

## 2014-2015 Graduating Senior Survey Results

Seniors intending to graduate in the fall of 2014 and the spring of 2015 were asked about their overall satisfaction with the University; academic and non-academic support services; campus climate; faculty contributions to their educational experience; perceptions of their knowledge and skills development; participation in co-curricular activities; and future career and educational plans. For most of the items, students respond on a Likert scale (e.g., Very Dissatisfied, Dissatisfied, Neutral, Satisfied, and Very Satisfied). The lengthy survey was designed by the University of North Carolina System and is administered at the University every year. It is part of a system-wide analysis that informs decision making across all UNC campuses.

Of 1723 students in the 2014-2015 graduating cohort, 1012 returned surveys, resulting in a response rate of 58.73%. Of those responding 63.4% were female; 80% identified as Black; and most (70.8%) were receiving the BS degree.

### Satisfaction with major department

Graduating seniors are asked about their satisfaction with instruction in the department. 80.9%, for example, indicated they were “satisfied” or “very satisfied” with instructors “ability to motivate me to do my best.” Similarly, 80.1% were satisfied with “how well they explained the course material,” and 82.6% were satisfied with “the extent to which they encourage class discussion.” Students indicated slightly less satisfaction with “how quickly instructors provide feedback on my work” (66.1%), “the helpfulness of their feedback on my work” (71.5%). Of those responding, 80.3% indicated “overall satisfaction with instructors in [my] major.”

### Academic Advising

When asked about whether the “advisor spending sufficient time with me,” 68.3% indicated they were either “satisfied” or “very satisfied.” Nearly 3/4 of students responding (70.1%) indicated they were satisfied with their academic advising overall, though smaller numbers indicated satisfaction with “advisor helping me think about post-graduation educational opportunities” (64.7%) or “post-graduation employment options” (59%). When asked about the “advisor providing accurate information about degree requirements and course sequencing,” 68% indicated they were either “satisfied” or “very satisfied.”

### Gains in knowledge, skills, and personal development

Graduating seniors were asked “to what extent do you think your college education contributed to your knowledge, skills, and personal development in each of the following areas?” and asked to respond with “don’t know,” “not at all,” “very little,” “somewhat,” or “very much.” Over three-fourths of students indicated that their college education contributed “somewhat” or “very much” to every one of the knowledge, skills, and personal development areas listed. For example, 91.2% indicated a contribution of “somewhat” or “very much” to “using critical thinking skills.” Similar ratings were given to “working effectively as a team” (89%), “comprehending written and oral information” (88.7%),

“developing leadership skills” (87.2%), “ability to work with people from diverse backgrounds” (86%), “listening attentively” (87.4%), and “applying analytical skills” (87.9%).

### Participation

Students were asked did your major include a co-op, internship, practicum, student teaching, or other field experience while an undergraduate at NC A&T. Of those responding to the survey, 63.8% said “yes.” Those who indicated they had participated in any of these activities were asked “to what extent did the experience(s) contribute to your personal and professional growth?” and to respond with “not at all,” “very little,” “somewhat,” or “very much.” In response, 11% indicated “somewhat” and 50.8% indicated “very much.” Students were also asked if they had, in the past two years, worked on a “research/scholarly/creative project with an NC A&T faculty member outside of course or program requirements?” 28.9% of students responded “yes,” they did.

Students were also asked during the past two years, did you participate in any community service project through NC A&T (e.g., through a club, Greek life, or other University-sponsored activity) 63.9% of students responded “yes,” they did. For those students who had participated in any of these projects, most felt that the experience contributed to their personal and professional growth (20.2%, somewhat; 40.5%, very much).

### Time spent working for pay

Graduating seniors were asked, “While school has been in session this academic year, about how many hours per week have you spent working for pay on campus?” Slightly over 1/3 of students responding (36%) reported working 0 hours. 13.6% reported working 11-15 hours per week; 4.8%, 16-20 hours per week; and 2.8% reporting working more than 20 hours per week for pay on campus.

Seniors were also asked the same question, but it focused on “working for pay off campus.” In response, only 23.1% reported 0 hours per week. 4.7% reports 1-5 hours; 15.5%, 6-10 hours; 23.6%, 11-20 hours; and 29% reporting working more than 20 hours per week for pay off campus.

### Campus climate

Students were asked “over the past two years, how often have you had concerns with your personal safety on campus?” 37.7% responded “never;” 31.7%, “seldom;” 19.9%, “sometimes;” and 5.8% indicated “frequently.”

When asked to “characterize the learning environment on this campus,” 82.9% responded that it was “strong” or “very strong.” When asked “how would you evaluate the quality of instruction in your major,” 75.9% said “good” or “excellent.” When asked about the quality of instruction overall, 74.4% marked “good” or “excellent.” Students were also asked to “evaluate the overall education that you are receiving at this university” – 79.2% responded with “good” or “excellent.” Asked “would you recommend this institution to a friend considering college?” 71.5% responded “yes.” 62% of those responding to the survey also agreed that “If [I] could start all over again, [I] would still choose this institution.”

### Time to degree

Students were also asked, “Has it taken you longer than four years (i.e., eight consecutive semesters of enrollment) to graduate?” In response, more than half (52.1%) said “yes.” Similarly, 17.1% said “I could not get the courses I needed;” 8.9% said “I wanted to/was advised to take a lighter course load;” 8.5% said “The number of hours I spent working for pay;” 8.2% said “I lost credits when I transferred to NC A&T;” 7.5% said “I took a semester or more off for personal (non-financial) reasons (e.g., medical, family, etc.)” and 6.8% said “financial reasons.” Less often cited reasons included “I went part-time for personal (non-financial) reasons (e.g., medical, family, etc.);” “my participation in a co-op, internship, practicum, student teaching, etc.,” “I am graduating with more than one major;” and “My participation in a Study Abroad program.”

### Plans after graduation

Graduating seniors were asked to choose from a list that indicated “the best description of your primary plans following graduation.” The largest number (22.4%) reported that “I am currently seeking, or plan to seek, paid employment.” Another 13.3% had already “accepted a full-time paid job related to [their] field of study,” and 2.4% “have accepted a full-time job not related to my field of study (by choice),” while 18% “will continue in their current paid job.” 16.5% said “I will be going to graduate or professional school full-time next year.” An additional 5.7% indicated that “I will be going to graduate or professional school part-time and working part-time next year.”

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