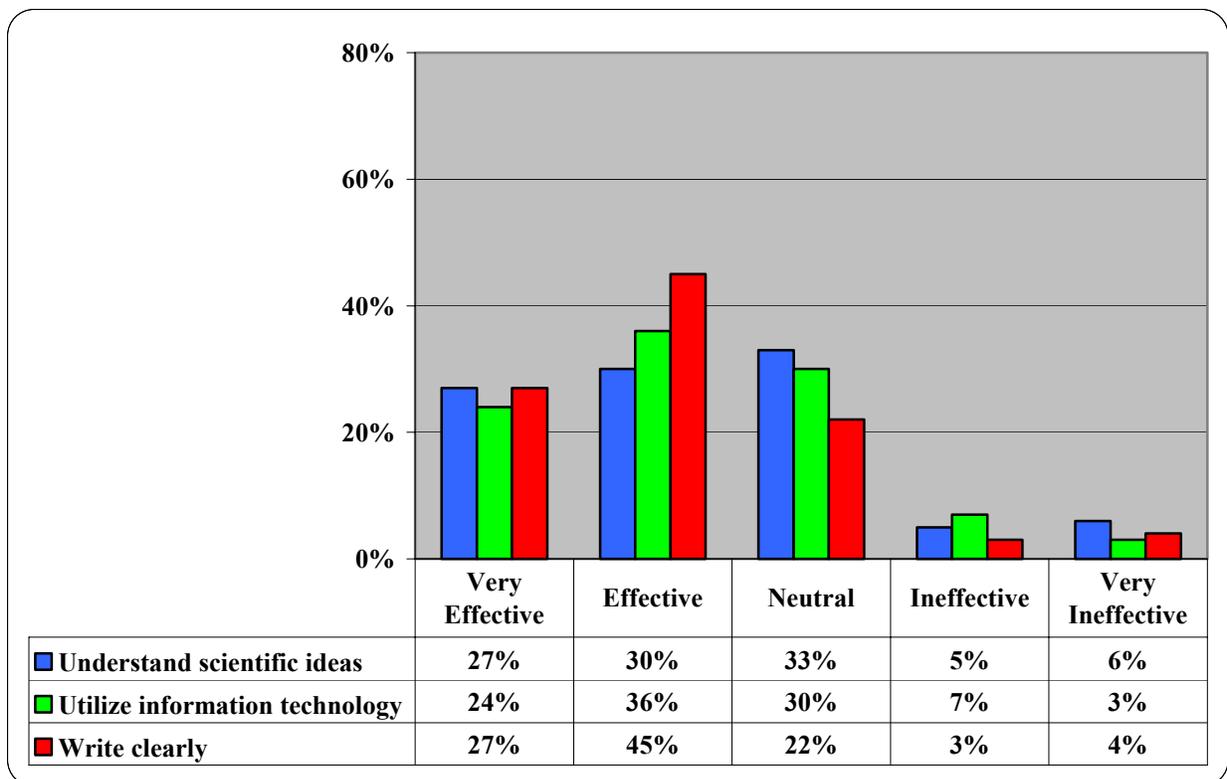
Utilize Information Technology

Graduating students were further asked to rate the effectiveness of Fisk’s education in enabling them utilize information technology. Sixty percent of the students rated Fisk’s education as very effective (24%, n=34) and effective (36%, n=52). Additionally, one-tenth of the students rated Fisk’s education as ineffective (7%, n=10) and very ineffective (3%, n=4) in enabling them utilize information technology. Twenty two percent selected a “neutral” answer (see Figure 21 below).

Write Clearly

Over 70% of the graduating students rated Fisk’s education as very effective (27%, n=38) and effective (45%, 64) in enabling them write clearly. Just 7% of the students rated Fisk’s education as ineffective (3%, n=4) and very ineffective (4%, n=5) in enabling them write clearly. Meanwhile 22% of the students selected a “neutral” response (see Figure 21 below).

Figure 21. Understand Scientific Ideas, Utilize Information Technology, Write Clearly



IV. SATISFACTION WITH ACADEMIC SERVICES

This section of the survey asked graduating students to rate (on a five-point Likert scale) their satisfaction with selected aspects of Fisk's academic services. Sample academic services included academic and career advising, courses in core and major curricula, instruction by faculty, and preparation for employment and graduate/professional schools.

Academic Advising Before Declaring Major

Graduating students were asked to rate their satisfaction with the academic advising they received before declaring a major. Thirteen percent (n=18) of them selected a "did not use" response. Of those who selected other answers, over 50% said they were very satisfied (15%, n=22) and satisfied (38%, n=54) with the advising received before declaring a major. Conversely, 35% of the students stated they were dissatisfied (22%, n=31) and very dissatisfied (13%, n=18) with the academic advising received before declaring a major (see Figure 22, page 21).

Academic Advising in Major

Students were then asked to rate their satisfaction with the academic advising received after declaring a major field of study. Only 2% (n=3) stated that they not use the service. Over one-third of the student said they were very satisfied (25%, n=35) and satisfied (44%, n=63) with the academic advising received after declaring a major. Twenty-nine percent of the students stated they were dissatisfied (20%, n=28) and very dissatisfied (9%, n=13) with the academic advising they received after declaring a major (see Figure 22, page 21).

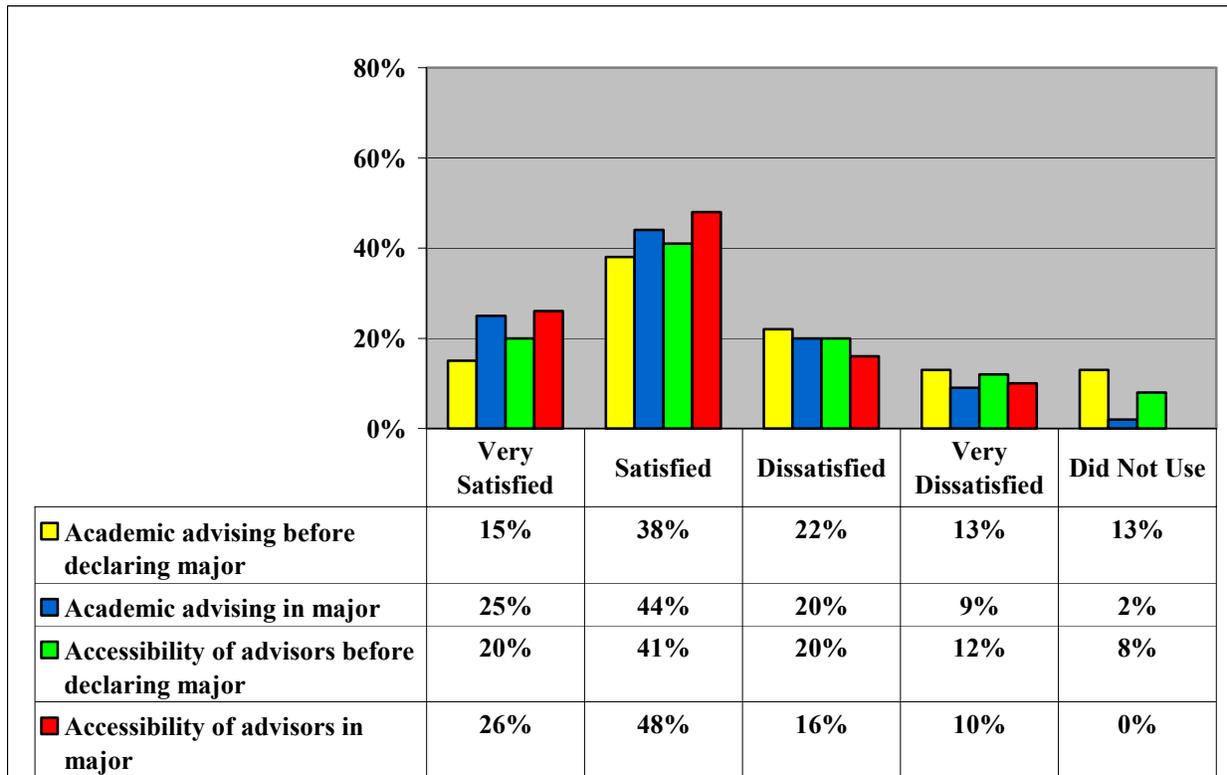
Accessibility of Advisors Before Declaring Major

Over 60% of the graduating students were very satisfied (20%, n=28) and satisfied (41%, n=63) with accessibility of advisors before declaring a major. Eight percent (n=11) of the students selected a "did not use" response. In addition, 32% of the students stated they were dissatisfied (20%, n=29) and very dissatisfied (12%, n=17) with accessibility of advisors before declaring a major (see Figure 22, page 21).

Accessibility of Advisors in Major

Over 70% of the students indicated they were very satisfied (26%, n=37) and satisfied (48%, n=69) with accessibility of advisors in their major. Meanwhile 26% of the students noted they were dissatisfied (16%, n=23) and very dissatisfied (10%, n=14) with accessibility of advisors in their major (see Figure 22, page 21).

Figure 22. Academic Advising Before Declaring Major, After Declaring Major; Accessibility of Advisors Before Declaring Major, After Declaring Major



Career Advising by Faculty/Advisor

Graduating students stated they were very satisfied (24%, n=34) and satisfied (41%, n=58) with the career advising received from faculty advisors. Four percent (n=5) did not use the service. Additionally, 31% of the students said they were dissatisfied (20%, n=29) and very dissatisfied (11%, n=16) with career advising received from faculty advisors (see Figure 23, page 22).

Career Advising by Career Services Office

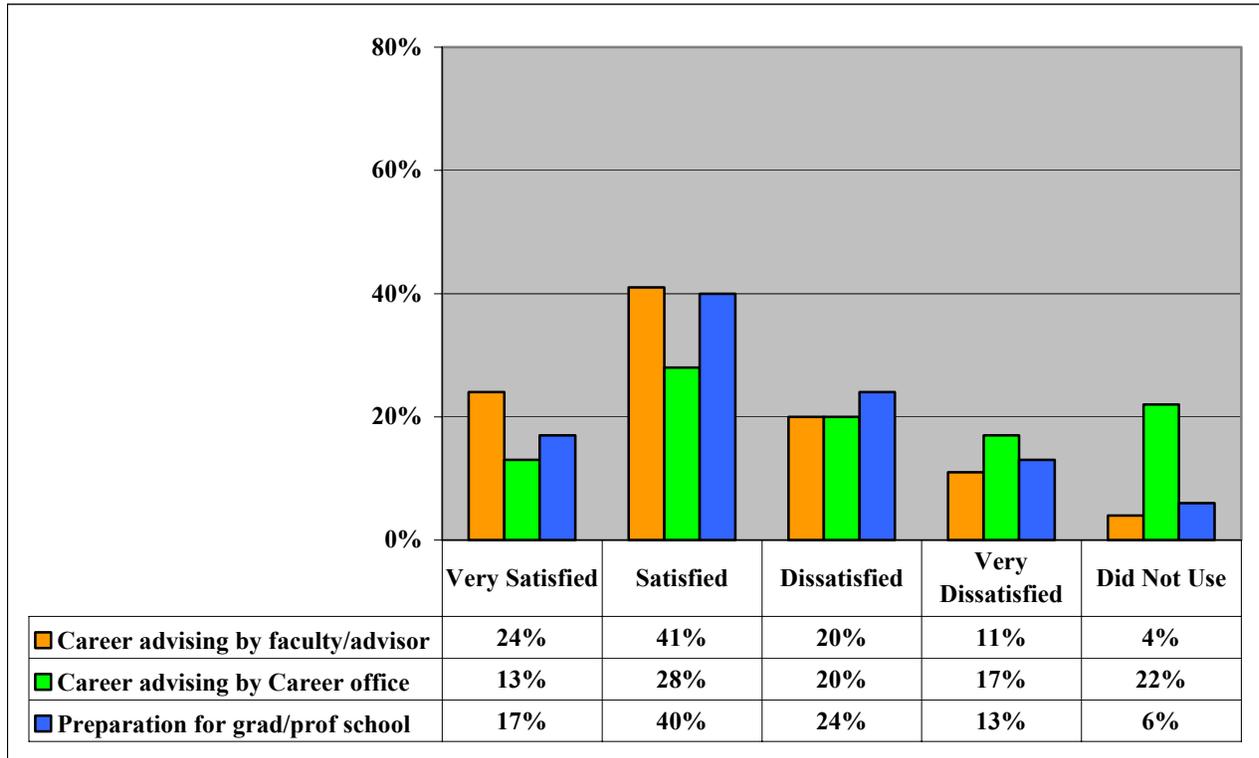
Forty-one percent of the graduating students stated they were very satisfied (13%, n=19) and satisfied (28%, n=40) with the career advising received from the career services office. Twenty-two percent (n=31) of the students did not use the service. Meanwhile, 37% of the students stated they were dissatisfied (20%, n=29) and very dissatisfied (17%, n=24) with career advising from the career services office (see Figure 23, page 22).

Preparation for Graduate/Professional School

Graduating students were asked to rate their satisfaction with how well Fisk prepared them for graduate or professional schools. Six percent (n=9) selected a “did not use” response. Of those who selected other responses, 57% stated they were very satisfied (17%, n=24) and satisfied (40%, n=57) with how well Fisk prepared them for graduate or professional schools. Another 37% stated they were dissatisfied (24%,

n=34) and very dissatisfied (13%, n=19) with Fisk education’s preparation for graduate or professional schools (see Figure 23 below).

Figure 23. Career Advising by Faculty/Advisor, Career Advising by Career Services Office, Preparation for Graduate/Professional School



Preparation for Employment

Graduating students were asked to rate their satisfaction with how well Fisk’s education prepared them for employment. Twelve percent (n=17) of the students chose a “did not use” response. Of those who selected other responses, 45% said they were very satisfied (9%, n=13) and satisfied (36%, n=52) with how well Fisk prepared them for employment. Another 43% said they were dissatisfied (28%, n=40) and very dissatisfied (15%, n=21) with Fisk’s preparation for employment (see Figure 24, page 23).

Courses in Core Curriculum

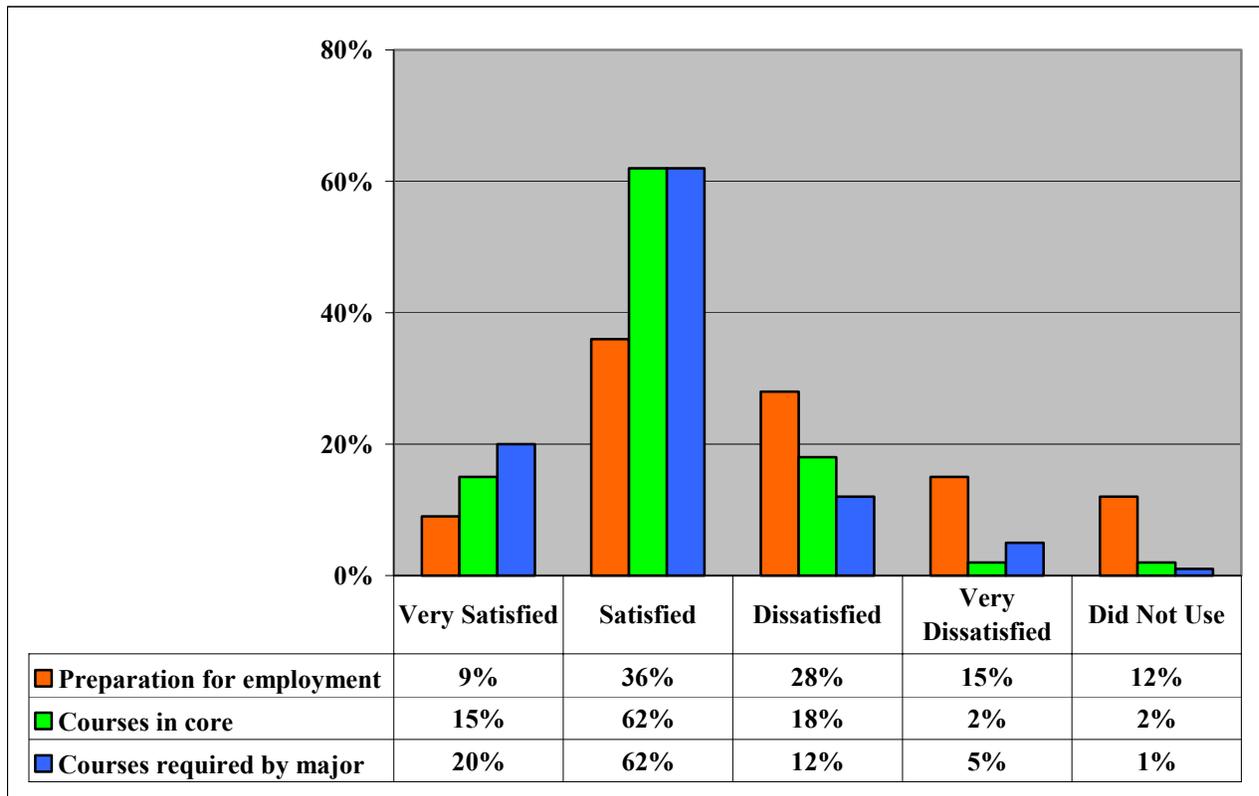
The majority of the graduating students (78%) indicated that they were very satisfied (15%, n=22) and satisfied (62%, n=88) with the courses in Fisk’s core curriculum. Conversely, 20% of the students stated they were dissatisfied (18%, n=26) and very dissatisfied (2%, n=3) with the courses in Fisk’s core curriculum (see Figure 24, page 23).

Courses Required by Major

As in courses in Fisk’s core curriculum, the majority of the graduating students (82%) were very satisfied (20%, n=28) and satisfied (62%, n=89) with the courses required by their major. Just 17% of the students

stated they were dissatisfied (12%, n=17) and very dissatisfied (5%, n=7) with the courses required by their major (see Figure 24 below).

Figure 24. Preparation for Employment, Courses in Core Curriculum, Courses Required by Major



Instruction by Faculty in Core

When asked to rate their satisfaction with instruction by faculty in Fisk’s core curriculum, almost 80% of the graduating students said they were very satisfied (19%, n=27), and satisfied (60%, n=86). Meanwhile, 18% of the students stated they were dissatisfied (15%, n=21) and very dissatisfied (3%, n=4) with the instruction by faculty in Fisk’s core curriculum (see Figure 25, page 24).

Instruction by Faculty in Major

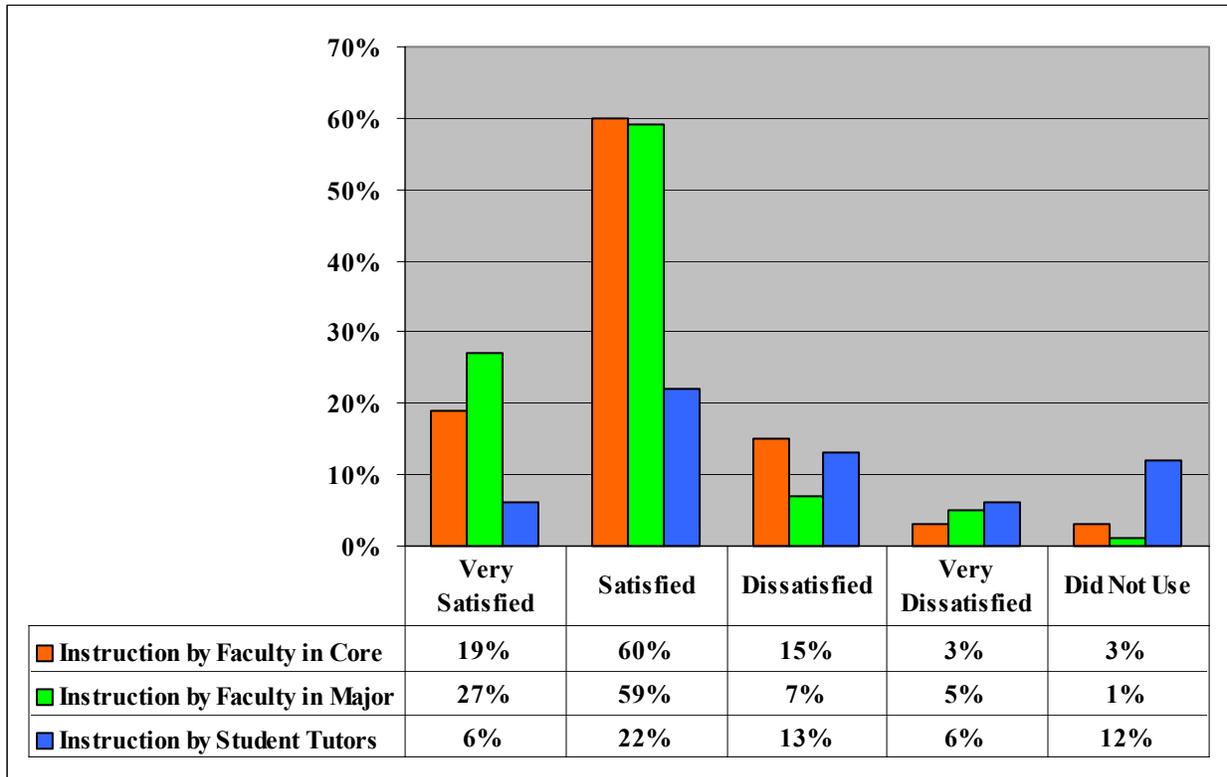
Graduating students were then asked to rate their satisfaction with the instruction by faculty in their major. Over 80% of the students stated they were very satisfied (27%, n=39) and satisfied (59%, n=84) with the instruction by faculty in their major. Just 12% indicated they were dissatisfied (7%, n=10) and very dissatisfied (5%, n=7) with the instruction by faculty in their major (see Figure 25, page 24).

Instruction by Student Tutor

Few graduating students (28%) noted they were very satisfied (6%, n=9) and satisfied (22%, n=31) with the instruction by Fisk’s student tutors. Twelve percent of the students selected a “did not use” response.

Nineteen percent of the students also noted they were dissatisfied (13%, n=19) and very dissatisfied (6%, n=8) with the instruction by Fisk’s student tutors (see Figure 25 below).

Figure 25. Instruction by Faculty in Core, by Faculty in Major, by Student Tutors



V. SATISFACTION WITH NON-ACADEMIC SERVICES

This section of the survey asked graduating students to rate their satisfaction with selected non-academic services that they received from Fisk, on a six-point Likert scale. Among the services examined were dining services, computer laboratory and hours, counseling services, admissions services, student activities, financial aid and financial aid package, dean of students' office, provost's office, and registrar's office.

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 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 25, page 26).

Athletic Facilities

Similar to athletic programs, the percentage of graduating students who were satisfied with Fisk's athletic facilities was low. Less than 10% of the students noted 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 25, page 26).

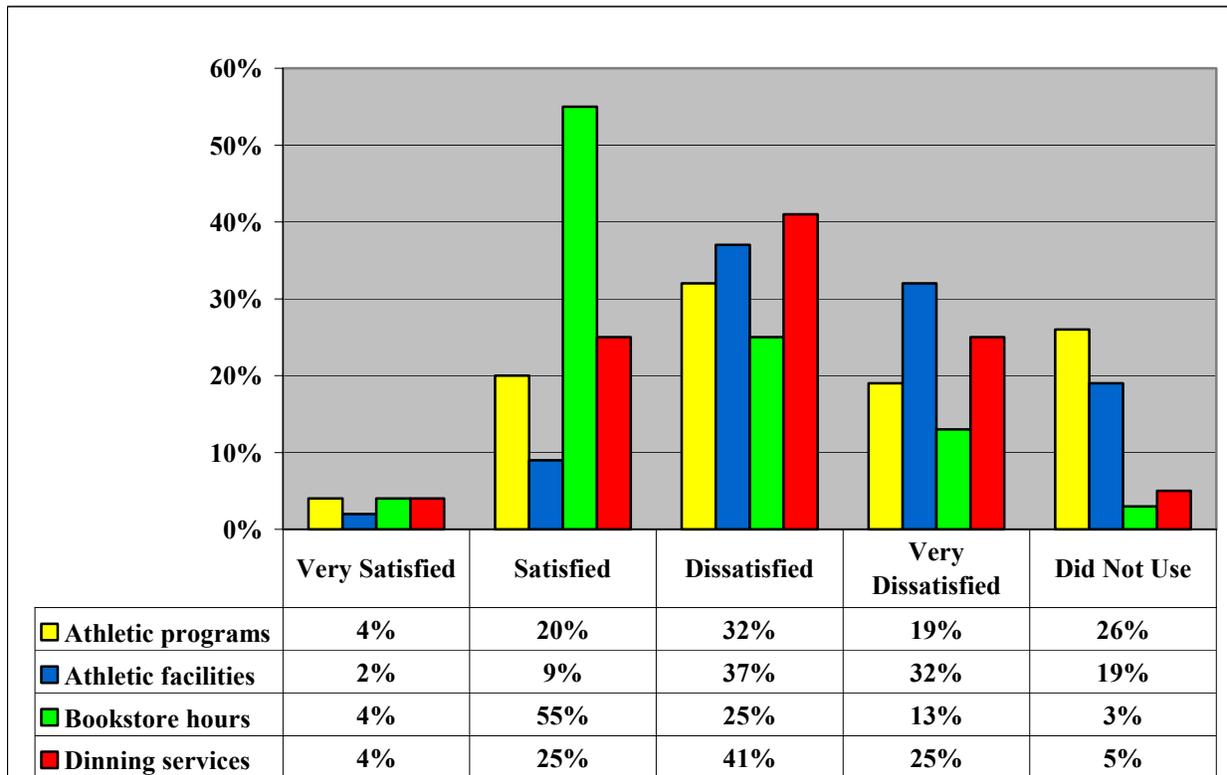
Bookstore Hours

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 they were very satisfied (4%) and satisfied (21%) with Fisk's bookstore hours. A larger number of the students (42%) stated they were dissatisfied (27%) and very dissatisfied (15%) with Fisk's bookstore hours (see Figure 25, page 26).

Dinning Services

Less than one-third of the graduating students were very satisfied (4%, n=5) and satisfied (25%, n=36) with Fisk's dining services. Meanwhile, the majority of the students (66%) indicated they were dissatisfied (41%, n=59) and very dissatisfied (25%, n=36) with Fisk's dining services. Five percent (n=7) of the students did not use the dining services at Fisk (see Figure 25, page 26).

Figure 25. Athletic Programs, Athletic Facilities, Bookstore Hours, Dining Services



Classroom Facilities

Over 60% of the graduating students said they were very satisfied (6%, n=9) and satisfied (58%, n=83) with classroom facilities at Fisk. Conversely, 35% of the students said they were dissatisfied (28%, n=40) and very dissatisfied (7%, n=10) with Fisk’s classroom facilities (see Figure 26, page 27).

Computer Availability

Slightly over one-third of the graduating students stated they were very satisfied (5%, n=7) and satisfied (30%, n=43) with computer availability at Fisk. On the contrary, over 60% of the students were dissatisfied (39%, n=56) and very dissatisfied (25%, n=36) with computer availability at Fisk (see Figure 26, page 27).

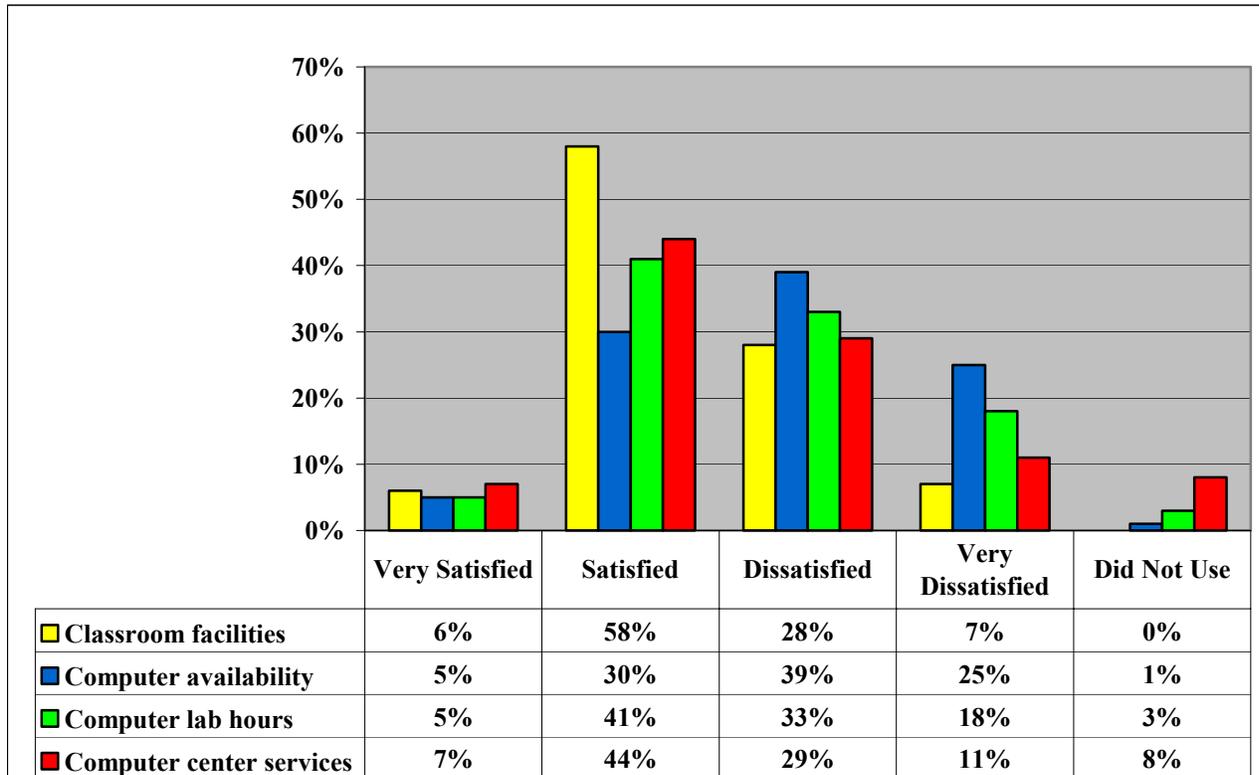
Computer Lab Hours

Less than 50% of the graduating students were very satisfied (5%, n=7) and satisfied (41%, n=59) with Fisk’s computer lab hours. A slightly larger number stated they were dissatisfied (33%, n=47) and very dissatisfied (18%, n=26) with Fisk’ computer lab hours. Four students selected a “did not use” response (see Figure 26 page 27).

Computer Center Services

Approximately half of the graduating students noted they were very satisfied (7%, n=10) and satisfied (44%, n=63) when asked to rate their satisfaction with Fisk’s computer center services. Eight percent (n=12) of the students indicated they did not use the services. Other responses were: Dissatisfied (29%, n=42), and very dissatisfied (11%, n=16). (See Figure 26 below).

Figure 26. Classroom Facilities, Computer Availability, Computer Lab Hours, Computer Center



Counseling Services

Almost one-third (n=41) of the graduating students selected a “did not use” answer when asked about their satisfaction with counseling services at Fisk. About the same number of students stated they were very satisfied (8%, n=11) and satisfied (27%, n=39) with Fisk’s counseling services. In addition, almost 40% of the graduating students noted they were dissatisfied (24%, n=34) and very dissatisfied (13%, n=18) with counseling services at Fisk (see Figure 27, page 28).

Admission Services

Unlike responses under counseling services, over 75% of the graduating students were very satisfied (20%, n=28) and satisfied (57%, n=82) with Fisk’s admission services. Fewer students noted that they were dissatisfied (14%, n=20) and very dissatisfied (6%, n=9) with admission services at Fisk (see Figure 27, page 28).

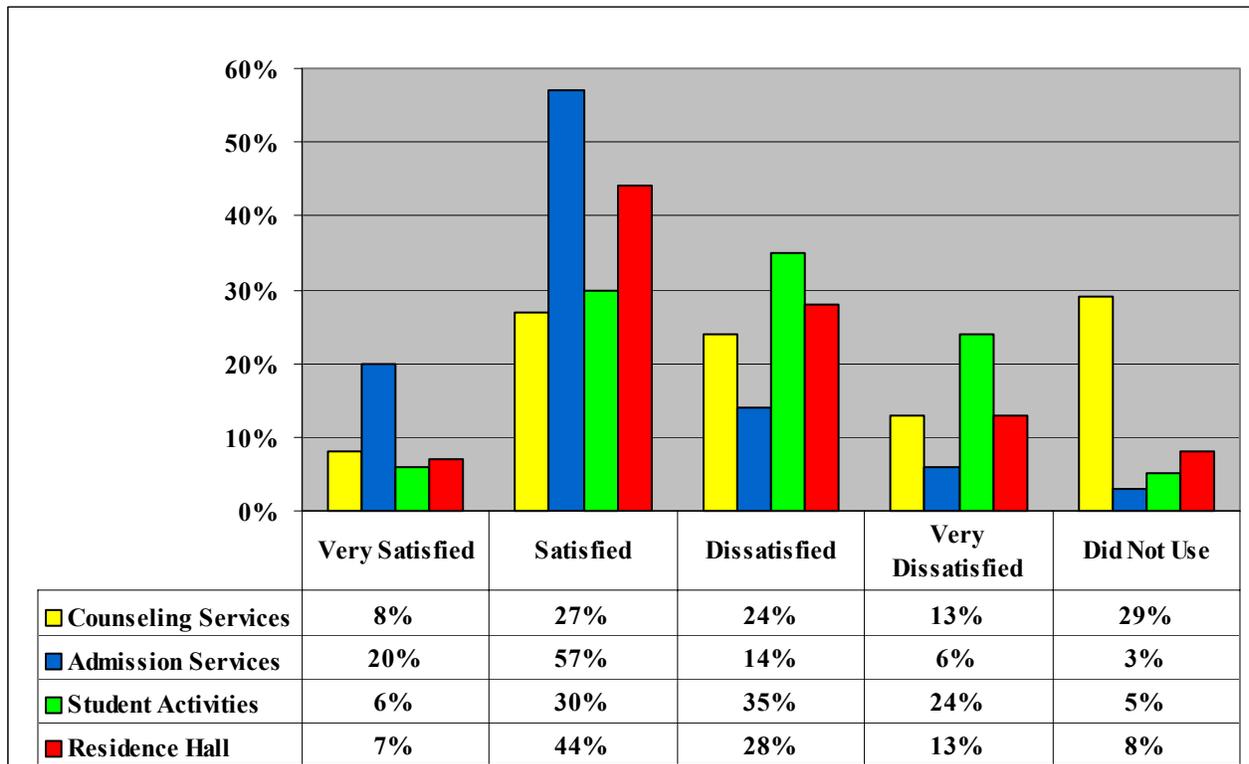
Student Activities

The majority of the graduating students (59%) stated they were dissatisfied (35%, n=50) and very dissatisfied (24%, n=34) with student activities at Fisk. Five percent (n=7) of the students said they did not use the service. Furthermore, 36% of the students said they very satisfied (6%, n=9) and satisfied (30%, n=43) with student activities at Fisk (see Figure 27 below).

Residence Hall

Over 50% of the graduating students were very satisfied (7%, n=10) and satisfied (44%, n=63) with Fisk’s residence halls. Eight percent (n=11) of the students selected a “did not use” response regarding their satisfaction with Fisk’s residence halls. Furthermore, 41% of the students indicated they were dissatisfied (28%, n=40) and very dissatisfied (13%, n=19) with Fisk’s residence halls (see Figure 27 below).

Figure 27. Counseling Services, Admission Services, Student Activities, Residence Hall



Student Accounts

When asked about their satisfaction with Fisk’s student accounts services, 55% of the graduating students said they were very satisfied (4%, n=6) and satisfied (51%, n=73). Additionally, 41% of the students selected dissatisfied (23%, n=33) and very dissatisfied (18%, n=25) regarding their satisfaction with student accounts services at Fisk. Meanwhile, 3% (n=4) of the students stated they did not use the service (see Figure 28, page 29).

Financial Aid Services

Over 55% of the graduating students indicated they were very satisfied (13%, n=18) and satisfied (45%, n=64) with financial aid services at Fisk. Eleven percent (n=15) of the students selected a “did not use” response. In addition, 32% of the students were dissatisfied (20%, n=29) and very dissatisfied (12%, n=17) with Fisk’s financial aid services (see Figure 28 below).

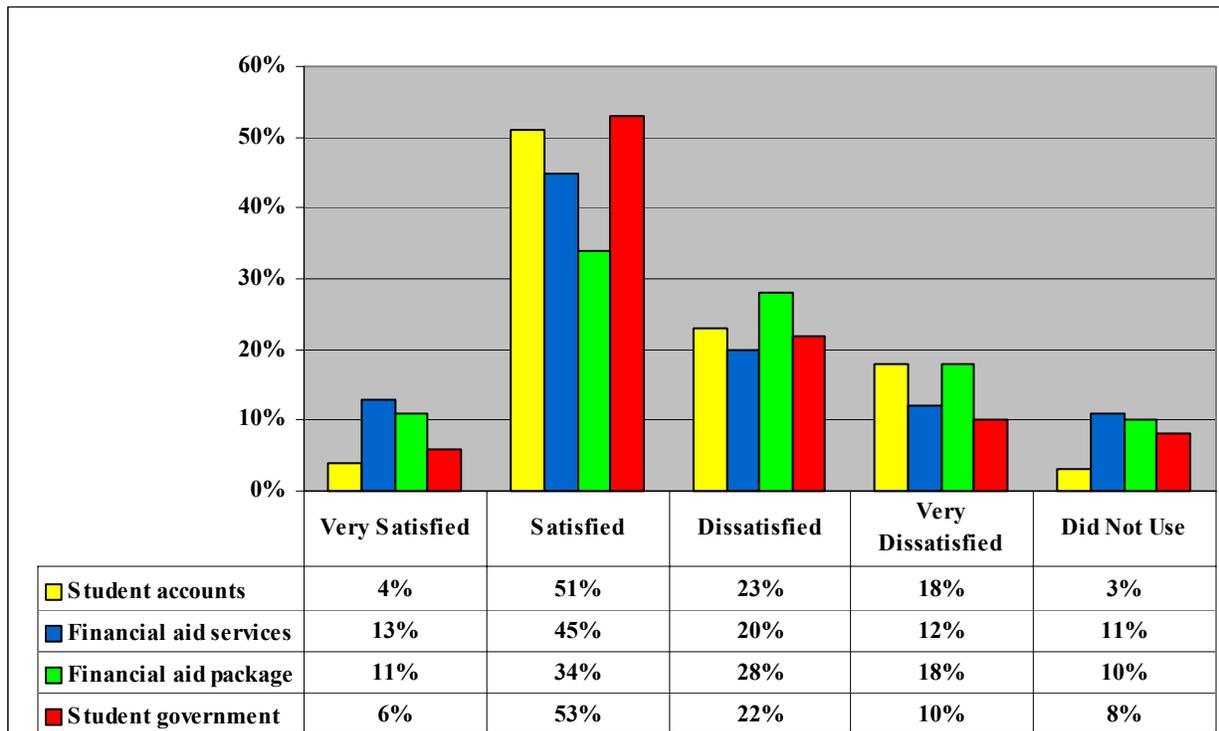
Financial Aid Package

Graduating students were then asked to rate their satisfaction with their financial aid package at Fisk. Less than 50% of the students were very satisfied (11%, n=15) and satisfied (34%, n=48) with their package. Approximately the same number of students were dissatisfied (28%, n=40) and very dissatisfied (18%, n=26) with their financial aid package. Ten percent (n=14) of the student selected a “did not use” answer (see Figure 28 below).

Student Government

Eight percent (n=11) of the graduating students selected a “did not use” response as to their satisfaction with the student government at Fisk. Other respondents selected very satisfied (6%, n=9), satisfied (53%, n=76), dissatisfied (22%, n=32), and very dissatisfied (10%, n=14) (see Figure 28 below).

Figure 28: Student Accounts, Financial Aid, Financial Aid Package, Student Government



Dean of Students Office

Fifty-four percent of the graduating students stated they were very satisfied (11%, n=15) and satisfied (43%, n=61) with the services received from the Dean of Students’ Office. Students who selected “did not

use” comprised 6% (n=9). Furthermore, 39% of the students stated they were dissatisfied (21%, n=30) and very dissatisfied (18%, n=26) with the services received from the Dean of Students’ Office (see Figure 29 below).

Registrar’s Office

The majority of the students (73%) indicated they were dissatisfied (28%, n=40) and very dissatisfied (45%, n=64) with the services received from the registrar’s office. Just 26% of the students noted they were very satisfied (4%, n=6) and satisfied (22%, n=32) with the services from the Office of the Registrar (see Figure 29 below).

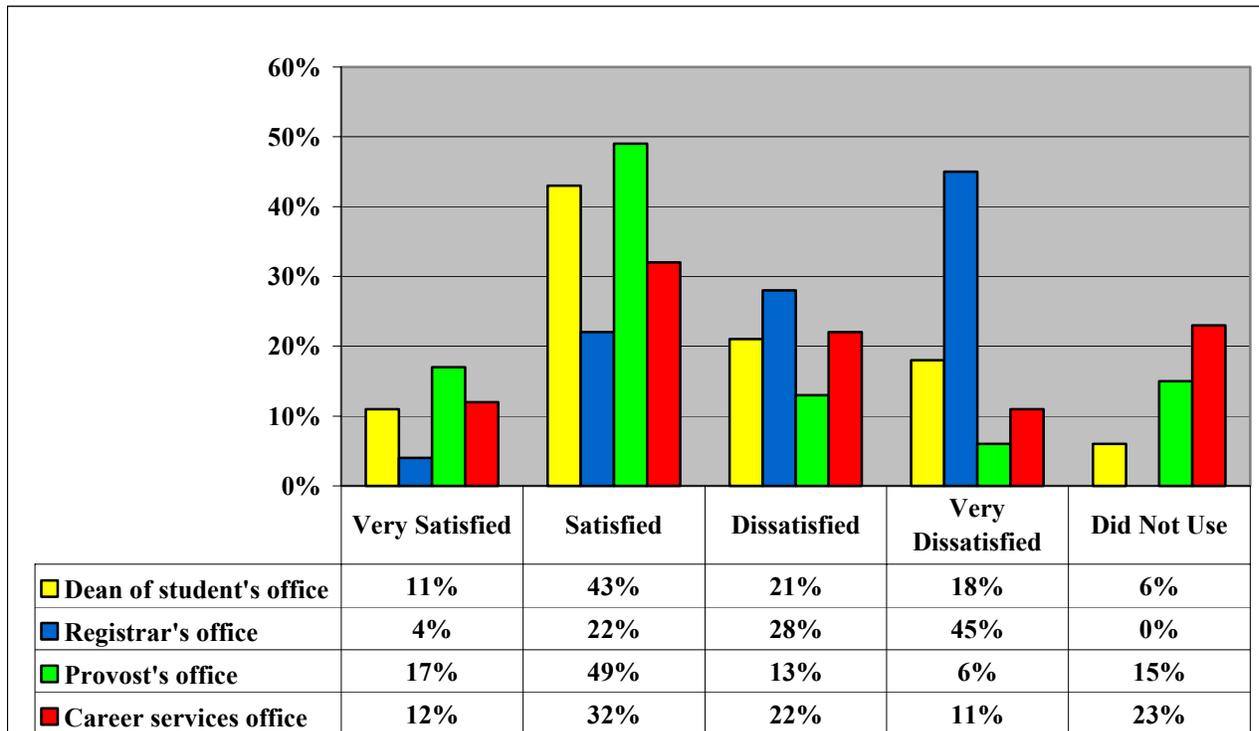
Provost’s Office

When asked to rate their satisfaction with services obtained from the Office of the Provost, the majority of the graduating students (66%) said they were very satisfied (17%, n=24) and satisfied (49%, 70). Meanwhile, 19% of the students stated they were dissatisfied (13%, n=19) and very dissatisfied (6%, n=8) with services obtained from the Office of the Provost. Furthermore, 15% of the students (n=22) indicated they did not use services offered by the provost’s office (see Figure 29 below).

Career Services Office

Forty-four percent of the graduating students stated they were very satisfied (12%, n=17) and satisfied (32%, n=45) with services received from the Career Services Office. Conversely, 33% of the students stated that they were dissatisfied (22%, n=32) and very dissatisfied (11%, n=15) with services obtained from the Career Services Office. Over 20% of the students selected a “did not use” response (see Figure 29 below).

Figure 29. Dean of Students Office, Registrar’s Office, Provost’s Office, Career Services Office



Services From Department's Office

Graduating students were then asked to rate their satisfaction with services they received from their department's office. Almost 80% of the students indicated they were very satisfied (24%, n=34) and satisfied (55%, n=78) with services from their department's office. Other responses were dissatisfied (14%, n=20) and very dissatisfied (6%, n=9) (see Figure 30, page 32).

Services From Division's Office

Graduating students were then asked to rate their satisfaction with the services received from their division's office. Responses almost mirrored those for department's office. Over three-quarters of the student noted they were very satisfied (25%, 36) and satisfied (52%, n=75) with the services obtained from their division's office. Another 19% stated they were dissatisfied (15%, n=21) and very dissatisfied (4%, n=6) with the serviced received from their division's office. Three students noted they did not use the services of their division's office (see Figure 30, page 32).

Library Holdings

Just over half of the graduating students were very satisfied (8%, n=11) and satisfied (43%, n=61) with Fisk's library holdings. Meanwhile, 41% of the students were dissatisfied (24%, 34) and very dissatisfied (17%, n=24) with library holdings. Nine percent (n=13) of the students selected a "did not use" response (see Figure 30, page 32).

Library Hours

The graduating students were then asked to rate their satisfaction with Fisk's library hours. Over 50% of the students stated they were very satisfied (6%, n=9) and satisfied (48%, n=69) with library hours at Fisk. Meanwhile, 42% of the students noted they were dissatisfied (27%, n=38) and very dissatisfied (15%, n=21) with Fisk's library hours. Four percent (n=6) of the students did not use the service (see Figure 30, page 32).

Library Services

Finally, the graduating students were asked to indicate their satisfaction with Fisk's library services. The majority of them (78%) stated they were very satisfied (14%, n=20) and satisfied (64%, n=91) with library services at Fisk. In addition, 18% of the students stated they were dissatisfied (11%, n=16) and very dissatisfied (7%, n=10) with Fisk's library services. As in Library hours, 4% (n=6) of the students did not use Fisk's library services (see Figure 30, page 32).

Figure 30. Your Department, Your Division, Library Holdings, Library Hours, Library Services

