

2016-2017 Graduating Senior Survey Results

Those intending to graduate in the fall of 2016 and the spring of 2017 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 1769 students in the 2016-2017 graduating cohort, 1368 returned surveys, resulting in a response rate of 77.3%. Of those responding, 61.7% were female; 77.8% identified as Black; and most (73.7%) were receiving the BS degree.

Satisfaction with major department

Graduating seniors are asked about their satisfaction with instruction in the department. 82%, for example, indicated they were “satisfied” or “very satisfied” with instructors “ability to motivate me to do my best.” Similarly, 78.8% were satisfied with “how well they explained the course material,” and 81% 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” (65.9%), “the helpfulness of their feedback on my work” (72.6%), “the extent to which they consider different learning styles” (64.2%). Nearly 86% indicated “overall satisfaction with instructors in [my] major.”

Academic Advising

When asked whether they had “access to academic advising services that enabled me to successfully progress towards receiving my degree,” 77.7% indicated they were either “satisfied” or “very satisfied.” Almost 65% indicated they were satisfied with their academic advising overall, though smaller numbers indicated satisfaction with “advisor helping me think about post-graduation educational opportunities” (56.8%) or “post-graduation employment options” (52.3%). Smaller numbers of satisfied students (54.3%) responded when asked about the “advisor providing me with information about whom to contact with non-academic problems or concerns.”

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, 89.9% indicated a contribution of “somewhat” or “very much” to “using critical thinking skills.” Similar ratings were given to “working effectively as a team” (88.2%), “comprehending written and oral information” (87.3%),

“developing leadership skills” (87.6%), “ability to work with people from diverse backgrounds” (86.6%), “listening attentively” (86.4%), and “applying analytical skills” (86%).

Participation

Students were asked if they participated in several different activities while an undergraduate at A&T. Of those responding to the survey, 11.2% had done a co-op; 31%, a paid internship; 43.4%, an unpaid internship; 17.4%, a practicum; 11.7%, student teaching; 27.8%, service learning; and 9% had done clinicals. 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, 17.1% indicated “somewhat” and 49.6% indicated “very much.” Students were also asked if they had, in the past two years, worked on a “research/scholarly/creative project with an A&T faculty member outside of course or program requirements?” 27.7% of students responded “yes,” they did.

Students were also asked about their participation in community service projects sponsored by various organizations and groups on campus. 51.8% said they had participated with an NC A&T club, 9.2% with a fraternity/sorority, 39.8% with a University program (e.g., book supply, canned food/used clothes drive), 54.2% with an academic college/program/course, 47.8% with a non-academic unit (e.g., volunteering, mentoring, tutoring off campus). 49.9% indicated they had participated in a community service project organized by a group outside the university. For those students who had participated in any of these activities, most felt that the experience contributed to their personal and professional growth (27.7%, somewhat; 42.2%, 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?” Nearly 2/3 of students responding (66.4%) reported working 0 hours. 5.2% reported working 11-15 hours per week; 7.7%, 16-20 hours per week; and 5.4% 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 31.4% reported 0 hours per week. 3.3% reports 1-5 hours; 4.7%, 6-10 hours; 16.3%, 11-20 hours; and 38.5% 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?” 32.1% responded “never;” 28.6%, “seldom;” 23.9%, “sometimes;” and 9.1% indicated “frequently.”

When asked to “characterize the learning environment on this campus,” 84.3% responded that it was “strong” or “very strong.” When asked “how would you evaluate the quality of instruction in your major,” 74.4% said “good” or “excellent.” When asked about the quality of instruction overall, 75.4% marked “good” or “excellent.” Students were also asked to “evaluate the overall education that you are receiving at this university” – 79.1% responded with “good” or “excellent.” Asked “would you recommend this institution to a friend considering college?” 74.4% responded “yes.” 67% 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, fewer than half (48.1%) said “yes.” When asked for the “top three reasons it took you longer to graduate,” 32.5% gave as the most important, second most important, or third most important reason that “I changed majors.” Similarly, 32.2% said “I could not get the courses I needed;” 29.3% said “I wanted to/was advised to take a lighter course load;” 26.8% said “The number of hours I spent working for pay;” 25.1% said “I lost credits when I transferred to A&T;” 24.8% said “I took a semester or more off for personal (non-financial) reasons (e.g., medical, family, etc.)” and 24.1% 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 (30.9%) reported that “I am currently seeking, or plan to seek, paid employment.” Another 14.5% had already “accepted a full-time paid job related to [their] field of study,” and 3.4% “have accepted a full-time job not related to my field of study (by choice),” while 6.4% “will continue in their current paid job.” 16.4% said “I will be going to graduate or professional school full-time next year.” An additional 6.8% indicated that “I will be going to graduate or professional school part-time and working part-time next year.”

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