

**FISK UNIVERSITY**

**STUDY OF GRADUATING STUDENTS-SPRING 2004**



**Dr. Veronica O. Chukwuemeka (615) 329 8767**

**OFFICE OF INSTITUTIONAL RESEARCH**

**June 2004**

## TABLE OF CONTENTS

I. SURVEY INFORMATION AND ADMINISTRATION .....	4
A. Purpose .....	4
B. Population and sample .....	4
C. Survey Design, Validation, and Analysis .....	5
D. Survey Reliability .....	5
E. Highlights of the Study .....	5
F. Recommendations .....	6
II. DEMOGRAPHICS AND GENERAL INFORMATION .....	8
Gender Distribution of Graduating Students .....	8
Racial Distribution of Graduating Students .....	8
Age Distribution of Graduating Students .....	9
Residence Classification of Graduating Students .....	9
Student Classification at the Time of Enrollment .....	9
Reside Currently .....	10
Grade Point Average Received During Undergraduate Study .....	11
Grade Point Average Received in Major Field of Study .....	11
Recommending Fisk to Prospective Students .....	12
Overall Satisfaction With Undergraduate Education .....	12
Parents Attendance at Fisk .....	13
Siblings Attendance at Fisk .....	13
Highest Degree Aspirations .....	14
Choosing to Attend Fisk Again .....	14
Good Value for Education Received .....	15
III. EFFECTIVENESS OF EDUCATION FOR DEVELOPMENT .....	16
Analyze Written Arguments .....	16
Appreciate Other Cultures .....	16
Appreciate Fine Arts .....	16
Broaden Intellectual Interests .....	17
Develop Leadership Skills .....	17
Make Decisions .....	17
Increase Self-Confidence .....	18
Reason Mathematically .....	18
Respect Different Points of View .....	18
Set Personal Priorities .....	19
Speak to Groups .....	19
Think Independently .....	19
Understand Scientific Ideas .....	20
Utilize Information Technology .....	20
Write Clearly .....	20

IV. SATISFACTION WITH ACADEMIC SERVICES .....	21
Academic Advising Before Declaring Major .....	21
Academic Advising in Major .....	21
Accessibility of Advisors Before Declaring Major .....	21
Accessibility of Advisors in Major .....	21
Career Advising by Faculty/Advisor .....	22
Career Advising by Career Services Office .....	22
Preparation for Graduate/Professional School .....	22
Preparation for Employment .....	23
Courses in Core Curriculum .....	23
Courses Required by Major .....	23
Instruction by Faculty in Core .....	24
Instruction by Faculty in Major .....	24
Instruction by Student Tutor .....	25
V. SATISFACTION WITH NON-ACADEMIC SERVICES .....	26
Athletic Programs .....	26
Athletic Facilities .....	26
Bookstore Hours .....	26
Dinning Services .....	26
Classroom Facilities .....	27
Computer Availability .....	27
Computer Lab Hours .....	27
Computer Center Services .....	28
Counseling Services .....	28
Admission Services .....	28
Student Activities .....	29
Residence Hall .....	29
Student Accounts .....	29
Financial Aid Services .....	30
Financial Aid Package .....	30
Student Government .....	30
Dean of Students Office .....	31
Registrar's Office .....	31
Provost's Office .....	31
Career Services Office .....	31
Services From Department's Office .....	32
Services From Division's Office .....	32
Library Holdings .....	32
Library Hours .....	32
Library Services .....	32
VI. RESPONSE TO QUALITATIVE QUESTIONS .....	34
Uniqueness of Fisk, Compared to Other Institutions .....	34
What Would You Change About Fisk University? .....	35

Graduate/Professional Schools And Fields of Study..... 36  
Careers/Jobs Of Graduates ..... 37  
APPENDICES ..... 38

## 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 2004. 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

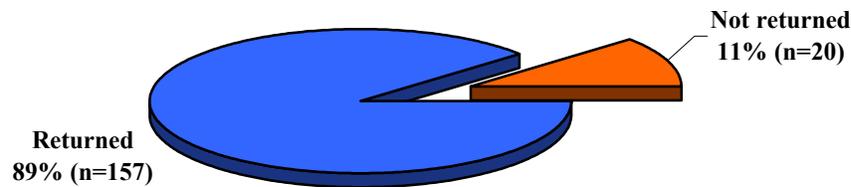
The population for the study included all undergraduate senior students enrolled in Fisk in spring semester 2004. The purposeful sampling<sup>1</sup> method was used to select all of the students who graduated in spring semester 2004. Data provided through the university information system and the registrar's office indicated that 177 undergraduate students graduated in the semester; thus, the survey was administered to these 177 students. Eighty-nine percent ( $n^2=157$ ) of them returned usable surveys, and just 11% ( $n=20$ ) of the students did not return their surveys (see Figure 1, page 5).

---

<sup>1</sup> 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).

<sup>2</sup> 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 Offices of the Dean of Students and the Provost assisted with the survey administration. Descriptive statistics (frequencies and percentages) were used to report the findings of the study.

### **D. SURVEY RELIABILITY**

The reliability<sup>3</sup> 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 (82%) of the graduating students indicated they were very satisfied (19%, n=29) and generally satisfied (63%, n=99) with their undergraduate education at Fisk. Last year (2003), 80% of the graduating students noted they were very satisfied (21%, n=30) and generally satisfied (59%, n=85) with their Fisk undergraduate experience.
- 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 (48%, n=75), masters (29%, n=46), first professional (12%, n=19), bachelors (7%, n=11), and other (4%, n=6). Last year, graduating students responded as follows: 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 when compared to other institutions, many of the graduating students identified Fisk’s family-oriented environment (n=34), rich historical background (n=18), small class size and personal attention from professors (n=7). Last year, many of the graduating students also identified Fisk’s family-oriented environment,

---

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

dedicated faculty, and small size among the uniqueness of the institution as compared to other colleges and universities.

- When asked whether they would recommend Fisk to prospective students, the majority (79%) of the graduating students said, “probably yes or maybe” (56%, n=89) and “definitely yes” (23%, n=36). In 2003, 77% of the graduating students noted that they would probably (53%, n=76) and definitely (24%, n=34) recommend Fisk to prospective students.
- Fifty-nine percent of the graduating students also noted that they would Probably (34%, n=53) and definitely (25%, n=40) choose to attend Fisk if they were to begin their education again. Last year, 54% of the graduating students said they would probably (31%, n=44) and definitely (23%, n=33) choose to attend Fisk were they to begin their education again.
- Additionally, over 50% (n=88) of the graduating students indicated that Fisk University is a good value for the education that students receive. Twenty-two percent (n=34) of the students felt otherwise, and 17% (or n=27) selected a “not sure” response. Similarly, in 2003, over 50% (n=78) of the graduating students indicated that Fisk University is a good value for the education received. Twenty-five percent (n=35) of the graduating students felt otherwise, and 20% (n=29) were unsure.
- Over 80% of the graduating students rated Fisk’s education as very effective (41%, n=65) and effective (40%, n=63) in enabling them to broaden intellectual interests. Last year, over 80% of the graduating students also rated their Fisk education as very effective (39%, n=56) and effective (43%, n=61) in enabling them to broaden intellectual interests.
- When asked how effective Fisk’s education was in enabling them to respect different points of view, over 70% of the graduating students indicated that it was very effective (36%, n=56) and effective (36%, n=57). Just 4% of the students felt otherwise. Last year, more (over 80%) of the graduating students rated Fisk’s education as very effective (33%, n=47) and effective (45%, n=64) in enabling them to respect different viewpoints. Just 5% of the students felt otherwise.
- Close to 70% of the graduating students rated Fisk’s education as very effective (29%, n=46) and effective (40%, 63) in enabling them to write clearly. In 2003, 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.
- Less than half of the graduating students rated Fisk’s education as very effective (17%, n=26) and effective (27%, n=43) in enabling them to reason mathematically. Similarly, last year, 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”.<sup>4</sup> 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.

---

<sup>4</sup> Parents Impression of Fisk University Report, fall 2001, Office of Institutional Research, Fisk University.

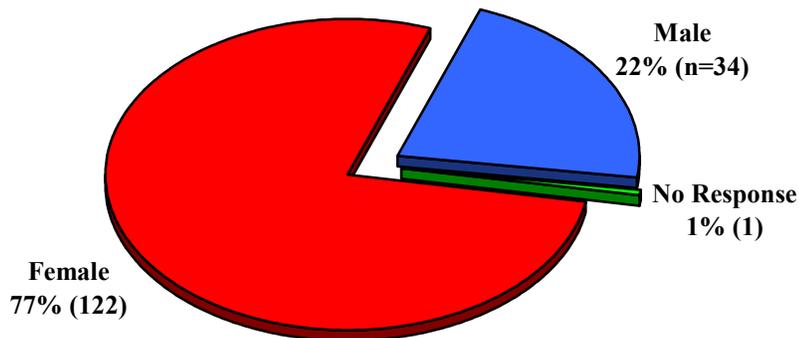
## II. DEMOGRAPHICS AND GENERAL INFORMATION

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

### GENDER DISTRIBUTION OF GRADUATING STUDENTS

Seventy-seven percent (n=122) of the graduating students were female and 22% (n=34) were male. One percent (n=1) did not indicate his or her gender (see Figure 2 below).

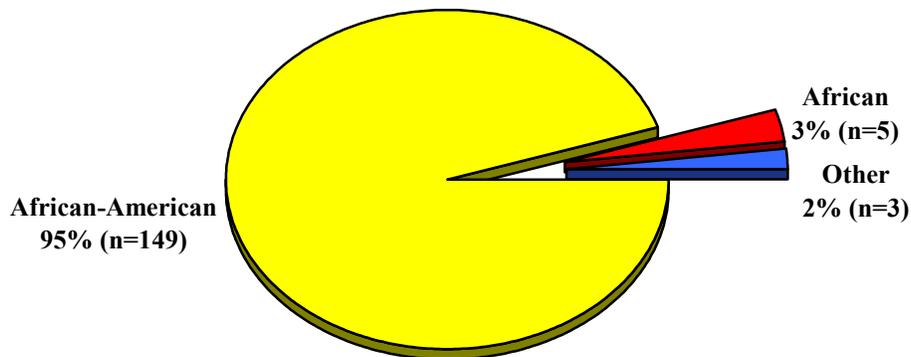
**Figure 2. Gender Distribution of Graduating Students**



### RACIAL DISTRIBUTION OF GRADUATING STUDENTS

The majority of the graduating students (95% or n=149) were African-Americans. Africans comprised the second largest group (3% or n=5). Among the "Other" race/ethnicity category were 1 Latino/Hispanic American and 1 Native American/American Indian (see Figure 3 below).

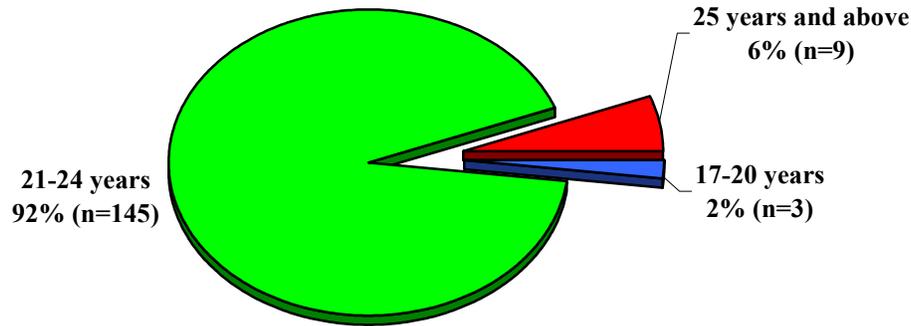
**Figure 3. Racial Distribution of Graduating Students**



## AGE DISTRIBUTION OF GRADUATING STUDENTS

The majority of the graduating students (92% or n=145) were between 21-24 years old. Six percent (n=9) were 25 years old and above, and just 2% (n=3) of the graduating students were between 17-20 years old (see Figure 4 below).

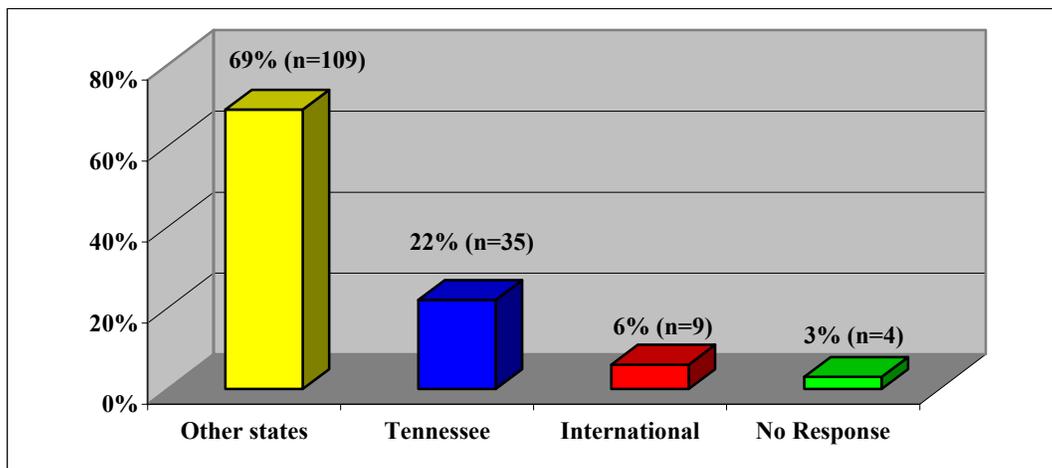
**Figure 4. Age Distribution of Graduating Students**



## 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, 69% (n=109) of the students were from other states in the U.S. Twenty-two percent (n=35) of the students hailed from Tennessee, while 6% (n=9) were International students. Three percent (n=4) of the graduating students did not respond to the question.

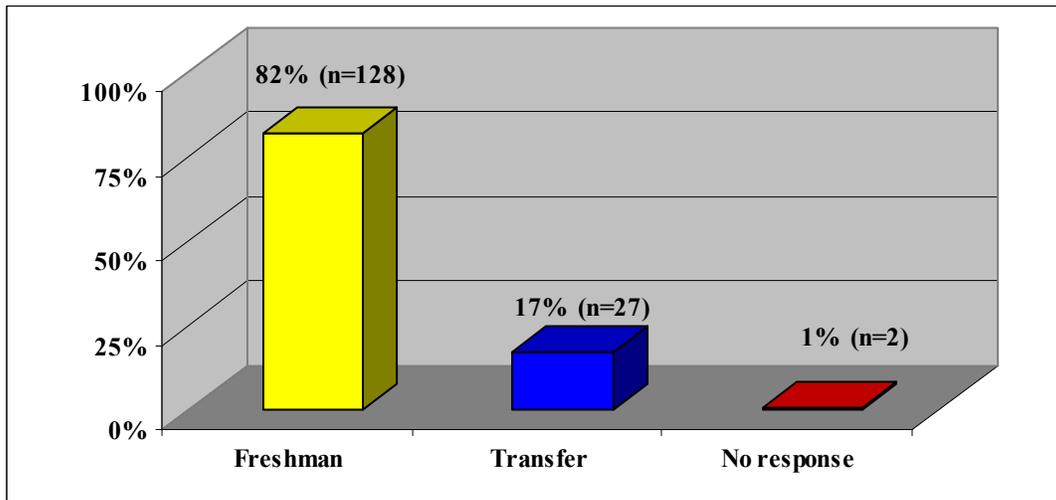
**Figure 5. Residence Classification of Graduating Students**



## STUDENT CLASSIFICATION AT THE TIME OF ENROLLMENT

Graduating students were asked to indicate how they first enrolled in Fisk University. The majority of them (82% or n=128) stated that they enrolled as freshmen and 17% (n=27) noted that they enrolled as transfer students. One percent (n=2) of the students ignored the question (see Figure 6 below).

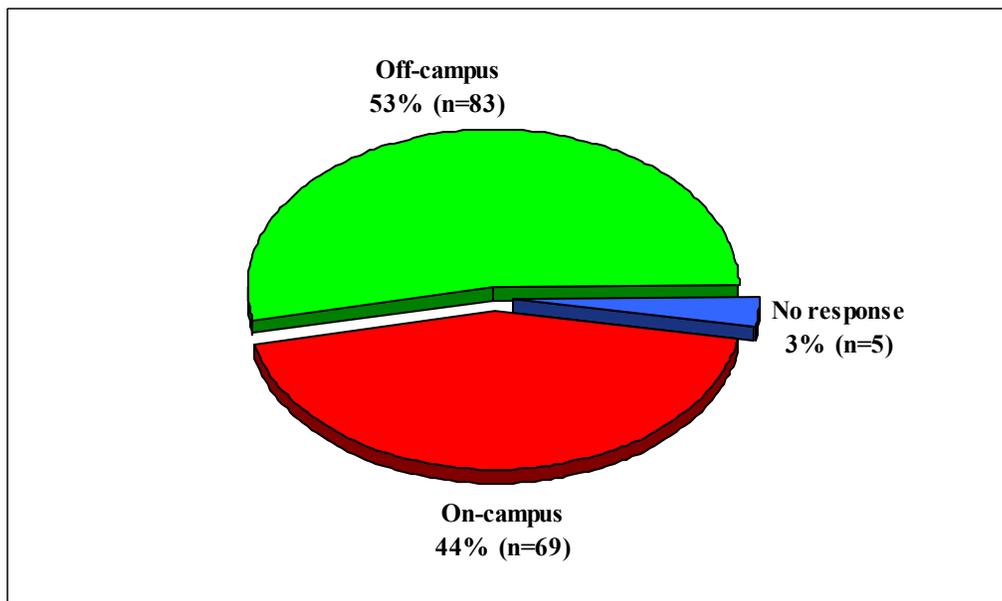
**Figure 6. Student Classification at the Time of Enrollment**



**RESIDE CURRENTLY**

Graduating students were further asked to indicate whether they lived on-campus or off-campus during their undergraduate study at Fisk. Forty-four percent (n=69) of the students stated that they lived on-campus, and 53% (n=83) noted that they resided off-campus. Three percent (n=5) of the students did not respond to the question (see Figure 7 below).

**Figure 7. Reside Currently**

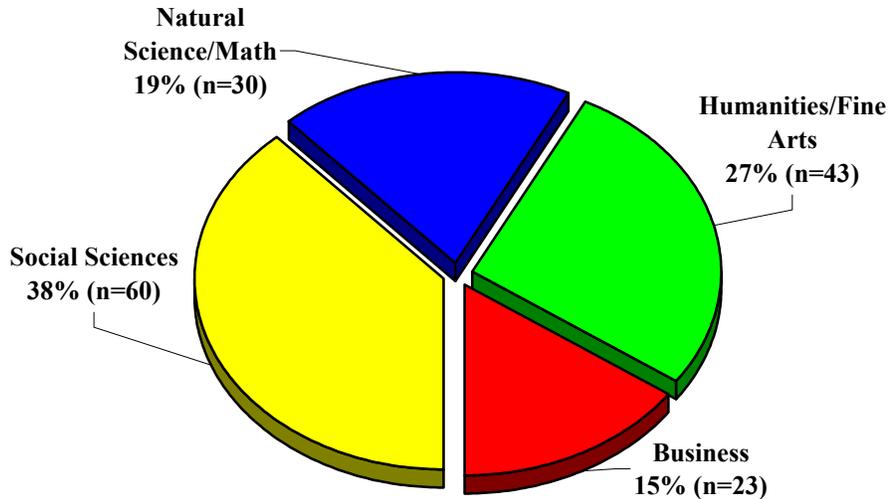


**Distribution by Division**

The majority of the students (38%, n=60) were enrolled in the Social Science Division. The remainder of the students were enrolled in the Humanities and Fine Arts (27%, n=43), Natural Science and

Mathematics (19%, n=30), and Business (15%, n= 23). One of the graduating students ignored the question (see Figure 8 below).

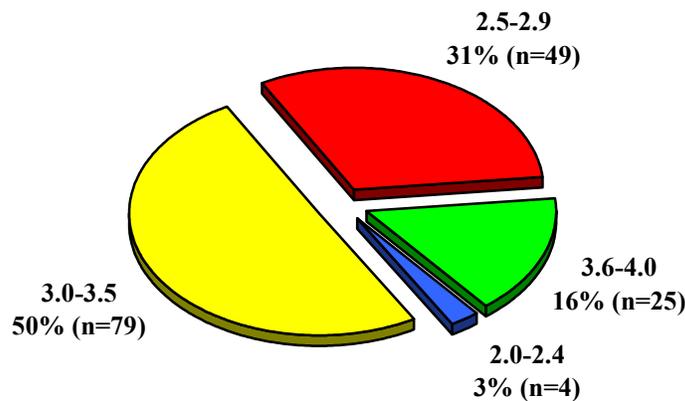
**Figure 8. Distribution by Division**



**GRADE POINT AVERAGE RECEIVED DURING UNDERGRADUATE STUDY**

Fifty percent (n=79) 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 (31%, n= 49), 3.6-4.0 (16%, n= 25), and 2.0-2.4 (3%, n=4) during their undergraduate study at Fisk (see Figure 9 below).

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

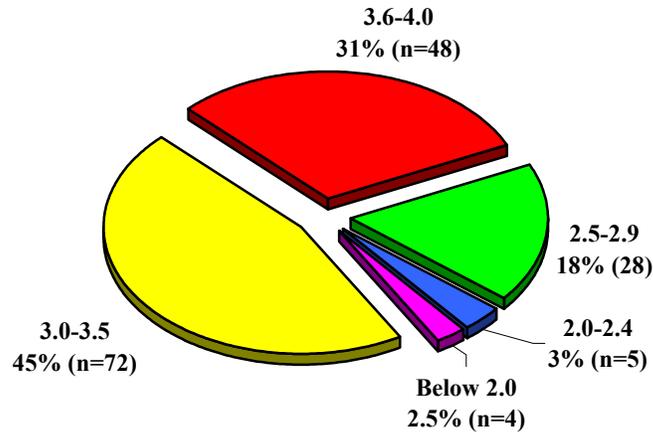


**GRADE POINT AVERAGE RECEIVED IN MAJOR FIELD OF STUDY**

Similar to GPA distribution in graduating students’ overall undergraduate studies, the majority of the students (45% or n=72) received GPAs between 3.0-3.5 in their major field of study. Thirty-one percent (n=48) had GPAs between 3.6-4.0, 18% (n=28) had GPAs between 2.5-2.9, and 3% (n=5) received GPAs

between 2.0-2.4. Additionally, 2.5% (n=4) of the graduating students earned GPAs below 2.0 in their major field of study (see Figure 10 below).

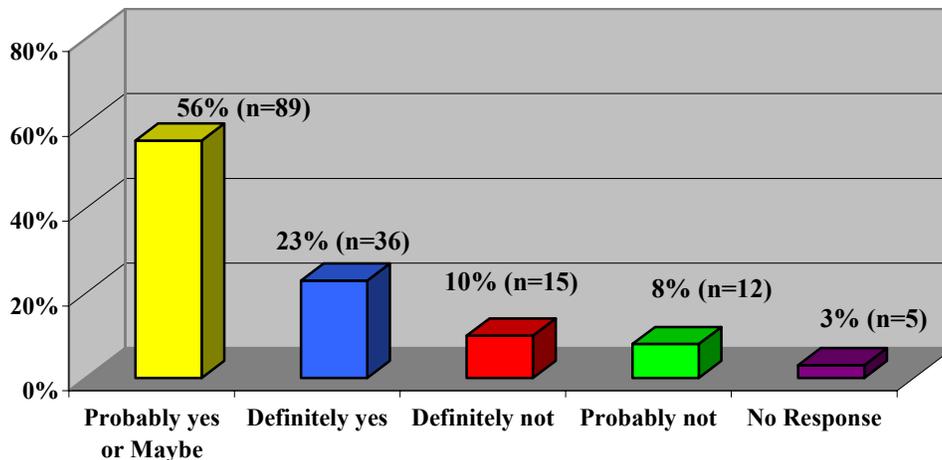
**Figure 10. Grade Point Average Received in Major Field of Study**



**RECOMMENDING FISK TO PROSPECTIVE STUDENTS**

When asked whether they would recommend Fisk to prospective students, the graduating students responded as follows: Probably yes or maybe (56%, n=89), definitely yes (23%, n=36), definitely not (10%, n=15), and probably not (8%, n=12). Three percent (n=5) of the students did not respond to the question (see Figure 11 below)

**Figure 11. Recommending Fisk to Prospective Students**

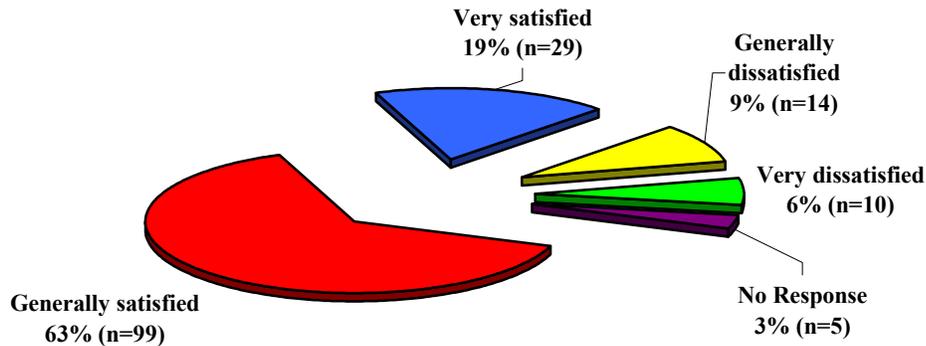


**OVERALL SATISFACTION WITH UNDERGRADUATE EDUCATION**

Graduating students were also asked to indicate how satisfied they were with their undergraduate education at Fisk. The majority of them (82% or n=128) said, “very satisfied” (19%, n=29) and “generally

satisfied” (63%, n=99). Other responses were: Generally dissatisfied (9%, n=14) and very dissatisfied (6%, n=10). Five students skipped the question (see Figure 12 below).

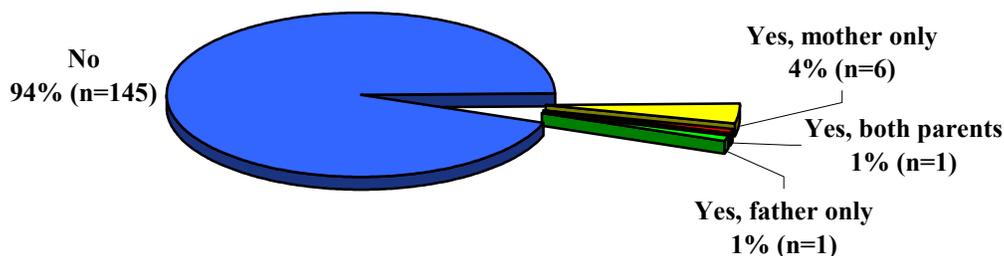
**Figure 12. Overall Satisfaction With Undergraduate Education at Fisk University**



### PARENTS ATTENDANCE AT FISK

The majority of the graduating students (94% or n=145) indicated that neither of their parents attended Fisk University. Other responses included: Yes, both parents (1%, n=1); yes, mother only (4%, n=6); and yes, father only (1%, n=1). (See Figure 13 below).

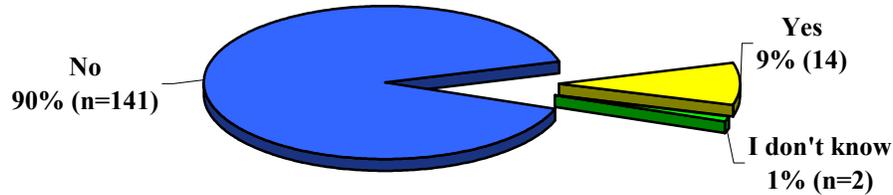
**Figure 13. Parents Attendance at Fisk**



### 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 (90%, n=141) noted they had no siblings who had attended Fisk. Nine percent (n=14) had siblings who had attended Fisk. Two of the students selected an “I don’t know” response (see Figure 14 below).

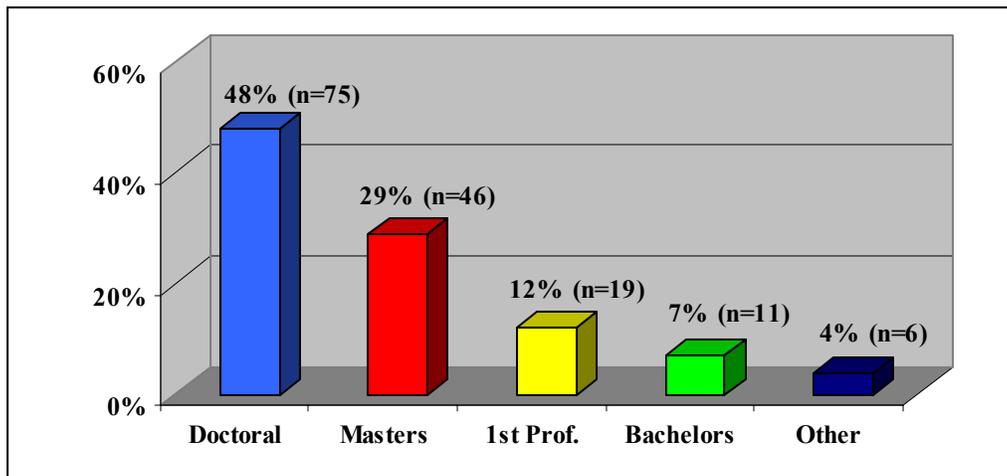
**Figure 14. Siblings Attendance at Fisk**



### HIGHEST DEGREE ASPIRATIONS

When asked “What is the highest degree you plan to achieve in your education”? Graduating students provided the following responses: Doctoral (48%, n=75), masters (29%, n=46), first professional (12%, n=19), bachelors (7%, n=11), and other (4%, n=6). (See Figure 15 below).

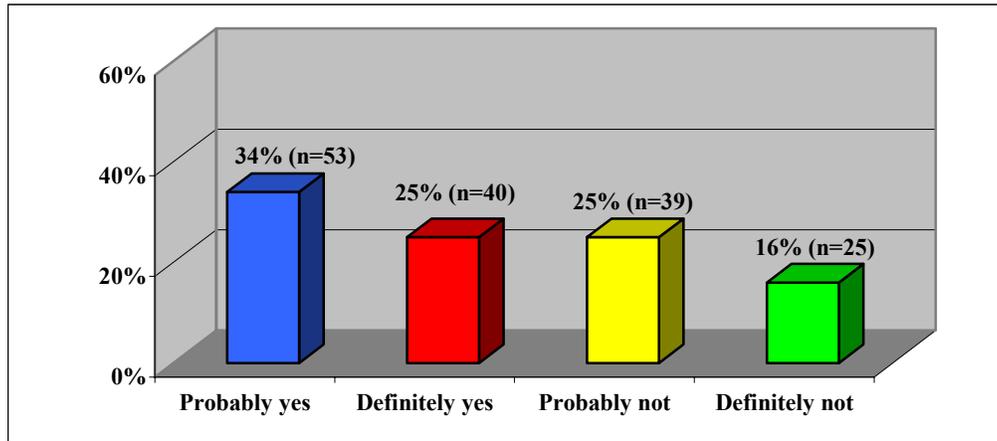
**Figure 15. Highest Degree Aspirations**



### 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: Probably yes (34%, n=53), definitely yes (25%, n=40), probably not (25%, n=39), and definitely not (16%, n=25). (See Figure 16, page 15).

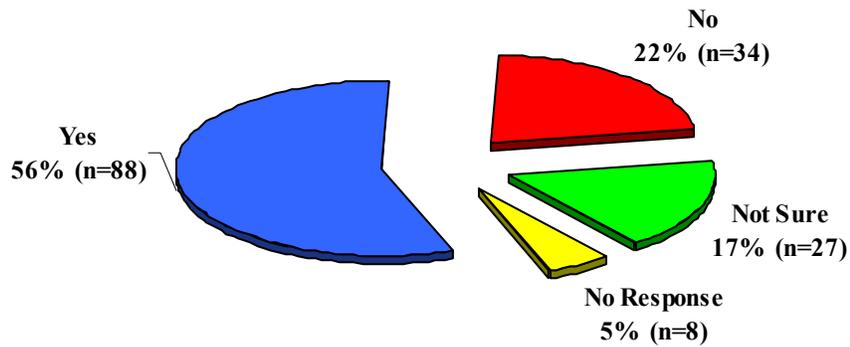
**Figure 16. Choosing to Attend Fisk Again**



**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 (56%, n=88), no (22%, n=34), and not sure (17%, n=27). Eight (or 5%) of the graduating students did not respond to the question (see Figure 17 below).

**Figure 17. Good Value for Education Received**



### III. EFFECTIVENESS OF EDUCATION FOR DEVELOPMENT

This section of the survey asked the 2004 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

Sixty-eight percent of the graduating students rated their Fisk education as very effective (27%, n=42) and effective (41%, n=64) in enabling them to analyze written arguments. Just 4% of the students rated their Fisk education as ineffective (3%, n=5) and very ineffective (1%, n=2) in enabling them to analyze written arguments. Meanwhile, 18% (n=29) of the students provided a “neutral” response. Ten percent (or n=15) of the graduating students did not answer the question (see Figure 18 below).

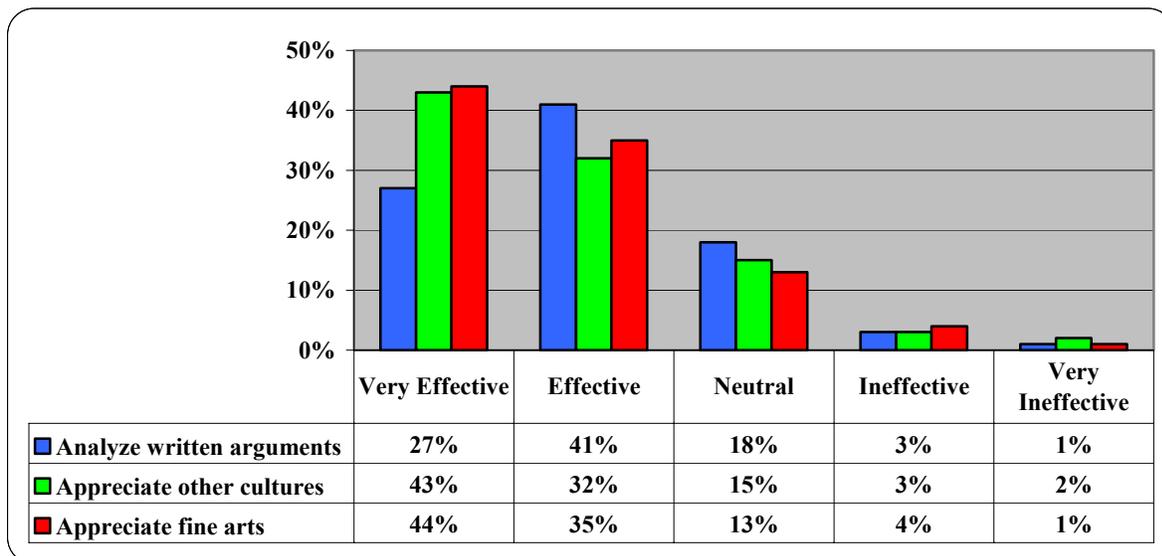
#### APPRECIATE OTHER CULTURES

Three quarters of the graduating students selected very effective (43%, n=67) and effective (32%, n=50) regarding the effectiveness of Fisk’s education in enabling them to appreciate other cultures. Fifteen percent (n=24) selected a “neutral” response. Meanwhile, 5% of the students chose ineffective (3%, n=4) and very ineffective (2%, n=3) when asked about the effectiveness of Fisk’s education in enabling them to appreciate other cultures (see Figure 18 below).

#### APPRECIATE FINE ARTS

The majority of the graduating students (79%) indicated that the education they received from Fisk was very effective (44%, n=69) and effective (35%, n=55) in enabling them to appreciate fine arts. Thirteen percent (n=20) of the students provided a “neutral” response. Just 5% of the graduating students indicated that Fisk’s education was ineffective (4%, n=6) and very ineffective (1%, n=1) in enabling them to appreciate fine arts. Four percent (or n= 6) of the students ignored the question (see Figure 18 below).

**Figure 18. 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 (41%, n=65) and effective (40%, n=63) in enabling them to broaden intellectual interests. Conversely, just 3% of the students rated Fisk’s education as ineffective (2%, n=3) and very ineffective (1%, n=2) in enabling them to broaden intellectual interests. Meanwhile 12% (n=18) of the students selected a “neutral” response. Four percent (or n=6) of the graduating students did not answer the question (see Figure 19 below).

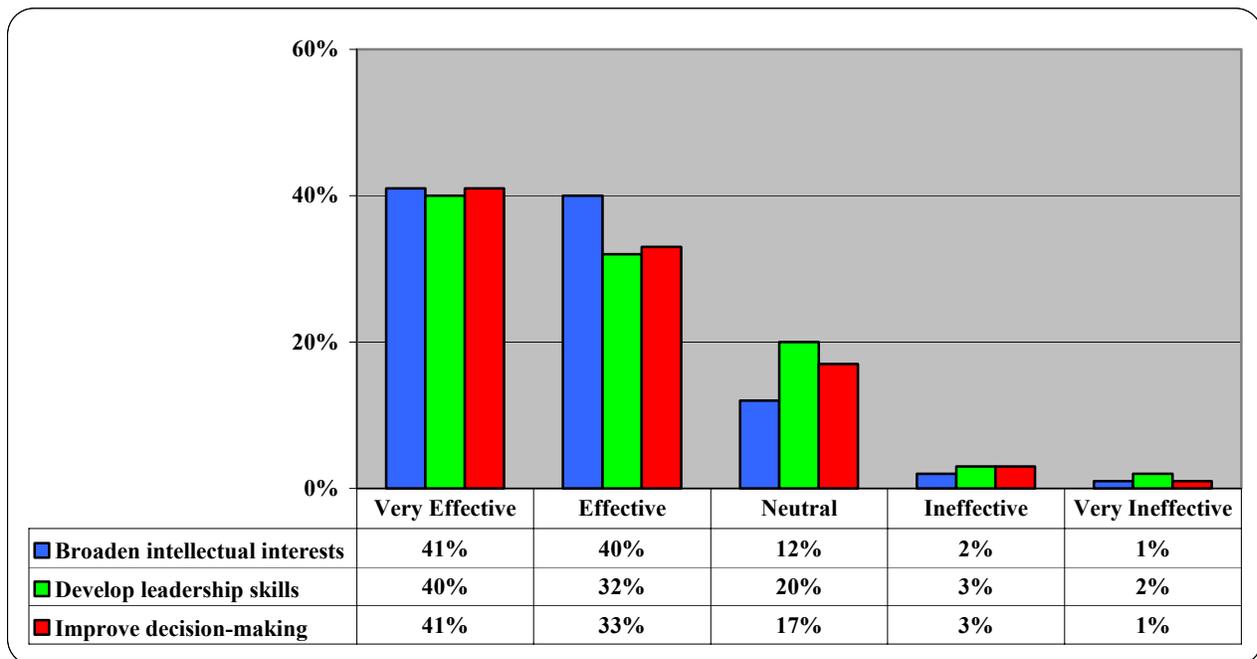
## DEVELOP LEADERSHIP SKILLS

Over 70% of the graduating students also indicated that Fisk’s education was very effective (40%, n=62) and effective (32%, n=50) in enabling them to develop leadership skills. Only a handful of the students rated Fisk’s education as ineffective (3%, n=5) and very ineffective (2%, n=3) in enabling them to develop leadership skills. One-fifth (or n=31) of the students were “neutral” regarding the effectiveness of Fisk’s education in enabling them to develop leadership skills. Four percent (or n=6) of the graduating students ignored the question (see Figure 19 below).

## MAKE DECISIONS

Graduating students were further asked to rate the effectiveness of Fisk’s education in enhancing their ability to make decisions. Over 70% of the students rated Fisk’s education as very effective (41%, n=65) and effective (33%, n=52). Few of the students rated Fisk’s education as ineffective (3%, n=5) and very ineffective (1%, n=2) in enhancing their decision-making ability. Meanwhile, 17% (or n=27) of the students selected a “neutral” response. Again, 4% (or n=6) of the students did not answer the question (see Figure 19 below).

**Figure 19. 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 (40%, n=62) and effective (33%, n=51) in enabling them to increase self-confidence. Only a few of the students rated Fisk’s education as ineffective (3%, n=4) and very ineffective (2%, n=3) in enabling them to increase self-confidence. Nineteen percent (n=29) of the students provided a “neutral” response. Meanwhile, 5% (or n=8) of the graduating students did not respond to the question (see Figure 20 below).

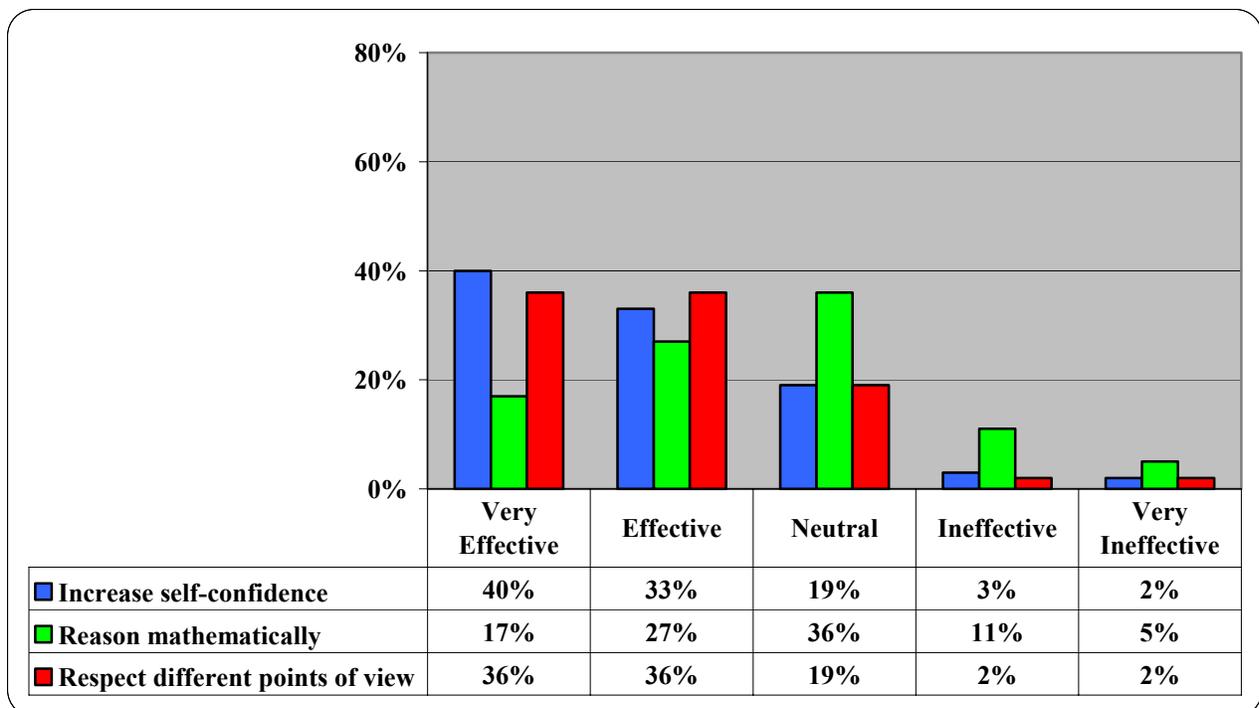
## REASON MATHEMATICALLY

Less than half of the graduating students rated Fisk’s education as very effective (17%, n=26) and effective (27%, n=43) in enabling them to reason mathematically. Sixteen percent of the students rated Fisk’s education as ineffective (11%, n=17) and very ineffective (5%, n=8) in enabling them to reason mathematically. A considerable number of the students (36%, or n=56) selected a “neutral” response. Five percent (or n=7) of the graduating students ignored the question (see Figure 20 below).

## RESPECT DIFFERENT POINTS OF VIEW

When asked how effective Fisk’s education was in enabling them to respect different points of view, over 70% of the graduating students indicated that it was very effective (36%, n=56) and effective (36%, n=57). Nineteen percent (or n=30) of the students selected a “neutral” response. Just 4% of the students rated Fisk’s education as ineffective (2%, n=3) and very ineffective (2%, n=3) in enabling them to respect different viewpoints (see Figure 20 below).

**Figure 20. 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 to set personal priorities. Over 70% of them rated Fisk’s education as very effective (36%, n=57) and effective (36%, n=56). Twenty percent (n=32) of the students provided a “neutral” response. Additionally, 3% of the students rated Fisk’s education as ineffective (2%, n=3) and very ineffective (1%, n=1) in enabling them set to personal priorities. Five percent (or n=8) of the graduating students did not answer the question (see Figure 21 below).

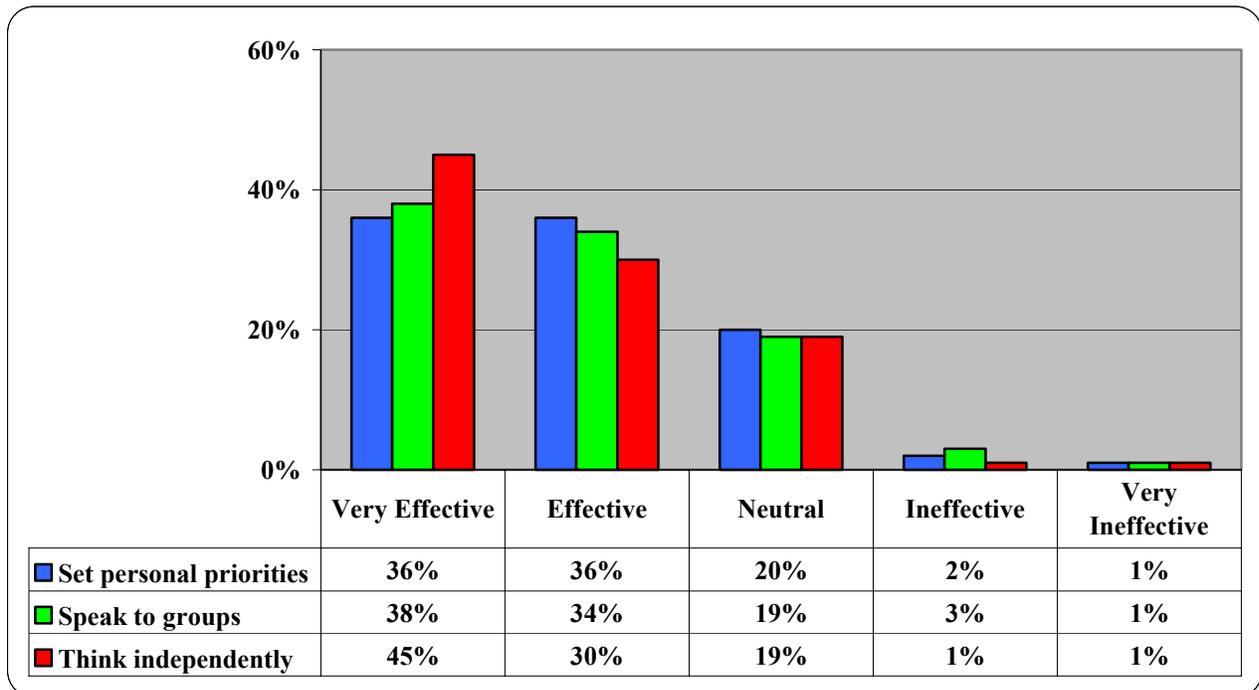
## SPEAK TO GROUPS

Graduating students were then asked to indicate the effectiveness of Fisk’s education in enabling them to speak to groups. The majority of the students (72%) rated Fisk’s education as very effective (38%, n=60) and effective (34%, n=54). Nineteen percent or (n=30) of the students selected a “neutral” response. Just 4% of the graduating students rated Fisk’s education as ineffective (3%, n=5) and very ineffective (1%, n=2) in enabling them to speak to groups. Six of the students did answer the question (see Figure 21 below).

## THINK INDEPENDENTLY

Three-quarters of the graduating students indicated that Fisk’s education was very effective (45%, n=70) and effective (30%, n=47) in enabling them to think independently. Nineteen percent (or n=30) of the students selected a “neutral” response. Only 2% of the students rated Fisk’s education as ineffective (1%, n=2) and very ineffective (1%, n=2) in enabling them to think independently. Six of the students did answer the question (see Figure 21 below).

**Figure 21. Set Personal Priorities, Speak to Groups, Think Independently**



## UNDERSTAND SCIENTIFIC IDEAS

When asked about the effectiveness of Fisk’s education in enabling them to understand scientific ideas, over 50% of the graduating students indicated that it was very effective (26%, n=41) and effective (31%, n=48). Conversely, 8% of the students noted that Fisk’s education was ineffective (6%, n=10) and very ineffective (2%, n=3) in enabling them to understand scientific ideas. Thirty-one percent (or n=49) of the graduating students chose a “neutral” response. In addition, 4% (or n=6) of the students ignored the question (see Figure 22 below).

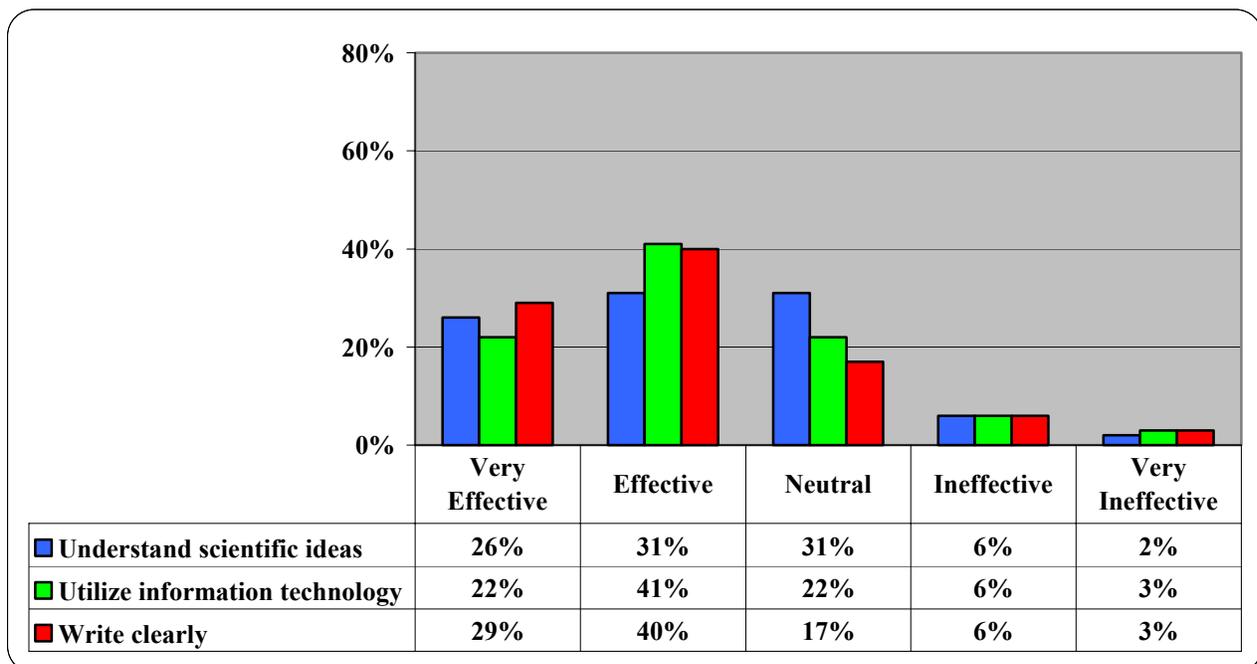
## UTILIZE INFORMATION TECHNOLOGY

Graduating students were further asked to rate the effectiveness of Fisk’s education in enabling them to utilize information technology. Sixty-three percent of the students rated Fisk’s education as very effective (22%, n=35) and effective (41%, n=65). Additionally, less than one-tenth of the students rated Fisk’s education as ineffective (6%, n=9) and very ineffective (3%, n=5) in enabling them to utilize information technology. Twenty-two percent of the students selected a “neutral” answer. Meanwhile, 6% (or n=9) of the students did not answer the question (see Figure 22 below).

## WRITE CLEARLY

Almost 70% of the graduating students rated Fisk’s education as very effective (29%, n=46) and effective (40%, n=63) in enabling them to write clearly. Just 9% of the students rated Fisk’s education as ineffective (6%, n=9) and very ineffective (3%, n=4) in enabling them to write clearly. Seventeen percent (or n=26) of the students selected a “neutral” response. Six percent (or n=9) of the students did not answer the question (see Figure 22 below).

**Figure 22. 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 as well as graduate/professional school.

### ACADEMIC ADVISING BEFORE DECLARING MAJOR

Graduating students were asked to rate their satisfaction with the academic advising they received before declaring a major. Nine percent (n=14) of them selected a "did not use" response. Of those who selected other answers, over 55% said they were very satisfied (15%, n=23) and satisfied (43%, n=67) with the advising received before declaring a major. Conversely, 29% of the students stated they were dissatisfied (21%, n=33) and very dissatisfied (8%, n=12) with the academic advising received before declaring a major. Eight (or 5%) of the graduating students did not respond to the question (see Figure 23, page 22).

### ACADEMIC ADVISING IN MAJOR

Students were then asked to rate their satisfaction with the academic advising received after declaring a major field of study. Just 1% (n=1) of the students stated that he or she did not use the service. Almost three-quarters of the students said they were very satisfied (27%, n=42) and satisfied (47%, n=74) with the academic advising received after declaring a major. Twenty-one percent of the students stated they were dissatisfied (15%, n=24) and very dissatisfied (6%, n=10) with the academic advising they received after declaring a major. Six (or 4%) of the graduating students did not respond to the question (see Figure 23, page 22).

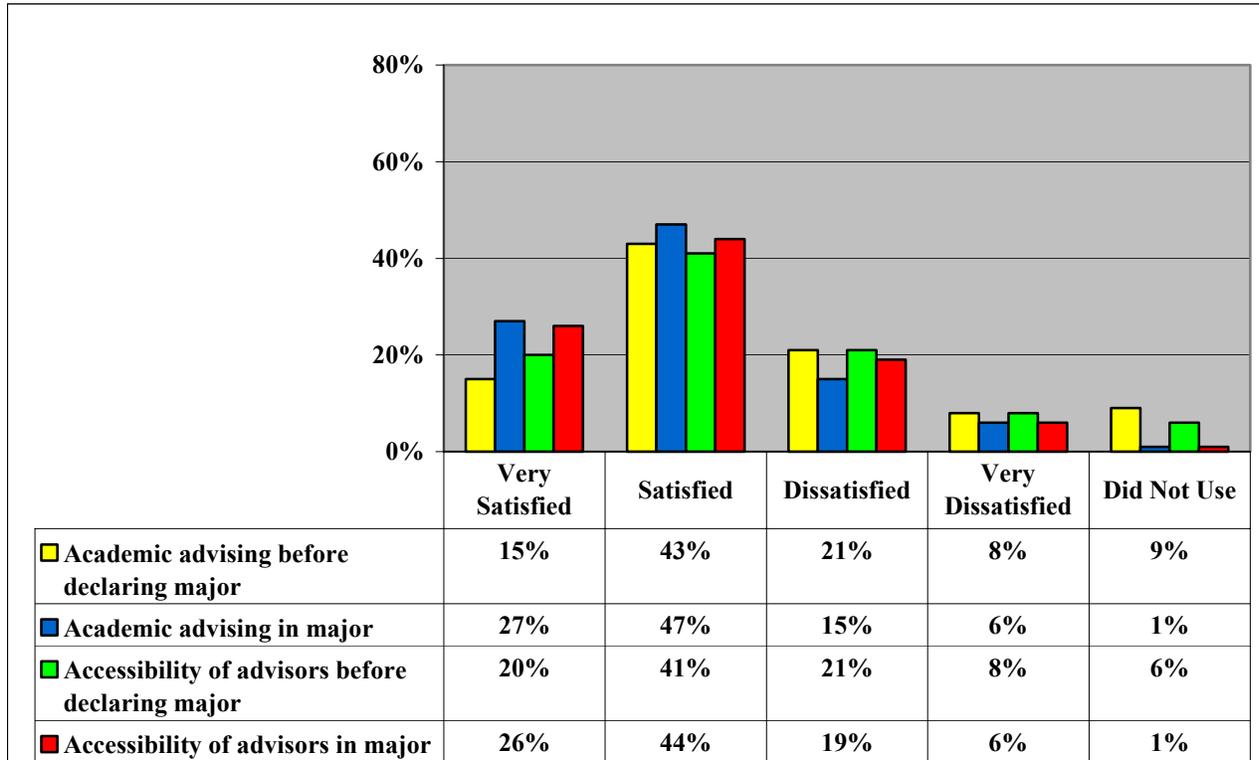
### ACCESSIBILITY OF ADVISORS BEFORE DECLARING MAJOR

More than 60% of the graduating students were very satisfied (20%, n=31) and satisfied (41%, n=64) with accessibility of advisors before declaring a major. Six percent (n=9) of the students selected a "did not use" response. In addition, 29% of the students stated they were dissatisfied (21%, n=33) and very dissatisfied (8%, n=12) with accessibility of advisors before declaring a major. Eight (or 5%) of the graduating students did not respond to the question (see Figure 23, page 22).

### ACCESSIBILITY OF ADVISORS IN MAJOR

Seventy percent of the graduating students indicated they were very satisfied (26%, n=40) and satisfied (44%, n=69) with accessibility of advisors in their major. Meanwhile, one-quarter of the students noted they were dissatisfied (19%, n=30) and very dissatisfied (6%, n=9) with accessibility of advisors in their major. Just 1% (or n=2) of the students chose a "did not use" answer. Seven (or 5%) of the graduating students did not answer the question (see Figure 23, page 22).

**Figure 23. 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 (14%, n=22) and satisfied (40%, n=63) with the career advising received from faculty advisors. Eight percent (n=12) did not use the service. Additionally, 33% of the students said they were dissatisfied (20%, n=32) and very dissatisfied (13%, n=21) with career advising received from faculty advisors. Five percent (or n=7) of the graduating students did not answer the question (see Figure 24, page 23).

### CAREER ADVISING BY CAREER SERVICES OFFICE

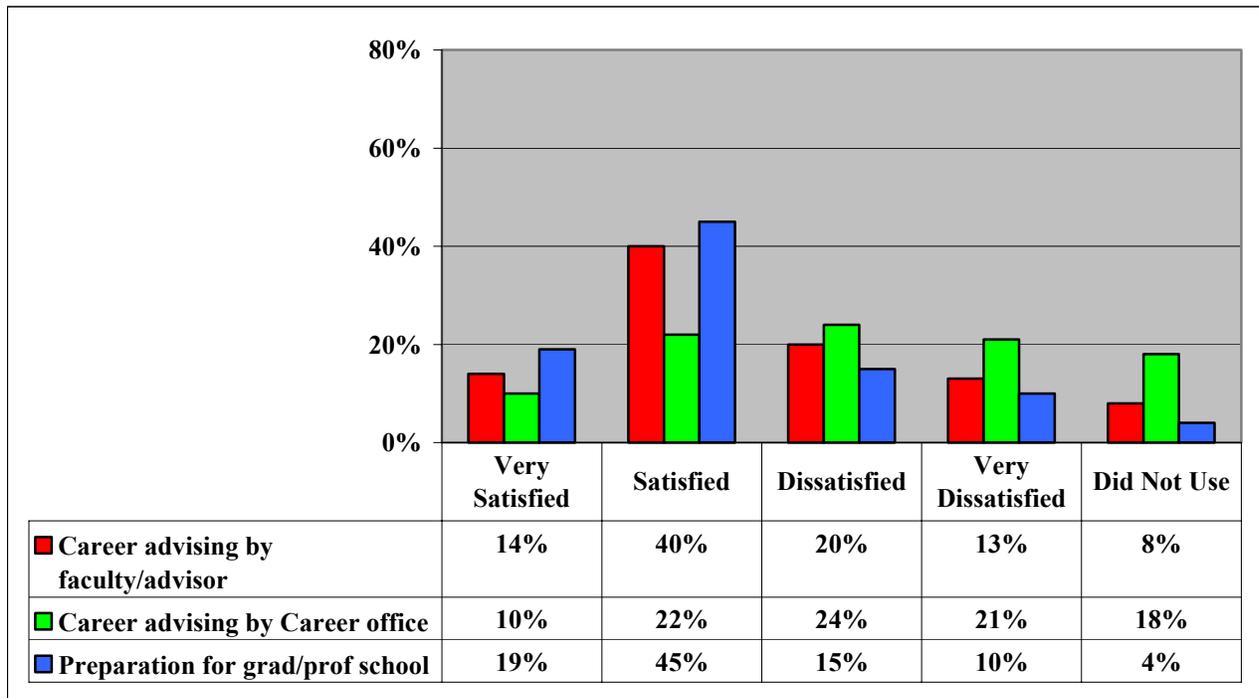
Thirty-two percent of the graduating students stated they were very satisfied (10%, n=16) and satisfied (22%, n=34) with the career advising received from the career services office. Eighteen percent (n=28) of the students did not use the service. Meanwhile, 45% of the students stated they were dissatisfied (24%, n=37) and very dissatisfied (21%, n=33) with career advising from the career services office. Six percent (or n=9) of the students did not answer the question (see Figure 24, page 23).

### PREPARATION FOR GRADUATE/PROFESSIONAL SCHOOL

Graduating students were further asked to rate their satisfaction with Fisk's preparation for graduate or professional school. Four percent (n=6) selected a "did not use" response. Of those who selected other responses, 64% stated they were very satisfied (19%, n=29) and satisfied (45%, n=71) with Fisk's preparation for graduate or professional school. An additional 25% stated they were dissatisfied (15%,

n=24) and very dissatisfied (10%, n=16) with Fisk’s preparation for graduate or professional school. Eleven (or (7%) of the students did not respond top the question (see Figure 24 below).

**Figure 24. Career Advising by Faculty/Advisor, Career Advising by Career Services Office, Preparation for Graduate/Professional School**



**PREPARATION FOR EMPLOYMENT**

The graduating students were asked to rate their satisfaction with Fisk’s preparation for employment. Twelve percent (or n=18) of the students chose a “did not use” response. Fifty-one percent of the students said they were very satisfied (13%, n=20) and satisfied (38%, n=59). Another 32% said they were dissatisfied (20%, n=31) and very dissatisfied (12%, n=19) with Fisk’s preparation for employment. Ten (or 6%) of the students ignored the question (see Figure 25, page 24).

**COURSES IN CORE CURRICULUM**

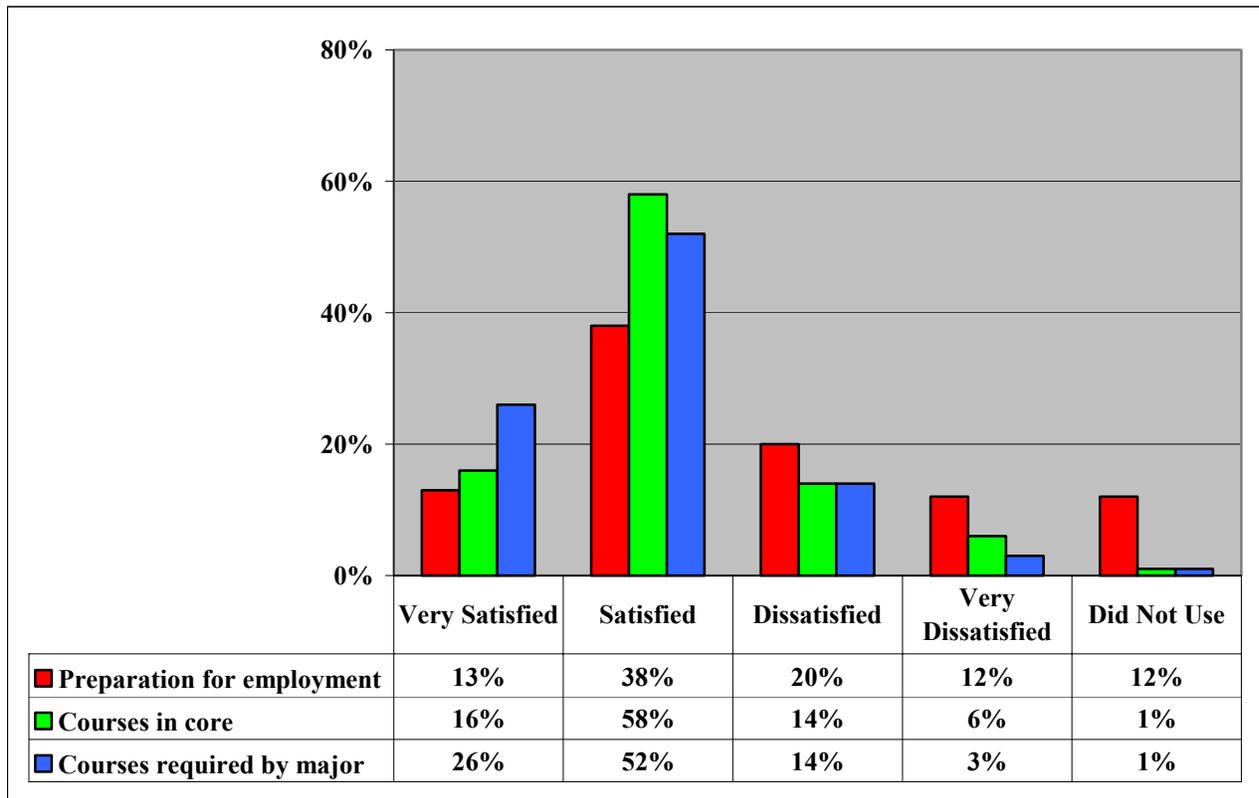
The majority (74%) of the graduating students indicated that they were very satisfied (16%, n=25) and satisfied (58%, n=91) with the courses in Fisk’s core curriculum. Conversely, 20% of the students stated they were dissatisfied (14%, n=22) and very dissatisfied (6%, n=10) with the courses in Fisk’s core curriculum. Just two or (1%) of the graduating students noted that they “did not use” courses in the core curriculum. Meanwhile, 7 (or 5%) of the students did not answer the question (see Figure 25, page 24).

**COURSES REQUIRED BY MAJOR**

As in courses in Fisk’s core curriculum, the majority (78%) of the graduating students were very satisfied (25%, n=40) and satisfied (52%, n=81) with the courses required by their major. Seventeen percent of the

students stated they were dissatisfied (14%, n=22) and very dissatisfied (3%, n=4) with the courses required by their major. Nine (or 6%) of the students did not answer the question (see Figure 25 below).

**Figure 25. Preparation for Employment, Courses in Core Curriculum, Courses Required by Major**



### INSTRUCTION BY FACULTY IN CORE

When asked to rate their satisfaction with the instruction by faculty in Fisk’s core curriculum, almost 80% of the graduating students said they were very satisfied (23%, n=36), and satisfied (56%, n=88). Meanwhile, 16% of the students stated they were dissatisfied (12%, n=18) and very dissatisfied (4%, n=6) with the instruction by faculty in Fisk’s core. Three (or 2%) of the students selected a “did not use” answer. Additionally, 6 (or 4%) of the students did not answer the question (see Figure 26, page 25).

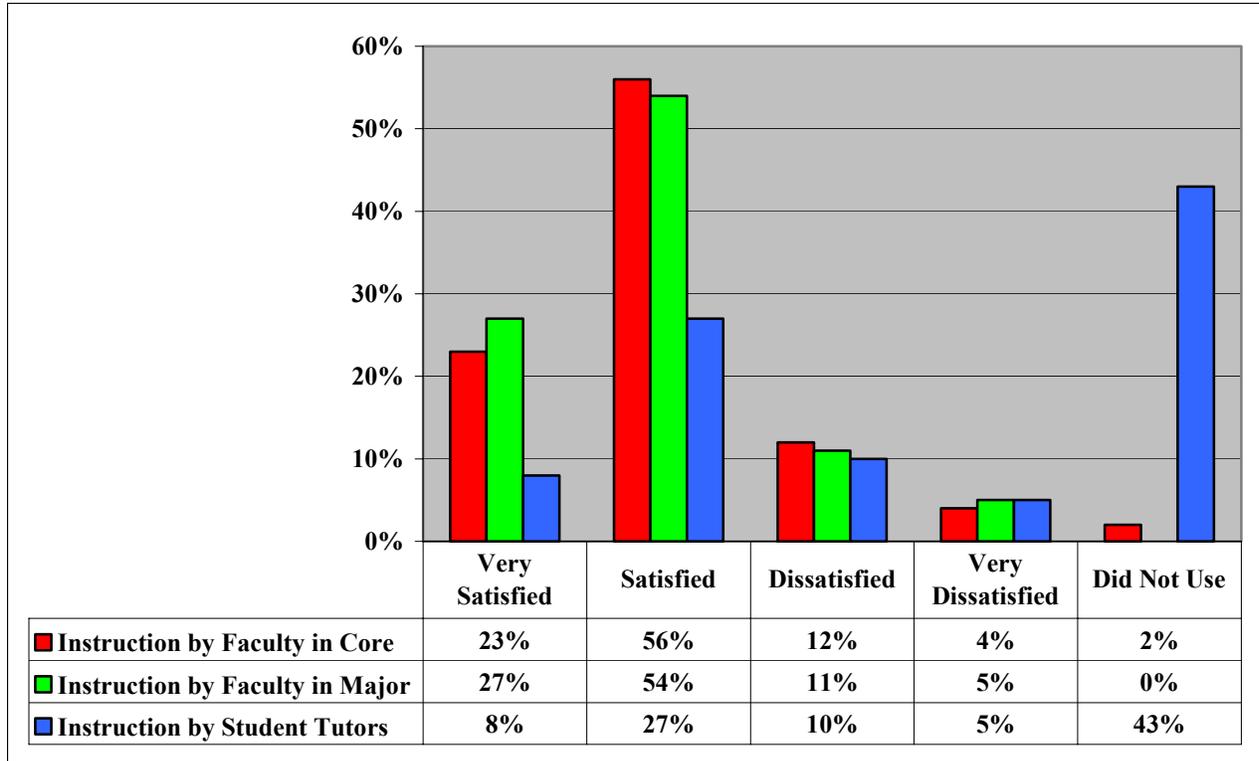
### INSTRUCTION BY FACULTY IN MAJOR

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=42) and satisfied (54%, n=84) with the instruction by faculty in their major. Sixteen percent of the students indicated they were dissatisfied (11%, n=17) and very dissatisfied (5%, n=8) with the instruction by faculty in their major. Six (or 4%) of the students did not answer the question (see Figure 26, page 25).

## INSTRUCTION BY STUDENT TUTOR

Less than 50% of the graduating students noted they were very satisfied (8%, n=12) and satisfied (27%, n=43) with the instruction by Fisk’s student tutors. A larger number (43%) of the students selected a “did not use” response. Meanwhile, 15% of the students noted they were dissatisfied (10%, n=16) and very dissatisfied (5%, n=8) with the instruction by Fisk’s student tutors. Ten (or 6%) of the students ignored the question (see Figure 26 below).

**Figure 26. Instruction by Faculty in Core, by Faculty in Major, by Student Tutors**



## V. SATISFACTION WITH NON-ACADEMIC SERVICES

This section of the survey asked the 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, less than one-third of the graduating students said they were very satisfied (7%, n=11) and satisfied (24%, n=37). A larger number (43%) of the graduating students indicated that they were dissatisfied (24%, n=38) and very dissatisfied (19%, n=29) with Fisk's athletic programs. Over one-fifth of the students selected a "did not use" response. In addition, 7 (or 5%) of the students did not respond to the question (see Figure 27, page 27).

### **ATHLETIC FACILITIES**

Similar to athletic programs, the percentage of graduating students who were satisfied with Fisk's athletic facilities was low. Less than 20% of the students noted they were very satisfied (5%, n=8) and satisfied (12%, n=18) with athletic facilities. Nineteen percent (n=30) of the students selected a "did not use" response. Meanwhile, a large number (60%) of the students said they were dissatisfied (24%, n=37) and very dissatisfied (36%, n=56) with Fisk's athletic facilities. Eight (or 5%) of the students did not answer the question (see Figure 27, page 27).

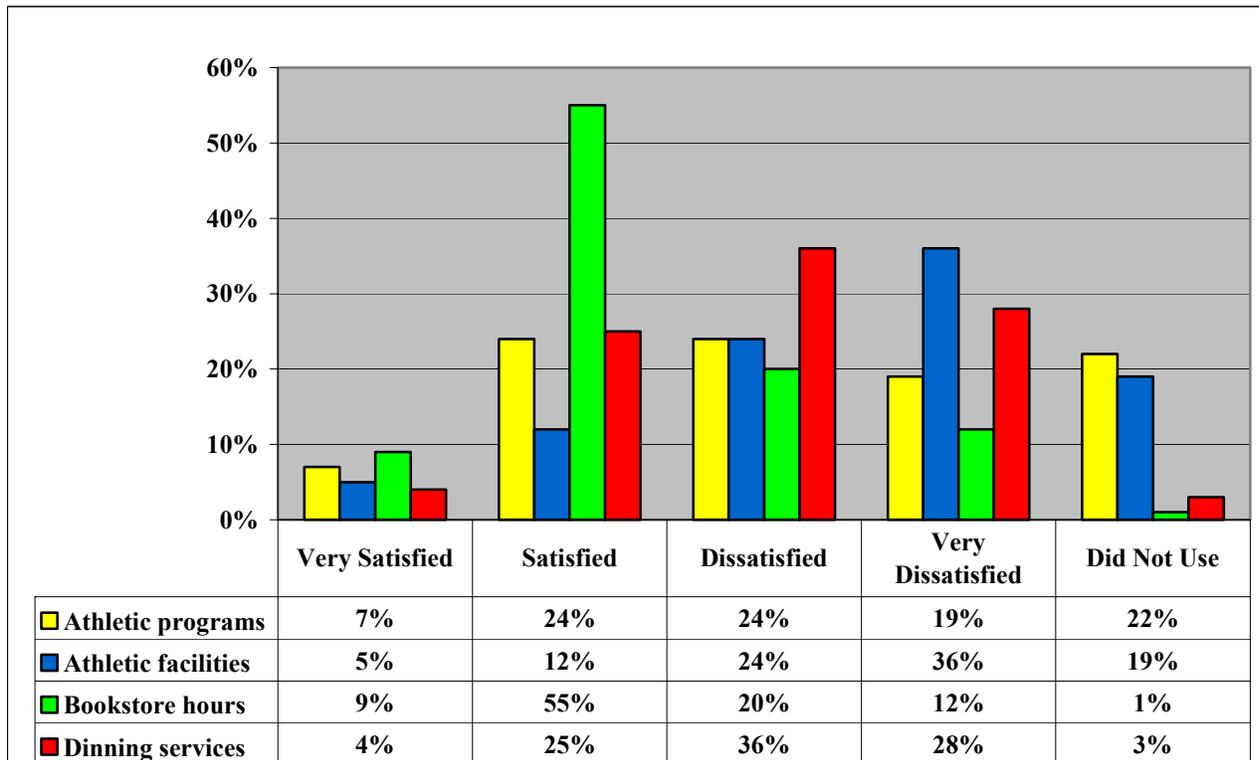
### **BOOKSTORE HOURS**

Graduating students were further asked to rate their satisfaction with bookstore hours at Fisk. The majority (64%) of them stated they were very satisfied (9%, n=14) and satisfied (55%, n=86). Thirty-two of the students noted they were dissatisfied (20%, n=32) and very dissatisfied (12% n=19) with Fisk's bookstore hours. Five (or 3%) of the students neglected the question (see Figure 27, page 27).

### **DINNING SERVICES**

Less than one-third of the graduating students were very satisfied (4%, n=6) and satisfied (25%, n=39) with Fisk's dining services. Conversely, the majority (64%) of the students indicated they were dissatisfied (36%, n=57) and very dissatisfied (28%, n=44) with Fisk's dining services. Three percent (n=5) of the students did not use the dining services at Fisk, and 4% (n=6) did not respond to the question (see Figure 27, page 27).

**Figure 27. Athletic Programs, Athletic Facilities, Bookstore Hours, Dining Services**



### **CLASSROOM FACILITIES**

Over 60% of the graduating students said they were very satisfied (7%, n=11) and satisfied (55%, n=87) with classroom facilities at Fisk. On the contrary, 33% of the students said they were dissatisfied (21%, n=33) and very dissatisfied (12%, n=18) with Fisk’s classroom facilities. One percent (or n=2) of the students noted that they did not use Fisk’s classroom facilities, and 4% or (n=6) did not answer the question (see Figure 28, page 28).

### **COMPUTER AVAILABILITY**

Forty-eight percent of the graduating students stated they were very satisfied (10%, n=16) and satisfied (38%, n=60) with computer availability at Fisk. About the same number (46%) of the graduating students were dissatisfied (31%, n=49) and very dissatisfied (15%, n=23) with computer availability. Meanwhile, 2% (or n=3) of the students noted that they did not use Fisk’s classroom facilities, and 4% or (n=6) did not answer the question (see Figure 28, page 28).

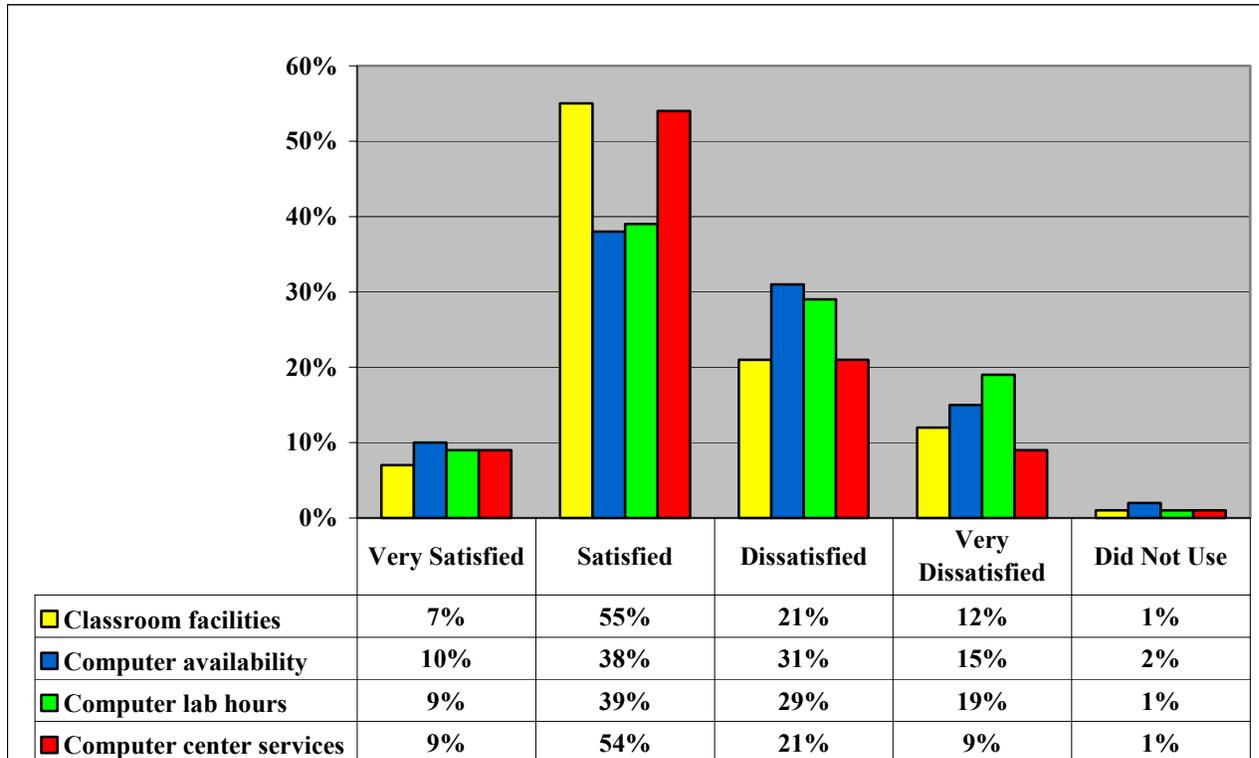
### **COMPUTER LAB HOURS**

Forty-eight percent of the graduating students were very satisfied (9%, n=14) and satisfied (39%, n=61) with Fisk’s computer lab hours. Exactly the same number of the graduating stated they were dissatisfied (29%, n=45) and very dissatisfied (19%, n=30) with Fisk’s computer lab hours. Two (or 1%) of the students selected a “did not use” response, and 5 (or 3%) did not respond to the question (see Figure 28 page 28).

## COMPUTER CENTER SERVICES

Over 60% of the graduating students noted they were very satisfied (9%, n=14) and satisfied (54%, n=84) when asked to rate their satisfaction with Fisk’s computer center services. Just 1 of the students indicated that she or he did not use the services. Additionally, 30% of the students stated they were dissatisfied (21%, n=33), and very dissatisfied (9%, n=14). Eleven or (7%) of the graduating students did not answer the question (See Figure 28 below).

**Figure 28. Classroom Facilities, Computer Availability, Computer Lab Hours, Computer Center**



## COUNSELING SERVICES

Twenty-six percent (or n=41) of the graduating students selected a “did not use” answer when asked about their satisfaction with Fisk’s counseling services. Meanwhile, 34% of the students stated they were very satisfied (6%, n=9), and satisfied (28%, n=44) with Fisk’s counseling services. The same number of the students also noted they were dissatisfied (20%, n=31) and very dissatisfied (14%, n=22). Ten (or 6%) of the graduating students did not answer the question (see Figure 29, page 29).

## ADMISSION SERVICES

Unlike responses under counseling services, over two-thirds of the graduating students were very satisfied (13%, n=21) and satisfied (55%, n=87) with Fisk’s admission services. One quarter of the students noted that they were dissatisfied (17%, n=26) and very dissatisfied (8%, n=13) with admission services at Fisk. Six (or 4%) of the graduating students did not respond to the question (see Figure 29, page 29).

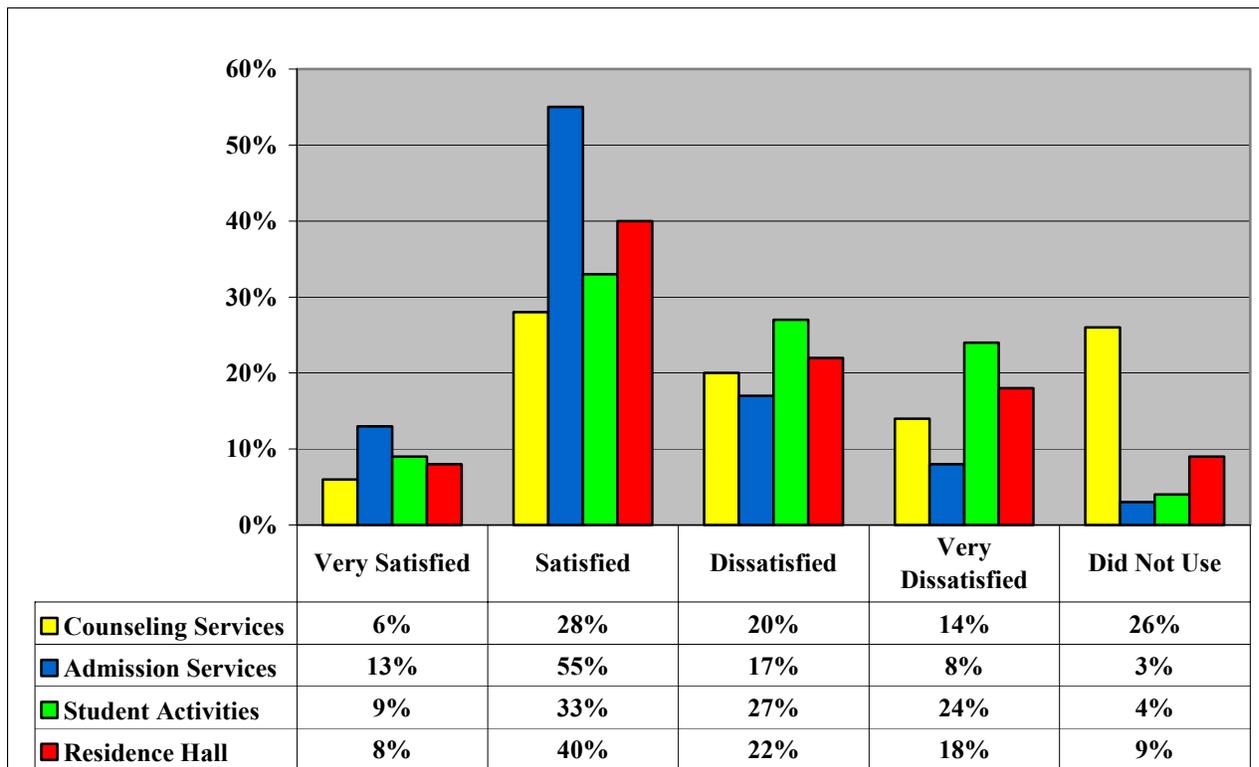
## STUDENT ACTIVITIES

Over half of the graduating students stated they were dissatisfied (27%, n=42) and very dissatisfied (24%, n=38) with Fisk’s student activities. Four percent (n=6) of the students said they did not use the services. Furthermore, 42% of the students said they very satisfied (9%, n=14) and satisfied (33%, n=52) with Fisk’s student activities. Five (or 3%) of the graduating students ignored the question (see Figure 29 below).

## RESIDENCE HALL

Less than 50% of the graduating students were very satisfied (8%, n=13) and satisfied (40%, n=62) with Fisk’s residence halls. Nine percent (n=14) of the students selected a “did not use” response. Furthermore, 40% of the students indicated they were dissatisfied (22%, n=35) and very dissatisfied (18%, n=28) with Fisk’s residence halls. Five (or 3%) of the graduating students did not respond to the question (see Figure 29 below).

**Figure 29. Counseling Services, Admission Services, Student Activities, Residence Hall**



## STUDENT ACCOUNTS

When asked about their satisfaction with Fisk’s student accounts services, Less than half of the graduating students said they were very satisfied (8%, n=12) and satisfied (31%, n=49). Conversely, over half of the students selected dissatisfied (29%, n=46) and very dissatisfied (23%, n=36) regarding their satisfaction with student accounts services at Fisk. Meanwhile, 4% (n=6) of the students stated they did not use the services, and another 5% (or n=8) of the graduating students did not answer the question (see Figure 30, page 30).

## FINANCIAL AID SERVICES

Just over half of the graduating students indicated they were very satisfied (6%, n=10) and satisfied (47%, n=73) with financial aid services at Fisk. Six percent (n=9) of the students selected a “did not use” response. In addition, 38% of the students were dissatisfied (26%, n=40) and very dissatisfied (12%, n=18) with Fisk’s financial aid services. Seven (or 5%) of the students did not answer the question (see Figure 30 below).

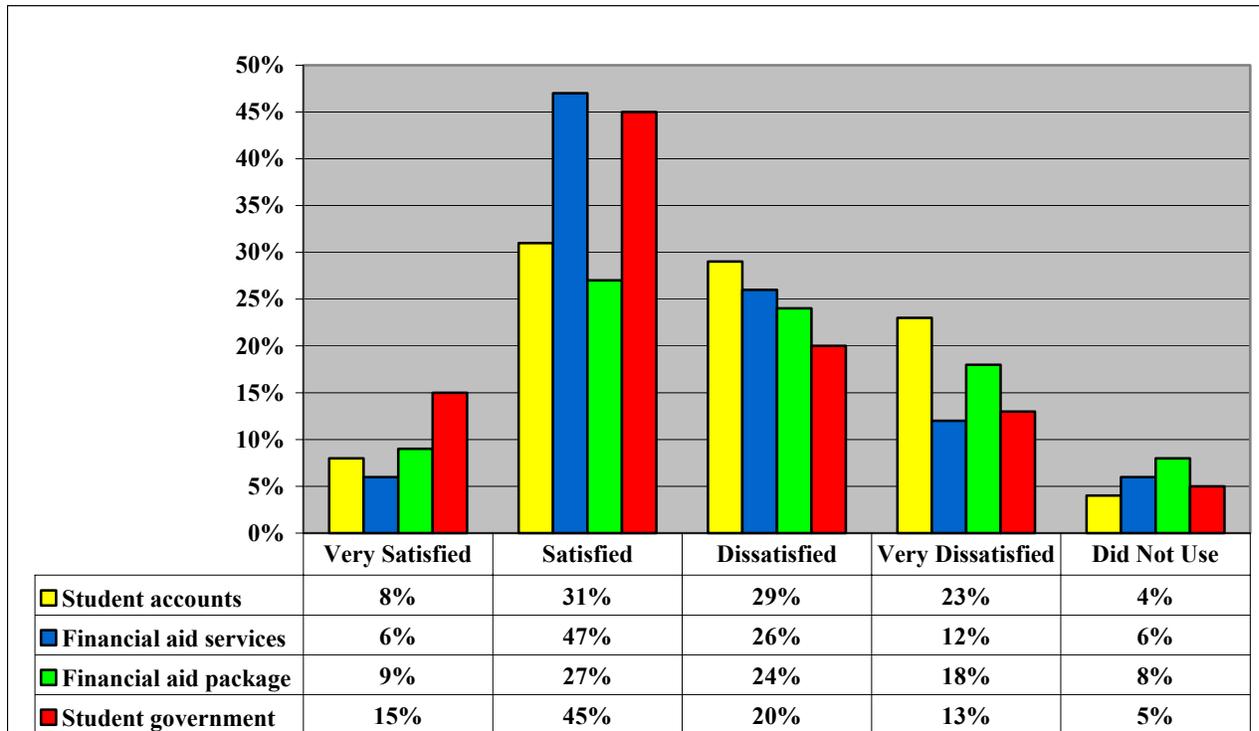
## FINANCIAL AID PACKAGE

Graduating students were further asked to rate their satisfaction with financial aid package at Fisk. Less than 50% of the students were very satisfied (9%, n=14) and satisfied (37%, n=58) with their package. Approximately the same number of students were dissatisfied (24%, n=38) and very dissatisfied (18%, n=26) with their financial aid package. Eight percent (n=13) of the students selected a “did not use” answer, and 6 (or 4%) did not answer the question (see Figure 30 below).

## STUDENT GOVERNMENT

Five percent (n=8) of the graduating students selected a “did not use” response as to their satisfaction with Fisk’s student government. Other respondents selected very satisfied (15%, n=23), satisfied (45%, n=70), dissatisfied (20%, n=31), and very dissatisfied (13%, n=20). Five (or 3%) of the graduating students ignored the question (see Figure 30 below).

**Figure 30: Student Accounts, Financial Aid, Financial Aid Package, Student Government**



## DEAN OF STUDENTS OFFICE

Less than 50% of the graduating students stated they were very satisfied (5%, n=8) and satisfied (39%, n=61) with services received from the Dean of Students' Office. Students who selected "did not use" comprised 9% (n=14). Furthermore, 43% of the students stated they were dissatisfied (19%, n=29) and very dissatisfied (24%, n=38) with the services received from the Dean of Students' Office. Seven (or 5%) of the students ignored the question (see Figure 31 below).

## REGISTRAR'S OFFICE

Over half of the students indicated they were dissatisfied (27%, n=42) and very dissatisfied (27%, n=43) with services received from the registrar's office. Conversely, less than half of the students noted they were very satisfied (7%, n=11) and satisfied (35%, n=55). Six (or 4%) of the graduating students ignored the question (see Figure 31 below).

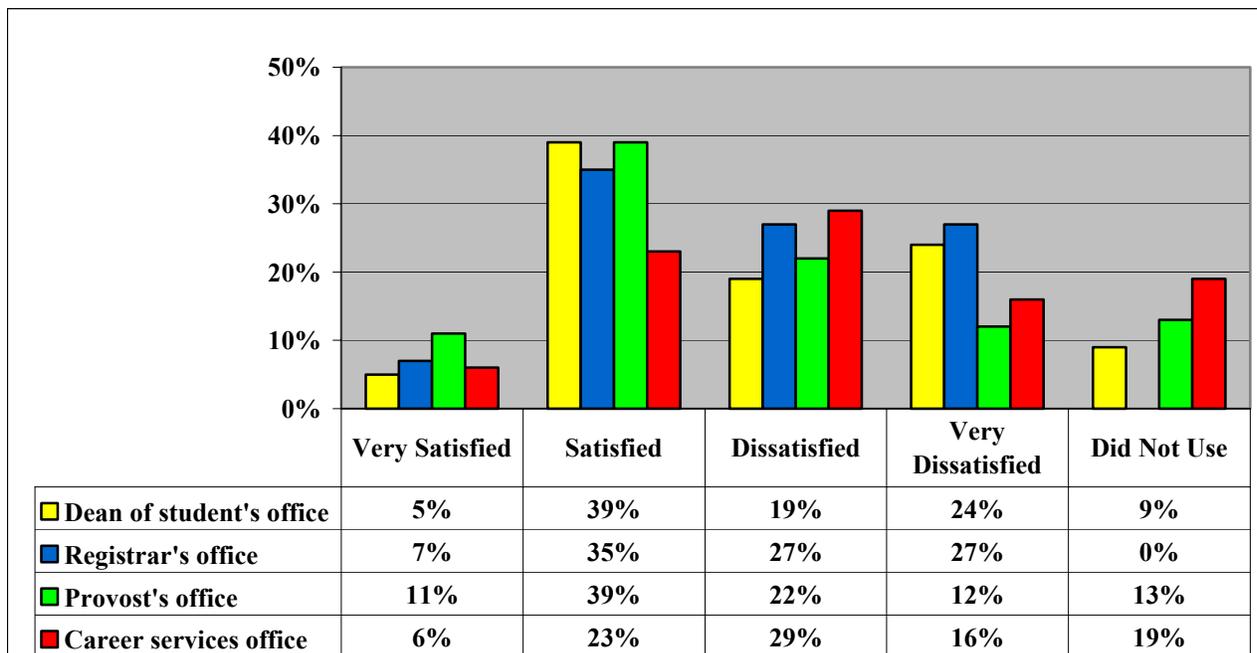
## PROVOST'S OFFICE

When asked to rate their satisfaction with services obtained from the Provost's Office, 50% of the students said they were very satisfied (11%, n=17) and satisfied (39%, n=61). However, 34% of the students stated they were dissatisfied (22%, n=34) and very dissatisfied (12%, n=18). Furthermore, 13% (or n=20) of the students indicated they did not use services offered by the provost's office. Seven (or 5%) of the graduating students did not answer the question (see Figure 31 below).

## CAREER SERVICES OFFICE

Less than 30% of the students stated they were very satisfied (6%, n=10) and satisfied (23%, n=36) with services received from the Career Services Office. Conversely, 45% of the students stated that they were dissatisfied (29%, n=46) and very dissatisfied (16%, n=25). Nineteen percent (n=30) of the students selected a "did not use" response, and 10 (or 6%) of the graduating students ignored the question (see Figure 31 below).

**Figure 31. 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 received from their department's office. Over 70% of the students noted they were very satisfied (22%, n=34) and satisfied (50%, n=78). Other responses were dissatisfied (15%, n=24) and very dissatisfied (7%, n=11). Nine (or 6%) of the students ignored the question (see Figure 32, page 33).

## **SERVICES FROM DIVISION'S OFFICE**

Graduating students were also asked to rate their satisfaction with the services received from their division's office. Responses mirrored those for department's office. Almost 70% of them noted they were very satisfied (24%, n=37) and satisfied (45%, n=71). Another 22% of the students stated they were dissatisfied (15%, n=23) and very dissatisfied (7%, n=11) with the services received from their division's office. Fourteen (or 9%) of the graduating students did not answer the question (see Figure 32, page 33).

## **LIBRARY HOLDINGS**

Over half of the graduating students were very satisfied (10%, n=15) and satisfied (45%, n=71) with Fisk's library holdings. Meanwhile, 35% of the students were dissatisfied (22%, n=34) and very dissatisfied (13%, n=21) with Fisk's library holdings. Five percent (n=7) of the students selected a "did not use" response. An additional nine (or 6%) of the graduating students did not respond to the question (see Figure 32, page 33).

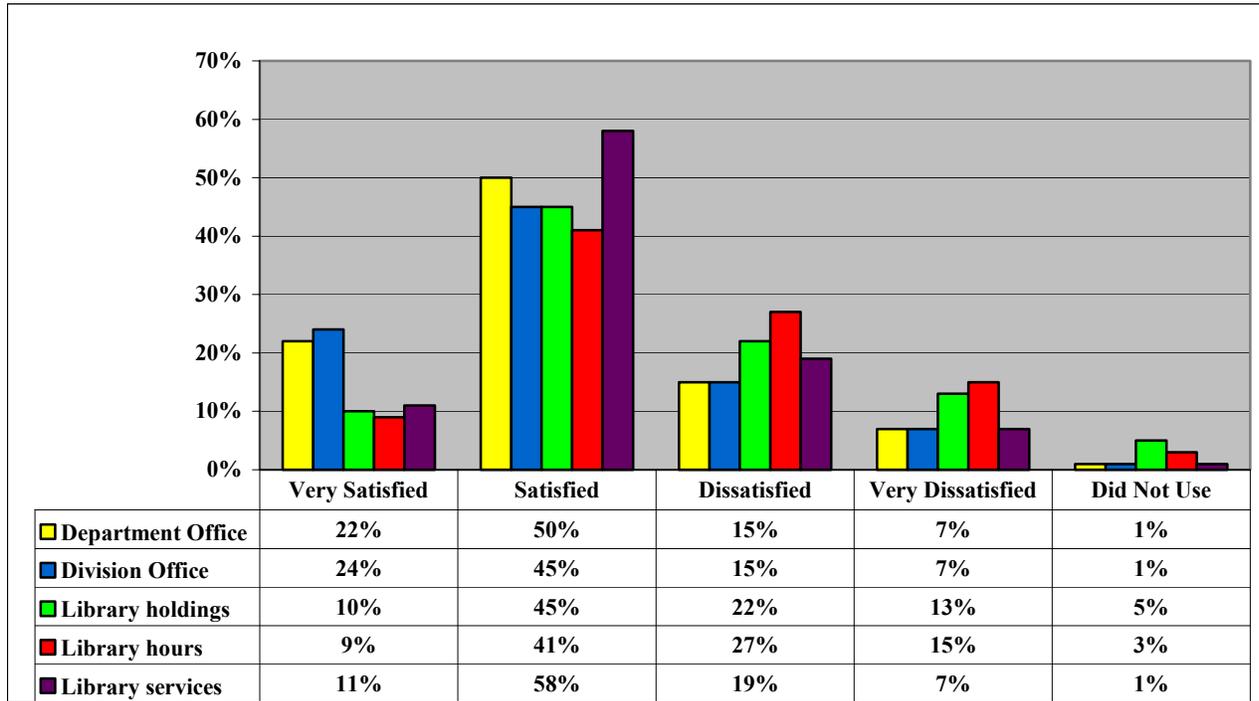
## **LIBRARY HOURS**

The graduating students were then asked to rate their satisfaction with Fisk's library hours. Exactly half of them stated they were very satisfied (9%, n=14) and satisfied (41%, n=65) with library hours at Fisk. Conversely, 42% of the students noted they were dissatisfied (27%, n=43) and very dissatisfied (15%, n=24) with Fisk's library hours. Three percent (n=4) of the students did not use the service, and 7 (or 5%) of the students did not answer the question (see Figure 32, page 33).

## **LIBRARY SERVICES**

Finally, the graduating students were asked to indicate their satisfaction with Fisk's library services. The majority (69%) of them stated they were very satisfied (11%, n=17) and satisfied (58%, n=91) with library services at Fisk. In addition, 26% of the students stated they were dissatisfied (19%, n=30) and very dissatisfied (7%, n=11) with Fisk's library services. Just 1% (n=2) of the students did not use Fisk's library services. Six (or 4%) of the graduating students did not answer the question (see Figure 32, page 33).

**Figure 32. Satisfaction With Department, Division, Library Holdings, Library Hours, And Library Services**



## VI. RESPONSE TO QUALITATIVE QUESTIONS

This aspect of the survey asked the graduating students to provide written responses to selected questions. Some of the questions included what the students considered unique about Fisk when compared to other institutions, what they would change if given the opportunity, and the graduate/professional schools to which the students were accepted.

### UNIQUENESS OF FISK, COMPARED TO OTHER INSTITUTIONS

The graduating students were asked to identify one unique thing about Fisk as compared to other institutions. Among the recurring comments were: Fisk’s family-oriented atmosphere (n=34), rich historical background (n=18), teacher-student communication (n=7), small class size (n=7), and the Jubilee Singers (n=5). (See Table 1 below for sample comments, and Appendix A for all comments).

**Table 1. Uniqueness of Fisk as Compared to Other Institutions**

Sample Positive Responses	Frequency
Family atmosphere or environment/ wholesome and friendly.	34
Rich Historical background.	18
Personal attention from teacher / Great Professors.	7
Small class size.	7
Teacher-student communication/nurturing of students.	5
The Jubilee Singers/Hall.	5
Unity.	4
The Black experience.	4
The close relationships that are formed between students.	4
Core curriculum.	3
It is where I have met great people.	3
Faculty/student ratio/ teacher-to- student relationship.	2
Comfortable setting.	1
Business program.	1
Black genius is common.	1
Academic program.	1
Close Friends.	1

## WHAT WOULD YOU CHANGE ABOUT FISK UNIVERSITY?

When asked to indicate one thing they would change about Fisk, if given the opportunity, the graduating students stated that they would change the administration (n=17), food and meal plan (n=5), administration's relationship with students (n=3), administration and tuition cost (n=3), the dormitories (n=3), professors (n=3), and the dean of students (n=2). (See Table 2 below for other sample comments, and Appendix B for all comments).

**Table 2. What Would You Change About Fisk University?**

Sample Graduating Students' Responses	Frequency
Administration.	17
Food and meal plan.	5
Administration's relationship with students.	3
Administration and cost of tuition.	3
Dorms.	3
Professors.	3
Dean of Student Affairs.	2
Give more funds to the dramatics, speech, and dance department.	1
Increase investment in the Biology department.	1
Lack of academic and social competition with other schools.	1
Administration/Financial Aid.	1
A better selection of professors as opposed to being forced to take a class with a professor who seems to not be qualified.	1
Administration/Financial Aid.	1
The registrar's office/business office/faculty.	1
The amount of student activities offered on and off campus.	1
Their lack of resources.	1
The lack of communication between professors and students. Also the lack of Professionalism that is exuded by some faculty and administration.	1

## GRADUATE/PROFESSIONAL SCHOOLS AND FIELDS OF STUDY

The top-four graduate/professional schools that the graduating students will be attending are: Meharry Medical College (n=9), Tennessee State University (n=8), St. Louis University (n=5), and Vanderbilt University (n=5). In addition, the top-four fields of study indicated by the graduating students were Psychology (n=21), Law (n=13), Education (n=9), and Business (n=6). (See Table 3 below for sample graduate/professional schools and fields of study, and Appendix C for all graduate/professional schools and fields of study).

**Table 3: Graduate/Professional Schools And Fields of Study**

Sample Graduate/Professional Schools	# Of Graduates Attending	Sample Fields of Study	# Of Graduates Pursuing
Meharry Medical College	9	Psychology	21
Tennessee State University	8	Law	13
Saint Louis University	5	Education	9
Vanderbilt University	5	Business	6
University of Memphis	4	Dentistry	5
Trevecca Nazarene University	4	Public Health	5
Fisk University	4	Counseling	4
University of Houston	2	Health Administration	4
University of Texas	2	Medicine	4
University of Houston	2	Public Administration	4
School of Arts and Design	2	Fashion Design	3
Georgia State University	2	Computer Science	2
Columbia University	1	English	2
Princeton	1	Music	2
Howard University	1	Speech Pathology	1
Indiana University	1	Sports Administration	1
Drake University of Law	1	Stage and Theatre Management	1
University of California, Los Angeles	1	Social Work	1
Virginia Commonwealth University	1	Sociology	1
Webster University	1	Pharmacy	1
University of Exeter/University of Sterling/School of Oriental and African Studies	1	Physics	1
University of Southern California	1	Neuroscience	1

## CAREERS/JOBS OF GRADUATES

Some of the jobs/careers that graduating students indicated that they would be pursuing included: Clinical Psychology Assistant; Financial Analyst; Elementary, High School, and Special Education Teaching; Management Trainee; the Military; Radio Talent/ Music Producer; Social Work; and Counseling. (See Table 4 for sample careers/jobs, and Appendix D for all responses).

**Table 4: Sample Careers/Jobs Of Graduates**

<b>Sample Careers/Jobs of Graduates</b>
Clinical Psychologist Assistant
Data Entry Associate
Elementary School Teacher
Financial Analyst
Financial Services Advisor
Graduate Training Program at UPN/FOX affiliates stations in New York
High school Spanish teacher
Management Trainee
Military Officer
Musician
Outsourcing Coordinator
Pharmacy Technician
Professor of Freshman composition
Radio Talent/ Music Producer
Probation Officer
Senior Counselor
Service coordinator
Shift Supervisor
Site Assistant
Social Worker
Special Education Resource Teacher
Sports Writer
Supervisor
Supervisor of Customer Relations
Teacher
Teachers Assistant
Telemarketer

## APPENDICES

**Appendix A:** Identify one unique thing about Fisk compared to other institutions.

<b>Unique Thing About Fisk</b>	
1. Teacher-to teacher-relationship	2. None
3. Academic program	4. Nothing
5. Accepted all credits	6. People
7. Atmosphere	8. Personal atmosphere
9. Black experience	10. Personal relationship between students
11. Black genius is common.	12. Rich Cultural History
13. Build relationships	14. Rich Historical background
15. Business program	16. Rich history
17. Caring	18. Rich tradition and history
19. Challenging	20. Size
21. Close Friends	22. Small
23. Comfortable setting	24. Small class size and personal attention from teacher
25. Core Classes	26. Small college which can be a plus but some teachers here are not totally available for students in regards to advising
27. Core curriculum	28. Small Community
29. Culture	30. Small family environment
31. Culture	32. Southern black experience
33. Everyone knows each other	34. Students
35. Faculty/student ratio	36. Teacher-student communication
37. Family-oriented	38. That they treat their students very poorly
39. Family-oriented environment	40. The 'homely' environment
41. Family	42. The Black experience
43. Family environment	44. The close relationships that are formed between students.
45. Family atmosphere	46. The core curriculum
47. Family atmosphere	48. The experience
49. Family centered	50. The family
51. Family Centered	52. The family atmosphere which allows for students to grow together
53. Family environment	54. The family bond with the students, and the rich history.
55. Family experience	56. The family environment.
57. Family like environment	58. The family environment.
59. Family oriented	60. The Fisk Love
61. Family unity	62. The History of the School
63. Family, Tradition	64. The Black experience
65. Feel like family	66. The close relationships that are formed between students.
67. Fisk experience	68. The core curriculum
69. Fisk family	70. The experience
71. Fisk has a very rich tradition and	72. The family

strong sense of African American pride	
73. Great Professors	74. The family atmosphere which allows for students to grow together
75. Heritage and cultures exposed to students.	76. The jubilee singers
77. History	78. The nurturing of the professors
79. History	80. The size
81. History and Connectivity	82. The small class room and the fact that the teachers know you by name
83. It's easier for faculty and administration to get to know the student body	84. Their organization
85. It is family oriented	86. Unity
87. It is where I have met great people	88. Wholesome and friendly <input type="checkbox"/> Family atmosphere or environment/ wholesome and friendly
89. Its History	90. The jubilee singers
91. Its rich history and values	92. The nurturing of the professors
93. Its small	94. The size
95. Its tradition and the strong feeling of a big family	96. The small class room and the fact that the teachers know you by name
97. Jubilee Hall	98. Library
99. Jubilee Singers	100. Maybe the history

**Appendix B:** If you could change one thing about Fisk University, what would it be?

<b>Change One Thing About Fisk</b>	
1. Technology	2. More Teachers
3. On Campus activities	4. More technological resources
5. A better selection of professors as opposed to being forced to take a class with a professor whom seems to not be qualified	6. Na
7. A solid administration	8. Not having a year book, a wide variety of book in the library
9. Academic program for theatre dance communication and art	10. Nothing
11. Academics	12. Nothing
13. Accountability of faculty and staff	14. Nothing at all
15. Accuracy/efficiency	16. Number of courses offered, more faculty, service in the bursar's office
17. Administration's Relationship With Students	18. Organization
19. Administration	20. Organization
21. Administration	22. Organization in administration
23. Administration	24. Organizational Skills
25. Administration and cost of tuition	26. President/Administration
27. Administration Involvement with Students	28. Process of registration
29. Administration Personal	30. Professionalism
31. Administration/financial aid	32. Professors
33. Admissions	34. Registrar and Provost Office
35. Advisors	36. Registration
37. Attitude	38. Registrar's Office
39. Authority attitudes	40. Rules and Regulations
41. Authority over students from professors and Organization	42. Size
43. Bureaucracy	44. Staff
45. Cafeteria	46. Standards
47. Campus size	48. Student Affairs
49. Class and major options	50. Students
51. Computer maintenance	52. Teachers
53. Cost and administration	54. That they would allow me to attend commencement
55. Cost of tuition	56. The administration
57. Dean of Student Affairs	58. The administration and the organization
59. Deans of Student Affairs	60. The administration
61. Dorms	62. The administration the staff here suck
63. Entire administration	64. The administration people, all the people that deal with the students personally all have bad

	attitudes.
65. Everything	66. The amount of student activities offered on and off campus
67. Faculty	68. The deans and their interest and relationships with the students
69. Food	70. The disorganization and unprofessional behavior
71. Food and dorms	72. The faculty's compassion for teaching
73. Food plan	74. The lack of communication between professors and students. Also the lack of professionalism that is exuded by some faculty and administration
75. Give more funds to the dramatics, speech, and dance department	76. The organization of administration and registrar's office
77. GRE Prep.	78. The registrars office/business office/faculty
79. Improve communication	80. The size and atmosphere of the school
81. Improve technology	82. The teachers
83. Increase investment in the Biology department	84. The way that the administration deals with the students.
85. Job placement	86. Their lack of resources
87. Lack of academic and social competition with other schools.	88. To hire a more professional staff
89. Location	90. Tuition and fees
91. Make the Athletic Program Better	92. Disorganization
93. More respect for student	94. Unprofessionalism and lack of customer service exuded by the administration
95. Unorganized & long lines during Registration, and the check in process in the fall and spring semester	

**Appendix C: Graduate/Professional Schools And Fields of Study of Graduating Students:**

<b>Graduate/Professional Schools</b>	<b>Fields Of Study</b>
Argosy university	1. Administration supervision
Argosy University/Nashville	2. Advertising/marketing
Belmont	3. Athletic administration
Belmont Univ.	4. Audio engineering
Belmont University	5. Broadcast journalism
Clark Atlanta University	6. Broadcasting
Claytons Natural Health Institute	7. Business
Columbia University	8. Business
Dayton University	9. Business management/ entrepreneurship
Do Not Know	10. Chemistry
Don't Know Yet	11. Child psychology
Don't Know	12. Child psychology
Don't Know Yet	13. Clinical psychology
Drake University Law School	14. Clinical psychology
Duquesne University	15. Clinical psychology
Eastern Michigan University	16. Clinical psychology
Fisk	17. Computer science
Fisk Or MTSU	18. Computer science
Fisk Or TSU	19. Corporate law
Fisk University	20. Counseling
Georgia State University	21. Counseling psychology
Georgia State University	22. Dentistry
Howard University	23. Drama therapy
I Don't Know	24. Education
Indiana University	25. Education
International Academy Of Design And Technology	26. Education administration
Italia Futurismo	27. Electronics/ engineering degree
John A. Gupton	28. Elementary education
Lousiana State University School of Medicine	29. English
Marymount university	30. English and sociology
Meharry	31. Environmental law
Meharry dental	32. Epidemiology
Meharry medical college	33. Family therapy
Meharry Medical College or University of Tennessee Memphis College of Dentistry	34. Fashion design
Middle Tennessee state university	35. Fashion/graphic design
Middle TN State or TSU	36. Fashion/graphic design
N/a	37. Film
N/a	38. Forensic psychology
Na	39. Graphic design
NC state	40. Health administration

None	41. Health administration
Not applicable	42. Health policy
Not sure	43. History
Not sure	44. Holistic health
Not sure	45. Hotel hospitality
NYU	46. I don't know
Princeton	47. Industrial organizational psychology
Rochester Institute of Technology	48. Industrial/organizational psychology
Saint Louis University	49. Instruction And Administration
Samford University	50. Juris Doctorate
Sch Of Art And Design	51. Law
Sch Of Art And Design	52. Law
St. Louis University	53. Law /Politics
St. Louis University School Of Public Health	54. Law And Public Administration
St. Louis University	55. Management Or Veterinary Medicine
Still Pending	56. Management/ Sports( Athletic Director)
Tennessee State University	57. Marketing
Tennessee State University	58. Marriage Or Family Counseling
Tennessee State University	59. Marriage And Family Therapy
Texas Southern University	60. Mass Communication
Trevecca	61. MBA
Trevecca Nazarene University	62. MED
Trevecca Or T.S.U	63. Medical Doctor
Trufts University	64. Medicine
TSU	65. MFA Painting Drawing
UAB	66. Microbiology
UCLA	67. Mortuary Science
University Of Louisiana	68. MSN
Undecided	69. Music
Undecided	70. Music: Vocal Performance
University Of Memphis	71. N/A
University Of Exeter/University Of Sterling/School Of Oriental And African Studies	72. Neuroscience
University Of Houston	73. Not Applicable
University Of Memphis	74. Not Sure
University Of Oklahoma	75. Nursing And Public Health
University Of Southern California	76. Pharmacy
University Of Texas	77. Physics
University Of Texas In Austin	78. Professional Counseling
University Of Washington	79. Psychology
Unsure	80. Psychology
Unsure	81. Public Administration
USF	82. Public Health
Vanderbilt	83. Religion/Divinity

Vanderbilt University	84. Social Work
Vanderbilt University	85. Sociology
Virginia Commonwealth University	86. Special Education Early Childhood
Webster University	87. Speech Pathology
	88. Sports Adm.
	89. Sports And Entertainment Law
	90. Sports Law
	91. Sports Medicine
	92. Stage Management/ Theatre Management

**Appendix D:** If you currently have a job or will be starting a new one, what is the title of your position?

Job Titles	Job Titles
1. 2nd Lieutenant	2. None
3. Caregiver	4. Not Applicable
5. CEO	6. Not Applicable
7. Clinical Psychologist Assistant	8. Not Sure
9. Cook	10. Outsourcing Coordinator
11. Counselor	12. Pharmacy Technician
13. Customer Care	14. Pharmacy Technician
15. Customer Service Representative	16. Probation Officer
17. Data Entry Associate	18. Professor Of Freshman Composition
19. Don't Know	20. Radio Talent/ Music Producer
21. Don't Know	22. Retail
23. Elementary School Teacher	24. Sales Assistant
25. Elementary School Teacher	26. Sales Associate
27. Employed	28. Sales Management Trainee
29. Financial Management Trainee	30. Sales Person
31. Financial Service Adv.	32. Senior Counselor
33. Financial Services Advisor `	34. Service Coordinator
35. Graduate Training Program At UPN/FOX Affiliate Stations In NY.	36. Shift Supervisor
37. High School Spanish Teacher	38. Site Assistant
39. I Don't Have One	40. Social Work
41. Instructor	42. Social Worker
43. Interior Design Assistant	44. Special Education Preschool Teacher-CBIP
45. Intern	46. Special Education Resource Teacher
47. Law Firm Intern	48. Sports Writer
49. Management Trainee	50. Supervisor
51. Manager	52. Supervisor Of Customer Relations
53. Maybe Associate Finance Analyst	54. Teacher
55. Merchandising Internship	56. Teacher
57. Musician	58. Teachers Assistant
59. N/A	60. Telemarketer
61. N/A	62. Telephone Interviewer
63. Na	64. Unclear
65. NA	66. Unknown